

KING CITY EDUCATION CENTER

HARTNELL COMMUNITY COLLEGE DISTRICT



EDUCATIONAL AND FACILITIES MASTER PLAN

2008-2011

INTERNAL REVIEW/EDIT DRAFT



**HARTNELL
COLLEGE**

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HARTNELL COMMUNITY COLLEGE DISTRICT©

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EDUCATIONAL AND FACILITIES MASTER PLAN

2008-2011 UPDATE

Executive Summary

The Hartnell Community College District's King City Education Center (KCEC) serves as the primary site for the coordination and delivery of educational programming and student services to the residents of the southern portion of the vast Salinas Valley. With a base of 87,000 residents and projections for 126,000 individuals in 2020, the south county region of the District's service area is destined for major growth. Today, over 80% of the region's population is Hispanic. When compared to the balance of our service area and the Monterey County in which the College is sited, region residents are younger, less academically prepared, more prone to unemployment, and more likely to live in poverty. The District understands the tremendous responsibility it has to provide educational programs, skills training and life-long learning opportunities to these residents. For this reason, the King City Education Center was established and has as its fundamental mission to provide and facilitate these services to the residents of the south county region.

Today, the KCEC and the south county area have grown to an enrollment of nearly 300 FTES and 8,700 WSCH. By 2010, the KCEC projects that the District will serve 3,000 south county residents and increase south county resident FTES to 375. This represents substantial but measured growth that can be achieved through a combination of increased educational offerings, additional student services, more community delivery sites, and an expansion of KCEC's current physical infrastructure. Over the next three years, working with the Academic Senate and appropriate Campus committees, the KCEC has envisioned an aggressive expansion of its academic programming. It seeks to expand its general education offerings, ESL courses, offer a full complement of English and Mathematics classes. It will expand its science, basic skills, reading comprehension, and its language offerings in English, Spanish, and workplace language literacy. It will focus efforts to expand pre-algebra, algebra, and statistics, along with expanding courses related to computing, mastering software, and information systems maintenance and management. It will strengthen its student support services.

To accomplish these academic programming and delivery goals, the KCEC seeks to expand the number of community sites (Greenfield H.S., for example) at which it delivers educational programming. The KCEC seeks, as well, to expand the infrastructure of its current facility by: (1) seeking to acquire land for dedicated KCEC parking (which it does not currently have), (2) acquiring through lease/rent/purchase additional physical plant that can be configured for the delivery of science and lab-based instruction, and (3) leasing of adjacent or proximate facilities conducive for large lecture and introduction courses. The KCEC seeks to use state community college bond funds as well as local Measure H funds to help underwrite proposed acquisitions, modifications, and the full ownership of the current KCEC facility through the retiring of its current lease revenue loan on the property. The KCEC represents the only asset not fully owned by the District and an important part in the Center's planned growth is to join the balance of District's inventory of owned facilities.

KING CITY EDUCATION CENTER

HARTNELL COMMUNITY COLLEGE DISTRICT

EDUCATIONAL AND FACILITIES MASTER PLAN 2008-2011 UPDATE

CHAPTER 1: INTRODUCTION TO THE KING CITY EDUCATION CENTER EDUCATIONAL AND FACILITIES MASTER PLAN UPDATE

1.1 Purpose of the Plan

1.1.1 Why Hartnell College Updates its Educational & Facilities Master Plan

The Hartnell Community College District is an extraordinary resource for the citizens, businesses, employers, organizations, and institutions of the Salinas Valley. Serving the needs of a service area 100 miles long and 30 miles wide requires the development and orchestration of an important network of campuses, centers, and sites. The main campus of Hartnell College, located in Salinas, serves the northern portion of the vast Salinas Valley. The District's King City Education Center (KCEC) serves the South county region of the Valley. The mission of KCEC is to provide District programs, courses, and services to the 87,000+ residents, four cities, and over one-half dozen unincorporated communities within a 30-mile radius of the Center.

From providing a full range of core academics to transfer programs to vocational preparation to addressing the cultural, social, and economic needs of the region, Hartnell College and the King City Education Center must fulfill a variety of roles and responsibilities. As we strive to meet these requirements, we know full well that the population of our service area is experiencing change, the area economy is adapting to new technology and competition, employers are asking for more and different skill sets of their workforce, life-long learners are yearning for new experience, and we have a responsibility to incorporate into our curricula and programs the fundamental advances in the collective body of knowledge and academic scholarship.

Hartnell College undertakes a systematic updating of its educational and facilities master plans (E&FMP) for three primary purposes. First, the E&FMP articulates a strategic direction for the District to reach out and respond in effective and articulated ways to the challenges and needs of the communities we serve. Second, the E&FMP serves to capture a multi-year plan intended to guide instructors, staff, administrators, and Trustees in their informed efforts to identify and deliver the programs, services, policies, and best practices so vital to efficiency, effectiveness, and assessment. And third, the E&FMP serves as a reasoned presentation of the human, technology, and facilities resources required for the implementation and delivery of our educational goals and objectives.

In real terms, producing an E&FMP allows Hartnell College, its sites and centers to link programming and services to community needs and then link resources to those programming goals. By design, this and future E&FMPs are dynamic documents intended to serve best by being continually reviewed and periodically updated.

1.1.2 A Separate E&FMP for the King City Education Center

In March 2008 in recognition of its important and growing role to the District and to the Valley, the Board of Governors of the California Community Colleges conferred on the KCEC the official designation of Center. This designation sets the foundation for any future effort to mature the KCEC into a full college, consistent with such wishes of Valley residents and the District's governing board. In recognition of formal "Center" status, the KCEC takes on its own identity within the District and, in respect of that status (as is the case at other districts), the KCEC has earned the right to have its unique programs, offerings, resource needs, and facilities requirements featured in its own educational and facilities master plan.

1.1.3 Charting KCEC program, curriculum, and facilities growth in future

This educational and facilities master plan for the King City Education Center has used the same process and protocols used in the development of the Hartnell College equivalent plan. Instructors (primarily adjunct) at the KCEC joined with the Center director, Ms. Paulette Bumbalough to envision a series of instructional goals, objectives, activities, and resource requirements. This process was guided by the findings of the District's recent Salinas Valley Vision 2020 comprehensive research effort to identify the educational needs, workforce requirements, training issues, and citizen issues in the Salinas Valley. From that research, nearly 200 campus instructors and staff identified a set of overarching themes to drive the creation and delivery of updated instructional, student, and administrative services and goals. Once the instructional vision was crafted, KCEC staff identified the student services and local administrative services goals and objectives in furtherance of the updated instructional direction. Hartnell College academic senate and faculty leadership guided and edited the KCEC plan to ensure curriculum innovation, excellence, and consistency with the campus' educational vision.

With input, participation, and inclusion throughout it's development, this KCEC Educational and Facilities Master Plan serves as a reference volume – a roadmap – that charts the immediate and intermediate program, curriculum, services, and facilities growth of the KCEC in its mission to address the educational and training needs of south county residents, families, employers, and institutions.

1.2 Focus and Time Frames

This King City Education Center Educational & Facilities Master Plan covers the academic years 2008 – 2011, three years. As with the Hartnell College E&FMP, 2008-09 is viewed as the "short term" time period and 2009 – 2011 is viewed as the "medium term" time period. Given the dynamic population and economic shifts in the Salinas Valley, coupled

with the current challenging environment of State General Fund support for California community colleges, a three-year time period was considered appropriate. This three-year focus fits well with the District's current schedule of plan updates every two to three years.

As with the Hartnell College E&FMP, this KCEC plan identifies the goals, objectives, resource and technology needs, facility impacts and requirements, and assessment strategies for each of the three components of the Center: (a) instructional services, (b) student services, and (c) administrative services.

The geographic focus of this KCEC plan is that portion of the Salinas Valley popularly known as the south county. As noted, this area of the Valley is experiencing significant growth and change and represents the fastest-growing constituency base for the District.

1.3 Genesis of the Planning Process for KCEC

As with the "plan updating" process at Hartnell College, the planning process for this KCEC plan began in August 2007 with the launch of the District's comprehensive Salinas Valley Vision 2020 research initiative. The purpose of the initiative was to learn directly from Salinas Valley employers, business owners, employees, heads of households, current students and adults, their educational, academic services, life long learning, career development, and workforce training needs now and in the coming years. Nearly 1,300 residents, employers, business owners, and leaders were surveyed or interviewed. In addition, the initiative worked with Census, California Department of Finance, Employment Development Department, and other data sources to identify current and projected population and demographic trends. This specific component resulted in (for the first time in contemporary institutional memory) the development of data and demographic displays specifically for that portion of Monterey County known as the Salinas Valley.

In November and early December 2007, King City Education Center instructors and staff joined their Hartnell counterparts in a series of town hall meetings and debriefing sessions regarding project findings and to identify overarching themes and implications. Center and Hartnell College employees were provided a nearly 90-page internal document simultaneous to the debriefing sessions. The report, "Ensuring a College that Matters," presented research findings and potential action items for the entire service area and, separately, for the communities that comprise south county.

King City Education Center instructors, along with Hartnell College faculty, were invited to participate in a full day "educational master plan update launch" in December 2007 to begin their work on the E&FMP update. In January 2008, the College held a special flex day session for adjunct faculty (the majority of KCEC instructors are adjuncts) and once again reviewed the process and requirements of the E&FMP updating initiative. In February through early March 2008, a campus and KCEC team began assembling and completing the first draft of the Center's separate plan. The plan underwent final open review, comment, and editing throughout the balance of March and was submitted to the Board of Trustees in April 2008 for approval and adoption.

1.4 Participants in the Process

This KCEC plan benefited from the input and participation of numerous important constituencies in the Vision 2020 project. The plan benefits directly from the information provided by 230 south county employers, business owners, and leaders who participated via surveys and/or one-on-one interviews. Similarly the plan was grounded in the information provided by the over 300 south county residents, heads of households, and family members who informed us about their educational aspirations, instructional needs, training requirements, and preferences regarding course and program delivery.

The Hartnell College academic senate and shared governance task force each participated by constructing and approving the update process and forms to be used by all participants to document their goals and resource requirements. The director of the KCEC conducted on-site and virtual plan development meetings for staff and adjunct faculty so that they could participate in person or via email as goals, objectives, and activities were discussed, drafted, and edited.

Representatives of the Office of the President/Superintendent, construction management, facilities planning and KCEC administration served as the plan development oversight team. The entire Hartnell campus community was provided the opportunity to offer suggestions and edits to the final draft. And, finally, the Board of Trustees of the District was briefed, provided input, and ultimately approved this plan.

1.5 Intended Use of this Plan and its Role in Future Center Program Development and Delivery

This KCEC Educational and Facilities Master Plan Update 2008 will play several important roles now and in the coming months:

- A. This plan is part of the overall Hartnell Community College District Educational and Facilities Master Plan 2008 Update and will be consulted as District programs, services, and new initiatives are launched.
- B. This plan will serve as a key reference point for hiring, equipment acquisition, and budgeting decisions both for the KCEC and Hartnell College.
- C. This plan will help KCEC and District administrators identify and respond, in a logical and planned way, to the site, space, and facilities needs identified both at the KCEC and throughout its south valley service area.
- D. The facilities needs and strategies identified in this plan will assist District personnel, facilities planners, construction consultants, and bond counsel to identify which KCEC facilities projects can be supported by state bond funds, local Measure H funds, and other facility resources.

