

1/2001

# **Citrus Community College District**

---

## **Educational Master Plan**

**2000**

## Table of Contents

Statement of Purpose .....	1
<b>Section I Economic and Educational Indicators</b>	
Location .....	5
Area Demographics .....	6
Economy and Employment .....	7
Technology .....	11
National Employment Trends .....	12
Local County Employment Trends .....	14
San Gabriel Valley Employment Trends .....	17
Regional School Districts .....	21
Section Summary .....	26
<b>Section II Citrus College and Student Indicators</b>	
Mission Statement .....	31
Mission Objectives .....	31
Vision Statement .....	33
Student Demographics .....	35
Enrollment and Performance .....	36
Course Offering Analysis .....	44
Institutional Effectiveness .....	46
Section Summary .....	49

**Section III Department and Program Plans**

Instructional Programs .....	52
Student Services Division .....	172
Additional Citrus College Programs and Services .....	203

**Section IV Recommendations and Conclusion**

Institutional Effectiveness .....	227
Value Added Staffing .....	228
Administrative Skills .....	230
Support Services .....	230
Critical Skills .....	232
Instructional Practices .....	233
Occupational Education .....	235
Facilities .....	237

## Statement of Purpose

### **Introduction**

Citrus Community College is accredited by the Western Association of Schools and Colleges. Geographically, the College serves the communities of Azusa, Bradbury, Claremont, Duarte, Glendora and Monrovia with many additional students attending from outside of this region. It is located in the City of Glendora, approximately twenty-five miles northeast of metropolitan Los Angeles.

Having the distinction of being the oldest community college in Los Angeles County, Citrus College was founded in 1915 with just twenty-eight students; it is the fifth oldest in the state. Currently, Citrus now occupies a 104-acre campus with more than twenty-six buildings, serving more than 10,000 students each year through its over 1,000 courses.

Student success is the highest priority of the Citrus College staff. The College is dedicated to helping each student achieve his or her educational and vocational goals in an environment that is supportive, friendly, safe and attractive. Toward that end, the College commits significant resources through comprehensive and systematically planned governance. In order to prepare for the challenges and opportunities of institutional growth, this Educational Master Plan is offered. The Citrus College of 2000 is radically different from its 1915 ancestor, and the Citrus College of the future will also be quite different according to the plans and projections as delineated in this document.

The Class of 1915 lived through an era whose revolutionary inventions we currently take for granted. We now take the opportunity to prepare our students to live and learn in an era even more rich, diverse, and challenging.

### **Purpose**

This document constitutes the Educational Master Plan for Citrus Community College District. It is the product of a comprehensive, college-wide planning process which included participation from faculty, staff, students and administrators. The purpose of the plan is to develop a research-based document which can be used as a foundation for decisions regarding instructional programs, support services, staffing and facilities. It is intended to serve as the basic foundation for all other plans of the District. Further, it should be understood that this Educational Master Plan is dynamic. It must be reviewed and updated to incorporate plans required to accommodate changes in the college and community environments.

When the planning process began, it became apparent that there were a number of needs and concerns that would have to be addressed if the plans were to be used to drive the decision making process; these included:

- ◆ Support existing, successful instructional programs, student services and administrative services.
- ◆ Identify those programs and services requiring modifications in order to better respond to the emerging trends and characteristics of the College service area.

- ◆ Keep pace with and anticipate the trends and changing needs of the students and communities served by the College.
- ◆ Develop partnerships with business and industry within the service area.
- ◆ Develop alternative strategies for delivering instruction to students.
- ◆ Develop a plan that would fully incorporate technology into all aspects of the operation of the courses, programs, and services of the College.
- ◆ Develop a Facilities Plan to support anticipated changes in course, programs and services of the District for the next decade, and to assure that the plan is flexible enough in physical design to accommodate changes in instructional methodology, technology, and delivery systems.
- ◆ Assure meaningful involvement in the decision-making process by all areas of the College and the community.
- ◆ Update the existing campus plant to provide modern, attractive facilities appropriate for the instructional programs and support services offered.
- ◆ Develop new programs and services to meet the future needs of students and the community.

## **Section I**

# **National, State, Regional, and Local Data: Demographic, Economic, Employment, and Educational Indicators**

## Regional Description

### **Location**

Citrus College is located in the eastern third of Los Angeles County, in the heart of the San Gabriel Valley, in the City of Glendora. The 280 square miles of the San Gabriel Valley is comprised of 30 individual cities plus a small portion of unincorporated Los Angeles County. Located northeast of the City of Los Angeles, encompassing less than 20% of the land area of Los Angeles County, the Valley is a suburban community that over the years has established a strong industrial base, financial and retail centers, and governmental facilities.

Citrus College's location is within a "Sixty Mile Circle" centered on the City of Los Angeles, a dynamic concentration of population, employment, business, industry and finance. Two-thirds of California's 100 largest corporations are headquartered within this circle, along with numerous railroad lines and three international airports.

The geographic boundaries are not precise, but the Valley is bounded by the San Gabriel Mountains to the north, the San Bernardino County line to the east, the Puente Hills to the south and the San Rafael Hills to the west. Furthermore, the Valley is traversed by a number of major highways that include the 10, 57, 60, 210 and 605 Freeways. These corridors are the lifeblood of the Valley connecting it to the rest of Los Angeles and San Bernardino Counties.

Thus, Citrus College is situated in the San Gabriel Valley's healthy mix of industry, art, recreation, and residence; a fortuitous positioning for the College, where 76% of the Valley's residents rated their quality of life as



either good or excellent according to a study done by Claremont McKenna College.

### Area Demographics

Historically, areas situated along trade routes and commercial centers have always grown and diversified, so too for the San Gabriel Valley. The following table summarizes current populations:

	California (1)	Los Angeles County (1)	San Gabriel Valley (2)	Citrus College District (2)
	32.6 million	9.2 million	1.8 million	188,225
<b>African-American</b>	6.8%	11.1%	5.6%	5.2%
<b>Asian</b>	11.0%	12.9%	19.3%	7.6%
<b>Hispanic</b>	29.8%	42.7%	40.4%	31.7%
<b>Anglo</b>	51.6%	33.2%	34.4%	55.1%
<b>Other</b>	0.8%	0.6%	0.3%	0.5%

(1) U.S. 1990 Census data projections

(2) Los Angeles Economic Development Corporation

According to the California Department of Finance, the San Gabriel Valley has experienced an average 1.06% population growth rate each year over the last decade. This is a conservative and sustainable growth factor and is used in the construction of this Master Plan. The Valley's growth can perhaps be better understood when compared to LA County. Over the last twenty years, the population density (persons per square mile) of the Valley has grown four times faster than the population density of LA County, according to the USC School of Urban and Regional Planning. Additionally, the 1997 median income in the Valley was \$46,800. Another advantage to the region is its educational attainment. The following table illustrates that the population living

within the Citrus College District has achieved a relatively high level of education:

	California	Los Angeles County	Citrus College District
<b>Less than 12<sup>th</sup> Grade</b>	23.8%	30.0%	24.5%
<b>High School Graduate</b>	22.3%	20.6%	21.6%
<b>Some College</b>	22.6%	19.6%	22.1%
<b>Associate Degree</b>	7.9%	7.3%	8.9%
<b>Bachelor Degree</b>	15.3%	14.6%	14.1%
<b>Graduate Degree</b>	8.1%	7.9%	8.8%

U.S. 1990 Census data

The cities of the San Gabriel Valley attract young family households and retain their working age population as well as the population in all age groups, concluded the above USC Urban and Regional Planning study. These groups are socially active in various aspects whose continuing escalating population trend will increase the need for goods and services. At the same time, this also means that the labor pools, as well as consumer pools, are quite abundant for various types of business opportunities.

### **Economy and Employment**

California has nurtured more of the nation's 500 fastest-growing private companies than any other state. And the trend continues locally. The economic future of Southern California and the San Gabriel Valley can be summarized in just one word -- "Growth." The Valley has become what economic researcher Wei Li characterizes as an "ethnoburb," multi-racial and multi-ethnic suburbs that have emerged in recent decades, typically containing both business and residential areas with a large immigrant-owned business base. The San Gabriel Valley is now seen as the new Ellis Island for the 21<sup>st</sup> century. Its economic growth far exceeds

the San Fernando Valley's, according to the San Gabriel Valley Economic Partnership.

**SIDEBAR: ASIAN INVESTMENTS**

**About 135,000 people of Asian descent immigrated to the San Gabriel Valley during the 1980s, bringing about \$27 billion in savings to the region.**

**This trend has continued through the 1990s, enriching the local culture and bringing new business, investment and job opportunities into the region.**

**About 20 Asian-owned banks are doing business in the San Gabriel Valley.**

**Of 350 Asian-owned computer companies based in Los Angeles County,**

**55 are based in the San Gabriel Valley.**

*valleynet.org*

The A. Gary Anderson Center for Economic Research at Chapman University reported that local payroll employment increased twice as much compared to LA County. Healthy job growth and increased income coupled with relatively low mortgage rates are leading to large increases in home sales activity. The low inventory of unsold homes will ensure home price appreciation for the next several years. Additionally, real estate tax assessments are increasing bringing in new governmental revenues. Property assessments for 1999 have increased 5.91% for the San Gabriel Valley and 5.84% for LA County since 1998.

The following table illustrates the economic base for the area using the 14 largest industries. The following figures are annual averages of the employed, in thousands:

	Los Angeles County	Orange County	San Bernardino County
<b>Business and professional management services (1)</b>	420.8	137.5	50.9
<b>Health services (2)</b>	276.1	93.6	67.7
<b>Tourism</b>	253.7	104.4	76.2
<b>Direct international trade (3)</b>	Not available	Not available	Not available
<b>Wholesale trade (4)</b>	203.2	75.8	30.9
<b>Technology (5)</b>	179.9	72.7	10.5
<b>Motion picture/TV production</b>	224.3	1.0	0.0
<b>Apparel design/textiles manufacturing/wholesaling</b>	148.4	19.0	2.5
<b>Financial service (6)</b>	108.3	34.2	13.9
<b>Agricultural/ food products manufacturing</b>	50.0	17.1	29.3
<b>Furniture manufacturing/wholesaling</b>	34.1	10.3	7.1
<b>Automobile parts manufacturing/wholesaling</b>	33.0	9.5	8.2
<b>Petroleum production &amp; refining</b>	11.0	0.3	0.2
<b>Toy manufacturing/wholesaling</b>	8.3	2.7	0.9

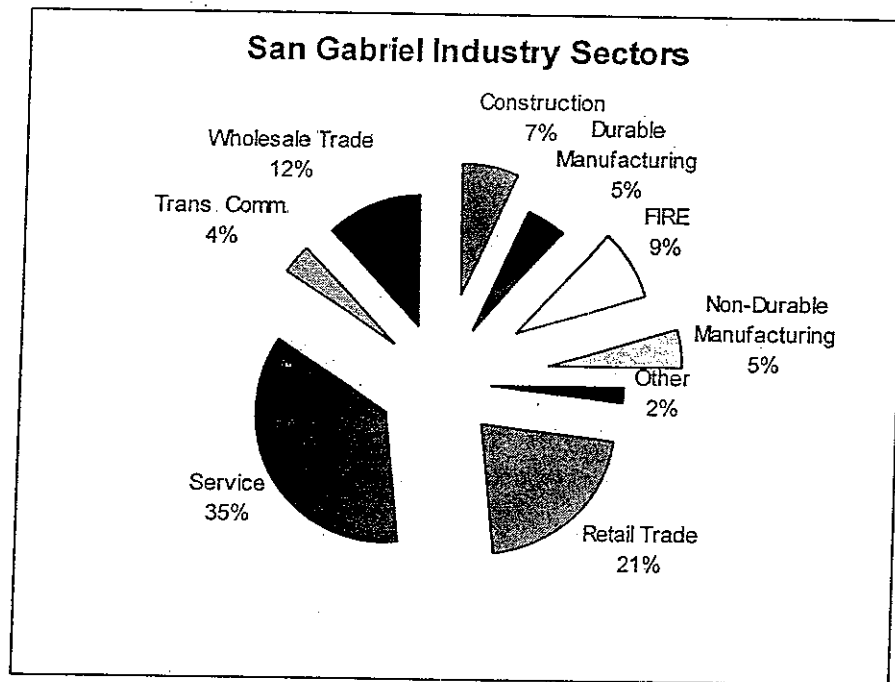
Los Angeles Economic Development Corporation

- (1) Includes business services except computer software development, legal services, engineering, and accounting services.
- (2) Includes drug, medical instruments manufacturing, and bio-medical research.
- (3) Includes activities related to moving commodities in and out of the customs district. Does not include manufacturing activities.
- (4) Does not include apparel, automobiles, and toys.
- (5) Includes computer manufacturing, communications equipment, electronic components, aircraft and parts, missiles and space vehicles, search and navigation equipment, measuring and controlling instruments, and computer software development.
- (6) Includes money management and other financial services.

The San Gabriel Valley continues to be a magnet for small to medium-sized businesses. These businesses are highly entrepreneurial, over 70% of them with fewer than ten employees. According to Jack Kyser, chief economist of the Los Angeles County Economic Development Corporation, "Businesses are moving into the San Gabriel Valley at a rapid pace for reasons ranging from the good quality of life, to the good business climate. Things are looking good, creating revenues for tax

flows for local governments." One speed bump on this economic highway is a shortage of skilled workers, concluded a study released by The Miller Brewing Company. The study found that people are turning away from skilled "blue collar" jobs because of outdated misconceptions about what it means to be "skilled." Presently, there are no unified, cross-discipline outreach programs to address the labor shortage issue and to change the perception of these jobs. Little is being done to inform the pool of potential employees that it is not uncommon for San Gabriel Valley skilled employees (e.g., carpenters, plumbers, cabinetmakers, and millworkers) to earn \$30 per hour on average.

The wholesale sector is one of the Valley's biggest industry categories, representing over 12% of Valley businesses. Retail sales have reached nearly \$9 billion annually. The Valley is rapidly becoming a center for the many components of the service industry. The financial and real estate communities are solidly-based and represented in the San Gabriel Valley. The manufacturing of both durable and nondurable goods represents 9.3% of Valley businesses. Manufacturing also supplies 20% of the region's jobs, and makes the Valley the second largest manufacturing job base in LA County. As evidenced by its large proportion of small firms, the business community in the San Gabriel Valley is flexible and responsive to the needs and opportunities presented by world trade, new technology, and educational opportunity.



## Technology

By the year 2006, the United States will need 1.3 million new information technology workers. This need is even more remarkable given that in 1996, the U.S. government counted a total of only 1.5 million in the 50 states. Labor experts say that at least 60% of all jobs by 2000 require some competency with computer-based technology and applications. Unfortunately, this push to either enter technology industries or become "computer literate" has led to a growing shortage of skilled labor whose requirements and rewards are rarely in the spotlight.

In techno-biz-speak, Citrus College sits right in the middle of T-3. "T-3" (trade, technology triangle) is how the industry refers to the high-tech area stretching from Pasadena to Claremont; it marks the San Gabriel

Valley as Silicon Valley East. It is estimated that there are more high-tech firms per square mile here than in all of Silicon Valley.

**SIDEBAR: COMPUTERS**

**In 1970, there were only 50,000 computers in the world.**

**In 1995, 50,000 computers were sold every 10 hours.**

**The 1998 \$3,000 desk-top PC had more computing power than the \$2 million main-frame had in 1978.**

**SGV Tribune**

Los Angeles County ranks among the top five technology industry metropolitan areas, providing one-fourth of the nation's high-tech employment. The area possesses one of the world's largest concentration of scientists, engineers, and technology-driven industries. According to a study from the La Jolla Institute, in 1995 software companies alone boosted their employment by an average of 34%. Between 1994 and 2005, demand for computer scientists is expected to grow 91%. One of the most critical tasks facing the region will be to secure a major role in the emerging information-driven industries. These sectors, which include high-technology manufacturing, software design, professional service, entertainment, and multimedia, represent the fast-growth, high wage arenas that will define the nation's economic future.

**National Employment Trends**

The greatest amount of growth in the nation is expected to occur in industries that provide services, like health care and computer help, according to a recent study by the Indiana Career and Postsecondary

Advancement Center. Although service-producing industries are expected to grow, many industries that produce goods, such as manufacturing and mining, are expected to decline across the country because improvements in technology will automate procedures and reduce the need for human workers.

Seven out of every ten service-producing jobs for workers across the country will be in business, health care and education services.

Business and management services will be needed to better help people work and live in a more technical world. In addition to improvements in medical technology, health services are more in demand because the number of elderly Americans is growing and because people who are ill are not staying in hospitals as long as they once did. Educational services are growing because people need training in order to work and succeed in a more technical global world.

In addition to business, health and educational services, other career areas that are expected to account for the greatest number of jobs available in the future include personnel supply services, eating and drinking places, management and public relations, and social service.

The ten fastest-growing career fields as measured by percent change are all in the service-producing industry. They include automotive, water supply and sanitation and social services, in addition to business and health care services.



### **Fastest-growing career fields**

Computer and data processing	108% Increase
Home health care services	90%
Automotive services (except repair)	80%
Water supply and sanitary services	66%
Management and public relations	60%
Residential care	59%
Freight transport arrangement	56%
Personnel supply services	53%
Individual social services	50%
Offices of physicians	46%

Yet to be added to most career growth lists is business conducted because of the Internet. The Internet contributed \$301 billion in revenue to the U.S. economy in 1998, and created 1.2 million jobs, according to a Cisco Systems Inc. study. E-commerce generated about \$102 billion, roughly 1% of the nation's gross domestic product.

### **Employment Trends for Los Angeles and San Bernardino Counties**

According to the California Employment Development Department, total non-farm wage and salary employment in Los Angeles County is projected to grow by 485,300 jobs, or 13%, over the 1995-2002 forecast period. With the exception of mining and the finance, insurance and real estate divisions ("FIRE"), employment in all other industry divisions is expected to increase. It is expected that the employment job growth in services, retail trade, manufacturing and government will account for 87% of the employment gain.

Services is the largest industry division in Los Angeles County, and it accounted for nearly a third of all non-farm wage and salary jobs in 1995. Services is expected to contribute nearly 47% of all new non-farm jobs, increasing employment by 227,100 to reach 1,423,300 by 2002. Also, this division is expected to have the fastest growth rate, projected at 19%. Growth in services will be driven by a combination of a robust economy, population growth, and strong job growth in a number of service sectors. Within the services division, the strongest growth, both absolute and relative, is expected to be in the business service sector, which will grow by 104,800 jobs or 38.5%. Relatively strong growth also is anticipated in health services (12.1%), motion pictures (22.4%), and engineering and management (21.7%). All industry groups in the services division are expected to grow.

**SIDEBAR: ENTERTAINMENT**

**Entertainment-related jobs are projected to keep expanding, and the ranks of producers, directors, actors, and entertainers will likely increase 54% by the year 2005.**

**Throughout the early 1990s recession, the industry continued to expand by an average of 12% annually. Despite efforts by numerous states, Canadian provinces, and countries overseas to capture more of the production dollars, Los Angeles remains home to more than 82% of all primetime television shows on the four major networks. New York, which often promotes itself as a serious competitor, ranks a distant second, with less than 9%.**

**La Jolla Institute**

Manufacturing is the second largest industry division in Los Angeles County. In 1995 it accounted for 17% of non-farm jobs and projected to

increase 10.4%. It is anticipated that the number of new jobs in manufacturing will be equally distributed between durable and non-durable goods.

Retail trade, the county's third largest industry sector, is expected to grow 11.7%. Growth is anticipated in all segments of this division, but by far, the largest growth will be in eating and drinking places increasing payrolls by 18.2%.

Construction is projected to grow by 17.5%. The majority of the growth will be in the division's largest segment, special trades, which is forecasted to increase by 23.1%.

In San Bernardino County, the total number of non-farm jobs is expected to increase by 95,400 jobs, per year, through the early part of the next century. This represents a 23.7% job-growth rate. All industry divisions, except mining, are expected to add jobs.

Services is projected to increase by 23.8% during this period. Affordable housing in the county will continue to attract young families and retirees moving to the area. The business services group is expected to grow by 35.6%, creating 7,200 jobs. The need for these services will grow, as many companies will use outside staffing for temporary help, regular staff, or peak season demands. The health services group will grow by 18.2%. Most of the new jobs will be in medical offices and clinics, hospitals, and skilled nursing care facilities.

**SIDEBAR: WELFARE REFORM**

**"Implementation of the welfare-to-work program will bring higher enrollment at adult education programs in high schools and community colleges."**

**California EDD**

Manufacturing is projected to increase by 14,800 jobs, or 27.2%, during the forecast period. Most of the job gain will be in durable goods sector. Among the 11,100 new durable goods sector jobs, an estimated 22.5% will be in furniture and fixtures; 15.3% will be in the industrial machinery group.

Retail trade is projected to grow by 13.6%. The largest number of new jobs for any retail trade industry will be eating and drinking establishments. With 107,200 jobs, this industry division will remain as the third largest in the county. One out of every five jobs in San Bernardino County will be in retail trade.

Construction will increase by 8,000 jobs. Three-quarters of these new jobs will be in special trades, such as: plumbing, heating, electrical, masonry, and roofing occupations. The general contracting and heavy construction groups will gain 800 and 1,200 jobs respectively. Approximately two-thirds of all construction jobs in San Bernardino County are in the special trades group.

**San Gabriel Valley Employment Trends**

The San Gabriel Valley trends mirror those for the state and the bordering counties. What may grow in the larger economy will likely grow even faster here.

Unfortunately, along with increased prosperity and growth come the problems of accessibility and equity. As the Los Angeles County Economic Development Corporation noted, "The concern is that while these economies are growing briskly, they are generating either high-skill, high-wage jobs, or low-skill, low-wage jobs, and the middle is fading away." The bottom line, they caution, is that more middle-income jobs need to be created. This regional need cuts across all industrial sectors. One way of ameliorating this divergence is to tap into the growth industries that have the potential to restore middle-income occupations. If an industry is expected to grow, then one may look to that industry's needs which make growth possible.

**SIDEBAR: WAGE GAP**

**In 1999, the richest 2.7 million Americans, the top 1%, will have as many after-tax dollars to spend as the bottom 100 million.**

**The top 20% of American households with the highest incomes now earns 50% of all the income in the United States.**

*Congressional Budget Office*

Construction illustrates this point. The industrial construction market in the Valley will be very strong. It has an industrial vacancy rate of 6.3% while the County's vacancy rate is an even lower 4.9%. The demand for industrial space in the Valley will be strong due to its transportation access (including proximity to Ontario International Airport, which is the hub for UPS). Industrial construction trades will be at a premium, especially as industrial construction will rapidly expand along the western end of the Riverside-San Bernardino area with its large blocks of less expensive land.

The importance of industrial construction was recently reinforced in a study conducted by the Los Angeles Economic Development Corporation. They found that Los Angeles County needs about 21 million square feet of new industrial space per year but only about 10 million square feet is being built. This space deficit is costing the LA County economy more than \$700 million annually; money which could see its way to the Riverside-San Bernardino area.

Housing availability and affordability are other major issues for the Valley, as well as all of Southern California. At mid-1998, there were just 137 unsold new homes in the Valley, with prices of \$450,000 for the detached units, and \$120,800 for the attached units. Currently, the average time for unsold units on the market is two to three weeks. And if land is a scarce resource that restricts new home construction, then home remodeling and reconstruction will be a growth industry.

A couple holding down two minimum-wage jobs would each have to work eleven hours a day, seven days a week, to be able to rent the typical \$1,140-a-month apartment in LA County, according to a study by the National Low Income Housing Coalition. "We have a crisis in affordable housing," said Jan Breidenbach, executive director of the Southern California Association of Non-Profit Housing. It is a crisis that threatens to derail the region's still-growing economy. Housing costs have been rising sharply throughout the Southland for more than a year as the construction of homes, apartments and condominiums has lagged far behind job growth. Los Angeles County leads the nation in housing demand, with six new jobs created for each new home that is planned.

While the lack of affordable housing has hurt the LA County economy it provides an advantage for the San Gabriel Valley. Walter Hahn, an economist with E&Y Kenneth Leventhal, found that low- and moderate-wage earners are leaving Los Angeles County for cheaper housing in San Bernardino and Riverside Counties. This area has already lured many low-wage companies out of Los Angeles County because lower-paying businesses are following the workers there and vice versa. So crucial is industrial and housing construction for the health of the Los Angeles and San Gabriel Valley regions, that one of the key suggestions coming out of the Los Angeles Economic Development Corporation is to develop more industry-oriented training at community colleges.

While the San Gabriel Valley's economic and employment trends will expand along the same lines as the trends projected for the local counties and state, sustained growth will be maintained only if attention is paid to the infrastructure that builds and repairs. The future vision for the Valley must not only see "product" but also "process;" it must answer not only "what" but "how." The way to make that future a probability instead of just a possibility is through educational access. To not have a constant stream of educational information available to the Valley is like running out of steel in the industrial revolution.

Eighty-eight percent of businesses surveyed by the California Business Roundtable said quality education is key to a healthy, growing economy. Prosperity: The Coming 20-Year Boom and What it Means to You by Bob Davis and David Wessel, proffers how technology, globalization and education are the emerging big-three forces that will take middle class America into prosperity. And when it comes to education, community colleges will lead the way, the authors say. "Community

colleges, the unheralded aid stations of American education, will help millions move from \$7-an-hour jobs to \$17-an-hour jobs."

**SIDEBAR: INFORMATION**

**The world's fund of information is doubling every two to two-and-a-half years.**

**Scientific information doubles every five years, and scientific knowledge doubles every 10 years. Literature doubles every 10 to 15 years; scientific articles double in four to five years.**

**By the time a child born today finishes college, knowledge may have quadrupled; by the time that child reaches age 50, knowledge will have grown 32-fold.**

**As much as 97% of world knowledge will be accumulated over one person's lifetime. Continuing education becomes a fixed feature.**

*The Futurist*

### **Regional School Districts**

The ten-mile service area of Citrus College includes numerous public school districts. The following portrait of the College's feeder schools incorporates data from fifteen districts servicing over 1.3 million school children over the years being considered. Information comes from the California Department of Education's Office of Policy and Evaluation Web page. While 1996-1997 data are used, which may not be very contemporary, it was the latest available data that linked districts with community college attendance. It should also be noted that this information and the resulting projections are based solely on data from the public school districts. Citrus College has dozens of private schools in its service area but there is no effective or systematic way for gathering information from them.



### Selected School Districts' Performance Indicators, 1996-1997

	Advanced Placement Rate	Percent of LEP Students	Percent of AFDC Students	Drop Out Rate
California	13.0%	15.8%	15.2%	19.9%
LA County	15.0%	21.7%	19.3%	28.6%
Service Area Average	14.0%	13.1%	12.8%	10.3%
Service Area High	60.5%	45.3%	27.8%	35.6%
Service Area Low	1.4%	1.7%	3.5%	0.2%

While there are great variances between service area highs and lows, the total area averages compare very favorably with state and county averages, especially in regards to the drop out rate.

