



**FIVE-YEAR  
CAPITAL IMPROVEMENT PLAN  
2022-2027**





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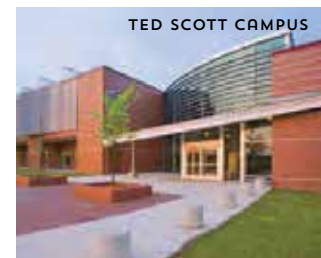
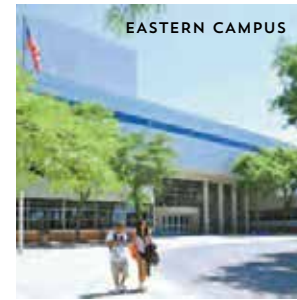


# CHANCELLOR'S FOREWORD

It is my pleasure to present WCCCD's 2022-2027 capital improvement plan. This five-year plan is being presented to the State of Michigan at a time when WCCCD is looking ahead to the post-COVID-19 era. WCCCD is entering the fourth phase of an institutional transformation that started when the citizens of the district approved a millage increase in 2001 and the Pathways to the Future initiative was launched. During the past twenty years, we have advanced through three phases of institutional development which has resulted in the transformation of facilities on WCCCD's six campuses, the quality and scope of our career education programs, and the teaching and learning technologies available to our students and faculty. Now we enter Pathways IV, which we have labeled the "New Day, New Way" period in recognition of the lessons we have learned about our communities, students, and WCCCD itself during the pandemic. Our society is entering the "next normal" and WCCCD will accelerate innovation and entrepreneurship at all levels of the District as we respond to rapidly changing demographic, educational, technological, and conditions in the lives of the students, businesses, and communities that we serve.

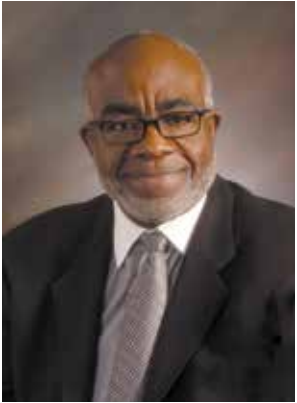
We are grateful to the citizens of WCCCD's service area, the Michigan Legislature, and the Office of the Governor for their support during the past decades that has made possible the transformation of the buildings and sites of our five campuses. Since 2001, WCCCD has been transformed from a college with limited and poorly equipped facilities to today's beautiful, functional, and contemporary campuses. Our campuses and facilities are a source of pride and joy to our students, faculty, staff, and citizens. As we shape WCCCD's future during the post-COVID-19 era, our facility and site master planning will focus more on the repurposing, renovating, and expansion of existing buildings than on major new facility projects. Our facility planning will continue to take into consideration the changing educational needs of the citizens of the District; the impact of teaching, learning, and information technologies; and various societal factors.

Curtis L. Ivery,  
Chancellor





## CHANCELLOR'S MESSAGE



It is my privilege to serve as the chancellor and chief executive officer of the Wayne County Community College District, a position that I have held for the past twenty-five years. I have been very appreciative of the positive partnership that I have had with the Michigan Legislature and the Office of the Governor during that time, and I look forward to continuing this partnership in the years ahead.

In this message to State of Michigan governmental leaders, I will describe how WCCCD has applied the “lessons learned” from the COVID-19 pandemic and is “reimagining” the contours of WCCCD in the post-COVID era. This will include developing WCCCD as an “digital enterprise” in parallel with our well-established in-person and on-campus teaching and learning modalities. To become a digital enterprise, we will increase our capacity to deliver high-demand career education programs in the digital and technology employment sectors such as in the growing fields of digital/media communications, web design, digital technology, graphic design, social media, and digital marketing. Becoming a digital enterprise also means that we will advance virtual learning in all our career education, university transfer and general education, developmental education, and workforce development and continuing education programs as well as in our student support services. This will include increasing our distance learning capability, learning technologies, digitally based pedagogies, instructional design, and faculty

and staff professional development programs. As well, WCCCD will grow as a community resource for schools, businesses, and other organizations in areas such as videoconferencing, video interviewing, technology-aided meetings, and video links to global resources.

I have indicated to the WCCCD administrators and staff that all program and facility development projects during Pathways to the Future IV, the next phase of WCCCD’s transformation, will be viewed through an equity lens. African American and other students of color disproportionately experienced the hardships of COVID-19, and it is our commitment to apply the lessons we have learned from what our students have experienced as we shape WCCCD’s programs and services in the Pathways IV “New Day, New Way” period. During this next phase, we will place increased emphasis on meeting the financial, food, housing, transportation, mental health, and other basic needs of students. We will focus on the needs of unique student populations such as racial minorities, working adult learners, returning citizens, unemployed persons, persons with limited physical capabilities, and dual enrollment high school students. A vital part of Pathways IV is the provision of programs and facilities designed to meet the career education needs of those marginalized students who would otherwise not have access to programs that lead to careers with family-sustaining incomes.

Sincerely,  
Curtis L. Ivery, Chancellor

# EXECUTIVE SUMMARY

This updated five-year capital improvement plan describes the facilities needed by the Wayne County Community College District in the years and decades ahead to support present and future enrollment growth and to house the higher education and career advancement programs of the future. The plan outlines the major new facility construction, building renovation and retrofitting, and site development projects that will provide WCCCD with the physical resources necessary to serve the expanding higher education and career advancement needs of students, businesses, and communities in the college's service area.



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Following is a summary of major capital improvement projects completed at WCCCD since 2001 and of projects that are underway and planned for the future:

### A. MAJOR PROJECTS COMPLETED SINCE 2001

1. Emergency repair and urgent renovation projects (all campuses)
2. Michigan Institute for Public Safety Education (Downriver Campus)
3. Entrepreneurial Institute and Resource Center (Eastern Campus)
4. Educational Multipurpose Center (Ted Scott Campus)
5. Information Technology Data Center  
(Curtis L. Ivery District Office Building)
6. Renovation and upgrading of science labs and other instructional spaces (all campuses)
7. Heinz C. Prechter Education and Performing Arts Center  
(Downriver Campus)
8. Mary Ellen Stempfle University Center (Grosse Pointes/Harper Woods location)
9. Relocation of Northwest Campus
10. Northwest Campus Larry K. Lewis Education Center
11. Expansion of the Mary Ellen Stempfle University Center with the Center for Learning Technology
12. Facility condition analysis and building systems upgrades.
13. Curtis L. Ivery Health & Wellness Education Center (Curtis L. Ivery Downtown Campus)

### B. MAJOR PROJECTS CURRENTLY IN PROGRESS

1. Renovation and maintenance projects
2. Outdoor Training Center (repurposing of old Northwest Campus)

### C. MAJOR PROJECTS PLANNED FOR THE FUTURE

1. Center for Virtual Learning and Digital Careers (FY 2025 Capital Outlay Request)
2. Eastern Campus Repurposing and Upgrading Project
3. Horticulture Education Center (Downriver Campus)

### D. FACILITY AND SITE DEVELOPMENT AREAS FOR EXPLORATION AND REVIEW OF OPTIONS

1. Development of a Sustainability Program at WCCCD (Leadership in Energy and Environmental Design-LEED certification; green building standards for construction, renovation, and retrofitting; student involvement; environmental studies curriculum; recycling program; sustainability policies; sustainability advisory committee, etc.)
2. Options for future housing of central administration functions
3. Options for designated spaces to house workforce development and continuing education programs
4. Upgrading of technology-oriented instructional laboratories (e.g. information and computer technologies, business, manufacturing technology, and health education, implementation of an Advanced Technology Education Center at the Ted Scott Campus)



# WCCCD AS AN OPEN-DOOR COLLEGE

**A BRIEF OVERVIEW:** Wayne County Community College District (WCCCD) is a comprehensive urban/metropolitan community college serving the City of Detroit and most of Wayne County, Michigan. As a comprehensive institution of higher education, WCCCD provides career education, university transfer and general education, workforce development and continuing education, developmental education, student support, and community engagement services. WCCCD is one of the largest community colleges in the United States, serving over 60,000 students, and is the only truly urban community college in Michigan. WCCCD is an open-door institution serving one of the most diverse student bodies of any community college in the nation. The term “open door” is a condensed expression of the democratic and egalitarian principles on which WCCCD is founded: the spirit of hope for a better life for all who seek it; the belief that talent and ambition are widely distributed in our society and not the province of a privileged few; the faith that persons from all walks of life can, through education, overcome barriers and achieve their career, academic, and other life goals; the devotion to an inclusive campus environment of acceptance, understanding, and caring; and the commitment to serve as a community-based educational resource for addressing problems that create barriers to student success such as poverty, unemployment, and racial isolation and discrimination. The open door is also an expression of all the ways that the WCCCD faculty and staff value, empower, and motivate students who bring to the college unique racial, ethnic, physical, lifestyle, and other perspectives.



## HISTORY AND OVERVIEW

**A BRIEF HISTORY:** WCCCD recently celebrated the 50th anniversary of its founding, having been established by the Michigan Legislature in 1967 and opening its doors in 1969 (with a surprisingly large enrollment of about 6800 students). It is sometimes said that WCCCD arose from the ashes of the 1967 racial uprising in Detroit and, in fact, Governor George Romney did sign the legislation creating WCCCD very shortly after the uprising. The formation of WCCCD had its roots as early as 1960 as citizen groups, the Wayne County Intermediate School District, local governmental units, and the Detroit and Wayne County members of the Michigan Legislature sorted through various proposals until consensus was reached on creating a single county-wide community college. The Wayne County Government, New Detroit, Inc. (a citizen-led body created to rebuild Detroit after the racial uprising), and the Michigan Legislature were instrumental in the early funding of the new community college. The Michigan Legislature authorized the issuance of bonds for the construction of facilities, and until the first buildings were constructed, WCCCD was a “college without walls” conducting classes in public school buildings and other available sites. At last, in 1992, citizens of the district approved the first property tax levy of 1.00 mil and for the first time the college had a dependable source of public revenue. As with fledgling urban community colleges across the country (Chicago, Miami, Los Angeles, Dallas, Cleveland, etc.), WCCCD had a rocky beginning as various political and community entities struggled to reach consensus on the best path ahead.

In 1995, Chancellor Curtis L. Ivery began his tenure as chancellor. In 1998, the term “District” was added to the college’s name to reflect the college’s multi-campus structure and its services to a Wayne County geographic region of 32 townships and communities and nearly two million citizens. At a 1998 retreat, the Board of Trustees and Chancellor Ivery decided that it was essential to secure voter approval of an increased property tax levy to place WCCCD financially at parity with other Michigan community colleges. In November 2001, voters of the district approved a major millage increase of 1.5 mils creating a total millage rate of 2.5 mils. In 2018, the voters of the district expressed their strong support for WCCCD and their faith in the college’s future by approving the replacement of temporary and expiring millages with a permanent (into perpetuity) millage levy of 3.5 mils. In 2002 the “Pathways to the Future” was launched by Chancellor Ivery as the guiding initiative to transform WCCCD career and academic programs, continuing education and workforce development programs, student support services, facilities, technologies, structures, and processes. Since 2002, WCCCD has proceeded through three phases of institutional transformation: Pathways I (2002-06): massive investment in new and renovated facilities, equipment, technology, and programs; Pathways II (2007-14): “Leading WCCCD to Enduring Excellence”—heightening the scope and quality of all major district functions; and Pathways III (2015-2020): focus on student success and completion. In 2021, WCCCD will launch Pathways to the Future IV with an emphasis on positioning the district as a leader in talent development in support of regional economic growth; advancing the district’s diversity, equity, and inclusion agenda; and moving forward with the district’s student success and completion model.

# WAYNE COUNTY COMMUNITY COLLEGE DISTRICT AT A GLANCE

- Established by a vote of the citizens of the district in 1966; chartered by the Michigan Legislature in 1967; opened in fall 1969.
- Serves 32 cities and townships encompassing 500 square miles and nearly two million citizens in Wayne County, Michigan, including Detroit. The taxing district is Wayne County with the exception of the Henry Ford College and Schoolcraft College districts and the Highland Park Public School District.
- One of 28 community colleges in Michigan.
- Nine-member Board of Trustees elected from nine regions of the district.
- Six service locations: Downriver Campus (Taylor), Curtis L. Ivery Downtown Campus (Fort Street in downtown Detroit), Eastern Campus (Conner and Interstate 94 in eastern Detroit), Northwest Campus (Outer Drive and Southfield Road in northwest Detroit), Ted Scott Campus (Belleville), Mary Ellen Stempfle University Center Center for Learning Technology (Grosse Pointe/Harper Woods area-Vernier Avenue), Outdoor Training Center (northwest Detroit).
- District Office: 801 West Fort Street, Detroit, Michigan 48226.
- General telephone number: 313-496-2600. Website: [www.wcccd.edu](http://www.wcccd.edu)
- Total credit and non-credit student enrollment: Over 60,000 students. Diverse student body with students from over sixty countries. More than 70 percent of WCCCD's students receive some form of financial aid or assistance.
- Degrees: Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies. More than 80 career education and university transfer programs and about 50 one-year certificate programs.
- Distance education modalities include online, interactive television, and live interaction online.
- 2021-2022 General Fund Operating Budget: \$121,352,000. Major sources of funding: district-level property tax levy, State of Michigan appropriations, student tuition and fees, federal and state grants and private contributions.





# MISSION VISION STRATEGIC GOALS





# WAYNE COUNTY COMMUNITY COLLEGE DISTRICT MISSION, VISION, VALUES AND FUNCTIONS STATEMENT

## **MISSION WHY WCCCD EXISTS**

**WAYNE COUNTY COMMUNITY COLLEGE DISTRICT'S MISSION** is to empower individuals, businesses, and communities to achieve their higher education and career advancement goals through excellent, accessible, culturally diverse, and globally competitive programs and services.

## **VISION THE FUTURE TOWARD WHICH WCCCD IS MOVING**

**WAYNE COUNTY COMMUNITY COLLEGE DISTRICT'S VISION** WCCCD will be known as a premier community college and innovator in the areas of high quality academic and career education, talent development in support of regional economic growth, diversity and inclusion, and technological advancement.

## **VALUES WHAT BELIEFS ARE IMPORTANT TO WCCCD**

### **WAYNE COUNTY COMMUNITY COLLEGE DISTRICT ABIDES BY THE VALUES OF:**

- Excellence in Teaching and Learning
- Diversity
- Students and Community Service
- Accountability
- Integrity

## **FUNCTIONS WHAT WCCCD DOES TO CARRY OUT ITS MISSION**

### **WAYNE COUNTY COMMUNITY COLLEGE DISTRICT FULFILLS ITS MISSION BY CONDUCTING THESE EDUCATIONAL FUNCTIONS:**

- Career Education
- University Transfer and General Education
- Workforce Development and Continuing Education
- Developmental Education
- Student Services
- Community Engagement



# 2015-2020 Strategic Goals

## **Goal No. 1:**

### **Advancement of Operational Systems**

WCCCD will promote effectiveness of the operational system improvements within its District divisions, campus locations, services, and programs by enhancing continuous quality improvement processes and redesigning business models.

## **Goal No. 2:**

### **Integration of Innovative Technological Resources**

WCCCD will integrate innovative technological resources and quality improvement processes to increase proficiency of infrastructure, faculty, staff, and students to advance effective teaching, learning, and management of operations.

## **Goal No. 3:**

### **Development of Institutional Resources**

WCCCD will increase its capacity to meet changing student business, and community educational needs through the advancement and sustainability of its human, financial, physical and technological resources.

## **Goal No. 4:**

### **Advancement of Institutional Profile**

WCCCD will advance campus imaging and institutional profiling initiatives to focus on increasing marketability and reputation within Michigan and its service region.

## **Goal No. 5:**

### **Advancement of Instructional Innovation**

WCCCD will advance curricular, co-curricular, and innovative student-centered services that respond to the dynamic educational needs of its students and promote global and cultural competence.

## **Goal No. 6:**

### **Enhancement of Student Success and Completion**

WCCCD will enhance completion initiatives that support students in successfully completing degrees, certificates, and courses that lead to transfers to four-year universities and colleges.

## **Goal No. 7:**

### **Strengthen Partnerships with Four-Year Colleges and Universities**

WCCCD will cultivate and strengthen partnerships with four year colleges and universities that increase WCCCD student access to advanced degrees.

## **Goal No. 8:**

### **Advance Community Engagement and Workforce Development**

WCCCD will advance community engagement and workforce initiatives to serve as an educational resource for problem-solving and economic development efforts at the community and state levels.

# INSTRUCTIONAL PROGRAMMING



**Wayne County  
Community  
College District  
(WCCCD) is  
committed to  
developing and  
delivering  
innovative  
programs to meet  
the educational  
needs of students,  
businesses, and  
communities.**

## OVERVIEW OF INSTRUCTIONAL PROGRAMS

WCCCD's curriculum includes over eighty university transfer and career education associate degree programs, about fifty certificate programs in specific career fields, basic literacy skills courses (developmental education), and a wide variety of non-credit workforce development and continuing education programs. These offerings are provided through a variety of in-person, online, and hybrid teaching and learning modalities. The dual enrollment program, a partnership with regional school districts, makes these offerings accessible to high school students. As well, WCCCD hosts baccalaureate programs at its University Center. Descriptions of these categories of instructional programming are as follows:

**Career Education:** WCCCD offers associate degree programs, certificate programs, and individual courses that prepare students for entry-level employment and career advancement.

**University Transfer and General Education:** WCCCD offers associate degree courses and programs that transfer to baccalaureate-level colleges and universities. These courses also support career education programs and provide opportunities for individual growth in academic areas such as communications, the humanities, mathematics, the sciences, languages, the social sciences, and business.

**Workforce Development and Continuing Education:** WCCCD provides non-credit customized job training services in cooperation with business, education, government, labor, and non-profit organizations. WCCCD offers non-credit short-term programs and courses designed for the personal growth of participants in areas such as cultural enrichment, computer skills, recreation, personal finance, and basic occupational and literacy skills.

**Developmental Education:** WCCCD offers basic courses that provide students with the reading, writing, mathematics, computer, and study skills needed for collegiate and career entry and success.

**Hosting Baccalaureate Programs:** WCCCD's University Center hosts advanced education programs offered by baccalaureate-level colleges and universities. These programs empower WCCCD students and other citizens to continue their education beyond the associate degree level and earn a baccalaureate degree in a familiar, supportive, and convenient environment.



WCCCD takes pride in the quality of its faculty and their commitment to the success of their students. This commitment is expressed in the following value statement approved by WCCCD's Board of Trustees: Supporting Excellence in Teaching and Learning: We value and support effective teaching and learning. We are committed to excellence in teaching and learning as defined by high standards for student learning outcomes. We are committed to providing a supportive, caring, safe, and responsive learning environment for students that will maximize their opportunity for academic and career success. We value our faculty and staff as productive contributors to the future of the college and its students.

WCCCD's School of Continuing Education and Workforce Development designs and delivers innovative non-credit programs and courses that address the diverse needs of the community. Courses and workshops are offered to assist professionals in meeting the mandatory continuing education requirements for certification such as State Board Continuing Education Units (SB-CEU) for licensure. Through the School of Continuing Education, the District also provides personal enrichment and leisure courses specifically designed to meet the learning needs of our students. These courses are designed for personal growth and development, or the attainment of personal goals.

The Center for Learning Technology develops and offers credit and non-credit programs through distance teaching/learning modalities such as on-line, hybrid on-line and in-class, interactive TV, web-assisted courses, and other modalities in which instruction is mediated through technology. Distance education is the fastest growing instructional sector at WCCCD.

WCCCD operates one of the largest dual enrollment programs in the state in partnership with regional school districts. Through this program, high school students earn both high school and college credit, thus accelerating their educational progress.





# STRAFFING AND ENROLLMENT



ORGANIZATIONAL DEVELOPMENT

REGISTRATION



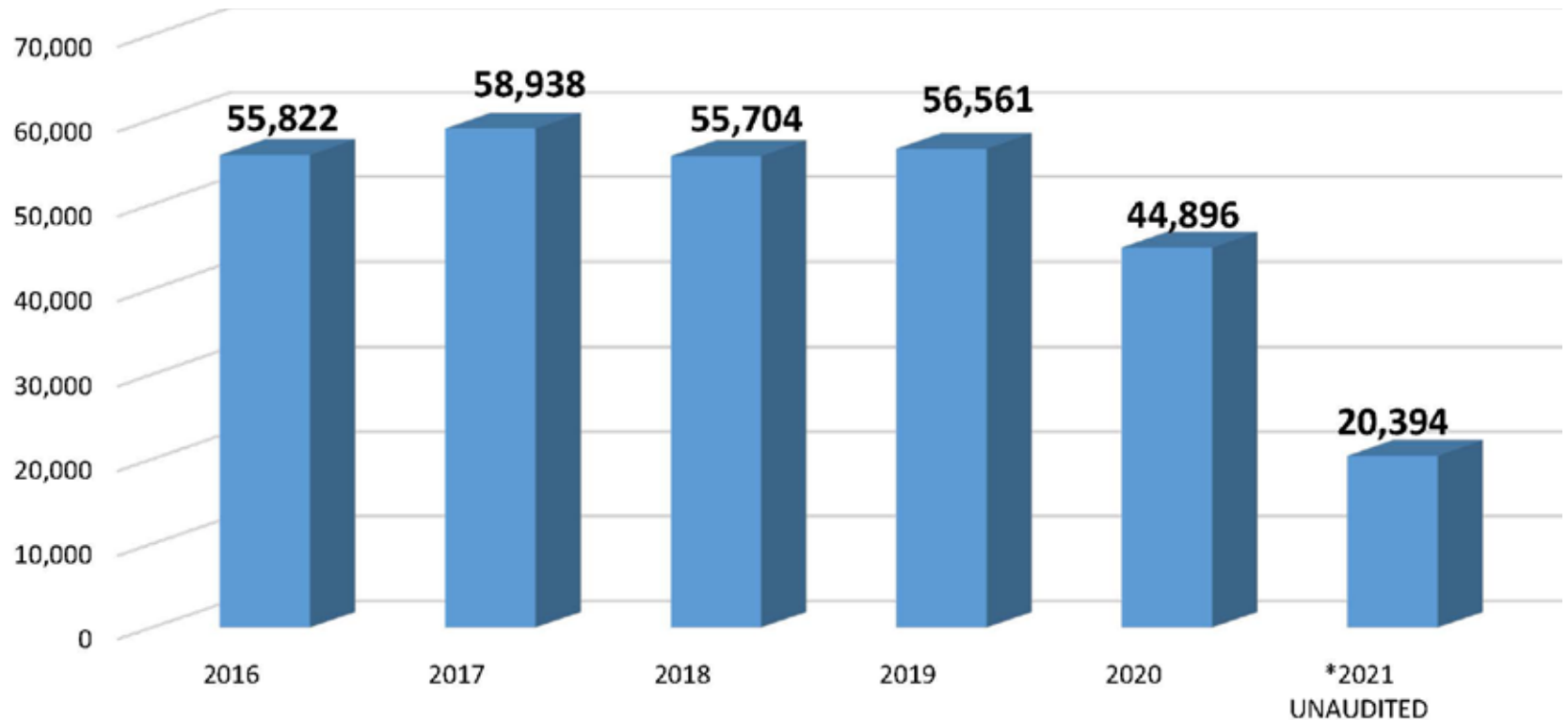


## STUDENT ENROLLMENT TRENDS

As indicated by the charts on the following pages, WCCCD has had a steady total enrollment of about 56,000 students in recent years, making it one of the largest community colleges in the nation. During the past two years, WCCCD has experienced a substantial enrollment decline due to the COVID-19 pandemic and related factors. Nearly all community colleges in Michigan and across the nation experienced similar enrollment declines during this period. We view the 2020 and 2021 disruption of normal operations caused by the pandemic, and the resulting decline in student enrollment, as so unique that the enrollment figures for this period are of no predictive or analytical value. All indicators are that student enrollment will return to normalized levels as the pandemic fades.



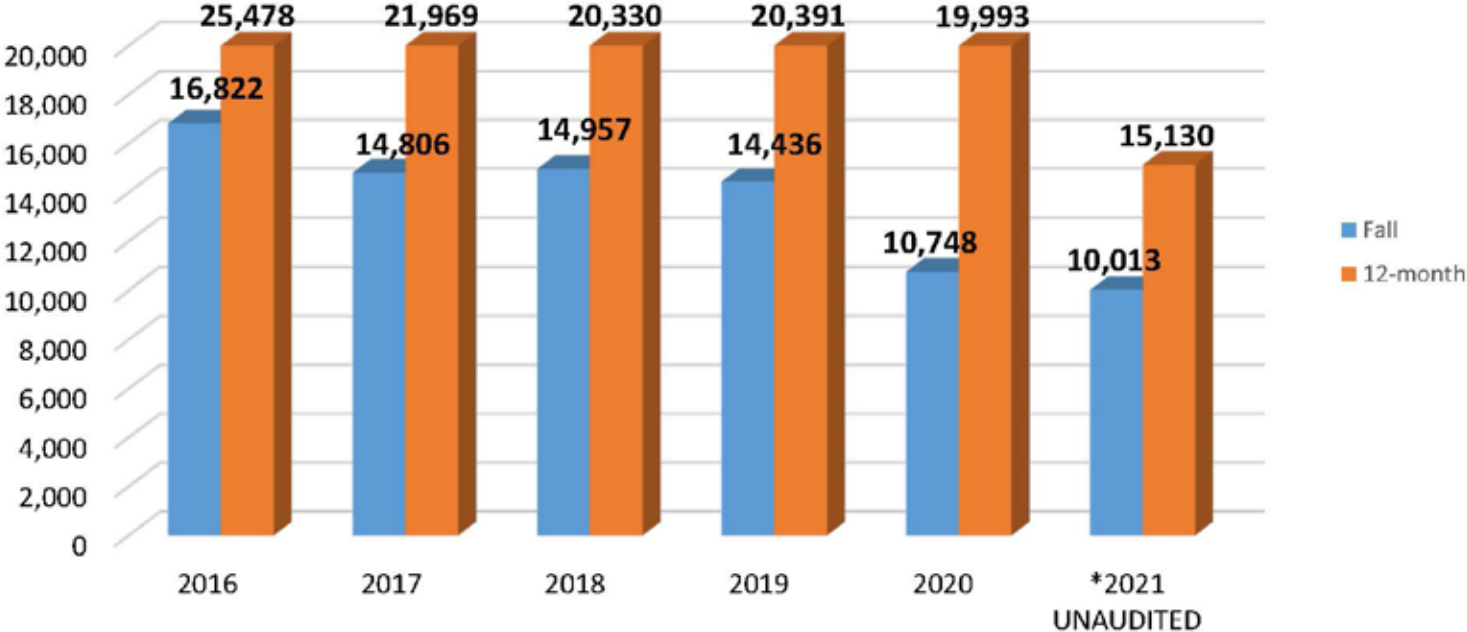
## DISTRICT ENROLLMENT (CREDIT AND NON-CREDIT)



\*The district continues to examine its resources and business models to determine effective benchmarks and projections in order to maintain sustainability and productivity. WCCCD enrollment was significantly impacted by COVID-19 due to limitation on convening its large group activities to ensure compliance to the Michigan public safety executive orders for colleges and universities.

# ACADEMIC ENROLLMENT TRENDS

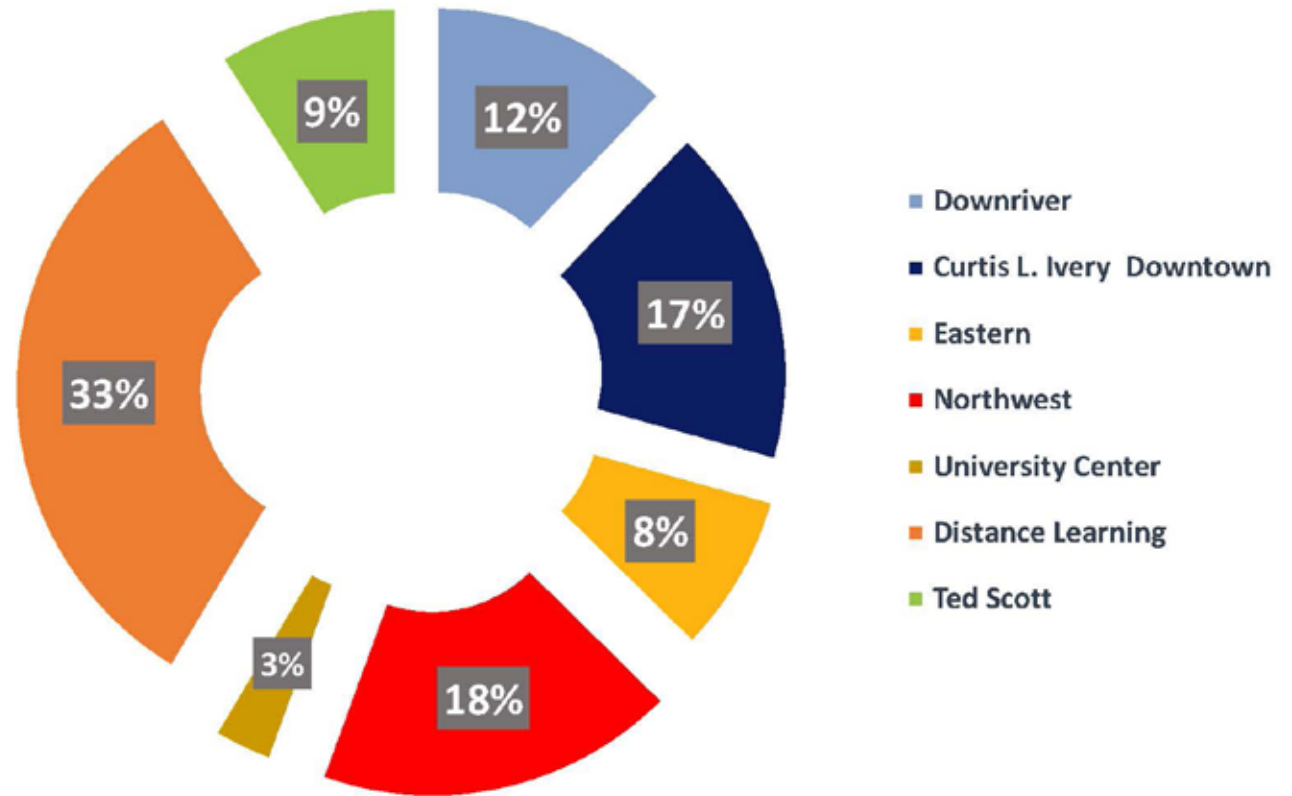
➤ WCCCD 12-month enrollment has remained stable, anticipating the decline in enrollment due to the effects of COVID-19 limitations for colleges/universities.