CHAPTER 2: PROFILE OF THE KING CITY EDUCATION CENTER

2.1 History of the King City Education Center

2.1.1 How and When the King City Education Center was Established

The founding roots of the Hartnell Community College District date back to 1833 when California's pioneer educator William Edward Petty Hartnell opened El Colegio de San Jose on Rancho Patrocinto del Alisal at the foothills of the Gabilan Mountains. El Colegio was the first postsecondary educational institution in California. Keeping alive the spirit of Salinas Valley college-level educational opportunities, the Board of Trustees of the Salinas High School District founded the Salinas Junior College in 1920.

In 1935, Salinas Junior College completed its separation from Salinas High School and was given a separate superintendent. In that year, a successful bond issue resulted in the purchase of 15.3 acres on the west side of Homestead Avenue between Alisal Street and Central Avenue. Construction was completed in April 1937 and a new college campus was born. In 1947, the students petitioned to change the school's name from Salinas Junior College to Hartnell College, thus honoring William Edward Petty Hartnell. The change was made official in April 1948.

From the 1940s through the 1980s as Hartnell College grew, so too did the population and economic base of the Salinas Valley. Growth began to migrate south to the cities of Gonzales, Soledad, Greenfield, and King City. Soon, residents of those communities began requesting programs and courses from the College and Hartnell administrators began looking for opportunities to have a permanent physical facility in King City to anchor its south county educational outreach, student services, and program delivery.

In 1987, the Gleason Center in King City opened as a result of a bequest by Villeroy Gleason of his home to Hartnell. This bequest also made possible the Gleason awards for instructors and classified staff to serve the educational needs of south county residents. In time, the demand for Hartnell College courses outstripped the physical capabilities of the Gleason Center and courses and services were offered in the evening at area high schools and K-12 facilities as the College looked to develop more facility options.

In 2002, after several years of planning, a combination of donated funds and financing led to the construction of the current King City Education Center. In just over five short years, the KCEC has grown to enroll over 1,000+ students each term and deliver courses at myriad K-12 campuses and community sites.

2.1.2 Involvement by the South County Community

The residents, communities, and leadership of the south valley have been ardent supporters of both the programs of the KCEC and its network of school and community sites for the delivery of instruction, training, and life long learning courses. Since the 1980s, the District has paid particular attention to providing courses and training

opportunities to the residents of the south county region. In 1987, with the gifting to the District of the Gleason home in King City, the District had a local site from which to begin local coordination of services and programming to residents of this portion of its overall service area. In 2000, King City community and municipal leadership urged the District to establish a stronger physical presence by building a traditional facility in town to house classrooms, student services, and administrative support functions. To show the seriousness of their request, local leaders and citizens immediately contributed over \$750,000 and gifted it to the District to help share in the construction costs of the envisioned facility. With their generosity and the determination of District personnel, the King City Education Center was opened May 2002.

Utilizing the KCEC and its growing network of “in community” course delivery sites (grade school cafeterias, high school facilities, community centers, and the like), south county residents have flocked to course and programs in increasing numbers. Today, enrollments in courses have increased to nearly 3,000. Students served have increased to nearly 2,000 as of 2007. And, full time equivalent students are now approaching 300 FTES.

2.1.3 Designation of KCEC as a Center

In early 2008, the Board of Governors of the California Community Colleges conferred official “Center” status on the KCEC. This designation is, in large part, due to the positive growth and impact of the KCEC on south county District educational programs and services. Achieving designation as a “Center” ensures a basic funding stream from the Chancellor’s Office to the District to help underwrite continual program improvement, outreach, and services at the KCEC. In addition, designation as a Center is a required step in the process that any California community college district must follow to have an off-site facility move to center status and then one day become a fully chartered college.

- *The importance and growth of the vast south county area argues for the eventual and future expansion of the District with the development of a permanent college to fully serve those residents and employers. Over the immediate next three years, both the District and the KCEC will work to develop a South County Education Plan that will identify the specific needs of area residents, the current resources and programs of current education agencies and providers, and the development of a prescriptive and specific series of events, goals, programs, and strategies to deliver an ever-increasing coterie of educational programs that will be the building blocks of an eventual full-service college facility in the south county region. Given the bi-modal distribution of the population of the Salinas Valley, there is just as much growth projected for south county cities/communities as there is for the city of Salinas and the area immediately surrounding Hartnell College.*

2.2 Profile of KCEC Student Body

South County instructional programs have continued modest growth in the past few years. The following chart shows FTES by term for 2006-07 back to 2002-03.

South County Full Time Equivalent Student Count by Year

Year	Summer	Fall	Spring	Year total
2006-07	41.25	122.45	125.06	288.95
2005-06	44.48	118.45	133.37	296.30
2004-05	29.72	105.35	119.46	254.52
2003-04	32.42	108.32	124.89	265.63
2002-03	36.46	117.33	129.57	283.36

Efficiency has increased during this time period. The ratio of WSCH (weekly student contact hours) to FTEF (full time equivalent faculty) has increased during this period from 207.89 in 2002-03 to 251.34 in 2006-07 according to the following information.

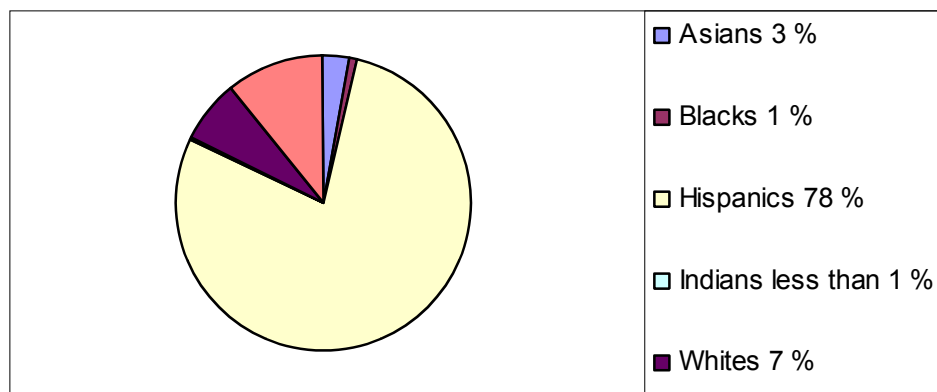
South County Ratio of Weekly Student Contact Hours To Full Time Equivalent Faculty

Year	WSCH	FTEF	WSCH/FTEF
2006-07	8668.5	34.49	251.33
2005-06	8889.0	42.80	207.69
2004-05	7635.6	36.43	209.60
2003-04	7968.9	34.96	227.94
2002-03	8500.8	40.89	207.89

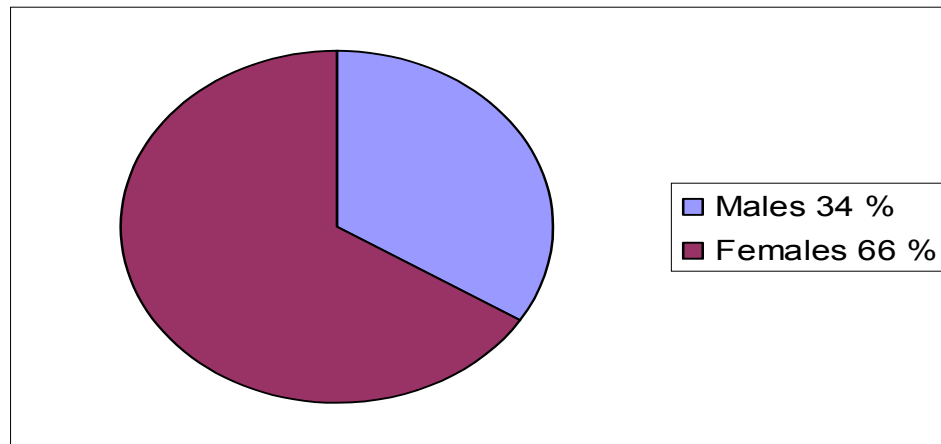
South County enrollments by ethnicity generally match the communities served. Over three-fourths of the students are Hispanic. Two-thirds of the students are female and one-third is male. While the general population is more evenly divided by gender, there is a higher propensity in Monterey County for females to attend.

- *A goal within the next three years is to target outreach and enrollment services to ensure that the adult male population of the south county region is aware of, and has the incentives to, attend credit and non-credit courses at the KCEC.*

South County Enrollments by Ethnicity



South County Enrollments by Gender



This plan update envisions a future prospective student body of not only young high school graduates but also adult learners who will take both credit and new non-credit courses at the KCEC and any of its community sites. We envisioned a population base that continues to be even more Hispanic (predominantly Mexican and Mexican American).

- *Our three-year goals include an aggressive outreach effort to attract more students just graduating from high school and to provide education and skills training to adults in our south county service area. We understand that current demographic trends will demand that we work to provide an even larger and more targeted array of basic skills, basic English, basic comprehension, and ESL programming. We will, as well, explore the development of GED and HEP coursework to help area adult learners achieve at least a high school level of education and then transition to college-level courses.*
- *Given area educational attainment rates among adults (24+ years of age) and the dramatic dropout/non-completion rates at the high school level, a goal of the KCEC within this updated plan is more structured outreach with the Monterey County Office of Education, its Career to College division, its Adult School program, the county-wide ESL program, and the Mission Trails ROP, to develop a ubiquitous program of educational services throughout K-14. In this way, and through such a seamless program design, the KCEC can play a significant role in addressing low college-going and high school completion rates in our service area.*

2.3 KCEC Academic Offerings, Academic Support, and Student Services

2.3.1 Current Academic Programs and Services

As the coordination point for the delivery of instruction, training, and educational support programming to south county residents, the KCEC, since its inception, has focused on a continual expansion of general education, personal enrichment, and skills development courses and programs. Today, the KCEC and its south community sites, offer a diversity of classes, including:

American Political Institutions	Beginning Reading for ESL
Introduction to Corrections	English Pronunciation
Criminology	Theory in Phlebotomy Techniques
Introduction to Business	Practicum in Phlebotomy Tech
North American Indians	US History
History of Art	Western Civilization
Intro to PC Applications	Pre-Algebra and Elementary Algebra
American Sign Language	Introduction to Anthropology
Computer Systems	Intermediate Algebra
Information Literacy	Elementary Statistics
ECE Creative Activities	Music Appreciation
Principals of Macro Economics	Introduction to Photography
Composition and Reading	Child Psychology
Intensive Writing, Reading	General Psychology
Principles of Chemistry	Human Sexuality
College Composition	General Psychology
English and Intermediate English	Elementary Spanish
General Biology	Sociology of Minority Relations
Basic Writing for ESL	Essentials of Public Speaking
Pre-Calculus	<i>...and many other courses and topics</i>

The KCEC offers some distance learning that link Hartnell College academic offerings to the KCEC via an electronic classroom. Through a combination of these offerings, the KCEC offers courses that meet general ed requirements, address basic skills and ESL needs, and provide life-long learning options for south county residents. The Center partners with the Campus' Pathways Program to provide employers and their workforce with staff development and skills training/enrichment courses on a business-by-business basis. The Center provides basic student support services, including admissions, counseling, administering and scoring STAAR assessments, financial aid information and processing, and other typical student support services offered by a full time student services technician. In addition, the Center features computer labs, a small library, and a library services specialist to assist with study skills development and reference searches.

- *As part of this updated educational and facilities master plan, the KCEC envisions increasing its student support services to include more counseling, academic advising, EOPS services, the ability to develop individual student education plans, offer crisis counseling, and more learning resources. The provision of a more complete menu of student services and academic support resources, offered whenever classes are being taught, will be an important strategy to foster student success and student learning outcomes.*
- *Today, approximately 130 classes are offered annually during the day, evening, and on weekends at both the KCEC and its various community sites. Our goal, within this updated plan framework, is to achieve a steady increase in offerings that result in the provision of 150 classes annually within the next 3-year window.*

2.3.2 Recent Enrollment by Program Clusters

To demonstrate the growing range of courses and enrollment, the following tables present official fall 2007 and spring 2008 enrollments at census.

