

5 Fullerton College





Letter from the President //



It is a pleasure to share the Comprehensive Master Plan (CMP) with the Fullerton College community. The master planning process – a two-year endeavor that involved faculty, students, staff, and community members – has resulted in a comprehensive plan that supports the College's strategic vision.

The Comprehensive Master Plan is a fresh look at Fullerton College and how it can respond to increasing academic and service demands while maintaining the integrity and rigor of its academic offerings, preserving the beauty of its physical environment, solidifying its unique identity, and minimizing impacts on its neighbors.

The ultimate goal of the master planning process, which began in the fall of 2009, was to determine the current and future programmatic needs of Fullerton College, not only in terms of buildings and green spaces needed to succeed in our educational mission, but also in terms of parking and traffic, sustainability issues, and infrastructure.

This Master Plan is a living document that will be reviewed and updated on a regular basis. It provides a framework for further campus-wide forums on the future of Fullerton College.

The development of the CMP was guided by sound educational and facilities initiatives and principles. Consequently, the college will continue to develop, fine tune, implement, and assess planning processes and prioritize strategies; enhance collaboration internally and externally; utilize data to assist in the decision making process; promote and invite community involvement; provide adequate and appropriate technology; improve efficiency/utilization of site and facilities; continue discussions on the most appropriate look and utilization of current and future facilities; respond to ever-changing job market by offering appropriate Career Technical Education (CTE) programs; and incorporate learning, teaching, and technology theories to create state-of-the-art facilities.

The master planning process has been guided by a Campus Planning Committee (CPC), assisted by local campus planning firm HMC Architects. I want to expressly thank the CPC for their dedication to overseeing the planning process and facilitating the involvement of students, staff, and faculty.

The Comprehensive Master Plan is the product of an inclusive process that has evolved with a broad spectrum of campus leaders, including managers, representatives of all campus constituencies, and our local community. There is no doubt that the Fullerton College plan will enhance both the City of Fullerton and North Orange County.

Implementation of this ambitious plan will require continued campus discussion and financial support. With a sound, yet flexible, master plan based on shared guiding principles, we have a clear and powerful foundation to continue discussions on the educational and facilities needs of the campus over the next decade and beyond. I am thankful to everyone who devoted their time to create a plan that proposes a new vision of excellence for Fullerton College's future.

Yours truly,

A handwritten signature in black ink, appearing to read "Rajen Vurdien".

Rajen Vurdien, Ph.D., MBA
President
Fullerton College



Educational Plan

Program Descriptions //

Overview

Program descriptions were initially developed in collaboration with and later updated by faculty and administrators at several points during the 18-month development period for this document. In addition to the description of each program, this chapter includes challenges the programs anticipate in the future and ideas for strategies to help students succeed. While each program has staffing, facility and/or technology needs, these needs are mentioned briefly if at all; these requests are more appropriately advanced through other campus processes, such as program review.

Program descriptions are listed including the instructional divisions, student services, student support services, and campus support services. Within each division or service, program descriptions are listed alphabetically.

Instructional Divisions' Program Descriptions

The Instructional Divisions are:

- Business and Computer Information Systems (CIS)
- Fine Arts
- Humanities
- Library and Learning Resource Center (LLRC)
- Mathematics and Computer Science
- Natural Science
- Physical Education
- Social Sciences
- Technology and Engineering

Educational Plan

Program Descriptions (cont'd) //

Business and Computer Information Systems (CIS)

The **Business and Computer Information Systems (CIS)** Division consists of six instructional departments that account for approximately 8% of all enrollments at the College. These departments are: Accounting, Business and Marketing Management, Computer Information Systems, Paralegal Studies, and Real Estate. The division hosts the two largest declared majors in the College and awards the most field-specific degrees. The division dean also manages the Perkins Vocational and Technical Education Act (VTEA) federal grant program. The programs within the division have VTEA-required advisory committees consisting of local business leaders, representatives of public agencies and educators. These committees help instructors stay abreast of trends and labor market data that are relevant to the industries they represent.

In order to meet the needs of students over these next ten years, faculty see a need for greater capacity and support for online courses. Collaboration among campus departments is critical when coordinating technological changes and/or upgrades.

Accounting offers an Associate in Science (AS) degree and a certificate in Accounting. The certificate provides students with course work for entry level positions in accounting and bookkeeping, and as auditing clerks. Online and hybrid course offerings have been expanded to accommodate some of the growth that is expected in the future.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the projected strength of the job market, the need for workers trained in applied accounting will continue to be steady with an increase of over 600 additional trained workers needed in the next ten years. Currently, the rate of graduates is below the region's needs for trained workers. The median hourly earnings indicate that graduates in accounting are likely to be above the living wage for this region.

Augmenting this gap analysis is the consideration that this discipline prepares students for entry-level work in the field as well as transfer. Many students completing this associate degree transfer to a university and do not seek entry-level employment.

The **Business and Marketing Management** Department is another fast-growing department in the division. There has been a 21% increase in the number of students declaring this major over the last five-year period. Currently, the department offers an Associate in Arts (AA) degree, an Associate in Science (AS) degree, and several certificates. An advisory committee assists instructors in determining employers' needs and trends affecting the industry.

Continued growth of technology applications in business and marketing management requires incorporation of those applications into program/course content. Online courses are in demand, and a long-term goal is to be able to provide students with the ability to acquire business and marketing management degrees and certificates completely online.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the job market is projected to be strong in these related occupation categories: Business—General, Business—Marketing, Management, and Business Management. Additional workers trained in all aspects of business will be needed in the next decade. Currently, there is a significant gap between the supply of trained workers and the number of the job openings in the region. The median hourly earnings in all categories indicate that graduates are likely to earn significantly above the living wage for this region.

Augmenting this gap analysis is the consideration that this discipline prepares students for entry-level work in the field as well as transfer. Many students completing this associate degree transfer to a university and do not seek entry-level employment.

The **Computer Information Systems (CIS)** Department offers an Associate in Science (AS) degree and is currently restructuring its curriculum to focus on four certificate areas: Programming, Web Technologies, Networking, and Office Administration. The CIS Department includes multiple computer information systems programs.

The department would like to offer a minimum of 50% of its classes online or in a hybrid format. Faculty believe that improvement in implementation and support for technology will allow this program to grow.

Emerging industry clusters include computer gaming and entertainment technology, along with computer and information security. In high demand are specialists in software, database, networking and programming.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in computer information systems e-commerce will also be considerable with almost 1,000 new jobs projected for the next ten years. Currently, there is a significant gap between the supply of trained workers and the number of the job openings in the region. The median hourly earnings indicate that graduates are likely to earn significantly above the living wage for this region.

Educational Plan

Program Descriptions (cont'd) //

Business and Computer Information Systems (CIS) (cont'd)

The **Office Technology** Department is in the process of being eliminated, with a few remaining courses being subsumed under the CIS prefix. These changes have been submitted to the Curriculum Committee. In the meantime, the division has ceased offering these courses.

Paralegal Studies is one of four American Bar Association (ABA) approved programs in Southern California. This program provides students with the opportunity to acquire an Associate in Science (AS) degree and/or certificate. Entry-level positions in this field earn the highest wages nationwide for occupations requiring just an associate degree. An advisory committee comprised of attorneys, paralegals, state bar employees, faculty, judges, and community representatives support the paralegal program. Any changes to curriculum and/or content are dictated by the ABA.

The department and the advisory committee would like to develop a marketing strategy plan to increase enrollment. The program will need to increase its outreach to feeder high schools and Regional Occupation Programs (ROP). More effective marketing and job growth are expected to contribute to the growth of this program. It is projected the Paralegal Studies Department will grow at the same rate as the College.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for trained paralegal workers is projected to increase only slightly over the next ten years. There are currently slightly more trained workers in this field than there are available positions. The median hourly earnings indicate that graduates of paralegal training programs are likely to earn above the living wage for this region.

The **Real Estate** Department provides students with the opportunity to acquire an Associate in Science (AS) degree in Real Estate Management and/or certificates in Real Estate Sales or Management. In addition, the appraisal courses have been updated to meet current appraisal licensing standards. Today's economy has impacted enrollment as well as job opportunities and therefore department offerings have been cut in response to the decreased demand for courses. As the housing and commercial real estate markets recover, course enrollment is anticipated to rebound.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in real estate will be strong, with over 3,000 additional jobs needed in the next ten years. Although the number of graduates is not keeping pace with the number of job openings, the median hourly earnings indicate that graduates are not likely to earn a living wage for this region.

Educational Plan

Program Descriptions (cont'd) //

Fine Arts

The **Fine Arts** Division consists of four departments: Art, Art Computer Graphics (ACG), Music, and Theatre. The division accounts for approximately 12% of all enrollments at the College with an average of about 2,500 majors per year. Half of those majors are in the Art Department and the Art Computer Graphics Department. Offerings in Art, Music, and Theatre have increased during the past five years. There are few online courses offered in the division, but a wide variety of evening, weekend, and short-term courses are offered. Course retention and course success in all four departments are higher than the College averages. Fine Arts programs are actively engaged in the local, state, and national arts communities, hosting festivals for over 30,000 young people annually, and hosting performances and exhibitions that bring another 25,000 people to the performing and visual arts facilities. Division faculty members serve on many arts boards and advisory groups, perform internationally, and bring prestige to the college's teaching ranks.

The economy and budget issues are impacting many, if not all, of the programs in Fine Arts in part because of the impact on K–12 feeder schools as well as transfer institutions' programs.

The **Art** Department, which also includes Digital Media, Advertising, and Art Computer Graphics (ACG), ranks first in enrollment among all California Community College Art Departments for the 2010–2011 academic year according to the State Chancellor's Office Management Information System (MIS) data. Working professionals conduct demonstration workshops and clinics for students. The art program also sponsors a high school art exhibit. The program offers two Associate in Arts (AA) degrees and a number of certificates. Over the last five years, the retention and success rates have both increased. The Career and Technical Education (CTE) Programs within the department are supported by advisory committees.

Started in the early 1970s, the **Artist in Residence** Program brings a guest artist to campus for a week each spring for demonstrations and lectures, and each year the artist donates a work of art to the Art Department's permanent art collection. Each year the Art Department offers at least six exhibitions in the Art Gallery, and the shows include the artwork of students, faculty, and the annual artist in residence. The gallery exhibitions directly support the Art Department instructional program. The sculpture facility is one of the last remaining in a community college that offers bronze pouring capabilities to its students.

The **Art Computer Graphics** (ACG) Department is in a position to see growth as the current labor market data indicate that some of the fastest growing jobs are in graphic design, website design, computer game design, and animation; some opportunities also exist in film production and the Orange County amusement park operations. The Art Computer Graphics Department does not have articulation agreements with any universities. The department is undergoing a name change and the creation of new digital media classes and revised digital media certificates to better meet industry training demands.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in art and computer graphics, illustration, graphic design, and web design is projected to increase slightly or remain stable over the next decade. Currently, the number of graduates is not keeping pace with the job openings, with a gap of about 100 more positions than trained workers. The median hourly earnings for program completers in art and computer graphics, illustration, graphic design, and web design indicate that graduates are likely to earn above the living wage for this region.

Ranked number one in enrollment in the California Community College System, according to the State Chancellor's Office Management Information System (MIS) data for 2010–2011, the **Music** Department offers two Associate in Arts (AA) degrees, two certificates, and is one of the few community colleges in the country that maintains a special transfer agreement to the Berklee School of Music in Boston. The department sponsors one of the largest high school jazz festivals in the Western United States, a high school choral festival, and a piano ensemble festival. Twenty-five performance groups hold concerts and recitals in the Campus Theater, Recital Hall, and the Wilshire Auditorium, as well as traveling to local, national, and international performance venues. The fastest growing program in Music is the Recording and Production Program, which includes current state-of-the-art classrooms and studios, an internship program, and strong advisement from its Career and Technical Education (CTE) advisory committee. The Music Department emphasizes the fundamentals of music with special focus on music theory, musicianship, and music performance.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for piano teachers is projected to increase by 281 positions in the next decade. Currently, the number of graduates is not keeping pace with the job openings, with a gap of 123 more positions than trained workers. The median hourly earnings for program completers in piano teaching indicate that graduates are likely to earn significantly above the living wage for this region. Changes in digital technology and recording software have changed the separation between music production and recording, as the performer is rapidly becoming a music producer. Rather than separate traditional musical training from music technology, the Music Department is responding to this challenge by revising its commercial music degree and encouraging Music majors to learn as much about music technology as possible.

Educational Plan

Program Descriptions (cont'd) //

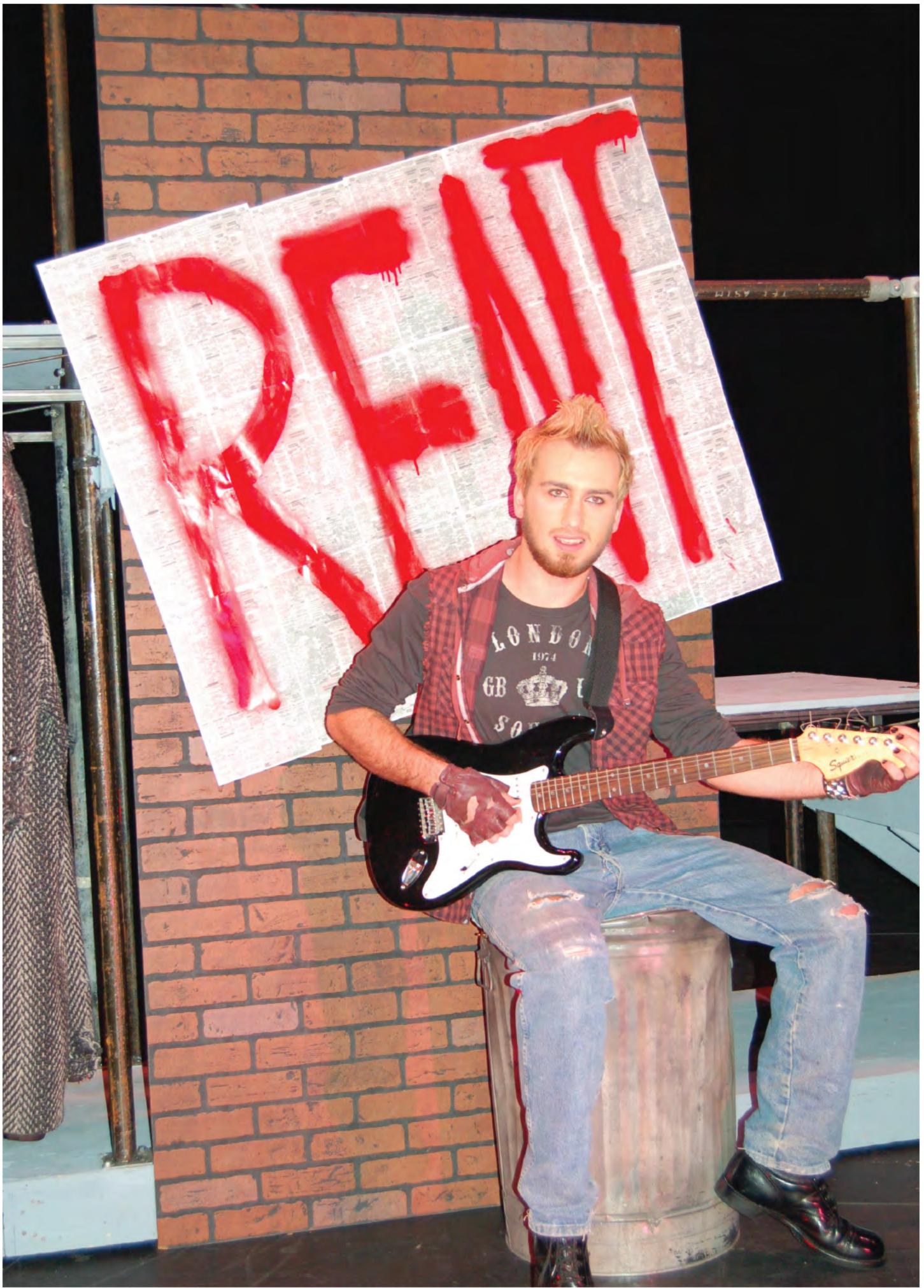
Fine Arts (cont'd)

The **Theatre Arts** Department offers an Associate in Arts (AA) degree along with a number of certificates, including technical theatre and musical theatre. The department offers a diverse theatre curriculum and an ambitious production schedule. The production season is augmented by a director's festival, a summer musical theatre conservatory, and a strong high school outreach program. The department offers some of its courses online. Trends in digital technology have changed equipment requirements and pedagogy for theatre training.

Occupations in the theatre industry are extremely competitive. Potential employees come to the Southern California market from around the world. Jobs are often seasonal or for projects of a certain length, rather than full-time. Opportunities are more plentiful for theatre technicians than for actors. Job opportunities have expanded to the Las Vegas market with the growth of performance venues in the large casino hotels. In response to industry demand, the Theatre Arts Program has added ten new Career and Technical Education (CTE) certificates in the last few years.

For the last 30 years, the Theatre Arts Department has actively engaged in student recruitment through the use of a high school matinee program, the largest high school theatre festival in the United States, and a summer musical theatre conservatory.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in theatre arts is projected to grow by 85 positions in the next ten years. The current number of graduates in theatre arts is slightly lower than the number of job openings, with a gap of 26 more positions than trained workers. The median hourly earnings for program completers in theatre arts indicate that graduates are likely to earn above the living wage for this region.



Educational Plan

Program Descriptions (cont'd) //

Humanities

The **Humanities** Division at Fullerton College administers five academic departments along with two special programs. The five academic departments have a common thread of focusing on language and consist of: English, English-as-a-Second Language (ESL), Foreign Languages, Reading, and Speech. The division accounts for 17% of enrollments at Fullerton College. The English Department has the second-highest number of enrollments of any department at the college. Special programs administered by the division include the Transfer Achievement Program and the Basic Skills Initiative. The division also participates in the Puente, Honors, Study Abroad, and Teacher Preparation programs.

The **English** Department is divided into four well-integrated but distinct areas: the pre-transfer developmental writing program; the transfer-level writing program, which includes critical thinking and composition courses; the creative writing program; and the literature program. Most department faculty members teach at both the pre-transfer and transfer levels, and many routinely teach either literature or creative writing courses. The English programs support students who wish to pursue an Associate in Arts (AA) in English, as well as those who want to transfer to a four-year college or university. The department has a tradition of pursuing innovations to improve student success by participating in such programs as the Puente Program, the Transfer Achievement Program, and the Entering Scholars Program (for more information on these topics, please see the Counseling and Student Development section).

In addition, the department is developing accelerated courses to further improve student completion of the composition sequence. English department faculty staff the Writing Center, and English instructors frequently serve as its Coordinator. English faculty are also involved in the One Book, One College program and host the Visiting Writer series.

The **English-as-a-Second Language (ESL)** Department provides learners of English with a challenging academic program that helps them develop the language skills they need to succeed in college-level courses. Most of the classes in the department emphasize academic reading and composition in order to successfully prepare students for transfer-level English. The department also provides support courses at all levels in grammar, vocabulary, communication, and pronunciation.

ESL students represent several countries and ethnic backgrounds including the United States. As a result, the ESL Department meets the needs of a wide range of students including recent immigrant students, generation 1.5 students, and international (F-1 visa) students.

The ESL Department also works collaboratively with the Academic Support Center to provide additional learning opportunities for students. Through this collaboration, students are able to accelerate their language acquisition through weekly arranged lab hour assignments.

The long-term goals for the department are to offer an accelerated reading/writing course, collaborate with the Counseling Department and the School of Continuing Education (SCE) to ensure correct placement of ESL students, and build partnerships to promote the department and college with local high schools, organizations, and businesses around the Fullerton region.

The **Foreign Language** Department consists of credit instruction in eight languages: Arabic, Chinese, French, German, Italian, Japanese, Portuguese, and Spanish. Spanish is the largest program in the department. Classes include beginning levels, intermediate levels, and a course designed specifically for heritage speakers of Spanish. Additional courses offered on a periodic basis include conversation, Spanish and Latin American literature, and honors classes. The department offers an Associate in Arts (AA) degree.

In order to maintain high teaching standards and to foster student success in the course sequence, the Foreign Language Department would like to maintain and expand support and training opportunities in communicative teaching strategies for all Foreign Language faculty.

The Foreign Language Department would like to maintain and expand training and support in emerging technologies through providing opportunities for faculty new to the online environment, increasing current online course offerings, and developing online courses in languages other than Spanish.

Educational Plan

Program Descriptions (cont'd) //

Humanities (cont'd)

The **Reading** Department offers an academically challenging program that significantly enhances students' success in critical reading and thinking at the college level. The department currently offers three basic skills reading courses, and one transfer-level course, though additional curriculum for basic skills and transfer courses has been developed by the department. One transfer-level course meets the CSU-General Education requirements in critical thinking. Other courses (not currently offered) are CSU-degree credit applicable. The Reading Department works collaboratively with the Academic Support Center to provide additional learning opportunities and support for reading students.

The long-term goals for the department are to create new and innovative ways to improve student learning and achievement, reduce the achievement gap, and strengthen connections with the community. The department will continue to work closely with local universities in training and mentoring reading graduate students, preparing them for careers in reading instruction. The department will continue to seek out new ways to develop its adjunct reading instructors.

The **Speech** Department (Communication Studies) provides courses that meet the Associate in Arts (AA) degree requirements as well as the transfer requirements of the University of California (UC) and the California State University (CSU) systems.

The department continues to offer a forensics team as an extra-curricular activity. The Speech Department intends to maintain and strengthen the transferability of its courses. The department continues to review courses in regard to technology and student success.



Educational Plan

Program Descriptions (cont'd) //

Library and Learning Resource Center (LLRC)

The **Library and Learning Resource Center (LLRC)** Division comprises the Library and the Academic Support Center (ASC). The LLRC Building, completed in 2005, houses the Library, ASC, and other labs not under the purview of the Dean of the LLRC. The new building layout enables the staff of the library and the ASC to work together to offer a myriad of services dedicated to supporting and promoting the educational success of Fullerton College students.

The mission of the Fullerton College Library is to assist students, faculty and staff in attaining their educational and informational goals in a supportive library environment. Staff has achieved a balance between offering traditional and modern library services, thereby addressing the needs of all learning styles. Implementation of current technologies facilitates communication between users and the library staff. The user-friendly and inviting atmosphere has enhanced the image of the library on campus as reflected by its increased student visits.

Librarian faculty offer instructional sessions on library research skills, drop-in workshops on crucial steps in the research process, and a one-unit, transferable Introduction to Library Research in traditional and hybrid formats. The librarians continue to encourage and support the addition of an information competency degree requirement.

The Library has Mission-style open study carrels and tables with modern, comfortable chairs. Access to Wi-Fi, laptops, desktop computers, Internet research, email, and online catalogs is available. The Library houses a collection of 85,000+ print books, which includes over 20,000 e-books with both on-site and remote access. In addition, the Library has acquired access to subscription databases as the budget allows. The Library website has incorporated some of the latest social networking tools.

The **Academic Support Center** (ASC) serves as the program management component of three distinct centers, each offering services in its own physical space in the Learning Resource Center to include the Skills Center, the Tutoring Center, and the Writing Center. Each center provides accessible workstations for student use. The centers offer various approaches to compliment student learning styles: tutoring, audio, tactile, and visual in a variety of formats. The ASC includes a workshop room equipped with enhanced technology.

The student population enrolling at Fullerton College has increased the need for basic skills and English-as-a-Second Language (ESL) resources as well as support for Veteran Services and Disabled Student Services.

The **Skills** Center, located in two separate labs – the Skills Center Lab and the 1410 Reading Lab –offers instructional support for individuals in study skills, reading, learning strategies, test taking, vocabulary improvement, and critical thinking. Individual academic skills development is offered in English, foreign language, basic math and science, reading, and writing.

The **Tutoring** Center provides walk-in and appointment tutoring for most academic subjects on campus and subject-specific workshops are also available. Tutoring is done individually and in small groups. English-as-a-Second Language (ESL) specialist tutors are available for ESL students. All tutoring is provided by College Reading and Learning Association (CRLA) trained tutors. Peer tutors are either current college students or individuals who have completed a Bachelor's or Master's Degree. The Tutoring Center has an open floor plan, five appointment tutoring rooms, with computers.

The **Writing** Center provides one-on-one assistance to any Fullerton College student with a writing assignment. Students may attend writing workshops or half-hour tutoring sessions by appointment or on a walk-in basis. The center is staffed by faculty from the English and English-as-a-Second Language (ESL) Departments who are assigned each semester on a rotational basis. The center also utilizes students as tutors, as long as they have completed the appropriate training. Students from all disciplines use the Writing Center; however, the majority of students are from English and ESL classes.

Educational Plan

Program Descriptions (cont'd) //

Mathematics and Computer Science

The **Mathematics and Computer Science** Division does not contain formal departments but consists of two program areas: Mathematics and Computer Science. The Mathematics program is one of the largest on campus, serving 5,500 students with more than 30 full-time faculty and 50 adjunct faculty per semester. The Mathematics program consists of Basic Skills Mathematics and Transfer Level Mathematics. Computer Science has a single full-time faculty member, but regularly serves over 100 students, and has a large number of majors.

The **Basic Skills Mathematics program** is made up of five courses designed to provide students with those developmental skills necessary to proceed to transfer level coursework. In addition to traditional on-campus courses, sections of basic skills courses are offered in online and hybrid formats. This is both a way to expand course offerings when faced with limited space on campus, and an opportunity to provide students with an alternative to the traditional classroom experience. Faculty with on-campus sections routinely use alternative pedagogy and assessment methods in the classroom to support student success, and rely on many outside resources.

The Math Lab, which has been in existence in some form for over 40 years, is the primary location on campus where students go to receive assistance in basic skills mathematics. The Math Lab currently provides computer tutorials, videos, instructional assistants, tutors, and math faculty to assist students. The Math Lab Annex is a new smaller facility designed to serve students in the most basic courses—Arithmetic and pre-Algebra. The Annex provides students with a more supportive environment to ask questions and get more extensive assistance than can be offered in the Math Lab itself. Success and retention continue to be a major focus of the Basic Skills program. New assessment practices and new course structures will grow out of an overhaul of the basic skills sequence now under discussion in the division's Basic Skills Committee. Such concepts as self-paced basic skills courses, open-entry math tutoring, an accelerated developmental sequence, and/or alternative pathways through the basic skills program will require a major reconfiguration of curriculum and a closer examination of facilities utilization.

The **Transfer Level Mathematics** Program serves the needs of students who are involved in college-level academics and are seeking to transfer to four-year institutions. Classes in the program promote problem solving and critical thinking skills. The program offers an Associate in Science (AS) degree and an Associate in Science (AS) for Transfer degree, as well as courses in mathematics that are needed by non-mathematics majors in various disciplines. Independent study courses and the Mathematics Seminar provide students additional opportunities to study mathematics and are the principal catalysts for the division's recent focus on providing participation in hands-on applied and pure mathematical sciences. Demand for these enrichment activities is continuing to grow as individual and small group interactions are becoming more prevalent in and out of the classroom.

The division's Transfer Level Committee focuses on both challenges and opportunities for students in the college level sequence. The Mathematics Colloquia, and active promotion and faculty involvement in national math competitions, illustrate the division's intensifying efforts to attack the achievement gap not only via curricular changes but also by directly inspiring both low-achieving and high-achieving math students. As in the basic skills area, instructional technologies have evolved with faculty incorporating graphing calculators and computer-assisted instruction both in and out of the classroom. Online and hybrid options are offered in Statistics and Liberal Arts Mathematics, and programs like MyMathLab provide students with online assistance and support activities in many transfer level classes.

The **Computer Science program** has evolved and adapted as new developments and changes have occurred in design and programming. The program offers an Associate in Science (AS) degree and has articulation agreements in place with all local four-year colleges and universities in the area. Most career opportunities in the computer science industry require that candidates possess at least a Bachelor's degree. Therefore, many students choose to transfer to a university without completing the Associate's degree.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in computer programming is projected to grow by 172 positions in the next ten years. Currently, there is a gap between the number of graduates in computer programming and the number of job openings, with a gap of 94 more positions than trained workers. The median hourly earnings for computer programmers indicate that graduates are likely to earn significantly above the living wage for this region.

Augmenting this gap analysis is the consideration that computer science prepares students for entry-level work in the field as well as transfer.

Educational Plan

Program Descriptions (cont'd) //

Natural Science

With the opening of the new science building in January 2011, new opportunities exist to place the **Natural Science** Division among the top community college science programs in the nation. With an emphasis on hands-on teaching, technological innovation, field studies, undergraduate research, and community outreach, the Natural Sciences Division has established a framework to promote high levels of success among its students, to engage underrepresented populations, to expand partnerships with local K–12 schools, four-year institutions, and commercial enterprises, and strengthen ties with the public through informal education efforts. The Natural Sciences Division has the expertise, experience, and ambition to fulfill its mission to provide an education to all students and to prepare majors for careers in modern research, industry, and academia.

The Natural Sciences Division consists of 34 full-time faculty among nine departments: Anatomy and Physiology (including Microbiology), Biology, Chemistry, Earth Sciences, Environmental Science, Horticulture, Nutrition and Foods, Physics and Astronomy. The division accounts for approximately 9% of the College enrollment. The number of majors in the natural sciences has increased significantly over the last five years, with the largest absolute gain in biology. As of fall 2009 there were 1,354 majors in natural sciences, with an additional 932 majors in health professions, transfer core option. Students in the natural sciences earn few degrees and certificates compared to the number of majors. However, a large number of students transfer each year. The division offers a breadth of lecture, laboratory, and field courses of various lengths and formats, including online, hybrid, evening, weekend, and short term.

Under-prepared students represent the single greatest challenge for general education courses in the division. Uniquely, natural sciences general education courses require proficiency in reading, writing, and mathematics for successful completion. Students often lack the ability to read maps, tables and graphs, essential tools for illustrating and communicating science information and concepts. Development of science literacy is hindered by weak skills in academic literacy, especially in certain ethnic populations, a factor that contributes to the well-known achievement gap. The faculty have proposed establishment of an undergraduate research center to involve students in research methods in natural sciences, mathematics, engineering, technology, social sciences, and business, among others. Similar efforts at community colleges around the nation have proven successful for increasing student enrollment in science programs, particularly among underrepresented students.

Recognizing that Science, Technology, Engineering, and Math (STEM) education is essential to an ever-expanding range of jobs, the Orange County Business Council (OCBC), through its Workforce Development Committee, has placed special focus on STEM education (OC Workforce Indicators Report, 2010–2011). Rapidly developing industries in Orange County, including biotechnology, bioinformatics, health services, energy and environmental technology, and green technology will require a highly educated workforce with advanced skills in technology. Training this workforce will require bold, real-world educational approaches and a significant investment in instructional technology to develop the skills and habits of minds needed for these industries. The effort will require new and strategic partnerships between educators and business persons to identify the academic and technical skills for OC's advanced technology workforce, and define a program for students that best meet those needs.