### Selected School Districts' Completion Indicators, 1996-1997

	4-Year Completion Rate	Change for 2-Years	Students in Voc. Ed. Class	Change for 2-Years	Percent UC/CSU Ready	Change For 2-Years
California	87.0%	+4.1%	35.9%	-2.2%	35.4%	+3.3%
LA County	82.7%	+6.9%	27.7%	-3.1%	40.7%	+4.7%
Service Area Ave.	92.4%	+2.5%	35.0%	-2.9%	33.8%	+1.3%
Service Area High	98.6%	+13.9%	54.3%	+20.6%	60.8%	+14.1%
Service Area Low	78.5%	-4.5%	15.1%	-43.0%	8.3%	-14.5%

### Selected School Districts' College Attendance Indicators, 1996-1997

	UC Attend Rate	Change for 2-Years	CSU Attend Rate	Change for 2-Years	Com. Col. Attend Rate	Change for 2-Years
California	7.3%	+0.4%	9.4%	+1.3%	34.8%	+0.3%
LA County	8.1%	+0.1%	10.3%	+1.4%	34.2%	+2.6%
Service Area Average	8.2%	+0.6%	9.3%	+1.3%	30.6%	+4.3%
Service Area High	27.5%	+4.6%	13.5%	+4.9%	40.0%	+13.9%
Service Area Low	1.0%	-1.2%	3.8%	-3.5%	17.4%	-5.9%

While 33.8% of the sample were UC/CSU ready, only 17.5% accessed these systems. Also note that almost a third of the local school districts send students to community colleges and that this trend is increasing at a rate twice that of the rest of the County.

### Selected School Districts' SAT Performance, 1997

	Average SAT Verbal Score	Average SAT Math Score	Percent of Seniors Tested
National	505	512	43%
California	491	516	36%
Service Area	479	513	40%
Service Area High	534	626	69%
Service Area Low	429	445	18%

The service area's mean SAT verbal score lags behind both the state and national scores. Perhaps even more noteworthy is the over 100 point disparity between the school districts with the highest and lowest verbal averages. The mean SAT math scores align with the state and national mean scores; however, an even greater disparity of 180 points becomes problematic. Neighboring students, even taking roughly similar courses, apparently experience vastly different curricula and pedagogies.

### School Districts' Ethnic/Racial Profile, 1990-1998

	Student Composition	Change Rate 1990-98
American Indian	0.3%	+21.4%
Asian	10.7%	+27.8%
African-American	6.3%	-8.1%
Filipino	1.8%	+14.2%
Hispanic	52.4%	+29.8%
Pacific Islander	0.3%	-11.7%
Caucasian	28.1%	-19.0%
TOTAL	100%	+10.4%

Based on the above data, the service area for Citrus College will become increasingly Asian and Hispanic; Hispanics are the largest group and the fastest growing. The surrounding school districts saw an eight-year student enrollment increase of 10.4%, or 1.3% annually. This 1.3%

yearly increase in student enrollment closely matches the 1.1% yearly Valley population growth calculated earlier.

As part of a sustained recruitment effort, the College's Director of Publications and Recruitment conducted a study of 740 area high school seniors to determine their perceptions of Citrus College. In part, her study revealed that 80% of the seniors planned to continue their education immediately after high school and 56% planned to do so at a community college. In rating the academic reputations of area institutions, the study found:

	Excellent or Good
Citrus College	55%
Mt. San Antonio	58%
Rio Hondo	38%
De Vry Institute	44%
Pasadena City	55%
ITT Technical Inst.	50%

In rating the importance of several options when selecting a college, the respondents indicated:

	A lot or Some
Convenient	79%
Quality instruction	88%
Affordable	87%
Types of majors	89%
Student activities	66%
Athletic program	48%

Respondents were asked how much they agreed with the following statements about Citrus College:

	A lot or Some
Is affordable	79%
Is a friendly campus	57%
Is convenient for me	67%
Has the programs I want	44%
Has a good academic program	48%
Graduates get good jobs	34%

When asked about how they came to know about Citrus College, the study found:

High school teachers	49%
High school counselors	43%
Friends	69%
Parents/Relatives	39%

## **Section Summary**

The San Gabriel Valley has experienced an average 1.06% population growth each year over the last decade. This growth factor is used in the construction of this Master Plan.

Over the last twenty years, the population density (persons per square mile) of the Valley has grown four times faster than the population density of LA County.

The 1997 median household income in the Valley is \$46,800.

Forty-six percent of the people living within the College District have a high school education or less; 23% have a Bachelor's Degree or more.

The Valley attracts young family households and retains their working age population as well as the population in all age groups.

Local payroll employment increased twice as much compared to LA County. Healthy job growth and increased income coupled with relatively low mortgage rates are leading to large increases in home sales activity.

Property assessments in the Valley for 1999 increased 5.91% since 1998, LA County's increased 5.84%.

Valley businesses are highly entrepreneurial with over 70% of them having fewer than ten employees.

People are turning away from skilled "blue collar" jobs because of outdated misconceptions about what it means to be "skilled." Presently, there are no unified, cross-discipline outreach programs to address the labor shortage issue and to change the perception of these jobs.

The wholesale sector is one of the Valley's biggest industry categories, representing over 12% of Valley businesses. Retail sales have reached nearly \$9 billion annually.

Manufacturing represents 9.3% of Valley businesses. Manufacturing also supplies 20% of the region's jobs, and makes the Valley the second largest manufacturing job base in LA County.

Los Angeles County ranks among the top five technology industry metropolitan areas, providing 25% of the nation's high-tech employment.

In Los Angeles County:

- ◆ Wage and salary employment is projected to grow 13% through 2002.
- ◆ Employment job growth in services, retail trade, manufacturing and government will account for 87% of the employment gain.
- ◆ Services is expected to contribute 47% of all new jobs with a growth rate of 19%.
- ◆ Within the services division, the strongest growth is expected to be in the business service sector which will grow 38.5%.  
Relatively strong growth also is anticipated in health services (12.1%), motion pictures (22.4%), and engineering and management (21.7%).
- ◆ Manufacturing is projected to increase 10.4%.

- ◆ Retail trade is expected to grow 11.7%.
- ◆ Construction is projected to grow by 17.5%.

In San Bernardino County:

- ◆ The service industry is projected to increase 23.8%. The business services group is expected to grow by 35.6%. Health services group will grow by 18.2%.
- ◆ Manufacturing is projected to increase by 27.7%.
- ◆ Retail trade is projected to grow by 13.6%. One of every five jobs in San Bernardino County will be in retail trade.
- ◆ Construction will increase by 8,000 jobs.

The San Gabriel Valley has an industrial vacancy rate of 6.3%; while LA County's vacancy rate is a lower 4.9%.

LA County needs about 21 million square feet of new industrial space per year but only about 10 million square feet is being built. This space deficit is costing LA County more than \$700 million annually.

The California Business Roundtable noted that quality education is key to a healthy, growing economy.

Local public school enrollments for the last eight years would project a yearly student increase of 1.3% for the next several years.

**Section II**

**Citrus College Student  
and  
Institutional Indicators**



## Mission and Vision

### **Citrus College Mission Statement**

The Long-Range Planning Committee, a standing committee of the College's Steering Committee, reviewed and revised the Mission Statement during the 1995-1996 year. The Board of Trustees approved the revised statement at its June 26, 1996 meeting. The Mission Statement identifies the broad-based educational purposes of the College as a center for life-long learning, career education, and cultural development.

#### ***Mission Statement***

*To improve a dynamic and diverse society, the mission of Citrus College is to meet the many educational needs of the students and the communities of the San Gabriel Valley by providing a center for life-long learning, career education, and cultural development, in a safe, friendly accessible environment where people may develop individual excellence.*

### **Mission Objectives**

The following objectives were established to assist Citrus College in accomplishing its mission.

Provide a center for life-long learning that:

1. Offers general lower division course work leading to an associate degree in the Arts or Sciences.
2. Prepares students for transfer to four-year colleges and universities.
3. Maintains comprehensive information services to support students and faculty.
4. Offers programs to increase basic mathematics, reading, communication, and English as a Second Language skills.
5. Gives students an opportunity for a global perspective through curriculum with an international and multicultural focus.
6. Provides support services which promote the intellectual and personal development of all Citrus College students.
7. Provides opportunities for student participation in campus governance and a comprehensive program of extracurricular activities for enriched campus life.
8. Supports life-long learning opportunities through the community education program.
9. Promotes a safe, friendly, accessible environment for students and staff.

Provide career education that:

1. Offers a variety of vocational certificates and degrees to prepare for work.
2. Provides business and industry customized training programs.
3. Supports career development for students and staff through career exploration, job preparation, job opportunities, and staff development.

4. Articulates and integrates curriculum with local high schools and universities.

Provide cultural development that:

1. Offers students and the community cultural and recreational programs.
2. Offers students the opportunity to engage in competitive athletics.

### **Citrus College Vision Statement**

In 1993, the Long Range Planning Committee, the Faculty Senate, and CSEA adopted the following vision for the College:

#### Our Focus for the Future

By 2015, Citrus College will be a leading community college among the 107 community colleges in California. Our faculty and staff will focus their efforts to provide programs that educate, train, and retrain the people we serve. Our programs will be of the highest quality and we will monitor our programs through ongoing assessment.

#### Our Commitment to Education

Citrus College is committed to educating the people of the East San Gabriel Valley because we believe that quality education is the pathway to a free, democratic society and the key to helping people to understand their rights and responsibilities as individuals.

Because we believe that learning is a life-long process, we will offer a wide variety of academic, vocational, and cultural programs to serve the needs of the students, staff, and community.

### Our Focus on People

We will respect all who work and study at Citrus College, their diversity of ideas, and the individual strengths they bring to the College. We will provide opportunities for our faculty and staff to grow professionally and as individuals.

### Our Commitment to Technology and the Environment

State-of-the-art technology in the learning and working environment at Citrus College will enhance the work of students and staff. The physical environment at Citrus College will be clean, safe, and modern and conducive to teaching, learning, and working. We will help students reach their potential for excellence by providing a supportive teaching and learning environment.

### Our Outreach Efforts

Cooperative agreements will exist with unified school districts and colleges and universities so that student transition between educational levels is an easy and efficient process. The College will assist business and industry and the community with their educational and training needs through customized programs of mutual benefit.

### Our Decision Making Process

Because we believe that better decisions are made when all members of the campus community contribute, the faculty, staff, administration, students and board of trustees will share in the process and responsibility for making decisions that affect the institution.

## Student Enrollment

### **Demographics**

Using data supplied by Citrus' Management of Informational Services and the California Community College Chancellor's Office, a detailed portrait of the College's student body emerges. Three academic years (Fall, Spring, and Summer Sessions) were selected as benchmarks - 1990, 1995, and 1998. This time span was wide enough to show trends. Most of the following information is supplied through data tables which may not be as engaging as narrative but are more direct.

### Gender and Race

	<b>1990</b>	<b>1995</b>	<b>1998</b>
<b>Gender</b>			
Female	55%	56%	55%
Male	44%	43%	43%
Unreported	1%	1%	2%
<b>Race/Ethnicity</b>			
Asian	7%	9%	8%
African American	6%	7%	6%
Filipino	2%	3%	3%
Hispanic	21%	30%	32%
Native American	1%	1%	1%
Other Non-White	2%	2%	2%
White	56%	42%	39%
Unknown	1%	1%	0%
Decline to state	4%	5%	8%
<b>Total Number</b>	<b>34,472</b>	<b>30,185</b>	<b>34,233</b>

The above percentages represent "within group" comparisons for the given years. Additional insight is gained by making "between group"

comparisons, or rates of change, across the time span. From 1990 to 1998, the greatest enrollment increases were made by Asian females (+29.4%), Filipino females (+33.3%), Hispanic females (+61.4%), Filipino males (+34.3%), and Hispanic males (+37.5%). Both white female and white male enrollments decreased by approximately a third.

### Age

	1990	1995	1998
<b>Age Brackets</b>			
19 or less	24%	27%	27%
20 - 24	27%	35%	32%
25 - 29	12%	13%	11%
30 - 34	10%	8%	7%
35 - 39	7%	6%	6%
40 - 49	10%	7%	8%
50 or more	10%	4%	8%

Interestingly, over the eight years the number of students 24 years old or less increased by 30%, while those 40 and over decreased by 14%.

### **Enrollment and Performance**

#### Unit Load

	1990	1995	1998
<b>Credit Load</b>			
Non-credit	17%	2%	11%
0.1 - 2.9	7%	5%	4%
3.0 - 5.9	27%	26%	22%
6.0 - 8.9	15%	19%	18%
9.0 - 11.9	10%	15%	14%
12.0 - 14.9	15%	22%	21%
15 or more	9%	11%	10%

It should be noted that the number of students taking 12 or more units increased by 44% from 1990 to 1998.

### Goals

The following goal analysis stems from the student's stated application goal prior to matriculation services. It is not updated unless the student's enrollment lapses for at least an academic year.

	1990	1995	1998
<b>Goals</b>			
Obtain an associate degree and transfer to a 4-year college	37%	45%	45%
Transfer without an associate degree	22%	23%	24%
Obtain an associate degree without transfer	7%	7%	6%
Obtain a two-year vocational degree without transfer	6%	6%	6%
Earn a vocational certificate without transfer	10%	10%	10%
Prepare for a new career	18%	9%	9%

Transferability has traditionally been one of the main goals of Citrus College students, but over the eight years it has taken on increased importance with an increase of 38%, and students wanting both to transfer and have an associate degree increased by 45%. Citrus College is increasingly seen as the first step in the journey through higher education. Conversely, the number of students coming to Citrus desiring to prepare for a new career has decreased by almost 40%.

	1990	1998	8-year Change
<b>Male Student Goals</b>			
Obtain an associate degree and transfer to a 4-year college	38%	45%	+35.9%
Transfer without an associate degree	25%	26%	+18.1%
Obtain an associate degree without transfer	6%	5%	-0.4%
Obtain a two-year vocational degree without transfer	5%	5%	+6.8%
Earn a vocational certificate without transfer	7%	9%	+40.4%
Prepare for a new career	18%	10%	-39.5%

	1990	1998	8-year Change
<b>Female Student Goals</b>			
Obtain an associate degree and transfer to a 4-year college	36%	45%	+52.2%
Transfer without an associate degree	20%	22%	+34.3%
Obtain an associate degree without transfer	7%	7%	-18.3%
Obtain a two-year vocational degree without transfer	6%	6%	+23.2%
Earn a vocational certificate without transfer	13%	11%	+2.8%
Prepare for a new career	17%	9%	-39.1%

Comparing goals between male and female students, one finds that much of the transferability change is driven by female students. Earning a vocational certification is becoming increasingly important for male students while female students are increasingly interested in earning a vocational degree. Both groups were nearly identical in their decreasing interest in preparing for a new career.

Determining the importance and changes in goals by race and ethnicity is much more cumbersome because of the vastly different enrollment numbers in each group, the rate of change for these numbers across eight years, and the rate of change for each group on each goal. However, in attempting to control for ethnic group enrollment changes, one may find significantly disproportionate goal selection -- goals that increasing become MORE or LESS important for students by race/ethnicity. The following table summarizes these findings:

	Asian	Black	Filipino	Hispanic	Nat. Am.	White
AA/AS and transfer	More	More		More	More	More
Transfer, no degree	More				More	
AA/AS, no transfer	Less	Less	More		Less	
Vocat degree, no transfer	More	Less	More		More	
Vocat. cert, no transfer	More	More	More			
New career prep		Less	Less	Less	Less	



One may see that there is a very strong bifurcation for Asian students -- transfer oriented and vocational oriented; African American students similarly but less so. Filipino students are becoming increasingly less concerned about transferability.

### Academic Standing

	1990	1995	1998
<b>Academic Standing</b>			
Academic good standing	90%	83%	86%
Progress probation	2%	1%	1%
Academic probation	5%	14%	11%
Progress dismissal	3%	1%	1%
Academic dismissal	0%	0%	2%

One obvious conclusion to be reached is the gradual erosion of "Academic Good Standing" and the gradual increase in "Academic Probation". The actual number of students in good standing decreased by 5%, and increased 145% for probation, across the eight years. Additionally, one finds a case of disproportionate impact for good standing based on race/ethnicity:

	8 Year Change in Enrollment	8 Year Change in Good Standing
Asian	+18.4%	+26.2%
African American	+5.8%	-10.5%
Filipino	+34.3%	+14.3%
Hispanic	+51.2%	+40.6%
White	-31.0%	-35.1%

While Asian students are extremely well represented in Good Academic Standing, African American and Filipino students are much less so. Remember that we just reviewed findings indicating that Filipino

students were becoming much less transfer goal selecting, and this may have an impact on their academic standing.

### Educational Status

This element indicates the student's current standing with respect to attendance. Because of a data collection reporting problem, only the Fall semesters of 1995 and 1998 were used here, but this still gives one a three year span to note changes.

<b>Educational Status</b>	<b>1995</b>	<b>1998</b>
<u>First-time Student</u> (enrolled in college for the first time after high school)	22%	22%
<u>First-time Transfer Student</u> (enrolled at Citrus for the first time but transferred from another college)	11%	11%
<u>Returning Transfer Student</u> (went to Citrus, transferred to another college, now returned)	3%	3%
<u>Returning Student</u> (enrolled at Citrus after an absence without an interim attendance at another college)	10%	11%
<u>Continuing Student</u> (currently enrolled at Citrus and was enrolled in previous session)	54%	54%

While the proportions look similar over the years, in actuality the number of Returning Transfer Students increased (+13.7%), the number of Returning Students increased (+7.5%), and the number of Continuing Students slightly decreased (-2.9%). The number of Continuing Students who leave Citrus evidently contribute to the pool of returning students. Returning Students are "voting with their feet" and evidently favor this institution because of something they found here.

### Student Enrollment Status

Enrollment Status reports the highest level of previous education at enrollment as reported on the Citrus College application.

	1990	1995	1998
<b>Enrollment Status</b>			
High school dropout	4%	4%	4%
Currently enrolled in K-12	2%	1%	2%
Received high school diploma	55%	72%	67%
Passed the GED	3%	4%	3%
CA high school proficiency	1%	1%	1%
Foreign high school diploma	5%	6%	6%
Received an associate degree	7%	4%	3%
Received bachelor degree or higher	5%	1%	2%

Across the eight years there has been an almost 60% drop in the number of applicants with an associate degree or greater. Current high school students represent a 20% increase, 340 students, but the largest gain was made in students with a regular high school diploma (+21%), an increase of 1,548 students. These findings logically follow with the previously discussed student goals: a strong propensity for transferability and decreased job re-training.

#### Course Retention and Success

Because of the complexity and vastness of this database, it will be presented in a different format to assist with academic planning.

"Course Retention Rate" is the percentage of students when dividing any grade but "W" by the total enrollment of that course. The students were there to the end of the course. "Course Success Rate" is the percentage of students when dividing the number of productive grades by the total enrollment of that course. The students receiving an "A," "B," "C," or "CR."

Department	Fall, 1990		Fall, 1995		Fall, 1998	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Art	79%	64%	93%	79%	92%	76%
Behavioral Science	80%	64%	89%	69%	89%	66%
Biological Science	74%	54%	87%	60%	85%	51%
Business	78%	60%	88%	65%	86%	63%
Cosmetology	75%	66%	92%	83%	92%	79%
Counseling & Guidance	87%	73%	91%	57%	93%	77%
Foreign Languages	65%	42%	77%	45%	85%	65%
Health Occupations	89%	76%	88%	72%	88%	66%
PE & Athletics	86%	77%	94%	84%	93%	85%
Language Arts	77%	61%	89%	66%	88%	65%
Library Technology	74%	65%	94%	88%	90%	80%
Mathematics	66%	45%	81%	44%	82%	49%
Mechanical Technology	90%	86%	95%	79%	95%	78%
Music	84%	77%	94%	81%	94%	76%
Physical Science Engineer	83%	68%	88%	64%	85%	66%
Public Services	83%	68%	94%	75%	90%	68%
Social Sciences	80%	62%	87%	59%	85%	58%

In its totality, the above table illustrates the great gains made by Citrus College to increase both course retention and success rates.

The following enrollment table is based on item SX04 of the MIS data sent to the Chancellor's Office. It shows the number of students taking a course for a grade. Not only does the table offer enrollment figures, but it also shows the rate-of-change for the years of 1990 - 1998, and the rate of change for the years of 1995 - 1998.

Department	Fall, 1990 Enrollment	Fall, 1995 Enrollment	Fall, 1998 Enrollment	1990-98 Change Rate	1995-98 Change Rate
Art	956	1000	1549	+62%	+55%
Behavioral Science	2836	3934	4397	+55%	+12%
Biological Science	974	1066	972	0%	-9%
Business	3045	2964	2892	-5%	-2%
Cosmetology	316	1020	641	+103%	-37%
Counseling & Guidance	231	924	544	+135%	-41%
Foreign Languages	1272	763	547	-57%	-28%
Health Occupations	921	1142	1202	+31%	+5%
PE & Athletics	1580	1056	1039	-34%	-2%
Language Arts	3500	5019	4856	+39%	-3%
Library Technology	68	34	41	-40%	+21%
Mathematics	2677	3548	3662	+37%	+3%
Mechanical Technology	551	573	795	+44%	+39%
Music	1257	1925	2317	+84%	+20%
Physical Science Engineer	1060	883	1016	-4%	+15%
Public Services	825	1314	452	-45%	-66%
Social Sciences	2606	2865	3262	+25%	+14%
SUBTOTAL	24675	30064	30184	+22%	+0.4%
UNGRADED	5806	4457	6636	+14%	+49%
<b>TOTAL</b>	<b>30481</b>	<b>34487</b>	<b>36820</b>	<b>+21%</b>	<b>+7%</b>

Noting the total 1990-98 change rate of +21%, produces a yearly growth of 2.6%, but more accurately reflecting recent events, the +7% change rate for 1995-98 yields a yearly growth of 2.3%.

### Participation Rate

Participation rates are measured in terms of the number of students from a given population area per thousand inhabitants of the area. It should be noted that the statewide average rate is 37 students per 1,000 individuals in the population, and the average Citrus Community College District average participation rate is 29/1000. This demonstrates that Citrus College is presently attracting, on average, approximately three-fourths of the students from the College District that should be anticipated using the State standard. If the College were to increase this

figure to the State average for just the cities that comprise the district area, it would mean an enrollment increase of approximately 1,166 students. The following table delineates relevant figures concerning Citrus College student participation rates:

City	1998 Population	F/1998 Students	Participation Rate
Glendora	49,911	1,928	38.6
<b>California Average</b>			<b>37.0</b>
Azusa	42,624	1,572	36.9
Duarte/Bradbury	22,360	740	33.1
Covina	44,492	1,291	29.0
<b>Citrus District Ave.</b>			<b>29.0</b>
Monrovia	37,458	740	19.8
San Dimas	34,221	608	17.8
La Verne	32,350	547	16.9
Claremont	33,757	416	12.3
La Puente*	38,742	438	11.3
Arcadia*	50,157	409	8.2
West Covina*	99,455	784	7.9
Baldwin Park	71,953	467	6.5
Temple City*	32,029	181	5.7
Pomona*	135,659	394	2.9
El Monte*	111,653	264	2.4
Rosemead*	53,186	92	1.7

\* City is in close proximity to another community college.

The sixteen cities in the above table accounted for 80% of Citrus College's Fall 1998 enrollment.

### **Course Offering Analysis**

#### Basic Skills

MIS tracks courses by the skill level (CB08). The following table indicates the change of basic skills offerings over the years.

	1990	1995	1998
<b>Course Basic Skills Status</b>			
Course is a basic skills course but is not designated precollegiate basic skills course.	4%	6%	6%
Course is not a basic skills course.	91%	89%	89%
Course is a designated precollegiate basic skills course.	5%	5%	5%

Across the eight years, the non-precollegiate basic skills classes has increased by 72%, a gain of 88 classes, but the designated precollegiate basic skills classes decreased 17%, a loss of 31 classes.

### Course Classification

Citrus College tracks eight types of course offerings related generally to academic, vocational, and community programs (CB11).

	1990	1995	1998
<b>Course Classification</b>			
Liberal Arts and Sciences	45%	56%	56%
Developmental Preparatory	3%	4%	7%
Adult and Secondary Basic Education	8%	10%	9%
Personal Development and Survival	7%	3%	3%
Courses for the substantially handicapped	4%	1%	1%
Parenting and Family Support	1%	1%	1%
General and Cultural	6%	2%	4%
Occupational Education	25%	24%	21%

From 1990 through 1998, Liberal Arts and Sciences courses have grown 24% with an additional 345 classes. Developmental Preparatory has grown 105% with 110 additional classes. Conversely, Occupational Education offerings have shrunk by 16%, a loss of 129 classes.

### Course Transfer Status

Citrus tracks the number of courses that transfer to California's four-year institutions (CB05).

	1990	1995	1998
<b>Course Transfer Status</b>			
Transferable to both UC and CSU	35%	42%	42%
Transferable to CSU only	11%	16%	13%
Not transferable	54%	42%	45%

Citrus College has obviously used great effort to increase transferable course offerings over the eight years, an investment in-line with the changing goals of the student body. Classes transferable to UC and USC increased 20%, 221 more classes, or approximately 24 classes per year over the time span.

### **Institutional Effectiveness**

The Chancellor's Office generates college effectiveness reports through data collected as part of the "Partnership for Excellence" (PFE) program. Not only do the reports tell a college how well it is doing but also set improvement targets. Goal 1 in PFE is Transferability, a goal salient to Citrus' students. The Chancellor's Office noted that in 1995-96, 64 Citrus students transferred to the UC system and targets 85 by 2005-06. In 1995-96, 439 Citrus students transferred to the CSU system and targets 579 by 2005-06.

PFE tracks the students who are transfer prepared. This is the number of students who achieved 56 transferable units with a GPA of 2.0 in a six-year timeframe. These students are ready to meet the criteria of



transferability even if they elect not to take that step. In 1997-98, 749 Citrus students were transfer prepared and PFE targets 952 by 2005-06.

Goal 2 of PFE focuses on degrees and certificates. In 1995-96, 560 Citrus students received an associate degree with 766 targeted by 2005-06. In 1995-96, 680 Citrus students received certificates with 932 targeted for 2005-06.

Goal 3 of PFE focuses on successful course completion. In 1995-96, 67.4% of Citrus students taking transferable courses successfully completed them; 69.9% is targeted for 2005-06. In 1995-96, 56.6% of Citrus students taking basic skills courses successfully completed them; 58.8% is targeted for 2005-06. And in 1995-96, 81.4% of Citrus students taking vocational education courses successfully completed them; 84.2% is targeted for 2005-06.