Fall 07

Course/Section	Course	Census
Fine Arts, Language Arts and Social Sciences		
ANT-3 6017	Intro to Archaeology	25
ANT-20 6016	Cultures of Mexico	38
ART-1A 6100	Art History	22
ECO-1 6021	Principles of Macro Economics	15
ENG-101 6002	Intermediate Comp. & Reading	27
ENG-101 6022	Intermediate Comp & Reading	28
ENG-1A 6049	College Composition & Reading	19
ENG-1A 6157	College Composition & Reading	28
ENG-253 6028	Fundamentals of Comp & Reading	30
ENG-253 6103	Fundamentals of Comp & Reading	31
ENG-253 6226	Fundamentals of Comp & Reading	30
ESL-137 6150	Intermediate Vocabulary for ESL	20
ESL-155 6155	Paragraph Development for ESL	21
ETH-1 6079	Intro to Ethnic Study	24
HIS-17A 6040	US History	52
HIS-17B 6078	US History	11
HIS-47 6117	Religions of the World	26
HIS-4A 6041	Western Civilization	22
MUS-5 6050	Ethnic Music in the US	56
PHO-1 6060	Intro to Photography	31
PSY-14 6080	Child Psychology	30
PSY-1A 6081	General Psychology	25
PSY-1A 6105	General Psychology	37
SPA-1S 6077	Elementary Spanish Speakers	32
Academic Labs		
ENG-101L 6023	Intermediate Comp & Reading Lab	4
ENG-123L 6113	College Comp & Reading Lab	2
ENG-124L 6034	College Reading & Comp Lab	0
ENG-175 6024	Individual Study in Writing Lab	7
ENG-176 6025	Intensive Writing	11
ENG-185 6026	Individual Study in Reading Lab	7

ENG-186 6027	Intensive Reading	4
ENG-253L 6029	Fundamentals of Comp Lab	10
ESL-155L 6033	Paragraph Development Lab	5
ESL-220 6032	English Pronunciation	4
ESL-230 6116	Intensive Pronunciation	3
Math, Science and Health Services		
MAT-121 6042	Elementary Algebra	26
MAT-121 6104	Elementary Algebra	27
MAT-123 6004	Intermediate Algebra	21
MAT-201 6003	Pre-Algebra	40
MAT-201 6045	Pre-Algebra	23
HES-110A 6701	Theory of Phlebotomy Techniques	13
HES-110B 6255	Practicum in Phlebotomy	11
Occupational Education		
ADJ-11 6101	Correctional Writing	15
ADJ-61 6102	Control & Supervision	21
ADJ-21A 6070	Narcotics and Dangerous Drugs I	27
BUS-32 6211	Intro to Business	12
BUS-109 6256	Intro to PC Applications	18
CSS-109 6257	Intro to PC Applications	10
ECE-13 6068	Preschool Curriculum: Literature	21
ECE-15 6203	Preschool Curriculum: Blocks	26
ECE-21 6071	Infant/Toddler: Group Care	26
ECE-25 6088	Preschool Learning Problems	16
Counseling		
COU-80 6118	American Sign Language I	27
Physical and Health Education		
PE-1.183 6123	Soccer	16
Totals		1133

Spring 08

Section	Course	Course	Census
Fine Arts, Language Arts and Social Sciences			
6104	ANT-10	California Indians	50
6150	ANT-15	North American Indians	40
6108	ART-1B	History of Art	25
6631	ECO-1	Principles of Macro Economics	15
6203	ENG-101	Intermediate Comp & Reading	37
6260	ENG-101	Intermediate Composition & Reading	27
6265	ENG-1A	College Composition & Reading	20

6184	ENG-1A	College Composition & Reading	25
6129	ENG-1B	College Literature & Composition	12
6180	ENG-253	Fundamentals of Comp & Reading	36
6206	ENG-253	Fundamentals of Comp & Reading	30
6266	ENG-253	Fundamentals of Comp & Reading	23
6111	ESL-135	Intermediate English	16
6126	ESL-165	Paragraph & Basic Writing for English	14
6128	ESL-228	Beginning Reading for ESL	20
6557	HIS-17B	History of the United States	33
6270	HIS-4B	History of Western Civilization	35
6002	MUS-1A	Music Appreciation- Historical Persp.	18
6003	PHO-1	Introduction to Photography	18
6125	POL-1	American Political Institute	37
6005	PSY-1A	General Psychology	24
6287	PSY-1A	General Psychology	41
6187	PSY-14	Child Psychology	40
6016	PSY-15	Human Sexuality	27
6107	SPA-1	Elementary Spanish	36
6114	SPA-2S	Elementary Span for Span Speakers	20
6123	SPE-1A	Essentials of Public Speaking	19
Academic Labs			
6183	ENG-101L	Intermediate Comp & Reading Lab	4
6264	ENG-123L	College Comp & Reading Lab	3
6006	ENG-175	Individual Study in Writing Lab	19
6261	ENG-176	Intensive Writing	2
6007	ENG-185	Individual Study in Reading Lab	17
6263	ENG-186	Intensive Reading	1
6267	ENG-253L	Fund of Comp & Reading Lab	6
6113	ESL-135L	Intermediate English Lab	1
6127	ESL-165L	Paragraph & Basic Essay Writ-ES	1
6268	ESL-220	English Pronunciation	9
Math, Science and Health Services			
6189	MAT-13	Elementary Statistics	25
6204	MAT-121	Elementary Algebra	40
6271	MAT-121	Elementary Algebra	30
6186	MAT-123	Intermediate Algebra	25
6181	MAT-201	Pre-Algebra	30
6272	MAT-201	Pre-Algebra	15
6185	HES-110A	Theory of Phlebotomy Techniques	24
6279	HES-110B	Practicum in Phlebotomy Techniques	25
Occupational Education			
6280	ADJ-22	Correctional Interviewing & Counseling	18
6281	ADJ-50	Introduction to Corrections	30
6182	ADJ-51	Criminology	34
6122	BUS-109	Introduction to PC Applications	12
6201	BUS-109	Introduction to PC Applications	18
6216	CSS-43	Comp Systems & Info Literacy	20
6121	CSS-109	Introduction to PC Applications	16

6202	CSS-109	Introduction to PC Applications	13
6402	ECE-3	Creative Activities & Mater.	21
6068	ECE-71	Supervision of Adults in ECE Set	29
Counseling			
6000	COU-21	SSS: Orientation	18
6119	COU-81	American Sign Language II	19
Physical and Health Services			
6284	PE-1.183	Soccer	14
Total			1277

Thus, just within the past two semesters, the KCEC enrolled 1133 students in fall 2007 and 1277 in spring 2008, with some courses attracting 35-50 students.

- *Over the next three years, the KCEC will look to find additional physical sites and arrangements in order to offer more introductory lecture courses that can accommodate 40-50+ students enrolled per class section. This will require the acquisition or leasing of large spaces for this specific purpose. One strategy to explore is developing a usage agreement with local theaters, in a multiplex configuration, that can house KCEC lecture courses by day and revert back to a traditional cinema house in the evening and on weekends.*

2.4 Faculty and Staffing

The KCEC operates with a minimal staff structure. It is served by a Director for Education Services/South County (Paulette Bumbalough). Director Bumbalough oversees four employee clusters: classified staff, full time faculty, adjunct faculty, and counseling.

Classified Staff:

- Student Services Technician
- Administrative Assistant
- Financial Aid Technician
- Clerical Assistant (part time)
- Clerical Assistant (part time)

Full Time Faculty:

- Mathematics faculty from Hartnell College teaching part time in south county
- Business/computers faculty from Hartnell teaching part time in south county
- English faculty from Hartnell teaching part time in south county

Adjunct Faculty:

- 30 adjunct teach during spring semester
- 30 adjunct teach during fall semester
- 10 adjunct teach during summer semester

Counseling:

- Adjunct counseling staff (9 months and 20 hours per week)

- *The KCEC proposes to increase the number and range of educational courses offered. A major goal is to increase its course scheduling to include even more evening and weekend courses. These goals will lend, naturally, to increases in staffing and instructors as FTES growth create demand for more staff.*

2.5 Description of Scheduled New Academic Programs

2.5.1 Currently Scheduled New Programs, Courses, or Services

As part of its 2006 EMP Update goal setting, the KCEC identified a series of new academic and programmatic initiatives. We are continuing our work to develop and offer them. Programs, courses, or services that are under development or expansion include:

- Increase the breadth of KCEC offerings so that a student feasibly could achieve a two-year degree or certificate program wholly through the KCEC.
 - Develop and nurture disabled student services.
 - Expand allied health, nursing, and nursing-related courses and offerings.
- *Within this new plan update, the KCEC will continue the feasibility, development, and eventual implementation of the above programs (offering a wider array of allied health and nursing programs in the south county, developing a human services certificate, and expanding all general education courses in support of the future ability to offer all courses required for a degree) and services (offering a broad array of disabled student services).*

2.6 Demographic Profile of the South County Area Served by KCEC

For a more comprehensive presentation of demographic data and projections for the Salinas Valley and the south county area, refer to the report “*Ensuring a College That Matters: The Hartnell College Salinas Valley Vision 2020.*” It is available online at www.Hartnell.edu/accreditation.

2.6.1 Geographic Profile

The Salinas Valley “south county” region is popularly defined as the cities of Gonzales, Greenfield, Soledad, and King City, and the unincorporated (Census Designated Places) communities of Chualar, San Lucas, San Ardo, Bradley, Jolon, and Lockwood. There is, as well, a large, minimally populated, unincorporated area within the south county region.

2.6.2 Population Trends

Today’s population of the Valley is nearly 283,000, with the south valley containing 87,000 residents. One-third of the Valley’s unincorporated population resides in the south county. Valley growth over the past eight years has been marginal, with the largest percentage increase occurring in Gonzales, Soledad, and Greenfield...all south county cities.

Salinas Valley and South County Population Today and Back to 2000

	2007	2006	2005	2004	2003	2002	2001	2000
Salinas	149,539	149,021	149,705	150,272	148,435	146,905	144,785	142,685
Gonzales	8,737	8,495	8,399	8,511	8,427	8,216	7,941	7,564
Soledad	28,361	28,150	27,363	26,351	24,740	22,501	22,643	23,015
Greenfield	16,629	15,407	13,357	13,303	13,172	12,967	12,752	12,648
King City	11,518	11,382	11,430	11,594	11,523	11,511	11,370	11,204
SV Unincorp Area	67,860	67,478	67,915	68,472	68,132	67,568	66,354	64,905
Salinas Valley	282,644	279,933	278,169	278,503	274,429	269,668	265,855	262,021
Monterey County	425,960	423,048	422,632	421,793	418,285	412,965	407,192	401,762

South county cities are bolded/italicized. The data for this table were derived from the CA Dept of Finance E5 Report

Between now and 2020, the Association of Monterey Bay Area Governments projects a nearly 80,000 increase in the Valley's population, with dramatic growth anticipated for the south county region.

In 12 short years, the south county's population is forecasted to grow from its current 87,000 residents to over 126,000 inhabitants, or a growth trend of nearly 40,000 more residents in this region. Such anticipated growth equates to the equivalent of nearly four new cities the size of today's King City.

