



CAPITAL OUTLAY PLAN FY2016 - FY2020

Updated November 1, 2014

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Introduction

Henry Ford College (HFC) recently celebrated its 75th anniversary as a leader in providing educational services to the local community and beyond. HFC is a public two-year college located in Dearborn, Michigan. The school was originally named Fordson Junior College when it opened its doors in 1938. Later, the College adopted the name Dearborn Junior College in 1946. It became Henry Ford Community College in 1952, named after the Henry Ford Trade School which closed and its assets were transferred to the Dearborn Public Schools Board of Education. In May 2014, the College was renamed Henry Ford College.

Since its founding in 1938, HFC has been the gateway to higher education for thousands of students seeking affordable, high-quality post-secondary education. HFC is a comprehensive public community college serving about 18,000 students each fall and winter semester in southeast Michigan. HFC is dedicated to preparing students for a rapidly changing world and workplace by offering more than 100 associate degree career and university transfer programs.

HFC offers high-quality, innovative programs to meet the educational and training needs of the region. Students prepare to transfer to a university or prepare to go directly to work. HFC also specializes in customized workforce development training for business and industry. HFC offers classes on two campuses situated in Dearborn. HFC's Main Campus is located on the southwest corner of Ford Road and Evergreen, north of the University of Michigan-Dearborn campus. The East Campus is home to HFC's Michigan Technical Education Center (M-TEC) and the state-of-the-art Nursing building.

In May 2013, Dr. Stan Jensen assumed the presidency of HFC. Under his leadership, he steered the College out of a \$16 million budget deficit through various cost-savings measures, passed a millage, and re-focused efforts at the College on student success initiatives. HFC continues to be *Future Driven* and focused on contributing to the economic success of our students, the region, and the world.

I. MISSION STATEMENT

Mission

Henry Ford College transforms lives and builds better futures by providing outstanding education. As a student-centered, evidence-based college, our success is measured by the success of our students. We empower learners through the development of independent, critical and creative thinking, and we foster diversity, tolerance, understanding, and acceptance to prepare learners to succeed in a global society. We anticipate and respond to the needs of our stakeholders, exceed their expectations and serve the public good.

Vision

First Choice... Best Choice...

Values

We have a PASSION for...

- teaching and learning;
- exploring diverse perspectives and ideas;
- creating a student-centered environment;
- transforming lives through continuous learning; and
- excellence in all that we do.

We demonstrate INTEGRITY through...

- accountability;
- responsible stewardship;
- ethical conduct;
- honest dialogue; and
- sustainable practices.

We promote INGENUITY by...

- being agile, flexible, and responsive;
- rewarding discovery, creativity, and innovation;
- collecting, evaluating, and acting on evidence;
- thinking critically; and
- continuously reimagining the future.

We show RESPECT for one another when we...

- collaborate and rely on teamwork;
- celebrate diversity and inclusiveness;
- maintain transparent practices;
- show compassion and empathy; and
- are engaged and committed to our shared work.

II. INSTRUCTIONAL PROGRAMMING

A. Describe existing academic programs and projected programming changes during the next five years, in so far as academic programs are affected by specific structural considerations

Henry Ford College is a comprehensive community college providing pre-professional studies, associate's in science, associate's in applied science, and associate's in arts degrees, associate's in general studies, as well as certificates. The College website contains a complete listing of the over [100 academic programs](#) offered.

Programs being introduced in the next five years include a Bachelor of Science (BS) in Culinary Arts as well as Associate degrees in welding, tool & die, transportation, distribution, and logistics, and mechatronics. These program improvements require high tech classrooms and laboratories that are supported by a robust technological infrastructure. Henry Ford College is submitting a capital outlay project request for FY16 in order to continue development of one of a major academic initiative described below.

The Center for Innovative Manufacturing Education (CIMed)

The Center for Innovative Manufacturing Education (CIMed) at Henry Ford College will be a student-centered, curriculum-led, and instruction-assisted future driven learning environment. The facility design and equipment will replicate the industrial environment. The instruction and delivery mechanisms will provide the student with industry-standard, competency-based outcomes in a manner that matches their learning styles and allows for maximum flexibility in access. The student will learn at their own pace and on their own schedule. The curriculum is competency-based and includes self-contained modules of learning that will provide the student with the knowledge, skills, and abilities needed to succeed in the workplace.

It is instructor-assisted in that the lab will be led by an expert faculty member whose role changes from a professor of knowledge to a facilitator and mentor of knowledge, skills, and abilities. Companies will be able to purchase custom training from a list of single credit courses and can schedule training times custom fit to their needs. The flexible learning environment provides custom and individual learning in the form of seminars, certificates, credit courses, and degree programs.

The CIMed will be housed in a facility capable of housing several "Super Labs". These Super Labs are learning environments that replicate the workplace and house the College's manufacturing-related programs. All would share the lab in an open/flexible manner. The lab will be designed to be a centralized lab facility that will prevent the duplication of equipment in programs and provide the delivery of inter-disciplinary programs with dedicated state-of-the-art equipment and learning opportunities. Technology and equipment will be shared by a number of program areas, as does the real world of work.

The lab will offer learning in modular, open-entry/open-exit, and instructor-assisted format. This lab and delivery system will enable HFC to provide a quality education that enhances success of the students. The lab will excite learners and provide a learning experience that will prepare them for their occupations. A sample space plan and photos of the type of space needed for this facility are included in Appendices A and B.

Four Year Degree in Culinary Arts

Henry Ford College is also developing the **BS in Culinary Arts** (CIP code 12.0503 – Culinary Arts/Chef Training) to begin in the Fall of 2015. This degree program is in response to increasing pressure on chefs and food service managers to possess a uniform skill set that includes technical knowledge, critical thinking, and leadership abilities. An increasingly challenging legal and regulatory environment, challenging socio-economic forces, and an increasingly competitive business environment, has created this pressure.

Data collected from the Occupational Information Network (O*NET) and the National Center for Educational Statistics (NCES) indicate the number of projected annual job openings in Michigan for positions which require at least some college and are related to Hospitality/Culinary Arts is equal to 4,280. In Michigan, the number of annual Certificate, Associate Degree, and Bachelor Degree completers in Michigan is equal to 1,710.

Accreditation by the American Culinary Federation Educational Foundation was first achieved in 1996. In 2002, Henry Ford Community College opened the renovated Student and Culinary Arts Center building with its current layout including the three kitchen-labs, 24 seat computer-lab, 96 (customer) seat Fifty One O One Restaurant-lab, 24 seat Culinary Studio and 32 seat classroom.

