Henry Ford Community College
Technology Investment Fund
Project Funding Request

This application form with original signatures must be received by the Vice President/Controller's office by 4:00 p.m. on either **the first Friday after Labor Day** (Fall semester) **or the third Friday in January** (Winter semester) in order to be eligible for funding. Applications will only be accepted on this form. Applications must include an Executive Summary which will be shared with the Campus Community. ***(Attach additional sheets for any section needed.)***

Date of Application: 7 January 2012	**Project Type: [ ] New**	**[x] Upgrade/Expansion**
Project Director: Peter Kim **Department/Division: Learning Lab**	**How many students will *directly* benefit from the project? 17000+**	**Total TIF Funds Requested: $240,556**

Problem Statement	
Define the problem/idea. *(What do you want to do? Why?)*	The Learning Lab offers services for the over 17,000 students currently enrolled at the College. This project seeks to further expand, diversify, and centralize the Learning Lab's technology-based academic support services while adding innovations that will help facilitate and sustain improvements and expansion per the recommendations of the Tutoring Task Force. At present, the Learning Lab is using computers that require, on average, 11 maintenance calls per semester, since all of the computers have been cascaded from other areas of the College that acquired new machines. Replacing 50 computer workstations that are vital for providing all of the services in the Learning Lab will better provide uninterrupted and reliable access for students. Among those 50 workstations are ten check-in workstations that are in need of improvements to eliminate exposed wiring and provide a safe and secure workplace for student employees and staff. Powered stations have become an industry standard for this very reason. The most significant innovation and improvement this project seeks is the addition of four new innovative tutoring "rooms" using state-of-the art powered beams and poles, in unused space that was freed up as a result of recent renovations. Through creative use of powered frames, four new check-in and monitoring stations would be created. This would permit the addition of four tutoring services while not impinging on the space needs of the existing services. The overall goal of this proposed project is to best use available resources to accommodate and enhance student learning by improving the reliability and performance of the existing Learning Lab technology and expanding that technology so that many more students will be provided the best possible access to tutoring and the other academic support services of the Learning Lab.
Evidence for Project Validity *(What is the current situation?)*	
What resources do you have/use now?	Current usage statistics can now be accurately collected thanks to completion of the first two phases of the Learning Lab's Strategic Plan with the support of the Math Division, English and World Languages Division, the Library, and the Office of the Vice President for Arts and Sciences. However, even with improved management and layout, the Learning Lab is still unable to best accommodate the demand for tutoring, particularly as students and instructors seek tutoring in more subjects (see Appendix A: diagrams of layout change already instituted and data on student staffing).
Why can't you use your existing resources to do this project?	Per these statistics, the additional improvements that this project proposes will insure that the computers and space that are needed to sustain expansion of services in the Learning Lab will be reliably available to many more students in many more College areas. (See Appendix B: data on room usage and need to add four more tutoring "rooms") In addition to the technology needed to create more tutoring spaces, electrical and data switch upgrades for the Learning Lab as well as

	computer replacement are beyond the budget of the Learning Lab and its supporting academic Divisions and departments. The outdated electrical the Learning Lab results in unstable power conditions for the over 250 public computers that share the electrical between the Library and the Learning Lab. The added benefit of upgrading the electrical and data switch, thus, will be the Library will also benefit by being able to support additional outlets and better distribute computer usage between multiple locations for students. Currently such electrical instability creates barriers to access to technology rather than helping connect students reliably to the student success learning resources the Library and the Learning Lab provide. The result is that electrical outages can occur in both buildings, computers can be harmed by power surges, and electrical equipment requires more maintenance (see Appendix C: graph showing repairs). The power switches shared between the Library and the Lab are maxed. The computers in the Learning Lab are several years old, being "hand-me-downs" from various labs around campus, which were updated with new computers. The Learning Lab, which has centrally located computer labs that arguably get the most use have yet to get new computers enjoyed by the other computer labs on campus. Many of our most disadvantaged students who most need access to these public computers are left with unreliable machines on which to complete their class work. Once work is completed, they need to rest assured that they can complete their print-jobs, which they have paid for. A part of this proposal is providing small meeting areas, which are increasingly in demand on campus, evident in seeing students congregate in hallways, even on the floor, near any outlets. The Library and the Learning Lab are in need of places where students can "plug in" and where collaborative learning can be supported and encouraged. Replacing the data switches and upgrading the electrical panel will make this possible.
What evidence do you have that this project will be successful? *(Cite specific information.)* • **Current research** • **Examples from other schools or teachers** • **Letters of support from experts in the field** • **Your own past experience.**	Numerous studies have been researched in the drafting of this proposal. (Terres, 2009; Brown & Long, 2006; Lomas, 2006; Milne, 2006; Montgomery, 2006; Oblinger, 2006; Oblinger, 2003). Combined with these studies that support the technology that I am proposing is data collected by the Learning Lab for the past year showing the success of the renovations thus instituted and the likelihood of success of the completion of those renovations that this proposal seeks to accomplish. (see Appendix D). . References --Terres, B. (2009). Rebooted Computer Labs Offer Savings for Campuses and Ambiance for Students. *Chronicle of Higher Learning*. Retrieved November 22, 2011 from http://chronicle.com/article/Computer-Labs-Get-Rebooted-as/49323 --Brown, M. & Long, P. (2006) Trends in Learning Space Design. In D. Oblinger (Ed.) *Learning Spaces.* EDUCAUSE. Retrieved. December 1. 2011, from http://www.educause.edu/ir/library/pdf/pub7102.pdf --Lomas, M. & Oblinger, D. (2006). Student Practices and Their Impact on Learning Spaces. In D. Oblinger (Ed.) *Learning Spaces*. EDUCAUSE. Retrieved from http://net.educause.edu/ir/library/pdf/PUB7102b.pdf --Milne, A. (2006). Designing Blended Learning Space to the Student Experience. In D. Oblinger (Ed.) *Learning Spaces.* EDUCAUSE. --Montgomery, T. (2008). Space Matters: Experiences of Mangaging Static Formal Learning Spaces. *Active Learning in Higher Education*, 9, 122-138. --Oblinger, D. (2006). Space as Change Agent. In D. Oblinger (Ed.) *Learning Spaces*. EDUCAUSE. Retrieved from http://net.educause.edu/ir/library/pdf/PUB7102.pdf --Oblinger, D. (2003). *Boomers, Gen-Xers, and Millenials: Understanding the 'new students.'* EDUCAUSE Review 38 (4), 37-47. Retrieved from http://www.educause.edu/ir/library/pdf/pub7101.pdf --Serafini, F. (2004). *Audiobooks and Literacy: An Educator's Guide to Using Audiobooks in the Classroom*. Random House. Retrieved from www.frankserafini.com/ClassroomResources/**Audiobooks**.pdf

Relevance to Technology Investment Committee Guidelines *(Address only those that apply.)*	
INNOVATION: **Is the proposal innovative to the field of Instructional Technology?**	Tablets and e-readers once novelties are quickly changing the textbook industry, and HFCC can help students be prepared for the transition by supplying them with access to millions of e-books and audiobooks. Last year, the Learning Lab piloted an e-book/audiobook lounge, created with a CTEI mini-grant. Membership to OverDrive Media would allow taking the pilot to the next level, scaling it up to a college-wide service that is not device dependent, but will permit students using any mobile device—laptop, smartphone, iPod, iPad to download the audiobook/e-book from thousands of titles per the subscription service. (See Appendix E: audiobook graph from CTEI presentation) If usage data then proves to be as expected, then at a minimal cost, a case can be made to institute support for such resources on a permanent basis. Already in place are staff and an administrative structure appropriate to increasing use of e-books/audiobooks that membership to OverDrive would need. The combined e-book and audiobook technology will allow instructors to appeal to diverse learning styles and thus improve student comprehension of books assigned to them in their classes.(Appendix F: chart showing kinds of classes at HFCC where audiobooks would help students.) Another innovation is the "MediaScape," which would provide a simulation conference space that is increasingly becoming standard in the business world and is a trend at major colleges and universities like Cal State, Stanford, and UCLA. GE's new Advanced Software and Technology Center in Van Buren Township, Michigan, uses the MediaScape throughout its facility.(See Appendix G: photos of the MediaScape meeting centers at the GE Center in Van Buren Twp.)
Is the proposal innovative to HFCC?	Creating centralized spaces for learning has been shown to help students succeed (Doan & Kirkwood, 2010), and this proposal seeks to make the Learning Lab the destination for students to study comfortably and with the academic support at their disposal that they want and need. The use of technology to facilitate the combination of faculty and student engagement that is being proposed will facilitate new approaches to not only tutoring but also classroom instruction and assessment. Reference: Doan, T. & Kirkwood, H. (2010) "Strategically Leveraging Learning Space to Create Partnership Opportunities". *Libraries Research Publications.* http://docs.lib.purdue.edu/lib_research/132
Is the proposal innovative to the specific discipline?	This project would facilitate the completion of the technical support for the comprehensive centralization of tutoring services at HFCC, which, according to the Center for Community College Student Engagement, has proven successful at colleges like Tallahassee Community College, which saw a dramatic improvement when "centralizing academic and technical support with faculty engagement" (See page 27-28 of http://www.ccsse.org/docs/Matter_of_Degrees.pdf). Reference: Christ, F. L. (2009). Best and Promising Practices for Learning Support Centers: A Handout for Workshop at NCLCA Conference in Golden, CO on October 3, 2009.. http://www.lsche.net/aboutLSCs.HO.promisingpractices.htm
NEED: **Is the proposal essential for the instructional design?**	All services in the Learning Lab depend heavily on having reliable technology and infrastructure to support it. Every service relies on technology to guide students to the help they seek. This same technology is equally important collecting and analyzing data to insure all Learning Lab services are performing as efficiently, reliably, and effectively as possible. (See Appendix H: student staffing data)

Does it create new programs or courses with the potential for increased student enrollment?	Learning Lab and Library services will be better tied to course completion and retention. Group study will be improved. The Library and the Learning Lab will be in sync with mobile technology changes. The improved technology will make possible the technical support needed for expanded and more reliable services, including NAT Testing, COMPASS placement test workshops, and Anatomy & Physiology tutoring. (See Appendix I.)
Is it necessary to remain competitive with post-secondary institutions?	Most institutions have a centralized and robust tutoring center, and this proposal seeks to insure the tutoring services that have been centralized in just the last year at HFCC will not only remain but expand and improve.
Does it provide skills that are transferable to the workplace?	The Learning Lab trains many future professionals; some of the best and brightest in HFCC's very successful Honors Program students seek the Learning Lab to volunteer and/or work as tutors and mentors, using their experience not only as a resume-builder but also to acquire the leadership and community service experience employers and pre-professional programs look for. Many of the student staff use the Learning Lab's tutoring and other services to assist them to pass their classes, as do the Support Staff. Support Staff Association members who are seeking Associate's or higher level degrees seek assistance in the Learning Lab. The Learning Lab has partnered with the Athletics department to provide tutoring assistance to HFCC Athletes.
Does it prepare students for transfer to upper-level curriculum?	Some of the most in-demand services in the Library and in the Learning Lab are from students seeking success in upper-level courses or seeking to enroll in advanced programs of study such as nursing or transferring to pre-professional degree programs. Second to Math are referrals and requests for tutoring for upper-level science classes such as Anatomy and Physiology and Organic Chemistry, helping to educate future health professionals.

Relevance to Technology Investment Committee Guidelines (continued) *(Address only those that apply.)*	
Does it keep the course or program current in the related technology?	The Learning Lab provides students with several current technologies, from computers that run the latest academic support software to Kindles, MP3 players, audio-visual equipment, and on-demand print service. This project seeks to expand and improve these technologies while making them more reliable and available. (See Appendix J: center usage statistics; new graph showing projected increase in usage)
NATURE OF PROPOSAL:	
Is the proposal a component of curricular revision?	
Is it the next logical step in the evolution of the course/curriculum?	
Will it help attract students to HFCC?	Showing students the academic support they can experience for free at the Learning Lab can attract new and returning students who may feel they need additional support to succeed at college.
Will it support HFCC community outreach/public relations activities?	The Learning Lab provides the most open access for HFCC students to online resources, and many potential students come to both the Library and the Learning Lab to see if they want to enroll at the College. The Learning Lab recently hosted a reception for over 100 HFCC Foundation donors, and it is quickly gaining a positive reputation in the community such that two retired autoworkers sought out the Learning Lab to volunteer regularly as tutors—one in English and the other in Italian.
Will it support student retention activities at HFCC?	The mission and goals of the Learning Lab are focused on retention, and its services help this cause throughout a student's progress at HFCC, from placement to course completion to graduation. (See Appendix K.)
Will it become an integral part of the course, program or curriculum?	Several services in the Learning Lab are tied to curricular programs and classroom assignments, including Math Lab and English Lab assignments, testing services, and these services will increase in availability for more classes and disciplines.

Resources		
Where will the project hardware be installed?	The Learning Lab	
Who will do the job? • **List the personnel** • **List their duties**	Data & Voice	
Who will use the hardware?	Learning Lab staff will use the staff equipment, and students will use the majority of installed hardware to help them complete class work and study.	
Who will conduct any necessary project-hardware training?	Data & Voice, Learning Lab and Library staff	
Who will handle any spring and summer semester duties related to hardware installation?	Data & Voice	
Do you have commitment from your administration for personnel support? *(Be specific, include documentation.)*	Yes, at all levels, personnel needs have been addressed by the College's administration. (See Appendix L).	
Is release time required to complete this project? **If yes, has it been approved at this time by your Associate Dean?**	**[ ] Yes [x] No** **[ ] Yes [x] No**	*TIF does not fund release time. If you are requesting release time, it must be approved by the appropriate administrators prior to proposal submission.*

Evaluation *(How will you know if it worked?)*	
How will you demonstrate to the college that this was an effective use of funds? *(How will you evaluate the goals listed as Expected Outcomes?)*	Millennium, Envisionware, TutorTrac and WebFocus data showing improvements to student usage of the Library and Learning Lab services as well as retention and course completion rates of these students.
How will you determine the success or shortcomings of the project?	Millennium, Envisionware, TutorTrac and WebFocus data showing areas where services may need improvement. Anonymous online student surveys using SurveyMonkey.
Budget **(You must also include an itemized budget statement.)**	
What do you need to complete this project? *(Be specific about equipment, software, and training.)*	Equipment (all quotes are enclosed) Data Port Switch Upgrade (itemized list attached): $16,400 (see Sandro Silvestri) Electrical Upgrade: $60,000 (see Allen Gigliotti) "MediaScape" 60" plasma display, electrical & data: $5000 (see Sandro Silvestri) OverDrive Media entry-level membership: 2000 licenses at $4000 (see attached quote) Replace 50 PCs: $50,000 (see Sandro Silvestri) Addition of 2 printers (tutoring rooms): $2200 (see Sandro Silvestri) Addition of one 6-button Cisco phone + license and three 2-button Cisco phones + licenses (see attached quote): $2,025 Addition of 2 Millennium Library Circulation licenses: $3000 (see attached quote) Powered tables, workstations: $67,058 (see attached quote from Lincoln Office) Powered frames for check-in stations to expand tutoring: $30,873.00 (see attached quote from Lincoln Office)
What is the TOTAL COST? *(You must attach an itemized cost analysis with this proposal.)*	$240,556
How recent is your quote?	12-21-2012

Are changes to the college infrastructure necessary to support this project?	**[ ] Yes [x] No** *If "yes" provide an explanation from the Directors of Data & Voice and Buildings & Grounds, and from the Administrator in charge of the affected room(s).*
What other monetary commitments exist? *(Department/Division/ External) Please be specific; include documentation wherever possible.*	The College has completed the following Learning Lab renovations: new flooring and sub-floor resurfacing; painting, layout changes to the main computer lab, including moving all wiring from subfloor to the ceiling, installation of raceways, conversion of two classrooms to tutoring rooms, installation of print management and library circulation systems as well as TutorTrac administration software. Installation of mailroom lockers, card-access door, and clock in/out software has been completed, all totaling more than $30,000. The Science Division will be providing additional $4000 to install storage cabinets for 3D models for expanding and implementing Anatomy and Physiology tutoring. (See Appendix M)
If other sources of funding are not available, why? • **Doesn't have the support?** • **Not viewed as feasible?** • **Not a priority?** • **Other?**	

Strategic Plan

Include with your application a document that indicates the ways in which your project addresses the goals and objectives of the Henry Ford Community College Strategic Plan. Also, indicate how your project addresses your Division or Department plan. Be as specific as possible. (See Appendix M)

If your proposal is Non-Instructional (Library Services, Learning Lab, Counseling, Placement Services), please skip this section and complete the information in the Non-Instructional section.

Instructional Proposals

Complete this section if this is an Instructional Proposal, directly impacting student teaching and learning.