Forecasted Population of the Salinas Valley and South County Cities: Now to 2020

	2007	2010	2015	2020
Salinas	149,539	165,141	174,788	184,434
Gonzales	8,737	12,463	14,672	16,791
Soledad	28,361	32,413	35,938	39,463
Greenfield	16,629	18,627	21,570	24,512
King City	11,518	15,484	17,433	19,381
SV Unincorp Area	67,860	67,510	73,457	79,403
Salinas Valley	282,644	311,658	337,858	363,984

Future year projections were provided by AMBAG. The 2007 data are from the CA Dept of Finance 2007 E1 Report.

Percentage-wise, the city of Gonzales will nearly double by 2020. Greenfield will grow nearly 50% larger and King City will grow nearly 2/3rds larger than it is today.

2.6.3 Age, Ethnicity, Language Preference, and Academic Preparation

The population of the Salinas Valley and of the south county is very young. Here is today's median age according to the Census' 2006 American Community Survey.

Current Median Age of Salinas Valley and South County Population

<i>City</i>	<i>Median Age</i>
Salinas	28.6 yrs old
<i>Gonzales</i>	<i>24.5</i>
<i>Soledad</i>	<i>25.2</i>
<i>Greenfield</i>	<i>24.1</i>
<i>King City</i>	<i>25.3</i>
Monterey County	37.1 yrs old

South county cities are bolded/italicized. Source: US Census 2000, ACS 2006

The primary ethnicity in the Salinas Valley is Hispanic. The percentage of Hispanic residents in Valley cities, particularly south county communities, is remarkable. The very latest Census (2000) and American Community Survey (2006) data are as follows:

Hispanic Population of Salinas Valley and South County Cities

<i>City</i>	<i>% Hispanic</i>
Salinas	64%
<i>Gonzales</i>	<i>86%</i>
<i>Soledad</i>	<i>87%</i>
<i>Greenfield</i>	<i>88%</i>
<i>King City</i>	<i>81%</i>
Monterey County	51%

South county cities are bolded/italicized. Source: US Census 2000, ACS 2006

Already, nearly nine-in-10 residents of south county cities and communities are Hispanic. These percentages are projected to increase even more by 2020. Among those identified as Hispanic, some 93% list Mexico as their country of origin.

The majority of south county residents and the general population of the Valley speak a language other than English at home. Overwhelmingly, that language is Spanish.

Language Spoken at Home Other than English in Valley and South County Cities

<i>City</i>	<i>% Not Speaking English at Home</i>
Salinas	60%
<i>Gonzales</i>	<i>76%</i>
<i>Soledad</i>	<i>79%</i>
<i>Greenfield</i>	<i>83%</i>
<i>King City</i>	<i>74%</i>
Monterey County	47%

South county cities are bolded/italicized. Source: US Census 2000, ACS 2006

The use of Spanish language outside of the home is prevalent in the Valley. Employers and employees report increasing usage of Spanish between employees in a south county workplace and used with a customer. In some south county cities, over one-half of the conversation among staff and with clients is conducted in Spanish

Percentage of Communication Conducted in Spanish: Valley and South County

<i>Salinas Valley City</i>	<i>Mean % With Employees</i>	<i>Mean % With Customers/Clients</i>
Salinas	27.4%	35.9%
Gonzales	24.7	40.7
Soledad	40.7	33.0
Greenfield	52.1	64.3
King City	42.1	45.2
All Salinas Valley	31.1%	38.0%

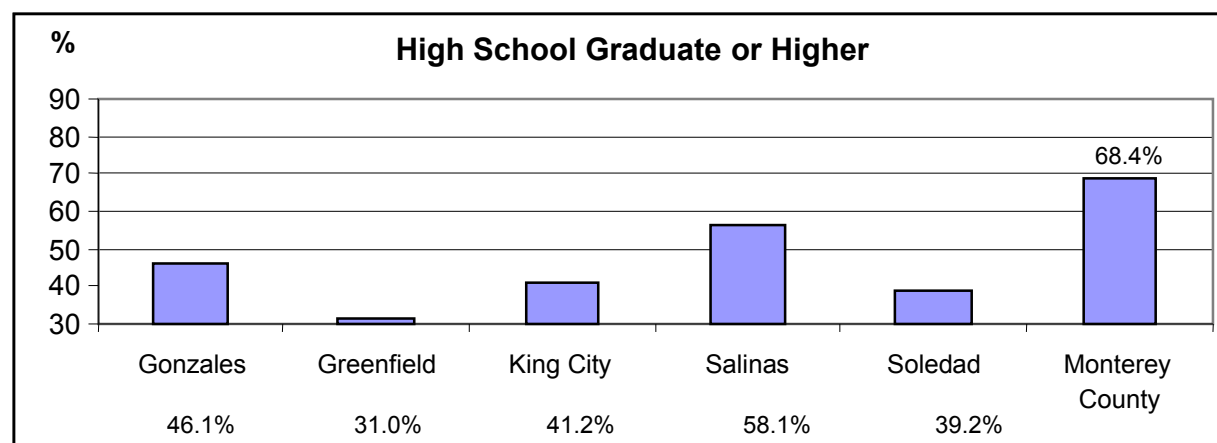
Given the ethnicity of the Valley and the usage of Spanish in the home and in the workplace, residents were asked if they would prefer some courses offered in Spanish or a bilingual format.

Would you like any courses offered in Spanish or Bilingual format?

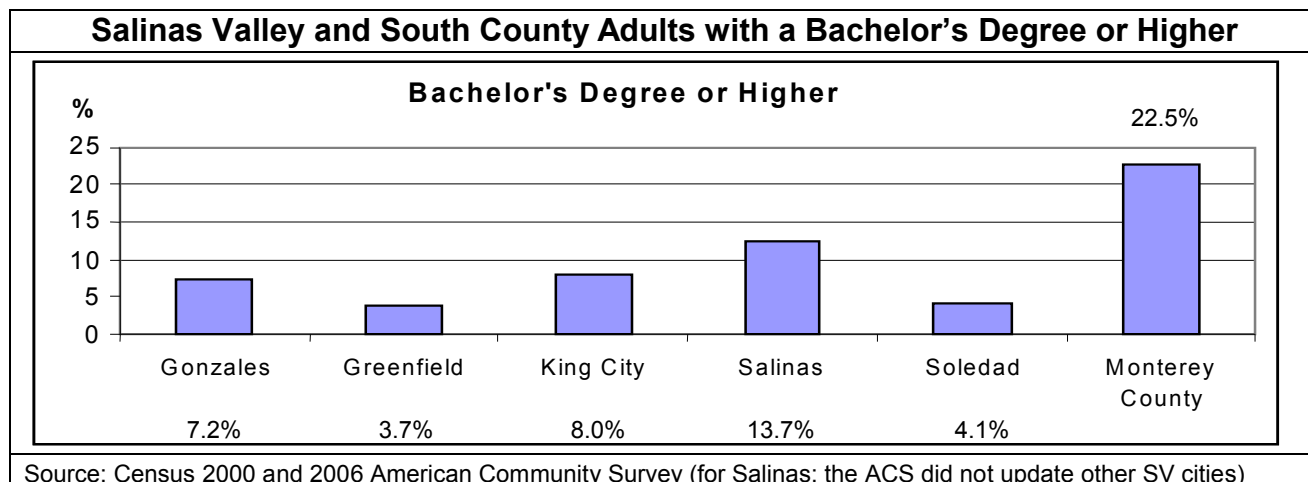
	<i>Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>Castroville</i>	<i>Prunedale</i>	<i>Spreckels</i>
Yes	41.0%	28.1%	60.4%	68.6%	40.8%	36.7%	52.6%	21.1%	75.0%
No, English is fine	59.0	71.9	39.6	31.4	59.2	63.3	47.4	78.9	25.0

The preference for some of the instruction to be offered at least bilingually is an indication of the importance of ESL and basic skills in the coterie of course offerings in the KCEC. There are differences in educational attainment levels of residents across Salinas Valley cities. In some south valley cities, less than 5% of adults have a bachelor's degree.

Salinas Valley and South County Adults with at Least a High School Degree



Source: Census 2000 and 2006 American Community Survey (for Salinas; the ACS did not update other SV cities)



What these educational attainment data indicate is that 60-70% of south valley adult residents do not have even a high school diploma. For all south county cities, at least 92% or more of all of adults (24+ years of age) do not have a bachelor's degree or higher. The implications for the KCEC for GED, HEP, ESL, and basic skills courses are enormous.

2.6.4 Workforce and Economic Profile.

The 2007 labor force of the Salinas Valley was comprised of nearly 100,000 workers. For these prospective, nearly 23,000 resided in the south valley area. Of these, just over 20,000 were employed in an average month throughout 2007.

Labor Force and Employment Levels in the Salinas Valley and South County

	<i>April 2007 Labor Force</i>	<i>April 2007 Employment</i>
Salinas	71,700	64,300
Gonzales	3,800	3,300
Soledad	5,600	5,100
Greenfield	6,200	5,500
King City	5,500	4,800
<i>South Valley CDPs</i>		
Bradley	120	100
Chualar	700	600
San Ardo	230	200
San Lucas	225	200
Monterey County	210,100	194,800

Source: Calmis/LMInfo data from Employment Development Department.

The labor force of the Valley and south county region suffers from unemployment levels demonstrably higher than those of Monterey County, California, and the nation. Since 2003, the unemployment rate of some south county communities has been 12-20%!

Unemployment Rates in the Salinas Valley and South County

Cities	April 2007	Year 2006	Year 2005	Year 2004	Year 2003
Salinas	10.4%	10.0%	10.4%	11.8%	12.7%
Gonzales	13.9%	13.5%	14.0%	15.7%	16.9%
Soledad	9.3%	9.0%	9.4%	10.6%	11.5%
Greenfield	11.2%	10.8%	11.3%	12.8%	13.7%
King City	12.5%	12.1%	12.5%	14.2%	15.2%
<i>South County CDPs</i>					
Bradley	3.5%	3.4%	3.5%	4.0%	4.3%
Chualar	18.8%	18.2%	18.9%	21.1%	22.6%
San Ardo	16.2%	15.7%	16.2%	18.2%	19.5%
San Lucas	13.9%	13.5%	14.0%	15.8%	16.9%
California	5.0%	4.9%	5.4%	6.2%	6.8%

Source: Calmis/LMInfo data from Employment Development Department

High unemployment rates also impact poverty levels. The most recent Census indicates that, for the south county area, 18-22% of all individuals and 15-17% of all families live below federal poverty levels.

Summarizing the characteristics of south valley residents, they typically are Hispanic, have limited English speaking abilities, have low educational attainment levels, experience high unemployment rates, and suffer from high levels of poverty. These statistics point to a citizenry in need of the programs and resources of the King City Education Center.

- *As part of this plan update, the KCEC will promote the major goal of expanding its outreach and programming to this major demographic audience of Hispanic youth and adults. Programming will include bilingual communications and outreach messages, working with more community organizations and municipal entities to identify prospective youth and adult learners, and developing new and more effective ways to identify and partner with area employers with a workforce in need of skills updating and enrichment. We will seek to offer these expanded services in the community, at the worksite, and at the facilities of the KCEC. This will require offering programming at additional community sites and an expansion of facilities at the KCEC.*

2.7 Courses, Programs, Services Requested by Area Employers, Businesses, and Residents

As part of the Salinas Valley Vision 2020 project, some 230 employers and over 300 residents and heads of households (among the 1300 surveyed Valley-wide) indicated the skills training, occupational education, ESL/GED preparation, and general academic instruction they considered important to their careers, companies, and personal success. KCEC administrators, support personnel, and instructors are using these data and trends to generate programs to respond effectively to those identified needs.

