

Creating Plastics Technology Career Pathways in Rural Michigan is advancing plastics technology and plastics workforce development throughout Michigan. The project links Mid Michigan Community College with community and industry leaders, the Clare-Gladwin Regional Educational Service District and Ferris State University to ensure that students are progressing incrementally toward academic credentials and sustainable employment. The project's strategies are addressing gaps in current education and training programs by: 1) formalizing an industrial alliance to provide curriculum assistance, career awareness, and workforce experience; 2) developing a non-credit training credential, an academic certificate, and an associate's degree with seamless transferability into a bachelor's degree in plastics engineering technology, and 3) recruiting and retaining students into a ladder program that provides an array of hands-on and work experience options as well as the integration of both developmental and entrepreneurial instruction into the curriculum. This innovative approach is addressing issues surrounding the state's manufacturing industries: overt competition among companies for qualified employees, an aging workforce, a shortage of applicants and incumbents with necessary skills, and a pervasive stigma about manufacturing careers. This project is serving as a model to other rural industries, demonstrating that progress can be made through collaborative, proactive strategies. The project is also enhancing the capacity of educational systems at all levels, comprehensively approaching workforce needs, broadening participation by under-represented women, and building entrepreneurs who are reinvigorating the region's economy.

ATTACHMENT B

FISCAL YEAR 2015 CAPITAL OUTLAY PROJECT REQUEST

Institution Name: **Mid Michigan Community College**

Project Title: Project Focus: Academic ___ Research ___ Administrative/Support

Type of Project: Renovation ___ Addition ___ New Construction

Program Focus of Occupants: **Library Learning Services and Bookstore**

Approximate Square Footage: **8,600**

Total Estimated Cost: **\$4,000,000**

Estimated Start/Completion Dates: **construction design would start immediately after notification of award with an estimated completion of 2 years**

Is the Five-Year Plan posted on the institution's public internet site? **Yes**

Is the requested project the top priority in the Five-Year Capital Outlay Plan? Yes ___ No

Is the requested project focused on a single, stand-alone facility? Yes ___ No

Please provide detailed, yet appropriately concise responses to the following questions that will enhance our understanding of the requested project:

1. Describe the project purpose.

The Library Learning Services currently offers students an array of services including Retention, Academic Testing and Assessment, Tutoring, Writing and Reading Center, Math Lab, Supplemental Instruction and all of the Library Services. The department is currently physically broken up and separate from the encompassing flow of Student Services. The project would combine all of the Library Learning Services under one location to enhance services, create a dynamic centrally located department, build cross-training opportunities for staffing, create technological training and services for student success, and provide adequate bookstore space to meet student demands.

2. Describe the scope of the project.

To offer the optimum services for student success, the college needs to move portions of the LLS department, relocate Human Resources, and enlarge bookstore services. By expanding the first and second floors, the LLS services would be under one central location, more office space for faculty would be created, and the bookstore would be expanded. There would be breakout rooms for technology

support and services along with much needed library research tutorials. The consolidation of the LLS will enable students to access multiple services in a dynamic environment that is student success centered. This environment would encompass the college Retention Services, Writing and Reading Center, Math Lab, Assessment and Academic Testing, Supplemental Instruction and Library Services. With the consolidation of these services, the Student Services department as a whole, including Financial Aid, Registration, and Advising, will be aligned in a centrally located physical environment that would generate a natural flow for students as they utilize each departmental area. The consolidation will not only create efficiency for the students, but will also allow for better management practices.

The area currently allotted to the bookstore is not sufficient to meet the storage, merchandising, and administrative needs of the department. The small administrative office is also used as the only storage space. Because of the doubling of activities in one room it has become impossible for the bookstore director to work effectively on the Harrison Campus. In addition, additional merchandising floor space has become necessary to support the electronic technology that has become part of students' learning tools.

3. How does the project enhance the core academic and/or research mission of the institution?

This project would combine all of the services of the LLS and Bookstore. By centrally locating the services, all of Student Services would physically be aligned, creating a dynamic flow for student support and success. With the expansion, the Library would be able to expand academic research services through the use of technology. The creation of breakout rooms will allow Library staff to have the tools needed to successfully assist students in academic research tutorials. Supplemental instruction would be enhanced by creating a supplemental instruction lab to further assist students in Biology and Chemistry. Retention Services would also be housed within one location. Students who are identified as at-risk through college entry assessment will be able to work with Retention Services upon completion of testing, and then be immediately introduced to other support areas including the Math Lab, Writing and Reading Center, and Supplemental Instruction. Students would be enveloped in a dynamic area that is structured around Academic Support for success.