Expected Outcomes *(Project Objectives)*	
What is your current teaching method? How will this project fit into your current plan?	
How will this improve student learning? *(List specific goals.)*	*As a result of this project students will:*

Instructional Proposals (continued)

State how the project addresses the Seven Principles of Good Practice in Undergraduate Education. *(Address only the relevant criteria.)*	
Supports student-faculty contact	
Supports cooperation among students	
Supports active learning	
Supports prompt feedback	
Supports time on task	
Supports high expectations	
Supports diverse talents and ways of learning	

SIGNATURES:

_____
**Project Director Date

_____
*Associate Dean/Department Head Date

_____
*Vice President Date

_____
**Director of Building & Grounds Date

_____
**Director of Data & Voice Date

* For notification purposes only
* * For project feasibility

Non-Instructional Proposals

Complete this section if this is a Non-Instructional Proposal, related to college areas that serve and support student instructional progress. ***(Non-Instructional areas include Library Services, the Learning Lab, Counseling, and Placement Services.)***

Expected Outcomes *(Project Objectives)*	
What will this project accomplish that you can't accomplish now?	The Port Switch upgrade and electrical upgrade will insure students can reliably use the computers in the Learning Lab and Library to complete their class work and study for exams. Tutoring services will be expanded by having the space and technology needed to do so. The ability to add tutoring services in the future will be facilitated. All services in the Learning Lab will have the technology needed to sustain, improve, and assess them.
How does the project enrich or support the learning, teaching, or communication technology needs of students? *(List specific examples.)*	*As a result of this project, service to students will be improved through:* • Improved access to Learning Lab services of tutoring, testing, and reference and media. • Technology-based support for innovative instructional pilots like Accelerated Learning • Expanded and improved access to more audiobooks and e-books • Collaborative learning spaces

SIGNATURES:

1/10/13		1/10/2013		01-18-13	
**Project Director	Date	*Associate Dean/Department Head	Date	*Vice President	Date
1/10/13		1/10/2013			
**Director of Building & Grounds	Date	**Director of Data & Voice	Date		

* For notification purposes only
* * For project feasibility

Henry Ford Community College

Technology Investment Fund
Project Funding Request

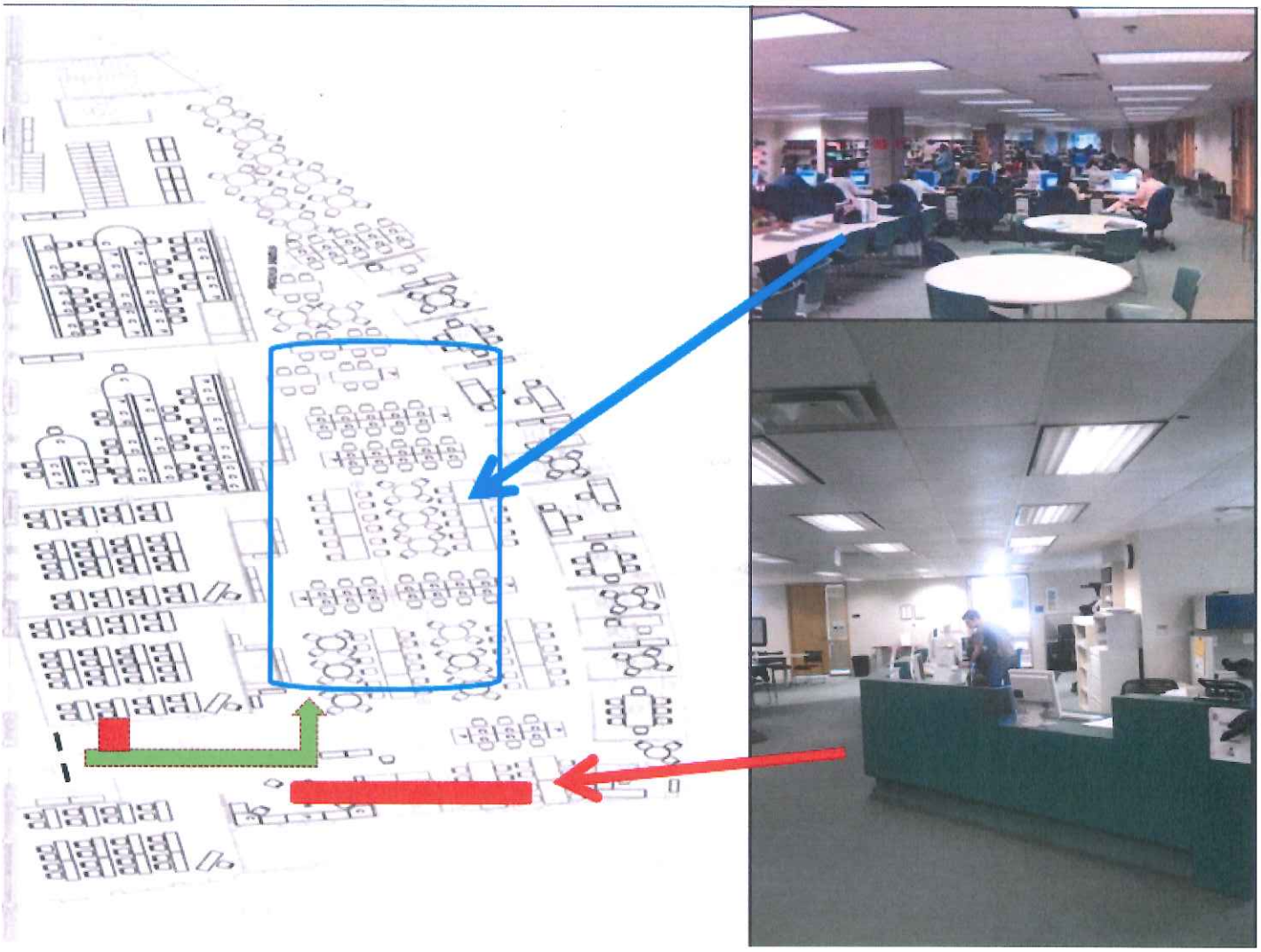
Executive Summary

DATE OF APPLICATION	PROJECT TYPE	
17 December 2012	☐ New	☒ Upgrade/Expansion
NAME OF PROJECT DIRECTOR OR PRESENTER	**DEPARTMENT/DIVISION**	
Peter Kim	Learning Lab	
COST OF PROPOSED PROJECT	**NUMBER OF STUDENTS SERVED ANNUALLY**	
$240,556	17000+	

SUMMARY

This proposal seeks to insure students have reliable technology that can best enable them to succeed. The proposed renovations to the Learning Lab will complete strategic plan initiatives begun a year ago. These renovations have already shown tremendous improvements to student learning as evident in extensive data collected during that year. The result of completing the rest of the renovations in the Learning Lab will be instituting what have proven to be the opening of more pathways to learning, as well as contributing to and helping to support on a permanent and sustainable basis proven student success initiatives college-wide. Specifically, there currently are four main academic areas that also recruit students for tutoring and have correlated courses and curriculum with the Learning Lab's services: English, Math, Science, and World Languages. The Learning Lab works closely with these areas as well as with other departments which refer students regularly to Learning Lab services, especially Assisted Learning Services, Job Placement Services, and the Library. Often there is an inter-department "triage" where an academic area like English will work with the Learning Lab and with Assisted Learning Services to coordinate instructor, tutoring, and interpreter to insure a student is successful in a class. Such an inter-departmental approach has proven very effective, and this proposal seeks to insure such coordinated services are provided the technology needed to not only sustain it, but also to improve and expand it to tutoring services in other areas, such as the sciences and business/accounting. Replacing outdated technology and expanding tutoring services into currently unused space will accommodate the improvement and expansion of the facility to best insure its services can best help thousands more students, including many in subject areas that are currently not available. Having ready access to the academic support services of the Learning Lab not only will help retention, student success, graduation rate, and a host of college initiatives dedicated to student success, but this proposal most significantly seeks to provide technology to insure the Learning Lab can both sustain and expand its services to help as many HFCC students as possible to reach their full potential.

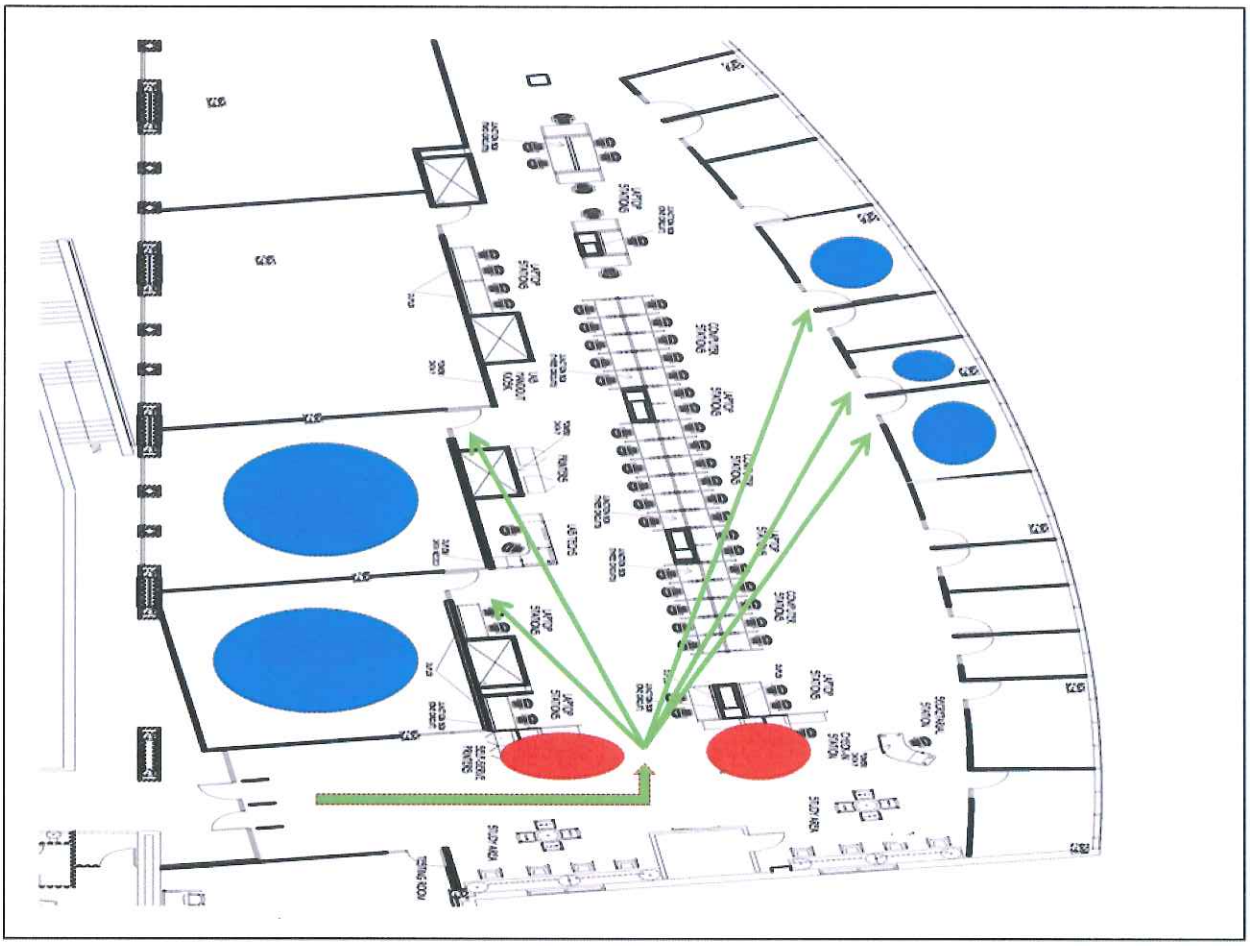
Appendix A:



The above diagram shows the layout of the Learning Lab before summer 2012 from the vantage of a student entering the facility (green arrow). The red indicates points where students were expected to "check-in" to be able to collect valuable usage data that could be used to assess services. As the diagram shows, the layout moves student traffic in a manner that bypasses the check-in points and makes them ineffective.

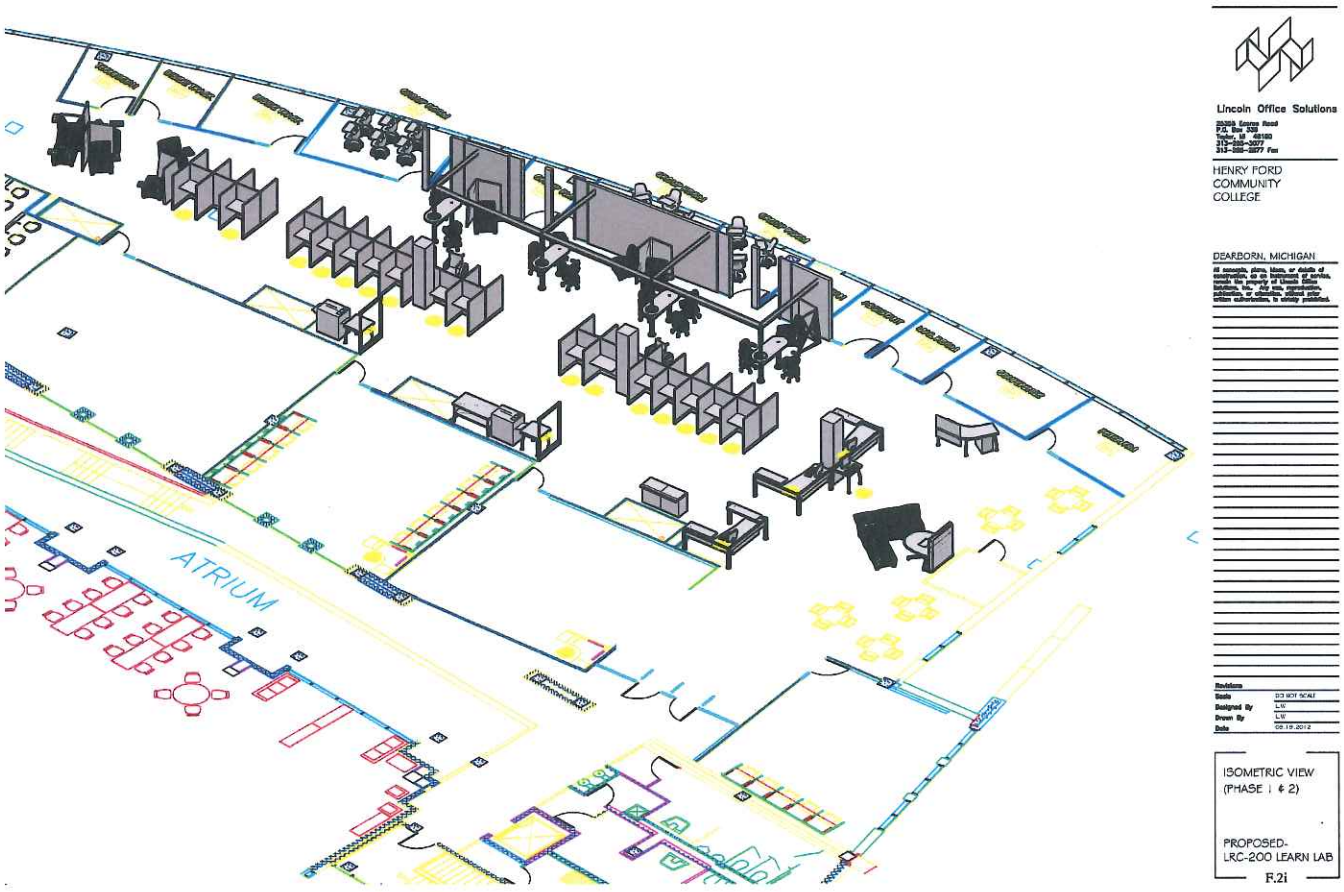
In addition, the diagram above shows the layout of areas where tutoring was mixed with public computers as well as open study. The result was competition for three different services in the same space. Regardless of what signs and staff directives were provided; conflicts between students and between students and the staff trying to assist them in this space became the norm, not the exception.

Appendix A cont.



