2016 Comprehensive Master Plan

CRAFTON HILLS COLLEGE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

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September 30, 2016 DRAFT
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SIGNATURE
Wei Zhou, Ph.D.
President
Mission, Vision, Values

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

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

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

Engage-Learn-Advance
At Crafton Hills College we encourage students and campus personnel to Engage, Learn and Advance. These are three essential areas of emphasis for success and through this common nomenclature the college constantly reminds students and employees of the important role we all play in helping each other learn.
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01 COMPREHENSIVE MASTER PLAN OVERVIEW
This chapter provides an overview of Crafton Hills College’s 2016 Comprehensive Master Plan—an integrated plan that is comprised of both the Educational Master Plan and the Facilities Master Plan.

The following sections are included in this chapter:

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

**INTENT + PURPOSES OF THE COMPREHENSIVE MASTER PLAN**

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

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

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

**Purposes of the Education Master Plan**
The main purposes of this educational master plan are as follows:

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

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

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

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

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

**Purposes of the Facilities Master Plan**
The 2016 Facilities Master Plan (FMP) is intended to be a flexible and long-range plan that will guide the development of Crafton Hills College’s facilities. It addresses the growth in enrollment planned over the next 15 years. It describes campus development strategies to support the Strategic Directions and Goals of the 2016 Educational Master Plan and positions the College to maximize funding and partnership opportunities. The FMP is part of an integrated planning process that supports accreditation and demonstrates compliance with accreditation standards for facilities planning.
The College’s educational planning process is guided by an integrated approach. Goals and objectives of the CHC Educational Master Plan must align with a number of plans relevant to the California community college system. These plans include the State Chancellor’s Office and San Bernardino Community College District Strategic Plans. Locally they include the CHC Facilities Master Plan, Technology Plan, Matriculation Plan, Enrollment Management Plan, Student Equity Plan, Grants Plan, Budget Plan and Marketing/Public Relations Plan.

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

FACILITIES PLANNING PROCESS

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

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

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

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

THE 5 STEPS

01 PREPARE

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

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

RECOMMEND

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

ANALYZE

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

FRAME

The educational planning process is an extension and validation of work that the College began more than a year before the Planning Team’s involvement. During spring 2016, as final adjustments were made to the strategic directions and objectives, the facilities planning process advanced into a discussion of planning objectives and space needs. The forecasted space needs that are documented in Chapter 7: Program of Instruction and Space Needs were established through the educational planning process and analyzed in relation to the current space inventory on the campus. The planning objectives and programmed space needs provided a framework for the exploration of development options in the next step. This framework and the methodology used to arrive at these results are documented in Chapter 9: Needs.
In 1967, the SBCCD Board of Trustees approved the transition from a single-college to a multi-college district. Crafton Hills College first opened its doors to about 1,000 students in fall 1972. From the start, this hillside site’s beauty, views, and sense of place inspired the development of the College. The campus sits on former ranch land donated by Ruben and Lester Finkelstein, who noted that “…education should be elevating and elevated.” Throughout its history, the College has benefited from the generosity and forward-thinking values of the community that it serves.

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

During the 1970s, many more buildings were designed for the campus by three architectural firms under the guidance of the original architect, resulting in a campus design that is harmonious and unified. In 1978, the 424-seat Ruben and Lester Finkelstein Performing Arts Center opened and was dedicated to the College’s original benefactors. At the dedication of the Performing Arts Center, the brothers gave as one reason for their donation, the desire to be part of “lasting educational values.”

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

Crafton Hills College collaborated to establish an academic plan for the growth of their enrollment and development of their programs. In 2005, a facilities master plan was put in place to prepare for the development of facilities to accommodate the planned growth. The 2005 FMP planned for facilities and campus-wide infrastructure, based on a study of utilization and needs. It established architectural and landscaping design guidelines intended to align future development with the best attributes of the existing campus. The 2005 FMP recommended the construction of projects, including the Learning Resources Center, the Kinesiology, Health Education, and Aquatic Complex and the East Complex. It also served as the foundation to seek bond funds for additional projects.

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

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

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

Overview

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

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

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

GLOSSARY OF TERMS

Assignable Square Footage (ASF)
A measure of “usable” square footage in a given facility that is typically measured by the area from within interior walls of a space. Excludes circulation, custodial, mechanical, electrical and restroom areas.

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

Economic Modeling Specialists International (EMSI)
An online database that utilizes multiple sources to provide data regarding population demographics and various economic market trends by geographic locations.

Education Master Plan (EMP)
A College-wide plan that defines the educational goals of an institution. The plan precedes and guides other institutional planning documents.

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

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

Full Time Equivalent Faculty (FTEF)
A measure used to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time”.

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

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

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

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

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

Space Inventory
A record of buildings and space at an institution. Key components include buildings, room numbers, room use types, assignable square footage, gross square footage, taxonomy of program (TOP) codes and number of stations.
State Chancellor’s Office
The State agency responsible for leadership, funding and technical assistance for the California Community College system.

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

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

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

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

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

STRATEGIC DIRECTIONS

1. PROMOTE STUDENT SUCCESS

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

1.1 Support, guide, and empower every student to achieve their goals.
1.2 Use every area on campus to promote student learning

How?

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

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

2. BUILD CAMPUS COMMUNITY

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

2.1 Promote inclusiveness and community.
2.2 Seek, respect and celebrate diversity.

How?

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

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

3. DEVELOP TEACHING + LEARNING PRACTICES

CHC promotes innovative and effective teaching and learning strategies.

3.1 Develop a culture of mastery in teaching.
3.2 Teach students to be great learners.

How?

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

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

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

4.1 Promote a college-going culture in our core service area.
4.2 Increase college capacity to serve our core service area.

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

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

ENHANCE VALUE TO THE SURROUNDING COMMUNITY

CHC is actively engaged with the surrounding community.

5.1 Be recognized as the college of choice in the communities we serve.
5.2 Expand the reputation of CHC as an essential partner and valued asset.
5.3 Distinguish CHC as a respected resource for local employers and the workplace.

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

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

PROMOTE EFFECTIVE DECISION MAKING

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

6.1 Value and engage in shared governance.
6.2 Promote a culture of evidence-based decision making.
6.3 Implement college-wide integrated planning.

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

› Target measures include employee satisfaction surveys and committee evaluations.
Plan Overview

STRATEGIC DIRECTIONS (cont.)

7
DEVELOP PROGRAMS + SERVICES

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

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

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

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

8
SUPPORT EMPLOYEE GROWTH

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

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

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

› Target measures include employee satisfaction surveys and committee evaluations.

9
OPTIMIZE RESOURCES

CHC develops, sustains, and strengthens its resources.

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

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

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

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

PLANNING ASSUMPTIONS

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

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

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

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

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

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

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

› Legislative Mandates will impact enrollment and college goals.

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

DISTRICT PLANS

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

The District’s four strategic goals are:

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

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

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

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

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

**Goals:**

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

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

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

- Explore options to fund and sustain instructional technology initiatives.

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

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

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

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

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

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

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

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

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

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

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

› Goal 2: Develop recommendations to support the achievement of SBCCD and colleges’ enrollment management goals.
Student Success and Support Program Plan
The purpose of the Student Success and Support Program (SSSP) is to outline and document how the college will provide SSSP services to students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them achieving their educational goals.

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

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

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

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

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

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

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

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

The CHC Distance Education plan (DE Plan) represents the institution’s commitment to nurturing the Distance Education program, to ensuring the success of all distance education students, to fostering and promoting innovation, excellence, and best practice for Distance Education and providing Crafton Hills College faculty with assistance, leadership, expertise, and training in emerging Distance Education teaching and learning strategies and technologies.

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

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

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

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

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

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

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

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

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

Planning and Program Review Themes
Add content

Facilities Master Plan
Add content

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

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

Internal Scan

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

The internal scan of Crafton Hills College (CHC) is an opportunity to assess demographics and other characteristics of the student and employee population based on historical data. The data is utilized to identify and understand patterns and trends within CHC to inform institutional planning decisions. Internal scan data presented in this plan will analyze student and employee data on an overall College level.
From 2010-11 to 2014-15, students in the 20-24 age group accounted for an average of 37.4% of unduplicated enrollment (2,918 students), while students age 19 and under accounted for an average of 32.4% of unduplicated enrollment (2,531 students), and students 25-29 years old accounted for an average of 13% of unduplicated enrollment (1,015 students). The only age group to increase in enrollment during the five academic years from 2010-11 to 2014-15 was students 20-24 years old (128 students). The age group that experienced the most decline during the same time period was from students age 19 or younger (-427 students).

EXHIBIT 2.01: UNDUPLICATED ENROLLMENT BY AGE GROUP

<table>
<thead>
<tr>
<th>Year</th>
<th>19 or Younger</th>
<th>20-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50 or Older</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>2,871</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>2,587</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>2,401</td>
<td>2,658</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>2,353</td>
<td>2,921</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>2,444</td>
<td>3,193</td>
<td></td>
<td></td>
<td></td>
<td>1,075</td>
<td>507</td>
<td>283</td>
</tr>
</tbody>
</table>

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

**EXHIBIT 2.02: UNDUPLICATED ENROLLMENT BY RACE/ETHNICITY**

Source: SBCCD Office of Institutional Effectiveness, Research & Planning
Planning Environment - Internal Scan
STUDENT DEMOGRAPHICS (cont.)

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

EXHIBIT 2.03: UNDUPLICATED ENROLLMENT BY GENDER

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

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

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

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

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

**EXHIBIT 2.06: UNDUPLICATED ENROLLMENT BY RESIDENCY STATUS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Resident</td>
<td>18,886</td>
<td>16,019</td>
<td>15,428</td>
<td>15,982</td>
<td>16,745</td>
</tr>
<tr>
<td>CA Nonresident</td>
<td>192</td>
<td>242</td>
<td>347</td>
<td>519</td>
<td>643</td>
</tr>
<tr>
<td>Out of State</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Country</td>
<td>140</td>
<td>161</td>
<td>136</td>
<td>206</td>
<td>234</td>
</tr>
<tr>
<td>Unknown</td>
<td>87</td>
<td>210</td>
<td>60</td>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total Unduplicated Enrollment</strong></td>
<td><strong>19,313</strong></td>
<td><strong>16,636</strong></td>
<td><strong>15,974</strong></td>
<td><strong>16,759</strong></td>
<td><strong>17,635</strong></td>
</tr>
</tbody>
</table>

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

### EXHIBIT 2.07: UNDUPLICATED ENROLLMENT BY ENROLLMENT STATUS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18 (or K-12 Special Admit)</td>
<td>390</td>
<td>733</td>
<td>768</td>
<td>624</td>
<td>588</td>
</tr>
<tr>
<td>First-Time College Student</td>
<td>2,177</td>
<td>2,136</td>
<td>1,263</td>
<td>1,336</td>
<td>1,401</td>
</tr>
<tr>
<td>Returning Student</td>
<td>4,608</td>
<td>2,836</td>
<td>3,857</td>
<td>4,043</td>
<td>4,457</td>
</tr>
<tr>
<td>All Other or Unknown</td>
<td>800</td>
<td>997</td>
<td>336</td>
<td>525</td>
<td>611</td>
</tr>
</tbody>
</table>

Source: SBCCD Office of Institutional Effectiveness, Research & Planning
Yucaipa High School and Redlands East Valley High School have consistently been among the top 3 feeder high schools for CHC, accounting for 181 and 120 first-time students in fall 2014, respectively. The College enrolls a high number of students who are homeschooled. In fall 2014, 60 first-time college students at CHC reported that they were homeschooled (ranked 5th amongst feeder high schools).

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

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

Source: SBCCD Office of Institutional Effectiveness, Research & Planning
Weekly Student Contact Hours (WSCH) is calculated by the number of hours courses meet during the semester times the number of students in those courses. WSCH generation is considered a measure of revenue for the College. From 2010-11 to 2014-15, fall term accounted for an average of 48.7% of total WSCH, spring term accounted for an average of 46.9% of total WSCH and summer accounted for an average of 4.4% of WSCH. During this period overall WSCH at CHC decreased by 2.1% (-3,027 WSCH). From 2010-11 to 2014-15, spring term WSCH decreased by 6.1% (-4,050 WSCH) and fall term WSCH decreased by 2.2% (-1,525 WSCH). However, summer WSCH increased by 30% (2,548 WSCH). Since 2012-13, CHC’s WSCH generation has increased by 19.1% (22,674 WSCH) over two academic years (2013-14 and 2014-15).
From 2010-11 to 2014-15, the average annual growth rate of section offerings was 7.12% (equivalent to 99 sections added per year). Section offerings reached their most recent low during the 2011-12 academic year (1,133 sections). However, CHC generated 111.95 WSCH per section in 2011-12. From 2011-12 to 2014-15, course offerings increased by 514 sections (45.37%) while WSCH per sections offered decreased to 86.02 WSCH/section. The most WSCH generation per sections offered was realized in 2010-11 when the College produced 115.67 WSCH/section.

EXHIBIT 2.10: SECTION OFFERINGS

Source: SBCCD Office of Institutional Effectiveness, Research & Planning
Planning Environment - Internal Scan

ENROLLMENT TRENDS (cont.)

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

EXHIBIT 2.11: PRODUCTIVITY (WSCH/FTEF)

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

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

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>BA/BS Degree after Assoc.</td>
<td>3,677</td>
<td>42.2%</td>
<td>3,524</td>
<td>45.9%</td>
<td>3,484</td>
<td>49.1%</td>
</tr>
<tr>
<td>BA/BS degree w/o Assoc.</td>
<td>915</td>
<td>11.4%</td>
<td>992</td>
<td>12.9%</td>
<td>950</td>
<td>13.4%</td>
</tr>
<tr>
<td>Assoc. Degree w/o trans.</td>
<td>929</td>
<td>10.7%</td>
<td>827</td>
<td>10.8%</td>
<td>744</td>
<td>10.5%</td>
</tr>
<tr>
<td>Voc. Assoc. w/o transfer</td>
<td>101</td>
<td>1.2%</td>
<td>76</td>
<td>1.0%</td>
<td>85</td>
<td>1.2%</td>
</tr>
<tr>
<td>Voc. Certif. w/o transfer</td>
<td>201</td>
<td>2.3%</td>
<td>176</td>
<td>2.3%</td>
<td>182</td>
<td>2.6%</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>136</td>
<td>1.6%</td>
<td>113</td>
<td>1.5%</td>
<td>80</td>
<td>1.1%</td>
</tr>
<tr>
<td>Acquire Job Skills</td>
<td>406</td>
<td>4.7%</td>
<td>321</td>
<td>4.2%</td>
<td>256</td>
<td>3.6%</td>
</tr>
<tr>
<td>Update Job Skills</td>
<td>198</td>
<td>2.3%</td>
<td>157</td>
<td>2.0%</td>
<td>143</td>
<td>2.0%</td>
</tr>
<tr>
<td>Maintain Cert/License</td>
<td>123</td>
<td>1.4%</td>
<td>109</td>
<td>1.4%</td>
<td>91</td>
<td>1.3%</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>123</td>
<td>1.4%</td>
<td>77</td>
<td>1.0%</td>
<td>63</td>
<td>0.9%</td>
</tr>
<tr>
<td>H.S Diploma/GED</td>
<td>16</td>
<td>0.2%</td>
<td>6</td>
<td>0.1%</td>
<td>3</td>
<td>0.04%</td>
</tr>
<tr>
<td>Non-credit to credit</td>
<td>7</td>
<td>0.1%</td>
<td>5</td>
<td>0.1%</td>
<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>4-yr student taking classes</td>
<td>469</td>
<td>5.4%</td>
<td>351</td>
<td>4.6%</td>
<td>243</td>
<td>3.4%</td>
</tr>
<tr>
<td>Educational Development</td>
<td>185</td>
<td>2.1%</td>
<td>135</td>
<td>1.8%</td>
<td>97</td>
<td>1.4%</td>
</tr>
<tr>
<td>Personal Interest</td>
<td>28</td>
<td>0.3%</td>
<td>10</td>
<td>0.1%</td>
<td>8</td>
<td>0.1%</td>
</tr>
<tr>
<td>Undecided Goal</td>
<td>782</td>
<td>9.0%</td>
<td>640</td>
<td>8.3%</td>
<td>520</td>
<td>7.3%</td>
</tr>
<tr>
<td>Uncollected/Unreported</td>
<td>332</td>
<td>3.8%</td>
<td>155</td>
<td>2.0%</td>
<td>143</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Total                        | 8,708         | 100%      | 7,674     | 100%      | 7,096     | 100%      | 7,528     | 100%      | 8,040     | 100%      |

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

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

### EXHIBIT 2.14: DEGREES + CERTIFICATES AWARDED

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Science for Transfer (A.S.-T) Degree</td>
<td>0</td>
<td>0</td>
<td>34</td>
<td>48</td>
<td>74</td>
</tr>
<tr>
<td>Associate in Arts for Transfer (A.A.-T) Degree</td>
<td>0</td>
<td>0</td>
<td>31</td>
<td>69</td>
<td>75</td>
</tr>
<tr>
<td>Associate of Science (A.S.) degree</td>
<td>157</td>
<td>141</td>
<td>174</td>
<td>207</td>
<td>240</td>
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<tr>
<td>Associate of Arts (A.A.) degree</td>
<td>201</td>
<td>191</td>
<td>201</td>
<td>184</td>
<td>231</td>
</tr>
<tr>
<td>Certificate requiring 60+ semester units</td>
<td>41</td>
<td>12</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Certificate requiring 30 to &lt; 60 semester units</td>
<td>39</td>
<td>20</td>
<td>28</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>Certificate requiring 18 to &lt; 30 semester units</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Certificate requiring 6 to &lt; 18 semester units</td>
<td>195</td>
<td>268</td>
<td>178</td>
<td>268</td>
<td>275</td>
</tr>
<tr>
<td>Other Credit Award, &lt; 6 semester units</td>
<td>79</td>
<td>0</td>
<td>72</td>
<td>3</td>
<td>0</td>
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<tr>
<td><strong>Total Degrees / Certificates Awarded</strong></td>
<td>718</td>
<td>634</td>
<td>730</td>
<td>823</td>
<td>937</td>
</tr>
</tbody>
</table>

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

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

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

EXHIBIT 2.15: COMPLETION/STUDENT PROGRESS + ATTAINMENT RATE (SPAR)

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

EXHIBIT 2.16: TRANSFER VOLUME

Source: California Community Colleges Chancellor’s Office – Datamart
Planning Environment - Internal Scan

EMLOYEE DEMOGRAPHICS

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

EXHIBIT 2.17: UNDUPLICATED EMPLOYEES BY TYPE (FALL TERM)

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

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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2010FA</th>
<th>2011FA</th>
<th>2012FA</th>
<th>2013FA</th>
<th>2014FA</th>
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</thead>
<tbody>
<tr>
<td>18-24</td>
<td>66</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>91</td>
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<tr>
<td>25-34</td>
<td>35</td>
<td>37</td>
<td>40</td>
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<td>37</td>
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<tr>
<td>35-39</td>
<td>40</td>
<td>37</td>
<td>36</td>
<td>42</td>
<td>51</td>
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<tr>
<td>40-44</td>
<td>43</td>
<td>43</td>
<td>50</td>
<td>40</td>
<td>41</td>
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<tr>
<td>45-49</td>
<td>53</td>
<td>50</td>
<td>45</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>50-54</td>
<td>50</td>
<td>49</td>
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<td>59</td>
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<tr>
<td>55-59</td>
<td>24</td>
<td>24</td>
<td>29</td>
<td>10</td>
<td>12</td>
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<tr>
<td>60-64</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>12</td>
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<tr>
<td>65-69</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>70+</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: SBCCD Office of Institutional Effectiveness, Research & Planning
From fall 2010 to fall 2014, the number of Caucasian employees at CHC increased by 11.7% (25 employees), the number of Hispanic employees increased by 26.7% (16 employees) and the number of Asian employees increased by 45.5% (10 employees). During the same time period, Caucasians accounted for an average of 66.3% of employees, Hispanics accounted for an average of 18.7% of employees and Asians accounted for an average of 7.2% of employees.

Source: SBCCD Office of Institutional Effectiveness, Research & Planning
From fall 2010 to fall 2014, females accounted for an average of 54.6% of CHC employees, while males accounted for an average of 45.4% of employees. During the same time, female employees increased by 13.3% (24 persons) while males increased by 23.8% (34 employees).

EXHIBIT 2.20: UNDUPLICATED EMPLOYEES BY GENDER (FALL TERM)

Source: SBCCD Office of Institutional Effectiveness, Research & Planning
Analysis of data regarding the internal college profile at CHC provides insight for making informed planning decisions. The following findings are derived from the internal scan data presented in the chapter of the EMP:

**Student Demographics**
- Student 20-24 years old is the largest age group within the College (3,193 students in 2014-15) and the only student age group to increase in enrollment from 2010-11 to 2014-15. The student age group that experienced the most decline during the same period were those 19 years old and younger (-427 students).
- Hispanic students accounted for 44% of College enrollment in 2014-15 (3,537 students). From 2010-11 to 2014-15, the number of Caucasian student decreased by 1,205 students (-27.6%).
- Female students accounted for 53.1% of College enrollment in 2014-15 (4,268 students). From 2010-11 to 2014-15, the number of female students decreased by 219 students (-4.9%), while the number of male students declined by 447 students (-10.6%).

**Enrollment Trends**
- From 2008-09 to 2012-13, overall College enrollment decreased by 2,421 students (-25.4%). However, from 2013-14 to 2014-15, CHC’s enrollment increased by 944 students (13.3%). In 2014-15, the College was still 1,477 students shy of its most recent peak enrollment (9,517 students in 2008-09 compared to 8,040 students in 2014-15).
- The number and proportion of students enrolling in tradition face-to-face instruction only has been declining and shifting to students utilizing multiple instructional methods. In 2010-11, 85.9% of students at CHC enrolled in only traditional face-to-face courses (7,412 students). By 2014-15, 79.1% of students at CHC enrolled in only traditional face-to-face courses (6,151 students). During the same time, online only course enrollment increased by 192 students (282.4%).
- Although California residents account for over 96% of students, California resident students declined by 671 students (-7.9%) from 2010-11 to 2014-15. During the same time, California non-resident students increased by 33 students (25%) while foreign country residents decreased by 13 students (-10.4%).
- Continuing students account for the majority of CHC enrollment (4,457 students or 55.4% of unduplicated enrollment in 2015-15. First-time college students account for approximately 12% of enrollment, however only increased by 77 students from 2012-13 to 2014-15. During the same time, under age 18 or K-12 special admit students decreased by 146 students (-19.9%).
- Yucaipa High School and Redlands East Valley High School have consistently been among to top 3 feeder high schools for CHC, accounting for 181 and 120 first-time students in fall 2014, respectively. Citrus Valley High School went from the 6th ranked feeder high school for CHC in fall 2012 to the 3rd ranked feeder high school in fall 2014.
- From 2010-11 to 2014-15:
  - Total WSCH generation decreased by 3,027 WSCH (-2.1%)
  - Total unduplicated enrollment decreased by 668 students (-7.7%)
Total section offerings increased by 396 sections (7.12%)  
Total FTEF increased by 48.71 FTEF (18.6%)  
Total productivity decreased by 96.75 WSCH/FTEF (-17.5%)  
In 2011-12, the College generated 111.95 WSCH per section. However, in 2014-15 the College generated 86.02 WSCH per section.

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

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

Student Success and Completion

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

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

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

From 2009-10 to 2013-14, the average transfer volume at CHC was 457 students. During the same period, the average proportion of CSU transfers was 45.2%, while the average proportion of in-State private school transfers was 27.3%, approximately 19.3% of transfers went to out-of-State schools, and 8.1% of transfer students enrolled in UC schools.

Employee Demographics

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

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

In fall 2014, 62.5% of CHC employees were Caucasian (238 persons), 19.9% of employees were Hispanic (76 persons), 8.4% of
employees were Asian (32 persons), and 6.3% were African American (24 persons). From fall 2010 to fall 2014, Caucasian employees increased by 25 persons (11.7%), while Hispanic employees increased by 16 persons (26.7%) and Asian employees increased by 10 persons (45.5%).

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

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

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

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

The projected population growth of the service area and region is expected to diminish over the next 10 years. From 2015 to 2025, the service area total population is projected to grow by 5.13% (50,687 persons) and the region’s total population is projected to grow by 5.55% (252,316 persons). Both of these increases exceed the State’s projected growth during the same time period, which is expected to grow by 5.08% (1,987,346 persons).

EXHIBIT 3.02: TOTAL POPULATION ESTIMATES + PROJECTIONS

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Service Area</td>
<td>931,224</td>
<td>943,457</td>
<td>952,304</td>
<td>967,154</td>
<td>976,089</td>
<td>987,862</td>
<td>1,028,052</td>
<td>1,038,549</td>
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<tr>
<td>Region</td>
<td>4,243,556</td>
<td>4,302,146</td>
<td>4,350,609</td>
<td>4,416,590</td>
<td>4,481,004</td>
<td>4,545,323</td>
<td>4,755,883</td>
<td>4,863,981</td>
</tr>
<tr>
<td>California</td>
<td>37,335,221</td>
<td>37,687,015</td>
<td>38,047,900</td>
<td>38,395,867</td>
<td>38,757,231</td>
<td>39,090,228</td>
<td>40,251,903</td>
<td>40,856,624</td>
</tr>
</tbody>
</table>

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

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

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

Between 2015 and 2025, population projections suggest that the proportion of those in the 20-24 age group will decrease by 22.04% (-18,903 persons) in the service area population and 20.23% (-76,153 persons)
in the regional population. These are larger decreases than the projected 16.75% (-522,916 persons) decrease expected for the proportion of the State-wide population in the same age group.

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

### EXHIBIT 3.04: REGIONAL AREA POPULATION BY AGE GROUP

<table>
<thead>
<tr>
<th>Year</th>
<th>19 &amp; Under</th>
<th>20-24</th>
<th>25-29</th>
<th>30-49</th>
<th>50 &amp; Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1,361,383</td>
<td>316,595</td>
<td>291,308</td>
<td>1,139,174</td>
<td>1,135,093</td>
</tr>
<tr>
<td>2011</td>
<td>1,353,263</td>
<td>333,119</td>
<td>296,762</td>
<td>1,143,657</td>
<td>1,174,989</td>
</tr>
<tr>
<td>2012</td>
<td>1,346,063</td>
<td>344,452</td>
<td>300,642</td>
<td>1,146,601</td>
<td>1,212,849</td>
</tr>
<tr>
<td>2013</td>
<td>1,348,107</td>
<td>353,178</td>
<td>311,589</td>
<td>1,155,586</td>
<td>1,248,128</td>
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<tr>
<td>2014</td>
<td>1,356,049</td>
<td>358,227</td>
<td>322,936</td>
<td>1,163,265</td>
<td>1,280,527</td>
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<td>2015</td>
<td>1,353,226</td>
<td>376,421</td>
<td>334,567</td>
<td>1,170,721</td>
<td>1,310,388</td>
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<tr>
<td>2016</td>
<td>1,420,472</td>
<td>308,507</td>
<td>377,768</td>
<td>1,218,673</td>
<td>1,430,464</td>
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<tr>
<td>2017</td>
<td>1,428,872</td>
<td>320,413</td>
<td>332,531</td>
<td>1,252,281</td>
<td>1,474,357</td>
</tr>
<tr>
<td>2018</td>
<td>1,349,174</td>
<td>300,642</td>
<td>311,589</td>
<td>1,155,586</td>
<td>1,248,128</td>
</tr>
<tr>
<td>2019</td>
<td>1,361,383</td>
<td>316,595</td>
<td>291,308</td>
<td>1,139,174</td>
<td>1,135,093</td>
</tr>
<tr>
<td>2020</td>
<td>1,361,383</td>
<td>316,595</td>
<td>291,308</td>
<td>1,139,174</td>
<td>1,135,093</td>
</tr>
</tbody>
</table>

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

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

Between 2015 and 2025, the number of Caucasians in the service area is projected to decrease by 5.29% (-14,488 persons) and 3.77% in the region (-57,336 persons). The number of Caucasians in the State is projected to decrease by 0.77% in the same time period (-113,913 persons).
In 2015, the proportion of African Americans within the service area population was 9.39% (92,937 persons). By 2025 the proportion of African Americans is projected to make up 9.04% of the service area population (94,626 persons) and 6.96% of the regional population (333,696 persons), as compared to the projected 5.5% of the State population (2,259,304 persons).

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

### EXHIBIT 3.06: REGIONAL POPULATION BY RACE/ETHNICITY

![Bar chart showing population distribution by race/ethnicity from 2010 to 2025](chart.png)

Source: EMSI
Between 2010 and 2015, the service area male population proportion stayed steady at 49.1% of the population. In the same time period, the regional male population proportion increased marginally by 0.1%. The State-wide male population proportion increased by an even smaller amount of 0.01% during the same time period.

Between 2015 and 2025, the service area male population is projected to increase by 5.83% (28,309 persons) and the female population is projected to increase by 5.78% (29,124 persons). The number of males in the region is projected to increase by 5.39% (121,906 persons) and 5.71% for females (130,409 persons). The number of males within the State-wide population is projected to increase by 4.8% (931,711 persons) and 5.4% for females (1,055,635 persons) during the same time period.

Source: EMSI
EXHIBIT 3.08: REGIONAL POPULATION BY GENDER

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

The proportion of service area residents age 25 and over with no high school diploma is 23.58% (138,997 persons), which is slightly higher than the regional proportion of 21.83% (581,696 persons). Both the service area and regional proportion of population with no high school diploma exceeds the State-wide proportion of 19.28%.

The proportion of service area residents age 25 and over with at most a high school diploma or equivalent is 26.25% (154,715 persons), which is slightly higher than the regional proportion of 25.89% (689,898 persons). The proportion of population with at most a high school diploma or equivalent in the service area and region exceeds the State’s proportion of 20.91%.

Almost half of the population in the service area (49.84%) and slightly less than half of the regional population (47.72%) age 25 and over do not have any higher education experience. The State-wide average population age 25 and over without any higher education experience is 40.18%.

The largest discrepancy between service area and regional residents age 25 and over with college experience compared to State levels of educational attainment, is for those with a Bachelor’s degree. The proportion of the service area population with a BA/BS degree is 11.31%, which is approximately 1.7 times less than that of the State’s 19.2%. The proportion of the regional population with a BA/BS degree is slightly higher than the service area proportion at 12.51%. Approximately 10.9% of the State population has a Graduate or Professional degree, while the service area proportion is 6.9% (6.68% regionally).

EXHIBIT 3.09: EDUCATIONAL ATTAINMENT (5-YEAR ESTIMATE)

Source: Census 2010, ACS 5-Year Estimates
The average median income of the population age 25 and over in the service area ($35,687) and region ($33,851) is slightly less than the State median of $37,170.

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

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

EXHIBIT 3.10: MEDIAN INCOME BY EDUCATIONAL ATTAINMENT (5-YEAR ESTIMATES)

Source: Census 2010, ACS 5-Year Estimates
Planning Environment - External Scan

HOUSEHOLD SIZE, INCOME + POVERTY

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

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

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

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

Source: Census 2010, ACS 5-Year Estimates
Student proficiency is measured with the California Assessment of Student Performance and Progress (CAASPP) test administered to students in the 11th grade. In the 2014-15 academic year, Redlands Senior High produced the greatest percentage of proficient students, with 77% of students having either met or exceeded the CAASPP standards for English and 45% of students having either met or exceeded the CAASPP standards for math. Citrus Valley High produced the second largest percentage of proficient students, with 69% and 37% of students having met or exceeded the standards for English and math, respectively. The least proficient feeder high school was Orangewood High Continuation, with 12% and 1% of students having either met or exceeded the standards for English and math, respectively.

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

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

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

<table>
<thead>
<tr>
<th>School</th>
<th>Percent of Students Who Met or Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td>Yucaipa High</td>
<td>52%</td>
</tr>
<tr>
<td>Redlands East Valley High</td>
<td>64%</td>
</tr>
<tr>
<td>Citrus Valley High</td>
<td>69%</td>
</tr>
<tr>
<td>Redlands Senior High</td>
<td>77%</td>
</tr>
<tr>
<td>Other Home School</td>
<td>N/A</td>
</tr>
<tr>
<td>Beaumont Senior High</td>
<td>55%</td>
</tr>
<tr>
<td>San Gorgonio High</td>
<td>45%</td>
</tr>
<tr>
<td>Green Valley High</td>
<td>26%</td>
</tr>
<tr>
<td>Orangewood High Continuation</td>
<td>12%</td>
</tr>
<tr>
<td>Rim of the World Senior High</td>
<td>60%</td>
</tr>
<tr>
<td>Feeder Average</td>
<td>51%</td>
</tr>
<tr>
<td>California</td>
<td>44%</td>
</tr>
</tbody>
</table>

Source: Census 2010, ACS 5-Year Estimates
Planning Environment - External Scan

NEIGHBORING HIGHER EDUCATION INSTITUTIONS

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

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

EXHIBIT 3.13: NEIGHBORING HIGHER EDUCATION INSTITUTIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Type</th>
<th>Distance from CHC (mi)</th>
<th>Approx. Drive time from CHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Redlands</td>
<td>Private 4-Year</td>
<td>4.3</td>
<td>9 min</td>
</tr>
<tr>
<td>National University</td>
<td>Private 4-Year</td>
<td>12</td>
<td>15 min</td>
</tr>
<tr>
<td>Loma Linda University</td>
<td>Private 4-Year</td>
<td>12.3</td>
<td>18 min</td>
</tr>
<tr>
<td>Concorde Career College</td>
<td>Vocational College</td>
<td>12.9</td>
<td>17 min</td>
</tr>
<tr>
<td>Moreno Valley College</td>
<td>Community College</td>
<td>17.8</td>
<td>28 min</td>
</tr>
<tr>
<td>CSU San Bernardino</td>
<td>California State University</td>
<td>20.9</td>
<td>24 min</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>University of California</td>
<td>21</td>
<td>25 min</td>
</tr>
<tr>
<td>University of Riverside</td>
<td>Private 4-Year</td>
<td>21.8</td>
<td>23 min</td>
</tr>
<tr>
<td>Riverside City College</td>
<td>Community College</td>
<td>22</td>
<td>26 min</td>
</tr>
<tr>
<td>Mt San Jacinto College</td>
<td>Community College</td>
<td>22.6</td>
<td>27 min</td>
</tr>
<tr>
<td>California Baptist University</td>
<td>Private 4-Year</td>
<td>25.9</td>
<td>29 min</td>
</tr>
<tr>
<td>San Joaquin Valley College</td>
<td>Private Junior College</td>
<td>28.9</td>
<td>29 min</td>
</tr>
<tr>
<td>La Sierra University</td>
<td>Private 4-Year</td>
<td>31.4</td>
<td>33 min</td>
</tr>
<tr>
<td>Chaffey College</td>
<td>Community College</td>
<td>33.9</td>
<td>35 min</td>
</tr>
<tr>
<td>Claremont-McKenna College</td>
<td>Private 4-Year</td>
<td>38.6</td>
<td>43 min</td>
</tr>
<tr>
<td>Norco College</td>
<td>Community College</td>
<td>39.7</td>
<td>41 min</td>
</tr>
<tr>
<td>University of La Verne</td>
<td>Private 4-Year</td>
<td>41.5</td>
<td>43 min</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>California State University</td>
<td>43.8</td>
<td>44 min</td>
</tr>
<tr>
<td>San Antonio College</td>
<td>Community College</td>
<td>46.7</td>
<td>49 min</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>Community College</td>
<td>51.6</td>
<td>52 min</td>
</tr>
<tr>
<td>Azusa Pacific University</td>
<td>Private 4-Year</td>
<td>53</td>
<td>50 min</td>
</tr>
<tr>
<td>Citrus College</td>
<td>Community College</td>
<td>53.7</td>
<td>51 min</td>
</tr>
<tr>
<td>College of the Desert</td>
<td>Community College</td>
<td>54.7</td>
<td>53 min</td>
</tr>
<tr>
<td>Institution</td>
<td>Type</td>
<td>Distance from CHC (mi)</td>
<td>Approx. Drive time from CHC</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-------------------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Chapman University</td>
<td>Private 4-Year</td>
<td>55.6</td>
<td>59 min</td>
</tr>
<tr>
<td>CSU Fullerton</td>
<td>California State University</td>
<td>56.9</td>
<td>1 hr 1 min</td>
</tr>
<tr>
<td>Anaheim University</td>
<td>Private 4-Year</td>
<td>57.3</td>
<td>1 hr 5 min</td>
</tr>
<tr>
<td>Brownson Technical School</td>
<td>Vocational College</td>
<td>57.7</td>
<td>1 hr</td>
</tr>
<tr>
<td>Hope International University</td>
<td>Private 4-Year</td>
<td>58.2</td>
<td>56 min</td>
</tr>
<tr>
<td>Rio Honda College</td>
<td>Community College</td>
<td>59.1</td>
<td>59 min</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>Community College</td>
<td>60.2</td>
<td>59 min</td>
</tr>
<tr>
<td>Southern California University of Health Sciences</td>
<td>Private Vocational College</td>
<td>60.3</td>
<td>1 hr 7 min</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>Community College</td>
<td>60.5</td>
<td>1 hr 3 min</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>University of California</td>
<td>61.9</td>
<td>1 hr 13 min</td>
</tr>
<tr>
<td>Coastline Community College</td>
<td>Community College</td>
<td>62.6</td>
<td>1 hr 7 min</td>
</tr>
<tr>
<td>Whittier College</td>
<td>Private 4-Year</td>
<td>63.6</td>
<td>1 hr 9 min</td>
</tr>
<tr>
<td>Concordia University Irvine</td>
<td>Private 4-Year</td>
<td>64.1</td>
<td>1 hr 6 min</td>
</tr>
<tr>
<td>CSU Los Angeles</td>
<td>California State University</td>
<td>64.9</td>
<td>1 hr 11 min</td>
</tr>
<tr>
<td>Cypress College</td>
<td>Community College</td>
<td>65</td>
<td>1 hr 8 min</td>
</tr>
<tr>
<td>Vanguard University of Southern California</td>
<td>Private 4-Year</td>
<td>65</td>
<td>1 hr 4 min</td>
</tr>
<tr>
<td>Biola University</td>
<td>Private 4-Year</td>
<td>65.1</td>
<td>1 hr 7 min</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>Community College</td>
<td>65.3</td>
<td>1 hr 8 min</td>
</tr>
<tr>
<td>California Institute of Technology</td>
<td>Private 4-Year</td>
<td>67.1</td>
<td>1 hr 14 min</td>
</tr>
<tr>
<td>Cerritos College</td>
<td>Community College</td>
<td>68</td>
<td>1 hr 10 min</td>
</tr>
<tr>
<td>Golden West College</td>
<td>Community College</td>
<td>68.4</td>
<td>1 hr 11 min</td>
</tr>
<tr>
<td>Saddleback College</td>
<td>Community College</td>
<td>70.6</td>
<td>1 hr 9 min</td>
</tr>
<tr>
<td>Glendale Community College</td>
<td>Community College</td>
<td>74.3</td>
<td>1 hr 10 min</td>
</tr>
<tr>
<td>East Los Angeles College</td>
<td>Community College</td>
<td>75.7</td>
<td>1 hr 12 min</td>
</tr>
</tbody>
</table>
Analysis of data regarding the external scan provides insight for making informed planning decisions. The following findings are derived from the external scan data presented in this chapter of the EMP:

**Population Demographics**

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

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

- Population projections suggest that between 2015 and 2025, the proportion of people in the 19 and under age group will increase by 0.8% within the service area (2,427 persons) and 1.45% in the region (19,651 persons), which is less than the projected 2.07% increase statewide (212,632 persons).

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

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

- By 2025, Hispanics are expected to account for:
  - 56.79% of the service area population (594,718 persons)
  - 52.51% of the regional population (2,519,083 persons)
  - 40.3% of the State population (16,555,395 persons)

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

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

- By 2025, Asians are expected to comprise:
  - 6.26% of the service area population (65,527 persons)
6.99% of the regional population (335,560 persons)

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

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

Educational Attainment

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

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

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

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

Household Size, Income & Poverty

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

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

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

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

Service Area High Schools

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

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

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

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

Neighboring Higher Education Institutions:

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

› Four California State Universities (Cal Poly Pomona, CSU San Bernardino, CSU Fullerton and CSU Los Angeles)

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

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Labor Force</th>
<th>Employment</th>
<th>Unemployment</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Area</td>
<td>487,800</td>
<td>455,600</td>
<td>32,500</td>
<td>6.66%</td>
</tr>
<tr>
<td>Region</td>
<td>1,961,800</td>
<td>1,832,300</td>
<td>129,500</td>
<td>6.60%</td>
</tr>
<tr>
<td>State</td>
<td>18,981,800</td>
<td>17,798,600</td>
<td>1,183,200</td>
<td>6.20%</td>
</tr>
</tbody>
</table>

Source: California Employment Development Department, LMI Division
Labor Market Information

INDUSTRY ESTIMATES + PROJECTIONS

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

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

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

From 2015 to 2025, the largest numerical job growth for service area employment by industry is expected to be the following: Health Care and Social Assistance (14,583 jobs or 30.68%), Retail Trade (6,262 jobs or 19.45%), Transportation and Warehousing (5,432 jobs or 30.76%), and Accommodation and Food Services (4,079 jobs or 18.92%).
### EXHIBIT 4.02: SERVICE AREA EMPLOYMENT PROJECTIONS BY INDUSTRY (2010-2025)

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

Source: EMSI
Labor Market Information

INDUSTRY ESTIMATES + PROJECTIONS (cont.)

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

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

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

From 2015 to 2025, the largest numerical job growth for regional employment by industry is expected to be the following: Health Care and Social Assistance (51,731 jobs or 30.35%), Retail Trade (32,435 jobs or 18.92%), Accommodation and Food Services (25,363 jobs or 19.15%), Transportation and Warehousing (23,046 jobs or 28.75%), and Administrative/Support and Waste Management/Remediation Services (19,307 jobs or 20.47%).
### EXHIBIT 4.03: REGIONAL EMPLOYMENT PROJECTIONS BY INDUSTRY (2010-2025)

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

OCCUPATION PROJECTIONS

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

It should be noted that occupations with an average hourly wage of less than $12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommends some level of continuing higher education to be competitive for obtaining that particular job.
EXHIBIT 4.04: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)

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

Source: EMSI
Labor Market Information

OCCUPATION PROJECTIONS (cont.)

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

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>502</td>
<td>7,916</td>
<td>9,852</td>
<td>1,936</td>
<td>24%</td>
<td>$12.49</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>469</td>
<td>7,866</td>
<td>9,675</td>
<td>1,809</td>
<td>23%</td>
<td>$13.46</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>281</td>
<td>6,351</td>
<td>7,762</td>
<td>1,411</td>
<td>22%</td>
<td>$12.84</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers</td>
<td>245</td>
<td>5,050</td>
<td>5,828</td>
<td>778</td>
<td>15%</td>
<td>$12.84</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>219</td>
<td>5,899</td>
<td>7,026</td>
<td>1,127</td>
<td>19%</td>
<td>$23.17</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>165</td>
<td>5,171</td>
<td>5,662</td>
<td>491</td>
<td>9%</td>
<td>$14.59</td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>157</td>
<td>2,818</td>
<td>3,741</td>
<td>923</td>
<td>33%</td>
<td>$13.57</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>139</td>
<td>2,683</td>
<td>3,256</td>
<td>573</td>
<td>21%</td>
<td>$17.63</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>126</td>
<td>3,699</td>
<td>4,096</td>
<td>397</td>
<td>11%</td>
<td>$35.22</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>125</td>
<td>3,439</td>
<td>3,987</td>
<td>548</td>
<td>16%</td>
<td>$51.27</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>125</td>
<td>1,131</td>
<td>2,047</td>
<td>916</td>
<td>81%</td>
<td>$13.19</td>
</tr>
<tr>
<td>First-Line Supervisors of Office and Admin. Support Workers</td>
<td>119</td>
<td>2,660</td>
<td>3,153</td>
<td>493</td>
<td>19%</td>
<td>$25.42</td>
</tr>
<tr>
<td>Janitors/Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>117</td>
<td>3,598</td>
<td>4,040</td>
<td>442</td>
<td>12%</td>
<td>$13.57</td>
</tr>
<tr>
<td>Postsecondary Teachers</td>
<td>108</td>
<td>2,874</td>
<td>3,461</td>
<td>587</td>
<td>20%</td>
<td>$41.67</td>
</tr>
<tr>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>107</td>
<td>2,354</td>
<td>2,849</td>
<td>495</td>
<td>21%</td>
<td>$20.84</td>
</tr>
<tr>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>104</td>
<td>1,788</td>
<td>2,314</td>
<td>526</td>
<td>29%</td>
<td>$23.15</td>
</tr>
<tr>
<td>Packers and Packagers, Hand</td>
<td>102</td>
<td>2,003</td>
<td>2,406</td>
<td>403</td>
<td>20%</td>
<td>$12.08</td>
</tr>
<tr>
<td>First-Line Supervisors of Food Prep. and Serving Workers</td>
<td>99</td>
<td>1,786</td>
<td>2,200</td>
<td>414</td>
<td>23%</td>
<td>$14.84</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>94</td>
<td>3,027</td>
<td>3,248</td>
<td>221</td>
<td>7%</td>
<td>$14.37</td>
</tr>
<tr>
<td>Secretaries &amp; Admin. Assts, Except Legal, Medical, &amp; Executive</td>
<td>93</td>
<td>3,292</td>
<td>3,790</td>
<td>498</td>
<td>15%</td>
<td>$17.91</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>92</td>
<td>1,956</td>
<td>2,446</td>
<td>490</td>
<td>25%</td>
<td>$14.11</td>
</tr>
<tr>
<td>Receptionists and Information Clerks</td>
<td>92</td>
<td>1,831</td>
<td>2,198</td>
<td>367</td>
<td>20%</td>
<td>$13.52</td>
</tr>
<tr>
<td>Industrial Truck and Tractor Operators</td>
<td>85</td>
<td>1,888</td>
<td>2,234</td>
<td>346</td>
<td>18%</td>
<td>$15.94</td>
</tr>
<tr>
<td>Automotive Service Technicians and Mechanics</td>
<td>75</td>
<td>1,672</td>
<td>1,957</td>
<td>285</td>
<td>17%</td>
<td>$19.81</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>72</td>
<td>1,885</td>
<td>2,099</td>
<td>214</td>
<td>11%</td>
<td>$12.36</td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>71</td>
<td>1,921</td>
<td>2,225</td>
<td>304</td>
<td>16%</td>
<td>$18.74</td>
</tr>
<tr>
<td>Sales Reps, Wholesale &amp; Manuf., Except Tech./Sci. Products</td>
<td>70</td>
<td>1,550</td>
<td>1,904</td>
<td>354</td>
<td>23%</td>
<td>$31.60</td>
</tr>
<tr>
<td>Shipping, Receiving, and Traffic Clerks</td>
<td>69</td>
<td>1,560</td>
<td>1,795</td>
<td>235</td>
<td>15%</td>
<td>$15.35</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>67</td>
<td>1,305</td>
<td>1,545</td>
<td>240</td>
<td>18%</td>
<td>$34.23</td>
</tr>
<tr>
<td>Medical Secretaries</td>
<td>66</td>
<td>1,492</td>
<td>1,941</td>
<td>449</td>
<td>30%</td>
<td>$15.73</td>
</tr>
</tbody>
</table>

Source: EMSI
Of the projected 8,026 average annual job openings between 2015 and 2025 in the service area, approximately 3,409 openings belong to occupations that are related to programs offered by CHC. An occupation was determined to be related to a program if the program prepared an individual for employment in the occupation or for transfer to another program that would then prepare the individual for employment in the occupation (for example, CHC’s biology program often feeds into several nursing programs in the area, thus, nursing occupations are considered to be related to CHC’s biology program). None of the 3,409 openings have a typical entry level education of less than a high school diploma/equivalent. Approximately 1,260 jobs (36.97%) have a typical entry level education of a high school diploma or equivalent, 120 (3.52%) have a typical entry level education of some college, 308 (9.03%) have a typical entry level education of a postsecondary non-degree award, 376 (11.04%) have a typical entry level education of an Associate’s degree, 1,022 (29.99%) have a typical entry level education of a Bachelor’s degree, 159 (4.66%) have a typical entry level education of a Master’s degree and 163 (4.79%) have a typical entry level education of a Doctoral or professional degree.
EXHIBIT 4.06: SERVICE AREA ANNUAL JOB OPENINGS RELATED TO CHC PROGRAMS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)

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

Source: EMSI
Labor Market Information

OCCUPATION PROJECTIONS (cont.)

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Annual Openings</th>
<th>Avg. Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Business Administration</td>
<td>30.79%</td>
<td>1,050</td>
</tr>
<tr>
<td>Biology</td>
<td>19.92%</td>
<td>679</td>
</tr>
<tr>
<td>Childhood Development/Education</td>
<td>16.79%</td>
<td>572</td>
</tr>
<tr>
<td>Accounting</td>
<td>10.44%</td>
<td>356</td>
</tr>
<tr>
<td>Psychology</td>
<td>5.98%</td>
<td>204</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>5.20%</td>
<td>177</td>
</tr>
<tr>
<td>Comp. Info. Tech./Comp. Science</td>
<td>3.08%</td>
<td>105</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>1.28%</td>
<td>44</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.10%</td>
<td>38</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>0.88%</td>
<td>30</td>
</tr>
<tr>
<td>Engineering</td>
<td>0.77%</td>
<td>26</td>
</tr>
<tr>
<td>Geology</td>
<td>0.57%</td>
<td>20</td>
</tr>
<tr>
<td>Radiology</td>
<td>0.44%</td>
<td>15</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>0.40%</td>
<td>14</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0.38%</td>
<td>13</td>
</tr>
<tr>
<td>Program</td>
<td>Annual Openings</td>
<td>Avg. Hourly Wage</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>History</td>
<td>0.32%</td>
<td>$21.91</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>0.32%</td>
<td>$30.42</td>
</tr>
<tr>
<td>Art</td>
<td>0.29%</td>
<td>$27.20</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>0.20%</td>
<td>$29.29</td>
</tr>
<tr>
<td>Fire Technology</td>
<td>0.20%</td>
<td>$28.34</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.19%</td>
<td>$36.57</td>
</tr>
<tr>
<td>Music</td>
<td>0.16%</td>
<td>$29.24</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>0.14%</td>
<td>$19.73</td>
</tr>
<tr>
<td>English</td>
<td>0.08%</td>
<td>$30.33</td>
</tr>
<tr>
<td>Economics</td>
<td>0.05%</td>
<td>$33.70</td>
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<tr>
<td>Geography</td>
<td>0.04%</td>
<td>$27.90</td>
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<tr>
<td>Anthropology</td>
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<td>$25.48</td>
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<td>Dance</td>
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<td>Physics</td>
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<td>$46.04</td>
</tr>
<tr>
<td>Sociology</td>
<td>-</td>
<td>$35.64</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Annual Openings</th>
<th>Avg. Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>31.42%</td>
<td>$54.39</td>
</tr>
<tr>
<td>Child Development and Education</td>
<td>23.13%</td>
<td>$31.07</td>
</tr>
<tr>
<td>Business Administration</td>
<td>14.42%</td>
<td>$41.92</td>
</tr>
<tr>
<td>Psychology</td>
<td>6.95%</td>
<td>$33.85</td>
</tr>
<tr>
<td>Accounting</td>
<td>6.66%</td>
<td>$34.90</td>
</tr>
<tr>
<td>Comp. Info. Tech./Comp. Science</td>
<td>4.89%</td>
<td>$41.90</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.75%</td>
<td>$33.81</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>1.35%</td>
<td>$28.18</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>1.33%</td>
<td>$29.49</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>1.29%</td>
<td>$15.73</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.21%</td>
<td>$41.42</td>
</tr>
<tr>
<td>Geology</td>
<td>0.91%</td>
<td>$34.43</td>
</tr>
<tr>
<td>Radiology</td>
<td>0.70%</td>
<td>$30.33</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>0.63%</td>
<td>$25.07</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0.60%</td>
<td>$57.03</td>
</tr>
<tr>
<td>Program</td>
<td>Annual Openings</td>
<td>Avg. Hourly Wage</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>History</td>
<td>0.51%</td>
<td>11</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>0.50%</td>
<td>11</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>0.32%</td>
<td>7</td>
</tr>
<tr>
<td>Fire Technology</td>
<td>0.31%</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.31%</td>
<td>7</td>
</tr>
<tr>
<td>Art</td>
<td>0.29%</td>
<td>6</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>0.22%</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>0.13%</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>0.09%</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>0.07%</td>
<td>2</td>
</tr>
<tr>
<td>Anthropology</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Geography</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Physics</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sociology</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: EMSI
Labor Market Information

OCCUPATION PROJECTIONS (cont.)

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

Again, it should be noted that occupations with an average hourly wage of less than $12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommends some level of continuing higher education to be competitive for obtaining that particular job.
EXHIBIT 4.09: REGIONAL AVERAGE ANNUAL JOB OPENINGS BY ENTRY LEVEL EDUCATION (2015-2025)

- Doctoral or Professional Degree: 1,182
- Master's Degree: 728
- Bachelor's Degree: 6,447
- Associate's Degree: 1,939
- Postsecondary Non-Degree Award: 3,533
- Some College: 584
- H.S. Diploma or Equiv.: 18,170
- Less than H.S.: 11,598

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>3,052</td>
<td>49,183</td>
<td>60,673</td>
<td>11,490</td>
<td>23%</td>
<td>$12.46</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers</td>
<td>1,209</td>
<td>26,373</td>
<td>29,870</td>
<td>3,497</td>
<td>13%</td>
<td>$12.83</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>2,624</td>
<td>47,382</td>
<td>57,228</td>
<td>9,846</td>
<td>21%</td>
<td>$13.45</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>1,076</td>
<td>24,849</td>
<td>30,146</td>
<td>5,297</td>
<td>21%</td>
<td>$43.04</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>1,022</td>
<td>26,335</td>
<td>31,860</td>
<td>5,525</td>
<td>21%</td>
<td>$22.84</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>926</td>
<td>29,566</td>
<td>32,330</td>
<td>2,764</td>
<td>9%</td>
<td>$14.57</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>833</td>
<td>16,189</td>
<td>19,613</td>
<td>3,424</td>
<td>21%</td>
<td>$17.62</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>716</td>
<td>20,281</td>
<td>23,346</td>
<td>3,065</td>
<td>15%</td>
<td>$51.21</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------</td>
<td>-----------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Security Guards</td>
<td>650</td>
<td>15,768</td>
<td>19,495</td>
<td>3,727</td>
<td>24%</td>
<td>$12.10</td>
</tr>
<tr>
<td>Janitors/Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>610</td>
<td>18,992</td>
<td>21,282</td>
<td>2,290</td>
<td>12%</td>
<td>$13.55</td>
</tr>
<tr>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>608</td>
<td>13,373</td>
<td>16,191</td>
<td>2,818</td>
<td>21%</td>
<td>$20.79</td>
</tr>
<tr>
<td>First-Line Supervisors of Office and Admin. Support Workers</td>
<td>607</td>
<td>14,391</td>
<td>16,735</td>
<td>2,344</td>
<td>16%</td>
<td>$25.37</td>
</tr>
<tr>
<td>Packers and Packagers, Hand</td>
<td>584</td>
<td>12,300</td>
<td>14,577</td>
<td>2,277</td>
<td>19%</td>
<td>$12.09</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>576</td>
<td>14,111</td>
<td>16,053</td>
<td>1,942</td>
<td>14%</td>
<td>$12.33</td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>569</td>
<td>16,400</td>
<td>18,248</td>
<td>1,848</td>
<td>11%</td>
<td>$35.11</td>
</tr>
<tr>
<td>Sales Reps., Wholesale &amp; Manuf., Except Tech./Sci. Products</td>
<td>541</td>
<td>11,759</td>
<td>14,587</td>
<td>2,828</td>
<td>24%</td>
<td>$31.15</td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>533</td>
<td>9,577</td>
<td>12,714</td>
<td>3,137</td>
<td>33%</td>
<td>$13.61</td>
</tr>
<tr>
<td>First-Line Supervisors of Food Preparation &amp; Serving Workers</td>
<td>528</td>
<td>9,361</td>
<td>11,627</td>
<td>2,266</td>
<td>24%</td>
<td>$15.07</td>
</tr>
<tr>
<td>Secretaries/Admin. Assts., Except Legal, Medical, &amp; Executive</td>
<td>516</td>
<td>17,907</td>
<td>20,732</td>
<td>2,825</td>
<td>16%</td>
<td>$17.85</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>437</td>
<td>4,029</td>
<td>7,240</td>
<td>3,211</td>
<td>80%</td>
<td>$13.32</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>418</td>
<td>11,705</td>
<td>12,926</td>
<td>1,221</td>
<td>10%</td>
<td>$20.01</td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>413</td>
<td>12,074</td>
<td>13,722</td>
<td>1,648</td>
<td>14%</td>
<td>$18.77</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>413</td>
<td>13,372</td>
<td>14,340</td>
<td>968</td>
<td>7%</td>
<td>$14.32</td>
</tr>
<tr>
<td>Shipping, Receiving, and Traffic Clerks</td>
<td>409</td>
<td>9,840</td>
<td>11,155</td>
<td>1,315</td>
<td>13%</td>
<td>$15.24</td>
</tr>
<tr>
<td>Receptionists and Information Clerks</td>
<td>401</td>
<td>8,579</td>
<td>10,048</td>
<td>1,469</td>
<td>17%</td>
<td>$13.51</td>
</tr>
<tr>
<td>Industrial Truck and Tractor Operators</td>
<td>398</td>
<td>9,849</td>
<td>11,357</td>
<td>1,508</td>
<td>15%</td>
<td>$15.89</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>393</td>
<td>7,554</td>
<td>9,014</td>
<td>1,460</td>
<td>19%</td>
<td>$33.59</td>
</tr>
<tr>
<td>Postsecondary Teachers</td>
<td>392</td>
<td>10,851</td>
<td>12,959</td>
<td>2,108</td>
<td>19%</td>
<td>$41.66</td>
</tr>
<tr>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>359</td>
<td>6,562</td>
<td>8,286</td>
<td>1,724</td>
<td>26%</td>
<td>$23.06</td>
</tr>
<tr>
<td>Bookkeeping, Accounting, and Auditing Clerks</td>
<td>347</td>
<td>13,270</td>
<td>15,416</td>
<td>2,146</td>
<td>16%</td>
<td>$19.07</td>
</tr>
</tbody>
</table>

Source: EMSI
Labor Market Information

OCCUPATION PROJECTIONS (cont.)

Of the 44,181 average annual job openings in the region, approximately 17,538 openings belong to occupations related to programs offered by CHC. None of the 17,538 openings have a typical entry level education of less than a high school degree/equivalent. Approximately 7,013 jobs (39.99%) have a typical entry level education of a high school diploma or equivalent, 549 (3.13%) have a typical entry level education of some college, 1,319 (7.52%) have a typical entry level education of a postsecondary non-degree award, 1,592 (9.08%) have a typical entry level education of an Associate’s degree, 5,715 (32.59%) have a typical entry level education of a Bachelor’s degree, 641 (3.66%) have a typical entry level education of a Master’s degree and 710 (4.05%) have a typical entry level education of a Doctoral or professional degree.
EXHIBIT 4.11: REGIONAL AVERAGE ANNUAL JOB OPENINGS RELATED TO OFFERED PROGRAMS BY ENTRY LEVEL EDUCATION (2015-2025)

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


<table>
<thead>
<tr>
<th>Program</th>
<th>Annual Openings</th>
<th>Avg. Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>34.74%</td>
<td>6,093 $33.23</td>
</tr>
<tr>
<td>Biology</td>
<td>14.46%</td>
<td>2,536 $50.83</td>
</tr>
<tr>
<td>Child Development &amp; Education</td>
<td>14.42%</td>
<td>2,529 $29.14</td>
</tr>
<tr>
<td>Accounting</td>
<td>10.65%</td>
<td>1,869 $28.42</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>6.75%</td>
<td>1,185 $26.99</td>
</tr>
<tr>
<td>Psychology</td>
<td>4.89%</td>
<td>857 $31.39</td>
</tr>
<tr>
<td>Comp. Info. Tech./Comp. Science</td>
<td>3.31%</td>
<td>580 $39.94</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>1.58%</td>
<td>277 $23.67</td>
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<tr>
<td>Engineering</td>
<td>1.25%</td>
<td>220 $39.39</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>1.20%</td>
<td>211 $24.05</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.16%</td>
<td>203 $33.90</td>
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<tr>
<td>History</td>
<td>0.87%</td>
<td>153 $20.55</td>
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<tr>
<td>Fire Technology</td>
<td>0.86%</td>
<td>152 $37.47</td>
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<tr>
<td>Geology</td>
<td>0.67%</td>
<td>118 $34.58</td>
</tr>
<tr>
<td>Art</td>
<td>0.55%</td>
<td>96 $25.60</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0.52%</td>
<td>92 $66.33</td>
</tr>
<tr>
<td>Program</td>
<td>Annual Openings</td>
<td>Avg. Hourly Wage</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>0.34%</td>
<td>59</td>
</tr>
<tr>
<td>Geography</td>
<td>0.26%</td>
<td>46</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>0.26%</td>
<td>45</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0.25%</td>
<td>43</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>0.22%</td>
<td>39</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>0.22%</td>
<td>38</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>0.15%</td>
<td>27</td>
</tr>
<tr>
<td>English</td>
<td>0.12%</td>
<td>21</td>
</tr>
<tr>
<td>Music</td>
<td>0.09%</td>
<td>16</td>
</tr>
<tr>
<td>Economics</td>
<td>0.05%</td>
<td>9</td>
</tr>
<tr>
<td>Sociology</td>
<td>0.05%</td>
<td>9</td>
</tr>
<tr>
<td>Physics</td>
<td>0.05%</td>
<td>9</td>
</tr>
<tr>
<td>Dance</td>
<td>0.02%</td>
<td>4</td>
</tr>
<tr>
<td>Anthropology</td>
<td>0.02%</td>
<td>4</td>
</tr>
<tr>
<td>Political Science</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Annual Openings</th>
<th>Avg. Hourly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>23.86%</td>
<td>$52.10</td>
</tr>
<tr>
<td>Child Development &amp; Education</td>
<td>21.19%</td>
<td>$30.70</td>
</tr>
<tr>
<td>Business Administration</td>
<td>18.71%</td>
<td>$42.83</td>
</tr>
<tr>
<td>Accounting</td>
<td>7.65%</td>
<td>$36.61</td>
</tr>
<tr>
<td>Psychology</td>
<td>5.90%</td>
<td>$34.10</td>
</tr>
<tr>
<td>Comp. Info. Tech./Comp. Science</td>
<td>5.47%</td>
<td>$41.23</td>
</tr>
<tr>
<td>Engineering</td>
<td>2.09%</td>
<td>$39.39</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>1.99%</td>
<td>$26.06</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.93%</td>
<td>$33.90</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>1.68%</td>
<td>$23.83</td>
</tr>
<tr>
<td>Fire Technology</td>
<td>1.42%</td>
<td>$38.95</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>1.41%</td>
<td>$29.74</td>
</tr>
<tr>
<td>Geology</td>
<td>1.08%</td>
<td>$37.08</td>
</tr>
<tr>
<td>Philosophy</td>
<td>0.87%</td>
<td>$66.33</td>
</tr>
<tr>
<td>History</td>
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</table>

Source: EMSI
Labor Market Information

LABOR MARKET INFORMATION FINDINGS

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

Labor Force, Employment and Unemployment

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

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

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

Industry Estimates and Projections

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

› Government (35,671 jobs) – 0.45% growth from 2010

› Retail Trade (32,193 jobs) – 10.95% growth from 2010

› Accommodation and Food Services (9,16% or 21,564 jobs) – growth 22.16% from 2010

› Transportation and Warehousing (17,659 jobs) – growth 45.35% from 2010

› By 2025, the top five industries in the service area in terms of people employed are projected to be:
   › Health Care and Social Assistance (62,111 jobs) – 30.68% growth from 2015

› Retail Trade (38,455 jobs) – 19.45% growth from 2015

› Government (36,547 jobs) – 2.43% growth from 2015

› Accommodation and Food Services (25,643 jobs) – 18.92% growth from 2015

› Transportation and Warehousing (23,091 jobs) – 30.76% growth from 2015

› By 2025, the top five industries in the region in terms of people employed are projected to be:
   › Government (244,893 jobs) – 4.72% growth from 2015

› Health Care and Social Assistance (222,162 jobs) – 30.35% growth from 2015

› Retail Trade (203,840 jobs) – 18.92% growth from 2015

› Accommodation and Food Services (157,773 jobs) – 19.15% growth from 2015

› Administrative/Support and Waste Management/Remediation Services (113,626 jobs) – 20.47% growth from 2015
There are projected to be approximately 8,026 average annual job openings in the service area between 2015 and 2025, excluding occupations with an average hourly wage of less than $12 and occupations with insufficient data to determine hourly wages. The 8,026 annual openings can be broken down by typical entry level education as follows:

- **2,002 (24.94%)** openings – less than high school
- **3,018 (37.6%)** openings – high school diploma or equivalent
- **123 (1.54%)** openings – some college, no degree
- **765 (9.54%)** openings – postsecondary non-degree award
- **451 (5.62%)** openings – Associate’s degree
- **1,208 (15.05%)** openings – Bachelor’s degree
- **174 (2.17%)** openings – Master’s degree
- **285 (3.55%)** openings – Doctoral or professional degree

Of the top thirty annual job openings within the service area between 2015 and 2025, approximately 825 annual openings are related to medical occupations, approximately 819 are related to business professions, and approximately 328 jobs are related to education/teaching.

Of the projected 8,026 average annual occupation openings in the service area between 2015 and 2025, approximately 3,409 openings belong to occupations that are related to programs currently offered by CHC. The 3,409 openings can be divided by typical entry level education as follows:

- **1,260 (36.97%)** openings – high school diploma or equivalent
- **120 (3.52%)** openings – some college, no degree
- **308 (9.03%)** openings – postsecondary non-degree award
- **376 (11.04%)** openings – Associate’s degree
- **1,022 (29.99%)** openings – Bachelor’s degree
- **159 (4.66%)** openings – Master’s degree
- **163 (4.79%)** openings – Doctoral or professional degree

The programs with the highest number of related average annual openings in the service area between 2015 and 2025 are the following:

- Business Administration (30.79% or 1,050 openings)
- Biology (19.92% or 679 openings)
- Child Development and Education (16.79% or 572 openings)
- Accounting (10.44% or 356 openings)
- Psychology (5.98% or 204 openings)

The service area job openings that have a typical entry level education of a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily be related to the following programs:

- Biology (31.42% or 675 openings)
- Child Development and Education (23.13% or 497 openings)
- Business Administration (14.42% or 310 openings)
- Psychology (6.95% or 149 openings)
- Accounting (6.66% or 143 openings)

There are projected to be approximately 44,181 average annual job openings between 2015 and 2025 in the region, excluding occupations with an average hourly wage of less than $12 and occupations with insufficient data to determine hourly wages. The 44,181 annual openings can be broken down by typical entry level education as follows:

- **10,940 (25.19%)** openings – high school diploma or equivalent
- **4,722 (10.70%)** openings – some college, no degree
- **8,080 (18.29%)** openings – postsecondary non-degree award
- **4,029 (9.11%)** openings – Associate’s degree
- **16,369 (37.00%)** openings – Bachelor’s degree
- **1,229 (2.77%)** openings – Master’s degree
- **676 (1.53%)** openings – Doctoral or professional degree

The programs with the highest number of related average annual openings in the service area between 2015 and 2025 are the following:

- Business Administration (30.79% or 1,050 openings)
- Biology (19.92% or 679 openings)
- Child Development and Education (16.79% or 572 openings)
- Accounting (10.44% or 356 openings)
- Psychology (5.98% or 204 openings)
Labor Market Information

LABOR MARKET INFORMATION FINDINGS (cont.)

- Of the 44,103 average annual job openings in the region, approximately 17,538 openings belong to occupations related to current programs offered by CHC. The 17,538 openings can be divided by typical entry level education as follows:
  - 7,013 (39.99%) openings – high school diploma or equivalent
  - 549 (3.13%) openings – some college, no degree
  - 1,319 (7.52%) openings – postsecondary non-degree award
  - 1,592 (9.08%) openings – Associate’s degree
  - 5,715 (32.59%) openings – Bachelor’s degree
  - 641 (3.66%) openings – Master’s degree
  - 710 (4.05%) openings – Doctoral or professional degree
- Of the top thirty annual job openings within the region between 2015 and 2025, approximately 2,404 annual openings are related to medical occupations, approximately 5,090 are related to business professions, and approximately 1,374 jobs are related to education/teaching.
- The programs with the highest number of related average annual openings in the region between 2015 and 2025 are the following:
  - Business Administration (34.74% or 6,093 openings)
  - Biology (14.46% or 2,536 openings)
  - Accounting (10.65% or 1,869 openings)
  - Communication Studies (6.75% or 1,185 openings)
- Child Development and Education (14.42% or 2,529 openings)
- Business Administration (18.71% or 1,969 openings)
- Accounting (7.65% or 805 openings)
- Psychology (5.9% or 621 openings)
- The regional job openings that have a typical entry level education of at least a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily relate to the following programs:
  - Biology (23.86% or 2,511 openings)
  - Child Development and Education (21.19% or 2,230 openings)
  - Business Administration (18.71% or 1,969 openings)
  - Accounting (7.65% or 805 openings)
  - Psychology (5.9% or 621 openings)
Labor Market Information

CONSIDERATIONS FROM INTERNAL + EXTERNAL SCAN DATA COMPARISON

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

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

The College has made significant progress towards increasing student diversity, particularly with respect to Hispanic students. In 2010-11, Hispanics accounted for 33.6% of unduplicated enrollment (2,925 students). By the 2014-15 academic year, Hispanics accounted for 44% of unduplicated enrollment (3,537 students). In 2015, Hispanics accounted for 54.92% of the service area population (543,442 persons) and by the year 2025 Hispanics are expected to make-up 56.79% of the service area population (594,718 persons). Additionally, Asians are the second most growing population within the service area with an increase of 8,463 persons expected between 2015 and 2025 (14.83% growth). The College has an opportunity to continue increasing student diversity, particularly with respect to Hispanic and Asian students.

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<tr>
<td>2014-15</td>
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EXHIBIT 4.14: PARTICIPATION RATE (PER 1,000 PERSONS IN TOTAL POPULATION)
During the fall 2014 term CHC enrolled 181 first-time college students from Yucaipa High School. During the 2013-14 academic year Yucaipa High School produced 559 graduates. It is reasonable to expect that some of the fall 2014 enrollment from Yucaipa High School graduates were not from the high school class of 2013-14. However, assuming that a great majority of those enrolled at CHC from Yucaipa High School in fall 2014 were from the high school class of 2013-14, then approximately 32.4% of Yucaipa High School graduates enrolled at CHC. During the fall 2014 term CHC captured approximately 20% of 2013-14 graduates from Redlands East Valley, Citrus Valley and Redlands Senior high schools. The College captured less than 12% of graduates from Beaumont Senior, San Gorgonio, Green Valley, Orangewood Continuation, and Rim of the World Senior high schools. The College has an opportunity to capture a larger proportion of feeder high school graduates.

During the fall 2014 term CHC produced 8,900 WSCH from English courses, however, 3,428 WSCH was attributable to below college level English (38.5% of total English WSCH). Reading courses accounted for 1,396 WSCH of which 100% are considered below college level courses. Combined, English and reading accounted for 10,296 WSCH during fall 2014, of which 4,824 WSCH (47%) was attributable to below college level courses. During the fall 2014 term CHC produced 9,964 WSCH from mathematics courses, however 6,359 WSCH was generated from below college level math (64% of total mathematics WSCH).

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

Labor Market Information

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

**WEAKNESSES:**
- Turnover of senior administrators
  - Some morale issues due to uncertainty
- High turnover of full-time faculty (due to upcoming retirements)
- High turnover of part-time faculty (due to being hired for full-time positions elsewhere)
- The low proportion of full-time faculty (compared to adjunct) reduces our ability to expand programs
- Small departments and “orphan disciplines” (without any full-time faculty) are widespread (e.g., anthropology)
- Too few faculty serving on too many committees resulting in burnout
- GF Budget (not sufficient to sustain new expansion of facilities)
- Bureaucracy
- Most students are not completely college ready, lacking adequate college level skills in at least one area (e.g., English, reading, math)
  - Students who enroll in math and English first receive a good foundation, but they may find it difficult to get excited about new courses and programs
- Disproportionate impact on student groups as identified in the Equity Plan
- Weak integrated planning between district office and campus with competition for resources
- Follow up with students who drop out is needed to determine causes
- More office space for adjuncts is needed and ability to hold office hours
OPPORTUNITIES:
- K-12 partnerships (e.g., dual enrollment, Middle College)
- International Student Program
- Adult Education
- Non-Credit Courses including ESL
- College Village
- City Partnerships
- Regional Fire Training Center
- Grant Funding
- Foundation Support
- Statewide initiatives (e.g., OEI, CAI, OER) are bringing new resources and clarified standards
- Athletics programs can attract new students, especially from those demographics that have been previously underserved, and can create additional ties to those students to increase their retention and success rates
- Baccalaureate programs
- Increasing number of jobs that require certificates
- Large need for community colleges in the area
- Some 4 year college students still need lower division coursework and could take those classes at CHC

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

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

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

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

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

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

CRAFTON HILLS COLLEGE ORGANIZATIONAL STRUCTURE

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

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

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

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

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

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

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

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

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

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

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

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

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

More broadly, Instructional Area program directions include the following:

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

---

**Student Services**

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

- Integrated and mandatory key intake programs, placement in appropriate programs of study, careful monitoring of student success, and creation of student success
- Promoting equity, access, and inclusion, valuing diversity, and supporting student connection
- Promotion of deep learning through experiences and courses
- Inclusion, development, and empowerment of staff
- Continuous quality improvement and effective resource utilization
CHC currently offers the following student services:

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

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

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

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

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

› Counseling – Provides students counseling and career services.

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

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

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

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

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

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

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

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

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

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

CRAFTON HILLS COLLEGE ORGANIZATIONAL STRUCTURE (cont.)

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

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

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

Administrative Services

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

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

- Facilities (Maintenance, Grounds, Custodial)--

The Crafton Hills College Facilities Department is a combination of the four facilities service centers (facilities use, custodial, grounds, maintenance) that provide the physical support services to all of the campus facilities, programs, and occupants. The mission of the Facilities Department is “As an integral part of Crafton Hills College, we pledge to help provide a welcoming, safe, clean, comfortable, and efficient environment for the students, faculty, and staff. We value the diverse campus community and will treat everyone with respect and courtesy.”

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

- Technology Services--Technology Services supports the delivery and dissemination of information through the following units: Network/Desktop support, Audio/Visual support and Computer Lab support. These areas provide all the constituencies of Crafton Hills College with a number of vital resources, such as, a stable and dependable data infrastructure, a current and purposeful...
desktop computing environment, technology equipped “Smart” classrooms, as well as instructional support for audio/visual needs e.g. classroom support, media conversion/duplication. Campus Technology Services also works in conjunction with District Technology and Educational Support Services (TESS) ensure that district managed systems utilized by campus constituents are readily available through the campus network.

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

Departments Reporting to the President
The following departments report directly to the CHC President

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

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

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

Staffing Information
Add content
College Snapshot

CRAFTON HILLS COLLEGE ORGANIZATIONAL STRUCTURE (cont.)

EXHIBIT 5.01: COLLEGE ORGANIZATIONAL CHART

SBCCD
Board of Trustees

Chancellor
Bruce Baron

President
Dr. Wei Zhou

Vice President of Instruction
Dr. Bryan Reece

Vice President of Student Services
Dr. Rebeccah Warren-Marlatt

Vice President of Administrative Services
Mike Strong

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

- Counseling + Matriculation
- Student Services + Student Development

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

- Title V Grant
- Marketing + Public Relations
- Institutional Effectiveness, Research + Planning
- Resource Development + Grants
Space Utilization

Propose to include “Key Findings” section of 2014 Space Utilization Study. See Space Utilization Report for details.
CRAFTON HILLS COLLEGE
Growth of a Comprehensive College

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

- Where we are now
- Where we need to be
- How we get there

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

Expansion of Existing Programs & Development of New Programs

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

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

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

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

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

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

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

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

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

› Develop campus-based activities, festivals, and events such as outdoor concerts to increase awareness of campus within
the community and access to otherwise underserved populations.

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

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

Flexible Learning Environments and Alternative Delivery Systems

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

As with any comprehensive change, the transformation of classrooms to accommodate new approaches in teaching and learning styles is challenging. Not only are there facility challenges, but also the technology required and the adaptations to specific uses require extensive planning and resources. Collaboration with other colleges, including university partners, with regard to resource-sharing and innovative approaches to expand access to underserved populations is particularly important for students in remote areas.

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

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

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

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

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

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

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

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

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

Stronger ties with educational partners in K-12, including Adult Schools, and four-year institutions are high priorities of policy-makers in public education in the State. The current concern for the economy of the State calls for more and better workforce preparation and greater productivity in moving students from high schools through the tiers of higher education. Educators in the public sector are frustrated by under-preparation of students in their classes. Students themselves find the complexity of institutional processes and the challenge of enrolling in the appropriate classes when they need them. Curriculum alignment from high school and beyond will be a major step toward in addressing student readiness and success. The progress that has been made between community colleges and their 4-year education partners with course articulation and guaranteed transfer agreements is evidence that curriculum alignment can be successful. The recently developed Transfer Pathways of popular UC majors, with the promise of more majors to be identified is good news for students and community college educators.

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

- As Crafton Hills College improves its external facing identity and attempts to grow, we need more, better developed partnerships. We need to methodically and systematically partner with K-16 education, civic, business and political partners in a manner that moves our strategic goals forward.
- Develop a flexible and user-friendly internship program to link our students with local employers in order to increase success and completion.
- Develop partnership with local employers for internships, apprenticeships, and similar pedagogical approaches.
- Develop a contract education partnership with Amazon and similar companies for logistics and distribution center training of staff & future employees. Further the partnership for development of a logistics certificate and degree pathway.
- Build business and community partnerships with local leaders and institutions toward areas of future expansion of programs. For example, Crafton Hills College can develop a partnership with ESRI, University of Redlands, and local high schools in further developing a geographic information systems program and pathway.
- Create new advisory groups for our programs to ensure alignment with local business needs.
- Create and expand partnerships with local public safety agencies by exploring a fire training facility & command center.
› Work closely with K-12 districts for curriculum alignment, pathway projects, outreach efforts target under-represented groups, and counselor advisory group.

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

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

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

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

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

Improved Pathways from High School to College

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

Engagement in learning is a major challenge from middle through high school. A number of the activities identified below address the need for engagement in learning, with establishing a clear path to success as a major motivating factor for students. Dual enrollment is an option that promises a shorter timeline to completion. In CTE, for example, dual enrollment brings together high school, college and employers together to provide CTE pathways. Students who see a payoff in a reasonable amount of time are more likely to persist. Middle school is an option based on the finding that public school students make choices in middle school that are likely to determine their later success or failure in college courses, particularly in math. Students and families who are unfamiliar with college requirements and/or college culture need opportunities for early awareness of curriculum choices. Middle College and other early awareness actions address this need. Middle College is an initiative that has been considered at CHC. Work with service area public schools is a key strategy to advance student success.

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

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

› We must build deep and meaningful relationships with every high school in our region using dual enrollment partnerships that serve the needs of students.
Growth Of A Comprehensive College
MAJOR THEMES (cont.)

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

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

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

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

› Pursue the feasibility of implementing a Middle College program.

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

› Student Readiness & Preparedness

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

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

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

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

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

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

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

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

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

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

› Support, expand, and learn from local programs that have demonstrated positive impacts on student success.
Growth Of A Comprehensive College
MAJOR STRATEGIES

Strategic Direction 1: Promote Student Success

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

Supporting Actions:
› Work towards aligning the College’s curriculum with high school curriculum to effect smooth transitions and better prepared incoming students
› Pilot and implement high impact practices in basic skills courses and programs to improve throughput rate to college level courses.
› Ensure student placement that is systematic, consistent with emerging standards, and appropriate for our courses
› Achieve the applicable goals in the Distance Education (DE) Plan
  › Develop a Quality DE Program
  › Promote Student Success in DE courses
  › DE Students will have the same access to both academic and student services resources as traditional students - Continue implementation of online support for students through tutoring and counseling services
  › CHC will monitor and evaluate student achievement in DE courses
  › CHC will develop a Plan for DE program growth
› Achieve the applicable goals in the Student Equity Plan. Specifically, we shall focus on the traditionally disadvantaged groups that have been identified in our Equity Plan: economically disadvantaged, Hispanic, African-American, Foster Youth, Disabled, and Veteran populations. This will require targeted outreach, counseling and tutoring programs.
› Encourage the majority of students to access instructional support services and ensure high service levels to under-represented or disproportionately impacted groups
› 80% of CHC students will develop and follow a comprehensive education plan
› Provide up-to-date assistive technology to increase the access, success and independence of students with disabilities and learning differences
› Provide increased access to low cost / no cost educational materials (e.g., software, textbooks, tutoring) which will greatly assist economically disadvantaged students

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

Supporting Actions:
› Foster community on the campus by encouraging the use of gathering places for study and socializing
› Maintain and improve the technology infrastructure to support the ongoing and expanding use of technology (e.g. Bring Your Own Device classes)
› Utilize technology to reach out to and engage students
Strategic Direction 2: Build Campus Community
College structures, processes and groups are inclusive, celebrating diversity and nurturing relationships.

Goal 1: Promote inclusiveness and community
Supporting Actions:
› Provide professional development to increase cultural competency
› Create and enhance programs and services for disproportionately impacted groups.
› Increase the number of CHC students and employees who indicate they feel included in our campus community as measured by surveys
› Achieve interpersonal and Group Skills outcomes as defined by IL03
› Increase student engagement activities
› Improve ADA accessibility throughout campus

Goal 2: Seek, respect and celebrate diversity
Objectives:
› Increase collaboration between instruction programs and student services to improve learning for all students through universal design concepts
› Increase number of students who demonstrate competency in social and cultural awareness as defined by IL04
› Increase number of students who demonstrate competency in ethical and values appreciation as defined by IL03

Strategic Direction 3: Develop Teaching and Learning Practices
CHC promotes innovative and effective teaching and learning strategies.

Goal 1: Develop a culture of mastery in teaching.
Supporting Actions:
› Encourage and support classroom innovation
› Flipped classrooms
› Integration of electronic equipment (e.g., the Bring Your Own Device Initiative)
› Flexibly arranged classrooms
› Identification and sharing of best practices and other topics of professional interest among colleagues will continue to be important means of professional development
› Increase full time faculty who participate in PD programming focused on pedagogy
› Increase part-time faculty who participate in PD programming focused on pedagogy
› Make sure all new faculty participate in a comprehensive orientation with emphasis on pedagogy (or andragogy)
Growth Of A Comprehensive College

MAJOR STRATEGIES (cont.)

Goal 2: Teach students to be great learners

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

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

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

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

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

Supporting Actions:
› Increase courses and programs to accommodate growth
› Increase services to accommodate growth
› Expand alternative modes of delivery and
› Increase online course offerings to serve more students in remote areas and those with scheduling limitations
Strategic Direction 5: Enhance Value to the Surrounding Community

CHC is actively engaged with the surrounding community.

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

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

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

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

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

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

Strategic Direction 6: Promote Effective Decision Making

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

Goal 1: Value and engage in shared governance

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

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

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

MAJOR STRATEGIES (cont.)

Goal 3: Implement college-wide integrated planning

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

Strategic Direction 7: Develop Programs and Services

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

Goal 1: Improve and expand services

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

Goal 2: Improve and expand programs

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

› Expand and strengthen the College’s online program
› Increase online course offerings to serve more students in remote areas and those with scheduling limitations
› Implement the DE Plan and continue the DE Coordinator role

› Expand access to programs
› Develop a comprehensive international student program
› Expand transfer model curriculum
› Expand dual enrollment with K-12 partners
Strategic Direction 8: Support Employee Growth
CHC is committed to developing the full potential of every employee.

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

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

Strategic Direction 9: Optimize Resources
CHC develops, sustains, and strengthens its resources.

Goal 1: Plan for growth and align resources

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

Goal 2: Value the Crafton Hills College environment

Supporting Actions:
› Maintain a safe and secure environment
› Maintain and leverage Crafton’s beautiful environment

Goal 3: Support District’s implementation of automated processes

Supporting Actions:
› Provide input and support to the development of the District’s Enterprise Resource Planning (ERP) software
02 PROGRAM OF INSTRUCTION
+ SPACE NEEDS
Program of Instruction
+ Space Needs

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

OVERVIEW

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

The following considerations are accounted for within enrollment and WSCH projections:

- Historical data regarding enrollment and WSCH generation
- Projected population growth within the College service area and region
- Historical participation rate of the population’s enrollment at CHC
- Conditions within the external and internal environment
Program Of Instruction + Space Needs

PROGRAM OF INSTRUCTION

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

Math and English comprise the largest WSCH generating subjects for the College, constituting 14.7% and 13.1% of WSCH during the fall 2014 semester, respectively. The next highest group of WSCH generating subjects at the College generated between 4.4% and 4.7% of total WSCH during the fall 2014 semester, which include Anatomy, Emergency Medical Services and Chemistry.

Future program of instruction projections anticipate that the College may see a fractional decrease in WSCH generation by the fall 2016 term, from 67,571 WSCH during fall 2014 to 67,106 WSCH during fall 2016 (0.95% decline over 2 years). From fall 2016 to fall 2021, the College is expected to increase its WSCH generation to 72,969 WSCH (8.74% growth over 5 years). From fall 2021 to fall 2026, the College is expected to increase its WSCH generation to 78,274 WSCH (7.27% growth over 5 years). From fall 2026 to fall 2031, the College is expected to grow to generating 83,909 WSCH (7.2% growth over 5 years).

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

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## Program Of Instruction + Space Needs

### PROGRAM OF INSTRUCTION (cont.)

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The amount of assignable square footage (ASF) required at CHC to accommodate current and projected growth is based on the College's WSCH projections, fall 2014 baseline program of instruction and Title V space standards. By utilizing the 2015 State Chancellor's Office Long Range WSCH projection growth estimates and Title V space standards, a college may estimate instructional space needs based on projected capacity load ratios that are consistent with how overbuilt or underbuilt the State considers a college to be. Capacity load ratios are a measurement of how much instructional space is required for the amount of WSCH a college is anticipated to generate and are used to determine eligibility for State funding. Therefore, recommended lecture and lab space needs presented in this Plan are consistent with what the State would consider needed to adequately serve the projected WSCH load. It is immaterial what year the College actually reaches the designated amount of projected WSCH. The most important factor is that whenever the College actually reaches a projected level of WSCH generation, the correlated amount of lecture and lab space indicated within this Plan will be minimally required.

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

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# Program Of Instruction + Space Needs

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<td>100:0</td>
<td>891</td>
</tr>
<tr>
<td>RADIOL</td>
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<td>140</td>
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<tr>
<td>READ</td>
<td>100:0</td>
<td>660</td>
</tr>
<tr>
<td>RELIG</td>
<td>100:0</td>
<td>160</td>
</tr>
<tr>
<td>RESP</td>
<td>40:60</td>
<td>414</td>
</tr>
<tr>
<td>SOC</td>
<td>100:0</td>
<td>811</td>
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<tr>
<td>SPAN</td>
<td>100:0</td>
<td>659</td>
</tr>
<tr>
<td>THART</td>
<td>40:60</td>
<td>190</td>
</tr>
<tr>
<td><strong>TOTAL ASF NEED</strong></td>
<td><strong>23,843</strong></td>
<td><strong>40,753</strong></td>
</tr>
</tbody>
</table>
Projected space needs for all facility needs (instructional and other support spaces) may also be determined based on enrollment and WSCH projections, Title V space standards and a college’s current/projected space inventory.

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

When accounting for future construction projects on campus, such as the Central Complex 1 renovation, Crafton Hall renovation, Clock Tower Building renovation and removal of various temporary portables, the College is anticipated to have a need for 2,547 ASF in laboratory space by the year 2021. The need for laboratory space is anticipated to grow to 10,345 ASF by the year 2031. However, the College is significantly overbuilt in classroom, library and office space for the amount of lecture WSCH it is projected to generate and projected FTEF. It is important to understand that even though a college may perceive that they are efficiently utilizing existing classrooms and there is a need for additional classroom space, State standards for space needs are based on the amount of lecture WSCH a campus should be generating based on the amount of classroom ASF. Thus, although classrooms may be efficiently utilized by hours during a semester, they are not efficiently generating the amount of WSCH that they should be. Overall, the College should work towards reducing its classroom capacity load ratio by converting existing classroom space to laboratories and/or generating more lecture WSCH.
## EXHIBIT 6.03: CAPACITY LOAD RATIOS AND SPACE NEEDS/SURPLUS

<table>
<thead>
<tr>
<th>CHC Capacity Load</th>
<th>F2015</th>
<th>F2016</th>
<th>F2017</th>
<th>F2017 ADJ*</th>
<th>F2021</th>
<th>F2026</th>
<th>F2031</th>
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<tbody>
<tr>
<td>Classroom Capacity</td>
<td>75,930</td>
<td>75,930</td>
<td>100,190</td>
<td>94,368</td>
<td>94,368</td>
<td>94,368</td>
<td>94,368</td>
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<tr>
<td>Classroom WSCH Load</td>
<td>41,479</td>
<td>42,180</td>
<td>42,893</td>
<td>42,893</td>
<td>45,864</td>
<td>49,199</td>
<td>52,741</td>
</tr>
<tr>
<td>Classroom Capacity Load</td>
<td>183%</td>
<td>180%</td>
<td>234%</td>
<td>220%</td>
<td>206%</td>
<td>192%</td>
<td>179%</td>
</tr>
<tr>
<td>Laboratory Capacity</td>
<td>20,379</td>
<td>20,379</td>
<td>23,007</td>
<td>21,138</td>
<td>21,138</td>
<td>21,138</td>
<td>21,138</td>
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<tr>
<td>Laboratory WSCH Load</td>
<td>20,102</td>
<td>20,441</td>
<td>20,786</td>
<td>20,786</td>
<td>22,227</td>
<td>23,843</td>
<td>25,559</td>
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<tr>
<td>Laboratory Capacity Load</td>
<td>101%</td>
<td>100%</td>
<td>111%</td>
<td>102%</td>
<td>95%</td>
<td>89%</td>
<td>83%</td>
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<tr>
<td>Space Need/Surplus</td>
<td>-649</td>
<td>145</td>
<td>-5,197</td>
<td>-823</td>
<td>2,547</td>
<td>6,329</td>
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<tr>
<td>Office Capacity</td>
<td>263</td>
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<td>297</td>
<td>295</td>
<td>295</td>
<td>295</td>
<td>295</td>
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<tr>
<td>Office Load</td>
<td>178</td>
<td>181</td>
<td>184</td>
<td>184</td>
<td>199</td>
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<td>Office Capacity Load</td>
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<td>160%</td>
<td>148%</td>
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<td>139%</td>
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<tr>
<td>Space Need/Surplus</td>
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<td>-11,398</td>
<td>-15,770</td>
<td>-15,558</td>
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<tr>
<td>Library Capacity</td>
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<td>30,284</td>
<td>30,284</td>
<td>30,284</td>
<td>30,284</td>
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<tr>
<td>Library Load</td>
<td>18,872</td>
<td>18,989</td>
<td>19,241</td>
<td>19,241</td>
<td>19,980</td>
<td>21,223</td>
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<tr>
<td>Library Capacity Load</td>
<td>153%</td>
<td>152%</td>
<td>157%</td>
<td>157%</td>
<td>152%</td>
<td>143%</td>
<td>137%</td>
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<tr>
<td>Space Need/Surplus</td>
<td>-9,953</td>
<td>-9,836</td>
<td>-11,043</td>
<td>-11,043</td>
<td>-10,304</td>
<td>-9,061</td>
<td>-8,222</td>
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<tr>
<td>AV/TV Capacity</td>
<td>2,745</td>
<td>2,745</td>
<td>2,745</td>
<td>2,745</td>
<td>2,745</td>
<td>2,745</td>
<td>2,745</td>
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<tr>
<td>AV/TV Load</td>
<td>5,853</td>
<td>5,866</td>
<td>5,877</td>
<td>5,877</td>
<td>5,944</td>
<td>6,051</td>
<td>6,152</td>
</tr>
<tr>
<td>AV/TV Capacity Load</td>
<td>47%</td>
<td>47%</td>
<td>47%</td>
<td>47%</td>
<td>46%</td>
<td>45%</td>
<td>45%</td>
</tr>
</tbody>
</table>

* 2017 ADJ estimates capacity load ratios following space inventory changes due to existing capital construction projects.
Together, the 2016 Educational Master Plan and Facilities Master Plan comprise a comprehensive guide toward the future of Crafton Hills College. These plans were developed concurrently through an integrated and collaborative process. The EMP establishes clear directions for the future of academics, student support, and administrative support by describing strategic directions and the actions that will be taken to support them. It quantifies the amount and type of space needed to deliver future programs of instruction. In doing so, the EMP provides the basis for planning and decision-making in the key area of campus facilities development. The 2016 Facilities Master Plan translates these goals, actions, and needs into a holistic and implementable vision of the future campus.

- Facilities Analysis
- Needs
- Recommendations
Facilities Analysis

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

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

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

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

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

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

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

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

Observations

› Because it serves students from many communities, the College cannot rely on proximity to neighborhood transportation routes to advertise its presence.
Crafton Hills College campus is situated on the foothills of the Crafton Hills, in the growing City of Yucaipa, near Redlands, Mentone, Highland, and Calimesa. The hilly geography in this area defines the valley communities that the College serves. To the south, Yucaipa’s semi-rural, but growing Gateway Corridor can be viewed from the hillside campus, and beyond it, Redlands and Calimesa. Uphill from the campus, the rugged open space of the Crafton Hills abuts a natural habitat that comprises much of the campus. To the north, beyond the Crafton Hills, is the eastern part of the City of Highland, where the Harmony Specific Plan provides for the development of a large new residential community.

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

To the south of the campus is a 45-acre site that is the subject of plans to develop Crafton Hills College Village (College Village), a mixed-use, transit-oriented development, envisioned to include educational uses that align with the mission and goals of Crafton Hills College.

Observations

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

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

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

EXISTING CAMPUS

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

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

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

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

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

EXISTING CAMPUS (cont.)

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

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

Observations

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

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

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

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

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

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

Wildfire is a natural occurrence in chaparral habitat, but it is a growing concern during an increasingly lengthening fire season. This is true especially during the fall and winter when Santa Ana Winds are more frequent and sweep down from the Crafton Hills. There have been four nearby wildfires in the last five years. In 2013, a wildfire caused the campus to be evacuated and highlighted the need to keep students and staff informed during emergencies.

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

Geology
The campus is in a region of active tectonic forces and is approximately 4 miles from the San Andreas Fault. In the early 2000s, SBCCD and Crafton Hills College studied the structural strength of campus buildings to understand their vulnerability to earthquake forces. Each building was assessed and based on the standard of maintaining structural integrity in a likely earthquake, the demolition of several buildings, including the Gymnasium, was recommended. A later study revisited these results, using a lesser standard of maintaining life safety for evacuation. Based on this lesser standard, these buildings were allowed to remain. The Gymnasium building is currently not in use due to seismic safety concerns.
Facilities Analysis

DEVELOPMENT HISTORY

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

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

Observations

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

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

VEHICULAR CIRCULATION + PARKING

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

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

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

Transit

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

Bicycling and Walking

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

Parking

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

VEHICULAR CIRCULATION + PARKING (cont.)

Observations

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

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

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

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

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

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

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

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

PEDESTRIAN CIRCULATION

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

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

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

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

Observations

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

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

SITE FACILITIES INFRASTRUCTURE

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

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

Observations

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

SITE FACILITIES INFRASTRUCTURE (cont.)

**Energy Use**

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

**Observations**

- Older facilities are likely much less energy efficient than newer or renovated buildings that are furnished with modern equipment.
Campus Carbon Footprint from Energy Use

Natural Gas and Electricity

(CO2e/gsf/yr expressed in metric tons)

<table>
<thead>
<tr>
<th>Institution</th>
<th>CO2e/gsf/yr (metric tons)</th>
</tr>
</thead>
<tbody>
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<td>12.7</td>
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<tr>
<td>UC Riverside</td>
<td>10.2</td>
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<tr>
<td>Crafton Hills College</td>
<td>9.4</td>
</tr>
<tr>
<td>Claremont McKenna College</td>
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<tr>
<td>Pomona College</td>
<td>7.9</td>
</tr>
<tr>
<td>Cal State University, Pomona</td>
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<tr>
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<td>5.6</td>
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<td>Mt. San Antonio College</td>
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</table>

Energy Star - 8.2 kBTU/sf/yr
Facilities Analysis

SITE FACILITIES INFRASTRUCTURE (cont.)

Water Use
Content to be updated.

Observations

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

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

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

**Observations**

- As of 2018, most of the building will be in good condition, being fairly new or recently renovated.
- Several of the buildings are in poor or very poor condition and need attention.
Facilities Analysis

SPACE UTILIZATION

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

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

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

Observations

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

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

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

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

CAMPUS ZONING

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

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

Observations

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

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

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

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

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

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

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

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

› Educational Linkages
› Quantified Space Needs
› Planning Objectives
Needs

EDUCATIONAL LINKAGES

01 Promote Student Success

**GOALS**
- Support, guide, and empower every student to achieve goals.
- Use every area on campus to promote student learning.

**FACILITIES LINKAGES**
- Create universally accessible spaces that address the need for an inclusive learning and social environment (classrooms with adjacent counseling and tutoring space, a Learning Lab, and campus-wide learning environment upgrades).
- A comprehensive testing and assessment center.
- Distance Education testing, tutoring, and support service space.
- Collaboration space - indoors and outdoors.
- Current technology, including support for BYOD.

02 Build Campus Community

**GOALS**
- Promote inclusiveness and community.
- Seek, respect, and celebrate diversity.

**FACILITIES LINKAGES**
- Create a universally accessible and welcoming campus, including gathering spaces, circulation paths, and wayfinding signage. Create pathways and connections between buildings that encourage students, faculty, and staff to stop, interact, and collaborate. Create activation nodes along all building connections.
- Outfit existing space and build new facilities designed for gathering, study and recreation, including an outdoor basketball court for informal pickup games, outdoor food kiosks, outdoor performance venues for formal and impromptu events, and spaces that encourage students to relax and interact.
- Develop a Multi-Cultural Center as well as multi-cultural spaces, art, and awareness throughout the campus.
- Support PE + athletic program expansion by replacing gymnasium, improving track and field, expanding and improving golf lab, and expanding Aquatic Center. Consider repurposing existing tennis courts if joint-use tennis facility is built. If space is used for a parking structure, rooftop tennis courts could be included.
- Create event and meeting space for 25-45 people and larger event spaces for 100 people that can be used in a variety of ways.

03 Develop Teaching + Learning Practices

**GOALS**
- Develop a culture of mastery in teaching.
- Teach students to be great learners.

**FACILITIES LINKAGES**
- Provide up-to-date, flexible and comfortable classrooms and labs that are fully accessible to every student, regardless of academic background, disability, learning style, race, or other status.
- Provide up-to-date and well-equipped Professional Development Center and Learning Lab.
- Mentoring and collaboration space, that includes space for adjunct faculty to get more involved with departments and campus culture.
04 EXPAND ACCESS

GOALS
- Promote a college-going culture in our core service area.
- Increase college capacity to serve our core services area.

FACILITIES LINKAGES
- Student support services space.
- Marketing, outreach, and college foundation space. Consider spaces on campus where K-12 students could come and be exposed to the campus and college culture.
- Create more visibility of CHC from Sand Canyon Rd and create a physical connection to services in the community. College Village would have the opportunity to do this. Signage and marketing of preserve and hiking/biking trails.
- Create an International Studies Center.
- Provide a comfortable Veterans Center. This could be a location to bring non-CHC veteran students onto campus for an introduction to the campus.

05 ENHANCE VALUE TO THE SURROUNDING COMMUNITY

GOALS
- Be recognized as the college of choice in the communities we serve.
- Expand CHC’s reputation as an essential partner and valued asset.
- Distinguish CHC as a respected resource for local employers and the workplace.

FACILITIES LINKAGES
- Marketing, outreach, and college foundation space. Include event and meeting space.
- Potential Innovation Center for partnerships with community businesses and college. Could be located at College Village.
- College Village will provide the community with collaborative opportunities with the college.
- Expand the Aquatic Center by adding the teaching pool and develop the joint-use tennis facility, which will be used by the community and local schools.
- Create a campus that encourages visitation from the community and K-12 students, to build relationships and comfort level with the college. Create engaging, comfortable outdoor seating and gathering spaces as instructional spaces that could have dual use for K-12 student non-credit and summer camp classes.

06 PROMOTE EFFECTIVE DECISION MAKING

GOALS
- Promote a culture of evidence-based decision making.
- Implement college-wide integrated planning.

FACILITIES LINKAGES
- Additional Institutional Research office space in a location closer to the faculty and staff they assist, as well as robust technology support.
- Potential Innovation Center for partnerships with community businesses and the college. Could be located at College Village.
- Create meeting and collaboration spaces of various sizes for group decision-making.
- Professional Development Center.
## Needs

### EDUCATIONAL LINKAGES (cont.)

<table>
<thead>
<tr>
<th>07</th>
<th>DEVELOP PROGRAMS + EXPAND SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS</strong></td>
<td>Improve and expand services.</td>
</tr>
<tr>
<td></td>
<td>Improve and expand programs.</td>
</tr>
<tr>
<td><strong>FACILITIES LINKAGES</strong></td>
<td>Athletic program facilities to support a comprehensive college.</td>
</tr>
<tr>
<td></td>
<td>Distance Education testing, tutoring, and support service space.</td>
</tr>
<tr>
<td></td>
<td>International Student program support space. Diversity and Inclusion Center and office.</td>
</tr>
<tr>
<td></td>
<td>Regional Public Safety Training Center on campus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>08</th>
<th>SUPPORT EMPLOYEE GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS</strong></td>
<td>Become an organization that embraces a culture of continuous learning.</td>
</tr>
<tr>
<td><strong>FACILITIES LINKAGES</strong></td>
<td>Up-to-date and well-equipped Professional Development Center.</td>
</tr>
<tr>
<td></td>
<td>Collaboration and meeting space.</td>
</tr>
<tr>
<td></td>
<td>Adjunct faculty office space.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>09</th>
<th>OPTIMIZE RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS</strong></td>
<td>Plan for growth and align resources.</td>
</tr>
<tr>
<td></td>
<td>Value the Crafton Hills College environment.</td>
</tr>
<tr>
<td></td>
<td>Support the district’s implementation of automated processes.</td>
</tr>
<tr>
<td><strong>FACILITIES LINKAGES</strong></td>
<td>Improved facilities for marketing, outreach, and college foundation space, as well as flexible space for grant programs.</td>
</tr>
<tr>
<td></td>
<td>Safety and security upgrades. Circulation and parking improvements.</td>
</tr>
<tr>
<td></td>
<td>Create a campus environment that promotes environmental stewardship among students, faculty, and staff. Include non-potable water to all areas of campus, recycling bins, environmental care and awareness signage across campus. Continue to build alternative energy projects and water efficient landscaping.</td>
</tr>
<tr>
<td></td>
<td>Landscaping and outdoor improvements. Furnishings, equipment and design would optimize outdoor spaces for socializing, studying, and learning. Provide and plan for opportunities and spaces to include both visual and performing arts outdoors.</td>
</tr>
<tr>
<td></td>
<td>Indoor spaces in Crafton Center, such as Roadrunner Cafe, the lobby, and the Student Life office could be better furnished and equipped for socializing and recreation. Make better use of available space.</td>
</tr>
</tbody>
</table>
Needs

QUANTIFIED SPACE NEEDS

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

Calculating Space Needs

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

The California Community Colleges Chancellor’s Office (CCCCO) mandates annual updates of the inventory of all facilities in a district. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future needs are developed. Space capacity/load is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

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

Space capacity/load analysis typically includes the categories of space listed in Table 1 on the opposing page. Generally, the standard for the quantity of space is proportional to student enrollment. While the state provides standards for utilization for more than 60% of space types on campus, the capacity estimates for non-state standard spaces are based on a combination of factors, the most important being the specific needs of individual institutions identified through educational master planning discussions.
The upper five types of space listed in Table 1 are the capacity/load categories for which utilization and space standards are set by state regulations. The line item in Table 1 for space type “Other” includes a number of spaces on campus that are considered to be in non-capacity/load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the District’s inventory related to maintenance and operations. Types of spaces included in “Other” include the following:

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

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

Source: California Community Colleges Chancellor’s Office (CCCO) Space Inventory Handbook
Space Utilization and Planning

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

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

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

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

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

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

The space standards are based on the following assumptions:

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

- Classrooms are available 48 hours per 70-hour week for a campus with less than 140,000 WSCH and 53 hours per 70-hour week for a campus with 140,000, or more, WSCH and will be occupied, on average, two-thirds of the time. (That occupancy percentage might be achieved by having full classrooms two-thirds of the time and empty classrooms the remaining time.) Thus, the classroom utilization standard is either 32 or 35 weekly hours of station use depending on amount of WSCH. The utilization standards for laboratories are lower than the classroom utilization standards.

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

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

- Areas such as the main lobby (excluding card catalog area), elevators, stairs, walled corridors, restrooms, and areas accommodating building maintenance services are not deemed usable/assignable.
### TABLE 2: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH LESS THAN 140,000 WSCH

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

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

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Formula</th>
<th>Rates/Allowances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (Classroom)</td>
<td>ASF/Student Station</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Station Utilization Rate (occupancy)</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Average hours room/week</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Station use/week (hours)</td>
<td>34.98</td>
</tr>
<tr>
<td>Laboratory (Teaching Labs)</td>
<td>ASF/Student Station</td>
<td>see Table 4</td>
</tr>
<tr>
<td></td>
<td>Station Utilization Rate (occupancy)</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Average hours room/week</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>Station use/work (hours)</td>
<td>23.375</td>
</tr>
<tr>
<td>Offices/Conference Room</td>
<td>ASF per FTE instructional staff member</td>
<td>140</td>
</tr>
<tr>
<td>Library/LRC/Study</td>
<td>Base ASF Allowance</td>
<td>3,795</td>
</tr>
<tr>
<td></td>
<td>ASF/1st 3,000 DGE</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
<td>ASF/3001–9,000 DGE</td>
<td>3.39</td>
</tr>
<tr>
<td></td>
<td>ASF/DGE&gt;9,000 DGE</td>
<td>2.50</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>ASF per FTE instructional staff member</td>
<td>3,500</td>
</tr>
<tr>
<td>AV/TV + Radio</td>
<td>ASF/1st 3,000 DGE</td>
<td>1.50</td>
</tr>
<tr>
<td></td>
<td>ASF/3001–9,000 DGE</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>ASF/DGE&gt;9,000 DGE</td>
<td>0.25</td>
</tr>
</tbody>
</table>

*Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.*
### QUANTIFIED SPACE NEEDS (cont.)

#### TABLE 4: ASSIGNABLE SQUARE FEET (ASF) FOR LABORATORY SPACE

<table>
<thead>
<tr>
<th>Top Code</th>
<th>Top Code Division</th>
<th>ASF per 100 WSCH</th>
<th>ASF per Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>0100</td>
<td>Agriculture and Natural Resources</td>
<td>492</td>
<td>115</td>
</tr>
<tr>
<td>0115</td>
<td>Agricultural &amp; Forestry Power/Machinery</td>
<td>856</td>
<td>200</td>
</tr>
<tr>
<td>0200</td>
<td>Architecture and Environmental Design</td>
<td>257</td>
<td>60</td>
</tr>
<tr>
<td>0400</td>
<td>Biological Sciences</td>
<td>235</td>
<td>55</td>
</tr>
<tr>
<td>0500</td>
<td>Business and Management</td>
<td>128</td>
<td>30</td>
</tr>
<tr>
<td>0600</td>
<td>Communications</td>
<td>214</td>
<td>50</td>
</tr>
<tr>
<td>0700</td>
<td>Computer and Information Science</td>
<td>171</td>
<td>40</td>
</tr>
<tr>
<td>0800</td>
<td>Education</td>
<td>321</td>
<td>75</td>
</tr>
<tr>
<td>0936</td>
<td>Printing and Lithography</td>
<td>342</td>
<td>80</td>
</tr>
<tr>
<td>0937</td>
<td>Tool and Machine</td>
<td>385</td>
<td>90</td>
</tr>
<tr>
<td>0945</td>
<td>Mechanical Technology</td>
<td>556</td>
<td>130</td>
</tr>
<tr>
<td>0947</td>
<td>Diesel Technology</td>
<td>856</td>
<td>200</td>
</tr>
<tr>
<td>0948</td>
<td>Automotive Technology</td>
<td>856</td>
<td>200</td>
</tr>
<tr>
<td>0950</td>
<td>Aeronautical and Aviation Technology</td>
<td>749</td>
<td>175</td>
</tr>
<tr>
<td>0952</td>
<td>Construction Crafts/Trades Technology</td>
<td>749</td>
<td>175</td>
</tr>
<tr>
<td>0954</td>
<td>Chemical Technology</td>
<td>556</td>
<td>130</td>
</tr>
</tbody>
</table>

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

The Crafton Hills College Space Inventory Report was updated in 2015 and used to analyze the utilization and sufficiency of campus space. Table 5 summarizes the total assignable area in each of the capacity load categories of space.

The analysis compares the current inventory of space with current space needs. Current needs were calculated by applying space planning standards for each type of space in the capacity/load categories to the current enrollment. The results show that the College holds an excess of lecture, office, and instructional media space. A need for additional laboratory and library space is supported by the results.

### TABLE 5: EXISTING SPACE

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Current Inventory (ASF)*</th>
<th>Current Space Needs**</th>
<th>Current Cap/Load Ratios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>35,915</td>
<td>(16,295)</td>
<td>183%</td>
</tr>
<tr>
<td>Lab</td>
<td>47,687</td>
<td>(649)</td>
<td>101%</td>
</tr>
<tr>
<td>Office</td>
<td>36,811</td>
<td>(11,891)</td>
<td>148%</td>
</tr>
<tr>
<td>Library</td>
<td>28,825</td>
<td>(9,953)</td>
<td>153%</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>2,745</td>
<td>3,108</td>
<td>47%</td>
</tr>
<tr>
<td>Other</td>
<td>122,206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>274,189</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 2015 Space Inventory
** For fall 2015 enrollment
Needs

QUANTIFIED SPACE NEEDS (cont.)

The master plan space program forms the basis for developing recommendations for facilities. The space inventory analysis combined with the space needs forecast is summarized in Table 6 and indicates the total amount of additional assignable space needed to accommodate a master plan horizon student enrollment of 83,909 WSCH, which equates to 7,364 unduplicated student headcount.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. As described in the analysis of existing facilities, there are several facilities that are recommended for removal by this Facilities Master Plan. Table 6 includes an “adjusted inventory,” which accounts for the removal of these permanent and temporary facilities, as shown in Recommended Demolition + Replacement. The analysis compares the current inventory of space with current space needs. Current needs were calculated by applying space planning standards for each type of space in the capacity/load categories to the current enrollment. The results show that the college holds an excess of lecture, office, and instructional media space. A need for additional laboratory and library space is supported by the results.

The methodology for projecting future space needs is summarized as follows:

- The fall 2031 enrollment for each course was projected by applying the program-specific annual planned growth rate (compounded annually) to the baseline fall 2015 WSCH data for that course.
- Master plan WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.
- The “adjusted inventory” was subtracted from the total space requirements described above to yield the net assignable area (ASF) overage or need.

### TABLE 6: 2031 SPACE NEEDS

<table>
<thead>
<tr>
<th>Space Type</th>
<th>2017 Inventory (ASF)*</th>
<th>Adjusted Inventory (ASF)</th>
<th>2031 Space Needs</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>47,390</td>
<td>44,636</td>
<td>24,676</td>
<td>(19,960)</td>
</tr>
<tr>
<td>Lab</td>
<td>53,837</td>
<td>49,463</td>
<td>59,808</td>
<td>10,345</td>
</tr>
<tr>
<td>Office</td>
<td>41,530</td>
<td>41,318</td>
<td>29,820</td>
<td>(11,498)</td>
</tr>
<tr>
<td>Library</td>
<td>30,284</td>
<td>30,284</td>
<td>22,062</td>
<td>(8,222)</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>2,745</td>
<td>2,745</td>
<td>6,152</td>
<td>3,407</td>
</tr>
<tr>
<td>Other</td>
<td>99,627</td>
<td>98,681</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>275,413</strong></td>
<td><strong>267,127</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Temporary buildings (CDC portable (CD3) and North Complex) have been removed from and renovated space in the Clock Tower Building and Central Complex have been added to the 2017 inventory.
The program need for instructional laboratory space is further disaggregated into Taxonomy of Program (TOP) categories as shown in Table 7. The adjusted inventory of laboratory space was subtracted to yield the assignable laboratory space overage or need in fall 2021, 2026, and 2031.

<table>
<thead>
<tr>
<th>TOPS</th>
<th>Disciplines</th>
<th>2015 Lab Inventory (ASF)</th>
<th>2017 Lab Inventory (ASF)</th>
<th>Adjusted Lab Inventory (ASF)</th>
<th>2021 Lab Space Need (ASF)</th>
<th>Difference (ASF)</th>
<th>2026 Lab Space Need (ASF)</th>
<th>Difference (ASF)</th>
<th>2031 Lab Space Need (ASF)</th>
<th>Difference (ASF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>Biological Sciences</td>
<td>14,532</td>
<td>14,532</td>
<td>10,158</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700</td>
<td>Information Technology</td>
<td>826</td>
<td>5,768</td>
<td>4,942</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>800</td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td>Fine + Applied Arts</td>
<td>8,655</td>
<td>8,655</td>
<td>5,520</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1200</td>
<td>Health</td>
<td>1,689</td>
<td>1,689</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1700</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td>Physical Sciences</td>
<td>13,433</td>
<td>13,433</td>
<td>13,433</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2100</td>
<td>Public + Protective Services</td>
<td>1,800</td>
<td>1,800</td>
<td>1,800</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4900</td>
<td>Interdisciplinary Studies</td>
<td>6,752</td>
<td>7,960</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>47,687</td>
<td>53,837</td>
<td>35,853</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PLANNING OBJECTIVES

In addition to quantified space needs, the discussions with College Council were informed by the vision of a campus that is imbued with the desired character and qualities. These lists of Needs, Issues, and Challenges and Planning Objectives summarize the most resonant elements of this qualitative vision and were used to guide the development and evaluation of facilities options.

Needs, Issues and Challenges
The following were heard as recurring themes in the program interviews or the analysis of existing facilities:

› Perceived demand for classroom and office space vs. Title V standards – concern for lack of space when needed

› Flexible classrooms to support various modes of learning

› Appropriate instructional tools and equipment

› Consistency of instructional space – standards

› Space to support online courses – testing rooms, etc.

› Dedicated open labs with program-specific software

› Growing need for student support services space

› A campus-wide approach to providing space for learning resources, supplemental instruction, tutoring, & study

› Keeping current with technology capabilities, including Wi-Fi coverage, power everywhere for charging devices

› Student gathering and activity space – indoor and outdoor

› Flexible classrooms to support collaboration

› More testing space for online courses, etc.

› Relocate current parking on Campus Drive to lots

› Concentrate parking closer to the center of campus

› Address access from main campus to CDC

› Safety/security of students and employees on campus
Planning Objectives

These objectives were established to guide the discussion and decision-making:

» Align campus space with educational priorities

» Respect the original architectural style of the campus

» Maximize the functionality of outdoor spaces, including space for PE/athletics, student study/gathering

» Ensure a student-centered and friendly campus

» Provide flexible, consistent and well-equipped instructional spaces

» Plan for future teaching and learning opportunities

» Showcase student projects and successes

» Create faculty office space that encourages collaboration

» Provide a safe and secure campus environment

» Allocate resources to care for facilities
Needs

PLANNING PRINCIPLES

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

› Maximize functional space and activity zoning
› Eliminate non-functional space
› Improve efficiency and utilization of space / land
› Right-size facilities to address program needs
› Enhance the campus environment
› Consider safety and security in redevelopment
› Utilize CPTED (Crime Prevention Through Environmental Design) principles in site design
› Plan for a sustainable campus
› Plan for flexibility, change and growth
› Simplify implementation
› Use resources prudently
The 2016 Facilities Master Plan recommendations translate Crafton Hills College’s educational master planning goals, objectives, and needs into a series of facilities and site recommendations. While drawings presented in this section appear specific, the forms are intended to be conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

The recommendations included in this section are described in the following subsections:

- Recommended Demolition + Replacement
- Opportunities
- 2016 Long-range Campus Master Plan
- Facilities Projects
- Campus-wide Improvements
- Exploration of Future Options
- Implementation
RECOMMENDED DEMOLITION + REPLACEMENT

The graphic on the opposing page illustrates the recommendations for demolition and removal of facilities. Temporary facilities, as well as aged permanent facilities that are no longer feasible or cost effective to renovate, are recommended for replacement. The decision to renovate or replace an existing facility is often influenced by the limitations that an existing structure or site places on the success of a potential renovation. These factors were considered by SBCCD and Crafton Hills College in the course of seeking the most effective solutions.

The removal of the following facilities clears the way to improve the utilization of the campus land area. Removal of facilities will be phased to take place as new and renovated space becomes available. In certain circumstances, programs may be temporarily housed in swing space prior to being relocated to long-term facilities.

› Gymnasium
› Visual Arts
› East Complex
› North Complex
› Temporary Classrooms
› Option: Tennis Courts
Facilities Analysis

OPPORTUNITIES

Removal of buildings opens up opportunities to improve the campus and address educational program needs. The removal of the Gymnasium allows for a new facility that meets current structural and green building codes and that is located near the Aquatic Center to allow lockers and showers to be shared. Space will be available to develop outdoor kinesiology labs and the fields and training facilities needed to support the development of collegiate athletic programs.

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

Removal of the East Complex opens up a student-oriented outdoor space that will join the Main Quad and Crafton Hall courtyard as valued places for socializing, studying, or contemplating the view from this privileged place that welcomes every student.
Over the past decades, the campus has grown within a number of functional zones, confirming that the cluster concept is an enduring and logical organizing principle for the campus. Functional clusters make sense for a hillside campus where adjacencies reduce the need to traverse vertical distances. It makes sense that future campus development will reinforce this concept.

For example, the Civic Zone, which houses student services and activities, is very important to the vitality of the campus. It has been greatly strengthened by the recent opening of Crafton Center.
The 2016 Facilities Master Plan presents an overall picture of development that supports the strategic directions and priorities of the 2016 Educational Master Plan. The recommendations are intended to support the growth of the College into a mature and comprehensive institution.

Crafton Hills College is actively developing the skills of faculty and preparing students to learn in new ways. It is reaching out to serve an increasing proportion of students in its community. Through the projects listed below, the College will continue to develop its campus facilities, both indoors and outdoors, to better support these initiatives.

The recommendations are described in a series of capital construction and renovation projects, as well as initiatives for campus-wide improvement that are intended to be implemented in a flexible and phased manner.

**PROJECT LIST**

**New Facilities**
- Gymnasium
- Shallow Water Pool
- Outdoor Kinesiology Laboratories
- Joint-Use Tennis Facility
- East Instructional Building
- Maintenance & Operations Addition

**Renovation of Facilities**
- Performing Arts Center Renovation
- Crafton Hall Renovation
- West Complex Renovation
- Student Support Building Renovation
- Central Complex 2 Renovation

**Campus-Wide Improvements**
- Campus-Wide Learning Environment
- Vehicular Circulation and Parking
- Enriched Outdoor Environments
- Security and Safety
- Ancillary Logistics and Infrastructure

**Exploration of Future Options**
- Crafton Hills College Village
- Public Safety Training Grounds
- Middle College High School
- Beyond the 2031 Master Plan Horizon

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PERFORMING ARTS CENTER RENOVATION

The Finkelstein Performing Arts Center has served the College and the community since 1974 when it was dedicated to Lester and Ruben Finkelstein, the brothers who donated Crafton Hills College’s campus. This signature arts education and performance venue will be modernized to provide students with up-to-date learning environments in which to explore their creativity and develop their skills. Improvements will support interdisciplinary learning of the increasingly merging fields of theatre arts and music by enhancing the functionality and flexible use of the 420-seat main theater, black box theater, music recital room, and classrooms.

In 2014, the College completed a comprehensive investigation, programming, and conceptual design effort that confirmed the PAC’s structural integrity. Upgrades will include stage rigging, lighting controls, audio-visual and live recording capability. The audience experience will be enhanced with new seating, an enlarged lobby, improved entrance plaza, front façade, signage, and exterior lighting. Universal access to performance and instructional spaces will be provided. Equally importantly, the renovation will update life-safety systems and repair building systems, such as waterproofing, electrical, and mechanical systems—thus renewing the Finkelstein Performing Arts Center and preparing it to serve the next generation of students and community members.

The PAC is located very prominently at the edge of the Main Quad, however, because it sits below quad level, it is not very visible. This project will give the PAC a stronger presence by creating a gateway feature between the Main Quad and the PAC’s rooftop plaza. This plaza will be fully equipped to function as an outdoor performance space with amphitheater seating built onto the slopes surrounding the plaza. The façade of the expanded lobby will be designed to enhance the presence of the PAC and serve as a backdrop to performances.
Crafton Hills College seeks to engage students and support the community through kinesiology instruction and competitive training and events. These projects will build and improve facilities to support Crafton Hills College’s expanding kinesiology and athletic programs—completing the aquatic center, replacing the gymnasium, and building or improving its outdoor learning labs. All facilities will have the connectivity and infrastructure system to support modern instructional technologies and events. Universal accessibility and circulation linkages among all facilities will be brought up to current building code requirements.

**Gymnasium Replacement**
The new Gymnasium replaces aged facilities with modern kinesiology instructional labs in a location that will support the KHA Building and the expanding aquatic center. Users of those facilities will be able to use showers and lockers in the Gymnasium. It will provide instructional studio space for dance and fitness dance, classes in basketball, volleyball, badminton, and other programs. The Gymnasium will house work space for faculty and the athletic coaching and maintenance staff. The Gymnasium will be solar-ready for the installation of a rooftop solar PV system.

**Shallow Water Pool**
Since 2010 the College’s aquatic facility has been well-used for CHC’s instructional swimming classes, lifeguard training, and, increasingly, for joint-use by City of Yucaipa swim teams and K-12 school swim programs. This modern facility uses solar heat and smart pumps to operate sustainably. Its popularity has spurred the need to expand this facility with the addition of a 19-lane, 7-foot deep shallow water pool that will support additional instructional programs, intercollegiate athletics programs for swimming and water polo, and continuing use by community programs. The facility will house a team room, as well as pool circulation pumps and filtration equipment. The option for solar heating will be explored.
Recommendations

KINESIOLOGY + ATHLETICS FACILITIES (cont.)

Outdoor Kinesiology Laboratories
Improvements will be made to outdoor athletic facilities that students use to develop and practice their skills in soccer, golf, track, and other instructional programs. The multipurpose field will be fully developed with water-wise synthetic turf, a synthetic running track, and lighting for nighttime use. The golf skills laboratory will be expanded to include instructional areas for chipping and driving. Maintenance of the greens will be reduced by the conversion to synthetic greens. The existing 6-court tennis facilities will be remodeled with new paving, court markings, and lighting for nighttime use.
Joint-Use Tennis Facility
Crafton Hills College is providing a campus location for a tennis facility that is being planned through a partnership among the College, the City of Yucaipa, and the Yucaipa-Calimesa Joint Unified School District. Construction will be funded by a redevelopment grant obtained through the City of Yucaipa. The 12-court facility, which will be built at the intersection of Sand Canyon Road and Chapman Heights Road adjacent to the East City Sports Complex, includes a competition court with spectator seating. Parking for the use of this facility will be provided in Parking Lot Q.
Crafton Hall will also house the College’s art gallery, providing a location that is adjacent to arts instruction and is more visible. The Crafton Hills College Resource Development office will be housed near a lobby shared with the art gallery, opening the opportunity to feature the gallery at intimate community receptions. Crafton Hall’s convenient access to parking, services and deliveries, and its tree-shaded courtyard, make it well-suited for small gatherings and receptions.
Recommendations

WEST COMPLEX RENOVATION

The West Complex will be renovated and repurposed to enhance its functionality. Its location near Crafton Center places it well to house student support services in the future when additional space is needed. The Honors Lounge and adjunct faculty workspace will be housed in the building’s upper level. The option to bring natural light into the upper level spaces will be explored. The remaining classrooms will be renovated to be more flexible and to better support current instructional modes. The renovation will upgrade the building’s technology network infrastructure and connectivity, as well as other building systems, to simplify operation and increase efficiency.
Recommendations

STUDENT SUPPORT BUILDING RENOVATION

Following the construction of Crafton Center, many student services offices moved out of the Student Support Building. The vacated space will be renovated to expand the Assessment Center and Student Health Services. Additional space in the Student Health & Wellness Center will accommodate needed growth, including additional examination rooms, work and storage space, and counseling space for expanded mental health services.

The expansion of the Assessment Center will help to promote student success by expanding the College’s capacity to assess and track students’ progress toward their goals. New facilities will include additional space that will support the delivery of distance education by providing a testing center for students taking online classes. The renovation will upgrade the building’s technology network infrastructure and connectivity, as well as other building systems, to simplify operation and increase efficiency.
Recommendations

CENTRAL COMPLEX 2 RENOVATION

Following the construction of new science laboratories in Canyon Hall, older labs in Central Complex 2 will be repurposed to provide new instructional space for other programs. This project presents the opportunity to help optimize utilization by resizing these spaces to rebalance the space inventory and align it with class sizes. In addition, space will be considered for open computer labs; flexible rooms for mobile counseling, supplemental instruction, and study; and an adjunct faculty workspace. It would also provide a central location for the College’s Multi-cultural Center. The renovation will upgrade the building’s technology network infrastructure and connectivity, as well as other building systems, to simplify operation and increase efficiency. As one of the campus’ early buildings, this renovation will extend CC2’s useful life and help to preserve an important part of the College’s architectural heritage.
The East Instructional Building will provide lecture and laboratory space for growing programs, especially in the sciences and career pathways. It replaces aged space in the Visual Arts Building, as well as the North Annex and East Complex, which are semi-permanent modular buildings. Instructional spaces will be aligned with class sizes to help optimize utilization. In addition, space will be provided for an open computer lab, a tutoring center, and adjunct faculty workspace. Flexible rooms will be provided for a wide range of uses, including mobile counseling and supplemental instruction.

The first level of this multi-story facility will be matched with the lower level of Canyon Hall, which is situated to the west, providing a direct and accessible pedestrian path between two levels of the campus that currently lack a direct link. Replacing the single-story Visual Arts Building with a multi-story building makes better use of a prime location at the heart of the campus.

The East Instructional Building will open onto the proposed East Quad, which will provide the key open space in this part of the campus. A secondary food service facility is recommended in this location, either as a wing of the East Instructional Building or as an adjacent stand-alone structure within the East Quad.
The staff that cares for and runs the campus facilities are seeing their responsibilities grow with the campus. The College’s staff need additional space in order to do their work and respond to increasingly complex requirements to keep outdoor areas maintained and buildings running safely, efficiently, and in compliance with regulations.

This project will build additional staff work space and maintenance vehicle storage space and replace temporary storage bins and containers with durable permanent storage space. It will also explore the potential to upgrade existing and new rooftop areas to receive a solar photovoltaic system that will help to power the campus and recharge electric maintenance vehicles.
Learning and student development can and should take place in all areas of the campus, from informal conversations outside of class to the discussions and investigations that take place in a classroom or lab. The renovation and upgrades of existing instructional buildings and spaces provide the opportunity to create instructional, collaboration and tutoring spaces that focus on the current needs of students and faculty for today’s learning. These redeveloped spaces should be flexible to allow for a variety of instructional approaches, including direct presentation, group work, project-based learning, class discussion, and role playing. All of these learning and collaboration experiences can take place in a variety of spaces all over the campus.

**Instructional Spaces**

Redevelopment of instructional spaces, particularly lecture classrooms, should consider student class size and average number of contact hours. A variety of instructional room sizes will provide options for scheduling courses in a space that aligns with the enrollment size of a particular course.

The flexibility of space development with furnishings and technology can encourage creative approaches to discussions, project-based learning and teamwork, rather than restricting process, thought, and collaborative development. Faculty in each classroom or lab need to feel empowered to re-arrange and create a space to suit their specific instructional needs. Furnishings for redeveloped instructional spaces should include mobile furnishings on casters that can easily be reconfigured to support a variety of layout configurations. Engagement of students in a class could be increased with a layout that provides for small group settings, rather than rows of individual desks.

Wi-Fi access to allow for use of tablets, laptops and mobile devices should be included in all instructional spaces throughout the campus. Power for charging devices should also be included along all walls. Opportunities for multiple large flat-screen monitors on the walls and multiple large front projection screens will increase student visibility for direct presentations and allow for small group work. As technology changes, implementations of new technology options should be updated to encourage the latest methods of research and interaction with information beyond the walls of the college.

**Distance Learning**

As distance learning and blended learning opportunities increase at the College, consideration should be given for additional testing locations for these courses as well as touch points for interaction with faculty and other students for personal contact and mentoring. Faculty office areas should be augmented with small conference rooms or group rooms to allow for more flexibility to meet with multiple students and to provide locations for faculty interaction.

**Corridors and Public Spaces**

Public spaces are essential to the daily campus life of students, faculty and staff. They foster a wide variety of activities and support informal, spontaneous interactions and socializing that can lead to a culture of trust, collaboration, sharing and informal learning from others. Clear sightlines to these areas should be considered for security. The redevelopment of all buildings and surroundings should focus on the opportunities these transitional spaces can provide.

Planning the campus’ facilities should strategically distribute a mix of quiet and lively, public and semi-private spaces, such as cafés, common areas and study rooms throughout all buildings. They should be created within easy-to-locate areas, such as lobbies, corridors, outside classrooms and offices, and outdoors. Consideration
should be given to designing a variety of configurations of spaces for various uses. These informal learning and collaboration spaces should support a variety of student activities, including study and informal tutoring, waiting between classes, socializing, interactive dialogue between students and instructors, reading, and using technology devices. All areas should consider the need for power to charge technology devices.
Recommendations

CAMPUS-WIDE VEHICULAR CIRCULATION + PARKING

Campus Entries
Improvements are recommended for the two vehicular campus entry points. More visible and consistently designed signage is recommended at both entrances. Improvements are recommended for the western entry at the intersection at Sand Canyon Road and Campus Drive. Consider widening Campus Drive to provide more maneuvering space for vehicles that are entering and leaving the campus and a wider separation between vehicles and bicycles.

Removal of On-Street Parking
Currently 180 on-street parking spaces exist on the north side of Campus Drive within the campus property. Removal of these stalls will reduce the number of pedestrians that jaywalk across Campus Drive and improve safety and the flow of traffic.

Transit Stops & Passenger Loading Zones
Currently many students are dropped off and picked up at the campus by family and friends. As the use of shuttles, ride-sharing, and ride-hailing becomes an even greater proportion of vehicle trips to campus, the need for passenger loading zones with adequate vehicle stacking space will grow. Providing dedicated loading zones reduces congestion in parking lots that currently serve as informal waiting and loading zones. Parking Lot D currently functions well as a transit stop and passenger loading zone at the center of campus. The development of a secondary loading zone near the East Quad and accessed from Lot G is recommended.

Bicycle Facilities
Due to the campus’ hillside location, commuting by bicycle is not common, however, the benefits of cycling, with regard to fitness and sustainability, make it worth encouraging. Yucaipa Boulevard is a Class 2 bicycle route and Sand Canyon Road provides a connection to Campus Drive. It recommended that the College and City explore options to make improvements that extend a bike route from Yucaipa Boulevard to both campus entries.

Once on-street parking is removed, Campus Drive is recommended as a shared bicycle route. Signage along Campus Drive and other paths shared with vehicles or pedestrians will promote awareness of bicycle traffic. Many existing campus pedestrian and vehicle routes have the capacity to serve as bicycle routes and should be designated with signage placed next to or painted on the pavement. Signage should be extend to Parking Lot J near the Gymnasium, where secure parking and access to showers would be provided.

Parking
Although Crafton Hills College’s existing parking capacity is sufficient to accommodate the level of enrollment that is planned for 2031, the FMP recommends a modest redistribution and increase in the number of parking spaces that will improve circulation flow, safety, and convenience.

- Central Parking Lot: Once the inactive gymnasium is removed, a permanent parking lot will be built on its site. Accessible pedestrian paths will connect the new parking lot to the two existing Campus Drive crosswalks at Lot D and F. The Central Parking Lot will be visually screened with landscaping along its southern and western edges to maintain a park-like appearance. Please refer to Future Options, Central Campus Precinct for further recommendations regarding the ultimate use of the Central Parking Lot.

- Permanent Parking Lot N: The portion of Parking Lot N that is surfaced with gravel will be provided with permanent paving.

- Temporary Parking Lot O: Parking Lot O will be maintained for construction vehicles in the
near term. Please refer to *Exploration of Future Options, Beyond the 2031 Master Planning Horizon* for further recommendations regarding the ultimate use of Parking Lot O.

› Emerald View Drive, Parking Lot L, and the CDC Parking Lot: An accessible pedestrian path will be built between Lot K—with a connection to the western end of The Promenade—and Lot L, via a raised and highly visible crosswalk. Nighttime lighting will be provided for Emerald View Drive along the approach to the crosswalk from both directions. The accessible path will be extended to the entrance of the Child Development Center and the accessible parking in the CDC Parking Lot. In Lot L, the damage due to settling of improperly placed earthen fill will be addressed. The CDC Parking Lot will be reconfigured to provide universally accessible and improved access for parents and their children. Landscape planters and enhanced paving will be incorporated into the CDC Parking Lot to provide a more welcoming appearance that complies with college design standards.

**Considerations for the Future**

Looking beyond the planning horizon for this FMP, SBCCD and Crafton Hills College should continue to implement policies and programs that encourage the use of alternative transportation modes that help to reduce the parking utilization rate among students and employees. Given the suburban and semi-rural nature of the College’s neighborhood context and the initiative to attract students from a wider geographical area, it is likely that the College will need more parking capacity in the decade following 2031. To address this need, the College is encouraged to seek community partnerships and joint-use agreements for nearby off-campus parking.

The development of College Village will present an opportunity to build shared parking at College Village. With a shuttle providing frequent service between the two sites, parking could be planned to serve the needs of both the College and its partners in College Village.

Three potential parking structure sites are identified. Although the decision to build a parking structure need not be made at this time, a site or sites should be reserved for the time when a parking structure is needed.

› Central Campus: This hillside site could be accessed from both Campus Drive and the Fire Road. A structure could be built into the hillside, and could serve facilities in the upslope and downslope directions. This central location is near to most of the other facilities, and yet it would not claim prime space along either of the main building axes.

› East Campus: A site in Parking Lot I at the eastern and uphill end of the developed campus is closest to the Science & Career Pathways and Kinesiology Clusters. A parking structure in this location would draw in vehicles approaching from the east and lessen traffic in the surface parking lots.

› West Campus: A site near the western and downhill end of the developed campus is closest to the Arts and Civic Clusters. Previously, SBCCD planned for a parking structure in Parking Lot K. Another site option lies in the area of Parking Lot A and B, which is set at a lower level behind the main building axis along The Promenade and is less desirable as a location for a building.
Recommendations

CAMPUS-WIDE ENRICHED OUTDOOR ENVIRONMENTS

Every part of the campus is an opportunity to promote learning and reinforce Crafton Hills College’s vision and values. A rich campus experience is one that attracts and engages students and invites them to use the campus to further their growth and educational goals. Providing opportunities for students to interact with and actively use the campus should be a key driver of campus design. As the programming is determined for the renovation and construction of buildings and outdoor spaces, such opportunities should be sought with input from students, faculty, and staff.

East Quad
The East Quad will be the primary open space for the eastern campus—extending the original building spacing and massing concept. Students will be engaged within a social environment enriched with opportunities for gathering, studying, having coffee or eating a quick meal with fellow students. The East Quad creates a space for students to pause and orient themselves via the expansive views that characterize this campus. Located between the PSAH Building and the East Instructional Building, the Quad is an opportunity to express themes that relate to the instructional disciplines being learned therein. Incorporating a secondary food service facility into the East Quad or within the East Instructional Building is recommended.

The Campus as a Living Laboratory
The Science Learning Garden at Canyon Hall is an example of an outdoor space that reinforces the instructional theme of disciplines being learned. This concept will be applied throughout the campus, guided by the zoning of the campus as shown on page 3.53. In recent years, the campus has been transformed through the ongoing development of new facilities. Both existing and planned future developed areas will be seen as opportunities for Living Lab enhancements that grow organically out of available opportunities. Ideas heard from many quarters include:

› Themed learning gardens
› Student performance opportunities – mini-stages, musical instruments
› Display of student work – pop-up project platforms, display walls and kiosks, flat screens
› Community garden and the coaches pantry
› Display of individual and team achievements
› Fitness stations and par course

Civic Zone
Consider following the example of popular community dining spots and coffee houses, such as the Queen Bean in downtown Yucaipa, and provide furniture, fixtures, and equipment to create the atmosphere of a student pub space within and around Crafton Center. Equipment and furniture should be portable and readily storable for times when these spaces are needed for other uses.
Recommendations
CAMPUS-WIDE ENRICHED OUTDOOR ENVIRONMENTS (cont.)

Student Lounge and Recreation Opportunities

› Furnish a portion of the dining hall with a variety of seating options and table heights. Include a number of locations equipped for small music performances and poetry readings.

› Provide lounge furniture and equipment to fully furnish the Office of Student Life and the Crafton Center lobby.

› The Crafton Center patio and courtyard, the Living Wall, the Main Quad will be fully equipped and furnished to support student gathering, recreation, and informal learning.

› Explore performance opportunities of many types as focal points for student gathering. Build and equip a small outdoor performance area in the Crafton Center courtyard outside the Bookstore.

› Network connectivity through the campus WiFi system will be extended to cover outdoor areas to support instructional and social activities using both college- and student-owned devices.

› Music has the power to enliven the campus environment in a way that speaks to students of all backgrounds. In addition to hosting live music performances, explore an audio system with the flexibility to provide music and other content that is synchronized through selected interior and exterior spaces. Consider portable and scalable WiFi-based systems that are commercially available.

Learning Resource Center
The large entry halls on the first and second floor of the Learning Resources Center often attract students who enjoy the expansive views and quiet atmosphere. Fully furnish these spaces, as well as the outdoor atrium and patios, to better accommodate students who wish to study and socialize.

Service Zone
The Crafton Hills College campus is a large and complex entity to manage and operate. Knowledgeable and forward-thinking staff have set ambitious goals for efficiency, health and safety, and sustainability. To achieve these goals, they have implemented cutting-edge solutions such as the Solar Farm. The campus should be viewed as a living laboratory for teaching about solar power generation, operational systems, water quality, district heating and cooling. Doing so is one of the best opportunities to incorporate sustainability into the College’s curriculum.

Natural Habitat Learning Lab
Explore opportunities to develop the land owned by the College and managed through the partnership with the Crafton Hills Open Space Conservancy. As the land owner and a key member of the conservancy, the College is well-positioned to use this unique asset. For example, explore the opportunity to engage students in research focused on management and preservation.

Consider building new trail connections, a cross-country and mountain biking circuit, educational exhibits and outdoor classrooms in which to learn about subjects such as native ecology and bio-diversity, local history, geology, wildfire management, and astronomy.
Recommendations

CAMPUS-WIDE SECURITY + SAFETY

SBCCD and the College will take a proactive approach to the security and safety of the campus including designing outdoor and building space using CPTED (Crime Prevention through Environmental Design) design principals and best practices for creating secure environments. This approach will be augmented with electronic security and safety systems. Projects to upgrade systems can be done as new buildings and site areas are built, as existing facilities are renovated, or as specific security systems are brought on line. The implementation of these upgrades should be coordinated with the campus police and a campus-wide safety and security plan.

Projects include:

› Expand the electronic access control system to control access to all buildings.

› Install digital CCTV security cameras and monitoring system in parking areas and other key areas of the campus.

› Expand the intrusion alarm system on campus to include key spaces on campus.

› Install a campus-wide emergency notification system through the fire alarm system and include exterior speakers to cover key areas of the campus.

› Set in place emergency evacuation procedures and guidance systems that direct occupants to the preferred campus exit.
Developing new facilities, roads, and infrastructure on an active campus requires a rigorous and logistically-sound approach. New facilities must be integrated into existing systems, which, in turn, must be upgraded to accommodate increasing loads. Simultaneously, campuses must evolve to keep up with new regulations and standards for sustainability and efficiency—a responsibility that community colleges have embraced as an extension of their educational mission and as stewards of public resources. In addition to the improvements listed below, this project will fund temporary facilities, moving expenses, systems integration, and site utilities that must be upgraded and extended to new facilities.

Gymnasium Rooftop Solar Photovoltaic Plant
Crafton College has been reaping energy from the sun with its Solar Farm since 2012. The planned Gymnasium is an opportunity to expand the College’s solar generating capacity with a rooftop solar PV plant.

Maintenance & Operations Rooftop Solar Photovoltaic Plant
The existing and planned addition will be upgraded and solar-ready for the next renewable energy plant. The electricity generated will help to power the facility and charge the College’s fleet of electric vehicles.

Site Utilities Infrastructure Improvements
The campus utilities infrastructure will be mapped and assessed with regard to condition and the capacity to respond to planned needs. This FMP will serve as the basis to estimate and plan for future needs, as part of an infrastructure study that will follow its completion. The Kinesiology Precinct will require a greater degree of improvement than the more developed parts of campus. It is known that the electrical system capacity and the communications network central core backbone must be expanded in this precinct. In addition, recently enacted water quality regulations require storm water retention and treatment for new development. The development of the Kinesiology Precinct must be accompanied by upgrades to the existing storm water system. Regulations also require a campus sewer management plan and SBCCD and the College are currently studying the existing sewer infrastructure and identifying needed repairs and upgrades.

Central Plant Expansion
The College’s existing central plant is being utilized near its full capacity for cooling. To support the future development of the campus, capacity for additional cooling will be developed and hydronic piping will be extended to serve new buildings. This FMP will serve as the basis to model and plan for future needs. As noted above, the infrastructure in the Kinesiology Precinct will require a greater degree of development, and this holds true with regard to the hydronic pipe loop. This precinct should also be considered for a secondary central plant if one should be recommended by the infrastructure study.
EXPLORATION OF FUTURE OPTIONS

**Crafton Hills College Village**

SBCCD, Crafton Hills College, and the City of Yucaipa are laying the groundwork for the development of Crafton Hills College Village, which is being planned as a mixed-use, transit-oriented development on the 45-acre site that abuts the southern boundary of the campus. College Village is envisioned to be a sustainable mix of land uses including educational, retail, and housing that would appeal to students. The College Village site also abuts Yucaipa Boulevard along a wide frontage and its development would further the city’s transportation and land use plans. College Village would potentially attract students and provide Crafton Hills College with more space on which to build facilities and expand programs through partnerships with educational and civic institutions.

The mixed-use alternative zoning plan on the opposing page was developed by the College and City with a grant from the Southern California Association of Governments to test the potential of the College Village vision. The next steps will include market and feasibility studies considering many potential combinations of land uses and educational programs in order to find a financially viable mix that will achieve the College’s objectives. SBCCD and the College will explore different types of partnership arrangements to develop and manage uses such as student housing, a small business incubator, and a middle college high school, among others. A university center with classrooms and meeting space would bring classes taught by four-year institutions to students.

A pedestrian and bicycle path between Crafton Hills College and College Village is recommended. This path would start at the Learning Resources Center, cross Emerald View Drive, and run along the southern side of the arroyo to the intersection of Sand Canyon Road and 16th Street, where a bridge or crosswalk at this signalized intersection would complete the path to College Village. Such a path would have the added benefit of being an additional emergency evacuation route. Walking and bicycle paths would extend through College Village to Yucaipa Boulevard, linking the College to stores, eateries, and other community services.

The development of College Village would present an opportunity to build parking facilities that can be shared among the College and its partners. With a shuttle providing frequent service between the two sites, shared parking could be accessed conveniently.

**Public Safety Training Grounds**

Crafton Hills College’s highly regarded public safety programs are seeking to expand and improve their facilities in order to train students in conditions that better replicate real-life emergency incidents. In addition the College is exploring the potential to offer specialized trainings that draw working public safety professionals and generate revenue. Pursuant to the ongoing development of training programs through a partnership among SBCCD, Crafton Hills College, and local and regional fire agencies; the College will continue to explore the selection of a site and the development of state of the art facilities in which to train fire, rescue, EMS, and hazardous material personnel to respond to multi-hazard/multi-jurisdictional emergency incidents.

Among the sites being considered is the existing San Bernardino Regional Emergency Training Center (SBRETC) located at 2235 East Perimeter Road in San Bernardino. SBRETC would be expanded to accommodate the desired training facilities. Also under consideration is space within Parking Lot I, near the Public Safety Allied Health Building on the Crafton Hills College campus, a site that is also one of several under consideration for a future parking structure. This facility could also go on the Crafton Hills College Village site, which could easily accommodate visitor housing for participants.
Crafton Hills College Village
Mixed-use Alternative Zoning Plan

Potential Crafton Hills College Village Site
Recommendations

EXPLORATION OF FUTURE OPTIONS (cont.)

**Middle College High School**

Concurrent enrollment gives high-potential, high-risk students the opportunity to jumpstart their college education by completing college courses, and even earn their associate degree, while they attend high school. Following the success of the Middle College High School at San Bernardino Valley College—which serves almost 300 students and ranks tops among high schools in the region with a 3-year API baseline of 895—Crafton Hills College and local school districts are developing a middle college high school program to bring this opportunity closer to students who attend school in the eastern portion of SBCCD’s service area.

In support of this effort, SBCCD, the College, and its partners will explore the selection of a site and the development of facilities for a middle college high school, based on their educational vision and goals, long-term planning, and programming of facilities needs.

**Beyond the 2031 Master Planning Horizon**

The enrollment levels planned by the College and described in the Educational Master Plan for the 2031 Horizon, translate to a modest increase in the amount of campus space. But, Crafton Hills College is implementing effective strategies to broaden the profile of their student body and increase the number of students being served.

Success in these endeavors will mean that the College will need to build and renovate facilities faster than current planning would indicate. Ongoing monitoring is recommended to keep up with the growth of enrollment and the evolving needs of existing and new programs.
Recommendations

IMPLEMENTATIONS

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