The Anatomy, Physiology, and Microbiology (APM)

Departmental offerings are four 200-level lecture-laboratory courses taught exclusively by full-time faculty. These courses comprise the typical entre into the myriad of health profession career pathways that exist. This department truly serves the community through the many students who choose health profession career goals and take these classes. The clientele include mainly undergraduates of all ages, but there are always a significant number of post-baccalaureate students and others who have changed a career goal or desire to change careers. The APM courses serve them all. Success rates are high for physiology and microbiology courses and lower for anatomy, the first course in the sequence. This is to be expected because, more so than with other career options, some desire to enter health professions to "give care" but do not realize the academic intensity of the courses required for all such careers. Often, these students try the entry course a second time and then go on successfully.

The **Biology** Department offers a variety of online, evening, and short-term courses to meet lower division requirements for biology and pre-health professional majors, as well as general education courses for non-major students who plan to transfer to a university or four-year college. The Biology Department teaches application of the scientific method and embraces scientific inquiry. Courses in Health Sciences provide general health education for non-science majors, general education credit for transfer and internship opportunities for pre-professional and allied health majors.

The program has implemented a number of methods to increase student success. For example, additional tutors have been hired with grant funds. Lectures, PowerPoint presentations, and homework and study guides have been added to myGateway. Student response systems give immediate feedback to instructors about the students' understanding of concepts. Students who are not prepared to take rigorous science programs are encouraged to use tutors and faculty assistance.

Biology has been offering Science Saturday programs, Summer Science Camp, MSP, Science Weekend Investigations, and field trips as well. Serving as an Economic and Workforce Development (EWD) Regional Center affiliate has enabled the department to expand outreach to regional high schools with the Amgen Bruce Wallace Biotechnology Lab Program and associated Teacher Training workshops. This program requires storage space for supplies, a laboratory preparation area, and a lab assistant (funded by the Amgen Foundation and LA/OC Biotech Center).

The department is working to articulate its curriculum, not only with the California State University (CSU) and University of California (UC) systems, but also with local junior and senior high schools. The faculty would like to maintain STEM funding, hire a STEM coordinator, provide professional development activities for faculty, develop an undergraduate science research program, and collect and track data on the success of its alumni.

Educational Plan

Program Descriptions (cont'd) //

Natural Science (cont'd)

Chemistry is fundamental for students who major in life or physical sciences, pre-medicine, engineering, and other disciplines that require technical knowledge. An Associate in Arts (AA) degree in Chemistry prepares students for further study in scientific disciplines. Chemistry classes have been in demand and are presently impacted.

This demand for chemistry classes parallels the OC Workforce Indicators 2010–2011, which predict a need for a chemistry background in several of the projected job markets in Orange County locally. Also, the increase in students attending community college and STEM (science, technology, engineering, and math) is an important component of the STEM education and President Obama's project Educate to Innovate initiative. The department expects to continue to see a rise in demand for chemistry classes especially those that are preparatory to the allied health careers, as job opportunities exist in those fields.

In the past, project GPS2 (Guiding and Preparing Science, Technology, Engineering, and Mathematics Students) provided funding to hire student tutors for Supplemental Instruction (SI) sessions. Faculty also participates in the SI sessions as professional experts. The interventions of Project GPS2 are likely an important factor in the increase in student success rates. Other factors may include the introduction of a prerequisite chemistry course, a higher level math prerequisite for chemistry 101 and 107 classes, incorporation of active learning techniques, and the use of technology with online materials.

The department plans to continue its "Science Saturday" workshops as a means to reach out to the community and feeder schools by pursuing funding through granting agencies, as well as continue the summer science camp for high school students through the GPS2 project. Presently, there is a partnership between CSUF and Fullerton College for science research conducted by Fullerton College students at CSUF. However, department members hope to network and establish more "bridge programs" in the physical sciences for students planning to transfer to other California State Universities or Universities of California (UC).

The **Earth Sciences** program serves three functions within the college. First, it serves the general education physical science requirements for the Associate in Arts (AA) degree for students transferring to an upper level institution. Annually, the program enrolls more than 3200 students, the largest number of enrollments among the nine departments in the division.

Second, the program prepares Geology and Earth Science majors for upper-level courses at four-year institutions. Efforts have been underway to better identify, track, and support Earth Science majors and to increase the number of students successfully completing degrees in Earth Science.

Third, the Earth Science program actively participates in efforts to increase awareness of Earth Sciences at the college and in the community the college serves. These functions are enhanced by the field courses offered by the department, as well as the numerous activities in which the faculty engage. Currently, the Earth Sciences Department offers an Associate in Arts (AA) degree in Geology.

While the number of transfers and Earth Science degree completions remains very low, the department contributes significantly to transfers and degree completions in other programs by virtue of the number of students it serves. The department has also collaborated with faculty in the biology and geology departments at Cal State Fullerton (CSUF) to identify challenges and provide clear pathways for students to transfer to CSUF. Departmental faculty also participate in Project GPS2 which assists students in their academic plans and exposes them to research and other opportunities within the sciences. The Earth Sciences Department's efforts prepare students to understand and respond to the increasing role that technology and scientific information play in their careers and personal lives.

The **Environmental Sciences** Department was established in the early 1970s in response to the country's emerging interest in environmental issues such as pollution, endangered species and urban sprawl. Today, the main goals of the Environmental Sciences Department are to 1) provide environmentally oriented, general education science options for transfer students, and 2) provide science based field study experiences for general education students, science majors and nature enthusiasts.

The department offers an Associate in Arts (AA) degree through day, evening/weekend, and short-term classes. None of the classes are offered online. Increased public interest in the environment appears to be translating into higher enrollments in the environmental science courses. This is reflected in the trend toward increased new majors each year.

Educational Plan

Program Descriptions (cont'd) //

Natural Science (cont'd)

The **Horticulture** Department is a vocational program intended to prepare students for employment in the “green” industries, such as gardening and landscaping. The program serves the needs of those who wish to enter those occupations, those who wish to transfer to a four-year college, those currently employed in the industry, and those who want to improve personal knowledge. The program offers certificates as well as an Associate in Science (AS) degree, and is supported by an advisory committee. To improve community visibility, the Horticulture Department has built a website and email list to help familiarize the public with the program and to provide information regarding upcoming events. There is a working nursery where students gain hands-on experience. The nursery holds plant sales several times a year to help offset the costs of the program.

The department has joined the Academic Consortium of the Orange County Chapter of the US Green Building Council. Through the consortium, the department is able to share ideas on sustainable design and installation, ideas that could be useful in providing attractive, sustainable, and water-conserving landscapes for the campus. Additionally, the department maintains close ties to community groups such as the UC Master Gardeners, Fullerton Beautiful and local garden clubs.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in horticulture will increase by over 100 jobs in the next ten years. There are fewer graduates than job openings projected for the coming year. However, the median hourly earnings indicate that graduates are likely to earn the minimum living wage for this region.

The **Nutrition and Foods** Department strives to motivate and prepare students to successfully continue career preparation in the foods and nutrition field at a four-year college or university. The efforts have been focused on creating a classroom experience that is interactive, culturally sensitive, and geared to meet the needs of a wide variety of learners. The department provides accurate and up-to-date nutrition and food science information in a manner designed to bring about behavioral changes. Online, as well as weekend, summer, and short session courses are offered. The department offers an Associate in Arts (AA) degree.

In the health care field, dietitians and food scientists are in demand due to increasing health issues and nutrition-related diseases among members of the public.

The **Physics and Astronomy** Department offers a diverse curriculum that meets the needs of a variety of students. All of the courses include a laboratory component that emphasizes scientific inquiry and teaches applications of the scientific method. Physical concepts are reinforced by completing an assortment of hands-on lab activities utilizing state-of-the-art equipment. In addition to being offered during the day, many of the courses are also offered in the evening.

The department offers a three-semester calculus based physics sequence that provides a foundation for students majoring in physical science or engineering. The department also offers a pair of two-semester physics sequences designed for Life Science majors. The calculus-based sequence articulates within the University of California system whereas the trigonometry-based sequence articulates within the California State University System. The department also offers a transferable one-semester physics course requiring only a minimal background in mathematics. This sequence focuses on the conceptual aspects of physics and is intended to fulfill a general education science requirement.

The department also offers transferable lecture and laboratory astronomy classes that are designed to meet the physical science general education requirement. Lecture classes are offered on-campus as well as online to increase access for students. Honors classes are also offered. The laboratory provides students the opportunity to gain hands-on experience using astronomical instruments and performing data analysis. On-campus observations are performed on the new observation deck in the South Science building and opportunities for dark sky observations are offered through a field course. The department uses a set of telescopes including a 12 inch reflector with computer control.

Educational Plan

Program Descriptions (cont'd) //

Physical Education

The **Physical Education** Division offers an Associate in Arts (AA) degree. The division consists of four departments: Dance, Physical Education, Recreation, and Wellness. The division accounts for approximately 10% of all enrollments at the College. The number of majors has steadily increased over the last several years. Course retention in the Physical Education Division is higher than the College average. The course success rate is also higher than the College average and slightly higher than the state-wide average.

Adequate facilities are especially important to this division. Recently new facilities have been added and existing facilities upgraded. These attractive and inviting facilities have increased student and community usage. Because of high student enrollments, classrooms and athletic facilities are used to maximum capacity. Programs that can be enhanced through additional facility planning in the future include diving, soccer and football.

Dance has always had a presence at Fullerton College. The instructional program is designed to provide students with a high level of programming in an effort to give them the necessary foundation to continue their academic studies in dance. The performance students, under the direction of department faculty, have had the opportunity to perform in local and national venues. An Associate in Arts (AA) degree is offered, as well as a certificate in Dance Technique.

Recruiting students to the Dance Department has become a primary objective. The department is developing an outreach program for local high schools, as well as offering these students the opportunity to attend a dress rehearsal performance of the Fullerton College Faculty Dance Concert for a discounted price.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in dance is projected to grow slightly by 22 positions in the next ten years. The current number of graduates in dance is slightly lower than the number of job openings, with a gap of 12 more positions than trained workers. The median hourly earnings for program completers in dance indicate that graduates are likely to earn slightly above the living wage for this region.

The classes in **Physical Education** offer a diverse assortment of curricula in contemporary fitness issues, nutrition, physiological conditioning, and a variety of physical activities. The objective of the department is to provide a quality and well-balanced set of offerings aimed at creating a life-long concept of physical fitness. The department offers an Associate in Science (AS) degree and eight certificates. The department offers an online course in US Society and hybrid courses in First Aid.

The newly developed Physical Education Pilates certificate program is designed so that students can complete the National Certification and qualify to teach Pilates in a variety of settings. The Pilates Program is in a position to see exploding growth as students move into the job market.

Upon completion of the Personal Trainer Certificate, which instructs students in designing specialized fitness routines, students can work individually with clients or in the growing health care industry. The program offers short-term classes, but no weekend or online classes.

The Physical Education Department also includes Intercollegiate athletics. The program is expanding to meet the mandates of Title IX by adding additional women's sport teams and is expected to exceed the growth of the College. The Physical Education Athletic Program has been expanded via the website electronic platform, which provides students and the community up-to-the-minute information on events.

Faculty are being encouraged to explore adding a certificate in coaching education. The state requires all coaches at the secondary school level to be certified. Not only would such a program assist the College's feeder high schools, it would help develop better relationships with local athletics administrators, and would probably result in more local athletes coming to Fullerton College to participate in athletics.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers in one of the fields of physical education is projected to grow by over 900 positions in the next ten years. The current number of graduates in physical education is slightly lower than the number of job openings, with a gap of 38 more positions than trained workers. The median hourly earnings for program completers in physical education indicate that graduates are likely to earn slightly above the living wage for this region.

Educational Plan

Program Descriptions (cont'd) //

Physical Education (cont'd)

The **Recreation** Department offers a variety of courses that promote quality of life, helping students to understand that the coordination of the mind and body is an outcome even more important than the results of a game. Students are introduced to opportunities, institutions, and agencies that provide leisure opportunities for the community. Courses combine safety with personal experiences while discovering relevant environmental issues. The division recognizes the importance of continuing to offer these opportunities to students.

The **Outdoor Recreation and Safety** Certificate Program, part of the Recreation Department, is designed to prepare students with the necessary entry-level environmental knowledge, technical skill, and safety education for employment in the recreation field.

The **Wellness** Department curriculum leads to the Physical Education-Fitness Associate in Science (AS) degree for employment in the fitness industry. The Fitness Professional Program is designed to educate students who are entering the fitness industry in coaching, exercise training, counseling, and fitness training. Massage Therapy is one of eight certification programs offered in the Physical Education Division. The massage certificate program and classes are offered as part of the Wellness Department. This program offers the students opportunities to develop their knowledge and hands-on skills. All of this practical work is designed to enable students to gain employment in a variety of sectors, including chiropractors' offices, fitness/wellness centers, professional sports teams, athletic departments, spas, and in private practice.



Educational Plan

Program Descriptions (cont'd) //

Social Sciences

The **Social Sciences** Division consists of ten departments: Anthropology, Child Development and Educational Studies, Economics, Ethnic Studies, Geography, History (including Women's Studies), Philosophy and Religious Studies, Political Science, Psychology, and Sociology. The division accounts for approximately 23% of the College enrollment. A wide range of courses is offered in the evenings, on weekends, in short-term format, and online. The course retention and course success rates are slightly below the College average for transfer courses.

Anthropology focuses on the holistic study of humans. Anthropologists utilize four primary fields of study: cultural/social anthropology, physical/biological anthropology, archaeology, and linguistic anthropology. The department goals are to provide transfer courses, course offerings for an Associate in Arts (AA) degree in Anthropology, general education courses, and courses that give students a foundation in their understanding of the anthropological study of humans.

The department is active in both the honors programs and in the basic skills intern mentor program. The department currently offers field trips to students, but would like to add an archeology field course and is working toward identifying a field site.

The Child Development and Educational Studies (CDES) provides both transfer and vocational opportunities for students pursuing careers in child development and early care and education, including teaching, administration, consultation, special education, child life specialist, child advocate and other human service related careers. Courses in the core curriculum range from developmental theory to curriculum design to direct experience with children.

Fullerton College has a nationally accredited demonstration laboratory school. In continual operation since 1959, this program is an integral component of the Child Development and Educational Studies Department and Social Sciences Division. Originating from a constructivist model of learning, the Laboratory School affords an equitable environment. This framework provides for a child-centered, inclusive, anti-bias setting. Curriculum is one of exploration and innovation for both children and college students alike.

This pioneering program provides technology to document children's experiences in an authentic manner providing students the opportunity to reflect upon the child's learning. Children engage in natural environments where their learning is enhanced through play and participation in intentional experiences. Children represent their learning by utilizing many forms of art media providing opportunities for their creative expression. This unique facility provides college students with the opportunity to carry forward this innovative philosophy, helping to change and improve the early childhood landscape.

The Laboratory School collaborates with various academic departments on campus as well as child development, psychology, and special education departments from other college and university campuses. The Laboratory School participates with local school districts to provide inclusionary programming and works closely with education companies to demonstrate model environments.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in child development will be considerable, with the growth of 1,178 jobs over the next ten years. There is currently a gap with 260 more positions than trained workers. The median hourly earnings for child development graduates is slightly above the living wage for this region.

Augmenting this gap analysis is the consideration that the many career ladders in this field invite job advancement and specialization beyond entry-level positions.

Educational Plan

Program Descriptions (cont'd) //

Social Sciences (cont'd)

The **Economics** Department educates students in the principles of both microeconomics and macroeconomics and offers an Associate in Arts (AA) degree. The department offers honors courses and is experimenting with open source textbooks which are free to students. The department has stayed current with the economic times by adapting content to reflect the financial and economic downturns of the last few years. The long-term plans of the department include offering online courses, and developing versions of microeconomics and macroeconomics that make more use of advanced mathematics.

The **Ethnic Studies** Department offers the longest-running Ethnic Studies degree program at the community college level in Orange County. The department offers two degrees, an Ethnic Studies Associate in Arts (AA) degree and a Chicano/Chicana Studies Associate in Arts (AA) degree, and are in the process of submitting a proposal for an African-American Studies Associate in Arts (AA) degree. The nature of the ethnic studies curriculum is multidisciplinary and interdisciplinary, as the department is considered area studies. The faculty continues to work toward increasing student success in and out of the classroom.

The faculty would like to develop a plan of action to address and minimize the difference between retention and success rates. The faculty works in a number of learning communities on campus as well as supporting the Puente Program, Transfer Achievement Program (TAP) and the UMOJA Program (see Student Support Services Division). Ethnic studies will continue to promote, sponsor and co-sponsor workshops, films, cultural celebrations, speakers and other activities that give value-added support to the curriculum.

The **Geography** Department offers classes that meet the general education requirements in both the social science and physical science disciplines for students transferring to a four-year college or university. Additionally, geography meets the multicultural requirement for the Associate degree. Students learn to use a spatial approach to holistically analyze physical and cultural features on earth and to develop an integrated understanding of cultural, social, political, economic, and physical-environmental relationships in order to pose better questions and solutions to global problems. Online courses are offered for all geography foundation classes. Day and evening sections are offered.

The department is committed to expanding intern opportunities for students in tutoring and in local community organizations and businesses. The department would also like to add a regular, rotating study abroad course to the geography curriculum. The Geography Department does not currently offer an Associate in Arts (AA) degree.

The **History** Department offers three Associate in Arts (AA) degrees – one each in History, Women's Studies, and Latin American Studies. The focus of instruction is lower division general education courses. In addition, the program also offers several well-attended area studies courses such as: the History of Great Britain, Egypt, Asia, the Middle East, Canada, and Latin America.

The department has moved into the 1400 Building that offers office and classroom technology that is state-of-the-art. The faculty use the technology in the smart classrooms and online and hybrid courses to promote student access and success.

The implementation of computer databases into the field of history has generated new opportunities in the workplace. Historical research and writing skills are sought by industries such as insurance underwriting, journalism and media, to name only a few, thus expanding the opportunities available to history majors.

Educational Plan

Program Descriptions (cont'd) //

Social Sciences (cont'd)

The **Philosophy and Religious Studies** curriculum consists of a balance between introductory and sophomore level courses in philosophy and religious studies. The department offers two Associate in Arts (AA) degrees. Evening courses are offered, but there are no online courses although the development of such courses is a long-term goal of the department.

The faculty has committed to updating the website, increasing the use of technology, and reinstating the visiting speakers program. The faculty will discuss and plan the feasibility of offering online and/or hybrid courses in philosophy and religious studies.

The **Political Science** Department focuses on both general education and transfer goals. The curriculum focuses on the comprehensive study of constitutional and political processes that are the foundation of the United States government system. The department offers an Associate in Arts (AA) degree. Online courses, as well as evening classes, are offered to assure greater flexibility and accessibility for students. The faculty continues to coordinate classes and offerings with the California State University system and the University of California system to be certain classes are transferable and consistent with the four-year universities.

Political Science offers a multitude of career opportunities for the major including but not limited to law, education, government service, social services, and management.

The **Psychology** Department offers online, hybrid, and classroom academic coursework and extracurricular activities to provide a foundation for understanding the science of psychology. The department offers an Associate in Arts (AA) degree.

Students graduating with the Associate in Arts (AA) degree are well positioned to move on to a transfer undergraduate degree in psychology. They are then prepared to enter the job market and apply their skills in a variety of areas ranging from human services to public safety.

The **Sociology** Department offers an Associate in Arts (AA) degree. Online, Saturday, short-term, and evening classes are offered to increase access for students. The department offers students a variety of lower division courses that transfer to the California State University or the University of California systems.

Educational Plan

Program Descriptions (cont'd) //

Technology and Engineering

The **Technology and Engineering** Division houses the majority of all career and technical programs and awards the most certificates of any division as well as Associate of Science (AS) degrees. The division consists of fourteen departments: Administration of Justice, Architecture, Automotive Technology, Cinema-Radio-Television, Construction Technology, Cosmetology, Engineering, Fashion, Interior Design, Journalism, Manufacturing Technology, Photography, Printing Technology, and Wood Technology. The division has articulation agreements with the local Regional Occupation Programs (ROP) for all but two departments. Enrollments in the division account for approximately 7% of the enrollment at the College. The division offers evening, weekend, and short-term schedules. Some disciplines offer online classes as well.

The primary goal of the **Administration of Justice** Department is to prepare students mentally, ethically, and physically to assume responsibility and execute the duties of a peace officer in today's society. The department offers both the Associate in Arts (AA) and the Associate in Science (AS) degree. Multiple certificates are offered including those in Crime Analysis and Crime Scene Investigation. All courses are designed to meet the California Peace Officers Standards and Training (POST) requirement for in-service police officers. The College offers a Certified POST Extended Format Basic Police Academy, as well as continuing education for employed peace officers through its Continuing Professional Training and Advanced Officer Training courses.

By maintaining partnerships with the law enforcement community via professional organizations such as the North Orange County Police Chiefs Advisory Committee, the department will continue to evolve and improve. Currently the department shares space with the Physical Education Department, which makes it difficult to schedule classes at times that benefit students in both programs.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the need for workers trained in administration of justice will increase by 606 positions over the next ten years. There is currently a slight gap (78) between the number of trained workers and the number of positions. The median hourly earnings indicate that graduates are likely to earn slightly above the living wage for this region.

Augmenting this gap analysis is the consideration that many students completing this associate degree transfer to a university and do not seek entry-level employment.

Courses in the **Architecture** Department are designed to prepare students for transfer to a university and for employment in the architecture field. The universities require a review of the student's design portfolio for admission; Fullerton College prepares students for that step in the admission process. The department offers an Associate in Science (AS) degree and a certificate in Architectural Computer Assisted Technology (CAD).

The department's advisory committee has expressed the need for students to have knowledge of construction as well as architecture. The program should collaborate with the Construction Technology Department and incorporate some construction training into requirements for the architectural degree and/or certificate.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the current number of graduates in architectural drafting meets the job openings. The need for workers trained in architectural drafting is projected to remain stable over the next ten years. The median hourly earnings for program completers in drafting indicate that graduates are likely to earn above the living wage for this region.

The major goal of the **Automotive Technology** Department is to produce entry-level technicians and service advisors for the automotive service and repair industry. The department became certified by the National Technician Education Foundation (NATEF), the educational arm of the National Institute for Automotive Service Excellence (ASE) in 1990, with certification at the master level (highest level). An Associate in Science (AS) degree is offered as well as 11 different certificates. Evening classes are offered to students as well as day classes. Some students are preparing for their first major employment; others are retraining for a change of occupation due to unemployment or personal preference. The Automotive Technology Department is improving outreach to the local feeder high schools and ROP programs in an effort to maintain or increase enrollment.

In terms of the projected strength of the job market, the need for workers trained in automotive technology will decrease slightly over the next ten years. There is currently a surplus of trained workers due to the high number of program completers in this field (298). The median hourly earnings indicate that graduates are likely to earn above the living wage for this region.

In addition to this gap analysis, one must consider that gasoline internal combustion engines will remain in service for decades to come, maintaining the on-going demand for technicians. Southern California continues to be a car culture with the limited options for public transportation, insuring that the need for qualified technicians will continue.

Educational Plan

Program Descriptions (cont'd) //

Technology and Engineering (cont'd)

The **Cinema-Television-Radio** Department offers courses in both cinema production and radio-TV broadcasting. The department offers Associate in Science (AS) degrees in General Communication, Radio Broadcasting, Radio Production, and Television/Film Production, as well as multiple certificates. Courses are available to students both online and through podcasting. Both programs have successful placements in their fields, and former students are employed in the Los Angeles area as well as outside California. The programs are supported with an advisory committee.

Telecourses in cinema were first introduced by the department in 1996. When a course in American Cinema was added in 1998, it was offered through both telecourse and traditional classroom delivery methods. In 2000, a 16mm filmmaking class was added to the single-camera video production classes offered. Enrollment grew in the program as a result of these additions. Since then, cross-training is offered for students in both cinema and radio-TV production. This is intended to prepare students for the increasing industry expectation of their ability to work in both areas, and recognizes the trend in the industry to rely on independent contractors who move from project to project and format to format.

There is a desire to centralize the two programs into the same classroom and lab space. Such a move would better utilize facilities and improve student access. Both programs will be focusing on improving students' success and retention as their rates have been lower than the College average.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the current number of graduates in the fields of radio, television, video and recording production are keeping pace with the job openings, with a surplus of more trained workers than available positions. The need for workers trained in this field is projected to grow slightly, by about 50 positions in the next ten years. The median hourly earnings for program completers in radio, television, video and recording production indicate that graduates are likely to earn above the living wage for this region.

The **Broadcasting** Program prepares students to enter a broad range of careers in broadcasting. An agreement with the City of Fullerton, and the City's new cable television system, has provided Fullerton College a dedicated cable channel for the College and augmentation of production equipment to support the College's development of programming for its channel.

Digital systems have been incorporated into the curriculum and the radio facilities. Students are employed by the network affiliates, including both English and Spanish stations, as well as various cable networks and local sports teams. In recent years, the internship class has more than doubled in size. In 1972, Fullerton College entered into an agreement with the Buena Park School District (BPSD) for the sharing of its radio station – KBPK – and the station has served as the backbone of the instructional program in radio broadcasting since then. Involvement by the BPSD has decreased, and now Fullerton College schedules all programming. The facilities are utilized exclusively by Fullerton College.

The **Construction Technology** Department focuses on all aspects of the construction industry from initial project conception, development, estimating, design and management, building codes and licensing, business administration and profitability. The Construction Technology Department offers three different skills certificates and three Associate in Science (AS) degrees as well as an Associate in Arts (AA) degree in Carpentry.

The department offers online, day, evening, and weekend courses. Articulation agreements have been drawn up with North Orange County and Central Regional Occupation Programs (ROP) to allow high school students to earn college credits in the construction program while still attending high school.

The majority of students are construction workers returning to college to increase their knowledge and gain credentials and licensing in various disciplines. In addition, with the national economic downturn, a cyclical upswing in enrollment has increased student enrollment from the unemployed trades' and other unemployed areas as students decide to explore the construction industry as a possible new career.

The advisory committee frequently discusses the need for additional curriculum such as building maintenance, green building, and energy efficiency. The current trend is for strong enrollment due to the lack of job opportunities. Students are returning to college to upgrade their skills while the job market is limited.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the current number of graduates in construction does not meet the job openings, with significantly more positions than trained workers. The need for construction workers is projected to increase more than the number of trained workers over the next ten years. The median hourly earnings for program completers in construction indicate that graduates are likely to earn above the living wage for this region.

Educational Plan

Program Descriptions (cont'd) //

Technology and Engineering (cont'd)

The **Cosmetology** Department is an integral part of the College as well as the community. The department is a member school of Pivot Point International, a methodology of instruction. The courses and lab work are designed to prepare students for the California Board of Barbering and Cosmetology examination and for success in the industry. The department offers two Associate in Science(AS) degrees and a number of certificates. Courses are offered both day and evening.

The Cosmetology Department has the highest retention and success rates in the College. Mindful teaching and basic skills have been implemented into the program in an effort to help all students to succeed.

There is an effort to encourage students to cross train as Cosmetologists and Estheticians because spas are looking for cross-trained employees.

Referring to the Labor Market Gap Analysis in *Chapter 2*, there are currently slightly more workers trained in esthetician and cosmetology than there are available positions. The number of open positions is projected to increase by 832 positions over the next ten years. The median hourly earnings for program completers in cosmetology indicate that graduates are likely to earn slightly above a living wage.

Engineering courses are the core classes for students who wish to pursue bachelor's degrees at four-year colleges or universities. The department offers an Associate in Science (AS) degree, with classes available both day and evening. Due to budget cuts, many universities have had to reduce the number of basic freshman and sophomore level courses for engineering. Fullerton College offers those transfer courses.

A curriculum review has resulted in the updating of courses to meet current standards, and an Introduction to Engineering course was added. With the slowing economy the demand for engineers has decreased slightly, but professional engineers are expected to be in demand over the next ten years.

The **Fashion** Department is delineated into the career areas of: fashion design, fashion merchandising, fashion production, and textiles with an Associate in Arts (AA) degree and several certificates. The fashion design curriculum combines a broad understanding of design concepts, context, and theory with hands-on technical skill in the design and construction of clothing and the marketing and promotion of apparel. The Fashion Merchandising Program is the stronger program with high fill rates, retention, and overall success.

The department has established articulation agreements with California State University, Long Beach (CSULB) and California State University, Los Angeles (CSULA), which offer students the potential to transfer to baccalaureate institutions. There are also articulation agreements with the North Orange County Regional Occupation Program and several feeder high schools.

The programs, with advice from an advisory committee of professionals in the field, are continually evolving as the apparel industry changes with new technology, emerging markets and changing demographics. The textile and apparel manufacturing industries are rapidly modernizing, as new investments in automation and information technology are necessary with international competition. Computers and computer-controlled equipment aid in many functions, such as design, pattern making, and cutting.

Future plans of the department include addressing some concerns. Marketing the fashion program is a high priority. Fullerton College's fashion program has to compete with highly advertised private fashion colleges. Many companies benefit from well-trained interns from Fullerton College. The internship class could provide the link between the department and the campus placement office.

Referring to the Labor Market Gap Analysis in *Chapter 2*, there are currently 74 more available positions than trained workers. The number of open positions is projected to decrease slightly over the next ten years. The median hourly earnings for program completers in fashion design indicate that graduates are likely to earn above a living wage.

Educational Plan

Program Descriptions (cont'd) //

Technology and Engineering (cont'd)

The **Interior Design** Department has transitioned from an outdated home economics program in 1999 to a program that is professional, adheres to industry standards, and prepares students to take the California Council for Interior Design Certification Exam (IDEX). Students who pass the exam qualify for certification as interior designers (CID) with an Associate in Science (AS) degree and 40 units of design-related courses. The program is interdisciplinary, providing instruction across disciplines, by offering courses such as Architectural Drawing, Construction Blueprint Reading, and Basic Art Drawing. The department offers an Associate in Science (AS) degree and several certificates.

The department's quality is validated by several indicators: having received numerous donations from professionals to the department's studio; being invited to present space planning concepts to the City of Fullerton; being invited to participate in a regional design contest usually reserved for university level students; and having several students pass the IDEX on their first attempt.

The department has grown in the last decade from 23 students (six majors) to, as of the fall 2009 program review, 450 students and 355 declared majors. In the past students were typically 18–24 years old, while more recently older students seeking a career change have been enrolling. Additionally, the reputation of the department has attracted practicing interior designers who wish to upgrade their skills.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the number of trained interior designers meets the regional need for workers trained in this field. The number of open positions is projected to increase slightly over the next ten years. The median hourly earnings for program completers in interior design indicate that graduates are likely to earn above the living wage for this region.

The **Journalism** Department at Fullerton College is one of the oldest programs in the state. The department provides students with workforce training as well as preparing them for transfer to universities. Four certificates and two Associate in Arts (AA) degrees are offered in the department. An advisory committee consisting of faculty and members from various journalism and media professions support the program.

The college newspaper was established in 1922 as the *Weekly Torch* and has evolved to the current paper: *The Hornet*. The college yearbook was established in the same year and has evolved into the biannual *Torch* magazine. Both publications are produced entirely by the students as part of the curriculum of the department. The publications have received both state and national recognition including being a finalist for the Pacemaker Award from the Associated Collegiate Press.

