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CHANCELLOR’S MESSAGE

District Office

Downriver Campus

Downtown Campus

Northwest Campus

Eastern Campus and University Center

Western Campus
Wayne County Community College District has experienced tremendous growth during the past 15 years. However, facilities that were acquired and constructed during the 70’s and early 80’s were not adequate to support the needs of the communities we serve. Circumstances dramatically changed in November 2001 with a voter-approved millage, which has since been extended through 2021, to both strengthen operations and fund capital improvement projects. This vote of confidence by our stakeholders allowed the District to attain parity in funding with other regional community colleges. Through the Pathways to the Future initiative, WCCCD moved quickly to begin the necessary building repairs, deferred maintenance, upgrades to facilities, technology and infrastructure that had been neglected for decades. This ambitious district-wide program has allowed WCCCD to transform programs, services, facilities, and systems resulting in significant value and benefit for students and constituents.

As a major dimension of the Pathways to the Future program, WCCCD had for the first time in its history the resources to “jumpstart” a massive investment in capital projects. Initially, the focus was on long-neglected and urgent needs such as repairing structural damage, replacing aging roofs, resurfacing parking lots, and replacing obsolete technology and equipment. This early phase was followed by the designing and construction of new and upgraded facilities on the five campuses. Major new construction projects have been completed on the Western and Downriver campuses, and the Northwest Campus replacement project, which involved matching capital outlay funds from the State of Michigan, is complete. A facility in the Harper Woods area has been renovated to house WCCCD’s University Center. Campus upgrading and space reallocation projects have been completed on the Downtown and Eastern campuses, although significant facility upgrading and site redevelopment work still remains at the Eastern Campus.

We are very grateful that the support of our citizens and the State of Michigan has made possible the transformation of the facilities on our five campuses. The new and upgraded buildings on each campus have been a significant factor in advancing student success and satisfaction at WCCCD. However, the district now faces a crossroads in terms of the sustainability of facility operations and campus services as we adjust to new financial realities caused by a dramatic loss in property tax and state aid revenue during the past few years. To deal with the outlook for a long-term period of significantly reduced revenue levels, WCCCD launched the District Design Initiative (DDI) as a component of the Pathways to the Future program. Through DDI, the district has implemented a new business model that seeks to maintain a focus on student success and completion, but with increased emphasis on organizational redesign and financial sustainability, productivity, and capacity building. We are addressing fundamentally important questions about the future of WCCCD and its campuses in response to these new financial realities:

- What is the sustainable level of student enrollment?
- What is the sustainable scope of the curriculum?
- What is the sustainable level of student support services?
- What is the sustainable level of staffing?
- What is the sustainable level of campus services?
- What is the sustainable level of facility operations?

To provide for an in-depth and comprehensive review of all of the factors to be considered as the district leadership addresses the issue of the sustainable levels of facility operations and campus services, WCCCD will develop an updated facility and site master plan during 2014. The conclusions of this master planning process will be driven by the answers to the issues listed above: sustainable levels of student enrollment, curriculum, student support services, and staffing. Options to be considered during the master planning process will include the designation of certain campuses as full-service centers and other campuses as specialized service or community centers. To the extent possible, we will seek to honor the “neighborhood college” image of the campuses in recognition of the lack of adequate transportation systems to permit students to travel long distances to an alternative campus.

In spite of the hardships presented by the adjustment to the long-term outlook for reduced revenues, WCCCD must continue to invest in facility and site upgrades in order to keep pace with the changing educational needs of the students, businesses, and communities that we serve.

Sincerely,

Dr. Curtis L. Ivery, Chancellor
EXECUTIVE SUMMARY

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

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

A. Major Projects Completed Since 2001
1. Emergency repair and urgent renovation projects (all campuses)
2. Michigan Institute for Public Safety Education (Downriver Campus)
3. Entrepreneurial Institute and Resource Center (Eastern Campus)
4. Educational Multipurpose Center (Western Campus)
5. Information Technology Data Center (Central Administration Building)
6. Renovation and upgrading of science labs and other instructional spaces (all campuses)
7. Heinz C. Prechter Education and Performing Arts Center (Downriver Campus)
8. Mary Ellen Stempfle University Center (Grosse Pointes/Harper Woods location)
9. Relocation of Northwest Campus
10. Northwest Campus Larry K. Lewis Education Center

B. Major Projects Currently in Progress
1. Facility condition analysis and building systems upgrades
2. Expansion of the Mary Ellen Stempfle University Center

C. Major Projects Planned for the Future
1. Eastern Campus Repurposing and Upgrading Project
2. Five-Campus Library and Learning Technologies Upgrade Project
3. Northwest Campus Wellness & Fitness Center Addition and Renovation
4. Development of a Sustainability Program at WCCCD (Leadership in Energy and Environmental Design-LEED-certification; green building standards for construction, renovation, and retrofitting; student involvement; environmental studies curriculum; recycling program; sustainability policies; sustainability advisory committee, etc.)
5. Continuation of facility condition analysis and building systems upgrades

D. Facility and Site Development Areas for Exploration and Review of Options
1. Future development of the Downtown Campus
2. Options for future housing of central administration functions
3. Options for designated spaces to house workforce development and continuing education programs
4. Upgrading of technology-oriented instructional laboratories (e.g. information and computer technologies, business, manufacturing technology, and health education, implementation of an Advanced Technology Education Center at the Western Campus)
History and Overview
Wayne County Community College District (WCCCD) has completed more than forty years of uninterrupted operation and development of comprehensive educational services. Both directly and indirectly, our students and the nearly two million people living within the College’s service district have enjoyed the benefits of constantly improved instructional programs and community services.

The story of Wayne County Community College District is one of continuing growth and innovation in providing higher education and career advancement programs for the metropolitan region which it was created to serve. The College was established in 1967 by the Legislature of the State of Michigan, and its initial seven-member Board of Trustees was elected the following year. The first operating budget was based on a $1,000,000 grant from the State of Michigan, as well as a $300,000 stipend from New Detroit, Inc., and anticipated student tuition payments at that time. The new College had no buildings or facilities of its own, but with the cooperation of local school boards, classrooms were made available throughout the County of Wayne. In the summer of 1969, the Board of Trustees directed the staff to set up classes for the first fall semester. Instructors were hired, curricula were designed and the College opened its doors.

In 1992, WCCCD passed its first voter-approved property tax levy of 1.00 mill, which was then approved as a permanent millage rate by voters in 1998. In 2001, voters approved an additional 1.5 mill levy for a ten-year period, bringing the college’s total millage levy to 2.50 mills. In November 2008, voters approved the college’s proposal to extend to 2021 the 1.5 mill levy at a reduced rate of 1.25 mills, resulting in a current total millage rate of 2.25 mills.

In 1998, the term “District” was added to WCCCD’s name (from Wayne County Community College to Wayne County Community College District) to reflect the college’s multi-campus structure and its service to a Wayne County geographic district of 32 townships and communities and nearly two million citizens.