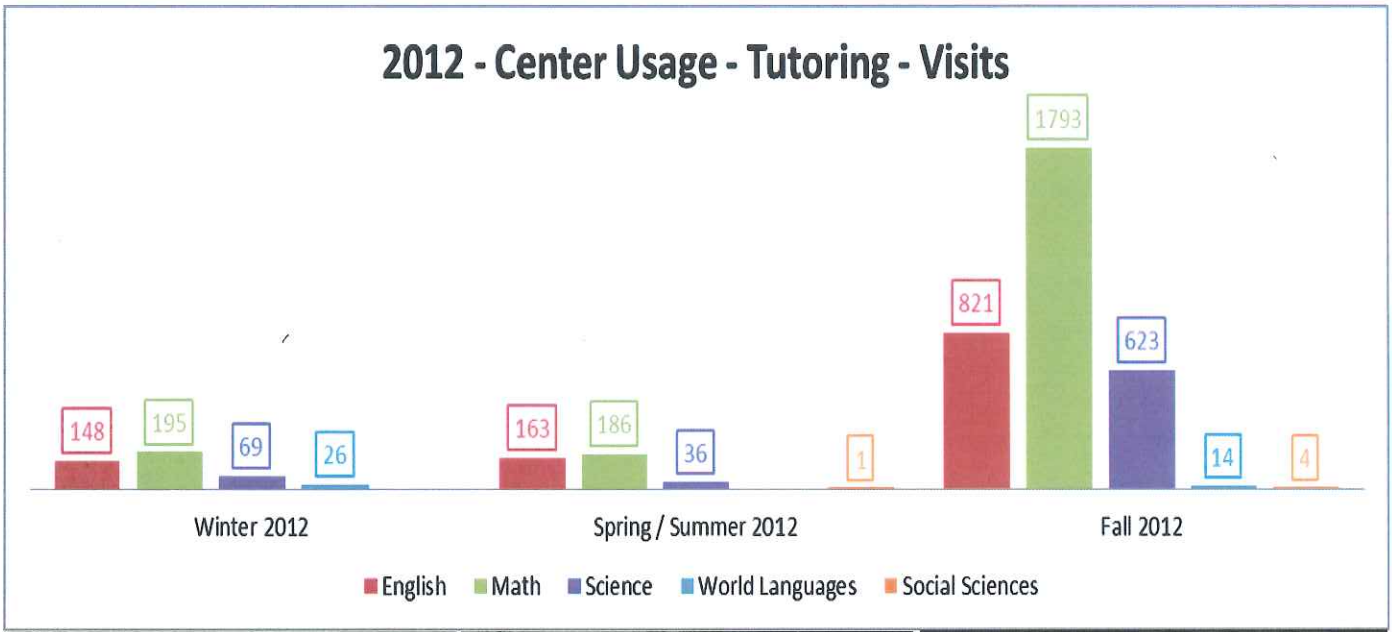
The above diagram shows the layout change that occurred over the summer and fall 2012 as a result of funding from the Math Division, English & World Languages Division, Library, and the Office of the Vice President of Academic Affairs for Arts and Sciences. The green shows the natural pathway for students clearly after the layout change now guides them to the intended services. The red shows the check-in points that now fit that pathway precisely where most optimum to collect valuable data for assessing services. The blue shows the destination for tutoring for most students. The layout above also shows the open area after the check-in points is now devoted to an extension of the Library's Media Center, with two print stations and clearly visible computers where students can know immediately if a computer is available, and staff can more readily manage the resource. The open area before the check-in points is now available for open study; quieter study is available in the newly designated "reference and media" area, located in the back, after the computers (not shown). However, an ongoing issue that remains from the old layout is the workstations still are open tables that must be so closely locked together that students routinely turn off a neighbor's computer by accident, resulting in loss of class work and great frustration from a student. Additionally, the exposed wiring of the computers also results in computers turning off due to wires being routinely kicked loose. This proposal seeks to resolve these ongoing problems with industry-standard powered workstations.

Appendix A cont.



The above diagram shows the powered towers and frames that will enable the creation of four new check-in stations for tutoring, as well as the creation of the equivalent of four more "rooms" where tutoring can occur. One of the rooms will provide daily access to what used to be called the "Bone Room" or Anatomy and Physiology models, which was an extremely popular resource that was shut down over a year ago to the dismay of students. This proposal seeks to add the technology needed to provide tutoring and staff to what before was essentially a self-serve resource.

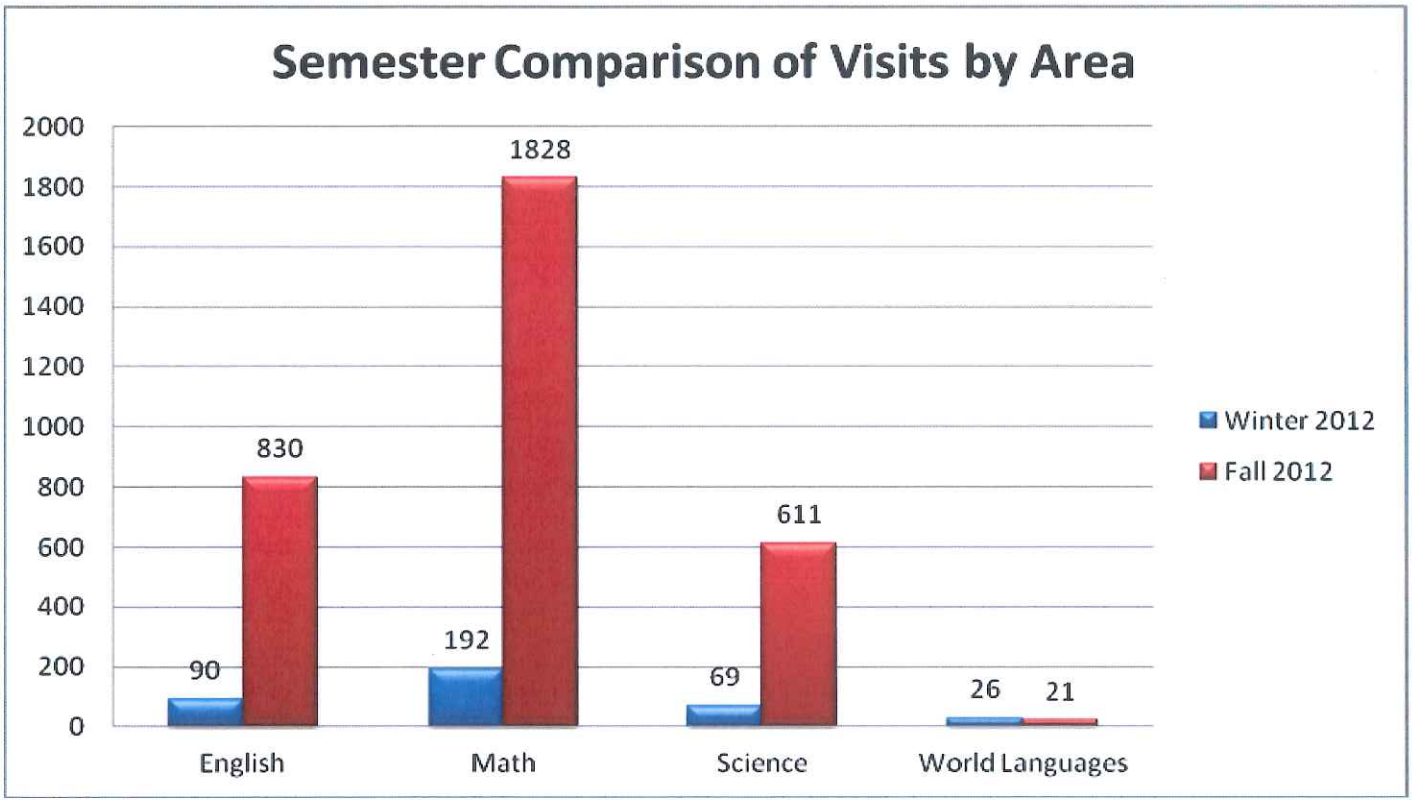
Appendix B:



Winter 2012 was the first semester data was collected using the TutorTrac software. The software was not implemented until the second half of the semester. Therefore, this data reflects the second half of the semester only.	During the Spring/Summer 2012 semester, the learning lab underwent many layout and cosmetic changes. Therefore, many learning lab services were disrupted during this semester.	The learning lab's layout was reconfigured by the start of the Fall 2012 semester. The changes allowed for students to have immediate direction to services by staff, and allowed for better data collection.

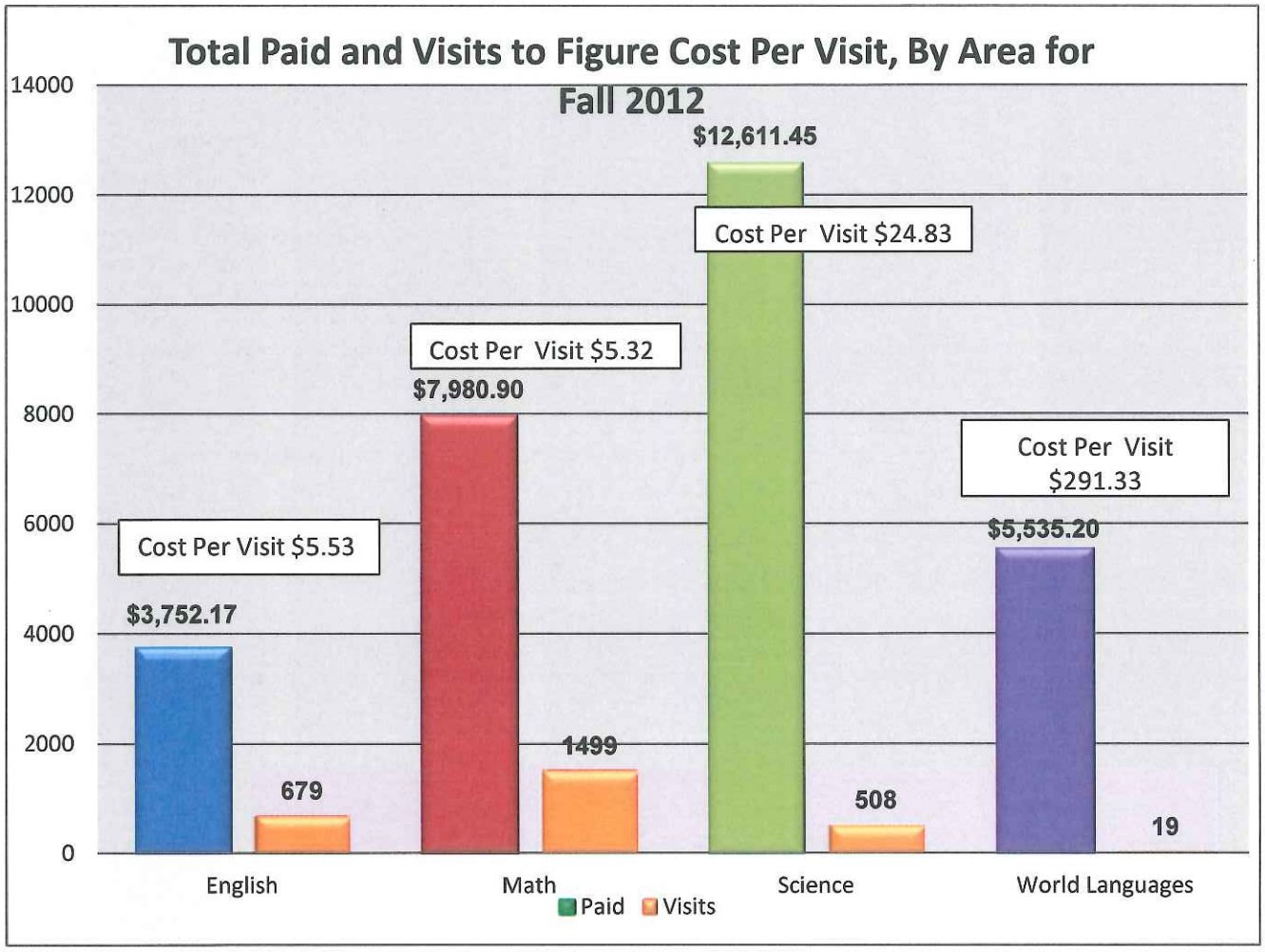
- With the help of the TIF, we would be able to make use of space that is unusable at this time.
- We would be able to better accommodate more subjects that are in demand, like Anatomy & Physiology and Accounting, by essentially creating more "rooms" for tutoring services to be accommodated.
- This semester, Fall 2012, the lab recorded 35 visits from students seeking help in a business related course even though we do not advertise business related tutoring. The students received help from our Math and English tutors.
- With the new layout, we could expand our services and potentially offer tutors in these courses. We could also provide a "home" for the professional accounting tutors who are forced to find open and available classrooms for their tutoring sessions, which changes every semester.
- This would enable us to reach and serve an entirely different population of students than what we are able to service now.

Appendix B cont.



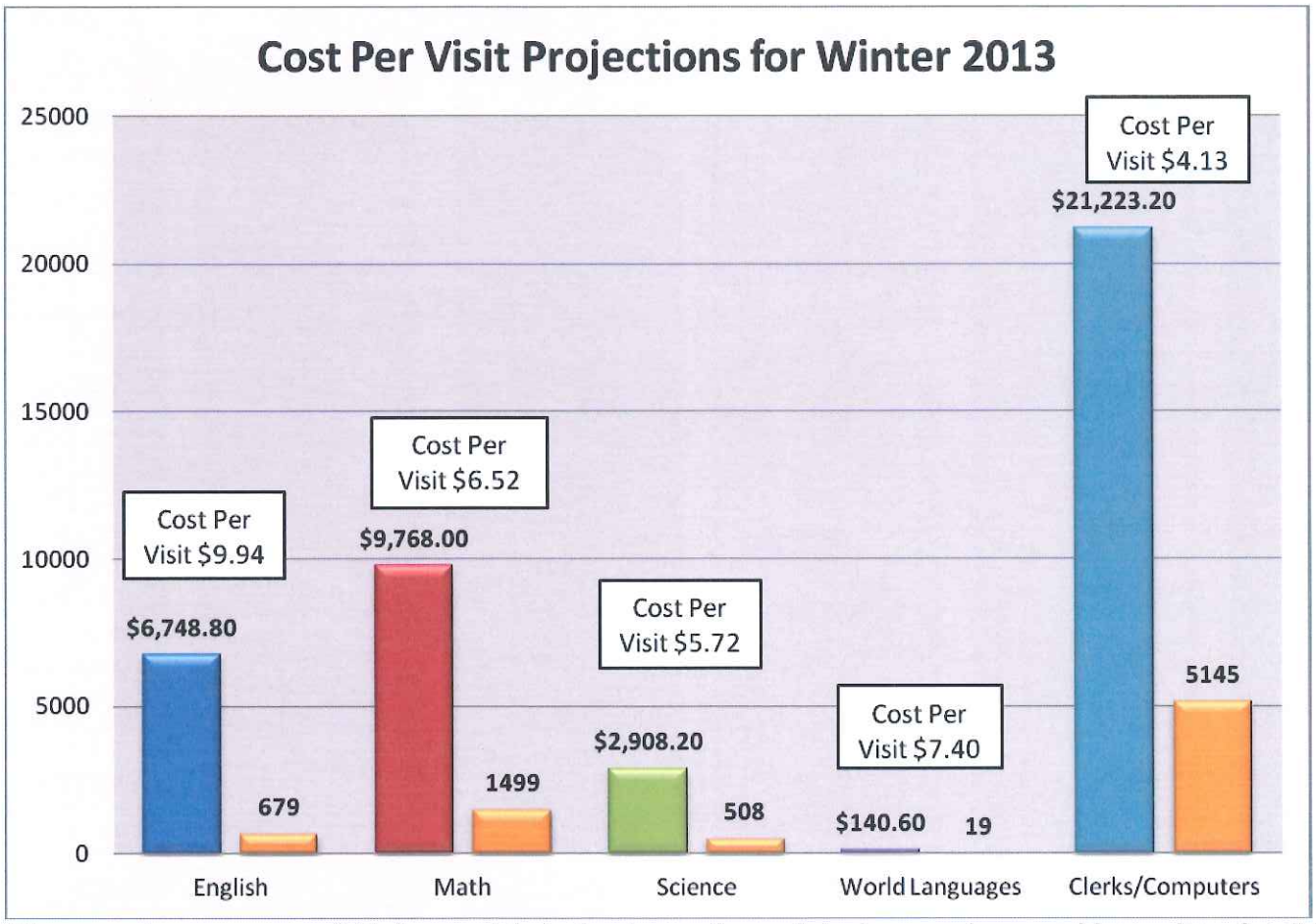
We have already greatly increased our services for the major subjects listed above. We have publicized and encouraged these areas the most. With the help of the TIF creating more usable space for tutoring, we would be able to include the classes or subjects that do not have tutoring available for them at this time. We would be also able to continue to better accommodate our increasing number of students who come for the already offered areas.

Appendix B cont.



