

**Five Year Capital Outlay Master Plan
Southwestern Michigan College
October 1, 2015**

Executive Summary: Southwestern Michigan College (SMC) was founded in 1964, and opened its doors in 1966. Since that time, the College has developed a main campus with a replacement value of approximately \$102 million, and an extension site (including an M-Tec Center) of approximately \$10 million. Overall, the physical plant of the College has been maintained in good repair. Classrooms, academic support facilities, and infrastructure have been systematically renovated as funds have been available. SMC currently faces the challenge of maintaining its facilities and grounds to the very high level required to meet the demands of its students and to continue to meet its core mission of student success. We have a commitment to improving the appearance and functionality of our buildings in order to positively influence the educational experience of our students. Based on the 10-year facilities master plan conducted in 2013 by Arkos Design, it was to cost approximately \$21.3 million to complete a campus-wide renovation of our buildings, selectively expand them, and upgrade their infrastructure. We have already completed or are in the process of completing over half of these renovations.

A large portion of these estimated improvements are for the State approved \$8.6 million investment in our Science and Allied Health Labs, Classrooms and Related Renovations project. The College, with matching funds from the State, is renovating and upgrading the science and allied health laboratories on its Dowagiac campus by renovating two existing academic buildings. Construction on this project began in October 2014 and is on schedule for completion by May 2016.

This project will enhance the College's capacity to provide students with quality instruction in the science fields. This project will also provide infrastructure improvements to these classroom buildings to make them more energy efficient, transforming them from the least energy efficient buildings on campus to the most, and following the LEED guidelines. Nearly every student on campus will have classes in one of these renovated buildings at some point in their time with us, so it is imperative that the learning environment be optimal.

Our other project currently in process is the continuation of the self-funded renovations at the College's Niles Campus extension site. After reviewing our marketplace and determining the area service needs, it was determined that an investment in these facilities needed to be a priority. During FY '16, we will complete Phase 3 and begin Phase 4 of the approximately \$3 million improvement plan project. We will continue as planned through FY'17 to invest in the project. The improvements have included multiple classroom upgrades, including an expansion of the science labs on that campus, as well as improved faculty/student collaboration areas and replacement of the parking lot. Planned final improvements include energy efficiency upgrades to the Heating, Ventilation, and Air Conditioning systems and the continuation of classroom upgrades.

With the initiation of these two large projects behind us, the new priorities for future renovations are as follows:

The first priority for new capital investment at Southwestern Michigan College is the renovation of our Nursing and Health Education Building. Originally built in 1970, renovation of this 12,000 square foot space will enhance the College's capacity and ability to provide students with improved, quality instruction in the nursing and health fields. The declining availability of clinical nursing training sites is becoming a national problem. Our solution is to provide more interactive computer simulations and other lab experiences on campus which represents the future of nursing training. The renovation will involve the addition of significant instructional equipment for nursing and related health fields, as well as development of state-of-the-art simulation labs and other instructional spaces. We have been studying national best practices, and are touring recently created nursing labs at several Michigan universities to help us determine our needs. We are requesting participation by the State on this project for FY'17 and our current cost estimation is planned for up to \$8 million. We have prepared a Capital Outlay Project Request for this project, which is attached to this Plan document (See Attachment B).

The second priority of the College's capital master plan is renovation of the Dale A. Lyons Building on the College's Dowagiac campus which was constructed in 1978 and is now 37 years old. This is the home to many of the College's Associates in Arts offerings, and is in need of complete renovation. This building includes our theater, art labs, and a significant number of classrooms. The building is probably the most commonly visited building on our campus. Area school events such as art, band, and music competitions are held in the facility. All of the College Visual and Performing Arts productions are held in the theater and are well attended by community members. Improvements made to this building will be quickly noticed and appreciated by our very supportive surrounding communities. Of course any improvements to a 37 year old building will provide immediate instructional, as well as operational, efficiencies.

As it is second on the College's priority list, detailed estimates have not been obtained regarding renovation costs, but it has been determined that the HVAC system replacement alone of this 76,285 sq. ft. building will be in excess of \$1 million. Given this, and the substantial square footage of the facility, it is estimated that the total project could be upwards of \$7 million.

The following information included is in response to the requirements of the Department of Technology, Management, and Budget. Categories of information required are shown in italics, with the College's data following.

I. Mission Statement

a) Summary description of the overall mission of the institution

The mission of Southwestern Michigan College is to serve our community by providing affordable local access to high quality postsecondary career preparation and college education - including the total college life experience.

II. Instructional Programming

a) Describe existing academic programs and projected programming changes during the next five years, in so far as academic programs are affected by specific structural considerations (i.e. laboratories, classrooms, current and future distance learning initiatives, etc.)

There are countless programs and services that Southwestern Michigan College might provide to the community that we serve. With finite resources, choices are constantly being made concerning which programs can and should be offered, and which will not. Input from the citizen-owners we serve, occupational advisory committees, enrollment trends, transfer articulation agreements, employment opportunities, industry needs, program costs, and numerous other factors are used to inform the Board of Trustees in their ultimate decision making regarding which programs and services will be offered.