Blogs, social networking, and multimedia are factors increasing the need for students to gain skills with technology in the Journalism Department. In an effort to keep up with the continued evolution of the profession, the faculty has emphasized online publishing. The creation of a multimedia course has also helped keep the program current. A Spanish language media course has also been added as well as a Spanish language media certificate and a Spanish language online publication in order to address this growing population.

Referring to the Labor Market Gap Analysis in *Chapter 2*, there are currently 67 more available positions than workers trained in journalism. The number of open positions is projected to increase by 86 positions over the next ten years. The median hourly earnings for program completers in journalism indicate that graduates are likely to earn slightly above the living wage for this region.

The **Manufacturing Technology** Department includes the traditional manufacturing disciplines of industrial drafting, machine technology, manufacturing technology, and welding. The majority of courses are structured to provide theory—supporting, practical, hands-on laboratory experiences. Courses are designed to prepare students for entry-level positions and for skill upgrading in each vocational area. Each program has 2+2 articulation agreements with the North Orange County Regional Occupation Program (ROP), enabling students to complete some of their certificate requirements at the ROP facility. Each discipline maintains an active advisory committee, dedicated laboratory facilities and a budget to support instruction and facilities. Associate in Science (AS) degrees are offered in Manufacturing Technology and Industrial Drafting. Ten different certificates are offered.

Referring to the Labor Market Gap Analysis in *Chapter 2*, there are currently 82 more available positions than trained workers. The number of open positions is projected to decrease by over 250 positions in the next ten years. The median hourly earnings for program completers in manufacturing technology indicate that graduates are likely to earn slightly above the living wage for this region.

The **Industrial Drafting** Program provides instruction in basic drafting practices and computer-aided drafting (CAD). All CAD classes are taught using AutoCAD and Solidworks software – industry leaders in PC based CAD software.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the current number of graduates in industrial drafting meets the job openings, with 54 more positions available than trained workers. The need for workers trained in industrial drafting is projected to increase slightly over the next ten years. The median hourly earnings for program completers in industrial drafting indicate that graduates are likely to earn above the living wage for this region.

Educational Plan

Program Descriptions (cont'd) //

Technology and Engineering (cont'd)

The **Machine Technology** Program offers classes in both conventional and computer numerical control (CNC) machining and programming. The Machine Technology Program has been a campus and regional leader in developing industry-education partnerships and collaborative projects with neighboring colleges and Regional Occupation Programs (ROPs). The program is an active participant in grants and initiatives to promote machining and manufacturing most often in collaboration with the NOCCCD Center for Advanced Competitive Technologies (CACT).

The **Welding** Program prepares students for entry-level positions in the fields of manufacturing and construction on 17 different welding processes encompassing a variety of commercial metals. Students are also offered the ability to obtain performance certifications from the American Welding Society and the American Society of Mechanical Engineers.

Referring to the Labor Market Gap Analysis in *Chapter 2*, there are currently 54 more available positions than trained welders. The number of open positions is projected to remain stable over the next ten years. The median hourly earnings for program completers in welding indicate that graduates are likely to earn slightly above the living wage for this region.

The **Photography** Department offered its first course in 1942. Since that time, the program has evolved from one where students were looking for personal development to a comprehensive program preparing students to be professional photographers.

The department's goal is to prepare students for immediate entry into today's workforce through a curriculum designed to teach the skills needed for entry-level positions in a number of occupations requiring a photographic foundation and technical photography skills. Additionally, the department offers advanced technical training useful for working professionals desiring to upgrade their skills.

The department offers both a certificate and an Associate in Arts (AA) degree. The degree provides a solid foundation for entry into employment with photo studios, public relations and advertising firms, service bureaus, print shops, the entertainment industry, and photo journalism. The department is supported by an advisory committee.

Referring to the Labor Market Gap Analysis in *Chapter 2*, there are currently slightly more available positions in photography than trained workers. The number of open positions is projected to increase by 313 positions over the next ten years. The median hourly earnings for program completers in photography indicate that graduates are likely to earn above a living wage.

The **Printing Technology** Department is dedicated to serving two distinct groups at the College: students who wish to enter the printing trade after obtaining industry certification and students who wish to transfer to a four-year college after completing an Associate in Science (AS) degree. The Printing Technology Department offers courses in traditional printing disciplines of electronic prepress, offset presswork, quick print, flexography, and screen printing. Both evening and day classes are available. The department is supported by an advisory committee. Industry partners provide donations of supplies and equipment, technical support, job opportunities, field trips, guest lectures, and special programs.

The current trends associated with the printing industry are the continued increased demand for color printing with higher quality and consistent color reproduction. There is strong growth in the digital printing market with emphasis on the computer-to-plate and digital workflows in both offset and flexographic printing fields. There is a need to monitor the development of other digital processes and equipment that will most likely represent the future of the printing field.

There is also a continuing need to obtain new resources, as well as to reestablish relationships with high school graphics programs, work force development centers and other sources that can help increase enrollment. The local print industry associations, industry suppliers, and local printing facilities have been and will continue to be a resource for new equipment, supplies, technical help, certification, job placement, guest lectures, and other program needs.

Referring to the Labor Market Gap Analysis in *Chapter 2*, there are currently slightly more available positions than workers trained in printing technology. However, the number of open positions is projected to decrease by 253 positions over the next ten years. The median hourly earnings for program completers in printing technology indicate that graduates are likely to earn slightly above the living wage for this region.

The **Wood Technology** Department offers courses in cabinetmaking, furniture making, and one course fulfilling a general education requirement. The courses are structured to provide instruction supporting practical hands-on laboratory experiences. Instruction and laboratory experiences are designed to prepare candidates for entry-level positions and skill upgrading in each vocational area. The majority of participants in the program are attracted as an extension of their avocational interests and certificate acquisition rates are low. Lack of work opportunities has driven other students to return to college in an effort to upgrade their skills. Although regional data indicate future job openings, those openings are not the traditional high skill, high wage positions generally associated with custom cabinet building.

Referring to the Labor Market Gap Analysis in *Chapter 2*, the current number of graduates in wood technology is not meeting the job openings, with a gap of 164 fewer trained workers than positions. The need for workers trained in this field is projected to grow by 140 positions over the next ten years. The median hourly earnings for program completers in wood technology indicate that graduates are likely to earn a living wage.



Educational Plan

Program Descriptions (cont'd) //

Student Services Program Descriptions

The Student Services area at Fullerton College is divided into three divisions that provide support services designed to maximize the potential of prospective and current students to achieve academic and career success. Division deans report directly to the Vice President of Student Services.

Student Services Divisions are:

- Admissions and Records
- Counseling and Student Development
- Student Support Services

Educational Plan

Program Descriptions (cont'd) //

Admissions and Records (A & R)

The **Admissions and Records** (A&R) Division is responsible for admitting students to the college, including the maintenance of the online application, residency determination, and special admit processing, and for registering students for classes, including supporting and maintaining the student information system and assuring that students are able to successfully enroll and pay for classes. Besides all of the regular functions of A&R, the continual training, committee work, and interfacing with Cypress College, the School of Continuing Education, and the District Information Services personnel and processes are essential to the division's success. All of these functions are overseen by a dean, who is also responsible for the International Student Center (ISC).

Challenges facing the division include the need to automate many processes that are currently performed manually, such as degree evaluations, rush transcript requests, and good student discount verifications. The division goals include providing more online 24/7 services to students and instructors, as well as user friendly websites and easy access to the information students are researching. The division intends to implement an online degree audit, support campus-wide and divisional outreach efforts, improve registration for special student populations, and continue to assist in future upgrades of myGateway and Banner.

The **International Student Center** (ISC), which is also a part of the Admissions and Records Division, was created in 2001 with the hiring of the first full-time International Student Center Coordinator. Previous to 2001, the 90-student program was managed by a staff member in Admissions and Records, and only limited services were offered. Since then, the ISC has developed into a full-service operation, from the point of inquiry to graduation. ISC functions are divided into four main categories: academics, admissions, immigration, and student services. Approximately 400 students from over 60 countries are enrolled in the program and are served by the manager, a student services specialist, and an adjunct academic counselor.

Educational Plan

Program Descriptions (cont'd) //

Counseling and Student Development

The **Counseling and Student Development** Division includes the following areas: the Assessment Center, the Career and Life Planning Center, the Counseling Center (including the Counseling Department), Disability Support Services, the Veterans' Resource Center, the Transfer Center, and the Workforce Center. Several programs designed to provide specialized support for targeted student populations have designated counselors. These programs include: Athletics, Honors, High School Outreach, Puente, Transfer Achievement Program (TAP), UMOJA, and the Veterans' Resource Center. The division is supported by both general funds and matriculation funds, the latter being restricted to certain uses only.

Student demographics, state funding, and remaining in compliance with state and federal regulations continually influence counseling programs. Compliance regulations must be addressed even when funding is not provided. Approximately two of every three students at Fullerton College come from traditionally underrepresented student populations.

The goal of the **Assessment Center** is to ensure equal access, opportunity, and success for all students at Fullerton College. The purpose of assessment is to place students in courses that match their skills, needs, and goals. The Assessment Center provides computerized testing in English, reading, math, and chemistry, and paper and pencil testing in English-as-a-Second Language (ESL). In addition, the Assessment Center proctors the Ability to Benefit test for students without high school diplomas who wish to receive federal financial aid. The center also conducts orientations for new students using a computerized, online format, and provides support to two of the other College Transition Programs developed by the Counseling Department to assist new students with educational planning.

The Assessment Center plans to increase the number of remote COMPASS (Computer Adaptive College Placement Test) testing sites, especially in feeder high schools, and plans to pilot a computerized ESL placement test.

The **Career and Life Planning Center** offers services designed to assist students in focusing on factors that influence career choices over their life span. Students can visit the Career and Life Planning Center to learn about career options, target their ideal career, and clarify interests and activities related to their career development. The Center offers one-on-one counseling to assist with selecting college majors, occupational possibilities, career goals and other aspects of career searching. Career assessment, workshops, a research library, and career-related software programs are also available. Traditional career classes are offered online, as well as in a hybrid format, and in a classroom setting.

Challenges facing the Center include the need to accommodate an influx of displaced workers returning to college seeking new direction and new career pathways. The Center's goals include training for faculty regarding career assessments and services, increasing classroom presentations, and expanding outreach and marketing efforts to reach more students who are undecided about their major.

The **Counseling Department** provides services for all students through the Counseling Center, online counseling, and counseling course offerings. Counseling programs provide career, transfer, and college success programs and services with the goal of enhancing student access. The department is engaged in instruction as well as support services. Counselors teach student development courses as well as counsel students. A total of 50 sections are offered, including full-term, short-term, online, and in person classes.

Counseling faculty members are specialists in working with specific majors. One counselor is assigned 100% to be the articulation coordinator, developing agreements with four-year colleges and universities that define how courses will transfer from one institution to another. A second counselor is assigned 100% to be the matriculation coordinator. This counselor works closely with other departments to ensure compliance with matriculation regulations.

Educational Plan

Program Descriptions (cont'd) //

Counseling and Student Development (cont'd)

The **Matriculation** Program is a set of services provided to all students as a means of ensuring their academic success. The legislation that established matriculation ensures that every community college student will be afforded the same opportunity for services and to achieve academic success. The College goal is to make the institution a place of easy access and success for students to achieve their educational goals and economic gain. The five components or services are admissions, assessment, orientation, counseling/advising, and student progress/follow-up. With more students entering college who are underprepared in basic skills, matriculation services are critical to student success. Matriculation is state-funded and requires a general fund match.

In order to keep pace with the dynamic nature of student needs and the changing landscapes of higher education and workforce development, program staff are collaborating with appropriate district and campus staff to acquire and develop an electronic degree audit and educational planning system. Once in place, this system would greatly facilitate the advising process by expediting the identification of unmet course requirements in a student's educational plan and appropriate directions for future course planning. In turn, more time may be directed in a counseling session for addressing the "whole" needs of the student.

Disability Support Services (DSS) manages the state-wide Disabled Students Program and Services for Fullerton College. Services and support are provided, in compliance with state and federal legislation, to all students with verified disabilities who are enrolled in the College. Services are designed to support students in the achievement of their academic and vocational goals. Accommodations are tailored to the student's individual needs with the goal of integrating the student into all facets of college life.

Typical services include: complete assessment and evaluation of learning disabilities; academic, vocational, and personal counseling; referrals; registration assistance; test taking assistance; interpreters; and alternate media services. Enrollment growth of students with learning disabilities has been relatively steady and currently makes up the largest group served by DSS.

Over the last five years, the student population has more than doubled to approximately 1,600 students. The College must ensure mandated accommodations are provided regardless of the amount of categorical funding available.

The **Veterans' Resource Center** (VRC), under the direction of the Director of Disability Support Services, provides information on and services to veterans on educational benefits in accordance with federal and state regulations, academic counseling, and referrals to meet the needs of the student veteran population. Students who wish to utilize GI Bill benefits are encouraged to work with the VRC staff. The office submits claims for veterans' educational benefits to the Department of Veterans Affairs. Applications are done online, and the VRC staff completes enrollment certifications and activates necessary vocational rehabilitation textbook and supply accounts. Referrals of extended services and files are maintained in accordance with the regulations specified by the Department of Veteran Affairs (VA).

The student veteran population has experienced an increase in the last few semesters. With the receipt of a grant from the State Chancellor's Office, the VRC was able to increase student Veteran Work-Study positions. The VRC continues to grow, and the demand for services will need to continue to be monitored to continue the services.

The **Transfer Center**, assists students interested in continuing their education at a four-year institution with an emphasis on reaching the underrepresented transfer students. It is the responsibility of the Transfer Center to communicate with students, staff, faculty, and the community regarding issues that affect access and opportunity for transfer students. This is accomplished by sending e-mails through the listserv, classroom presentations, one-on-one advising to students who come into the center, and training for faculty on transfer issues. The Transfer Center offers students opportunities to meet with representatives from four-year schools for advisement and to attend workshops and transfer fairs. The Transfer Center maintains a library of resources including college catalogs, articulation agreements, reference books, college videos, and computer programs for student use.

Future plans include collaborating with the Counseling Department to develop a one-unit transfer readiness course and to organize trips to visit historically black colleges and universities.

Educational Plan

Program Descriptions (cont'd) //

Counseling and Student Development (cont'd)

The **Workforce Center**, formerly the Job Placement Center, has evolved into a comprehensive service where students can obtain information on local job opportunities; learn how to write a contemporary resume, cover letter, and other business-related correspondence; and practice interviewing skills. Workshops on job retention, dress for success, business etiquette, identification of skill sets, and other relevant topics are provided throughout the year. The center sponsors a job fair each semester.

The following counseling programs provide specialized support to targeted student populations in collaboration with other campus divisions:

Athletics: Counselor support is provided to student athletes through designated student development courses, individual and group counseling sessions, follow-up with coaching staff and follow-up with eligibility staff in the Admissions and Records Division. Approximately 500 student athletes are supported by this program on an annual basis.

Honors: Counseling provides support to students enrolled through the Honors program by assigning a portion of a counselor's duties to attend the Honors program committee meetings, counsel students on an individual basis, and assist with determining student eligibility for the program.

High School Outreach: The high school outreach coordinator provides outreach to feeder high schools and other potential students by conducting orientations, campus tours, college nights, and outreach events with the assistance of counselors and other campus staff. Orientations are encouraged and support student success on campus. Outreach to feeder high schools is conducted primarily by counselors, although members of other student services departments also participate. Outreach activities include two special events: the High School Counselor Breakfast and High School Family Night. Activities also include high school group tours of campus.

In order to enhance the High School Outreach Program, counselors would like to increase the number of application assistance workshops for incoming high school seniors, develop a program that would determine college readiness in reading, writing and math for eleventh graders using the COMPASS (Computer Adaptive College) placement test, and collaborate with the School of Continuing Education's (SCE's) High School Diploma Program to develop targeted events.

The Puente Program is part of the University of California's Puente project. It is designed to increase the number of underrepresented students who enroll in four-year colleges and universities, earn college degrees, and then return to the community as mentors and teachers for future generations. Puente provides counseling and English courses, special activities, and a mentoring component for selected students for one academic year. Academic advising continues until students successfully transfer to four-year universities. Most Puente Program participants are first generation students from low-income families. A full-time counselor is assigned 50% to the Puente Program.

Puente students and staff participate in the following activities: new student and parent orientation, mentor student mixers and training, mentor classroom presentations, Northern California university tour, and the end of the year reception. Research has shown that Puente students who persist to the University of California (UC) system via the articulation program have higher success rates than other students who transfer to the UCs.

Program goals include tracking and reporting Puente cohorts who transfer and graduate from four-year universities, providing additional classroom presentations, developing evening professional panels, and organizing field trips to work sites.

Educational Plan

Program Descriptions (cont'd) //

Counseling and Student Development (cont'd)

The **Transfer Achievement Program** (TAP) is a comprehensive program designed to encourage and support underprepared students in their goal of transferring to a four-year university. While not administered by the Counseling and Student Development Division, counselors and the Transfer Center play important roles in the program. TAP includes counseling, Supplemental Instruction (SI), learning communities, orientations, social activities, tours, and monitoring of students' academic progress.

UMOJA is a program dedicated to enhancing the cultural and educational experiences of African-American and other students at Fullerton College. The purpose of the program is to increase student success, retention, persistence, and transfer rates. Counseling support is provided by assigning a counselor to program students and allowing time for program coordination. UMOJA is a collaborative effort of the Counseling Division, Social Sciences Division, and Extended Opportunity Programs & Services (EOPS) staff. Data from college records indicate that students who participate in Umoja have a higher retention and success rate than other African-American students at the college.



Educational Plan

Program Descriptions (cont'd) //

Student Support Services

The **Student Support Services** Division includes the following programs and services: Associated Students, CalWORKs, Cooperative Agencies Resources for Education, Extended Opportunity Programs & Services, Financial Aid, Health Services Center, and Student Affairs.

The **Associated Students** (AS), also known as Student Government, is the recognized student voice in the shared governance process on campus, district and state levels. AS consists of student leaders, receives direction from a full-time advisor and offers students an opportunity to make a substantial impact on the campus and the District. Student leadership opportunities include serving in leadership positions and working collectively with the clubs and organizations in planning and executing a wide-variety of student activities, educational programs, entertainment, free food events, and services to benefit the student body. The AS also produces Campus ID cards for students.

CalWORKs (California Work Opportunity and Responsibility to Kids) Program is designed for students who are receiving Aid to Families with Dependent Children (AFDC) and/or Welfare. A case management approach is utilized to provide the guidance and support needed for students to reach their academic/career goals while meeting county mandated requirements. A team approach is used to advocate for student rights. Services include: academic, career, and personal counseling; crisis intervention and emergency referrals for housing/shelter; food and clothing and mental health needs, etc. Child care funds are available for both on- and off-campus child care.

CalWORKs work study students are placed in on-campus work study positions. CalWORKs staff members collaborate with both on and off-campus programs and community-based organizations in order to assist students in overcoming potential barriers to student retention and success. The CalWORKs Program serves both Fullerton College and the School of Continuing Education CalWORKs student population.

Cooperative Agencies Resources for Education (CARE) provides additional services and grants to eligible Extended Opportunity Programs & Services (EOPS) single parents who are receiving public assistance. The CARE program is a combined effort of three agencies: the Department of Social Services, the Department of Employment, and Fullerton College. The hope is to break the welfare dependency cycle by helping students complete college level educational training programs so that they can become employable and economically sufficient.

Through CARE, eligible EOPS students receive supplemental educational support services, such as counseling and advisement, group support, peer networking, help from peer advisors, information and referrals to campus and community based services or agencies, and workshops. Grants and allowances for services are used to enhance the retention, persistence, graduation, and transfer rates for these students.

Educational Plan

Program Descriptions (cont'd) //

Student Support Services (cont'd)

Extended Opportunity Programs & Services (EOPS) is a state and college-funded program designed to assist students with economic, linguistic, and educational challenges (as defined by Title 5) to enroll and succeed in a higher education environment and their careers. Comprehensive support services are provided to promote access to college and, once the student is enrolled, to increase retention and/or transfer to a four-year university. Documentation of program and student success is required in an annual report to the California Community College Chancellor's Office.

Challenges to the program are many. As growth continues, students will need more and better access to staff and counselors. While the program quickly identifies how students are progressing, and which students require additional retention interventions, it is important to track these students and monitor and encourage their success.

The **Financial Aid Program** provides information regarding the types of financial aid available to students. The department collects and processes all necessary financial aid forms and documents. The office administers state and federal grants, loans, and work study programs. Applications for financial aid have increased each year and there has been an enormous increase in applications and awards in the past three years, correlating to the recession and reduced spaces at both the California State University (CSU) and University of California (UC) systems, where students were redirected to the community colleges.

The **Health Services Center** was established in 1971 to provide care for short-term illness, maintenance and improvement of physical health, mental health, and social well-being so that students may succeed in their academic and vocational programs. Health Services also provides evaluation, treatment and/or referral for on-campus injuries sustained by students, faculty, staff, and visitors to campus. Services for students include low-cost laboratory testing, immunizations, smoking cessation and nutritional counseling, psychological counseling, physicals, minor surgery, low- and no-cost medication, hearing and vision screening, diagnosis and treatment of short-term illness, crisis intervention, first aid, referrals to community agencies, hospitals, and specialists, and administration of student accident insurance.

The **Student Affairs** Department is under the leadership of the Director of Student Activities. The department advises the Associated Students/Student Government (AS), Inter-Club Council, and AS clubs and organizations and coordinates numerous activities and events. Students participating in these activities and organizations receive “hands-on” leadership experiences that complement their educational and personal goals. The staff is responsible for coordinating and disseminating information regarding campus events, student rights, student government, student discounts, “FC Days” ticket sales, commencement, Men and Women of Distinction, and Campus ID Card Production with the Associated Students.



FULLERTON
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Educational Plan**Program Descriptions (cont'd) //****Campus Support Services Descriptions**

The Campus Support Services are offices/departments that are the backbone of the college. There are currently eight offices/departments that comprise this section.

Campus Support Services are:

- Academic Computing Technologies
- Bookstore
- Bursar's Office
- Campus Safety
- Institutional Research
- Physical Plant/Facilities
- Public Information Office
- Staff Development

Educational Plan

Program Descriptions (cont'd) //

Academic Computing Technologies (ACT)

The **Academic Computing Technologies** (ACT) is the principal department charged with implementing and supporting campus technology. Significant effort and progress have been made in implementing and maintaining state-of-the-art technology projects. With a robust network infrastructure and technologically advanced classrooms and workstations for students, faculty, and staff, the campus is positioned to support current needs.

ACT is continually challenged with the need to support existing and developing technology needs. Technology provides new opportunities to enhance and improve instructional programs and services, especially in the graphic arts, business/CIS, natural sciences, and technology and engineering departments that rely on up-to-date technology.

The college's technology infrastructure is supplemented with a broadband coax capability that provides a mechanism to deliver video to and from classrooms as well as other major locations, including the campus theatre, dining room, a variety of meeting rooms, and throughout the student center. The campus network extends to and supports the School of Continuing Education Wilshire campus with its associated classrooms, workstations, and staff.

Infrastructure technology also includes the Voice over Internet Protocol (VoIP) network that merges phone functionality with network connectivity. The addition of VoIP allows the campus to conduct business more efficiently by integrating voice and email messaging, along with all of the other functions of VoIP technology.

Wireless networking is available in many places around the college so that students and faculty may work anywhere on campus with a notebook and wireless network interface.

Bookstore

The **Bookstore** is operated by the college and provides printed and digital resources for current class offerings in addition to Fullerton College logo clothing, gifts, greeting cards, snacks, beverages, and general merchandise. In order to address a growing concern of the high cost of textbooks and digital books, the Bookstore implemented a textbook rental program. Textbooks and instructional materials for the School of Continuing Education classes are provided for the Wilshire Center on the Fullerton College campus.

As more printed materials are available to students for purchase from online vendors such as Amazon and Half.com, and as more instructional materials are downloadable, consideration must be given to the profitability of maintaining the college bookstore.

The Bookstore is currently self-funded, receiving no general funds from the College or the District. Salaries for all staff members in the Bookstore and in the Bursar's Office are paid with Bookstore revenue. A portion of profits are given to the Associated Students.

Bursar

The **Bursar's** Office processes registration payments and refunds, as well as deposits and disbursements for a variety of campus functions including Associated Students, clubs, Bookstore, athletics, and Fine Arts activities. The office is also responsible for administration of the Chancellor's Office Tax Offset Program (COTOP).

Campus Safety

Campus Safety officers are not sworn peace officers; therefore, they do not carry or have access to firearms. This limits the role of the safety officer in situations involving weapons on campus. A close working relationship with the Fullerton Police Department is beneficial to the college for issues related to traffic surrounding the campus and for any criminal activity that might take place on campus.

The mission of Campus Safety is to provide a safe and secure environment for staff, students and visitors, and to provide safety services and emergency preparedness for the entire college campus. Under the supervision of a director, the Campus Safety Division provides safety services 24 hours a day, 7 days a week. Campus Safety personnel respond to emergency and routine requests for service, enforce parking regulations, and write incident reports.

Educational Plan

Program Descriptions (cont'd) //

Institutional Research

The mission of the **Institutional Research** Department is to provide valid, action-oriented research in order to support institutional assessment, decision-making and strategic planning. Numerous reports are generated by the Director of Institutional Research to support activities at the college. The Director is also instrumental in acting as a resource member on various campus committees and guiding the planning process.

Physical Plant/Facilities

Physical Plant/Facilities plans, operates, manages, and maintains the various areas and components of the campus facilities. Its many responsibilities include: transportation/vehicle fleet; heating and air conditioning; grounds, irrigation and landscape; custodial and maintenance services, including scheduled maintenance programs; water conservation efforts; energy management system; waste programs; hazardous and chemical waste disposal; campus infrastructure; building modification; access control; fire alarm suppression systems; and mail distribution. Facilities also manage ongoing issues related to maintaining aging buildings as well as new buildings.

Public Information Office (PIO)

The main focus of the **Public Information Office (PIO)** is to provide information to the community, both on and off-campus, regarding activities, events, and general information about Fullerton College. With the advent of various social media, communication from the PIO comes in the form of web site announcements, posts to Facebook, Twitter messages, and Blogs. As new technologies develop it will be a challenge for the PIO to remain on the cutting edge of information dissemination.

Staff Development (SD)

The Office of **Staff Development (SD)** supports life-long learning for the campus faculty and staff by coordinating vital professional development activities for the entire campus. SD consists of a coordinator who is a full-time faculty member and serves as chair of the Staff Development Committee, and a full-time administrative assistant. SD receives direction from the Staff Development Committee which is composed of 3 managers, 2 staff, 8 faculty and 2 students. The SD Committee is responsible for planning, developing, coordinating, reviewing and evaluating professional development activities, including reviewing requests for funding. SD offers a variety of technology training workshops for all faculty, staff and managers. Additionally, SD works with other District and campus groups to offer workshops and activities on topics such as health/safety, emergency preparedness, equity and diversity, effective instructional strategies and techniques, student learning outcomes, curriculum and leadership development.

Staff Development is located in the Teaching Effectiveness Center (TEC) in the LLRC. The TEC features a newly updated computer lab for technology training, scanners, a lending library of teaching, learning and technology resources, wireless internet, small meeting area, a Scantron machine, and work space for adjunct faculty. SD also has equipment available for check-out such as laptops, photo and video cameras.

The greatest and ongoing challenge that SD faces is the lack of institutionalization of the program, which prevents effective long-term planning. The budget fluctuates from year to year, professional development funds come and go, the reassigned time given to the coordinator varies by term, and there is no permanent coordinator. Over the past six years, there have been five different SD coordinators. The inability for SD to develop a comprehensive program that meets the needs of all campus constituents results from a lack of consistency and continuity in the program due to the uncertainty of funding/ coordinator.



Existing Conditions

Existing Conditions

Overview //

The analysis of existing conditions phase of the planning process involved studying the existing conditions on campus in order to identify key planning issues for the Facilities Plan to address. The analysis was based on information gathered at campus tours, meetings, and discussions with Fullerton College Leadership and the Fullerton College Campus Planning Committee (CPC). The findings are summarized in a series of graphic plates that illustrate patterns and characteristics to guide future development.

The existing conditions analysis was completed in spring 2010 and represents conditions on campus as of that date with some minor updates. The graphic plates do not illustrate some of the most recent campus improvements that were executed prior to the completion of this CMP document.

This section consists of the following elements:

- Regional Context
- Local Context and Community
- Campus Plan
- Building Occupancy
- Campus Development History
- Vehicular and Bicycle Circulation
- Parking
- Emergency Access
- Pedestrian Circulation
- Campus Zoning
- Campus Landscape

Existing Conditions

Regional Context //

Fullerton College is located at 321 E. Chapman Avenue in the City of Fullerton, in Orange County, California.

This urban college is located along what functions as the “Fullerton Educational Corridor” which runs along Chapman Avenue and includes Fullerton High School, Fullerton College, and California State University, Fullerton.

The College is served principally by two freeways, the 91 and the 57. The 91 Riverside Freeway is convenient via the Lemon Street exit. The 57 Freeway via the Chapman Avenue exit is located within 2-1/2 miles of the campus; however, there is often heavy traffic and congestion near California State University Fullerton.

The campus is further served by a “grid” of major primary surface arterial streets such as Orangethorpe Avenue, Chapman Avenue, Harbor Boulevard, Lemon Street, and Brea Boulevard.

The campus is within close walking distance from the Fullerton Metrolink station and the Fullerton Transportation Center (Amtrak) both located at 120 E. Santa Fe Avenue in downtown Fullerton. Additionally, Orange County Transportation Authority (OCTA) buses regularly drop off and pick up students in front of the College on Chapman Avenue.