During the 2009-2013 period, WCCCD experienced a major decline in property tax and state aid revenues due to the economic downturn in Michigan and collapse of property values in Wayne County. WCCCD has developed a new business model focused on productivity, performance, quality, and revitalization of public financial support.

WCCCD currently serves approximately 70,000 students each year in credit and non-credit programs and services.

**WCCCD’S MISSION IS TO EMPOWER INDIVIDUALS, BUSINESSES, AND COMMUNITIES TO ACHIEVE THEIR GOALS THROUGH EXCELLENT AND ACCESSIBLE SERVICES, CULTURALLY DIVERSE EXPERIENCES, AND GLOBALLY COMPETITIVE HIGHER EDUCATION AND CAREER ADVANCEMENT PROGRAMS.**
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT AT A GLANCE

• Serves 32 cities and townships encompassing 500 square miles and nearly two million citizens in Wayne County, Michigan, including Detroit. The taxing district is Wayne County with the exception of the Henry Ford Community College and Schoolcraft College districts and the Highland Park Public School District.
• One of 28 community colleges in Michigan.
• Nine-member Board of Trustees elected from nine regions of the district.
• Six service locations: Downriver Campus (Taylor), Downtown Campus (Fort Street in downtown Detroit), Eastern Campus (Conner and Highway 94 in eastern Detroit), Northwest Campus (Outer Drive and Southfield Road in northwest Detroit), Western Campus (Belleville), University Center (Grosse Pointe/Harper Woods area—Vernier Avenue).
• Northwest Campus relocated in fall 2008 from original Greenfield Road site to 32-acre site acquired from the University of Detroit/Mercy at Outer Drive and M39 Southfield Freeway in northwest Detroit.
• District Office: 801 West Fort Street, Detroit, Michigan 48226.
• General telephone number: 313-496-2600. Website: www.wcccd.edu
• Total credit and non-credit student enrollment: nearly 74,000 students in 2012. Diverse student body with students from over sixty countries. More than 70 percent of WCCCD’s students receive some form of financial aid or assistance.
• Degrees: Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies. More than 80 career education and university transfer programs and to about 50 one-year certificate programs.
• Distance education modalities include online, interactive television, and live interaction online.
• 2012-2013 operating budget: in excess of $103,000,000. Major sources of funding: district-level property tax levy, State of Michigan appropriations, student tuition and fees, federal and state grants and private contributions.
MISSION / VISION / STRATEGIC GOALS
Wayne County Community College District Mission, Vision, Values and Functions Statement

MISSION
Why WCCCD Exists

Wayne County Community College District’s Mission is to empower individuals, businesses, and communities to achieve their goals through excellent and accessible services, culturally diverse experiences, and globally-competitive higher education and career advancement programs.

VISION
The Future Toward Which WCCCD is Moving

Wayne County Community College District’s Vision WCCCD will be recognized as an institution that has achieved national and international recognition for enduring excellence as a comprehensive multi-campus community college district. WCCCD will focus on continuous self-evaluation and improvement; preparation of a highly-skilled workforce in support of the Wayne County economy; student academic and career success, and leadership in strengthening the open door philosophy of educational opportunity.

VALUES
What beliefs are important to WCCCD

Wayne County Community College District abides by the Values of:
• Supporting excellence in teaching and learning
• Honoring diversity
• Serving the common good (contributing to community improvement)
• Being accountable
• Operating with integrity

FUNCTIONS
What WCCCD does to carry out its mission

Wayne County Community College District fulfills its mission by conducting these Educational Functions:
• Career Education
• University Transfer and General Education
• Workforce Development and Continuing Education
• Developmental Education
• Student Services
• Community Engagement
Wayne County Community College District activates its mission through its strategic goals for the 2009-2014 period:

A. **Goal One: Advancement of the Open Door of Educational Opportunity**
   1. Implement student success interventions.
   2. Continue WCCCD’s role as a national open door leader.
   3. Advance educational opportunities (integration of diversity initiatives)
   4. Enhance and re-design Student Services.

B. **Goal Two: Expansion of Community Engagement**
   1. Implement the use of regular environmental scan reports.
   2. Enhance WCCCD’s community leadership role.
   3. Expand the marketing and community relations program.
   4. Implement targeted national and international initiatives.

C. **Goal Three: Advancement of Instructional Innovation**
   1. Support curricular and teaching/learning change.
   2. Establish a premier Health Sciences Center.
   3. Expand distance learning opportunities.
   4. Implement and develop university partnerships.

D. **Goal Four: Strengthening of Processes to Support Effective Student Learning**
   1. Increase faculty/staff participation in annual review of student learning outcomes.
   2. Increase use of assessment results to improve student learning.
   3. Implement a web-based assessment management system.

E. **Goal Five: Development of Institutional Resources**
   1. Enhance faculty and staff professional development.
   2. Assure WCCCD’s financial viability and sustainability.
   3. Sustain technology resources.
   4. Continue facility and site development initiatives on the five campuses.

F. **Goal Six: Enhancement of District-Wide Continuous Self-Evaluation and Self-Improvement**
   1. Promote a culture of evidence.
   2. Strengthen the annual Plan/Do/Measure/Learn continuous improvement cycle.
   3. Implement an annual year-end achievement report system.
   4. Strengthen the individual planning and performance appraisal system.

G. **Goal Seven: Advancement of Operational and Management Excellence**
   1. Implement an annual systems improvement cycle.
   2. Continue district/campus alignment initiative.
   3. Implement an expanded program of point-of-service customer evaluation.
Instructional Programming
Overview of Instructional Programs

Wayne County Community College District (WCCCD) is committed to developing and delivering innovative programming solutions to meet the needs of students and the demands of business and industry. All courses and programs meet the standards established by faculty, the District, and various regulatory agencies. Both external and internal factors and community stakeholders help to shape the District’s curriculum.

The credit curriculum is delivered through on-site and on-line class sections offered during three semesters each year (fall, spring, and summer). The District offers degrees in the Associate of Arts, Sciences, Applied Sciences and General Studies. These transferrable programs are designed for students who plan to transfer to a four year college or university and for those who plan to earn a professional degree. Over 80 career education and university transfer programs and about 50 one-year certificate programs are offered. Each career certificate or program is designed to meet specific skills and competencies articulated by local employers and various professional accrediting bodies. Associate degree and certificate program development is currently underway or planned in areas such as environmental sustainability (green careers – see below), allied health, food service, advanced technology education, alternative energy, computer information systems, film production, advanced automotive systems, renewable and sustainable energy, and web developer.

WCCCD’s University Center is located in Harper Woods near the Eastern Campus, and hosts the advanced educational programs offered by baccalaureate-level colleges and universities. The University Center has the purpose of expanding the opportunity for WCCCD students and other citizens to continue their education beyond the associate degree level, thus empowering them to earn a baccalaureate degree in a supportive and convenient collegiate environment. The University Center currently has partnerships in place or in progress with Ferris State University, University of Michigan-Flint, Walsh College, University of Detroit Mercy, western Michigan University, and Michigan State University.

