



# FACILITIES MASTER PLAN

Lemoore College  
2024-2034 Facilities Master Plan

*The relentless pursuit of student success.*

TABLE OF CONTENTS

Executive Team	4
Stakeholders	5
Facilities Master Plan Purpose & Process	7
Executive Team Guiding Principles	8
Meet the State's Vision & Requirements	10
Employment Trends	11
Educational Trends	14
Stakeholder Meeting Recommendations	15
Facility Trends and Integration	20
Campus Overview	22
Community & Campus Growth Projections	24
Campus Space Utilization	26
Facilities Condition Index	27
Facilities Master Plan Responses & Directions	28
Master Plan Vision	29

## EXECUTIVE TEAM

This Facilities Master Plan (FMP) was developed as a collaboration between Administrators, Faculty, Staff, and Planning Facilitators to meet the District's goals, vision, and mission. Within the "workshop" format, College and District input was solicited at each major decision. Team members included:

Kristin Clark, Ed.D.	WHCCD	Chancellor
James Preston	Lemoore College	President
Dawne Troth	Lemoore College	Administrative Assistant to the President
Kris Costa	Lemoore College	Vice President of Educational Services
Elmer Aguilar	Lemoore College	Vice President of Student Services
Kurt Sterling	Lemoore College	Dean of Educational Services
Grant Ermis	Lemoore College	Dean of Career and Technical Education
Maria Gonzalez	Lemoore College	Associate Dean of Categorical Programs
Nestor Lomeli	Lemoore College	Dean of Student Services
Josh Allen	Lemoore College	Director of Maintenance and Operations
Kyle Crider	Lemoore College	Director of Director of Accreditation, Research, and Institutional Effectiveness and Planning
Zara Sims	Lemoore College	Director of H.O.P.E.
Walter Parham	Lemoore College	Director of Athletics
Robert Thornton	TETER	Principal Architect
Vivek J. Harris	TETER	Senior Planner

## STAKEHOLDERS

### Career Technical Education, Math & Science

James Preston, President  
Grant Ermis, Dean of Career Technical Education  
Kurt Sterling, Dean of Educational Services  
Amy Baker, Director of Special Grants-Apprenticeship Programs  
Amy Babb, Cooperative Work Experience Instructor  
David Babb, Biology Instructor  
Guadalupe Capozzi, AOJ Instructor  
Mike Chamberlain, Math Instructor  
Rosanna Hartline, Biology Instructor  
Brian Kron, CIS Instructor  
Jim Rooney, Industrial Technology Instructor  
Robert Waggle, CIS Instructor  
Jiaxin Zhao, Engineering/Physics Instructor

### Student Services, Categorical Programs and ASG

James Preston, President  
Nestor Lomeli, Dean of Student Services  
Maria Gonzalez, Associate Dean of Categorical Programs  
Kathleen Schoenecker, Director of Financial Aid  
Zara Sims, Director of H.O.P.E.  
Oscar Villarreal, Director of Upward Bound & After School Programs  
Amber Avitia, Coordinator of Student Support Services  
Keith Brock, Adaptive Technology Coordinator  
Derek Lopez, Counselor, DSPS  
Giselle Simon, Counselor, EOPS/CalWORKs

Angela Barginear, Academic Advising Specialist  
Mikayla Valdiviez, Program Assistant-Basic Needs  
Aimee Freitas, Student Services Technician  
Janessa Taylor, Financial Aid Technician  
Joshua Simon, ASG President  
Andrea Romero, ASG Vice President  
Theresa Steele, ASG Commissioner of Finance

### Athletics

Lacy Broils, Head Athletic Trainer  
Kevin Wilds, Head Volleyball Coach

### On-Campus Community Partners

Isabella Gutierrez, Director of Child Development Centers  
Jamison Whiting, Principal, Lemoore Middle College High School  
Rick Chacon, Assistant Director of Admissions and Recruitment, Fresno State  
Hector Cuevas, Associate Director of Transfer Initiatives, UC Merced  
Rebeca Work, University Counselor, Grand Canyon University

### Off-Campus Community Partners

Alvaro Santos, Lieutenant, Lemoore PD  
Kevin Northcraft, Interim City Manager, City of Lemoore  
Kristie Baley, Planning Administrative Analyst, City of Lemoore  
Fabio Ianni, Economic Development Manager, Kings County

Social and Behavioral Sciences/Arts and Letters

James Preston, President

Wendy Denney, EOPS Counselor

Sze Ki Liu, Counselor

Rupinder Rai, Counselor

Liliana Renner, Counselor

Rene Paredes, History Instructor

Jacqui Shehorn, English/Basic Skills Instructor

Amber Tidwell, GED/Remedial Basic Skills Instructor

Rachel Cassiman, Librarian

Kelsey Smith, OER Librarian

Open Session

Callie Branan, Director of Outreach and Recruitment

Isabella Gutierrez, Director of Child Development Centers

Zara Sims, Director of H.O.P.E.

Jamison Whiting, Principal, Lemoore Middle College

Steve Rossi, Campus Police Officer, Lemoore PD

Shawn Jackson, Math Instructor

Ana Leon, Child Development Instructor

Rachel Cassiman, Librarian

Pearl Robison, Learning Assistance

Joshua Simon, ASG President

## FACILITIES MASTER PLAN (FMP) PURPOSE

This Facilities Master Plan (FMP) for Lemoore College is intended to serve as road map linking both the Educational and Strategic plans to future growth and improvements to the college campus. The Lemoore College FMP is a 10-year Master Plan that looks at the potential growth for the next 30 years and provides information regarding strategic facility needs during that time period. The detailed project information and specific schedules will be developed later by the college based on future financial information and board direction.

## FMP PROCESS

The Facility Master Planning process was guided by the Lemoore College Executive Team and included as a basis their recently developed Educational Master Plan. We also recognize the work of their previous 2018-2022 Facilities Master Plan.

The FMP process is a complex undertaking that demands meticulous planning, coordination, and flexibility. Each campus followed a similar process, but with flexibility to focus on the specific needs of the students and campus. The process consisted of the following general steps:

Bi-Weekly Executive Team Committee Meetings

Data Collection, Research and Analysis

Infrastructure and Utilities

Review of Previous Planning Documents (Education Master Plans and Master Plans)

Demographic Trends of Community and AOS

Demographic Trends of College

Space Utilization from Facility Soft/FPACS

Site Tours/Visits

Student Support and Office Utilization Review

Adjacent and Outside Developments

Campus Vision

Department/Program/Stakeholder Interviews

Needs vs. Wants

Campus Master Plan Vision

Master Plan Development



## EXECUTIVE TEAM GUIDING PRINCIPLES

### Executive Team Facility Master Plan Guiding Principles

The executive team met and reviewed their educational direction. They confirmed that the Strategic Plan Goals are still relevant to their educational process. They include the following Vision and goals.

#### Vision

West Hills College Lemoore is committed to the relentless pursuit of student success.

#### Strategic Plan Goals

Increase the number of course sections, certificates, and degrees identified as Zero Textbook Cost (ZTC) or Low Textbook Cost (LTC) with Open Educational Resources across all disciplines.

Implement innovative, high-touch, and flexible teaching practices and student support services that are responsive to and focused on the collective needs of our stakeholders.

Streamline policies, practices, and procedures to strengthen the Guided Pathways components with an emphasis on the “Get Strong” component for our diverse student population.