PFE has additional goals and targets but these three were the most germane in making educational plans. However, another project from the Chancellor's Office may provide additional insight for Citrus planning. The "Student Right-To-Know Reporting Project" (SRTK) establishes a cohort of first-time students who are certificate, degree, or transfer seeking, and enrolled full or part time. Using a 1995 cohort of 488 Citrus students, the SRTK Project reported in 1999 that these students had a college completion rate of 32.0% and a transfer rate of 23.0%. For the total California Community College System, these figures were 34.3% and 23.1% respectively.

In concluding this section, and given the press for transferability from both the students and the institution, these words from a 1997 MOU

between the Orange County Transfer Consortium and the University of California may be helpful. In part it reads:

According to the UCI Director of Admissions, the single greatest barrier to transfer is mathematics. The two most significant elements comprising the mathematics barrier include student procrastination in taking the appropriate mathematics sequence and the perceived difficulty of the subject matter. The latter element often cripples students further, both with respect to their having to repeat courses and their being prevented from taking needed courses that have a strong mathematics base, e.g., chemistry, physics, and computer science. In this manner, students entering college without a strong mathematics background are severely handicapped.

.....taking tough courses ...is a more important factor in determining college attendance than is either a student's family background or income.

### **Section Summary**

Over the course of the nine years under consideration, the demographic composition of the student has changed - more Hispanic and Filipino, and younger.

More students are carrying a full time unit load.

Transferring to a four-year institution has increased as a student goal when attending Citrus College.

Proportionally fewer students are in "Academic Good Standing;" particularly affected are African American and Filipino students.

Citrus is seeing an increase in the number of returning students.

As expected, Citrus enrollees are increasingly coming with high school diploma in hand.

Over the 1995 - 1998 time span, Citrus College experienced a 1.8% yearly growth rate.

Fewer precollegiate basic skills classes are being offered.

More Liberal Arts and Sciences classes are being offered.

Fewer Occupational Education classes are being offered.

More UC/CSU transferable classes are being offered.

Citrus College is not attracting as many students from its District as would be expected.

## **Section III**

### **Department and Program Plans**

The information contained in this section  
is a synthesis from the following documents:

Citrus College Accreditation Self-Study, 1997

Programs and Services Needs Analysis

Citrus College Catalog, 1999-2000

Citrus College Web Pages

Long-Range Plans

Program Review

## INSTRUCTIONAL PROGRAMS

### Athletics Department

#### **Programs:**

Courses in this department are organized with multiple goals in mind. Individual activity courses include badminton, bowling, golf, self-defense, racquetball, skiing, tennis, and wrestling. Team activities include basketball, football, soccer, softball, volleyball, and water polo. Aquatic courses in swimming, life saving, water safety, are also taught along with water fitness courses such as water exercise. A number of adaptive water classes are offered as well as fitness courses in body conditioning, weight training, coed cardiovascular fitness, and adaptive PE. The department offers twenty intercollegiate athletic squads to meet the interests of both men and women.

#### **Awards:**

Associate degree in:  
Physical Education/Recreation

#### **Objectives:**

1. To provide individuals with skills in activities that they may enjoy for a life time.
2. To provide individuals with an understanding of and a means of maintenance of physical fitness.
3. To provide introductory course work for students wishing to enter the field.
4. Provide a competitive experience through varsity sports for those students exhibiting exceptional physical skill.

**Program or service:**

Physical Education and Athletics

**Computer/technology needs:**

All instructors have access to computers and e-mail.

The department needs to be connected to the mainframe in order to verify student course loads and unofficial grades.

Instructor offices need to be connected to main department copiers in either the Fitness Center or Main Gymnasium.

Software for multiple users in the Fitness Center computer lab.

Laptop and projector are needed for department power point presentations.

A positive attendance computer swipe system for both cardiovascular circuit training and swimming for cardiovascular improvement.

**Equipment needs:**

Both the Physical Education and Athletic programs are at an adequate equipment level for current existence. Future needs will arrive seasonally and future expectations are listed:

Swimming pool lane lines, lane line roller covers and a new windscreen for aquatic center fences.

Replenish long jump sand and fill in hurdles.

Timing touch pads for the Aquatic Center.

Purchase and refurbish both soccer and water polo goals.

Protective screens for baseball and softball.

Purchase of new weight room equipment due to growth of community weight program.

**Facility needs:**

Despite improvements in the last five years to the stadium, tennis courts, gymnasium, softball and soccer fields, many of the facilities are in need of refurbishing. The increase in Fitness for Life and Health Science courses put the department in a desperate need for additional

classrooms. All locker rooms and showers are out dated and need repair. Additional needs include:

Two additional classrooms, this could be accomplished by constructing a two story building on the area available in the Aquatic Center.

Remodel MG 822 to a modern classroom.

Refurbish men's and women's shower and locker rooms.

New filtering and heating system for the Aquatic Center.

Air condition offices in main gymnasium.

Re-sod baseball outfield, softball and soccer fields.

Resurface and reline track.

Locker room in west end of the stadium for football, track and field, and baseball.

Review potential parking problems.

Refurbish chainlink-batting cages at both the baseball and softball fields.

Enlarge weight room, with an anticipation of a new community program.

**Budget needs:**

The current budget has been adequate due to creative purchasing and rotation of priorities.

Co-curricular supplies will need to be increased to \$90,000 in 2000-01 and \$140,000 by 2006.

Supplies and equipment will need to be increased to \$5,000 in 2000-01 and \$10,000 by 2006.

Physical Education supplies will need to be increased to \$20,000 in 2000-01 and \$35,000 by 2006.

Equipment will need to be increased to \$24,000.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Increased offerings of athletic summer camp for community.



Off-season athletic programs for San Gabriel Valley high schools.

Continued growth of the Fitness Club, extending program hours to twelve hours daily and seven days of a week.

Increased offerings for Fitness Testing and Assessment.

Community weight training program five days a week.

Mobile wellness center.

Golf Management Program.

A continuation of aligning with local hospitals to assist in their rehabilitation programs.

Addition of badminton as an intercollegiate sport.

**Staffing needs, including new programs or anticipated retirements:**

The department currently has two positions that have not been filled.

Within 3 years the department expects four retirements.

With the growth of the athletic programs, Title IX requirements, the Fitness Club, a Mobile Wellness Center and a Golf Management program the department may need to fill 6 to 8 positions in the next five years.

**Staff training needs:**

Continued certification in First Aid, CPR and Emergency Water Safety.

With the potential retirement of Bill Ralls, another faculty member will need to become qualified to certify instructors and students in Water Safety, First Aid and CPR.

Faculty and staff will need to be trained in new computer/technology advancements.

If a Mobile Fitness Center is developed, faculty will need to be trained in testing of blood, cholesterol and body fat analysis.

**Behavioral Sciences Department****Programs:**

Administration of Justice  
Anthropology  
Human Development  
Psychology  
Sociology

**Awards:**

Associate degrees in:

Administration of Justice  
Anthropology  
Human Development  
Psychology  
Sociology

Certificates in:

Administration of Justice  
Corrections  
Alcohol & Drug Studies  
Child Development Associate  
Child Development Specialist  
Early Childhood Intervention  
Infant & Child Development Associate  
Mentor Teacher

**Objectives:**

1. To acquaint students with the behavioral sciences.
2. To prepare students to think critically.

- 3 To help students better understand their own behavior and the behavior of others.
4. To prepare students to cope with their own personal challenges.
5. To help students understand and deal with multicultural concepts.

**Program or service:**

Administration of Justice (ADJ)

**Computer/technology needs:**

The current desks/computers in ES 614 are excellent.

The primary classroom for ADJ does not have computers. Two banks of five computer desks would allow classroom access to research resources (e.g., California Courts, Websites, US Supreme Court, Department of Corrections, etc.) as well as enhancing instructional abilities.

**Equipment needs:**

Two wall mounted video monitors above chalkboard would enhance ability to use video materials providing better visibility and sound.

A cassette player connected to the monitors would allow use of 911 tapes, pursuit tapes, etc., as instructional material.

**Facility needs:**

The heat/air-conditioning unit needs serious work or replacement. It runs almost non-stop and does not maintain adequate climate control. The classroom is frequently 10 to 15 degrees warmer than adjoining rooms and noise from the unit is distracting.

A classroom arrangement close to a courtroom (raised bench, witness stand, etc.) would be a value for mock trial or criminal procedures courses.

**Budget needs:**

(Nothing stated.)

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Add mock trial component either as a class or an assessment tool.

Distance education courses.

Partnership with public/private employers to provide non-credit training to meet states mandates.

**Staffing needs, including new programs or anticipated retirements:**

The mix of two full-time instructors with adjunct faculty seems to work well.

**Staff training needs:**

Annual professional development seems to the needs of the program, no change necessary.

**Program or service:**

Anthropology

**Computer/technology needs:**

Currently, all instructors have computers and LCD remotes and courses have limited access to technology enhanced classrooms in the LB building.

Continued updating of computer software for both office use and classroom use.

Dedicated classroom with LCD, computer, Internet access, and smartboard with attached lab.

Behavioral Sciences Mini Student Computer Lab including computers, printer, necessary updated software, and a teacher station.

**Equipment needs:**

Currently, All instructors have access to anthropological equipment and teaching videos.

The program needs locking cabinet storage space for anthropological equipment.

Current and updated teaching videos for current courses and future courses.

Artifacts for teaching demonstrations such as tools, weapons, etc.

New and updated teaching skulls for new discoveries.

Copyrights to anthropological videos for video streaming in the online section of 210 and future online courses.

**Facility needs:**

Currently the program has no permanent offices for faculty, no dedicated classroom, no lab facility, no storage, and a crowded computer facility for students.

The program needs a dedicated classroom with attached lab.

Permanent office space for faculty central to dedicated classroom/lab.

Mini computer facilities for behavioral science students central to permanent office space of behavioral sciences faculty.

**Budget needs:**

Current budget comes for Behavioral Science Department.

The program needs funds for updating teaching materials, updating instructor computers, computer programs for traditional and online sections.

Funds for maintaining a behavioral sciences mini student computer lab, including computers, software and staffing.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

We currently offer two transferable courses which are full or nearly full every semester.

The program wants to create new transferable courses (such as Native American studies or Peoples of the World) to keep the program current.

Update courses with current information.

Update presentation and offerings of online courses to keep up with growing online student population.

Provide tutoring services for anthropology program.

**Staffing needs, including new programs or anticipated retirements:**

The program numbers should be monitored to see if they could support another full-time faculty. As the program grows in number of courses offered, the number of 210 sections should still remain constant as they usually hit maximum capacity, especially in the fall.

A full-time secretary for Behavioral Sciences.

**Staff training needs:**

As the program grows, instructors should further their computer skills to keep up with online course offerings.

Instructors should remain current in anthropological knowledge by attending workshops, seminars, and annual meetings.

**Program or service:**

Human Development

**Computer/technology needs:**

All instructors currently have offices with computers and monitors. HDEV classroom has a TV/VCR/Monitor and transparency projector.

The program needs computerized teacher stations for the classrooms which include computer and monitors, LCD remote, Internet service, mounted LCD projector, and a Smartboard.

In general, the program needs a digital camera, a digital recorder, a scanner, and a laptop computer.

The program computer lab for students needs 10 computers with monitors and a printer.

**Equipment needs:**

The program needs equipment to complete the renovations of LB 100; this includes: storage cabinets, counter space, tables and chairs, bulletin boards, paper towels and soap dispensers, and newsprint/paper roll rack.

The program also needs equipment to support its music curriculum; this includes: a stereo system with CD/tape player, speakers, preschool rhythm instruments, a keyboard, and storage cabinet for the previous items.

**Facility needs:**

Faculty offices are scattered across campus; students must also travel to multiple buildings to attend class.

There is no storage for course materials.

The CDC is in need of renovation to comply with research findings and accommodate observation and strident practicum needs for academic program.

Many students complain of overcrowding in campus computer labs.

Central location for faculty offices.

Instructional classroom with hot water.

Space for HDEV Mini Computer Lab.



Change carpet in classrooms to hard surface flooring.

An additional two dedicated classrooms to facilitate complete course offerings for AM, PM, Evening, and Saturday Certificate Programs.

Recreate Human Development Resource Library.

The CDC needs self-contained classrooms for children in order to model appropriate classroom practices for teacher training program.

The CDC needs enclosed observation booths to facilitate child observations by adult students without interfering in Center activities.

**Budget needs:**

The program has a shared budget with Behavioral Sciences Department; there are no identified funds for equipment/supplies for courses.

The program needs funds to purchase supplies for curriculum courses, approximately \$150 per section per semester.

Need funding for salary for clerical services.

Need funding to upgrade Human Development Resource Library.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Additional courses to meet demands of a growing student population desiring to complete certification programs when attending the various program segments.

Develop/increase online instruction.

Articulate courses to four-year programs.

Develop a Human Development/Child Development Major.

Develop new courses to meet the needs of Family Day Care Providers and School-Age Care Programs.

Develop HDEV tutoring services and referrals for students needing skills in reading and writing.

Update program certificates to meet the current standards set by California's Teacher Credentialing Commission.

Provide ongoing advisement to familiarize students with state career matrix, professional advancement needs, and career planning.

**Staffing needs, including new programs or anticipated retirements:**

Replace anticipated retiring faculty members:

Center Director/Instructor - 2003 (Hinds)

Parent Education Coordinator/Instructor - 2004 (Sanger)

Full-time instructor/Mentor Teacher Program Coordinator - 2005  
(Gregg)

**Staff training needs:**

There is inadequate student advisement leading to students enrolling in wrong courses.

Need to continue offering HDEV Student Orientation.

There should be an assignment and training of one counselor to appropriately advise new or returning students in course sequencing and program certificate requirements.

Continue staff development to stay current with new trends, laws and practices.

Faculty training retreats for 2000-1 and 2004-5.

Continue to train faculty to meet requirements of PITC Model Program specifications.

**Program or service:**

Psychology

**Computer/technology needs:**

Four rooms on the top floor of the LB building have computers and ceiling projectors.

All third floor rooms of the LB building should be "teched" out.

The Computer Learning Center should have workstations for research.

Electronic Smartboards in classrooms.

Upgrade faculty computers.

**Equipment needs:**

Storage of maps is unacceptable, currently stored in the open.

Control console for multimedia in each classroom.

Light dimming capability in rooms.

VCRs in each classroom.

Updated AV material.

Storage space in classrooms for audio-visual and maps, cabinets.

New faculty desks or consoles to replace current tables in classrooms.

**Facility needs:**

Psych Lab for hands-on experience.

Central location for AV tapes and videos.

Better lighting in offices.

More shelving and larger office spaces.

Improve soundproofing between classrooms.

Roof of the LB building is in desperate need of repair.

Increased parking spaces for staff.

Repair or replace classroom clocks.

**Budget needs:**

Funding for more classroom supplies and materials, lab facilities and departmental activities.

Increase support for individual flex activities.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Remedial reading.

Basic skills courses for entry level students in need of help in the following areas: computer research strategies, English and writing skills.

In-field experience or related psychological career experience.

Subscription to a plagiarism service.

**Staffing needs, including new programs or anticipated retirements:**

Currently there is no secretarial help in the afternoon.

At least two instructors in psychology will be retiring; their positions will need to be filled.

Two additional faculty need to be hired due to the popularity of psychology and other new courses.

Teaching assistants for instructors.

Full-time secretary needed for Social Science/Behavioral Science.

**Staff training needs:**

The budget currently allows for \$600 per faculty member.

Updated training on computer systems and software.

Attendance at conferences, workshops, etc.

**Program or service:**

Sociology

**Computer/technology needs:**

All instructors have computers, however there is limited access to technology enhanced classrooms in the LB building.

Video library.

Complete technology for all classrooms.

Upgrade faculty computer.

Continuous updating of computer programs.

Behavioral Sciences mini student computer lab to include 10 computers and printer.

Digital camera, digital recorder and scanner.

Laptop computer.

Software and hardware for video streaming capabilities for online courses.

Dedicated classroom with LCD projector, remote, Smartboard, and Internet access.

All necessary software (MS Office, Works, Excel, PowerPoint, and student sociological software).

**Equipment needs:**

Storage in classrooms for instructional equipment.

New and current videos for sociology.

New faculty desks or consoles to replace tables in classrooms.

**Facility needs:**

Currently, there are no permanent offices for faculty, no dedicated classrooms and no storage.

Crowded computer facilities for students.

Need a dedicated classroom.

Permanent office space for faculty central to dedicated classrooms.

Mini computer facilities for Behavioral Science students near permanent faculty office space.

Repair of LB building roof.

Repair or replace classroom clocks.

**Budget needs:**

Funds for updating teaching materials.

Funds for computer lab.

Funds for updating instructors' computers and software.

Increase to support departmental group activities and individual flex activities.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Currently, the program offers two transferable classes which are near full capacity every semester.

Create new transferable courses.

Update course curricula.

Create new online courses.

Subscription to a plagiarism service.

Begin a research methods course.

Resurrect Sociology 202 to complete sociology sequence for transfer.

**Staffing needs, including new programs or anticipated retirements:**

A full-time secretary is imperative for Social Science and Behavioral Science.

Need at least one more faculty member in order to complete the program for transfer students.

**Staff training needs:**

Conference, workshop, seminar, and annual meeting attendance for instructors.

Continue computer-training workshops but at more varied times to accommodate schedules.

**Biological Sciences Department****Programs:**

Biology

Natural History

(Forestry is currently being accreted into Biology from Public Service, needs will be established at a later date.)

**Awards:**

Associate degrees in:

Biology

Natural History

**Objectives:**

1. Offer the best possible instructional program with emphasis on the implementation of sound learning theory in the classroom.
2. Increasing use of microcomputers and multimedia in the instructional program.



**Program or service:**

Biology

**Computer/technology needs:**

Current instructional technology is adequate.

Need to enhance computers in Biology Computer Laboratory and instructors' offices on a regular basis.

Increase instructional technology in lecture rooms.

**Equipment needs:**

Molecular Biology equipment needs are estimated at an annual augmentation of between \$5,000 to \$6,000 per year. Need additional microscopes to replace aging binocular 4 objective scopes currently in use in Microbiology.

**Facility needs:**

Heating and air conditioning have never been consistent in the LH/LS buildings. In the LS building, air conditioning and heating produces considerable cleaning problems, especially in Microbiology which needs a clean environment.

Computer cabling is needed into all labs in the building.

Currently none of the electronic clocks work correctly.

**Budget needs:**

As previously mentioned, budget augmentation of approximately \$5,000 to \$6,000 per year for Biotech materials.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Evaluate need for Bio Technology Technician certificate program.

**Staffing needs, including new programs or anticipated retirements:**

Staffing is currently adequate.

**Staff training needs:**

Need to have a stable, reliable funding source for staff development. The current Staff Development Committee situation is problematic.

Department retreats were initiated here and remain an important adjunct to good teaching practice. Having this as the program's own budget category would remove difficulty in scheduling and reduce reliance on the Staff Development Committee.

**Program or service:**

Natural History

**Computer/technology needs:**

This category is currently adequate.

Some field tech support might be needed for lap top computers, GPS, digital cameras, VHS recorders, etc.

**Equipment needs:**

A \$1,000 per year budget augmentation would be adequate to cover changing needs.

**Facility needs:**

Adequate.

**Budget needs:**

A \$1,000 per year increase in instructional supplies; one-time expenditures for technology needs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Need to support more community outreach and lifelong learning.

**Staffing needs, including new programs or anticipated retirements:**

Adequate.

**Staff training needs:**

Could use a departmental line item category to support staff development.

**Cosmetology Department****Program:**

Cosmetology

**Awards:**

Associate degree in:

Cosmetology

Certificates in:

Cosmetology

Esthetician

Manicurist

**Objectives:**

1. To train students to pass the State Board of Barbering and Cosmetology licensing examinations.
2. To give students the necessary skills and knowledge to become employed in a salon.
3. To give students the training required to enter the beauty industry work force.

**Program or service:**

Cosmetology

**Computer/technology needs:**

Because of the recent remodeling in Cosmetology, most of the program's needs are met.

Over the next five years technology will need to be updated and replaced.

Replacement of laser players with DVD to support PivotPoint module updates.

**Equipment needs:**

Faculty request three instructional video cameras.

**Facility needs:**

Salon classroom needs revisions due to supervision difficulty, inability to use for lecture and lab, and traffic flow.

One additional classroom to accommodate additional course curriculum, Barbering, and increased enrollment in program.

Freshman TC 208 needs remodeling.

Enlarge TC 209, the lecture room, by removing wall where existing faculty offices are.

Existing lab revised for faculty office space.

Esthetician classrooms need remodel to meet health and safety standards and improve instructional environment.

Tech A rest rooms need remodeling including flooring, ventilation, and plumbing for hot water.

Remodel Tech A classrooms 402, 404, and 406 for Esthetician.

**Budget needs:**

Budget increase to support new teaching and aide positions in all courses of program.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Barbering program

Salon skills/business class

State examination and preparation class

Theatre makeup and hair design class

Would like to work toward a 40% enrollment increase

**Staffing needs, including new programs or anticipated retirements:**

Two to four part-time instructors

One part-time supervisor

Two anticipated retirements

**Staff training needs:**

All staff will need training in technology skills.

Annual in service on PivotPoint

## Fine and Performing Arts Department

### **Programs:**

Art  
Dance  
Theatre Arts  
Music  
Recording Technology

### **Awards:**

Associate degrees in:

Art  
Dance  
Theatre Arts  
Music

Certificates in:

Animation  
Ceramics  
Commercial Art  
Graphic Design  
Interior Design  
Audio Recording/Engineering

### **Objectives:**

The objectives of the Art Program are to:

1. Sensitize and enrich the aesthetic side of Cirrus students.
2. Provide instruction in art that leads students to careers in this profession.
3. Make students aware of how information of the past was communicated through the arts.
4. Enrich and balance the lives of people through art.
5. Provide the community with enrichment, activity, and a source for cultural and historic awareness of the visual arts through art education.
6. Provide training in the arts to increase visual literacy for a society that is saturated by visual imagery.

7. Provide an avenue for self-expression that is comfortable to all ages, genders, and cultures.

The objectives of the Dance Program are to:

1. Provide the necessary technical and performance tools that would enable the student to become employed as a professional dancer.
2. Provide beginning, intermediate, and advanced courses in ballet, jazz, tap, and modern dance techniques.
3. Provide a variety of dance performance experiences.
4. Expose students to working professionals in the dance industry.
5. Outreach to the community and evening student in exposure to dance.

The Theatre Arts Program will provide:

1. A comprehensive, lower division, theatre arts program for vocational and transfer preparation that will include: acting, directing, technical theatre, theatre history and appreciation, dramatic literature, and playwriting.
2. Opportunities for community outreach and life-long learning in theatre arts through year-round theatre productions, theatre for youth, touring theatre, and classes in theatre appreciation and criticism.
3. Training and experience in related visual and performing arts mediums such as film and video.
4. A bridge to professional theatre arts training through competitive inter-collegiate involvement, internships, and association with professional organizations.
5. Insure academic and artistic freedom in play selection, casting, and interpretation.

6. Promote cultural diversity and equal access in all areas of theatre arts.
7. Insure a safe environment for students and staff in the theatre arts program through student training and an equipment maintenance program.

The Music Program will provide:

1. A comprehensive, lower division program for vocational and transfer preparation that will include: vocal and instrumental music, music appreciation and theory, and musical theatre.
2. Performance opportunities for vocal music students in at least three major vocal musical events each academic year: the Christmas show, the Spring Pop show, and a musical comedy. Additional on-campus and off-campus events and summer tours will provide a variety of performance opportunities.
3. Performance opportunities for instrumental music students in the Stardust Evening Ballroom, the concert band, and various jazz ensembles. Additional on-campus and off-campus events and intercollegiate competitions will provide a variety of performance opportunities.
4. Training and experience in related areas such as audio recording.
5. A bridge to professional musical arts through the use of part-time and full-time faculty who are deeply involved in the music business.
6. Music appreciation courses and student performance opportunities for non-music majors and members of the community.

Citrus College has added a recording arts facility, which includes a small radio station, television studio, recording studios, post-production facilities and a dance studio.



**Program or service:**

Art

**Computer/technology needs:**

Multimedia, animation, illustration and graphic design software commensurate with course offerings which will enable students to develop the necessary skills for employment and/or transference into a four-year university.

A new lab with 30 additional networked computers to adequately support the program.

Ten Macintosh computers to replace the outdated Amiga computers.

For the preparation of classroom assignments and the review of student projects by the faculty, the following will be needed: computers, software, scanners and color printers.

**Equipment needs:**

Video projection units for art history and multimedia classrooms to be used for software demonstration, class critiques, and current topics in art history and related courses where a large screen would benefit students.

Digital cameras.

Student lockers.

**Facility needs:**

An art gallery with work and storage space.

A 125-seat multimedia/art history lecture hall.

Larger studios for drawing, painting and design with ample storage space.

Three new studios for: 1) photography, 2) child art studio for the Child Development and community art programs and, 3) craft, sculpture, and 3-D instruction/exhibition.

Secured sculpture garden adjacent to gallery.

Sufficient storage space within classrooms for student projects.

Additional office space for full- and part-time faculty and classified staff.

**Budget needs:**

Additional funding will be required in the categories of technology, facilities, instructional and classified staffing in order to meet the already expanding nature of these programs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Develop curriculum that integrates concepts of photography into the visual arts and emphasizes the interdisciplinary aspect of art.

Introduce the medium of digital photography into our fundamental graphic art classes.

Design curriculum within the art history classes that contains a multi cultural element.

Increase the retention of declared art majors by tracking them while in Citrus College and after graduation.

Introduce curriculum that emphasizes art for children.

Establish articulation agreements with prominent universities that offer art as a major.

Establish a Multimedia and Graphic Design Program with apprentice programs and an advisory committee.

Update all art certification programs to maintain compliance with industry/university practices.

Establish interdisciplinary courses between Digital Art/Media and the upcoming Video Tech Program.

As an outreach into the community, increase the number and scope of student and professional on-campus art exhibitions.

**Staffing needs, including new programs or anticipated retirements:**

Four additional full-time instructors to include retirements.

Additional part-time instructors as needs arise.

One part-time technical support staff.

One full-time secretarial support.

**Staff training needs:**

In order to best serve our students, faculty and staff will require training in the current and anticipated advancements in technology.

With the implementation of new courses, faculty and staff will require additional training.

**Program or service:**

Dance

**Computer/technology needs:**

For the preparation of assignments and student assessment, computers and laser printers will be required to meet the needs of additional faculty and classified staff.

Two high quality video recording and playback systems would benefit students by enabling them to evaluate their own performances.

**Equipment needs:**

Sound equipment for touring company accompaniment

Lighting equipment for the touring company.

"Marley" floor covering for the dance studio.