2.7.1 Skills training requested by area employers and business owners

Some two-thirds of surveyed south county employers believe that their current workforce needs industry-specific skills. Needed skills and abilities are as follows.

Top Skills Needed by Today's Workforce: By City

(Among those that indicate there are skills needed by current workforce)

<i>Skill Needed by Today's Workforce</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>
Accounting/finance skills	6.5%	10.0%	--	--	5.9%
Agricultural industry skills	4.6%	--	18.2%	--	2.9%
Automotive technology skills	4.6%	20.0%	--	--	2.9%
Basic skills (reading, writing, math)	5.9%	20.0%	--	25.0%	5.9%
Bilingual ability	3.9%	--	--	--	2.9%
Communication/customer relations	27.5%	10.0%	18.2%	12.5%	14.7%
Computer applications/software	10.5%	10.0%	--	25.0%	26.5%
Construction trades skills	10.5%	10.0%	9.1%	--	11.8%
Cosmetology/barbering skills	3.3%	--	--	--	--
Electronics technology skills	5.9%	--	--	--	--
English competency	10.5%	--	--	12.5%	5.9%
Food preparation/service skills	7.2%	--	9.1%	--	5.9%
Machine trades/mechanical skills	5.2%	30.0%	--	--	2.9%
Medical/dental/health tech skills	9.2%	30.0%	27.3%	12.5%	26.5%
Office/clerical skills	3.3%	--	18.2%	--	5.9%
Sales/marketing/advertising skills	8.5%	--	9.1%	--	5.9%
Teaching/education/more education	2.6%	10.0%	9.1%	12.5%	--
Work ethic/personal values/prob solv.	3.9%	--	--	12.5%	--

South valley businesses agree on the need for the following skills training: basic skills, communication, and customer service, English as a second language, computer usage, and English competency. Each of these skills needs represent courses that the KCEC and District are absolutely capable of providing.

- *Now and over the next three years, the KCEC will work with the Hartnell College Pathways Program, Adult School, and the Mission Trails Regional Occupational Program to promote the development of more ESL, language competency, and basic skills credit, non-credit, and fee-based workforce skills training programs. These courses can/will be conducted on-site and at the KCEC, onsite at an appropriate business facility, county adult school locations, and the training centers of the Mission Trails ROP.*

Employers are able to identify the occupational and training programs currently offered or envisioned by Hartnell that are of interest to them, to their employees, or their industry.

Education and Training Programs of Interest: Salinas Valley and South County

<i>Program Area</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>	<i>All Valley</i>
Agriculture business/sales/mgmt	12.1%	10.5%	29.2%	9.1%	15.4%	13.2%
Agriculture science/technology	5.0%	21.1%	20.8%	9.1%	7.7%	7.2%
Automotive technology/repair	6.0%	26.3%	8.3%	--	9.0%	7.4%
Basic skills	39.1%	36.8%	33.3%	9.1%	25.6%	37.6%
Business/mktg/strategic planning	30.2%	26.3%	33.3%	9.1%	28.2%	28.1%
Communication skills	56.6%	36.8%	50.0%	27.3%	42.3%	51.2%
Computer apps/networking/repair	31.0%	36.8%	33.3%	9.1%	34.6%	31.6%
Construction technology	7.5%	10.5%	4.2%	--	12.8%	8.1%
Cultural diversity	12.5%	--	8.3%	--	5.1%	10.7%
Customer service skills	54.4%	31.6%	37.5%	36.4%	46.2%	49.2%
Electronics	9.3%	--	8.3%	--	2.6%	7.4%
Employee wellness	22.4%	15.8%	16.7%	--	10.3%	18.8%
English as a Second Language	20.6%	--	20.8%	45.5%	30.8%	23.3%
Environmental regulations/HazMat	7.1%	26.3%	12.5%	36.4%	10.3%	9.9%
Health and safety in the workplace	22.4%	26.3%	29.2%	36.4%	20.5%	22.9%
Health technologies	7.1%	15.8%	16.7%	9.1%	11.5%	8.3%
Human resource management	12.5%	10.5%	20.8%	9.1%	10.3%	11.4%
Industrial technology	2.8%	15.8%	12.5%	--	3.8%	4.3%
Info technology/systems mgmt	8.9%	10.5%	12.5%	9.1%	3.8%	7.9%
Leadership/supervision	40.6%	47.4%	50.0%	36.4%	32.1%	39.0%
Mechanical technology	9.6%	15.8%	8.3%	--	10.3%	9.9%
Office procedures	26.0%	26.3%	20.8%	27.3%	20.5%	24.6%
Public safety	7.1%	21.1%	12.5%	36.4%	10.3%	10.1%
Sales/marketing	29.5%	21.1%	33.3%	18.2%	25.6%	27.5%
Team building/working together	32.4%	21.1%	33.3%	18.2%	20.5%	28.3%
Water technology	3.6%	10.5%	8.3%	--	3.8%	4.8%
Website design/maintenance	9.3%	21.1%	16.7%	9.1%	7.7%	9.9%
Welding	5.7%	26.3%	12.5%	9.1%	9.0%	7.6%
Workplace Spanish/English	24.2%	26.3%	37.5%	9.1%	29.5%	25.6%

Educational and training programs of particular interest to south valley employers are ESL, health and safety in the workplace, leadership and supervision, customer service skills, communication, basic skills, office procedures, team building, and workplace English and Spanish. All of these occupational, vocational, and contract education programs are offered at the Hartnell College campus and, thus, could be as well featured and made available to south county employers via the King City Education Center.

2.7.2 Occupations Forecasted to be in Demand

Over 3-5 years, plant farming jobs will continue to be in high demand. So, too, will positions related to sales, administration, computing, office support, and allied health.

Top Occupational Categories Slated for Additional Hires in 3+ Years

<ol style="list-style-type: none"> ❶ Plant farming occupations ❷ Miscellaneous sales occupations ❸ Education occupations ❹ Administrative specializations ❺ Food, beverage prep and service ❻ Managers and officials ❼ Computing, account recording ❽ Mechanics and machinery repairers ❾ Miscellaneous clerical occupations ❿ Medicine and health occupations
--

The KCEC can provide vocational and occupational training programs to south county employers to help generate a trained and education workforce to meet future demand.

2.7.3 Skills training requested by South County Residents

South county residents know what skills are important for today and tomorrow's jobs.

Most Important Skills Needed for Today & Tomorrow's Jobs: By South County City

<i>For current job</i>	<i>To move up or get a new or better job</i>	<i>For typical local job 5 years from now</i>
Gonzales		
<ol style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Customer service ❸ Math 	<ol style="list-style-type: none"> ❶ Leadership/management ❷ Communication/interpersonal skills 	<ol style="list-style-type: none"> ❶ Computer applications/software ❷ Math ❸ Bilingual
Soledad		
<ol style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Customer service ❸ Math 	<ol style="list-style-type: none"> ❶ Education/program completion ❷ Leadership/management ❸ English/ESL 	<ol style="list-style-type: none"> ❶ Computer applications/software ❷ Communication/interpersonal skills ❸ English/ESL
Greenfield		
<ol style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Computer applications/software ❸ Customer service 	<ol style="list-style-type: none"> ❶ Computer applications/software ❷ Education/program completion ❸ English/ESL 	<ol style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Computer applications/software ❸ Customer service
King City		
<ol style="list-style-type: none"> ❶ Communication/interpersonal skills ❷ Computer applications/software ❸ Customer service 	<ol style="list-style-type: none"> ❶ Leadership/management ❷ Communication/interpersonal skills ❸ Accounting/finance 	<ol style="list-style-type: none"> ❶ Computer applications/software ❷ Education/program completion ❸ Bilingual

To keep today's job, residents say the most important skill is communication/interpersonal skills. Keen customer service skills are especially important in today's workplace. To move up the career ladder or get a better job, south county residents indicate that a demonstrated proficiency in leadership and management skills will be important. For a typical job five years from now in the south county area, employees will need to show their strong skills in computer applications and software.

2.7.4 Education and Occupational Training Requested by Area Residents

The role that the KCEC can play for south county residents is varied. Some residents want KCEC to offer a full array of general academic and transfer courses. Others want access to basic skills and GED coursework. And, others want access to vocational and occupational education and training programs and courses. Basic educational and skills training programs of interest include the following list.

Basic Education and Workforce Skills Preparation Courses/Programs of Interest

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Greenfield</i>	<i>King City</i>
General Equivalent Degree (GED)	26.2%	19.0%	22.4%	34.5%	39.3%	27.1%
Basic skills	32.1	23.6	36.2	39.7	50.8	28.1
English as a Second Language (ESL)	31.0	20.4	37.9	53.4	45.9	30.2
General academic and transfer courses	35.6	29.2	46.6	39.7	34.4	29.2
Communication skills	32.8	31.5	32.8	34.5	50.8	30.2
Cultural diversity/work in diverse setting	13.4	12.5	20.7	19.0	13.1	8.3
Customer service skills	20.8	19.4	29.3	25.9	24.6	16.7
Employee wellness	12.6	8.3	15.5	24.1	16.4	5.2
Health and safety in the workplace	16.9	11.1	19.0	34.5	27.9	12.5
Leadership/supervision	24.6	23.6	29.3	20.7	24.6	29.2
Office procedures	19.8	18.5	27.6	29.3	24.6	13.5
Sales/marketing	19.3	16.7	15.5	25.9	21.3	14.6
Team building/working together	18.4	17.1	25.9	19.0	21.3	14.6
Workplace Spanish/English	25.4	19.0	17.2	44.8	34.4	34.4

In the south county region, there is exceptional demand for ESL, basic skills, and GED courses. General academic coursework is very much in demand.

Residents have identified the vocational and occupational majors and programs of interest to them and would welcome the ability of the KCEC to begin offering those courses.

Vocational/Technical/Occupational Education Programs of Interest

	Salinas Valley	Salinas	Gonzales	Soledad	Green-field	King City
Agriculture business/ sales/mgmt	13.3%	10.6%	13.8%	8.6%	26.2%	17.7%
Agriculture science/technology	11.5	11.6	12.1	6.9	16.4	10.4
Automotive technology/repair	11.0	7.4	8.6	13.8	24.6	10.4
Biotechnology/ bioinformatics	9.2	8.8	6.9	15.5	9.8	3.1
Business/marketing/ strategic planning	22.6	20.4	25.9	19.0	19.7	24.0
Computer apps/ networking/repair	35.1	36.6	37.9	31.0	29.5	40.6
Construction tech	10.5	9.7	12.1	6.9	21.3	7.3
Digital arts	16.1	16.2	17.2	19.0	19.7	13.5
Drafting technology	8.0	6.0	6.9	10.3	16.4	6.3
Electronics	14.6	10.6	8.6	20.7	31.1	16.7
Health technologies	26.4	20.8	25.9	37.9	26.2	25.0
Hospitality/travel/food	14.8	10.6	19.0	20.7	18.0	11.5
Human resource management	13.9	7.4	10.3	15.5	23.0	16.7
Industrial technology	10.2	7.9	6.9	22.4	14.8	5.2
Info technology and systems mgmt	15.6	15.7	20.7	22.4	16.4	4.2
Mechanical technology	10.5	5.6	3.4	19.0	23.0	9.4
Public safety	10.7	7.9	17.2	8.6	19.7	8.3
Website design and maintenance	17.9	14.8	15.5	27.6	21.3	19.8
Welding	11.0	9.7	10.3	12.1	19.7	8.3

Vocational and occupational programs of particular interest to south valley residents include computer applications/networking/repair, health careers, business and marketing, website design, agriculture (ag business, technology, science, sales, management), construction technology, industrial technology, and information technology.

