



Citrus College



Educational Master Plan 2009



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Superintendent/President's Message

For over nine decades, Citrus College has played an important role in the success of individuals and communities in our region, by providing high quality, affordable academic and career education and serving as a center of cultural enrichment and lifelong learning.

As we continue to work toward achieving our mission to "empower students to compete globally and contribute to the economic growth of today's society," we have updated and revised our educational master plan to better align our programs and services with the rapidly evolving needs of students and the 21st century workplace for which they prepare. I am therefore pleased to present this *Educational and Facilities Master Plan 2009-2014*.



The creation of this plan has been a long and labor-intensive task, and I thank and congratulate all who participated. The plan synthesizes research and comprehensive data from a wide variety of sources with input and guidance from faculty, staff, students and members of the community. It establishes the foundation for integration of instructional planning; student services planning; facilities planning; operations and budget planning; and it allows the college to focus on the achievement of specific and measurable outcomes.

We believe this plan to be a living document and a work in progress. In the context of these perilous financial times in our state and nation, it is important that we remain flexible and responsive to changing trends. Implementing this plan requires the ongoing and informed judgment of faculty, staff and students who are committed to the collective good of our college community. I look forward to working alongside you and the members of our governing board as we engage in this effort to shape our college and achieve our mission, vision and values in the coming years.

Sincerely,

A handwritten signature in black ink that reads "Geraldine M. Perri". The signature is written in a cursive, flowing style.

Geraldine M. Perri, Ph.D.

Mission, Vision, Values

Mission Statement

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

Vision Statement

Citrus College will provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

Values Definitions

- **Student Focus:** Meeting community and student needs by creating an educational environment and culture so students can attain a variety of goals.
- **Excellence:** Maintaining a high standard of integrity and performance leading to the achievement of academic and professional goals.
- **Collaboration:** Seeking input from all sectors of the college and the community.
- **Diversity:** Fostering a learning community in which the values, goals, and learning styles of all students are recognized and supported.
- **Lifelong Learning:** Serving enthusiastic, independent thinkers and learners striving for personal growth.
- **Integrity:** Behaving ethically in all interactions at all levels.
- **Technological Advancement:** Keeping pace with global technology trends and enhancing traditional instruction with technology to prepare students for success in the workplace.

Executive Summary

The Educational and Facilities Master Plan 2009-2014 updates the college's plans for the next five years. It reflects significant input and planning guidance from all facets of the Citrus College community, as well as participation by the community-at-large. Informing this plan is a newly implemented annual instructional support and student services program review process, initiated with comprehensive data provided by the Office of Institutional Research. Faculty, managers, and staff reviewed key program performance indicators, met with advisory councils, attended regional and national meetings, and considered technological and instructional delivery advancements to prioritize departmental and service area needs. Through thoughtful deliberations, the college continues to improve and expand facilities and resources to meet students' instructional and service needs in future years.

Citrus College's culture supports and provides resources for the ongoing renovation of its facilities. Its ambitious campus building projects have successfully kept pace with the needs of the diverse student population, changing technology, and programmatic and instructional innovations over the past decade. The 2001 Educational and Facilities Master Plan served the college well. The build out of the original plan is projected to continue through 2014.

The current plan is a work in progress. The college anticipates the need for adjustments and flexibility as campus needs evolve and circumstances change. This is a particularly difficult time in which to plan, given the current economic downturn. The tight fiscal situation, rising unemployment rates, and a changing labor market influences the programs offered as well as the operation of the college. The college anticipates needing to prepare a midterm report in 2011- 2012 that will incorporate all programs, the 2010 Census data, and the rapidly changing political and financial trends expected to take place regionally, nationally, and worldwide in the coming years.

The college looks forward to future planning opportunities to remain true to its mission, vision, and values while serving the community.

Citrus College Educational Master Plan 2009-2014

I. Statement of Purpose

Citrus College is one of California's 110 public community colleges whose mission is to provide transfer education, basic skills and English language proficiency, economic and work-force development, lifelong learning, and associate degrees and certificates to the people in its service area. The college supports upward social and economic mobility of individuals through a commitment to open access and student success by delivering high quality, affordable, and comprehensive higher education.

Citrus College's Educational Master Plan projects the growth of the various programs and disciplines for the next five years. It also informs the Five-Year Construction Plan, ensuring that the physical spaces and buildings on campus meet the needs of students and faculty in furthering the state-prescribed mission of the college. The relationship of the two plans stems from the philosophy that the educational programs and services needed by current and future students drive the type and size of the facilities provided.

The purpose of the planning process is to determine direction for the future of the college and spark ongoing discussions within the college regarding its history, values, strengths, weaknesses, needs, challenges, and opportunities. It is also an opportunity to gather feedback from the external community and to evaluate the programs, services, and instructional delivery required to meet the students' needs. The present planning process followed "master planning method A" as identified in the CCCCO Facilities Planning Manual (p. 25). Steps included:

- 1) alignment with state and local educational policies and objectives,
- 2) definition of college educational philosophy and mission,
- 3) analysis of current program scope and quality in relationship to mission, and
- 4) discussion of ways to improve programs.

Community and college needs were collected through surveys, analysis of demographic data, and job market forecasts. Future enrollment is projected using local population trends and high school graduation rates.

Program objectives were analyzed using recommendations from annual instructional program reviews supported by data from the Office of Institutional Research. Initial prioritization across divisions is reflected.

This plan will drive on-going, campus-wide discussions designed to inform the next five- to 10-year facilities master plan. Student services and instructional support programs (i.e., counseling, library, and Learning Center) will be more fully represented in the next master plan, along with more detailed community educational partnership needs. The college is

planning to schedule on-going forums with community business partners and educational partners.

The next master planning process will integrate instructional planning, student services planning, facilities planning, operations, and budget planning. It is informed by data from a wide variety of sources, including institutional research; external reviews and studies; community input; general and specialized accreditation findings and recommendations; internal program reviews; internal and external surveys; student evaluations; and anecdotal evidence. It will allow the college to focus on the achievement of specific and measurable outcomes. It is a formal process, but encourages informal input from all stakeholders.

During plan development, all planning drafts were posted on the intranet to keep the college community apprised of the process, maintain open communication, foster discussion, and solicit feedback and approval. All final documents are on the college web page where they can be accessed by the general public and appropriate constituencies.

Planning directions and goals are reviewed annually and updated as appropriate. This plan is intended to be a dynamic document that is flexible and adaptable as future events and opportunities arise. Flexibility is particularly important at this critical time due to the uncertainty of the global economic situation, changing workforce demands, and the current California budget crisis.

The college's last Educational Master Plan, approved by the Board of Trustees in April 2001, served as the primary planning document for the college, incorporating educational and facilities planning through the year 2010. This document served the college well; many projects are completed, with a few still in progress. Measure G, a \$121 million facilities construction bond measure, passed by the voters in March 2004, made it possible to provide better classrooms and equipment, and improved safety for students. The measure supported preparation of local students for transfer to four-year colleges and universities, trained local residents for high-skilled jobs, and provided lifelong learning opportunities for all, by implementing a comprehensive facilities master plan. Because of this bond measure, used in conjunction with state construction dollars, the college has instituted a facility-building program designed to modernize the campus. At least seven new buildings have been completed, are under construction, or are in the planning phase. Bond-supported construction is scheduled to extend through 2014. The college has invested millions of dollars in construction within the last several years.

Facilities improvements funded by Measure G were identified over more than two years by Citrus College faculty, staff, students, and members of the community working in collaboration with facilities planning, design, and construction professionals. Their goals were to 1) upgrade campus safety and security; 2) expand academic facilities, including vocational technology, emergency medical training, nursing and dental classrooms, and computer labs; 3) repair and rehabilitate aging facilities and infrastructure; and 4) construct and equip



THE CITRUS COLLEGE MATH/SCIENCE BUILDING WAS BUILT IN 2004. IT WAS THE FIRST PROJECT COMPLETED AFTER VOTERS PASSED MEASURE G.

classroom buildings, science labs and student support facilities.

Citrus College has also updated critical technology. The college has almost completely upgraded its administrative applications with the SunGard Banner Enterprise Resource Planning System, including the student, financial aid, and human resource modules, related SunGard applications for scanning (Xtender), and job scheduling (AppWorx), as well as third party support applications for forms printing (Evisions) and online fee payment (EPOS).

The college utilizes **Blackboard** as a course management system. The Blackboard system operates on a hosted offsite environment and supports both distance education classes and supplements traditional courses. Over 800 course shells were developed for spring 2009, including 129 distance education (DE) classes, 100 DE/traditional hybrid classes and 300 traditional classes that use Blackboard resources.

Citrus College continually reviews and evaluates technology needs to assure effective utilization and quality necessary to support its programs and services. A total of 105 classrooms across the campus were designated as "Smart Classrooms." These classrooms provide instructors with the ability to use computer-based presentations, access network and Internet multimedia resources, use interactive pen displays to write over slides in digital ink, and save presentation notes for review by students in remote locations.

The **Math/Science Building**, built in 2004, was the first project completed after Measure G was passed by the voters. It is a two-story building with approximately 33,036 gross square footage that houses the Math Department, the Math Success Center, and the Science, Technology, Engineering and Mathematics (STEM) centers. The building has classrooms, math and science laboratories, faculty and administrative offices, and a Reprographics print shop room. It replaced the existing Math Building, one of the oldest buildings on campus. The project was completely funded by state dollars.



(LEFT) THE SECOND FLOOR OF TECHNICAL BUILDING B WAS REMODELED TO CREATE A CENTRAL FACILITY TO HOUSE A NURSING SKILLS LAB. (RIGHT) THE CENTRAL PLANT IS A STATE-OF-THE-ART FACILITY CAPABLE OF SERVING THE HEATING AND AIR CONDITIONING NEEDS OF THE ENTIRE CAMPUS.

The second floor of Technical Building B was remodeled to create a central facility to house a **Nursing Skills Lab** that serves current programs (Certified Nurse Assistant/CNA and Licensed Vocational Nurse/LVN). The lab prepares the college to meet California Board of Registered Nursing requirements necessary for accreditation of the new Registered Nursing (RN) program. The area includes audiovisual instruction and self-instruction sites, simulated learning areas, which include actual beds, and feedback monitoring systems. Office space and a small lecture area are also provided.

The Louis E. Zellers Center for Innovation was the first campus building to be fully funded by Measure G. It is a new three-story building that features more than 80 offices for faculty and deans. It also houses the Citrus College Foundation and Office of External Relations, as well as the Distance Education and Honors programs. Another highlight of the new building is the community meeting room, which is available for use by groups throughout the service area, and an instructional lab designed for faculty development and experimentation with new technology-based pedagogies. Both of these new resources were high on the priority lists of faculty and community members.

The new **Central Plant** is one of the most significant projects completed to date. Twelve months of work, teaming with Southern California Edison in their Savings by Design Incentive and Peak Management Program, resulted in a state-of-the-art facility capable of serving the heating and air conditioning needs of the entire campus-today and into the future. With greater efficiency and reduced operating costs, the Central Plant is an important part of conservation measures at Citrus College and a model for others to follow. It provides Citrus College with centralized heating and air-conditioning from a single source, transfers energy usage from daytime to nighttime, significantly reduces maintenance costs, and results in thousands of dollars in annual estimated energy savings.



(LEFT) CONSTRUCTION ON THE FIELD HOUSE AND CONCESSION BUILDING COMMENCED IN SEPTEMBER 2007.
 (RIGHT) CONSTRUCTION ON THE VOCATIONAL TECHNOLOGY BUILDING BEGAN IN DECEMBER 2007.

Construction on the **Field House and Concession Building** commenced in September 2007. This two-story building offers convenient facilities to support football, softball, golf, baseball, soccer, and track. The building includes shower and locker rooms, offices, team rooms, concessions, equipment storage, and restrooms. Located on the north side of the stadium complex, the Field House is approximately 16,028 sq. ft. The Concession Building is a single story 1,525 sq. ft. building and serves as the entry point into the south side of the stadium. It includes a kitchen for food preparation and serving, dry goods storage area, first aid and referee room, and an equipment storage room.

Construction on the **Vocational Technology Building** began in December 2007 and phase 1, the Technology and Engineering Building, is complete as of July 1. These two single-story buildings will house a state-of-the-art automobile training center. Along with four classrooms, it will provide transmission, engine and vehicle dynamometer rooms, 23 bays for auto repairs with lifts, staff offices, showers, lockers, and all necessary utilities to support a 21st century training center. It is a \$13.6 million dollar facility fully funded by the state. The original planning was initiated in the early 1990s and progressed into its current configuration to address current college and industry needs, and provide the industry with certified employees proficient in the latest automotive technology.

Secondary effects projects that have been completed include the Video Tech and Physical Science Building, HVAC upgrades, the Liberal Arts Building remodel, the gym remodel, the esthetician lab remodel, the Softball Field Complex, and the recording arts console upgrade. Upcoming projects include the Educational Building remodel, Administration Building remodel, the Fine Arts complex, Campus Security building, and Campus Center renovations.

The **Student Services Building** is a two-story 58,000 square foot building that will house Admissions and Records, Financial Aid, Student Employment Services, Counseling, Career/Transfer Center, Center for Teacher Excellence, EOP&S/CARE/CalWORKs, Disabled Students, Service Learning, Student Health Center, Bookstore Express, International Students, Vice President's Office, shared meeting rooms, and an event venue.

Construction on the **Fine Arts Building** is estimated to start in the fall of 2010. The Fine Arts Building is a three-story; 32,000 square foot building that will house ceramics, painting/drawing, photography, digital arts, and the Clarion/communications. The building is equipped with four Mac labs, a 150-seat lecture/screening room and an art gallery.

The **Softball Field Complex** was completed in September 2008. The softball fields are top quality artificial turf fields meeting NCAA standards. They also comply with current efforts to mitigate our footprint on the environment. By using artificial turf, the college eliminates the need for watering, fertilizing, and cutting grass. This eliminates the flow of fertilizers underground as well as into our surface runoff water systems. The field is illuminated with engineered lighting focused directly on the fields with minimum dispersion to offsite areas. Incorporated into the softball field complex are batting cages, bullpens, score keepers cubicles, dug outs, restrooms, a snack stand, and storage areas.

The facilities build-out of the 2001 Educational and Facilities Master Plan is progressing on schedule. While this document served the college well, it is appropriate that a new educational master planning process began and was completed in June 2009. During the intervening years, a six-year instructional program review process was in place. Using data initially provided by Technical Services (TeCS), program faculty reviewed, assessed, and recommended changes. After two years of consultation between Instruction, Academic Senate, and Institutional Research, an annual program review process was implemented. This created a direct link between planning and budget that is systematically updated each year. The Office of Institutional Research now provides comprehensive data to 63 instructional programs in support of their annual program review process. Six years of historical data are provided for the following key performance indicators:

- majors;
- number of courses;
- sections offered in the morning, afternoon, evening, and at an arranged hour;
- sections offered weekend, short-term, and distance education, full- and short-term;
- enrollment, FTES, WSCH, FTEF, FTES/FTEF;
- credit reimbursement rate;
- fill rate at census;
- success and retention rate;
- student demographic data by age, gender, ethnicity, and educational goal;
- revenue FTES by reimbursement rate; and
- degrees and certificates, skill awards, and licenses granted.

Intensive evaluation and planning efforts to renew the plan were coordinated with development of the self-study and response to the recommendations of the previous accreditation team. An Education Master Plan Task Force was created from the Steering Committee and co-chaired by Irene Malmgren, vice president of Instruction; Dr. Lan Hao, the director of institutional research; and Linda Welz, chief information services officer. Representatives from all constituency groups are members of the Task Force. Dr. Katrin Spinetta was hired as a consultant to facilitate the process and to assist the college in planning for change and growth in the coming decade.

With multiple changes on the horizon, in terms of the economy, technology, and student demographics, the educational delivery, programs and services, facilities, equipment, and staff needed by current and future students required careful reevaluation in order to inform the type and size of facilities and equipment the college will require. The impact on student learning and institutional effectiveness was critical in the decision-making process.

Educational Master Plan Task Force

At its meeting on October 27, 2008, the Education Master Plan Task Force reviewed external and internal data for the college and service area contained in the Fact Book Spring 2009, prepared by the Office of Institutional Research. The Fact Book provides initial projections of student participation rates, enrollments, occupational trends, new program development, and the development and expansion of student support services. It is divided into five chapters and provides data on Citrus College, the local community, feeder school districts, Citrus College students, student performance, and Citrus College employees. Data for multiple years, as well as graphs and charts that provide an at-a-glance comparative perspective are featured. Topics include a brief college history, a description of the service area, socioeconomic data, and data related to the college's student body, academics, personnel, facilities, and academic outcome indicators. As the first-ever Fact Book for Citrus College, it is accessible to the college community via the intranet and available in print. It will be continuously updated as needed.

At its meeting on November 24, 2008, the Educational Master Plan Task Force conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. Members identified and defined internal and external items that affect the college. Among strengths identified were Citrus College's programs and services, specifically, Basic Skills support services and comprehensive instructional program, Honors Program, Learning Communities, Transfer Center, Student Learning Outcomes Assessment (SLOAs), Testing Center, and Teacher Preparation. Also cited was use of technology, in particular, support of new and emerging technology for the classrooms. It was noted that Citrus College has a safe, friendly, beautiful, and well-maintained campus that is located in a strong and stable community.

Campus climate is collegial with dedicated, high quality faculty, managers, and staff. There is an atmosphere of collaboration on campus. Faculty members are dedicated to their disciplines and their knowledge, skills, and abilities assist learners to transform into thinkers and doers. There is a growing understanding that instructional divisions are interdependent and inter-reliant in a time when resources must be maximized. More is accomplished by integrating (vs. duplicating) common or shared services.

The approximately 90 percent operational efficiency of instruction when scheduling and filling classes was also cited as a college strength. The college has outstanding vocational programs, (i.e., transportation technology, cosmetology, nursing, and water technology), that lead to living-wage jobs.

Additional strengths included increased grant funds, good fiscal reserves, strong building program

program and well-planned facilities, good reputation in the state and community, diverse student population, frequent outreach to high schools, and an increasing number of course offerings both in the classroom and online throughout the day and evening, not just during prime time.

Among the weaknesses discussed that need some concerted attention were the following: the college's transfer rate, student parking, the time constraints of a compressed calendar, limited space in vocational programs, and technology training for staff.

Among the opportunities cited were the growing employment in software and computer services; the increasing demand for distance education classes and enrollment in general; possible expansion of community education programs and contract education; new non-apportionment revenue; emerging programs in power and energy; retraining needs due to the economy; cross-training of faculty for emerging programs; expansion of the nursing program; and meeting the needs of the 45 years of age and older population in the service area.

Among threats discussed were the following: state budget and reduction of funds for program use, declining enrollment in local school districts, high poverty level in some cities served by the college, competition from private and proprietary schools and large neighboring community colleges, increasing reporting requirements to state and federal agencies, parking problems, and environmental legislation.

At its December 8, 2008 meeting, the Educational Master Plan Task Force linked the SWOT items together, and discussed the ramifications. (see Table 1)

On February 17, 2009, Flex Day, more than 300 faculty members, staff, and managers participated in the Master Planning session. During the all-college meeting, Let Your Voice Be Heard, and subsequent follow-up session, they confirmed the mission, voted for a vision statement, and defined the top values embraced by the college.

At its March 9, 2009 meeting, the Task Force discussed the preliminary evaluation of the two Flex Day sessions related to planning. It appears that the attendees were all engaged and pleased with the results of the meetings. In a subsequent employee survey, the second of the three proposed vision statements that resulted from the Flex Day sessions was confirmed: *"Citrus College will provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future."*

The Task Force also drew some general conclusions about the preliminary results of the community survey:

- ✓ The link between Citrus and four-year institutions was affirmed.
- ✓ The importance of career paths to business and employment was confirmed.
- ✓ Career/tech/workforce preparation was stressed, no doubt due to the current dire economic situation.

Nonetheless, there was a feeling among the Task Force members that there may be a general misun-

derstanding of the community college's two-pronged mission emphasizing transfer/degrees as well as career/tech/workforce preparation. Discussion centered on the possibility that maybe the message the college conveys might be less than consistent resulting in the mixed perception. The survey was adapted to a new paper and web format to encourage additional responses.

At its March 30, 2009, meeting, the Task Force reviewed the PowerPoint presentation to update the Board of Trustees on the planning process scheduled for April 7, 2009. Two newer versions of the community survey (printed and web-based), developed to encourage more input, and were distributed to the Task Force members.

The Task Force also received an update on the departments' progress in updating and prioritizing their program review recommendations. The current series of bond-funded building projects will take the college through 2014. Discussion ensued on how these "new" priorities will mesh with the existing projects.

At its April 27, 2009 meeting, the Task Force was informed that 10 additional survey responses had been received. Among these were two requests from members of the community for a public forum. If the responses and requests come from new people, the college will continue with scheduling an event. If, on the other hand, the requests are from those who are on our advisory committees, the college may rethink the round-table discussion.

The preliminary first draft of the Educational Master Plan was discussed with the following suggestions and comments:

- Need to include real, current priorities.
- Delete staffing needs; retain equipment and facilities.
- Show recently completed items: Math/Science Building, Nursing Lab remodel, Banner implementation, and Blackboard upgrade.
- Page 13 showed significant current data, but very little in the way of analysis and projection.
- This document will be similar to, but much more detailed than, the Educational Facilities Master Plan that Carol Horton updates annually.
- This document will shape and drive facilities and technology for the future. Because we already have a facilities plan that extends to 2014, this will not only justify what we are doing, but will also look forward to what will be next.
- It will be important to remove anything from old program reviews that is obsolete and begin to look past 2014.
- A future discussion will determine the proportion of distance education to traditional classes. That will drive whether we build buildings or build technology.
- Clean up by identifying:
 - 1) what is completed
 - 2) current considerations under the current funding plan
 - 3) future goals

At its meeting on May 11, 2009, the Task Force was informed that the Executive Planning

Committee (EPC) distributed the latest draft to constituent groups. Comments are being incorporated into the final document as they are received. The Task Force will receive updated drafts as they become available.

During spring 2009, the College-wide Information Technology Committee (CITC) developed the first version of a college-wide Technology Master Plan. The plan is also based on a SWOT analysis, which was then integrated with the technology needs defined in the Educational Master Plan, the Facilities Master Plan and the college's Strategic Plan. Based on this plan, the TeCS Department plans and prioritizes technology for the central server room needs and college-wide infrastructure. The CITC will evaluate and revise the Technology Master Plan on an annual basis.

Table 1. SWOT Analysis

Leverages = opportunities + strengths
Vulnerabilities = threats + strengths

Constraints = opportunities + weaknesses
Problems = threats + weaknesses

INTERNAL

	Strengths	Weaknesses
EXTERNAL	Leverages	Constraints
	<ul style="list-style-type: none"> ○ Use the success of special programs to assist in leveraging additional funds/grants. ○ Quality career/tech programs are meeting needs of the economy. ○ Distance Ed is increasing due to cost savings for students; develop basic skills DE curriculum. ○ Performing Arts and others take advantage of great image in the community. ○ Improve internal collaborations between our strong programs, share skills & resources (Career/Tech Ed, Clarion, Art, etc.). ○ Create a unified goal for strong and emerging programs and cross-train faculty, increase Contract Education. ○ Outreach 	<ul style="list-style-type: none"> ○ Strong demand exists for technology-related training but there are few courses in computer science and engineering. ○ Parking needs are exacerbated by reduced budget and increased student demand. ○ Weakness exists in transfer rate/increased grants ○ Perceived weakness is seen in the way we plan, develop and operate based on bureaucratic traditions vs. the needs of the students. ○ Reputation for good programs vs. the gap in internal communication of our strengths. ○ Planning can focus on resources to maximize impact, but people are busy and it is hard to focus on the planning process.
	Vulnerability	Problems
Threats	<ul style="list-style-type: none"> ○ Special programs and services/private & proprietary schools and large neighboring community colleges ○ Declining enrollment in feeder schools/Outreach, special programs and services - can we keep up? ○ Natural disaster/campus climate ○ Good reputation/accountability yields numbers without context in the community ○ Budget/programs (basic skills), reserves, facilities, new and emerging technologies 	<ul style="list-style-type: none"> ○ Economy and Budget: staff stretched by frozen positions; financial uncertainty increases stress ○ Accountability: ongoing increasing demands of reporting, lack of institutional focus, Banner system needs to be leveraged more, knowing our market, lack of written policies and procedures ○ Competition: Knowing our market, past declining enrollment, factors affecting incoming student population, private/proprietary schools, large neighboring community colleges, time constraints of compressed calendar, limited space in vocational programs, lose students due to poor schedule, no technical instructional programs, parking



CITRUS COLLEGE HAS THE DISTINCTION OF BEING THE OLDEST COMMUNITY COLLEGE IN LOS ANGELES AND THE FIFTH OLDEST IN THE STATE. TODAY, IT OCCUPIES A 104-ACRE CAMPUS AND ENROLLS NEARLY 13,000 STUDENTS PER SEMESTER.

II. Description of the Community and Regional Context

Celebrating over 90 years of service, Citrus College has the distinction of being the oldest community college in Los Angeles County and the fifth oldest in the state. The college serves the communities of Azusa, Bradbury, Claremont, Duarte, Glendora, Irwindale, and Monrovia. Nestled in the foothills of Southern California's San Gabriel Mountains, Citrus College is located in Glendora, a small community within a larger metropolitan area about 28 miles from downtown Los Angeles and about 10 miles from Pasadena. Approximately 200,000 people reside in the college's service area.

Founded in 1915, Citrus College opened with an estimated 35 students, 11 faculty members, and a curriculum that emphasized advanced college preparatory studies. From 1915 to 1961, the college was operated by the Citrus Union High School District. In July 1961, the Citrus Community College District was created to include the Azusa and Glendora unified school districts. In 1967, the district expanded to include the Claremont, Duarte and Monrovia school districts.

Today, Citrus College occupies a 104-acre campus and enrolls nearly 13,000 students per semester. The college grants 47 associate degree options, provides coursework for transfer to four-year colleges and universities, offers basic skills and an intensive English-as-a Second Language Program, and career preparation through career, technical, and economic workforce development programs. There is an active student government on campus, numerous student clubs and events, student organizations, athletics, and college-wide activities. The college offers many free student support services, including personal and academic counseling, transfer information and assistance, academic tutoring, veterans support, career planning, and visa advisement. The new Veterans Center celebrated its grand opening in May 2009. The college also conducts community education programs that encourage learning at every age. The college's online program has increased substantially over the past few years and offers more than 110

online classes in a wide range of subjects, including accounting, administration of justice, art, anthropology, biology, business, child development, communications, counseling, computer science and information systems, economics, English, engineering, earth science, geography, health, history, math, music, office technology, physical education, philosophy, political science, psychology, public works, real estate, reading, sociology, Spanish, speech, theater, and vocational nursing.

Education is a major asset of the college's service area and the San Gabriel Valley as a whole. Four-year university institutions include the California Institute of Technology (Cal Tech), University of La Verne, Azusa Pacific University, California State Polytechnic University, Pomona (Cal Poly Pomona), and the Claremont Colleges, a cluster of eight private schools. The Art Center College of Design in Pasadena has an international reputation for auto design, but it is also strong in other creative disciplines. There are two other community colleges in the San Gabriel Valley, Mt. San Antonio College (Mt. SAC) and Pasadena City College (PCC); as well as two San Gabriel Valley-adjacent community colleges, East Los Angeles and Rio Hondo. Neighboring Chaffey College serves the vibrant Inland Empire of western San Bernardino County. Just west of the San Gabriel Valley are California State University, Los Angeles and the USC Keck School of Medicine. Cal Tech has been successful in spinning off biomedicine and technology companies, many of which stay in the immediate area. In addition to Citrus, there are 33 public community colleges in Los Angeles County.

Service Area Overview

Looking at each of the cities in the service area, **Claremont**, 13.14 square miles and a population of 37,242 (2008), is particularly known for the number of major higher education institutions within its city limits—the Claremont Colleges, five undergraduate and two graduate universities, as well as the Claremont School of Theology. In July, 2007, it was rated by Money magazine as the fifth best place to live in the United States and was the only spot in California that made the list. Largely residential, it is nicknamed "the city of trees and PhDs." Major employers in Claremont are the Claremont Colleges (3000 employees) and Claremont Unified School District (750 employees). Among the 16,601 civilian employed population 16 years and over, the most common occupations in Claremont are management, professional, and related occupations (57%), sales and office occupations (26%), and service occupations (8%). The leading industries in Claremont are education, health and social services (40%), professional, scientific, management, administrative and waste management services (10%), followed by finance, insurance, real estate, and rental and leasing (10%).

Azusa, known as the Canyon City, has a population of almost 49,000 people. It is the second largest city in the service area after Glendora. Azusa is home to Azusa Pacific University, named one of the best colleges for 2008 by US News & World Report among national universities, tier 3. It is also home to Dhammakaya Open University, a private Buddhist university. Nearly two-thirds of the Azusa residents are Hispanic. The most common occupations for males in Azusa are management, professional, and related occupations (19%); sales and office occupations (18%); service occupations (18%); construction, extraction, and maintenance occupations (17%); and farming, fishing, and forestry occupations (.4%). The most common occu-

pations for females are sales and office occupations (39%); management, professional, and related occupations (29%); service occupations (18%); construction, extraction, and maintenance occupations (1%); and farming, fishing, and forestry occupations (.7 %).

Bradbury is a small, residential, equestrian-oriented community of approximately 1,000 people nestled at the base of the San Gabriel Mountains below Angeles National Forest. The community encompasses only 1.9 square miles. The median income is over \$100,000 and almost 75 percent of the residents are white. Even though Bradbury and Duarte are both served by the Duarte Unified School District, the majority of Bradbury residents send their children to private schools throughout Los Angeles County. The most common occupations for males in Bradbury are health care (15%); construction (8%); metal and metal products (7%); professional, scientific and technical services (6%); computer and electronic products (5%); arts, entertainment and recreation (4%); and administrative support and waste management services (4%). The most common industries for females are health care (17%); professional, scientific, and technical services (16 %); educational services (13%); finance and insurance (6%); real estate and rental and leasing (5%); arts, entertainment, and recreation (5%); and accommodation and food services (4%).

Duarte is a small and progressive community located approximately 21 miles northeast of Los Angeles. At 6.8 square miles and a population of 22,953, Duarte remains primarily a residential, bedroom community. The city is geographically isolated from population centers to the east and south due to the San Gabriel River and rock quarry operations in Irwindale and Azusa. These factors have proven to be an ongoing economic challenge for local businesses. However, over the past few decades, the city's leadership has succeeded in bringing retail development to portions of the city. The opening of a Wal-Mart store in 1996 created 300 new jobs in the city. In 1997, Accu-Sembly, Inc., an electronic parts assembly company, brought 85 technical jobs to Duarte. The Central Avenue Automobile Complex boasts some of the highest sales figures of new and used cars in the state and country. Healthcare also plays a large role in the Duarte community with the famous City of Hope Cancer Center located in the city. The most common industries for males are construction (9%); professional, scientific, and technical services (7%); administrative and support and waste management services (7%); accommodation and food services (6%); health care (6%); finance and insurance (5%); and educational services (3%). The most common industries for females are health care (17%); educational services (12%); finance and insurance (8%); professional, scientific, and technical services (7%); accommodation and food services (5%); public administration (4%); and social assistance (4%).

Glendora, home of Citrus College, has a land area of 19.1 square miles. As of 2008, the population of Glendora was estimated at 52,362. Eighty percent of the residents are white, 6 percent are Asian; 1 percent is African American; 1 percent is Native American; and 12 percent report "other" or biracial. Glendora is an upscale city, with a diverse housing stock and a consistently high-ranking school district. Most of the jobs in Glendora are in the private sector, 72 percent are in the service providing industry and nearly 15 percent are in the goods producing industry (manufacturing and construction). The top service providing industry jobs in Glendora include trade, transportation, and utilities; professional and business services; and education and health services careers. The most common industries in Glendora for males are construction (12%),



GLENDDORA SERVES AS THE HOME OF CITRUS COLLEGE. AS OF 2008, THE CITY'S POPULATION WAS ESTIMATED AT 52,362.

educational services (7%), professional, scientific, and technical services (7%), public administration (5%), finance and insurance (4%), accommodation and food services (4%), and health care 4%. The most common industries for females are educational services (18%), health care (14%), finance and insurance (7%), professional, scientific, and technical services (6%), accommodation and food services (5%), public administration (3%), and social assistance (3%). Glendora's median household income, \$72,414, is higher than Los Angeles County's median income, \$58,647.

Irwindale has relatively few residents; in July 2006, the estimated population was 1,471. Nearly 90 percent of the residents are Hispanic. The most common occupations in Irwindale for males are management, professional, and related occupations (23%), service occupations (21%), sales and office occupations (12%), farming, fishing, and forestry occupations (3%), and construction, extraction, and maintenance occupations (3%). The most common occupations for females are management, professional, and related occupations (31%), service occupations (21%), and sales and office occupations (48%). The city is home to over 700 businesses, including major satellite offices and headquarters for some of the most well known companies in the nation, including Ready Pac Produce and MillerCoors. The Toyota Speedway is also located in the city, as is the Santa Fe Dam Recreation Area. Irwindale became the site for the annual Southern California Renaissance Pleasure Faire in 2005.

Monrovia, population 39,327 as of 2008, is located 20 miles northeast of Los Angeles at the base of the Sierra Madre Mountains, eight miles east of the City of Pasadena. The Hispanic and

foreign-born population percentage in Monrovia is higher than the state average. Monrovia is known for its business-friendly culture evidenced by its commercial mix of small stores and industrial shops, professional service providers, large-sized retailers, high-tech companies, and corporations of nearly every size. Large and start-up high-tech, biotech and nanotech firms are located along Monrovia's East Huntington Drive technology corridor, making the community a leader in the San Gabriel Valley's technology industries, and producing some of the most technologically advanced software and equipment. The most common industries in Monrovia for males are: construction (9%), professional, scientific, and technical services (8%), accommodation and food services (7%), educational services (7%), administrative and support and waste management services (5%), public administration (5%), and finance and insurance (5%). The most common industries for females are: health care (15%), educational services (13%), finance and insurance (7%), professional, scientific, and technical services (7%), accommodation and food services (6%), public administration (4%), and administrative and support and waste management services (4%).

Each of the cities in the Citrus College service area is unique with differing profiles and needs. Claremont and Glendora have the highest median incomes and highest educational attainment. Azusa has the largest number of residents who live below the poverty level and is the only city in the service area where more people speak Spanish than English. Almost three-fourths of the students in Azusa's school district participate in the reduced lunch program. Citrus College provides programs and services attentive to the diverse needs of the people in its community.

III. Analysis of Community and Regional Needs

In the fall of 2008, there was a sudden deterioration in the U.S. economy's performance due to the troubles from the housing, financial and automotive-related sectors. This was aggravated by a deep financial crisis in the nation's capital markets and an inability to obtain bank financing due to the worsening credit crunch, causing business profits and cash flows to deteriorate in many industries. The cities served by Citrus College experienced the downturn along with all other cities in the state and nation.

As the U.S. economy goes through a recession, the college's service area is experiencing negative employment growth. Mixed trends are predicted among the largest industry sectors. New home construction is in a state of depression, which is expected to continue in the near future, especially in the inland areas of California. The state's automobile industry has also been hard hit. Deterioration of employment is forecast in the manufacturing and construction industries. Manufacturing companies in Los Angeles County and elsewhere throughout the state are under heavy competitive pressures from offshore production or from other states due to the high cost of operating in California. It will become even more expensive to do business in California, as the full scope of AB32, the greenhouse gas initiative, is sorted out. Nonetheless, Los Angeles County as a whole is still the nation's largest manufacturing center. Computers and electronic products led the manufacturing industry and employment growth is projected to be highest in the area of software and computer services for Los Angeles County through 2012. According to the L.A. County Economic Development Corporation, manufacturing employers are particularly receptive to working with community colleges to do on-the-job training and it recommends that links between industry and college training programs remain strong and effective.¹

Strong job growth is also projected to continue in the service sector, particularly in engineering, management consulting, health, and business services. The apparel industry likewise continues to be strong with transportation equipment, fabricated metal products, and food products next in line.

With increasing drought conditions throughout Southern California as well as many parts of the world, water and wastewater industries will continue to be areas of great growth potential. Water quality and water scarcity problems are reaching crisis proportions worldwide. There has been a surge of financial interest - from all types of investors - in the water business. The water industry will continue to be one sector of the overall economy that is absolutely critical to economic vitality and human health, and increasingly one where investment dollars are more likely to retain their value.

¹ www.laedc.org/reports/Forecast-2009-02.pdf

Figure 1 - California Employment Trends

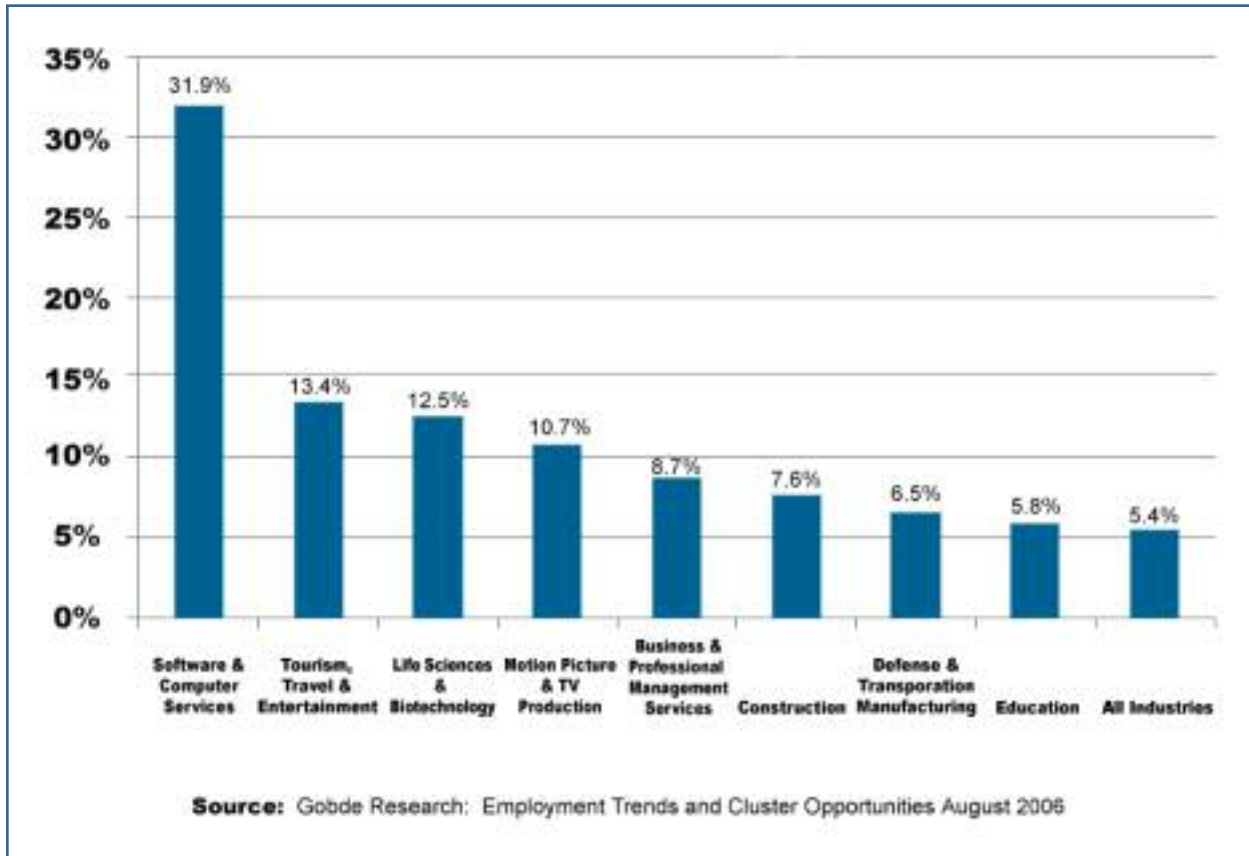


Table 2 - Job Growth Among the Leading Industries in Southern California

	2009	2010
Health Services	+15,700	+16,000
Private Education Services	+4,300	+4,600

Health care is one of the area's fastest growing industries. The customer base for health care continues to expand due to population growth as well as the aging of the baby boomers. The demand in the health care industry is driven by the increase in people over 60 years of age, generally high users of medical services.

Higher education is very strong in the service area and growth prospects are favorable. Private educational services are growing, including private universities, private K-12 schools, and technical and career training schools. Demand is driven by the need for more education, training,

and re-training to make headway in today's modern economy.

The information industry is expected to see muted growth as some sectors (gaming software, Internet and perhaps entertainment) are growing while others (e.g., newspaper publishing and the traditional telephone system) are shrinking.

Prospects for the bio-medical industry are also bright. A lot of research is conducted at Cal Tech and the City of Hope, which is designated as a National Cancer Institute Comprehensive Cancer Center.

Another promising industrial growth area is green industry/renewable energy due to projected funding through the federal government's stimulus bill. Several respondents to a community survey indicated that Citrus College is particularly well situated to take advantage of the growing green industry.

"The green revolution is the next frontier in jobs and opportunities for students. There will be a need for technical expertise and technicians and a need for invention and innovation."

"For heavens' sake think green! Follow the stimulus money!"

The burgeoning green sector offers opportunities for revenue generation and job growth and can help to reverse some of Los Angeles' environmental and economic problems. There are billions of dollars in economic opportunity related to the green industry that includes solar and wind energy technologies, as well as water conservation and emission-reduction solutions, but it will require a significant and collaborative effort by public and private sector leaders to realize that potential.

Other growth areas include law and law enforcement. The California Employment Development Department projects a need for a great number of positions in administration of justice in 2006-2016:

Table 3 - Administration of Justice Employment Demand

Estimated Positions Needed	California	Los Angeles County	Inland Empire
Police / sheriff patrol officers	16,400	5,180	1,170
Correctional officers / jailers	8,800	830	990
Dispatchers	1,300	180	120
Switchboard - 911 operators	2,000	1,250	330

Source: Administration of Justice Program Review

Labor market information provided by the Employment Development Department indicates that in California, job openings for executive secretaries are expected to grow by 17 percent between 2006 and 2016. Starting salaries for such jobs are in the \$35,000 range, with the highest quarter of secretaries earning approximately \$54,000. The median annual income is \$43,600.

IV. Projection and Analysis of Future Enrollment Changes and Economic Trends and Developments

Citrus College's service area is expected to have a slower growth rate between 2010 and 2020 (2.1%) than in 2000-2010 (14.2%).

Table 4 - Population & Growth Rates Projection, 2000-2020

	2000	2010	2000-2010 % Change	2020	2010-2020 % Change
Azusa	44,371	52,240	17.7%	55,788	6.8%
Claremont	33,978	40,690	19.8%	42,476	4.4%
Duarte	21,486	24,087	12.1%	25,103	4.2%
Glendora	49,719	53,977	8.6%	50,814	-5.9%
Mourovia	36,817	39,821	8.2%	41,185	3.4%
Citrus Community College District	186,371	212,825	14.2%	217,386	2.1%
LA County	9,519,338	10,514,663	10.5%	11,214,237	6.7%
State of California	33,871,648	39,135,676	15.5%	44,135,923	12.8%

Source: California Dept. of Finance; Southern California Association of Governments Census projection 2010 & 2020

However, due to the recent downturn in the national economy, higher unemployment rates (9.3% in December 2008), and the Post-9/11 Veterans Educational Assistance Act of 2008 (New GI Bill), enrollment at the college is expected to increase substantially. This increase is expected to occur despite the decline in the feeder schools' enrollment and in the number of traditional age students, 24 years old or younger, who live in the service area.

As unemployment numbers grow, community colleges like Citrus will play a critical role in providing retraining for displaced workers so they can find employment in other industries. Fearing possible layoffs, people in the current workforce will also increasingly seek further education to broaden and hone their skills or change career paths. Other groups who may turn to community colleges are recent high school and/or college graduates who cannot find employment and need to broaden their resumes, to reflect the higher educational levels and more technical skills that are now required for

gainful employment. Many entry-level positions that would have employed recent high school or college graduates are being outsourced abroad, leaving a significant number of workers who need additional education and training. In addition, more students who started at a four-year college or university will turn to a community college to decrease costs and save money.

Over the past decade, the ethnic composition of the college's student body has changed dramatically from approximately 70 percent white non-Hispanic students to an ethnic plurality of 34 percent white non-Hispanic and 43 percent Hispanic students, which reflects the change in the service area's population.

Table 5 - Comparison of District Residents and Credit Students by Ethnicity

	District Residents by Ethnicity (Census 2000)	Credit Students in Fall 2007 by Ethnicity
Asian	7.9%	11.6%
Black	4.6%	5.8%
Hispanic	36.1%	43.2%
White	48.0%	28.5%
Other	3.4%	10.9%
Total	100%	100%

Data Source: Census 2000, Citrus Fact Book

"Other" includes: Native American, Alaskan Native, declined to state. The "Other" category for student data also includes missing data in the college data system as fall 2007 was the first semester that BANNER was implemented.

Projections indicate the Hispanic and Asian population will continue to increase in the service area and the college's enrollment. These demographic changes influence the programs and services offered by the college. As a result of the steady increase in the Hispanic population, for example, Citrus College is now a Hispanic Serving Institution (HSI), which has enabled it to receive major grants, funding the College Success Program and the Center for Teacher Excellence. In the fall of 2008, Citrus College also received a U.S. Department of Education grant to increase the number and success rate of first-generation, low-income and underrepresented students in the science, technology, engineering, and mathematics fields (STEM).

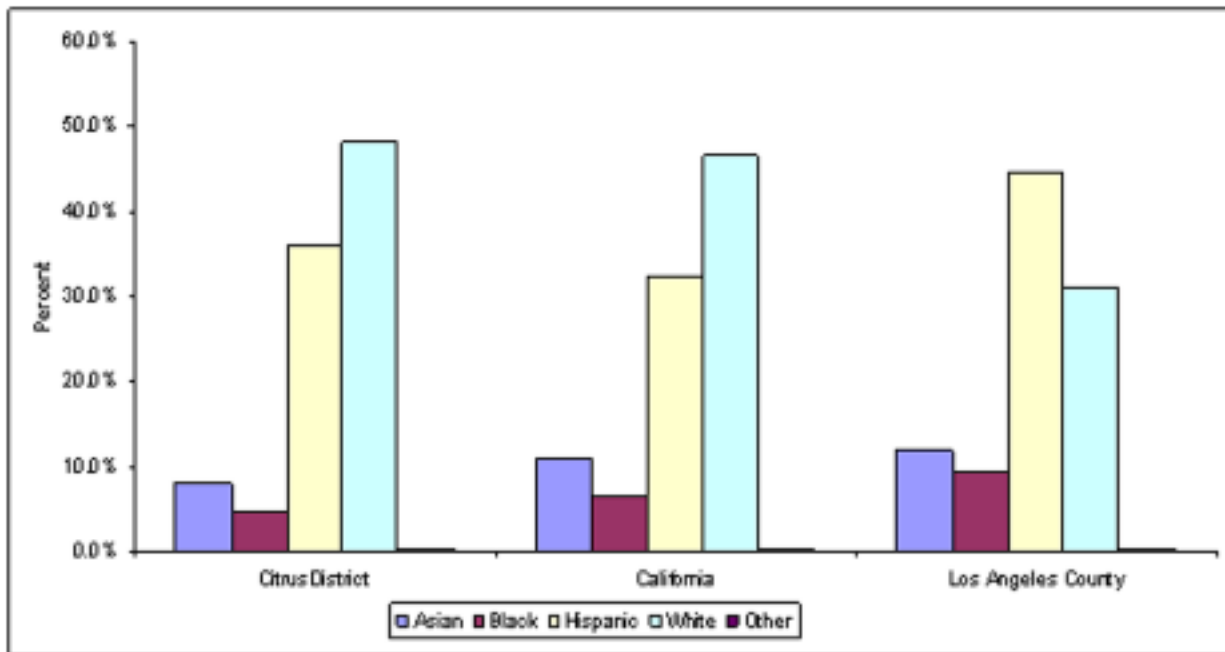
Other grants received by the college include Basic Skills Initiative Categorical Funds, Strengthening Teacher Career Pathways, San Gabriel Valley Career Technical Education Community Collaborative, Enrollment Growth and Retention for Registered Nursing Programs, Equipment for Nursing and Allied Health Programs, Citrus Valley Health Partners Nursing Faculty Support Grant, and Center for International Trade and Development. The college's state grants cumulatively total nearly \$4 million. The college continues to aggressively pursue grants and other outside funding sources to add and improve programs to serve the diverse student needs. A comprehensive description of the grants obtained by Citrus is in the supporting documents on the college website.

In addition to Hispanic and Asian population growth, projections indicate that the college's service area will experience a doubling of the number of senior citizens. Expansion of continuing education, enrichment and lifelong learning courses will be in demand.

Approximately 60 percent of the Citrus College district residents are under the age of 40. Almost 15 percent of area residents are between the ages of 18-24, an age group that traditionally attends college full-time. About a fourth of district residents are under the age of 18, which means that within the next decade, it is projected that Citrus College will experience an increase in demand for courses and services as this growing number of young people prepare for higher education and the workforce.

Immigration is also projected to increase which will influence the types of programs and services the college offers. New immigrants may need basic skills, English-as-a Second Language, and citizenship classes. Over the past 20 years, California's foreign-born population grew markedly-from 3.57 million to 9.75 million in 2005, and is projected to grow to 14.4 million by 2030. Within Los Angeles County, there are over 120 different cultures, 96 cradle languages, 600 different religious groups, 49 foreign-language publications, and hundreds of foreign-language radio and TV stations. According to the 2000 census, 36 percent of Los Angeles' population is foreign born. As the figures for the 2010 census become known, the diversity of Los Angeles and the college's service area are expected to increase.

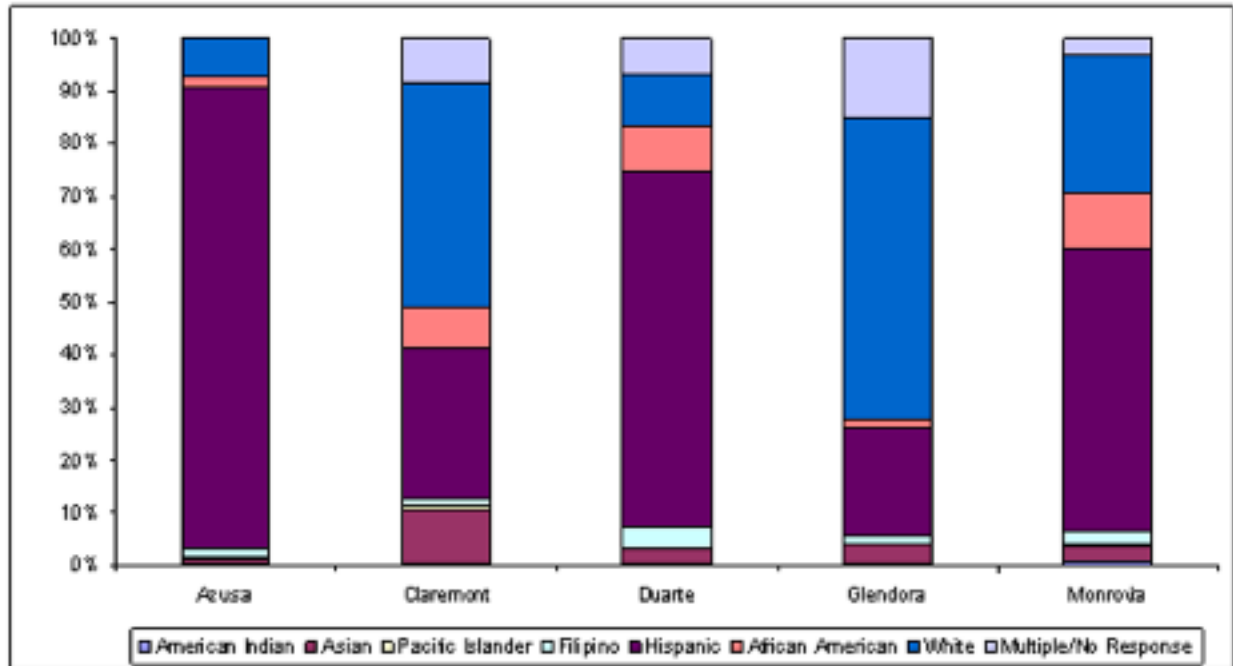
Figure 2 - Ethnic Comparisons of Citrus Community College District, California and Los Angeles County Residents



Source: Census 2000

The ethnic distribution of students in the college's feeder district is split between a majority of white students in Claremont and Glendora and a majority of Hispanic students in Azusa, Duarte and Monrovia.

Figure 3 - Ethnic Comparisons of Cities in Citrus College's Service Area



Source: <http://www.ed-data.k12.ca.us/>

Enrollments in the school districts throughout Los Angeles County have experienced a slight decline since 2001-2002. With the exception of schools in the Claremont District, enrollment in Citrus College's feeder schools has also declined, but is expected to increase again within the next decade as noted above.

About 70 percent of Citrus College students enrolled in credit classes belong to the traditional age group, age 24 and younger. Within the last five fall terms, the number of traditional age students enrolled has been increasing steadily. In addition, they seem to be taking a greater unit-load of classes. Over half the students are female (54.2%) compared to male (44.8%). In general, female students have a slightly higher success rate than male students and receive more degrees and certificates than their male counterparts receive. The biggest gender gap is between Hispanic students-two-thirds of Hispanic degree recipients are female.

Since the fall of 2002, there has been a steady increase in the number of students enrolled in Distance Education classes. This number will continue to grow as the variety of classes offered in this mode increases. Higher gas prices and difficulty parking on campus will also favorably

affect enrollment in online classes.

In the next decade, Citrus College can expect to see an increase in enrollment of minority students, in particular, Hispanics and Asians. Recent immigrants, senior citizens, the recently unemployed, and persons wanting to retrain or change careers will also enroll in increasing numbers. Hopefully, the economic and budget situation will improve to enable the college to accommodate the changing needs of the community. Recent budgets cuts forced the college to cut classes for the spring semester 2009.

V. Description of the Educational Philosophy of the College

At the Flex Day spring 2009, two sessions were dedicated to the adoption of the vision and values statements for the college-Workshop III: Master Plan-Let Your Voice be Heard. Three vision statements were proposed and were subsequently e-mailed to the entire faculty to vote on the most descriptive statement. The following vision statement was selected:

Vision

Citrus College provides excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

Values

The following seven values were adopted to guide Citrus College's mission and vision:

- **Student Focus** - Meeting community and student needs by creating an educational environment and culture so students can attain a variety of goals.
- **Excellence** - Maintaining a high standard of integrity and performance leading to the achievement of academic and professional goals.
- **Collaboration** - Seeking input from all sectors of the college and the community.
- **Diversity** - Fostering a learning community in which values, goals and learning styles are recognized and respected.
- **Lifelong Learning** - Serving enthusiastic, independent learners and thinkers who strive for personal growth.
- **Integrity** - Behaving ethically in all interactions at all levels.
- **Technological Advancement** - Keeping pace with global technology trends and enhancing traditional instruction with technology to prepare students for success in the workplace.

The following mission statement and objectives were developed in 2006-2007, adopted by the college in May 2007, and reaffirmed in February 2009.

Mission

Citrus College delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

Mission Objectives

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.

As Citrus College continues to advance as a dynamic center for life-long learning, we will:

- provide general, lower division coursework leading to an associate degree in the arts and the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and ESL skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;
- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration,
- provide counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development; and
- advance cultural and personal enrichment programs for the college and community members, and promote inter-collegiate competition opportunities for students.

In February 2009, the instructional deans were sent a preliminary list of planning priorities relating to their department's specific needs as indicated in their program reviews regarding facilities, infrastructure, instruction, staffing, technology, and equipment and other resources. Since some of the program reviews dated back to the 2003-04 academic year, this list served to update departmental needs. The deans checked with their departments to determine which recommendations are complete, are no longer needed, or should be replaced with current and more urgent priorities. These updated recommendations will be reviewed by the administration for feasibility, resources available, and overall future college plans. Faculty was asked to comment on any planned changes to the curriculum, discipline, student learning outcomes, diversity of students' needs, employer requirements, transfer requirements, student access, economic development, budgets, support services, and professional development opportunities.

To supplement state funds, Citrus College aggressively applies for grants and other outside funding opportunities to fulfill faculty needs and recommendations. Taking advantage of new technological developments is always a costly priority. Supported by funds from a Science, Technology, Engineering and Math (STEM) Grant, a pilot project was begun in the spring 2009 to replace current desktop computers with a virtualized computing environment in a new computer math lab and to supply an online tutoring environment.

Based on experience from this pilot project, a plan to implement virtualized desktops throughout the college will be developed. This concept offers several advantages to Citrus College. The majority of computer classrooms and labs will no longer have to be specialized, thus making class scheduling more flexible. There will be no need to update classroom and lab desktops every semester. The related classroom and lab support workload for Technology and Computer Support (TeCS) will be reduced, enabling this group to provide support needed in other areas of the college. The cost for virtual desktop equipment is less than one half of a current desktop computer. These cost savings can be applied to support other technology needs. Virtualized computer desktops require less space than traditional desktops. Related classroom furniture costs can be reduced and more desktop computers can be provided in existing classrooms and labs. The college also promotes the sharing of resources to better utilize resources. The Digital Arts and Mathematics departments will be sharing the use of the Mac Lab.

Renovating outdated buildings is always a priority and another costly undertaking. Originally built in 1934, the renovation of **Hayden Hall** is scheduled for 2010 and will: 1) reorganize space to provide appropriate facilities for a faculty library and research center, 2) provide support for appropriate instructional technology, 3) remodel vacated space by the Student Health Center, 4) upgrade building systems to meet current regulations, 5) upgrade building systems to reduce energy consumption, 6) improve access into the facility for students and faculty, and 7) improve the building's aesthetics by returning it back to its original and historical architectural style/design.

The Diesel Technology G Building and the Auto Annex built in 1956 and 1976 respectively will be demolished to house "going green" programs in diesel, alternative fuels, energy and environment technologies (solar, wind, etc.) and the **E³ Building**. This project responds to an increasing demand for the training of technicians and other support personnel for the exciting new occupations in alternative fuels and environment and energy solutions.

This construction project will demolish TG, AA and the paint booth. Current programs utilizing these buildings are Medium and Heavy Diesel Truck Technology (MTRK), Heating, Ventilation and Air Conditioning (HVAC), Motorcycle Technology (MOTO), and about 25% of the Automotive Technology (AUTO) Program. The three buildings being demolished are inadequate for their current programming and insufficient for any future curriculum growth or new programs. Each of these existing buildings has been adapted, to the best ability, to "fit" the existing programs. This project will provide approximately 36,000 sq. ft. of space for laboratory and classroom instruction through the construction of one or two new buildings. The instructional goal of this project is to create efficient and, whenever possible, adaptable classrooms and laboratories that can be easily transformed to meet industry needs. The instructional plan for this



IN ADDITION TO HOUSING HALF OF THE MEDIUM AND HEAVY DIESEL TRUCK TECHNOLOGY PROGRAM, THE POWER AND ENERGY BUILDING WILL ALSO HAVE A LABORATORY LARGE ENOUGH TO SERVICE LONG WHEEL BASE VEHICLES.

project includes two major areas of concentration: 1) Power and Energy and 2) Occupational and Community Education.

The **Power and Energy Building** will house approximately half of the MTRK program (the remaining portion will remain in DT). The new construction will provide an efficient laboratory area large enough to service long wheel base vehicles such as transit buses and will be set up with a heavy-duty chassis dynamometer so students can simulate on-road conditions without actually driving the vehicles on the street. The lab will also comply with NFPA 52 regulations for comprehensive natural gas (CNG) service.

The Power and Energy Building will also have additional laboratories for motorcycle technology, automotive alternative fuels, HVAC and building energy systems, information/communication technology, engineering technology and emerging technologies in power and energy. These labs will be designed with adaptability in mind should programs sunset and others emerge.

Designed to be self-sustaining, the building itself will be a working laboratory. The roof will be designed so it can also be a lab facility, equipped with solar panels, wind turbines, and a fuel cell to power the building and its programs. The building control systems will be accessible for demonstrations. A bio-diesel processor will be included to help offset fuel costs for the MTRK program. In addition, CNG and electrical charging stations will be established for fleet maintenance and alternative fuel instruction. Lastly, this building will provide additional instructor offices and classrooms that can also be easily adapted should programs sunset and others emerge.

The **Occupational and Community Education Building** will provide a location for occupational/career advisement, testing and research to support the district's CTE instructional programs. In addition, it will provide office space, classrooms and computer laboratories for occupational contract training, non credit and community education. The classrooms and computer laboratories along with the furniture and equipment will be designed with flexibility so each room can be easily adaptable to the various programs and courses scheduled throughout each

semester. The building will also be equipped with a virtual conference room.

Responding to the recommendations made by the community through active advisory councils and the community survey conducted in the spring 2009, Citrus College is embarking on a number of projects and continuing to prioritize departmental recommendations for future funding. Through grants, the college has developed strong College Success (basic skills) and outreach programs to the schools in the service area that will now be institutionalized through the regular budget process. A basic skills distance education program is being developed for cost savings. Classes are now scheduled throughout the day rather than just at peak times in order to allay the shortage of student parking and maximize the use of the facilities. The number of distance education and online classes has increased substantially.

VI. Brief Description of the Scope and Emphasis of Existing Educational Programs and Related Services and Emphasis of Educational Programs and Services, Other Services and Activities, Justified in Terms of the Previous Information

Citrus College is committed to offering programs that foster intellectual, professional and personal growth through selected combinations of general education and program-specific courses. The college's programs provide a solid foundation for college transfer, technical training, employment, and lifelong learning.

Classes at Citrus College are offered on a 16-week calendar (fall and spring semesters), as well as in a variety of non-traditional scheduling options -- six-week winter intersession, evenings, two eight-week fall and spring sessions, summer sessions, and optional class formats, such as distance education online courses and distance education integrated classes.

In order to accommodate the diversity of its students, Citrus College offers 24 associate degrees, 46 different in-demand certificates in career/technical programs, and 26 skill awards. Student outcomes include meeting lower division transfer requirements, obtaining or upgrading vocational skills, and improving basic skills in math, English, reading and English-as-a-Second Language (ESL). To meet student needs, an innovative certificate of achievement in Public Works/Landscape Management was developed in partnership with Mt. San Antonio College. Students attend courses at Citrus College and Mt. San Antonio College. In addition, Citrus College serves the community by providing courses in the nine designated non-credit areas approved by the State Chancellor's Office. A wide-range of fee-based courses is also offered as learning opportunities for the general community.

The comprehensive list of college programs by academic divisions, departments, and programs, as well as the students support services and resources, are displayed at the end of the chapter. (See Table 6)

Learning Community classes are part of a new, growing program at Citrus College. Recognizing a diverse student population, learning communities provide cohort type studies and support for students through mentoring, counseling, and other services. Learning communities are uniquely scheduled sequential courses, typically two or more classes, often in different departments that are taken together by the same group of students. The focus of this program is to form a single "community" made up of students, faculty, counselors and staff - a network of relationships to help students achieve their full potential as learners. They are designed to connect students to each other, to their instructors, to the college, and to student learning. The Learning Communities Program offers cohorts for basic skills students, first time freshman, and second year students. Freshmen enter cohorts of linked basic skills and counseling courses. Second year students join cohorts of themed pairs of courses. These classes are offered in linked pairs, with instructors working together to help students reach their goals.

For example, among the learning communities that exist at Citrus is a **Career Learning Community** that links Math and Counseling. Many learning communities link English



(RIGHT) CITRUS COLLEGE HAS SPECIAL ENGLISH/READING AND MATHEMATICS SUCCESS CENTERS FOR ANY STUDENT SEEKING ASSISTANCE. (LEFT) CITRUS COLLEGE'S SCHOLAR BALLER PROGRAM PROMOTES ACADEMIC EXCELLENCE AMONG STUDENT ATHLETES.

and Reading, English and History, Reading and Counseling, Math and Counseling, and English and Sociology.

The **Umoja Program** is a component of Learning Communities designed to offer support, especially for African American students. It enhances the basic learning community model with the addition of campus mentors for each student. Students enroll in a linked cohort of classes and are assigned a program counselor and on-campus mentor. While student demographics indicate African Americans are proportionally represented on campus, the college is working to proactively address the national trend of depressed success and completion rates among African American students.

Fast Track includes courses that are scheduled in eight week blocks, providing opportunity for students to complete two levels of English, reading, or math each semester. This significantly reduces time-to-degree, thus promoting completion rates. Course offerings vary from basic skills to calculus.

A designated counselor and all coaches support **Scholar Baller**, a program that promotes academic excellence among student athletes. Athletes meeting criteria wear a special patch on their jersey, acknowledging their achievement.

The college has special **English/Reading** and **Mathematics Success Centers** that provide multimedia computer programs (such as PLATO learning software), workshops, technical assistance with trained staff, and directed learning experiences to any student seeking writing, reading, and ESL assistance, and to those students needing to meet their English lab requirements.

The **Honors Program** provides enhanced educational and transfer opportunities by providing special honors sections of regular courses, seminars and a designated counselor.



THE INTEGRATION OF TECHNOLOGY INTO INSTRUCTION IS NOW STANDARD PRACTICE AT CITRUS COLLEGE. THE MAJORITY OF CLASSROOMS HAVE BEEN CONVERTED INTO "SMART CLASSROOMS" TO ACCOMMODATE TECHNOLOGY INTEGRATION.

Citrus College utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future students' needs. The majority of courses are offered in the traditional classroom setting, with lecture and discussion being the most common methods of instruction. Collaborative learning techniques are incorporated into many courses, and computer lab components are found in many areas, including English, English-as-a-Second Language, mathematics, and the sciences. With the implementation of a Title V Hispanic Serving Institution grant and Basic Skills Initiative funding, special emphasis has been placed on developing learning communities. Increasingly, courses are linked to optimize student success and retention.

The integration of technology into instruction is now the standard. The majority of classrooms have been converted into "smart classrooms" to accommodate technology integration. A particularly dynamic aspect of the college's instructional program has been the growing popularity of online instruction. The institution has developed a quality program of online instructional offerings. Degrees can be earned in administration of justice, business, liberal arts, and social/behavioral sciences. General education courses for all degrees can be completed online, and support services, including online applications, and library resources are available. Prior to taking online courses, students are asked to complete an orientation, either on-campus or online. Participation is directly related to student success and retention. In addition, through a College Cost Reduction and Access Act (CCRAA) Science, Technology, Engineering, and Math (STEM) grant, the new STEM Math and Science Resource Center will pilot online tutoring, increasing access for all students. Once satisfactorily tested, capacity for online tutoring will be added to all four student success centers: Learning Center (all subjects), College Success Center (English and reading), Math Center, and STEM Center (science, technology, engineering and math).

In career and technical programs, demonstration and hands-on experiences are commonplace. Labs are continually upgraded and faculty consults with discipline specific advisory councils for identification of emerging technologies and employment trends. Work experience opportunities are offered for students in child development and all automotive programs.



CITRUS PARTICIPATED IN A PROGRAM REVIEW AND SITE VISIT IN MAY 2008. AS A RESULT, MANY STUDENT SERVICES PROGRAMS COMPLETED PROGRAM REVIEWS.

To best meet students' needs, Citrus College offers classes in a number of formats including morning, afternoon, evening, blended, and online. Classes are offered in a variety of time blocks, such as one, two, three, and four days per week, as well as sixteen- and eight-week sessions during a semester, a six-week winter intersession, and an eight-week summer session. In addition to the credit curriculum, Citrus College offers approximately 50 non-credit courses per year across the nine non-credit categories.

Regular faculty meetings offer opportunities for dialog on course effectiveness, enhanced by data from SLO assessment of instructional delivery methods. One example is College Success, where delivery methods in basic skills credit courses are regularly evaluated by faculty leads, who meet monthly to discuss effectiveness of courses. Success and retention data are shared at meetings, in addition to results of student and faculty surveys. As a result of these discussions and review of data, new initiatives are piloted and, in turn, assessed. For example, directed learning materials were developed for the College Success Center, additional sections of fast track and learning communities were scheduled, and a reading course is now offered online. There is current dialog about piloting other basic skills classes online. A decision will be made at faculty leads' meetings based on faculty input and success data of the pilot courses, provided by the Office of Institutional Research.

Program reviews for Student Services began in 1996. All programs were reviewed by 2003-04 and the cycle will be complete once more by 2009-10. A new process was introduced for categorically funded counseling programs through the California Community College Systems Office. Citrus participated in the program review and site visit in May 2008. As a result, Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Services and Cooperative Agencies Resources for Education (EOP&S/CARE), California Work Opportunity and Responsibility for Kids (CalWORKs), non-credit matriculation, and credit matriculation all completed program reviews and responded to recommendations made by the

visiting team. Several members of these programs also visited other colleges as site review team members in order to gain valuable knowledge to strengthen their own programs. The site visit process positively influenced the program review process for other instructional support programs and student services. As a result, staff and faculty worked with the Academic Senate to adopt a new program review process.

The Food Services Department utilized the newly adopted program review process for its self-evaluation. Two recommendations related to facilities needs are: 1) a solution to the smell from the sewer vent pipe is found to promote a healthy, safe and inviting eating environment, and 2) the campus center remodeling take into consideration the relocation of the cafeteria to a location that is visible and accessible.

According to the Accountability Reporting for the Community Colleges 2009 Report (ARCC 2009) produced by the State Chancellor's Office, of the seven accountability indicators in the College Peer Grouping, Citrus College is above its peers in six indicators: Student Progress and Achievement Rate; Percent of Students Who Earned at Least 30 Units; Annual Successful Course Completion Rate for Credit Vocational Courses; Annual Successful Course Completion Rate for Credit Basic Skills Courses; Improvement Rate for Credit Basic Skills Courses; and Improvement Rate for Credit ESL Courses.

Most noteworthy is that Citrus College's Improvement Rate for credit basic skills courses and credit ESL courses are the peer group's high scores. In addition, both the Annual Successful Course Completion Rate and the Improvement Rate for credit basic skills courses have been increasing consistently over the last three years. This is a direct result of the collective and dedicated efforts of the College Success Program funded by the Hispanic Serving Institution grants and the California State Chancellor's Basic Skills Initiative. These programs include learning communities, fast track classes, a college success center and many other components, which are believed to be having a significant, positive effect on student success. While the ESL improvement rate remains the peer group's high, it has been declining over the last three years. This may be due in part to an increase in the enrollment of resident students who require specialized and unique support in the ESL area.

Persistence Rate is the only indicator in which Citrus College fell below the peer group average, and it has been declining in the last three cohorts. This decline, however, may be caused, in part, by the increasing number of Citrus College students who are entering and completing one-year vocational programs, such as dental assisting and automotive, in order to enter the workforce more quickly and efficiently. Nevertheless, Citrus College is aware of the importance of this indicator and plans to examine the issue, identify potential causes, and develop strategies to increase non-vocational students' persistence.

Table 6 - Academic Affairs**Business, CSIS, DE & Library**

Accounting
 Business
 Computer Science & Information Systems
 Library
 Office Technology & Computer Applications
 Real Estate

Career, Technical, Continuing & Contract Ed.

Automotive - Automobile & Light Truck Tech.
 Automotive - Medium & Heavy Truck Tech.
 Automotive - Motorcycle Technology
 Cosmetology & Esthetician
 Drafting-Computer Generated Imagery (CGI)
 Drafting-Mechanical
 Electronics
 Engineering-Computer & Network Technology
 Engineering-Engineering Technology
 Heating & Air Conditioning
 Public Works
 Water Technology
 Non-Credit

Counseling (Student Services-related instruction)

Counseling
 Disabled Student Programs & Services

Fine & Performing Arts

Art
 Dance
 Music-Commercial
 Music-History & Theory
 Music-Instrumental
 Music-Vocal
 Photography
 Recording Arts
 Theatre Arts

Language Arts & Enrollment Management

Chinese
 Communications
 English
 English as a Second Language
 French
 German
 Japanese
 Linguistics
 Reading
 Spanish
 Speech

Math & Health Sciences

Dental Assisting
 Emergency Medical Technician
 Health Occupations
 Mathematics
 Nursing
 Nursing - Registered
 Nursing - Vocational

Natural & Physical Sciences

Astronomy
 Biology
 Chemistry
 Natural History
 Physics
 Wildland Resources

Physical Education & Athletics

Physical Education-Activities
 Physical Education-Aquatics
 Physical Education-Fitness
 Physical Education-Professional Prep.
 Physical Education-Varsity Athletics

Social & Behavioral Sciences

Administration of Justice
 Anthropology
 Child Development
 Economics
 Geography-Cultural
 Geography-Physical
 History
 Humanities
 Philosophy
 Political Science
 Psychology
 Social Science
 Sociology

Table 7 - Programs of Study**Programs of Study Leading to an Associate in Arts Degree**

Child Development*
 Dance*
 Fine and Performing Arts
 Language Arts
 Liberal Arts with areas of emphasis*
 Music*
 Recording Arts Technology*
 Social and Behavioral Sciences
 Theatre Arts*
 Theatre Arts-Acting Emphasis*
 Theatre Arts-Technical Theatre Emphasis*

Programs of Study Leading to an Associate in Science Degree

Administration of Justice
 Automotive Technology - Master Technician
 Biological and Physical Science (and Mathematics)
 Biological Sciences*
 Business
 Cosmetology
 Dental Assisting
 Digital Design
 Drafting Technology
 Emergency Management and Homeland Security
 Energy Systems Technology*
 Library Technology
 Mathematics
 Medium & Heavy Truck Technology
 Photography
 Physical Education
 Public Works
 Registered Nursing
 Vocational Nursing
 Water Technology

Programs of Study Leading to a Certificate of Achievement

Administration of Justice
 Audio Recording Technology
 Automotive Technology

- Automotive Service, Diagnosis and Repair-Master Technician
- Automotive Service, Diagnosis and Repair-Toyota/Lexus/Scion Technician
- Automotive Service, Diagnosis and Repair-Undercar Drivetrain Specialist
- Automotive Service, Diagnosis and Repair-Underhood Specialist
- High Performance Institute

 Business

- Accounting
- Administrative Office Manager
- Management
- Marketing
- Office Occupations
- Secretarial
- Word Processing

 Ceramics - One Year
 Child Development Master Teacher

**Pending chancellor's office approval.*

Child Development Master Teacher - Early Intervention
 Child Development Teacher
 Commercial Dance
 Cosmetology
 Dental Assisting
 Drafting
 Drafting Technology-CAD
 Advanced Drafting Technology-CAD
 Architectural Design
 Architectural Drafting-CAD
 Computer Generated Imagery
 Electronics Technician
 Emergency Management
 Energy Systems Technology
 Building Systems Design Technology*
 Building Systems Maintenance and Operations Technology*
 Esthetician
 Forestry
 Heating and Air Conditioning
 Information Technology
 Library Technology
 Medium and Heavy Diesel Truck Technology
 Motorcycle Service, Diagnosis, and Repair Technician*
 Photography
 Public Works I
 Public Works II
 Public Works/Landscape Management
 Theatre
 Emerging Theatre Technologies
 Vocational Nursing
 Water Technology
 Web Design
 Advanced Digital and Web Design
 Digital and Web Design

Programs of Study Leading to a Skill Award

Automotive Technology
 Engine Rebuilding & Machining
 Child Development
 Child Development Associate Teacher
 Infant & Child Development Associate Teacher
 Health Science
 Activity Coordinator
 Activity & Social Service Documentation
 Emergency Medical Technician
 Hospital Unit Clerk
 Medical Terminology
 Sub-Acute/Pediatrics Activity Leader
 Medium & Heavy Truck Technology
 Diesel Technician
 Nursing
 Drugs and Solutions
 Home Health Aide
 Nurse Assistant

**Pending chancellor's office approval.*



(LEFT) DISABLED STUDENTS PROGRAMS AND SERVICES WILL BE ONE OF THE MANY OFFICES THAT WILL BE HOUSED IN THE NEW STUDENT SERVICES BUILDING THAT IS CURRENTLY UNDER CONSTRUCTION. (RIGHT) ADMISSIONS AND RECORDS PROCESSES APPLICATIONS, FACILITATES REGISTRATION, AND VERIFIES STUDENT GRADES.

Student Services

The Student Services staff is currently focused on the construction of their new 58,000 square foot two-story building projected to be completed by 2010. The building, located on the perimeter of the campus, will be easily identifiable by students and first time visitors and provide a place on campus where students can gather in a less formal academic setting and obtain necessary student support services. The architectural design emphasis was placed on student access and environmental sustainability. This building is in response to what the students' needs are; students will not have to go all over campus because services and resources are conveniently located in one place. The new building will house Admissions and Records, Financial Aid, Student Employment Services, Counseling, Career/Transfer Center, Center for Teacher Excellence, EOP&S/CARE and CalWORKs, Disabled Students Programs and Services (DSP&S), Service Learning, Student Health Center, Bookstore Express, International Students, School Relations and Outreach, Vice President of Student Services Office, shared meeting rooms, and an event venue. The college has an excellent reputation for assisting students and the new building will ensure that students continue to be served well.

A variety of student support services have been established at Citrus College to help guide students toward achieving their goals and receiving an enriched college experience. These support services are described as follows.

Admissions and Records

This department receives and processes applications, facilitates registration and verifies student grades. Citrus College provides paper and an online application format. The application is also available in Spanish.



(LEFT) THE ASSOCIATED STUDENTS OF CITRUS COLLEGE IS RECOGNIZED BY THE BOARD OF TRUSTEES AS THE OFFICIAL STUDENT GOVERNMENT ORGANIZATION. (RIGHT) CITRUS COLLEGE IS A MEMBER OF THE WESTERN STATE CONFERENCE AND THE SOUTHERN CALIFORNIA FOOTBALL ASSOCIATION.

Articulation

The Articulation Officer coordinates and facilitates faculty review of the curriculum leading to the Intersegmental articulation of courses with four-year California State Universities, University of California, and private schools. In addition, the Articulation Officer serves on the Curriculum Committee, Curriculum Technical Review Committee, Educational Programs Committee (EPC), the Matriculation/Assessment Committee, and the Transfer Task Force (TTF). The Articulation Officer serves as liaison with other institutions and statewide offices such as Articulation System Stimulating Interinstitutional Student Transfer (ASSIST and assist.org). This position includes being the gatekeeper of Intersegmental General Education Transfer Curriculum (IGETC), Cal State University General Education (CSUGE), Transfer Course Agreement (TCA) lists, baccalaureate lists, and other articulation related data.

Associated Students

The Associated Students of Citrus College (ASCC) is recognized by the Board of Trustees as the official student government organization, and is open to all student members who pay the ASCC student service fee. Members of ASCC's executive and program boards plan and execute a variety of educational and social activities that are open to all members. In compliance with shared governance mandates, the ASCC has an active voice in campus-wide committees, making sure that students' needs and opinions are considered in decisions affecting their education.

Athletics

Citrus College is a member of the Western State Conference and the Southern California Football

Association. The Citrus College athletic programs are guided by the California Community College Athletic Association rules and regulations. Men's intercollegiate sports include baseball, basketball, cross country, football, golf, soccer, swimming, track and field, and water polo. Women's intercollegiate sports include basketball, cross country, golf, soccer, softball, track and field, volleyball, swimming and water polo. Student-athletes meet with the Citrus College athletic counselor for guidance related to their academic, career, and athletic goals as well as NCAA/NAIA/COA eligibility and transfer rules. The college also provides an athletic trainer responsible for student-athletes' medical needs.

Citrus College boasts some of the best facilities in Southern California for collegiate and intercollegiate sports. Renovations to the 10,000-seat football, soccer and track stadium include an all-weather track and a field-turf playing surface. A turf practice field for football was also built in 2005. Citrus offers its athletes premium practice facilities: three weight training rooms, a double-circuit (64 stations) fitness center, a therapy pool for injured athletes, and a professional training room with helpful staff. Athletes also take advantage of the college's beautiful softball and baseball fields, an Olympic-sized swimming pool, a 2,000-seat gymnasium and a 36-station golf driving range.

Athletic Counseling

Citrus College's athletic counselors are responsible for advising student athletes in educational, vocational, and personal matters. Athletic counselors also guide student-athletes according to their academic, career, and athletic goals. They educate and counsel student-athletes according to the National College Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA), and California Community College Athletic Associate (CCCAA) eligibility and transfer rules. Athletic Counselors also provide study skills, college applications, career/major, and time management workshops for student-athletes.

California Work Opportunity and Responsibility for Kids

California Work Opportunity and Responsibility for Kids (CalWORKs) is the state's welfare-to-work program for families with children that are receiving Temporary Aid for Needy Families (TANF). The Citrus College CalWORKs Program works in collaboration with the Department of Public Social Services and Greater Avenues for Independence (GAIN) to assist students with education, training, and job skills. CalWORKs students receive assistance with completion of county paperwork for GAIN and child care, work-study job placement, and referrals to community resources. Students meet with the counseling staff regularly to ensure they are in compliance with the county regulations, as well as being successful in their classes. In order to help students enhance their skills and/or develop new skills, CalWORKs students complete short-term training programs such as child development certificates, business skill certificates, and skill awards in vocational training.

Campus Security

The mission of the Citrus College Security Department is to ensure the safety of students, faculty, staff and visitors while on college property, as well as to protect the property and facilities of the district, its students, employees and visitors. Campus Security has the authority to enforce the Standard of Student Conduct and to liaise with local law enforcement agencies in all criminal action cases. This



THE CAREER/TRANSFER CENTER OFFERS MANY SERVICES TO HELP STUDENTS PREPARE FOR TRANSFER TO A BACCALAUREATE GRANTING INSTITUTION.

department also provides a security escort for any member of the college community from dusk until dawn. Additionally, visitors to Citrus College can purchase a daily parking permit, receive a campus map, and obtain parking information as well as general information regarding location of buildings and offices. Campus Security also serves as the "Lost and Found" for the campus.

Career/Transfer Center

Career Services

The Career/Transfer Center serves the career development needs of students. Career counselors help students explore occupations and career fields through comprehensive printed and computerized resources. Career testing is also available to measure students' interests, skills, and personality and work values. Students can arrange interviews with members of the local business community to get a realistic view of the occupations they are considering.

Transfer Services

The Career/Transfer Center offers many services to help students prepare for transfer to a baccalaureate granting institution. Students receive individualized assistance with admission requirements and procedures, cross enrollment information for UC/ CSU and private colleges and universities, transfer admission guarantees to UC, articulation agreements, plus scholarship search and application assistance. The office maintains a library of updated college catalogs, brochures, and general college information. Students are advised of regularly scheduled visits by college representatives, transfer-related workshops, college fairs, and field trips to universities and tours of campuses. The spring break trip to universities in Northern California is a popular activity.

Center for Teacher Excellence

Citrus College received a Title V cooperative grant from the U.S. Department of Education on October 1, 2006, and has formed a partnership with the University of La Verne to prepare the next



(LEFT) THE CHILD DEVELOPMENT CENTER SERVES CHILDREN AGES TWO AND ONE-HALF YEARS TO FIVE YEARS. (RIGHT) THE CLARION STUDENT NEWSPAPER IS PRODUCED BY CITRUS COLLEGE JOURNALISM STUDENTS.

generation of educators. As a result, the Center for Teacher Excellence (CFTE) was created to prepare future teachers by offering academic advising and counseling. The program offers orientations and workshops; a teacher education resource library; a supportive learning environment; appointments with university representatives; referrals to California Basic Education Skills Test (CBEST) and California Subject Examination for Teachers (CSET) test preparation workshops and study guides; as well as financial aid and scholarship assistance. CFTE also helps students with university transfer applications and networking opportunities through the various student chapters of the California Teachers Association (SCTA) located at colleges and universities throughout the state. CFTE helps students interested in teaching to build an educational plan and ensures that students have the resources they need to meet their educational goal. The program offers guidance in choosing a major and credential pathway that best suits students' interests.

Child Development Center

The Child Development Center (CDC) is accredited by the National Association for the Education of Young Children. The purpose of the CDC is to provide quality early care and education services in partnership with families, Citrus College, and the community. The center serves children two and one-half (2.5) years to five (5) years. It complements the services and education objectives of the college by: providing education, care and nurturing for the children of students, staff, faculty and community members; utilizing culturally and developmentally appropriate practices; and serving as a role model of child development excellence for the community at large. Childcare fees are on a sliding scale based on family income and availability of funds. State funding assistance is available to eligible parents who require financial assistance to pay for services.

Clarion Student Newspaper

A member of the Journalism Association of Community Colleges, the *Clarion* is an award-winning newspaper produced by Citrus College journalism students. The newspaper is also available in an

online format as www.theclariononline.com

College Success Program

The College Success Program offers educational opportunities for students to improve their reading, writing, math and communication skills, through a variety of resources, designed with student success in mind. These resources include: College Success Centers, a College Success Counselor, Learning Communities, and Fast Track accelerated classes. The College Success Centers offer free tutoring, free learning software, and free workshops on study skills, test taking and more. Fast Track accelerated classes in English, reading, math, and English as a Second Language allow students to complete a 16-week course in 8 weeks. Learning Communities are formed with two or more "linked" classes that create a community of instructors and students, providing more support for student success.

The College Success program also offers student support resources by providing adjunct support through faculty leads for each basic skills course. The College Success Advisory Committee is comprised of faculty and managers from student services and instruction who work together on long-term planning and ongoing faculty development activities through workshops, conference opportunities, and FLEX Day.

Cooperative Agencies Resources for Education (CARE)

The Cooperative Agencies Resources for Education (CARE) program was established to help EOP&S students who are single parents, with a child or children under the age of 14 and are current TANF/CalWORKs participants. The CARE program is designed to help break the cycle of dependency by offering additional support services to eligible students who are pursuing college-level career training or a degree program that will lead to financial self-sufficiency. CARE services include supplemental textbook funds, counseling and advisement, CARE grants, meal tickets, peer networking, school supplies, transportation assistance, and woworkshops designed specifically for low-income, single parent students.

Counseling and Advisement Center

From assessing students' skills to identifying career goals and selecting appropriate classes, the Counseling and Advisement Center offers the specialized services students need for success at Citrus College and beyond. With the assistance of professional counselors and educational advisors, Citrus College students: satisfy the assessment, orientation and advisement requirements of matriculation; complete the college's online orientation; develop an educational plan appropriate to their objective and reevaluate the plan as necessary to reflect changes in educational objectives; gain a clear understanding of the college's certificate programs, associate degree requirements, and transfer requirements; review their study habits and increase their opportunities for academic success through Early Alert Workshops; and discuss personal concerns and issues affecting their academic progress one-on-one with a counselor. Students are encouraged to meet with a counselor during their first semester to develop a Student Education Plan (SEP). Additionally, courses in college planning, career exploration, decision-making and



(LEFT) EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOP&S) ENHANCES STUDENT EDUCATIONAL SUCCESS. (RIGHT) THE FINANCIAL AID OFFICE IS RESPONSIBLE FOR THE INITIATION, SUPERVISION, DISBURSEMENT, AND MONITORING OF FUNDS PROVIDED BY FEDERAL, STATE, AND GOVERNMENT AGENCIES.

communication are taught by counselors to assist students.

Disabled Students Programs and Services

The Disabled Students Programs and Services (DSP&S) Department is committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach his/her academic goals and participate in a full range of campus programs and activities. DSP&S provides the following support services: adaptive technology, adapted testing, additional tutoring hours, alternate media, Braille, campus and community referrals, learning disability assessments, deaf and hard-of-hearing services, and equipment loans. The program includes outreach to high schools, community-based organizations and agencies, and provides new student orientations. Students qualify for priority registration and are invited to participate in the Summer Bridge Program for high school students.

Extended Opportunity Programs and Services

Extended Opportunity Programs and Services (EOP&S) was established to help community college students from economically and educationally disadvantaged backgrounds succeed in completing an AA/AS degree, certificate, and/or transferring to a four-year institution. The program enhances student educational success through academic counseling that includes a comprehensive student educational plan, assessment, campus and community referrals, career test fee waivers, enrollment, outreach to high schools and community based organizations, peer advising, priority registration, self-development workshops, a Summer Bridge Program for incoming high school graduates, textbook purchase assistance, and tutoring.

Financial Aid

The Financial Aid Office is responsible for the initiation, supervision, disbursement, and moni-



(LEFT) THROUGH ITS FOUNDATION, CITRUS COLLEGE OFFERS A VARIETY OF SCHOLARSHIPS. (RIGHT) THE STUDENT HEALTH CENTER PROMOTES POSITIVE HEALTH OUTCOMES FOR THE CITRUS COLLEGE COMMUNITY.

toring of funds provided by the federal, state and local government agencies in the form of grants, employment, loans and scholarships. The financial aid programs are intended to assist students from all income levels, specifically those students from low and middle income families. Recipients of aid from federal and state funded programs must be regular students enrolled in an eligible program of study for the purpose of obtaining a degree, certificate or transfer program, and must maintain satisfactory academic progress toward their educational objective. The Financial Aid office staff is available to meet with students and assist them in filling out their Free Application for Student Aid (FAFSA) application, online or by mail.

Citrus College Foundation

The mission of the Citrus College Foundation is to raise supplemental funds and friends for Citrus College through the development process and advocacy in order to further the mission of the college. Through its foundation, Citrus College offers a variety of scholarships that are available each semester for new, continuing, graduating and transferring students. Students are also encouraged to apply for scholarships available from sources outside of Citrus College.

Food Services

The Stuffed Owl Cafe offers a wide range of food selections. Many breakfast items are offered; standard grill items are available for lunch, fresh pizza, fresh salads tossed to order, deli sandwiches, a taco, burrito and tostada bar, and entrees of the day. Vending service is available at various locations on the campus.

Health Center

The mission of the Student Health Center is to support the educational process and overall mission of Citrus College by providing quality health services and promoting positive health

outcomes for the Citrus College community. There is no charge for the college nurse, nurse practitioner, physician or mental health counseling. Some tests, medications and procedures require a minimal fee. The Student Health Center offers the following services to currently enrolled students: treatment of acute illness/ ambulatory care; immunizations (Tetanus, Hepatitis B series, Measles/Mumps/Rubella, Influenza); tuberculin skin tests; over-the-counter medications (non-prescription); condoms and personal hygiene items; blood pressure and weight checks; commonly used, low cost prescription medications prescribed by campus health care providers (physician and/or nurse practitioner); Family Planning Services/Women's Health; Plan B - Emergency Contraception; free Sexually Transmitted Disease testing; free Confidential and Anonymous HIV testing; and hearing and vision screening. Off-campus referrals and short term personal counseling are provided as needed.

The Health Center promotes positive health outcomes for students through the use of health education materials (audio-visual, brochures, and reference files); and providing resources and referrals for AIDS, substance abuse, eating disorders, 12-step programs, and accident and medical insurance information. While there is no ramp on the main entrance of the Student Health Center to accommodate students with disabilities, there is a ramp located on the east side of the building. Temporarily, accommodations are made to see students with disabilities by meeting with them on the east side of the health center in our counseling room. This challenge will be resolved in 2010 when the construction of the new Student Services Building is complete.

Honors Program

The Citrus College Honors Program is designed to better prepare the highly-motivated student to transfer to a university and complete a bachelor's degree. The program provides a unique learning environment stressing scholastic excellence and developing academic awareness necessary to achieve this goal. Honors courses are designed to meet transfer requirements for any California State University (CSU) and University of California (UC) campus, as well as many private institutions. The Citrus College Honors Program also has transfer agreements available only to honors students who complete this program.

International Student Center

The International Student Center directs and coordinates international student services and activities in compliance with federal regulations. Citrus College's international students represent 46 countries, enhancing the diversity of the campus. The International Student Center also assists students through its orientation and support programs. The program assists students with many issues, including admission to the Intensive ESL Program or the standard academic college program; academic and personal counseling; transfer to and from Citrus College to another school; Visa and immigration needs; employment information for international students; deferral of tuition payment; health insurance; student housing/home stay information; course registration; and activities, events and trips.

Learning Center

The Learning Center offers easy access to a wide selection of resources to provide students with strategies and techniques designed to promote their academic success. Resources provided by the



THE HAYDEN MEMORIAL LIBRARY/LEARNING RESOURCE CENTER HOUSES APPROXIMATELY 53,000 PRINT, 6,000 MULTI-MEDIA, AND 25,000 ELECTRONIC ITEMS. IT ALSO SUBSCRIBES TO OVER 40 INTERNET-BASED FULL TEXT DATA BASES.

Learning Center include: tutorial services, ESL conversation groups, ESL writing lab, language lab, testing center and success center. Students who take advantage of the Learning Center services develop core competencies in communication, computation, creative, critical and analytical thinking, technology/ information competency, and discipline subject area specific content material.

Library

The Hayden Memorial Library/Learning Resource Center is centrally located on the Citrus College campus. The library is a 33,000 square foot facility housing approximately 53,000 print, 6,000 multimedia and 25,000 electronic items. The library also subscribes to over 40 Internet-based full text databases, which are searchable from any campus computer or from home. It also features individual seating for 200, 6 listening rooms, 11 group study rooms, 48 public computers, and an orientation room with 20 computers and 40 chairs. The library's staff assists students with research for term papers, speeches, and personal information needs. The reference department offers group instruction to classes and one-on-one instruction in the library, by telephone or email.

Non-Credit Counseling and Matriculation

Non-Credit Counseling and Matriculation provides matriculation services to non-credit students and the broader community who are building the basic skills levels needed for personal and professional growth. Although there are many reasons to enroll in non-credit classes, a few reasons include preparation for the college placement test (Accuplacer), the high school equivalency diploma (GED), or the California High School Exit Exam (CAHSEE); strengthening skills for employment and college; acquiring learning tools for college success; and continuing the learning support received during students' credit college programs. An orientation is required prior to enrollment in the Success Center, English as a Second Language (ESL), short-term vocational programs, and selected counseling services.

The POWER Math program is an intensive, eight-day, math preparation program that helps students strengthen and refresh their math skills to their fullest potential. The components of the program consists of class lectures, small group tutoring, computer lab, counselor support and college success workshops. By successfully participating in POWER Math, students have the opportunity to retake the math portion of the college's math placement test.

The Non-Credit Counseling and Matriculation Department provides the guidance needed to assist students in establishing their goals, and in effectively planning their educational experience. Students make an orientation/intake appointment to meet with a counselor to learn more about academic, personal and career counseling; career assessment and guidance; preparation for the college placement test (Accuplacer); the POWER Math summer program designed to improve math placement scores; and non-credit student Educational Plan (SEP) development. Additional services include general education (GED) or California High School Exit Examination (CAHSEE) preparation; orientation with personalized enrollment assistance; transition to degree/certificate programs; support and parenting skills groups; and academic, career and personal enrichment workshops.

Owl Bookshop

The Owl Bookshop is owned and operated by the Associated Students of Citrus College as a service to the campus and local community. Its purpose is to make educational materials and related items available as economically as possible. Profits from its operation are used to fund student activities, grants, scholarships, equipment purchases and campus improvements. The Owl Bookstore is located adjacent to the Campus Center and is open five days a week with seasonal hours, and is open 24 hours a day through its online operations at www.owlbookshop.com and a supply vending machine at the front of the store. The bookstore also buys back textbooks at the beginning and end of each semester.

School Relations and Outreach

The Office of School Relations and Outreach works closely with high school counselors, administrators, prospective students and parents/guardians to provide students with a variety of services to facilitate the transition from high school to college. This program provides weekly visits from outreach staff to local high schools to meet individually with students; presents information regarding Citrus College departments, programs, and general college information; conducts application workshops to discuss programs and services available at Citrus College, such as Financial Aid, EOP&S/CARE, and Teacher Preparation. School Relations and Outreach assists students in completing the application process and receiving placement testing, which may be administered at local high school sites.

Outreach personnel often staff lunchtime display tables that provide campus information to students and conduct group and customized tours for schools and individuals. The office also participates in Parent Connection where outreach representatives attend parents meetings at the high school site to provide a comprehensive listing of Citrus College student services and academic and workforce development opportunities. Open House (a collaboration between Fine



(LEFT) STUDENT AMBASSADORS SERVE AS CITRUS COLLEGE REPRESENTATIVES TO ALL SCHOOLS AND THE COMMUNITY. (RIGHT) SERVICE LEARNING IS A PROGRAM THAT INTEGRATES COMMUNITY SERVICE WITH WHAT THE STUDENT IS LEARNING IN THE CLASSROOM.

and Performing Arts and Instructional Programs) allows high school students an opportunity to visit the Citrus College campus to explore various instructional and career education programs offered by the college.

The Early Decision program offers high school seniors the opportunity to receive priority registration over incoming freshmen. This program includes placement testing, explanation of scores, and counseling advisement. Parent Orientation Night offers parents/guardians of prospective students an opportunity to visit the college campus, receive an in depth presentation, and ask questions regarding the instructional programs and services offered at Citrus College. Representatives from various campus departments are available to provide specific program information.

Student Ambassador Program

Student ambassadors serve as Citrus College representatives to all schools and the community, acting as exemplary role models to prospective students. They symbolize success and motivate their peers to pursue their personal goals by encouraging their classmates to seek guidance and utilize the services offered on campus.

Service Learning

Service Learning is a program that integrates community service with what the student is learning in the classroom. Students work with their instructor and the Service Learning Coordinator to find meaningful volunteer opportunities in the community. Through Service Learning, the student has the opportunity to apply concepts from his or her coursework, explore possible career choices, and earn valuable work experience. Additionally, the student will gain an increased awareness of community needs and work to address those needs. Service Learning

fosters a sense of caring for others and a commitment to civic responsibility. It also awards academic credit for demonstrated learning achieved through service.

Student Activities

Student Activities at Citrus provide students with opportunities to engage with the campus community, develop important life skills, and increase their awareness and appreciation of diversity. Some of the more popular activities are Welcome Back, Rock the Vote Week, Homecoming, the annual Food and Toy Drive, Springfest, Blood Drives, 101 Series lectures/workshops, and St. Patrick's Day. The Office of Student Life also co-sponsors events and activities with other campus departments, including Hispanic Heritage Month, Veterans' Day Celebration, Black History Month, and Health and Wellness workshops.

Student Employment Services

Student Employment Services (SES) is a free job referral service for currently enrolled Citrus College students, as well as for alumni. A job board, divided by job classification, lists a wide variety of employment opportunities, from full-time to part-time, permanent to temporary, day or night, on-campus or off-campus. The job board is continually being updated to provide job seekers with the most up-to-date job openings. SES also offers various job preparation resources such as helping students with job search techniques, interviewing skills, and resume writing.

Success Center

The Success Center provides multimedia computer programs, workshops, and one-on-one assistance with trained staff, directed learning experiences to students needing to meet their English lab requirements, and any student seeking to improve their skills for writing, reading, and ESL.

Testing Center

The Citrus College Testing Center offers test administration, proctoring for online exams, make-up tests for traditional classes, and assessment testing. A Citrus College student ID is required to receive the following assessments: English, ESL, math, reading courses, the chemistry diagnostic exam, distance education and online courses testing. Human Resources applicant testing, make-up exam proctoring, and adapted testing services for DSP&S students are also available.

Umoja Program

Umoja, a Kiswahili word meaning "unity," is a community and mentoring program dedicated to enhancing the cultural and educational experience of students from all races, cultures, and backgrounds, with a focus on African American male students. Utilizing existing instructional and student support services on campus, Citrus College initiated the Umoja Program in fall 2008 with a learning community made up of History 111: History of African-Americans and Counseling 145: Career/Life Planning. While the program is primarily targeted to African



THE CITRUS COLLEGE VETERANS CENTER OCCUPIES A NEW PHYSICAL LOCATION IN THE EDUCATION DEVELOPMENT BUILDING.

American males, all students are welcome to participate in the Umoja learning community and mentoring program, and all interested faculty, administrators and staff are encouraged to become mentors.

Veterans Center

The Citrus College Veterans Center occupies a new physical location in the Education Development Building. The college recently (2008) received a sizeable grant from Wal-Mart to fund veteran services. Citrus College is approved as a degree granting institution for veterans and eligible dependents seeking educational and/or vocational training under Title 38, United States Code. Students attending Citrus College under Title 38, Chapters 30, 31, 35, 1606, 1607, and California veterans are invited and urged to take advantage of the academic and career training offered by Citrus College. Returned service personnel are aided in securing the training necessary to realize their vocational aims. Citrus College cooperates with the Veterans Administration and with the California State Bureau of Vocational Rehabilitation in helping veterans and their eligible dependents achieve their educational and vocational goals. This program is recognized by the Bureau for Private Postsecondary and Vocational Education in the Department of Consumer Affairs for Education Benefits.

VII. Identification of the Needs of Educational Programs, Justified in Terms of the Previous Information

The identification of the future needs of the educational programs offered by Citrus College was informed through six-year and annual program reviews, background data on demographic trends and the economy, as well as a community survey conducted in the spring 2009. Two community roundtables with business and civic leaders and educational partners are planned for the fall 2009 to continue to gather community feedback on future programs and services and to forge new collaborations and partnerships. These forums will inform the mid-term planning process. The highest facility priorities currently requested by the departments are displayed. The complete program reviews are also included in the supporting documents at www.citruscollege.edu/as/programreview

The current planning assumptions indicate that by the year 2025, the Citrus College service area will migrate to a more diverse population. Enrollment is expected to increase considerably in all age groups and demand for more vocational training in new and expanding industries will be high. Since jobs will require higher levels of educational training, preparation for transfer will also be critical. Balancing the diverse missions mandated for community colleges will be a challenge since funding is not expected to keep pace with demand.

As a result of the previous comprehensive planning process, judicious fiscal planning, and aggressive policy of seeking outside funding, the college has been able to consistently meet most program needs and maintain currency in instructional offerings and services. Citrus College maintains a broad variety and constantly expanding network of external partnerships with high schools, ROP programs, four-year institutions, and industry partners that help it to remain current and aware of community needs. Faculty, managers, and staff recommend and evaluate new programs, facilities, staffing, alliances, and other resources to meet those needs. A few examples include the Language Arts Department that offers English, speech, and Spanish classes in a bridge program for high school juniors and seniors at Duarte High School. A recent incumbent-workers training grant enabled the college to form successful partnerships with the City of Southgate, the Pasadena Public Works Department, the Pasadena Department of Water and Power, and the Los Angeles County Department of Public Works. The college participates in the San Gabriel Valley Career and Technical Education Community Collaborative via contracts with Mt. San Antonio College and Rio Hondo College.

The Emerging Theatre Technologies Program has developed relationships with the Walt Disney Company, PRG Lighting, and numerous other entertainment industry partners for internships and advisory council members. In collaboration with non-credit counseling, the *POWER Math* program assists students who place into arithmetic (MATH 020) or Pre-algebra (MATH 029). This short-term, intensive summer program allows students to re-test and receive support services (counseling/tutoring) to help them be successful. The *Summer Math Program (PACE)* improves middle-school students' math success. PE/athletic facilities are used for rentals, camps, and clinics to bring the public to the campus and make them aware of the program offerings. Faculty members and managers in math and science have been working with faculty from Azusa Pacific University to identify a 2+2+2 curriculum for math/science majors who want to



COURSES IN THE DENTAL DEPARTMENT ARE OFFERED IN EIGHT-WEEK MODULES. THE PROGRAM FEATURES COMPUTERIZED DENTAL SOFTWARE AND DIGITAL RADIOGRAPHY.

pursue a career in teaching.

In response to general statewide and regional needs for more officers and other correctional support staff, the Administration of Justice Department will be able to increase class size and update technology as it moves to the new TE Building slated for completion in the fall 2009. The new building will have updated equipment for classroom instruction, an outdoor educational area, and expanded student work space. A grant was funded to provide close captioning service for nonconforming material where copyright releases were granted.

Many programs offer flexible programs that can be completed either full or part time. Courses in the Dental Department, for example, are offered in eight-week modules. The program features computerized dental software and digital radiography. The recent expansion of this program, however, will require a greater level of funding. New content that will now be taught in RDA Programs as a result of legislative changes will require new equipment. Facilities need to be updated--classrooms that were built in the 1960's, are showing their age and need more frequent repair. Students are currently using makeshift lab stations.

Citrus College's programs are sensitive to the needs of a rapidly changing community. Students complained about the lack of courses available that reflect the diverse student body and worked with Student Affairs, the Career and Transfer Center and Office of Academic Affairs to develop a plan to address the needs of students. The History Department, for example, is recommending offering courses in regional history to better reflect the diverse student body the college serves. The department recommends that future hiring of faculty should strive to fill areas of specialization in Latin America, Pacific Rim, and women's history. The department also wants to cross reference existing history courses with the development of a diversity/ethnic studies program. Also recognizing the increasing diversity of the service area and student population, Fine and Performing Arts offers new courses such as Salsa Ensemble and the History and Appreciation of Latin American Art.



THE CITRUS COLLEGE VOCAL MUSIC PROGRAM CONTINUES TO MAINTAIN AND EXPAND ITS COMMUNICATION AND ALLIANCE WITH MUSIC INDUSTRY PROFESSIONALS.

Departments and programs work closely with their industry partners and meet annually with their advisory councils. The Office Technology and Computer Operations Program is recommending creating an internship with local businesses to increase student's technological skills. In order to best equip students for industry employment, the Vocal Music Program, for example, continues to maintain and expand its communication and alliance with music industry professionals. The faculty has been instrumental in procuring professionals for on campus workshops and has brought representatives of major companies on campus for employment education. The program offers a wide variety of instructional and performance experiences that promote the building of self-esteem and improvement in inter-personal communications. Teaching techniques have been updated to respond to students needs for preparation for future employment as a performer in the recording arts market and for university transfer. The program recommends the development of a vocal performance certificate to provide students with an alternative vocational track to the traditional university degree in order that students may be able to teach at music studios and/or give private instruction with a more direct and more prompt access to the commercial music industry. The program could use additional practice rooms with pianos to meet the demand of such an extensive program; video equipment for performing ensembles and all voice classes, to accurately document and assess students learning outcomes; additional laboratory/rehearsal space that also functions as a large classroom; equipment to facilitate all performance groups during off-campus performances; mid-sized practice rooms that can accommodate 10 to 15 people; performance environment for small productions; and some additional equipment.

As noted above, the identification of future needs was also informed by a community survey that was conducted in the spring 2009. The survey was sent to people in a wide range of positions in the community, including civic leaders, college foundation and Alumni Association board members, college advisory councils, workforce investment boards, educational leaders, and business and industry representatives. Survey respondents affirmed the strong link between

Citrus and four-year institutions and local school districts. Respondents were concerned with and verified the importance of career paths to business and employment. It was not surprising that typical responses indicated a general misunderstanding of the community college two-prong mission: transfer/degree and career/tech/workforce preparation. Because of the current economic downturn, comments seemed to stress the latter. Respondents confirmed that many people will flock to community colleges for retraining and job-ready skills. "I feel with the economy in turmoil that more trade programs should be offered." Green collar jobs, renewable energy, waste and water industry, healthcare, entrepreneurship, business and international trade were high on the list of priorities that respondents predicted were likely to grow in the service area. They wanted Citrus College to expand nursing, cosmetology, business, and water technology. Science, math, and technology were deemed as especially critical for future employment.

"The current economic crisis continues to hammer the unemployment numbers for the community, especially the Inland Empire. California is not a business friendly state and competition for the jobs in the community will remain high. Job trends show science and math skills are necessary for future positions and in order for America to compete in a global economy. Citrus needs to find solutions that not only allow graduates to compete for immediate openings, but solutions that help advance students in the area of science and math."

"A lot will depend on how the economy will be. Infrastructure should be strengthened and the city needs to build out the Gold Line, fix bridges, roads, creating jobs that are more technology-based rather than manufacturing. Trends show that there is a shift and transition from manufacturing to a knowledge-based economy. The workforce needs to be retrained to be more competitive."

In response to this need, Citrus College has developed a strong and growing Public Works Program, offering classes at city and county public works facilities, and a partnership with the Maintenance Superintendents' Association, the public works professional organization for the western United States.

Respondents suggested that the college consider expanding or adding customized training programs and courses in the following areas:

- Infrastructure and green/renewable energy programs
- Waste and water industry green jobs
- Environmental studies
- Environmental engineering
- Business accounting services
- Tax preparation
- Entrepreneurship
- Restaurant/hotel management and chefs
- E-commerce
- International trade
- Renewable energy
- Sustainability

- Solar energy
- Logistical management

The respondents also wanted Citrus to expand the following programs:

- Nursing
- Cosmetology
- Business
- Water Technology

All the respondents indicated that they view Citrus as a pathway to a four-year bachelor's degree and/or higher level of educational achievement and noted the advantages of attending a smaller, local, affordable college. Students appreciate the warmth of the staff at Citrus College and feel comfortable going to counselors and orientation services.

In addition, the respondents were extremely or very satisfied with the programs and services offered by Citrus College and several enthusiastically said, "Keep up the good work!" Among the college's strengths cited by respondents was the excellent teaching staff, good reputation, innovative leadership (superintendent/president and board of trustees), and accessible, local campus site. Other strengths cited by respondents were the increased recruitment and outreach efforts provided to local feeder high schools (educational advisors assigned to feeder high schools and events - Early Decision, Open House, Parent Night and Welcome Day). The barriers included insufficient funding, an increase in student fees, and the high cost of books. "It is unfortunate the economic situation forces you to offer fewer classes when more students need availability."

Respondents recommended an expansion of weekend, evening, and online courses to enable people working during regular daytime hours to enroll. One respondent suggested that Citrus consider satellite campuses, due to the distance students have to travel to get to the college and the parking problems on campus. Another respondent suggested holding classes at specific job sites. Overall, respondents praised Citrus' excellent reputation and they were proud to have a quality college like Citrus in the community.

Many of the recommendations suggested by community members are already in place or in the planning phase, confirming that Citrus College plans with community needs in the forefront. For example, public works classes have been offered since 2007 at Pasadena Public Works, Los Angeles Department of Public Works, and South Gate Public Works.

VIII. Formulation of Long-Term Educational Goals and Short-Term Objectives to Meet These Goals

Academic departments and Student Services are in the process of updating and prioritizing their recommendations documented in their program reviews. The recommendations will be reviewed and evaluated by the appropriate college committees.

Long-Term Facilities Goals

Business/CSIS Department

- Campus-wide Wi-Fi

Career, Technical and Continuing Education Department

- Create functional lab areas in existing DT and TG buildings
- Increase ventilation in manicuring classroom TB 208. Cosmetology
- Construct wall in TB 208 to create separate hallway, avoiding disruptions to classes in session when students and faculty need to access offices. Cosmetology
- Update electrical (breakers) in PC 304 and 309. Drafting/Engineering
- Design new building(s) to replace TG, AA and the paint booth that allow growth and optimal usage across programs, including community and contract Ed.
- Obtain new or modify an existing lab for cosmetology haircutting and styling class per new bureau guidelines.
- Improve the heating and air conditioning lab in preparation for dual use with the energy systems technology lab:
 - Internal walls and ceiling
 - Access door from class to lab for faculty line of sight
 - Increase lab footprint to accommodate equipment, lab tables, chairs
 - Appropriate heating and air conditioning for both rooms
 - Smart board and projection

Fine & Performing Arts

- Additional dance rehearsal facility
- Additional theatre rehearsal and classroom space
- Performance environment for small productions
- Mid-sized practice rooms
- Additional equipment storage
- Fully-equipped small ensemble rooms

Physical Education

- Build the Athletic Success Center (Scholar-Baller)
- Expand weight room facility
- Expand Fitness Center assessment lab

Physical and Natural Sciences

- Evaluate the possibility of lab room expansion to meet the student demand needs in chemistry and biology. Remodeling the PS building may facilitate this goal

for chemistry, but new laboratory space must be created to allow for growth in biology. This space will be utilized for classrooms, the storage of laboratory equipment, and additional biological specimens.

Social and Behavioral Sciences

- Add two classrooms

Student Services

- Campus Center renovation

IX. Analysis of Resources Available and Needed to Implement These Objectives

Prior to the approval of the Educational and Facilities Master Plan of 2001, the college had applied for and received funding from state bonds for construction and renovation of its facilities. The completed Facilities Master Plan confirmed that local resources would be required to complete the necessary projects to support growth and programs that the college proposed. Consequently, the Board of Trustees approved a local general obligation bond for inclusion in the March 2004 general election. This \$121 million bond, Bond Measure G, was passed by the voters of the district within the guidelines of Proposition 39. The guidelines contain strict accountability safeguards, including a citizen's bond oversight committee and independent performance and financial audits.

In addition to Bond Measure G, state-wide Proposition 1D was passed in November 2006. The community college share was \$1.5 billion, and Citrus College currently has two projects, Vocational Technology Building and a percentage of the Student Services Building, approved for funding from this source. The Math/Science Building, part of the Educational and Facilities Master Plan, was fully funded from the state-wide bond prior to Proposition 1B.

X. Implementation Plan Including Tasks, Timelines, and Accountability Mechanisms

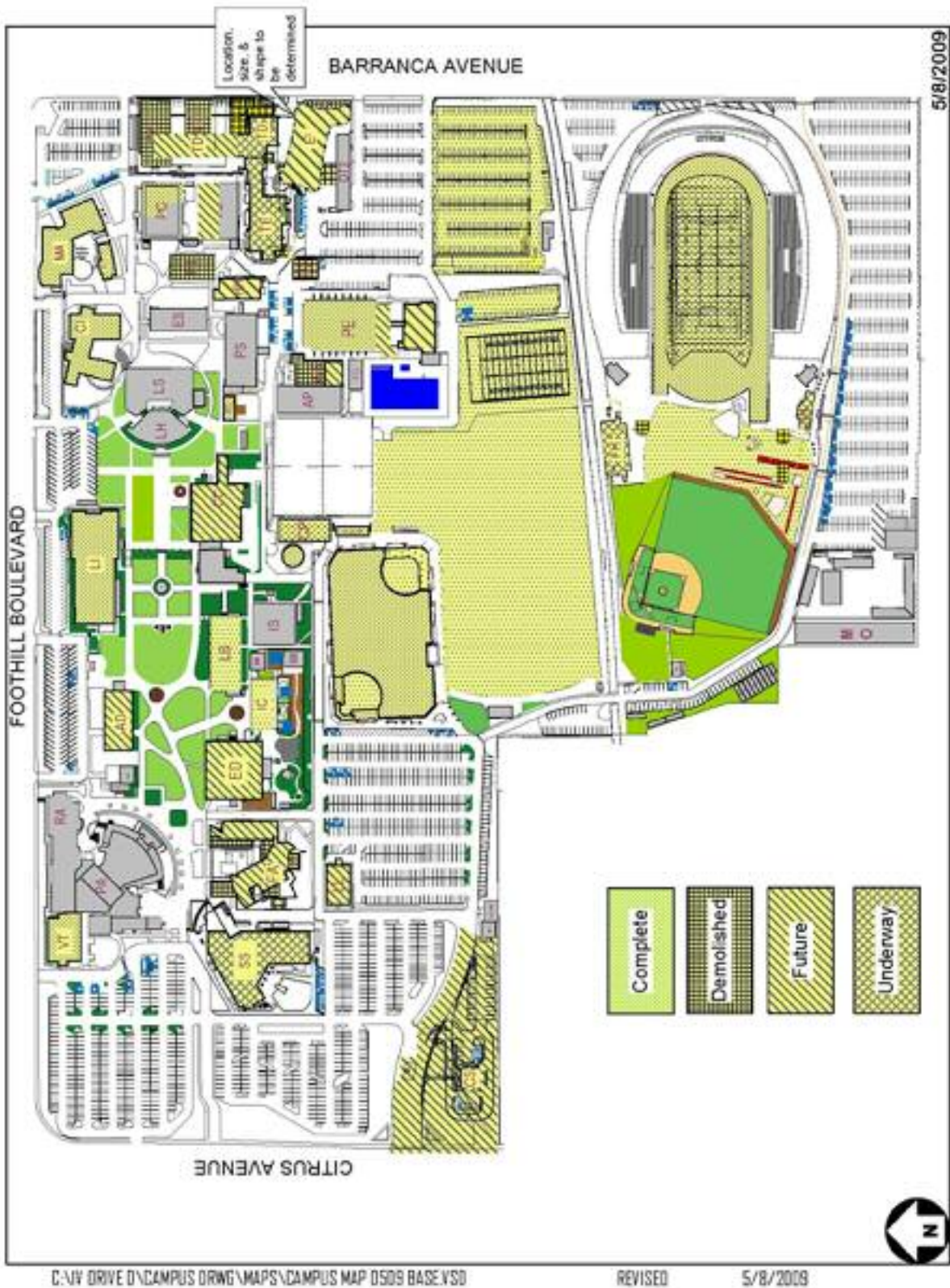
Once the faculty and administration have completed updating and prioritizing recommendations as outlined in the program reviews, the next step will be to assign tasks, develop timelines, and establish measurable outcomes.

After the passage of Bond Measure G, a committee of college administrators, supervisors, faculty, classified staff, and students was formed to assist in developing the Implementation Plan for the Educational and Facilities Master Plan. This document was completed in 2004 with updates in July 2006 and cost estimate updates in July 2008.

The Implementation Plan clearly describes all projects in terms of scope, estimated costs, space utilization and relation to the Master Plan. A subcommittee with representation from all constituent groups worked with a consultant for four months in defining the scope and timeline of major new construction projects and secondary effects projects on the campus. The

Implementation Plan has also assisted the college in identifying additional projects required to support campus expansion and deal with the secondary effects attendant to major construction and program relocation. The need for a new Central Plant and Campus Security Building, for example, was recognized early, and the Central Plant was completed in 2008. To date, as part of the original Master Plan, the college has constructed several new facilities including the Math Building, the Center for Innovation, and Softball Field Complex. Currently under construction are the Vocational Technology Building, the Student Services Building, and the Field House and Concession Buildings. Secondary effects projects that have been completed include the nursing lab, Video Tech and Physical Science Building HVAC upgrades, the Liberal Arts Building remodel, and the Esthetician Lab remodel. Upcoming projects include the Gym remodel, EDC Building remodel, Administration Building remodel, Campus Security building, Fine Arts Complex and the Recording Arts console upgrade.

XI. Preparation of a Campus Design



XII. Identification of Facility Projects Relative to the Above Steps

BUILDING RENOVATIONS		COMPLETE	UNDERWAY	FUTURE
HH	HAYDEN HALL - HVAC	2007		
IC	INFANT CARE CENTER - HVAC	2007		
LB	LIBERAL ARTS - 1ST FLOOR CLASSROOMS, UPDATE RESTROOMS	2008		
P1	REMODEL FOR COSMETOLOGY	2008		
P3	RECONFIGURE TO CLASSROOMS	2008		
PC	PROFESSIONAL CENTER - REMODEL 2ND FLOOR FOR RN PROGRAM	2008		
PE	MAIN GYMNASIUM - REPLACE GYM FLOOR, INSTALL NEW BACKSTOPS	2008		
PS	PHYSICAL SCIENCE - HVAC	2009		
VT	VIDEO TECHNOLOGY - RECONFIGURE 2ND FLOOR	2009		
VT	VIDEO TECHNOLOGY - HVAC	2009		
CC	CAMPUS CENTER			2010-2012
PE	MAIN GYMNASIUM - UPDATE OFFICES AND LOCKER ROOMS			2010-2011
AD	ADMINISTRATION BUILDING			2011-2012
ED	EDC - TEMPORARY ADMINISTRATION			2011
HH	HAYDEN HALL - RECONFIGURE INTO FACULTY CENTER			2011-2012
TC	TECHNOLOGY C - NORTH SIDE OF 1ST FLOOR - RECONFIGURE FOR COSMETOLOGY			2013-2014
ED	EDC - RECONFIGURE TO CLASSROOMS			2012-2013
P3	REMOVE TO RECAPTURE PARKING			2016

NEW BUILDINGS		COMPLETE	UNDERWAY	FUTURE
MA	MATH SCIENCE (FF & E)	2007		
CI	CENTER FOR INNOVATION	2008		
FH	STADIUM FIELD HOUSE & CONCESSIONS		2008-2009	
TE/TD	VOCATIONAL TECHNOLOGY		2008-2010	
CS	SECURITY BUILDING			2009-2010
SS	STUDENT SERVICES		2009-2011	
FA	FINE ARTS			2011-2013
E3	ENERGY, ENGINES AND ENVIRONMENTAL TECHNOLOGIES			2013-2015
PE	DEMOLISH WS - BUILD NEW PUBLIC RESTROOMS			2014-2015

SITE PROJECTS		COMPLETE	UNDERWAY	FUTURE
FH	STADIUM TRACK/FIELD & LIGHTING	2006		
CP	CENTRAL PLANT	2007		
S8	GYM PARKING LOT EXPANSION	2007		
	CAMPUS SIGNAGE		2007-2009	
	MAIN QUAD - LIGHTING, TURF AND CONCRETE	2007		
GDR	GOLF RANGE - INSTALL ARTIFICIAL TURF	2008		
SBF	RELOCATE SOFTBALL FIELD - ADD RESTROOMS	2008		
	MAIN CAMPUS GATEWAY - RECONFIGURE INTERSECTION			2009
P1	EAST QUAD - REMOVE P1			2016-2017
	ENTERPRISE RESOURCE SYSTEM		ONGOING	
	FACILITIES CONDITION ASSESSMENT		ONGOING	

XIII. Formulation of an Implementation and Funding Plan, Subject to Periodic Evaluation and Revision

After the passage of Bond Measure G, a committee of college administrators, supervisors, faculty, classified staff, and students was formed to assist in developing the Implementation Plan for the Educational and Facilities Master Plan. This document was completed in 2004 with updates in July 2006 and cost estimate updates in July 2008. Construction timelines and effects document was developed by the Facilities and Construction Department in 2006.

Supporting Documents

The complete **program reviews** are posted at www.citruscollege.edu/as/programreview.

Agendas and Meeting Notes for the Educational Master Plan Task Force can be accessed by visiting www.citruscollege.edu/academics/emp/Pages.

The **Flex Day Spring 2009 Workshop Schedule** can be found online at www.citruscollege.edu/academics/emp/Pages.

The document **Grant Summary - May 2009** is posted at www.citruscollege.edu/academics/emp/Pages.

The **Citrus College Fact Book 2009** is posted online at www.citruscollege.edu/admin/research.

Surveys

A hard copy of the **Community Survey and Protocol** is available.

The **Survey on Planning for the Needs of Your Department** can be found at www.citruscollege.edu/academics/emp/Pages.

A copy of the **Web-based Survey and report** is located online at www.citruscollege.edu/academics/emp/Pages.

The **Working at Citrus College: Results from the All-Employee Survey -Spring 2007** can be found online at www.citruscollege.edu/admin/research/Pages/CampusSurveys.aspx.