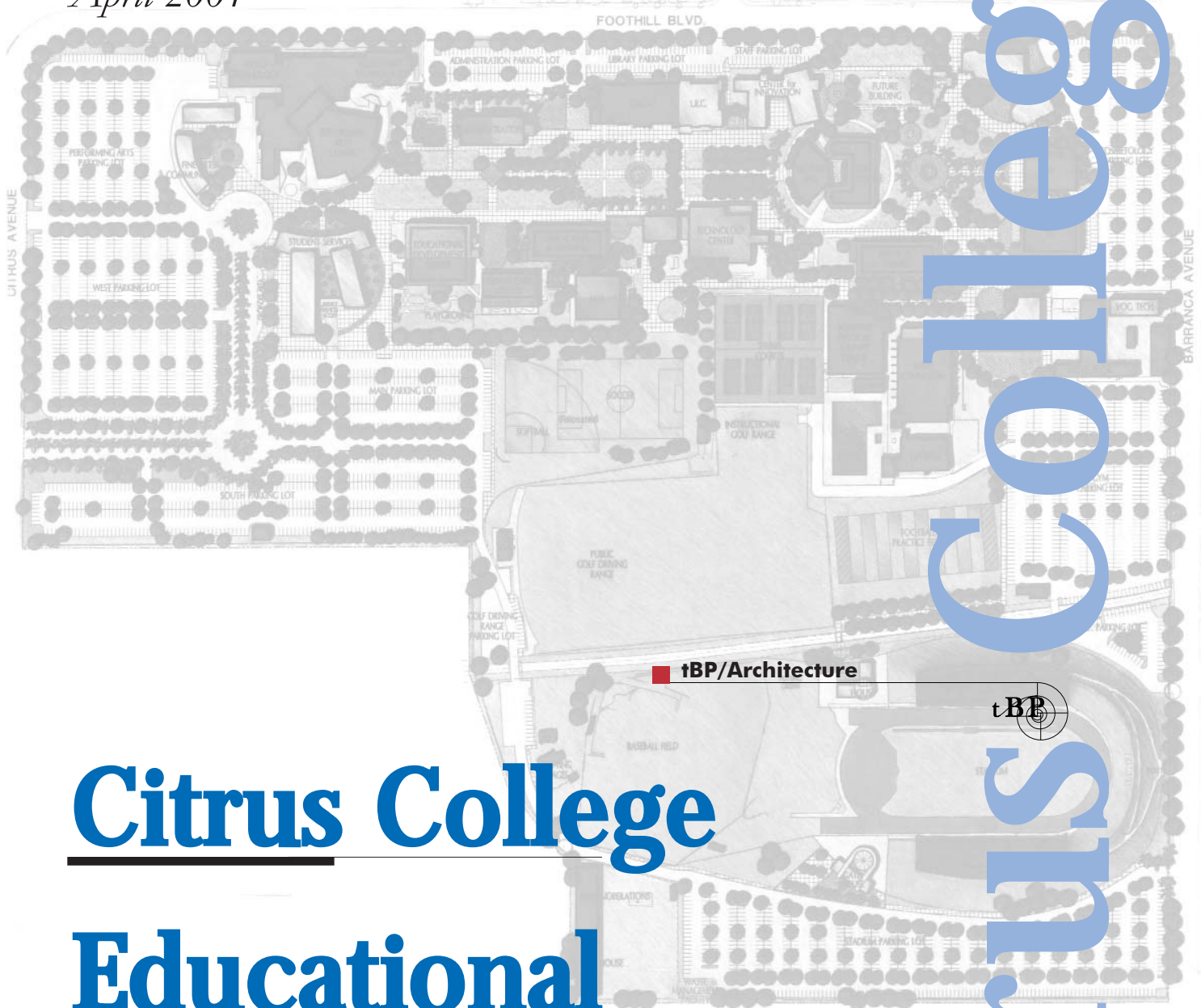


*April 2001*



# Citrus College

# Educational and Facilities Master Plan

Citrus College

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## Educational and Facilities Master Plan

*April 2001*

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## INTRODUCTION

### PURPOSE

The purpose of the Citrus College Educational and Facilities Master Plan is to explain why and how facilities will be improved to meet the educational mission of the College and its projected enrollment in the year 2010. The Master Plan will be used to demonstrate the value of projects in funding requests, and to implement projects in an order that will best serve the changing needs of students, faculty and the College.

The Master Plan is not intended to be an all-inclusive roadmap for the future development of the campus. Rather, it documents the College's educational objectives and broad solutions. The details of projects will evolve as they are designed, but the essential mission of the College is expected to endure over time. Therefore, this document will be revisited regularly to incorporate progress and changing needs.



### DESCRIPTION OF CITRUS COLLEGE

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. Citrus

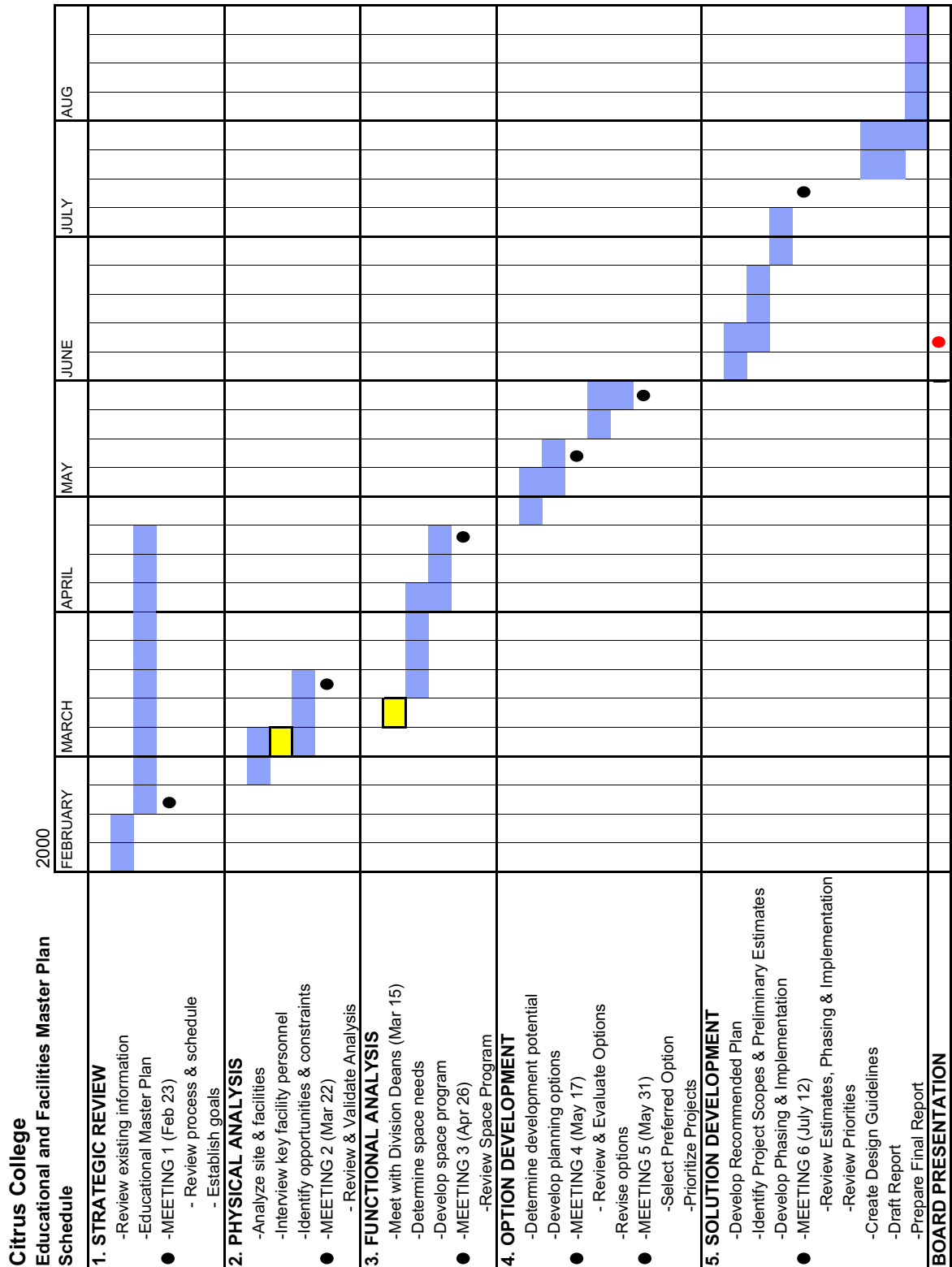
College's location is within a "Sixty Mile Circle" centered on the City of Los Angeles, with a dynamic concentration of population, employment, business, industry and finance.

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 occupies a 104-acre campus with more than twenty-six buildings. The enrollment in the 1999-2000 academic year was 11,473 credit students and 1,868 non-credit students. Citrus College serves students and community members with a variety of goals for career skills, basic skills, personal development and continuing education, as well as child care, performances and public events. The College is a regional leader in specialized instruction, including Recording Arts, Automotive Technology, Cosmetology, Health Occupations and Child Development.

### THE PLANNING PROCESS

The planning process has been a highly participatory one involving the many constituencies of Citrus College. The Planners worked closely with the Facilities Master Plan Committee, comprised of key faculty, staff and administrators. The Committee reviewed the existing conditions and alternative solutions, and made decisions about the Recommended Master Plan and priorities of projects. The planning process included presentations and discussions with the faculty, staff and the community to broaden the plan's perspective and to enhance the acceptance of proposed developments.

## PROJECT SCHEDULE



## **DOCUMENT ORGANIZATION**

The Educational and Facilities Master Plan consists of two volumes: the Educational Master Plan and the Facilities Master Plan. Together, these documents describe the community's educational needs, the mission of Citrus College and objectives for instructional programs, projections for future enrollments and space needs, and a plan for facilities improvements that will support future College programs. The Facilities Master Plan for Citrus College is organized in four sections.



## **Facilities Master Plan**

The Recommended Facilities Master Plan contains the goals, objectives and solutions for improvements to buildings, landscaping and the overall site. The Campus Image section describes how the projects are intended to look, feel and function.

## **Education Plan Summary**

This section provides a descriptive summary of the educational mission, objectives and facilities needs contained in the 2000 Citrus College Educational Master Plan.

The Quantification and Space Assessment provides estimates of future needs for spaces to serve the educational program.

## **Existing Conditions**

The Existing Conditions section is a comprehensive analysis of the existing site, buildings, landscaping, vehicular circulation and pedestrian circulation.

## **Implementation**

The Implementation section of this document includes recommendations for the implementation of projects in order of priority, a summary of projected space needs and space provided by the Facilities Master Plan, a Proposed Plant List, and alternative solutions that were considered in the planning process.





## **FACILITIES MASTER PLAN**

### **MASTER PLAN ASSUMPTIONS**

#### **Master Plan Addresses Needs of 16,000 Credit Students**

The Recommended Facilities Master Plan is intended to meet the eventual needs of 16,000 credit students and over 2,500 non-credit students. This is an increase from 11,473 credit students and 1,868 non-credit students in 1999.

#### **The Master Plan is Conceptual, Not Specific**

The Plan provides solutions to the Goals and Objectives, which are driven by the Educational Master Plan and Existing Conditions. The Recommended Master Plan and Landscape Master Plan illustrate facility projects including renovation and new construction, as well as site development. The section on Campus Image describes how the improvements are intended to look, feel and function. While the Master Plan drawings appear specific, the forms generated are only placeholders designed to specify campus linkages and adjacencies. The final design of each site and facility project will take place as projects are funded and detailed programming occurs.

#### **Master Plan Projects and Other Facilities Needs**

It should be noted that planning for facilities improvement has been and will be a continual process at Citrus College. Many needs and projects were identified before the initiation of this Master Planning process.

The Facilities Master Plan includes all projects, particularly those that require further planning because of their secondary effects, and site improvements which impact the entire campus. Therefore, needs are described in the Educational Master Plan which are not mentioned in the Facilities Master Plan, yet are important to the development of facilities which serve the educational mission of Citrus College.

### **GOALS AND OBJECTIVES**

#### **'Instructions' for the Facilities Master Plan**

The Goals and Objectives are the 'instructions' communicated by the College for the solutions presented in the Facilities Master Plan. While the details of the Master Plan are conceptual and subject to change, the Goals and Objectives are the more enduring expression of what it is intended to achieve. For this reason, they are presented as an integral part of the Facilities Master Plan.

#### **Goals**

The goals of the Citrus College Educational and Facilities Master Plan are based on the Mission Statement of Citrus College. The goals are:

- Promote and enhance the success of students in academics, personal development and career preparation by providing personalized attention.
- Accommodate the variety of students and visitors and their needs on campus, such as full-time, part-time, credit, non-credit, career skills, basic skills, personal development, lifelong learning, child care, performances and community events.

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- Enhance the image of Citrus College as a regional leader in specialized instruction, including Recording Arts, Automotive Technology, Cosmetology, Health Occupations and Child Development.
  - Enhance peer collaboration among faculty members and students.
  - Enhance the positive image of Citrus College among the larger community, visitors and campus community.
  - Incorporate images that reflect the global, international and multi-cultural perspectives of Citrus College.
  - Provide modern facilities for Fine Arts, consolidate Communications with Fine Arts and expand facilities for Performing Arts.
  - Consolidate and expand the Learning Center, creating an efficient and comfortable place for study, computer lab work and testing.
  - Promote and support instructional technology techniques and delivery.
  - Locate Continuing Education near conveniences for non-credit students - parking, registration and food service.
  - Promote teaching and learning among faculty.
  - Provide sufficient office space where full-time and part-time faculty are encouraged to collaborate.
  - Provide more capacity and convenience in parking, including better direction to parking near destinations, and a balance between capacity on the west and east sides of the main campus.
  - Eliminate the 'back door' and 'back alley' appearance of some pedestrian pathways on campus.
  - Provide safe, convenient pedestrian circulation and minimize conflicts with service vehicles.
  - Separate the Child Care Center playground from pedestrians and views of parking areas.
  - Enable the College to engage in entrepreneurial activities.
  - Increase the usability of outdoor spaces for learning, events and informal gathering.
  - Provide casual spaces for students to interact outside of class.
  - Improve the visual image of the campus from surrounding streets.
  - Upgrade support facilities for fans and visiting teams at the Stadium.
  - Use materials and artwork that express the history and personality of Citrus College.

## Objectives

The objectives of the Educational and Facilities Master Plan are based on the direction of the Facilities Master Plan Committee; interviews with administrators, faculty, staff and students; the Citrus College Educational Master Plan, 2000, prepared by Citrus College; and the Citrus College 1999 Five-Year Capital Construction Plan. The objectives of the Educational and Facilities Master Plan are:

- Create a 'front door' to the campus to orient visitors and new students.
- Centralize Student Services under one roof at the front door so that students can easily find the people, services and places they need to begin a successful experience at Citrus College.
- Replace outdated facilities for Math and Earth Sciences in a modern building.
- Provide modern, appropriate space for Transportation Technology.
- Provide appropriate and consolidated space for Public Services.
- Provide sufficient and appropriate instructional spaces for expanding programs.

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## **OVERVIEW OF THE FACILITIES MASTER PLAN**

This section describes the overall features of the Facilities Master Plan. These features are illustrated in the sketches on the following pages, entitled "Recommended Master Plan" and "Landscape Master Plan".

### **Front Door to Citrus College**

The west end of the main campus is transformed into the 'front door' of the campus. A boulevard driveway with passenger drop-off and pedestrian gateway to the Main Quad between the New Student Services Building on one side and the Arts Complex on the other creates a sense of arrival and a visual destination. The new Student Services Building houses a One-Stop Shop for admissions and related functions, student activities, food service, the health center and large meeting rooms. An entertainment plaza is created between Student Services, the improved Main Quad and the steps of the Performing Arts Building. This includes the development of a passenger turn-around / drop-off accentuated by a prominent, focal landscaping that reflects the history of the region with the use of citrus trees and the background planting of palms. The improved Arts Complex is a modern home for Fine Arts, Communications, expanded Performing Arts and the Haugh Theater. The Art Center, Lifelong Learning and the Annex will be demolished.

### **Science and Technology Hub**

The east side of campus is upgraded to enhance the image, as well as the efficiency of Science and Vocational Technology programs at

Citrus College. It contains the new Math and Science Building, new Automotive Technology Complex and modernized instructional spaces in Technology B and C. The Eastern Quad will extend the Main Quad and include courtyard seating to accommodate outdoor classrooms, lecture areas and general study of meeting environments. The Earth Science Building, Planetarium, Temporary Library, Technology A, D, E, and O and Health Services will be demolished.

### **Better Instructional Space**

Throughout the campus, instructional spaces will be expanded and modernized. Portions of the Education Development Center and Main Gym will be renovated to create more classrooms. The new Technology Center will enlarge the Learning Center with more computer labs, study areas and testing. New offices and a multi-media center in the Center for Innovation (CFI) will invite collaboration among faculty members. A Potential Future Building may provide learning space for new and expanded programs. In addition to projects detailed in the Facilities Master Plan, other improvements will be made as described in the Citrus College Educational Master Plan.

### **Convenient Access, Parking and Circulation**

The Master Plan recommendations make it easier to find parking and destinations. Landscaping and signs at street entrances direct visitors and new students to convenient parking. There is a redistribution of parking to create a balance in the number of spaces on the east and west sides of the main campus.

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This is accomplished by moving the Soccer / Softball Field and expanding the Gym Lot, and removing Tech A, D and E to enlarge the Cosmetology Lot. The Administration, Library and Staff Lots are reconfigured to provide more spaces on the north side of campus. The use of signs and hard- and soft-scape materials eliminate the 'back doors' and 'back alleys' between the campus and parking areas at the west end of the Main Quad, the service alley between Fine Arts and the playground, the walkway south of Liberal Arts and Business and the Campus Center and at the Gym Lot. Likewise, signs and landscaping provide a clear distinction between Citrus College and Azusa Pacific University.

### **Creating People Places**

At Citrus College, informal interaction is important for personal and academic development. Learning Courtyards provide areas for outdoor learning and informal gathering and improvements of the Main Quad and Eastern Quad provide settings for campus events. The new Stadium Gate House, concessions and Field House enhance athletic events and revenue generation through community use. Patterns, materials and artwork celebrate the character of Citrus College.

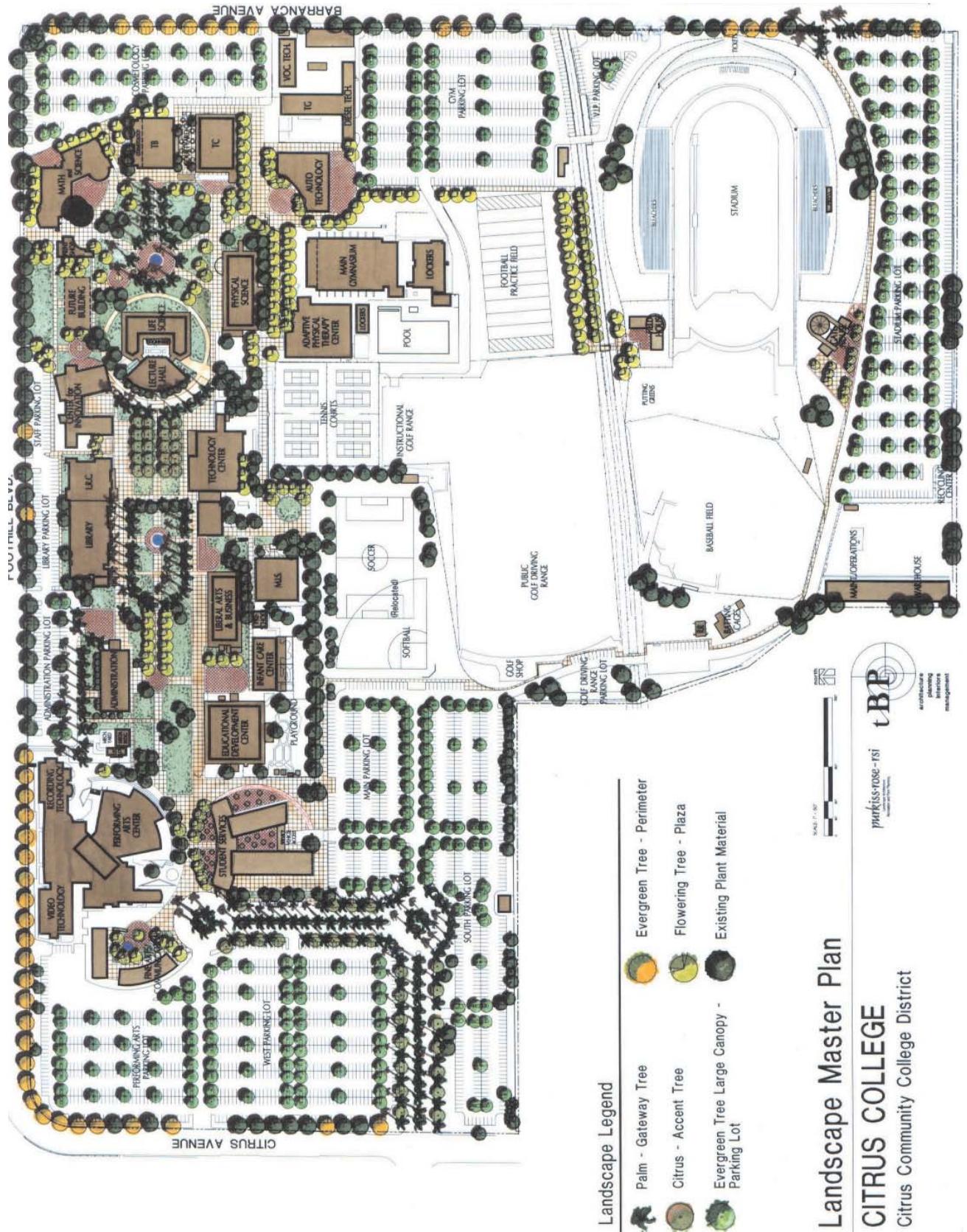
### **Meets Project Facilities Needs**

The Recommended Facilities Master Plan is designed to meet or exceed the future needs for types and sizes of spaces as estimated in the Quantification and Space Assessment. The sizes of new buildings are based on state-wide averages, and are therefore approximate.



