



FACILITIES MASTER PLAN ADDENDUM A

Rev. Mar 4 2025

This Addendum modifies and supplements the attached publication (Facilities Master Plan 2024-2025) concerning the timeframe of the original document, inclusion of newly adopted Mission, Vision and Values statements for the Hartnell Community College District, and inclusion of updated information regarding current facilities.

The changes are summarized on Addendum A, at the end of the Facilities Master Plan document.

End of Page

ADDENDUM A March 4, 2025

1. The Facilities Master Plan is amended to reflect the expanded timeframe of 2025-2030 from its original timeframe of 2014 to 2024. This supports the continuance and completion of the Measure T work still in progress.
2. Hartnell Community College District has recently revised and updated their Mission, Vision and Values statements. The mission, vision, and values statements of the Hartnell Community College District serve to guide all planning and decision-making.

Mission (Board approved on Jan 7, 2025)

We advance social and economic justice through the transformative power of education.

Vision

If you could imagine the most perfect Hartnell College, what would that look like?

- A place where students receive the message every day that they belong, their ideas matter, and they bring worth to the community.
- A place where students build relationships and build their future.
- A place where students can give their all to their education and future without worry that something will stop their educational journey.
- A place where we dismantle self-imposed and societal barriers.
- A place of transformation, growing the thoughtful leaders of tomorrow.
- A place where dreams become possibilities.

Vision statements reflect the voices of Hartnell College students, faculty, and staff.

Values

Our core values reflect our deeply ingrained beliefs that guide everything we do. When we practice these values, we put students first.

Education. We believe it is important to state explicitly that education is our highest value, and is the reason why we are here. We believe wholeheartedly that education is fundamental to achieving personal and economic advancement, equity, sustainability, and community vibrancy.

Connection. We know that feeling connected fosters a sense of belonging and comunidad. Connection helps us build and maintain trust, improve communication and collaboration, strengthen relationships with each other, and grow a strong community of care.

¡Sí se puede! The one phrase that rallies our community is “¡sí se puede!” For all of us - students, employees, and community members - this statement is a unifying call to action, reminding us that change is possible through collective effort and solidarity.

Cultural wealth. We embrace all of our students, employees, and community members for who they are, and we value the rich cultural assets they bring to us. Our students come to us and make us better, and they go out and make the world better.

Impact. What we do matters to our students and to our community. Wherever we sit, we all play a critical role in advancing equity, post-graduation success, and economic and community vibrancy. We believe that impact is what truly drives change.

Adopted by Board of Trustees: February 4, 2014. Revised: May 1, 2018 (effective July 1, 2018); June 6, 2023; January 7, 2025

3. Summary of Major Facilities Updates (Measure T)

The Facility Master plan was divided into three phases. Phase I has been completed. The projects completed as part of Phase I are:

- Building D and E (classroom renovations) and the Plaza renovation for ADA upgrades. Classrooms were standardized in size and function, keyless entries were installed for security, hallways, offices and rooms were given new interior furnishings and finishes. The plaza was remodeled to enhance mobility from building to building and incorporated a new exterior elevator to access the second and third floors of Buildings D and E.
- King City Center expansion wing was built. This wing provides the campus with actual science labs, a community room, designated student success space for guidance programs and additional classroom space.
- Soledad Education center. This new building provides access to the south county students to take core classes that were hard to get to due to the limited travel options. Now, students need only travel to main campus for the very specialized classes for their certificates and degrees.
- Castroville Education Center, much the same as the south end of the county, the north area of Castroville, Aromas, Moss Landing, Las Lomas have better access to the college offerings.
- New Nursing and Allied Health building on the main campus. The nursing program was housed on the second floor of Building B which had an original intent of housing all Student Services programs. As well as utilizing space not intended for it, the program was outgrowing this space and was being hindered in its functioning without proper technology. The program has been recognized as a top national nursing program.
- A result of the Nursing project was the remodel on the second floor of Building B. Vacated by the Nursing program for its new building, the original intent of Building B, the housing of the majority of student services together, was finally achieved in this remodel.

August 2020 the second sale of bonds valued again at \$70,000,000 was conducted. These funds were dedicated to the Phase II projects of Measure T. The projects included the re-roof of Building C – Student Center, renovations of Buildings K – Performing Arts, J – Visual Arts,

the practice field and storage/restroom building at the field, and a new Career Technical Education building at the Soledad Education Center.

- Building K has recently been finished and the renovation included the HVAC system upgrade, a new roof installed, a stand-alone ticket booth built, and the classrooms, offices and interior hallways refreshed with new furnishings and finishes.
- In progress and expected to be completed in December 2024 is the Visual Arts building or Building J. Again, infrastructure, the roof, HVAC system, electrical and safety/security systems are being upgraded as well as new equipment for the studios and lecture rooms.
- Recently completed is the renovation of the practice field and track. The track was resurfaced and the practice field was renovated to be a true football field with markings and end zones/goal posts at both ends. The field is also marked for soccer as well. Synthetic turf was installed along with new bleachers. A new restroom and storage building were completed as well. This project was completed in October 2024.
- The final project in this phase is a new CTE (Career Technical Education) building. As of this writing its status is that it is under review at the Division of State Architects for approval. This project was originally identified for the Alisal campus and through board approval is being moved to Soledad, as a result of data and information identifying the south county location as more ideal for the program to be housed there. The diesel program will move to this building and allow for expansion of the auto program at the Alisal campus to better provide to the student learning outcomes.

The final phase, Phase III, of the bond will be to renovate the remaining buildings on the main campus. These are Buildings F, G and H (Physical Education) and Building N, known as Merrill hall. The district is looking to augment the bond funds with matching funds from the state. Buildings F, G and H have been approved by the state for renovation matching funds and the district is waiting the funding from the state. Programing/Design for Buildings F, G and H can begin as early as July 2025. The college has started the request process for Merrill Hall to potentially qualify for state matching funds. With the completion of these last two projects in Phase III the college will have completed the entire list of projects listed in the Measure T bond language in 2016.

- Additionally, it is important to note that as part of the ongoing operations and maintenance of the facilities within the District, the goal of protecting the buildings is a high priority. This is done by selection of long-term products, increasing building longevity, and scheduled review of ongoing lifespan of building components incorporated into the working procedures and guidelines of the facilities and maintenance department.

This addendum to extend the Facility Master Plan ensures the completion of the work it identifies in its current plan.

FACILITIES MASTER PLAN ADDENDUM 2025-2030

(An Addendum to the Facilities Master Plan 2014–2024) January 2025



LIONAKIS



THIS PAGE INTENTIONALLY LEFT BLANK.



FACILITIES MASTER PLAN ADDENDUM A

Rev. Mar 4 2025

This Addendum modifies and supplements the attached publication (Facilities Master Plan 2024-2024) concerning the timeframe of the original document, inclusion of newly adopted Mission, Vision and Values statements for the Hartnell Community College District, and inclusion of updated information regarding current facilities.

The changes are summarized on Addendum A, at the end of the Facilities Master Plan document

End of Page

CONTENTS

ACKNOWLEDGEMENTS	i
PRESIDENT'S MESSAGE	ii

OVERVIEW

INTRODUCTION	1
PLANNING PROCESS	2
CRITICAL SUCCESS FACTORS	3
DISTRICT MISSION, VISION & VALUES STATEMENTS	4
STRATEGIC PRIORITIES	6

PLANNING FACTORS

DEMOGRAPHIC ANALYSIS & GROWTH PROJECTION	9
STUDENT PARTICIPATION RATE ANALYSIS	12
ZIP CODE ANALYSIS	14
EXISTING FACILITIES CONDITIONS	16
TRAFFIC & CIRCULATION ISSUES	17
ROOM USE ANALYSIS	18
FACILITY CAPACITY PROJECTIONS	23

FACILITIES MASTER PLAN

CAMPUS ISSUES	27
MASTER PLAN THEMES	28
MAIN CAMPUS MASTER PLAN	30
ALISAL CAMPUS MASTER PLAN	34
KING CITY EDUCATION CENTER MASTER PLAN	38
SUSTAINABLE DESIGN STRATEGIES	40

APPENDIX

A. HARTNELL COLLEGE DEMOGRAPHIC ANALYSIS AND GROWTH PROJECTION	
B. CRITICAL SUCCESS FACTORS	
C. DAILY AND WEEKLY PROGRAM ROOM USE	
D. NEEDS ASSESSMENT	
E. CAMPUS ISSUES	
F. COLLEGE AND COMMUNITY FORUMS PRESENTATIONS	
G. MEETING MINUTES	
H. IMAGES & ILLUSTRATIONS CREDITS	

THIS PAGE INTENTIONALLY LEFT BLANK.

ACKNOWLEDGEMENTS

Core Group / Steering Committee

Dr. Willard Lewallen, Superintendent / President
Alfred Muñoz, Vice President of Administrative Services
Dr. Romero Jalomo, Vice President of Student Affairs
Dr. Lori Kildal, Vice President of Academic Affairs
Matt Coombs, Vice President of Information & Technology Resources
Terri Pyer, Associate Vice President of Human Resources
Jackie Cruz, Executive Director of Advancement
Dr. Brian Lofman, Dean of Institutional Planning & Effectiveness
Joseph Reyes, Director of Operations, Maintenance & Asset Mgmt
Laura Warren, Administrative Assistant

Planning Group

Matt Coombs, Vice President of Information & Technology Resources
Alfred Muñoz, Vice President of Administrative Services
Paul Casey, Director of Student Affairs
John Anderson, Instructor, Advanced Tech & Applied Science
Ismael Ramirez, Custodian, Maintenance & Operations
Kris Summers, Accounting Assistant, Administrative Services
Alma Arriaga, Specialist, Human Resources & EEO
Mary Davis, Skills Lab Coordinator, Nursing & Allied Health
Joseph Reyes, Director of Operations, Maintenance & Asset Mgmt

Board of Trustees

Candie DePauw, President
Elia Gonzalez-Castro, Vice President
Patricia Donahue
Bill Freeman
Ray Montemayor
Erica Padilla-Chavez
Demetrio Pruneda
Hector Moya, Student Trustee
Dr. Willard Lewallen, Board Secretary

The District and the planning team would also like to express thanks to the community for their participation, support and valuable feedback during the planning process.

PRESIDENT'S MESSAGE



With the completion of the Science Center (Building S) in January 2016, it brings to close a wondrous transformation of Hartnell Community College District facilities. This transformation was brought about primarily through the passage of Measure H, a local general obligation bond measure, passed by the voters of the Hartnell CCD in 2002. The following major facilities projects were realized as a result of local bond funds, college resources, and state bond funds.

The Parking Structure, Learning Resource Center (Building A), Student Services (Building B), Renovation of the Student Center (Building C), Renovation of the Pool, the PE Fieldhouse (Building P), and our Alisal Campus.

Everyone can be proud of these major facilities projects that now provide excellent resources to support student learning and student achievement. However, there is still much to be done to improve our facilities. Therefore, this Facilities Master Plan has been developed to provide a framework for improving facilities and service to students and the communities we serve over the next 10-20 years. The range of years is considerable because there are many complex economic and funding factors that are impossible to predict related to the construction of new facilities and the modernization of existing facilities. For example, at the time of finalizing this plan it has been 8 years since the last passage of a state wide education facilities bond measure and a bond measure did not make it onto the November 2014 state ballot for voter consideration.

This Facilities Master Plan has been developed in alignment with the Strategic Plan and incorporates all the best and brightest ideas for meeting the educational needs of Hartnell CCD residents for the next 10-20 years. Several months in the making, the planning process included significant input and guidance through the process of participatory governance, significant technical and programmatic input from all facets of the District and Hartnell College community, as well as participation by the community-at large.

The primary goal of this plan is to provide a tool that will assist Hartnell CCD with its decisions regarding ongoing and emergent facilities development issues. As such, it is not a static plan. As economic, social, and political factors change over the years, there will clearly be a need to revisit the plan and to make adjustments in response to those changes.

Finally, I offer my sincere thanks to everyone who contributed to the development of the Facilities Master Plan and thank you for your ongoing support of Hartnell College.

A handwritten signature in dark ink, reading "Willard Lewallen". The script is fluid and cursive, with a prominent initial "W".

Willard Lewallen, Ph.D.
Superintendent/President

OVERVIEW

THIS PAGE INTENTIONALLY LEFT BLANK.