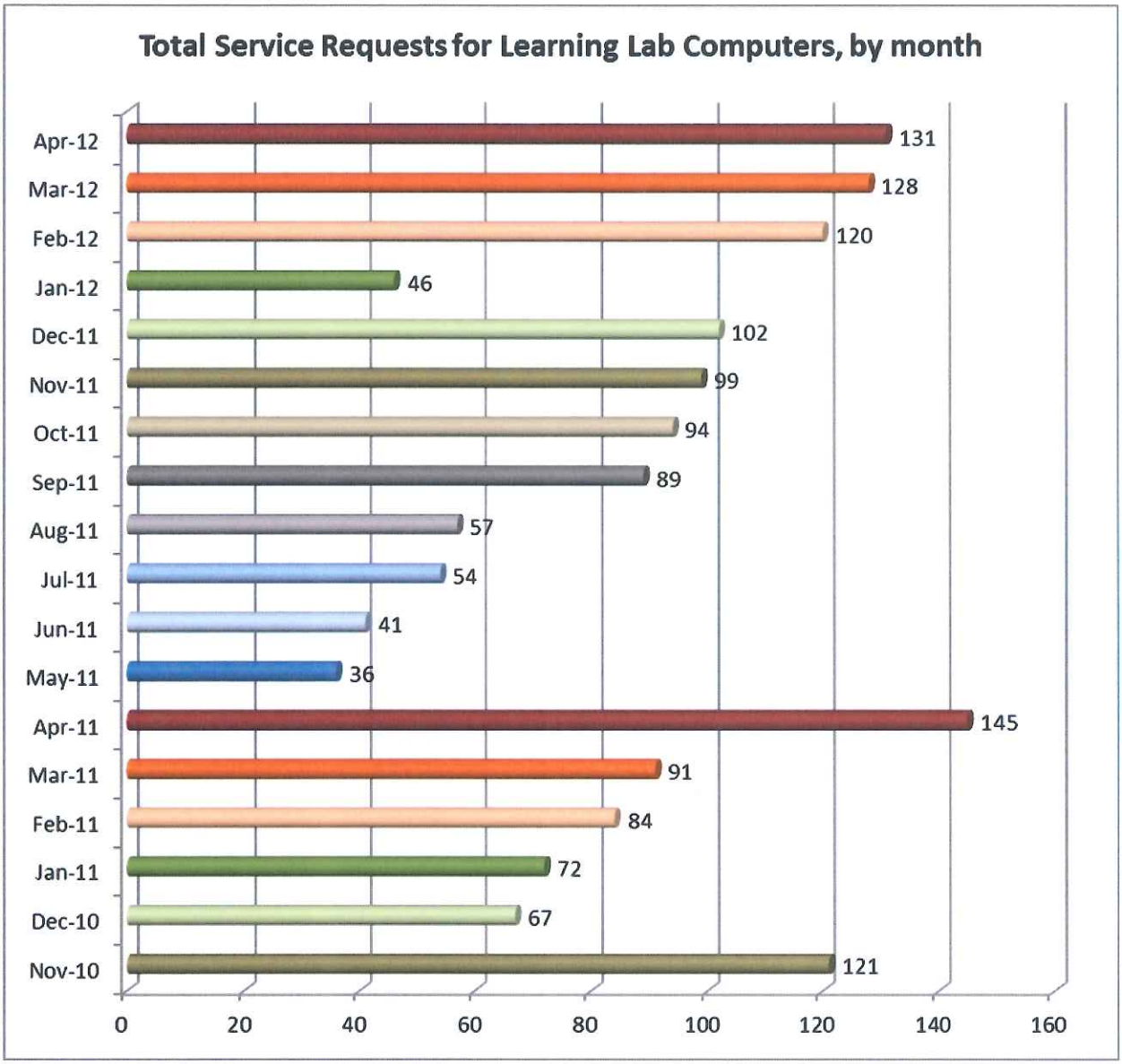
As the above graph shows, the addition of two major areas for tutoring, Science and World Languages, proved to be too expensive. To sustain these services, changes needed to be made, and the Learning Lab staff and I were able to do so thanks largely to the technology we had to work with, which includes changing a drop-in system to an appointment based system for Science and World Language while expanding a still understaffed areas of check-in clerk, who also provided computer assistance throughout the facility. Below the improvement in staffing overall and cost per visit for Science and World Languages are shown based on these changes.

Appendix B cont.



Given we have successfully been able to implement new tutoring services and know how best to do so in the most efficient and sustainable fashion, the Learning Lab staff and are ready to expand our services, to help many more students, and this TIF proposal seeks to institute the technological infrastructure needed to make that happen.

Appendix C:

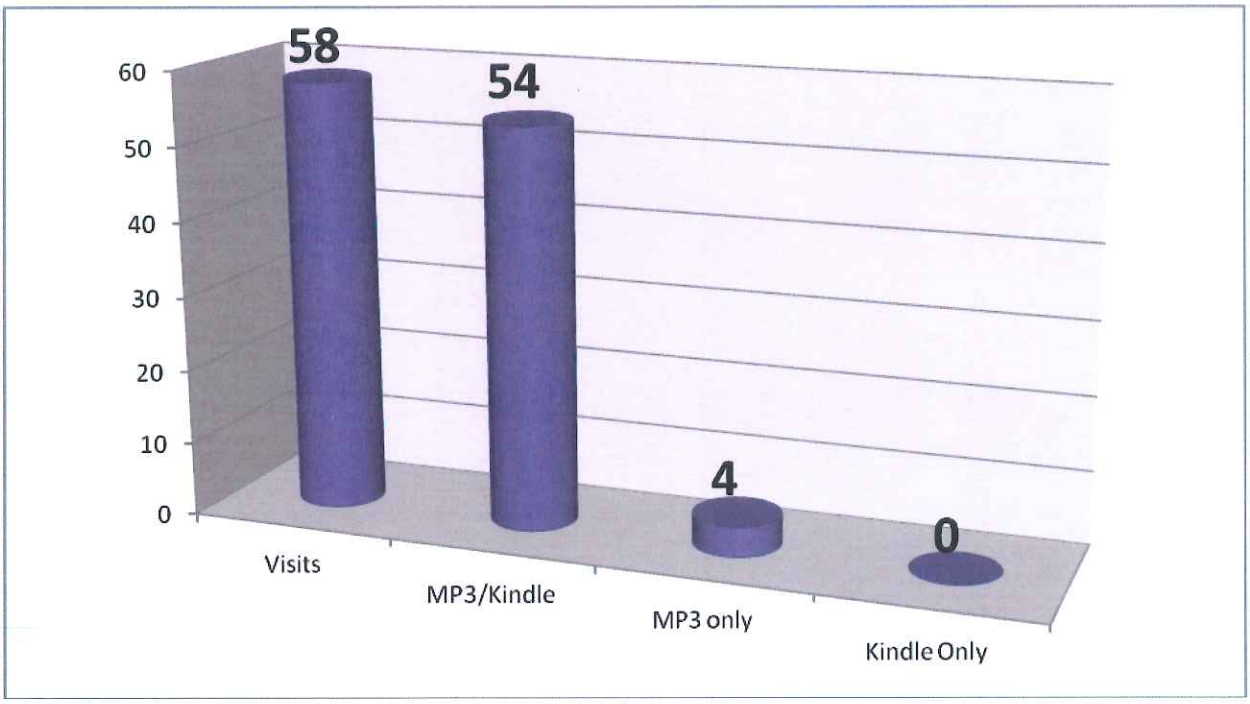


As the above graph shows service requests for computers clearly outpace routine maintenance of computers. Replacing 50 computers that were cascaded from other areas will reduce the number of maintenance requests and insure students have reliable computers on a consistent basis to complete their studies and online-based class work as well as insure the consistency and reliability of all of the operations in the Learning Lab.

Appendix D:

In addition to the above courses for which this proposal seeks to add tutoring, CTE Tutoring, which is currently randomly located wherever space is available semester-by-semester will find a permanent, centralized home in the Learning Lab, giving students in CTE programs a consistent and reliable place to find help. Data for CTE Tutoring estimates an average of about 30 total students seek CTE Tutoring services per semester. This proposal projects significant increases by providing a centralized, consistent location in the Learning Lab.

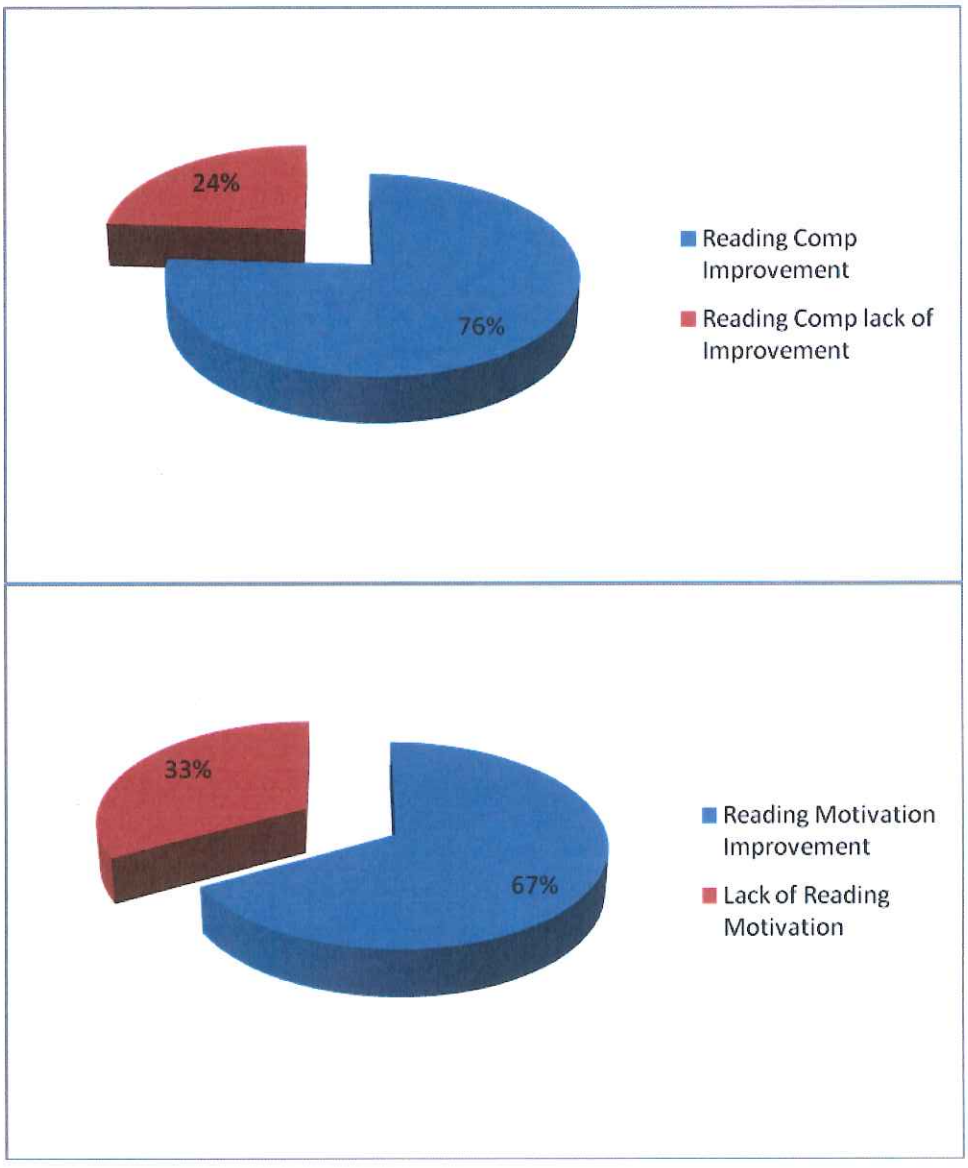
Appendix E:



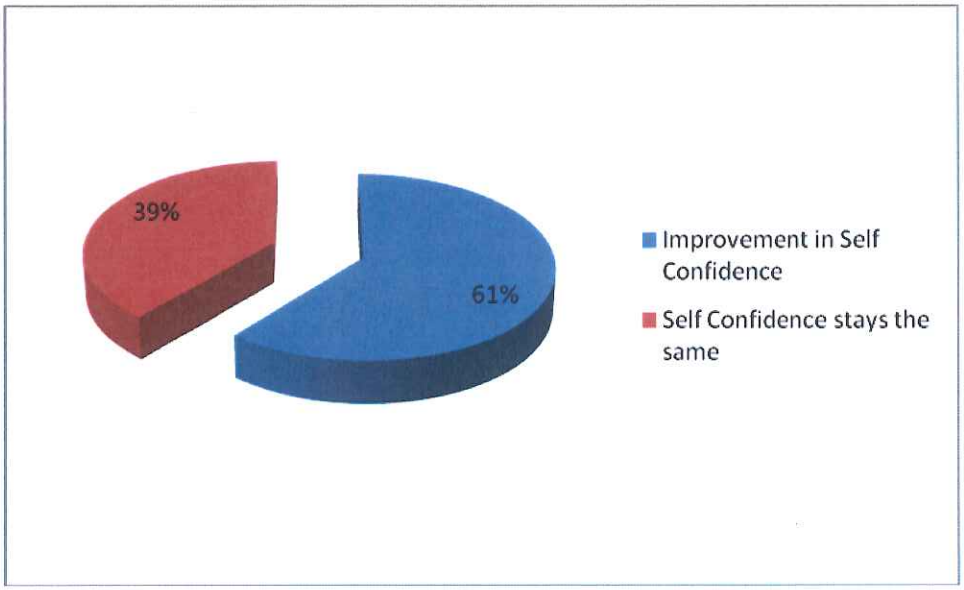
The graph above shows the number of students who visited the audiobook lounge its first semester and the number of check-outs of e-book and audiobook devices. Given there were only a limited number of devices, the numbers are actually promising. This TIF proposal seeks to improve availability of audiobooks and e-books by not making them dependent on the few e-readers (10) and MP3 players (5) in the Learning Lab. Instead, students can have access to the nation's leading subscription service used by public libraries, OverDrive Media, which allows them to use their own smartphone, iPod, iPad, laptop, or home PC to reserve and download audiobooks/e-books from an extensive library of available titles, thousands more than what the Learning Lab can house in its limited capacity. Piloting OverDrive Media for a year's subscription can show if there is indeed enough demand to consider other options that may work even better for HFCC students, and be even more cost-effective.

Appendix F:

At the Media and Reference area of the Henry Ford Community College Learning Lab we have both ebooks and audio books available for student use, yet so far the area has been underutilized by the staff and students at HFCC. Ebooks and audio books can be used to enhance the learning experience for many students, especially since reading alone isn't the answer for everyone. Audio books can be used with text to enhance and reinforce comprehension, increase word recognition, boost the reading rate and build vocabulary by listening and reading along with the book, in whatever format. In a case study by Baltimore Public Schools in 2004-05, they found a 76% improvement in reading comprehension, a 67% increase in reading motivation and a 61% improvement in the students' self-confidence when audio books were used in conjunction with standard texts (Chomsky, 1976; Hollingsworth, 1978; Hoskisson & Krohm, 1974; Kiskinen, Blum, Bisson, Phillips, Creamer & Baker, 2000; Rasinski, 1990).



Appendix F cont.



Audio books and ebooks have also been used to help students with learning disabilities acquire confidence and become independent (Carbo, 1978; Gilbert, Williams & McLaughlin, 1996). It also increases accessibility of education for physically disabled students, as well as students who are blind or visually impaired. Learning takes place most effectively when knowledge is clearly and powerfully organized, when students are highly active in the learning process, when students feel a sense of safety and connection to the subject they are studying (National Research Council, 1990; Wiggens & McTighe, 1998) and when the learning experience pushes the student a bit beyond their current level.
Rationale for ebooks and audio books
1. Digital downloads are accessible 24 hours a day, seven days a week.
2. Digital downloads bring younger and more tech savvy users to access books
3. Digital downloads increase access to library collections for handicapped and homebound populations.
3. Audio books cannot be lost or damaged.
4. Audio books require no physical processing and minimal data entry.
5. Usage statistics may be compiled quickly from digital formats.
6. Digital audio books provide an entertainment service for populations who cannot afford to purchase these selections. (Especially important at times of economic hardship).
7. Digital audio books and all other downloadable formats keep the college at the forefront of technology change.

At present there are 9 Kindles and 5 MP3 players available for use in the HFCC Learning Lab, with 33 books available in either ebook or audio books format, many available in both for students to read along while listening to the story being read. During the Fall 2012 semester at Henry Ford Community College there were 6803 students enrolled for the courses in English classes below 136, yet only 58 of them took advantage of using the ebooks and audio books available in the Reference and Media area of the HFCC Learning Lab. Of the 58 students who came to use the ebooks or audio books, 54 of them used both the MP3 Players and Kindles, while 4 used the MP3 Players only. This is an underutilization of the ebook and audio book services available for students in the Learning Lab by both the students and instructors at HFCC.