Our existing academic programs can be described using two major categories:

1. Two-year Baccalaureate-oriented (transfer) programs.

The School of Arts and Sciences at Southwestern Michigan College is responsible for administering the majority of transfer programming and is composed of the following departments: Physical Education, Social Sciences, Humanities and Communications, Visual and Performing Arts, and Mathematics/Science. Together, these departments offer courses that lead to the Associate in Arts and Associate in Science degrees that are designed to enable students to transfer into four-year programs at other colleges and universities.

The College has seen a renewed interest in the sciences. With the College's recently renovated science laboratories and classrooms, we anticipate this interest to continue to expand. The science and math instructors have joined together with the students to start a STEM Club on campus that in just a few years has developed numerous activities and presentation opportunities for our math and science students.

Also the College has a dynamic Visual and Performing Arts program. These programs not only serve the students who have an interest in visual and performing arts but they also serve as a cultural resource to the community. All of the performances of this department are well attended by community members. The Lyons Building, which houses these programs as well as the College's 350 seat theater, is in need of renovation. The building is over 37 years old and needs both structural and cosmetic updating.

2. One- and two-year occupational programs including workforce retraining.

The School of Business at Southwestern Michigan College provides coursework and degree programs in virtually every area of business, including computer information systems. SMC's business and computer information programs offer semester length specific courses for occupational use, one-year certificates, and Associate degrees. Students desiring a two-year degree that prepares them immediately for employment in business careers will choose the Associate in Applied Science degrees. Students who desire to complete four-year business degrees will choose the Associate in Arts option.

To accommodate these programs the College completely renovated the Wood Building in 2007 and converted it from an advanced technology building to a state of the art Information Technology Building that now houses our Business and IT programs.

The School of Nursing and Health Services at Southwestern Michigan College provides its graduates with the knowledge and skills required to provide individualized quality health care in their specialty area. The School of Nursing and Health Services offers short-length specialty certificates, one-year certificates, and two-year Associate in Applied Science degrees in Nursing, Fire Science, Medical Assistant, and Health Information Technology. All programs in the school meet the guidelines for national or state licensing or certification.

The health field related programs are our largest programs by enrollment. Across the nation, these programs are an integral part of current and future educational offerings. It is imperative for SMC to improve the accommodations and learning labs for these degrees in order to maintain and expand our enrollment for these critical career opportunities. Therefore renovation of this facility is our number one capital outlay priority in the next five years.

Our Nursing Program is currently a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN). The College has been working through this process over the last year and will submit our formal accreditation self-study in December 2015, with formal accreditation anticipated by August 2016. Renovations of the program building, along with this anticipated accreditation, will allow us to continue providing a state-of-the-art, highly desired, quality Nursing Program on our campus.

High Wage. High Skill, High Demand Technology. Southwestern Michigan College prepares its graduates for high-wage, high-skill, high-demand occupations. One and two-year certificates, and two-year Associate of Applied Science degrees are available in six different fields of technology. Technical Advisory Committees composed of people with extensive background and experience in each technical field keep each occupational curriculum up-to-date with current industry standards.

To accommodate these programs the College opened an M-TEC in 2001 which houses the College's welding, precision production technology, robotics and mechatronics programs. In addition the M-TEC is utilized for customized training to area businesses.

Also the College completely remodeled and expanded the Jan and A.C. Kairis Building in 2010 that houses the College's Automotive Program. This renovation and expansion of the building allowed for two additional hoists in the automotive lab and new technology in the classroom including a car in the classroom technology.

Our Construction Trades program continues to prepare students for careers in that industry. We are currently working on two inter-disciplinary projects in which these students will work with students from the Welding program, as well as from the School of Arts and Science and the School of Business, to build and operate an environmentally friendly "small house" and greenhouse.

b) Identify the unique characteristics of each institution's academic mission: Two-year degree and certificated technical/vocational training, workforce development activities, adult education focus, continuing of lifelong educational programming, partnerships with intermediate school districts, community activities; geographic service delivery area, articulation agreements or partnerships with four-year institutions, etc.

Southwestern Michigan College is well aware of the need for trained employees in technical areas. SMC's Michigan Technical Education Center (M-TEC) is designed to address the shortage of skilled labor in Michigan. The M-TEC provides creative and proactive solutions to such shortages through its location and design. The Center, located on SMC's Niles campus, is centrally located to southwestern Michigan manufacturers with a transportation infrastructure that allows for quick and easy access to the Center.

Southwestern Michigan College's M-TEC not only houses the College's welding, precision production technology, robotics and mechatronic programs but has also been utilized for the training and re-training of manufacturing employees. Over the last decade, the facility has been used by area business and local economic and workforce development agencies for pre-employment and occupational skills training.