INTRODUCTION

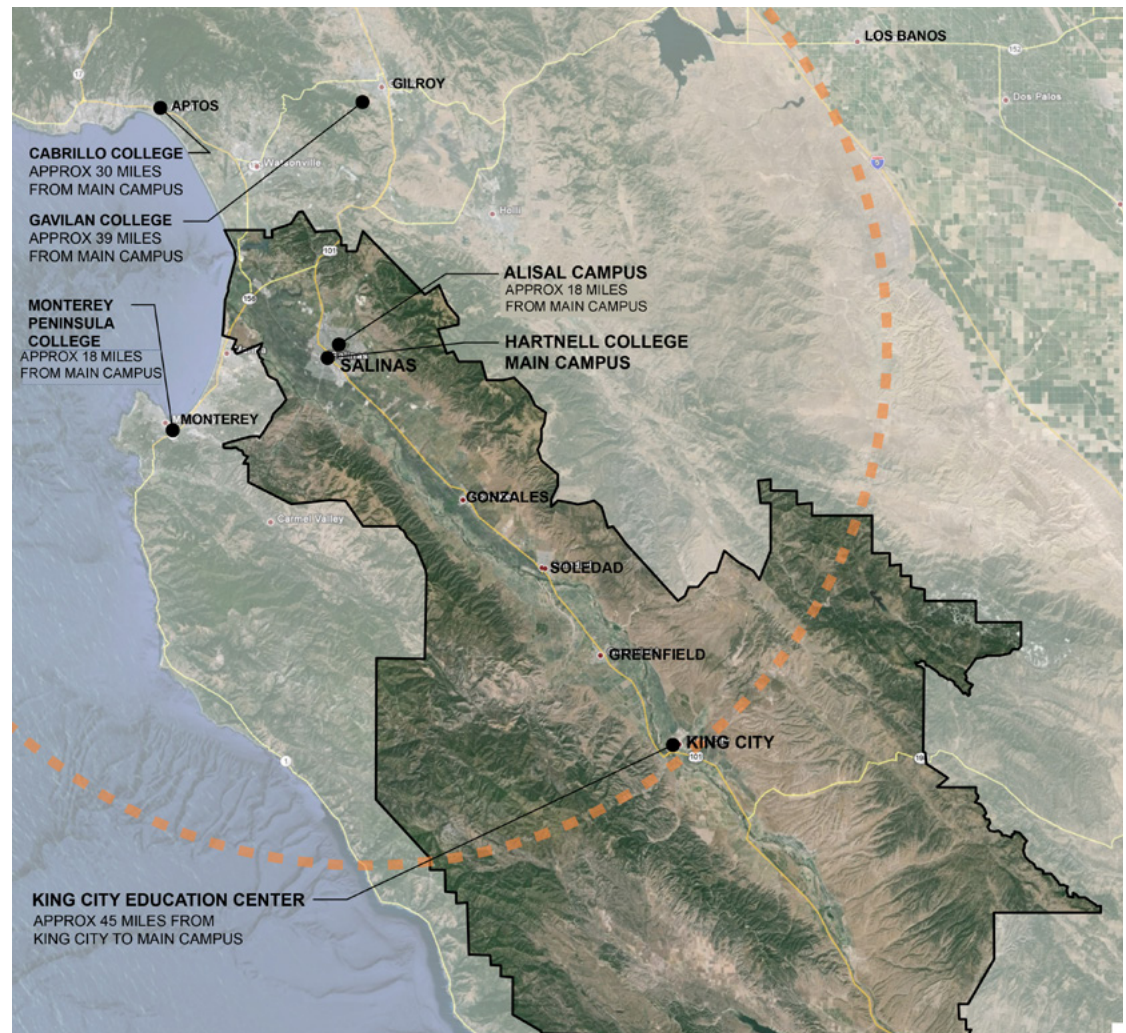
The Hartnell Community College District, one of California's oldest educational institutions founded in 1920, is located within the Salinas Valley, a beautiful, sprawling agricultural region.

The College currently serves over 15,000 students each year in its three existing sites – Main Campus, Alisal Campus and King City Education Center (KCEC). The Main Campus and Alisal Campus, located about 20 minutes from the Monterey Coast, serve the northern portion of Salinas Valley while the King City Education Center, approximately 45 miles from the Main Campus serves the southern portion.

The College provides full range of core academics, transfer programs, nursing and technical programs, as well as mentoring and internship programs with numerous academic and research partners.

This Master Plan document is a useful tool that will enable Hartnell CCD to achieve its current and future goals for the next 20 years. The purpose of the Facilities Master Plan (FMP) is to provide a guide for future campus development. The objectives of the FMP are as follows;

- Evaluate, on a macro level, existing facilities qualitatively for the purpose of identifying the extent of renovation required to provide cost efficient and serviceable buildings to meet educational needs.
- Evaluate existing facilities quantitatively for the purpose of evaluating the efficient utilization of space to meet educational needs.
- Develop a plan that addresses facility modifications, renovations and expansion that support the goals of Hartnell College and its educational needs.



DISTRICT MAP



MAIN CAMPUS



ALISAL CAMPUS



KING CITY EDUCATION CENTER

PLANNING PROCESS



The process of developing the FMP includes several important steps. To clearly understand the goals and desired direction for the Master Plan, significant input and planning guidance from all levels of the campus community was vital to its development. The following groups were an integral part of the process:

- **Core Group/Steering Committee** – comprised of District, College leadership and Facilities staff, this group provided helpful guidance and decision making throughout the FMP process.
- **Planning Group** – acting as liaisons for the campus community, this group is comprised of key staff members that know the day to day operations of the College. See Appendix G for meeting minutes.

In addition to regular meetings with the groups noted above, the planning team received valuable input from a variety of other groups and resources:



- **College and Community Forums** – the purpose of the forums was to bring the College and local community together to provide an open outlet to exchange information, to expand on developing ideas and views, and to promote discussion regarding the current and future needs of the College and community. See Appendix F for a copy of the presentations and Appendix G for meeting minutes.
- **Needs Assessment Questionnaires and Interviews** – these were conducted to gather the following information: determine basic needs and services of each program, service or administration unit; define the number of students served and related growth trends; determine space needs to support the program and projected service population; identify functional and operational needs for programs; identify physical relationships and adjacencies between programs; and discuss campus wide related issues. See Appendix D for questionnaire templates and interview summaries.
- **Data Collection and Analysis** – the design team worked on the collection and analysis of additional data simultaneously with the stakeholder meetings described above. Listed below is a sampling of the additional resources and activities which provided further input to the FMP.



- o Hartnell College Strategic Plan 2013-2018
- o Hartnell College 2008 Educational and Facilities Master Plan
- o King City Education Center Educational and Facilities Master Plan 2008-2011
- o Hartnell CCD 2016-20 Five Year Capital Outlay Plan
- o Site tours, photos and electronic plans of existing buildings

CRITICAL SUCCESS FACTORS

During the meetings with the Core Group and Planning Group, the planning team conducted exercises with each group to identify critical success factors for Hartnell College. The exercise was conducted in two components; the first component was a brainstorming session to identify pertinent issues relating to the FMP, and second was a voting process by the group to rank each issue in order of importance. The final list below represents the consolidation of the list from the Core Group with the list from the Planning Group. See Appendix B for the complete list.

1. Assess *current and future facilities needs*
 - a. Include spare capacity factor and future growth
 - b. Provide for flexible / adaptable classrooms
 - c. Increase efficiency and minimize maintenance costs
 - d. Increase student head count per class to 35 students
2. *Modernize* aging campus facilities and infrastructure
3. *Integrate and utilize* all campuses better through engagement of programs
 - a. Wider spectrum of classes offered at Alisal and King City campuses
 - b. Identify and support the needs of the community
4. Create an *interactive forum for communication* with the College and Community
 - a. Shared governance to include community members who meet once/twice yearly
5. Take advantage of *technology to enhance education and connect campuses*
 - A. Assess current use and leverage it
 - B. Interactive catalog of available instructional spaces
 - C. Consider other technologies and software programs
 - D. Add and expand smart classrooms
6. Incorporate *sustainable design* in all future projects
7. *Integrate* the Facilities Master Plan *with the Strategic Plan*



DISTRICT MISSION, VISION & VALUES STATEMENTS

Hartnell College is focused on meeting the needs of its diverse student population and providing multiple pathways to success. The Facilities Master Plan responds to this commitment by providing an excellent environment for student success as stated in the following aspirations approved by the Board of Trustees.



Vision

Hartnell College will be nationally recognized for the success of our students by developing leaders who will contribute to the social, cultural, and economic vitality of our region and the global community.

Mission

Focusing on the needs of the Salinas Valley, Hartnell College provides educational opportunities for students to reach academic goals in an environment committed to student learning, achievement and success.

Values Statements

Values are the essential enduring tenets that guide Hartnell College. They set forth what we believe and they define how we conduct ourselves. At the core of these values is the student.

Students First

We believe the first question that should be asked when making decisions is “What impact will the decision have on student access, learning, development, achievement, and success?”

Academic and Service Excellence

We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.

DISTRICT MISSION, VISION & VALUES STATEMENTS

Diversity and Equity

We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.

Ethics and Integrity

We commit to respect, civility, honesty, responsibility, and transparency in all actions and communications.

Partnerships

We develop relationships within the college and community, locally and globally, that allow us to grow our knowledge, expand our reach, and strengthen our impact on those we serve.

Leadership and Empowerment

We commit to growing leaders through opportunity, engagement, and achievement.

Innovation

Through collaboration, we seek and create new tools, techniques, programs, and processes that contribute to continuous quality improvement.

Stewardship of Resources

We commit to effective utilization of human, physical, financial, and technological resources.

STRATEGIC PRIORITIES

The strategic priorities highlighted in the College's Strategic Plan 2013-2018 summarize the College's commitment to the students, staff, and community friends and partners. These priorities serve as guidelines and aspiration in developing the Facilities Master Plan.



1 - Student Access

GOAL 1A: Hartnell College will provide higher education, workforce development, and lifelong learning opportunities—with seamless pathways—to all of the college's present and prospective constituent individuals and groups.

Providing a high-quality campus atmosphere for the students in each campus is a key priority for the College. The FMP will prioritize the maintenance and planning for future facilities that will support the educational core, provide basic student services and gathering spaces that will create a complete campus experience.

2 - Student Success

GOAL 2A: Hartnell College will provide a supportive, innovative, and collaborative learning environment to help students pursue and achieve educational success.

GOAL 2B: Hartnell College will provide a supportive, innovative, and collaborative learning environment that addresses and meets the diverse learning needs of students.

One of the most important pieces of creating a high-quality campus atmosphere is creating an excellent learning environment that will aid student success. The FMP will give emphasis to opportunities for group study spaces throughout each campus with technology-rich instructional spaces, which are vital to everyday learning. The FMP will also support the desire for a centralized student success center at each campus to serve students at all levels.



3 - Employee Diversity and Development

GOAL 3A: Hartnell College is committed to 1) increasing diversity among its employees; 2) providing an environment that is safe for and inviting to diverse persons, groups, and communities; and 3) becoming a model institution of higher education whose respect for diversity is easily seen and is fully integrated throughout its policies, practices, facilities, signage, curricula, and other reflections of life at the college.

GOAL 3B: To attract and retain highly qualified employees, Hartnell College is committed to providing and supporting relevant, substantial professional development opportunities.

The FMP focuses on providing the appropriate facilities & technology for changing teaching environments and learning styles. This will be helpful in attracting and retaining highly qualified staff at the College.



4 - Effective Utilization of Resources

GOAL 4A: To support its mission, Hartnell College is committed to the effective utilization of its human resources.

GOAL 4B: Hartnell College is committed to having its physical plant, furnishings, and grounds maintained and replaced in a planned and scheduled way to support learning, safety, security, and access.

GOAL 4C: Hartnell College will maintain a current, user-friendly technological infrastructure that serves the needs of students and employees.

GOAL 4D: Hartnell College is committed to maximizing the use and value of capital assets, managing financial resources, minimizing costs, and engaging in fiscally sound planning for future maintenance, space, and technology needs.

A substantial part of the FMP assesses the current facilities and utilization in each campus. The plan highlights that building new facilities should go hand in hand with proper maintenance and improvement of current facilities as the College develops in the future.

5 - Innovation and Relevance for Educational Programs and Services

GOAL 5A: Hartnell College will provide programs and services that are relevant to the real-world needs of its diverse student population, while also developing and employing a culture of innovation that will lead to improved institutional effectiveness and student learning.

The FMP recognizes the need to provide facilities that support innovation and relevance for all programs and services throughout the whole District. This will position the College to serve changing educational trends in the region.

6 - Partnerships with Industry, Business, Agencies, and Education

GOAL 6A: Hartnell College is committed to strengthening and furthering its current partnerships and to establishing new partnerships, in order to secure lasting, mutually beneficial relationships between the college and the community that it serves.

To support the College in developing new partnerships and enhancing current relationships, the FMP will account for upgrading existing facilities as well as plans for future improvements. Upgrading off-site locations for general education classes will also strengthen the partnership with the surrounding high schools and encourage potential students to pursue higher education.



THIS PAGE INTENTIONALLY LEFT BLANK.

PLANNING FACTORS

THIS PAGE INTENTIONALLY LEFT BLANK.

DEMOGRAPHIC ANALYSIS AND GROWTH PROJECTION

DEMOGRAPHICS

The demographic analysis of the Hartnell College service area population shows some opportunities for enrollment growth at the College. The service area was divided into three regions for analysis. These regions are the following cities and their surrounding areas (see map): Salinas (12-mile ring), Soledad (10-mile ring) and King City (10-mile ring). The analysis also included characteristics of San Benito County.

The populations in all three of the areas in the Hartnell College service area are growing faster than the State of California. The most robust growth will occur in the King City area. The growth rates are not very high, but around 1% per year. Consistent with the baby boom, the growth will occur primarily in the older age groups (55 and older). The key age group of 15-24 year olds will decline as a percentage of the overall population in all three of the service area regions.

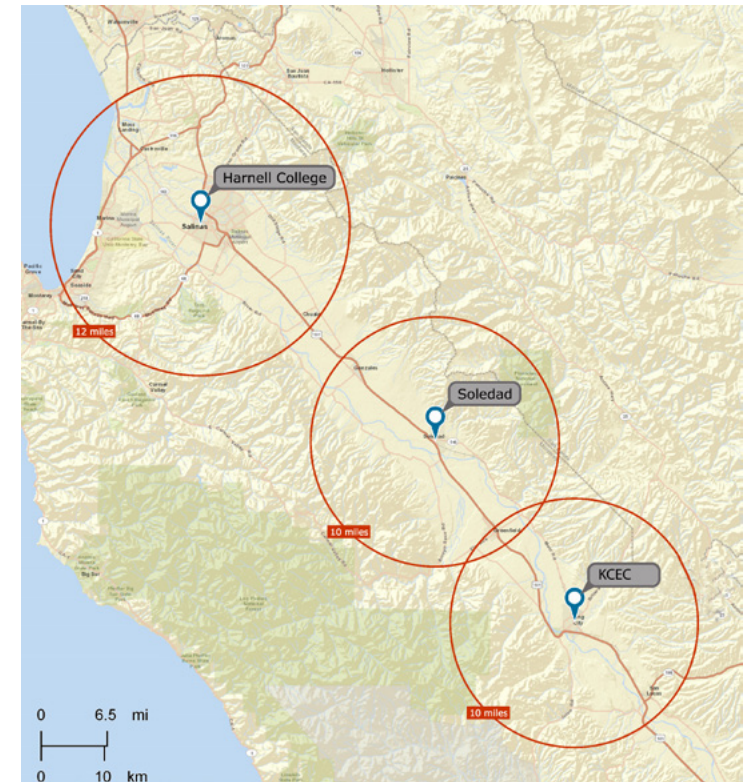
Median household and per capita income levels in the College's service area are considerably lower than those of the County and the State. In the King City region, half of all households earn less than \$50,000 in annual income.