Lockers in the hall alcove and bathroom for dance students and faculty.

**Facility needs:**

The level of student success would be greatly enhanced if additional dance rehearsal space were made available; students would benefit from the additional rehearsal time, performances and workshops in choreography.

**Budget needs:**

Technology, facilities, instructional and classified staff will be needed for the expansion of the dance program.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Introduce and expand curriculum in order to offer advanced courses in ballet, jazz, and modern dance technique.

Refine and introduce curriculum which will enable students who seek a baccalaureate degree in dance techniques to develop their skills in improvisation, composition, kinesiology, dance history, analysis of dance, and performance.

Develop articulation agreements with four year institutions which will enable students to meet entrance and graduate criteria.

Introduce curriculum in dance for the camera which will include dance techniques for concert works, commercial, and music/dance videos.

Introduce dances that reflect diverse cultural heritages.

Introduce and expand general education courses that meet transference criteria into four-year institutions and offer enrichment in dance for the non-dance majors and the community.

Establish a touring dance company.

Establish a community outreach program especially geared toward high school students, such as an on-campus dance festival.

Develop a major in Fine and Performing Arts with an emphasis on dance.

Establish a scholarship/endowment program.

**Staffing needs, including new programs or anticipated retirements:**

Additional part-time instructors as needs arise.

One full-time accompanist.

One full-time secretarial support.

One full-time technical support staff (classified).

**Staff training needs:**

Faculty will require training in the use of technology in the dance classroom.

With the implementation of new courses, faculty and staff will require additional training in current pedagogical strategies.

**Program or service:**

Music - Commercial

**Computer/technology needs:**

Software commensurate with course offerings that will prepare the student for the business aspect of the music industry, to include: music preparation, music publishing, contracting and production.

Music software that instructs the student in the art of improvisation.

MIDI software that allows a student to rehearse vocal literature without an accompanist/pianist.

Update the existing piano lab facility (VT 319) with 30 networked computers, printers and MIDI systems. Networking of computers would promote improved teacher-student interaction.

For the preparation of classroom assignments and the evaluation of student projects, music publishing and MIDI software, computers and printers for additional certificated and classified staff will be required.

For performance preparation, computer systems for lighting and sound systems.

**Equipment needs:**

Professional lighting and sound systems for the 400-seat lecture/lab/performance facility and a 250-seat recital hall/showcasing room which will address the performance needs for commercial music students, from individual to ensemble.

Video camera, VCR and monitor to enable students to observe themselves for audition purposes.

**Facility needs:**

Currently, very limited rehearsal and practice space has posed an enormous difficulty in allowing the program to serve an increasing student population within our instrumental/commercial music program. At present, faculty are experiencing difficulty in securing a room for private one-to-one instruction in support of our applied music program. It is not unusual to find students practicing outside our music facility, much to the dismay of our surrounding community.

The College supports, with its very limited rehearsal space, two moderately large performing jazz ensembles, a concert band, a small number of combos, a commercial pop rock ensemble, and individual

recitals. Expansion of our program is contingent upon the addition of adequate instructional space to include:

A 400-seat lecture/lab/performance facility complete with 10 dressing rooms, 2 green rooms, and 3 additional classrooms.

A 250 seat recital hall/showcasing room with professional lighting and sound capability.

Forty practice rooms with pianos and adequate storage space that would enable this facility to be utilized by other disciplines within the campus.

**Budget needs:**

Additional funding will be required in the categories of facilities, technology, instructional and classified staffing in order to meet the already expanding nature of these programs.

Based upon past history of enrollment within the department of Fine and Performing Arts, anticipated growth in FTES will justify the allocation of these budget needs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The implementation of additional opportunities for students to perform in a variety of musical groups which reflect diverse cultural heritages, e.g., American to World Musics.

Greater impetus into academic research in the aforementioned styles of music.

Expanded opportunities for the participation and/or observation of practices within the music industry, to include live performance and recording.

Increased course offerings that reflect an expanding need for the improvisational art form within various musical idioms.

The offering of course work that instructs and prepares the student for the business aspect of the music industry: music publishing, music preparation, employment, and contracting and production.

Increased collaboration with other Fine and performing Arts disciplines (vocal music, dance, recording arts, theatre arts and the visual arts) to provide a real world experience in entertainment production and further encourage community interaction.

The continued revision and upgrade of course curriculum to further prepare the student for matriculation into a four-year academic institution that offers a bachelors degree in a comparable course of study.

The expansion of our applied program in instrumental and vocal music.

The expansion of our musical theatre program to meet the needs of our student population to include two fully mounted musical theatre productions annually.

Microphone techniques classes.

**Staffing needs, including new programs or anticipated retirements:**

Two additional full-time instructors.

Additional part-time instructors as needs arise.

One full-time technical support staff (classified).

One full-time secretarial support.

**Staff training needs:**

In order to best serve our students, faculty and staff will require training in the current and anticipated advancements in technology.



**Program or service:**

History and Theory

**Computer/technology needs:**

Aural training and music writing software commensurate with course offerings which will enable students to develop critical thinking, problem solving and writing skills in music notation and composition.

Update the existing piano lab facility (VT 319) with 30 networked computers, printers and MIDI systems which will support the music notation software. Networking of these computers would promote exceptional teacher-student interaction.

A new listening lab with 30 additional networked computers to adequately support history/theory analysis and research.

For the preparation of classroom assignments and the review of student projects, music training software, computers and printers for additional certificated and classified staff will be required.

**Equipment needs:**

A video projection unit for the upgraded piano lab facility will be required for effective classroom demonstration of computer usage, software implementation, and current topics in music theory and history where a large screen would benefit students more so than on their individual computers.

**Facility needs:**

The scheduling of classes would best be served if additional classroom space and a fully equipped listening/music analysis lab were available, thus allowing students who experience a scheduling conflict to enroll within musicology and theory courses.

**Budget needs:**

Additional funding will be required in the categories of technology, facilities, instructional and classified staffing in order to meet the already expanding nature of these programs.

Based upon a history of yearly increases in student enrollment anticipated growth in FTES within the department of Fine and Performing Arts will justify the allocation of these budget needs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Currently, a concerted effort in critical thinking and problem solving is being fostered within history/theory pedagogy, however, we have been unable to fully service our student population with new and successful pedagogical strategies due to the inadequate resources in technology and facility space allocated to the department.

The refinement and introduction of courses that emphasize aural, writing, and research skills in music composition and performance.

The development and expansion of articulation agreements with four-year institutions which will enable student to meet entrance and graduate criteria.

The development and expansion of curriculum that will enable students who seek baccalaureate degree in music to develop their skills in musicology and theory, and successfully matriculate to a four-year institution.

The introduction and expansion of general education courses that both meet transference criteria into a four-year institution and offer enrichment in the musical arts for the non-music major and members of the community.

**Staffing needs, including new programs or anticipated retirements:**

Two additional full-time instructors.

Additional part-time instructors as needs arise.

One full-time technical support staff (classified).

One full-time secretarial support.

**Staff training needs:**

In order to best serve our students, faculty and staff will require training in the current and anticipated advancements in technology.

With the implementation of new courses, faculty and staff will require training in current pedagogical strategies.

**Program or service:**

Instrumental Music

**Computer/technology needs:**

Internet access for the acquisition of scores, arrangements, recordings and music, which reflects "world music" practices.

**Equipment needs:**

Professional lighting and sound equipment for recitals and ensemble performances.

Forty pianos for practice rooms.

**Facility needs:**

Currently the College supports, with very limited rehearsal space, two moderately large performing jazz ensembles, a concert band, a small number of combos, a commercial pop rock ensemble, and individual recitals. Our facility is overwhelmed.

Very limited rehearsal and practice space has posed an enormous difficulty in allowing us to serve an increasing student population within our instrumental/commercial music program. At present, faculty are experiencing difficulty in securing a room for private one-on-one instruction in support of our applied music program. It is not unusual to find students practicing within restrooms, hallways, stairwells and outside our music facility, much to the dismay of our surrounding community.

Expansion of our program is contingent upon the addition of adequate rehearsal/instructional space to include: a 400 seat lecture/lab/performance facility, six additional classrooms, a percussion lab, 40 practice rooms each with pianos, a 250 seat recital hall/showcasing room with professional lighting and sound capability, four staff/faculty offices, and restrooms and adequate storage space that would enable this facility to be utilized by other disciplines within the campus and community outreach programs.

**Budget needs:**

In view of our anticipated programs, additional funding will be required in the categories of facilities, Internet, performance technology and staffing.

Based upon past history of enrollment within the department, anticipated growth in FTES will justify the allocation of these budget needs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The department has regrettably turned away many students who have expressed a profound interest in the anticipated programs because we are unable to offer them at this time.

The establishment of a string orchestra.

The expansion of instrumental music opportunities within classical traditions from small ensembles to large groups.

The expansion of applied offerings such as harp, strings and cultural instruments.

The establishment of "world music" ensemble offerings in classical and/or performance traditions (ethnomusicology).

Expanded opportunities for research in analysis of performance practices within classical and cultural traditions.

The development of a greater relationship with four-year institutions and conversations to better articulate literature requirements for matriculation.

Introduce within the general and/or academic community a wide diversity of performance practices that represents world musics.

**Staffing needs, including new programs or anticipated retirements:**

One additional full-time instructor (orchestra conductor/teacher).

Additional adjunct instructors as needs arise.

One librarian.

Additional secretarial support as needed.

**Staff training needs:**

With the implementation of new courses, faculty and staff will require training in current pedagogical strategies for "world musics."

**Program or service:**

Vocal

**Computer/technology needs:**

Internet access for the acquisition of scores, arrangements, recordings and musics which reflect "world music" practices.

Upgrade the existing piano lab with 30 MIDI computer systems that will enable the students to independently rehearse vocal music without a rehearsal accompanist/pianist present.

Music software that will meet the above objectives.

**Equipment needs:**

Two video recording and playback systems which will enable the students to quickly visualize current vocal technique and projection.

Professional lighting and sound equipment for recital and ensemble performances.

Forty-five pianos for practice rooms and voice instructors.

Vocal practice rooms will require mirrors.

Two concert grand pianos for the 400-seat lecture/lab/performance facility and recital hall/showcasing room.

**Facility needs:**

With its very limited rehearsal space, Citrus College currently supports two very large performing vocal ensembles, a concert choir of 90 plus students, a 30 member evening choir, a course in opera performance, an expanding number of large voice classes and many weekly student recitals. The facility is overwhelmed.

Currently, our vocal program is experiencing considerable difficulty in the securing of adequate rehearsal and practice space in view of the high quality programs it continues to present year after year to a very supportive community. At present, faculty are experiencing difficulty in securing a room for private one-on-one vocal instruction within the applied music program. It is not unusual to find vocal students practicing within a choir sectional inside a cramped practice room which invites liability issues.

Expansion of our program is contingent upon the addition of adequate rehearsal/instructional space to include a 400 seat lecture/lab/performance facility, three additional classrooms, 40 practice rooms with pianos, a recital hall/showcasing room with professional lighting and sound capability and adequate storage space that would enable this facility to be utilized by other disciplines within the campus and community outreach programs.

**Budget needs:**

In view of our anticipated programs, additional funding will be required in the category of facilities, pianos, Internet, performance technology, instructional and classified staffing.

Based upon past history of enrollment within the department, anticipated growth in FTES will justify the allocation of these budget needs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The establishment of a vocal jazz ensemble.

The establishment of vocal "world music" ensembles in classical and/or performance traditions.

Expanded opportunities for research in analysis of performance practices within classical and cultural traditions.

The development of a greater relationship with four-year institutions and conservatories to better articulate literature requirements for matriculation.

Introduce with the general and/or academic community a wide diversity of performance practices from throughout the world.

The introduction and upgrade of vocal curriculum that reflects a variety of styles.

The establishment of a commercial vocal program that will enable the student to record commercial type projects, such as radio call signs, commercial jingle and "sound bites" used in television.

Expansion of the musical theatre program.

**Staffing needs, including new programs or anticipated retirements:**

Two additional full-time instructors

Additional adjunct instructors as needs arise.

One librarian.

Additional secretarial support s needed.

**Staff training needs:**

With the implementation of new courses, faculty and staff will require training in current pedagogical strategies for "world musics."

With the implementation of new technology, faculty and staff will require training in its proper use.

**Program or service:**

Theatre Arts

**Computer/technology needs:**

Individual computers with laser printers for faculty and staff.

Internet access for the acquisition of play scripts.

Software commensurate with course offerings that will prepare the student for the business aspect of the theatre to include preparation for employment within the entertainment industry: quality pictures and résumés, professional organizations and union information, contracts, and production.

Software commensurate with course offerings that will prepare the student for the academic aspect of theatre to include theatre history, acting styles, technical theatre, stage management, design, and set preparation.

It is anticipated that the above software will enable students to develop critical thinking, problem solving and writing skills within the area of theatrical research.

**Equipment needs:**

Additional lighting instrument and sound package for the Little Theatre.

Instillation of compressed air service line to existing performance and workspaces.

Three high quality video cameras, tripods, cables, with playback VCR and monitor.

Touring sound equipment for outreach programs, i.e., Shakespeare in Production and Theatre for Young Audiences.

Professional lighting and sound systems for the 400 seat lecture/lab/performance teaching facility and recital hall/showcasing room which will address the performance needs for theatre students, from the monologue to full company.

**Facility needs:**

Very limited rehearsal space has posed an enormous difficulty in allowing us to serve our existing student population within our theatre arts program. This problem has already manifested itself with the current increase in enrollment; projected enrollment will exacerbate the



problem even further. This is causing students to continue to look elsewhere for their education. It is not unusual to find students rehearsing outside the theatre facility, in hallways and within faculty offices.

Fully equipped costume shop.

Fully equipped lighting/performance/directing/ teaching labs.

Two hundred and fifty seat performance space to facilitate One-Act Festival performances.

Fifty seat performance space to facilitate student projects.  
Three additional lecture/lab classrooms.

Rehearsal studio.

Fully equipped 400-seat lecture/lab/performance facility with two large backstage areas for set design, two green rooms, and ten dressing rooms.

Adequate office space for faculty and classified staff.

Additional storage space for theatrical costumes, props and scenery.

**Budget needs:**

Additional funding will be required in the categories of technology, facilities, instructional and classified staffing in order to meet the already expanding nature of these programs.

An allocation of funds for industry professionals to guest lecture, conduct seminars, direct projects and establish internships.

Based upon past history of enrollment within the department, anticipated growth in FTES will justify the allocation of these budget needs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Introduce and/or upgrade curriculum which further trains the student in the areas of theatre history, theatrical design, stage management, script analysis, playwriting, screen writing, television writing, acting styles, and voice and diction.

Introduce and/or upgrade curriculum to prepare the student for matriculation into a four-year academic institution.

Expand the collaboration with acting and industry professionals which will result in:

- a) curriculum development commensurate with industry practices
- b) a series of performance showcases by industry professionals for our students
- c) the introduction of an internship program within the professional theatre community and
- d) a theatre pedagogy which addresses the rigor of the entertainment industry.

Increased student initiated performance projects and on campus internship activities supervised by faculty.

The establishment of a vocational certificate program in both Technical Theatre and Acting/Directing.

The establishment of a research library for the procurement of professional journals, play scripts and books.

Increase the number of public performance opportunities for our students.

Expansion of Summer Theatre program into a Regional Theatre format.

Develop a community outreach program for high school students through a high school theatre festival.

Offer opportunities for students to view professional productions in New York and London.

Incorporate a recruitment strategy through the invitation to perform by an established touring theatre.

Become a regional center for the American College Theatre Festival.

**Staffing needs, including new programs or anticipated retirements:**

Three additional full-time instructors for tech theatre/acting and directing.

One technician.

Additional part-time instructors as needs arise.

One full-time secretarial support.

Additional support from Performing Arts Center staff.

Additional tech support from Performing Arts Center.

Three to six part-time student aides.

Increased use of personnel to further establish out-reach and theatre awareness programs to elementary, secondary and community arenas.

**Staff training needs:**

In order to best serve our students, faculty and staff will require training in the current and anticipated advancements in technology.

With the implementation of new courses, faculty and staff will require training in current pedagogical strategies, and continued participation in professional workshops and associations.

**Program or service:**

Recording Arts

**Computer/technology needs:**

Upgrade of equipment and software to keep current with industry, upgrades are released every six months.

Software upgrades occur every year, therefore requiring regular computer upgrades of hard drives, RAM, and processor speed.

Additional digital audio computer lab with equivalent equipment to VT 320 (computer, MIDI keyboard, MIDI interface, MIDI sound module, audio console, compressor, reverb unit, MIDI software, current ProTools system).

**Equipment needs:**

Due to the original under-funding for equipment, completion of the original plans should continue (Studio C, microphones, outboard equipment).

Grand piano for Studio B.

Live sound equipment for remote location sound.

Upgrade of Haugh Performing Arts Center sound equipment inclusive of front of house sound system and stage monitor system for live sound classes.

**Facility needs:**

Completion of Studio C per original plans.

Remodel and acoustic treatment of Bandroom and Control Room.

Addition of second Digital Audio Computer lab.

Addition of 12 new small audio mixing rooms with equipment to alleviate current and future time and space problems, and to provide a more complete education of the progressing technology.

Addition of six new small audio studios attached to the new small mixing rooms.

Addition of audio control room and foley stage with storage area attached.

Addition of two classrooms with appropriate professional audio equipment.

Additional recording control rooms with equipment attached to 400-seat lecture/lab/performance facility and 250-seat recital halls/showcasing room.

Remodel and acoustic treatment of Haugh Performing Arts Center for live sound and live recording capabilities.

Addition of six offices for Recording Arts faculty and staff.

Adequate storage space.

**Budget needs:**

Additional funding will be required in the categories of facilities, technology, instructional and classified staffing in order to meet the already expanding nature of these programs.

Based upon past history of enrollment within the Recording Arts program, anticipated growth in FTES will justify the allocation of these budget needs.

Due to limited space, the program itself is limited in its potential growth.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Currently, limited capacity to appropriate teaching space limits our program to one section under the current Recording Arts Certificate. There is limited space and time for students to spend in actual mixing, which is the core of the program. In addition, the recording industry is constantly changing and requires continued upgrade of equipment to keep students current.

Anticipated future certificates include:

- Audio maintenance, includes all digital media and computer networking technologies.

- Film score mixing.

- Record production.

- Live sound reinforcement.

- Audio/Video hybrid.

- Digital media, includes Internet, CD-ROM, DVD authoring, and game authoring.

**Staffing needs, including new programs or anticipated retirements:**

To meet the objectives for the existing program, we would require:

- Two additional full-time instructors.
- Additional part-time teachers, as needed.
- One full-time technical support staff.
- Two full-time lab supervisors.
- One full-time secretary.

Each additional certificate will require:

- Two additional full-time instructors.
- Additional part-time teachers as needed.
- One full-time lab supervisor.

**Staff training needs:**

In order to best serve our students, faculty and staff will require training in the current and anticipated advancements in technology.

**Program or service:**

Film and Video Arts

**Computer/technology needs:**

Facility exists, but due to lack of funding, no computers or equipment exist.

Addition of Digital Video Computer lab with computers, VCR's, and editing equipment.

**Equipment needs:**

Due to the original under-funding for equipment, completion of the original studio plans should continue per the original plan, to include sound stage, control rooms, cameras, lighting, audio, editing bays, and all wiring and infrastructure updated to current standards.

Cameras and editing equipment for location shooting.

**Facility needs:**

Completion of Video Wing as per original plan (soundstage, control rooms, cameras, editing bays, updated to current standards).

Addition of Digital Video Computer lab with computers, VCRs, editing equipment.

Addition of 12 new small video editing rooms with equipment.

Addition of six new small video studios.

Addition of two classrooms with appropriate professional video equipment.

Addition of maintenance/storage room for video equipment.

Additional video control rooms with equipment attached to 400-seat lecture/lab/performance facility and 250-seat recital hall/showcasing room above facility requested by Music Program.

Addition of six offices for Film and Video Arts faculty and staff.

Adequate storage space.

**Budget needs:**

Funding will be required in the categories of facilities, technology, instructional and classified staffing in order to meet the already expanding nature of these programs.

Based upon current industry needs and interest in enrollment in the Film and Video program, anticipated growth in FTES will justify the allocation of these budget needs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The space originally allocated for the film and video program is already in use by other departments. The required space for students to spend in production and editing, which is core to the program, does not exist. In addition, the film and video industry is constantly changing and requires continued upgrade of equipment to keep students current.

**Proposed new certificates:**

- Film and Video Production
- Location Support
- Video Field Service Technicians
- Audio/Video hybrid
- Digital media
- Animation
- Special Effects

**Staffing needs, including new programs or anticipated retirements:**

To meet the objectives for each new program, we would require:

- Two full-time instructors
- Additional part-time teachers as needed
- One full-time technical support staff
- Two full-time lab supervisors
- One full-time secretary

**Staff training needs:**

In order to best serve our students, faculty and staff will require training in the current and anticipated advancements in technology.



**Program or service:**

Haugh Performing Arts Center

**Computer/technology needs:**

Currently: Four terminal networked systems for ticket sales, with related printers and ticket spitters. Seven terminal networked department desktop systems with two printers, linked to campus hub. E-mail in place for all permanent staff. Obsolete 386-computer terminal controlling campus marquee.

Immediate needs: Peripheral devices for data transport; slide scanner; upgraded publishing software; color printer; plotter. Hardware and campus support to allow direct Internet ticket sales. Upgraded hardware and software to run electronic campus marquee.

Five-year needs: Anticipated replacement of two desktop systems annually to accommodate changing technology. Oldest machines are currently six years old. Ticketing system will need complete hardware upgrade in 2003-4.

**Equipment needs:**

Currently: The PAC is meeting the day-to-day operational needs of presenters and production departments, although continually behind the curve in equipment repair and replacement.

Needs: By far the most pressing need is to replace/upgrade the 30-year-old lighting system with modern and reliable technology. We are aggressively pursuing deferred maintenance and grant possibilities to accomplish this \$600,000 project.

Other needs include a front of house mixing console, stage monitor mix console, microphones, speakers, and outboard equipment for sound system, storage shelves, hampers, and a forklift for scenery storage area, and a replacement building communication system.

Box office needs to replace electronic data-capture and transmission hardware for credit card sales.

**Facility needs:**

Currently: The PAC is at an all-time high level of activity with 170 performances and more than 200 rehearsals currently taking place on the main stage alone.

Needs: Additional rehearsal and classroom areas are needed to support current and anticipate use.

Dressing room space of main theatre is too small for many companies using the Center.

Exterior of facility remains in need of painting and waterproofing.

Exterior light fixtures need replacement to match recent facility addition.

Completion of campus heating/cooling system will be a major boon to current operational problems.

**Budget needs:**

Currently: The PACs current operating budget is \$594,000. This includes significant dollars specifically allocated for support of performing arts departments.

Needs: Significant annual increases commensurate with approved increased production activity of instructional departments.

Annual growth in supply/maintenance areas estimated at approximately 15-20% per year. Costs for hourly labor are rising sharply due to salary increases, new overtime compensation laws, and low unemployment rates have decreased the pool of labor available on part-time on-call basis.

To maintain this year's activity level, labor costs will be at least 30% more next year with following years difficult to estimate until PAC plans are known.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The PAC functions as a support mechanism for programs in Music, Theatre Arts, Dance, and Recording Technologies. Reports from all of these areas indicate rapid growth in all areas. PAC needs will grow out of support required by these areas.

PAC presentations continue to grow, although costs are increasing faster than ticket sale revenues. Likely future developments include:

Increasing partnerships with artists and managers to share costs.

Increased programming consistent with College Mission for elementary, secondary, and college student audiences.

Higher percentage of facility use time devoted to campus production activity with resultant decrease in facility time available for self presentations and rentals.

End of Passport to Travel Series as pool of filmmakers decreases.

**Staffing needs, including new programs or anticipated retirements:**

Currently: Six full-time staff, including one manager, three 49% employees, and approximately 60 part-time on-call employees.

Needs: Immediate need to broaden recruitment of part-time on-call pool of technicians to minimize impact of new overtime laws.

A 49% painter is most immediate need.

Full-time live-sound reinforcement engineer.

Additional 49% stage manager.

Increase graphics position.

**Staff training needs:**

Currently: All staff are at least basically computer literate. Most staff currently attend at least one training activity or conference per year.

Needs: Ongoing computer training.

Ongoing job performance training in technical theatre aspects, rigging, and theatre safety.

Job-specific attendance at workshops and conferences.

**Foreign Languages Department****Programs:**

German

French

Spanish

**Award:**

Associate degree in:

Foreign Languages

**Objectives:**

1. Foster an appreciation for the value of second language proficiency.
2. Promote cultural empathy and awareness.
3. Create an environment conducive to language learning.
4. Involve students in the instructional process.
5. Provide transfer credit to four-year institutions.
6. Provide meaningful, content-based instruction to students seeking to use language skills in other curricular areas, in the workplace, for personal enrichment, or for travel.

**Program or service:**

German

**Computer/technology needs:**

Purchase a German "Word" software program with spellchecker.

**Equipment needs:**

New classroom furniture for ED 201 and ED 205 is anticipated for 2000.

LCD projectors and computer equipment for ED 201 and ED 205.

Update and replace instructional and office equipment.

**Facility needs:**

Need additional office space.

Move to the second floor of EDC and remodel to serve staff and students.

**Budget needs:**

Budget should be increased to reflect growing student enrollment, particularly for the purchase of supplies, AV programs, visual aids, and manipulatives.

Need an open P.O. so that the program can create photo transparencies to bring real-life situations to the classroom.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Promote languages as a tool for better employment opportunities.

Contact businesses in need of bilingual courses for personnel.

Additional sections of beginning German should be offered each semester.

At least one section of intermediate German should be offered yearly.

**Staffing needs, including new programs or anticipated retirements:**

Develop and maintain a strong pool of adjunct instructors.

Additional clerical support staff is needed.

**Staff training needs:**

Continue to support faculty participation in conferences and professional language associations.

Fund program membership in at least one professional language association.

**Program or service:**

French

**Computer/technology needs:**

Purchase a French "Word" software program with spellchecker.

**Equipment needs:**

New classroom furniture for ED 201 and ED 205 is anticipated for 2000.

LCD projectors and computer equipment for ED 201 and ED 205.

Update and replace instructional and office equipment.

**Facility needs:**

Need additional office space.

Move to the second floor of EDC and remodel to serve staff and students.

**Budget needs:**

Budget should be increased to reflect growing student enrollment, particularly for the purchase of supplies, AV programs, visual aids, and manipulatives.

Need an open P.O. so that the program can create photo transparencies to bring real-life situations to the classroom.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Promote languages as a tool for better employment opportunities.

Contact businesses in need of bilingual courses for personnel.

Additional sections of beginning French should be offered each semester.

A third semester of French should be offered so that transfer students may complete a three-semester language requirement at Citrus College.

