



Cerritos College

2011

Facilities Master Plan

December 7, 2011

Cerritos Community College District



HMC Architects

AHBE

CW/P

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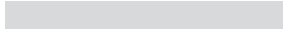


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Mission Statement //

Mission

With student learning as the paramount destination, Cerritos College guides students with the map and the means to make their educational aspirations a reality. The college takes pride in offering open access education for associate degrees, transfer, career technical training, basic skills, and lifelong learning. Creating career pathways and opportunities for self-enrichment that benefit the economic vitality of its unique, multicultural community, Cerritos College values diversity and employs learning programs and student services that underscore student success. Faculty, staff, administrators, and students partner to promote relevance in today's global community by nurturing intellectual curiosity and applauding academic excellence.

Vision

Driven by the pursuit of unparalleled student success, Cerritos College will provide access to innovative learning opportunities that promote the power of learning.

Values

We are guided by our core values of:

- Supporting and promoting Student Success.
- Achieving Excellence/Quality in teaching, learning, service and in college processes.
- Supporting Innovation and Creativity to enhance and enrich learning and services; celebrating Diversity in people, philosophies, cultures, beliefs, programs and learning environments.
- Promoting respect and trust in all People be they students, community members and employees.
- Fostering Integrity as the foundation for all that we do.
- Developing, nurturing and supporting Partnerships with our educational, business and industry colleagues.
- Planning and supporting Comprehensiveness in our curricular offerings; and supporting Inclusiveness of individual, campus and community viewpoints in collaborative decision-making processes.

Educational Philosophy

Cerritos College embraces community, diversity, innovation, and active learning. We strive for high academic and ethical standards, as well as academic freedom; we believe in the worth and dignity of all of our learners. In educating, we consider the learner's cognitive growth and emotional and physical well-being. The college prepares individuals for full participation in a complex democratic society as citizens and leaders, for the fulfillment of personal needs, and for the future. We believe that the purpose of education is to cultivate critical thinking skills and enhance the quality of life.

Commitment

The District provides a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an associate degree, transfer to a four-year university, career/technical degree or certificate, or job skills. Achievement of these goals is strongly supported with instruction in basic skills as well as with student and instructional support services. Beyond these college credit programs and services, Cerritos College actively enriches the surrounding community through its varied community education programs.



Letter from the President //



Founded in 1955, Cerritos College is a public comprehensive community college serving an area of 52 square miles of southeastern Los Angeles County. We serve over 23,000 students each semester and are committed to providing accessible, low-cost, and quality education for everyone in our community. Measure CC, passed by voters in 2004, provided \$210 million in bond funds for facilities construction and renovation to enhance our educational environment. An independent Citizens' Bond Oversight Committee was appointed to monitor and publicly report on the expenditure of Measure CC funds, ensuring that bonds are spent on facilities needs specified in the District's Facilities Master Plan.

Cerritos College is dedicated to advancing the educational experience of its students by continuously updating and improving campus facilities. In light of our commitment, the College has developed the 2011 Facilities Master Plan (FMP) which illustrates how our campus will continue to develop through a comprehensive construction-phasing plan. The FMP also includes landscaping goals to integrate a welcoming, collegial learning environment in communal areas. The Facilities Master Plan is designed to be a living document that is regularly reviewed to ensure that Cerritos College provides an accessible, student-centered learning environment that meets the changing needs of the students and community.

The 2011 Facilities Master Plan represents the collective efforts, leadership, input, and commitment of the Cerritos College community and is the result of many hours of work and dedication from the management, faculty, staff, and students of Cerritos College. We want to ensure that we are ready to meet the ever-changing educational and facilities needs of our students and community, and expand and improve the learning environment to support and promote student success.

A handwritten signature in black ink, appearing to read "Linda Lacy". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Linda L. Lacy
President/Superintendent
Cerritos College



Wilford Michael Library &
Learning Resource Center

Introduction //

Purpose

The 2011 Facilities Master Plan for Cerritos College has been developed to serve as a guide for future development. It provides a quantitative and qualitative description of the College's strategy to support the educational program needs, address the long-range forecast for enrollment, and maximize funding opportunities. It is guided by the 2010-2016 Educational Master Plan (EMP), which serves as the foundation for recommendations regarding facilities. The plan provides a framework for future development, including the placement of new facilities, the renovation of existing facilities, and the improvement of a number of campus-wide sites.