# Facilities Master Plan

## PART 1



## PROJECTS IN THE FACILITIES MASTER PLAN

### Master Plan Projects and Other Facilities Needs

This section describes the improvements to buildings and the site in the Recommended Master Plan. Note that new construction provides opportunities to renovate existing spaces for reuse by other programs (called 'Secondary Effects'). The order in which the projects are mentioned is based on the priorities determined by the Facilities Master Plan Committee, opportunities made available in Secondary Effects and the logical sequence of some projects (e.g., an existing use must be relocated before another program moves into that space). It is expected that other facilities projects will proceed over the course of time as Master Plan projects are undertaken. Therefore, it is assumed that the actual order in which these projects are completed will be affected by future program needs, facilities projects not detailed in the Master Plan and funding availability.

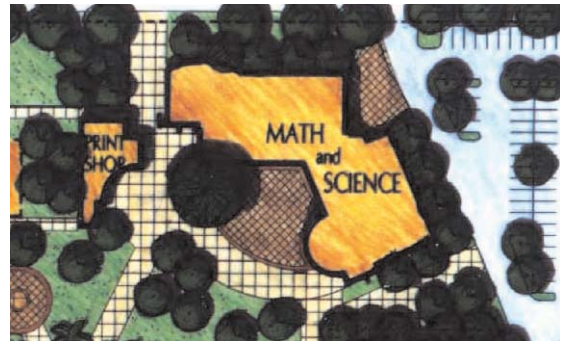
See the Implementation section for the description of the order of priority given by the College to projects in the Master Plan. The Sequencing Diagram in that section describes how some projects must be completed in sequence for practical reasons.

### Building Projects

#### 1. MATH AND SCIENCE BUILDING

The new, high-tech Math and Science Building houses the Math and Earth Sciences programs in modern facilities, including a 75-seat multi-

media lecture hall. Based on the Final Project Proposal, dated February 2000, the building will have an approximate gross square footage of 33,300 gsf. The outdoor Math Learning Courtyard is adjacent to the building for



outdoor instruction and informal seating. This building replaces the aging Math, Earth Science and Planetarium buildings, which will be demolished. The vacated area, along with the area currently occupied by the temporary Library, will be developed as the Eastern Quad. This Quad contains formal pathways, turf panels for outdoor activities and exhibits, and learning courtyards to mirror the usable green spaces and 'Citrus College' materials of the Main Quad. It is linked to the Learning Courtyards at Math and Science, Vocational Technology, Tech B/C and a Potential Future Building.

#### 2. CENTER FOR INNOVATION (CFI)

The new Center for Innovation provides the College with a high-tech center for faculty development, consisting of a multi-media center for the creation of teaching and research presentations by faculty. It includes 87 new faculty offices, with office space for part-time instructors, scholars/artists-in-residence, and 4 suites for academic deans; open spaces

equipped with work stations at which a variety of on-going, innovative projects may be created and developed by collaborative teams of faculty and students; a teleconferencing center with a 100-seat capacity for the hosting of academic and community conferences; and the Distance Education, Study Abroad and Student



Honors programs. Based on the Citrus College 1999 Five-Year Capital Construction Program, the approximate building size is 25,400 gsf. It is constructed over a portion of the existing Library Lot. The existing Administration and Library Lots along Foothill Boulevard are expanded and reconfigured to provide more parking close to the Library and Administration, CFI, Health Occupations and Math and Science Buildings.

### 3. STUDENT SERVICES BUILDING

The new Student Services Building features a pathway leading from parking through the 'front door' of the campus, where visitors and new students find the services they need to be successful at Citrus College, and become oriented to the rest of the campus. It is a One-Stop Shop for admissions, counseling and placement; as well as the hub for student activities and the main food service. These services are currently provided in separated

locations on campus, including the Education Development Center, Campus Center and Administration. Based on the Educational Master Plan, it is estimated that the building will have an approximate gross square footage of 58,000 gsf. Outdoor seating in the Student Services Plaza on the north side provides an excellent view of performances on the steps of Performing Arts. The western end of the Main Quad becomes a more comfortable venue for outdoor campus events. There are large spaces for campus-wide meetings with food service. Health Services is located in the Student Services Building. There is a drop-off in the Performing Arts Lot with a pedestrian entry to the Main Quad, leading people to Student Services and the Haugh Performing Arts Theater. The Student Services Building is located on the site of the existing Art Center, Lifelong Learning Center and Annex, which will be demolished and replaced. Fine Arts programs will be located in suitable temporary facilities until the construction of the new Fine Arts / Communications Complex. Continuing Education will occupy temporary housing until secondary spaces in the EDC are renovated. The Health Services Building will also be demolished.





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- **Administration Building Renovation - Consolidation of Administrative Space - Secondary Effect**

Office spaces are renovated for the consolidation of administrative services in the Administration Building. The space becomes available when Counseling, Registration, Admission and Records functions are removed to the new Student Services Building, to be replaced by administrative offices relocated from Tech O and Foundations. Based on an estimation of the spaces to become available, it is anticipated that the assigned square footage to be renovated will be approximately 3,400 asf. Tech O and the Foundations-Publications Buildings will be demolished.
  - **Educational Development Center (EDC) Renovation - Additional Instructional Space - Secondary Effect**

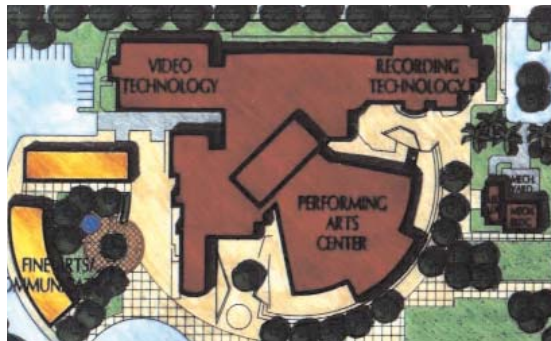
Additional instructional spaces are created through the renovation of vacated areas in the Education Development Center. This space is available after Financial Aid, EOPS and Counseling are relocated to the new Student Services Building and the Learning Center is moved to the Campus Center. Based on an estimation of the spaces to become available, it is anticipated that the assigned square footage to be renovated will be approximately 13,700 asf. The EDC Building is a potential location for the relocated Lifelong Learning Center. Continuing Education students who are unfamiliar with the campus easily find their way from the new 'front door' at Student Services to the main cafeteria.
  - **Campus Center Renovation - Technology Center - Secondary Effect**

The new Technology Center provides computer labs, testing, tutoring and comfortable study areas in the existing Campus Center. It consolidates services currently provided at the Learning Center in EDC, computer labs in CIS, and testing facilities in Tech O. This space is available after the relocation of student activities, food service and the bookstore to the new Student Services Building. Based on an estimation of the spaces to become available, it is anticipated that the gross square footage to be renovated is approximately 33,800 gsf. The outdoor seating area to the south is softened to create a more pleasant space for informal gathering. Tech O will be demolished.
  - **CIS Building Renovation - MIS Expansion - Secondary Effect**

Campus-wide Management of Information Systems (MIS) is expanded to utilize the entire CIS building after CIS labs are relocated to the expanded Learning Center in the Campus Center Building. Based on an estimation of the spaces to become available, it is anticipated that approximately 8,500 asf will be renovated for this use. The pathway on the north side is widened to better accommodate pedestrians and service vehicles.

## 4. FINE ARTS/COMMUNICATIONS COMPLEX

The new Fine Arts Building accommodates Fine Arts in a modern facility and consolidates Communications with the program, and the expansion of the Performing Arts program adjacent to the existing Performing Arts Building. The building extends the welcoming 'face' of the building from parking areas near

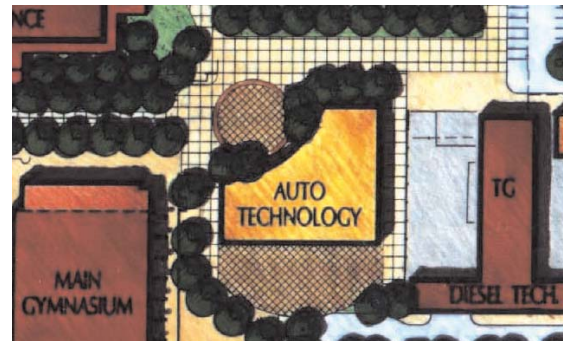


the Performing Arts Building and Haugh Performing Arts Theater. Based on the Education Master Plan, it is estimated that the building will have an approximate gross square footage of 31,800 gsf. The Fine Arts Courtyard provides space for displays of art, outdoor instruction and events and informal seating. The building is constructed over a portion of the Performing Arts Lot; the remainder of the lot will be improved.

## 5. AUTO TECHNOLOGY COMPLEX

The new Automotive Technology Complex is shown conceptually as two buildings, Auto Tech and Vocational Tech, that provide modern instructional facilities for programs including Transportation Technology and Public Services. The Complex creates an exterior image for Vocational Technology that befits the excellence of the programs, in the same way

that decorations inside Diesel Tech inspire students. The buildings will be designed to reflect workplace conditions and to suit the education program. The structure replaces inadequate spaces in the Tech A, Tech D and Tech E buildings, which will be demolished. This project provides opportunities to renovate space in Tech B and C, and to locate Automotive Technology, Public Services and



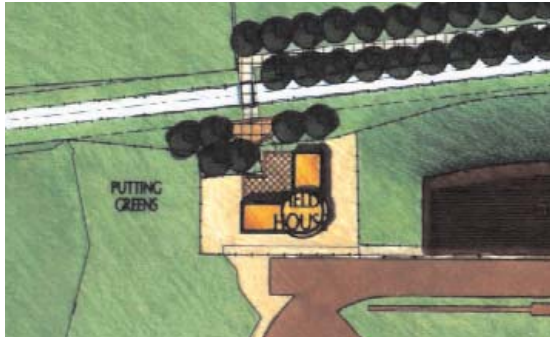
Cosmetology in the most appropriate and convenient spaces. The building presents a welcoming 'face' to pedestrians approaching from the Gym Lot to correct the existing 'back door' appearance of the area. Based on the Education Master Plan, it is estimated that the building will have an approximate gross square footage of 36,400 gsf. The Auto Tech Learning Courtyard is developed adjacent to the building for outdoor instruction and informal seating. The Cosmetology Lot is expanded and includes a new drop-off.

- Technology B and C - Instructional Space Renovations - Secondary Effect  
Classroom and laboratory spaces are improved in Technology B and C after the relocation of programs to the new Auto Tech Complex. Based on an estimation of the spaces to become available, it is anticipated

that the assigned square footage to be renovated is approximately 7,700 asf in Technology B, and 4,450 asf in Technology C. The Tech B/C Courtyard is improved to provide better weather protection.

## 6. STADIUM FIELD HOUSE

The new Stadium Field House provides convenient facilities for visiting teams near the stadium field, equipment storage, modern concessions and restrooms for fans in the north bleachers. Currently, visiting teams walk from the locker rooms on the main campus to the stadium. The building will have approximately 2,000 gsf. The existing north concessions and restrooms will be demolished.



## 7. ADDITIONAL INSTRUCTIONAL SPACE - MAIN GYM

Classrooms replace existing indoor Physical Education facilities on the north side of the Main Gym building. Based on an estimation of the spaces available, the assigned square footage to be renovated is approximately 3,570 asf.

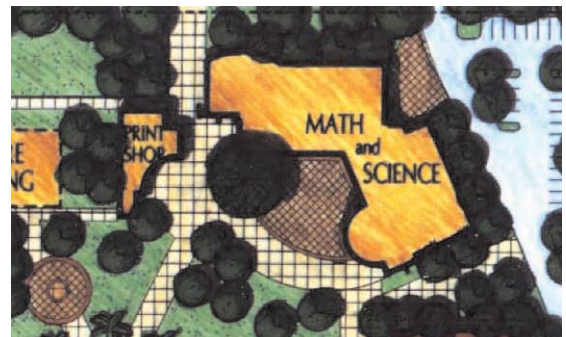
## (NO PRIORITY) POTENTIAL FUTURE NEW BUILDING

The site occupied by the existing Math Building could be used for a new building as programs expand and needs for instructional space increase in the future. A Learning Courtyard should be developed adjacent to the building for outdoor instruction and informal seating. The size of this building would depend on its use.

### **Site Projects**

#### 1. PLAYGROUND PERIMETER BUFFER

The Child Care Center is an integral part of the campus and the surrounding community. A strong, well-defined landscape and hardscape buffer on the south and west sides of the playground serves several vital functions. The primary goal is to create an aesthetically pleasing visual and physical barrier between the children's play area and pedestrian traffic. It could incorporate materials, colors and images to enhance the play environment. Also, the buffer and the relocation of the Soccer/Softball Play Fields provide more compatible surroundings for the playground than the existing parking lot. The existing service alley, which currently functions as an important pedestrian route, is transformed into a pleasant secondary gateway onto the campus.



## 2. SOUTH ROUTE

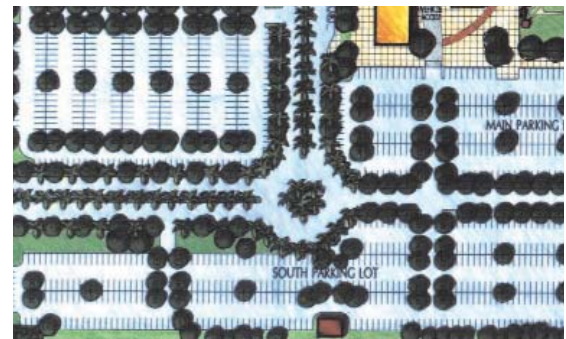
The pathway south of the Main Quad, from the Infant Care Center to Campus Center, is improved to minimize conflicts between pedestrians and service vehicles and to enhance the appearance of this secondary pedestrian route.



## 3/4. MAIN CITRUS GATEWAY AND PARKING

The purpose of the gateway improvements are to provide a 'grand entrance' to Citrus College which is recognizable to visitors and new students, and which leads them with confidence to their destination. A compliment of palm and citrus trees provides the 'mental picture' of the exterior of the College in the minds of visitors and passersby. (This pattern is repeated on the improved Main Quad.) Sunny groves and swaying palms were typical images of the San Gabriel Valley on postcards and labels of crated fruits in the first half of the twentieth century. The gateway is the primary entrance to Citrus College, with a defined boulevard guiding visitors to convenient parking in the Performing Arts, West, Main and South Lots for Student Services, the theater at Performing Arts and Continuing Education. The lots are reconfigured to provide more spaces, and enhanced landscaping clearly identifies sectors to help drivers locate their vehicles and destinations. Temporary parking directly

adjacent to the sidewalk near the Child Care Center provides a route for adults and the small children they are accompanying that is safe and does not cross traffic lanes. Further, it relieves the first impression of the campus as a 'sea of cars'. A secondary entrance from Citrus Avenue provides another convenient entrance near Performing Arts and the Student Center. The existing entrance from Foothill Boulevard near Performing Arts is removed. The entrance to the Golf Driving Range is improved to correct confusion with the Main Campus Gateway on Citrus Avenue, and a distinct drive leads directly to the Golf Driving Range. Campus Drive is realigned for greater visibility of oncoming traffic. Parking at the Golf Driving Range is reconfigured for more capacity.



### 3/4. RELOCATE SOCCER FIELD, EXPAND GYM LOT

The Gym Lot is expanded by relocating the existing Soccer/Softball Field to a portion of the Main Lot and developing more spaces. This provides more convenient parking for the east end of the campus, with more spaces. Pleasant

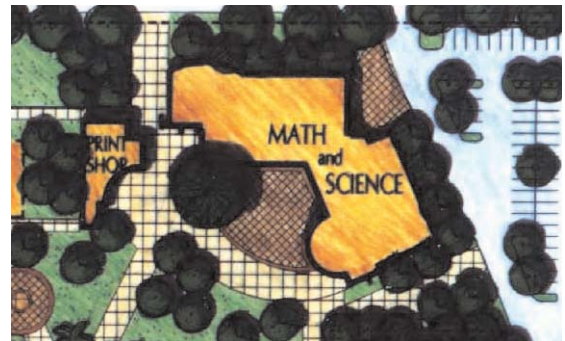


green space is centralized on campus, and the Child Care Center playground is adjacent to a playing field instead of parking. Landscaping orients visitors to the layout and directs them to parking that is most convenient to their destination. The field walkway is directed around the expanded Gym Lot.

### 5. MAIN QUAD

The beauty of the Main Quad, with the Library clock tower, fountain, flags, formal pathways and mature trees, forms the 'mental image' from the interior of Citrus College for people who are familiar with the campus. It serves as an inviting outdoor room for campus events and informal gathering. The west end of the Main Quad is made more functional by realigning pathways to enhance the pleasant formality of the area around the fountain and toward the Lecture Hall, and continues the pattern west to the termination at the Performing Arts Building. Large turf panels

create programmable spaces for exhibits and campus events. Intimate learning courtyards at the EDC, Business and Liberal Arts Building and the Library feature protected seating, power outlets and site furnishings to create comfortable outdoor 'rooms' for classes, study, and informal gathering. A grove of citrus and palm trees in front of the Lecture Hall signifies the identity of Citrus College and the significance of the citrus industry to the development of the San Gabriel Valley. This pattern is tied to the same palette of trees at the main gateway on Citrus Avenue.



### 6/7. CAMPUS PERIMETER LANDSCAPING

The development of a well-defined campus perimeter landscape palette distinguishes Citrus College from neighboring Azusa Pacific University. Screening shrubs, complimentary plant materials and hardscaping creates definition and buffers views between the two campuses.

## 6/7. CAMPUS PERIMETER SIGNAGE

All entrances from Foothill Boulevard and Barranca Avenue are marked with prominent signs to identify the campus and entries to passersby and users. These signs help to direct visitors to campus destinations and convenient parking.

## 8. STADIUM GATE HOUSE AND PARKING

Citrus Stadium is the home field of Citrus College and an important source of revenue from the College's games and events by other users. The purpose of the new Stadium Gate



House and parking lot improvements is to provide an entry from the street and into the venue itself which are as exciting as the beautiful Stadium. A monumental entrance from Barranca Avenue leads to a drop-off in front of the new Gate House, a facility of approximately 2,000 gsf for tickets, concessions and restrooms. The track extension is shortened to accommodate the new structure and walkways. The Stadium Lot is reconfigured and landscaped to provide more spaces and safe corridors for pedestrians. The existing ticket booth, snack bar and restrooms at the south entrance will be demolished.

## 9. WASTE MANAGEMENT COMPLEX

The separate addition to the Maintenance Complex contains facilities for the new, on-campus trash separation service. Access is provided through the Stadium Lot.



## CAMPUS IMAGE

This section describes how improvements in the Facilities Master Plan are intended to look, feel and function.

### Importance of Image

An image is a "symbol of an attitude". It is present in the appearance and the functionality of our surroundings, from beautiful buildings and landscaping to convenient pathways and comfortable seating. The image of any campus is a serious concern because it affects the daily experience of students, faculty and staff; makes an impression on visitors about the quality of education; and has indirect impacts on community support. Further, it is important to provide visual cues to help visitors, newcomers and regulars to find their way around the campus.

## Enhancing the Campus Image of Citrus College

Citrus College is fortunate to have a very beautiful campus. There are many distinctive buildings, landmarks and mature trees. Many features have been created to recognize people and events that are special to the life of the College. The College takes pride in preserving and highlighting these symbols of its personality and history.



The recommendations for Campus Image are intended to enhance the appearance and functionality of the campus to maintain a consistent image of quality and convenience.

- **Show 'Good' Sides of Buildings**

New construction and renovation should mirror the simplified, geometric patterns of recent buildings, using plaster, brick, concrete block, exposed concrete, structural members applied without secondary finishes such as red brick, split-face block and colors that are natural to the materials. Architectural design, artwork and landscaping should enhance the individuality of structures. New construction and renovation of buildings should be designed to provide 'good faces' on all sides, rather than 'rear views'. Gateway structures such as the Student Services Building and the Auto Technology Complex should draw pedestrians and provide a welcoming entry to the campus.



- **Unified Landscape Theme Throughout the Campus**

Complete the physical and visual unity throughout the campus by using consistent landscaping materials and patterns. This

consistency should extend through the street perimeter, main gateways, parking areas, pedestrian entries and pathways into the interior, pedestrian routes between buildings, plazas and Learning Courtyards and entries to buildings. This unity and enhancement will also work to eliminate the 'back door' and 'back alley' appearance of a few routes from parking areas into the campus and between buildings.



- **Outdoor People Places**

Citrus College encourages interaction outside of class among students, faculty, staff and administrators as an integral part of the educational experience. There is an abundance of beautiful exterior spaces which are used for pedestrian traffic, work, learning and casual interplay. These areas should be planned as carefully as interior spaces to maximize their functionality. Learning Courtyards on the exteriors of buildings will provide outdoor 'rooms' for classes and informal use. Features should include protection from sun and wind, comfortable group seating and outlets for portable computers.



- **Put the Citrus in Citrus College**  
Citrus College and its predecessor on the site, Citrus Union High School, were named for the agricultural industry that brought prosperity and fame to the San Gabriel Valley. Local history brings to mind images of citrus groves bordered by rows of tall palms. This beautiful and traditional pattern of trees should become a prominent visual image on the Main Quad of Citrus College.

- **Preserve Mature Trees**  
Happily, the campus has many mature trees that provide color, shade, an interesting 'skyline' and a feeling of permanence. Improvements to facilities and landscaping should be planned to protect and enhance mature trees.



- **Signs Direct Traffic and Identify Destinations**  
Signage at driveway entrances should be improved to direct drivers to convenient parking for destinations. A campus map should be provided at the service alley between the EDC and the Art Center, that a much-used pedestrian route. The campus map should be updated as facilities are improved and programs are relocated.



**PLANT PALETTE**

The following plant materials are suggested to enhance landscaping that is already present on campus, to promote repetition and unity of landscape images throughout the campus, and to reflect local history and the personality of the campus.

**Trees**

CITRUS, ORANGE N.C.N.  
PINUS CANARIENSIS *Canary Island Pine*  
PYRUS KAWAKAMII *Evergreen Pear*  
MAGNOLIA 'ST. MARY'S' N.C.N.  
LIQUIDAMBAR STYRACIFLUA  
'ROTUNDILOBA' *Sweet Gum*  
PHOENIX DACTYLIFERA *Date Palm*

**Shrubs**

CISTUS SALVIIFOLIUS *Sageleaf Rockrose*  
ESCALLONIA 'JUBILEE' N.C.N.  
PHORMIUM TENAX *New Zealand Flax*  
CEANOOTHUS GRISEUS 'HORIZONTALIS'  
*Carmel Creeper*  
PENNISETUM SETACEUM *Fountain Grass*  
ABUTILON HYBRIDUM *Flowering Maple*  
NANDINA DOMESTICA 'NANA' *Heavenly  
Bamboo*

**Groundcover**

TRACHELOSPERMUM JASMINOIDES *Star  
Jasmine*  
THYMUS PRAECOX ARCTICUS *Creeping  
Thyme*  
FESTUCA CALIFORNICA *California Fescue*  
CERASTIUM TOMENTOSUM *Snow in Summer*

# Educational Plan Summary

## EDUCATIONAL MASTER PLAN SUMMARY

### INTRODUCTION

This section contains a summary of the detailed information contained in the *Citrus College Educational Master Plan* prepared by Citrus College, as well as the complete *Quantification and Space Assessment* prepared by Maas Companies. The Educational Master Plan conforms to the guidelines for College Master Planning in the Facilities Planning Manual for California Community Colleges. It includes a detailed analysis of community needs for education, demographics and projected enrollment; the educational mission and objectives of Citrus College and needs for resources. The Quantitative and Space Analysis projects needs for types and size of spaces needed. The *Educational Master Plan* and the *Quantification and Space Assessment* serve as the foundation for the Facilities Master Plan, which provides an overall roadmap for future campus improvements to serve the future enrollment and programs.

