DOCUMENT RESUME

ED 344 654 JC 920 227

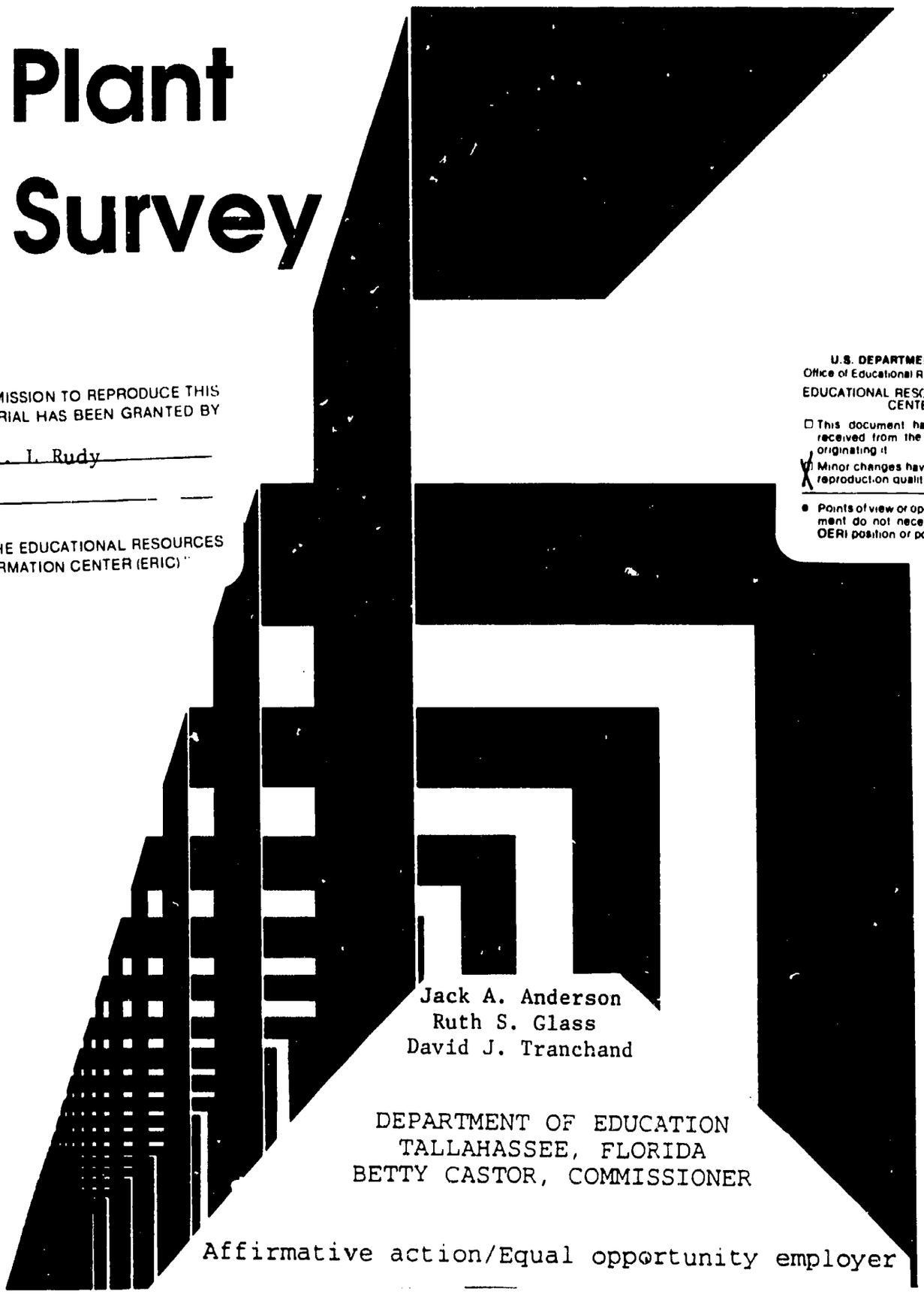
AUTHOR Anderson, Jack A.; And Others
TITLE Educational Plant Survey: Chipola Junior College, May 19-22, 1992.
INSTITUTION Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.
PUB DATE May 92
NOTE 54p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Capital Outlay (for Fixed Assets); *College Planning; Community Colleges; *Educational Facilities; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Long Range Planning; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS *Chipola Junior College FL

ABSTRACT

In 1992, a study was conducted at Chipola Junior College (CJC) in Marianna, Florida, to aid in the formulation of plans for housing the educational programs, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the following 5-year period. Sections 1, 2, and 3 of the plant survey report provide background information on the survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling, purposes, and statutory foundations of plant surveys in the Florida community college system. Section 4 contains an overview of the college, including a historical prospective and CJC's mission statement. Section 5 presents an analysis of CJC's student population, including enrollment and projections, while section 6 focuses on programs, services, and facility needs, offering detailed tables showing programs and their space needs. In section 7, an inventory of existing sites and facilities is provided, including a table of existing satisfactory student stations and space by facility. Section 8 contains the recommended plan for housing programs, students, and services in the coming five years. Section 9 analyzes capital outlay finances, including revenue sources for capital outlay. Finally, section 10 offers recommendations for educational plants, site improvement, remodeling, renovation, and new construction, and provides standard collegewide recommendations. The plan recommends $18,408,583 worth of work during the five-year period between 1992 and 1997. (JMC)

Educational Plant Survey



Jack A. Anderson
Ruth S. Glass
David J. Tranchand

DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
BETTY CASTOR, COMMISSIONER

CHIPOLA JUNIOR COLLEGE
MAY 19 - 22, 1992

Requests for additional information concerning
this report should be addressed to:

Educational Facilities Planning
and Evaluation Section
Office of Educational Facilities
DEPARTMENT OF EDUCATION
Suite 1044, Florida Educational Center
Ralph D. Turlington Building
Tallahassee, Florida 32399
(904) 487-2575 or SUNCOM 277-2575

EDUCATIONAL PLANT SURVEY

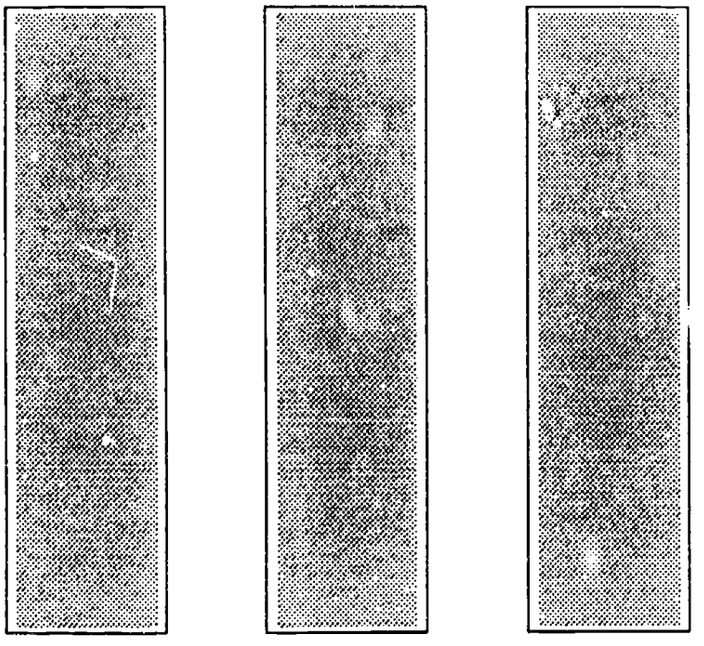
CHIPOLA JUNIOR COLLEGE

MAY 19 - 22, 1992

DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
BETTY CASTOR, COMMISSIONER

TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)



SECTION 1

EDUCATIONAL PLANT

SURVEY

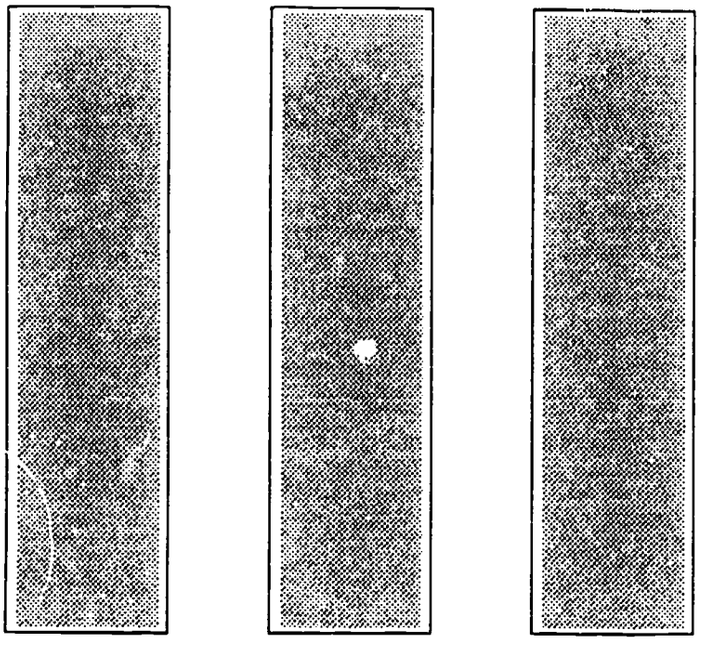
TEAM

Team members: Persons serving on the educational plant survey for Chipola Junior College were from the Department of Education, Office of Educational Facilities.

Dr. Jack A. Anderson
Survey Director and Editor
Educational Facilities Specialist
Office of Educational Facilities

Dr. Ruth S. Glass
Educational Facilities Specialist
Office of Educational Facilities

Mr. David J. Tranchand
Educational Facilities Specialist
Office of Educational Facilities



SECTION 2

PREFACE

An educational plant survey is a systematic study and evaluation of existing educational plants and the determination of future educational plant needs with respect to provision of appropriate facilities for accommodating educational programs and services for students. At least every five years, each Florida community college district board of trustees arranges for a districtwide educational plant survey pursuant to requirements in Section 9(d) of Article XII of the State Constitution, as amended, and Section 235.15, Florida Statutes (F.S.). The purpose of the survey is to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the following five-year period.

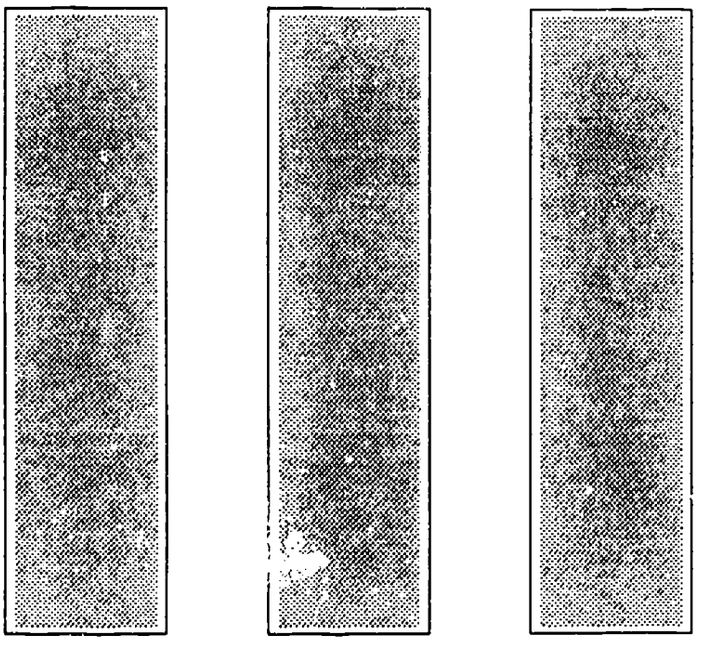
This publication, prepared for the District Board of Trustees of Chipola Junior College, is the report of findings of the educational plant survey for Chipola Junior College conducted May 19-22, 1992. The report contains recommendations for the educational plants of the college for the period from May 19, 1992 through June 30, 1997. The recommendations herein supersede all previous survey recommendations not implemented as of May 19, 1992, by either execution of a construction contract or issuance of a purchase order.

