



# **MID MICHIGAN COMMUNITY COLLEGE FIVE YEAR MASTER PLAN**

**(FY 2019 to FY 2023)**

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**MICHIGAN COMMUNITY COLLEGE**  
**FIVE YEAR MASTER PLAN**  
**(FY 2019 to FY 2023)**

**I. MISSION**

Mid Michigan Community College (MMCC) provides educational and community leadership for the development of human ability. To this end, the College provides post-secondary education and services to enable students and the community to achieve success in a global society.

The College's strategic plan, Vision 2020, builds upon its enduring goals:

Encouraging student success

Engaging our communities

Enhancing employee impact

Ensuring institutional effectiveness

For each goal, Vision 2020 describes the ambitious but attainable objectives that will move the college forward. Please see <https://www.midmich.edu/custom/vision2020> for the full plan. Its objectives are an outgrowth of the College's shared governance system and its commitment to collaboration at all levels. Salient portions of the plan have been described in this report, formatted for the State's Capital Outlay consideration.

The College operates from its original campus in Harrison, Michigan (built in 1969), from its Mt. Pleasant campus (built 2009-2014), and in many area high schools as it offers dual enrollment to over 900 students in K-12 partner schools. The age of the Harrison campus, both in design and infrastructure, has become a significant concern as the College seeks to ensure that students at both campuses benefit from high-quality learning spaces and that local

communities can benefit from the activities and services of a thriving college campus.

## **II. INSTRUCTIONAL PROGRAMMING**

In keeping with its mission, MMCC focuses on the pursuit of excellence in student learning and community connections. The College offers 23 academic programs under four associate degrees as shown below. Certificates of Achievement and Training Credentials are also available for those who seek to update or focus their skills.

### **ASSOCIATE in APPLIED SCIENCE DEGREES**

Accounting  
Automotive Technology  
Business  
Business Information Systems  
BIS – Medical Transcription  
Computer Aided Drafting & Design  
Computer Information Systems  
Criminal Justice – Corrections  
Criminal Justice Pre-Service  
Early Childhood Education  
Graphic Design  
Heating/Refrigeration/Air Conditioning  
Magnetic Resonance Imaging  
Medical Assistant  
Plastics Engineering Technology  
Physical Therapist Assistant  
Radiography

### **ASSOCIATE in ARTS DEGREES**

Business Studies Transfer  
Criminal Justice Law Enforcement  
Liberal Studies Transfer

Visual Arts

### **ASSOCIATE DEGREE in NURSING**

Nursing – ADN

### **ASSOCIATE in SCIENCE DEGREES**

Math and Science Studies Transfer  
Health Sciences Transfer

### **CERTIFICATES of ACHIEVEMENT**

Automotive Service Mechanic (1 year)  
Automotive Technology (2 years)  
Business Information Systems  
Computer Assisted Drafting  
Early Childhood Education  
Machine Tool Technology  
Pharmacy Technician Specialist  
Plastics Engineering Technology  
Welding

### **TRAINING CREDENTIALS**

Geothermal Technology  
HRA Heating-Electrical Specialist

HRA Refrigeration-Air Conditioning  
Specialist  
Legal Office Specialist

Medical Office Specialist  
Records Information Management

The College uses the Degree Qualifications Profile (DQP) as a framework for its student learning outcomes and assessment activities. The DQP provides a learning-centered framework for the knowledge and skills college students should acquire at the associate's, bachelor's, and master's degree levels. The framework organizes proficiencies according to five broad interrelated categories:

- Specialized Knowledge: Regarding the theories and skills of a particular field of study.
- Broad and Integrative Knowledge: Consolidating knowledge and bridging disciplines.
- Intellectual Skills: Including both traditional and non-traditional cognitive skills.
- Applied and Collaborative Learning: Emphasizing what students can do with what they know.
- Civic and Global Learning: Recognizing the responsibility to democracy and the global community.

The DQP Framework aligns well with both the College's career-center programs and its transfer degrees. Used in combination with its course-based success rates and student withdrawal/persistence rates, the College is able to ensure comparable success rates between its two campuses, between on-campus and online delivery, and between dual-enrolled and college level students.

## **COLLEGE READINESS**

No matter what program of study the student elects, MMCC is determined to provide an educational experience that provides a balance between challenge and support. For some, college readiness itself is a challenge based in part on the socio-economic profile of the region. In the College's service districts, the college attainment rate of approximately 20% in its service areas is significantly lower than the 39% state average. High school to college

enrollment in Clare/Gladwin counties is 59% while in the state of Michigan it is 70%. More than 60% of MMCC students are first generation with few role models for navigating the educational landscape. Data from the Michigan College Access Network (MCAN) show that over 40% of students from Clare/Gladwin counties require remediation in college compared to the state rate of 27%.

To support its students in overcoming these challenges, MMCC leverages federal funding for its Students of Promise, Educational Talent Search, Title III, and Student Support Services (SSS) initiatives – each of which provides targeted support for student retention and completion. The College provides robust tutoring and support through its Library and Learning Services (LLS). As more students have learned to take advantage of these services, providing adequate space has become a concern, particularly at the Harrison campus where learning support services have been sandwiched into the library. The College is seeking funding to allow for an expanded and upgraded space to increase the effectiveness of these support functions.

The LLS acts as an umbrella of multiple services such as the Writing and Reading Center (both onsite and online), Math Lab, and Supplemental Instruction program in biology and chemistry. In addition, LLS staff oversee college testing and placement assessments. The LLS centers also works with the Office of Disability Services to coordinate support for students with special needs. In addition, while MMCC is fortunate to have a strong international population of more than 77 students from 7 different countries, their English as a Second Language (ESL) needs place additional and unique demands on the LLS. In light of the international student population, the LLS has added a part-time position that focuses on working with this population through the Writing and Reading Center.

As more students find their way to the LLS, more accommodations are required. The College

was able to incorporate a much larger and more effectively designed LLS into the Mt. Pleasant Center for Liberal Arts and Business. On the Harrison campus, space utilization has been improved by merging various LLS departments into the Library space. However, each service area is overcrowded. Spaces like the writing, math, and science labs that should foster convivial discussion in a welcoming atmosphere, are squeezed next to the library areas for quiet study. While staff have been cross-trained to meet student needs, their workspaces are a hodge-podge of desks and partitions. The expansion and realignment of space on the Harrison campus continues as a top priority for the success of the College's instructional program.

### **DUAL ENROLLMENT, EARLY COLLEGE, and CTE**

MMCC has long enjoyed positive relationships with its K-12 partners. Early engagement with the College encourages students to consider college as an option and saves area families' money. MMCC views dual-enrollment as further opportunity to prepare students for college work, thereby reducing the need for remediation as described above. Dual enrollment enables students to use their senior year more effectively and fosters a stronger connection between high school and college curricula. Over 900 high school students benefit from MMCC's dual enrollment options each year – some on the college campus and some in their local high schools. MMCC is the only public community college in Michigan to be National Alliance of Concurrent Enrollment Partnership (NACEP) accredited. Of these students, more than 80% are successful in their courses and all have access to the College's support services as outlined above. More than 30 local high schools partner with MMCC to offer dual enrollment options, including six who offer an Early College model in which a student comes to MMCC to earn the Associate's Degree in the "fifth year" of high school. Given the socio-economic challenges of the region, it is significant to know that more students who began with dual enrollment graduate from MMCC, than those who did not dual enroll.