2.7.5 Preferred Course Timing and Delivery Formats

Residents who live equidistant to the KCEC and Hartnell College (e.g., those living in Gonzales) are willing to take classes at either location.

Mean Interest in Varied Hartnell College Training/Course Delivery Methods: By City

Course/Training Delivery Method	Salinas	Gonzales	Soledad	Green-field	King City
Training at Hartnell College's campus in Salinas	3.99	3.47	3.00	3.03	3.14
Training online via the Internet	3.30	3.02	3.13	3.21	3.78
Training/courses via self-paced computer software	3.27	2.91	3.17	3.42	3.72
Training offered at other area locations	3.00	2.96	3.06	3.22	3.07
Training offered at your workplace	2.82	2.63	2.83	3.60	3.40
Training at Hartnell King City Education Center	1.47	2.39	3.11	3.69	4.44

* Mean Rating: 1=Not Very Interested/5=Very Interested

South county residents are interested in courses offered online, via self-paced software, and courses throughout locations in their community (e.g., K-12 school and community facilities) and the south county region. Of importance, just over 85% of south county residents have access to a computer and well over 90% of them have access to the internet, with most access at a DSL or higher speed. Thus, distance education and blended classroom/internet course delivery will be an important option for the KCEC.

Residents have noted at what times classes should be offered so that those courses would or could be conducted at times most convenient to their schedules.

Class Times Most Convenient to Valley and South County Residents

	<i>All Salinas Valley</i>	<i>Salinas</i>	<i>Gonzales</i>	<i>Soledad</i>	<i>Green-field</i>	<i>King City</i>
Before 8 AM	11.9%	14.9%	20.0%	8.3%	7.9%	11.0%
8 AM - 1 PM	28.2	29.7	30.0	31.7	28.6	28.0
1 PM - 6 PM	25.6	23.9	35.0	28.3	25.4	27.0
After 6 PM	59.1	61.3	50.0	58.3	55.6	62.0
Saturday	47.8	51.8	31.7	51.7	55.6	41.0
Sunday	25.0	24.8	16.7	26.7	25.4	17.0

Across the south county, residents say that for courses to be convenient to their work and family schedules, a significant number of classes should routinely be offered after 6 p.m. on weekdays (the most preferred time for instruction) and on Saturdays (the second most preferred time for taking classes at the KCEC). Certainly, instruction offered during the week at the traditional time of 8 am – 6 pm will always be a mainstay of the KCEC and any center or college. However, the KCEC will work to expand its current weekend offerings to more fully respond to area resident needs.

CHAPTER 3: MISSION, GOALS, AND VISION OF KCEC

3.1 Mission statement

3.1.1 Mission Statement of the Hartnell Community College District and the KCEC

Hartnell College provides the leadership and resources to ensure that all students shall have equal access to a quality education and the opportunity to pursue and achieve their goals. We are responsive to the learning needs of our community and dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in a changing world.

3.1.2 Vision Statement of the Hartnell Community College District and the KCEC

Hartnell College (and the King City Education Center) will be a global leader in community college education through dedication to our mission and core values, and by offering programs and services that foster student success and wellness.

3.2 Statement of Institutional Objectives

For the past decade, Hartnell College has been guided by a set of institutional objectives. They apply both to the College and to the Center.

- Prepare students for admission with advanced standing to four-year colleges and universities.
- Prepare students for employment with a background of both technical and general education.
- Increase opportunities to develop and improve abilities to read, to listen with understanding and to communicate effectively.
- Provide opportunities to promote the critical thinking process by the student.
- Provide counseling services to help individuals discover their interests, and abilities and to determine an appropriate educational program.
- Assist persons seeking career change or advancement, or re-entry into a career field.
- Provide opportunities for students whose prior academic achievements are latent in relation to their stated educational and vocational goals.
- Provide educational services for those neither preparing for a career nor seeking a degree.
- Promote opportunities to develop an understanding of and appreciation for our rich heritage of creativity in the arts, humanities, and sciences.

3.3 Major Themes and Vision that Guide the Development of the KCEC Plan

3.3.1 The “Overarching Themes” That Guided the Development of the E&FMP

Nearly 200 campus faculty, staff, and administrators attended the Vision 2020 town hall meetings conducted in December 2007. After reviewing the findings, this large contingent of Hartnell employees crafted a draft document representing the overall themes of the data and their implications for program planning and delivery. The document was vetted by Academic Senate leadership and the Shared Governance Task Force and through that effort created a final set of overarching themes. These themes are a formal part of the Vision 2020 effort and have been a key reference point for instructors, student services personnel, and administrative staff as they set about to create their proposed goals, objectives, activities, and resource requirements for the Campus and this Center educational and facilities master plan. The overarching themes are as follows:

- A. **Offer courses at existing and off-campus locations, times, and days that are convenient to the community we serve.** Recognize the diversity of our population centers throughout the Salinas Valley and offer more courses and services in more locations. Offer courses at times, and package them in ways convenient to a larger segment of our service area population.
- B. **Promote increased awareness and communications with our constituencies through more aggressive, organized outreach, recruitment, and marketing of the College, its programs and services.** Establish comprehensive outreach, marketing, communications, and advertising strategies for our various publics and constituencies so that they are aware of our programs and services.

- C. **Recognize learner needs through basic skills academies.** Refocus on some of the real educational needs of our adult learners and of some high school completers related to language skills and academic preparation.
- D. **Better connect with our service area through the promotion of distance learning.** Introduce more distance learning, Internet-based instruction, self-paced learning modules, and electronic education options into the schedule and curricular offers to better deliver instruction/services at times, and in ways and formats important to adult residents.
- E. **Connect programs in response to community demographics and needs.** Hartnell instructors, administrators and staff should directly connect with the general and business community in order to learn first-hand their educational, training, and support service needs. Refocus current general, vocational and training education programs and campus support services to reflect the demographic realities of our service area and to better serve our increasingly younger and ethnic community.
- F. **Promote school partnerships for better student preparation.** Find ways to partner with K-12, adult schools, regional occupational programs, and with other colleges and universities to work in unison to better prepare youth for college enrollment and success. Work to create a more seamless path for Valley students to complete K-12, attend Hartnell, complete their education here and/or transfer on to the university systems and options.
- G. **Ensure availability of student, administrative, and support services at times and locations that match course delivery.** Create a more accessible, student-centered experience by refocusing student and administrative support services so they are available and accessible at times and locations where and when courses are offered.
- *For this King City Education Center educational and facilities master plan, they point to some specific strategies that will represent key goals in the immediate and intermediate term that is the focus of this update:*
- *Increase our focus on basic skills and skills training.*
 - *Increase focus on offering HEP/GED high school equivalency programs.*
 - *Increase courses for ESL, English, and workplace English/Spanish.*
 - *Offer courses at times and in locations convenient to residents.*
 - *Offer student and administrative services whenever courses are offered.*
 - *Promote distance learning, blended instruction, and electronic education.*
 - *Be aware of demographics, language preferences, and cultural norms.*
 - *Expand our reach by partnering with K-12/other campuses for seamless education.*
 - *Find ways to better communicate to on- and off-campus stakeholders.*

These themes are being and can be used to shape several current and future planning efforts and they will play an appropriate role in the funding and budgeting decisions over the coming period.

3.4 Environment Scan

A number of internal and external factors will certainly impact the ability of the District and the King City Education Center. These factors both represent conditions to consider as part of our planning and conditions that will impact what we do and how we do it. Above all, we recognize that change is constant, that we live and work in a dynamic valley, county, and state. More and more, we are impacted by forces, trends, and events occurring at locations increasingly distant from our physical address in the Salinas Valley. Some of these assumptions and factors are as follows.

3.4.1 External Assumptions, Issues, and Trends

- Assumption 1: Technology continues to change at a rapid pace and the implementation of new technologies, specifically information technology, will change how we work, how we deliver instruction, and how we will interact and engage our various stakeholders. The facilities and technical resources of the KCEC will have to be expanded and ready to respond effectively.
- Assumption 2: The economy of the nation will more decisively move toward a global, knowledge based, service economy changing the nature of work and requiring our Salinas Valley workforce to be proficient with computer, math, language, communication, and change adaptability skills. The largest concentration of Hispanics is in the south county area and KCEC programs, services, and personnel will have to be capable and ready to respond with such education and training to this stakeholder group.
- Assumption 3: California community colleges will be expected to continue to play an active role in community economic development and workforce participation and this will result in on-going pressure for the District to respond with courses, training, and technical assistance services that sustain and nurture our regional economy. The greatest physical and business growth of the Valley is occurring in the south county and the District must respond with sufficient resources and programming to enable the KCEC to be an economic development leader/partner.
- Assumption 4: The economy of the Salinas Valley is in flux and will change as agriculture becomes more vertically integrated, technology and mechanization is introduced in the workplace, and environmental sustainability practices are adopted and the result will be a constant need for the District, its College, and Centers to renew and update their vocational and training programs. The majority of the Valley's agricultural assets and production activities are in the south county and KCEC and the District will need to find ways and partnership for such programming.
- Assumption 5: The population of the Salinas Valley in general, and the south county region in particular, will continue to become increasingly Hispanic and will

require a continuous process of renewal and updating of all campus curricula and programs to ensure cultural sensitivity, language realities, and educational needs are valued and addressed.

- Assumption 6: The population and economic fabric of the cities and communities of the Salinas Valley are becoming increasingly diverse and will eventually require specific and targeted programs and services (both in offerings and delivery modalities) on a city-by-city basis.
- Assumption 7: The poverty levels and unemployment rates of the Salinas Valley will continue to generate citizens at risk because of low educational attainment levels and low skill sets and the District will need to respond with well-articulated developmental education programs and services.
- Assumption 8: As the population of the region undergoes a bimodal distribution (more young people and then more older adults) the District will need to develop bilingual outreach and enrollment management campaigns that focus not only on high school graduates but also a diverse adult learner population. This will place pressure on the District to develop a diverse and appropriate array of both credit and non-credit offerings, particularly at the King City Education Center.
- Assumption 9: The south county portion of the Salinas Valley has and will experience a higher rate of population growth than the City of Salinas and the north county area. This will require a refocusing of attention, programming, and resources to the south county region to ensure and adequate educational infrastructure to better serve south county residents and institutions.
- Assumption 10: The California economy has been made more fragile as a result of the housing industry implosion, sub prime market downturn, and a slow down in household purchasing. The result will be several intermediate years of overall state budget uncertainties that may well result in reduced general fund support to community colleges and, in turn, to the District. This will have significant impact on the budgeting process.

3.4.2 Internal Assumptions, Issues, and Trends

- Assumption 11: The District's financial challenges will require several years and several difficult budget cycles to be resolved. This fiscal reality will necessarily impact the allocation of resources for programming and personnel.
- Assumption 12: Hartnell College is in the midst of a transformation effort that may well result in a new organizational structure to match the emerging new shared governance and resource allocation processes. The process is phased and will require a period of time for full implementation. Thus, the organization may be fluid and in flux for a period of time.

Assumption 13: A number of positions critical to the leadership and direction of the District are in or about to enter the search mode. The search for the position of president/superintendent is underway and soon, too, will be various senior administrative positions. When they are filled, the styles of the successful incumbents will impact programs, courses, and services at Hartnell College and at the King City Education Center.