WCCCD’s commitment to energy conservation and environmental sustainability is expressed in its WCCCD Green Initiative. Through this initiative, WCCCD will strengthen its stewardship of the earth’s climate and environmental sustainability by engaging students, faculty, and staff in energy efficiency planning, energy conservation efforts such as waste minimization and power management, development of LEED certified campus buildings, offering of green career education programs (e.g. wind and solar energy technologies, green building construction and retrofitting, hybrid vehicle manufacturing), and infusion of environmental studies into general education and university transfer programs.

The Corporate College was launched in 2009 to position WCCCD as a regional leader and primary provider of workforce education programs and services in support of county, regional, and state economic recovery and growth. The mission of the Corporate College is to “partner with employers and other community organizations to create the workforce of the future”. The Corporate College is housed at the Eastern Campus, sharing that location with the ongoing career education, university transfer, student services, and other community college programs offered at the campus. Corporate College programs include employer-sponsored customized employee training, federally-funded and state-funded job training, on-line workforce education, small business and entrepreneurial development, software certification, and corporate retreat and workshop support services.
Overview of Instructional Programs (continued)

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

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

WCCCD will continue to maximize the efficient utilization of current and new campus facilities to the extent possible given current and projected fiscal constraints. In addition, the District has been exploring the possibility of continued partnerships with K-12 school districts, community groups, businesses and industry to find new and inventive ways to partner and facilitate instruction at off site locations or shared spaces. By partnering with groups and organizations such as these, educational opportunities can be offered in the work place, schools, hospitals or medical complexes, or wherever a need is present. These partnerships also benefit students in that they may receive real world training on industry standard equipment or be exposed to industry practices at the hands of industry experts. Access is enhanced through the ability of high school students to get college credit at their school or close to home, avoiding the frequent problems of transportation or family-time.

As the needs of the constituents that WCCCD serves continue to grow, the physical capabilities will need to be considered. Partnership opportunities may be the only way in which some of these needs can be addressed. Therefore, WCCCD will continue to place a high degree of priority upon developing new partnerships and strengthening existing ones.
Organizational Development

Registration

STAFFING AND ENROLLMENT
Staffing and Enrollment

Wayne County Community College District (WCCCD) enrollment increased significantly over the last 13 years based on innovative program offerings, student service enhancements, facility improvements, and community engagement. Student enrollment has stabilized during the past three years due to many factors that are decreasing overall growth potential district-wide. As with many institutions, WCCCD faced an unforeseen economic climate that warranted rapid adjustments in resources that influenced campus and District enrollment growth. The District continues to research overall capacity to redesign processes, programs, and structures for sustainability and effective use of its resources. To that end, the enrollment overview represents a six year forecast as it relates to current projected and potential enrollment patterns as well as overall institutional capacity.

In response to the financial realities, WCCCD launched a comprehensive effort to redesign and transform the District for the future. Through forecasting, planning and implementation of plans to address a devastating collapse of property tax valuations and collections within the region as well as continued challenges with State funding, much has already been accomplished to control staffing cost and address financial sustainability. WCCCD has a long history of careful stewardship of its resources. In 2002, the Pathways initiative recognized that the transformation of programs, services, and systems could not be achieved through the resources of a limited permanent staff. Through the Pathways initiative, WCCCD installed a dual structure which involved adding temporary full-time staff, part-time staff and contracted services employees to achieve the mission and goals of the District while maintaining the flexibility to adjust with the changing economy and changing demand for services.

Today, through the District Design Initiative, WCCCD continues to transform and redesign the institution to address financial sustainability, productivity and capacity while achieving its vision of enduring excellence through a focus on student success and institutional effectiveness. A large number of staff positions have been eliminated in recent years, necessitating the redesign of programs, services, structures, and systems to increase efficiency and to redirect resources to student success and completion and other high priority goals.
Projected: Estimated enrollment is based on current enrollment patterns and foreseeable human, financial, and technological resources currently available. These projections are based on campus enrollment trends and potential resources needed to sustain the District’s service capacity.

* Unaudited
Distance Learning
Credit and Non-Credit Enrollment

Projected: Projected enrollment based on current enrollment patterns and foreseeable human, financial, and technological resources currently available.

* Unaudited
Projected: Projected enrollment based on current enrollment patterns and foreseeable human, financial, and technological resources currently available.

* Unaudited
Downtown Campus
Credit and Non-Credit Enrollment

Projected: Projected enrollment based on current enrollment patterns and foreseeable human, financial, and technological resources currently available.

* Unaudited
* The Eastern Campus launched the Corporate College model during this enrollment period.
Projected: Projected enrollment based on current enrollment patterns and foreseeable human, financial, and technological resources currently available.
** Unaudited
Western Campus
Credit and Non-Credit Enrollment

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<th>Year</th>
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<td>2016</td>
<td>12,101</td>
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Projected: Projected enrollment based on current enrollment patterns and foreseeable human, financial, and technological resources currently available.
* Unaudited
Northwest Campus
Credit and Non-Credit Enrollment

Projected: Projected enrollment based on current enrollment patterns and foreseeable human, financial, and technological resources currently available.

* Unaudited
2012-13 Credit and Non Credit Enrollment (Duplicated)
## WCCCD Fall 2013 District Staffing

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<th>Staff Position Title</th>
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<td>Support Staff - Part Time</td>
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<td>Support Staff - Full Time</td>
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<tr>
<td>Senior Management</td>
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<td>Mid-Management - Full Time</td>
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<tr>
<td>Adjunct Faculty</td>
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<tr>
<td>Faculty - Full Time</td>
<td>71</td>
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<tr>
<td>Security - Full Time</td>
<td>16</td>
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<tr>
<td>Security - Part Time</td>
<td>55</td>
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<tr>
<td>Pathways Temporary Staff *</td>
<td>143</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1,249</strong></td>
</tr>
</tbody>
</table>

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

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

Downtown Campus:
Constructed in 1979, this 11-acre campus was originally the site of the Penn Central Railroad Station near the Detroit River. The campus was built around the existing facility resulting in a complex totaling 180,000 square feet. The Downtown Campus is adjacent to the District Office Building separated by a landscaped courtyard over the US-10 freeway.

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

University Center:
The University Center is a 22,000 square foot facility on 3.2 acres in Harper Woods which opened in 2008. This regional center offers community college courses as well as courses offered by partner universities or colleges leading to baccalaureate and masters degrees. The facility contains general use classrooms, technology labs, interactive television (ITV) labs, science lab, student support services, and faculty office areas.

Northwest Campus:
The Northwest Campus is located on a 32 acre site at West Outer Drive and Southfield. The Northwest Campus has six buildings: Denise Wellons-Glover Welcome Center; Larry K. Lewis Education Center, General Arts Building; Laboratory Science Building; Academic Administrative Building; and Health Sciences Center. The campus serves as the center for the Health Sciences in the District and supports classrooms and labs for Dental Hygiene, Dental Assisting, Dental Laboratory Technology, Dietetics, Nursing, Emergency Medical Technology, Surgical Technology and Phlebotomy. The new Larry K. Lewis Education Center houses a Student Services Center which provides a one-stop-shop atmosphere to aid in activities from enrollment to advising and financial aid. Classrooms and Instructional Labs in this new facility support not only the Health Sciences but other career and technical programs in high demand such as Childcare, Computer Information Systems, Criminal Justice/Corrections, Law Enforcement, Food Service Management, and Pre-Service Education/Urban Teaching.