The executive team also provided the facility master plan with the following Strength, Weakness, Opportunities, Threats (SWOT) analysis.

#### Strength

- Culture of being very innovative and embracing new opportunities (which creates challenges)
- Reimagined library (adult education, MESA, etc.)
- Classroom quantity and flexibility
- Quantity of parking and bus drop off at main round about

#### Weakness

- Difficult to provide the specialized niche spaces
- Campus is remote to the community (some adjacent neighborhoods are being developed)
- Access from Bush Street is limited to a single main street
- Missing a centralized and comprehensive welcome center
- Campus wayfinding is ambiguous
- No centralized health center/mental health
- Maintenance is located too close to classrooms, especially as campus continues to grow
- Presence of portables on campus are poorly placed and distract for educational environment
- Child development program is split on campus
- Middle college location and portables detract from campus environment and may create significant issues in the future



## Opportunities

- Relationship with Lemoore Naval Air Station
- Military Services Center growth/expansion
- Food processing/Ag Processing
- New Visual Arts and Applied Sciences building (VAAS) will provide needed STEM Laboratory Space (need more in future)
- Basic needs pantry is very successful but location creates challenges (displacement of other programs)
- Faculty office space reconfiguration with addition of VAS building (separate discussion with faculty focus groups)
- Plan the future of Middle College (proximity to gym and union) expand to 80/grade level
- Athletics has the potential for growth (6 teams currently)
- Future STEM/CTE IPP previously submitted (not funded)
- Homes and commercial development is underway on the east side of campus

## Threats

- Campus 108 acres is reaching capacity
- Campus main road access is a security issue

These SWOT principles have been part of the discussion with the individual stakeholders, executive team, and board. The direction and importance of these principles have influenced the exploration and development of individual campus drivers. These drivers were collected via the various stakeholder meetings and executive team meetings. They relate to the specific educational, community and facility needs of the campus. These drivers have been grouped into external and internal drivers. While all drivers are important, they have been prioritized to highlight (see bolded items below) those of greatest concern to the campus and this facility master plan process.

## External Drivers

- Competing proximate colleges
- Potential demographic influx from High-Speed Rail
- Lack of community housing/services
- Post COVID online realities
- Growth & Development of Lemoore Middle College HS (LMCHS)

## Internal Drivers

- Classroom program space underutilization
- Faculty Office/Support spaces reconfiguration
- Campus safety and security
- Community access and engagement

## MEET THE STATE'S VISION 2030

Moving past the State's 2023 Challenge, Lemoore College will be looking beyond to the California Community College Chancellor's Vision 2030.

All new buildings, developments and major renovations shall be designed to meet a fossil fuel, GHG-emitting, energy consumption performance standard of 70% below the regional (or country) average/median for that building type.

At a minimum, an equal amount of existing building area shall be renovated annually to meet a fossil fuel, GHG-emitting, energy consumption performance standard of 70% of the regional (or country) average/median for that building type.

The fossil fuel reduction standard for all new buildings and major renovations shall be increased to:

80% in 2020

90% in 2025

Carbon-neutral in 2030 (using no fossil fuel GHG emitting energy to operate)

## MEET AGENCY REQUIREMENTS (CALGREEN CODE, DSA, CALIFORNIA COMMUNITY COLLEGES AND CHANCELLOR'S OFFICE)

In addition to the 2030 challenge, the California Green Building Standards Code (CALGreen) requires:

### Parking

20% of all parking spaces will be required to be designated as EV parking. Of this 20%, 25% will be required to have actual installed EV parking facilities. The DSA is currently working towards updated and consistent parking maximum ratios to reduce onsite parking spaces to promote bicycle and public transportation access to the college.

### All Electric and Battery Backup

To meet the 2030 challenge, all electric structures will initially be "incentivized" and, according to the DSA, eventually be "required." The DSA and CALGreen Code will be adopting policies over the next year to require all buildings to be equipped with battery back up systems to protect electric service grid infrastructure from service fluctuations due to increased electric demand.

### Heat Pump Technology

The DSA will require all new projects to utilize heat pumps. Existing Facilities will be required to be modernized with heat pump technology.

### Storm Water

Storm water runoff under the CALGreen Code will be required to be certified and approved by local water quality authority. All storm runoffs will be required to be treated in bio-swales, detention, and/or retention systems prior to leaving the site. Approval by the local water control agency will be required for all permits.

Board of Governor's Mandate for California Community Colleges Requires projects to exceed Title 24 energy code requirements as follows:

New Construction = 15% (this includes building replacement projects such as the Educational Support Services building)  
Modernizations = 10

## EMPLOYMENT TRENDS

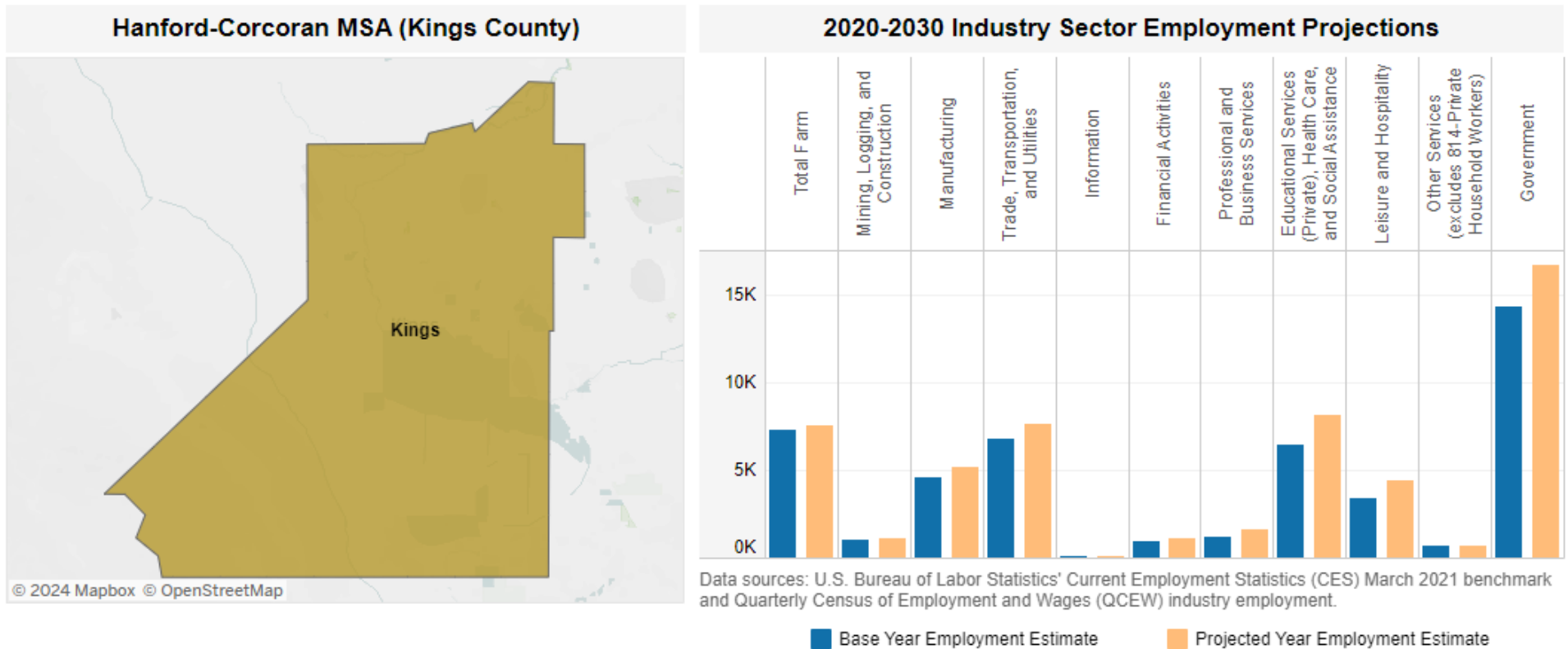
Based on the most recent US Bureau of Labor Statistics, locally, the industry sectors with the largest growth are as follows:

Government is the area's largest industry sector and is projected to add 2,400 jobs.