Beyond recent articulation agreements, Southwestern Michigan College has a long standing and growing relationship with Ferris State University under which students may take all of the needed courses leading to a Bachelor of Science degree in Business Administration-Generalist Business-Professional Track, Accountancy, Computer Information Systems, Computer Information Technology, Human Resource Management, Technical and Professional Communication, and recently added Criminal Justice on the Southwestern Michigan College campus. Each of these Ferris B.S. degree programs, as well as the Bachelor Degrees in Organizational Management and Human Services from Bethel College can be entirely earned on SMC's campus. In total students can earn nine B.S. degrees on Southwestern Michigan College's campus. Ferris and SMC are in continuing discussions concerning the feasibility of expanding offerings in several areas including Computer Internet Security and Occupational and Physical Therapy Assistant programs. A new partnership was formed with Michigan State University during 2015 in which 5 certificates can be earned on our campus. These certificates cover the areas of Agricultural Operations, Viticulture, Applied Horse Science, Fruit and Vegetable Crop Management, and Landscape Management.

Again, in recognition of occupational needs, Southwestern Michigan College is a member of the Michigan College of Engineering – Michigan Community College Liaison Committee. This cooperative agreement provides special transfer possibilities with such schools as Michigan Technological University, Western Michigan University, the University of Michigan and Trine University of Angola, Indiana.

Southwestern Michigan College also works in cooperation with the Lewis Cass Intermediate School Districts and the area K-12 School Systems in multiple agreements. Southwestern Michigan College and Lewis Cass have formal Tech-Prep and Manufacturing Technology grant agreements for the seamless preparation of students from K-12 through the associate degree level. Southwestern Michigan College offers multiple dual enrollment opportunities for area high school students, including occupational training through structured programs called academies. These occupational academies are offered through a collaborative effort with the Lewis Cass Intermediate School District and involve vocational opportunities with students taking general high school classes supplemented by college vocational work in nursing, technology, and business.

In summary, it is the policy of Southwestern Michigan College to seek partnerships with others to assist all involved in better serving our students.

c) Identify other initiatives which may impact facilities usage.

The largest and most strategic initiative that SMC has undertaken is a complete student life experience which includes residence halls and an expanded Student Activity Center (SAC). The goal of this initiative has been to combine the affordability of a community college education with the other aspects of college life that can positively contribute to student growth and development. The first residence hall and the expanded SAC opened in the fall of 2009 and the second residence hall opened in the fall of 2010. Each year the residence halls were at full capacity with a waiting list. We experienced a growth in full-time traditional aged students as a result of this strategy with both the fall of 2009 and 2010 setting records for the number of June high school graduates coming directly to SMC. The fall of 2012 opened with both residence halls full and a waiting list of 85 applicants. To accommodate this and future demand, the College constructed a third residence hall which opened in the fall of 2013 to full capacity. Now all three residence halls are full and we continue to maintain a waiting list for our on-campus housing facilities.

d) Demonstration of economic development impact to the State (i.e. Technical training centers, etc.)

SMC's Michigan Technical Education Center (M-Tec) was designed to address the shortage of skilled labor in Michigan. The College continues to assess the continuing needs of such in the area and will provide creative and proactive solutions as needed through its location and design. The Center, located on SMC's Niles campus, is centrally located to southwestern Michigan manufacturers with a transportation infrastructure that allows for quick and easy access to the Center

Southwestern Michigan College's M-TEC is prepared to address the problem of skilled worker shortages in a number of ways. First, it allows for the integration of on-the-job training with the classroom and laboratory training. Second, the facility can be utilized for the re-training of local manufacturing employees. Third, the facility has been used by area business and local economic and workforce development agencies for pre-employment and occupational skills training.

III. Staffing and Enrollment

- a) *Description of Full and Part-Time student body composition by Academic program, including how the program is accessed by the Student (i.e. Main or satellite campus instruction, collaboration efforts with other institutions, Internet or distance learning, etc.)*

Fall 2014 Major	Award	Full Time Count	Part Time Count	Total Count	Full Time %	Part Time %	Total %
Various Transfer	AA/AS	528	203	731	72	28	100
Business	AAS/Cert/ Spec Cert	73	66	139	53	47	100
Accounting	AAS	30	33	63	48	52	100
Agricultural Technology	AAS	6	24	30	20	80	100
Automotive Technology	AAS/Cert	21	17	38	55	45	100
Construction Trades Green Tech	AAS/Cert	19	5	24	79	21	100
Criminal Justice	AAS	95	39	134	71	29	100
Early Childhood Education	AAS	27	16	43	63	37	100
ECG	Spec Cert	0	2	2	0	100	100
Education Paraprofessional	AAS	0	2	2	0	100	100
Engineering Technology	AAS	9	8	17	53	47	100
Fire Science	AAS	7	5	12	58	42	100
General Education	Cert	1	1	2	50	50	100
Graphic Design Technology	AAS	42	13	55	76	24	100
Health Information Technology	AAS	9	8	17	53	47	100
High School Guest/Guest College	None	7	319	326	2	98	100
Industrial Technology	AAS	13	7	20	65	35	100
Information Systems Technology	AAS/Cert	49	40	89	55	45	100
Mechatronics Technology	AAS/Cert	21	11	32	66	34	100
Medical Assisting	AAS/Cert	24	26	50	48	52	100
Nursing/Practical Nursing	AAS/Cert	7	148	155	5	95	100
Office Assistant/Specialist	Cert	2	1	3	67	33	100
Paramedic	AAS	4	5	9	44	56	100
Pharmacy Technician	Cert	1	1	2	50	50	100
Phlebotomy	Spec Cert	0	1	1	0	100	100
Pre Nursing	AAS	62	107	169	37	63	100