Western Campus:
The Western Campus is located on 117 acres north of the Haggerty Road/Interstate 94 intersection in Belleville. This campus was completed in 1981, and a large portion of the site remains in its natural wooded state. A 43,000 square foot expansion of the campus was completed in 2008 featuring state of the art computer labs, a large multi-purpose room, 100-seat lecture hall, and additional technical career program space.
## WCCC Square Footage Use Distribution 2013

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<th>Building</th>
<th>Floor</th>
<th>Classroom 100 SF</th>
<th>Lab 200 SF</th>
<th>Computer Lab 220 SF</th>
<th>Office 300 SF</th>
<th>Library 400 SF</th>
<th>Phys. Ed. 500 SF</th>
<th>Assembly/Exhibit 600 SF</th>
<th>Child Care 640 SF</th>
<th>Support 700 SF</th>
<th>Total Assign SF</th>
<th>Unassigned SF</th>
<th>Gross SF</th>
<th>Bldg Total SF</th>
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**Grand Total - All Campuses**

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**Grand Total - All Campuses**
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775  Hazardous Waste Service
780  Unit Storage

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

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

000 Unclassified Facilities
050  Inactive Area
060  Alteration or Conversion Area
070  Unfinished Area

NONASSIGNABLE AREA

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

XXX Building Service Area
  X01  Custodial Supply Closet
  X02  Janitor Room
  X03  Public Rest Room
  X04  Trash Room

YYY Mechanical Area
  Y01  Central Utility Plant
  Y02  Fuel Room
  Y03  Shaft
  Y04  Utility/Mechanical Space
DOWNRIVER CAMPUS SITE PLAN

BUILDING KEY
A - DOWNRIVER CAMPUS BUILDING
B - MIPSE BUILDING
C - HEINZ C. PRECHTER EDUCATION AND PERFORMING ARTS CENTER
FIRST FLOOR PLAN
GENERAL ARTS BUILDING

SCALE: 1" = 32.00'
SPACE UTILIZATION
SPACE UTILIZATION STUDY

The Space Utilization Study was revised again for Fall 2013 and is used to guide the recommendations made for the Implementation Plan. This study covered other areas besides utilization and efficiency of room and space usage. Studies were conducted to determine the adequacy of spaces and buildings at each campus in meeting the needs of the staff and students. These studies encompassed adequate size of spaces, content of spaces and buildings, and the condition of these spaces such as image, technology and the ability to meet program requirements. Organization of the buildings, departments, labs and classrooms were also studied to determine functionality, adaptability, and flexibility.

In order to calculate Space Utilization on the campuses, information was collected pertaining to lecture room / laboratory usage during a typical week. A 48-hour demand time for a typical week is assumed for each and lecture room / laboratory on a campus. These 48 hours are made up of Monday - Thursday, 8:00 a.m. to 3:00 p.m. and 5:30 p.m. to 9:30 p.m. and Friday, 8:00 a.m. to 12:00 p.m. or 32 daytime hours and 16 evening hours. This 48-hour demand time is based on historical experience and is somewhat typical for community colleges in Michigan. These WCCCD Space Utilization Summaries are just one of the guides used to determine recommendations for new spaces or reconfigurations.

Darker color on charts denotes current space utilization; lighter color denotes planned enrollment growth.

**Downriver Campus (Note 1):** Laboratory rooms are somewhat well utilized with space available for program growth. The 2010 addition, with 14 new lecture rooms, provides adequate space for program growth.

**Downtown Campus (Note 2):** Laboratory rooms are somewhat well utilized with space available for program growth. Lecture rooms are well utilized. Future building expansion will be addressed in upcoming detailed planning studies.

**Eastern Campus (Note 3):** Laboratory rooms are well utilized. Lecture rooms have adequate space for further enrollment growth. Facility upgrading and site redevelopment of the Eastern Campus is a high priority.

**Northwest Campus (Note 4):** Both laboratory and lecture rooms have adequate space for program growth. Substantial future growth is anticipated for this campus, and the new Larry K. Lewis Education Center has provided for this growth with an additional 14 lecture rooms and 2 computer laboratories.

**University Center (Note 5):** Laboratory rooms are well utilized and lecture rooms have adequate space for further enrollment growth. The University Center opened 4 years ago and is continuing the process of building partnerships with universities that will utilize the available spaces.

**Western Campus (Note 6):** This campus, with the 2008 addition, has adequate space for anticipated further enrollment growth.

**Total space utilization (Note 7):** In the past thirteen years, WCCCD has been the fastest growing community college in Michigan, and one of the fastest growing in the United States. The space utilization study indicates that instructional spaces are being effectively utilized, and that recent building projects have provided the intended space for anticipated future enrollment growth.
Darker color on charts denotes current space utilization; lighter color denotes potential enrollment growth.
Darker color on charts denotes current space utilization; lighter color denotes potential enrollment growth.
Facility Standards
APPENDIX THREE -- SPACE UTILIZATION GUIDELINES

State Office Guidelines

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

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

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

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

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Wall Finish</th>
<th>Floor Finish</th>
<th>Amenities</th>
<th>Lighting - Controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Director</td>
<td>Vinyl Wall Covering (VWC)</td>
<td>Carpet upgrade</td>
<td>Cable TV connection, private conference room, private toilet room, closet, thermostat</td>
<td>Accent lighting, standard lighting, occupant sensor, dimmers</td>
</tr>
<tr>
<td>Deputy Director</td>
<td>Accent, Paint</td>
<td>Upgrade or standard carpet</td>
<td>Semi-private conference room, with accent border</td>
<td>Standard lighting, occupant sensor thermostat</td>
</tr>
<tr>
<td>Office for 17+ level</td>
<td>Paint</td>
<td>Standard carpet</td>
<td>None</td>
<td>Standard lighting, occupant sensor</td>
</tr>
<tr>
<td>General Office</td>
<td>Paint</td>
<td>Standard carpet</td>
<td>None</td>
<td>Standard lighting, central controls</td>
</tr>
<tr>
<td>Large Conference Room</td>
<td>VWC, chair rail, white board, clock</td>
<td>Standard carpet</td>
<td>Cable TV connection, phone &amp; power under table, network connection, cabinet with sink, projection platform at ceiling</td>
<td>Standard lighting, accent lighting, dimmer controls</td>
</tr>
<tr>
<td>Small Conference Room</td>
<td>VWC, chair rail, white board, clock</td>
<td>Standard carpet</td>
<td>Phone, power, network connections</td>
<td>Standard lighting, accent lighting, dimmer controls</td>
</tr>
<tr>
<td>Private Conference Room</td>
<td>VWC, chair rail, white board, clock</td>
<td>Standard carpet</td>
<td>Phone, power, network connections</td>
<td>Standard lighting, accent lighting, dimmer controls</td>
</tr>
<tr>
<td>Break Rooms</td>
<td>Paint</td>
<td>Vinyl</td>
<td>Base &amp; pantry cabinet with sink, space for microwave and refrigerator</td>
<td>Standard lighting, central controls</td>
</tr>
</tbody>
</table>

### University and College Space Standards

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

**Classrooms:** Assignable square feet (ASF) per station.
- For classrooms averaging 20 stations: approximately 21 ASF per station
- For classrooms averaging 30 stations: approximately 17 ASF per station
- For classrooms averaging 40 stations: approximately 15 ASF per station
- For classrooms averaging 80 stations: approximately 12 ASF per station
- For classrooms averaging 120 stations: approximately 11 ASF per station.
CLASS LABORATORIES: Assignable square feet (ASF) per station, including the floor area of related service rooms (workload support space).  

