West Hills Community College District
Facilities Master Plan 2018–2022

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Bertha Felix-Mata, *Associate Dean of North District Center Firebaugh*
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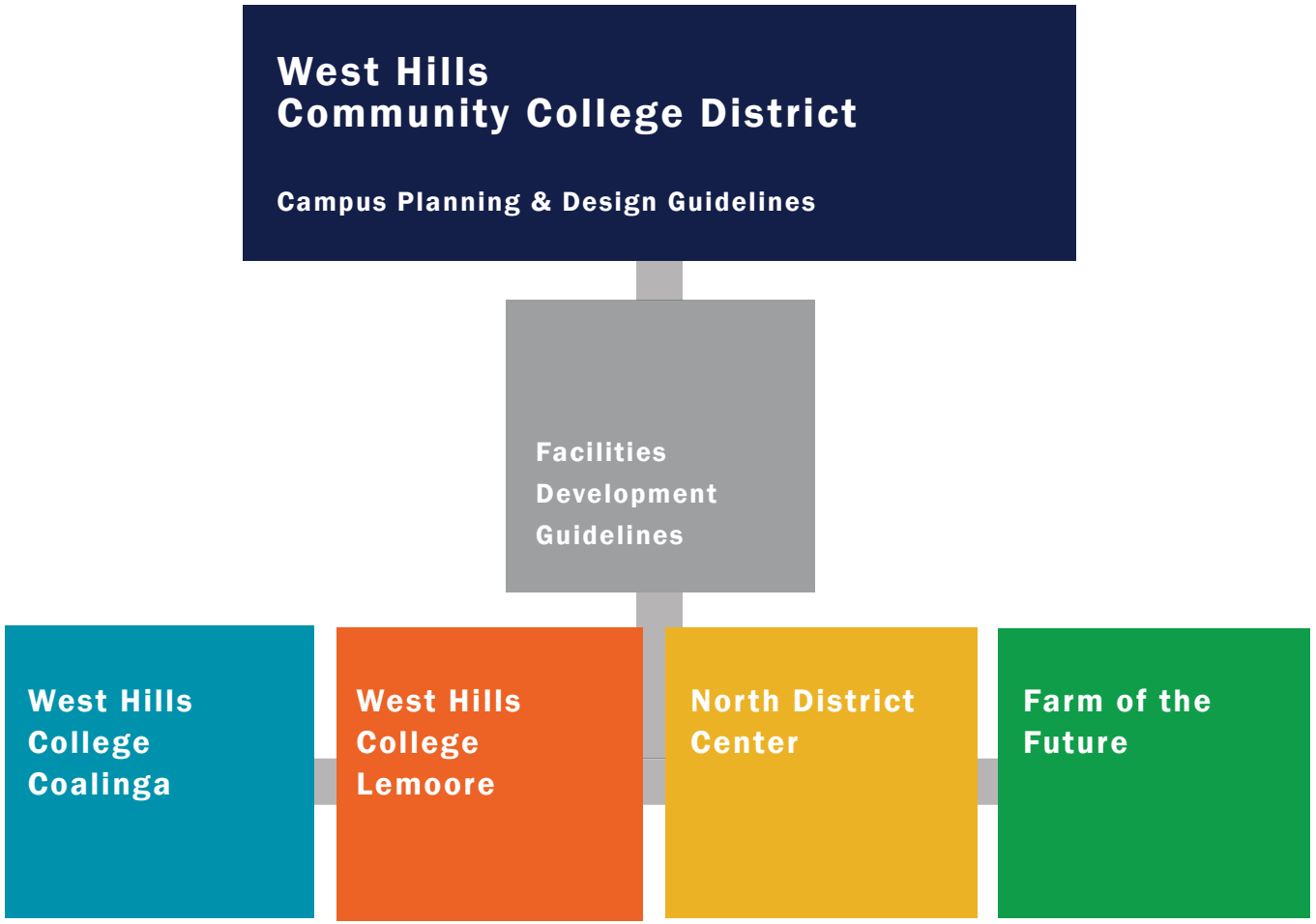
1.0 Overview & Planning Criteria


West Hills
Community College District
Campus Planning & Design Guidelines
Facilities
Development
Guidelines
West Hills
College
Coalinga
West Hills
College
Lemoore
North District
Center
Farm of the
Future

West Hills Community College District Facilities Master Plan

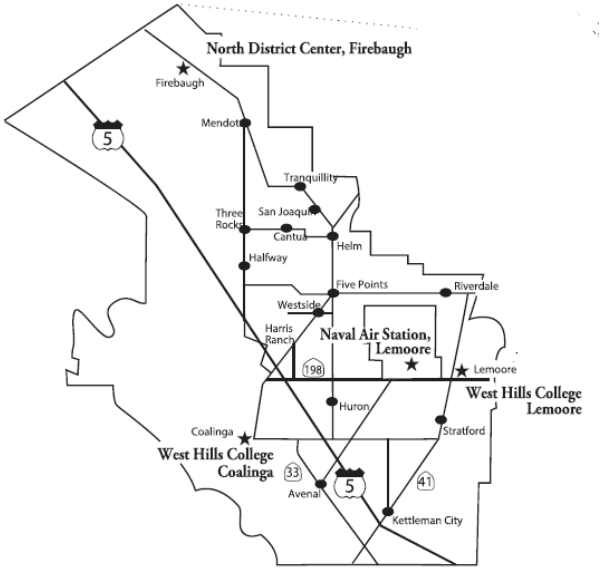
Overview

The purpose of this **Facilities Master Plan (FMP) 2018–2022** is to serve as a road map for new construction and modernization projects intended for the West Hills Community College District (WHCCD) and includes planning for the four sites as follows:

- West Hills College Coalinga,
- West Hills College Lemoore,
- North District Center, and
- Farm of the Future.

Construction and modernization projects included in this FMP extend through the 2021–22 academic year and beyond. In addition, this document embraces the mission, vision, and values of WHCCD, while aligning with the West Hills Community College District Educational Master Plan 2018–2022. Additionally, it incorporates each college's unique instructional goals and strategies as they relate to facility planning and design. This FMP is intended to comply with the goals set forth by the district, including addressing projected growth, educational curriculum, and instructional delivery for the future.

For each of the colleges, the FMP addresses program requirements, new construction, and modernization efforts required to meet the physical needs of each college.



District Map

The FMP anticipates project timelines and phasing required to keep campuses fully functional during construction. Each planning option takes into consideration the unique attributes of campus history, prior campus planning, campus climate, campus culture, and place making within the community.

Throughout the process, leadership groups with the responsibility for educational programs and facilities participated in regular discussion and planning meetings. Students, area business leaders, and community were also consulted as part of this process to evaluate regional programs and demands. The result is an integrated approach with facilities outcomes, curriculum, and educational delivery driven by educational planning.

Planning Process

Programming, Planning, & Projections

This FMP was coordinated in tandem with the development of each college's Educational Master Plan, which outlines curriculum, instructional delivery, and physical needs anticipated through 2022. Planning principles, adjacencies, and growth projections were evaluated and prioritized to generate comprehensive planning for each campus that extends well into the future. The process was categorized into four development increments:

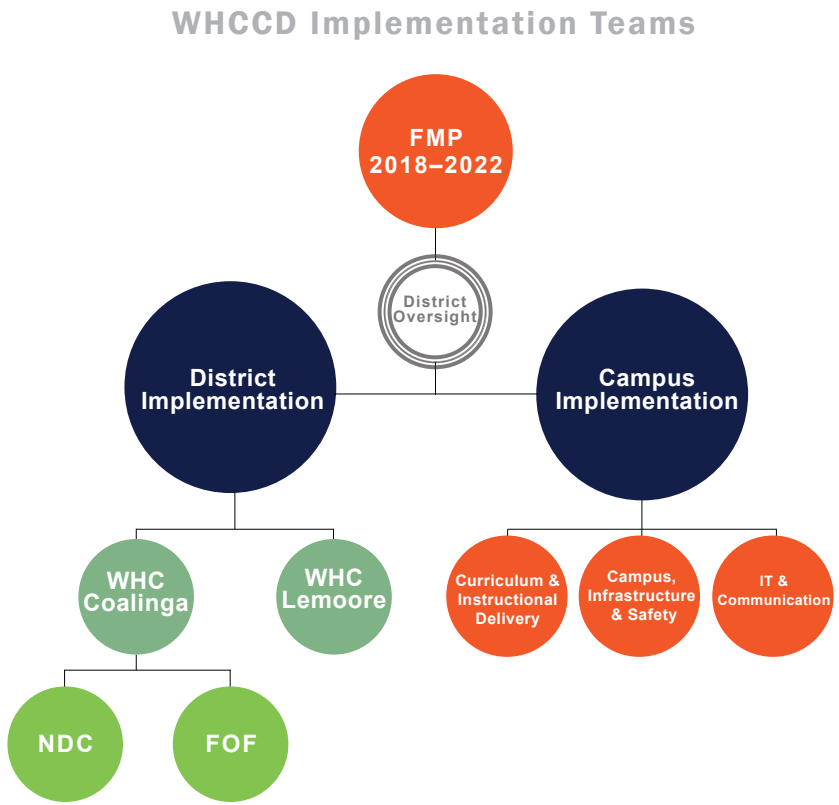
Increment 1 - Existing Site Overview: In this work session, team members established guiding principles that define future site configurations, including campus improvement zones, future project locations, existing campus buildings and infrastructure conditions, way finding, and safety/ campus perimeter improvement areas.

Increment 2: New Construction/Modernization Prioritization and Phasing: This increment incorporates guiding principles established in Increment 1 and includes a series of developmental block diagrams and aspirational imagery developed with each college team. Diagram concepts were prioritized according to analysis of aging facilities, future programming needs, campus circulation, pedestrian routes, campus scale, program adjacencies, site orientation, and existing context. The preferred approach for planning configurations was established from these work sessions.

Increment 3 - FMP Approach & Phasing: Building on the above preferences, two refined approaches were presented to the teams at each college. These approaches adhered to both the guiding principles and the instructional goals set forth in each college's Educational Master Plan and were used to refine plans for new construction building locations, modernization of existing facilities, and the development of exterior campus zones.

Increment 4 - Draft Facilities Master Plan: The FMP responds to the district capital outlay plan, initial project plan (IPP), and final project plan (FPP) requirements and introduces phasing approaches that allow campuses to remain fully functional during construction.

Team members included several implementation groups at each campus site, designed to inform and provide comprehensive feedback, which included district, college, faculty, student, and community participation. The organizational structure of these teams is as follows:



Planning Resources

A number of reference documents were used to confirm program requirements, adjacency requirements, capital improvement priorities, curriculum needs, and instructional delivery goals as part of the FMP:

- 2016–2020 West Hills Community College District Strategic Plan;
- 2014–2019 WHC Coalinga Educational Master Plan;
- 2014–2019 WHC Lemoore Educational Master Plan;
- WHC Coalinga Educational Master Plan - Amendment 2017;
- WHC Lemoore Educational Master Plan - Amendment 2017;
- IPP 2020–2021 - WHC Coalinga Instructional Replacement Phase 1;
- IPP 2020–2021 - WHC Coalinga Speech Art Music (SAM) Modernization;
- FPP Confirmation 2019–2020 - WHC Lemoore Instructional Center Phase 1;
- FPP Budget Year 2017–2018 North District Center Expansion;
- FUSION Community College Database;
- 2017 District Leadership, Campus Leadership, Faculty & Staff, Student Survey Data;
- WHC Coalinga - Institutional Self-Study Report in Support of Reaffirmation of Accreditation, Spring 2017;
- WHC Lemoore - Institutional Self-Study Report in Support of Reaffirmation of Accreditation, Spring 2017;
- Record drawings for all college campuses;
- Regularly scheduled maintenance logs for all college campuses;
- Deferred maintenance logs for all college campuses; and
- Campus analysis and facilities investigations.

WEST HILLS COMMUNITY COLLEGE DISTRICT

Mission

The West Hills Community College District, a trusted steward, actively engages, encourages, enriches and empowers students, faculty, staff and communities to reach their full potential academically, socially and economically.

Vision

The relentless pursuit of student success.

WHCCD Goals

Goal 1 - Promote and increase student success, emphasizing educational planning, basic skills, and timely completion.

Goal 2 - Strengthen the district's fiscal position by pursuing resource development and increased efficiency, while meeting FTES targets.

Goal 3 - Maximize access to programs and services throughout the region, focusing on all segments of the adult population.

Goal 4 - Through the use of technology, increase access to educational programs and services that contribute to student success and strengthen the economic, social, and cultural life of the diverse community.

Goal 5 - Increase and coordinate workforce and economic development activities that are designed to meet the needs of employers and improve student employment and success in career technical education (CTE) programs.

Guiding Principles

5-Year Facilities Planning Considerations

Increase Educational Space to Accommodate New & Expanding Programs *"Degrees That Translate to Skills & Jobs"*	Promote and expand course offerings and outreach throughout the region in all academic areas, including associate degrees, four-year transfer, CTE programs, and community education. Design learning environments for flexible instructional models, including hybrid, flipped, online, and traditional front-of-the-classroom instruction.
Strengthen & Relocate Campus Programs as Needed to Increase Adjacencies for Shared Lab and Cross-Curricular Interface	Colocate specialized learning environments to better serve students, creating integrated general classrooms that provide for flexible learning with lecture and online delivery and as multiuse on-campus labs that support a variety of instruction and curricula simultaneously.
Strengthen Instructional Delivery Model & Collaborative Opportunities	Plan for campus configurations that are adaptable, state-of-the-art learning environments designed with the future in mind. Build outdoor relationships and outdoor programmed spaces that connect broader campus functions and encourage connectivity, engagement, and outreach.
Enhance Student Access to Resources to Increase Student Success	Maximize physical placement and visual access to programs and services throughout the region, including academic advising, counseling, transfer center, financial aid, and the health center.
Generate Campus Identity and Opportunities for Community Interface	Include front-of-campus identity, site way finding strategies, building and directional signage, GPS mapping, exterior lighting, landscape, and outdoor environmental community space as part of future planning and construction.
Activate Campus to Encourage 'Community' and Transparent Access to Instructional and Achievement Support	Consider inefficient areas of campus, incorporating campus nodes with programmed support and teaming spaces. Increase cross-campus visibility, including glazing; indoor/outdoor learning spaces; and clear visual access to specialized and support resources, including a student services one-stop shop, tutoring areas, learning labs, and resource spaces.


COMMIT TO
COMPLETION
Corin
Reyes-Thomas #18
Kevin
Cielo
Natalia
F.
KORI
Breonna
Big RAY
#6
Honda
Mayor
Lorenzo
Davis
Michael
Nova
BREANA
O'SULLI
Erin Correa
Amber Bear
#10
Dani
Elizalde
Jay Jay
Saili #76
Alex Villalobas
Kathryn Biggs
Sherry Barragan
Justin
Martinez
Benjamin Bolden
PTS.

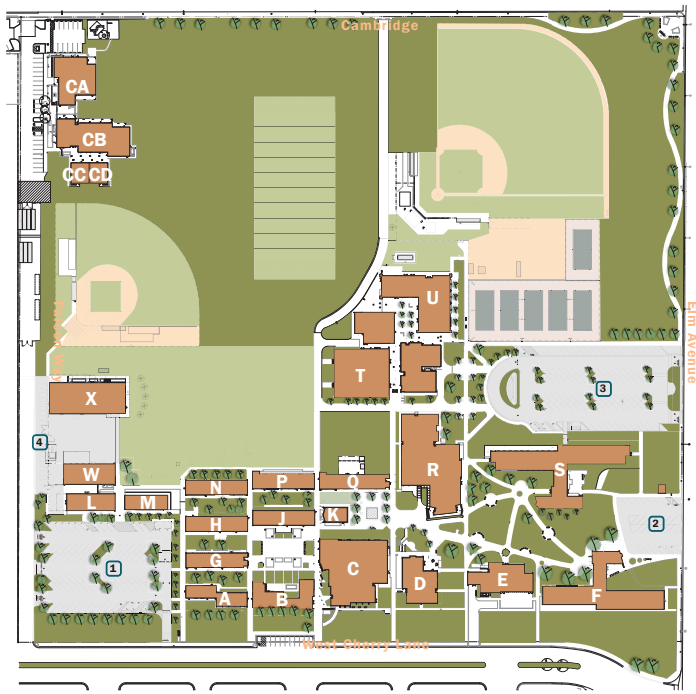
WHC Coalinga Existing Campus & the Facilities Master Plan

The WHC Coalinga campus was established in 1956 as a 40-acre, low-scale, largely single-story campus that has grown to accommodate 14 instructional buildings, two administrative buildings, two residence halls, performing arts facilities, a library, athletics facilities, a cafeteria, a bookstore, and a facilities services building. All of these buildings remain largely intact and functional. In addition, the campus provides a separate early childhood learning center at the perimeter of the site located at the corner of Cambridge Avenue and Falcon Way.

The campus has sustained modest growth over the past 10 years, with the largest percentage of students transferring to four-year academic institutions. In addition to transfer curriculum, the college offers career technical education and workforce development certificates. Along with consistent regional growth, the campus has expanded programs with enhanced hybrid and online learning as new growth centers. The college is currently experiencing the challenges of planning for the future with existing facilities that are aging and that are not efficient or easily adaptable to meet the current demands related to instructional delivery, class size, and a variety of learning modalities.

Developed collaboratively by college and district leadership, the 2018–2022 FMP outlines the following initiatives:

- The FMP identifies eight buildings recommended for demolition that are aging and are inefficient for reprogramming and replaces these buildings with one new state-of-the-art facility. These existing buildings include classrooms, faculty offices, financial aid offices, select student services resources, campus police, resource areas, and the office of the president.



- The FMP identifies two residence hall buildings for demolition that are aging and that are inefficient for reprogramming to meet current housing demands and replaces these with new, enlarged facilities designed to meet current and future needs.
- Modernization of one existing Performing Arts Building is intended to make best use of the facility and to replace aging and outdated infrastructure to meet ADA requirements.
- The FMP provides improved athletic fields, with potential partnerships for expansion, that are safe and effectively support on-campus programs.

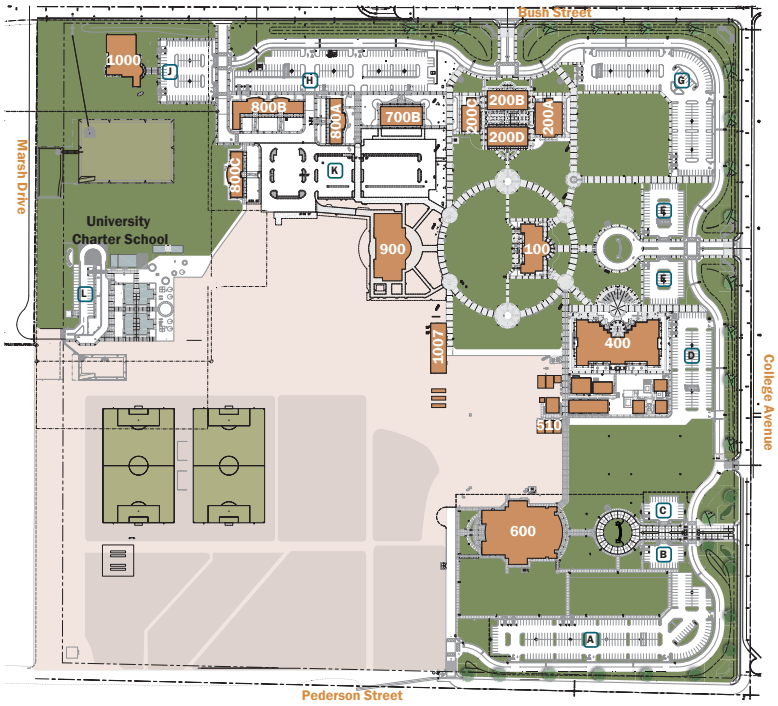
WHC Lemoore Existing Campus & the Facilities Master Plan

The WHC Lemoore campus was developed in the late 1990s and consists of 13 instructional buildings and an early childhood learning center located at the perimeter of the campus along Bush Street. Campus facilities also include a middle college high school located immediately adjacent to the college library facilities. The school is independent and shares campus resources and cross-curricular instructional opportunities with the college. Additionally, a charter elementary school operates a separate, independent facility on district property and is accessed along Bush Street at Marsh Drive.

While the campus has experienced consistent and sustained growth over time, the existing facilities are experiencing deficiencies in upkeep of systems to sustain this growth. These systems are beginning to show age and need improved appropriation of funding to support regularly scheduled maintenance.

Instructional signature programs and growth centers include four-year transfer programs and numerous certificate programs. Developed collaboratively by college and district leadership, the FMP 2018–2022 outlines several initiatives:

- The FMP identifies one new state-of-the-art instructional lab and classroom building.
- Modernization of four instructional buildings is intended to provide enhanced amenities and building improvements, such as HVAC systems, acoustical improvements, technology upgrades, and reprogrammed instructional spaces that are efficient and properly colocated to allow for best use of facilities.



- The FMP includes relocation of facilities maintenance staff to one new modular facility at the perimeter of campus to provide easy access and to allow primary instructional building space to be reprogrammed for educational use.
- The FMP provides improved athletic fields that meet or exceed intercollegiate standards and effectively support on-campus programs.

North District Center - Firebaugh & the Facilities Master Plan

The North District Center (NDC) campus in Firebaugh functions in conjunction with the WHC Coalinga campus. The NDC represents a new growth area for the district, with local industry and regional workforce leading educational growth at the college. This WHC Coalinga educational center is currently comprised of one instructional building, along with a Child Development Center. The campus has expanded programs with enhanced hybrid and online learning.

A new 41,000-square-foot, two-story facility is being planned to replace existing campus facilities. The final project proposal (FPP) for this new facility was identified on the state chancellor's top 10 list for Prop 51 funding and was approved in July 2017. Passed in 2016, Prop 51 provides for $9 billion in bonds for state school facilities and a 2016 California community college capital outlay bond fund. The measure was designed to allocate the bond revenue related to community colleges as follows:

- $500 million allocated for facilities related to career technical education programs; and
- $2 billion for acquiring, constructing, renovating, and equipping community college facilities.

The new college facility, planned for completion in 2021, will consist of classrooms, labs, a library, and support spaces. It will accommodate existing programs and allow for continued growth and expanded service and access to the community. The site will include parking, outdoor spaces for college and community events, outdoor classroom space, and adjacency to the river. The preliminary plans were submitted to the state Chancellor's Office on March 1, 2018, and to the Division of the

of the State Architect (DSA) on December 1, 2018. Construction is expected to start in September 2019 and is scheduled to be completed by December 2021.

Developed collaboratively by college and district leadership, the FMP 2018–2022 includes the following initiatives:

- A one-story building that is aging and is inefficient for reprogramming has been identified for demolition and replacement by a new state-of-the-art, two-story expanded facility.
- The FMP locates new parking, access points, a quad, community space, and infrastructure to support the new two-story facility.
- The FMP connects NDC with the main street and the river walk that buffers the campus site.
- The project includes photovoltaic efficiencies.

Farm of the Future & the Facilities Master Plan

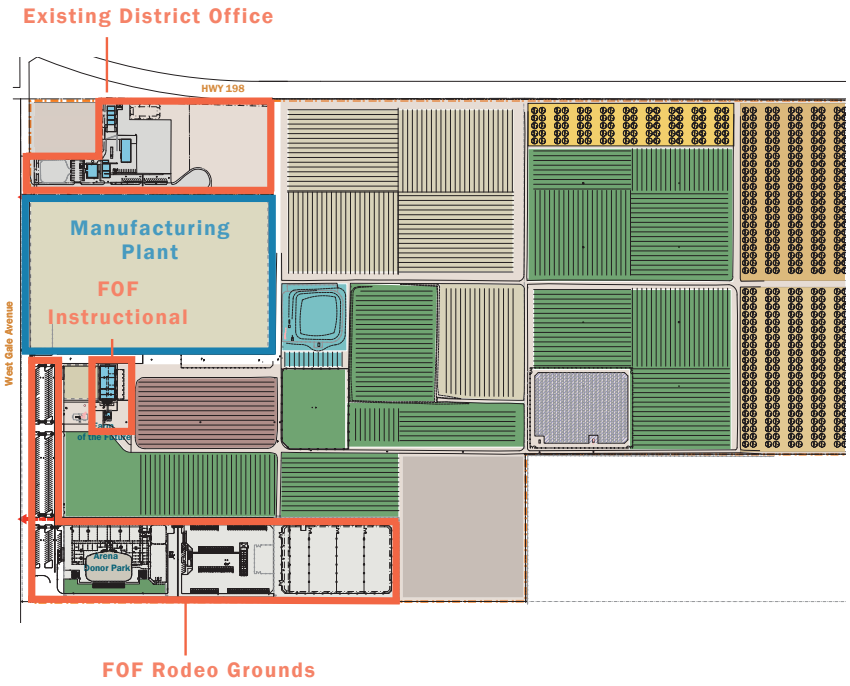
The Farm of the Future (FOF) is a 213-acre instructional site offering agricultural sciences and related CTE curriculum in conjunction with the WHC Coalinga campus. Currently, the farm is comprised of one high-bay instructional building, one modular building, a working instructional farm, and rodeo competition grounds. The farm is adjacent to the WHCCD office, with one intermediate parcel bisecting the properties.

The FOF offers unique signature programs and is scheduled to continue to grow with additional science, technology, engineering, and math (STEM) programs in conjunction with agriculture instruction. As part of the continued and expected growth of the program, the FOF will make best use of educational spaces that support the farm grounds and farm production expectations.

Currently, a new district office construction project is underway for a new facility located on a separate site. Portions of the facility, located adjacent to the FOF site, may be reprogrammed as part of this FMP effort to provide for new growth of instructional programs at the farm or other options based on economic opportunities. Additional discussions are expected to address retaining a portion of the district facility.

Developed collaboratively by college and district leadership, the FMP 2018–2022 includes the following initiatives:

- The FMP identifies one bay within the existing educational building for modernization, and the district intends to return the space to its original use to accommodate high-bay technical training.



- The FMP includes reprogramming of one modular building on the FOF site from faculty offices to instructional lab space and a computer classroom.

- The FMP includes reprogramming and repurposing of four buildings on the existing district office site to be used for instructional purposes, faculty offices, a student services hub for counseling/advising, financial aid offices, and conferencing and equipment storage areas that support future FOF growth.

2.0 Facilities Development & Planning Recommendations

WHC Coalinga
Facilities Development Guidelines & Planning Recommendations

Overview

WHC Coalinga has a rich history in the San Joaquin Valley, dating back over 85 years, and represents the original campus for the West Hills Community College District. Founded as the Coalinga Extension Center, the original campus provided course offerings in conjunction with Fresno State College. In the 1940s, the college became known as Coalinga College and came under the control of the Coalinga Union High School District. Beginning in 1956, a 40-acre campus was established on Cherry Lane in Coalinga as the flagship campus for the district. In 1961, the school separated from the high school district and in 1969 became known as West Hills College. The college expanded through access and support of its local communities. The original 40-acre campus includes many buildings dating to the 1950s and 60s. The Coalinga campus and the North District Center (NDC) serve a student population of approximately 4,500 students annually.

The NDC was established in 1971 and is located in the city of Firebaugh. The NDC represents a new growth area for the district, with local industry and regional workforce leading educational growth at the college. The Firebaugh campus is located approximately 55 miles from Coalinga and serves a dynamic community through specialized instruction in conjunction with the WHCC campus.

The Farm of the Future site is composed of approximately 213 acres, with classrooms, labs, a farm, and rodeo grounds for instructional and intercollegiate purpose. The farm encompasses both a production farm and an educational farm lab for students.

District Priorities & Capital Outlay

Facilities and planning recommendations included in this FMP present an overall approach to physical development, with each plan addressing the character, organization, history, and culture of the campus. This FMP is directly linked to the district's capital outlay plan and is designed to address campus growth and renewal of existing facilities; new organizational opportunities; campus strategies; maximization of program adjacencies; and transformative, innovative learning environments, all with future planning and site development in mind.

College Priorities

Guided by district priorities and capital outlay plans, college leadership teams established a list of campus recommendations based on the curriculum, instruction, and building environment of the college. What follows is an integrated approach that overlays observed areas for improvement latticed with district-level guiding principles.

West Hills College Coalinga
Facilities Planning Priorities

Facilitate Student Achievement & Retention	• Increase classroom and large lecture space to accommodate new and expanding programs • Develop flexible instructional labs designed to accommodate a variety of programs, course instruction, and self-study • Design flexible instructional environments for contemporary learning modalities • Strengthen and relocate campus programs as needed to increase adjacencies for shared labs and cross curricular-interface
Enhance Student Access to Resources to Increase Student Success	• Centralize student service functions to allow cross-functional teams to collaborate and share resources with students • Maximize access, through both physical placement and visual access, to programs and services • Provide alternate areas for students to gather and exchange ideas • Incorporate small group learning areas with programmed support and collaboration space
Improve Facilities Efficiencies	• Replace aging facilities that are inefficient and not conducive to reprogramming and modernization • Improve use of underutilized facilities through modernization and design to support innovation and new programs • Improve instructional spaces with flexible design adaptable over time • Consider functional zoning and operational efficiencies for all new developments • Build on the original integrity of the campus plan and organization

Reengineer Campus Identity and Opportunities for Community Interface	• Generate new campus entry and identity at intersection • Improve outdoor programmed environments designed for student use • Include a comprehensive way finding strategy for campus, including interactive kiosks, building/directional signage, and GPS mapping • Incorporate outdoor seating, shade areas, gathering opportunities for students, and pre-function and event space • Improve campus lighting for evening and weekend programs • Explore opportunities for land use partnerships (e.g., municipal pool, soccer fields)
Encourage 'Community' and Transparent Access to Instructional and Achievement Support	• Centralize residence hall as hub of campus activity • Improve cross-campus connectivity • Place active programs at central location on campus • Create central quad learning commons as center of community • Maximize program adjacencies
Increase Sustainability Measures to Support Learning Environments	• Establish building performance benchmarks and criteria specification • Utilize passive building strategies to increase building performance • Improve performance of HVAC systems • Improve building envelope performance for all new construction • Utilize sustainable building materials that promote healthy learning environments • Improve lighting efficiency • Incorporate drought-tolerant planting strategy, including precision drip irrigation and sustainable irrigation principles • Incorporate district standards that place requirements on meeting sustainable measures as part of any new project

Campus Overview

Site Access

Primary campus parking and entry occur on West Cherry Lane and Elm Avenue.

- **North -** The northern campus perimeter provides access from Cambridge Avenue and serves as a perimeter boundary to the athletic fields. This entrance also serves as a fire access service road to the Child Development Center at the center of campus.
- **East -** The main campus entrance on the eastern side of the campus is along Elm Avenue, the main thoroughfare that connects WHC Coalinga to the city center. Elm Avenue is the termination point for Highway 198, with speeds decelerating just before the entry to the campus. There are two parking entrances along Elm Avenue, one for athletics and campus entry and one that serves primarily student housing.
- **South -** The campus entrance at West Cherry Lane is on a residential neighborhood street with homes on the south side of the street and with a termination at the end of Cherry Lane serving both a community aquatics center and a school. The West Cherry Lane entrance is the main entrance to the campus and features the primary parking lot that serves staff and students. Students accessing the college from the adjacent residential neighborhood do not tend to utilize the crosswalk access to the college, opting to illegally cross the street instead, causing a safety hazard for the local residential community and neighboring properties.
- **West -** Falcon Way is a lesser used street and serves as a primary drop-off and delivery point for the facilities maintenance Building W.

Existing Facilities

The campus site has been well maintained over time. The following are observations considered as part of the FMP criteria:

- **Administration and Student Services Buildings B and J**
  Administration and student services on campus are currently located in separate facilities, along with other support services distributed throughout the campus.
- **Classroom Buildings G, H, J, N, P, and Q**
  All regularly scheduled classrooms occupy these buildings. The buildings are single story, with approximately four classrooms per building, and are not easily reconfigured, given the limited footprint and aging nature of the facilities.
- **Speech, Art, and Music (SAM) Building R**
  The SAM Building represents the most underutilized building on campus, with aging infrastructure and outdated technical and performing arts infrastructure available to support program requirements.
- **Athletic Buildings T and U**
  The athletics buildings include indoor courts, a wellness center, coaching offices, locker/shower facilities, and storage. The wellness center represents one of the newly renovated spaces on campus.
- **Residence Hall F and S**
  Residence hall buildings are located on the southeast side of campus and are housed in aging facilities that are unable to accommodate new growth and are undersized to provide the types of current amenities necessary to attract students to live on campus.
- **Library**
  Library facilities are well maintained and represent a high-use area of campus. Students use the space for study, tutoring, research, and social gathering in lieu of student union amenities.

WHC Coalinga
Existing Campus Plan

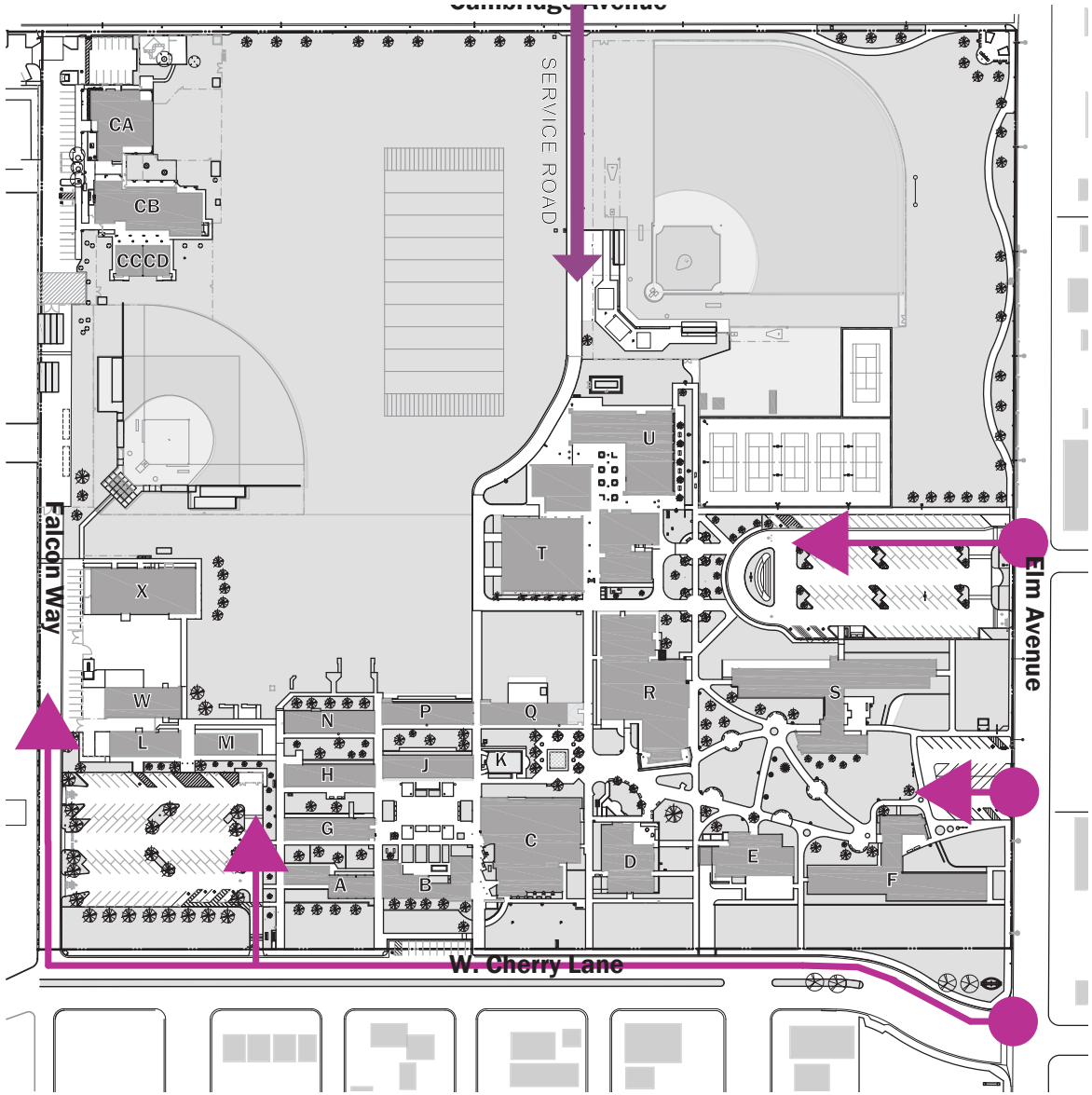
Campus Analysis

Vehicular Access

Vehicular access to the college by visitors, faculty, and students is available along both Elm Avenue and West Cherry Lane. The entrance points along Elm Avenue are on the main campus street frontage, as Elm Avenue represents the major artery in and out of the city and connects to Highway 198. The second entry point to the campus, along Cherry Lane, is on a residential street and shares traffic with other neighboring facilities, including the Municipal Aquatics Facility and Cambridge High School. The third point of entry onto campus is along Cambridge Avenue. This access point is utilized for campus service and fire vehicles. An additional vehicular access route onto campus is along Falcon Way and is accessed via West Cherry lane. This entrance is intended for daily service vehicle and delivery vehicle drop-off and pickup at the facilities maintenance Building W.

Parking Lot 'C'

Cambridge Avenue Access



WHC Coalinga
Vehicular Access

Campus Analysis

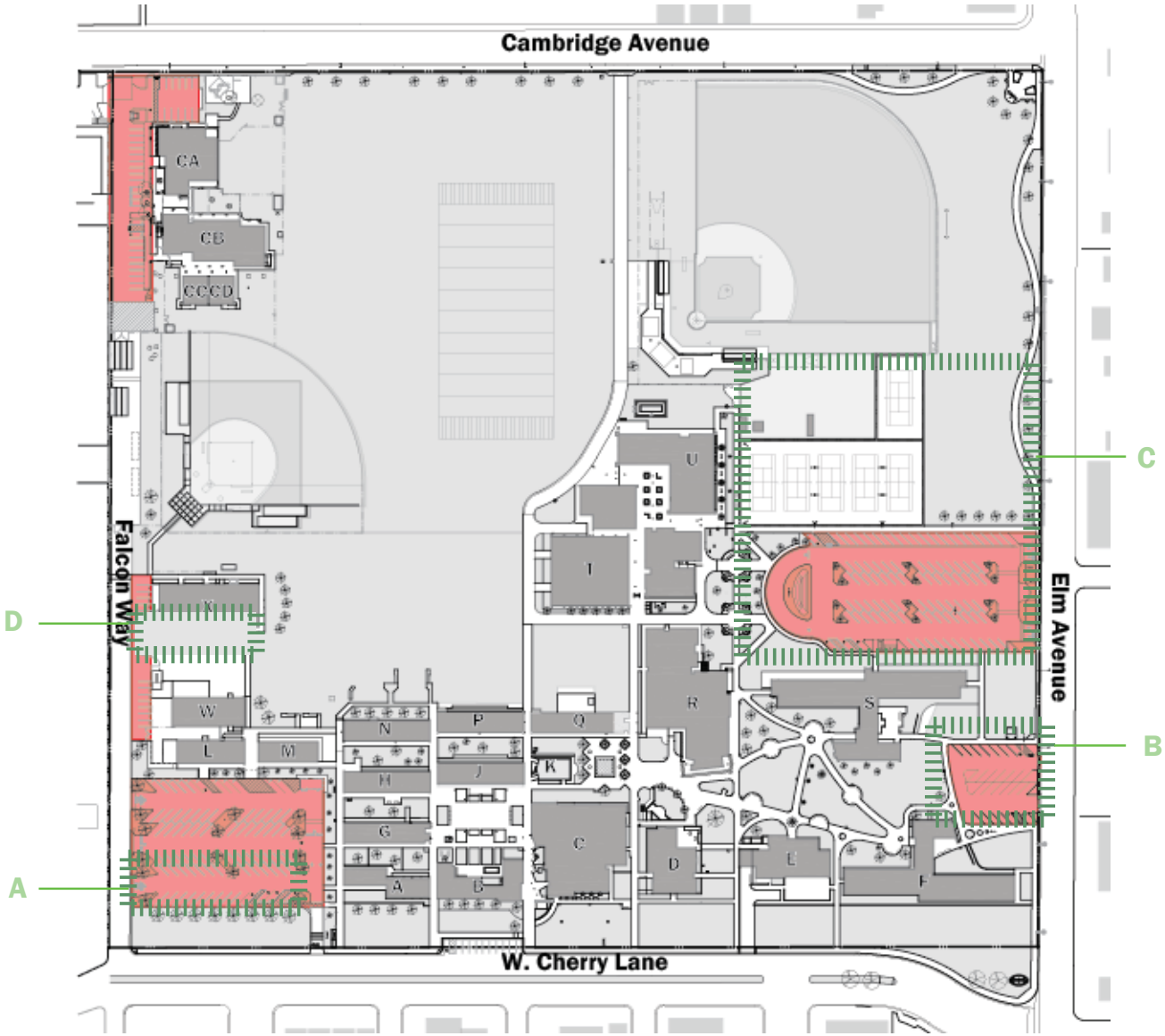
Parking

Public parking is accessed at lots along Elm Avenue and West Cherry Lane. Two parking lots along Elm Avenue are designed to accommodate athletics, residence hall, and classrooms. Additionally, these parking areas serve as staging for student housing. Parking along West Cherry Lane is used primarily by faculty, staff, and students. A third parking area, along Falcon Way, accommodates facilities service vehicles and equipment and serves as primary drop-off and pickup point for campus deliveries. Parking expansion options are as follows:

- The West Cherry Lane parking lot may be expanded south into the existing landscape area to provide 20–30 new stalls for added access to new residential student parking. Additional growth of this lot is dependent on the location of future classroom and administrative functions on campus that would be best served by additional parking in the vicinity of the new construction area.
- Consider demolition of the small parking lot located along Elm Avenue located adjacent to existing residence hall buildings that are scheduled for demolition.
- Consider expansion of parking frontage along Elm Avenue as needed to accommodate growth.
- The area located adjacent to the facilities maintenance building currently serves as a daily campus delivery drop-off area. This area may be ideal for loading and unloading during student move-in, as this area would be the most closely located parking area to future student residence hall.

In addition to the location of any expanded parking areas, further consideration should be given to exterior lighting and landscaping as part of a comprehensive way finding package on campus that includes interactive GPS kiosks, building signage, and room signage. These features would all be part of one comprehensive system that is easy to navigate on campus. Currently, buildings can be difficult to find for first-time visitors on campus. Specifically, student services and other essential amenities are not easily located from any of the parking lots on campus.