Precision Machining Technology	AAS/Cert	10	11	21	48	52	100
Professional Communication	AAS	4	3	7	57	43	100
Selected Courses	None	13	60	73	18	82	100
Social Work	AAS	19	17	36	53	47	100
Sports Management	AAS	12	4	16	75	25	100
Tribal Leadership	Cert	1	16	17	6	94	100
Welding Technology	Cert	6	7	13	46	54	100
Totals		1122	1226	2348			

Southwestern Michigan College operates a main campus located on 240 acres between Dowagiac and Cassopolis, the two largest centers of population in Cass County. Additionally, the College operates a satellite campus entitled The Niles Campus located on 16 acres in Milton Township of Cass County. This satellite location was selected for two reasons: first, the College had been invited by area K-12 superintendents to fill a void and offer classes in the Niles area beginning in 1971, and second, the largest growth both in population and employment in the College district is occurring in that area.

Southwestern Michigan College responds to its citizen-owners and their requests. This means a number of classes have been offered in area schools, manufacturing facilities, etc. When requested, the College offers classes to meet the needs of students, employers, and employees. Cooperative/collaborative efforts are described in detail in II.b) above.

The College is also a partner in the Michigan Community College Virtual Learning Consortium and has been since its founding. The college also offers a wide range of hybrid courses in a number of programs. These courses combine classroom instruction with distance learning. This allows the needed support of classroom instruction with the technology of distance learning.

b) Projected enrollment pattern next five years (includes distance learning components)

Southwestern Michigan College anticipates a continued decline in the non-traditional aged student market. There are a number of reasons that the College anticipates this decline including the aging out of the baby boom generation, the number of people over the age of fifty who are dropping out of the job market, and the continued minimal creation of manufacturing jobs. Also the large number of unemployed or under employed workers that enrolled at the College the past several years through government funded programs have either obtained a job or have completed their training and there is not another significant sized group of non-traditional aged students coming in behind them.

Based on recent data, high school graduating classes have been shrinking in the College's service area over the past few years, hitting an all-time low in June 2014. For the next five years, this trend is expected to turn and class sizes will increase moderately. The College's strategy of providing a full college student life experience with the building of three residence halls, the expansion in 2009 of the College's Student Activity Center by doubling its size, and the expansion of the intramural sports programs has put the College in a position to increase its

market share of traditional aged students and June high school graduates, including those students who have a choice of where they want to go to college.

These factors should allow the College to experience a flat to moderate increase in enrollment over the next five years. Even at current enrollment levels, space is insufficient to accommodate all the specific program needs so any growth will further stretch the capacity of our facilities.

c) Evaluate enrollment patterns over the last five years

From 2005-2010 the College experienced a 60% growth in enrollment. This growth was a combination of an increasing number of unemployed and under employed non-traditional students who enrolled at the College especially through government sponsored training programs. In addition, the creation of a complete student life experience with the opening of three residence halls and an expanded Student Activity Center increased the number of traditional aged and June graduates who chose SMC as their college of choice.

The falls of 2011 and 2012 reflected an 8% and 12% decline, respectively, in enrollment. With a growth of 60% experienced the previous five years a decline in enrollment was expected. This decline was further fueled by the exiting non-traditional students, especially those enrolled in government sponsored programs. These students either completed their program, obtained employment, or dropped out. In Fall of 2013, despite a budgeted 5% decline in enrollment, we had a 7% increase, thereby recouping some of the decline experienced over the previous two years, one of only three community colleges in Michigan to experience any increase. In 2014 and 2015, our enrollment was down 7.5% and 8.5% respectively, not totally unexpected due to the above noted small high school graduating classes and decline in non-traditional aged students. These declines are similar to that experienced by our community college peers throughout the State in recent years.

Two measures of our success as an institution are the number of students we serve, and the number of students who graduate from our programs. To be sure, there are other measures of success. But since the number of students we serve directly affects the financial support we receive from the State of Michigan as well as directly affects revenues generated through tuition and fees, this measure should be of great interest to everyone in the College family. A number of enrollment reports are generated at Southwestern Michigan College each year to track this data. It is particularly useful to look at a ten-year history of enrollments to understand the state of the College today.

Table 2. IPEDS (Federal) Fall Enrollment Data		
Year	% Full-Time	% Part-Time
Fall 1995	31%	69%
Fall 1996	38%	62%
Fall 1997	36%	64%
Fall 1998	33%	67%

Fall 1999	29%	71%
Fall 2000	32%	68%
Fall 2001	35%	65%
Fall 2002	35%	65%
Fall 2003	37%	63%
Fall 2004	37%	63%
Fall 2005	38%	62%
Fall 2006	39%	61%
Fall 2007	42%	58%
Fall 2008	44%	56%
Fall 2009	49%	51%
Fall 2010	53%	47%
Fall 2011	50%	50%
Fall 2012	50%	50%
Fall 2013	50%	50%
Fall 2014	48%	52%
Fall 2015	48%	52%

As Table 2 above shows, over the past several years there was a shift from part-time students to full-time students which now appears to be stabilizing at about 50/50.

