

PORTERVILLE COLLEGE

facilities master plan

KERN COMMUNITY COLLEGE DISTRICT
CAMBRIDGE WEST PARTNERSHIP / HPI ARCHITECTURE



CW/P



February 2013

Acknowledgements

Cambridge West Partnership and HPI Architects would like to acknowledge the extremely valuable support and guidance provided by Porterville College and Kern Community College District in the creation of this Facilities Master Plan. This includes President Carlson's administrative team - their guidance and direction throughout the process was invaluable. It includes those faculty, staff and administrators who participated in open forum presentations on the campus, giving input and validating progress along the way. It also includes the administrative and facilities planning team of the District. Meeting the schedule for the Plan would not have been possible without the participation from and support of these individuals.

The "apreciation list" includes many. To all who participated, please accept our sincere thanks and gratitude. We are particularly indebted to the following individuals who worked long and hard on this planning effort.

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Porterville College Aerial

MESSAGE FROM THE PRESIDENT



Porterville College enjoys a reputation of being an educational institution focused on students, teaching and learning. Our dedicated staff and faculty have spent countless hours reviewing, discussing, and planning to meet the demanding and challenging needs of today's and future students, while at the same time maneuvering around the ever-changing regulations and funding allocations. The college staff reviews enrollment data trends, staffing, labor market needs, student transfer trends to four-year colleges and universities, feeder high school enrollment trends and waiting lists of students for the specific classes and educational programs.

Porterville College is located in Tulare County and is part of the Kern Community College District. The College was founded in 1927 and is located on 70 acres which is landlocked. Highway 190 is directly north of the college and is separated from the college only by a fence. In addition, on the south side of the college, there is an existing elementary and a middle school across the street. Therefore, it is very important to carefully plan to meet the needs for the future by identifying the educational programs that will prepare and provide skills students to enter the working world or to transfer to a four-year college or university.

The Educational Master Plan (EMP) is the foundation for developing the College's Facilities Plan. It takes well over eight years to be able to construct a new educational building starting with the identification of the building, to receiving funding, and finally, approval from the District and the State agencies. The Educational Master Plan is reviewed and updated regularly.

Sincerely,

Rosa F. Carlson Ed.D.

Porterville College President

TABLE OF CONTENTS

INTRODUCTION TO THE FACILITIES MASTER PLAN 1

Overview	1
Basis For And Context Of The Plan	2
Goals	2
Mission Of The Plan	2
Outcomes	2
Context Of The Plan	2
Glossary Of Terms	3
Plan Formulation	5
Collaborative / Open Process	5
Nexus With Educational Master Plan	5
Primary Elements Of The Facilities Master Plan	5

THE FOUNDATION ELEMENTS OF THE FACILITIES MASTER PLAN 2

Guiding Elements From The Educational Master Plan	9
Characteristics Of The Effective Service Area	9
Course And Program Offerings Review	11
Projections For Future Growth	12
Title 5 Perspective For Future Space Needs	13
Campus Assessment – Porterville College Today	14
Porterville College Today	14
Facilities Age & Condition Index	18
Vehicular Access, Circulation & Parking	20
Pedestrian Circulation & Open Space	22
Key Considerations For The Future	24
Meeting Demands For Growth	24
Addressing An Aging Campus	26
Supporting Core Mission Of The College	26
Linkage To Program Of Instruction	26
Technology Considerations	26
Space Utilization / Allocation Of Space	26
Planning With A Vision To The Future	26
The Maintenance Imperative	27
Key Planning Assumptions	28
Scan Of The College’s Environment	28
On-Site Assessments	30
Campus Vision / Values	31
Previous College / District Planning	32

CAMPUS VISION FOR THE FUTURE

3

Translating Findings Into Physical Form	37
The Process	37
Program Of Work	38
Campus Development Schedule / Phasing Plan	41
Addressing The Campus Systems	47
Summary	47
Vehicular Circulation & Access	48
Parking & Circulation	50
Service & Emergency Access	52
Pedestrian Access & Circulation	54
Open Space	56
Cost To Implement The Plan	58
Overview	58
Summary	60

CONCLUSIONS / RECOMMENDATIONS

4

Conclusions / Recommendations	63
Projections For Growth	63
Landholdings	63
Aging Campus	63
Adding New Growth Space	64
Key Campus Issues	64
Realignment of College Avenue	64
Commitment To Core Site Amenities	65
The Campus Development Schedule	65
Building / Facilities Program	65
Cost To Implement	65
Connectivity With The Community	65
Completing a Detailed Survey	66
Long Range Perspective	66
Epilogue	69



Library & Learning Resource Center

introduction to the facilities master plan

Overview

The Porterville College Facilities Master Plan (“Facilities Master Plan” or “Plan”) is meant to provide a vision for the campus of the future. This vision includes addressing the needs for new and / or replacement construction, the renovation or repurposing of facilities for reuse, and the development / redevelopment of core campus amenities.

The Facilities Master Plan will target the year 2025. The vision for the campus of the future, however, expands well beyond that time. This Plan should be considered as a starting point for redefining the campus for its next 50-year life cycle.

The Facilities Master Plan was guided by the Educational Master Plan of the College. In this regard, it was created to support the future educational needs of the College, as defined via the program of instruction. The Plan process, therefore, included matching space needs to the curriculum, creating modern teaching, learning and support facilities that will attract students to Porterville College, and, through facility development, provide students with the best opportunity to succeed in their educational mission.

The priority of “student success” was given consideration throughout the Plan. This was achieved through the defined program of work, through the inclusion of student amenities and services, and through the conceptual programming of buildings. Priority was also given to

facilities that supported the core disciplines / programs associated with a transfer program of education. The provision for relevant career technical education facilities and facilities for basic skills was also taken into account in formulating the Facilities Master Plan.

introduction to the facilities master plan

Basis For And Context Of The Plan

GOALS

The Facilities Master Plan was created with two overarching goals. The Plan endeavors to:

1. Provide the optimal physical settings to support the academic mission of the College
2. Provide a blueprint for campus development and a resource for decision-making in the future

MISSION OF THE PLAN

The mission of the Facilities Master Plan was to:

1. Reflect the Educational Master Plan of the College
2. Articulate a building / facilities program that:
 - Meets new growth
 - Addresses an aging campus and infrastructure
 - Carries the College into the future
 - Address campus amenities and improvements that make the College more:
 - Functional
 - Attractive
 - Safe
 - User-Friendly for students
3. Provide a single, unified vision for facilities planning
4. Incorporate through the Facilities Master Plan the vision and goals established for the future by the College

OUTCOMES

The Porterville College Facilities Master Plan was targeted to achieve the following outcomes:

1. Linking growth capacities of the program of instruction to space needs and physical capacities
2. Identification of a Building / Facilities Program for the College
3. A road map for connecting the major campus support systems to the Building / Facilities Program
4. A plan for site development / redevelopment, including enhancements and amenities
5. Recommended action for the future

CONTEXT OF THE PLAN

The Plan was viewed through the windows of Porterville College. It is through the College that a vibrant program of instruction emerges to serve a wide and varied student body. The program of instruction and the students served becomes the genesis for space, buildings, and the campus of the future. It is the starting point for the Porterville College Facilities Master Plan.

Glossary of Terms

The glossary that follows includes the definition of the key words or terms used in the Facilities Master Plan. Where a word or term is referenced in sequence or repetition, parenthetical enclosures may also be used.

ASF: Shall mean “assignable square feet,” the measure of “usable” square feet associated with a given facility.

Building / Facilities Program or Program: Shall mean, unless otherwise referred to in a generic or titled reference, the proposed Building / Facilities Program for Porterville College. It is meant to reflect the prioritization, timeline, scope of activity, and the cost of projects as derived from the program of work.

Campus Development Schedule / Phasing Plan: Shall mean, unless otherwise referred to in generic or titled reference, the prioritization or order of projects as they appear in the Building / Facilities Program.

Campus Systems or Core Site Amenities: Shall mean, unless otherwise referenced in a generic sense, the major systems that support the buildings. These include, but are not limited to, primary and secondary infrastructure, vehicle circulation and parking, pedestrian circulation, site amenities such as landscape and hardscape, open space, unique campus features.

Cap / Load: Shall mean the capacity-to-load ratio. For academic

spaces, this term shall refer to the amount of weekly student hours generated in comparison to the amount lecture or laboratory space held by the College. For office, library and instructional media spaces, it shall mean the relationship between the amount of space allowed by the California Code of Regulations, Title 5 standards and the actual space holdings of the College.

Capital Outlay Budget Plan / (COBP): Shall mean, the state’s matching funds program that has been made available to community colleges for capital construction projects.

College: Shall mean, unless otherwise referred to in a generic sense, Porterville College.

District: Shall mean, unless otherwise referred to in a generic sense, the Kern County Community College District.

Effective Service Area (of the College): Shall refer to the actual geographic area that produces the vast majority of students at the College. The effective service area is exclusive of geopolitical boundaries. It is a region that is defined in terms of a certain radius from the campus or via drive times to the campus.

Facility Condition Index: The relative cost (expressed in percentage values) to renovate a facility – in comparison to the cost of new construction.

Facilities Master Plan or Plan: Shall mean, unless otherwise referred to in a generic or titled reference, the Porterville College Facilities Master Plan.

FTEF: Shall mean “full-time equivalent faculty.”

FTES: Shall mean “full-time equivalent students.”

GSF: Shall mean “gross square feet,” the measure of total usable and non-usable square feet that defines a facility.

Program of Work (POW): Shall mean the broader reference of the major components that comprise the Building / Facilities Program.

Space Inventory: Shall mean the Kern County Community College District’s Report 17 ASF/OGSF Summary and the Capacities Summary document.

SPR: Shall mean “student participation rate,” the ratio of students attending a District college per 1,000 residents. The SPR may be based on total population or on selected population segments, e.g. 18 years of age or older.

State: Shall mean, unless otherwise specified, the State Chancellor’s Office or State guidelines for facilities as imposed by legislation.

Title 5: Shall mean the standards identified in the California Code of Regulations in Title 5, Chapter 8, Sections 57025 to 57030 and sections 57021 and 57022 that relate to room capacities and / or room utilization.

WSCH: Shall mean “weekly student contact hours.” All credit and non-credit hours including daily student contact hours (DSCH), positive attendance and independent studies – all of which are ultimately converted to the weekly student contact hours (WSCH).

introduction to the facilities master plan

Plan Formulation

COLLABORATIVE/OPEN PROCESS

The Facilities Master Plan was constructed with the participation of the College over the time period of November 2011 through May 2012. The activities included on-campus visits, facility assessments, meetings, presentations and input sessions. Two open forums were conducted over the months of March and April. The open forums provided opportunities for reaction to the Plan. The inputs received from these “give and take” sessions provided direction for a final concept plan. This collaborative process also provided a venue for developing and affirming the key planning assumptions upon which the Facilities Master Plan was constructed. The planning assumptions identified were critical in guiding the direction of the Plan. Throughout, the executive team of the college provided guidance, direction and support. The Plan was also reviewed by the administrative team of the District.

NEXUS WITH THE EDUCATIONAL MASTER PLAN

Cambridge West Partnership had the benefit of assisting Porterville College with the development of its Educational Master Plan. The data gleaned from the Educational Master Plan was used to direct and support the Facilities Master Plan. It included a scan of the external environment, student characteristics, program review data, opportunities for the future, the capacity for future growth, and the determination of future space needs.

PRIMARY ELEMENTS OF THE FACILITIES MASTER PLAN

Overall, the Facilities Master Plan was constructed around four primary elements. These are elaborated upon more fully in the narrative that follows. In summary form, they include:

1. Facilities Master Plan Introduction
2. The Foundation Elements of the Facilities Master Plan
3. The Campus Vision for the Future
4. Conclusions and Recommendations



Learning Resource Center

2

the foundation elements of the facilities master plan

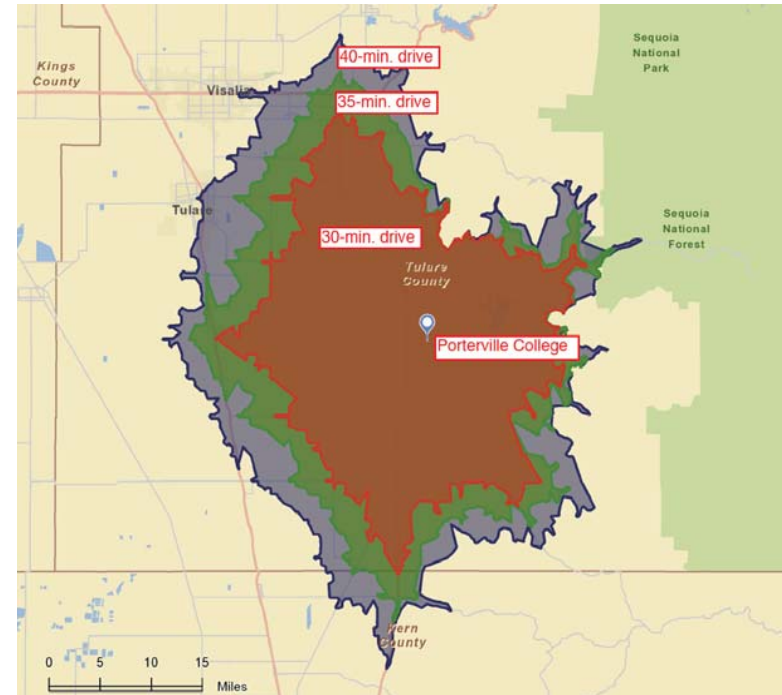
Guiding Elements From The Educational Master Plan

The Facilities Master Plan relied on and was guided by the findings in the Educational Master Plan. Primary among those findings was 1) the characteristics of the College's effective service area, 2) the College's course and program reviews, 3) the potential for growth, and 4) the need for future space.