MMCC provides a cohesive dual enrollment program for seamlessly transitioning high school

students into successful college students by providing relevant college-level instructional programs which integrate with the high school curriculum. In addition to academic readiness, the program develops the students' knowledge of, and abilities to, navigate a college environment. The program includes the Clare-Gladwin Regional Education Service District (CGRESD), Big Rapids Public Schools Enhanced Dual Enrollment program, Shepherd Public Schools Enhanced Dual Enrollment program, Huron County Intermediate School District (ISD) Enhanced Dual Enrollment program, Morley Stanwood Public Schools, Harrison Public Schools, Beaverton Rural Schools, Laker High School, and Sacred Heart Academy. Using team-teaching between college and high school instructors, while incorporating periodic transition workshops, the college is able to ensure consistent outcomes and student support both academically and non-academically.

In addition to dual-enrollment courses related to the Michigan Transfer Agreement, the Clare-Gladwin Regional Education Service District (CGRESD) is located on the Harrison campus of Mid Michigan Community College and its students flow through the campus throughout the week. The College continues to serve as a partner with the area high schools and the CGRESD to deliver career/technical education (CTE) and dual enrollment on the Harrison Campus. Classroom and laboratory space is provided to the local schools for programs in automotive, welding, criminal justice/law enforcement, computer repair, networking, and culinary arts. CTE opportunities in Heating, Refrigeration, and Air Conditioning (HRA), Computer Assisted Drafting and Design (CADD), and Machine Tooling are available in the new Advanced Integrated Manufacturing program. In addition, the CGRESD and MMCC have embarked on planning toward an Early/Middle College program that focuses on occupational and technical careers. The College and CGRESD seek to strengthen and expand opportunities for CTE students on the Harrison campus. However, the aging facilities on the Harrison campus limit the ability to safely and effectively organize instructional space. The College is seeking funding to upgrade classroom and lab space for its CGRESD students as a part of its

commitment to workforce development in Michigan.

MMCC has partnered with Huron County ISD to include additional learning opportunities for their students in CAD and other technical programs in that area of the state, currently underserved by higher education.

In addition, the College is concerned about the facilities it makes available to dual-enrolled students and their counterparts in the Clare/Gladwin CTE programs on the Harrison campus. The development of upgraded classroom facilities with safe entrances from bus drop-off points would enhance the dual enrollment experience. Expanded space for Learning Support Services would also benefit these students as they seek to gain a boost into their college careers.

## **UPON GRADUATION**

MMCC's graduating classes are divided between those who seek to transfer to a bachelor's degree program and those who are ready to launch careers. On average, approximately 55% of graduates seek to transfer and approximately 45% are prepared to directly enter the work world.

## **PREPARING FOR TRANSFER**

Many students, including those who are dual-enrolled, seek to fulfill the requirements for the Michigan Transfer Agreement. Three universities are the top destinations for MMCC students: Central Michigan University, Ferris State University and Saginaw Valley State University. The College's reverse transfer agreements enable students to make the most of their credits earned at the university in fulfillment of the Associate degree requirements.

Because CMU's campus is close to MMCC's campus in Mt. Pleasant, it is the university of

choice for many students and, conversely, a resource for CMU students who wish to stretch their tuition dollars and/or who need to regroup in preparation for stronger success at the university level. Data from CMU show that students who complete their Associate degrees at MMCC have a greater likelihood of completing their bachelor's degree at CMU. The more credits earned at MMCC, the higher the student's success rate at CMU. This data mirrors what has been shown nationally about the value of an associate's degree and the importance of degree completion.

In addition to its top three partners, the College continues to work with other institutions to develop formal transfer agreements with two and four-year institutions so that MMCC students have the opportunity to continue their education. Currently MMCC has formal transfer agreements with Bellevue University, Alpena Community College, Capella University, Central Michigan University, Davenport University, Delta Community College, Eastern Michigan University, Ferris State University, Franklin University, Grand Valley State University, Kaplan University, Kirtland Community College, Lake Superior State University, Lansing Community College, Life University, Montcalm Community College, Northwood University, Saginaw Valley State University, University of Michigan – Flint, West Shore Community College and Western Michigan University. Transfer guides are also available for a number of other institutions including Alma College, Kendall College, Michigan Technical University, Northern Michigan University, Michigan State University, Oakland University, Saginaw Chippewa Tribal College, University of Michigan – Ann Arbor Engineering, University of Michigan – Detroit Mercy, University of Michigan – Flint, Wayne State University, and Western Michigan University.

MMCC has embarked on several significant initiatives to promote degree completion. Its creation of the Mid-Mentors department provides a single point of contact for each student to meet their needs holistically and seamlessly align the processes for enrollment, financial aid, and academic advising. The College's work with the Guided Pathways initiative of the

Michigan Community College Association (MCCA) has led to improvements in the course schedule and course transferability. Its designation as one of twenty colleges nationwide for the Right Signals project utilizes the DQP to ladder technical certificates into degree programs.

## **CAREER AND TECHNICAL EDUCATION**

For those entering the world of work directly after graduation, the health professions dominate. Nursing has long been a strong program for MMCC and boasts both strong test results and employability. The College's Physical Therapist Assistant program has grown, requiring an annual cohort and contemplates further future expansion. Computed Tomography (CT) will begin January 2018, and Electroencephalography (EEG) will begin Fall 2018 through the MiRIS Consortium. The Medical Assistant program is now offering lecture and labs on both Mt. Pleasant and Harrison campuses, and the Pharmacy Technician program is transitioning to hybrid/on-line delivery Fall 2018. The integration of health professions has become the norm in hospital settings as technicians and care providers unite to provide bundled services. Newer facilities and access to the CMU campus make integrated learning more accessible at the College's Mt. Pleasant campus. The Harrison campus has seen modest improvements to its Nursing wing but still needs an integrated health professions lab. Such space could also benefit the CTE's high school health occupations program and the College's non-credit Certified Nurse Aide and Phlebotomy program.

Whether in health care or another career-focused program, the College connects its academic programs to the needs of area employers through a wide range of Advisory Committees. Nearly 100 local leaders serve on various MMCC Advisory Councils to review curricula and support our graduates. The committees advise faculty and program directors about emerging trends and assist in maintaining high-quality standards. Based on recommendations, adjustments are made to the programs and reviewed by the College Curriculum Committee for credit based programming. Advisory councils also review and recommend non-credit

programming. A key function of the advisory councils is to alert the College to emerging trends and the requirements for preparing graduates for the future. For example, MMCC has 65 affiliation agreements with health care providers and hospitals to provide for clinical experiences for approximately 275 students annually in six health care programs. All health care programs have volunteers from the healthcare community on their respective advisory boards. Health Sciences work with over 90 members on advisory board committees, meeting twice each year per program.

The Automotive Technology Advisory Council has alerted the College to the need for enhanced facilities to training both CTE and College-level students in automotive technology. The Automotive Technology wing of the main classroom building was constructed in 1977 and encompasses approximately 14,310 square feet. The wing includes a large automotive laboratory, engine classroom/laboratories, support and storage spaces and two classrooms. The space is used by the College for its automotive technology associate's degree and certificate programs and by the Career and Technical Education students of the Clare-Gladwin Regional Education Service District (RESA). This space is overdue for renovation. As a part of its 2015 Campus Master Planning process, the College contracted with Peter Basso Associates (PBA) for an analysis and recommendations. PBA found that the wing's mechanical equipment is 40 years old and in poor condition, having exceeded its useful life expectancy of 20-25 years. The College is prepared to make a significant investment in this area and has sought grant funding to begin work, recognizing that the cost of the mechanical upgrade alone is expected to be over \$300,000. Beyond the infrastructure requirements, it is clear that functional use of the wing is inhibited by inadequate and poorly organized storage of automotive parts, equipment, and tools. The College has listed it as its second priority for capital outlay funding with the state.

