



# FACILITIES MASTER PLAN

Coalinga College & Firebaugh Center  
2024-2034 Facilities Master Plan

*The relentless pursuit of student success.*

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## COLLABORATIVE STEERING COMMITTEE

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
Carla Tweed, Ed.D.	Coalinga College	President
Sam Aunai, DPA	Coalinga College	Vice President of Educational Services
Angela Tos, Ed.D.	Coalinga College	Vice President of Student Services
Bobbi Mahfood	Coalinga College	Dean of Educational Services
Jonathan Endicott	Coalinga College	Dean of Student Services
Bethany Matos	Coalinga College	Dean of Firebaugh Center
Robert Thornton	TETER	Principal Architect
Vivek J. Harris	TETER	Senior Planner





## STAKEHOLDERS

### Firebaugh Center

Bethany Matos, Dean of Firebaugh Center – Educational Services  
Norma Carpenter, Outreach and Recruitment Specialist – Student Services

### Student Services and Residential Life

Rosalind Toliver, Director of Admissions & Records – Student Services  
Ty'Anthony Riley, Director of Residential Living and Student Activities  
Pedro Garcia, Coordinator of Student Support Programs and Engagement – Student Services  
Jay Darnell, Food Service Manager/Cook – Food Services  
Valerie Walker – Student Services  
Erin Corea, Counselor – Counseling and Advising  
Erin Devine, Senior Secretary – Student Services

### Farm of the Future and CTE

Bobbi Mahfood, Dean of Educational Services – Educational Services  
Terry Brase, Director of the Farm of the Future  
Alissa Trevino, Program Assistant – Farm of the Future  
Chris Chaney, Agriculture Industrial Technologies Instructor – Agriculture  
Valeria Hochman Adler, Agriculture/Biology Instructor – Agriculture  
Drew Gobby, Farm Technician – Farm of the Future

### Athletics

Justin Berna, Director of Sport Operations/Head Football Coach - Athletics  
Michael Cordero, Instructor/Head Baseball Coach - Athletics  
Cory Minter, Athletic Trainer - Athletics  
Gina Twardowski, Senior Secretary – Athletics

### Academic, General Ed and Transfer Programs

Sarah Maokosy, Associate Dean of Educational Services – Educational Services  
Staci Mosher, Psychology Instructor, Psychology  
Anna Jorgens, Learning Disabilities Specialist, DSPS  
Richard Valenzuela, Special Projects - Agriculture  
Alaa Selim, Math Instructor - Math  
Atif El Nagggar, Biology Instructor - Biology  
Arkady Hanjiev, Math Instructor - Math  
Brandy Wilds, English Instructor - English  
Lynn Mann, Math Instructor, Math  
Timothy Ellsworth, Agriculture Science & Technology Instructor – Farm of the Future  
Ana Hidalgo, Ethnic Studies Instructor  
Salvador Bueno Jr., Business Instructor  
Valeria Hochman Adler, Agriculture/Biology Instructor – Agriculture  
Jean-Yves Merilus, Geography Instructor - Instruction

## FACILITIES MASTER PLAN (FMP) PURPOSE

This Facilities Master Plan (FMP) for Coalinga 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 Coalinga FMP provides information regarding potential short term and long-term facility improvement projects. 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 Coalinga College Executive committee and included as a basis their recently developed Educational Master Plan and Farm of the Future 5 Year 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 Steering Committee Meetings

Data Collection, Research and Analysis

Infrastructure and Utilities

Review of Previous Planning Documents (Educational 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

The facility master plan for the Firebaugh Center, based upon District request, was limited to minor review of their new 2022 facility and short-term minor facility improvements. The process did include site visits and stakeholder meetings evaluating the new facility. This abbreviated process will be noted during the presentation of the facility process.

The facility master plan process included a very important and useful Board Study Session presentation of the process, preliminary findings, and vision. The Board provided direction regarding the preferred list of potential master plan projects.

## STEERING COMMITTEE DRIVERS

### Steering Committee Facility Master Plan Guiding Principles

The steering committee met and reviewed their educational direction and general facility master plan goals. They provided the facility master plan with the following guiding principles.

- Holistic/Social services include therapy (confidential), health centers and pantry

- Campus and community engagement

- Increase student enrollment and engagement

- Create larger more flexible spaces

- Meet financial constraints and state funding

- Enhance each enrollment center/opportunity

These guiding principles have been part of the discussion with the individual stakeholders, steering committee, and board. The direction and importance of these guiding principles have influenced the exploration and development of individual campus drivers. These drivers were collected via the various stakeholder meetings and steering committee meetings. They relate to the specific educational, community and facility needs of each 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 college campus and this facility master plan process.

### Coalinga College

#### External Drivers

- Community population decline
- Competing proximate colleges
- Lack of community housing/services
- Post COVID online realities
- Limited public transportation

#### Internal Drivers

- Poor condition of facilities (FCI)
- Declining College enrollment
- Program space utilization (symptom of enrollment)
- Building/Energy efficiency issues
- Potential code upgrades (Access, FLS, Structural, Green Code)
- Office/Support spaces
- Safety and security
- Community access and engagement
- Missing campus Core/Aesthetic/Sense of place
- Community Connections

### Firebaugh Center

#### External Drivers

- Competing proximate colleges
- Post COVID online realities
- Limited public transportation

#### Internal Drivers

- Building operational/energy costs
- Technology improvements
- Safety and security
- Program space utilization (symptom of new building)
- Outdoor community/student gathering space

## 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, 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.

### Building Elements and Utilization

The Coalinga Campus in its current configuration and use is underutilized. 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 housing to not only maintain the current enrollment but to increase enrollment. Additionally, the college will look to remove smaller less efficient dated buildings that have outlived their useful life span. It should be noted that as part of the colleges Education Plan, the college is aggressively looking to expand key and enrollment driving programs.

### 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 security through both active measures (lighting and cameras) as well as the passive security which would include removal of buildings to create a more open consolidated community quad.

### Infrastructure

With several central boilers and chillers occupied in basements and existing buildings, improvement to provide newer more energy efficient systems will be required. Information and Power relocation will be required from Building H which currently is the point of connection.

### Connections and Partnerships

Coalinga College will continue to work and collaborate with Lemoore College and the Firebaugh Center providing the community state of the art facilities to support the many educational paths of the community.

### Sustainability

Coalinga College is dedicated to responsible stewardship of our environment. New facilities when proposed 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.



## MEET THE STATE'S 2023 CHALLENGE

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 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 bioswales, 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 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%

TO FULFILL THE AFOREMENTIONED REQUIREMENTS, THE FOLLOWING CONSIDERATIONS ARE IMPLEMENTED IN THE FMP

As a rural commuter campus, parking requirements will be closely reviewed annually do to a lack of public transportation or bicycle routes off-sight in the Coalinga Area. A Majority of the students are dropped off at the main campus with no access to the farm of the future by means of public transportation.

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 and bicycle hubs.

Future PV panels will increase shading. Large feature trees have been safeguarded.

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 Watery Quality Basins will be developed and implemented.