CHARACTERISTICS OF THE EFFECTIVE SERVICE AREA

Based on an analysis of residential zip codes reported by enrolled students, the vast majority of students live with a drive time of 40-minutes from campus center. This area comprises the effective service area of the College. The key characteristics of this effective services area are noted below:

- The population was 143,724 in the year 2000. It is projected to be 178,962 by 2015 and to reach approximately 200,000 by year 2025.
- The effective service area is expected to grow at an annual rate of 1.19% as compared to the State annual growth rate of .70%.
- Residents of Hispanic descent are expected to comprise 66% of the population in the year 2015. From 2010 to 2015, this segment of the population is projected to increase by 12%.
- The senior age groups 65+ are projected to increase their share of the population significantly between 2010 and 2015, growing by 8.4%. They will comprise 20% of the total population by 2015.

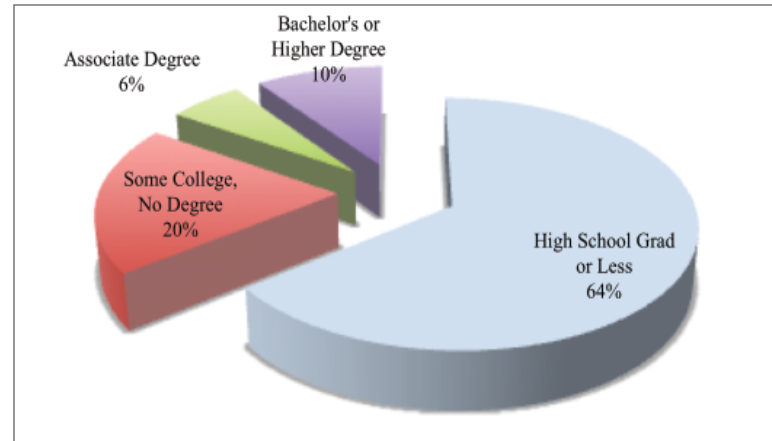


Source: Environmental Systems Research Institute ESRI; Analysis Cambridge West Partnership / HPI Architects

- Approximately 64% of the adult population is a high school graduate or less. Almost half of the total population (46.6%) 25+years has only a high school diploma or some college courses, but do not have degree.
- The California Department of Finance projects an annual .44% increase in high school graduates between 2009-10 and 2020-2021 in Tulare County.

Summary

- Annual population growth of the population will be the College’s strongest point for going forward.
- There will be an opportunity to capitalize on a large adult population base that needs postsecondary educational services and support to succeed.
- Through the year 2020, Tulare County will have moderate annual gains in its high school graduation rates.
- The projected population, income levels, educational needs and age considerations offer the potential for incrementally increasing enrollment in the future.



Source: U.S. Census; ESRI Data Systems; Analysis Cambridge West Partnership / HPI Architects

COURSE AND PROGRAM OFFERINGS REVIEW

Using a combination of research data and the knowledge and insight of faculty, staff and administrators, Porterville College assembled a complete review of its disciplines, programs and services.

For academic disciplines and programs, this included an analysis of:

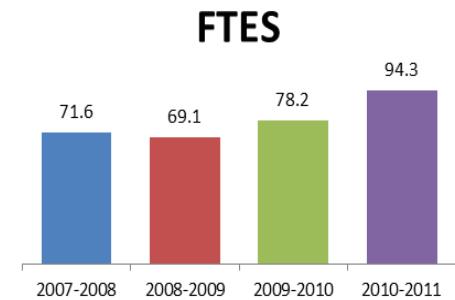
- Number of students served
- Number of equivalent full-time students (FTES)
- Number of full-time equivalent faculty (FTEF) per student
- Success and retention rates within courses
- Number of sections offered
- Percentage of students taking courses on-line
- Number of degrees and certificates awarded for academic programs
- Program plans for the future
- Challenges and opportunities for the future

Additionally, each division provided an assessment of its respective area as well as the plan for the future.

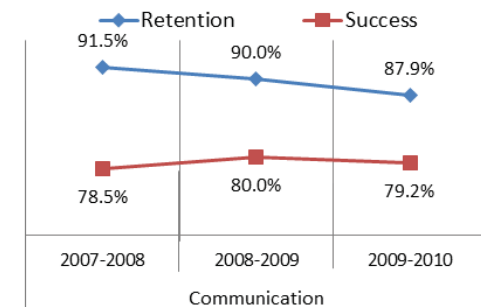
For the key student support services supporting the academic mission, the analysis was streamlined to include:

- Students served
- Program plans for the future
- Challenges and opportunities for the future

The data from this review provided both a snapshot in time as well as a projected vision for the future.



	8-Jul	9-Aug	10-Sep	11-Oct
Sections	18	15	18	24
Census	687	655	745	913
FTEF	3.6	3	3.5	4.8
FTES/FTEF	19.9	23	22.1	19.7



Source: Porterville College ODS Course Book By Subject Report, October 2011

PROJECTIONS FOR FUTURE GROWTH

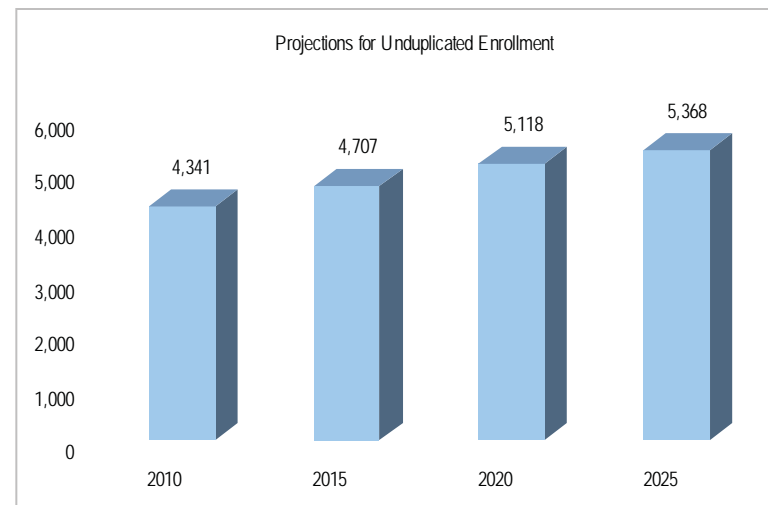
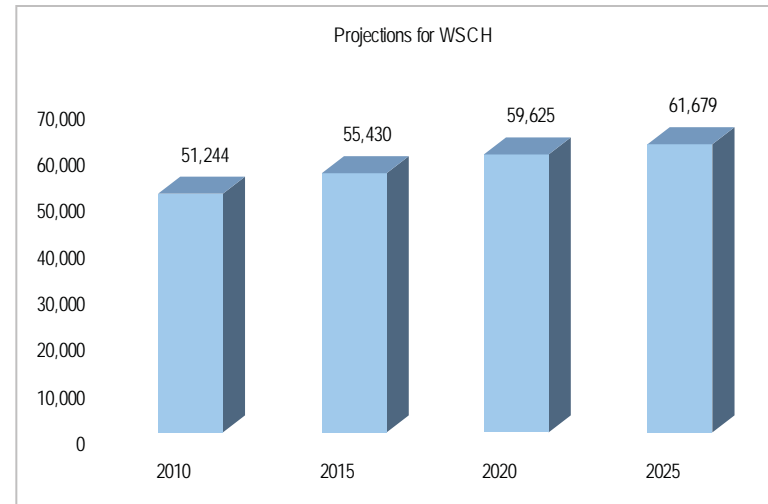
The Educational Master Plan notes that growth determinants for Porterville College largely relied on the demographic characteristics of the effective services, opportunities to meet educational need and demand, and the region’s high school graduation rates. Additionally evaluated in the forecast for growth were the following:

- Past historical trends for headcount and weekly student contact hours (WSCH)
- Strength of the current program of instruction
- The economic vitality of the region and the ability of the area to generate new employment
- The proximity to major transportation infrastructure

Non-quantifiable / intangible factors, included:

- Past reputation of the College
- Strength of the educational mission
- Ability to achieve the educational mission
- Capacity to compete in the educational marketplace

Given the factors, Porterville College was determined to have the capacity to grow at a sustained annual average rate of 1.58% for unduplicated headcount and 1.36% for WSCH through the year 2025. The translation of this projected growth, in terms of absolute values, is noted in the accompanying charts.



Source: Cambridge West Partnership / HPI Architects Projections for 2025

TITLE 5 PERSPECTIVE FOR FUTURE SPACE NEEDS

The space needs derived from the Educational Master Plan were used as a starting point for the Facilities Master Plan. These needs were determined via the relationship of the College’s current space holdings to the state’s Title 5 allowances for space.

The state’s Title 5 standards are the quantifiable measure used to determine space needs for the key categories of lecture, laboratory, office, library/learning resources and instructional media. These five key space categories are the basis for determining eligibility for state capital construction funds.

For academic space (lecture and laboratory), the standards are derived from the number of weekly student contact hours (WSCH) produced via the program of instruction. For office space, the standard of full-time equivalent faculty (FTEF) is used as measure against a predetermined square footage value. Library and instructional media space are determined via a formula based on day-graded enrollments. These measures, when compared with the space holdings of the College, are referred to as the “capacity-to-loads” ratios. The state also has guidelines for indirect, non-academic space that supports these five space categories. These, however, are not monitored and, therefore, less binding.

Applying these standards and guidelines, the qualifications for space are noted in the table to the right. While this measure does not transfer

directly into buildings and facilities, it provides the initial assessment as to space needs / deficiencies from a Title 5 perspective. A more detailed assessment of space needs can be found in Chapter X of the Educational Master Plan.

Category	Description	Current Space	2025 Space Title 5 Qual
0	Inactive	6,466	0
100	Classroom	18,706	3,658
210-230	Laboratory	24,826	1,634
235-255	Non Class Laboratory	0	510
300	Office/Conference	21,707	0
400	Library	18,081	1,592
510-515	Armory/Armory Service	0	0
520-525	Phys Ed (Indoor)	29,789	5,211
530-535	(AV/TV)	2,189	2,696
540-555	Clinic/Demonstration	5,830	0
580	Greenhouse	0	0
590	Other	0	0
610-625	Assembly/Exhibition	7,098	0
630-635	Food Service	6,141	0
650-655	Lounge/Lounge Service	120	1,163
660-665	Merchandizing	2,185	2,912
670-690	Meeting /Recreation	3,101	0
710-715	Data Processing/Comp	420	430
720-770	Physical Plant	17,801	0
800	Health Services	1,359	0
Totals		165,819	19,806

Source: Kern Community College District Report 17 ASD/OGSF Summary and Capacities Summary for Porterville College, January 2012; Title 5, Chapter 8, California Code of Regulations; Cambridge West Partnership / HPI Architects 2025 projections for space

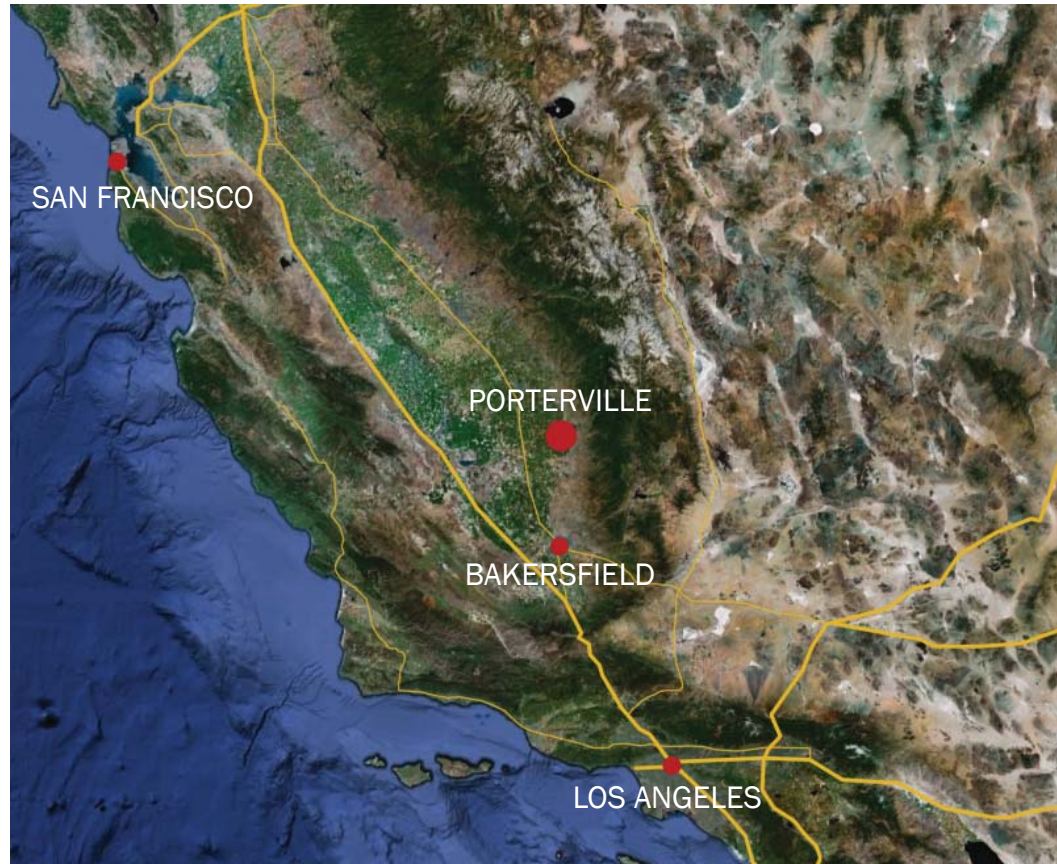
the foundation elements of the facilities master plan