### Academic Programs  

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Lower Division</th>
<th>Upper Division and Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>60-70</td>
<td>60-70</td>
</tr>
<tr>
<td>Engineering</td>
<td>50-90</td>
<td>75-125</td>
</tr>
<tr>
<td>Architecture, Environmental Design Biological Sciences,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine and Applied Arts, Home Economics, Physical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology, “Lab” Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(typically Archaeology, Criminology, Anthropology)</td>
<td>55-65</td>
<td>85-95</td>
</tr>
<tr>
<td>Communications</td>
<td>35-45</td>
<td>55-65</td>
</tr>
<tr>
<td>Education (excluding Physical Education)</td>
<td>30-50</td>
<td>30-50</td>
</tr>
<tr>
<td>Area Studies, Business and Management, Computer and Information Sciences,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Languages, Letters, Library Science, Mathematics, Military Science, Public Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And Services, “Non-Lab” Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(typically History, Economics, Sociology, International Relations, Demography, Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies, Ethnic Studies)</td>
<td>25-35</td>
<td>25-35</td>
</tr>
</tbody>
</table>

### Technical/Vocational  

| Assignable Square Feet per station  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Commerce</td>
<td>25-35</td>
<td></td>
</tr>
<tr>
<td>Printing, Photography, Graphic Arts</td>
<td>55-65</td>
<td></td>
</tr>
<tr>
<td>Hotel and Restaurant Management</td>
<td>55-65</td>
<td></td>
</tr>
<tr>
<td>Transportation and Public Utilities</td>
<td>125-175</td>
<td></td>
</tr>
<tr>
<td>Computer Technologies</td>
<td>50-80</td>
<td></td>
</tr>
<tr>
<td>Health Services &amp; Paramedical (Except Physical Therapy)</td>
<td>40-60</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>90-110</td>
<td></td>
</tr>
<tr>
<td>Mechanical &amp; Engineering Technologies (except Graphics and Drafting)</td>
<td>120-160</td>
<td></td>
</tr>
<tr>
<td>Graphics and Drafting</td>
<td>55-65</td>
<td></td>
</tr>
<tr>
<td>Natural Science Technologies</td>
<td>40-60</td>
<td></td>
</tr>
<tr>
<td>Public Service-Related Technologies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interdisciplinary Combine the factors of the various academic programs from which the interdisciplinary courses are combined.
Research and Graduate Training Facilities: Includes service (workload support) space.

**Academic Program**

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Assignable Square Feet per Faculty Member Engaged in Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources, Engineering, Biological Sciences, Physical Sciences</td>
<td>900-1,300</td>
</tr>
</tbody>
</table>

**OFFICE AND CONFERENCE FACILITIES:**

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

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

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

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

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

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

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

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

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

Special, General, and Support Uses: Space requirements for such spaces will be individually assessed.

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

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

The following list includes items that have been completed over the past year or will be addressed. The list pertains only to the original building and does not refer to the new addition portion of the building.

- Air conditioning chiller replacement/conversion was completed in 2013.
- The changing of pneumatic controls to Direct Digital Control System was completed in 2013.
- The emergency lighting system upgrade was completed in 2013.

**Downtown Campus – Detroit**

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

The following list includes items that have been completed over the past year or will be addressed.

- Eliminate steam as heat source completed in 2012.
- Replace absorption system with chiller and boilers completed in 2012.
- Change pneumatic controls to Direct Digital Control System completed in 2012.
- A $200,000 Grant from Smart Buildings Detroit (shared with the District Administration Building) was received to assist with the above items. The project, along with the Northwest Campus, will have a return on investment of 7.5 years with annual savings exceeding $268,000.
- Parking lot replacement project was completed in 2013.
- Additional restrooms need renovation to meet ADA requirements.
Eastern Campus – Detroit

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

The following list includes items that have been completed over the past year or will be addressed.

• North parking lot resurfacing completed at end of 2012.
• South parking lot resurfacing completed at end of 2012.
• Provide new boiler systems scheduled for future.
• Provide new variable air volume boxes scheduled for the future.
• Change pneumatic controls to Direct Digital Control System scheduled for the future.
• The above work is anticipated to be part of the FY 2015 Capital Outlay Project Request Eastern Campus Repurposing and Upgrading Project.

Northwest Campus – Detroit

WCCCD was able to renovate a purchased property from the University of Detroit Mercy, located at Southfield Road and Outer Drive. This campus includes several buildings that have been renovated to fit WCCCD’s curriculum as well as open land for building expansion and additional parking.

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

• A $500,000 Grant from Smart Buildings Detroit was received to assist connecting the mechanical systems of the existing buildings to the Larry K. Lewis Education Center central boilers system. The project, along with the Downtown Campus, will have a return on investment of 7.5 years with annual savings exceeding $268,000.
• Elevator doors were replaced in 2013 in the Administration Building and Denise Wellons-Glover Welcome Center.
• Future project consideration includes the upgrade of fire alarm systems and emergency lighting systems in the General Arts Building, the Health Science Center, the Laboratory Science Building, and the Denise Wellons-Glover Welcome Center.
• Future project consideration includes the demolition of the Physical Plant Building which is in poor condition and no longer needed. This would include the relocation of the main campus water supply.
• Future project consideration includes the addition and renovation of the Academic Administration Building to create the Wellness & Fitness Center.
Mary Ellen Stempfle University Center – Harper Woods

In 2008, the District opened a 20,000 square foot facility to house the Mary Ellen Stempfle University Center in Harper Woods. This new center offers community college courses as well as courses offered by partner universities and colleges leading to baccalaureate and masters degrees. The facility was completely renovated to WCCCD specifications and contains general use classrooms, technology labs, interactive television (ITV) labs, science lab, student support functions, and faculty offices. In 2012, spaces were renovated to create a new Faculty Center and a new Student Work Center.

An additional facility is anticipated to be purchased nearly adjacent to the current facility. This new facility will be remodeled to include 7 lecture rooms, a computer laboratory, a student commons, and associated support spaces.

Western Campus – Belleville

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

The following list includes items that have been completed over the past year or will be addressed.