The AAS in Culinary Arts received re-accreditation in July of 2009 for seven years as an Exemplary Program. In order to achieve and maintain high quality in the current facility, in 2009, the program size was capped at roughly 420 students. As part of the process of implementing the bachelor's level program and as documented through the operational planning process, the facility will be improved as follows:

- Move and expand Hospitality Studies offices to northwest corner of building.
- Add two multi-function 32 seat classrooms to north end of building. (C-119 and C-113-117)
- Add cake decorating room (climate controlled) off bake shop, C-163 A, B, F)
- Add walk-in cooler & freezer, C-163 E
- Add receiving desk/area, C-163
- Add small wares storage, C-159
- Convert current walk-in cooler/freezer to dedicated meat/fish/poultry

Meetings with architects have taken place such that planning documents and cost estimates can be prepared.

B. Identify the unique characteristics of each institution's academic mission

HFC embodies many unique characteristics. They include:

1. Nineteen areas of study for transfer students.
2. Fifty two associate degree and certificate programs in career and technical fields.
3. Workforce development training activity offered through the Office of Corporate Training and the M-TEC. This includes opportunities that cross over academic and technical disciplines. Training is learner centered and is available for incumbent workers needing an upgrade of skills, as well as the unemployed, and the underemployed.
4. Continuing educational programs offered through the Workforce & Professional Development. These programs are open enrollment programs intended for personal and professional development.
5. A strong connection to twenty-nine local school districts. Dual enrollment and career exploration opportunities are available to high school students to help prepare them for post-secondary education and the world of work including the Henry Ford Early College and Collegiate Academy.
6. Special needs programs and supportive activities.
7. A Center for Teaching Excellence and Innovation for teacher development.
8. The College radio station, WHFR.
9. A strong developmental education program, with an extensive Learning Lab, to help meet the reading, writing, and math needs of students.
10. An English Language Institute to assist students for whom English is a second language.
11. Community support through activities such as the presentation of plays and concerts, hosting fund-raising activities for scholarships, open lecture and film series, conference and convention facilities, and dining facilities.
12. Articulation agreements with Cleary College, Concordia College, Detroit College of Business, Eastern Michigan University, Ferris State University, Lawrence Technological University, Madonna University, Marygrove College, Oakland University, Siena Heights College, University of Detroit-Mercy, University of Michigan-Ann Arbor, University of Michigan-Dearborn, Walsh College, and Wayne State University to support the transfer of students to these colleges and universities.
13. A University Center including partnership with Sienna Heights and development of five additional partners to offer four year degrees on the HFC campus.

C. Identify other initiatives which may impact facilities usage

Stemming from the HFC Strategic Plan (Appendix C), the following objectives will impact facilities usage:

1. Develop new and revise existing programs to meet the expectations of the workforce including flexible, innovative manufacturing education environments.
2. Expand HFC degrees to include a Baccalaureate in Culinary Arts and others as opportunities become available (e.g. BA Nursing).
3. Create and expand community and international partnerships and collaborations with business, governmental, non-profit, and educational institutions.
4. Develop and deliver technology training based on the assessed needs of students, faculty, and staff.
5. Ensure that the College's physical facilities, equipment, and technological infrastructure support fulfillment of the College's mission.
6. Promote sustainability and environmentally sound policy in facilities resource planning.
7. Continued development of a University Center to provide opportunities for undergraduate and graduate degree completion.

D. Demonstrate economic development impact of current/future programs

Based on a 2013 study by the Economic Modeling Specialists, International, Figure 1 illustrates the results from "The Economic Contributions of Henry Ford Community College" report detailing the role that the College plays in promoting economic development, enhancing students' careers, and improving quality of life.

FIGURE 1

Overview Fact Sheet

Henry Ford Community College plays a significant role in the local economy and is a sound investment from multiple perspectives. Students benefit from improved lifestyles and increased earnings. Taxpayers benefit from a larger economy and lower social costs. Finally, the community as a whole benefits from increased job and investment opportunities, higher business revenues, greater availability of public funds, and an eased tax burden.

INVESTMENT ANALYSIS

Student Perspective

- HFCC served **26,428** credit students and **2,356** non-credit students in the 2011-12 reporting year.
- Education increases lifetime income. The average income at the career midpoint of someone with an associate's degree in the HFCC Service Area is **\$52,400**.

Students enjoy a 15.4% rate of return on their investment in HFCC.

- The average HFCC student's income increases by **\$6.00** for every dollar invested in HFCC.
- Students enjoy an attractive **15.4%** average rate of return on their HFCC educational investment, recovering all costs in 10.1 years.

Social Perspective

- Higher earnings of HFCC students and associated increases in state income expand the tax base in Michigan by about **\$119 million** each year.
- Michigan will see avoided social costs amounting to **\$6.1 million** per year due to improved health, reduced crime, and reduced welfare and unemployment.

Taxpayer Perspective

- State and local governments allocated approximately **\$43.8 million** in support of HFCC in FY 2011-12.
- For every dollar of this support, taxpayers see a return of **\$2.10** (in the form of higher tax receipts and avoided costs).
- State and local governments see an annual rate of return of **6.8%** on their support for HFCC.

ECONOMIC GROWTH ANALYSIS

College Operations Effect

- The HFCC Service Area economy annually receives **\$70.9 million** in income due to HFCC operations.

Added income attributable to the accumulation of HFCC skills amounts to \$808.1 million each year.

Student Spending Effect

- HFCC estimates that approximately **2%** of its students come from outside the region.
- The expenditures of HFCC's non-local students generate roughly **\$3.6 million** in added income in the HFCC Service Area each year.

Productivity Effect

- The HFCC Service Area economy embodies an estimated **4.9 million** credits that have accumulated over the past 30-year period as thousands of former HFCC students enter the workforce.
- HFCC credits translate to higher earnings for students and increased output of businesses. The added income attributable to the accumulation of HFCC credits in the workforce amounts to around **\$808.1 million** each year.