\* This is considered preliminary unaudited pending the submission of Fall 2021 enrollment to IPEDS. WCCCD anticipated declines in its enrollment due to the global pandemic COVID-19 reducing classroom size capacity and dependence on distance learning instruction.

## 2020-2021 DISTRICT-WIDE ENROLLMENT CREDIT AND NON-CREDIT (DUPLICATED)

- Average age of WCCCD students is 27.
- 66% are Female, 34% are Male.
- With 88% taking 11 or less credits (part-time).







## WCCCD July, 2021 District Staffing

Staff Position Title	Group Total
Support Staff - Part Time	11
Support Staff - Full Time	87
Senior Management	14
Mid-Management - Full Time	48
Mid-Management - Part Time	12
Adjunct Faculty	540
Faculty - Full Time	71
Security - Full Time	34
Security - Part Time	49
Pathways Temporary Staff*	250
<b>Grand Total</b>	<b>1116</b>

*(Unaudited)*

*Recognizing that the transformation of programs, services and systems could not be achieved through the resources of a limited permanent staff the District installed a dual structure which involved adding a temporary full-time staff, part-time staff and contract employees to jumpstart a variety of high priority initiatives. The dual structure interacts with the permanent structure through the Office of the Chancellor and the senior executive team.*



# FACILITY ASSESSMENT





## FACILITY DESCRIPTIONS

### CAMPUS DESCRIPTIONS

#### **DOWNRIVER CAMPUS:**

Located on approximately 100 acres of former farmland and woods at 21000 Northline Road in Taylor, Michigan, the Downriver Campus was completed in 1978, and includes a 7-acre woodland preserve. In 2005, the District constructed the Michigan Institute for Public Safety Education (MIPSE) a state-of-the-art, 10-acre facility, which houses a 5-story fire training tower, a 12,000 square-foot training center, a 50,000 square-foot driver training area, and a man-made lake for water rescue simulations. The MIPSE facility also includes simulators for aircraft, vehicle, and ship rescue missions. Construction of the Heinz C. Prechter Educational and Performing Arts Center was completed in early 2010. This facility includes an 800 seat multipurpose auditorium with full stage and scenery loft. Construction of the Horticulture Education Center is planned for future.

#### **CURTIS L. IVERY DOWNTOWN CAMPUS:**

Constructed in 1979, this 11-acre campus was originally the site of the Penn Central Railroad Station near the Detroit River. The campus was built around the existing facility resulting in a complex totaling 180,000 square feet. The Curtis L. Ivery Downtown Campus is adjacent to the Curtis L. Ivery District Office Building separated by a landscaped courtyard over the US-10 freeway. The Curtis L. Ivery Health and Wellness Education Center completed in the fall of 2019 is part of this campus complex.



## **EASTERN CAMPUS:**

The Eastern Campus was completed in 1982 occupying 26 acres at the corner of Conner Road adjacent to I-94. The 192,000 square foot building supports general and career technical instruction along with the CVS Regional Training Center, Workforce Development Career Center and entrepreneurial programs. The Eastern Campus serves the eastside of the City of Detroit, the five Grosse Pointes and the cities of Hamtramck and Harper Woods.

## **MARY ELLEN STEMPFLE UNIVERSITY CENTER:**

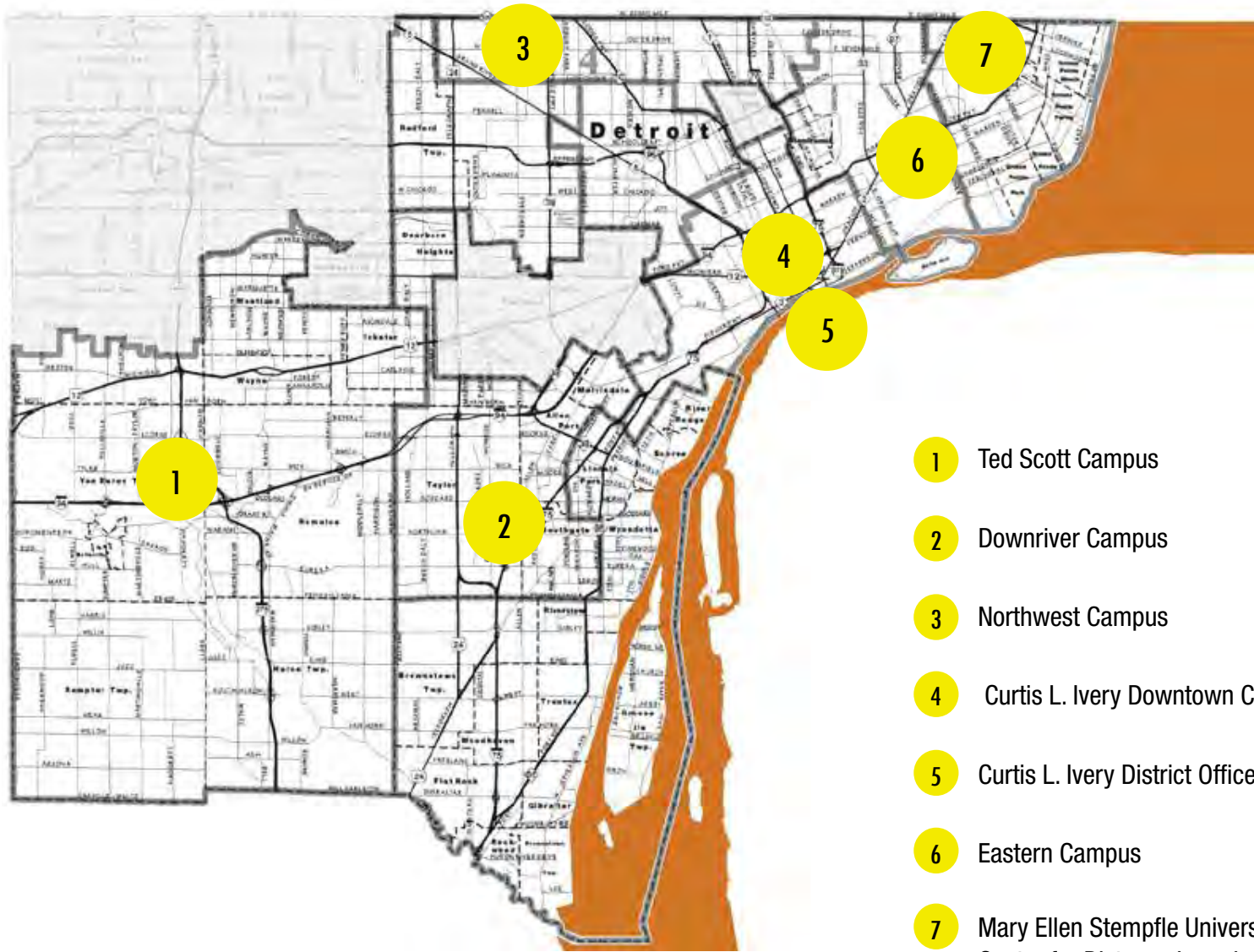
The Mary Ellen Stempfle University Center is a 22,000 square foot facility on 3.2 acres in Harper Woods which opened in 2008. An adjacent 12,000 square foot Center for Learning Technology opened in 2014. These regional center facilities offer community college courses as well as courses offered by partner universities or colleges leading to baccalaureate and masters degrees. The facilities contain general use classrooms, technology labs, interactive television (ITV) labs, science lab, TV production studio, student support services, and faculty office areas.

## **NORTHWEST CAMPUS:**

The Northwest Campus is located on a 32 acre site at West Outer Drive and Southfield. The Northwest Campus has six buildings: Denise Wellons-Glover Welcome Center; Larry K. Lewis Education Center, General Arts Building; Laboratory Science Building; Academic Administrative Building; and Health Sciences Center. The campus serves as the center for the Health Sciences in the District and supports classrooms and labs for Dental Hygiene, Dental Assisting, Dental Laboratory Technology, Dietetics, Nursing, Emergency Medical Technology, Surgical Technology and Phlebotomy. The new Larry K. Lewis Education Center houses a Student Services Center which provides a one-stop-shop atmosphere to aid in activities from enrollment to advising and financial aid. Classrooms and Instructional Labs in this new facility support not only the Health Sciences but other career and technical programs in high demand such as Childcare, Computer Information Systems, Criminal Justice/Corrections, Law Enforcement, Food Service Management, and Pre-Service Education/Urban Teaching. The Denise Wellons-Glover Welcome Center is recently renovated. The project entailed complete environmental remediation and selective interior demolition of a 38,000 sq. ft. area for a corporate sized conference center, two banquet area spaces accommodating up to 500 people, a commercial kitchen for potential culinary arts program instruction as well as new classroom and administrative office space. The four existing restrooms and two elevators are fully renovated along with removal/replacement of all window glass/glazing.

## **TED SCOTT CAMPUS:**

The Ted Scott Campus is located on 117 acres north of the Haggerty Road/Interstate 94 intersection in Belleville. This campus was completed in 1981, and a large portion of the site remains in its natural wooded state. A 43,000 square foot expansion of the campus was completed in 2008 featuring state of the art computer labs, a large multi-purpose room, 100-seat lecture hall, and additional technical career program space.



- 1 Ted Scott Campus
- 2 Downriver Campus
- 3 Northwest Campus
- 4 Curtis L. Ivery Downtown Campus
- 5 Curtis L. Ivery District Office Building
- 6 Eastern Campus
- 7 Mary Ellen Stempfle University Center/  
Center for Distance Learning



### WCCCD Square Footage Use Distribution 2021

Building		Floor Level	Classroom 100	Lab 200	Computer Lab 220	Office 300	Library 400	Phys. Ed. 500	Assembly/Exhib. 600	Child Care 640	Support 700	Total Assign SF	Unassigned SF	Gross SF	Bldg Total SF	
Downriver Campus	Main Bldg	1	13,419	58,302	5,034	8,311	9,117		35,760		7,500	137,443	50,966	188,409		
		2	21,594				9,473			4,691	1,341	37,099	20,155	57,254		
	MIPSE Bldg	1	2,104	5,835		1,408			441		1,903	11,691	715	12,406		
258,069																
Curtis L. Ivery Central Education Complex	Curtis L. Ivery Downtown Campus	1	9,899	12,279		3,098			9,163		523	34,962	18,844	53,806		
		2	5,706	783	6,758	14,108	15,533		3,080	4,718	3,237	53,923	24,614	78,537		
		3	11,809	11,410		1,367						24,586	21,111	45,697		
	Curtis L. Ivery Health & Wellness Educ. Center	1	2,663			1,789			23,504	1,698		2,755	32,409	14,837	47,246	
		2	3,966			746			14,880	1,063		56	20,711	4,717	25,428	
															72,674	
250,714																
Eastern Campus		1	2,543	48,899		9,729	7,028		13,384		5,979	87,562	27,127	114,689		
		2	16,585	725	2,490	2,720					266	22,786	14,505	37,291		
		3	11,540	5,645		3,854						21,039	12,980	34,019		
185,999																
Northwest Campus	Denise Wellons-Glover Welcome Center	Lower	3,905			1,160	11,310		1,764		4,057	22,196	14,024	36,220		
		1				10,735			9,286		2,090	22,111	14,109	36,220		
		2	1,848			329			27,170		2,048	31,395	9,505	40,900		
	113,340															
	Lab Science Bldg	Lower	4,281	7,930		759					900	13,870	8,538	22,408		
		1		7,141		492					92	7,725	4,357	12,082		
	34,490															
	Gen. Arts Bldg	Lower	6,588			3,727	6,829					1,092	18,236	11,359	29,595	
		1	17,309				1,713					1,817	20,839	11,001	31,840	
		2	9,392	1,829		2,094							13,315	4,288	17,603	
	79,038															
	Health Science	1	2,217	17,179	1,954	3,157						3,598	28,105	16,655	44,760	
		2	2,036	3,278		1,513						77	6,904	4,042	10,946	
	55,706															
	Acad. Admin. Bg	Lower				1,164						1,829	2,993	7,402	10,395	
		1				5,335				1,667		2,392	9,394	4,002	13,396	
		2				9,403							9,403	3,993	13,396	
3					9,403							9,403	3,993	13,396		
4					9,403							9,403	3,993	13,396		
63,979																
Larry K. Lewis Education Center	1	3,296	5,821	4,495	1,559						1,849	17,020	22,119	39,139		
	2	8,089	1,112	3,334							949	13,484	11,475	24,959		
	3	8,719	482	2,662							1,468	13,331	11,628	24,959		
89,057																
435,610																
Ted Scott Campus		1	3,700	29,602	3,540	10,850	7,339		26,775	3,030	2,856	87,692	35,295	122,987		
		2	23,473	15,483	21,313	7,132			965		1,323	69,689	11,522	81,211		
204,198																
Mary Ellen Stempfle University Center / Center for Distance Learning		1	7,812	1,649	1,290	2,662			777		220	14,410	4,623	19,033		
		1	3,588	684	1,050	1,212			1,080			7,614	4,581	12,195		
31,228																
Grand Total - All Campuses																
1,365,818																

## OUTLINE OF SPACE USE CODES

### ASSIGNABLE AREA

#### 100 Classroom Facilities

- 110 Classroom
- 115 Classroom Services

#### 200 Laboratory Facilities

- 210 Class Laboratory
- 215 Class Laboratory Service
- 220 Open Laboratory
- 225 Open Laboratory Service
- 250 Research/Nonclass Laboratory
- 255 Research/Nonclass Laboratory Service

#### 300 Office Facilities

- 310 Office
- 315 Office Service
- 350 Conference Room
- 355 Conference Room Service

#### 400 Study Facilities

- 410 Study Room
- 420 Stack
- 430 Open-Stack Study Room
- 440 Processing Room
- 455 Study Service

#### 500 Special Use Facilities

- 510 Armory
- 515 Armory Service
- 520 Athletic or Physical Education
- 523 Athletic Facilities Spectator Seating
- 525 Athletic or Physical Education Service
- 530 Media Production
- 535 Media Production Service
- 540 Clinic
- 545 Clinic Service
- 550 Demonstration

- 555 Demonstration Service
- 560 Field Building
- 570 Animal Facilities
- 575 Animal Facilities Service
- 580 Greenhouse
- 585 Greenhouse Service
- 590 Other (All Purpose)

#### 600 General Use Facilities

- 610 Assembly
- 615 Assembly Service
- 620 Exhibition
- 625 Exhibition Service
- 630 Food Facility
- 635 Food Facility Service
- 640 Day Care
- 645 Day Care Service
- 650 Lounge
- 655 Lounge Service
- 660 Merchandising
- 665 Merchandising Service
- 670 Recreation
- 675 Recreation Service
- 680 Meeting Room
- 685 Meeting Room Service

#### 700 Support Facilities

- 710 Central Computer or Telecommunications
- 715 Central Computer or Telecommunications Service
- 720 Shop
- 725 Shop Service
- 730 Central Storage
- 735 Central Storage Service
- 740 Vehicle Storage
- 745 Vehicle Storage Service
- 750 Central Service
- 755 Central Service Support
- 760 Hazardous Materials Storage

- 770 Hazardous Waste Storage
- 775 Hazardous Waste Service
- 780 Unit Storage

**800 Health Care Facilities**

- 810 Patient Bedroom
- 815 Patient Bedroom Service
- 820 Patient Bath
- 830 Nurse Station
- 835 Nurse Station Service
- 840 Surgery
- 845 Surgery Service
- 850 Treatment/Examination Clinic
- 855 Treatment/Examination Clinic Service
- 860 Diagnostic Service Laboratory
- 865 Diagnostic Service Laboratory Support
- 870 Central Supplies
- 880 Public Waiting
- 890 Staff On-Call Facility
- 895 Staff On-Call Facility Service

**900 Residential Facilities**

- 910 Sleep/Study Without Toilet or Bath
- 919 Toilet or Bath
- 920 Sleep/Study With Toilet or Bath
- 935 Sleep/Study Service
- 950 Apartment
- 955 Apartment Service
- 970 House

**000 Unclassified Facilities**

- 050 Inactive Area
- 060 Alteration or Conversion Area
- 070 Unfinished Area

**NONASSIGNABLE AREA**

**WWW Circulation Area**

- W01 Bridge/Tunnel
- W02 Elevator
- W03 Escalator
- W04 Loading Dock
- W05 Lobby
- W06 Public Corridor
- W07 Stairway

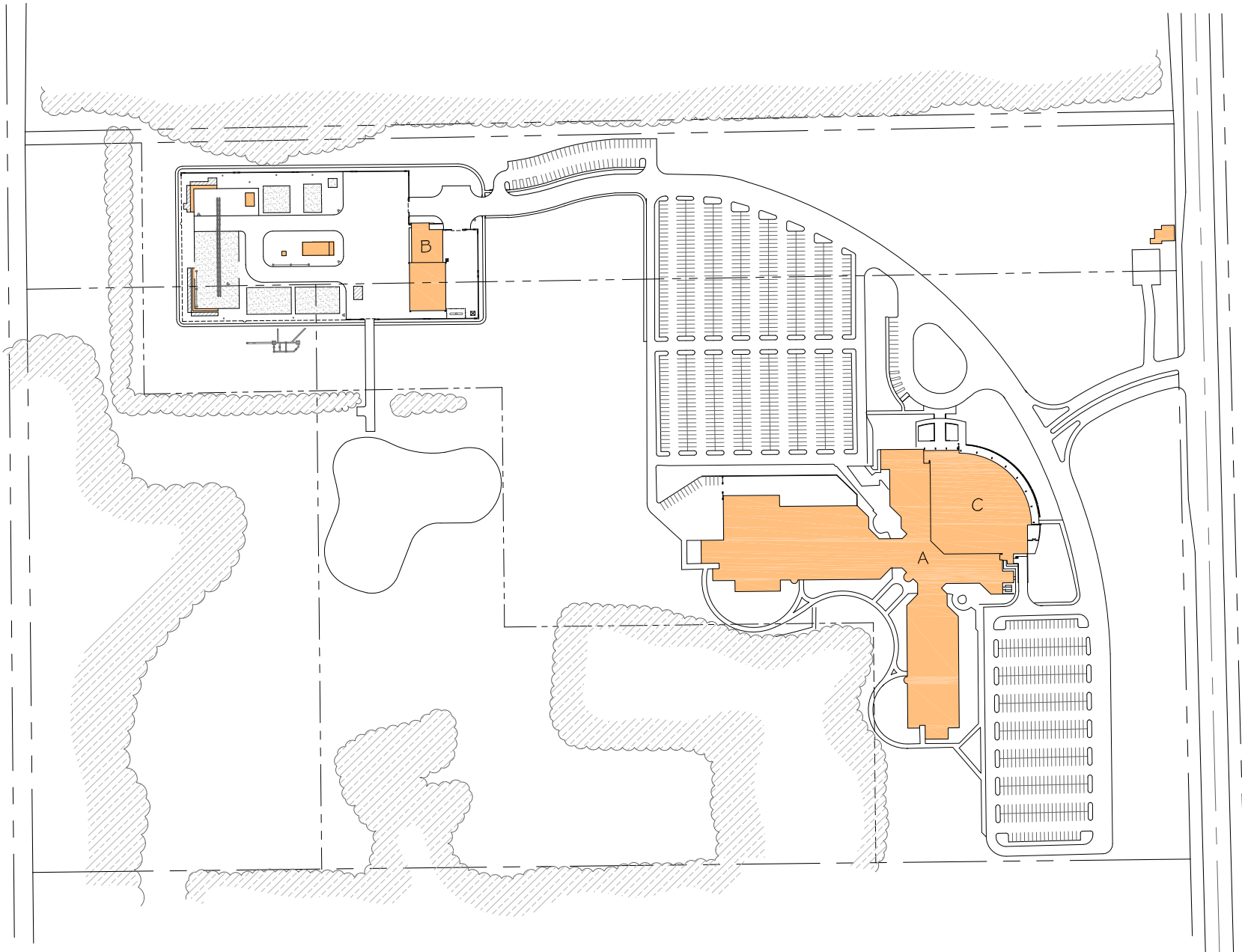
**XXX Building Service Area**

- X01 Custodial Supply Closet
- X02 Janitor Room
- X03 Public Rest Room
- X04 Trash Room

**YYY Mechanical Area**

- Y01 Central Utility Plant
- Y02 Fuel Room
- Y03 Shaft
- Y04 Utility/Mechanical Space





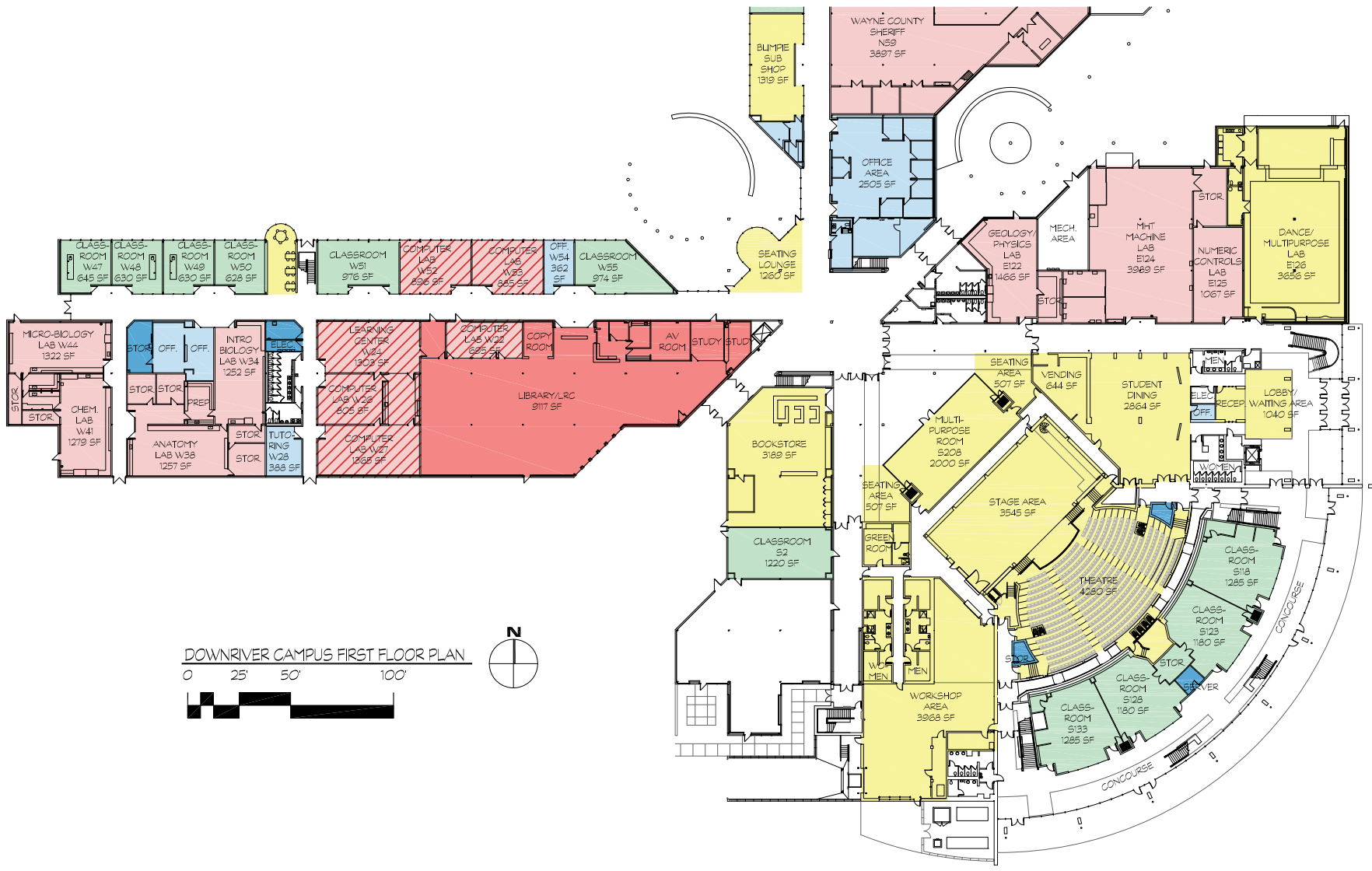
**DOWNRIVER CAMPUS SITE PLAN**

0 150' 300' 600'



**BUILDING KEY**

- A - DOWNRIVER CAMPUS BUILDING
- B - MIPSE BUILDING
- C - HEINZ C. PRECHTER EDUCATION AND PERFORMING ARTS CENTER



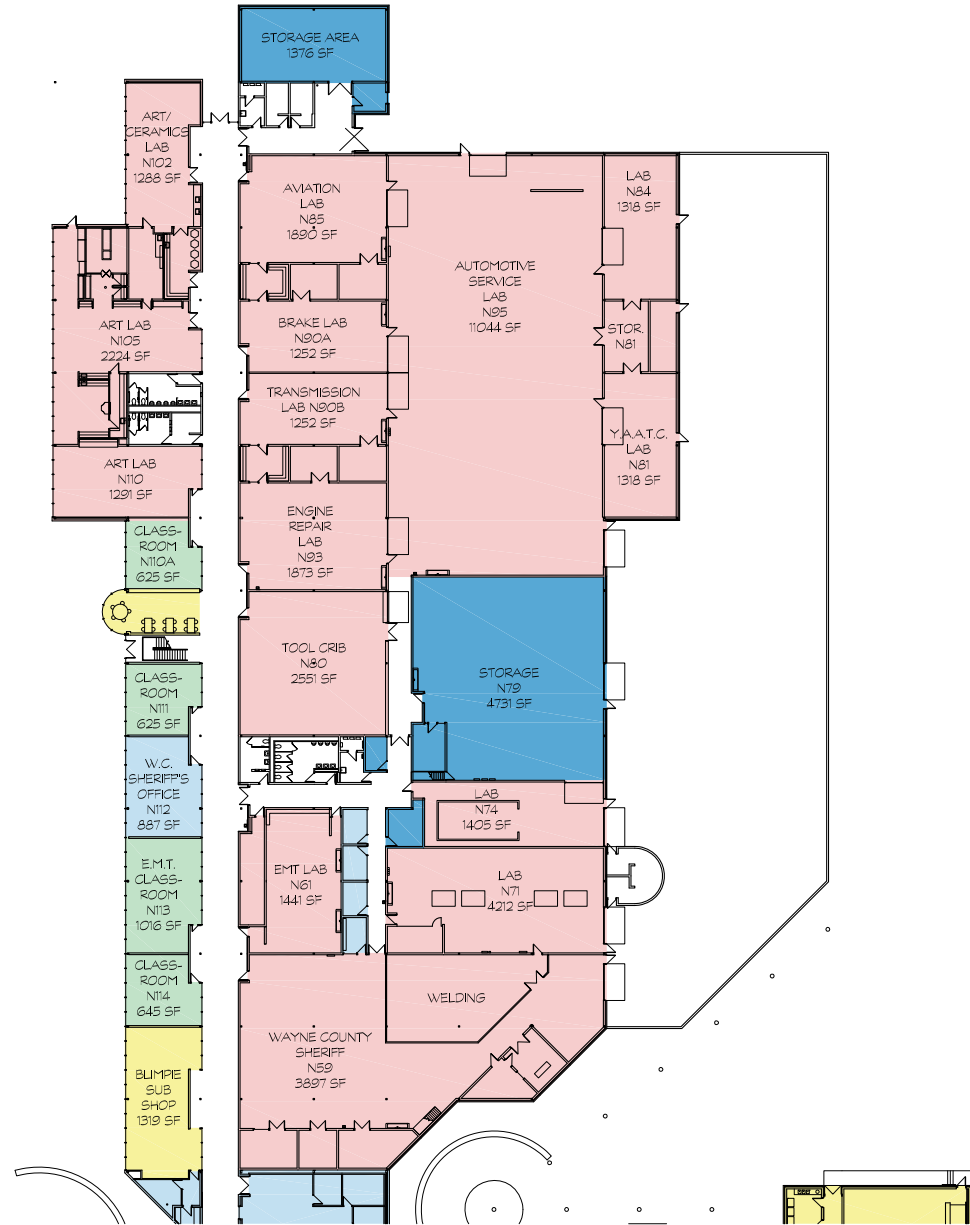
DOWNRIVER CAMPUS FIRST FLOOR PLAN  
 0 25' 50' 100'











CLASSROOMS	15	LIBRARY
LABS	19	GEN. USE / ASSEMBLY
COMPUTER LABS	5	CHILD CARE
OFFICE		STORAGE / TELECOMM.