Table 3 below details Student Credit Hours and Student Contact Hours for Southwestern Michigan College.

Table 3. ACS (State) Data		
Year	Student Credit Hours	Student Contact Hours
1995-96	54,656	1,126,962
1996-97	53,507	1,091,398
1997-98	56,062	1,155,542
1998-99	55,462	1,152,709
1999-00	51,710	1,059,328
2000-01	52,979	1,075,839
2001-02	58,499	1,198,596
2002-03	54,756	1,105,508
2003-04	51,153	1,037,972
2004-05	48,808	997,442
2005-06	49,215	1,010,987
2006-07	43,550	875,396
2007-08	47,978	966,442
2008-09	50,948	1,024,037
2009-10	63,255	1,256,650
2010-11	70,861	1,405,887
2011-12	62,455	1,247,587

2012-13	55,033	1,099,799
2013-14	57,015	1,137,791
2014-15 (prelim)	51,419	1,029,923

Table 4 below details Southwestern Michigan Colleges unduplicated headcount totals for the past 20 years and full-time Equated Students (defined to be 31 semester credit hours and denoted by FYES).

Table 4. ACS Headcount and FYES Data		
Year	Unduplicated Head Count	FYES
1995-96	6322	1763
1996-97	6609	1726
1997-98	7176	1809
1998-99	6923	1799
1999-00	6229	1667
2000-01	5820	1712
2001-02	5590	1889
2002-03	4909	1766
2003-04	4296	1650
2004-05	4093	1574
2005-06	4228	1588
2006-07	3577	1405
2007-08	3615	1548
2008-09	3551	1643
2009-10	4055	2040
2010-11	4316	2286
2011-12	3930	2015
2012-13	3387	1775
2013-14	3376	1839
2014-15 (prelim)	2983	1659

d) Provide instruction staff/student and administrative staff/student ratios for major academic programs or colleges

Instructional staff/student ratios for major academic programs are as follows: Liberal Arts 1:31, School of Business 1:15, School of Technology 1:16 and School of Nursing 1:8, Southwestern Michigan College has a very lean administration with only 24 employees being classified as executive, administrative or managerial. Any ratio calculation by academic program would be misleading and not of value.

e) *Project future staffing needs based on five-year enrollment estimates and future programming changes;*

With the fluctuations in enrollment through the last five years, and the now expected leveling off in enrollment, we have been very diligent in right-sizing our staff in the both the service and instructional areas. As programs have been added and deleted, we have made corrections in staffing to meet these needs. SMC first tries to assess the needs in the academic programs, making sure we have the right quantity, as well as quality, of instructors supporting the programs we offer. We currently have 54 full-time faculty members and will add or minimize as needed as the program offerings change over the next 5 years. On the administrative service side, we pay particular attention to re-thinking our service strategy in every department upon each and every turnover of staff, to be sure we are offering our students quality service effectively and efficiently. Over the past year, SMC has reallocated resources among administrative and academic departments to best meet the needs of our student enrollment changes.

As an educational institution, we are a service industry. Rather than manufacturing a product, we provide our customers with a variety of services. First, we market our services in an increasingly competitive marketplace. Second, we advise students and provide them with financial aid counseling. Third, we bill students and offer payment plans. Fourth, we provide instruction, instructional facilities, use of instructional equipment, and assessment. Fifth, we provide certification of accomplishments in terms of grades and degrees. Sixth, we provide placement services. Each one of these activities is very labor intensive. The following table shows the human resource allocation of Southwestern Michigan College.

Table 1. Fall 2014 Employees (Excluding Student Workers)	
Full-Time Employees	Part-Time Employees
54 Postsecondary Teachers	119 Postsecondary Teachers
1 Librarians	0 Librarians
0 Library Technicians	1 Library Technicians
21 Student and Academic Affairs and Other Educational Services	25 Student and Academic Affairs and Other Educational Services
23 Management	1 Management
7 Business & Financial Operations	0 Business & Financial Operations
12 Computer, Engineering & Science	3 Computer, Engineering & Science
6 Community Service, Legal, Arts & Media	0 Community Service, Legal, Arts & Media
6 Service	2 Service
0 Sales & Related	0 Sales & Related
14 Office & Administrative Support	7 Office & Administrative Support
6 Natural Resources, Construction & Maintenance	5 Natural Resources, Construction & Maintenance
150 Full-Time Employees	163 Part-Time Employees

Clearly, the vast majority of SMC's part-time employees each semester are the roughly 119 part-time faculty. Adjunct instruction allows us to provide an otherwise unimaginable breadth of offerings with only 54 full-time faculty (for example it would take approximately seven full-time faculty to teach our English 103/104 sequence alone). Currently, SMC has a 1:17 faculty to student ratio. It is worth noting that SMC's current ratio of full-to-part time instructors results in approximately 55% of the student credit hours generated in the instructional division are taught by full-time faculty. Unlike many community colleges nationally who are increasing the number of courses taught by adjuncts in order to reduce cost, SMC still focuses on maintaining a high percentage of courses taught by full-time faculty. Excluding transfers in the operational budget of the college, SMC spends 65% of our operational budget each year on wages, salaries, and fringe benefits for our 300+ regular employees.