Assumption 14: Over the past half-decade the District has had a significant enrollment decline in the number of full-time equivalent students. This impacts the District's general fund support budget and it also points to the need to better connect its programs and services to the needs of its various stakeholders. A paramount need and challenge in the immediate future years will be to more fully embrace the overarching themes and program delivery realities identified in the Vision 2020 project.

While there are numerous other factors and trends that may influence the KCEC to meet its objectives and goals articulated in this document, the above factors would require full attention and strategic responses.

3.5 Key Overall Goals and Objectives for the KCEC: 2008-2011

The following goals, objectives, and resource requirements represent a combination of some of the goals and objectives of individual academic programs, student services, and administrative support functions of the KCEC. These goals are in addition to the "arrow" bulleted and italicized goals featured throughout the above narrative. They were derived and reviewed by KCEC administrators, staff, and faculty, along with College staff and leadership of the Hartnell College Academic Senate.

3.5.1 Overall KCEC Goals: 2008-2011

- 1. Increase the number, mix, and range of class offerings**, including credit, non-credit and not-for-credit, to the youth and adult learner constituencies of our service area. Expand offerings and services related to basic skills, ESL, English and Spanish literacy and workplace proficiency, and GED and high school equivalency programs to better serve our south county population.
- 2. Provide additional students services** to include additional staff, hours and services so that sufficient and focused student services are offered at times when courses are held.
- 3. Outreach to community groups, businesses, employers and schools** to better engage and collaborate on providing education and student services. The goal of this collaboration is to develop a seamless system of K-14 for both traditional and non-traditional students and learners that will lead to increased educational attainment and preparation levels in our service area. When this is accomplished, a

larger body of K-12 graduates and adult learners will be able to benefit from increased KCEC programs.

- 4. Use Measure H and state bond funds to expand the physical footprint** and facilities of the KCEC in order to plan and deliver additional classes, academic programs, and student services. Seek to acquire property for dedicated parking, wet lab and bench work laboratory facilities, proximate space sufficient for large lecture auditoriums, and the eventual expansion of current library space. Simultaneous to these acquisition efforts, use Measure H funds to purchase the lease revenue debt of the KCEC so that it is not the only property in the entire inventory of District facilities with lease revenue bond debt and thereby enable the KCEC to have resources sufficient for the planning and expansion of educational programs for south county area residents and employers.

3.5.2 Specific Objectives and Resource Needs (Personnel, Facilities, Other) Per Major Goal for the KCEC: 2008-2011

Goal #1: Increase the number, mix, and range of class offerings, including credit, non-credit and not-for-credit, to the youth and adult learner constituencies of our service area. Expand offerings and services related to basic skills, ESL, English and Spanish literacy and workplace proficiency, and GED and high school equivalency programs to better serve our south county population.

Short Term Objectives for this Goal (Year 1):

- Acquire additional qualified adjuncts.
- Promote FT faculty to teach one day class at KCEC.
- Increase offerings at off-site locations.

Medium Term Objective for this Goal (Years 2-3):

- Work with faculty to approve additional non-credit and distance learning courses.
- Coordinate with WACD (Workforce and Community Development Office) for additional Pathways offerings in the south county region.
- Collaborate with offsite locations, mostly high schools and community centers to offer credit classes on their sites.

Resources Required – Short-Term:

Personnel

- New positions to fulfill increased services and offerings.
- New instructors and other staff with experience in offering ESL, basic skills, GED and related courses and programs.
- Additional instructors to offer courses to meet the goals of more general ed, health education, the full range of English and Mathematics courses, and

courses that allow for a complete degree or certificate program to be achieved by taking classes only in south county facilities.

- Permanent instructional assistant for academic lab.

Facilities

- Utilize available offsite facilities (K-12 campuses, community centers, council chambers, libraries, business sites, chamber of commerce meeting rooms, etc.) at no cost to the college.
- Remodel current KCEC classrooms to accommodate additional lecture classes.
- Acquire, where feasible, through purchase or lease, sufficient additional space that can be used for lectures, laboratory work, workforce training, and seminars envisioned under an accelerated and expanded range of courses and programs.

Technology/Equipment

- Portable DVD/VCR projectors and laptops for use by adjuncts.
- Use of offsite equipment for use by adjuncts.

Other Resources

- Travel funding to coordinate with offsite locations from Gonzales to Bradley.
- Supplies to support offsite adjuncts and instructional materials (pens, etc.).

Assessment for Objectives – Short Term:

What are the indicators of success for these objectives?

- Increased enrollments in the south county region and District.

How/when should these objectives be assessed?

- Census enrollments at the start of each semester.
- Annual review to ensure prerequisites and time and location of classes are appropriate to student needs.

Resources required – Medium term (Years 2-3):

Personnel

- Full time curriculum outreach coordinator.
- Part time offsite coordinator with the responsibility to assure that class locations are maintained and safety of students assured.

Facilities

- As offsite and onsite offerings increase, additional KCEC property and buildings should be acquired to ensure sufficient space for additional course sections, student services, parking, study space, and the like.

Technology/Equipment

- Smart rooms and equipment is a requirement for additional buildings and classrooms.

Other Resources

- Continuation of travel and supply costs to support increased offerings.

Assessment for Objectives – Medium Term:

What are the indicators of success for these objectives?

- Students easily move from offsite to expanded KCEC building or facilities.

How/when should these objectives be assessed?

- Start and end of each semester.
- Evaluations in classrooms.

Goal #2: Provide additional students services to include additional staff, hours and services so that sufficient and focused student services are offered at times and locations when courses are held.

Short Term Objectives for this Goal (Year 1):

- Assure registration and cashier services are available at all hours KCEC is open and classes offered.
- Align job descriptions, compensation, and assignments to better serve students.
- Coordinate with Hartnell Bookstore to increase services to students.
- Work with campus to enable services for disabled students at KCEC.
- Increase counseling resources to more adequately serve current/new students.

Medium Term Objective for this Goal (Years 2-3):

- Provide improved staff modulars for additional privacy and service to students.
- Provide a student lounge area for students.
- Offer a south county student club for student participation in the community and on main campus.
- Provide student study areas allowing for individual and small group sessions.
- Determine the logistics of additional dedicated student services space that would provide for a one-stop student service and assistance at the current Center site an off-site location.
- Reconfigure some distance learning resources to allow for one-on-one, real time confidential counseling, advising, and student services between a KCEC-based student and a Hartnell College-based instructor, advisor, student services tech, or counselor.

Resources Required – Short-Term:

Personnel

- Job description evaluations to appropriately compensate staff for wide-breadth of services provided in instruction and student services.
- Increase counseling and advising personnel to adequately serve the needs of the anticipated increased student body.
- Identify College disabled student service providers and arrange for a percentage time basis at the KCEC.
- Expand essential student services techs to provide service coverage during nights and weekends as classes are being offered.

Facilities

- Provide financial aid technician additional space to accommodate the provision of confidential services.
- Create dedicated, secure space for a satellite bookstore operation at the KCEC.
- Create dedicated, accessible space for disabled student counseling/services.

Technology/Equipment

- Laptops that are networked and may be used for offsite registration or services.

Other Resources

- Access to other special student services, i.e. EOPS, transfer office suggest how to best serve College's south county students
- Collaborate with College professional staff on how to improve services to DSP&S students, i.e. note taking, readers, etc.

Assessment for Objectives – Short Term:

What are the indicators of success for these objectives?

- Increased students requesting and using student services.
- Student success and retention in classes.

How/when should these objectives be assessed?

- Additional services requested as a result of satisfaction with current student services offered.
- Assessment of services during the semester.

Resources required – Medium term (Years 2-3):

Personnel

- Realign current staff resources to more efficiently meet student needs.

- Assess need for any additional personnel to continue increased services and hours of KCEC.
- Hire additional student service techs.
- Provide for variable time advisors, tutors, and counselors as needed.

Facilities

- Purchase of appropriate staff desks, modulars, and chairs.
- Reconfigure some existing distance learning resources so that they can be used for one-on-one, confidential tutoring, counseling, crisis intervention, etc.
- Identify and configure KCEC space that can be dedicated to an expanded one-stop student service site/area.
- Identify and configure Center space for a dedicated, secure bookstore area.
- Identify and configure a versatile student study area and club area.

Technology/Equipment

- Assess any additional equipment to include scanners and other equipment used at the main campus A&R and cashier that could increase student services.

Other Resources

- Continued evaluation by main campus services to assure KCEC is appropriately serving students and suggestions for additional services.

Assessment for Objectives – Medium Term:

What are the indicators of success for these objectives?

- Documentation of an adequate number of students in south county student club and active participation.
- Longer daily presence of students in KCEC.
- A more organized staff area and it’s feasibility to student contact.

How/when should these objectives be assessed?

- Mid semester review of club activities

Goal #3: Outreach to community groups, businesses, employers and schools to better engage and collaborate on providing education and student services. The goal of this collaboration is to develop a seamless system of K-14 for both traditional and non-traditional students and learners that will lead to increased educational attainment and preparation levels in our service area. When this goal is fully accomplished, a larger body of K-12 graduates and adult learners will be able to benefit from increased KCEC programs.

Short Term Objectives for this Goal (Year 1):

- Increase outreach and presence in area schools.

- Establish regular visits to adult school staff and classes.
- Develop timely bilingual, targeted outreach and information campaigns/materials directed at youth and adult learners.
- Develop marketing materials that promote both credit and non-credit courses.
- Begin collaboration with area businesses to include vintners and agricultural businesses.
- Convene at least one working summit with K-12 districts, area educational providers, ROP, Adult Ed, and ESL programs to identify joint programs and services to better serve adult learners, provide them with GED equivalent or high school education, and individual and family services to promote high school completion and college going among the region's youth population.

Medium Term Objective for this Goal (Years 2-3):

- Offer outreach and orientation to college classes at area businesses.
- Create occupation-specific programs to orient employees to their field (ag, ADJ, viticulture)
- Create and offer advising, family outreach, K-12 intervention, and ROP/ESL transition programs that facilitate educational advancement and eventual enrollment into KCEC, Hartnell College, or other higher education institution.
- Create a college information center at the KCEC that provides bilingual, culturally sensitive information, self-paced materials, and live assistance.

Resources Required – Short-Term:

Personnel

- Additional hours for adjunct counselor to serve students.
- Variable time professional and para-professional outreach specialists.

Facilities

- Increased classrooms off-site and/or at KCEC.
- Increased office and student services/enrollment management space.

Technology/Equipment

- Mobile equipment to include portable DVD/VCR and laptop for presentations.
- Laptops to provide Accuplacer assessment at businesses.

Other Resources

- Travel funds to support regular trips to businesses and schools up to 40 miles one way.
- Counselor support to assist at area schools and businesses.
- Printing, translation, case materials funds, along with advertising and event resources.

Assessment for Objectives – Short Term:

What are the indicators of success for these objectives?

- New students attending classes.
- Requests for additional information at area schools and businesses.

How/when should these objectives be assessed?

- Annual assessment with visits to schools and businesses.

Resources required – Medium term (Years 2-3):

Personnel

- Main campus counselor and student services personnel to provide additional assistance at the KCEC facility as well as increased assistance at offsite businesses and schools where KCEC courses are being offered.
- Admin assistant to assist with Accuplacer at area locations.
- Variable time advisors, family counselors, and education referral specialists.

Facilities

- A dedicated, accessible site or area for a college information center for current students, drop-ins, and family members wanting bilingual, focused information and guidance.

Technology/Equipment

- Additional laptops for assessment at offsite locations.
- Several computer stations to serve as college information kiosks.

Other Resources

- Main campus staff collaborating with KCEC counselors and staff to promote additional services.

Assessment for Objectives – Medium Term:

What are the indicators of success for these objectives?