The findings and recommendations contained in this survey report enable the Board of Trustees to accomplish certain responsibilities with which it is vested: adoption of a proposed long-range plan for educational plants and auxiliary and ancillary facilities under Section 235.16, F.S.; adoption of a capital outlay budget as part of the college annual budget under Section 235.18, F.S.; submission to the Commissioner of Education of a three-year plan and data required for development of the annual legislative capital outlay budget request under Section 235.41, F.S.; use of state capital

outlay funds for payment for capital outlay projects under Rule 6A-2.0204(4), Florida Administrative Code (FAC); and formulation of a proposed building program and its submission in the form of a project priority list through the Office of Educational Facilities to the State Board of Education for approval under Rule 6A-2.0207, FAC, with the order of priority for expenditure of funds established in accordance with Rule 6A-2.0206, FAC.

Additionally, the survey report serves to satisfy the requirement of Section 240.327 (1), F.S., that the need for community college facilities be established by a survey. Finally, pursuant to Section 235.435(4)(a), F.S., all remodeling, renovation, and new construction projects included in the three-year priority list for legislative funding, prepared by the State Board of Community Colleges for the capital outlay budget request, must have been recommended by a survey.

The survey team gratefully acknowledges the contributions of time, effort, and expertise made by everyone who participated in the survey process: members of the faculty, staff, and administration at Chipola Junior College and staff of the Department of Education. Special thanks goes to Mrs. Mertice B. Ringer for her assistance throughout the survey process.



SECTION 3

INTRODUCTION TO THE EDUCATIONAL PLANT SURVEY

The educational plant survey is the initial planning phase for providing public educational plants in the State of Florida. Careful planning contributes to appropriate housing of educational programs and services for students and to the wise expenditure of public funds. The educational plant survey is established in the Constitution of the State of Florida and the Statutes of Florida.

Statutory Foundations: The statutory foundations for educational plant surveys are described below.

Legal Basis: The legal basis for the educational plant survey is established in Section 235.15, Florida Statutes:

> Educational plant survey required.--At least every 5 years, each board, including the Board of Regents, shall arrange for an educational plant survey, to aid in formulating plans for housing the educational program and student population, faculty, administrators, staff, and auxiliary and ancillary services of the district or campus. Each survey shall be conducted by the Department of Education or an agency approved by the commissioner. Surveys conducted by agencies other than the Department of Education shall be reviewed and approved by the commissioner. The survey report shall include at least an inventory of existing educational and ancillary plants; recommendations for existing educational and ancillary plants; recommendations for new educational or ancillary plants, including the general location of each; and such other information as may be required by the rules of the State Board of Education. An official copy of each survey report shall be filed by the board with the office. This report may be amended, if conditions warrant, at the request of the board or commissioner.

Definition: Educational plant survey means a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student.

Purpose: The purpose of a community college educational plant survey is to aid the Board of Trustees in formulating plans for housing the educational program and student population, faculty, administrators, staff, and auxiliary and ancillary services of the college district for the following five-year period.

Requirement: At least every five years, each Board of Trustees shall arrange for an educational plant survey,

Alternative Methods: An educational plant survey shall be conducted either by the Department of Education or by an agency approved by the Commissioner of Education. Surveys conducted by agencies other than the Department of Education shall be reviewed and approved by the Commissioner.

Status of Prior Surveys: A new educational plant survey shall supersede, as of the date it is conducted, all previous survey recommendations which have not been implemented either by execution of a construction contract or issuance of a purchase order.

Amendment of Current Survey: The current survey may be amended during the projected period if conditions appear to justify a change in the projected building construction program by request for a supplementary survey made by the Board of Trustees or the Commissioner of Education.

Written Report: A written report containing the findings of the educational plant survey and recommendations for housing the educational programs and projected student population of the college shall be made to the Board of Trustees. An official copy of each survey report shall be filed by the Board with the Office of Educational Facilities.

Procedural Policies: Procedural policies incorporated in the educational plant survey process for community colleges are explained below.

Student Enrollment Projections: The survey uses five-year capital outlay full-time-equivalent student enrollment projections developed by the Division of Community Colleges, Department of Education. The distribution of these projections by site is furnished by the college.

Educational Programs: The survey formulates a plan for housing the programs and services provided by the college. The Board of Trustees determines what programs and services are offered. The regional coordinating council for vocational education, adult general education, and community instructional services makes recommendations related to vocational programs to the Board of Trustees.

Program Facility Lists: Survey evaluation and planning are conducted with reference to program facility lists prepared through cooperative efforts of college staff and the Office of Educational Facilities. The lists are based on size of space and occupant design criteria included in the Florida Administrative Code for programs and services approved by the Board of Trustees, as well as special needs of the college.

Facilities Inventory: The survey uses the information about existing educational plants carried in computerized state inventory files containing data for sites, facilities, and rooms. The inventory is validated through cooperative efforts of college staff and the Office of Educational Facilities.

Student Stations: The survey counts capacity carrying student stations that are satisfactory and designates which stations are unsatisfactory.

Space Utilization: Survey evaluation and planning are conducted with regard to standard utilization criteria for instructional spaces. Criteria for classrooms are: 65 hours of room use per week, Monday through Saturday; 90 percent rate of room occupancy; 55 percent rate of station occupancy for sites with up to 2500 capital outlay full-time-equivalent student enrollment (CO-FTE) and 60 percent rate of station occupancy for sites with 2500 or greater CO-FTE; and 13 average weekly contact hours per CO-FTE.

Standards for vocational laboratories are: 36 hours of room use per week; 68 percent rate of station occupancy; and 12 average weekly contact hours per vocational CO-FTE. Standards for nonvocational laboratories are: 21 hours of room use per week for sites with up to 2500 CO-FTE and 24 hours of room use per week for sites with 2500 or greater CO-FTE; 80 percent rate of station occupancy; and four average weekly contact hours per nonvocational CO-FTE.

Recommendations: The survey makes recommendations for site acquisition, development, and improvement, remodeling, renovation, and new construction for sites and facilities owned by the college. Standard recommendations are included for provision of custodial services facilities, provision of sanitation facilities, correction of safety deficiencies, modification for compliance with handicap standards, replacement of defective roofs, and purchase of equipment.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 235.055 and 235.056, F.S., and Rule 6A-2.029, FAC. Recommendations pertaining to new campuses, centers, and sites are considered only after a proposal for establishment submitted by the college has been recommended by the State Board of Community Colleges as well as the Postsecondary Education Planning Commission and approved by the State Board of Education.

State Funds: Survey recommendations establish need for capital outlay projects; they do not imply automatic availability of funds to pay for projects. Information about state funds for public education capital outlay projects and about eligibility for expenditure is found in Section 9(a)(2) and Section 9(d) of Article XII of the State Constitution, as amended, Chapter 235 and Chapter 240 of the Florida Statutes, and Rule 6A-2 of the Florida Administrative Code.

Cooperative Process: An educational plant survey conducted for a district Board of Trustees by the Department of Education is accomplished through cooperative efforts of the college administration and staff of the Office of Educational Facilities. The steps in the cooperative survey process are listed below.

1. The Board of Trustees requests, by resolution, that the Department of Education conduct a survey to determine the status and needs of the educational plants of the college district.

2. The director of the Educational Facilities Planning and Evaluation Section (Planning and Evaluation), Office of Educational Facilities, schedules the survey, appoints the survey director, and assigns survey staff from the Department of Education.

3. The college president appoints the survey coordinator for the college.

4. The survey director and other Planning and Evaluation staff are available for consultation and service to the college throughout the survey process.

5. The survey director gives the five-year capital outlay full-time-equivalent student enrollment projections developed by the Division of Community Colleges to the survey coordinator. College staff distribute the projections by site.

6. The Board of Trustees receives recommendations related to vocational programs from the regional coordinating council for vocational education, adult general education, and community instructional services. The Board of Trustees establishes the educational programs to be provided by the college during the five-year period of the survey.

   College staff list the programs, indicating which ones the board wishes to continue, expand, initiate, and delete. Based on program decisions of the board, together, college administrators and staff and Planning and Evaluation staff prepare program facility lists for each campus, center, and special purpose center.

7. College staff furnish site plans and building schematics for all sites and facilities owned by the college and for those leased for more than one year. Together, college staff and Planning and Evaluation staff validate and correct data for sites, facilities, and rooms carried in the computerized state inventory files as well as the site plans and building schematics.

8. College administrators and staff prepare lists for each site of needs identified by the college for site acquisition, development, and improvement, remodeling, renovation, and new construction. Outdoor physical education facilities are included under site improvement. Items may be included for projects in the planning stage for which an architect is employed but no construction contract has been executed.

   Items for remodeling and renovation contain specific information: building number and name; room numbers; current functions of spaces, use codes, square footages, and student stations; as well as needed functions of spaces, use codes, square footages, and student stations. Items for new construction specify needed functions of spaces, use codes, net and gross square footages, and student stations.

   Cost estimates are provided for items for site acquisition, development, and improvement; they may be furnished for other items as well. Cost estimates for survey recommendations involving building square footage are based on cost figures for the college used in the legislative capital outlay budget request for the fiscal year in which the survey is conducted. The survey director can provide these cost figures to the survey coordinator.

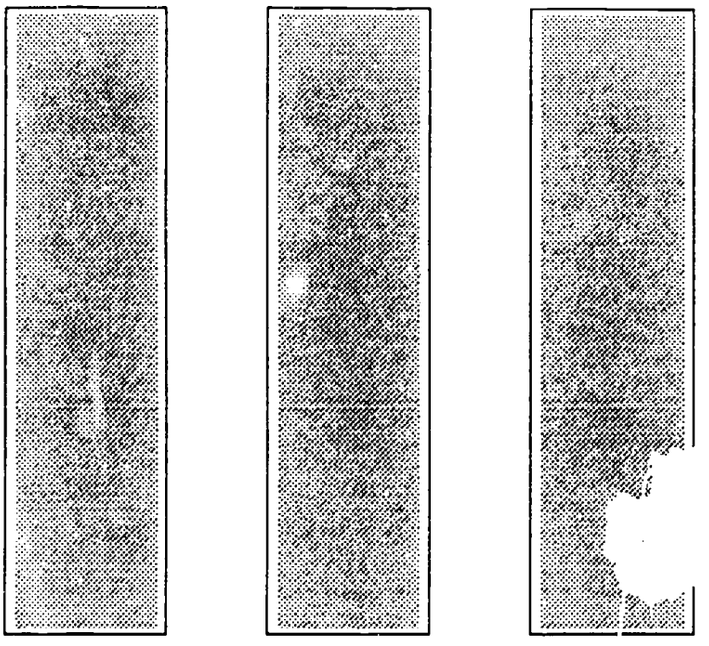
9. College staff prepare a survey workbook for use by survey staff during the educational plant survey. The workbook contains documentation related to items 5, 6, 7, and 8, above. It also contains general background information about the college and is supplemented with a current catalogue.