It is impossible to project our staffing needs in a vacuum. We have addressed the State's changing workforce skill requirements by reconfiguring the M-TEC to provide a precision production technology lab and a welding lab in order to centralize our advanced manufacturing technologies program. This requires a need for both full and part-time instructors in these areas.

In addition, the College continues its initiative to provide instructional and advising support to our students. We now have two Teaching and Learning Centers at the College that provide students with access to personal computers, tutoring and faculty. Also we have increased career advising to our students. These areas will require adequate staffing in the future in order to attract, retain, develop and graduate our students and help them achieve their goals.

Future staffing requirements of the College will be determined by the mix of programs that are required by our students, business partners and community and approved by the Board of Trustees.

f) Existing class size and projected class size needs based on institution's mission and planned programmatic changes;

The College limits class sizes to a number small enough to allow maximum learning while large enough to meet restricted budgets. Composition classes, and similar cognitive learning experiences are limited to 24 students per section and Advanced Technology classes are often limited to 20 students due to availability of equipment. As a continuation of this adopted recommendation, classrooms are constructed with configurations limiting seating capabilities sizes suitable to learning environments.

In addition the College is always evaluating programs and eliminating those programs with low enrollment. This allows the College to maximize its limited resources and to apply them to growth programs.

IV. Facility Assessment

- a) *Professionally developed comprehensive facilities assessment is required. The assessment must identify and evaluate overall condition of capital facilities under college or university control. The description must include facility age, use patterns, and assessment of general physical condition;*

SMC commissioned Arkos Design to conduct a space utilization assessment of its academic and administrative facilities for the Facilities Master Plan project which was completed in July 2013. The assessment of existing facilities is as follows:

Exhibit One

SOUTHWESTERN MICHIGAN COLLEGE Professionally Developed Assessment of Existing Facilities

COMMENT BUILDING CONSTRUCTION	SQ. FT.	REPLACEMENT VALUE-NEW	DEPRECIATED VALUE
College Services Building	45,882	\$9,409,800	\$7,998,300
O’Leary Building	21,698	5,794,900	5,794,900
Dale A. Lyons Building	76,285	18,869,900	12,265,400
Health Education	12,000	2,777,100	1,666,300
Daugherty Building	21,698	5,060,700	2,783,400
Charles O. Zollar Building	45,493	11,703,700	10,065,200
Instruction Resource Center	32,000	7,590,200	5,920,400
Student Housing I	55,736	8,185,000	7,693,900
Barbara Wood Building	26,065	6,790,800	6,247,500
Student Housing II	55,736	8,185,000	7,693,900
Maintenance/Storage/Offices	10,720	951,900	780,600

Jan and A.C. Kairis Bldg.	26,129	4,065,300	3,862,000
Niles Area Campus	48,000	6,934,700	5,894,500
Bookstore	14,612	3,991,200	3,392,500
Greenhouse	190	9,400	3,300
Athletic Storage	800	22,000	7,700
New Maintenance Storage	1,200	55,200	52,400
M-TEC	13,700	2,974,000	2,527,900
Niles Campus Storage	6,250	265,500	233,600
Student Housing III	55,736	8,185,000	7,939,500
TOTALS	569,930	\$111,821,300	\$92,823,200

b) Building and/or classroom utilization rates to industry standards

Southwestern Michigan College maintains classroom utilization data in two locations: the Campus Data Center and the Office of Institutional Research. The College mainframe is programmed to produce space utilization configured upon classroom size and seating capability. Institutional Research maintains more comprehensive space utilization materials providing greater detail.

Space utilization is only partially a matter of size and seating limits. In the modern high tech environment, much space must be classified as “dedicated.” For example, a welding laboratory/classroom cannot be used for other instructional programs. The same is true with automotive, electronic facilities, and certain computer laboratories such as those used in graphic design and computer aided design. On campus nursing labs are in maximum use and on those days when nursing students are in clinical situations off campus these labs are used for medical assisting, CENA, EMT, and other allied health students. Institutional Research then keeps space utilization records by room size, program usage, and instructional limits.

Space utilization records show that classrooms and learning facilities are in use 90%+ during peak hours. During morning hours, classroom use ranges from 85% to 100% of total capacity. During mid-afternoon usages rates drop in general programs although remain consistently high for specialized use such as science labs.

- c) Incorporation of specific mandated facility standards for program Implementation where applicable (i.e. federal/industry standards for science research facilities, industrial machinery, agricultural and animal research, etc.)*

Not applicable

- d) Functionality of existing structures and space allocation to program areas served*

Southwestern Michigan College maintains a philosophy of maximum use of all available space.