- Increased presence of students at KCEC and district.

How/when should these objectives be assessed?

- Twice a year assessment at schools and businesses.

Goal #4: Use Measure H and state bond funds to expand the physical footprint and facilities of the KCEC in order to deliver additional classes, academic programs, and student services. Seek to acquire property for dedicated parking, wet lab and bench work laboratory facilities, proximate space sufficient for large lecture auditoriums, and the eventual expansion of current library space. Simultaneous to these acquisition efforts, use Measure H funds to purchase the lease revenue debt of the KCEC so that it is not the only property in the entire inventory of District facilities with lease revenue bond debt and thereby enable the KCEC to have resources sufficient for the planning and expansion of educational programs for south county area residents and employers.

Short Term Objectives for this Goal (Year 1):

- Identify the type and mix of facilities and space required to address the goals in this updated educational and facilities master plan for the KCEC.
- Inventory existing or possible construction space available in the proximate vicinity of the KCEC to address course and space needs described herein.
- Determine the feasibility and costs (acquisition and on-going maintenance) associated with space for program expansion, lecture halls, wet labs, dedicated parking, college information center, an expanded dedicated one-stop student services area, a bookstore area, and counseling and advising space.
- As prudent, through Measure H and/or other bond resources, acquire adjacent parking lot to provide dedicated and assured parking space for the KCEC.
- As prudent, through Measure H and/or other bond resources, when acquiring space for dedicated parking and/or facilities expansion, also fully acquire the KCEC building by using these funding sources to satisfy the lease revenue debt, and thus allowing the Center to focus on expanding student services in secure, long term, District-owned facilities.

Medium Term Objective for this Goal (Years 2-3):

- Assess the feasibility of submitting initial project proposals to the Chancellor's Office or identifying bond resources for an expanded library facility.
- Assess enrollment and student service needs to gauge their impact on current space and future facility needs to better serve south county region residents.
- As fiscally prudent, identify potential space for lease and/or rent arrangements to address lecture hall, student study center, childcare, disabled student, staff office, and expanded service delivery space needs.

Resources Required – Short-Term:

Personnel

- Qualified personnel to assess funding source and viability of district purchase of KCEC property, adjacent parking lot, and other potential proximate space and

facilities to meet the needs of an expanded course schedule and array of student service offerings.

- Use of facility planners, TMI professionals, and others to adequately inventory space and facility needs and prospective acquisitions and construction projects.

Facilities

- The acquisition of dedicated parking and the acquisition of the KCEC facility.
- Acquisition or leasing of proximate facilities for large lectures.

Technology/Equipment

- Assess district capability to add additional technology costs and support.

Other Resources

- The assistance of the campus facilities planner and maintenance professionals.
- The technical assistance of TMI construction management personnel.
- The technical assistance of campus bond counsel.

Assessment for Objectives – Short Term:

What are the indicators of success for these objectives?

- The development of an acquisition, expansion, and funding plan for new and expanded facilities for the KCEC.
- The acquisition of dedicated parking space for the KCEC.
- The purchase of the KCEC using Measure H or other bond funds to retire the lease revenue debt.
- The leasing/renting or acquisition of other space for large lecture labs.

How/when should these objectives be assessed?

- At the end of Year One, compare the needs described in this plan with actual acquisition progress.

Resources required – Medium term (Years 2-3):

Personnel

- Qualified engineers to evaluate increased facility construction.
- Qualified bond counsel and construction management.

Facilities

- Additional offsite locations.
- Collaborate MOU (Memorandum of Understandings) and facility contracts to assure continued use of off site locations.
- Renovation of existing, or acquisition of new space for bench/laboratory usage.

- Space for childcare, student study center, and disabled student services.
- Additional space for new staff hired to provide expanded services.

Technology/Equipment

- Assess technological needs for facility expansions.
- District provision of additional technology costs and on-going support.

Other Resources

- Funding of necessary qualified personnel to complete build-outs and appropriate space utilization and configurations.

Assessment for Objectives – Medium Term:

What are the indicators of success for these objectives?

- The acquisition and efficient utilization of additional facilities to meet the instructional support for faculty and students.

How/when should these objectives be assessed?

- Immediately after new facilities are built
- Continue coordination to assure there is efficient use of all rooms

CHAPTER 4: FACILITIES REQUIREMENTS AND MASTER PLAN

4.1 Current KCEC Physical Infrastructure

4.1.1 Current KCEC Facilities and Space Inventory

Located at 117 North Second Street in King City, in the downtown area, the King City Education Center has 7,816 assignable square feet: 2,252 in classroom space, 2,516 laboratory space, 2,426 office space, and 622 “other” space. There are 151 assigned classroom stations, 52 lab stations and 18 office stations. South County instructional programs are also offered at Greenfield High School, Soledad High School, and Main Street Middle School in Soledad.

King City Education Center Space Inventory

Classrooms	2,252 square feet	151 stations
Labs and lab service areas	2,516 square feet	52 stations
Offices	2,426 square feet	18 stations
Lobby - “other”	622 square feet	

4.1.2 Current Fiscal Structure of KCEC

Construction of the Center began in 2000 and occupancy was initiated in 2002. The Center was funded through a certificate of participation, with the College essentially

leasing the facility. In 2006 the College purchased the certificate of participation with a lease revenue bond (twenty year bond with nineteen years remaining). The outstanding principal is \$2,455,000. Annual payments are approximately \$130,000 to the principal and \$100,000 to interest.

The King City Education Center represents the only District physical asset that carries a debt and is not fully owned because of the lease revenue bond balance. In general, District facilities are funded through local and state bond funds and carry no debt to the District once the facility is constructed and conveyed to it.

4.2 Enrollment and WSCH Forecast

4.2.1 Enrollment Forecast

Chancellor’s Office forecasts for enrollment and WSCH show a relatively low level of growth in the coming years. The following table is taken from their report that is generated each year and available in January. However, in Spring 2008 the College experienced dramatic increases in enrollment over the previous spring semester. Early enrollment figures are 23 % increase in headcount and 14 % increase in units taken – rates of increase never before seen at the College. Hartnell College staff is preparing to protest the Chancellor’s projections.

Long Range Enrollment and WSCH Forecast (Chancellor’s Office, Research and Planning Unit, December 2007)

Year	Enroll- ment actual	WSCH actual	% change	WSCH/ enrollment actual	WSCH/ enrollment forecast	Enroll- ment forecast	WSCH forecast	% change
1999	9418	87224	8.7	9.26				
2000	9317	90143	3.3	9.68				
2001	10150	93162	3.3	9.18				
2002	11716	98695	5.9	8.42				
2003	10074	90989	-7.8	9.03				
2004	9463	86222	-5.2	9.11				
2005	9784	87806	1.8	8.97				
2006	9870	87203	-0.7	8.84				
2007					8.84	9772	86337	-1.0
2008					8.84	10120	89413	3.6
2009					8.84	10453	92352	3.3
2010					8.84	10761	95076	2.9
2011					8.84	11084	97931	3.0
2012					8.84	11394	100670	2.8
2013					8.84	11667	103079	2.4
2014					8.84	11950	105582	2.4

4.3 Listing of New Facilities Requirements Generated by 2008-2011 KCEC Educational Plan

4.3.1 General Facility Needs

There are two immediate facility needs that College staff should consider. First is the acquisition of dedicated parking for the KCEC. Currently there is a vacant lot adjacent to the building, which is the most likely property to meet this need. The second need is securing ownership of the KCEC facility. If the leased revenue bonds were paid off with Measure H funds, Hartnell's annual expenses will be reduced by \$230,000 per year.

A long-term need of the Center is to prepare for the next generation of students. As offsite and onsite offerings increase, additional KCEC property and buildings should be acquired to ensure sufficient space for additional course sections, student services, study space, and offices.

4.3.2 Listing of Facilities and Space Usage Compiled from Goals 2008-2011

This 2008 Update to the KCEC Educational and Facilities Master Plan presents a well-articulated and specific listing of proposed facility and space requirements designed to better address student needs, program expansion, and new services and academics to the south county region and via the KCEC. An inventory of requested facilities includes:

Facility Needs for Goal #1:

- Utilize available offsite facilities (K-12 campuses, community centers, libraries, business sites, council chambers, chamber of commerce meeting rooms, etc.) at no cost to the college.
- Remodel current KCEC classrooms to accommodate additional lecture classes.
- Acquire, where feasible, through purchase or lease, sufficient additional space that can be used for lectures, laboratory work, workforce training, and seminars envisioned under an accelerated and expanded range of courses and programs.
- As offsite and onsite offerings increase, additional KCEC property and buildings should be acquired to ensure sufficient space for additional course sections, student services, parking, study space, and the like

Facility Needs for Goal #2:

- Provide financial aid technician additional space to accommodate the provision of confidential services.
- Create dedicated, secure space for a satellite bookstore operation at the KCEC.
- Create dedicated, accessible space for disabled student counseling/services.
- Purchase of appropriate staff desks, modularity, and chairs.

- Reconfigure some existing distance learning resources so that they can be used for one-on-one, confidential tutoring, counseling, crisis intervention, etc.
- Identify and configure KCEC space that can be dedicated to an expanded one-stop student service site/area.
- Identify and configure Center space for a dedicated, secure bookstore area.
- Identify and configure a versatile student study area and club area.

Facility Needs for Goal #3:

- Increased classrooms off-site and/or at KCEC.
- Increased office and student services/enrollment management space.
- A dedicated, accessible site or area for a college information center for current students, drop-ins, and family members wanting bilingual, focused information and guidance.

Facility Needs for Goal #4:

- The acquisition of dedicated parking, along with the acquisition and ownership of the KCEC facility.
- Acquisition or leasing of proximate facilities for large lectures.
- Additional offsite locations.
- Collaborate MOU (Memorandum of Understandings) and facility contracts to assure continued use of off site locations.
- Renovation of existing, or acquisition of new space for bench/laboratory usage.
- Dedicated space for childcare.
- Dedicated space for disabled student service provision.
- Dedicated space for student study center.
- Additional space for new staff hired to provided expanded services.

4.3.3 Specific Actions and Activities to Ensure Adequate KCEC Facilities

- The Board of Trustees should pass a resolution directing the President to pursue the acquisition of any additional land, retirement of the current lease revenue bond debt of KCEC, and any new leases or rents in the pursuit of facilities that enable the programs and services identified for KCEC for 2008-11 and beyond.
- Proceed with the purchase of land and retirement of the lease revenue bonds.

4.3.4 Other Anticipated Major Facilities Related Actions during 2008-11

- District staff should investigate the feasibility of submitting an Initial Project Proposal for a new building with state funding for construction and Measure H funding for property acquisition.

- South county residents have been very supportive of Hartnell and particularly the KCEC. Local fundraising will be an important part of future facility development.
- Partnerships will be established with area vintners, agricultural businesses, K-12 and adult schools, early child education services, and the Salinas Valley Prison and Correctional Training Facility. Basic skills courses and training will be emphasized in all these community groups to appropriately assist potential college students to enter and succeed in Hartnell classrooms.
- Counseling, assessment and college orientations will be offered at various community locations and at business/employer sites to begin the transition to college and lifelong learning.

Summary:

The King City Education Center represents an important asset and strategy of the Hartnell Community College District and its provision of educational and student support services to the residents of the south county area. KCEC staff, instructors, and administrators have envisioned an important set of new goals, objectives, courses, services, and activities to better meet the needs of surrounding residents and south county employers. The KCEC team will be able to meet their goals as the District responds with the resources, facilities, and strategies identified in this plan.