   A copy of the workbook is provided for each survey staff member. One copy, along with the catalogue, is given to the survey director at least ten days before the opening date of the survey. The other copies may be distributed to survey staff at the beginning of the survey.

10. The college finance officer furnishes the survey director with particular financial information pertaining to state board of education bond issues and certain debt requirements, capital outlay expenditures by fund source, and capital outlay expenditures by project type.

11. The survey director and staff conduct the educational plant survey on site in the college district. They visit and evaluate all existing sites and facilities. They study and analyze all available information relevant to educational and ancillary plant needs. They discuss needs with college administrators and staff. Finally, they develop recommendations to provide for the needs.

12. The survey director, aided by survey staff, prepares the written report of findings and recommendations for the Board of Trustees. An official copy is filed with the Office of Educational Facilities.



SECTION 4

OVERVIEW

OF THE

COLLEGE

The goal of the educational plant survey is to assist the college by developing a plan for housing the programs and services provided by the college. Educational plant needs are the focus of the survey. It also helps to have a general understanding of the college. The following information was provided by the college.

Historical Prospective: Chipola Junior College, first organized as a private institution in 1947, negotiated with the United States Government for the use of the facilities at the former Marianna Air Force Base. Six full-time and part-time teachers and 65 students began classes in the fall of 1947. Tuition and private donations were insufficient for adequate financial support. The death of the first president, Noble Y. Bedll, added to the problems of the fledgling school. A group of Marianna business and civic leaders sought relief through enabling legislation that would place Chipola under state control and financing.

Under Florida's Minimum Foundation Program, the state created the Chipola College District consisting of Calhoun, Jackson, and Washington counties. The college was placed under the administrative leadership of the Jackson County Board of Public Instruction and assisted by a Chipola Junior College Advisory Board, appointed by the governor and made up of representatives from the three counties. The conversion from a private to a public institution became effective in September 1948. In 1965 Holmes County joined the district. Liberty County was added in 1974.

A 1968 change in the Florida Statutes placed Chipola, along with other state community colleges, under the direction of a Board of Trustees of its respective district with board members from each county in the district appointed by the governor. The college began reporting directly to the Division of Community Colleges of

the State Department of Education rather than the Jackson County Board of Public Instruction.

The college continued to use the former Marianna Air Force Base until the Air Force reactivated the base in 1953. The college then moved to its present location starting with 20 donated acres. Property acquisitions have enlarged the campus to 105 acres.

All buildings on the new site were temporary structures. The college administration immediately began plans to erect permanent buildings. The first building was a combination administration-library-classroom complex, completed and occupied in the fall of 1954. By 1958, six additional buildings were built and occupied. Two of these were an administration-classroom building and a library. In 1962, a technical building was constructed and additions to the administration-classroom complex were completed. The student center was expanded and a fine arts building erected. Between 1966 and 1970, outdoor physical facilities, showers and dressing rooms, additions to the science labs and a vocational classroom building further expanded the campus. The administration-classroom building was remodeled for the exclusive use of the administration.

Chipola provided housing for its students and faculty while still operating at the old air base and continued to operate facilities adjacent to the base until 1960. From 1960 to 1964, no housing was provided on the present campus. In 1961, the legislature created the Chipola Dormitory Authority, which provided for the construction and lease of a building to house students. The dormitory, completed in 1964, houses both men and women students. A second dorm was constructed in 1971 primarily to house athletes on scholarship. When the athletic program moved out, the building was adapted to and renamed the Public Service Building.

Beginning in 1965, Chipola expanded the scope of its curriculum from a two-year parallel program to a total academic-vocational-avocational program. With the adoption of this philosophy, the total college program expanded. Prior to 1965 the only terminal curricula offered were for business and secretarial personnel, technical program in electronics and drafting and design technology. Other terminal programs were only a specific arrangement of transfer classes already being taught.

In 1966-68, significant expansion of vocational programs took place. Vocational programs in Practical Nursing, Auto Mechanics, Air Conditioning, Refrigeration and Heating, Welding, Cosmetology, Industrial Electricity, and Vocational Distributive Education were added to course offerings. The physical plant expanded to accommodate the growth. Over the same period, additions to science laboratories were constructed. Also added were vocational programs in carpentry, brick and block laying, horticulture, and agriculture; again buildings were completed to house them.

From 1973 to 1977, space for a learning resources center was built on to the library, and the new health center was completed and occupied. Classrooms and offices for the communications classes also were completed in the upstairs portion of the Vocational-Technical Building.

In 1980-1981, the entire vocational-technical program came under close scrutiny. A team from the State Department of Education drew up a special report, which resulted in major changes in vocational education at Chipola. Six programs were discontinued after the spring semester, and a new emphasis and additional financial support were given to the remaining programs.

In 1981, a building originally built by the United States Forestry Service was donated to the college when the service moved its offices to Gainesville. The building at first was used in a variety of ways on a temporary basis. When the extensive remodeling projects began, the space was used to house the staff displaced the renovation. In January of 1990, this building was renamed as the Student Services Building and the Director of Student Services and his staff moved their offices.

In 1982, the institutions's administration was restructured with the hiring of a new president, a new dean, and a new director of vocational-technical education. The administrative process was streamlined, with fewer people reporting to the chief executive officer and lines of authority realigned. New programs and initiatives under this leadership included: an AA degree nursing program, a new emphasis on the use of computers and computer instruction, an extensive remodeling project which has completed the vocational-technical quarters and the English classrooms and offices used by the Division of Arts and Letters and the Mathematics and Natural Science Building. In addition, the curriculum has been adjusted to accommodate the state mandated requirements in communication and computational skills, commonly referred to as the Gordon Rule, and to prepare students to pass a state-mandated sophomore-level minimum skills test called the CLAST. Chipola has continued to change with the times and to step out ahead of other institutions in its leadership. A summer pilot program begun the summer of 1985 resulted in a Writing Center being put into operation in the fall of 1985 that required all freshman composition students to compose and revise their essays on the computers. One classroom was equipped with 22 Apple IIE computers and 12 printers and has since been expanded by adding a second room with an additional 25 work stations. Both rooms stay open 14-16 hours a day to accommodate the students. Qualified English instructors are present at all times to help these students who need help.

In 1987 college leadership changed again when a new president was employed. Within the space of four months, a new dean of academic and student affairs and a new dean of administrative affairs were hired. Again administrative duties were realigned, a few titles were changed, and the organizational chart was redrawn to reflect

those changes. The year 1987 also saw the remodeling of the fine arts building, the auditorium, and the cafeteria/student center building. In July of 1987, the Chipola Dormitory Authority which built and leased a residence hall to the college gave the facility to the college.

During the 1988-89 school year an extensive remodeling of the administration building and the library/LRC building was completed. The Success Center, previously attached to the library, moved into the remodeled space once used by the discontinued building trades.

A special grant provided money for the renovation of the old campus gym into what is now the Cultural Arts Center. This work was finished during the 1990-91 school year. The renovation of the Public Service Building is in progress, and the oldest building on the campus, the Social Science Building, is scheduled for renovation next year. All of these projects were approved during the last physical plant survey and are not yet finished.

The future looks bright for Chipola Junior College. The enrollment is increasing; the faculty is an experienced and capable one, and the administrative team works well together. More importantly, Chipola's students are doing very well on the CLAST test, graduates are succeeding in the Florida universities to which they transfer, and students are being employed as they finish the vocational programs. Even with the progress which has been mad to date, a growing student population creates a growing need for increased services. This growth demands additional classrooms to house more classes and to provide more laboratory spaces in both the vocational and academic areas.

Chipola Junior College continues to be proud of the tradition of excellence the college has earned over the years since 1947, and the quality educational opportunities it provides to the citizens of its five-county district.

PHILOSOPHY

The community or junior college movement is a unique American 20th Century institutional contribution to education in this county. Its philosophy is to react quickly to the ever changing society which spawned it, and to act on its belief that there is a need in a democracy for all persons to educate themselves to the limits of their abilities. Community colleges provide these opportunities for persons to reach their maximum potential for service to themselves and to society.

Mission Statement: Chipola Junior College is a comprehensive community college dedicated to its students and the community. The curriculum is designed to serve people in three major areas:

General and pre-professional classes for transfer to other colleges and universities;

Vocational-technical instruction to prepare students for technical degree programs and the job market;

Learning opportunities for all who want to improve employment skills or to study for the sheer joy of learning.

Programs to Accomplish the Mission

1. **College Transfer Program:** Semester-hour classes which can be transferred to other colleges and universities toward a baccalaureate degree.

2. **Vocational-Technical Program:** echnical degree programs and clock hour classes that combine theory and hands-on laboratory experiences to up-grade career skills and prepare for jobs, to support community economic development, and to enhance the potential for over-all development in the Chipola District.

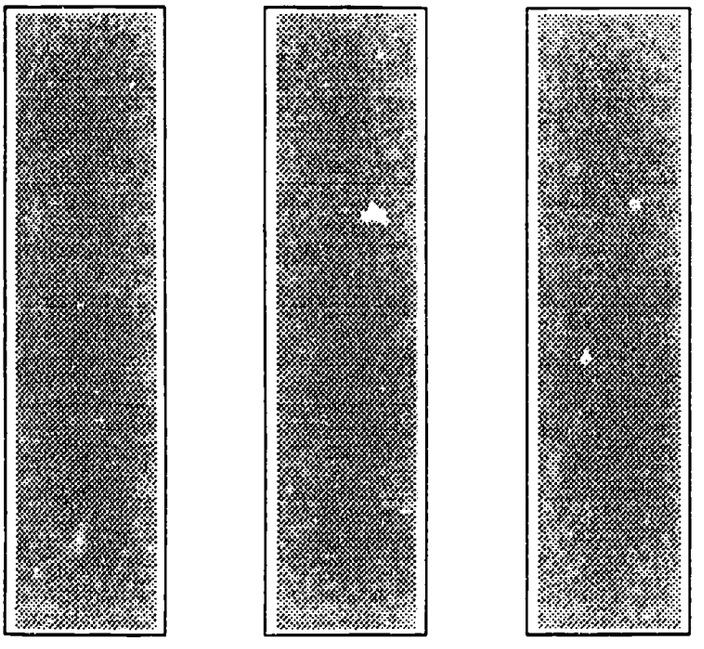
3. **Lifelong Learning Opportunities:** Continuing education to stay abreast of cultural and governmental changes in a free society and to enhance personal development both physically and mentally.

4. **Student Service Program** as an integral part of the total educational program.

GENERAL POLICY

Chipola Junior College subscribes fully to a policy of non-discrimination with regard to all employees, students and services to the community. Specifically, the coll ge has given assurances of compliance with the provisions of the Civil Rights Act of 1964 and of the Executive Order 11246, as amended. All members of the college faculty, staff, and the student body are expected to subscribe to this assurance of compliance and to assist in making such assurance valid in fact.

Chipola is dedicated to the concept of equal opportunity. The college will not discriminate on the basis of race, religion, sex, age, national origin, marital status, or handicap in its employment practices or in the admission and treatment of students.