- A Community Soccer Park in partnership with the Van Buren Soccer Association is an ongoing function serving the younger members of the local community. Hopefully, this community exposure to the higher education environment will pay off in the long term with new students and continued community support.
- Restrooms in the older portion of the building should be renovated to be consistent with the new addition and meet ADA requirements.
- Add variable speed drive motors to HVAC Systems in the older portions of the building is scheduled for the future.
- Change pneumatic controls to Direct Digital Control System in the older portions of the building is scheduled for the future.
- Boilers and pumps in the older portions of the building are scheduled for replacement in the future.
Energy Plan
Wayne County Community College District Energy Plan

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

The Objectives of the WCCCD Green Initiative are as follows:

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

The following elements of the WCCCD Green Initiative have been completed or started in 2013:

1. Perform an energy audit of all facilities.
2. Completion of new new facilities for the Northwest Campus to meet LEED (Leadership in Energy and Environmental Design) Platinum certification standards.
3. Strengthen green career education programs (renewable energy production and distribution, green building construction, water and wastewater management, agriculture, biofuels, electrical and hybrid vehicle manufacturing, transportation, air quality, energy auditing, supply chain, etc.). The following specialized academic classes are being offered:
   a. Downriver Campus
      i. AUT 114-117-Electrical/Electronics I-IV
      ii. AUT 150-Introduction to Alternative Fuels
      iii. AUT 151-Light Duty Diesel Engines
      iv. AUT 152-Introduction to Electric and Fuel Cells
      v. AUT 153-Introduction to Gaseous Fuels
      vi. AUT 154-Introduction to Hybrid Fuel Technology
      vii. AUT 155-Introduction to Hydrogen Applications and Safety
   b. Downtown Campus
      i. WET 101-Water Treatment Technologies
      ii. WET 102-Wastewater Treatment Technologies
      iii. WET 210-Advanced Waste Water Treatment Technologies
      iv. WET 212-Advanced Water Treatment Technologies
v. WET 215-Water Quality Analysis and WET Instrumentation
vi. WET 220-Water Quality Analysis and Microbiology
vii. WET 224-Water/Waste Water Utility Equipment Maintenance
viii. WET 265-Practicum

c. Eastern Campus
i. HVA 101-Basic Refrigeration
ii. HVA 102-Hermetic Systems
iii. HVA 104-105-Power Energy Air Conditioning I-II
iv. GTT 101-Principles of Thermalgeology
v. GTT 105-Applications of Geothermal System
vi. GTT 201-Geothermal REHC Technology
vii. GTT 220-GHEX Accreditation Exam Prep
viii. RET 100-Renewable Energy/Alternative Energy Principles
ix. SED 100-Principles of Sustainable Environmental Design
x. SED 120-Residential and Commercial Sustainable Design

d. Western Campus
i. RET 100-Renewable Energy/Alternative Energy Principles
ii. RET 120-Conventional Energy Sources and Application
iii. RET 140-Energy and Electricity
iv. RET 142-Wind Power
v. RET 144-Solar Power
vi. RET 146-Geothermal and Hydropower
vii. SED 100-Principles of Sustainable Environmental Design
viii. SED 120-Residential and Commercial Sustainable Design
ix. SED 140-Sustainable Materials
x. SED 142-Sustainable Sites
xi. SED 144 Ecologically Aware Interiors
xii. SED 146-Sustainable Project Management
xiii. SED 148-Sustainable Systems
xiv. SED 160 Sustainable Community Principles
xv. SED 200 LEED Certification Exam Preparation
xvi. SED 220-Sustainable Environmental Design Capstone
The following elements of the WCCCD Green Initiative are to be addressed in the years ahead:

1. Sign the Chancellor's Climate Commitment (American College and University Presidents Climate Commitment).
2. Continue to develop a district-wide plan of action for energy efficiency and environmental sustainability.
3. Complete and review the energy audit of all facilities.
4. Develop and implement an energy efficiency improvement plan for all facilities.
5. Implement conservation measures such as recycling, waste minimization, water management, power management, uses of alternative energy, reduction in paper consumables, and use locally grown food and locally manufactured supplies.
6. Use high efficiency equipment, IT devices (Energy Star), and vehicles.
7. Redesign and reconstruct the Eastern Campus as a model green campus (living/learning laboratory for students, faculty and staff, and the community.
8. Redesign, reconstruct, and retrofit all facilities to meet LEED (Leadership in Energy and Environmental Design) certification standards.
9. Verify ongoing energy performance with periodic sustainability progress reports to the public.
10. Continue to strengthen green career education programs (renewable energy production and distribution, green building construction, water and wastewater management, agriculture, biofuels, electrical and hybrid vehicle manufacturing, transportation, air quality, energy auditing, supply chain, etc.).
11. Incorporate environmental sustainability topics into general education and academic programs (economic, health, social, ecological, and ethical dimensions).
FIVE YEAR CAPITAL IMPROVEMENT IMPLEMENTATION PLAN
MAJOR BUILDING PROJECTS INTRODUCTION

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

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

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

Completed projects since 2001
• Emergency repair and urgent renovation projects (all campuses)
• Michigan Institute for Public Safety Education (Downriver Campus)
• Entrepreneurial Institute and Resource Center (Eastern Campus)
• Educational Multipurpose Center (Western Campus)
• Information Technology Data Center (Central Administration Building)
• Renovation and upgrading of science labs and other instructional spaces (all campuses)
• Heinz C. Prechter Education and Performing Arts Center (Downriver Campus)
• Mary Ellen Stempfle University Center (Grosse Pointes/Harper Woods location)
• Relocation of Northwest Campus
• Northwest Campus Larry K. Lewis Education Center

Major Projects Currently in Process
• Facility condition analysis and building systems upgrade
• Expansion of the Mary Ellen Stempfle University Center

Major Projects planned for the future
• Eastern Campus Repurposing and Upgrading Project - See Appendix A
• Five-Campus Library and Learning Technologies Upgrade Project - See Appendix B
• Northwest Campus Wellness & Fitness Center Addition and Renovation
• Development of a Sustainability Program at WCCCD (Leadership in Energy and Environmental Design-LEED certification; green building standards for construction, renovation, and retrofitting; student involvement; environmental studies curriculum; recycling program; sustainability policies; sustainability advisory committee; etc.)
• Continuation of facility condition analysis and building systems upgrades

Facility and Site Development Areas for Exploration and Review of Options
• Future development of the Downtown Campus
• Options for future housing of central administration functions
• Options for designated spaces to house workforce development and continuing education programs
• Upgrading of technology-oriented instructional laboratories (e.g. information and computer technologies, business, manufacturing technology, and health education, implementation of an Advanced Technology Center at the Western Campus)
Implementation Plan

a. The District’s priority capital project for which funds are requested from the state is the Eastern Campus Repurposing and Upgrading Project.

b. Over the past few years, the District has made significant progress in addressing outstanding deferred maintenance issues. Some of the areas addressed include roof repairs, mechanical equipment replacements, electrical and lighting system replacements, grounds renovations and structural deficiencies. Although additional issues continue to arise with the aging of the facilities, the District continues to make significant progress as it attempts to cope with years of under funded deferred maintenance issues. See Facility Assessment Section.

c. Construction completion and occupancy occurred for the State Building Authority funded Northwest Campus Replacement Project in early 2013 as anticipated in the previous Five-Year Capital Outlay Plans.

d. While difficult to quantify, it is expected that the revitalization of the Eastern Campus would provide a return on investment in a number of appreciable ways, including the following:

1. An improved and expanded layout design will enable the campus to serve more students and businesses.

2. Improved and expanded facilities will permit the campus to be more responsive to the changing needs of individuals, businesses, governments, and communities in the region.