## EMPLOYMENT TRENDS

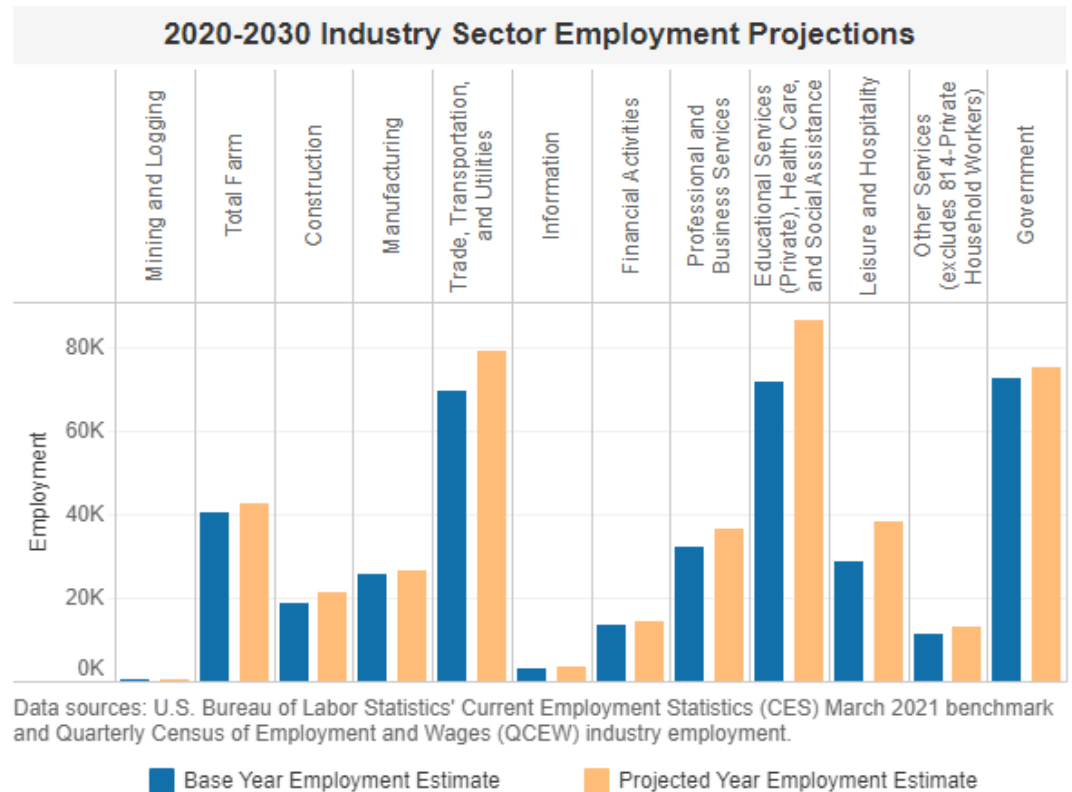
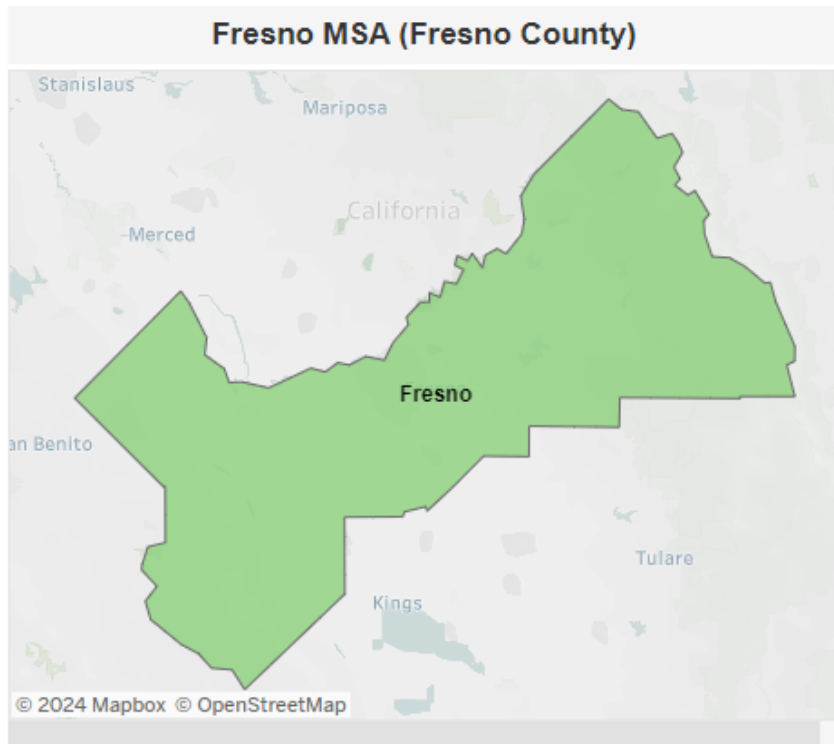
Based on the most recent US Bureau of Labor Statistics, locally, the industry sectors with the largest growth are as follows:

Educational Services (Private), Health Care and Social Assistance are the area's largest industry sector and are projected to add 14,800 jobs.

Leisure and hospitality are projected to add 9,500 jobs, an increase of 33.0 percent.

Trade, Transportation and Utilities are projected to add 9,400 jobs, an increase of 13.5 percent.

Professional and business services are projected to add 4,600 jobs, an increase of 14.3 percent.



The information presented in the following two charts project Occupations with the Most Job Openings and Fastest Growing Occupations for Fresno 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 \$15.50 to \$30.39 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
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	46,770	\$15.00	\$31,200
31-1120	Home Health and Personal Care Aides	41,370	\$15.21	\$31,641
35-3023	Fast Food and Counter Workers	20,450	\$15.00	\$31,200
41-2011	Cashiers	18,340	\$15.00	\$31,200
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	12,620	\$15.70	\$32,654
53-7065	Stockers and Order Fillers	11,950	\$15.29	\$31,803
41-2031	Retail Salespersons	11,660	\$15.00	\$31,200
43-9061	Office Clerks, General	8,650	\$18.30	\$38,065
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	7,640	\$15.53	\$32,312
35-3031	Waiters and Waitresses	7,380	\$15.00	\$31,200

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
39-3091	Amusement and Recreation Attendants	320	550	71.9%	\$15.00	\$31,200
47-2231	Solar Photovoltaic Installers	200	340	70.0%	\$23.23	\$48,310
35-2014	Cooks, Restaurant	1,910	3,080	61.3%	\$17.69	\$36,790
39-9031	Fitness Trainers and Aerobics Instructors	390	620	59.0%	\$23.87	\$49,646
35-3011	Bartenders	640	950	48.4%	\$15.00	\$31,200
39-1098	First-Line Supervisors of Personal Service & Entertainment and Recreation Workers, ..	280	390	39.3%	\$0.00	\$0
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	870	1,210	39.1%	\$15.00	\$31,200
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	210	290	38.1%	\$15.29	\$31,790
35-1011	Chefs and Head Cooks	380	520	36.8%	\$24.23	\$50,403
39-2021	Nonfarm Animal Caretakers	550	740	34.5%	\$15.00	\$31,200

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 200 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
25-2011	Preschool Teachers, Except Special Education	1,720	\$17.51	\$36,415
23-2011	Paralegals and Legal Assistants	860	\$24.89	\$51,779
19-4042	Environmental Science and Protection Technicians, Including Health	450	\$23.84	\$49,572
29-2034	Radiologic Technologists	430	\$39.17	\$81,481
29-1126	Respiratory Therapists	380	\$39.54	\$82,247
19-4010	Agricultural and Food Science Technicians	370	\$0.00	\$0
19-4071	Forest and Conservation Technicians	340	\$0.00	\$0
31-2021	Physical Therapist Assistants	300	\$36.94	\$76,831
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	280	\$22.63	\$47,058
29-1292	Dental Hygienists	280	\$38.57	\$80,238

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
29-1126	Respiratory Therapists	430	570	32.6%	\$39.54	\$82,247
29-2032	Diagnostic Medical Sonographers	220	280	27.3%	\$47.84	\$99,507
29-2034	Radiologic Technologists	440	530	20.5%	\$39.17	\$81,481
25-2011	Preschool Teachers, Except Special Education	1,340	1,600	19.4%	\$17.51	\$36,415
19-4042	Environmental Science and Protection Technicians, Including Health	300	350	16.7%	\$23.84	\$49,572
15-1231	Computer Network Support Specialists	240	270	12.5%	\$30.22	\$62,854
29-1292	Dental Hygienists	370	410	10.8%	\$38.57	\$80,238
17-3011	Architectural and Civil Drafters	200	220	10.0%	\$29.09	\$60,512
17-3022	Civil Engineering Technicians	210	230	9.5%	\$31.75	\$66,055
23-2011	Paralegals and Legal Assistants	720	780	8.3%	\$24.89	\$51,779

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 200 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, community colleges have been progressively changing and moving into a "First Choice" for higher education. This is primarily due to the following factors:

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

*"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 Coalinga 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*):