SECTION 5

ANALYSIS

OF

STUDENT POPULATION

College Service Area: Chipola Junior College serves the geographic district of the state comprised of the counties of Calhoun, Holmes, Jackson, Liberty, and Washington.

Student Enrollment of College: Student enrollment was the single most important factor considered by the survey team in making decisions related to planning square footage size and total amount of facilities. The unit of enrollment used in the survey was the capital outlay full-time-equivalent student (CO-FTE). It represents a student enrolled full time for fall, spring, and summer semesters during the academic year in classes taught in college-owned facilities. The level of enrollment used was the number of CO-FTE projected for the fifth year beyond the fiscal year in which the survey was conducted. The CO-FTE projections were separated according to vocational and nonvocational enrollments. Furthermore, they were distributed by site to enable appropriate planning for particular needs of each campus of the college. Collegewide CO-FTE projections are displayed in **Exhibit 100: Full-Time Equivalent Student Enrollment**.

The method for computation and distribution deserves note. Each year the college submits a report of actual full-time-equivalent student enrollment (FTE) to the Bureau of Information Systems,

Division of Community Colleges. Using the last five years of actual FTE data along with general population figures for the college district, the Bureau projects both annual and capital outlay FTE for the next six-year period. The difference between annual FTE and CO-FTE equates to the deletion of courses using unowned space not requiring permanent facilities. Finally, using CO-FTE projections computed by the Bureau, the college distributes collegewide vocational and nonvocational CO-FTE among sites based on local expectation for the enrollment pattern throughout the district.

Exhibit 100

College: Chipola Junior College

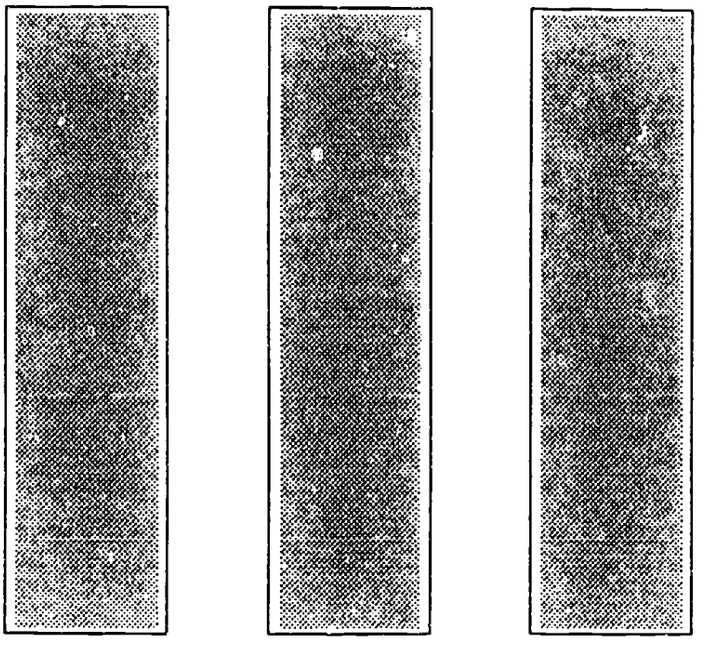
Site : Site 1: Main Campus

COMPUTATION OF PROJECTION FOR SITE
CAPITAL OUTLAY FULL-TIME-EQUIVALENT STUDENT ENROLLMENT

ITEM	1992-93	1993-94	1994-95	1995-96	1996-97
TOTAL CAPITAL OUTLAY FTE PROJECTIONS	1,828	1,995	2,163	2,336	2,509
NONVOCATIONAL FTE:					
* Annual FTE	1,112	1,214	1,317	1,422	1,527
Less: FTE Not Req Perm Facilities	0	0	0	0	0
Adjusted Annual FTE Projection	1,112	1,214	1,317	1,422	1,527
VOCATIONAL FTE:					
* Annual FTE	716	781	846	914	982
Less: FTE Not Req Perm Facilities	0	0	0	0	0
Adjusted Annual FTE Projection	716	781	846	914	982

SOURCE: Department of Education, Division of Community Colleges, Bureau of Information Systems, "Computation of Four Quarter Average FTE for the Capital Outlay Formula Budget" January 1, 1996.

* Capital outlay full-time-equivalent student enrollment 1996-97, projected. Recreational-Leisure FTE deducted from figures shown.



SECTION 6

PROGRAMS, SERVICES AND FACILITY NEEDS

Under the provisions of Section 240.319(3)(b), F.S., and Rule 6A-14.0247(3), FAC, the community college Board of Trustees has responsibility for establishing the programs and services provided by the college. The supportive role of the educational plant survey is to formulate a plan for housing the programs and services offered. The survey team developed a comprehensive five-year plan for appropriately accommodating the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college.

A program facility list, or model of need, was prepared for each officially designated site. The development process involved participation by college administrators and key personnel representing vocational and nonvocational program areas, in consultation with staff of the Educational Facilities Planning and Evaluation Section, Office of Educational Facilities, and with reference to size of space and occupant design criteria provided in Rule 6A-2.032, FAC. In addition to detailed requirements for instructional programs, the list prescribed aggregate square footages for auxiliary and ancillary services classified according to physical education, library, audiovisual, auditorium/exhibition, student services, office, and institutional support services. The program facility lists for Chipola Junior College are presented by site in **Exhibit 130: Facilities List**.

College: Chipola Junior College
Site : Site 1: Main Campus
Site CO-FTE : 2509
Nonvocational: 1527
Vocational : 982

Year: 1996-97

ICS CODE	DESCRIPTION OF SPACE	STATIONS PER SPACE	SQ/FT PER STATION	SQ/FT EACH SPACE	NO. SPACES	TOTAL SQ/FT	TOTAL STATIONS
	GRAND TOTALS - CLASSROOMS AND LABS					130,809	1,726
10000000	INSTRUCTIONAL SPACES						
10000000	GENERAL CLASSROOMS						
10000000	Classroom	25	25	625	37	23,125	925
	Storage, Material			75	37	2,775	
				700	74	25,900	
11000000	NONVOCATIONAL LABORATORIES						
11104000	BIOLOGICAL SCIENCES						
11104010	Biology Lab	20	55	1,100	2	2,200	40
	Storage, Material			125	2	250	
	Storage, Project			275	2	550	
				1,500	6	3,000	
11119000	PHYSICAL SCIENCES						
11119020	Physics Lab	20	55	1,100	1	1,100	20
	Storage, Material			125	1	125	
	Storage, Project			175	1	175	
				1,400	3	1,400	
11119050	Chemistry Lab	25	55	1,375	3	4,125	75
	Storage, Material			125	3	375	
	Storage, Project			175	3	525	
				1,675	9	5,025	
11210000	FINE AND APPLIED ARTS						
11210020	Art (Drawing) Lab	30	50	1,500	1	1,500	30
	Kiln			60	1	60	
	Storage, Material			100	1	100	
	Storage, Project			175	1	175	
				1,835	4	1,835	
11210020	Art (Ceramics) Lab	10	50	500	1	500	10
	Kiln			60	1	60	
	Storage, Material			100	1	100	
	Storage, Project			175	1	175	

College: Chipola Junior College Year: 1996-97
Site : Site 1: Main Campus
Site CO-FTE : 2509
Nonvocational: 1527
Vocational : 982

ICS CODE	DESCRIPTION OF SPACE	STATIONS PER SPACE	SQ/FT PER STATION	SQ/FT EACH SPACE	NO. SPACES	TOTAL SQ/FT	TOTAL STATIONS
				835	4	835	
11210041	Band Lab	30	35	1,050	1	1,050	15
	Ensemble			300	1	300	
	Practice, Music (1/40 students)			50	1	50	
	Practice, Music (1/40 students)			50	1	50	
	Practice, Music (1/40 students)			50	1	50	
	Reference			100	1	100	
	Storage, Instrument			400	1	400	
	Storage, Uniform			60	1	60	
				2,060	8	2,060	
11210041	Choral Lab	35	35	1,225	1	1,225	18
	Ensemble			300	1	300	
	Practice, Music (1/40 students)			50	1	50	
	Practice, Music (1/40 students)			50	1	50	
	Practice, Music (1/40 students)			50	1	50	
	Reference			100	1	100	
	Storage, Instrument			400	1	400	
	Storage, Uniform			60	1	60	
				2,235	8	2,235	
11311000	LETTERS AND FOREIGN LANGUAGES						
11311010	Foreign Languages Lab	25	40	1,000	1	1,000	25
	Storage, Material			100	1	100	
				1,100	2	1,100	
11000000	OTHER PROGRAMS						
11806010	Communications Lab	25	45	1,125	1	1,125	25
	Storage, Material			100	1	100	
				1,225	2	1,225	
13100000	DEVELOPMENTAL EDUCATION						
13100000	Math Lab	20	45	900	1	900	20
	Storage, Material			100	1	100	
				1,000	2	1,000	

College: Chipola Junior College
Site : Site 1: Main Campus
Site CO-FTE : 2509
Nonvocational: 1527
Vocational : 982

Year: 1996-97

ICS CODE	DESCRIPTION OF SPACE	STATIONS PER SPAC	SQ/FT PER STATION	SQ/FT EACH SPACE	NO. SPACES	TOTAL SQ/FT	TOTAL STATIONS
13100000	Reading Lab	12	45	540	2	1,080	24
	Storage, Material			100	2	200	
				640	4	1,280	
13100000	Writing Lab	20	45	900	1	900	20
	Storage, Material			100	1	100	
				1,000	2	1,000	
12000000	VOCATIONAL/TECHNICAL LABORATORIES						
12000000	RESOURCE SPACE						
12000000	Work Evaluation Lab	30	56	1,680	1	1,680	0
	Testing			250	1	250	
	Storage, Material			150	1	150	
				2,080	3	2,080	
12000000	IMTS Lab	60	47	2,820	1	2,820	0
	Classroom, Related Instruction			525	1	525	
	Testing			250	1	250	
	Reception			360	1	360	
				3,955	4	3,955	
12300000	HEALTH OCCUPATIONS EDUCATION						
12303000	NURSING						
12303010	Nursing Lab (RN)	12	158	1,896	2	3,792	24
	Classroom, Related Instruction			525	2	1,050	
	Storage, Material			300	2	600	
	Lockers, Student			180	2	360	
	Reception			135	2	270	
	Reference			360	2	720	
	Conference			225	2	450	
				3,621	14	7,242	
12303020	Practical Nursing Lab (Voc)	10	263	2,630	1	2,630	10
	Classroom, Related Instruction			525	1	525	
	Lockers, Student			135	1	135	

College: Chipola Junior College Year: 1996-97
Site : Site 1: Main Campus
Site CO-FTE : 2509
Nonvocational: 1527
Vocational : 982