**Staffing needs, including new programs or anticipated retirements:**

The addition of a full-time French instructor would effectuate curriculum development, insure course continuity, and build student interest in the program.

Develop and maintain a strong pool of adjunct instructors.

Additional clerical support staff is needed.

**Staff training needs:**

Continue to support faculty participation in conferences and professional language associations.

Fund program membership in at least one professional language association.



**Program or service:**

Spanish

**Computer/technology needs:**

Purchase a Spanish "Word" software program with spellchecker.

**Equipment needs:**

New classroom furniture for ED 201 and ED 205 is anticipated for 2000.

LCD projectors and computer equipment for ED 201 and ED 205.

Update and replace instructional and office equipment.

**Facility needs:**

Need additional office space.

Move to the second floor of EDC and remodel to serve staff and students.

**Budget needs:**

Budget should be increased to reflect growing student enrollment, particularly for the purchase of supplies, AV programs, visual aids, and manipulatives.

Need an open P.O. so that the program can create photo transparencies to bring real-life situations to the classroom.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The addition of vocational Spanish courses, designed for students and professionals in the fields of medicine, business, and public service.

The addition of distance education classes. Literature and vocational Spanish classes could possibly be offered online.

Promote languages as a tool for better employment opportunities.

Contact businesses in need of bilingual courses for personnel.

Additional sections of beginning Spanish should be offered each semester.

At least one section of intermediate Spanish should be offered yearly.

**Staffing needs, including new programs or anticipated retirements:**

Develop and maintain a strong pool of adjunct instructors.

Additional clerical support staff is needed.

**Staff training needs:**

Continue to support faculty participation in conferences and professional language associations.

Fund program membership in at least one professional language association.

**Health Occupations Department****Programs:**

Dental Assisting  
Health Occupations  
Nursing - Vocational

**Awards:**

Associate degrees in:  
Dental Assisting  
Medical Assisting  
Vocational Nursing

Certificates in:  
Dental Assisting  
Vocational Nursing

**Objectives:**

For students:

1. To provide curriculum designed to meet state and federal legislative and regulatory requirements.
2. To assist students to become capable of functioning as an integral member of a health care team.

For the community:

1. To provide health related courses and programs which meet community needs and are reflected through advisory committee recommendations.

For the health care industry:

1. To provide competent entry-level health team members.
2. To develop courses which will foster professional development and continued life-long learning.

**Program or service:**

Dental Assisting

**Computer/technology needs:**

PowerPoint projector and screen for TB 215, 223, and 209

Digital camera and scanner

Digital radiography unit

TV camera with monitors at each student lab area

Purchase CDs for dental program and additional software and tutorial materials

**Equipment needs:**

Replace sinks and fixtures with sensors

Replace dental chairs

Three Del Lube x-ray chairs

Angled mirror over teaching table

Student desks and 30 padded lab stools

Ceiling mounted operating lights for radiology units

White board for lecture hall

**Facility needs:**

New building with classrooms and office space for faculty

Teaching lectern capable of operating AV equipment with remote control

Replace clocks in TB 209, 215, and 223

**Budget needs:**

Increase instructional supplies budget by \$6,000

Increase repair budget by \$1,000

Increase equipment budget by \$2,000

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Begin a dental hygiene program

Integrate program with general academics

Recruitment and marketing for program

**Staffing needs, including new programs or anticipated retirements:**

Currently, the program has two full-time and one part-time instructors and one part-time clerk.

Need new faculty position for dental hygiene program

Replacement for anticipated retirement of one instructor

Add two part-time positions and two full-time positions

**Staff training needs:**

Update faculty on PowerPoint and additional computer technology as it evolves

Continue updates regarding leadership, computer training and curriculum development

Partner with industry so that faculty can work in dental offices for current experience

**Program or service:**  
Health Occupations

**Computer/technology needs:**

PowerPoint projector and screen for TC 228, 229, and 230

Purchase CD tutorial for all health occupation courses/classes

**Equipment needs:**

The hospital beds used in the program are of various ages and stages of disrepair

The mannequins are aged and losing body parts; they need to be replaced.

Ergonomically correct chairs for faculty

**Facility needs:**

New building for classrooms and offices for faculty

Locking accordion doors for TC 228, 229, and 230 to secure beds, supplies, mannequins, etc.

Remove sinks and cupboards in front of classrooms TC 228, 229, and 230; replace with faculty desks.

Replace sinks and fixtures with sensor fixtures in TB 210, 212, TC 228, 229, and 230.

Replace clocks in TB 210, 212, TC 228, 229, and 230

**Budget needs:**

Health Occupations and the LVN Program have a combined budget: increase budget \$1,500 for supplies, software licensure, surgical instruments, EMT equipment, transcription CDs

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Gerontology coursework for activity coordinator

EMT program expansion to include pre and post-certification curriculum

IV therapy and phlebotomy coursework for medical assisting

Integration with general academics

Recruitment and marketing for programs

**Staffing needs, including new programs or anticipated retirements:**

Currently, only adjunct faculty are used in the EMT and Health Occupations Programs.

Need full-time EMT instructor for curriculum development, rounds, etc.

Need two or three additional teaching assistants for EMT program. The Department of Health Services requires a 1:10 ratio. The program averages over 60 students per semester.

Full-time advanced medical transcription instructor

Full-time activity leader teacher to develop a lower division gerontology program

**Staff training needs:**

Update regarding PowerPoint and additional computer technology as it evolves

Continued updates regarding leadership, computer training, curriculum development

Partner with industry so faculty can remain current in their discipline

**Program or service:**

Nursing

**Computer/technology needs:**

Purchase assessment tracking program for VN and RN students

Purchase CDs for nursing programs.

**Equipment needs:**

Replace hospital beds

Replace mannequins

Replace models as necessary

Ergonomically correct chairs for nursing faculty

**Facility needs:**

Currently, six faculty in two offices; nursing classrooms are used in evenings for non-nursing programs - with some damage to equipment.

Need new building to provide classroom space for expanding programs and office space for faculty

Locking accordion doors for TC 228, 229 and 230 to secure beds, supplies, mannequins, etc.

Remove sinks and cupboards in front of classrooms TC 228, 229, and 230 and replace with faculty desks.

Replace sinks and fixtures with sensor fixtures in TB 210, 212, TC 228, 229 and 230

Replace locks in TB 210, 212, TC 228, 229 and 230

**Budget needs:**

Increase supply budget by \$1,000 for supplies, licensure of software, surgical instruments, simulators, etc.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

New Registered Nurse program

Expansion of Career Ladder



Nurse Assistant program to include pre- and post-certification curriculum

Integration with general academics

Recruitment and marketing for programs

**Staffing needs, including new programs or anticipated retirements:**

Additional faculty to provide pre/post nurse assistant certification and develop new courses/curriculum.

Anticipated retirement of program director

Achieve diversity with respect to gender

**Staff training needs:**

Currently, the nursing faculty keep their licensure which requires continuing education units.

Continued updates regarding leadership, computer training, curriculum development

Partner with industry so faculty can work in all areas of nursing for current experience

**Language Arts Department****Programs:**

College Preparation  
Communications  
English  
English as a Second Language  
Reading  
Speech

**Awards:**

Associate degrees in:  
Communications  
English  
Speech

**Objectives:**

Using English effectively and making a good living have much in common. The study of English encompasses much more than the mechanics of grammar, punctuation, and spelling. Through preparatory and advanced courses in literature and composition, students are afforded the opportunity to sharpen their critical reading and writing skills. The English curriculum develops the students' ability to communicate and also fosters a strong liberal arts background. Such a background gives students not only marketable communication skills, but also an understanding of the history and development of civilization.

The Communications program consists of two components. The speech communication component includes public speaking, argumentation, interpersonal communication, and small group communication. The

journalism and mass communication component includes instruction in reporting, writing and editing for print media; an introduction to radio and television news and an overview of the fundamentals of public relations. The curriculum features both theory and applied courses.

The College Preparation program utilizes a variety of courses to enhance the basic skills of students while enabling them to prepare for the rigor of college-level courses. Success in these courses benefits the student by providing the skills and knowledge base on which to build additional information and knowledge.

**Program or service:**

College Preparation

**Computer/technology needs:**

Request open labs.

Labs that are networked with writing software.

Multimedia classrooms with LCD projectors and diverse audiovisual capabilities.

Telecourse capabilities, video streaming and methods for posting instructional materials on electric message systems.

Training for support services.

**Equipment needs:**

Online diagnostic tools.

Classrooms designed for learning communities and collaborative activities.

**Facility needs:**

Satellite transmissions systems.

Infrastructure which can continuously be enhanced as needs demand.

**Budget needs:**

Finances earmarked as needed for qualitative, effective instruction as programs are evaluated, upgraded and improved.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Offerings in GED and essential skills for workforce.

**Staffing needs, including new programs or anticipated retirements:**

None

**Staff training needs:**

Training in new technology.

Support in technical and instructional areas.

**Program or service:**

Communications

**Computer/technology needs:**

Nothing stated.

**Equipment needs:**

Nothing stated.

**Facility needs:**

Would like to see a new communication arts building.

Another option would be to remodel an existing building to include a significant allocation of space for the communications program. Proposed renovation of existing art building to include a second floor that would be dedicated to communications. Moving into close physical proximity with the art department should result in exchange of ideas, increased creativity, and an enriched learning environment for all students.

Allocated building/floor would include a convergence newsroom; offices for advisors and student editors; a communications computer lab; a digital darkroom; studio and equipment for internet broadcasting; several fully equipped classrooms of varying sizes; television and radio studios; and rooftop satellite equipment to send and capture signals.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Concern over housing of student publications, currently housed in the Planetarium.

Continued expansion of program to include more classes. Several of these new courses will be integrated with vocational and academic programs.

Courses to be developed will include an online student publications sequence; distance education offerings; photojournalism; several film studies courses; a public relations practicum; broadcast journalism; television and radio production; and Internet broadcasting.

Our program would offer students alternative opportunities to earn a certificate in journalism and/or a certificate in graphic arts/visual communications.

The program will develop close working relationships with local high school journalism programs, four-year colleges and universities, and mass media businesses ranging from the San Gabriel Valley Tribune to NBC Channel 4 to latimes.com. These professional connections will help encourage students and promote their success.

**Staffing needs, including new programs or anticipated retirements:**

A third full-time instructor may be needed to develop the online student publications and Internet broadcasting sequence. In the meantime, adjunct faculty could help fill the void.

A technical support person and/or lab technician with expertise in both Macintosh and PC hardware and software to maintain the communications lab and the convergence newsroom.

Support staff may also be necessary to work with the film and broadcasting students.

**Staff training needs:**

Nothing stated.

**Program or service:**

English

**Computer/technology needs:**

Overhead computer/video projections in all the LB classrooms.

**Equipment needs:**

Would be helpful to have access to the plagiarism software that could automatically check papers for original sources.

The Distance Ed English classes could use a grading program that would allow instructors to mark student papers with comments.

**Facility needs:**

Provide more faculty offices and more classrooms.

Dry-erase boards in all the LB classrooms.

Within five years, the program would benefit from an English-students-only Writing Lab where classes could be held as well as open-hour tutoring sessions.

One room (possibly in the LB building) with computers at each desk with Internet access and LCD set up.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

English 102 should be phased out or resold to the UC/CSU systems as a transfer-credit worthy course.

**Staffing needs, including new programs or anticipated retirements:**

Nothing stated.

**Staff training needs:**

Within the next five years, the English program would benefit from a slightly tighter structure in terms of seeing that classes taught by adjunct staff meet certain essential requirements. Whether this entailed some kind of specific adjunct liaison or more of a mentoring program or some kind of adjunct Website

**Program or service:**

English as a Second Language

**Computer/technology needs:**

Rooms ED 233 and 234 are not equipped with computers, LCD projectors, or Internet access. This should be installed or provided via a portable cart.

Smartboard technology.

**Equipment needs:**

A photocopier for our office area.

**Facility needs:**

Two classrooms, ED 233 and 234, are used fairly consistently except for one particular class that is scheduled in Tech C five days a week at noon.

Classrooms near the offices for ESL 100/101 classes.

A central workspace with meeting room and a work area with a copy machine, etc.

**Budget needs:**

Current budget appears to be adequate for supplies, etc.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Need active recruitment for both resident and international students.

Promote articulation with our non-credit program to encourage students to join the credit program.

Look into TESOL accreditation as a selling point for International students.

Consider a distance education program to bring in International students.

**Staffing needs, including new programs or anticipated retirements:**

Any upcoming retirements could impact this program. Even without this impact, need a full-time instructor to be hired as a core teacher and someone to be given a stipend or release time to oversee the academic side of the ESL program.



**Staff training needs:**

Training in use of the Educart or Smartboard.

**Program or service:**

Reading

**Computer/technology needs:**

DSR systems and antennae.

Multimedia classrooms with electronic podiums.

Backlit LCD projectors.

Networked labs, computers with reading software.

**Equipment needs:**

Telecourse set ups.

Connections to Literacy Link and adult learning systems.

Electronic presentations systems.

**Facility needs:**

Site licenses.

Satellite transmission connections.

An infrastructure which can constantly be upgraded as needs demand.

Reading labs that are both traditional and networked.

Learning community classrooms.

**Budget needs:**

Finances earmarked and accessible as needed to provide qualitative yet effective state-of-the-art delivery.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Computerized testing.

Instructional assistants.

More night instruction.

Transferable, critical thinking/reading courses.

**Staffing needs, including new programs or anticipated retirements:**  
Nothing stated.

**Staff training needs:**  
Training in any new technology.

Consortiums with other community colleges.

**Program or service:**

Speech

**Computer/technology needs:**

Need ability in Annex to have PowerPoint presentations.

Computer, LCD projector, and Internet access in all communications/speech classrooms.

Additional video camera, tripod, and locked cabinet to store this equipment.

Cable TV access such as C-Span and CNN should be available on campus.

Videoconferencing and video streaming could be beneficial to our distance education program.

**Equipment needs:**

New student desks.

New teacher chair/desk.

**Facility needs:**

Provide permanent faculty offices for full-time faculty currently located in VT 215/208.

Forensics student meeting and practice room.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Nothing stated.

**Staffing needs, including new programs or anticipated retirements:**

Add faculty member to teach Interpersonal Communication, small group, etc. and to assist with individual events in forensics.

Return to the four-day workweek.

**Staff training needs:**

More retreats, assists with department interaction.

**Program:**

Mathematics

**Award:**

Associate degree in:

Mathematics

**Objectives:**

1. To offer the best possible instructional program.
2. Provide more hours available with students using the math lab and/or computer lab.
3. Increase utilization of microcomputers in the instructional program to: a) make more hours available with students using the computer lab; b) add computer labs and lab credits to all Basic Skills programs; and c) computer demonstration setups available to classroom instructors.

**Program or service:**

Mathematics/Computer Sciences

**Computer/technology needs:**

Currently, each faculty member has a computer with LAN, Intranet and Internet networking.

A computer and printer is available for part-time instructors.

Most classes include student computer stations.

Computer viruses need to be contended with; some instructors have found infected systems.

The math program will need computer systems for new faculty.

Need a computer and display with networking in each classroom.

Computer hardware and software will need to be upgraded on a scheduled basis.

Mathematica should be adopted for usage in mathematics and physics so that students can become familiar with and use the same software for different courses on campus.

The Best Grapher is a simple to use graphing software and should be readily available for students to use throughout their math career.

**Equipment needs:**

Need 110 student desks for three rooms.

An overhead projector and screen in each classroom.

Portable whiteboards with rectangular and polar grids in each classroom.

Mailboxes for instructors of distance education and rapid time courses and part-time instructors to distribute information and materials to students.

Ample compasses, protractors, straight edges, display models, and remotes for projections systems. There should be the means to lock these items in the closets in the back of each room.

New faculty will need office furniture.

**Facility needs:**

Install adequate ventilation system to maintain the copy machine at an appropriate temperature.

A preparation room to include copy machine, stapler, paper cutter, etc.

Improve classroom lighting, air conditioning and heating.

Computer labs for individuals to work in.

Paint the inside of the building.

Resurface chalkboards.

Early morning classes need additional classrooms to satisfy enrollment.

A larger mathematics study center to include a place for viewing videos, small study groups, receive individual tutoring and to take exams.

**Budget needs:**

Supply budget is inadequate.

Software items are not included in the budget.

One classroom set of graphing calculators.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

There needs to be an oversight committee to look into the appropriateness of computer projects assigned to be done in the computer labs.

A committee should look into the applications of computer tutorial software.

An advisory committee composed of people from industry, college and high schools should be formed to look at curriculum and needs.

The mathsite needs to be improved.

There should be more coordination with the counseling department. An improved testing program for placement, especially into Math 130.

There is need for articulation with feeder high schools.

Integrate math specific programs for the math students in a central lab/resource student center

Tailor instruction: small enrollment, public services, health occupations, etc.

Develop information publications for students.

More online courses.

**Staffing needs, including new programs or anticipated retirements:**

The quality of instruction by part-time instructors needs improvement.

A director for the various computer labs on campus.

The computer science course offerings have increased enrollment. There is a need for more instructors.

Departmental leadership keeps changing. There needs to be continuity in the leader to continually develop and improve programs.

With one Dean, one secretary, 15 full-time instructors, and 35 part-time instructors, there is a need for a department clerk.

Readers for courses that have hours by arrangement.

**Staff training needs:**

There is a need for workshops and seminars for the department members on specific local interests such as hardware, software and curriculum items.

Training for part-time instructors to include department guidelines, instructional methods, test preparation, facilities, etc.

A packet of information for part-time instructors.

Committee to evaluate new software and technology and furnish training.

Training for instructors that supervise computer labs in minor troubleshooting.





**Physical Sciences and Engineering Department**

**Programs:**

Chemistry  
Computer Science  
Drafting Technology  
Electronics  
Earth Science  
    Astronomy  
    Geography  
    Geology  
    Oceanography  
Engineering  
Physics

**Awards:**

Associate degrees in:

Chemistry  
Computer Science  
Drafting Technology  
Electronics  
Earth Science/Astronomy  
Engineering  
Physics

Certificates in:

Architectural Design  
Architectural Drafting - CAD  
Computer Generated Imagery  
Drafting Technology  
Advanced Drafting Technology

Computer Repair Technician  
Electronics Circuit Technician  
Electronics Technician  
Engineering Computer Technology  
Multimedia/Web Design  
Advanced Multimedia/Web Design

**Objectives:**

Students planning to major in science or engineering are able to choose from three areas of emphasis in the physical science program: engineering physics, chemistry, or earth sciences. The engineering/physics program offers courses in chemical, civil, electrical, or mechanical engineering. Classes are also taught that assist majors in architecture, biology, medicine, and medical technology and engineering. The two-year program in chemistry provides students with a broad background in inorganic and organic chemistry and quantitative analysis. The earth science program offers courses in physical and environmental geology.

Drafting is the drawing and sketching of plans for machinery or structure. Drafting skills are valuable in any industry concerned with manufacturing or construction. The mission of this program is to provide training for students preparing for employment, seeking to upgrade their drafting skills, retraining or a career in architectural or mechanical drafting, or pursuing an advanced degree in architecture. The program is unique in that the computer training (CAD) is fully integrated into both the architectural and mechanical curriculum.

**Program or service:**

Chemistry

**Computer/technology needs:**

Updated verification computers and updated verification programs.

**Equipment needs:**

HPLC uses include Chemistry 112, Organic, Special Projects and workshops with industry.

Pasco products needed including Boxes, Clorimeter, PH, and Voltage.

More equipment is needed if class is large in order that students do not have to work in groups.

Need PH meters, current ones are over 20 years old and their continued use is highly questionable.

**Facility needs:**

Vacuum needed in PS 201.

**Budget needs:**

There is a need to augment the budget for anticipated replacements of technology-based equipment with short life expectancies.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Evaluate the needs for a Consumer Chemistry non-majors class (3 units, 3 hours of lab) to satisfy the GE requirement.

Beginning General Chemistry has had a class size reduction to 50 students per lecture. It may be worth evaluating whether a smaller Introduction to Chemistry Class, with 32 students in a class, might offer more personal attention to students who are experiencing difficulty with the program.

**Staffing needs, including new programs or anticipated retirements:**

Because of difficulty in finding adjunct chemistry faculty, adding a fourth full-time faculty member should be evaluated.

**Staff training needs:**

It would be advisable to have a line-item in the departmental budget to allow department discretion in staff development.

**Program or service:**  
Drafting/Architecture

**Computer/technology needs:**

Need to anticipate rapid changes in technology to support CAD program and must upgrade hardware and software every three or four semesters to make certain that the most recent versions of software are available and that the computer platforms are capable of supporting them.

**Equipment needs:**

Plotters, drafting machines, and other "board" drawing equipment should be replaced on a rotating basis.

**Facility needs:**

Currently being upgraded to an adequate level for the existing program.

**Budget needs:**

Increase in budgetary expenditures for software acquisition to provide complete program in CAD and also in digital imaging.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Digital imaging program should grow, necessitating several new courses.

**Staffing needs, including new programs or anticipated retirements:**

Growth in the CAD and Imaging programs may make it difficult to find competent adjunct faculty. It may become advisable to consider an additional full-time faculty member in imaging.

**Staff training needs:**

Staff development will continue to be problem for insuring that faculty, especially adjunct faculty, are adequately trained in the newest versions of AutoCAD or its equivalent. Similar concerns exist for faculty in the imaging program. Current funding through the Staff Development Committee is inadequate and difficult to obtain. Line-item funding in existing budget would enhance staff development.

**Program or service:**

Electronics

**Computer/technology needs:**

Improve video projection system in TB 303.

Consider needs in hardware and software for the information Technology Program.

**Equipment needs:**

Routers, switches and other network devices to support the Information Technology Program which is cross-disciplined with Engineering.

**Facility needs:**

Adequate

**Budget needs:**

Increased budget allocations to allow staff to become network certified through both Comp Tia and Cisco.

Additional budget enhancements to procure the hardware and software to support the anticipated growth in the Information Technology Program, as well as the Computer Technology Program.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Will need to expand the network certification process to include Cisco Certification in order to meet growing need in industry.

**Staffing needs, including new programs or anticipated retirements:**

Currently adequate but there may be a need for more adjunct, possible even full-time staff, should the Information and Computer Technology Programs begin to grow.

**Staff training needs:**

Line item budget category for Staff Development.

**Program or service:**

Earth Science/Astronomy

**Computer/technology needs:**

Need adequate computers to outfit Geology/Astronomy lab, TC 122.

Resources provided by computer labs are adequate.

Earth Science/Astronomy should have a dedicated computer lab facility in the new Science-Math building.

Need CCD camera for telescope, computer to control telescope, also software and computers for data analysis.

**Equipment needs:**

Desirable to have a fixed-site location where the 10 inch telescope could be housed and enable remote observation. This would include an observatory enclosure, a data collection camera and a means of connecting the data to the campus Intranet.

Consider obtaining an astronomical spectrograph.

Better vehicle selection for field programs such as geology.

**Facility needs:**

Dedicated lab for computer use by students in Geology/Astronomy within the design of the Science/Math building.

**Budget needs:**

Budget enhancement of \$4,000 to \$8,000 annually for real-time data collection via Mt. Wilson consortium or construction funds.

One time cost for observatory estimated at \$20,000 to \$30,000.

Field trips to JPL, Mt. Wilson, and Mt. Palomar.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Some consideration of expansion of astronomy to include astrophysics and planetary geology courses.

Distance Ed growth projection would assume a need for a self-study facility for students. This facility would need computers and network connection, lounge study area, and mail drop.

**Staffing needs, including new programs or anticipated retirements:**

Proposed new courses: Astrophysics with a lab, Planetary Geology, Life in the Universe, an introductory survey of astronomy and biology with a focus on processes and conditions relevant to the possibility of life elsewhere in the universe.

George Carlson has indicated that he will retire soon, thus a replacement should be considered with adequate time allotted to find an individual with his credentials and experience.

It would be helpful for the College to provide a pool of qualified drivers for the 15-passenger vans during field trips, activities, etc.

Support staff for Earth Science Lab.

**Staff training needs:**

A funding mechanism for staff development within the departmental budget would ensure that adequate staff training would occur.



**Program or service:**

Physics

**Computer/technology needs:**

Higher processor chips on desk/office computers as programs get larger and ore sophisticated.

A supplemental physics tutorial program for Physics 201-203, which would also be a mandatory lab component.

Replace monitors in Room 121.

Complete network connections in 125 and 101.

**Equipment needs:**

Need new lab equipment especially dealing with electricity and magnetism, and modern physics, which does not deal with circuit theory.

Equipment other than Pasco package we received last year.

Complete the installation of air pressure in Room 125.

Replace broken low voltage power supply.

Increase number of flake DMM to 14.

Complete wind tunnel equipment purchase.

Need demonstration air long track.

**Facility needs:**

Better compressed air/vacuum delivery system, especially on the second floor of the PS building.

Heating and air conditioning have never worked properly; seems to be difficult to keep a consistent temperature.

**Budget needs:**

Enhancement to allow on-going upgrade of technology used in laboratory programs.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Physics 203 stops with the subject of Special Relativity. Since physics knowledge has expanded into the realm of modern physics, we should introduce Physics 204 to cover more contemporary material.

Develop a pre-science math refresher course covering the math aspects of biology, chemistry, and physics, all combined into one course.

Enhance integration of vocational and academic programs, especially in the area of chemistry.

**Staffing needs, including new programs or anticipated retirements:**

Adequate

**Staff training needs:**

Program should have a budget line-item for staff training.

**Program or service:**

Multimedia/Web Design

**Computer/technology needs:**

Numerous Macs and PCs, Zip drives, CD ROM's, monitors, head phones, and plug ins.

Two external DVD ROM drives and two computers with the appropriate internal support.

Upgrade software.

Digital still cameras, scanners, laser printers, overhead projector connected to instructor computer, and a VCR with quality speakers.

**Equipment needs:**

Flat worktop surfaces for multimedia production.

**Facility needs:**

Multimedia lab with office adjacent, lab tech support, and accessible for faculty use.

**Budget needs:**

Credit line for software additions.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Increased growth in digital imaging.

**Staffing needs, including new programs or anticipated retirements:**

Adequate

**Staff training needs:**

Training will be important to keep staff current on newest software and hardware applications. Having departmental line-item in the budget for staff development would be an asset.

**Public Services Department****Programs:**

Heating and Air Conditioning  
Photography  
Public Works  
Supervision  
Water Technology

**Awards:**

Associate degrees in:

Heating and Air Conditioning  
Photography  
Public Works  
Supervision  
Water Technology

Certificates in:

Heating and Air Conditioning  
Photography - Levels I & II  
Public Works - Levels I, II, and III  
Supervision  
Water Technology - Levels I & II

**Objectives:**

1. Continue efforts to promote gender equity.
2. Search and pursue alternate sources of funding for state-of-the-art equipment.
3. Continue to participate in workshops and training seminars to stay current in our fields.