Educational Services (Private), Health Care and Social Assistance are projected to add 1,700 jobs, an increase of 26.6 percent.

Leisure and hospitality are projected to add 1,000 jobs, an increase of 29.4 percent.

Trade, Transportation and Utilities are projected to add 800 jobs, an increase of 11.8 percent.



The information presented in the following two charts project Occupations with the Most Job Openings and Fastest Growing Occupations for Kings County. The first chart includes occupations with an entry level education requirement of a high school diploma or equivalent, while the second chart includes occupations with an entry level education requirement of an associate degree. In comparing the Occupations with the Most Job Openings, the average Median Hourly Wage almost doubles from \$19.07 to \$30.99 for those occupations that require an associate degree, demonstrating the significant benefit of attending community college and acquiring additional education and training.

## OCCUPATIONS WITH AN ENTRY EDUCATION REQUIREMENT OF A HIGH SCHOOL DIPLOMA OR EQUIVALENT

### 2020-2030 Occupations with the Most Job Openings

Standard Occupational Classification	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
31-1120	Home Health and Personal Care Aides	4,090	\$15.21	\$31,641
33-3012	Correctional Officers and Jailers	2,700	\$0.00	\$0
11-9013	Farmers, Ranchers, and Other Agricultural Managers	1,270	\$0.00	\$0
53-7065	Stockers and Order Fillers	1,200	\$15.21	\$31,635
43-9061	Office Clerks, General	1,090	\$19.09	\$39,710
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	820	\$18.74	\$38,986
51-9111	Packaging and Filling Machine Operators and Tenders	660	\$18.74	\$38,961
49-9071	Maintenance and Repair Workers, General	600	\$23.62	\$49,132
41-1011	First-Line Supervisors of Retail Sales Workers	500	\$18.92	\$39,353
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	420	\$23.01	\$47,860

Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

### 2020-2030 Fastest Growing Occupations

Standard Occupational Classification	Occupational Title	Base Year Employment Estimate	Projected Year Employment Estimate	Percentage Change	Median Hourly Wage	Median Annual Wage
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	390	530	35.9%	\$18.74	\$38,986
49-9041	Industrial Machinery Mechanics	170	220	29.4%	\$30.64	\$63,711
11-9051	Food Service Managers	140	180	28.6%	\$23.29	\$48,442
31-1120	Home Health and Personal Care Aides	2,520	3,180	26.2%	\$15.21	\$31,641
41-3021	Insurance Sales Agents	80	100	25.0%	\$31.24	\$64,977
33-3051	Police and Sheriff's Patrol Officers	210	260	23.8%	\$40.25	\$83,728
53-7065	Stockers and Order Fillers	620	760	22.6%	\$15.21	\$31,635
11-9141	Property, Real Estate, and Community Association Managers	90	110	22.2%	\$24.11	\$50,141
21-1093	Social and Human Service Assistants	240	290	20.8%	\$19.78	\$41,139
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	100	120	20.0%	\$38.21	\$79,482

Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

Occupations with employment below 80 in 2020 are excluded.

OCCUPATIONS WITH AN ENTRY LEVEL EDUCATION REQUIREMENT OF AN ASSOCIATE'S DEGREE

**2020-2030 Occupations with the Most Job Openings**

Standard Occupational Classification	Occupational Title	Total Job Openings	Median Hourly Wage	Median Annual Wage
19-4010	Agricultural and Food Science Technicians	120	\$0.00	\$0
23-2011	Paralegals and Legal Assistants	80	\$23.91	\$49,728
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	50	\$19.81	\$41,198
29-1292	Dental Hygienists	50	\$49.24	\$102,418
29-2051	Dietetic Technicians	30	\$0.00	\$0

Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

**2020-2030 Fastest Growing Occupations**

Standard Occupational Classification	Occupational Title	Base Year Employment Estimate	Projected Year Employment Estimate	Percentage Change	Median Hourly Wage	Median Annual Wage
19-4010	Agricultural and Food Science Technicians	90.0	100.0	11.1%	\$0.00	\$0

Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.

Wages are from the 2022 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as \$0. Wages below \$15.00 have been rounded up to reflect the state minimum wage laws as of January 1, 2022.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

Occupations with employment below 80 in 2020 are excluded.

## EDUCATIONAL TRENDS

Within Higher Education, California Community Colleges have been rapidly evolving into the system of choice. Students are expecting more from their higher education institutions.

*The Community College's broad demographic requires unique solutions serving not only students but each community as social and intellectual centers.*

During the past 20 years, California Community Colleges have been progressively changing and moving into a "First Choice" for higher education. This is primarily due to the following factors:

- |                                              |                                                                                                  |
|----------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. Relative Low Costs                        | = Exceedingly high costs for UC and CSU system vs. State funding of Community Colleges           |
| 2. Certificates and Technical Training (CTE) | = Allows students technical skills for direct access to the workforce in highly technical fields |
| 3. Adult Education                           | = Allows students to re-engage the workforce and to continue lifelong learning                   |
| 4. Immersion Programs                        | = Direct Access for Secondary School attendance as a jump start on their education               |
| 5. Flexibility of Schedule                   | = Students can learn at their own pace                                                           |
| 6. 4-year degrees offered                    | = This program has been successful and is expected to expand                                     |

*"Allowing California Community Colleges to offer 4-year skill-based degrees has grown from a long simmering recognition - from students, employers, and government leaders – that skills matter more today than how and where they were acquired. This new four-year program offers students a more accessible and shorter education pathway with a recognized skill-based credential."*

*- California State Senator Dean Florez*

Traditional 4-year universities are facing challenges that Lemoore College, in many cases, is already addressing. The following expectations have emerged with higher education students (*Inside Higher Ed "The Future of Higher Ed is Occurring at the Margins", 10-4-21 Arthur Levine and Scott Van Pelt*):

- |                                                |                                                                       |
|------------------------------------------------|-----------------------------------------------------------------------|
| 1. Rejection of Time and Place Based Education | = Digital technologies will be used to reduce overall cost and access |
| 2. Consumer Choice                             | = How, what, when, where speed and equitable access to information    |
| 3. Personalized Education                      | = Unbundled course requirements on an individual needs basis          |
| 4. Outcomes Based vs. Time based               | = Focus on what is learned vs. how long the student spent on learning |
| 5. Certification Programs                      | = In many cases a 4-year degree is not needed                         |

## STAKEHOLDER MEETING RECOMMENDATIONS

Facility Master Plan included seven meetings with faculty, staff and community to enlist important educational and facility directions for Lemoore College. This information was reviewed with the Executive Steering Committee and utilized to develop the Lemoore College Facility master plan. The meetings included the following groups:

- Math, Science and CTE
- Student Services, Categorical Programs and Associated Student Government (ASG)
- Athletics
- On Campus Community Partners
  - LMCHS, Child Development Centers, University of California, Merced (UCM), Fresno State and other university Partners
- Off Campus Community Partners
  - Kings EDC, City of Lemoore, KCAO, CTE advisory partners and Lemoore PD
- Social and Behavioral Sciences/Arts and Letters
- Open Session

### **Carrer Technical Education**

#### Program

- Stronger Robotics Program (future building)
- Computer Science (separate network/hacking/security programs)
- Expand Culinary Program

#### Adjacencies and Support

- Locate Offices Close to Labs
- Integrate with Campus and Student Union

#### Vision and Outreach

- Meeting Space/Visitor Center for STEM/CTE
- Connection to Business/Industry
- Utilize Space to Attract Industry

#### Educational Pedagogies

- Collaboration Room
- Flexible Lab and Storage Spaces

### **Math**

#### Program

- Math and Science Testing Center for Proficiency and Certification
- Share Mathematics Lab with CTE

#### Adjacencies and Support

- Location of MESA Center in Library is Remote
- Faculty Area

#### Vision and Outreach

- STEM Student Gathering
- Culture to Grow

#### Educational Pedagogies

- Project based learning (Flipped Classroom)

## Science

### Program

- Math and Science Testing Center for Proficiency and Certification
- Existing Science Labs Need Modernization (sinks, lab tops)
- Co-Labs are not Practical, Need to be Discipline Specific
- Need Wet Labs/Don't have Computers
- Lab Space is Full

### Adjacencies and Support

- Storage for Lab Carts
- Redesign Prep Areas

### Educational Pedagogies

- Combine Lecture and Lab Spaces

## Outreach

### Program

- Locate with One Stop (admissions, counseling)
- Larger Space
- Meeting Rooms

### Adjacencies and Support

- Office for Manager
- Storage (SWAG and events)

### Vision and Outreach

- Alumni Room/Foundation

## Student Services, Categorical Programs and ASG

### Program

- Programs with required dedicated space (Rising Scholar, MESA, Puente)
- Primary Support – Admission, Transfer, Outreach, Financial Aid and Counseling
- Extended Support – CalWORKs, Veterans, DSPS, Dream, Next Up, H.O.P.E., UMOJA, Rising Scholar, Upward Bound, MESA, Puente, Career Center, WIN Center
- Adult Education – HiSET, GED, MESA and ACE lab

### Adjacencies and Support

- Transfer and Outreach Departments are not located in the Admissions Building (not enough space)
- Counselors are not all in one building, current spaces are not adequate
- Financial Aid requires access to back-office space for privacy needs
- DSPS requires storage for Braille printing
- Covered Parking
- Shaded Areas at Kings Area Regional Transit (KART) Drop-Off
- Shade Structures, Landscaping and Seating

### Vision and Outreach

- Access, Flow, Procession
- Organize into Appropriate Groups
- Expand Wayfinding/Campus Life



## **ASG (Student Union)**

### Program

- Need open space for hanging out
- Need more study areas
- Need more outdoor covered space
- Student Exercise Spaces/Yoga

### Adjacencies and Support

- Campus Security should be relocated from Student Union to M&O or up front with police
- Gender Neutral Restrooms

### Vision and Outreach

- Student Union provide space for students to hangout
- Inclusion of Pantry at Union or Wellness Center is good
- Provide housing insecure services (laundry, showers, etc.)

## **Disadvantaged Students (EOPS/DSPS)**

### Program

- Bus Drop-Off
- More Space for Test Proctoring
- Large Space for Groups

## **Athletics**

### Program

- Dedicated Wrestling Room (located near athletic trainer)
- Practice Gym Space (community and students)
- Locker Room Expansion
- Soccer Field Improvements (lighting at game field and turf at practice field)
- Field Restrooms and Shade
- Track with 9 Lanes and 3 Tier Seating
- Baseball/Softball Fields

### Adjacencies and Support

- Storage
- Office Space
- Poor View from East End of Stands
- Poor floor drainage in Training Room
- PE for middle college uses locker room and gym
- Athletic Trainer needs to be within 5 min of Wrestling room

### Vision and Outreach

- Sports creates FTES, Diversity, supports education (137 athletes enrolled)
- Existing Sports – Basketball (M/F), Soccer (M/F), Volleyball (F), Wrestling (M)
- Future Sports – Track & Field, Tennis, Volleyball (M), Wrestling (F), Baseball/Softball (low), Aquatic (low)
- Physical Education Classes – Archery, Golf, Weightlifting, Dance
- No Future Dorms or Club Sports

## **Lemoore Middle College High School**

### Program

- Add 13 Classrooms for total of 25 classrooms
- Multi-Purpose Space
- Outdoor Area with Drop-Off and Shade
- Improve Bush Parking Circulation

### Adjacencies and Support

- Counseling

### Vision and Outreach

- Middle College at capacity with waiting list
- Desire to be an integral part of campus
- New Separate Building (capacity of 500 students)

## **Child Development Center**

### Program

- Improve Drop-Off/Circulation
- Improve Condition of Facilities (preferably in on location)
- Lab Addition (performance assessment and preschool)
- Child Development Student Observations

### Adjacencies and Support

- Locate Both Programs Together and Expand

### Vision and Outreach

- Provide childcare for students and support child development program
- 130 capacity and currently at 97 (only 40 from college)

## **University Representatives**

### Program

- Engineering
- Space for Confidentiality
- Space for presentations (i.e. Majors, admissions, post application next steps)

### Vision and Outreach

- Engage Students with MESA/PUENTE
- College Fairs/Student Union
- Transfer Center

## **Off-Campus Community Partners**

### Program

- Surveillance Cameras
- Traffic Circulation at Bush
- Police Office (centrally located and with nearby parking)
- Individual/Private Office

### Adjacencies and Support

- Centrally located and with nearby parking
- Provide community recreation opportunities (track, walking paths)

### Vision and Outreach

- Residential/Retail development will continue in area with park area
- Focus on providing education to keep kids local (qualified workforce)

## Social and Behavioral Sciences/Arts and Letters

### Program

- Collaboration Spaces (library and other spaces)
- Space for Student Meetings at CDC
- Dedicated Student Services Building
- Covered Outdoor Space for Art Lab

### Adjacencies and Support

- Location of Child Development (currently very remote)
- Private Offices for Counselors (20 offices)

### Educational Pedagogies

- Project Based Learning

## Learning Resource Center

### Program

- Improved Outdoor Reading
- Study Carols/Phone Booths
- Glass Walls to Break Up Spaces and Help with Noise

### Adjacencies and Support

- Bull Pen is Underused (faculty workspaces)
- Utilize outdoor spaces more effectively
- Services and technology for underserved students

### Vision and Outreach

- Flexible to Meet Student and Community Needs
- Personal and flexible to meet needs of nontraditional students



## FACILITY TRENDS AND INTEGRATION

The role of Community Colleges across the entire state is quickly expanding. As the largest educational system in the world, the students served encompass all walks of life with many different educational paths: lifelong learners, transfer student to other 4-year colleges/universities, High School student taking college classes, or students learning trades in the many certificated programs. Community colleges recently started offering 4-year BA and BS degrees. These institutions serve more than just educational needs, they provide community resources as well for Basic Needs, Health and Wellness, and Community gathering and recreation spaces. The following facility elements support these community college trends.