ICS CODE	DESCRIPTION OF SPACE	STATIONS PER SPAC	SQ/FT PER STATION	SQ/FT EACH SPACE	NO. SPACES	TOTAL SQ/FT	TOTAL STATIONS
	Reference			100	1	100	
	Storage, Material			100	1	100	
				3,490	5	3,490	
12303030	Nursing Assisting Lab (Aide)	20	62	1,240	1	1,240	20
	Storage, Material			125	1	125	
				1,365	2	1,365	
12309000	MISCELLANEOUS HEALTH EDUCATION						
12309070	Emerg Med Tech Lab (Paramedic)	20	88	1,760	1	1,760	20
	Classroom, Related Instruction			525	1	525	
	Storage, Material			250	1	250	
	Telemetry			1,080	1	1,080	
				3,615	4	3,615	
12500000	BUSINESS EDUC/OFFICE OCCUPATIONS						
12501000	ACCOUNTING						
12501010	Acct & Comp Lab	25	56	1,400	1	1,400	25
	Storage, Material			100	1	100	
				1,500	2	1,500	
12502000	BUSINESS DATA PROC SYSTEMS						
12502000	Bus Data Proc Lab	25	63	1,575	1	1,575	25
	Classroom, Related Instruction			525	1	525	
	Storage, Material			100	1	100	
				2,200	3	2,200	
12507000	STENOGRAPHIC AND SECRETARIAL						
12507000	Sec'y Occupations Lab	20	58	1,160	2	2,320	40
	Storage, Material			100	2	200	
				1,260	4	2,520	
12507070	Word Processing Lab	25	70	1,750	1	1,750	25
	Storage, Material			100	1	100	

College: Chipola Junior College
Site : Site 1: Main Campus
Site CO-FTE : 2509
Nonvocational: 1527
Vocational : 982

Year: 1996-97

ICS CODE	DESCRIPTION OF SPACE	STATIONS PER SPAC	SQ/FT PER STATION	SQ/FT EACH SPACE	NO. SPACES	TOTAL SQ/FT	TOTAL STATIONS
				1,850	2	1,850	
12600000	TRADE AND INDUSTRIAL OCCUPATIONS						
12602000	APPLIANCE REPAIR						
12602000	Appliance Repair Lab	20	143	2,860	1	2,860	20
	Classroom, Related Instruction			525	1	525	
	Storage, Material			175	1	175	
	Storage, Project			360	1	360	
	Storage, Tool			135	1	135	
				4,055	5	4,055	
12603000	AUTOMOTIVE SERVICES						
12603020	Auto Mechanics Lab	20	171	3,420	1	3,420	20
	Classroom, Related Instruction			525	1	525	
	Storage, Material			175	1	175	
	Storage, Project			175	1	175	
	Storage, Material			100	1	100	
	Storage, Tool			135	1	135	
	Storage, Flammable			75	1	75	
	De-grease Area, Outdoor			180	1	180	
				4,785	8	4,785	
12615000	ELECTRONICS						
12615040	Electronic Tech Lab	20	76	1,520	2	3,040	40
	Classroom, Related Instruction			525	2	1,050	
	Storage, Material			175	2	350	
	Storage, Project			175	2	350	
	Storage, Tool			90	2	180	
				2,485	10	4,970	
12623000	METALWORKING						
12623020	Machine Shop Lab	20	147	2,940	1	2,940	20
	Classroom, Related Instruction			525	1	525	
	Storage, Material			250	1	250	
	Storage, Project			175	1	175	
	Storage, Tool			135	1	135	
				4,025	5	4,025	

College: Chipola Junior College Year: 1996-97
Site : Site 1: Main Campus
Site CO-FTE : 2509
Nonvocational: 1527
Vocational : 982

ICS CODE	DESCRIPTION OF SPACE	STATIONS PER SPAC	SQ/FT PER STATION	SQ/FT EACH SPACE	NO. SPACES	TOTAL SQ/FT	TOTAL STATIONS
12623060	Welding Lab	25	142	3,550	1	3,550	25
	Classroom, Related Instruction			525	1	525	
	Storage, Material			350	1	350	
	Storage, Tool			135	1	135	
				4,560	4	4,560	
12626000	PERSONAL SERVICES						
12626020	Cosmetology Lab	15	76	1,140	1	1,140	15
	Classroom, Related Instruction			800	1	800	
	Dispensary			90	1	90	
	Facial			90	1	90	
	Lockers, Student			180	1	180	
	Reception			90	1	90	
	Storage, Material			75	1	75	
	Toilet, Student			42	1	42	
				2,507	8	2,507	
12700000	PUBLIC SERVICE						
12701000	FIRE SCIENCE						
12701020	Fire Fighting Lab	30	100	3,000	1	3,000	30
	Storage, Flammable			75	1	75	
	Storage, Tool			350	1	350	
	Storage, Material			350	1	350	
	Burn Building			1,100	1	1,100	
	Fire Maze Building			1,100	1	1,100	
				5,975	6	5,975	
12702010	Law Enforcement Lab	15	96	1,440	4	5,760	60
	Shower, Mens			225	4	900	
	Classroom, Related Instruction			525	4	2,100	
	Darkroom			360	4	1,440	
	Storage, Material			175	4	700	
	Shower, Womens			225	4	900	
	Reception			90	4	360	
	Firing Range			2,400	1	2,400	
				5,440	29	14,560	

College: Chipola Junior College
Site : Site 1: Main Campus
Site CO-FTE : 2509
Nonvocational: 1527
Vocational : 982

Year: 1996-97

ICS CODE	DESCRIPTION OF SPACE	STATIONS PER SPAC	SQ/FT PER STATION	SQ/FT EACH SPACE	NO. SPACES	TOTAL SQ/FT	TOTAL STATIONS
12702030	Correctional Officer Lab	15	81	1,215	4	4,860	60
	Classroom, Related Instruction			525	4	2,100	
	Storage, Material			175	4	700	
				1,915	12	7,660	

Exhibit 130

College: Chipola Junior College

Year: 1996-97

Site : Site 1: Main Campus

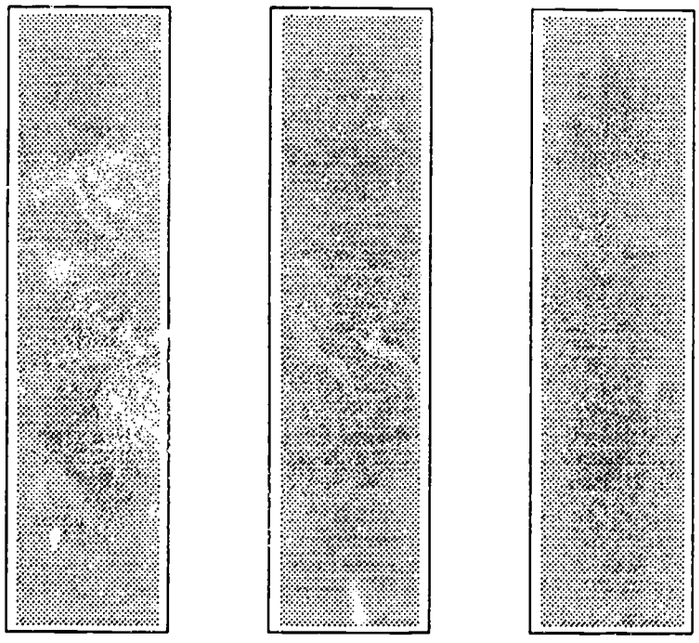
Site CO-FTE : 2509

Nonvocational: 1527

Vocation. . : 982

ICS CODE	DESCRIPTION OF SPACE	TOTAL SQ/FT	TOTAL STATIONS
	Totals from Prior Pages	130,309	1,726
11408350	PHYSICAL EDUCATION	16,054	
41100000	AUXILIARY SPACES:		
41200000	Library	20,344	
41500000	Audiovisual	6,540	
50000000	Auditorium/Exhibition	7,527	
VARIES	Student Services	18,818	
70000000	Office	31,538	
90000000	Support Services	11,582	
90000000	Custodial Services	2,760	
	Sanitation:		
	Student Restroom	3,764	
	Staff/Public Restroom	627	
	SUBTOTAL NET SQUARE FEET	250,363	
	Electric/HVAC Euipment = 3%	7,511	
	TOTAL NET SQUARE FEET	257,874	
90000000	NET-TO-GROSS DIFFERENCE:		
	Circulation/Walls/Over-hange/Open Malls = 30%	77,362	
	TOTALS - GROSS SQ/FT & STUDENT STATIONS	335,236	1,726

NOTE: Amounts on this page are calculated with formulas.



SECTION 7

INVENTORY OF EXISTING SITES AND FACILITIES

During the educational plant survey, members of the survey team visited all existing sites and facilities owned by the college as well as those under long-term lease to the college. They examined facilities with regard to physical condition to determine whether they could be classified as satisfactory and recommended for continued use. They also evaluated facilities with respect to adequacy and suitability for accommodating the educational programs and related services provided by the college.

Description of Sites: Chipola Junior College owns one site, located in Jackson County. Main Campus, Site 1, is located on College Avenue, approximately one mile north of downtown Marianna. The campus consists of 29 permanent buildings and nine temporary structures.

Description of Facilities: The facilities owned by Chipola Junior College are listed by site in **Exhibit 140: Existing Satisfactory Student Stations and Space by Facility**. For each facility, the number and name are indicated; then the type, status, and condition are described. For buildings, net and gross square footages are given.

First, the facility number and name are given. The type designation identifies the primary characteristic of the facility, that is, whether it is a building, parking area, athletic area, outdoor swimming pool, or other. The status information refers to the degree of permanence of the facility based on structural materials and life expectancy. For example, a building constructed of masonry and steel and having a fifty-year lifetime is classified as permanent. One constructed of wood and having a much shorter life span is listed as temporary. During the period between the appropriation of construction funds and the final inspection after construction is completed, a facility is classified as under construction.

The condition classification reports whether the physical quality of the facility has been evaluated by the survey team as satisfactory or unsatisfactory. Facilities described in the exhibits as satisfactory or in need of remodeling or renovation are included in the satisfactory category. Those identified as in need of demolition or appropriate for termination are included in the unsatisfactory category. Facilities determined to be satisfactory by the survey are recommended for continued use.

On Site 1, Main Campus, the survey team found that all twenty-eight permanent buildings were in satisfactory condition, but recommended remodeling or renovation for ten (10) of them. Facility 900, Warehouse, was unsatisfactory and needed to be razed.