Total Effect

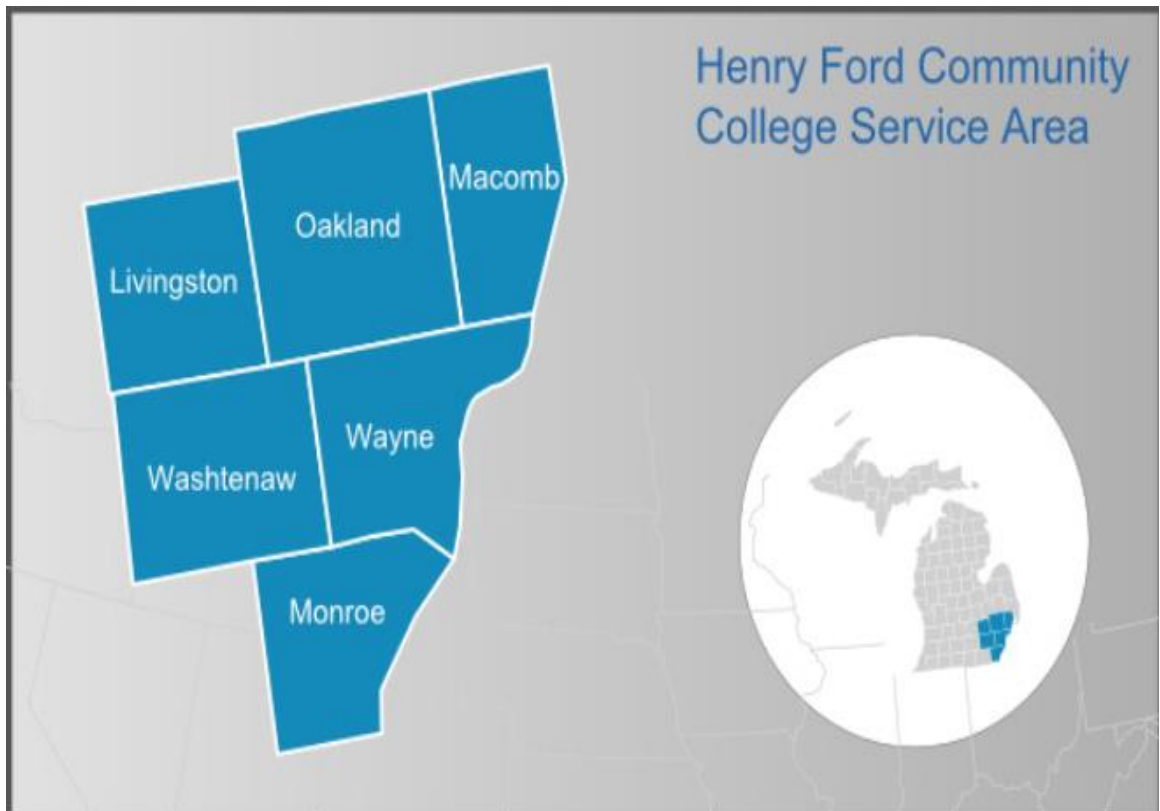
- The total annual impacts on the HFCC Service Area sum to **\$882.6 million**.
- The total impact represents **0.4%** of the total regional economy and roughly **15,570** average wage jobs.

III. STAFFING AND ENROLLMENT

A. Describe current full and part-time student enrollment levels by academic program and define how the programs is accessed by the student

In-district enrollments (serving the City of Dearborn and parts of Dearborn Heights) comprise 27.1% of the unduplicated headcount. Out-of- district enrollments represent 72.9% of overall enrollment. Figure 2 illustrates the College’s immediate service area.

FIGURE 2



According to the Michigan Community College ACS 2012-2013 Data Book, the following describes the student body composition at HFC:

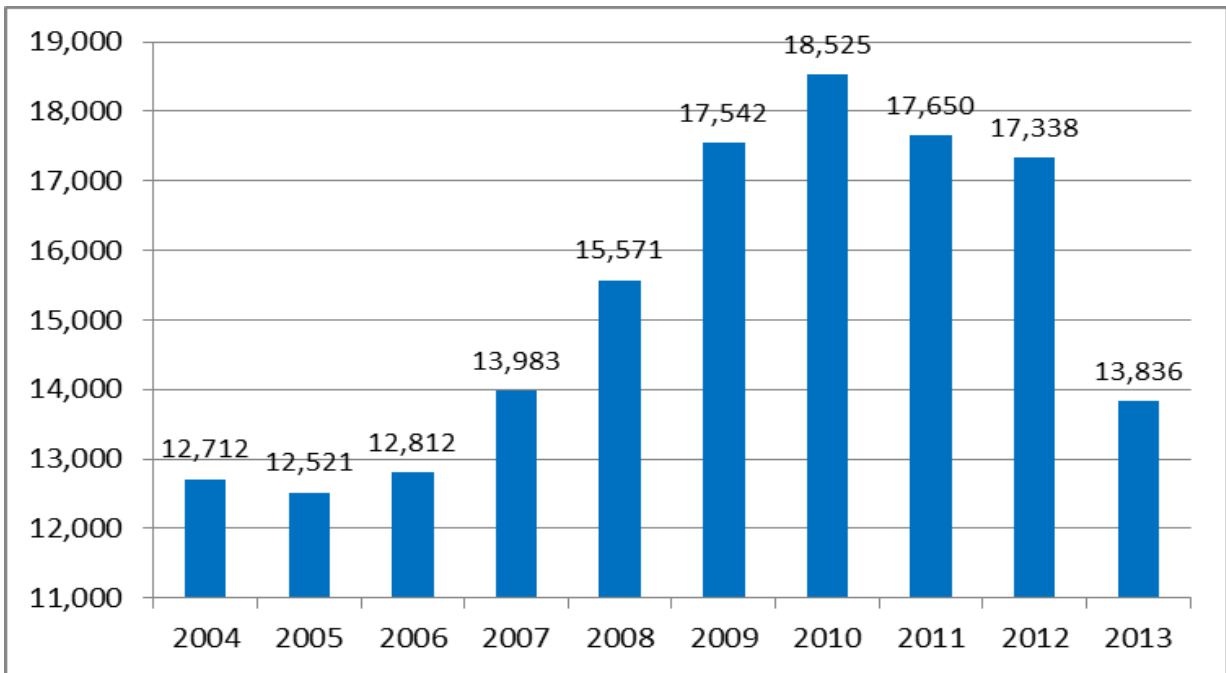
12,203	(FYES) Fiscal Year Equated Students
13,119	(CHES) Contact Hour Equated Students
27,623	Unduplicated Student Headcount

The majority of academic programs are accessed through on-campus instruction at the main campus. The nursing program is located at the East Campus. On-line courses have increased and account for approximately 10% of sections offered. Training programs for business and industry are provided either at the worksite or at the M-TEC.