3. An upgraded facility designed with state of the art laboratories and learning technologies will better prepare students for employment and further higher education pursuits.

4. An updated facility will permit the campus to play a more pivotal role in the economic and workforce development of the Eastern region.

5. Low-income students who develop employable skills and enter the economic mainstream will no longer require government assistance. Currently, 19.8% of the families in the communities served by the campus have annual family incomes of less than $31,165 and 26.5% of the families are headed by single women.

e. The District is investing in on-line technologies, especially distance learning, as an alternative to traditional instructional delivery.

f. On an annual basis, Wayne County Community College District has no projected maintenance items in excess of $1,000,000.

g. Each fiscal year, the annual District Facilities and Maintenance operating budget is developed based upon historical actual budget expenditures as well as anticipated scenarios requiring budget adjustments. As a result, routine operational maintenance issues are budgeted for as well as unplanned projects that are non-routine in nature.
APPENDIX A
Project Purpose

The Eastern Campus Repurposing and Upgrading Project, a central dimension of the initiative to repurpose WCCCD facilities serving eastern Wayne County, is a major component of WCCCD’s efforts to position the district for enduring excellence in the years and decades ahead. Within the next five years, WCCCD will celebrate the 50th anniversary of its establishment. The dual purpose of 50th anniversary celebration will be to recognize past achievements and to engage in transformational projects that will shape the future of WCCCD. One of these transformational projects will be to fundamentally repurpose the programs and facilities serving the students, businesses, and communities in eastern Wayne County. The design and functions of WCCCD’s Eastern Campus have been basically unchanged since its construction 31 years ago, and yet the educational needs of students, businesses, and communities being served have changed dramatically. During that period, WCCCD has added the Stempfle University Center, the Corporate College, and an academic center in the Grosse Pointes/Harper Woods area. The time has come to repurpose the Eastern Campus and bring all of the programs and facilities serving eastern Wayne County under a new leadership and functional entity in order to create a closer and more coherent match between the evolving educational needs of those served and WCCCD’s programs and services. Our research indicates that the Pointes communities will represent WCCCD’s fastest growing market in the years ahead, and the repurposing of programs and facilities is also a response to this potential growth.

The new leadership, coordinating concept, and functional entity have yet to be named, but will encompass the following:

- The expansion of the University Center programming.
- The expansion of academic programming in the Pointes communities through a new academic center.
- The repurposing of the Eastern Campus facilities as (1) the center of WCCCD’s on-line programming and course production—WCCCDOnLine, (2) WCCCD’s talent development center with an emphasis on credit and non-credit career and workforce development programming in cooperation with community partners such as Michigan Works and the public schools, (3) a collegiate center to revitalize WCCCD’s university transfer and general education programming in service to the eastern region, and (4) a community engagement center to host charter schools, adult basic education, continuing education, and other forms of community engagement that enhance WCCCD’s access, social equity, multiracial democracy, and community/economic development commitments. The names “Eastern Campus” and “Corporate College” will be changed to reflect this major repurposing effort.

The objectives of the project to repurpose WCCCD’s facilities serving eastern Wayne County are as follows:

- To create a closer match between the programs and facilities serving the eastern Wayne County region and the changing educational needs of the students, businesses, and communities served.
- To respond to the growing market for community college and university center programming in the Pointes communities.
- To enhance the image of WCCCD in the Pointes communities and in eastern Detroit.
- To create a home for WCCCD’s growing on-line and distance learning programming (WCCCDOn-Line) including a major initiative in the area of on-line course development to respond to a local, regional, national, and international market.
- To repurpose the Eastern Campus to (1) transform its functionality in response to the changes in student, business, and community educational needs that have occurred since the campus was designed and built 31 years ago, (2) upgrade the facilities and site to create an inviting, safe, and attractive educational environment in contrast to the current unsafe and uninviting appearance of the campus site.
APPENDIX A: EASTERN CAMPUS REPURPOSING AND UPGRADING PROJECT

Wayne County Community College District (WCCCD) serves 32 cities and townships in Wayne County, Michigan, with a total population of nearly two million persons. The District consists of six locations including the Downtown, Eastern, and Northwest Campuses in Detroit, the Downriver Campus in Taylor, the Western Campus in Belleville, and the Stempfle University Center and nearby classroom building.

The mission of Wayne County Community College District is to empower individuals, businesses and communities to achieve their goals through excellent and accessible services, culturally diverse experiences, and globally competitive higher education and career advancement programs. To carry out this mission, WCCCD seeks to provide those served with up-to-date classrooms, laboratories, learning technologies and spaces for student support services. Because of financial limitations throughout the District’s early history, resources were not available to update facilities or maintain them properly. Since the approval of the millage increase by the voters of the District in 2001 and subsequent renewals, this situation has been reversed and the District leadership has been able to launch a new era of facility and site development.

As a first step in launching this new era, a facility and site development master plan (New Century Facility and Campus Master Plan) was developed to outline building projects on all the District’s campuses. The first step in implementing this master plan was the completion of selected emergency repairs and urgent renovations (roof replacements, parking lot resurfacing, repair of structural damage, upgrading of security lighting, upgrade of science and technology education laboratories, etc.). Since that time, WCCCD has made significant progress in constructing major facilities on the Western Campus and the Downriver Campuses while making improvements in the existing buildings of the Downtown Campus. A major project now completed is the Northwest Campus Replacement Project being supported as the FY 2009 Capital Outlay Project by the State of Michigan. The stage is now set for moving forward with the next major facility and site development project: the project to repurpose WCCCD’s facilities serving eastern Wayne County. Specifically, WCCCD’s 2015 capital outlay project request centers on the repurposing and upgrading of the Eastern Campus facility and site.

Scope of the Project

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

The campus is currently zoned M4, Intensive Industrial. This zoning does not allow educational facilities as a permitted use or special use subject to Planning Commission approval. Presumably, a zoning change was not required when the campus was developed because, at that time, local controls did not apply to public educational facilities. As a part of this project, a zoning designation will be sought like Wayne State University and University of Detroit Mercy obtained for specific building projects.
The campus is bordered by a variety of land uses. Small industrial establishments exist on St. Jean Street and separate the campus building from the parking lot. The parking lot is bordered by abandoned industrial structures and the Detroit City Yard facilities. The east side of Conner Street, across from the campus and main entrance, consists of residential structures and the western edge of Chandler Park. The current surrounding buildings are of a marginal industrial nature and, along with the conflicting vehicular and pedestrian traffic, create an unsafe, uninviting, and unattractive site for the individuals who come to the WCCCD facility.