College: Chipola Junior College

Site : Site 1: Main Campus

EXISTING SATISFACTORY STUDENT STATIONS AND SPACE BY FACILITY

FACILITY		TYPE	STATUS	CONDITION	STUDENT STATIONS					SQUARE FEET	
No.	Name				Classroom	Non-vocational	Physical Education	Vocational	Total	Net	Est. Gross
Totals					757	214	0	212	1,183	186,988	243,084
1	Social Sciences	B	P	S	154	21			175	6,520	8,476
10	Physical Plant	B	P	S	0	0	0	0		5,038	6,549
100	Administration	B	P	R	0	0	0	0		9,430	12,259
200	Learning Resources	B	P	S	39	0	0	0	39	14,259	18,537
300	Natural Science	B	P	R	220	81	0	0	301	14,476	18,819
400	Tech Business	B	P	R	0	0	0	38	38	3,067	3,987
402	Office Building	B	P	R	0	0	0	0		1,368	1,778
404	Tech Offices	B	P	R	0	0	0	0		602	783
405	VoTech Offices	B	P	R	29	0	0	0	29	3,654	4,750
409	Nur/Cosm/Eng	B	P	R	163	32	0	22	217	12,382	16,097
410	Student Services	B	P	S	0	0	0	0		2,792	3,630
431	Voc Adm Offices	B	P	S	35	0	0	0	35	2,763	3,592
435	Voc Shops	B	P	S	0	0	0	67	67	11,639	15,131
461	Shop Support	B	P	R	0	0	0	0		9,600	12,480
475	Electronics	B	P	S	0	0	0	27	27	2,270	2,951
478	Electronics	B	P	S	0	0	0	19	19	2,114	2,748
482	S.A.I.L. Center	B	P	S	0	0	0	0		3,074	3,996
49	Appliance Repair	B	P	R	24	0	0	20	44	5,064	6,583
500	Cultural Arts	B	P	S	0	0	0	0		10,999	14,299
600	Auditorium	B	P	S	0	0	0	0		5,659	7,357
700	Fine Arts	B	P	R	29	80	0	0	109	7,340	9,542
800	Student Center	B	P	S	0	0	0	0		11,574	15,046
900	Warehouse	B	P	D	0	0	0	0		3,928	5,106
910	Health Center	B	P	S	34	0	0	0	34	21,124	27,461
911	Handball Courts	A	P	S	0	0	0	0		4,000	5,200
920	Pool Shower/Locker	B	P	S	0	0	0	0		1,756	2,283
930	Pool Concess/Office	B	P	S	0	0	0	0		249	324
940	Outdoor Pool	S	P	S	0	0	0	0		3,158	4,105
975	Phys Ed Restroom	B	P	S	0	0	0	0		791	1,028
985	Dugout	A	P	S	0	0	0	0		0	
1000	Public Service	B	P	S	30	0	0	19	49	6,298	8,187
1001	Soc Sci Parking	P	P	S	0	0	0	0		0	
1010	Phys Plant Park	P	P	S	0	0	0	0		0	
1100	Administration Park	P	P	S	0	0	0	0		0	
1200	Library Parking	P	P	S	0	0	0	0		0	
1400	Vocational Parking	P	P	S	0	0	0	0		0	
1492	Agriculture Park	P	P	S	0	0	0	0		0	
1800	Student Center Park	P	P	S	0	0	0	0		0	
1900	Health Center Park	P	P	S	0	0	0	0		0	
1901	Baseball Field	A	P	S	0	0	0	0		0	
1902	Tennis Courts	A	P	S	0	0	0	0		0	
1903	Firetower	B	P	S	0	0	0	0		0	

TYPE: A=Athletic, B=Building, O=Other, P=Parking, S=Swimming Pool
STATUS: C=Construction, P=Permanent, T=Temporary
CONDITION: D=Demolish, R=Remodel/Renovate, S=Satisfactory, T=Terminate

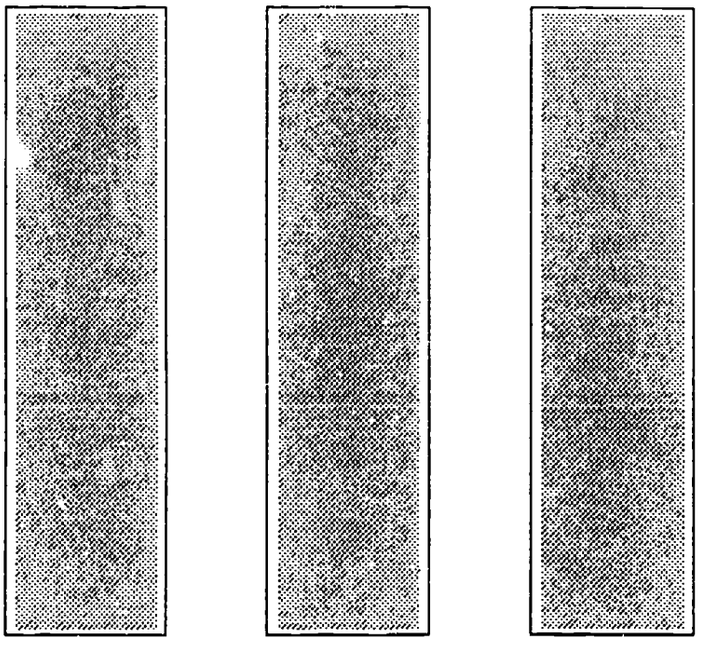
Instructional Facilities and Student Stations: Educational plants accommodate a variety of functions including instruction, academic support, student services, and institutional support. Because the instructional program is the primary function of a college, instructional facilities are most important. They include classrooms and laboratories as well as related service areas.

Student stations are found in the instructional facilities of an educational plant. A student station is defined as the amount of square footage, along with the associated equipment required, for one student to participate in a particular instructional program. The number and type of student stations are critical factors when evaluating existing facilities relative to their adequacy and suitability for providing for educational programs.

During the review of buildings, the survey team identified and assessed the student stations in each classroom and laboratory facility. The number and type of existing student stations determined to be satisfactory by the survey are shown by site in the center portion of **Exhibit 140: Student Stations and Space by Facility**. They are displayed by building and categorized according to classroom, nonvocational laboratory, and vocational laboratory. All existing student stations were determined to be satisfactory.

Auxiliary and Ancillary Facilities: Auxiliary and ancillary facilities accommodate the noninstructional functions of a college. Auxiliary facilities are those which house academic support, student services, and institutional support functions located at campuses, centers, and special purpose centers. Ancillary facilities are those which provide for districtwide institutional support at central locations.

Institutional support facilities include areas for library, audiovisual, auditorium and exhibition functions. Student support facilities include spaces for physical education activities and for food, lounging, merchandising, recreation, meeting, and health care services for students. Institutional support facilities include all office and conference facilities; spaces for students; and areas for computing services, maintenance shops, central storage, and vehicle storage.



SECTION 8

PLAN

FOR

HOUSING PROGRAMS,

STUDENTS AND SERVICES

The survey team developed a plan for housing instructional programs, projected student enrollments, faculty, staff, administrators, and auxiliary and ancillary services for the ensuing five-year period. The planning process required evaluation of existing educational plants, determination of future needs, and recommendations for changes and additions to existing plants to provide for future needs.

Programs and Students: Facility planning for housing instructional programs and student enrollments involves analysis of existing plant capacities, specification of capacity needs, and recommendations for remodeling, renovation, and new construction to meet the needs. Summaries of the five-year plan for housing programs and projected enrollments of Chipola Junior College are presented by site in **Exhibit 150: Summary of Student Stations.**

Educational plant capacity is defined as the number of capital outlay full-time-equivalent students which can be accommodated by the plant in regular instructional programs. Assessment of capacity requires consideration of several factors: kinds of educational programs in which students are enrolled, types of space in which different kinds of students receive instruction, number of student stations available in each type of space, and utilization criteria for rooms and student stations.

Specifically, all students receive instruction in general classrooms, nonvocational students in nonvocational laboratories, and vocational students in vocational laboratories. In the exhibits, capital outlay full-time-equivalent student enrollment and number of student stations both are distributed appropriately among the three instructional space categories.

Exhibit 150

College: Chipola Junior College

Site : Site 1: Main Campus

SUMMARY OF STUDENT STATIONS

SPACE CATEGORY	GENERAL CLASSROOMS	NON-VOCATIONAL	PHYSICAL EDUCATION	VOCATIONAL
FACILITIES LIST:				
1996-97 CO-FTE To Be Housed	2,509	1,527	0	982
Utilization Index Percent *	0.3704	0.2083	1.0000	0.4902
Student Station Allocation	929	318	0	481
1996-97 Facilities List	925	322	0	479
Facilities List Over or (Under)	(4)	4	0	(2)
INVENTORY:				
Existing Student Stations In Inventory	722	201	0	226
Student Stations - Construction	500	50	0	209
Student Stations - Remodeling	(329)	58	0	55
Student Stations - Renovation	0	0	0	0
Stations Only For Program **	0	0	0	0
Survey Recommended Stations	893	309	0	490
Utilization Index *	2.7000	4.8000	1.000	2.040
CO-FTE Housed	2,411	1,483	0	1,000

* Indexes and reciprocals are for site with 2,500 or more CO-FTE.

** Stations associated with recommendations to meet program needs beyond station allocation are excluded from survey recommended stations.

Note: Capacity defined as number of CO-FTE students that can be housed by plant in instructional activities. Stations associated with recommendations to meet program needs beyond station allocation are excluded from survey recommended stations.

In addition, utilization criteria for each space category specify expected weekly hours of room use, percentage of student station use, and average weekly contact hours of students. In the tables, utilization indexes which combine category criteria are used to transform student stations into capacity and, conversely, utilization index reciprocals are used to convert capacity into student stations.

Explicit information related to the summary exhibits is provided throughout the survey report. Projection of 1995-96 capital outlay full-time-equivalent student enrollment is explained in **Exhibit 100** of **Section 5**. Educational programs are listed in **Exhibit 130** of **Section 6**. Utilization criteria are given in **Section 3**. Existing student stations are listed in **Exhibit 140** of **Section 7**. Recommendations for remodeling, renovation, and new construction are included in **Section 10**.

Personnel and Services: Facility planning for housing faculty, staff, and administrators, and auxiliary and ancillary services involves assessment of present plants, identification of future needs, and recommendations for remodeling, renovation and new construction to meet the needs. Summaries of the five-year plan for accommodating the personnel and auxiliary and ancillary services for Chipola Junior College is presented by site in **Exhibit 160: Existing and Recommended Square Footage**. The exhibit also provides summaries of the plan for housing instructional programs and student enrollments, given in terms of square footages instead of student stations.

Specific information related to the summaries in **Exhibit 160** is provided in other sections of the survey report. Square footage allocations by space category by site are shown in **Exhibit 130** of **Section 6**. Auxiliary and ancillary facilities are defined and described in **Section 7**. Recommendations for remodeling, renovation, and new construction are included in **Section 10**.