4. How does the project enhance Michigan's talent enhancement, job creation and economic growth initiatives on a local, regional and/or statewide basis?

MMCC's entering freshmen continue to be underprepared for college level courses. In the academic year of 2012 – 2013, 65% of entering freshman students were below college level English while 85% were deficient in math. Many of these students are first generation college students needing additional supporting resources. By providing students with the needed resources to reach their academic goals MMCC is supporting the skills and educational growth of our area. In turn these students are given the necessary tools to become employees, employers, and consumers that will strengthen the economic structure in our communities and state.

5. How does the institution measure utilization of its existing facilities, and how does it compare relative to established benchmarks? How does the project help to improve the utilization of existing space and infrastructure, or support the need for additional space and infrastructure?

The Harrison campus Library Learning Service areas serve a significant amount of students in a fractured environment. The ability to share staffing resources and physical space would be beneficial to the college and the students. In the fall 2012 and winter 2013 semesters the following number of students (duplicated) used the various services: Writing and Reading Center 1,131; Academic Testing 2,108; Math Lab 2,011; and Supplemental Instruction 5,941.

6. Does the project address or mitigate any current life/safety deficiencies relative to existing facilities? If yes, please explain.

No

7. How does the institution intend to integrate sustainable design principles to enhance the efficiency and operations of the facility?

MMCC's operating philosophy encourages engineering all renovation and new construction projects to the highest appropriate level of energy efficiency with emphasis placed on LEED requirements. Examples specific to this project include high efficiency window glazing and building envelope design. Consideration will also be given to replacing inefficient air handlers with new high efficiency units. These initiatives will help reduce future energy consumption and costs.

8. Are match resources currently available for the project? If yes, what is the source of the match resources? If no, identify the intended source and the estimated timeline for securing said resources?

College match resources exist within the Building & Site fund balance. Such funds are designated and allocated for future college needs by the Board of Trustees on an annual basis as excess operating funds are identified.

9. If authorized for construction, the state typically provides a maximum of 75% of the total cost for university projects and 50% of the total cost for community college projects. Does the institution intend to commit additional resources that would reduce the state share from the amounts indicated? If so, by what amount?

No

10. Will the completed project increase operating costs to the institution? If yes, please provide an estimated cost (annually, and over a five-year period) and indicate whether the institution has identified available funds to support the additional cost.

Without completely engineering the mechanical systems for this project it is difficult to project the increase in operating costs to the institution. It is possible that the savings generated by replacing old inefficient systems with new high efficiency models will offset the additional cost to heat and cool the additional space. There will be increased cleaning costs associated with the increased square footage but these funds will be identified in current operating budgets.

11. What impact, if any, will the project have on tuition costs?

The project will not have any impact on tuition costs.

12. If this project is not authorized, what are the impacts to the institution and its students?

If the project is not authorized, the academic support systems—math lab, tutoring, Supplemental Instruction, testing, retention services, and writing lab will continue to be physically separated from the library. This will not allow for efficiencies in the use of staff and cross-training opportunities to assure adequate coverage. In addition, students will continue to experience frustration trying to maneuver through various offices to access academic support services. The current limited study areas do not encourage collaborative learning. Technically advanced study rooms will not be available, students will continue to have limited access to important study technologies and student collaborations. Also, without this project taking place students will continue to feel the stigma of going to the tutoring center for help. Having support services as part of the library will have less negative stigma attached.

13. What alternatives to this project were considered? Why is the requested project preferable to those alternatives?

Consideration to a smaller scale plan would move the current academic support services into the library providing student service activities to be located in one area. No additional space would be added to the bookstore and no additional faculty offices would be created.

In this scenario, academic support services would have to eliminate the study rooms for Supplemental Instruction, decrease the size of our current computer lab testing center, eliminate the faculty resource room, and eliminate an office space that Human Resources currently occupies in the library. The space vacated by academic support services would be underutilized because of renovation funding constraints.

Environmental Key Elements

Enduring Goal #3 - Engaging the Community

Strategic Assumptions

Michigan Community College Association

- The public compact in support of higher education is under question
- The sustainability of the comprehensive mission is under question
- Community colleges will be asked to significantly align and integrate with other educational entities
- Community colleges will play a bigger role in economic and workforce development

Stakeholder Input: SWOT Analysis

Strengths: MMCC...

- Is flexible and responsive to multiple stakeholders
- Develops effective partnerships

Weaknesses: MMCC...

- Shares with other community colleges a lack of prestige and misperceptions about quality and/or transferability
- Has staffing issues
- Needs to improve external communication

Opportunities: MMCC can...