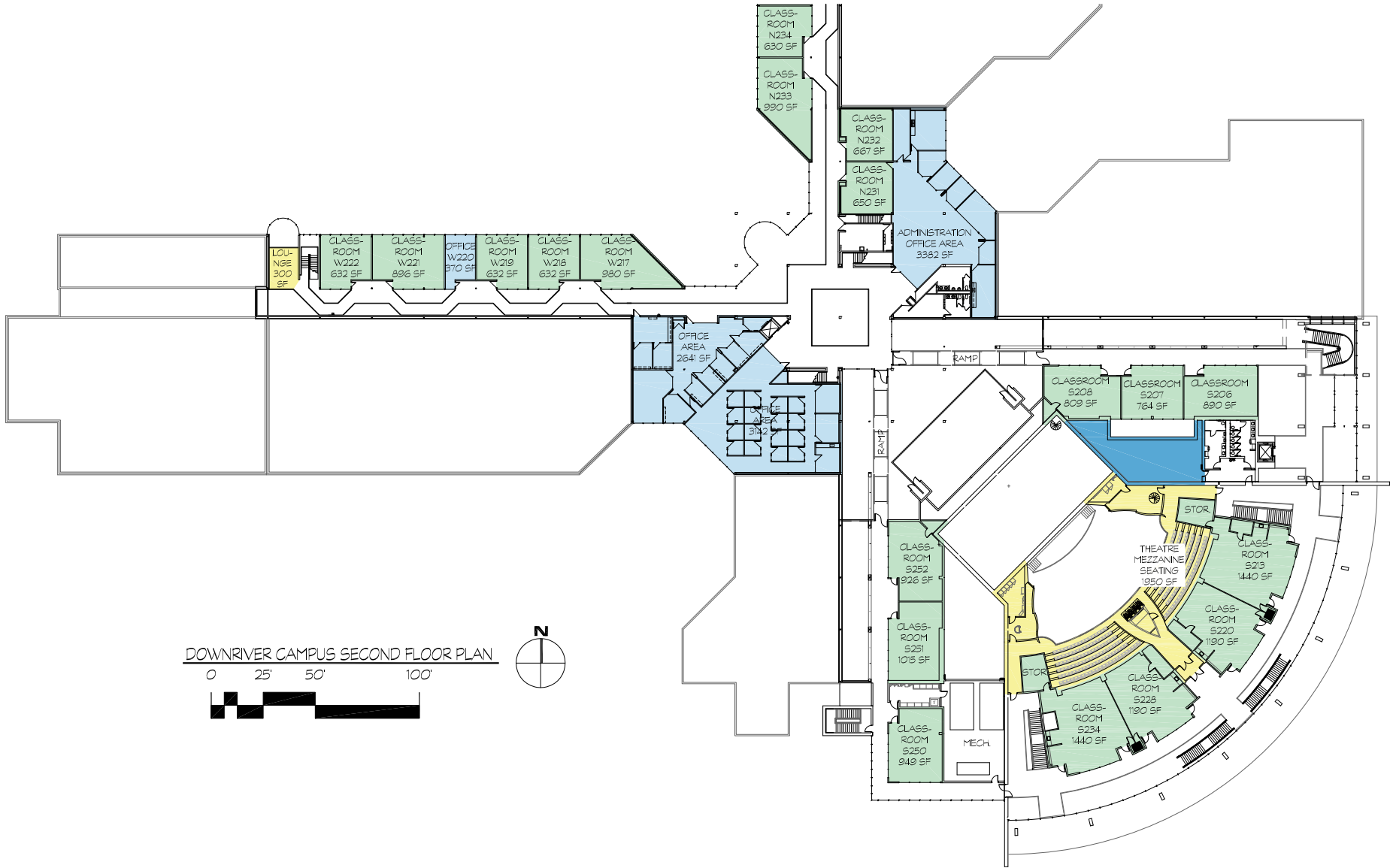
DOWNRIVER CAMPUS FIRST FLOOR PLAN

0 25 50 100



	CLASSROOMS		LIBRARY
	LABS		GEN. USE / ASSEMBLY
	COMPUTER LABS		CHILD CARE
	OFFICE		STORAGE / TELECOMM.





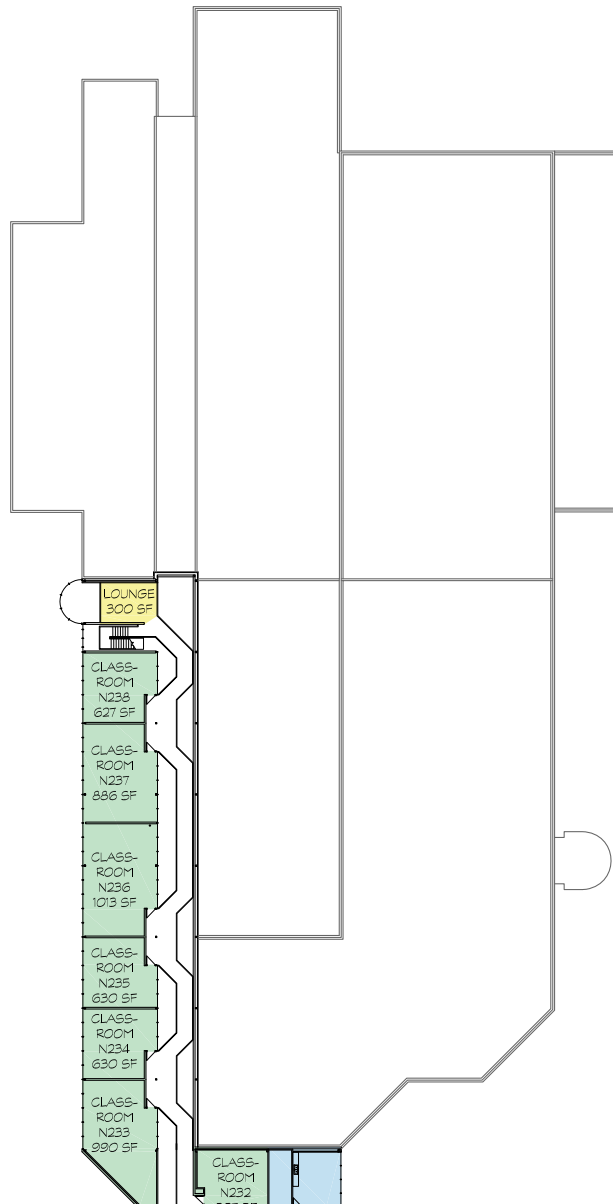
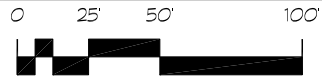
DOWNRIVER CAMPUS SECOND FLOOR PLAN




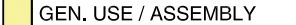



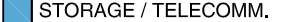
0 25' 50' 100'

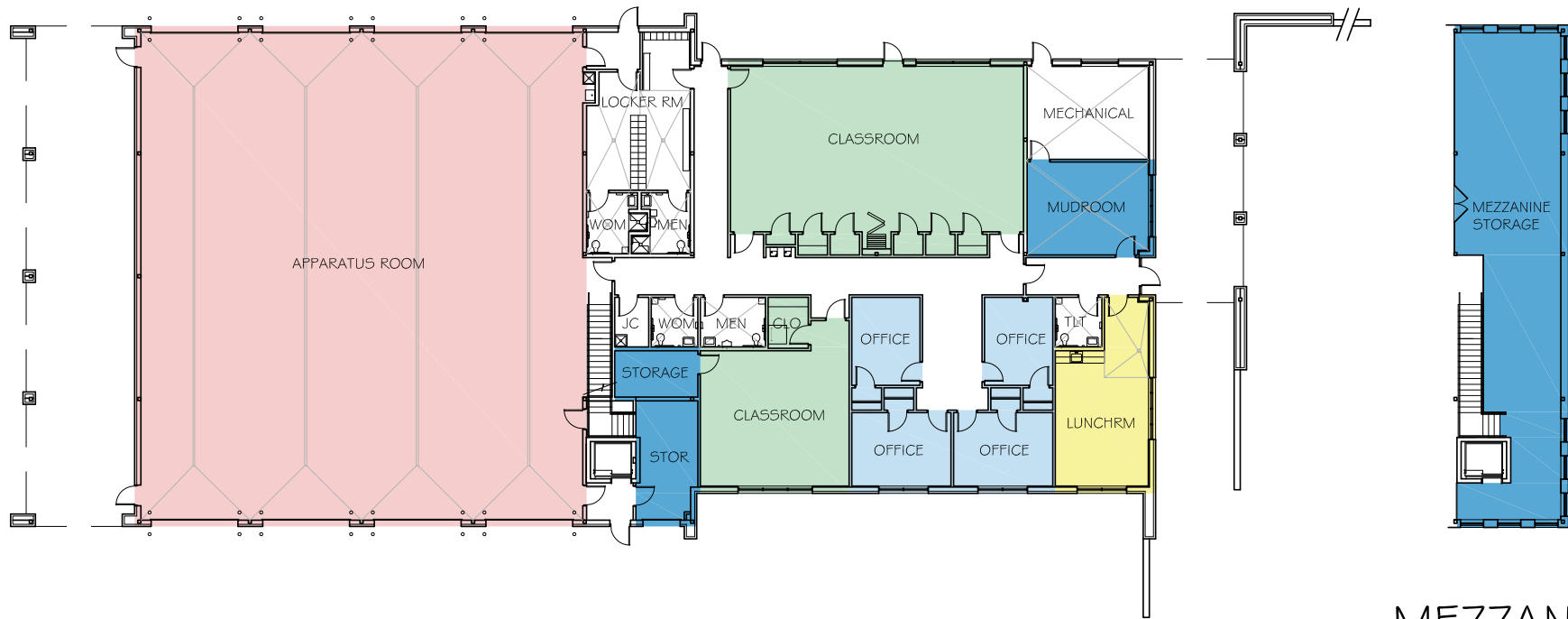


CLASSROOMS	23	LIBRARY	
LABS	0	GEN. USE / ASSEMBLY	
COMPUTER LABS	0	CHILD CARE	
OFFICE		STORAGE / TELECOMM.	

DOWNRIVER CAMPUS SECOND FLOOR PLAN



	CLASSROOMS		LIBRARY
	LABS		GEN. USE / ASSEMBLY
	COMPUTER LABS		CHILD CARE
	OFFICE		STORAGE / TELECOMM.



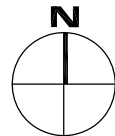
**MIPSE BUILDING - FIRST FLOOR PLAN**

**MEZZANINE FLOOR PLAN**

0 16' 32' 64'

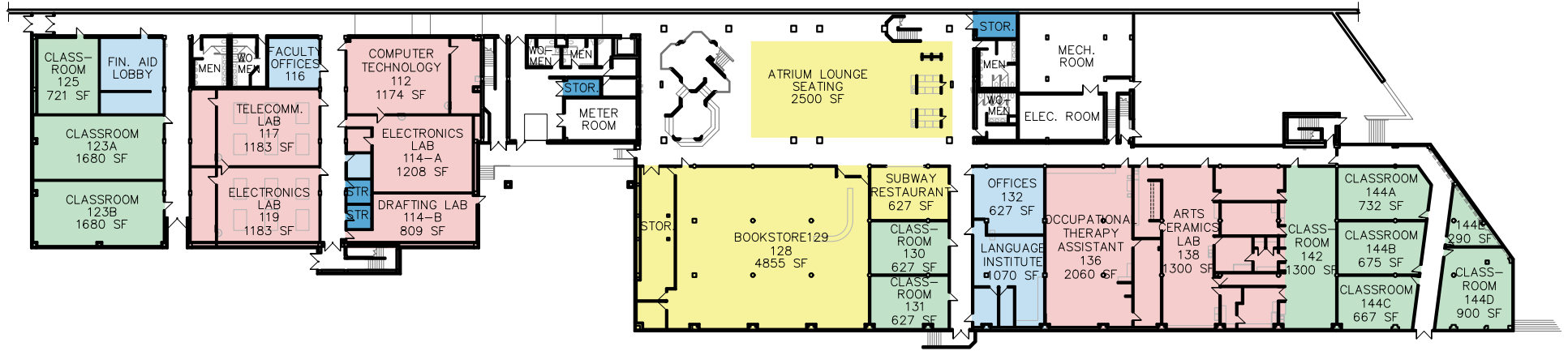


SCALE: 1/32" = 1'-0"

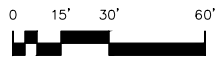


	CLASSROOMS	2		LIBRARY
	LABS	1		GEN. USE / ASSEMBLY
	COMPUTER LABS	0		CHILD CARE
	OFFICE			STORAGE / TELECOMM.





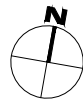
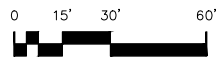
CURTIS L. IVERY  
DOWNTOWN CAMPUS FIRST FLOOR PLAN



CLASSROOMS	11	LIBRARY	
LABS	7	GEN. USE / ASSEMBLY	
COMPUTER LABS	0	CHILD CARE	
OFFICE		STORAGE / TELECOMM.	



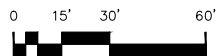
CURTIS L. IVERY  
DOWNTOWN CAMPUS SECOND FLOOR PLAN



CLASSROOMS	7	LIBRARY	
LABS	0	GEN. USE / ASSEMBLY	
COMPUTER LABS	6	CHILD CARE	
OFFICE		STORAGE / TELECOMM.	

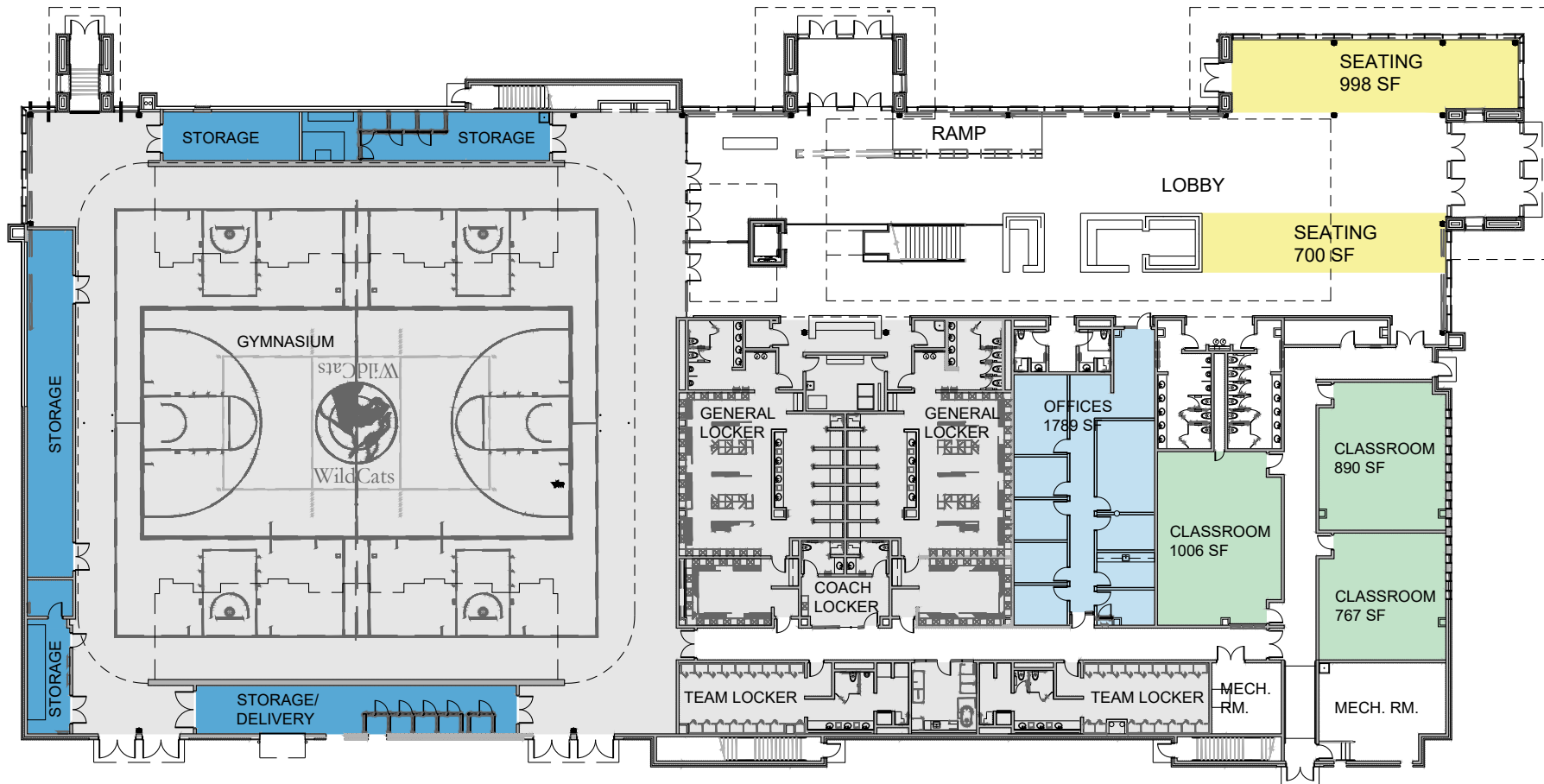


CURTIS L. IVERY  
DOWNTOWN CAMPUS THIRD FLOOR PLAN



CLASSROOMS	16	LIBRARY
LABS	8	GEN. USE / ASSEMBLY
COMPUTER LABS	0	CHILD CARE
OFFICE		STORAGE / TELECOMM.



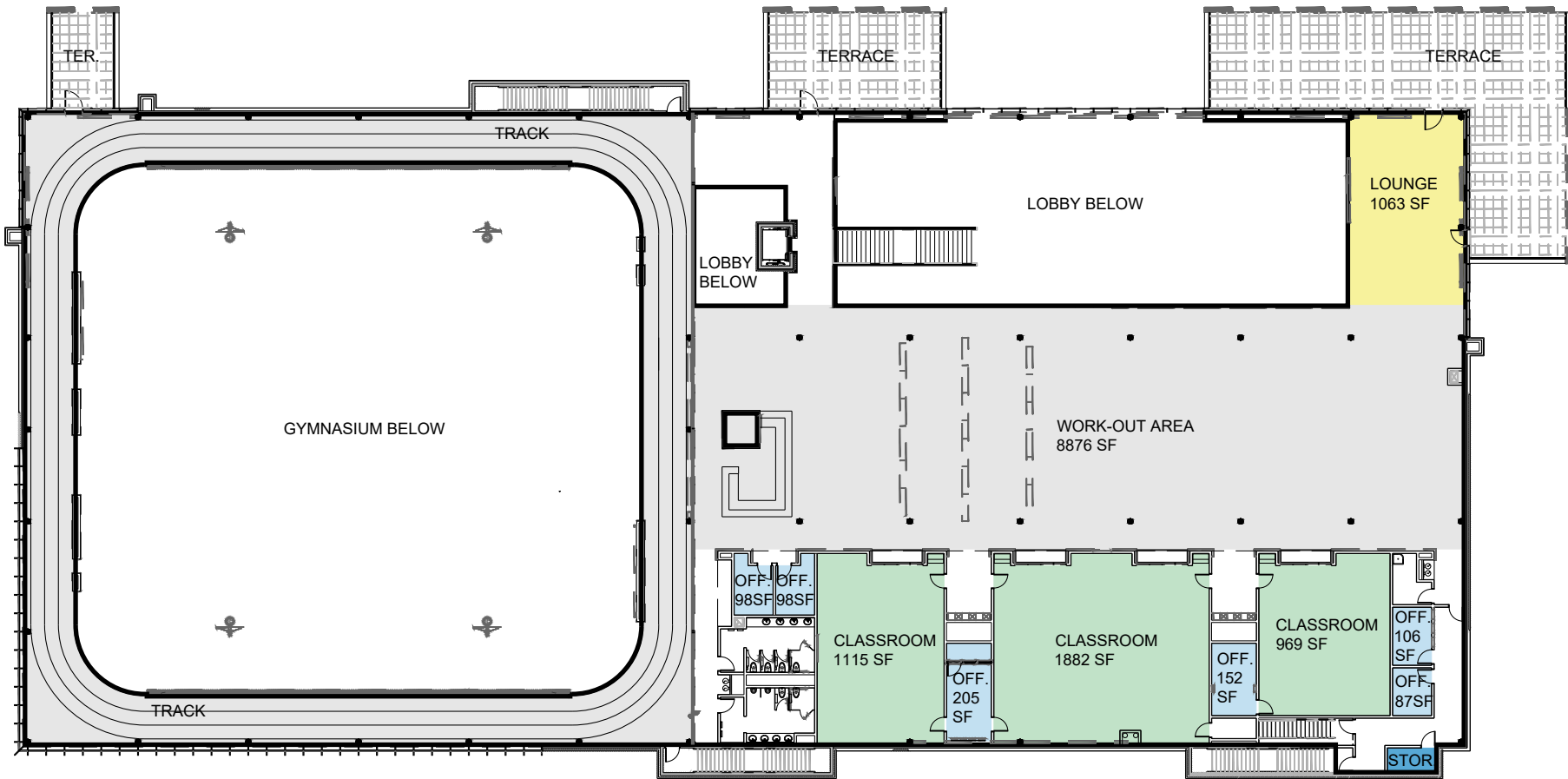


Curtis L. Ivery Health and Wellness Education Center -  
First Floor Plan

0 20' 40' 80'



CLASSROOMS	3	LIBRARY
LABS		GEN. USE / ASSEMBLY
COMPUTER LABS		CHILD CARE
OFFICE		STORAGE / TELECOMM.
		PHYSICAL EDUCATION

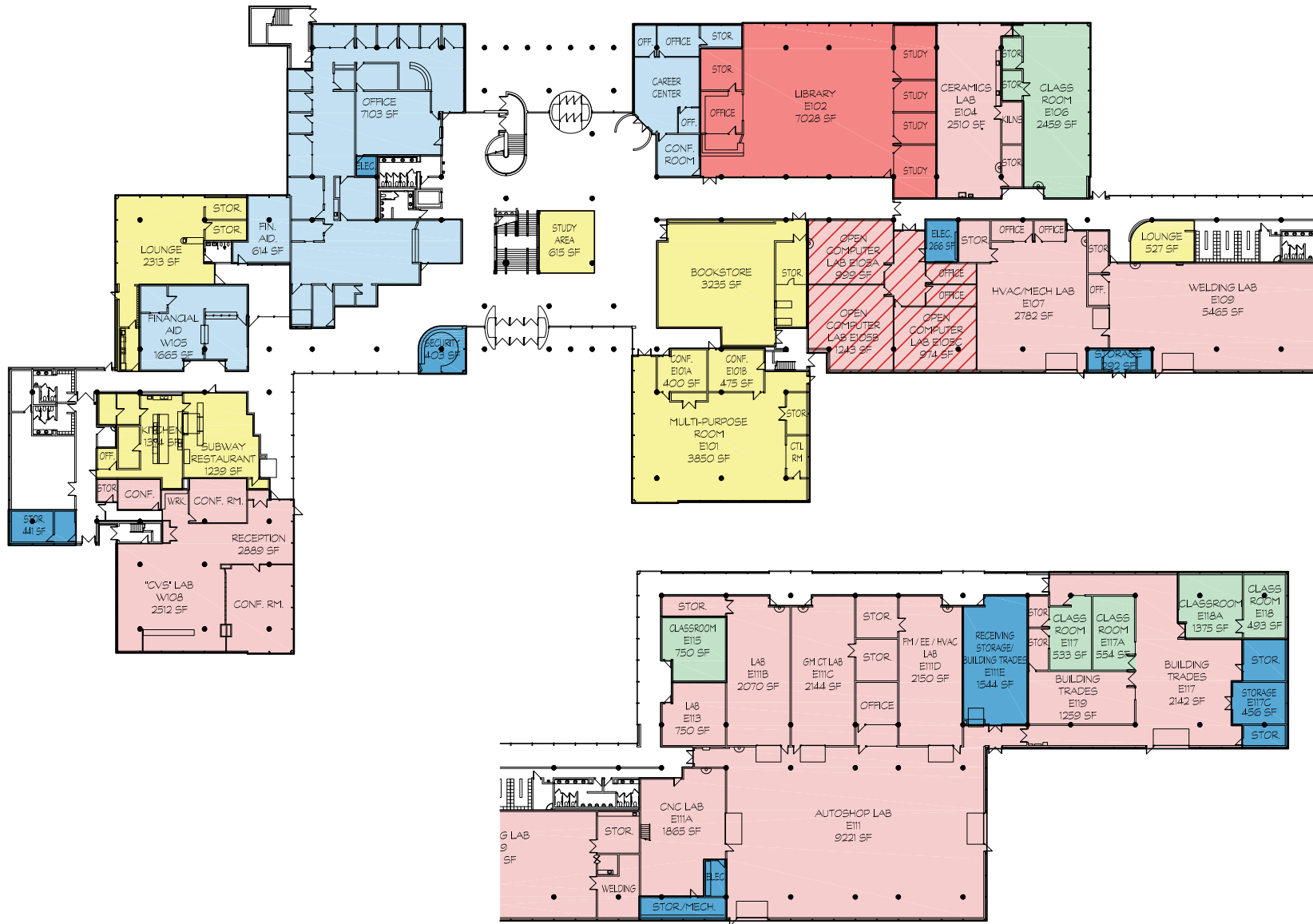


Curtis L. Ivery Health and Wellness Education Center -  
Second Floor Plan

0 20' 40' 80'



CLASSROOMS	3	LIBRARY
LABS		GEN. USE / ASSEMBLY
COMPUTER LABS		CHILD CARE
OFFICE		STORAGE / TELECOMM.
		PHYSICAL EDUCATION

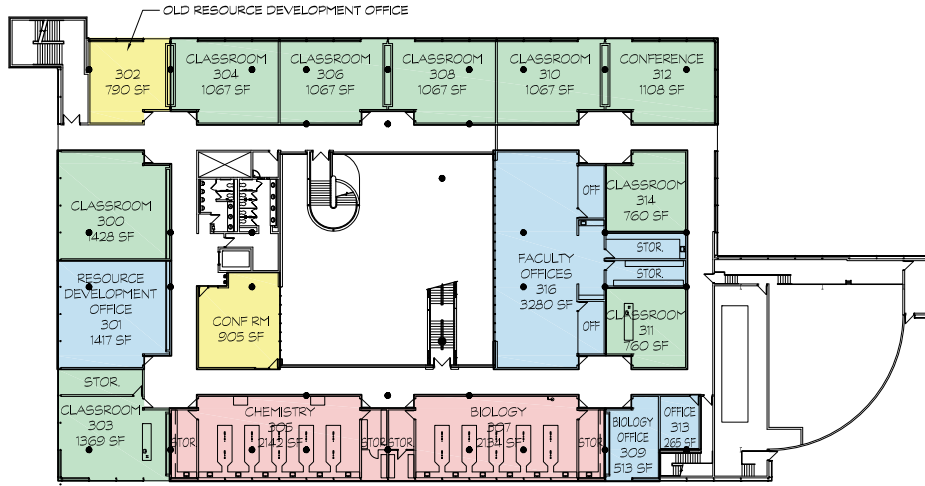


EASTERN CAMPUS FIRST FLOOR PLAN



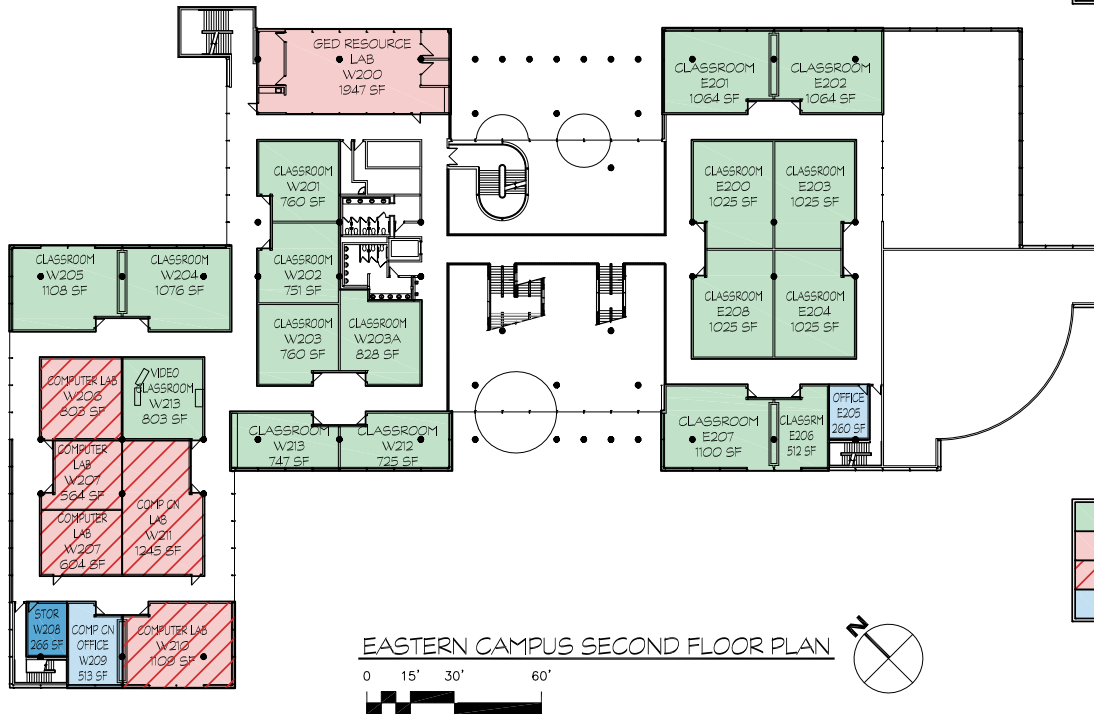
CLASSROOMS	6	LIBRARY
LABS	12	GEN. USE / ASSEMBLY
COMPUTER LABS	3	CHILD CARE
OFFICE		STORAGE / TELECOMM.