Parking Lot ‘B’



WHC Coalinga
Parking

Campus Analysis

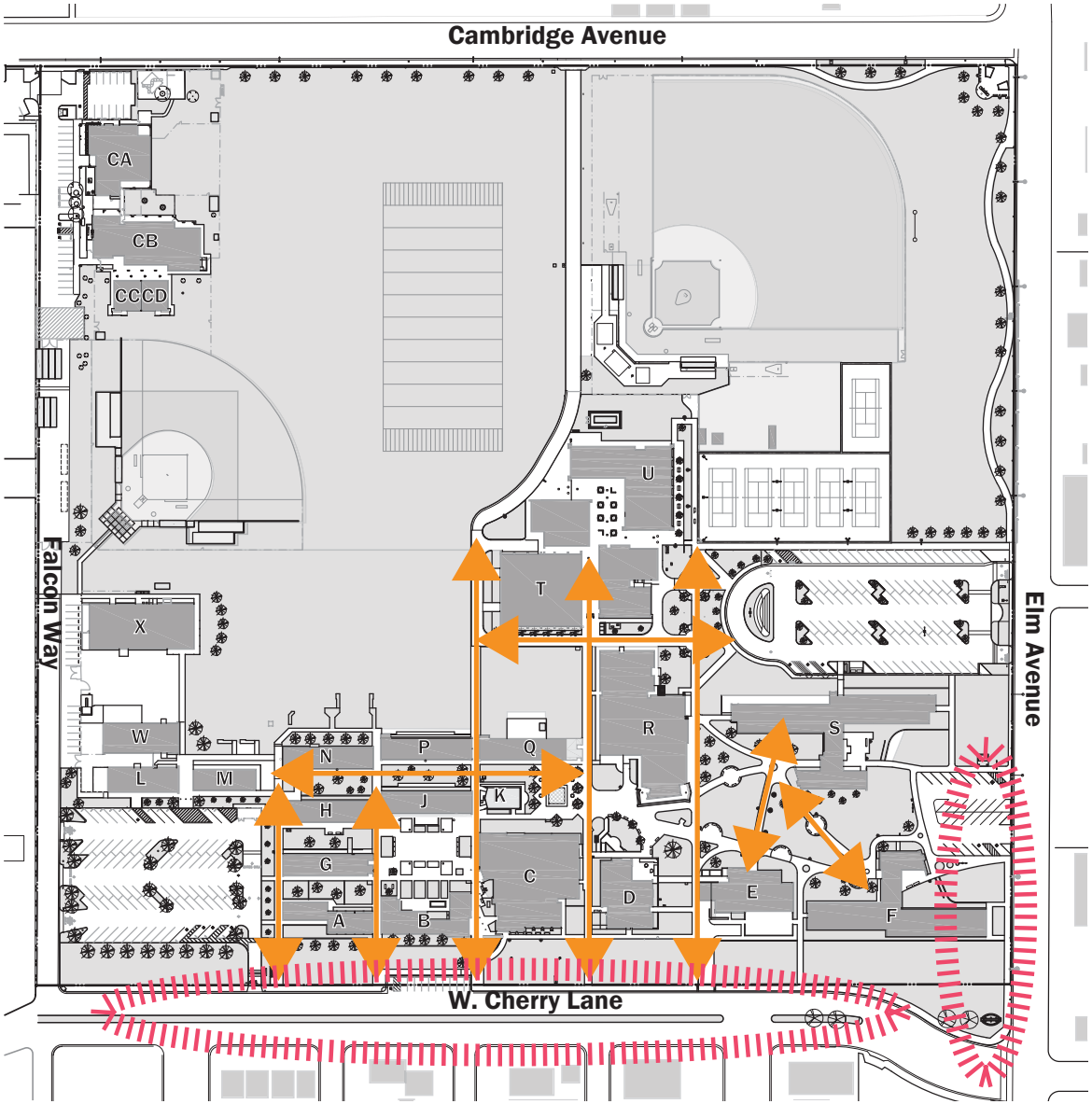
Pedestrian Circulation

Pedestrian circulation paths along the interior access ways form a grid across the campus, with the exception of the existing residence hall outdoor zones, which are bisected by angular and winding pathways. Pathways across campus tend to be narrow, with limited visual access across campus. Areas identified for improvement and future development are as follows:

- The intersection at the corner of Elm Avenue and West Cherry Lane is an active traffic area for pedestrians crossing onto campus from the adjacent neighborhoods on the east side of Elm Avenue. Students crossing tend to run across this main public street and present significant safety hazards along Elm Avenue.
- West Cherry Lane experiences many students crossing over from the adjacent residential neighborhood to the south across traffic to access to campus, which creates a safety hazard.
- The circulation spines on campus should be clearly identified at points of parking and drop-off.
- Primary internal campus pedestrian circulation pathways should be well articulated, be well lit, and provide clear and safe access to parking lots for evening programs and classes.
- Campus lighting, security cameras, and emergency call locations should be improved for pedestrian safety.
- Existing pathways are frequently narrow and do not provide visual clarity across or through the campus for understanding campus plan, navigating way finding, and/or locating building programs.
- New building locations, outdoor gathering areas, and outdoor circulation will reinforce clarity of the campus organizational strategy and accentuate areas for communal activities.

Pedestrian Courtyards

Pedestrian Circulation at Building Perimeters



WHC Coalinga
Pedestrian Circulation

Campus Analysis

Open Area

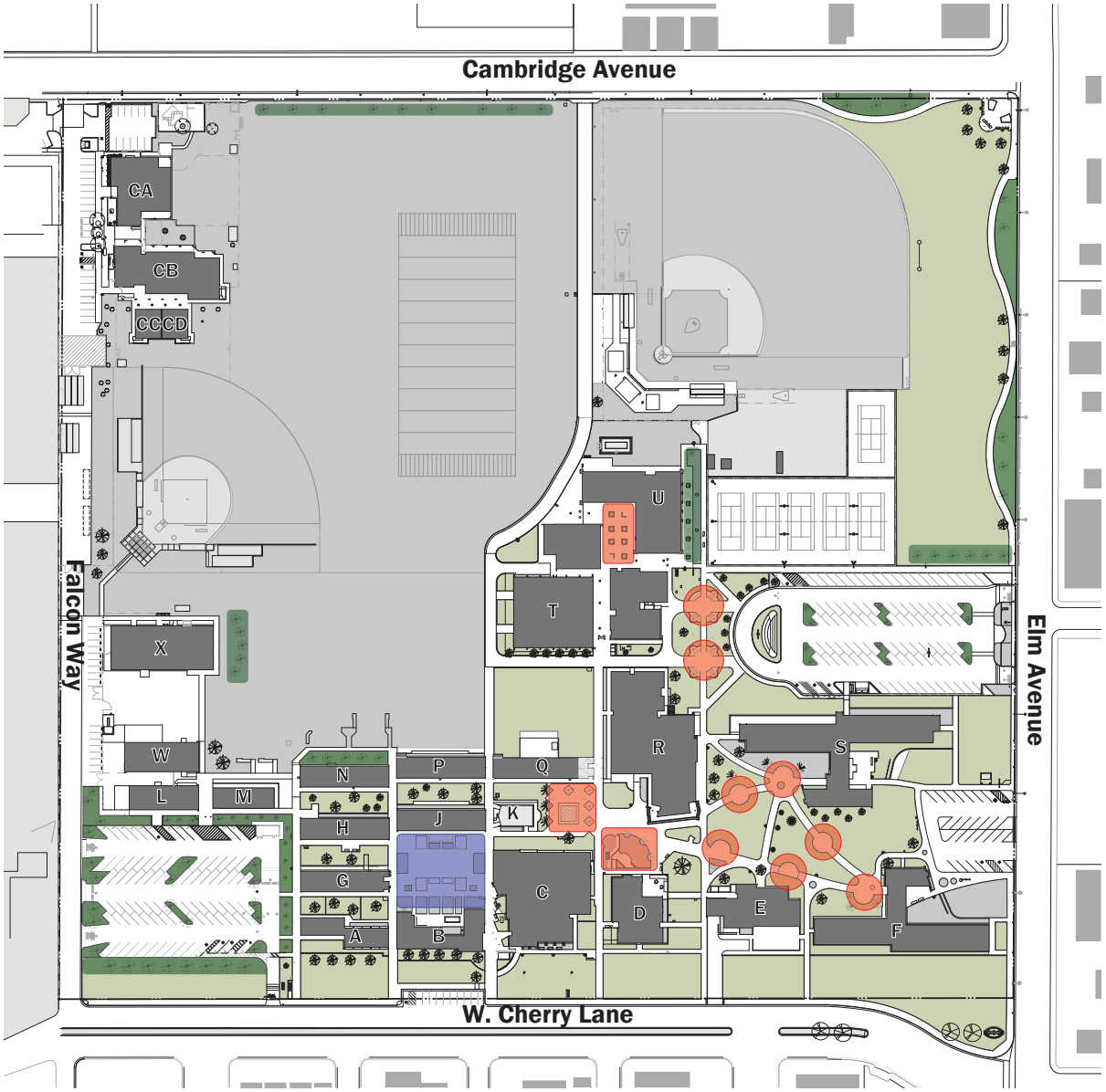
The center of campus is defined as the area between Buildings B and J, which connects student service functions with library and classroom buildings. The space has limited seating and limited shade areas for quad or community space.

Open areas of the campus are not currently well designed to promote community outdoor activities and functions and are relatively unprogrammed. Future planning efforts will take into consideration approaches that (1) identify central quad space; (2) define support zones adjacent to new and modernized spaces that provide for community and programmed outdoor space; and (3) address pre-function and event space adjacent to Building R. Improvement initiatives include the following:

- relocate existing center court and create new campus quad space that connects campus functions, academic programs, and social space to activate campus community;
- define support zones adjacent to new and modernized spaces that provide for community and programmed outdoor space that is shaded and well lit and provides hardscape, softscape, and environmental furnishings in planning, design, and execution;
- address pre-function and event space adjacent to Building R;
- provide programmed outdoor space adjacent to Building E for food service and community gathering outdoors; and
- provide programmed outdoor space adjacent to residence halls that provides for outdoor dining, gathering, and flexible pre-function event space for college/community events.

Main Quad

Main Lawn



WHC Coalinga
Open Areas

Campus Analysis

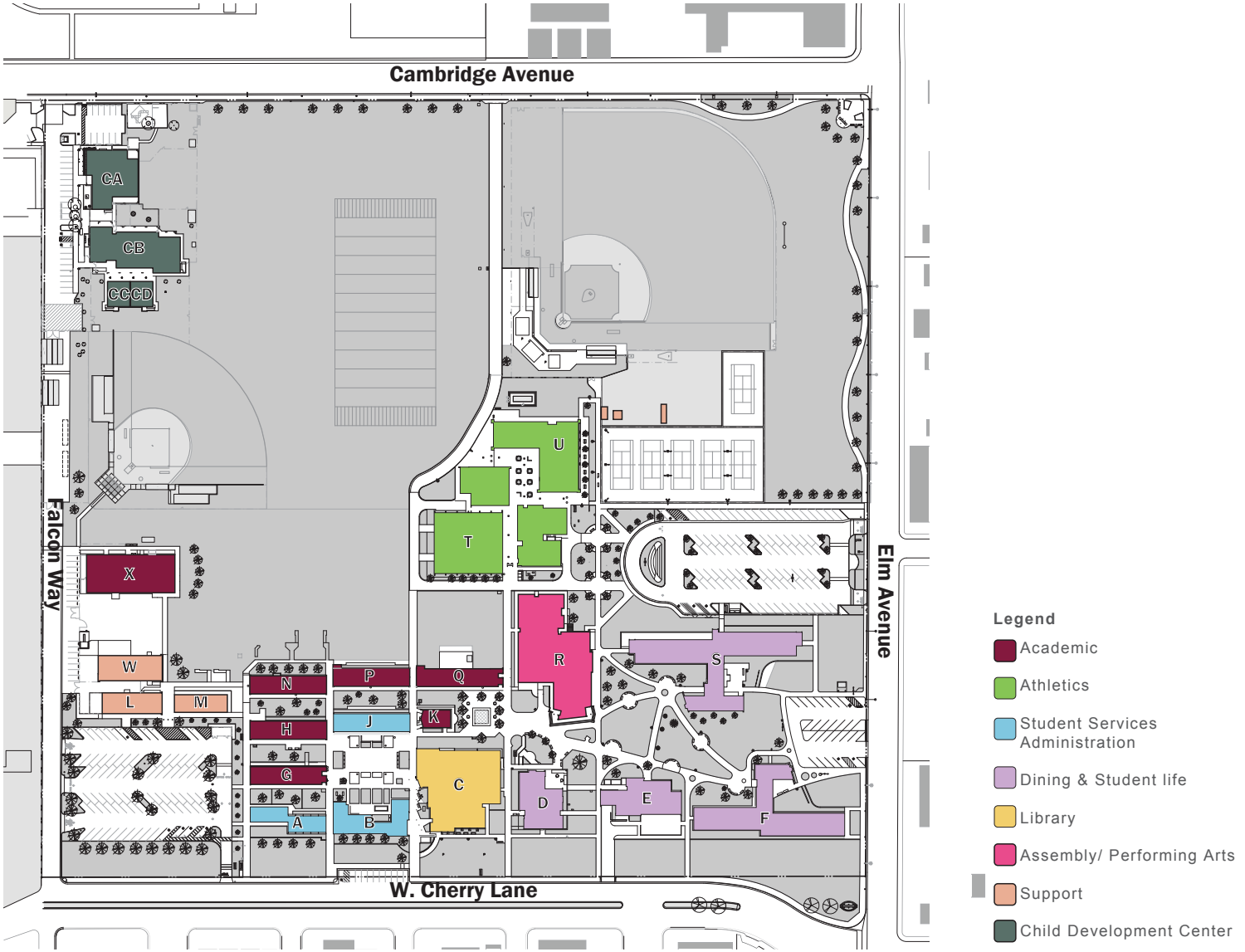
Building Use

The campus is zoned according to (1) academic classrooms (burgundy); (2) athletics (green); (3) support/shared student life; and (4) administrative use (light blue). Future planning will consider the following initiatives:

- integrate residence hall and shared support areas on campus that are equally distributed to encourage cross-campus interconnectivity;
- improve adjacencies for public programs, including pre-function and programmed outdoor space at Building R and Building J;
- improve, centralize, and increase quantity of classroom spaces to provide learning environments of varying size and scale that are easily adaptable and provide for a variety of learning modalities;
- improve the Speech, Art, and Music Building, the most underserved building on campus, which is outdated and does not provide adequate resources and technology to support programs in the facility;
- enhance the main academic buildings, G, H, M, N, P, and Q, which are aging facilities that are not easily adaptable to new curriculum or alternate learning modalities and are not well suited for reconfiguring, resizing, or enlarging, as these buildings are small and do not maximize efficiencies for the campus; and
- create additional large lecture space on campus, with flexibility for various learning modalities designed to grow student demand, which is necessary given that Building 'K' represents the one large lecture hall available on campus and all other educational classroom spaces are capped at 25–30 students.

Building Vernacular

Building 'B'



WHC Coalinga
Building Use

Campus Analysis

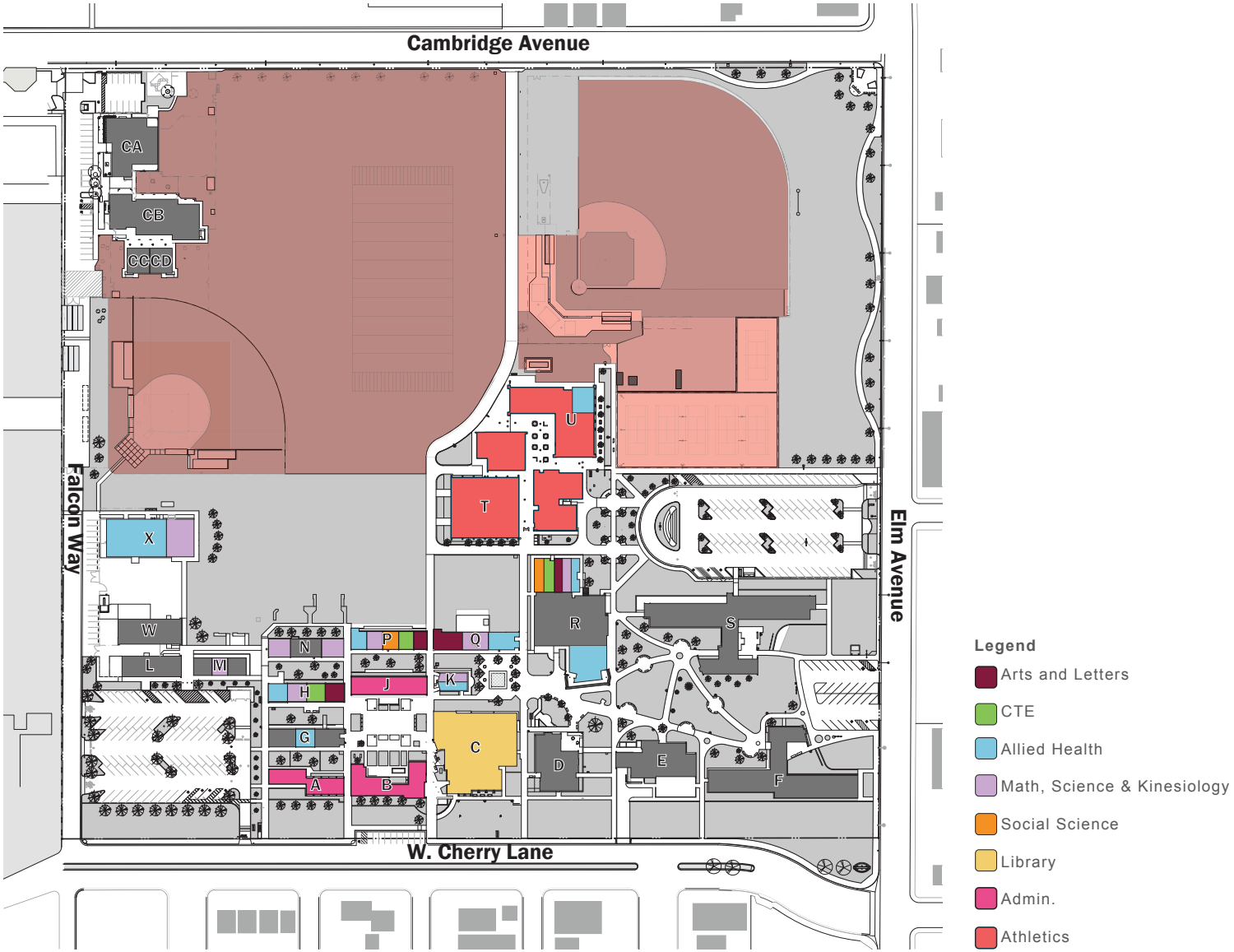
Academic Areas

Currently, academic classrooms are used exhaustively on the Coalinga campus. Most learning environments require improvements in classroom design and flexibility, IT, lighting, and acoustics. There are an insufficient number of large lecture spaces that can facilitate large lecture environments. In addition, there are an inadequate number of classroom spaces on campus available to support overall demand, which creates scheduling difficulties for core curriculum and transfer curriculum courses. Administrative and support services have outgrown their existing facilities and are currently located in various buildings on campus. The following initiatives would improve key academic areas:

- demolish buildings A, B, G, H, J, N, P, and Q, which are aging, inefficient, outsized facilities, and replace them with a new, centralized instructional classroom building with college student services and administration functions;
- provide shared areas for student services and administrative functions to create ease of access for students, provide clear visibility, and create a teaming network for students to succeed;
- provide new instructional classrooms and labs that are highly adaptable and flexible for future learning strategies and that can accommodate groups of 30–80 students; and
- improve outdoor athletic areas; increase safety through leveling, repair of fields, and irrigation controls; and improve night lighting for evening activities.

Typical Classroom Building

Building K

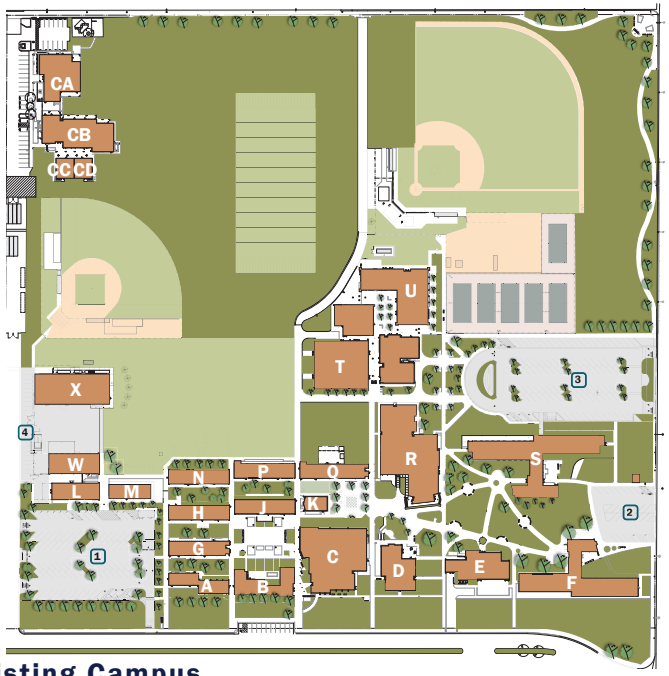


WHC Coalinga
Academic Areas

Planning Overview

Planning Challenges & Opportunities

The district's master planning studies are designed to address planning challenges and opportunities in two approaches. The planning overview section compares approaches A and B, highlighting the pros and cons of each scheme. The district's planning priorities emphasize campus growth and renewal of existing facilities, while providing for new organizational opportunities. The most effective scheme selected will address the campus organization that maximizes program adjacencies and campus efficiencies; creates engaging, innovative learning environments; establishes place making; and anticipates future campus planning.



Existing Campus

Existing Challenges

- Aging facilities and instructional classroom buildings are outdated and are not designed for flexible learning models (inclusion of multiple modes of instructional delivery, such as hybrid, online, flipped, and traditional front-of-the-classroom instruction).
- Large lecture rooms, faculty offices, and administrative spaces, which currently are inefficient, and in many instances undersized.
- Instructional classroom buildings and programs lack adjacencies for shared lab and cross-curricular interface. The campus can benefit from future programs that are centralized.
- Buildings and HVAC systems are inefficient and do not promote healthy learning environments
- Programmed outdoor environments have not been integrated into the campus design. The lack of outdoor gathering areas leaves the campus with an absence of identity and connection between educational and support spaces.

Existing Opportunities

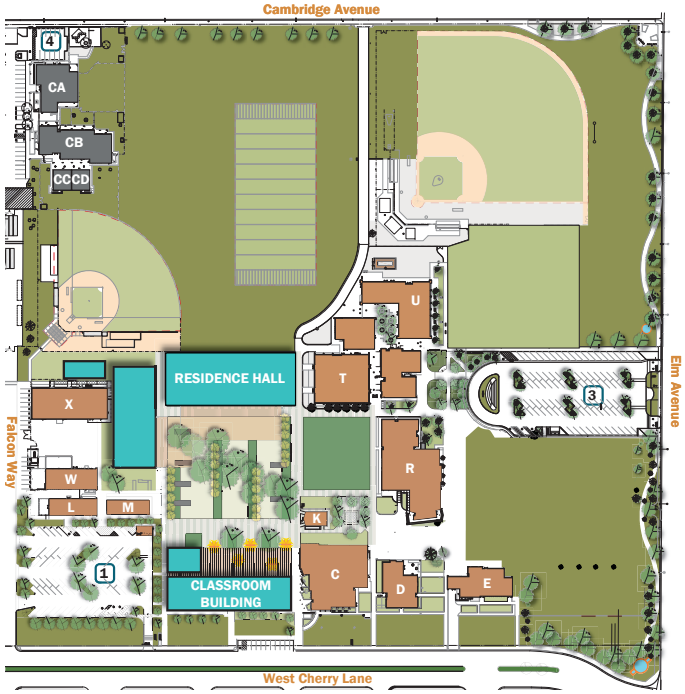
- The campus has the ability to expand within its boundaries to offer new instructional and support service programs.
- The proposed residence hall construction allows for increased capacity and efficiency.
- There are new opportunities to foster campus identity.

Planning Study A Scheme Highlights

- New residence hall building will be located at the southwest corner of the campus adjacent to instructional ant athletics functions.
- The phasing of construction of the residence hall building with a new central plant will allow for new systems to come online at the end of residence hall construction.
- The new residence hall exterior quad with programmed outdoor space will allow for food service, outdoor gathering, and large group event space.
- A separate campus quad will be dedicated to a new instructional classroom building along the main campus frontage.

Planning Study B Scheme Highlights

- A new instructional classroom building located across from the new residence hall will create a single campus. quad.
- Study B utilizes a smaller construction footprint.
- This option will require temporary relocation of faculty and administration during construction of a new instructional classroom building.
- The property at the edge of campus along Elm Avenue will allow for future expansion.



Planning Overview

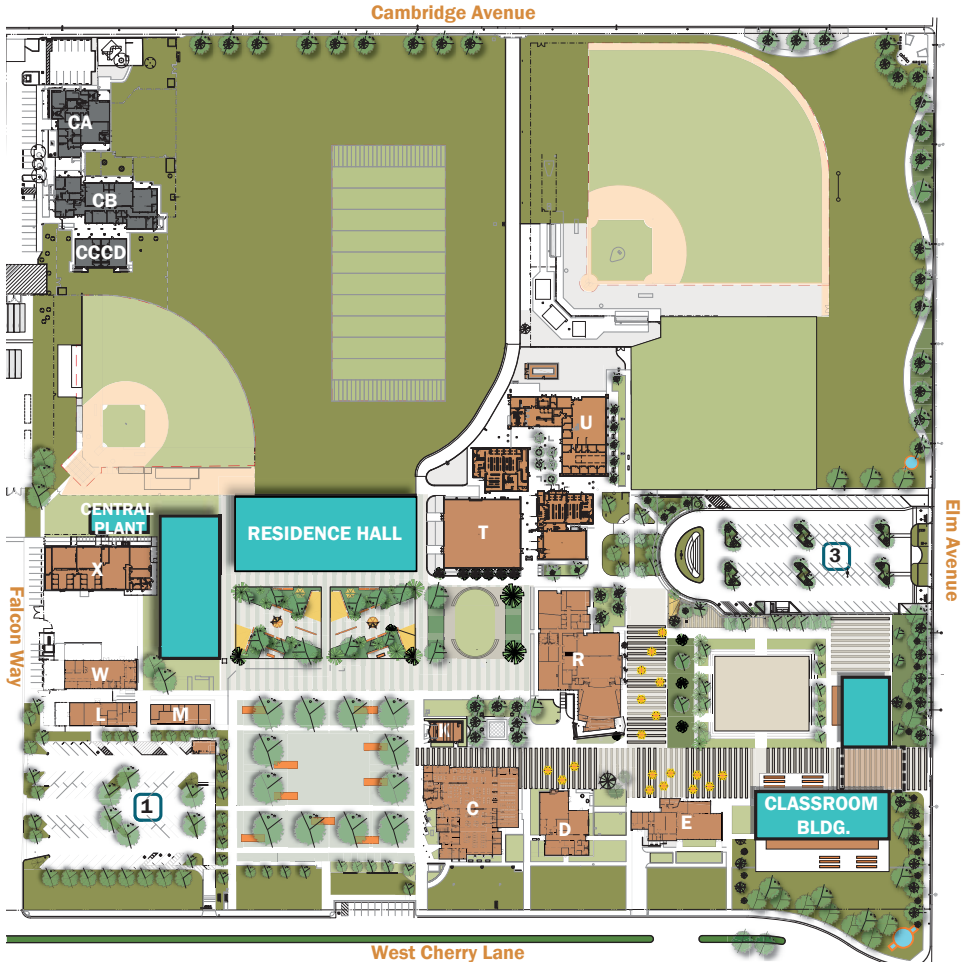
Planning Option A Pros & Cons

Planning Study A Pros

- Creates new identity and presence on the corner of Elm Avenue and West Cherry Lane.
- Generates quads and outdoor gathering spaces that correlate to the surrounding functions.
- Increases cross-campus visibility and incorporates campus nodes with programmed support.
- Invigorates the campus by providing a clear separation between academic zones and residential zones.
- Allows for phasing of the new classroom building to occur without requiring temporarily relocation of faculty and administration.

Planning Study A Cons

- Distribution of parking may result in congestion off Elm Avenue.
- Campus environment is more expansive and less centralized.
- Residence hall buildings are located remotely from other buildings on campus, creating security and visibility concerns.



WHC Coalinga
Planning Option A

Planning Overview

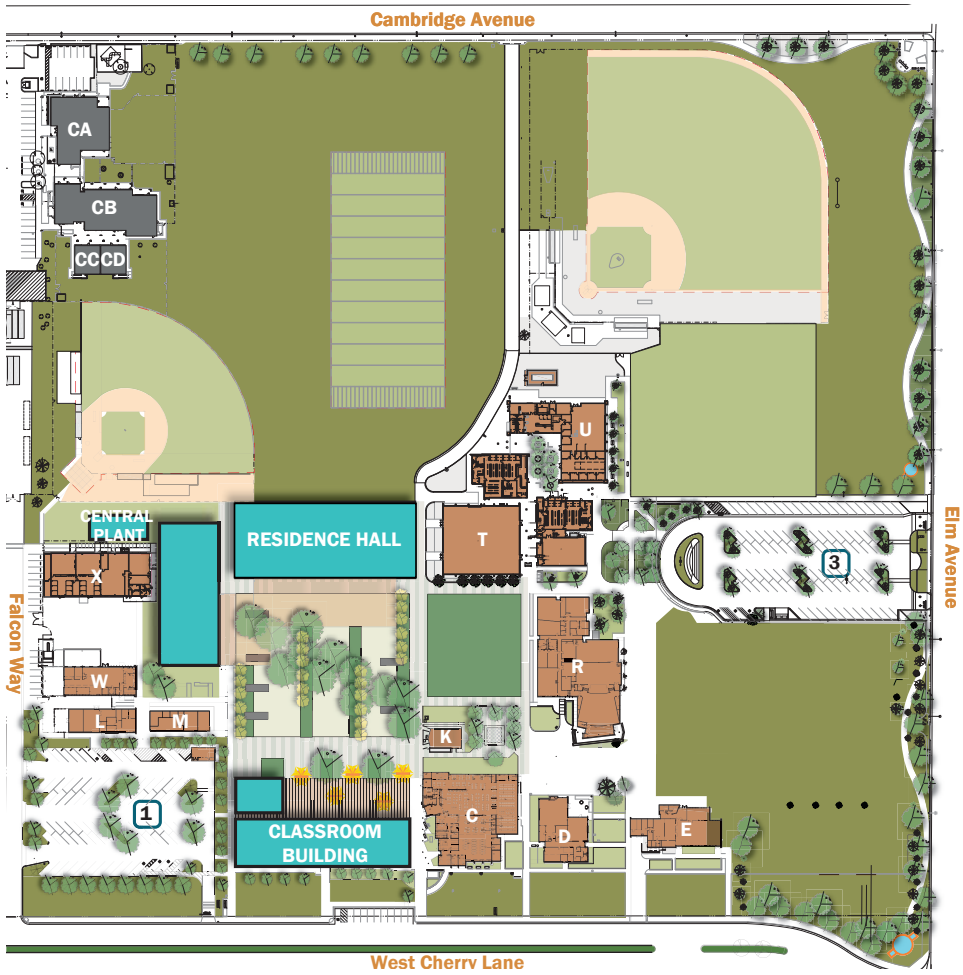
Planning Option B Pros & Cons

Planning Study B Pros

- A new front-of-campus edge and entrance with a new classroom building creates a strong campus identity.
- Study B provides opportunities for future expansion along Elm Avenue for large outdoor college and community events, with immediate adjacency to the parking lot.
- This option creates interconnectivity of athletics, residence hall, and the performing arts classroom building.
- Specialized learning environments are colocated to better serve students.
- Study B develops outdoor community space and learning areas of varying scale and usage.

Planning Study B Cons

- The new front-of-campus edge adds vehicular congestion along West Cherry Lane and increases congestion at the adjacent parking lot.
- The corner of Elm Avenue and West Cherry Lane is likely to remain undeveloped for some time and will require design consideration at the campus entry point.
- Temporary housing will be required during certain construction times when the new classroom building is under construction.



WHC Coalinga
Planning Option B

WHC Coalinga Planning Option A

Overview & Prioritization

The WHC Coalinga campus, comprised of approximately 26 acres and built largely in the 1950s and 60s, is defined by a single-story campus approach with exterior courtyards and walkways defining the perimeter of each building. Existing instructional buildings are inefficient for current programs and do not lend themselves well to expansion.

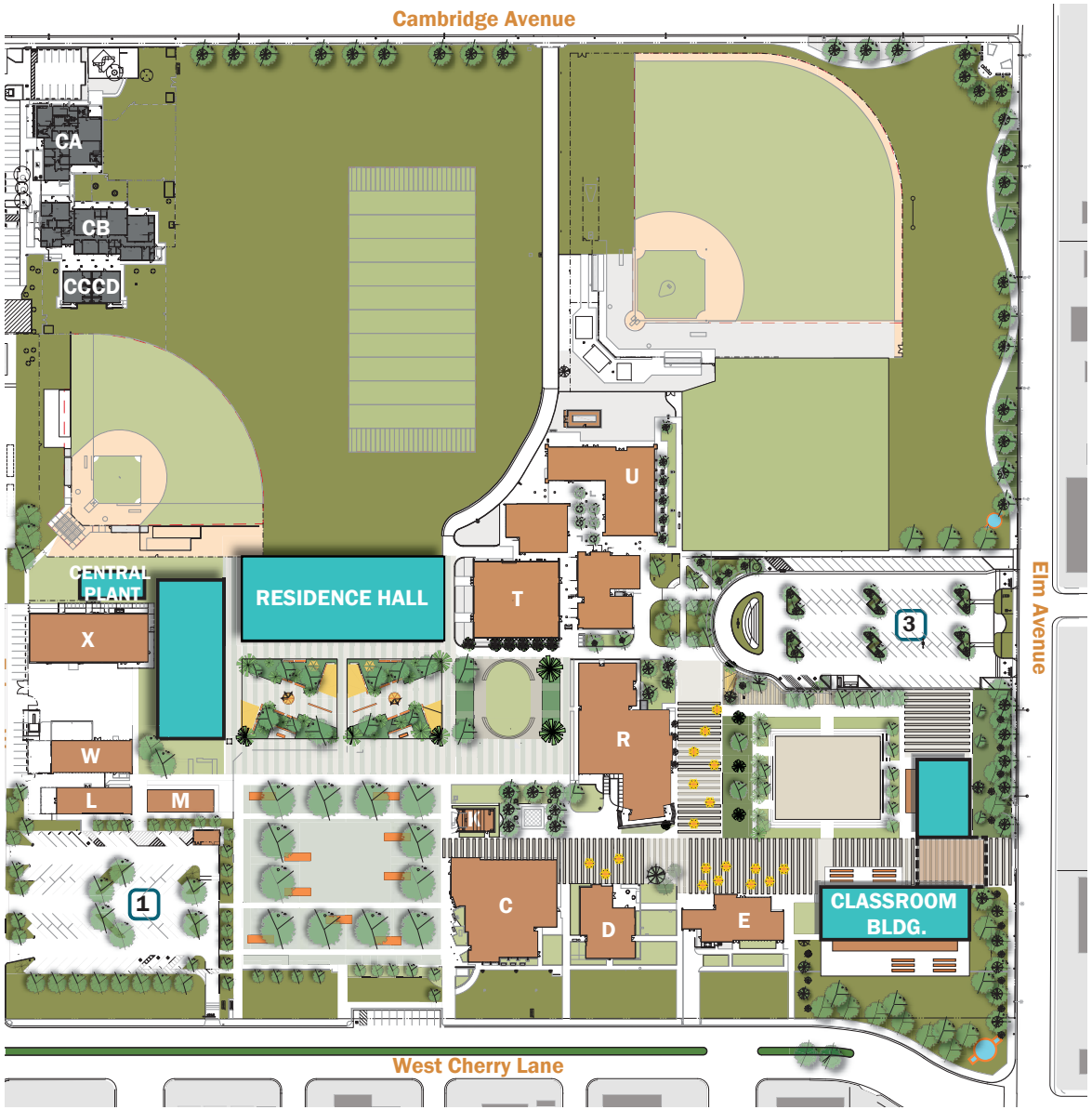
With the existing Coalinga campus comprised of aging small structures that are not well configured for efficient, cost-effective reprogramming, the intent of planning options A and B is to demolish several existing small classroom buildings (A, B, G, H, J, N, P, and Q) and form one comprehensive classroom, administration, and student services building that maximizes flexibility and efficiency of the campus site, while targeting larger campus planning strategies.

A fundamental consideration of planning option A is the concept of dual quads on campus. This approach allows the campus to avoid temporary housing during all construction phases of the project. However, the expansive site work required to accomplish the design will imply cost.

Through a collaborative college leadership approach, along with review and analysis of how the campus currently functions, the FMP approach in planning option A offers the following advantages:

- invigorates the campus by providing a clear separation between academic zones and residential zones of the campus;
- creates defined front-of-campus identity and campus edge and removes high parking visibility along the public front and main entrance corner of campus;
- includes a new residence hall, a new classroom/administration building, and a renovated speech, art, and music building as part of the planning scope;
- centralizes all student service and resource functions in one building for shared resources and improved student success;
- addresses aging campus infrastructure by including a new central plant as a phase one priority;
- utilizes organizing elements such as promenades and outdoor quads to provide opportunities for both small and large group functions as well as community event space;
- defines pedestrian routes, parking access, and cross-campus circulation along a central axis, with ease of navigation and interconnectivity of athletics, residence hall, administration, classrooms, and performing arts;
- creates two separate campus quad environments, one adjacent to residence hall and designed for social gathering, event space, and pre-function and sports access and a second quad located at the termination of the instructional axis designed for outdoor student collaboration, independent study, and function/ event space for the adjacent speech, arts and music building and cafeteria; and
- incorporates a number or athletic field improvements.

In July 2017, IPPs were issued to the state that include both phase one of the new instructional building and the SAM modernization. The district is pursuing separate funding for construction of the residence hall buildings.



WHC Coalinga
Planning Option A

WHC Coalinga Planning Option B

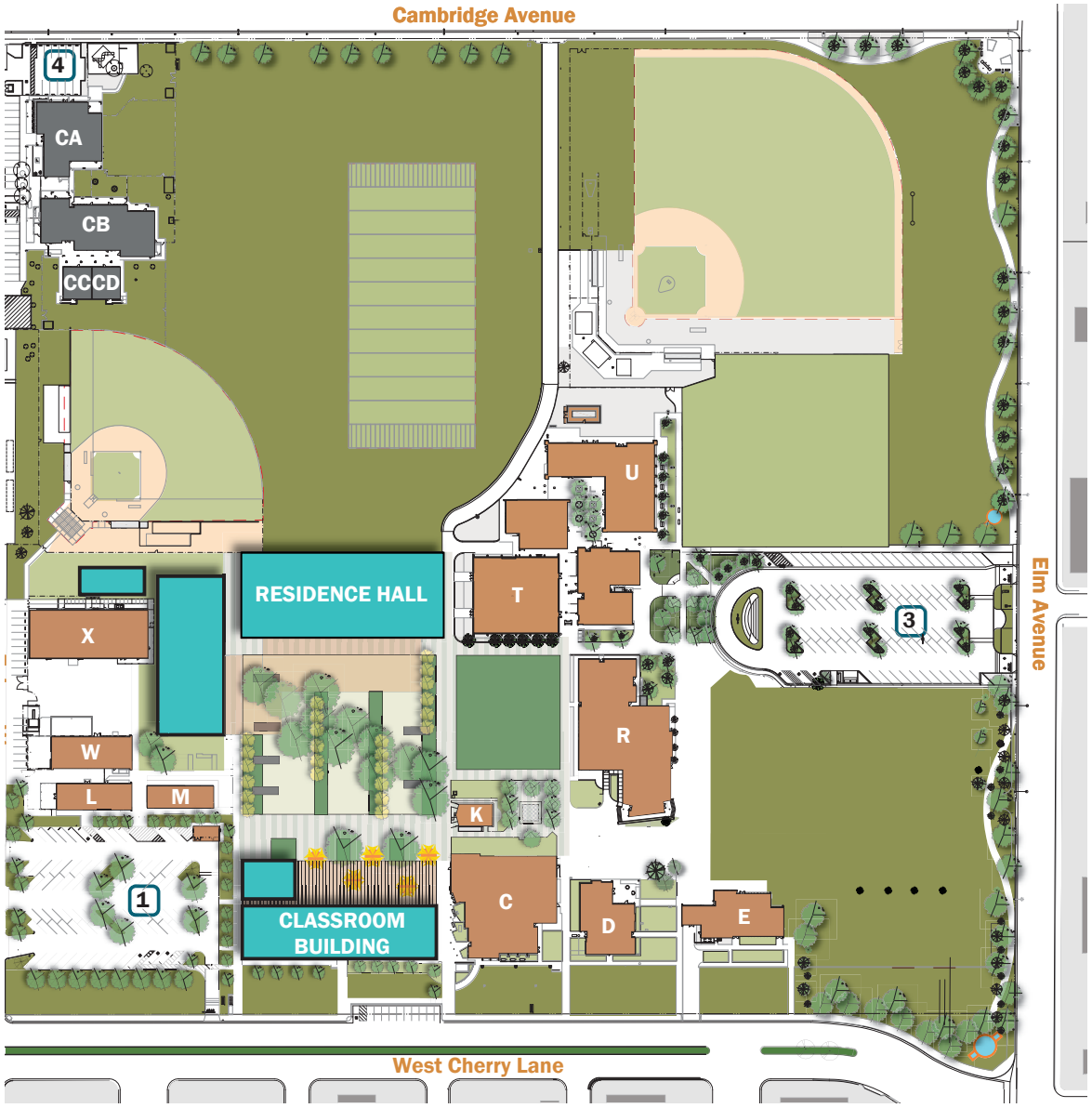
Overview & Prioritization

Option B suggests an alternative approach to campus development, with construction of new facilities organized around the southwest portion of the campus site, creating a centralized gateway entrance near the primary parking lot, and with access onto campus from this route centered on a new main quad that is book-ended by the new buildings. This approach utilizes a reduced footprint compared with option A but requires temporary facilities to house programs from Buildings A, B, and G during a portion of construction.

With all new building construction localized around the western side of campus, items for consideration include (1) southeast corner campus frontage as a landscaped zone at the corner entrance for future growth and (2) treatment of the central quad space, which will now be shared by residence hall facilities. The classroom building, SAM (Speech, Art, and Music) Building, and athletics will need to provide flexibility for a wide variety of programs and events in one localized area.

Through a collaborative FMP development approach, along with review and analysis of how the campus currently functions, planning option B offers the following advantages:

- includes new residence hall facilities, a new classroom/ administration building, and a renovated SAM Building as part of the planning scope;
- creates a direct connection between parking and the central quad, with immediate adjacency and ease of access to the new centralized instructional building on campus;
- centralizes all student service and resource functions into one building for shared resources and improved student success;
- addresses aging campus infrastructure by including a new central plant as a phase one priority;
- utilizes organizing elements, such as promenades and an outdoor quad, to provide opportunities for both small and large group functions as well as community event space;
- defines pedestrian routes, parking access, and cross-campus circulation along a central axis, with ease of navigation and interconnectivity of athletics, residence hall, administration, classrooms, and performing arts;
- offers a more localized development zone requiring potentially less site work;
- creates one central quad environment, adjacent to a residence hall, the instructional building, the library, the SAM Building, and athletics facilities, tying the largest majority of campus programs together into one shared space;
- incorporates athletic field improvements;
- positions administrative and student service functions directly adjacent to the primary parking lot; and
- centralizes and colocates programs around one central hub on campus, building on ideas of “community” and “support.”



WHC Coalinga
Planning Option B

WHC Coalinga Facilities Master Plan Refinement of Two Approaches

Assessment & Prioritization

The construction components of this FMP are organized according to the five-year capital outlay program collaboratively developed by the district and WHC Coalinga. First-priority construction includes the residence hall and instructional building replacement. Both projects may utilize different funding sources and may be interchangeable in terms of which project leads construction, depending on financing and funding. The new residence hall project is intended to increase capacity of student housing on campus to 220 beds, meeting forecasted demands consistent with demographics and economic projections. The instructional building replacement project is designed to update aging instructional and support facilities, including classrooms, labs, student services, and faculty offices. Areas of second priority include the SAM Building modernization project, outdoor quads, and outdoor athletics facilities.

The two approaches are designed around the impact produced by the removal of buildings A, B, G, H, J, N, P, and Q, which are scheduled to be replaced with the instructional building replacement project. In one approach, the layout illustrates the location of the new instructional building at the southeast side of campus, where the existing residence halls are located. In this solution, the location of the new building activates the front of the campus while also terminating the axis through the center of the site. This solution creates a new defined entrance to the campus located at the corner of Elm Avenue and West Cherry Lane. In this approach, it is likely that the parking lot located along Elm Avenue and adjacent to the athletics buildings will experience additional parking demand and that an expansion to this parking area will be necessary. This is because this plan relocates student services and classroom facilities to the front of campus and redefines how student and faculty traffic may function on the site.

While several ideas were reviewed for locating the new residence hall on campus, the preferred solution is the location illustrated in both approaches A and B. In both approaches, the new residence hall is located in the southwest portion of the site and is designed to create a new community area for students, including quad space, services, and athletics adjacency for students living on site.

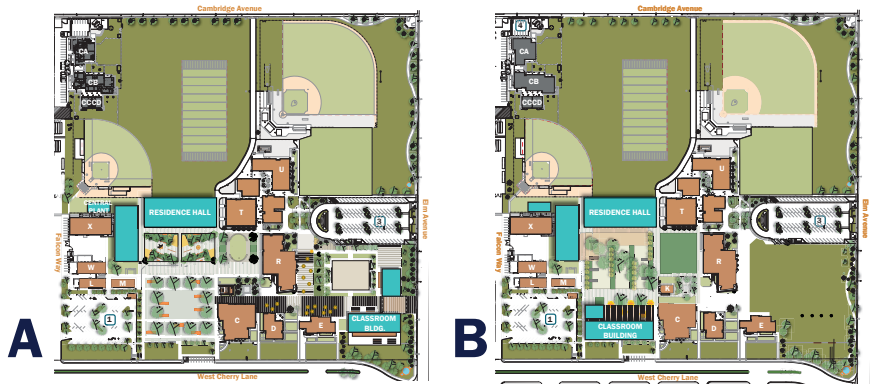
Buildings A, B, G, H, J, N, P, and Q are scheduled for demolition in both solutions. The area remaining after demolition of these facilities is intended to be partially developed to provide a new student quad at the residence hall, as well as a new outdoor reading court designed as a temporary outdoor zone to receive the Phase 2 instructional building at a later date. This solution creates two quads on campus, one located at the new residence hall and a separate academic quad located at the instructional building. This strategy takes the “build new first” approach to removal of existing classrooms and residence hall buildings, allowing for all new construction to be completed prior to demolition of existing facilities.