### Building Elements and Utilization

Lemoore College in its current configuration and use is underutilized, especially with classroom space. This is a challenge for future state funding for new construction. This plan does approach the solution from two directions. The college will focus on developing programs to drive new growth. In addition, the long-term strategic plan balances current underutilization by projecting future needs that balance requirements for future labs and classroom spaces.

### Safety and Security

Students' safety and wellbeing is paramount. Feeling safe is critical for the community and the success of each student. Measures are proposed to increase overall campus security with revised campus traffic patterns. In addition, internal campus safety will be enhanced with appropriate placement of the future child development program and Middle College permanent facility. The inclusion of a new campus police facility with future Maintenance Operations Transportation (MOT) will provide an appropriately located security office. In addition, improved campus wayfinding has been identified to assist with current student safety and circulation.

### Infrastructure

The continued expansion of the campus creates important infrastructure challenges. The importance of identifying proper vehicular circulation and corresponding utility corridors has been included. In addition, to preserve campus building and outdoor space, the master plan identifies future bio-swales for storm drain capacity.

### Connections and Partnerships

Lemoore College will continue to work and collaborate with local community and industry partners to ensure a strong community connection. This connection includes both on campus and off campus partners. These partners will influence the educational program development at Lemoore College. Similarly, the community will be supported and enhanced by the educational programs and training provided at Lemoore College.

### Sustainability

Lemoore College is dedicated to responsible stewardship of our environment. New facilities will be designed to meet the latest energy codes and existing facilities, when modernized will include upgrades to existing systems and components to meet all current codes. The FMP includes preliminary estimates of the size and location of future photo voltaic solar canopies. Due to soil conditions, new large shade trees will be limited with shade structures proposed to provide needed shade.

### Circulation

Parking calculations will be required to include an increased site area needed for EV Parking as well as solar photo-voltaic installation. Major pedestrian promenades have been developed as connectors across the campus and for future public transportation, bicycle paths, utility and infrastructure and recreation courses.

### Landscape

All new landscaping will be low water-use species to reduce irrigation consumption. Costlier than fuel, water is a limited resource of increasing scarcity. Bioswales and Water Quality Basins will be developed and implemented.



## CAMPUS OVERVIEW

In 1962 West Hills Community College District expanded to include Lemoore. The first classes were offered in 1964 in rented facilities and in 1971 the District increased its outreach with a presence at the Naval Air Station Lemoore.

In 1979, the District made strides in establishing permanent facilities in Lemoore by purchasing 15 acres at Cinnamon and 19th Avenue. In 1981 the Kings County Center was built and included a classroom and office. 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 allowing application for state funds for campus funding in Lemoore.

In 1998, approximately 107 acres of land was donated by the Pedersen-Semas families for the construction of a college campus in Lemoore. The same year, a \$19.5 million bond measure, Measure G, passed to fund the building of the college.

Measure E was passed in Lemoore in 2008, providing \$31 million in funding for several planned new buildings. The state-of-the-art Golden Eagle Arena opened in 2011 and a new 23,000 square foot Student Union opened in 2016.

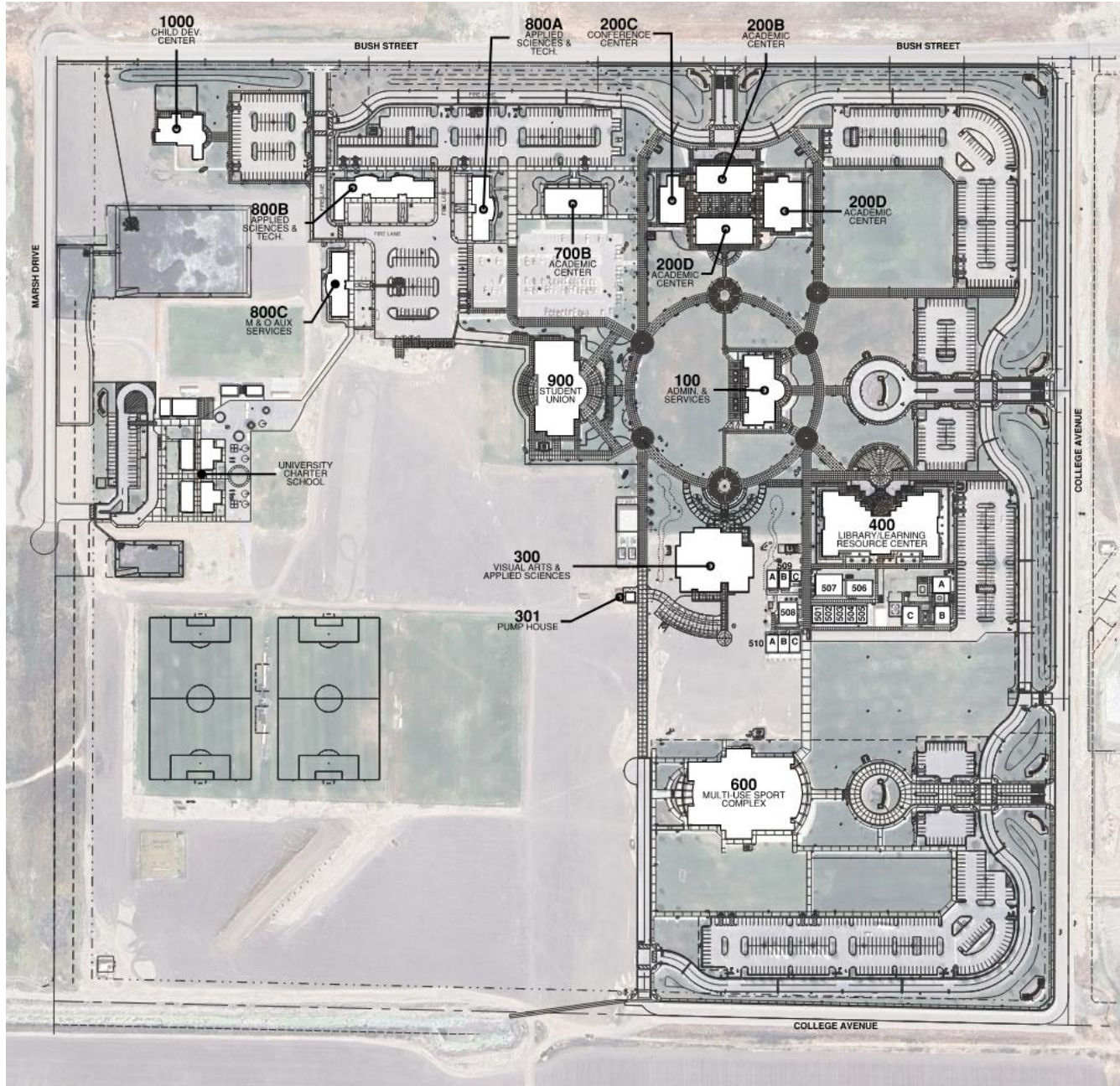
Measure T, a \$20 million bond issue, was passed in 2014 to fund district-wide ongoing technology upgrades for the next 20 years.

Lemoore College features 15 buildings totaling 240,026 square feet including an early childhood learning center. The campus also houses Lemoore Middle College High School, a college preparatory charter school. Currently under construction is the 42,718 square foot Visual Arts & Applied Sciences building located in the center of campus.