4. Participate in community functions in an effort to keep the public informed as to training programs available at Citrus College.
5. Give our students the most current state-of-the-art training possible so they may be competitive in the job market.
6. Strive for implementation of Applied Academics through our Tech Prep Consortium.
7. Plan implementation of school-to-work programs with secondary school and industry advisory committees.
8. Continue to strive toward the integration of academics and career education.

The Supervision program is nearly identical to other programs in the California Community College system which was created with the help of various advisory groups from industry and the colleges to teach the art of supervision. The purpose of this program is to provide a bridge of formal training for new as well as experienced management leaders in the various industries; to continue evaluating and changing courses to keep pace with state-of-the-art methods and strategies; to comply with new laws and industry needs to conform with societal needs.

**Program or service:**

Heating and Air Conditioning

**Computer/technology needs:**

A computer station for classroom instruction with appropriate software

**Equipment needs:**

Currently, the program has a variety of appliances, ranging in age, to demonstrate repair

Need digital instruments

Air conditioning trainer and optional trouble-shooting module with optional fault insertion package

Heat pump trainer and optional trouble-shooting module with optional fault insertion package

Commercial refrigeration trainer with commercial training package

Forced air and hydronic heating trainer with gas fired forced air furnace, oil-fired hydronic and air conditioner

**Facility needs:**

The heating and air conditioning lab is one of the oldest facilities on campus.

Remodel including new equipment, digital instruments, paint, electrical and plumbing updates

**Budget needs:**

Need an initial budget of \$48,000 for remodel and equipment to bring this program up to industry standards and a minimum of \$2,000 per year thereafter to maintain it.

Marketing assistant to promote program and recruit new students

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Integrate with appropriate general academics

Introduce digital repair and computer data management

Recruit students to meet labor demand

**Staffing needs, including new programs or anticipated retirements:**  
Currently, two adjunct faculty teach three classes each semester

Need to hire another qualified adjunct instructor

**Staff training needs:**

No provisions are made at this time for adjunct training

Program faculty need to keep current in industry technology, skills and use of instructional technology

**Program or service:**

Photography

**Computer/technology needs:**

Currently there are ten computer stations for PhotoShop and other digital photography.

Needed are 15 additional computer stations to accommodate a full class of digital photography

**Equipment needs:**

Currently there are 18 enlargers some which are 20 years old

Flash unit, approximate cost \$1,800

Film/slide scanner

Large monitor for class demonstrations

Replace/update aging equipment

**Facility needs:**

Lab remodel to accommodate more computer stations for digital and to accommodate more black and white enlargers.

**Budget needs:**

The program has a budget of \$8,000 in instructional supplies and \$3,930 in classified hourly for a lab tech. There is no equipment budget and repair budget.

Increase lab tech budget to \$6,000, supply budget to \$10,000, equipment budget to \$2,000, and repair budget to \$500.

Institute a lab fee for students

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Decrease/eliminate color processing

Emphasis on digital photography

Integrate with multimedia, journalism, and administration of justice



**Staffing needs, including new programs or anticipated retirements:**

Hire an additional adjunct instructor

**Staff training needs:**

Sabbatical by full-time faculty 2 years ago to learn PhotoShop

PhotoShop and other digital training for adjunct

Training to keep current in technology for full-time faculty

**Program or service:**

Public Works

**Computer/technology needs:**

Continued access to computer labs with interactive math software

**Equipment needs:**

The Public Works program has no equipment at this time.

Need mounted LCD projector in a classroom designated for Public Works in the evening

**Facility needs:**

Program would benefit from a designated and appropriate classroom, rather than being moved every semester.

**Budget needs:**

The only budgeted item for the program is adjunct faculty.

Need marketing assistant to recruit for vocational programs

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Integrated with architecture and other general academic classes

Offer alternative scheduling when appropriate such as distance education, 9-week classes, weekends, etc.

**Staffing needs, including new programs or anticipated retirements:**

The programs teaching staff consists of three adjunct faculty, two of whom are approaching retirement.

Recruit new faculty

**Staff training needs:**

In-service for LCD projector

**Program or service:**

Supervision

**Computer/technology needs:**

Program has access to computer labs on campus and the use of 12 laptops.

Needs continued access to computer labs and laptops

**Equipment needs:**

Mounted LCD projector in a classroom designated for supervision

**Facility needs:**

Program would benefit from a designated and appropriate classroom rather than being moved every semester.

**Budget needs:**

The program has no budget for supplies or equipment. The only district budget items for this program are for adjunct faculty.

Marketing assistant to recruit for vocational programs

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Integrate with Business and other general academics

Increase recruitment efforts

Partner with industry to serve growing needs

**Staffing needs, including new programs or anticipated retirements:**

Continue to recruit faculty of diversity with respect to discipline, experience, ethnicity and gender

**Staff training needs:**

In service for LCD projector

**Program or service:**

Water Technology

**Computer/technology needs:**

Continued access to campus computer labs with interactive math software

**Equipment needs:**

Mounted LCD projector in the classroom

**Facility needs:**

Program would benefit from a designated classroom

**Budget needs:**

Need a marketing assistant for vocational programs

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Integrate with chemistry and other appropriate general academics

Offer alternative scheduling when appropriate

**Staffing needs, including new programs or anticipated retirements:**

Program staff consists of six adjunct faculty to teach one or two courses every year.

**Staff training needs:**

In service for LCD projector

**Social Sciences Department****Programs:**

Economics  
History  
Humanities  
Philosophy  
Political Science  
Social Science

**Awards:**

Associate degrees in:

Economics  
History  
Humanities  
Philosophy  
Political Science

**Objectives:**

The Social Sciences Department offers classes for Citrus College students to help them understand life and the world in the classical liberal arts tradition in order to:

1. Prepare them to think critically.
2. Help them understand the significance of history in shaping policy, culture, and civilization.
3. Help them to understand the benefit of living in a multicultural environment.
4. Help them understand the answers given to man's perennial questions by the world's greatest thinkers as suggestion and stimulation for our own.

- 5 Help them to understand and learn to use economic concepts and tools to gain an understanding of the state and world economies.
- 6 Help them understand how the study of Humanities offers an opportunity to explore the human dimension of life as evident in the arts. This is especially valid in view of a future of computerized technology.
- 7 Help them understand how government works in order to be an active member of the American democracy.

**Program or service:**

Economics

**Computer/technology needs:**

PowerPoint capabilities in all rooms.

Investigate the use of newer AV technology.

**Equipment needs:**

Acquire a CD collection of economic related course material.

**Facility needs:**

Nothing stated.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Need to offer a more diverse array of courses in addition to the standard courses we have been offering.

Economics 100 could be regularly scheduled to enlarge the number of students who could receive a substantial experience of college economics from a comprehensive course.

A broad economics course could be developed as part of the welfare-to-work program.

Increase marketing strategies aimed at increasing enrollment in Economics 100 so that students will understand the importance of general economics.

Anticipate distance education offerings.

Improve transferability of courses.

Make curriculum more diverse.

Assess reading ability before admitting students to classes.

Explore role of expanded computer use on economics.

Develop program tutorial offerings.

**Staffing needs, including new programs or anticipated retirements:**

Hire an additional full-time Economics instructor.

Need secretarial assistance on a part-time basis.

Need for instructor to coordinate curriculum development.

**Staff training needs:**

Provide workshops for those who want to develop new courses.



**Program or service:**

History

**Computer/technology needs:**

PowerPoint capabilities in all rooms.

Investigate the use of newer AV technology.

**Equipment needs:**

Acquire a CD collection of historical documents and events.

**Facility needs:**

Nothing stated.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Need to offer a more diverse array of courses in addition to the standard courses we have been offering.

Expand the multi-cultural focus of the History Program.

Anticipate distance education offerings.

Improve transferability of courses.

Assess reading ability before admitting students to classes.

Explore role of expanded computer use in history.

Develop tutorial program offerings.

**Staffing needs, including new programs or anticipated retirements:**

History requires another full-time instructor.

Curriculum coordination

Need secretarial assistance.

**Staff training needs:**

Provide workshops for those who want to develop new courses.

**Program or service:**

Humanities

**Computer/technology needs:**

PowerPoint capabilities in all rooms.

Investigate the use of newer AV technology.

**Equipment needs:**

Acquire a CD collection of humanities related course material.

**Facility needs:**

Nothing stated.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Develop major requirements based on core humanities courses and appropriate electives for other programs.

Schedule day, evening and summer sections to meet student needs.

Need to increase course offerings.

Expand the multi-cultural focus of humanities curriculum.

Anticipate distance education offerings.

Make curriculum more diverse.

Assess reading ability before admitting students to classes.

Explore role of expanded computer use on humanities.

Develop program tutorial offerings.

Link humanities topics with fine and performing arts, history, and social science for an intensive exploration of a particular time, place, or person.

**Staffing needs, including new programs or anticipated retirements:**  
Secretarial assistance is needed.

**Staff training needs:**

Provide workshops for those who want to develop new courses.

**Program or service:**

Philosophy

**Computer/technology needs:**

PowerPoint capabilities in all rooms.

Investigate the use of newer AV technology.

**Equipment needs:**

Acquire a CD collections of philosophy related works.

**Facility needs:**

Nothing stated.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Need to offer a more diverse array of courses in addition to the standard courses we have currently.

Anticipate numerous distance education offerings.

Improve transferability of courses.

Expand the multi-cultural focus of philosophy.

Make curriculum more diverse.

Explore the role of expanding computer use in philosophy instruction.

Develop program tutorial offerings.

Have students develop a "modern" personal and/or social philosophy.

**Staffing needs, including new programs or anticipated retirements:**

Expand philosophy staffing

Need secretarial assistance.

**Staff training needs:**

Provide workshops for those who want to develop new courses.

Bring philosophers to campus for a traditional "symposium" of ideas.

**Program or service:**

Political Science

**Computer/technology needs:**

PowerPoint capabilities in all rooms.

**Equipment needs:**

Acquire a CD collection of political science related curricular items.

**Facility needs:**

Nothing stated.

**Budget needs:**

Nothing stated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Need to offer a diverse array of courses.

Anticipate numerous distance education opportunities.

Student involvement on campaigns and local political issues.

Assess reading ability of students prior to classes.

Explore the role of expanded computer use and the effect of Web technology on political issues.

Develop program tutorial offerings.

Explore link between political activity, religion and ecology in the 21<sup>st</sup> century.

Link political science as an expression of a multi-disciplinary approach to many areas: schooling, ecology, economy, hegemony, gender, race, class, animal rights, art, etc.

**Staffing needs, including new programs or anticipated retirements:**

Hire an additional instructor and expand program.

Need secretarial assistance.

**Staff training needs:**

Workshops for curriculum development.

## Transportation Technology Department

162

### **Programs:**

Automotive Technology  
Body and Fender Technology  
Diesel Technology  
Motorcycle Technology

### **Awards:**

Associate degrees in:

Automotive Technology  
Body and Fender Technology  
Diesel Technology  
Motorcycle Technology

Certificates in:

Automotive Technology - 2 Year  
Engine Machining, Rebuilding & Blueprinting  
Engine Performance & Emissions  
Suspension, Alignment & Brakes  
Toyota Automotive Technology - 2 Year  
Tune-up, Diagnosis, Fuel & Electrical  
Body and Fender Technology  
Diesel Technician  
Diesel Technology

### **Objectives:**

1. Continue efforts to promote gender equity.
2. Develop alternate resources to update obsolete and worn out equipment.
3. Release time to attend technical training classes.

4. Develop alternate methods of maintaining facilities.
5. Give department chairs more authority to carry out objectives of long-term goals and objectives.
6. Retain minimum full-time staff positions.
7. Obtain corporate sponsorship for diesel.
8. Obtain two corporate affiliation donations of upgraded equipment.
9. Reinforce basic skills needed to take advantage of latest technology.

**Program or service:**

Automotive Technology

**Computer/technology needs:**

Currently, the program is equipped with one computer dedicated to the Transmission Lab; one computer dedicated to the Engine Lab and four computers in the current computer lab.

Each instructor is equipped with a desktop computer and three instructors currently have laptop computers.

The shop areas and all four classrooms have been wired into the campus network.

The Automotive program needs to continue in its efforts to implement technology into the classroom and as a resource in the lab. Towards, this effort, we need to add permanently mounted projectors to all four classrooms and provide appropriate screens and sound systems.

A laptop computer is required for the fourth instructor's use and infrared remotes for all four laptops would facilitate greater freedom in classroom instruction.

The program requires two digital cameras for use in producing quality images that can then be incorporated into classroom presentations.

Additional computers (20 over the next five-year) will be needed for the Tune-up Lab (Tech E) and will facilitate our efforts to incorporate the new Toyota Information System into the lab setting, matching the dealership environment.

The program would also benefit from a card swipe system for tracking student lab hours beyond the normal class period.

Immediate needs include a color laser printer networked within the Automotive Tech offices and a scanner for each instructor.

All computers will require upgrading to maintain the current level of capability.

**Equipment needs:**

At present the program is barely able to keep up with the pace of technological development in the automotive industry. Through the efforts of the instructors and staff, any deficiency has been met by



improvising, adapting, and overcoming the challenges presented and continuing to provide the best education possible on the available budget.

The Transmission Lab requires greater workspace and the ability to test run rebuilt transmissions.

The Engine Lab requires an investment over the next five years that will allow the Engine Rebuilding Program to catch up to the industry standard. This would include such equipment items as a cylinder honing machine, cylinder head machine, engine balancer, cylinder head flow bench, engine dynamometer and flywheel surfacer.

Cleaning equipment for engine rebuilding needs to be upgraded to meet industry standards and conform to EPA regulations.

Most equipment for the Engine Lab is expensive and if possible should be included in the cost of a new building. This would raise the program to the next level of education classes in engine design.

The Brake and Front-end Lab requires the acquisition of additional four-wheel alignment racks and appropriate equipment for operation.

The Tune-up Lab will see a greater demand for hand-held diagnostic equipment and therefore will require the purchase, over the next five years, of a classroom set of hand-held engine analyzers that can be connected directly to a PC. This will allow the data to be stored and later retrieved for analysis and instructional purposes.

Additionally, Tech E requires the replacement of current vehicle lifts (current lifts are inadequate for safe lifting of newer production vehicles) and the purchase of new vehicle lifts for the stalls that are not currently equipped.

**Facility needs:**

The classrooms in Tech A require paint (currently working with Toyota to provide supplies for this project, the addition of technology and new chairs in three of the classrooms.

Tech E building needs the addition of doors on the shop bays, thus providing security for the new computer stations and an improved educational and working environment.

The Tech D building requires replacement. This building does not meet the current standards of industry and in its current configuration and limits the educational possibilities for program growth. Automotive Advisory meetings have continued to emphasize the need for this building.

**Budget needs:**

With the increased costs associated with vocational programs, it can be expected that costs will continue to increase as the program continues to expand and develop into new areas of instruction.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Parts and Service Program linked to the Toyota T-Ten Program

A separation of the Toyota/Lexus program into two classes as the demand for technicians increases

Possible program partnerships with Mercedes, Pep Boys, Bosch Systems Design, and Penske Auto Centers

Alternative fuels and/or Hybrid Automotive Service Training

Integration of Automotive Programs with General Academics

Expanded marketing and recruitment efforts by making use of on-campus resources (art, educational services, publications, business/marketing classes)

Discussions are ongoing in an attempt to arrange training during the summer to limit impact on the students and still provide the best possible instruction.

**Staffing needs, including new programs or anticipated retirements:**

New and expanded programs will require an increase in either part-time or full-time faculty. Currently, four full-time and fourteen part-time faculty make up the staff.

Considerations must be given towards the availability of facilities prior to any expansion on programs and faculty.

**Staff training needs:**

Current full-time members of the staff are fully certified per NATEF and Toyota requirements. Updated training is required of all faculty in the Toyota Program as new classes are introduced and previous certificates expire.

**Program or service:**

Body & Fender

**Computer/technology needs:**

Printer

Estimating and repair software program

Two additional computer stations

**Equipment needs:**

Paint guns to meet volatile organic chemicals, federal and state laws and NATEF standards

Shear and brake

Sand blaster

Heaters in classroom

Rebuild and replace old equipment

**Facility needs:**

Currently the program has a paint barn and repair bays.

Need heaters and lights

Paint mixing room (12x12) attached to paint barn for NATEF certification

**Budget needs:**

Annual increases to reflect inflation for cost of tools

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Automotive computer testing other than engine functions

Toyota partnership

**Staffing needs, including new programs or anticipated retirements:**

Currently, the program has one full-time faculty member and a part-time instructional aide.

Need a full-time lab aide

**Staff training needs:**

Paint school

Frame school

Toyota Technical school

ASE school

**Program or service:**

Diesel

**Computer/technology needs:**

The program has one running computer controlled running engine

Computer assisted components to locate problems with heavy trucks

Also need computers and programs which facilitate the learning process with these types of trucks

**Equipment needs:**

Recommend buying one or two complete used late model diesel trucks which can be purchased for \$15,000 each.

Purchase a forklift, current one is 35 years old and worn out.

**Facility needs:**

The facility lacks heating and needs additional heating in the new part of the facility.

Part of the Diesel facility is used by the Motorcycle program. This space is needed for the Diesel program. A separate building should be built to store this program's equipment.

**Budget needs:**

Increase budget in the area of equipment maintenance.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Funding for computer programs for the technology wave of computer control devices which will be ever present on the new trucks.

**Staffing needs, including new programs or anticipated retirements:**

A full-time aide would enhance the educational process

**Staff training needs:**

Five days leave for instructor to attend Isuzu Corporate Education Classes.

**Program or service:**

Small Engine (Motorcycle and Personal Watercraft) Repair

**Computer/technology needs:**

Need two computer stations with a printer for small engine manuals and programs

**Equipment needs:**

Test tank for personal watercraft class

Tools and equipment for personal watercraft requirement to switch to EPA mandated 4-stroke engine

EFI equipment for motorcycle class

**Facility needs:**

The Diesel program would like to regain the room currently used by the small engine repair classes. These classes would therefore need a new and appropriate classroom.

**Budget needs:**

The small engine repair budget lists \$1,518 for instructional supplies. There is no budget for equipment.

Two programs are running on an old budget that was originally for only one program, and need \$2,000 increase in instructional supplies and \$2,000 annually for equipment.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Tools and equipment for personal watercraft requirement to switch to EPA mandated 4-stroke engine.

EFI equipment for motorcycle class

**Staffing needs, including new programs or anticipated retirements:**

Additional adjunct faculty to offer diversity and backup

**Staff training needs:**

Training is currently not reimbursed to adjunct faculty

Update training on personal watercraft repair

Update training on motorcycle repair

## **Student Services Division: Programs and Services**

Admissions and Records  
Bookstore  
Career/Transfer Center  
Counseling and Advisement  
Disabled Students Programs and Services  
Extended Opportunity Program and Services  
Financial Aid  
Food Service  
International Student Program  
Job Placement  
Security  
Student Affairs  
Student Business Office  
Student Health Center



**Program or service:**

Admissions and Records

**Computer/technology needs:**

PC systems will need to be purchased to replace the six CRTs now in use at Registration Stations 1, 4, and 5 to implement the new student information system.

PCs at staff workstations were upgraded within the last two years. It is anticipated that at least one more upgrade cycle to keep up with changing technology needs will be required before 2005.

The new student information system (Buzzeo SISLogix) will require replacement of all computer monitors currently in use to either 17" or flat screen models.

At least one new printer (for Annex) is currently needed and two replacements printers (Cashier's Station) will be needed before 2005.

PC kiosks will be needed at various locations in the Admissions/Counseling area, the Student Center, the Library, and other heavy student traffic areas to provide self-service access for students to register, make program changes, retrieve their grades and update/view their records.

It is anticipated the scanner used to process instructor drop sheets, student grades and noncredit enrollments will need to be upgraded before 2005.

It is anticipated the two scanners used in document imaging will need to be upgraded before 2005.

**Equipment needs:**

The FAX machine will need to be replaced.

It will be necessary to replace the signature plate on the transcript validator, depending on use.

Improve student permanent record card storage area.

Installation of a Halon, or other fire represent, system should be considered for the vault

**Facility needs:**

Some of the laminated surfaces replaced in 1995 are showing signs of wear.

Office furniture for the Document Imaging/Cashier's Station area

Both sets of exterior double-doors at the east end of the Admissions/Counseling area need to be replaced.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The student database is to be replaced by a new product (Buzzeo). Installation should be completed by 2005. Transition steps currently in progress or planned for the near future include: the merger of multiple student ID records, issuance of an alternate student ID number to replace use of Social Security Number as the student identifier and a review of the student academic history file to remove stray symbols and improve accuracy of grade point average calculations.

Implementation of automated prerequisite checking for English and mathematics courses (based on a student's assessment level) is planned for Summer 2000.

Existing forms, instructions and processing procedures are being reviewed for implementation of Web-based interactive procedures. Those to be included in the first phase of implementation include: Application for Admission, Transcript Requests and Scholarship Applications. It is anticipated Registration and Program Changes will follow.

Planning is underway to fully implement the requirements of our matriculation policy. Students will be required to complete assessment, orientation and counseling/advisement prior to enrollment in English and mathematics courses or if they are enrolling in 5 or more units.

Computer procedures need to be modified to allow abbreviated reports to be generated when reruns will be necessary.

VACERT is a Windows-based computer program that allows colleges to maintain records on VA students and to electronically generate enrollment certifications and notices of student status. It is anticipated the software will be downloaded and installed for use by the Veterans Clerk for the Summer 2000 term.

**Staffing needs, including new programs or anticipated retirements:**

It is anticipated that part-time hourly will continue to be needed throughout each year to meet the cyclical needs of admissions, registration, and records processing.

Implementation of a full online transcript will require the addition of a transcript evaluator.

It is anticipated there will be at least one retirement of a full-time staff member by 2005.

**Staff training needs:**

Extended in-service training will be needed when the new student system software is installed.

Staff members regularly attend College staff development workshops appropriate to their individual needs.

As new staff are employed, they will continue to attend a section of College Orientation during the first few months of their employment to broaden their awareness and understanding of student services.

**Program or service:**

Bookstore

**Computer/technology needs:**

Currently, the new computer system is performing as anticipated.

The Textbook Office computers will need upgraded software. As more services are provided online, a completely new computer system may be needed.

**Equipment needs:**

The current cash register system is over 10 years old and needs repairs, especially during the peak rush times.

A new or upgraded telephone system will need to be done by the MIS Department to help bring the store system back into the College's system so repairs can be done easily.

A new phone line dedicated to the FAX machine will be installed immediately.

Upgrading software is being routinely done for the shipping and receiving area.

**Facility needs:**

It appears that with enrollment growth, the bookstore may have to expand further, such as offices on a second floor overlooking the selling space.

The beginning of textbooks on CD-ROM will become a continuing trend which may free space requirements of bound books.

**Budget needs:**

We will continue to be a member of a buying group to give greater savings to students and better margins for the store.

We will use the coop monies available to us for fixture and store design costs.

Funds for the Website/online shopping will have to be set-aside for its future implementation.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Online shopping

Extend hours (Friday)

Student supply kits

Develop more programs such as EOPS/CARE and Career Ladder

**Staffing needs, including new programs or anticipated retirements:**

Continue to watch student growth and may need to increase staff so we will not compromise student services.

It is anticipated that the Bookstore Supervisor will retire within the next 5 years.

**Staff training needs:**

More training for key staff on how to read profit and loss statements.

Increased training from vendors about our product mix.

Some computer training will be necessary for upgraded technology.

Continued cross training will occur for the future to keep staff current on the different areas of the store environment.

CPR and first aid training would also be helpful with the amount of public contact experienced and the extra hours opened.

**Program or service:**

Career/Transfer Center

**Computer/technology needs:**

Currently, there are four computers in the resource room for student use, five computers in offices, and eight computers for support staff.

Need a larger resource room to accommodate ten student computer stations that would allow students access to career software, ASSIST, and the Internet.

Computer stations for anticipated Honors Program director, counselor, and support staff.

**Equipment needs:**

New desks and modular furniture that should also include printer table, more reception seating, and file cabinets to house student files. Two lap top computers for demonstrations in classrooms, meetings, seminars, etc.

**Facility needs:**

Need office space for full-time career counselor, Honors counselor, articulation officer, Honors Program Director, Honors Program clerical staff, college representatives.

A larger resource room is needed for class tours and for Honors students to meet.

New carpet.

**Budget needs:**

The current supplies budget is \$14,000.

Need funds for outreach to include successful student transfer receptions, awards, Career/Transfer Center open house for Citrus faculty, and surrounding high school counselors.

Additional funds for under-represented student mentoring (which would include non-restricted funds to purchase food, incentives, etc.).

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Honors Program in conjunction with Instruction, future teachers program which would include advising for single and multiple subject.

Four more sections of Transfer Planning 158

Outreach/recruitment to surrounding high schools for students to participate in honors program

Increased Career/Transfer Center tours for instructors and their classes

Permanent part-time résumé specialist

Increase utilization of ASSIST

Collaborate with EOPS and DSPS to increase the number of students going on campus tours

Facilitate the understanding of the Center's mission to faculty, staff, and students

Continued emphasis on increasing transfer rates to CSU, UC, and independent colleges

Continue to improve tracking of students through the transfer database maintained in the Center

Work with the Director of Research and Planning on tracking success rates after transfer.

**Staffing needs, including new programs or anticipated retirements:**

One full-time Career/Honors Program Counselor

One full-time Career Counselor

One full-time Articulation Officer/Transfer Counselor

One full-time Honors Program Director from instructional faculty

Two full-time clerk typists for Career/Transfer Center and Honors Program

**Staff training needs:**

Funds to attend California Career Conference, Ensuring Transfer Success, Honors Transfer Council of California, Region 8 Articulation Officers, Region 8 Transfer Center Directors

Computer training for all staff each year

**Program or service:**

Counseling and Advisement Center

**Computer/technology needs:**

Currently, all offices are equipped with computers and laser printers and all have been recently upgraded. There is an office with a laptop, Zip drive, and LDC.

Buzzeo will require replacement of some computer equipment.

Buy/develop/implement software providing delivery of electronic SEPs and online options such as transcript viewing.

Delivery of orientation video/CD ROM, Websites for online advising.

Electronic delivery system of counseling services for registration and for information

**Equipment needs:**

The use of the computer/printer has significantly reduces the workspace and ability to work comfortably with more than one counselor.

Need to upgrade furniture to maximize use of available office space such as modular furniture.

Reconfigure secretarial/clerical work space and increase student-waiting area.

**Facility needs:**

New student services building to house all counseling services

Storage room

Availability of at least two classrooms appropriate for counseling and career classes and various workshops

**Budget needs:**

Such programs and services as development of online orientation, advisement, career and counseling classes

Development and implementation of an Honors Program and community outreach

Budget to provide additional counselors and support staff



**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Establish a position of Matriculation Officer designated for the function of assisting the College with meeting Title 5 requirements and to improve overall student retention efforts.