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

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

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

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

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

- Housing the WCCCDOn-Line initiative to expand WCCCD’s on-line and distance learning capability, including a major effort to engage in increased on-line course development in response to a local, regional, national, and international market.
- Upgraded spaces to house career education programs (welding technology, automotive services technology, industrial computer graphics technology, computer information technology, electricity/electronics, aviation mechanics, HVAC, heavy equipment maintenance, etc.)
- Upgraded spaces to house health and public service programs (health care programs, social work, corrections, urban teacher education, child care, hotel management, pharmacy technology, etc.)
d. Upgraded spaces to house the new talent development center (merging credit and non-credit career education and workforce development programming in cooperation with community partners such as Michigan Works and the public schools).

e. Upgraded spaces to house community-based programming such as hosting charter schools, adult basic education, continuing education, and other forms of community and economic development initiatives.

f. New and upgraded classrooms and laboratories focused on university transfer and general education programs (humanities, English, math, biology, chemistry, art, African American studies, languages, philosophy, speech, psychology, political science, etc.)

g. A new Welcome Center similar to the ones implemented successfully at other campuses in the district. The Welcome Center consists of a one-stop location for entrance lobby, corporate training reception, student support services, food service, bookstore, gallery and exhibit space, student clubs and activities, and faculty/staff offices.

h. A new campus service library to replace the current limited library spaces and major upgrades of campus learning technologies (expansion and upgrading of library spaces for campus-wide Internet and wireless connectivity, computer commons, reference desk, circulation, search stations, quiet study areas, technical services, AV and video stations, student security lockers, faculty media production services, Internet café features, small group study areas, seminar spaces, and decentralized library kiosks.

i. New small high-technology auditorium/lecture hall to provide needed space for corporate training, community programs, and events that complement the credit and non-credit programs of the campus.

Project Elements and Estimated Cost

a. Re-design, retrofitting, and renovation of existing facilities (50,000 gross square feet of current 192,635 square feet).  Estimated cost: $9,500,000.

b. Building addition (20,000 gross square feet for new welcome center, library, classrooms and laboratories, and small auditorium/lecture hall).
   Estimated cost: $6,000,000.

c. Landscaping. Estimated cost: $200,000.

d. Design and reconfigure walkways, drop-off area, and building entrance. Estimated cost: $400,000.

e. Contingency: $1,900,000

   Total project cost eligible for State matching funds: $18,000,000.

f. Land acquisition. Estimated cost: $2,600,000.

g. Relocation of St. Jean Street. Estimated Cost: $800,000.

h. Redesign and reconfiguration of parking lots. Estimated cost: $1,600,000.

Additional project cost not eligible for State match: $5,000,000.

Grand total project cost: $23,000,000.
Preliminary Project Schedule

c. State review and approval: 2015
d. Preliminary Design and Final Design: May-December 2014
e. State review and approval: January 2016
f. Start of construction: March 2016
g. Completion of project: August 2017

Life/Safety

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

Sustainable Design Principles

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

Conclusion

The Eastern Campus is trending toward obsolescence and must be repurposed and upgraded in order to meet the changing educational needs of students, businesses, and communities. Each of the repurposing initiatives (WCCCDOn-Line, new talent development center, revitalization of career education and university transfer/general education functions, upgrade of learning technologies and library services, welcome center, and revitalization of community and corporate education) address a compelling educational need if WCCCD is to effectively service the present and future needs of the eastern Wayne County region. If these initiatives do not move forward, community college services to this region will be significantly diminished.
APPENDIX B
APPENDIX B: FIVE-CAMPUS LIBRARY AND LEARNING TECHNOLOGIES UPGRADE PROJECT

Introduction

The District’s five campus libraries each have conventional library facilities that have primarily remained the same since the campus buildings were constructed during the 1974 to 1982 period. Since the original construction of the library spaces, some improvements in wireless access, computer services, furniture, and lighting have been achieved. However, library services, spaces, technologies, and staffing at the district and campus levels are in need of a general transformation in order to meet the present and emerging future needs of the students, businesses, and communities that the college serves.

An internal study of library services in 2007-08 indicated a need for upgrading and updating in areas such as small group study areas, computer access, district- and campus-wide Internet connectivity, de-centralized library kiosks, seminar spaces, teleconferencing capability, library orientation classrooms, exhibit space, instructional technology services center for faculty use, “smart” classrooms linked to library electronic services, and study carrels.

General Plan of Action

The general plan of action for the five-campus library and learning technologies upgrade project has these major programmatic components:

• The creation of a central district library, possibly on the Northwest Campus.
• The re-development of service libraries on the five campuses.
• Further development of district- and campus-wide learning technologies.
• Further development of smart classrooms.
• Re-development of library linkages with the Distance Education Division, the Educational Affairs Division, and the Student Services Division, and the Continuing Education Division.

The first step in implementing this general plan of action will be to develop a detailed program statement and a library services master plan. This process will be guided by a steering team appointed by the chancellor. The preparation of the program statement and the services master plan will be enhanced by visits by WCCCD personnel to other multi-campus community college districts that have recently built outstanding library facilities and the use of external library consultants. Based on the program statements and the library services master plan, a funding strategy will be developed, an implementation timetable will be established, chancellor and Board of Trustees approvals obtained, and implementation will proceed. Through this process, decisions will be made and implemented regarding the new construction (new buildings, additions to existing buildings), re-allocation and retrofitting of existing spaces, and space renovation needed to carry out the goals of this capital project.
Central District Library

A key component of this library and learning technologies upgrade project will be the re-development of district-level library services in the form of a central district library. This central library will possibly be housed on the Northwest Campus, although a final decision on location will be made during the program statement and service master planning phase of the project. Some functions of the central library will include library acquisitions, faculty and staff professional development, management of library systems, marketing, administration (planning, budgeting, staff supervision, etc.), electronic and on-line support services, database development, library website development, virtual library development, linkages with the instructional and student services divisions of the college, and interlibrary cooperation.

Campus Service Libraries

Each of the five campuses will have a service library with functions to be determined in detail during the program statement and service master planning phase of the project. Functions of campus service libraries may include reference desk services, circulation, search stations, quiet study areas, student study carrels, electronic and on-line support services, inventory management, Internet and other connectivity services to faculty and students, exhibit spaces for Art and other displays, faculty instructional development support services, computer commons, services to students with disabilities, Internet cafe features, de-centralized library kiosks, student orientation classrooms, and meeting and seminar spaces.

Learning Technologies

In cooperation with the instructional divisions and the Student Services Division, a comprehensive upgrade of learning technologies will be undertaken. Building on the substantial progress that has been made in advancing learning technologies at WCCCD since 2001, the learning technologies upgrade component of this project will include an updated program statement and service master plan in areas such as conversion of all classrooms and labs to appropriate levels of “smart” classrooms; increases in teleconferencing capability, multi-media production capability, wireless connectivity, district- and campus-wide electronic networking, interactive TV, faculty professional development services; access to Web 2.0 technology; and increases in web-assisted instruction, on-line, and Internet services.
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