Campus Assessment - Porterville College Today

PORTERVILLE COLLEGE TODAY

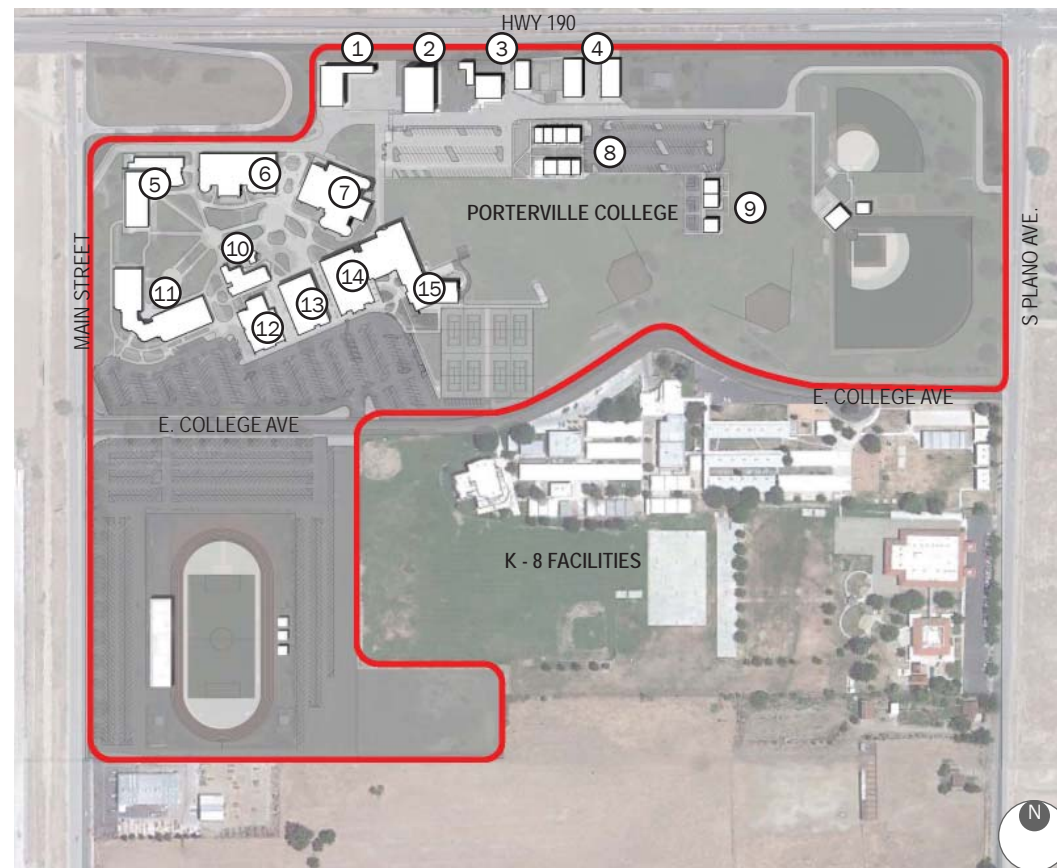
Porterville College is located in southeastern Tulare County in the City of Porterville. The College is bounded to the north by Highway 190, to the west by Main Street and to the east by South Plano Avenue (Plano Ave.). The 70 acre campus is generally “flag shaped” with the south leg of the campus separated from the “academic core of the campus” by East College Avenue (College Ave.). The southeast edge of the campus is bounded by College Avenue and the neighboring K-8 facilities south of College Ave.

Vicinity Map



Porterville College was established in 1927 as a part of the Porterville Union High School and College District and has been a unit of the Kern Community College District since July 1, 1967. The oldest remaining buildings were constructed in 1955 (Career Technology) and 1959 (Fitness Center). A significant number of buildings were added in the 1960's and 70's. The newest building (Library) was completed in 2009. Modular facilities supporting Health Careers and housing the Child Development Center were erected in 2003 and 2007 respectively.

- | | |
|--------------------------|----------------------------|
| 1 Trade & Ind. | 9 Child Development Center |
| 2 Career Tech | 10 Fine Arts / Gallery |
| 3 M & O | 11 Academic Center |
| 4 Vehicle Storage I & II | 12 Communication Arts |
| 5 Science & Math / Forum | 13 Student Center |
| 6 Library | 14 Gym |
| 7 LRC | 15 Fitness Center |
| 8 Health Careers | |

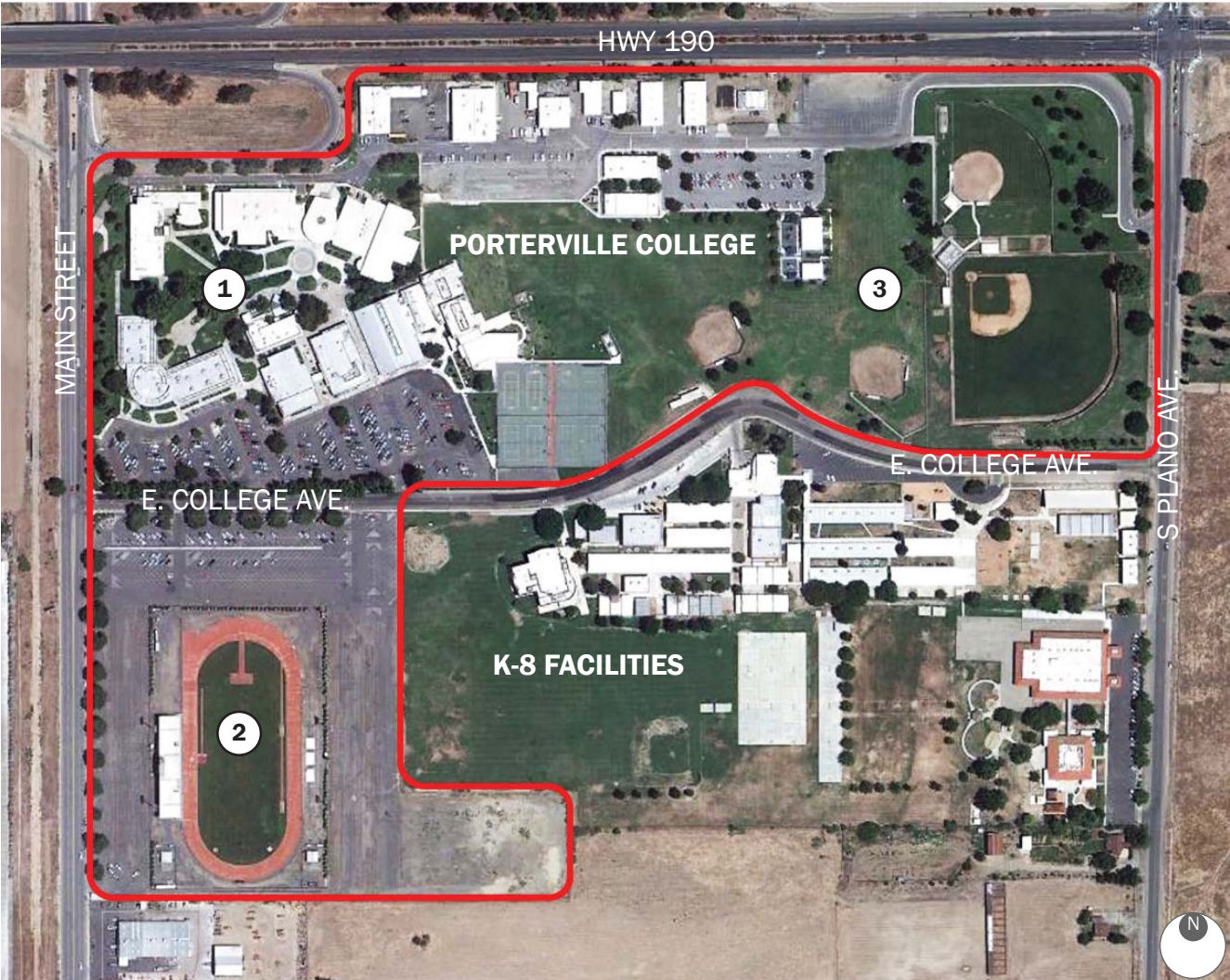


The academic core of the campus occupies the northwest corner of the site, north of College Avenue. A track and football stadium constructed in 1969 occupies a large portion of the site south of College Ave. The football stadium is considered by some to be a significant public resource representing the athletic history of Porterville. However, the facilities are outdated and poorly maintained. Newer, better equipped athletic facilities are currently available at area high schools to serve the community need. Additional athletic fields and facilities occupy the northeastern portion of the site.



- 1 Health Career modular classroom buildings (northeast campus)
- 2 Restricted pedestrian circulation from the core to the east
- 3 Campus Open Space - the heart of the academic core
- 4 Entry: Academic Center - the College's front door

- ① Academic Core
- ② Football Stadium
- ③ Athletic Fields & Facilities



FACILITIES AGE & CONDITION INDEX

The age and condition of campus facilities varies widely. The following table and diagram reflect the general age and condition of facilities at the academic core of the campus based on District records and the Facilities Condition Index (FCI) data obtained from State documents available in the FUSION data bank. The FCI is reflective of building conditions as recorded in an assessment conducted by the state Chancellor’s Office.

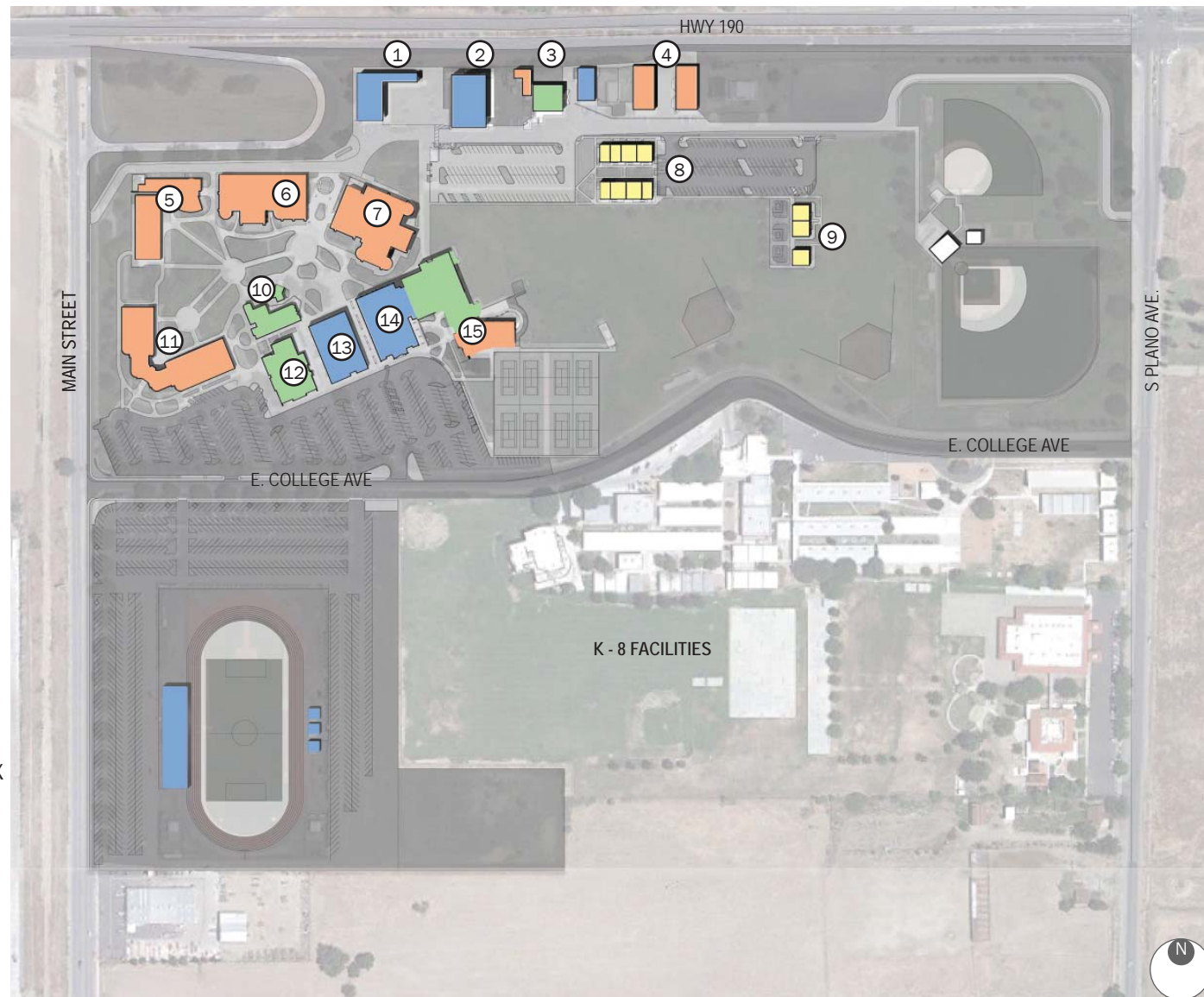
<i>Building Age</i>	<i>Building Name</i>
50+ Years	Career Tech Fine Arts
40 - 50 Years	Trade & Industry Gym Student Center Communication Arts Gallery
30 - 40 Years	Science & Math / Forum* Learning Resource Center* (LRC) Maintenance & Operations (M&O)
20 - 30 Years	Academic Center Vehicle Storage 1 & 2
0 - 10 Years	Health Careers Modular Buildings Child Development Center Modular Buildings Library Fitness Center

* Facilities that have undergone recent improvements

- 1 Trade & Ind.
- 2 Career Tech
- 3 M & O
- 4 Vehicle Storage I & II
- 5 Science & Math / Forum
- 6 Library
- 7 LRC
- 8 Health Careers
- 9 Child Development Center
- 10 Fine Arts / Gallery
- 11 Academic Center
- 12 Communication Arts
- 13 Student Center
- 14 Gym
- 15 Fitness Center

FACILITIES CONDITION INDEX

- Greater than 80%
- 64% - 74%
- Less than 50%
- Modular Building



VEHICULAR ACCESS, CIRCULATION & PARKING

Vehicular Circulation

Primary vehicular access to the campus is from College Avenue, which serves as a connector road between Main Street on the west and Plano Avenue on the east. In addition to serving as the primary point of access to the campus, College Avenue provides public access and drop-off to the K-8 facilities south of campus. A secondary vehicular entry from Plano Avenue provides access to parking serving the career and technical education facilities (Power Tech, Trade and Industry, Health Careers) and the Child Development Center. This road/ access serves as the primary point of service vehicle access to the College. A restricted access road provides limited service and emergency vehicle access to the northern edge of the campus from Main Street.