Increase length of counseling sessions for basic skills students, undecided students, probation/dismissal students

Assist in the implementation of a fully functional Honors Program coordinated with the Career and Transfer Center

Development of a freshman year Success Program to improve student retention across disciplines on campus. This may include variations of learning communities which include college orientation/college success courses and other general education or vocational courses.

Strengthen the research component of Counseling Programs and Services to evaluate the effectiveness of all program areas.

Develop a specific counseling program for re-entry students

Develop a specific counseling program for ESL students which includes community outreach

Develop a counselor/advisor liaison with the district high schools as an outreach effort.

**Staffing needs, including new programs or anticipated retirements:**

Presently, the Counseling Center has 5 counselors and 4 educational advisors. Two of the counselors have other assignments such as Early Alert and Articulation which restricts their student contact. The educational advisors due to their involvement with the assessment on campus and at the high schools are also unable to see students on an appointment basis every work day.

There will be two retirements in the Center; these positions would be replaced as soon as the retirement occurs to maintain the level of service within the program.

Hire three additional counselors in addition to the retirements. One of the three counselors hired would be the replacement of the Articulation Officer position that will move to the Career/Transfer Center.

Secretarial and clerical support staff is adequate, while the front counter duties are preformed by two 49% department aide IIIs and three to four part-time on call employees. Replace these on call positions with two 49% classified employees.

Move the Articulation Officer to the Career/Transfer Center and fill the position with a full-time counselor in the Counseling Center.

**Staff training needs:**

Develop a crisis management handbook and training within the department and across campus.

Provide diversity and sensitivity training for staff in all counseling areas.

Develop a training handbook for all counselors and educational advisors.

**Program or service:**

Disabled Students Programs and Services (DSPS)

**Computer/technology needs:**

In 1999-2000 the High Tech Center achieved near state of the art in terms of adaptive software such as screen readers, voice recognition and text to speech systems.

In order to keep our software investment up to date it will be necessary to upgrade our software on a yearly basis. There will also be a need to purchase at least one new computer a year to stay current with developing technology.

At least one of the current scanners may need to be replaced.

The HP Laser Jet 4 printer is six years old and may need to be replaced in the next five years.

It has always been our ultimate goal to integrate disabled students into the other computer labs on campus. Toward that goal it will be necessary, where appropriate and in cooperation with MIS department, to purchase additional copies of some High Tech Center software to be installed in other labs on campus.

**Equipment needs:**

There will be the need to replace several items within the next 5 years. These items include office furniture in several of the offices and the High Tech Lab, typewriter in the main office of DSPS, FAX machine, and color printer.

**Facility needs:**

Currently office space is shared among full-time and part-time faculty and staff. Since it is our goal to make all campus computer labs accessible to all Citrus students, and use the High Tech Center primarily for training, current facility is probably adequate.

With the anticipation in student growth, a minimum of two Adapted Testing Offices and two faculty/staff offices are needed.

**Budget needs:**

Non-instructional supply budget item is currently \$5,000, and equipment is \$2,000. These items will need to be increased by 20% to meet the needs of DSPS.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The Technical Assistance Lab class emphasizes gaining access to word processing software for disabled students. In the next five years a much greater emphasis will need to be placed on helping disabled students gain access to the internet and distance learning both in the HighTech Center itself, in the other labs on campus, and in the students' homes by keeping college web sites accessible to current screen readers and magnifiers.

Currently we are offering a Summer Bridge program, which includes Strategies for College Success and College Planning classes. These courses are designed to assist disabled students that are transitioning from high school to college. Because of the success of the Summer Bridge Program and liaison with high school special education staff we anticipate a growth in Summer Bridge. Additional sections of these courses may be needed as well as development of new curriculum to serve students with special needs.

**Staffing needs, including new programs or anticipated retirements:**

Currently we have one full-time LD specialist and one part-time counselor who determines LD eligibility. As of 3/17/00, there is a waiting list of a minimum of 4 months for students to be assessed for learning disabilities

Need one full-time LD Specialist and one full-time LD Specialist to administer psycho-educational tests to determine LD eligibility based on state mandated eligibility criteria.

Because of the anticipated growth in all disability areas, there is need for one full-time Department Aide.

Because there has been an increase in requests for Adapted Testing in the evening, the DSPS office would like to extend the evening hours and possibly Saturday coverage.

**Staff training needs:**

As in any field involving technology and office procedure the need for training is continuous and on going.

**Program or service:**

Extended Opportunity Program and Services (EOPS)/CARE

**Computer/technology needs:**

At present EOPS/CARE program utilizes 8 computers.

Program needs an additional 4 to 6 computers

Technology need becomes essential since 5 additional staff will be hired by 7/1/2000.

**Equipment needs:**

Large capacity copier needs replacement

Program requires a new counter to create additional workspace for additional staff

**Facility needs:**

Program has outgrown the current facility; current student population served is 750.

**Budget needs:**

Program is presently categorically funded.

District funded ACT Program is currently a joint venture with the Transfer Center but entirely funded by EOPS.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

District support for a MIS program to track EOPS students as they enter/exit Citrus College and to provide District and Chancellor's Offices with an outcome report.

Summer Bridge Program that can encompass more schools but that continues into fall semester as a block program for those students that need specific assistance.

**Staffing needs, including new programs or anticipated retirements:**

General growth for program is projected at 10% to 15%. If projections are correct, then the new income levels will require the program to grow. The program will need the District to incorporate all full-time staff salaries into the District budget.

Staff should constitute: Director, Assistant Director, four counselors, student services assistant, secretary, clerk-typist, four part-time department aides, and student hourly advisors

**Staff training needs:**

All staff participate in training provided by director. This is handled in a semi-formal manner. One annual regional staff development workshop is provided each spring semester.

Staff training should be provided continuously in order for staff to properly address student needs.

Since student outcome measures are becoming more important, the training of staff becomes even more imperative.

**Program or service:**

Financial Aid Office

**Computer/technology needs:**

PCs at staff workstations were upgraded within the last two years. It is anticipated at least one more upgrade cycle to keep up with changing technology needs will be required by 2005.

The new student information system (Buzzeo) will require replacement of all computer monitors currently in use to either 17" or flat screen models.

**Equipment needs:**

The copier is on the District replacement cycle.

It is anticipated the FAX machine will need to be replaced before 2005.

**Facility needs:**

Meets current needs

**Budget needs:**

The "Financial Aid Encyclopedia" is now available in CD-ROM format and its purchase would provide staff with a comprehensive resource to research financial aid regulations and law.

Funds for limited part-time hourly assistance during peak times are needed.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The student database PowerFIADS is to be replaced by a new product anticipated by 2005. Students will have Internet access to their financial record to monitor documents requested, file processing and check disbursement.

Staff is researching the possibility of electronic deposit of student disbursements to a bank account.

**Staffing needs, including new programs or anticipated retirements:**

There are not current regular staffing needs.

There are no anticipated retirements.

**Staff training needs:**

Staff attend off campus workshops on a regular basis to remain up to date with federal and state processing changes.

Staff members regularly attend College staff development workshops appropriate to their individual needs.



**Program or service:**

Food Service

**Computer/technology needs:**

At this time there are no computers in this area.

To facilitate communications with other areas and to make necessary calculations easier and faster, this office will need to acquire a computer and e-mail capability.

**Equipment needs:**

Major upgrades of the serving area have been made over the past two years.

There will be a need to replace/upgrade several things. Major acquisitions include a new stove and steamer.

Pots and pans will need replacement.

An ATM and change machines are needed.

A major upgrade of the concessions stands equipment will be needed to accommodate the increase in large stadium events.

More vending machines for service across campus

**Facility needs:**

The main service area has not been expanded since the building was constructed. The area has become woefully inadequate, particularly during peak hours.

The seating area needs to be expanded, perhaps as part of the proposed Campus Center renovation/addition.

The roof leaks

Pest abatement

Structures are inadequate for meeting the demands of large crowds

**Budget needs:**

The program plans to expand its percentage of sales coming from catering and other non-student related sales.

In order to expand sales in these areas, the food service will need to institute an ongoing program of publicity on campus.

**Staffing needs, including new programs or anticipated retirements:**

Current staffing levels are not sufficient during football season and when weekend events require food service.

Need to add two more full-time employees.

**Staff training needs:**

The supervisor began a training program enhancing the safety and culinary skills of the staff.

There will be a continuing need to provide training to area staff in both safety and food service industry standards and techniques.

**Program or service:**

International Student Program

**Computer/technology needs:**

The computer in the coordinator's office needs to be upgraded. The other computers in the office have already been upgraded.

With the upgrade, the coordinator could utilize Adobe and web design software.

A printer needs to be added to the office.

**Equipment needs:**

A scanner would be useful for scanning pictures and documents

**Facility needs:**

The amount of space devoted to the office and lounge is good and is well utilized.

The interior space of the office needs to be improved, with additional workstations provided through modular furniture.

Where three workstations currently exist, there should be room for four, plus better storage and equipment space.

**Budget needs:**

The budget is adequate in most areas.

The students make frequent use of counseling services, and there is no current budget provision for counseling in the program's budget.

Increased advertising would be beneficial to increase enrollment.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Students are lost to colleges that teach Japanese classes. We should consider offering Japanese and other attractive programs as Hotel and Restaurant Management.

We should increase our ESL offerings.

Recruitment will continue.

**Staffing needs, including new programs or anticipated retirements:**

The program will soon receive a half-time educational advisor to work with the students to supplement the work done by the counselors.

Faculty to teach additional courses, such as Japanese, would be added in the instructional program

**Staff training needs:**

The coordinator position is currently in transition, a new coordinator will need a period of time to learn the new position. The new educational advisor will need training in both the Counseling Center and in the international student regulations.

Ongoing training in the utilization of technology, new software and service on the Internet are especially important with the international student population.

**Program or service:**

Job Placement Center

**Computer/technology needs:**

Computers at staff workstations were upgraded within the last two years. It is anticipated at least one more upgrade cycle to keep up with changing technology needs will be required before 2005.

The new student information system (Buzzeo) will require replacement of all computer monitors currently in use.

The Center was recently notified that the company that developed and maintained ProSearch (the database software used to track and match students, jobs and employers) is no longer in business. Former ProSearch employees have contacted us regarding maintenance of the software and the limited alternatives are being researched. It is possible it may be necessary to identify and purchase a replacement system before 2005.

**Equipment needs:**

The FAX machine will need to be replaced before 2005.

**Facility needs:**

The new counter and modular workstations installed during the major renovations made to the area in December 1998 meet current needs.

**Budget needs:**

Additional funds for part-time hourly assistance during peak times are needed.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The student database to be replaced by Buzzeo would have a minor impact on the Center. The staff does not currently access student data from the main student database but rather use the stand-alone product ProSearch.

With the increased emphasis on student outcomes, it is anticipated this program will continue to expand during the next five years.

**Staffing needs, including new programs or anticipated retirements:**

It is anticipated that one of the two 49% Job Placement Center Assistant positions will need to be converted to full-time by 2005.

There are no anticipated retirements.

**Staff training needs:**

Staff members regularly attend College staff development workshops appropriate to their individual needs.

**Program or service:**  
Security Department

**Computer/technology needs:**

Currently, the Security secretarial staff does not have Office 2000 as part of their computer program. There is a need to upgrade this for the secretaries' computer system.

The security officers must hand write their daily log cards. A computer would allow them to type their log card onto a floppy disk. The addition of the computer would also reduce the misspelled words, thus making the information easier for the secretaries to read and interpret.

**Equipment needs:**

There is a need to purchase a new vehicle that can be driven on a daily basis for 12 to 18 hours, or as required by the department. This vehicle would have the capacity to be driven on the streets to accommodate being driven between parking lots.

The furniture in the department is in disrepair and does not accommodate the continuous growth and changes required to efficiently perform related tasks. The department needs new furniture that will enhance the security office décor and preserve space.

The security officer and guards dressing room does not have any furniture.

Presently, five of the emergency telephones do not work due to tampering.

**Facility needs:**

To build an area with showers and a restroom for the security staff. It needs to be large enough to accommodate the present staff and future growth needs of the department including placement of lockers.

Expand the office space approximately 12 feet by 12 feet.

**Budget needs:**

Presently our budget is appropriate for the department needs.

We will need extra funding to reclassify and continue future training of the security personnel.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Programs for the increasing needs of the diversified student population.

Provide a program dealing with safety and security issues on a college campus.

Improve the signage throughout the campus parking lots where necessary.

**Staffing needs, including new programs or anticipated retirements:**

Additional alarm systems and various security surveillance equipment have been added throughout the campus and have become the responsibility of the Security department.

Need for part-time on-call personnel to assist with shortages

Need one full-time security officer

Need one part-time security guard

Need one full-time secretary

**Staff training needs:**

According to Senate Bill 1625, all security staff must complete a 32-hour school security course. Every two years all security staff must attend another 32-hour school security course.

Every two years the security staff needs to receive training in CPR, first aid, and water safety.

Continuous training regarding fire alarms, security alarms, and changes in the laws as they relate to campus safety and security

Continuous seminars regarding conflict resolution are necessary to maintain a level of professionalism

Utilizing a seminar format, we need to provide information to our campus community about safety and security while attending college.



**Program or service:**

Student Affairs

**Computer/technology needs:**

Currently, the Student Affairs office uses a mix of Mac and PC platforms. The CIS staff has great difficulty servicing the Macs. There are currently two PCs and five Macs being used between the Student Affairs and Student Government offices. There is currently no computer for use by the ICC and/or clubs.

Due to the ongoing struggle to support the Macs, the offices will become PC sites. This will require not only the hardware, but also the software, including appropriate translators so that the data now stored in Mac format will not be lost or need to be physically recreated in PC format.

As either Buzzeo or in-house programming makes student access more available and powerful, the Campus Center is one of the sites that should provide access to these services either by hardwired or dial-up connections through resident systems. There should also be additional ports available for students who bring their own machines.

**Equipment needs:**

The furniture currently in the lounge was purchased several years ago and some of it is showing wear. The current sound system and stage area are in a similar state. All of the office furniture and equipment being used by the contracted ICC advisor is hand me down and situated in a very small space which doubles as a kitchenette.

There will be a need to replace/upgrade several things within the next five years. These include lounge furniture, sound system and audio-visual components, stages, office furniture in both the Student Affairs and ASCC offices, and tables for the poster room.

A FAX machine for the office is needed as soon as possible.

Items that have been requested by students include inside pay phones, pool and air hockey tables, telephone access for clubs, more ATM machines, and change machines.

**Facility needs:**

There is a tremendous need to expand the Campus Center to provide the following: more space for Security, the ICC advisor and board campus clubs, small meeting/group study rooms, soundproof area for video games and television, computer access area, and eating area. Some of these functions could share space.

Also, the following additions/upgrades will be needed: hot water in refurbished restrooms, a working heating/air conditioning system, curtains in the east wing, and proper storage for the ICC barbecues.

**Budget needs:**

The ASCC budget is presently approximately \$450,000. This is the source of funds not only for maintaining and improving the Campus Center, but also for support of a large number of athletic and curricular areas and staff salaries. The two primary sources of income are Student Service Fees and the Bookstore Dividend.

Due to both inflationary pressures and increasing enrollments, there will be a need for the ASCC to provide enhanced levels of funding for literally everything it currently supports. At some point it will become necessary to identify new funding sources and/or ways to enhance the present sources.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Volunteer/Service Learning Center

Increased cultural and life-skills programming

Assessment/Orientation sessions for athletes only with specialized information about eligibility

Extended Campus Center hours (Friday and Saturday)

Greater recognition for student achievements of all kinds

**Staffing needs, including new programs or anticipated retirements:**

If the facility is enlarged, custodial labor would need to be increased proportionally. If new discrete areas (video game/TV, for instance) are created, host supervision would also need to be increased. If a Volunteer/Service Learning Center is initiated, it will require a coordinator.

**Staff training needs:**

Departmental training is presently limited to materials distributed by the College's Safety Coordinator.

The need for training to reorient staff to the new PC platform and keep them current with the technology.

Due to the amount of public contact in the area, staff needs to be trained in first aid and CPR.

**Program or service:**  
Student Business Office

**Computer/technology needs:**

The number of transactions handled by this office has increased greatly over the last five years. This trend will likely continue over the next five years. Therefore, the office will need not only a replacement/upgrade of its present computer system by 2005, but will need to acquire the means of generating receipts and simultaneously entering the transaction data into the accounting system.

**Equipment needs:**

The typewriter and coin and bill counters will need to be replaced in the very near future.

**Facility needs:**

Both paint and carpet will need to be redone.

**Budget needs:**

No need for additional sources of funding is anticipated.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

It is extremely likely that the number of student/staff benefits will increase over the next five years. It may also become appropriate to expand the office's hours.

**Staffing needs, including new programs or anticipated retirements:**

If the hours of the office are extended, there will be a need to bring in another part-time classified employee.

**Staff training needs:**

The need for ongoing training related to technology developments will continue.

If another part-time employee is added to provide additional hours of service, that individual will need to be brought up to speed on office systems and procedures.

**Program or service:**

Student Health Center

**Computer/technology needs:**

While most of the computer/technology equipment has been purchased relatively recently, there is a need for a Scantron system for computer statistical tracking of student client Center participation.

**Equipment needs:**

Audio tape recorder with earphones for use by students

Small scale for examining room

Vision testing machine

Small refrigerator for lab specimens

**Facility needs:**

Limited space does not lend itself to efficient operation of clinics

Repaint interior

**Budget needs:**

Cal Works Health and Wellness Grant has enabled us to increase services to students with limited income. We continue to operate within our budget.

Continue annual review of budget and anticipated needs

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Introduction of vaccines requested by college population (e.g., Hepatitis A)

Expand workshops and program offered to college community (e.g., eating disorders, substance abuse, anxiety and depression, body art, etc.)

**Staffing needs, including new programs or anticipated retirements:**

Full-time coverage by a nurse practitioner

One nurse practitioner is anticipated to retire.

**Staff training needs:**

Continue meetings with all staff as needed

Continue encouraging attendance at on-campus computer workshops

Continue visiting public and private agencies used by Student health Center for referrals

Continue support of continuing education for staff

## **Additional Citrus College Programs and Services**

Center for International Trade Development  
Citrus College Foundation  
Continuing Education  
Distance Education  
Educational Services  
Hayden Memorial Library  
Instructional WebPage Designs Office  
Learning Center  
Office of Instruction  
Publications and Student Recruitment Office  
Resource Development Office

**Program or service:**

Center for International Trade Development

**Computer/technology needs:**

Currently, the Center has three desktop PCs, two desktop laser printers, one color laser printer, one laptop PC, one portable printer, one multifunction FAX/printer, one video conferencing unit with TV monitor.

Projected 5 year needs include ten desktop PCs, five laser printer, five multifunction FAX/printers, two laptop PCs, five portable printers, two video conferencing units with TV monitors, ISDN lines at three full service centers, two additional telephone lines for dedicated internet access at each of its five full-service centers.

**Equipment needs:**

Projected needs include five additional desks and chairs, 12 bookcases, five lateral files, four standard file cabinets, 12 conference tables, 40 conference chairs, and one tabletop display unit.

**Facility needs:**

Projected needs include moving the main office to another location in Pomona, in partnership with Mt. SAC's SBDC and Cal Poly Pomona; lease costs are expected to be similar to current costs. As the need for expanded services in its service area grows it is anticipated that additional facility lease costs will be incurred.

**Budget needs:**

Projected annual Chancellor's Office grant dollars are expected to be a minimum of approximately \$300,000 to \$350,000. It is expected that the one-to-one minimum matching funds requirement will continue.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Increased emphasis on internationalizing curriculum and working with other Chancellor's Office Economic Development programs.

Increased need for contract consultants, to include 100% contract for specialist on trade with Mexico.

**Staffing needs, including new programs or anticipated retirements:**

Currently the Center has one full-time employee and four part-time administrative individuals.



Projected needs include one remote and satellite centers manager, one full-time administrative assistant, two part-time on-call administrative individuals, and the equivalent of one full-time Mexico trade specialist.

**Staff training needs:**

Currently, staff training is provided by the program's director.

Projected training needs include keeping current on international trade related issues, resources and services. Additionally, it is anticipated that as the video conferencing capabilities of the Center are developed training will be needed in this area.

Training is also anticipated in maintaining staff familiarity with changes and evolution of grant reporting, and computer/Internet technology.

**Program or service:**

Citrus College Foundation

**Computer/technology needs:**

Need more computers and printers contingent upon more office space for use by temporary on-call help and volunteers, an alumni relations coordinator, special events assistant, grant writer, etc.

**Equipment needs:**

Camera to take photos for Foundation Facts

**Facility needs:**

The current facility is not large enough to accommodate expanding needs of the Foundation and the Publications/Student Recruitment staff together.

**Budget needs:**

Foundation's operations budget needs to be increased significantly to reflect the fiscal implications of the goals and objectives and written plans approved by the Board of Directors.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Alumni relations program

Increased directed mail campaign

Implementation of an annual campaign

Growing marketing/public relations program

Donor recognition events and new Honor Wall

Honor Wall for estate planners writing bequests/planned gifts for the College.

Capital Campaign

More aggressive planned giving program

**Staffing needs, including new programs or anticipated retirements:**

Accounting professional

Executive Director

Alumni Relations Specialist

Full-time Donor Relations Secretary

Special Events Coordinator

**Staff training needs:**

Donor relations/donor management

Computer programs: Quick Books Pro, Raiser's Edge, Endowment Accounting System software

Excel spreadsheets, charts, and graphs

PowerPoint charts

**Program or service:**

Continuing Education (includes Noncredit, Fee-based, and Contract Education)

**Computer/technology needs:**

One computer laboratory with 31 computers

Flat tabletop model for multi-use class

**Equipment needs:**

Permanent electronic smartboard

Multimedia projector

VCR

One computer in employee pool office

Satellite link to download and broadcast

Color printer in Lifelong Learning Center

**Facility needs:**

Large multi-use classroom

**Budget needs:**

Need monies/grants to fund the above items

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

CalWorks Program to grow and be institutionalized

Computerized registration for fee-based classes

Fee-based and noncredit to grow based on available space

Additional technology programs

Expand partnerships with business and industry

Expand Fitness Club hours

**Staffing needs, including new programs or anticipated retirements:**  
Full-time support staff for Fitness Club

Noncredit instructors as needed

Clerk Typist for Continuing Education Dean's Office - 49%

**Staff training needs:**

Continue attending appropriate conferences and meetings

**Program or service:**

Distance Education

**Computer/technology needs:**

All full-time distance education faculty have access to Citrus College owned computers and e-mail.

Need hardware and software to support distance education delivery including the ability to support both synchronous and asynchronous methods.

Consistent memory upgrades for all distance education computers to support the high volume of stored information

A current computer with upgraded software and memory for the distance education office

Access to e-mail and the Internet for instructors away from Citrus College

**Equipment needs:**

A digital camera

A digital video camera

A CD "burner" for the manufacturing of CD content

A copier

**Facility needs:**

A centrally located office suite with space for a secretary, reception display area, coordinator office, Web specialist office, multimedia trainer, project team/video production teleconference area, and computer station for adjunct faculty to have access to computers, e-mail, and Internet

A dedicated computer lab for instructor development and training

**Budget needs:**

Consistent upgrades in software and hardware to support online classes

Instructional supply needs

Web activity supported by a separate Web budget

A dedicated server

Coordinator's salary

Faculty salary (percent of load dedicated to distance education)

Half-time to three quarter-time secretary

Multimedia trainer

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Distance education currently offers 31 online and 20 integrated courses.

Consistently update course delivery methods to offer student the most current process available

Create program requirements for delivery method and course presentation

Frequent program review of all courses to ensure that program standards are being implemented

Continual research into translation of traditional courses into online courses

Create and maintain complete online AA and AS degree programs, as well as courses needed for the transfer program

**Staffing needs, including new programs or anticipated retirements:**

A permanent secretary

A dedicated multimedia trainer

All new full-time faculty hires having distance education experience or the desire to learn and participate in the program

Seasonal Web specialist help during peak production times

**Staff training needs:**

Need a dedicated multimedia specialist for training faculty in the use of software and hardware for distance education courses.

**Program or service:**

Educational Services

**Computer/technology needs:**

Our technology in copying is still analog and our offset presses are 10 to 26 years old.

Need to upgrade our color copy system, an FTP server for electronic document copying, and network the Macs to a server.

**Equipment needs:**

Replacement of our analog copier/duplicators with digital imaging systems

Upgrade to a 7 color large format printer

**Facility needs:**

Educational Services needs a bigger location which will house the copy center, print shop, color copying, bindery area, and pre-press area all on one floor.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Digital copiers will be the norm; most manufacturers have quit making analog machines.

The use of the Internet and Intranet to send work requests

The need for an on-campus copy center for student use

Demands for better quality and lower cost per copy

Look into possibility of partnerships with printing or copier companies to provide training and testing in return for their products.

**Staffing needs, including new programs or anticipated retirements:**

When I first started here, this department employed five full-time employees and one part-time. The demand for this department has grown over the past years and my staff has decreased.

We have upgraded and increased our capabilities to the point that we need at least two full-time employees just to maintain our current level of productivity.



**Staff training needs:**

Ongoing staff development on numerous software programs as well as computer repair and maintenance of the equipment.

**Program or service:**

Hayden Memorial Library

NOTE: The Library is currently at the beginning of a building remodel and addition project and its services have been moved to a temporary location. Eighty percent of the Library's collection and most of its furniture has been put into storage. Library service during the relocation period will be heavily dependent upon online resources.

**Computer/technology needs:**

To meet the needs projected to the year 2005, the Library will need to greatly increase the amount of computer equipment available to both students and staff. There will need to be a slight increase in the number of staff computers to 25 stations and more than half of our existing staff computers and all the printers will have to have been upgraded by then. Newer computers and upgrades would include more memory and the software necessary for preparing multimedia products.

Student workstations will need to grow to approximately 100 by 2005 with all of the current equipment replaced or upgraded by then. Student library computers will be grouped into four main areas. The Reference area will have approximately 20 machines dedicated to accessing the Internet and specific electronic databases and another 10 machines dedicated to the Library's online catalog.

There will be an orientation room with 25 workstations used to instruct students on how to use the Library's computers. There will be 20 stations in a dedicated open computer lab where students will be able not only to access the Internet and OPAC but also do class assignment and word processing.

Lastly, there will be about 30 workstations in the Audiovisual area for students to both use and produce multimedia materials.

**Equipment needs:**

The Library will need shelving for 70,000 print and 10,000 non-print items.

The Audiovisual area will need two video-editing systems and 8 video playback systems.

The Library will also need furniture and storage units for staff and technical service areas.