- Refresh and expand programming
- Develop more creative marketing strategies using multiple technologies
- Transition students more effectively to senior institutions or the workplace

Threats: MMCC must...

- Be responsive to partners and changes in the external environment
- Be active in opposing threats to local control

Stakeholder Suggested Strategies

- Develop more robust marketing
- Develop intentional interaction with communities
- Use data to ensure stakeholder demand is being addressed
- Develop centers of excellence

Enduring Goal #3

Engaging the Community

The success of MMCC depends on the support of the communities we serve. Consequently, we must continuously and deliberately develop and maintain mutually beneficial relationships with our multiple communities. At the same time, we must provide leadership in uniting our communities by positioning MMCC as a regional service provider. We must identify and prioritize the most significant needs of our communities, assuring that our activities align closely with our mission.



AQIP Category: Building Collaborative Relationships

Strategy 3.1: Develop and utilize effective marketing techniques

Objective:

- Develop a comprehensive communication and marketing plan

Outcome measures:

- Completion and communication of marketing plan to include speaking points about key MMCC initiatives and positional stances

Strategy 3.2: Engage the community

Objective:

- Engage the community in a capital campaign to enhance the development of Centers of Excellence

Outcome measures:

- Capital campaign meets or exceeds targeted goals for friend and fundraising

Objective:

- Develop divisional community interaction plans to include K-16, seniors, business and industry, municipalities and social services

Outcome measures:

- Completion and implementation of divisional community interaction plans

Enduring Goal #3 Engaging the Community

Strategy 3.3: Ensure stakeholder input

Objective:

- Engage stakeholders in the development of new credit and non-credit programs or services

Outcome measures:

- Develop and implement one or more new credit and non-credit programs or services that reflect stakeholder needs

Objective:

- Conduct regular and periodic stakeholder surveys or information gathering initiatives

Outcome measures:

- Completion of surveys or stakeholder feedback sessions and recommended plan of action(s)



ABSTRACT

The Talent Search Program sponsored by Mid Michigan Community College (MMCC) will enroll and serve 500 low-income and potential first-generation college students in grades 6-12 in Gladwin and Clare Counties, Michigan. Participating target school systems within the Regional Education Service District (RESD), are all within a 23-mile radius of the MMCC main campus in Harrison, and include: Beaverton, Clare, Farwell, Gladwin, and Harrison.

The MMCC Talent Search program will provide access to high quality tutoring and direct individual and small group instruction to improve academic achievement. Services also will include: career exploration and counseling; preparation for college entrance exams; identification of “best-fit” college opportunities and assistance in completing admission applications; information regarding the wide range of available financial aid and assistance in applying for grants and loans; and cultural and collegiate experiences to help rural Central Michigan children and teens begin to envision themselves as college graduates. Integrated strategies will increase the financial literacy of students and parents to foster clear understandings of the rights and responsibilities of financial aid participation and of solid financial planning methods. Through workshops and continual communication, parents and families of participating students will be informed of, and engaged in, the academic progress of their children. MMCC Talent Search will coordinate these efforts with initiatives already underway by the College, the five area school systems, and by the state to increase the college-readiness and college-going rates of Michigan youth. This collaborative effort, in which Talent Search plays a pivotal role, will enable area students to overcome a chronic history of economic disadvantages (Clare and Gladwin are the 2nd and 3rd most impoverished counties in Michigan.) As importantly, we will begin to change the industrial mindset that, for decades, has allowed Central Michigan residents to see postsecondary education as unnecessary to their lives. The intended outcomes of the MMCC Talent Search Program are to significantly and permanently increase: 1) persistence of middle and high school students from one grade to the next; 2) graduation from high school; 3) college enrollment; and 4) college degree completion. Because all students in the high school graduating class of Spring 2011 forward will be required to complete the Michigan *Merit Based Curriculum*, attaining the regular diploma in Michigan will equate to fulfillment of a “rigorous” high school program of study. MMCC Talent Search also will work to identify and assist students with potential for postsecondary work who are no longer enrolled in formal education.

MMCC has been a community partner to area school systems since opening its doors in 1968. The College currently enrolls over 5,000 students in certificate, associate’s degree, and academic transfer programs. The College has a history of service to first-generation and low-income students, students with disabilities, and other students who are traditionally under-represented in higher education. MMCC also has an excellent working relationship with other community colleges and with universities throughout the state, which will facilitate networking for continuation of Talent Search student intervention and follow-up.

The MMCC Talent Search Program will effectively combine the requested federal support of \$230,000 with tangible College support of over \$74,000 per year, and significant in-kind commitments by the local schools and community partners to deliver a cost-effective, well run program.