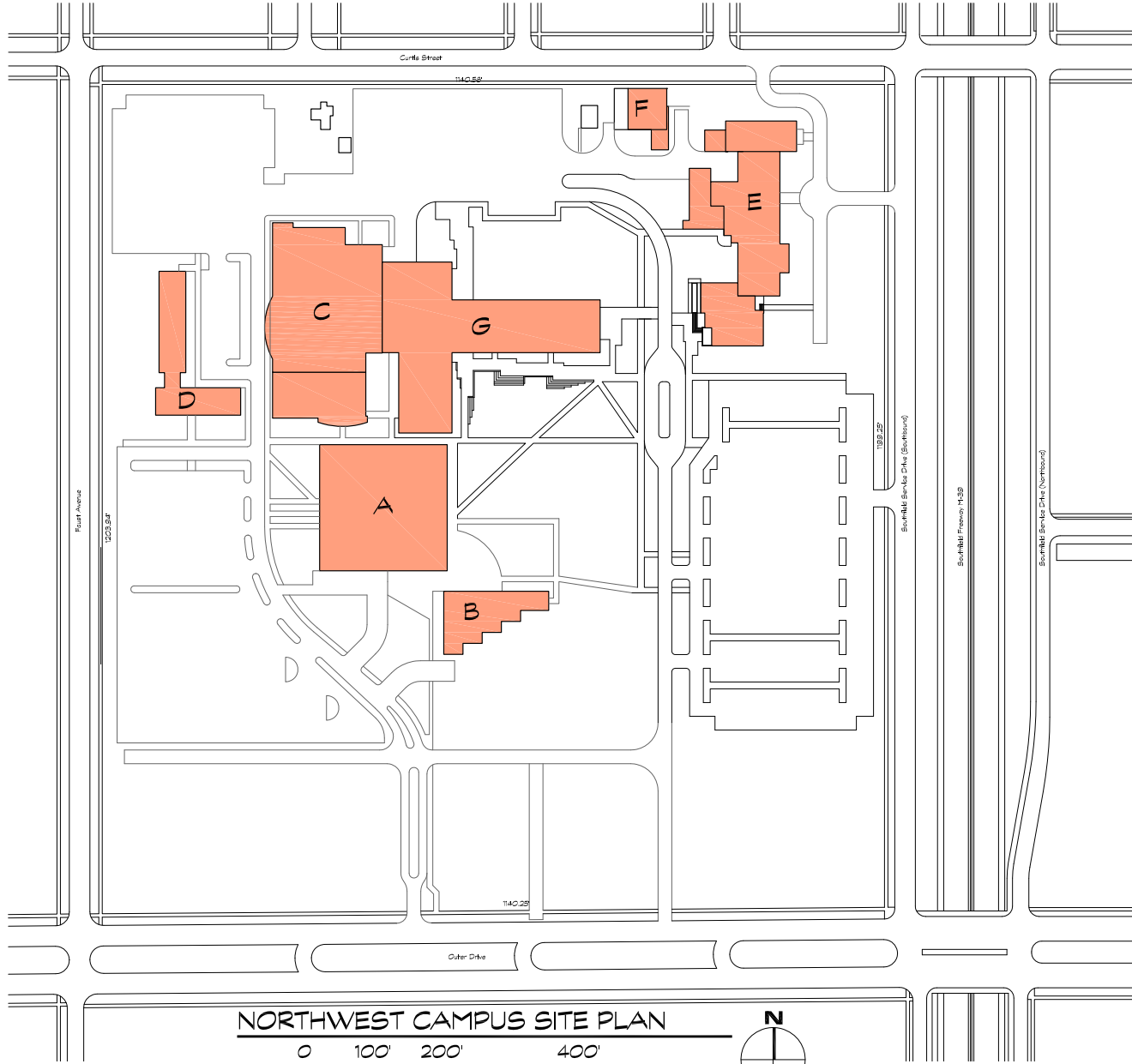
EASTERN CAMPUS THIRD FLOOR PLAN

CLASSROOMS	9	LIBRARY
LABS	2	GEN. USE / ASSEMBLY
COMPUTER LABS	0	CHILD CARE
OFFICE		STORAGE / TELECOMM.



EASTERN CAMPUS SECOND FLOOR PLAN

CLASSROOMS	17	LIBRARY
LABS	0	GEN. USE / ASSEMBLY
COMPUTER LABS	5	CHILD CARE
OFFICE		STORAGE / TELECOMM.



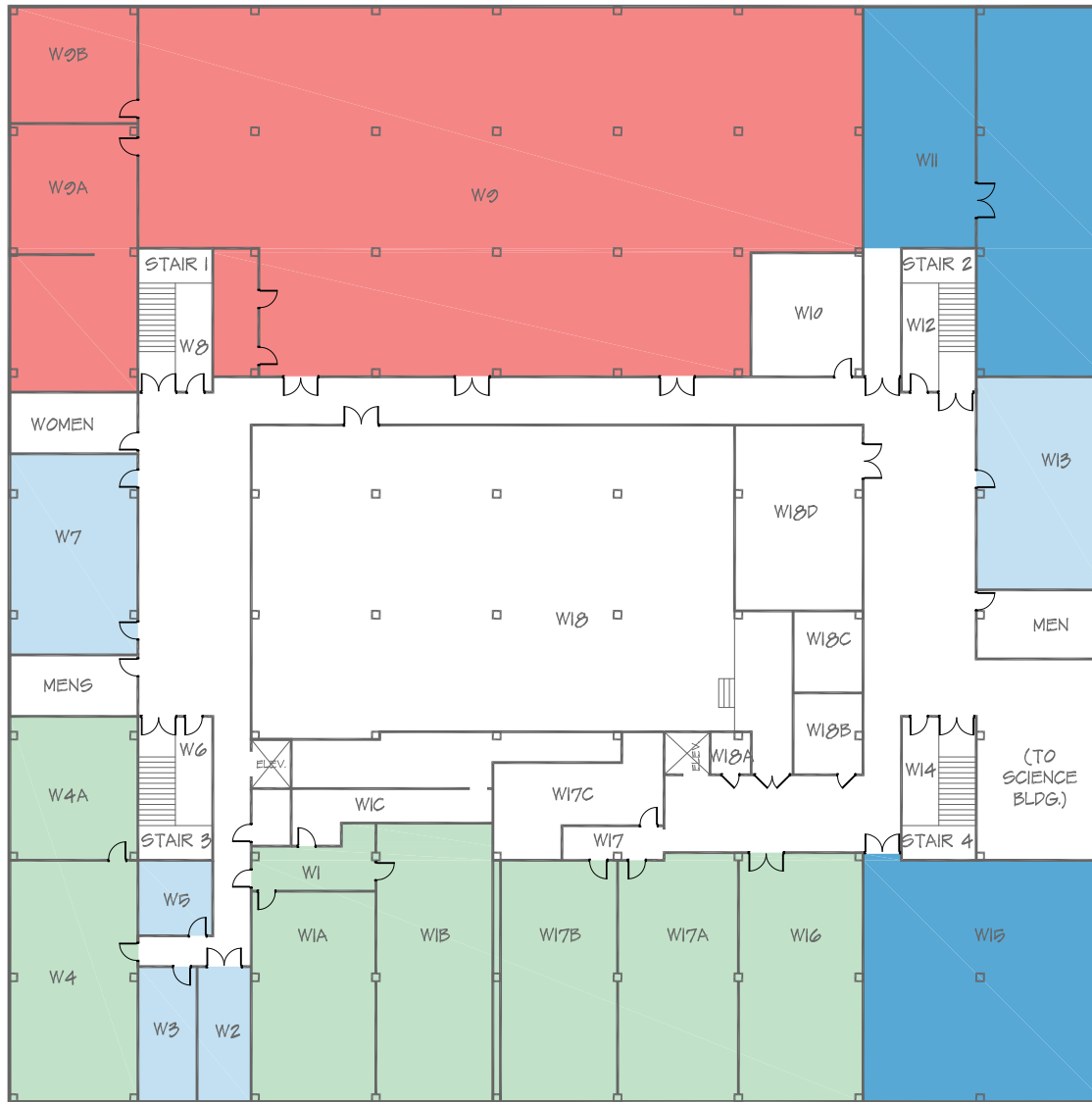
**BUILDING KEY**

- A - DENISE WELLONS-GLOVER WELCOME CENTER
- B - LABORATORY SCIENCES BUILDING
- C - HEALTH SCIENCE CENTER
- D - ACADEMIC ADMINISTRATION BUILDING
- E - GENERAL ARTS BUILDING
- F - PHYSICAL PLANT
- G - LARRY K. LEWIS EDUCATION CENTER

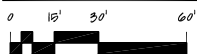
**NORTHWEST CAMPUS SITE PLAN**




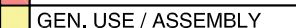
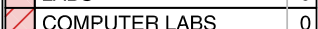
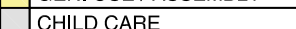
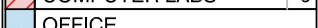
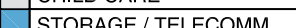
0 100' 200' 400'





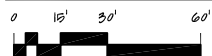
NORTHWEST CAMPUS DENISE WELLONS-GLOVER WELCOME CENTER  
LOWER LEVEL FLOOR PLAN



	CLASSROOMS	6		LIBRARY
	LABS	0		GEN. USE / ASSEMBLY
	COMPUTER LABS	0		CHILD CARE
	OFFICE			STORAGE / TELECOMM.

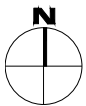
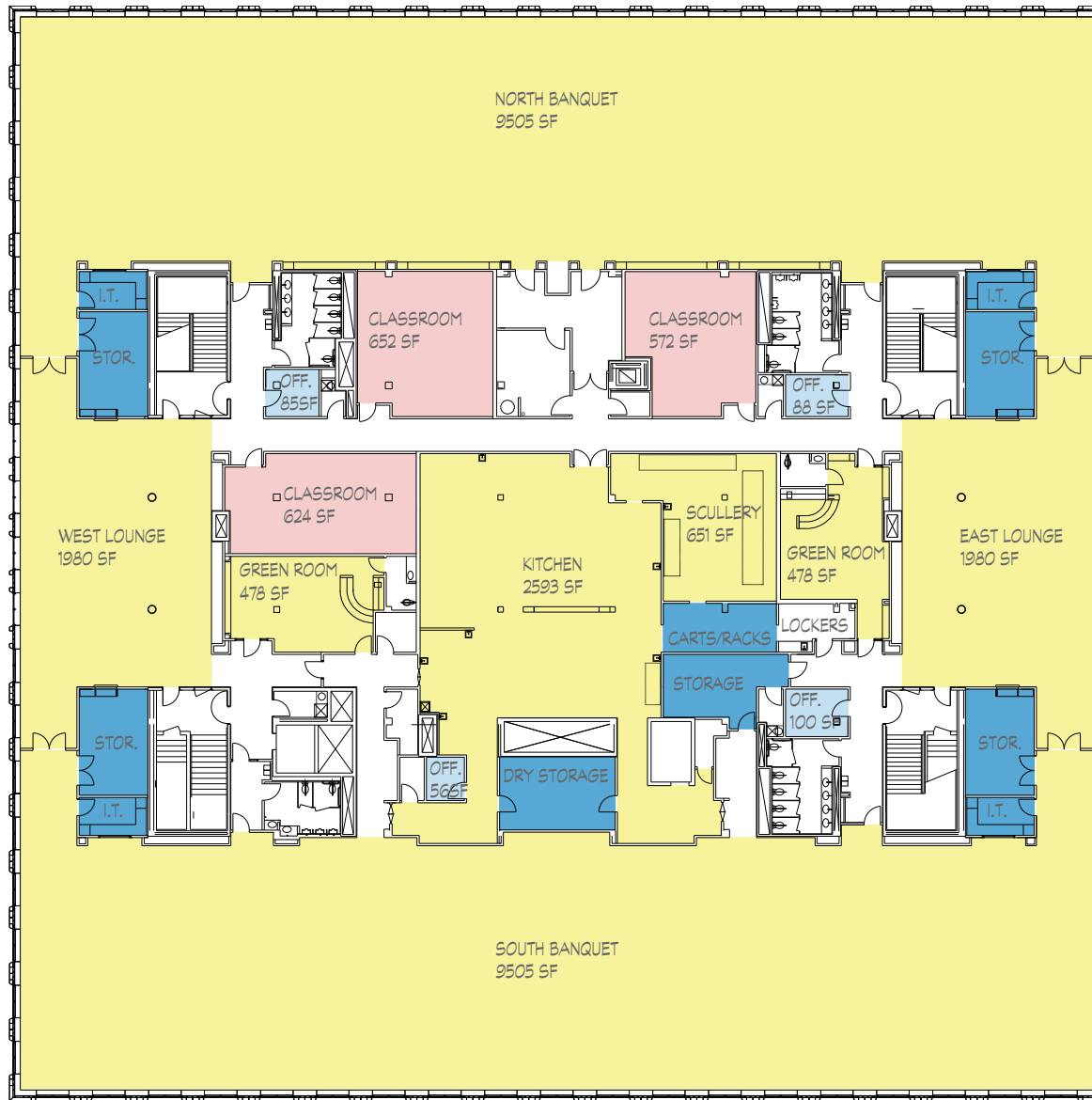


NORTHWEST CAMPUS DENISE WELLONS-GLOVER WELCOME CENTER  
FIRST FLOOR PLAN

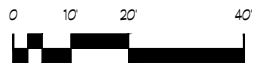


CLASSROOMS	0	LIBRARY	
LABS	0	GEN. USE / ASSEMBLY	
COMPUTER LABS	0	CHILD CARE	
OFFICE		STORAGE / TELECOMM.	



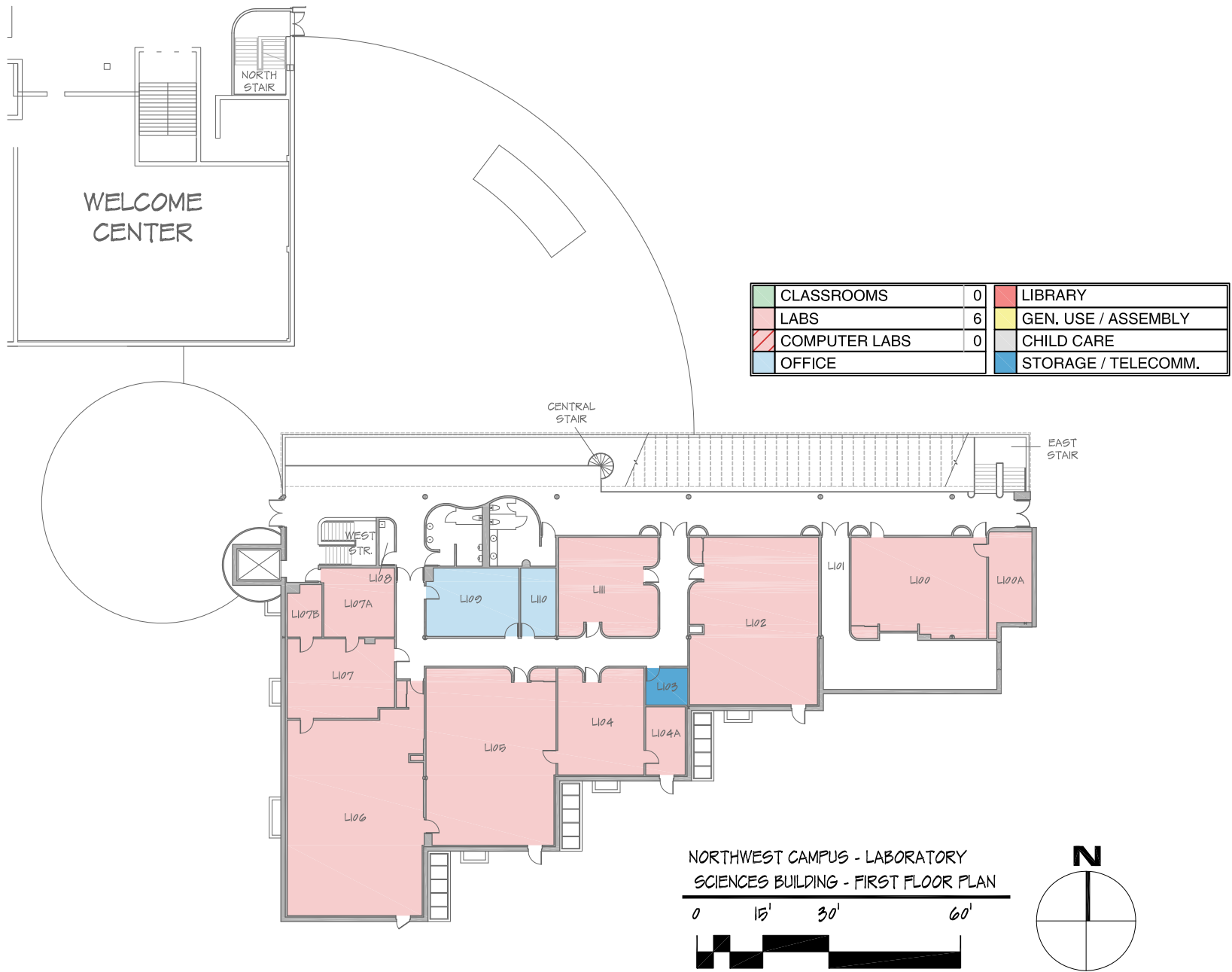


NORTHWEST CAMPUS - DENISE WELLONS-GLOVER WELCOME CENTER  
SECOND FLOOR PLAN



CLASSROOMS	3	LIBRARY	
LABS	0	GEN. USE / ASSEMBLY	
COMPUTER LABS	0	CHILD CARE	
OFFICE		STORAGE / TELECOMM.	







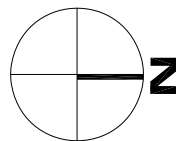
# GROUND FLOOR PLAN

GENERAL ARTS BUILDING

0 16' 32' 64'



SCALE: 1" = 32.00'



<span style="background-color: #c8e6c9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CLASSROOMS	8	<span style="background-color: #f8bbd0; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> LIBRARY
<span style="background-color: #bbdefb; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> LABS	0	<span style="background-color: #fff9c4; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> GEN. USE / ASSEMBLY
<span style="background-color: #ffcdd2; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> COMPUTER LABS	4	<span style="background-color: #e0e0e0; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CHILD CARE
<span style="background-color: #bbdefb; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> OFFICE		<span style="background-color: #bbdefb; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> STORAGE / TELECOMM.





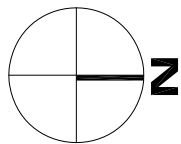
# FIRST FLOOR PLAN

## GENERAL ARTS BUILDING

0 16' 32' 64'



SCALE: 1" = 32.00'



CLASSROOMS	13	LIBRARY
LABS	3	GEN. USE / ASSEMBLY
COMPUTER LABS	0	CHILD CARE
OFFICE		STORAGE / TELECOMM.

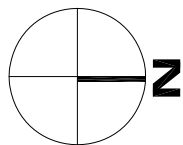


## SECOND FLOOR PLAN

GENERAL ARTS BUILDING



SCALE: 1"=32.00'



CLASSROOMS	11	LIBRARY
LABS	2	GEN. USE / ASSEMBLY
COMPUTER LABS	0	CHILD CARE
OFFICE		STORAGE / TELECOMM.



HEALTH SCIENCE CENTER FIRST FLOOR

0 16' 32' 64'



CLASSROOMS	4	LIBRARY
LABS	16	GEN. USE / ASSEMBLY
COMPUTER LABS	2	CHILD CARE
OFFICE		STORAGE / TELECOMM.



HEALTH SCIENCE CENTER SECOND FLOOR

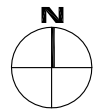
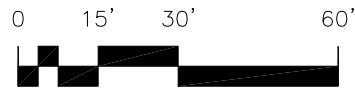


<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CLASSROOMS	3	<span style="background-color: #FF0000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> LIBRARY
<span style="background-color: #FFB6C1; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> LABS	2	<span style="background-color: #FFFF00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> GEN. USE/ASSEMBLY
<span style="background-color: #FFDAB9; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> COMPUTER LABS	0	<span style="background-color: #D3D3D3; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> CHILD CARE
<span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> OFFICE		<span style="background-color: #0000FF; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> STORAGE/TELECOMM.





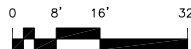
LARRY K. LEWIS EDUCATION CENTER FIRST FLOOR PLAN



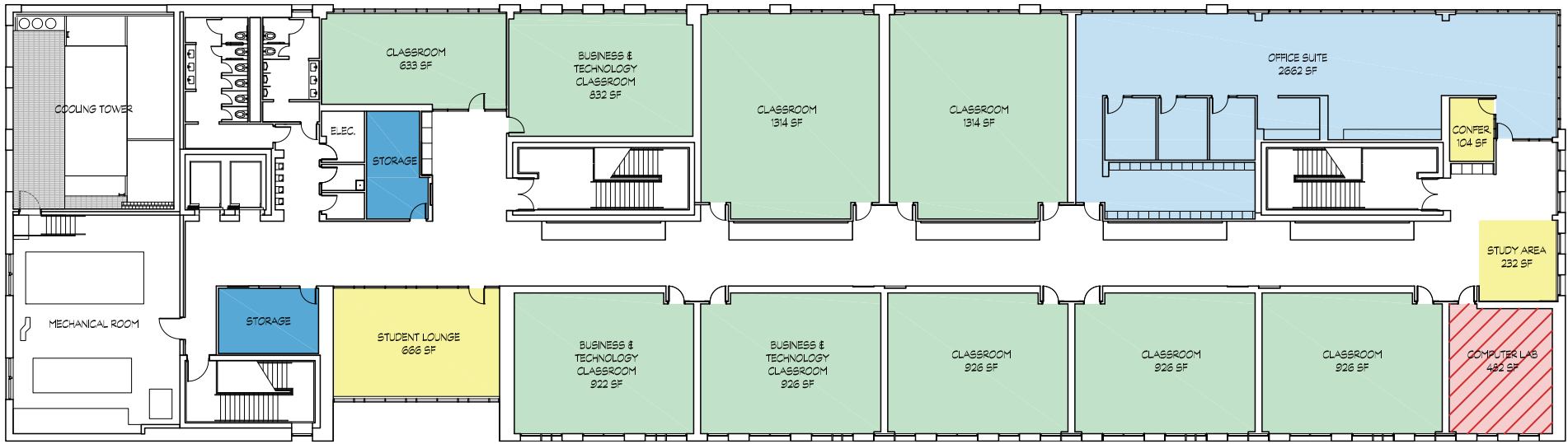
CLASSROOMS	2	LIBRARY
LABS	3	GEN. USE / ASSEMBLY
COMPUTER LABS	7	CHILD CARE
OFFICE		STORAGE / TELECOMM.



LARRY K. LEWIS EDUCATION CENTER SECOND FLOOR PLAN



CLASSROOMS	8	LIBRARY	0
LABS	0	GEN. USE / ASSEMBLY	0
COMPUTER LABS	2	CHILD CARE	0
OFFICE	1	STORAGE / TELECOMM.	2









LARRY K. LEWIS EDUCATION CENTER THIRD FLOOR PLAN

CLASSROOMS	9	LIBRARY	0
LABS	0	GEN. USE / ASSEMBLY	1
COMPUTER LABS	1	CHILD CARE	0
OFFICE	1	STORAGE / TELECOMM.	2



ACADEMIC ADMINISTRATION BUILDING  
LOWER LEVEL 

	CLASSROOMS		LIBRARY
	LABS		GEN. USE/ASSEMBLY
	COMPUTER LABS		CHILD CARE
	OFFICE		STORAGE/TELECOMM.



ACADEMIC ADMINISTRATION BUILDING  
FIRST FLOOR

CLASSROOMS	LIBRARY
LABS	GEN. USE/ASSEMBLY
COMPUTER LABS	CHILD CARE
OFFICE	STORAGE/TELECOMM.





CLASSROOMS	LIBRARY
LABS	GEN. USE/ASSEMBLY
COMPUTER LABS	CHILD CARE
OFFICE	STORAGE/TELECOMM.



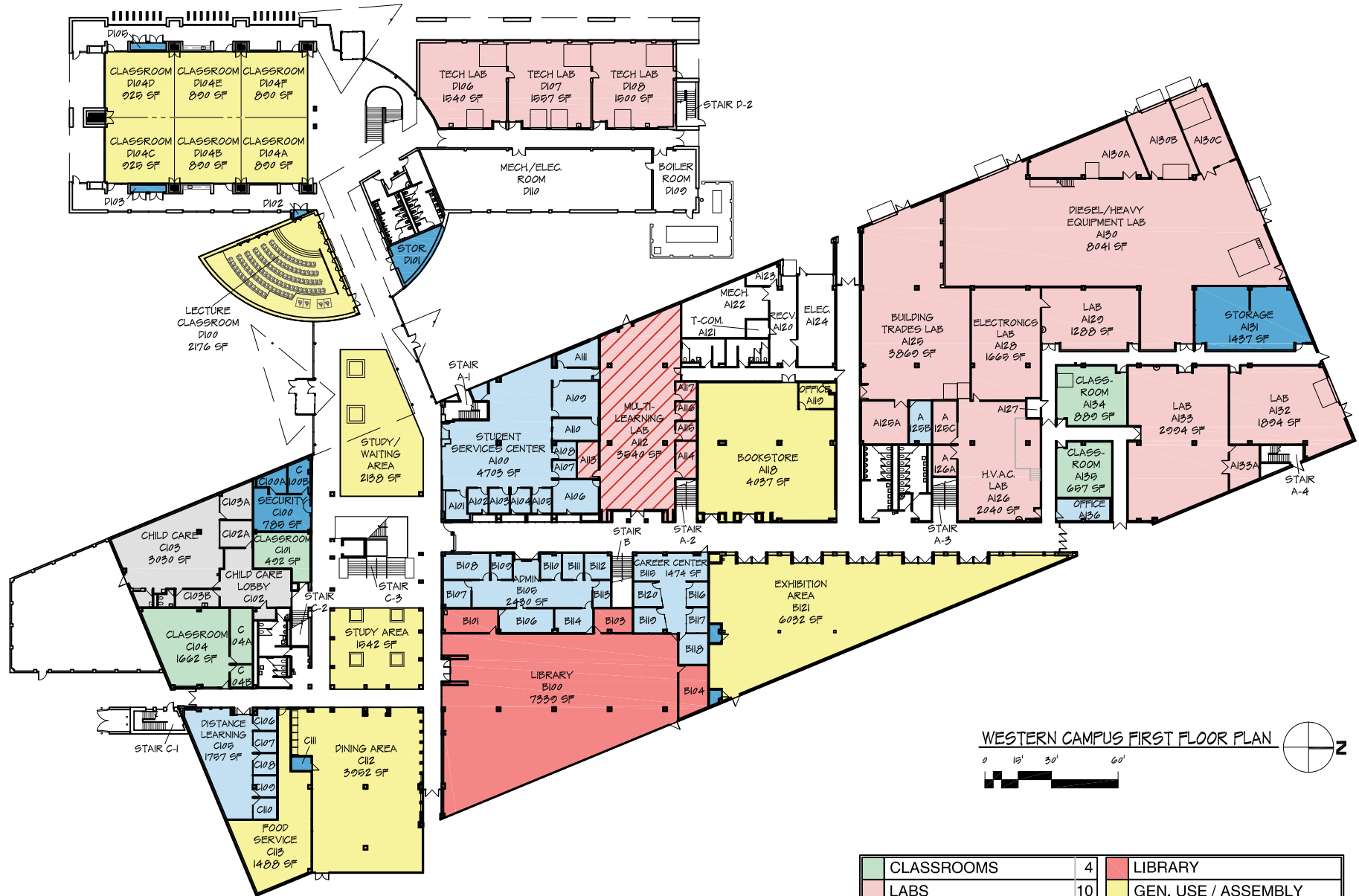
ACADEMIC ADMINISTRATION BUILDING  
THIRD FLOOR

CLASSROOMS	LIBRARY
LABS	GEN. USE/ASSEMBLY
COMPUTER LABS	CHILD CARE
OFFICE	STORAGE/TELECOMM.



ACADEMIC ADMINISTRATION BUILDING  
FOURTH FLOOR

CLASSROOMS	LIBRARY
LABS	GEN. USE/ASSEMBLY
COMPUTER LABS	CHILD CARE
OFFICE	STORAGE/TELECOMM.











WESTERN CAMPUS FIRST FLOOR PLAN

CLASSROOMS	4	LIBRARY	
LABS	10	GEN. USE / ASSEMBLY	
COMPUTER LABS	1	CHILD CARE	
OFFICE		STORAGE / TELECOMM.	