Parking

Current on-site parking is approximately 1,250 stalls. A significant percentage of this parking lies south of the academic

core of the campus and is separated from the core by College Avenue.

The parking lots accessed from College Avenue are utilized on the weekends for swap meet activities, which provide a significant source of revenue to the College.

Planning Considerations








Planning considerations include the following;

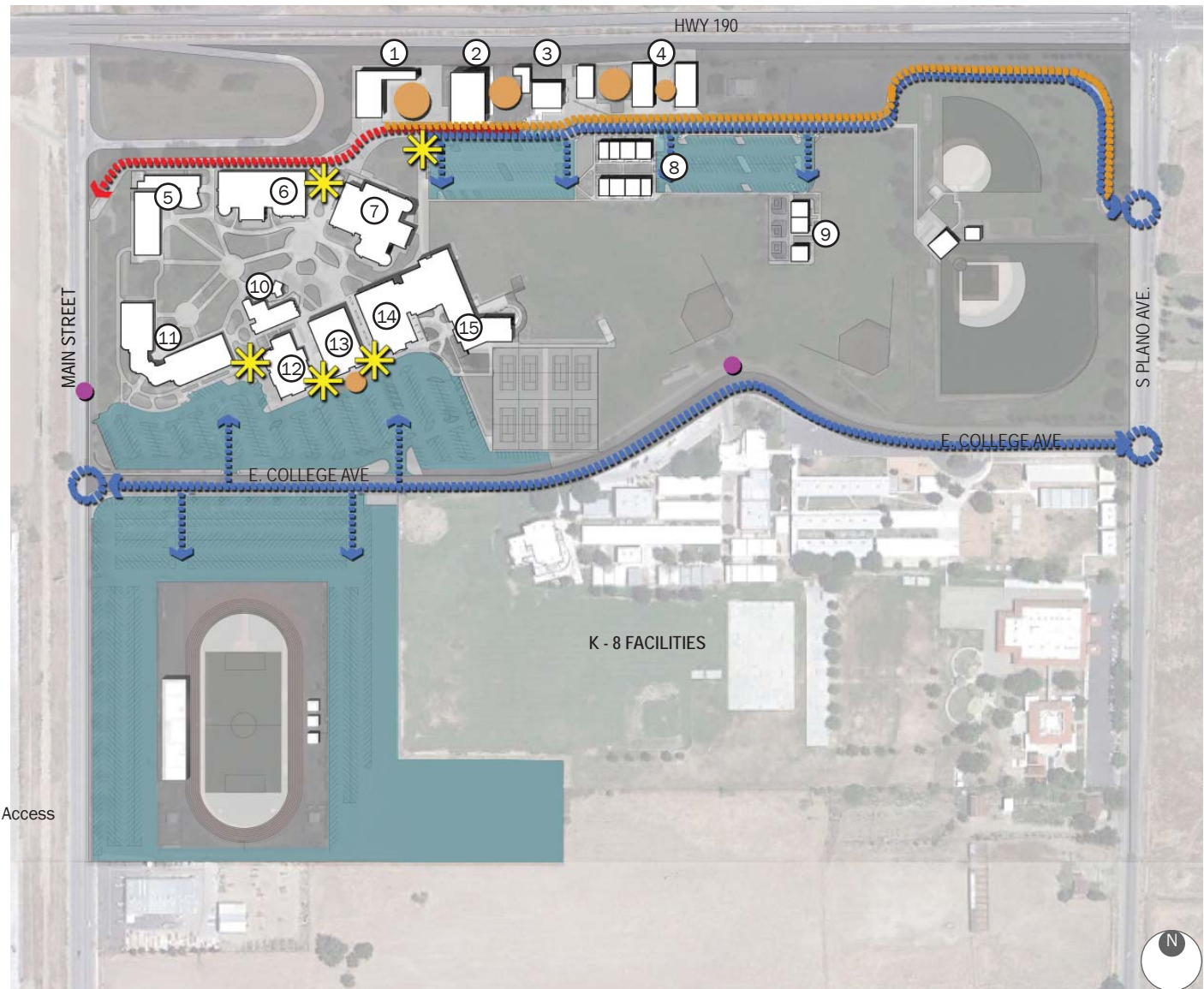
- College Avenue bifurcates the campus and restricts / limits the growth of the campus to the south or, at best, results in a “divided” campus
- The Campus lacks “formal” vehicular entrances including appropriate signage and a unified, identifiable landscape and entrance character
- A significant percentage of student parking lies south of College Avenue resulting in unsafe / conflicting vehicular and pedestrian movements. A large percentage of students are

forced to cross College Avenue to gain access to the campus

- Parking is not distributed in a manner which supports ease / convenience of student access to the core of the campus.
- The campus lacks “on-campus” vehicular connection between the northern parking areas accessed from Plano Avenue and the parking which lies north and south of College Avenue. This restricts ease of vehicular movement and potentially increases traffic on the surrounding streets (Plano and College Avenue)
- The internal service roads to the Career / Technical Education and maintenance facilities conflict with pedestrian movement to and from the academic core and the Career and Technical Education facilities

- 1 Trade & Ind.
- 2 Career Tech
- 3 M & O
- 4 Vehicle Storage I & II
- 5 Science & Math / Forum
- 6 Library
- 7 LRC
- 8 Health Careers
- 9 Child Development Center
- 10 Fine Arts / Gallery
- 11 Academic Center
- 12 Communication Arts
- 13 Student Center
- 14 Gym
- 15 Fitness Center

-  Parking
-  Vehicular Access
-  Primary Service Access
-  Restricted Emergency Vehicle Access
-  Campus "Gateway"
-  Service
-  Transit Drop Off (Current)



PEDESTRIAN CIRCULATION & OPEN SPACE

Open Space and Landscape Character:

The core of the campus is organized around a central open space which is “ornamental” in character. This space is appropriately scaled, planted and well maintained. Unfortunately, it fails to provide or define a hierarchy of public / students spaces which support and encourage formal and / or informal student activities, study or socialization. Missing from the central open space is a sense of identity, student life and campus energy.

Planting at the campus edges and along the public way lacks visual consistency and fails to enhance the image and identity of the campus.

Pedestrian Circulation:

The campus lacks a hierarchy of pedestrian promenades, walkways and paths. Due to the size and scale of the Campus, this is not critical today. However, as the campus grows, it will be required to facilitate wayfinding and lend a sense of campus organization.

Pedestrian circulation from the academic core to the east is “pinched”, visually and physically, by the placement of existing buildings; this “pinching” makes growth of the campus eastward problematic.

“Pedestrian gateways” to the campus from adjoining parking areas to the north and south are poorly defined, lack signage and do not present a consistent, welcoming, landscape / hardscape character.

A public transit stop exists on the north side of College Avenue. Pedestrian access from this stop to the campus core, as well as pedestrian access from the parking south







of College Avenue, requires students to transition through parking without a clear, welcoming or safe path of travel

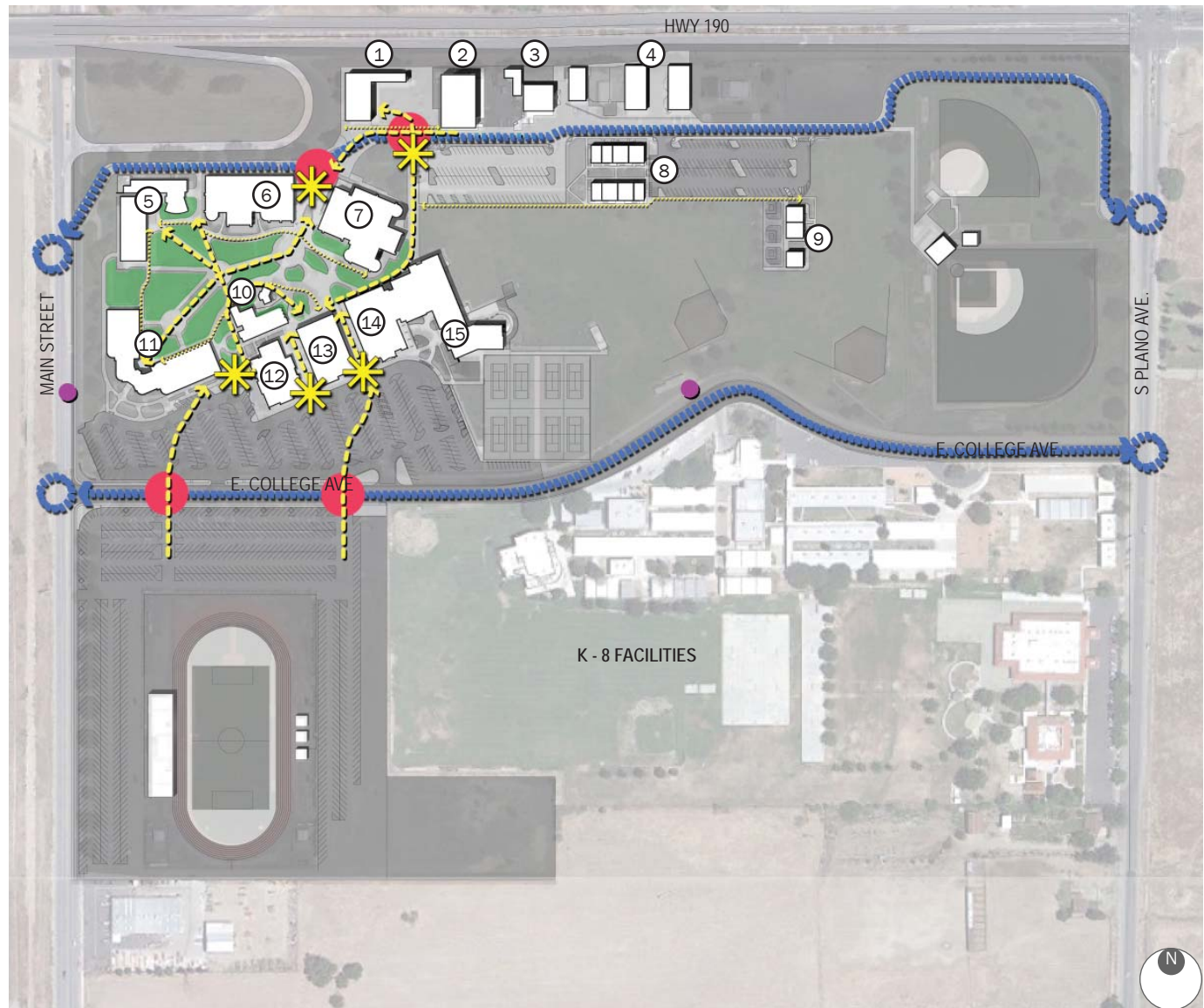
Pedestrian access from the core of the campus to the CTE facilities, specifically Trade and Industry and the Career Tech buildings, conflicts with / crosses service vehicle circulation and transitions through parking.

Central Open Space



- 1 Trade & Ind.
- 2 Career Tech
- 3 M & O
- 4 Vehicle Storage I & II
- 5 Science & Math / Forum
- 6 Library
- 7 LRC
- 8 Health Careers
- 9 Child Development Center
- 10 Fine Arts / Gallery
- 11 Academic Center
- 12 Communication Arts
- 13 Student Center
- 14 Gym
- 15 Fitness Center

-  Open Space
-  Primary Pedestrian Circulation
-  Campus "Gateway"
-  Transit Drop Off (Current)
-  Vehicular Circulation
-  Pedestrian / Vehicular Conflicts



the foundation elements of the facilities master plan

Key Considerations for the Future

Based on the findings from the Educational Master Plan and inputs from the College, there were a myriad of other considerations taken into account in formulating the Facilities Master Plan for Porterville College. These included meeting the demands for new growth space, addressing the needs of an aging campus, remedying existing infrastructure deficiencies, allocating and redistributing space consistent with the curriculum, right-sizing teaching / learning spaces, insuring that available space is utilized to its fullest, and creating a sustained, long-term program of campus development. Following are some of the more important considerations that contributed to the thinking and formulation of the Facilities Master Plan.