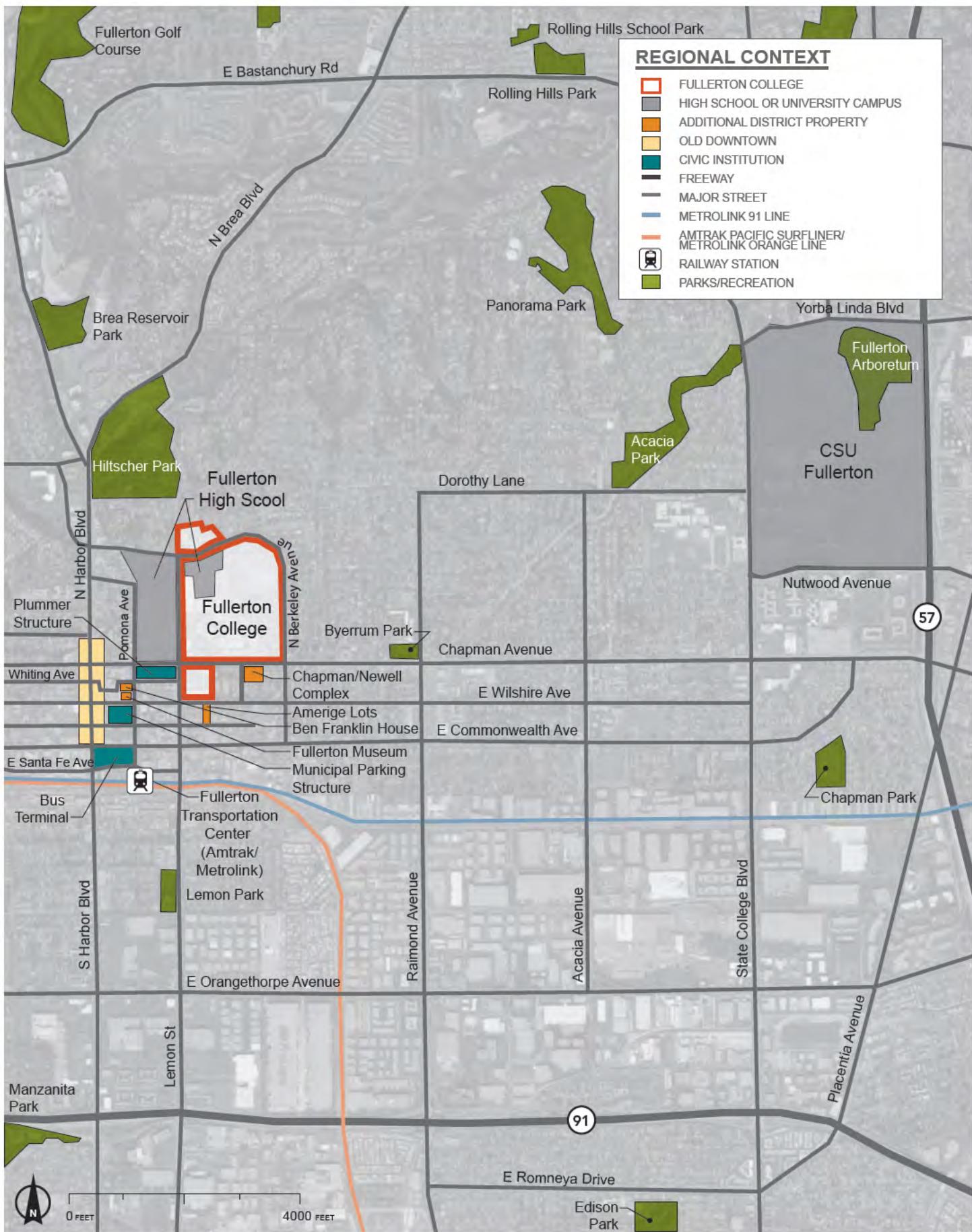
The graphic illustration on the opposing page describes the regional context in which Fullerton College exists.



1 Orange County Monument Sign

2 Downtown Fullerton Signage

3 Fullerton Transportation Center



Existing Conditions

Local Context and Community //

The graphic illustration on the opposing page describes the local context and community in which Fullerton College exists.

The following issues and comments were discussed during the planning process:

- The campus is landlocked on all sides by the residential neighborhoods and Fullerton Union High School.
- A large parcel of land at the northwest corner of the main campus is high school property.
- The historic mission-style John Hetebrink House occupies the southeast corner of campus, isolates one parking lot, and affects the identity of the campus from east Chapman.
- The Gigliotti Property (Chapman/Newell Complex) (Chapman/Newell Center) is owned by the College.
- Residential neighbors are located to the north, east and south.
- There is a sloping site at the north end of campus.
- Views from the residential area are important.
- There is a visual collision between the Fullerton Union High School baseball field and the College's parking structure:
 - / This is an aesthetics issue.
- Fullerton is the “Downtown” college in the City of Fullerton.
- The Ben Franklin House and the Fullerton Museum are owned by the College.
- There are also two (2) vacant lots “Amerige Lots” owned by the College.
- The City of Fullerton has plans for:
 - / The FOX Block/Fullerton Fox Village.
 - / The SOCO District (South of Commonwealth).
 - / Intersection of Chapman and Lemon.
 - / Fullerton Transportation Center Specific Plan.



1

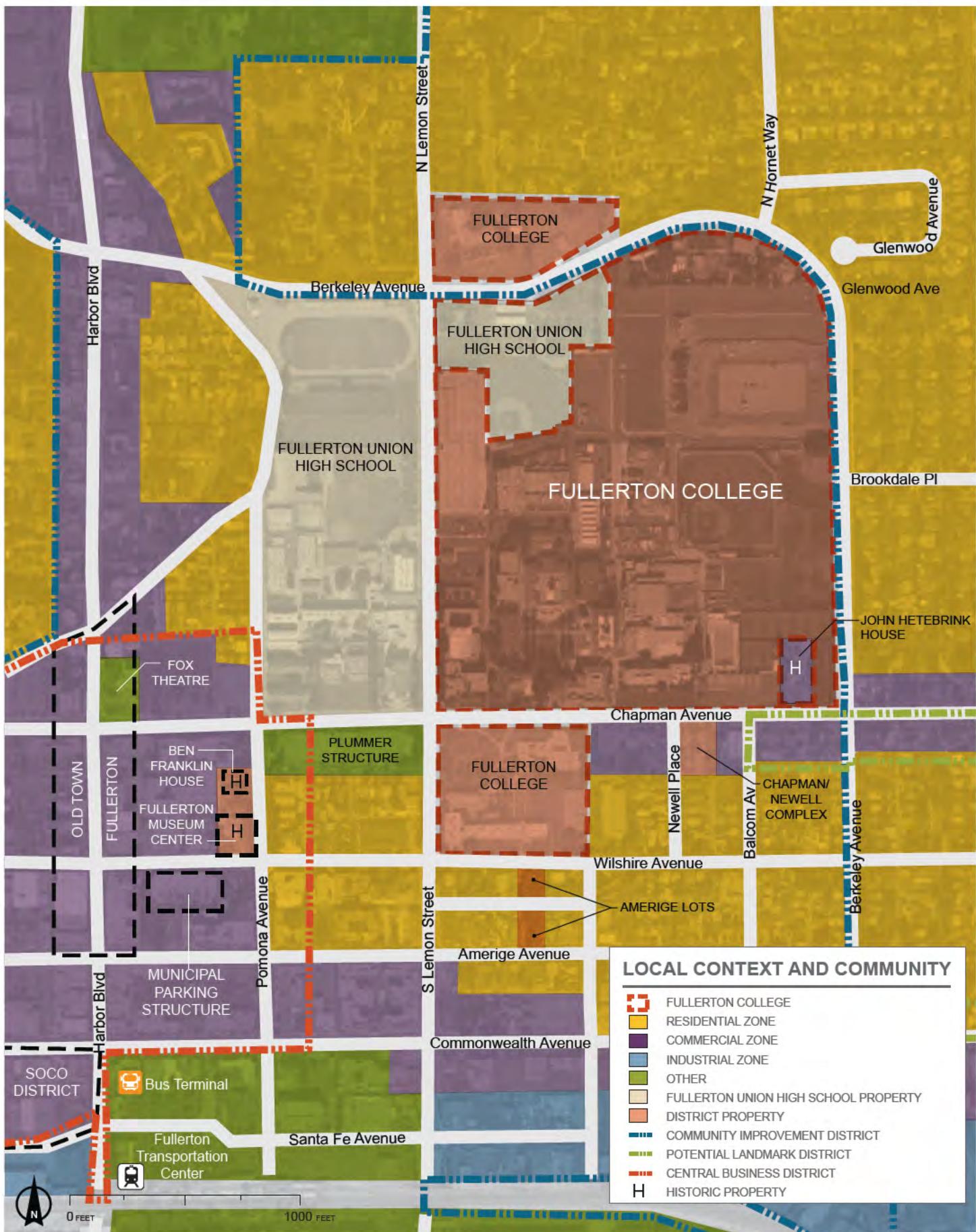


2



3

- 1** Chapman/Newell Complex (Gigliotti Properties)
2 Louis E. Plummer Auditorium, Fullerton High School
3 Fox Theater



Existing Conditions

Campus Plan //

The graphic illustration on the opposing page describes all of the existing facilities on campus including the temporary/portable buildings and the buildings currently in design/under construction.

As the *1999 Master Plan* noted, "Fullerton's original monumental buildings and formal gardens were perhaps intended for something beyond mere education; they were to be an expression of civic pride and a focal point for the surrounding region. The campus plan consequently embraced the community by situating the buildings close to Chapman Avenue for visibility and accessibility."

The campus was originally planned with a tight pedestrian orientation and inwardly focused towards the central green or "commons" fronting the Library/LRC. These characteristics have been maintained today.

A pocket of Fullerton Union High School property (Baseball Field and Agricultural Farm) is located in the northwest quadrant of the campus. The pocket creates a large separation between the main campus and the north campus and limits Fullerton College's ability to expand within their compact urban footprint.

The following issues and comments were discussed during the planning process:

- The Campus Planning Committee is proud of the history of Fullerton College and desires to maintain the spirit of the original 1935 Master Plan.
- New construction should continue the tradition of expression of civic pride.
- There are a number of temporary buildings on the campus.



1



2

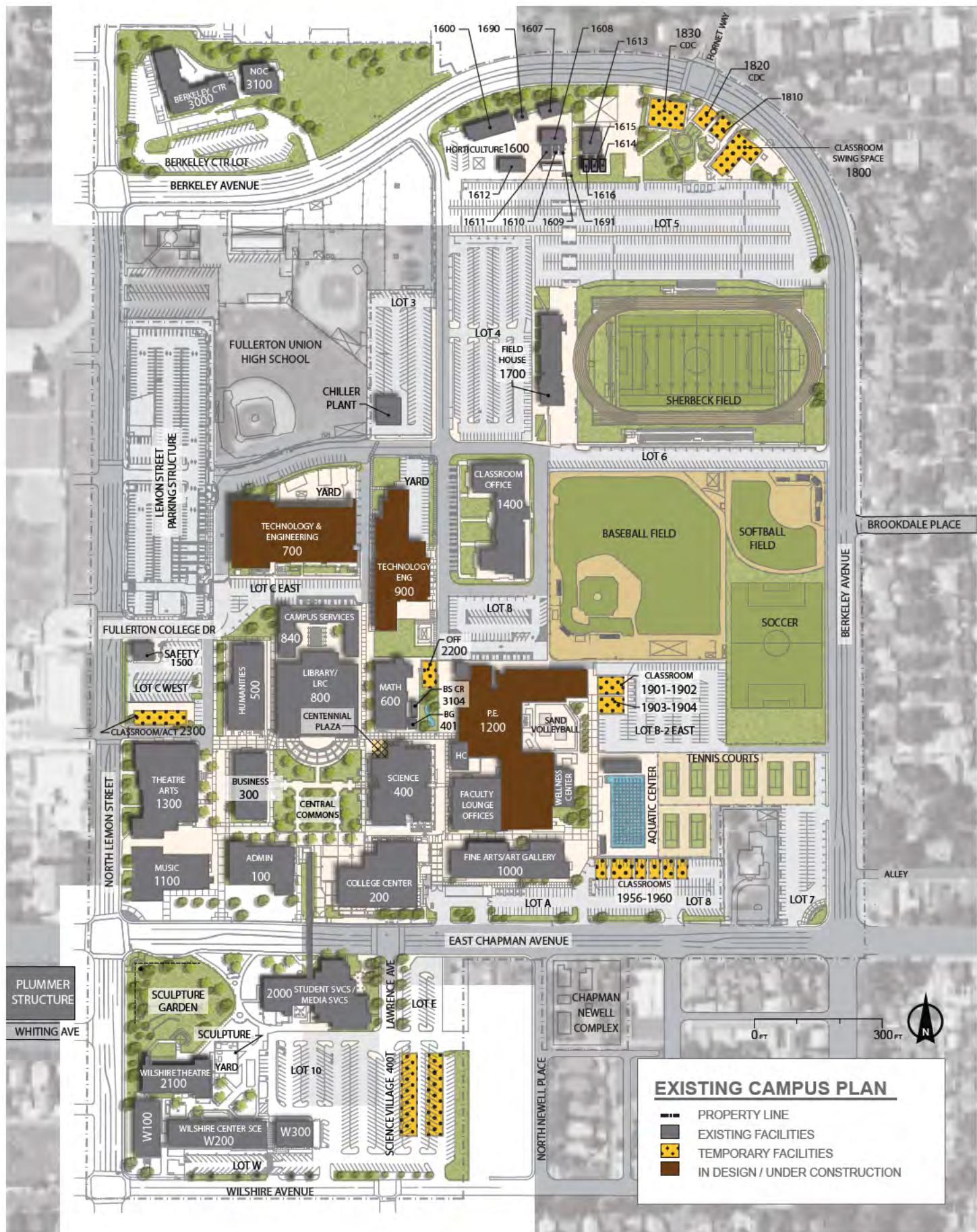


3

1 800 – Library/Learning Resource Center

2 200 – College Center

3 1700 – Field House

**EXISTING CAMPUS PLAN**

Existing Conditions

Campus Development History //

The campus was first established in 1913 and shares with Bakersfield College the distinction of being the oldest continuously operated community college in California. Fullerton College is also the oldest community college in Orange County.

The College conducted classes at Fullerton High School before opening a 14-acre campus across the street in 1936. The current campus developed incrementally over 70 years from a very small college to today's large college.

The graphic illustration on the opposing page illustrates the building construction history by decade. It highlights how the campus has grown in rings around the original core buildings.

The following issues and comments were discussed during the planning process:

- Many of the original and oldest (distinguished architecture) buildings remaining in the campus core have not been renovated.

1925 – 1949

- 100 – Administration
- 300 – Business & Computer Information
- 600 – North Science
- 840 – Campus Services
- 1600 – Horticulture Center - Main
- 2100 – Wilshire Auditorium
- 2300 – Classrooms
(Media Services/Academic Computing)
- 2500 – Chapman/Newell Complex
(Gigliotti Property)
- W100 – Wilshire Continuing Education Center
- W200 – Wilshire Continuing Education Center



1950s

- 700 – Technology & Engineering
- 1000 – Fine Arts/Art Gallery
- 1200 – Physical Education

1960s

- 400 – South Science
- 500 – Applied Arts/Humanities
- 1100 – Music
- 1300 – Theatre Arts
- 1607 – Horticulture Center – Ag Lab
- 1608 – Horticulture Center – Propagation
- 3000 – Berkeley Center

1970s

- 401 – Biological Greenhouse
- 1609 – Horticulture Greenhouse 1
- 1610 – Horticulture Greenhouse 2
- 1613 – Horticulture Greenhouse 4
- 2200 – Temporary Offices
- 3100 – Academic Computing (N.O.C.)

1980s

- 1611 – Horticulture Greenhouse 3
- 1612 – Horticulture Lath House
- 1800 – Child Development/Temporary Classrooms
- 2000 – Student Services/TV

1990s

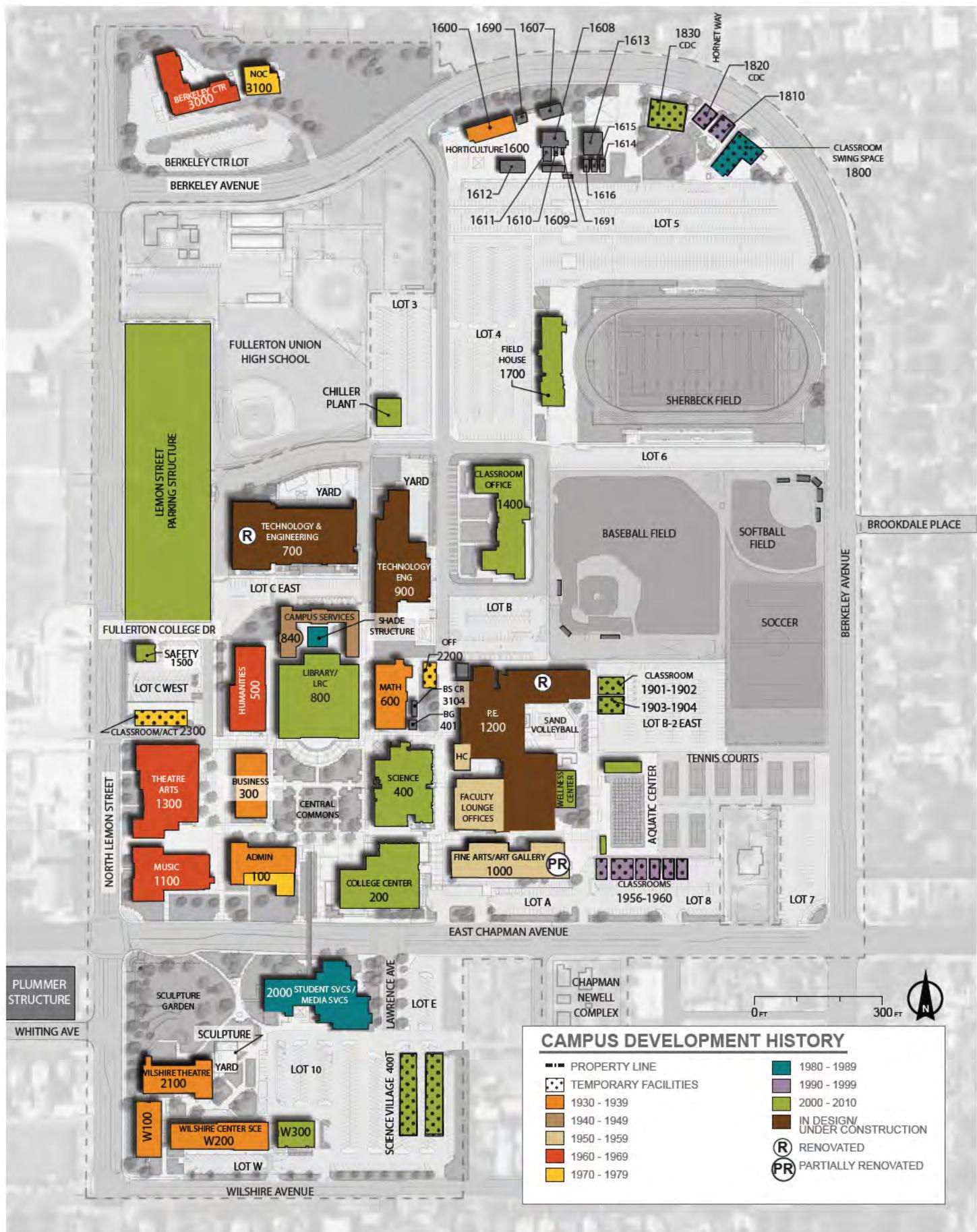
- 1614 – Horticulture Greenhouse 5
- 1615 – Horticulture Greenhouse 6
- 1690 – Horticulture Restrooms
- 1691 – Horticulture Connex Box
- 1810 – Child Development
- 1820 – Child Development
- 1956-1960 – Temporary Classrooms

2000s

- 200 – College Center/Food Services
- 400T – Science Village Temporary Facilities
- 800 – Library/Learning Resource Center
- 1400 – Classroom Office Building
- 1500 – Security Building
- 1616 – Horticulture Greenhouse 7
- 1830 – Child Development
- 1901-1904 – Temporary Classrooms
- W300 – Wilshire Continuing Education Center

2010s

- 900 – Technology & Engineering Complex
- 1700 – Field House



Existing Conditions

Vehicular and Bicycle Circulation //

Vehicular and bicycle circulation patterns are illustrated on the graphic illustration on the opposing page. Campus entry points, major vehicular circulation routes, and municipal bike lanes are shown along with areas allocated for parking, public transit stops, and existing stoplights.

As the *1999 Master Plan* noted, “the Fullerton College campus is not well organized in terms of accommodating the automobile. This is largely because the campus was planned and built before it was common for students to use automobiles for transportation.”

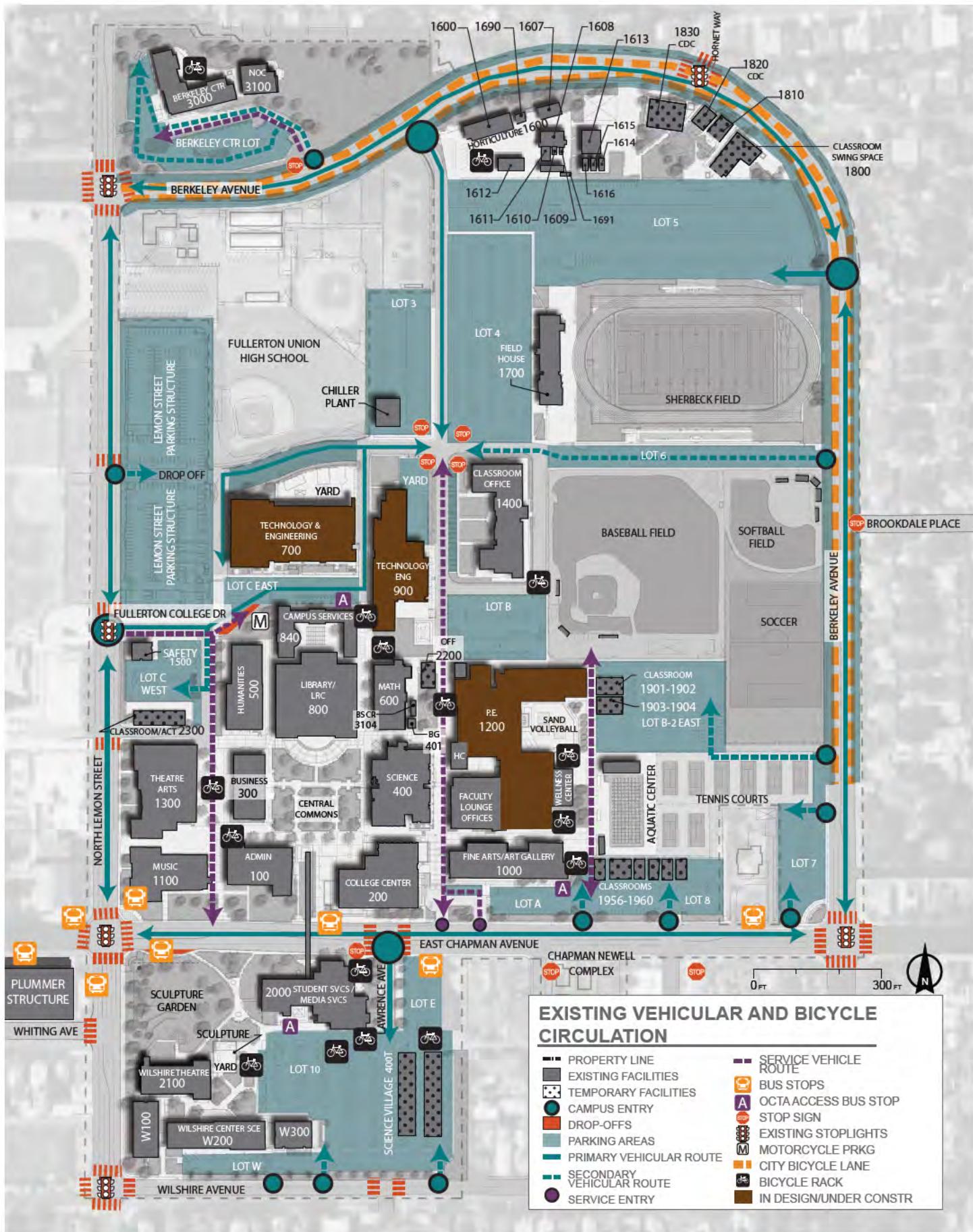
“There is no integrated parking and traffic circulation system linking all areas of the campus. Drivers must exit parking lots onto public streets to move from some areas to others.” There are far too many vehicular entrances to the campus and this poses a variety of security and traffic safety risks while making wayfinding very confusing.

The City of Fullerton has constructed Class II Bikeways (Bicycle Lanes) along Berkeley Avenue as part of their Master Plan of Bikeways in an effort to create a comprehensive network of bicycle commuter routes. The Berkeley Avenue bikeways connect to other bikeways along Dorothy Lane, Harbor Boulevard, and Brea Boulevard. The Berkeley Avenue bike lanes provide a restricted right-of-way designated for the exclusive/semi-exclusive use of bicycles with through travel by motor vehicles or pedestrians prohibited. However, vehicle parking and cross flows by pedestrians and motorists are permitted.



The following issues and comments were discussed during the planning process:

- Primary vehicular circulation is along city streets (not interior to the campus):
 - / Most campus traffic comes from Harbor Boulevard which is a major/primary arterial.
 - / Both Lemon Street and Chapman Avenue are primary vehicle corridors.
 - / The existing north entry to campus from Berkeley Avenue is a blind corner.
 - / Berkeley Avenue is a secondary highway.
- There are multiple parking lot entrances and none are designated for the first time-visitor:
 - / The entrances on Chapman Avenue are congested and sometimes hazardous.
- Fullerton does not have any defined drop-off areas:
 - / Vehicles stop at the north end of the 500 Building for drop-off.
 - / Vehicles stop in front of the 1000 Building for drop-off.
- The main streets trisect the campus into three (3) precincts:
 - / The north campus above Berkeley Avenue, the main campus, and the south campus below East Chapman Avenue.
- The addition of the 1400 and 1700 Buildings changed the circulation patterns on campus and, as a result, the north entry at Berkeley Avenue has become an important entrance.
- The most used “functional” entrance to the campus is at Fullerton College Drive:
 - / There is substantial congestion here.
 - / There are many things going on here; drop-off, motorcycle parking, parking structure, and campus safety.
- There are four (4) specific OCTA access bus stops.
- Bicycles are not allowed on campus and no bike paths are planned within the campus:
 - / Students get off their bikes and walk their bikes into campus for parking.



Existing Conditions

Parking //

The lack of parking at Fullerton College has been and continues to be a major concern on campus.

The parking areas are highlighted on the graphic illustration on the opposing page and the quantities for each parking lot are indicated. The graphic highlights the fragmented layout of small interior lots dispersed throughout campus.

The following issues and comments were discussed during the planning process:

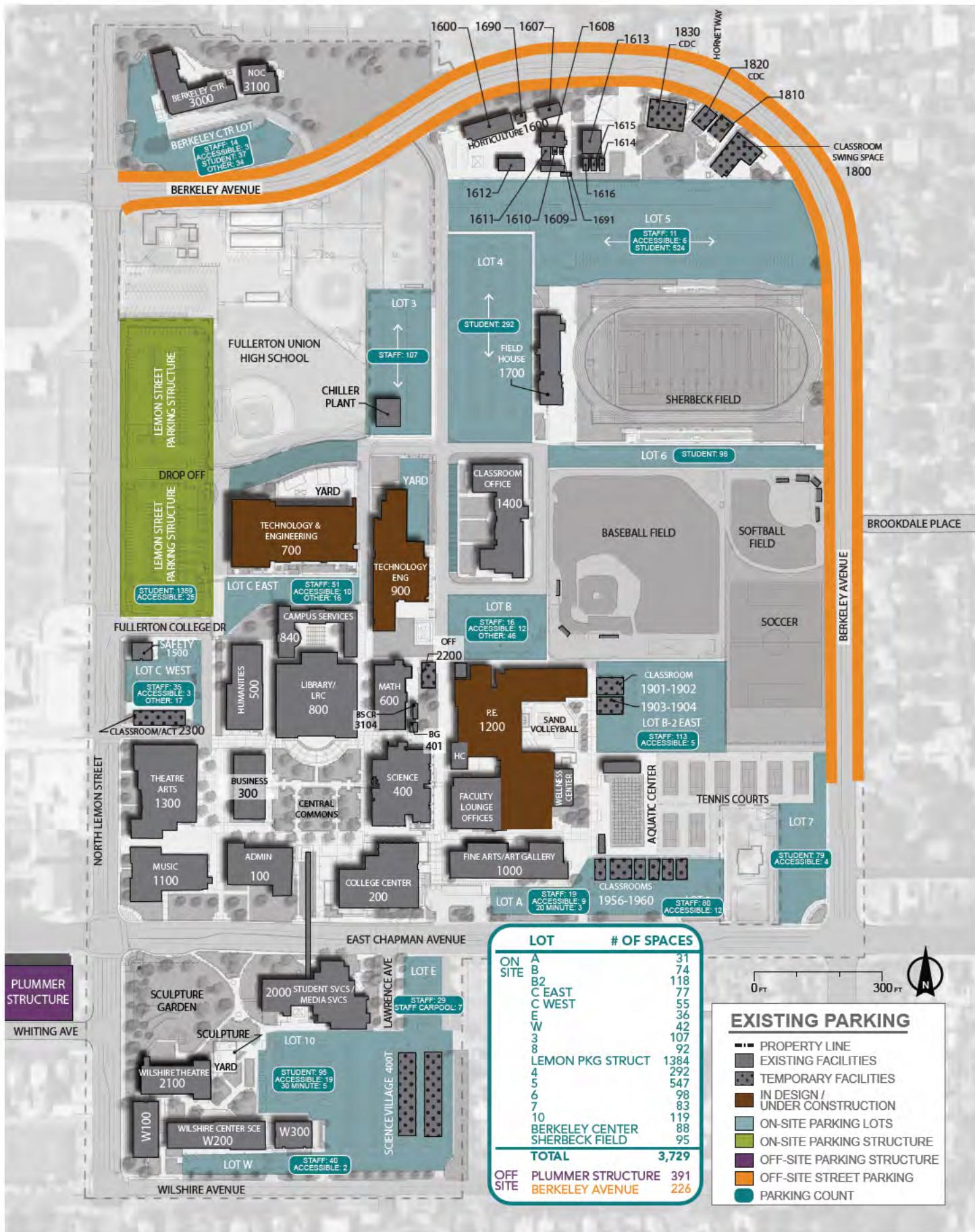
- Parking in the center of campus conflicts with pedestrian circulation.
- Parking lots are not continuously linked. Drivers are forced to use public streets to circulate to other lots in search of a parking space.
- Three (3) areas of parking were originally on the edge of the campus core, but as the campus has grown, these are now located in the middle.
- There is not enough parking.



1 Lemon Street Parking Structure – Day

2 Parking Lot 4

3 Lemon Street Parking Structure – Night



Existing Conditions

Emergency Access //

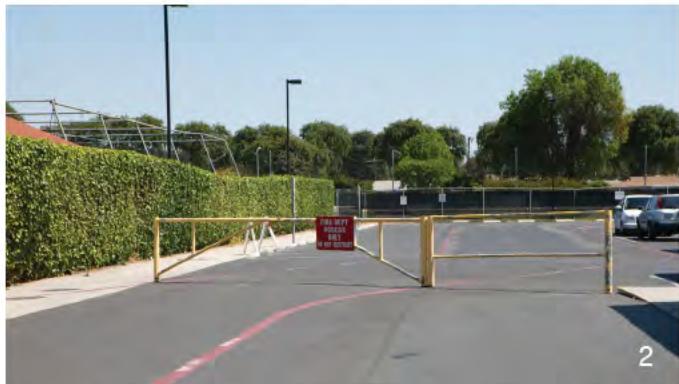
Emergency access routes are identified on the graphic illustration on the opposing page. It is important to note that while these routes can be altered, they need to be coordinated with the local fire authorities to ensure compliance.