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

## CAMPUS OVERVIEW – COALINGA COLLEGE

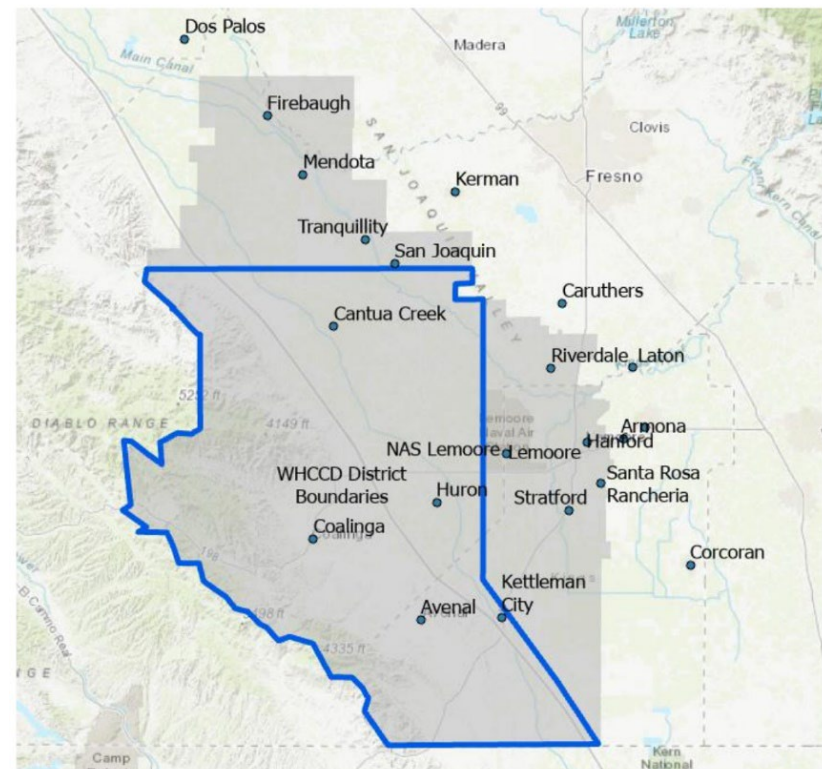
The Coalinga College campus was built in 1956 in its current location on Cherry Lane in Coalinga as part of the Coalinga High School District. The initial development of the campus included the Faculty Offices, Administration, Library, Student Center, and classroom buildings still used today. The Residence Halls, Dining Hall and Gym were built over the next five years. In 1961 the school separated from the high school district and became known as Coalinga College. It would later become West Hills Junior College in 1969.

In 1998, Measure G was passed part of which was used to fund the remodeling of multiple classroom buildings. In 2001, the Allen family donated 213 acres in Coalinga to the college where the Farm of the Future is located. Voters passed Measure C in 2008 providing \$11.6 million in funds to build new agricultural facilities at the Farm of the Future and modernize several campus buildings. Measure T, a \$20 million bond issue, was passed in 2014 to fund district-wide ongoing technology upgrades for the next 20 years.

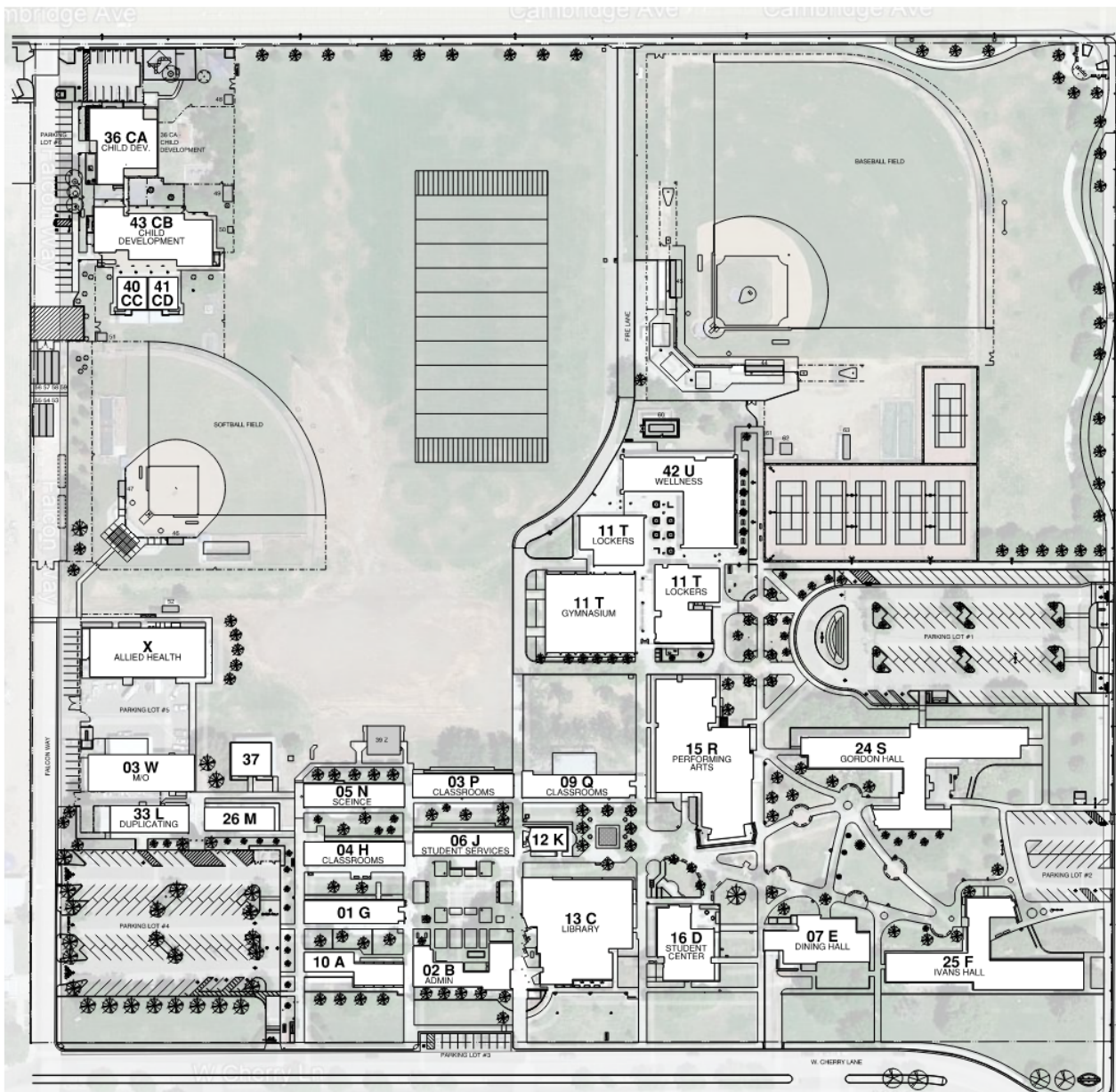
Coalinga College, including the Farm of the Future, features 53 buildings totaling 235,268 square feet. Of those 53 buildings, 28 were constructed before 1990 and 18 buildings are more than 50 years old. The WHCC Facilities Department is tasked with the daily challenge of maintaining the efficiency and effectiveness of these aging facilities and the mature infrastructure of the Coalinga College Campus.

Currently, this campus is over-built with excessive capacity related to relatively low enrollment. Where available teaching facilities or spaces do occur, they are typically inefficient for effective teaching and more importantly “learning.” Additionally, many of the buildings as stated above have reached the end of their projected life cycles and will need to be considered for replacement or significant modernization. These older buildings with FCI’s over 65% are typically more costly to renovate than to building new facilities in their place.