B. Enrollment Patterns over the last five years & projected enrollment pattern for the next five years

Enrollment trends state-wide in community colleges have experienced increases since 2008. HFC had been fortunate to participate in that upward trend. From fiscal year 2006-2007 to fiscal year 2011-2012, fiscal year equated students increased from 8,598 to 13,331 for an increase of 55%. Since that time, enrollment has declined and leveled off as of Fall 2014. Table 1 below shows HFC enrollment from 2004 – 2013.

**TABLE 1
HFC FALL ENROLLMENT, 2004-2013
AS REPORTED TO IPEDS**



Demographic studies show that the population of the College’s service area will continue its trend toward a slight decline over the next five years.

In the fall of 2014, a course offering guarantee was instituted that we believe has, and will continue to have, a positive impact on enrollment. The policy that sections advertised in the course offerings schedule will be guaranteed to run, HFC is breaking new ground in meeting the needs of students in terms of customer satisfaction as well as degree completion. Agreements with transfer colleges and universities, training and retraining programs, and an emphasis on distance education will be a few of the strategies used to grow and create new programs and services. Programs will be made more accessible by offering more flexible scheduling of classes, including weekend College programs, and by offering more courses and ultimately programs on-line.

An emphasis on recruitment and retention efforts will remain strong and environmental scanning efforts will ensure that the College continues to offer programs that meet the needs of students and the community.

C. Provide instructional staff/student and administrative staff/student ratios for major academic programs

In the nursing program, the faculty to student ratio is about 1:26 and the administrative staff to student ratio is about 1:176. For the health careers programs, the faculty to student ratio is about 1:28 and the administrative staff to student ratio is about 1:140. In the computer information systems program, the faculty to student ratio is about 1:25 and the administrative staff to student ratio is about 1:166.

D. Project future staffing needs based on five year enrollment estimates and future programming

Based on enrollment projections, it is estimated that the total number of adjunct faculty will shrink as the total number of sections declines in certain area. However, with the addition of new programs, it will be necessary to attract highly qualified full-time faculty in culinary arts, manufacturing and health careers.

E. Identify current average class size and projected average class size based on institution's mission and planned programmatic needs

It is the policy of the College that the minimum class size is fifteen students. The average class size is twenty-six students. This, of course, varies according to the nature of the program or type of course. For example, it is appropriate that certain types of general education courses seat thirty students per section.

However, more difficult courses or technical courses that require particular labs are appropriately run with fewer students. At times, a class of less than fifteen students is offered if a group of students need a course during a particular semester in order to graduate.

No change is projected to this policy or average class size. It is the mission of the community college, in general, and Henry Ford College, in particular, to offer small class sizes. This aspect differentiates the community college from the four year university where a class size of 100 is not unusual. Henry Ford College students are promised more individual attention from faculty and support services.

IV. Facility Assessment

A professionally developed comprehensive facilities assessment is required.

Henry Ford College has engaged Stantec, Inc. (formerly SHW) to facilitate the Master Facilities Planning process which includes a facility assessment, utilization plan, and updated master plan. This initiative supports HFC's mission statement and strategic plan by ensuring the College provides an outstanding environment in which to deliver high-quality academic programs. The HFC project management plan includes the project components as shown in Figure 2 and Figure 3 below.

**FIGURE 2
HFC MASTER PLANNING PROCESS, PHASE I – SPRING 2014**

Master Planning Process
Define
Document scope & develop contract
Project kick-off/goal-setting meeting
set process goals + metrics
determine stakeholders
review schedule & process
confirm review process
identify potential issues
confirm deliverables
Discover
Receive/Review data provided by HFCC
strategic plan
academic program goals
demographic, enrollment data
peer institution data
environmental conditions
Engage Heads of Depts/VPs/Provosts/Faculty Senate/Staff
Physical analysis(building/systems)
facility condition assessment
space inventory
Physical analysis(campus/community)
land use and zoning
physical attributes (drainage, topography, noise, views)
environmental conditions
circulation
campus systems
campus quality/image/brand
Functional analysis
space utilization study
Develop base plans and campus model
Review collected data with Steering Committee
Board of Trustees dialog
Benchmarking
tours of other campuses(academic/corporate)
Precedent studies
Issue summary of final analysis
Explore
Masterplan conceptual development
working session with Steering Committee
Masterplan organizational development
develop/test concepts
working session with Steering Committee (portions of concepts to remain/discard)
reassess/test modified concept
working session with Steering Committee
develop final master plan concept
issue final master plan concept

FIGURE 3
HFC MASTER PLANNING PROCESS, PHASE II - FALL 2014

Refine
Develop approved Masterplan concept
working session with Steering Committee
campus identity concept
architectural vocabulary
pedestrian space, circulation and wayfinding strategies
vehicular circulation, wayfinding and parking strategies
landscape and environmental strategies
land use plan
site acquisition plan
budget/funding plan
phasing/implementation plan (timeframes)
Campus community town hall - outreach and feedback
Working session with Steering Committee to review and refine concept
Refine concept based on working session
Presentation to the Steering Committee
Refine concept based on Steering Committee
Presentation to the Board
Deliver
Finalize Master Plan Deliverable
Presentation to the Steering Committee
Publication/Distribution

The assessment must specifically identify:

1. **Summary description of each facility (administrative, classroom, biology, hospital, etc.) according to categories outlined in “net-to-gross ratio guidelines for various building types,” DMB-Office of Design and Construction Major Project Design Manual, appendix 7.**

Appendix D shows the type of each building and its date of construction, square footage, and volume.

2. **Building and/or classroom utilization rates (percentage of rooms used, and percent capacity). Identify building/classroom usage rates for peak (M-F, 10-3), off-peak (M-F, 8-10 am, 3-5 pm), evening, and weekend periods**

This data will be provided as part of the Facility Master Plan currently being updated.

3. **Mandated facility standards for specific programs, where applicable (i.e. federal/industry standards for laboratory, animal, or agricultural research facilities, hospitals, use of industrial machinery, etc.)**

In the science program, laboratories must meet standards set by the Department of Transportation (chemical labeling), OSHA (workplace safety) and the EPA (chemical disposal). Chemicals are handled according to prudent practices for academic chemical laboratories, with emphasis on pertinent local, state, and federal regulations. All faculty go through yearly lab safety training.

The Science Division has a part-time chemical lab technician who is in charge of chemical inventories and lab safety. Standardized inventory and labeling have been implemented to comply with workplace safety and chemical labeling regulations.

