2016

Comprehensive Master Plan

CRAFTON HILLS COLLEGE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SEPTEMBER 30, 2016 DRAFT #2

2016 Comprehensive Master Plan

CRAFTON HILLS COLLEGE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

CHC-Main Campus
11711 Sand Canyon Rd.
Yucaipa, CA 92399

September 30, 2016 DRAFT

Acknowledgements

Administration

Cheryl Marshall, Ph.D., President (through June 30, 2016)

Bryan Reece, Ph.D., Vice President of Instruction

Mike Strong, Vice President of Administrative Services

Rebeccah Warren-Marlatt, Ph.D., Vice President of Student Services

Wei Zhou, Ph.D., President (effective July 1, 2016)

Crafton Hills College Council

Denise Allen-Hoyt, President, Academic Senate

Aaron Burgess, Associated Student Government

Benjamin Gamboa, Research Analyst, Institutional Effectiveness, Research, and Planning

Cheryl Marshall, President, Crafton Hills College

Patricia Menchaca, STEM Pathways Coordinator

Bryan Reece, Vice President of Instruction

Giovanni Sosa, Interim Dean, Institutional Effectiveness, Research, and Planning

Mike Strong, Vice President Administrative Services

Ginger Sutphin, CSEA Representative

Michelle Tinoco, Classified Senate President

Rebeccah Warren-Marlatt, Vice President, Student Services

Educational Master Plan Committee

Denise Allen-Hoyt, President, Academic Senate

Aaron Burgess, President, Student Senate

Donna Hoffman, Director, Marketing and Public Relations

Cheryl Marshall, Ph.D., President

Ericka Paddock, Ed.D., Director, Student Life

Stephen Ramirez, Ph.D., Faculty, Mathematics

Bryan Reece, Ph.D., Vice President of Instruction

Gary Reese, Faculty, Emergency Medical Services

Michelle Riggs, Director, Resource Development and Grants

Giovanni Sosa, Interim Dean, Institutional Effectiveness, Research, and Planning

Mike Strong, Vice President Administrative Services

Ginger Sutphin, CSEA Representative

Michelle Tinoco, President, Classified Senate

Rebeccah Warren-Marlatt, Ph.D., Vice President, Student Services

College Forum

Carrie Audet, Resource Development

T.L. Brink, Psychology

Aaron Burgess, Student Senate

Gwendolyn Diponio, English

Benjamin Gamboa, Institutional Effectiveness, Research, and Planning

Cynthia Gundersen, Institutional Effectiveness, Research, and Planning

Catherine Hendrickson, Library

Donna Hoffman, Marketing and Public Relations

Cheryl Marshall, President's Office

Cindy Omana, Student Life

Ericka Paddock, Student Life

Dianne Purves, Biology

Bryan Reece, Instruction

Michelle Riggs, Resource Development and Grants

Mark Snowhite, Letters, Arts, Mathematics, & Instructional Support

Giovanni Sosa, Institutional Effectiveness, Research, and Planning

Cynthia St. Jean, President's Office

Mike Strong, Administrative Services

Esmeralda Vazquez, Student Life

Rebeccah Warren-Marlatt, Student Services

CHC Deans

Joe Cabrales, Student Services & Student Development (effective July 1, 2016)

Kirsten Colvey, Student Services Counseling & Matriculation (effective July 1, 2016)

Rick Hogrefe, Social, Information & Natural Sciences (through June 30, 2016)

Sherrie Loewen, Ph.D., Letters, Arts & Mathematics (effective July 1, 2016)

Mark Snowhite, Interim, Social, Information & Natural Sciences (effective July 1, 2016)

Mark Snowhite, Interim, Letters, Arts & Mathematics & Instructional Support (through June 30, 2016)

Giovanni Sosa, Interim, Institutional Effectiveness, Research & Planning

June Yamamoto, Career Education & Human Development

Planning Team

Mike Strong, Vice President of Administrative Services

Lawrence Cook, Director of Facilities & Operations

HMC Architects, Facilities Planning

ALMA Strategies, Educational & Capital Outlay Planning

Snipes-Dye, Civil Engineering

Marcene Taylor Inc., Cost Modeling

Letter from the President

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SIGNATURE

Wei Zhou, Ph.D.
President

Mission, Vision, Values

Mission

The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Vision

Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community and a beautiful collegiate setting.

Values

Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.

Engage-Learn-Advance

At Crafton Hills College we encourage students and campus personnel to Engage, Learn and Advance. These are three essential areas of emphasis for success and through this common nomenclature the college constantly reminds students and employees of the important role we all play in helping each other learn.

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CRAFTON HILLS COLLEGE

Comprehensive Master Plan Overview

This chapter provides an overview of Crafton Hills College's *2016 Comprehensive Master Plan*—an integrated plan that is comprised of both the *Educational Master Plan* and the *Facilities Master Plan*.

The following sections are included in this chapter:

› Intent + Purposes of the Comprehensive Master Plan
› Integrated Planning + Collegial Consultation Process
› Facilities Planning Process
› CHC Planning History + Context
› Glossary of Terms

Overview
INTENT + PURPOSES OF THE COMPREHENSIVE MASTER PLAN

Intent of the Education Master Plan

The *Crafton Hills College (CHC) Educational Master Plan* (EMP) is a comprehensive document that establishes a clear direction for the College by envisioning the future of academics and student support under changing internal and external conditions. Quantitative and qualitative data indicators are analyzed to guide the planning process. Additionally, the EMP is directed by core values and goals within other College and District-wide plans, such as the *San Bernardino Community College District (SBCCD) Strategic Plan*.

While the *Educational Master Plan* is intended to provide a direction for CHC over the next five years (2015-20), it is not a rigid script with little deviation. This document helps to determine the institution's current level of effectiveness and produces key goals to evoke action and dialogue as the College embraces the future. An educational master plan is a living document that should be reviewed and updated regularly. Thus, this document is an evolving description of the College's needs and, although past performance data can greatly inform future growth, emerging regional issues, as well as unforeseen events, can alter a community's path.

The EMP will provide guidance and support for the College's emerging strategic directions and serve as a foundation for other College planning activities.

Purposes of the Education Master Plan

The main purposes of this educational master plan are as follows:

› Provide a framework within which the College can work in coordinated fashion toward long-term goals in support of student learning.

› Integrate planning, not only with the SBCCD and the State Chancellor's Office, but also with other College planning documents and the work of planning and consultation committees.

› Receive input from all stakeholders (faculty, staff, students and the community) to inform the College's current situation and future planning decisions.

› Serve as an instrument to promote the College and communicate its strengths and capabilities to its community and other constituent groups.

› Guide further planning and decision-making at all levels, and remain a living, strategically useful document.

Purposes of the Facilities Master Plan

The *2016 Facilities Master Plan* (FMP) is intended to be a flexible and long-range plan that will guide the development of Crafton Hills College's facilities. It addresses the growth in enrollment planned over the next 15 years. It describes campus development strategies to support the Strategic Directions and Goals of the *2016 Educational Master Plan* and positions the College to maximize funding and partnership opportunities. The FMP is part of an integrated planning process that supports accreditation and demonstrates compliance with accreditation standards for facilities planning.

Overview
INTEGRATED PLANNING + COLLEGIAL CONSULTATION PROCESS

The College's educational planning process is guided by an integrated approach. Goals and objectives of the CHC *Educational Master Plan* must align with a number of plans relevant to the California community college system. These plans include the State Chancellor's Office and San Bernardino Community College District Strategic Plans. Locally they include the CHC *Facilities Master Plan*, *Technology Plan*, *Matriculation Plan*, *Enrollment Management Plan*, *Student Equity Plan*, *Grants Plan*, *Budget Plan* and *Marketing/Public Relations Plan*.

The CHC Collegial Consultation process is guided by its Board of Trustees policy (Board Policy 2225) to establish procedures to ensure faculty, management, classified staff and students the right to participate effectively in planning processes. The EMP is a result of an inclusive collegial shared governance process with input from administration, faculty, staff, students and the community.

Facilities Master Plan

Technology / Matriculations / Enrollment Mgmt. / Budget / Student Equity / Grants / Marketing Plans

Educational Master Plan

SBCCD Strategic Plan (Board Imperatives)

State Chancellor's Strategic Plan

Chancellor's Cabinet / District
Assembly / Board of Trustees

CONSULTATION COMMITTEE

District Strategic Planning
Committee (DSPC) + VPs + CTA

ACTION COMMITTEE

District Office
Implementation Committee

KVCR, EDCT, HR, Fiscal, TESS,
Facilities, Police

CONSULTATION COMMITTEE

Crafton Hills
College Committee

EMP Committee
College Council
(Meet 2nd + 4th Tuesday Each Month)

CONSULTATION COMMITTEE

San Bernardino Valley
College Committee

College Council
CTE/ATE Rep, Dean of Research + Planning
(Meet 2nd + 4th Tuesday Each Month)

CONSULTATION COMMITTEE

Planning Process

Dept. Interviews

Student + Community
Outreach

Planning Process

Dept. Interviews

Student + Community
Outreach

Planning Process

Dept. Interviews

Student + Community
Outreach

Overview
FACILITIES PLANNING PROCESS

THE 5 STEPS

The *2016 CHC Facilities Master Plan* was developed through an inclusive, participatory, and transparent process that engaged and sought input from the College's many constituencies. Crafton College Council (Crafton Council)—which represents the committees within CHC's collegiate consultation structure and includes faculty, staff, students, and administrators—played a key role as the working committee that participated most closely in the development and review of this document. Additional venues for dialogue included one-on-one interviews, presentations, open forums, community meetings, and working sessions with the SBCCD Board of Trustees. Meeting minutes and exhibits were posted on the SBCCD intra-net and widely shared.

At the district-level, the FMP was reviewed by the SBCCD District Strategic Planning Committee before being recommended by that body to the Board of Trustees for final adoption. The contributions of Crafton Council members and other participants were vital to the success of the facilities master planning process. Please refer to the *Participants* section for a complete listing.

The educational and facilities master plans were prepared through an integrated process that was facilitated by a single team of educational and facilities planning consultants. When it was practical, stakeholders were engaged in joint educational and facilities planning interviews and forums. Discussions were framed by a holistic perspective that acknowledges the connection between the quality of the campus environment and the success of students.

As part of the integration and alignment of long-range planning across the district, a five-step facilities planning process was followed within the same timeframe at both Crafton Hills College and San Bernardino Valley College. This process is organized around a logical sequence of activities and discussions that is intended to foster a shared understanding of the planning environment and build consensus around planning objectives and recommendations. This five-step process is outlined below.

01

PREPARE

Planning began in fall 2015 with the development of the timeline of planning activities. Measures of success for the master planning process and outcomes were gathered from stakeholders. Educational and facilities planning information was requested.

02

ANALYZE

To build an understanding of existing campus facilities and their current use, campus facilities were surveyed and the space inventory was updated in fall 2015. In early spring 2016, educational and facilities planners participated in program interviews with faculty and staff from each instructional, student support, and administrative support department in order to hear about facilities-related issues first-hand. The analysis of existing campus conditions was prepared, presented, and validated with Crafton Council and is documented in *Chapter 9: Analysis*.

03

FRAME

The educational planning process is an extension and validation of work that the College began more than a year before the Planning Team's involvement. During spring 2016, as final adjustments were made to the strategic directions and objectives, the facilities planning process advanced into a discussion of planning objectives and space needs. The forecasted space needs that are documented in *Chapter 7: Program of Instruction and Space Needs* were established through the educational planning process and analyzed in relation to the current space inventory on the campus. The planning objectives and programmed space needs provided a framework for the exploration of development options in the next step. This framework and the methodology used to arrive at these results are documented in *Chapter 9: Needs*.

04

EXPLORE

Over the course of two workshops that were held prior to summer 2016, development options were presented to Crafton Council, who provided insightful input. Faculty in the Art and the Kinesiology programs provided further input for program-related recommendations. A draft list of recommended projects was reviewed with Crafton Council during the second workshop.

05

RECOMMEND

When planning resumed in fall 2016, the draft FMP document, which had been prepared over the summer, was reviewed and revised in accordance with the College's established procedures. During this time, discussions of the linkages between the educational and facilities plans took place with Crafton Council and the CHC Educational Master Plan Committee, yielding more specific implications for facilities planning that were included in the FMP document and addressed in its recommendations. Following approval by Crafton Council, the FMP was recommended to the District Strategic Planning Committee, which reviewed it from the perspective of intra-district alignment and coordination of resources and priorities.

Overview
CHC PLANNING HISTORY + CONTEXT

In 1967, the SBCCD Board of Trustees approved the transition from a single-college to a multi-college district. Crafton Hills College first opened its doors to about 1,000 students in fall 1972. From the start, this hillside site's beauty, views, and sense of place inspired the development of the College. The campus sits on former ranch land donated by Ruben and Lester Finkelstein, who noted that "…education should be elevating and elevated." Throughout its history, the College has benefited from the generosity and forward-thinking values of the community that it serves.

The site and five original buildings were designed by E. Stewart Williams, of Williams and Williams, an architectural firm based in Palms Springs, California. At the time of its opening, the campus included five facilities—the library, laboratories (Central Complex), classrooms (West Complex), student services (Clock Tower Building), and a dining hall (Crafton Hall). Of these buildings, all but the library remain to serve the College, testifying to their durability and functionality.

During the 1970s, many more buildings were designed for the campus by three architectural firms under the guidance of the original architect, resulting in a campus design that is harmonious and unified. In 1978, the

424-seat Ruben and Lester Finkelstein Performing Arts Center opened and was dedicated to the College's original benefactors. At the dedication of the Performing Arts Center, the brothers gave as one reason for their donation, the desire to be part of "lasting educational values."

Additional buildings were added during the 1980s and 1990s, including the Gymnasium, Central Complex 2, and the Occupational Education Buildings. In November 2002, SBCCD's voters approved Measure P, which provided $190 million of bond funds to improve the facilities of both Crafton Hills College and San Bernardino Valley College.

Crafton Hills College collaborated to establish an academic plan for the growth of their enrollment and development of their programs. In 2005, a facilities master plan was put in place to prepare for the development of facilities to accommodate the planned growth. The 2005 FMP planned for facilities and campus-wide infrastructure, based on a study of utilization and needs. It established architectural and landscaping design guidelines intended to align future development with the best attributes of the existing campus. The 2005 FMP recommended the construction

of projects, including the Learning Resources Center, the Kinesiology, Health Education, and Aquatic Complex and the East Complex. It also served as the foundation to seek bond funds for additional projects.

With the passage of Measure M in February 2008, $500 million in funding capacity was approved by the voters. The drop in property values throughout the District during the Great Recession reduced SBCCD's bonding capacity by about half. Plans for projects that were designed and approved by the Division of the State Architect, such as plans for a parking structure, were postponed.

Following the adoption of the *2010 Educational Master Plan*, it became apparent that the College's facilities plan needed an update. The *2011 Facilities Master Plan Update* reprioritized development for Measure M funded projects, as well as visualized a concept for the full build-out of the campus. To prepare for the next phase of campus development, the College expanded and improved its utilities infrastructure and prepared detailed design guidelines for architects to follow.

Based on the recommendations of the 2011 FMP Update, Crafton Center, Canyon Hall, and the Public

Safety Allied Health Building were built and opened for the spring 2016 semester. These three projects represent a significant increase in the campus' space inventory and have necessitated a reorganization of much of the campus' space. Plans for other projects, such as a parking structure, were postponed.

Currently, "secondary-effect" projects are underway to repurpose space that was vacated in the Central Complex, the Clock Tower Building, the Student Support Building, and portions of others. The *Facilities Analysis* describes the campus in 2018 when it is anticipated that these projects will have been completed.

The College is learning to live in its newly expanded campus and confirming its planning assumptions. As economic conditions recover and enrollment grows, Crafton Hills College has reassessed its needs and reset its priorities through this comprehensive master planning update.
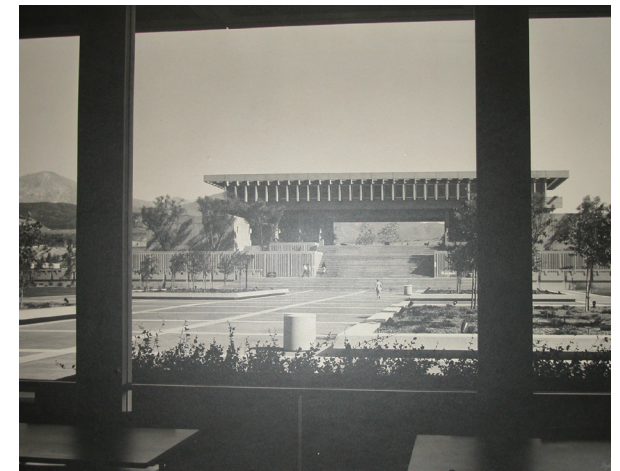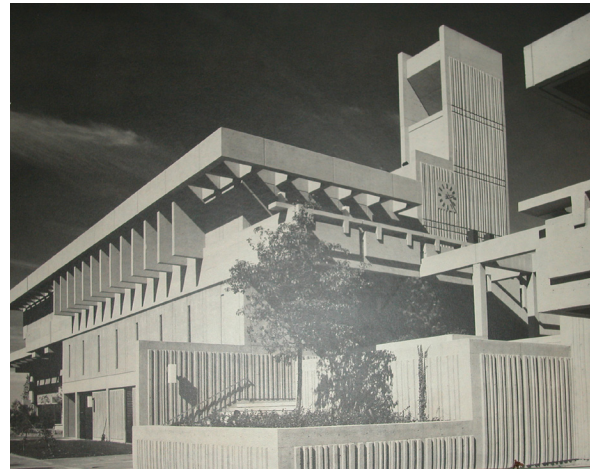
Overview
GLOSSARY OF TERMS

Assignable Square Footage (ASF)

A measure of "usable" square footage in a given facility that is typically measured by the area from within interior walls of a space. Excludes circulation, custodial, mechanical, electrical and restroom areas.

Capacity Load Ratio

The relationship between the assignable space available for utilization and the efficiency level at which the space is being utilized. There are five space categories for which the State measures capacity load ratios: classroom (lecture), laboratory, office, library and audio visual/television/radio (AV/TV).

Economic Modeling Specialists International (EMSI)

An online database that utilizes multiple sources to provide data regarding population demographics and various economic market trends by geographic locations.

Education Master Plan (EMP)

A College-wide plan that defines the educational goals of an institution. The plan precedes and guides other institutional planning documents.

Enrollment (Unduplicated)

A student enrollment count (also referred to as "headcount") based on an individual student that identified a student only once in the system.

Environmental Scan

An analysis that considers present and future factors that may influence the direction and goals of an institution. May include external and internal elements that are evaluated for their potential impact on an institutions ability to serve its constituents.

Full Time Equivalent Faculty (FTEF)

A measure used to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of "teaching time".

Full Time Equivalent Student (FTES)

A measure used to calculate attendance accounting and student workload that represents 525 instructional contact hours in a full academic year (fall and spring terms).

Participation Rate

The number of headcount students' a college enrolls for every 1,000 persons within the service area population.

Regional Area

The geographic boundary which an institution may consider the primary area of influence regarding student participation and employment opportunities for service area residents. Usually identified on a County level.

Retention

The number of student who received a grade within a course divided by the total number of student initially enrolled within the course.

Service Area

The geographic boundary from which an institution draws 90% or more of its enrollment. Usually identified by zip codes, cities, and/or census tract.

Space Inventory

A record of buildings and space at an institution. Key components include buildings, room numbers, room use types, assignable square footage, gross square footage, taxonomy of program (TOP) codes and number of stations.

State Chancellor's Office

The State agency responsible for leadership, funding and technical assistance for the California Community College system.

Strategic Plan

An organizational plan which defines its overall strategy or direction and process for making decisions regarding resource allocation. Typically, a strategic plan is used to guide divisional plans.

Student Success Scorecard

An annual report provided by the State Chancellor's Office that tracks the progress of first-time students in cohorts over six years on seven measures including persistence, completion of 30 units, remedial math, English, and ESL success, and over all completion (SPAR)

Weekly Student Contact Hours (WSCH)

A measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. A class that meets 3 hours per week and has 30 students generates 90 WSCH. WSCH is utilized to report apportionment attendance.

WSCH/FTEF

A calculation, often referred to as "productivity", is a ratio between a faculty's hours of instruction per week (load) and the weekly contact hours (WSCH) of students enrolled in a course. The State productivity standard is 525 WSCH/FTEF.

CRAFTON HILLS COLLEGE

CraftonHills
COLLEGE

CRAFTON HILLS COLLEGE

CLASS OF 2015

Educational Master Plan

CRAFTON HILLS COLLEGE

Plan Overview

This section of the document outlines the Strategic Directions and their subordinate Objectives with colorful graphics, meaningful photographs, and short explanatory narratives to draw readers in and highlight the overall plan from a 30,000 foot level.

Plan Overview

STRATEGIC DIRECTIONS

1

PROMOTE STUDENT SUCCESS

CHC students encounter life-changing experiences that promote their academic success, career advancement, and personal development.

1.1   Support, guide, and empower every student to achieve their goals.

1.2   Use every area on campus to promote student learning

How?

› Excellent teaching and critical thinking skills lead to high student success rates. Professional development programs geared to best practices will be offered for full and part-time faculty. Instruction and student support activities will support critical thinking, written and oral communication.

› Target measures include student satisfaction surveys, employee satisfaction surveys, course success, and student learning outcomes assessments.

2

BUILD CAMPUS COMMUNITY

College structures, processes and groups are inclusive, celebrating diversity and nurturing relationships.

2.1   Promote inclusiveness and community.

2.2   Seek, respect and celebrate diversity.

How?

› With the belief that the feeling of inclusiveness increases engagement and life/job satisfaction, Crafton will undertake activities to ensure students and staff feel included and important, including campus events (Diversity Day, lectures, professional development activities), Safe Space Allies, hiring practices, etc.

› Target measures include demographic diversity, student satisfaction surveys, and employee satisfaction surveys.

3

DEVELOP TEACHING + LEARNING PRACTICES

CHC promotes innovative and effective teaching and learning strategies.

3.1   Develop a culture of mastery in teaching.

3.2   Teach students to be great learners.

How?

› Excellent teaching and critical thinking skills lead to high student success rates. Professional development programs geared to best practices will be offered for full and part-time faculty. Instruction and student support activities will support critical thinking, written and oral communication.

› Target measures include student satisfaction surveys, employee satisfaction surveys, course success, and student learning outcomes assessments.

4

EXPAND ACCESS

CHC is dedicated to increasing the community's college-going rate and will promote equitable access to higher education.

4.1   Promote a college-going culture in our core service area.

4.2   Increase college capacity to serve our core service area.

How?

› We want to increase the education levels in the Inland Empire by sharing the advantages of a college degree through outreach events, high school relations, K-12 and community partnerships. Crafton will also focus on expanding access by providing classes and services in times and ways that are convenient to students (online, evening, weekend, dual enrollment with high schools, etc.).

› Target measures include headcount, FTES, demographic diversity, and the number of students choosing CHC as their college.

5

ENHANCE VALUE TO THE SURROUNDING COMMUNITY

CHC is actively engaged with the surrounding community.

5.1   Be recognized as the college of choice in the communities we serve.

5.2   Expand the reputation of CHC as an essential partner and valued asset.

5.3   Distinguish CHC as a respected resource for local employers and the workplace.

How?

› Crafton will help promote a culture of educational value throughout the community by highlighting the importance of a higher education in the workforce and beyond. The College will participate in and lead partnerships with area employers and provide valued services to the community. The CHC Foundation will act as ambassadors for the College, promoting education and College resources.

› Target measures include demographic diversity, the number of students choosing CHC as their college, and job placement rates.

6

PROMOTE EFFECTIVE DECISION MAKING

CHC uses decision making processes that are effective, efficient, transparent, and evidence-based.

6.1   Value and engage in shared governance.

6.2   Promote a culture of evidence-based decision making.

6.3   Implement college-wide integrated planning.

How?

› Crafton relies on data and collegial participation to inform decisions. CHC will continue to encourage participation in committee work at all levels (students, staff, faculty and administrators), and emphasize research and data in college planning.

› Target measures include employee satisfaction surveys and committee evaluations

Plan Overview
STRATEGIC DIRECTIONS *(cont.)*

7

DEVELOP PROGRAMS + SERVICES

CHC is committed to providing excellent and responsive programs and services.

7.1   Improve and expand services.
7.2   Improve and expand programs.

How?

› To meet the needs of the workforce and our community, Crafton will provide educational programs that lead to transfer to a four-year institution or a viable career. Crafton will align program offerings with community needs and provide the appropriate services to our diverse student body.

› Target measures include headcount, FTES, number of degrees and certificates awarded, student satisfaction surveys, and the number of employees.

8

SUPPORT EMPLOYEE GROWTH

CHC is committed to developing the full potential of every employee.

8.1   Become an organization that embraces a culture of continuous learning.

How?

› Crafton wants the best employees—people who want to grow professionally and who are happy working here. Steps to achieve that will include professional development activities, mentoring, and developing hiring and evaluation practices that support employee growth.

› Target measures include employee satisfaction surveys and committee evaluations.

9

OPTIMIZE RESOURCES

CHC develops, sustains, and strengthens its resources.

9.1   Plan for growth and align resources.
9.2   Value the Crafton Hills College environment.
9.3   Support the District's implementation of automated processes.

How?

› Working with the District Office and our sister college, San Bernardino Valley College, Crafton is aiming to become a Comprehensive Community College with 5,000+ FTES. To achieve and sustain that role, Crafton will continue to refine the Resource Allocation Model to meet its budgetary needs, continue to seek special-purpose funding for priority populations and needs, and ensure the College grows without minimizing our beautiful campus.

› Target measures include employee satisfaction surveys, student satisfaction surveys, and class fill rates.

CRAFTON HILLS COLLEGE

Planning Framework

This section provides a succinct description of assumptions made and the integration with other district and college plans.

Planning Framework
PLANNING ASSUMPTIONS

A common model of developing planning assumptions, building strategies to support those assumptions, expecting certain outcomes, and assessing outcomes has been used for this plan and is part of the integrated planning process. The following are the most current assumptions using data received from internal and external sources.

›   The economy is unpredictable and the District's funding cap determined by the state is subject to frequent change

›   The FTES targets for the Colleges in the District must be within a flexible range to increase or decrease based on information from the State and the District regarding the budge

›   The College will focus on evidence to inform the scheduling of its programs and courses

›   Current enrollment patterns and staffing ratios limit near-term program development

›   Enrollments are constrained by facility and staff availability. Large numbers of part time instructors constrain program expansion

›   The need to replace a substantial number of retiring personnel will be challenging. It will be important to maintain high quality programs and services during the transition

›   Legislative Mandates will impact enrollment and college goals.

›   While the likelihood of adding new buildings to the inventory is the near future is doubtful, the development of the athletics program, renovation of the performing arts building, and a number of building modifications should remain as priorities.

Planning Framework
DISTRICT PLANS

District Strategic Plan

The San Bernardino Community College District's mission is to transform lives through the education of our students for the benefit of our diverse communities. The District's vision is to be known for student success.

The District's four strategic goals are:

1. Student Success - Provide the programs and services necessary to enable all students to achieve their educational and career goals.

2. Enrollment and Access - Increase access to higher education for the population in our region.

3. Partnerships of Strategic Importance - Invest in strategic relationships and collaborate with partners in higher education, PK-12 education, business and workforce development, government, and other community organizations.

4. District Operational Systems - Improve the District systems to increase administrative and operational efficiency and effectiveness.

Staffing Plan
Add content

District Technology Strategic Plan

The District Technology Strategic Plan represents a macro view of the District's technology needs. It provides a long range view that anticipates the emerging technological needs of the Colleges and District entities and requires an understanding and accommodation for federal, state, and local requirements.

Goals:

› Develop policies, communication tools, and training requiring all district materials meet accessibility requirements.

› Work closely with the colleges and other district entities to cohesively maintain and support multiple forms and methods of communication.

› Work with collegial consultation groups to ensure broad input on decisions regarding the adoption and implementation of applications and technologies.

› Explore options to fund and sustain instructional technology initiatives.

› Implement mobile technologies that facilitate access and interaction with campus and district resources.

› Ensure updated and robust infrastructure to provide a fully integrated and cohesive computing environment.

› Develop fully integrated resolution oriented technical support services with digitized online customer service.

› Develop and expand face-to-face and online training programs and services to empower and improve employee competence and performance.

› Improve district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.

Long-Range Financial Plan

The SBCCD Resource Allocation Model provides a comprehensive, annual forecast of college revenues and planned expenditures. The model is based on final budget amounts calculated through the developmental budget process. The Resource Allocation Model (RAM) is compiled utilizing the Board Directives, RAM Guidelines, and RAM Assumptions. These three factors are reviewed each year to ensure applicability to Strategic Plan, Program Review, and Accreditation. In order to create a multi-year Resource Allocation Model, SBCCD takes into account economic conditions and funding projections. Furthermore, SBCCD makes assumptions based on all the information received from the California Community College Chancellor's Office, the Legislative Analyst's Office, and Schools Services of California. SBCCD uses the following assumptions to formulate the multi-year Resource Allocation Model: FTES funding, cost of living adjustments (COLA), projected FTES funded growth, state revenue shortfall, FTES Target Growth, local revenue projections, anticipated District assessments, site budget assumptions (including step and column increases, benefits, and inflation for Object Codes 4000's-6000's).

CHC utilizes the District's long-range, resource allocation model to develop projected college funding and enrollments.

Enrollment Management Plan

The SBCCD Enrollment Management Plan is a three-year plan designed to support and enhance the District's mission, goals and objectives. It is intended to align with the District Strategic Plan and be updated accordingly. The Enrollment Management Plan outlines strategies, based on relevant data, that help the colleges develop enrollment targets, and strategies for reaching those targets. The strategies and targets developed will consider the District's resource allocation model and be focused on student success.

The SBCCD Enrollment Management Plan is designed to support the college plans by providing resources, coordinating efforts, increasing communication, and sharing data in order to help the colleges achieve their goals.

The following goals are included in the SBCCD Enrollment Management Plan:

› Goal 1: Provide the data and information SBCCD and colleges need to inform enrollment management decision-making.

› Goal 2: Develop recommendations to support the achievement of SBCCD and colleges' enrollment management goals.

Planning Framework
CAMPUS PLANS

Student Success and Support Program Plan

The purpose of the Student Success and Support Program (SSSP) is to outline and document how the college will provide SSSP services to students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them achieving their educational goals.

Student Equity Plan

The Student Equity Plan outlines the activities and interventions that are aimed at eliminating disproportionate impact among identified groups. Over the past five years, great strides have been made in increasing our enrollment, especially among the traditionally less advantaged groups. The goals are to:

› Serve a higher proposition of veterans, the disabled, 30-34 and 35-39 year olds in the primary service area.

› Improve the course completion rate of CHC foster youth students.

› Increase the English throughput rate of African American and Hispanic students and increase the math throughput rate of African American and economically disadvantaged students.

› Increase the degree/certificate completion rate of males, African American, Hispanic, Native American, and students 20-34 years old.

› Increase the transfer rate of African American, Hispanic, and students 20-24 years old.

Distance Education Plan

Distance Education Vision:
Students have access to a dynamic, high-quality and comprehensive education that advances student success in an engaging, student-centered online learning environment.

Distance Education Mission:
In support of Crafton Hills College's Mission, Vision and Values, the CHC Distance Education program engages students through quality online instruction and support services as an alternative approach to advancing the educational, career, and personal goals of our students.

The CHC Distance Education plan (DE Plan) represents the institution's commitment to nurturing the Distance Education program, to ensuring the success of all distance education students, to fostering and promoting innovation, excellence, and best practice for Distance Education and providing Crafton Hills College faculty

with assistance, leadership, expertise, and training in emerging Distance Education teaching and learning strategies and technologies.

The 2016-2020 Distance Education Student Success Initiatives build on the prior DE successes and focus on deploying best practices including regular and ongoing faculty and student support to ensure student success through continuous quality improvement of the DE program.

The CHC Distance Education Plan 2016-2020 initiatives also support the College's EMP strategic directions and goals. The initiatives and related goals and objectives will be reviewed annually and updated as needed to support emerging state and national standards as well as new technological trends.

The college wide adoption of this revised plan serves as an acknowledgement by the CHC Administrators, faculty and staff that these initiatives will promote student success and quality of instruction in Distance Education.

Enrollment Management Plan

Crafton Hills College Enrollment Management Plan Summary. Crafton is currently working on revising

and updating its Enrollment Management Plan. The purpose of Crafton's Enrollment Management Plan is to address the recruitment, admission, retention, and success of students. The overall goal of the committee is to develop processes and strategies to predict and manage enrollment at the campus and program level. To achieve the above referenced purpose, specific goals have been developed that address specific facets of enrollment management, each aligned with the goals of CHC's Educational Master Plan:

› Goal 1: Develop an evidence-based Enrollment Management Plan.

› Goal 2: Develop processes and strategies to attract and retain students from initial contact through goal completion.

› Goal 3: Identify and implement strategies to reach college-wide goals for certificate and degree completion.

› Goal 4: Develop strategies to effectively prepare students for transfer and to increase the CHC transfer rate.

› Goal 5: Develop strategies to ensure effective levels of instructional productivity and efficiency while maintaining high quality instruction.

Planning and Program Review Themes
Add content

Facilities Master Plan
Add content

Foundation Strategic Plan
Crafton Hills College provides quality instruction and support services that allow our students, many of whom face serious obstacles to completion, to pursue and achieve their educational goals. We are extremely proud to be the pathway to social and economic advancement for many who would otherwise not have the opportunity to pursue a college education. The mission of the Foundation is to enhance educational excellence at Crafton Hills College. Funds received provide direct financial support to students through grants and scholarships, improve programs and services at the College, and support the vocational and academic disciplines which best serve the needs of students and the community. The CHC Foundation has been instrumental in providing financial support to students

and helping underwrite programs and activities at the College that cannot be funded through other means.

The CHC Foundation Strategic Plan spans three years and includes three major goals; enhance student programs and services, increase financial contributions, and respond to the evolving needs of the college. The Foundation is dedicated to supporting the college by developing strategies to help bolster the college when, where, and how the college needs it most. Through objectives such as recognizing student achievement, supporting student outreach and engagement, and identifying and nurturing individuals who share the college vision, the Foundation will continue to support the dreams of students so they can have meaningful and productive lives in their communities and chosen professions.

CRAFTON HILLS COLLEGE

Planning Environment
Internal Scan

This section provides exhaustive graphical and tabular representations of information from our external and internal environmental scans used in the decision-making processes that led to the identified Strategic Directions and objectives. Section culminates in SWOT analysis and stated implications/trends.

The internal scan of Crafton Hills College (CHC) is an opportunity to assess demographics and other characteristics of the student and employee population based on historical data. The data is utilized to identify and understand patterns and trends within CHC to inform institutional planning decisions. Internal scan data presented in this plan will analyze student and employee data on an overall College level.

Planning Environment - Internal Scan
STUDENT DEMOGRAPHICS

From 2010-11 to 2014-15, students in the 20-24 age group accounted for an average of 37.4% of unduplicated enrollment (2,918 students), while students age 19 and under accounted for an average of 32.43% of unduplicated enrollment (2,531 students), and students 25-29 years old accounted for an average of 13% of unduplicated enrollment (1,015 students). The only age group to increase in enrollment during the five academic years from 2010-11 to 2014-15 was students 20-24 years old (128 students). The age group that experienced the most decline during the same time period was from students age 19 or younger (-427 students).

EXHIBIT 2.01: UNDUPLICATED ENROLLMENT BY AGE GROUP
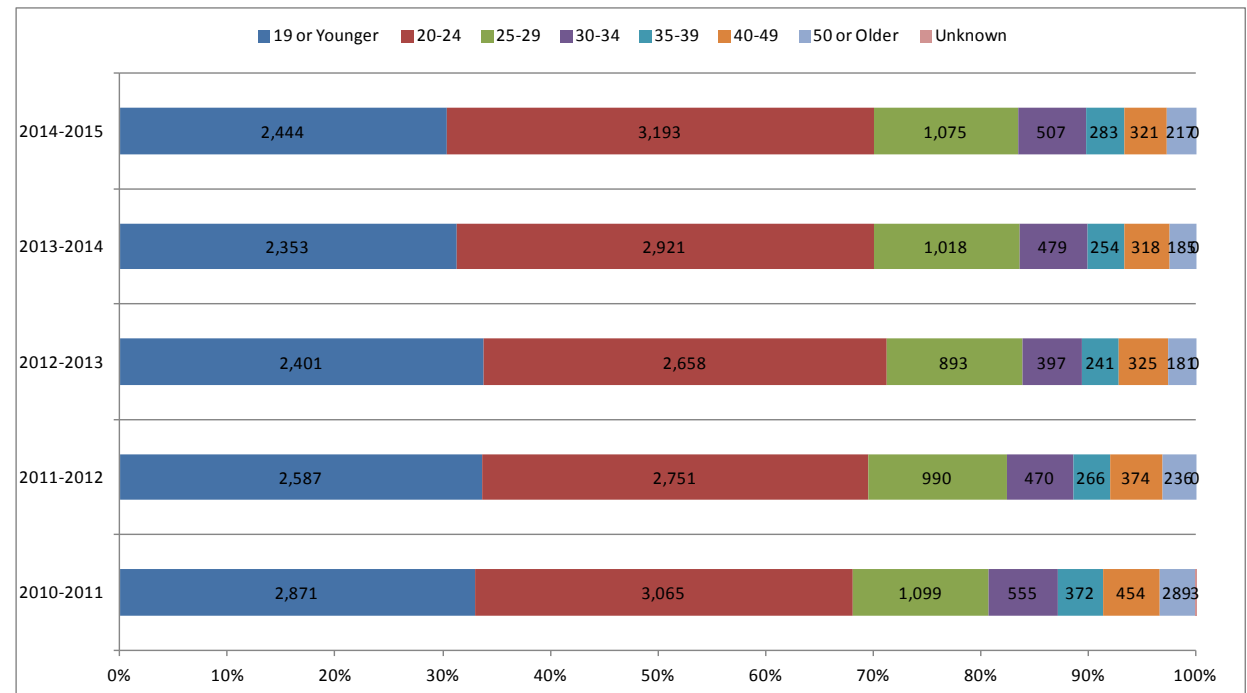
Legend: ■ 19 or Younger ■ 20-24 ■ 25-29 ■ 30-34 ■ 35-39 ■ 40-49 ■ 50 or Older ■ Unknown

Year	19 or Younger	20-24	25-29	30-34	35-39	40-49	50 or Older	Unknown
2014-2015	2,444	3,193	1,075	507	283	321	217	
2013-2014	2,353	2,921	1,018	479	254	318	185	
2012-2013	2,401	2,658	893	397	241	325	181	
2011-2012	2,587	2,751	990	470	266	374	236	
2010-2011	2,871	3,065	1,099	555	372	454	289	

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, Hispanic students at CHC increased from accounting for 33.6% of unduplicated enrollment to 44% of enrollment, an increase of 612 students. Conversely, Caucasian students decreased from 50.2% of students to 39.4% of unduplicated enrollment, a decrease of 1,205 students. During the same time, Asian students decreased by 55 students, while students identifying themselves of two or more races increased by 71 students.

EXHIBIT 2.02: UNDUPLICATED ENROLLMENT BY RACE/ETHNICITY

Legend: ■ African American ■ Asian ■ Hispanic ■ Native American ■ Pacific Islander ■ Caucasian ■ Two or More Races ■ Unknown

Year	African American	Asian	Hispanic	Native American	Pacific Islander	Caucasian	Two or More Races	Unknown
2014-2015	387	454	3,537	35	28	3,164	370	65
2013-2014	349	412	3,173	21	16	3,159	342	56
2012-2013	291	400	2,835	27	19	3,151	287	86
2011-2012	331	492	2,811	40	19	3,603	284	94
2010-2011	382	509	2,925	57	24	4,369	299	143

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
STUDENT DEMOGRAPHICS *(cont.)*

From 2010-11 to 2014-15, females accounted for an average of 51.8% of unduplicated enrollment (4,406 students), while males accounted for an average of 48.1% of unduplicated enrollment (3,752 students). During the same time, females decreased by 219 students (-4.9%) while males decreased by 447 students (-10.6%)
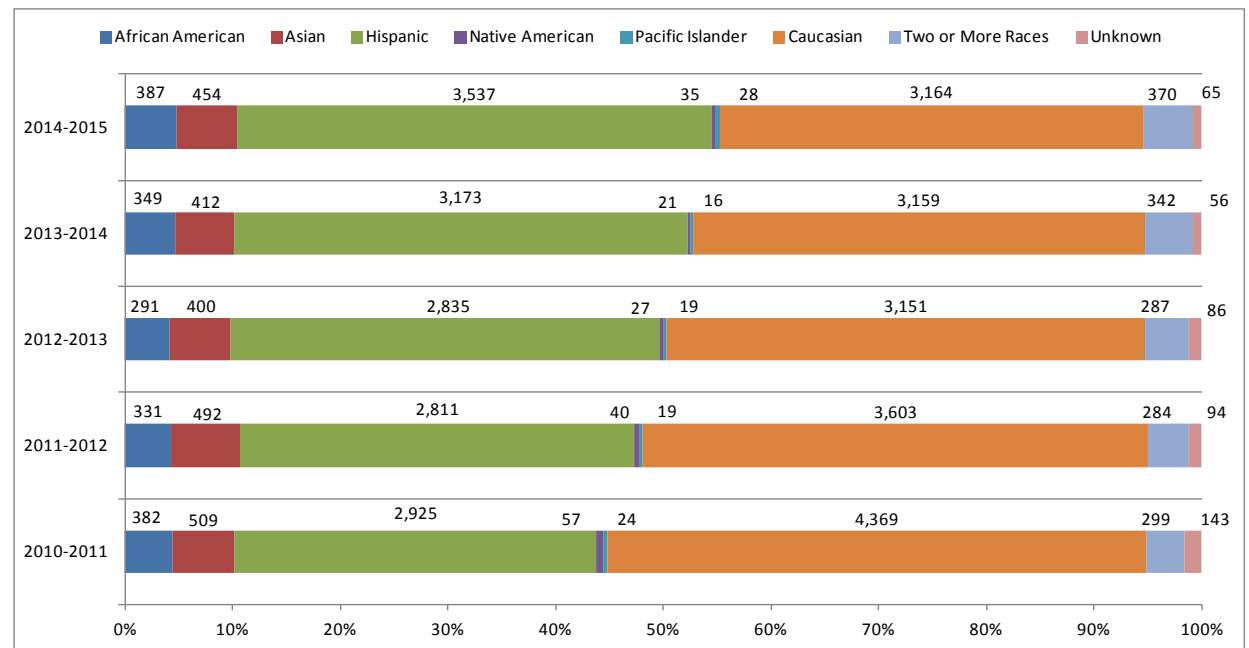
EXHIBIT 2.03: UNDUPLICATED ENROLLMENT BY GENDER

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
ENROLLMENT TRENDS

The most recent peak enrollment at CHC was during the 2008-09 academic year, when the College enrolled 9,517 students. From 2008-09 to 2012-13 overall College unduplicated enrollment decreased by 2,421 students (-25.44%). The decline equates to a 7.08% average annual decrease in enrollment over four academic years. This decline occurred during a time when the Statewide economy was experiencing the "Great Recession" and California Community Colleges were in the midst of budget cuts and annual budget uncertainty. More recently, the College has been experiencing an increase in enrollment. From 2012-13 to 2014-15, unduplicated enrollment increased by 944 students (13.3%). The increase is equivalent to a 6.44% average annual increase in enrollment over two academic years. Overall, CHC students account for approximately 30% of District-wide unduplicated enrollment.

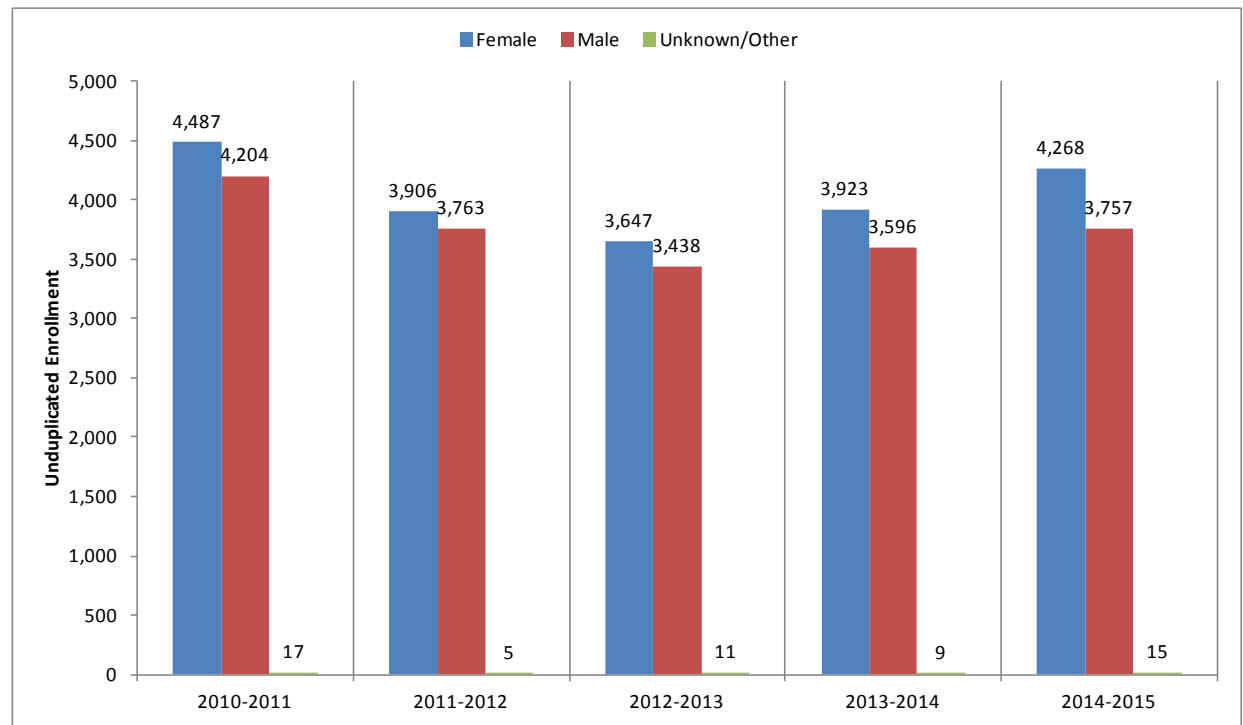**EXHIBIT 2.04: HISTORICAL UNDUPLICATED ENROLLMENT**
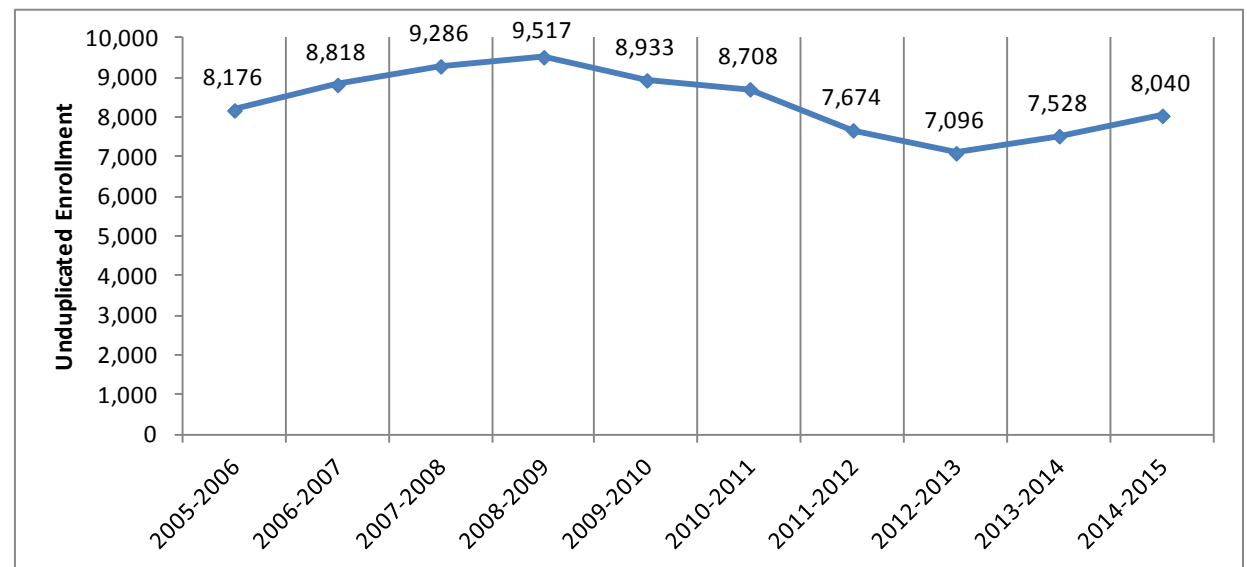

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
ENROLLMENT TRENDS *(cont.)*

From 2010-11 to 2014-15, students who enrolled in face-to-face courses only at CHC accounted for an average of 83.5% of unduplicated enrollment (6,515 students). During the same years, students who only enrolled in online classes accounted for an average of 1.54% of unduplicated enrollment (120 students) and students who only enrolled in hybrid courses accounted for an average of 0.1% of unduplicated enrollment (8 students). Students who took courses using multiple instructional methods accounted for an average of 14.86% of unduplicated enrollment (1,166 students).