In terms of race and ethnicity, the service area population is predominantly Hispanic.

- Salinas Area 62%
- King City Area 85%
- Soledad City Area 82%
- San Benito County 58%
- California 39%

The service area population has relatively low levels of educational attainment when compared to the County and the State. The portions of the population 25 years of age or older, with less than an Associate's Degree are:

- Salinas Area 75%
- King City Area 85%
- Soledad City Area 88%
- San Benito County 73%
- California 62%



Income Comparison	
Region	Median Household Income
Salinas 12-Mile Radius	\$54,327
King City 10-Mile Radius	\$49,972
Soledad City 10-Mile Radius	\$51,170
San Benito County	\$64,971
California	\$58,881

DEMOGRAPHIC ANALYSIS AND GROWTH PROJECTION

LABOR MARKET

The labor market analysis shows that employment opportunities are growing in and around Monterey County. The growth is primarily (though not exclusively) in low paying service occupations. There are some occupations showing growth, that offer high wages and require higher levels of training or education.

The unemployment rate in the County has been falling and is slightly below that of the State (7.0% versus 7.3%). The largest industry sectors in the County are agriculture, tourism, education, trade, transportation and utilities, manufacturing, retail trade, and local government.

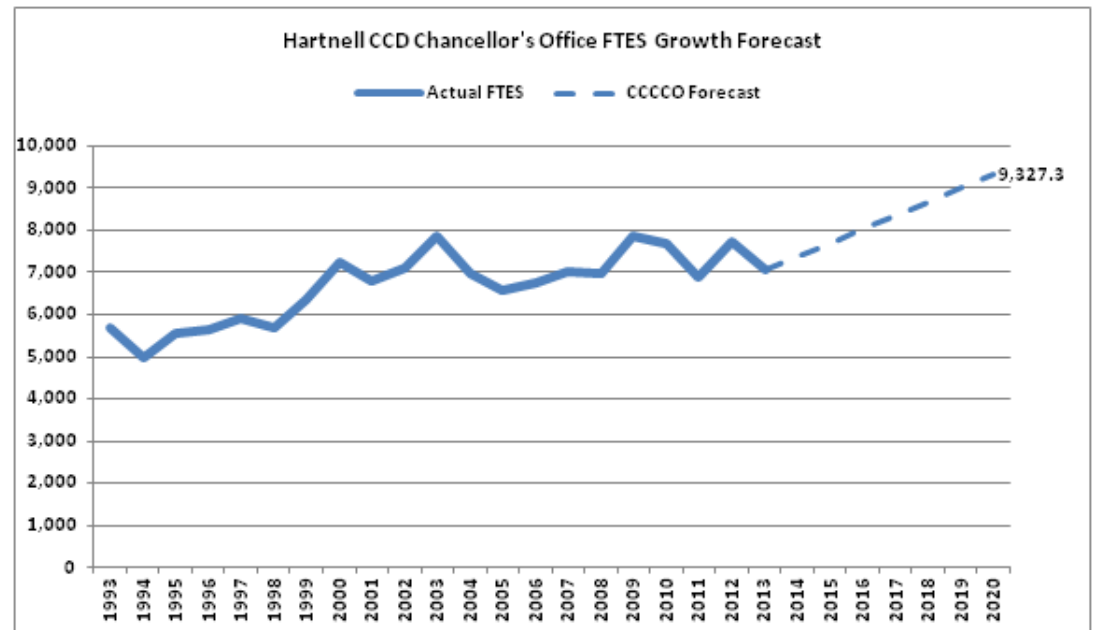
The Plan includes the occupations with the most projected openings from 2010-2020 as well as those growing at the fastest rate. This data is for the combined area of Monterey and surrounding Counties. Most of the occupations either require higher educational attainment than an Associate's Degree; or, they offer very low wages (less than \$15/hour). Some of the occupations that offer high wages and require training of an Associate's Degree or lower, include:

- Office clerks
- Registered Nurses
- Customer service representatives
- General and operations managers
- Supervisors of office and administrative support workers
- Paralegals
- Heating, air conditioning and refrigeration mechanics
- Security and fire alarm installers
- Cement masons

ENROLLMENT GROWTH FORECAST

From 1993 to 2013, FTES (full-time equivalent students) grew at Hartnell College by 24.3%. The chart shows the historical FTES for this time period as well as the forecast developed by the California Community Colleges Chancellor's Office in January of 2014. The forecast calls for FTES to grow to 9,327 by the year 2020.¹

¹ The forecast actually provides data for WSCH (weekly student contact hours) growth. For convenience, this Plan converts WSCH into FTES using a formula of one FTES being equal to 15 WSCH.



DEMOGRAPHIC ANALYSIS AND GROWTH PROJECTION

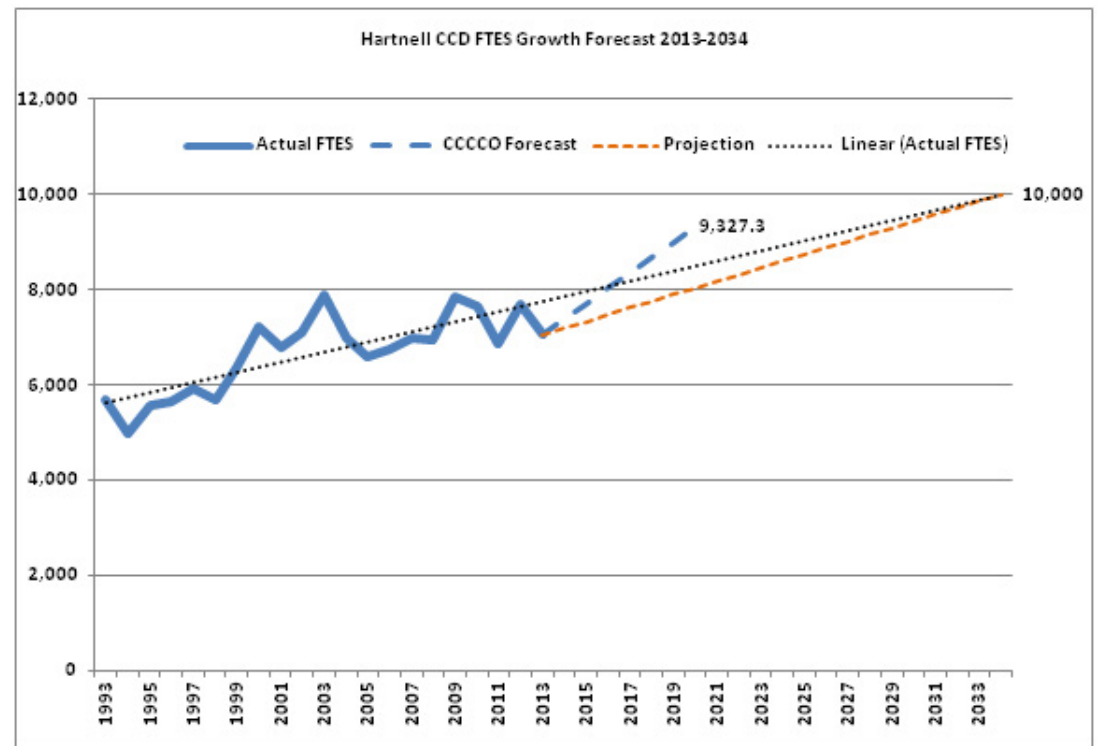
The Chancellor's Office forecast is intended to quantify potential demand for community college courses. It is not intended to predict actual enrollment growth. The Chancellor's Office only provides funding for a limited amount of growth. That growth is considerably lower than the growth provided in the growth forecast.

Though there are some elements that indicate the potential for growth, there are also some elements that will at least partially mitigate that growth. The decrease in the percentage of the service area population between the ages of 15 and 24 is one such mitigation.

The following chart shows the same data as the previous one, with the addition of a linear regression of the historical FTES and the growth forecast developed by the consulting team. Taking into account the demographic trends, the historical FTES, and other information gathered in this Plan, the consulting team projects 10,000 FTES by 2034. This represents total growth of 42.7% from 2013 through 2034. To make this growth forecast a reality, the College must:

- Continue to provide and develop educational and support programs that directly address community needs and labor market opportunities.
- Increase course offerings for career retraining.
- Increase outreach efforts to attract students to the College.
- Increase course offerings and support services in local communities. This is in addition to those on the main campus.

See Appendix A for a complete report on demographic analysis and growth projection.



STUDENT PARTICIPATION RATE ANALYSIS

Student participation rate (SPR) is the number of people attending classes at the college, per 1,000 adult residents of the service area. Adult residents here, is defined as people between 18 and 65 years of age. Student participation rates are sometimes disaggregated by race/ethnic groups, age segments or city of residence. In this case, student data provided to the consulting team was only disaggregated by city of residence.

The following table shows the student participation rates for Hartnell College disaggregated by city of residence. The data is for the fall 2012 semester. The largest number of students come from the Salinas area, followed by Soledad, Greenfield, King City and Gonzales.

Hartnell College (Fall 2012)			
Student Participation Rate by City of Residence			
HCCD	Student Headcount	Adult Population	SPR
Chualar	79	737	107.1
STATEWIDE AVERAGE			82.8
Gonzales	359	4,959	72.3
Salinas	6,578	93,794	70.1
King City	511	7,921	64.5
Greenfield	648	10,135	63.9
San Lucas	9	165	54.5
Spreckels	23	424	54.2
Castroville	172	4,029	42.6
San Ardo	11	340	32.3
Soledad	613	19,760	31.0
Prunedale	160	11,080	14.4
Hollister	88	22,459	3.9
District Total	9,251*	175,803	52.6

Using a partial sampling of the communities in the District, the participation rate for Hartnell College, in its service area, is noticeably below the state average. Some of the geographical areas in the table show low participation rates and might provide some opportunity for future enrollment growth.

COMPARISON TO STATEWIDE DATA

The statewide community college unduplicated student participation rate is 82.8¹ (2010-2011 academic year). This number reflects the number of California residents 18-65 years of age, who are enrolled in at least one community college course at any California community college.

¹ Accountability Reporting for the California Community Colleges (ARCC) 2012; p. 23. Downloaded on 10/20/14 from <http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC 2012 March Final.pdf>

* Partial sampling of student head count for the Fall 2012 Semester.

STUDENT PARTICIPATION RATE ANALYSIS

To interpret the difference between the statewide participation rate and a college's participation rate, one must consider several factors.

1. The proximity of other community colleges (Monterey Peninsula, Cabrillo and Gavilan Colleges)
2. The demographic profile of the service area population
3. The educational attainment levels in the college's service area

In the case of Hartnell College, the population has a relatively low educational attainment and is less affluent than the State as a whole. There are also nearby community colleges that attract many of the service area students.

OPPORTUNITIES FOR ENROLLMENT GROWTH

In another independent study prepared by "California Competes" for the 10/11 year shows the student participation rates (for all community college students) for the indicated geographical area. The last column shows the percentage of community college students residing in each geographical area who attend classes at Hartnell College. These research boundaries and statistical samplings are not consistent with the zip code study and as such the statistics are not identical but it does reinforce the trends that student participation rates are below the California average and that a portion of the college attending students travel outside the District to attend classes. The following is information from that report prepared by California Competes.² The Salinas area produces by far, the most Hartnell College students (3,130 in Fall 2014). From the table above, the community college participation rate in the Salinas area was 49.5 (2010-2011). This means that 49.5 out of every 1,000 residents between 18 and 65 years of age, attended at least one community college class. This can be a class at ANY community college (including online classes). The California Competes data also indicates that 69.8% of these community college students (from Salinas) attended classes at Hartnell College. The remaining 30.2% of community college students from Salinas attended classes at Monterey Peninsula College, Cabrillo College, Gavilan College and others.