Most of these needs are met with the current remodel project.

**Facility needs:**

The Library needs a centrally located building with approximately 33,000 square feet. This building should have electrical and data lines capable of supporting 250 computers, 8 copy machines, 20 printers, 15 video systems, a closed circuit security system and a video conferencing center.

Most of these needs will be met with the current remodel project.

**Budget needs:**

The Library's current budget is just over \$750,000. Most of this money goes for regular salaries.

In addition to the regular budget the Library currently has a TTIP Library Automation grant from the state for \$81,000. This money has been used to upgrade the computers and to augment the electronic services. The Library spent approximately \$50,000 on electronic database subscriptions this year and about \$25,000 of that money was from the TTIP grant.

If the Library is to maintain its subscriptions to just the current electronic databases, it needs an increase of at least \$25,000 in its 2000-2001 budget. To add databases from the new offerings being developed, an additional \$20,000 is needed. Beginning with the 2001-2002 fiscal year, the total cost of print subscriptions should begin to decline but will be more than offset by increasing electronic journal costs.

Beginning in 2002, the Library's budget will need to be increased to cover an equipment replacement plan. With about 125 computers, the Library will need to budget for upgrades and replacements for 25 to 30 machines each year. Many of the computers will be new when the Library reopens in 2001, but about 25 of the current machines will need to be replaced that year or the next.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Over the next five years online resources will continue to increase and with this increase will come an increasing need for assistance in finding and using what is available. Electronic databases and the Internet will make more information to more people from almost any location. The Library will increasingly have to assist patrons not only to use the Internet but also to provide this service via the Internet.

The Library will need to provide online reference services and to maintain a well-designed and functional WebPage. While doing this the Library will have to continue to maintain a high level of in-house service and continue to assist patrons without the necessary skills or resources to effectively use the Internet.

**Staffing needs, including new programs or anticipated retirements:**

We will need not only a sufficient number to staff the different areas of the Library but we will need employees with the knowledge and skills to use and maintain a highly technical information system. We will need professionally trained librarians that understand both the information needs of the college and how to meet these needs using the latest technologies. We will need highly trained support personnel to operate and maintain the library systems. We will also need para-professionals and clerical personnel to assist both with public service and the day-to-day activities of running a library.

Specifically, the Library needs to increase the number of professional librarians from its current FTE of 3.25 to approximately 7.5 FTE. Two FTE of skilled computer technicians need to be added to the staff to maintain the greatly increased number of computers and to insure that someone is available to deal with system and hardware problems whenever the Library is open. To assist students directly with using the 100 student computer during the 68 hours per week that the Library is open will require about 5.5 FTE computer assistants.

**Staff training needs:**

Currently, the Library is fortunate to have a staff fairly well trained in both the traditional library services and in using the new electronic services. All staff use computers regularly at work and most are familiar with programs such as Word and Excel. Most of the Reference staff have taken formal workshop training in searching the Internet and all keep current on the new products acquired by the Library.

Over the next six years the Library will face a number of staff training challenges. General training in how to do things the Citrus College way will be necessary for new staff hired either to replace retiring staff or to fill new openings which may result from the Library expansion.

The move into the new facility will require training of all staff to use many new technologies and the very changing nature of new technology will necessitate the upgrading of staff on a fairly regular basis.

**Program or service:**

Instructional Web Designs Office

**Computer/technology needs:**

The Web Office needs to continually keep current with rapidly changing technologies and standards. We also need to provide dedicated and greater multimedia support for the classrooms. This requires at least one high-end multimedia computer.

**Equipment needs:**

Support equipment for faculty desiring to incorporate technology into their WebPages and courses such as digital cameras, digital camcorders, and accessory equipment

Off-campus servers and equipment for continued growth of the Web

**Facility needs:**

A fully equipped multimedia laboratory with stations for a Web specialist, multimedia specialists, and faculty working on projects and offering direct support from the staff and specialty equipment

**Budget needs:**

A flexible budget with plenty of room for growth that allows us to upgrade and add software and equipment as needed

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Training programs for faculty and staff who wish to use the Web or multimedia

**Staffing needs, including new programs or anticipated retirements:**

One more Web specialist to cover the current workload

One full-time programmer

One part-time graphic artist

**Staff training needs:**

In an industry that changes its standards every 18 months, it is crucial that we invest far more in the training of current personnel.

**Program or service:**

Learning Center (Tutorial Services, Language Lab, Computer Labs, Testing Center)

**Computer/technology needs:**

The Learning Center currently has four computer labs: the Open Computer Lab, the Academic Skills Lab, the Language Lab, and the Testing Center Lab, with a total of 115 computers for student use. The hardware and software are generally sufficient and are routinely upgraded. The Audio-Lingual system in the Language Lab, while still sufficiently operable is slowly becoming antiquated. We are in the process of adopting a computer scheduling program to use for scheduling tutor appointments and test proctoring appointments, and we will be installing a multimedia projector and interactive whiteboard for use in the ASL.

The Language Lab will need to be reconfigured in the next five years to remodel and incorporate into one system, the computer and audio-lingual systems. The lab should be rebuilt to incorporate a new interactive computer lab with audio-lingual capabilities, sound system, and multimedia projection system. Additionally, the use of the Academic Skills Lab (ED 224) is growing steadily. The addition of one or more labs to be used by instructors with their classes during class time would be beneficial. Additionally, the Testing Center could benefit from having a multimedia station with a projector for demonstrations.

**Equipment needs:**

The Language Lab has four TV/VCRs which are satisfactory. During this year we purchased an interactive white board with a stand. We are in the process of mounting a multimedia projector in the Academic Skills Lab. We have an antiquated Scantron machine. Desks and chairs are satisfactory and are replaced as needed and as budget allows.

We will need to purchase at least two new TV/VCRs for the Language Lab. A new Scantron system will need to be purchased for the Testing Center. A new videotape cleaner/rewinder is also needed.

**Facility needs:**

While the Learning Center has remodeled in 1991, it has outgrown its current space, which is limiting and staff-intensive. It is a choppy maze. The Tutoring area is cramped, and storage space is non-existent. The carpeting is worn. Because of the space crunch across campus, the Learning Center, in addition to all of its programs, is housing Language Arts faculty, an associate dean and secretary, and the Web Page Specialists. Additionally, the Testing Center is located in a facility on the

other side of campus, since there was no space left in the current LC facility to house it. Currently, the doors to the learning labs (including the Testing Center) are not automated for easy access by students with disabilities.

Ideally the Learning Center should be remodeled and or moved to a new facility to accommodate all of its programs. If the current facility is left as is, automatic door openers will need to be installed on lab doors.

**Budget needs:**

The Learning Center's budget is extremely compatible with its mission and responsibilities. The Instructional Dean and Vice-President have been very supportive in our attempts to assist student success and under their aegis, appropriate resources are deployed.

The LC budget will need to be preserved to maintain and expand programs due to growth. Budget consideration should also be paid to additional staffing and concomitant salaries.

**Staffing needs, including new programs or anticipated retirements:**

The Learning Center staffing is mostly adequate. There are five permanent, classified staff members, in addition to the Coordinator of the Center, and approximately 60 to 70 student aides, on-call employees, and adjunct faculty. Aside from the Coordinator, there is only one full-time staff member. We are in the process of hiring a full-time Testing Center Technician. The lack of additional full-time staff to maintain operation of this full-service facility which is open 75 hours a week creates a lack of continuity in operations.

Some of the current part-time classified positions should be expanded to more than part-time. There are two half-time Clerk Typists which provide all of the clerical and secretarial support for the Center, which serves more than a third of the student body. A full-time secretary would be more effective. Additionally, a full-time Instructional Assistant, rather than the permanent half-time person currently employed (anticipated to retire soon) and the on-call person employed would help to provide greater continuity in the oversight, maintenance, scheduling, and staffing of the various computer labs. Additionally, because we plan to keep the Testing Center open the same number of hours (75) as the Learning Center facility, it would be advantageous to hire another full-time person to staff the facility rather than a number of on-call staff to do so.

**Staff training needs:**

For the most part, the current staff is satisfactorily trained for the required work. The campus provides on-going training for staff on computers, and staff development monies provide for additional types of training. Staff is encouraged to attend any and all training that will benefit them, in addition to providing training as needed. It is anticipated that this procedure will continue to satisfy rising needs.



**Program or service:**

Office of Instruction

**Computer/technology needs:**

Presently, computer and technology needs for the Office of Instruction are being met.

**Equipment needs:**

Adequate at the present time

**Facility needs:**

Adequate at the present time

**Budget needs:**

Adequate at the present time

With the increasing reliance upon technology in the instructional area, and with the imperative of supplying the needs of a growing faculty, an increase in the Instructional Budget by approximately 25% will be needed by 2005.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Access to data that indicates: course/section enrollment history, course completion rates, graduation rates, transfer rates, etc.

Upgrade software to visually assist with the planning and scheduling of classes

**Staffing needs, including new programs or anticipated retirements:**

The Office of Instruction will need to gather and disseminate an increasing amount of data related to faculty workload, catalogue information, schedule of classes, curriculum, etc. Expansion of the workload, and the increasing technical nature of the work generated, will require the need for a full-time secretary to handle the administrative needs of the Vice President's Office. A current full-time secretarial position may evolve into a full-time technical position due to the increasing reliance on data.

**Staff training needs:**

On-going computer training as new software and hardware become available

Training for Buzzeo, or some other administrative system, will be required

**Program or service:**

Publications and Student Recruitment Office

**Computer/technology needs:**

Every employee has a computer with Microsoft Office; printers are shared. Two designers have specialized graphic design hardware/software and share a print-quality laser printer. Currently, all staff uses PC-based equipment.

Designers need design hardware/software upgraded on an annual basis.

The scanner is not of the quality needed for camera-ready production

Writers and support staff need software upgrades and various industry standard printers.

**Equipment needs:**

Generally, the equipment meets the needs of the department.

The phone system is inadequate for the office size

Poor location of office equipment

Need to create interactive CD-ROMs and videos for promoting the College

Need 35-mm camera with tripod and a variety of lenses

Need cell phones or two-way radios for communication when on the road or for use during emergencies

**Facility needs:**

Since relocating to the new building the department's facility needs have been met.

**Budget needs:**

The current budget does not provide funding to adequately promote College programs through advertising and technology-based media. Both broadcast and video advertising are limited and the department relies primarily on printed materials. The department has printed materials for about half of the programs on campus.

The development of new programs, such as online classes, requires significant marketing to be competitive with other colleges.

Additional dollars are needed to enhance marketing efforts.

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

The biggest challenges in the next five years will be competing with other colleges for students and acquiring and maintaining adequate technology-based materials to compete effectively.

The College needs to allocate additional funds for broadcast and print advertising in a variety of media.

To increase enrollments, emphasis will be placed on online courses and other delivery methods that make college more convenient for students.

The class schedules, catalog and other publications will be converted to electronic format to save staff time and production costs and to facilitate production.

There will be more use of the Web and other interactive technologies.

**Staffing needs, including new programs or anticipated retirements:**

The demands on the staff have increased over the last few years including more special events coordination, implementation of a College Web site, promotion of new or expanding programs, and increased competition from other colleges.

The design staff frequently gets bogged down with routine projects such as reformatting forms, and does not have time for major projects that would have greater impact on enrollment.

Need a part-time production artist to complete forms and other routine projects.

Need a special events assistant to help with the many details required to host events.

Anticipate possible director retirement

**Staff training needs:**

There is limited money for classified employees to participate in off-campus training specific to their areas of expertise.

Need recruitment coordinator and counseling training

Designers need frequent and specialized training to keep current in technology and trends.

**Program or service:**

Resource Development Office

**Computer/technology needs:**

Need to be able to backup all files on donor management system and accounting system

Internal Zip drives on all computers

Extra computer for part-time on-call help

Scanner

**Equipment needs:**

TV/VCR/DVD player should be permanently mounted in the ceiling of the conference room

**Facility needs:**

Facility is too small. Secretary stations and office are too close, impeding concentration and conversations when people are talking.

Additional offices for volunteer and on-call workers

**Budget needs:**

Resource Development budget needs to be clearly differentiate from the Foundation's budget

Need funds for publications and subscriptions, postage, materials and supplies, equipment and furniture, printing, and on-call help

**Items/issues anticipated within five years to meet changing student needs or evolving standards:**

Alumni Relations Office

Alumni Relations Webmaster

Grant writer and prospect researcher

Special events specialist

The Director of Foundation and Grants title does not reflect the scope of the responsibility of the position, particularly in view of the fact the Director supervises the Director of Publications and Student Recruitment. Vice President of institutional Advancement is what it is called at other institutions.

**Staffing needs, including new programs or anticipated retirements:**

Alumni Relations Specialist or Coordinator

Webmaster focusing on donors and alumni

Grant writer and prospect researcher

Director anticipates retiring July 2001

**Staff training needs:**

Secretaries have indicated that they would like to learn to make spreadsheets and charts using Excel and PowerPoint, and further training with Quick Books Pro.

Training with new Endowment Management software.

Further training with Raiser's Edge donor management program

## **Section IV**

# **Recommendations and Conclusion**

## **Introduction**

In October 1986, a joint task-force of the Chief Executive Officers of the California Community Colleges and the California Community College Trustees produced a policy paper ("A New Partnership in Governance") on governance and accountability that was endorsed by the seventy districts statewide. The paper established two crucial principles: building on the strengths of the community colleges and emphasizing accountability for results. These are also the two principles that govern the recommendations made in this Educational Master Plan. Additionally, Janis Jones'\* analysis in "Inside Out: Accountability and Performance in the California Community Colleges" (1996) provided much needed guidance in clarifying numerous issues.

## **Institutional Effectiveness**

It is recommended that Citrus College initiate or continue to set priorities for academic programs, support services, staffing needs, fiscal and facilities resources, program development, and evaluation of results. This includes the establishment of minimum standards of student performance, and that the College assess results, including student achievement and progress. Assessment also includes evaluating the effectiveness of transfer, vocational, and remedial programs. If these programs are to be implemented successfully and cost-effectively, they

---

\* Janis Jones has twenty years of policy research and administrative experience in California higher education. She has served as director of planning for the California Postsecondary Education Commission, co-authored the Master Plan Commission's reassessment study of the California Community Colleges, and served as director of planning and policy research for the Los Rios Community College District. At the time of her paper she is Dean of Instruction at Cosumnes River College in Sacramento.

must be accompanied by research and evaluation to strengthen these programs as they develop as well as to evaluate their ultimate merit. This process calls for developing an accountability structure that is based on student outcomes and that holds the College accountable for results, rather than input measures.

In general, there are six key areas for establishing effectiveness measures: student access, student success, student satisfaction, staff composition, facilities, and budgeting. As an institution, the College should establish a common core of effectiveness measures, then each department should establish additional effectiveness measures common to all of its programs, then each program should select additional measures appropriate for the uniqueness of that program. These three levels of evaluation would form the nucleus of program reviews and long-range planning. Currently, program reviews and long-range plans predominantly focus on input measures (more staff, more room, more money, etc.) without a concomitant link to output measures (increased student persistence, student success, student access, etc.). Certifying learning (in competencies, levels, or degrees of achievement) may provide a substantial dividend to continued public support of colleges which currently express success only according to standards of credits earned.

As the College prepares itself and its students for the future, it needs to continue to determine what it is doing well, what it is not doing well, and how to document improvement.

### **Value Added Staffing**

Citrus College is at the epicenter of a changing learning environment. There is need to develop new institutional responses to the changing



needs of the service area. This is particularly true in view of the commitment the College has made to infuse greater amounts of technology into its courses, programs, and services. As a result, there is an expanding need to provide all Citrus employees with a comprehensive professional development program. At the very least, 100% of employees should be computer/technology literate with the daily tools at their work location. Adequate training and in some instances retraining of faculty and staff to meet the rapid changes that technology is bringing to their working environment, is a critical issue for staff development. As is true with the general workforce, as is true in the message the College tells its students, Citrus staff must be continually upgrading their skills to keep pace with technology. Because of the broad applications of technology and learning, faculty need to develop an awareness of what is available and appropriate for assisting them in the classroom, and then acquire the training that will enable them to use the technology.

Changes in instructional and support services, and the incorporation of more technology into the programs and services of the College, will lead to changes in the ways in which College employees are deployed. This is not to say reductions are to be considered, but rather those employees may be assigned to new responsibilities, and new positions may emerge as changing student needs are perceived. In the development of staffing plans, the College must recognize these potential changes, the need to re-train existing staff, and hire replacements that may have additional sets of skills and knowledge.

The more education the College can offer to its staff, the higher the return on this investment. The opportunity for staff instruction and collegial sharing must extend beyond the occasional "Flex Day" activity. Examples of expanded staff instruction during the current semester

(F1999) included vocational education's offering a workshop on integrating academic and vocational curriculum, science's presentation on the value of Geographic Information Services, and counseling's "Faculty Working Together for Student Success" presentation.

If many of the department and program plans from Section III are to be implemented in a timely manner, it will be critical that a comprehensive staff development program be implemented on an on-going basis. Financial support for employees to attend conferences, workshops and seminars which allow them to maintain competency and gain new knowledge is essential to the implementation of the College's plans.

### **Administrative Skills**

As Citrus College continues to grow, it will need to continuously monitor its administrative structure as a compliment of the changing function of the College. In this process it should be recognized that there are two basic functions. The first is the day-to-day operation of the College and the second is the long-term planning for the College. A balanced schedule of activities and workload must be established so that the daily management responsibilities for key administrators are not so time consuming that there remains no time for planning and evaluation. A balance between daily activities and futuristic planning will bear dividends for the growth and development of the College.

### **Support Services**

Support services will continue to have a critical role in the success of students. As the population of the College's service area changes, so will

the demand for additional services for students. It must be emphasized that support services, as defined in this Master Plan document, include all non-classroom activities which enhance and support the total learning experience of the student. The success of many students will depend on how well the College provides a comprehensive array of support services to assist the students in achieving their educational objective. This extends to providing childcare services which must be greatly expanded to accommodate the next wave of student-parent.

Counseling will assume a greater diagnostic and prescriptive function with the development of more reliable assessment tools. Counselors will combine their increasing ability to assess individual student needs with the broadening of alternative forms of instruction.

All services associated with the matriculation of students, providing either personal or academic counseling, including the payment of fees as well as registering for classes, need to be centralized in one much larger highly visible location.

Specifically, Support Services should consider the opportunity to:

- ◆ Increase the College's efforts in articulation and partnership with both high schools and 4-year institutions within the College's service area.
- ◆ Design an overall marketing plan to reach older students and design specific support services tailored to assist older individuals.

- ◆ Fortify prerequisites and assessment test results for stronger course placement.
- ◆ Convene a Transferability Task-Force drawn from numerous administrative, counseling, faculty, research, and curricular resources to directly address the mechanism that thwarts students from achieving their largest Citrus attending goal.

Perhaps one of the most important student support mechanisms is not even prominent in the College Catalog - the Student Educational Plan (SEP). As students plan their future course taking at Citrus, and the satisfaction of numerous requirements, the SEP should be integrated into forecasting which courses, how many, and when in the semesters to come. The SEP is a key planning document and database which should be codified with technological permanence into the fabric of the College. All entering students with a goal of career training, degree, or transfer should have an SEP to be updated at each new registration. Facilities and personnel are needed to accomplish this part of the College's mission.

### **Critical Skills**

The notion of Basic Skills would be well served if it were refashioned into "Critical Skills" - reading, writing, and mathematical skills that form the bedrock of employment and future learning. Indeed, these are the very same skills that have been emphasized for thousands of years as necessary for civil participation. Enrollment in remedial or basic skills programs should be mandated based on the recommended student assessment, counseling, and placement services - matriculation. The

College is accountable to both the student and to the state that supports it to provide the most appropriate education as defined by its extensively mandated and policed matriculation process. To ignore the findings of student assessment tells the student that disregarding performance standards is institutional.

The College must make a concerted effort in targeting those students who are or will be struggling in the system. These students need to be treated not as "at-risk students" but as "students in-need."

An extensive review of basic skills effectiveness needs to be conducted, perhaps through a task-force panel. Topics could include the placement of resources to maximize effectiveness, expansion needs, counseling or case management, creating student cohorts progressing through a basic skills track, and testing out of basic skills requirements or certifying subject matter competency. Additionally, Citrus College needs to make frequent contact with its feeder high schools to alert them to the state of college student readiness, and to delineate the time and paths of remediation that some students may need.

### **Instructional Practices**

One of the assists in the preparation of this Master Plan was El Camino College's educational plan which offered insights about future community college instructional trends.

It is anticipated that instructional programs and instructional delivery in the next decade will not merely be "more of the same", but rather a vastly modified process for the promotion of learning. For decades the process of education has focused on teaching as a process and has devoted comparatively less time to learning as a process. While learning theory has stated for decades that people learn at different

rates with different cognitive styles, the teaching process has proceeded as if everyone learns in the same manner and at the same rate. As an example, a majority of classes at the community college level utilize the lecture method of instruction, even though it is understood that the lecture method is not the preferred method for a significant number of students.

Using this method, a body of material is delivered at a pre-determined pace and students must struggle to master the subject matter in a pre-set period of time. It makes little difference if a student is capable of learning the material much more rapidly or requires a slower pace, the education process solves this problem by awarding grades based on the amount of material a student learns in the time provided.

The community college of the future will concentrate on learning as a process, which will lead to:

**Personalized Learning:** The learning strategies of the future will concentrate on diagnostic and prescriptive counseling which will lead to the development of a learning prescription that is tailored to both the educational requirements of the individual and his/her cognitive style.

**Alternative Instructional Delivery Strategies:** With the development of personalized learning strategies there will be an increased need to develop learning alternatives through which an individual can gain the same body of material in a variety of ways. These learning alternatives include use of the conventional classroom, technology, tutorials, work experience, and specialized laboratories.

**Learning is Less Campus-Centered:** Distance learning will also lead to the realization that traditional community college campuses are less important as sole source learning environments and that learning activities can take place in the home, the work place, libraries, learning centers, the car, or anywhere an individual can access or use learning materials.

**Learning is Less Schedule-Centered:** The instructional program of the community college of the future will be less dependent upon a schedule of classes, and more responsive to the individual schedules of learners.

**Short-term, High Intensity:** Instructional offerings of the future will be taught in modules that will provide learners with the amount of learning material they require at a specific time, with the ability to return to the learning process as they require additional knowledge. These short-term, high-intensity learning experiences will better suit the learner's individual schedule, will be more appropriate to the continual change that is presently occurring in the information base, and will be the backbone of the "Career Ladder" in occupational education.

**Diverse Learning:** As the information age continues to expand there will be a renewed need for more diverse learning experiences and a wider variety of subject matter available to students. These materials will be packaged into learning modules that suit the individual needs of the learner.

**Responsive:** The development of learning packages for the learners of the future cannot take months or years to assemble, they must take hours and days. Therefore, the instructional research and development will become a high-powered process that will produce instructional materials utilizing vastly reduced time periods and designed to the specific needs of individual learners.

**Life-Long Learning:** Life-long learning will be a fact of life for the majority of workers in the next two decades. With the half-life of learning in some fields of knowledge as short as three years, this learning requirement will apply to students and faculty alike.

It is advisable that Citrus College review the above diverse evolutions of instructional manifestations and consider how the needs of the College may be met through reconstituting what is currently offered. In a sense, think of credit programs more like contract education - to meet customer needs.

It is further advised that the College reassess the current curriculum by considering the implementation of more interdisciplinary classes, the integration of classes between academic and occupational programs, increased use of technology in the learning environment, and increasing the flexibility in the scheduling of classes to meet student and community needs.

### **Occupational Education**

It must be emphasized that a significant number of individuals completing community college programs do not remain in the local area, but move to other areas where they can secure greater employment opportunities. For this reason, it is important to view not only what is

occurring in the workplace within 50 miles of the College, but also examine state and national trends. Many of these trends have significant impact on the future of Citrus' occupational programs:

- ◆ There is a growing trend toward the infusion of greater amounts of technology into virtually all occupations. Computer literacy and related skills are rapidly becoming the "Fourth R" of basic skills. Individuals not possessing these skills may soon be relegated to positions of lesser income and undesirable working conditions.
- ◆ Mobility and flexibility will be the watchwords in the workplace of business and industry as old positions are phased out and new positions are created. Students need to be made to understand that adaptability is the most significant component in remaining employed for the foreseeable future.
- ◆ Occupational skills will have a life of one to three years and the average person will experience a major career change from five to seven times in their lifetime. Basic skills and more significantly, learning how to learn both in a formal classroom sense and through self-education, will be the keys to keeping pace with a rapidly changing world.
- ◆ We must expand students' basic career skills such as SCANS, program-based career competencies, and output measures. People will want training from institutions that provide specific competencies that make them employable.
- ◆ It is important to expand certificate offerings: develop more short-term job-ready certificates and do this in a way that complements the College's longer-term career programs, and develop more certifications for specific job and career needs,



especially in response to short-term "in and out" student enrollment patterns.

- ◆ The College should find ways to integrate career and academic programs.

### **Facilities**

Citrus College should continue to review the current assignment of lecture and laboratory space on the campus to determine the best use of all current space and the feasibility of remodeling existing space to be responsive to new educational opportunities. It should also continue its progress in developing and implementing a plan for the systematic upgrading and replacement of equipment on a college-wide basis.

This includes both instructional and support services. Specifically, four areas should be thoroughly reviewed for the addition of much needed space:

- ◆ Mathematics and sciences must have room for program development and the many resources needed to assist students in meeting basic skills remediation and transfer requirements.
- ◆ Occupational education needs to expand to increase types of new programs, new certification development, and to include traditional "academic" disciplines (i.e., writing skills, reading, mathematics, foreign language, etc.) into the vocational curriculum.
- ◆ Facilities to conduct teleconferencing.
- ◆ There is an obvious need for an expanded student services facility, especially in the areas of student counseling and matriculation. Because of the present demand on counselors,

students must sit along office walls which questions the perception of client confidentiality. The Transfer Center resources need to be increased to keep in line with the increasing transfer goals. And the Health Center facilities need considerable expansion and modernization. The Health Center is often the sole source of medical information and care the student can access, especially with the increased number of uninsured. The Center may also need to explore the addition of a pediatric nurse or family practitioner in line with the increasing need for more child care on campus.

In writing this final section of the Educational Master Plan, it should be noted that whenever possible "process" is emphasized over "product" in that the entire Citrus College community must answer the question "What needs to be known?" This is a divergent question with no one correct solution; the more it is studied the more enigmatic the answer. Different people of integrity and intellect will come to very different conclusions. The student wondering what needs to be known may be answering quite differently than the instructor, administrator, or trustee with the same question.

Just because the question is problematic it cannot be avoided without inviting liability. Therefore two processes have been consistently stressed: accountability and information gathering. It is anticipated that by gathering more and better information, greater clarity will assist in aligning everyone's interests.