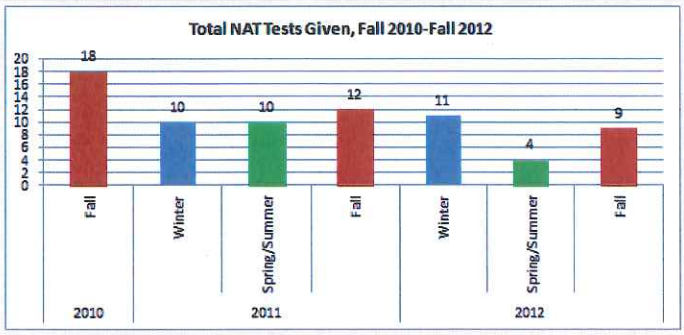
Appendix G:

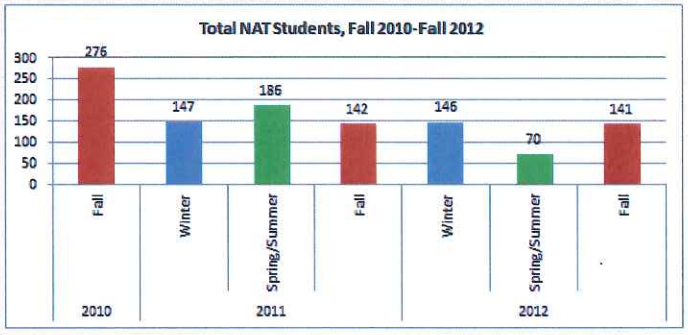
The MediaScape is fast becoming an industry standard for online-based meetings and mini-conferences, where small groups can have a ready display to go over presentations or group projects, and for students, they could study together using the shared screen.

Appendix H:

The 3D diagram in Appendix A above shows proposed changes that this TIF would make possible, which would not only accommodate increasing computer lab usage by EWL Division classes for online-based testing and online supplemental software by increasing capacity to 30 students, but will also facilitate more variety of uses by more kinds of classes, and providing a permanent, reliable place to provide services that are in demand but have yet to find a permanent home, such as Anatomy & Physiology tutoring, group study sessions, NAT testing, and COMPASS exam workshops. Below is data showing the demand for COMPASS and NAT testing as well as the need to provide for overflow for online testing, especially during final exams.

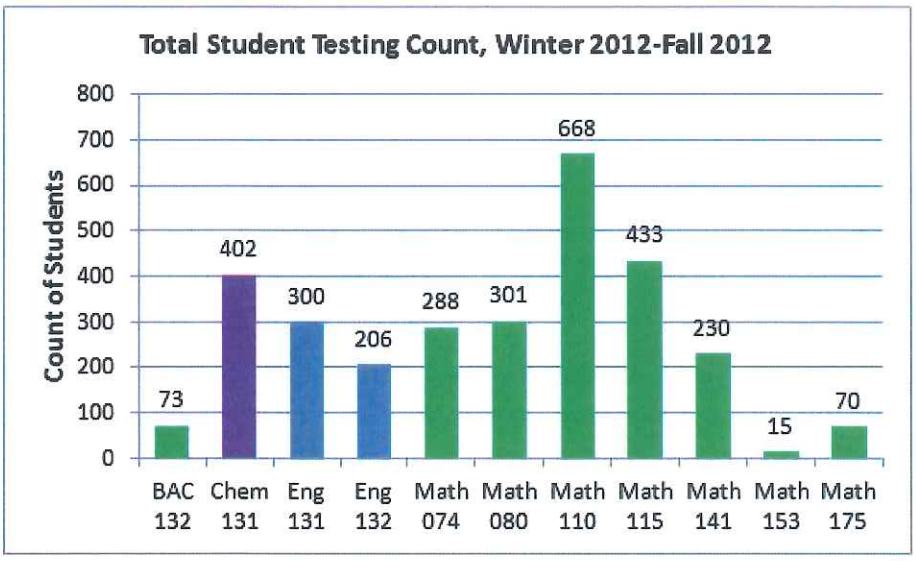
Starting Spring/Summer 2013, the nursing campus will only be offering the NAT exam during Spring/Summer semesters. Previously the NAT exam was also offered during the Fall and Winter semesters. The data below shows that substantial demand exists for the NAT exam during Fall and Winter semesters.

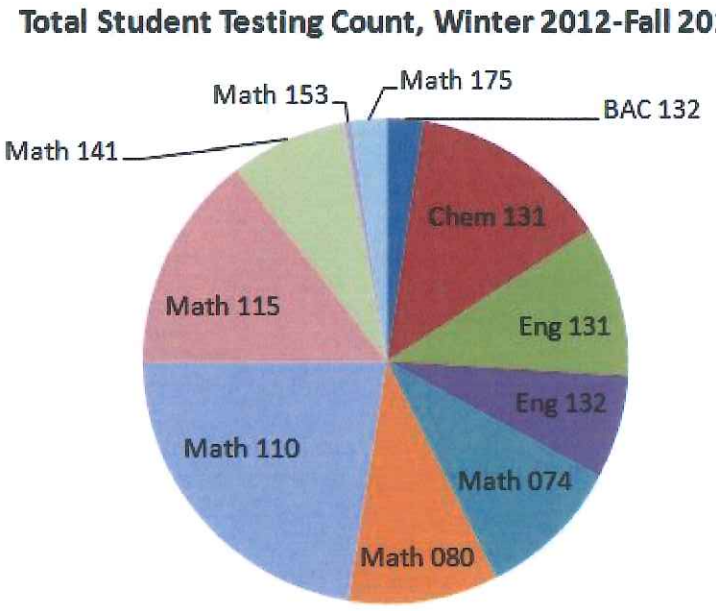


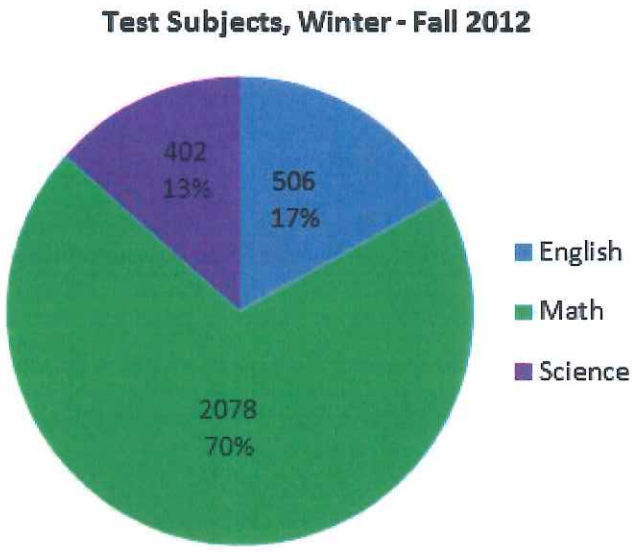


As adding 14 Compass Prep Workshops did not disrupt room reservations, we assume neither would the addition of administering 4 NAT exam sessions, per semester. This would be especially true if we scheduled the NAT exams for Friday's, when the rooms go unused 82% of the time.

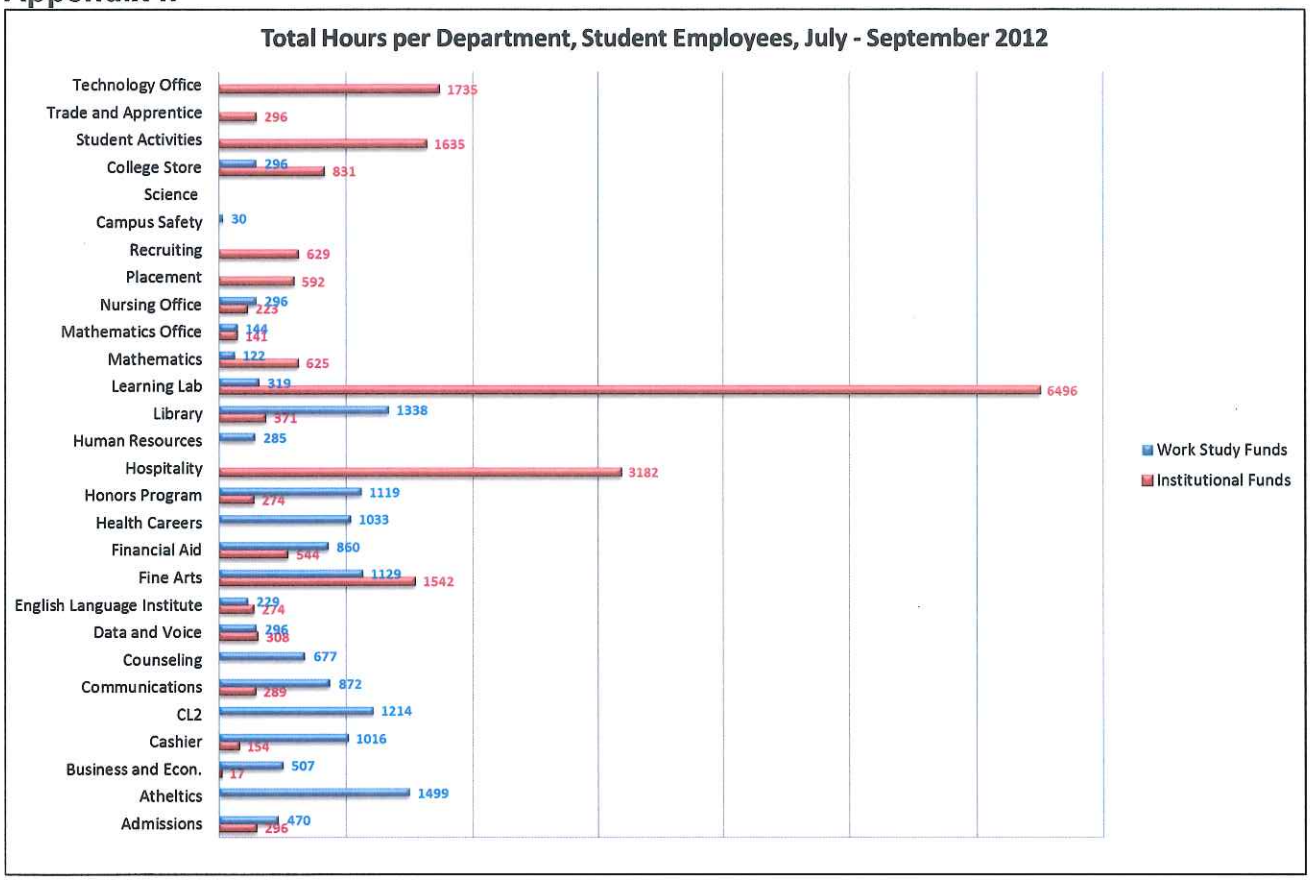
Online Testing Student Data, Winter 2012 – Fall 2012

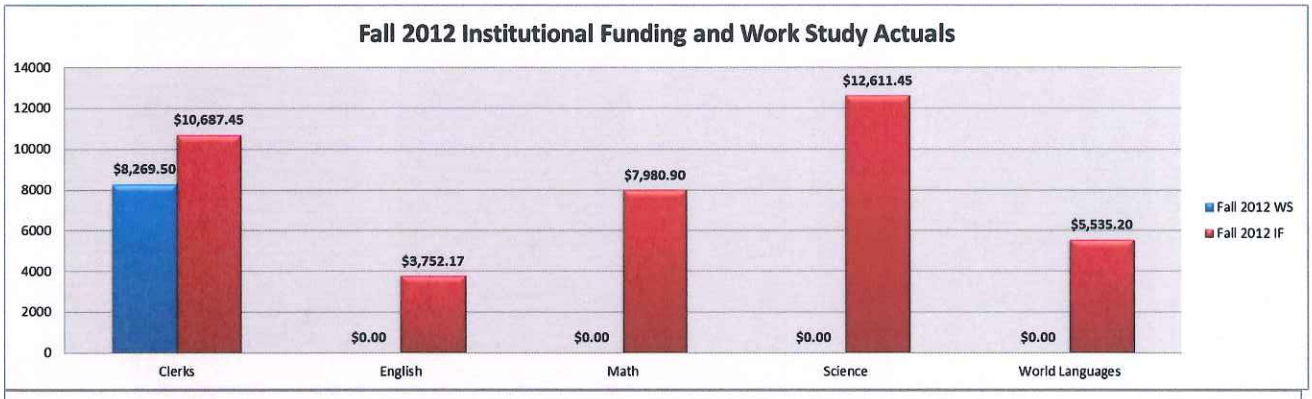


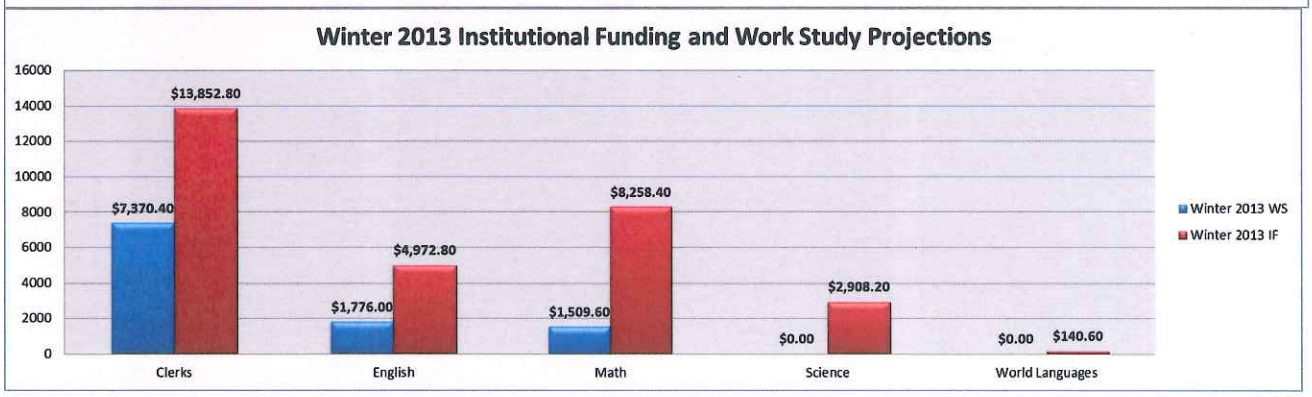




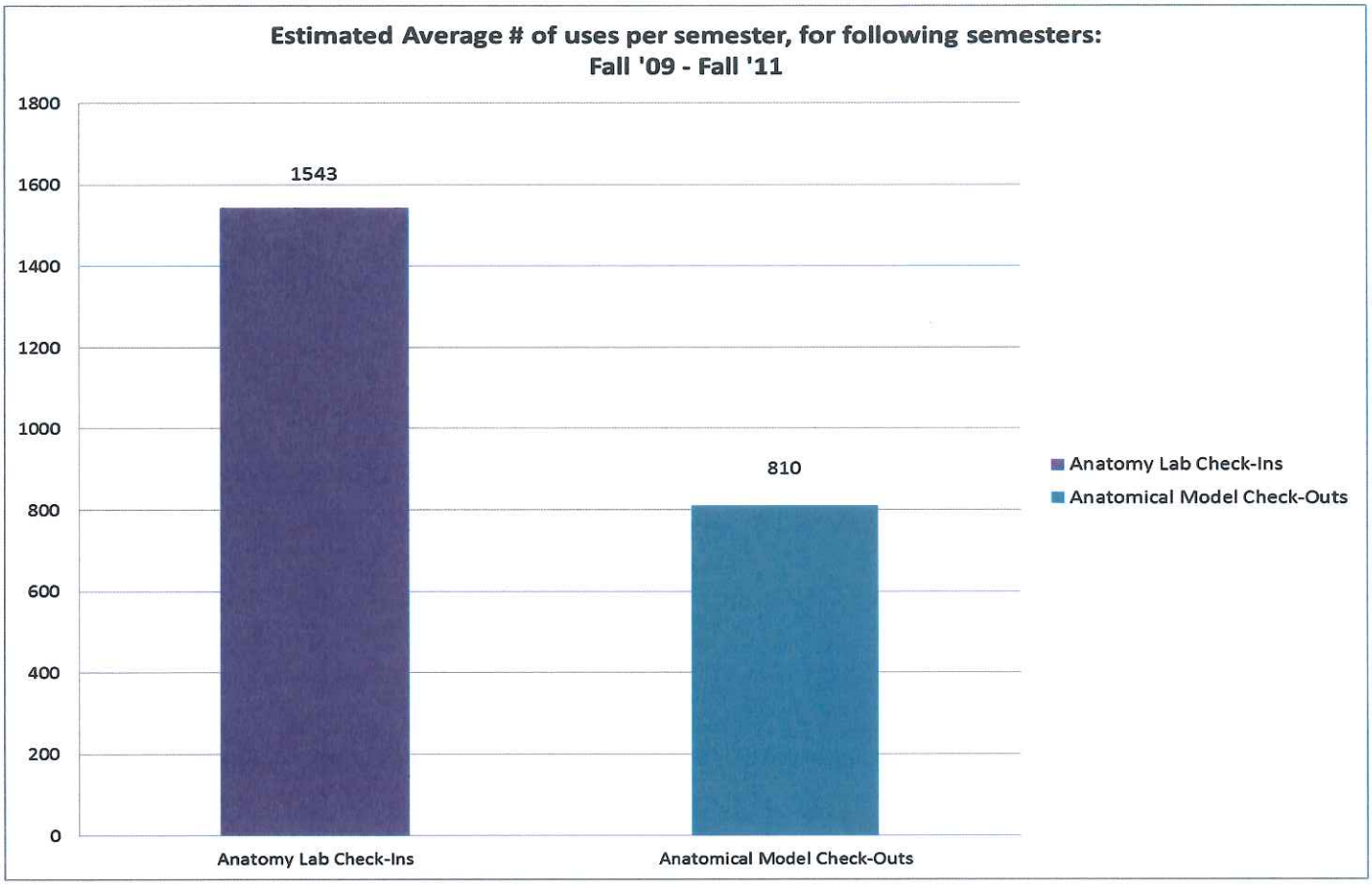
Appendix I:


Total Hours per Department, Student Employees, July - September 2012
Technology Office 1735
Trade and Apprentice 296
Student Activities 1635
College Store 296 831
Science
Campus Safety 30
Recruiting 629
Placement 592
Nursing Office 296 223
Mathematics Office 144 141
Mathematics 122 625
Learning Lab 319 6496
Library 1338 371
Human Resources 285
Hospitality 3182
Honors Program 1119 274
Health Careers 1033
Financial Aid 860 544
Fine Arts 1129 1542
English Language Institute 229 274
Data and Voice 296 308
Counseling 677
Communications 872 289
CL2 1214
Cashier 1016 154
Business and Econ. 507 17
Atheltics 1499
Admissions 470 296
Work Study Funds
Institutional Funds


Fall 2012 Institutional Funding and Work Study Actuals
14000
12000
10000
8000
6000
4000
2000
0
$8,269.50
$10,687.45
$0.00
$3,752.17
$0.00
$7,980.90
$0.00
$12,611.45
$0.00
$5,535.20
Clerks
English
Math
Science
World Languages
Fall 2012 WS
Fall 2012 IF


Winter 2013 Institutional Funding and Work Study Projections
16000
14000
12000
10000
8000
6000
4000
2000
0
$7,370.40
$13,852.80
$1,776.00
$4,972.80
$1,509.60
$8,258.40
$0.00
$2,908.20
$0.00
$140.60
Clerks
English
Math
Science
World Languages
Winter 2013 WS
Winter 2013 IF

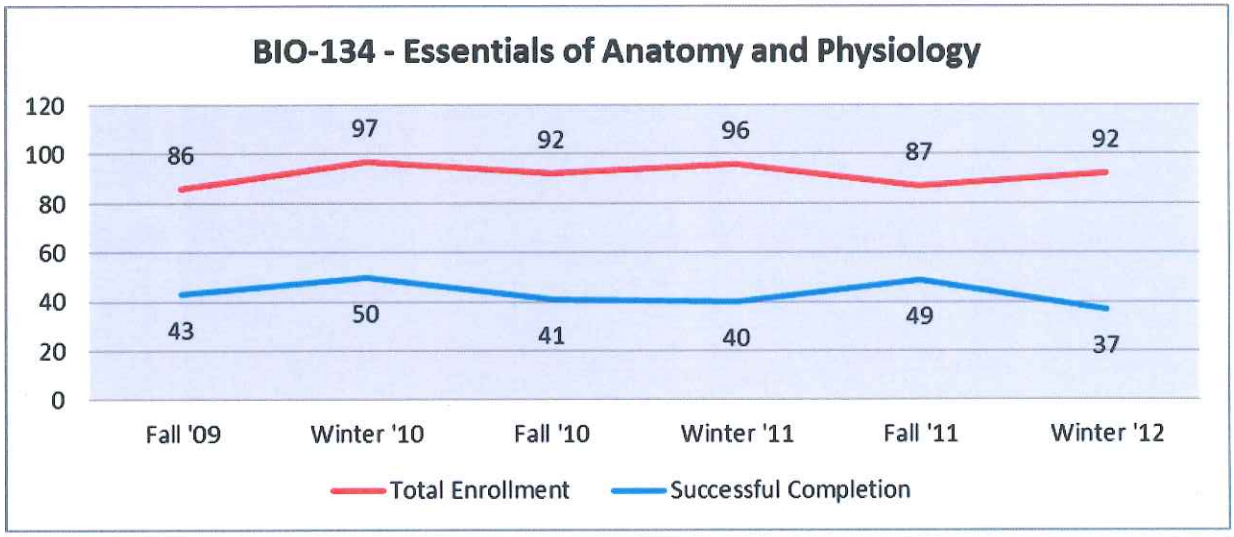
Appendix J:

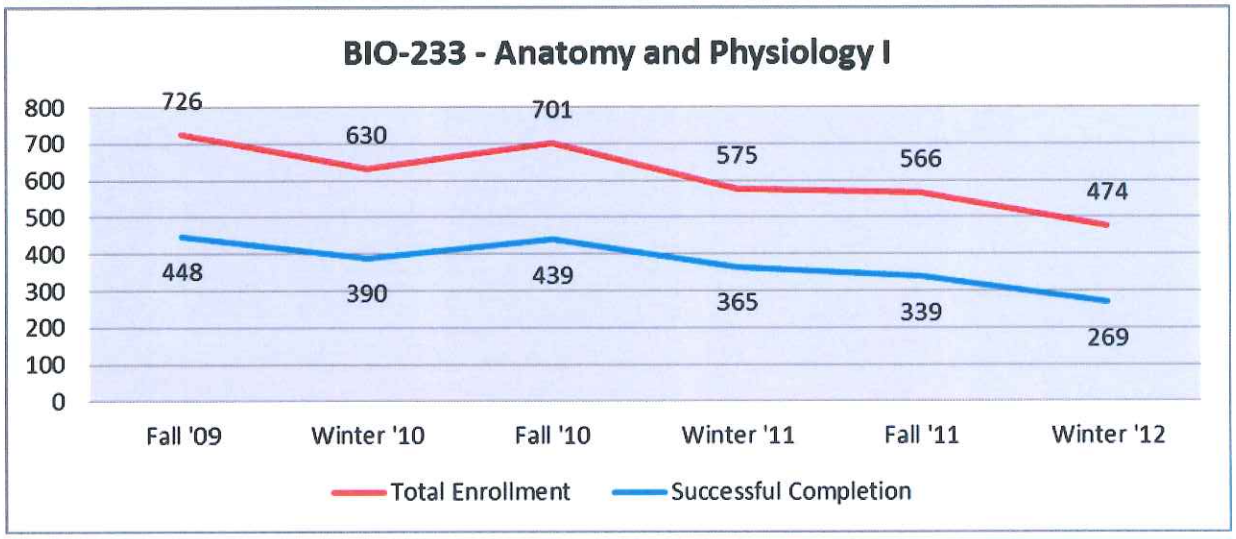


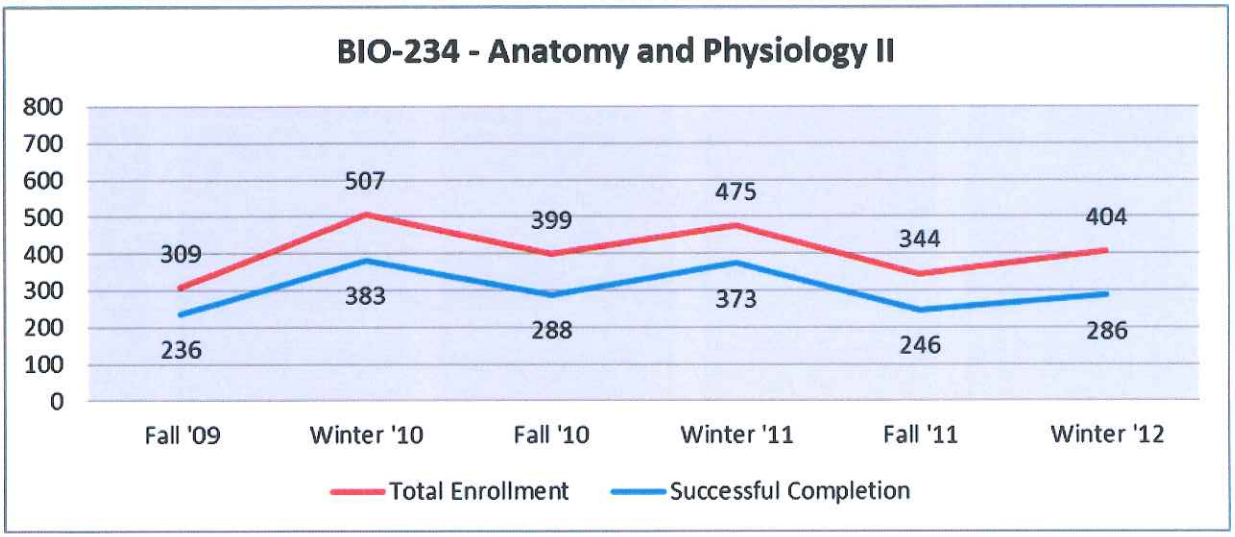
The graph above shows the only available data for the "Bone Room" or anatomical model check outs when they were available. While the check-ins outnumber the "check-outs," that merely means the student stayed in the anatomy lab to handle the models there during the visit and did not use the library's circulation system to "check-out" any of the models for reserved use. If this TIF proposal is approved, the data will improve significantly since brand new check in/out stations will be created and then staffed to insure data that correlates Anatomy & Physiology tutoring and use of models with Anatomy & Physiology coursework. The design of the proposed space will create two areas, one for tutoring, and another for private and secure use of the models for reserved study sessions, guided by a Science tutor.

Appendix J cont.

Below are graphs showing the total enrollment and completion numbers for Anatomy & Physiology classes. The gap between the lines on the graphs shows the students who did not pass and so would most likely benefit from the tutoring service that the Learning Lab could provide if this TIF proposal is approved.

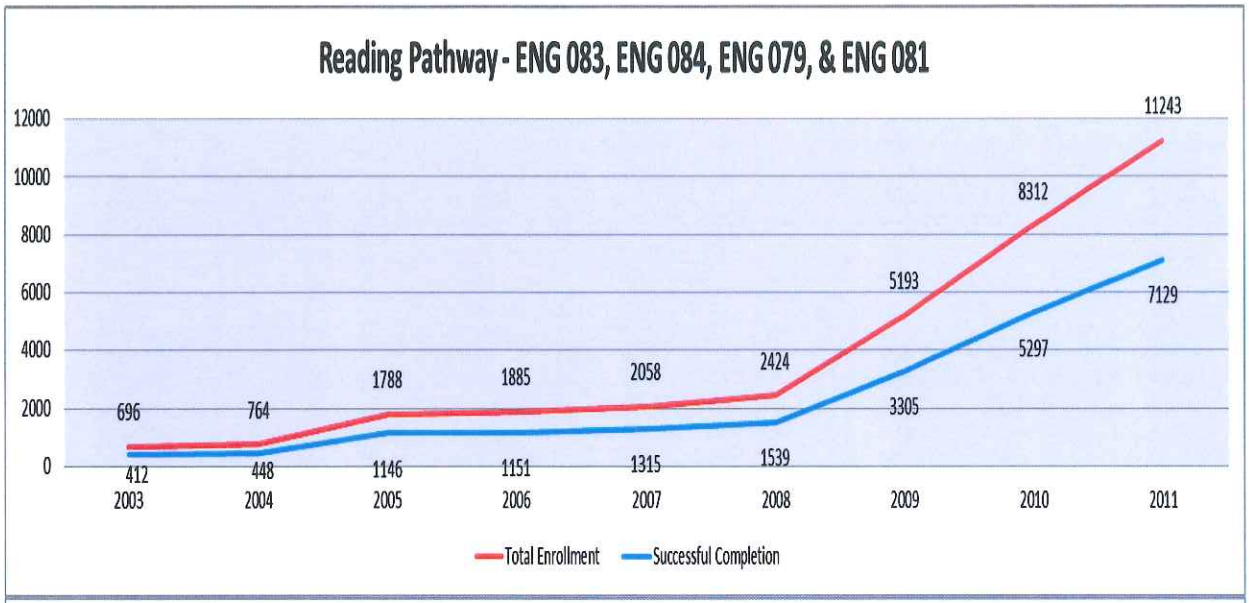


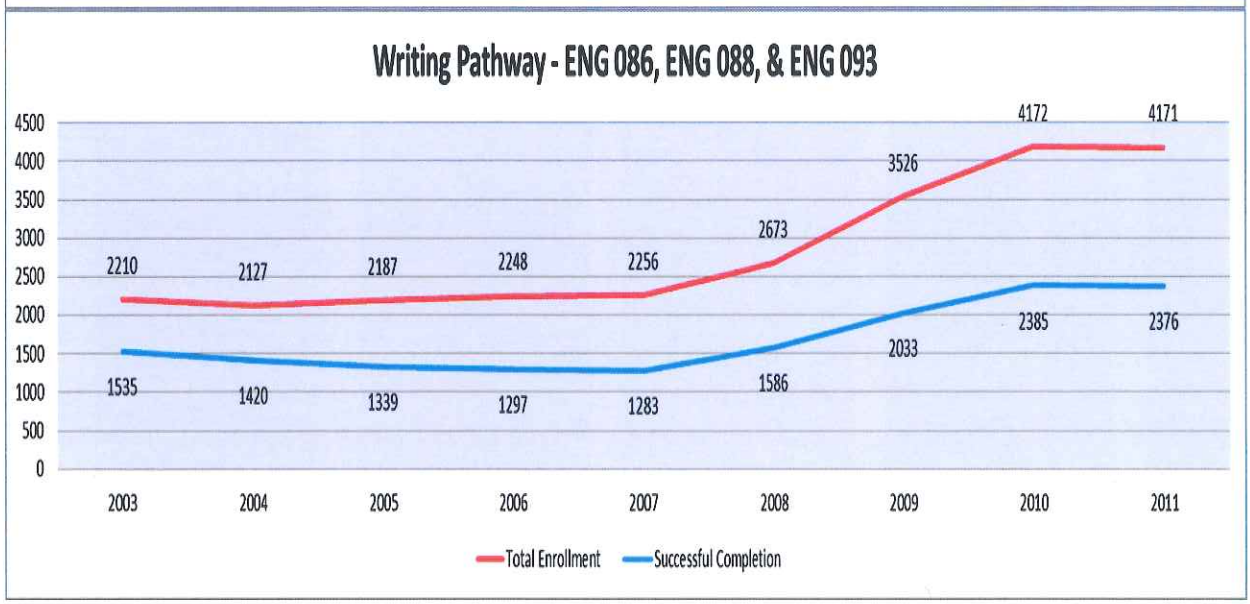




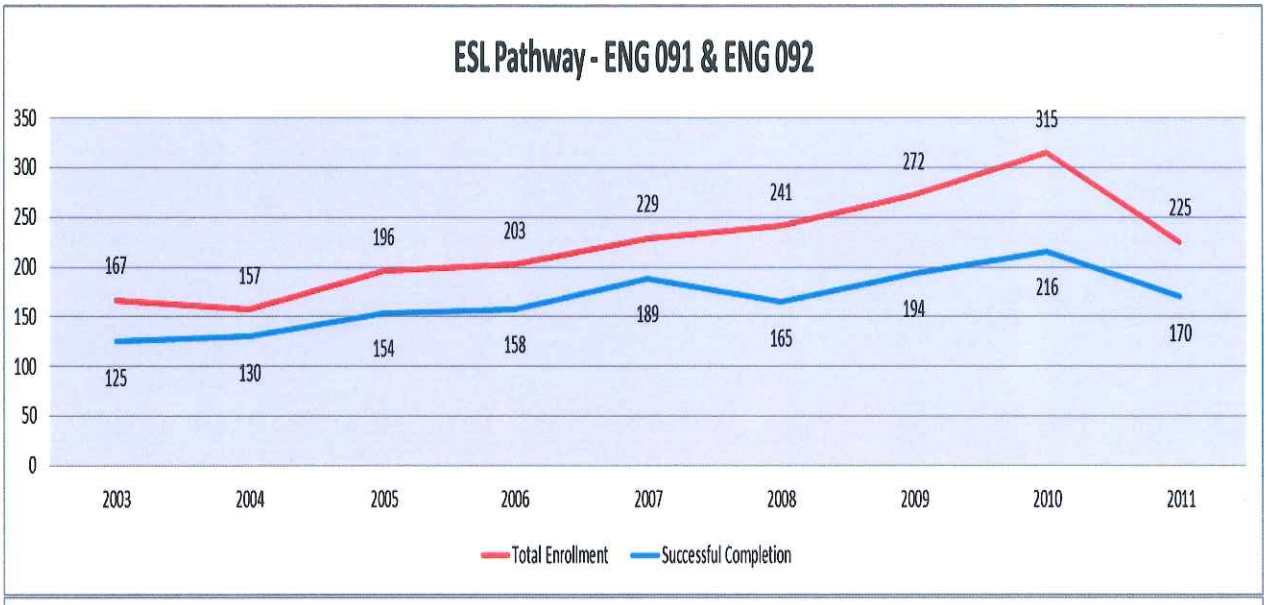
Appendix K:

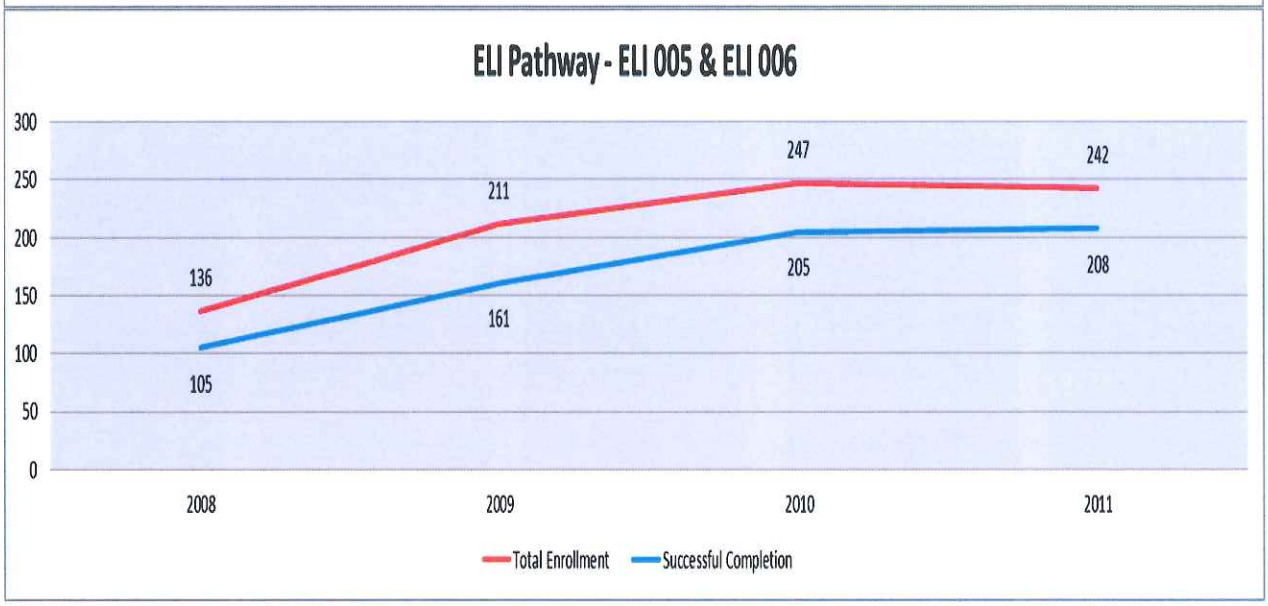
Below are graphs for data collected by the Learning Lab and the Office of Research, Planning, and Effectiveness. The data provides examples of tracking students as they progress into college-level classes in English from four different starting points at HFCC. Such accurate data is important for decision-making and planning for student support services, and this TIF proposal seeks to insure data collection is as accurate as possible for the additional tutoring services the Learning Lab would like to offer. Tracking student course completion with tutoring visits can help correlate how well services are working to assist students to succeed.





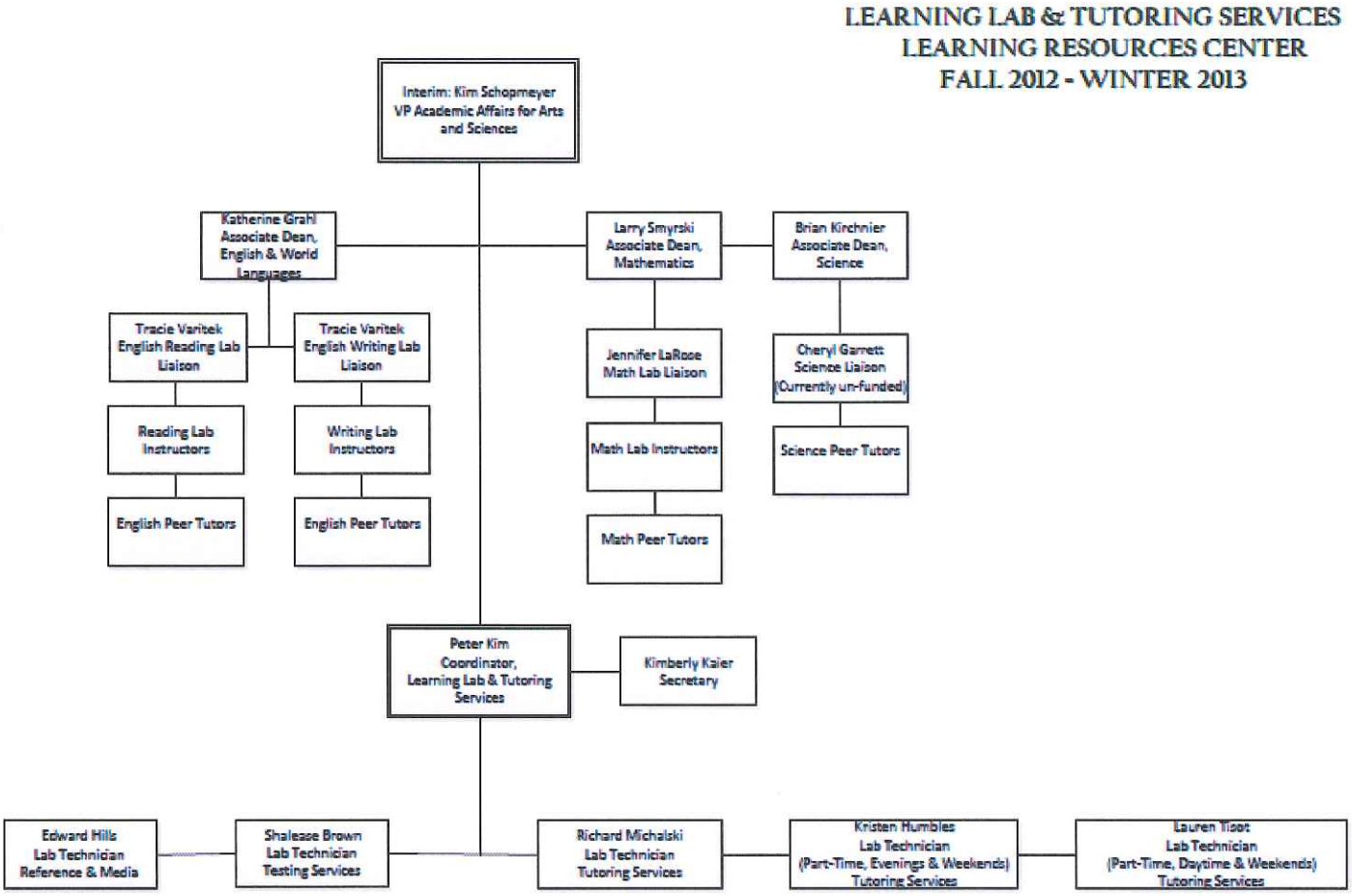
Appendix K cont.





Appendix L:

Below is the organizational chart for the Learning Lab's personnel, showing significant improvements in staffing and administration. Two full-time Lab Technicians as well as two part-time Lab Technicians have been hired, and the secretary position was elevated from an 11-month to a 12-month assignment. Most significantly, the Coordinator position was made a full-time full-redirect position. Administration is currently exploring the possibility of making the position of a full-time Director position, comparable to the position at most other community colleges.



Appendix N:

Learning Lab Renovations: 2-Year Operational Plan Institutionally Funded

Departmental/Divisional Planning				
Department/Division: Learning Lab				
Academic Year - 2013-2014				
Initiatives (prioritized)	Related Strategic Goal(s) and Objective(s)	Related Needs (if any)	Estimated Cost	Indicator(s) of Success
Expand and improve resources in the Learning Lab for tutoring, testing, and computer-based learning assistance	VII. d.) Ensure that the College's physical facilities, equipment, and technological infrastructure support fulfillment of the College's mission	Expand dedicated space for added tutoring services in sciences and business as determined by student success data. Replace outdated computers, equipment, and technology; upgrade electrical and data switch panels; add powered workstations.	One time cost: $48,000 (20% institutional funding for TIF proposal)	Increased retention and course completion rate of College students who receive services from the Learning Lab Improved collection and accuracy of usage data on all learning lab services

2011-2012				
Purchases From Other Department(s) Budgets			Purchases From Other Department(s) Budgets	
Lincoln Office Solutions		$874.67	Security Corp. (Clockin Room Locks)	$1,343.34
Motor City Electric		$2,340.00	Lincoln Offices (Room Renovations)	$822.00
office depot certificates (Pete)	books reimbursement $45	$45.00	Totals	$2,165.34
Lincoln Office Solutions		$2,691.28		
R. Simon Electric		$1,776.00	Computers & Peripheral	
Totals		$7,726.95	Bratton Corp	$384.00
			Totals	$384.00
New Software Purchases				
Dr. Peter Kim (Timeclock software)		$68.85	Software Licenses & Renew	
Totals		$68.85	Myskillstutor	$2,295.00
			Redrock Software Corp.	$749.00
Computers & Peripheral			Totals	$3,044.00
Sehi Computer Products Inc		$1,206.60		
Corr V0389117 Canton Computers		$147.00	Computers	
Totals		$1,353.60	Enertron	$5,050.00
			Enertron	$4,532.00
Software Licenses & Renew			Motorcity electric	$4,960.00
Houghton Mifflin Harcourt (MySkillsTutor)		$2,295.00	Sargent-welch scientific Co.	$243.84
Totals		$2,295.00	Enertron	$400.00
			Totals	$15,185.84
Computers				
Canton Computers Laptop Repair		$268.00		
Totals		$268.00	Total Combined	$32,491.58

*Not itemized is cost for flooring and painting of entire Learning Lab, also institutionally funded.

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PRICE QUOTATION

FOR
Henry Ford Community College
May 17, 2012

SYSTEM ADDITIONS, including:

101S	2 additional Staff User license	$3,000
	Increment to monthly maintenance, after 12 months	$30

Quotation is valid for 45 days.

Taxes are not included in the quoted prices but, if applicable, may be charged by Innovative Interfaces at point of invoicing.

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We have now started to take Credit Cards as payment on all orders within the United States. If you would like to use this service a charge of 3.5% of the total order will be added for all credit card orders/payments over $2,000.

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Greg Lintao
Customer Sales Associate

College Download Library® features included with Annual Fee:

• Custom-branded website	Included
• Configuration and license fee	Included
• Annual collection credit based on tier *(see below)*	Included
• OverDrive Media Console™ software for audiobooks, music, video	Included
• Reporting module	Included
• Staff training	Included
• Marketing material to promote service to teachers & students	Included
• Authentication options	Included
• Third-party licenses for digital rights management	Included
• Maintenance, hosting & support services	Included
• Secondary patron support	Included
• Bandwidth for all downloads	Included
• Updates of website	Included

College Download Library® Fee Schedule:

FTE (Full-Time Enrollment)	Annual Fee
Less than 2,000 students	**$ 4,000** *includes credit to be used for collection* ($ 2,000)
2,000 – 3,999	**$ 6,000** *includes credit to be used for collection* ($ 3,000)
4,000 – 5,999	**$ 10,000** *includes credit to be used for collection* ($ 5,000)
6,000 – 7,999	**$ 14,000** *includes credit to be used for collection* ($ 7,000)
8,000 – 15,999	**$ 18,000** *includes credit to be used for collection* ($ 9,000)
16,000 – 24,999	**$ 24,000** *includes credit to be used for collection* ($ 12,000)
25,000 – 29,999	**$ 30,000** *includes credit to be used for collection* ($ 15,000)
30,000 – 35,999	**$ 36,000** *includes credit to be used for collection* ($ 18,000)
36,000 – 44,999	**$ 50,000** *includes credit to be used for collection* ($ 25,000)
45,000 and above	Ask about pricing & credit

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Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
7757	11/5/2012		HENRYF	KAY FLORES	

QUOTE TO:
Fred Steiner
Henry Ford Community College
5101 Evergreen Road
Dearborn, MI 48128

P: 1.313.845.6420
F: 1.313.845.9658

SHIP TO:
Peter Kim
Henry Ford Community College
LRC Learingi Lab & Tutoring
5101 Evergreen Road
Dearborn, MI 48128

P: 1.313.317.6682

Terms: NET 10 DAYS

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		**********PHASE ONE********** REVISED 11-03-12 REVISED 09-20-12 REVISED 09-12-12 REVISED 04-12-12 PRICE INCREASE BUDGET SUMMARY 01-19-12 PRICING GOOD FOR 30 DAYS. MERCHANDISE SPECIAL ORDER AND NON-RETURNABLE/CANCELABLE. DELIVERY DURING NORMAL BUSINESS HOURS, USE OF ELEVATOR REQUIRED. DELIVERY PRICE INCLUDES STAIR CARRY FOR ITEMS TOO LARGE TO FIT IN ELEVATOR. LEAD TIME 4-5 WEEKS. TERMS: NET 10 DAYS.		
BEG	**Subsection**	**RECEPTION SEATING**		
1	3	A440 ALLERMUIR ALLERMUIR WAVE BENCH,18"H x 19"D x 64.5W (SEAT HEIGHT 16") FINISH: FRAME: BRUSHED STAINLESS SEAT: MAPLE W/CLEARCOAT WAVE BENCHES	2,288.81	6,866.43
END	**Subsection**			
BEG	**Subsection**	**CHECK-IN STATIONS**		

ACCEPTED BY_____ TITLE_____ DATE_____

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7757	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
2	10	BXP36 STEELCASE Post-X, Base, 33H	143.62	1,436.20
3	1	BB042 STEELCASE Beam, 3 1/2W in ft	118.25	118.25
4	1	BB060 STEELCASE Beam, 5W in ft	147.92	147.92
5	5	BB072 STEELCASE Beam, 6W in ft	177.16	885.80
6	1	BB084 STEELCASE Beam, 7W in ft	204.25	204.25
7	3	BDS42 STEELCASE Shelf-Datum, 3 supports, 42W BASIC :4799 PLATINUM METALLIC	135.45	406.35
8	1	BDS48 STEELCASE Shelf-Datum, 3 supports, 48W BASIC :4799 PLATINUM METALLIC	147.49	147.49
9	1	BPFS10 STEELCASE Fence dust cover, Package quantity 10	162.97	162.97
10	10	BXPTC STEELCASE Top cap-X post	9.46	94.60
11	1	BPCS STEELCASE Shim-Base, Package quantity 20, Post	52.89	52.89
12	1	BFS2430 STEELCASE Table-Straight, 24D x 29 3/4W EDGE :6619 ICE TOP-SURF:2920 MARL MICRO	87.78	87.78
13	1	BZC302472 STEELCASE Table-Transition, Left hand, 30DL x 24DR x 71 3/4W EDGE :6619 ICE TOP-SURF:2920 MARL MICRO OPTIONS * * OPTIONS * * RFCHAN *OPT:REINFORCING CHANNEL OPTION NO RCHNL STD:NO REINFORCING CHANNEL	273.84	273.84
14	2	BZC243072 STEELCASE	273.84	547.68

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Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
7757	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		Table-Transition, Right hand, 24DL x 30DR x 71 3/4W EDGE :6619 ICE TOP-SURF:2920 MARL MICRO OPTIONS * * OPTIONS * * RFCHAN *OPT:REINFORCING CHANNEL OPTION NO RCHNL STD:NO REINFORCING CHANNEL		
15	5	BCAB STEELCASE Cabby leg, Glides, 28 1/2H LEGS :4799 PLATINUM METALLIC	73.50	367.50
16	11	BTTB STEELCASE Bracket-Tether table	29.40	323.40
17	3	AM58 DETAILS Modesty screen, Universal clamp, 58W BASIC :4799 PLATINUM METALLIC	194.00	582.00
18	1	RSC18302AF STEELCASE Cabinet-Storage, 1 adjustable shelf, Flush steel front, 18D x 30W x 28H BASIC :4799 PLATINUM METALLIC LOCK :9201 POLISHED CHROME KEYS :SK PLUG OPTIONS * * OPTIONS * * TOP OPT *OPT:TOP OPTIONS LAM TOP LAMINATE TOP TOP-SURF TOP SURFACE PLAS LAM *TOP-SURF:PLASTIC LAMINATE 2920 MARL MICRO EDGE EDGE PLASTIC *EDGE:PLASTIC 6619 ICE	512.99	512.99
END	**Subsection**			
BEG	**Subsection**	**SECRETARIAL STATION**		
19	1	BFB224848 STEELCASE Table-120 degree corner, 24DL x 24DR x 49WL x 49WR EDGE :6619 ICE TOP-SURF:2920 MARL MICRO	351.54	351.54