Lemoore College has a current Capacity Load Ratio (CapLoad) of 202% and an expected CapLoad of 260% with completion of the next two capital projects. The majority of the structures have low Facilities Condition Indexes and have been built within the last 15 years. The majority of the CapLoad deficiency is with the Lecture uses. The focus of this masterplan was to develop organized educational and program centers expanding Lab uses and decreasing Lecture spaces. Population growth estimates are derived from historical college growth patterns compared to community trends. With the arrival of the high speed rail station in Hanford, an expected adjustment to population growth will be required.



EXISTING CAMPUS



## COMMUNITY GROWTH PROJECTIONS

The 2024 population of Kings County is 162,649. Projections indicate a less than 1% annual population growth over the five years.

## CAMPUS GROWTH PROJECTIONS

In parallel, the campus FTES growth historically is steady in the 1% range per year. This growth is based on the projected annual population growth and adjusted due to local, regional, and industry factors, as well as the realignment of capacity load ratio. A major anomalous growth rebound from 2020 is predicted to slowly reduce and balance as we project out 30 years. Additionally, the high-speed rail is expected to increase potential growth opening up commuting from Kings County to the Bay Area.

### LEMOORE COLLEGE POPULATION TRENDS

KINGS COUNTY POPULATION GROWTH	2018	2019	2020	2021	2022	2023	2024	2034	2044	2054
	150,075	152,101	154,154	156,235	158,345	160,482	162,649	178,495	207,151	240,407
Projected Growth		1.35%	1.35%	1.35%	1.35%	1.35%	1.35%	1.00%	1.50%	1.50%

Blue cells represent data from US Census Bureau

FTES	2020	2021	2022	2023	2024	2034	2044	2054	
	4,402	1,768	1,478	1,400	1,504	3,291	4,517	6,079	
		2.88%	-16.43%	-5.25%	7.43%	11.50%	4.14%	2.77%	3.87%
		-290.50	77.50	104.00	173.00	130.93	121.87	226.77	
Adjacent Transportation Systems						1	1.1	1.2	

FTES data shown represents 50% of reported annual from the college to show a single semester of FTES.

PROJECTED POPULATION IN WSCH (PER SEMESTER)	2020	2021	2022	2023	2024	2034	2044	2054	
	66,033	26,520	22,163	21,000	22,560	25,155	49,367	67,750	91,188
WSCH PER FTES (1 SEMESTER) From Chancellor's Capital Outlay Guidelines		15.00	15.00	15.00	15.00	15.00	15.00	15.00	15.00

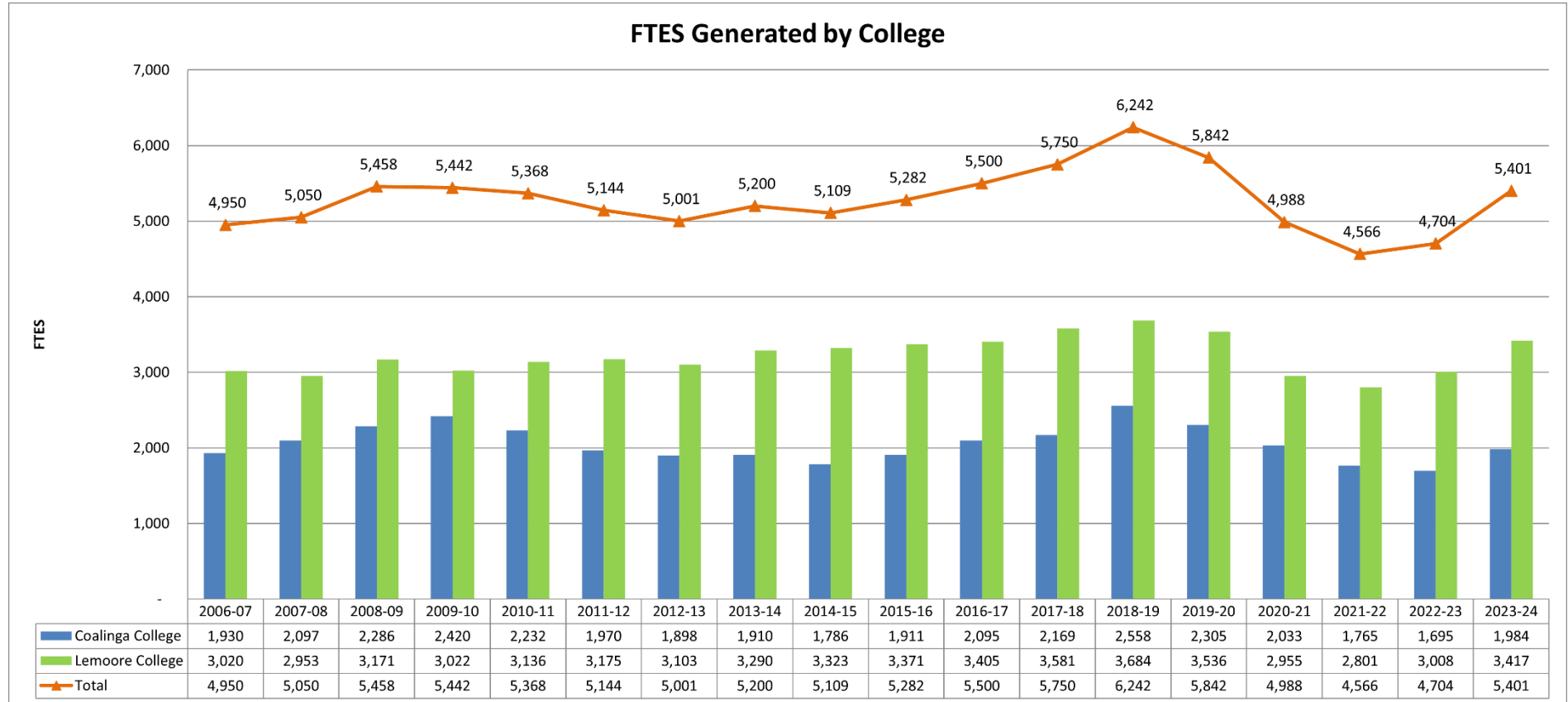
Source: Based on Semester with 15 WSCH per FTES

Table 1 - Population



FTES HISTORIC GROWTH TRENDS OVER THE LAST SEVEN YEARS.

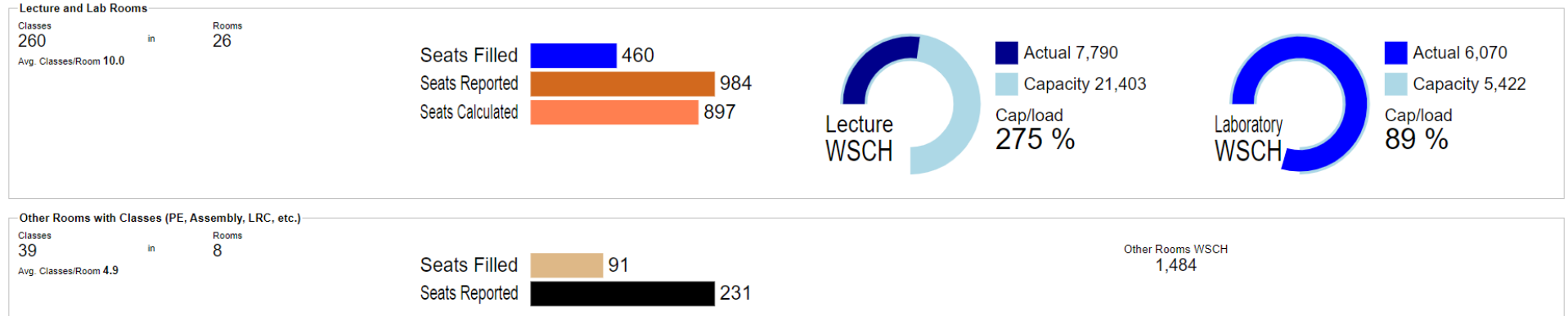
The data below shows the historic growth of the college and shows a quick rebound from the COVID decline from 2020-2023.