When programs, during program viability study or similar review, are demonstrated to have fewer students than space allocated, new modes of instruction are studied in an attempt to reallocate space needed by larger programs.

New construction always includes studies of space allocation based upon program need along with studies of use of space vacated. Additions to the Niles Campus included, for example, relocation of two entire technology programs from the Dowagiac campus to the Niles Campus. This decision was made because: (1) students enrolling in the program resided in that section of the college district, (2) employers hiring graduates are located in that section of the college district, (3) these programs had been housed in areas not specifically designed for them when built, and (4) higher quality instruction was made possible by the new facility. Still, part of the decision involved on-campus needs for vacated space. In addition the M-TEC was reconfigured to accommodate the relocation of these programs from the Dowagiac campus to Niles. This allowed for the renovation of the previous Tech building into an IT center which now houses the College's school of business, CIS courses, and the College's computer support division.

In 2011 the College consolidated and expanded the Teaching and Learning Centers in the Resource Center and relocated the Testing Center in the College Services Building in the space formerly occupied by the Teaching and Learning Center. This not only allowed for a larger Testing Center but also allowed for the creation of an additional classroom in this building.

The College renovated the existing Museum Building into the new College Bookstore a few years ago. This newly renovated space expanded merchandise offerings as well as provided better service to our students. Phase two of the renovation transformed the prior bookstore in the College Services Building into a one-stop student service center for our potential, new, and current students.

Also as mentioned before, in 2007 SMC totally renovated the advanced technology building into an IT center which now houses our business and IT programs as well as houses the College's computer support division. In 2010 the College renovated and expanded the building that houses the automotive program. In 2016, we will complete the re-purposing of two existing classroom buildings through a 2-stage process in which we renovated an old Academic Classroom building into a new Science and Allied Health Building and now are renovating the "old" science building into a refurbished Academic Building. These are

examples of how SMC has adapted its facilities to the needs of our students. In 2017, we hope to begin the renovation and expansion of our Nursing and Health Education Building, providing improved and expanded labs for our clinical nursing instruction.

Even at current enrollment levels, space is insufficient to accommodate all the additional clinical simulation labs made necessary by the declining available clinical opportunities regionally.

e) Estimated replacement value of existing facilities (insured value of structure to the extent available)

Exhibit One on pages 14 through 16, includes the estimated replacement value of existing facilities.

f) Assessment of campus utilities system (i.e. air distribution/heating and cooling system, water and sewage, electrical, etc.)

**SOUTHWESTERN MICHIGAN COLLEGE
Assessment of Campus Utility System**

HVAC Systems – Systems for the following buildings have been included on the Maintenance and Repair/Deferred Maintenance Schedule

<u>Library</u> – (built at the same time as the O’Leary and Science Buildings: one of the three original buildings over 40 years ago) Chiller, Air Handling Unit, Air Compressors.....	\$350,000
Dehumidification System for the Library.....	\$100,000
<u>Classroom (Health Ed Building)</u> – Heating and Cooling Systems	\$250,000
<u>Barbara Wood/Vo-Tech Building</u> – Heating Systems (Two boilers)...	\$125,000
<u>Lyons Building - HVAC Systems</u>	\$1,250,000

g) *Assessment of condition of campus infrastructure (i.e. roads, bridges, parking structures, lots, etc.)*

All the parking lots on campus have been re-paved in the last few years, including our most recent \$550,000 capital investment in our Niles Campus parking lot in August of 2016. Included in our annual operating budget is an allowance of \$45,000 for preventative maintenance of our parking lots and sidewalks. We believe that it is best to invest in the on-going maintenance of these facilities so as to maximize the useful life of the major reconstruction we have invested in each parking lot area.

h) *Adequacy of existing utilities and infrastructure systems to current and five – year projected programmatic needs.*

DOWAGIAC CAMPUS

Electrical System – The Dowagiac electrical system is over 40 years old, with a few upgrades made over the last 14 years to only certain areas of the campus. Five buildings still require upgrading and failures are occurring due to old buried electrical lines in our parking and sidewalk lighting systems.

This needs to be addressed within two years.....\$200,000

Completion of the campus high voltage back feed loop is also necessary

This needs to be addressed within the next five years..... \$150,000

i) *Does the institution have an enterprise-wide energy plan? What are its goals? Have energy audits been completed on all facilities, if not, what is the plan/timetable for completing such audits.*

Southwestern Michigan College had energy audits performed in 2007 and 2009 by the Retired Engineer Technical Assistance Program Assessment Team. In addition the College had an energy audit performed by Ameresco in 2011. The goal of the College is to not only reduce operating expenses through energy efficiencies but also to use clean energy wherever possible. We have regularly replaced light fixtures throughout campus with new, higher energy efficient lighting, taking advantage of utility rebates offered as much as possible.

SMC has invested over \$40 million in new construction and renovation since 2008. With every project the College has integrated energy efficiencies that have reduced the College’s energy and maintenance cost of its facilities. This will continue to be a part of the design of all future renovation or new construction projects.