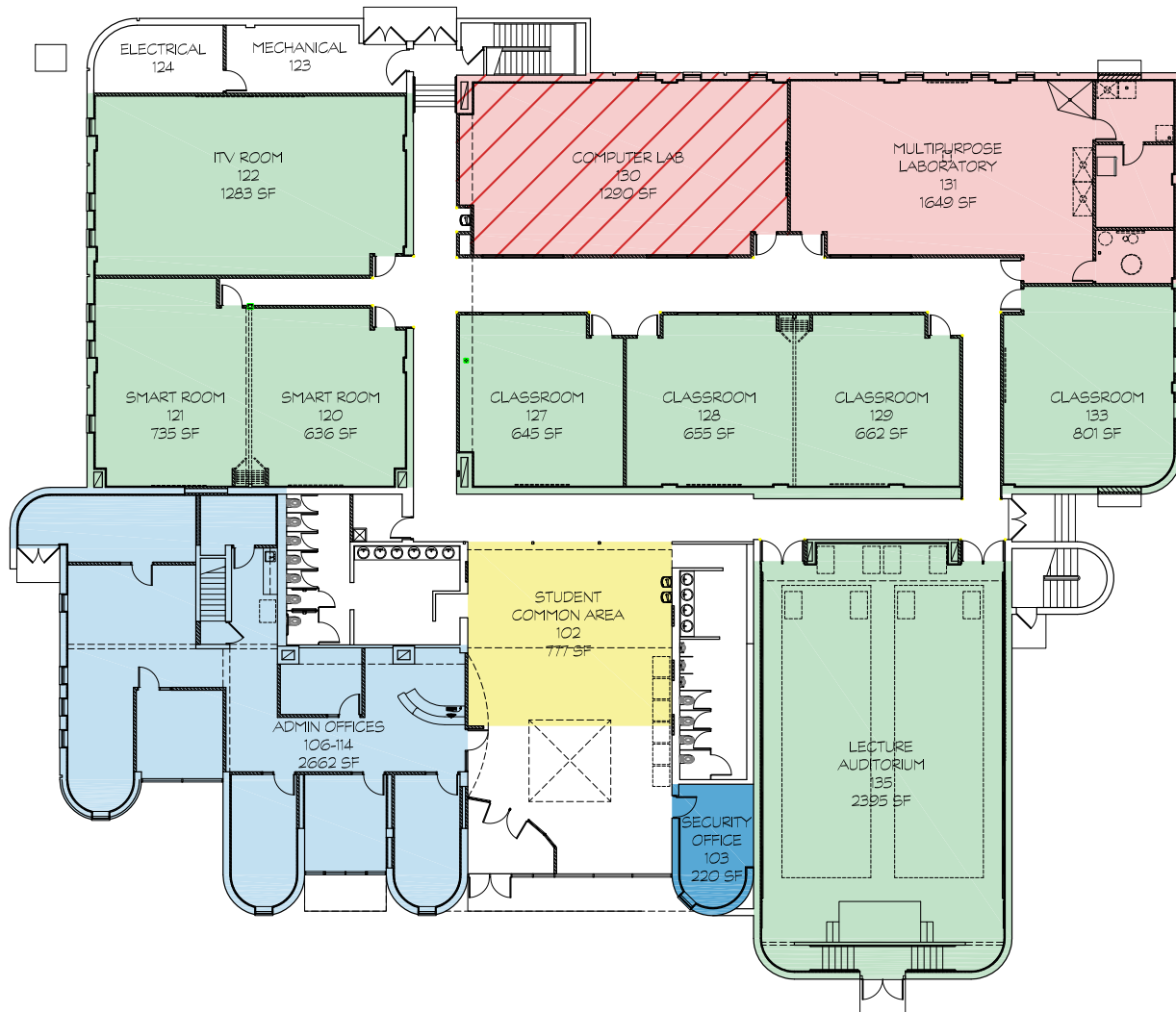


WESTERN CAMPUS SECOND FLOOR PLAN 

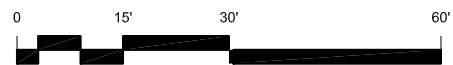
0 15' 30' 60'

	CLASSROOMS	26		LIBRARY
	LABS	10		GEN. USE / ASSEMBLY
	COMPUTER LABS	7		CHILD CARE
	OFFICE			STORAGE / TELECOMM.





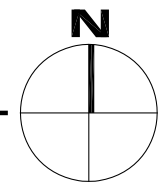
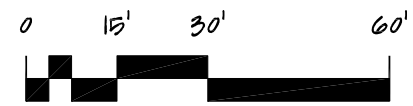
MARY ELLEN STEMPFLE  
UNIVERSITY CENTER FLOOR PLAN



	CLASSROOMS	8		LIBRARY
	LABS	1		GEN. USE / ASSEMBLY
	COMPUTER LABS	1		CHILD CARE
	OFFICE			STORAGE / TELECOMM.



# CENTER FOR LEARNING TECHNOLOGIES



CLASSROOMS	6	LIBRARY
LABS	1	GEN. USE / ASSEMBLY
COMPUTER LABS	1	CHILD CARE
OFFICE		STORAGE / TELECOMM.

# SPACE UTILIZATION



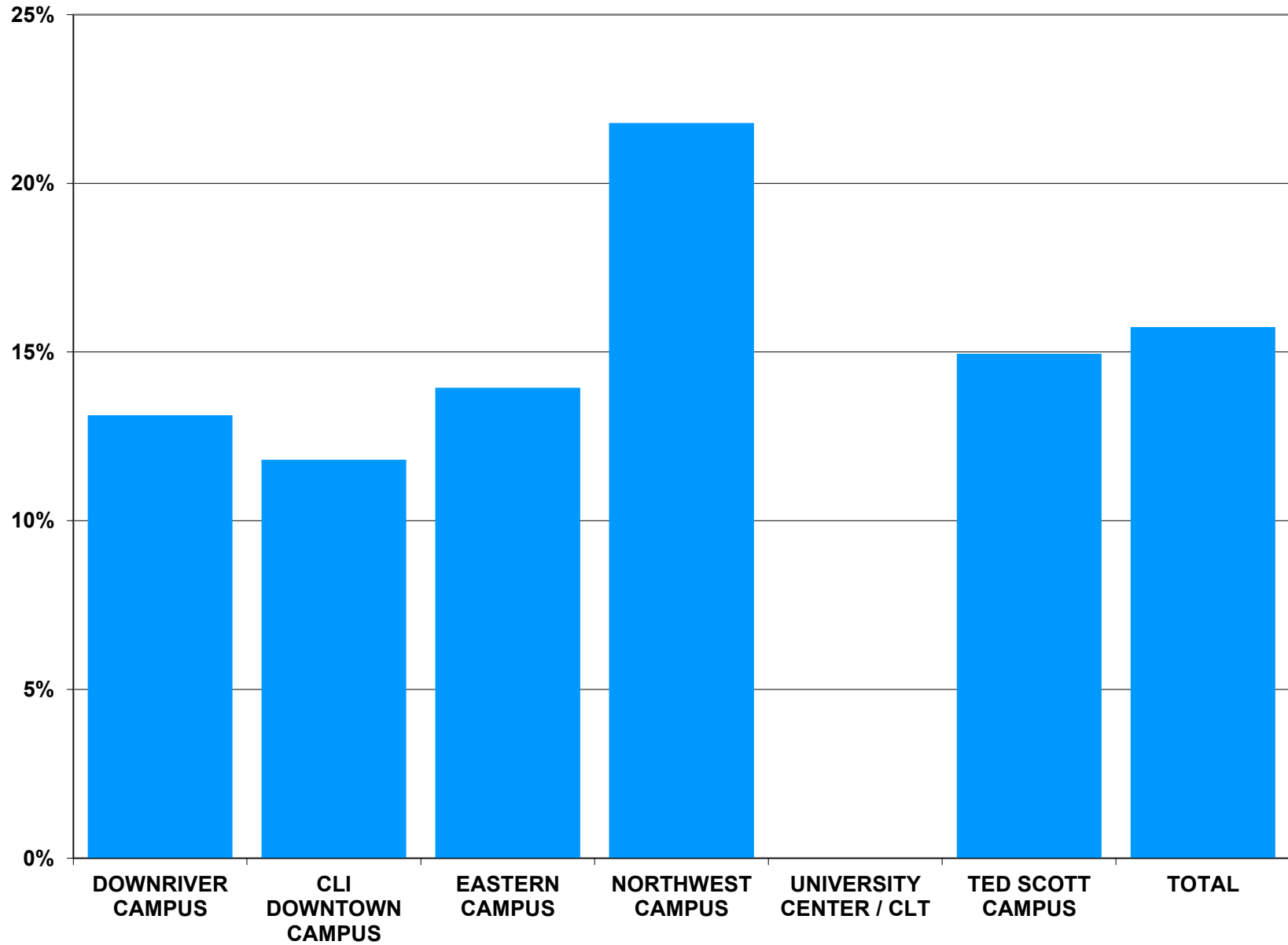
## SPACE UTILIZATION STUDY

The space utilization data for the 2020-21 period will show, as expected, a substantial decrease in space utilization across the six campuses. With the onset of the COVID-19 pandemic in March 2020, WCCCD moved abruptly from a nearly total in-person teaching and learning modality to a nearly total online and remote modality. This remained the condition until the fall of 2021. During a year and one-half period, most classrooms were empty while a few labs requiring hands-on learning experiences remained open. Even for the limited number of laboratories being utilized, strict COVID-19 protocols were in place which limited the number of students that could be accommodated.

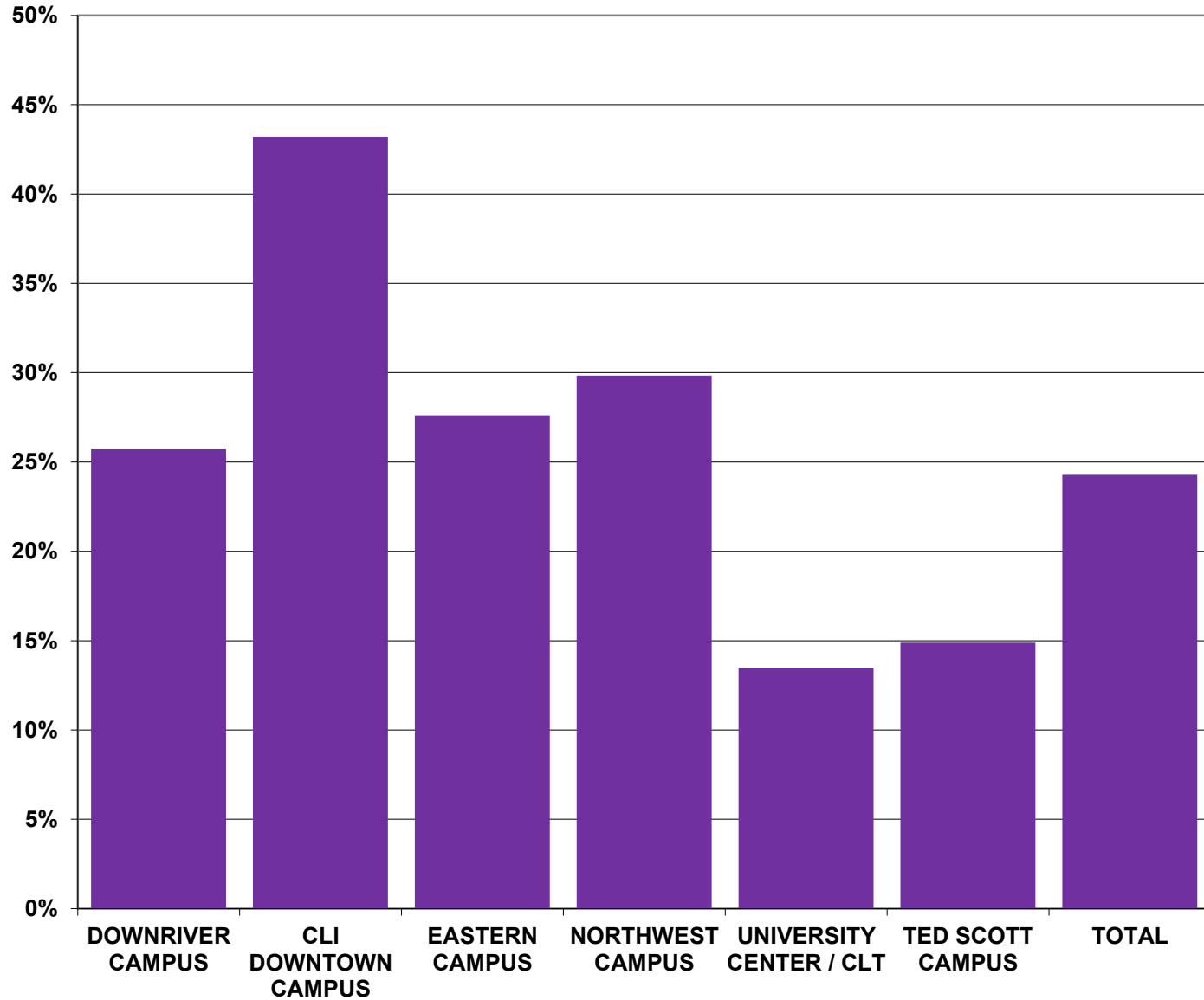
A second major factor for a substantial decrease in space utilization is the decrease in student enrollment during the spring and summer of 2020 and the fall of 2021 due to student concerns about COVID-19. In many cases, with the shift of the schools to online learning, WCCCD students had to remain at home to take care of their children. Also, a number of WCCCD's faculty members in the part-time faculty pool declined to teach during this time. The result was a decline in the number of sections of courses offered and therefore a decline in space utilization. Along with WCCCD, community colleges in Michigan and across the country experienced major student enrollment declines during this period.

For these reasons, space utilization data for the 2020-2021 period will have only historical value. This skewed data serves no analytical, trend, or predictive purpose. No decisions on future facility or space matters can be made based on this data. As WCCCD moves into the "next normal" and student patterns become normalized once again, we can again benefit from space utilization data as we make key facility development decisions.

### WCCCD Laboratory Room Utilization Summary-Fall 2021



### WCCCD Lecture Room Utilization Summary-Fall 2021

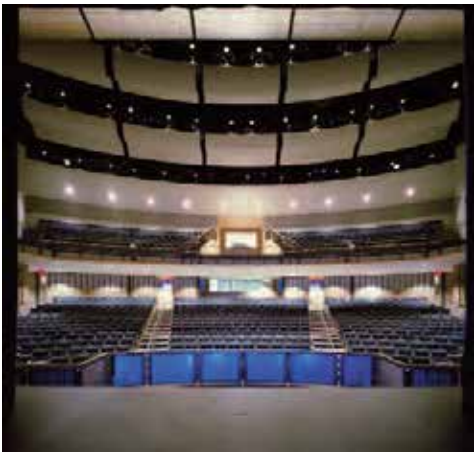




# FACILITY STANDARDS

**MAJOR PROJECT DESIGN MANUAL**  
**October 2008**

## APPENDIX THREE - SPACE UTILIZATION GUIDELINES



### STATE OFFICE GUIDELINES

The standards for state offices with full-height structural partitions only have been based on an average of approximately 125 square feet per full-time equivalent employee. Significant cost savings are achieved with open office space planning methods. Systems furniture allows a lower average of approximately 80-120 square feet per full-time equivalent employee.

State agencies are encouraged to consider flexible and innovative space arrangements to minimize space usage. Employees' functional needs may be met through alternative and flexible design strategies. Conference rooms should be shared whenever possible and scheduled through the network for efficient occupancy. Teaming spaces, hoteling cubicles, and common filing areas are recommended. Avoid duplication of common spaces such as break, mail, and copy rooms, storage, toilets, lobbies, and reception/waiting areas.

If a specific business or functional need requires variation from these guidelines, discuss the need with the DMB-FA Project Director.

### CATEGORY

### AREA RANGE (NET USABLE)

<p>Full Height Offices                      Department Director (may be on window wall where feasible)</p>	<p>Only 17 and above levels warrant a floor-to-ceiling office.)                      300-350 not including conference area, if applicable                      [350 SF recommended]</p>
<p>Chief Deputy Director                      (19 &amp; above, may be on window wall where feasible)</p>	<p>250-320 SF [275 SF recommended]</p>
<p>Deputy Director, Assistant Director, Bureau Director (18 &amp; above)</p>	<p>150-225 SF [200 SF recommended]</p>
<p>Division Head or Chief, Agency &amp; Bureau Director (17 &amp; above)</p>	<p>150-200 SF [180 SF recommended]</p>
<p>Special Designation (Should have a specific business justification for floor-to-ceiling construction. Managing staff does not mandate a full-height office as private or sensitive conversations may be held in a conference room)</p>	<p>100-175 SF [150 SF recommended]</p>
<p>Open-Plan Offices                      Assistant Division Director or Chief, Manager (13 &amp; above)</p>	<p>100-145 SF [120 SF recommended]</p>
<p>Supervisor 80-145 SF [120 SF recommended]</p>	
<p>Professional, Technician</p>	<p>80-120 SF (100 SF recommended, varies with need for files and equipment.                      To be defined within departmental standards)</p>
<p>Part-time, Student, Intern, Field Staff</p>	<p>36-100 SF [36-48 SF recommended]</p>
<p>Workload Support Spaces (areas for special purposes such as reception, circulation, central files, storage, mail, etc.)</p>	<p>15% of office space</p>

**FINISH SCHEDULE - STATE OF MICHIGAN OFFICES**

<b>ROOM TYPE</b>	<b>WALL FINISH</b>	<b>FLOOR FINISH</b>	<b>AMENITIES</b>	<b>LIGHTING - CONTROLS</b>
Department	Director Vinyl Wall Covering (VWC)	Carpet upgrade	Cable TV connection, private conference room, private toilet room, closet, thermostat	Accent lighting, standard lighting, occupant sensor, dimmers
Deputy Director	Accent, Paint	Upgrade or standard carpet	Semi-private conference room, with accent border	Standard lighting, occupant sensor thermostat
Office for 17+ level	Paint	Standard carpet	None	Standard lighting, occupant sensor
General Office	Paint	Standard carpet	None	Standard lighting, central controls
Large Conference Room	VWC, chair rail, white board, clock	Standard carpet with accent, boarder	Cable TV connection, phone & power under table, network connection, cabinet with sink, projection platform at ceiling	Standard lighting, accent lighting, dimmer controls
Small Conference Room	VWC, chair rail, white board, Clock	Standard carpet with accent, boarder	Phone, power, network connections	Standard lighting, accent lighting, dimmer controls
Private Conference Room	VWC, chair rail, white board, clock	Match adjoining office	Phone, power, network connections	Standard lighting, accent lighting, dimmer controls
Break Rooms	Paint	Vinyl	Base & pantry cabinet with sink, space for microwave and refrigerator, power for microwave and refrigerator	Standard lighting, central controls

**UNIVERSITY AND COLLEGE SPACE STANDARDS:**

Various higher education facilities planning guides exist and may provide guidance for standards of space allocation. The following tables of space utilization standards are provided as a guide.

**CLASSROOMS:** Assignable square feet (ASF) per station.

- For classrooms averaging 20 stations: approximately 21 ASF per station
- For classrooms averaging 30 stations: approximately 17 ASF per station
- For classrooms averaging 40 stations: approximately 15 ASF per station
- For classrooms averaging 80 stations: approximately 12 ASF per station
- For classrooms averaging 120 stations: approximately 11 ASF per station.

**MAJOR PROJECT DESIGN MANUAL  
October 2014**

**CLASS LABORATORIES:**

Assignable square feet (ASF) per station, including the floor area of related service rooms (workload support space).

<b>ACADEMIC PROGRAMS</b>	<b>LOWER DIVISION</b>	<b>UPPER DIVISION AND GRADUATE</b>
Agriculture and Natural Resources	60-70	60-70
Engineering	50-90	75-125
Architecture, Environmental Design Biological Sciences, Fine and Applied Arts, Home Economics, Physical Sciences Psychology, "Lab" Social Sciences (typically Archaeology, Criminology, Anthropology)	55-65	85-95
Communications	35-45	55-65
Education (excluding Physical Education)	30-50	30-50
Area Studies, Business and Management, Computer and Information Sciences, Foreign Languages, Letters, Library Science, Mathematics, Military Science, Public Affairs And Services, "Non-Lab" Social Sciences (typically History, Economics, Sociology, International Relations, Demography, Urban Studies, Ethnic Studies)	25-35	25-35

<b>TECHNICAL/VOCATIONAL</b>	<b>ASSIGNABLE SQUARE FEET PER STATION</b>
Business and Commerce	25-35
Printing, Photography, Graphic Arts	55-65
Hotel and Restaurant Management	55-65
Transportation and Public Utilities	125-175
Computer Technologies	50-80
Health Services & Paramedical (Except Physical Therapy)	40-60
Physical Therapy	90-110
Mechanical & Engineering Technologies (except Graphics and Drafting)	120-160
Graphics and Drafting	55-65
Natural Science Technologies	40-60
Public Service-Related Technologies	

*Interdisciplinary: Combine the factors of the various academic programs from which the interdisciplinary courses are combined.*

## RESEARCH AND GRADUATE TRAINING FACILITIES:

Includes service (workload support) space.

<b>Academic Program</b>	<b>Assignable Square Feet per Faculty Member Engaged in Research</b>
Agriculture and Natural Resources, Engineering, Biological Sciences, Physical Sciences	900-1,300
Architectural Design, Fine & Applied Arts, Home Economics, Psychology, Communications	600-900
Education, Area Studies, Business and Management, Computer and Information Science, Foreign Languages, Letters, Library Science, Mathematics, Public Affairs and Science, Law, Theology	150-200

## OFFICE AND CONFERENCE FACILITIES:

<b>Organizational Unit</b>	<b>Type Of Institution</b>	<b>Assignable Square Feet per FTE Staff Requiring Space*</b>
Academic Units (see note below)	University	140/170 ASF/FTE Staff
	4-year	125-150 ASF/FTE Staff
	2-year	110-130 ASF/FTE Staff
Non-Academic Units	All Institutions	140-170 ASF/FTE Staff

• These values include allowances for office, office service, conference room, and conference room service types of facilities.

Note: This system does not provide differential values of the criterion for different groups of employees. However, suggested differential values for academic offices are as follows:

- Single faculty member or equivalent: 110 +/- 10 net square feet
- Double faculty member or equivalent: 165 +/- 15 net square feet
- Department chairpersons or equivalent: 165 +/- 15 net square feet
- Deans or equivalent: 200 +/- 20 net square feet

Although faculty and professional staff usually are given larger offices and generate the requirements for conference room space, the other groups of employees create the demand for most office service facilities. The overall factors thus tend to even out.

## **STUDY FACILITIES, LIBRARIES:**

### **STACK SPACE:**

If “volume” is arbitrarily defined as a bound volume, the single value of 0.10 ASF per volume is appropriate. The calculation of volume equivalents is so complex as to be inappropriate as a required step in a generalized planning system. Therefore, it is suggested that a planning criterion of 0.10 ASF per bound volume be used with the recognition that use of this factor carries with it an implied assumption concerning the mix of library resources.

### **STUDY (SEATING) SPACES:**

A value of 25-35 ASF per station for library study is appropriate for most institutions. However, a higher value for library study space may be required in those instances where private study cubicles are provided for faculty and/or graduate students. The number of stations to be provided is determined on the basis of a policy decision which should be explicit in the program. The requirements for a law library, for instance, may be such that a station for each student may be required.

### **LIBRARY SERVICE PROCESSING SPACE:**

This space (recommended at 5% of the sum of stack and study areas) should include only such areas as card catalogs or catalog stations, circulation desks, or other direct processing space. Library office space requirements should be calculated in accordance with space requirements for similar office spaces in other organizational units.

If library office space is not calculated separately, then the sum of the office and other library processing areas will range from 20% (for large libraries) to 25% (for smaller libraries) of the total amount of space in the study and stack categories.

### **SPECIAL, GENERAL, AND SUPPORT USES:**

Space requirements for such spaces will be individually assessed.

- Special Use: Armories, athletic, physical education, audio/visual, clinic (non-medical), demonstration and field-service facilities.
- General Use: Assembly, exhibition, food, student health, lounge, merchandising, and recreation facilities.
- Support: Central food store, central laundry facilities, data processing and computer, shop, storage, and vehicle storage.





# FACILITY CONDITION ANALYSIS



## **DOWNRIVER CAMPUS – TAYLOR**

The Downriver Campus building was originally built in 1978. The major structural system is composed of steel columns on a concrete foundation. The concrete second floor is supported on metal decking and joists. A similar system supports the built-up roof. The exterior of the building is clad in corrugated metal siding and concrete masonry. A 60,000 square foot theatre and classroom addition was opened in 2010.

The campus buildings and systems have been kept up with no major needs in the near future. The following list includes items that have been completed recently or still in progress.

- Concrete screen wall repairs.



## **CURTIS L. IVERY DOWNTOWN CAMPUS – DETROIT**

The Curtis L. Ivery Downtown Campus building was constructed in 1979. Concrete beams and columns with a concrete slab floor system compose the superstructure of the building. The substructure consists of a concrete slab on grade in collaboration with concrete masonry walls and a poured concrete foundation retained by a poured concrete wall along the north facade of the building. The floor/roof construction consists of concrete slabs. A built-up roof system on concrete, with a ribbed metal roof system in some areas, completes the roof enclosure. The exterior wall composition is constructed of precast concrete panels integrated with an exterior glazing system.

The following list includes items that have been completed recently or in progress.

- Exterior concrete walks/stairs replacement.
- West Jefferson parking lot improvements.



## EASTERN CAMPUS – DETROIT

The Eastern Campus was constructed in 1982. The major structural system is composed of concrete columns in collaboration with structural steel tubes acting as minor support members. The foundation consists of grade beams and caissons. The existing floor/roof construction includes a precast concrete tee system with concrete topping. Membrane roofing on the concrete topping (membrane roofing on metal deck in some areas) completes the overall roof construction.

The following list includes items that have been completed recently or are in progress.

- Fire alarm system.
- \* Structural concrete improvements.
- Site signage improvements.
- \* Glass block replacements.

## NORTHWEST CAMPUS – DETROIT

WCCCD was able to renovate a purchased property from the University of Detroit Mercy, located at Southfield Road and Outer Drive. This campus includes several buildings that have been renovated to fit WCCCD's curriculum as students were on campus starting in 2008.

The Northwest Campus Capital Outlay Project Larry K. Lewis Education Center was completed and occupied in 2013. The project also addressed many existing facility condition issues, primarily mechanical system improvements in the Academic Administration Building, the General Arts Building, the Health Science Center, the Laboratory Science Building, and the Denise Wellons-Glover Welcome Center. The following list includes items that have been completed recently or are in progress.

- Fire panel replacement.
- Exterior concrete walks/stairs replacement.
- Health Science Center roof replacement.
- Welcome Center HVAC improvements.
- Powerhouse Building restoration.
- Health Science Center restroom renovations.





## **MARY ELLEN STEMPFLE UNIVERSITY CENTER - HARPER WOODS**

In 2008, the District opened a 20,000 square foot facility to house the Mary Ellen Stempfle University Center in Harper Woods. This new center offers community college courses as well as courses offered by partner universities and colleges leading to baccalaureate and masters degrees. The facility was completely renovated to WCCCD specifications and contains general use classrooms, technology labs, interactive television (ITV) labs, science lab, student support functions, and faculty offices.

The following list includes items that have been completed recently or are in progress.

- Exterior Sign Replacement.

## **MARY ELLEN STEMPFLE UNIVERSITY CENTER - CENTER FOR LEARNING TECHNOLOGY**

An additional facility was purchased and renovated adjacent to the current facility. This new facility includes teaching spaces and associated support spaces.

The mission of the Center for Learning Technology (CLT) at the MES University Center is to extend and maximize the college's mission of providing globally competitive higher education and career advancement opportunities to students in all stages of life through the use of state-of-the-art technology. The distance learning program offers students more flexibility in planning a course load, permitting them the option of pursuing an education regardless of time or location. Fully online, hybrid, and videoconferencing classes are suited to self-disciplined persons with job responsibilities, child-care issues, or transportation issues that may interfere with their ability to pursue their education through traditional on-campus classes.

Additionally, the CLT provides a unique learning environment for experimentation and innovation. Individuals may utilize professional development and continuing education opportunities for working professionals. Virtual classroom technology provides the capability to connect individuals through two-way audio, two-way videoconferencing throughout the District, across the nation, and the world. Through the CLT, the latest instructional trends for supporting learning and success are piloted and tested for replication throughout the district with the following features.

## **TED SCOTT CAMPUS - BELLEVILLE**

The original Ted Scott Campus building was built in 1981. The structural system is steel on a concrete foundation. The concrete second floor is supported on metal decking and joists. A similar system supports the roof. The built-up roofing was replaced in 2001 and is in good condition. The exterior of the building is clad in stainless steel corrugated siding above glass block. The siding is in good condition. The interior walls and ceilings are in good shape. A 43,000 square foot addition was completed in 2008 and includes six new seminar rooms, a computer classroom wing and a technical laboratory wing.

The following list includes items that have been completed recently or are in progress.

# ENERGY PLAN

## WAYNE COUNTY COMMUNITY COLLEGE DISTRICT ENERGY PLAN

The Wayne County Community College District has the ongoing WCCCD Green Initiative, strengthening their stewardship of the earth's climate and environmental sustainability. Although not just an Energy Plan, all elements of energy are included.

### THE OBJECTIVES OF THE WCCCD GREEN INITIATIVE ARE AS FOLLOWS:

1. To underscore WCCCD's commitment to the stewardship of the earth's climate and environmental sustainability.
2. To optimize WCCCD's energy performance, energy conservation measures, and verification of energy performance.
3. To minimize the impact of district operations on carbon emissions.
4. To prepare students for careers in green occupations.
5. To deepen student understanding of the economic, health, social, ecological, and ethical dimensions of climate change and environmental sustainability.
6. To create living/learning laboratories on environmental sustainability for students, faculty and staff, and community groups.
7. To provide demonstration projects on environmental sustainability.
8. To create model green campuses, starting with the LEED Platinum Larry K. Lewis Education Center.
9. To participate at the local, state, and national level in activities to strengthen the stewardship of the earth's climate and environmental sustainability, and to participate in a national movement to place institutions of higher education in a leadership role in addressing climate change and environmental sustainability.

### THE FOLLOWING ARE ELEMENTS OF THE WCCCD GREEN INITIATIVE:

1. New facilities for the Northwest Campus to meet LEED (Leadership in Energy and Environmental Design) Platinum certification standards have been completed.
2. Green career education programs (renewable energy production and distribution, green building construction, water and wastewater management, agriculture, biofuels, electrical and hybrid vehicle manufacturing, transportation, air quality, energy auditing supply chain, etc.) continue to be developed and implemented.
3. An energy audit of all facilities has been completed and continues on a yearly basis.
4. WCCCD has pursued an aggressive strategy of reducing energy used at all campus locations by upgrading systems and equipment, working with the utility suppliers, and improving facility operations. The following chart shows WCCCD Energy Usage and Utility Cost over the past 9 years. The reduction of energy use and utility cost savings have been substantial at all facilities. For all locations, despite an increase of 14.4% of building square footage, WCCCD has reduced energy use per square foot by 44.7%, utility costs per square foot by 23.2%, and overall utility costs by 12.2% with an actual savings of over \$300,000 per year.

WCCCD Energy Usage and Utility Costs 2021										
Building	Fiscal Year	Gas		Electric		Steam		Totals		
		BTU/SF/YR	\$/SF/YR	BTU/SF/YR	\$/SF/YR	BTU/SF/YR	\$/SF/YR	BTU/SF/YR	\$/SF/YR	\$/YR
District Office Building 106,000 SF	2020-2021	17,925	\$ 0.13	35,259	\$ 1.19			53,184	1.32	\$139,772
	2019-2020	19,249	\$ 0.12	36,649	\$ 1.13			55,897	1.25	\$132,070
	2018-2019	22,130	\$ 0.15	37,213	\$ 1.07			59,342	1.22	\$129,095
	2017-2018	26,985	0.18	41,789	1.09			68,774	1.27	\$134,620
	2016-2017	15,728	0.12	41,789	1.09			57,517	1.21	\$128,260
	2015-2016	16,078	0.12	41,789	1.09			57,867	1.21	\$128,260
	2012-2013	33,128	0.12	46,879	1.18	0	0.00	80,007	1.30	\$137,800
	2011-2012	0		37,519	0.96	72,507	1.43	110,026	2.39	\$253,340
2010-2011	0		54,617	1.30	88,355	1.93	142,972	3.23	\$342,380	
Downriver Campus 258,069 SF	2020-2021	90,964	\$ 0.35	49,624	\$ 1.63			140,588	1.98	\$511,046
	2019-2020	95,090	\$ 0.32	51,564	\$ 1.58			146,654	1.90	\$491,222
	2018-2019	89,494	\$ 0.31	48,388	\$ 1.35			137,882	1.66	\$427,978
	2017-2018	45,399	0.29	48,954	1.20			94,353	1.49	\$384,523
	2016-2017	43,205	0.32	48,954	1.20			92,159	1.52	\$392,265
	2015-2016	42,339	0.15	43,170	1.07			85,509	1.22	\$314,844
	2012-2013	70,226	0.31	65,821	1.34			136,047	1.65	\$425,814
	2011-2012	136,658	0.44	63,740	1.23			200,398	1.67	\$430,975
2010-2011	140,428	0.50	66,372	1.21			206,800	1.71	\$441,298	
Curtis L. Ivery Downtown Campus & Curtis L. Ivery Health and Wellness Education Center 250,714 SF (2020) 178,040 SF	2020-2021	57,280	\$ 0.27	38,362	\$ 1.36			95,641	1.63	\$408,494
	2019-2020	57,031	\$ 0.33	29,978	\$ 0.94			87,009	1.27	\$317,483
	2018-2019	65,478	\$ 0.20	44,235	\$ 1.23			109,713	1.43	\$254,287
	2017-2018	32,969	0.19	45,410	1.10			78,379	1.29	\$229,672
	2016-2017	26,239	0.19	45,410	1.10			71,649	1.29	\$229,672
	2015-2016	29,679	0.08	45,410	1.10			75,089	1.18	\$210,087
	2012-2013	27,893	0.13	39,118	1.08	0	0.00	67,011	1.21	\$215,428
	2011-2012	1,986	0.02	40,844	1.14	31,842	0.64	74,672	1.80	\$320,472
2010-2011	0		55,146	1.26	98,641	2.13	153,787	3.39	\$603,556	
Eastern Campus 185,999 SF	2020-2021	101,546	\$ 0.33	40,131	\$ 1.34			141,677	1.67	\$311,002
	2019-2020	82,564	\$ 0.20	40,742	\$ 1.25			123,306	1.45	\$269,859
	2018-2019	95,690	\$ 0.34	42,459	\$ 1.18			138,148	1.52	\$283,435
	2017-2018	57,322	0.30	41,926	0.98			99,248	1.28	\$238,079
	2016-2017	49,371	0.31	41,926	0.98			91,297	1.29	\$239,939
	2015-2016	44,711	0.09	41,926	0.98			86,637	1.07	\$199,019
	2012-2013	80,723	0.35	43,662	1.11			124,385	1.46	\$271,559
	2011-2012	133,480	0.46	35,605	0.92			169,085	1.38	\$256,679
2010-2011	102,300	0.50	41,416	1.41			143,716	1.91	\$355,258	
Northwest Campus 435,610 SF (2012) 335,759 SF	2020-2021	58,184	\$ 0.28	35,259	\$ 1.15			93,443	1.43	\$622,922
	2019-2020	62,855	\$ 0.21	35,468	\$ 1.09			98,323	1.29	\$562,501
	2018-2019	61,855	\$ 0.20	37,316	\$ 1.05			99,172	1.24	\$540,836
	2017-2018	34,223	0.23	36,288	0.91			70,511	1.14	\$496,595
	2016-2017	33,765	0.20	36,288	0.91			70,053	1.11	\$483,527
	2015-2016	26,005	0.08	34,081	0.82			60,086	0.90	\$392,040
	2012-2013	64,172	0.25	39,420	0.83			103,592	1.08	\$470,459
	2011-2012	103,466	0.27	44,589	0.81			148,055	1.08	\$470,459
2010-2011	169,750	0.42	66,932	1.05			236,682	1.47	\$493,566	
University Center 31,228 SF (2014) 19,033 SF	2020-2021	49,903	\$ 0.31	40,814	\$ 1.52			90,717	1.83	\$57,147
	2019-2020	44,713	\$ 0.27	50,138	\$ 1.63			94,850	1.90	\$59,272
	2018-2019	54,343	\$ 0.34	49,880	\$ 1.47			104,223	1.81	\$56,418
	2017-2018	58,836	0.38	52,091	1.44			110,927	1.82	\$56,835
	2016-2017	46,752	0.34	52,091	1.44			98,843	1.78	\$55,586
	2015-2016	48,688	0.34	50,911	1.62			99,599	1.96	\$61,207
	2012-2013	51,384	0.52	49,994	1.86			101,378	2.38	\$45,299
	2011-2012	51,179	0.51	48,761	1.73			99,940	2.24	\$42,634
2010-2011	69,894	0.61	55,128	1.80			125,022	2.41	\$45,870	
Ted Scott Campus 204,198 SF	2020-2021	58,320	\$ 0.38	36,671	\$ 1.22			94,991	1.60	\$327,149
	2019-2020	57,767	\$ 0.33	36,041	\$ 1.11			93,808	1.44	\$293,058
	2018-2019	64,186	\$ 0.38	37,009	\$ 1.03			101,195	1.41	\$287,850
	2017-2018	36,831	0.16	37,514	0.94			74,345	1.10	\$224,618
	2016-2017	61,934	0.40	37,514	0.94			99,448	1.34	\$273,625
	2015-2016	57,861	0.38	41,309	1.21			99,170	1.59	\$324,675
	2012-2013	45,470	0.34	38,313	1.32			83,783	1.66	\$338,969
	2011-2012	105,453	0.62	63,948	1.13			169,401	1.75	\$357,347
2010-2011	125,810	0.87	74,380	1.22			200,190	2.09	\$426,774	
Totals 1,471,818 SF	2020-2021							105,437	1.62	\$2,377,526
	2019-2020							99,976	1.44	\$2,125,470
	2018-2019							104,783	1.42	\$1,979,899
	2017-2018							81,060	1.26	\$1,764,941
	2016-2017							81,141	1.29	\$1,802,873
	2015-2016							76,632	1.17	\$1,630,141
	2012-2013							81,833	1.37	\$1,905,327
	2011-2012							150,981	1.66	\$2,131,905
2010-2011							190,631	2.10	\$2,708,701	







**The following specialized academic classes are being offered:**

**a. Alternative Fuels technology**

- i. AUT 114-118-Electrical/Electronic Systems I-IV
- ii. AUT 150-Introduction to Alternative Fuels
- iii. AUT 151-Light Duty Diesel Engines
- iv. AUT 152-Introduction to Electric and Fuel Cells
- v. AUT 153-Introduction to Gaseous Fuels
- vi. AUT 154-Introduction to Hybrid Fuel Technology
- vii. AUT 155-Introduction to Hydrogen Applications and Safety

**b. Water and Environmental Technology**

- i. WET 101-Water Treatment Technologies
- ii. WET 102-Wastewater Treatment Technologies
- iii. WET 210-Advanced Waste Water Treatment Technologies
- iv. WET 212-Advanced Water Treatment Technologies
- v. WET 215-Water Quality Analysis and WET Instrumentation
- vi. WET 220-Water Quality Analysis and Microbiology
- vii. WET 224-Water/Waste Water Utility Equipment Maintenance
- viii. WET 265-Practicum

**c. Geotechnical Systems Technology**

- i. HVA 100-Introduction to HVAC and Hermetic Systems
- ii. HVA 104-105-Air Conditioning I-II
- iii. HVA 112 Refrigerant Recovery, Recycling and Reclamation
- iv. HVA 113 Refrigerant Code and Regulations
- v. HVA 114 Heating Code and Regulations
- vi. GTT 101-Principles of Thermalgeology
- vii. GTT 105-Applications of Geothermal System
- viii. GTT 201-Geothermal REHC Technology
- ix. GTT 220-GHEX Accreditation
- x. RET 101-Renewable Energy/Principles
- xi. SED 100-Principles of Sustainability



## e. Renewable Energy Technology

- i. RET 101-Renewable Energy/Alternative Energy Principles
- ii. RET 143-Wind Power and Hydropower
- iii. RET 144-Solar Power
- iv. RET 146-Geothermal and Hydropower
- v. RET 210-Advanced Photovoltaic Concepts and Commercial Applications
- vi. SED 100-Principles of Sustainability

## THE FOLLOWING ELEMENTS OF THE WCCCD GREEN INITIATIVE ARE TO BE ADDRESSED IN THE YEARS AHEAD:

1. Continue to develop a district-wide plan of action for energy efficiency and environmental sustainability.
2. Implement conservation measures such as recycling, waste minimization, water management, power management, uses of alternative energy, reduction in paper consumables, and use locally grown food and locally manufactured supplies.
3. Use high efficiency equipment, IT devices (Energy Star), and vehicles.
4. Verify ongoing energy performance with periodic sustainability progress reports.
5. Continue to strengthen green career education programs (renewable energy production and distribution, green building construction, water and wastewater management, agriculture, biofuels, electrical and hybrid vehicle manufacturing, transportation, air quality, energy auditing, supply chain, etc.)
6. Incorporate environmental sustainability topics into general education and academic programs (economic, health, social, ecological, and ethical dimensions).



# 5-YEAR CAPITAL IMPROVEMENT IMPLEMENTATION PLAN



## MAJOR BUILDING PROJECTS INTRODUCTION

Wayne County Community College District includes six campus locations throughout Wayne County and one main administration office building within the district boundary. Three campuses and the Curtis L. Ivery District Office Building are located within the City of Detroit; the Curtis L. Ivery Downtown Campus and Curtis L. Ivery District Office Building located at Fort Street and the Lodge Expressway, the Northwest Campus located at Outer Drive and Southfield Road, and the Eastern Campus located at Conner Avenue and Interstate 94. The Downriver Campus is located on Northline Road in the City of Taylor and the Ted Scott Campus is located on Haggerty Road in Van Buren Township. The Mary Ellen Stempfle University Center and the Center for Learning Technology are located on Vernier Road in Harper Woods.

As stated in the Wayne County Community College District's 2000 New Century Facility and Campus Master Plan, the overarching goal is to provide adequate and consistent facilities in order to educate and empower students to compete in the 21st century.

Since that publication, WCCCD's capital improvements not only successfully achieved this goal, but established a high quality, diverse, and technologically advanced atmosphere within which individuals, businesses, and surrounding communities continue to flourish. Building upon the momentum of the past twenty years of capital improvements and looking towards long term needs, WCCCD has identified several new construction and renovation projects. Once completed, these projects will reinforce the previously established partnership focus for each campus and strengthen the entire district. An overview of all projects is as follows:

### COMPLETED MAJOR PROJECTS SINCE 2001

- Emergency repair and urgent renovation projects (all campuses)
- Michigan Institute for Public Safety Education (Downriver Campus)
- Entrepreneurial Institute and Resource Center (Eastern Campus)
- Educational Multipurpose Center (Ted Scott Campus)
- Information Technology Data Center (Curtis L. Ivery District Office Building)
- Renovation and upgrading of science labs and other instructional spaces (all campuses)

- Heinz C. Prechter Education and Performing Arts Center (Downriver Campus)
- Mary Ellen Stempfle University Center (Grosse Pointes/ Harper Woods location)
- Relocation of Northwest Campus
- Northwest Campus Larry K. Lewis Education Center
- Expansion of the Mary Ellen Stempfle University Center with the Center for Learning Technology
- Facility condition analysis and building systems upgrade
- \* Curtis L. Ivery Health & Wellness Education Center (Curtis L. Ivery Downtown Campus)

### MAJOR PROJECTS CURRENTLY IN PROCESS

- Renovation and Maintenance projects - See Appendix D
- Outdoor Training Center

### MAJOR PROJECTS PLANNED FOR THE FUTURE

- Center for Virtual Learning and Digital Careers - See Appendix A
- Eastern Campus Repurposing and Upgrading Project - See Appendix B
- Horticulture Education Center (Downriver Campus) - See Appendix C

### FACILITY AND SITE DEVELOPMENT AREAS FOR EXPLORATION AND REVIEW OF OPTIONS

- Development of a Sustainability Program at WCCCD (Leadership in Energy and Environmental Design-LEED certification; green building standards for construction, renovation, and retrofitting; student involvement; environmental studies curriculum; recycling program; sustainability policies; sustainability advisory committee; etc.)
- Options for future housing of central administration functions
- Options for designated spaces to house workforce development and continuing education programs
- Upgrading of technology-oriented instructional laboratories (e.g. information and computer technologies, business, manufacturing technology, and health education, implementation of an Advanced Technology Center at the Ted Scott Campus)



## IMPLEMENTATION PLAN

- A. The District's priority capital project for which funds are requested from the state is the Center for Virtual Learning and Digital Careers.
- 1) Expanded facilities provide opportunities for students to complete certificates and associate's degrees and enter a career field providing a family - sustaining income.
  - 2) Contribution to the Detroit, Wayne County region, and the State of Michigan by providing employers with highly-skilled employees. About one-fifth of persons in the digital and media field are self-employed, these entrepreneurs contribute to small business development and economic growth.
  - 3) Service as a digital and visual communications hub for schools districts, business organizations, and communities through technology-enhanced programs such as video conferencing, video interviewing and distance learning.
- B. Over the past few years, the District has made significant progress in addressing outstanding deferred maintenance issues. Some of the areas addressed include roof repairs, mechanical equipment replacements, electrical and lighting system replacements, grounds renovations and structural deficiencies. Although additional issues continue to arise with the aging of the facilities, the District continues to make significant progress as it attempts to cope with years of underfunded deferred maintenance issues. See Facility Assessment Section.
- C. The District is investing in on-line technologies, especially distance learning, as an alternative to traditional instructional delivery.
- D. On an annual basis, Wayne County Community College District has no projected maintenance items in excess of \$1,000,000.
- E. Each fiscal year, the annual District Facilities and Maintenance operating budget is developed based upon historical actual expenditures as well as anticipated scenarios requiring budget adjustments. As a result, routine operational maintenance issues are budgeted for as well as unplanned projects that are non-routine in nature.

# APPENDIX A



# APPENDIX A: CENTER FOR VIRTUAL LEARNING AND DIGITAL CAREERS

## Fiscal Year 2023 Capital Outlay Major Project Request

INSTITUTION NAME:

**Wayne County Community College District**

CAPITAL OUTLAY CODE:

REQUEST CODE:

PROJECT TITLE:

**Center for Virtual Learning and Digital Careers**

PROJECT FOCUS:

Academic    Research    Administrative/Support

TYPE OF PROJECT:

Renovation    Addition    New Construction

APPROXIMATE SQUARE FOOTAGE:

**18,903 sf new addition, 8,535 sf of renovations**

TOTAL ESTIMATED COST:

**Project Cost \$11,564,129**

ESTIMATED DURATION OF PROJECT:

**Start 2022 / Completion July 2024**

Is the Five-Year Plan posted on the department's public internet site?  Yes  No

Is the requested project included in Five-Year Capital Outlay Plan?

## BASIC DESCRIPTION OF PROJECT

WCCCD's existing Center for Learning Technology will be repurposed, expanded, and renovated, allowing for the addition of new digitally based career education programs as well as the enhancement of virtual learning services. The expanded building will be renamed the **Center for Virtual Learning and Digital Careers**.

## PROJECT PURPOSES

1. To provide housing for high-demand career education, workforce development, and continuing education programs in the growing fields of digitally based careers.
2. To serve as the epicenter of district-wide virtual learning functions such as digitally based pedagogies and teaching/learning modalities, instructional design, faculty professional development, and learning technologies. The center will centralize and coordinate virtual learning functions that are currently housed in various WCCCD buildings, thus expediting the needed redesign and expansion of these functions.
3. Based on lessons learned during the COVID-19 pandemic, to proactively develop WCCCD as a digital enterprise in parallel to its well-established on-campus and in-person teaching and learning modalities.
4. Based on lessons learned during the COVID-19 pandemic as African Americans and other students of color were disproportionately impacted by the lack of computers and internet access, to develop WCCCD's future program and facility initiatives through an equity-driven lens. For low-income students from underrepresented and underserved populations, WCCCD's digitally based career programs will likely be their only entry point to a wide variety of tech-related employment options.

## SCOPE OF THE PROJECT

**Career and workforce education:** The Center for Virtual Learning and Digital Careers is to be the district-wide hub for providing state-of-the-art career education, workforce development, and continuing education programs that enable students to develop technical and professional skills critical to success in the growing digital/media production, digital communications, web design, digital photo technology, digital/media production, graphic design, media design, media project management, and visual arts fields. Graduates will be able to become entry-level professionals in these fields or transfer to a baccalaureate institution for advanced study.

**District-wide virtual learning epicenter:** The Center for Virtual Learning and Digital Careers will serve as the district-wide epicenter for advancing virtual learning in all career education, university transfer and general education, workforce development, and continuing education programming in areas such as distance learning, learning technologies, digitally based pedagogies, instructional design, and faculty professional development. This will coordinate the virtual learning components that are currently dispersed across various buildings. Faculty members will be provided with opportunities for professional development, digital repository of instructional materials, faculty lecture capture, and a new distance learning platform. The center will offer full production opportunities including video/audio production and a complete editing suite for digital video taping. Faculty, staff, and community members will have the ability to produce broadcast-quality lectures, interviews, meetings, webinars, and continuing education courses all at one location. It will facilitate the needs of students and faculty in the proctoring of examinations that can accompany various distance learning modalities. Faculty, staff, and community members can utilize technology-enhanced meeting space within the center. Through the center's video production suite and other digital media sources, a digital

repository will house the various instructional materials.

**Community leadership and engagement:** The center will also serve as a hub to link digital and visual communications services to area high schools and Wayne County communities. It will serve as a resource for high school dual enrollment students and for students enrolled in secondary courses in digital and media communications, design, and visual arts fields. As well, it will be a resource for public school faculty and administrators, businesses, and communities in the areas of professional development, videoconferencing, video interviewing, technology-aided meetings, distance learning, and video links to global instructional resources.

The specific new programmed spaces for the Center for Virtual Learning and Digital Careers are indicated in detail on the following chart:

Space Description - Character/Room Use Categories	Number of Room/Spaces	Workstations Per Room	Square Feet Each	Net Square Feet
<b>LEARNING SPACES</b>				
Production breakout	2	6	250	500
Classrooms	3	24	800	2,400
Divisible classroom	1	48	1,500	1,500
Art classroom	1	24	750	750
Lab	1	32	1,000	1,000
Production studio	1	32	1,200	1,200
Podcast studio	1	12	300	300
Production editing	1	6	500	500
Editing breakout	3	1	40	120
Isolation studio	1	1	100	100
Recording studio	1	2	300	300
<b>TOTAL LEARNING SPACES</b>		<b>188</b>		<b>8,670</b>
<b>INTRADEPARTMENTAL CIRCULATION</b>	<b>15%</b>			<b>1,301</b>
<b>FACULTY SUPPORT</b>				
Faculty work station	2	1	40	80
Faculty collaborative planning/conference room	1	8	240	240
<b>TOTAL FACULTY SUPPORT</b>		<b>9</b>		<b>320</b>
<b>INTRADEPARTMENTAL CIRCULATION</b>	<b>15%</b>			<b>48</b>
<b>INSTRUCTIONAL SUPPORT</b>				
Lobby/student commons/exhibition gallery 1/100	1	15	1,500	1,500
Server room/IT	1		100	100
Vending	1		100	100
Print room	1		200	200
Equipment lending	1		100	100
Production storage	1		250	250
Observation and control room	2	6	500	1,000
Storage	1		100	100
<b>TOTAL INSTRUCTIONAL SUPPORT</b>		<b>21</b>		<b>3,350</b>
<b>INTRADEPARTMENTAL CIRCULATION</b>	<b>4%</b>			<b>134</b>
<b>ADMINISTRATION</b>				
Office	2	1	100	200
Clerical support	1	1	80	80
Conference room	1	8	240	240
Waiting	1	4	100	100
Work room/storage	1		150	150
<b>TOTAL ADMINISTRATION</b>		<b>14</b>		<b>116</b>
<b>INTRADEPARTMENTAL CIRCULATION</b>	<b>15%</b>			<b>116</b>
<b>Net area</b>				<b>13,110</b>
<b>Total stations</b>				<b>232</b>
<b>Net area</b>				<b>13,100</b>
Custodial area (1%)				131
Intradepartmental circulation				1,598
Interdepartmental (15%) circulation				1,967
Mechanical area (8%)				1,049
Construction area (8%)				1,049
Gross square feet				18,903
Efficiency				69.35%



## PROGRAM FOCUS OF OCCUPANTS

The Center for Virtual Learning and Digital Careers will house new digitally based career education programs such as digital/media communications, digital technology, multimedia production, digital equipment technology, web design, graphic design, and visual arts. In addition, the center will lead in the development of new digitally based career education programs as determined by projected demand and employment growth. This will include new programs to keep pace with emerging trends in the dynamic field of information technology such as UI/UX (user interface/experience), digital marketing (social media, blogging podcasts, search-engine optimization), and blockchain technology (digital ledgers for tracking and securing transactions across business networks such as cryptocurrency).

As well, the center will provide enhanced facilities for some of WCCCD's existing technology-based associate-degree and certificate programs, and will coordinate those programs that will continue to be provided at the five campuses, such as:

### Associate in Applied Sciences

- Computer Aided Design
- Digital Media Production
- Product Development Prototyping (3D)
- Office Information System - E-Business

### Certificate programs

- Graphic Design Technology
- Computer Aided Design Industrial Computer Graphics
- Computer Information System: Cybersecurity
- Computer Information System: Video Game Design and Animation
- Computer Information System: Website Developer
- Computer Information System: Metaverse Programming (fall 2022)
- Digital Media Production
- Digital Photography Technology
- Digital Photography Technology: Forensic Photography

### Short -term certificates

- Computer Information System: Ethical Hacker
- Computer Information System: Database Administrator
- Computer Information System: Network+
- C Office Information System - E-Business
- Product Development Prototyping (3D) Introduction to Rapid Prototyping
- Product Development Prototyping (3D) Advance Rapid Prototyping

As the district-wide hub for the development and coordination of digitally based programming, the center will also support WCCCD's Division of Workforce and Economic Development and School of Continuing Education in offering non-credit short courses, workshops, and tailored workforce education programs through on-line, videoconferencing, hybrid, or on-site modalities.

## KEY FACILITY FEATURES

### Professional Development

The Center for Virtual Learning and Digital Careers will create and coordinate professional development opportunities for WCCCD staff and faculty, as well as workforce development for business and industry that can be delivered through multiple distance learning modalities including:

- Webinars
- On-line instruction
- Videoconferencing
- Virtual Classroom

### Videoconferencing

The ability to meet “real-time” with colleagues, business partners, and community organizations while remaining local can be a valuable asset. Videoconferencing will allow for:

- Meetings (public service announcements, prerecorded seminar viewing, etc.)
- Employment Services (video conference interviewing)
- Classes and guest speakers

### Video/Audio Production

The center will offer full production opportunities including video/audio production and a complete editing suite for digital video taping. Faculty, staff, and community members will have the ability to produce broadcast-quality lectures, interviews, meetings, webinars, continuing education courses, etc., all at one location.

### Onsite Technical Support

The center will provide technical support to faculty, staff and students for the various complexities that can accompany digital/media communications, distance learning and technology-based formats.

### Instructional Design

The center will provide support to faculty members as they design technology-aided courses and programs.

### Proctoring

The center will coordinate and facilitate the needs of WCCCD students, as well as those from other educational institutions, in the proctoring of examinations that can accompany various distance learning modalities.

### Meeting space

Faculty, staff, and community members can utilize technology-enhanced meeting space within the center.

### Digital Repository

Through the center’s video production suite and other digital media sources, a digital repository will be created to house various materials. Through one source faculty, staff, and the community will have the opportunity to “shop” within the repository to meet their lecture, meeting, or professional development needs such as:

- List of webinars
- Workforce development training
- Link to continuing education courses
- Lecture capture

## PROJECT ELEMENTS AND ESTIMATED COST

Project scope		18,903 square feet new 8,535 square feet renovation	
Building (new)	\$345/sf		\$6,521,535
Building (renovations)	\$125/sf		\$1,066,875
Site work			\$500,000
Subtotal			\$8,088,410
Contingency—7.0 %			\$566,189
Subtotal			\$8,654,599
General conditions—7.5%			\$649,095
Contractor fees, overhead, profit—10.0%			\$865,460
<b>Total estimated construction cost</b>			<b>\$10,169,153</b>
Furniture, furnishings, and equipment—\$20/sf			\$378,060
DTMB Office of Facilities fees—2.0%			\$203,383
Testing/reviews/reimbursables—0.5%			\$50,846
Architectural/engineering fees—7.5%			\$762,687
<b>Total estimated project cost</b>			<b>\$11,564,129</b>

## PRELIMINARY PROJECT SCHEDULE

- a. State planning authorization: 2022
- b. Initial plans and program statement: 2022
- c. State review and approval: 2023
- d. Preliminary and final design: February–May 2023
- e. State review and approval: June 2023
- f. Start of construction: September 2023
- g. Completion of project: July 2024

## ADDITIONAL INFORMATION:

### 1. How does the project support Michigan’s talent enhancement, job creation, and economic growth initiatives on a local, regional and or statewide basis?

There are employment and career opportunities in the WCCCD service area in occupations such as video editor, producer, director, video and sound engineering technician, videographer, audio technician, and camera operator. The average annual earnings for a person with an associate’s degree in these fields is \$55,000 (26.50 per hour).

- Video editors and camera operators: Median 2017 pay was \$58,210; job outlook for 2016-26 is 13 percent growth. Those who earn associate’s degrees will qualify for entry-level positions.
- Graphic designers: Median 2017 pay was \$48,700; job outlook for 2016-26 is 4 percent growth. Those who earn associate’s degrees will qualify for entry-level positions.
- Multimedia artists and animators: Median 2017 pay was \$70,530; job outlook for 2016-26 is 8 percent. These careers may require a bachelor’s degree; WCCCD graduates may seek an entry-level position while pursuing a bachelor’s degree.

Employers in the Wayne County region will benefit from the programs of the Center for Virtual Learning and Digital Careers as they will have access to highly skilled graduates who will contribute to their economic success.

#### Benefits to State Taxpayers

The Center for Virtual Learning and Digital Careers will serve a truly diverse student population, including many from low-income backgrounds. The State of Michigan taxpayers benefit when low-income students become employable, are taxpayers, and are removed from government assistance programs. The taxpayers also benefit when individuals have the up-to-date job skills that businesses and communities need in order to advance the economic viability of the Wayne County region and the State of Michigan.

#### Local and regional benefits

In its 2012 Detroit Strategic Framework Plan, Detroit Future City (DFC) noted that employment in Detroit was projected to increase by just 1.6 percent through 2030 compared to an average of 3.3 percent for all of Southeast Michigan and 7.5 percent nationwide. To change that trajectory, the independent planning and research organization with a 50-year vision for the city’s revitalization focused on four key pillars of employment accounting for well over half of Detroit’s job base: education and medical employment, digital and creative jobs, industrial employment, and local entrepreneurship. Because WCCCD contributes in some way to all four sectors, all will benefit from the new Center for Virtual Learning and Digital Careers as part of the digital/creative pillar described in the following excerpt from DFC’s strategic plan:

“Digital/creative includes companies in Information Technology (IT) but more broadly, companies that use web-based technologies and platforms to deliver service. The Digital clusters are centered around a few large downtown companies that specialize in IT outsourcing for large corporate clients (GalaxE, Strategic Staffing Solutions, VisionIT) but also Quicken, a mortgage lending company that revolutionized the use of on-line platforms in consumer lending; and Crain Communications, which makes broad use of digital media. The downtown New Economy cluster is part of a larger regional cluster that includes the IT divisions of global companies like General Motors and General Electric. Although still small relative to its potential, Detroit has one of the fastest-growing IT clusters in the country and is a key reason why the Detroit metro area led the United States in tech-related job growth in 2010. Detroit’s creative cluster, which specializes in areas like design, advertising, and talent management, can be found in every part of the city but is most highly concentrated along the so-called Creative Corridor and in Northwest around McNichols Road.”

While overall job growth in Michigan is expected to increase by 1.2 percent from 2018 to 2028, computer and mathematical occupations are projected to grow by nearly four times as much at 4.6 percent, according to the Michigan Department of Technology, Management and Budget, Bureau of Labor Market Information and Strategic Initiatives. WCCCD already offers programs in some of the highest-

growth computer-science areas such as cyber security (expected to grow by 25 percent from 2018–28) and software application development (17.2 percent); upgrades and additions within the Center for Virtual Learning and Digital Careers will be based on their potential for similar impact.

## **2. How does the project enhance the core academic, development of critical skill degrees, and/or research mission of the institution?**

WCCCD's mission is to empower individuals, businesses, and communities to achieve their higher education and career advancement goals through excellent, accessible, culturally diverse, and globally competitive programs and services. "Honoring Diversity" is one of WCCCD's board-approved value statements. The Center for Virtual Learning and Digital Careers will enhance the district's capacity to serve all the constituencies indicated in the mission statement: individual students, businesses, and communities. The majority of our students come from low-income populations that are underrepresented in higher education and would otherwise have no other opportunity to join the middle class by preparing for better, higher-paying jobs and careers in growing fields such as the digital-information-technology sector.

Since its founding in 1969, WCCCD has embraced its core commitment to open-door access and the equitable treatment of all stakeholders. That mission is especially challenging and complex in urban settings like Detroit, where inequity abounds and, in many cases, has only worsened over the past 50 years. Once the fourth-largest city in the country, it is now the 27th. Seventy-seven percent of its 670,000 residents are African-American; 35 percent live in poverty compared to a statewide rate of 13 percent and national rate of 10.5 percent. Detroit Future City examined the consequences of such disparity in its 2021 report on The State of Economic Equity in Detroit with summary findings in six focus areas:

- The middle class remains out of reach for many and inequities persist. Median income in Detroit is half that of the region. Median income has recently increased by 60 percent for white Detroiters compared to 8 percent for African-American Detroiters.
- Employment remains out of reach for many African-American Detroiters. The unemployment rate for African Americans is 1.5 times that of white people.
- Small businesses need more access to capital. Among the top 100 U.S. cities, Detroit ranks 99th in entrepreneurship rate.
- The Michigan educational system is not adequately preparing all students for the workforce. In Detroit, only 17 percent of residents have a bachelor's degree or higher (about half the rate of the region). Only 17 percent of Detroit's third graders are proficient in English language arts, compared to 43 percent across the region.
- Life expectancy in Detroit is five years lower than surrounding areas. Only 72 percent of foreign-born residents who have not yet become citizens have health insurance, compared to 92 percent for the city as a whole.
- Detroit's neighborhoods must be strengthened. Only 5 percent of Detroit's residents live in a middle-class neighborhood, compared to 59 percent in the region. Sixty-two percent of renters are housing cost-burdened, meaning they spend more than 50 percent of their pre-tax income on housing and basic utilities.

### **Inequity and core academics**

Basic digital and technology competencies have become as critical to core academics as reading, writing and math. But when WCCCD was compelled by the COVID-19 pandemic to move most of its classes to on-line instruction, another measure of inequity was underscored by the revelation that 60 percent of our students had no Wi-Fi access at home. Detroit households rank last among the biggest U.S. cities for computer connectivity—not for lack of high-speed broadband



availability, but due more to the cost. According to the U.S. Census Bureau, 92 percent of U.S. households have at least one type of computer and 85 percent have a broadband internet subscription; in Detroit, 82 percent have computers (including smartphones) but only 64 percent have high-speed internet connections. Many efforts are underway to address that deep digital divide. The Federal Communications Commission is providing emergency broadband vouchers for low-income households throughout the country. A new Michigan High-Speed Internet Office has been established to coordinate investments in broadband infrastructure and utilization. And the city just launched Empowering Digital Detroit, a campaign to recondition used computers for distribution to families in need. WCCCD's mission is to support all such initiatives while continuing to build the educational infrastructure that is necessary to the success of our students and community. Despite the significant barriers many must overcome to achieve their educational and life goals, thousands do succeed every year because of WCCCD's equity-driven facilities, programs, services and technology. This open-door mission will be further advanced by the new Center for Virtual Learning and Digital Careers.

**3. Is the requested project focused on a single, stand-alone facility? If no, please explain.**

Yes.

**4. How does the project support investment in or adaptive re-purposing of existing facilities and infrastructure?**

The Center for Virtual Learning and Digital Careers will involve the repurposing and extensive renovation of the existing 8,535 square foot Center for Learning Technology as well as an 18,903 square foot addition to provide the laboratories, studios, and classrooms needed to house new digitally based career education programs and virtual learning support services.

**5. Does the project address or mitigate any current health/safety deficiencies relative to existing facilities?**

If yes, please explain.

The Center for Virtual Learning and Digital Careers will meet all current health/safety requirements.

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

The new center will include specialized laboratory spaces that do not currently exist at any WCCCD campus locations. Based on research on the emerging employment patterns in the Wayne County region, it is expected that these spaces will be well-utilized.

The effective utilization of facilities is an important objective of WCCCD. The district conducts space utilization studies for all classrooms and laboratories on an annual basis. Accepted benchmarks for community college laboratories are 18-22 hours per week depending on discipline, which on average is being achieved at all WCCCD campus locations. Facility utilization rates did decline during the COVID-19 pandemic, but the expectation is for a return to established standards.

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

It is WCCCD's intention to develop the Center for Virtual Learning and Digital Careers with at least LEED Gold Certification. Serious study and consideration are being given to the development of a carbon neutral net zero energy facility.

**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.**

Yes. In November of 2018, voters of the District approved 3.25 permanent mills, designed to fund both operational and capital expenditures.

**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?**

WCCCD is willing to exceed minimum matching requirements as a means of cooperating with the State of Michigan and as a contribution to achieving the success of this extremely important project.

**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.**

WCCCD anticipates increased utility costs of less than \$20,000 per year which will be accommodated in the yearly operating budget. However, serious study and consideration are being given to the development of a carbon neutral net zero energy facility which would reduce increased utility costs to less than \$2,000 per year.

Personnel costs for full-time faculty and administration will not increase because this work will be covered by present faculty and staff. Needed part-time faculty and technician-level staff will be added which will be accommodated in the annual operating budget.

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

Since a WCCCD designated capital fund and matching state capital outlay funding will fund this project, no impact on student tuition and fees is anticipated because of this project.

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

- Current and potential WCCCD students will not be empowered to enter and advance in careers in the digital media, communications, design, and visual arts fields.
- WCCCD will not fully serve the needs of regional employers for highly qualified persons in these growing fields.

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

Since the Center for Virtual Learning and Digital Careers focuses on new digitally based career education programs, there are no specialized appropriate learning spaces on any of the existing WCCCD campuses for these programs. Since the technology-based programs and services of the existing Center for Learning Technology are supportive of the purposes and functions of the new center, the site of the existing building was determined to be the best location for this repurposing, expansion, and renovation project. The new center will encompass the programs and functions of the existing center as well as new programs and services, so the name of the expanded building will be changed to the Center for Virtual Learning and Digital Careers.

# APPENDIX B



# APPENDIX B: EASTERN CAMPUS REPURPOSING AND UPGRADING PROJECT

## PROJECT PURPOSE

The Eastern Campus Repurposing and Upgrading Project, a central dimension of the initiative to repurpose WCCCD facilities serving eastern Wayne County, is a major component of WCCCD's efforts to position the district for enduring excellence in the years and decades ahead. In 2017, WCCCD celebrated the 50th anniversary of its establishment. The dual purpose of 50th anniversary celebration was to recognize past achievements and to engage in transformational projects that will shape the future of WCCCD. One of these transformational projects was to fundamentally repurpose the programs and facilities serving the students, businesses, and communities in eastern Wayne County. The design and functions of WCCCD's Eastern Campus have been basically unchanged since its construction 40 years ago, and yet the educational needs of students, businesses, and communities being served have changed dramatically. During that period, WCCCD has added the Stempfle University Center and a Center for Learning Technologies in the Grosse Pointes/Harper Woods area. The time has come to repurpose the Eastern Campus and bring all of the programs and facilities serving eastern Wayne County under a new leadership and functional entity in order to create a closer and more coherent match between the evolving educational needs of those served and WCCCD's programs and services. Our research indicates that the Pointes communities will represent WCCCD's fastest growing market in the years ahead, and the repurposing of programs and facilities is also a response to this potential growth.

## THE EASTERN REGION STRATEGIC DIRECTIONS WILL ENCOMPASS THE FOLLOWING:

- The expansion of the University Center programming.
- The expansion of academic programming in the Pointes communities through a new addition to the Center for Learning Technologies.
- The repurposing of the Eastern Campus facilities as (1) WCCCD's talent development center with an emphasis on credit and non-credit career and workforce development programming in cooperation with community partners such as Michigan Works and the public schools, (2) a collegiate center to revitalize WCCCD's university transfer and general education programming in service to the eastern region, and (3) a community engagement center to host charter schools, adult basic education, continuing education, and other forms of community engagement that enhance WCCCD's access, social equity, multiracial democracy, and community/economic development commitments.

## SCOPE OF THE PROJECT

The Eastern Campus is located on Conner Avenue adjacent to and directly southeast of Interstate 94 in the eastern part of the City of Detroit. Although interchange ramps provide access to Conner Avenue from both northbound and southbound lanes of Interstate 94, the access to the campus and campus parking lot is somewhat difficult and confusing. The main campus entrance from Conner Avenue routes traffic past building service areas and through a congested drop-off area. In order to reach the parking lot, the driver must then cross St. Jean Street, a public road, and enter the campus's western parcel that serves as the parking lot. Direct access to the parking is provided by St. Jean Street, but this route can only be accessed from southbound Conner Avenue, and only via Hern Street, which runs at the north edge of the campus property.

The campus is currently zoned M4, Intensive Industrial. This zoning does not allow educational facilities as a permitted use or special use subject to Planning Commission approval. Presumably, a zoning change was not required when the campus was developed because, at that

time, local controls did not apply to public educational facilities. As a part of this project, a zoning designation will be sought like Wayne State University and University of Detroit Mercy obtained for specific building projects.

The campus is bordered by a variety of land uses. Small industrial establishments exist on St. Jean Street and separate the campus building from the parking lot. The parking lot is bordered by abandoned industrial structures and the Detroit City Yard facilities. The east side of Conner Street, across from the campus and main entrance, consists of residential structures and the western edge of Chandler Park. The current surrounding buildings are of a marginal industrial nature and, along with the conflicting vehicular and pedestrian traffic, create an unsafe, uninviting, and unattractive site for the individuals who come to the WCCCD facility.

The site is irregular in shape and consists of two parcels separated by St. Jean Street and small industrial sites on the east side of St. Jean Street. One parcel contains the campus building and the other the parking lot. There is approximately 1300 feet of frontage on Conner Avenue, the major street serving the campus. The total area of both campus parcels is approximately 26.7 acres. All campus programs and facilities are housed in a single building containing 192,625 gross square feet of floor area on three levels. Parking consists of one paved lot containing 799 spaces.

The site is relatively level with grades in the less than one-percent range. Soils are mixed, but generally consist of fills consistent with urban area reconstruction sites. There are no significant stands of vegetation or important specimen trees on campus.

The site does not appear to be subject to any MDEQ environmental limitations involving wetlands or flood plains. Similarly, other potential limitations such as site contaminations have not been identified. However, an additional environmental site assessment will be conducted of the property as a part of this project.

No major upgrades of the present campus building have been undertaken since its construction in 1982. During 2004-05, a number of steps were taken to deal with emergency situations and urgent problems (structural damage, roof repair, etc.). Many building systems and spaces are now in serious need of upgrading especially in regards to energy efficiency. Lighting in most areas of the building is no longer adequate for today's educational uses, toilet rooms require major upgrades, and basic building systems such as electrical and mechanical systems and equipment security systems require upgrading. As well, some areas are in need of surface repair such as ceiling/wall/soffit repair and painting. Along the north and south facades of the building, the existing masonry screen walls are in need of repair or replacement.

By upgrading its existing facilities and incorporating a 20,000 square foot building addition, the Eastern Campus will be revitalized to serve students, businesses, and communities in its service area for decades to come. As a result this project, the Eastern Campus will have the capacity to house high quality educational programs and services having these dimensions:

- a. Upgraded spaces to house career education programs (welding technology, automotive services technology, industrial computer graphics technology, computer information technology, electricity/electronics, aviation mechanics, HVAC, heavy equipment maintenance, etc.)



- b. Upgraded spaces to house health and public service programs (health care programs, social work, corrections, urban teacher education, child care, hotel management, pharmacy technology, etc.)
- c. Upgraded spaces to house the new talent development center (merging credit and non-credit career education and workforce development programming in cooperation with community partners such as Michigan Works and the public schools).
- d. Upgraded spaces to house community-based programming such as hosting charter schools, adult basic education, continuing education, and other forms of community and economic development initiatives.
- e. New and upgraded classrooms and laboratories focused on university transfer and general education programs (Humanities, English, Math, Biology, Chemistry, Art, African American Studies, Languages, Philosophy, Speech, Psychology, Political Science, etc.)
- f. A new Welcome Center similar to the ones implemented successfully at other campuses in the district. The Welcome Center consists of a one stop location for entrance lobby, corporate training reception, student support services, food service, bookstore, gallery and exhibit space, student clubs and activities, and faculty/staff offices.
- g. A new campus service library to replace the current limited library spaces and major upgrades of campus learning technologies (expansion and upgrading of library spaces for campus-wide Internet and wireless connectivity, computer commons, reference desk, circulation, search stations, quiet study areas, technical services, AV and video stations, student security lockers, faculty media production services, Internet cafe features, small group study areas, seminar spaces, and decentralized library kiosks).
- h. New small high-technology auditorium/lecture hall to provide needed space for corporate training, community programs, and events that complement the credit and non-credit programs of the campus.

## **PROJECT ELEMENTS AND ESTIMATED COST**

- a. Re-design, retrofitting, and renovation of existing facilities (50,000 gross square feet of current 192,635 square feet).  
Estimated cost: \$9,500,000.
- b. Building addition (20,000 gross square feet for new welcome center, library, classrooms and laboratories, and small auditorium lecture hall). Estimated cost: \$6,000,000.
- c. Landscaping. Estimated cost: \$200,000.
- d. Design and reconfigure walkways, drop-off area, and building entrance. Estimated cost: \$400,000.
- e. Contingency: \$1,900,000.
- f. Land acquisition. Estimated cost: \$2,600,000.
- g. Relocation of St. Jean Street. Estimated Cost: \$800,000.
- h. Redesign and reconfiguration of parking lots. Estimated cost: \$1,600,000.

**TOTAL PROJECT COST: \$23,000,000.**

## LIFE/SAFETY

Assuring the safety of students, faculty, and staff is a primary objective at the Eastern Campus Repurposing and Upgrading Project. The environment around the campus is characterized by marginal industrial buildings and declining neighborhoods. It is paramount to increase lighting and security systems and improve parking and entrances from a safety perspective. Concerns about safety, particularly for evening classes, must be addressed.

The Eastern Campus site functions poorly from an organization standpoint with confusing vehicular circulation and a parking lot separated from the building by a public street. The pedestrian/vehicular conflict that exists at St. Jean Street is a serious safety concern for pedestrians crossing from the parking lot to the building entrance. Pedestrian injury accidents have been reported at this location. The best long-term solution to the problem would be the removal and relocation of St. Jean Street to provide uninterrupted pedestrian access from the parking lot to the campus building. Redesigning and reconstructing the campus parking lot in conjunction with the proposed property reconfiguration will result in a safer, more contiguous campus environment.

This project will address indoor air quality HVAC issues and bring the facility into full accessibility and ADA compliance.

## SUSTAINABLE DESIGN PRINCIPLES

It is WCCCD's intention to develop the Eastern Campus as a model "green" campus including LEED certification. Also, this campus repurposing and upgrading project creates the opportunity to use the campus as a learning laboratory for green career programs such as green building construction and maintenance, energy source and distribution technology, water and wastewater management, air quality, and energy auditing.

## CONCLUSION

The Eastern Campus is trending toward obsolescence and must be repurposed and upgraded in order to meet the changing educational needs of students, businesses, and communities. Each of the repurposing initiatives (new talent development center, revitalization of career education and university transfer/general education functions, upgrade of learning technologies and library services, welcome center, and revitalization of community and corporate education) address a compelling educational need if WCCCD is to effectively service the present and future needs of the eastern Wayne County region.



# APPENDIX C

## HORTICULTURE EDUCATION CENTER (DOWNRIVER CAMPUS)





# APPENDIX C: HORTICULTURE EDUCATION CENTER

## INTRODUCTION

Horticulture is a branch of agriculture that deals with the art, science, technology, and business of growing food plants such as vegetables, fruits, nuts, mushrooms, and seeds as well as non-food crops such as grass and ornamental trees and plants. Horticulture contrasts with the extensive field farming and animal husbandry of other branches of agriculture. The work of horticulturists involves plant propagation and cultivation with the aim of improving plant growth, yields, quality, nutritional value, and resistance to insects, diseases, and environmental stresses. They work as gardeners, growers, designers, and technical advisors in the food and non-food sectors of horticulture.

The planning of a program devoted to horticulture at WCCCD is driven by the critical educational role that WCCCD can play in advancing state-level and regional objectives related to economic development, environmental stewardship, urban agriculture, sustainable food systems, family nutrition standards, and new forms of food production. The Horticulture Education Center will be a major community development resource. Community partners will include public and private K-12 schools, colleges and universities, conservatories, garden clubs, farmers markets, nurseries and greenhouses, and landscapers.

WCCCD's Horticulture Education Center will provide certificate and associate degree programs for those seeking careers in fields such as nursery and greenhouse management, ornamental horticulture, hydroponics, aquaponics, landscape design, and urban agriculture. As well, the center will be a continuing education resource for citizens with an interest in subjects such as gardening, pest control, floral arrangements, plant identification, growing tropical and indoor plants, and starting a new business related to horticultural services. Continuing education offerings will take the form of tours, demonstrations, short courses, workshops, and seminars.

## FACILITIES OF THE HORTICULTURE EDUCATION CENTER

The Horticulture Education Center will be located on WCCCD's Downriver Campus and will be a district-level entity serving the Detroit, Wayne County, and the southeastern Michigan region. There are four physical components of the Horticulture Education Center:

- Greenhouse
- Conservatory
- Aquaculture and hydroponics laboratories
- Classrooms, conference rooms, and offices

The greenhouse is an indoor facility with regulated climatic conditions designed so that vegetables and flowers can be raised in optimal conditions for plant growth. The greenhouse services as a primary laboratory for the career-oriented and continuing education programs of the horticulture education courses and programs offered. The conservatory is a special type of greenhouse which creates optimal growing conditions for tropical and other special plants. The conservatory is designed for the education of elementary and secondary school students, community groups, and those involved in the horticulture courses and programs. The aquaculture (raising aquatic animals such as fish, snails, crayfish, and prawns in tanks) and hydroponics (cultivating plants in water) laboratories are designed to provide horticulture education students with experiences in growing food in a distinct aquatic farming environment.

The facilities of the Horticulture Education Center will feature a number of LEED features such as:

- Rainwater harvesting systems
- Highly efficient plumbing, lighting, and mechanical systems
- Recycled content building materials
- Compact building footprint
- Passive ventilation system that reduces energy consumption
- Energy-reflective roof surface to reflect solar energy and reduce cooling load
- Mechanically ventilated operable roofs
- Computer-controlled greenhouse system





# APPENDIX A

## RENOVATION AND MAINTENANCE PROJECTS

### INTRODUCTION

Appendix D Lists Completed Projects, Active Projects, and Future Projects.





Wayne  
County  
Community  
College  
District

# Prioritization of Projects

Summer 2021 Edition






# Completed Projects

**128 Projects**



Summer 2021 Edition



	Description	Comp. Date
	<p>Installation of new glazing exterior Glass throughout the District Office Building.</p>	<p>Spring 2015</p>
<p><b>Existing Window Replacement: CLI Central Educational Complex</b></p>		
	<p>Replace eight Lobby Entry Doors with new Entry Doors to improve the Vestibule's Image and meet ADA needs at the Downriver Campus.</p>	<p>Fall 2015</p>
<p><b>Door Replacement: Downriver Campus</b></p>		
	<p>Perform all necessary Asphalt, Concrete Approach and Catch Basin repair work at each campus of the District's six Campuses</p>	<p>Fall 2015</p>
<p><b>Emergency Paving &amp; Pothole Repairs: District Wide</b></p>		



**Description**

Replace existing Concrete Walks between the District Office and Downtown Campus with New Concrete and Brick Paver Border & Provide Casual Seating Areas.

**Comp. Date**

Spring  
2015

**Courtyard/Plaza Concrete Replacement: CLI Central Educational Complex**



Interior Upgrades & Improvements throughout the Distribution Center Offices.

Spring  
2015

**Distribution Center Renovation: CLI Central Educational Complex**



Design for courtyard and plaza as a overall Master Plan to improve District's Image and Branding.

Fall  
2015

**Redesign of Central Plaza: CLI Central Educational Complex**





**Description**

**Replacement of failed light Bollards at the Performing Arts Center on the Downriver Campus.**

**Comp. Date**

**Fall  
2015**

**Lighting Bollards Replacement: Downriver Campus**



**Reconfigure and Renovate approximately 6,000 SF of existing office space to gain a 40% increase in Work Space efficiencies. Features include New Glass Entry, Expanded Reception Area and Modernized Furniture and Fixtures.**

**Spring  
2016**

**District Campus Support Services: CLI Central Educational Complex**



**Replace all existing Parking Lot Light Poles and Fixtures with modern and energy efficient LED Lighting.**




**Summer  
2015**




**Parking Lot Lighting Replacement: CLI Central Educational Complex**

	Description	Comp. Date
	<p>Pave all affected lots, Potholes and Catch Basin Repairs, as well as Sealing and Restriping of all Ancillary parking Lots and Entry Roads.</p>	<p>Fall 2015-2017</p>
<p><b>Paving Maintenance Project: District Wide</b></p>		
	<p>Replace all Non-Conforming Existing Handrails to address Current ADA Code Requirements and Improve Campus Image.</p>	<p>Spring 2015</p>
<p><b>Handrail Replacement Project: CLI Central Educational Complex</b></p>		
	<p>Replace all Coffered Ceilings with New 2'x 4' Acoustical Tile Ceiling System, New LED Lighting, and Painting for six (6) labs.</p>	<p>Spring 2015</p>
<p><b>Computer Lab Renovations: CLI Central Educational Complex</b></p>		

	Description	Comp. Date
	<p><b>New Carpet Tiles, New 2'x 4' Acoustical Ceiling System, New LED Lighting and Painting of this Open Plan work area.</b></p>	<p>Fall 2015</p>
<p><b>Admissions &amp; Records Dept. Improvements: CLI Central Educational Complex</b></p>		
	<p><b>Interior &amp; Exterior repairs and upgrades to distribution Center at the District Office.</b></p>	<p>Fall 2015</p>
<p><b>Distribution Center Renovation: CLI Central Educational Complex</b></p>		
	<p><b>Install New Blue Light Towers throughout the Downtown Campus.</b></p>	<p>Fall 2015</p>
<p><b>Emergency Blue Light Towers Installation: CLI Central Educational Complex</b></p>		



	Description	Comp. Date
	<p>Approximately 2,500 SF renovation including New Glass Wall Entrance, New Carpet, Acoustical Ceiling System, LED Lighting, Painting, Furniture and Fixtures.</p>	<p>Fall 2015</p>
<p><b>Student Services Center: CLI Central Educational Complex</b></p>		
	<p>Repaired all deficiencies in Ted Scott Campus Emergency Generator &amp; Switch Gear.</p>	<p>Spring 2015</p>
<p><b>Emergency Generator &amp; Switch Gear Repairs: Ted Scott Campus</b></p>		
	<p>Emergency clean-up and Repairs as a result of water Damages in the Lower level of District Office Building.</p>	<p>Winter 2016</p>
<p><b>Water Damage Remediation Phase I: CLI Central Educational Complex</b></p>		

	Description	Comp. Date
	<p>Emergency clean-up and Repairs as a result of water Damages on the Lower level Corridor in the of District Office Building.</p>	<p>Spring 2016</p>
<p><b>Water Damage Remediation Phase II: CLI Central Educational Complex</b></p>		
	<p>Conceptual Design for the addition of a soccer field and Entrance Drive for the Ted Scott Campus.</p>	<p>Spring 2016</p>
<p><b>Soccer Field &amp; Entry Roadway Concept: Ted Scott Campus</b></p>		
	<p>Replace defective flooring in Performing Arts Center at the Downriver Campus.</p>	<p>Spring 2016</p>
<p><b>Performing Arts Flooring Replacement: Downriver Campus</b></p>		





**Description**

**Repaint Public Areas; hallways/corridors, classrooms and lobbies.**

**Comp. Date**

**Spring  
2016**

**Comprehensive Painting: Northwest Campus**



**Replace approximately 1000 SF of badly worn Downtown Campus Police Authority Flooring with new Carpet Tiles & Vinyl Flooring at Entry & High Traffic Areas.**

**Spring  
2016**

**Police Authority Flooring Replacement: CLI Central Educational Complex**



**Upgrade Restrooms at the Eastern Campus with New Flooring, Ceilings, LED Lighting, Painting and new Faucets & Toilet Fixtures.**

**Spring  
2016**

**Restrooms Renovation: Eastern Campus**

	Description	Comp. Date
<b>Landscaping Improvements Phase I: Ted Scott Campus</b>	Improve the Entryway to the Ted Scott Campus, with new shrubbery & ancillary landscaping elements.	Summer 2016
	Renovation of room 144A, B, C & E. Trade Scope includes Carpentry, Open Ceiling Grids, Carpet, Painting, Furniture and Signage.	Summer 2016
<b>Cyber Security Suite: CLI Central Educational Complex</b>		
	Upgrade Main Level Restrooms in the Northwest Campus Welcome Center with New Flooring, Ceilings, LED Lighting, Painting and new Faucets & Toilet Fixtures.	Summer 2016
<b>Welcome Center Restrooms Renovation: Northwest Campus</b>		



**Description**

**Install new Mechanical Controls for the Ted Scott Campus.**

**Comp. Date**

**Summer  
2016**

**Mechanical Upgrades Phase I: Ted Scott Campus**



**Identify and remedy all known Asbestos Containing Materials in the Welcome Center on the campus related to Reheat coils.**

**Summer  
2016**

**ACM Remediation Services: Northwest Campus**

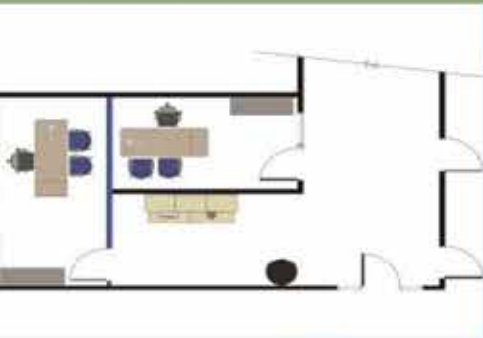







**Renovation Concept Design for a the Denise Wellons – Glover Welcome Center, including building additions of two new glass lobby atriums, Interiors Architectural & Engineering Trade Work and Complimentary Site Improvements.**

**Summer  
2016**

**Denise Wellons – Glover Welcome Center Concept: Northwest Campus**



	Description	Comp. Date
	<p>Remodel unused space in order to create two small offices and an auxiliary support space for Institutional Effectiveness Research Offices.</p>	<p>Fall 2016</p>
<p><b>Institutional Effectiveness Research: CLI Central Educational Complex</b></p>		
	<p>Transform the District Call Center into one that would create a better public image and establish a open presence within the District Office.</p>	<p>Fall 2016</p>
<p><b>District Call Center Renovation: CLI Central Educational Complex</b></p>		
	<p>Repair sidewalk concrete, Install trees &amp; grates along Fort Street. Install new park benches in courtyard, and add decorative light poles for the courtyard.</p>	<p>Fall 2016</p>
<p><b>Third Street &amp; Sixth Street Landscape Improvements: CLI Central Educational Complex</b></p>		

	Description	Comp. Date
	<p>Renovate existing first floor office space in order to accommodate the Student Enrollment Center &amp; Police Authority.</p>	<p>Fall 2016</p>
<p><b>Student Enrollment/Police Authority: CLI Central Educational Complex</b></p>		
	<p>Repaired all damaged roofing areas to eliminate water leaks throughout the Eastern Campus.</p>	<p>Fall 2016</p>
<p><b>Roofing Repairs: Eastern Campus</b></p>		
	<p>Upgrade all Controls, Mechanical Functions and Modernize the interior Finishes of the elevator.</p>	<p>Fall 2016</p>
<p><b>Elevator Modernization: CLI Central Educational Complex</b></p>		



	Description	Comp. Date
	<p><b>New Suite to accommodate the Student Enrollment Center &amp; Police Authority.</b></p>	<p>Fall 2016</p>
<p><b>Courtyard Lighting Improvements: CLI Central Educational Complex</b></p>		
	<p><b>Replace existing Concrete Flatwork in the District Office Courtyard.</b></p>	<p>Fall 2016</p>
<p><b>Courtyard Concrete Replacement Project: CLI Central Educational Complex</b></p>		
	<p><b>Repair and Replace Glazing &amp; Exterior Masonry structure that was damaged by vehicular collision.</b></p>	<p>Fall 2016</p>
<p><b>Emergency Glazing Repairs: Eastern Campus</b></p>		

	Description	Comp. Date
	<p>Renovation of existing space in order to create four Auxiliary Classrooms for the increased capacity of the Downtown Campus.</p>	<p>Winter 2017</p>
<p><b>Auxiliary Classroom Space: CLI Central Educational Complex</b></p>		
	<p>Repaint all Public Areas; Hallways, Corridors, and Lobbies.</p>	<p>Winter 2016</p>
<p><b>Comprehensive Painting: CLI Central Educational Complex</b></p>		
	<p>Upgraded Lighting Fixture on the Ted Scott Campus. Resulting in more appreciable allowance of light.</p>	<p>Winter 2016</p>
<p><b>Interior Lighting Upgrades: Ted Scott Campus</b></p>		

	Description	Comp. Date
	<p>Replaced existing flooring throughout the President's Office and Administrative offices with new carpet &amp; vinyl plank flooring at the Downtown Campus.</p>	<p>Winter 2017</p>
<p><b>President's Office Flooring Improvements: CLI Central Educational Complex</b></p>		
	<p>Installed New 7 foot Link Fencing &amp; Control Gate in order to secure the Lot 6 Parking Lot.</p>	<p>Winter 2017</p>
<p><b>Lot 6 Fencing: CLI Central Educational Complex</b></p>		
	<p>Replacement of existing Quarry Tile Flooring and Substrate throughout the Corridors &amp; Hallways of the facility with a new Commercial Grade Rubberized Flooring System.</p>	<p>Winter 2017</p>
<p><b>Comprehensive Flooring Replacement: CLI Central Educational Complex</b></p>		





**Description**

**Upgrade all Controls, Mechanical Functions and Modernize the Finishes in the District Office Elevator Cars.**

**Comp. Date**

**Spring  
2017**

**Elevator Modernization: Ted Scott Campus**



**Renovate & Upgrade approximately 2500 SF area for Police Authority Offices & Detentions Rooms.**

**Spring  
2017**

**Police Authority Renovation: Northwest Campus**



**Renovate & Expand the FAOC Suite to include 150 SF additional Space.**




**Spring  
2017**

**Fiscal Accountability Operations Center Renovation: CLI Central Educational Complex**

	Description	Comp. Date
	<p><b>Expansion and Upgrades to our new 2500 SF Training Center, which includes LED Lighting and New Flooring.</b></p>	<p>Spring 2017</p>
<p><b>Regional Training Center Renovation Phase I: Eastern Campus</b></p>		
	<p><b>Collect samples for analysis of suspected hazardous materials within the AAB.</b></p>	<p>Spring 2017</p>
<p><b>AAB Hazardous Material Survey: Northwest Campus</b></p>		
	<p><b>Upgrade all Controls, Mechanical Functions and Modernize the Finishes in each car.</b></p>	<p>Summer 2017</p>
<p><b>Elevator Modernization: Downriver Campus</b></p>		






	Description	Comp. Date
	<p>A 2500 SF conversion of existing classroom space for Davenport University Offices &amp; Classroom use.</p>	<p>Summer 2017</p>
<p><b>Davenport University Renovation Project: CLI Central Educational Complex</b></p>		
	<p>Upgrade all Controls, Mechanical Functions and Modernize the Finishes in each Car.</p>	<p>Summer 2017</p>
<p><b>Regional Training Center Renovation Phase II: Eastern Campus</b></p>		
	<p>Renovation of six existing Restrooms.</p>	<p>Summer 2017</p>
<p><b>Restrooms Renovation: CLI Central Educational Complex</b></p>		

	Description	Comp. Date
	<p>Replace unsecure handrails with new handrails to meet ADA needs.</p>	<p>Summer 2017</p>
<p><b>Handrail Replacement: University Center</b></p>		
	<p>Upgrade Main Entrance Lobby &amp; Reception Area of approximately 2000 SF Flooring, Glass Wall &amp; Reception Desk.</p>	<p>Spring 2017</p>
<p><b>Lobby Renovation: University Center</b></p>		
	<p>Repair and Replace portions of the General Arts Building Parapet Wall.</p>	<p>Summer 2017</p>
<p><b>Parapet Waterproofing &amp; Repairs: Northwest Campus</b></p>		

	Description	Comp. Date
	<p>Repair Leaking in Downtown Campus Stairwell.</p>	<p>Fall 2017</p>
<p><b>Stairwell Waterproofing Repairs: CLI Central Educational Complex</b></p>		
	<p>Replace Existing Vestibule with New Insulated Glass &amp; Frames, ADA Compliant Controls, New Lighting, Vinyl Wall Covers &amp; Painting Both Entrances.</p>	<p>Fall 2017</p>
<p><b>District Office Vestibule Improvements: CLI Central Educational Complex</b></p>		
	<p>Completed Design Documents for the Landscaping, Lighting, Drainage &amp; Paving.</p>	<p>Fall 2017</p>
<p><b>Site Engineering: Ted Scott Campus</b></p>		



	Description	Comp. Date
	<p><b>Repair Water leaks in the Laboratory Science Building on the Northwest Campus</b></p>	<p>Fall 2017</p>
<p><b>LSB Waterproofing Repairs: Northwest Campus</b></p>		
	<p><b>Mechanical Renovation &amp; Modernization of the two passenger elevators within the District Office</b></p>	<p>Fall 2017</p>
<p><b>Elevator Modernization CLI Central Educational Complex</b></p>		
	<p><b>Collect samples for analysis of suspected hazardous materials within the Powerhouse Structure.</b></p>	<p>Fall 2017</p>
<p><b>Powerhouse Hazardous Material Survey: Northwest Campus</b></p>		



	Description	Comp. Date
	<p>District Wide Engineering Assessments to determine the required mechanical improvements at each facility.</p>	<p>Fall 2017</p>
<p><b>HVAC Engineering Assessment: District Wide</b></p>		
	<p>Renovation of approximately 3500 SF space to be utilized as a Business Development &amp; Training Center including new access Flooring, Ceiling, Lights &amp; Painting.</p>	<p>Winter 2018</p>
<p><b>Entrepreneurship Resource Center: CLI Central Educational Complex</b></p>		
	<p>Replacement of approximately 7,500 SF of defective Curbs &amp; Walkway in area surrounding the Welcome Center &amp; Laboratory Science Building.</p>	<p>Spring 2018</p>
<p><b>Concrete Replacement: Northwest Campus</b></p>		

	Description	Comp. Date
	<p><b>Conversion of the Downtown Campus Child Care Services to become Executive Level Office Space containing 6 Offices, 6 Cubicles, Conference &amp; Break Room.</b></p>	<p>Fall 2017</p>
<p><b>Instructional Support Unit Renovation: CLI Central Educational Complex</b></p>		
	<p><b>Paint Unfinished Concrete Bock in Hallways &amp; Repaint Corridors, Lobbies and all previously painted surfaces.</b></p>	<p>Summer 2018</p>
<p><b>Painting Upgrades: Downriver Campus</b></p>		
	<p><b>Replace Exterior Doors &amp; six concrete flags, regrade to slope away from the Mary Ellen Stempfle Building.</b></p>	<p>Summer 2018</p>
<p><b>Exterior Door &amp; Concrete Replacement: University Center</b></p>		



**Description**

**Replace Flooring on the Northwest, Downtown & University Center Campuses with Carpet & Vinyl Planks.**

**Comp. Date**

**Summer  
2018**

**Comprehensive Flooring: MESUC, Northwest, & CLI Central Educational Complex**



**Complete Renovation of Ten Restrooms on the Downriver Campus.**

**Fall  
2018**

**Restrooms Renovation: Downriver Campus**



**Relocate the existing Health Science Equipment Dispensary in order to meet accreditation standards.**

**Fall  
2018**

**Health Science Dispensary: Northwest Campus**



	Description	Comp. Date
	<p>Enhance the Southern Entry of the Northwest Campus with annual plant materials.</p>	<p>Fall 2018</p>
<p><b>Landscape Improvements: Northwest Campus</b></p>		
	<p>Replace &amp; Repair the damages caused to the District Office Façade.</p>	<p>Fall 2018</p>
<p><b>Emergency Façade Repairs CLI Central Educational Complex</b></p>		
	<p>Grade &amp; Repave Lot No. 6 to provide Parking displace by the construction of the Wellness Center</p>	<p>Fall 2018</p>
<p><b>Lot 6 Paving: CLI Central Educational Complex</b></p>		





### Description

Assess all Structural Concerns on the Northwest Campus & Eastern Campus.

### Comp. Date

Fall  
2018

## Structural Engineering Phase I: Northwest Campus & Eastern Campus



Convert an existing window opening into a Door giving access to the General Arts Building's Roof.

Fall  
2018

## GAB Roof Access Door: Northwest Campus



Renovation of the Electronics Classrooms on the Downtown Campus, addressing Life Safety issues while enhancing the functionality of the classrooms.

Fall  
2018

## Electronic Classrooms Renovation: CLI Central Educational Complex



**Description**

A collection of projects to correct the branding & imaging of the Northwest Campus. The Scope includes Architectural, Concrete, Glazing & Electrical Work.

**Comp. Date**

Fall  
2018

**Campus Branding & Imaging: Northwest Campus**



Replace All the drinking fountains District Wide, Including new Water Bottle Fill Stations & Water Conservation Metrics.



Fall  
2018



Replace the Downtown Campus & District Office's Cooling Towers.

Fall  
2018

**Cooling Tower Replacement: CLI Central Educational Complex**

	Description	Comp. Date
	<p>Replace the Carpet in the Health Science Center Lobby and adjacent Offices.</p>	<p>Fall 2018</p>
<p><b>Lobby &amp; Office Carpet Replacement: Northwest Campus</b></p>		
	<p>Clean and Restore the interior badly soiled Concrete in the Downtown Campus Main Corridor.</p>	<p>Winter 2018</p>
<p><b>Interior Concrete Cleaning: CLI Central Educational Complex</b></p>		
	<p>Replace damaged wrought iron fence on the perimeter of the Northwest Campus.</p>	<p>Winter 2018</p>
<p><b>Fencing Replacement: Northwest Campus</b></p>		



	Description	Comp. Date
	<p>Paint the exposed in concrete from lower Corridor to the Atrium on the Downtown Campus.</p>	<p>Winter 2018</p>
<p><b>Wildcat Corridor &amp; Atrium Painting: CLI Central Educational Complex</b></p>		
	<p>Replace the water damaged VCT Flooring Tile with new matching VCT Tile in the Health Science Center.</p>	<p>Winter 2019</p>
<p><b>Corridor Flooring Replacement: Northwest Campus</b></p>		
	<p>Repair and Replace Damaged Exterior Retaining Wall on the Eastern Campus.</p>	<p>Winter 2018</p>
<p><b>Damaged Retaining Wall Repairs: Eastern Campus</b></p>		




	Description	Comp. Date
	<p>Address Water Breach with clean-up &amp; new finishes in the Lower level of the District Office, in the areas of the Corridors and Freight Elevator Shaft.</p>	<p>Winter 2018</p>
<p><b>Water Breach Repairs: CLI Central Educational Complex</b></p>		
	<p>Gather Water samples of the entire district's water to test the water quality.</p>	<p>Winter 2018</p>
<p><b>Water Quality Testing: District Wide</b></p>		
	<p>Repair &amp; secure damaged existing Handrail.</p>	<p>Winter 2018</p>
<p><b>Damaged Handrail: CLI Central Educational Complex</b></p>		

	Description	Comp. Date
<b>Marque Sign Replacement: University Center</b>	Replace the existing MESUC Marque sign with a new Campus Sign which includes all affiliated/participating institutions.	Spring 2019
	Conduct an Environmental Survey for the Downtown Campus Ceiling for the Downtown Campus Comprehensive Ceiling Replacement.	Spring 2018
<b>Ceiling Environmental Survey: CLI Central Educational Complex</b>		
	Repair and Replace all damages from the Water Breach on the Eastern Campus.	Spring 2019
<b>Water Damage Remediation: Eastern Campus</b>		

	Description	Comp. Date
	<p><b>Total Renovation of the Exterior Planter on the District Office. Complete with new granite and lighting.</b></p>	<p>Spring 2018</p>
<p><b>Exterior Planter Renovation: District Office</b></p>		
	<p><b>Renovate the Downtown Campus Loading dock and Janitorial area.</b></p>	<p>Spring 2019</p>
<p><b>Custodial Department Upgrades: Downtown Campus</b></p>		
	<p><b>Unclog the Storm drain to create flow from Campus rooftop to drain.</b></p>	<p>Spring 2019</p>
<p><b>Damaged Catch Basin &amp; Plugged Line: Ted Scott Campus</b></p>		



	Description	Comp. Date
	<p>Fully Renovate 8,000 SF of the Informational Technology Department Offices in the District Office Building.</p>	<p>Summer 2019</p>
<p><b>IT Department Renovation: CLI Central Educational Complex</b></p>		
	<p>Complete Assessment &amp; Develop Construction Drawings for all of the Structural Concerns on the Eastern Campus.</p>	<p>Spring 2019</p>
<p><b>Structural Engineering Phase II &amp; III: Eastern Campus</b></p>		
	<p>Repair and Replace all damages from the Water Breach on the 2<sup>nd</sup> and 3<sup>rd</sup> floor of the District Office.</p>	<p>Spring 2019</p>
<p><b>2<sup>nd</sup> &amp; 3<sup>rd</sup> Floor Water Damage Remediation: CLI Central Educational Complex</b></p>		





**Description**

**Tear out and Replace the Downtown Campus Entrance to the Lot 6 Alley.**

**Comp. Date**

**Spring  
2019**

**Lot 6 Entry Paving: CLI Central Educational Complex**



**Remove and Replace overhead Skylight, Due to life safety concerns.**

**Spring  
2019**

**Skylight Replacement: Northwest Campus**



**Replace the Broadloom and Stair Carpet in the Downtown Campus Atrium.**

**Spring  
2019**

**Atrium Carpet Replacement: CLI Central Educational Complex**




	Description	Comp. Date
	Gather a Environmental Survey for the Northwest Campus Welcome center.	Spring 2019
<b>Welcome Center Environmental Survey: Northwest Campus</b>		
	Gather a Environmental Survey for the Northwest Campus Welcome center.	Summer 2019
<b>Sidewalk Sinkhole Emergency Repairs: Ted Scott Campus</b>		
	Disconnect Electrical & Plumbing for the removal of all Scrap Metal items on the Second level of the Welcome Center	Spring 2019
<b>Kitchen Equipment Salvaging: Northwest Campus</b>		



	Description	Comp. Date
	<p>Renovate the existing Police Authority Offices and adjacent Computer Lab into the new District Police Authority Offices.</p>	<p>Fall 2019</p>
<p><b>Police Authority Office Renovation: Eastern Campus</b></p>		
	<p>Remediate all Asbestos Containing Materials on the second level of the Welcome Center.</p>	<p>Summer 2019</p>
<p><b>Welcome Center Remediation: Northwest Campus</b></p>		
	<p>Demolish and Upgrade all Corridor Ceiling Systems, Lighting and Mechanical on the Downtown Campus.</p>	<p>Fall 2019</p>
<p><b>Comprehensive Ceiling Replacement: CLI Central Educational Complex</b></p>		



	Description	Comp. Date
	<p>Create a Training Center to provide hands-on training in caring for a patient battling Dementia.</p>	<p>Fall 2019</p>
<p><b>GAB Dementia Patient Training Room: Northwest Campus</b></p>		
	<p>Address Site Drainage Issues while enhancing the Landscape of the Ted Scott Campus from the entry approach to the front door of the campus.</p>	<p>Spring 2019</p>
<p><b>Site Improvement Project: Ted Scott Campus</b></p>		
	<p>Renovate all the Downtown Campus Vestibules, with New Curtain Wall system.</p>	<p>Summer 2019</p>
<p><b>Vestibule Renovation: CLI Central Educational Complex</b></p>		



	Description	Comp. Date
	<p>The restoration of the Exterior Curtis L Ivery Educational Complex District Office.</p>	<p>Winter 2019</p>
<p><b>Exterior Restoration: CLI Central Educational Complex</b></p>		
	<p>The Painting of all common areas on the Eastern Campus, including all unpainted concrete blocks in the lobby.</p>	<p>Winter 2019</p>
<p><b>Comprehensive Painting: Eastern Campus</b></p>		
	<p>The replacement of all second-floor exterior windows of the Denise Wellons-Glover Welcome Center.</p>	<p>Summer 2019</p>
<p><b>Welcome Center Exterior Window Replacement: Northwest Campus</b></p>		

	Description	Comp. Date
	<p>Replace defected concrete flatwork, curbs &amp; Stairs throughout the entire Curtis L Ivery Central Educational Complex.</p>	<p>Spring 2020</p>
<p><b>Site Concrete Replacement: CLI Central Educational Complex</b></p>		
	<p>Replace defected concrete flatwork, curbs &amp; Stairs throughout the Northwest Campus.</p>	<p>Summer 2020</p>
<p><b>Concrete Replacement: Northwest Campus</b></p>		
	<p>Replace defected exterior sealant around the entire parameter of the Denise Wellons-Glover Welcome Center.</p>	<p>Summer 2020</p>
<p><b>Welcome Center Lower Level Coping Sealant: Northwest Campus</b></p>		



**Description**

Replace defected concrete flatwork, curbs & Stairs throughout the entire Curtis L Ivery Central Educational Complex.

**Comp. Date**

Fall  
2020

**AAB Fire Panel Replacement: Northwest Campus**



Remove all Heating and Cooling Blockage for the Financial Aid Office in the Welcome Center to allow full airflow.

Fall  
2020

**Financial Aid Office HVAC Improvements: Northwest Campus**





Complete replacement Area H of the Health Science Center's Roof.

Fall  
2020

**Health Science Center Roof Replacement Part I: Northwest Campus**



	Description	Comp. Date
	<p>Install Tempered glass in each dental lab cell to better suit lab for PPE.</p>	<p>Spring 2020</p>
<p><b>Dental Lab Partitioning: Northwest Campus</b></p>		
	<p>Complete replacement Area F of the Health Science Center's Roof.</p>	<p>Spring 2021</p>
<p><b>Health Science Center Roof Replacement Part II: Northwest Campus</b></p>		
	<p>Fill the existing Hydraulic pit in the Eastern Campus Auto bay with engineered soil and concrete.</p>	<p>Spring 2021</p>
<p><b>Hydraulic &amp; Foundation Demolition: Eastern Campus</b></p>		





### Description

Completely clean the Powerhouse Building from all hazardous pigeon guano, debris, and waste.

### Comp. Date

Summer  
2021

## Powerhouse Building Cleanout: Northwest Campus



Replace all damaged glass and remove the boarded windows on the north side of the Powerhouse Building.

Summer  
2021

## Powerhouse Building Glass Replacement: Northwest Campus



Seal the entire south facing skylight glazing system of the Laboratory Science Building to prevent further glazing related water leaks.

Summer  
2021

## LSB Skylight Sealing: Northwest Campus



**Removal eight planters from the landscaping of the Welcome Center, to enhance the openness of the building's entryway.**

**Comp. Date**

**Summer  
2021**

### **Welcome Center Planter Removal: Northwest Campus**



**40,000 sf renovation of the Second Floor of the Denise Wellons-Glover Welcome Center. Complete with Three Banquet Halls, Commercial Kitchen, Green Rooms, Lounges, Classrooms etc.**

**Summer  
2021**

### **Welcome Center Renovation Phase I: Northwest Campus**

# Active Projects

Summer 2021 Edition

## 6 Projects





	Description	Comp. Date
<b>LSB Site Drainage: Northwest Campus</b>	Complete replacement of the existing Fire alarm system for the Eastern Campus. Including new Fire Panel, Wiring, Horns & Strobes.	Summer 2021
	Reroute the existing sump pump drain underground to the nearest sewer drain.	Summer 2021
<b>Sump Pump Rerouting: University Center</b>	Removal all visible overhead concrete hazards due to the structural conditions on the Eastern Campus.	Summer 2021
	<b>Structural Debris Removal: Eastern Campus</b>	



	Description	Comp. Date
	<p>Complete replacement of the existing Fire alarm system for the Eastern Campus. Including new Fire Panel, Wiring, Horns &amp; Strobes.</p>	<p>Summer 2021</p>
<p><b>Fire Panel Replacement: Eastern Campus</b></p>		
	<p>Integrate the New Fire Panel for the 2<sup>nd</sup> floor to the Lower level &amp; Main Level of the Denise Wellons-Glover Welcome Center.</p>	<p>Summer 2021</p>
<p><b>Welcome Center Fire Panel Replacement: Northwest Campus</b></p>		
	<p>Replace the District Office Granite cap and install skateboard deterrents to discourage vandalism.</p>	<p>Summer 2021</p>
<p><b>Granite Replacement: CLI District Office</b></p>		

Summer 2021 Edition

# Future Projects

**54 Projects**



2021

### Site Signage Improvements: Eastern Campus

Estimated Start Date: Fall 2021  
Presumed Duration: 60 Days

### West Jefferson Drive Improvements: CLI Central Educational Complex

Estimated Start Date: Fall 2021  
Presumed Duration: 30 Days

### Lobby Ceiling Replacement: CLI District Office Building

Estimated Start Date: Fall 2021  
Presumed Duration: 15 Days

### Concrete Screen Wall Repairs: Downriver Campus

Estimated Start Date: Fall 2021  
Presumed Duration: 30 Days

2021

Interior Concrete Restoration/Painting: CLI Central Educational Complex

Estimated Start Date: Fall 2021  
Presumed Duration: 30 Days

Glass Block Replacement: Eastern Campus

Estimated Start Date: Fall 2021  
Presumed Duration: 30 Days

Academic Administration Building Repurposing: Northwest Campus

Estimated Start Date: Fall 2021  
Presumed Duration: 20 Days

Site Concrete Replacement: Eastern Campus

Estimated Start Date: Fall 2021  
Presumed Duration: 20 Days

Summer 2021 Edition



2021

Corridor Improvements: CLI District Office Building

Estimated Start Date: Fall 2021

Presumed Duration: 30 Days

Exterior Restoration CLI Central Educational Complex

Estimated Start Date: Fall 2021

Presumed Duration: 30 Days

Structural Repair: Northwest Campus

Estimated Start Date: Fall 2021

Presumed Duration: 6 Weeks

Campus Buildings Restoration: Northwest Campus

Estimated Start Date: Fall 2021

Presumed Duration: 1 Month

2021

Roofing Replacement: District Wide

Estimated Duration: Fall 2021- 2022

Uniform Signage Graphics & Arts: District Wide

Estimated Start Date: Fall 2021  
Presumed Duration: 2 Months

Health Science Center Restroom Improvements: Northwest Campus

Estimated Start Date: Fall 2021  
Presumed Duration: 15 Days

Comprehensive Flooring Replacement: Eastern Campus

Estimated Start Date: Winter 2021  
Presumed Duration: 30 Days

Summer 2021 Edition

2021

### Fire Panel Replacement: District Wide

Estimated Start Date: Fall 2021  
Presumed Duration: 2 Months

### Structural Repairs: Eastern Campus

Estimated Start Date: Winter 2021  
Presumed Duration: 9 Months

### Interior & Exterior Door Replacement: Downtown Campus

Estimated Start Date: Summer 2021  
Presumed Duration: 3 Months

2022

### Interior & Exterior Door Replacement: District Wide

Estimated Start Date: Winter 2022  
Presumed Duration: 4 Months

### Elevator Modernization: Northwest Campus

Estimated Start Date: Spring 2022  
Presumed Duration: 3 Months

### Vestibule Improvements: District Wide

Estimated Start Date: Spring 2022  
Presumed Duration: 3 Months

### Student Atrium Union "Town Square" Renovation: CLI Central Educational C

Estimated Start Date: Spring 2022  
Presumed Duration: 3 Months

Summer 2021 Edition



2022

### Restrooms Renovation: Ted Scott Campus

Estimated Start Date: Spring 2022  
Presumed Duration: 6 Month

### Classrooms Renovation: Downtown Campus

Estimated Start Date: Summer 2022  
Presumed Duration: 3 Weeks

### Facilities Office Renovation: CLI Central Educational Complex

Estimated Start Date: Fall 2022  
Presumed Duration: 6 Weeks

### Veterans Resource Center: Eastern Campus

Estimated Start Date: Spring 2022  
Presumed Duration: 30 Days

2022

### Paving Maintenance Program: District Wide

Estimated Start Date: Summer 2022  
Presumed Duration: 3 Weeks

### Comprehensive Flooring Replacement: Ted Scott Campus

Estimated Start Date: Summer 2022  
Presumed Duration: 30 Days

### Comprehensive Flooring Replacement: Downriver Campus

Estimated Start Date: Summer 2022  
Presumed Duration: 20 Days

### Comprehensive Painting: Ted Scott Campus

Estimated Start Date: Summer 2022  
Presumed Duration: 30 Days

Summer 2021 Edition

2022

Lobby Renovation: CLI Central Educational Complex

Estimated Start Date: Fall 2022  
Presumed Duration: 30 Days

Lobby Renovation: CLI Central Educational Complex

Estimated Start Date: Fall 2022  
Presumed Duration: 30 Days

Student Lounge & Cashier Office Improvements: Eastern Campus

Estimated Start Date: Fall 2022  
Presumed Duration: 1 Month

HVAC Mechanical Upgrades: District Wide

Estimated Start Date: Fall 2022  
Presumed Duration: 3 Months

2022

### Interior Handrail Refinishing Project: CLI Downtown Campus

Estimated Start Date: Fall 2022

Presumed Duration: 15 Days

### Emergency Lighting: District Wide

Estimated Start Date: Winter 2022

Presumed Duration: 2 Months

Summer 2021 Edition



2023

Virtual Library & Glass Front: CLI Central Educational Complex

Estimated Start Date: Spring 2023  
Presumed Duration: 60 Days

Restroom Renovation: Northwest Campus

Estimated Start Date: Spring 2023  
Presumed Duration: 3 Months

Interior Lighting Replacement: District Wide

Estimated Start Date: Spring 2023  
Presumed Duration: 30 Days

Veterans Resource Center: Eastern Campus

Estimated Start Date: Spring 2023  
Presumed Duration: 30 Days

2023

Restrooms Renovation: Ted Scott Campus

Estimated Start Date: Spring 2023

Presumed Duration: 6 Month

Courtyard Plaza Redesign: CLI Central Educational Complex

Estimated Start Date: Spring 2023

Presumed Duration: 9 Months

Flooring Replacement: Ted Scott Campus

Estimated Start Date: Summer 2023

Presumed Duration: 3 Weeks

Employee Break Room Renovation: CLI Central Educational Complex

Estimated Start Date: Summer 2023

Presumed Duration: 30 Days

Summer 2021 Edition

2023

**Comprehensive Flooring Replacement Phase II: CLI Central Educational Complex**

Estimated Start Date: Summer 2023  
Presumed Duration: 3 Months

**Blue Light Tower Installation: District Wide**

Estimated Start Date: Summer 2023  
Presumed Duration: 2 Weeks

**President's Office Renovation: District Wide**

Estimated Start Date: Fall 2023  
Presumed Duration: 3 Months

**Facilities Office Renovation: CLI Central Educational Complex**

Estimated Start Date: Fall 2023  
Presumed Duration: 6 Weeks

2023

Restroom Renovation: Ted Scott Campus

Estimated Start Date: Fall 2023  
Presumed Duration: 3 Months

Police Authority Renovation: Downriver Campus

Estimated Start Date: Fall 2023  
Presumed Duration: 6 Weeks

Welcome Center Student Lounge Renovation: Northwest Campus

Estimated Start Date: Fall 2023  
Presumed Duration: 2 Months

Summer 2021 Edition



2024

## Welcome Center Renovation Phase II: Northwest Campus

Estimated Start Date: Summer 2024  
Presumed Duration: 12 Months

## LRC Archival Suite: CLI Central Educational Complex

Estimated Start Date: Fall 2024  
Presumed Duration: 30 Day



801 W. Fort St.  
Detroit, MI 48226

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#### **BOARD OF TRUSTEES**

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#### **CAMPUS LOCATIONS**

##### **CURTIS L. IVERY DOWNTOWN CAMPUS**

1001 W. Fort  
Detroit, MI 48226  
313-496-2758

##### **DOWNRIVER CAMPUS**

21000 Northline  
Taylor, MI 48180  
734-946-3500

##### **EASTERN CAMPUS**

5901 Conner  
Detroit, MI 48213  
313-922-3311

##### **MARY ELLEN STEMPFLE UNIVERSITY CENTER/ CENTER FOR LEARNING TECHNOLOGY**

19305 Vernier Road  
Harper Woods, MI 48225  
313-962-7150

##### **NORTHWEST CAMPUS**

8200 West Outer Drive  
Detroit, MI 48219  
313-943-4000

##### **TED SCOTT CAMPUS**

9555 Haggerty  
Belleville, MI 48111  
734-699-7008