## CAMPUS SPACE UTILIZATION

We determine capacity based on space utilization. The college is currently extremely overbuilt and underutilized. The data below provided by FPACS Facility Soft shows lecture spaces at Lemoore College have a cap load of 202+/-% typical for a single semester. In other words of the 984 seats available, 460 being used for students. Additionally, between Lab and Lecture WSCH shows labs being overly impacted (89%) with vacant lecture rooms (275%)

### West Hills College - Lemoore Campus



Utilization Target: Space utilization to be assessed regularly with a goal to increase space efficiency and reduce Capacity Load Ratios each year.

## FACILITIES CONDITION INDEX

Facilities Condition Index (FCI) is a tool used to determine relative value of replacement versus modernization. The standard industry practice is to consider replacement of a facility once the FCI approaches 65 percent of the replacement value.

$$FCI = \text{Repair Costs} / \text{Current Replacement Value}$$

Lemoore College's facilities have been recently built and have low FCI's. As such a replacement is not recommended at this time. However, The FCI is an important factor in assessment of the existing facilities to be modernized versus complete replacement. The number represents the renovation costs divided by the total replacement costs. Recent codes have impacted the FCI with the inclusion of: Photo Voltaic and Battery Backup, Electronic Vehicle Charging Stations, HVAC Total Replacement, Seismic Upgrades to current code standards. Historically, when an FCI >65%, total replacement is recommended. A complete review of FCI is recommended within the next 10 years and as applicable to upgrades to learning facilities based on shifting paradigms and modalities of learning.



## FACILITY MASTER PLAN RESPONSES AND DIRECTIONS

### Sustainability

Development of shade structures and shade trees to enhance the campus environment

Utilization of existing and new buildings to create shaded courtyards

Utilize photovoltaic (PV) shade canopies to shade parking and student gathering spaces. Provide around 23,000 SF and 36,500 SF of PV canopies to meet current building and total master plan build out code requirements respectively. Consider expansion of PV shade structures to around 134,000 SF to meet net zero energy use of total master plan buildout.

Utilize dispersed bioswales to provide future storm drain capacity and integrate into campus expansion

### Safety and Security

Plan for additional public street access to campus

Provide deceleration and merging vehicle lanes at Bush and College

Develop campus loop to provide fire and police access loop

Planned relocation of Middle College to campus perimeter

### Community Engagement and Outreach

Expanded covered bus drop off and parking areas

Development of athletic complex with community focus

Development of one stop shop center for community

Expanded outdoor student quads for student, faculty and industry engagement

Development of future student union expansion

### Education

Reorganized campus into specific educational program areas

Expanded educational program to meet 2054 growth projections

Focus growth on lab spaces for STEM and CTE to meet existing and future needs

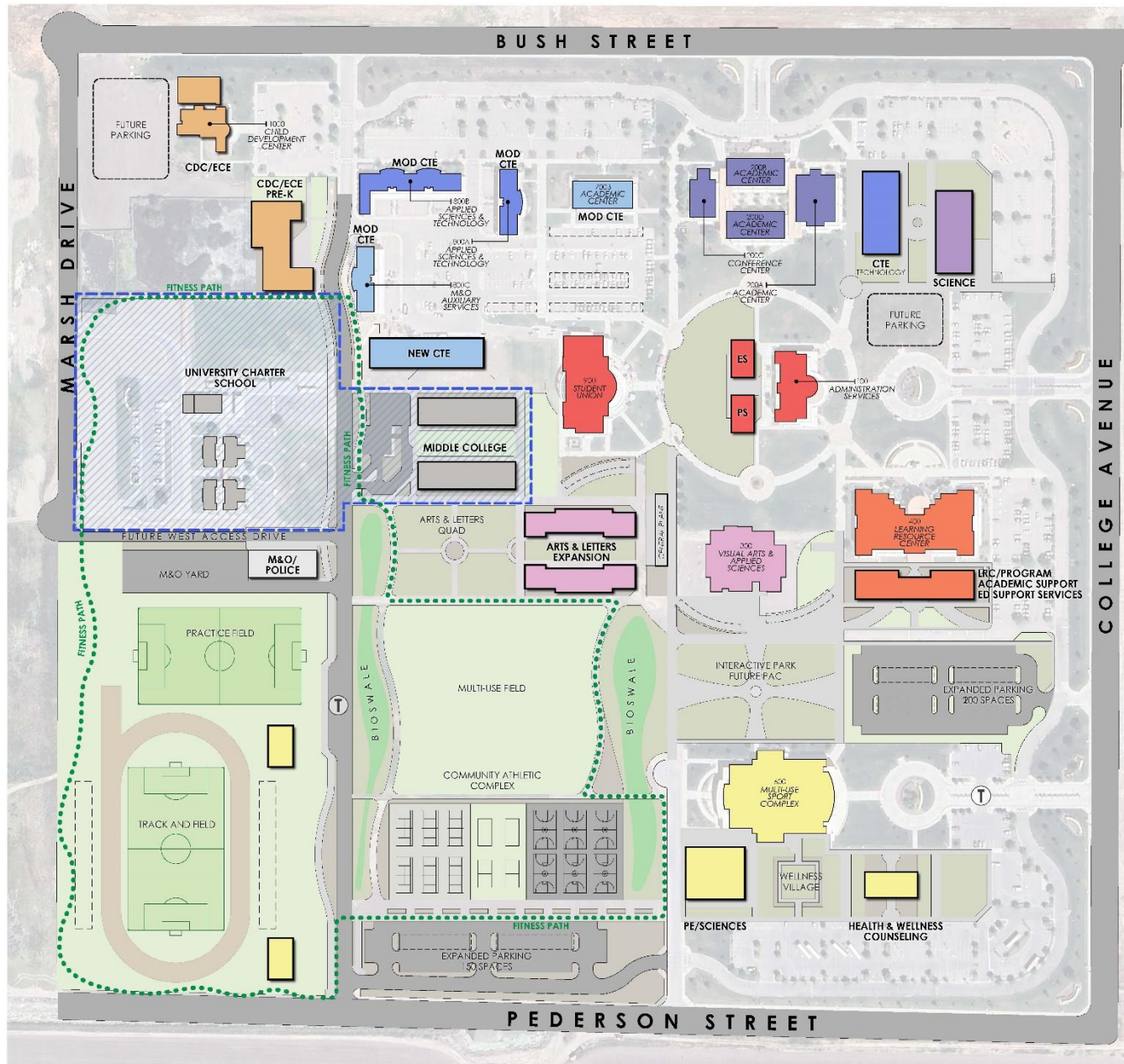
Expand athletics and physical education programs

## MASTER PLAN VISION

The Vision was developed based on demographic and educational trends to best serve the Lemoore College Community. The focus was on sustainable growth and organization of the campus for enriched outreach and learning experience. Proposed growth projections focused on major challenges described in the previous sections and provide a variety of paths able to respond to local and regional opportunities. This includes shifting from lecture to lab uses and organization of the campus into educational centers.

