



Photograph 1: Morey Technical Education Center, Mt. Pleasant, MI

MID MICHIGAN COLLEGE FIVE YEAR MASTER PLAN

(FY 2021 to FY 2025)

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<http://www.midmich.edu/capitaloutlay>

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(FY 2021 to FY 2025)

I. MISSION, CORE VALUES, AND ENDURING GOALS

The Mission of Mid Michigan College is to develop knowledge and ability to empower learners and transform communities.

Our work to achieve this mission is based on our Core Values that guide our actions. Our Core Values are people, integrity, learning, community and excellence.

The College's strategic plan, Vision 2020, was developed through the College's shared governance system and is based on four enduring goals:

- Encouraging student success
- Engaging our communities
- Enhancing employee impact
- Ensuring institutional accountability

Each goal describes the ambitious but attainable objectives that are moving the college forward. Salient portions of the plan have been described in this report, formatted for the State's Capital Outlay consideration. The College's capital investments, including its project requests for capital outlay, reflect its commitment to empower learners in its applied associate degree programs and its university transfer programs by providing a high-quality learning environment. Such an environment requires safe and comfortable classroom, laboratory, and training spaces to deliver content knowledge; the necessary equipment to allow for skill development and practice; and a robust technology infrastructure to support learning across a broad geographic region. In turn, graduates from Mid's programs transform their communities by filling the talent pipeline in the region's manufacturing, health care, social services. Those who subsequently earn advanced degrees further strengthen Michigan through their participation in a knowledge-based economy.

II. INSTRUCTIONAL PROGRAMMING

In keeping with its mission, Mid empowers learners through its credit-bearing academic degrees and industry-based certificates; through its corporate and customized training programs; and through its community education offerings.

Credit-based Degree and Certificate Programs

Academic degrees and certificates are grouped into six major categories:

- Arts and Communications
- Business and Technology
- Health Sciences
- Human Services
- Math and Science
- Skilled Trades

Each of the certificate or degree programs within each category offers a guided pathway to prepare students to transfer to a bachelor degree program or to complete an applied certificate or degree for immediate entry into the workforce. The tables below list all Mid Pathways, Degrees, and Certificates along with corresponding web links.

Arts & Communications

Program Title/Website Link	Guided Pathways
<u>Graphic Design</u>	<u>Associate in Applied Science</u>
<u>History & Political Science Transfer</u>	<u>Associate in Arts</u>
<u>Liberal Studies Transfer</u>	<u>Associate in Arts</u>
<u>Psychology Transfer</u>	<u>Associate in Arts</u>
<u>Sociology Transfer</u>	<u>Associate in Arts</u>
<u>Visual Arts Transfer</u>	<u>Associate in Arts</u>
<u>Web Design</u>	<u>Certificate</u>

Business & Technology

Program Title/Website Link	Guided Pathways
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<u>Accounting</u>	<u>Associate in Applied Science</u>
<u>Administrative Assistant Professional (AAP)</u>	<u>Associate in Applied Science</u>
<u>Administrative Assistant Professional (Certificate)</u>	<u>Certificate</u>
<u>Administrative Assistant Professional (Legal Office)</u>	<u>Associate in Applied Science</u>
<u>Administrative Assistant Professional (Medical Office)</u>	<u>Associate in Applied Science</u>
<u>Business</u>	<u>Associate in Applied Science</u>
<u>Business Studies Transfer</u>	<u>Associate in Arts</u>
<u>Business Studies (Enhanced) Transfer (3+1 for Management)</u>	<u>Associate in Arts</u>
<u>Computer Information Systems (IT Infrastructure)</u>	<u>Associate in Applied Science</u>
<u>Computer Information Systems (Software Development)</u>	<u>Associate in Applied Science</u>
<u>Web Design</u>	<u>Certificate</u>

Health Sciences

Program Title/Website Link	Guided Pathways
<u>Computed Tomography (CT)</u>	<u>Certificate</u>
<u>Health Science Transfer</u>	<u>Associate in Science</u>
<u>Magnetic Resonance Imaging (MRI)</u>	<u>Associate in Applied Science</u>
<u>Medical Assistant</u>	<u>Associate in Applied Science</u>
<u>Neurodiagnostic (EEG) Technologist</u>	<u>Associate in Applied Science</u>
<u>Nursing</u>	<u>Associate Degree in Nursing</u>
<u>Pharmacy Technician</u>	<u>Certificate</u>
<u>Physical Therapist Assistant</u>	<u>Associate in Applied Science</u>
<u>Public Health</u>	<u>Associate in Applied Science</u>
<u>Radiography (X-Ray)</u>	<u>Associate in Applied Science</u>

Human Services

Program Title/Website Link	Guided Pathways
<u>Criminal Justice: Law Enforcement Transfer</u>	<u>Associate in Arts</u>
<u>Criminal Justice: State Corrections</u>	<u>Associate in Applied Science</u>
<u>Criminal Justice: Local Detention</u>	<u>Associate in Applied Science</u>
<u>Criminal Justice: Pre-Service</u>	<u>Associate in Applied Science</u>

<u>Early Childhood Education (ECE)</u>	<u>Associate in Applied Science</u>
<u>Early Childhood Education (ECE)</u>	<u>Certificate</u>
<u>Education Transfer (Elementary Ed.)</u>	<u>Associate in Arts</u>
<u>Education Transfer (Secondary Ed.)</u>	<u>Associate in Arts</u>
Math & Science	
Program Title/Website Link	Guided Pathways
<u>Biology Transfer</u>	<u>Associate in Science</u>
<u>Biology Transfer (CMU Prep)</u>	<u>Associate in Science</u>
<u>Chemistry Transfer</u>	<u>Associate in Science</u>
<u>Math Transfer</u>	<u>Associate in Science</u>
<u>Physics Transfer</u>	<u>Associate in Science</u>
<u>Physics Transfer (Math Prep)</u>	<u>Associate in Science</u>
Skilled Trades	
Program Title/Website Link	Guided Pathways
<u>Advanced Integrated Manufacturing(Automation/Robotics)</u>	<u>Associate in Applied Science</u>
<u>Advanced Integrated Manufacturing(Automation/Robotics)</u>	<u>Training Credential</u>
<u>Advanced Integrated Manufacturing (Management)</u>	<u>Associate in Applied Science</u>
<u>Advanced Integrated Manufacturing (Machine Tool)</u>	<u>Associate in Applied Science</u>
<u>Advanced Integrated Manufacturing (Machine Tool)</u>	<u>Training Credential</u>
<u>Advanced Integrated Manufacturing (Plastics)</u>	<u>Associate in Applied Science</u>
<u>Advanced Integrated Manufacturing (Welding)</u>	<u>Associate in Applied Science</u>
<u>Advanced Integrated Manufacturing (Pre-Apprentice)</u>	<u>Training Credential</u>
<u>Automotive & Diesel Service</u>	<u>Associate in Applied Science</u>
<u>Automotive & Diesel Service</u>	<u>Training Credential</u>
<u>Computer Aided Drafting and Design (CADD)</u>	<u>Associate in Applied Science</u>
<u>Computer Assisted Drafting</u>	<u>Certificate</u>
<u>(HRA) Facilities, Heating, Refrigeration & Air Conditioning</u>	<u>Associate in Applied Science</u>
<u>(HRA) Facilities, Heating, Electricity Specialist</u>	<u>Training Credential</u>
<u>(HRA) Refrigeration/Air Conditioning Specialist</u>	<u>Training Credential</u>

(HRA) Geothermal Advanced Credential

Advanced Credential

Welding

Certificate

Student Learning Outcomes and Assessment.

The College uses the Degree Qualifications Profile (DQP) as a framework for all of student learning outcomes and assessment activities in its credit-based programs. The DQP provides a learning-centered framework for the knowledge and skills college students should acquire at the associate, bachelor, and master 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 DQP enables the College to ensure comparable success rates between its two campuses, between on-campus and online delivery, and between dual-enrolled and college-level students.

Accreditation.

Mid Michigan College is accredited by the Higher Learning Commission of the North Central Association. The 2018 HLC Review of Mid's System's Portfolio review team contained no requirements for further monitoring, a positive indication of the College's attention to quality. Its next full review will occur in 2023-24.

In addition to institutional accreditation, Mid's Medical Assistant program is accredited by CAAHEP, its Physical Therapist Assistant program by CAPTE, its Radiography program by JRCERT. The College expects to receive final notice of its accreditation of its Nursing program by

the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) by the end of 2019. Mid is the only public community college in the state to hold accreditation from the National Association of Concurrent Enrollment Programs (NACEP) for its dual enrollment programs.

Transfer Programs.

Approximately 55% of Mid students indicate that they plan to transfer to a university. As shown above, the College offers 13 transfer programs to enable a smooth transition. Three universities are the top destinations for Mid students: Central Michigan University (CMU), Ferris State University (FSU), and Saginaw Valley State University (SVSU). 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.

Central Michigan University and Mid Michigan's Mt. Pleasant location are within two miles of each other. Because of this close proximity, CMU is the University of Choice for many of Mid's transfer students. At the same time, Mid serves as 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. The College and the University have a unique partnership in the Chippewa Achieve Program, which enables aspiring CMU students to begin their academic studies in the small classes and with the academic support systems offered at Mid. Data from CMU show that students who complete their associate degrees at Mid have a greater likelihood of completing their bachelor's degree at CMU. The more credits earned at Mid, the higher the student's success rate at CMU. These data mirror what has been shown nationally about the value of an Associate degree and the importance of degree completion.

In addition to its top three partners, the College works with other institutions to develop formal transfer agreements so that Mid students have the opportunity to continue their education. Currently Mid has formal transfer agreements with Alma College, 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. The College is actively involved in the Michigan Transfer Network to streamline the pathway from community college to university studies.

[The Academic Master Plan and Projected Changes.](#)

The College's 2018 Academic Master Plan calls for increased attention to fourteen key dimensions of academic life. These priorities have implications for projected programming changes that relate to facilities and capital asset needs, especially in the career-centered certificate and degree programs that attract approximately 45% of Mid's students.

Through its Academic Master Plan, the College recognizes that learning today occurs in multiple modalities and delivery options. Knowledge and skills are interconnected and are best acquired as a package – through written materials and direct instruction, through applied learning, and through practice and continuous improvement. Mid is working to strengthen and expand its academic offerings in the following ways.

[Traditional Classroom Experiences](#) remain an essential component of the academic experience. Over 60% of Mid students attend classes at either the Mt. Pleasant or Harrison campus. The College's Mt. Pleasant campus, constructed in phases between 2009 and 2014, provides attractive and effective classroom spaces. A \$12.9M renovation of the classroom building on Mid's Harrison campus between 2018-19 created similar classroom spaces. Each campus has at least one large lecture/conference room with capacity for 150 students as well as mid-sized classroom spaces with capacities ranging from 15-50. Each campus also has smaller seminar rooms with the capacity for virtual collaboration using Zoom technology.

[Expansion of Distance Learning Opportunities](#)

In 2017, the College's Board authorized work to expand the College's geographic footprint across the Great Lakes Bay region as a way of reaching under-served rural populations. To achieve this goal, the College has expanded its online offerings and its dual enrollment presence. As of fall 2019, more than 20% of Mid's students are enrolled in fully-online programs and another 20%

are dispersed in dual enrollment courses across an eight county region. Recognizing that the technology is an effective learning modality to serve a broad region, the College is developing a Technology Plan to align with its academic and administrative goals and has created a Technology reserve fund to support such efforts. The College recognizes that integrated and innovative technology will be essential components of its next campus master plan, scheduled for 2020-2021.

In addition to its online offerings, Mid has harnessed the power of technology through its promotion of Open Educational Resources (OER) in its courses. Since the launch of OER efforts in 2016, Mid students have saved over \$1M in textbook costs. Mid hopes to offer at least one degree program with absolutely no textbook costs for students in the next year. Mid's efforts in OER underscore its commitment to access and affordability, but these same efforts reduce revenue to the College's auxiliary services. The size and scope of the College Store in the future will be a key consideration in the College's next Campus Master Plan.

[Applied Learning through Simulation and On-Site Experiences](#)

Hands-on learning has been a hallmark of Mid's offerings since its start more than 50 years ago. Today, applied learning requires significant investment in simulation and practice equipment as well as clinical and externship opportunities. Mid played an instrumental role in the development of the BSN completion program launched by Central Michigan University (CMU) in 2019. It is anticipated that this will allow Mid's nearly 100 ADN graduates to smoothly advance their training and meet the needs of area health care providers. In addition to the collaboration with CMU, the dean and health program faculty actively participate in regional health care settings through student clinical placements and also through participation on various boards and committees. Of these, the THRIVE (Transforming Health Regionally in a Vibrant Economy) initiative with the Michigan Health Improvement Alliance (MiHIA) and the Great Lakes Bay Regional network is likely to bring additional opportunities to expand health care offerings for Mid students.

In the last four years, the College has dramatically improved its nursing simulation centers and expanded its offerings in magnetic resonance imaging (MRI) and in computed tomography

technology (CT). Integration between Mid's strong health programs will enable Mid graduates to take their places on health care teams in our communities. As a part of its planning, the College intends to create an integrated health skills lab in which students from Mid's programs in Phlebotomy, Certified Nurse Aide, Medical Assistant, Nursing, Pharmacy Technician, Physical Therapy Technician, and Radiography Technicians can learn and work together.

In 2017, the College launched a full career center on its Mt. Pleasant campus to facilitate internship and apprenticeship opportunities as well as employment opportunities. Students on the Harrison campus will have access to a comparable center when the classroom renovation is complete in January 2020. The Career Center staff work collaboratively with Mid's Veteran's Resource Center and Michigan Works! to align and promote work-based opportunities.

[Short-Term Courses and Laddered Learning.](#)

Mid also recognizes that the traditional 32-week agrarian schedule has lost its relevance in the 21st century as has the notion of a 2-year or 4-year march to an academic degree. In an age when time is one of the most cherished resources, students want an efficient structure for gaining the knowledge and skills they need. As the only Michigan community college to participate in the Lumina Right Signals grant in 2015-17, Mid identified strategies for laddering certifications into degrees. A training credential (18 hours) builds to a one-year certificate, which in turn builds to an associate degree. This approach enables the learner to earn industry-based credentials and creates momentum toward degree completion. The grant resulted in the creation of Mid's Advanced Integrated Manufacturing (AIM) program. The AIM Curriculum enables students to gain fundamental knowledge in the key aspects of the manufacturing process. It offers a laddered series of credentials that provide well-rounded training and interest specialization for entry-level up through mid-level positions in manufacturing environments. The program functions as an apprenticeship prep series of courses and transfer opportunities to STEM related fields at Michigan universities. For those who are currently employed, the AIM program opens new career paths. As a military-friendly institution, Mid's AIM program offers veterans the opportunity to translate military skills into academic credit. Flexible learning options allow students to select online courses and complete hands-on lab work during the College's open lab hours.

The success of the AIM program served as a model for other short-term courses and ladder credentials. Current examples include the Administrative Assistant Professional (AAP) and CIS Networking programs, where courses are delivered in 8-week, hybrid formats; the HVAC Fast-Track program, in which students earn their credential in less than a year; and the Cisco Certification programs in the Computer Information Systems department.

Industry-Based Credentials and Workforce Development

In response to employer needs and with a careful eye on the quality of its programs, Mid joined the National Coalition for Certification Centers (NC3) in 2018. NC3 has positioned Mid to prepare students for high skill jobs within a diverse and globalized world by building a competency-based curriculum that emphasizes third party, industry-recognized certifications that go beyond the traditional credit hour. NC3 members receive expert consultation from leading industry partners such as Snap-on, Festo, Starrett, Trane, Fanuc, and others to provide comprehensive, turnkey skilled trades development programs. Each of Mid's faculty members in the Skilled Trades division has become a certified trainer through NC3. In turn, as of fall 2019, the College has awarded more than 300 NC3 certifications to students.

In addition to NC3, the College identifies the needs of industry through its close collaboration with the Central Michigan Manufacturers Association (CMMA). Working jointly, CMMA and Mid are developing training opportunities to support Industry 4.0. For those unfamiliar with the term Industry 4.0, Bernard Marr of Forbes Magazine provides a straight-forward explanation: "We're in the midst of a significant transformation regarding the way we produce products thanks to the digitization of manufacturing. This transition is so compelling that it is being called Industry 4.0 to represent the fourth revolution that has occurred in manufacturing. From the first industrial revolution (mechanization through water and steam power) to mass production and assembly lines using electricity in the second, the fourth industrial revolution will take what was started in the third with the adoption of computers and automation and enhance it with smart and autonomous systems fueled by data and machine learning" (Forbes, September 2, 2018). CMMA has consulted with the College in the development of its 2021 Capital Outlay Project request, recognizing that providing such advanced training will require a significant investment in facilities and equipment.

Unique Characteristics and Community Collaborations

A History of Two Locations.

Through the leadership of 5 area school superintendents, Mid was authorized as a community college in 1965. Those five school districts (Beaverton, Clare, Farwell, Gladwin, and Harrison) remain the College's official service district, qualifying residents for in-district tuition.

The College offered classes in the local courthouse until 1968 when it completed construction of its Harrison campus at 1375 South Clare Avenue. That same year, Mid began offering off-site courses in Mt. Pleasant, approximately 25 minutes south of Harrison. The two campuses have grown simultaneously but with very different characters. The original Harrison campus is located on 560 beautifully wooded acres. The College's offerings in Mt. Pleasant occurred for many years in city schools, hospitals, and store-front operations. In 1993-1994, Mid consolidated its Mt. Pleasant offerings when it purchased and renovated a 56,000 sq. ft. office building on Pickard Avenue. The Pickard Street building served the College well but was limited in health and science lab spaces. This led the College to construct the Doan Center in 2009, the Student Orientation and Readiness Center in 2011, and the Center for Liberal Arts and Business and Morey Technical Center in 2014.

The Harrison campus continues to draw students from the original five school districts with some modest enrollment from counties to the north, while the Mt. Pleasant campus draws from a larger population base, primarily in Isabella and Gratiot counties. Mid is active in civic and economic development efforts in much of central Michigan. Today, the College serves the needs of rural citizens across a broad swath of the center section of our state, reaching as far west as Big Rapids and as far east as the Thumb. Mid's footprint in the state has expanded as it draws students from or provides services in 72 Michigan counties.

The College works to ensure parity between its two campus locations to create a level playing field for student success. Investments in significant renovations to each campus have alternated each year. After the CLAB and Morey Tech Building were opened in 2014, the College turned to improvements on the Harrison campus, opening the Poet Family Outdoor Education Center in October 2019 and investing \$12.9M in the renovation of the classroom building on the

Harrison campus, which will be completed by January 2020. However, the College recognizes that the Harrison Tech Center has a full range of offerings in contrast to the limited offerings at the Morey Technical Center in Mt. Pleasant and is seeking ways to make such opportunities more accessible for Isabella County, and Gratiot County students.

Until the opening of the Morey Tech Center on the Mt. Pleasant campus in 2014, almost all of the skilled trades training occurred on the Harrison campus, and it remains the stronger of the two in terms of tech-training spaces. The Harrison Tech building was constructed in 2000 and, as shown in Attachment C (Peter Basso & Associates Facilities Assessment), it is in good condition. It has been updated to include equipment from the 2014 NSF-Funded Plastics grant, the AIM program, and the 2018 Skilled Trades Training Fund. Program faculty have been able to reorganize equipment in 2019 to allow for a more effective flow of learning experiences and the integration of a newly purchased robot. The Harrison campus also has a larger welding lab, and the College's HVAC program is currently offered only in Harrison. In 2018, a collaboration between the Clare-Gladwin RESD (CGRESD), Mid, and the CMMA resulted in a Marshall Plan Grant. These funds were used for a new NC3-based automotive lab at the CGRESD location, approximately 1 mile from Mid's Harrison campus.

In contrast, the Morey Tech Center in Mt. Pleasant has a more limited set of offerings in only Welding and CADD courses. The Morey Tech Center was funded primarily through private donations with significant support from the Central Michigan Manufacturers Association. Its opening in 2014 coincided with that of Mid's Center for Liberal Arts and Business. Funding for Morey Tech was limited, but it was constructed to allow for expansion when additional funding became available. The College's 2021 Capital Outlay project proposal seeks support to expand its Morey Technical Center to provide classroom and laboratory space for a curriculum based in Industry 4.0, modest offerings in HVAC, testing space for industry certifications including CISCO, and the integration of the Career/Apprenticeship Center.

Socio-Economic Challenges

Data from the U.S. Census and the U.S. Bureau of Labor Statistics show that the Great Lakes Bay Region and, more specifically, Mid's service area is challenged by low educational attainment and correspondingly low median household income as shown below.

Location	Median Household Income	% of Labor Force with no post-secondary degree	% Blue Collar
U.S. Nationally	\$59,039	57%	13.6%
State of MI	\$54,909	61%	20.8%
Clare County	\$41,099	78%	37%
Gladwin County	\$45,722	76%	42%
Isabella County	\$48,426	61%	44%

The socio-economic profile of the area acts as a countervailing force for personal advancement. Because so many people in our region have not earned a credential or degree, they are less inclined to encourage their children to go off to college unless the relevance of the program is clear to them. That is why Mid's healthcare and skilled trades programs are so important.

The College works diligently to encourage post-secondary education. It reaches out to its K-12 partners in many ways including through its:

- Foundation funded Students of Promise program for students in grades 7-12;
- Federally funded Educational Talent Search Program for students in grades 6-12;
- Federally-matched TRiO program for first-generation Mid students;
- Corporately funded Verizon technology summer camp for girls;
- Extensive dual enrollment and early college programs;
- Strong partnership with local middle and high schools;
- Collaboration with MSU Extension for family-centered programs; and
- Expanding offerings in community education and lifelong learning.

Dual Enrollment. Of the College's outreach efforts to improve college attainment rates, dual enrollment is the most significant. More than 1000 students from 43 area high schools begin their college careers through dual enrollment at Mid. Eight of the 43 high schools, plus 3 additional RESDs/ISDs, offer an enhanced dual enrollment program characterized by a series of courses that build to significant progress toward a degree. These include:

- Beal City High School
- Beaverton High School
- Clare Public High School
- Clare-Gladwin RESD
- Farwell High School
- Gladwin High School
- Gratiot-Isabella RESD
- Harrison High School
- Huron ISD
- Ithaca High School
- Shepherd High School

Community Connections.

Mid is embedded in the fabric of our central Michigan communities, including strong relationships with area employers. Our citizens see Mid students and graduates throughout our communities. The College has established 65 affiliation agreements with health care providers and hospitals to provide for clinical experiences for over 450 students annually in our eight health care programs.

Mid is a key partner for MSU Extension. Through shared staffing and collaborative efforts, Mid/MSU-E programming brought between 500-900 people to the Harrison campus in each of the last three years.

Mid is actively engaged with regional business and industry partners. Twenty-four sites in the region supported and benefitted from a Mid intern(s) in the past year. Nearly 100 local leaders from many different industries serve on the College's various advisory councils, ensuring

employer input into Mid's course offerings. The College is a part of the Great Lakes Bay Regional Alliance, the Mid Michigan Economic Development group, the East Michigan Council of Governments, the Central Michigan Manufacturers Association, the Mid Michigan Health Boards, the Advance Michigan Center for Apprenticeship Innovation (AMCI), the Michigan Occupational Deans Council (MODAC), Michigan Works! Region 7B, the Region 5 Prosperity Zone, the Plastics Alliance, the East Michigan Council of Governments, local DDA and LDFA Board, and the National Center for Community College Entrepreneurship. The College is an active member of the Chamber of Commerce in the cities and towns it services and hosts numerous events on its two campuses in Harrison and Mt. Pleasant. College staff and faculty participate in numerous community activities and, in 2017, visited each of the local government units in the service district to provide an update on the College's offerings.

Workforce Development.

Some students discover Mid through its short-term training opportunities, the strongest of which include Phlebotomy (193 hours), Certified Nurse Aide (120 hours), Welding (120 hours), CDL/Trucking (160 hours), and the Online Electrical Apprentices program. More than 300 students enrolled in Mid's short-term training courses in the last year. In addition, Mid offers training opportunities in more than twenty areas of professional development for area employers. New programs include drone training, community health worker training, and an expansion of phlebotomy offerings in Michigan's Thumb area. For Fiscal Year 2018-19, Mid offered 35,908 training hours with an 83% completion rate. Of the 839 students, 420 were participants in customized trainings, and Mid earned a 99% overall student satisfaction rating.

Specific achievements included:

Rapid Response Welding	36 students with a 95% completion rate
CNA	64 students with a 98% completion rate
Phlebotomy	82 students with a 90% completion rate
Electrical Apprenticeship	219 registrations
CDL Class A	33 students with a 100% completion rate.

The College has begun to integrate NC3 certificates into its workforce training, enabling participants to stack those credentials toward a credit-based certificate or degree.

In addition to on-site training, Mid 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 U.S. Department of Labor's Bureau of Apprenticeship Training. The Mid Michigan Small Business & Development Center (SBDC), based at Mid, enhances Michigan's economic well-being by providing counseling, training, secondary market research for new ventures, existing small businesses and advanced technology companies. The SBDC positively affects the economy by strengthening existing companies, creating new jobs, retaining existing jobs and assisting companies in defining their paths to success.

Mid welcomes citizens of all ages to its facilities. The Harrison Campus sits on 560 acres of wooded land. The College has worked with a number of groups, including a local mountain bike club, student groups, and local Boy Scouts, to develop a system of trails that are open to the public. In 2019, it opened the Poet Family Outdoor Education Center to better support these groups. There are three miles of groomed walking trails that are open year-round for walking, running, snowshoeing, etc. There are over 15 miles of mountain bike trails on campus. The college holds two mountain bike races and a foot race on campus each year. Mid also hosts local high school cross country invitational meets and a number of community races. Mid makes its facilities available at no charge for local non-profit organizations. Organizations that regularly take advantage of this opportunity include Women's Aid Service, Central Michigan Health Department, 4-H, MARSP (Retired School Personnel), Clare-Gladwin Board of Realtors, Clare-Gladwin Reading Council, Gideons International, Michigan Department of Agriculture, Mid Michigan Cattle Producers, and Twenty Lakes Antique Engine Club. Mid Michigan College is frequently the host for a variety of community awareness events. For example, the judicial and law enforcement community collaborated to host a Drug Symposium at Mid. Nearly 200 people convened to gather more information about the proliferation of illegal drugs in our region and the devastation that these drugs wreak. Similarly, the college collaborated with the county health

department to host a symposium for developing strategies to address the designation of Clare and Gladwin counties as two of the unhealthiest counties in the state.

Lifelong Learning opportunities at Mid have been rejuvenated with a [robust set of courses for personal enrichment](#). Artistic Welding, 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.

Veteran Pride.

Mid values its veterans and has earned the Gold status designation, the highest awarded by the Michigan Veterans Affairs Association. More than 100 veterans are enrolled as Mid students and many receive a veteran coin as special recognition from the College as they cross the stage.

Other Initiatives Impacting Facility Use

Aging Infrastructure/Limited Resources.

The College has long been concerned about its aging infrastructure on its Harrison campus. Many of the electrical, plumbing, heating, and air conditioning systems date back to the 1970s and have far exceeded their life expectancies. Failing infrastructure threatened the viability of all programs on the Harrison campus and the College's ability to fulfill its mission in Clare and Gladwin counties. Renovation of the Harrison classroom building had been the focus of the College's unsuccessful Capital Outlay requests from 2014-2018. In 2017, recognizing the urgency of infrastructure repairs, the College's Board of Trustees voted to invest \$12.9M in the Harrison campus. Of this, more than \$10M covered infrastructure upgrades and the demolition of more than 40,000 sq. ft. of existing but under-utilized space. Reducing the square footage of the classroom building will thereby reduce costs of the facility, improve the Harrison campus ROI, and ensure its sustainability. Beyond addressing the infrastructure issues, the renovation improves spaces for student interaction and learning support services.

Funding for the Harrison campus renovations is coming from the College's reserve funds and bonding. While the result is a more energy efficient, safer, and more comfortable facility, the

renovation is also diminishing the College's reserve funds, making other initiatives more difficult to undertake.

Economic Development Impact

In 2019, Mid contract with EMSI (Economic Modeling Services of the Strada Group) to determine its economic impact on its service region. The EMSI report for the Clare, Gladwin, and Isabella counties shows that in FY 2018-19, Mid's operational spending added \$21M in income to the region, the equivalent to supporting 492 jobs in the region. Further, approximately 46% of Mid students come from outside the region, and some relocate to the Mid service area for classes. The spending generated by these students and those from the region is estimated at \$4.8M. The greatest economic impact, however, comes from the education and training Mid provides. The knowledge and skills that Mid students gain enables them to earn higher salaries and increase the productivity of area companies. As a result, in fiscal year 2018-19, EMSI estimates that \$43.4M was added in income for the regional economy, equivalent to supporting 698 jobs. The total impact of Mid's work in our service area totals \$69.2M. This is as large as the entire Agriculture, Forestry, Fishing, and Hunting Industry in the region.

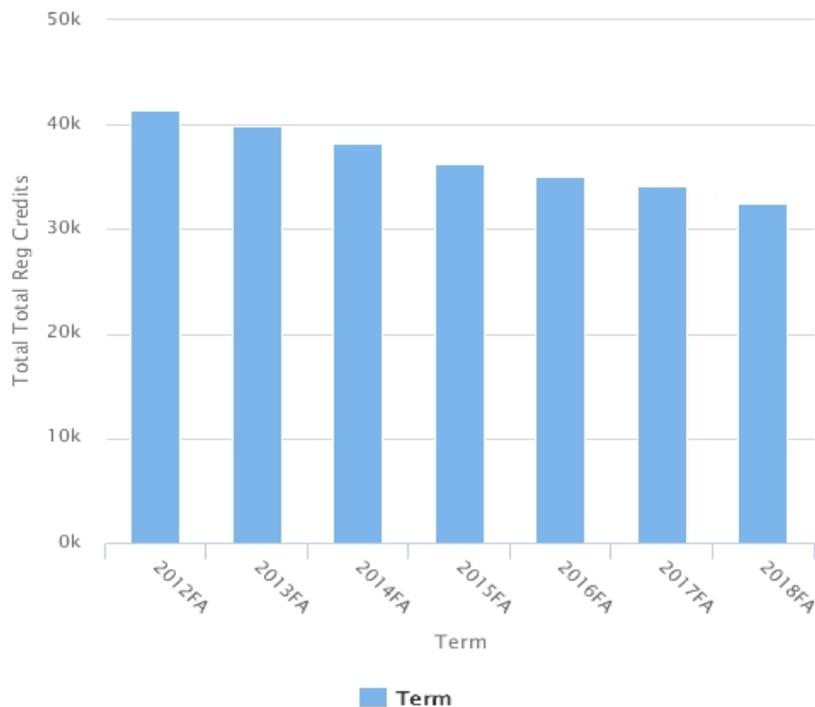
The impact of skilled trades as dimensions of the region's economy has been outlined above. It is worth noting that, of the 50 jobs listed in the state's publication (MI Hot 50—Tomorrow's High Demand High Wage Careers), 10 are related to the programs supported by the College's 2021 Capital Outlay Project. And, through Mid's transfer degrees, more students will continue on to bachelor degrees in technical and engineering fields. Preparing Mid students for these careers would address some of the regional challenges described in the section on unique socio-economic challenges of Mid.

III. STAFFING AND ENROLLMENT

Enrollment Patterns

Like many community colleges, Mid has seen a decrease in enrollment as economic activity in the state has *increased*.

Enrollment Trends in Credit Hours



Even though Mid’s decreases have been more modest than many of its counterparts, its heavy reliance (72%) on tuition and fees for general fund revenue makes any decline worrisome. Student enrollments by program for fall 2019, as well as a listing of the College’s most popular programs over the last five years, are listed in Appendix A. Students access these programs 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 Zoom technology.

Home Residencies of Mid Students



As shown here, Mid attracts students from, and delivers services to most of the state, with the highest concentrations in Clare, Gladwin, Isabella, and Gratiot Counties. Approximately one-third of Mid students are from its original service district of the five school districts in Clare and Gladwin counties. Diversifying its enrollment profile is a key objective in the College's strategic plan. Through expansion of its skilled trades programs, the introduction of short-term courses and programs, and the expansion of its online offerings, the College hopes to attract and retain more students over

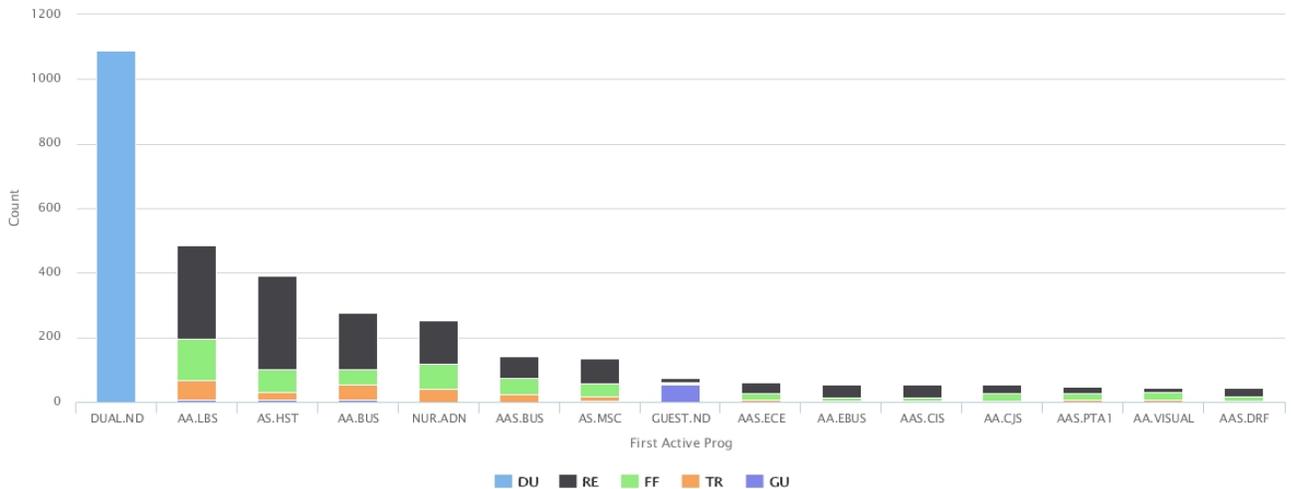
the age of 25. In 2018-19, Mid participated in the Degrees When Due project to identify students who had left Mid with a significant number of credit hours but who had not enrolled in the previous three semesters. That work prompted outreach to more than 600 students in the hope that we can reduce the number of Michiganders who have "some college, no degree."

Retention and Completion.

Mid has made a concerted effort to improve retention and completion rates. The College offers support services to students in a range of situations and backgrounds including outreach to veterans, to non-traditional students, and to students who are studying solely online. The Mid Mentor team provides applicants and students with a single point-of-contact for general assistance about enrolling and succeeding at Mid. The cohort-based caseloads of Mid Mentors allow for tailored communications and actions based on the College's diverse student body.

Program Enrollments.

The chart shows the top fifteen academic programs by enrollment. Black segments indicate returning students, green indicate first-time students, orange signifies transfer students to Mid, and purple indicates guest students. The blue column on the left side represents dual enrollment.



Although Drafting is the only skilled trade program to make the top fifteen, the College has seen significant growth in its tech and trade programs which are showing an 18% growth between 2012 and 2018.

Enrollment Projections

The College anticipates a continued decline in the number of traditional college-age students, based on the state and local demographics. This decline could be as much as 15% by the year 2020. However, the College recognizes that there are more than one million adults in the state who have some college credit but no degree or credential. By creating greater access to programs with applied learning (such as healthcare and skilled trades), the College believes that it can offset this decline. The College anticipates continued growth in its online programs. Enrollment on the Mt. Pleasant campus is also anticipated to grow as the result of greater efforts to recruit in Gratiot County and to expand the range of offerings available. In addition, the College is expanding its footprint with outreach to Huron and Tuscola counties in the Thumb region and to Mecosta/Osceola counties to the west. Increased efforts to build corporate and customized training programs and appealing community education offerings are also anticipated to bring offsetting revenue to the declining credit-based profile. Enhanced lifelong learning opportunities

will serve the aging population of our region and create an additional revenue stream to support the College's activities.

Instructional Staff/Student and Administrative Staff/Student Ratios

IES-NCES data reflects an overall student to faculty ratio of 25 to 1 across Mid's programs. In the Skilled Trades programs, five full-time faculty cover 868 available seats, filled by 174 students. Given the 15 credit hour load of full-time faculty, this indicates adequate staffing for the Skilled Trades programs.

Class Size.

Class sizes range from 7 to 70 with most in the 20-25 range. In 2019, classes on the Mt. Pleasant campus are running at a 69% fill rate; online courses show a 72% fill rate; and Harrison courses show a 64% fill rate. The College has piloted Zoom course offered from the Harrison campus to the Huron ISD for synchronous distance learning. Based on this successful pilot, the College has engaged in negotiations with Zoom, Inc. to expand its use of Zoom. This would enable the College to link a small class in an outlying rural area to the home campus.

Future Staffing Needs

Mid, like many institutions, is seeing a generational shift in its faculty and staff. In the last two years, it has seen a turn-over of approximately 20% of full-time faculty due to retirements. All of these lines have now been filled by new instructors. In addition, the College has recognized the need to add additional instructional staffing—a need that has been identified and underscored by the Higher Learning Commission. 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 2017, five Health Sciences administrative lines were converted to full-time faculty status. The ratio of clinical students to instructors was reduce from 8 to 6 in 2016 and the College has made corresponding adjustments in its staffing. Continuing conversations between the administration and faculty are aimed at identifying the number and character of additional full-time faculty staffing needs, given a decline in traditional, on-site, lecture-based courses. It is anticipated that additional instructional and support staff will be needed as the

College adds applied learning and online delivery options and expands its geographical footprint over the next three to five years.

IV. FACILITY ASSESSMENT

The College operates from its original campus in Harrison, Michigan (built in 1969), from its Mt. Pleasant campus (built 2009-2014), online, and in many high schools across the middle of the state as it offers dual enrollment to over 900 students in K-12 partner schools.

Summary Description and Replacement Value.

The summary description of Mid Michigan College's facilities and the respective replacement value is provided in Appendix B, the Appraisal report from R.A. Schettler, Inc.

Functionality of Structures and Spaces

In April of 2015, Mid 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 the College'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 Appendix C located on the College website at Master Plan.

Although the Morey Tech Center currently has one open bay, its classroom spaces are over-subscribed, and there is no capacity for skills testing or for the incorporation of basic classes in the HVAC program. The faculty and staff hope for additional space to bring Career/Apprenticeship placement services to the facility.

Facility Infrastructure

The current condition of the College's infrastructure is provided in Appendix D, the Peter Basso and Associates (PBA) Mechanical and Electrical Master Plan document. It also is available on our website at Mechanical and Electrical Plan. This analysis will change after the renovation of the Harrison campus is complete in 2020.

The proposed renovation of the Morey Tech Center would incorporate industry standard power requirements. The building sits on a concrete slab and the expansion is also expected to be one story with possible mezzanine areas for classrooms and offices. Thus, it is believed that weight

requirements for heavy equipment would be sufficiently addressed. In the event of expanding the HVAC program to include commercial repair (with industry partner Trane), rooftop units would be required.

For 2017-18, the facilities cost/sq. ft. was \$4.07, considerably less than the statewide average of \$5.51. However, energy costs of \$.1216/sq.ft. were considerably higher than the state average of \$.1030, a differential that will be corrected by the Harrison campus renovations. The College spends 10.49% of its overall financial activity on its physical plant, a figure that is less than the state average of 11.68%. The renovation of the Harrison classroom building (complete in January 2020) will dramatically alter these energy costs and comparisons.

The College does not yet have an enterprise-wide energy plan but is working through that process as a part of its Harrison renovation project. Peter Basso Associates has done a commissioning process for the Harrison campus that provided an energy analysis. As part of Consumers Energy’s Smart Buildings program, Peter Bass Associates concluded an evaluation of the Mt. Pleasant campus in 2019 identifying mechanical and electrical upgrades with a short term return on investment period. The college is continuing to work through the recommended upgrades to recognize significant energy efficiencies.

The College owns 560 acres in Harrison and 45 acres in Mt. Pleasant. All projects contemplated are on existing college property.

State Building Authority Commitments

The College currently has four areas still obligated to the State Building Authority with expiration dates as shown below.

Building	Size	Award Date	Expiration Date
East Wing Instructional (Nursing)	19,155 sq. ft.	1999	35 yrs. (2034)
Student Orientation and Academic Readiness Center	13,685 sq. ft.	2005	35 yrs. (2040)
Doan Science and Technology Center	57,800 sq. ft.	2008	35 yrs. (2043)
Center for Liberal Arts and Business	99,658 sq. ft.	2014	40 yrs. (2054)

V. IMPLEMENTATION PLAN

Based upon the planning meetings held during this master plan phase, the College's top priority for capital outlay is the expansion of the Morey Technical Center. The College seeks state support for the expansion of the Morey Technical Center at its Mt. Pleasant location. The 19,000 square ft. addition would enable the College to offer skilled-trades courses that prepare students for Industry 4.0. In addition, the College would incorporate a lab for instruction in Heating, Ventilation, and Air Conditioning (HVAC), a growing program on the Harrison campus and growing occupational field. Details for the Fiscal Year 2021 Capital Outlay Project Request are provided in Attachment 1: Capital Outlay Project Request, and available on the College's website.

Deferred Maintenance

The 2016 PBA report on infrastructure needs provided a strong roadmap for the work to be done. The College's Physical Plant staff has worked to correct many of the deficiencies and the renovation of the Harrison classroom building will be a giant step forward in this regard. The Mt. Pleasant campus is in good repair but the College is anxious to get ahead of its Harrison deficiencies while the Mt. Pleasant facilities are still relatively new.

Return on Investment

Expansion of the Morey Tech Center would enable the Skilled Trades programs to build cohorts of 50-75 students, a number that the faculty see as achievable. Tuition and fee revenue, even during the ramp-up to that number would be sufficient to cover instructional costs without significant increases to program fees.

Alternatives to New Construction.

Skilled-trades instruction requires hands-on training with equipment that is comparable to on-the-job settings. Online instruction can supplement some of the learning but it cannot replace the practice that is required to actually become skilled in a trade. The College has explored a diffuse set of offerings—perhaps some courses at Mt. Pleasant high school, some at CMU, and some in industry settings. All of these options would limit instruction to the evening hours without access to equipment for students to practice their skills or complete assignments. Such settings also lack student support services unless separate trips are made back to the campus.

Furthermore, a scattered approach to instruction will erode the excitement that should come from learning a rewarding skill and seeing oneself as a valued professional in a high-demand field.

Maintenance Schedule

The College's major infrastructure repairs were required on the Harrison campus and are being addressed through the current renovation project. By 2020, we anticipate that there will be no looming infrastructure costs near or above \$1,000,000, absent some catastrophic change. Non-routine maintenance and repair costs are funded from the College's Building and Site fund reserve.

APPENDIX A: [PROGRAM ENROLLMENTS](#)

APPENDIX B: R. A. SCHETTLER, INC. [REGISTERED APPRAISERS REPORT](#)

APPENDIX C: [CAMPUS MASTER PLAN](#)

APPENDIX D: PETER BASSO AND ASSOCIATES: [MECHANICAL AND ELECTRICAL PLAN](#)