The following issues and comments were discussed during the planning process:

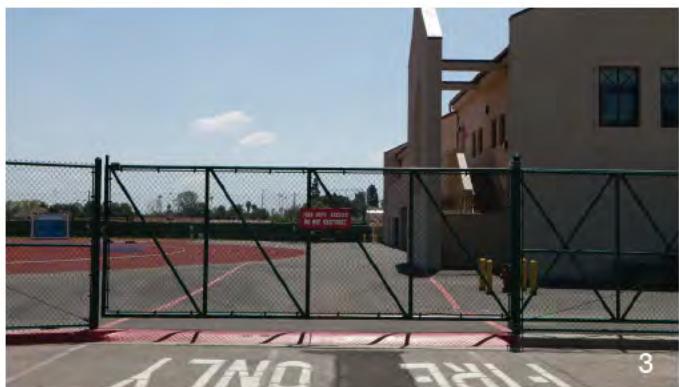
- There is a fire lane between the field house and Sherbeck Field that is fenced/ gated.
- Most primary vehicle routes also double as emergency access.



1

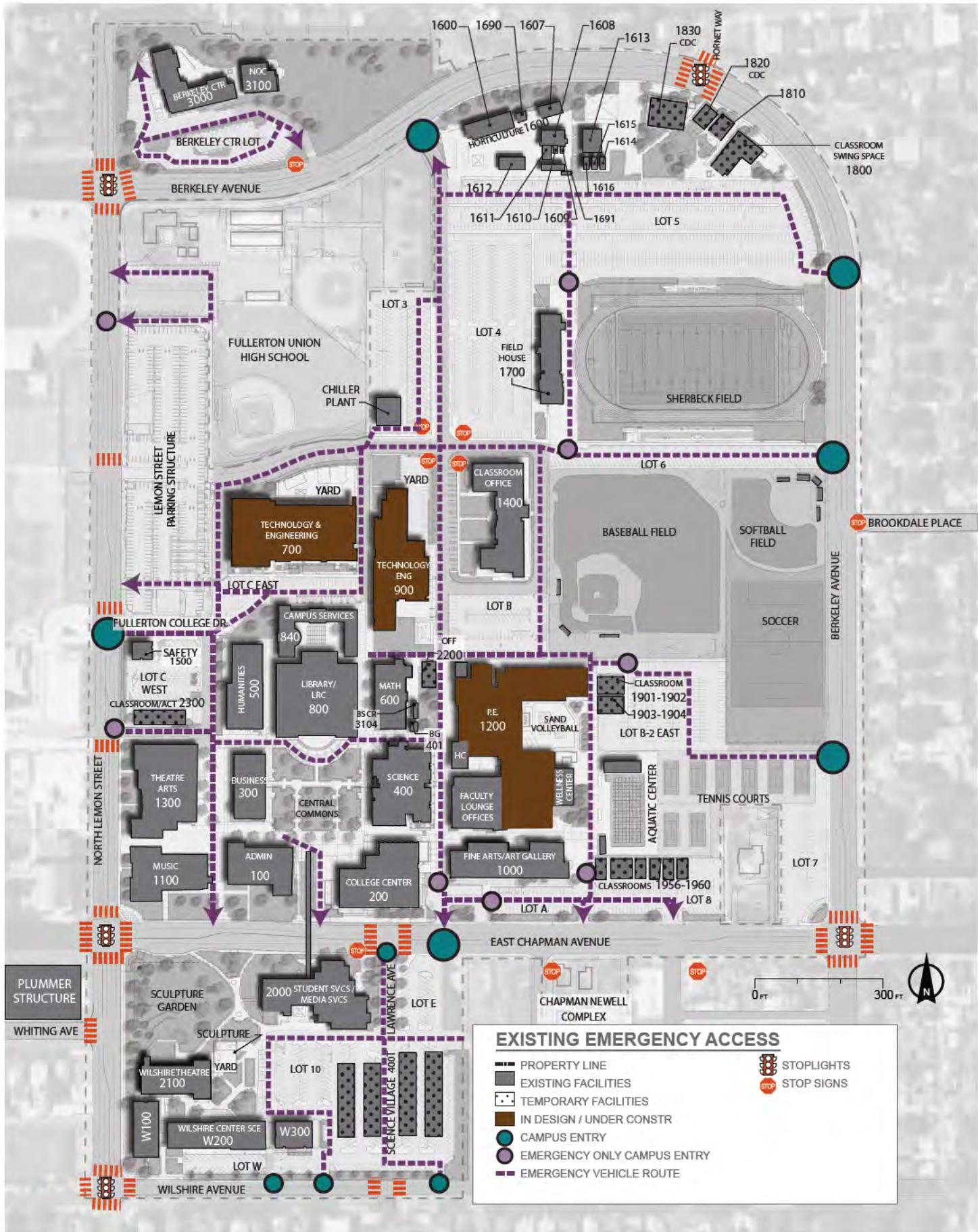


2



3

- 1 Emergency Access at College Center
- 2 Emergency Access at Parking Lot B-2 East
- 3 Emergency Fire Access at Field House



Existing Conditions

Pedestrian Circulation //

Fullerton College was originally planned as a pedestrian campus. The core of the main campus has logical pedestrian axes and circulation patterns. The issues occur on the edges of the campus where students enter from the street and often engage in jaywalking.

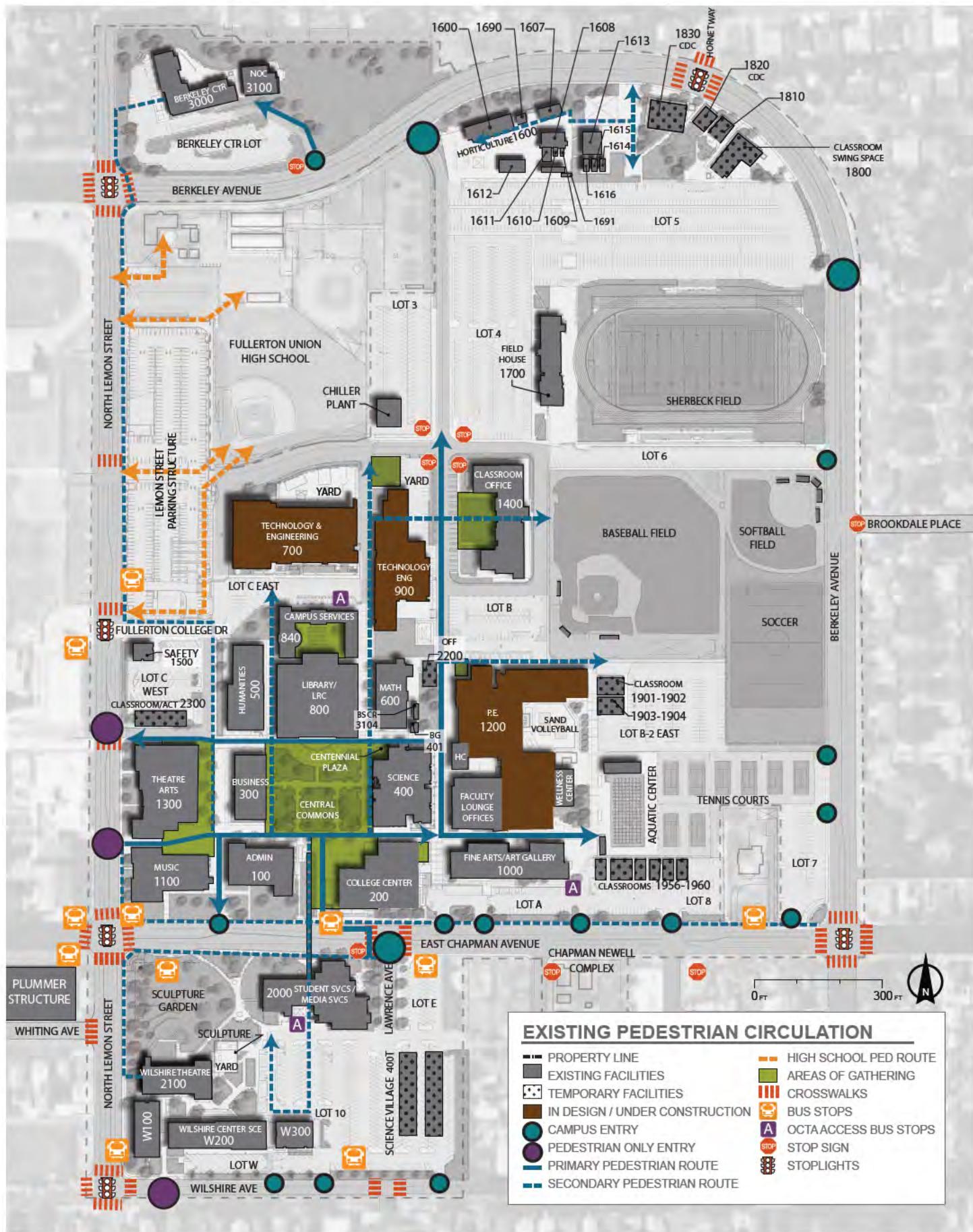
Pedestrian circulation patterns are illustrated on the adjacent graphic on the opposite page, along with areas of student gathering. Pedestrian paths from parking lots, drop-offs, and bus stops are included along with the primary and secondary routes through campus.

The following issues and comments were discussed during the planning process:

- Campus is trisectioned into three (3) precincts by Berkeley Avenue to the north and Chapman Avenue to the south:
 - / South campus, central campus, north campus.
 - / There is no direct connection from main campus to the Wilshire Continuing Education Center.
- There are issues with jaywalking across Chapman Avenue.
- High School students cut through the Lemon Street Parking Structure to access the agricultural farm on the Fullerton Union High School property.
- The entry to Student Services Building 2000 is difficult to find:
 - / The front door is not clearly visible.
- The crosswalk at Chapman Avenue is primary and the bridge is secondary.
- People who have classes at the Berkeley Center use the Lemon Street sidewalks.

- Access to the Wilshire Continuing Education Center is through the Student Services 2000 Building or the Chapman Avenue crosswalk from the main campus.
- A connection from campus to the Wilshire Theatre is needed. Currently, students walk down Lemon Street.
- It is desirable to enhance, complete, and extend the pedestrian connection from Berkeley Avenue to Chapman Avenue (Centennial Way) with an entry at each end:
 - / There is currently no direct connection to the Berkeley Center.
 - / There is no clear pedestrian path from the Child Development Center, Horticulture Center, and the northern parking lots to the center of campus.
 - / The pedestrian path needs to be reinforced along Parking Lots 3 and 4, adjacent to the Chiller Plant and the Field House.
 - / There is a need for a defined pedestrian pathway (wide, etc) to connect the north and south ends of campus.
 - / The pedestrian bridge over Chapman Avenue blocks views into the main campus and limits campus identity.
 - / The pedestrian bridge across Chapman connects to the second level of the 2000 Student Services Building, on the south side which is confusing and difficult to navigate.
 - / Some feel the bridge creates campus presence—it is visible from Harbor Boulevard.
 - / The intersection of Chapman Avenue and Lemon Street is congested and difficult to navigate as a pedestrian.



**EXISTING PEDESTRIAN CIRCULATION**

- | | |
|----------------------------------|-------------------------|
| ■ PROPERTY LINE | ■ HIGH SCHOOL PED ROUTE |
| ■ EXISTING FACILITIES | ■ AREAS OF GATHERING |
| ■ TEMPORARY FACILITIES | ■ CROSSWALKS |
| ■ IN DESIGN / UNDER CONSTRUCTION | ■ BUS STOPS |
| ■ CAMPUS ENTRY | ■ OCTA ACCESS BUS STOPS |
| ■ PEDESTRIAN ONLY ENTRY | ■ STOP SIGN |
| ■ PRIMARY PEDESTRIAN ROUTE | ■ STOPLIGHTS |
| ■ SECONDARY PEDESTRIAN ROUTE | |

Existing Conditions

Campus Zoning //

The graphic on the opposing page illustrates the functional zoning of the existing site and facilities. Colors indicate the current assigned functions of buildings and identify the general zoning of uses on campus.

The following issues and comments were discussed during the planning process:

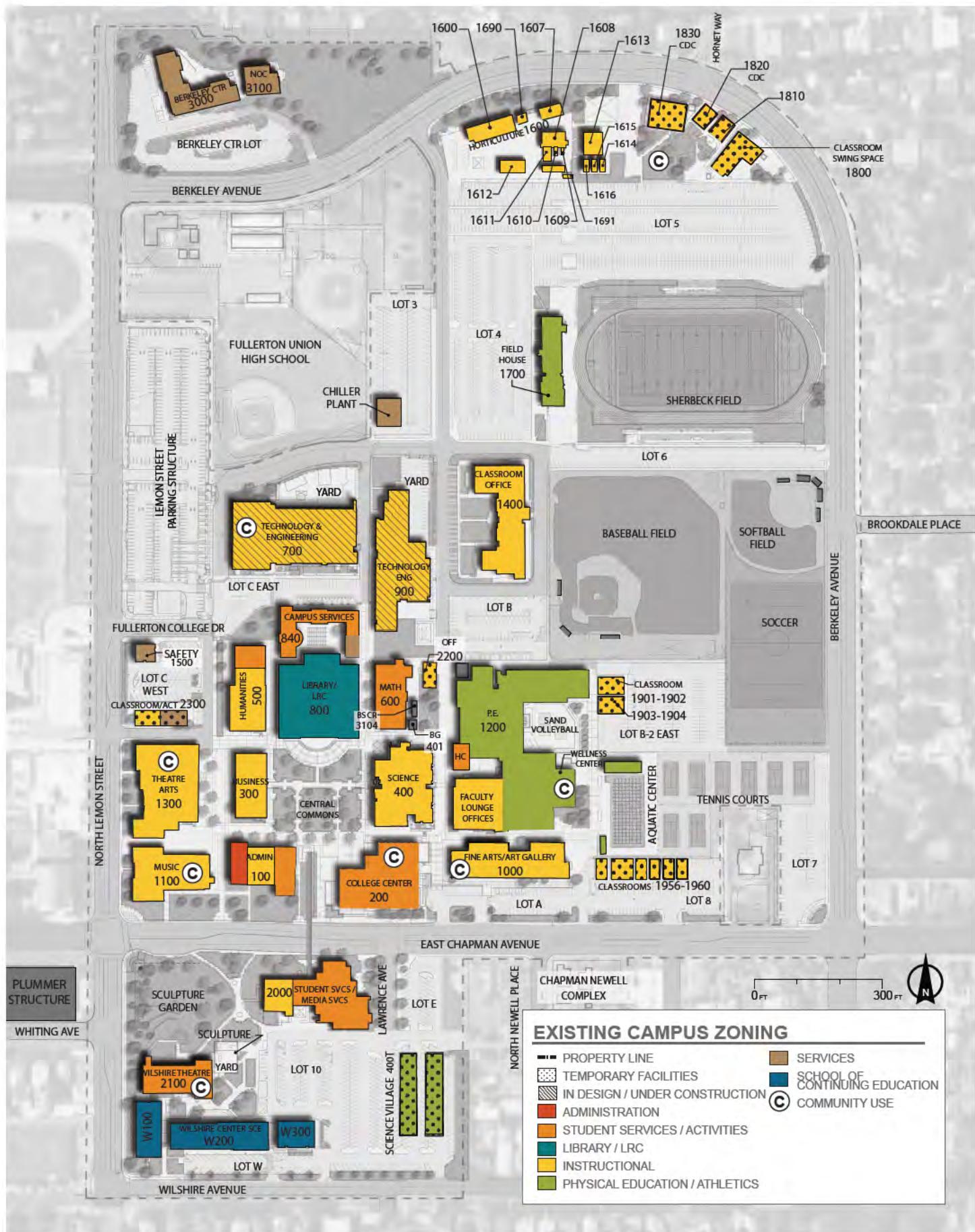
- Student Services programs are dispersed throughout the campus.
- Maintenance & Operations is remote and dispersed.
- The Academic Computing Department (ACT) is dispersed in three locations. The Desktop Services unit is housed in the temporary 2300 Building which is close to instructional labs, the Tech Support unit is located in the temporary 2200 Building which is close to student labs and faculty offices, and the Network Administration unit and the ACT office staff are located at the Berkeley Center which is the location of the Data Center.
- Fine arts functions are located in the 1000 Building with one exception:
 - / The sculpture component is located across Chapman Avenue, behind the Wilshire Theatre.
- The Health Services Center is difficult to find and needs to be more accessible:
 - / Often a Health Center is located on an edge (not required), in a discrete location, close to parking, and with easy access.
- The Berkeley Center is temporarily being used as instructional swing space.
- The Veteran's Resource Center is located in room 516.
- The area east of the Berkeley Center is underutilized.
- Faculty offices are distributed throughout the campus and are therefore difficult to support. This also makes it difficult for faculty to connect, collaborate, and support one another.
- Horticulture takes a lot of space on this land-locked campus. Is this the best use of this area? This is a very important northern edge/entry with a public face.



1 800 – Library/Learning Resource Center

2 1400 – Classroom Office Building

3 W100 – Wilshire Continuing Education Center



Existing Conditions

Campus Landscape //

Campuses are defined as much by their landscapes as their buildings. The graphic on the opposing page illustrates the landscape zoning of the existing site.

Fullerton College lies on a gently sloping plain which extends up to the base of a low range of hills to the north that mark the border between the College and the adjacent residences north of Berkeley Avenue.

The following issues and comments were discussed during the planning process:

- The outdoor spaces and their supportive landscaping tie the College campus together.
- The sculpture garden and amphitheater are underutilized areas that lie outside the normal pedestrian paths:
 - / The functionality of the amphitheater is compromised by the traffic noise.
 - / The sculpture garden is used fourteen (14) weekends in the spring by the Theatre Arts Department and for two (2) festivals.
- The original 100 Building forecourt/front lawn was visually obliterated by the later 1957 addition.
- The three (3) parking lots in the center of the main campus have the potential to become outdoor gathering areas.
- The existing horticulture area has some mature and beautiful landscape.



1



2



3

- 1 Trellised Patio at 840 Building
- 2 Sculpture Garden
- 3 Amphitheatre





Facilities Plan

Overview //

The Facilities Plan recommendations for Fullerton College present a model that is based on the following elements of the Comprehensive Master Plan:

- Projected enrollment increase based on (1) the projected growth in population and jobs and (2) the State Chancellor's Office enrollment and WSCH forecasts.
- Descriptions of current instructional, student services, and campus support services programs.
- Analysis of existing conditions and status of current facilities.
- Facilities projects suggested during the concurrent educational planning effort.

The Facilities Plan recommendations for Fullerton College present an overall picture of the future developed campus through the year 2020 and include recommendations for demolition/removal or renovation of existing facilities, construction of new facilities, and campus-wide site improvements.

As part of the planning process, the planning team used several key concepts to help guide the discussions regarding the future development of the campus. The first concept was to analyze existing facilities and determine the viability and cost-effectiveness of renovation versus replacement. A second concept was to develop recommendations that follow a logical sequence of moves; limit disruption on campus; minimize swing space needs, costs, and logistics; and translate into a clear construction phasing plan. The Planning Principles section of this document illustrates the further distillation of these concepts and the section on Demolition/Removal Projects expands on the criteria for renovation versus replacement.

This section consists of the following elements:

- **Planning Principles**
- **Principles and Projects**
 - / 2011 Facilities Plan
 - / Demolition/Removal Projects
 - / Renovation Projects
 - / New Construction Projects
- **Site Improvement Recommendations**
 - / Vehicular and Bicycle Circulation
 - / Off-site Parking Structure
 - / On-site Parking Structure
 - / Pedestrian Circulation
 - / Landscape Improvements
 - / Site Improvement Projects
 - / Property Acquisition

While drawings in the plan appear specific, the forms are conceptual sketches designed to highlight the location and purpose of the improvements. Additional studies are required to validate the concepts. The actual design of each site and facility project will take place as projects are funded, a user group is defined, and detailed programming and design occurs.



FULLERTON COLLEGE

FULLERTON COLLEGE



Facilities Plan

Planning Principles //

The Facilities Plan recommendations for Fullerton College addresses the current and projected needs through the year 2020.

The district-wide data, educational planning, and analysis of existing conditions were used to develop specific Planning Principles for Fullerton College. Throughout the planning process, these principles were used to guide discussions and inspire the development of the recommendations.

The following is a summary of the principles:

Maximize functional space:

- Renovate facilities to address program needs.
- Design to enhance pedagogy and adapt to future trends.

Eliminate non-functional space:

- Remove temporary buildings.
- Replace inadequate/aging facilities (without historical value).

Improve efficiency/utilization of site and facilities:

- Maximize land use.
- Create flexible, interdisciplinary spaces.

Right-size the campus to address program needs:

- Align facilities inventory with state guidelines.
- Position the College to maximize funding (state and local).

Improve circulation and establish connections:

- Delineate clear, inviting campus entry points.
- Define clear and safe vehicular movement and drop-offs.
- Locate appropriate amount of parking in best locations.
- Link main campus to north and south campus locations respectively across Berkeley and East Chapman Avenues.

Enhance the campus environment:

- Create gathering spaces for collaboration.
- Improve campus landscape, wayfinding and identity.
- Support collaborative work environments.

Simplify implementation:

- Limit disruption to campus and programs.
- Reduce swing space costs.
- Reduce number of temporary moves.

Facilities Plan**Principles and Projects //**

The following is a synopsis of how the Planning Principles were aligned with the recommended Facilities Plan.

This list is meant to provide a general overview. Subsequent pages focus on the details of specific projects.

Maximize Functional Space

PROJECTS

Renovate the following:

- / 700 Building, Technology and Engineering
- / 300 Building, Business and Computer Information Systems (CIS)
- / 500 Building, Applied Arts/Humanities
- / 1000 Building, Fine Arts/Art Gallery (Natural Sciences)
- / 600 Building, North Science (Mathematics)
- / 2100 Building, Wilshire Auditorium and 3D Sculpture Garden
- / 100 Building, Administration (original structure)
- / 1200 Building, Physical Education (partial renovation of Health Services, Wellness Center, and Faculty Lounge)
- / 840 Building, Campus Services (DSS, Mailroom, Food Services Annex)

- *Renovate facilities to address program needs*

- *Design to enhance pedagogy and adapt to future trends*

Eliminate Non-Functional Space

PROJECTS

Demolish or remove the following:

- / 100 Building later addition only, Administration
- / 400T Science Village (401T-419T classrooms)
- / 1800 Building, Temporary Classrooms
- / 2200 Building, Temporary Offices
- / 2300 Building, Classrooms (Media Services/Academic Computing)

- *Remove temporary buildings*

- *Replace inadequate/aging facilities (without historical value)*

Demolish and replace the following with a new facility(s):

- / 401 Biological Greenhouse
- / 900 Building, Machine /Printing
- / 910 Building, Auto Technology (Microcomputer Lab)
- / 1100 Building, Music
- / 1300 Building, Theatre Arts
- / 1600–1691 Building, Horticulture Center
- / 1810/1820/1830, Child Development
- / 1901–1904, Classrooms
- / 1956–1960, Classrooms
- / 2000 Building, Student Services/T.V.
- / 3000 Building, Berkeley Center (Facilities/Maintenance & Operations, Classrooms)

Simplify Implementation

PROJECTS

- *Limit disruption to campus and programs*

- *Reduce swing space costs*

- *Reduce number of temporary moves*

/ Utilize existing inactive space for swing space uses when planning and constructing renovation projects.

/ Examine swing space needs for Science, Engineering & Math building renovation project.

/ Sequence swing space plan to incorporate one interim move for each entity.

Improve Efficiency/ Utilization of Site and Facilities

- *Maximize land use*
- *Create flexible, interdisciplinary spaces*

PROJECTS

- / Renovate/Construct a new Technology and Engineering Complex
- / Construct a new Performing Arts Complex to anchor the south campus
- / Locate the new Welcome Center in the main campus and centralize student services.
- / Program and design a new Instructional building based on college growth and educational planning data.
- / Create permanent ECE Lab School in the core of campus with better connections to the 1400 building.
- / Construct a new Maintenance & Operations Complex/Thermal Energy Storage Tank at the edge of the main campus.
- / Expand the existing Chiller Plant to support new construction on campus.
- / Relocate Horticulture Complex to north campus adjacent to residential neighbors.

Right-Size the Campus to Address Program Needs

- *Align facilities inventory with state guidelines*
- *Position the College to maximize funding (state and local)*

PROJECTS

- / Link programming of renovations and new construction projects with state guidelines and future growth projections
- / Test each potential project to ensure the campus is not overbuilding according to state guidelines
- / Await funding for approved Final Project Proposals (FPPs) for the renovations of the 300 Business building and the 500 Humanities
- / Await approval of IPP and then prepare FPP for Music /Drama Replacement Complex (aka, the new Performing Arts Complex).
- / Explore state funding opportunities for proposed new facilities indicated in the Facilities Plan.

Improve Circulation and Establish Connections

- *Delineate clear, inviting campus entry points*
- *Define clear and safe vehicular movement and drop-offs*
- *Locate appropriate amount of parking in best locations*
- *Link main campus to north and south campus locations respectfully across Berkeley and East Chapman Avenues*

PROJECTS

- / Develop a primary north/south pedestrian promenade, removing vehicular traffic from the center of campus
- / Recommend secondary pedestrian routes where needed
- / Identify safe bicycle routes through campus
- / Recommend several needed crosswalk locations, and stoplights, especially at north and south locations
- / Develop multiple student drop-off locations on campus
- / Identify proposed sites for a parking structure

Enhance the Campus Environment

- *Create gathering spaces for collaboration*
- *Improve campus landscape, wayfinding, and identity*
- *Support collaborative work environments*

PROJECTS

- / Identify locations for student gathering through an east quad and a south quad on campus and beautify the central quad
- / Recommend a plan for the sculpture garden
- / Develop a Welcome Court and various lawns on campus
- / Develop a landscape plan, including shade areas for athletic area
- / Develop a complete plan for campus signage and wayfinding

Facilities Plan

Recommendations //

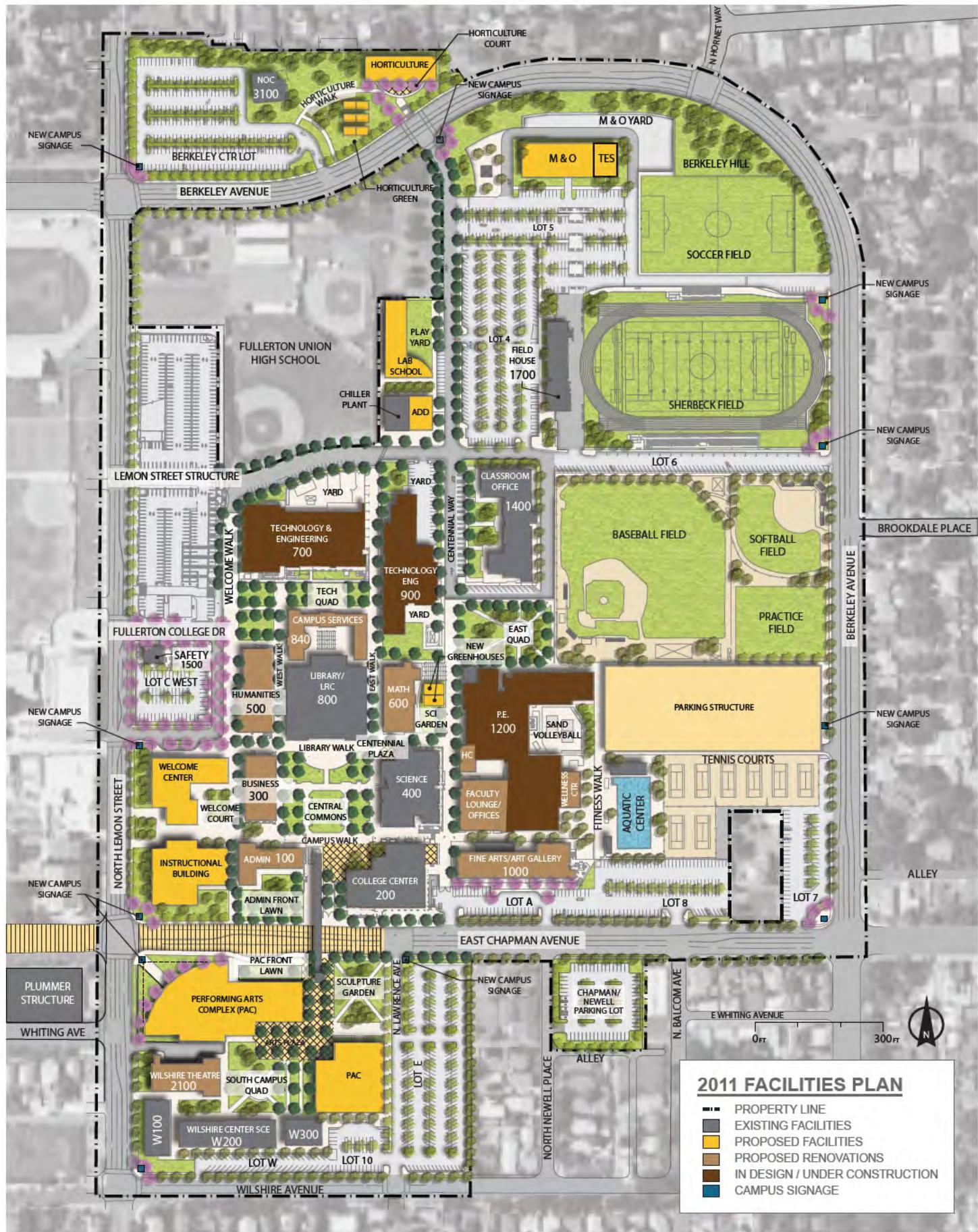
The recommended 2011 Facilities Plan depicted on the opposing page represents the campus at completion of its build-out to approximately 28,000 students in the year 2020.

The space needs forecast for Fullerton College projects a need for additional instructional, office, and library space and this is illustrated in the 2011 Facilities Plan.

The recommendations place a strong emphasis on new facility construction and renovation and reconfiguration of existing building space in an effort to increase efficiency and functionality. In addition, a series of site improvement projects are recommended to improve the overall campus and address land use, traffic, and circulation concerns.

The Link: Why Facilities Need to be Renovated or Constructed

The first half of Chapter Five identifies all of the programs and services that comprise Fullerton College. In order for students to succeed and to keep pace with instructional needs, strategies and technologies, the buildings must change as well. The building descriptions that follow identify student, faculty, staff and classroom needs in each of the buildings mostly reported by faculty who use them every day.