- j) *Land owned by the institution, including determination of whether capacity exists for future development, or whether additional acquisitions need to occur to meet future needs.*

The Dowagiac campus of Southwestern Michigan College consists of 240 acres, of which approximately 100 acres are wooded. Eighty of these wooded acres were donated in 1975 by E. Claspy and has been maintained as a nature, hiking and cross-country skiing area. The entire 240-acre system is under review by a forester to determine an inventory and recommended development. In 2014 the College acquired two pieces of property adjacent to the Dowagiac campus, adding a few more acres surrounding one of our main entrances to campus. We feel having control of these adjacent properties when possible is important for future planning considerations.

The Niles campus consists of 16 acres of which only five acres remain open for building development. Existing property is available adjacent to this property which could be purchased for approximately \$300,000.

- k) *What portions of existing buildings, if any, are currently obligated to the State Building Authority and when these State Building Authority leases are set to expire.*

The Instructional Resource Center lease expires in 2034.

V. Implementation Plan

- a) *Prioritize major capital projects requested from the State, including a brief project description and estimated cost, in the format provided. (Adjust previously developed or prior year's figures utilizing industry standard CPI indexes where appropriate.)*

SMC's current project in which the State is participating is for the renovation of the Daugherty Science Building and the O'Leary Social Science and Humanities Building. The O'Leary Building has been renovated into the new Science Building and the Daugherty Building is to be renovated into the new Social Science and Humanities Building. The total project is \$8.6 million, \$3.75 million of which is being funded by the State and the remaining \$4.85 million by the College.

Our next priority is the renovation of our Nursing and Health Building. This project will enhance the College's capacity and ability to provide students with improved, quality instruction in the nursing and health fields. Our plan is to provide more interactive computer simulations and other lab experiences on campus which represents the future of nursing training. The renovation will involve the addition of significant instructional equipment for nursing and related health fields, as well as development of state-of-the-art simulation labs and other instructional spaces. The estimated cost of this project is currently \$8 million.

Upon completion of this project, the College will focus on the 37 year-old Dale A. Lyons Building which houses our theater, art labs, and a significant number of classrooms. An estimate of the costs needed to make improvements to this building has not yet been obtained but can be expected to be over \$7 million.

These projects are explained in more detail in the executive summary.

SMC has prepared a capital outlay request for 2017 for the above referenced Nursing and Health Building. The applicable Attachment B is attached.

- b) If applicable, provide an estimate relative to the institution's current deferred maintained backlog. Define the impact of addressing deferred maintenance and structural repairs, including programmatic impact, immediately versus over the next five years.*

The College understands that the condition of its facilities from a structural, esthetic, and technology perspective is vital to maintaining the high level of student success that SMC students have achieved over the past 10 years. In addition the campus and facilities of SMC is one of the strongest marketing tools that the College has. Therefore, SMC provides sufficient funds in both the general fund and a building and site fund to address any maintenance issues and does not have a significant maintenance back log.

Since 2008 the College has invested over \$40 million in new construction and renovation to meet changing program needs and to maintain our facilities. Through the College's strategic planning process SMC will be continually analyzing its facilities needs into the future.

- c) Include status of "in-progress" projects financed with State Building Authority resources and incorporate how completion coincides with overall five-year plan.*

Our current science and other classroom buildings renovations project, which includes State funding, is approximately 60% complete and construction is proceeding as scheduled. The renovations of the first classroom building were completed on time and the building was open for the start of classes this Fall, as planned. Renovations on the second classroom building have begun and are scheduled to be completed in May, 2016. The College's financial commitment to this \$8.6 million project is incorporated into our annual long range plan and budgets. As we complete this project, we are positioning ourselves for the start of our next major capital outlay project, the Nursing and Health Education Building.

- d) Identify to the extent possible, a rate of return on planned expenditures. This could be expressed as operational "savings" that a planned capital expenditure would yield in future years.*

In the past seven years SMC has invested over \$40 million in renovations of existing buildings, the new construction of three residence halls, and an expanded Student Activity Center. With

each renovation and new construction project, energy and cost saving technologies were included in the project plans as well as green technology where possible. This has substantially reduced SMC's energy and maintenance costs of its facilities.

In addition SMC utilized reserves for the construction of the third residence hall which provides a return on these funds of between 4 and 7% annually.

e) Where applicable, please consider viable alternatives such as distance learning, to new infrastructure development.

Through SMC's strategic planning process the College is always looking at analyzing new platforms for delivering instruction. At the heart of this analysis is what platform of instruction is required by our students to be successful. This analysis is an on-going process for the College.

f) Identify a maintenance schedule for major items in excess of \$1,000,000 for fiscal year 2017 -fiscal year 2021

We do not currently have any maintenance items in excess of \$1,000,000.

g.) Identify the amount of non-routine maintenance the institution has budgeted for in its current fiscal year and relevant sources of financing.

We have budgeted \$100,000 in FY' 16 for non-routine maintenance and it is funded from our Building and Site Fund. This is in addition to \$650,000 of planned improvements to our Niles campus facility and \$600,000 of anticipated capital asset purchases which will include academic program capital needs.