The technology programs that teach the use of industrial machinery follow OSHA regulations such as those requiring personal protective equipment, machine guards, and designation of operator areas.

4. Functionality of existing structures and space allocation to program areas served

Functionality of the older (1960's) buildings on the Evergreen site should be improved with larger classrooms which would be part of the renovation plan. The recently completed Science Center project updated one of the original buildings on campus and added a south wing for an additional 19,000 square feet. Many of the classrooms in the liberal arts building, for example, do not provide adequate space for thirty students with their coats, books, and backpacks.

Currently, modern instructional technology is added to buildings as needed. The College has retrofitted many classrooms to include video projectors with DVD, internet, and visualization technology. Future building renovations will include what is now considered standard classroom technology.

5. Replacement value of existing facilities (insured value of structure to the extent available)

A report provided by R. A. Schettler, Inc., listing the Replacement Value New and the Sound or Depreciated Value of all buildings at HFC (dated 12/2011) is included in Appendix E.

6. Utility system condition (i.e., heating, ventilation, and air conditioning (HVAC), water and sewage, electrical, etc.)

The current systems provide sufficient heating, cooling, ventilation, and other utilities to meet occupant needs under most operating conditions. However, all utility systems need to be reviewed and considered in the master facility plan. We believe there is great room for improvement in the area of energy use/efficiency. A subcommittee comprised of facility personnel as well as faculty in the Energy Technology Program has been formed to investigate the potential for savings under performance management contracting.

7. Facility infrastructure condition (i.e., roads, bridges, parking structures, lots, etc.)

The College has completed the redesign and reconstruction of all parking lots at the Evergreen site. This includes a new storm water improvement system that significantly benefits the Rouge River which receives storm water runoff.

Additional investment in 2014 was made in sealing and preventative maintenance of the parking lots. Included in Appendix F is the listing of building repair priorities.

8. Adequacy of existing utilities and infrastructure systems to current and five-year projected programmatic needs

The electrical system at the Evergreen site includes many components that—after more than forty years of use—have exceeded their useful life. A plan was developed to replace much of this infrastructure and to convert from 4800-Volt to 13.2 Kilovolt feeders as recommended by the local electricity provider. The electrical project related to the North Loop feeder is in process.

The College commissioned a study to evaluate the central boiler plant. Options are being analyzed to replace burners, upgrade the piping system, and install heat recovery for the boiler stacks. Commission testing of the boilers will ascertain remaining useful life.

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

The College's enterprise-wide energy plan depends largely on the age of the building and the details of their particular heating/cooling systems as follows:

- Construction/renovation to current energy code standards. This applies to the renovated science building (2011) as well as the new addition to the Science Center (2012), the Welcome Center (2012), and the School of Nursing (2009).
- Retro-commissioning of relatively new buildings with modern controls as funds become available. These include the Heath Careers Education Center (1999) and the M-TEC building (1999).
- Retro-fitting of temperature controls for the Administrative Services and Conference Center (1979) as funds become available.
- Major renovation of older buildings including complete renovation of mechanical systems as is being considered for the liberal arts building (1960).
- Where appropriate, and as funds become available, energy audits of several buildings will be completed to help with identifying opportunities for future savings.

The main campus central heating and cooling plants are given special attention with regard to energy consumption. Capital requests are being considered for replacement of a 25-year old central chiller and a 52-year old central boiler with a more efficient and flexible modern units.

Finally, the buildings and grounds staff are dedicated to managing the mechanical systems with an eye to saving energy as much as possible. We retain a temperature control firm who provides us with regular services to maintain our

Building Management System and assist us with technical support as we improve the system.

10. Land owned by the institution, and include a determination of whether capacity exists for future development, additional acquisitions are needed to meet future demands, or surplus land can be conveyed for a different purpose

Appendix G is a map of the main campus of the College. The southern property line is shared with University of Michigan-Dearborn and the Gabriel Richard Campus Ministry Center. The eastern border flanks Evergreen Road and provides the major vehicular entry points to the campus roadway systems and parking facilities. Immediately east of Evergreen Road is land owned by the Ford Motor Land Development Corporation, the Fairlane Town Center, and Fairlane Meadows. The western facilities boundary is created by the Rouge River watershed, controlled under the jurisdiction of Wayne County. The northern property line is Ford Road (M-153).

Despite these space limitations, it is considered important to protect and preserve as much open space as possible, particularly space adjacent to buildings and building additions.

At this time, it is determined that additional acquisitions are not needed to meet the need of future demands.

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

Student and Culinary Arts Center

2028

V. IMPLEMENTATION PLAN

The Five-Year Capital Outlay Plan should identify the schedule by which the institution proposes to address major capital deficiencies, and:

1. Prioritize major capital projects requested from the State, including a brief project description and estimated cost, in the format provided. Based on the assessments described above, Henry Ford College has established the following projects which are listed in priority order:

a. The Center for Innovative Manufacturing Education (CIMed)

- b. Bachelor of Science in Culinary Arts Facility Plan
- c. Renovate and Upgrade the Electrical System – \$2.6 million
The electrical infrastructure of the College is in need of renovation and upgrading as described above.
- d. Renovate the Liberal Arts Building – TBD
The liberal arts building was constructed in 1963 and is in need of a major renovation. Structural issues regarding the envelope exist such that concerns of water infiltration and subsequent interior damage are present. Renovation would make necessary repairs as well as provide larger classrooms that include sufficient infrastructure to support today's technology requirements as well as provide a more pleasant learning environment for students
- e. Renovate the Athletic Memorial Building – TBD
The athletic memorial building, constructed in 1964, does not provide modern facilities for programming and student activities.
- f. Renovate the Fine Arts Building – TBD
The fine arts building, built in 1981, is in need of structural and functional renovation. The building does not provide adequate space for modern programming needs.

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

HFC administrators and staff are working on with SHW Group to complete an analysis of infrastructure, develop the Master Facilities Plan which will include detailed information regarding deferred maintenance. The plan will address facilities issues according to their impact on health and safety, accessibility, code compliance, potential for stopping further deterioration of facilities, and impact on the learning environment. In anticipation of a formal deferred maintenance plan, the [Facilities website](#) details areas and projects that have been identified as critical and are being addressed as resources are available.

3. Include the status of on-going projects financed with State Building Authority resources and explain how completion coincides with the overall Five-Year Capital Outlay Plan

There are no current projects financed with State Building Authority resources.