ACCEPTED BY_____ TITLE_____ DATE_____

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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
7757	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
20	1	BCAB4 STEELCASE Cabby leg, Package quantity 4, Glides, 28 1/2H LEGS :4799 PLATINUM METALLIC	294.00	294.00
21	1	BCAB STEELCASE Cabby leg, Glides, 28 1/2H LEGS :4799 PLATINUM METALLIC	73.50	73.50
22	1	RPM2427AP STEELCASE Pedestal-Mobile, 2 box / 1 file, Proud steel front, 23 1/2D BASIC :4799 PLATINUM METALLIC LOCK :9201 POLISHED CHROME PULL :9211 NICKEL KEYS :SK RAND OPTIONS * * OPTIONS * * TOP OPT *OPT:TOP OPTIONS 1/8 IN STL STD:1/8 INCH HIGH STEEL DWR OPT *OPT:DRAWER OPTIONS FULL DWR STD:FULL DRAWER DWR ACC *OPT:FILE DWR ACCESSORIES RAIL DRAWERS WITH RAILS PULLS *OPT:PULL OPTIONS HDL PULL HANDLE PULL	408.93	408.93
23	1	ACMP40 DETAILS Screen-Modesty and privacy, Cableway, Universal clamp, 40W BASIC :4799 PLATINUM METALLIC	329.00	329.00
24	1	98768 STEELCASE Tray-Cable storage, 2D x 24W x 2 1/2H	16.80	16.80
25	1	TS5SKLBNE STEELCASE turnstone; Wire manager, Skeleton bone application BASIC :6000 BLACK	72.22	72.22
END	Subsection			
BEG	Subsection	**MEDIASCAPE AREA**		
26	1	MTLS4848T STEELCASE Table-Lounge height, Small D shaped, Attached totem, 48D x 48W BASIC :4799 PLATINUM METALLIC INFILL :4799 PLATINUM METALLIC	11,234.13	11,234.13

ACCEPTED BY_____ TITLE_____ DATE_____

LINCOLN OFFICE SOLUTIONS

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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
7757	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		OPTIONS * * OPTIONS * * MCBOPT1 *OPT:MONITOR/CONTROL BOX OPTIONS SNGL1CB STD:TOTEM W/1 MNTR CONTROL BOX TOP OPT *OPT:TOP OPTION LAM TOP LAMINATE TOP TOP-SURF TOP SURFACE LAMINATE *TOP-SURF:LAMINATE FINISHES 2920 MARL MICRO EDGE EDGE PLASTIC *EDGE:PLASTIC 6619 ICE INFL_OPT *OPT:INFILL OPTIONS INFILL STD:INFILL PUCK OPT *OPT:PUCK TYPE OPTIONS MIXED MIXED PUCK OPTIONS PUCK 1 PUCK 1 OPTIONS VGA ANALOG-VGA PUCK 2 PUCK 2 OPTIONS VGA ANALOG-VGA PUCK 3 PUCK 3 OPTIONS MINIPORT HYBRID-MINI DISPLAY PORT PUCK 4 PUCK 4 OPTIONS MINIPORT HYBRID-MINI DISPLAY PORT		
27	1	SOL TEKIN CONFIGURE MEDIA SCAPE UNIT AND PROVIDE TRAINING SESSION. ******NOTE****** TRAINING TO IMMEDIATELY FOLLOW INSTALLION	400.00	400.00
28	4	TS31401 STEELCASE Jenny; Chair, No arms UPHLSTRY:5999 MISC FABRIC CF STINSON Purchaser: VENDOR Pattern: SUNDANCE Color: Direction: VERTICAL OPTIONS * * OPTIONS * * LEG OPT *OPT:LEG OPTIONS	552.00	2,208.00

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Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		ALUMINUM ALUMINUM LEGS		
29	1	TS31406 STEELCASE Jenny; Chair, Corner unit UPHLSTRY:5999 MISC FABRIC CF STINSON Purchaser: VENDOR Pattern: SUNDANCE Color: Direction: VERTICAL OPTIONS * * OPTIONS * * LEG OPT *OPT:LEG OPTIONS ALUMINUM ALUMINUM LEGS	581.44	581.44
30	4	TS31410 STEELCASE Kit-Ganging BASIC :0835 BLACK	11.96	47.84
31	19	ITR18 CF STINSON CUSTOM FABRIC PATTERN: SUNDANCE (W/STA-KLEEN) COLOR: TBD	39.93	758.67
END	Subsection			
BEG	Subsection	**PRINTER AREAS**		
32	2	RSC18302AF STEELCASE Cabinet-Storage, 1 adjustable shelf, Flush steel front, 18D x 30W x 28H BASIC :4799 PLATINUM METALLIC LOCK :9201 POLISHED CHROME KEYS :SK PLUG OPTIONS * * OPTIONS * * TOP OPT *OPT:TOP OPTIONS NO TOP NO TOP	422.69	845.38
33	2	LOCK9201FR STEELCASE Lock Cylinder-FR Series, Polished Chrome LOCK :9201 POLISHED CHROME KEYS :SK SPEC 2-FR350	N/C	N/C
34	1	RATCL2460F STEELCASE Top-Common, Square edge profile, Laminate, Flush steel front, 23 1/8D x 60W EDGE :6619 ICE TOP-SURF:2920 MARL MICRO	123.84	123.84

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Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
35	2	BFRQ30 STEELCASE Table-Square, 30D EDGE :6619 ICE TOP-SURF:2920 MARL MICRO	120.96	241.92
36	2	BCAB4 STEELCASE Cabby leg, Package quantity 4, Glides, 28 1/2H LEGS :4799 PLATINUM METALLIC	294.00	588.00
37	2	TSAPR6648 STEELCASE Panel frame, 66H x 48W BASIC :4799 PLATINUM METALLIC FRAME :4799 PLATINUM METALLIC OPTIONS * * OPTIONS * * TOP CAP *OPT:TOP CAP OPTIONS 48" LOW STD:LOW TOP CAP POWER *OPT:POWER AT BASE OPTIONS FACT INS STD:FACTORY INSTALLED OPTIONS POWER POWERWAY OPTIONS NO POWER STD:NO PWRWAY AT BASE OF PNL	168.00	336.00
38	4	TSAPTE66 STEELCASE Trim-Vertical, End of run, 66H BASIC :4799 PLATINUM METALLIC OPTIONS * * OPTIONS * * END CAP *OPT:END CAP VERT EOR OPTIONS LOW STD:LOW END CAP	24.36	97.44
39	2	TSAPNT6648 STEELCASE Panel insert, Translucent, 66H x 48W SURFACE :6505 FROSTED WHITE	135.24	270.48
40	2	TSAPBWS66 STEELCASE Connector-Panel, Wallstart	11.76	23.52
END	Subsection			
BEG	Subsection	**COMPUTER WORKSTATIONS**		
41	48	TSAPR5436 STEELCASE Panel frame, 54H x 36W BASIC :4799 PLATINUM METALLIC FRAME :4799 PLATINUM METALLIC OPTIONS * * OPTIONS * *	129.78	6,229.44

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7757	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		TOP CAP *OPT:TOP CAP OPTIONS 36" LOW STD:LOW TOP CAP POWER *OPT:POWER AT BASE OPTIONS FACT INS STD:FACTORY INSTALLED OPTIONS POWER POWERWAY OPTIONS NO POWER STD:NO PWRWAY AT BASE OF PNL		
42	23	TSAPR5436 STEELCASE Panel frame, 54H x 36W BASIC :4799 PLATINUM METALLIC FRAME :4799 PLATINUM METALLIC OPTIONS * * OPTIONS * * TOP CAP *OPT:TOP CAP OPTIONS 36" LOW STD:LOW TOP CAP POWER *OPT:POWER AT BASE OPTIONS FACT INS STD:FACTORY INSTALLED OPTIONS POWER POWERWAY OPTIONS 3+D PWY 4-CIRCUIT(3+D)POWERWAY	189.42	4,356.66
43	71	TSAPNT5436 STEELCASE Panel insert, Translucent, 54H x 36W SURFACE :6505 FROSTED WHITE	90.30	6,411.30
44	26	TSAPTC54 STEELCASE Trim-Vertical, Corner, 54H BASIC :4799 PLATINUM METALLIC OPTIONS * * OPTIONS * * END CAP *OPT:END CAP VERT CORNER OPTS LOW STD:LOW END CAP	33.18	862.68
45	48	TSAPTE54 STEELCASE Trim-Vertical, End of run, 54H BASIC :4799 PLATINUM METALLIC OPTIONS * * OPTIONS * * END CAP *OPT:END CAP VERT EOR OPTIONS LOW STD:LOW END CAP	24.36	1,169.28
46	3	TSAE31DA15S STEELCASE Receptacle, 3 circuit, Shared neutrals, Line 1, 15 amperage	82.32	246.96
47	3	TSAE32DA15S STEELCASE	82.32	246.96

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Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		Receptacle, 3 circuit, Shared neutrals, Line 2, 15 amperage, Package quantity 6		
48	2	TSAE33DA15S STEELCASE Receptacle, 3 circuit, Shared neutrals, Line 3, 15 amperage, Package quantity 6	82.32	164.64
49	3	TSAE986694 STEELCASE Base power in, 4 circuit OPTIONS * * OPTIONS * * WIRE OPT *OPT:WIRING OPTIONS 3+D PWY STD:4 CIRCUIT 3+D	109.20	327.60
50	5	TSAEGROM STEELCASE Grommet, Package quantity 10	20.16	100.80
51	39	TSAWHR2436 STEELCASE Worksurface-Straight, High pressure laminate, 24D x 36W EDGE :6619 ICE TOP-SURF:2920 MARL MICRO	79.38	3,095.82
52	2	TSAWHR2472 STEELCASE Worksurface-Straight, High pressure laminate, 24D x 72W EDGE :6619 ICE TOP-SURF:2920 MARL MICRO	147.42	294.84
53	84	TSATCANT STEELCASE Cantilever BASIC :4799 PLATINUM METALLIC	35.70	2,998.80
54	11	GFUCCM STEELCASE Manager-Cord / cable, Package quantity 4, Internode	45.78	503.58
END	**Subsection**			
BEG	**Subsection**	**DELIVERY/INSTALLATION**		
55	1	SOI PALMER RECEIVE/DELIVER/INSTALL PRODUCT PER PLAN. FIELD INSTALL 39 EACH GROMMETS	7,526.67	7,526.67
END	**Subsection**			

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7757	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		QUOTATION TOTALS		
			Sub Total	67,057.02
			MICHIGAN NON TAXABLE CHURCH/SCHOOL/INST.	0.00
			MICHIGAN NON-TAXABLE	0.00
			Grand Total	67,057.02

*******End of Quotation*******

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Quotation

Quote Number	Quote Date	Customer Order Number	Customer Number	Account Representative	Project Number
8089	11/5/2012		HENRYF	KAY FLORES	

QUOTE TO:
Fred Steiner
Henry Ford Community College
5101 Evergreen Road
Dearborn, MI 48128

P: 1.313.845.6420
F: 1.313.845.9658

SHIP TO:
Peter Kim
Henry Ford Community College
LRC Learning lLab & Tutoring
5101 Evergreen Road
Dearborn, MI 48128

P: 1.313.317.6682 X0

Terms: NET 10 DAYS

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		PHASE TWO -- BUDGET SUMMARY REVISED 11-03-12 REVISED 09-20-12 PRICING AVAILABLE FOR 30 DAYS. MERCHANDISE SPECIAL ORDER AND NONRETURNABLE/CANCELABLE. DELIVERY DURING NORMAL BUSINESS HOURS, FIRST FLOOR OR USE OF ELEVATOR. LEAD TIME 4-5 WEEKS.		
BEG	**Subsection**	**GROUP ROOMS** **SEATING AND WORK RAIL**		
1	16	480120 STEELCASE node; Chair, Tripod base, Personal worksurface BASE :6249 PLATINUM SOLID PAINT :4799 PLATINUM METALLIC SHELL :6059 STERLING SOLID SURFACE :6249 PLATINUM SOLID OPTIONS * * OPTIONS * * CASTERS *OPT:CASTERS OPTIONS SOFT CST SOFT CASTERS CUPHLDER *OPT:CUP HOLDER OPTION NO CUP NO CUP HOLDER TBLTSTND *OPT:TABLET STAND OPTION NO STAND NO TABLET STAND	331.24	5,299.84

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8089	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description		Unit Price	Extended Amount
2	3	GCJWT96 Rail-Worktool, Wall mount, Huddleboard application, 96W RAIL OPT:8043 CLEAR ANODIZED ALUM	STEELCASE	417.66	1,252.98
3	3	K5M3242 Markerboard-Large, Package quantity 5, 32W x 42H	STEELCASE	392.92	1,178.76
4	3	SOI SPECIAL WALL MOUNT	LINCOLN	149.93	449.79
5	1	BHAB Bracket-Huddleboard adapter, Package quantity 10	STEELCASE	34.40	34.40
			Subsection Sub Total		8,215.77
			MICHIGAN NON TAXABLE CHURCH/SCHOOL/INST.		0.00
			MICHIGAN NON-TAXABLE		0.00
			Subsection Total		8,215.77
END	Subsection				
BEG	Subsection	OPEN GROUP AREA			
6	4	BXP45 Post-X, Base, 40 1/2H	STEELCASE	143.62	574.48
7	5	BXP95 Post-X, Base, 93 1/2H	STEELCASE	213.28	1,066.40
8	4	BB042 Beam, 3 1/2W in ft	STEELCASE	118.25	473.00
9	1	BB072 Beam, 6W in ft	STEELCASE	177.16	177.16
10	1	BB108 Beam, 9W in ft	STEELCASE	259.72	259.72
11	1	BB120 Beam, 10W in ft	STEELCASE	286.81	286.81
12	2	BB132 Beam, 11W in ft	STEELCASE	314.33	628.66
13	4	BB180 Beam, 15W in ft	STEELCASE	423.98	1,695.92

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Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
14	5	BWSK STEELCASE Kit-Wall start, Beam application	87.29	436.45
15	5	BXPTC STEELCASE Top cap-X post	9.46	47.30
16	2	BPCS STEELCASE Shim-Base, Package quantity 20, Post	52.89	105.78
17	4	BFFF661 STEELCASE Table-Tethered capsule, 1 hole, 26D x 66W EDGE :6009 ARCTIC WHITE TOP-SURF:2920 MARL MICRO	296.10	1,184.40
18	5	SOL STACK CUSTOM SHIMS AND INSTALLATION FOR WALL ANGLE ATTACHMENT	665.00	3,325.00
19	2	BTHPHXX STEELCASE Hub-Power, Hardwire, 3+1, Termination	240.37	480.74
20	2	BXTLHT52 STEELCASE Tube-Vertical, X post, Desk height hub to trough application, 52 1/2H	59.34	118.68
21	2	BXCIT STEELCASE Tube-Infeed, Ceiling, X post, 87 1/2H	111.80	223.60
22	1	BXJBCK STEELCASE Bracket-Connector, Package quantity 10, J box, X post	25.37	25.37
23	1	946800102SR STEELCASE Anchor Block Drill Template	262.00	262.00
24	10	4877110 STEELCASE Cachet; Stool-Pneumatic height adjustable, Non upholstered, Arms OPTIONS * * OPTIONS * * CASTER *OPT:CASTERS HARD CST STD:HARD CASTERS	466.48	4,664.80
			Subsection Sub Total	16,036.27
			MICHIGAN NON TAXABLE CHURCH/SCHOOL/INST.	0.00
			MICHIGAN NON-TAXABLE	0.00
			Subsection Total	16,036.27

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8089	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
END	Subsection			
BEG	Subsection	**LAPTOP LOUNGE**		
25	4	TS31401CH STEELCASE Jenny; Chair-No arms, High pressure laminate, Casters EDGE :6619 ICE TOP-SURF:2920 MARL MICRO UPHLSTRY:5999 MISC FABRIC CF STINSON Purchaser: VENDOR Pattern: SUNDANCE Color: Direction: VERTICAL	657.34	2,629.36
26	14	ITR18 CF STINSON CUSTOM FABRIC: SUNDANCE (W/STA-KLEEN) COLOR:TBD	39.93	559.02
27	1	TS4TSCRNR STEELCASE Campfire; Big Screen, Right hand	419.06	419.06
28	2	TS4TSCRNL STEELCASE Campfire; Big Screen, Left hand	419.06	838.12
			Subsection Sub Total	4,445.56
			MICHIGAN NON TAXABLE CHURCH/SCHOOL/INST.	0.00
			Subsection Total	4,445.56
END	Subsection			
BEG	Subsection	**DELIVERY/INSTALLATION**		
29	1	SOI PALMER RECEIVE/DELIVER/INSTALL PRODUCT PER PLAN	2,175.00	2,175.00
			Subsection Sub Total	2,175.00
			MICHIGAN NON-TAXABLE	0.00
			Subsection Total	2,175.00
END	Subsection			

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8089	11/5/2012		HENRYF	KAY FLORES	

Line	Quantity	Catalog No./Description	Unit Price	Extended Amount
		QUOTATION TOTALS		
			Sub Total	30,872.60
		MICHIGAN NON TAXABLE CHURCH/SCHOOL/INST.		0.00
		MICHIGAN NON-TAXABLE		0.00
			Grand Total	30,872.60

*******End of Quotation*******

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