**2011 FACILITIES PLAN**

- PROPERTY LINE
- EXISTING FACILITIES
- PROPOSED FACILITIES
- PROPOSED RENOVATIONS
- IN DESIGN / UNDER CONSTRUCTION
- CAMPUS SIGNAGE

Facilities Plan

Demolition/Removal Projects //

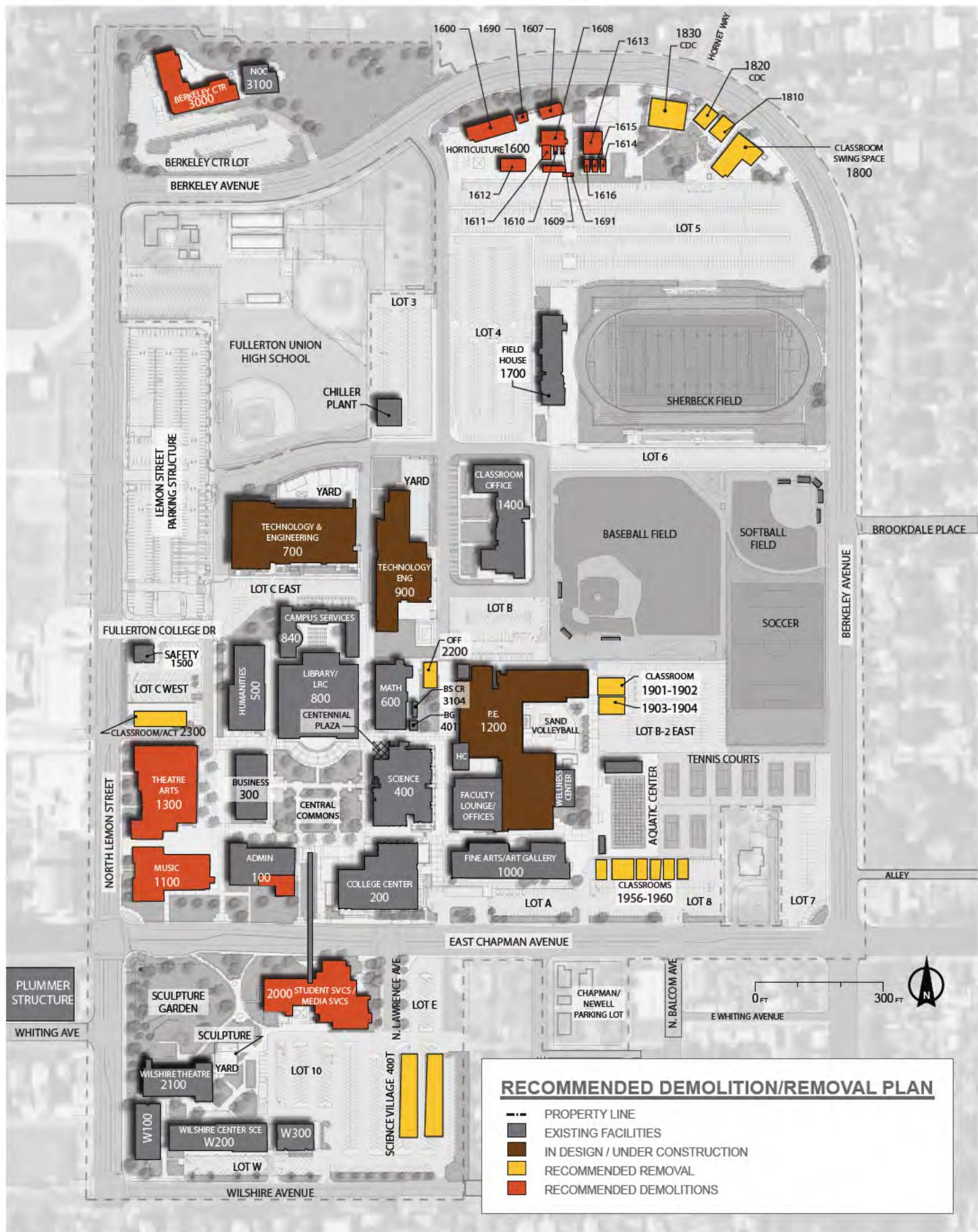
During the planning process, the existing facilities were analyzed in order to identify key issues to be addressed in the Facilities Plan and to create recommendations for future development. The analysis included review of the existing buildings, their age, their systems, and the suitability of spaces to support the programs they house.

Several buildings were identified for demolition/removal to support the facilities planning principle of “eliminating non-functional space” and replacing the oldest and most aged facilities with new facilities.

The recommendations for buildings to be demolished or removed are highlighted on the opposing page.

The Facilities Plan recommends the demolition/removal of the following buildings:

Building #:	Building Name:
100	Administration (1957 addition only)
400T	Science Village Temporary Facilities (401T–419T Classrooms)
401	Biological Greenhouse
900	Machining/Printing (as part of the Technology & Engineering Complex, currently planned for demolition and replacement beginning June 2011)
910	Auto Technology (as part of the Technology & Engineering Complex, currently planned for demolition and replacement beginning June 2011)
1100	Music
1300	Theatre Arts (Campus Theatre/Box Office)
1600–1691	Horticulture Center
1800	Temporary Classrooms
1810/1820/1830	Child Development
1901–1904	Temporary Classrooms
1956–1960	Temporary Classrooms
2000	Student Services/TV (Admissions & Records, Bookstore, Bursar, Counseling, EOPS, Career & Life Planning, Distance Education, Workforce Center)
2200	Temporary Offices
2300	Classrooms (Media Services/Academic Computing)
2500	Chapman/Newell Complex
3000	Berkeley Center (Facilities/Maintenance & Operations, Classrooms)
3104	Biological Studies Classroom

**RECOMMENDED DEMOLITION/REMOVAL PLAN**

- PROPERTY LINE
- EXISTING FACILITIES
- IN DESIGN / UNDER CONSTRUCTION
- RECOMMENDED REMOVAL
- RECOMMENDED DEMOLITIONS

Facilities Plan

Demolition/Removal Projects (cont'd) //



100 – Administration (1957 Addition only)



400T – Science Village Temporary Facilities



401 – Biological Greenhouse



900 – Machining/Printing



910 – Auto Technology



1100 – Music



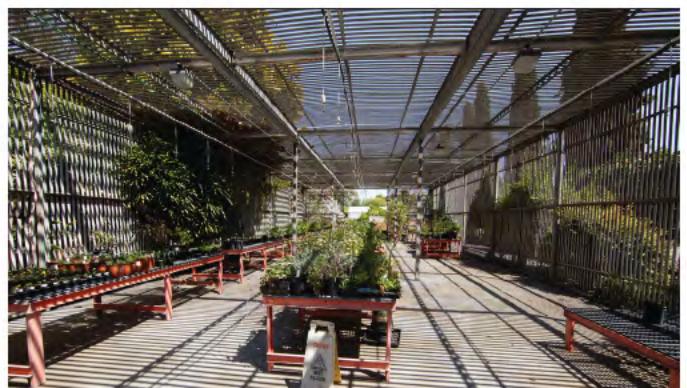
1300 – Theatre Arts



1600 – Horticulture Center



1609/1610/1611 – Horticulture Greenhouses



1612 – Horticulture Lath House



1614/1615/1616 – Horticulture Greenhouses



1800/1810/1820/1830 – Temporary Classrooms and Child Development

Facilities Plan

Demolition/Removal Projects (cont'd) //



1901 – 1904 Temporary Classrooms



1956 – 1960 Temporary Classrooms



2000 – Student Services/TV



2000 – Student Services/TV



2200 – Temporary Offices



2300 – Classrooms



2500 – Chapman/Newell Complex



3000 – Berkeley Center



3104 – Biological Studies Classroom

Facilities Plan

Renovation Projects //

Fullerton College's earliest buildings (around the Central Commons) date from the 1930s and are of historical significance to the College. Many of Fullerton's buildings have a very long history of service and although many were modernized in the 1960s, today there is a need to address aging infrastructure, deferred maintenance, and advances in energy efficiency and educational technology.

Renovation projects offer several opportunities:

- To consolidate related programs.
- To improve efficiency.
- To adapt space for current and future educational programs.
- To create space for flexible state-of-the-art facilities.
- To provide universal accessibility.

These projects must also address logistical planning for temporary facilities or swing space, construction access, and the protection of students, faculty, and staff during the building process.

The Facilities Plan recommends that these renovations be addressed on an as-needed basis and aligned with ongoing deferred maintenance projects. In addition to the projects highlighted, the Facilities Plan recommends the sequential renovation of all other existing campus facilities as required.

These renovation projects address the following facilities planning principles:

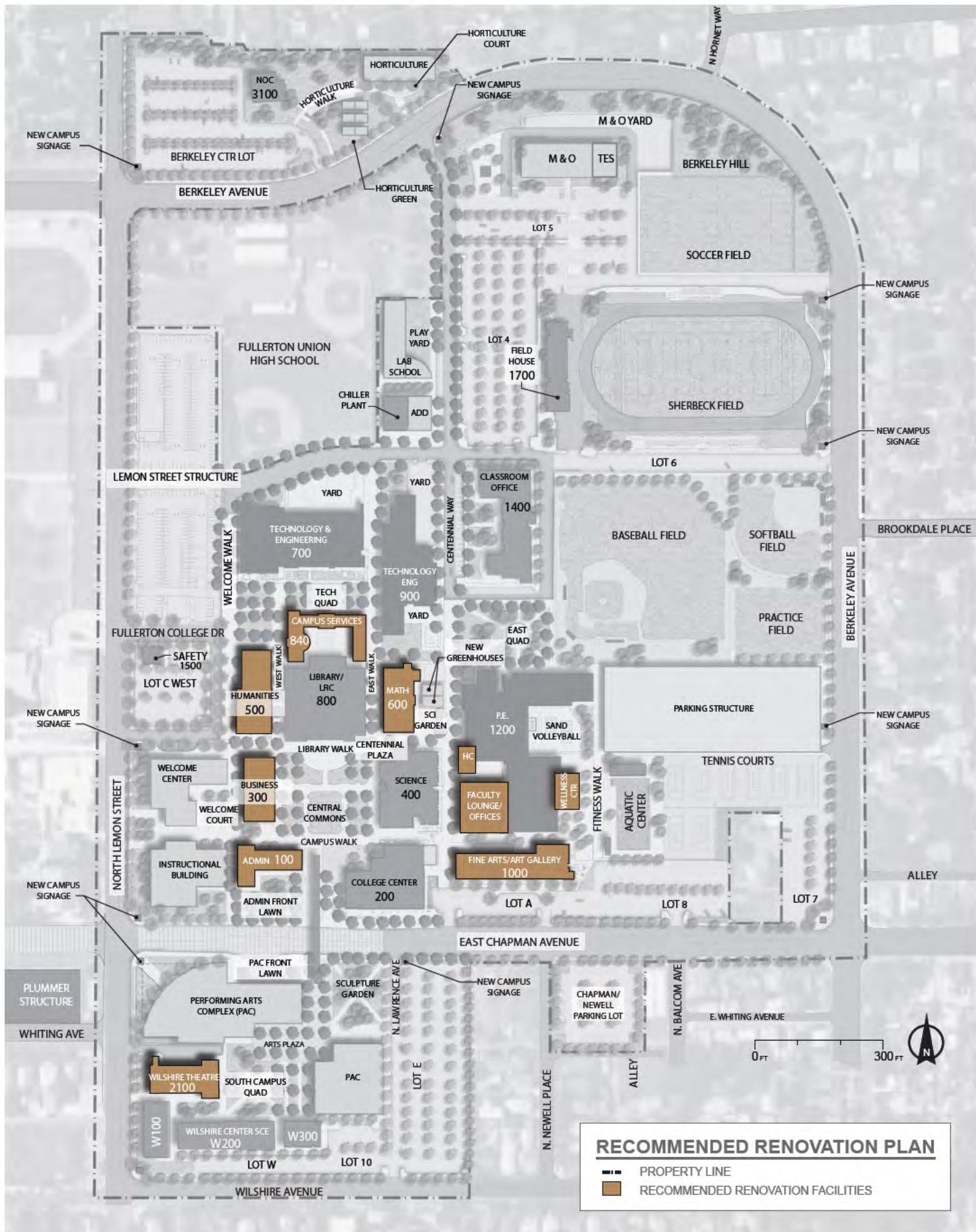
- Maximize functional space.
- Eliminate non-functional space.
- Improve efficiency/utilization of site and facilities.

Based on instructional, student services, and campus services needs and priorities, the following renovation projects, listed in priority order, are recommended:

Building # Building Name

- | | |
|--------|--|
| • 700 | Technology & Engineering
(currently planned for renovation beginning June 2011) |
| • 300 | Business & Computer Information Systems |
| • 500 | Applied Arts/Humanities |
| • 100 | Fine Arts/Art Gallery
(Natural Sciences) |
| • 600 | North Science
(Mathematics) |
| • 2100 | Wilshire Auditorium & Sculpture/3D Arts |
| • 100 | Administration (original structure) |
| • 1200 | Physical Education (partial renovation)
(Health Services, Wellness Center) |
| • 840 | Campus Services
(DSS, Mailroom, Food Services Annex) |

The recommendations for buildings to be renovated are highlighted on the opposing page and the renovation projects are described on the following pages.



Facilities Plan**Renovation Projects (cont'd) //****100 - Administration**

As the *1999 Master Plan* noted, “the tiled roof and ornately arched Spanish Colonial entrance and tower originally served as the formal entrance and perhaps the hallmark of Fullerton College. The flat roofed modernist 1957 addition by Taylor & Connor, architects, was rather insensitively appended to the front of the building, obliterating its Spanish Colonial roots.”

The Facilities Plan recommends that the student services functions currently located in the Administration Building relocate to the new Welcome Center. Once this occurs, the original 1935 portion of the 100 Building can be reprogrammed and reconfigured to support the College’s administrative functions. Significantly, this renovation will include the demolition of the 1957 addition and restoration of the original 1930s entrance tower and forecourt in an effort to improve the College’s identity along Chapman Avenue.

Issues & Recommendations:

- Remove non-functional and visually distracting addition to the historic Administrative building.
- The Financial Aid area has a number of needs:
 - / There is inadequate space for students to wait in line, coupled with the location of two adjacent classrooms, which creates a bottleneck during peak periods.
 - / A large space to accommodate staff in private work locations is needed.
 - / A private office for the Director of Financial Aid, attached/adjacent to the Financial Aid Office is needed. Currently the Director’s Office is located separate from the Financial Aid Office.
 - / More space is needed for intake including a lowered counter space to accommodate students with mobility impairments.
 - / Need confidential space for intake.
 - / A secured file room is needed in order to comply with federal record-keeping requirements.



300 - Business & Computer Information Systems

The proposed renovations of the 300 Business & Computer Information Systems and 500 Applied Arts/Humanities Buildings have been submitted as one project to the State Chancellor's Office in the form of a Final Project Proposal (FPP). They function as a complex because, until 2005, they were physically attached, and because both buildings contain dedicated Computer Information Systems (CIS) labs. The buildings house classrooms, labs, and offices.

The project scope includes:

- Reorganize and modernize instructional spaces.
- Remodel and reuse vacated spaces.
- Provide modern instructional technology infrastructure.
- Increase restroom capacity to comply with current codes.
- Reconstruct/construct stairs and ramps to comply with current codes.
- Replace mechanical, electrical, plumbing, telecomm, and structural systems.
- Exceed Title 25 energy efficiency requirements by at least 15%.
- Remove hazardous materials from the buildings.

Issues & Recommendations:

- Noise level from the adjacent quad is extremely disruptive.
- Current technology hardware and software is critical for students' transfer preparedness and/or careers
- The building is outdated and cannot support classroom technology
- There is a need for hybrid and flexible classroom and lab space.



Facilities Plan**Renovation Projects (cont'd) //****500 - Applied Arts/Humanities**

The proposed renovations of the 300 Business & Computer Information Systems and 500 Applied Arts/Humanities Buildings have been submitted as one project to the State Chancellor's Office in the form of a Final Project Proposal (FPP). They function as a complex because, until 2005, they were physically attached, and because both buildings contain dedicated Computer Information Systems (CIS) labs. The buildings house classrooms, labs, and offices.

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- Reconstruct/construct stairs and ramps to comply with current codes.
- Replace mechanical, electrical, plumbing, telecomm, and structural systems.
- Exceed Title 25 energy efficiency requirements by at least 15%.
- Remove hazardous materials from the buildings.

Issues & Recommendations:

- The building is outdated and cannot support classroom technology.
- Current technology hardware and software is critical for students' transfer preparedness and/or careers.
- There is a need for hybrid and flexible classroom and lab space for support of new teaching methods.
- The Humanities Division offices are spread over five buildings with 34 classrooms spread over a dozen or more buildings and does not support a division community.
- The Veteran's Resource Center has many facility needs and will outgrow its center as an increase in veterans are expected to come to college over the next decade. The college plans to welcome and support these veteran students.
- The Assessment Center has outgrown its testing facility. The center needs a lab to support 50 students in a quiet environment for testing purposes to meet the needs of students over the next decade.



600 - North Science

This project involves the renovation of space in the 600 North Science Building vacated by the Math Lab and support spaces that relocated to the Library/Learning Resource Center (LLRC). The vacated spaces will be converted to classrooms and offices. A new hallway will be added in order to provide appropriate exiting from the building.



Issues & Recommendations:

- The vacated space created by the Math Lab move to the LLRC has been used as campus swing space instead of the much needed space for a Math Skills Center which was originally promised to the division. The space was divided into a computer room utilized by the entire campus and a study room named the Math Lab Annex. The temporary wall does not go up to the ceiling and the noise between the two rooms is very distracting.
- A large Math Skills Center is desperately needed with computer stations, whiteboards, work tables and study rooms as online and hybrid course offerings are expanded and more instructors incorporate online resources into their classes.
- There is a need for easier student access to faculty offices, located in the center of the building and for places to meet and work with students.
- There is a need for additional space(s) on campus for faculty to meet and work with students.
- Technology in classrooms is below standard and upgrades are required both due to safety concerns and to meet the needs of faculty and students. Wireless technology in the 600 building would be preferred.



Facilities Plan

Renovation Projects (cont'd) //

700 - Technology & Engineering

The new 700 Technology & Engineering Complex is currently undergoing renovation and construction. This project involves the renovation of the existing 700 Technical Education Building and is discussed further under new construction projects.

Programs are currently housed in swing space facilities until the current project completes.



840 - Campus Services

The 840 Campus Services Building currently houses Disability Support Services (DSS), the Mail Room for the campus, and vacant space formerly used by food services.

- Renovations to the existing 840 Campus Services Building are recommended to address the program needs of the functions that are housed there and to reprogram the vacant space.

Issues & Recommendations:

- Increased space is needed for administration of tests for students requiring special accommodations.



1000 - Fine Arts/Art Gallery

Once the proposed Lab School is constructed, then the early childhood education classes currently taught in the 1000 Building will relocate to this proposed facility. Once this occurs, the 1000 Building needs to be renovated to address the program needs of the functions that continue to be housed there.



Issues & Recommendations:

- Improve Art Gallery visibility to the campus and community by installing new glass doors, illuminated signage, parking, security, and improved construction and preparation space.
- Replace unattractive exterior of building which faces Chapman Avenue.
- Redesign classrooms for most efficiency and install needed technology for students' differing learning styles.
- Redesign studio art labs for the newer materials and methods artists use today, including technology.
- Replace entire infrastructure of building to provide a clean, healthy environment for students and staff.
- The aging building cannot support the needs of the art computer graphics programs.



Facilities Plan

Renovation Projects (cont'd) //

1200 - Physical Education

While the 1200 Physical Education Building received extensive renovation, the needs of the entire building were not addressed. The Facilities Plan recommends that the Health Services Center be relocated and that the remaining areas of the facility be reprogrammed and renovated to address projected needs.

Issues & Recommendations:

- The number and the needs of students who visit the Health Services Center are not supported by the size and location of the current facility.
- A new location is needed for the Health Services Center that allows access for an ambulance and paramedics, has private and soundproof examination and counseling rooms, has a secure space for medical files, and provides a welcoming feel for students as well as privacy for their needs.



2100 - Wilshire Auditorium & Sculpture 3D Arts

The Facilities Plan recommends that the historic Wilshire Auditorium be renovated into a Concert Hall. This building was originally constructed by the Works Progress Administration (WPA) as part of the Wilshire School in the 1930s. This renovation would include the appropriate support facilities and create connections to the proposed Performing Arts Complex on the south side of Chapman Avenue while preserving both the 1930s Moderne style popular at the time of the building's construction and its beautiful interior detailing.

Currently, the Wilshire Auditorium is not suitable for performances that support the College's instructional program. The second floor is not accessible by people with physical disabilities. The renovated building will provide improved lighting, updated electrical systems, structural reinforcement to support new rigging, and improved backstage support areas. All areas of the building will become universally accessible. The sculpture labs at the rear of the Auditorium will be converted to the necessary back-of-the-house spaces for concert functions.

Therefore, new instructional facilities for the sculpture program would need to be constructed, perhaps as part of the proposed Performing Arts Complex. The Sculpture/3D Arts yard is recommended to remain on the south campus and be developed as part of the larger Performing Arts Precinct (an area designed or reserved for a particular purpose).



Issues & Recommendations:

- Redesign aging auditorium into a 400 seat concert hall for student and community performances.
- Meet ADA compliance through remodeled restrooms, and theatre access, including the stage.
- Design a designated box office for efficiency and accounting for student learning.
- 3D sculpture facility:
 - / The current facility has the following issues:
 - » Infrastructure requires replacement.
 - » The facility is not accessible.
 - » The classrooms are outdated and cannot support new technology.
 - » Maintain the size and functionality of the 3D Sculpture/Arts Yard, which includes facilities for bronze pouring.
 - » Screen or hide infrastructure components from public spaces.
 - » Construction of a new 3D sculpture facility will need to address the above concerns.
 - The sculpture garden is planned to be relocated with a new, refreshed look and design that includes space for new installations—see Site Improvement Projects for further discussion.





Facilities Plan

New Construction Projects //

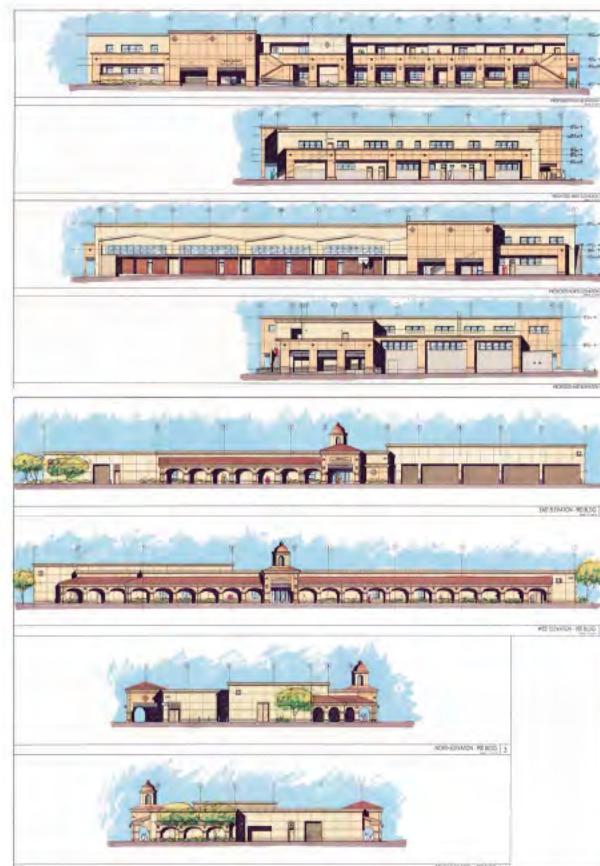
The recommendations for new construction projects are included on the following pages. Descriptions of these projects are organized into groups based on campus location. The order of the projects reflects a priority order and a recommended sequence of development. Phasing plans will be developed following the completion of this Facilities Plan and will be tied to availability of funding. Integration of photovoltaics (PVs) is strongly encouraged in all future projects.

These projects address the following facilities planning principles:

- Improve efficiency/utilization of facilities.
- Right-size the campus to address program needs.
- Simplify implementation.

The Facilities Plan recommends construction of the following new facilities:

- Technology & Engineering Complex (currently under construction)
- Performing Arts Complex
- Welcome Center
- Instructional Building
- Lab School
- Chiller Plant Addition
- Horticulture Complex
- Maintenance & Operations Complex/Thermal Energy Storage Tank



1 Chiller Plant

2 700 Building Rendering

3 900 Building Rendering

Facilities Plan

New Construction Projects (cont'd) //

Technology & Engineering Complex

The new Technology & Engineering Complex (TEC) is currently planned for renovation and construction beginning June 2011. This project involves the renovation of the existing 700 Technical Education Building and the replacement of the 900 Trade-Technical and 910 Automotive Technology Buildings with one new facility. The TEC will house instructional programs including Vocational Technology, Commercial Services, Consumer Education, and Public Services.

The renovation of the 700 Technical Education Building involves improvement of the entire 2-story building to upgrade building systems, to comply with current building codes for safety and disabled access, to reorganize space to serve existing instruction, and to remove hazardous materials.

Issues & Recommendations:

- Currently under construction.



*“The science of today
is the technology
of tomorrow.”*

~ Edward Teller

Performing Arts Complex

A Performing Arts Complex (PAC) is proposed to replace the aging Music and Theatre Buildings and the Communications TV/Radio program portion of the 2000 Building. The new complex will include the Theatre, Music, Art/Computer Graphics, and Television/Radio (Media Arts Center).

The PAC will be located on the south side of Chapman Avenue, clustered with the renovated Wilshire Theatre and adjacent to the Wilshire Continuing Education Center. The prime location of this multi-story complex is visible from the intersection of Lemon Street and Chapman Avenue and creates a new identity for Fullerton's south campus. The PAC will house classrooms, studios, and performing arts and music needs. Synergies between related programs are created by the PAC and the adjacent outdoor spaces, while maximizing resources and equipment.

At the heart of re-envisioning the south campus is the PAC and it creates a sub-campus that fully integrates the existing Wilshire Continuing Education Center into the fabric of Fullerton College.

Issues & Recommendations:

- Demolish aging facilities that cannot meet the needs of students, and that do not have historic value.
- The current aging facilities do not meet student needs for a variety of reasons. Students need to be well prepared for transfer or for work in current, state-of-the-art functions in order to be successful.
- In theatre, students with disabilities cannot access several areas in the current building, there are not enough classrooms, inadequate dressing room space, inadequate storage of props, costumes, audio and lighting, no safe catwalk system, no green room, and no practice rooms.



“I believe arts education in music, theater, dance, and the visual arts is one of the most creative ways we have to find the gold that is buried beneath the surface.”

~ Richard W. Riley,
Former US Secretary of Education

- In music, students are frustrated due to the poor acoustics, inadequate seating and storage.
- There is a need for more up-to-date classrooms including the new technology now imbedded in teaching and learning. Students will not be prepared for the workforce in this next decade without current instructional teaching methodology.
- Ideally, the faculty would like a separate Digital Arts Building as part of the complex that would house television, radio, recording, and potentially dance studios.

Facilities Plan

New Construction Projects (cont'd) //

Welcome Center

The proposed multi-story Welcome Center will centralize many of the student support services into one visible location to improve student access to services. The proposed location, on the site of the current Theater Arts building, brings these services back to the main campus and locates the Welcome Center in a prominent location visible from Lemon Street and adjacent to a drop-off and visitor parking. The Welcome Center will become the entry point for newcomers to the campus.

The core service functions that students need to enroll at Fullerton College and the Bursar's Office are recommended to be located on the lower level, while the other secondary services would be located on the upper level, or other areas of the campus. The services identified for the Welcome Center include the following:

Core Services:

- Admissions and Records
- Assessment Center
- Financial Aid
- Information Center

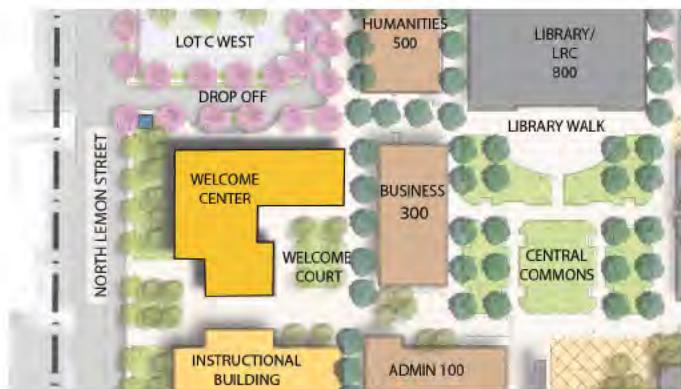
Secondary Services:

- Bursars' Office (including safes)
- CalWORKS
- Career and Life Planning/Workforce Center (combined)
- Counseling
- Extended Opportunity Programs & Services (EOPS)
- Veterans Resource Center

In addition, two additional functions are defined as potential building occupants and require further study and discussion after the completion and adoption of this CMP:

- Bookstore
- Health Services Center

Both of these functions require exterior entrances and access for vehicles. Following the completion of this project, several spaces throughout the campus become available to accommodate identified needs.



“The student center will serve as a place to pull the campus together.”

~ Brian Thompson

Issues & Recommendations:

- The 2000 Building cannot support the needs of students in the Counseling Center which require confidentiality, compliance with FERPA regarding student records, space for enough staff workstations to see students and improve traffic flow, and the inability to serve a growing student body.
- Admissions and Records cannot keep up with the high quality of service needed to deal with the incoming students and the confidentiality required in an aged facility.

Instructional Building

Continued growth for the campus includes plans for a new Instructional building. This building will contain general use classrooms, student collaboration study areas, and faculty offices.

The prominent location on the corner of Chapman Avenue and Lemon Street will help define the boundary and identity of Fullerton College and visually link the new facility to the new Performing Arts Precinct south of Chapman Avenue.

Issues & Recommendations:

- The campus needs general classroom space and classroom design that includes movable tables for group work and whiteboards on all walls. Exploration on future classroom design trends that supports multiple teaching methodologies is critical.
- Some faculty desire that this building become the new consolidated home for the Humanities Division; however further discussion and review of the educational planning data will determine if this is feasible.



“I have witnessed how education opens doors, and I know that when sound instruction takes place, students experience the joys of new-found knowledge and the ability to excel.”

~ Daniel Akaka

Facilities Plan

New Construction Projects (cont'd) //

Lab School

The Lab School is the demonstration site for the Child Development and Educational Studies Department's Early Childhood Education (ECE) Program. The facility provides early childhood learning experiences to preschool-age children of faculty and staff as well as the surrounding community. Children are enrolled in a full day program attending the school on various days of the week.

This Facilities Plan recommends a permanent facility for the nationally accredited Lab School that combines both instruction and direct experience with children. There are many unique facility requirements that will be addressed when the programming and design of this building begin.

The proposed location for the new facility brings the Lab School closer to the core of the Fullerton College campus and will include clear signage and a new identify for the ECE program. The location was chosen for its proximity to the 1400 Classroom Building where many of the child development classes are currently held.

A drop-off is located along Centennial Way to enable parents to access the facility and exit the campus with a minimum of vehicular stacking. The Lab School will buffer the associated child play area from the adjacent Fullerton High School baseball field while reinforcing the new Centennial Way spine.

The outdoor yard space is large enough to support distinct areas for curricular exploration (i.e., gardens, trike paths, large muscle climbers, bridges, stream beds, orchards, arbors, bird villages, treehouses, storage) and various landscape areas.