MEETING DEMANDS FOR GROWTH

Based on the current space inventory for Porterville College and the projections derived from the Educational Master Plan (reference Chapter IX of the Educational Master Plan document), the College is

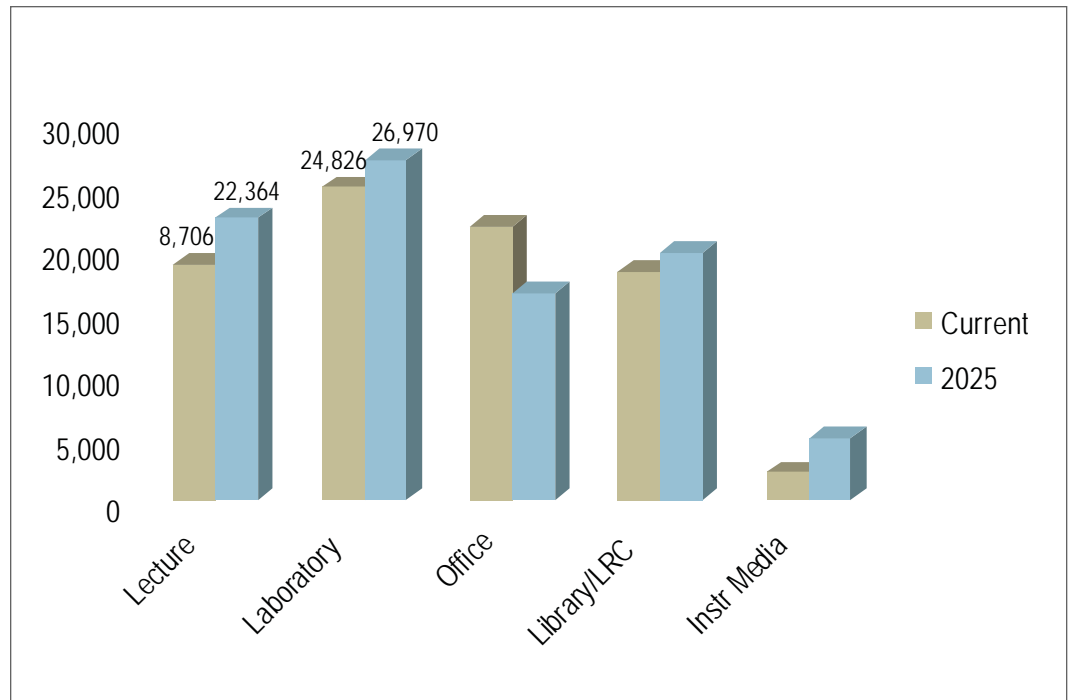
projected to have a need for approximately 19,800 ASF of additional space through the year 2025, or whenever 61,679 WSCH is achieved. An overview of the priorities for space is provided below:

- Academic space needs of almost 5,800 assignable square feet (ASF) by 2025 including:
 - Five (5) General Purpose classrooms to support projected growth in:
 - English
 - Social Sciences
 - Seven (7) Laboratories to support projected growth in:
 - Health Careers
 - Administration of Justice
 - Agriculture
 - Anatomy/Biology
 - Mathematics
- Support Services space needs of approximately 9,500 ASF by 2025 in the areas of:
 - Student Services / Student Activities

- Instructional Media
- Learning Resources
- Physical Education
- Campus Support space needs of 4,500 ASF in the areas of:
 - All Other Space Categories

The graphic that follows provides a perspective of the space needs for 2025 specific to the key areas monitored by the state. The College's shows a need for space in four of the five categories. Highlighted are the academic space needs for both lecture and laboratory space. As previously noted, these needs translate to a shortfall of approximately 5,800 ASF.

Porterville College Assessment of Key Space Categories Monitored By the State



Source: Kern Community College District Report 17 ASD/OGSF Summary and Capacities Summary for Porterville College; Cambridge West Partnership / HPI Architects 2025 projections for space. Detailed WSCH projections can be found in Chapter IX of the Educational Master Plan document

ADDRESSING AN AGING CAMPUS

Porterville College was built in the 1960's and 1970's. The College's oldest buildings have already surpassed the half-century mark and will be 65 years old in 2025. The infrastructure on campus is also old and in need of upgrading and replacement. A strong consideration for the future will be to address the current campus deficiencies through a program of building replacement and renovation for reuse.

SUPPORTING CORE MISSION OF THE COLLEGE

Consideration will need to be placed on insuring that facilities of the future support the core mission of the College – i.e. a strong program of transfer education, basic skills and workforce preparation. Facilities of the future should ensure that the programs in the sciences, humanities, language arts, career technical education, and basic skills are adequately accommodated.

LINKAGE TO THE PROGRAM OF INSTRUCTION

The Facilities Master Plan will be driven by the program of instruction. All decisions related to future planning should be based on how students are served vis-à-vis the program of instruction. It is essential that instructional planning and facilities planning be closely coordinated at all stages of the development process.

TECHNOLOGY CONSIDERATIONS

Facilities planning will need to be closely linked to and aligned with technology. This association should take into consideration:

- Instructional delivery
- The impact of Distance Learning
- The development of a strategic plan for technology
- The anticipation of future technology needs

SPACE UTILIZATION / ALLOCATION OF SPACE

The College will need to right-size, reallocate and / or redistribute space to match curriculum offerings of the future. Space allocations will need to conform with the Title 5 allowances for the key space categories monitored by the state. Even without current state funding, the College will need to keep itself in a “funding worthy” position for that time in the future when funding becomes available.

PLANNING WITH A VISION TO THE FUTURE

Facilities of the future should be sufficiently flexible to accommodate change.

- Technology-based teaching / learning spaces will be in greater demand
- There will be difficulty in determining the line that has traditionally separated lecture from laboratory space. Accordingly, buildings should be constructed or reconstructed to accommodate multiple uses

- Facilities that are planned should be developed with the idea that within ten years they may be designated for alternative uses
- Construction should permit the maximum amount of structural and infrastructure flexibility

THE MAINTENANCE IMPERATIVE

Maintenance is not only critical to the facilities planning process - it is imperative. Key maintenance issues that need to be addressed as part of the Facilities Master Plan include:

- The adequacy of the current and projected maintenance organizational structure to support new or renovated facilities.
- The need to generate an overall comprehensive and long-term plan for maintenance.
- A long-term commitment of funding for maintenance.

1 1960's Gymnasium
2 Health Careers Modular Buildings



3 1980's LRC Building
4 Pedestrian Gateway



the foundation elements of the facilities master plan

Key Planning Assumptions

The Facilities Master Plan relied heavily on a set of key planning assumptions. The primary source for these planning assumptions was derived from research conducted on the College's current environment, on-site assessments and from on-campus meetings. Following are the most significant of these findings. These planning assumptions were an important component in formulating the Facilities Master Plan.

SCAN OF THE COLLEGE'S ENVIRONMENT

Conditions within the nation, the state and region will have significant impacts on the students who attend Porterville College over the next several years. The College will need to look at alternative ways to conduct the business of education as a result. These impacts will also reverberate through the plan for facilities as well as the types of facilities that will be required to serve students in the future.

At the National Level

- Regaining the ground that was lost in the great economic downturn of 2007 will take several years
- Higher costs for energy can be expected
- The federal budget deficit will continue to affect consumer confidence and discourage taxpayers from taking-on additional debt
- The reduction in funding support from the federal government will impact state and local governments, including postsecondary educational institutions
- Households will be impacted by the credit crunch. Loans for business and big ticket domestic purchases will be more difficult to secure

At the State Level

- California's rate of unemployment will remain high (11.5%) through 2012
- The projected state budget deficits through 2012 will trigger more belt-

tightening for state postsecondary institutions and for state sponsored capital construction projects

- Jobs within the state that will experience the greatest growth will be in Leisure and Hospitality, Administrative and Support Services Professional, Scientific and Technical Services, Transportation and Utilities, Wholesale Trade and Health Services
- Housing starts will be anemic through 2012
- The annual growth rate of the population will slow considerably from what it was ten years ago
- The impacts of AB 32 (California Greening) will create an additional financial burden on residents within the state
- State community colleges will not be able to meet the demands for students seeking a postsecondary education - The greatest opportunities for growth will be in not-for-credit and

contract education, i.e. areas that are not dependent on traditional state funding

At The County / Regional Level

- The county will grow at its projected 1.19% annual rate
- There will be an opportunity to capitalize on a population base that needs educational resources and support
- The county's rate of unemployment will remain at very high levels
- New construction will see improvement, but the housing market will remain distressed until foreclosed properties and toxic mortgages are abated
- Jobs within the county that will experience the greatest stability will be Agribusiness and Manufacturing, particularly as related to food processing. Healthcare will remain a strong source for employment
- Local government (county and cities)

will continue to struggle, balancing the need for services with depleted revenues - The financial burden will result in reduction of services and capital expenditures

At the Campus Level

- Porterville College will evaluate its mission and the students they serve as a result of declining resources at the state level
- The College will continue to focus on its "core mission" areas of transfer preparation, basic skills and workforce preparation - Other secondary aspects of the College's mission may be de-emphasized
- The College will find new and more cost effective ways to serve students as a result of the student success initiative and accompanying legislation
- There will be a strong demand for College services as the result of changing demographics, reduced

financial resources, and workforce reductions

- The College will prepare for the effect of changing demographics that trend towards an increase in Hispanic students, in full-time students, and in a younger student body
- Porterville College will continue to serve a student population that consists of large numbers of first generation college students, many of whom are underprepared for college-level academics
- The College will make provisions to address the emerging workforce growth areas identified by EMSI primary workforce growth areas of Elementary Education, Miscellaneous Agriculture, Energy and Manufacturing
- Economic development in the city of Porterville, particularly the new courthouse and proposed new jail facility and related economic development, will impact the College's

programs and services

- The College will have significant enrollment pressure, as the need to retrain or advance in education will be highlighted by the population base within the service area
- The College will be hard-pressed to invent new ways of “doing business” to accommodate the stepped-up demand for education
- Distance education may play a larger role in the postsecondary education market as a result of high energy costs
- Porterville College will capitalize on the opportunity to attract the 25+ years population segment with a high school diploma but little or no postsecondary education
- The College will meet or exceed the growth projections for 2025, averaging annual growth rates for unduplicated headcount of 1.58% and averaging annual growth rates for WSCH of 1.38%

ON-SITE ASSESSMENTS

On-site campus assessments provided a fresh, objective look at the strengths, weaknesses and opportunities for the College. These perspectives included, but also went beyond, the need for space and current conditions of buildings. Following are the most prominent planning assumptions derived from these assessments.

Buildings / Facilities

- Aging buildings on the campus need to be replaced, renovated, or repurposed
- The College would benefit greatly from a facility that consolidated Student Services
- The College would benefit from addressing the long-term needs of its core programs in Science, Mathematics, Language Arts and Humanities
- The Career Education programs should be integrated and incorporated

into the mainstream of the campus

- Facilities should be right-sized to match / support the curriculum offered
- Zoning (the aggregation of similar or “like” academic programs or services) should be improved on the campus
- Temporary buildings on the campus should be replaced with permanent facilities

Site

- The replacement and upgrade of backbone infrastructure is needed to support the campus, both currently and for the future
- A vibrant student activities area (student gathering activity spaces) should be a priority for the future
- The opportunity to grow to the east or west (i.e. the current east-west orientation of the campus) is limited for the future
- There is a need to address unsafe conditions for vehicles mixing with pedestrians

- New and upgraded campus systems (pedestrian circulation, vehicle circulation and parking, open space, campus amenities) will be needed to support the campus of the future
- The College needs to have a stronger entry (“front door”) and greater visual presence from Main Street
- Athletic facilities should be upgraded and improved
- Parking should be more evenly distributed throughout the campus
- The campus plan should incorporate and encourage the use of public transportation

CAMPUS VISION / CAMPUS VALUES

Equally important in creating the key planning assumptions were the vision and values gleaned from on-campus meetings with College administrators, faculty, staff and students. Those that were stated with the greatest frequency included the following:

The campus should -

- Offer a welcoming environment for students that stirs excitement – i.e. a place where students want to spend time
- Include a strong sense of campus presence - welcoming entry points, good windshield visibility, have a “college” presence
- Be both functional and aesthetically appealing
- Provide unique facilities and venues that brings the local focus back to the College
- Foster / encourage community use / community connectivity
- Balances (campus) development with open space
- Address sustainability as part of the greater, overall plan
- Offer a safe environment for students, faculty and staff

the foundation elements of the facilities master plan

Previous College and District Planning

Previous planning efforts of the College have resulted in the completion of projects via its Measure G bond program. These have included the library expansion, remodel of the Learning Resource Center, and the construction of a modern fitness center. Additionally, the work of AP Architects, 2003 to 2008, and the Maas Companies, 2003 / 2004 Resource and Facilities Plan, were taken into account. Aside from those projects already completed, the most current planning efforts appear to have been captured in the College's Five Year (Capital) Construction Plan (5YCP), a document that is filed with the state each year. Projects that were active in the 5YCP were given close consideration in the formulation of the Facilities Master Plan. At the same time, these projects were weighed against the realities of the projections for growth and needs for space based on the findings in the Educational Master Plan.

As viewed through the year 2025, eleven

projects were identified in the current 5YCP. The projects represent 183,628 ASF of planned construction and / or renovation and carry an implementation cost of \$130,400,000, not including the cost for core site amenities or infrastructure improvements / upgrades. Of this amount, just under \$100 million (\$99,798,000) was projected to be funded using District monies. A total of \$30,611,000 was leveraged from the state's Capital Outlay Budget Program (COBP). It should be noted, however, that a COBP (state) bond has not been passed for the past six years. A state bond initiative is not on the ballot for 2012; it is not anticipated to be on the ballot for 2013. If the 5YCP capital construction program were to be implemented today, the entire cost would need to be assumed by the District.

Following is the capital construction plan for Porterville College as captured in the current 5YCP document.

Porterville College Current Five-Year Construction Plan

Project	Scope	Usable Sq Ft.	Status	Projected Occupy Date *	State \$	District \$	Total \$
Allied Health Facility	New Construction	12,500	FPP Appr/Funded	2019/2020	\$10,810,000	\$5,010,000	\$15,820,000
Applied Technology Bldg	New Construction	16,638	IPP Preparing	2021/2022	\$9,836,000	\$1,800,000	\$11,636,000
Fine Arts Complex	Renovation	14,513	IPP Preparing	2022/2023	\$5,225,000	\$2,580,000	\$7,805,000
Human Perf / Kinesiology Ctr	Renovation	12,780	IPP Preparing	2024/2025	\$4,740,000	\$300,000	\$5,040,000
Agricultural Science Facility	New Construction	27,500	District Funded	2019/2020	\$0	\$27,366,000	\$27,366,000
Supportive Serv Modernization	Renovation	18,629	District Funded	2020/2021	\$0	\$8,883,000	\$8,883,000
Campus Center Modernization	Renovation	11,423	District Funded	2021/2022	\$0	\$4,889,000	\$4,889,000
Field Sports Modernization	Renovate/Upgrade	NA	District Funded	2022/2023	\$0	\$2,147,000	\$2,147,000
Cultural Arts Facility	New Construction	31,500	District Funded	2023/2024	\$0	\$21,021,000	\$21,021,000
Facilities / Operations Facilities	Renovate/Expand	10,145	District Funded	2023/2024	\$0	\$4,467,000	\$4,467,000
Classroom Lab Building	New Construction	28,000	District Funded	2024/2025	\$0	\$21,335,000	\$21,335,000
	Total	183,628			\$30,611,000	\$99,798,000	\$130,409,000
* Identified state funded projects assume an earliest initial funding date of 2014							

Source: Kern County Community College District / Porterville College Five-Year Construction Plan; analysis Cambridge West Partnership / HPI Architects



A Current Pedestrian Gateway

3

campus vision for the future

Translating Findings Into Physical Form

THE PROCESS

Translating the findings from the foundation elements into the campus vision was initially facilitated via the identification of a program of work. This process involved the assemblage of space into the larger building blocks. It also included the identification of the core systems / amenities needed to support the campus vision for the future. Findings from the Educational Master Plan, key considerations for the future, the current campus assessment, the key planning assumptions, and the current planning efforts of the College provided the shape and form for the program of work.