The proposed Project List meets the College's space needs and growth projections through 2054. This project information may form the basis for the district considering local funding through bond initiatives.

PROPOSED BUILDING	LECTURE	LAB	TOTAL GSF	PERCENTAGE
CDC/ECE PRE-K	1,641	5,387	7,028	4%
CTE (TRADE)	2,051	14,758	16,809	10%
CTE (TECHNOLOGY)	2,052	14,757	16,809	10%
SCIENCE	4,103	29,515	33,618	21%
EXTENDED SUPPORT			6,000	4%
PRIMARY SUPPORT/COUNSELING			6,000	4%
ARTS & LETTERS EXPANSION	16,413	13,556	29,969	18%
LRC EXPANSION	8,206	13,556	21,763	13%
HEALTH & WELLNESS			4,837	2%
PE SCIENCES	4,103	5,337	13,440	8%
M&O/POLICE			9,000	6%
<b>TOTAL</b>	<b>38,570</b>	<b>96,866</b>	<b>164,458</b>	<b>100%</b>



**LEMOORE COLLEGE MASTERPLAN**  
WEST HILLS COMMUNITY COLLEGE DISTRICT



**EDUCATIONAL SPACES**

- EXISTING NEW
- CTE Technology**
  - CTE Trade**
  - SCIENCE**
  - ATHLETICS**
  - LEARNING RESOURCE CENTER**
  - UNIVERSITY CHARTER SCHOOL**
  - MIDDLE COLLEGE HIGH SCHOOL**
  - CDC**
  - FINE ARTS**

**STUDENT SUPPORT SPACES**

- EXISTING NEW
- PRIMARY SUPPORT (PS)**
    - Financial Aid
    - Admissions
    - Academic Advising/Counseling
    - Dual Enrollment
  - EXTENDED SUPPORT (ES)**
    - Outreach
    - ASG
    - EOPS and DSPS
    - On Campus Partners

**FACILITY SUPPORT**

- M&O / POLICE**



**LEMOORE COLLEGE MASTERPLAN**  
WEST HILLS COMMUNITY COLLEGE DISTRICT



**SUSTAINABILITY**

- 01 Shade Trees
- 02 PV Arrays and Shaded Parking to meet code requirement minimum
- 03 Shade Structures
- 04 Courtyards to Create Shade
- 05 Water Quality Basins and Bioswales
- 06 PV Arrays and Shaded Parking for Net Zero

**SAFETY AND SECURITY**

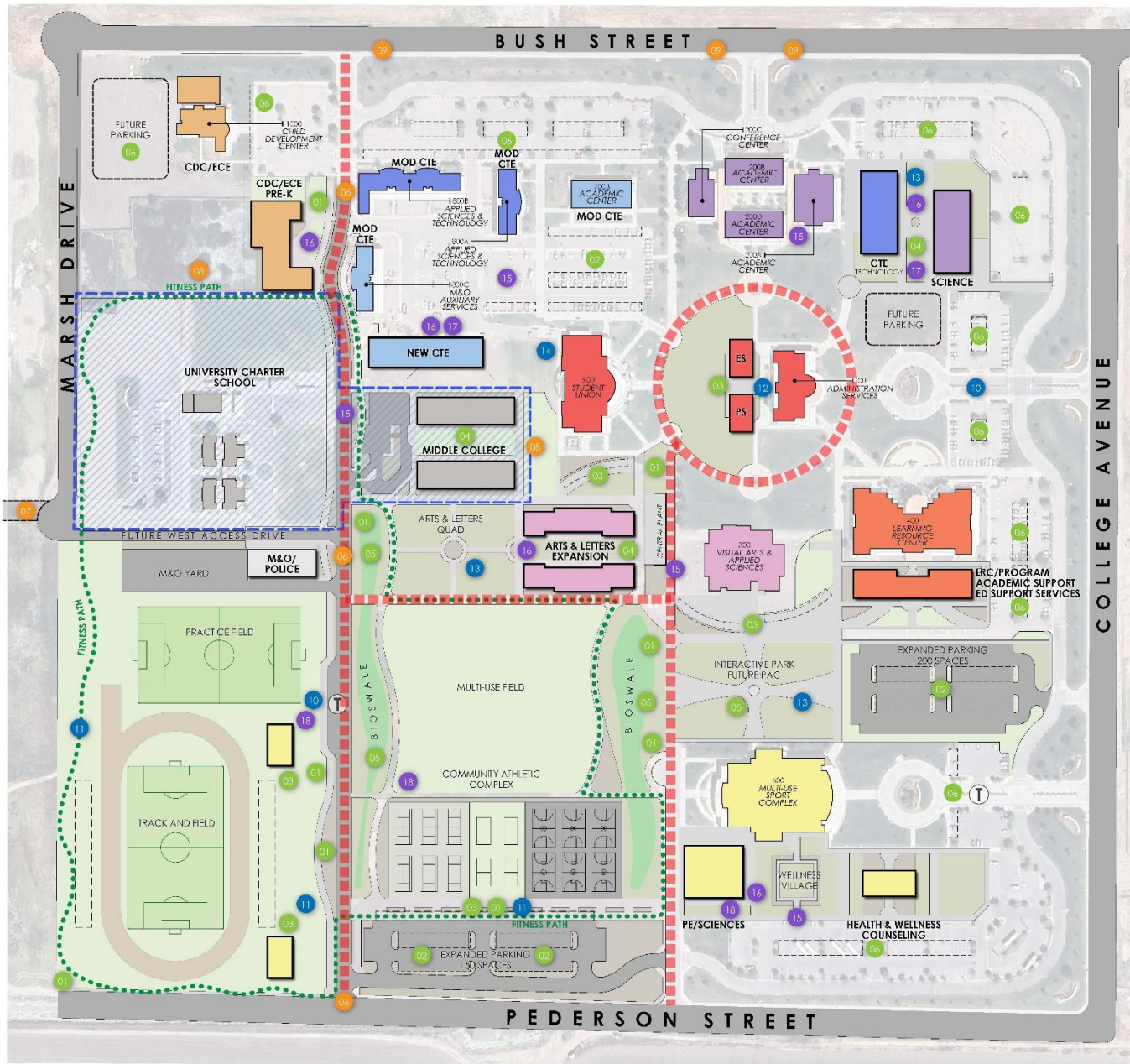
- 06 Fire and Police Access Loop
- 07 Future Added Second Campus Entry
- 08 Separation of High School and College Age Students
- 09 Decel and Merge Lanes to Existing Along Bush St. and College Ave.

**COMMUNITY ENGAGEMENT AND OUTREACH**

- 10 Shaded Bus Drop-Off
- 11 Community Athletic Complex (Independent Use of Col. Age Functions)
- 12 Inclusion of Community Programs Creating a One-Stop Shop
- 13 Expanded and Added Quadrangles for Student and Faculty Catalytic Interactions
- 14 Developed Future Student Union Expansion Areas

**EDUCATION**

- 15 Developed Organized Program Groups for Each Program Area
- 16 Expanded Educational Programs to Meet Growth Projections
- 17 Focused Growth on Lab Spaces for STEM and CTE to Meet Existing and Future Needs
- 18 Expanded Athletics and PE Programs





THANK YOU