Exhibit 160

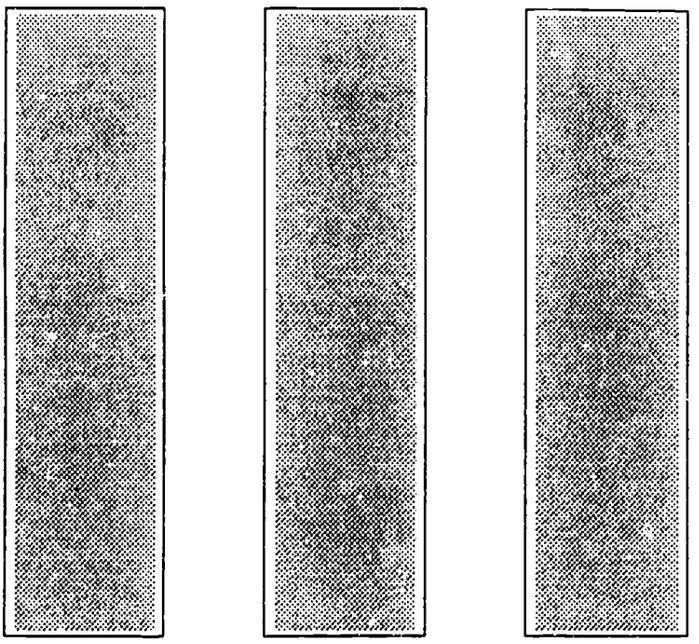
College: Chipola Junior College

Site : Site 1: Main Campus

SUMMARY OF EXISTING AND RECOMMENDED SQUARE FOOTAGE

SPACE CATEGORY	1996-97 SPACE ALLOCATION	EXISTING INVENTORY SPACE	SPACE DEFICIT OR SURPLUS	RECOMMENDED CHANGE-NSF		SURVEY RECOMMENDED SPACE
				Construction	Remodeling	
INSTRUCTIONAL SPACES:						
Classrooms	25,900	18,609	(7,291)	14,851	(8,149)	25,311
Nonvocational Spaces	21,935	13,056	(8,939)	2,466	3,716	19,238
Physical Education	16,054	17,091	1,037	0	0	17,091
Vocational Spaces	82,914	40,440	(42,474)	51,440	6,396	98,276
Subtotal	146,863	89,196	(57,667)	68,757	1,963	159,916
ACADEMIC SUPPORT:						
Library	20,344	10,125	(10,219)	10,840	0	20,965
Audiovisual	6,540	1,012	(5,528)	5,864	0	6,876
Auditorium/Exhibition	7,527	15,405	7,878	0	0	15,405
Subtotal	34,411	26,542	(7,869)	16,704	0	43,246
STUDENT SERVICES:	18,818	8,704	(10,114)	10,966	(223)	19,447
INSTITUTIONAL SUPPORT:						
Office	31,538	32,853	1,315	0	(1,25.)	31,596
Support Services	11,582	8,900	(2,682)	2,406	1,345	12,651
Custodial Services	2,760	0	(2,760)	0	0	0
Sanitation:						
* Student Restrooms	3,764	3,764	0	0	0	3,764
* Staff/Public Restrooms	627	627	0	0	0	627
Subtotal	50,271	46,144	(4,127)	2,406	88	48,638
ELECTRIC/HVAC EQUIPMENT	7,511	0	(7,511)	0	(1,828)	(1,828)
TOTAL NET SQUARE FEET	257,874	170,586	(87,288)	98,833	0	269,419
NET-TO-GROSS DIFFERENCE	77,362	57,829	(19,533)	33,504	0	91,333
TOTAL GROSS SQUARE FEET	335,236	228,415	(106,821)	132,337	0	360,752

* Existing Inventory Space for Sanitation not available - derived from 1996-97 Space Allocation.



SECTION 9

ANALYSIS

OF

CAPITAL OUTLAY FINANCES

The survey team developed a comprehensive plan for meeting the educational plant needs of the college for the succeeding five-year period. During the planning process, they evaluated needs for site acquisition, development, and improvement, remodeling, renovation, and new construction. Implementation of the complete plan for Chipola Junior College as set forth in the survey recommendations included in **Section 10** was estimated to cost $18,408,582.

Financial capacity for accomplishing the plan depends upon the amount of future revenues made available to the college as well as obligations previously incurred. Thus, revenue sources accessible for capital outlay expenditure are discussed below. In addition, the indebtedness of the college during the period of the survey for state board of education capital outlay bonds is displayed in **Exhibit 210: Schedule of ... Bond Issues and Debt Requirement.** Finally, further information regarding the recent financial position of the college is found in **Exhibit 220: Capital Outlay Expenditures by Fund Source** and **Exhibit 230: Capital Outlay Expenditures by Project Type.** Capital outlay expenditure patterns by fund source and by project type are traced for the preceding five-year period.

Revenue Sources for Capital Outlay: College capital outlay projects may be financed from federal, state, and local fund sources. The primary sources of funds for Florida community colleges are state revenues provided for in Section 9(a)(2) and Section 9(d) of Article XII of the State Constitution, as amended.

Under the provisions of the Public Education Bond Amendment, Section 9(a)(2), Article XII, State Constitution, as amended, proceeds of revenues derived from gross receipts taxes for utility services are placed in the Public Education Capital Outlay and Debt

Service Trust fund. Revenues, interest, and proceeds derived from the sale of public education capital outlay bonds issued by the State Board of Education are used to finance capital projects for the state system of public education as authorized by the Legislature. Funds accruing under this section commonly are referred to as public education capital outlay (PECO).

Each year the Legislature allocates funds from the Public Education Capital Outlay and Dept Service Trust Fund appropriation to various boards in the state system of public education. Pursuant to Section 235.41, F.S., the Commissioner of Education submits a comprehensive capital outlay budget request for all boards to the Legislature. In accordance with Section 235.435(1)(a), F.S., each college board of trustees annually receives an allocation for remodeling, renovation, maintenance, repairs, and site improvement for existing satisfactory facilities. In addition, under the provisions of Section 235.435(4)(a), F.S., the boards of trustees receive funds for projects based on a three-year priority list for the entire state community college system included in the legislature budget request.

Under the provisions of the School Capital Outlay Amendment, Section 9(d), Article XII, State Constitution, as amended, the first proceeds of revenues derived from the licensing of motor vehicles are placed in the Capital Outlay Bonds and Debt Service Fund and distributed annually among the school districts and college districts in the ratio of the number of instructional units in each district. Thus each district receives funds each year. After adoption of a resolution by the college board of trustees requesting issuance of capital outlay bonds against revenues accruing to the college district, the State Board of Education is authorized to issue bonds for and on behalf of the district. Funds accruing under this section commonly are referred to as capital outlay and debt service (CO&DS).

Revenues, interest, and proceeds derived from the sale of capital outlay bonds are used to finance capital projects in the order of priority of need based on recommendations in the current educational plant survey. The order of priority for expenditure of funds is established by the Board of Trustees in accordance with Rule 6A-2.0206, FAC, and approved by the State Board of Education.

Exhibit 210

College: Chipola Junior College

SCHEDULE OF STATE BOARD OF EDUCATION BOND ISSUES AND DEBT REQUIREMENT

Year	Name of Issue	SERIES OF ISSUE	AMOUNT OF ISSUE	UNRETIRED PRINCIPAL 7/1/92	DEBT SERV OBLIGATION 7/1/92 THRU 6/30/97	UNRETIRED PRINCIPAL 7/1/97
1976		1974-A	$545,000	$160,000	$179,420	$0
1977		1977-A	$150,000	$75,000	$76,210	$15,000
		Totals	$695,000	$235,000	$255,630	$15,000

SOURCE: Department of Education, Office of Educational Facilities, Educational Facilities Budgeting and Financial Management Section, "State Board of Education Bond Maturity Schedules".

Exhibit 220

College: Chipola Junior College

Site : Site 1: Main Campus

CAPITAL OUTLAY EXPENDITURES BY FUND SOURCE FROM 1986-87 THROUGH 1990-91

FUND SOURCE	1986-87	1987-88	1988-89	1989-90	1990-91
PUBLIC EDUCATION BOND AMENDMENT (PECO)					
Correction Of Fire Safety Deficiencies	$0.00	$0.00	$0.00	$0.00	$0.00
Modification For Physically Handicapped	0.00	0.00	0.00	0.00	0.00
Correction of Safety-To-Life Deficiencies	0.00	0.00	0.00	0.00	0.00
Removal Of Asbestos	0.00	0.00	0.00	0.00	0.00
Remodeling, Renovation, Maintenance, Repair, and Site Improvement	0.00	1,260,546.38	256,817.95	142,261.61	404,389.80
New Construction	0.00	0.00	0.00	0.00	0.00
Library, Books and Films	0.00	5,000.00	1,940.25	0.00	0.00
	0.00	57,259.74	229,931.58	94,226.80	197,596.11
SCHOOL CAPITAL OUTLAY AMENDMENT (CO&DS)					
Revenue Flowthrough And Interest	0.00	0.00	0.00	0.00	0.00
Bond Proceeds, SBE Capital Outlay Bonds	0.00	0.00	20,377.08	16,022.07	413,600.85
STATE GENERAL REVENUE	0.00	0.00	0.00	0.00	0.00
LOCAL FUNDS	0.00	0.00	0.00	0.00	0.00
FEDERAL FUNDS	0.00	0.00	0.00	0.00	0.00
Totals	$0.00	$1,322,806.62	$509,066.86	$252,510.58	$1,015,586.76

SOURCE: Amounts from the Annual Financial Reports issued by the Accounting Offices of the college.

Exhibit 230

College: Chipola Junior College

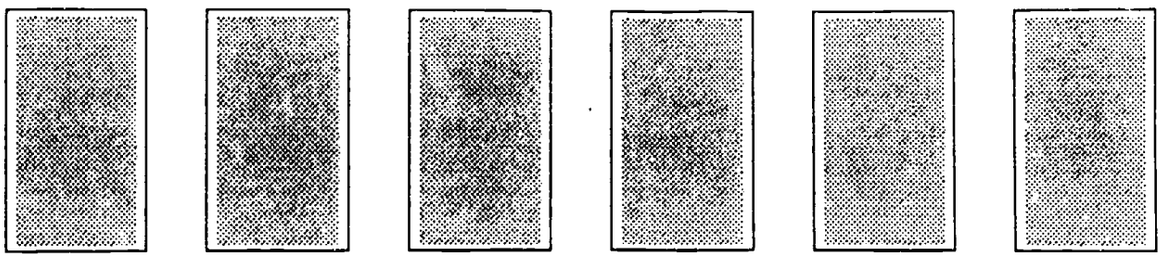
Site : Site 1: Main Campus

CAPITAL OUTLAY EXPENDITURES BY PROJECT TYPE FROM 1986-87 THROUGH 1990-91

TYPE EXPENDITURE	1986-87	1987-88	1988-89	1989-90	1990-91
Planning	$0.00	$0.00	$0.00	$0.00	$0.00
Land Acquisition	0.00	0.00	0.00	0.00	0.00
Building Construction	0.00	0.00	0.00	0.00	0.00
Furniture And Equipment	0.00	57,259.74	229,931.58	94,226.90	197,596.11
Remodeling, Renovation, Maintenance And Repair	0.00	1,260,546.88	277,195.03	158,283.68	817,990.65
Other Structures & Improvements *	0.00	0.00	0.00	0.00	0.00
Library Books And Films	0.00	5,000.00	1,940.25	0.00	0.00
Totals	$0.00	$1,322,806.62	$509,066.86	$252,510.58	$1,015,586.76

SOURCE: Amounts from the Annual Financial Reports of the Accounting Offices of the college.

NOTE: Definitions of asset classifications Accounting Manual For Florida's Public Community Colleges. Site development and site improvement are included under Other Structures and Improvements asset classsification.



SECTION 10

RECOMMENDATIONS

FOR

EDUCATIONAL PLANTS

CHIPOLA JUNIOR COLLEGE

RECOMMENDATIONS FOR EDUCATIONAL PLANTS
FOR

Chipola Junior College

The comprehensive five-year plan for meeting the educational plant needs of the community college is specified in the list of recommendations formulated by the survey team. The plan provides for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college district.

The recommendations furnish the foundation for adoption of a proposed five-year plan for educational plants of the district by the Board of Trustees, in accordance with Section 235.16, F.S. Similarly, the recommendations serve as the basis for the proposed building program with projects listed in the order of priority, submitted pursuant to Rule 6A-2.0207, FAC, by the Board of Trustees through the Office of Educational Facilities to the State Board of Education for approval. The order of priority of need for projects is established in Rule 6A-2.0206, FAC.

Cost estimates included with the recommendations were current at the time of the survey visit. Estimates are derived from the gross square foot cost of construction for the college used in the legislative capital outlay budget request for the fiscal year in which the survey was conducted.