From 2010-11 to 2014-15, enrollment in face-to-face only courses decreased by 1,261 students (-17%) and hybrid only enrollment decreased by 8 students (-72.7%). During the same time period, students who only enrolled in online classes increased by 192 students (282.4%) and enrollment in courses with multiple instructional methods increased by 409 students (33.6%).

The number and proportion of students enrolling in traditional face-to-face instruction only has been declining and shifting to students utilizing multiple instructional methods for their courses.

EXHIBIT 2.05: UNDUPLICATED ENROLLMENT BY INSTRUCTIONAL METHOD
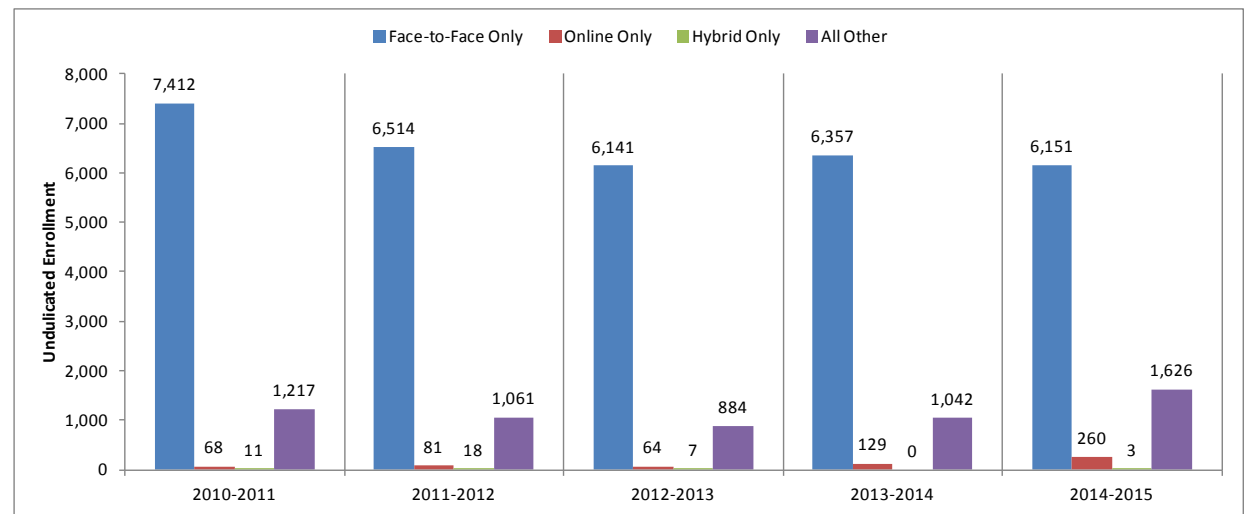
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

California (CA) residents accounted for an average of 96.42% of unduplicated enrollment at CHC between 2010-11 and 2014-15. During the same time, unduplicated enrollment of California residents decreased by 671 students (-7.98%). From 2010-11 to 2014-15, CA non-resident (AB 540) students increased by 33 students (25%) while foreign county resident enrollment at CHC decreased by 13 students (-10.4%). AB 540 allowed students to qualify for an exemption from paying out-of-state tuition if they met certain criteria.

EXHIBIT 2.06: UNDUPLICATED ENROLLMENT BY RESIDENCY STATUS

Residency Status	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CA Resident	18,886	16,019	15,428	15,982	16,745
CA Nonresident	192	242	347	519	643
Out of State	8	4	3	2	0
Foreign Country	140	161	136	206	234
Unknown	87	210	60	50	13
Total Unduplicated Enrollment	**19,313**	**16,636**	**15,974**	**16,759**	**17,635**

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
ENROLLMENT TRENDS *(cont.)*

From 2012-13 to 2014-15, continuing students accounted for an average of 54.5% of unduplicated enrollment (4,119 students), while returning college students accounted for an average of 17.66% of unduplicated enrollment (1,333 students), and first-time college students accounted for an average of 12.76% of unduplicated enrollment (963 students). During the same three year period, unduplicated enrollment from continuing students increased by 600 students (15.6%) and by 77 students (8.5%) for first-time college students. However, unduplicated enrollment from under 18 (or K-12 special admit) students decreased by 146 students (-19.9%).

EXHIBIT 2.07: UNDUPLICATED ENROLLMENT BY ENROLLMENT STATUS
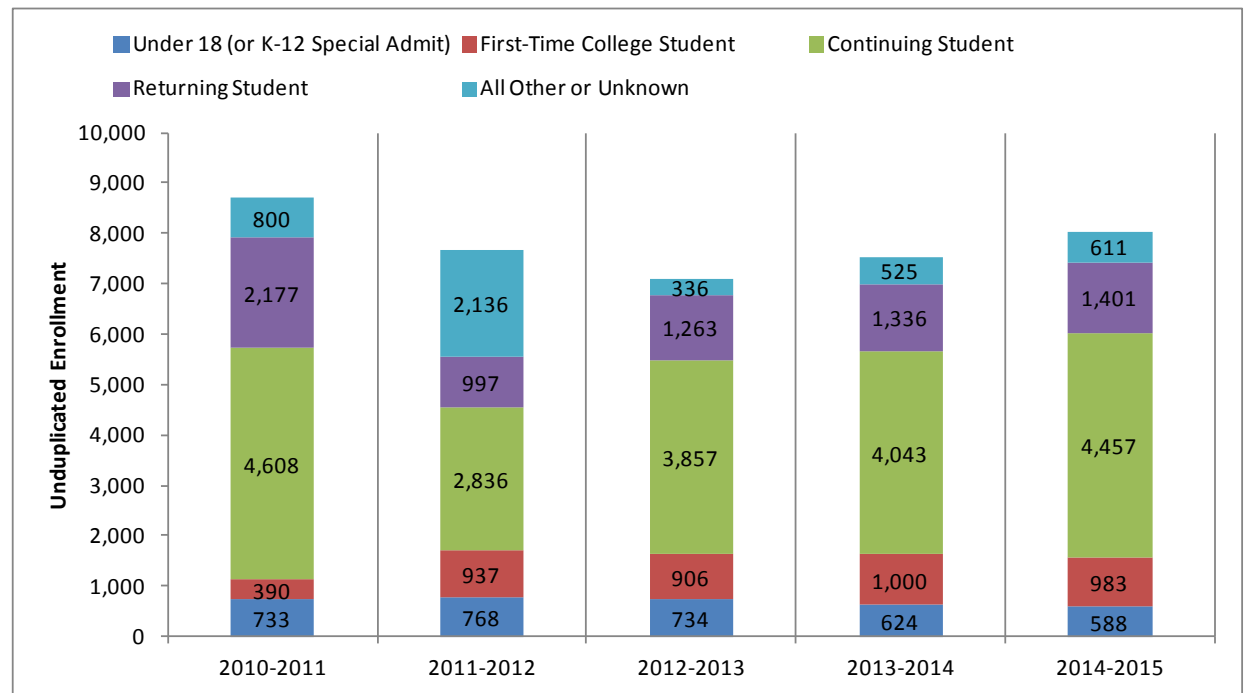
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Yucaipa High School and Redlands East Valley High School have consistently been among to top 3 feeder high schools for CHC, accounting for 181 and 120 first-time students in fall 2014, respectively. The College enrolls a high number of students who are home schooled. In fall 2014, 60 first-time college students at CHC reported that they were home schooled (ranked 5th amongst feeder high schools).

EXHIBIT 2.08: ENROLLMENT FROM FALL 2014 TOP 10 FEEDER HIGH SCHOOLS

| Institution	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#
YUCAIPA HIGH	3	100	2	107	1	117	1	146	1	181
REDLANDS EAST VALLEY HIGH	1	147	1	140	2	86	3	92	2	120
CITRUS VALLEY HIGH			68	1	6	33	4	70	3	119
REDLANDS SENIOR HIGH	2	102	3	96	3	78	2	106	4	115
OTHER HOME SCHOOL	5	34	5	41	5	40	6	48	5	60
BEAUMONT SENIOR HIGH	4	70	4	60	4	45	5	55	6	59
SAN GORGONIO HIGH	6	31	6	28	7	26	7	27	7	40
GREEN VALLEY HIGH	10	14	9	15	8	23	9	17	8	28
ORANGEWOOD HIGH CONT	8	17	7	18	9	18	12	14	9	17
RIM WORLD SENIOR HIGH	7	29	14	9	11	15	8	19	10	15

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
ENROLLMENT TRENDS *(cont.)*

Weekly Student Contact Hours (WSCH) is calculated by the number of hours courses meet during the semester times the number of student in those courses. WSCH generation is considered a measure of revenue for the College. From 2010-11 to 2014-15, fall term accounted for an average of 48.7% of total WSCH, spring term accounted for an average of 46.9% of total WSCH and summer accounted for an average of 4.4% of WSCH. During this period overall WSCH at CHC decreased by 2.1% (-3,027 WSCH). From 2010-11 to 2014-15, spring term WSCH decreased by 6.1% (-4,050 WSCH) and fall term WSCH decreased by 2.2% (-1,525 WSCH). However, summer WSCH increased by 30% (2,548 WSCH). Since 2012-13, CHC's WSCH generation has increased by 19.1% (22,674 WSCH) over two academic years (2013-14 and 2014-15).

EXHIBIT 2.09: WSCH GENERATION

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, the average annual growth rate of section offerings was 7.12% (equivalent to 99 sections added per year). Section offerings reached their most recent low during the 2011-12 academic year (1,133 sections). However, CHC generated 111.95 WSCH per section in 2011-12. From 2011-12 to 2014-15, course offerings increased by 514 sections (45.37%) while WSCH per sections offered decreased to 86.02 WSCH/section. The most WSCH generation per sections offered was realized in 2010-11 when the College produced 115.67 WSCH/section.

EXHIBIT 2.10: SECTION OFFERINGS
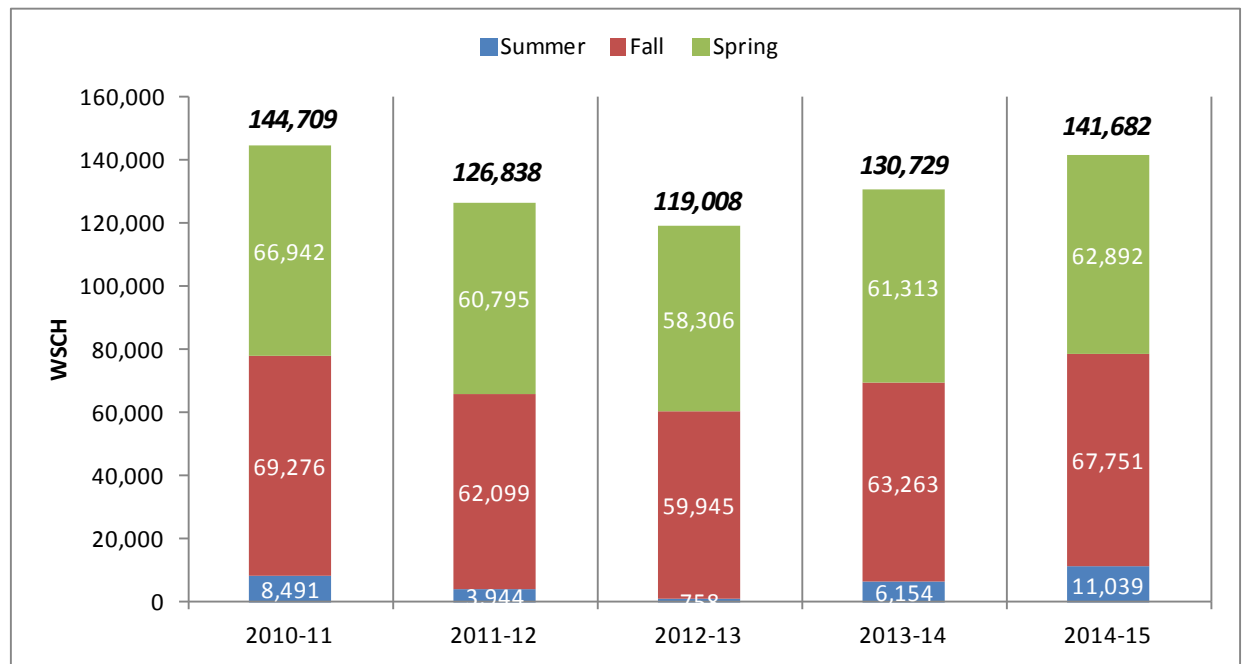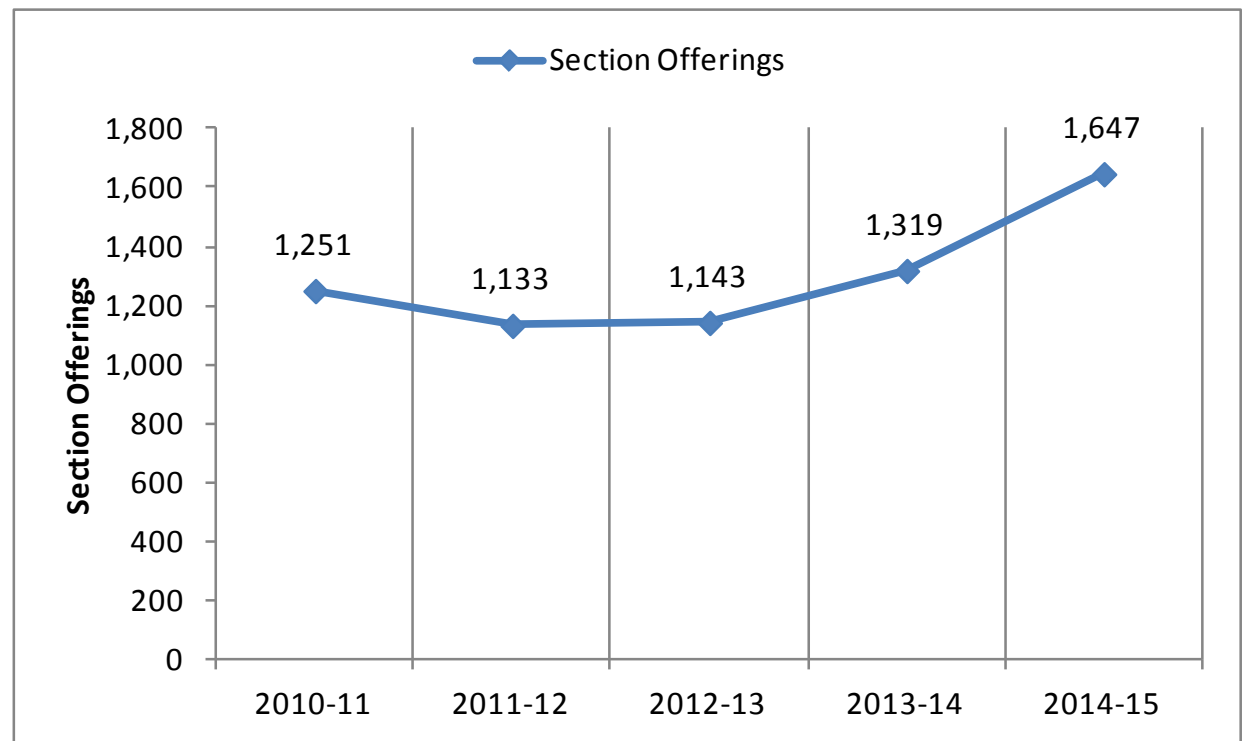

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
ENROLLMENT TRENDS *(cont.)*

From 2010-11 to 2014-15, CHC achieved its highest productivity in 2010-11 when the College had 261.34 full time equivalent faculty (FTEF) and produced 553.72 WSCH/FTEF. From 2012-13 to 2014-15, the College increased faculty by 84.06 FTEF (37.2%); however productivity decreased by 69.65 WSCH/FTEF (-13.2%). The California community college recommended standard for productivity is 525 WSCH/FTEF, which represents the approximate point of financial breakeven for a College.

EXHIBIT 2.11: PRODUCTIVITY (WSCH/FTEF)
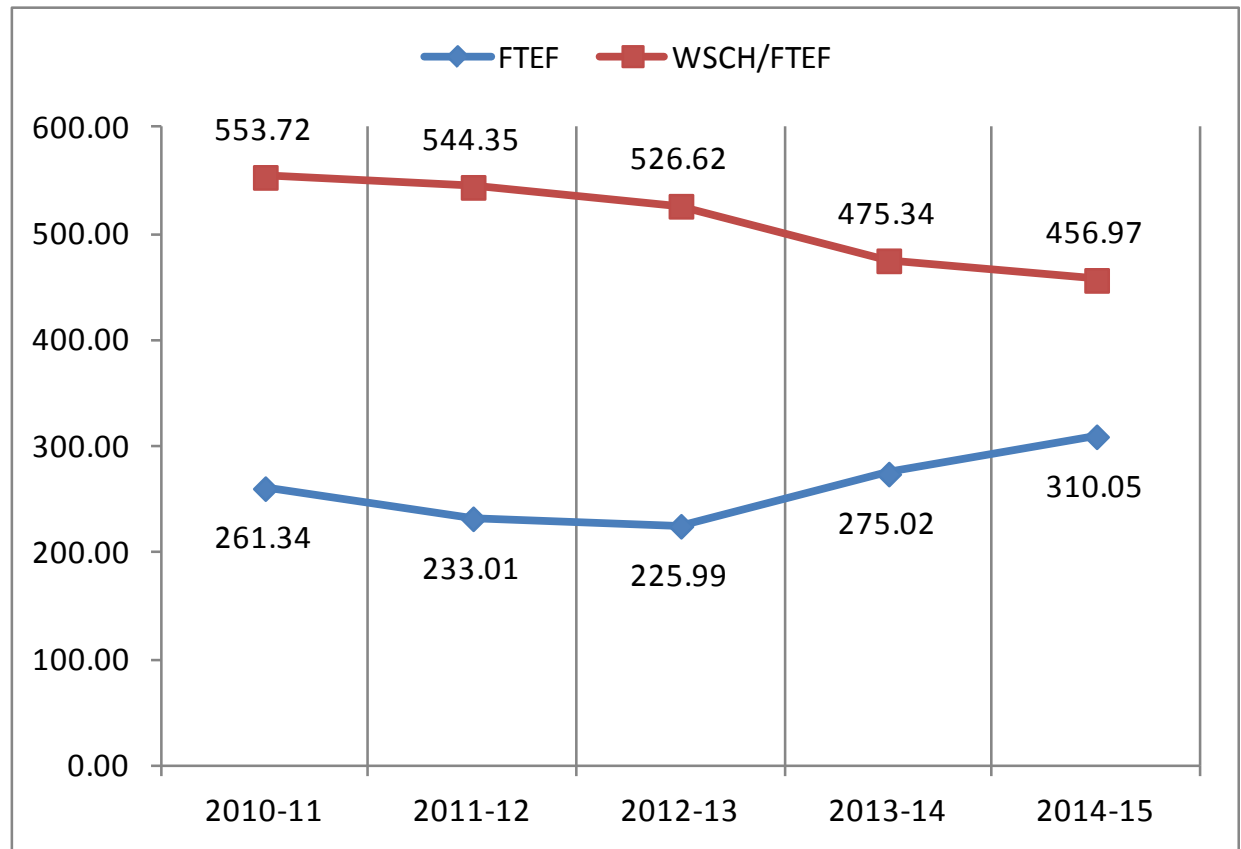
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

In 2014-15, 61.6% of CHC students (4,975 students) stated that their educational goal was to obtain a bachelor's degree (BA/BS) upon transfer. During the same academic year, 14% of students (1,123 students) had an educational goal of obtaining an associate degree (AA/AS) or certificate without transfer, and 7.5% of students (605 students) identified their goals as related to job skill or maintaining a certification/license.

From 2010-11 to 2014-15, the proportion of students with the goal of obtaining a BA/BS upon transfer increased by 8.2% (303 students). During the same time, the proportion of students with goals related to job skills or maintaining a certification/license decreased by 2.4% (-258 students). It should also be noted that the number of students with an undecided goal decreased by 220 students during the same time period.

EXHIBIT 2.12: UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL

Current Education Goal	Academic Year									
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
BA/BS Degree after Assoc.	3,677	42.2%	3,524	45.9%	3,484	49.1%	3,751	49.8%	3,928	48.9%
BA/BS degree w/o Assoc.	995	11.4%	992	12.9%	950	13.4%	932	12.4%	1,047	13.0%
Assoc. Degree w/o trans.	929	10.7%	827	10.8%	744	10.5%	815	10.8%	841	10.5%
Voc. Assoc. w/o transfer	101	1.2%	76	1.0%	85	1.2%	105	1.4%	77	1.0%
Voc. Certif. w/o transfer	201	2.3%	176	2.3%	182	2.6%	183	2.4%	205	2.5%
Career Exploration	136	1.6%	113	1.5%	80	1.1%	73	1.0%	100	1.2%
Acquire Job Skills	406	4.7%	321	4.2%	256	3.6%	257	3.4%	278	3.5%
Update Job Skills	198	2.3%	157	2.0%	143	2.0%	123	1.6%	141	1.8%
Maintain Cert/License	123	1.4%	109	1.4%	91	1.3%	90	1.2%	86	1.1%
Basic Skills	123	1.4%	77	1.0%	63	0.9%	70	0.9%	74	0.9%
H.S Diploma/GED	16	0.2%	6	0.1%	3	0.04%	6	0.1%	13	0.2%
Non-credit to credit	7	0.1%	5	0.1%	4	0.1%	6	0.1%	2	0.02%
4-yr student taking classes	469	5.4%	351	4.6%	243	3.4%	294	3.9%	358	4.5%
Educational Development	185	2.1%	135	1.8%	97	1.4%	130	1.7%	164	2.0%
Personal Interest	28	0.3%	10	0.1%	8	0.1%	5	0.1%	2	0.02%
Undecided Goal	782	9.0%	640	8.3%	520	7.3%	542	7.2%	562	7.0%
Uncollected/Unreported	332	3.8%	155	2.0%	143	2.0%	146	1.9%	162	2.0%
Total	**8,708**	**100%**	**7,674**	**100%**	**7,096**	**100%**	**7,528**	**100%**	**8,040**	**100%**

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
STUDENT SUCCESS AND COMPLETION

From 2010-11 and 2014-15, CHC experienced an average retention rate of 90.7% and an average success rate of 73.3%. The most recent peak retention rate at CHC was 91.5% in 2012-13, while the most recent peak success rate was 74.3% in 2011-12. From 2012-13 to 2014-15, CHC's retention rate declined at an average annual rate of 0.02% while success rate declined at an average annual rate of 0.13%. From 2010-11 to 2014-15, the average gap between success and retention rates was 17.4%. In fall 2014, State-wide averages for success and retention rates were 69.01% and 86.3%, respectively.

EXHIBIT 2.13: SUCCESS + RETENTION RATES
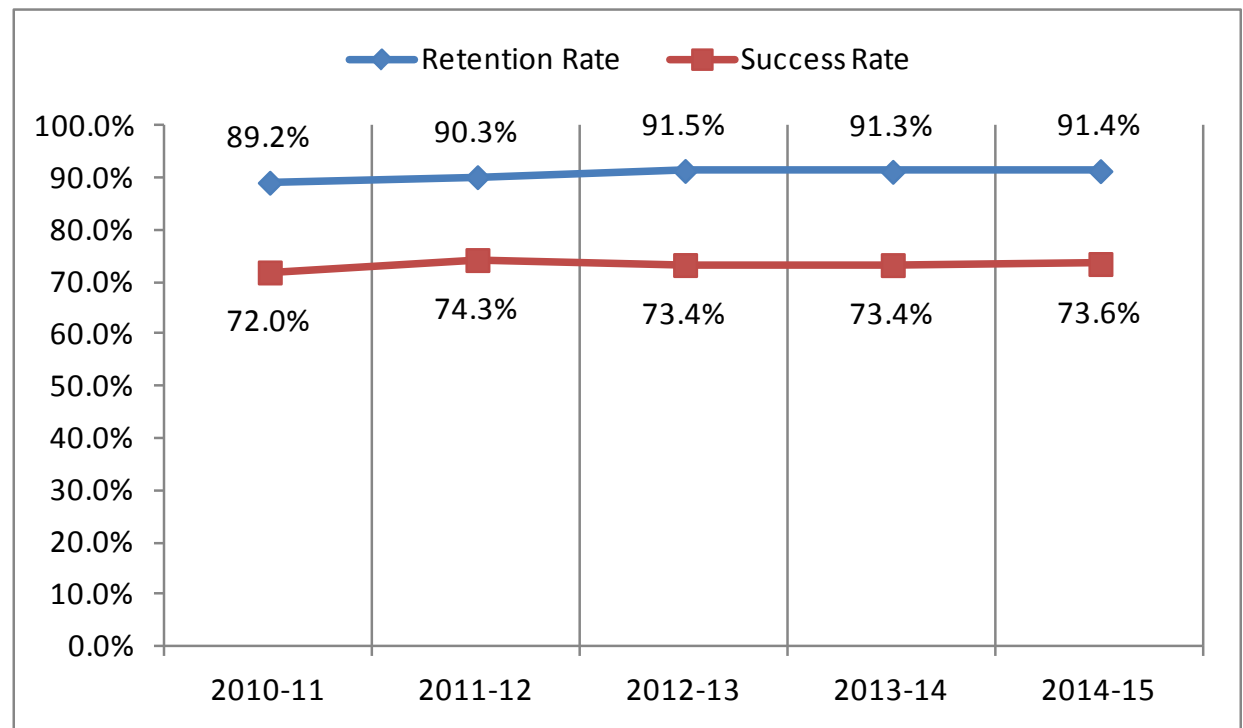
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

The total number of degrees and certificates awarded at CHC increased by 30.5% (219 awards) from 2010-11 to 2014-15. During the same time period, the number of AS degrees awarded increased by 52.9% (83 degrees), while certificates requiring 60+ semester units decreased by 78% (-32 certificates). From 2012-13 to 2014-15, the number of associate for transfer degrees (AA-T/AS-T) awards increased by 84 awards over just two academic years. In 2014-15, associate for transfer degrees accounted for 24.03% of all associate degrees awarded (149 AA-T/AS-T awards of 620 total AA/AS awards).

EXHIBIT 2.14: DEGREES + CERTIFICATES AWARDED

Degree / Certificate Type	2010-11	2011-12	2012-13	2013-14	2014-15
Associate in Science for Transfer (A.S.-T) Degree	0	0	34	48	74
Associate in Arts for Transfer (A.A.-T) Degree	0	0	31	69	75
Associate of Science (A.S.) degree	157	141	174	207	240
Associate of Arts (A.A.) degree	201	191	201	184	231
Certificate requiring 60+ semester units	41	12	8	8	9
Certificate requiring 30 to < 60 semester units	39	20	28	34	29
Certificate requiring 18 to < 30 semester units	6	2	4	2	4
Certificate requiring 6 to < 18 semester units	195	268	178	268	275
Other Credit Award, < 6 semester units	79	0	72	3	0
Total Degrees / Certificates Awarded	**718**	**634**	**730**	**823**	**937**

Source: California Community Colleges Chancellor's Office – Datamart

Planning Environment - Internal Scan
STUDENT SUCCESS AND COMPLETION *(cont.)*

Completion rate or student progress and attainment rate (SPAR) may be defined as the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

›   Earned an AA/AS or credit Certificate (Chancellor's Office approved)
›   Transfer to a four-year institution
›   Achieved "transfer prepared" status (successful completion of 60 UC/CSU transferrable units with a GPA >=2.0)

Student cohorts from 2004-05 to 2008-09, had an average completion rate of 40.8% within 6 years, while the Statewide average completion rate was 48.3%. During the same time period, the average gap between CHC's completion rate and the State-wide average completion rate was 7.5%.

EXHIBIT 2.15: COMPLETION/STUDENT PROGRESS + ATTAINMENT RATE (SPAR)
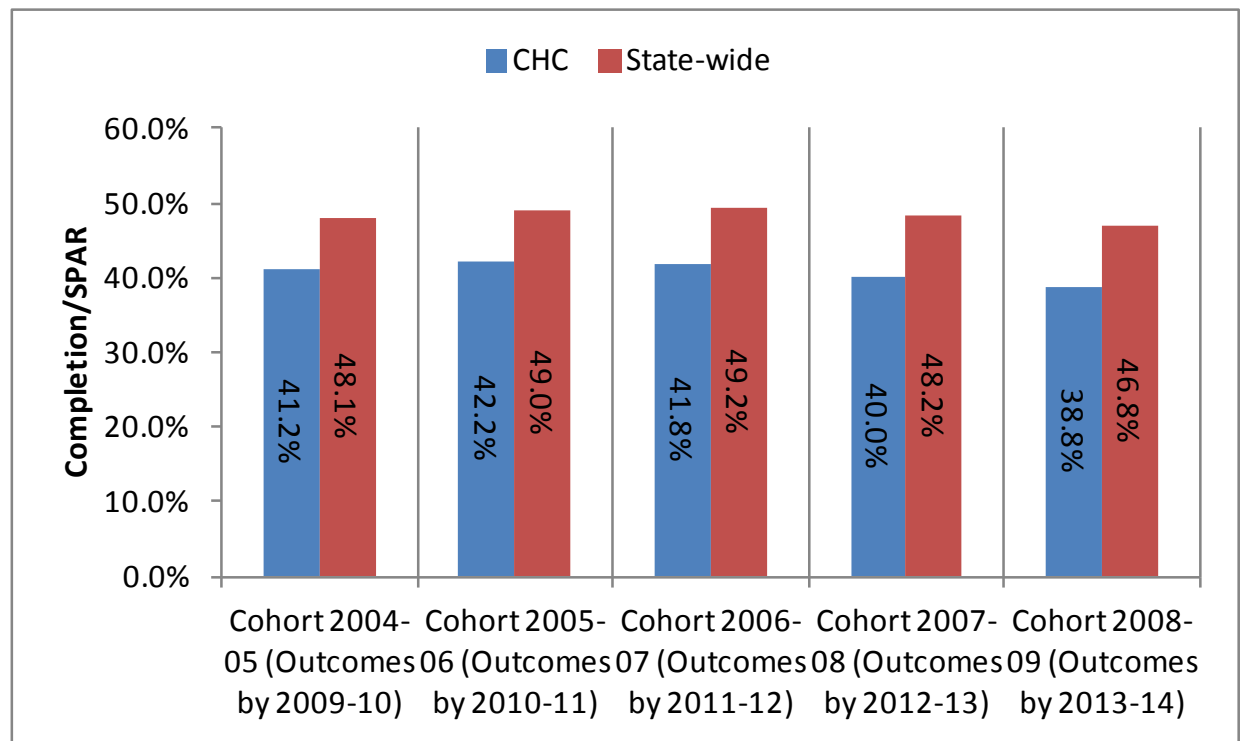
Source: California Community Colleges Chancellor's Office – Datamart

CHC transfer volume most recently peaked in 2011-12 with 512 total transfers. From 2009-10 to 2013-14, the average proportion of California State University (CSU) transfers was 45.2%, the average proportion of In-State private school transfers was 27.3%, the average proportion of out-of-State transfers was 19.3% and the average proportion of University of California (UC) transfers was 8.1%. During the same time period, total transfer volume at CHC increased by 60 students (14.4%).

EXHIBIT 2.16: TRANSFER VOLUME
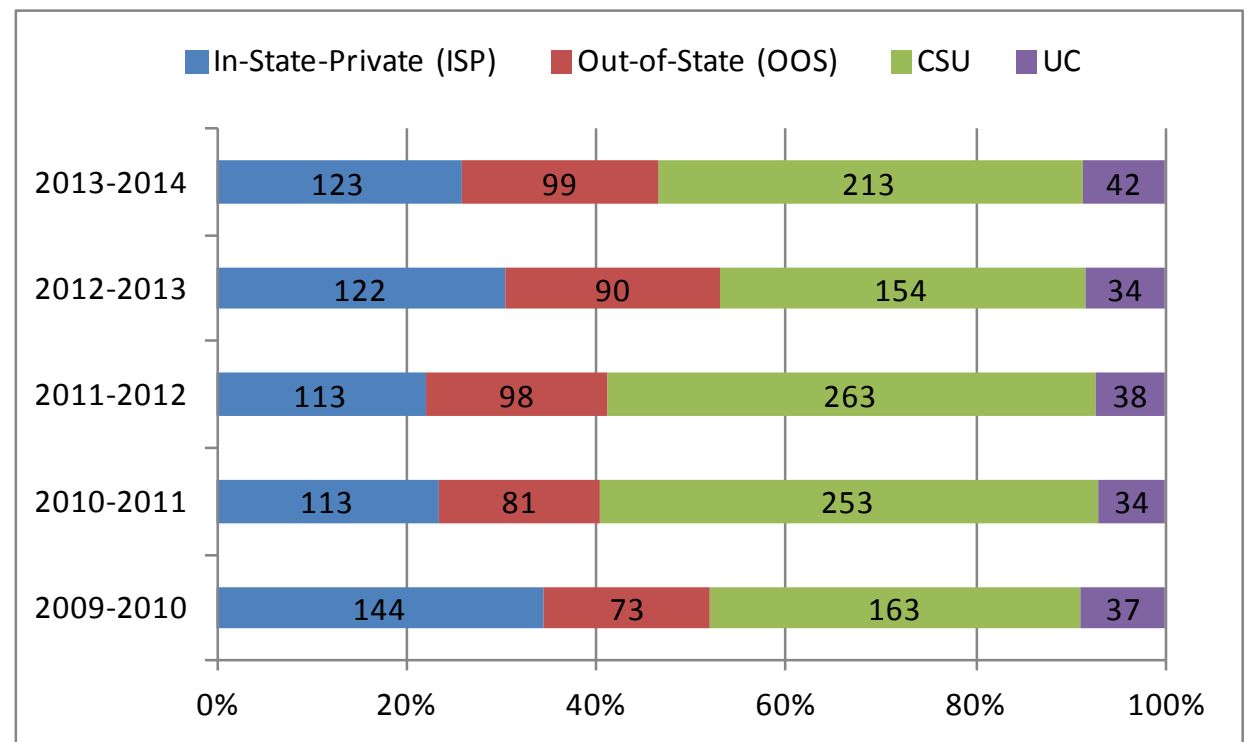
Legend: In-State-Private (ISP), Out-of-State (OOS), CSU, UC

Year	ISP	OOS	CSU	UC
2013-2014	123	99	213	42
2012-2013	122	90	154	34
2011-2012	113	98	263	38
2010-2011	113	81	253	34
2009-2010	144	73	163	37

Source: California Community Colleges Chancellor's Office – Datamart

Planning Environment - Internal Scan
EMPLOYEE DEMOGRAPHICS

From fall 2010 to fall 2014, the average proportion of adjunct faculty at CHC was 46.9%, classified/confidential employees accounted for an average of 27% of all employees, the average proportion of full-time faculty was 20.8% and managers accounted for an average of 5.3% of all employees. Full-time faculty increased by 1.4% (1 employee) over the same five fall terms, while adjunct faculty increased by 39.5% (58 employees), classified/confidential employees decreased by 6.5% (-6 employees) and managers increased by 33.3% (5 employees). From fall 2010 to fall 2014, the total number of employees at CHC increased by 18% (58 employees). In fall 2014, 25.5% of the College's faculty were full-time employees (70 full-time faculty of 275 total faculty).

EXHIBIT 2.17: UNDUPLICATED EMPLOYEES BY TYPE (FALL TERM)
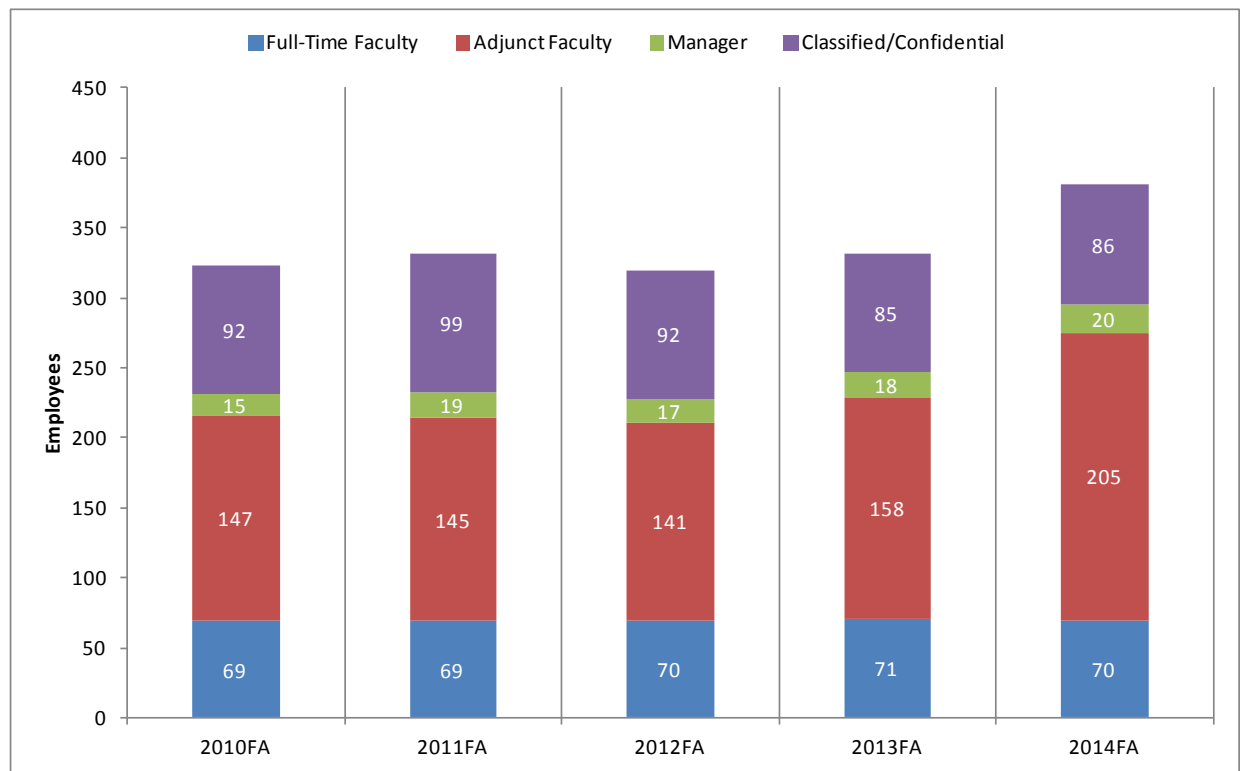
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From fall 2010 to fall 2014, employees age 18-34 years old increased by 37.9% (25 employees) and employees age 60-64 years old increased by 45.8% (11 employees). During the same time, employees age 50-54 decreased by 13.2% (-7 employees). In fall 2014, 105 employees were within the 50-59 age group (27.6%) and 56 employees were age 60 or older (14.7%). Employee data by age group suggests that it may be reasonable to expect approximately 42% of the College's employees to retire within the next 15 years.

EXHIBIT 2.18: UNDUPLICATED EMPLOYEES BY AGE (START OF FALL TERM)

	2010FA	2011FA	2012FA	2013FA	2014FA
18-34	66	70	54	70	91
35-39	35	37	40	34	37
40-44	42	37	36	42	51
45-49	35	43	50	40	41
50-54	53	50	45	47	46
55-59	50	49	45	48	59
60-64	24	24	29	31	35
65-69	11	12	12	10	12
70+	7	10	9	10	9

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
EMPLOYEE DEMOGRAPHICS *(cont.)*

From fall 2010 to fall 2014, the number of Caucasian employees at CHC increased by 11.7% (25 employees), the number of Hispanic employees increased by 26.7% (16 employees) and the number of Asian employees increased by 45.5% (10 employees). During the same time period, Caucasian's accounted for an average of 66.3% of employees, Hispanics accounted for an average of 18.7% of employees and Asian's accounted for an average of 7.2% of employees.

EXHIBIT 2.19: UNDUPLICATED EMPLOYEES BY RACE/ETHNICITY (FALL TERM)

	2010FA	2011FA	2012FA	2013FA	2014FA
Asian	22	23	19	26	32
Black or African American	21	16	17	17	24
Hispanic/Latino	60	59	61	59	76
American Indian	4	3	3	3	4
Pacific Islander	1	0	0	0	0
Caucasian	213	228	216	224	238
Two or More Races	1	2	3	2	4
Unknown	1	1	1	1	3

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From fall 2010 to fall 2014, females accounted for an average of 54.6% of CHC employees, while males accounted for an average of 45.4% of employees. During the same time, female employees increased by 13.3% (24 persons) while males increased by 23.8% (34 employees).
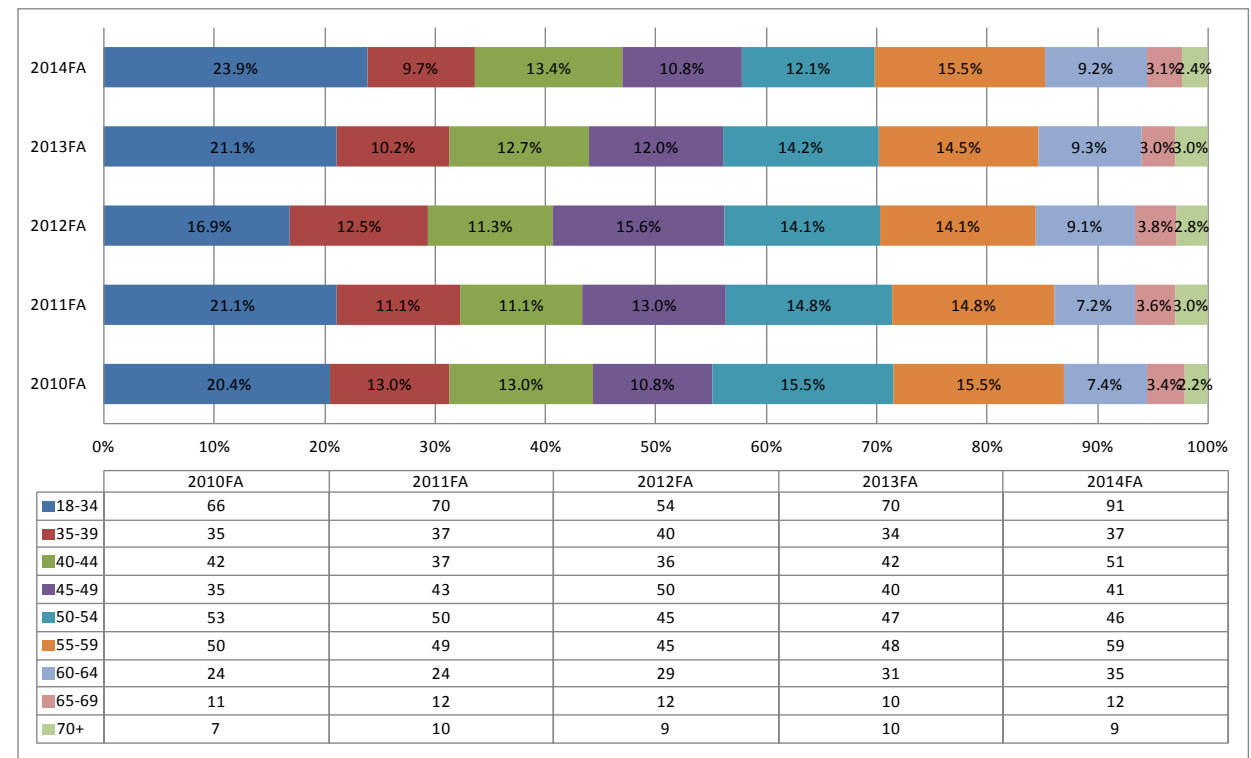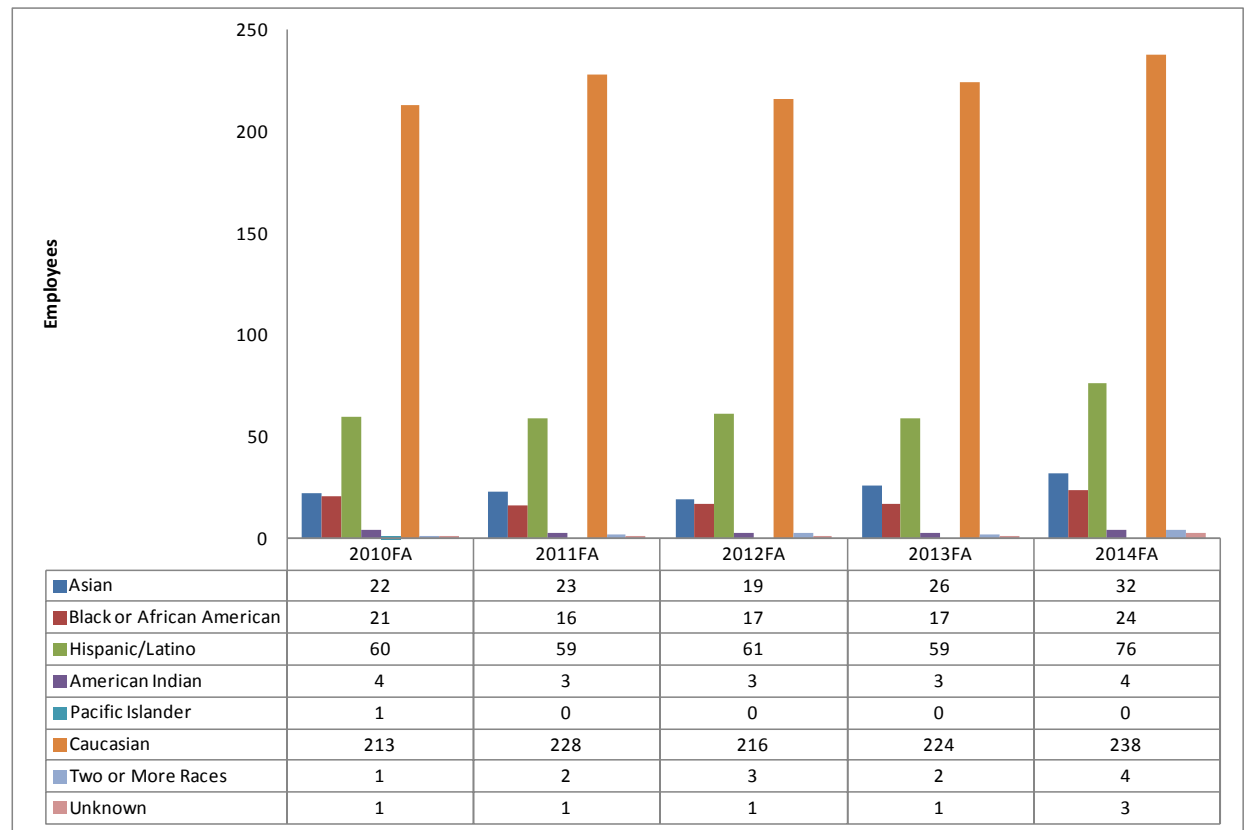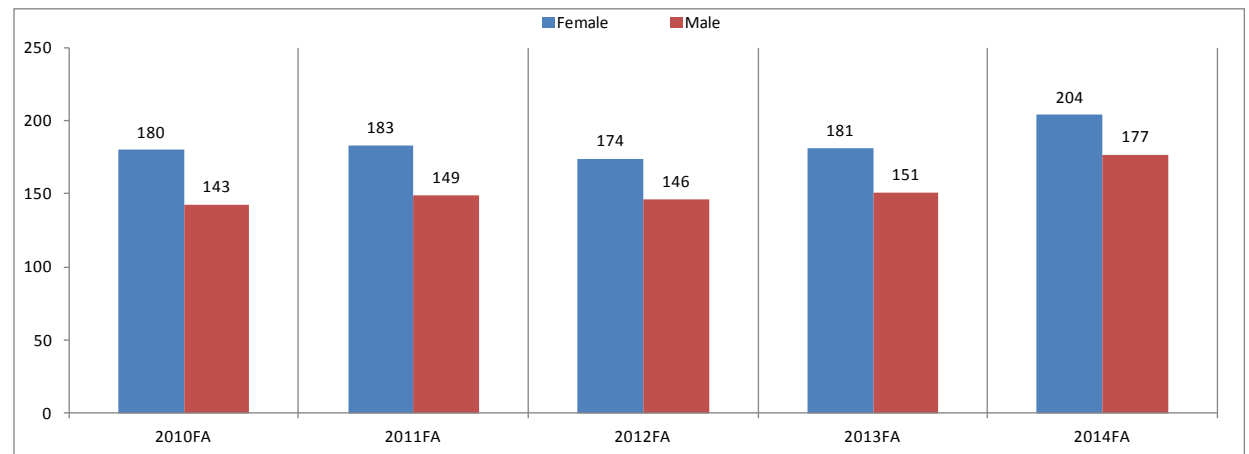
EXHIBIT 2.20: UNDUPLICATED EMPLOYEES BY GENDER (FALL TERM)

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan
INTERNAL SCAN FINDINGS

Analysis of data regarding the internal college profile at CHC provides insight for making informed planning decisions. The following findings are derived from the internal scan data presented in the chapter of the EMP:

Student Demographics

› Student 20-24 years old is the largest age group within the College (3,193 students in 2014-15) and the only student age group to increase in enrollment from 2010-11 to 2014-15. The student age group that experienced the most decline during the same period were those 19 years old and younger (-427 students).