In the second design approach, the layout illustrates the location of the new instructional building at the southwest side of campus, where buildings A, B, and G are currently located. In this solution, the new instructional building is ideally located adjacent to the primary parking area and other shared-use facilities on campus, providing a single quad that is shared by the entire campus. In addition, the placement of the new instructional building makes it easy to access, as it defines a portion of the campus entry (easily located for first-time visitors) and allows the building to serve as a regular resource for students, with its proximity to the main parking and central quad. The new building will be ideally situated and become a central hub for the campus in this solution. The area left undeveloped will be the former location of the residence hall buildings. Remediation of the area will be required, as the area is located at the corner of Elm Avenue and West Cherry Lane. Remediation will provide a temporary solution to hardscape and landscape that can be replaced at a later date with a new phase two instructional building project. The phasing in this design approach requires temporary housing for staff offices, financial aid, and three classrooms during the interim time of construction. However, the project will maximize the ultimate adjacencies generated by the placement of the new building.

A general guide to phasing is illustrated in the five-year capital outlay projects chart provided.

Five Year Capital Outlay

Phase 1	Projected
1A-New Construction - Residence Hall Complex & Quad	2022–2023
1B-Demolish Existing Residence Halls	2023
Modernization: Athletic Fields	2022–2023
Phase 2	
2A-New Construction - Instructional Replacement Phase 1	2023–2024
2B-Demolish Buildings A, B, G, H, J, N, P, and Q	2024
2C-New Construction - Quad Hardscape & Landscape	2024
Phase 3	
3A-Modernization - Speech, Art, & Music Building	2023–2024



Adjacencies, Program, & Space Allocation

New Construction - Phase One Instructional Center

The new Phase 1 Instructional Center will replace old and aging facilities, which are currently undersized and/or not easily reconfigured for larger classroom environments. The building will be programmed to replace original building programs in buildings A, B, G, H, J, N, P, and Q, all of which are scheduled to be demolished as part of this new construction effort.

General Lecture & Flexible Lab Classrooms

General Classroom Instructional Spaces, Flexible Lab Environments Designed for Arts and Sciences, along with Career Technical Education

Administrative Offices

Counseling, Advising, Financial Aid, Faculty Offices, Specialty Support Offices, Open Office, and Centralized Student One-Stop Shop

Timeline

8/2020	Preliminary Planning
10/2020–8/2021	Construction Documents
2/2022	DSA Approval
4/2022–7/2022	Bid
8/2022	Construction Start
8/20/24	Project Completion

New Construction: Phase One Instructional Center

#	Program Component	ASF
--	**Flexible Lab Classrooms** 10 Flex Lab Classroom (Art, Biology, Chemistry, Flex STEM, Information Tech, Media Services, Physical Sciences)	11,649
1	General Lecture Classroom (30P)	900
--	**Administration** 1 Administration + Student Services 1 Disabled Services Programs Study Room 1 Meeting Room / Flex Large Lecture 1 Office Services	 4,400 250 2,000 500
1	Central Utilities Plant	2,498
	Total ASF Total GSF	23,156 33,000
	Service (Factor of GSF):	
4	Student Restrooms	
4	Faculty Restrooms	
--	M / E / P	
--	Circulation + Lobby	

New Construction - Residence Hall Complex

The new Residence Hall Complex is designed to replace aging facilities, increase bed capacity for student residences, and enhance market attractiveness to students. The existing residence hall buildings are located at the southeast portion of the campus and front Elm Avenue along the main entrance corner of the campus. New facilities are located at the southeast portion of the campus and are designed with new outdoor quad space to create a new defined area of campus designed for campus life and student living. Social spaces in this area are designed for study, relaxation, and community events.

Residential Units

54 Quad Rooms with Shared Bath, Unit Size 490 SF

6 Residential Advisor Living Units, Unit Size 200 SF

Shared Space

5 Shared Activity Spaces, Programmed Outdoor Quad Space

Timeline

8/2020	Preliminary Planning
10/2020–8/2021	Construction Documents
2/2022	DSA Approval
4/2022–7/2022	Bid
8/2022	Construction Start
8/20/24	Project Completion

New Construction: Residence Hall Complex

#	Program Component	ASF
54	Quad Rooms with Shared Bath - 2-Person Rooms at 200 SF Each - Shared Bath (4-Person) at 70 SF Each	26,460
6	Residential Advisor Living Units - Private Bath	1,200
5	Shared Activity	2,250
	Total ASF	29,910
	Total GSF	41,874
	Program: Outdoor Quad to Support Use	

Phase Two: Modernization - SAM Building

The existing SAM Building is from the original campus construction dating to 1965. The building houses several campus programs and is the only general assembly space at the college. The building infrastructure is not currently capable of using modern technology or alternative delivery methods for instruction.

The purpose of this modernization effort will be to address critical compliance issues throughout the building by addressing seismic strengthening; building electrical infrastructure upgrades; installing stage lighting dimmer control panels; and removing/replacing contaminated HVAC systems. In addition, ADA compliance remodeling will be included for the building's restrooms, theater lobby, theater seating access and availability, entrances, and path of travel. The project will also include required site development service and utility upgrades.

Timeline

2020–2021	Preliminary Planning
2020–2021	Construction Documents
2021–2022	DSA Approval
2022–2024	Construction Start
2025	Project Completion

Modernization: Phase Two - SAM Building

#	Modernization Program Component	ASF
1	General Classroom	640
1	Classroom Lab	750
1	Audiovisual, Radio, TV - Media Services	925
1	Assembly Hall	3,900
1	Assembly Service	5,614
1	Museum/Gallery - Exhibition Service	1,570
1	Meeting Room	2,713
1	Central Utility Plant	664
	Total ASF	16,776
	Total GSF	22,765

WHC Coalinga Option A - Phase One Implementation

Phase one of option A takes a “built first” approach to the phasing on the Coalinga site, with first funding intended to go toward construction of the new residence hall complex and preparation of the site for later-phase construction work.

Phase One A

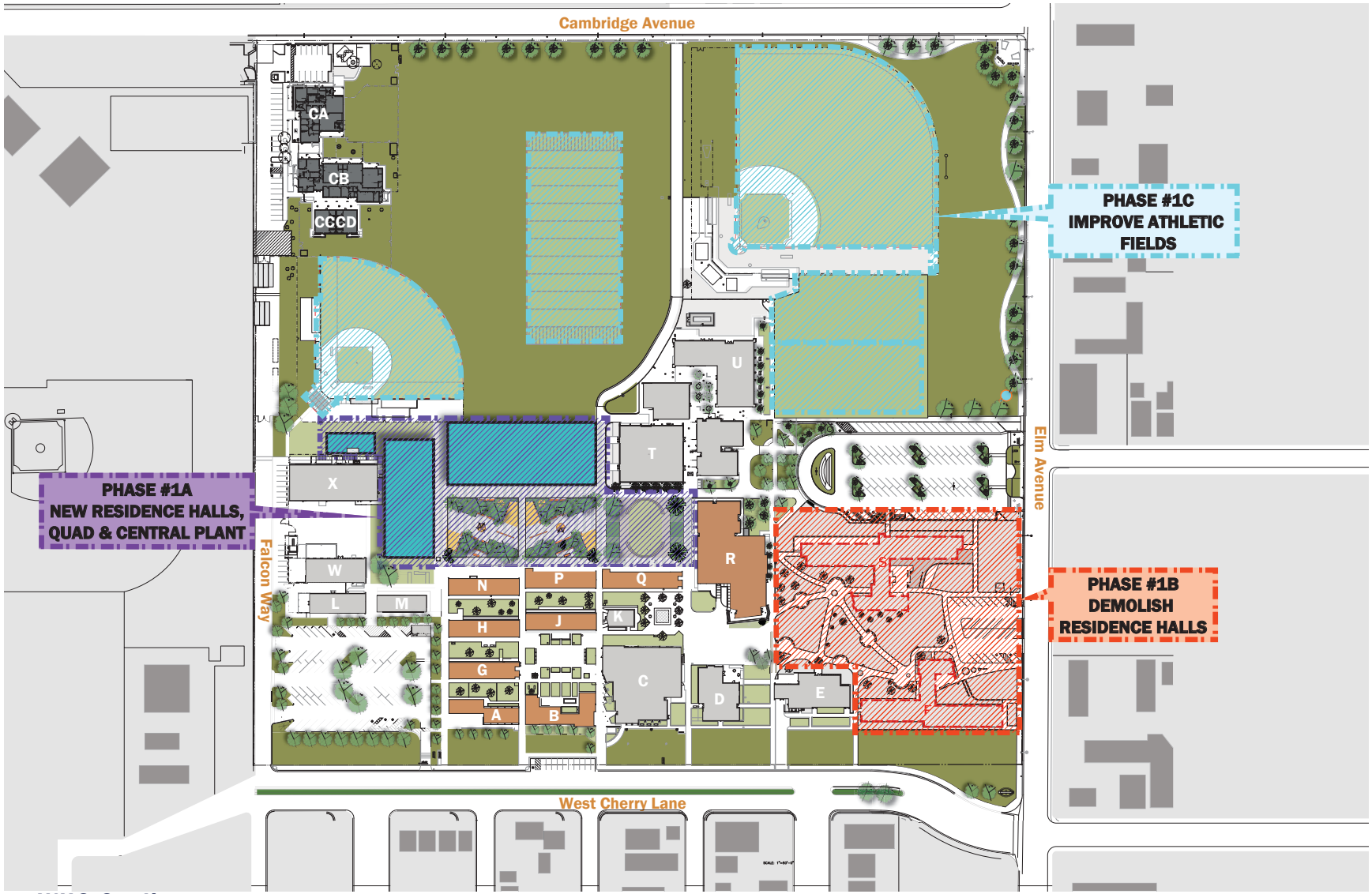
- The college will build new residence hall facilities in the campus’s southwest corner. This campus area is undeveloped, which provides ease of phasing and development of new facilities.
- The college will construct new quad and outdoor areas adjacent to the new residence hall complex, including hardscape, landscape, environmental furnishings, outdoor athletic/performance space, outdoor lighting, and exterior graphics to complete the exterior program components that support the building’s function.
- A new central plant will be built adjacent to residence hall complex, as shown in a currently developed portion of the campus, which is not easily visible from instructional buildings. The central plant will also be located in close proximity to the existing facilities maintenance building. The new plant is designed to replace aging infrastructure on campus and will serve the entire campus at the end of phase one when the plant goes online.

Phase One B

- As the new residence hall complex comes online, existing residence hall buildings located at the southeast corner of the site will be demolished and the site will be prepped for new construction in this zone of campus.

Phase One C

- The college will expand the site improvement area, with a focus on outdoor athletic facilities to improve their performance and safety, ensure regulation size compliance, and improve night lighting and amenities to support outdoor instruction.
- The college will create new outdoor athletic facilities north of the main parking lot located along Elm Avenue where existing tennis facilities are located.



WHC Coalinga
Planning Option A - Phase One Implementation

WHC Coalinga Option A - Phase 2 Implementation

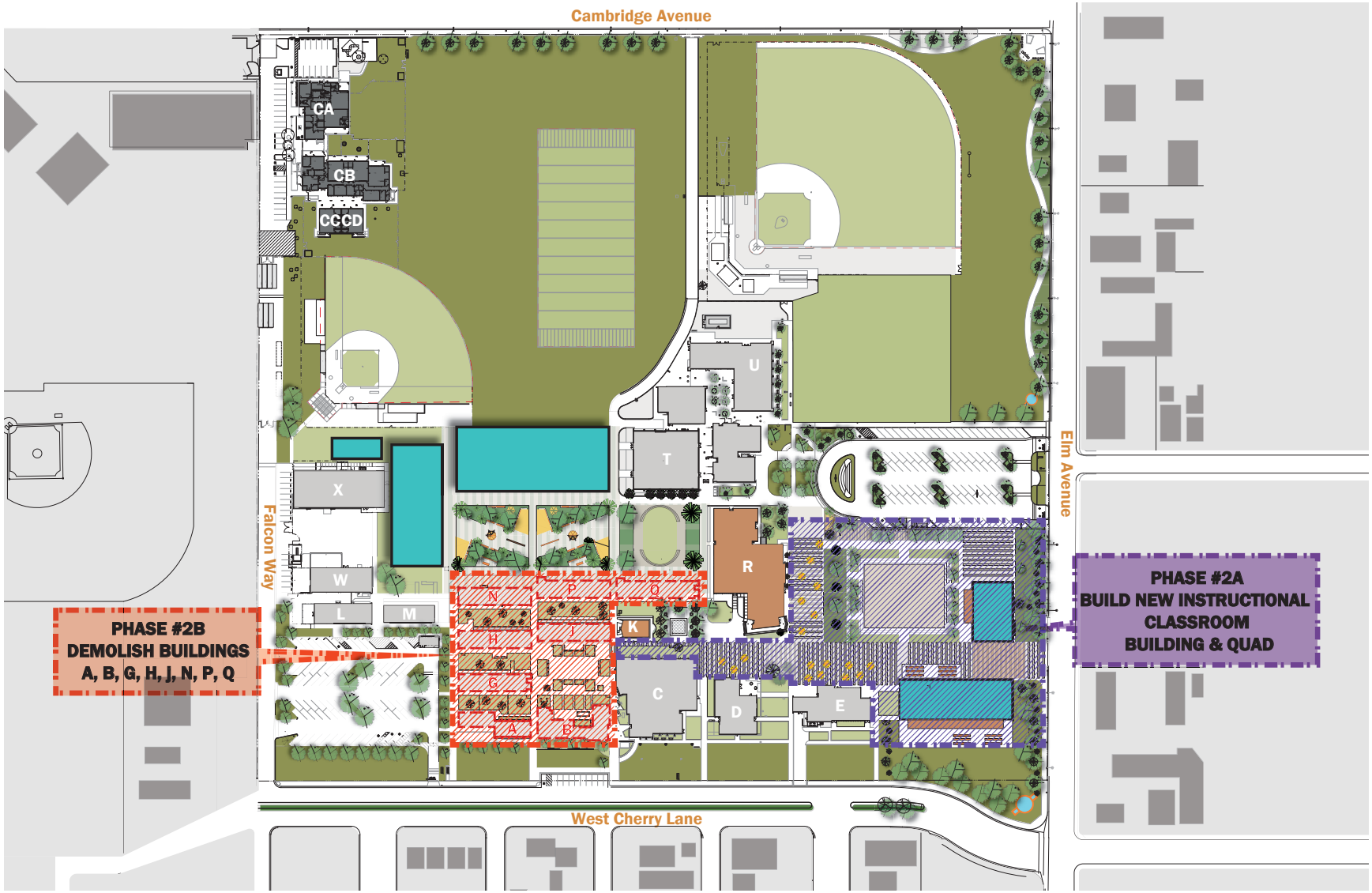
With construction of the new residence hall complex in place, phase two will focus on implementing the construction of the new instructional building, provided final FPP has been approved and funding is in place.

Phase 2 A

- The college will build a new instructional building at the existing southeast portion of the campus to provide classrooms, labs, student services, and administration.
- The college will construct new quad and outdoor areas adjacent to the new instructional building, including hardscape, landscape, environmental furnishings, outdoor lighting, and exterior graphics to complete the exterior program components that support the building's function. This quad space is intended to form the campus' new "main quad," which will connect instructional programs, performance functions, outdoor dining, and student services into one shared outdoor space.

Phase 2 B

- The college will demolish existing administration and classroom buildings A, B, G, H, J, N, P, and Q, as well as existing hardscape, planting, and infrastructure in the area and will build new hardscape and landscape areas.



WHC Coalinga
Planning Option A - Phase Two Implementation

WHC Coalinga Option A - Phase 3 Implementation

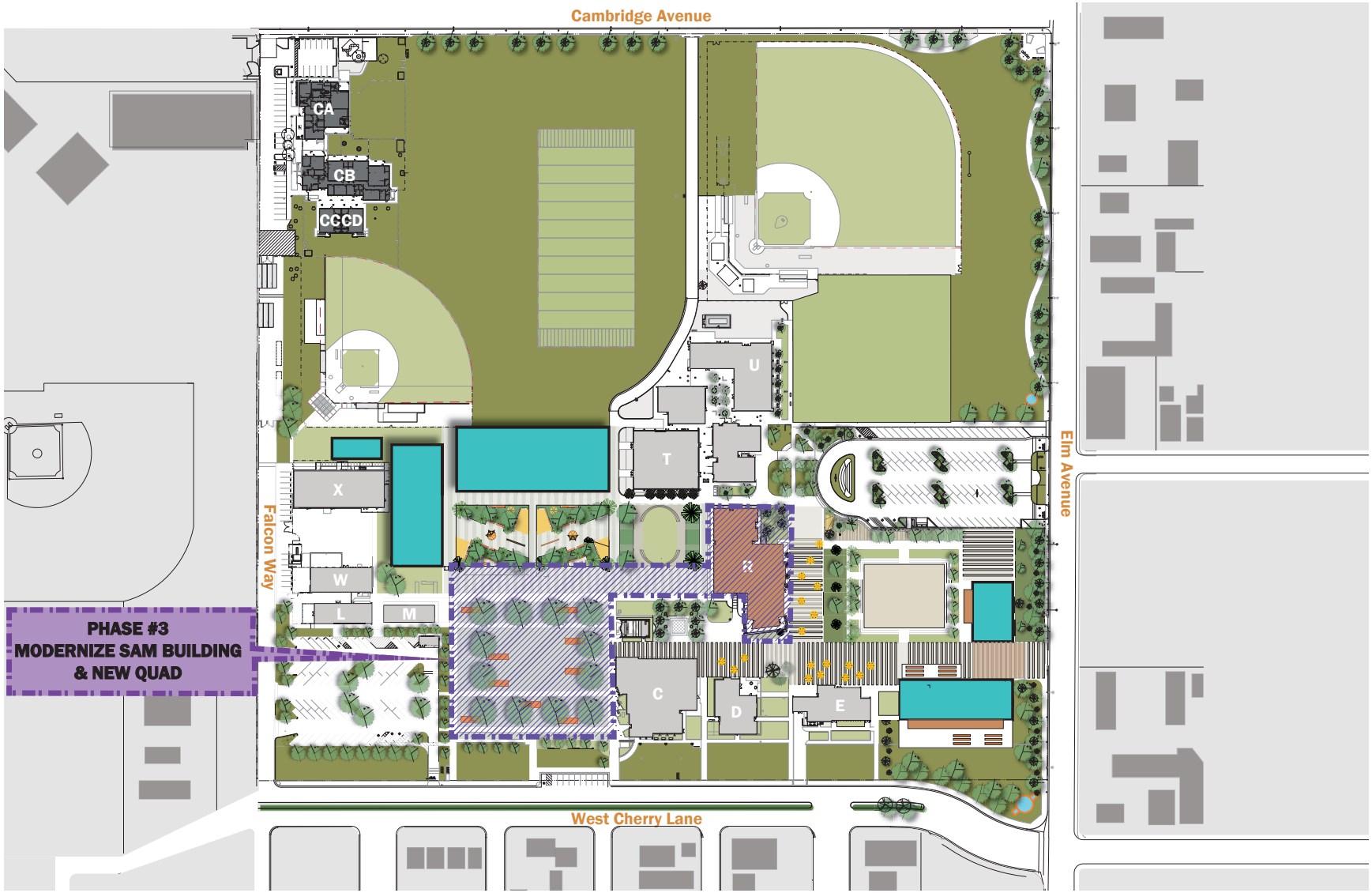
Phase 3 represents the final phase of construction for this master plan approach. The intent of this phase is to modernize the existing SAM Building to restore full functionality and to provide for new programs. In addition, this phase will bridge intermediate paving and landscape zones where existing campus and new construction areas interface.

Phase 3

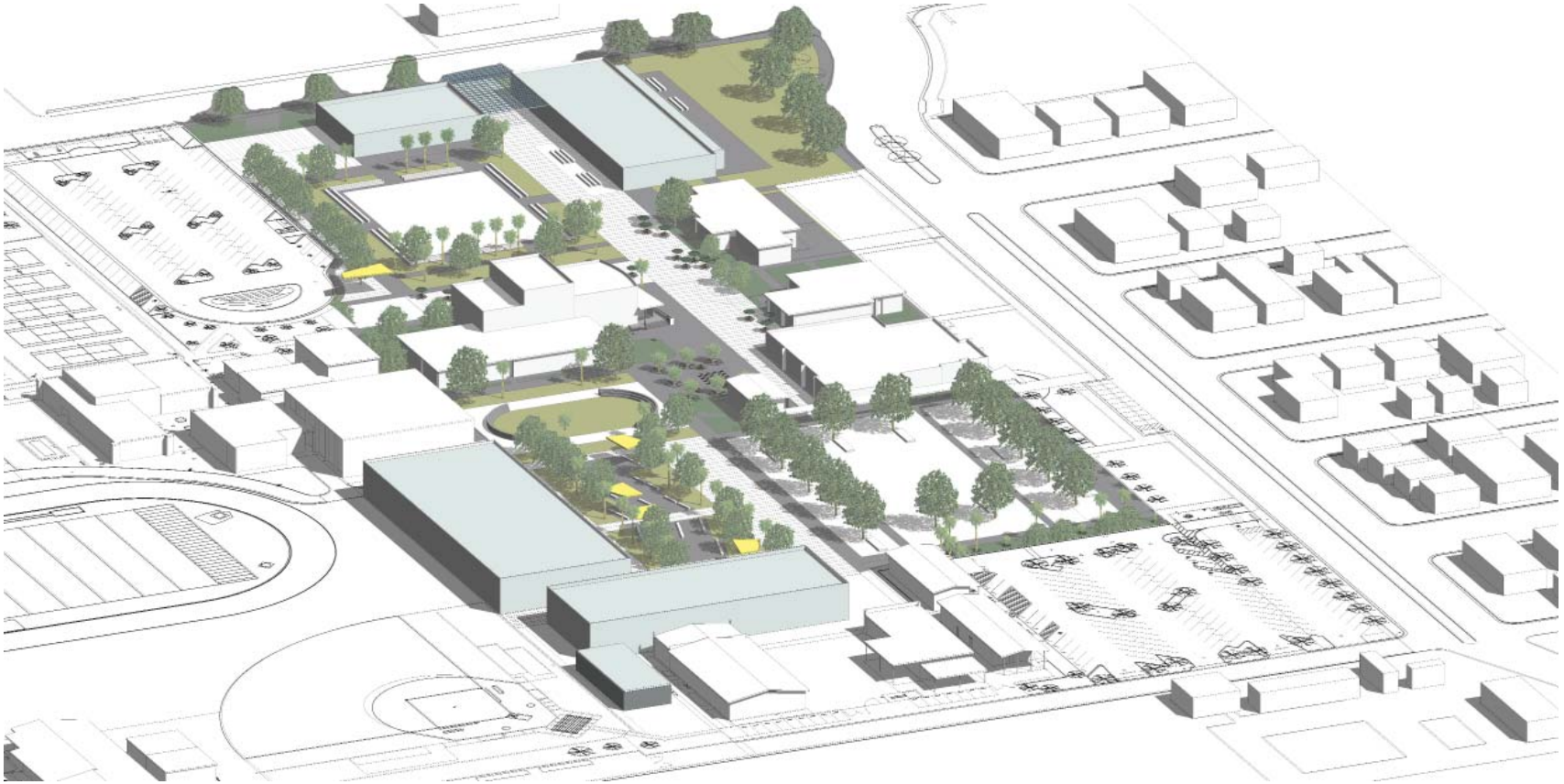
- The college will build new outdoor community space adjacent to existing parking. The space will be designed to later receive new instructional buildings as part of any future growth.

- The college will build new intermediate paving areas that connect hardscape around existing Building K and immediately adjacent to residence hall facilities to blend the hardscape of other phases with the final phase of construction.

- The college will renovate the SAM Building to restore full functionality. The remodel will address critical life safety, health, and building code compliance issues throughout the building by conducting seismic strengthening; building electrical infrastructure; upgrading the stage, lighting, and dimmer control panels; removing and replacing contaminated HVAC systems; undertaking ADA compliance remodeling at restrooms, the theater lobby, theater seating, and entrances, ensuring availability of building entrances and path of travel. Included also are required site development service and utility upgrades.



WHC Coalinga
Planning Option A - Phase 3 Implementation



WHC Coalinga
Planning Option A - Massing View 1

WHC Coalinga
Planning Option A - Massing View 2

West Hills College Coalinga Option B - Phase 1 Implementation

Phase 1 implementation of Option B will begin with first funding and will entail construction of a new residence hall complex, along with site prep and mobilization of temporary facilities to accommodate later-phase construction work.

Phase 1 A

- West Hills College Coalinga will build a new residence hall complex at the southwest corner of campus. Currently this portion of the site is undeveloped, which provides for ease of phasing and development of new facilities.

- The college will construct new quad and outdoor areas adjacent to the new residence hall complex, including hardscape, landscape, environmental furnishings, outdoor athletic/performance space, outdoor lighting, and exterior graphics to complete the exterior program components that support the building's function.

- The college will build a new central plant adjacent to residence hall complex, as shown in a currently undeveloped portion of the campus, which is not easily visible from instructional buildings. The new central plant will also be located within close proximity to the existing facilities maintenance building. The new plant is designed to replace aging infrastructure on campus and will serve the entire campus at the end of Phase 1 when the plant goes online.

Phase 1 B

- As the new residence hall comes online, existing residence hall buildings located at the southeast corner of the site will be demolished and the site will be prepped, reseeded, and planted.

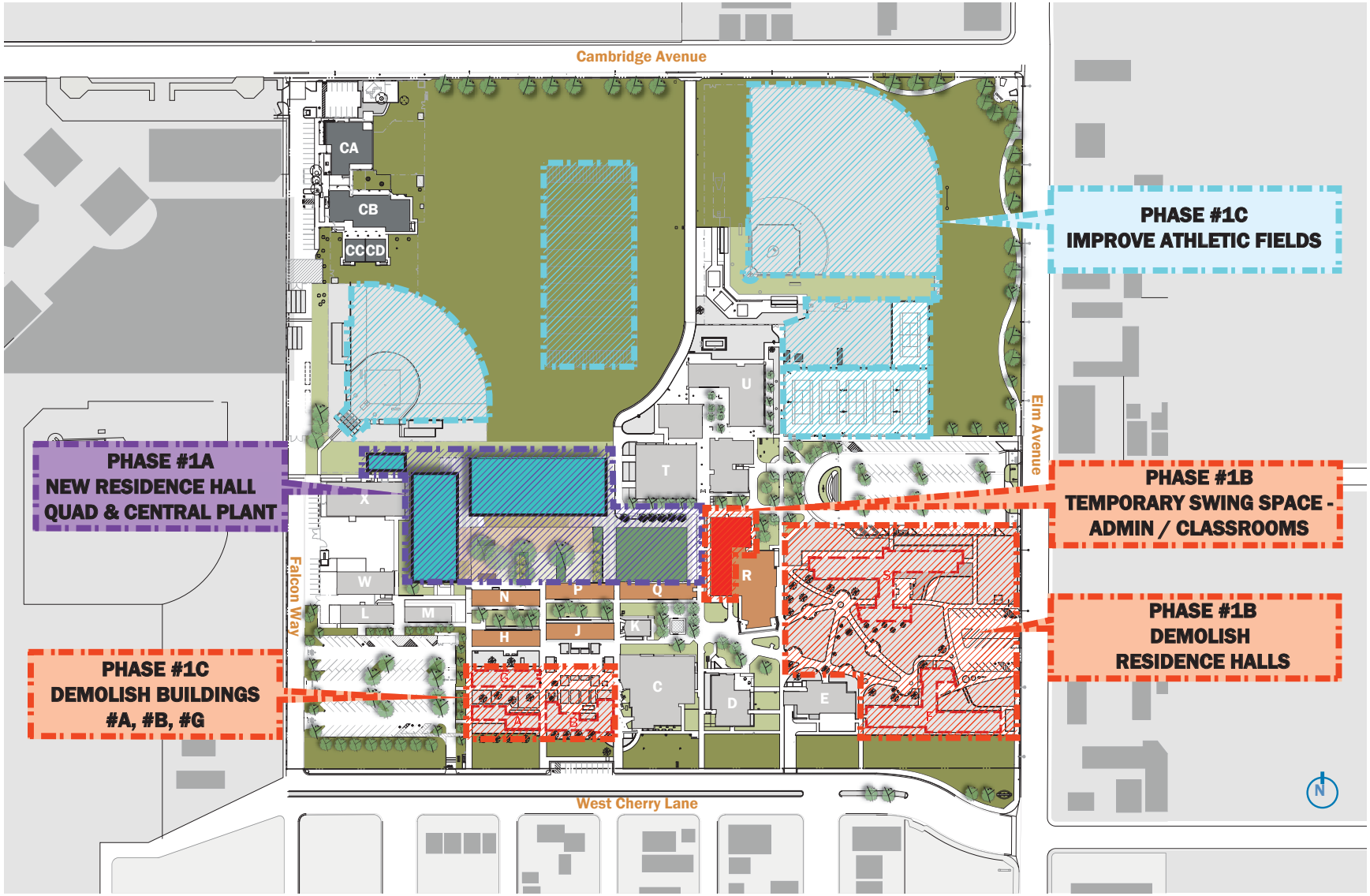
- The college will prep the SAM Building as temporary swing space to receive administration, financial aid, and faculty offices, as well as three classrooms to be displaced by the demolition of buildings A, B, and G.

- The college will demolish buildings A, B, and G; prep the site for new construction; and provide temporary housing for functions during construction.

Phase 1 C

- Expand site improvement zone that focuses on outdoor athletic facilities, improving their performance, safety, regulation size compliance, night lighting, and amenities to support outdoor curriculum instruction.

- Create new outdoor athletic facilities north of the main parking lot located along Elm Avenue, where existing tennis facilities are located.



WHC Coalinga
Planning Option B - Phase 1 Implementation

West Hills College Coalinga Option B - Phase 2 Implementation

Phase 2 will implement construction of the new instructional building, which will provide opportunity to remove all remaining existing classroom buildings defined in the scope of work. With both residence hall and instructional classroom buildings now in place, the campus will be ready for final site work and modernization of existing facilities.

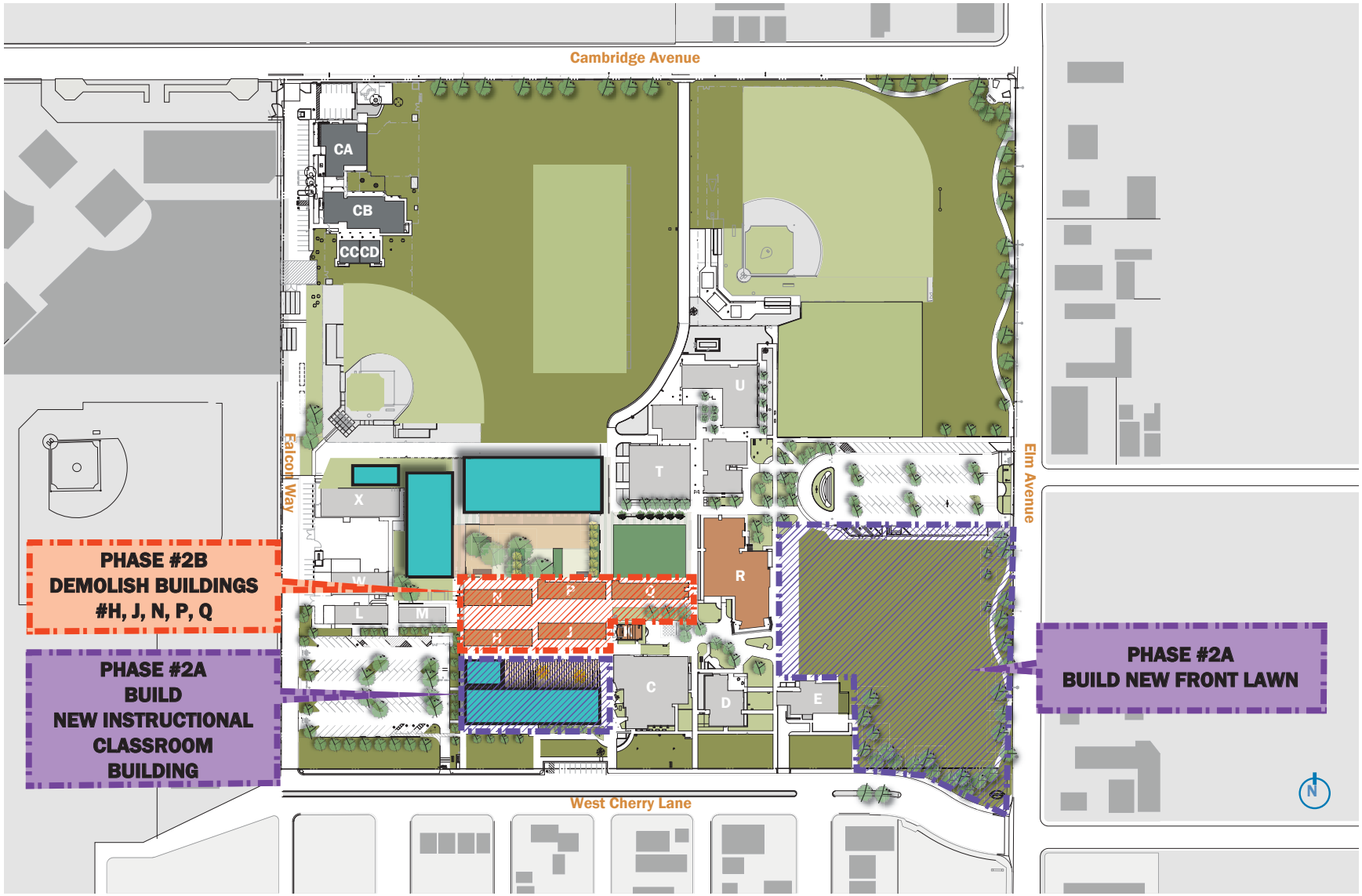
Phase 2 A

- Build new instructional building at the southeast portion of campus to provide classrooms, labs, student services, and administrative functions.

- Construct new park-like outdoor zone at the southeast corner of site, designed with new campus entrance features, including landscape, environmental furnishings, outdoor gathering, outdoor lighting, and exterior graphics to complete the exterior program components.

Phase 2 B

- Demolish the remainder of classroom buildings, including hardscape, planting, and infrastructure.



WHC Coalinga
Planning Option B - Phase 2 Implementation

West Hills College Coalinga Option B - Phase 3 Implementation

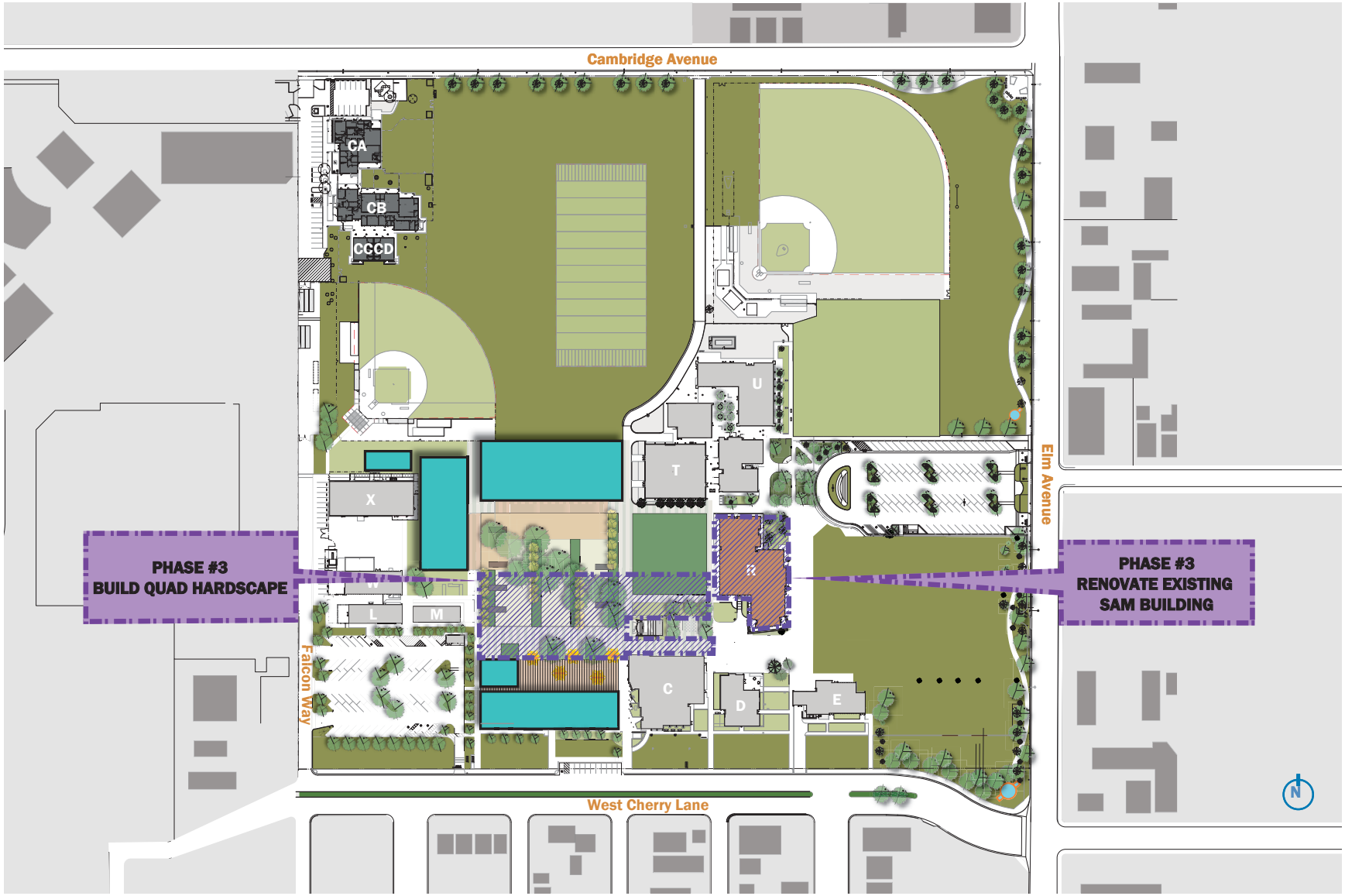
Phase 3 represents the final phase of implementation for the FMP and is designed to connect hardscape, landscape, exterior lighting, and furnishings from existing areas to newly developed areas of campus.

Phase 3 A

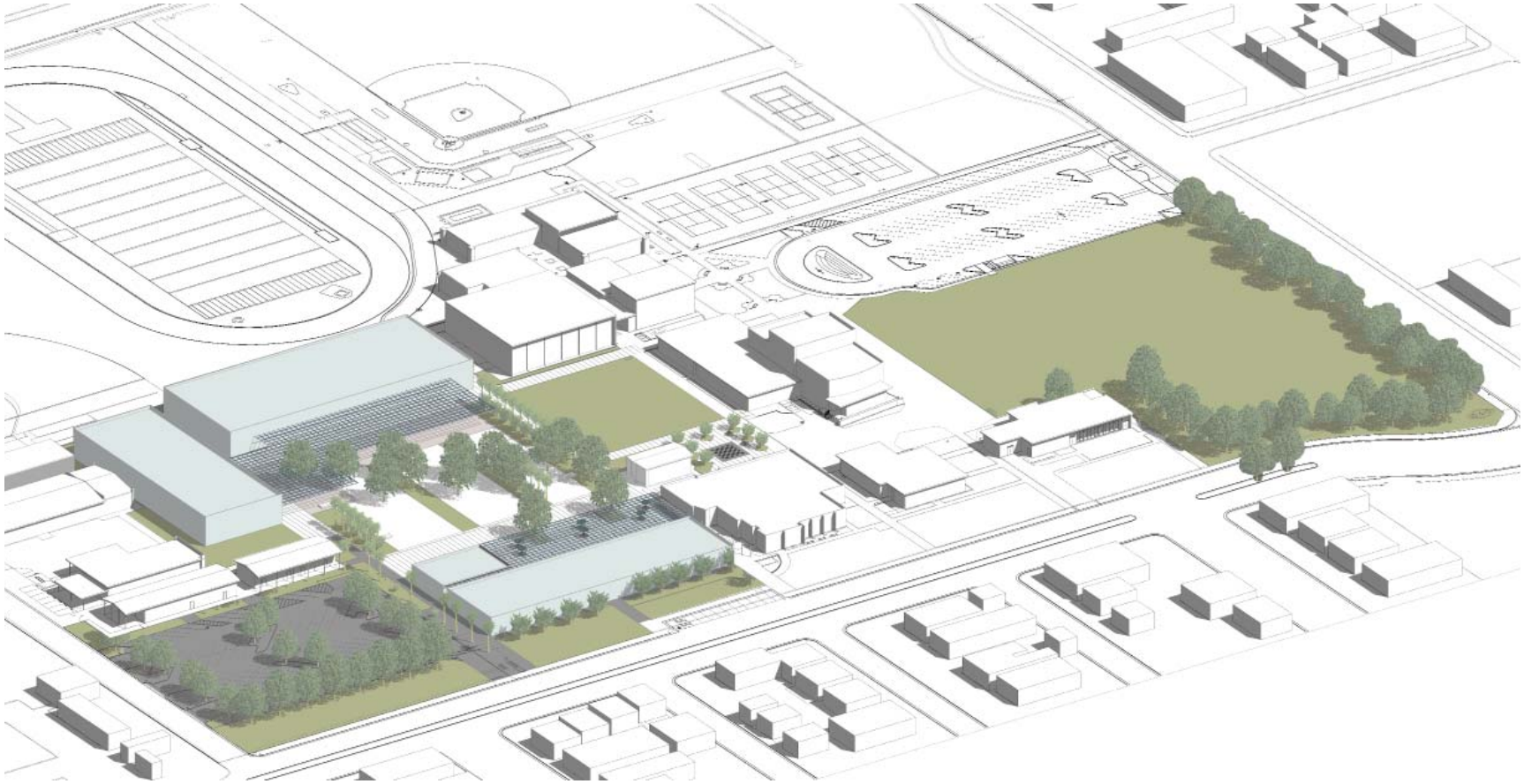
- Relocate programs from the SAM Building to temporary facilities.

Phase 3 B

- Renovate the SAM Building, including new infrastructure, ADA upgrades, partial replacement of theatrical equipment, and academic improvements to repair and reprogram the aging facility.
- Construct new central spine and quad to connect the instructional building with residence hall outdoor areas, including hardscape, landscape, environmental furnishings, outdoor lighting, and exterior graphics to complete the exterior program components that support the building functions. This quad space is intended to form the new “main quad,” which will connect instructional programs and outdoor areas.



WHC Coalinga
Planning Option B - Phase Three Implementation



WHC Coalinga
Planning Option B - Massing View 1

WHC Coalinga
Planning Option B - Massing View 2


BALL
STRIKE
OUT
GUEST
FILMS
WHCC
Falcons

WHC Coalinga Existing Facilities Condition Assessment

In addition to a capacity analysis for the WHC Coalinga campus that was provided as part of the Educational Master Plan 2018–2022, a room-by-room facilities condition assessment was conducted by the architecture team to assess the overall health of the existing campus to address aging facilities; ADA compliance; equipment and systems needs; and all finishes, fixtures, and equipment. The assessment was conducted by visual inspection only. The report of building health included in the assessment represents a general summation for each building. The summations that follow do not include any invasive testing to assess other building components, such as structural systems or damages that may not be visible from the exterior building envelope, including, but not limited to, roofing, drainage, underground systems and utilities, and other criteria that would be required for a comprehensive study. Individuals required to conduct such testing would include structural, mechanical, electrical, and plumbing engineers as well as underground surveyors, abatement specialists, and inspectors.

Nineteen campus buildings were visually inspected, including the exterior campus perimeter, parking areas, outdoor athletic zones, and intersections.

The WHC Coalinga campus is comprised largely of low-scale building structures designed and built in the late 1950s and 60s. The campus consists of a series of bar buildings that accommodate anywhere from three to five classrooms each, with classroom buildings separated by exterior walkways and outdoor courtyard zones largely consisting of trees, shrubs, and grass planting materials. Specialty buildings on campus include performing arts facilities; a food service building; a gym and wellness center; a library/learning resource center; and residence hall facilities.

The buildings on campus have generally been well cared for with routine maintenance and cosmetic upgrades. Areas of deficiency on campus largely relate to aging infrastructure and campus facilities, inefficient classroom footprints that are not easily adaptable for expansion, and some specialty program spaces ill equipped to facilitate the types of instructional usages for which they are required.