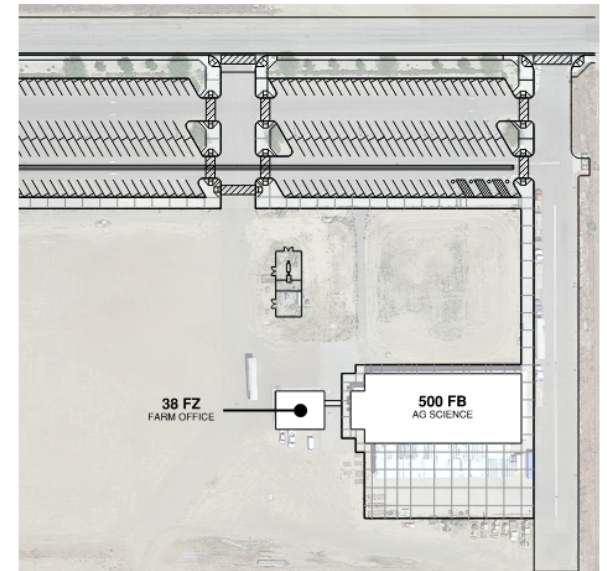
Coalinga Campus Service Area with West Hills District Boundaries



EXISTING CAMPUS - COALINGA COLLEGE



FARM OF THE FUTURE

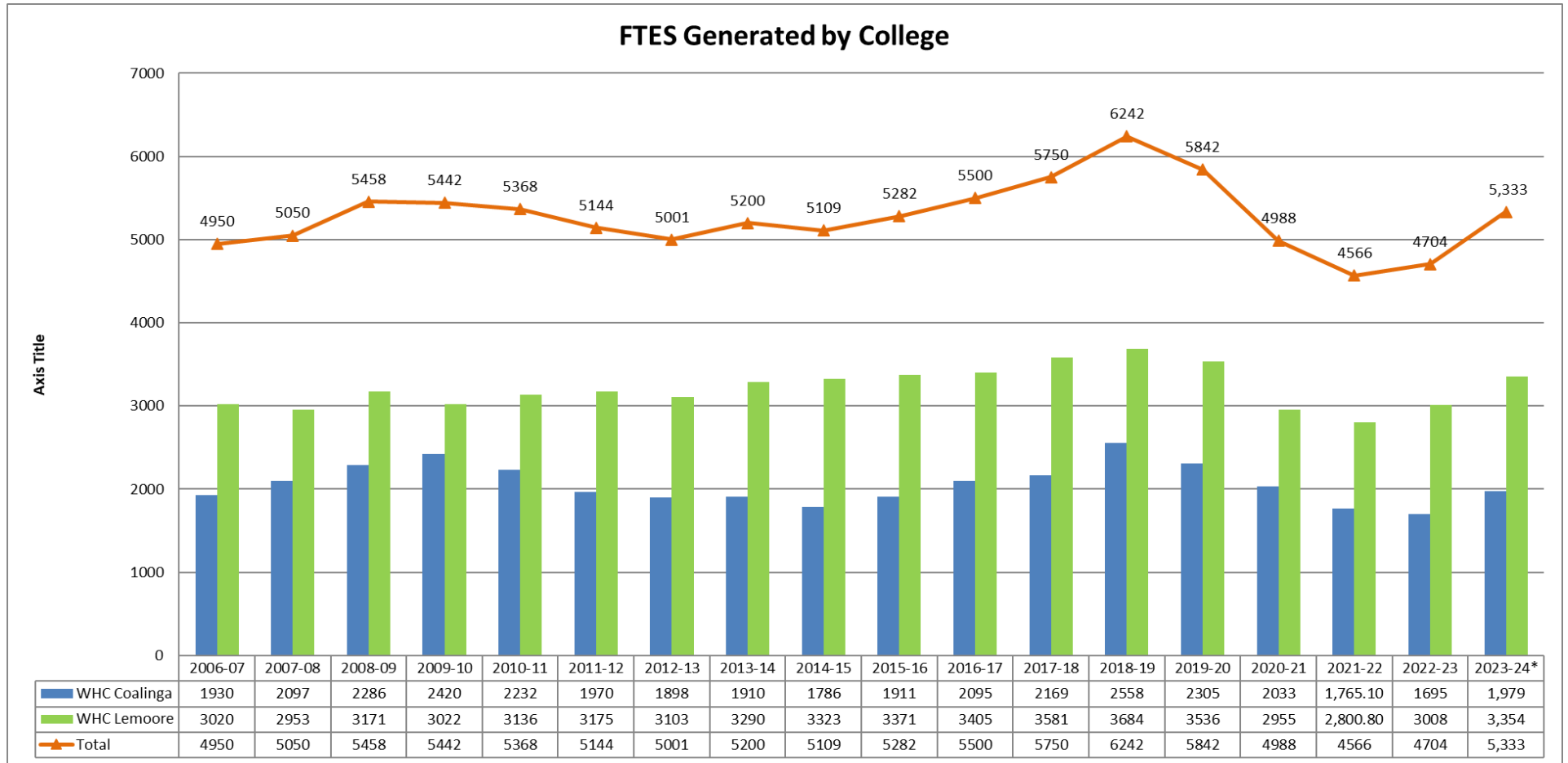


## COMMUNITY GROWTH PROJECTIONS

The 2024 population of Coalinga is 16,762. Projections indicate a 0.78% annual decline in population over the next five years with an estimated population of 16,100 in 2029.

## CAMPUS GROWTH PROJECTIONS

Despite the community declining population, the college has maintained a steady enrollment and is currently in an upswing coming out of the COVID enrollment drop. The college will be targeting a slow and sustained per annum growth of 1%-2% of FTES or full-time equivalent students.





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.

		2017-28	2018-29	2019-20	2020-21	2021-22	2022-23	2023-24*
Instructional Location		WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C
Resident/Appor tionment Generating	Coalinga (off campus)	10.7	3.3	2.5	7.5	44.5	25.4	37.3
	Coalinga Campus	840.8	787.2	654.5	136.9	378.0	448.6	388.8
	Coalinga Online	955.2	1,293.3	1,130.3	1,494.6	907.2	720.7	908.6
	Other/Misc	364.8	478.4	531.7	379.4	442.6	501.3	617.9
	<b>Resident FTES Total</b>	<b>2,171.5</b>	<b>2,562.2</b>	<b>2,319.0</b>	<b>2,018.3</b>	<b>1,772.3</b>	<b>1,696.0</b>	<b>1,952.6</b>
Instructional Location		WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C	WHCCD-C
Non-Resident/ Non- Apportionment	Coalinga (off campus)	3.0		0.7	0.6	0.1	0.3	3.0
	Coalinga Campus	73.1	66.4	41.5	6.0	51.8	67.3	52.7
	Coalinga Online	50.6	55.4	36.0	34.7	35.5	39.3	49.4
	Other/Misc	58.00	41.53	16.49	4.63	1.78	5.72	14.45
	<b>Non-Resident FTES Total</b>	<b>184.7</b>	<b>163.3</b>	<b>94.7</b>	<b>46.0</b>	<b>89.2</b>	<b>112.5</b>	<b>119.6</b>
<b>Grand Total FTES</b>		<b>2,356.2</b>	<b>2,725.4</b>	<b>2,413.7</b>	<b>2,064.3</b>	<b>1,861.5</b>	<b>1,808.6</b>	<b>2,072.1</b>

\* 2023-24 FTES of 1,972 based on 2/27/2024; total included here of 1,952 doesn't include approx. anticipated 20 Positive Attendance FTES



FTES GROWTH PROJECTIONS BASED ON A TARGET OF 1% TO 2% (WE HAVE TARGETED 1% IN THE GRAPH)

With the community's declining enrollment over the last several years averaging -0.78%/annually, the college has set a targeted growth of between 1% and 2% annually.

	2023-24*	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	
<b>Annual Target Growth</b>		1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	
<b>Res/Apportionment Generating</b>	Coalinga (off campus)	37.3	37.7	38.0	38.4	38.8	39.2	39.6	40.0	40.4	40.8	41.2
	Coalinga Campus	388.8	392.6	396.6	400.5	404.5	408.6	412.7	416.8	421.0	425.2	429.4
	Coalinga Online	908.6	917.7	926.8	936.1	945.5	954.9	964.5	974.1	983.9	993.7	1,003.6
	Other/Misc	617.9	624.1	630.4	636.7	643.0	649.5	655.9	662.5	669.1	675.8	682.6
	<b>Resident FTES Total</b>	<b>1,952.6</b>	<b>1,972.1</b>	<b>1,991.8</b>	<b>2,011.7</b>	<b>2,031.9</b>	<b>2,052.2</b>	<b>2,072.7</b>	<b>2,093.4</b>	<b>2,114.4</b>	<b>2,135.5</b>	<b>2,156.9</b>
<b>Non-Res/Non-Apportionment</b>	Coalinga (off campus)	3.0	3.0	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.3	3.3
	Coalinga Campus	52.7	53.3	53.8	54.3	54.9	55.4	56.0	56.5	57.1	57.7	58.2
	Coalinga Online	49.4	49.9	50.4	50.4	50.9	50.9	51.4	51.4	51.9	51.9	52.4
	Other/Misc	14.45	14.6	14.7	14.9	15.0	15.2	15.3	15.5	15.6	15.8	16.0
	<b>Non-Resident FTES Total</b>	<b>119.6</b>	<b>120.8</b>	<b>122.0</b>	<b>122.7</b>	<b>123.9</b>	<b>124.6</b>	<b>125.9</b>	<b>126.6</b>	<b>127.9</b>	<b>128.7</b>	<b>129.9</b>
<b>Grand Total FTES</b>	<b>2,072.1</b>	<b>2,092.9</b>	<b>2,113.8</b>	<b>2,134.4</b>	<b>2,155.8</b>	<b>2,176.8</b>	<b>2,198.6</b>	<b>2,220.0</b>	<b>2,242.2</b>	<b>2,264.2</b>	<b>2,286.8</b>	

\* 2023-24 FTES of 1,972 based on 2/27/2024; total included here of 1,952 doesn't include approx. anticipated 20 Positive Attendance FTES

## CAMPUS SPACE UTILIZATION

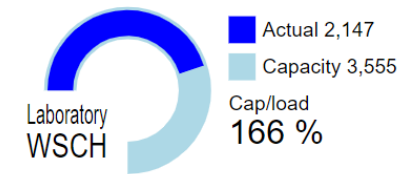
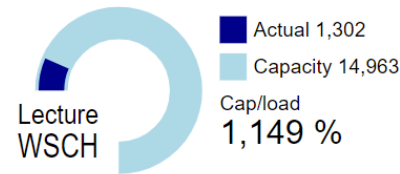
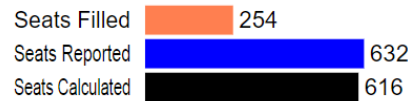
We determine capacity based on space utilization. The college is currently extremely overbuilt and underutilized. The data below provided by FPACS Facility Soft shows lecture spaces at Coalinga College have a cap load of 1,149% typical for a single semester. In other words, there are 1,302 enrolled students in lecture type classes with the capacity of 14,963 lecture students.

The laboratory spaces are also overbuilt with a cap load of 166% or 2,147 students and with a total capacity of 3,555 laboratory students. Also, refer to the top WSCH producing rooms to see the current WSCH rooms by ASF and cap load.

### West Hills College - Coalinga Campus

#### Lecture and Lab Rooms

Classes  
54 in Rooms  
16  
Avg. Classes/Room 3.4



#### Other Rooms with Classes (PE, Assembly, LRC, etc.)

Classes  
5 in Rooms  
4  
Avg. Classes/Room 1.3



Other Rooms WSCH  
467

#### Top WSCH Producing Rooms

WSCH			
Room	Use	ASF	WSCH
Farm of Future FB02	210	4,560	615
Farm of Future FB01	210	4,518	479
Farm of Future FB03	210	2,259	364
N N-1	210	935	331
P P-3	110	984	325

WSCH Per ASF			
Room	Use	ASF	WSCH
X X-7	310	364	216
N N-1	210	935	331
P P-3	110	984	325
N N-3	210	1,027	274
P P-2	110	873	180

Cap/Load			
Room	Use	ASF	WSCH
N N-1	210	935	331
Farm of Future FB01	210	4,518	479
Farm of Future FB03	210	2,259	364
N N-3	210	1,027	274
Farm of Future FB02	210	4,560	615

## FACILITIES CONDITION INDEX

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. The data and values below are from the state's published and recorded data.

### Coalinga FCI per Building

From FUSION 2/22/24

<b>A - FAC WING/SPEC PROG</b>	<b>3,000</b>	<b>1957</b>		<b>122.27%</b>
<b>B - ADMINISTRATION</b>	<b>3,912</b>	<b>1957</b>		<b>29.49%</b>
<b>C - LIBRARY</b>	<b>14,512</b>	<b>1957</b>	<b>1991</b>	<b>15.78%</b>
<b>CA - CHILD DEVELOPMENT</b>	<b>6,824</b>	<b>1985</b>	<b>2005</b>	<b>64.05%</b>
<b>CB - CHILD DEVELOPMENT</b>	<b>8,106</b>	<b>2005</b>		<b>9.67%</b>
<b>CC - CHILD DEVELOPMENT</b>	<b>1,440</b>	<b>2009</b>		<b>3.68%</b>
<b>CD - CHILD DEVELOPMENT</b>	<b>1,440</b>	<b>2009</b>		<b>3.68%</b>
<b>E - DINING HALL</b>	<b>7,298</b>	<b>1959</b>		<b>57.97%</b>
<b>F - IVANS HALL</b>	<b>10,649</b>	<b>1959</b>		<b>78.45%</b>
<b>FB - AG SCIENCE</b>	<b>27,014</b>	<b>2012</b>		<b>0.00%</b>
<b>FZ - AG OFFICE</b>	<b>1,440</b>	<b>1999</b>		<b>47.92%</b>
<b>G - WING</b>	<b>3,360</b>	<b>1957</b>		<b>45.73%</b>
<b>H - WING</b>	<b>4,228</b>	<b>1957</b>		<b>73.30%</b>
<b>J - WING</b>	<b>3,388</b>	<b>1957</b>		<b>117.82%</b>
<b>K - EVERETT HALL</b>	<b>1,462</b>	<b>1957</b>		<b>107.16%</b>

# Coalinga FCI per Building

From FUSION 2/22/24 \*

L - HEALTH CAREERS	3,686	1975		73.82%
M - WING	2,352	1980		59.40%
N - WING	3,786	1958		31.49%
P - WING	3,850	1957		31.49%
Q - WING	6,126	1958		31.49%
R - SPEECH-ARTS-MUSI	23,388	1965		45.73%
S - GORDON HALL	24,473	1962		89.08%
T - GYMNASIUM	22,342	1960		39.94%
U - WELLNESS CENTER	9,863	2010		0.00%
W - MAINTENANCE SHOP	7,427	1958		72.89%
WELLNESS RELO	1,920	2000		47.92%
X - ALLIED HEALTH	9,265	1958		42.30%
FIREBAUGH CENTER	41,663	2022		0.00%

## FINDINGS AND CHALLENGES

### External Drivers – Community Oriented

- Community Population Decline
- Competing Proximate Colleges
- Lack of Housing / Community Services
- Geographical Isolation
- Post Covid Online Realities / New Paradigm
- Public Transportation

### Facility Drivers – MO Oriented

- Condition of Facilities (FCI)
- Infrastructure Efficiency issues (MO)
- Code Upgrades (Access, FLS, Structural, Green)

### Internal Drivers – College/District Oriented

- Declining Enrollment
- Space Utilization Symptom
- Post Covid Online Realities / New Paradigm
- Office / Support Spaces
- Safety and Security
- Access and Community Engagement
- Missing Campus Core/Aesthetics/Sense of Place
- Community Connections





## OPPORTUNITIES

### Increase Enrollment

- Increase and Expand Existing Magnet Programs
  - Farm and Agricultural Sciences
  - CNA, Medical Assisting and MESA/Science
- Increase Online Opportunities
- Improve Existing Student Housing
- Increase Student Housing
- Increase and Expand CTE and STEM
- Increase and Expand Athletics

### Facilitate Student and Community Engagement and Interest

- Leverage State Funds to Replace Facilities
- Develop a focused Campus Identity and Core
- Improve Campus Safety, Security, and Access
- Develop Solutions for Increased Space Utilization for both Educational and Support Spaces
- Create State of the Art Facilities

### Maintain and Advance Campus Infrastructure and Utilities

- Code Upgrades for Access, FLS, and Structures
- Energy efficiency mandated upgrades
- Leverage State Funds to Upgrade Existing Facilities



## MASTER PLAN VISION – COALINGA COLLEGE

The steering committee focused master plan vision which will address the major challenges described in the previous sections and provide a variety of paths able to respond to local and regional opportunities. This includes several projects specifically focused on the opportunity to grow enrollment via student housing additions or remodels. The vision also includes projects focused on improving the existing educational facilities with an efficient building replacement project and specific farm of the future remodel and/or expansion projects. Lastly, the vision includes important student safety and security work. The proposed Project List meets the College's space needs and growth projections through 2034. This project information may form the basis for the district considering a local school bond.

### Enrollment/Growth

Student Housing Remodel	\$4.8M	Focus on finishes improvements and major restroom modernization.
New Student Housing	\$50.2M	2-Story 33,426 GSF 126-bed low-income
New Student Housing Offsite	\$12.2M	Conversion of existing Motel/Hotel uses in Coalinga to be funded locally. Project Scope will vary based on market availability of real property.
New Student Housing Onsite	\$12.2M	Construct an approximately 14,000 sf new housing facility with Approximately 40 rooms (80-119 beds @ double-triple occupancy)
Football Field Improvements	\$1.3M	Quality and safety of field including expanding practice area

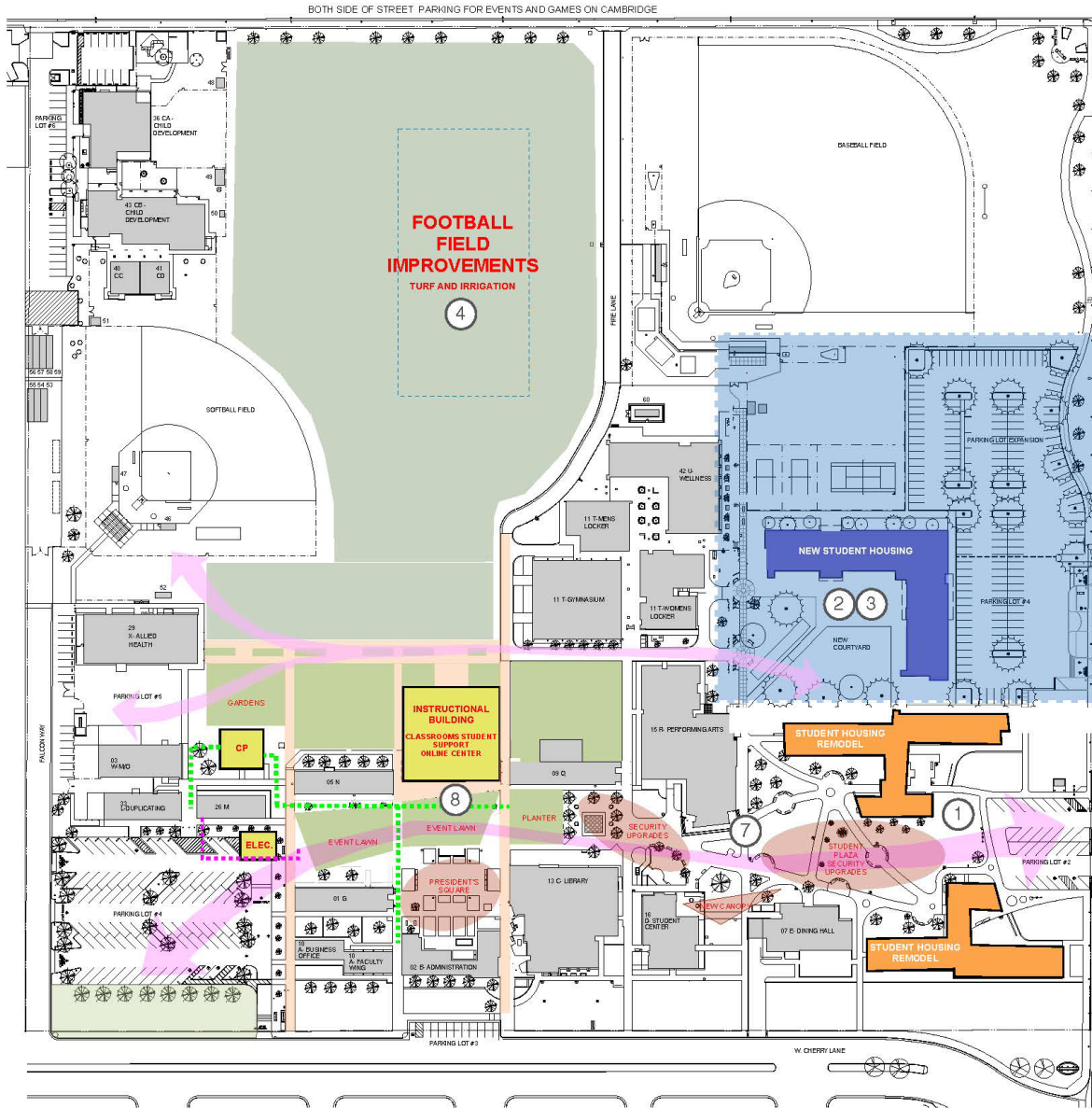
### Educational Outreach and Growth

Farm of the Future Classroom/Lab Remodel for teaching	\$400K	
Farm of the Future Classroom/Lab Expansion	\$4M	New CTE Class/Lab wing of around 3,000 SF

### Campus Core, Community and Security

Campus Site Security	\$1.1M	Addition of lighting and security cameras
Classroom/Lab Building Replacement (H, J, K & P) - escalated to 2031	\$18M	(state match of \$9M) Replace inefficient buildings with new single building (80% of SF) New building 10,500 SF Funding score with 50% local match 161 (very good!) Creates a new campus center core for enhanced learning and community use Increased flexibility and online capability to grow enrollment

# MASTER PLAN VISION – COALINGA COLLEGE



## MASTER PLAN VISION

### Enrollment/Growth

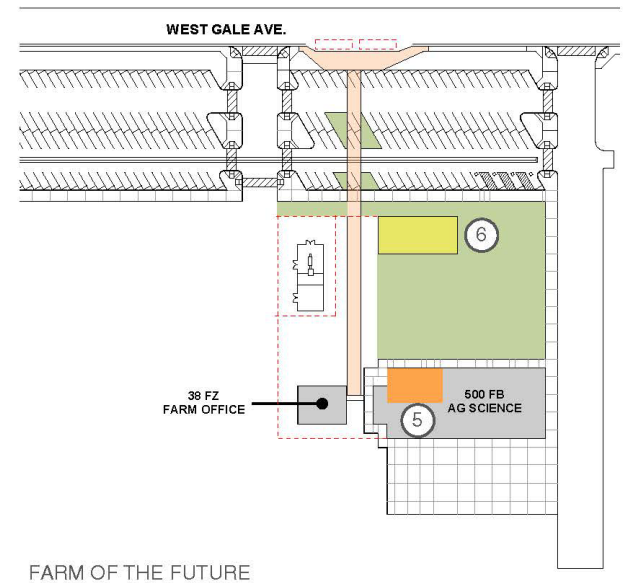
- ① STUDENT HOUSING REMODEL
- ② NEW STUDENT HOUSING (*Large*)
- ③ NEW STUDENT HOUSING (*Small*)
- NEW STUDENT HOUSING OFFSITE (*Final Location TBD*)
- ④ FOOTBALL FIELD IMPROVEMENTS