During the planning process, there was considerable discussion regarding the proposed placement of this Lab School facility. Further discussion is recommended in order to finalize this area of the campus. This discussion will take place following the completion and adoption of this CMP.



*“Free the child’s potential,
and you will transform him
into the world.”*

~ Maria Montessori

Issues & Recommendations:

- Instructional classrooms are not functional in the existing aging building. There is a need for an entirely new design to support the needs of teaching and learning strategies
- Besides instructional classrooms, the Lab School needs child resource rooms, child classrooms, parent/staff conference rooms, kitchen, offices, staff room, storage, and an outdoor play area.

Chiller Plant Addition

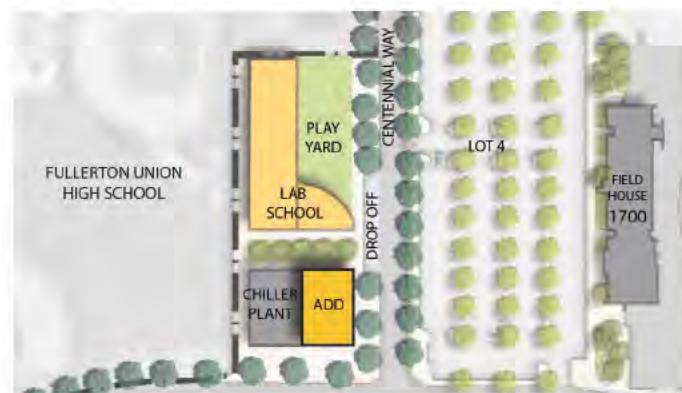
As stated in the *2009 Fullerton College Energy Retrofit Program*, “Fullerton has an ambitious long term master plan for energy infrastructure. The ultimate goal is to bring the campus to grid neutral which can be achieved through chilled water thermal storage, solar PV, and possibly fuel cell co-generation.”

Currently, the campus is primarily served by four chiller plants. One of these serves campus buildings south of Chapman Avenue and would remain in place. “Two of these plants are older and are located in (and serve) the southwest corner of the campus.” The fourth plant is relatively new and is located on the north end of the campus and is the most efficient plant on campus. Since this Facilities Plan recommends the demolition of both the Theater and Music Buildings currently located in the southwest corner of campus, there is an opportunity to improve the overall chiller system. An addition/expansion of the existing northern Chiller Plant is recommended to support the new facilities planned to be constructed on campus. The addition includes the completion of the campus chilled water piping loop which includes below grade piping and replacement of chilled water pumps. The result is a fully interconnected chilled water loop that increases reliability and efficiency through load diversity.

Additionally, it is recommended that the Library/Learning Resource Center (L/LRC) be connected to the chilled water system. Currently the L/LRC has two large air handling units with DX cooling coils. The coils would be replaced with chilled water coils. The DX compressors should be salvaged and sold as they are relatively new.

Issues & Recommendations:

- Explore use of the latest energy conserving technologies and systems to support the expansion of the campus.
- Size the addition to support construction of the proposed new facilities.



“The days of inexpensive, convenient, abundant energy sources are quickly drawing to a close.... We must act now to develop the technology and infrastructure necessary to transition to other energy sources.”

*~ US Army Corps of Engineers,
Army Engineer Research and Development Center*

Facilities Plan

New Construction Projects (cont'd) //

Horticulture Complex

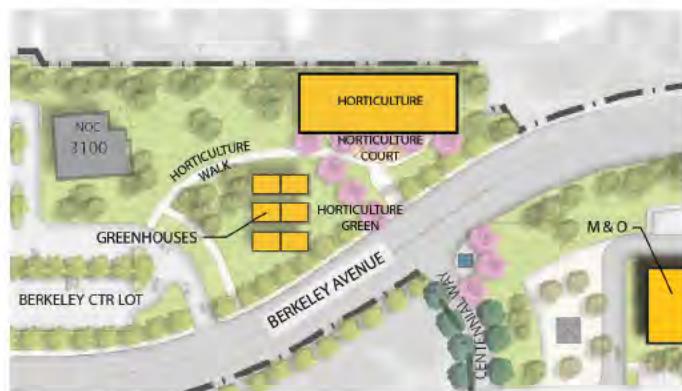
The proposed Horticulture Complex will replace the existing facility, mark the northern terminus of Centennial Way, and anchor the north campus. The location north of Berkeley Avenue will enable the construction of a new facility that will house both instructional space and a working nursery and give the program a new and better community identity. Several times a year, the program holds plant sales and the proposed location adjacent to parking with direct pedestrian access via the Horticulture Walk to the Horticulture Court, Horticulture Green, and greenhouses will support this activity.

Further, the Horticulture Complex presents an opportunity to explore sustainability both in the construction of the new facilities and within the curriculum offered. The complex is envisioned as having ideal north-south oriented buildings and greenhouses and an integrated landscape that transitions nicely to the adjacent residential properties.

During the planning process, there was some discussion regarding the proposed placement of this Horticulture Complex. Further discussion is recommended in order to finalize this area of the campus. This discussion will take place following the completion and adoption of this CMP.

Issues & Recommendations:

- Faculty and staff believe the current outdoor environment and connection to the Lab School is a considerable benefit.
- The new facility should provide strong community connections and visibility.
- Highlight the “working” aspect of the nursery.



*“Can we conceive
what humanity would be
if it did not know the flowers.”*

~ Maurice Maeterlinck

Maintenance & Operations Complex/ Thermal Energy Storage Tank

In order to function efficiently, the grounds, facilities maintenance, custodial, and academic computing departments require dedicated permanent space on the main Fullerton campus. The new Maintenance & Operations (M&O) Complex addresses this need and is located on the northern end of the main campus. A warehouse component and trade shops are included and the buildings and yard are easily accessed from Berkeley Avenue and Centennial Way for service and deliveries. Site development will include secure parking for campus vehicles, secure storage for materials used in campus site maintenance, parking for employees and visitors, and exterior service areas and access to the warehouse.

Design of the complex should pay careful attention to the existing, mature, and beautiful landscape and trellised areas that the Horticulture Department has developed. These areas should be preserved and integrated into the M&O Complex to both buffer the complex from the adjacent residences and provide the building users with important outdoor amenities.

A Thermal Energy System (TES) in the form of an aboveground chilled water storage tank attached to the Maintenance & Operations Building is recommended for off-peak electrical demand and to further improve sustainability while also reducing campus electrical demand and demand charges. The TES would need to be connected to the chilled water loop that serves the entire campus. Colocation with the M&O Complex is recommended for easy maintenance.

During the planning process, there was some discussion regarding the proposed placement of this Maintenance and Operations facility. Further discussion is recommended in order to finalize this area of the campus. This discussion will take place following the completion and adoption of this CMP.



“A living cell requires energy not only for its functions, but also for the maintenance of its structure.”

~ Albert Szent-Gyorgyi

Issues & Recommendations:

Incorporation of sustainable strategies and provision of an outdoor court as an amenity to the building users is also highly recommended.



Facilities Plan

Site Improvement Recommendations //

When creating a campus environment, both the architectural language and the landscape language are of equal importance. Campus landscape connects the buildings on a campus and by design is the unifying element that creates the campus as a whole.

Therefore, in addition to the recommendations for facilities, a series of site improvement projects were identified to address two facilities planning principles:

- Improve circulation and establish connections.
- Enhance the campus environment.

Additionally, the site improvement recommendations address the key site issues identified in the analysis of existing conditions and planning for sustainability by incorporating more water and energy-efficient landscape.

The following graphics illustrate:

- Recommended Vehicular Circulation
- Off-site Parking Structure Recommendations
- On-site Parking Structure Recommendations
- Recommended Bicycle Circulation
- Recommended Pedestrian Circulation
- Recommended Landscape Improvements

The recommendations for site improvement projects and property acquisition are included on the following pages. Descriptions of these projects are organized into groups based on campus location or project type.

Central Commons

As stated in the *1999 Master Plan*, “the heart of Fullerton College is its Commons, or ‘green.’ It is lined with mature magnolias, liquid amber, and fig trees that provide substantial shade, as well as a uniforming composition.” This Facilities Plan continues to strongly support the preservation of the Central Commons as part of Fullerton College’s identity.

Traffic Study

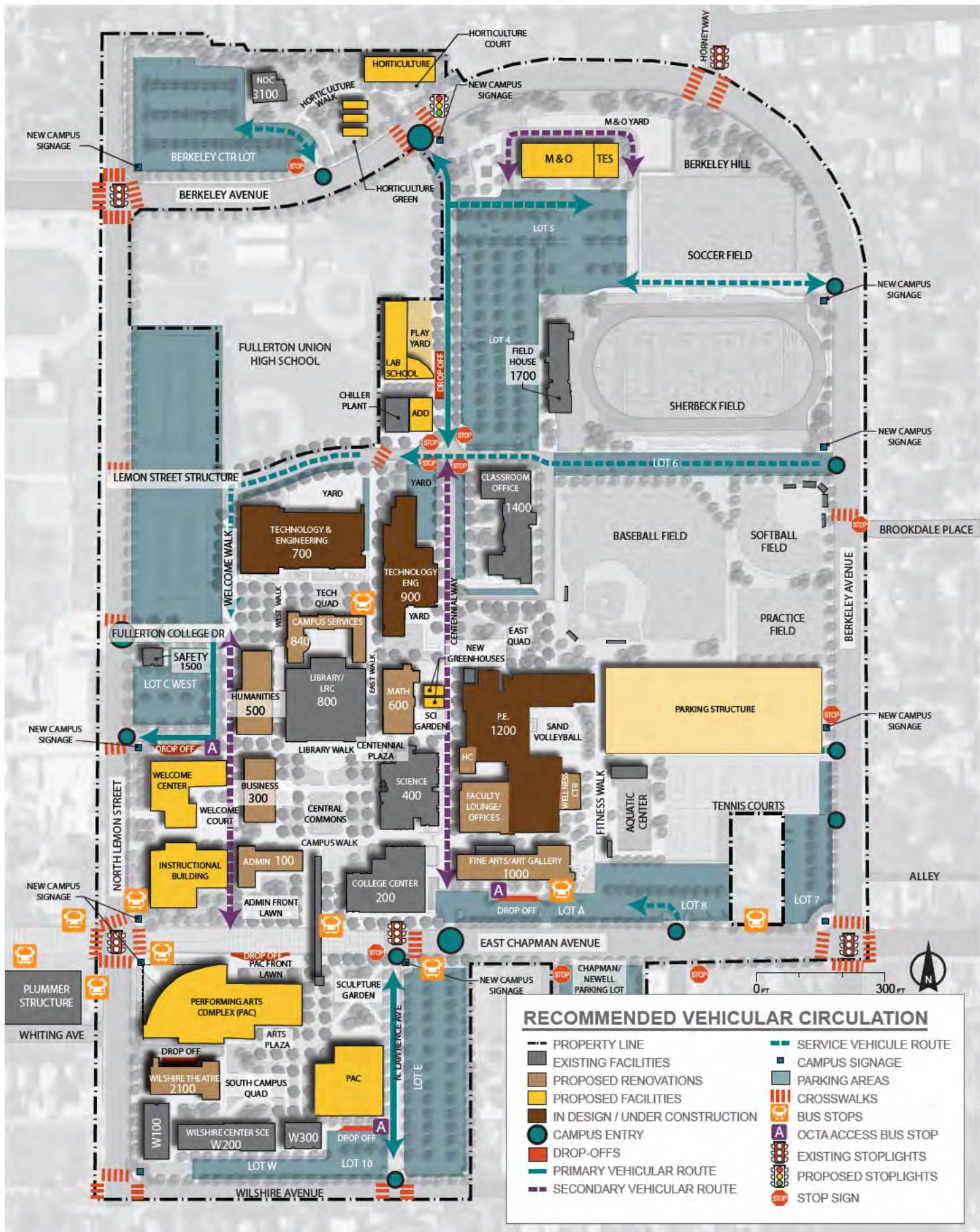
The planning process included a lot of discussion regarding parking and vehicular circulation. This Facilities Plan recommends that the College obtain a detailed traffic study to determine how to best to address traffic flow and safe entry and exit from all areas of the campus.

There is a strong desire to explore the addition of a traffic signal at the intersection of North Berkeley Avenue/Centennial Way and traffic mitigation measures along East Chapman Avenue between the main campus and south campus. Recommendations regarding these improvements should be validated as part of the traffic study.



Fullerton College Dr





RECOMMENDED VEHICULAR CIRCULATION

- | | |
|----------------------------------|-------------------------|
| — PROPERTY LINE | — SERVICE VEHICLE ROUTE |
| ■ EXISTING FACILITIES | ■ CAMPUS SIGNAGE |
| ■ PROPOSED RENOVATIONS | ■ PARKING AREAS |
| ■ PROPOSED FACILITIES | ■ CROSSWALKS |
| ■ IN DESIGN / UNDER CONSTRUCTION | ■ BUS STOPS |
| ● CAMPUS ENTRY | ■ OCTA ACCESS BUS STOP |
| ■ DROP-OFFS | ■ EXISTING STOPLIGHTS |
| — PRIMARY VEHICULAR ROUTE | ■ PROPOSED STOPLIGHTS |
| — SECONDARY VEHICULAR ROUTE | ■ STOP SIGN |

Facilities Plan

On-site Parking Structure Recommendations //

The planning process included a lot of discussion regarding parking and vehicular circulation. The many conversations explored a number of options for both on-site and off-site solutions.

While an adjacent off-site solution is preferred for this land-locked campus, it requires coordinating and partnering with the City of Fullerton. Since this partnering cannot be guaranteed, it was determined that the recommendations include an on-site solution. The drawing on the opposing page highlights two potential locations for parking structures on the campus.

Location 1

The first location identified is along the east edge of the main campus, south of the existing baseball field and replacing existing Parking Lot B-2 East and the soccer field. The structure would be oriented east-west with the short end facing, and slightly setback from, Berkeley Avenue; therefore, minimizing the physical impact on the residential neighbors across the street. A secondary effect is that the soccer practice field would need to be relocated north of Sherbeck Field.

The parking structure entry/intersection would require necessary improvements such as potential traffic signal installation and minor street improvements including signing and striping to improve structure access and egress. A traffic study would need to identify all the specific requirements.

The existing Lemon Street Parking Structure is four stories high; therefore, it seems reasonable to assume that a structure entered from Berkeley Avenue could support three to four levels.

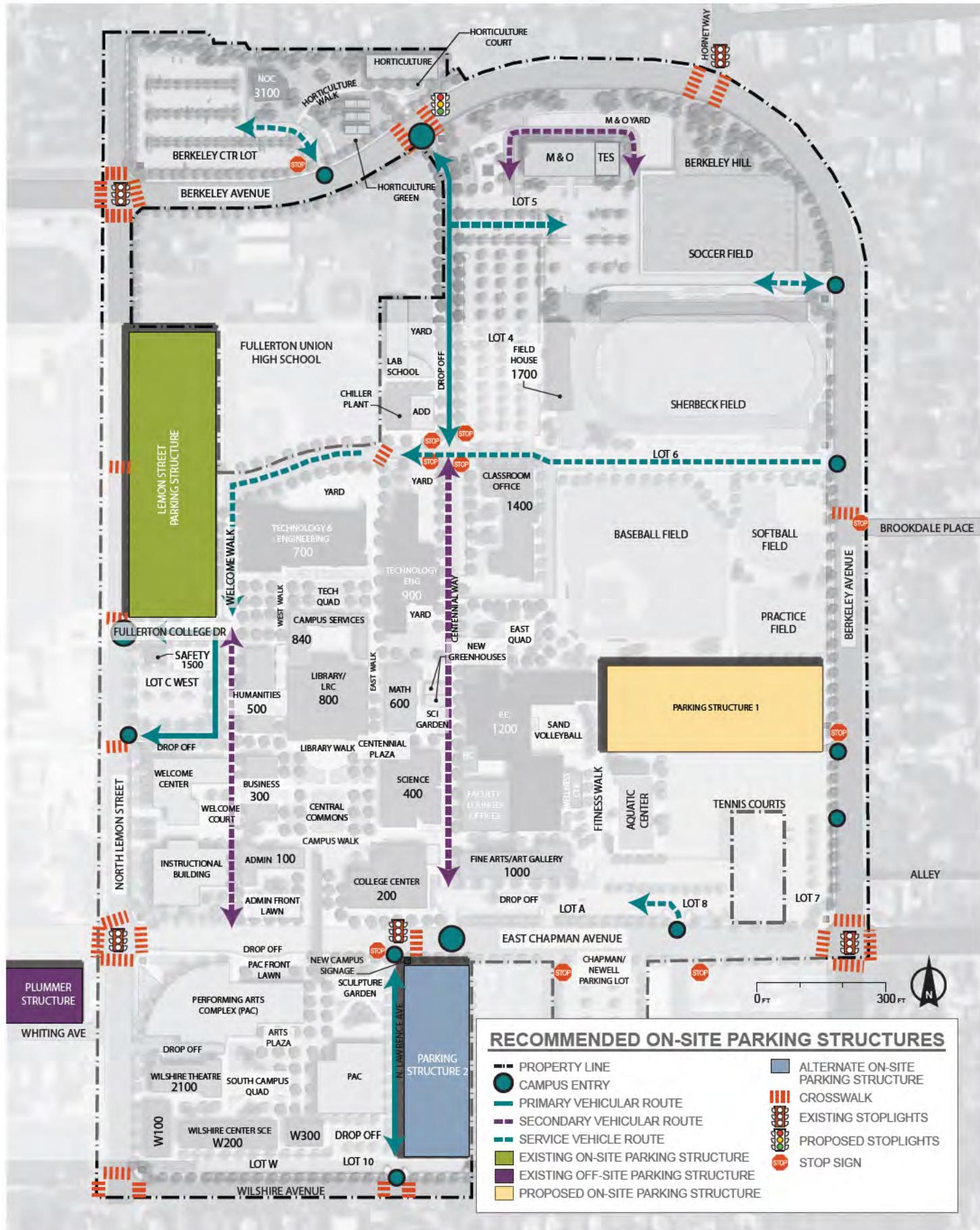
Location 2

The second location is along the east edge of the south campus. A parking structure in this location would support the new Performing Arts Precinct and the Wilshire Continuing Education Center.

The proposed parking structure would primarily be accessed from the intersection at N. Lawrence Avenue/Chapman Avenue with the necessary intersection improvements. A secondary exit/emergency vehicle access could be explored from Wilshire Avenue; however, direct access from Wilshire Avenue is not recommended since this smaller residential street cannot accommodate high volume traffic.

The structure would be setback from Chapman Avenue to maintain the proposed street character and would be oriented north-south in the approximate location of existing Parking Lots E and 10 (currently occupied by the temporary Science Village). Two or three levels are likely the maximum amount this structure could accommodate in terms of height within this residential adjacent location.





Facilities Plan

Off-site Parking Structure Recommendations //

The lack of adequate parking continues to be Fullerton College's most prominent facilities problem. Surface parking lots are fragmented into mostly small, often separated lots which adds to confusion. Despite the construction of the Lemon Street Parking Structure, there is still a parking shortage.

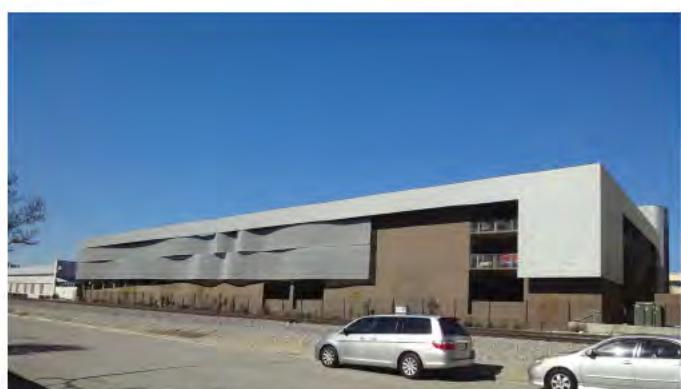
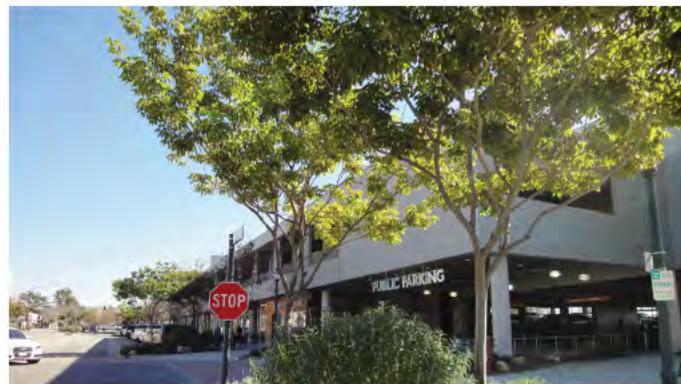
Currently, there are a total of 3,729 stalls of off-street parking, inclusive of the City of Fullerton owned Plummer Parking Structure.

Many suburban community colleges use a 5:1 ratio (five students per stall). Based on the dense urban location of Fullerton College and the access to public transportation, this Facilities Plan recommends using a ratio of 6:1. This accounts for all use of the parking including faculty, staff, administration, and maintenance/operations uses.

Using the projected year 2020 enrollment of 28,000 students and the ratio of 6:1, a total of 4,667 parking spaces would be needed. This necessitates the addition of approximately 938 additional parking spaces.

Fullerton College is currently exploring opportunities to partner with the City of Fullerton to construct a shared-use parking structure with ground floor retail located off-site, but adjacent to the campus. The Fullerton College Bookstore could be accommodated within the retail area. The location of the Bookstore has considerable effect on sales.

Design studies for a new mixed-use parking structure to replace the existing Plummer Structure are illustrated on the opposing page.



1 Claremont Village Parking Structure

2 Claremont Village Parking Structure

3 Claremont Village Parking Structure



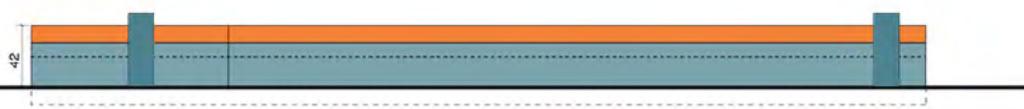
< Axonometric View

CHAPMAN AVE



Plan Street Level

< Section

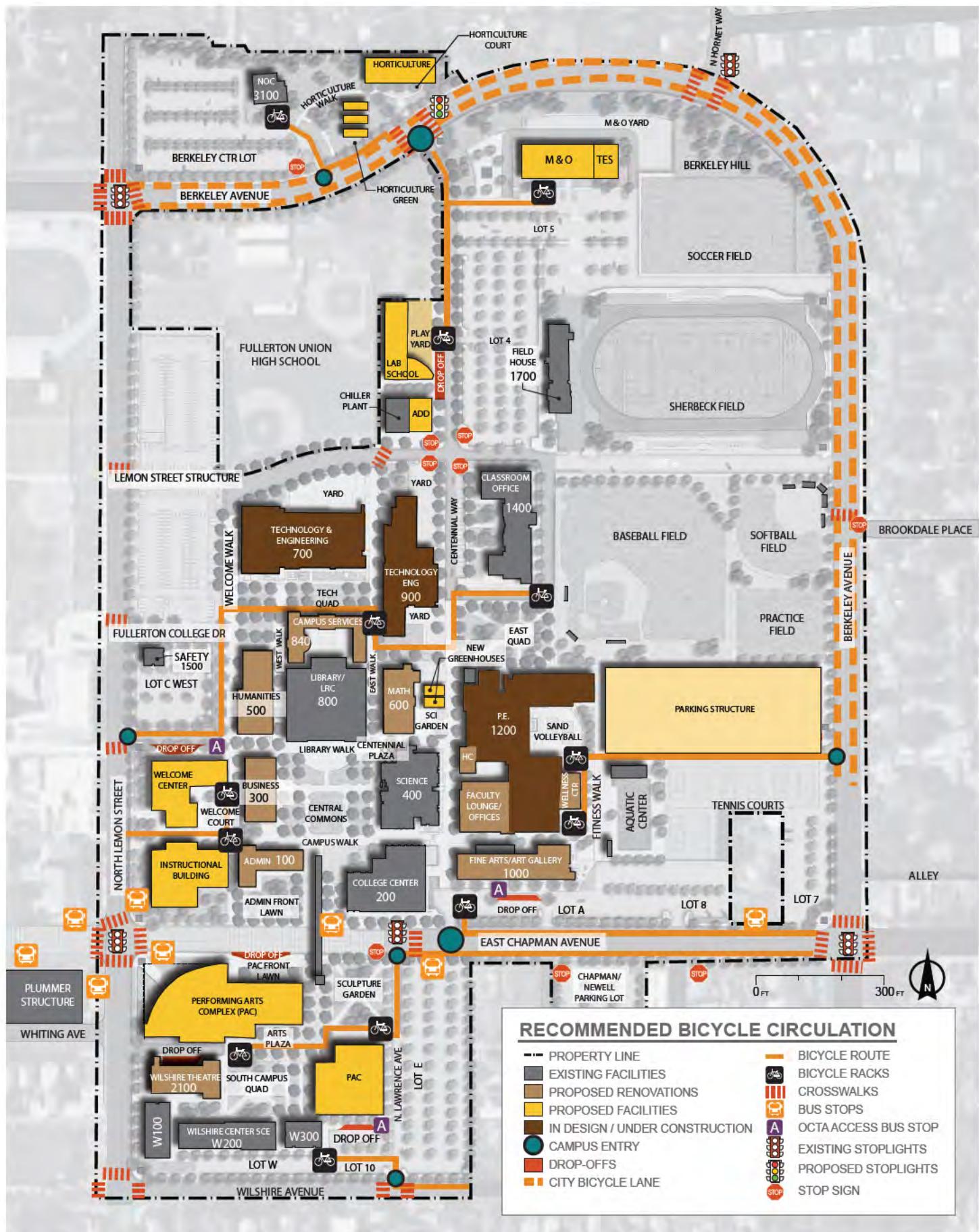


Section Thru Retail

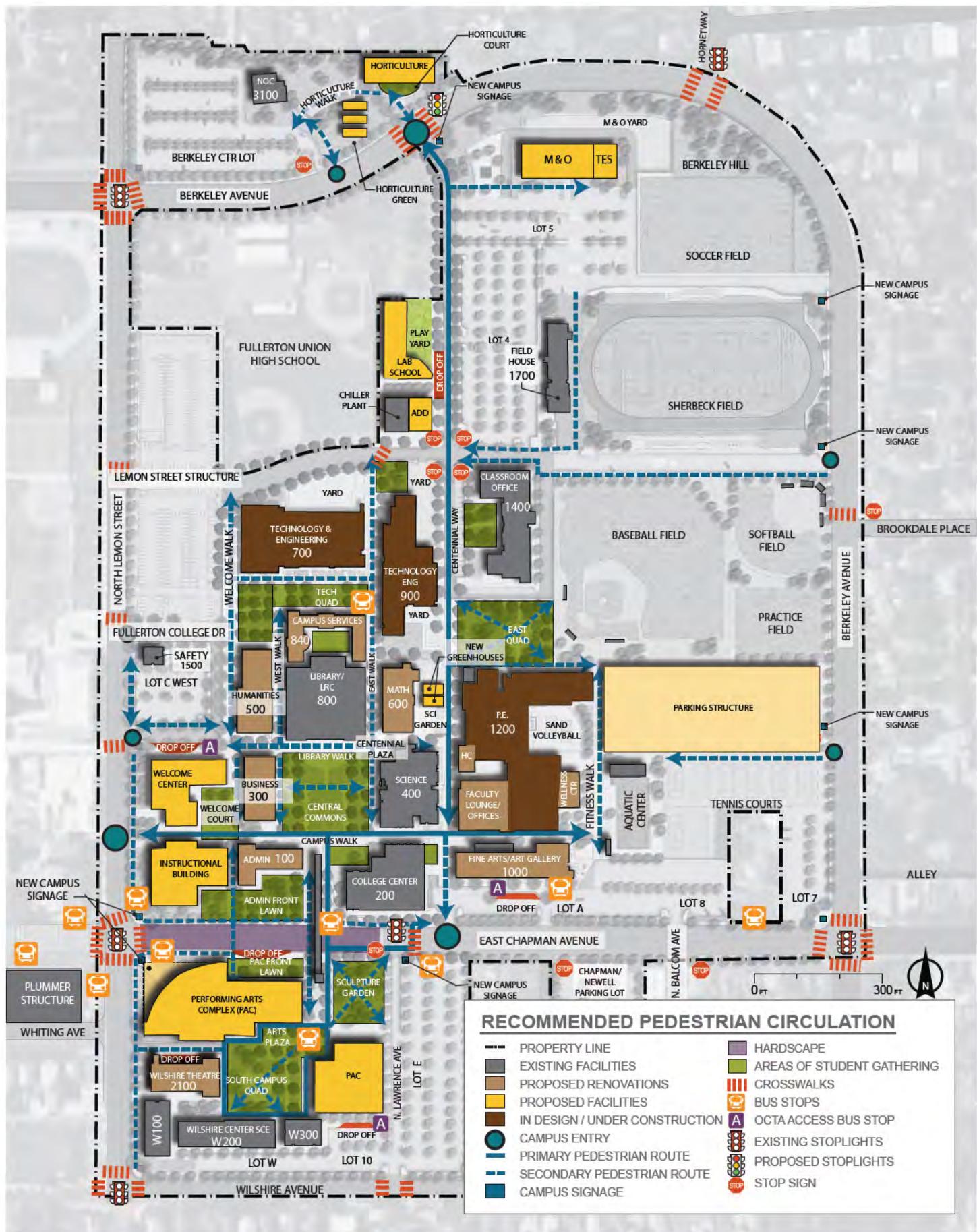


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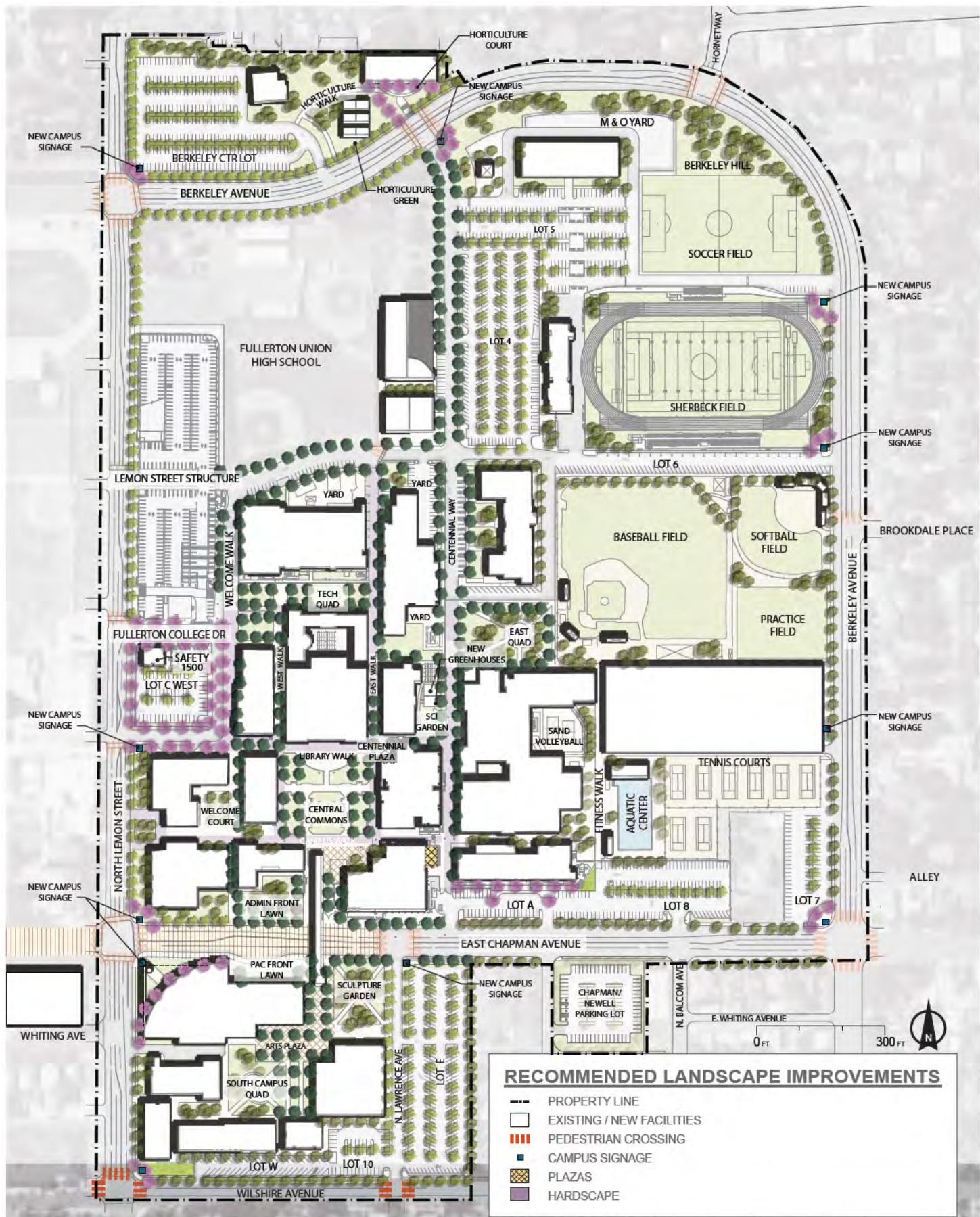














Facilities Plan

Site Improvement Projects //

The 1999 *Master Plan* observed that "Fullerton College is essentially divided into two campuses, the main campus north of Chapman Avenue and a smaller secondary campus to the south. They are linked by a bridge over Chapman Avenue." Today, Fullerton College is further divided due to its expansion into another secondary campus to the north of Berkeley Avenue.

The north campus and the pocket of small buildings comprising the Child Care Center and the Horticulture Center at the extreme northeast edge of the campus are also isolated from the main campus and buildings. The Wilshire Continuing Education Center located in the south campus area is obscured and disconnected from the main Fullerton campus due to the placement of the 2000 Building.

The 1999 *Master Plan* further observed that Fullerton College "would benefit from a coordinated streetscape plan" that would identify the College, but also address the City of Fullerton's requirements.

Fullerton College needs to unify the north and south campuses with the main campus and create a linked environment that encourages collaboration; co-curricular, interdisciplinary, and group interaction; and a cohesive identity of the campus as a whole. Landscape and open space design will act as the unifying element and the recommended site improvements will clearly define the role of the College in the community and establish an individual identity for the campus.

The projects address the following facilities planning principles:

- Improve efficiency/utilization of site and facilities
- Improve circulation and establish connections:
 - / Delineate clear, inviting campus entry points.
 - / Define clear and safe vehicular movement and drop-offs.
 - / Locate appropriate amount of parking in best locations.
 - / Link main campus to north and south campus locations respectively across Berkeley and East Chapman Avenues.
- Enhance the campus environment:
 - / Create gathering spaces for collaboration.
 - / Improve campus landscape, wayfinding and identity.
 - / Support collaborative work environments.

The recommended site improvement projects and property acquisition are highlighted and described on the following pages. The order of the projects does not reflect a priority order or a recommended sequence of development.

Facilities Plan**Site Improvement Projects (cont'd) //****Perimeter Streets**

Campus edges and perimeter streetscape define the identity of the campus for the general public. Strong visual connections to the surrounding community can be made through a thoughtful approach to planting, signage, lighting, and details such as fencing.

Recommendations:

- Use similar formally planted tree species on each arterial road to identify and distinguish the campus.
- Gradually reduce turf with low maintenance groundcovers, and screen parking lots with low hedges.

**Campus Entries**

Campus entries become markers to the community and help to create a clear campus identity. They often include gateways and monumental signage that create memorable icons for a campus. In combination with campus edges, they define the identity of the College to the community and local neighborhood.

Recommendations:

- Emphasize primary entries at Berkeley Avenue/Centennial Way, Lemon Street/Fullerton College Drive, Lemon Street Visitor Drop-off, East Chapman Avenue Drop-off, and East Chapman Avenue/Lawrence Avenue
- Plant each entry similarly with dramatic statement flowering canopy trees or Palms and shrubs. (Queen and King Palms are not allowed).
- Plant formally with strong lines and textures.
- Improve all entries with paving, landscaping, signage, and lighting.
- Explore installation of a traffic signal at Berkeley Avenue and Centennial Way.





Facilities Plan

Site Improvement Projects (cont'd) //

Campus Drop-offs

The ceremonial front door to the campus was originally the forecourt to the 100 Administration Building. As an important community landmark, the buildings built to face East Chapman Avenue are the symbolic face of the College.

The primary vehicular entry is at the intersection of Lemon Street/Fullerton College Drive where students enter the parking structure.

Because there are so many entries to the various parking lots and no defined drop-offs on campus, a first-time visitor is unclear where to park.

This Facilities Plan proposes six new drop offs:

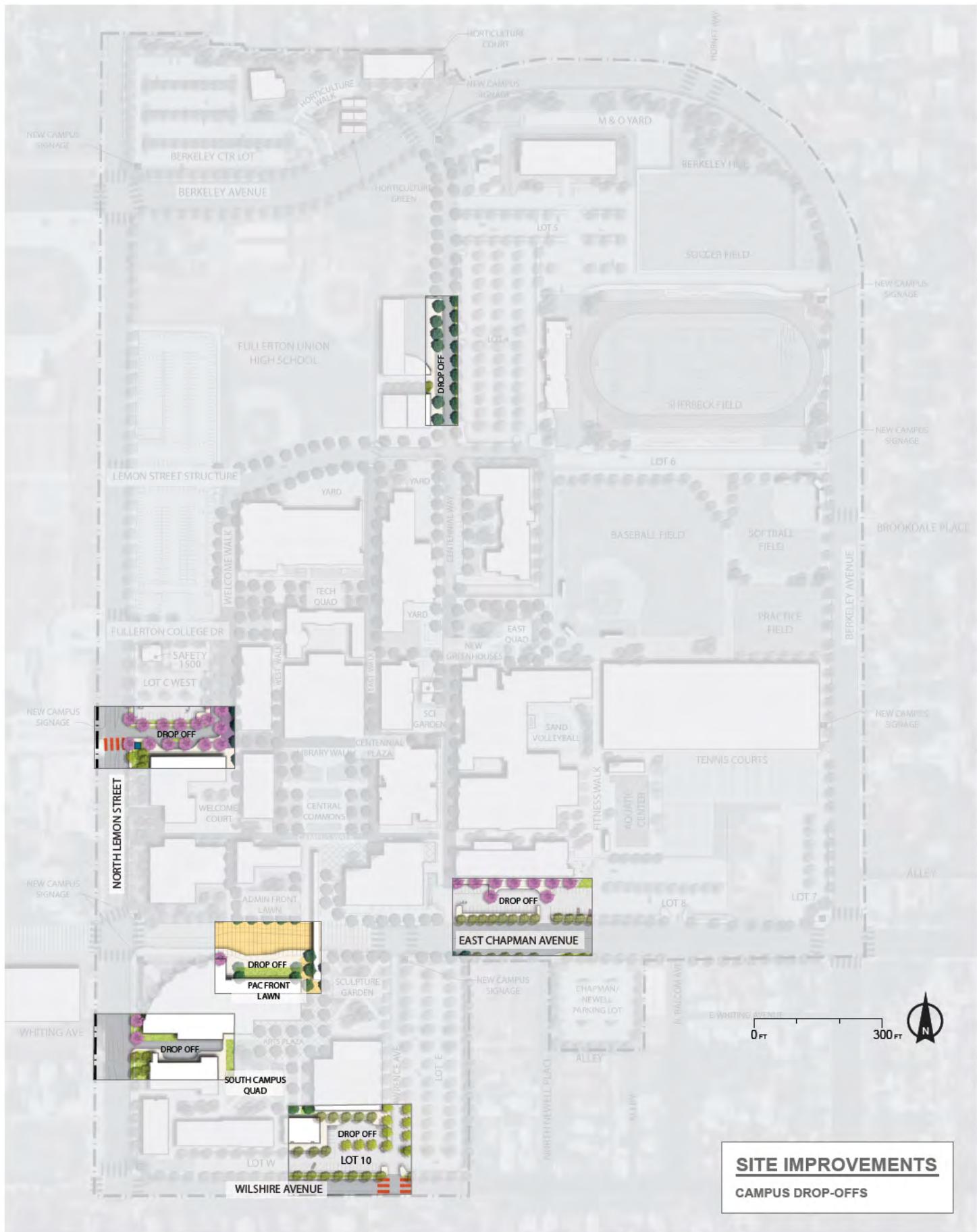
- Visitor Drop-off adjacent to the proposed Welcome Center and accessed from Lemon Street.
- North side of Chapman Avenue adjacent to the 1000 Building and accessed directly from Chapman Avenue.
- South side of Chapman Avenue, relocated adjacent to the Performing Arts Complex (PAC) Front Lawn.
- Wilshire Theater Drop-Off>Loading Area between the proposed Theatre and existing Wilshire Auditorium.
- School of Continuing Education Drop-off south of proposed Music/TV building.
- Lab School Drop-off located along Centennial Way.

Together, these new drop-offs will provide clear, safe pedestrian connections between the vehicular zone and the campus core.

Recommendations:

- Continue planting of formal flowering trees used at entries for bold and identifiable landscape.
- Incorporate architectural features such as shade structures and trellises.





SITE IMPROVEMENTS
CAMPUS DROP-OFFS

Facilities Plan

Site Improvement Projects (cont'd) //

Chapman Avenue Pedestrian Zone

Both Fullerton College and the City of Fullerton acknowledge that the portion of East Chapman Avenue that runs between Lemon Street and Lawrence Avenue symbolically functions as circulation within the Fullerton College campus. This is a primary pedestrian zone where there are a number of issues with jaywalking. The proposed new Performing Arts Precinct in the south campus will only serve to increase the flow of pedestrians across Chapman Avenue.

Recommendations:

- Partner with the City of Fullerton to develop this zone.
- Incorporate special paving, in-ground flashing lights, flashing lights, and signage to designate this zone and slow vehicular traffic flow.



Parking Lots

This Facilities Plan recommends refiguring many of the existing parking lots to become more efficient, clearly define pedestrian and vehicular circulation, incorporate sustainable principles, and ultimately provide some of the additional parking spaces needed for the projected enrollment growth. Additionally, there is a real opportunity to soften these large expanses of asphalt with landscape elements and reduce, if not eliminate, pedestrian and vehicular conflicts.

Recommendations:

- Regularly space trees to reduce heat gain, one tree per 10-15 spaces.
- Incorporate clearly defined pedestrian walkways, crosswalks, and connections.
- Provide clear directional and wayfinding signage.
- Incorporate sustainable design measures when possible, such as permeable paving, sustainable stormwater control including the use of bioswales, and water conserving or drought tolerant native planting.
- Explore options for photovoltaic (PV) canopy-covered parking lots to increase shade and reduce heat island effect.





Facilities Plan

Site Improvement Projects (cont'd) //

Pedestrian Walks/Spines/Promenades

Pedestrian spines interweave, connect, and define the core of the campus. They provide visual axes and act as edges to major open spaces. They create opportunities to create specialty gardens, allées, and outdoor plazas along them that act as informal gathering spaces.

The Facilities Plan recommends the development and enhancement of the following pedestrian walks:

- Welcome Walk
- West Walk
- East Walk
- Library Walk
- Campus Walk
- Fitness Walk
- Horticulture Walk

Recommendations:

- Improve pedestrian experience with ample sidewalks.
- Plant distinct and formal canopy trees with strong character to clarify directional nature.
- Avoid mixing too many plant types.
- Screen parking lots with low hedges or plants.
- Add seating, art, lighting, and special paving to enliven pathways.



Centennial Way

Many students enter the campus from the north parking lots. Unfortunately, the layout forces students to walk through the parking lots to reach the main campus which is both unsafe and confusing. Further, there is no clear pedestrian connection to the north campus.

The Facilities Plan proposes the creation of a true north-south pedestrian promenade that links the campus from Chapman Avenue to Berkeley Avenue and across Berkeley to the north campus. This new promenade is referred to as "Centennial Way."

Recommendations:

- Improve pedestrian experience with ample, well-defined, sidewalks with signature lighting and signage.
- Plant distinct and formal canopy trees with strong character to clarify directional nature.
- Avoid mixing too many plant types.
- Screen parking lots with low hedges or plants.





Facilities Plan**Site Improvement Projects (cont'd) //****Primary Civic Spaces and Quads**

The Central Commons defines the interior core of the original campus. It is the primary civic space and functions as the symbolic center of the campus.

This Facilities Plan recommends the creation of a new South Campus Quad that links the Performing Arts Precinct with the Wilshire Continuing Education Center. This new quad includes a new amphitheatre that is buffered from the surrounding traffic noise.

The new East Quad provides open space to support the adjacent 1400 Classroom Building and the 1200 Physical Education Building.

The Tech Quad provides a terminus to the West Walk and replaces parking and problematic vehicle circulation with a much needed open space.

Recommendations:

- Design with informal planting and formal paving patterns.
- Design each as unique spaces with compatible landscape styles and palettes.
- Provide abundant seating opportunities.
- Allow for large gatherings and small group seating related to adjacent building function.
- Balance sun and shade.





Facilities Plan

Site Improvement Projects (cont'd) //

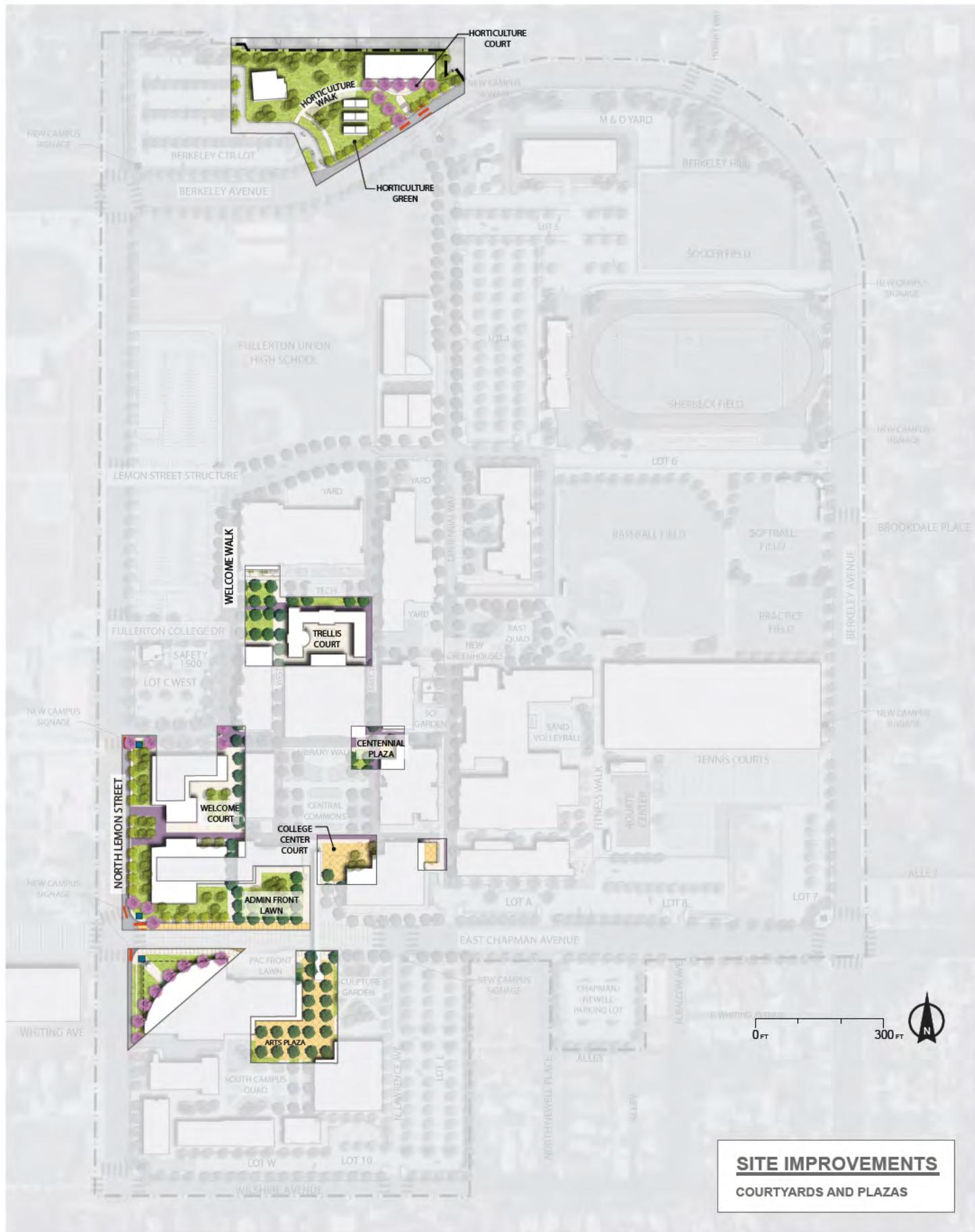
Courtyards and Plazas

A connected campus open space network includes smaller scale courtyards and plazas. As a traditional campus, Fullerton College has an affinity for these types of spaces.

Recommendations:

- Create a Horticulture Court that anchors the end of Centennial Way and identifies the face of north campus.
- Enhance the existing trellised court area adjacent to the 840 Building.
- Create a new inviting Welcome Court adjacent to the Welcome Center that anchors the southern end of Welcome Walk and links the new facility with the campus as a whole.
- Create a new Arts Plaza at the center of the Performing Arts Precinct that connects to the pedestrian bridge across Chapman Avenue and is evocative of the programs housed in the precinct.
- Provide opportunities for special unique landscapes that reflect adjacent building functions. Create landscape that elicits a sense of discovery and surprise.
- Encourage creative and interesting designs that fit into a broader campus landscape palette.





Facilities Plan**Site Improvement Projects (cont'd) //****Lawns and Greens**

Successful campus design includes an open space system that accurately reflects the philosophy and goals of the institution. This Facilities Plan recognizes the need to create lawns and greens that anchor the north campus, main campus, and south campus. Greens are typically measured at the scale of a whole campus and help create a campus network and sense of identity.

Recommendations:

- Create a Horticulture Green integrated into the entire Horticulture Complex and scaled appropriately as a transition to the upscale residences to the north.
- Develop a new Sculpture Garden that anchors the Performing Arts Precinct at Chapman Avenue.
- Develop the Theatre Front Lawn as a counterpoint to the Administration Front Lawn/Forecourt to define the symbolic faces of Fullerton College along both sides of East Chapman Avenue.

**Athletic Landscape**

The athletic facilities and sports fields comprise a portion of the east side of the campus. The new East Quad creates a visual and physical link from the main campus to the sports fields.

The Facilities Plan proposes the relocation of the existing soccer field in order to accommodate a new parking structure close to the center of campus. The remaining space will be developed into a small practice area and a new competition soccer field is recommended to be constructed north of Sherbeck Field. The clustering of athletic fields in the northern area of the campus will assist in maximizing land use and locates competition events adjacent to the new Field House and convenient spectator parking. Additional improvements are proposed in the PE/Athletics area to complete facilities projects and address future practice field areas.

Recommendations:

- Create a direct pedestrian connection from the main campus with a formal allée (a broad walk, planted with trees on either side) of architectural canopy trees.
- Create an open landscape character to engage community.
- Provide shaded retreats for both athletes and spectators.





Facilities Plan

Site Improvement Projects (cont'd) //

Slope/Natural Landscape

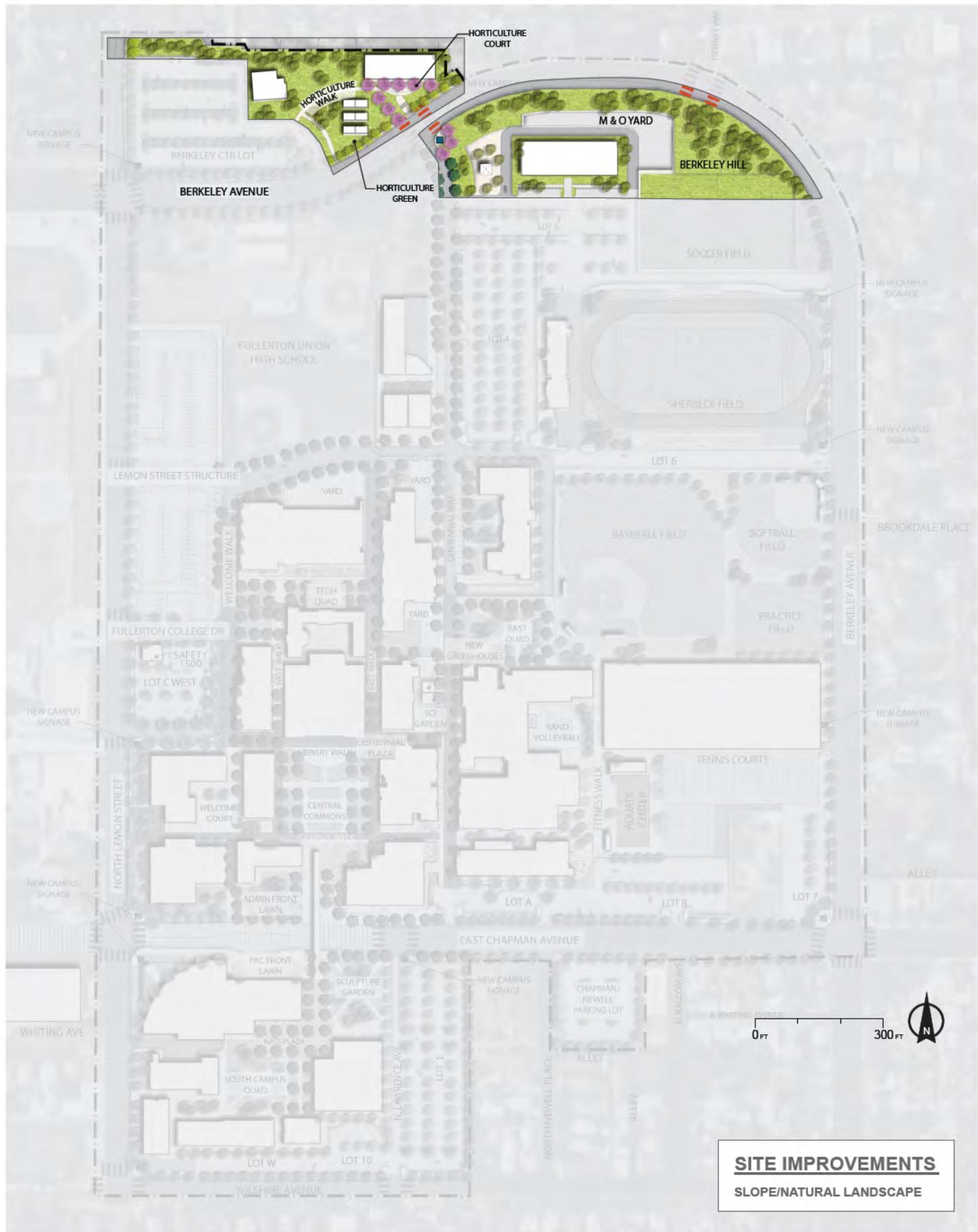
The far north end of the main campus and north campus have a significant slope that presents an opportunity to create both a landscape buffer between the adjacent residential community, but also a natural marker for the extents of the campus as bounded by Berkeley Avenue.

The proposed Berkeley Hill replaces the existing Child Development Complex. This natural setting will become an amenity to the College and the local community and presents the opportunity to create a true natural outdoor classroom with an attractive sustainable water-conserving landscape.

Recommendations:

- Plant native vegetation consistent with existing plants.
- Use plants that have habitat values that can provide teaching opportunities.
- Retain mature landscape spaces developed by the Horticulture Department.





SITE IMPROVEMENTS
SLOPE/NATURAL LANDSCAPE

Facilities Plan

Site Improvement Projects (cont'd) //

Campus Wayfinding and Signage

Wayfinding is essential in a modern campus environment as it impacts all users of the College. Functionally, wayfinding means reaching a destination within an acceptable amount of time and energy. A comprehensive wayfinding program improves traffic patterns by providing essential information that people need to find the College and navigate the campus while improving accessibility and public safety. Experientially, it establishes a relationship with architectural and urban or natural landscapes. Wayfinding is more than a navigational aid, rather it is a way to market the College's resources, evoke a sense of history and character, create pride of place, and improve the streetscape.

To meet these goals and the planning principle to "enhance the campus environment," it is recommended that Fullerton College develop a comprehensive wayfinding program that brings consistency, clarity, and brand identity to the campus. It is further recommended that the program include both wayfinding and identification signage and address life safety and accessibility requirements.



“We don’t invent information;
we allow it to reveal
itself as it
marches past.”

~ Richard Saul Wurman

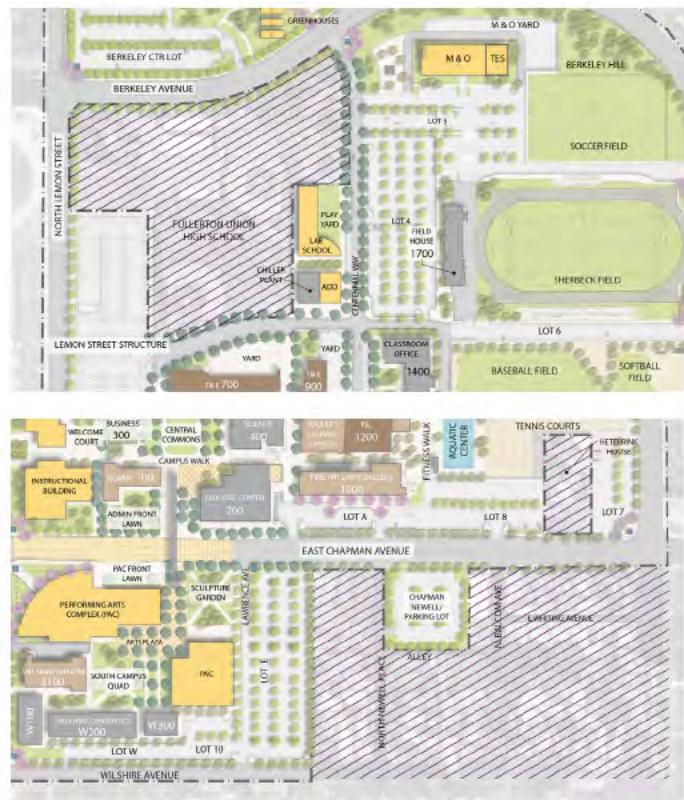
Facilities Plan

Recommended Property Acquisition //

As part of the planning process, the surrounding properties were studied in order to identify potential acquisitions for future development and to address the facilities planning principle of "improve circulation and establish connections."

The Facilities Plan recommends that the College consider acquiring and developing the following properties which adjoin Fullerton College and would effectively add to Fullerton College's usable land area:

- Fullerton High School Farm and Baseball Field
- Historic Hetebrink House
- Commercial and residential development south of East Chapman Avenue





1



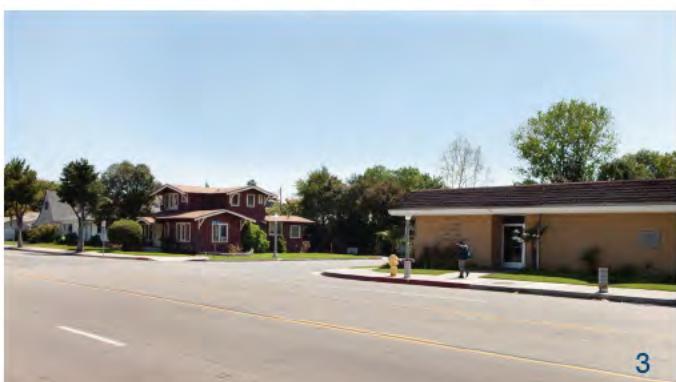
4



2



5



3



6

1 Fullerton High School Barn

2 Historic Hetebink House

3 Commercial Development along East Chapman Avenue

4 Fullerton High School Farm

5 Commercial Development along East Chapman Avenue

6 Commercial Development along East Chapman Avenue



FULLERTON
COLLEGE



La Habra Site

Overview //

This 5.08 acre industrial La Habra site originally housed all the district-wide maintenance and warehouse functions until the opening of the Anaheim Campus. Located only 3.5 miles away from Fullerton College, today, the site is being developed as an extension of Fullerton College.

The existing site consists of five single story industrial buildings, one the former District Warehouse, and one metal butler-type building. The two main buildings were constructed in the 1960s. The warehouse is fronted by a depressed loading dock area.

As indicated in the *1999 Master Plan*, “the site is generally level, but fairly irregular in shape. The west frontage is currently truncated by a parcel on the south half which is owned by the Fullerton Joint Union High School District and used for storage of school buses and other vehicles. The rear of the site is curved, reflecting the existence of a railroad spur which served the area industries. A main access driveway on the south side of the main entrance links all the various areas and activities.”

The *La Habra 2020 General Plan* designates this site as part of the “Delta One Redevelopment Project” area. The goal of the Delta One Project is to “encourage and assist in the development of new commercial and industrial uses on underutilized, vacant, economically and physically blighted parcels in a manner which will strengthen, rather than detract from the economic vitality of the community.” The College has an opportunity to partner with the City of La Habra in future redevelopment of this property.

Plans to convert the site for use as swing space for the Fullerton College Engineering and Technology Complex – Buildings 700 and 900/910 are currently underway.

Once the new Engineering and Technology Complex is completed at the main Fullerton College campus, the La Habra site needs to be reexamined in terms of its best use as a continued extension to Fullerton College. There is an opportunity for future development in collaboration with the City of La Habra as part of their plans to expand the educational resources in the area.

This section consists of the following elements:

Existing Conditions

- Regional Context
- Existing Site Plan
- Site Development History
- Existing Vehicular Circulation

Swing Space

- Swing Space Plan
(for Automotive, Welding, Machining, Printing, Construction, and Woodworking)
- Swing Space Vehicular Circulation
- Swing Space Emergency Access