In addition to advisory committees for each career-focus, two cross-disciplinary groups are

worthy of special note. The first is the Science, Technology, Engineering and Math (STEM) Network, formed at MMCC to enhance STEM education across the Great Lakes Bay Region and the Governor's Regional Prosperity Zone (Region V). The Network is comprised of business, industry, and K-12 leaders meets monthly. Working collaboratively, it has developed an Employer Toolkit resource guide and a proposal for an Employer Talent Pipeline to strengthen the connection between students at all levels and industry-based experiential learning opportunities. The College received funding in 2017 via a Dow Chemical Corporation grant to hire a STEM Coordinator to work on a regional basis to grow experiential learning opportunities. The second group is the MMCC Technical Education Center Advisory Council, comprised of local business and manufacturing leaders, educational representatives and workforce development specialists. MMCC has two Centers providing economic development assistance, traditional technical education, business training, short-term certificate training and small business counseling to the region. The Morey Technical Education Center on the Mt. Pleasant campus complements the Harrison Technical Education Center. Programs offered through the Technical Education Centers include credit-bearing courses for the General Technology Associate of Applied Science degree, Heating/Refrigeration/Air Conditioning (HVAC), Computer Aided Drafting and Design (CAD), Welding, Machine Tool, Plastics and a variety of short-term non-credit programs.

## **BUSINESS AND INDUSTRY**

Focusing on the pursuit of excellence in student learning and community connections, the college recognizes that it has a special responsibility to assist area employers with specialized training/education services to help them meet the continuous challenges of rapidly changing technology and the incredibly competitive global economy. The College responds to changing industry requirements such as those established by Michigan's Electrical Administrative Board in 2010 that required all electrical apprentices to participate in an approved electrical training program. Electrical apprentices in the construction and industrial fields are currently required to

register with the state. In addition to registering, electrical apprentices have to document their continuing education. Mid Michigan Community College is an approved provider of related technical instruction that meets the education requirements of apprentices. MMCC, through its Technical Education Center, offers both on-campus testing and online courses that meet the required standards.

MMCC offers five new statewide articulations for the following State of Michigan Career Technical Education (CTE) programs: Drafting & Design/Architectural, Public Safety/Protective Services, Machine Tool Technology/Machinist, Therapeutic Services, and Finance/Financial Management Services. MMCC anticipates converting many remaining individual articulation agreements to statewide agreements within the near future.

A further example of responsive educational programming can be found in MMCC's plastics technology career pathways in rural Michigan and newly developed Advanced Integrated Manufacturing (AIM) program. The original development created a seamless ladder program starting with a noncredit training credential through an associate degree with the ability to transfer to partnering universities for bachelor degree programs. Progress included the development and delivery of Rapid Response programs in welding, CNC and advanced manufacturing. Development of certificate and associate degrees along with articulation agreements with CMU and SVSU are in place.

MMCC recognizes that some students are already on the job. It therefore offers short-term training programs, apprenticeship training as well as customized training for incumbent workers and Skilled Trades Training Fund (STTF) training, delivered at the place of business or on the college campus. Programs are designed with employers and in collaboration with the MiTalent (MiWorks!) offices, USDOL and State, to leverage resources for talent development and ensure that we provide the skills for high demand and/or high skill positions. The college

trained 654 persons through the Corporate and Continuing Education Division, 378 of those trained through STTF, in topics ranging from; Blueprint Reading, Shop Math, Precision Instruments, Quality Control and Problem Solving, Geometric Dimensioning and Tolerancing, Tig Welding, ARC Flash, Rapid Response Welding, Internal Auditor and OSHA. Workshops like Supervisory Skills and 60 hour Builders Course are also offered. Short-term training topics including Phlebotomy, Certified Nurses Aide and Truck Driving are programs designed to get students employed in 6 weeks or less.

In addition to on-site training, MMCC offers a variety of eLearning courses that can be utilized by businesses and individuals. For example, the non-credit eLearning suite gives access to numerous electrical apprenticeship titles approved by the Bureau of Apprenticeship Training. A complete list of technical course offerings may be found at the college's website

<https://www.midmich.edu/departments/corporate-continuing-education>

### **SMALL BUSINESS DEVELOPMENT CENTER (SBDC)**

The College hosts the federally funded Michigan Business Development Center (SBDC), which focuses on small business development. The SBDC, a partner program of the U.S. Small Business Administration, provides counseling, training and research to help small business to launch, grow, transition and innovate. The SBDC helps small businesses grow by providing resources to prospective and existing business owners alike. Programs offered to the community include business education sessions on topics including Business Startup, Financial Management, Accessing Capital, Cybersecurity, and Buying and Selling a Business. The SBDC web site details additional services and programs offered through the center.

<http://www.sbdcmichigan.org/>.

Hosting the SBDC on the campus ensures that students and area business owners alike have access to relevant business development tools, resources and expertise to help their business

grow. The SBDC also serves as key conduit to various business incubators, private sector service providers, lenders and MMCC staff and faculty expertise that can be quite meaningful when fostering local business growth. Having the SBDC on the campus enables a more seamless integration of area business needs with MMCC technical division program offerings.

## **CAREER SERVICES AND CO-OP/INTERNSHIPS**

The Career Center provides dedicated space for a full line of career services to MMCC students and alumni at our Mt. Pleasant location. MMCC's Career Center assists students in selecting a career path that meets their interests, academic abilities, personal values, lifestyle, and exploring the current job market. Connecting area employers with MMCC's student population is important in expanding services to students on both campuses. While a dedicated space for the Career Center at the Harrison campus is not yet available, services are available to Harrison students by appointment, as Career Center staff travels between campuses.

Further improvements/services to students in preparing them for practical work experience includes the recent revitalization of MMCC's internship program. This program is designed as a capstone experience to be taken during the last semester of a student's college program, however, students may now participate in field work experiences sooner than their last semester. A one credit course, MID 150, Career Readiness has been added and is offered to all students, and is a prerequisite to the internship course supervised by the Director of Internships.

### **Career Center Services include:**

- Career workshops
- Resume/cover letter development
- Interview preparation

- One-to-one career assistance
- Career/major exploration
- Job search

Dedicated staff members are available to answer students questions or provide detailed information about the Center. Career Center staff may be reached by email at [careercenter@midmich.edu](mailto:careercenter@midmich.edu).

Space for a Career Center has been designated near the Library and Learning Support Services (LLS) so that students may easily make a seamless transition between classroom learning and the world of work. However, the over-crowded conditions in LLS currently inhibit a flow of traffic from one area to the other. A Career Center is incorporated into the College's top priority capital outlay request and would be placed alongside the College's Veterans Resource Center that works to ensure that all veterans (on campus and in the community) have access to the benefits they have earned through service to our country.

## **CONTINUING EDUCATION**

MMCC's revitalized Lifelong Learning program meets the community needs for continuing education. The program offers onsite and online opportunities for professional growth or personal enrichment. Onsite personal enrichment offerings such as Artistic Welding, Summer Camp Blast, Tuscan Culinary Cooking and Children's Theater have been met with great enthusiasm. Online, the College has partnered with a well-established provider, Ed2Go. This provides our citizens professional and personal enrichment in a wide variety of subjects through a six-week online format.

## **PARTNERSHIPS**

Economic development and educational partnerships are hallmarks of Mid Michigan Community College and enable the College to maximize the benefits to our students and

communities.

Through economic and workforce development MMCC continues to enhance workforce and economic training and growth within our region. These efforts include partnerships with the MI Prosperity Regions 5, MiWorks Region 7B and Great Lakes Bay Region, East Michigan Council of Local Governments (EMGOG), Great Lakes Bay Regional Alliance, Middle Michigan Development Corporation, Gladwin County Economic Development Corporation (EDC), Central Michigan Manufacturers Association, Clare, Isabella and Gladwin Counties Chamber of Commerce, Beaverton and Gladwin Business Associations, Small Business Development Center, MSU Extension, Central Michigan University RC and numerous college work groups including the MMCC Technical Education Center Board of Advisors..

MMCC's Nursing program has articulation and transfer agreements with Chamberlain University, Eastern Michigan University, University of Michigan Flint, Ferris State University, Saginaw Valley State University, Davenport University, Grand Valley State University, Michigan State University, and Spring Arbor University for ADN to BSN programs. The Nursing program is currently working with a national consultant to align curriculum standards with the National League for Nursing's (NLN) Commission for Nursing Education Accreditation (CNEA) and accreditation preparation. This will include campus site visits and a mock accreditation site visit. Anticipated completions: Curriculum revisions by March 2017, CNEA pre-candidacy application submitted November 2017, application for CNEA candidacy by January 2018, CNEA Self Study September 2018, and CNEA site visit October 2018.

MMCC's Dean of Health Sciences, MMCC's Nursing Director, faculty and students continue to participate in interprofessional education events, including the Interprofessional Education (IPE) Committee with Central Michigan University and Ferris State University. Student events typically occur two times per year with over 100 MMCC Nursing students participating each

year. As part of IPE, MMCC continues to participate in a committee to collaborate on the Initial Clinical Experience (ICE) with CMU's Medical School. Internally, the Nursing and Physical Therapist Assistant programs are partnering to offer interprofessional education for students in these two programs. Initial discussions to include all Health Sciences' programs have taken place.

The Health Sciences division has a partnership with the Alliance for Clinical Experience (ACE). ACE, a program of the Michigan Health Council (MHC). ACEMAPP is an integrated internet based e-learning, certification management and clinical rotation matching tool. It provides an online venue in which health providers, students, and their academic coordinators can arrange clinical placements through a common process. The goal of clinical placement is to add capacity and efficiency to clinical rotations.

An important feature of the Mid Michigan Community College's Radiography Program is the collaboration with Alpena Community College, Kirtland Community College, Lake Superior State University, Montcalm Community College, and West Shore Community College. Students from these partner schools can take equivalent prerequisite and general education courses at their local college, transfer to Mid Michigan Community College for the Radiography professional courses, and are assigned to their local community hospital for Clinical Education. In fact, this successful arrangement has been in effect for 20 years in the case of one institution. By collaborating, MMCC has been able to offer an economically viable program that serves more students, as well as provide a source of qualified radiographers to medical facilities in Central and Northern Lower Michigan and into the Upper Peninsula.

The Physical Therapy Assistant (PTA) program is collaborating with Montcalm Community College allowing students to take equivalent prerequisites and general education courses at Montcalm Community college and transfer them to MMCC. Students then take MMCC PTA

classes at MMCC, returning to their local community sites for their clinical experiences when possible.

An Associate in Applied Science Degree in Magnetic Resonance Imaging is offered through a consortium consisting of Grand Rapids Community College, Kellogg Community College, Lake Michigan College, and Lansing Community College. MMCC has now successfully graduated six cohort groups. Consortium discussions continue regarding expanding into further modalities and additional consortium partners. Computed Tomography (CT) will be added January 2018, and Electroencephalography (EEG) will be added Fall 2018. The MRI Consortium has completed one site visit for accreditation with the Joint Review Committee on Education in Radiologic Technology (JRCERT).

MMCC partners with Lansing Community College (LCC) so that students can seamlessly transfer from MMCC to LCC's Surgical Technical program. MMCC also partners with Davenport University (DU) for a bridge program from MMCC's Medical Assistant program to DU's Patient Case Manager Program.

MMCC's Health Sciences continues to build a partnership with CMU's Health Professions programs. Four classes have been added at MMCC that transfer to several health-related degrees at CMU. MMCC's Health Sciences Transfer Degree accommodates these students in their educational path. MMCC continues to grow enrollment in these courses.

The annual MMCC Fall Festival includes a large interactive Health Fair that is supported by local health care facilities and agencies. Approximately two dozen vendors attended in 2017 to provide health services and information.

MMCC Health Sciences programs have collaborated with Central Michigan University's Mobile

Health Clinic. The Mobile Health Clinic, in conjunction with the Central Michigan Health Department, offered vaccinations at the MMCC Fall Festival Health Fair. Health Sciences also participates in the Paula Pirnstill Memorial Health & Safety Fair in Farwell. In 2017, MMCC hosted the first Discover Health camp on both campuses to promote Health programs. Participants have an opportunity to gain hands-on experience with our Health Sciences programs and learn about careers in healthcare.

MMCC is a participating member of the Central Michigan District Health Department's Central Michigan Regional Rural Health Network. The mission is to work collectively to improve the health of, and promote wellness among, the community members in the central Michigan region.

MMCC collaborates with the Ottawa County Health Department and CMU for the statewide Wear One Campaign, a condom distribution campaign targeting 18-24 year olds in the Mt. Pleasant and Harrison campuses and communities.

MMCC Health Sciences coordinates four blood drives each year, two at each campus, with The American Red Cross and Michigan Blood.

Health Sciences program directors partner with Admissions, local high schools, Career Technical Education (CTE) programs, Regional Education Service Districts (RESA) and MiWorks to promote health programs and recruit future students from the MMCC community.

MMCC has developed a partnership with Bellevue University which enhances the ability of MMCC students to access upper division undergraduate programs. This occurs through the full transfer of 60 credits, plus additional credits may be possible such that there would only be 30 credit hours needed to be taken with Bellevue. A key feature of the partnership is the full-time

presence of a Bellevue advisor on MMCC's campus to work with students so the transfer and transition is smooth.

An ongoing partnership with The Central Michigan Manufacturers Association (CMMA) and its Special Interest Groups (SIG's) provides the framework for ongoing learning opportunities such as safety, supervisory and other learning venues for area manufacturers hosted at MMCC. This partnership, comprised of 68 industry partners, delivers common needs training seminars to area business and industry employees. The Executive Director of the CMMA is housed in the facility and works directly with the college on a number of manufacturing improvement initiatives including grants, input on curriculum and co-branding opportunities. MMCC's President also serves on the CMMA Board of Advisors, strengthening this vital relationship.

In addition to training courses, the college participates in community outreach and involvement. Two examples are the annual Gladwin County Farm and Garden Show and the Mt. Pleasant Technical Center Open House. These events foster communication between the College representatives and those of other participating businesses as well as the visitors to the shows.

### **INITIATIVES IMPACTING FACILITIES USAGE**

MMCC celebrated its 50<sup>th</sup> anniversary in 2015, the anniversary of its designation by the State of Michigan as a community college. Its Harrison campus, constructed in 1968, is in need of renovation, energy improvements, and an expansion/reorganization of areas throughout the college. Details of the plan are provided in Attachment B. They describe expanded library and learning support space and service to meet the needs of underprepared students; upgraded lecture hall and classroom space for MMCC and CGRES students; and improvements in common areas to address safety issues and accessibility concerns.

## **CURRENT AND FUTURE PROGRAMS**

The Center for Liberal Arts and Business opened to students in the fall of 2014. This final phase of the Mt. Pleasant Campus Unification Project brought all classes and services together at one Mt. Pleasant location. This center houses the liberal arts, business department, visual arts, and math programs in a state-of-the-art facility. Also included are dedicated math and language labs, and area for supplemental instruction, small study areas, and a library. The response by both faculty and students has been overwhelmingly positive.

Responding to the demand identified repeatedly by area manufacturers for trained employees, MMCC has two technical education centers. The centers have been designed with flexible spaces that will serve present and future training needs in basic and advanced manufacturing principles and technologies. The Morey Technical Education Center, on the Mt. Pleasant Campus, also houses a Small Business and Technology Development Center that is supported by the Michigan Business and Technology Development Center. This Center, hosted by MMCC, will continue to support entrepreneurs and help grow established businesses. In addition, the Morey Technical Education Center also houses the Central Michigan Manufacturers Association in support of more than 80 regional manufacturers and other employers.

The College has pursued a more complete integration of several existing programs to create the new Advanced Integrated Manufacturing program. The programs involved are, Computer Aided Design, Machine Tool, Welding, and Plastics. The integration of these programs will allow students to experience the manufacturing process from design through production.

The College will continue to pursue initiatives in the STEM fields which we anticipate will lead to program development in such areas as additional non-credit short-term programs and

possible credit programs in agriculture, robotics, enhanced automotive technology, or facilities management. These are likely to require specialized equipment and space in years to come.

As outlined above and in the Capital Project Proposal, the College must ensure continued viability of its Harrison campus. Failing infrastructure threatens the viability of all programs on the Harrison campus. Further, the College facilities in Harrison lack a coherent flow that supports academic study or student support services. New classrooms, computer and health labs, large lecture space, and Library Learning Services spaces are needed to meet the needs of students in the service district.

### **III. STAFFING AND ENROLLMENT**

#### **STUDENT ENROLLMENT**

Full and part-time student enrollments by course enrollment categories are listed in Appendix B. The students can access these programs in a variety of ways: by attending classes on campus, hybrid/blended, online, at off-campus locations including high schools, off-site clinical experiences, on-campus simulated experiences and by Interactive Television.

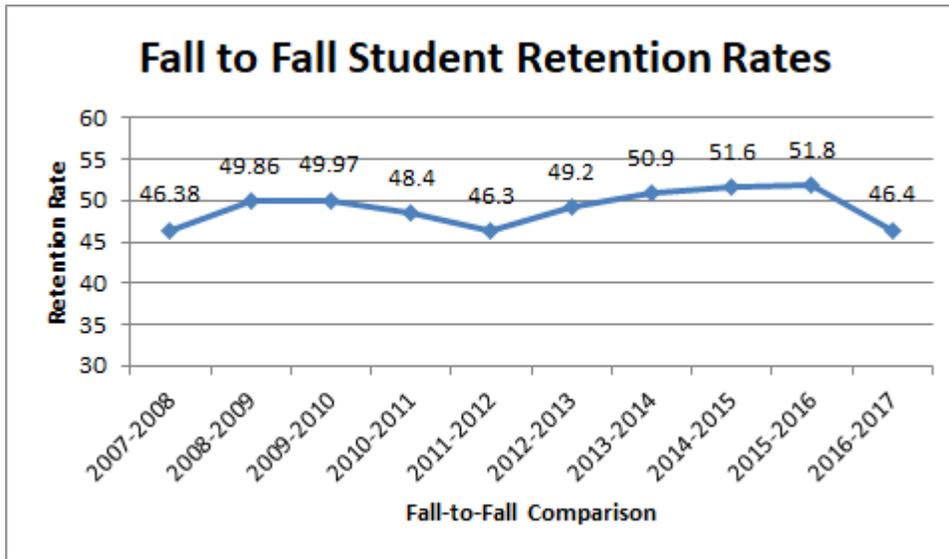
In a continuing effort to increase our retention numbers and see more successful students, MMCC has worked on our retention systems to make them more user friendly. Our goal is that this will promote usage and expedite information from both sides of the communication; both instructional and advising. Our intent is to see an increase in user numbers by making subtle changes to the system. This overhaul was done by input from faculty, advising, and the IT department of the College. This process included renaming the system to the Referral Messaging System (RMS). This change will ideally help distinguish retention efforts through our Advising Department and the actual system which is under the administration of the Office of Student Oversight. The Student Measured Achievement Reporting Tool (SMART) Referral

Messaging System (RMS) continues to retain a dedicated number of faculty users that have utilized the system semester after semester.

In addition, the Office of Student Oversight has a dedicated Student Success and Outreach Officer (SSOO) that has primary oversight of the newly overhauled system. This helps students and advising with a point of contact for any RMS issue. The SSOO promptly intervenes with students who are struggling in classes and provides them with support and helpful information. In addition, the Officer has access to outside sources that a student can be referred to if the student's issue is a challenge outside of the classroom. Through this proactive approach, students have a better chance of success, course completion, and College perseverance.

The Office of Student Oversight and the Financial Aid Department are also working closely with students that have lost their Financial Aid and have mitigating circumstances that could warrant an Appeal. This collaboration allows students to address their FA need through one person in the Office of Student Oversight (OSO). The OSO staff works in partnership with the Financial Aid Department and is trained with the resources that may help students through challenges of reentering College. Advisors continue to assist students in setting realistic and achievable goals during their "warning" semester and/or through and after the appeal process to eventually achieve financial aid eligibility.

Through the improvement of the SMART Retention Management System and the inclusion of a dedicated person overseeing reported student challenges, the Office of Student Oversight is enhancing its processes to further take a proactive role in student engagement and success. Unfortunately, as the chart below shows, there was a slight dip in the fall to fall retention rates.



**DISTANCE EDUCATION**

Online classes allow students to have a wide range of course options that fit their busy lifestyles. Online class enrollment has steadily increased every year since the first implementation of online learning in 1999. In Fall 2017, 54% of our students were enrolled in at least one online course. Mid Michigan Community College continues to be an active member of the Michigan Colleges Online (MCO), including participation in the recently implemented MCO Open Education Resource project. As such, MMCC has committed to exploring and implementing OER into our curriculum with the hopes of offering, in our future, at least one-degree program with absolutely no textbook costs for students.

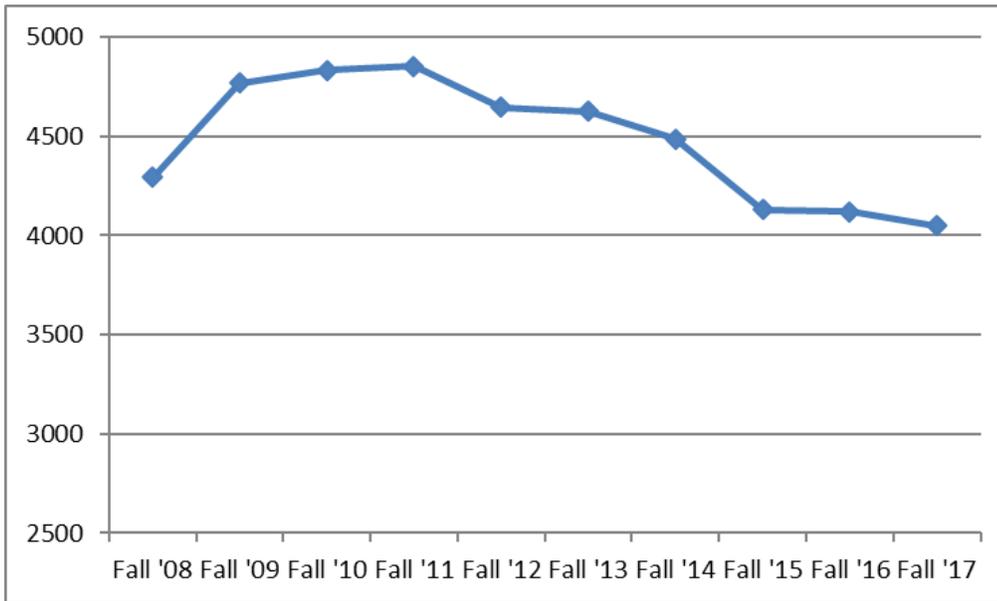
The Higher Learning Commission of the North Central Association of Schools and Universities authorized MMCC to independently offer entire programs online. MMCC’s online courses are designed to meet the same learning objectives as the traditional on-site courses, although some activities must be redesigned to fit the online format. MMCC has developed more rigorous processes for ensuring high quality online programming, including course evaluation

via a rubric used by the MCO and a credentialing process for online instructors.

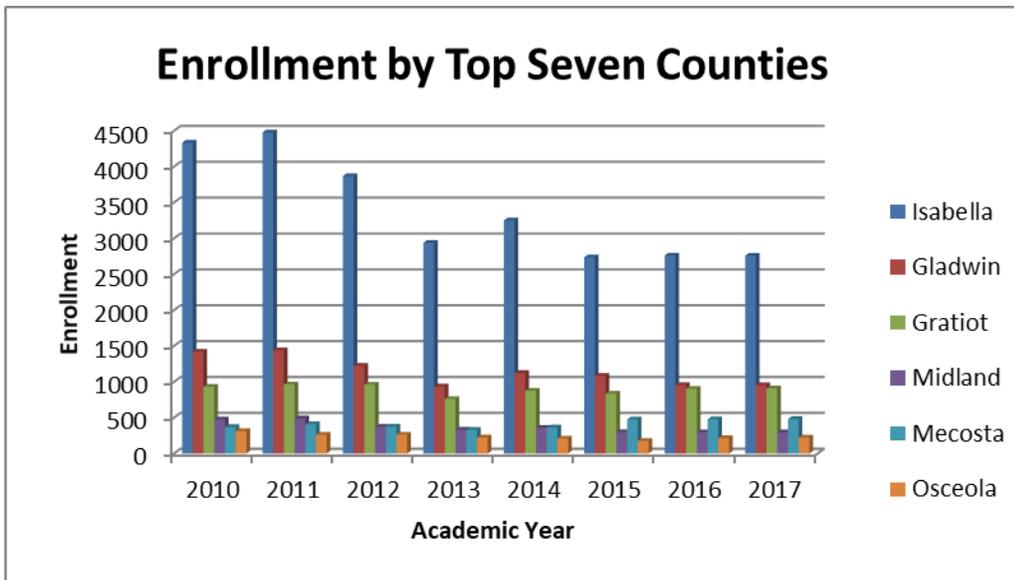
Other distance education formats include the use of Interactive Television (ITV) and hybrid/blended courses. ITV classes are scheduled between MMCC's two campuses, which allow us to offer some otherwise low enrollment classes. Hybrid/Blended courses combine on-ground and online delivery systems, which not only add to the students' learning experiences but also extend the use of our physical facilities. In addition to courses designed for online delivery, MMCC offers an online course shell in the learning management system for each on-site course, allowing instructors to supplement their courses. Students and instructors can communicate via the web, post and receive assignments, and have continual access to grades.

## **ENROLLMENT PATTERNS**

Mid Michigan Community College (MMCC) has experienced enrollment patterns similar to other Michigan community colleges throughout the years. Starting in fall 2012 MMCC has experienced a decline in student enrollment, as have other community colleges, something that MMCC predicted. With a tremendous amount of dedicated work by mentors, the admissions staff and other front line employees, there was a leveling off in enrollment from fall 2015 to fall 2016. The chart below shows the history of fall enrollment patterns.



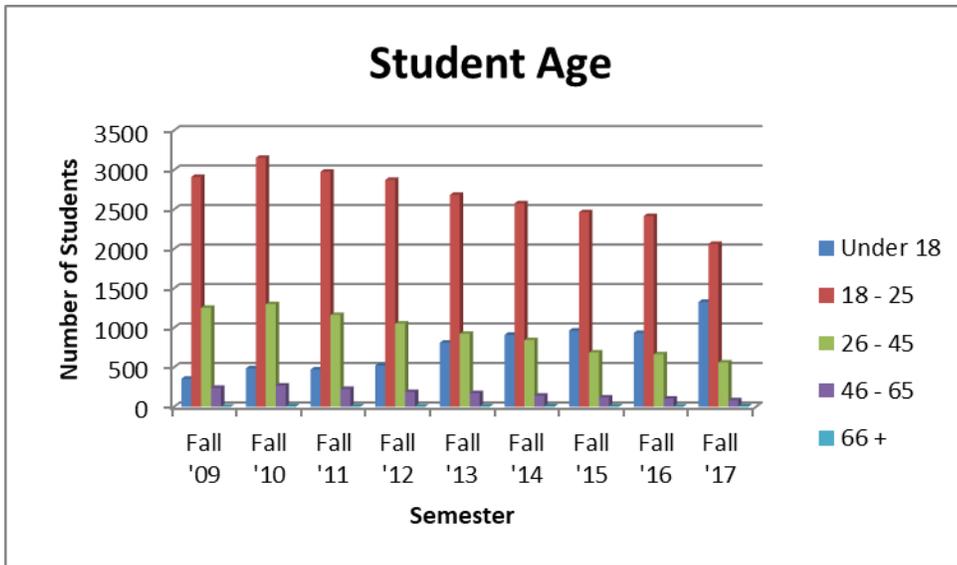
MMCC draws students from over 70 Michigan counties, the chart below indicates enrollment of the top six counties. These counties have remained relatively constant over the years.



Academic Year 2015 - 2016 enrollment data by subcategories is provided in Appendix B.

Enrollment projections are based on the surrounding high school population/penetration rates and the Clare, Gladwin and Isabella County Census Population Projections. Labor market projections along with enrollment patterns and population projections were collected to help forecast the future enrollment for MMCC (Appendix D).

The following chart shows no significant age changes over the past several years.



Population trends from 2010 to 2020 for Clare, Gladwin and Isabella counties (obtained from the Michigan Information Center) show an increase in Clare County of 11.4 percent and 9.1 percent for Gladwin County. Isabella County shows a projected increase of 4.8 percent from 2010 to 2020. Based on the area population projections for these three counties MMCC's enrollment for fall 2018 is projected at 4,400.

To better understand MMCC's relationship with in-district and out-district schools, the college

tracks the ratio of high school graduate enrollment in MMCC coursework. College enrollment patterns from in-district and out-district high school graduates for the 2017 school year can be seen in Appendix C. Future enrollment patterns and area population projections have great significance for program offerings at MMCC. With federally funded Education Talent Search grant, MMCC Students of Promise, and Student Support Services the College continues to have increased connections in area high schools with students, teachers and counselors.

The college must not only continue to engage with the high schools to generate student interest in the classes and programs available, but must continually evaluate the external workforce and community needs to ascertain that its programs and services are consistent with these needs. If MMCC provides the appropriate programs, curricula and services, and markets these programs and services well, it may realistically expect an increase in enrollment of students directly from the high school and external workforce.

Because of the rapid changes taking place in the workplace, MMCC also has the opportunity to offer short courses and training opportunities for increased continuing education courses due to the interest of our society in lifelong learning and rapidly changing job skill requirements.

### **Instructional Staff/Student and Administrative Staff/Student Ratios**

Based on the most recent ACS data (2015 - 2016), Mid Michigan Community College has a ratio of 16.03 students per full time equivalent (FTE) instructional staff. Like many community colleges, MMCC faces the additional challenge of providing student support and meeting service needs at multiple locations.

### **FUTURE STAFFING NEEDS**

The College has recognized the need to add additional instructional staffing. For academic

year 2015 -16, the College added three full-time faculty positions, one full-time instructional coordinator, and significantly revised six faculty lectureship positions. In addition, as part of faculty senate negotiations in 2017, five Health Sciences administrators transitioned to full-time faculty status. Additionally, due to significant enrollment increase in our international student population, the College added a Director of International Programming to oversee support services for both the international students and for the faculty who have these students in their classes. Continuing conversations between the administration and faculty are occurring aimed at identifying additional faculty staffing needs. It is anticipated that additional staffing will be needed as we look to add occupational programs over the next three to five years. MMCC will see approximately 20% turnover in full-time faculty due to retirements between 2016 and 2018. Consequently, we are evaluating whether these positions should be replaced as they are currently configured or should be revised.

### **Average Class Size**

Average class size for MMCC is 16.03 (ACS 2015 - 2016) students and we are projecting average class size to remain somewhat constant over time.

## **IV. FACILITY ASSESSMENT**

In April of 2015, MMCC engaged Newmann/Smith Architecture to partner with the college to develop a campus Master Plan. Over 20 focus groups dedicated extensive time and effort providing input through information gathering sessions. The process involved understanding MMCC's Mission Statement and Core Values, evaluating the existing characteristics and conditions of each campus, establishing and prioritizing needs, and developing a framework to guide how these needs may be physically incorporated in the future. The Master Plan is available in Attachment A located on our website at [Master Plan](#) . Attachment C contains Peter

Basso and Associates Mechanical and Electrical Master Plan document, it is available on our website at [Mechanical and Electrical Plan](#)

## **V. IMPLEMENTATION PLAN**

Based upon the planning meetings held during this master plan phase, the following priorities represent an appropriate implementation plan for Mid Michigan Community College.

### **Priority 1: Harrison Campus Instructional Building Renovation**

This project will extend the life and viability of the Harrison campus and allow for new program development. It includes the renovation of an aging inefficient space while improving the function and efficiency to better serve MMCC students, K-12 partners, and our regional employers. It will also include the incorporation of new energy-saving control systems and improved mechanical and electrical systems. Cost of project: \$11,945,955. Details for the Fiscal Year 2018 Capital Outlay Project Request, are available on our web site at: [Project Request Attachment B](#)

### **Priority 2: Upgrade of the Automotive Wing**

The Automotive Technology wing of the main classroom building was constructed in 1977 and encompasses approximately 14,310 square feet. The wing includes a large automotive laboratory, engine classroom/laboratories, support and storage spaces and two classrooms. The space is used by the College for its automotive technology associate's degree and certificate programs and by the Career and Technical Education students of the Clare-Gladwin Regional Education Service District (RESD). This space is overdue for renovation. As a part of its 2015 Campus Master Planning process, the College contracted with Peter Basso Associates (PBA) for an analysis and recommendations. PBA found that the wing's mechanical equipment is 37 years old and in poor condition, having exceeded its useful life

expectancy of 20-25 years. The College is prepared to make a significant investment in this area and has sought grant funding to begin work, recognizing that the cost of the mechanical upgrade alone is expected to be over \$300,000. Beyond the infrastructure requirements, it is clear that functional use of the wing is inhibited by inadequate and poorly organized storage of automotive parts, equipment, and tools. Total cost of the project is estimated at \$1,870,000.

Priority 3:

### **Upgrade Exterior Lighting**

The upgrading of the exterior lighting has significant impact on the safety and wellbeing of our students and employees as well as important energy-saving costs for the college. A large portion of this project will address the original existing lighting that dates back to 1965. An increase in lumens and possible repositioning of current lighting will provide for a safer environment while reducing energy costs. Cost of project: \$1,000,000.

APPENDIX "A"

**R. A. SCHETTLER, INC. REGISTERED APPRAISERS REPORT**

R.A SCETTTLER, INC.  
REGISTERED APPRAISERS  
-CERTIFY-

THAT ON THE DATE GIVEN IN THIS CERTIFICATE,' THE PROPERTY OF MID MICHIGAN  
COMMUNITY COLLEGE

LOCATED AT 1375 SOUTH CLARE AVENUE

HARRISON, MICHIGAN 48625

WAS WELL AND REASONABLY WORTH:

- NINTY MILLION, EIGHT HUNDRED SEVEN THOUSAND, FIVE HUNDRED DOLLARS.

ON THE BASIS OF ITS REPLACEMENT VALUE NEW

DISTRIBUTION OF VALUES ARE AS FOLLOWS:

REAL ESTATE - BUILDINGS . . . . . 90,807,500.00

DATE: NOVEMBER FIRST TWO THOUSAND FOURTEEN R.A. SCHETTLER, INC.

R.A SCETTLER, INC.  
REGISTERED APPRAISERS  
-CERTIFY-

THAT ON THE DATE GIVEN IN THIS CERTIFICATE, THE PROPERTY OF MID MICHIGAN  
COMMUNITY COLLEGE  
LOCATED AT 1375 SOUTH CLARE AVENUE  
HARRISON, MICHIGAN 48625

WAS WELL AND REASONABLY WORTH:

- SEVENTY-THREE MILLION, EIGHT HUNDRED NINETY-EIGHT THOUSAND, FIVE  
HUNDRED AND EIGHTY-NINE DOLLARS.

ON THE BASIS OF ITS SOUND VALUATION

DISTRIBUTION OF VALUES ARE AS FOLLOWS:

**REAL ESTATE - BUILDINGS . . . . . \$73,898,589.00**

**DATE: NOVEMBER FIRST TWO THOUSAND FOURTEEN R.A. SCHETTLER, INC.**

**R.A. SCHESSLER, INC SUMMATION  
OF**

**Asset Acct: MID MICHIGAN COMMUNITY AS OF: 11/1/14  
COLLEGE**

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|                                 |                       |                      |
|---------------------------------|-----------------------|----------------------|
| <b>MAIN BUILDING</b>            | <b>37,552,900.00</b>  | <b>25,911,500.00</b> |
| <b>PRESIDENTS HOUSE</b>         | <b>799,100.00</b>     | <b>455,500.00</b>    |
| <b>CENTER FOR MED. IMAGING</b>  | <b>1,662,800.00</b>   | <b>1,496,500.00</b>  |
| <b>MAINTENANCE GARAGE</b>       | <b>312,300.00</b>     | <b>153,000.00</b>    |
| <b>MAINTENANCE</b>              | <b>144,400.00</b>     | <b>72,200 .00</b>    |
| <b>MAINTENANCE STORAGE</b>      | <b>137,100.00</b>     | <b>68,500.00</b>     |
| <b>PICKARD</b>                  | <b>12,827,800. 00</b> | <b>9,492,600.00</b>  |
| <b>PICKARD SHED</b>             | <b>4,700.00</b>       | <b>4,089.00</b>      |
| <b>M-TEC BUILDING</b>           | <b>3,782,600. 00</b>  | <b>3,366,500. 00</b> |
| <b>SHIPPING/RECEIVING</b>       | <b>229,600.00</b>     | <b>211,200.00</b>    |
| <b>SALT STORAGE</b>             | <b>11,200.00</b>      | <b>10,100.00</b>     |
| <b>SUMMERTON ROAD BARN</b>      | <b>112,900.00</b>     | <b>47,400.00</b>     |
| <b>SUMMERTON ROAD STORAGE</b>   | <b>26,000.00</b>      | <b>10,900.00</b>     |
| <b>DOAN CENTER/LIBERAL ARTS</b> | <b>30,276,300 .00</b> | <b>29,670,800.00</b> |

**& BUSINESS**

**MOREY TECH CENTER 2,927,800.00 2,927,800.00**



APPENDIX "B"