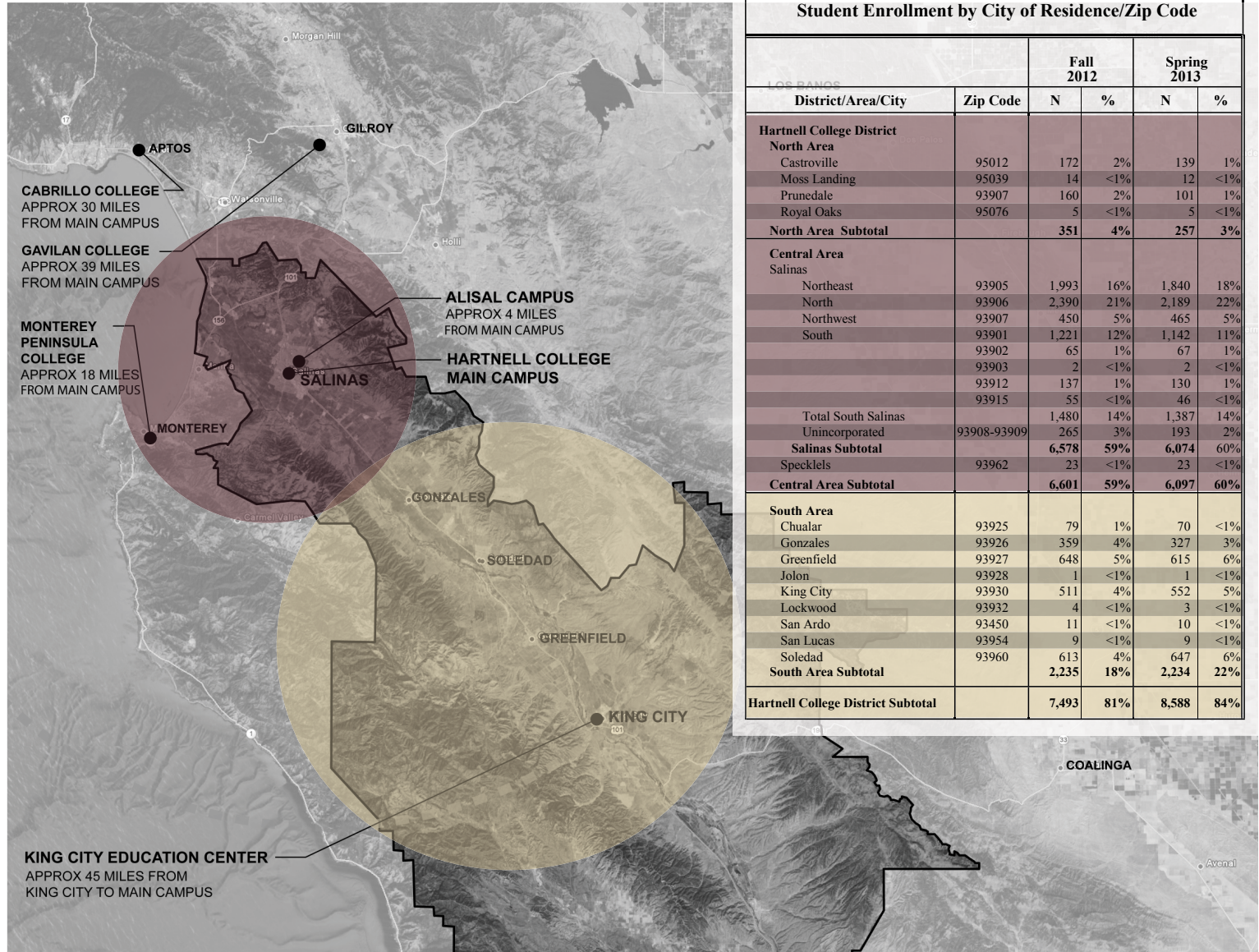
California Community College Student Participation Rate Data			
Region	Adult Population	SPR	% of CC Students Attending Hartnell
Salinas	125,043	49.5	69.8%
Soledad	21,358	26.6	61.0%
Greenfield	10,615	42.4	86.0%
King City	10,103	32.2	74.0%
Castroville	7,051	43.1	39.0%
Gonzales	5,378	55.3	79.0%
Chualar	1,156	64.5	82.0%

The SPR of 49.5 in Salinas is quite a bit lower than the statewide SPR of 82.8. This indicates that a lower portion of the population in Salinas is attending community college classes than in the rest of California. As noted above, this might be due to lower levels of educational attainment and other socio-economic factors. In any case, the data indicates that there may be some opportunity for growth of community college enrollment in the Salinas area. This warrants further study by the College.

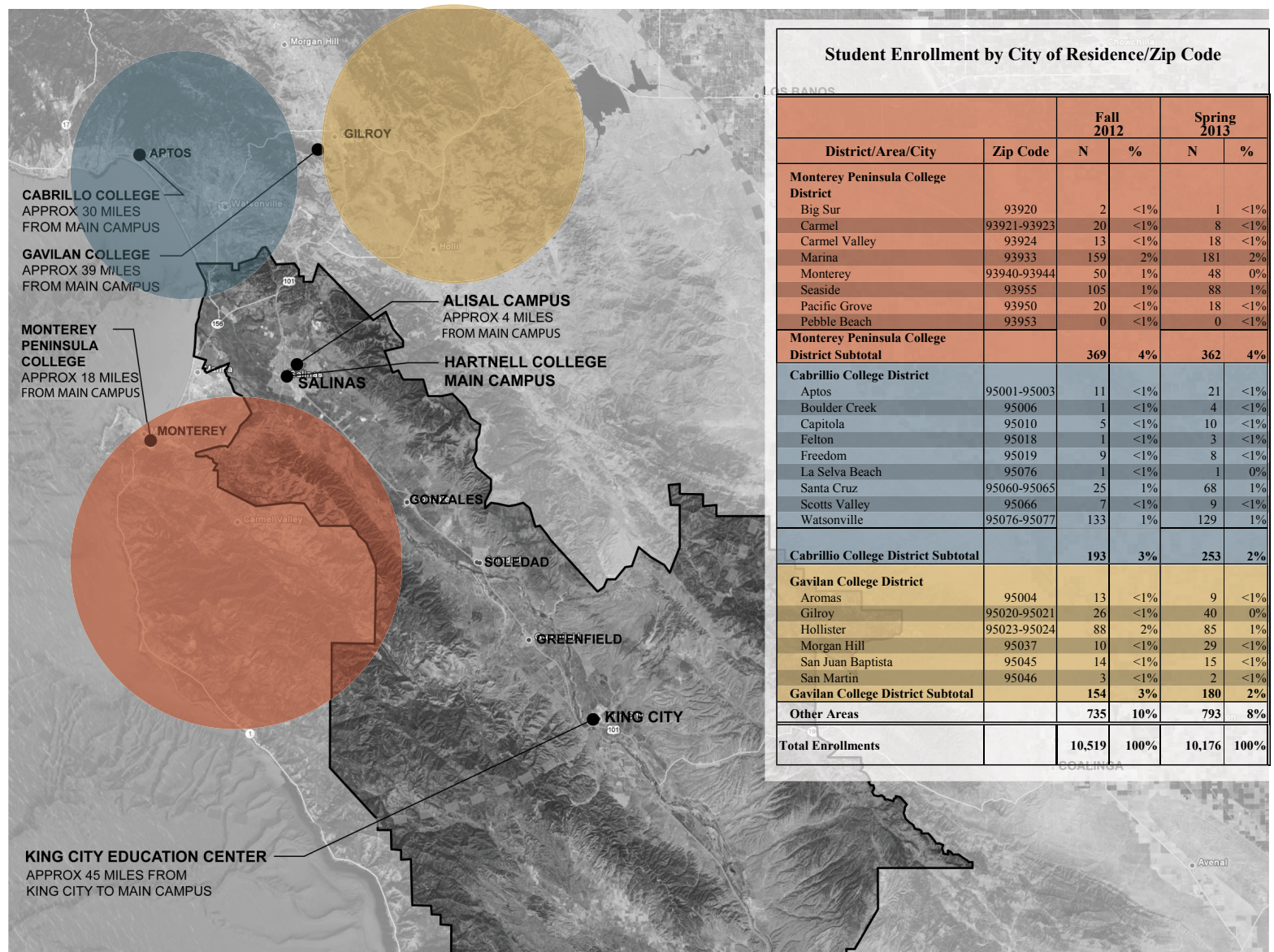
² California Competes 2010-2011, downloaded on 10/20/14 from: <http://californiacompetes.org/>. This is the most recent year for which the data is available.

ZIP CODE ANALYSIS

Based on the District's enrollment data for 2012-2013, over 80% of students come from the zip codes served by Hartnell Community College District. About 10% of students come from areas served by neighboring community colleges and the other 10% come from other areas.



ZIP CODE ANALYSIS



EXISTING FACILITIES CONDITIONS

The Main Campus of Hartnell College moved to its present location in the 1930s. The campus is on 54 acres of land with two of the original buildings still in use today. In the late 1960s to 1970s, there was ongoing major expansion to complete the campus facilities. Additional significant buildings have been built within the last 10 years. In addition to the instructional buildings, the Main Campus also has extensive athletic facilities including track and field, baseball, softball and soccer fields, tennis courts and an Olympic-size swimming pool.

The Alisal Campus is located about 4 miles east of the Main Campus on 142 acres of mostly agricultural land. All buildings except two have been built in the last 3 years.

The King City Education Center was built in 2002, it occupies a 2 story building of 12,000 sf and is located adjacent to a commercial shopping center.

The following table shows an overall assessment of all campus buildings based on three categories: Facility Condition Index (FCI) as determined by the State Chancellor's Office, the planning team's site assessment and the report from the District's Facilities Department.

Hartnell College Buildings	FCI%	Design Team Site Visit	College Facilities Department Report	Overall Rating
Main Campus				
A - Learning Resource Center	0.00	A	Built in 2006	A
B - Student Services	0.00	A	New, built in 2010	A
C - Student Center	40.35	A	Built in 1982, renovated in 2010	A
D - College Administration North	57.85	C	Built in 1977, renovated in 2010-2014	C
E - College Administration South	57.85	C	Built in 1977, renovated in 2010-2014	C
F - Weightroom	53.74	C	Built in 1938, renovated in 1990	C
G - Auxiliary Gym	53.74	C	Built in 1938	C
H - Main Gym	53.51	C	Built in 1974, no major renovations	C
J - Visual Arts	60.83	C	Built in 1977, no major renovations	C
K - Performing Arts / Western Stage	34.77	C	Built in 1979, no major renovations	C
L - Maintenance, Operations & Receiving	82.42	C	Built in 1971, no major renovations	C
M - Child Development Center	60.10	C	Built in 1978, no major renovations	C
N - Merrill Hall	64.60	C	Built in 1964, no major renovations	C
P - Fieldhouse	0.00	A	New, built in 2013	A
Parking Structure	0.00	A	Built in 2005	A
Alisal Campus				
AC-A Center for Advanced Technology	0.00	A	New, built in 2011	A
AC-B Center for Advanced Technology	0.00	A	New, built in 2011	A
AC-C Center for Advanced Technology	0.00	A	New, built in 2011	A
AC-D Technical Training	0	A	New, built in 2014	A
AC-E Child Development Center	N/A	B	Built in 1995	B
AC-F Diesel / Auto Mechanics Lab	N/A	C	Built in 1995	C
King City Education Center				
Classroom Building	0	A	Built in 2002	A

Facility Condition Index (FCI):

The cost of all of a facility's deficiencies versus the facility's replacement value, which provides an approximate estimate of the facility's condition. Industry standards rate a facility with an FCI of less than 5% in good condition. An FCI of 5% through 10% indicates that the facility is in fair condition and an FCI of greater than 10% indicates a facility is in poor condition.

Rating:

- A - Good Condition
- B - Fair Condition
- C - Poor Condition

TRAFFIC & CIRCULATION ISSUES

Parking space is a concern for the District as the main form of transportation to each campus is by private vehicles. There is adequate parking space on site at the Main Campus that is provided by the parking structure and parking lots. However, many students park in the adjacent neighborhood, impacting the surrounding neighborhoods negatively. Parking space at KCEC is limited as it is currently shared with the adjacent commercial property. Additional parking space is available at the other end of the theater as part of the agreement between the District and the commercial property. With the expansion of the parking lot at the Alisal Campus in 2012, parking space at the Alisal Campus is adequate for at least the next several years.

The main challenge that students from South County have been facing is the long commute from KCEC to Main and Alisal Campuses. Travel time takes about 1 hour driving or 2 hours by bus each way, which limits the number of classes a student can take in a day. There is also no bus service after the evening classes end at the Main Campus back to South County.

The FMP recommends the College further investigate these issues and create a comprehensive plan to manage parking and improve transportation between campuses in order for students to access the facilities they need to fulfill their course requirements. Conducting traffic analysis, creating adjustments to class schedules, additional services at KCEC, and College buses should be considered as part of the plan.

Circulation and wayfinding are important in creating a better campus experience. With the construction of the newer buildings at the Main Campus, the circulation within the Campus has been transforming. Since the main buildings and parking structure are situated at the North, there is a desire to designate that area to be the main entry for students. The FMP designates the parking at south entry for faculty and the community thus creating a separate campus entrance for them.

All campuses desire to have more gathering spaces both indoors and outdoors. These spaces are vital to student activities such as group study, impromptu gatherings, informal sports and exercise. The FMP will include plans for these spaces to complement circulation within each campus.



ROOM USE ANALYSIS

An analysis was conducted to identify the room and program use of each building, focusing on classrooms and lab spaces throughout the entire College. The data for this analysis was taken from the Spring 2014 schedule of classes published by Hartnell Community College District. The following tables show the room use summaries for the entire project.

Room Use Summary - Spring 2014 - Weekly Totals* (Monday through Saturday)

Building	Room	ASF Type	ASF	Stations Avail.	Monday Total Hours	Tuesday Total Hours	Wednesday Total Hours	Thursday Total Hours	Friday Total Hours	Saturday Total Hours	WEEKLY TOTAL HOURS		WEEKLY CLASSROOM USE (70 hrs)	WEEKLY CLASS LAB USE (70 hrs)	WEEKLY NON-INSTRUCTIONAL USE TOTAL HRS
A	Learning Resource Center (LRC)	A113	Class Lab	1,338	40	5.5	7.25	8.25	7.25	3.5	0	31.75		45%	
												31.75			
B	Student Services (CALL)	B101	Class Lab	645	24	0	0	0	0	0	0	0		0%	
		B110				3.25	2	6	1.25	0.75	0	13.25	19%		
		B203	Class Lab	1,290	36	7.5	7	2.25	7	2.5	0	26.25		38%	
		B204A	Class Lab	780	36	9.25	4.75	3.5	0	1.5	8.75	27.75		40%	
		B204B				3.25	3.25	1.25	3.25	3.25	0	14.25	20%		
		B204C				0	0	0	0	1.5	0	1.5	2%		
		B208				0	8.75	8.75	0	0	0	17.5	25%		
		B215	Class Lab	1,218	24	4	2.75	7	6.75	0	0	20.5		29%	
		B216	Class Lab	672	24	6.5	1.25	0	1.5	0	1.5	10.75		15%	
		B220	Class Lab	144	6	0	0	0	0	0	0	0		0%	
		B220A	Class Lab	192	6	0	0	0	0	0	0	0		0%	
		B220B	Class Lab	90	4	0	0	0	0	0	0	0		0%	
												131.75			
C	Student Center (HCC)	C141	Recreation	216	50							0			
												0			
D	College Administration Building (CAB) North	D261	Classroom	936	40	6.75	7.5	6.75	4.75	4.5	0	30.25	43%		
		D267	Classroom	1,118	50	8.75	7.75	8.75	7.75	3.5	0	36.5	52%		
		D275	Classroom	1,032	40	6.5	8	5.75	8	3	0	31.25	45%		
		D277	Classroom	676	34	8.25	8	8.25	7.25	6	0	37.75	54%		
		D279	Classroom	754	39	8.25	6.75	7.5	6	3	0	31.5	45%		
		D285	Classroom	546	30	6.5	3.25	6.5	3.25	4.25	0	23.75	34%		
		D359				1.5	4	1.5	4	1.5	0	12.5	18%		
		D361	Classroom	1,066	60	10.75	6	10	9	3.75	0	39.5	56%		
		D377	Classroom	676	40	6.75	7.75	6.75	7.75	3	0	32	46%		
		D379	Classroom	624	36	8.25	6.5	8.25	3.75	3	0	29.75	43%		
		D381	Classroom	624	36	9.25	13	12	9.25	9.25	0	52.75	75%		
		D385	Classroom	437	22	8	7.25	8	7.5	5.25	0	36	51%		
												393.5			
E	College Administration Building (CAB) South	E211	Class Lab	891	46	0	0	0	0	0	0	0		0%	
		E213	Class Lab	831	40	3.25	4.25	3.25	3.5	2	0	16.25		23%	
		E215	Class Lab	830	41	6.25	5.25	6.25	3.5	2	0	23.25		33%	
		E217	Class Lab	1,065	55	5.25	4.25	2.5	4.25	0	0	16.25		23%	
		E219	Class Lab	864	43	5.75	3.5	5.75	3.5	0	0	18.5		26%	
		E309	Classroom	924	35	8.75	8.5	8	8.75	5.25	0	39.25	56%		
		E311	Classroom	611	30	5.25	5.75	5.25	5.75	5.25	0	27.25	39%		
		E313	AV/TV	611	30	8.75	8	6	8	3.75	0	34.5		49%	
		E315	AV/TV	611	30	7.75	7.75	7.75	7.75	0.75	0	31.75		45%	
		E317	AV/TV	611	33	7.5	8.5	7.5	7	3.75	0	34.25		49%	
		E319	AV/TV	611	33	4.5	6.25	7.25	7.75	2.25	0	28		40%	
		E321	Classroom	611	33	10.25	3.75	9.5	6.5	4.5	0	34.5	49%		
		E329	Classroom	858	39	6	8.75	6	6	1.25	0	28	40%		
												331.75			

Weekly Utilization:

Full Utilization 68% classrooms, 39% labs
 Moderate Utilization 34-67% classrooms, 14-38% labs
 Under Utilized 0-33% classrooms, 0-13% labs

ROOM USE ANALYSIS

Room Use Summary - Spring 2014 - Weekly Totals* (Monday through Saturday)

Building	Room	ASF Type	ASF	Stations Avail.	Monday Total Hours	Tuesday Total Hours	Wednesday Total Hours	Thursday Total Hours	Friday Total Hours	Saturday Total Hours	WEEKLY TOTAL HOURS ROOM	WEEKLY TOTAL HOURS BLDG	WEEKLY CLASSROOM USE (70 hrs)	WEEKLY CLASS LAB USE (70 hrs)	WEEKLY NON-INSTRUCTIONAL USE TOTAL HRS
F	Weightroom (PE)	F136	Athletics	828	50	3	1.25	3	1.25	3	0	11.5		16%	
		F138	Athletics	4,190	40	14	14	14	14	9	4	69		99%	
												80.5			
G	Auxiliary Gym (AUX)	G147	Athletics	8,532		0.75	5.25	3.5	4.25	0.75	0	14.5		21%	
												14.5			
H	Main Gym (GYM)	103	Athletics	9,830		7.75	4.25	4.5	4.25	4.5	0	25.25		36%	
						0						25.25			
J	Visual Arts (VAF)	J100	Exhibition	1,328		0	0	0	0	0	0	0		0%	
		J102	Class Lab	2,022	25	2.75	2.75	2.75	2.75	0	0	11		16%	
		J108	AV/TV	783	40	5.75	8	10.25	2.75	2.25	0	29		41%	
		J113	Class Lab	1,356	36	2.75	0	2.75	0	0	0	5.5		8%	
		J115	Class Lab	502	25	1.75	0	1.25	0	1.25	0	4.25		6%	
		J118	Exhibition	292	25	0	0	0	0	0	0	0		0%	
		J208	Class Lab	874	20	2.25	5	5	5	2.25	0	19.5		28%	
		J209	Classroom	534	27	10.25	6.5	7.5	6.5	0	0	30.75	44%		
		J209C	AV/TV	80	1	0	0	0	0	0	0	0		0%	
		J211	Class Lab	1,313	25	4.5	0	4.25	0	1.5	0	10.25		15%	
		J216	Class Lab	938	25	7.25	3	7.5	3	0	0	20.75		30%	
		J220	Classroom	571	26	8	5	4.5	7.75	0	0	25.25		36%	
K	Performing Arts / Western Stage (PAF)											156.25			
		K104	Assembly	6,510	434	2	2	2	2	2	2	12		17%	
		K116	Assembly	906	99	2.75	3.5	2.75	3.5	2.75	1.25	16.5		24%	
		K116A	Assembly	906	100	0	0	0	0	0	0	0		0%	
		K117				0.25	0	0	0	0	0	0.25		0%	
		K118	Class Lab	900	20	3.25	2.25	3.25	2.25	0.75	0	11.75		17%	
		K125	Assembly	2,221	150	8.25	7.5	8.25	4.75	5.5	0	34.25	49%		
		K130	Study Lab	44	1	0	0	0	0	0	0	0			
		K135	Study Lab	41	1	0	0	0	0	0	0	0			
		K136	Study Lab	41	1	0	0	0	0	0	0	0			
		K137	Study Lab	41	1	0	0	0	0	0	0	0			
		K138	Study Lab	41	1	0	0	0	0	0	0	0			
		K139	Study Lab	50	1	0	0	0	0	0	0	0			
		K140	Study Lab	50	1	0	0	0	0	0	0	0			
		K143	Class Lab	270	25	0	0	0	0	0	0	0			
		K144				0.50	0	0	0	0	0	0.5	1%		
L	Maintenance, Operations & Receiving	K145	Class Lab	392	30	0	0	0	0	0	0	0		0%	
		K146	Class Lab	1,806	75	5.75	1.25	3.25	4	0.75	0	15		21%	
												90.25			
M	Child Development Center (CDC)	M105	Demonstr.	1,180	25	0	0	2.75	0	0	0	2.75	4%		
												2.75			

Weekly Utilization:
 Full Utilization 68% classrooms, 39% labs
 Moderate Utilization 34-67% classrooms, 14-38% labs
 Under Utilized 0-33% classrooms, 0-13% labs

ROOM USE ANALYSIS

Room Use Summary - Spring 2014 - Weekly Totals* (Monday through Saturday)

Building		Room	ASF Type	ASF	Stations Avail.	Monday Total Hours	Tuesday Total Hours	Wednesday Total Hours	Thursday Total Hours	Friday Total Hours	Saturday Total Hours	WEEKLY TOTAL HOURS		WEEKLY CLASSROOM USE (70 hrs)	WEEKLY CLASS LAB USE (70 hrs)	WEEKLY NON-INSTRUCTIONAL USE TOTAL HRS		
												ROOM	BLDG					
N	Merrill Hall (MER)	N1	Classroom	1,120	85	4.5	2	5.5	4.75	5.5	0	22.25		32%				
		N4	Class Lab	867	24	4	5.5	6.75	11	8.25	3.25	38.75			55%			
		N6	Class Lab	817		5.5	9.5	6.5	8.25	5.25	0	35			50%			
		N7	Exhibition	702	100	0	0	0	0	0	0	0			0%			
		N8	Class Lab	665	24	4.25	2.75	7	8.25	3.5	0	25.75			37%			
		N11	Class Lab	917	24	7.5	7.5	7	6.75	1.5	0	30.25			43%			
		N12	Classroom	1,442	110	4.75	6.5	4.75	6.5	2.25	0	24.75		35%				
		N15	Exhibition	551		0	0	0	0	0	0	0			0%			
		N22	Classroom	826	53	4.25	5.25	8	2.5	4	0	24		34%				
		N23	Class Lab	645	24	2.75	5.5	5.5	8.25	0	0	22			31%			
		N24	Class Lab	629	24	0	5.5	5.5	5.5	0	0	16.5			24%			
		N24C	Class Lab	629	20	0	0	0	0	0	0	0			0%			
		N26	Class Lab	795	24	3	5.5	3	5.5	0	0	17			24%			
		N29	Class Lab	683	24	3.75	8.25	3.75	8.25	0	0	24			34%			
												280.25						
P	Fieldhouse					0	0	0	0	0	0	0		0%				
												0						
R	Facilities Development Office																	
S	Future Science Building																	
T	Human Resources (HR)																	
U	Pool					5.5	3.25	3.5	5.25	3.5	0	21			30%			
						2		4		2		8			11%			
														29				
V	Tennis Courts (TNCT)					0	0	0	0	0	3.25	3.25			5%			
														3.25				
W	Soccer Field (SRFD)					1.25	0	1.25	1.25	0	0	3.75			5%			
														4			6%	
														7.75				
X	Baseball Field (BBFD)					2.5	2.5	2.5	2.5	2.5	0	12.5			18%			
														8.75			13%	
														21.25				
Y	Track (TRCK)					0.25	4.25	4.25	4.25	4.25	0	17.25			25%			
														0			0%	
														17.25				
Z	Softball Field (SBFD)					2.25	2.25	2.25	2.25	2.25	0	11.25			16%			
														8.75			13%	
														20				
	Football Field					0	1.25	1.25	1.25	0	0	3.75			5%			
														3.75			0%	

Weekly Utilization:

■ Full Utilization 68% classrooms, 39% labs
■ Moderate Utilization 34-67% classrooms, 14-38% labs
■ Under Utilized 0-33% classrooms, 0-13% labs

ROOM USE ANALYSIS

Room Use Summary - Spring 2014 - Weekly Totals* (Monday through Saturday)

Building	Room	ASF Type	ASF	Stations Avail.	Monday Total Hours	Tuesday Total Hours	Wednesday Total Hours	Thursday Total Hours	Friday Total Hours	Saturday Total Hours	WEEKLY TOTAL HOURS ROOM	WEEKLY TOTAL HOURS BLDG	WEEKLY CLASSROOM USE (70 hrs)	WEEKLY CLASS LAB USE (70 hrs)	WEEKLY NON-INSTRUCTIONAL USE TOTAL HRS
AC-A Alisal Campus A Wing	A111	Classroom	700	34	0	0	0	0	0	0	0		0%		
	A114	Classroom	1,165	22	4	5.75	4	5.75	0	0	19.5		28%		
AC-B Alisal Campus B Wing	B112	Class Lab	4,650	34	7	10.5	7	7	0	0	31.5			45%	
	B123	Class Lab	5,200	34	4.75	2.75	4.75	2.75	0	0	15			21%	
AC-C Alisal Campus C Wing	C104	Class Lab	1,700	34	4.75	4	4.75	4.75	0	0	18.25			26%	
	C105	Class Lab	1,670	40	2.75	2.25	2.75	2.25	5.25	0	15.25			22%	
	C106	Classroom	856	37	7.5	5.25	7.5	5.25	5.5	0	31		44%		
	C107	Class Lab	1,724	40	6.25	5.5	5.75	4.5	0	0	22			31%	
	C108	Classroom	845	37	2.5	2.5	5.25	2.5	0	0	12.75		18%		
	C109	Classroom	860	37	2.25	5.25	5	5.25	0	0	17.75		25%		
	C110	Classroom	860	30	0	7.75	0	7.75	0	0	15.5		22%		
	C111	Classroom	810	37	9.25	8.75	9.25	8.75	8.75	0	44.75		64%		
	C112	Classroom	810	37	0	0	0	0	0	0	0		0%		
	C204	Class Lab	1,550	35	0	0	0	0	0	0	0			0%	
	C205	Class Lab	1,498	36	9	2.5	8	6.5	0	6.5	32.5			46%	
	C208	Class Lab	1,600	36	6.75	6	6.75	6	0	0	25.5			36%	
	C209	Class Lab	755	24	0	0	1.75	0	0	0	1.75			3%	
	C211	Class Lab	836	24	0	0	0	0	0	0	0			0%	
	C212	AV/TV	1,620	40	3.75	2.5	6.5	2.5	0	0	15.25			22%	
	C213	Class Lab	1,620	40	0	5	0	5	0	8.5	18.5			26%	
AC-D Alisal Campus D Wing					0	0	0	0	0	0	0				
					0	0	0	0	0	0	0				
AC-E Alisal Campus E Wing					0	0	0	0	0	0	0				
					0	0	0	0	0	0	0				
											336.75				
KC King City Education Center (KCC)	KC108A	Classroom	694	46	10.5	6.25	8.25	6.25	0	7	38.25		55%		
	KC108B	Open Lab	368	25	12	12	12	12	8	8	64				91%
	KC109	Class Lab	1,356	36	0	0	2.75	2.75	0	0	5.5			8%	
	KC209	Class Lab	768	13	7	5.5	8.25	8.25	0	6.5	35.5			51%	
	KC210A	Classroom	565	38	3	3	6	3	0	4.5	19.5		28%		
	KC210B	Classroom	625	42	10	3	6.5	5.75	0	7	32.25		46%		
	KC211	Comp Lab	938		7.5	5.5	7.5	5.25	0	0	25.75		37%		
											220.75				

Effective Utilization 58% classrooms, 39% labs
 Moderate Utilization 34-67% classrooms, 14-38% labs
 Under Utilized 0-33% classrooms, 0-13% labs

ROOM USE ANALYSIS

Room Use Summary - Spring 2014 - Weekly Totals* (Monday through Saturday)

Building	Room	ASF Type	ASF	Stations Avail.	Monday Total Hours	Tuesday Total Hours	Wednesday Total Hours	Thursday Total Hours	Friday Total Hours	Saturday Total Hours	WEEKLY TOTAL HOURS		WEEKLY CLASSROOM USE (70 hrs)	WEEKLY CLASS LAB USE (70 hrs)	WEEKLY NON-INSTRUCTIONAL USE TOTAL HRS
											ROOM	BLDG			
ALBA Off Campus (AGR)							2.75			4.25	7		10%		
CHOMF Monterey Peninsula											0				
											0				
CHU King City Education											0				
											0				
											0				
GHS Greenfield High							2.75				2.75		4%		
											0				
											0				
GON Gonzales High					2.75	2.75	2.75	2.75			11		16%		
						2.75	2.75	2.25			7.75		11%		
											0				
MEE Mee Memorial											0				
											0				
											0				
OFF Off Campus					5.5	5.5	5.5	5.5	10		32		46%		
					7	12	12	10	0.75		41.75		60%		
						6	8	0.75	7		21.75		31%		
						8	0.75				8.75		13%		
											0				
											0				
SOHS Soledad High School					3.5	2.75	2.75	3.75			12.75		18%		
					3.5	2.25	2.25	2.25			10.25		15%		
					2.25	2.25	2.75	2.75			10		14%		
					3.5	2.75		2.25			8.5		12%		
SOL Soledad											0				
											0				
											0				
SVMH Salinas Valley											0				
											174.25				
Utilization Summary					0	0	0	0	0	0	2,373	2,373	Weekly total hrs ÷ 70 allowable hrs	Weekly total hrs ÷ 70 allowable hrs	

Utilization Summary

- The instructional spaces at the Main campus are mostly moderately utilized with a few fully utilized labs. There are a couple of labs in the Visual Arts building that are infrequently utilized with only one class 2-3 days a week.
- Most of the classes at Alisal are held Monday through Thursday. About half of the instructional spaces are used infrequently, mostly in the evenings. Two labs and two classrooms are not used at all during the Spring semester.
- The instructional spaces at KCEC are used all week including Saturdays with the exception of Fridays. Most classrooms are moderately used while a few rooms like KC109 are typically used mostly in the evenings 3 days a week. KC108B is the only room used on Fridays.
- The off-campus locations at Soledad High School and Gonzalez High School offer classes in the evenings Monday through Thursday.

Weekly Utilization:

Full Utilization	68% classrooms, 39% labs
Moderate Utilization	34-67% classrooms, 14-38% labs
Under Utilized	0-33% classrooms, 0-13% labs

The analysis highlights the need to assess the current facilities and how the College may utilize existing instructional spaces more efficiently and effectively. The complete spreadsheets are in Appendix C.

FACILITY CAPACITY PROJECTIONS

DISTRICT-WIDE SPACE NEEDS ANALYSIS

To determine the current facilities capacity and future facility needs of the College, the planning team analyzed the current and projected Full-time Equivalent Students (FTES) from the growth forecast, which is represented by the orange dashed line on the graph on page II. The FTES was used to calculate the space needs of the District and of each campus based on the standards established by the California Community Colleges Chancellor's Office (CCCCO).

The space needs analysis shows that the District as a whole currently has a surplus of Laboratory, Office and Library spaces but lecture spaces is under the guidelines. Based on the projections, there will be a need for Laboratory spaces by 2029. There is a difference between the projected total ASF and the actual number of offices, which is generally regarded as insufficient. It should be noted that while some adjuncts need space to meet with students, others only need to prepare for class.

Projections using Chancellor's Office Utilization and Space Standards:

Fall Term	Enrollment	Total WSCH	FTES	FTEF	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF	Shipping & Receiving ASF	Food Service ASF	Corporation Yard ASF	Total ASF
2014	9,814	107,955	7,197	215	37,276	72,287	30,100	30,107	13,805	8,587	13,740	32,975	238,876
2019	10,769	118,455	7,897	236	40,901	79,317	33,040	32,666	14,807	9,423	15,076	36,183	261,413
2024	11,725	128,970	8,598	257	44,532	86,358	35,980	35,229	15,811	10,259	16,414	39,394	283,977
2029	12,680	139,485	9,299	278	48,163	93,399	38,920	37,791	16,814	11,095	17,753	42,606	306,542
2034	13,636	150,000	10,000	300	51,794	100,440	42,000	40,354	17,818	11,932	19,091	45,818	329,247
	WSCH/11	FTES*15	See Appendix A	Total WSCH/500	Total WSCH*0.73/100*47.3	Total WSCH*0.27/100*248	FTEF*140	Enrollment*0.7*3.83+3795	Enrollment*0.7*1.5+3500	Enrollment*0.7*1.25	Enrollment*0.7*2	Enrollment*0.7*4.8	

Assumptions:

* Total WSCH will be attributable to 73% lecture and 27% laboratory instruction.

* Load of 500 WSCH per FTEF.

* Average ASF per 100 WSCH for lab space is 248 ASF.

* 70% of enrollment will be day-graded.

District Five Year Plan:

Fall Term	Project	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014		25,215	76,430	43,004	44,216	6,653
	Science Building	5,054	10,957	515	0	0
2019		30,269	87,387	43,519	44,216	6,653
	Health Science & Nursing Building	3,442	4,278	4,610	0	0
2024		33,711	91,665	48,129	44,216	6,653

Delta from Projections:

Fall Term					Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014					-12,061	4,143	12,904	14,109	-7,152
2019					-10,632	8,070	10,479	11,550	-8,154
2024					-10,821	5,307	12,149	8,987	-9,158
2029					-14,452	-1,734	9,209	6,425	-10,161
2034					-18,083	-8,775	6,129	3,862	-11,165

FACILITY CAPACITY PROJECTIONS - MAIN CAMPUS

Projections using Chancellor's Office Utilization and Space Standards:

Fall Term	District Enrollment	Main Campus Enrollment (82%)	Total WSCH	Main Campus WSCH (82%)	FTEs	FTEF	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF	Shipping & Receiving ASF	Food Service ASF	Corporation Yard ASF	Total ASF
2014	9,814	8,048	107,955	88,523	5,902	177	30,566	52,583	24,780	25,370	11,950	7,042	11,267	27,040	190,597
2019	10,769	8,830	118,455	97,133	6,476	194	33,539	57,697	27,160	27,469	12,772	7,726	12,362	29,670	208,396
2024	11,725	9,614	128,970	105,755	7,050	211	36,516	62,819	29,540	29,570	13,595	8,412	13,460	32,303	226,216
2029	12,680	10,398	139,485	114,378	7,625	228	39,493	67,940	31,920	31,672	14,418	9,098	14,557	34,937	244,036
2034	13,636	11,182	150,000	123,000	8,200	245	42,471	73,062	34,300	33,773	15,241	9,784	15,655	37,571	261,857
	WSCH/11		FTEs*15		WSCH/15	Total WSCH/500	Total WSCH*0.73/100*47.3	Total WSCH*0.27/100*220	FTEF*140	Enrollment*0.7*3.83+3795	Enrollment*0.7*1.5+3500	Enrollment*0.7*1.25	Enrollment*0.7*2	Enrollment*0.7*4.8	

Assumptions:

* Total WSCH will be attributable to 73% lecture and 27% laboratory instruction.

* Load of 500 WSCH per FTEF.

* Average ASF per 100 WSCH for lab space is 220 ASF.

* 70% of enrollment will be day-graded.

District Five Year Plan:

Fall Term	Project	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014		16,262	38,109	37,923	42,386	5,033
	Science Building	5,054	10,957	515	0	0
2019		21,316	49,066	38,438	42,386	5,033
	Health Science & Nursing Building	3,442	4,278	4,610	0	0
2024		24,758	53,344	43,048	42,386	5,033

Delta from Projections:

Fall Term							Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014							-14,304	-14,474	13,143	17,016	-6,917
2019							-12,223	-8,631	11,278	14,917	-7,739
2024							-11,758	-9,475	13,508	12,816	-8,562
2029							-14,735	-14,596	11,128	10,714	-9,385
2034							-17,713	-19,718	8,748	8,613	-10,208

Rev

08.26.2014

FACILITY CAPACITY PROJECTIONS - ALISAL CAMPUS

Projections using Chancellor's Office Utilization and Space Standards:

Fall Term	District Enrollment	Alisal Campus Enrollment (7%)	Total WSCH	Alisal Campus WSCH (7%)	FTEs	FTEF	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF	Shipping & Receiving ASF	Food Service ASF	Corporation Yard ASF	Total ASF
2014	9,814	687	107,955	7,557	504	15	2,609	7,080	2,100	5,637	4,221	601	962	2,308	25,519
2019	10,769	754	118,455	8,292	553	16	2,863	7,769	2,240	5,816	4,291	660	1,055	2,533	27,227
2024	11,725	821	128,970	9,028	602	18	3,117	8,458	2,520	5,995	4,362	718	1,149	2,758	29,077
2029	12,680	888	139,485	9,764	651	19	3,371	9,148	2,660	6,175	4,432	777	1,243	2,982	30,788
2034	13,636	955	150,000	10,500	700	21	3,626	9,837	2,940	6,354	4,502	835	1,336	3,207	32,638
	WSCH/11		FTEs*15		WSCH/15	Total WSCH/500	Total WSCH*0.73/100*47.3	Total WSCH*0.27/100*347	FTEF*140	Enrollment*0.7*3.83+3795	Enrollment*0.7*1.5+3500	Enrollment*0.7*1.25	Enrollment*0.7*2	Enrollment*0.7*4.8	

Assumptions:

- * Total WSCH will be attributable to 73% lecture and 27% laboratory instruction.
- * Load of 500 WSCH per FTEF.
- * Average ASF per 100 WSCH for lab space is 347 ASF.
- * 70% of enrollment will be day-graded.

District Five Year Plan:

Fall Term	Project	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014		6,701	35,805	2,655	1,830	1,620
		0	0	0	0	0
2019		6,701	35,805	2,655	1,830	1,620
		0	0	0	0	0
2024		6,701	35,805	2,655	1,830	1,620

Delta from Projections:

Fall Term							Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014							3,838	28,036	415	-3,986	-2,671
2019							3,838	28,036	415	-3,986	-2,671
2024							3,584	27,347	135	-4,165	-2,742
2029							3,330	26,657	-5	-4,345	-2,812
2034							3,075	25,968	-285	-4,524	-2,882

Rev 08.26.2014

FACILITY CAPACITY PROJECTIONS - KCEC

Projections using Chancellor's Office Utilization and Space Standards:

Fall Term	District Enrollment	King City Enrollment (11%)	Total WSCH	King City WSCH (11%)	FTEs	FTEF	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF	Shipping & Receiving ASF	Food Service ASF	Corporation Yard ASF	Total ASF
2014	9,814	1,080	107,955	11,875	792	23	4,100	8,240	3,220	6,689	4,634	945	1,511	3,627	32,966
2019	10,769	1,185	118,455	13,030	869	26	4,499	9,042	3,640	6,971	4,744	1,036	1,658	3,980	35,570
2024	11,725	1,290	128,970	14,187	946	28	4,899	9,844	3,920	7,253	4,854	1,128	1,806	4,333	38,037
2029	12,680	1,395	139,485	15,343	1,023	30	5,298	10,647	4,200	7,535	4,965	1,220	1,953	4,687	40,504
2034	13,636	1,500	150,000	16,500	1,100	33	5,697	11,449	4,620	7,817	5,075	1,313	2,100	5,040	43,111
	WSCH/11		FTEs*15		WSCH/15	Total WSCH/500	Total WSCH*0.73/100*47.3	Total WSCH*0.27/100*257	FTEF*140	Enrollment*0.7*3.83+3795	Enrollment*0.7*1.5+3500	Enrollment*0.7*1.25	Enrollment*0.7*2	Enrollment*0.7*4.8	

Assumptions:

* Total WSCH will be attributable to 73% lecture and 27% laboratory instruction.

* Load of 500 WSCH per FTEF.

* Average ASF per 100 WSCH for lab space is 257 ASF.

* 70% of enrollment will be day-graded.

District Five 5 Year Plan:

Fall Term	Project	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014		2,252	2,516	2,426	0	0
		0	0	0	0	0
2019		2,252	2,516	2,426	0	0
		0	0	0	0	0
2024		2,252	2,516	2,426	0	0

Delta from Projections:

Fall Term							Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF
2014							-1,848	-5,724	-794	-6,689	-4,634
2019							-2,247	-6,526	-1,214	-6,971	-4,744
2024							-2,647	-7,328	-1,494	-7,253	-4,854
2029							-3,046	-8,131	-8,221	-7,535	-4,965
2034							-3,445	-8,933	-2,194	-7,817	-5,075

Rev

08.26.2014

FACILITIES MASTER PLAN

THIS PAGE INTENTIONALLY LEFT BLANK.

During the planning process, the planning team gathered a list of issues from faculty, staff, students, administrators and community members to be addressed at each campus. Those that could be addressed at the master plan level were essential in the formulation of the master plan themes. See Appendix E for the complete list.

MAIN CAMPUS

- The needs of the facilities master plan need to mesh with the strategic priorities of the Strategic Plan
- Not all the facilities needs have been met by Measure H bond funding
- The facilities master plan must address the accreditation requirements
- Need for student success/academic support labs (e.g. reading, writing, math)
- Need silent study space in Library
- Need for traditional mid-size facilities for events, lectures, concerts that seat 225-250
- Stairs in the tiered lecture rooms in Merrill Hall building N are too steep
- Foundation / donor meeting space
- Classrooms are too small to accommodate collaborative learning and/or the desired number of seats
- No room for growth and expansion as College population grows with standards for office sizes
- Enhance community connections and partnerships
- Existing main server room is located under a restroom and should be moved to a larger space with area for computer work, storage and repair
- Need to offer more distance learning at all campuses
- Not enough storage on all three campuses
- More improvements to signage needed for the Main campus
- Main campus is not easily accessible to disabled students
- Transportation and parking
 - On campus / off campus parking
 - Transportation to and from centers to main campus
- Need additional safety and security improvements at all campuses
- More lighting needed

ALISAL CAMPUS

- Consider how to effectively utilize the 140 acre land and built site
- Need a Library facility at Alisal campus
- Need a student success center / tutoring center
- Expansion of general education classes needed at Alisal campus to avoid commuting between campuses

- Need support services: Financial Aid, Counseling, tutoring, Library, special programs, food services needed at Alisal Campus; what is the critical mass of enrollment/demand to enable full services at Alisal?
- Not enough storage on all three campuses

KING CITY EDUCATION CENTER

- Need a Library facility at King City Education Center
- Classroom technology needs to be updated
- No room for growth in classrooms, labs, offices, parking
- Need support services: Financial Aid, Counseling, tutoring, Library, special programs, food services needed at KCEC; what is the critical mass of enrollment/demand to enable full services at KCEC?
- Unable to teach science lab courses at KCEC (Biology, Chemistry, etc) because science wet lab classroom at KCEC is inadequate and needs upgrades, equipment
- “KCEC is busting at the seams”: KCEC course offerings are limited by space in evening
- Need a larger library and more study spaces
- Fiber optics infrastructure in Soledad and South Monterey County must be provided and upgraded to meet technology needs and effectively utilize computer labs
- Not enough storage on all three campuses

Opportunities & Resources

The College currently has the following variety of tools and assets that could help address some of the campus issues:

- | | |
|--|---|
| • New Science Building (Building S) | • Potential local industry partners |
| • Merrill Hall (Building N) | • Existing facility at King City and adjacent outdoor plaza & commercial center |
| • Underutilized existing buildings | • Upgrade science lab at KCEC |
| • Construction zone space on Main Campus | • Outdoor spaces at Main Campus |
| • Student Services Building (Building B) | • Technology |
| • Public Partners: Soledad USD | • Potential 16 week semester calendar (currently 18 week schedule) |
| • Open land at Alisal Campus | |

MASTER PLAN THEMES

The following themes act as main drivers for the FMP. Each theme has been correlated to specific goals tied to the Strategic Goals set by the College.



A. CENTRALIZED STUDENT SUCCESS CENTER (GOALS 2A, 2B, 5A)

Provide a centralized, collaborative and coordinated student success center/tutoring center to serve students at all levels is essential at all campuses.

B. INCREASE EFFICIENCY (GOAL 4D)

It is important for the District to assess the current facilities and plan for utilizing existing space more efficiently and effectively. With the proximity of the Alisal Campus to the Main Campus, a balance of programs using Lab spaces between campuses would help offset the future deficiency at the Main Campus. Modifying the current spaces at the Main Campus and Alisal Campus will help balance the space needs (i.e. Lecture spaces at Alisal can be reconfigured to Library and Student Support spaces). The expansion of KCEC to more off-site locations is crucial for its long-term growth.

C. CLASSROOM UPGRADES (GOALS 2A, 2B, 3A, 3B, 4C, 4D, 5A)

Upgrade outdated classrooms for greater flexibility and updated technology.

D. STUDENT HEADCOUNT (GOALS 4D, 5A)

Increase average student headcount per class from 31 to 35.

E. REVITALIZATION OF MAIN CAMPUS (GOALS 2A, 2B, 4B, 4C, 4D)

Upgrade aging building systems and infrastructure on the Main Campus.

F. MAIN CAMPUS “FRONT DOOR” (GOAL 4B)

The “front door” of the Main Campus has moved from south to north and should be reflected in the open spaces and parking lot assignments.

G. STUDY SPACES (GOALS 2A, 2B)

Provide more small and large group study spaces throughout the campuses, both indoor and outdoor.

H. PROGRAM NEEDS AT MAIN CAMPUS (GOALS 2A, 2B, 4B, 4D, 5A)

Lack of space for certain programs on Main Campus is hindering growth and enrollment; i.e. Nursing does not fit in the B building.

I. STUDENT HEALTH SERVICES (GOAL 5A)

Provide complete student services at all campuses including health services.

J. PROJECTED STUDENT POPULATION GROWTH (GOALS 1A, 2A, 2B, 4D, 5A, 6A)

Support projected student population growth by area can be done in the following ways:

- a. Consider economic development regionally (Goals 1A, 4D, 5A, 6A)
- b. Local pockets of student participation (Goals 1A, 5A, 6A)
- c. Access for all potential students in District (Goals 1A, 6A)
- d. Full time permanent Hartnell College presence in Soledad (Goals 1A, 2A, 2B, 5A, 6A)

K. STUDENT SERVICES AT CENTERS (GOALS 2A, 2B, 5A)

Provide complete Student Services at Centers: Admissions & Records, Financial Aid, Counseling, Tutoring, Special Programs, Library Services and Food Services.

L. GENERAL PURPOSE LAB AT KING CITY EDUCATION CENTER (GOALS 1A, 2A, 2B, 4C, 4D, 5A)

King City Education Center needs a full science wet lab to support wider variety of classes in all areas.

M. SUSTAINABILITY (GOALS 1A, 4B, 4C, 4D)

The District strives to incorporate sustainability in their operations and campus environment. The FMP includes sustainability strategies at the end of this document to support this goal.

MAIN CAMPUS MASTER PLAN

The Main Campus is home to most of Hartnell College's programs and student services. The College has invested in improving facilities and providing key buildings on this campus in the last ten years through Measure H funds. Two construction projects are still pending from the bond measure, which are the Elevator Project in Building D and the ADA Project around Building D.

The current facilities at the Main Campus provide the students with a comprehensive higher education experience that includes student services, library and learning resource center, theater arts and comprehensive athletic facilities.

With two of the original buildings built in the late 1930s and most of the buildings built in the late 1960s to 1970s, most of them without major renovations, part of the plan will focus on revitalization of the campus to continue to cater to the changing educational needs as well as improving the campus experience.

SEQUENCE I

Near-Term Replacement Projects

I-A *Renovate Building N*

To consolidate all the Student Services in Building B, the Nursing program will be relocated to Building N. The demolition of the lecture hall wing and a full renovation of Building N will create space for a centralized Student Success Center and the Nursing and Allied Health programs. The project will also include the construction of an elevator that can transport gurneys.

I-B *Move Additional Student Services into Building B*

Other student support programs (i.e. TRiO, Crisis Counseling, etc.) could be relocated from other buildings to Building B. Additional analysis is required to “test-fit” the spaces available.

I-C *Relocate Tutoring Services and Reclaim Silent Study Spaces at Building A*

After the relocation of Tutoring Services from Building A to Building N or B the available spaces could be reclaimed as study rooms per the original design of Building A.

I-D *Move Existing Main Server Room to Building A*

The existing main server room is not currently in an ideal location and will need more space for computer work, storage and repair. It will be relocated to Building A along with necessary support spaces adjacent to the IT department.

I-E *Theater Building Remodel and Ticket Booth Addition*

MAIN CAMPUS MASTER PLAN

This project will include the renovation of the existing lobby and courtyard of the Theater Building and the addition of an exterior Ticket Booth.

SEQUENCE II

Long-Term Replacement Projects

2-A *Remodel Building J*

Building J will be fully renovated to provide a better space for the Fine Arts Program.

2-B *Expand utilization of Building G to Event Center with Exterior Stage*

The campus is in need of a mid-size facility for events, lectures and concerts that could seat 225-250. The renovation of buildings F, G & H will include the modernization of building G to be a mid-size facility/Event Center with an exterior stage that will tie in with the campus quad redesign while maintaining and enhancing existing use and increasing utilization.

2-C *Quad and Campus Circulation Improvements*

The campus quad is currently underutilized. This project will create a more inviting and usable space for the students and campus community. The quad will have different types of spaces for play, gathering and possibly outdoor classrooms for special classes. Improvement of the campus circulation will create a more cohesive connection of the campus entries and outdoor spaces within the campus.

SEQUENCE III

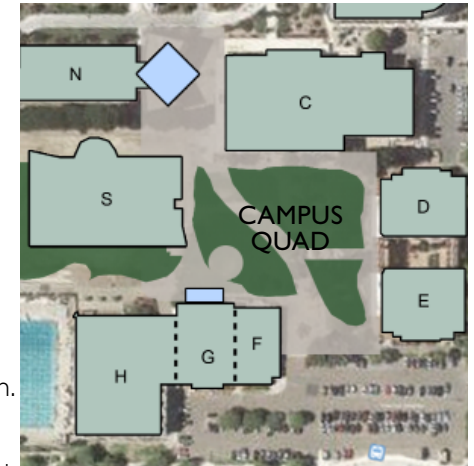
Campus Enhancement Projects

3-A *South Campus Secondary/Formal Entrance*

With the new Event Center at the south of the campus, it will be important to create a secondary/formal entrance for the community from that area. Parking Lot 3 could potentially be converted to non-student parking for faculty, donor and event parking only.

3-B *Modernize Meeting Room E-112 and Entry for Conferencing Center and Meeting Room*

In addition to creating a secondary/formal entrance for the community at the south end of the campus, the modernization of E-112 Meeting Room as a welcoming entry for conferencing, meetings and potential donors will strengthen the ties between the school and community.



SEQUENCE IV

Campus Growth and Expansion Projects

4-A *Future Expansion at Construction Zone (Former site of Vocational Building)*

Possible Projects Include:

Short Term Strategies

- Ground-mounted solar photovoltaic system to reduce electric utility costs on the main campus. These could be relocated for long term strategies.
- Athletic Fields for sports and P.E.

Long term strategies

- New classroom/office building to serve the needs of multiple disciplines.
- New health sciences building to serve the needs of nursing and allied health programs.

Additional analysis will be needed to determine best, final use strategy. Soils and environmental analysis will also be needed for the site due to previous use of site (chemicals, petroleum products, hazardous materials, etc.)

MAIN CAMPUS MASTER PLAN



SEQUENCE I

Near-Term Replacement Projects

- I-A Renovate Building N
- I-B Move all Student Services into Building B
- I-C Reclaim Silent Study Spaces at Building A
- I-D Move Existing Main Server Room to Building A
- I-E Theater Building Remodel and Ticket Booth Addition

SEQUENCE II

Long-Term Replacement Projects

- 2-A Remodel Building J
- 2-B Repurpose Building G to Event Center with Exterior Stage
- 2-C Quad and Campus Circulation Improvements

SEQUENCE III

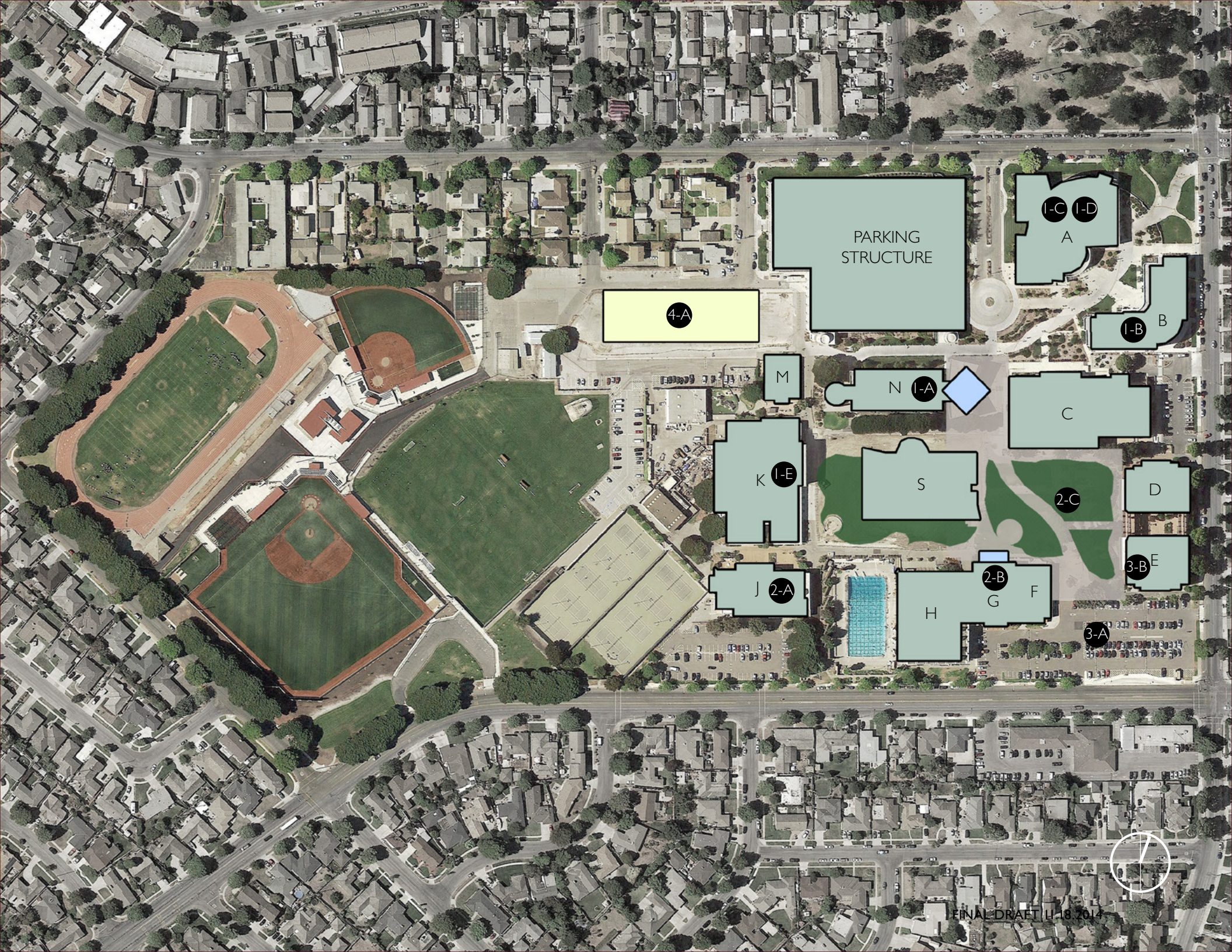
Campus Enhancement Projects

- 3-A South Campus Secondary/Formal Entrance
- 3-B Modernize Meeting Room E-112 and Entry

SEQUENCE IV

Campus Growth and Expansion Projects

- 4-A Future Expansion at Construction Zone



PARKING
STRUCTURE

4-A

M

N I-A

I-C I-D

A

I-B

B

K I-E

S

C

D

2-C

3-B E

3-A

H

2-B

G

F

J 2-A



ALISAL CAMPUS MASTER PLAN

The Alisal Campus caters to agriculture, sustainable design/construction, and applied/new technologies. The campus is located about 4 miles east of the Main Campus on 142 acres of largely agricultural land.

In 2011, the College built a new state-of-the-art facility at the Alisal Campus, The Center for Advanced Technology, which expanded general education classes, program offerings and partnership opportunities.

The campus currently has minimal student services. The College has a desire to expand student services and provide effective learning spaces, making it an independent and complete campus.

SEQUENCE I

A. *Provide a Student Center at the South Wing of AC-A*

The campus is in need of a Student Center that will be beneficial for the students and will support the College's strategic priorities. This center may include a cafeteria; Student Success Center / Tutoring Center; library with reference books and computers; study spaces; and student lounge area.

B. *Expand General Education Classes*

As part of the College's goal to utilize existing instructional spaces more efficiently and effectively, the campus should expand general education classes using the rooms that are infrequently used.

C. *Provide Student Gathering Spaces*

Providing more student gathering space throughout the campus will provide more opportunities for collaborative learning and engagement.

D. *Increase Storage*

There is a need for more storage on this campus.



ALISAL CAMPUS MASTER PLAN



SEQUENCE

- A Provide a Student Center at the South Wing of AC-A
- B Expand General Education Classes
- C Provide Student Gathering Spaces
- D Increase Storage



AC-D

AC-C

AC-B

AC-A

AC-F

AC-E

D

C

A

B

KING CITY EDUCATION CENTER MASTER PLAN

The King City Education Center and other South County outreach locations (Soledad and Gonzales High Schools) have been serving the educational needs of the South County offering general education classes for over ten years. The community of King City played an important role in the construction of the King City Education Center and community leaders are supportive of future plans to expand and improve the Center.

With growing enrollment in the South County, upgrades to the existing outreach locations and additional space are crucial to provide general education course offerings and student support services, including library and study spaces.

For long-term growth, the KCEC will need to move to another location. In the interim, the District can expand on current partnerships with existing DSA approved facilities to accommodate growth.

Soledad High School has served successfully as an outreach location for over five years. There is strong community support for the exploration and consideration of a full-time permanent Hartnell Campus in Soledad as it is centrally located in the District.

SEQUENCE

A. *Expand Library and provide more Study Spaces*

The center is in need of more library and study spaces to support the students on this campus.

B. *Update Classroom Technology*

Updating classroom technology will help students and faculty adapt to evolving educational needs.

C. *Update Science Lab to a General Purpose Lab*

To support wider variety of classes in all areas and room for growth, the existing science lab should be updated and converted to a general purpose lab.

D. *Lease Space in Shopping Center for General Education Classes*

A short term solution for expansion of general education classes is to lease space in the adjacent shopping center. It is important to note that the California Community College Chancellor's Office only allows a maximum of 3 year lease for properties that are not approved by the Division of the State Architect (DSA).

E. *Provide Complete Student Services*

Providing complete student services in this center will be more convenient for the students and help reduce transportation challenges.

F. *Provide Distance Education Connection*

Providing adequate infrastructure and technology for distance education is important for this center to reach out to more potential students in the area.

G. *Increase Storage*

There is a need for more storage in this center.



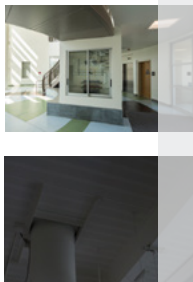
SEQUENCE

- A Expand Library and Provide More Study Spaces
- B Update Classroom Technology
- C Update Science Lab to a General Purpose Wet Lab
- D Lease Space in Shopping Center for General Education Classes
- E Provide Complete Student Services
- F Provide Distance Education Connection
- G Increase Storage



SUSTAINABLE DESIGN STRATEGIES

Sustainability is an important goal of the District. As part of the District's strategic priority to actively promote sustainable and energy-conserving activities, it is essential for this master plan to include strategies to aid the District in achieving sustainability through flexible implementation not limited to the design and construction of new buildings, but also for the renovation of existing facilities and operation and maintenance of significant building infrastructure.



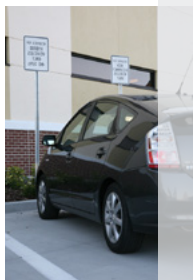
INDOOR ENVIRONMENTAL QUALITY

- Daylighting
- Indoor air quality
- Low VOCs
- Ventilation / operable windows
- Thermostat zones



LANDSCAPING AND SITE ELEMENTS

- Manage runoff water
- Protect the site and environment
 - Swales to detain and redirect
 - Treatment and retention
- Native / drought tolerant plants
- Xeriscaping
- Pervious paving



TRANSPORTATION

- Preferred parking for fuel efficient vehicles
- Shuttles between campuses
- Encourage bike traffic (alternate transportation)

RENEWABLE ENERGY

- Photovoltaic panels / solar farms at parking lots (can provide shade)
- Wind Technology



ENERGY EFFICIENCY

- High efficiency HVAC equipment
- Variable capacity equipment
- High performance lighting controls
- Cool roofs



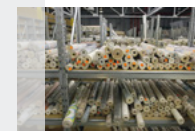
WATER CONSERVATION

- Rainwater harvesting / retention & re-use
- Low-flow toilets and urinals
- High efficiency plumbing fixtures
- Gray water for irrigation



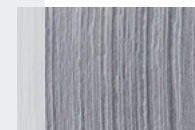
RENOVATION

- Construction waste management
- Recycled materials
- Local materials
- Renewable products



OPERATIONS AND MAINTENANCE

- Protect the building
 - Select long-term products
 - Increase building longevity
- Green office and food service operations
- Recycling



ADDENDUM A March 4, 2025

1. The Facilities Master Plan is amended to reflect the expanded timeframe of 2025-2030 from its original timeframe of 2014 to 2024. This supports the continuance and completion of the Measure T work still in progress.
2. Hartnell Community College District has recently revised and updated their Mission, Vision and Values statements. The mission, vision, and values statements of the Hartnell Community College District serve to guide all planning and decision-making.

Mission (Board approved on Jan 7, 2025)

We advance social and economic justice through the transformative power of education.

Vision

If you could imagine the most perfect Hartnell College, what would that look like?

- A place where students receive the message every day that they belong, their ideas matter, and they bring worth to the community.
- A place where students build relationships and build their future.
- A place where students can give their all to their education and future without worry that something will stop their educational journey.
- A place where we dismantle self-imposed and societal barriers.
- A place of transformation, growing the thoughtful leaders of tomorrow.
- A place where dreams become possibilities.

Vision statements reflect the voices of Hartnell College students, faculty, and staff.

Values

Our core values reflect our deeply ingrained beliefs that guide everything we do. When we practice these values, we put students first.

Education. We believe it is important to state explicitly that education is our highest value, and is the reason why we are here. We believe wholeheartedly that education is fundamental to achieving personal and economic advancement, equity, sustainability, and community vibrancy.

Connection. We know that feeling connected fosters a sense of belonging and comunidad. Connection helps us build and maintain trust, improve communication and collaboration, strengthen relationships with each other, and grow a strong community of care.

¡Sí se puede! The one phrase that rallies our community is “¡sí se puede!” For all of us - students, employees, and community members - this statement is a unifying call to action, reminding us that change is possible through collective effort and solidarity.

Cultural wealth. We embrace all of our students, employees, and community members for who they are, and we value the rich cultural assets they bring to us. Our students come to us and make us better, and they go out and make the world better.

Impact. What we do matters to our students and to our community. Wherever we sit, we all play a critical role in advancing equity, post-graduation success, and economic and community vibrancy. We believe that impact is what truly drives change.

Adopted by Board of Trustees: February 4, 2014. Revised: May 1, 2018 (effective July 1, 2018); June 6, 2023; January 7, 2025

3. Summary of Major Facilities Updates (Measure T)

The Facility Master plan was divided into three phases. Phase I has been completed. The projects completed as part of Phase I are:

- Building D and E (classroom renovations) and the Plaza renovation for ADA upgrades. Classrooms were standardized in size and function, keyless entries were installed for security, hallways, offices and rooms were given new interior furnishings and finishes. The plaza was remodeled to enhance mobility from building to building and incorporated a new exterior elevator to access the second and third floors of Buildings D and E.
- King City Center expansion wing was built. This wing provides the campus with actual science labs, a community room, designated student success space for guidance programs and additional classroom space.
- Soledad Education center. This new building provides access to the south county students to take core classes that were hard to get to due to the limited travel options. Now, students need only travel to main campus for the very specialized classes for their certificates and degrees.
- Castroville Education Center, much the same as the south end of the county, the north area of Castroville, Aromas, Moss Landing, Las Lomas have better access to the college offerings.
- New Nursing and Allied Health building on the main campus. The nursing program was housed on the second floor of Building B which had an original intent of housing all Student Services programs. As well as utilizing space not intended for it, the program was outgrowing this space and was being hindered in its functioning without proper technology. The program has been recognized as a top national nursing program.
- A result of the Nursing project was the remodel on the second floor of Building B. Vacated by the Nursing program for its new building, the original intent of Building B, the housing of the majority of student services together, was finally achieved in this remodel.

August 2020 the second sale of bonds valued again at \$70,000,000 was conducted. These funds were dedicated to the Phase II projects of Measure T. The projects included the re-roof of Building C – Student Center, renovations of Buildings K – Performing Arts, J – Visual Arts,

the practice field and storage/restroom building at the field, and a new Career Technical Education building at the Soledad Education Center.

- Building K has recently been finished and the renovation included the HVAC system upgrade, a new roof installed, a stand-alone ticket booth built, and the classrooms, offices and interior hallways refreshed with new furnishings and finishes.
- In progress and expected to be completed in December 2024 is the Visual Arts building or Building J. Again, infrastructure, the roof, HVAC system, electrical and safety/security systems are being upgraded as well as new equipment for the studios and lecture rooms.
- Recently completed is the renovation of the practice field and track. The track was resurfaced and the practice field was renovated to be a true football field with markings and end zones/goal posts at both ends. The field is also marked for soccer as well. Synthetic turf was installed along with new bleachers. A new restroom and storage building were completed as well. This project was completed in October 2024.
- The final project in this phase is a new CTE (Career Technical Education) building. As of this writing its status is that it is under review at the Division of State Architects for approval. This project was originally identified for the Alisal campus and through board approval is being moved to Soledad, as a result of data and information identifying the south county location as more ideal for the program to be housed there. The diesel program will move to this building and allow for expansion of the auto program at the Alisal campus to better provide to the student learning outcomes.

The final phase, Phase III, of the bond will be to renovate the remaining buildings on the main campus. These are Buildings F, G and H (Physical Education) and Building N, known as Merrill hall. The district is looking to augment the bond funds with matching funds from the state. Buildings F, G and H have been approved by the state for renovation matching funds and the district is waiting the funding from the state. Programing/Design for Buildings F, G and H can begin as early as July 2025. The college has started the request process for Merrill Hall to potentially qualify for state matching funds. With the completion of these last two projects in Phase III the college will have completed the entire list of projects listed in the Measure T bond language in 2016.

- Additionally, it is important to note that as part of the ongoing operations and maintenance of the facilities within the District, the goal of protecting the buildings is a high priority. This is done by selection of long-term products, increasing building longevity, and scheduled review of ongoing lifespan of building components incorporated into the working procedures and guidelines of the facilities and maintenance department.

This addendum to extend the Facility Master Plan ensures the completion of the work it identifies in its current plan.