It should be noted that planning for facilities improvement has been and will be a continual process at Citrus College. Many needs and projects were identified before the initiation of the Master Plan project. The Facilities Master Plan focuses on projects that require further planning because of their secondary effects, and site improvements which impact the entire campus. Therefore, projects are described in the Educational Master Plan which are not

mentioned in the Recommended Facilities Master Plan, which are nonetheless important to the development of facilities which serve the educational mission of Citrus College.

### Contents of the Educational Master Plan

The report contains detailed analyses of the following:

- Regional and community demographics, economy and education.
- Educational mission, objectives and vision of Citrus College.
- Demographics of Citrus College students.
- Course offerings and effectiveness.
- Department and Program Plans, including objectives, future program changes, and needs for technology, equipment, facilities, budget and staffing.
- Recommendations for Facilities.
- **Quantification and Space Assessment.**
  - Projection of Future Enrollment
  - Utilization of Existing Space
  - Projection of Type and Size of Spaces to Meet Future Needs



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## **SUMMARY OF CITRUS COLLEGE EDUCATIONAL MASTER PLAN, February 2000**

### **Purpose of the Educational Master Plan**

The purpose of the Educational Master 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.

### I. ECONOMIC AND EDUCATIONAL INDICATORS

This section describes regional demographic and employment trends that are important to planning at Citrus College.

### II. CITRUS COLLEGE AND STUDENT INDICATORS

This section describes the mission and vision of Citrus College, and analyzes student demographics, performance and course offerings.

### **Citrus College 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**

#### ***Provide a center for life-long learning that:***

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

#### ***Provide career education that:***

- Offers a variety of vocational certificates and degrees to prepare for work.
- Provides business and industry customized training programs.
- Supports career development for students and staff through career exploration, job preparation, job opportunities and staff development.
- Articulates and integrates curriculum with local high schools and universities.

***Provide cultural development that:***

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

**III. DEPARTMENT AND PROGRAM PLANS****Athletics Department****PROGRAMS**

Physical Education, Athletics

Objectives

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

**INSTRUCTIONAL FACILITIES**

Main Gym, Aquatic Center, Adapted Physical Education Center, Lecture Hall, Health Center, Information Science

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 puts the department in a desperate

need for additional classrooms. All locker rooms and showers are outdated 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.

**Behavioral Sciences Department****PROGRAMS**

Administration of Justice, Anthropology, Human Development, Psychology, Sociology

Objectives

- To acquaint students with the behavioral sciences.
- To prepare students to think critically.
- To help students better understand their own behavior and the behavior of others.

- To prepare students to cope with their own personal challenges.
- To help students understand and deal with multicultural concepts.

## INSTRUCTIONAL FACILITIES

Tech A, Liberal Arts, Lecture Hall, Annex, EDC, Tech C, Physical Science

### Facility Needs

- The heat/air-conditioning unit needs serious work or replacement.
- A classroom arrangement close to a courtroom.
- Dedicated classrooms and labs.
- Permanent office space for faculty central to dedicated classroom/lab.
- Mini computer facilities.
- The Child Development Center is in need of renovation to comply with research findings and accommodate observation and strident practicum needs for academic program.
- Instructional classroom with hot water.
- Change carpet in classrooms to hard surface flooring.
- Recreate Human Development Resource Library.
- The Child Development Center needs self-contained classrooms for children in order to model appropriate classroom practices for teacher training program.
- Psych Lab for hands-on experience.
- Central location for AV tapes and videos.
- Improve soundproofing between classrooms.
- Roof of the LB building is in desperate need of repair.
- Increased parking spaces for staff.

## Biological Sciences Department

### PROGRAMS

Biology, Natural History, (Forestry is currently being accreted into Biology from Public Service.)

### Objectives

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

### INSTRUCTIONAL FACILITIES

Life Science, Physical Science, Lecture Hall, Tech B

### Facilities Needs

- 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.

## Cosmetology Department

### PROGRAM

Cosmetology

### Objectives

- To train students to pass the State Board of Barbering and Cosmetology licensing examinations.

- To give students the necessary skills and knowledge to become employed in a salon.
- To give students the training required to enter the beauty industry work force.

## INSTRUCTIONAL FACILITIES

Tech A, B, C

### Facilities 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.

## Fine and Performing Arts Department

### PROGRAMS

Art, Dance, Theatre Arts, Music, Recording Technology

### Objectives

- Sensitize and enrich the aesthetic side of Citrus students.
- Provide instruction in art that leads students to careers in this profession.
- Make students aware of how information of the past was communicated through the arts.
- Provide the necessary technical and performance tools that would enable the student to become employed as a professional dancer.
- Provide beginning, intermediate and advanced courses in ballet, jazz, tap and modern dance techniques.
- Provide a variety of dance performance experiences.
- 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.
- A comprehensive, lower division program for vocational and transfer preparation that will include: vocal and instrumental music, music appreciation and theory, and musical theatre.



## INSTRUCTIONAL FACILITIES

Art Center, Performing Arts, Video  
Technology

### Facilities Needs

- Lecture/lab/performance halls of 50-, 125-, 250- and 400-seat capacities.
- Rehearsal spaces.
- Specialized studios for Fine Arts, lighting, audio recording, video, controls, editing.
- Costume shop, dressing rooms.
- Improvements to Haugh Performing Arts Center.
- Storage spaces, Faculty office space.
- Art gallery.
- Sculpture garden.

## Foreign Languages Department

### PROGRAMS

German, French, Spanish

### Objectives

- Foster an appreciation for the value of second language proficiency.
- Promote cultural empathy and awareness.
- Create an environment conducive to language learning.
- Involve students in the instructional process.
- Provide transfer credit to four-year institutions.
- 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.

## INSTRUCTIONAL FACILITIES

Education Development Center

### Facilities Needs

- Need additional office space.
- Move to the second floor of EDC and remodel to serve staff and students.

## Health Occupations Department

### PROGRAMS

Dental Assisting, Health Occupations,  
Nursing - Vocational

### Objectives

#### ***For students:***

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

#### ***For the community:***

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

#### ***For the health care industry:***

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

## INSTRUCTIONAL FACILITIES

Tech A, B, C

### Facilities Needs

- New building with classrooms and office space for faculty.
- Teaching lectern capable of operating AV equipment with remote control.
- 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.

## Language Arts Department

### PROGRAMS

College Preparation, Communications, English, English as a Second Language, Reading, Speech

### Objectives

Students are afforded the opportunity to sharpen their critical reading and writing skills, develops the students' ability to communicate and also fosters a strong liberal arts background. 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.

## INSTRUCTIONAL FACILITIES

Liberal Arts/Business, EDC, Tech A, C, and D, Physical Science, Planetarium, Math, Health Center, Earth Science, Annex

### Facilities Needs

- Satellite transmissions systems.
- Infrastructure which can continuously be enhanced as needs demand.
- New communication arts building, or remodel an existing building for the communications program.
- Provide more faculty offices and more classrooms.
- Dry-erase boards in all the Liberal Arts/Business classrooms.
- English-students-only Writing Lab where classes could be held, as well as open-hour tutoring sessions.
- One room (possibly in the Liberal Arts/Business building) with computers at each desk with Internet access and LCD set up.
- Classrooms near the offices for ESL 100/101 classes.
- A central workspace with meeting room and a work area with a copy machine, etc.
- Reading labs that are both traditional and networked.
- Learning community classrooms.
- Forensics student meeting and practice room.

## Mathematics Department

### PROGRAM

Mathematics

#### Objectives

- To offer the best possible instructional program.
- Provide more hours available with students using the math lab and/or computer lab.
- 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.

### INSTRUCTIONAL FACILITIES

Math, Earth Science

#### Facilities 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.

## Physical Sciences and Engineering Department

### PROGRAMS

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

#### Objectives

- 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.

### INSTRUCTIONAL FACILITIES

Physical Science, Lecture Hall, Liberal Arts, Earth Science, Tech B and C

#### Facilities Needs

- Dedicated lab for computer use by students in Geology/Astronomy within the design of the Science/Math building.
- Better compressed air/vacuum delivery system, especially on the second floor of the Physical Science building.
- Heating and air.

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

## Public Services Department

### PROGRAMS

Heating and Air Conditioning, Photography, Public Works, Supervision, Water Technology

#### Objectives

- Give our students the most current state-of-the-art training possible so they may be competitive in the job market.
- Strive for implementation of Applied Academics through our Tech Prep Consortium.
- Plan implementation of school-to-work programs with secondary school and industry advisory committees.
- Continue to strive toward the integration of academics and career education.

### INSTRUCTIONAL FACILITIES

Tech B, C and D, Physical Science, Health Center, CIS

#### Facilities Needs

- New heating and air conditioning lab with new equipment, digital instruments, paint, electrical and plumbing updates.
- Photography Lab remodel to accommodate more computer stations for digital, and to accommodate more black and white enlargers.
- Designated and appropriate classrooms for Public Works, Supervision and Water Technology.

## Social Sciences Department

### PROGRAMS

Economics, History, Humanities, Philosophy, Political Science, Social 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:
- Prepare them to think critically.
- Help them understand the significance of history in shaping policy, culture and civilization.
- Help them to understand the benefit of living in a multicultural environment.
- Help them understand the answers given to man's perennial questions by the world's greatest thinkers as suggestion and stimulation for our own.
- Help them to understand and learn to use economic concepts and tools to gain an understanding of the state and world economies.
- 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.

### INSTRUCTIONAL FACILITIES

Liberal Arts, EDC, Physical Science, Campus Center, Tech C, Health Center

No Facilities Needs.

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## Transportation Technology Department

### PROGRAMS

Automotive Technology, Body and Fender Technology, Diesel Technology, Motorcycle Technology

#### Objectives

- Continue efforts to promote gender equity.
- Develop alternate resources to update obsolete and worn out equipment.
- Release time to attend technical training classes.
- Develop alternate methods of maintaining facilities.
- Give department chairs more authority to carry out objectives of long-term goals and objectives.
- Retain minimum full-time staff positions.
- Obtain corporate sponsorship for diesel.
- Obtain two corporate affiliation donations of upgraded equipment.
- Reinforce basic skills needed to take advantage of latest technology.

### INSTRUCTIONAL FACILITIES

Tech A, B, F, G

#### Facilities 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.
- Need heaters and lights in Body & Fender.
- Paint mixing room (12x12) attached to paint barn for NATEF certification.
- Diesel facility lacks heating and needs additional heating in the new part of the facility.
- Separate building should be built to store Motorcycle program equipment.
- Appropriate classroom for Small Engine (Motorcycle and Personal Watercraft) Repair.

**STUDENT SERVICES DIVISION****Admissions and Records**

## FACILITIES

Administration Building

Facilities Needs

- Some of the laminated surfaces replaced in 1995 are showing signs of wear.
- Both sets of exterior double-doors at the east end of the Admissions/Counseling area need to be replaced.

**Bookstore**

## FACILITIES

Bookstore (Campus Center)

Facilities Needs

- Expansion, including offices on a second floor overlooking the selling space.
- Textbooks on CD-ROM will free space requirements of bound books.

**Career/Transfer Center**

## FACILITIES

Educational Development Center

Facilities 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.

**Counseling and Advertisement Center**

## FACILITIES

Administration Building

Facilities Needs

- New student services building to house all counseling services.
- Storage room.

**Disabled Students Program and Services (DSPS)**

## FACILITIES

Educational Development Center

Facilities Needs

- 2 Adapted Testing Offices and two faculty/staff offices.

**Extended Opportunity Program and Services (EOPS)/Care**

## FACILITIES

Educational Development Center

Facilities Needs

- Program has outgrown the current facility.

**Financial Aid Office**

## FACILITIES

Educational Development Center

No facilities needs.

**Food Service**

FACILITIES

Campus Center

Facilities Needs

- The main service area has become woefully inadequate, particularly during peak hours.
- The seating area needs to be expanded.
- Pest abatement.
- Structures are inadequate for meeting the demands of large crowds.

**International Student Program**

FACILITIES

Educational Development Center

Facilities Needs

- Additional work station.
- Better storage and equipment space.

**Job Placement Center**

FACILITIES

Educational Development Center

Facilities meet current needs.

**Security Department**

FACILITIES

Campus Center

Facilities Needs

- Showers and a restroom for the security staff.

**Student Affairs**

FACILITIES

Campus Center

Facilities Needs

- 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.
- Hot water in refurbished restrooms.
- Heating/air conditioning system.
- Storage for the ICC barbecues.

**Student Business Office**

FACILITIES

Campus Center

Facilities Needs

- Both paint and carpet will need to be redone.

**Student Health Center**

FACILITIES

Health Center

Facilities Needs

- Limited space does not lend itself to efficient operation of clinics.
- Repaint interior.

## **ADDITIONAL CITRUS COLLEGE PROGRAMS AND SERVICES**

### **Citrus College Foundation**

#### **FACILITIES**

Foundations/Publications

#### Facilities Needs

- Need larger facility.

### **Continuing Education (includes Noncredit, Fee-based, and Contract Education)**

#### **FACILITIES**

Lifelong Learning, Annex

#### Facilities Needs

- Large multi-use classroom.

### **Distance Education**

#### Facilities Needs

- Consolidated office suite.

### **Educational Services**

#### Facilities Needs

- Larger facility for copy center, print shop, color copying, bindery area, and pre-press area all on one floor.

### **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.*

### **Instructional Web Designs Office**

#### Facilities Needs

- A fully equipped multimedia laboratory.

### **LEARNING CENTER (Tutorial Services, Language Lab, Computer Labs, Testing Center)**

#### **FACILITIES**

Educational Development Center, Tech O

#### Facilities Needs

- Larger facility to house all programs.

### **Office of Instruction**

#### Facilities Needs

- Larger facility to house all programs.
- Adequate at the present time.

### **Publications and Student Recruitment Office**

#### **FACILITIES**

Foundations / Publications

#### Facilities Needs

- No current needs.

### **Resource Development Office**

#### Facilities Needs

- Additional offices for volunteer and on-call workers.



## IV. EDUCATIONAL MASTER PLAN RECOMMENDATIONS FOR FACILITIES

Prepared by Citrus College

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:

1. 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.
2. 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.
3. Facilities to conduct teleconferencing.
4. 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.

## V. QUANTIFICATION AND SPACE ANALYSIS

Please see the following pages for the *Quantification and Space Analysis* prepared by Maas Companies.

## QUANTIFICATION & SPACE ASSESSMENT

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### *Overview*

A number of resources and factors were considered in forecasting future enrollments at Citrus College. Because future enrollments will be influenced both by the trends and conditions within the college's service area and by those that are regional and statewide in scope, an environmental quick scan was conducted. Additionally, data resources from the Chancellor's Office were reviewed and analyzed. These resources disclosed a history of the college's enrollment production, WSCH and FTES by discipline. Interviews with a number of college faculty and administrators were also used to enhance and verify the enrollment forecasting effort. Finally, a thorough analysis of the enrollment patterns was completed for the 1999 Fall Semester. This semester was used as the baseline for the enrollment projections of the future.

Combined, these elements led to a planning strategy that addressed the future curriculum of the college, the educational delivery systems anticipated and, ultimately, the space needs required to accommodate the projected enrollment growth.

### *Environmental Quick Scan*

The following internal and external factors were identified as having the potential for impacting future enrollments at the college over the next ten years. These factors are incorporated as assumptions for the enrollment planning process.

**▪ At the State Level**

*Economic Growth:* Overall, the state's economy is poised for continued growth. The economic drivers of the state have been consumer and government spending. There is nothing, at this time, to suggest that either will take a sharp downturn. There is still a pent-up demand for housing and consumer products. Government spending is projected to increase at least for the next two years. California's economic resurgence will continue to be driven by a) high technology manufacturing, b) foreign trade, c) entertainment and tourism, and d) professional services (management, software, multimedia and engineering).

*Training the State's Workforce:* Developing a "trained workforce" will be the state's greatest challenge over the next 10 years. The availability of trained and skilled labor is identified by California industries as being the biggest deterrent to growth and expansion in the future. Industries, particularly those in the advanced technology sector, will grow where there is a skilled and trained workforce.

**▪ For the Community College System**

*The Funding of Education:* Community colleges will be in competition for the state's educational dollars. Generally, they will find themselves caught between the financing demands of the K-12 public school systems and the four-year state colleges and universities. The identification of "external funding sources" will become a higher priority.

*Greater Ethnic Diversity:* A more ethnically diverse student will populate the state community college system in both the near and distant future. At the current growth rates, demographers project that by the year 2050, Hispanics, Asians and all other ethnic minorities will comprise 80% of the state's population. Community colleges can expect to see increasing numbers of ethnic minorities entering the classroom.

*Preparation of Students to Perform at the College Level:* The University of California and the California State University Systems are expected to phase-out remedial education as part of their curricular offerings. The task of providing remedial education programs that prepare students for college level academics will fall squarely on the shoulders of the state community colleges. Community colleges will be expected to prepare students in English and mathematics proficiencies, as well as other college level disciplines. More financial resources will be needed for on-campus student support services such as tutoring, counseling and prescriptive education.

*Welfare-to-Work:* The State's CalWORKs Program will look to the California community colleges as the

primary link for the education and training that will transition individuals from welfare to the workplace. This task will also place a greater strain on student services that are, in most cases, already overburdened.

*The Need for Post Secondary Education:* Occupational surveys conducted by the Employment Development Department, Labor Market Information Division, and by California industries confirm that the bulk of new jobs in the state are being created by mid-size and small companies. The vast majority of these new jobs will require some measure of formal training and education beyond high school. The high demand for post-secondary education will continue as will the demand for affordable education that is accessible to the home and/or workplace.

▪ ***Within the College's 10-Mile Service Area***

*Population:* New growth will be limited. In the near term, there does not appear to be any new, significant residential development that would provide a boost to the district's population base and enrollment potential. The population growth rate for the 10-mile service area is projected to increase only .69% annually for the next five years, well below the state average of 1.22%. The population in the 10-mile service area is anticipated to reach 990,202 by the year 2005 and 1,024,839 by the year 2010.

*K-12 Educational Impacts:* Over the next five years, there does not appear to be a bulge in the K-12 public school system that would warrant a natural enrollment expansion at Citrus. This trend will change but it will probably not be noticeable until the beginning of the year 2010.

*Households and Area Income Levels:* Growth in households and per capita income will be below the state averages. The annual growth in households and per capita income is projected to be .70% and 5.88% respectively within the 10-service area of the college. Comparable state averages for the same demographic elements are 1.26% and 6.25%. By 2005, 22% of the population within the 10-mile service area will have annual household incomes greater than \$100,000. More than 60% will have annual household incomes of at least \$50,000. The average household income is projected to be \$88,887 by the year 2005.

*Ethnic Distribution:* The Hispanic population segment will continue to experience growth. At the same time, the Caucasian population segment will decline within the college's 10-mile service area. The Asian population segment will experience continued but moderate growth over the next ten years.

*Age Segmentation:* There will be a growing number of older residents in the 10-mile service area. The fastest growing population segment over the next five years will be 45 to 64 years of age. By 2005, this segment is projected to comprise 21% of the population.

▪ ***Inside Citrus College***

*Student Body Composition:* The college will reflect the demographics of the service area. Citrus can expect rising Hispanic and Asian enrollments and declining Caucasian enrollments. The majority of students attending Citrus will be 24 years of age or younger. Additionally, students seeking Associate Degrees and transfer curriculum will continue to increase. Vocational degree programs will remain strong for the female student at Citrus. Male students pursuing vocational education will continue to gravitate to programs that offer specific certifications.

*Retention and Success:* Student success and retention rates will remain strong. The ratio of weekly student contact hours (WSCH) per enrollment will also remain strong.

*Strength of Curricular Offerings:* Fine and Applied Arts, Humanities and Mathematics will continue to be the curriculum leaders at Citrus. Human Development, Health, the Sciences and Interdisciplinary Programs will demonstrate the greatest percentage growth over the next 10 years. Non-credit curricular offerings are projected to expand. They will continue to be a major generator of student enrollments at the college.

*Student Recruitment and Attraction:* The college will continue to expand upon its current enrollment base of more than 300 foreign students. This will be accomplished through a concerted program of attraction and recruitment. Non-credit classes will continue to expand and serve as an entrée for life-long learners who might not otherwise attend the college. Outreach programs to attract students within the district will expand and become even more effective. The Recording Technology and Television Programs will be a strong draw for students statewide, nationally and internationally.

*Operational Efficiency:* The college will raise its operational efficiency levels to the state standards in the number of class sections offered per enrollment, weekly student contact hours (WSCH) per class section offered, in seatcount for class section offered and WSCH generated per full time faculty equivalent (FTEF).

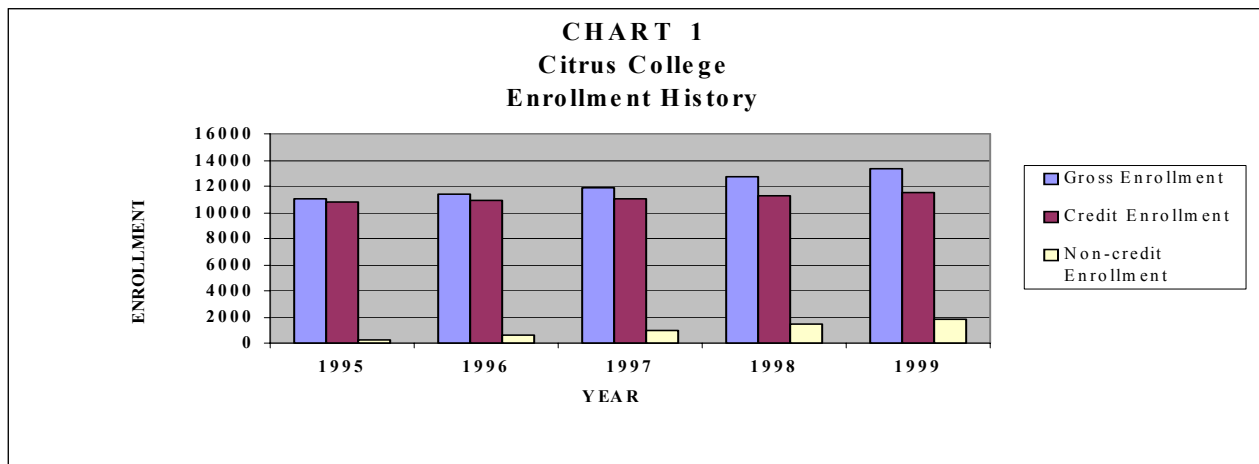
*Instructional Delivery:* New learning and teaching paradigms as well as new delivery strategies will change the way education is offered at the college. The use of more high technology delivery systems will impact campus lecture and laboratory facilities. Citrus will be a leader in distance education.

## ***Forecasting Considerations***

### ▪ ***Five Year Enrollment History***

The enrollment trends of the past were an important consideration in the planning and forecasting process. These trends provided a realistic perspective for the enrollment potential of the college.

A review of the past five-year period, 1995 to 1999, discloses that gross student enrollments at Citrus increased a total of 21.4%, an average of 5.36% annually. The greatest growth came from non-credit enrollment, which grew by 750% (220 students in 1995 to 1,868 students in 1999). Credit enrollment grew at an annual rate of 1.61%, or 6.44% overall for the five-year period.



Source: Citrus College Office of Institutional Research and Planning; Analysis by Maas Companies

### ▪ ***Consideration of Planning Models***

The enrollment growth potential for the college can be captured in the following planning models. The models are primarily directed to assessing credit enrollment, as WSCH generated from this source is the basis from which assignable square footage is determined. For purposes of clarification, the term “total enrollment” will be used to identify enrollment that is derived from both credit and non-credit sources.

## Educational Plan Summary

*Model A: State Chancellor's Enrollment Growth Rate Forecast:* The 1999 Long Range Enrollment and WSCH Forecast issued by the Chancellor's Office, California Community Colleges, projects enrollment growth through the year 2015. Specific data for Citrus depicts a total enrollment growth rate average of 1.6% annually. Applying this rate of growth to credit offerings, the college could achieve a credit student enrollment of 12,395 by 2005 and 13,419 by the year 2010. As projected, this planning model would produce total enrollments of 14,414 in 2005 and 15,604 in 2010.

**TABLE 1**

**STATE CHANCELLOR'S 10 YEAR ENROLLMENT GROWTH FORECAST**

YEAR	STATE CHANCELLOR'S GROWTH FORECAST	PROJECTED CREDIT ENROLLMENT
1999	0.1%	11,473
2000	2.1%	11,713
2001	1.8%	11,925
2002	0.6%	11,996
2003	1.5%	12,176
2004	1.8%	12,395
<b>2005</b>	<b>1.5%</b>	<b>12,581</b>
2006	1.6%	12,783
2007	1.9%	13,026
2008	1.5%	13,220
2009	1.5%	13,419
<b>2010</b>	<b>1.8%</b>	<b>13,661</b>

Source: Office of the State Chancellor, California Community Colleges; Analysis provided by Maas Companies

*Model B: Enrollment Growth Based On Current (Historic) Levels:* Assuming enrollments would continue at the annual average of the past five years (1.61%), a straight line application would generate credit student enrollments of 12,627 for the year 2005 and 13,677 for the year 2010. As applied to total enrollments, this projection would generate 14,683 students in 2005 and 15,903 in 2010.

## Educational Plan Summary

*Model C: Student Participation Rates As A Function of the 10-Mile Service Area:* Student participation rates are measured in terms of the number of students per 1,000 population within a given service area. The statewide average for community colleges is 37 students per 1,000 population. Based on a review of current student enrollments, the effective service area of Citrus can be defined as approximately a 10-mile radius from the center of college. Data secured from independent demographers (reference Attachment A) relative to this effective 10-mile service area, projects a population base of 990,202 by the year 2005 and 1,024,839 by the year 2010. Applying the present participation rates, both from within and outside the district, it is conceivable that the college could reach and maintain an annual average credit enrollment rate of 3.10%. This would translate into a credit enrollment of 13,215 by the year 2005 and 16,036 by the year 2010. A total (credit and non-credit) enrollment of 16,116 by 2005 and 18,865 by 2010 is projected using this planning model.

**TABLE 2**  
**CREDIT ENROLLMENT FORECAST BASED ON**  
**3.1% AVERAGE ANNUAL GROWTH**

YEAR	POPULATION	PARTICIPATION RATE PER 1,000	PR DIFFERENTIAL PER 1,000	PROJECTED ENROLLMENT	ANNUAL % GROWTH
1999	950,002	12.08		11,473	1.29%
2000	956,557	12.23	0.16	11,702	2.00%
2001	963,157	12.39	0.16	11,935	1.99%
2002	969,803	12.63	0.23	12,244	2.59%
2003	976,495	12.86	0.24	12,560	2.58%
2004	983,232	13.10	0.24	12,884	2.58%
2005	990,017	13.35	0.24	13,216	2.57%
2006	996,848	13.68	0.33	13,638	3.20%
2007	1,003,726	14.19	0.51	14,247	4.46%
2008	1,010,652	14.64	0.44	14,791	3.82%
2009	1,017,625	15.09	0.45	15,356	3.82%
2010	1,024,647	15.65	0.56	16,036	4.43%

Source: CACI West Demographic and Income Forecast; Analysis provided by the Maas Companies



## Educational Plan Summary

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Based on data from the 1998 Fall Semester (Section II of the Citrus College Draft Educational Master Plan, 1999), approximately 85% of all students enrolled at Citrus come from sixteen cities in relatively close proximity to the college. Of the sixteen cities, four, Glendora, Azusa, Duarte/Bradbury and Covina, are within the district's boundaries. Over the period studied (1998 Fall Semester), these four cities produced an average student participation rate of 34.7 per 1,000 population, 2.3 students under the statewide average of 37. Students from these four cities within the district also accounted for 43.5% of all students enrolled at the college. The remaining twelve cities, of the aforementioned "sixteen cities", produced 42% of the total enrollments at the college. Participation rates in these twelve cities averaged 7.31 students per 1,000 population.

The four cities within the district and the twelve cities outside of the district's boundaries generated a combined participation rate of 12.22 students per 1,000 population (1998 Fall Semester).

14.5% of the total enrollment at Citrus was comprised of students who were outside the combined sixteen city area.

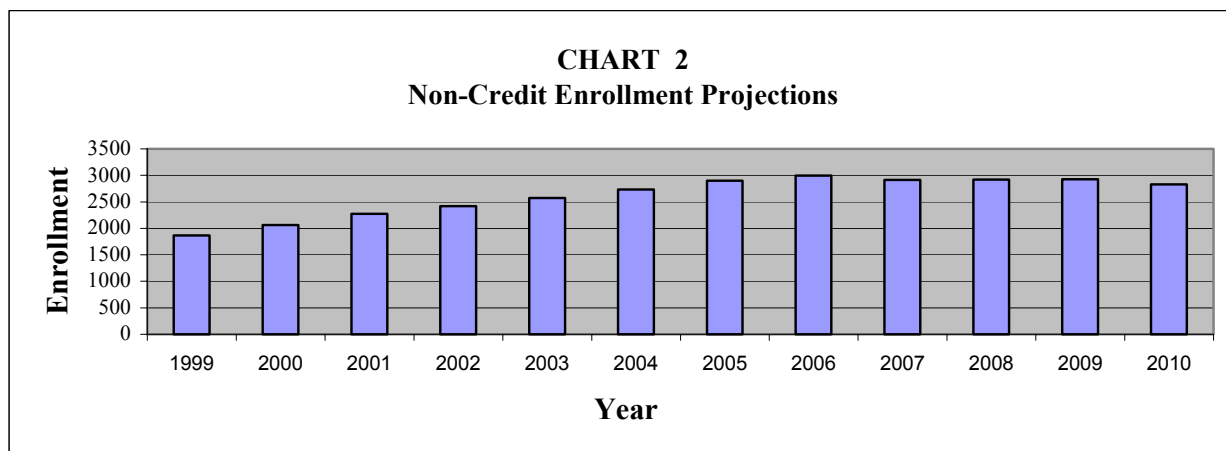
Using the sixteen cities as the basis for comparison, a credit enrollment of 16,036 students could be realistically achieved by implementing either of the following enrollment productivity measures:

- (a) Improving the student participation rate in the twelve cities outside of the district by 1.29 students per 1,000 population (7.31 to 8.6) over the next ten-year period. This assumes that the participation rates within the district's four cities would remain constant at 34.7 and enrollments generated from sources outside of the sixteen cities would remain at the current rate of 14.5%.
- (b) Improving the student participation rate in the collective sixteen cities (i.e. the four cities within the district and the twelve cities outside of the district) by 4.42 students per 1,000 population (12.22 to 16.64) over the next ten-year period. This assumes that enrollments generated from sources outside of the sixteen cities would remain at the current rate of 14.5%.

▪ ***Non-Credit Enrollment As A Significant Planning Consideration***

Since 1995, non-credit enrollment at Citrus has grown over 750%. According to statistics generated from the college, there were 1,868 student enrolled in non-credit courses for the 1999 Fall Semester. This constituted 14% of all enrollments at Citrus.

Enrollments for non-credit classes are projected to increase over the next 10 years, both as a percentage of total enrollments and in actual raw numbers. The non-credit program at Citrus is substantial and will need to be taken into account in formulating on-campus space allocations. The following represents a forecast for non-credit enrollment that is based on Model C.



Source: Citrus College, Office of Institutional Research and Planning data for 1999 Fall Semester; Projections and analysis provided by the Maas Companies

▪ ***Curriculum***

Trends that surfaced as a result of an analysis of the curriculum include the following:

*Balance and Diversity:* Overall, the college offers a balanced curriculum that is rooted in substantive, core general education courses as well as current and relevant occupational and technical programs. The college will need to maintain these curricular traditions but also address a growing need in the area of developmental education.

## Educational Plan Summary

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- *The Arts:* Growth in the “Arts”, notably Art, Music, Recording Technology and Theater, will be significant and provide Citrus with an area of specialization that will make it market competitive, both within and outside of its service area. As proposed, these disciplines will experience major growth, both in programs and in courses, and become a primary focal point for curriculum development over the next 10 years.
- *Technology:* The college will need to become a leader in technology. In particular, the computer science and distance education will have increased exposure within the instructional program. Distance learning telecourses, video conferencing, interactive television and internet curricular offerings will assume a higher profile.
- *General Education:* In proportion to projected enrollment growth, Citrus will need to remain strong in the provision of general education courses. General education and transfer programs presently comprise the greatest part of the overall curriculum. For the future, these curricular offerings should reflect, on a priority basis, a sufficient measure of depth and variety.
- *Non-Credit Education:* At 14% of the total enrollment of the college, non-credit curricular offerings cannot be overlooked as a significant component of the Citrus instructional program. The college will need to take a closer look at the relationship between the non-credit program and the basic skills credit courses. There will need to be a melding of the basic skills education program.
- *Occupational Education:* The Occupational Education program is presently well represented at the college. Health Occupations, Cosmetology and Automotive Technology are projected to remain strong for the future. Opportunities in multimedia curricular offerings are projected to increase in the near future as well.

A process should be put in place to assure that curricular offerings are meeting pre-determined standards for excellence and performance. Curricular evaluations should be conducted to determine applicability, relevancy and quality. Under-performing curricular offerings should be terminated and replaced or reengineered and conditionally reintroduced. The number of class sections offered per enrollment should match more closely with statewide standards for performance and efficiency.

### ▪ *Student Services*

Overall, support services at Citrus will need to be upgraded and made flexible to meet the changing needs of a diverse student body. Services such as counseling and tutorial support will need to be increased and improved to assist students who are under-prepared for college level academics. Consideration will need to be given to accessing student services from satellite centers and from the home and/or the workplace. Electronic access should be in place so as to make it easier for students to register, obtain assistance, access records and receive financial assistance. Current technology will need to be brought on-line to assist students with the admissions process.

Additionally, counseling, assessment and registration should be considered as one interactive process in a one-stop type format. Facilities that are integrated for and dedicated to this purpose should be a high priority.

**THE FACILITIES PLAN**

For purposes of comparison to statewide averages and standards, the divisional breakdowns presented are by Taxonomy of Programs and Services (TOPS) Code. Table 3 provides the basis for translating the College’s divisional breakdown into TOPS Code divisional breakdown.

**TABLE 3  
SUMMARY OF INSTRUCTIONAL DISCIPLINES BY TOPS CODE**

Accounting	0500	German	1100
Administration of Justice	2100	Health Occupations	1200
Alcohol and Drug Studies	2000	Heating & Air Conditioning	0900
Anthropology	2200	History	2200
Art	1000	Human Development	1300
Automotive Technology	0900	Humanities	4900
Biology	0400	Library Technology	1600
Body and Fender Technology	0900	Mathematics	1700
Business	0500	Motorcycle Technology	0900
Chemistry	1900	Music	1000
College Preparation	4900	Natural History	4900
Communications Studies	1500	Nursing - Vocational	1200
Computer Science	0700	Office Technology	0500
Computer & Information Systems	0700	Philosophy	1500
Cosmetology	3000	Photography	1000
Counseling	4900	Physical Education	0800
Dance	1000	Physics	1900
Dental Assisting	1200	Political Science	2200
Diesel Technology	0900	Psychology	2000
Disabled Students Program	4900	Public Works	2100
Drafting Technology	0900	Reading	1500
Earth Science/Astronomy	1900	Reading/Basic Skills	4900
Economics	2200	Real Estate	0500
Electronics	0900	Recording Technology	1000
Engineering	0900	Social Science	2200
Engineering/Multimedia	0900	Sociology	2200
English	1500	Spanish	1100
ESL	4900	Speech	1500
Forestry	0100	Supervision	0500
French	1100	Theatre Arts	1000
Geography	2200	Water Technology	0900

Source: State Chancellor’s Office, Title V and the Maas Companies Database

**A. Snapshot of Critical Components of the Current Curriculum**

Tables 4 and 5 and Chart 2 provide a snapshot of three key components of the instructional program at the College (1999 Fall Semester).

▪ **Seat Count**

Table 4 compares, by TOPS Code division breakdown, the average class size at Citrus College against the statewide class size target of 30 students per class section.

**TABLE 4**

**SEAT COUNT ANALYSIS/COMPARISON**

TOPS CODE DIVISION	NET SECTIONS	SEATS ENROLLED	AVERAGE CLASS SIZE	% OF STATE STANDARD	% OF CITRUS ENROLLMENT
Agriculture/Nat Res.	4	73	18.25	60.9%	0.2%
Biological Sciences	24	843	35.13	117.1%	2.6%
Business & Mgmt	85	1,761	20.72	69.1%	5.5%
Communications	9	180	20.0	66.7%	0.6%
Computer/Info. Science	37	937	25.32	84.4%	2.9%
Education	100	2,452	24.52	81.8%	7.7%
Engr/Indus Tech	61	1,199	19.66	65.5%	3.8%
Fine/Applied Arts	157	4,422	28.17	93.9%	13.9%
Foreign Language	25	617	24.68	82.3%	1.9%
Health Science	48	1,077	22.44	74.8%	3.4%
Cons.Ed/Home Econ	43	1,113	25.88	86.3%	3.5%
Humanities	172	4,532	26.35	87.9%	14.2%
Library Science	2	56	28.0	93.4%	0.2%
Mathematics	132	3,551	26.90	89.7%	11.1%
Physical Sciences	43	1,200	27.91	93.1%	3.8%
Psychology	49	1,757	35.86	119.6%	5.5%
Public Affairs/Services	20	505	25.25	84.2%	1.6%
Social Science	100	3,305	33.05	110.2%	10.4%
Cosmetology	13	737	56.69	189.0%	2.3%
Interdisciplinary Studies	66	1,538	23.30	77.7%	4.8%
<b>TOTAL</b>	<b>1,190</b>	<b>31,855</b>	<b>26.77*</b>	<b>89.3%</b>	<b>100%</b>

Source: Citrus College, Office of Institutional Research & Planning, 1999 Fall Semester; Analysis by Maas Companies

\* The 26.77 average has been adjusted. Discounted have been curricular offerings off campus, canceled class sections, combined class sections and class sections with zero attendance.

▪ ***WSCH per Class Section***

In Table 5, weekly student contact hours (WSCH) per class section offered are compared with the statewide averages (shaded column). The shaded rows under the *Citrus College WSCH/Section* denote those instructional divisions that currently meet or exceed the statewide averages for WSCH/Section.

**TABLE 5**  
**WSCH PER CLASS SECTION**  
**ANALYSIS/COMPARISON**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	WSCH/SECTION STATE AVERAGES	CITRUS COLLEGE WSCH /SECTION
Agriculture/Nat Res.	0100	105	55
Biological Sciences	0400	130	195
Business & Mgmt	0500	98	72
Communications	0600	118	72
Computer/Info. Science	0700	114	137
Education	0800	85	83
Engnr/Indus Tech	0900	95	117
Fine/Applied Arts	1000	107	122
Foreign Language	1100	126	119
Health Science	1200	145	93
Cons.Ed/Home Econ	1300	108	65
Humanities	1500	120	78
Library Science	1600	88	101
Mathematics	1700	138	116
Physical Science	1900	121	145
Psychology	2000	142	106
Public Affairs/Services	2100	101	76
Social Science	2200	136	98
Commercial Services	3000	109	538
Interdisciplinary Studies	4900	102	63

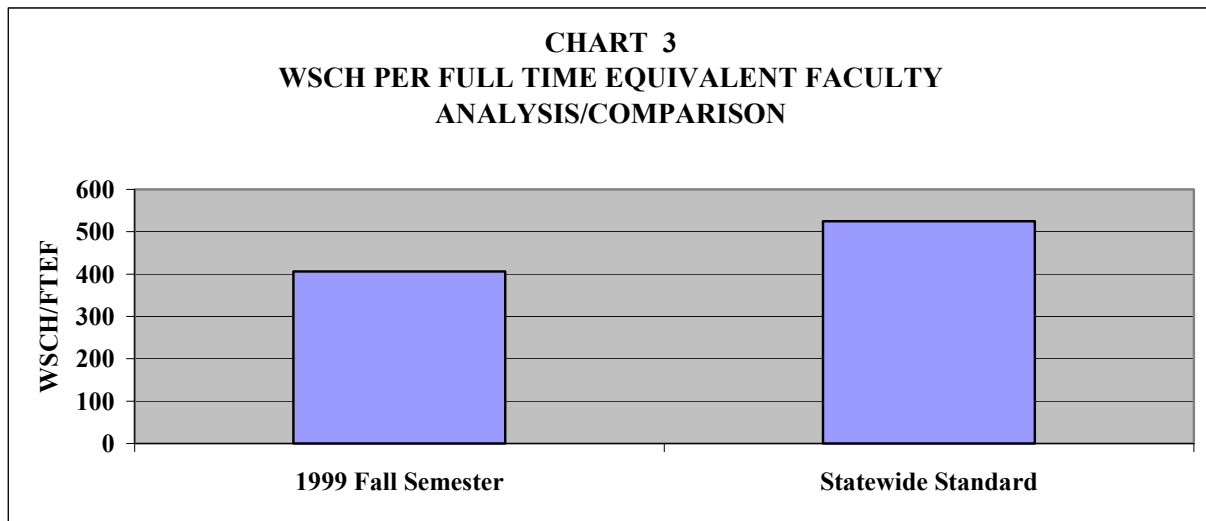
Source: Citrus College, Office of Institutional Research & Planning, 1999 Fall Semester & Maas Companies database; Analysis by Maas Companies

Note: WSCH per class section was projected on the basis of “net” number of sections. Off-campus work experience, combined courses, and sections with zero attendance were discounted to arrive at the calculations.

▪ **WSCH per Full Time Equivalent Faculty**

An analysis of WSCH per full time equivalent faculty (FTEF) by department was not available for the 1999 Fall Semester. The gross data obtained from the Citrus College Office of Human Resources indicated a total of 306.83 FTEF (a full time faculty FTEF of 163 and part time faculty FTEF of 143.83 FTEF) for the period. Using total WSCH of 124,426, Citrus operated at a ratio of 406 WSCH per full time equivalent faculty (FTEF) for the 1999 Fall Semester.

The state target for WSCH per FTEF is 525. To achieve the highest operational effectiveness and greatest use of district allocated dollars from the state, the college will need to address a plan that brings the WSCH/FTEF ratio closer to the state standard.



Source: Citrus College, Office of Human Resources, 1999 Fall Semester; Analysis by Maas Companies



## ***B. Additional Base Data for the Current Instructional Program***

### ***Current Productivity for WSCH and FTES***

Table 6 outlines the productivity of the TOPS Code instructional divisions at Citrus. For the 1999 Fall Semester, the college offered a total of 1,190 class sections that generated a total of 124,426 WSCH and 4,148 active, full time equivalent students (FTES).

**TABLE 6**

#### **GENERATION OF WSCH AND FTES**

<b>INSTRUCTIONAL DISCIPLINE</b>	<b>TOPS CODE</b>	<b>TOTAL SECTIONS</b>	<b>WSCH GENERATED</b>	<b>FTES GENERATED</b>
Agriculture/Nat Res.	0100	4	219.0	7.3
Biological Sciences	0400	24	4,679.2	156.0
Business & Mgmt	0500	85	6,145.7	204.9
Communications	0600	9	645.3	21.5
Computer/Info. Science	0700	37	5,060.7	168.7
Education	0800	100	8,307.0	276.9
Engnr/Indus Tech	0900	61	7,165.4	238.8
Fine/Applied Arts	1000	157	19,196.5	639.9
Foreign Language	1100	25	2,985.1	99.5
Health Science	1200	48	4,469.6	149.0
Cons.Ed/Home Econ	1300	43	2,801.0	93.4
Humanities	1500	172	13,448.8	448.3
Library Science	1600	2	202.0	6.7
Mathematics	1700	132	15,262.8	508.8
Physical Science	1900	43	6,213.8	207.1
Psychology	2000	49	5,197.4	173.2
Public Affairs/Services	2100	20	1,520.2	50.7
Social Science	2200	100	9,761.8	325.4
Commercial Services	3000	13	6,996.4	233.2
Interdisciplinary Studies	4900	66	4,148.1	138.3
<b>TOTAL</b>		<b>1,190</b>	<b>124,425.7</b>	<b>4,147.5</b>

Source: Citrus College, Office of Institutional Research & Planning and Citrus College Computer Center, 1999 Fall Semester; Analysis by Maas Companies

### ***Percentage of Lecture and Laboratory WSCH: Statewide Averages and College Averages***

Table 7 compares Citrus College averages for curriculum percentages of lecture and laboratory generated WSCH with those of the state. The statewide averages are used as both a baseline and a target for projecting the instructional program of the future.

**TABLE 7**  
**COMPARISON OF**  
**LECTURE AND LABORATORY WSCH**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	STATEWIDE AVERAGES		CITRUS COLLEGE AVERAGES	
		% WSCH LECTURE	% WSCH LAB	% WSCH LECTURE	% WSCH LAB
Conservation/Nat Res	0100	85	15	100	0
Biological Science	0400	45	55	57	43
Business / Mgt.	0500	75	25	90	10
Communications	0600	80	20	65	35
Computer Info. Systems	0700	25	75	69	32
Education /PE	0800	5	95	34	66
Engineering/Tech	0900	20	80	48	52
Fine/Applied Arts	1000	40	60	58	42
Foreign Language	1100	75	25	81	19
Health Science	1200	30	70	32	68
Consumer Ed/Child Dev	1300	60	40	70	30
Humanities	1500	85	15	99	1
Library Science	1600	50	50	57	43
Mathematics	1700	90	10	80	20
Physical Science	1900	40	60	50	50
Psychology	2000	95	5	100	0
Public Affairs/ Services	2100	80	20	100	0
Social Science	2200	95	5	99	1
Commercial Services	3000	40	60	35	65
Interdisciplinary	4900	50	50	85	15

Source: Citrus College, Office of Institutional Research & Planning, 1999 Fall Semester, and Maas Companies Database; Analysis by Maas Companies

***WSCH Lecture and Laboratory Breakdown***

Table 8 provides a breakdown, by TOPS instructional discipline, of lecture and laboratory generated WSCH for the 1999 Fall Semester.

**TABLE 8**  
**LECTURE AND LABORATORY WSCH**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	TOTAL SECTIONS	LECTURE WSCH	LABORATORY WSCH	TOTAL WSCH
Agriculture/Nat Res.	0100	4	219.0	0	219.0
Biological Sciences	0400	24	2,652.8	2,026.4	4,679.2
Business & Mgmt	0500	85	5,520.7	625.0	6,145.7
Communications	0600	9	417.5	227.7	645.3
Computer/Info. Science	0700	37	3,466.6	1,594.1	5,060.7
Education	0800	100	2,849.5	5,457.5	8,307.0
Engnr/Indus Tech	0900	61	3,432.5	3,732.8	7,165.4
Fine/Applied Arts	1000	157	11,182.6	8,013.9	19,196.5
Foreign Language	1100	25	2,426.9	558.2	2,985.1
Health Science	1200	48	1,424.7	3,044.9	4,469.6
Cons.Ed/Home Econ	1300	43	1,958.4	842.6	2,801.0
Humanities	1500	172	13,370.9	77.9	13,448.8
Library Science	1600	2	115.4	86.6	202.0
Mathematics	1700	132	12,156.7	3,106.1	15,262.8
Physical Science	1900	43	3,130.8	3,083.0	6,213.8
Psychology	2000	49	5,197.4	0	5,197.4
Public Affairs/Services	2100	20	1,520.2	0	1,520.2
Social Science	2200	100	9,632.5	129.3	9,761.8
Commercial Services	3000	13	2,451.1	4,545.2	6,996.4
Interdisciplinary Studies	4900	66	3,545.9	602.1	4,148.1
<b>TOTAL</b>		<b>1,190</b>	<b>85,190.4</b>	<b>39,235.3</b>	<b>124,425.7</b>

Source: Source: Citrus College, Office of Institutional Research & Planning, 1999 Fall Semester; Analysis and Computations by Maas Companies

### ***C. Projections for the Future Instructional Program***

The projections that follow are meant to provide the college with a curriculum guideline for the future. The projections have taken into account the trends of the past and present and utilized data from 61 community college districts in California that are part of the Maas Companies database. Changes in the instructional delivery methods that are anticipated in the future have also been factored into these projections.

Growth in the instructional disciplines has been forecasted at varying rates. Growth, in this regard, will not be linear or relational in its application to each instructional discipline. External and internal factors, demographics, past performance, projected need, and curriculum balance have been taken into account. The projection is meant to serve as a model for the instructional program that will be required to meet a future enrollment of 16,036 students. A benchmark is also provided at a time when student enrollment reaches 13,215.

The following references and resources were used in the forecasting process:

1. 1999 Citrus College District Report 17 ASF/OGSF Summary and the Capacities Summary (an inventory of facilities that is recorded with the State Chancellor's Office).
2. The Weekly Student Contact Hours (WSCH) Comparison Report for all state community colleges (published by the State Chancellor's Office).
3. A myriad of enrollment and performance data provided by Citrus College Offices of Institutional Research and Planning, the Computer Center, Human Resources and Finance and Administration Services.
4. Interviews with Citrus administrators, deans, faculty, staff and students.
5. The Maas Companies database that is comprised of information from 61 of the 72 community college districts within the State for which the Maas Companies has completed educational and facility master plans.

***WSCH and FTES Profile for 13,215 Student Enrollment***

At a time when student enrollments reach 13,215, active class sections for a given semester are projected to be 1,267 with a total WSCH of 137,300. On an annual basis, FTES are projected to be 9,153.3 (4,576.7 for a given semester) and enrollment per WSCH projected to be 10.4. Overall, emphasis has been placed on moving WSCH and students per class section offered closer to the statewide averages.

**TABLE 9****INSTRUCTIONAL PROGRAM: 13,215 STUDENT ENROLLMENT**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	TOTAL SECTIONS	CALCULATED WSCH	PROJECTED FTES ANNUAL
Agriculture/Nat Res.	0100	2	178.0	11.9
Biological Sciences	0400	26	3,588.0	239.2
Business & Mgmt	0500	78	6,786.0	452.4
Communications	0600	9	756.0	50.4
Computer/Info. Science	0700	42	4,956.0	330.4
Education	0800	105	9,135.0	609.0
Engnr/Indus Tech	0900	62	7,626.0	508.4
Fine/Applied Arts	1000	182	20,020.0	1,334.7
Foreign Language	1100	25	2,950.0	1,96.7
Health Science	1200	49	5,096.0	339.7
Cons.Ed/Home Econ	1300	43	3,870.0	258.0
Humanities	1500	179	16,289.0	1,085.9
Library Science	1600	3	303.0	20.2
Mathematics	1700	140	17,640.0	1,176.0
Physical Science	1900	51	6,222.0	414.8
Psychology	2000	53	6,360.0	424.0
Public Affairs/Services	2100	19	1,691.0	112.7
Social Science	2200	106	12,402.0	826.8
Commercial Services	3000	16	5,888.0	392.5
Interdisciplinary Studies	4900	77	5,544.0	369.6
<b>TOTAL</b>		<b>1,267</b>	<b>137,300</b>	<b>9,153.3</b>

Source: Maas Companies Projections; FTES are based on projected totals for fall and spring semesters

***WSCH and FTES Profile for 16,036 Student Enrollment***

When an enrollment of 16,036 students is achieved (Table 10), class sections for a given semester are projected to reach 1,424 with a total WSCH of 162,815. Operating at a higher productivity level and moving still closer to the statewide averages, the forecast calls for Citrus to attain annual FTES of 10,781.7 (5,393.9 for a given semester). Enrollment per WSCH is projected at 10.2.

**TABLE 10**  
**INSTRUCTIONAL PROGRAM: 16,036 STUDENT ENROLLMENT**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	TOTAL SECTIONS	CALCULATED WSCH	PROJECTED FTES ANNUAL
Agriculture/Nat Res.	0100	4	368.0	24.5
Biological Sciences	0400	30	3,960.0	264.0
Business & Mgmt	0500	89	8,188.0	545.9
Communications	0600	10	1,080.0	72.0
Computer/Info. Science	0700	48	5,472.0	364.8
Education	0800	113	9,718.0	647.9
Engnr/Indus Tech	0900	75	8,850.0	590.0
Fine/Applied Arts	1000	204	21,828.0	1,455.2
Foreign Language	1100	25	3,025.0	201.7
Health Science	1200	54	6,480.0	432.0
Cons.Ed/Home Econ	1300	46	4,692.0	312.8
Humanities	1500	195	20,475.0	1,365.0
Library Science	1600	4	440.0	29.3
Mathematics	1700	149	19,668.0	1,311.2
Physical Science	1900	63	7,812.0	520.8
Psychology	2000	59	7,906.0	527.1
Public Affairs/Services	2100	21	2,058.0	137.2
Social Science	2200	122	15,860.0	1,057.3
Commercial Services	3000	17	5,103.0	340.2
Interdisciplinary Studies	4900	96	8,832.0	588.8
<b>TOTAL</b>		<b>1,424</b>	<b>162,815</b>	<b>10,787.7</b>

Source: Maas Companies Projections; FTES are based on projected totals for fall and spring semesters

***Lecture and Laboratory WSCH Profile for 13,215 Students***

In Table 11, a perspective is provided relative to WSCH ratios for lecture and laboratory at a point when a student enrollment of 13,215 is achieved.

**TABLE 11**  
**LECTURE AND LABORATORY WSCH PROJECTIONS:**  
**13,215 STUDENTS**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	TOTAL SECTIONS	LECTURE WSCH	LABORATORY WSCH	TOTAL WSCH
Agriculture/Nat Res.	0100	2	151.3	26.7	178.0
Biological Sciences	0400	26	1,514.6	1,973.4	3,588.0
Business & Mgmt	0500	78	5,089.5	1,695.5	6,786.0
Communications	0600	9	604.8	151.2	756.0
Computer/Info. Science	0700	42	1,239.0	3,717.0	4,956.0
Education	0800	105	456.8	8,678.3	9,135.0
Engnr/Indus Tech	0900	62	1,525.2	6,100.8	7,626.0
Fine/Applied Arts	1000	182	8,008.0	12,012.0	20,020.0
Foreign Language	1100	25	2,212.5	737.5	2,950.0
Health Science	1200	49	1,528.8	3,567.2	5,096.0
Cons.Ed/Home Econ	1300	43	2,322.0	1,548.0	3,870.0
Humanities	1500	179	13,845.7	2,443.4	16,289.0
Library Science	1600	3	151.5	151.5	303.0
Mathematics	1700	140	15,876.0	1,764.0	17,640.0
Physical Science	1900	51	2,488.8	3,733.2	6,222.0
Psychology	2000	53	6,042.0	318.0	6,360.0
Public Affairs/Services	2100	19	1,352.8	338.2	1,691.0
Social Science	2200	106	11,781.9	620.1	12,402.0
Commercial Services	3000	15	2,355.2	3,532.8	5,888.0
Interdisciplinary Studies	4900	77	2,772.0	2,772.0	5,544.0
<b>TOTAL</b>		<b>1,267</b>	<b>81,418.3</b>	<b>55,881.7</b>	<b>137,300</b>

Source: Maas Companies Projections

**Lecture/Laboratory WSCH Profile for 16,036 Students**

Projected lecture and laboratory WSCH ratios for an enrollment of 16,036 students are provided in Table 12.

**TABLE 12**  
**LECTURE AND LABORATORY WSCH:**  
**16,036 STUDENTS**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	TOTAL SECTIONS	LECTURE WSCH	LABORATORY WSCH	TOTAL WSCH
Agriculture/Nat Res.	0100	4	312.8	55.2	368.0
Biological Sciences	0400	30	1,782.0	2,178.0	3,960.0
Business & Mgmt	0500	89	6,141.0	2,047.0	8,188.0
Communications	0600	10	864.0	216.0	1,080.0
Computer/Info. Science	0700	48	5,472.0	4,104.0	5,472.0
Education	0800	113	485.9	9,232.1	9,718.0
Engnr/Indus Tech	0900	75	1,770.0	7,080.0	8,850.0
Fine/Applied Arts	1000	204	8,731.2	13,096.8	21,828.0
Foreign Language	1100	25	2,268.8	756.3	3,025.0
Health Science	1200	54	1,944.0	4,536.0	6,480.0
Cons.Ed/Home Econ	1300	46	2,815.0	1,876.8	4,692.0
Humanities	1500	195	17,403.8	3,071.3	20,475.0
Library Science	1600	4	220.0	220.0	440.0
Mathematics	1700	149	17,701.2	1,966.8	19,688.0
Physical Science	1900	63	3,124.8	4,687.2	7,812.0
Psychology	2000	59	7,510.7	395.3	7,906.0
Public Affairs/Services	2100	21	1,646.4	411.6	2,058.0
Social Science	2200	122	15,067.0	793.0	15,860.0
Commercial Services	3000	17	2,441.2	3,561.8	6,103.0
Interdisciplinary Studies	4900	96	4,416.0	4,416.0	8,832.0
<b>TOTAL</b>		<b>1,424</b>	<b>98,013.9</b>	<b>64,801.1</b>	<b>162,815</b>

Source: Maas Companies Projections

**D. Determination of Space Capacity**

When space needs are projected, a total square footage requirement is compared against current space holdings. This comparison results in a net space capacity. The following sections provide a definition of capacity, a listing and explanation of the utilization and planning standards used to determine capacity and net space capacity in all categories of educational space for the college.



### ***Facilities Inventory***

The inventory of facilities is an important tool in planning and managing college campuses. The California Community Colleges Facilities Inventory Manual includes descriptive data on buildings and rooms for each college district. This information is essential for developing the annual Five-Year Capital Construction Plan and for scheduling and controlling campus space. In addition, planning for new capital outlay construction projects, projecting future facilities, developing capital outlay and deferred maintenance budgets and analyzing space utilization are tasks that rely heavily on the facilities inventory documents and procedures.

The Education Code mandates an annual inventory of all facilities in the college district. This document, the 1999 Citrus College Report 17 ASF/OGSF Summary and Capacities Summary, was used as the basis for the facility assessment. The facilities inventory, as stated, has been integrated into the current database and used for the projection of future building requirements for the college.

### ***Existing and Future Space Capacity***

By combining existing and future enrollment estimates with appropriate space use standards, space capacity for the current year or for future years, can be developed. Space capacity is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. Space capacity analysis typically includes the following types of spaces:

**TABLE 13**

**STANDARD SPACE CATEGORIES  
USED FOR CAMPUS ASSESSMENT**

Classrooms	Lounge
Non-class laboratories	Bookstore
Teaching laboratories	Health services
Library/learning resources	Theatre
Offices	Meeting room
Audio visual, radio and television (instructional media) facilities	Data processing
Teaching gym	Physical plant
Food service	Assembly/Exhibition

The space categories presented in Table 13 represent the majority of the total educational and general facility space on a typical community college campus. Space capacity analysis enables an institution to identify the types of space it needs and/or the types of space it holds in excess. The analysis of space capacity forms the core of the Facilities Plan.

### ***Space Utilization and Planning Standards***

To determine space capacity requirements for a college's enrollment, the enrollment itself, or an appropriate form thereof, is applied to a set of standards for each type of space.

### ***Prescribed State Space Standards***

Title 5 of the California Administrative Code (Sections 57000-57140) prescribes standards for the utilization and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served (or some variant thereof, e.g., weekly student contact hours), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). The Title 5 space planning standards used to determine both existing and future capacity requirements are as follows:

**TABLE 14  
PRESCRIBED SPACE STANDARDS**

CATEGORY	FORMULA	RATES/ALLOWANCES
<b>Classrooms</b>	ASF/Student Station	15
	Station utilization rate	66%
	Ave hrs room/week	53
<b>Teaching Labs</b>	ASF/student station *	
	Station utilization rate	85%
	Ave hrs room/week	27.5
<b>Offices/Conference Rooms</b>	<b>ASF per FTEF</b>	140
<b>Library/Learning Resource Center</b>	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE	3.83
	ASF/3001-9,000 DGE	3.39
	ASF<9,000	2.94
<b>Instructional Media AV/TV/Radio</b>	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF<9,000	0.25

\* Reference Table 15

# Educational Plan Summary

Each component of these standards is mathematically combined with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirement for the college.

## *Assignable Square Footage (ASF) Standard for College Laboratory Space*

Listed in Table 15 is the Title 5, state standard used to determine assignable square footage for laboratory space. The determination for assignable square footage for lecture is derived via mathematical calculation.

**TABLE 15**

**STATE STANDARDS  
ASSIGNABLE SQUARE FEET FOR  
LABORATORY SPACE**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	ASF/STATION	ASF/100 WSCH
Agriculture/Nat Res.	0100	115	492
Biological Science	0400	55	233
Business / Mgt.	0500	30	128
Communications	0600	50	214
Computer Info. Systems	0700	40	171
Education/PE	0800	75	321
Auto Technology	0900	75	556
Fine/Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health Science	1200	50	214
Consumer Ed/Child Development	1300	60	257
Humanities	1500	35	150
Mathematics	1700	35	150
Physical Science	1900	60	257
Psychology	2000	35	150
Public Affairs/Services	2100	50	214
Social Science	2200	35	150
Interdisciplinary	4900	60	257

Source: Maas Companies - Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

## *Computation of FTE Instructional Staff*

The sample worksheet in Table 40 is required to be completed by the college with the submission of the Five Year Capital Construction Plan. This worksheet must be updated and submitted each subsequent year by the college. For long-term planning purposes, this worksheet is used to project future staffing for the instructional program at the college.

**TABLE 16**  
**WORKSHEET FOR COMPUTING FTE INSTRUCTION STAFF\***

CATEGORY	NON-INSTRUCTIONAL PORTION FTE	TOTAL PROFESSIONAL INSTRUCTIONAL AND STATUTORY STAFF FTE	NET TOTAL STATUTORY STAFF FTE
Instructors			
Counselors			
Department Admin			
Librarians			
Instructional Admin			
Totals			

Source: Maas and Companies and State Chancellors Office  
\*Please note that this chart must be completed prior to completing Five Year Capital Construction Plan

The five categories of Full Time Equivalent (FTE) staff are specified and defined as follows:

- Instructors:** Included are the professional instructional staff for day, extended-day, and adult education, except those whose offices are located off campus.
- Counselors:** Includes the professional counseling staff, special programs coordinators, extended opportunity program coordinators, statutory and Title 5 required staff.
- Department Administrators:** Includes professional staff responsible for coordinating or supervising departmental activities. This category is dependent upon the organizational structure of the college, but is generally defined as the department chair for an instructional or support service area.
- Librarians:** Professional librarians and directors of media services.
- Institutional Administrators:** Professional administrators with responsibilities covering the entire institution such as a President, Vice President, Deans, Business managers, etc. This category generally covers all administrators above the department level.

*Non-State Space Standards*

The State provides standards for utilization and planning for more than 60% of all types of spaces on campus. Capacity estimates for those remaining spaces, representing approximately 40%, are based on a combination of factors including the size and/or nature of the institution. Standards for the remaining types of spaces are presented in Table 41. These standards were determined based on a national study of space standards and discussions with colleagues in the California Community Colleges and the Chancellor's Office.

TABLE 16

**ASSIGNABLE SQUARE FOOTAGE FOR  
NON-STATE STANDARD CAMPUS BUILDINGS**

CATEGORY OF SPACE	BASIS	ASF FACTOR
<b>Non-class Laboratory</b>	0.095ASF per headcount student	0.095
<b>Teaching Gym</b>	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5-35,000
<b>Assembly/Exhibition</b>	ASF Equal to Student Headcount	100%
<b>Food Service</b>	0.60 ASF per Student Headcount	0.60
<b>Lounge</b>	0.67 ASF per FTES	0.67
<b>Bookstore</b>	1,500 ASF plus 0.67 ASF per Student Headcount	0.75
<b>Health Service</b>	ASF Allowance	1,200
<b>Meeting Room</b>	0.333 ASF per Student Headcount	0.333
<b>Childcare</b>	Greater of 0.4 ASF per Headcount or 6,000 ASF (Also, See State Child Care Standards)	0.40 – 6,000
<b>Data Processing</b>	ASF Allowance	5,000
<b>Physical Plant</b>	ASF Allowance	5% of Total
<b>All Other Space</b>	ASF Allowance	2.5% of Total

Source: Maas Companies & State Chancellor's Office

***Methodology and Projections for Future Capacity***

The determination of future capacity requirements for the college is included in the following methodology:

- ❑ Enrollment estimates, or the appropriate form thereof, were applied in combination with appropriate space planning standards (space planning standards were presented in the preceding pages) to result in a total space requirement in ASF by type of space.
- ❑ The current space inventory for the college was subtracted from the total space requirements described above in step one to result in the net ASF need by type of space for the projected 10-year facilities plan.
- ❑ The result, net assignable square footage by type of space for the 10-year cycle, was translated into the facility codes used by the state to evaluate and authenticate the space needs projections.

The quantifiable calculations for assignable square footage begin with Table 6, the instructional offerings and WSCH for the college (1999 Fall Semester). Tables 9 through 12 project the number of class sections and WSCH that will be generated by each instructional discipline as the college achieves a projected credit enrollment of 13,215 and 16,036 students respectively. The WSCH information generated becomes the basis for the projection of future facility requirements for the college.

***Current Campus Inventory***

Included in Table 17 is a current facilities inventory for the college as taken from the 1999 Citrus College District Report 17 ASF/OGSF Summary and Capacities Summary (State Chancellor's Office Report). The breakdown is provided by the numeric quantification used by the state to categorize campus facilities.

**TABLE 17**  
**CITRUS COLLEGE**  
**FACILITIES INVENTORY – OCTOBER 1999**

ROOM USE CATEGORY	DESCRIPTION	ASSIGNABLE SQUARE FOOTAGE (ASF)
000	Inactive Area	22,964
100	Classroom	47,981
210-230	Laboratory	132,202
235-255	Laboratory Service	1,948
300	Office/Conference	48,119
400	Library	5,986
520-525	Physical Education (Indoor)	48,570
530-535	Instructional Media (AV/TV)	3,788
540-555	Clinic/Demonstration	16,724
580	Greenhouse	256
590	Other	9
610-625	Assembly/Exhibition	33,920
630-635	Food Service	7,367
650-655	Lounge/Lounge Service	4,493
660-665	Merchandise Facility/Bookstore	6,660
670-690	Meeting /Recreation/Locker Rm.	12,537
710-715	Data Processing/Comp	1,837
720-740	Physical Plant	18,451
800	Health Service	839
	<b>TOTAL ASF</b>	<b>414,651</b>

Source: 1999 Citrus College District Report 17 ASF/OGSF Summary and Capacities Summary (State Chancellor's Office Report)

**Assignable Square Footage Required: 13,215 Students**

Table 18 is a projection for assignable square footage required to meet lecture/laboratory space needs for an enrollment of 13,215 students.

**TABLE 18**  
**ASSIGNABLE SQUARE FEET FOR 13,215 STUDENTS**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	TOTAL SECTIONS	LECTURE ASF	LABORATORY ASF	TOTAL ASF
Agriculture/Nat Res.	0100	2	64.9	131.4	196.3
Biological Sciences	0400	26	692.7	4,598.0	5,290.7
Business & Mgmt	0500	78	2,183.4	2,171.5	4,354.9
Communications	0600	9	259.5	323.6	583.0
Computer/Info. Science	0700	42	531.5	6,318.9	6,850.4
Education	0800	105	195.9	*	195.9
Engnr/Indus Tech	0900	62	654.3	52,222.8	52,877.2
Fine/Applied Arts	1000	182	3,435.4	30,870.8	34,306.3
Foreign Language	1100	25	949.2	1,106.3	2,055.4
Health Science	1200	49	655.9	7,633.8	8,289.7
Cons.Ed/Home Econ	1300	43	996.1	3,978.4	4,974.5
Humanities	1500	179	5,939.8	3,665.0	9,604.8
Library Science	1600	3	65.0	227.3	292.2
Mathematics	1700	140	6,810.8	2,646.0	9,456.8
Physical Science	1900	51	1,067.7	9,594.3	10,662.0
Psychology	2000	53	2,592.0	477.0	3,069.0
Public Affairs/Services	2100	19	580.4	723.7	1,304.1
Social Science	2200	106	5,054.4	930.2	5,984.6
Commercial Services	3000	16	1,010.4	7,560.2	8,570.6
Interdisciplinary Studies	4900	77	1,189.2	7,124.0	8,313.2
<b>TOTAL</b>		<b>1,267</b>	<b>34,928</b>	<b>142,303</b>	<b>177,231</b>

Source: Maas Companies Projections

\* P.E laboratory space is a separate calculation based on the Building Requirements to Meet the Needs of 13,215 Students

**Assignable Square Footage Required: 16,036 Students**



## Educational Plan Summary

Table 19 is presented as a projection of the square footage required for lecture and laboratory space to meet the needs of a student enrollment of 16,036.

**TABLE 19**  
**ASSIGNABLE SQUARE FEET FOR 16,036 STUDENTS**

INSTRUCTIONAL DISCIPLINE	TOPS CODE	TOTAL SECTIONS	LECTURE ASF	LABORATORY ASF	TOTAL ASF
Agriculture/Nat Res.	0100	4	134.2	271.6	405.8
Biological Sciences	0400	30	764.5	5,074.7	5,839.2
Business & Mgmt	0500	89	2,634.5	2,620.2	5,254.6
Communications	0600	10	370.7	462.2	832.9
Computer/Info. Science	0700	48	586.9	6,976.8	7,563.7
Education	0800	113	208.5	*	208.5
Engr/Indus Tech	0900	75	759.3	60,604.8	61,364.1
Fine/Applied Arts	1000	204	3,745.7	33,658.8	37,404.5
Foreign Language	1100	25	973.3	1,134.4	2,107.7
Health Science	1200	54	834.0	9,707.0	10,541.0
Cons.Ed/Home Econ	1300	46	1,207.7	4,823.4	6,031.1
Humanities	1500	195	7,466.2	4,606.9	12,073.1
Library Science	1600	4	94.4	330.0	424.4
Mathematics	1700	149	7,593.8	2,950.2	10,544.0
Physical Science	1900	63	1,340.5	12,046.1	13,386.6
Psychology	2000	59	3,222.1	593.0	3,815.0
Public Affairs/Services	2100	21	706.3	880.8	1,587.1
Social Science	2200	122	6,463.7	1,189.5	7,653.2
Commercial Services	3000	17	1,047.3	7,836.3	8,883.5
Interdisciplinary Studies	4900	96	1,894.5	11,349.1	13,243.6
<b>TOTAL</b>		<b>1,424</b>	<b>42,048</b>	<b>167,116</b>	<b>209,164</b>

Source: Maas Companies Projections

\* P.E laboratory space is a separate calculation based on the Building Requirements to Meet the Needs of 16,036 Students

## Educational Plan Summary

**Total Net Assignable Square Footage for all Campus Facilities: 16,036 Student Enrollment**

Using data from the previous tables and calculating both prescribed State Space Standards and Non-Space State Standards, Table 20 provides a net assessment for assignable square footage for all campus facilities to meet the needs of a student credit enrollment of 16,036. The data provided is formatted to be consistent with the state code for facilities. The forecast is based on a 10-year period with a target year of 2010.

TABLE 20

**TOTAL BUILDING REQUIREMENTS: 16,036 STUDENT ENROLLMENT**

SPACE CATEGORY	DESCRIPTION	CURRENT SPACE INVENTORY	ASF FOR 16,036 STUDENTS	ASF NEED DIFFERENTIAL
000	All Other	22,964	11,175	(11,789)
100	Classroom	47,981	42,048	(5,933)
210-230	Laboratory	132,202	167,116	34,914
235-255	Laboratory Service	1,948	1,523	(425)
300	Office/Conference	48,119	43,420	(4,699)
400	Library	5,986	53,611	47,625
520-525	Physical Education (Indoor)	48,570	35,000	(13,570)
530-535	Instructional Media (AV/TV)	3,788	11,259	7,471
540-555	Child Care, Clinic	16,724	6,414	(10,310)
580	Greenhouse	256	0	(256)
590	Other	9	0	(9)
610-625	Assembly/Exhibition	33,920	16,036	(17,884)
630-635	Food Service	7,367	9,622	2,255
650-655	Lounge/Lounge Service	4,493	3,637	(856)
660-665	Bookstore	6,660	12,244	5,584
670-690	Meeting /Recreation	12,537	5,340	(7,197)
710-715	Data Processing/Comp	1,837	5,000	3,163
720-770	Physical Plant	18,451	22,372	3,921
800	Health Service	839	1,200	361
	<b>TOTAL</b>	<b>414,651</b>	<b>447,017</b>	<b>32,366</b>

Source: Citrus College Space Inventory and Report 17, Chancellor's Office, California Community Colleges October 1999, and Maas Companies calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

## Educational Plan Summary



## Demographic and Income Forecast

Page 1 of 2

<b>0-10 Miles</b>		<b>Site Type:</b>	<b>Circle</b>	<b>Latitude:</b>	<b>34.135867</b>
				<b>Longitude:</b>	<b>-117.890019</b>
				<b>Radius in Miles:</b>	<b>10.00</b>
<b>Snapshot</b>	<b>1990 Census</b>	<b>1999 Update</b>	<b>2004 Forecast</b>		
Population	912,810	950,002	983,416		
Households	274,379	285,870	296,015		
Families	213,371	222,686	230,386		
Average Household Size	3.27	3.27	3.27		
Owner-occupied HHs	177,878	190,103	199,437		
Renter-occupied HHs	96,526	95,767	96,578		
Median Household Income	\$39,767	\$48,594	\$60,517		
Average Household Income	\$47,223	\$63,209	\$84,221		
Per Capita Income	\$14,383	\$19,188	\$25,529		
Median Age	29.9	31.2	31.8		

Trends	Area	Annual Percent Change for 1999-2004	
		State	National
Population	0.69%	1.22%	0.91%
Households	0.70%	1.26%	1.09%
Families	0.68%	1.10%	0.83%
Owner HHs	0.96%	1.65%	1.44%
Per Capita Income	5.88%	6.25%	4.87%

Households by Income	1990 Census		1999 Update		2004 Forecast	
	Number	Percent	Number	Percent	Number	Percent
< \$15,000	41,845	15%	29,664	10%	19,916	7%
\$15,000 - \$24,999	36,429	13%	29,149	10%	21,569	7%
\$25,000 - \$34,999	40,399	15%	35,264	12%	27,634	9%
\$35,000 - \$49,999	55,304	20%	52,934	19%	46,837	16%
\$50,000 - \$74,999	58,985	21%	67,693	24%	69,076	23%
\$75,000 - \$99,999	23,930	9%	34,518	12%	44,300	15%
\$100,000 - \$149,999	12,782	5%	25,450	9%	42,017	14%
\$150,000+	5,063	2%	11,187	4%	24,656	8%

Population by Age						
< 5	79,715	9%	83,243	9%	83,020	8%
5 - 14	144,698	16%	167,715	18%	169,364	17%
15 - 19	72,598	8%	72,873	8%	76,538	8%
20 - 24	78,862	9%	64,897	7%	72,198	7%
25 - 34	165,321	18%	142,707	15%	136,754	14%
35 - 44	137,121	15%	155,567	16%	148,568	15%
45 - 64	154,815	17%	177,819	19%	208,254	21%
65 - 74	48,029	5%	46,627	5%	46,918	5%
75 - 84	23,842	3%	28,801	3%	30,492	3%
85+	7,809	1%	9,754	1%	11,311	1%

Race and Ethnicity						
White	604,681	66%	573,117	60%	568,215	58%
Black	47,872	5%	46,422	5%	45,246	5%
Asian/Pacific Islander	105,643	12%	132,721	14%	146,839	15%
Other Races	154,614	17%	197,742	21%	223,117	23%
Hispanic (Any Race)	383,434	42%	484,795	51%	543,672	55%

Sources: 1990 Census of Population and Housing; CACI Forecasts for 1999/2004. Income is expressed in current dollars.

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Mar. 9,2000



Demographic and Income Forecast

Citrus College

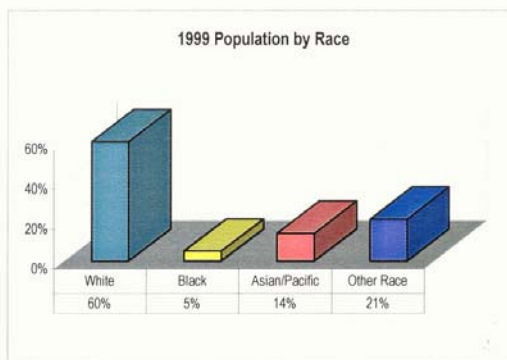
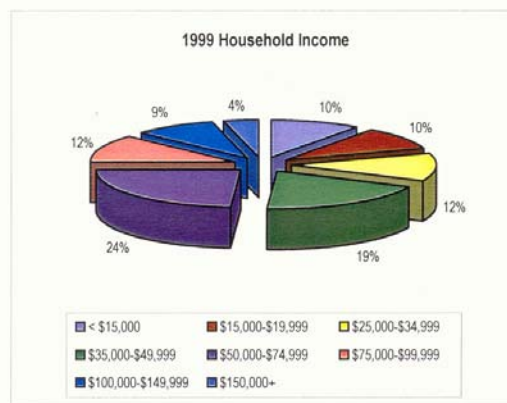
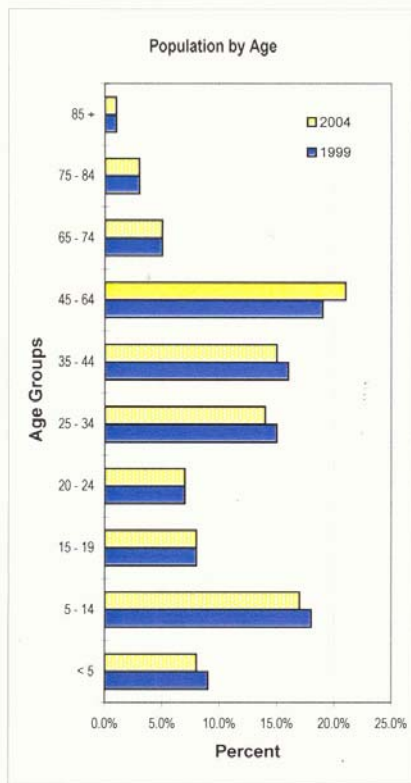
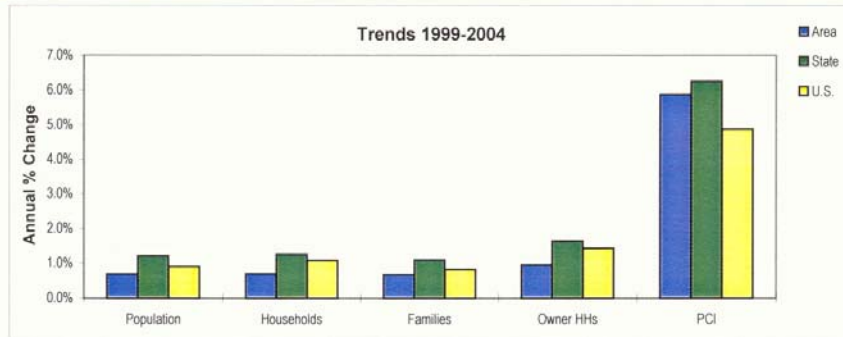
Latitude: 34.135867

0-10 Miles

Site Type: Circle

Longitude: -117.890019

Radius in Miles: 10.00









## EXISTING CONDITIONS

This section describes data collection, analysis and needs assessment. Information was obtained from the Facilities Master Plan Committee; interviews with key administrators, faculty and staff; the 1999 Five-Year Capital Construction Plan for Citrus College; and the Citrus College Educational Master Plan (2000); and site visits by the Project Team.





## **CAMPUS ZONING ISSUES**

### **Dispersed Student Services**

Enrollment growth has resulted in expansion of Student Services into a variety of spaces around the campus, including in the Administration Building, EDC, Annex, Campus Center and Health Services. Services are difficult to find and there is no space for waiting. The staff works around this by posting many directional signs and by providing shade, chairs and water outside during registration. The programmatic objective for Student Services is to increase student access by providing a "One Stop Shop" in which the registration functions are located together at the 'front door', combined in a campus hub with high-activity student areas for food service, clubs and meeting rooms.

### **Continuing Education**

This program is conducted mostly in the Lifelong Learning Center, which is located in temporary facilities on the fringe of the main campus. Non-credit students, who are usually unfamiliar with the campus, do not experience the heart of the campus on the Main Quad or have easy access to food service. The objective is to integrate Continuing Education into the campus in a location near the front door, with convenient access to Student Services, food service and parking.

### **Learning Center / MIS**

The Learning Center is located in the Education Development Center, where facilities are too small, and testing is conducted in Tech O. The main facility for open computer labs is located in the CIS building, outside of the campus core and removed from the majority of instructional space and the library. These services are well-suited for placement together. CIS is a good location for MIS, but there is no room for expansion. It would be difficult to relocate this function because the building has been developed as the main 'information hub' of the campus. The objectives are to provide more computer labs and tutorial space in a central location, and to expand MIS.

### **Parking**

Parking is located on the perimeter of the campus. The west side provides the majority of spaces, while capacity on the east side is limited. The Stadium Lot is remote and difficult to use outside of Stadium events. The objective is to provide more parking capacity on the east side of campus to serve more development there.

### **Playground Edge**

Currently, the Child Care Center playground is surrounded by a chain link fence and located adjacent to the busiest parking area in the Main Lot. This makes it possible for strangers to observe children at play and to pass objects through the fence. The objective is to create a visual and physical separation between the playground and the outside, and to provide a landscaped buffer.

**Athletic Zone**

While the Athletic Zone is clustered well, the culvert creates a barrier between the Stadium / baseball field and the locker rooms / other fields. The Stadium is an important source of revenue for Citrus College. There is a long, underdeveloped footpath from the Stadium to the locker rooms, which is inconvenient for the many visiting teams. The objective is to develop the path from the Physical Education complex to the Stadium, and to provide a field house and other fan conveniences at the Stadium.



**LANDSCAPE ISSUES****Campus Gateway**

The gateway to the campus, located on Citrus Avenue, is ambiguous and difficult to distinguish from the neighboring Azusa Pacific campus. The entry drive leads deep into the parking area with no direct drop off to the highly populated locations of the campus, including the Campus Center. The ultimate objective is to create a landmark entry to the campus that will enable smooth traffic flow while leading students and visitors directly into the campus and to their destination.

**Parking Lots**

While the actual quantity of parking stalls on campus are not currently problematic, nor would they be in the foreseeable future, they lack the protection from the sun and safe walkways for visitors and students.

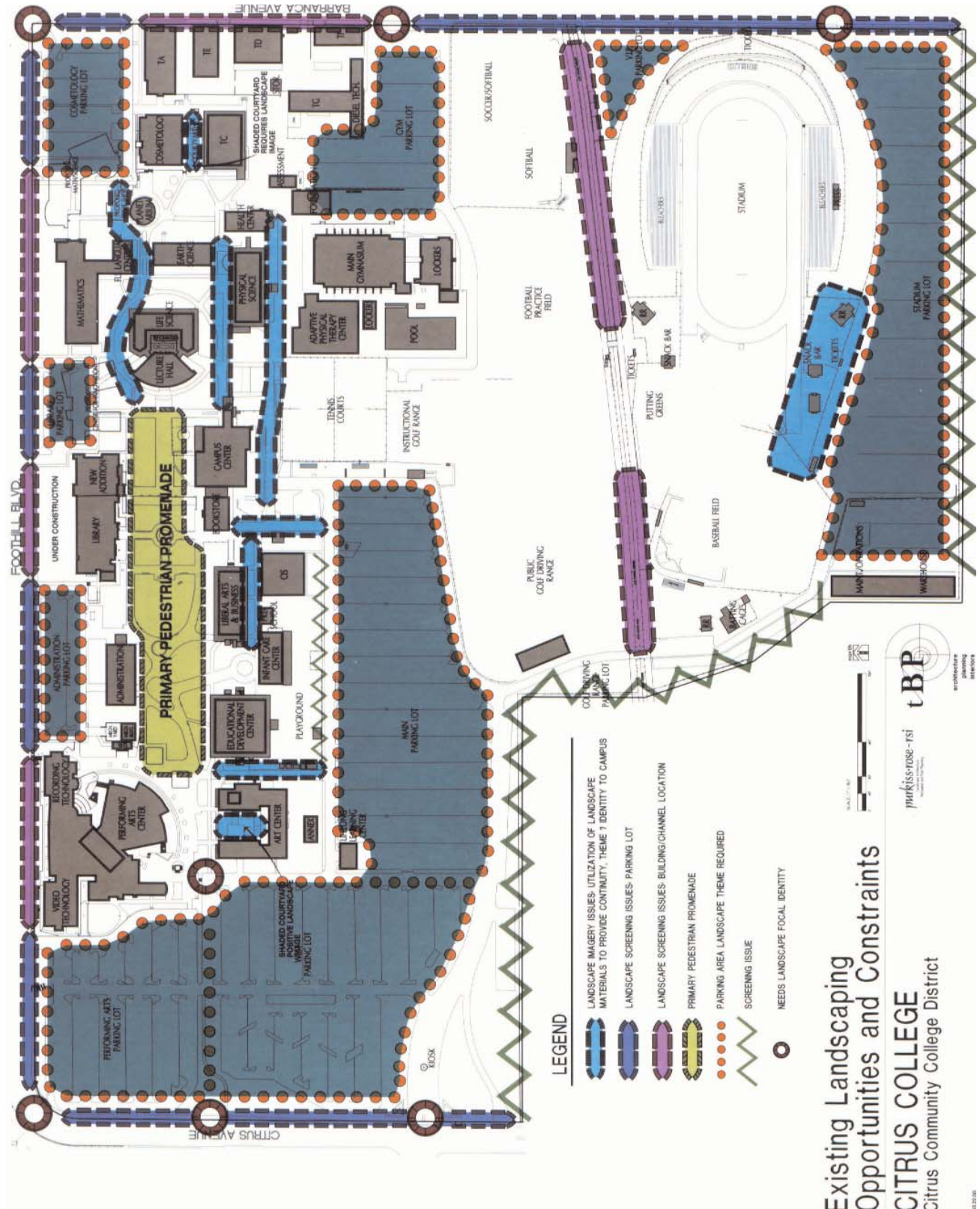
Distribution of parking in its current form is focused on the west side of campus making access to the buildings on the east more difficult. The ultimate objective is to redistribute parking to accommodate all students, and add plant material and hardscape elements to make parking safer and more comfortable.

**Courtyards**

A small number of buildings, including the Art Center and Cosmetology with Tech C, contain courtyards which provide seating, studying and outdoor classroom space. The ultimate objective is to provide similar courtyards for the majority of the buildings located throughout the core of the campus.

**Primary Pedestrian Promenade**

Located in the center of campus is a primary pedestrian promenade. Beginning on the east side of campus at the Lecture Hall a largely formal space exists which continues west. Centrally located is the fountain containing commemorative tiles, which is a valuable part of the Citrus College community. West of the fountain, the formality of the promenade dissipates into a more random sampling of pathways, and planter areas until the main walkway terminates at the parking lot adjacent to the Performing Arts Center. The ultimate objective is to continue the formality of the eastern portion of the promenade to the area west of the fountain, in order to create a more unified campus center.



## VEHICULAR CIRCULATION ISSUES

### Citrus Avenue Entrance

Originally the back door of Citrus College, the Citrus Avenue gate has become the main entrance to the campus. Travelling north along Citrus Avenue, the entry to Azusa Pacific University is very visible. Immediately past this, the first view of the campus from the Citrus Avenue entrance is underwhelming, even in the presence of signs, sculpture and landscaping. The view in the parking lot is asphalt, trees and the backs of buildings which do not say to visitors, "Come This Way".

### Performing Arts Driveway

Access to the Performing Arts Lot from Foothill Boulevard is via a short, steep entry drive. Signs warn of potential damage to underside of cars and directs traffic to other exits.

### Performing Arts Lot and West End of Main Quad

A row of trees lead visitors from the main Citrus Avenue entrance to visitor parking, where there is little view of the west end of the Main Quad. The entrance to the Quad is flanked by the impressive facade of the Performing Arts building and the 'blank face' of the Art Center. There is an opportunity to develop this end of the campus to orient visitors with a view from the parking lot through the front door to the campus core.

### Child Care Parking

Short term parking is available for adults escorting small children in the Main Lot. Unfortunately, this requires them to walk across traffic lanes between short-term parking and the sidewalk.

### Campus Drive, Past Golf Driving Range and Baseball Field

The current configuration of the drive connecting the Main Lot to the Stadium Lot is narrow, with limited visibility of oncoming traffic. Realignment of this road would provide a better view and accommodate more parking at the Golf Driving Range.

### Stadium Lot

The drive into the Stadium Lot provides a view on one side of the pleasant greenery on the back side of the Stadium, which deteriorates into the large, asphalt parking lot, no pedestrian pathways or designated drop-off points, and unadorned entrance gate. There is an opportunity to develop this lot into an appealing gateway which is worthy of the beauty of the Citrus College Stadium.

### Gym Lot

The entrance to this lot from Barranca Avenue to the campus is not well marked to identify Citrus College. Circulation patterns are confusing, particularly with the recently located modular buildings.

**Cosmetology Lot**

There is a marquee sign, with pleasant landscaping and historic trees, on the corner of Foothill Boulevard and Barranca Avenue that identifies Citrus College and announces campus events. Visitor parking for Cosmetology, Dental and Health Occupations clients is well marked. Entries to the Tech B Building, and to the campus between Tech B and Planetarium are welcoming.

**Foothill Boulevard**

Visitors are tempted to enter the campus from Foothill Boulevard by the appealing facades of the Administration Building and the Library, the monument sign at the Administration Lot and the pretty view into the Quad. However, there is no visitor parking here. This area provides an opportunity for more parking on the north side of campus.

**Service Vehicle Paths**

Campus service vehicles share pathways with pedestrians on the south side of the main campus.

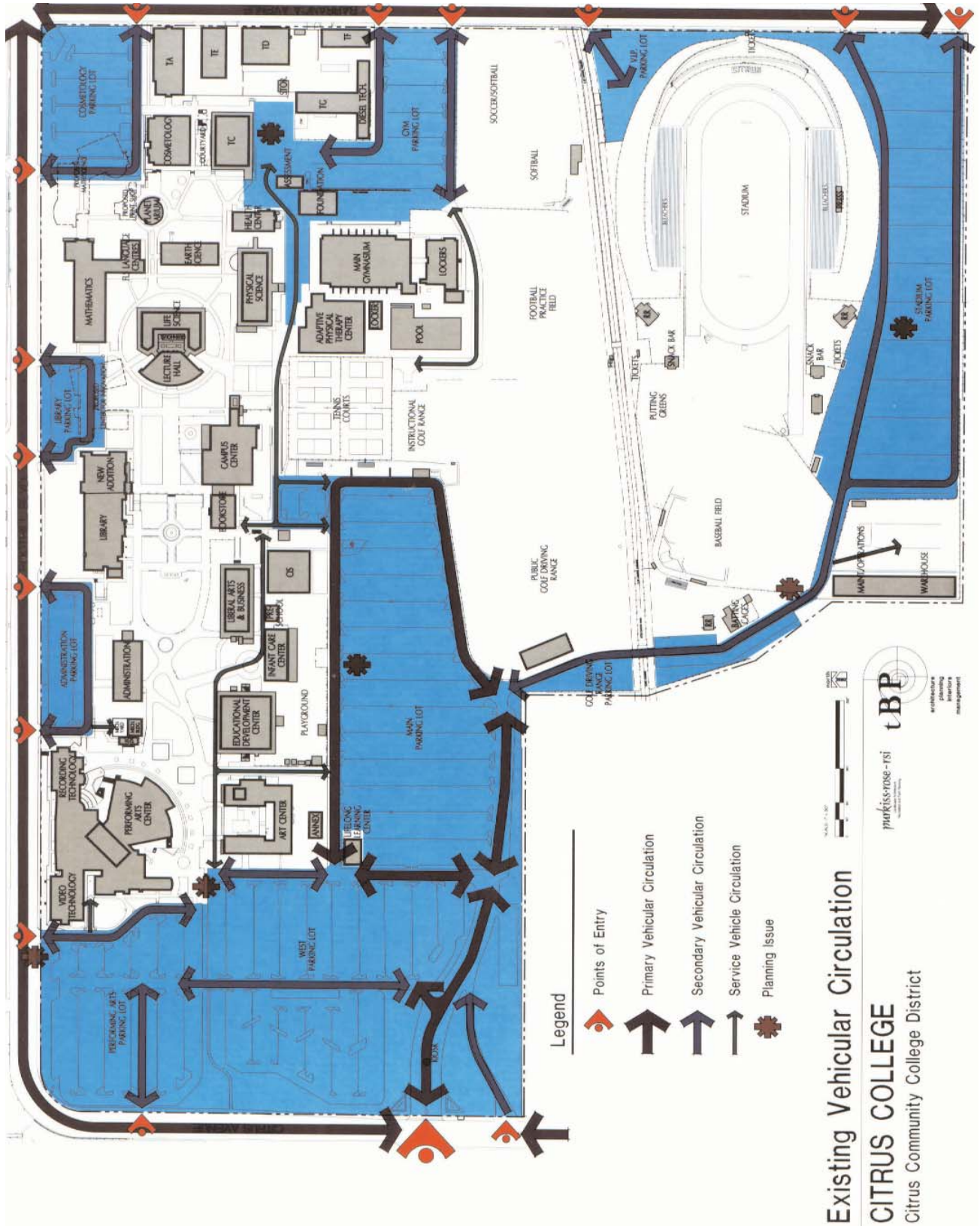
**Parking Balance**

There is much more parking west and southwest of the main campus than the east side. A balanced supply of parking on the east and west sides would be more convenient for the many users on the east side.

**On-Street Circulation**

Vehicular circulation between the east and west side of campus depends on public streets. There is no ring road on campus.

# Existing Conditions





## PEDESTRIAN CIRCULATION ISSUES

### Main Quad

The east end of the Main Quad is the prettiest outdoor face of Citrus College and it is the 'mental picture' of the campus in the minds of regular users. This area is described as 'the heart of the campus' and is much-used by the campus family. Most buildings face the quad, where there are formal pathways, a fountain, flags and the clock tower. Mature trees provide shade along the level turf panels, creating a pleasant setting for special displays.

By contrast, paths on the west side of the Main Quad generally curve in the direction in which most pedestrians walk between the Service Alley, Administration Building, Library and Campus Center. Seating on the pathways is exposed. This area is not unpleasant, but it feels like a space to 'walk through' rather than an inviting 'outdoor room'. It has potential for more use.

The western-most area of the Main Quad is the natural 'front door' to the existing campus. The ticket booth and steps of Hayden Theater provide a pleasing welcome for Performing Arts patrons, but Student Services are not visible to new students and visitors from this location.

### Service Alley East of Fine Arts

This service alley is a much-used path from parking to the west side of campus. Pedestrians pass the backs of buildings, trash bins and children on the Child Care Center playground, which is an unsatisfying welcome to Citrus College.

### Child Care Center Playground

The playground is surrounded by a chain link fence. Children are exposed to the view of strangers on pathways and in the parking lot. The children look onto the parking lot.

### Student Services

Visitors and new students follow signs to student services located in the Administration Building, Education Development Center Campus Center and the Annex. The dispersal of these services is inconvenient, and does not provide a cohesive introduction to the campus.

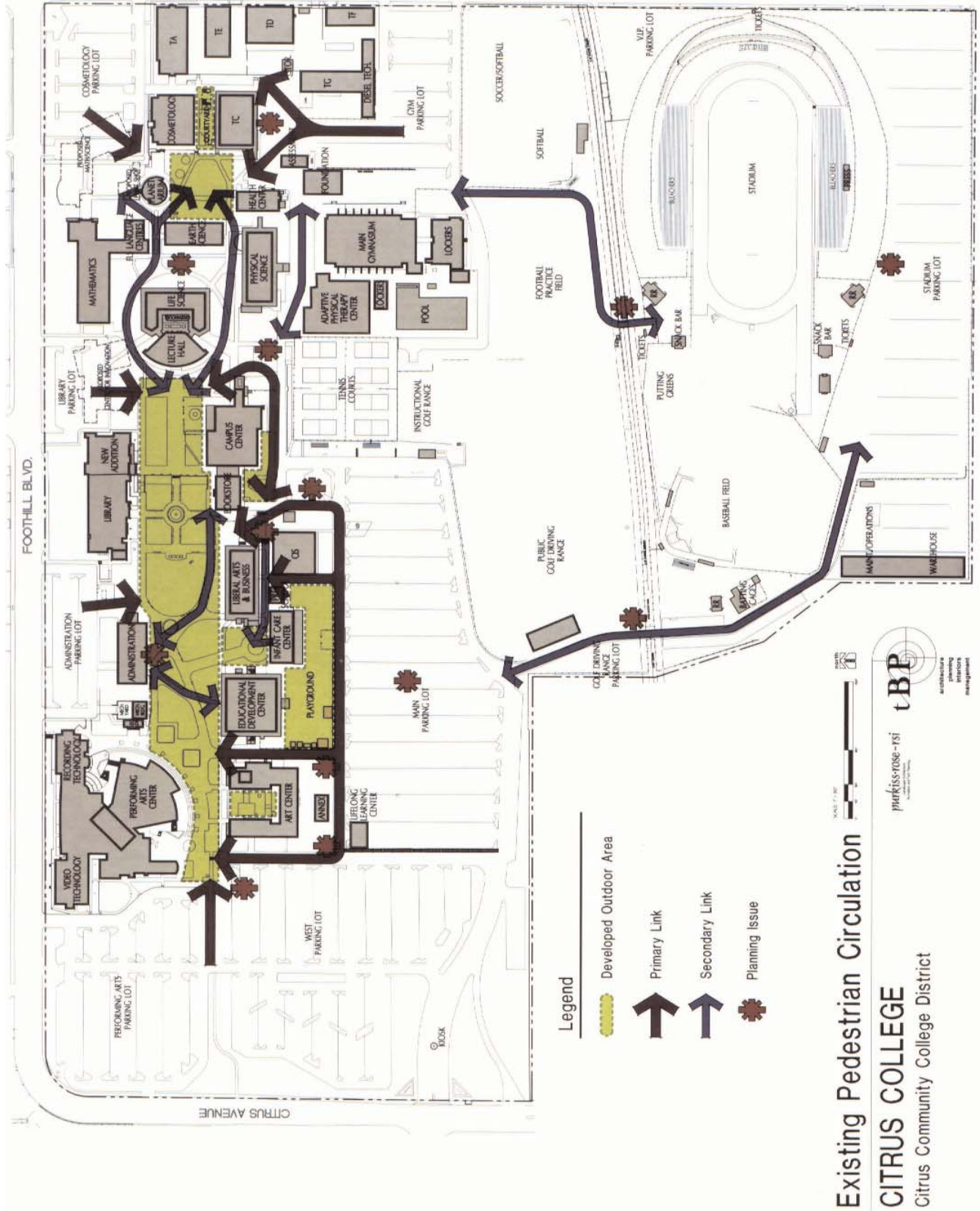
### Service Paths

Pedestrians share pathways with campus service vehicles on the south side of the main campus.

### Stadium Entrance

There is no drop-off in the Stadium Parking Lot.

# Existing Conditions





## IMPLEMENTATION

### IMPLEMENTATION AND UPDATE OF THE MASTER PLAN

This section discusses the preferred order of implementation for projects in the Facilities Master Plan. There are two lists of projects, Building Improvements and Site Improvements, listed in order of priority. The Facilities Master Plan Committee and administrators gave much consideration to these priorities. Their consensus reasoning is documented here to show the existing conditions and how the priorities were selected.

#### Assume Priorities Will Change

As stated in the Purpose, "The Master Plan will be used to demonstrate the value of projects in funding requests, and to implement projects in an order that will best serve the changing needs of students, faculty and the College". Because needs will change, it is assumed that priorities may change in the future. The Facilities Master Plan is conceived with the following assumptions about implementation:

- The Plan focuses on projects that require further planning because of their secondary effects, and site improvements that impact the entire campus. Other needs that are identified in the Educational Master Plan will be addressed over time.
- Projects may be undertaken out of the College's preferred order as funding opportunities arise, as has often been the experience of Citrus College.

- Building projects and unrelated site improvements for Citrus College are not comparable for the purposes of setting priorities, and will probably not compete for funds from the same sources. Therefore, they should be prioritized separately.

#### Update the Master Plan Regularly

Because it is assumed that needs and conditions will change over the course of implementation, it is strongly recommended that the Master Plan be updated regularly to reflect changing priorities.

#### Criteria for Priorities of Master Plan Projects

The Facilities Master Plan Committee ranked projects in their order of priority based on these factors:

- Safety improvements have highest priority.
- Projects that are already in the planning stages for funding have high priority.
- Projects linked by secondary effects are ranked as one project.
- Building projects and unrelated site improvements are ranked separately.

#### Priority of Building Projects

##### 1. MATH AND SCIENCE BUILDING

A Final Project Proposal has been submitted to the State Chancellor's Office, and this project is further along in the funding process than the Center for Innovation. The existing Math, Earth Science and Planetarium Buildings are not suitable for reuse and will be demolished; therefore, the Eastern Quad must be improved for pedestrian traffic,

although it cannot be completed until the Temporary Library is removed. This project has High priority.

### 2. CENTER FOR INNOVATION (CFI)

A Final Project Proposal has been submitted to the State Chancellor's Office. There is a critical shortage of faculty office space on campus. This project has High priority.

### 3. STUDENT SERVICES BUILDING

Personalized attention to student needs is essential to the educational mission at Citrus College. Consolidation of student services improves student access and has an immediate, positive impact on their success. This project has secondary effects in the EDC, Campus Center, Administration Building and CIS, which will be addressed after the construction of the Student Services Building to provide modern instructional and study space, which has also been identified as a critical need. Prospects for funding in the near future are positive. The Student Services Building has been given higher priority than Fine Arts, necessitating temporary housing for Fine Arts. This project should be planned in conjunction with the new Fine Arts / Communications Complex so that the program will move into a permanent facility as soon as possible. Temporary housing will be required for Continuing Education, which will be relocated to the renovated EDC. This project has High priority.

### 4. FINE ARTS / COMMUNICATIONS

#### COMPLEX

This facility replaces the aging Arts Complex and accommodates expansion of Performing Arts, a department for which Citrus College is known as a regional leader. It is preferred that this project be high in priority, and it is obviously more desirable to construct the Fine Arts Complex before the Student Service Building to avoid the need for temporary housing. However, prospects for funding place it after Math & Science, CFI and Student Services. It will be very important to provide temporary housing which is suitable to the educational program, and to pursue resources for the permanent facility as soon as possible. This project has Medium-High priority.

### 5. AUTO TECHNOLOGY COMPLEX

This facility replaces several outdated buildings and accommodates the expansion of Automotive Technology, a program for which Citrus College is known as a regional leader. Combined with renovations in Tech B and C, this project provides a permanent home for other Vo Tech programs. Demolition of Tech A, D and E makes way for more parking capacity and convenience on the east side of the campus. Although it is preferred that this project be high in priority, prospects for funding place it after Math & Science, CFI and Student Services, and after the construction of permanent facilities for Fine Arts to minimize the necessity for temporary housing. It has Medium priority.

**6. STADIUM FIELD HOUSE**

The Stadium is an important source of revenue for Citrus College. Improved facilities for visiting teams enhance its appeal to users. The project has an indirect benefit to students. It has Low priority.

**7. MAIN GYM CLASSROOMS -****ADDITIONAL INSTRUCTIONAL SPACE**

Although this project provides additional instructional space, a substantial amount of new classrooms are provided by other projects in the Master Plan. It has Low priority.

**(NO PRIORITY) POTENTIAL FUTURE NEW BUILDING**

This is not a specific project, and therefore has no priority ranking.

**Priority of Site Projects****1. PLAYGROUND PERIMETER BUFFER**

This project is of the highest priority because it improves safety for children on the playground. It also provides a desirable improvement for pedestrians in the service alley. This project has a High priority.

**2. SOUTH ROUTE**

This project improves safety for pedestrians and service vehicles. It has High priority.

**3/4. MAIN CITRUS GATEWAY AND PARKING**

Like the new Student Services Building, this project directs visitors and new students to the right entrance and convenient parking at the 'front door'. It has High priority.

**3/4. RELOCATE SOCCER FIELD / EXPAND GYM LOT**

This project provides more parking capacity and convenience on the east side of campus. The Child Care Center drop-off improves safety for adults walking with small children. This project has High priority.

**5. MAIN QUAD**

This project provides spaces for informal gathering and campus events, which are important to the educational mission of Citrus College. It has Medium High priority.

**6/7. CAMPUS PERIMETER LANDSCAPING**

This project indirectly benefits Citrus College students by increasing the College's visibility in the community. It has Medium priority.

**6/7. CAMPUS PERIMETER SIGNAGE**

This project helps vehicular traffic to locate the campus, and increases the College's visibility in the community. It has Medium Low priority.

**8. STADIUM GATE HOUSE AND PARKING**

The Stadium is an important source of revenue for Citrus College. Improved amenities for fans enhance its appeal to outside users. It has Medium Low priority.

**9. WASTE MANAGEMENT COMPLEX**

As this project becomes more defined, it may be given higher priority. It has Low priority.

**FACILITIES MASTER PLAN PROJECT IN  
ORDER OF PRIORITY - Table**

<i>Projects in order of priority</i>	<i>Functions</i>	<i>Estimated Gross Square Footage or Assignable Square Footage</i>
<b>Building Improvements</b>		
<b>1. MATH &amp; SCIENCE BUILDING</b>		
Construct new Math & Science Building <i>Demolish Math, Earth Science, and Planetarium</i> Develop Eastern Quad with formal pathways and turf panels with links to learning courtyards near Math and Science, CFI, Auto Tech, Potential Future Building	Math and science programs housed in Math, Earth Sci. and Planetarium Usable Outdoor Space	33,300 gsf
<b>2. CENTER FOR INNOVATION (CFI)</b>		
Construct new building <i>Build over portion of Library Lot</i> Expand Administration, Library and Staff Lots	Faculty offices Multi-media center Additional Parking	25,400 gsf
<b>3. STUDENT SERVICES BUILDING</b>		
<i>Provide temporary housing for Fine Arts and Continuing Education</i> <i>Demolish Art Center, Annex, Lifelong Learning, Health Services</i> Construct new Student Services Building Create 'One Stop Shop', and campus activity center in an accessible "front door" location Develop drop-off and entry to Main Quad, dining and entertainment plaza	Student Services - A&R, Counseling, Financial Aid, etc. Health Services Bookstore Food service Meeting Rooms Student Activities	58,000 gsf
<b>Administration Building - Administrative Space Renovation - Secondary Effect</b> Renovate secondary space in Administration Building to provide additional office space <i>Demolish Foundations</i>	Foundations Facilities, Purchasing	3,400 asf
<b>Education Development Center - Instructional Space Expansion - Secondary Effect</b> Renovate secondary spaces in Education Development Center to provide instructional space expansion - credit and non-credit	General Instructional Space Continuing Education	13,700 asf
<b>Campus Center - Technology Center (New) - Secondary Effect</b> Renovate Campus Center into new Tech Center, consolidate open computer labs, tutoring and testing services into a central facility. Soften outdoor seating area on south side of bldg. <i>Demolish Technology O</i>	Learning Center Open Computer labs Tutorial Services Testing Usable outdoor space	33,800 gsf
<b>CIS Building - MIS Expansion - Secondary Effect</b> Expand MIS into secondary spaces in CIS	MIS	8,500 asf
<b>4. FINE ARTS / COMMUNICATIONS COMPLEX</b>		
Construct new building to replace Art Center, consolidate Communications with Fine Arts, and expand Performing Arts Develop Arts Plaza <i>Build over portion of Performing Arts Lot</i> Improve Performing Arts Lot	Fine Arts Communications Performing Arts	31,800 gsf

**FACILITIES MASTER PLAN PROJECT IN  
ORDER OF PRIORITY - Table**

<i>Projects in order of priority</i>	<i>Functions</i>	<i>Estimated Gross Square Footage or Assignable Square Footage</i>
<b>Building Improvements, continued</b>		
<b>5. AUTO TECHNOLOGY COMPLEX</b>		
<i>Demolish Tech A, D, E</i> Construct new Auto Tech Complex Develop pedestrian gateway from Gym Lot Expand Cosmetology lot, create drop-off	Transportation Tech Public Services Additional Parking	36400 gsf
<b>Tech B, C - Instructional Space Renovations - Secondary Effect</b> Renovate secondary spaces in Tech B, C for instructional spaces Develop courtyard between Tech B & C	Cosmetology Public Services	7,700 asf (TB) 4,450 asf (TC)
<b>6. STADIUM FIELD HOUSE</b>		
<i>Demolish existing north concessions, restrooms</i> Construct new Stadium Field House, including concessions, restrooms for north bleachers	Physical Education	2,000 gsf
<b>7. CLASSROOM ADDITION TO MAIN GYM</b>		
Add classrooms to north side of Main Gym	Physical Education	3,570 asf
<b>(No Priority) POTENTIAL FUTURE BUILDING</b>		
Construct new building for expanding programs	Expanding programs as needed	
<b>Site Improvements</b>		
<b>1. PLAYGROUND PERIMETER BUFFER</b>		
Create landscape and hardscape buffer to surround existing playground Revise grading and improve drainage Improve service alley / pedestrian entry to campus	Buffer between children, pedestrians and parking	
<b>2. SOUTH ROUTE</b>		
Improve walkway between Infant Care Center and Campus Center	Improved pedestrian safety Usable outdoor space	
<b>3/4. MAIN CITRUS GATEWAY AND PARKING</b>		
Improve main entry, create circle drive Reconfigure and landscape parking in Performing Arts, West, South and Main Lots.	Campus Identity Additional Parking	
<b>3/4. RELOCATE SOCCER FIELD / EXPAND GYM LOT</b>		
Relocate Main Lot parking to location of existing soccer/softball field; relocate field to existing Main Lot. Create Soccer/Tennis plaza, expand Gym Lot into VIP lot Improve field walkway Improve Campus Drive, reconfigure Golf Driving Range parking	Provide more parking on east side of campus	
<b>5. MAIN QUAD</b>		
Formalize paths at west end, provide turf panels and grove, create learning courtyards	Usable Outdoor Space	



**FACILITIES MASTER PLAN PROJECT IN  
ORDER OF PRIORITY - Table**

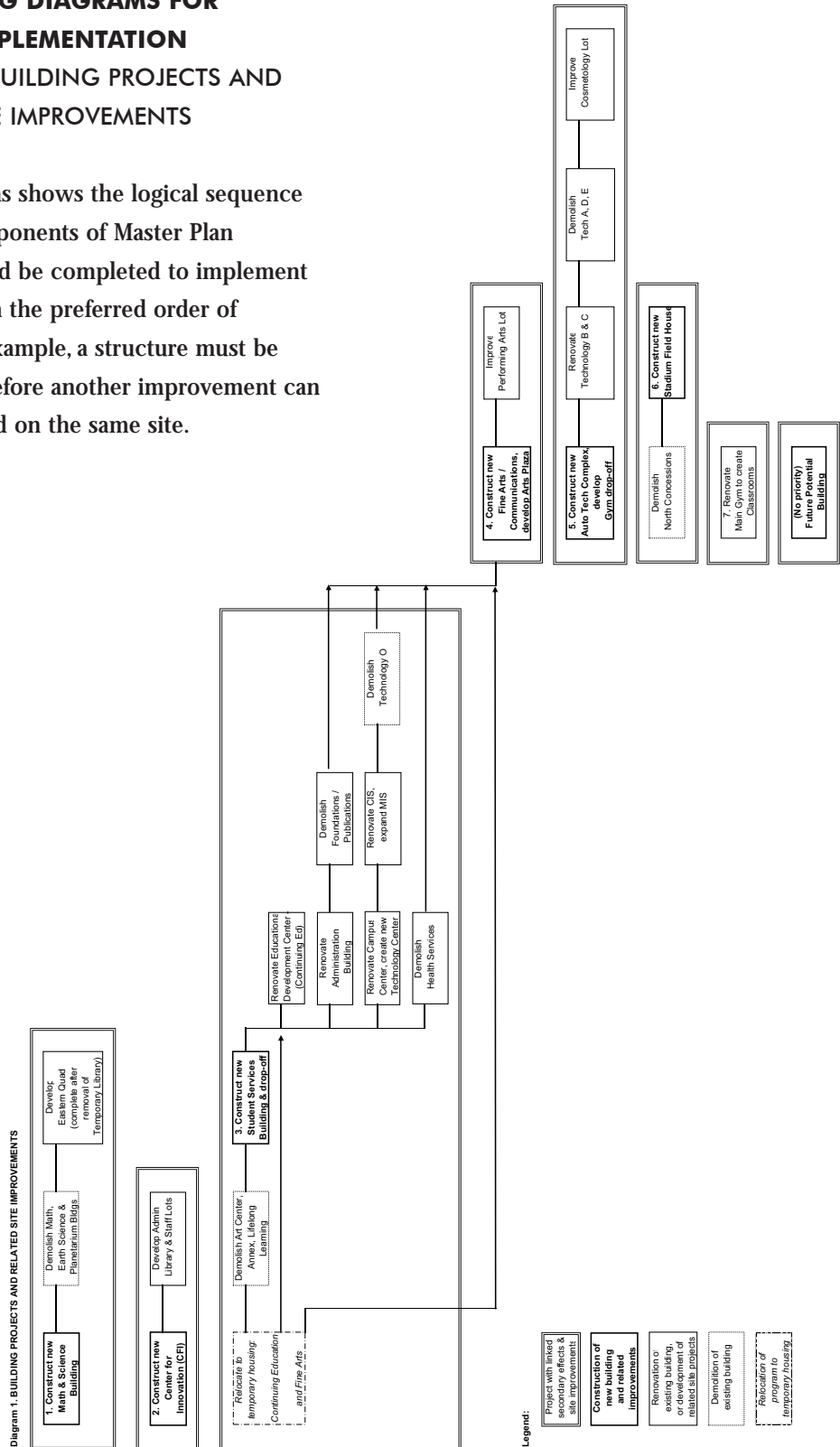
<i>Projects in order of priority</i>	<i>Functions</i>	<i>Estimated Gross Square Footage or Assignable Square Footage</i>
<b>Site Improvements, continued</b>		
<b>6/7. CAMPUS PERIMETER LANDSCAPING</b>		
Perimeter landscaping, irrigation - main campus and stadium area	Campus Identity	
<b>6/7. CAMPUS PERIMETER SIGNAGE</b>		
Provide campus identification signs at campus entries from on Foothill Blvd and Barranca Avenue	Campus Identity	
<b>8. STADIUM GATE HOUSE AND PARKING</b>		
Improve stadium area gateway off Barranca, reconfigure parking, create drop-off <i>Demolish existing tickets, snack bar, restrooms at south entrance</i> Create new stadium entrance, tickets, concessions, remove track extension	Physical Education Community Use	2,000 gsf
<b>9. WASTE MANAGEMENT CENTER</b>		
Develop secure facilities for recycling program, located to the southeast of the existing maintenance complex, including a trash compactor and separation area	Maintenance	

**SEQUENCING DIAGRAMS FOR PROJECT IMPLEMENTATION**

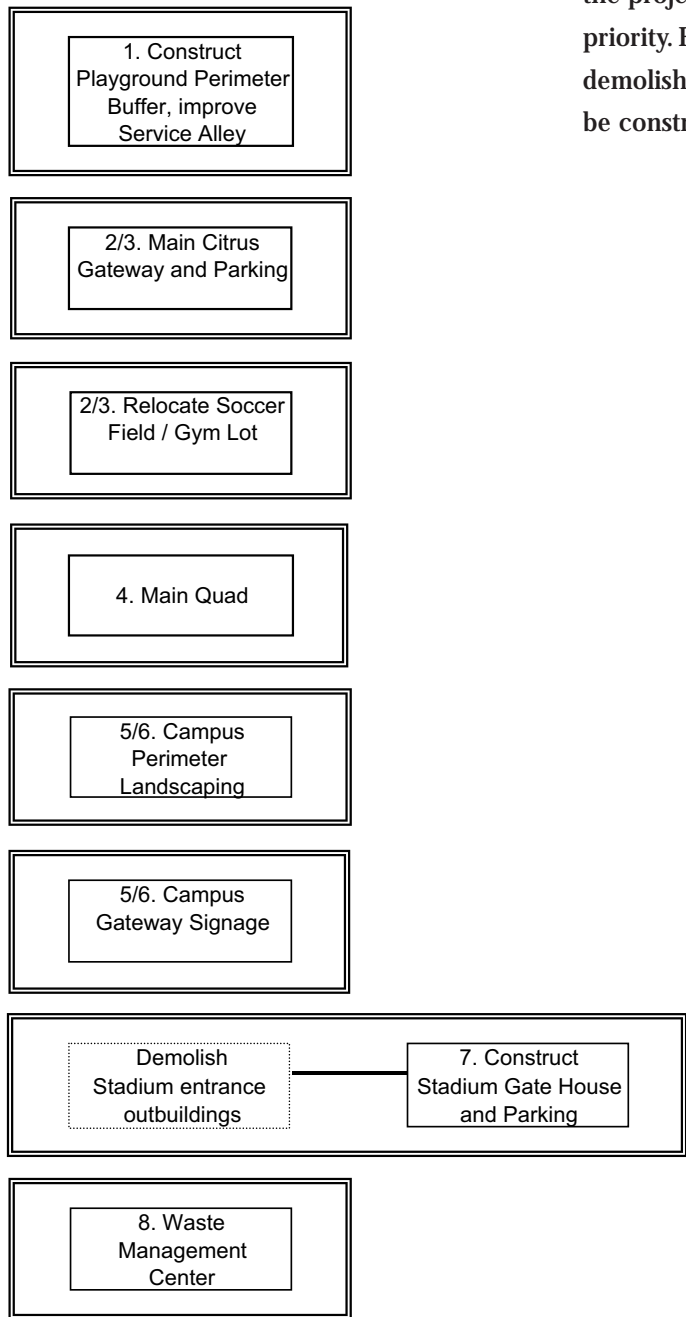
Diagram 1. BUILDING PROJECTS AND RELATED SITE IMPROVEMENTS

These diagrams shows the logical sequence in which components of Master Plan projects should be completed to implement the projects in the preferred order of priority. For example, a structure must be demolished before another improvement can be constructed on the same site.

**CITRUS COLLEGE MASTER PLAN**  
Sequencing Diagrams for Project Implementation  
These diagrams show the logical sequence in which components of Master Plan projects should be completed to implement the projects in the preferred order of priority. For example, a structure must be demolished before another improvement can be constructed on the same site.



**SEQUENCING DIAGRAMS FOR PROJECT IMPLEMENTATION**



**Diagram 2. SITE PROJECTS**

These diagrams shows the logical sequence in which components of Master Plan projects should be completed to implement the projects in the preferred order of priority. For example, a structure must be demolished before another improvement can be constructed on the same site.

- Legend:**
- Project with linked secondary effects & site improvements
  - Construction of new building and related improvements
  - Renovation of existing building, or development of related site projects
  - Demolition of existing building
  - Relocation of program to temporary housing

## PROJECTED FACILITIES NEEDS - Table

### CITRUS COLLEGE MASTER PLAN

#### Space in Master Plan to Meet Needs of Projected 2010 Enrollment of 16,036 Students

This table compares the total assigned square footage provided by the Master Plan to the current space inventory (serving a credit enrollment of 11,473 students) with needs for the projected credit enrollment of 16,036 student in 2010.

The Quantification and Space Assessment contains an analysis of the existing space inventory at Citrus College, a projection of future enrollment and estimates of future space

needs by program and by type of space (See Table 20, Educational Plan Summary). This data is used to estimate the size of new buildings and the types of space they will contain. This calculation is contained in the column, "Total ASF through Implementation of All Projects in the Facilities Master Plan."

Although projected needs appear to be specific, the numbers are based on state-wide averages and are therefore very general. Likewise, the sizes of new buildings proposed in the Master Plan are based on these averages and are general. Therefore, this table demonstrates that space provided in the Facilities Master Plan is in the 'right ballpark' to meet or exceed anticipated needs.

**Space in Master Plan to Meet Needs of Projected 2010 Enrollment of 16,036 Students**

ASF = Assigned Square Footage

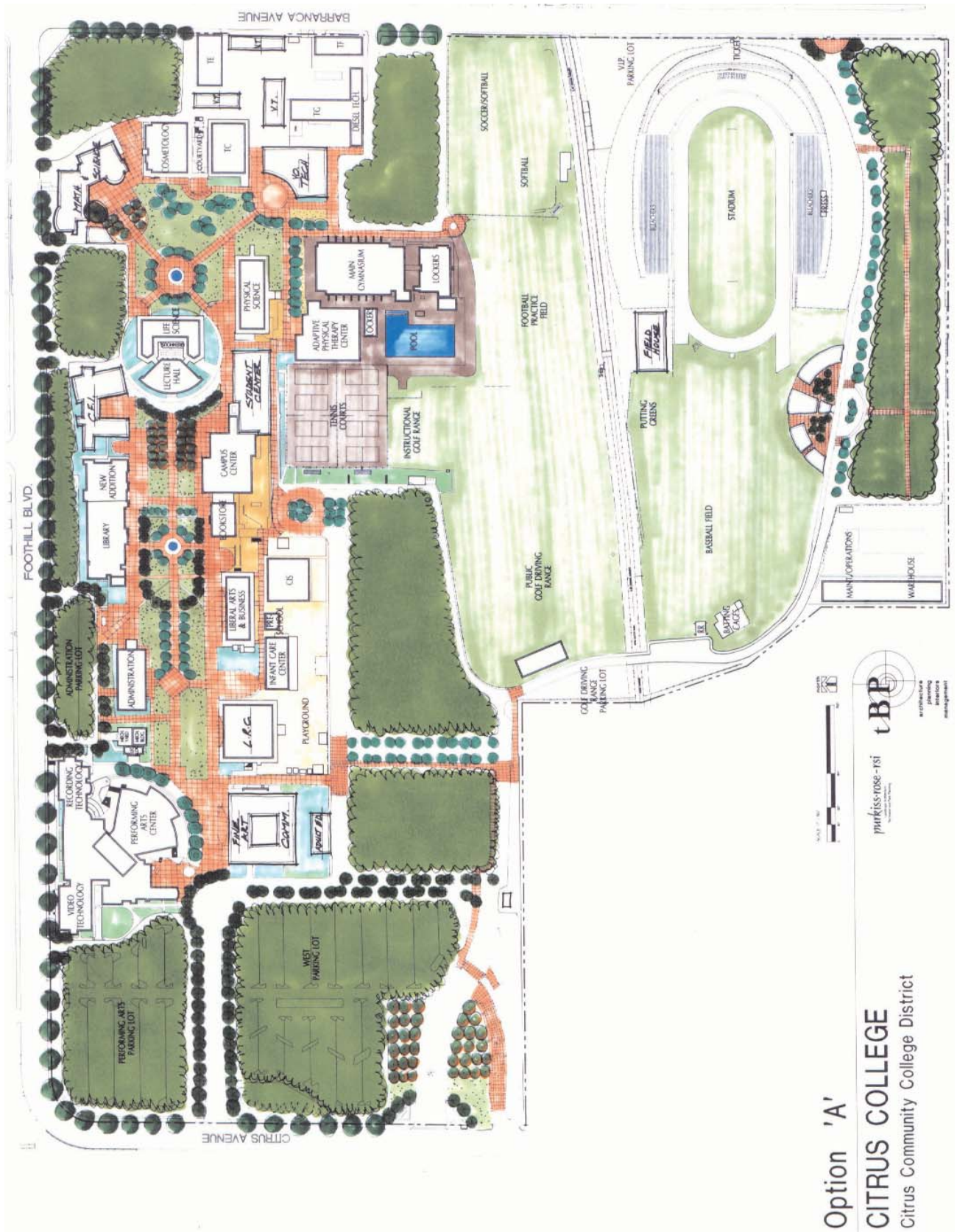
Space Category	Description	Current Space Inventory (1999) ASF	Projected ASF Need for 16,036 Students	TOTAL ASF through Implementation of all Projects in the Master Plan
000	Inactive/Alteration/Unfinished	22,964	11,175	22,964
<b>100-230</b>	<b>Instructional Space (Classroom &amp; Laboratory)</b>	<b>180,183</b>	<b>209,164</b>	<b>211,637</b>
235-255	Laboratory Service	1,948	1,523	(cannot be calculated)
300	Office/Conference	48,119	43,420	45,624
400	Library	5,986	53,611	15,471
520-525	Physical Education (Indoor)	48,570	35,000	46,001
530-535	Instructional Media (AV/TV)	3,788	11,259	3,788
540-555	Child Care, Clinic	16,724	6,414	16,080
580	Greenhouse	256	0	256
590	Other	9	0	0
610-625	Assembly/Exhibition	33,920	16,036	33,920
630-635	Food Service	7,367	9,622	9,673
650-665	Lounge/Lounge Service	4,493	3,637	5,222
660-665	Bookstore	6,660	12,244	13,220
670-690	Meeting/Recreation	12,537	5,340	7,026
710-715	Data Processing/Computers	1,837	5,000	13,180
720-770	Physical Plant	18,451	22,372	15,617
800	Health Service	839	1,200	1,449
	Other New ASF in Master Plan, not specified by category			23,604
	<b>TOTAL</b>	<b>414,651</b>	<b>447,017</b>	<b>484,732</b>

## OPTIONS FOR FACILITIES IMPROVEMENTS

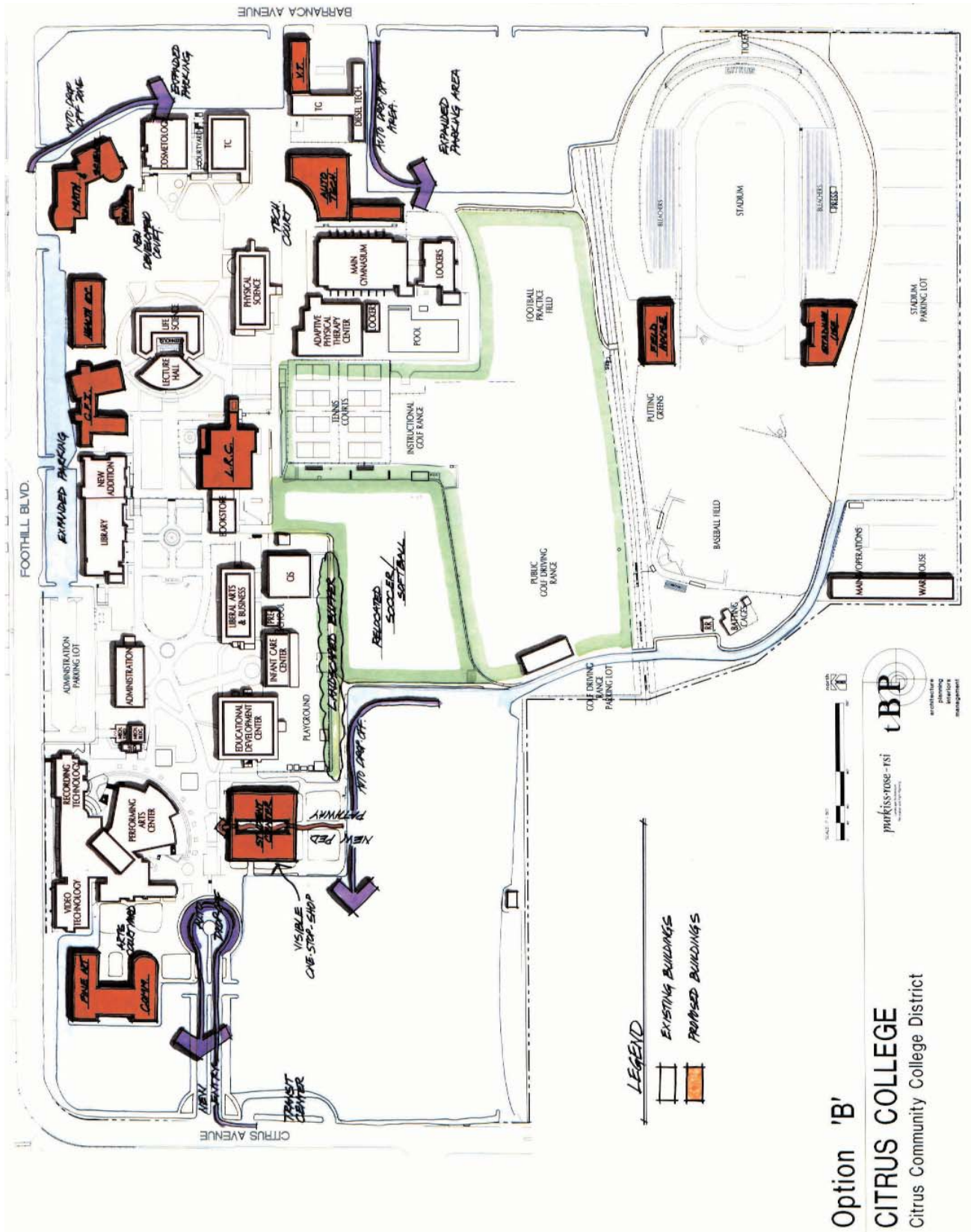
The following pages contain sketches of Options A, B and C, which show different ideas for improving buildings, landscaping and other site features in order to meet the objectives of the Facilities Master Plan. The sketches were used to stimulate several discussions that ultimately led to the development of the Recommended Facilities Master Plan.



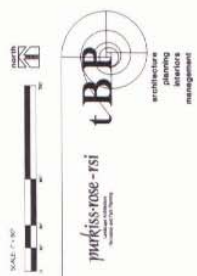
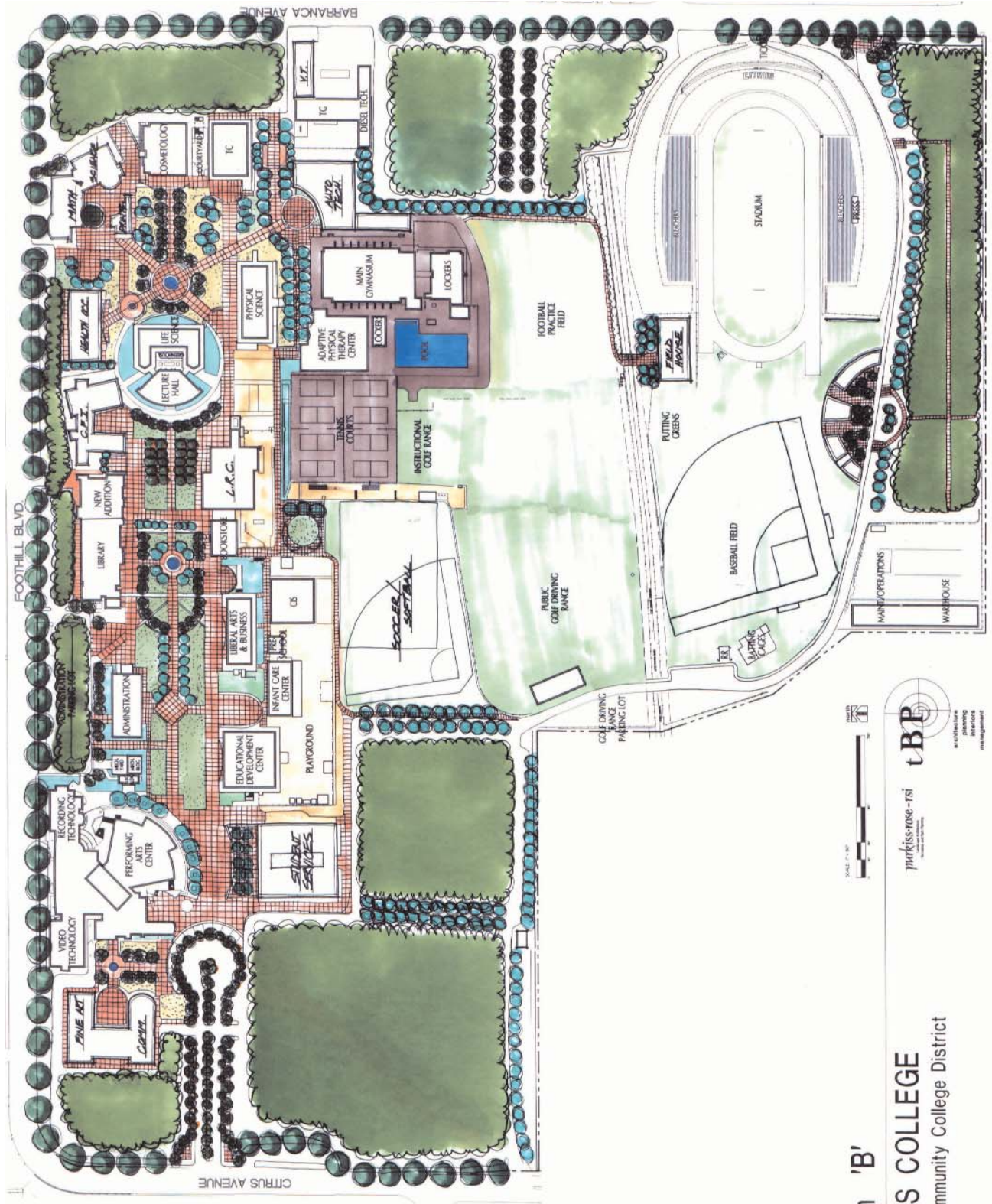




Option 'A'  
**CITRUS COLLEGE**  
 Citrus Community College District







Option 'B'  
**CITRUS COLLEGE**  
 Citrus Community College District