**2015-16 COURSE ENROLLMENT DATA BY INSTRUCTIONAL SUBACTIVITY**

## 2015-16 COURSE ENROLLMENT DATA BY INSTRUCTIONAL SUBACTIVITY

| ACS CODE |                                    | DUPLICATED STUDENT HEADCOUNT |              |        | STUDENT CONTACT HOURS |              |           | OCCUPATIONAL CONTACT HOURS | STUDENT CREDIT HOURS |              |        |
|----------|------------------------------------|------------------------------|--------------|--------|-----------------------|--------------|-----------|----------------------------|----------------------|--------------|--------|
|          |                                    | IN-DISTRICT                  | OUT-DISTRICT | TOTAL  | IN-DISTRICT           | OUT-DISTRICT | TOTAL     |                            | IN-DISTRICT          | OUT-DISTRICT | TOTAL  |
| 1.1      | GENERAL EDUCATION                  | 3,863                        | 10,314       | 14,177 | 203,952               | 549,645      | 753,597   | 45,771                     | 12,253               | 32,428       | 44,681 |
| 1.2      | BUSINESS & HUMAN SERVICES          | 1,330                        | 2,833        | 4,163  | 84,884                | 174,930      | 259,814   | 259,814                    | 4,200                | 9,009        | 13,209 |
| 1.3      | TECHNICAL & INDUSTRIAL OCCUPATIONS | 550                          | 801          | 1,351  | 36,719                | 41,192       | 77,911    | 77,911                     | 1,798                | 1,788        | 3,586  |
| 1.4      | HEALTH OCCUPATIONS                 | 1,089                        | 1,994        | 3,083  | 78,903                | 146,795      | 225,698   | 192,682                    | 3,183                | 5,725        | 8,908  |
| 1.5      | DEVELOPMENTAL EDUC. & BASIC SKILLS | 657                          | 1,463        | 2,120  | 30,336                | 67,132       | 97,468    | 18,827                     | 1,803                | 3,992        | 5,795  |
| 1.6      | HUMAN DEVELOPMENT                  | 0                            | 0            | 0      | 0                     | 0            | 0         | 0                          | 0                    | 0            | 0      |
| 1.7      | PERSONAL INTEREST                  | 0                            | 0            | 0      | 0                     | 0            | 0         | 0                          | 0                    | 0            | 0      |
| 1.0      | TOTAL                              | 7,489                        | 17,405       | 24,894 | 434,794               | 979,694      | 1,414,488 | 595,005                    | 23,237               | 52,942       | 76,179 |

APPENDIX "C"

**HIGH SCHOOL GRADUATION PENETRATION RATES 2017  
GRADUATING CLASS**

### High School Penetration Rates - Graduating Class 2017

|                               | # of<br>Grads<br>2017 | # of<br>Prospects | # of<br>Applications | #<br>Attende<br>d<br>in Fall<br>2017 | %<br>Enrolled<br>In Fall<br>2017 |
|-------------------------------|-----------------------|-------------------|----------------------|--------------------------------------|----------------------------------|
| <b>In-District Schools</b>    |                       |                   |                      |                                      |                                  |
| Beaverton High School         | 83                    | 52                | 35                   | 15                                   | 18.07%                           |
| Clare High School             | 103                   | 79                | 41                   | 26                                   | 25.24%                           |
| Farwell High School           | 88                    | 74                | 31                   | 20                                   | 22.73%                           |
| Gladwin High School           | 111                   | 84                | 65                   | 30                                   | 27.03%                           |
| Harrison High School          | 96                    | 96                | 80                   | 35                                   | 36.46%                           |
| <b>Sub - Totals</b>           | <b>481</b>            | <b>385</b>        | <b>252</b>           | <b>126</b>                           | <b>26.20%</b>                    |
|                               |                       |                   |                      |                                      |                                  |
| <b>Out-District Schools</b>   |                       |                   |                      |                                      |                                  |
| Alma High School              | 145                   | 44                | 39                   | 19                                   | 13.10%                           |
| Beal City High School         | 51                    | 32                | 18                   | 13                                   | 25.49%                           |
| Big Rapids High School        | 152                   | 34                | 12                   | 4                                    | 2.56%                            |
| Bullock Creek High<br>School  | 117                   | 5                 | 5                    | 3                                    | 2.56%                            |
| Breckenridge High School      | 59                    | 21                | 8                    | 4                                    | 6.78%                            |
| Cadillac High School          | 178                   | 6                 | 6                    | 0                                    | 0.00%                            |
| Chippewa Hills High<br>School | 114                   | 45                | 38                   | 20                                   | 17.54%                           |
| Coleman High School           | 35                    | 28                | 7                    | 3                                    | 8.57%                            |

|                               |             |             |            |            |               |
|-------------------------------|-------------|-------------|------------|------------|---------------|
| Crossroads Academy            | 32          | 5           | 1          | 0          | 0.00%         |
| Evert High School             | 57          | 12          | 9          | 1          | 1.75%         |
| Houghton Lake High School     | 77          | 68          | 7          | 3          | 3.90%         |
| Ithaca High School            | 103         | 39          | 38         | 26         | 25.24%        |
| Marion High School            | 36          | 11          | 11         | 1          | 2.78%         |
| McBain High School            | 65          | 70          | 15         | 7          | 10.77%        |
| Montabella High School        | 44          | 17          | 9          | 1          | 2.27%         |
| Morley-Stanwood High School   | 96          | 61          | 11         | 1          | 1.04%         |
| Mt Pleasant High School       | 223         | 105         | 92         | 42         | 18.83%        |
| Reed City High School         | 95          | 104         | 7          | 4          | 4.21%         |
| Sacred Heart Academy H.S.     | 30          | 16          | 14         | 9          | 30.00%        |
| Sanford-Meridian High School  | 169         | 0           | 0          | 0          | 0.00%         |
| Shepherd High School          | 115         | 60          | 49         | 24         | 20.87%        |
| Skeels Christian Sch          | 3           | 2           | 2          | 2          | 66.67%        |
| St. Louis High School         | 80          | 17          | 17         | 9          | 11.25%        |
| Standish-Sterling High School | 115         | 89          | 4          | 1          | 0.87%         |
| Vestaburg High School         | 40          | 10          | 10         | 5          | 12.50%        |
| <b>Sub - Totals</b>           | <b>2231</b> | <b>901</b>  | <b>429</b> | <b>202</b> | <b>9.05%</b>  |
| <b>Totals</b>                 | <b>2712</b> | <b>1286</b> | <b>681</b> | <b>328</b> | <b>12.09%</b> |

APPENDIX "D"

**STUDENT COUNTS FOR SELECTED SCHOOLS**

**Fall 2017**

**With 2018 Estimates**

Student Counts Graduating Years 2008-2017

| School Name                | 2008        | 2009        | 2010        | 2011        | 2012        | 2013        | 2014       | 2015        | 2016        | 2017        | 2018*       |
|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|
| Beal City High School      | 42          | 42          | 45          | 67          | 47          | 40          | 38         | 61          | 59          | 54          | 50          |
| Beaverton High School      | 124         | 112         | 112         | 140         | 99          | 89          | 87         | 101         | 91          | 89          | 111         |
| Chippewa Hills High School | 171         | 150         | 169         | 130         | 122         | 160         | 104        | 130         | 128         | 119         | 154         |
| Clare High School          | 109         | 115         | 115         | 107         | 104         | 101         | 106        | 114         | 93          | 140         | 111         |
| Farwell High School        | 78          | 117         | 118         | 85          | 104         | 91          | 98         | 78          | 110         | 113         | 92          |
| Gladwin High School        | 153         | 145         | 158         | 152         | 120         | 115         | 112        | 108         | 118         | 128         | 162         |
| Harrison High School       | 138         | 91          | 112         | 77          | 118         | 90          | 90         | 90          | 106         | 101         | 106         |
| Mt. Pleasant High School   | 287         | 266         | 273         | 238         | 254         | 232         | 230        | 222         | 237         | 232         | 290         |
| Shepherd High School       | 118         | 118         | 118         | 104         | 118         | 103         | 95         | 102         | 109         | 124         | 123         |
| <b>Total</b>               | <b>1220</b> | <b>1156</b> | <b>1220</b> | <b>1100</b> | <b>1086</b> | <b>1021</b> | <b>960</b> | <b>1006</b> | <b>1051</b> | <b>1100</b> | <b>1199</b> |

\*= 2018 graduates are projected