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

Studies indicate that campus facilities and appearance are among the top reasons for students choosing a college. Therefore, modern and attractive labs and

classrooms will have significant impact on recruitment and retention. The experience and education students will receive will positively benefit local, state, national, and global employers. The highly skilled workforce will contribute to the economic development of the areas in which the students become employed.

5. Where applicable, consider alternatives to new infrastructure, such as distance learning

The distance learning program at HFC is being reviewed vis-à-vis the long-range strategic goals of the college. The Board of Trustees is allocating resources for research, personnel and ultimately development of the *Online at HFC* College. In essence, the College is developing and implementing a brand new, sustainable, quality first, structure and model focused on student success. To achieve this, a new structure will be established, quality standards will be guaranteed prior to publication, evaluations will be regularly conducted, student learning will be easily evaluated, student services will be embedded, and sustainability measures will be set.

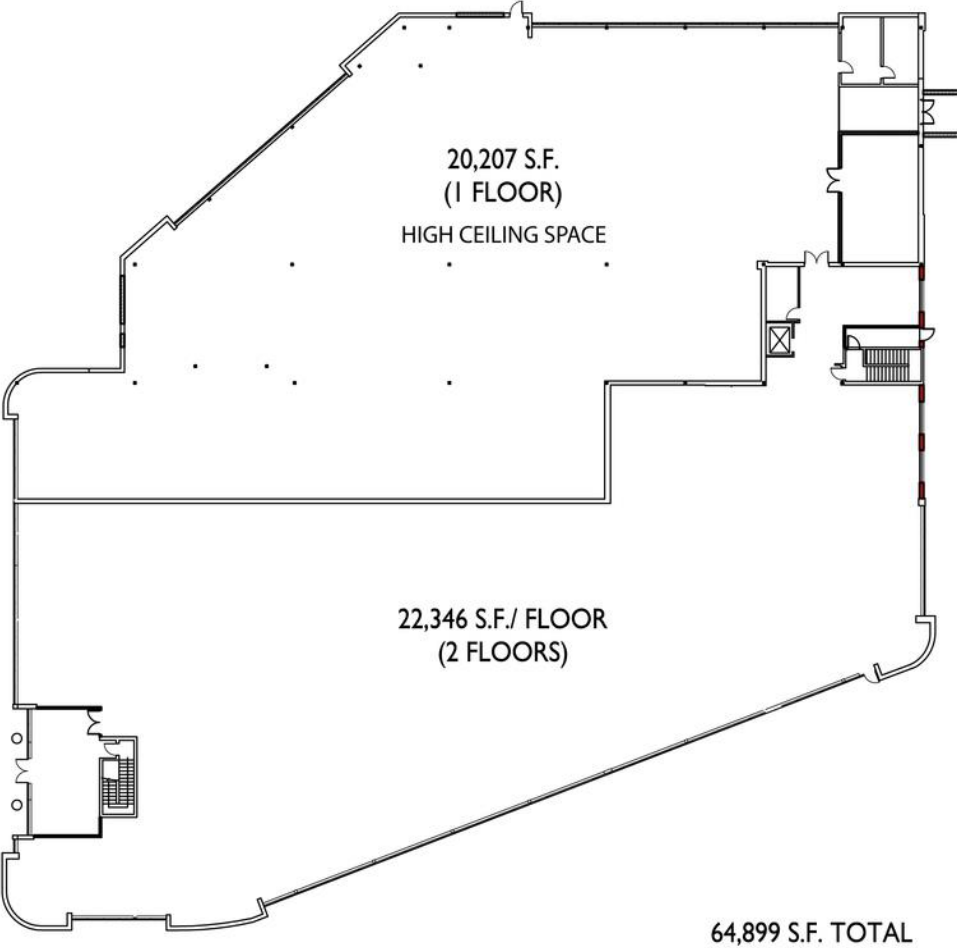
6. Identify a maintenance schedule for major maintenance items in excess of \$1,000,000 for fiscal year 2015 through fiscal year 2019

There are no major maintenance items in excess of \$1,000,000 planned.

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

For 2014-2015, the College has budgeted from operations approximately \$400,000 for non-routine maintenance.

Center for Innovative Manufacturing Education (CIMed)
EXAMPLE OF SPACE REQUIREMENTS



Center for Innovative Manufacturing Education (CIMed)
EXAMPLES OF TYPE OF SPACE REQUIRED



Open Office Area



High Bay Space Interior: 21' Clear



2 Overhead Doors

HFC STRATEGIC PLAN 2013-2015

1. ACCESS

Provide accessible, high quality, and affordable education to meet the needs of our community.

- a) Provide affordable access to the College's programs, courses, and services.
- b) Encourage participation by increasing availability and awareness of financial aid and scholarships.
- c) Develop marketing strategies to recruit new students and increase market share.
- d) Provide priority registration for continuing students.

2. STUDENT SUCCESS

Design and implement strategies to increase student success in their academic pursuits.

- a) Assess student needs and implement plans to increase student retention.
- b) Develop a plan to increase student retention and graduation rates.
- c) Evaluate and improve the College's advising system, as guided by the Counseling and Advising Task Force Report.
- d) Provide training and support to better serve students needing specialized learning support services.
- e) Establish a comprehensive tutoring system, as guided by the Tutoring Task Force Report.
- f) Evaluate and adjust course placement policies to better align student skills with course requirements.
- g) Offer comprehensive technical and academic support to students enrolled in online courses.
- h) Enhance academic opportunities and support for high-achieving students.
- i) Promote student success by ensuring an adequate, sustainable staffing plan, including professional development and equity for all staff, as guided by the College's Operational Planning Process.
- j) Increase graduation rates by promoting the value of an Associate degree and improving articulation and reverse transfer agreements.
- k) Conduct research and disseminate results on reasons students leave the College before completing their goals.

3. COMMUNITY ENGAGEMENT

Investigate, establish, and strengthen partnerships with key stakeholders within the community to better address the needs of students, community stakeholders, and the College.

- a) Provide needed assistance to community agencies and the people they serve by increasing HFC faculty and staff representation and participation in community organizations.

- b) Create more opportunities for community members and organizations to engage in joint programs and services with the College.
- c) Collaborate with other educational institutions and professional organizations to provide students with a seamless educational pathway and enhance their educational opportunities.
- d) Develop and expand programs and projects that engage students, faculty and staff in service learning, civic learning, and democratic practice.
- e) Celebrate the diversity of our campus and community.

4. CONTINUOUS QUALITY IMPROVEMENT

Promote effectiveness through the development and use of continuous quality improvement.

- a) Foster a culture of improvement and effectiveness
- b) Develop strategies to assist underprepared students achieve their educational objectives.
- c) Improve systems and processes in non-academic areas through evaluation and assessment.
- d) Improve the effectiveness of academic programs through assessment and program review.
- e) Develop and implement a plan to improve online teaching and learning, as guided by research and best practices.
- f) Determine the direction of online learning at the College.
- g) Maintain and improve College facilities to provide a welcoming environment conducive to teaching and learning and to promote the image of the College.

5. CAMPUS COMMUNITY

Foster a culture that recognizes and enhances the contributions of all members of the College community.

- a) Increase employee satisfaction and effectiveness through mentoring and other programs.
- b) Foster civility and continuously evaluate the safety of the campus to promote a civil and safe learning and working environment.

6. CURRICULUM

Develop and deliver curricula to prepare students for a rapidly changing world and workplace.

- a) Align course, program, and general education learning outcomes with expectations of four-year institutions, accrediting agencies, business and industry, and other partners.
- b) Review existing and develop new programs to meet emerging workforce needs.
- c) Continue to explore the creation of four-year degrees as allowed by state legislation.
- d) Develop curriculum that lends itself to non-traditional delivery formats.
- e) Provide students with opportunities to practice skills and test classroom knowledge through related experiences such as service learning.

7. FUNDING

Develop resources and effective operational strategies to promote a supportive learning environment and sound financial stewardship.

- a) Pursue legislative support for funding the mission of the College.
- b) Explore potential local funding opportunities.
- c) Develop and implement operational efficiencies to maximize the effective use of available resources.
- d) Expand grant, philanthropic, and other external funding sources.
- e) Explore new and innovative strategies to reduce expenditures.
- f) Develop long-term strategies that align expenditures with revenues to ensure a sustainable future for the college.
- g) Pursue strategies to reduce uncollectible tuition and fees.

8. TECHNOLOGY

Utilize changing technologies to improve academic outcomes and increase administrative efficiency.

- a) Train employees to effectively use new and existing technologies.
- b) Implement new software such as, e-advising, Retention Alert, and the Portal to improve and enhance college communication.
- c) Implement a new course management system and evaluate its effectiveness.
- d) Explore innovative technologies that support best practices in teaching and learning and increase administrative efficiencies.
- e) Use technology to increase access to college programs and services.

HENRY FORD COLLEGE
Building Age/Size

Building	Construction Date	Gross Area (Square Feet)	Volume (Cubic Feet)
Administrative Services & Conference Center	1983	59,645	980,348
ASCC – Addition	1988		
Athletic Memorial Building	1964	37,268	696,661
Athletic Memorial Building - Addition	1993	2,284	27,359
Child Development Center	1996	7,005	108,630
College Store	1975	7,752	69,768
Facilities Services Building	1994	7,932	116,576
Fine Arts	1981	65,079	987,639
Health Careers Education Center	1998	81,452	1,274,053
Learning Resources Center – Library	1966	46,587	556,615
Learning Resources Center – North Hall	1997	69,594	787,489
Learning Technology Center	1963	25,157	322,034
Learning Technology Addition	1997	615	7,971
Liberal Arts	1963	91,018	1,169,802
Liberal Arts – Chiller Addition	1995	3,823	68,812
Michigan Technical Education Center (M-TEC)	2001	28,890	300,000
Power House	1963	5,222	106,428
East Building (former SME)	1983	63,264	822,432
North Building (former SME)	1962	9,203	119,639
South Building (former SME)	1979	32,250	419,250
West Building (former SME)	1962	32,864	427,232
School of Nursing	2001	32,800	455,119
Science	1963	30,686	419,863
Student & Culinary Arts Center	1963	41,807	626,784
Technology Building – Patterson Technical Building	1965	61,567	810,222
Technology Building – Pump House	1964	462	6,468
Technology Building – Addition	1995	98,223	1,452,281
SUB-TOTAL		942,449	13,139,475
Dearborn Heights Center	1951	88,881	1,195,407
GRAND TOTAL		1,031,330	14,334,882

**APPENDIX E
SCHETTLER SCHEDULE**

R.A. SCHETTLER, INC
SUMMATION
OF

12/1/11

REAL ESTATE - BUILDING - HENRY FORD COMMUNITY COLLEGE		
SUMMARY BY BUILDINGS	REPLACEMENT VALUE NEW	SOUND OR DEPR. VALUE
LEARNING TECHNOLOGY	5,550,800.00	3,441,500.00
DEARBORN HEIGHTS CENTER	19,512,200.00	10,731,700.00
FINE ARTS	14,052,600.00	9,134,200.00
LIBERAL ARTS	22,230,200.00	12,226,600.00
LEARNING RESOURCE CENTER	24,101,600.00	20,004,300.00
PATTERSON TECHNICAL	39,067,600.00	25,393,900.00
PHYSICAL EDUCATION	7,823,100.00	4,693,900.00
SERVICE BUILDING	5,035,600.00	3,021,400.00
SCIENCE/HEALTH CAREERS	28,525,100.00	21,393,800.00
STUDENT CENTER	15,159,200.00	12,430,500.00
A.S.C.C. BLDG.	13,432,800.00	9,403,000.00
CHILD ACTIVITIES CENTER	1,582,200.00	1,392,300.00
YARD IMPROVEMENTS	587,400.00	411,200.00
M-TEC BUILDING	6,467,800.00	5,821,000.00
S.M.E. WEST BUILDING	7,221,200.00	5,054,800.00
S.M.E. EAST BUILDING	11,264,000.00	9,011,200.00
S.M.E. SOUTH BUILDING	6,014,700.00	4,450,900.00
NURSING BUILDING	6,541,200.00	5,821,700.00
NEW SCIENCE BUILDING	<u>8,927,600.00</u>	<u>8,927,600.00</u>
ASSET ACCOUNT GRAND TOTAL	243,096,900.00	172,765,500.00
PERCENT DEPRECIATION	X	

BUILDING REPAIR PRIORITIES

Building	Square Feet	Priority Repair 1	Priority Repair 2	Priority Repair 3
Administration	59,002	Replace 2 Rooftop Units	Boiler Replacement	Replace Skylights, Hallway Windows
Athletic Memorial Building	36,460	Replace Gym Curtain Wall	Replace Bleachers	Roof Repairs
Child Development Center	7,003			
College Store	7,730	New Vestibule	Roof Repairs	
Facilities Management Building	13,180	Install New Chiller Unit & Tower	Boiler Replacement	Install Gas Heating Unit (Dock)
Fine Arts	61,501	Replace Skylights	Install Ceramics Lab Duct System	
Health Careers Education Center	83,956			
Learning Success Center				
Library	46,587	Roof Replacement	Power Upgrade	
LSC - North	69,594	Roof Replacement	Power Upgrade	
Learning Technology Center	25,772	Data Center Power Upgrade	Roof Replacement	Exterior Panels Sealants/Glazing
Liberal Arts	89,580	Roof Replacement	Exterior Panels Sealants/Glazing	Power Upgrade
Science	72,086	Exterior Panels Sealants/Glazing	Exterior Panels Sealants/Glazing	
Student Center & Culinary Arts	39,504	Roof Replacement	Exterior Panels Sealants/Glazing	Install AC Unit in Hospitality Kitchen
Technology				
Patterson	61,567	Roof Replacement	Exterior Panels Sealants/Glazing	Power Upgrade
New Technology	98,223	Roof Replacement	Concrete Polishing in Stairwells	Power Upgrade
Pump House	462			
Welcome Center				
West	33,680	Exterior Panel Sealants/Glazing	Liebert Computer AC Replacement	
North	6,640	Exterior Panel Sealants/Glazing		
South	30,126	Exterior Panel Sealants/Glazing	HVAC BAS system Installed (Pneumatic)	Roof top Replacement (2 Each)
HFC Welcome Center	60,800	A/C replacement	Floor replacement 1st floor	Building Controls /Basement&3rd floor
M-TEC	28,115	Install destratification fan - high bay	Repair space heater, high bay	
School of Nursing	33,155	New windows in office areas	Leak in HVAC system, RTU-3	Identify/repair failing pumps on HWS.

The complete list of completed and in process [Facility Maintenance Projects](#) is located on the HFC website.

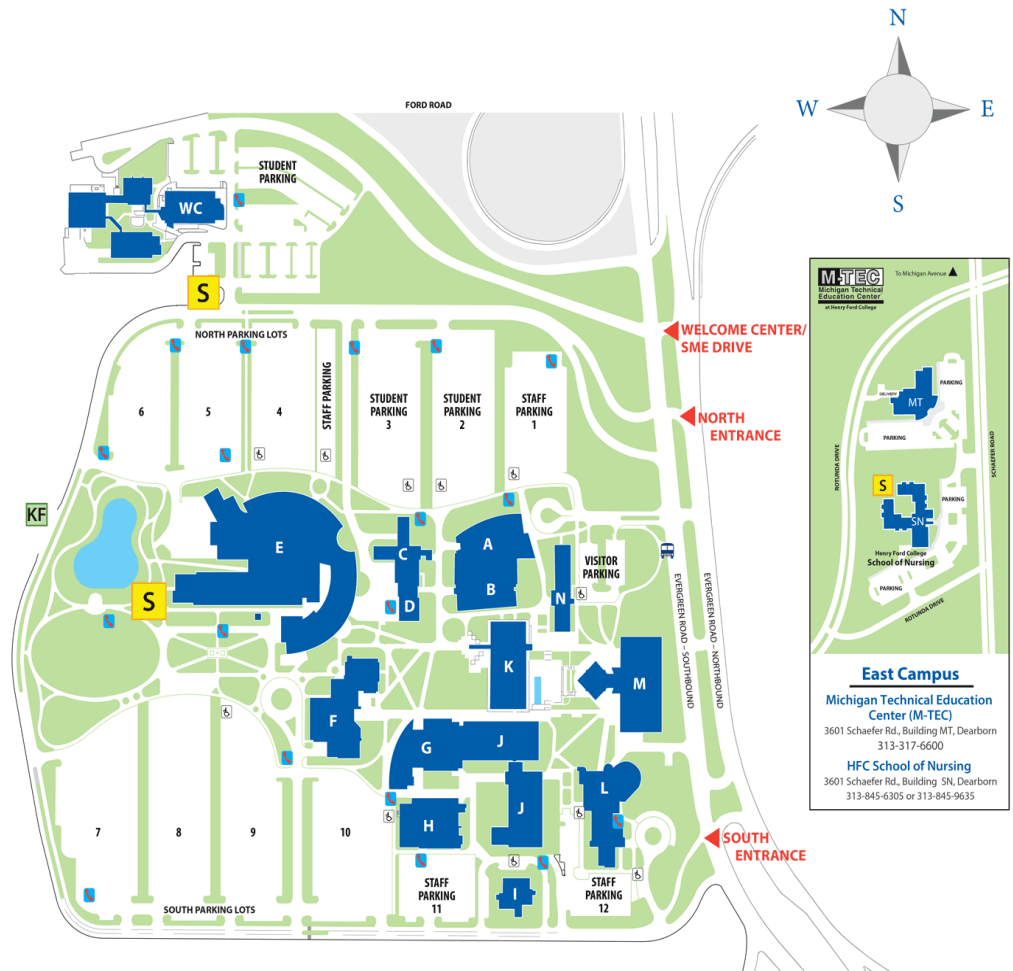
HENRY FORD COLLEGE Main Campus Map



5101 Evergreen Road
Dearborn, MI 48128-1495
(800) 585-HFCC or (313) 845-9600
www.hfcc.edu

LEGEND	
	Emergency Blue Light Phones
	Handicapped Parking
	M-Dot Bus Stop
	Smoking Zone
	King Fisher Bluff Deck
A	Learning Success Center Assisted Learning Services Career Services Counseling Learning Lab Student Outreach Services
B	Library Media Center
C	College Store Facilities Service Purchasing Shipping and Receiving
E	Technology Building Ghafari Conference Room E-123
F	Fine Arts Center Adroy Auditorium Sisson Art Gallery
G	Health Careers Education Center Hackett Conference Room G-150
H	Athletic Memorial Building Fitness Center Gym
I	Child Development Center
J	Science Building Planetarium
K	Liberal Arts Building English Language Institute English Language Institute
KF	King Fisher Bluff Deck
L	Administrative Services and Conference Center Fora Auditorium Berry Amphitheater Bosseau Board Room (A, B, C)
M	Student and Culinary Arts Center Kuhlman Dining Room Fifty-One O'One Restaurant Slylight Cafe Student Activities WHFR Radio Station 89.3 FM
MT	Michigan Technical Education Center M-TEC
N	Campus Safety
SN	School of Nursing
WC	Welcome Center Community Rooms

October 2014



The latest version of the [campus map](#) can be found on the HFC website.