What follows is a building-by-building overview of the existing campus facilities.

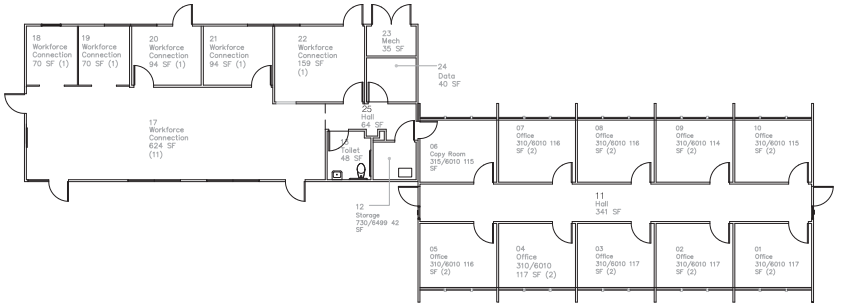
Career Center
Workforce Connection

A

Building A

Year of Construction	**1957**
Assignable Square Footage	**2,313**
Efficiency	**77.10%**

The Career Center, also known as the Faculty Building, is equipped with faculty offices, the student support center, and the workforce connection program. It contains offices and computer lab stations that have been kept in fair condition. The exterior of the building is part of the original campus architecture from 1957, and the interiors have recently been refinished.



Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- Restrooms meet ADA requirements but lack signage.
- Electrical switches are 48”+ and do not meet code requirements.

HVAC

- The original floor heating system has been abandoned in place, and the building is now on a plenum system that is operational throughout.

Electrical

- At the Workforce Connection/Career Center, the computer lab stations lack enough outlets to support the amount of workstations needed and are currently running power strip extension cords.

Finishes/FFE

- The majority of the offices have recently been refinished with new paint, carpet, and T-bar ceilings with new acoustic ceiling tiles. Office furniture is in fair condition and meets staff needs.

B

Administration Building

Building B

Year of Construction	**1957**
Assignable Square Footage	**2,234**
Efficiency	**57.10%**

The Administration Building is one of the original structures on campus and was intended to accommodate the administrative and faculty needs of a much smaller campus in its time. To support WHC Coalinga administrative needs, it has expanded to Building A along with several satellite offices throughout the campus. Many of the office spaces have been refinished with carpet and paint.

Assessment

ADA Code Safety

- The lobby reception desk does not have an accessible counter.
- ADA signage is missing throughout the entire building.
- Gender-neutral restrooms have recently been updated to meet ADA requirements.

HVAC

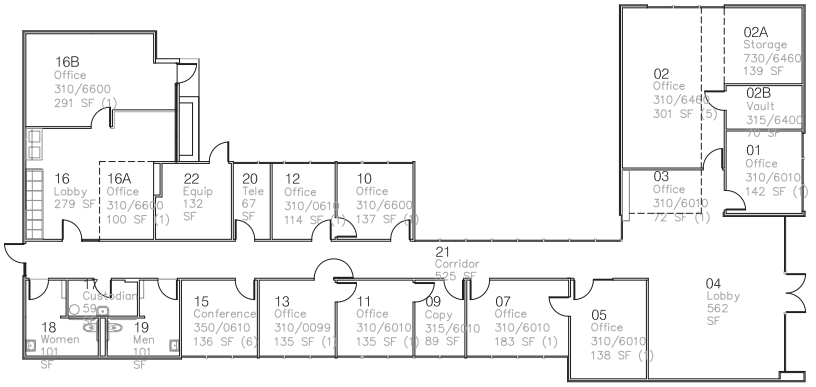
- The original floor heating system has been abandoned in place, and the building is now on a plenum system that is operational but requires maintenance to address overflow pan leaks.
- The original single-pane windows throughout the building are the leading cause of thermal loss, which strains the HVAC system. Recommendations include replacing the windows with double-pane windows and balancing the HVAC system.

Electrical

- Convenience outlets throughout the building are inadequate, and light switches do not meet code.

Finishes/FFE

- The majority of offices have recently been refinished with new paint, carpet, and T-bar ceilings with new acoustic ceiling tiles.



C

Library

Building C

Year of Construction	**1957, Updated 2003**
Assignable Square Footage	**12,255**
Efficiency	**84.4%**

The library was constructed in 1957 and remodeled in 2003. The remodel addressed the majority of the deficiencies of the original structure, along with providing upgrades to restrooms, drinking fountains, door assists, fire sprinklers, the fire alarm, technology, electrical and HVAC systems, and finishes. Overall, the building is in good condition with minor repairs needed for finishes, such as carpet, accoustical ceiling tile (ACT), and rubber baseboards.

Assessment

ADA Code Safety

- There are no signs of code or safety violations.

HVAC

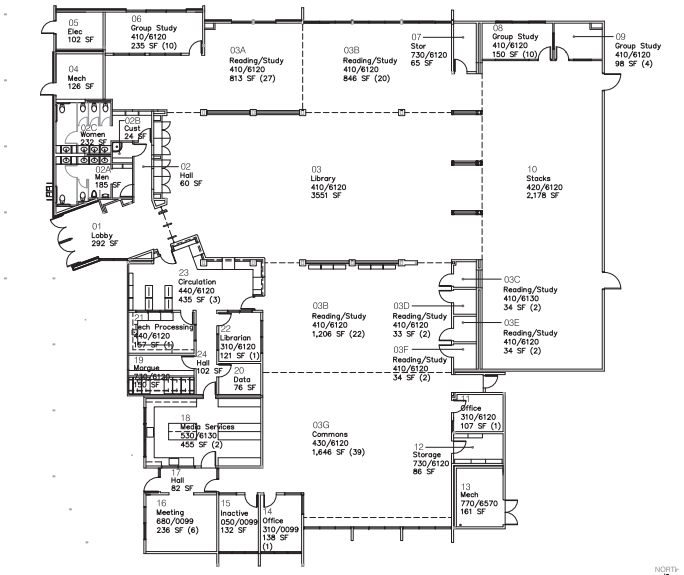
- A new HVAC system was installed during renovation and should continue to receive regular maintenance as scheduled.

Electrical

- The building recently upgraded its electrical system to code, and it is adequate for the functioning of the building.

Finishes/FFE

- The majority of the rooms and spaces have new furniture, technology, and finishes in good condition.



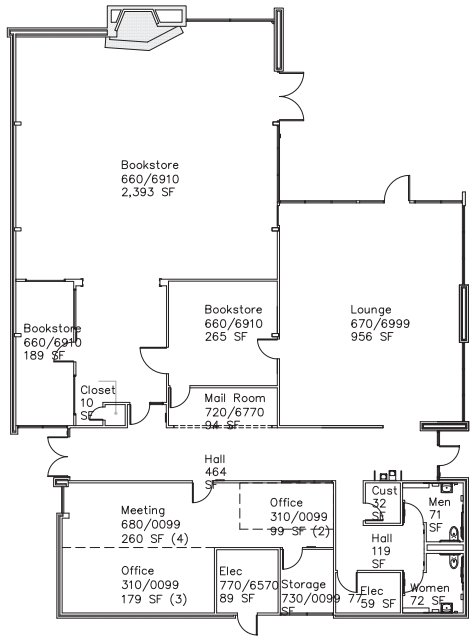
D

Student Center

Building D

Year of Construction	**1957**
Assignable Square Footage	**4,601**
Efficiency	**89.50%**

The Student Center is primarily used as a bookstore, mail room, and lounge. As one of the original structures on campus, it has incurred significant wear and tear on the interior and exterior. The lounge was recently remodeled but is showing signs of wear. The lounge would benefit from a comprehensive FFE package that would meet the needs of the students to best utilize the space.



Assessment

ADA Code Safety

- ADA door assist panel is not operable and requires maintenance.
- ADA signage is missing throughout the entire building.
- Restrooms meet ADA requirements but lack signage.
- Electrical switches are 48”+ and do not meet requirements.

HVAC

- Fan coils in the plenum are leaking, and the condenser drip line may be clogged. The building HVAC system requires an additional regular maintenance schedule to keep up with the aging facility.

Electrical

- Installation of a security system is recommended for the entire building, as is an upgrade to the electrical system.

Finishes/FFE

- The majority of offices have recently been refinished with new paint, carpet, and T-bar ceilings with new acoustic ceiling tiles. Office furniture is in fair condition and meets staff needs.

Dining Hall

E

Building E

Year of Construction	**1957**
Assignable Square Footage	**5,920**
Efficiency	**81.00%**

The dining facilities contain a full-service kitchen that supports students and staff provides concessions for the gymnasium. The aging facility has several ADA compliance issues that should be addressed in the lobby, restrooms, and kitchen. The kitchen is in fair condition with an upgraded ANSUL fire protection system that requires regular maintenance.

Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- Restrooms are not ADA compliant, and reconfiguration of the restrooms to a single-use occupancy is recommended.
- Electrical switches are 48"+ and do not meet requirements.
- Door assists at the lobby are not functioning.

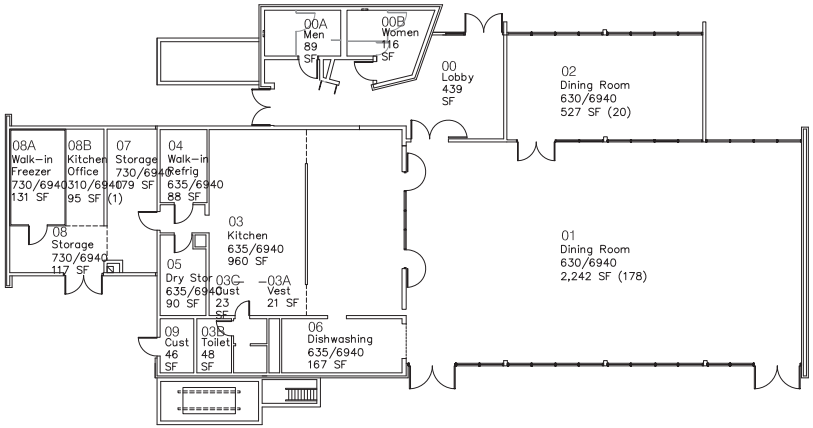
HVAC

- The upgraded HVAC system is functional and in fair condition.

Electrical/Plumbing

- In the dishwashing room, it is recommended that the college install a required garbage disposal at the sink and a GFCI outlet over all the sink areas. The dishwasher is nonfunctional and should be repaired or replaced.

- **Finishes/FFE**
  Finishes are mostly original throughout, and a full interior remodel is recommended.



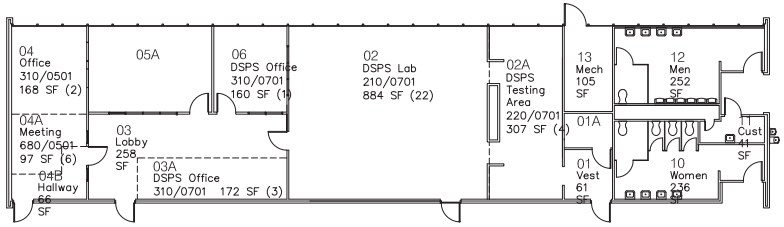
Disabled Student Program & Service Building

G

Building G

Year of Construction	**1957**
Assignable Square Footage	**2,094**
Efficiency	**62.30%**

The Disabled Student Program and Services (DSPS) Building houses the majority of the learning and counseling services to meet the needs of disabled students. The DSPS lab is in fair condition with adequate technology, such as short-throw projectors and computer stations. The room has been remodeled to address ADA issues and has been outfitted with a door assist.



Assessment

ADA Code Safety

- Worn ADA signage should be updated throughout the building.
- Door assists at restrooms should be repaired.
- Electrical switches are 48”+ and do not meet code requirements.

HVAC

- Original floor heating system has been abandoned in place, and the building is now on a plenum system that is operational throughout.

Electrical

- In the DSPS lab and office spaces, the stations lack enough outlets and are currently running power strip extension cords to meet the program’s needs.

Finishes/FFE

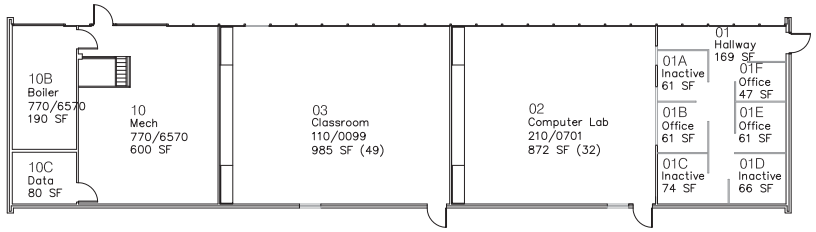
- The majority of the offices have recently been refinished with new paint, carpet, and T-bar ceilings with new acoustic ceiling tiles. Office furniture is in fair condition and meets the staff and student needs.

Classroom Building Computer Lab/Office Space

H

Building H

Year of Construction	**1957**
Assignable Square Footage	**3,749**
Efficiency	**88.70%**



Building H serves a variety of learning programs and has seen significant wear on the interior and exterior. The east end of the building was remodeled as faculty office space but is not conducive to healthy working environments due to lack of daylighting. The computer lab was recently converted from a classroom and is undersized for its intended use.

Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- Electrical switches are 48"+ and do not meet requirements.
- Classroom configurations do not conform to accessible path of travel guidelines.

HVAC

- At the time of assessment, the building's HVAC system appeared to not be functioning, with most rooms being 80+ degrees. The HVAC system should be on a regular scheduled maintenance list or be repaired.

Electrical

- Room two was converted from a classroom to a computer lab with data and outlets surface-mounted along north and south walls that are not adequate for intended use.

Finishes/FFE

- Rooms require refinishing of paint, carpet, rubber baseboards, and furniture to meet the needs of the learning environment.

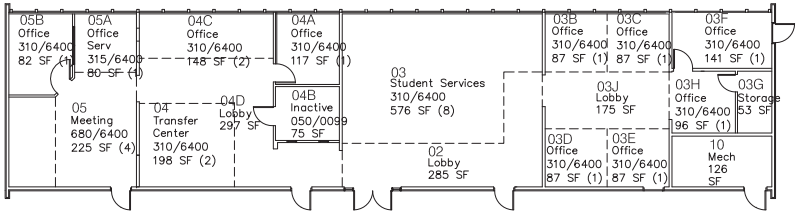
Student Services Office Space

J

Building J

Year of Construction	**1957**
Assignable Square Footage	**3,749**
Efficiency	**88.70%**

The Student Services Building is the support center for students' instructional and transfer needs. It contains offices and computer lab stations that have been kept in fair condition. The exterior of the building is part of the original campus architecture from 1957, and the interiors have recently been refinished.



Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- Restrooms meet ADA requirements but lack signage.
- Electrical switches are 48"+ and do not meet requirements.

HVAC

- Fan coils in the plenum are leaking, and the condenser drip line may be clogged. The HVAC system requires an additional regular maintenance schedule to keep up with the aging facility.

Electrical

- Computer lab stations lack enough outlets to support workstations and are currently running power strip extension cords

Finishes/FFE

- The majority of the offices have recently been refinished with paint, carpet, and new T-bar ceilings with acoustic ceiling tiles. Office furniture is in fair condition and meets staff needs.

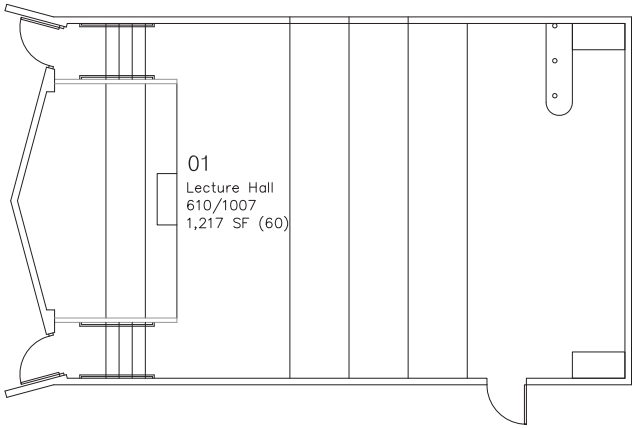
K

Everett Hall

Building K

Year of Construction	**1957**
Assignable Square Footage	**1,217**
Efficiency	**83.20%**

Everett Hall is one of the original structures on campus and is in fair condition, with recent upgrades and remodeling done to its interior finishes and equipment. The building is home to a variety of educational programs, which are supported by recent upgrades to furnishings and technology.



Assessment

ADA Code Safety

- The lecture hall has several entrances, with an ADA-accessible entrance at the south corner of the building. Installation of a door assist panel is recommended.

HVAC

- The HVAC system appears to be functioning at optimal levels and only requires regularly scheduled maintenance.

Electrical

- The electrical system appears to be performing well to meet the needs of the building, with a few light switches that are higher than 48."

Finishes/FFE

- Everett Hall has recently been remodeled with new interior finishes and furnishings that are in good condition.

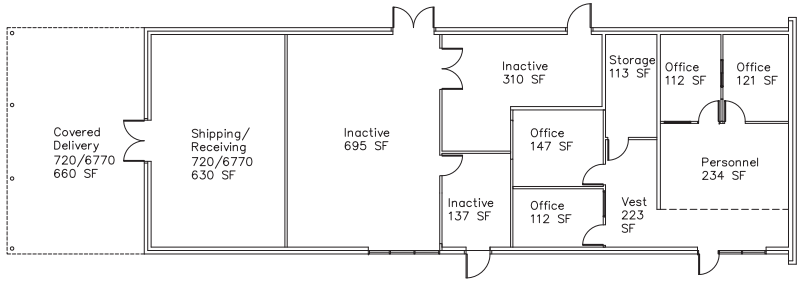
Health Careers Office Shipping & Receiving

L

Building L

Year of Construction	**1975**
Assignable Square Footage	**3,268**
Efficiency	**88.70%**

Previously the health careers office, Building L has been converted to house maintenance and operation services. The exterior of the building shows signs of wear, which is typical for buildings of this age. The interior is in fair condition but requires basic maintenance to the HVAC system, acoustic ceiling tiles, and finishes. Overall, the aging facility requires significant upgrades, which would present some challenges with the building's current configuration. The building program no longer adequately accommodates its intended function.



Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- The ADA ramp at the south entrance to the parking lot requires truncated domes.
- The reception desk at the lobby does not have an accessible counter.

HVAC

- Fan coils in the plenum are leaking, and the condenser drip line may be clogged. The HVAC system requires additional regularly scheduled maintenance to keep up with the aging facility.

Electrical

- The electrical system appears to be functioning as intended and designed per code.

Finishes/FFE

- Floors, walls, and the ceiling require maintenance or replacement of finishes. Office furniture is in fair condition and meets staff needs.

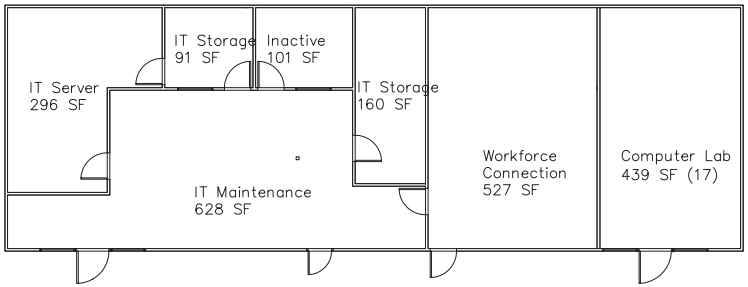
Information Technology

M

Building M

Year of Construction	**1980**
Assignable Square Footage	**2,352**
Efficiency	**94.80%**

The IT Building houses the district's server, which is the only building on the Coalinga campus that is protected with an intrusion alarm system. The IT department uses the building as a maintenance and storage facility. The IT server room is serviced by two split-unit systems and a package unit on the roof that struggles to adequately supply the space with the appropriate temperature for the equipment. All three HVAC systems are underperforming and require consistent maintenance. It is recommended that the college relocate the building's program to a new facility.



Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building

HVAC

- Several HVAC systems are underperforming, and replacement or relocation of the building's program is recommended.

Electrical

- In computer labs, the electrical systems are adequate but do not fully support educational needs.

Finishes/FFE

- Finishes and furnishings are in poor condition, and relocation of the building's program to an appropriate computer lab space is recommended to meet the needs of the educational program.

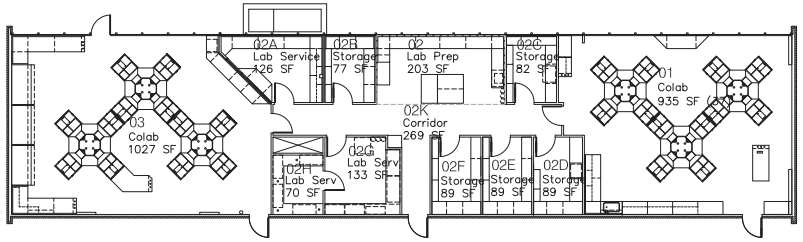
Science Building

N

Building B

Year of Construction	**1958**
Assignable Square Footage	**3,740**
Efficiency	**88.70%**

The Science Building is programmed with classroom laboratory spaces that have recently been remodeled and refurnished with new equipment. The lab spaces were designed in a cluster triad configuration that creates a unique learning environment but lacks efficient lab space.



Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- The interiors of rooms meet ADA and safety requirements, with emergency lighting, signage, panic bar hardware, an emergency eye wash station, fire extinguishers, and fire strobes.

HVAC

- The HVAC system appears to be in working order with regularly scheduled maintenance. The radiant floor heating system was abandoned in place.

Electrical

- New GFCI switches were installed during the previous remodel. Rooms are equipped with floor monuments, short-throw projectors, flat screen TVs, audio systems, and upgraded fume hoods.

Finishes/FFE

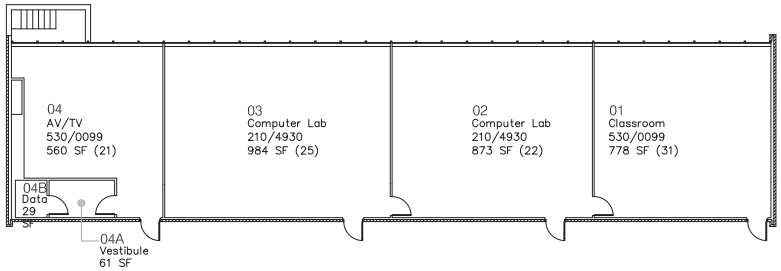
- Finishes are in fair condition with the exception of stained ACT, and vinyl flooring needs to be replaced.

Classroom Building Computer Labs

P

Building P

Year of Construction	**1957**
Assignable Square Footage	**3,476**
Efficiency	**90.30%**



Building P (for instruction) was remodeled in 1995 and accommodates two computer lab stations, one undersized general classroom, and an undersized hybrid online classroom space. The exterior of the building shows typical signs of an aging facility that would require significant upgrades to create an efficient building that is centered on technology. The building no longer adequately accommodates its current programmatic function, and relocation to a new facility is recommended.

Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- The configuration of furnishings does not meet ADA clearances in classroom #1.

HVAC

- The original floor heating system has been abandoned in place, and the building is now on a plenum system that requires maintenance or repair to balance out the system.

Electrical

- The building has several surface-mounted outlets to accommodate technology needs.

Finishes/FFE

- Finishes are in poor to fair condition, with furnishings that are adequate for the intended spaces.

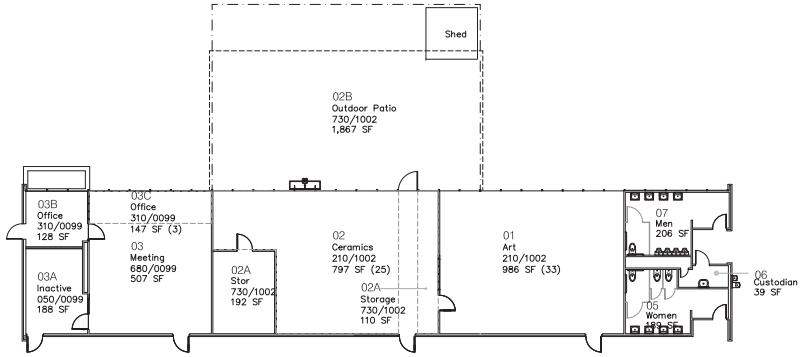
Q

Art Building

Building Q

Year of Construction	**1957**
Assignable Square Footage	**2,313**
Efficiency	**77.10%**

Building Q was converted from a general classroom building into an art building with meeting and office spaces. The southern side of the building does not have windows, and the northern side was remodeled with the addition of a patio and a canopy that blocks natural light. The lack of natural daylight decreases the learning environment's effectiveness for its intended use. The building no longer adequately accommodates its current programmatic function, and we recommend relocating it to a new facility.



Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- The building's restrooms do not meet ADA requirements for door clearance.
- Door assists are not functioning and may need some repair.
- Sinks do not comply with clearances and are missing pipe guards.
- Panic door hardware should be installed in art classrooms.

HVAC

- The floor heating system has been abandoned in place, and the building is now on a plenum system that requires maintenance and repair to balance out the system throughout the building.

Electrical/Plumbing

- Electrical switches are higher than 48" and do not meet code.
- There are no sinks in art spaces, which are recommended for the program.

- **Finishes/FFE**
  Casework, furnishings, and technology are in good to fair condition.

Performing Arts Center

R

Building R

Year of Construction	**1965**
Assignable Square Footage	**16,708**
Efficiency	**71.40%**

The Performing Arts Center, or SAM Building, supports a variety of functions, including lecture, conferencing, instruction, and special events. Overall, the building exterior is in good condition for its age, and the recent renovation to some interior spaces has extended the life of the building. The stage and rigging equipment would benefit from upgrades for efficiency and safety. The auditorium has significant ADA code violations that will need to be addressed.

Assessment

ADA Code Safety

- No equal access to stage is available. Installation of a lift is recommended, per code.
- No accessible path of travel to restrooms is available from the Auditorium.

HVAC

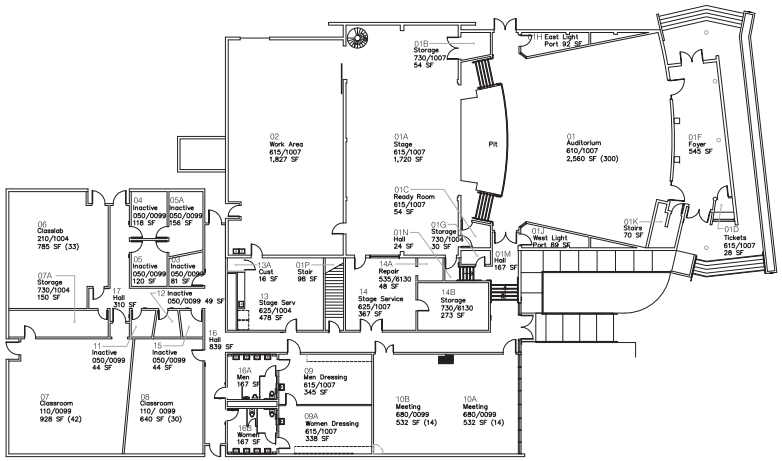
- The original floor heating system has been abandoned in place, and the building is now on a plenum system that is operational throughout the building.

Electrical

- New electrical and technology work was done during the previous remodel to meet code and program requirements.

Finishes/FFE

- Offices and conference spaces have recently been refinished with new paint, carpet, and new T-bar ceilings with acoustic tiles.
- Office furniture is in fair condition and meets staff needs.
- Vinyl flooring and ACT walls and ceilings in classrooms and hallways are in poor condition.



Gymnasium

Building T

Year of Construction	**1960**
Assignable Square Footage	**18,254**
Efficiency	**81.70%**

The Gymnasium was constructed in 1960, a few years after the majority of the campus was completed, and has been well maintained over the past 53 years. The locker rooms, which are detached, have been recently remodeled and meet today's code ADA and safety requirements.

Assessment

ADA Code Safety

- Both locker room buildings have been upgraded with ADA signage, door assists, emergency lighting, accessible stalls, and showers. The main gymnasium meets ADA requirements

HVAC

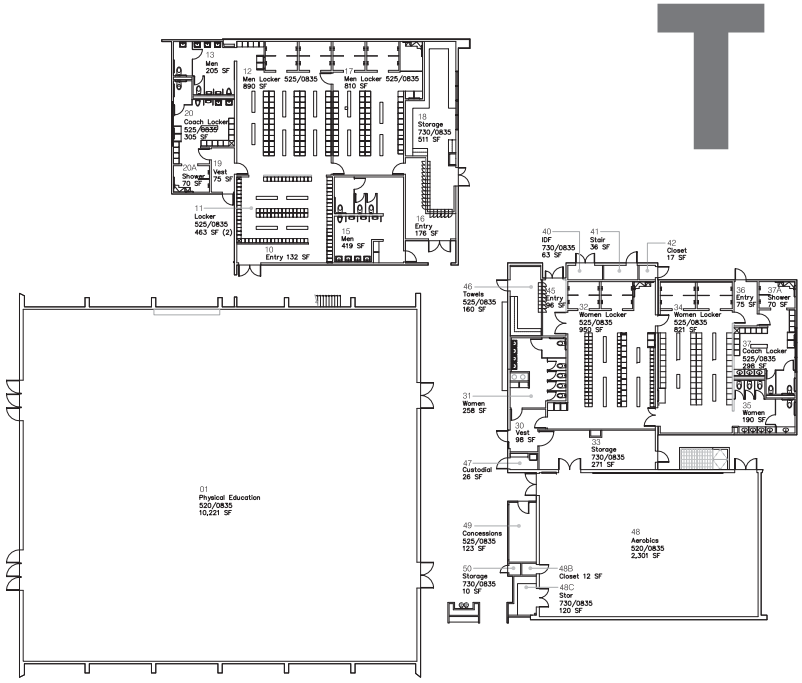
- The original floor heating system has been abandoned in place, and the building is now on a plenum system that is operational throughout the building.

Electrical

- The upgraded electrical system in the locker room building is in good condition and is adequate for the space.

Finishes/FFE

- The majority of the facility has recently been refinished with new paint, carpet, and T-bar ceilings with acoustic ceiling tiles. Office furniture is in fair condition and meets staff needs.



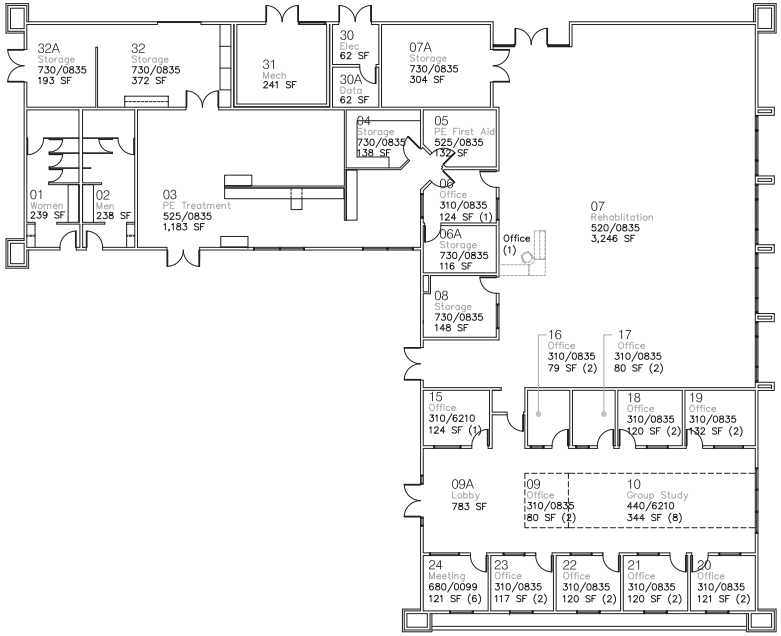
Wellness Center

U

Building U

Year of Construction	**2010**
Assignable Square Footage	**7,506**
Efficiency	**76.10%**

The Wellness Center provides team offices, a comprehensive fitness center, and physical therapy—all supporting athletics and physical education programs on campus.



Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- Restrooms meet ADA requirements but lack signage.
- Electrical switches are 48”+ and do not meet requirements.

HVAC

- The original floor heating system has been abandoned in place, and the building is now on a plenum system that is operational throughout the building.

Electrical

- Computer stations lack enough outlets to support workstations and are currently running power strip extension cords.

Finishes/FFE

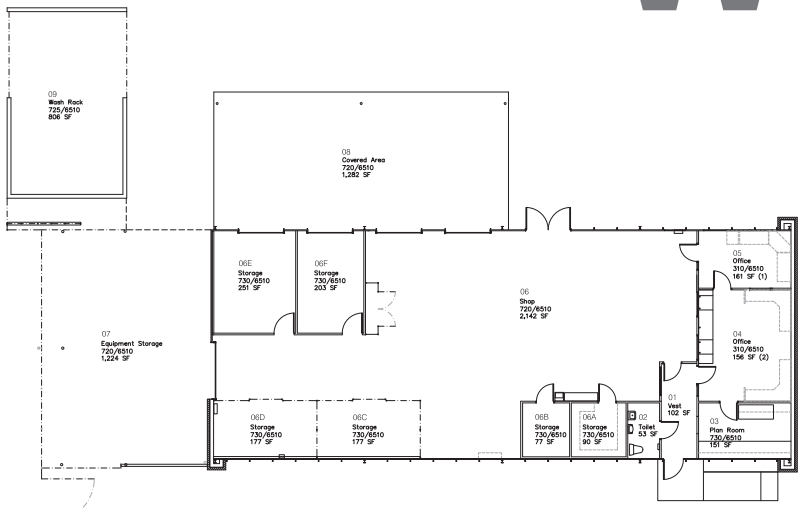
- The majority of offices have recently been refinished with new paint, carpet, and T-bar ceilings with acoustic ceiling tiles.
- Office furniture is in fair condition and meets staff needs.

Maintenance and Operations

W

Building W

Year of Construction	**1957**
Assignable Square Footage	**7,427**
Efficiency	**92.60%**



The Maintenance and Operations Building consists of offices, storage, and receiving areas. The building is in fair condition, which is typical for an aging facility, but it meets its intended functions. The building is located directly across from the Allied Health Building and shares a parking lot area where delivery and maintenance teams park. This could present a safety risk for students accessing the allied health program, with heavy machinery and delivery trucks in close proximity to students' path of travel.

Assessment

ADA Code Safety

- ADA signage is missing throughout the entire building.
- Unisex restrooms do not meet ADA requirements in clearances.
- Electrical switches are 48"+ and do not meet requirements.

HVAC

- The rooftop package system performs as intended and has been well maintained with regularly scheduled maintenance.

Electrical/Plumbing

- Electrical and plumbing systems are in working order and meet M&O requirements.

Finishes/FFE

- Office spaces are in fair condition with carpet, walls, and ceilings meeting M&O requirements.
- Furniture systems are in poor condition, and a more uniform system that meets office and storage needs is recommended.
- The exterior consists of a corrugated paneling system that requires repair and paint.

Allied Health

Building A

Year of Construction	**1958**
Assignable Square Footage	**7,618**
Efficiency	**82.20%**

The Allied Health Building consists of two lecture classrooms and two lab spaces. Though the building was recently renovated to support the program, the aging building and its infrastructure require consistent maintenance. Relocating the program to give it a more appropriate adjacency to the rest of the campus is preferred.

Assessment

ADA Code Safety

- The single-occupancy restrooms no longer meet 2017 ADA requirements for clearances for the size of the restrooms.
- An ADA signage update is recommended.
- Electrical switches are 48”+ and do not meet requirements.

HVAC

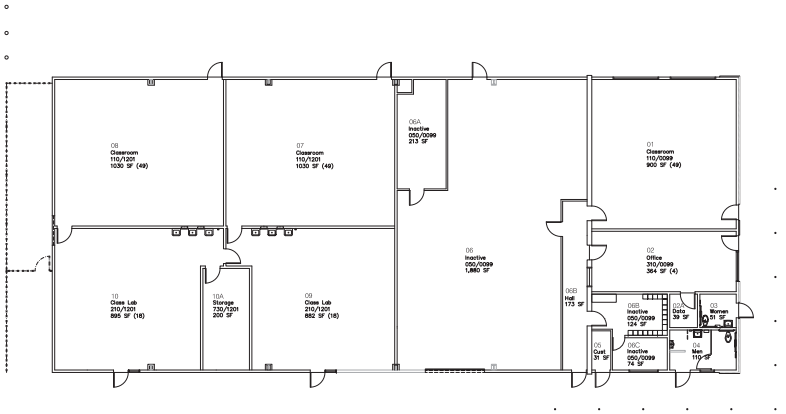
- The exhaust fan and auto-flush in the restrooms are not functioning and need replacement.

Electrical

- Electrical was recently updated with added emergency lighting.
- No natural daylight is available for any classrooms, and we recommend correcting poor lighting design.

Finishes/FFE

- Furnishings are recent and in good condition to meet the programs’ needs.
- The rooms have recently been updated with carpet, paint, and T-bar ACT ceilings.



Athletic Fields & Hard Courts

Athletics Assessment

Tennis Courts

The campus is equipped with six tennis courts with court lighting and protective fencing. The courts require a considerable amount of repair to the clay court surface. Large cracks and uneven surfacing make these courts unsafe, and they should be replaced/repaired or demolished. Clay courts are inexpensive to install, but long-term maintenance can be more expensive than maintenance for artificial tennis court surfaces.

Baseball Field

The baseball field is in poor condition due to the lack of proper irrigation. The pooling of water has created an uneven playing surface that can become a safety issue and should be addressed as a regular maintenance issue. The field equipment and bleacher system are in fair condition but require ADA signage and a marked ADA seating area.

Softball Field

The softball field is in good condition and appears to have been recently remodeled to include a batting cage, bleachers, and a dugout. The field is well maintained but lacks an adequate irrigation system that can lower maintenance costs in the future. The field is adjacent to the Child Development Center (CDC), which is protected by safety ball netting.

Football Practice Field

The football practice field is located at the northwest corner of the campus. The field lacks demarcation lines, bleachers, night lighting, and a clear path of travel to meet minimum ADA requirements. Irrigation also requires upgrading. Further development of the football field is required to meet higher education standards.


STUDENT SERVICES

WHC Lemoore
Facilities Development Guidelines & Planning Recommendations

Overview

Beginning in 1962, the WHCCD expanded its higher educational access to the Lemoore and Avenal region with the WHC Lemoore campus. While classes were offered as early as 1964 in Lemoore, a classroom and office were built in 1981 on land purchased from the city and named the Kings County Center. In the early 1990s, the California Postsecondary Education Commission (CPEC) designated West Hills College as the community college provider to the Hanford and Armona areas.

In 1998, approximately 107 acres of land were donated by the Pedersen-Semas family for the building of a campus in Lemoore. The same year, a $19.5 million bond, Measure G, passed to fund the building of the initial college. The first new community college built in California in this century, WHC Lemoore opened in 2002 west of Highway 41 on Bush Street. The campus earned college status from the Board of Governors in 2001 and full accreditation in 2006, giving the district two separate colleges jointly governed by the West Hills Community College District. WHC Lemoore became the 109th community college in California; there are now 112, making it the largest system of higher education.

District Priorities & Capital Outlay

Facilities and planning recommendations included in this FMP present an overall approach to physical development, with each plan

addressing the character, organization, history, and culture of the campus. This FMP is directly linked to the district's capital outlay plan and is designed to address campus growth and renewal of existing facilities, providing for campus organization that maximizes program adjacencies and campus efficiencies; facilitates transformative, innovative learning environments; and establishes place making and considers future site planning.

College Priorities

Using the district priorities and capital outlay plan as a guide, the college leadership and teams involved established a list of campus recommendations based on curriculum, instruction, and the built environment of the college. What follows is an integrated approach that outlines WHC Lemoore's observed deficiencies and areas for improvement in the context of the district-level guiding principles.

West Hills College Lemoore
Facilities Planning Priorities

Facilitate Student Achievement & Retention	• Increase performance of existing instructional spaces with improved HVAC, lighting, acoustics, and flexible furniture that all contribute to student performance and meet the demand of the 21st Century • Increase instructional classroom and large lecture space to accommodate new and expanding programs • Develop flexible instructional labs designed to accommodate a variety of programs simultaneously • Design instructional spaces for a variety of learning modalities, with long-term flexibility in mind • Consider adjacencies to maximize cocurricular opportunities & engagement • Improve instructional areas where safety and access are a priority
Enhance Student Access to Resources to Increase Student Success	• Improve student service resource spaces to provide for expanded services • Locate Workforce Internship Networking (WIN) Center both for student and community access and for student success • Incorporate small group learning nodes at major learning centers of campus to include tutoring and student-faculty and student-student teaming • Incorporate technology-based systems that support all campus technology-based learning tools
Improve Facility Efficiencies	• Make best use of underutilized and inefficient classroom facilities through modernization and improved design to support innovation and new programs • Improve instructional spaces with flexible design that is adaptable over time • Consider functional zoning and operational efficiencies for all new development • Build on the original integrity of the campus plan and organization • Future building placement will include bridging connectivity across campus to leverage campus assets and co-curricular opportunities

Generate Campus Identity and Opportunities for Community Interface	• Generate new campus entry and identity at intersection • Improve programmed outdoor environments designed for student use • Include comprehensive way finding strategy for campus, including interactive kiosks, building and directional signage, and GPS mapping • Incorporate outdoor seating, shade areas, gathering areas for students, and pre-function and event space • Improve campus lighting for evening and weekend programs
Activate Campus to Encourage 'Community' and Transparent Access to Instructional and Achievement Support	• Require site development and exterior environment planning as part of any new construction project • Improve cross-campus connectivity • Place active programs at central location on campus • Create central quad with outdoor student gathering areas and shaded areas conducive to the regional climate
Increase Sustainability Measures to Support Local Climate and Healthful Learning Environments	• Establish campus benchmarks and criteria • Utilize passive building strategies at new building inception • Improve performance of HVAC systems • Improve building envelope performance for all new construction • Utilize sustainable building materials that promote healthy learning environments • Improve lighting efficiency • Incorporate drought-tolerant planting strategies, including drip irrigation and sustainable irrigation principles • Incorporate district standards that place requirements on meeting sustainable measures as part of any new project

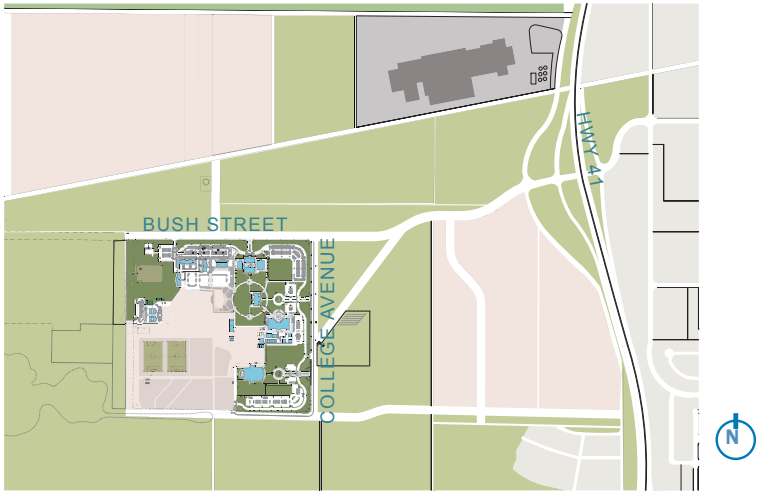
Campus Overview

Site Access

WHC Lemoore is located west of Highway 41. The 108-acre campus land was donated by the Pedersen-Semas family in 1998 and provides ample area for future growth and development, both in and around the college. Access to the college is along Bush Street, the only route to and from the campus. The access roadway also serves other entities, including Lemoore Middle College High School, the Child Development Center, and Lemoore University Elementary Charter School, which are located on the WHC Lemoore campus. Also, to the northeast, a local manufacturing company uses the access road for 300–400 truck deliveries per day.

The main intersection to the campus is at the corner of Bush Street and College Avenue. Access to shared functions and facilities, such as administration, student services, the library, and arena, is available along College Avenue. Daily student parking occurs primarily along Bush Street, where the majority of academic programs are located on campus. Currently, main campus deliveries occur along Bush Street at the rear of the campus to access to the Facilities Maintenance Building and Administration Building. Shared access to campus programs is distributed across the two entrance routes, with Lemoore Middle College High School access along College Avenue and Lemoore University Elementary Charter School access along Bush Street.

Future developments will occur in the area, such as a residential housing development on the north side of Bush Street. The residential, commercial, retail expansion is consistent with the adopted general plan approved by the Lemoore City Council.

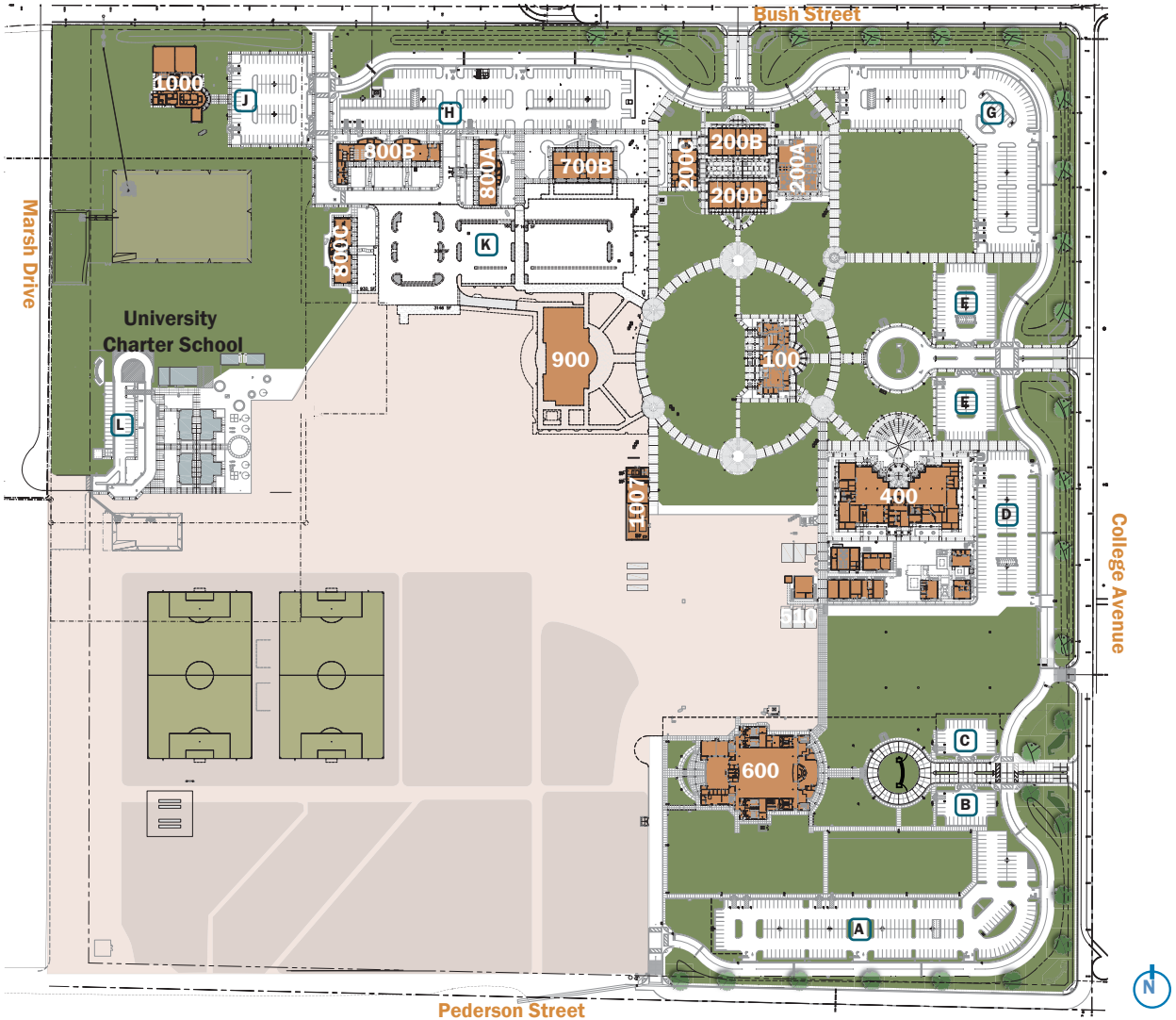


Existing Campus Site Conditions

The campus has been well maintained over time, with buildings, paving, and parking areas in good condition. Following are observations considered as part of this FMP:

Campus Site

The campus perimeter consists largely of a landscaped edge with expansive parking around the perimeter. All parking occurs at the perimeter of the site, with the exception of one interior lot located at the 800 buildings. Buildings are set back significantly from the street side, with parking buffering the area between the buildings and street curb. Campus way finding, branding, and visible exterior zones appear underdeveloped, and, given the expansive size, the campus could benefit from clearer identity signage near main entrances to locate larger functions and facilities of the campus, including the arena, admissions, and the library.



WHC Lemoore
Existing Campus Plan

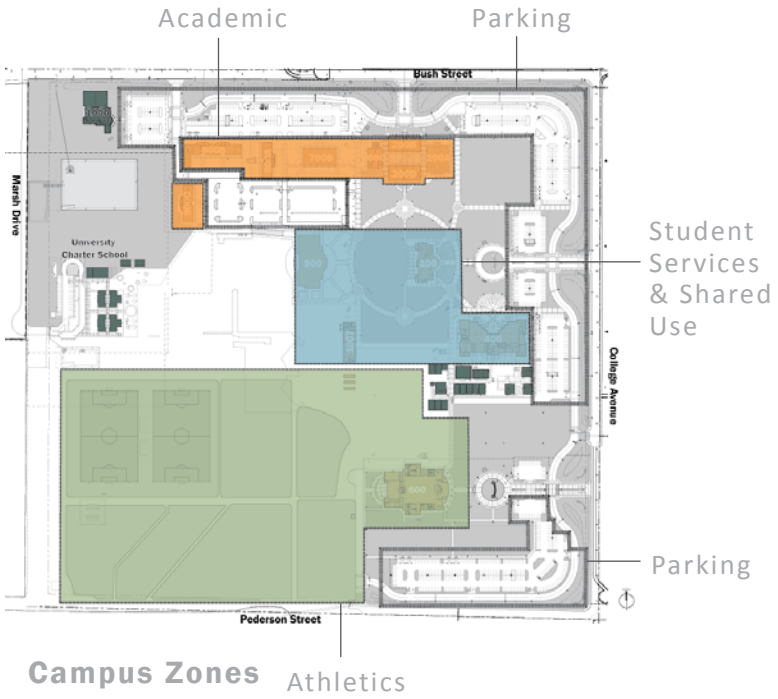
Academic Buildings

Academic buildings are located along the north side of campus and consist of the 200, 700, and 800 building categories. Most buildings are high-bay, single-story constructions. The buildings along this edge are primarily flat-roof buildings. The 700 and 800 buildings share the only internal campus parking lot, which separates the quad concept that exists along the remainder of the campus.

All campus buildings are generally designed using a similar vernacular, with primary building materials consisting of plaster, brick, and decorative metal roofing, giving the campus shades of tan and copper. Many of the specialty buildings offer a ceremonial entrance with curved building entry and standing seam copper color metal roofs. Further, many buildings feature large lettering to denote entrance.

Shared-Use Facilities - Administration, Student Services, and Library

Student support functions are located at the heart of campus and are accessed from the ceremonial entrance to the campus. Student services are divided between the Administration Building and the Student Union. The Administration Building is located on the central quad of campus and is flanked to the south by the library and to the west by the Student Union facility. While buildings flank portions of the central circular main quad, exterior space and landscaping have yet to be articulated. The area around buildings is defined by expansive space with minimal lawn coverage, with little shaded area or space designed for outdoor functions. Review teams expressed concern over the central quad's lack of outdoor program or design connectivity to both the Student Services and Student Union buildings. Teams generally felt the lack of designed outdoor space, including outdoor shaded areas, gathering space, landscaping, lighting, and branding, detracts from the physical appearance of the campus, the collegiate atmosphere, and the overall sense of community.



Golden Eagle Arena & Athletics Facilities

The arena is located at the southeast side of the campus with outdoor athletic zones to the north and west of the building. Arena event traffic utilizes parking areas to the south of the athletics buildings, with event overflow occurring along College Avenue. The outdoor athletic areas are currently underdeveloped. Outdoor athletic field areas are not conducive to intercollegiate standards, with unleveled, unmaintained surfaces; lack of lighting for evening events; lack of outdoor storage, shaded areas, outdoor event seating, ease of access to restrooms, and ADA compliance for outdoor sports zones.

Quads & Outdoor Shared Space

All outdoor zones of the campus require a plan for outdoor community space, shaded outdoor gathering, ample softscape that is well maintained, site lighting, and dedicated areas for gathering and events.

Given the arid, desert climate in Lemoore, outdoor areas ideally are developed with building adjacencies and shared program considerations. For outdoor spaces to function well, adequate shade and xeriscape planting are ideal companions for future design. Cross-campus pedestrian traffic on campus is rare, which is not conducive to creating community, in large part because students have to travel large distances between buildings via vast walkway routes that provide no shade or areas for protected seating and gathering.

Campus Analysis

Vehicular Access

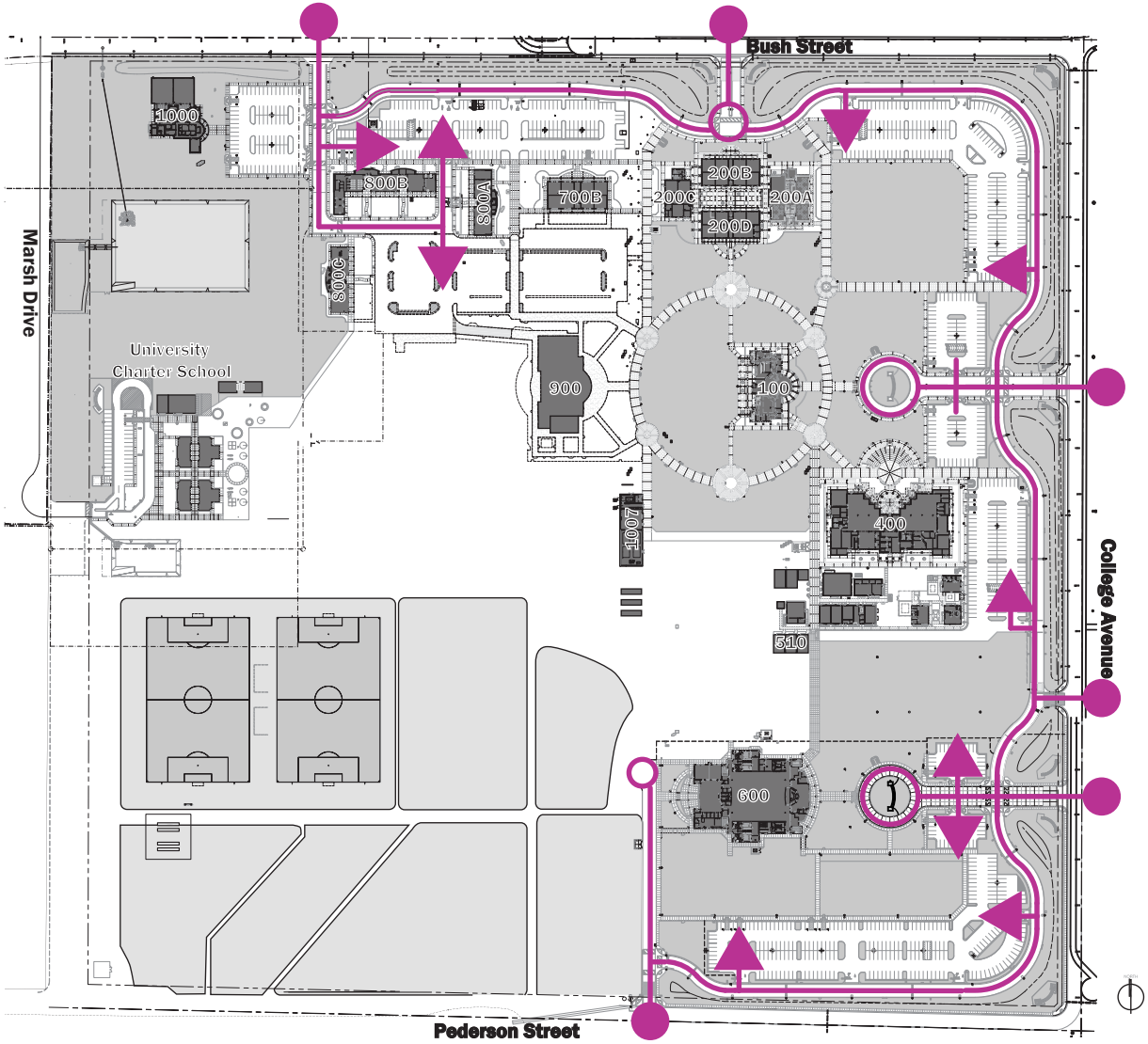
The college is situated on the west side of the city of Lemoore and is bisected from the city by Highway 41 to the east. The campus is accessed from Bush Street and College Avenue and is shared with Lemoore Middle College High School, Lemoore Elementary University Charter School, and the Child Development Center. There is also a manufacturing facility located northeast of the college site. Discussions with municipalities have begun in order to improve access along Bush Street. Future widening of Bush Street is planned by the residential developer to the east and is anticipated in the general plan.

Vehicular access to the college by visitors, faculty, and students is available along both Bush Street and College Avenue. The entrance points along College Avenue represent the main campus street frontage and the entrances to the campus that directly face the Administration Building. This College Avenue entrance serves the main Student Services Building, library, middle college high school, Child Development Center, and 200 buildings. It is noted that parents of two different age groups of children access the same drop-off area. In addition, the College Avenue entrance accesses the arena to the south of the library. A separate parking area is dedicated to the arena facility, with overflow parking occurring along the main roadway.

The secondary entrance points onto campus are located along Bush Street. There are two primary entrances along this roadway, one which serves the 200 and 700 buildings and another that serves the 800 buildings and Child Development Center. The access points along this vehicular route are designed to serve the academic areas of campus.

Main Campus Entrance Intersection - Bush Street at College Avenue

Main Entrance - College Avenue



WHC Lemoore
Vehicular Access

Campus Analysis

Parking & Access

Parking areas on campus are accessed along Bush Street, College Avenue, and Pedersen Street. Each parking lot serves a different type of program building on campus.

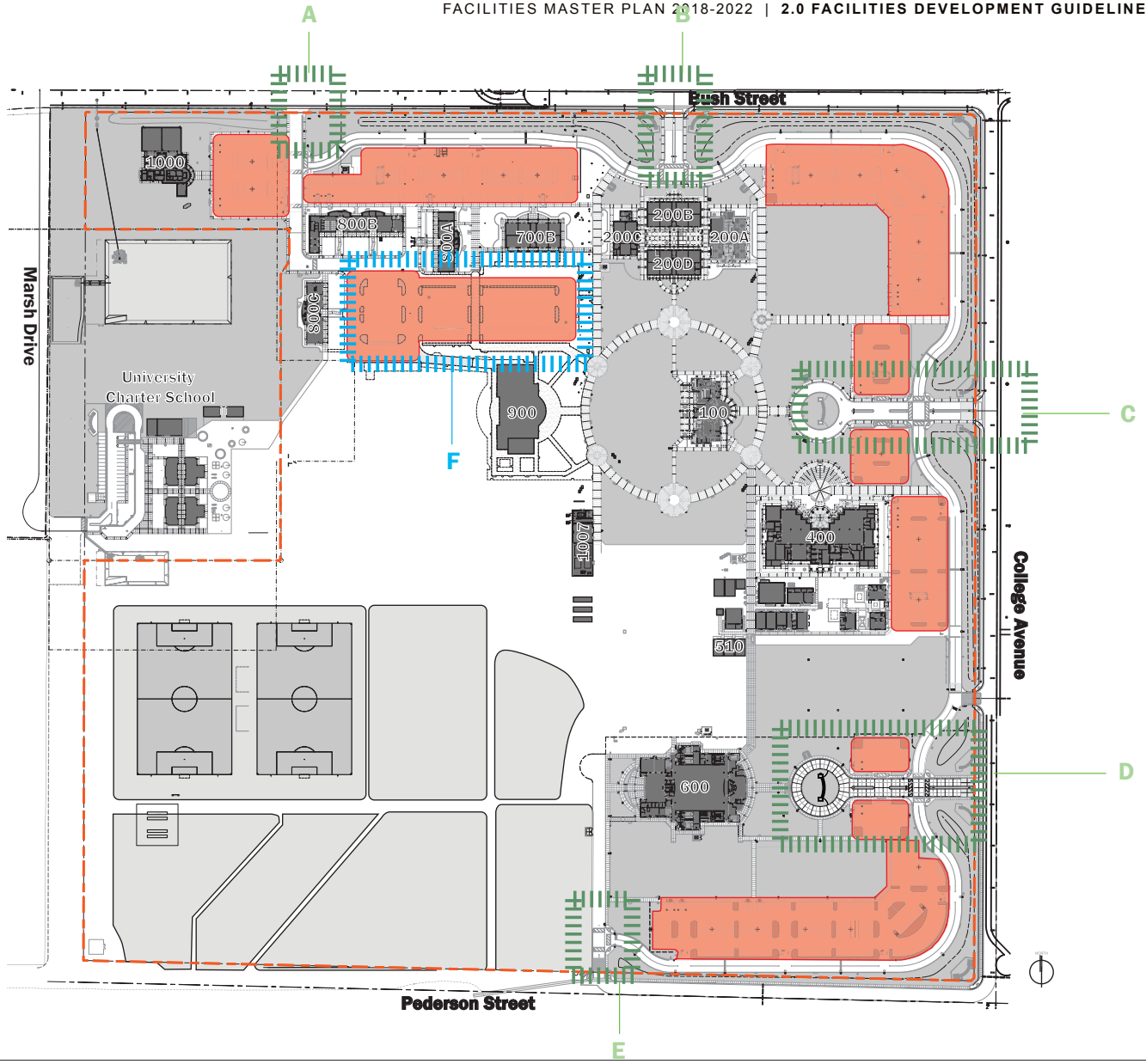
A - Parking entrance A serves the academic programs, facilities and maintenance, building 100, and the Child Development Center. This entrance is the primary delivery drop-off and pickup point on campus with ease of access to the current location of the facilities and maintenance team. Parking lots flanking both sides of the entrance serve 700 and 800 academic buildings as well as the Child Development Center on campus. Students traveling from academic programs on campus to the Child Development Center are required to walk through parking areas. Way finding to facilitate better access to student services in buildings 100 and 800 is recommended.

B - Parking entrance B serves academic programs in the 200 and 700 buildings. Currently, the 200 building houses a large, flexible conferencing facility that is not easily identifiable for individuals coming onto campus for special programs.

C - Parking entrance C represents the main ceremonial entrance onto campus. This is not easily understood for a first-time visitor approaching the campus at Bush Street and College Avenue. It is recommended that a hierarchy of signage types be established so that it is better understood that this entrance is the main entrance

D/E - Parking lots D and E are intended to receive arena and athletics traffic. The area is not well signed and is unclear for first-time visitors.

F - Parking area F represents the only internal lot on campus. This parking area serves the 700 and 800 buildings. It is the most used parking lot on campus.



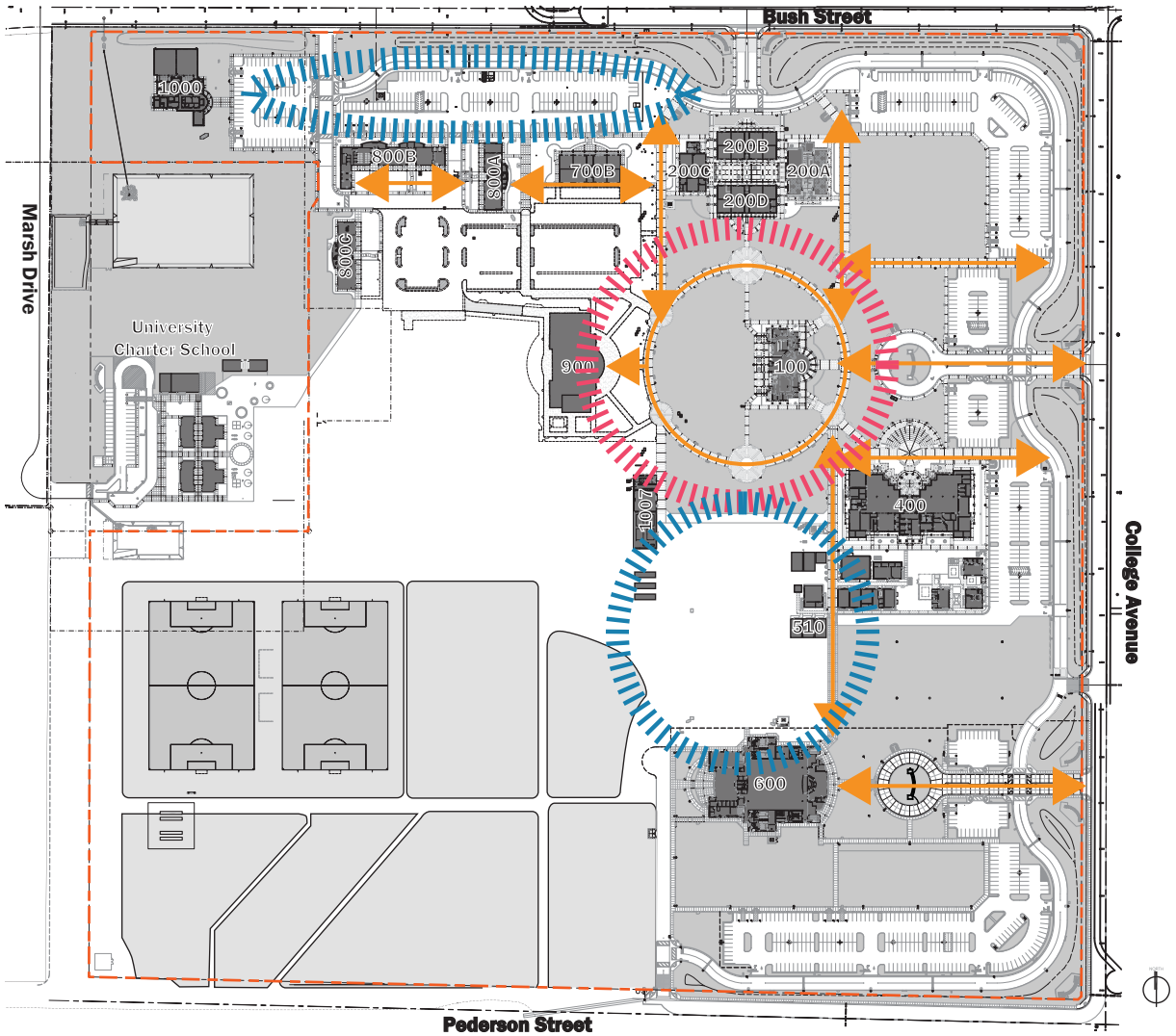
WHC Lemoore
Parking

Campus Analysis

Pedestrian Circulation

Pedestrian circulation along the interior access ways of the campus are largely rectilinear in nature and form an access grid across the campus, with the exception of the main campus quad, which is circular. Pathways across the campus are wide and generally well maintained at areas around buildings. Additional observations are as follows:

- Provide improved campus signage and wayfinding system that creates easily locatable building identity, provide hubs at all vehicular lots that include campus maps, interactive kiosks, along with easy to use navigation tools.
- Open spaces around pedestrian zones of campus require significant enhancement, with priority given to the main quad; it is both the central hub of the campus as well as the connection point between the north and south sides of campus.
- Pedestrian circulation routes from academic zones to the child development center require individuals to pass through parking lots as the only pathway to access the child development center. Future consideration should be given to the approach to the child development center and its shared use with academic programs on the main campus.
- All pedestrian routes around campus are generally paved, however, few if any trees, canopies, or planting occurs and, given the climate with high heat and direct sun, provides uncomfortable expanses for students to pass in order to traverse across campus.
- All pedestrian routes around campus can benefit from significant upgrades to landscaping, including ample shade trees, seating, shade canopies, directory signage, and areas for students to congregate that are designed for the desert climate
- Pedestrian routes at outdoor field areas are generally unsafe, with high scrub brush, weeds, and uneven surfaces and lack of ADA compliance all contributing to unusable outdoor space.



WHC Lemoore
Pedestrian Access

Campus Analysis

Open Area

Currently, the only open area well developed on campus is the courtyard shared by the community of 200 academic buildings. The space is provided with ample shade and seating and is designed to serve as pre-function and gathering space adjacent to the conferencing facility.

Generally, the area around buildings is defined by expansive space with minimal lawn coverage and little shaded areas or space designed for outdoor functions. Interview teams expressed concern over the central quad and undeveloped areas of campus and their lack of outdoor program or design connectivity to both the Student Services and Student Union buildings as well as to the arena. Teams generally felt that the lack of designed outdoor space, including outdoor shaded areas, gathering space, landscaping, lighting, and branding, all detract from the physical appearance of the campus, the collegiate atmosphere, and the overall sense of community.

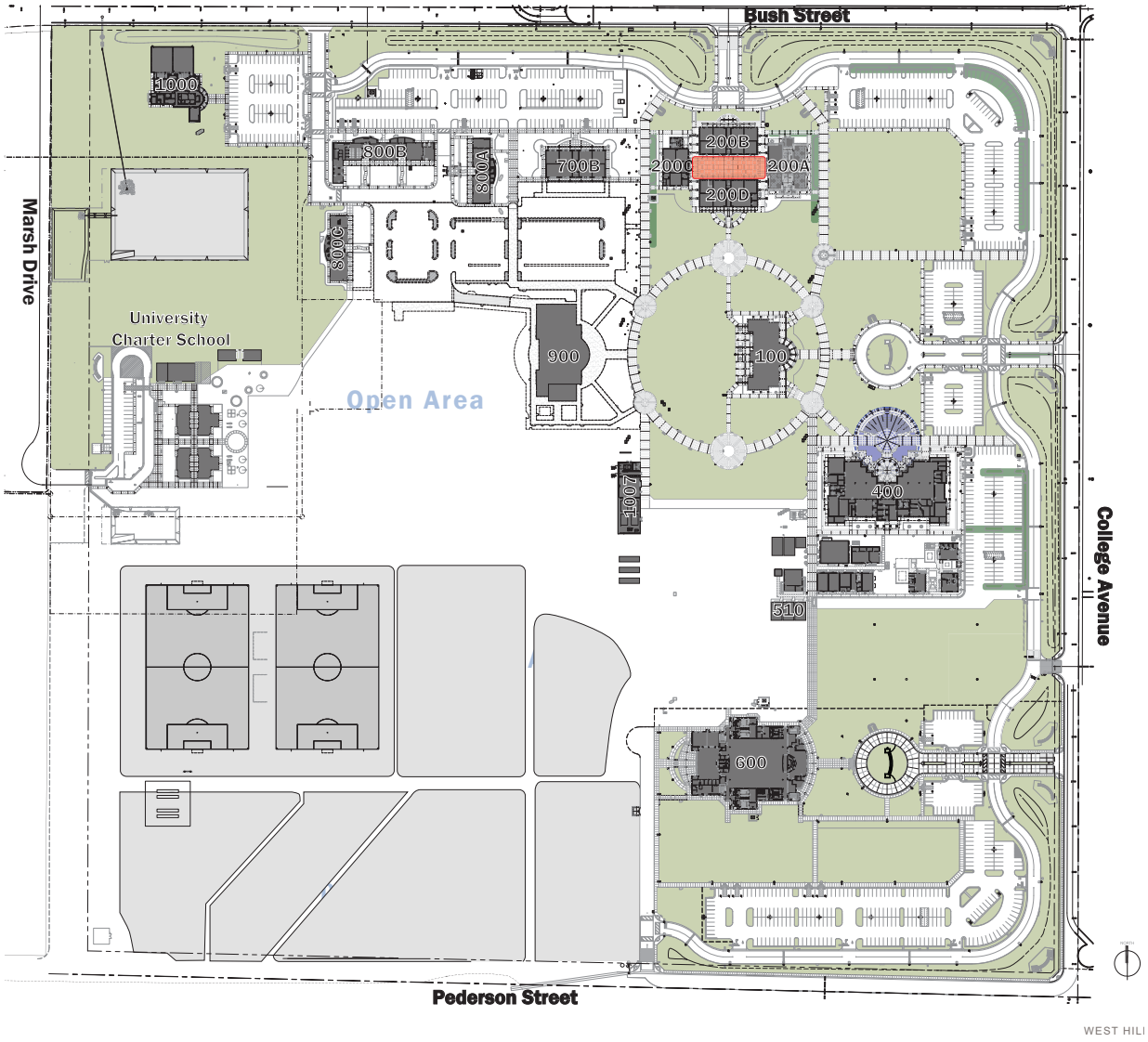
- Currently, the central campus quad space, the 'heart of campus,' is undefined and undeveloped, with a lack of developed outdoor program, including shaded areas, canopies, trees, planting, site furnishings, and hardscape. The college should develop the main campus quad space to connect campus functions, academic programs, and social space to activate campus community.

- The college should also define support zones adjacent to new and modernized spaces that provide for community and programmed outdoor space that is shaded and well lit and that provides hardscape, softscape, and environmental furnishings in planning, design, and execution.

- Outdoor improvements should address pre-function and event space.

- The college should upgrade outdoor athletic areas to address unlevel ground, uneven and unkept planting, inappropriate play surfaces, striping, bleachers, equipment, minimum play requirements, and fencing to keep vehicles from athletic areas.

- An access way at the southwest end of campus should be developed with signage, bollards, and fencing to keep vehicles from traveling through unpaved open areas.



WEST HILL

WHC Lemoore
Open Area

Campus Analysis

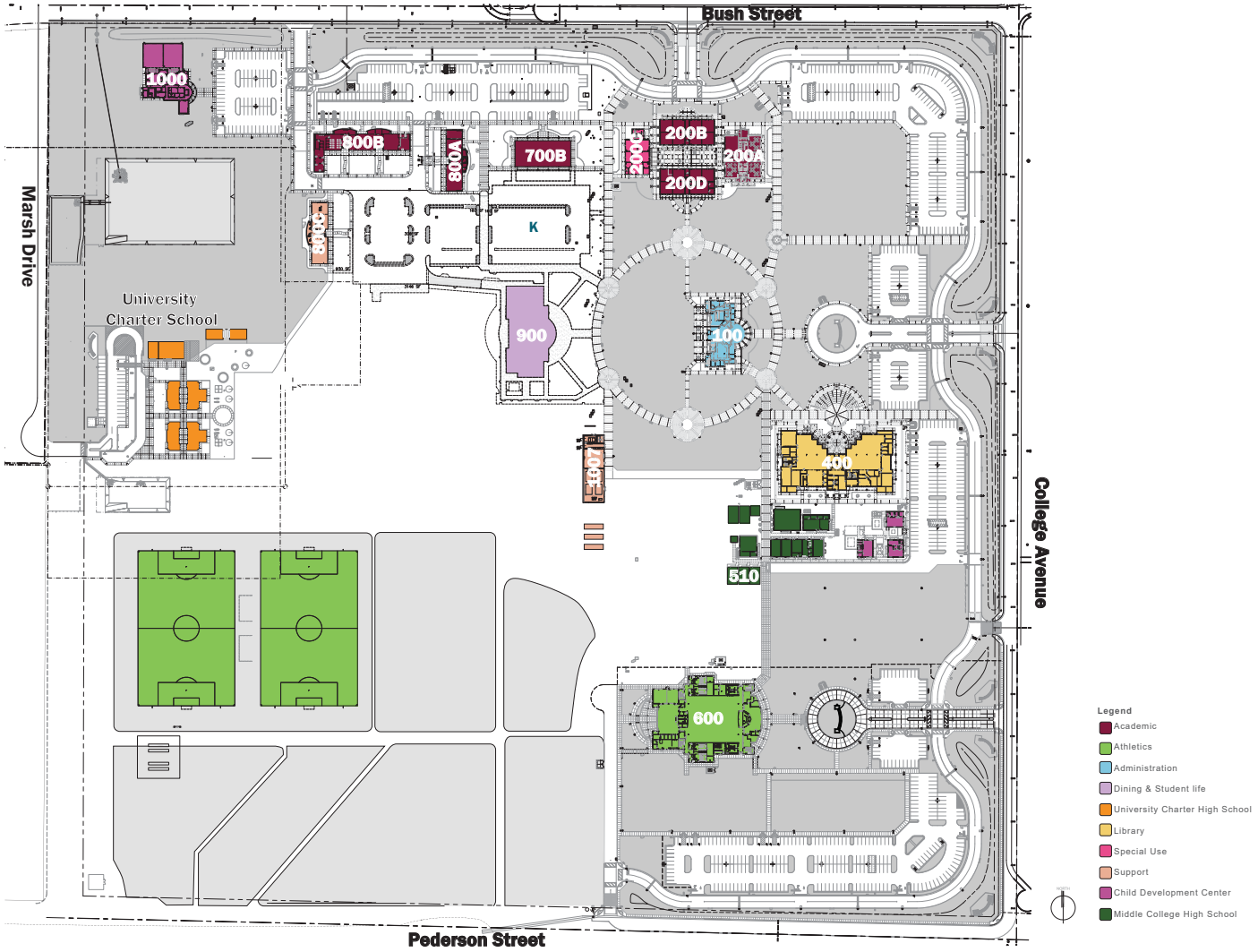
Building Use

The campus is configured into four zones, (1) academics (burgundy), (2) athletics (green), (3) administration (light blue), and (4) student services (purple), as well as the library/learning resource center (yellow). Existing instructional buildings on campus, including the 700 and 800 buildings, do not currently make best use of the high-bay nature of some of the configurations, nor do they make best and most efficient use of adjacencies. With the campus buildings distributed across campus, long-term planning should take into consideration the relationship of programs to adjacent buildings and space.

Instructional spaces are distributed across campus with lecture classrooms, which often poses scheduling difficulties when determining course offerings. In addition, large lecture spaces are in high demand, which limits the college's capacity to accommodate large lecture–format courses.

Labs and specialty classrooms on campus have undergone ad hoc improvements over time in an attempt to address changing curriculum needs. Areas such as art classrooms and allied health, EMT, paramedic, culinary, wrestling, and performance spaces located in the 700 and 800 buildings are planned inefficiently and could benefit from reprogramming; adjacency and relocation consideration; and equipment improvements to adequately respond to the instructional needs of students in these environments.

- Improve adjacencies for public programs, including pre-function and other spaces.
- Distribute academic programs across the campus to encourage cross-campus interconnectivity.
- Improve, centralize, and increase quantity of classroom spaces to provide learning environments of varying size and scale that are easily adaptable/flexible and provide for a variety of learning modalities.
- Incorporate outdoor space and programmed outdoor environments as part of any future building planning, campus design, and implementation efforts.
- Feature signature programs, with defined, well-articulated features, that create transparency and adjacency and that both are flexibly programmed and display the high performing aspects of the college.
- Develop an academic quad directly in front 800 A and B buildings that incorporates outdoor program environments that meet the needs of the CTE programs.



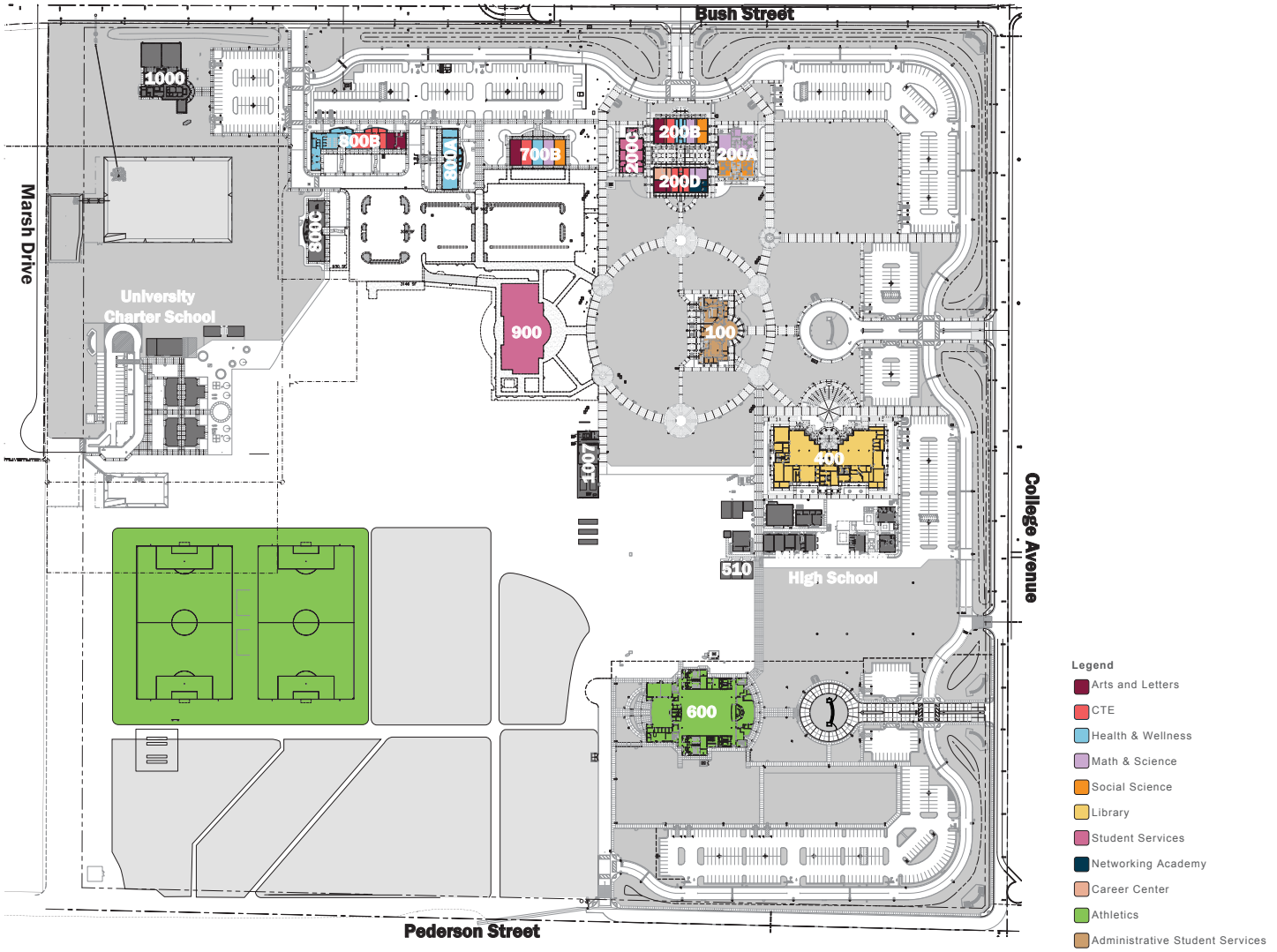
WHC Lemoore
Building Use

Campus Analysis

Academic Support Areas

Academic and support areas are clearly defined centers on campus. Currently, large and small academic classrooms are used exhaustively on campus and require improvements, including flexibility, IT, and larger space to perform functions. In addition, there are an inadequate number of classroom spaces on campus available to support demand, which creates scheduling difficulties for core curriculum and transfer curriculum courses. Administrative and student services on campus have expanded over time but lack adequate offices, support spaces, and small, private student-teacher conference rooms. The campus has the ability to reconfigure current buildings (100, 400) to be more efficient and effective at delivering a range of services.

- Provide new instructional classrooms and labs that are highly adaptable and flexible for future learning strategies and that can accommodate groups ranging from 30 to 80 students.
- Provide flexible lab environments that can accommodate a range of STEM and other functions to meet the district goal of offering more online lecture-format courses with a lab component on campus, with new lab spaces designed to offer self-directed lab instruction for multiple curricula at one time and in one shared space.
- Provide shared areas for student services and administrative functions to provide ease of access to students and ease of visibility and to create a team network for students to succeed.
- Enhance outdoor athletic areas to improve programmed sports areas; increase safety, including through leveling and repair of fields and use of irrigation controls; and improve night lighting for evening sports.
- Increase performance and functionality at fitness center such that two programs can occur simultaneously, thereby maximizing flexibility and scheduling.
- Improve specialty classrooms and areas, such as arts, allied health, EMT, paramedic, performance, and wrestling areas, which all require additional programming and redesign to maximize efficiencies and make spaces adaptable to current curricular requirements.
- Reconfigure building 100 and the east portion of building 400 to increase and make more efficient use of administrative spaces.

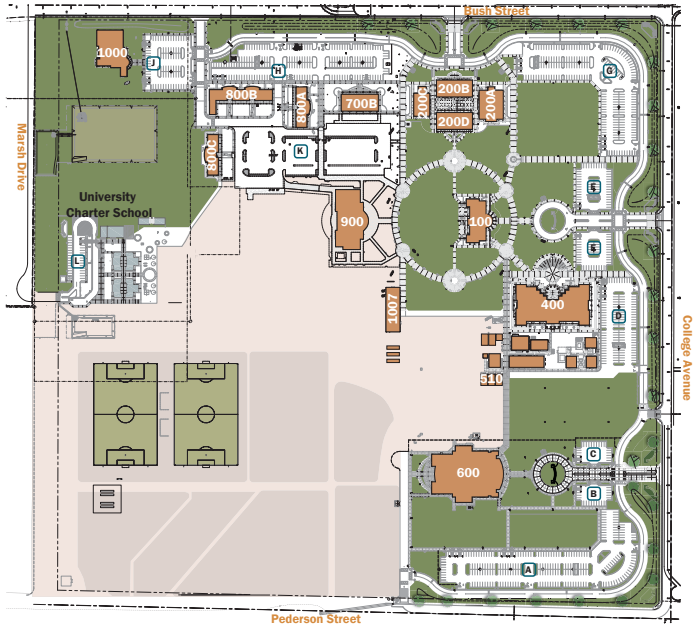


WHC Lemoore
Academic Areas

Planning Overview

Planning Challenges & Opportunities

The district's master planning studies are designed to address planning challenges and opportunities in two approaches. The planning overview section compares approaches A and B, highlighting the pros and cons to effectively distinguish the most effective master plan option. The district's planning priorities emphasize campus growth and renewal of existing facilities, while providing for new organizational opportunities. The most effective scheme selected will offer a campus organization that maximizes program adjacencies and campus efficiencies; creates engaging, innovative learning environments; establishes place making; and considers future site planning.



Existing Campus

Existing Challenges

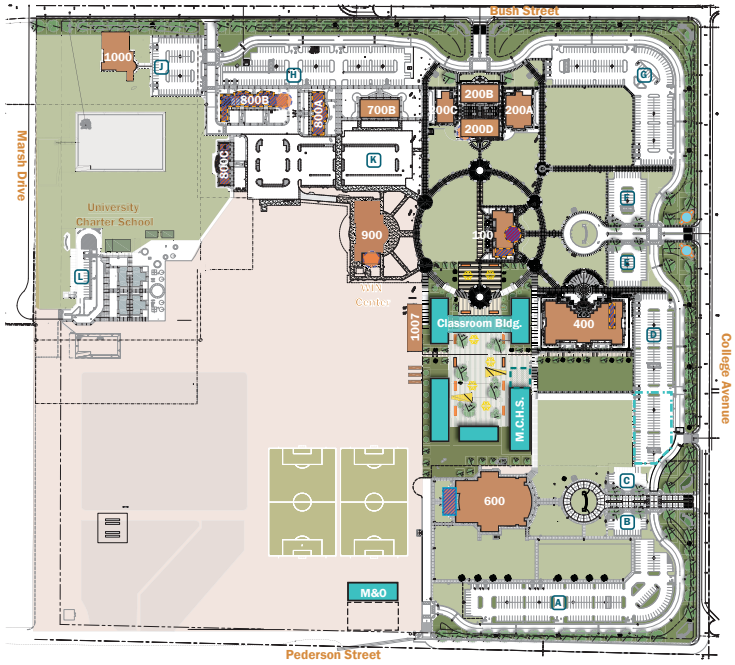
- Campus does not have sufficient instructional classroom and large lecture space to accommodate new and expanding programs.
- Existing instructional spaces require modernization so that they are easily adaptable/flexible and efficient and provide for a variety of learning modalities.
- Student access to resources and facilities does not encourage cross-campus interconnectivity. Current adjacencies do not leverage campus assets and cocurricular opportunities.
- Outdoor space and programmed outdoor environments have not been implemented into to the campus design. The lack of outdoor spaces leaves the campus with an absence of identity and connection between educational and support spaces.
- The campus faces inefficient way finding and zoning, which create operational inefficiencies.
- The campus can benefit from future programs that are centralized.

Existing Opportunities

- The campus has the capacity to expand within its boundaries to service new instructional and support service programs.
- Central and southern parking lots A, B, and C are underutilized and have the capacity to address parking requirements.
- New development zones can address the inefficient connection point between the north and south sides of campus.

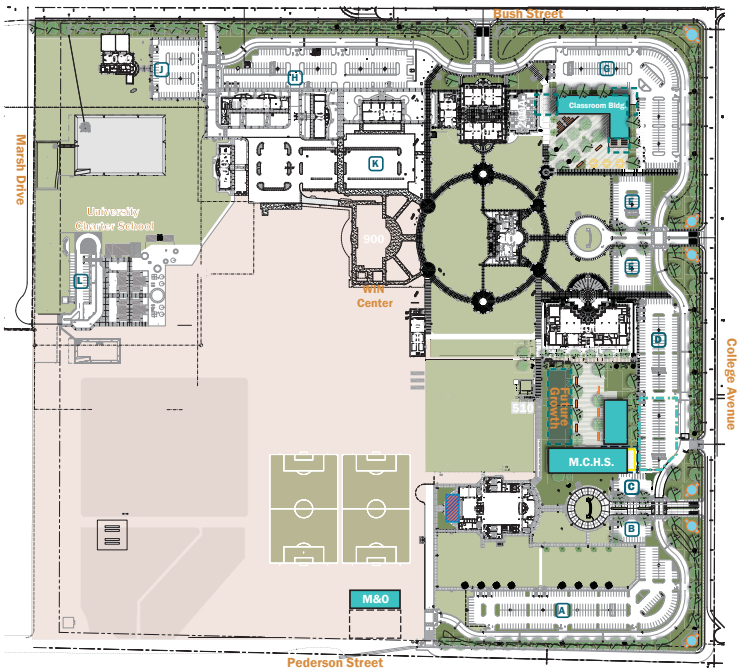
Planning Study A Scheme Highlights

- Placement of new instructional classroom building along the central quad and on axis with shared academic programs and placement of core academic programs on the south side of campus
- New WIN Center centrally located in shared-use environment to encourage interface and resource use
- Academic areas of campus activated by shared learning resource spaces
- New middle college high school facility with new parking and cocurricular adjacencies to shared programs



Planning Study B Scheme Highlights

- New front-of-campus edge and entrance created with the placement of the new instructional classroom building
- Academic programs that form an axis along the north side of the campus
- Academic areas of campus activated by location of new WIN Center and shared learning resource spaces
- New middle college high school facility with new parking/drop-off and cocurricular adjacencies to shared programs



Planning Overview

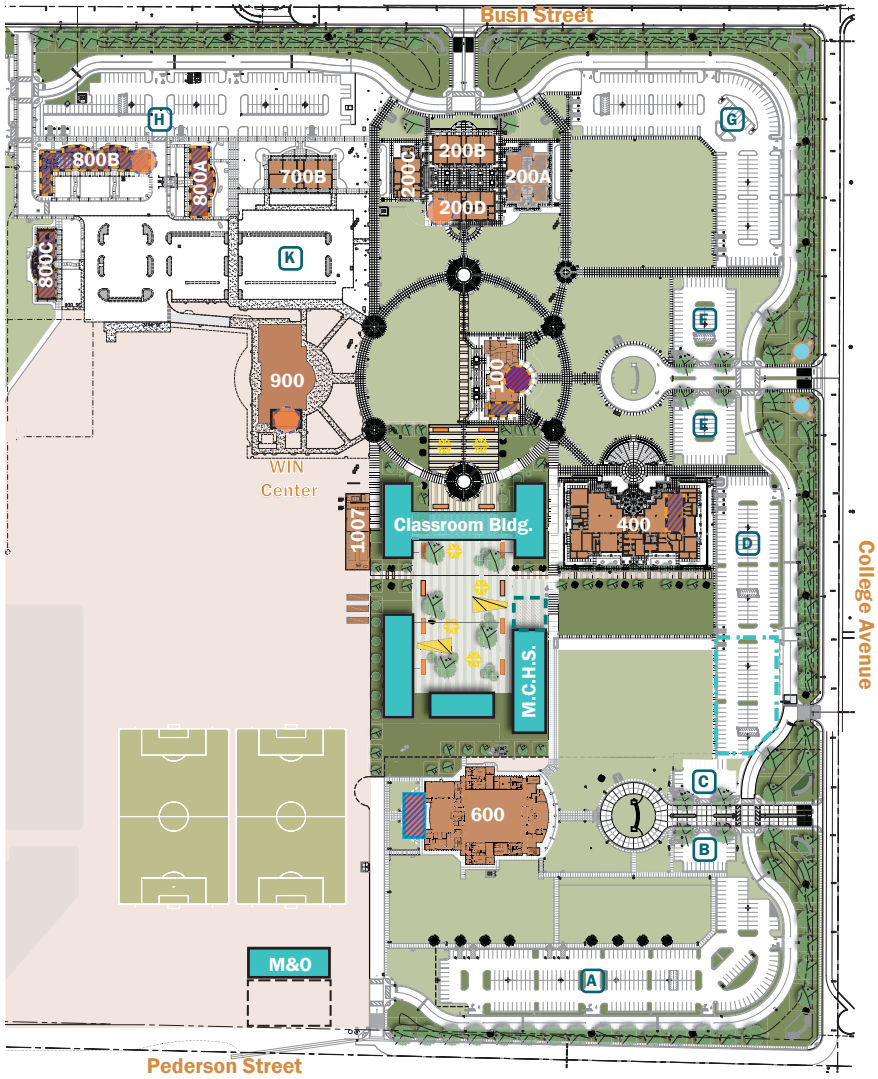
Planning Option A Pros & Cons

Planning Study A Pros

- Axial relationship connecting center quad across to 200 buildings and the Gymnasium.
- New instructional building adjacent to campus activity and support services.
- Easily adaptable middle college high school with ample cross connectivity.
- Outdoor community space and learning areas that define place making and program.
- Separate and distinct entrance for middle college high school with ease of access to the Student Union, library, and athletics.

Planning Study A Cons

- Study A centralizes new development while missing the opportunity for a new front campus identity.
- The middle college high school (MCHS) does not have a direct drop-off adjacency.



A

Planning Overview

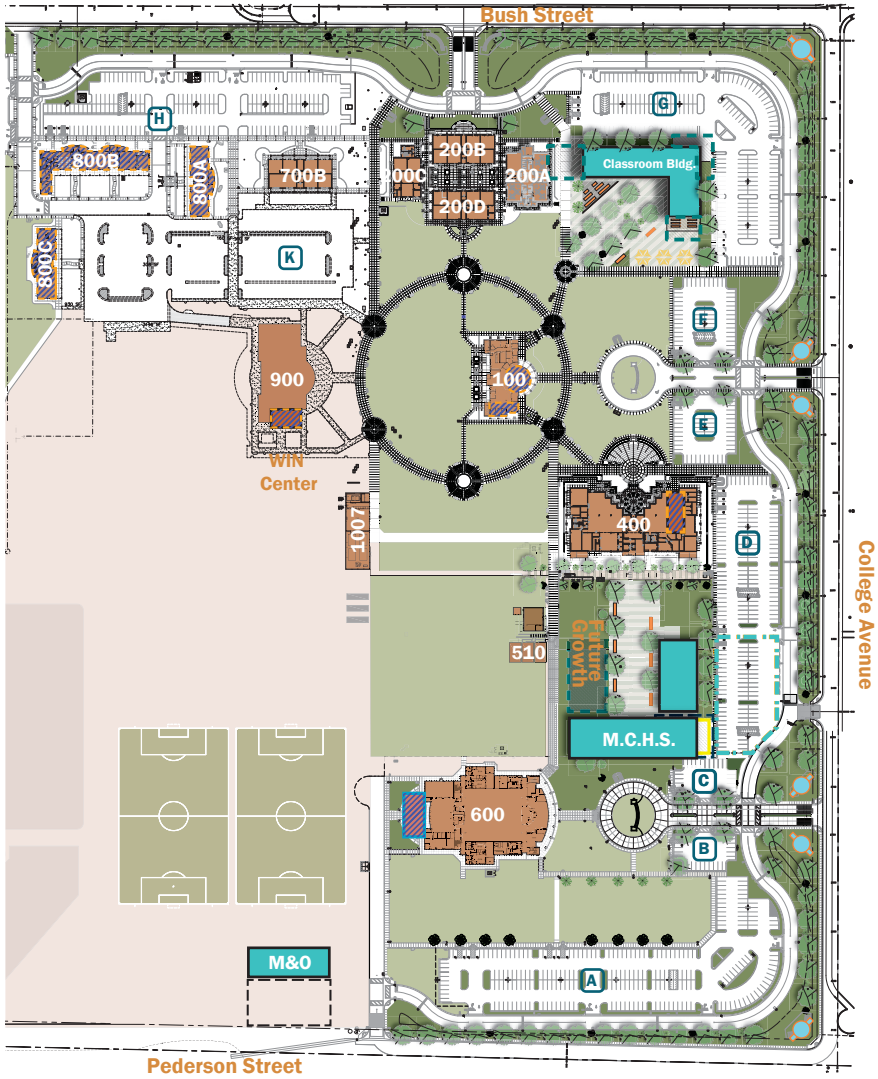
Planning Option B Pros & Cons

Planning Study B Pros

- New front of campus edge and entrance with new instructional classroom building, creating a strong campus identity.
- Creation of a distinct zone of academic programs, separate from the MCHS and support functions.
- Cross connectivity between 200, 700, and 800 buildings, reinforcing the academic block.
- STEM hub/collaboration zone with connectivity to the Science Building programs.
- Outdoor community space and learning areas of varying scale and program use.

Planning Study B Cons

- New front of campus edge adds vehicular congestion off Bush Street that impacts parking lot G.
- Phasing would require the relocation of modular buildings prior to construction of the new MCHS.
- Overall organization of the campus remains expansive, resulting in less cross-campus interconnectivity.



B

Planning Analysis Option A

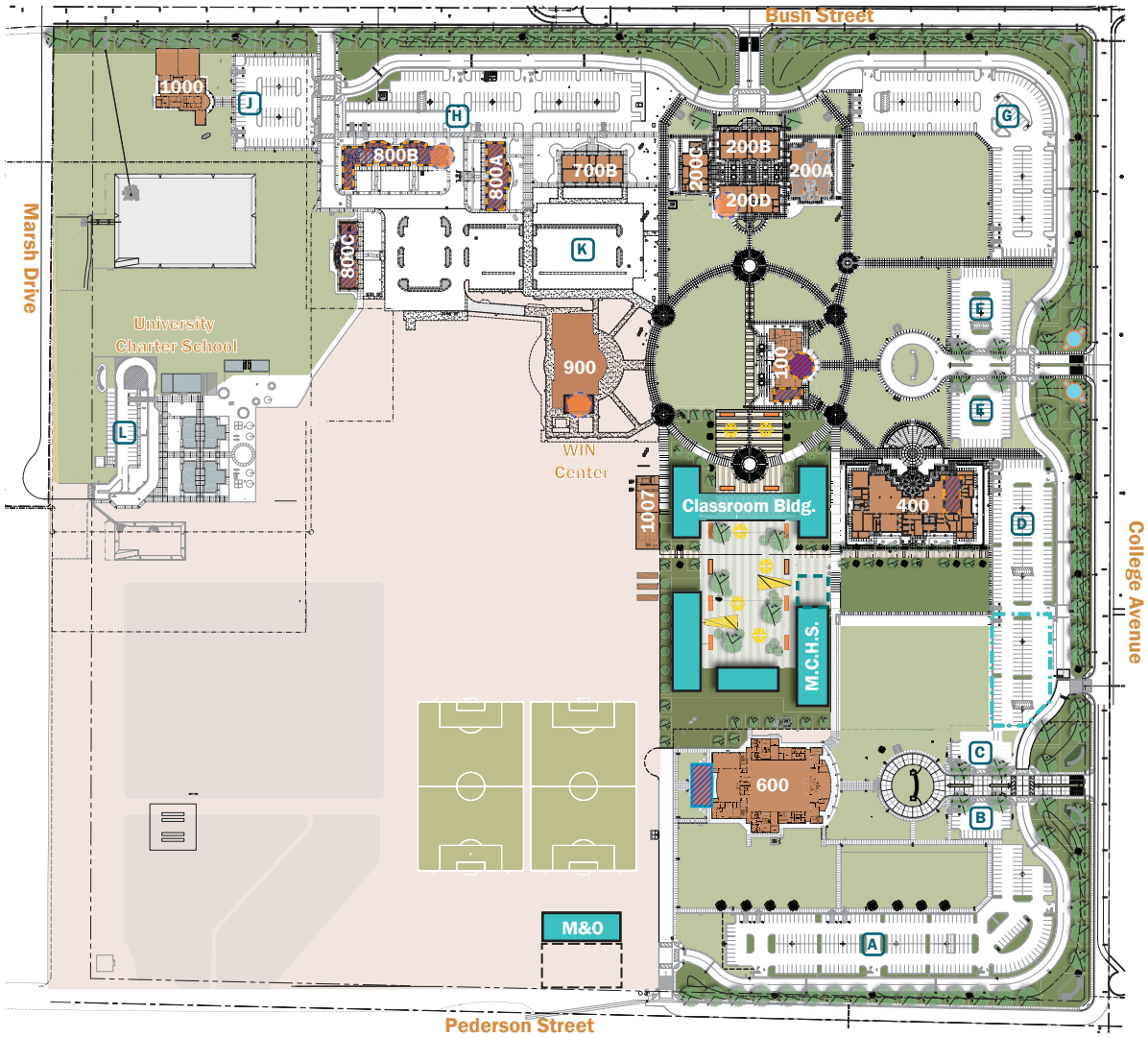
Overview & Prioritization

Planning Option A is comprised of two construction phases and includes a new instructional center at 42,429 GSF and new labs, classrooms, offices, and support space. This building will include new multiuse flex labs designed to support a variety of hands-on lab environments, including STEM, robotics, and maker environments. The building will be featured as a new instructional hub on the campus. In addition, buildings 700, 800A, 800B, and 800C will be renovated to make best use of existing high-bay environments, with increased efficiencies and instructional upgrades, including improved acoustics, HVAC and IT systems, ADA compliance, and safety features. In addition, each instructional zone of the campus will be provided with a flexible learning hub for small group instruction, tutoring, student-teacher conferencing, and lecture. As part of the renovation of these buildings, the program area in building 800C, currently designated for the facilities and maintenance team, will be relocated to the south side of campus into modular facilities, with a covered outdoor service yard. Upgrades to student services are included in the planning option and provide a new WIN Center for students and upgrades to the Student Services Building lobby to provide additional student resources. The option also includes the possible relocation of the MCHS into permanent facilities on campus, which is dependent on separate funding utilizing high school resources.

Attributes of Option A that define the approach and response to the campus context include the following:

- The new instructional center building will be placed on the central quad and just west of the main library building.
- Placement of the new instructional center is on axis with the existing 200 academic building and connects academic programs from the north to the south side of campus, creating academic zones on both sides of campus.
- The instructional center provides direct adjacency to the library and Student Union and is designed to activate the central quad with programmed, designed outdoor spaces that connect the new building to both the student services functions and the library functions of the campus.
- Instructional center orientation to the campus is open, with ample visibility to the center of campus, sun shading, and canopies at outdoor areas. The plan includes outdoor student areas as part of the overall response of the building to its context and connectivity to the quad.
- Option A creates new learning hubs at various academic zones on campus, including a new WIN Center at the Student Union.
- All 700 and 800 buildings on campus are renovated to make best use of high-bay classroom environments. The facilities and maintenance team is relocated out of intended educational spaces to new facilities on the south side of the campus.
- Option A relocates the middle college high school to provide direct adjacency and ensure that it is on axis with both the instructional center and the arena. In addition, the facility is provided with adjacency to the library and Student Union and with increased parking and access to the school site, including outdoor academic zones. The middle college high school project is contingent on separate funding. The plan may also depict the future expansion of the instructional center Phase 2 approach.

In July 2017 an FPP was issued to the state that defines the parameters for the new instructional center project.



WHC Lemoore
Planning Option A

Planning Analysis Option B

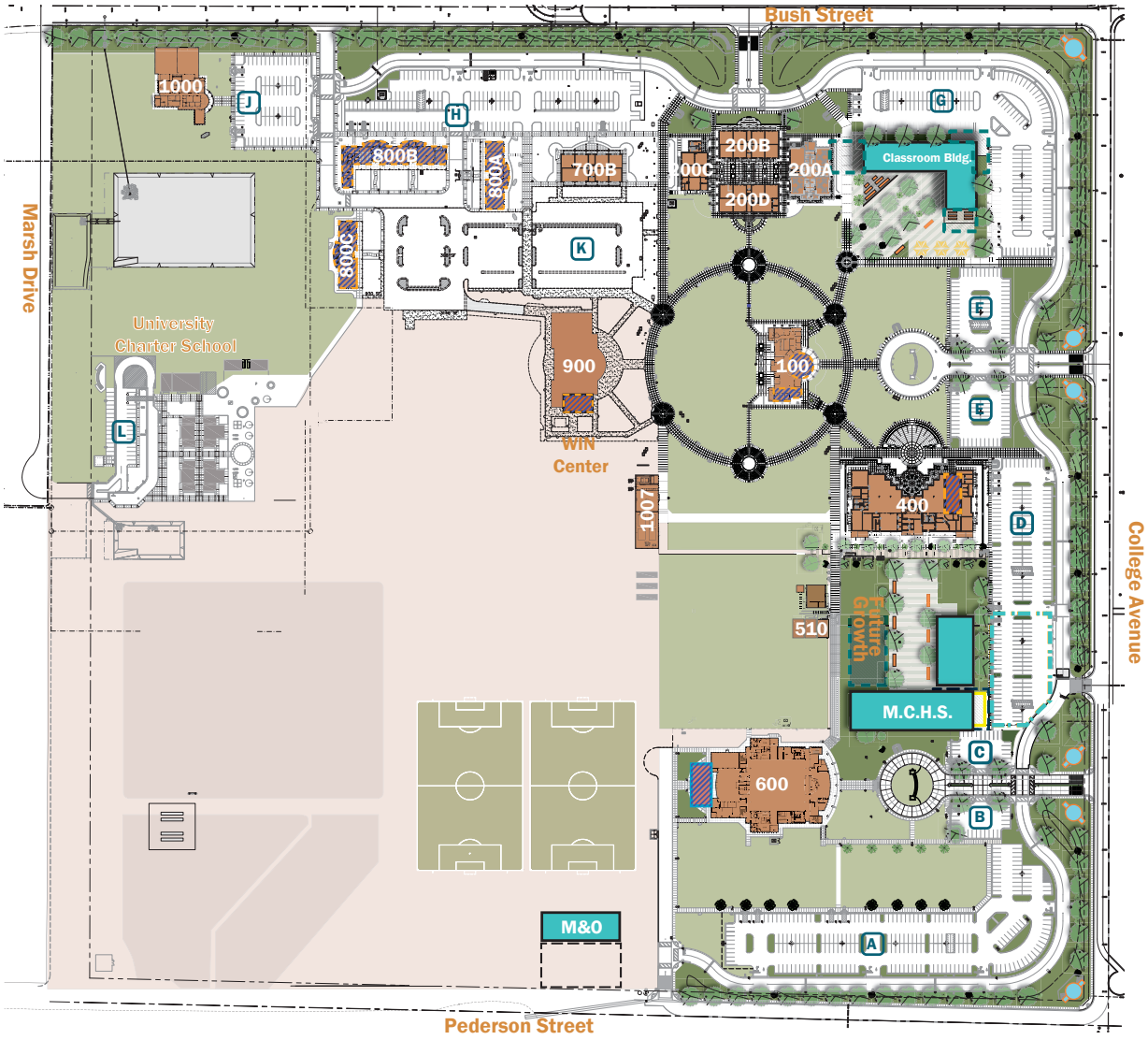
Overview & Prioritization

Option B is comprised of two construction phases and includes the new Phase 1 42,429-GSF instructional center, which comprises labs, classrooms, office space, and support space. This building includes new multiuse flex labs designed to support a variety of hands-on lab environments, including STEM, robotics, and maker environments. The building will be featured as a new instructional hub on the campus. In addition, buildings 700, 800A, 800B, and 800C will be renovated to make best use of existing high-bay environments, with increased efficiencies and instructional upgrades, such as improved acoustics, HVAC and IT systems, ADA compliance, and safety features. In addition, each instructional zone of the campus will be provided with a flexible learning hub for small group instruction, tutoring, student-teacher conferencing, and lecture. As part of the renovation of these buildings, the program area in building 800C, currently designated for the facilities and maintenance team, will be relocated to the south side of campus into modular facilities with a covered outdoor service yard. Upgrades to student services are included in the planning option and provide a new WIN Center for students and upgrades to the Student Services Building lobby to provide additional student resources. The option also includes the possible relocation of the MCHS into permanent facilities on campus, which is dependent on separate funding utilizing high school resources.

Attributes of Option B that define the approach and response to the campus context include the following:

- The new instructional center building is placed at the northeast corner of the site, the main entry corner to the campus.
- Option B creates a defined front-of-campus identity and campus edge along public frontage and the main entrance corner.
- Classroom building placement provides a clear programming design concept for the campus by providing a straightforward separation between academic areas with shared programs and resource spaces as well as administration and student services.
- Option B provides direct adjacency between the science classrooms, located in the 200 building, and the new programs of the instructional center, which will be designed to provide flexible lab environments and STEM-specific opportunities.
- Instructional center orientation to the campus is open, with ample visibility to the center of campus, sun shading, and canopies at outdoor student areas. These features are planned as part of the overall response of the building to its context and connectivity to the quad.
- Option B creates new learning hubs at various academic zones on campus, including a new WIN Center at the Student Union.
- All 800 and 700 buildings are renovated to make best use of high-bay classroom environments. The facilities and maintenance team is relocated out of intended educational spaces to new facilities on the south side of the campus.
- Option B relocates the middle college high school and provides increased parking and access to the school site, including outdoor academic zones that connect the school with the library and provide opportunity for future growth that may include WHCL curriculum.

In July 2017, an FPP was issued to the state that defines the parameters of new Phase 1 instructional center project.



WHC Lemoore
Planning Option B

WHC Lemoore Facilities Master Plan Refinement of Two Approaches

Assessment & Prioritization

The construction components that comprise this FMP are organized according to the five-year capital outlay program defined by the district. First-priority construction for WHC Lemoore includes the new Phase 1 instructional building project, relocation of the facilities and maintenance team and the WIN Center, and improved outdoor athletics facilities on campus. The new instructional building will include new lab and lecture classrooms and office space, all designed to meet current and expanding demand on campus. Relocation of the facilities and maintenance team from the 800C building is designed for the Phase 1 construction to prepare for the Phase 2 modernization of the 100, 400, 700, and 800 buildings on campus. Improvements to the field areas are designed to meet demands for expanding athletic programs on campus and to provide a safe environment for instruction. Areas included in the Phase 2 construction include renovation of 100, 400, 700, 800, and 900 buildings to reprogram areas and improve HVAC systems, ADA compliance, acoustics, instructional flexibility, and lighting requirements. Also included in Phase 2 construction is the reprogramming of areas of the lobby in the Student Services Building and a portion of the open space on the east side of building 400 to make space available for expanding services on campus and to make best use of the space as a resource for students. A third component of Phase 2 construction is the possibility of relocation of the middle college high school campus on site. Currently, the facility is housed in portable buildings south of the library. While funding for this project would be separate from any WHCCD projects, the integration of the dual-enrollment school is valued as an essential resource for high school students in the Lemoore community.

The high school also offers unique opportunities for students at WHC Lemoore, with the teacher credentialing program benefitting from on-site teacher training agreements. This phase will also include the relocation of the infant-oriented Child Development Center (CDC), adjacent to the middle college high school. This project will reuse and move the existing portable modular buildings adjacent to building 1000, creating a more efficient child CDC.

The two approaches included are designed around the impact produced by the new instructional building project in conjunction with any future locations for the middle college high school. In one approach, the layout illustrates the location of the new instructional building at the northeast corner of campus, creating a new entrance corner to the campus and aligning the new instructional building on axis with the existing classroom buildings. In addition to generating a new campus entry, the location of the new building provides immediate adjacency to the 200 buildings, which currently are programmed with sciences and general classrooms that pair well with adjacency to the new instructional building. Also included in the design solution are new outdoor spaces designed to connect to the central quad and to activate programming outside the building envelope.

While several solutions were reviewed for locating the new instructional building, the preferred solution by the WHC Lemoore leadership teams is the location illustrated in Option A. While both approaches offer unique opportunities for the campus development, Option A best represents the ideals of the college, with interconnectivity of the main quad as part of the next phase of development, along with a clear plan for future building that ties building programs and outdoor spaces together, including the library and future MCHS site, which could be integrated as an Instructional Classroom Building Phase 2 approach if the future Middle College High School (MCHS) funding does not occur.

This preferred design approach locates the new instructional building at the center of campus with direct adjacency to the library, arena, and Student Union Building. In this design option, the new instructional building distributes classroom instructional spaces across the campus on both the north and south sides of the college. In addition, the building sits directly on axis with the 200 buildings, with ease of access directly across the quad to science classrooms. In this solution, the new instructional building is ideally located, giving definition to the quad, developing the central spine of the campus, and distributing programs across the campus.

In both approaches, it is recommended that the facilities and maintenance team be relocated to the south side of campus to maximize educational space in the 800 buildings. In both approaches, it also recommended that the building 100 public areas and the WIN Center at the Student Union be developed as part of the project phasing.

A general guide to phasing is illustrated in the five-year capital outlay projects chart provided.

Five-Year Capital Outlay

Phase 1	Projected
• Relocate Facilities & Maintenance Team from 800C to Athletic Zone along Pedersen Street	2018–2019
• New Construction: Instructional Center Phase 1	2022–2023
• Modernization: Building 900 Conference Room to WIN Center	2022–2023
• Modernization: Building 600 Fitness Room + Athletic Fields, Relocate Wrestling to Building	2022–2023
Phase 2	
• Modernization: Buildings 700, 800A, 800B, 800C	2024–2025
• Modernization: Building 100 Public Areas Building 400 East Side	2024–2025
• New Construction: Middle College High School	2024–2025

WHC Lemoore FMP Program & Space

New Construction - Instructional Center Phase 1

The purpose of the new instructional center is to address increasing demand for instructional lab and lecture space, provide for increased efficiencies in flexible lab design, and integrate large lecture learning environments with teaming areas, resource spaces, and instructional support zones.

General Lecture & Flexible Lab Classrooms

Specialized Lab Classrooms, Specialized Science Labs, Collaborative Spaces, and General Office Space

Administrative Offices

Faculty Offices, STEM Office/Collaboration, Allied Health Offices

Timeline

8/2019	Preliminary Planning
2/2020–10/2020	Construction Documents
4/2021	DSA Approval
5/2021–7/2021	Bid
7/2021	Construction Start
10/2022	Project Completion

Phase 1 New Construction: WHC Lemoore Instructional Center

#	Program Component		ASF
8	General Lecture Classroom (30P, 960 SF)		2,880
2	Flexible Large Lecture Classrooms (2,500 SF, 70–80P)		5,000
	Flexible Lab Classrooms		
	6 Specialized Lab Classrooms		7,200
	2 Specialized Science Labs		8,150
	Administration:		3,609
	Meeting Room		
	Faculty Offices		
	Resource Offices		
	Support		
	Service (Factor of GSF):	Total ASF	26,839
4	Student Restrooms	Total GSF	42,429
4	Faculty Restrooms		
--	M / E / P		
--	Circulation + Lobby		
	PHASE 1 B		
	Building 400		
1	Library Stacks Student Services		2,500
1	Support Spaces		2,800
		Total ASF	5,300

Phase 2 Modernization:
WHC Lemoore Buildings 100, 400, 700, 800A, 800B,

#	Program Component	ASF
	Building 100	
1	Student Services/Administration	
	24 Offices	2400
	1 Lobby	1000
	Support Spaces	1,600
1	Storage	600
	Total ASF	5,600
	Building 700	
5	Classrooms	
	1 Classroom 711	829
	1 Classroom 715	829
	1 Classroom 716	738
	1 Classroom 717	800
	1 Classroom 719	1,621
2	Lab	
	1 RN Lab 712	809
1	1 Skills Lab 714	809
	Storage 719A	163
	Total ASF	6,598
	Building 800A	
2	Classrooms	
	1 Classroom / Lab 801	1,461
	1 Classroom / Lab 811	2,217
1	Office	167
1	Storage	730
	Total ASF	4,575
	Building 900	
1	WIN Center	
	Student Services	690
1	Support Spaces	110
	Total ASF	800
	Building 800B	
6	Lab	
	1 Lab 821	894
	1 Lab 821A	971
	1 Art Lab 831	2,009
	1 Prep Lab 833	501
	1 Lab 841	1,320
	1 Lab 841A	728
1	Meeting 823A	203
1	Office 822	124
	Office 823	152
	Total ASF	6,902
	Building 800C	
1	Classrooms	
	1 Classroom 851 (Currently M&O)	2,232
	1 Classroom / Lab 811	2,217
1	Assembly 861A	985
1	AV/TV 861	1,247
	Total ASF	6,681

WHC Lemoore Option A - Implementation Phase 1

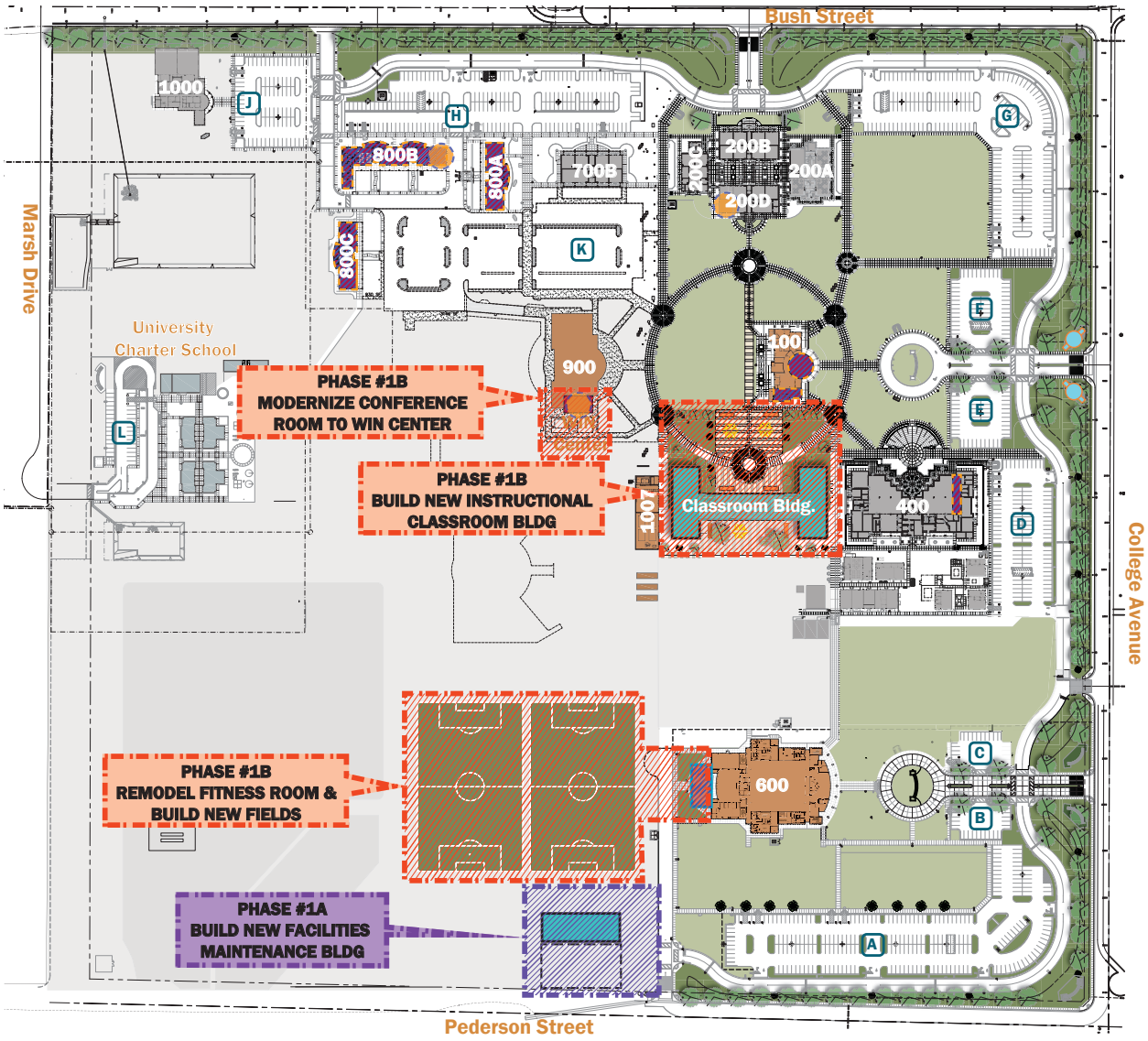
Option A's Phase 1 implementation will begin with first funding and will entail construction of the new instructional building, along with athletics and field improvements and mobilization of facilities to accommodate later-phase construction work.

Phase 1 A

- Relocate the facilities and maintenance team to modular facilities with a service yard located on the south side of campus and with direct access to Pedersen Street.

Phase 1 B

- Build new instructional center at the northeast corner of campus. Currently, this area of the campus site is undeveloped and provides for ease of phasing and development of new facilities.
- Construct new quad and outdoor zones adjacent to the new instructional center, including hardscape, landscape, environmental furnishings, outdoor lighting, and exterior graphics to complete the exterior program components that support the building's function.
- Build new corner way finding and branding identity at the corner of College Avenue at Bush Street.
- Modernize the Student Union conference room to accommodate the new WIN Center on campus.
- Modernize and expand fitness room at the arena to increase size and flexibility of space such that dual programs can occur in the space simultaneously.
- Build new multiuse fields adjacent to the arena.



WHC Lemoore
Planning Option A - Phase 1 Implementation

WHC Lemoore Option A - Implementation Phase 2

Phase 2 includes renovation of existing WHC Lemoore educational spaces in buildings 700, 800A, 800B, and 800C. It also includes modernization of Student Services' main reception and relocation of middle college high school to permanent facilities, designed to integrate the high school into future planning with improved parking and drop-off as well as shared use and outdoor areas dedicated to high school programs.

Phase 2 A

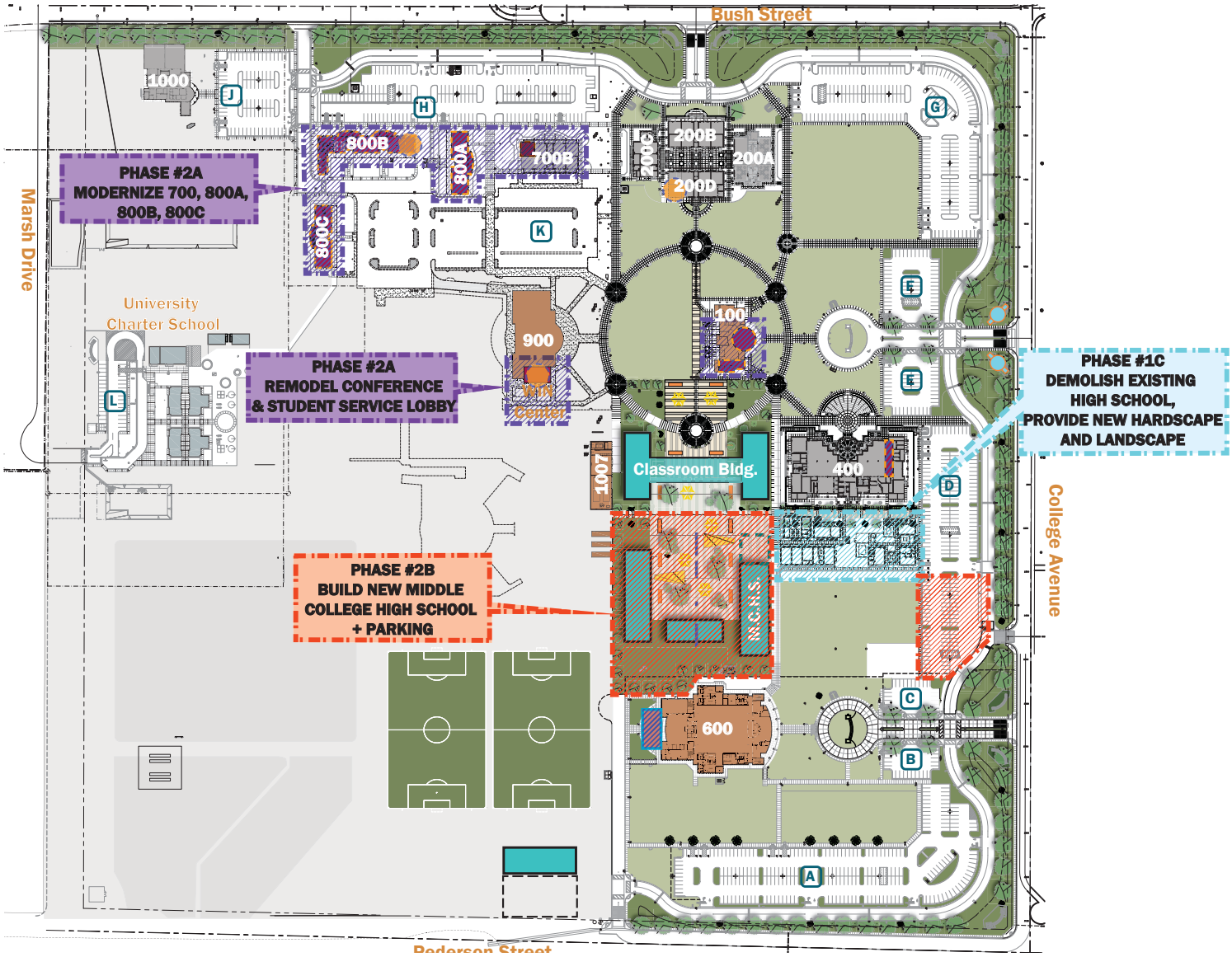
- Renovate 700, 800A, 800B, and 800C buildings and reprogram to increase efficiencies; improve HVAC and IT; ensure ADA compliance; and enhance educational offerings and safety.
- Modernize the conference area at the Student Union Building to convert it to the WIN Center.
- Modernize lobby and main public space at the Student Services Building to maximize efficiencies at student support areas and to create program space for additional services.

Phase 2 B

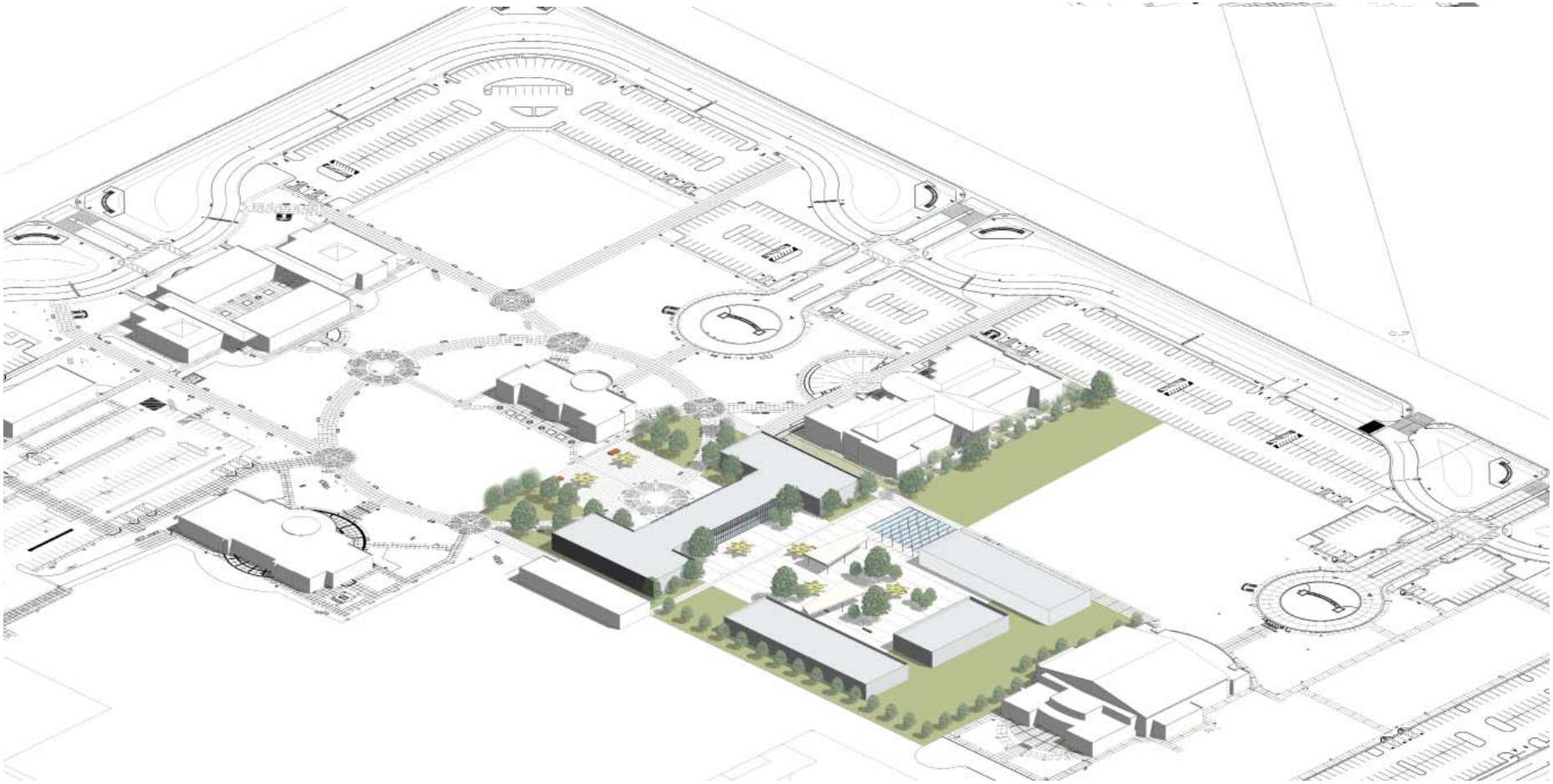
- Build new middle college high school (to be funded separately through high school), including adjacent quad programmed space and an expanded parking area.

Phase 2 C

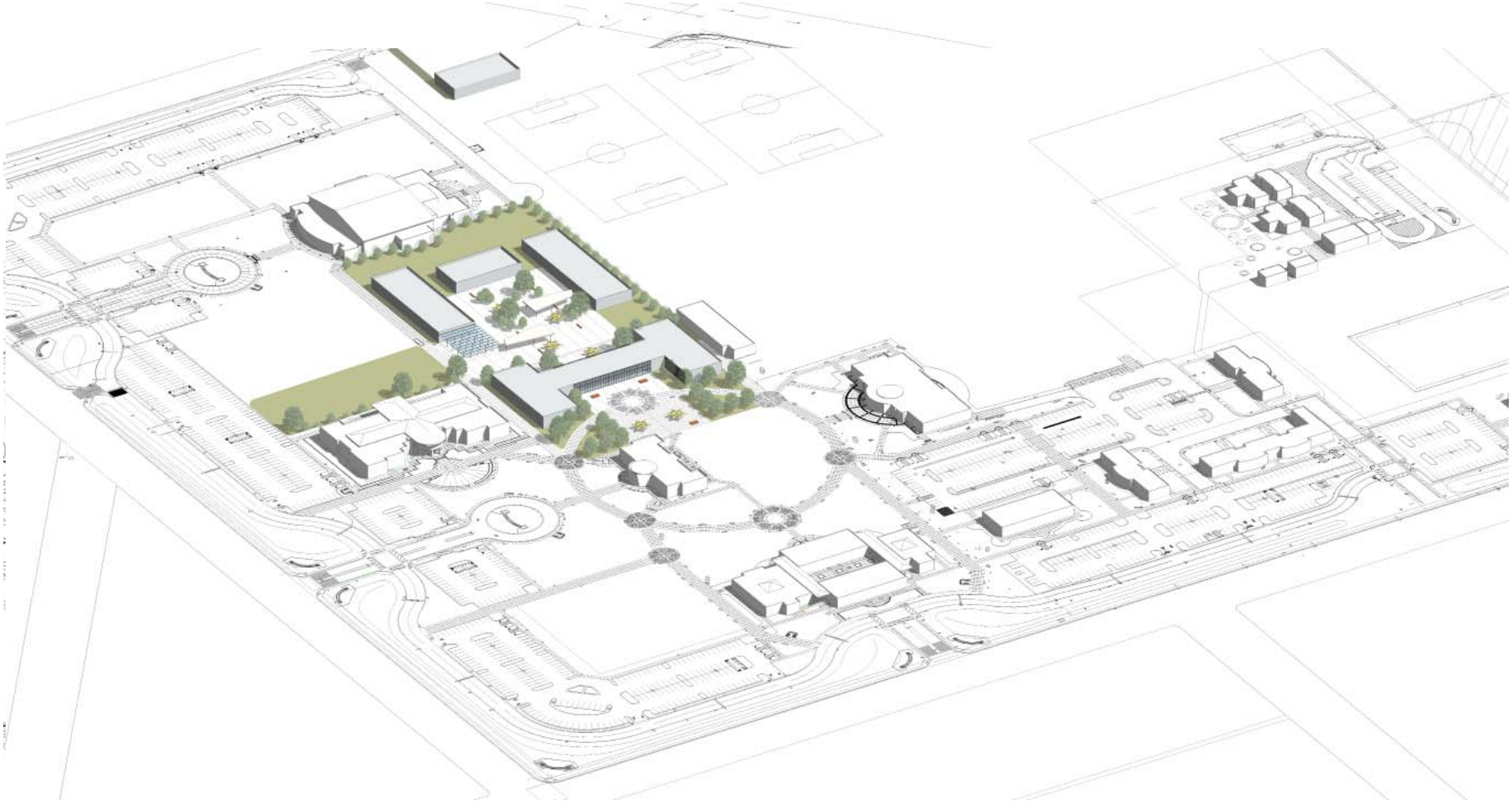
- Demolish existing middle college high school.



WHC Lemoore
Planning Option A - Phase Two Implementation



West Hills College Lemoore
Planning Option A - Massing View 1



West Hills College Lemoore
Planning Option A - Massing View 2

West Hills College Lemoore Option B - Implementation Phase 1

Option B's Phase 1 implementation will begin with first funding and will entail construction of the new instructional building, along with athletics and field improvements and mobilization of facilities to accommodate later-phase construction work.

Phase 1 A

- Relocate facilities and maintenance team to modular facilities with a service yard located on the south side of campus and with direct access to Pedersen Street.

Phase 1 B

- Build new instructional center at the northeast corner of campus. Currently, this area of the campus site is undeveloped and provides for ease of phasing and development of new facilities.

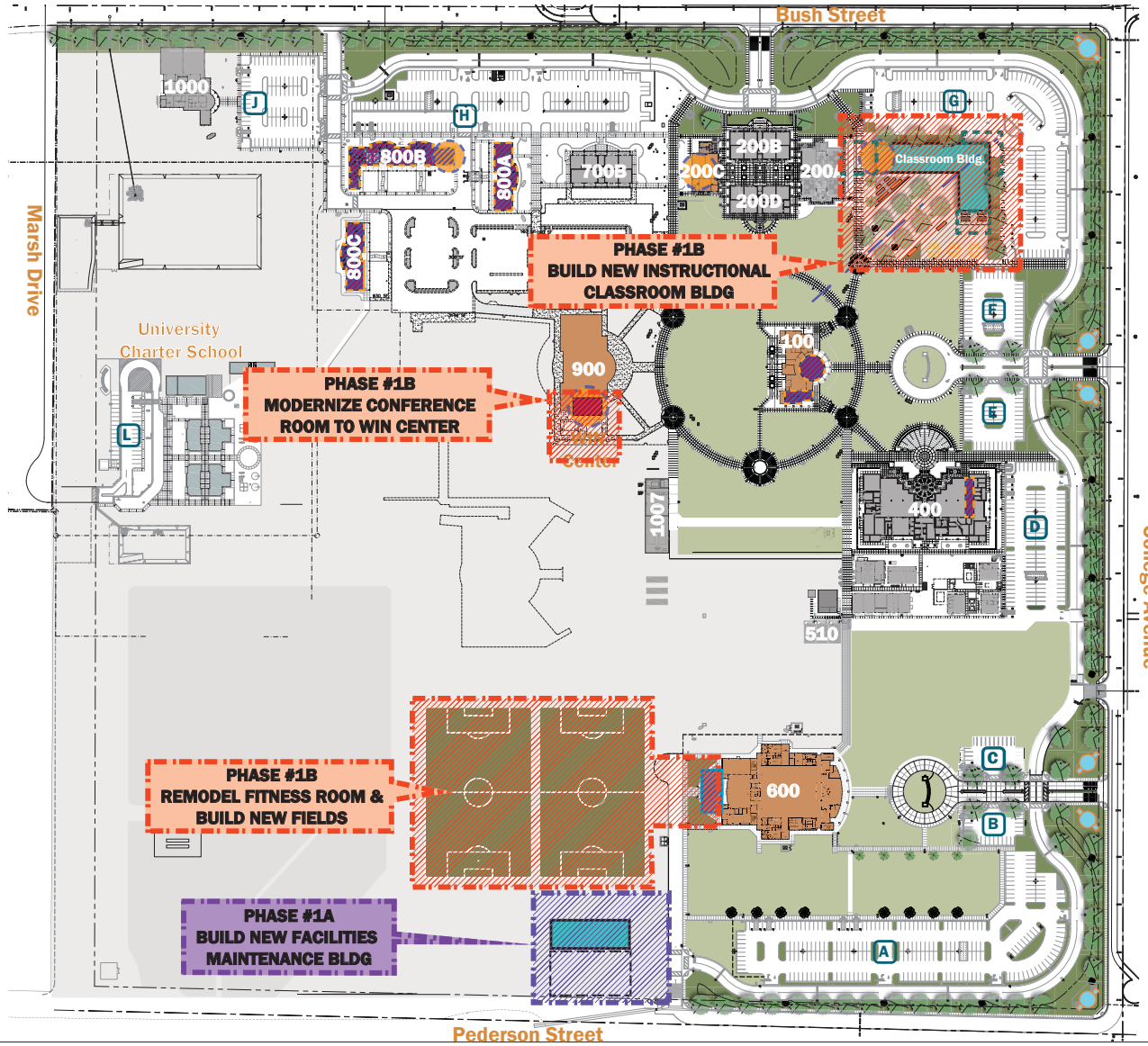
- Construct new quad and outdoor zones adjacent to the new instructional center, including hardscape, landscape, environmental furnishings, outdoor lighting, and exterior graphics to complete the exterior program components that support the building's function.

- Build new corner way finding and branding identity at the corner of College Avenue at Bush Street.

- Modernize the Student Union conference room to accommodate the new WIN Center on campus.

- Modernize and expand fitness room at the arena to increase size and flexibility of space such that dual programs can occur in the space simultaneously.

- Build new multiuse fields adjacent to the arena.



WHC Lemoore
Planning Option B - Phase 1 Implementation

West Hills College Lemoore Option B - Implementation Phase 2

Phase 2 includes renovation of existing WHC Lemoore educational spaces, modernization of Student Services' main reception, and relocation of the middle college high school to permanent facilities. This is designed to integrate the high school into future planning with improved parking and drop-off as well as shared use and outdoor areas dedicated to high school programs.

Phase 2 A

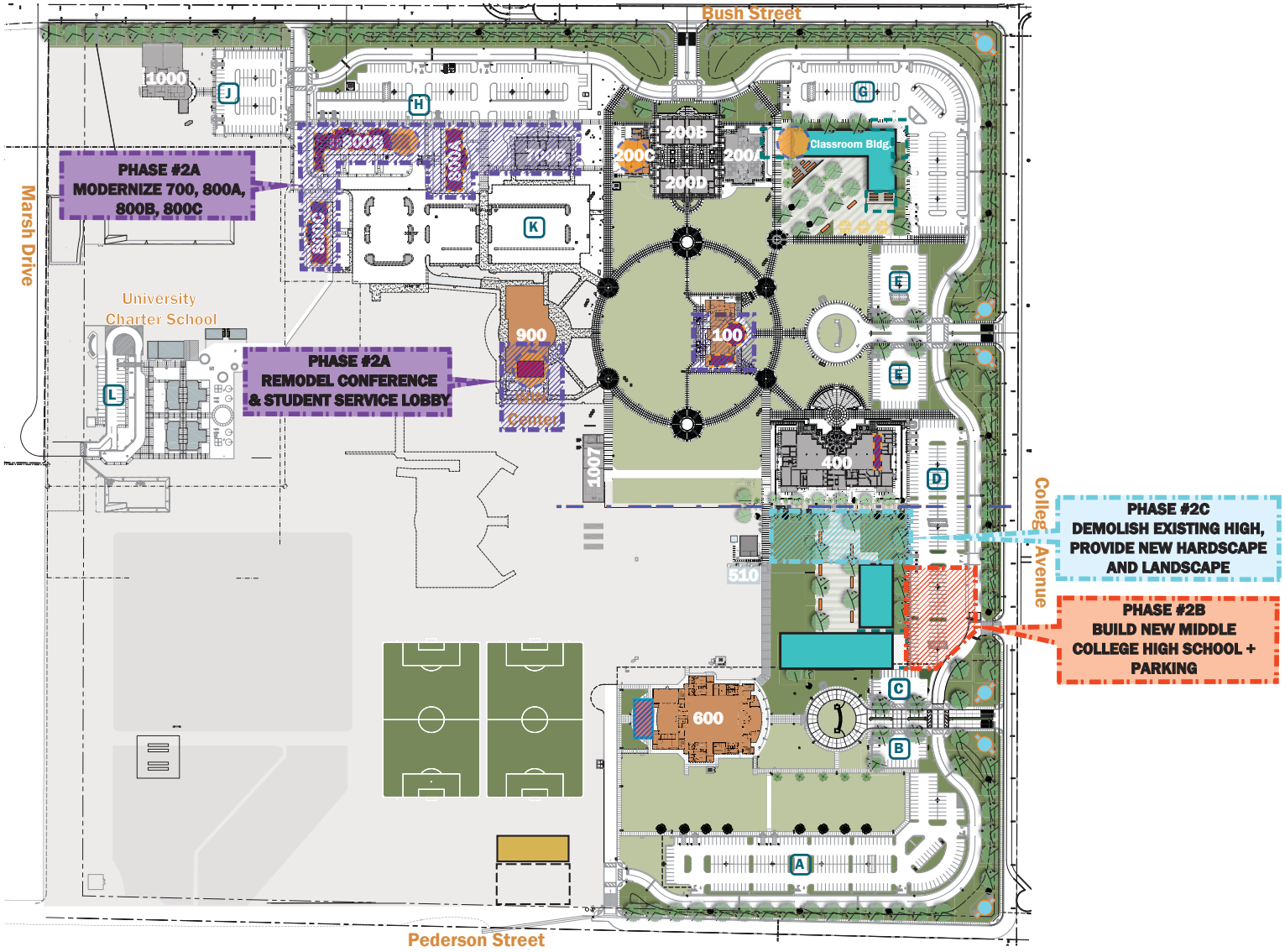
- Renovate 700, 800A, 800B, and 800C buildings. Reprogram to increase efficiencies, improve HVAC and IT; ensure ADA compliance; and enhance educational offerings and safety.
- Modernize the conference area at the Student Union Building to convert it to the WIN Center.
- Modernize the lobby and main public space at the Student Services Building and a portion of the east side of building 400 to maximize efficiencies in student support areas and to create program space for additional services.

Phase 2 B

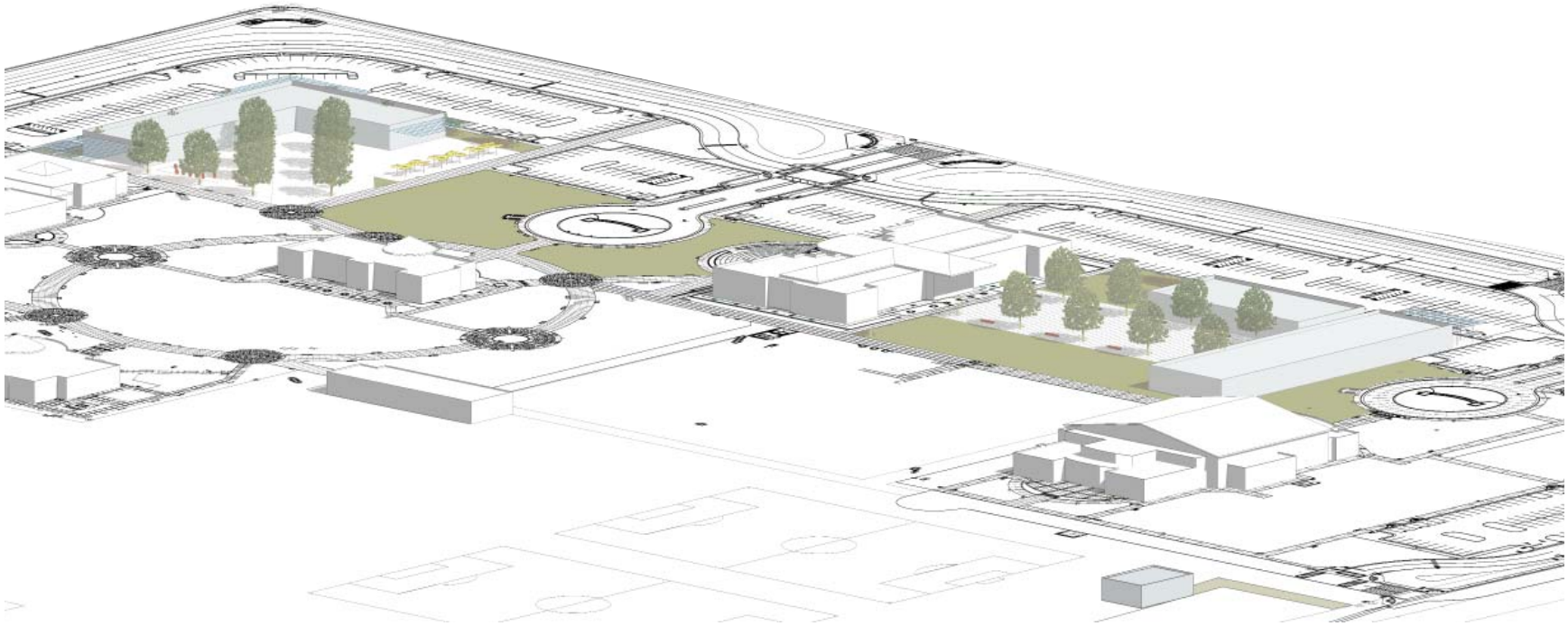
- Build new middle college high school (to be funded separately through high school), including outdoor and adjacent quad programmed space.

Phase 2 C

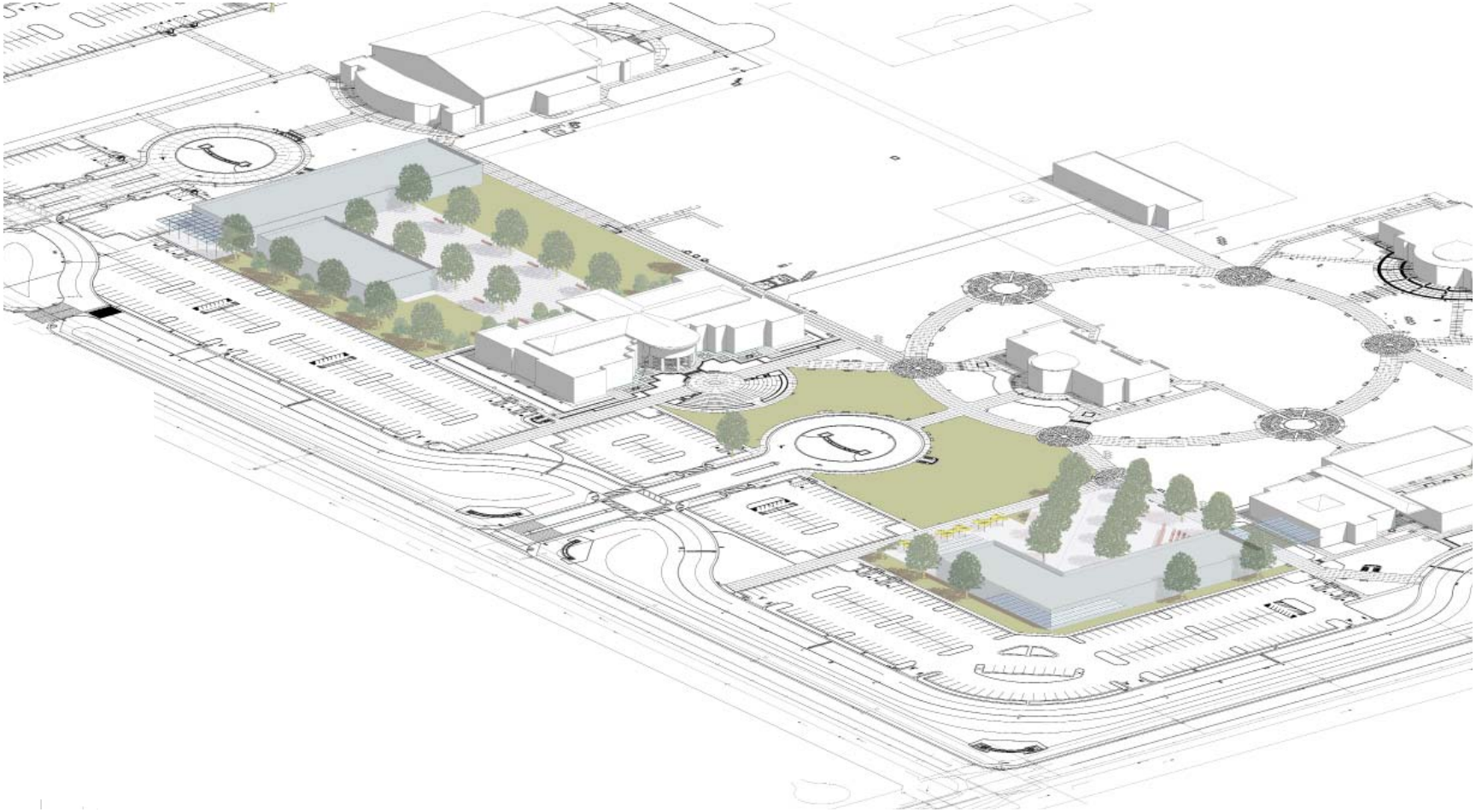
- Demolish existing middle college high school.



WHC Lemoore
Planning Option A - Phase 2 Implementation



West Hills College Lemoore
Planning Option B - Massing View 1



West Hills College Lemoore
Planning Option B - Massing View 2


200
ACADEMIC
CENTER

WHC Lemoore Existing Facilities Condition Assessment

In addition to an evaluation based on capacity analysis for the WHC Lemoore campus that was provided as part of the Educational Master Plan 2018–2022, a room-by-room facilities condition assessment was conducted by the architecture team to assess the overall health of the existing campus to address aging facilities; ADA compliance; equipment and systems needs; and all finishes, fixtures, and equipment. The assessment was conducted by an architectural team via visual inspection only. The report on building health included in the assessments that follow represents an overall general summation for each building. A comprehensive spreadsheet of observations by building was developed separately as part of the walk-through. The summations that follow do not include any invasive testing to assess other building components, such as structural systems or damages that may not be visible from the exterior building envelope, including, but not limited to, roofing, drainage, underground systems, utilities, and other criteria that would be required for a comprehensive study. Individuals required to conduct such testing would include structural, mechanical, electrical, and plumbing engineers as well as underground surveyors, abatement specialists, and inspectors.

A total of 12 campus buildings were visually inspected, including the exterior campus perimeter, parking areas, outdoor athletic zones, and intersections.

The WHC Lemoore campus is largely comprised of single-story building structures designed and built in the early 2000s. The campus is comprised of a series of high-bay rectilinear buildings, along with specialty buildings that utilize a vernacular of curving lobby entrances, with large-volume specialty spaces. General classrooms and science classrooms are largely well cared for and maintained. A series of high-bay classrooms in the 700 and 800 buildings had program alterations over time, with many rooms challenged by the high-bay nature of the buildings, as well as inefficiencies in programming of these spaces and areas where adjacencies would greatly enhance the performance of these spaces. In addition, these high-bay spaces are frequently utilized for classroom instruction not well suited for high-volume space with poor acoustics.

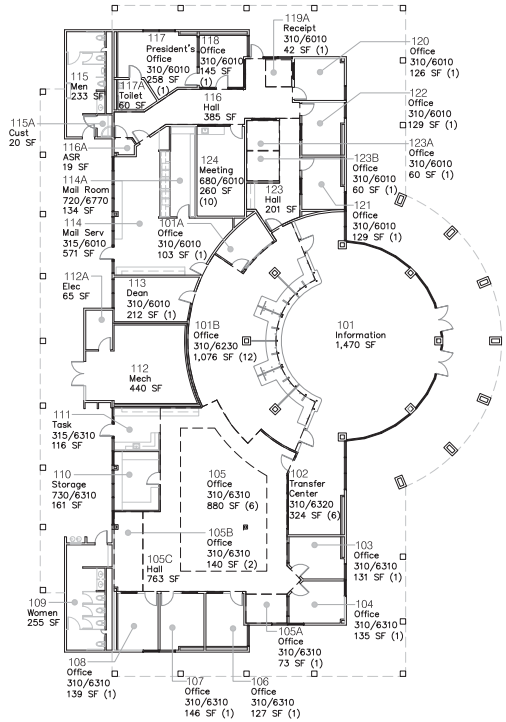
The buildings on campus have generally been well cared for and are just beginning to show wear and tear related to deferred maintenance. Areas of deficiency on campus largely relate to inefficient classroom spaces as well as programs configured to high-bay buildings that are either not well suited or not well equipped to perform well within the confines of the space that they were assigned. Additionally, a significant portion of the exterior grounds of the campus suffers from lack of development, particularly in areas that serve athletic functions on campus, with dedicated zones either unsafe or not well developed to serve programs.

What follows is a building-by-building overview for the existing campus facilities.

Administration Building
100

Year of Construction	**2002**
Assignable Square Footage	**5,677**
Gross Square Footage	**10,305**

The Administration Building offers a combined program of student services and administration, which occupies the main entrance and central rotunda of the building, along with support staff private offices in the support zones of the building.



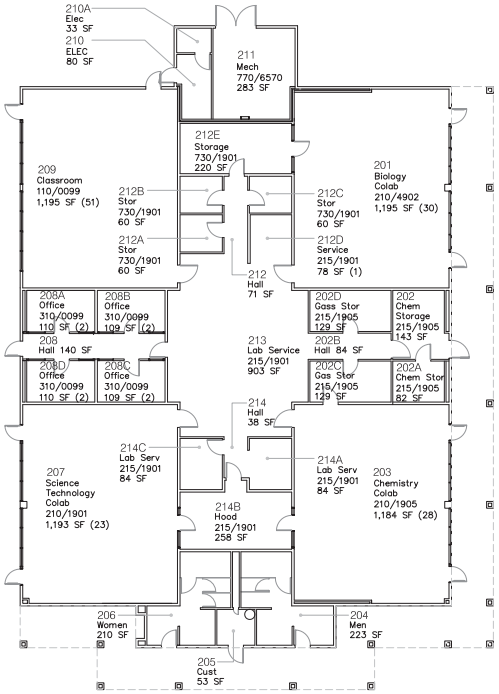
Science Building
200A

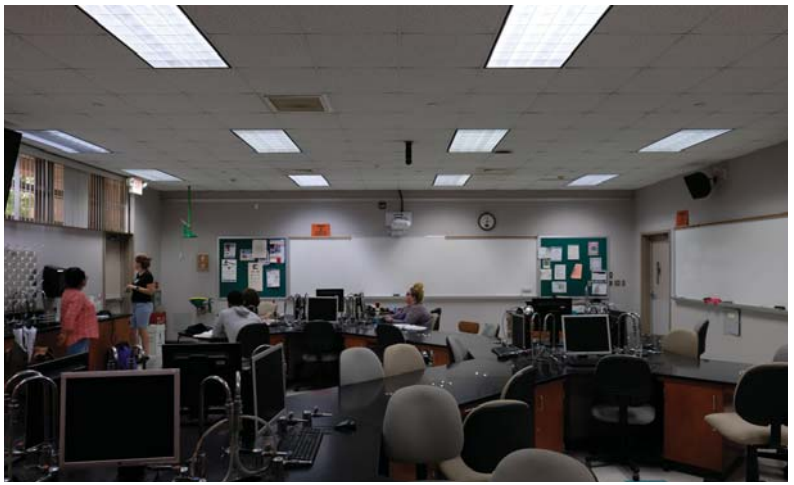
Year of Construction (200 Series)	2002
Assignable Square Footage (200 Series)	25,618
Gross Square Footage (200 Series)	29,560

The 200 series of buildings is comprised of general classrooms, science classrooms, and a large multiuse conferencing center—all designed around a central courtyard that is used for pre-function and social space.

The 200A building consists of science classrooms designed around the building perimeter with a shared lab resource space in the center of the building.

The buildings comprising the 200 series are regularly occupied spaces and are relatively new buildings that have been well maintained over time. No significant wear and tear or deficiencies in building systems were observed.





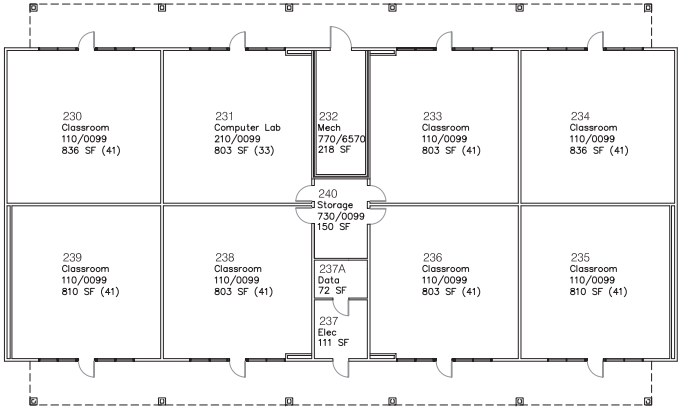
Classroom Building
200B

Year of Construction (200 Series)	**2002**
Assignable Square Footage (200 Series)	**25,618**
Gross Square Footage (200 Series)	**29,560**

The 200 series of buildings are comprised of general classrooms, science classrooms, and a large multiuse conferencing center—all designed around a central courtyard that is used for pre-function and social space.

The 200B building consists of general instructional classroom and computer lab facilities. Each classroom is provided with direct access from the exterior of the building with no internal corridors. One shared space connects classrooms and labs in rooms 231, 233, 236, and 238.

The buildings comprising the 200 series are regularly occupied spaces and are relatively new buildings that have been well maintained over time. No significant wear and tear or deficiencies in building systems were observed. The classrooms could all benefit from upgraded IT, instructional wall flexibility, furniture flexibility, and natural light. Generally, the classrooms are designed for front -of-classroom instruction and have fixed tables and chairs that do not provide for various instructional models. They also do not have flexible instructional and collaboration walls to support various learning modalities.



Conference Center
200C

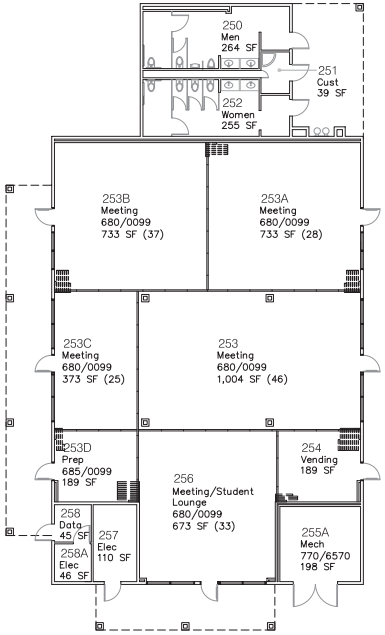
Year of Construction (200 Series)		**2002**
Assignable Square Footage (200 Series)		**25,618**
Gross Square Footage	**(200 Series)**	**29,560**

The 200 series of buildings are comprised of general classrooms, science classrooms, and a large multiuse conferencing center—all designed around a central courtyard that is used for pre-function and social space.

The buildings comprising the 200 series are regularly occupied spaces and are relatively new buildings that have been well maintained over time. No significant wear and tear or deficiencies in building systems were observed.

The 200C building consists of a flexible floor plan designed for a maximum of 5 conferencing areas, with movable walls supporting the divisible space to allow for a variety of configurations, including a single large conferencing space. The 200c building is the largest and most adaptable of all of the instructional and conferencing areas on campus. Designed for full flexibility, this space is an essential flex space for the campus.

The flexible spaces could all benefit from upgraded IT, instructional wall flexibility, furniture, and systems flexibility.



Classroom Building & DSPS Lab

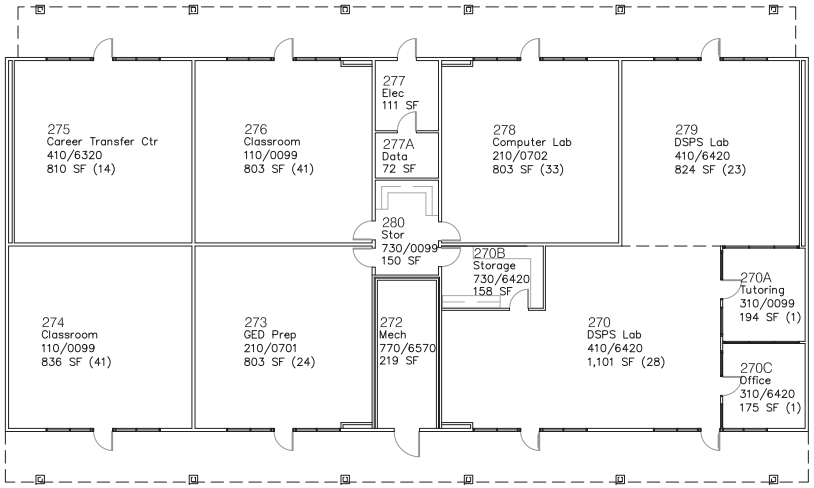
200D

Year of Construction (200 Series)	**2002**
Assignable Square Footage (200 Series)	**25,618**
Gross Square Footage (200 Series)	**29,560**

The 200 series of buildings is comprised of general classrooms, science classrooms, and a large multiuse conferencing center—all designed around a central courtyard that is used for pre-function and social space.

The buildings comprising the 200 series are regularly occupied spaces and are relatively new buildings that have been well maintained over time. No significant wear and tear or deficiencies in building systems were observed.

The 200D building was designed as a series of general classrooms that have been appropriated over time to serve various specialty programs, including the Workforce, Internship, and Networking (WIN) Center and DSPS and GED prep. Lab spaces are currently designed with fixed computers and technology, which in the long term will require replacement to stay up-to-date with instructional and support computer classrooms. Classrooms could all benefit from upgraded IT, instructional wall flexibility, furniture flexibility, and natural light. Generally, the classrooms are designed for front-of-classroom instruction and are provided with fixed tables and chairs that do not provide for various instructional models. They also do not have flexible instructional and collaboration walls to support various learning modalities.

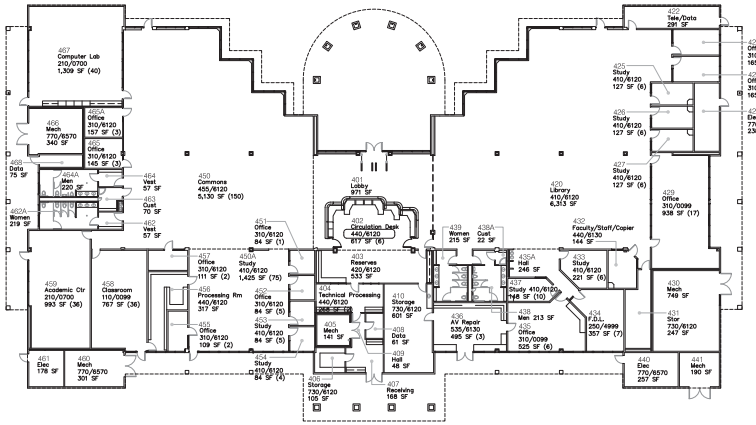


Learning Resource Center
400

Year of Construction	**2002**
Assignable Square Footage	**24,158**
Gross Square Footage	**29,702**

The Learning Resource Center on campus is an active campus hub, designed with a central rotunda and checkout and library resource support. The building is divided into two primary functions, the main library and digital/computer resources. Perimeter zones surrounding these primary functions consist of a computer classroom, general classroom, academic center, small group collaboration spaces, and office areas. Back-of-house areas include the campus IT department, library services, and an instructional training room.

Building 400 is regularly occupied and is a relatively new building on campus that has been well maintained. No significant wear and tear or deficiencies in building systems were observed. Systems furniture in small conferencing areas and some office spaces have been upgraded for small group collaboration with interconnectivity. Expansive areas of the main library would benefit from flexible, adaptable furnishings designed for handheld devices, laptops, and tablet technology, including a checkout station for technology resources. Furnishings over time will need to evolve to keep pace with technology as CPU stations become obsolete. Furnishings will need to provide for centralized plug-and-play technology with recharging areas and expansive access to digital resources.



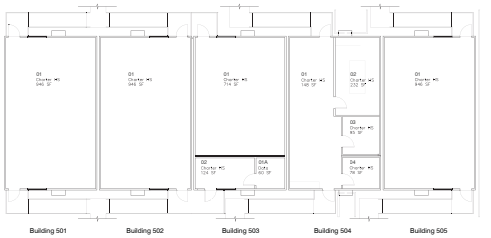
Middle College High School & Child Development Center

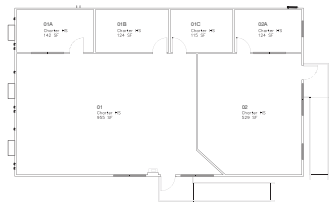
500–

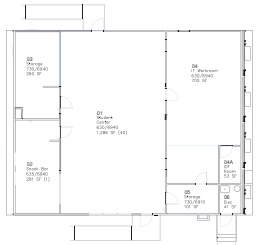
Year of Construction (500 Series)		**2004**
Assignable Square Footage (500 Series)		**Varies**
Gross Square Footage	**(500 Series)**	**Varies**

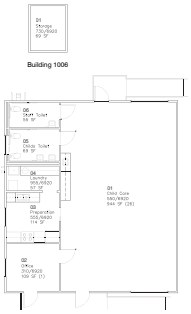
The 500 series of buildings is comprised of relocatable classrooms for the middle college high school and the infant-oriented Child Development Center, all located behind the Learning Resource Center.

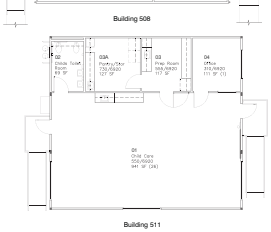
Middle college high school is a collaborative effort between the Lemoore Union High School District and WHC Lemoore. This WASC-accredited, college preparatory program is designed to provide challenging and meaningful learning experiences for students in a nontraditional high school setting on the WHC Lemoore campus. Students are a part of the college atmosphere with full access to college facilities, including the library, bookstore, snack bar, career center, science labs, the new sports complex, and other services and resources. Students in grades 9–12 have the opportunity to not only earn a high school diploma that meets university entrance requirements but also take WHCCD courses within their regular school day and beyond. Enrollment is competitive and strictly limited to 240 students.

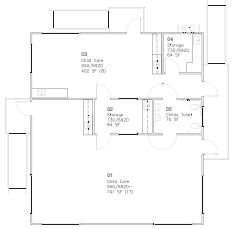












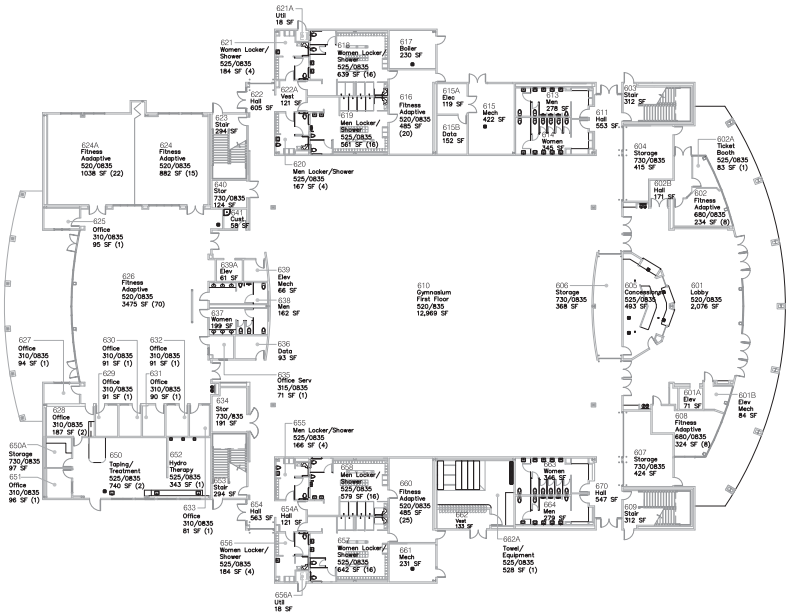
Golden Eagle Arena
600

Year of Construction	**2011**
Assignable Square Footage	**39,424**
Gross Square Footage	**53,724**

The arena facility represents one of the newest buildings on campus. The facility planning for this site includes outdoor areas dedicated to athletics as well as dedicated parking.

The building is regularly occupied and is a shared resource with the middle college high school located on the site. The facility is generally in new condition and has been well maintained. No significant wear and tear or deficiencies in building systems were observed.

Areas for improvement may include the following:
- Arena flexibility could be improved with championship volleyball play lines and pole sleeves and with a divisible curtain to support two programs in space.
- Arena team rooms are underutilized and could be converted to classroom space.
- Fitness center is undersized and cannot accommodate larger FTES-generating classes.



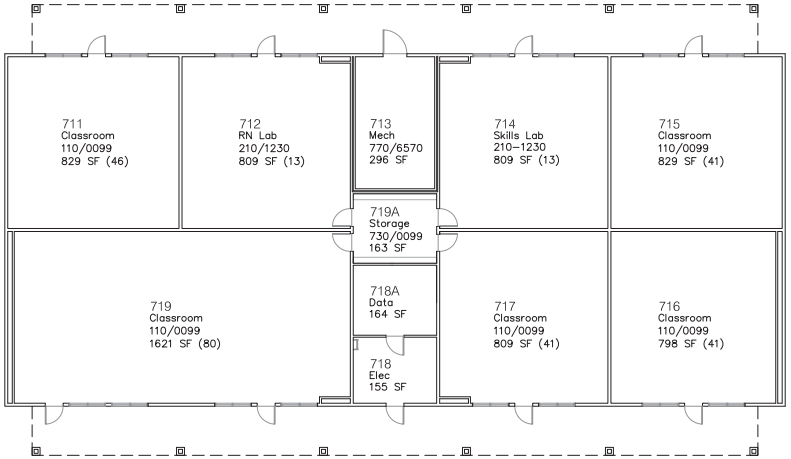
Classroom Building
700

Year of Construction	**2006**
Assignable Square Footage	**6,963**
Gross Square Footage	**7,750**

The 700 building is programmed for classroom usage with regularly occupied spaces designed with perimeter access and no interior corridors. The building is relatively new and has been well maintained. No significant wear and tear or deficiencies in building systems were observed.

The 700 building consists of general instructional classroom and skills lab facilities. Each classroom is provided with direct access from the exterior of the building, with no internal corridors. One shared space connects classrooms and labs in rooms 712, 714, 717, and 719.

The classrooms could benefit from upgraded IT, improved HVAC, instructional wall flexibility, furniture flexibility, and natural light. Generally, the classrooms are designed for front-of-classroom instruction and are provided with fixed tables and chairs that do not provide for various instructional models. The classrooms also lack flexible instructional and collaboration walls to support various learning modalities.



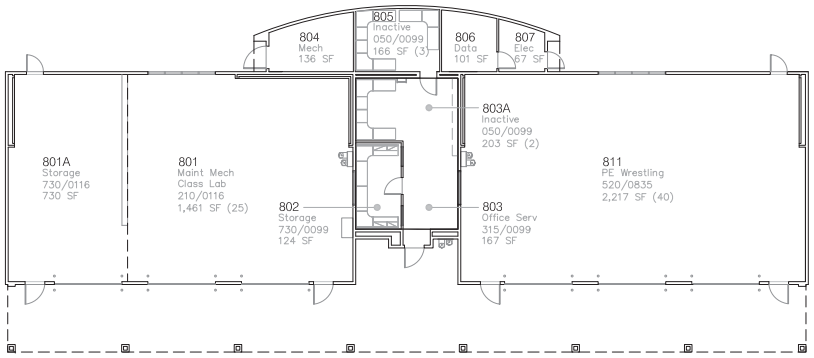
Classroom Building
800A

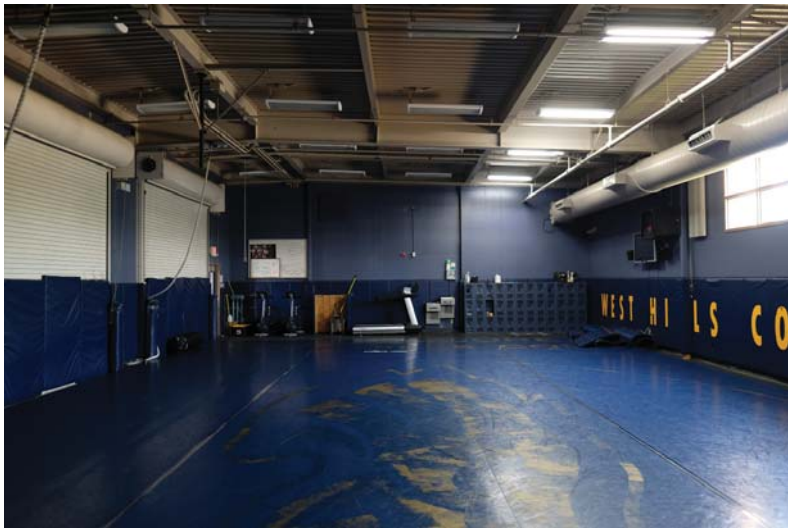
Year of Construction (800 Series)	**2006**
Assignable Square Footage (800 Series)	**18,837**
Gross Square Footage (800 Series)	**21,837**

The 800A building is relatively new and has been well maintained. No significant wear and tear or deficiencies in building systems were observed.

The 800A building represents a facility on campus that requires programming and adjacency improvements as well as interior upgrades. Currently, the building serves the wrestling program due to lack of space at the arena facility. The wrestling room, while well outfitted with equipment, utilizes a high-bay building environment not conducive to instruction and learning. Acoustics and support facilities are inadequate for the program. The building is not provided with adequate restroom facilities, changing rooms, showers, handwashing areas, and other facilities necessary for athletic usage.

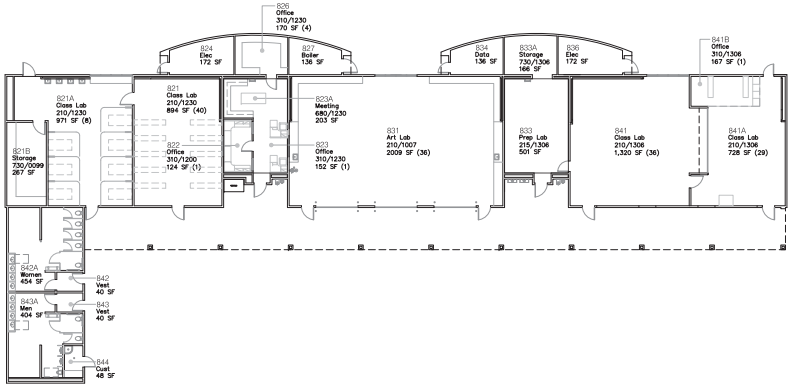
Other areas of the building include large storage zones, which could be better programmed to make best use of high-bay space for academic program use.





Classroom Building
800B

Year of Construction (800 Series)	**2006**
Assignable Square Footage (800 Series)	**18,837**
Gross Square Footage (800 Series)	**21,837**



The 800B building is relatively new and has been well maintained. No significant wear and tear or deficiencies in building systems were observed.

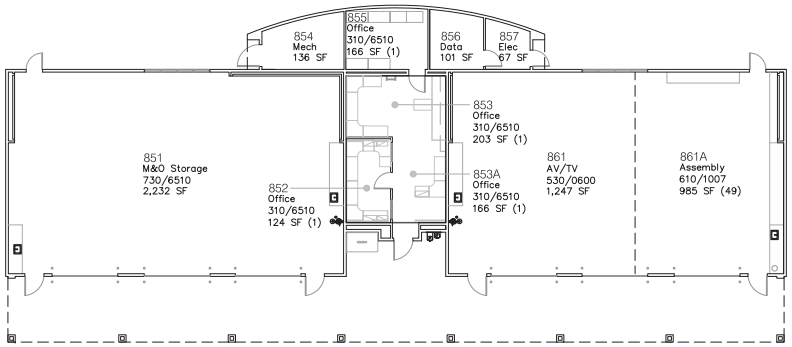
The 800B building is utilized for specialized learning and includes nursing, art, and culinary programs. The building could be significantly improved with programming and adjacency improvements as well as interior upgrades. Currently, the building serves specialized programs that do not make best use of the high-bay building format. Acoustics and support facilities are inadequate for the programs. The building is not provided with adequate restroom facilities, natural lighting, and other key features necessary for instruction. All spaces are used for lecture and lab instruction, with poor acoustics not conducive to instruction. Art spaces are missing sinks and support areas as well as access to natural light, storage, and technology required to support an art program. In addition, the art space is not divisible to serve more than one instructional group at a time. The culinary program could benefit from better programming to support the entire food service instructional program as well as better connectivity to campus functions to support what could be a thriving program integrated into the food service program.

Classroom Building
800C

Year of Construction (800 Series)	**2006**
Assignable Square Footage (800 Series)	**18,837**
Gross Square Footage (800 Series)	**21,837**

The 800C building is relatively new and has been well maintained. No significant wear and tear or deficiencies in building systems were observed.

The 800C building is utilized for performing arts and communications course work and shares usage with the WHC Lemoore facilities and maintenance team, which utilizes approximately one half of the building. The building was designed as a high-bay structure as part of a larger learning complex of buildings. It is recommended that the facilities and maintenance group be relocated to another area of campus so that the functions in this area of campus can be dedicated to instructional use. The acoustics and support facilities are inadequate for the building's programs. The building is not provided with adequate restroom facilities, natural lighting, acoustics, and other key features necessary for instruction. The facility was designed with roll-up doors and high-bay environments designed for other specialty classroom usages. Improvements in adjacencies, programming, acoustics, lighting, furnishings, HVAC, and IT should be considered as part of a comprehensive modernization to the building to provide adequate instructional usage.



Eagle Student Union
900

Year of Construction **2016**

The Student Union represents the newest building on campus and offers combined programs in a one-stop shop for student services. No improvements are recommended at this time for the interior spaces.

Exterior improvements are recommended to build connectivity between the building and the campus, including programmed outdoor space, hardscape, landscape, outdoor furnishings, and shaded areas for students to gather and socialize.

Program:
-Gathering Hall
-College Store
-Cafeteria and Full-Service Kitchen
-Group Study Area
-Student Services

Athletic Fields

Athletic field areas remain largely undeveloped on campus. Current outdoor athletic areas support soccer and archery programs. All future development in this area will require ADA access, field restrooms, storage facilities, bleachers, site lighting, event lighting, way finding/signage, and exterior furnishings.

Currently, soccer fields require improvements to make the grounds safe for students:

- Current fields are unusable most of the year and are in need of significant infrastructure repair and improvement.
- The fields require reseeding or synthetic turf with regulation lines.
- Synthetic turf replacement is recommended over time.
- Exterior lighting for evening play is recommended.
- Exterior storage adjacent to the field for supplies is recommended.
- Outdoor hydration station and restrooms are recommended.
- The field design should ideally serve two collegiate programs.
- Bleachers, team benches, a score board, field storage, and restrooms are recommended.


WEST HILLS
OLLEGE
GOLDEN
ARENA


WEST HILLS COLL

NDC
Facilities Development Guidelines & Planning Recommendations

The North District Center (NDC) represents a new growth center for the district, with aging existing facilities not designed to meet current course demands and with the cost analysis for modernization requirements in line with new building construction. The existing educational programs are housed in a converted bowling alley that was constructed in 1965 and does not meet DSA building requirements. This is in addition to other deficiencies related to accessibility, structure, fire alarm retrofit, and lack of fire sprinkler system. The building will be demolished as part of this project scope and will be replaced with a new expanded NDC building.

The facility will consist of a new 41,633-GSF, two-story facility that is programmed to accommodate library, lecture, and laboratory spaces with related support space and required office space to accommodate facility staff. The NDC, with the library, AV/TV equipment, a computer commons, offices, and teaching lab space, will serve existing students of the Firebaugh area, of which approximately 70% walk to school.

The project has been funded by the state and will be the first construction project as part of this FMP 2018–2022. The facilities will include the following:

- Dedicated library space, including shared space with Fresno County Library, and computer lab areas with sufficient flexible technology to facilitate a distance learning model.
- Laboratory and instructional spaces for CTE and general classroom instruction to support transfer, certificate, and workforce development programs.
- Flexible instructional classrooms designed for a variety of learning modalities, with flexible furniture; flexible 2-, 3-, and 4-wall instruction; flexible and adaptable technology.
- Student services and office areas designed to foster and support student success, including financial aid, counseling/advising, DSPS, academic offices, a tutoring lab, and others.

District Priorities & Capital Outlay

Facilities and planning recommendations included in this FMP present an overall approach to physical development, with each plan addressing the character, organization, history, and culture of the campus. This FMP is directly linked to the district's capital outlay plan and is designed to address campus growth and renewal of existing facilities, providing for campus organization that maximizes program adjacencies and campus efficiencies; provides transformative, innovative learning environments; establishes place making; and considers future planning and site development.

College Priorities

Utilizing district priorities and the capital outlay plan as a guide, college leaders and planning teams established a list of campus recommendations based on the curriculum, instruction, and built environment of the college. What follows is an integrated approach that outlines NDC's observed deficiencies and areas for improvement in the context of district-level guiding principles.

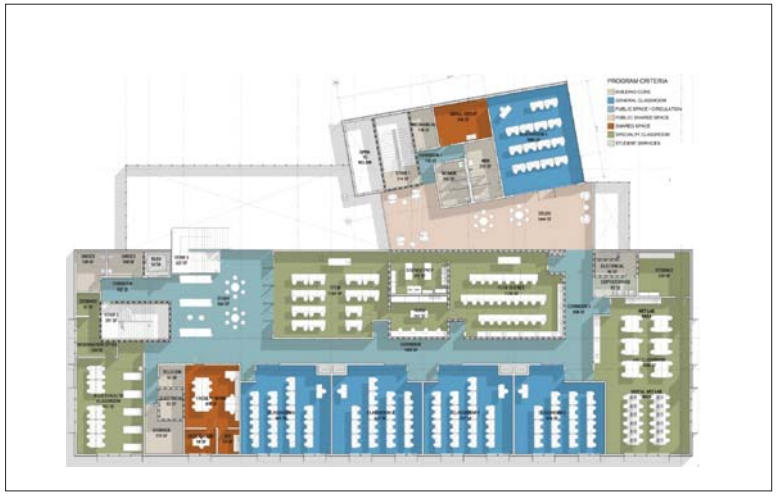
Campus Overview

Site Access

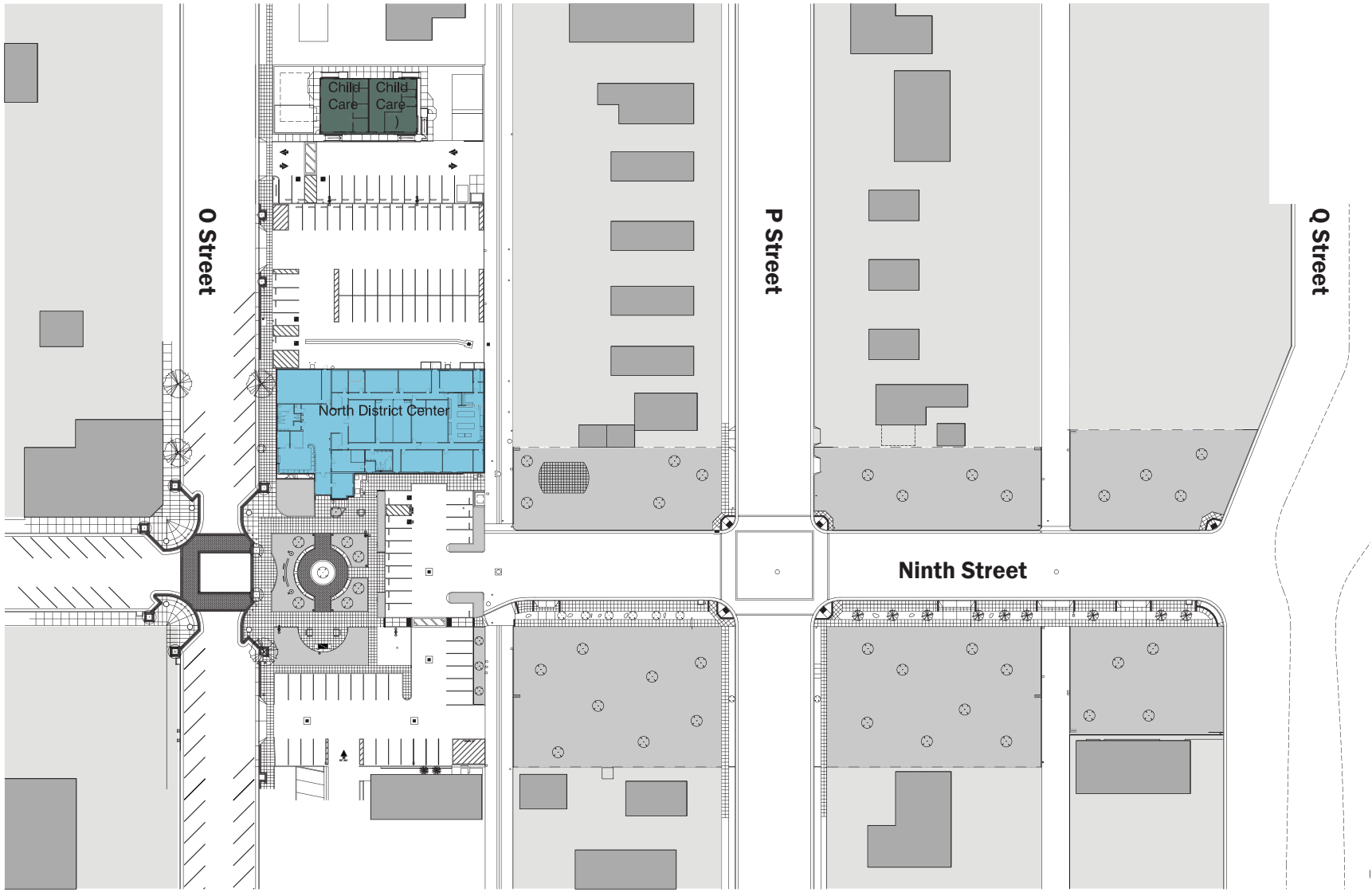
The NDC is located in Firebaugh with main frontage along O Street, a low-scale main street populated with shops and services. Located at the west end of the campus is the Child Development Center, which serves as a community resource but does not share instructional programs with the college. Future campus site access will continue to utilize this O Street point of entry.

Existing Campus View along O Street

New Campus - First Floor Plan



New Campus - Second Floor Plan



NDC
Existing Campus Plan

Adjacencies, Program & Space Allocation

Phase 1: New Construction - NDC Center Expansion

The objectives are to replace existing facilities on the NDC campus, including expanding and reconfiguring outdoor spaces such as parking, plaza, and outdoor gathering spaces, and to increase instructional connectivity to the river beltway at the eastern edge of the site.

Library

Book Stacks, Service Center, Audiovisual Equipment, Conferencing, Technology Resources

General Lecture & Flexible Lab Classrooms

Lab Types 1–4 for General Ed. and Transfer Credit Courses

Administrative Offices

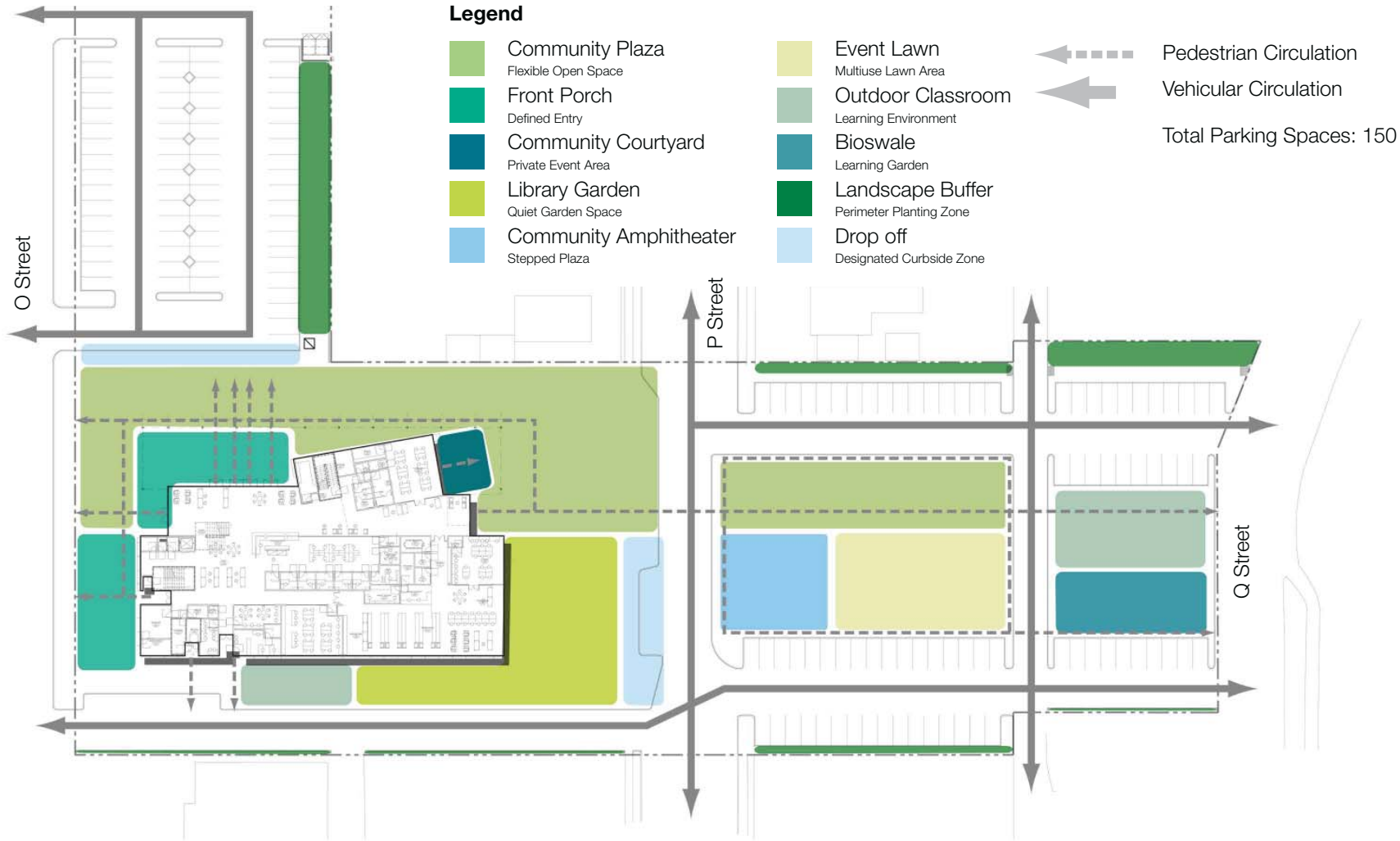
Counseling, Advising, Financial Aid, Faculty Offices, Specialty Support Offices, Open Office, and Student Centralized One-Stop Shop

Timeline

8/15/17	Preliminary Planning
2/2018–7/2018	Construction Documents
2/2019	DSA Approval
4/2019–7/2019	Bid
10/2021	Project Completion

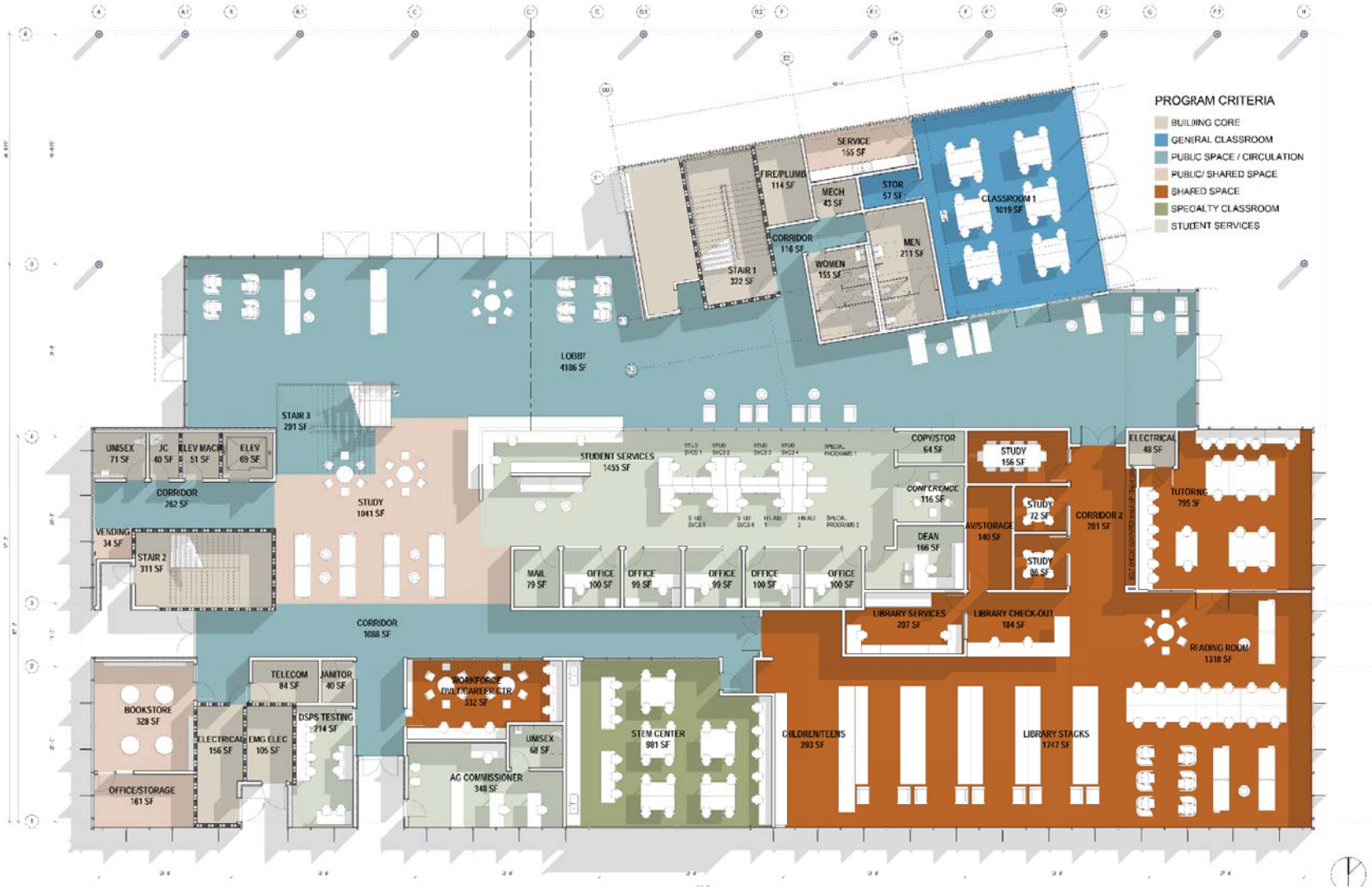
New Construction: NDC Center Expansion

#	Program Component		ASF
5	Flexible Lecture Classroom		3,812
2	Lab - Type 1 (2 Labs @ 1,614 ASF EACH)		3,228
1	Lab - Type 2		1,132
1	Lab - Type 3		1,202
1	Lab - Type 4		2,041
1	Office - Student Services		5,261
1	Library (Partnership with Fresno County)		8,416
1	Audiovisual		2,357
1	Other		105
	Service: Student Restrooms Faculty Restrooms Mechanical/Electrical/Plumbing, IT Circulation	Total ASF Total GSF	27,554 41,633



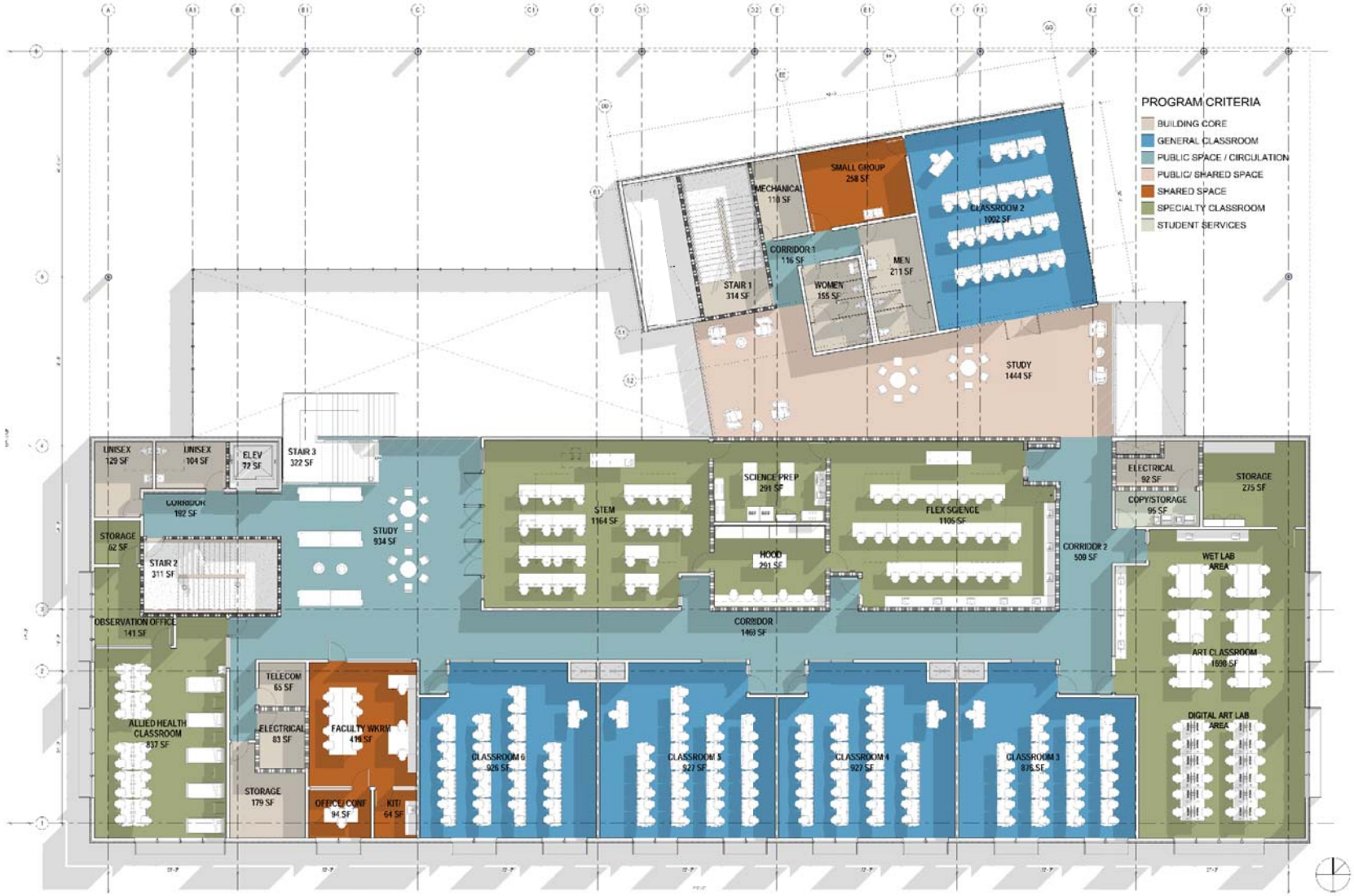
North District Center
Expansion - Campus Zoning

North District Center Expansion - Site Plan



NDC

Expansion - First Floor Plan



NDC
Expansion - Second Floor Plan

Farm of the Future Facilities Development Guidelines & Planning Recommendations

Overview

The career technical education program offered at WHC Coalinga includes the Farm of the Future (FOF) facility located on a separate campus from the WHC Coalinga site. It is dedicated to educating and preparing students for transfer and associate degree programs as well as providing numerous certificate and contract training programs. The main functions of the farm are fourfold: (1) provide advanced curriculum to prepare individuals for four-year transfer programs in the fields of precision agriculture, science, animal science, and technology; (2) provide curriculum and instruction for regional and emerging jobs that provide individuals with work skills for advancement; (3) utilize the farm as both an educational tool and a revenue-generating business enterprise for the district; and (4) provide rodeo, event, and hospitality curriculum utilizing the on-site rodeo facility.

The farm has identified areas for new growth that will provide increased student populations, while also identifying challenges areas where strategic planning will be required to build and implement programs. These programs will be bolstered through increased attendance and a broad, relevant curriculum that addresses a variety of educational needs, realigning the farm as a regional innovator in agriculture and the sciences.

District Priorities & Capital Outlay

Facilities and planning recommendations included in this FMP present an overall approach to physical development, with each plan addressing the character, organization, history, and culture of the campus. This FMP is directly linked to the district's capital outlay plan and is designed to address campus growth and renewal of existing facilities, providing for campus organization that maximizes program adjacencies and campus efficiencies; provides transformative, innovative learning environments; establishes place making; and considers future planning and site development.

Rodeo Grounds

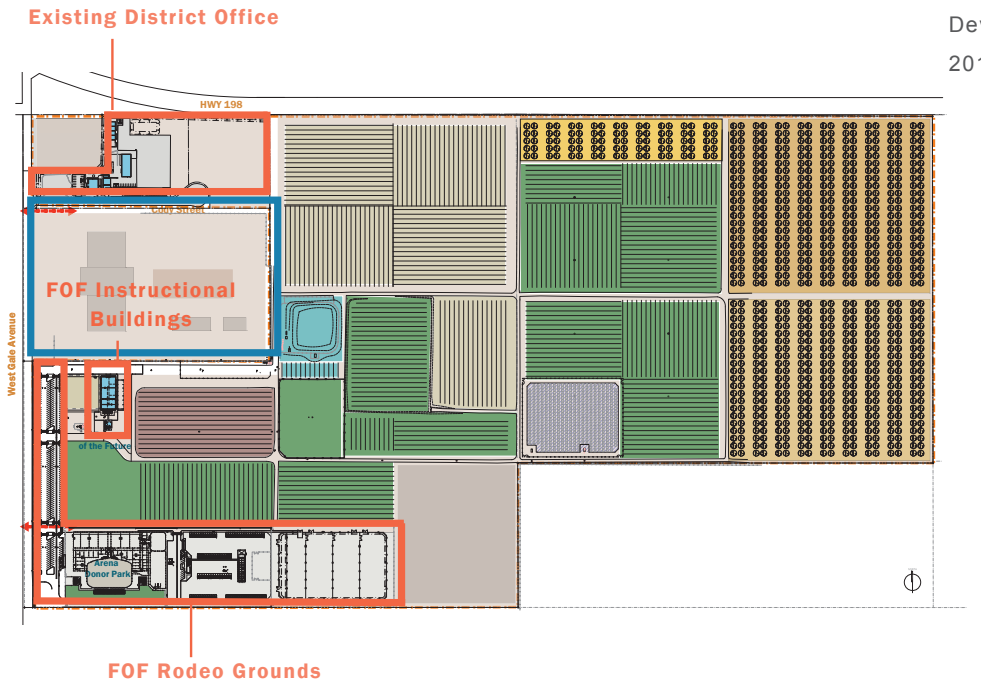
College Priorities

Utilizing the district priorities and capital outlay plan as a guide, the college leadership and planning teams involved established a list of campus recommendations based on the curriculum, instruction, and built environment of the college. What follows is an integrated approach that outlines the FOF's observed deficiencies and areas for improvement in the context of district-level guiding principles.

Campus Overview

Site

The Farm of the Future (FOF) is a 213-acre site. Currently, the farm is comprised of one (1) high-bay instructional building, one (1) modular building, working instructional farmland, and competition rodeo grounds. The farm sits adjacent to the WHCCD office, with one intermediate parcel bisecting the property, which is used as a private business.

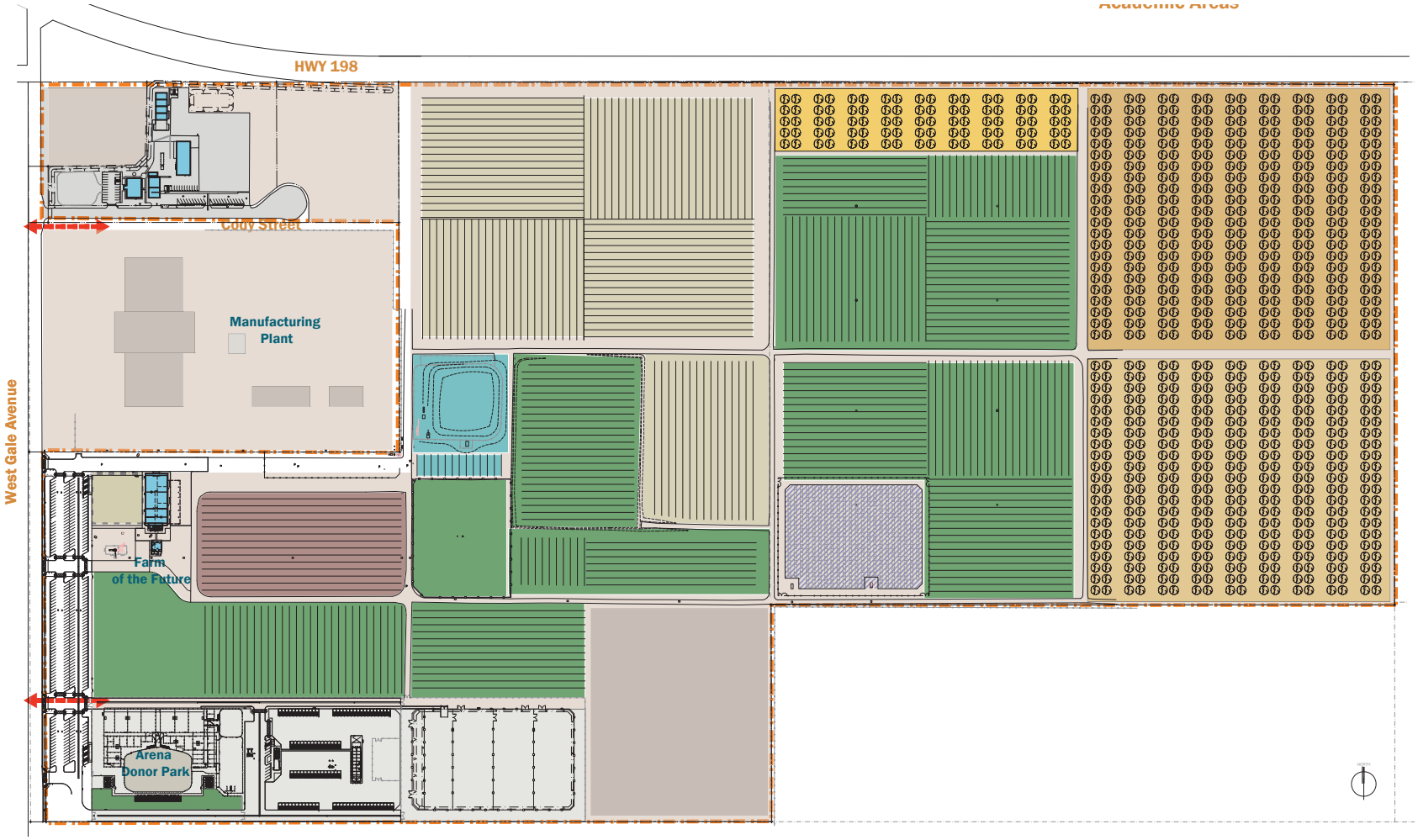


The FOF offers unique signature programs within the district and is scheduled to continue to grow with additional certificate programs as well as STEM curriculum overlap with the WHC Coalinga campus. As part of the continued and expected growth of the program, the FOF will expand to make best use of educational spaces that support the outdoor working farm grounds.

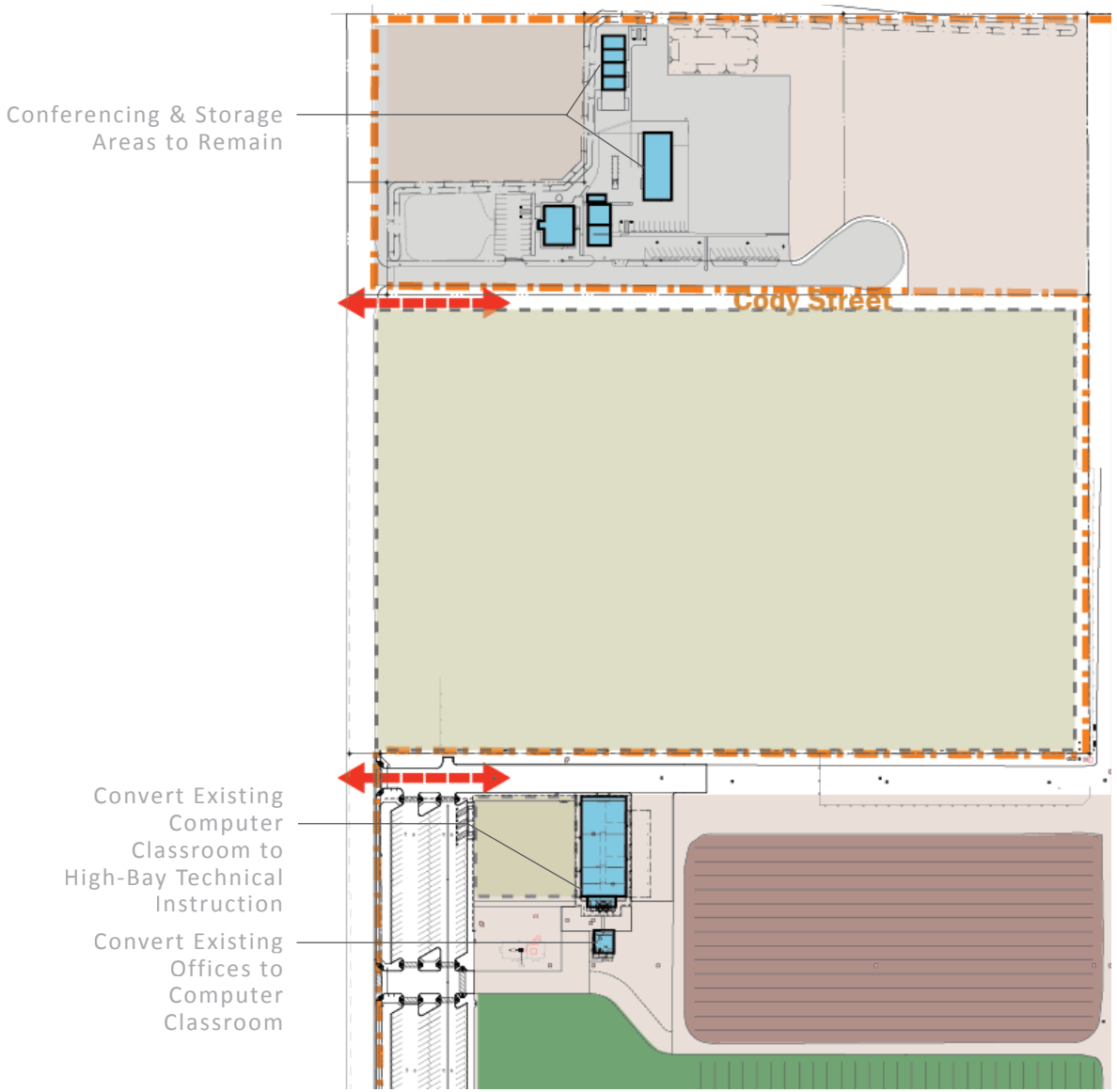
Currently, a new district office construction project is underway for a new facility located on a separate site. The existing facility, located adjacent to the FOF site, may be reprogrammed as part of this FMP effort to provide for new growth of instructional programs at the farm.

Developed in collaboration with college and district leadership, the FMP 2018–2022 outlines the following initiatives:

- identifies one bay within the existing educational building for modernization;
- includes reprogramming of one modular building on the FOF site from faculty offices to instructional lab space; and
- includes reprogramming and repurposing of four buildings on the existing district office site to be used for instructional purposes that support future FOF growth.



Farm of the Future
Campus Site Plan



Farm of the Future
Enlarged Site Plan

3.0 Campus Recommendations

Facilities Master Plan
Planning & Design Recommendations

WHCCD campuses, while representing a variety of aesthetics and spatial relationships, follow a common set of overriding design themes that apply to the mission, vision, and overarching goals of the district and that are to be incorporated in all future design efforts in the execution of this FMP. The recommendations that follow are intended to provide a set of overlapping planning and design considerations that apply to all campuses within the WHCCD community of colleges. Each campus should strive to meet the needs of all students by providing a welcoming and inclusive environment that maximizes campus connectivity, accessibility, and student performance and achievement.

- Incorporate campus cohesion by integrating buildings into the community of the campus, including a variety of academic, social, and community spaces that integrate interior and exterior environments.
- Include environments that build on aspects of campus and community, such as expanded transparency, integrated way finding, and integrated outdoor planning and design of hardscape, landscape, and campus branding.
- Design inclusive learning environments, with equity and parity across the district, both in curriculum and instruction and in the built environment.
- Expand the flexible use of technology, combined with innovation in instructional delivery to increase student performance and participation and provide for on-demand learning.
- Provide transparent student services that are cross-functional and integrated and that increase student success, with easy-to-use and accessible resources, located adjacently, with environments that support student engagement of services.
- Incorporate flexibility into both classroom and lab environments, with flexible furniture and flexible 2-, 3-, and 4-wall instruction designed for various modes of learning.
- Promote community use and engagement of campus assets, including dual-enrollment programs, workforce development, athletic facilities, and cultural events that reinforce community vitality and visibility.

Campus Configuration & Scale

- Increase cross-campus visibility, community, and access.
- Reinforce design of a collegiate environment through the use of building scale and treatment of outdoor space.
- Create a hierarchy of campus scales, including pedestrian paths, quads, small group gathering, and building of adjacent areas.
- Create outdoor environments of different size and scale for flexibility, outdoor instructional opportunity, student gathering, and event space.
- Balance use of hardscape and softscape areas to provide for ease of campus maintenance and to minimize water usage.
- Utilize lightly colored hardscape to minimize the heat island effect of campus.
- Vary color and texture of hardscape areas to define areas for gathering, areas of walking, and transition areas.
- Build connectivity between diverse, adaptable learning spaces and outdoor quad areas, utilizing transparency, color, material, and texture to connect indoor and outdoor zones.
- Include areas of development around all new buildings designed for outdoor gathering, shaded areas, and connectivity to indoor programs.

Hardscape/Softscape

:

- Create a natural, park-like setting that becomes a prominent visual feature of the campus.
- Utilize new landscape and softscape to define procession through the campus to make way finding and navigation easier to comprehend.
- For high-traffic areas, consider berms and decorative landscape walls to define edges and minimize maintenance.
- Utilize hardscape and softscape elements to define campus edges, quad and community spaces, and building perimeters, creating a hierarchy of articulation.
- Balance hardscape and softscape zones across the campus to provide for efficient use of irrigation and ease of maintenance and to create visual definition and zones for outdoor campus environments.
- Incorporate site lighting that is ambient and nonintrusive, that contributes to the character of the campus, and that provides for a safe and secure campus for evening and weekend events.
- Utilize lightly colored surfacing materials to minimize heat gain and incorporate a variety of hardscape types and textures to define circulation and gathering spaces.

Landscape & Planting Materials

- Ensure landscaping zones appropriately respond in function and scale at programmed outdoor spaces, which will include creating the following:
  - -pedestrian spines,
  - -a main quad and intermediate quad spaces,
  - -outdoor gardens,
  - -outdoor pre-function and community spaces, and
  - -outdoor academic core areas that provide for study.

- Use drought- and shade-tolerant plants, including xeriscape planting materials that respond to the unique soil conditions in the area.

- Balance hardscape and softscape materials to increase water efficiency and to maximize ease of maintenance.

- Ensure exterior landscape promotes the following goals:
  - -reduce overall campus water consumption,
  - -make best use of indigenous plant materials and drought-tolerant planting,
  - -reduce campus maintenance,
  - -define and create visually identifiable zones on campus,
  - -create outdoor learning environments,
  - -encourage outdoor use, and
  - -define a park-like atmosphere on campus.

Environment: Way Finding & Site Furnishings

- Incorporate a hierarchy of way finding on each campus that addresses several need areas:

  -include dynamic campus kiosks at arrival points of campus, designed for GPS mapping and handheld campus mapping,

  -incorporate building signage that facilitates navigation and follows a common nomenclature throughout all campus collateral, and

  -include room and interior signage that is part of a comprehensive signage system that correlates to all exterior signage to provide for seamless transition in campus graphics from outdoors to indoors.

- Incorporate multilingual signage systems.

- Provide for audio and tactile interactivity in future systems.

- Provide outdoor seating at all regularly occupied outdoor areas and protect areas with shade canopies or natural tree canopy.

- Design outdoor furnishings for high-heat outdoor environments, both for longevity and safety.

- Ensure way finding and furnishings provide a clear hierarchy of color that creates a coherent visual system across the entire campus.

Exterior Building

:

- **Exterior building orientation responds to solar orientation** and prevailing winds to minimize solar heat gain and maximize efficiency of building systems.
- **Exterior building placement responds to adjacent buildings and programs** to provide for connectivity and shared-use opportunities.
- Building scale and massing respond appropriately to surrounding building scale, campus scale, and pedestrian scale.
- **Building scale responds to the hierarchy of buildings on campus**, with articulated entrances, breezeways, louvers, and canopies responding to programs and shared outdoor spaces.
- Articulated building vocabulary, including mass, form, roof, entry, and glazing, responds to and makes best use of the architectural language of the existing campus.
- Exterior building materials and colors build upon the existing palette of the campus and its existing materials, colors, and articulated approach to material placement.
- When possible, exterior building edges will respond to indoor and outdoor connectivity to the surrounding community of buildings, including glazing, openings, louvers, and canopy areas, utilizing a variety of scales to create scale at courtyards and communal spaces that are pedestrian in nature.
- Buildings respond appropriately to both orthogonal and curvilinear relationships as they exist on campus to reinforce campus language.
- Exterior building entrances and building identity/way finding are easy to understand through articulated building language and properly located building signage/intentional way finding.

Sun Shading

- All campuses require **a climate-appropriate response** to the community that provides ample shaded areas, deep overhangs, louvers, light shelves, and other methods to create both interior and exterior spaces that are comfortable and maximize efficiency of building systems.
- **New buildings define the edges of quads** and both indoor and outdoor learning centers on campus, with planting and canopies utilized to increase outdoor engagement and community outside the classroom.
- **Outdoor shaded areas and semi-shaded areas as extensions of building** areas should modulate light, activate facades, and promote use and activity in warm weather seasons.
- Innovation spaces and collaborative spaces near outdoor quad space should be located for indoor/outdoor use.
- In areas provided with canopies and shade structures, the campuses should provide expansive glazing to generate connectivity from indoors to outdoors and to express programs and action inside building spaces.
- The campuses should **maximize north-facing windows** and placement of classrooms to minimize heat gain while meeting lighting requirements in learning areas.
- Along south-, east-, and west-facing facades, the campuses should utilize sunshades, louvers, and light shelves to protect windows from direct solar heat gain and to maximize inbound light for learning environments.
- **All campuses should optimize opportunities to increase occupant well-being.**

Interior Building

:

- **Create environments that promote health and comfort** as essential components for both student and faculty well-being and productivity.
- **Optimize the design of regularly occupied spaces** to receive natural daylight and access to fresh air.
- **Make best use of intermediate zones,** such as corridors and semipublic spaces, in all areas for students to congregate and build community.
- **Create flexible, adaptable learning environments** designed with long-term flexibility in mind.
- **Promote passive design strategies** in interior environments, including proper solar orientation, sunshading, access to natural daylight and fresh air, and environments that promote walking, healthy movement, and exercise.
- **Provide opportunities when possible to extend learning environments**, either to the outdoors or with flexible walls that are adaptable to larger classroom sizes.
- **Provide classrooms with opportunities for 2-, 3-, and 4-wall learning** to increase flexibility for various types of learning modalities.
- **Incorporate flexible furniture in all regularly occupied learning spaces** to provide for various learning modalities, including individual, small group, and teaming opportunities.
- **Incorporate flexible lab design** into newly designed space, including opportunities for open multiuse labs designed to pair with online lecture classes.

- **Utilize color, texture, and materiality** to denote circulation and clarity of entry.
- **Utilize only sustainable, certified building materials** in interior environments to maximize student and building health.
- **Implement recycling** across campuses.
- **Provide all learning environments with robust and flexible technology** designed with future use in mind.
- **Emphasize a community-centric approach** to design with ample space designed to build collaboration and provide for impromptu learning.

Interior Environments

- Design general classroom spaces to provide for flexible classroom instruction to accommodate small group, large group, and traditional front-of-classroom learning modalities.
- Ensure furniture in all learning environments is flexible for ease of setup and take-down.
- Ensure technology in all learning environments is flexible with opportunities for 2-, 3-, and 4-wall instruction.
- Ensure the campuses have easily adaptable environments with long-term flexibility in mind.
- Maximize adjacencies for shared-use lab and collaboration.
- Create industry interface spaces where appropriate.
- Provide ample opportunities for daylighting and views from all occupied spaces.

Interior Environments

- Incorporate flexible lab environments that include ample fixed perimeter storage, with flexible furniture solutions in primary classroom spaces to provide for multi-flex lab environments.
- Provide opportunities to feature signature programs.
- Provide intermediate small group learning opportunities, including flex tutoring and student-teacher office hours.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