### Educational Outreach and Growth

- ⑤ FARM OF THE FUTURE CLASSROOM/LAB REMODEL
- ⑥ FARM OF THE FUTURE CLASSROOM/LAB EXPANSION

### Campus Core, Community and Security

- ⑦ CAMPUS SECURITY
- ⑧ CLASSROOM/LAB BUILDING REPLACEMENT



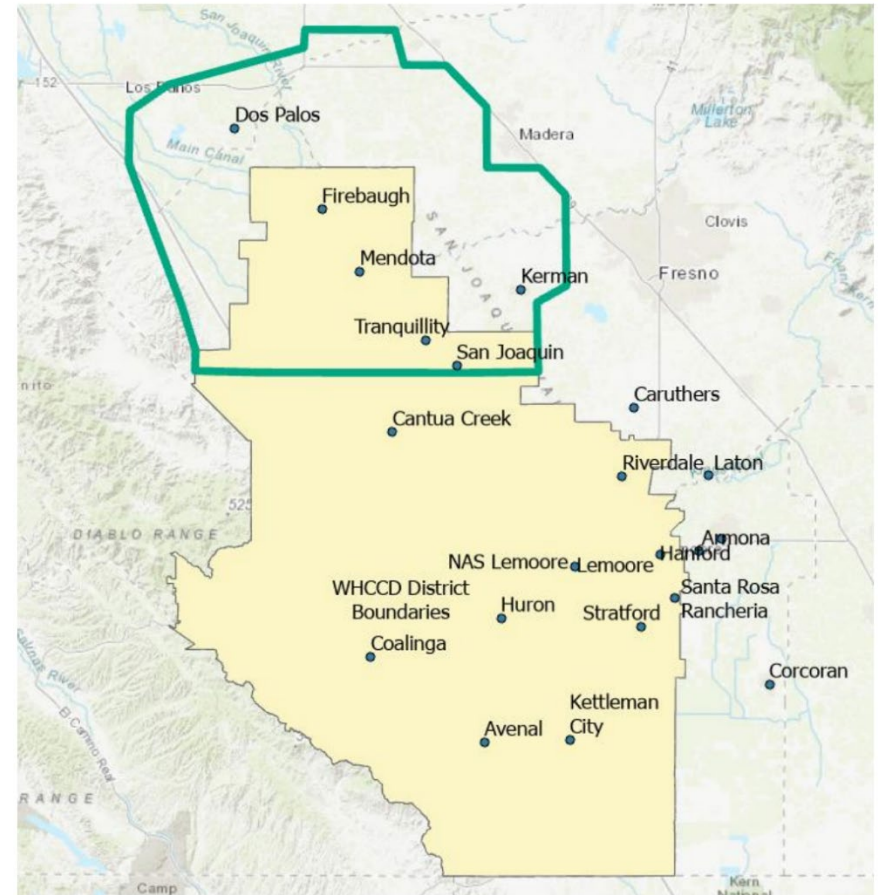


## CAMPUS OVERVIEW – FIREBAUGH CENTER

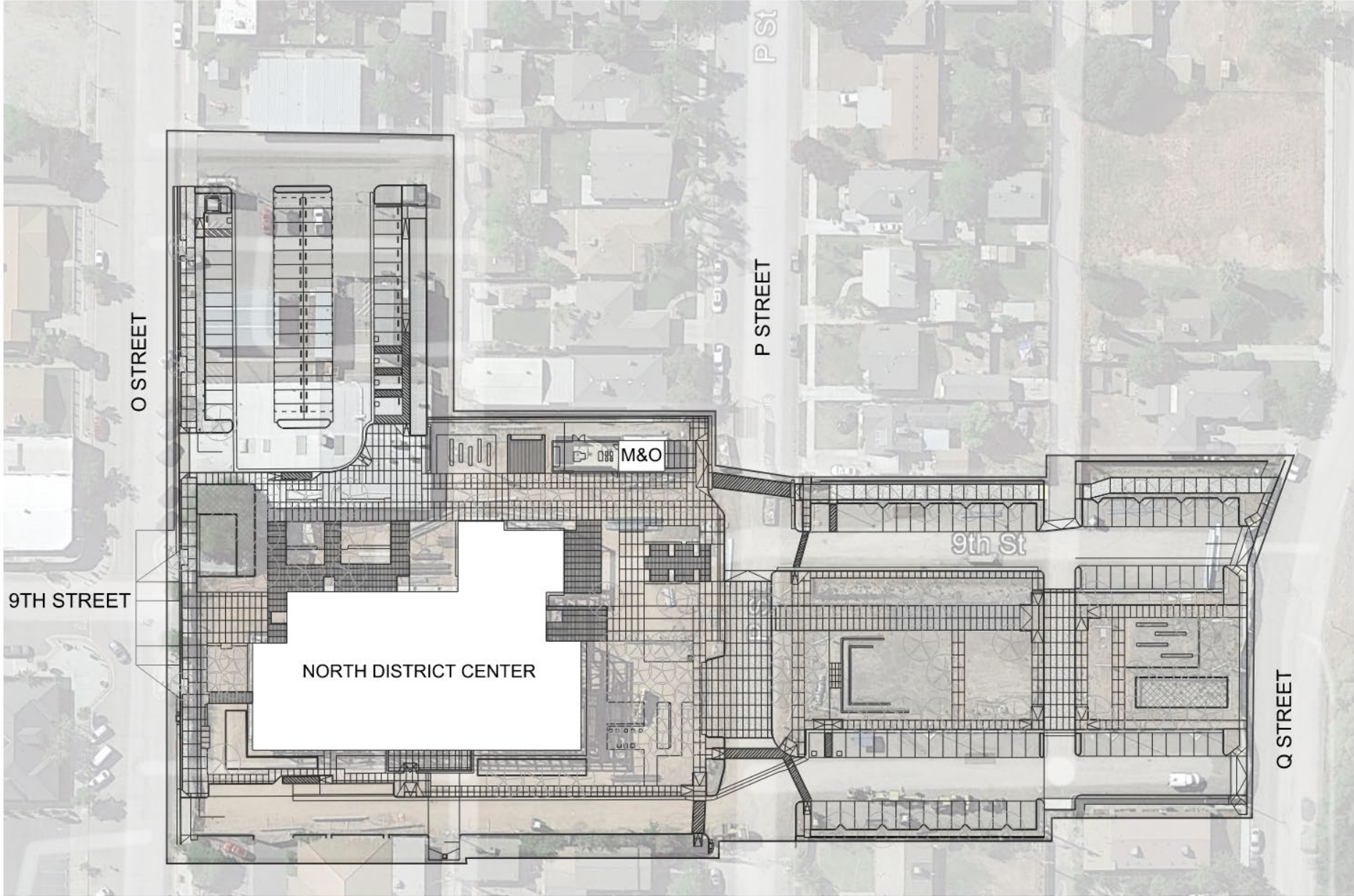
The facility master plan direction for the Firebaugh Center was limited due to the recent development of the new facility. The Firebaugh Center is located on O Street between 8th and 10th Streets in Firebaugh. The 41,663 square-foot facility was opened in August 2022 replacing the previous 11,764 square-foot educational center. The new facility was made possible by Measure Q an \$11.8 million bond passed in 2008 and California Proposition 51 passed in 2016, which provided the remaining funds needed to build the new educational center to serve students attending the Firebaugh Center. The building houses a Fresno County library and field office for the California Department of Food and Agriculture. The facility master plan is focused on minor improvements to the new facility.



Firebaugh Center Service Area with West Hills District Boundaries



EXISTING CAMPUS – FIREBAUGH CENTER





## CAMPUS GROWTH PROJECTIONS

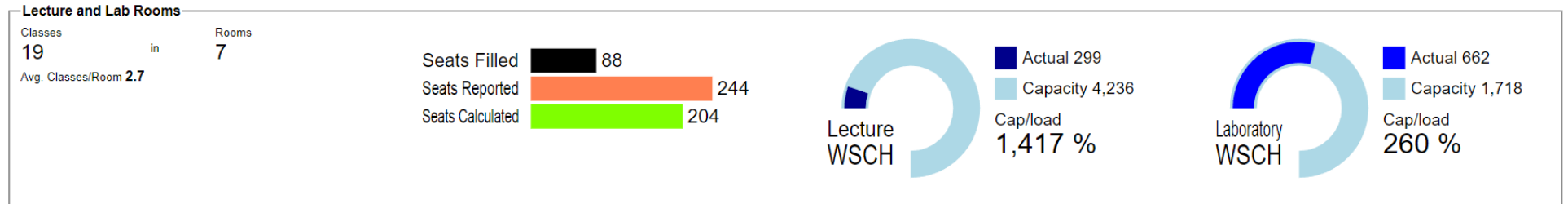
Firebaugh is located in Fresno County, Madera County, and Merced County California. Firebaugh has a 2024 population of 8,747 with a current annual growth rate of 1.92% annually. The centers current growth rate of 12% is in response to the new facility and provided programs. It is anticipated that future growth will be around 4-5% annually. Current campus FTES enrollment is 300. The new facility will provide the needed growth capacity beyond the life of this facility master plan.



# 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 that for lecture spaces at the Firebaugh Center have a cap load of 1,417% typical for a single semester. In other words, there are 299 enrolled students in lecture type classes with the capacity of 4,236 lecture students. The laboratory spaces are also overbuilt with a cap load of 260% or 662 students and a total capacity of 1,718 laboratory students. This additional capacity will limit future state funded growth projects but does prepare the college for their expected ongoing future growth.

## North District Center



**Top WSCH Producing Rooms**

WSCH			
Room	Use	ASF	WSCH
Firebaugh Center 215	210	861	288
Firebaugh Center 217	110	901	165
Firebaugh Center 227	210	1,023	132
Firebaugh Center 230	210	1,295	132
Firebaugh Center 212	210	1,553	110

WSCH Per ASF			
Room	Use	ASF	WSCH
Firebaugh Center 215	210	861	288
Firebaugh Center 217	110	901	165
Firebaugh Center 227	210	1,023	132
Firebaugh Center 230	210	1,295	132
Firebaugh Center 218	110	887	74

Cap/Load			
Room	Use	ASF	WSCH
Firebaugh Center 215	210	861	288
Firebaugh Center 227	210	1,023	132
Firebaugh Center 230	210	1,295	132
Firebaugh Center 212	210	1,553	110
Firebaugh Center 217	110	901	165



## FINDINGS, CHALLENGES and OPPORTUNITIES

The Firebaugh Center is well poised for continued educational opportunities and success. The new 2022 Firebaugh Center has enhanced existing educational opportunities, forged greater connection to the community, created an environment for student interaction and potential for future growth/success. The community of Firebaugh has seen minor demographic growth, but presence of the new facility and important educational opportunities has allowed the student enrollment to increase by 12%, which will allow it to grow from its current level of around 300 FTES to their next educational goal of 400 FTES within the next 10 years.

The Firebaugh Center is well located geographically to continue to grow and meet the needs of surrounding communities of Mendota, Dos Palos and Kerman. Their student connections with three feeder high schools with dual enrollment programs, 8<sup>th</sup> grade Jr. Falcon program, Elementary school tours and Jr High career fairs are part of the reason for this continued growth. Community connections are well established with community library, community meeting space and community presence (Firebaugh landmark/destination).

Educational and training programs include transfer classes, medical assisting, certificated CTE programs, workforce training, English second language, etc. The center is considering growing programs to include medical CNA, teacher pipeline, business, etc.

Despite being well poised for continued success; the new facility is not without some minor facility challenges. As noted previously, the district indicated the following needs: minimize building operational/energy costs, increase safety and security, continue technology improvements, and develop outdoor community/student gathering space. Based on this input, the following list of projects are part of the Firebaugh Center vision and facility master plan:

- Upgrade Technology at STEM, CTE, Fine Arts classrooms

- Upgrade technology in community room

- Enhance security with selective window coverings

- Provide additional security cameras toward child development

- Increase energy saving with possible solar

- Improve outdoor space with shade structure at amphitheater

- State or Additional Local Funding are Not anticipated for these Projects beyond their previous bond capacity.



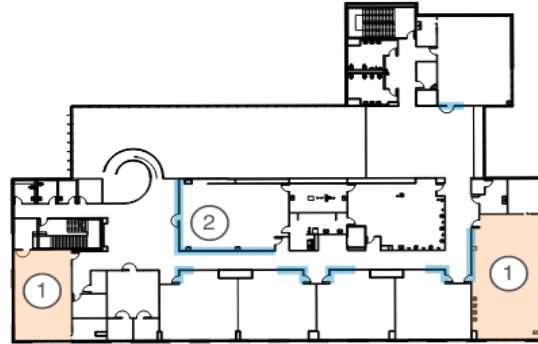
## MASTER PLAN VISION – FIREBAUGH CENTER

The steering committee focused master plan vision for the Firebaugh Center is focused on the minor improvements to the existing facility. These needs were identified via stakeholder meetings and site visits. The proposed Project List identifies minor interior improvement and exterior campus needs:

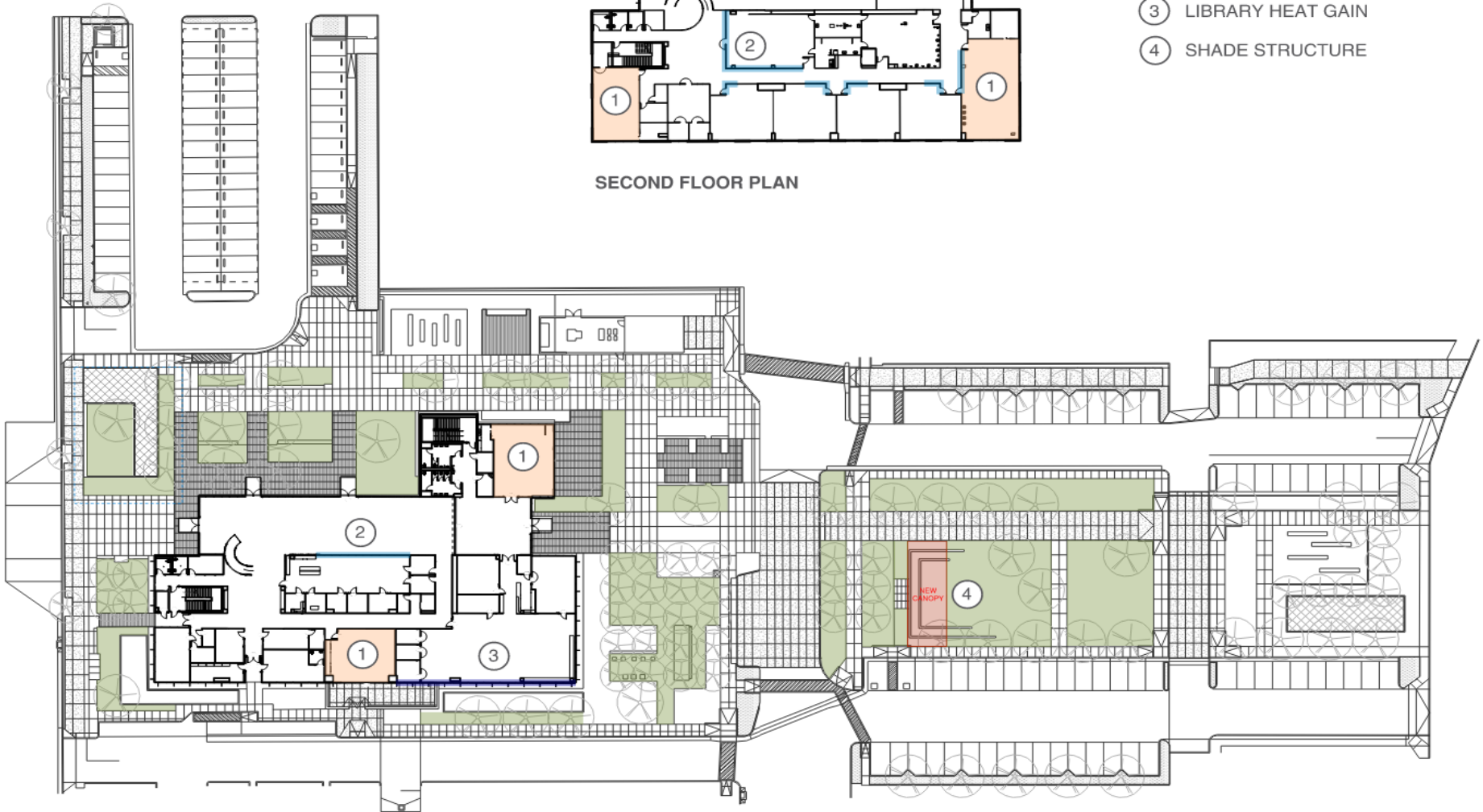
Technology Upgrades	\$150K	New monitors, screens, and cameras in rooms 108, 119, 212 and 224
Campus Site Security	\$65K	Addition of security cameras at Child Development Center and translucent glass coating at Student Services and second floor classrooms
Library Heat Gain	\$15K	Glass coating to south-east window to reduce solar heat gain
Shade Structure	\$400K	60'X20' shade structure and replace turf with paving or xeriscape

**MASTER PLAN VISION**

- ① TECHNOLOGY UPGRADES
- ② CAMPUS SITE SECURITY
- ③ LIBRARY HEAT GAIN
- ④ SHADE STRUCTURE



SECOND FLOOR PLAN







THANK YOU