› Hispanic students accounted for 44% of College enrollment in 2014-15 (3,537 students). From 2010-11 to 2014-15, the number of Caucasian student decreased by 1,205 students (-27.6%).

› Female students accounted for 53.1% of College enrollment in 2014-15 (4,268 students). From 2010-11 to 2014-15, the number of female students decreased by 219 students (-4.9%), while the number of male students declined by 447 students (-10.6%).

Enrollment Trends

› From 2008-09 to 2012-13, overall College enrollment decreased by 2,421 students (-25.44%). However, from 2013-14 to 2014-15, CHC's enrollment increased by 944 students (13.3%). In 2014-15, the College was still 1,477 students shy of its most recent peak enrollment (9,517 students in 2008-09 compared to 8,040 students in 2014-15).

› The number and proportion of students enrolling in tradition face-to-face instruction only has been declining and shifting to students utilizing multiple instructional methods. In 2010-11, 85.9% of students at CHC enrolled in only traditional face-to-face courses (7,412 students). By 2014-15, 79.1% of students at CHC enrolled in only traditional face-to-face courses (6,151 students). During the same time, online only course enrollment increased by 192 students (282.4%).

› Although California residents account for over 96% of students, California resident students declined by 671 students (-7.9%) from 2010-11 to 2014-15. During the same time, California non-resident students increased

by 33 students (25%) while foreign country residents decreased by 13 students (-10.4%).

› Continuing students account for the majority of CHC enrollment (4,457 students or 55.4% of unduplicated enrollment in 2015-15. First-time college students account for approximately 12% of enrollment, however only increased by 77 students from 2012-13 to 2014-15. During the same time, under age 18 or K-12 special admit students decreased by 146 students (-19.9%).

› Yucaipa High School and Redlands East Valley High School have consistently been among to top 3 feeder high schools for CHC, accounting for 181 and 120 first-time students in fall 2014, respectively. Citrus Valley High School went from the 6th ranked feeder high school for CHC in fall 2012 to the 3rd ranked feeder high school in fall 2014.

› From 2010-11 to 2014-15:
  › Total WSCH generation decreased by 3,027 WSCH (-2.1%)
  › Total unduplicated enrollment decreased by 668 students (-7.7%)

› Total section offerings increased by 396 sections (7.12%)

› Total FTEF increased by 48.71 FTEF (18.6%)

› Total productivity decreased by 96.75 WSCH/FTEF (-17.5%)

› In 2011-12, the College generated 111.95 WSCH per section. However, in 2014-15 the College generated 86.02 WSCH per section.

› In 2010-11, the College had 261.34 FTEF that reached a productivity level of 553.72 WSCH/ FTEF. However, in 2014-15 the College had 310.05 FTEF that reached a productivity level of 456.97 WSCH/FTEF.

› The majority of students at CHC stated an educational goal of obtaining a BA/BS upon transfer to a four-year institution (4,975 students or 61.6% of unduplicated enrollment in 2014-15). From 2010-11 to 2014-15, the proportion of students with the goal of obtaining a BA/BS upon transfer increased by 8.2% (303 students).

Student Success and Completion

› From 2010-11 to 2014-15, CHC experienced an average retention rate of 90.7% and an average success rate of 73.3%. In 2014-15, the College's retention rate was 91.4% (State-wide retention rate for fall 2014 was 86.3%). In 2014-15, the College's success rate was 73.3% (State-wide success rate for fall 2014 was 69.01%).

› From 2010-11 to 2014-15, total degrees and certificates awarded increased by 219 awards (30.5%). The most significant growth was experienced in AS degrees, which increased by 83 awards (52.9%) during the same time period. Certificates requiring 6 to less than 18 semester units constituted the most awards at CHC in 2014 (275 awards).

› Student cohorts from 2004-05 to 2008-09, had an average completion rate of 40.8% within 6 years, while the State-wide average completion rate was 48.3%.

› From 2009-10 to 2013-14, the average transfer volume at CHC was 457 students. During the same period, the average

proportion of CSU transfers was 45.2%, while the average proportion of in-State private school transfers was 27.3%, approximately 19.3% of transfers went to out-of-State schools, and 8.1% of transfer students enrolled in UC schools.

Employee Demographics

› In fall 2014, adjunct faculty accounted for 53.8% of all employees (205 persons), while full-time faculty accounted for 18.4% of all employees (70 persons). Approximately 25.5% of the College's faculty were full-time employees (70 full-time faculty of 275 total faculty members).

› In fall 2014, 105 employees were within the 50-59 age group (27.6% of all employees) and 56 employees were age 60 or older (14.7% of all employees). Data suggest that it is reasonable to expect up to 42% of the College's employees to retire within the next 15 years.

› In fall 2014, 62.5% of CHC employees were Caucasian (238 persons), 19.9% of employees were Hispanic (76 persons), 8.4% of

Planning Environment - Internal Scan
INTERNAL SCAN FINDINGS *(cont.)*

employees were Asian (32 persons), and 6.3% were African American (24 persons). From fall 2010 to fall 2014, Caucasian employees increased by 25 persons (11.7%), while Hispanic employees increased by 16 persons (26.7%) and Asian employees increased by 10 persons (45.5%).

› In fall 2014, 53.5% of the College's employees were female (204 persons), while 46.5% of employees were male (177 persons). From fall 2010 to fall 2014, the number of male employees increased by 34 persons (23.8%) while females increased by 24 employees (13.3%).

The intent of the external scan for Crafton Hills College (CHC) is to assess demographics and other characteristics of the regional community which the College services. The external scan is used to identify and understand patterns and trends within the area and informs planning directions. The analysis presented in this plan is based on service area (ZIP Codes) and region (Riverside and San Bernardino Counties). Economic Modeling Specialists International (EMSI), Census 2010 American Community Survey 5-Year Estimates (2010-2014) and California Department of Education data was utilized to analyze the community which the College serves.

Planning Environment
External Scan

Planning Environment - External Scan
CRAFTON HILLS COLLEGE SERVICE AREA

The Crafton Hills College service area includes 18 cities/areas: Banning, Beaumont, Grand Terrace, Big Bear, Calimesa, Colton, Crestline, Fontana, Highland, Lake Arrowhead, Loma Linda, Mentone, Redlands, Rialto, Running Springs, Yucaipa, San Bernardino and Moreno Valley. Regionally, CHC serves the counties of Riverside and San Bernardino.

EXHIBIT 3.01: CHC SERVICE AREA MAP

Legend
- 1,311 (ZIP Code 92399)
- 499-733 (4 ZIP Codes)
- 133-220 (5 ZIP Codes)
- 32-110 (10 ZIP Codes)
- 1-27 (155 ZIP Codes)
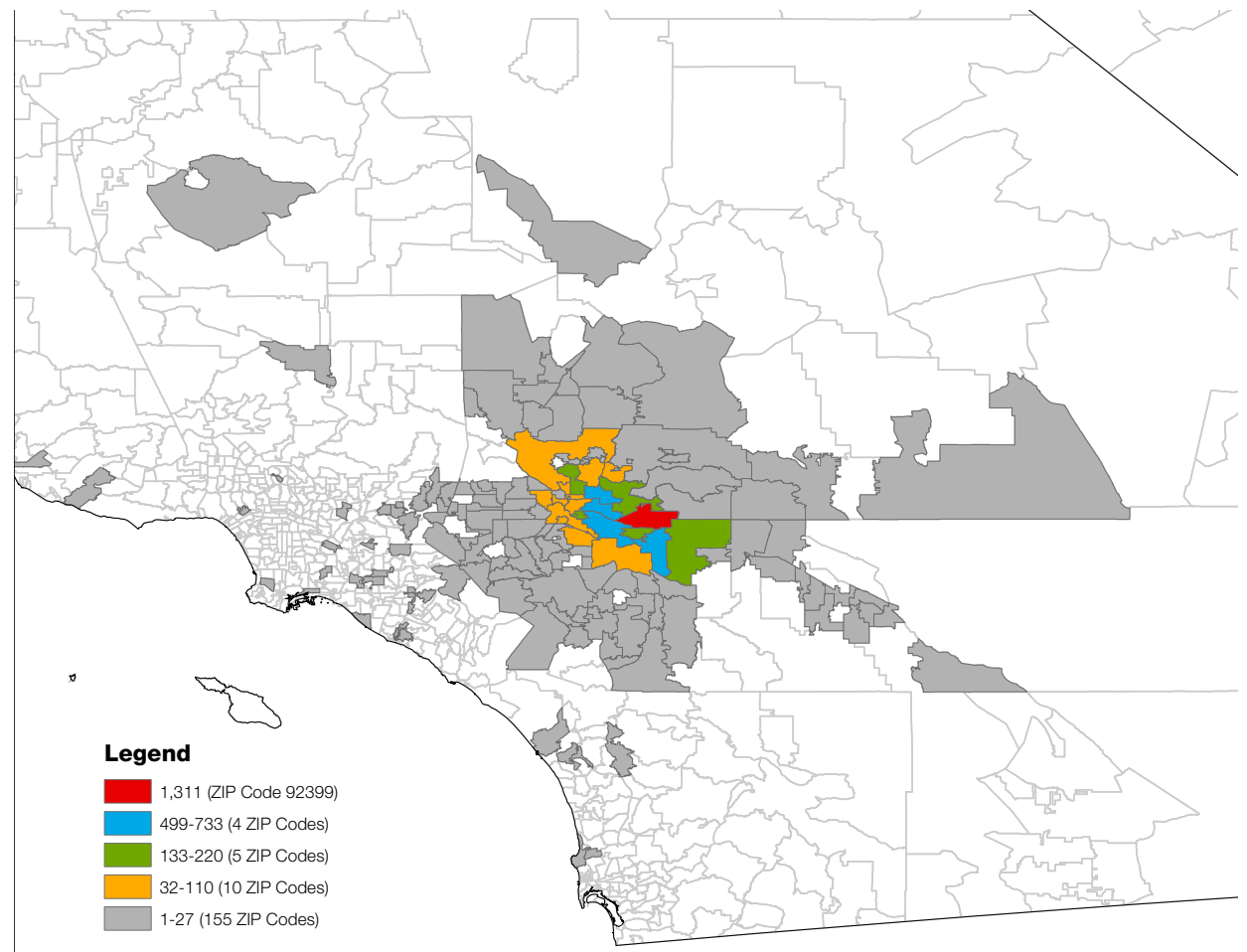
Planning Environment - External Scan
POPULATION ESTIMATES + PROJECTIONS

Population data provides an opportunity to understand the make-up of the population CHC primarily serves relative to the region and State. From 2005 to 2015, the service area population grew by 13% (113,686 persons) while the region's total population grew by 17.3% (669,696 persons). By comparison, the State's population grew by 9.1%.

The projected population growth of the service area and region is expected to diminish over the next 10 years. From 2015 to 2025, the service area total population is projected to grow by 5.13% (50,687 persons) and the

region's total population is projected to grow by 5.55% (252,316 persons). Both of these increases exceed the State's projected growth during the same time period, which is expected to grow by 5.08% (1,987,346 persons).

EXHIBIT 3.02: TOTAL POPULATION ESTIMATES + PROJECTIONS

Area	2010	2011	2012	2013	2014	2015	2020	2025
Service Area	931,224	943,457	952,304	967,154	976,089	987,862	1,028,052	1,038,549
Region	4,243,556	4,302,146	4,350,609	4,416,590	4,481,004	4,545,323	4,755,883	4,863,981
California	37,335,221	37,687,015	38,047,900	38,395,867	38,757,231	39,090,228	40,251,903	40,856,624

Source: EMSI

Planning Environment - External Scan
# POPULATION ESTIMATES + PROJECTIONS *(cont.)*

In 2015, the proportion of the service area population age 19 and under was 32.49% (303,262 persons). This is more than the regional proportion of 29.8% (1,353,226 persons) and State-wide proportion of 26.2% (10,248,339 persons) during the same year.

Between 2015 and 2025, population projections suggest that the proportion of those in the 19 and under age group will increase by 0.8% within the service area (2,427 persons) and 1.45% in the region (19,651 persons), which is less than the projected 2.07% increase projected for the proportion of the State-wide population in the same age group (212,632 persons).

The 20-24 age group may be considered CHC's core age demographic. The 20-24 age group accounted for 9.19% of the service area population in 2015 (85,783 persons). The proportion of the service area population in the 20-24 age group exceeds the regional proportion of 8.3% (376,421 persons) and the State proportion of 8% (3,122,810 persons).

Between 2015 and 2025, population projections suggest that the proportion of those in the 20-24 age group will decrease by 22.04% (-18,903 persons) in the service area population and 20.23% (-76,153 persons)

EXHIBIT 3.03: SERVICE AREA POPULATION BY AGE GROUP
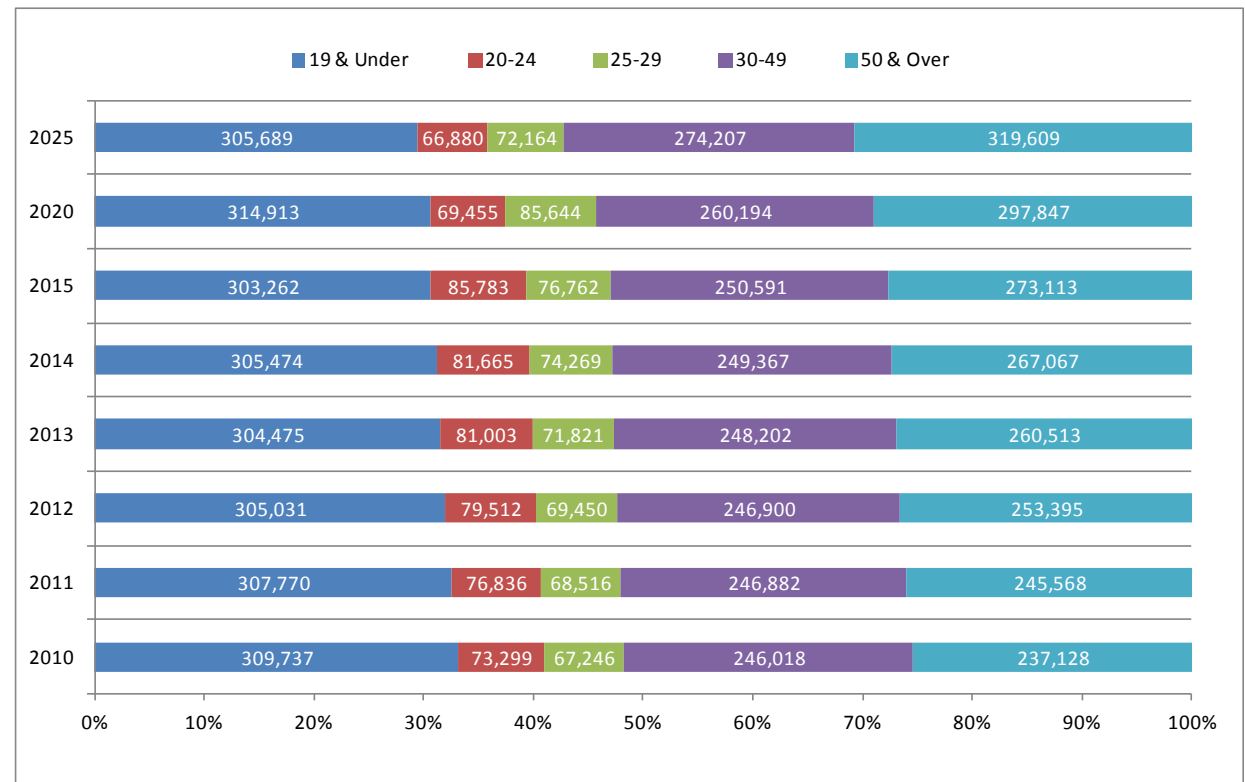
Source: EMSI

in the regional population. These are larger decreases than the projected 16.75% (-522,916 persons) decrease expected for the proportion of the State-wide population in the same age group.

From 2015 to 2025, population projections indicate that the proportion of those in the 50 and over age group will increase by 17.02% (46,496 persons) in the service area and 16.55% (216,825 persons) in the region. The projected increase for that same age group in the State is 15.38% (1,884,696 persons).

EXHIBIT 3.04: REGIONAL AREA POPULATION BY AGE GROUP
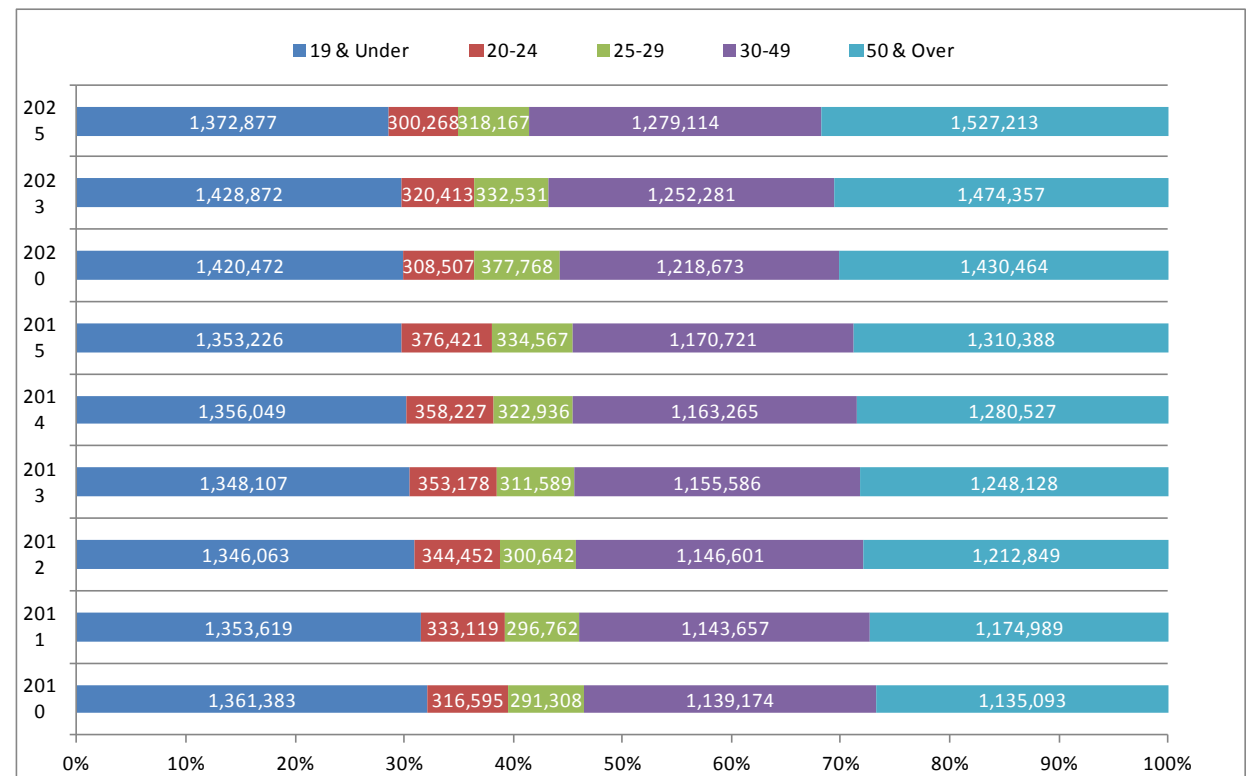
	19 & Under	20-24	25-29	30-49	50 & Over
2025	1,372,877	300,268	318,167	1,279,114	1,527,213
2023	1,428,872	320,413	332,531	1,252,281	1,474,357
2020	1,420,472	308,507	377,768	1,218,673	1,430,464
2015	1,353,226	376,421	334,567	1,170,721	1,310,388
2014	1,356,049	358,227	322,936	1,163,265	1,280,527
2013	1,348,107	353,178	311,589	1,155,586	1,248,128
2012	1,346,063	344,452	300,642	1,146,601	1,212,849
2011	1,353,619	333,119	296,762	1,143,657	1,174,989
2010	1,361,383	316,595	291,308	1,139,174	1,135,093

Source: EMSI

Planning Environment - External Scan
POPULATION ESTIMATES + PROJECTIONS *(cont.)*

The service area is estimated to have seen an increase in the proportion of Hispanics between 2010 and 2015 by approximately 11.61% (56,550 persons). By 2025, the proportion of Hispanics in the service area is projected to reach 56.79% of the total population (594,718 persons) and 52.51% of the total regional population (2,519,083 persons). Hispanics are projected to make-up 40.3% of the State population by the year 2025 (16,555,395 persons).

Between 2010 and 2015 the service area is estimated to have seen a decrease of Caucasians by approximately 4.45% (-12,741 persons). Caucasians in the regional population are estimated to have decreased by approximately 2.2% in the same time period (-34,730 persons). Caucasians in the State-wide population are estimated to have decreased by 1.5% between 2010 and 2015 (-231,334 persons).

Between 2015 and 2025, the number of Caucasians in the service area is projected to decrease by 5.29% (-14,488 persons) and 3.77% in the region (-57,336 persons). The number of Caucasians in the State is projected to decrease by 0.77% in the same time period (-113,913 persons).

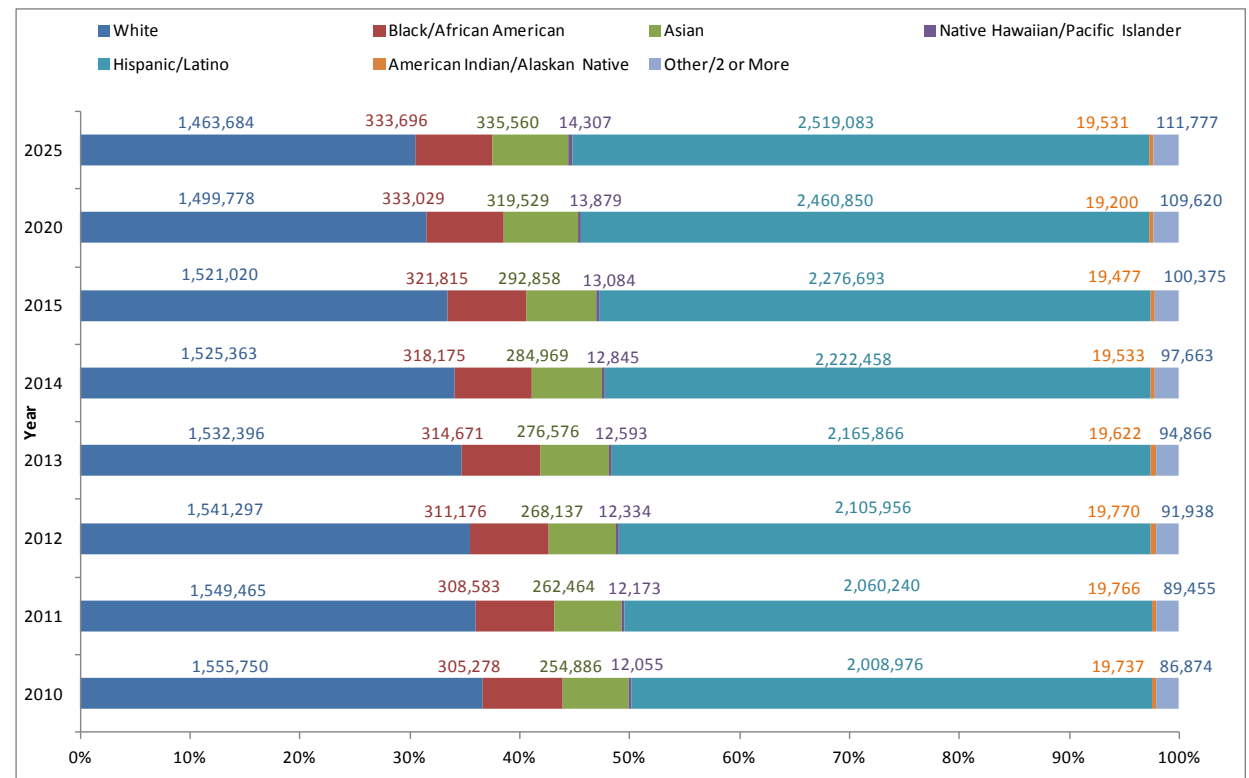**EXHIBIT 3.05: SERVICE AREA POPULATION BY RACE/ETHNICITY**
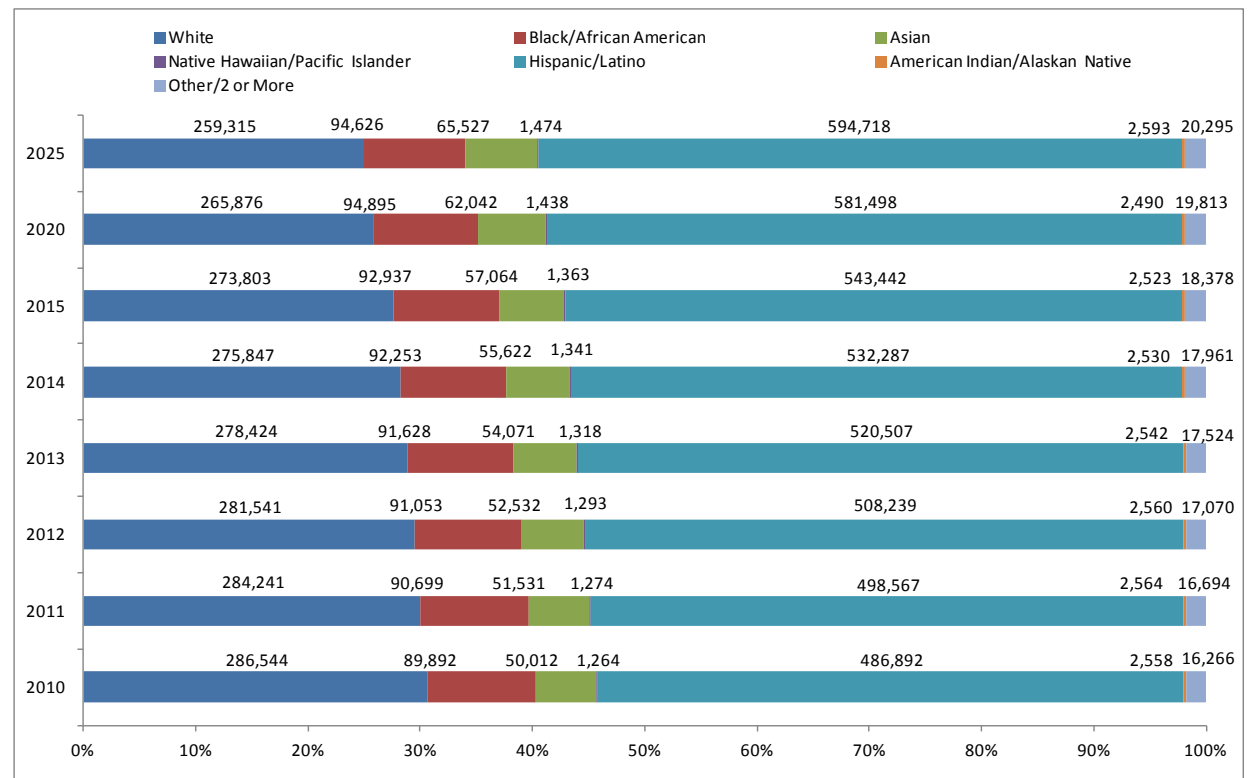
Source: EMSI

In 2015, the proportion of African Americans within the service area population was 9.39% (92,937 persons). By 2025 the proportion of African Americans is projected to make up 9.04% of the service area population (94,626 persons) and 6.96% of the regional population (333,696 persons), as compared to the projected 5.5% of the State population (2,259,304 persons).

In 2015, the proportion of Asians in the service area population was 5.77% (57,064 persons). By 2025, the proportion of Asians in the service area is projected to be 6.26% (65,527 persons) and 6.99% in the region (335,560 persons), as compared to 14.85% in the State (6,101,547 persons).

EXHIBIT 3.06: REGIONAL POPULATION BY RACE/ETHNICITY

Legend: White / Black/African American / Asian / Native Hawaiian/Pacific Islander / Hispanic/Latino / American Indian/Alaskan Native / Other/2 or More

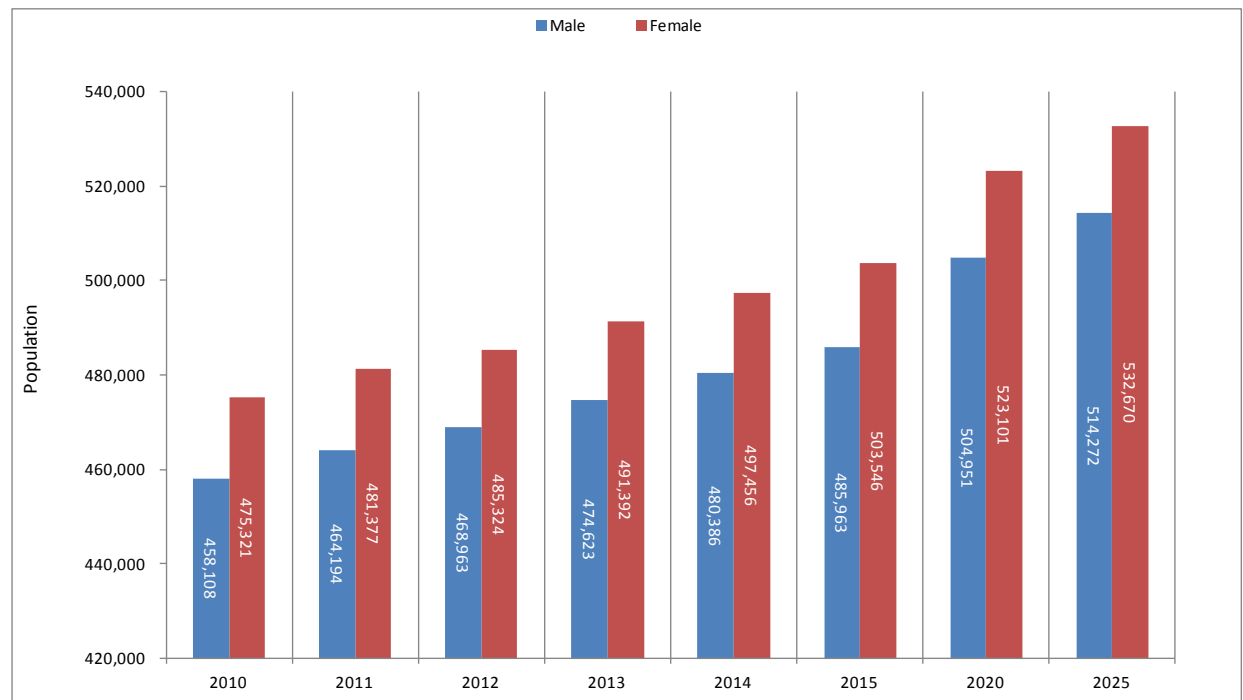| Year	White	Black/African American	Asian	Native Hawaiian/Pacific Islander	Hispanic/Latino	American Indian/Alaskan Native	Other/2 or More
2025	1,463,684	333,696	335,560	14,307	2,519,083	19,531	111,777
2020	1,499,778	333,029	319,529	13,879	2,460,850	19,200	109,620
2015	1,521,020	321,815	292,858	13,084	2,276,693	19,477	100,375
2014	1,525,363	318,175	284,969	12,845	2,222,458	19,533	97,663
2013	1,532,396	314,671	276,576	12,593	2,165,866	19,622	94,866
2012	1,541,297	311,176	268,137	12,334	2,105,956	19,770	91,938
2011	1,549,465	308,583	262,464	12,173	2,060,240	19,766	89,455
2010	1,555,750	305,278	254,886	12,055	2,008,976	19,737	86,874

Source: EMSI

Planning Environment - External Scan
POPULATION ESTIMATES + PROJECTIONS *(cont.)*

Between 2010 and 2015, the service area male population proportion stayed steady at 49.1% of the population. In the same time period, the regional male population proportion increased marginally by 0.1%. The State-wide male population proportion increased by an even smaller amount of 0.01% during the same time period.
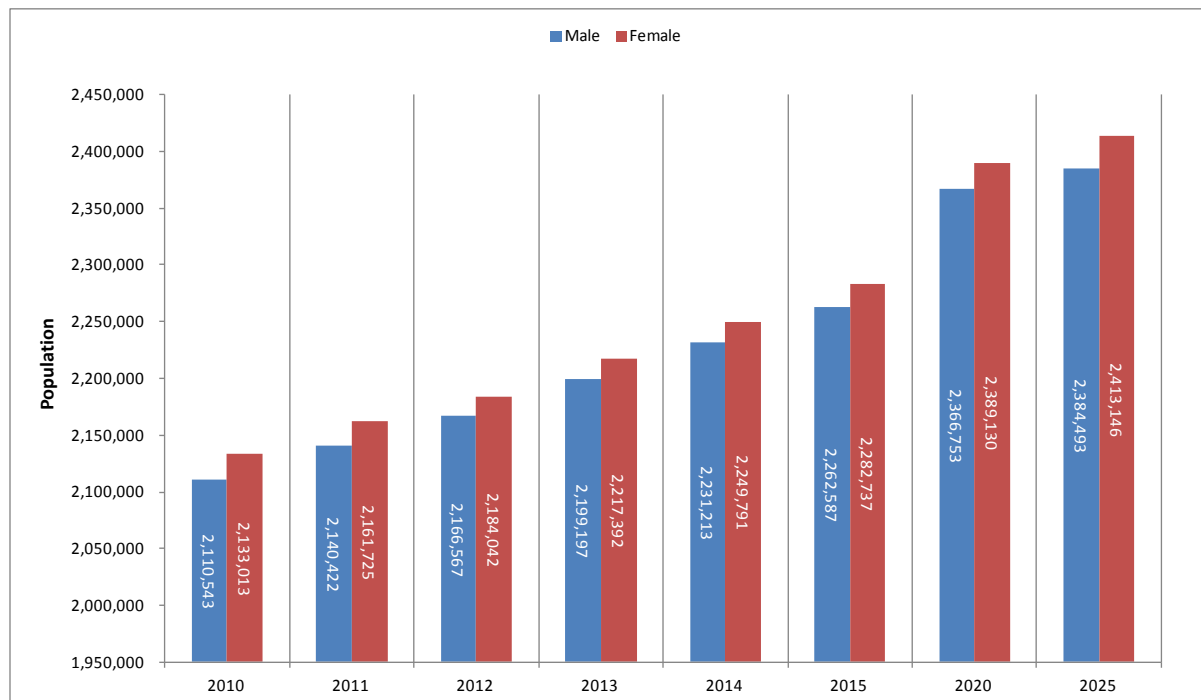
Between 2015 and 2025, the service area male population is projected to increase by 5.83% (28,309 persons) and the female population is projected to increase by 5.78% (29,124 persons). The number of males in the region is projected to increase by 5.39% (121,906 persons) and 5.71% for females (130,409 persons). The number of males within the State-wide population is projected to increase by 4.8% (931,711 persons) and 5.4% for females (1,055,635 persons) during the same time period.

EXHIBIT 3.07: SERVICE AREA POPULATION BY GENDER

Source: EMSI

EXHIBIT 3.08: REGIONAL POPULATION BY GENDER

Chart legend: ■ Male ■ Female

Y-axis: Population

Year	Male	Female
2010	2,110,543	2,133,013
2011	2,140,422	2,161,725
2012	2,166,567	2,184,042
2013	2,199,197	2,217,392
2014	2,231,213	2,249,791
2015	2,262,587	2,282,737
2020	2,366,753	2,389,130
2025	2,384,493	2,413,146

Source: EMSI

Planning Environment - External Scan
EDUCATIONAL ATTAINMENT

College service area, regional and State data regarding educational attainment provide insight into the academic achievement background of the population and the relationship between income and education levels.

The proportion of service area residents age 25 and over with no high school diploma is 23.58% (138,997 persons), which is slightly higher than the regional proportion of 21.83% (581,696 persons). Both the service area and regional proportion of population with no high school diploma exceeds the State-wide proportion of 19.28%.
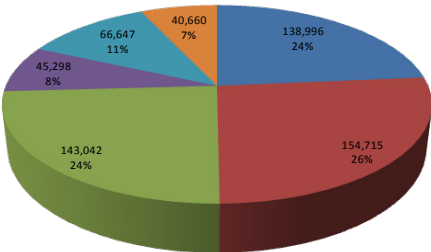
The proportion of service area residents age 25 and over with at most a high school diploma or equivalent is 26.25% (154,715 persons), which is slightly higher than the regional proportion of 25.89% (689,898 persons). The proportion of population with at most a high school diploma or equivalent in the service area and region exceeds the State's proportion of 20.91%.

Almost half of the population in the service area (49.84%) and slightly less than half of the regional population (47.72%) age 25 and over do not have any higher education experience. The State-wide average population age 25 and over without any higher education experience is 40.18%.
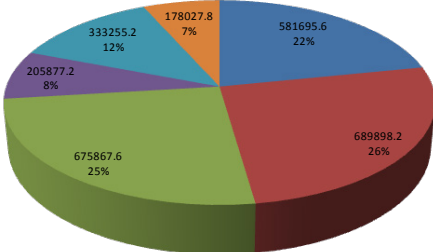
The largest discrepancy between service area and regional residents age 25 and over with college experience compared to State levels of educational attainment, is for those with a Bachelor's degree. The proportion of the service area population with a BA/BS degree is 11.31%, which is approximately 1.7 times less than that of the State's 19.2%. The proportion of the regional population with a BA/BS degree is slightly higher than the service area proportion at 12.51%. Approximately 10.9% of the State population has a Graduate or Professional degree, while the service area proportion is 6.9% (6.68% regionally).

EXHIBIT 3.09: EDUCATIONAL ATTAINMENT (5-YEAR ESTIMATE)

Legend: No H.S. Diploma | H.S. Diploma or Equiv. | Some College | AA/AS | BA/BS | Graduate or Prof.

SERVICE AREA
- 40,660 7%
- 66,647 11%
- 45,298 8%
- 143,042 24%
- 138,996 24%
- 154,715 26%

REGION
- 178027.8 7%
- 333255.2 12%
- 205877.2 8%
- 675867.6 25%
- 581695.6 22%
- 689898.2 26%

CALIFORNIA
- 40,660 7%
- 66,647 11%
- 45,298 8%
- 143,042 24%
- 138,996 24%
- 154,715 26%
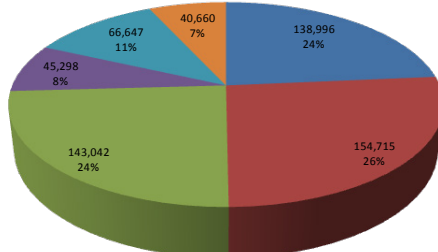
Source: Census 2010, ACS 5-Year Estimates

The average median income of the population age 25 and over in the service area ($35,687) and region ($33,851) is slightly less than the State median of $37,170.

For service area residents age 25 and over, the average median income of those with at least some college experience or an AA/AS degree increases by $5,807 when compared to the income of those with only a high school diploma or equivalent. Moreover, the average median income for service area residents with a BA/BS degree increases by $14,573 when compared to those with only some college experience or an AA/AS degree, and increases by $20,380 when compared to those with only a high school diploma or equivalent.

Service area and regional residents with a high school diploma/equivalent or less have a median income that is greater than the State-wide average. Conversely, service area and regional residents with a BA/BS degree or higher have a median income that is less than the State-wide average. This dynamic may be correlated to the make-up and availability of blue collar jobs in the area.

EXHIBIT 3.10: MEDIAN INCOME BY EDUCATIONAL ATTAINMENT (5-YEAR ESTIMATES)
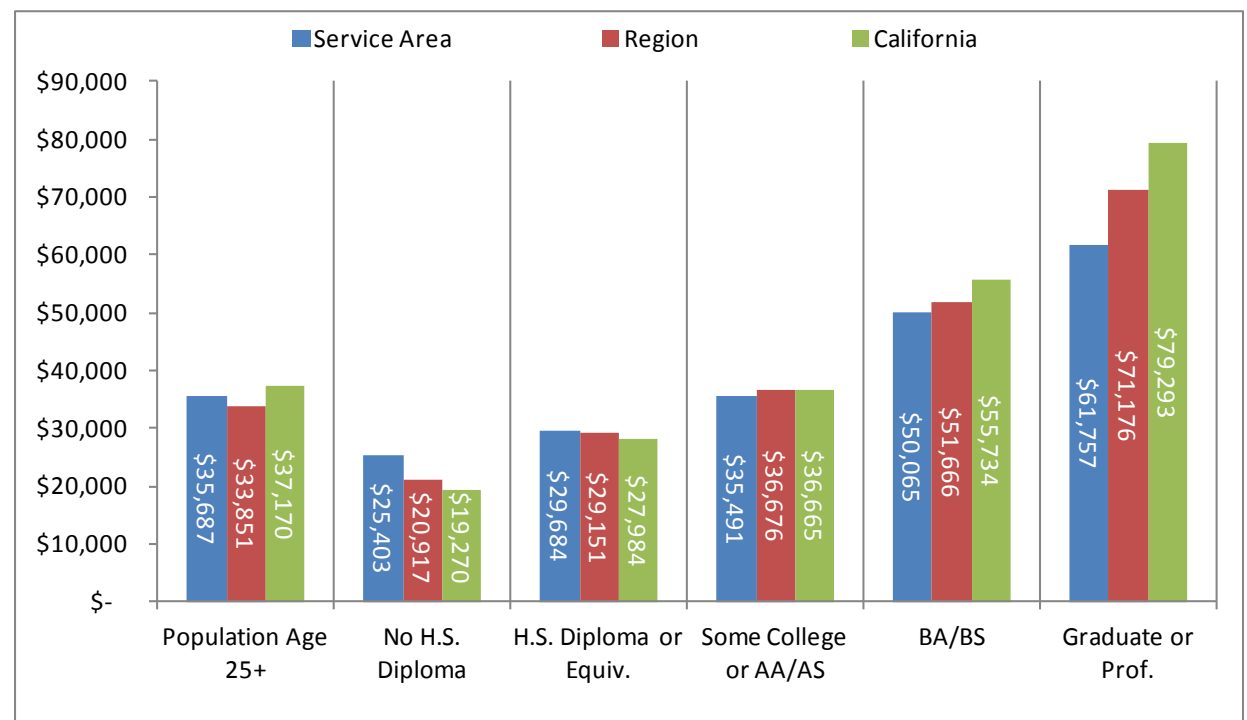
Source: Census 2010, ACS 5-Year Estimates

Planning Environment - External Scan
HOUSEHOLD SIZE, INCOME + POVERTY

The service area average household size (2.96 persons) is fractionally higher than that of the region (2.92 persons). Both the service area and regional average household size are greater than the State's average of 2.76 persons. Median household income within the service area is $1,286.68 less than in the region and $7,429.68 less than the State-wide median household income. Average per capita income in the service area is $3 more than in the region and $7,381 less than the State-wide per capita income.

The poverty rate of families within the service area (15.27%) is 1.08 times greater than within the region (14.14%). However, both the service area and regional poverty rate of families are greater than the State's rate of 12.3%.

EXHIBIT 3.11: HOUSEHOLD SIZE, INCOME + POVERTY (5-YEAR ESTIMATE)

Area	Avg. Household Size	Median Household Income	Per Capita Income	Families Below Poverty (%)
Service Area	2.96	$54,059.32	$22,525.00	15.27%
Region	2.92	$55,346.00	$22,522.00	14.10%
California	2.76	$61,489.00	$29,906.00	12.30%

Source: Census 2010, ACS 5-Year Estimates

Planning Environment - External Scan
FEEDER HIGH SCHOOL STUDENT PROFICIENCY

Student proficiency is measured with the California Assessment of Student Performance and Progress (CAASPP) test administered to students in the 11th grade. In the 2014-15 academic year, Redlands Senior High produced the greatest percentage of proficient students, with 77% of students having either met or exceeded the CAASPP standards for English and 45% of students having either met or exceeded the CAASPP standards for math. Citrus Valley High produced the second largest percentage of proficient students, with 69% and 37% of students having met or exceeded the standards for English and math, respectively. The least proficient feeder high school was Orangewood High Continuation, with 12% and 1% of students having either met or exceeded the standards for English and math, respectively.

In the 2014-15 academic year, the average percentage of students from the top 10 feeder higher schools who either met or exceeded the CAASPP standards for English was 51%, which is 7% higher than the State average of 44%. The average percentage of top 10 feeder high school students who either met or exceeded the CAASPP standards for math was 22%, which is 11% lower than the State average of 33%.

It should be noted that although home schooled students constituted the 5th ranked feeder high school in 2014-15, there are no CAASPP scores available for those students.

EXHIBIT 3.12: FALL 2014 TOP TEN FEEDER HIGH SCHOOL CAASPP RESULTS (ADMINISTERED IN 11TH GRADE)

School	Percent of Students Who Met or Exceeded Standards	
	English	Math
Yucaipa High	52%	24%
Redlands East Valley High	64%	33%
Citrus Valley High	69%	37%
Redlands Senior High	77%	45%
Other Home School	N/A	N/A
Beaumont Senior High	55%	22%
San Gorgonio High	45%	18%
Green Valley High	26%	2%
Orangewood High Continuation	12%	1%
Rim of the World Senior High	60%	16%
Feeder Average	51%	22%
California	44%	33%

Source: Census 2010, ACS 5-Year Estimates

Planning Environment - External Scan
NEIGHBORING HIGHER EDUCATION INSTITUTIONS

Recognizing other higher educational institutions located within a reasonable distance of the CHC service area is an important factor in understanding educational options available to service area residents. For those with vehicular transportation means, an approximate one hour drive-time is considered a reasonable distance for service area residents to travel for higher education needs.

Approximately 47 higher education institutions are within approximately one driving hour away from CHC. Of those institutions, 20 are California Community Colleges (excluding San Bernardino Valley College). There are also two vocational colleges, one private vocational college and a private junior college within one driving hour from CHC. Among neighboring higher educational institutions, 17 are private 4-year colleges and four are California State Universities (Cal Poly Pomona, CSU San Bernardino, CSU Fullerton and CSU Los Angeles). Two of the neighboring higher educational institutions from CHC belong to the University of California system (UC Riverside and UC Irvine).

EXHIBIT 3.13: NEIGHBORING HIGHER EDUCATION INSTITUTIONS

Institution	Type	Distance from CHC (mi)	Approx. Drive time from CHC
University of Redlands	Private 4-Year	4.3	9 min
National University	Private 4-Year	12	15 min
Loma Linda University	Private 4-Year	12.3	18 min
Concorde Career College	Vocational College	12.9	17 min
Moreno Valley College	Community College	17.8	28 min
CSU San Bernardino	California State University	20.9	24 min
UC Riverside	University of California	21	25 min
University of Riverside	Private 4-Year	21.8	23 min
Riverside City College	Community College	22	26 min
Mt San Jacinto College	Community College	22.6	27 min
California Baptist University	Private 4-Year	25.9	29 min
San Joaquin Valley College	Private Junior College	28.9	29 min
La Sierra University	Private 4-Year	31.4	33 min
Chaffey College	Community College	33.9	35 min
Claremont-McKenna College	Private 4-Year	38.6	43 min
Norco College	Community College	39.7	41 min
University of La Verne	Private 4-Year	41.5	43 min
Cal Poly Pomona	California State University	43.8	44 min
San Antonio College	Community College	46.7	49 min
Santiago Canyon College	Community College	51.6	52 min
Asuza Pacific University	Private 4-Year	53	50 min
Citrus College	Community College	53.7	51 min
College of the Desert	Community College	54.7	53 min

Institution	Type	Distance from CHC (mi)	Approx. Drive time from CHC
Chapman University	Private 4-Year	55.6	59 min
CSU Fullerton	California State University	56.9	1 hr 1 min
Anaheim University	Private 4-Year	57.3	1 hr 5 min
Brownson Technical School	Vocational College	57.7	1 hr
Hope International University	Private 4-Year	58.2	56 min
Rio Honda College	Community College	59.1	59 min
Fullerton College	Community College	60.2	59 min
Southern California University of Health Sciences	Private Vocational College	60.3	1 hr 7 min
Santa Ana College	Community College	60.5	1 hr 3 min
UC Irvine	University of California	61.9	1 hr 13 min
Coastline Community College	Community College	62.6	1 hr 7 min
Whittier College	Private 4-Year	63.6	1 hr 9 min
Concordia University Irvine	Private 4-Year	64.1	1 hr 6 min
CSU Los Angeles	California State University	64.9	1 hr 11 min
Cypress College	Community College	65	1 hr 8 min
Vanguard University of Southern California	Private 4-Year	65	1 hr 4 min
Biola University	Private 4-Year	65.1	1 hr 7 min
Orange Coast College	Community College	65.3	1 hr 8 min
California Institute of Technology	Private 4-Year	67.1	1 hr 14 min
Cerritos College	Community College	68	1 hr 10 min
Golden West College	Community College	68.4	1 hr 11 min
Saddleback College	Community College	70.6	1 hr 9 min
Glendale Community College	Community College	74.3	1 hr 10 min
East Los Angeles College	Community College	75.7	1 hr 12 min

Planning Environment - External Scan
EXTERNAL SCAN FINDINGS

Analysis of data regarding the external scan provides insight for making informed planning decisions. The following findings are derived from the external scan data presented in this chapter of the EMP:

Population Demographics
› From 2005 to 2015:
  › Service area total population is estimated to have grown by 13% (113,686 persons)
  › Regional area total population is estimated to have grown by 17.3% (669,696 persons)
  › State total population is estimated to have grown by 9.1% (1,755,007 persons)

› From 2015 to 2025:
  › Service area total population is projected to grow by 5.13% (50,687 persons)
  › Regional area total population is projected to grow by 5.7% (318,658 persons)
  › State total population is projected to grow by 3.7% (604,271 persons)

› Population projections suggest that between 2015 and 2025, the proportion of people in the 19 and under age group will increase by 0.8%

within the service area (2,427 persons) and 1.45% in the region (19,651 persons), which is less than the projected 2.07% increase State-wide (212,632 persons).

› Between 2015 and 2025, population projections indicate that the proportion of people in the 20-24 age group will decrease by 22.04% in the service area population (-18,903 persons) and 20.23% in the regional population (-76,153 persons), both of which are larger than the projected 16.75% decrease expected Statewide (-522,916 persons).

› Population projections suggest that the proportion of people in the 50 and over age group will increase by 17.02% in the service area (46,496 persons) and 16.55% in the region (216,825 persons) by the year 2025. The projected increase for the same age group in the State is 15.38% (1,884,696 persons).

› By 2025, Hispanics are expected to account for:
  › 56.79% of the service area population (594,718 persons)

  › 52.51% of the regional population (2,519,083 persons)
  › 40.3% of the State population (16,555,395 persons)

› By 2025, Caucasians are expected to account for:
  › 24.76% of the service area population (259,315 persons)
  › 30.51% of the regional population (1,463,684 persons)
  › 35.71% of the State population (14,670,529 persons)

› By 2025, African Americans are expected to constitute:
  › 9.04% of the service area population (94,626 persons)
  › 6.96% of the regional population (333,696 persons)
  › 5.5% of the State population (2,259,304 persons)

› By 2025, Asians are expected to comprise:
  › 6.26% of the service area population (65,527 persons)

› 6.99% of the regional population (335,560 persons)

› 14.85% of the State population (6,101,547 persons)

› By 2025, the service area male population is projected to increase by 5.83% (28,309 persons) and the female population is projected to increase by 5.78% (29,124 persons). The number of males within the State-wide population is projected to increase by 4.8% (931,711 persons) and 5.4% for females (1,055,635 persons) during the same time period.

Educational Attainment

› 49.84% of the service area residents age 25 and older do not have any higher education experience (293,711 persons) while 47.72% of regional residents age 25 and older do not have any higher education experience (1,271,594). The State-wide average of persons without any higher education experience is 40.18% (9,954,719 persons).

› The proportion of service area residents age

25 and older with a BA/BS degree is 11.31%, which is approximately 1.7 times less than that of the State's 19.2%. The proportion of the regional population age 25 and over with a BA/BS degree is 12.51%.

› The average median income of the population age 25 and over in the service area ($33,687) and region ($33,851) is slightly less than the State median of $37,170.

› Service area and regional residents with a high school diploma/equivalent or less have a median income that is greater than the State-wide average. Conversely, service area and regional residents with a BA/BS degree or higher have a median income that is less than the State-wide average. This dynamic may be correlated to the make-up and availability of blue collar jobs in the area.

Household Size, Income & Poverty

› The average household size in the service area is 2.96 persons and 2.92 persons in the region, both of which are slightly higher than the State's average of 2.76 persons.

› Median household income in the service area is $54,059.32, as compared to $55,346 in the region, and $61,489 within the State.

› Per capita income in the service area is $22,525 and $22,522 in the region, while per capita income in the State is $29,906.

› The percentage of families below the poverty line in the service area is 15.27%. The percentage of families below the poverty line in the region is 14.1% and 12.3% in the State.

Service Area High Schools

› In the 2014-15 academic year, Redlands Senior High produced the most proficient students, with 77% and 45% of students having either met or exceeded CAASPP standards for English and math, respectively. The next most proficient students were from Citrus Valley High, with 69% and 37% of students having met or exceeded the standards for English and math, respectively. The least proficient high school was Orangewood High Continuation, with 12% and 1% of students having either met or

Planning Environment - External Scan
EXTERNAL SCAN FINDINGS *(cont.)*

exceeded the standards for English and math, respectively.

› In the 2014-15 academic year, the average percentage of students from the top ten feeder high schools who either met or exceeded the CAASPP standards for English was 51%, which is 7% higher than the State average of 44%.

› In the 2014-15 academic year, the average percentage of students from the top ten feeder high schools who either met or exceeded the CAASPP standards for math was 22%, which is 11% lower than the State average of 33%.

Neighboring Higher Education Institutions:
› There are 47 higher education institutions that are approximately one driving hour away from CHC. Those 47 neighboring institutions are comprised of:
  › 20 California Community Colleges
  › Two vocational colleges
  › One private vocational college
  › One private junior college
  › 17 private 4-year colleges

› Four California State Universities (Cal Poly Pomona, CSU San Bernardino, CSU Fullerton and CSU Los Angeles)
› Two University of California institutions (UC Riverside and UC Irvine)

Crafton Hills Community College (CHC) is committed to providing students with education for transfer to four-year institutions and with career technical and professional education important to the region. In an effort to best understand economic conditions, the following analysis examines labor market information for the region (San Bernardino and Riverside Counties) as well as the service area community directly in the College's sphere of influence.

Labor Market Information

Labor Market Information
LABOR FORCE, EMPLOYMENT + UNEMPLOYMENT

Labor force is defined as the working age population (16 years or older) that is employed (part or full time) or actively seeking employment. The CHC service area labor force is composed of approximately 487,700 residents age 16 or older. Approximately 1,961,800 persons within the regional population age 16 or older made up the regional labor force.

In 2015, the unemployment rate of the service area (6.66%) and region (6.6%) was fractionally higher than the State's estimated unemployment rate of 6.2%.

EXHIBIT 4.01: LABOR FORCE, EMPLOYMENT + UNEMPLOYMENT (ANNUAL AVERAGE 2015)

Area	Labor Force	Employment	Unemployment	Unemployment Rate
Service Area	487,800	455,600	32,500	6.66%
Region	1,961,800	1,832,300	129,500	6.60%
State	18,981,800	17,798,600	1,183,200	6.20%

Source: California Employment Development Department, LMI Division

Labor Market Information
INDUSTRY ESTIMATES + PROJECTIONS

In 2015, the top five employment industries in the service area were the following: Health Care and Social Assistance (20.19% or 47,528 jobs), Government (15.16% or 35,679 jobs), Retail Trade (13.68% or 32,193 jobs), Accommodation and Food Services (9.16% or 21,564 jobs), and Transportation and Warehousing (7.5% or 17,659 jobs).

Between 2010 and 2015, the top five employment industries named above grew by the following: Health Care and Social Assistance (46.44% or 15,072 jobs), Government (0.45% or 160 jobs), Retail Trade (10.95% or 3,176 jobs), Accommodation and Food Services (22.16% or 3,912 jobs), and Transportation and Warehousing (45.35% or 5,510 jobs).

By 2025, the top five employment industries in the service area in terms of people employed are projected to be: Health Care and Social Assistance (22.61% or 62,111 jobs), Retail Trade (14% or 38,455 jobs), Government (13.3% or 36,547 jobs), Accommodation and Food Services (9.33% or 25,643 jobs), and Transportation and Warehousing (8.4% or 23,091 jobs).

From 2015 to 2025, the largest numerical job growth for service area employment by industry is expected to be the following: Health Care and Social Assistance (14,583 jobs or 30.68%), Retail Trade (6,262 jobs or 19.45%), Transportation and Warehousing (5,432 jobs or 30.76%), and Accommodation and Food Services (4,079 jobs or 18.92%).

EXHIBIT 4.02: SERVICE AREA EMPLOYMENT PROJECTIONS BY INDUSTRY (2010-2025)

Description	2010 Jobs	2015 Jobs	2010 - 2015 Change	2025 Jobs	2015 - 2025 Change
Health Care and Social Assistance	32,456	47,528	15,072	62,111	14,583
Retail Trade	29,017	32,193	3,176	38,455	6,262
Government	35,519	35,679	160	36,547	868
Accommodation and Food Services	17,652	21,564	3,912	25,643	4,079
Transportation and Warehousing	12,149	17,659	5,510	23,091	5,432
Administrative and Support and Waste Management and Remediation Services	11,326	13,517	2,191	15,272	1,755
Manufacturing	10,222	12,421	2,199	12,732	311
Construction	7,392	9,839	2,447	9,881	42
Wholesale Trade	6,538	7,752	1,214	9,358	1,606
Other Services (except Public Administration)	10,166	7,101	(3,065)	8,050	949
Professional, Scientific, and Technical Services	5,662	6,464	802	7,902	1,438
Educational Services	4,780	5,324	544	6,744	1,420
Finance and Insurance	4,666	5,153	487	5,824	671
Arts, Entertainment, and Recreation	1,751	2,337	586	2,650	313
Management of Companies and Enterprises	2,622	2,741	119	2,590	(151)
Real Estate and Rental and Leasing	2,279	2,420	141	2,435	15
Utilities	2,389	2,240	(149)	2,290	50
Information	1,631	1,371	(260)	1,349	(22)
Unclassified Industry	331	874	543	984	110
Crop and Animal Production	1,231	1,034	(197)	633	(401)
Mining, Quarrying, and Oil and Gas Extraction	106	197	91	223	26
Total	**199,884**	**235,407**	**35,523**	**274,763**	**39,356**

Source: EMSI

Labor Market Information
INDUSTRY ESTIMATES + PROJECTIONS *(cont.)*

In 2015, the top five employment industries in the region were the following: Government (17.62% or 233,853 jobs), Retail Trade (12.91% or 171,405 jobs), Health Care and Social Assistance (12.84% or 170,431 jobs), Accommodation and Food Services (9.97% or 132,410 jobs) and Administrative/Support and Waste Management/Remediation Services (7.11% or 94,319 jobs).

Between 2010 and 2015, the top five industries for employment in the region grew by the following: Government (-0.14% or -330 jobs), Retail Trade (11% or 16,642 jobs), Health Care and Social Assistance (45% or 53,075 jobs), Accommodation and Food Services (23% or 24,840 jobs) and Administrative / Support and Waste Management / Remediation Services (21% or 16,430 jobs). Manufacturing dropped from the fifth ranked employment industry in the region to the 6th ranked employment industry.

By 2025, the top five employment industries are projected to be the following: Government (15.96% or 244,893 jobs), Health Care and Social Assistance (14.48% or 222,162 jobs), Retail Trade (13.28% or 203,840 jobs), Accommodation and Food Services (10.28% or 157,773 jobs) and Administrative/Support and Waste Management/Remediation Services (7.41% or 113,626 jobs).

From 2015 to 2025, the largest numerical job growth for regional employment by industry is expected to be the following: Health Care and Social Assistance (51,731 jobs or 30.35%), Retail Trade (32,435 jobs or 18.92%), Accommodation and Food Services (25,363 jobs or 19.15%), Transportation and Warehousing (23,046 jobs or 28.75%), and Administrative/Support and Waste Management/Remediation Services (19,307 jobs or 20.47%)

EXHIBIT 4.03: REGIONAL EMPLOYMENT PROJECTIONS BY INDUSTRY (2010-2025)

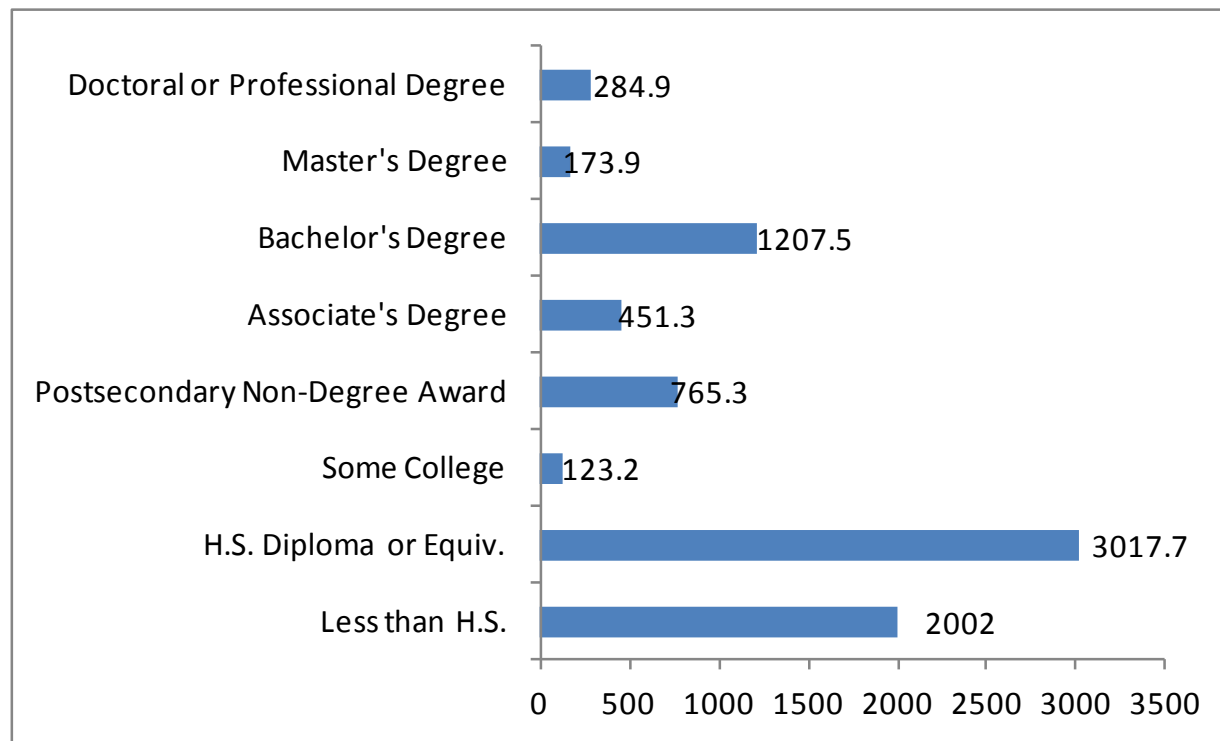| Description	2010 Jobs	2015 Jobs	2010 - 2015 Change	2025 Jobs	2015 - 2025 Change
Government	234,183	233,853	(330)	244,893	11,040
Health Care and Social Assistance	117,356	170,431	53,075	222,162	51,731
Retail Trade	154,763	171,405	16,642	203,840	32,435
Accommodation and Food Services	107,570	132,410	24,840	157,773	25,363
Administrative and Support and Waste Management and Remediation Services	77,889	94,319	16,430	113,626	19,307
Transportation and Warehousing	55,804	80,133	24,329	103,179	23,046
Construction	59,611	84,152	24,541	92,042	7,890
Manufacturing	83,940	93,624	9,684	91,421	(2,203)
Wholesale Trade	48,722	62,436	13,714	77,877	15,441
Professional, Scientific, and Technical Services	34,961	42,551	7,590	52,089	9,538
Other Services (except Public Administration)	51,914	35,982	(15,932)	40,986	5,004
Finance and Insurance	25,569	28,298	2,729	32,091	3,793
Educational Services	13,126	16,109	2,983	20,399	4,290
Arts, Entertainment, and Recreation	15,710	18,009	2,299	19,863	1,854
Real Estate and Rental and Leasing	15,511	16,859	1,348	18,094	1,235
Crop and Animal Production	14,822	14,291	(531)	11,693	(2,598)
Information	16,046	11,260	(4,786)	10,652	(608)
Management of Companies and Enterprises	8,632	9,148	516	8,679	(469)
Unclassified Industry	2,251	5,582	3,331	6,189	607
Utilities	5,754	5,493	(261)	5,668	175
Mining, Quarrying, and Oil and Gas Extraction	1,017	1,100	83	1,202	102
Total	**1,145,149**	**1,327,444**	**182,294**	**1,534,418**	**206,973**

Labor Market Information
OCCUPATION PROJECTIONS

There are projected to be approximately 8,026 average annual job openings in the service area between 2015 and 2025. Annual openings are determined by the sum of new and replacement jobs in an occupation over the selected timeframe (2015 – 2025) divided by the number of years in the timeframe. Of these annual openings, 5,020 (62.54%) have a typical entry level education of a high school diploma/ equivalent or less, 123 (1.54%) have a typical entry level education of some college, 765 (9.54%) have a typical entry level education of a postsecondary non-degree award, 451 (5.62%) have a typical entry level education of an Associate's degree, 1,208 (15.05%) have a typical entry level education of a Bachelor's degree, and 459 (5.72%) have a typical entry level education of a Master's degree or higher.

It should be noted that occupations with an average hourly wage of less than $12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommends some level of continuing higher education to be competitive for obtaining that particular job.

EXHIBIT 4.04: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)

Education Level	Average Annual Job Openings
Doctoral or Professional Degree	284.9
Master's Degree	173.9
Bachelor's Degree	1207.5
Associate's Degree	451.3
Postsecondary Non-Degree Award	765.3
Some College	123.2
H.S. Diploma or Equiv.	3017.7
Less than H.S.	2002

Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

Of the occupations with the most expected annual openings within the service area by the year 2025, CHC may be in a position to provide instruction that would supply workers for the following jobs: registered nurses, nursing assistants, licensed practical/vocational nurses, home health aides, medical assistants, medical secretaries, elementary & postsecondary teachers, teacher assistants, customer service representatives, general and operations managers, first-line supervisors of office/administrative support/retail sales/food prep. workers, sales representatives in wholesale and manufacturing, secretaries/administrative assistants, and accountants/auditors.

For a full listing of average annual job openings by occupation in the service area please refer to the *Appendix*.

EXHIBIT 4.05: TOP 30 SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY OCCUPATION (2015-2025)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Retail Salespersons	502	7,916	9,852	1,936	24%	$12.49
Laborers and Freight, Stock, and Material Movers, Hand	469	7,866	9,675	1,809	23%	$13.46
Registered Nurses	281	6,351	7,762	1,411	22%	$42.89
Stock Clerks and Order Fillers	245	5,050	5,828	778	15%	$12.84
Heavy and Tractor-Trailer Truck Drivers	219	5,899	7,026	1,127	19%	$23.17
Office Clerks, General	165	5,171	5,662	491	9%	$14.59
Nursing Assistants	157	2,818	3,741	923	33%	$13.57
Customer Service Representatives	139	2,683	3,256	573	21%	$17.63

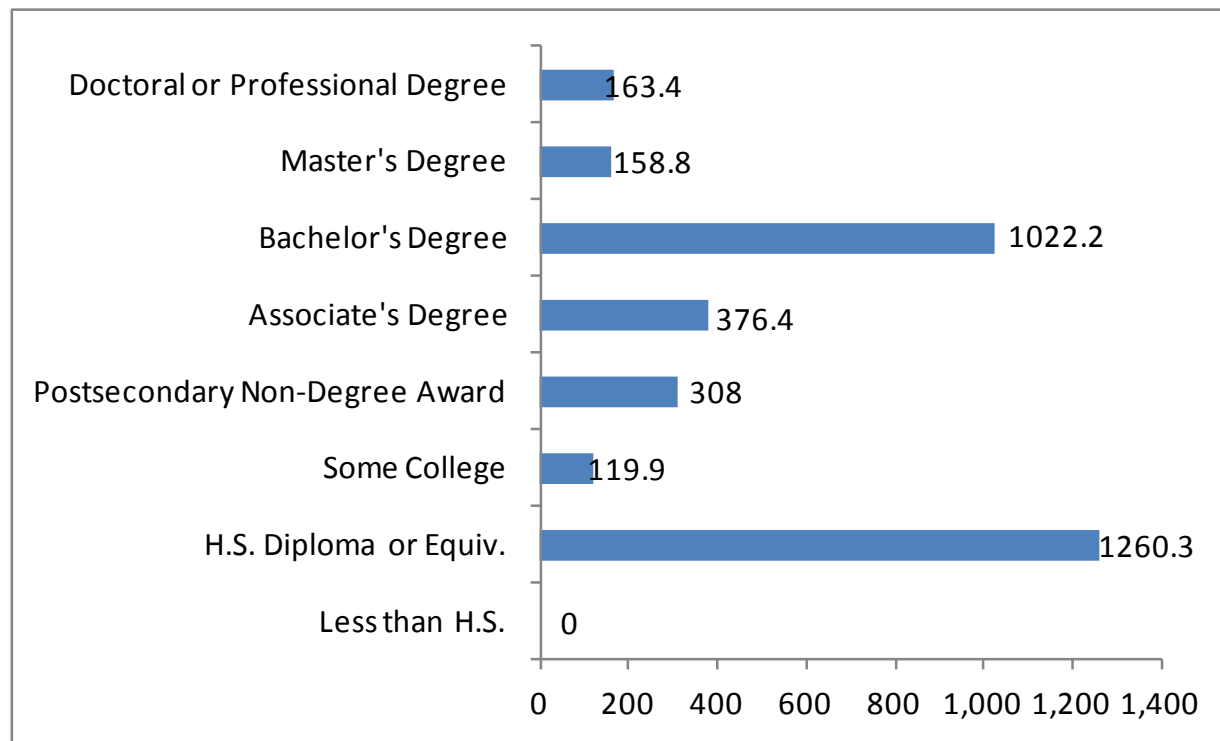| Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Elementary School Teachers, Except Special Education	126	3,699	4,096	397	11%	$35.22
General and Operations Managers	125	3,439	3,987	548	16%	$51.27
Home Health Aides	125	1,131	2,047	916	81%	$13.19
First-Line Supervisors of Office and Admin. Support Workers	119	2,660	3,153	493	19%	$25.42
Janitors/Cleaners, Except Maids and Housekeeping Cleaners	117	3,598	4,040	442	12%	$13.57
Postsecondary Teachers	108	2,874	3,461	587	20%	$41.67
First-Line Supervisors of Retail Sales Workers	107	2,354	2,849	495	21%	$20.84
Licensed Practical and Licensed Vocational Nurses	104	1,788	2,314	526	29%	$23.15
Packers and Packagers, Hand	102	2,003	2,406	403	20%	$12.08
First-Line Supervisors of Food Prep. and Serving Workers	99	1,786	2,200	414	23%	$14.84
Teacher Assistants	94	3,027	3,248	221	7%	$14.37
Secretaries & Admin. Assts, Except Legal, Medical,& Executive	93	3,292	3,790	498	15%	$17.91
Medical Assistants	92	1,956	2,446	490	25%	$14.11
Receptionists and Information Clerks	92	1,831	2,198	367	20%	$13.52
Industrial Truck and Tractor Operators	85	1,888	2,234	346	18%	$15.94
Automotive Service Technicians and Mechanics	75	1,672	1,957	285	17%	$19.81
Landscaping and Groundskeeping Workers	72	1,885	2,099	214	11%	$12.36
Maintenance and Repair Workers, General	71	1,921	2,225	304	16%	$18.74
Sales Reps, Wholesale & Manuf., Except Tech./Sci. Products	70	1,550	1,904	354	23%	$31.60
Shipping, Receiving, and Traffic Clerks	69	1,560	1,795	235	15%	$15.35
Accountants and Auditors	67	1,305	1,545	240	18%	$34.23
Medical Secretaries	66	1,492	1,941	449	30%	$15.73

Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

Of the projected 8,026 average annual job openings between 2015 and 2025 in the service area, approximately 3,409 openings belong to occupations that are related to programs offered by CHC. An occupation was determined to be related to a program if the program prepared an individual for employment in the occupation or for transfer to another program that would then prepare the individual for employment in the occupation (for example, CHC's biology program often feeds into several nursing programs in the area, thus, nursing occupations are considered to be related to CHC's biology program). None of the 3,409 openings have a typical entry level education of less than a high school diploma/equivalent. Approximately 1,260 jobs (36.97%) have a typical entry level education of a high school diploma or equivalent, 120 (3.52%) have a typical entry level education of some college, 308 (9.03%) have a typical entry level education of a postsecondary non-degree award, 376 (11.04%) have a typical entry level education of an Associate's degree, 1,022 (29.99%) have a typical entry level education of a Bachelor's degree, 159 (4.66%) have a typical entry level education of a Master's degree and 163 (4.79%) have a typical entry level education of a Doctoral or professional degree.

EXHIBIT 4.06: SERVICE AREA ANNUAL JOB OPENINGS RELATED TO CHC PROGRAMS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)

Education Level	Job Openings
Doctoral or Professional Degree	163.4
Master's Degree	158.8
Bachelor's Degree	1022.2
Associate's Degree	376.4
Postsecondary Non-Degree Award	308
Some College	119.9
H.S. Diploma or Equiv.	1260.3
Less than H.S.	0

Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

CHC programs with the highest number of related average annual openings in the service area were the following: Business Administration (30.79% or 1,050 openings), Biology (19.92% or 679 openings), Child Development and Education (16.79% or 572 openings), Accounting (10.44% or 356 openings) and Psychology (5.98% or 204 openings).

EXHIBIT 4.07: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY PROGRAM (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Business Administration	30.79%	1,050	$31.90
Biology	19.92%	679	$52.77
Childhood Development/Education	16.79%	572	$29.39
Accounting	10.44%	356	$27.02
Psychology	5.98%	204	$32.20
Communication Studies	5.20%	177	$25.99
Comp. Info. Tech./Comp. Science	3.08%	105	$40.39
Kinesiology	1.28%	44	$24.17
Chemistry	1.10%	38	$33.81
Emergency Medical Services	0.88%	30	$18.78
Engineering	0.77%	26	$41.42
Geology	0.57%	20	$31.94
Radiology	0.44%	15	$30.33
Religious Studies	0.40%	14	$25.07
Philosophy	0.38%	13	$57.03

Program	Annual Openings		Avg. Hourly Wage
	%	#	
History	0.32%	11	$21.91
Respiratory Care	0.32%	11	$30.42
Art	0.29%	10	$27.20
Theatre Arts	0.20%	7	$29.29
Fire Technology	0.20%	7	$28.34
Mathematics	0.19%	7	$36.57
Music	0.16%	6	$29.24
Modern Languages	0.14%	5	$19.73
English	0.08%	3	$30.33
Economics	0.05%	2	$33.70
Geography	0.04%	1	$27.90
Anthropology	-	-	$25.48
Dance	-	-	$14.22
Physics	-	-	$46.04
Sociology	-	-	$35.64

Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

Between 2015 and 2025, the service area job openings that have a typical entry level education of a postsecondary non-degree award or higher are expected to primarily be related to the following programs: Biology (31.42% or 675 openings), Child Development and Education (23.13% or 497 openings), Business Administration (14.42% or 310 openings), Psychology (6.95% or 149 openings) and Accounting (6.66% or 143 openings).

EXHIBIT 4.08: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY PROGRAM, POSTSECONDARY NON-DEGREE AWARD OR HIGHER (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Biology	31.42%	675	$54.39
Child Development and Education	23.13%	497	$31.07
Business Administration	14.42%	310	$41.92
Psychology	6.95%	149	$33.85
Accounting	6.66%	143	$34.90
Comp. Info. Tech./Comp. Science	4.89%	105	$41.90
Chemistry	1.75%	38	$33.81
Kinesiology	1.35%	29	$28.18
Communication Studies	1.33%	29	$29.49
Emergency Medical Services	1.29%	28	$15.73
Engineering	1.21%	26	$41.42
Geology	0.91%	20	$34.43
Radiology	0.70%	15	$30.33
Religious Studies	0.63%	14	$25.07
Philosophy	0.60%	13	$57.03

Program	Annual Openings		Avg. Hourly Wage
	%	#	
History	0.51%	11	$21.91
Respiratory Care	0.50%	11	$30.42
Theatre Arts	0.32%	7	$33.52
Fire Technology	0.31%	7	$28.34
Mathematics	0.31%	7	$36.57
Art	0.29%	6	$29.35
Modern Languages	0.22%	5	$19.73
English	0.13%	3	$30.33
Music	0.09%	2	$25.67
Economics	0.07%	2	$33.70
Anthropology	-	-	$25.48
Geography	-	-	$27.26
Physics	-	-	$46.04
Sociology	-	-	$35.64

Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

There are projected to be approximately 44,181 average annual job openings between 2015 and 2025 in the region. Of these annual openings, 29,768 (67.38%) typically require an entry level education of a high school diploma/ equivalent or less, 584 (1.32%) typically require some college, 3,533 (8%) typically require an entry level education of a postsecondary non-degree award, 1,939 (4.39%) typically require an Associate's degree, 6,447 (14.59%) have an entry level education of a Bachelor's degree, and 1,910 (4.32%) typically require a Master's degree or higher.

Again, it should be noted that occupations with an average hourly wage of less than $12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommends some level of continuing higher education to be competitive for obtaining that particular job.

EXHIBIT 4.09: REGIONAL AVERAGE ANNUAL JOB OPENINGS BY ENTRY LEVEL EDUCATION (2015-2025)
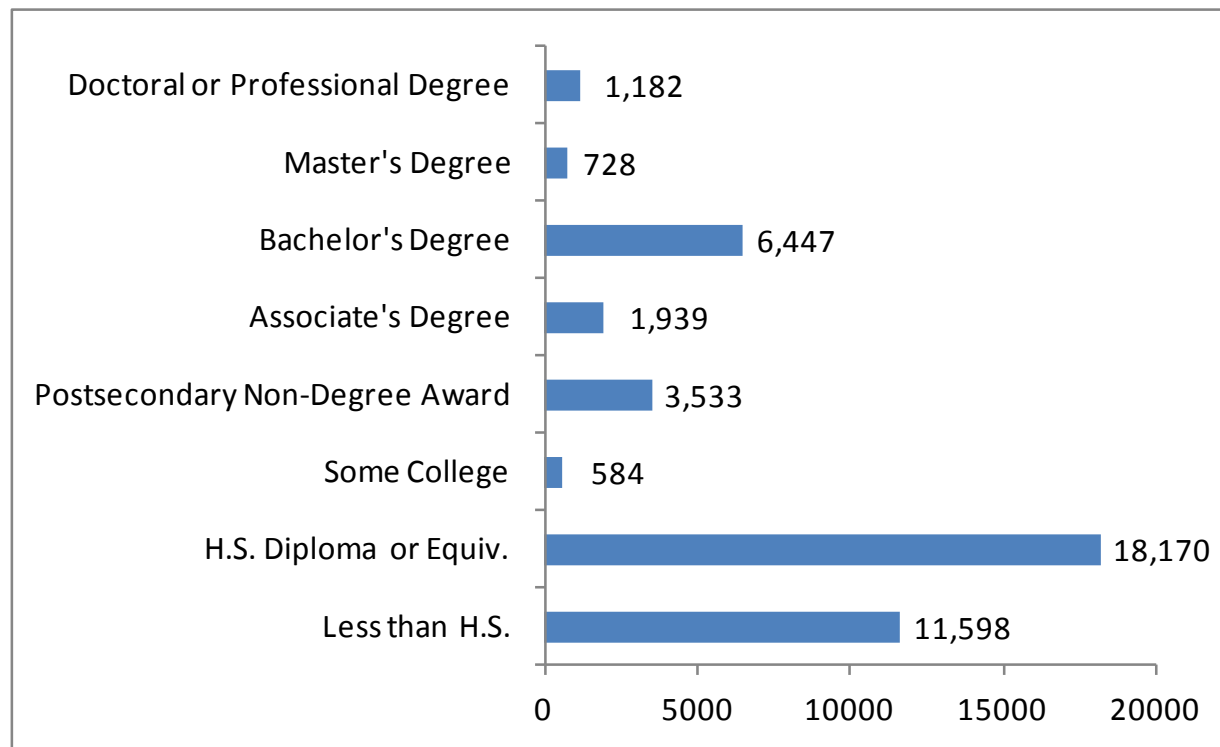
Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

Of the occupations with the most expected annual openings within the region by the year 2025, CHC may be in a position to provide instruction that would supply workers for the following jobs: registered nurses, nursing assistants, licensed practical/vocational nurses, home health aides, , medical secretaries, elementary & postsecondary teachers, teacher assistants, customer service representatives, general and operations managers, first-line supervisors of office/ administrative support/retail sales/food prep. workers, sales representatives in wholesale and manufacturing, secretaries/administrative assistants, and accountants/ auditors.

For a full listing of average annual job openings by occupation in the region please refer to the *Appendix*.

EXHIBIT 4.10: TOP 30 REGIONAL AVERAGE ANNUAL JOB OPENINGS BY OCCUPATION (2015-2025)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Retail Salespersons	3,052	49,183	60,673	11,490	23%	$12.46
Laborers and Freight, Stock, and Material Movers, Hand	2,624	47,382	57,228	9,846	21%	$13.45
Stock Clerks and Order Fillers	1,209	26,373	29,870	3,497	13%	$12.83
Registered Nurses	1,076	24,849	30,146	5,297	21%	$43.04
Heavy and Tractor-Trailer Truck Drivers	1,022	26,335	31,860	5,525	21%	$22.84
Office Clerks, General	926	29,566	32,330	2,764	9%	$14.57
Customer Service Representatives	833	16,189	19,613	3,424	21%	$17.62
General and Operations Managers	716	20,281	23,346	3,065	15%	$51.21

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Security Guards	650	15,768	19,495	3,727	24%	$12.10
Janitors/Cleaners, Except Maids and Housekeeping Cleaners	610	18,992	21,282	2,290	12%	$13.55
First-Line Supervisors of Retail Sales Workers	608	13,373	16,191	2,818	21%	$20.79
First-Line Supervisors of Office and Admin. Support Workers	607	14,391	16,735	2,344	16%	$25.37
Packers and Packagers, Hand	584	12,300	14,577	2,277	19%	$12.09
Landscaping and Groundskeeping Workers	576	14,111	16,053	1,942	14%	$12.33
Elementary School Teachers, Except Special Education	569	16,400	18,248	1,848	11%	$35.11
Sales Reps., Wholesale & Manuf., Except Tech./Sci. Products	541	11,759	14,587	2,828	24%	$31.15
Nursing Assistants	533	9,577	12,714	3,137	33%	$13.61
First-Line Supervisors of Food Preparation & Serving Workers	528	9,361	11,627	2,266	24%	$15.07
Secretaries/Admin. Assts., Except Legal, Medical, & Executive	516	17,907	20,732	2,825	16%	$17.85
Home Health Aides	437	4,029	7,240	3,211	80%	$13.32
Construction Laborers	418	11,705	12,926	1,221	10%	$20.01
Maintenance and Repair Workers, General	413	12,074	13,722	1,648	14%	$18.77
Teacher Assistants	413	13,372	14,340	968	7%	$14.32
Shipping, Receiving, and Traffic Clerks	409	9,840	11,155	1,315	13%	$15.24
Receptionists and Information Clerks	401	8,579	10,048	1,469	17%	$13.51
Industrial Truck and Tractor Operators	398	9,849	11,357	1,508	15%	$15.89
Accountants and Auditors	393	7,554	9,014	1,460	19%	$33.59
Postsecondary Teachers	392	10,851	12,959	2,108	19%	$41.66
Licensed Practical and Licensed Vocational Nurses	359	6,562	8,286	1,724	26%	$23.06
Bookkeeping, Accounting, and Auditing Clerks	347	13,270	15,416	2,146	16%	$19.07

Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

Of the 44,181 average annual job openings in the
region, approximately 17,538 openings belong to
occupations related to programs offered by CHC.
None of the 17,538 openings have a typical entry level
education of less than a high school degree/equivalent.
Approximately 7,013 jobs (39.99%) have a typical entry
level education of a high school diploma or equivalent,
549 (3.13%) have a typical entry level education of
some college, 1,319 (7.52%) have a typical entry level
education of a postsecondary non-degree award,
1,592 (9.08%) have a typical entry level education of an
Associate's degree, 5,715 (32.59%) have a typical entry
level education of a Bachelor's degree, 641 (3.66%)
have a typical entry level education of a Master's degree
and 710 (4.05%) have a typical entry level education of
a Doctoral or professional degree.

EXHIBIT 4.11: REGIONAL AVERAGE ANNUAL JOB OPENINGS RELATED TO OFFERED PROGRAMS BY ENTRY LEVEL EDUCATION (2015-2025)

Entry Level Education	Average Annual Job Openings
Doctoral or Professional Degree	709.5
Master's Degree	641.2
Bachelor's Degree	5714.9
Associate's Degree	1592
Postsecondary Non-Degree Award	1318.9
Some College	548.6
H.S. Diploma or Equiv.	7013
Less than H.S.	0
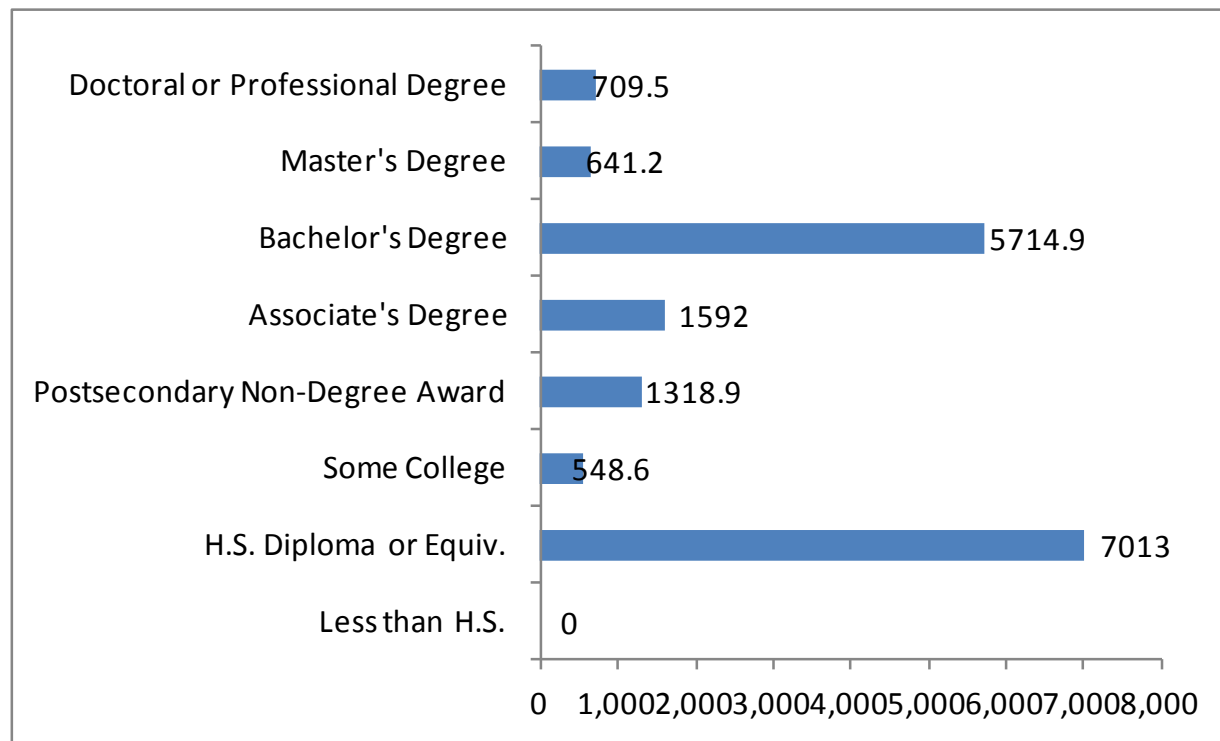
Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont,)*

The programs with the highest number of related average annual job openings in the region were the following: Business Administration (34.74% or 6,093 openings), Biology (14.46% or 2,536 openings), Child Development and Education (14.42% or 2,529 openings), Accounting (10.65% or 1,869 openings) and Communication Studies (6.75% or 1,185 openings).

EXHIBIT 4.12: REGIONAL AVERAGE ANNUAL JOB OPENINGS BY PROGRAM (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Business Administration	34.74%	6,093	$33.23
Biology	14.46%	2,536	$50.83
Child Development & Education	14.42%	2,529	$29.14
Accounting	10.65%	1,869	$28.42
Communication Studies	6.75%	1,185	$26.99
Psychology	4.89%	857	$31.39
Comp. Info. Tech./Comp. Science	3.31%	580	$39.94
Kinesiology	1.58%	277	$23.67
Engineering	1.25%	220	$39.39
Emergency Medical Services	1.20%	211	$24.05
Chemistry	1.16%	203	$33.90
History	0.87%	153	$20.55
Fire Technology	0.86%	152	$37.47
Geology	0.67%	118	$34.58
Art	0.55%	96	$25.60
Philosophy	0.52%	92	$66.33

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Radiologic Technology	0.34%	59	$30.39
Geography	0.26%	46	$27.94
Respiratory Care	0.26%	45	$30.65
Mathematics	0.25%	43	$32.07
Religious Studies	0.22%	39	$24.11
Theatre Arts	0.22%	38	$27.58
Modern Languages	0.15%	27	$20.28
English	0.12%	21	$28.79
Music	0.09%	16	$25.99
Economics	0.05%	9	$34.11
Sociology	0.05%	9	$27.81
Physics	0.05%	9	$47.06
Dance	0.02%	4	$22.09
Anthropology	0.02%	4	$25.92
Political Science	-	-	$32.08

Source: EMSI

Labor Market Information
OCCUPATION PROJECTIONS *(cont.)*

Between 2015 and 2025, regional job openings with a typical entry level education of at least a postsecondary non-degree award or higher are expected to primarily relate to the following programs: Biology (23.86% or 2,511 openings), Child Development and Education (21.19% or 2,230 openings), Business Administration (18.71% or 1,969 openings), Accounting (7.65% or 805 openings) and Psychology (5.9% or 621 openings).

EXHIBIT 4.13: REGIONAL AVERAGE ANNUAL JOB OPENINGS BY PROGRAM, POSTSECONDARY NON-DEGREE AWARD OR HIGHER (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Biology	23.86%	2,511	$52.10
Child Development & Education	21.19%	2,230	$30.70
Business Administration	18.71%	1,969	$42.83
Accounting	7.65%	805	$36.61
Psychology	5.90%	621	$34.10
Comp. Info. Tech./Comp. Science	5.47%	576	$41.23
Engineering	2.09%	220	$39.39
Kinesiology	1.99%	209	$26.06
Chemistry	1.93%	203	$33.90
Emergency Medical Services	1.68%	176	$23.83
Fire Technology	1.42%	150	$38.95
Communication Studies	1.41%	148	$29.74
Geology	1.08%	114	$37.08
Philosophy	0.87%	92	$66.33
History	0.87%	91	$21.98

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Art	0.63%	66	$28.29
Radiologic Technology	0.56%	59	$30.39
Respiratory Care	0.43%	45	$30.65
Mathematics	0.41%	43	$32.07
Religious Studies	0.37%	39	$24.11
Geography	0.36%	38	$28.01
Theatre Arts	0.32%	33	$30.78
Modern Languages	0.26%	27	$20.28
English	0.20%	21	$28.79
Economics	0.09%	9	$34.11
Sociology	0.09%	9	$27.81
Physics	0.09%	9	$47.06
Music	0.06%	6	$25.32
Anthropology	0.03%	4	$25.92
Political Science	-	-	$32.08

Source: EMSI

Labor Market Information
LABOR MARKET INFORMATION FINDINGS

Analysis of data regarding the labor market in the service area and region provides insight for making informed planning decisions. The following findings are derived from the labor market information presented in this chapter of the EMP:

Labor Force, Employment and Unemployment
› The labor force in 2015 was:
  › 487,800 in the service area
  › 1,961,800 in the region
  › 18,981,800 in the State

› The number of employed persons in 2015 was:
  › 455,600 in the service area
  › 1,832,300 in the region
  › 17,798,600 in the State

› The unemployment rate for 2015 was:
  › 6.66% in the service area
  › 6.6% in the region
  › 6.2% in the State

Industry Estimates and Projections
› In 2015, the top five industries in the service area in terms of people employed were:
  › Health Care and Social Assistance (47,528 jobs) – 46.44% growth from 2010

› Government (35,679 jobs) –0.45% growth from 2010
› Retail Trade (32,193 jobs) –10.95% growth from 2010
› Accommodation and Food Services (9.16% or 21,564 jobs) – growth 22.16% from 2010
› Transportation and Warehousing (17,659 jobs) – growth 45.35% from 2010

› By 2025, the top five industries in the service area in terms of people employed are projected to be:
  › Health Care and Social Assistance (62,111 jobs) – 30.68% growth from 2015
  › Retail Trade (38,455 jobs) – 19.45% growth from 2015
  › Government (36,547 jobs) – 2.43% growth from 2015
  › Accommodation and Food Services (25,643 jobs) – 18.92% growth from 2015
  › Transportation and Warehousing (23,091 jobs) – 30.76% growth from 2015

› In 2015, the top five industries in the region in terms of people employed were:
  › Government (233,853 jobs) – 0.14% decline from 2010

› Retail Trade (171,405 jobs) – 10.75% growth from 2010
› Health Care and Social Assistance (170,431 jobs) – 45.23% growth from 2010
› Accommodation and Food Services (132,410 jobs) – 23.09% growth from 2010
› Administrative/Support and Waste Management/Remediation Services (94,319 jobs) – 21.09% growth from 2010

› By 2025, the top five industries in the region in terms of people employed are projected to be:
  › Government (244,893 jobs) – 4.72% growth from 2015
  › Health Care and Social Assistance (222,162 jobs) – 30.35% growth from 2015
  › Retail Trade (203,840 jobs) – 18.92% growth from 2015
  › Accommodation and Food Services (157,773 jobs) – 19.15% growth from 2015
  › Administrative/Support and Waste Management/Remediation Services (113,626 jobs) –20.47% growth from 2015

Occupation Estimates and Projections

› There are projected to be approximately 8,026 average annual job openings in the service area between 2015 and 2025, excluding occupations with an average hourly wage of less than $12 and occupations with insufficient data to determine hourly wages. The 8,026 annual openings can be broken down by typical entry level education as follows:
  › 2,002 (24.94%) openings – less than high school
  › 3,018 (37.6%) openings – high school diploma or equivalent
  › 123 (1.54%) openings – some college, no degree
  › 765 (9.54%) openings – postsecondary non-degree award
  › 451 (5.62%) openings – Associate's degree
  › 1,208 (15.05%) openings – Bachelor's degree
  › 174 (2.17%) openings – Master's degree
  › 285 (3.55%) openings – Doctoral or professional degree

› Of the top thirty annual job openings within the service area between 2015 and 2025, approximately 825 annual openings are

related to medical occupations, approximately 819 are related to business professions, and approximately 328 jobs are related to education/teaching.

› Of the projected 8,026 average annual occupation openings in the service area between 2015 and 2025, approximately 3,409 openings belong to occupations that are related to programs currently offered by CHC. The 3,409 openings can be divided by typical entry level education as follows:
  › 1,260 (36.97%) openings – high school diploma or equivalent
  › 120 (3.52%) openings – some college, no degree
  › 308 (9.03%) openings – postsecondary non-degree award
  › 376 (11.04%) openings – Associate's degree
  › 1,022 (29.99%) openings – Bachelor's degree
  › 159 (4.66%) openings – Master's degree
  › 163 (4.79%) openings – Doctoral of professional degree

› The programs with the highest number of related average annual openings in the

service area between 2015 and 2025 are the following:
  › Business Administration (30.79% or 1,050 openings)
  › Biology (19.92% or 679 openings)
  › Child Development and Education (16.79% or 572 openings)
  › Accounting (10.44% or 356 openings)
  › Psychology (5.98% or 204 openings)

› The service area job openings that have a typical entry level education of a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily be related to the following programs:
  › Biology (31.42% or 675 openings)
  › Child Development and Education (23.13% or 497 openings)
  › Business Administration (14.42% or 310 openings)
  › Psychology (6.95% or 149 openings)
  › Accounting (6.66% or 143 openings)

› There are projected to be approximately 44,181 average annual job openings between 2015 and 2025 in the region, excluding occupations with an average hourly wage of less than $12 and occupations with insufficient

Labor Market Information
LABOR MARKET INFORMATION FINDINGS *(cont.)*

data to determine average hourly wages. The 44,181 openings can be broken down by typical entry level education as follows:

› 11,598 (26.25%) openings – less than high school
› 18,170 (41.13%) openings – high school diploma or equivalent
› 584 (1.32%) openings – some college, no degree
› 3,533 (8%) openings – postsecondary non-degree award
› 1,939 (4.39%) openings – Associate's degree
› 6,447 (14.59%) openings – Bachelor's degree
› 728 (1.65%) openings – Master's degree
› 1,182 (2.68%) openings – Doctoral or professional degree

› Of the top thirty annual job openings within the region between 2015 and 2025, approximately 2,404 annual openings are related to medical occupations, approximately 5,090 are related to business professions, and approximately 1,374 jobs are related to education/teaching.

› Of the 44,103 average annual job openings in the region, approximately 17,538 openings belong to occupations related to current programs offered by CHC. The 17,538 openings can be divided by typical entry level education as follows:

› 7,013 (39.99%) openings – high school diploma or equivalent
› 549 (3.13%) openings – some college, no degree
› 1,319 (7.52%) openings – postsecondary non-degree award
› 1,592 (9.08%) openings – Associate's degree
› 5,715 (32.59%) openings – Bachelor's degree
› 641 (3.66%) openings – Master's degree
› 710 (4.05%) openings – Doctoral or professional degree

› The programs with the highest number of related average annual openings in the region between 2015 and 2025 are the following:
› Business Administration (34.74% or 6,093 openings)
› Biology (14.46% or 2,536 openings)

› Child Development and Education (14.42% or 2,529 openings)
› Accounting (10.65% or 1,869 openings)
› Communication Studies (6.75% or 1,185 openings)

› The regional job openings that have a typical entry level education of at least a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily relate to the following programs:
› Biology (23.86% or 2,511 openings)
› Child Development and Education (21.19% or 2,230 openings)
› Business Administration (18.71% or 1,969 openings)
› Accounting (7.65% or 805 openings)
› Psychology (5.9% or 621 openings)

Labor Market Information
CONSIDERATIONS FROM INTERNAL + EXTERNAL SCAN DATA COMPARISON

Participation rate may be defined as the number of headcount students the College enrolls for every 1,000 persons within the service area population. During the 2014-15 academic year, CHC had a participation rate of 8.24 students per 1,000 persons within the service area. During the most recent enrollment peak (2008-09) the College's participation rate was 10.44 students per 1,000 persons within the service area. The State-wide California Community College participation rate is approximately 54 students per 1,000 persons within the total population. There is a significant opportunity for CHC to increase its participation rate.

While the service area population age 20-29 years old increased by 22,000 persons from 2010 to 2015, enrollment from students age 20-29 years old increased by only 104 students from 2010-11 to 2014-15. Between 2015 and 2025, the 20-29 year old age group within the service area is projected to decrease by 23,501 persons (-28.03%). The College cannot rely on population growth as a major contributor to enrollment growth and should focus efforts on attracting a larger proportion of persons within its core College demographic.

The College has made significant progress towards increasing student diversity, particularly with respect to

EXHIBIT 4.14: PARTICIPATION RATE (PER 1,000 PERSONS IN TOTAL POPULATION)
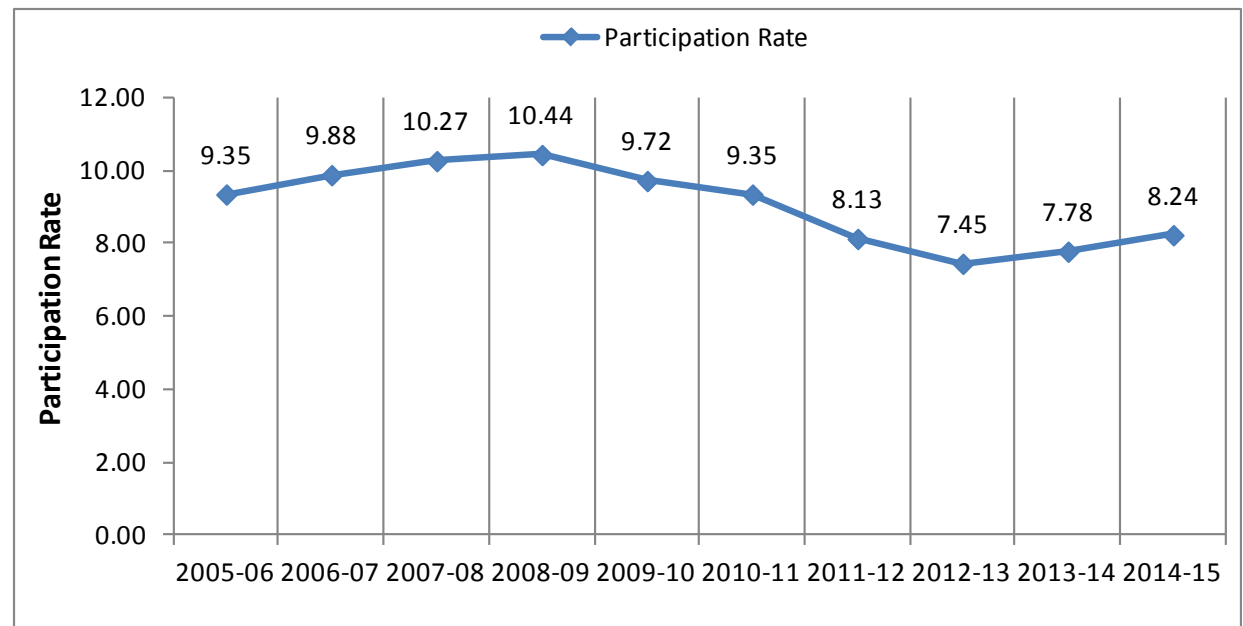
Hispanic students. In 2010-11, Hispanics accounted for 33.6% of unduplicated enrollment (2,925 students). By the 2014-15 academic year, Hispanics accounted for 44% of unduplicated enrollment (3,537 students). In 2015, Hispanics accounted for 54.92% of the service area population (543,442 persons) and by the year 2025 Hispanics are expected to make-up 56.79%

of the service area population (594,718 persons). Additionally, Asians are the second most growing population within the service area with an increase of 8,463 persons expected between 2015 and 2025 (14.83% growth). The College has an opportunity to continue increasing student diversity, particularly with respect to Hispanic and Asian students.

During the fall 2014 term CHC enrolled 181 first-time college students from Yucaipa High School. During the 2013-14 academic year Yucaipa High School produced 559 graduates. It is reasonable to expect that some of the fall 2014 enrollment from Yucaipa High School graduates were not from the high school class of 2013-14. However, assuming that a great majority of those enrolled at CHC from Yucaipa High School in fall 2014 were from the high school class of 2013-14, then approximately 32.4% of Yucaipa High School graduates enrolled at CHC. During the fall 2014 term CHC captured approximately 20% of 2013-14 graduates from Redlands East Valley, Citrus Valley and Redlands Senior high schools. The College captured less than 12% of graduates from Beaumont Senior, San Gorgonio, Green Valley, Orangewood Continuation, and Rim of the World Senior high schools. The College has an opportunity to capture a larger proportion of feeder high school graduates.

During the fall 2014 term CHC produced 8,900 WSCH from English courses, however, 3,428 WSCH was attributable to below college level English (38.5% of total English WSCH). Reading courses accounted for 1,396 WSCH of which 100% are considered below college level courses. Combined, English and reading accounted for 10,296 WSCH during fall 2014, of which

4,824 WSCH (47%) was attributable to below college level courses. During the fall 2014 term CHC produced 9,964 WSCH from mathematics courses, however 6,359 WSCH was generated from below college level math (64% of total mathematics WSCH).

The high demand for below college level courses, particularly for mathematics, is also supported by CAASPP scores for students within the top feeder high schools. The average percentage of students from the top ten feeder high schools (fall 2014) that tested below standards in English was 49%, while 78% tested below standards in mathematics. The College has an opportunity to address needs of unprepared/underprepared students, particularly in mathematics.

Labor Market Information
SWOT ANALYSIS

STRENGTHS:

- › Spirit of innovation
- › A dedication to and focus on students
- › Culture of evidence and reliable data
- › New Facilities (we have the additional capacity we need to grow)
- › Course success and program completion rates
- › Collegial community
- › Outstanding public safety and allied health programs
- › Strong student support programs including DSPS, Transfer Center, Tutoring Center, Honors Institute, etc.
- › Existing relationships with 4-year partners
- › Great leadership for all constituencies
- › Students like CHC
- › Beautiful campus with a park-like setting
- › Safe, quiet, inviting campus

WEAKNESSES:

- › Turnover of senior administrators
  - › Some morale issues due to uncertainty
- › High turnover of full-time faculty (due to upcoming retirements)
- › High turnover of part-time faculty (due to being hired for full-time positions elsewhere)
- › The low proportion of full-time faculty (compared to adjunct) reduces our ability to expand programs
- › Small departments and "orphan disciplines" (without any full-time faculty) are widespread (e.g., anthropology)
- › Too few faculty serving on too many committees resulting in burnout
- › GF Budget (not sufficient to sustain new expansion of facilities)
- › Bureaucracy
- › Most students are not completely college ready, lacking adequate college level skills in at least one area (e.g, English, reading, math)
  - › Students who enroll in math and English first receive a good foundation, but they may find it difficult to get excited about new courses and programs
- › Disproportionate impact on student groups as identified in the Equity Plan

- › Weak integrated planning between district office and campus with competition for resources
- › Follow up with students who drop out is needed to determine causes
- › More office space for adjuncts is needed and ability to hold office hours

OPPORTUNITIES:

› K-12 partnerships (e.g., dual enrollment, Middle College)
› International Student Program
› Adult Education
› Non-Credit Courses including ESL
› College Village
› City Partnerships
› Regional Fire Training Center
› Grant Funding
› Foundation Support
› Statewide initiatives (e.g., OEI, CAI, OER) are bringing new resources and clarified standards
› Athletics programs can attract new students, especially from those demographics that have been previously underserved, and can create additional ties to those students to increase their retention and success rates
› Baccalaureate programs
› Increasing number of jobs that require certificates
› Large need for community colleges in the area
› Some 4 year college students still need lower division coursework and could take those classes at CHC

THREATS:

› Unclear relationship with regional accrediting agency (e.g., sanction from ACCJC)
› State budget fluctuations
› Competition from neighboring, private and for-profit colleges
› Increasing number of State mandates and control over classes and programs
› Decreasing enrollment due to economic upturn and job availability

CRAFTON HILLS COLLEGE

College Snapshot

This section outlines and briefly describes the culture at Crafton Hills College; the instructional, student services, and administrative services departments; delivery of services; staffing information; and space utilization.

College Snapshot
OVERVIEW OF CRAFTON HILLS COLLEGE

Crafton Hills College was established in 1972 as one of two colleges in the San Bernardino Community College District. The college currently serves nearly 8,000 students each year, many of whom attend part-time while working. This translates to a full time equivalent number of approximately 4,600. Twenty-one percent of students at CHC are the first in their family to attend college. The college offers over 50 different programs and in 2014-2015, the college awarded over 900 degrees and certificates.

The college strives to give every student the opportunity to succeed providing research-based support services such as intensive tutoring and counseling, mentoring, and accelerated courses. The recently expanded Honors Program, STEM Programs, and Transfer Center have contributed to a dramatic increase in the number of successful transfer students. Work is currently underway to develop streamlined pathways from K-12 to CHC to 4-Year institutions and the workforce. An athletics program is scheduled to begin in fall 2016 with golf and will grow to include swimming, water polo, and tennis.

Two construction bond programs supported by local taxpayers have helped to physically transform the campus with five new buildings and numerous renovation projects. These include the Learning Resource Center; the Kinesiology, Health and Aquatics Center; the Public Safety and Allied Health building; a new Science building; and the Crafton Center.

Crafton Hills College most recently conducted a comprehensive Self-Evaluation Report for the Accrediting Commission for Community and Junior Colleges (ACCJC) in October 2014. The College is in the process of addressing recommendations outlined by the ACCJC and will submit a follow-up Self-Evaluation Report in March 2016. CHC is continues to embrace a culture of institutional improvement and refinement. The CHC Educational Master Plan is a testament to the College's determination to sustain a culture of accountability and integrated planning.

The CHC Foundation plays a vital role in supporting the College. Established in 1972, the Foundation has been instrumental in providing financial support to students and helping to underwrite items or activities at the College that cannot be funded through other means. The Foundation Board is also instrumental in building relationships in the community.

College Snapshot
CRAFTON HILLS COLLEGE ORGANIZATIONAL STRUCTURE

Instructional Services

The Instructional Area at Crafton Hills College values best practices and innovative strategies aimed at enhancing student success. Specific strategies already implemented include learning communities, integration with support services, student learning outcomes assessment, improved classroom technology, and identification of teaching best practices.

As the state's budget has returned to healthier levels, the instructional area has shifted to placing significant emphasis on enrollment growth. In coordination with the District, we have are developing a comprehensive enrollment plan that seeks to grow Crafton toward 5,000+ FTES. The growth effort has place some strains on hiring, enrollment efficiencies and space utilization.

The following clusters are the focal points for the Instruction Area:

›   Transfer Math, English, and Reading--Faculty in these programs not only serve developmental needs, but have provided rich opportunities for advanced students as well. The College will continue to support and enhance upper-level classes and activities in these areas.

›   Public Safety and Health Career--The College has an excellent reputation in the business community, with these programs training hundreds of qualified first responders and allied health professionals each year. The high-quality instruction in this area will continue. Faculty in these programs have excellent relationships with employers and strive to keep their curriculum current.

›   Developmental Education and Support Service--The College's Basic Skills Plan concentrates on creating a cohesive and integrated developmental education program. Pre-collegiate courses in math, English, reading, library science, and college life are designed to prepare students for success in higher-level courses and provide foundational skills necessary for lifelong success. Progress continues with the integration of learning resource services such as tutoring with classroom experiences

›   Science--Courses in the natural sciences are in high demand at the College. These disciplines are essential for transfer preparation and for entrance into health programs such as nursing and allied health. Efforts will continue to expand the number of sections and resources available to the sciences.

›   Fine Arts--These disciplines provide students the opportunity to be involved in the arts at every level, from creative inception to performance and production. The courses are focused primarily on transfer preparation and provide rich co-curricular experiences for students, whether they are taking the courses to satisfy general education requirements or desire a career in the field.

›   Child Development and Education--These courses prepare students to become educators whether their desire is to work with young children or to become teachers in a K-12 setting. Human Development theories are the underpinning of the program, and faculty collaborate with the psychology and sociology disciplines.

›   Business and Information Technology--Courses in this cluster include both transfer and workforce development opportunities for students. Instruction will strengthen the transfer components and determine how to use limited resources for workforce development classes

›   Communication and Language--Coursework in communication and language prepares students to

College Snapshot
CRAFTON HILLS COLLEGE ORGANIZATIONAL STRUCTURE *(cont.)*

succeed in an increasingly multicultural world. The languages have been expanded to offer a variety of transfer options and to expose students to different cultures. Clubs and co-curricular activities enhance the classroom experience.

›	Health and Kinesiology--The mission in this area is to provide students with knowledge and skills for lifelong healthful living. Many of the courses transfer; others will be reviewed for relevance as budget problems continue or if funding levels change. Expansion into sports related clubs (including aquatics, tennis, and golf) is being explored, particularly in light of the activation of new facilities.

›	Humanities, Social Science, and Behavioral Science--These programs offer students tremendous opportunities for transfer preparation and a variety of ways to meet general education requirements. Faculty in many of these areas provide leadership to clubs and service organizations.

More broadly, Instructional Area program directions include the following:

›	Identify and meet student needs related to the College vision and mission.
›	Implement best practices for managing and teaching, including experimentation and innovation.
›	Model and reinforce collaborative approaches to meeting student needs.
›	Seek out additional revenue streams, including grants and private donations.
›	Encourage co-curricular activities such as clubs, participation in professional organizations, and internships.
›	Expand Student Learning Outcomes assessment and continuous improvement until it becomes an integral part of the culture.
›	Strengthen developmental education and support services.
›	Expand honors curriculum and activities.

Student Services
Student Services is responsible for all student services matters including counseling and matriculation, student development and success, and special services. The area's strategic directions include:

›	Integrated and mandatory key intake programs, placement in appropriate programs of study, careful monitoring of student success, and creation of student success

›	Promoting equity, access, and inclusion, valuing diversity, and supporting student connection

›	Promotion of deep learning through experiences and courses

›	Inclusion, development, and empowerment of staff

›	Continuous quality improvement and effective resource utilization

CHC currently offers the following student services:

› Admissions & Records – Provides enrollment services, including registration, transcripts and graduation.

› California Work Opportunity and Responsibility to Kids (CalWORKs) – Administers this program designed for students who receive public assistance. The program provides education, training and supportive services to eligible students.

› Career Services – Provides specialized services and information to assist students with career planning, including, career assessment/exploration, labor market statistics, and career education/training requirements.

› Child Development Center – Provides a preschool program with extended care hours, for those children ages 3-5 of students, staff and the community. The Center also serves as a facility for the College's early education program.

› Cooperative Agencies Resources for Education (CARE) – Provides supplemental financial support and services to qualified students who are single heads of household.

› Counseling – Provides students counseling and career services.

› Disabled Student Programs & Services (DSPS) – Ensures access to educational opportunities for students with visual, hearing, physical, learning, and mental disabilities.

› Extended Opportunities Programs and Services (EOPS) – Provides supplemental services and financial aid for academically and financial at-risk students.

› Financial Aid – Oversees application for and disbursement of federal and state financial aid.

› Health and Wellness – Provides first aid, urgent care, and mental health services.

› International Students – The College is approved by the Immigration and Naturalization Service to admit non-immigrant F-1 Visa international students.

› Resources, Encouragement, and Advocacy for Crafton's Homeless (REACH) – Provides access, advocacy, resources, and support for homeless and at-risk students.

› Scholarships – Provides internal and external scholarships to qualified students.

› Student Life – Promotes student engagement in clubs and co-curricular activities, and supports and guides the Associated Student Government.

› Student Success and Support Program – Provides assistance for students to obtain the resources and support they need to be successful in college.

› Study Abroad Program – As a member of the Southern California Foothills Consortium, CHC offers students the opportunity to spend a semester of study in England or Spain.

College Snapshot
CRAFTON HILLS COLLEGE ORGANIZATIONAL STRUCTURE *(cont,)*

› Technical Preparation Articulation – Allows students to earn college credit for articulated career-technical courses they have successfully completed at their high school or local Regional Occupational Program (ROP)

› University Transfer Center – Provides transfer assistance to CSU, UC, private and out-of-state universities.

› Veterans – Provides veteran students with referral, certification, and liaison support services.

Administrative Services

Administrative Services consists of the Campus Business Office, the Facilities Use office, the Communications Office, Aquatics, Technology Services, Maintenance, Grounds, Custodial, Warehouse, Bookstore, and the Cafeteria. The mission of the Administrative Services is to support the various departments, programs, students, and services of Crafton Hills College and provide a quality learning environment.

Administrative Services is responsible for budget development, budget management, safety compliance, physical facility scheduling, financial support services, parking services, construction coordination, campus operator functions, food services, bookstore services, aquatics center management, and technology support services.

› Facilities (Maintenance, Grounds, Custodial)--The Crafton Hills College Facilities Department is a combination of the four facilities service centers (facilities use, custodial, grounds, maintenance) that provide the physical support services to all of the campus facilities, programs, and occupants. The mission of the

Facilities Department is "As an integral part of Crafton Hills College, we pledge to help provide a welcoming, safe, clean, comfortable, and efficient environment for the students, faculty, and staff. We value the diverse campus community and will treat everyone with respect and courtesy."

› Aquatics--Aquatics management is a responsibility of Administrative Services. The purpose of this service is to increase opportunities for instructional course offerings, maintain the health and safety of the pool, and increase revenues to offset the operational cost. In addition, Aquatics management enhances community partnerships.

› Technology Services--Technology Services supports the delivery and dissemination of information through the following units: Network/Desktop support, Audio/Visual support and Computer Lab support. These areas provide all the constituencies of Crafton Hills College with a number of vital resources, such as, a stable and dependable data infrastructure, a current and purposeful

desktop computing environment, technology equipped "Smart" classrooms, as well as instructional support for audio/visual needs e.g. classroom support, media conversion/ duplication. Campus Technology Services also works in conjunction with District Technology and Educational Support Services (TESS) ensure that district managed systems utilized by campus constituents are readily available through the campus network.

› Bookstore/Cafeteria--The Bookstore/Cafeteria provides course materials and supplies, convenience foods, programs and services to support the quality of education to a diverse community of learners. The bookstore/ cafeteria supports the campus community by partnering with programs such as EOPS/ CARE, Scholarships, and Foundation to provide course materials to students. Food services completes the campus store services by providing food to meet student's and employee's needs.

Departments Reporting to the President

The following departments report directly to the CHC President

› Marketing and Public Relations – Responsible for all college media relations, advertising, publications, website, and social media.

› Research, Planning and Institutional Effectiveness – Responsible for collecting, analyzing and reporting data, coordinating campus planning, and grants.

› Resource Development – Responsible for raising private donations and administering Foundation funds.

Staffing Information

Add content

College Snapshot
CRAFTON HILLS COLLEGE ORGANIZATIONAL STRUCTURE *(cont.)*

EXHIBIT 5.01: COLLEGE ORGANIZATIONAL CHART

SBCCD
Board of Trustees

Chancellor
Bruce Baron

President
Dr. Wei Zhou

Vice President of Instruction
Dr. Bryan Reece

› Arts + Sciences
› Career Education + Human Development
› Math, English, Reading + Instructional Support

Vice President of Student Services
Dr. Rebeccah Warren-Marlatt

› Counseling + Matriculation
› Student Services + Student Development

Vice President of Administrative Services
Mike Strong

› Facilities, Maintenance + Operations
› Custodial, Construction
› Campus Business Office, Facilities Use, Communications
› Food Service
› Technology Services
› Aquatics
› Bookstore

› Title V Grant
› Marketing + Public Relations
› Institutional Effectiveness, Research + Planning
› Resource Development + Grants

Space Utilization

Propose to include "Key Findings" section of 2014
Space Utilization Study. See Space Utilization Report
for details.

Growth of a Comprehensive College

This section provides the narrative and graphical/tabular representations that illustrate and project growth for the college's instructional programs, services, space needs. The discussion ties together the plan document by concluding:

›   Where we are now

›   Where we need to be

›   How we get there

The themes identified and discussed in the section were drawn from a number of sources: interviews with personnel at the College during spring semester 2016, review of college, and other relevant documents, and discussion with College committees. The Crafton Council, chaired by President Cheryl Marshall and the CHC Education Master Plan Committee were the primary consultation bodies for the Education Master Plan. The themes and actions related to them (identified by bullets) specify activities and conditions needed to realize the desired goals. The Major Strategies, Strategic Directions and Supporting Actions listed support the themes and are consistent with them.

Growth Of A Comprehensive College
MAJOR THEMES

Expansion of Existing Programs & Development of New Programs

The desire of the college community to expand the curriculum at CHC was prominent in discussions with faculty and administrators and in goals stated in program review documents during the development of the EMP. Enthusiasm for expanded and new programs comes from the awareness that the College has the capacity to grow and a need to better serve a community with a low participation rate compared to other areas in the state. More importantly, interviewees expressed the desire to serve their students more fully.

Enrollment decline and limited staffing in recent years has been a problem for program expansion and development. As many as 11 programs are staffed by one full-time faculty member and supported by a varying population of adjunct faculty who are hired from term to term. Campus-wide, there are 68 full-time faculty and 201 adjuncts (Fall 2014). The employment of large numbers of part-time faculty is common practice in California's community colleges, and creates a system-wide challenge, but it is a problem that has greater impact at small colleges, such as CHC, a campus seeking to provide a comprehensive program of instruction and services. Under these circumstances,

it is important that the programs currently offered are responsive to community needs and support the College's need for growth.

Enrollment growth is a primary objective of CHC in its desire to expand its academic offerings and services to students. Hard hit by the recession at the end of the last decade, enrollment dropped to 7,095 students by 2012-13. The slow economic recovery that followed the economic crisis continues to the present. The College 8,040 students enrolled at the College in 2014-15 is more than 1,500 students lower than the enrollment peak of 2008-09. With improved State funding currently, resources have grown, but the effect of cutting classes and limiting services as well the economic and social disruption in the region has harmed enrollment.

The recent augmentations to district budgets from State funds awarded through competitive grant awards have been of benefit to CHC. A Hispanic-serving institution award, a Basic-Skills Grant and a STEM Grant, have been a benefit to targeted groups of students. Additional sources of funding, such as private gifts, partnerships and Foundation grants will be important in the future development of the college.

Relief from regulatory constraints on community college effectiveness is a District and community college system matter, but it is an important issue for the success of individual campuses. Barriers that limit growth is one of a number of constraints on efficacy.

› A necessary component of expansion and development of programs is growth in the college.

› We need to address and mitigate regulatory barriers to grow faster than California is allowing us.

› Develop and advocate legislation that allows Crafton Hills to grow beyond California Community Chancellor's Office statewide growth allowances.

› Develop schedule and facility use to better utilize Fridays, weekends, and weeknight courses, increasing WSCH creation within current and projected instructional space.

› Develop campus-based activities, festivals, and events such as outdoor concerts to increase awareness of campus within

the community and access to otherwise underserved populations.

› Use workforce data and program data to inform which courses and programs need to be expanded, updated, realigned, or are no longer needed.

› Development or expansion of new or existing programs that prepare students for emerging job sectors, such as a digital communications certificate, logistics certificate, etc.

Flexible Learning Environments and Alternative Delivery Systems

New concepts about teaching, learning and the availability of technology for classroom practice are in productive harmony in teaching spaces today. To a surprising degree, faculty, even those whose skills in technology lag, see the benefit of teaching in a "smart" or flexible classroom and in incorporating online instruction as a source of information and expertise.

As with any comprehensive change, the transformation of classrooms to accommodate new approaches in teaching and learning styles is challenging. Not only are there facility challenges, but also the technology

required and the adaptations to specific uses require extensive planning and resources. Collaboration with other colleges, including university partners, with regard to resource-sharing and innovative approaches to expand access to underserved populations is particularly important for students in remote areas.

› To connect with contemporary students, we need contemporary learning environments and delivery systems.

› Join online education initiative course exchange in order to increase access to underserved student populations.

› Streamline training and development of instructors to effectively teach in online and hybrid environments increasing student success and completion.

› Develop and include interview questions about online teaching in faculty hiring interviews to hire a diverse, talented pool of faculty and expand professional development offerings as needed.

› Prototype and pilot shortened and overlapping coterminous schedules (e.g. 5 week, 9 week, 13 week, and 18 week) as part of the academic calendar to increase access to non-traditional student populations and improve the efficient use of college facilities.

› Develop non-credit courses and programs to better address student needs in ESL and basic skills expanding access to underserved populations in our service area and improving success and completion rates.

› Develop articulation with university partners, so students may enjoy a "degree with a guarantee" transfer agreements with other four-year institutions in addition to the California State University.

› Create a cohort program to help re-entry and other non-traditional student populations earn associates degrees in a structured format that is linked to transfer to university partners, such as Brandman University.

Growth Of A Comprehensive College
MAJOR THEMES *(cont.)*

Building Partnerships

Building partnerships during the upcoming years will be a major component of CHC's quest to establish itself as a comprehensive college. Partnership development will be essential to public relations and to extending services in the service area. In addition, private sector relationships, especially those with the service area employer community, are direct steps to internships, job training, and employment for students. Long-term steps and benefits of partnerships with business and industry will result in up-to-date and innovative education and training programs, new teaching methods, stronger support for the College, and fundraising success.

Stronger ties with educational partners in K-12, including Adult Schools, and four-year institutions are high priorities of policy-makers in public education in the State. The current concern for the economy of the State calls for more and better workforce preparation and greater productivity in moving students from high schools through the tiers of higher education. Educators in the public sector are frustrated by under-preparation of students in their classes. Students themselves find the complexity of institutional processes and the challenge of enrolling in the appropriate classes when they need them. Curriculum alignment from high school and beyond will be a major step toward in addressing student readiness and success. The progress that has

been made between community colleges and their 4-year education partners with course articulation and guaranteed transfer agreements is evidence that curriculum alignment can be successful. The recently developed Transfer Pathways of popular UC majors, with the promise of more majors to be identified is good news for students and community college educators.

Careful planning in how to allocate the limited resources of CHC toward this effort will be important. Priorities and timelines will clarify the focus. Formative evaluation of progress toward reasonable, long-term goals is important.

› As Crafton Hills College improves its external facing identity and attempts to grow, we need more, better developed partnerships. We need to methodically and systematically partner with K-16 education, civic, business and political partners in a manner that moves our strategic goals forward.

› Develop a flexible and user-friendly internship program to link our students with local employers in order to increase success and completion.

› Develop partnership with local employers for internships, apprenticeships, and similar pedagogical approaches.

› Develop a contract education partnership with Amazon and similar companies for logistics and distribution center training of staff & future employees. Further the partnership for development of a logistics certificate and degree pathway.

› Build business and community partnerships with local leaders and institutions toward areas of future expansion of programs. For example, Crafton Hills College can develop a partnership with ESRI, University of Redlands, and local high schools in further developing a geographic information systems program and pathway.

› Create new advisory groups for our programs to ensure alignment with local business needs.

› Create and expand partnerships with local public safety agencies by exploring a fire training facility & command center.

› Work closely with K-12 districts for curriculum alignment, pathway projects, outreach efforts target under-represented groups, and counselor advisory group.

› Maintain regular content alignment and mutual advice with academic department of receiving institution (e.g.: LLU, U of R, CSULB, UCR) when setting our curriculum.

› Expand partnerships with four-year institutions for a university center to increase access for non-traditional students.

› Construct a college village with accessible retail and affordable student housing for international students, veterans, athletes, single parents, and traditional students.

› Build stronger ties to community for public relations and fundraising efforts where businesses and employers see the success of the college and its students as central to the success of the businesses and the community.

› Design a space on campus where community members, businesses, and donors can engage with students.

Improved Pathways from High School to College

While this theme focuses on high schools and the transition of students to college, it has implications for student access, success, outreach to the community, and the creation of new programs. Collaborative engagement of community college personnel with high school administrators, faculty and counselors has the potential to dramatically improve success at the college as well as high school levels. Articulation of curriculum between feeder high schools and community colleges is a direct way of addressing student readiness and delineating levels of competence.

Engagement in learning is a major challenge from middle through high school. A number of the activities identified below address the need for engagement in learning, with establishing a clear path to success as a major motivating factor for students. Dual enrollment is an option that promises a shorter timeline to completion. In CTE, for example, dual enrollment brings together high school, college and employers together to provide CTE pathways. Students who see a payoff in

a reasonable amount of time are more likely to persist. Middle school is an option based on the finding that public school students make choices in middle school that are likely to determine their later success or failure in college courses, particularly in math. Students and families who are unfamiliar with college requirements and/or college culture need opportunities for early awareness of curriculum choices. Middle College and other early awareness actions address this need. Middle College is an initiative that has been considered at CHC. Work with service area public schools is a key strategy to advance student success.

› Align math, English and Basic Skills curriculum with local high schools for better placement of students into college-level courses.

› Develop meta-majors to empower exploration and guide students on their journey in selecting a college major.

› We must build deep and meaningful relationships with every high school in our region using dual enrollment partnerships that serve the needs of students.

Growth Of A Comprehensive College
MAJOR THEMES *(cont.)*

› Develop a culture of connection and deep-rooted relationships with high school counselors, so Crafton Hills College is seen as a viable, important, and select choice for students within our service area, especially those from traditionally underserved populations.

› Enlist alumni to return to their local high schools and pitch Crafton Hills College as a viable, important, and select choice.

› Expand outreach to local middle and elementary school students to provide positive first impressions of Crafton Hills College and build a college-going culture to traditionally underserved populations.

› Invite more elementary school students to campus to explore academic programs and life on a college campus.

› Purse the feasibility of implementing a Middle College program.

Student Readiness & Preparedness

Through its Strategic Plan, the College shows that it is keenly aware of the desired academic improvements it wishes to undertake. What the College proposes is in line with State-wide and District goals and priorities as well as national studies. Scans of the internal and external environments of the College and interviews with College personnel support the choices of actions to address student preparation. A number of the items for action address course placement and alignment. Others address the need for classroom support. A third category addresses issues of cultural sensitivity of students whose backgrounds require active efforts to make potential students and entering students at home at CHC. Many Hispanic students and students who are entering college as first generation enrollees in higher education are in particular need of support. Progress can be monitored through college evaluation procedures and will be reflected in QEIs.

› Equitize Crafton Hills College by building an institutional mindfulness around student equity in access and opportunity for success.

› Purposefully serve more Latino/a students to keep pace with growth of Latino/a populations in our service area.

› Expand SOA3R to reach students in our service area who may otherwise not consider going to college.

› Develop early outreach programs to high school, middle school, and elementary students and their parents to increase college-going culture to traditionally underserved populations.

› Implement common assessment and multiple measures, and use additional multiple measures to place students into higher-level math & English courses.

› Alignment of math & English with local high school for better placement of students into college-level courses.

› Examine basic skills pathways in math & English to potentially redesign remedial pathways, reduce levels of courses below transfer, develop non-credit offerings, and/or develop accelerated pathways.

› Explore adding and refining prerequisites for transfer courses.

› Continue exploring and implementing online tutoring and other distance education support.

› Offer additional instructional support, such as supplemental instruction and structured learning activities, directly to developmental courses.

› Offer additional counseling support to students with developmental, remedial, and basic skills needs. Consider embedding counseling support in classroom.

› Use embedded counseling model to enhance students' affective skills-build/develop their ability to persevere, especially in gateway courses.

› Expand concurrent and dual enrollment to better serve students and improve knowledge of academic programs offered at Crafton Hills College.

› Support, expand, and learn from local programs that have demonstrated positive impacts on student success.

Growth Of A Comprehensive College
MAJOR STRATEGIES

Strategic Direction 1: Promote Student Success

Goal 1: Support, Guide and Empower Every Student to Achieve Goals

Supporting Actions:

› Work towards aligning the College's curriculum with high school curriculum to effect smooth transitions and better prepared incoming students

› Pilot and implement high impact practices in basic skills courses and programs to improve throughput rate to college level courses.

› Ensure student placement that is systematic, consistent with emerging standards, and appropriate for our courses

› Achieve the applicable goals in the Distance Education (DE) Plan
   › Develop a Quality DE Program
   › Promote Student Success in DE courses
   › DE Students will have the same access to both academic and student services resources as traditional students - Continue implementation of online support for students through tutoring and counseling services

› CHC will monitor and evaluate student achievement in DE courses
› CHC will develop a Plan for DE program growth
› Achieve the applicable goals in the Student Equity Plan. Specifically, we shall focus on the traditionally disadvantaged groups that have been identified in our Equity Plan: economically disadvantaged, Hispanic, African-American, Foster Youth, Disabled, and Veteran populations. This will require targeted outreach, counseling and tutoring programs.
› Encourage the majority of students to access instructional support services and ensure high service levels to under-represented or disproportionately impacted groups
› 80% of CHC students will develop and follow a comprehensive education plan
› Provide up-to-date assistive technology to increase the access, success and independence of students with disabilities and learning differences
› Provide increased access to low cost / no cost educational materials (e.g., software, textbooks, tutoring) which will greatly assist economically disadvantaged students

Goal 2: Use Every Area on Campus to Promote Student Learning

Supporting Actions:

› Foster community on the campus by encouraging the use of gathering places for study and socializing
› Maintain and improve the technology infrastructure to support the ongoing and expanding use of technology (e.g. Bring Your Own Device classes)
› Utilize technology to reach out to and engage students

Strategic Direction 2: Build Campus Community

College structures, processes and groups are inclusive, celebrating diversity and nurturing relationships.

Goal 1: Promote inclusiveness and community

Supporting Actions:
› Provide professional development to increase cultural competency
› Create and enhance programs and services for disproportionately impacted groups.
› Increase the number of CHC students and employees who indicate they feel included in our campus community as measured by surveys
› Achieve interpersonal and Group Skills outcomes as defined by IL03
› Increase student engagement activities
› Improve ADA accessibility throughout campus

Goal 2: Seek, respect and celebrate diversity

Objectives:
› Increase collaboration between instruction programs and student services to improve learning for all students through universal design concepts

› Increase number of students who demonstrate competency in social and cultural awareness as defined by IL04
› Increase number of students who demonstrate competency in ethical and values appreciation as defined by IL03

Strategic Direction 3: Develop Teaching and Learning Practices

CHC promotes innovative and effective teaching and learning strategies.

Goal 1: Develop a culture of mastery in teaching.

Supporting Actions:
› Encourage and support classroom innovation
  › Flipped classrooms
  › Integration of electronic equipment (e.g., the Bring Your Own Device Initiative)
  › Flexibly arranged classrooms
  › Identification and sharing of best practices and other topics of professional interest among colleagues will continue to be important means of professional development
› Increase full time faculty who participate in PD programming focused on pedagogy
› Increase part-time faculty who participate in PD programming focused on pedagogy
› Make sure all new faculty participate in a comprehensive orientation with emphasis on pedagogy (or andragogy)

Growth Of A Comprehensive College
MAJOR STRATEGIES *(cont.)*

Goal 2: Teach students to be great learners

Supporting Actions:
› Develop positive mentoring relationships between faculty and students
› Increase the number of students who achieve the "Critical Thinking" outcomes as defined by IL01
› Increase the number of students who achieve Written and Oral Communication outcomes as defined by IL02
› Increase the number of students who achieve Information Literacy outcomes as defined by IL05

Strategic Direction 4: Expand Access
CHC is dedicated to increasing the community's college-going rate and will promote equitable access to higher education.

Goal 1: Promote a college-going culture in our core service area

Supporting Actions:
› Participate actively in the Regional Adult Education Consortium
› Make working with feeder high schools a high priority
› Take advantage of state initiatives to address workforce training for high-end jobs
› Increase number of community members who attend CHC
› Increase the number of residents who see college as vital to a successful future
› Increase the use of the Transfer Center by underrepresented students

Goal 2: Increase college capacity to serve our core service area

Supporting Actions:
› Increase courses and programs to accommodate growth
› Increase services to accommodate growth
› Expand alternative modes of delivery and
 › Increase online course offerings to serve more students in remote areas and those with scheduling limitations

Strategic Direction 5: Enhance Value to the Surrounding Community

CHC is actively engaged with the surrounding community.

Goal 1: Be recognized as the college of choice in the communities we serve

Supporting Actions:
› Use public school connections to make the college visible to parents and community members
› Enhance the CHC image through community outreach and marketing
› Develop and implement a comprehensive marketing plan to increase market share
› Expand the number of student ambassadors to represent the college at schools and civic organizations to develop productive partnerships

Goal 2: Expand the reputation of CHC as an essential partner and valued asset

Supporting Actions:
› Invite the community to use campus facilities during down time

› Enlist the help of the college foundation in building networks of support in the community
› Pursue the feasibility of developing College Village as a multi-purpose location for education
› Increase the number of community, civic and business leaders who see CHC as a valued asset

Goal 3: Distinguish CHC as a respected resource for local employers and the workplace

Supporting Actions:
› Increase the number of businesses who look to CHC for new employees
› Increase the number of businesses who look to CHC for employee training
› Work with business and community partners to provide internship opportunities for our students

Strategic Direction 6: Promote Effective Decision Making

CHC uses decision making processes that are effective, efficient, transparent, and evidence-based.

Goal 1: Value and engage in shared governance

Supporting Actions:
› Maintain/achieve a high level of employee and student engagement in local and regional shared governance committees

Goal 2: Promote a culture of evidence-based decision making

Supporting Actions:
› Incorporate outcomes data throughout college decision-making processes
› Develop additional dashboards to support evidence-based decision making
› Identify and implement procedures to gather data and evaluate SSSP processes and services on an annual basis

Growth Of A Comprehensive College
MAJOR STRATEGIES *(cont.)*

Goal 3: Implement college-wide integrated planning

Objectives:
› Continue to align all college plans with EMP
› Strengthen connections between annual plan/ program review and EMP

Strategic Direction 7: Develop Programs and Services

CHC is committed to providing excellent and responsive programs and services.

Goal 1: Improve and expand services

Supporting Actions:
› Maintain a high level of satisfaction with CHC services
› Expand and maintain the variety and quality of online and automated student services
› Streamline enrollment verification process

Goal 2: Improve and expand programs

Supporting Actions:
› Align course offerings with student need/ demand
› Maintain a high level of satisfaction with CHC programs
› Explore offering, or affiliating with, adult education to address basic skills and ESL needs of the region
› Develop and implement the athletics program
  › Engage the community as participants and boosters

› Expand and strengthen the College's online program
  › Increase online course offerings to serve more students in remote areas and those with scheduling limitations
  › Implement the DE Plan and continue the DE Coordinator role
› Expand access to programs
  › Develop a comprehensive international student program
  › Expand transfer model curriculum
  › Expand dual enrollment with K-12 partners

Strategic Direction 8: Support Employee Growth

CHC is committed to developing the full potential of every employee.

Goal 1: Become an organization that embraces a culture of continuous learning

Supporting Actions:

› Increase knowledge, skills and expertise among CHC employees
› Enlist employees in the selection of training of replacement and new staff
› Leverage the talents and strengths of all CHC employees
› Develop hiring and evaluation practices that support employee growth

Strategic Direction 9: Optimize Resources

CHC develops, sustains, and strengthens its resources.

Goal 1: Plan for growth and align resources

Supporting Actions:

› Achieve 5400 FTES
› Continue to seek special-purpose funding for priority populations and needs
› Refine and revise the Resource Allocation Model (RAM) to meet campus needs
› Develop an enrollment management strategy that addresses the needs and demands of the service area
› Ensure institutional planning informs the allocation of resources

Goal 2: Value the Crafton Hills College environment

Supporting Actions:

› Maintain a safe and secure environment
› Maintain and leverage Crafton's beautiful environment

Goal 3: Support District's implementation of automated processes

Supporting Actions:

› Provide input and support to the development of the District's Enterprise Resource Planning (ERP) software

CRAFTON HILLS COLLEGE

Program of Instruction + Space Needs

This section provides the narrative and graphical/ tabular representations that illustrate enrollment & WSCH projections based on State Chancellor's Office projections for the District. WSCH projections are also provided on a departmental level and analyzed with Title V space standards to estimate lecture and lab space needs by department.

Program Of Instruction + Space Needs
OVERVIEW

The 2015 State Chancellor's Office Long Range WSCH Projections for SBCCD were utilized to establish projected enrollment and WSCH growth. From 2015-16 to 2021-22, the State anticipates that District-wide WSCH will increase by 1.7% and growth will decrease to 1.4% annually thereafter. Historical data from 10 consecutive terms (fall 2005 to fall 2014) suggest that Crafton Hills College is responsible for 31.65% of District-wide WSCH. Fall 2014 data established baseline program of instruction data for the College. Future program of instruction projections were developed and analyzed with Title V space standards to estimate instructional space needs for the College.

The following considerations are accounted for within enrollment and WSCH projections:
- › Historical data regarding enrollment and WSCH generation
- › Projected population growth within the College service area and region
- › Historical participation rate of the population's enrollment at CHC
- › Conditions within the external and internal environment

Program Of Instruction + Space Needs
PROGRAM OF INSTRUCTION

The primary metric for determining the total student demand on facilities space needs is WSCH. This measurement is representative of the student contact hours within instructional space on campus during the semester. Fall 2014 data was utilized to determine a baseline for WSCH generation by department and establish a baseline program of instruction.

Math and English comprise the largest WSCH generating subjects for the College, constituting 14.7% and 13.1% of WSCH during the fall 2014 semester, respectively. The next highest group of WSCH generating subjects at the College generated between

4.4% and 4.7% of total WSCH during the fall 2014 semester, which include Anatomy, Emergency Medical Services and Chemistry.

Future program of instruction projections anticipate that the College may see a fractional decrease in WSCH generation by the fall 2016 term, from 67,571 WSCH during fall 2014 to 67,106 WSCH during fall 2016 (0.95% decline over 2 years). From fall 2016 to fall 2021, the College is expected to increase its WSCH generation to 72,969 WSCH (8.74% growth over 5 years). From fall 2021 to fall 2026, the College is expected to increase its WSCH generation to 78,274

WSCH (7.27% growth over 5 years). From fall 2026 to fall 2031, the College is expected to grow to generating 83,909 WSCH (7.2% growth over 5 years).

EXHIBIT 6.01: PROGRAM OF INSTRUCTION (FALL 2014 - FALL 2031)

Department	CHC - FALL WSCH BY COURSE TYPE					
	Subject	2014	2016	2021	2026	2031
Accounting (ACCT)	ACCT	572	567	616	661	708
Allied Health (AH)	AH	422	418	454	487	522
Anatomy (ANAT)	ANAT	3,192	3,161	3,437	3,687	3,953
Anthropology (ANTHRO)	ANTHRO	415	411	447	480	514
Arabic (ARAB/ARABIC)	ARABIC	88	88	95	102	109
Art (ART)	ART	1,314	1,302	1,416	1,519	1,628
American Sign Language (ASL)	ASL	960	951	1,034	1,109	1,189
Astronomy (ASTRON)	ASTRON	300	297	323	347	372

Program Of Instruction + Space Needs
PROGRAM OF INSTRUCTION *(cont.)*

Department	CHC - FALL WSCH BY COURSE TYPE				
	Subject	2014	2016	2021	2026	2031
Biology (BIOL)	BIOL	2,177	2,156	2,345	2,515	2,696
Business Administration (BUSAD)	BUSAD	758	751	817	876	939
Child Development (CD)	CD	885	876	953	1,022	1,096
College Life (CHC)	CHC	572	567	616	661	709
Chemistry (CHEM)	CHEM	3,014	2,985	3,246	3,482	3,733
Computer Information Systems (CIS)	CIS	1,514	1,499	1,630	1,749	1,875
Communication Studies (COMMST)	COMMST	1,745	1,728	1,879	2,016	2,161
Computer Science (CSCI)	CSCI	320	317	344	369	396
Dance (DANCE)	DANCE	166	165	179	192	206
Economics (ECON)	ECON	667	660	718	770	826
Education (EDU)	EDU	90	89	97	104	111
Emergency Medical Services (EMS)	EMS	3,124	3,094	3,364	3,609	3,869
Public Safety & Services (PBSF)	PBSF	75	74	81	87	93
English (ENGL)	ENGL	8,900	8,815	9,585	10,282	11,022
Fire Technology (FIRET)	FIRET	1,511	1,497	1,628	1,746	1,872
Geography (GEOG)	GEOG	302	299	325	348	374
Geology (GEOL)	GEOL	407	403	438	470	504
Health Education (HEALTH)	HEALTH	1,627	1,611	1,752	1,879	2,015
History (HIST)	HIST	2,167	2,147	2,334	2,504	2,684
Humanities (HUM)	HUM	188	186	202	217	233
Japanese (JAPN)	JAPN	510	505	549	589	631
Journalism (JOUR)	JOUR	52	52	56	60	65

Department	CHC - FALL WSCH BY COURSE TYPE					
	Subject	2014	2016	2021	2026	2031
Kinesiology(KIN)	KIN	297	294	320	343	368
Kinesiology Dance (KIN/D)	KIN/D	68	67	73	79	84
Kinesiology Fitness (KINF)	KIN/F	1,796	1,779	1,934	2,075	2,224
Kinesiology Team/Sport & Skill (KINS)	KIN/S	255	253	275	295	316
Learning Resources (LRC)	LRC	1,162	1,151	1,251	1,342	1,439
Mathematics (MATH)	MATH	9,964	9,869	10,731	11,511	12,340
Microbiology (MICRO)	MICRO	1,046	1,036	1,126	1,208	1,295
Music (MUS/MUSIC)	MUSIC	1,390	1,377	1,497	1,606	1,721
Oceanography (OCEAN)	OCEAN	162	160	174	187	201
Philosophy/Religious Studies (PHIL)	PHIL	759	752	818	877	941
Physics (PHYSIC)	PHYSIC	840	832	905	970	1,040
Political Science (POLIT)	POLIT	1,077	1,067	1,160	1,245	1,334
Psychology (PSYCH)	PSYCH	1,885	1,867	2,030	2,178	2,334
Radiologic Technology (RADIOL)	RADIOL	987	978	1,063	1,140	1,223
Reading & Skills Study (READ)	READ	1,396	1,383	1,504	1,613	1,729
Religious Studies (RELIG)	RELIG	338	335	364	390	419
Respiratory Care (RESP)	RESP	2,186	2,165	2,355	2,526	2,708
Sociology (SOC)	SOC	1,714	1,698	1,846	1,981	2,123
Spanish (SPAN)	SPAN	1,394	1,380	1,501	1,610	1,726
Theater Arts (THART)	THART	1,002	992	1,079	1,157	1,240
	TOTAL	**67,751**	**67,106**	**72,969**	**78,274**	**83,909**

Program Of Instruction + Space Needs
CURRENT + FUTURE INSTRUCTIONAL SPACE NEEDS

The amount of assignable square footage (ASF) required at CHC to accommodate current and projected growth is based on the College's WSCH projections, fall 2014 baseline program of instruction and Title V space standards. By utilizing the 2015 State Chancellor's Office Long Range WSCH projection growth estimates and Title V space standards, a college may estimate instructional space needs based on projected capacity load ratios that are consistent with how overbuilt or underbuilt the State considers a college to be. Capacity load ratios are a measurement of how much instructional space is required for the amount of WSCH a college is anticipated to generate

and are used to determine eligibility for State funding. Therefore, recommended lecture and lab space needs presented in this Plan are consistent with what the State would consider needed to adequately serve the projected WSCH load. It is immaterial what year the College actually reaches the designated amount of projected WSCH. The most important factor is that whenever the College actually reaches a projected level of WSCH generation, the correlated amount of lecture and lab space indicated within this Plan will be minimally required.

EXHIBIT 6.02: TITLE V RECOMMENDATIONS FOR INSTRUCTIONAL SPACE (FALL 2014 - FALL 2031)

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
ACCT	100:0	271	0	268	0	291	0	313	0	335	0
AH	100:0	199	0	198	0	215	0	230	0	247	0
ANAT	40:60	604	4,500	598	4,457	650	4,847	698	5,199	748	5,573
ANTHRO	100:0	196	0	195	0	212	0	227	0	243	0
ARABIC	100:0	42	0	41	0	45	0	48	0	52	0
ART	30:70	187	2,365	185	2,342	201	2,547	215	2,732	231	2,929
ASL	100:0	454	0	450	0	489	0	525	0	562	0

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
ASTRON	80:20	114	154	112	153	122	166	131	178	141	191
BIOL	40:60	412	3,070	408	3,041	444	3,306	476	3,547	510	3,802
BUSAD	100:0	359	0	355	0	386	0	414	0	444	0
CD	100:0	419	0	415	0	451	0	484	0	518	0
CHC	100:0	271	0	268	0	292	0	313	0	335	0
CHEM	40:60	570	4,648	565	4,604	614	5,006	659	5,370	706	5,756
CIS	80:20	573	518	567	513	617	558	662	598	709	641
COMMST	100:0	825	0	818	0	889	0	954	0	1,022	0
CSCI	40:60	60	328	60	325	65	353	70	379	75	406
DANCE	10:90	8	384	8	381	8	414	9	444	10	476
ECON	100:0	315	0	312	0	340	0	364	0	391	0
EDU	100:0	43	0	42	0	46	0	49	0	53	0
EMS	30:70	443	4,679	439	4,635	477	5,040	512	5,406	549	5,795
PBSF	100:0	35	0	35	0	38	0	41	0	44	0
ENGL	100:0	4,210	0	4,169	0	4,534	0	4,863	0	5,213	0
FIRET	100:0	715	0	708	0	770	0	826	0	885	0
GEOG	80:20	114	155	113	154	123	167	132	179	141	192
GEOL	80:20	154	209	152	207	166	225	178	241	191	259
HEALTH	100:0	769	0	762	0	829	0	889	0	953	0
HIST	100:0	1,025	0	1,015	0	1,104	0	1,184	0	1,270	0
HUM	100:0	89	0	88	0	96	0	103	0	110	0
JAPN	100:0	241	0	239	0	260	0	278	0	299	0

Program Of Instruction + Space Needs
CURRENT + FUTURE INSTRUCTIONAL SPACE NEEDS *(cont.)*

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
JOUR	100:0	25	0	24	0	27	0	28	0	31	0
KIN	55:45	77	429	77	425	83	462	89	496	96	532
KIN/D	0:100	0	218	0	216	0	235	0	252	0	270
KIN/F	0:100	0	5,765	0	5,710	0	6,209	0	6,661	0	7,140
KIN/S	0:100	0	819	0	812	0	883	0	947	0	1,015
LRC	10:90	55	1,568	54	1,553	59	1,689	63	1,812	68	1,942
MATH	90:10	4,242	1,495	4,201	1,480	4,568	1,610	4,900	1,727	5,253	1,851
MICRO	40:60	198	1,474	196	1,460	213	1,588	229	1,703	245	1,826
MUSIC	40:60	263	2,143	260	2,123	283	2,308	304	2,476	326	2,654
OCEAN	100:0	77	0	76	0	83	0	89	0	95	0
PHIL	100:0	359	0	356	0	387	0	415	0	445	0
PHYSIC	100:0	397	0	394	0	428	0	459	0	492	0
POLIT	100:0	510	0	505	0	549	0	589	0	631	0
PSYCH	100:0	891	0	883	0	960	0	1,030	0	1,104	0
RADIOL	30:70	140	1,479	139	1,465	151	1,593	162	1,708	173	1,831
READ	100:0	660	0	654	0	711	0	763	0	818	0
RELIG	100:0	160	0	158	0	172	0	185	0	198	0
RESP	40:60	414	2,807	410	2,780	445	3,023	478	3,243	512	3,477
SOC	100:0	811	0	803	0	873	0	937	0	1,004	0
SPAN	100:0	659	0	653	0	710	0	762	0	816	0
THART	40:60	190	1,544	188	1,530	204	1,663	219	1,784	235	1,913
TOTAL ASF NEED		**23,843**	**40,753**	**23,616**	**40,365**	**25,680**	**43,891**	**27,547**	**47,082**	**29,530**	**50,472**

Program Of Instruction + Space Needs
OVERALL CURRENT + FUTURE SPACE NEEDS

Projected space needs for all facility needs (instructional and other support spaces) may also be determined based on enrollment and WSCH projections, Title V space standards and a college's current/projected space inventory.

The State Chancellor's Office monitors five space categories by capacity load ratio for funding consideration and support. These five categories are: classroom (lecture), laboratory, office, library and audio visual/television/radio (AV/TV). An analysis of CHC's capacity load ratios determines that the College currently requires space in only one of the five capacity load categories: AV/TV.

When accounting for future construction projects on campus, such as the Central Complex 1 renovation, Crafton Hall renovation, Clock Tower Building renovation and removal of various temporary portables, the College is anticipated to have a need for 2,547 ASF in laboratory space by the year 2021. The need for laboratory space is anticipated in grow to 10,345 ASF by the year 2031. However, the College is significantly overbuilt in classroom, library and office space for the amount of lecture WSCH it is projected to generate and projected FTEF. It is important to understand that even

though a college may perceive that they are efficiently utilizing existing classrooms and there is a need for additional classroom space, State standards for space needs are based on the amount of lecture WSCH a campus should be generating based on the amount of classroom ASF. Thus, although classrooms may be efficiently utilized by hours during a semester, they are not efficiently generating the amount of WSCH that they should be. Overall, the College should work towards reducing its classroom capacity load ratio by converting existing classroom space to laboratories and/or generating more lecture WSCH.

EXHIBIT 6.03: CAPACITY LOAD RATIOS AND SPACE NEEDS/SURPLUS

CHC Capacity Load	F2015	F2016	F2017	F2017 ADJ*	F2021	F2026	F2031
Classroom Capacity	75,930	75,930	100,190	94,368	94,368	94,368	94,368
Classroom WSCH Load	41,479	42,180	42,893	42,893	45,864	49,199	52,741
Classroom Capacity Load	183%	180%	234%	220%	206%	192%	179%
Space Need/Surplus	-16,295	-15,964	-27,102	-24,348	-22,942	-21,365	-19,690
Laboratory Capacity	20,379	20,379	23,007	21,138	21,138	21,138	21,138
Laboratory WSCH Load	20,102	20,441	20,786	20,786	22,227	23,843	25,559
Laboratory Capacity Load	101%	100%	111%	102%	95%	89%	83%
Space Need/Surplus	-649	145	-5,197	-823	2,547	6,329	10,345
Office Capacity	263	262	297	295	295	295	295
Office Load	178	181	184	184	199	207	213
Office Capacity Load	148%	145%	161%	160%	148%	143%	139%
Space Need/Surplus	-11,891	-11,398	-15,770	-15,558	-13,458	-12,338	-11,498
Library Capacity	28,825	28,825	30,284	30,284	30,284	30,284	30,284
Library Load	18,872	18,989	19,241	19,241	19,980	21,223	22,062
Library Capacity Load	153%	152%	157%	157%	152%	143%	137%
Space Need/Surplus	-9,953	-9,836	-11,043	-11,043	-10,304	-9,061	-8,222
AV/TV Capacity	2,745	2,745	2,745	2,745	2,745	2,745	2,745
AV/TV Load	5,853	5,866	5,877	5,877	5,944	6,051	6,152
AV/TV Capacity Load	47%	47%	47%	47%	46%	45%	45%
Space Need/Surplus	3,108	3,121	3,132	3,132	3,199	3,306	3,407

* 2017 ADJ estimates capacity load ratios following space inventory changes due to existing capital construction projects.

CRAFTON HILLS COLLEGE

Facilities Master Plan

Together, the *2016 Educational Master Plan* and *Facilities Master Plan* comprise a comprehensive guide toward the future of Crafton Hills College. These plans were developed concurrently through an integrated and collaborative process. The EMP establishes clear directions for the future of academics, student support, and administrative support by describing strategic directions and the actions that will be taken to support them. It quantifies the amount and type of space needed to deliver future programs of instruction. In doing so, the EMP provides the basis for planning and decision-making in the key area of campus facilities development. The *2016 Facilities Master Plan* translates these goals, actions, and needs into a holistic and implementable vision of the future campus.

> › Facilities Analysis
> › Needs
> › Recommendations

CRAFTON HILLS COLLEGE

Facilities Analysis

This chapter documents the analysis of existing conditions that shape the use of the Crafton Hills College campus. It was compiled from the College's existing planning information, overlaid with the insights of faculty and staff and the observations of the Planning Team.

For the purposes of this FMP, campus conditions as they are anticipated to exist in 2018 are shown as the baseline existing conditions. It is anticipated that by that time, renovation projects that are currently underway will have been completed.

The analysis of the existing campus is presented through the following lenses:

› District Service Area
› Neighborhood Context
› Environmental Conditions
› Existing Campus
› Development History
› Vehicular Circulation + Parking
› Pedestrian Circulation
› Site Utilities Infrastructure
› Facilities Conditions
› Space Utilization
› Campus Zoning

Facilities Analysis
DISTRICT SERVICE AREA

The SBCCD service area is characterized by geographical and geological diversity. Situated at the edge of the Inland Empire, it includes Cajon Pass, a gateway to the high desert, as well as a large portion of the San Bernardino Mountains. The abrupt transitions in regional geology result from the movement of tectonic plates as they grind past each other along the San Andreas rift zone. The rift zone passes through the SBCCD service area at Cajon Pass and along the southern edge of the San Bernardino Mountains. It is this movement that has lifted the San Bernardino and San Gabriel Mountains and set the stage for this region's role as a crossroads and destination.

These great transverse mountain ranges are barriers at the edge of the high desert that force travelers to choose among a few routes into the Inland Empire. As a crossroad on the routes from the north, through Cajon Pass, and the east, through Banning Pass, the San Bernardino Valley has long been a notable point along the route of travelers and traders to coastal Southern California, as well as the home to people of many cultures. It continued to be a hub as successive transportation systems were built, including railroads and interstate highways. World War II brought the development of San Bernardino Army Air Field. This facility is currently the San Bernardino International

Airport, which provides commercial air passenger, air cargo and logistics, general aviation, and aircraft maintenance services.

The mountains profoundly influence climate conditions in this region. They capture rain and snow and send rivers freighted with alluvium out into the valleys of the Inland Empire. The riverine natural environment of the region's valleys was created by these processes and supported early communities. As the land was developed, frequent flooding was controlled in channels that confine rivers in their courses.

Crafton Hills College is situated at the center of the SBCCD service area. It is the eastern-most of SBCCD's three sites, furthest from the population centers of the Los Angeles metropolitan area and San Bernardino County. Communities in this area value their small-town feel and rural, agricultural origins, even as suburban development fills in the remaining open spaces.
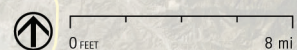
Observations

> › Because it serves students from many communities, the College cannot rely on proximity to neighborhood transportation routes to advertise its presence.
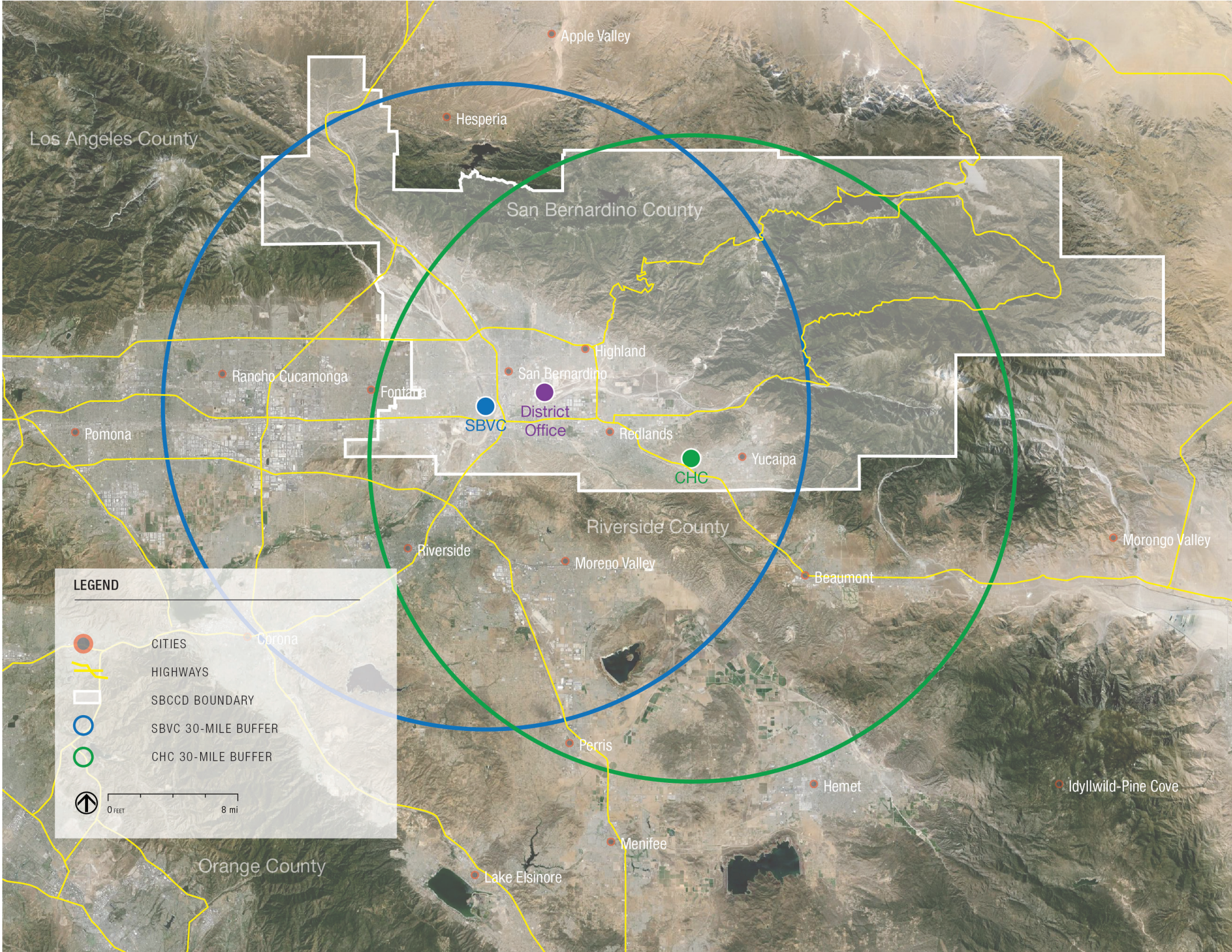
LEGEND

- CITIES
- HIGHWAYS
- SBCCD BOUNDARY
- SBVC 30-MILE BUFFER
- CHC 30-MILE BUFFER

0 FEET   8 mi

Los Angeles County

Apple Valley

Hesperia

San Bernardino County

Rancho Cucamonga

Fontana

Highland

San Bernardino

SBVC

District Office

Redlands

Yucaipa

CHC

Pomona

Riverside County

Riverside

Moreno Valley

Beaumont

Morongo Valley

Corona

Perris

Hemet

Idyllwild-Pine Cove

Orange County

Lake Elsinore

Menifee

Facilities Analysis
NEIGHBORHOOD CONTEXT

Crafton Hills College campus is situated on the foothills of the Crafton Hills, in the growing City of Yucaipa, near Redlands, Mentone, Highland, and Calimesa. The hilly geography in this area defines the valley communities that the College serves. To the south, Yucaipa's semi-rural, but growing Gateway Corridor can be viewed from the hillside campus, and beyond it, Redlands and Calimesa. Uphill from the campus, the rugged open space of the Crafton Hills abuts a natural habitat that comprises much of the campus. To the north, beyond the Crafton Hills, is the eastern part of the City of Highland, where the Harmony Specific Plan provides for the development of a large new residential community.

The College's neighborhood has been growing and is poised for more growth. Along Yucaipa Boulevard the City plans for commercial, retail, and mixed land uses and has invested in street improvements and infrastructure to attract development. Nearby, single-family residential communities have been recently developed. The City recently built East City Park between the College's campus and the campus of Yucaipa High School, which is managed by the Yucaipa-Calimesa Joint Unified School District.

To the south of the campus is a 45-acre site that is the subject of plans to develop Crafton Hills College

Village (College Village), a mixed-use, transit-oriented development, envisioned to include educational uses that align with the mission and goals of Crafton Hills College.

Observations

› The campus is very visible from its immediate neighborhood in the City of Yucaipa. It is splendidly situated on the elevated hillside of the Crafton Hills, surrounded by natural habitat to the west, north, and east.

› Although it is visible from Interstate Highway 10, the campus is less of a physical presence to other communities such as Redlands, Calimesa, and Beaumont.

› The uniqueness and beauty of its campus has the potential to attract students from across SBCCD's service area and beyond.

CRAFTON HILLS

SAND CANYON RD

CHC CAMPUS

CHAPMAN HEIGHTS RD

YUCAIPA HIGH SCHOOL

COLLEGE VILLAGE POTENTIAL SITE

TENNESSE ST

YUCAIPA BLVD

16th ST

15th ST

14th ST

13th ST

12th ST

11th ST

10th ST

YUCAIPA BLVD

AVE D

DUNLAP ELEMENTARY SCHOOL

OAK GLEN RD

AVE E

10

KENTUCKY ST

Facilities Analysis
EXISTING CAMPUS

The existing campus comprises 527 acres. Most of the campus has been set aside as open space and is managed in partnership with the CHOSC. The conservancy has certain easement rights, although those rights are not well known and may not place SBCCD under legal obligations. This part of the campus is characterized by hills and arroyos. A developed trailhead and parking for College Trail are provided on the campus.

Embedded within its boundaries is land owned by others, including a triangular parcel along Campus Drive to the east of the College's buildings that is owned by the Church of Jesus Christ of Latter-day Saints (LDS). The local water district owns land that is used for water storage tanks. SBCCD leases land to Verizon for their radio tower.

The developed portion of the campus, which houses college functions, occupies the area near Sand Canyon Road. It holds 385,546 gross square feet of building area and 274,189 square feet of assignable space—36% of all assignable space held by SBCCD. This area is shown in more detail on page 3.21.

Plans are being implemented for a joint-use tennis facility on a part of the campus to the east of the intersection of Sand Canyon and Chapman Heights Roads.

Adjacent Parking Lot Q is being used by both the City and the College under the terms of a memorandum of understanding.

EXISTING CAMPUS

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

LEGEND

PROPERTY LINE
EXISTING PERMANENT FACILITIES
EXISTING TEMPORARY FACILITIES

0 FEET   200

Facilities Analysis
EXISTING CAMPUS *(cont.)*

The graphic on the opposing page illustrates the developed portion of the campus. Permanent buildings are shown with a dark gray color. There are a few temporary buildings on the campus and these are shown with a yellow color. Facilities used for SBCCD functions, such as the campus office of the SBCCD Police Department are indicated on the graphic.

The existing campus is built on a series of terraces that have been built on a south-facing hillside that overlooks Yucaipa Valley. Most of the college buildings and courtyards are organized along two axes that cross at the Main Quad. The plan of the campus highlights the drama inherent in its hillside site. After seeing the campus buildings up on the hillside while approaching from the valley below, visitors travel to parking lots within a park-like zone behind the buildings and from which they enter the building zone. Once among the buildings, the campus is experienced as a series of open spaces, each framed and defined by the adjacent buildings. The expansive views to valley and hillside are used to great effect as a backdrop and constant reminder of the uniqueness of this place.

Observations

› Recently built facilities have been designed to align with the original campus design concept.

› The original, western part of the campus is better organized than the eastern part.

› A number of temporary buildings exist on the campus. The temporary classrooms next to the Gymnasium were used to house classrooms during recent construction projects and will be removed soon.

› North Complex, East Complex 1 and 2 are modular buildings and are not intended for long-term use.

DEVELOPED PORTION OF EXISTING CAMPUS

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

LEGEND

- PROPERTY LINE
- EXISTING PERMANENT FACILITIES
- EXISTING TEMPORARY FACILITIES

HMC Architects

0 FEET   200

SOLAR FARM

ATHLETIC FIELD

LOT N

KHA

LOT O

TENNIS

NC

LOT I

M&O

GYM

TEMP

LOT G

LOT F

PSAH

LOT H

CAMPUS DR

LOT D

LOT E

ART

EAST

LOT A

LOT B

LOT C

CYN

CDC

LOT M

LOT K

CHL

CTB

WEST

CCR

CC

CC2

LOT J

SSB

PAC

LOT N

LRC

LOT P

EMERALD VIEW DR

SAND CANYON RD

Facilities Analysis
ENVIRONMENTAL CONDITIONS

The Crafton Hills College campus is one of the most unique and beautiful among California's community colleges, in great part due to its hillside location among natural habitat and its mild, dry climate. Understanding the campus' environmental conditions will lead to recommendations for sustainable campus design strategies.

Climate
The Crafton Hills College hillside surroundings are influenced by the geography of interior hills and valleys that create thermal belts. This climate is only nominally influenced by the ocean, but hillsides and slopes (from which cold air drains and warm air rises) remain warmer in the winter and cooler in the summer than hilltops and valley floors. Days are quite sunny and the conditions are favorable for solar energy production, as demonstrated by the College's Solar Farm. Most of the rain falls during the winter, with the exception of summer monsoons that can bring strong wind and heavy rain. Storm water flows can be sudden and heavy and the college's infrastructure must be ready to prevent flooding and erosion.

Wildfire is a natural occurrence in chaparral habitat, but it is a growing concern during an increasingly lengthening fire season. This is true especially during the fall and winter when Santa Ana Winds are more frequent and

sweep down from the Crafton Hills. There have been four nearby wildfires in the last five years. In 2013, a wildfire caused the campus to be evacuated and highlighted the need to keep students and staff informed during emergencies.

Natural Habitat
The chaparral covered slopes and arroyos of the Crafton Hills provide habitat for over 200 species of plants and animals. This land benefits the community as an educational and recreational connection to the natural ecology and an important watershed for recharging the ground water that supplies municipal wells. Trails are maintained for hiking, horseback riding, mountain biking, as well as overnight camping areas. As a large landowner within the Crafton Hills, SBCCD and Crafton Hills College have contributed greatly to the protection and enjoyment of this resource through their active leadership within the Crafton Hills Open Space Conservancy (CHOSC).

Geology
The campus is in a region of active tectonic forces and is approximately 4 miles from the San Andreas Fault. In the early 2000s, SBCCD and Crafton Hills College studied the structural strength of campus buildings to understand their vulnerability to earthquake forces. Each building was assessed and based on the standard of maintaining

structural integrity in a likely earthquake, the demolition of several buildings, including the Gymnasium, was recommended. A later study revisited these results, using a lesser standard of maintaining life safety for evacuation. Based on this lesser standard, these buildings were allowed to remain. The Gymnasium building is currently not in use due to seismic safety concerns.

Facilities Analysis
DEVELOPMENT HISTORY

The Crafton Hills College campus opened in 1972. The 1970s was a decade of rapid campus growth, which followed a unified architectural design approach. During the next 25 years, the campus evolved at a slower pace, but over the last decade, it has once again been growing significantly.

Campus construction by decade is shown by color on the graphic on the opposing page. Buildings that have recently undergone a comprehensive renovation are shown with a letter 'R' inside a circle.

Observations

› Three new buildings opened in 2016, adding significantly to the College's space inventory.

› Many of the older buildings, which were built in the 1970s, are being renovated and repurposed to address the secondary effects of bringing the new buildings on line.
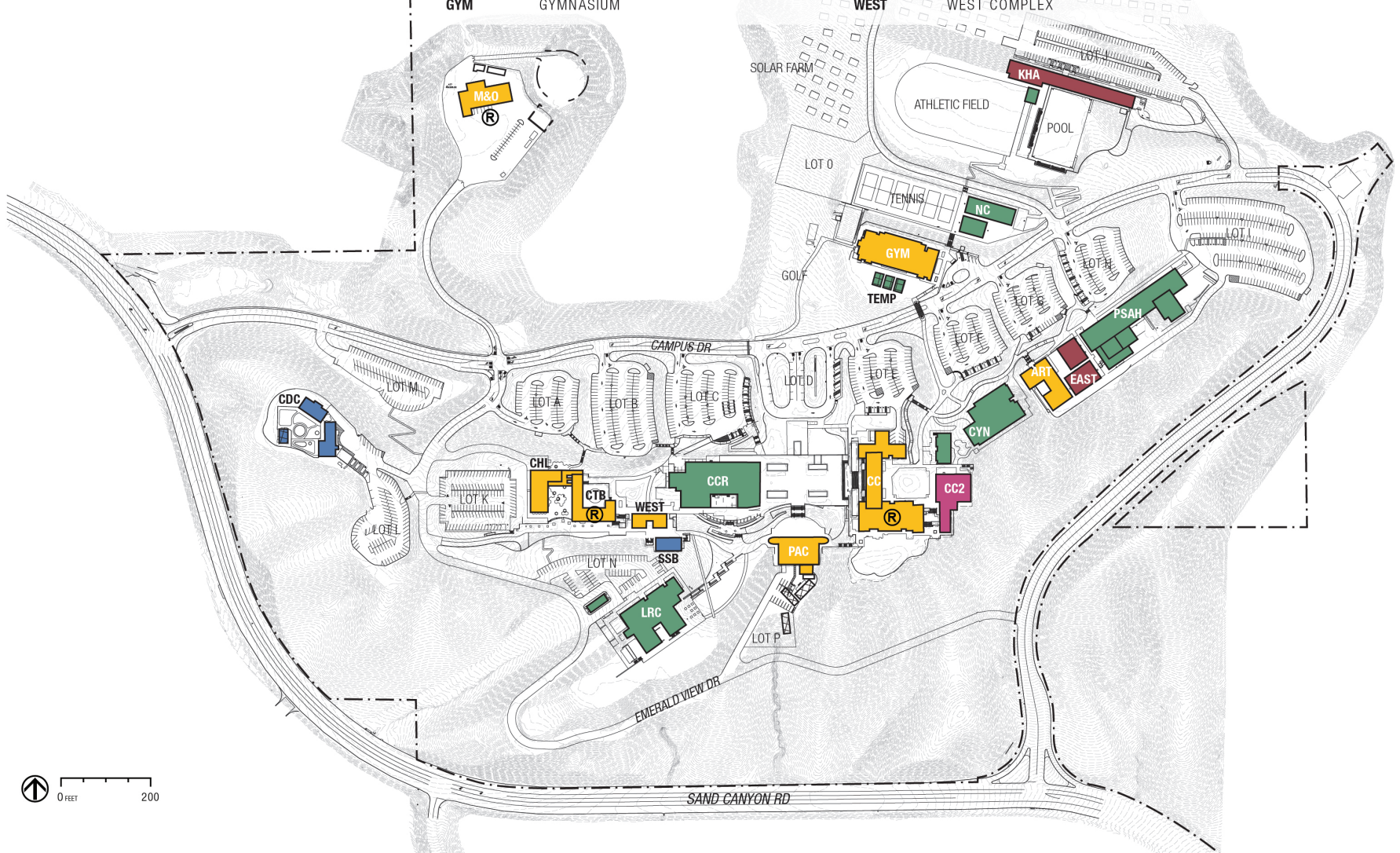
CAMPUS DEVELOPMENT HISTORY

- ▦ TEMPORARY FACILITIES
- Ⓡ RECENTLY RENOVATED
- 1970-1979
- 1980-1989
- 1990-1999
- 2000-2009
- 2010-2017
- UNDER CONSTRUCTION
- — ⋅ — PROPERTY LINE

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM

ID	Building Name
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

SOLAR FARM

ATHLETIC FIELD

POOL

KHA

LOT O

TENNIS

NC

GYM

GOLF

TEMP

LOT I

LOT H

LOT G

LOT F

PSAH

CAMPUS DR

LOT D

LOT E

ART

EAST

M&O
Ⓡ

LOT M

CYN

CDC

CHL

LOT A

LOT B

LOT C

CCR

CC
Ⓡ

CC2

LOT K

CTB
Ⓡ

WEST

LOT L

SSB

PAC

LOT N

LRC

LOT P

EMERALD VIEW DR

SAND CANYON RD

0 FEET   200

Facilities Analysis
VEHICULAR CIRCULATION + PARKING

The Crafton Hills College campus is situated on a series of terraces built into the hillside above Yucaipa Boulevard, a major highway that provides connections to Interstate Highway 10 to the southwest and downtown Yucaipa to the east. The campus is linked to Yucaipa Boulevard via Sand Canyon Road, which provides a secondary approach from the City of Mentone to the west, through the Crafton Hills.

Yucaipa Boulevard is planned to be a walkable, multi-modal route supporting an important local commercial, retail, and mixed-use corridor. The two vehicular entries into campus are located where both ends of Campus Drive terminate on Sand Canyon Road. These entries are separated enough to provide two options for emergency evacuation. Campus Drive is the primary vehicular circulation route on campus and it provides access to a series of surface parking lots in which most students and staff park their vehicles. Through-traffic on Emerald View Drive to the south of Campus Drive is restricted to emergency and service vehicles.

Parking
The available parking facilities include 1,817 parking spaces in 16 permanent and temporary surface parking lots, plus 180 on-street spaces on Campus Drive.

CHC students pay $30 per semester in fall and spring for a parking permit. Students park at no charge in overflow Parking Lot Q and can get to campus via the OMNITRANS bus that runs every 30 minutes.

Transit
Through the Go Smart Program, Crafton Hills College encourages students to commute by bus. OMNITRANS is the primary bus transit provider in the region. Students can ride for free on any regular OMNITRANS route with their student identification card. OMNITRANS buses stop at both overflow Parking Lot Q and a bus stop in Lot D at the center of campus.

Bicycling and Walking
Yucaipa Boulevard is a Class 2 route that provides on-street bike lanes for its entire length. Many city streets, including Yucaipa Boulevard, have been furnished with sidewalks and safe crossing points, much of which has been developed with CALTRANS State Safe Routes to School grants.
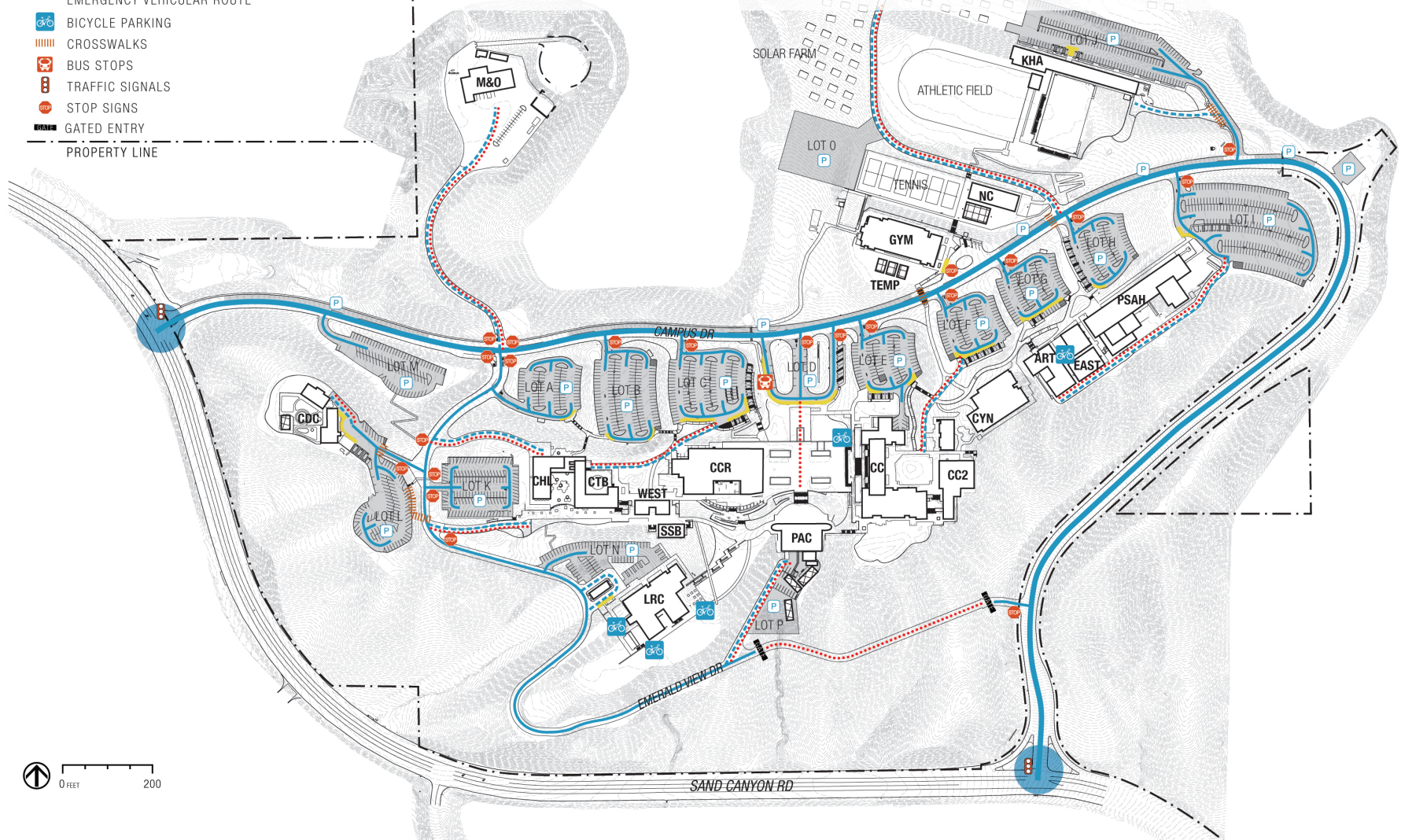
EXISTING VEHICULAR CIRCULATION

FACILITIES

- FACILITIES
- UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- CAMPUS ENTRY
- PASSENGER LOADING/DROP OFF ZONE
- P PARKING AREA
- PRIMARY VEHICULAR ROUTE
- SECONDARY VEHICULAR ROUTE
- SERVICE VEHICULAR ROUTE
- EMERGENCY VEHICULAR ROUTE
- BICYCLE PARKING
- CROSSWALKS
- BUS STOPS
- TRAFFIC SIGNALS
- STOP SIGNS
- GATED ENTRY
- PROPERTY LINE

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

SOLAR FARM

ATHLETIC FIELD

KHA

LOT O

TENNIS

NC

GYM

LOT H

TEMP

LOT G

PSAH

LOT F

LOT E

LOT D

ART

EAST

CAMPUS DR

LOT M

LOT A

LOT B

LOT C

CYN

CDC

CCR

CC

CC2

CHL

CTB

WEST

LOT K

SSB

PAC

LOT N

LOT I

LRC

LOT P

EMERALD VIEW DR

SAND CANYON RD

0 FEET   200

Facilities Analysis
VEHICULAR CIRCULATION + PARKING *(cont.)*

Observations

› The two vehicular entry points lack consistently branded and highly visible signage. The clearance around the center divider in Campus Drive at the western entry is constricted.

› The ratio of 1,817 parking spaces to the unduplicated student headcount (fall 2015 enrollment), yields a ratio of 1 to 3.28. This would indicate that the parking capacity is adequate for current needs.

› A third of the 1,817 campus parking spaces are not convenient to the center of campus. These include spaces in Parking Lots I, J, and Q.

› Curb-side on-street parking spaces on Campus Drive are convenient and fill quickly, but lead to jaywalking at many points along this route. It is often difficult for drivers to anticipate pedestrians as they cross.

› Passenger loading occurs in designated zones and informally in parking lots near paths to buildings.

› The lack of properly engineered fill underlying Parking Lot L has led to settling and cracking of the pavement.

› The campus location on the hillside above much of Yucaipa and Mentone limits the ability for students and staff to walk or bike to campus.

› In an emergency that prevents the use of one vehicular entrance/exit, it has proved to be a challenge to direct people to the remaining available exit.

Facilities Analysis
PEDESTRIAN CIRCULATION

Crafton Hills College's hillside campus is constructed on a series of terraces. Within the western part of the developed campus, courtyards, quads, and The Promenade are well-integrated within and around buildings. Vertical transitions between levels are graceful and accessible.

In the eastern part of the developed campus, vertical transitions are more circuitous and the main pedestrian axis is located on the north side of the buildings, which block primary views to the valley. Existing buildings crowd the area between the two new facilities, Canyon Hall and PSAH, offering little open space for students to gather.

The hillside topography presents a challenge for safety and accessibility. To ensure universal access to all campus facilities, SBCCD and Crafton Hills College studied accessibility compliance across the campus and prepared a plan to remove barriers. Each recent project has implemented part of this plan and together they have removed most of the barriers that prevent universal access to parking, buildings, and site areas. In order to prevent injuries from slips and falls by students and employees walking on landscaped slopes, the College has been building more walking paths, such as the paths to Parking Lots M and N.

The College maintains an emergency evacuation plan that designates areas of refuge on campus.

Observations

› The campus open space concept is not applied with consistent quality across the campus.

› For the most part, campus facilities are linked by accessible paths of travel. The remaining barriers occur at the crossing of Campus Road near Parking Lot H and the path between Lot K and Lot L at the Child Development Center.
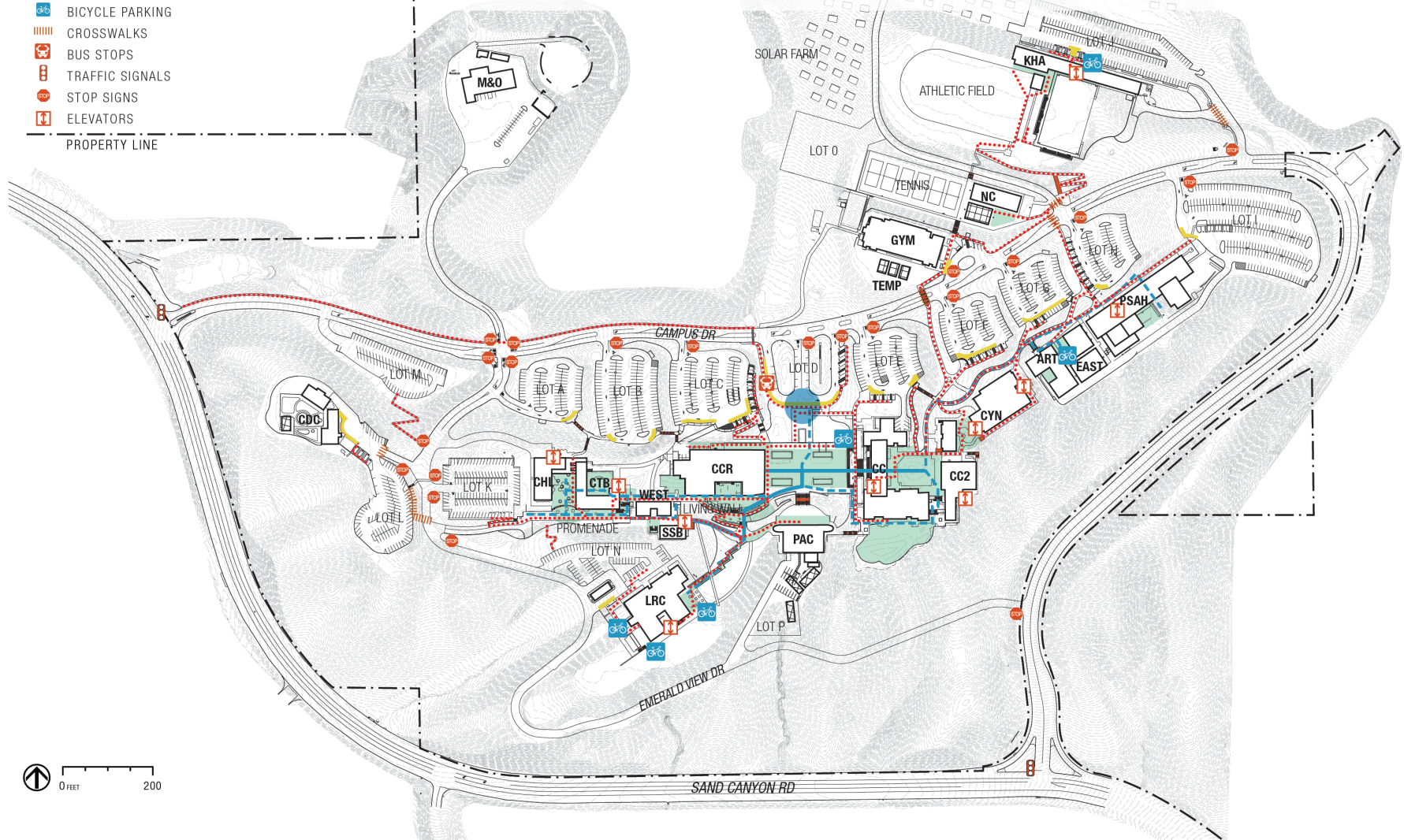
EXISTING PEDESTRIAN CIRCULATION

FACILITIES

	FACILITIES
	IN DESIGN/UNDER CONSTRUCTION
	TEMPORARY FACILITIES
●	CAMPUS ENTRY
	PASSENGER LOADING/DROP OFF ZONE
	STUDENT GATHERING AREA
	PRIMARY PEDESTRIAN ROUTE
	SECONDARY PEDESTRIAN ROUTE
	ACCESSIBLE PATH OF TRAVEL
	EXTERIOR STAIRS
🚲	BICYCLE PARKING
	CROSSWALKS
	BUS STOPS
	TRAFFIC SIGNALS
STOP	STOP SIGNS
	ELEVATORS
	PROPERTY LINE

BUILDING KEY

ID	Building Name	ID	Building Name
ART	VISUAL ARTS	KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
CYN	CANYON HALL		
CC	CENTRAL COMPLEX	LRC	LEARNING RESOURCES CENTER
CC2	CENTRAL COMPLEX 2	M&O	MAINTENANCE & OPERATIONS
CDC	CHILD DEVELOPMENT CENTER	NC	NORTH COMPLEX
CTB	CLOCK TOWER BUILDING	PAC	PERFORMANCE ARTS CENTER
CCR	CRAFTON CENTER	PSAH	PUBLIC SAFETY & ALLIED HEALTH
CHL	CRAFTON HALL	SSB	STUDENT SUPPORT BUILDING
EAST	EAST COMPLEX	TEMP	TEMPORARY FACILITIES
GYM	GYMNASIUM	WEST	WEST COMPLEX

SOLAR FARM

ATHLETIC FIELD

KHA

LOT 0

TENNIS

NC

GYM

TEMP

LOT I

LOT H

LOT G

PSAH

CAMPUS DR

LOT D

LOT F

LOT E

ART

EAST

LOT M

LOT A

LOT B

LOT C

CYN

CDC

CCR

CC

CC2

CHL

CTB

WEST

LIVING WALL

LOT K

PROMENADE

SSB

LOT L

LOT N

PAC

LRC

LOT P

EMERALD VIEW DR

SAND CANYON RD

0 FEET   200

Facilities Analysis
SITE FACILITIES INFRASTRUCTURE

In the last decade, the College prepared for the campus to grow by implementing an infrastructure project that built pathways for communication, power, gas, and chilled and hot water to the sites of planned buildings. It has upgraded its campus-wide mechanical and electrical systems equipment, which is located in the Central Complex. The newest buildings—Crafton Center, Canyon Hall, PSAH—were built with storm water retention and treatment systems that employ bio-swales or underground retention tanks. The College built its 1.3 MW Solar Farm, which supplies the campus with renewable power using PV platforms that track the movement of the sun. The Solar Farm supplied 1.2 million kWh of carbon free electricity in 2012-13, a large part of the campus' electrical needs. The sun is also harnessed to help heat the College's Olympic-sized swimming pool.

CHC's students, faculty, and staff are working to make this an even greener campus. Guided by the SBCCD Sustainability Plan, they are adopting environmentally sustainable practices in their daily habits as they operate and use the campus facilities. New buildings and renovation projects have been designed and constructed to meet increasingly stringent goals for efficient and healthy places to work and learn. For example, recently constructed buildings, Crafton Center, Canyon Hall, and the PSAH, have been designed and constructed to be certified though the Leadership in Energy and Environmental Design (LEED) rating system. These buildings were designed to be certified by the US Green Building Council at the LEED Silver level, but may achieve LEED Gold.

Observations

› WiFi access points serve the indoor areas of all buildings, but coverage does not extend to all outdoor spaces.
› As the campus grows, the College must seek additional sources of renewable energy and increase the cooling capacity of its central plant.
› The utilities infrastructure within the kinesiology and athletics precinct is aged and must be upgraded if future development occurs in this area.
› The campus dry utilities infrastructure is fairly new and in good condition. Less is known about its wet utilities infrastructure, such as sewer lines.
› Due to current water quality regulations, adequate space must be set aside for the storm water retention and treatment systems of future building projects.

CAMPUS UTILITIES

FACILITIES

- FACILITIES
- UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- SOLAR PHOTOVOLTAIC PANELS
- UNDERGROUND RETENTION TANKS
- BIOSWALES
- PRIMARY UNDERGROUND UTILITIES PATHWAY
- PROPERTY LINE

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

SOLAR FARM

M&O

KHA

ATHLETIC FIELD

LOT O

TENNIS

NC

LOT H

GYM

LOT G

TEMP

PSAH

CAMPUS DR

LOT F

ART

EAST

LOT M

LOT A

LOT B

LOT C

LOT D

LOT E

CYN

CDC

CCR

CC

CC2

LOT K

CHL

CTB

WEST

LOT L

SSB

PAC

LOT N

LRC

LOT P

EMERALD VIEW DR

SAND CANYON RD

0 FEET   200

Facilities Analysis
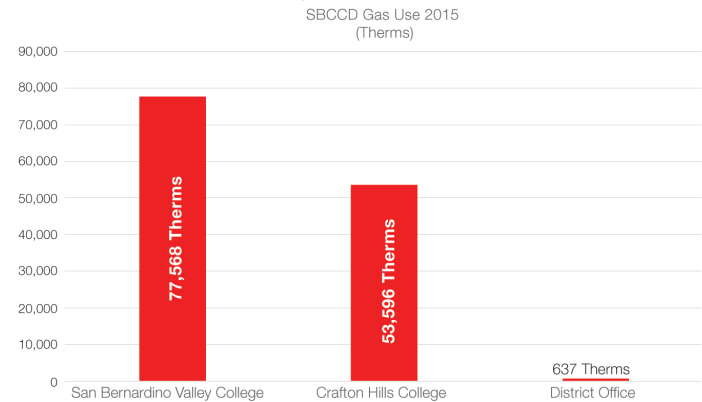# SITE FACILITIES INFRASTRUCTURE *(cont.)*

Energy Use

The two graphs on this page compare the use of energy in the forms of electricity and natural gas on SBCCD's three main sites. The graphs show the total number of kilowatt-hours of electricity and therms of gas used in 2015. Because the three sites are not the same size, it is helpful to compare their average energy usage for each square foot of building area. For the graph on the opposing page, the data has been converted to the equivalent amount of carbon dioxide (CO2e) expressed in metric tons per square foot of overall gross campus building area. Several other higher education institutions are shown for comparison, using data that they reported to the American College and University Climate Action Plan's 2014-2015 Annual Report. At 9.4 CO2e/square foot/year, the level of energy use at CHC falls below 12.9 CO2e/SF/year, the level of the average higher education building in this climate zone, as reported by the California Energy Commission. And just higher than 8.2 CO2e/SF/year, the Energy Star benchmark, which represents the level of a green building in this climate zone.
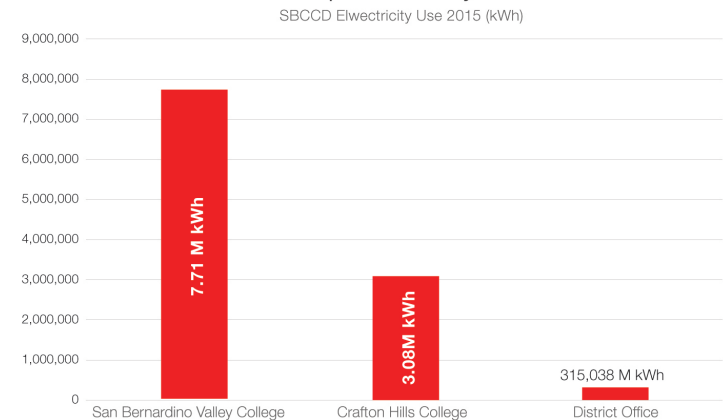
Observations

› Older facilities are likely much less energy efficient than newer or renovated buildings that are furnished with modern equipment.
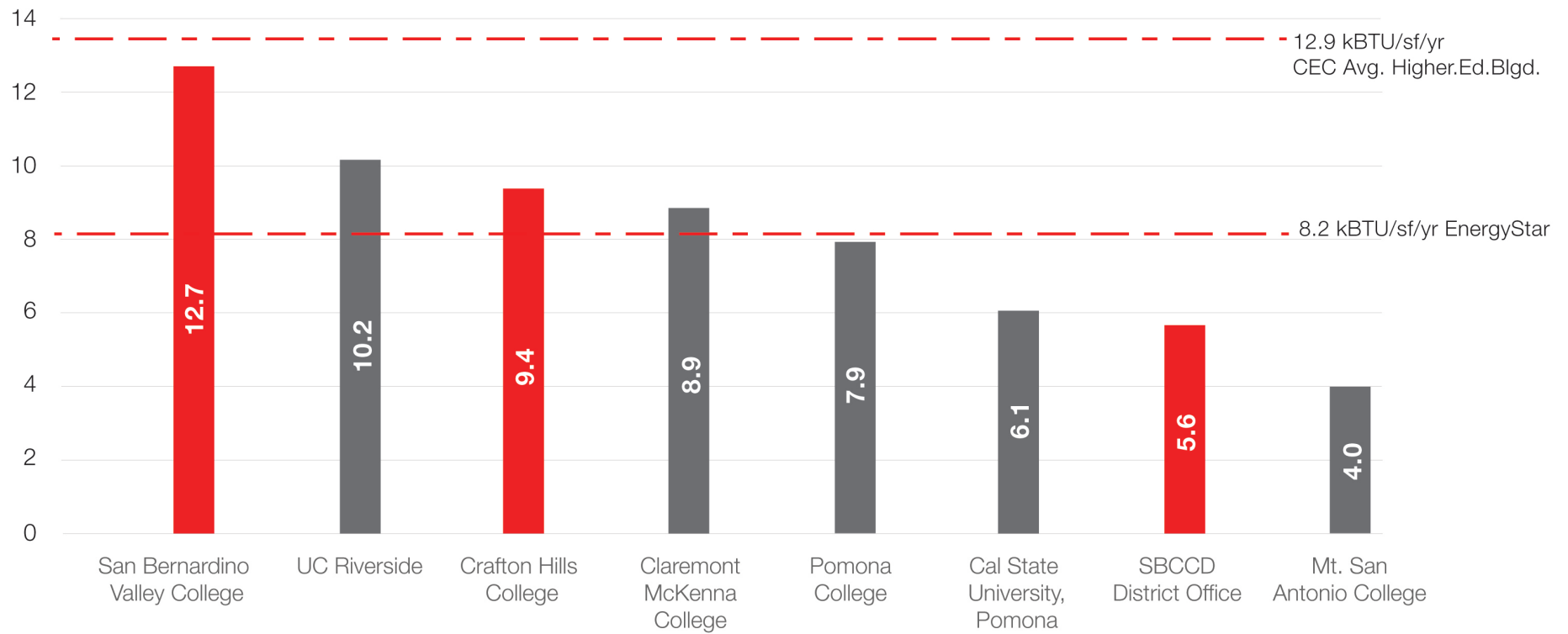
Campus Natural Gas Use
SBCCD Gas Use 2015
(Therms)

San Bernardino Valley College	Crafton Hills College	District Office
77,568 Therms	53,596 Therms	637 Therms

Campus Electricity Use
SBCCD Elwectricity Use 2015 (kWh)

San Bernardino Valley College	Crafton Hills College	District Office
7.71 M kWh	3.08M kWh	315,038 M kWh

Campus Carbon Footprint from Energy Use

Natural Gas and Electricity
(CO2e/gsf/yr expressed in metric tons)

Bar chart with values:

- San Bernardino Valley College: 12.7
- UC Riverside: 10.2
- Crafton Hills College: 9.4
- Claremont McKenna College: 8.9
- Pomona College: 7.9
- Cal State University, Pomona: 6.1
- SBCCD District Office: 5.6
- Mt. San Antonio College: 4.0

Reference lines:
- 12.9 kBTU/sf/yr CEC Avg. Higher.Ed.Blgd.
- 8.2 kBTU/sf/yr EnergyStar

Facilities Analysis
SITE FACILITIES INFRASTRUCTURE *(cont.)*

Water Use

Content to be updated.

Observations

› Content to be updated.

Facilities Analysis
FACILITIES CONDITIONS

Crafton Hills College and SBCCD participate in the California Community Colleges Facility Condition Assessment Program, which assesses existing buildings to help districts plan for maintenance and repair work. The results of the spring 2016 assessment are shown on the graphic on the opposing page. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility, expressed as a percentage. An FCI value is shown for each facility.

In addition, Crafton Hills College gathers information on maintenance needs, regulatory compliance, potential sustainability and energy efficiency upgrades, and repair issues. Based on interviews with college staff and the Facilities Condition Assessment report, each facility has been placed in one of four categories:

› Good Condition
› Fair Condition
› Poor Condition
› Very Poor Condition

Observations

› As of 2018, most of the building will be in good condition, being fairly new or recently renovated.

› Several of the buildings are in poor or very poor condition and need attention.

FACILITIES CONDITIONS INDEX

- ▦ TEMPORARY FACILITIES
- ⬚ IN DESIGN/UNDER CONSTRUCTION
- ▬ GOOD
- ▬ FAIR
- ▬ POOR
- ▬ VERY POOR
- (X%) FACILITIES CONDITION INDEX
- PROPERTY LINE

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

0 FEET   200

SOLAR FARM

ATHLETIC FIELD
KHA
POOL
LOT O
TENNIS
NC
GYM
GOLF
TEMP
LOT T
LOT H
LOT G
PSAH
LOT F
CAMPUS DR
LOT M
LOT A
LOT B
LOT C
LOT D
LOT E
ART
EAST
CYN
CDC
CHL
CC
CC2
LOT K
CTB
CCR
LOT L
WEST
PAC
LOT N
SSB
LRC
LOT P
EMERALD VIEW DR
SAND CANYON RD

Facilities Analysis
SPACE UTILIZATION

The EMP includes a study of the utilization of Crafton Hills College's lecture and laboratory space. The study looks at usage in fall 2014, the most recent information available for the study. At that time, Crafton Center, Canyon Hall and PSAH were not yet open.

The graphic on the opposing page illustrates the results of the first section of the study, the Overall Building Summary, which indicates the instructional space usage by hours of weekly utilization per semester on an overall building level. The level of utilization of a classroom or lab can be influenced by its many physical attributes, including its configuration, equipment, furnishings, acoustics, indoor environmental quality, location, and accessibility. Low hourly utilization could indicate deficient facilities and spaces that are not desirable or adequately outfitted places to learn.

Please refer to *Crafton Hills College Space Utilization*, dated April 2016 for the full report.

Observations

› In fall 2014, the average number of contact hours that occurred in classrooms and labs was acceptable when compared to Title V space utilization standards.

› Since 2014 the amount of instructional space has grown considerably and the College is exploring ways to best utilize the current inventory of instructional space.

› Often a perceived shortage of classrooms and labs is due to competition for desirable timeslots.

› In 2014, the College experimented with scheduling high demand classes during low demand times, however, it did not succeed in filling these classes.

SPACE UTILIZATION

- ▨ TEMPORARY FACILITIES
- ⬚ IN DESIGN/UNDER CONSTRUCTION
- ▬ HIGH USE
- ▬ MEDIUM USE
- ▬ LOW USE
- — · — PROPERTY LINE

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

SOLAR FARM

ATHLETIC FIELD

KHA

LOT O

NC

GYM

GOLF

TEMP

LOT I

LOT H

LOT G

LOT F

PSAH

CAMPUS DR

LOT M

LOT A

LOT B

LOT C

LOT D

LOT E

ART

EAST

CDC

CYN

CHL

CCR

CC

CC2

CTB

WEST

LOT K

LOT L

LOT N

SSB

PAC

LRC

LOT P

EMERALD VIEW DR

SAND CANYON RD

0 FEET 200

Facilities Analysis
CAMPUS ZONING

The programmed use of facilities on the Crafton Hills College campus is clearly defined and well-zoned. The Main Quad is clearly the heart of campus and the opening of Crafton Center, which houses most student services and student activities, has done much to create a hub of student life.

Campus space zoned for instruction, which includes faculty offices, is distributed to the east and west of the central student and administrative hub. Space zoned for library functions, include the Learning Resources Center, as well as tutoring centers and open computer labs that are located among instructional spaces.

Observations

› Several facilities are currently inactive or being used temporarily. The Gymnasium is currently inactive due to the condition of the building. A comprehensive renovation would be required to make it suitable for occupation, however, it would not be feasible to upgrade its structure to the level of earthquake resistance that would be required for a new building.

› The former bookstore in the East Complex was vacated when a new bookstore opened in Crafton Center. A permanent use for this space has yet to be identified.

› The former kitchen, server, and dining hall in Crafton Hall was vacated when a new dining hall and food service facility opened in Crafton Center. These spaces are being used for large events. It is yet to be determine if this or another function will be the permanent use for this space.

› The location of the Art Gallery in the southern corner of the LRC makes it a challenge to attract students and staff.

CAMPUS ZONING

- ▦ TEMPORARY FACILITIES
- STUDENT SERVICES + ACTIVITIES
- ADMINISTRATION
- LIBRARY
- INSTRUCTIONAL
- CHILD DEVELOPMENT CENTER
- SERVICE
- PHYSICAL EDUCATION
- EVENT SPACE
- Ⓒ COMMUNITY USE
- INACTIVE
- —·—·— PROPERTY LINE

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
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EAST	EAST COMPLEX
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PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

SOLAR FARM

ATHLETIC FIELD

KHA Ⓒ

LOT 0

M&O

TENNIS

NC

GYM

GOLF

TEMP

LOT

PSAH

CAMPUS DR

LOT H

LOT G

ART

EAST

LOT M

LOT F

LOT A

LOT B

LOT C

LOT D

LOT E

CYN

CDC Ⓒ

CHL Ⓒ

CC Ⓒ

LOT K

WEST

CCR Ⓒ

CC2

LOT J

CTB

LOT N

SSB

PAC Ⓒ

LRC Ⓒ

LOT P

EMERALD VIEW DR

0 FEET 200

SAND CANYON RD

Needs

This chapter highlights the linkage between the *Educational Master Plan* and the *Facilities Master Plan*. The EMP served as the foundation for all discussions related to facilities and was used to drive decisions related to the recommendations for the campus. The purpose of this section of the *Facilities Master Plan* is to establish the amount and type of space necessary to support the academic program of instruction and support services through the year 2031.

The approach uses both qualitative and quantitative information and is described in the sections listed below. *Educational Planning Linkages* describes the qualitative connections that were established through the identification of facilities-related implications of the *Educational Master Plan*. During fall 2016, College Council evaluated numerous ideas for repurposing, expanding, and creating space for services and programs, with regard to how well each idea supports the EMP's strategic directions, goals, and supporting actions.

The quantitative linkage is forged by translating the enrollment data shown in the EMP *Program of Instruction & Space Needs* into the amount of space needed to accommodate the projected enrollment levels. The approach used and the resulting program of space are described in *Quantified Space Needs*.

The chapter concludes with *Planning Objectives* that represent sound and prudent planning principles that align with CHC's vision for an intellectually stimulating, welcoming, and inclusive campus environment.

› Educational Linkages
› Quantified Space Needs
› Planning Objectives

Needs
EDUCATIONAL LINKAGES

01 PROMOTE
STUDENT SUCCESS

GOALS

Support, guide, and empower every student to achieve goals.

Use every area on campus to promote student learning.

FACILITIES LINKAGES

Create universally accessible spaces that address the need for an inclusive learning and social environment (classrooms with adjacent counseling and tutoring space, a Learning Lab, and campus-wide learning environment upgrades).

A comprehensive testing and assessment center.

Distance Education testing, tutoring, and support service space.

Collaboration space - indoors and outdoors.

Current technology, including support for BYOD.

02 BUILD
CAMPUS COMMUNITY

GOALS

Promote inclusiveness and community.

Seek, respect, and celebrate diversity.

FACILITIES LINKAGES

Create a universally accessible and welcoming campus, including gathering spaces, circulation paths, and wayfinding signage. Create pathways and connections between buildings that encourage students, faculty, and staff to stop, interact, and collaborate. Create activation nodes along all building connections.

Outfit existing space and build new facilities designed for gathering, study and recreation, including an outdoor basketball court for informal pickup games, outdoor food kiosks, outdoor performance venues for formal and impromptu events, and spaces that encourage students to relax and interact.

Develop a Multi-Cultural Center as well as multi-cultural spaces, art, and awareness throughout the campus.

Support PE + athletic program expansion by replacing gymnasium, improving track and field, expanding and improving golf lab, and expanding Aquatic Center. Consider repurposing existing tennis courts if joint-use tennis facility is built. If space is used for a parking structure, rooftop tennis courts could be included.

Create event and meeting space for 25-45 people and larger event spaces for 100 people that can be used in a variety of ways.

03 DEVELOP TEACHING +
LEARNING PRACTICES

GOALS

Develop a culture of mastery in teaching.

Teach students to be great learners.

FACILITIES LINKAGES

Provide up-to-date, flexible and comfortable classrooms and labs that are fully accessible to every student, regardless of academic background, disability, learning style, race, or other status.

Provide up-to-date and well-equipped Professional Development Center and Learning Lab.

Mentoring and collaboration space, that includes space for adjunct faculty to get more involved with departments and campus culture.

04 EXPAND ACCESS

GOALS

Promote a college-going culture in our core service area.

Increase college capacity to serve our core services area.

FACILITIES LINKAGES

Student support services space.

Marketing, outreach, and college foundation space. Consider spaces on campus where K-12 students could come and be exposed to the campus and college culture.

Create more visibility of CHC from Sand Canyon Rd and create a physical connection to services in the community. College Village would have the opportunity to do this. Signage and marketing of preserve and hiking/biking trails.

Create an International Studies Center.

Provide a comfortable Veterans Center. This could be a location to bring non-CHC veteran students onto campus for an introduction to the campus.

05 ENHANCE VALUE TO THE SURROUNDING COMMUNITY

GOALS

Be recognized as the college of choice in the communities we serve.

Expand CHC's reputation as an essential partner and valued asset.

Distinguish CHC as a respected resource for local employers and the workplace.

FACILITIES LINKAGES

Marketing, outreach, and college foundation space. Include event and meeting space.

Potential Innovation Center for partnerships with community businesses and college. Could be located at College Village.

College Village will provide the community with collaborative opportunities with the college.

Expand the Aquatic Center by adding the teaching pool and develop the joint-use tennis facility, which will be used by the community and local schools.

Create a campus that encourages visitation from the community and K-12 students, to build relationships and comfort level with the college. Create engaging, comfortable outdoor seating and gathering spaces as instructional spaces that could have dual use for K-12 student non-credit and summer camp classes.

06 PROMOTE EFFECTIVE DECISION MAKING

GOALS

Promote a culture of evidence-based decision making.

Implement college-wide integrated planning.

FACILITIES LINKAGES

Additional Institutional Research office space in a location closer to the faculty and staff they assist, as well as robust technology support.

Potential Innovation Center for partnerships with community businesses and the college. Could be located at College Village.

Create meeting and collaboration spaces of various sizes for group decision-making.

Professional Development Center.

Needs
EDUCATIONAL LINKAGES *(cont.)*

07 DEVELOP PROGRAMS + EXPAND SERVICES

GOALS

Improve and expand services.

Improve and expand programs.

FACILITIES LINKAGES

Athletic program facilities to support a comprehensive college.

Distance Education testing, tutoring, and support service space.

International Student program support space. Diversity and Inclusion Center and office.

Regional Public Safety Training Center on campus.

08 SUPPORT EMPLOYEE GROWTH

GOALS

Become an organization that embraces a culture of continuous learning.

FACILITIES LINKAGES

Up-to-date and well-equipped Professional Development Center.

Collaboration and meeting space.

Adjunct faculty office space.

09 OPTIMIZE RESOURCES

GOALS

Plan for growth and align resources.

Value the Crafton Hills College environment.

Support the district's implementation of automated processes.

FACILITIES LINKAGES

Improved facilities for marketing, outreach, and college foundation space, as well as flexible space for grant programs.

Safety and security upgrades. Circulation and parking improvements.

Create a campus environment that promotes environmental stewardship among students, faculty, and staff. Include non-potable water to all areas of campus, recycling bins, environmental care and awareness signage across campus. Continue to build alternative energy projects and water efficient landscaping.

Landscaping and outdoor improvements. Furnishings, equipment and design would optimize outdoor spaces for socializing, studying, and learning. Provide and plan for opportunities and spaces to include both visual and performing arts outdoors.

Indoor spaces in Crafton Center, such as Roadrunner Cafe, the lobby, and the Student Life office could be better furnished and equipped for socializing and recreation. Make better use of available space.

Needs
QUANTIFIED SPACE NEEDS

The *Program of Instruction + Space Needs* in the *Educational Master Plan* describes the planned growth rate, projected enrollment, and projected space need for each program offered by Crafton Hills College. These projections are aligned with the EMP's strategic directions and goals and take into consideration the results of research into the educational planning environment and economic opportunities.

Calculating Space Needs

The inventory of facilities is an important tool in planning and managing college campuses. FUSION (Facilities Utilization, Space Inventory Options Net) is a database of all the California community college facilities that includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction plans, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

The California Community Colleges Chancellor's Office (CCCCO) mandates annual updates of the inventory of all facilities in a district. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future

needs are developed. Space capacity/load is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms the core of this *Facilities Master Plan*.

Space capacity/load analysis typically includes the categories of space listed in Table 1 on the opposing page. Generally, the standard for the quantity of space is proportional to student enrollment. While the state provides standards for utilization for more than 60% of space types on campus, the capacity estimates for non-state standard spaces are based on a combination of factors, the most important being the specific needs of individual institutions identified through educational master planning discussions.

The upper five types of space listed in Table 1 are the capcity/load categories for which utilization and space standards are set by state regulations. The line item in Table 1 for space type "Other" includes a number of spaces on campus that are considered to be in non-capacity/load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the District's inventory related to maintenance and operations. Types of spaces included in "Other" include the following:

› Physical Education (Teaching Gym)
› Clinic/Demonstration
› Assembly/Exhibition
› Food Facilities
› Lounge
› Merchandise Facilities (Bookstore)
› Recreation
› Meeting Rooms
› Locker Rooms
› Data Processing
› Physical Plant/Facilities
› Health Services

TABLE 1: ROOM USE CATEGORIES

Space Type	Room Use Numbers	Description
Lecture	100s	Classrooms + support spaces
Lab	200s	Labs + support spaces
Offices/Conference Room	300s	Offices + support spaces; all offices, including administrative and student services
Library/LRC Study/Tutorial	400s	Library, study and tutorial + support spaces
Instructional Media AV/TV	530s	AV/TV; Technology + support spaces
Other	520, 540 to 800s	PE, Assembly, Food Service, Lounge, Bookstore, Meeting Rooms, Data Processing, Physical Plant, Health Service

Source: California Community Colleges Chancellor's Office (CCCCO) Space Inventory Handbook

Needs
QUANTIFIED SPACE NEEDS *(cont.)*

Space Utilization and Planning

To determine the amount of space required to support the programmatic needs of each campus, the enrollment and program forecasts are applied to a set of standards for each type of space.

The required utilization and space standards for classroom, laboratory, office, library, and audio-visual are contained in the California Code of Regulations (CCR), Title 5, Chapter 8, Section 57020–57032. These standards refer to the Board of Governors of the California Community Colleges Policy on Utilization and Space Standards dated September 2010.

These space standards, when applied to the total Weekly Student Contact Hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in Tables 2 and 3 on the following page.

Table 2, on the opposing page, is applied to a campus with less than 140,000 WSCH, such as the Crafton Hills College Campus. Table 3 is applied to a campus for 140,000 or more WSCH, such as the San Bernardino Valley College Campus.

The standards for teaching laboratories are measured in both ASF per student station and in ASF per 100 WSCH generated. Table 4, on page 3.44, summarizes these standards.

Each component of these standards is applied to projected enrollment to produce a total assignable square foot (ASF) capacity requirement for each category of space. The sum of these areas represents the total building area requirement for the campus.

The space standards are based on the following assumptions:

› Utilization standards refer to the amount of time rooms and "stations" (such as a desk, laboratory bench, or computer terminal) should be in use. "Utilization" is the amount of time rooms and stations are actually in use. Utilization standards used address utilization on an "hours-per-week" basis.

› Classrooms are available 48 hours per 70-hour week for a campus with less than 140,000 WSCH and 53 hours per 70-hour week for a campus with 140,000, or more, WSCH and will

be occupied, on average, two-thirds of the time. (That occupancy percentage might be achieved by having full classrooms two-thirds of the time and empty classrooms the remaining time.) Thus, the classroom utilization standard is either 32 or 35 weekly hours of station use depending on amount of WSCH. The utilization standards for laboratories are lower than the classroom utilization standards.

› Office space includes academic offices, administrative offices, clerical offices, office service rooms, and conference rooms.

› Library space includes stack, staff, and reader station space.

› Areas such as the main lobby (excluding card catalog area), elevators, stairs, walled corridors, restrooms, and areas accommodating building maintenance services are not deemed usable/assignable.

TABLE 2: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH LESS THAN 140,000 WSCH

Category	Formula	Rates/ Allowances
Lecture (Classroom)	ASF/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	48
	Station use/week (hours)	31.68
Laboratory (Teaching Labs)	ASF/Student Station	see Table 4
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001–9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV + Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001–9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

TABLE 3: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH 140,000, OR MORE, WSCH

Category	Formula	Rates/ Allowances
Lecture (Classroom)	ASF/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	53
	Station use/week (hours)	34.98
Laboratory (Teaching Labs)	ASF/Student Station	see Table 4
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001–9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV + Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001–9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

The following definitions pertain to the formulas listed in above Tables 2 and 3.

ASF/Student Station: Assignable square feet per student station.
Average hours room/week: Number of hours out of a 70-hour week, 8am to 10pm, a classroom or class laboratory, on the average, should be in use.
Station Utilization Rate (occupancy): The percentage of expected student station occupancy when rooms are in use.
Station use/week: The number of hours per week (out of the 70-hour week for classrooms and class laboratories) which a student station, on average, should be in use.
FTE: Full-time equivalent
DGE: Day-graded enrollment
DGS: Day-graded student

Needs
QUANTIFIED SPACE NEEDS *(cont.)*

TABLE 4: ASSIGNABLE SQUARE FEET (ASF) FOR LABORATORY SPACE

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
0100	Agriculture and Natural Resources	492	115
0115	Agricultural & Forestry Power/Machinery	856	200
0200	Architecture and Environmental Design	257	60
0400	Biological Sciences	235	55
0500	Business and Management	128	30
0600	Communications	214	50
0700	Computer and Information Science	171	40
0800	Education	321	75
0936	Printing and Lithography	342	80
0937	Tool and Machine	385	90
0945	Mechanical Technology	556	130
0947	Diesel Technology	856	200
0948	Automotive Technology	856	200
0950	Aeronautical and Aviation Technology	749	175
0952	Construction Crafts/Trades Technology	749	175
0954	Chemical Technology	556	130

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
0956	Industrial Technology	385	90
All other 900s	(Engineering)	321	75
1000	Foreign Language	150	35
1200	Health Services	214	50
1300	Consumer Education/ Home Economics	257	60
1400	Law	150	35
1500	Humanities	150	35
1600	Library Science	150	35
1700	Mathematics	150	35
1800	Military Studies	214	50
1900	Physical Sciences	257	60
2000	Psychology	150	35
2100	Public Affairs and Service	214	50
2200	Social Sciences	150	35
3000	Commercial Services	214	50
4900	Interdisciplinary	257	60

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

TABLE 5: EXISTING SPACE

CHC Space Inventory Analysis

The Crafton Hills College Space Inventory Report was updated in 2015 and used to analyze the utilization and sufficiency of campus space. Table 5 summarizes the total assignable area in each of the capacity load categories of space.

The analysis compares the current inventory of space with current space needs. Current needs were calculated by applying space planning standards for each type of space in the capacity/load categories to the current enrollment. The results show that the College holds an excess of lecture, office, and instructional media space. A need for additional laboratory and library space is supported by the results.

Space Type	Current Inventory (ASF)*	Current Space Needs**	Current Cap/ Load Ratios
Lecture	35,915	(16,295)	183%
Lab	47,687	(649)	101%
Office	36,811	(11,891)	148%
Library	28,825	(9,953)	153%
Instructional Media	2,745	3,108	47%
Other	122,206		
TOTALS	274,189		

* 2015 Space Inventory

** For fall 2015 enrollment

Needs
QUANTIFIED SPACE NEEDS *(cont.)*

The master plan space program forms the basis for developing recommendations for facilities. The space inventory analysis combined with the space needs forecast is summarized in Table 6 and indicates the total amount of additional assignable space needed to accommodate a master plan horizon student enrollment of 83,909 WSCH, which equates to 7,364 unduplicated student headcount.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. As described in the analysis of existing facilities, there are several facilities that are recommended for removal by this *Facilities Master Plan*. Table 6 includes an "adjusted inventory," which accounts for the removal of these permanent and temporary facilities, as shown in *Recommended Demolition + Replacement*. The analysis compares the current inventory of space with current space needs. Current needs were calculated by applying space planning standards for each type of space in the capacity/load categories to the current enrollment. The results show that the college holds an excess of lecture, office, and instructional media space. A need for additional laboratory and library space is supported by the results.

The methodology for projecting future space needs is summarized as follows:

› The fall 2031 enrollment for each course was projected by applying the program-specific annual planned growth rate (compounded annually) to the baseline fall 2015 WSCH data for that course.

› Master plan WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.

› The "adjusted inventory" was subtracted from the total space requirements described above to yield the net assignable area (ASF) overage or need

TABLE 6: 2031 SPACE NEEDS

Space Type	2017 Inventory (ASF)*	Adjusted Inventory (ASF)	2031 Space Needs	Difference
Lecture	47,390	44,636	24,676	(19,960)
Lab	53,837	49,463	59,808	10,345
Office	41,530	41,318	29,820	(11,498)
Library	30,284	30,284	22,062	(8,222)
Instructional Media	2,745	2,745	6,152	3,407
Other	99,627	98,681		
TOTALS	275,413	267,127		

* Temporary buildings (CDC portable (CD3) and North Complex) have been removed from and renovated space in the Clock Tower Building and Central Complex have been added to the 2017 inventory.

by type of space for the fall 2031 master plan horizon.

› The result, net assignable square footage by type of space, served as the basis for developing facilities options for the master plan.

The program need for instructional laboratory space is further disaggregated into Taxonomy of Program (TOP) categories as shown in Table 7. The adjusted inventory of laboratory space was subtracted to yield the assignable laboratory space overage or need in fall 2021, 2026, and 2031.

TABLE 7: LAB SPACE NEED

TOPS	Disciplines	2015 Lab Inventory (ASF)	2017 Lab Inventory (ASF)	Adjusted Lab Inventory (ASF)	2021 Lab Space Need (ASF)	Difference (ASF)	2026 Lab Space Need (ASF)	Difference (ASF)	2031 Lab Space Need (ASF)	Difference (ASF)
400	Biological Sciences	14,532	14,532	10,158						
700	Information Technology	826	5,768	4,942						
800	Education									
1000	Fine + Applied Arts	8,655	8,655	5,520						
1200	Health	1,689	1,689	-						
1700	Mathematics									
1900	Physical Sciences	13,433	13,433	13,433						
2100	Public + Protective Services	1,800	1,800	1,800						
4900	Interdisciplinary Studies	6,752	7,960							
	TOTAL	47,687	53,837	35,853						

Needs
PLANNING OBJECTIVES

In addition to quantified space needs, the discussions with College Council were informed by the vision of a campus that is imbued with the desired character and qualities. These lists of *Needs, Issues, and Challenges* and *Planning Objectives* summarize the most resonant elements of this qualitative vision and were used to guide the development and evaluation of facilities options.

Needs, Issues and Challenges
The following were heard as recurring themes in the program interviews or the analysis of existing facilities:

› Perceived demand for classroom and office space vs. Title V standards – concern for lack of space when needed

› Flexible classrooms to support various modes of learning

› Appropriate instructional tools and equipment

› Consistency of instructional space – standards

› Space to support online courses – testing rooms, etc.

› Dedicated open labs with program-specific software

› Growing need for student support services space

› A campus-wide approach to providing space for learning resources, supplemental instruction, tutoring, & study

› Keeping current with technology capabilities, including Wi-Fi coverage, power everywhere for charging devices

› Student gathering and activity space – indoor and outdoor

› Flexible classrooms to support collaboration

› More testing space for online courses, etc.

› Relocate current parking on Campus Drive to lots

› Concentrate parking closer to the center of campus

› Address access from main campus to CDC

› Safety/security of students and employees on campus

Planning Objectives

These objectives were established to guide the discussion and decision-making:

› Align campus space with educational priorities

› Respect the original architectural style of the campus

› Maximize the functionality of outdoor spaces, including space for PE/athletics, student study/ gathering

› Ensure a student-centered and friendly campus

› Provide flexible, consistent and well-equipped instructional spaces

› Plan for future teaching and learning opportunities

› Showcase student projects and successes

› Create faculty office space that encourages collaboration

› Provide a safe and secure campus environment

› Allocate resources to care for facilities

Needs
PLANNING PRINCIPLES

This list of planning principles represents good planning practices that guided the evaluation and discussion of facilities development options with College Council.

› Maximize functional space and activity zoning
› Eliminate non-functional space
› Improve efficiency and utilization of space / land
› Right-size facilities to address program needs
› Enhance the campus environment
› Consider safety and security in redevelopment
› Utilize CPTED (Crime Prevention Through Environmental Design) principles in site design
› Plan for a sustainable campus
› Plan for flexibility, change and growth
› Simplify implementation
› Use resources prudently

CRAFTON HILLS COLLEGE

Recommendations

The *2016 Facilities Master Plan* recommendations translate Crafton Hills College's educational master planning goals, objectives, and needs into a series of facilities and site recommendations. While drawings presented in this section appear specific, the forms are intended to be conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

The recommendations included in this section are described in the following subsections:

› Recommended Demolition + Replacement
› Opportunities
› 2016 Long-range Campus Master Plan
› Facilities Projects
› Campus-wide Improvements
› Exploration of Future Options
› Implementation

Recommendations
RECOMMENDED DEMOLITION + REPLACEMENT

The graphic on the opposing page illustrates the recommendations for demolition and removal of facilities. Temporary facilities, as well as aged permanent facilities that are no longer feasible or cost effective to renovate, are recommended for replacement. The decision to renovate or replace an existing facility is often influenced by the limitations that an existing structure or site places on the success of a potential renovation. These factors were considered by SBCCD and Crafton Hills College in the course of seeking the most effective solutions.

The removal of the following facilities clears the way to improve the utilization of the campus land area. Removal of facilities will be phased to take place as new and renovated space becomes available. In certain circumstances, programs may be temporarily housed in swing space prior to being relocated to long-term facilities.

› Gymnasium
› Visual Arts
› East Complex
› North Complex
› Temporary Classrooms
› Option: Tennis Courts

RECOMMENDED DEMOLITION & REMOVAL

PROPERTY LINE
EXISTING PERMANENT FACILITIES
EXISTING TEMPORARY FACILITIES
FACILITIES IN DESIGN & CONSTRUCTION
RECOMMENDED DEMOLITION & REMOVAL

BUILDING KEY

ID	Building Name
ART	VISUAL ARTS
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
EAST	EAST COMPLEX
GYM	GYMNASIUM

ID	Building Name
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
NC	NORTH COMPLEX
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

SOLAR FARM

M&O

LOT O

KHA

LOT I

NC

GYM

LOT M

GOLF

TEMP

LOT G

PSAH

LOT F

CAMPUS DR

LOT D

LOT E

ART

EAST

LOT A

LOT B

LOT C

CYN

CDC

CHL

CTB

CCR

CC

CC2

LOT K

WEST

LOT I

LOT N

SSB

PAC

LRC

LOT P

EMERALD VIEW DR

SAND CANYON RD

0 FEET   200

Facilities Analysis
OPPORTUNITIES

Removal of buildings opens up opportunities to improve the campus and address educational program needs. The removal of the Gymnasium allows for a new facility that meets current structural and green building codes and that is located near the Aquatic Center to allow lockers and showers to be shared. Space will be available to develop outdoor kinesiology labs and the fields and training facilities needed to support the development of collegiate athletic programs.

Removal of the Visual Arts Building clears the way to develop a larger instructional building that will provide modern laboratories, classrooms, and instructional support spaces—spaces that will soon be needed by programs with great potential for growth.

Removal of the East Complex opens up a student-oriented outdoor space that will join the Main Quad and Crafton Hall courtyard as valued places for socializing, studying, or contemplating the view from this privileged place that welcomes every student.
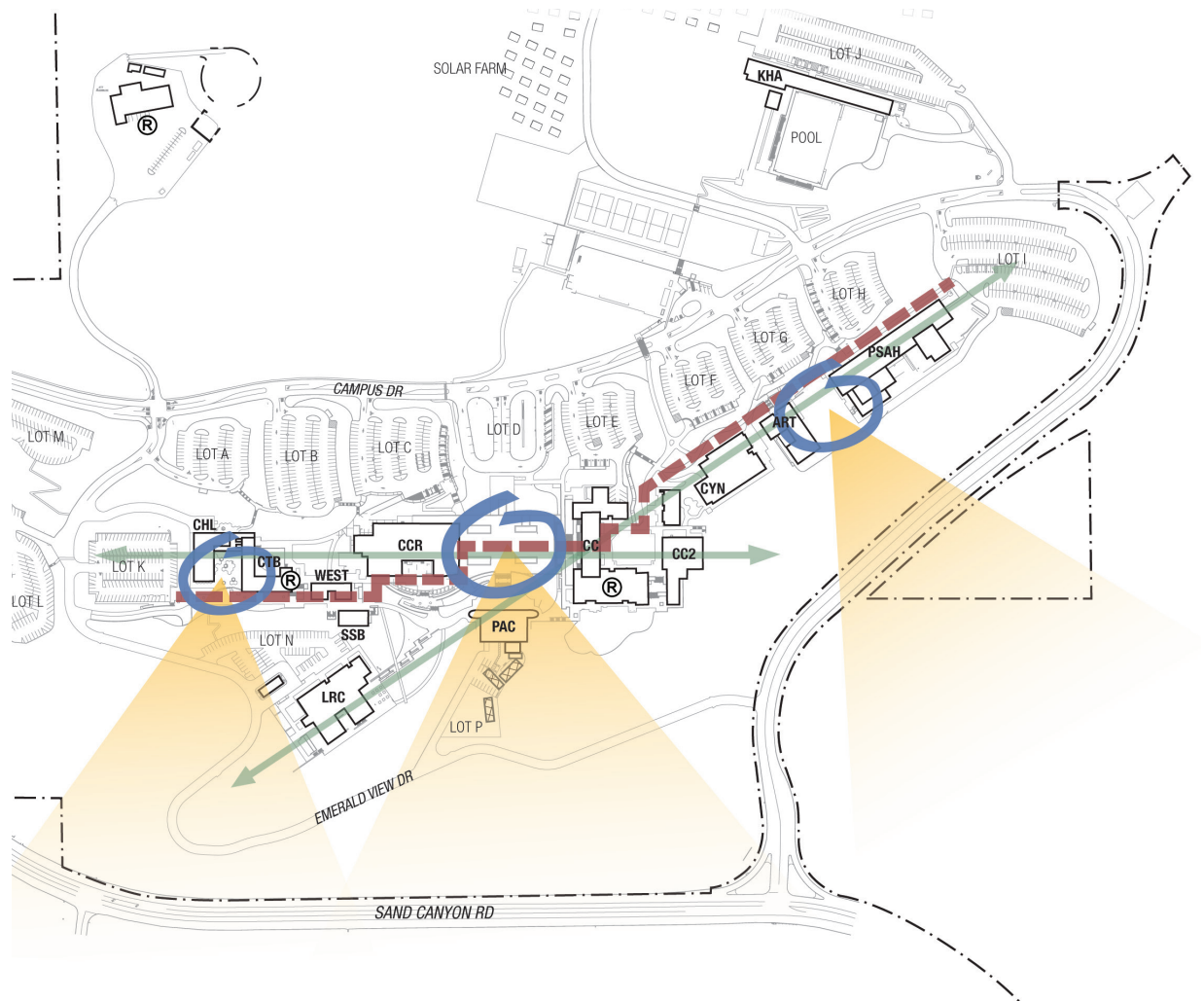
Over the past decades, the campus has grown within a number of functional zones, confirming that the cluster concept is an enduring and logical organizing principle for the campus. Functional clusters make sense for a hillside campus where adjacencies reduce the need to traverse vertical distances. It makes sense that future campus development will reinforce this concept.

For example, the Civic Zone, which houses student services and activities, is very important to the vitality of the campus. It has been greatly strengthened by the recent opening of Crafton Center.

PRECINCT OPTION ONE

- TEMPORARY FACILITIES
- SERVICE
- GENERAL ACADEMICS
- ART
- CIVIC
- MATH/SCIENCE
- ATHLETICS
- PROPERTY LINE

BUILDING KEY

ID	Building Name		
ART	VISUAL ARTS	KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
CYN	CANYON HALL		
CC	CENTRAL COMPLEX	LRC	LEARNING RESOURCES CENTER
CC2	CENTRAL COMPLEX 2	M&O	MAINTENANCE & OPERATIONS
CDC	CHILD DEVELOPMENT CENTER	NC	NORTH COMPLEX
CTB	CLOCK TOWER BUILDING	PAC	PERFORMANCE ARTS CENTER
CCR	CRAFTON CENTER	PSAH	PUBLIC SAFETY & ALLIED HEALTH
CHL	CRAFTON HALL	SSB	STUDENT SUPPORT BUILDING
EAST	EAST COMPLEX	TEMP	TEMPORARY CLASSROOMS
GYM	GYMNASIUM	WEST	WEST COMPLEX

Recommendations
2016 LONG-RANGE CAMPUS MASTER PLAN

The 2016 Facilities Master Plan presents an overall picture of development that supports the strategic directions and priorities of the 2016 Educational Master Plan. The recommendations are intended to support the growth of the College into a mature and comprehensive institution.

Crafton Hills College is actively developing the skills of faculty and preparing students to learn in new ways. It is reaching out to serve an increasing proportion of students in its community. Through the projects listed below, the College will continue to develop its campus facilities, both indoors and outdoors, to better support these initiatives.

The recommendations are described in a series of capital construction and renovation projects, as well as initiatives for campus-wide improvement that are intended to be implemented in a flexible and phased manner.

PROJECT LIST

New Facilities
› Gymnasium
› Shallow Water Pool
› Outdoor Kinesiology Laboratories
› Joint-Use Tennis Facility
› East Instructional Building
› Maintenance & Operations Addition

Renovation of Facilities
› Performing Arts Center Renovation
› Crafton Hall Renovation
› West Complex Renovation
› Student Support Building Renovation
› Central Complex 2 Renovation

Campus-Wide Improvements
› Campus-Wide Learning Environment
› Vehicular Circulation and Parking
› Enriched Outdoor Environments
› Security and Safety
› Ancillary Logistics and Infrastructure

Exploration of Future Options
› Crafton Hills College Village
› Public Safety Training Grounds
› Middle College High School
› Beyond the 2031 Master Plan Horizon

2016 LONG-RANGE CAMPUS MASTER PLAN

BUILDING KEY

ID	Building Name
CYN	CANYON HALL
CC	CENTRAL COMPLEX
CC2	CENTRAL COMPLEX 2
CDC	CHILD DEVELOPMENT CENTER
CTB	CLOCK TOWER BUILDING
CCR	CRAFTON CENTER
CHL	CRAFTON HALL
GYM	GYMNASIUM
KHA	KINESIOLOGY, HEALTH EDUCATION & AQUATIC COMPLEX
LRC	LEARNING RESOURCES CENTER
M&O	MAINTENANCE & OPERATIONS
PAC	PERFORMANCE ARTS CENTER
PSAH	PUBLIC SAFETY & ALLIED HEALTH
SSB	STUDENT SUPPORT BUILDING
TEMP	TEMPORARY CLASSROOMS
WEST	WEST COMPLEX

SOLAR FARM

M&O

GYM

KHA

LOT J

ATHLETIC FIELD

LOT O

TENNIS

GOLF

NEW PARKING

LOT I

LOT H

CAMPUS DR

LOT M

LOT A

LOT B

LOT C

LOT D

LOT E

LOT F

PSAH

PLAZA (NEW)

CYN

CDC

LOT K

LOT L

CHL

CTB

WEST

CCR

PLAZA (EX)

CC

CC2

SSB

PAC

LOT N

LRC

EMERALD VIEW DR

LOT P

SAND CANYON RD

CHAPMAN HEIG

TENNIS

LEGEND

PROPERTY LINE

EXISTING PERMANENT FACILITIES

PROPOSED RENOVATIONS

NEW FACILITIES

0 FEET   200

CRAFTON VILLAGE (FUTURE)
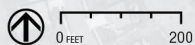
Recommendations
PERFORMING ARTS CENTER RENOVATION

The Finkelstein Performing Arts Center has served the College and the community since 1974 when it was dedicated to Lester and Ruben Finkelstein, the brothers who donated Crafton Hills College's campus. This signature arts education and performance venue will be modernized to provide students with up-to-date learning environments in which to explore their creativity and develop their skills. Improvements will support interdisciplinary learning of the increasingly merging fields of theatre arts and music by enhancing the functionality and flexible use of the 420-seat main theater, black box theater, music recital room, and classrooms.

In 2014, the College completed a comprehensive investigation, programming, and conceptual design effort that confirmed the PAC's structural integrity. Upgrades will include stage rigging, lighting controls, audio-visual and live recording capability. The audience experience will be enhanced with new seating, an enlarged lobby, improved entrance plaza, front façade, signage, and exterior lighting. Universal access to performance and instructional spaces will be provided. Equally importantly, the renovation will update life-safety systems and repair building systems, such as waterproofing, electrical, and mechanical systems—thus renewing the Finkelstein Performing Arts Center and preparing it to serve the next

generation of students and community members.

The PAC is located very prominently at the edge of the Main Quad, however, because it sits below quad level, it is not very visible. This project will give the PAC a stronger presence by creating a gateway feature between the Main Quad and the PAC's rooftop plaza. This plaza will be fully equipped to function as an outdoor performance space with amphitheater seating built onto the slopes surrounding the plaza. The façade of the expanded lobby will be designed to enhance the presence of the PAC and serve as a backdrop to performances.
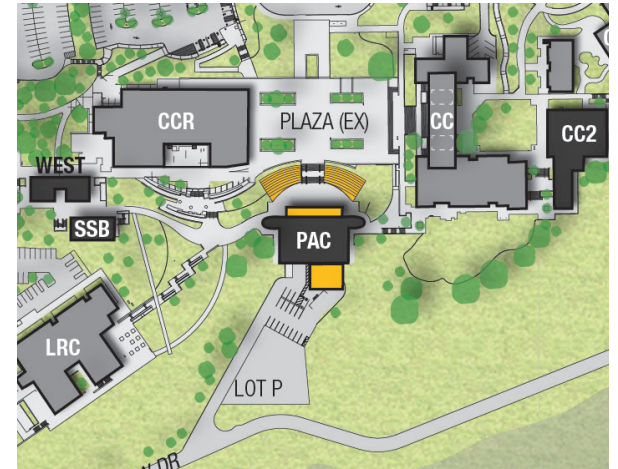
Vignette Plan

Key Plan

Recommendations
KINESIOLOGY + ATHLETICS FACILITIES

Crafton Hills College seeks to engage students and support the community through kinesiology instruction and competitive training and events. These projects will build and improve facilities to support Crafton Hills College's expanding kinesiology and athletic programs—completing the aquatic center, replacing the gymnasium, and building or improving its outdoor learning labs. All facilities will have the connectivity and infrastructure system to support modern instructional technologies and events. Universal accessibility and circulation linkages among all facilities will be brought up to current building code requirements.

Gymnasium Replacement

The new Gymnasium replaces aged facilities with modern kinesiology instructional labs in a location that will support the KHA Building and the expanding aquatic center. Users of those facilities will be able to use showers and lockers in the Gymnasium. It will provide instructional studio space for dance and fitness dance, classes in basketball, volleyball, badminton, and other programs. The Gymnasium will house work space for faculty and the athletic coaching and maintenance staff. The Gymnasium will be solar-ready for the installation of a rooftop solar PV system.

Shallow Water Pool

Since 2010 the College's aquatic facility has been well-used for CHC's instructional swimming classes, lifeguard training, and, increasingly, for joint-use by City of Yucaipa swim teams and K-12 school swim programs. This modern facility uses solar heat and smart pumps to operate sustainably. Its popularity has spurred the need to expand this facility with the addition of a 19-lane, 7-foot deep shallow water pool that will support additional instructional programs, intercollegiate athletics programs for swimming and water polo, and continuing use by community programs. The facility will house a team room, as well as pool circulation pumps and filtration equipment. The option for solar heating will be explored.
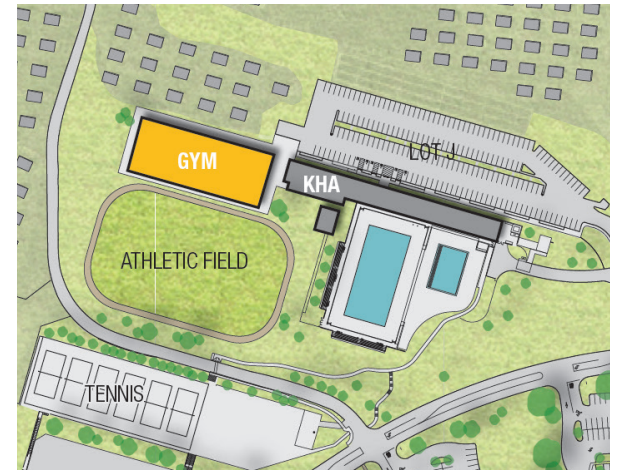
Vignette Plan

Key Plan

Recommendations
KINESIOLOGY + ATHLETICS FACILITIES *(cont.)*

Outdoor Kinesiology Laboratories

Improvements will be made to outdoor athletic facilities that students use to develop and practice their skills in soccer, golf, track, and other instructional programs. The multipurpose field will be fully developed with water-wise synthetic turf, a synthetic running track, and lighting for nighttime use. The golf skills laboratory will be expanded to include instructional areas for chipping and driving. Maintenance of the greens will be reduced by the conversion to synthetic greens. The existing 6-court tennis facilities will be remodeled with new paving, court markings, and lighting for nighttime use.
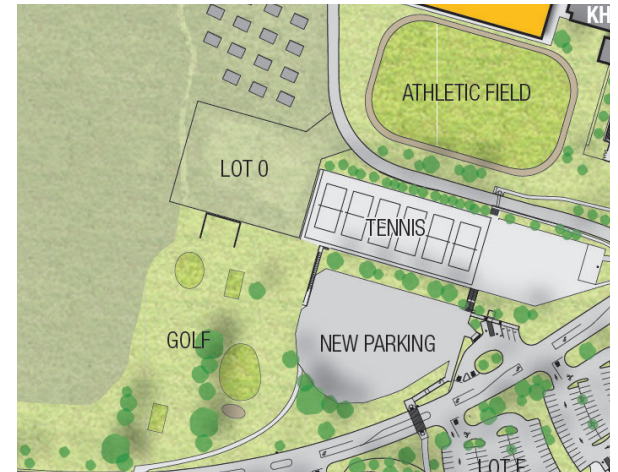
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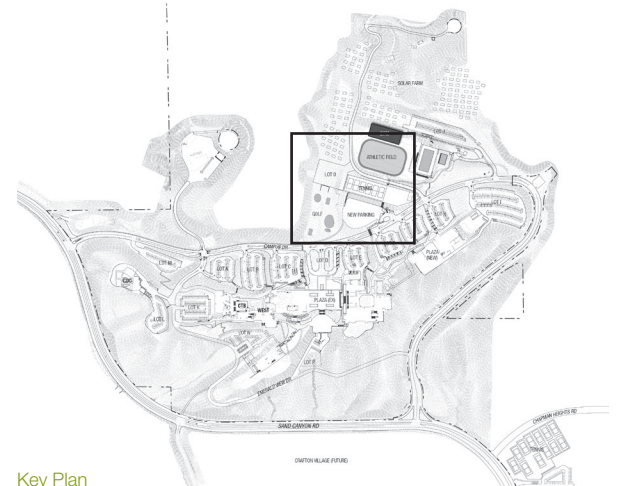
Key Plan

Joint-Use Tennis Facility

Crafton Hills College is providing a campus location for a tennis facility that is being planned through a partnership among the College, the City of Yucaipa, and the Yucaipa-Calimesa Joint Unified School District. Construction will be funded by a redevelopment grant obtained through the City of Yucaipa. The 12-court facility, which will be built at the intersection of Sand Canyon Road and Chapman Heights Road adjacent to the East City Sports Complex, includes a competition court with spectator seating. Parking for the use of this facility will be provided in Parking Lot Q.
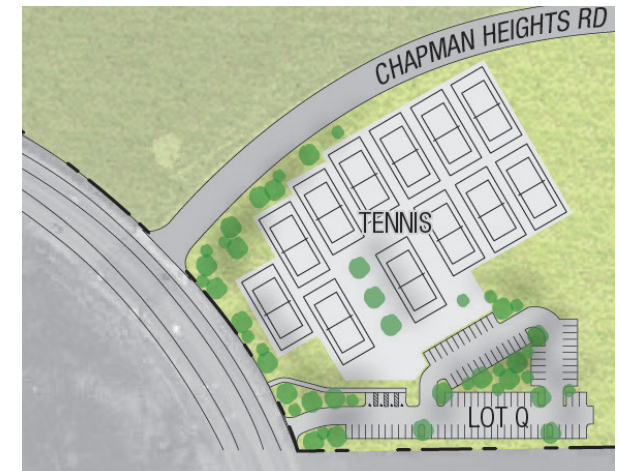
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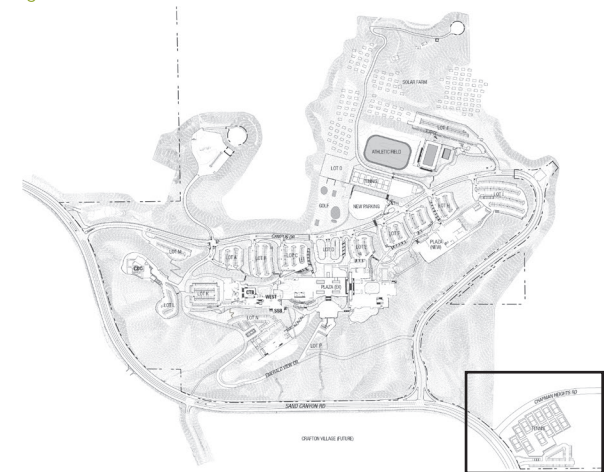
Key Plan

Recommendations
CRAFTON HALL RENOVATION

One of the iconic original campus buildings, Crafton Hall has served the College as its main food service and dining facility until 2016, when Crafton Center opened its doors. Crafton Hall will serve the College once again as its primary facility for visual and digital media arts instruction. Its airy, light-filled dining hall will be repurposed to house laboratories for painting, 2-D design, ceramics and sculpture. A digital media computer lab will provide robust graphic and audio processing that will be shared by both the visual and performing arts programs. The renovation will upgrade the building's technology network infrastructure and connectivity, as well as other building systems, to simplify operation and increase efficiency.

Crafton Hall will also house the College's art gallery, providing a location that is adjacent to arts instruction and is more visible. The Crafton Hills College Resource Development office will be housed near a lobby shared with the art gallery, opening the opportunity to feature the gallery at intimate community receptions. Crafton Hall's convenient access to parking, services and deliveries, and its tree-shaded courtyard, make it well-suited for small gatherings and receptions.

Vignette Plan

Key Plan

Recommendations
WEST COMPLEX RENOVATION

The West Complex will be renovated and repurposed to enhance its functionality. Its location near Crafton Center places it well to house student support services in the future when additional space is needed. The Honors Lounge and adjunct faculty workspace will be housed in the building's upper level. The option to bring natural light into the upper level spaces will be explored. The remaining classrooms will be renovated to be more flexible and to better support current instructional modes. The renovation will upgrade the building's technology network infrastructure and connectivity, as well as other building systems, to simplify operation and increase efficiency.
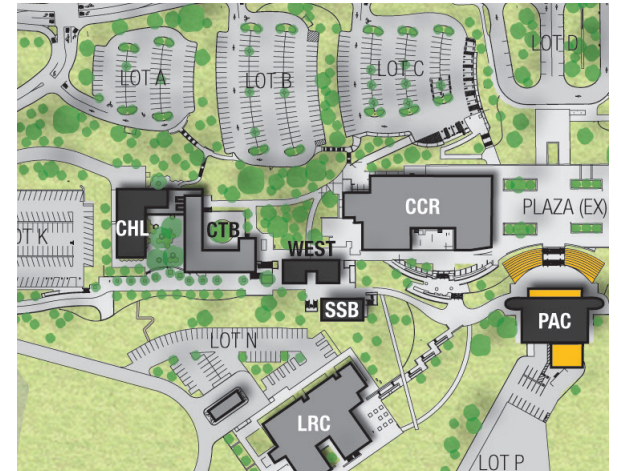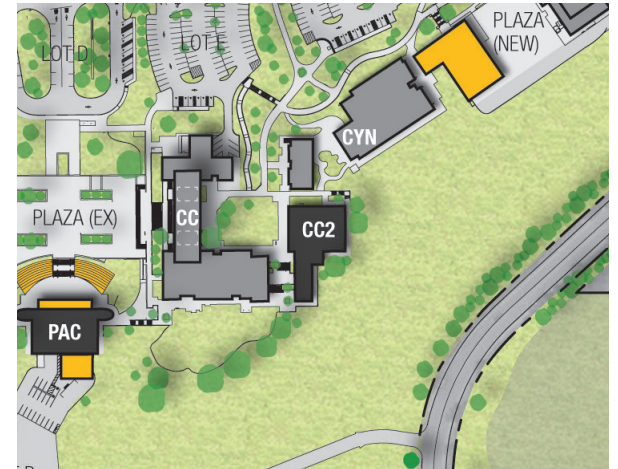

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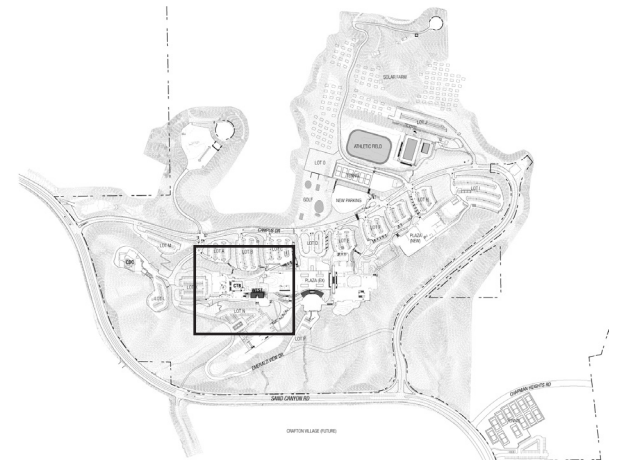
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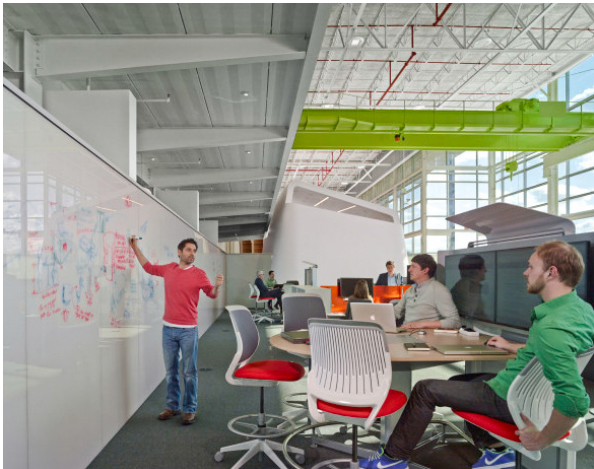
Recommendations
STUDENT SUPPORT BUILDING RENOVATION

Following the construction of Crafton Center, many student services offices moved out of the Student Support Building. The vacated space will be renovated to expand the Assessment Center and Student Health Services. Additional space in the Student Health & Wellness Center will accommodate needed growth, including additional examination rooms, work and storage space, and counseling space for expanded mental health services.

The expansion of the Assessment Center will help to promote student success by expanding the College's capacity to assess and track students' progress toward their goals. New facilities will include additional space that will support the delivery of distance education by providing a testing center for students taking online classes. The renovation will upgrade the building's technology network infrastructure and connectivity, as well as other building systems, to simplify operation and increase efficiency.
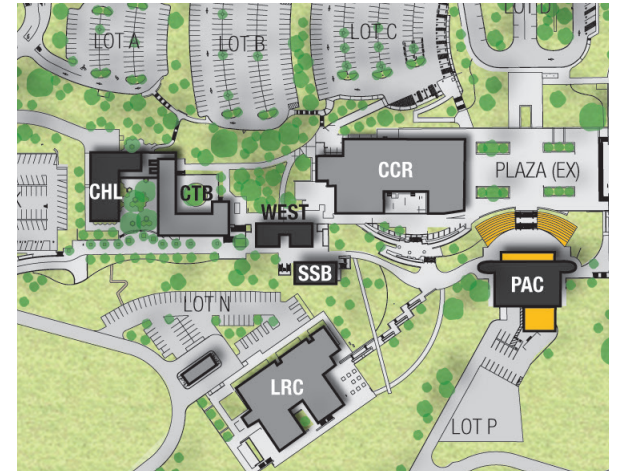
Vignette Plan

Key Plan

Recommendations
CENTRAL COMPLEX 2 RENOVATION

Following the construction of new science laboratories in Canyon Hall, older labs in Central Complex 2 will be repurposed to provide new instructional space for other programs. This project presents the opportunity to help optimize utilization by resizing these spaces to rebalance the space inventory and align it with class sizes. In addition, space will be considered for open computer labs; flexible rooms for mobile counseling, supplemental instruction, and study; and an adjunct faculty workspace. It would also provide a central location for the College's Multi-cultural Center. The renovation will upgrade the building's technology network infrastructure and connectivity, as well as other building systems, to simplify operation and increase efficiency. As one of the campus' early buildings, this renovation will extend CC2's useful life and help to preserve an important part of the College's architectural heritage.

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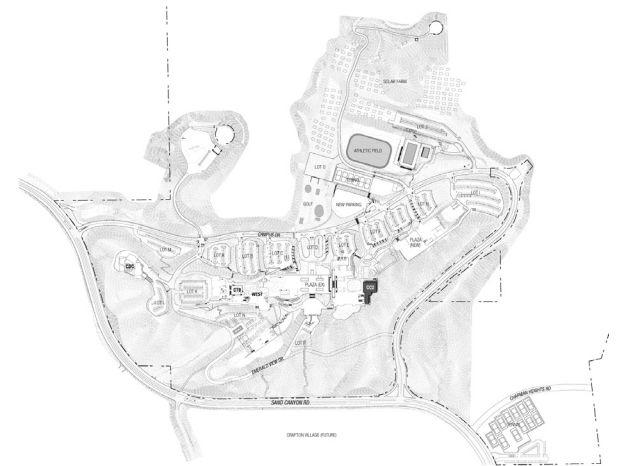
Key Plan

Recommendations
EAST INSTRUCTIONAL BUILDING

The East Instructional Building will provide lecture and laboratory space for growing programs, especially in the sciences and career pathways. It replaces aged space in the Visual Arts Building, as well as the North Annex and East Complex, which are semi-permanent modular buildings. Instructional spaces will be aligned with class sizes to help optimize utilization. In addition, space will be provided for an open computer lab, a tutoring center, and adjunct faculty workspace. Flexible rooms will be provided for a wide range of uses, including mobile counseling and supplemental instruction.

The first level of this multi-story facility will be matched with the lower level of Canyon Hall, which is situated to the west, providing a direct and accessible pedestrian path between two levels of the campus that currently lack a direct link. Replacing the single-story Visual Arts Building with a multi-story building makes better use of a prime location at the heart of the campus.

The East Instructional Building will open onto the proposed East Quad, which will provide the key open space in this part of the campus. A secondary food service facility is recommended in this location, either as a wing of the East Instructional Building or as an adjacent stand-alone structure within the East Quad.
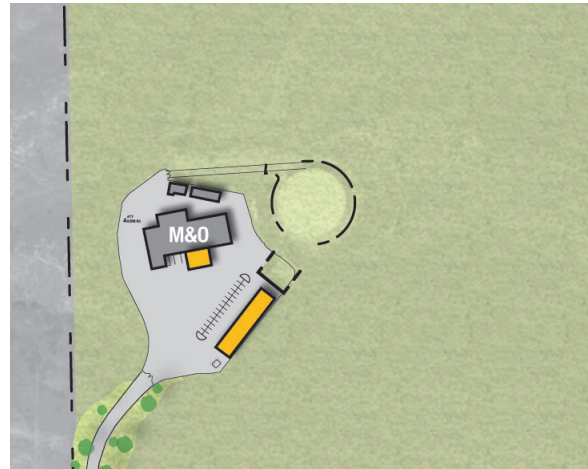

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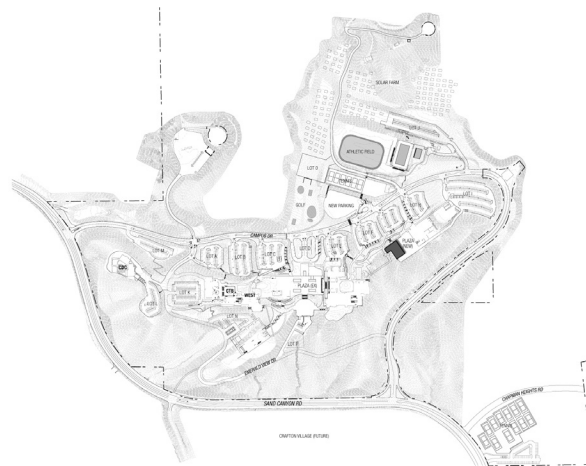
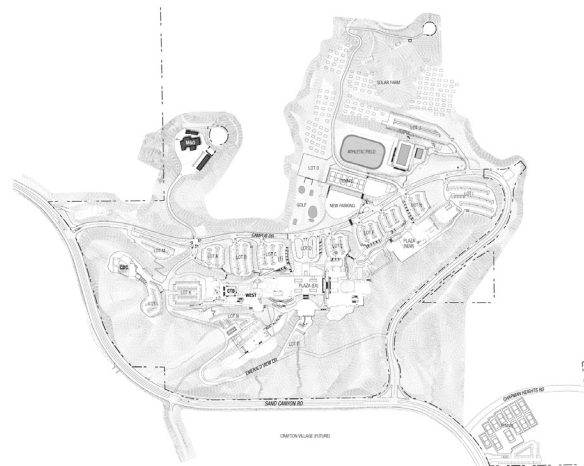
Key Plan

Recommendations
MAINTENANCE + OPERATIONS ADDITION

The staff that cares for and runs the campus facilities are seeing their responsibilities grow with the campus. The College's staff need additional space in order to do their work and respond to increasingly complex requirements to keep outdoor areas maintained and buildings running safely, efficiently, and in compliance with regulations.

This project will build additional staff work space and maintenance vehicle storage space and replace temporary storage bins and containers with durable permanent storage space. It will also explore the potential to upgrade existing and new rooftop areas to receive a solar photovoltaic system that will help to power the campus and recharge electric maintenance vehicles.

Vignette Plan

Key Plan

Recommendations
CAMPUS-WIDE LEARNING ENVIRONMENT

Learning and student development can and should take place in all areas of the campus, from informal conversations outside of class to the discussions and investigations that take place in a classroom or lab. The renovation and upgrades of existing instructional buildings and spaces provide the opportunity to create instructional, collaboration and tutoring spaces that focus on the current needs of students and faculty for today's learning. These redeveloped spaces should be flexible to allow for a variety of instructional approaches, including direct presentation, group work, project-based learning, class discussion, and role playing. All of these learning and collaboration experiences can take place in a variety of spaces all over the campus.

Instructional Spaces

Redevelopment of instructional spaces, particularly lecture classrooms, should consider student class size and average number of contact hours. A variety of instructional room sizes will provide options for scheduling courses in a space that aligns with the enrollment size of a particular course.

The flexibility of space development with furnishings and technology can encourage creative approaches to discussions, project-based learning and teamwork, rather than restricting process, thought, and collaborative development. Faculty in each classroom or lab need to feel empowered to re-arrange and create a space to suit their specific instructional needs. Furnishings for redeveloped instructional spaces should include mobile furnishings on casters that can easily be reconfigured to support a variety of layout configurations. Engagement of students in a class could be increased with a layout that provides for small group settings, rather than rows of individual desks.

Wi-Fi access to allow for use of tablets, laptops and mobile devices should be included in all instructional spaces throughout the campus. Power for charging devices should also be included along all walls. Opportunities for multiple large flat-screen monitors on the walls and multiple large front projection screens will increase student visibility for direct presentations and allow for small group work. As technology changes, implementations of new technology options should be updated to encourage the latest methods of research and interaction with information beyond the walls of the college.

Distance Learning

As distance learning and blended learning opportunities increase at the College, consideration should be given for additional testing locations for these courses as well as touch points for interaction with faculty and other students for personal contact and mentoring. Faculty office areas should be augmented with small conference rooms or group rooms to allow for more flexibility to meet with multiple students and to provide locations for faculty interaction.

Corridors and Public Spaces

Public spaces are essential to the daily campus life of students, faculty and staff. They foster a wide variety of activities and support informal, spontaneous interactions and socializing that can lead to a culture of trust, collaboration, sharing and informal learning from others. Clear sightlines to these areas should be considered for security. The redevelopment of all buildings and surroundings should focus on the opportunities these transitional spaces can provide.

Planning the campus' facilities should strategically distribute a mix of quiet and lively, public and semi-private spaces, such as cafés, common areas and study rooms throughout all buildings. They should be created within easy-to-locate areas, such as lobbies, corridors, outside classrooms and offices, and outdoors. Consideration

should be given to designing a variety of configurations of spaces for various uses. These informal learning and collaboration spaces should support a variety of student activities, including study and informal tutoring, waiting between classes, socializing, , interactive dialogue between students and instructors, reading, and using technology devices. All areas should consider the need for power to charge technology devices.
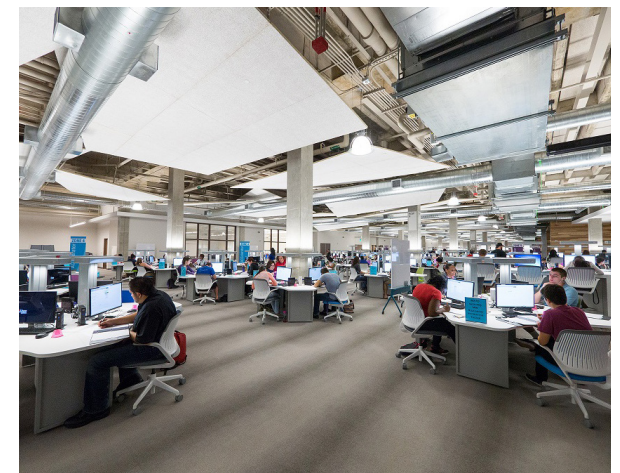
Recommendations
CAMPUS-WIDE VEHICULAR CIRCULATION + PARKING

Campus Entries

Improvements are recommended for the two vehicular campus entry points. More visible and consistently designed signage is recommended at both entrances. Improvements are recommended for the western entry at the intersection at Sand Canyon Road and Campus Drive. Consider widening Campus Drive to provide more maneuvering space for vehicles that are entering and leaving the campus and a wider separation between vehicles and bicycles.

Removal of On-Street Parking

Currently 180 on-street parking spaces exist on the north side of Campus Drive within the campus property. Removal of these stalls will reduce the number of pedestrians that jaywalk across Campus Drive and improve safety and the flow of traffic.

Transit Stops & Passenger Loading Zones

Currently many students are dropped off and picked up at the campus by family and friends. As the use of shuttles, ride-sharing, and ride-hailing becomes an even greater proportion of vehicle trips to campus, the need for passenger loading zones with adequate vehicle stacking space will grow. Providing dedicated loading zones reduces congestion in parking lots that currently serve as informal waiting and loading zones. Parking Lot D currently functions well as a transit stop and passenger loading zone at the center of campus. The development of a secondary loading zone near the East Quad and accessed from Lot G is recommended.

Bicycle Facilities

Due to the campus' hillside location, commuting by bicycle is not common, however, the benefits of cycling, with regard to fitness and sustainability, make it worth encouraging. Yucaipa Boulevard is a Class 2 bicycle route and Sand Canyon Road provides a connection to Campus Drive. It recommended that the College and City explore options to make improvements that extend a bike route from Yucaipa Boulevard to both campus entries.

Once on-street parking is removed, Campus Drive is recommended as a shared bicycle route. Signage along Campus Drive and other paths shared with vehicles or pedestrians will promote awareness of bicycle traffic. Many existing campus pedestrian and vehicle routes have the capacity to serve as bicycle routes and should be designated with signage placed next to or painted on the pavement. Signage should be extend to Parking Lot J near the Gymnasium, where secure parking and access to showers would be provided.

Parking

Although Crafton Hills College's existing parking capacity is sufficient to accommodate the level of enrollment that is planned for 2031, the FMP recommends a modest redistribution and increase in the number of parking spaces that will improve circulation flow, safety, and convenience.

› Central Parking Lot: Once the inactive gymnasium is removed, a permanent parking lot will be built on its site. Accessible pedestrian paths will connect the new parking lot to the two existing Campus Drive crosswalks at Lot D and F. The Central Parking Lot will be visually screened with landscaping along its southern and western edges to maintain a park-like appearance. Please refer to *Future Options, Central Campus Precinct* for further recommendations regarding the ultimate use of the Central Parking Lot.

› Permanent Parking Lot N: The portion of Parking Lot N that is surfaced with gravel will be provided with permanent paving.

› Temporary Parking Lot O: Parking Lot O will be maintained for construction vehicles in the

near term. Please refer to *Exploration of Future Options, Beyond the 2031 Master Planning Horizon* for further recommendations regarding the ultimate use of Parking Lot O.

› Emerald View Drive, Parking Lot L, and the CDC Parking Lot: An accessible pedestrian path will be built between Lot K—with a connection to the western end of The Promenade—and Lot L, via a raised and highly visible crosswalk. Nighttime lighting will be provided for Emerald View Drive along the approach to the crosswalk from both directions. The accessible path will be extended to the entrance of the Child Development Center and the accessible parking in the CDC Parking Lot. In Lot L, the damage due to settling of improperly placed earthen fill will be addressed. The CDC Parking Lot will be reconfigured to provide universally accessible and improved access for parents and their children. Landscape planters and enhanced paving will be incorporated into the CDC Parking Lot to provide a more welcoming appearance that complies with college design standards.

Considerations for the Future

Looking beyond the planning horizon for this FMP,

SBCCD and Crafton Hills College should continue to implement policies and programs that encourage the use of alternative transportation modes that help to reduce the parking utilization rate among students and employees. Given the suburban and semi-rural nature of the College's neighborhood context and the initiative to attract students from a wider geographical area, it is likely that the College will need more parking capacity in the decade following 2031. To address this need, the College is encouraged to seek community partnerships and joint-use agreements for nearby off-campus parking. The development of College Village will present an opportunity to build shared parking at College Village. With a shuttle providing frequent service between the two sites, parking could be planned to serve the needs of both the College and its partners in College Village.

Three potential parking structure sites are identified. Although the decision to build a parking structure need not be made at this time, a site or sites should be reserved for the time when a parking structure is needed.

› Central Campus: This hillside site could be accessed from both Campus Drive and the Fire Road. A structure could be built into the hillside, and could serve facilities in the upslope and downslope directions. This central location is near

to most of the other facilities, and yet it would not claim prime space along either of the main building axes.

› East Campus: A site in Parking Lot I at the eastern and uphill end of the developed campus is closest to the Science & Career Pathways and Kinesiology Clusters. A parking structure in this location would draw in vehicles approaching from the east and lessen traffic in the surface parking lots.

› West Campus: A site near the western and downhill end of the developed campus is closest to the Arts and Civic Clusters. Previously, SBCCD planned for a parking structure in Parking Lot K. Another site option lies in the area of Parking Lot A and B, which is set at a lower level behind the main building axis along The Promenade and is less desirable as a location for a building.

Recommendations
CAMPUS-WIDE ENRICHED OUTDOOR ENVIRONMENTS

Every part of the campus is an opportunity to promote learning and reinforce Crafton Hills College's vision and values. A rich campus experience is one that attracts and engages students and invites them to use the campus to further their growth and educational goals. Providing opportunities for students to interact with and actively use the campus should be a key driver of campus design. As the programming is determined for the renovation and construction of buildings and outdoor spaces, such opportunities should be sought with input from students, faculty, and staff.

East Quad

The East Quad will be the primary open space for the eastern campus—extending the original building spacing and massing concept. Students will be engaged within a social environment enriched with opportunities for gathering, studying, having coffee or eating a quick meal with fellow students. The East Quad creates a space for students to pause and orient themselves via the expansive views that characterize this campus. Located between the PSAH Building and the East Instructional Building, the Quad is an opportunity to express themes that relate to the instructional disciplines being learned therein. Incorporating a secondary food service facility into the East Quad or within the East Instructional Building is recommended.

The Campus as a Living Laboratory

The Science Learning Garden at Canyon Hall is an example of an outdoor space that reinforces the instructional theme of disciplines being learned. This concept will be applied throughout the campus, guided by the zoning of the campus as shown on page 3.53. In recent years, the campus has been transformed through the ongoing development of new facilities. Both existing and planned future developed areas will be seen as opportunities for Living Lab enhancements that grow organically out of available opportunities. Ideas heard from many quarters include:

› Themed learning gardens
› Student performance opportunities – mini-stages, musical instruments
› Display of student work – pop-up project platforms, display walls and kiosks, flat screens
› Community garden and the coaches pantry
› Display of individual and team achievements
› Fitness stations and par course

Civic Zone

Consider following the example of popular community dining spots and coffee houses, such as the Queen Bean in downtown Yucaipa, and provide furniture, fixtures, and equipment to create the atmosphere of a student pub space within and around Crafton Center. Equipment and furniture should be portable and readily storable for times when these spaces are needed for other uses.
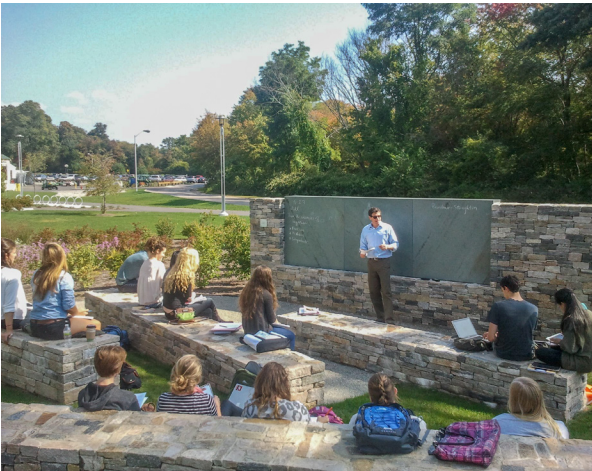
Recommendations
CAMPUS-WIDE ENRICHED OUTDOOR ENVIRONMENTS *(cont.)*

Student Lounge and Recreation Opportunities

› Furnish a portion of the dining hall with a variety of seating options and table heights. Include a number of locations equipped for small music performances and poetry readings.

› Provide lounge furniture and equipment to fully furnish the Office of Student Life and the Crafton Center lobby.

› The Crafton Center patio and courtyard, the Living Wall, the Main Quad will be fully equipped and furnished to support student gathering, recreation, and informal learning.

› Explore performance opportunities of many types as focal points for student gathering. Build and equip a small outdoor performance area in the Crafton Center courtyard outside the Bookstore.

› Network connectivity through the campus WiFi system will be extended to cover outdoor areas to support instructional and social activities using both college- and student-owned devices.

› Music has the power to enliven the campus environment in a way that speaks to students of all backgrounds. In addition to hosting live music performances, explore an audio system with the flexibility to provide music and other content that is synchronized through selected interior and exterior spaces. Consider portable and scalable WiFi-based systems that are commercially available.

Learning Resource Center

The large entry halls on the first and second floor of the Learning Resources Center often attract students who enjoy the expansive views and quiet atmosphere. Fully furnish these spaces, as well as the outdoor atrium and patios, to better accommodate students who wish to study and socialize.

Service Zone

The Crafton Hills College campus is a large and complex entity to manage and operate. Knowledgeable and forward-thinking staff have set ambitious goals for efficiency, health and safety, and sustainability. To achieve these goals, they have implemented cutting-edge solutions such as the Solar Farm. The campus should be viewed as a living laboratory for teaching about solar power generation, operational systems, water quality, district heating and cooling. Doing so is one of the best opportunities to incorporate sustainability into the College's curriculum.

Natural Habitat Learning Lab

Explore opportunities to develop the land owned by the College and managed through the partnership with the Crafton Hills Open Space Conservancy. As the land owner and a key member of the conservancy, the College is well-positioned to use this unique asset. For example, explore the opportunity to engage students in research focused on management and preservation.

Consider building new trail connections, a cross-country and mountain biking circuit, educational exhibits and outdoor classrooms in which to learn about subjects such as native ecology and bio-diversity, local history, geology, wildfire management, and astronomy.

Recommendations
CAMPUS-WIDE SECURITY + SAFETY

SBCCD and the College will take a proactive approach to the security and safety of the campus including designing outdoor and building space using CPTED (Crime Prevention through Environmental Design) design principals and best practices for creating secure environments. This approach will be augmented with electronic security and safety systems. Projects to upgrade systems can be done as new buildings and site areas are built, as existing facilities are renovated, or as specific security systems are brought on line. The implementation of these upgrades should be coordinated with the campus police and a campus-wide safety and security plan.

Projects include:

› Expand the electronic access control system to control access to all buildings.

› Install digital CCTV security cameras and monitoring system in parking areas and other key areas of the campus.

› Expand the intrusion alarm system on campus to include key spaces on campus.

› Install a campus-wide emergency notification system through the fire alarm system and include exterior speakers to cover key areas of the campus.

› Set in place emergency evacuation procedures and guidance systems that direct occupants to the preferred campus exit.

Recommendations
ANCILLARY LOGISTICS + INFRASTRUCTURE

Developing new facilities, roads, and infrastructure on an active campus requires a rigorous and logistically-sound approach. New facilities must be integrated into existing systems, which, in turn, must be upgraded to accommodate increasing loads. Simultaneously, campuses must evolve to keep up with new regulations and standards for sustainability and efficiency—a responsibility that community colleges have embraced as an extension of their educational mission and as stewards of public resources. In addition to the improvements listed below, this project will fund temporary facilities, moving expenses, systems integration, and site utilities that must be upgraded and extended to new facilities.

Gymnasium Rooftop Solar Photovoltaic Plant
Crafton College has been reaping energy from the sun with its Solar Farm since 2012. The planned Gymnasium is an opportunity to expand the Colleges solar generating capacity with a rooftop solar PV plant.

Maintenance & Operations Rooftop Solar Photovoltaic Plant
The existing and planned addition will be upgraded and solar-ready for the next renewable energy plant. The electricity generated will help to power the facility and charge the College's fleet of electric vehicles.

Site Utilities Infrastructure Improvements
The campus utilities infrastructure will be mapped and assessed with regard to condition and the capacity to respond to planned needs. This FMP will serve as the basis to estimate and plan for future needs, as part of an infrastructure study that will follow its completion. The Kinesiology Precinct will required a greater degree of improvement than the more developed parts of campus. It is known that the electrical system capacity and the communications network central core backbone must be expanded in this precinct. In addition, recently enacted water quality regulations require storm water retention and treatment for new development. The development of the Kinesiology Precinct must be accompanied by upgrades to the existing storm water system. Regulations also require a campus sewer management plan and SBCCD and the College are currently studying the existing sewer infrastructure and identifying needed repairs and upgrades.

Central Plant Expansion
The College's existing central plant is being utilized near its full capacity for cooling. To support the future development of the campus, capacity for additional cooling will be developed and hydronic piping will be extended to serve new buildings. This FMP will serve as the basis to model and plan for future needs. As noted above, the infrastructure in the Kinesiology Precinct will require a greater degree of development, and this holds true with regard to the hydronic pipe loop. This precinct should also be considered for a secondary central plant if one should be recommended by the infrastructure study.

Recommendations
EXPLORATION OF FUTURE OPTIONS

Crafton Hills College Village

SBCCD, Crafton Hills College, and the City of Yucaipa are laying the groundwork for the development of Crafton Hills College Village, which is being planned as a mixed-use, transit-oriented development on the 45-acre site that abuts the southern boundary of the campus. College Village is envisioned to be a sustainable mix of land uses including educational, retail, and housing that would appeal to students. The College Village site also abuts Yucaipa Boulevard along a wide frontage and its development would further the city's transportation and land use plans. College Village would potentially attract students and provide Crafton Hills College with more space on which to build facilities and expand programs through partnerships with educational and civic institutions.

The mixed-use alternative zoning plan on the opposing page was developed by the College and City with a grant from the Southern California Association of Governments to test the potential of the College Village vision. The next steps will include market and feasibility studies considering many potential combinations of land uses and educational programs in order to find a financially viable mix that will achieve the College's objectives. SBCCD and the College will explore different types of partnership arrangements to develop and manage uses

such as student housing, a small business incubator, and a middle college high school, among others. A university center with classrooms and meeting space would bring classes taught by four-year institutions to students.

A pedestrian and bicycle path between Crafton Hills College and College Village is recommended. This path would start at the Learning Resources Center, cross Emerald View Drive, and run along the southern side of the arroyo to the intersection of Sand Canyon Road and 16th Street, where a bridge or crosswalk at this signalized intersection would complete the path to College Village. Such a path would have the added benefit of being an additional emergency evacuation route. Walking and bicycle paths would extend through College Village to Yucaipa Boulevard, linking the College to stores, eateries, and other community services.

The development of College Village would present an opportunity to build parking facilities that can be shared among the College and its partners. With a shuttle providing frequent service between the two sites, shared parking could be accessed conveniently.

Public Safety Training Grounds

Crafton Hills College's highly regarded public safety programs are seeking to expand and improve their

facilities in order to train students in conditions that better replicate real-life emergency incidents. In addition the College is exploring the potential to offer specialized trainings that draw working public safety professionals and generate revenue. Pursuant to the ongoing development of training programs through a partnership among SBCCD, Crafton Hills College, and local and regional fire agencies; the College will continue to explore the selection of a site and the development of state of the art facilities in which to train fire, rescue, EMS, and hazardous material personnel to respond to multi-hazard/multi-jurisdictional emergency incidents.

Among the sites being considered is the existing San Bernardino Regional Emergency Training Center (SBRETC) located at 2235 East Perimeter Road in San Bernardino. SBRETC would be expanded to accommodate the desired training facilities. Also under consideration is space within Parking Lot I, near the Public Safety Allied Health Building on the Crafton Hills College campus, a site that is also one of several under consideration for a future parking structure. This facility could also go on the Crafton Hills College Village site, which could easily accommodate visitor housing for participants.

Potential Crafton Hills College Village Site

Crafton Hills College Village
Mixed-use Alternative Zoning Plan
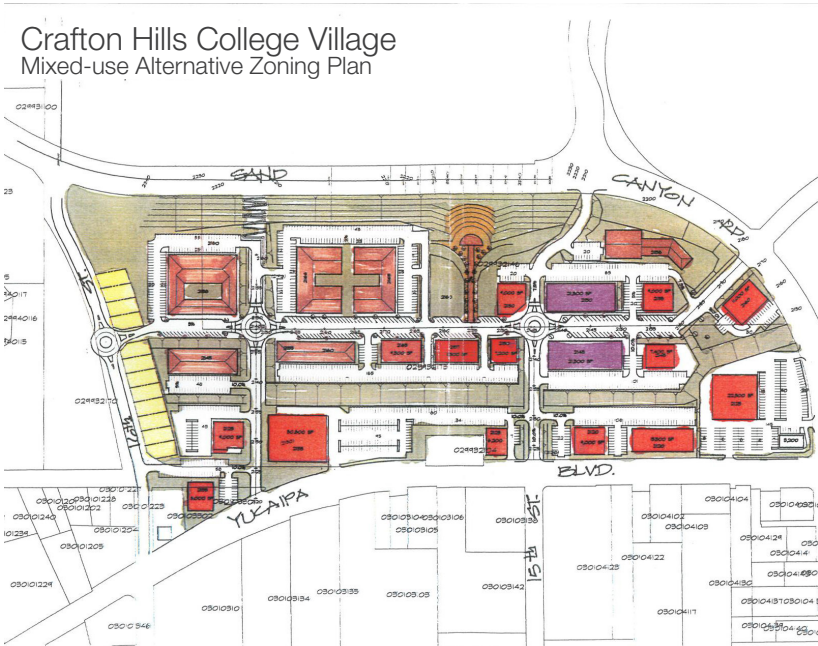
Recommendations
EXPLORATION OF FUTURE OPTIONS *(cont.)*

Middle College High School

Concurrent enrollment gives high-potential, high-risk students the opportunity to jumpstart their college education by completing college courses, and even earn their associate degree, while they attend high school. Following the success of the Middle College High School at San Bernardino Valley College—which serves almost 300 students and ranks tops among high schools in the region with a 3-year API baseline of 895—Crafton Hills College and local school districts are developing a middle college high school program to bring this opportunity closer to students who attend school in the eastern portion of SBCCD's service area.

In support of this effort, SBCCD, the College, and its partners will explore the selection of a site and the development of facilities for a middle college high school, based on their educational vision and goals, long-term planning, and programming of facilities needs.

Beyond the 2031 Master Planning Horizon

The enrollment levels planned by the College and described in the Educational Master Plan for the 2031 Horizon, translate to a modest increase in the amount of campus space. But, Crafton Hills College is implementing effective strategies to broaden the profile of their student body and increase the number of students being served.

Success in these endeavors will mean that the College will need to build and renovate facilities faster than current planning would indicate. Ongoing monitoring is recommended to keep up with the growth of enrollment and the evolving needs of existing and new programs.

Recommendations
IMPLEMENTATIONS

Text