It should be noted that cost estimates attached to recommendations are added only to provide a general idea of anticipated cost and should not be interpreted as accurate estimates for particular projects. At the point in time that recommendations are incorporated into planning specific projects, actual cost estimates appropriate for those projects need to be prepared by professional estimators for the college. Square foot rates and cost estimates for the community college educational plant survey recommendations are reported herein as follows:

RECOMMENDATION CATEGORY	SQUARE FOOT COST RATE	ESTIMATED COST
Construction	$103.93	$13,753,785
Remodeling	51.97	2,289,798
Renovation	34.64	120,000
Site Acquisition		0
Site Development		0
Site Improvement		2,245,000
ESTIMATED TOTAL COST		$18,408,583

In addition eight standard recommendations are listed for collegewide application, as needed. They address general categories of physical plant need that are likely to occur over time. No cost estimates are indicated for these recommendations.

RECOMMENDATIONS

College: Chipola Junior College

Site : Site 1: Main Campus

SITE IMPROVEMENT

1.01. Construct access road for service trucks from back of Facility 1 - Social Science to Indian Circle; with hard surface, positive drainage; approximately .75 mile.

Estimated Cost: $ 245,000

1.01. Construct a 300 x 600 driving range to include skid pad; for law enforcement.

Estimated Cost: $ 500,000

1.03. Construct enclosure for swimming pool; for physical education.

Estimated Cost: $ 1,500,000

Total Site Improvement: $ 2,245,000

REMODELING

1.04. Remodel Facility 1 - Social Sciences; Room 0016; as support services and service areas; use codes 710, 715; zero student stations; 931 NSF. (Remodeling Room 0016; use code 230 non-vocational; LESS 21 student stations.)

Estimated Cost: $ 48,385

1.05. Remodel Facility 100 - Administration; Room 0143 as support services and service areas; use codes 710, 715; zero student stations; 441 NSF.

Estimated Cost: $ 22,919

1.06. Remodel Facility 300 - Natural Science; Rooms 0309, 0310, 0311, 0312, 0314, 0316; as chemistry laboratory suite; use codes 210, 215; PLUS 25 student stations; 1675 NSF; as office facilities and service areas; 121 NSF; total 1796 NSF. (Remodeling Rooms 0314, 0316; use code 110; LESS 56 student stations.)

Estimated Cost: $ 93,338

1.07. Remodel Facility 300 - Natural Science; Rooms 0313, 0315; as chemistry laboratory area; use code 210; PLUS 25 student stations; 1380 NSF. (Remodeling Room 0313; use code 110; LESS 28 student stations; Room 0315; use code 210 nonvocational; LESS 13 student stations.)

Estimated Cost: $ 71,719

1.08. Remodel Facility 400 - Tech. Business; all rooms; as four developmental laboratory suites (1 math, 2 reading, 1 writing); PLUS 64 student stations; 3280 NSF; as custodial, circulation, mechanical, and sanitation facilities; use codes 10, 20, 30; zero student stations; 1041 NSF; total 4321 NSF. (Remodeling Rooms 0410, 0412, 0413; use code 210 vocational LESS 38 student stations.)

Estimated Cost: $ 224,562

1.09. Remodel Facility 402 - Office Building; all rooms; as office facilities and service areas; use codes 310, 315, 350, 355; zero student stations; 2215 NSF; circulation; use code 20; zero student stations; 450 NSF; total 2665 NSF.

Estimated Cost: $ 138,500

1.10. Remodel Facility 404 - Tech Offices; all rooms; as office facilities and service areas; use codes 310, 315; zero student stations; 740 NSF; as circulation; use code 20; zero student stations; 100 NSF; total 840 NSF.

Estimated Cost: $ 43,655

1.11. Remodel Facility 405 - Vocational-Tech Offices; all rooms; as office facilities and service areas; use codes 310, 315, 350, 355; zero student stations; 3741 NSF; as custodial, circulation, mechanical/sanitation facilities; use codes 10, 20, 30; zero student stations; 1050 NSF; total 4791 NSF. (Remodeling Room 0400C; use code 110; LESS 29 student stations.)

Estimated Cost: $ 248,988

1.12. Remodel Facility 409 - Nursing/Cosmetology/Engineering; all rooms; as IMTS laboratory suite; use code 215; zero student stations; 3955 NSF; accounting and computer laboratory suite; use codes 210, 215; PLUS 25 student stations; 1500 NSF; business

data processing laboratory suite; use codes 210, 212, 215; PLUS 25 student stations; 2200 NSF; two (2) secretarial occupations laboratory suites; use codes 210, 215; PLUS 40 student stations; 2520 NSF; word processing laboratory suite; use codes 210, 215; PLUS 25 student stations; 1850 NSSF; and as custodial, circulation, mechanical/sanitation facilities; zero student stations; 3698 NSF; total 15723 NSF. (Remodeling Rooms 0409, 0410, 0411, 0414, 0438, 0442; use code 110; LESS 163 student stations; Rooms 0412, 0413; use code 210 nonvocational; LESS 32 student stations; Rooms 0439, 0440; use code 210 vocational; LESS 22 student stations.)

Estimated Cost: $ 817,124

1.13. Remodel Facility 461 - Shop Support; all rooms; as service areas for auto mechanics, machine shop, welding laboratories; zero stations; 9600 NSF.

Estimated Cost: $ 498,912

1.14. Remodel Facility 492 - Appliance Repair; Room 0493; as vocational service area; use code 215; zero student stations; 432 NSF; office facilities and service areas; use codes 310, 315; zero student stations; 157 NSF; total 589 NSF. (Remodeling Room 0493; use code 110; LESS 24 student stations.)

Estimated Cost: $ 30,610

1.15. Remodel Facility 700 - Fine Arts; Rooms 0703, 0704, 0705; as art (ceramics) laboratory suite; use codes 210, 215; PLUS 10 student stations; 835 NSF; as office facilities and service areas; use codes 310, 315; zero student stations; 148 NSF; total 983 NSF. (Remodeling Room 0705; use code 110; LESS 29 student stations.)

Estimated Cost: $ 51,087

Total Remodeling: $ 2,289,798

RENOVATION

1.16. Renovate Facility 200 - Learning Resources; to include video security system.

Estimated Cost: $ 6,000

1.17. Renovate campuswide telephone system.

Estimated Cost: $ 100,000

1.18. Renovate Facility 500 - Cultural Arts; to include 24-hour security system.

Estimated Cost: $ 8,000

1.19. Renovate; pursuant to definitions in Sec. 235.011(11)(17), F.S., and provisions of Rule 6A-2, PART III, Sec. A, FAC, State Uniform Building Code; Facility 100 - Administraton; Room 0132; for installation of electronic data exchange system to provide on-line transmission of financial aid data between Chipola Junior College and the Department of Education.

Estimated Cost: $ 6,000

Total Renovation Cost: $ 120,000

NEW CONSTRUCTION

1.20. Construct twenty (20) classroom facilities and service areas; use codes 110, 115; PLUS 500 student stations; 14000 NSF; 19886 GSF.

Estimated Cost: $ 2,066,752

1.21. Construct foreign language laboratory suite; use codes 210, 215; PLUS 25 student stations; 1100 NSF; 1562 GSF.

Estimated Cost: $ 162,339

1.22. Construct communications laboratory suite; use codes 210, 215; PLUS 25 student stations; 1225 NSF; 1740 GSF.

Estimated Cost: $ 180,838

1.23. Construct work evaluation laboratory suite; use code 215; zero student stations; 2080 NSF; 2954 GSF.

Estimated Cost: $ 307,009

1.24. Construct two (2) nursing (RN) laboratory suites; use codes 210, 212, 215; PLUS 24 student stations; 7242 NSF; 10287 GSF.

Estimated Cost: $ 1,068,920

1.25. Construct practical nursing laboratory suite; use codes 210, 212, 215; PLUS 10 student stations; 3490 NSF; 4957 GSF.

Estimated Cost: $ 515,077

1.26. Construct nursing assisting laboratory suite; use codes 210, 215; PLUS 20 student stations; 1365 NSF; 1939 GSF.

Estimated Cost: $ 201,520

1.27. Construct emergency medical technology (paramedics) laboratory suite; use codes 210, 212, 215; PLUS 20 student stations; 3615 NSF; 5135 GSF.

Estimated Cost: $ 533,577

1.28. Construct cosmetology laboratory suite; use codes 210, 212, 215; PLUS 15 student stations; 2507 NSF; 3561 GSF.

Estimated Cost: $ 370,095

1.29. Construct fire science laboratory suite; use codes 210, 215; PLUS 30 student stations; 5975 NSF; 8487 GSF.

Estimated Cost: $ 882,054

1.30 Construct four (4) law enforcement laboratory suites; use codes 210, 212, 215; PLUS 60 student stations; 14560 NSF; 20681 GSF.

Estimated Cost: $ 2,149,480

1.31. Construct two (2) correctional officer laboratory suites; use codes 210, 212, 215; PLUS 30 student stations; 3830 NSF; 5440 GSF.

Estimated Cost: $ 1,130,758

1.32. Construct library facilities and service areas; use codes 410, 420, 430, 440, 455; zero student stations; 10219 NSF; 14515 GSF.

Estimated Cost: $ 1,508,544

1.33. Construct audiovisual facilities and service areas; use codes 530, 535; zero student stations; 5528 NSF; 7852 GSF.

Estimated Cost: $ 816,058

1.34. Construct student services facilities and service areas; use codes 630, 635, 650, 655, 6660, 665, 670, 675, 680, 685, 690, 810, 830, 850, 895; zero student stations; 10337 NSF; 14683 GSF.

Estimated Cost: $ 1,526,004

1.35. Construct support services facilities and service areas; use codes 580, 585, 630, 635, 650, 655, 680, 685, 690, 710, 715, 720, 725, 730, 735, 740, 745; zero student stations; 2268 NSF; 3221 GSF.

Estimated Cost: $ 334,759

Total New Construction: $13,753,784

Total Site: $18,408,582

Standard Collegewide Recommendations

S.1. Provide custodial services facilities as prescribed in Rule 6A-2.038(2)(3), Florida Administrative Code.

S.2. Provide sanitation facilities for serving students, staff, and the general public as required in Rule 6A-2.068, .069, Florida Administrative Code.

S.3. Correct deficiencies related to safety, health, and sanitation as identified in Rule 6A-2, Part III, Florida Administrative Code.

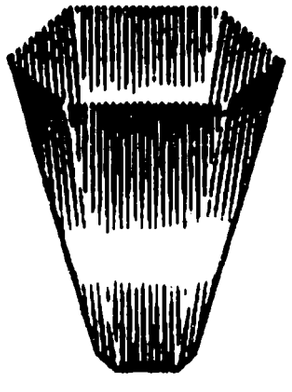
S.4. Modify facilities, recommended for continued use in this survey report, to comply with standards and specifications for the physically disabled as established in Section 255.21, Florida Statutes.

S.5. Replace defective roofs and roofing membranes, except those of facilities recommended to be razed in this survey report, in accordance with Rule 6A-2.205(S),Florida Administrative Code.

S.6. Replace or purchase additional furnishings and equipment, for facilities recommended for continued use in this survey report, as provided for in Rule 6A-2.0205(5), Florida Administrative Code.

S.7. Provide paved auto parking areas pursuant to Rule 6A-2.139(5). FAC.

S.8. Purchase sites for SBE designated campuses, centers, and special purpose centers for educational facilities for future use beyond the projection pe[illegible] of this survey. Sites to be approved by the Office of Educational Facilities pursuant to Section 235.19 and 240.327, Florida Statutes, and Rule 6A-2.039, FAC.



State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer