

2016

Comprehensive Master Plan

CRAFTON HILLS COLLEGE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

AUGUST 5, 2016 DRAFT

Message to Crafton Council and the EMP Committee:

The educational and facilities master planning process will continue in the fall 2016 semester with additional meetings planned. This FMP document is your first draft and is intended for your review and feedback. Although most portions of this document appear to be complete, the entire document must be reviewed and will be revised as directed by Crafton Council. In several areas we note (using the PDF markup tools) that additional content will be developed and validated through discussions that will take place in the fall 2016 semester.

Please see the document review schedule below and plan to read the drafts and participate in the meetings and forums. Specific meeting times will be determined and announced soon.

EMP & FMP DOCUMENT REVIEW SCHEDULE:

Summer Reading: We ask that Crafton Council and the EMP Committee review the draft EMP and FMP prior to the Kick-off Meeting on September 2, 2016. The first draft of the EMP was sent out last May.

Kick-off Meeting - September 2, 2016: A dedicated meeting with members of both College Council and the EMP Committee. We will discuss the final steps in the master planning process and identify areas of the EMP and FMP needing additional input. Following this meeting, Council/Committee members will reach out to their constituents and governance committees to solicit feedback on these areas.

College Forums - September 20, 2016, 1:00-2:30 & 6:30-8:00 PM: Two interactive work session seeking broader feedback from college and community members. The discussions will be focused on areas for which input to College Council/EMP Committee is needed.

All-day Work Session - October 7, 2016: A deep discussion for College Council/EMP Committee members to share out collected input and settle the final EMP and FMP directions. Additionally, to establish the educational planning implications for the FMP recommendations and to engage in an exercise to explore the build-out capacity of the campus.

Final Review Meeting - November 4, 2016: A dedicated joint work session with both College Council and the EMP Committee to review specific edits and changes to the EMP and FMP documents. College Council/EMP Committee will provide HMC Architects with a written list of specific edits at this meeting. HMC will issue the revised EMP/FMP document prior to November 23, 2016.



2016 Comprehensive Master Plan

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CRAFTON HILLS COLLEGE
 SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

CHC-Main Campus
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 Yucaipa, CA 92399

Acknowledgements

Administration

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

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

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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

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ALMA Strategies, Educational & Capital Outlay Planning

Snipes-Dye, Civil Engineering

Marcene Taylor Inc., Cost Modeling

Letter from the President

Content will be provided
during the fall 2016 semester.

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SIGNATURE

Wei Zhou, Ph.D.
President

Mission, Vision, Values

This section provides a succinct description of the purpose of the Education Master Plan; the college's mission, vision, and values; integration with other plans; an overview of the planning process; and assumptions made.

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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Introduction

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

Introduction

PURPOSE

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.

Many stakeholders that participated in the development of the FMP were asked to articulate the measures with which they would assess the success of the plan. Their responses are summarized on the opposing page.

Measures of Success

A successful educational and facilities master plan:

- › plans SBCCD as a whole
- › sets priorities across all SBCCD sites
- › prioritizes funding toward service to the community
- › supports new and evolving educational delivery methods
- › is data-driven, not politically-driven
- › results from a grassroots, college-led process that leads to broad support
- › involves broad input from the college and the community
- › sets milestones to track progress
- › promotes district-wide collaboration
- › uses the EMP to inform the FMP and budget allocation
- › takes educational planning to the program level
- › builds upon and updates previous facilities planning
- › defines a clear path to funding and implementation
- › includes realistic construction budgets
- › helps to understand space utilization
- › supports accreditation
- › is a flexible and usable living document

Introduction

PROCESS

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.

THE 5 STEPS

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.

Introduction

PLANNING PRINCIPLES

This list of planning principles represents good planning practices that guided the evaluation and discussion of facilities development options with Crafton 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

Introduction

FACILITIES PLANNING HISTORY

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.

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.

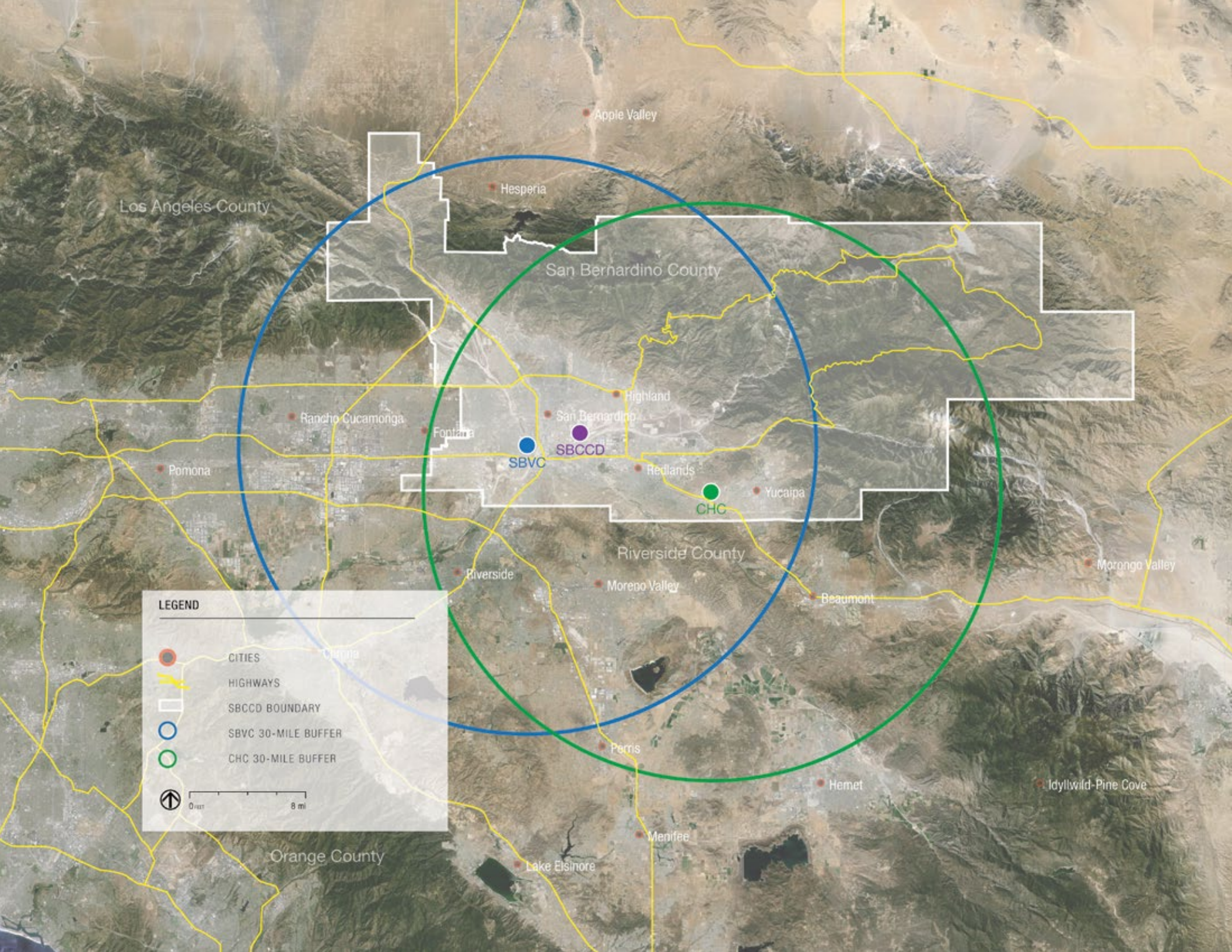
The mountains profoundly influence climate conditions in this region. They capture rain and snow and send rivers freighted with alluvium out into the valleys of the Inland Empire. The riverine natural environment of the region's valleys was created by these processes and supported early communities. 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

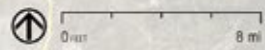
- › Because it serves students from many communities, the College cannot rely on proximity to neighborhood transportation routes to advertise its presence.





LEGEND

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



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.





CHC CAMPUS

COLLEGE VILLAGE
POTENTIAL SITE

YUCAIPA
HIGH
SCHOOL

YUCAIPA BLVD

SAND CANYON RD

TENNESSE ST

CHAPMAN HEIGHTS RD

YUCAIPA BLVD

16th ST

15th ST

14th ST

13th ST

12th ST

11th ST

10th ST

AVE D

AVE E

DUNLAP
ELEMENTARY
SCHOOL

OAK GLEN RD

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



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



0 100 200



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

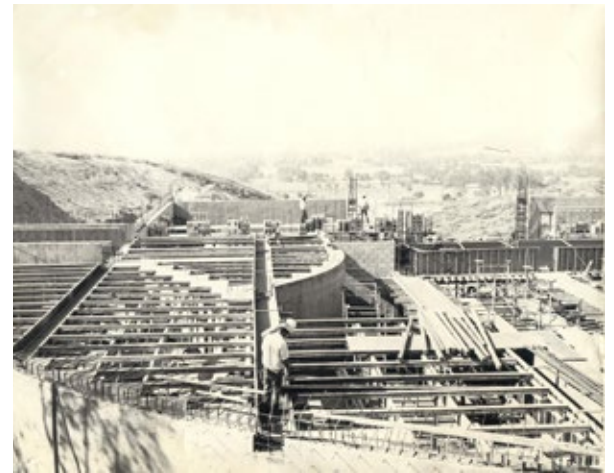
DEVELOPMENT HISTORY

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.

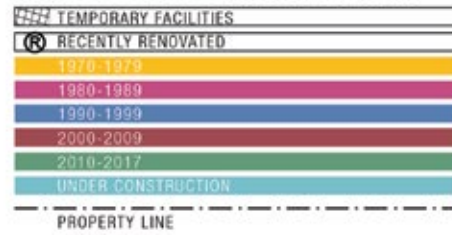
Campus construction by decade is shown by color on the graphic on the opposing page. Buildings that have recently undergone a comprehensive renovation are shown with a letter 'R' inside a circle.

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.

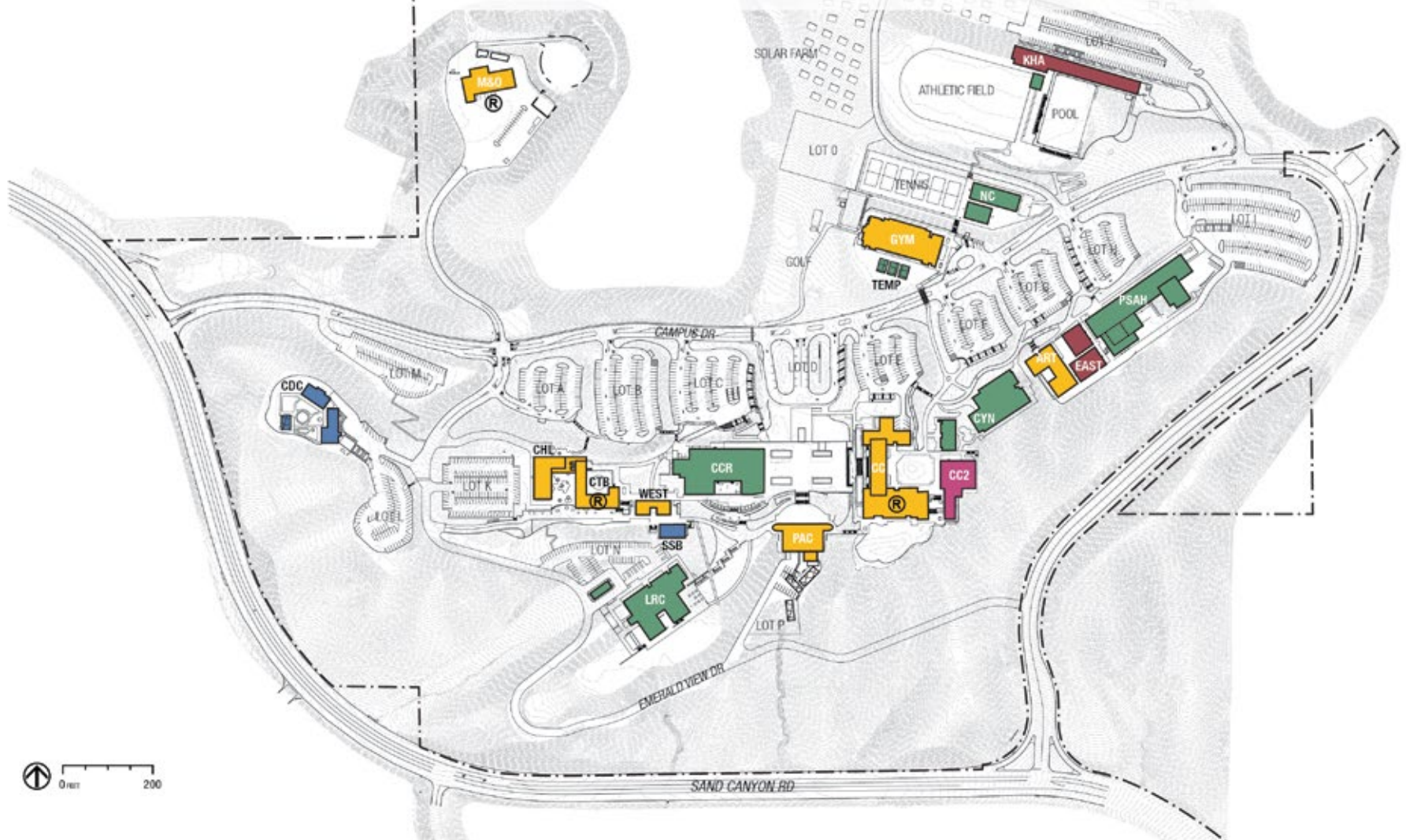


CAMPUS DEVELOPMENT HISTORY



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 |



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.

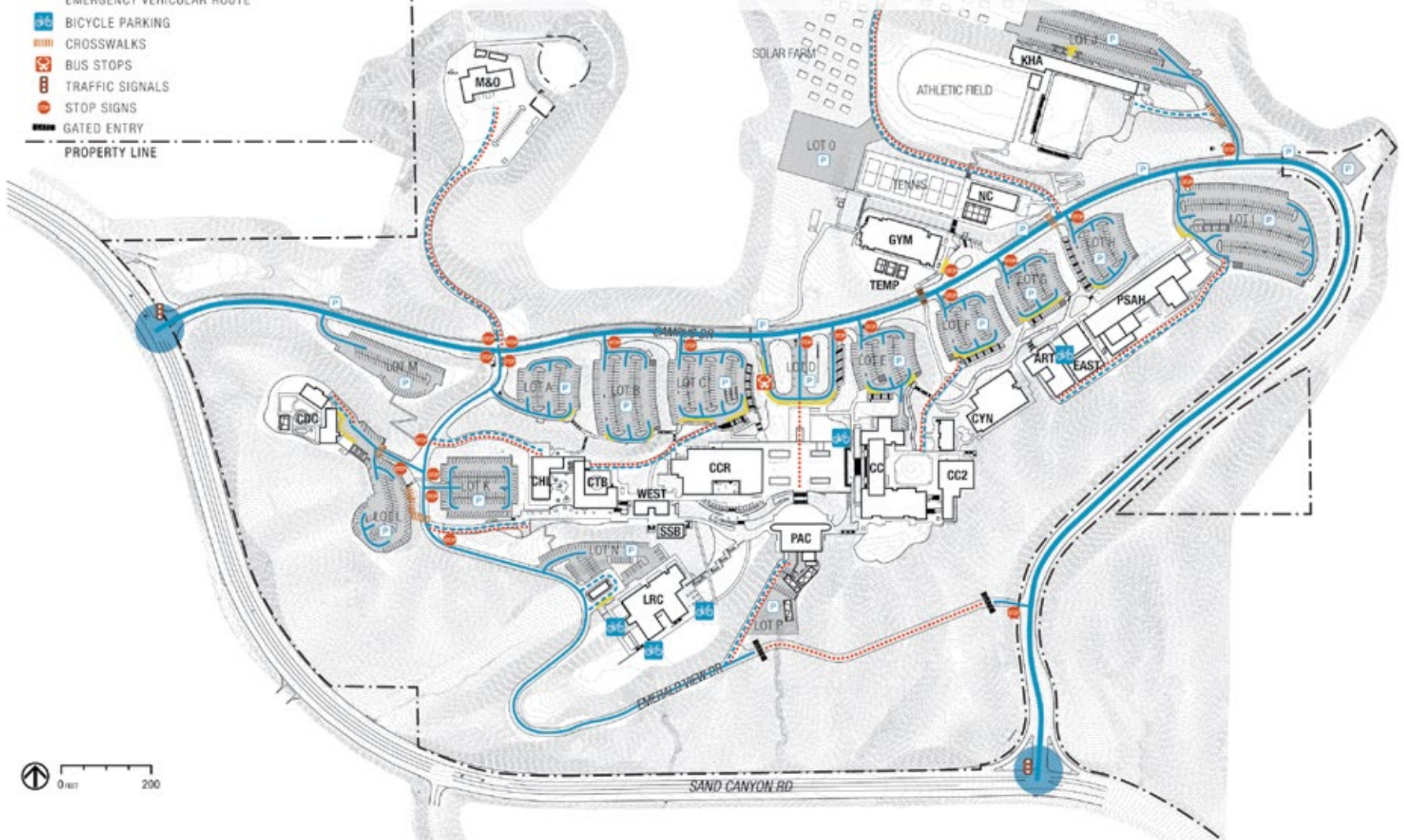


EXISTING VEHICULAR CIRCULATION

| FACILITIES | |
|------------|---------------------------------|
| | UNDER CONSTRUCTION |
| | TEMPORARY FACILITIES |
| | CAMPUS ENTRY |
| | PASSENGER LOADING/DROP OFF ZONE |
| | 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 |



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.

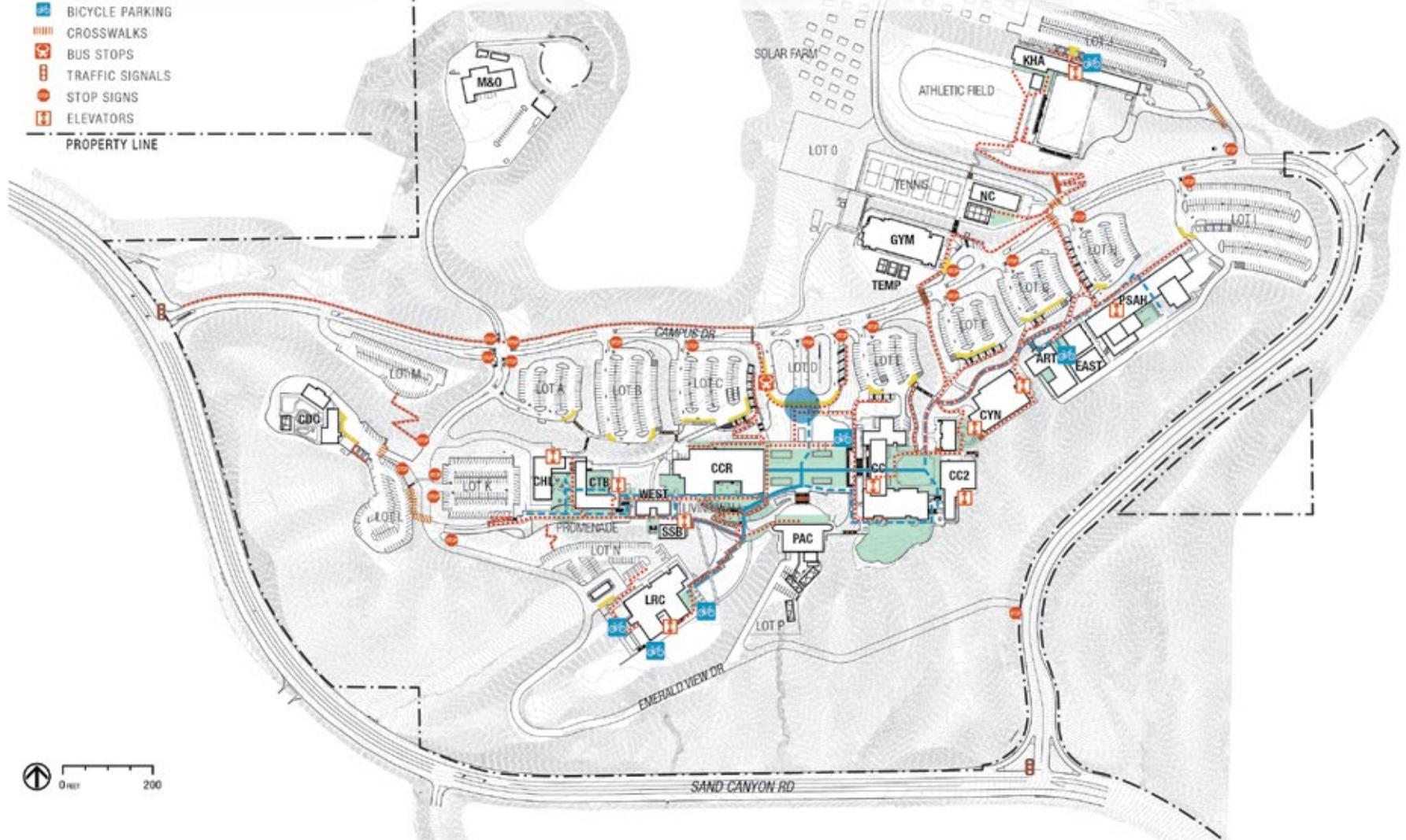


EXISTING PEDESTRIAN CIRCULATION

- FACILITIES
- 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 SIGNS
- ELEVATORS
- 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 FACILITIES |
| WEST | WEST COMPLEX |



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 through 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.

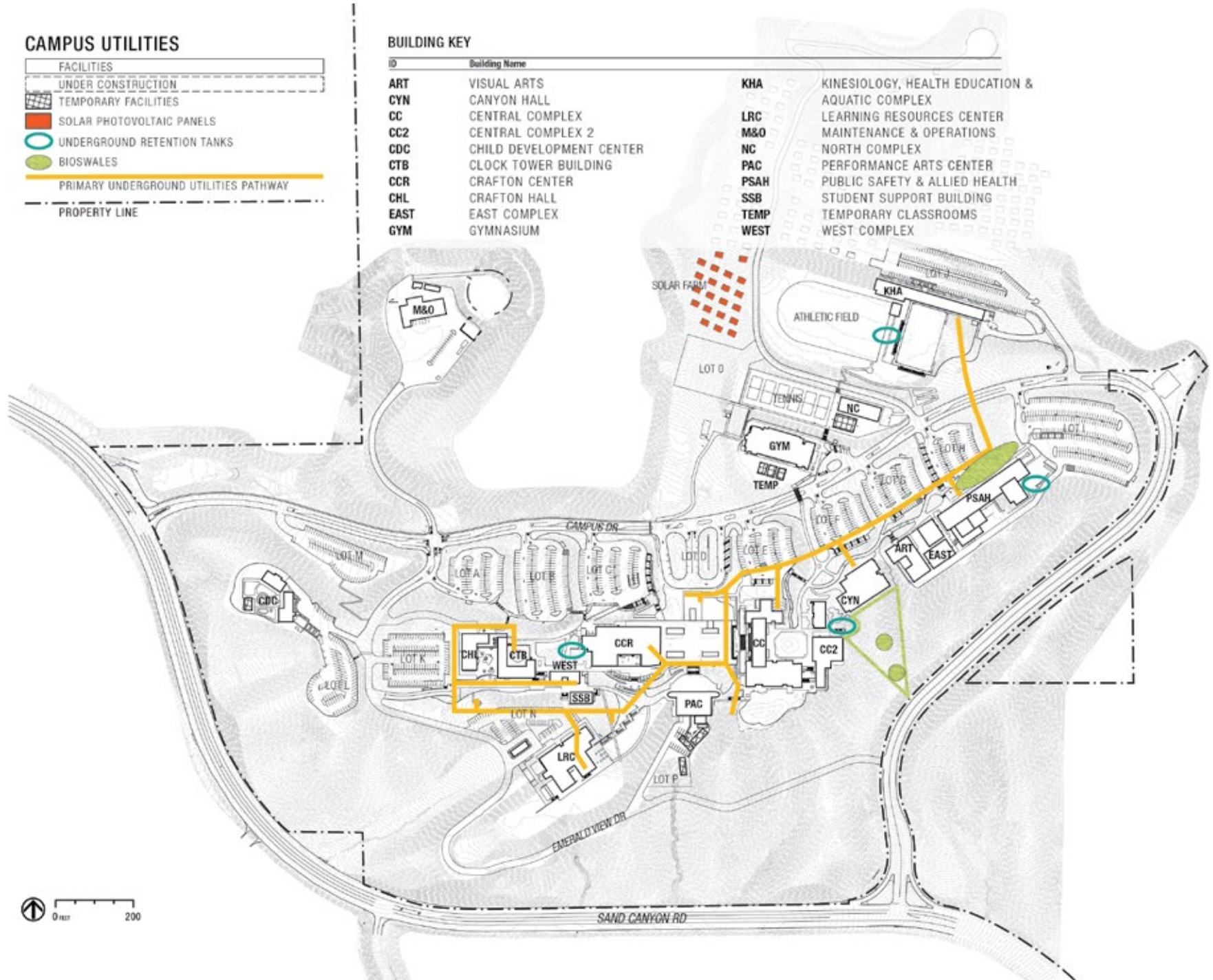


CAMPUS UTILITIES

| FACILITIES | |
|---|---------------------------------------|
|  | 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 |



Facilities Analysis

SITE FACILITIES INFRASTRUCTURE *(cont.)*

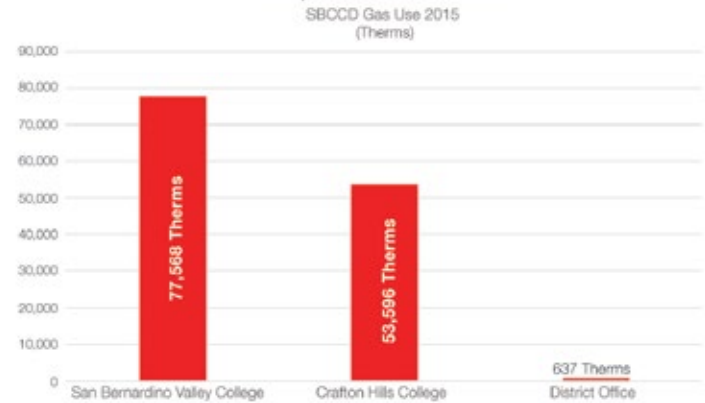
Energy Use

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.

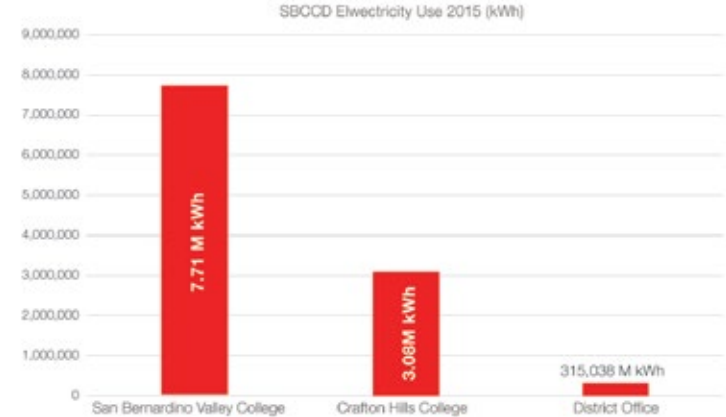
Observations

- Older facilities are likely much less energy efficient than newer or renovated buildings that are furnished with modern equipment.

Campus Natural Gas Use

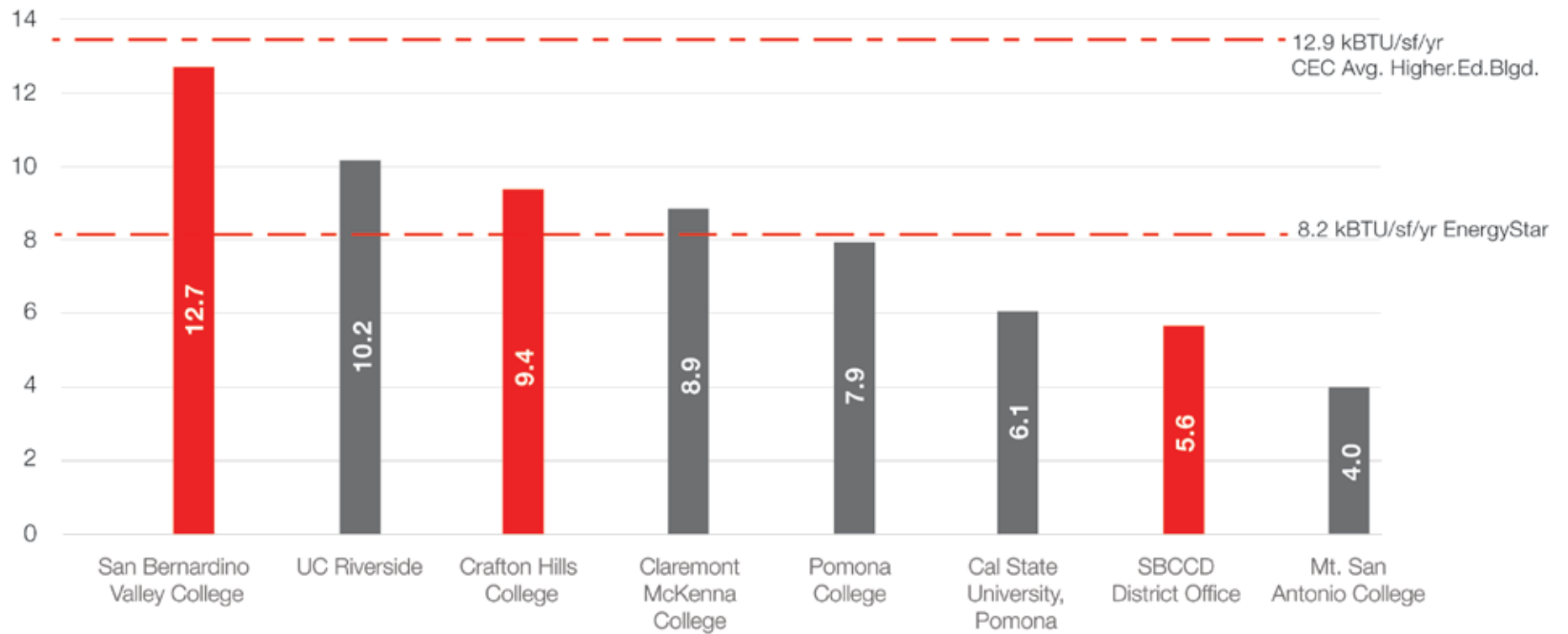


Campus Electricity Use



Campus Carbon Footprint from Energy Use

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



Facilities Analysis

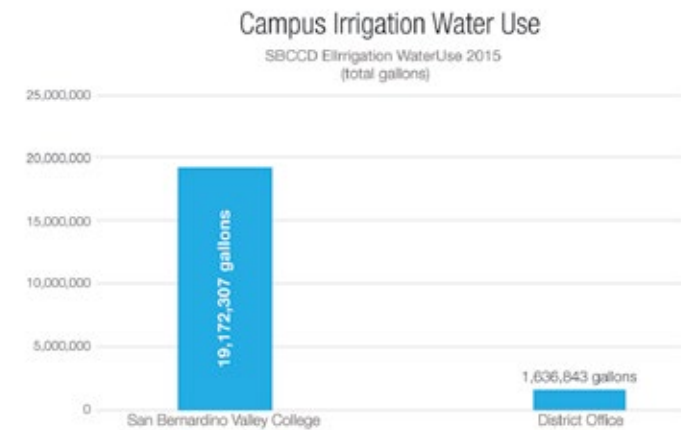
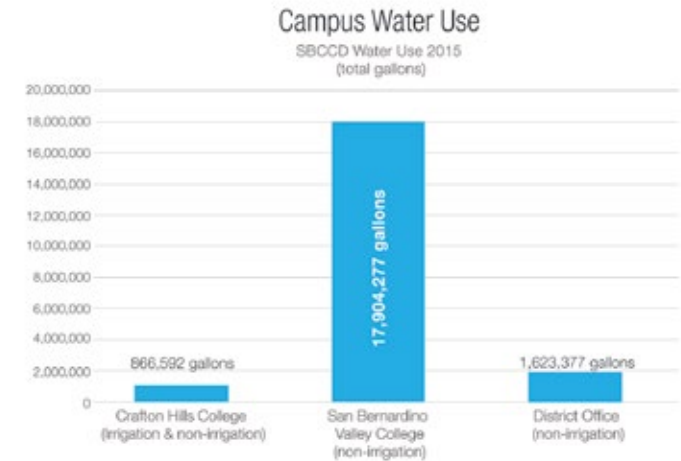
SITE FACILITIES INFRASTRUCTURE *(cont.)*

Water Use

The two graphs on this page compare the use of water on SBCCD's three main sites. The water usage data for Crafton Hills College is not metered separately for irrigation and non-irrigation use. CHC used under 900,000 gallons total for all water uses. Once again, because the three sites are not the same size, it is helpful to compare their average building water usage for each square foot of building area. The graph on the opposing page shows that CHC used an average of 2.2 gallons/SF/year in 2015. This amount is significantly lower than the two benchmarked levels: 20 gallons/SF/year for the Energy Star 2012 Data Trends for Office Buildings and 12 gallons/SF/year for the Energy Star 2012 Data Trends for Pre-K-12 School Buildings.

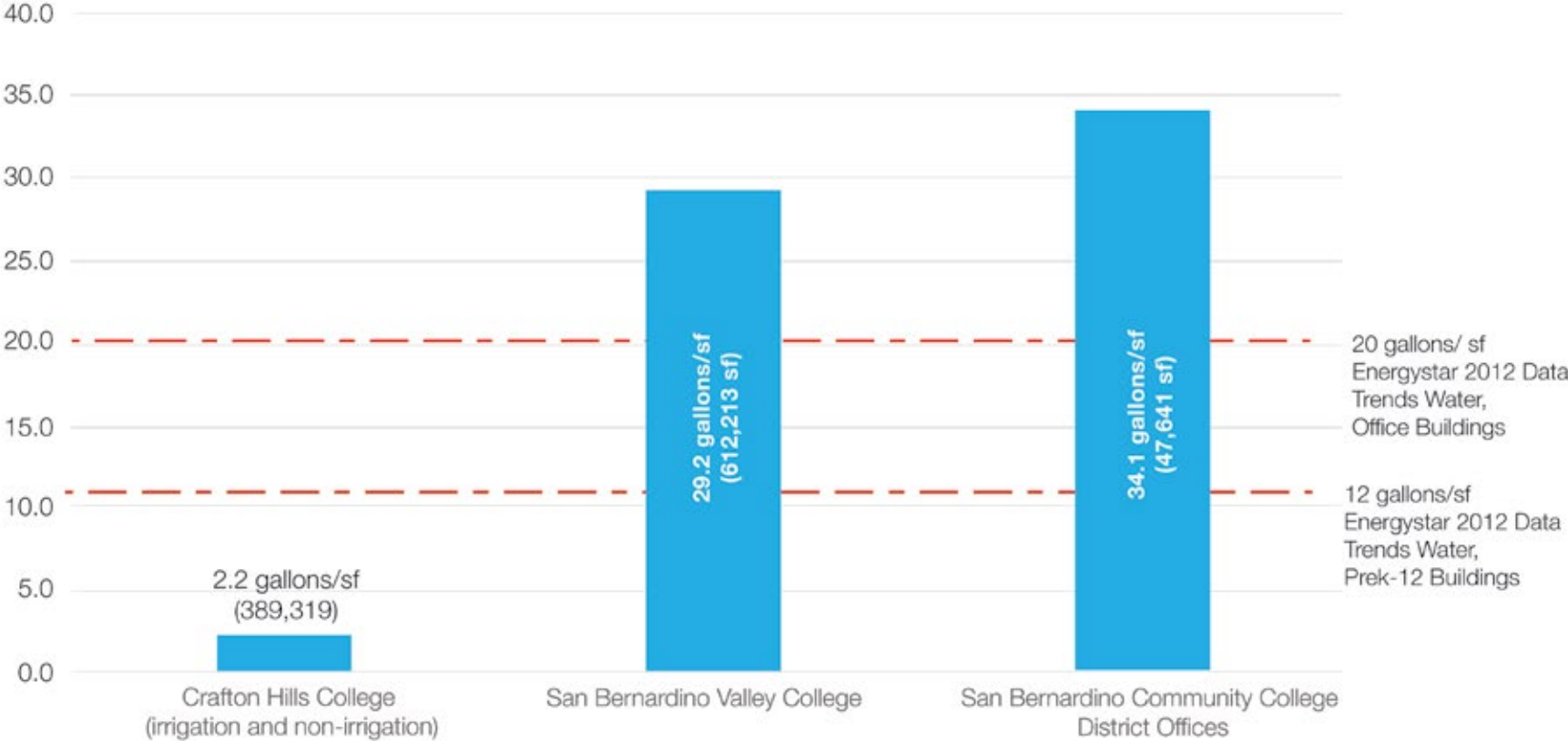
Observations

- › The campus' low level of water use demonstrates the success of water conservation measures that the College has implemented, such as efficient irrigation controls, drought-tolerant landscape design, and regular use of a swimming pool cover.



Total Campus Water Use

SBCCD Sites
(gallons/gsf)



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:

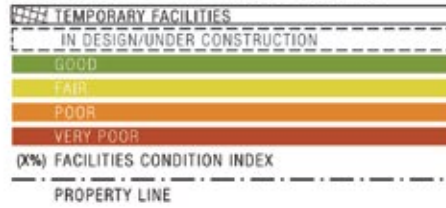
- › Good Condition
- › Fair Condition
- › Poor Condition
- › Very Poor Condition

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



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 |
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| 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 |



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 |
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| TEMP | TEMPORARY CLASSROOMS |
| WEST | WEST COMPLEX |



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 |
| 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 |



CRAFTON HILLS COLLEGE



Needs

This chapter highlights the linkage between the *Educational Master Plan* and the *Facilities Master Plan*. The data developed in *Chapter 7 Program of Instruction & Space Needs* 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 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.

- › Educational Linkages
- › Space Needs
- › Planning Objectives

Needs

EDUCATIONAL LINKAGES

Content will be developed and validated in additional meetings during the fall 2016 semester.

Text

Needs

SPACE NEEDS

SPACE INVENTORY ANALYSIS

**Content will be
developed and validated in
additional meetings during the
fall 2016 semester.**

MASTER PLAN SPACE PROGRAM

Content will be
developed and validated in
additional meetings during the
fall 2016 semester.

Needs

PLANNING OBJECTIVES

In addition to quantified space needs, the discussions with Crafton 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 w/ 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 + activity space – indoor + outdoor
- › Flexible classrooms to support collaboration
- › More testing space for on line 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 + 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

CRAFTON HILLS COLLEGE



CHC

est. 1972

CHC

CHC

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

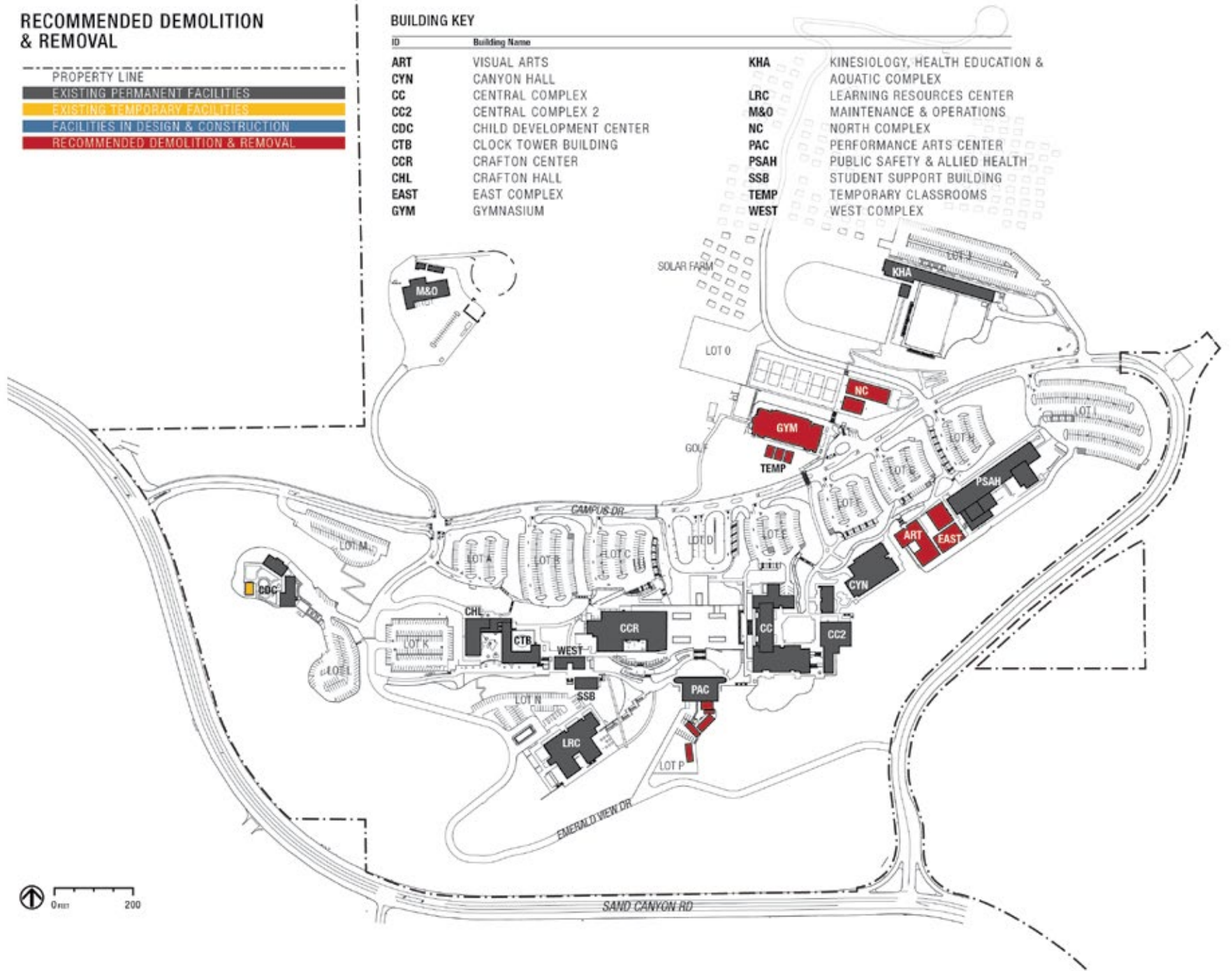


RECOMMENDED DEMOLITION & REMOVAL

- 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 |
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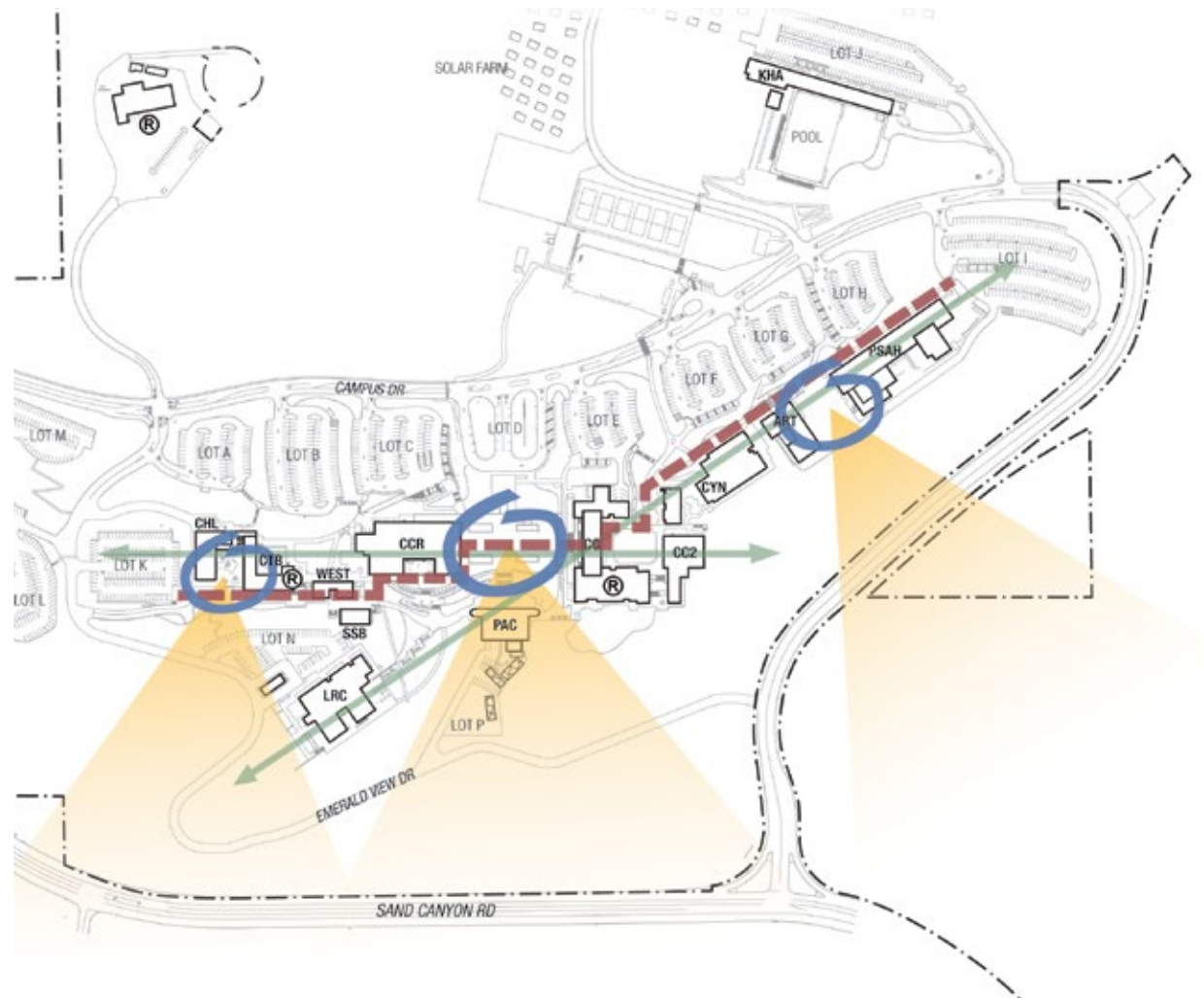


Facilities Analysis OPPORTUNITIES

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.

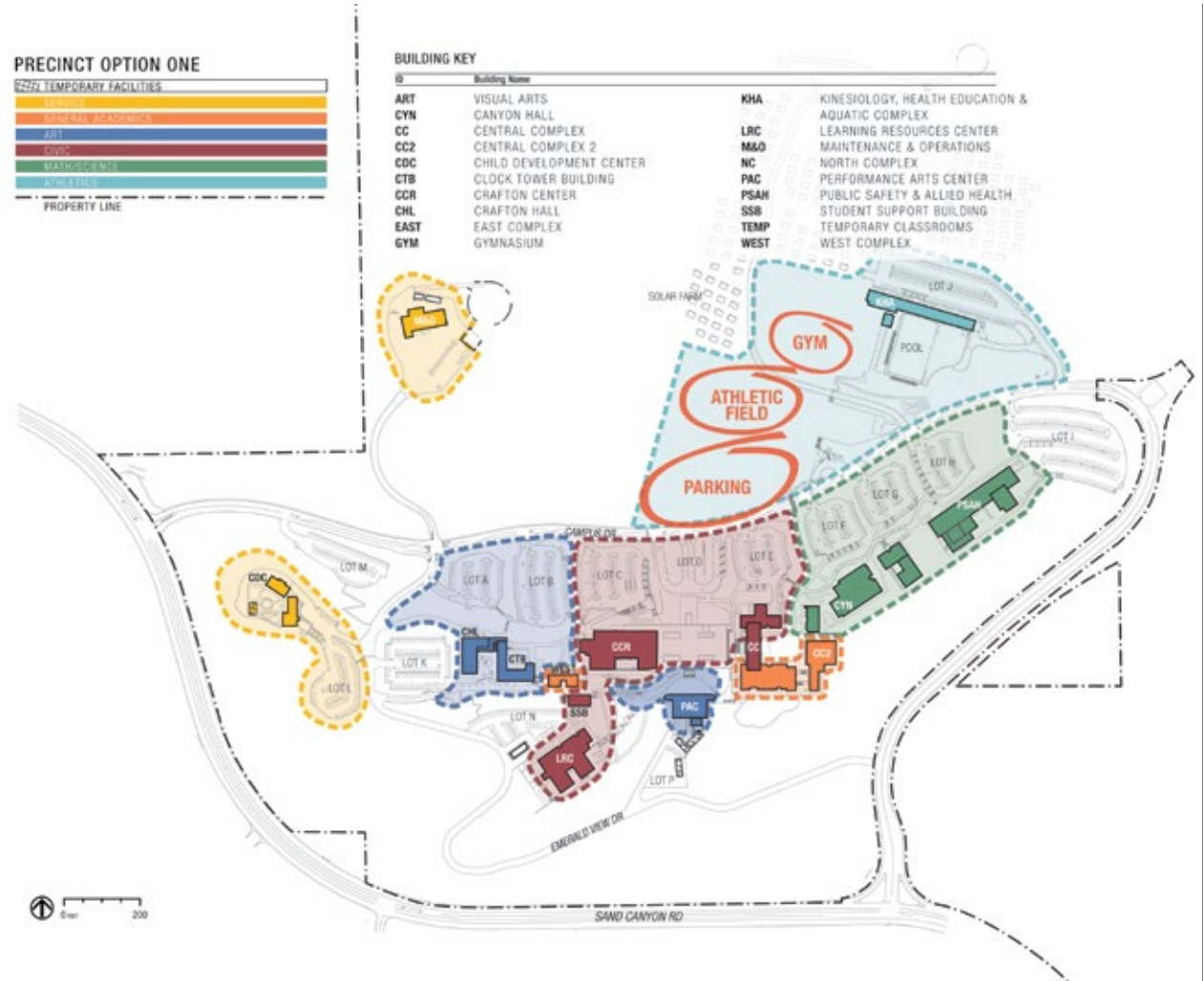
Removal of the Visual Arts Building clears the way to develop a larger instructional building that will provide modern laboratories, classrooms, and instructional support spaces—spaces that will soon be needed by programs with great potential for growth.

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.



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

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|------|---|
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| WEST | WEST COMPLEX |

LEGEND

| | |
|--|-------------------------------|
| | PROPERTY SITE |
| | EXISTING PERMANENT FACILITIES |
| | PROPOSED RENOVATIONS |
| | NEW FACILITIES |



CRAFTON VILLAGE (FUTURE)

Recommendations

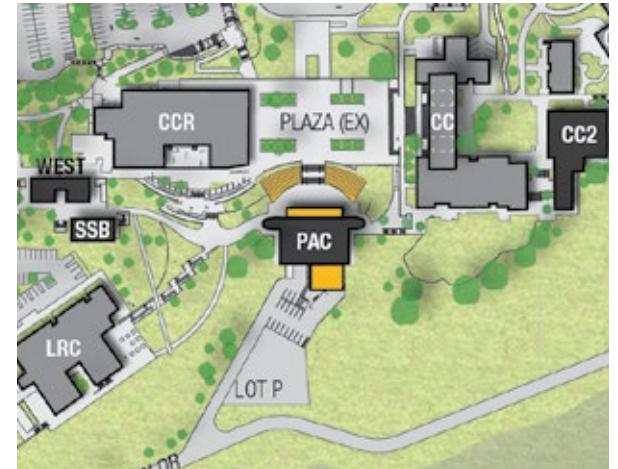
PERFORMING ARTS CENTER RENOVATION

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

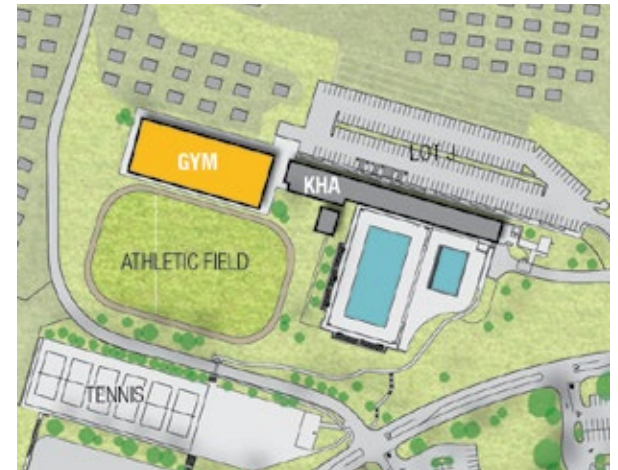
Crafton Hills College seeks to engage students and support the community through kinesiology instruction and competitive training and events. These projects will build and improve facilities to support Crafton Hills College's expanding kinesiology and athletic programs—completing the aquatic center, 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.



Vignette Plan



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.



Vignette Plan



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



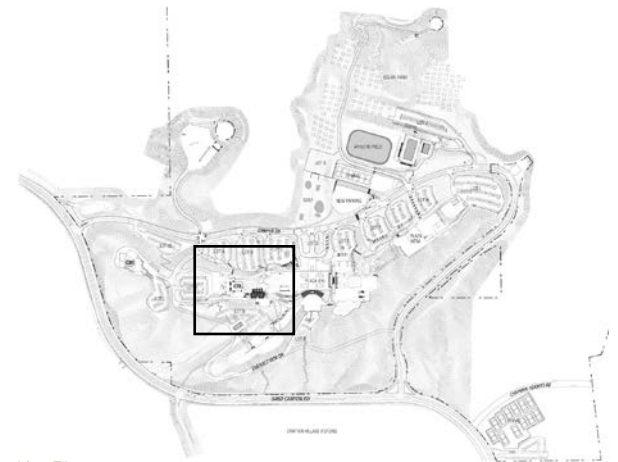
Recommendations

WEST COMPLEX RENOVATION

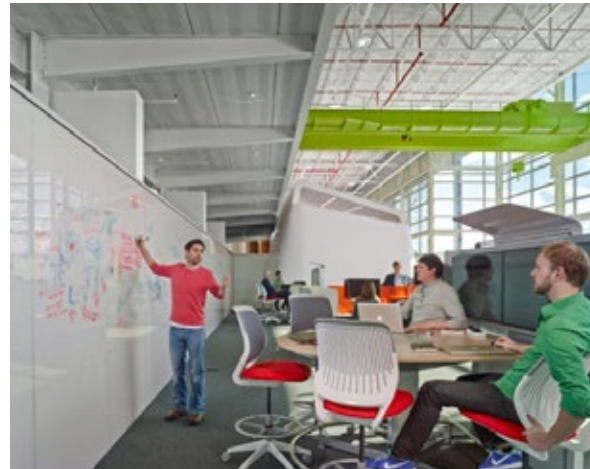
The West Complex will be renovated and repurposed to enhance its functionality. Its location near Crafton Center places it well to house student support services in the future when additional space is needed. The Honors Lounge and adjunct faculty workspace will be housed in the building's upper level. 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.



Vignette Plan



Key Plan

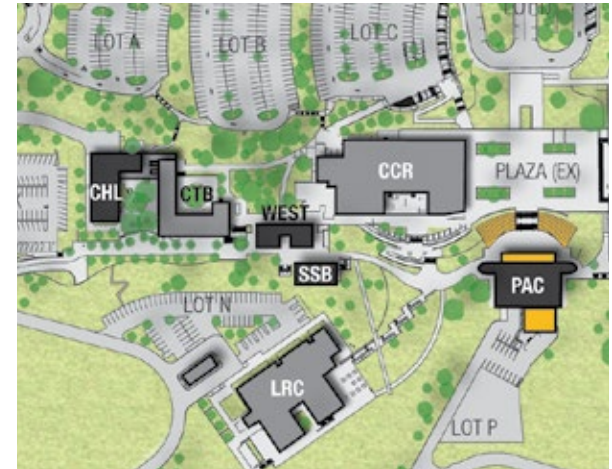


Recommendations

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



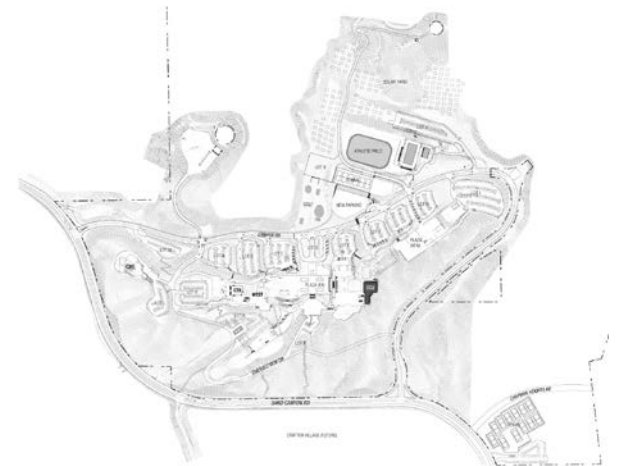
Recommendations

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.



Vignette Plan



Key Plan



Recommendations

EAST INSTRUCTIONAL BUILDING

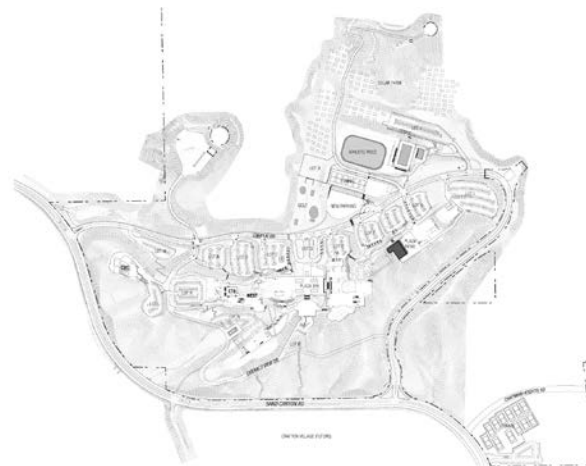
The East Instructional Building will provide lecture and laboratory space for growing programs, especially in the sciences and career pathways. It replaces aged space in the Visual Arts Building, as well as the North Annex and East Complex, which are semi-permanent modular buildings. Instructional spaces 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.



Vignette Plan



Key Plan

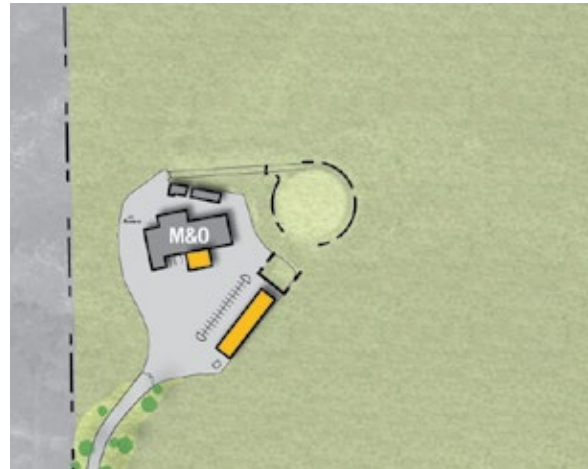


Recommendations

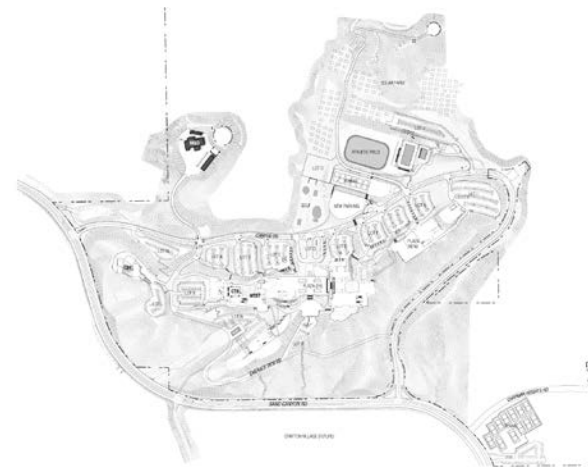
MAINTENANCE & OPERATIONS ADDITION

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

Additional content will be developed and validated in additional meetings during the fall 2016 semester.

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

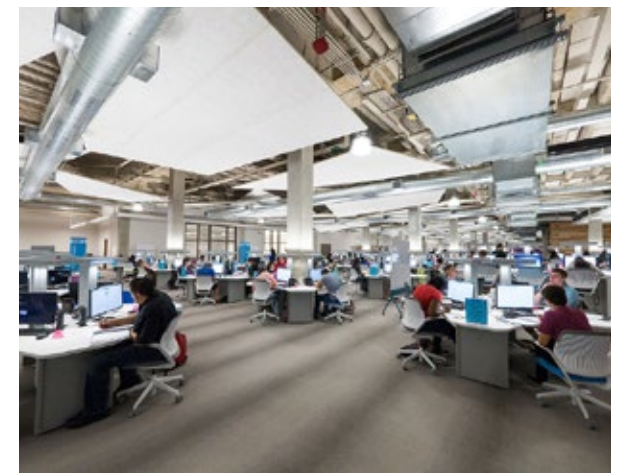
increase at the College, consideration should be given for additional testing locations for these courses as well as touch points for interaction with faculty and other students for personal contact and mentoring. Faculty office areas should be augmented with small conference rooms or group rooms to 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 is 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 extended 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.

Additional content will be developed and validated in additional meetings during the fall 2016 semester.



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 College's 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 require 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.



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.

Additional content will be developed and validated in additional meetings during the fall 2016 semester.



Recommendations

IMPLEMENTATIONS

Text

Content will be developed and validated in additional meetings during the fall 2016 semester.

References

Content will be developed during the fall 2016 semester.