Investigation of Future Improvement Option 1



Investigation of Future Improvement Option 2



PROGRAM OF WORK

The proposed program of work identified for Porterville College through year 2025 consists of eight projects. Of these projects, five involve new construction, one renovation for the same or similar use, and two will feature renovation for an alternative use.

The accompanying table presents the program of work in summary form. For this perspective, the program of work was aggregated into the sub areas of new construction, renovation for reuse, renovation / upgrade and core site amenities.

New Construction		Scope Outcome
1	Central Plant / Campus Wide Piping	Campus Wide Plant & Distribution support
2	Allied Health	Per current 5YCP - New Allied Health Bldg
3	Career Technology Building	Combines Trade & Indus and Career Tech
6	Human Performance & Kinesiology Center (Gym)	Replaces current facility
8	Fine Arts / Gallery	Relocates / constructs new facility
Renovation		
5	Student Services & Administration	Renovates Academic Ctr Bldg
Renovation for Reuse		
4	Maintenance & Operations	Renovates / repurposes Trade & Industry and Career Technology
7	Campus Center / Student Activities	Renovates / repurposes old Gymnasium
Core Site Amenities		
	Infrastructure	Upgrade/Replacement
	Parking	New Construction
	Circulation and Access	New Construction
	Site Improvements / Amenities	New Construction





Fitness Center

CAMPUS DEVELOPMENT SCHEDULE / PHASING PLAN

The program of work was further refined via the creation of a campus development schedule and phasing plan. In this perspective, projects were aligned into a sequence of occurrence. The following criteria were used to determine a project's sequence in the development queue.

The degree to which a project:

- Rectified a safety and / or health concern that required immediate attention
- Was identified as a "linchpin" project—i.e. projects that facilitate / make possible the completion of other projects in a timely and financially feasible manner
- Addressed academic programs that were currently experiencing space shortages
- Addressed immediate space needs for key student support services
- Remedied academic space needs

that are five to ten years downrange (i.e. accommodating disciplines / programs that can manage with existing space but will need space in the near future).

- Met the space requirements of student support services that are five and ten years downrange

Other considerations included:

- Minimizing the disruption to students and not overburdening the campus with construction at any one point in time
- To the extent possible, having construction projects being completed in a given campus zone prior to initiating new projects in another campus zone
- The ability of a project to attract state funds (if any such funds should become available in the future)

Phasing Plan & Schedule

For Porterville College, the projects required to support new growth, address an aging campus, remedy major infrastructure needs, and incorporate needed campus amenities were extensive. Not all of the projects identified could be completed within the 2025 timeframe, i.e. consistent with the Educational Master Plan. The College will require a multi-phased development schedule, with Phase I targeting the period of 2014 to 2025, A secondary phase would include projects that would be targeted for post 2025 consideration.

The diagram and tables that follow depict the campus development schedule and phasing plan for Phase I as the next component of the Building / Facilities Program. In this context the projects are identified with projected start dates, scope of work and square footage requirements. Also included are tables that reflect the programming for and impact of each project in terms of displaced users, swing space provisions and the end-users.

<i>Project</i>	<i>Time Line</i>
Phase I	
① Central Plant / Campus Wide Piping	2014 / 2015
② Allied Health Bldg	2015 / 2016
③ Career Technology Bldg	2014 / 2015
④ Maintenance / Operations	2016 / 2017
⑤ Student Services (Academic Ctr)	2017 / 2018
⑥ Gymnasium	2018 / 2019
⑦ Student Center (Old Gym)	2019 / 2020
⑧ Fine Arts / Gallery	2020 / 2021
2025 and Beyond	
⑨ Communication Arts	
⑩ Future Academic Bldg (s)	
⑪ Child Development Ctr	
⑫ Sports Fields	
⑬ Library / Media Center	
⑭ Horticulture / Greenhouses	
Existing Buildings.	
⑮ Forum	
⑯ Science / Math	
⑰ LRC	
⑱ Fitness Center	



NEW PROPOSED EAST / WEST CONNECTOR

Sequencing / Phasing Schedule

	Projects		Construct Start Date	Scope	ASF	GSF	
Phase I	1	Central Plant / Campus Wide Piping	1	2014/2015	New Construction	3,800	4,419
	2	Allied Health Bldg		2015/2016	New Construction	12,500	20,046
	3	Career Technology Bldg		2017/2019	New Construction	18,600	28,615
	4	Maintenance / Operations		2019/2020	Repurpose / Renovation	12,384	18,432
	5	Student Services (Academic Ctr)		2020/2021	Renovation	19,190	29,292
	6	Gymnasium	2	2021/2022	New Construction	19,500	26,000
	7	Student Center (old Gym)		2023/2024	Renovation	12,780	16,388
	8	Fine Arts / Gallery	3	2024/2025	New Construction	7,000	10,769
	sub total				105,754	153,961	
Footnotes:							
1 Linchpin project: Supports all development that follows - provides needed backbone infrastructure to all current and future buildings on the campus							
2 Linchpin project: Facilitates campus development to the east and south - opens door for succeeding projects - new, creative Student (Activities) Center							
3 Linchpin projects that opens campus development to the south							
	Projects			Scope			
Post 2025 Projects	9	Communication Arts		Renovation			
	10	Future Academic Bldg(s)		New Construction			
	11	Child Development Ctr		New Construction			
	12	Sports Fields		Renovation / Upgrade			
	12	Library / Media Center		Renovation			
	14	Horticulture / Greenhouses		Replacement			

Source: Cambridge West Partnership / HPI Architects projection

Project	Scope	Changes/Impacts
1 Central Plant / Campus Wide Piping	New Construction	<p><u>Impacts</u></p> <ul style="list-style-type: none"> • Key "Linchpin" project - Campuswide project that will impact all facilities and projects that follow <p><u>End Users</u></p> <p>Campus-wide</p>
2 Allied Health Bldg	New Construction	<p><u>Impacts</u></p> <ul style="list-style-type: none"> • No displacements - existing modulars will remain until new construction is completed <p><u>End Users</u></p> <p>Allied Health</p>
3 Career Technology Bldg	New Construction	<p><u>Impacts:</u></p> <ul style="list-style-type: none"> • No displacements - existing bldg will remain servicable until new construction is completed <p><u>End Users:</u></p> <p>Accounting, Administration of Justice, Agriculture, Business, Fire Science Tech, Industrial Tech, Info Systems, Off Tech</p>
4 Maintenance/Operations	Renovation / Repurpose Repurpose Trade Indus & Career Tech	<p><u>Impacts:</u></p> <ul style="list-style-type: none"> • No displacements - end users will remain in existing quarters until project is completed • Consolidates M & O functions <p><u>End Users:</u></p> <p>Maintenance and Operations</p>
5 Student Services / Academic Ctr	Renovation	<p><u>Impacts:</u></p> <ul style="list-style-type: none"> • Displaces Student Services and Admin Services to portable units / Health Careers modulars • Bus / Info Tech Labs, general classrooms to temporarily remain in modulars <p><u>End Users</u></p> <p>Consolidated Student Services Administrative Services</p>

Source: Cambridge West Partnership / HPI Architects projection

Impact Analysis

Project	Scope	Changes/Impacts
6 Gymnasium	New Construction	<p><u>Impacts</u></p> <ul style="list-style-type: none"> • Replaces old gym - no displacements • "Linchpin" project that will facilitate all other campus development <p><u>End Users</u></p> <p>Physical Education / Athletics</p>
7 Student Ctr (old Gym)	Renovation / Repurpose of former Gym	<p><u>Impacts:</u></p> <ul style="list-style-type: none"> • No displacements - Existing Campus Ctr. retained until renovation of old gym is completed • Creates additional / improved space for students • Redistributes space for food service - no interim displacements • Upon completion, old Campus Center is demolished <p><u>End Users</u></p> <p>Students / Student Activities</p> <p>Food Service</p> <p>Merchandizing</p>
8 Fine Arts / Gallery	New Construction	<p><u>Impacts:</u></p> <ul style="list-style-type: none"> • Fine Arts / Gallery - No displacements - Existing bldgs retained until new bldgs completed • "Linchpin" project for campus development • Upon completion, old Fine Arts Bldg & Gallery are demolished <p><u>End Users</u></p> <p>Fine Arts</p>

Source: Cambridge West Partnership / HPI Architects projection

Addressing The Campus Systems

SUMMARY

The master plan vision described in the following pages is intended as a planning framework for the growth and enhancement of the Porterville College campus. In developing the Plan, the campus was viewed as a separate entity with strengths and weakness, with particular goals to be pursued, and with specific outcomes to be achieved. The needs of the “total campus” were considered, not just buildings. Critical campus systems needed to support the long-term program of work were taken into account as well. The campus systems included such elements as pedestrian circulation, vehicular circulation and parking, open space, and campus amenities / improvements. Along with facilities (projects), these components coalesce to make the campus a living and working community. Collectively, they support the overall goal of serving students by providing the physical resources that support learning and the overall academic experience.

VEHICULAR CIRCULATION & ACCESS

Re-route College Avenue

College Avenue today is a major thoroughfare which serves as the College's primary point of vehicular access; provides access and drop-off to the K-8 facilities south of campus; and serves as a connector road between Plano Ave and Main Street. The current alignment, which splits the campus, and the heavy traffic resulting from shared use of the road by the college, K-8 parents and general public, creates unsafe pedestrian and traffic conflicts for both the K-8 facilities and College.

To correct these conditions the master plan suggests that College Avenue be relocated to the south and re-routed around the southeastern edge of the campus. The Plan suggests the road turn 90 degrees at the west edge of the K-8 Facilities and travel south, following the perimeter of Porterville College, to a point where it intercepts a new east/west connector road. Other related recommendations include:

- Integration of speed bumps, “round-a-bouts” and other traffic control devices as needed to slow traffic.
- Maintain / accommodate convenient parent and bus access and drop-off to the K-8 facilities from both the west (Main Street) and east (Plano Avenue).
- Limit direct access to general student parking from College Avenue.
- Minimize & restrict on street parking along College Avenue to K - 8 access only.

Creating Vehicular Gateways

Create multiple, defined primary and secondary vehicular entries.

Porterville College lacks a strong “front door” welcoming community members and students onto campus. The master plan recommends development of multiple, distributed vehicular access points or “gateways” to improve access, minimize on-site traffic movement and enhance

student access to convenient parking. It is recommended the gateways be formalized with appropriate signage and a unified, identifiable landscape and entrance character.

- Two primary entries with direct access to parking and pedestrian drop-off from and Main Street.
- A primary entry from Plano with direct access to parking along the north edge of the site; Secondary access points along College Avenue to restricted lots serving the Child Development and Athletic facilities.
- An emergency access point at the north end of Main Street.



PARKING & CIRCULATION

To enhance student access to parking and facilitate ease of on-site vehicular movement the master plan suggests the following:

Parking

Expand, re-distribute and balance parking counts and locations with the anticipated build-out of the campus.

The adjacent Table indicates the approximate number of parking spaces by lot, with a total of 2,210 stalls at build-out. This relates to a total GSF at build-out of approximately 450,000 sq.ft. or a ratio of 4.9 stalls / gsf.

Loop / Connector Road

Create a “loop” or north/south connector road between the parking areas at the north edge of campus and College Avenue, west of the proposed round-a-bout serving the K-8 Facilities.

This connector allows students entering the college at any location to access multiple parking while minimizing traffic along College Avenue directly north of the K-8 facilities by limiting the need for students to exit the campus at Plano, travel south on Plano and re-access the campus via College Avenue.

Lot	Access / Use	Approx. # Stalls
①a	Student	430
①b	Student	475
②	Student	290
③a	Student / Athletic Events	105
③b	Student / Athletic Events	100
④	Controlled Access Future CDC Parking & Drop - Off Faculty Public / Athletic Events	350
⑤	Free Student Parking	250
⑥	Short Term / Convenience	20
⑦	Controlled Access Administration Faculty Service	140
⑧	Student	50



SERVICE & EMERGENCY ACCESS

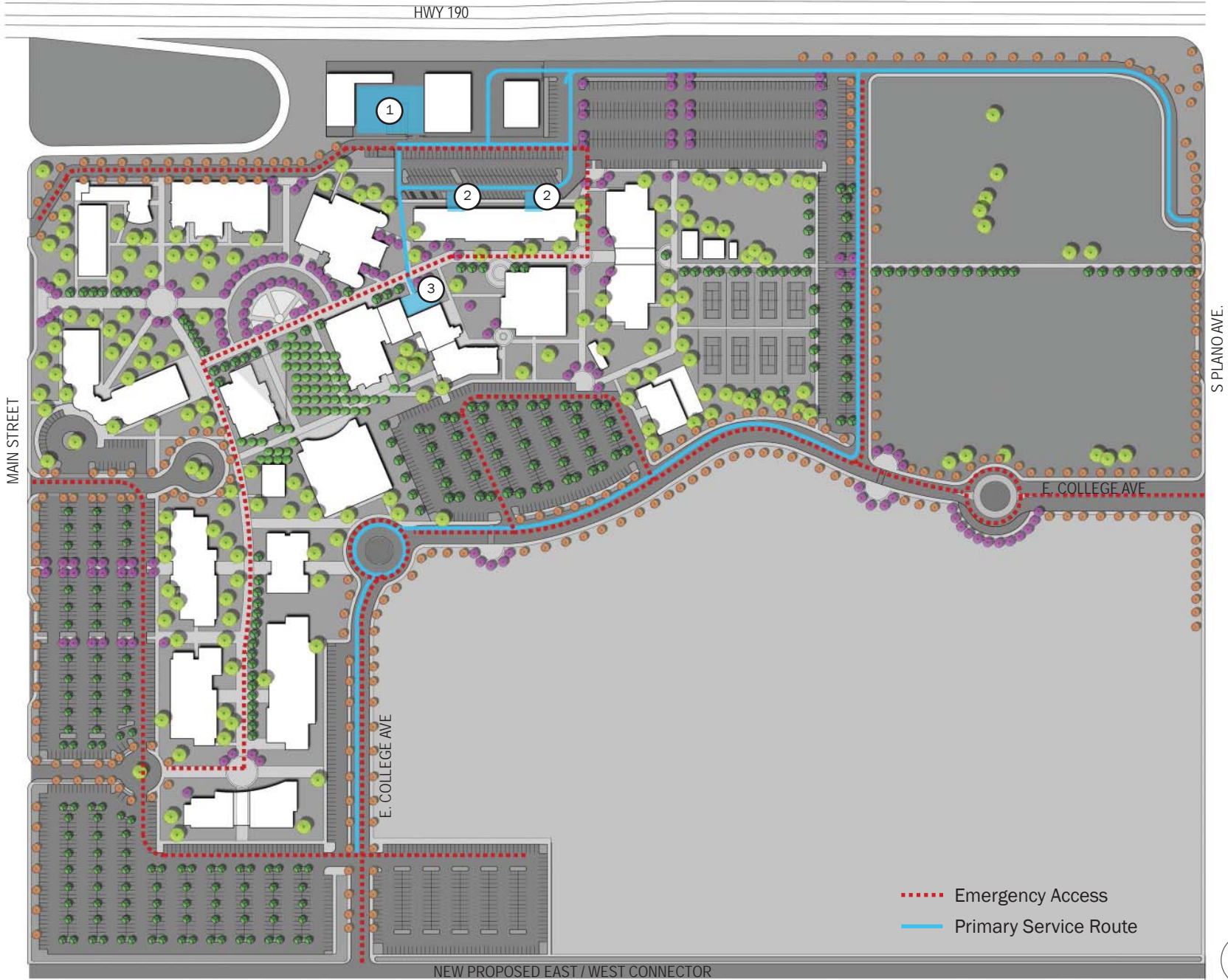
The master plan provides for service access to the majority of existing and planned facilities directly from the perimeter, minimizing the need for service / maintenance and operations vehicles to travel through the active center of the campus. The proposed loop connector further reinforces this concept.

Facilities requiring significant service access (e.g. M&O, Central Plant, Career & Technology Bldg. (CTE) are consolidated on the north edge of campus. Primary service access will continue to originate from Plano Avenue and will be forced to share the roadway with student traffic. To accommodate ease of movement and minimize conflicts, this road should be sufficiently scaled and engineered to withstand the weight and size of full semi-trucks/trailers. The roadway needs to allow for unencumbered truck access from Plano Avenue, such that deliveries can be made and trucks can safely transit back to the point of ingress. The road south of the

planned M&O facilities, north of the CTE facilities and accessed from Main Street, will be limited to emergency vehicles.

To provide service to the Student Center, which is internal to the campus, the master plan recommends creation of an enclosed service yard supporting the food service, bookstore and retail functions anticipated to be housed within the facility, with a direct service link to the M&O facilities and the proposed service road. With the relocation of the CTE facilities, minimal pedestrian activity is anticipated on this link.

- ① Maintenance & Operations Service Yard
- ② Career & Technology Service Yard
- ③ Food Service / Bookstore Service Yard



- ⋯ Emergency Access
- Primary Service Route



PEDESTRIAN ACCESS & CIRCULATION

Pedestrian Circulation

The master plan suggests a hierarchy of pedestrian promenades, walkways and paths linking buildings and open space in a direct, clear, visually and physically consistent manner that supports ease of wayfinding and student movement. These include:

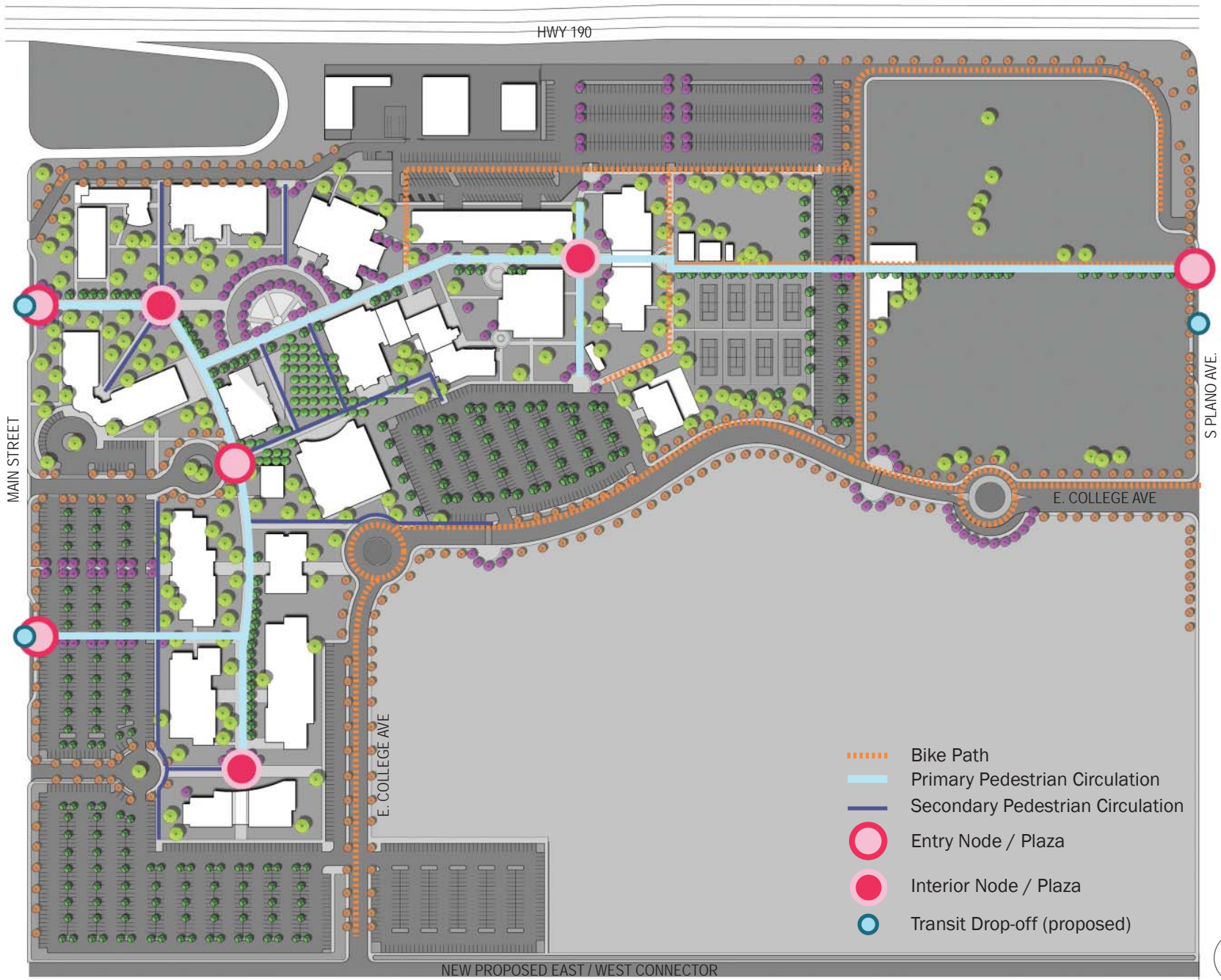
- A primary east/west and north/south promenade linking the majority of facilities and leading directly to the evolving Campus Quad /Center.
- Secondary walkways and paths connecting individual buildings, pedestrian nodes and other points of interest on the campus.
- Pedestrian nodes or plazas at the naturally occurring and significant intersections along the promenades, walkways and paths. These spaces allow for the placement of campus maps to assist in wayfinding and Together with purposed seating, these spaces will provide opportunities for meeting friends and informal

interaction.

Access From Public Transportation

To encourage the use of public transportation, the master plan indicates distributed public transit drops with clear, safe and convenient access to campus facilities. These include:

- With the re-routing of Campus Avenue, a public transit drop-off is recommended on Main Street directly west of the Academic Center. This drop-off provides a public “window to the campus” and direct, convenient access to the Campus Quad/ Center.
- Additional transit drop-offs should be considered along Plano, including a well defined pedestrian path to the east end of the campus core, and, as the campus evolves, a second drop-off at Main Street with convenient access to the south end of Campus.



OPEN SPACE

The master plan provides for the development of a hierarchy of open spaces, ranging from large, active formal and informal gathering spaces to smaller, intimate, and purpose built spaces. These open spaces should be adjacent to existing and proposed buildings supporting instruction, and services to students. They should provide opportunities for quiet study and informal socialization for campus users. Major features include the following:

- ① *Student Center* – the “town square”. An active space for meeting, dining, study and general socialization which serves as an exterior extension of the Student Center activities.
- ② *Campus Pedestrian Entry and Arts Plaza* – a formal public entry to the campus which allows for drop-off and pre-function gatherings for art, theatre and athletic events occurring in the surrounding campus core buildings.
- ③ *Amphitheater/Student Green* - A vital and energetic space where informal gatherings along with performance, lecture, movie & music events can be integrated into College life. This shade covered arena has opportunities for integration with the community at large for performances and revenue generation.
- ④ *Campus Quad / Green* – a large, informal, tree covered open green which reflects the tradition of American higher education campus planning.
- ⑤ *East and South Plazas* – serve as visual and physical termination points to the east/ west and north/ south promenades, as well as formal gateways to the campus and active spaces for students to meet.



the campus vision for the future

The Cost To Implement The Plan

OVERVIEW

How will the cost of the proposed Building / Facilities Program be met? What financial resources are available? The answers to these questions are tied to a number of assumptions and possibilities. While financing is at the crux of implementation, the initial emphasis should be placed on having a clear-cut, implementable plan. With a solid plan, the answer to the question of financing becomes more of a “when” rather than “if”. It will be easier to attract funding if the College has a strong plan in place that articulates its future vision.

The current-day cost to implement the proposed Phase I Building / Facilities Program at Porterville College was projected at \$105,576,239. These cost projections assume state funding support to the level of \$34,837,576. Local (district) funding of \$70,738,663 would be required based on these projections. However, the District should brace for the possibility that state funding, which has not been available for the past six years, may not be forthcoming in 2014 or in the future. With the state’s Capital Outlay Budget Plan (COPB) program in question, the District may be left with deriving an alternate plan for financing its needed capital improvements. Bonding ahead of debt via a locally issued bond has been the primary vehicle in this regard. The District should give this option consideration to jump start its capital construction program until such time that the economic climate within the state improves. While the cost is substantial, the need and scope of development is equally extensive. It will begin to

define the College into its second life cycle over the next 50 years. Following are cost projections by phases and by summary.

Porterville College Cost To Implement Phase I To Year 2025

<u>Projects</u>	Construct	Scope	Square Footage		Total	Total	Total	
			Start Date	ASF	GSF	Project Cost	State / Other \$	
1 Central Plant / Campus Wide Piping	2014/2015	New Construction	3,800	4,419	\$2,751,732	\$0	\$2,751,732	
2 Allied Health Bldg	2015/2016	New Construction	12,500	20,046	\$15,820,000	\$10,810,000	\$5,010,000	1
3 Career Technology Bldg	2017/2018	New Construction	18,600	28,615	\$15,966,240	\$7,983,120	\$7,983,120	2
4 Maintenance / Operations	2019/2020	Repurpose / Renovation	12,384	18,432	\$2,574,634	\$0	\$2,574,634	
5 Student Services (Academic Ctr)	2020/2021	Renovation	19,190	29,292	\$9,973,211	\$4,986,605	\$4,986,605	2
6 Gymnasium	2021/2022	New Construction	19,500	26,000	\$10,118,160	\$5,059,080	\$5,059,080	2
7 Student Center (old Gym)	2023/2024	Renovation	12,780	16,388	\$7,091,942	\$3,545,971	\$3,545,971	2
8 Fine Arts / Gallery	2024/2025	New Construction	7,000	10,769	\$4,905,600	\$2,452,800	\$2,452,800	2
sub total			105,754	153,961	\$69,201,518	\$34,837,576	\$34,363,942	
Footnotes:								
1. Scope, data and projected state funding support projected at funding levels noted in current 5YCP								
2. Projected state funding support projected at 50% of total cost; actual state funding may be higher								
Phase I Core Site Amenities/Support Costs								
1 Infrastructure-Primary	2014/2025	New Constr / Replacement	NA	NA	\$15,570,342	\$0	\$15,570,342	
2 Infrastructure-Secondary	2014/2025	New Constr / Replacement	NA	NA	\$1,730,038	\$0	\$1,730,038	
3 Parking	2014/2025	New Construction	NA	NA	\$1,619,000	\$0	\$1,619,000	
4 Circulation and Access	2014/2025	New Construction	NA	NA	\$2,078,400	\$0	\$2,078,400	
5 Site Improvements	2014/2025	New Constr / Replacement	NA	NA	\$6,561,856	\$0	\$6,561,856	
6 Demolition	2014/2025	Demolition	NA	NA	\$434,330	\$0	\$434,330	
7 Interim Use Space	2014/2025	Renovation	NA	NA	\$655,000	\$0	\$655,000	
8 Existing Buildings Renovation	2014/2025	Renovation	NA	NA	\$564,550	\$0	\$564,550	
9 Equipment Furnishing NOC	2014/2025	Upgrade	NA	NA	\$463,000	\$0	\$463,000	
10 Infrastructure Contingency	2014/2025	New Constr / Replacement	NA	NA	\$1,194,231	\$0	\$1,194,231	
11 Project Management	2014/2025	Implementation Support	NA	NA	\$5,503,975	\$0	\$5,503,975	
sub total					\$36,374,721	\$0	\$36,374,721	
Total Phase I					\$105,576,239	\$34,837,576	\$70,738,663	

Source: Cambridge West Partnership/HPI Architects projections. Note: Cost are present-day; core site amenities are non-engineered projections

Total Cost

SUMMARY

The total cost to implement the proposed Building / Facilities Program for Porterville College is captured in the summary that follows.

Category	Total Cost	State / Other \$s	Local \$s
Construction/Remodel	\$69,201,518	\$34,837,576	\$34,363,942
Infrastructure-Primary	\$15,570,342	\$0	\$15,570,342
Infrastructure-Secondary	\$1,730,038	\$0	\$1,730,038
Parking	\$1,619,000	\$0	\$1,619,000
Circulation and Access	\$2,078,400	\$0	\$2,078,400
Site Improvements	\$6,561,856	\$0	\$6,561,856
Demolition	\$434,330	\$0	\$434,330
Interim Use Space	\$655,000	\$0	\$655,000
Existing Buildings Renovation	\$564,550	\$0	\$564,550
Equipment Furnishing NOC	\$463,000	\$0	\$463,000
Infrastructure Contingency	\$1,194,231	\$0	\$1,194,231
Project Management	\$5,503,975	\$0	\$5,503,975
Total	\$105,576,239	\$34,837,576	\$70,738,663

Source: Cambridge West Partnership/HPI Architects projections.

Note: Cost are present-day; core site amenities are non-engineered projections

4

Conclusions / Recommendations

Consistent with the documentation and analysis provided, the following recommendations are offered relative to the Porterville College Facilities Master Plan. It should be noted that these are summary recommendations based on the more detailed information articulated in the Chapter 3, Campus Vision for the Future.

PROJECTIONS FOR GROWTH

The College should develop a strategy that will reflect the intentions and projections of the Educational Master Plan: These include:

- Capitalizing on a 1.19% annual average growth rate of the population base within its effective service area - projected to be just under 200,000 by 2025
- Making the most of a plus annual growth rate of 0.4% that is forecast for high school graduation in Tulare County
- Addressing an underserved population segment of 25+ years that have a high school diploma and no college education and / or some college with no degree
- Refining its enrollment management plan to ensure that the rate of growth for weekly student contact hours maintains an annual average of 1.38% through the year 2025.

LANDHOLDINGS

Based on the analysis conducted for land area, population growth and growth of the student body, the College will be able to accommodate its long-term future Building / Facilities Program without the need for

additional land purchases. The 75-acres that envelopes the College will comfortably allow the campus to at least double in size from its current physical capacity. Depending on the scale and massing of buildings, the capacity could go to well beyond doubling.

AGING CAMPUS

A good part of Porterville College was built in the 1960's, some buildings go back as far as 1955 (Career Technology). While a small number of newer buildings have been added and some buildings upgraded, the campus is showing its age. By 2025, most buildings on the campus will be approaching 60+ years of age. The infrastructure that supports the College is also antiquated.

It is recommended that the College replace and / or upgrade aging or inefficient infrastructure as a priority. It is further proposed that the College adopt the recommendations of the Facilities Master Plan that address the future of buildings that are older, replacing those that are too costly to renovate and renovating those buildings that support the future campus vision.

The fate of Jamison Field / Stadium was given special attention, both as an aging facility and with regards to its functionality for the future. It has a storied past as an important part of Porterville College. The College does not have a football team; and high school football, once a prime user of the stadium, is now played at more modern venues

within the K-12 system. The expense to repair and rehabilitate the field is also a matter of concern. The long-term recommendation for the future would be to repurpose the stadium area to support both future buildings and parking. While it is a facility of significance for the College and the community, it has served its purpose and should give way to better land use as the College expands downrange.

ADDING NEW GROWTH SPACE

The space needs identified in the Educational Master Plan were derived from the state's Title V guidelines. In this regard, they are consistent with the capacity-to-load ratios projected for the future, as defined via the campus development program. The program of work and sequence schedule are at the heart of the campus development program. These elements address space as it is required – i.e. not in advance of the need or not after the need has manifested. The College should use the Facilities Master Plan as a guide for determining all future space needs and the timing with which they should occur.

KEY CAMPUS ISSUES

The College should make key adjustments and improvements that will remedy the greatest campus needs:

- Remove conflicts that currently exist between pedestrians and vehicles. The primary concern is the bifurcation of the campus by the current alignment of College Avenue. This should be addressed by realigning College Avenue to the perimeter of the

College property

- Remove the current circulation and parking restrictions – Redistribute parking on the campus to better support students, faculty, buildings and outdoor venues
- Incorporate the outlying programs of Allied Health and Career Technical Education into the mainstream of the campus
- Create better, more expansive and energetic spaces for students on the campus – indoors and outdoors.
- Endeavor to create a stronger Main Street presence and, overall, a stronger presence in the community
- Develop and upgrade the core campus amenities

REALIGNMENT OF COLLEGE AVENUE

Integral to resolving conflicts between vehicular and pedestrian movement, allowing the integrated growth of the Campus, and strengthening the College's Main Street presence is the rerouting of College Avenue. To effect this change consistent with the schedule / phasing plan recommended herein, it is imperative the College continue to foster the support of, and where necessary initiate conversations with, the City, the adjoining K-8 District, the local public transit providers, the community at large and Cal Trans. All of whom will be impacted.

COMMITMENT TO CORE SITE AMENITIES

The College should make a strong commitment to the development of the campus systems and core site amenities that are needed to support the campus. These include parking, access, vehicular circulation, pedestrian circulation, open space, outdoor enhancements, welcoming entryways, and gathering spaces for students.

THE CAMPUS DEVELOPMENT SCHEDULE

It is recommended that the College adopt the campus development schedule / phasing plan proposed herein. Projects in the Plan have been sequenced to achieve development in the least costly manner, prevent redundancy of the work to be performed, cause the least impact on the campus, and facilitate the projects that follow. Adherence to campus development / phasing plan is paramount to successful implementation of the Facilities Master Plan.

BUILDING / FACILITIES PROGRAM

The proposed Building / Facilities Program for Porterville College should be adopted as representing the projects the College intends to pursue in relationship to and within the parameters of the Educational Master Plan and the other primary foundation elements. Adoption will entail a redefined Five-Year Construction Plan for Porterville College.

COST TO IMPLEMENT

It should be understood that state support for capital construction projects at Porterville College may not be available in the near future. In this regard, the College should devise a strategy that actualizes its campus vision exclusive of state funding – i.e. via a local bond program. If in time state funds become available, the proposed Building / Facilities Program will be sufficiently flexible in its design to attract this revenue source.

In all matters of Plan implementation, it should be the goal of the College to achieve the greatest results for campus development / redevelopment for the least expenditure. Consolidation of like programs into common areas, where possible, should be encouraged to make the best use of limited dollars. Consolidation will also positively impact the cost for maintenance and operation. This latter expense is an annual operating budget expenditure.

CONNECTIVITY WITH THE COMMUNITY

The College should develop / create on campus opportunities and / or venues that promote a strong connection with the community. In the past, this connection has been made via the facilities of the College. It is recommended that the Facilities Master Plan of the future takes a page from the past and that the College, through its physical resources, becomes an even stronger presence within the community it serves.

COMPLETING A DETAILED SURVEY

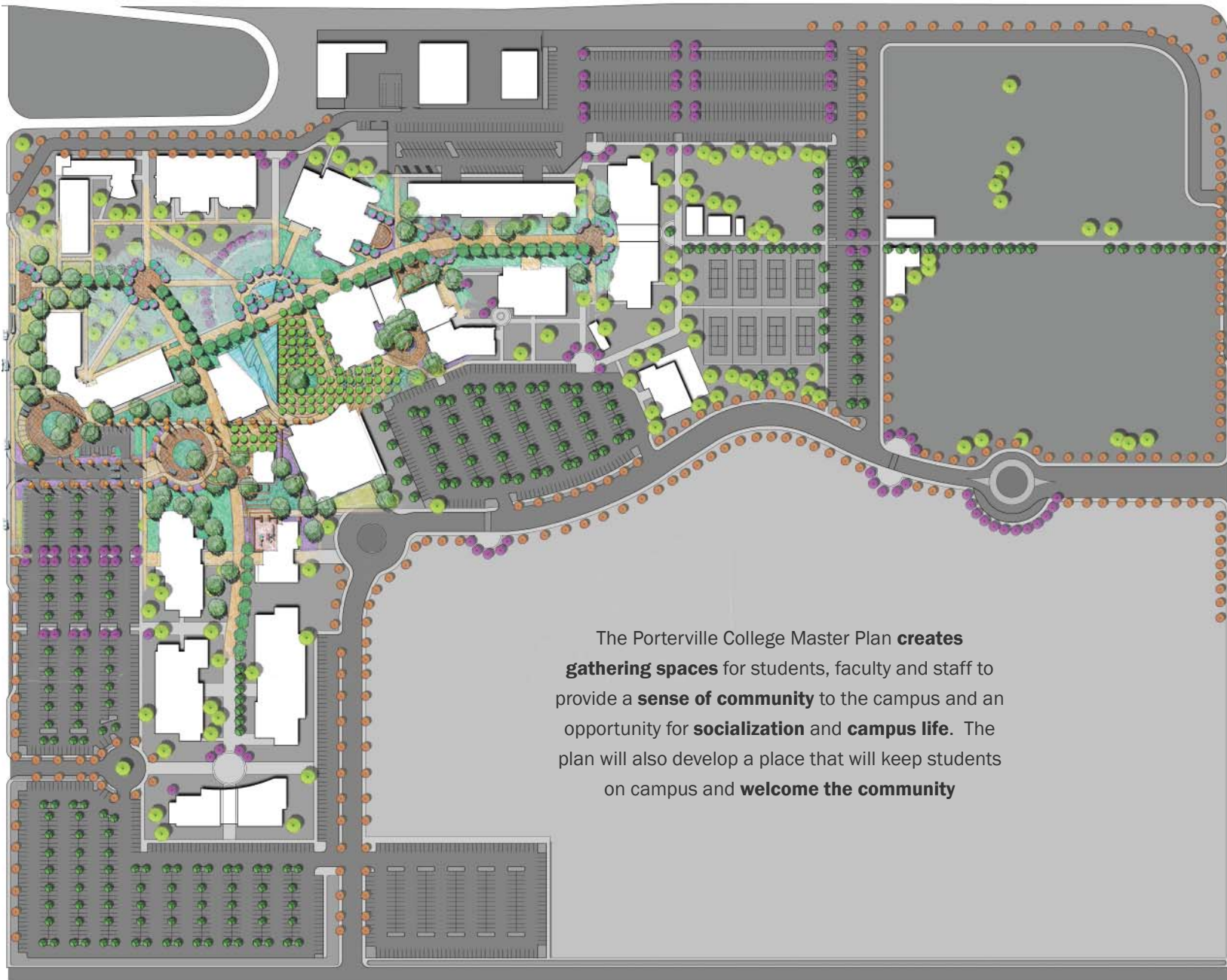
The Facilities Master Plan was developed utilizing the limited site documentation available through the District. It is recommended the District contract for detailed topographic and boundary surveys to enable the validation and refinement of the Master Plan and to support the integrated design all future improvements.

LONG RANGE PERSPECTIVE

The entirety of meeting all of the facilities needs on the Porterville College campus is such that it cannot be accomplished by year 2025. The Facilities Master Plan, therefore, will be a long-term endeavor, viewed as a marathon, not a sprint, and implemented in multiple phases. The recommended action would be for adopting Phase I – i.e. projects that would be completed over the period 2014 to 2025, and revisiting those projects that would be completed post 2025. When revisiting the post 2025 projects, the density or floor area ratio (building area vs. available site area) of future buildings and the balance between parking needs and instructional area should be continually reassessed to maximize the development and value of the District's 75 acre site.



Learning Resource Center & Student Gateway



The Porterville College Master Plan **creates gathering spaces** for students, faculty and staff to provide a **sense of community** to the campus and an opportunity for **socialization** and **campus life**. The plan will also develop a place that will keep students on campus and **welcome the community**

Epilogue

The Conclusion / Recommendations section provides the final reference for the Facilities Master Plan. It is the culminating point for the Plan. It is anticipated that the data contained herein will serve as the foundation for the periodic updates of the Facilities Master Plan updates that will follow in the future.

Porterville College has done well with its planning efforts - these have been most helpful in the construction of the Facilities Master Plan and have served the College well in providing a useful start for redevelopment of its campus. The Facilities Master Plan has built upon this start, fine tuning the space needs to be consistent with the growth parameters articulated in the Educational Master Plan and interpreting those space needs into the projects of the Building / Facilities Program. Our primary goal has been to provide the College with a Plan that is both viable and usable; a Plan that provides a vision for the future, a blueprint for Plan implementation, and a decision-making resource that can be referenced whenever questions of facilities are discussed.

The consultant team of Cambridge West Partnership and HPI Architects would like to thank Porterville College President, Dr. Rosa Carlson, and her entire team for the support and guidance provided throughout the planning process. This Plan would not have been possible without the timely assistance, the volumes of excellent data and the input provided along the way. Throughout, it has been a good process; it is expected that the results will be equally as good.