Planning Process

The planning process was a participatory one involving many individuals from the college. The Planning Team worked closely with the designated Facilities Master Plan Task Force groups to define planning goals, review the analysis of existing conditions, evaluate a series of development options, and make decisions that led to the development of the master plan recommendations.

The planning process included a series of Task Force meetings as well as presentations and discussions with the College and Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed developments.

The planning team—including planners, architects, landscape architects, and engineers—followed a five-step process:

1. Educational Plan Quantification
2. Analysis of Existing Conditions
3. Option Development
4. Solution Development
5. Documentation

Document Organization

The 2011 Facilities Master Plan document is designed to inform the reader of the planning work that was done throughout 2011. It includes a summary of the process, the steps that were followed, and the discussion that led up to the recommendations.

The document is organized into the following sections:

- Educational Planning Data
- Existing Conditions
- Recommendations



Reference Documents //

The following documents were referenced during the planning process:

Educational Master Plan

- *Educational Master Plan 2010–2016* - dated February 2010.

Previous Master Plans

- *1997 Educational and Facilities Master Plan*.
- *Infrastructure Master Plan Final Report* - dated April 2006.
- *2006 Master Plan and Implementation Plan Update* - dated October 4, 2006.

City of Cerritos

- *General Plan Adopted January 2004*.
- *City of Cerritos Zoning Map*.



Educational Planning Data



Educational Planning Data //

This chapter includes the following:

- Overview
- Assessment
 - / Key Considerations
 - / Scope
- Capacity for Future Growth
 - / Introduction
 - / Key Indicators
- Projections for Future Growth
- Linking to the Educational Master Plan
- Phase One: The Baseline
- Phase Two: Projections
- Space Requirements: Instructional Programs, Offices, Library, and AV/TV
- Current Measure CC General Obligation Bond: Building and Facilities Programs
- Health, Physical Education, and Athletics & Dance
- Student Support Services

Educational Planning Data

Overview //

The FMP provides a current perspective for future academic and support services space, buildings and college improvements. As a companion document to the EMP, the FMP supports the institution through 2025. The FMP will also address the following objectives:

- To create a functional and usable space/facilities plan based on the EMP that updates the previous assessment for space identified in the *2008 Cerritos College Facilities Master Plan*.
 - To review and assess the current planning documents associated with the academic and support service programs and validate, through quantifiable measures, the data to support future space needs for the District.
 - To get qualitative input from the campus community in support of the EMP and quantitative data from resource documents in the District.
- To be a resource for decision-making in support of the distribution of remaining Measure CC Bond monies for current capital projects, as well as providing additional opportunities for state and local funding, To that purpose, the FMP extends beyond the remaining Measure CC Bond funds.

Assessment //

Key Considerations

- To determine the future space needs of the academic and support services programs and establish a curriculum baseline composed of Weekly Student Contact Hours (WSCH), the number of sections offered, the number of enrolled students per class section, and the distribution of lecture versus laboratory hours. Using this analysis, plus a historic trend of previous District growth, provide a growth factor to be applied to future development of each program of instruction.
- To determine space tolerance thresholds for current buildings on campus and evaluate the types of spaces offered, their capacity for modification (including expansion), and the ability to accommodate future growth of the programs.
- To determine the impact on the user-constituency groups. The assessment process focuses on the impacts and possible displacement of personnel and functions, the requirements for swing space during construction/renovation phases, additional financial implications to the District due to possible secondary effects, and the ultimate impact on students and staff.

Scope

The scope of the assessment involved a review of both the projects completed and those projects currently remaining in the planning cycle and establishment of a direction for additional construction and/or remodeling. As part of the process, it became necessary to identify the key elements in each project and associate them with the discipline/department needs. Following this assessment, proposals were made to assist the District in its decision-making process with available options relative to the building/facility program.

Educational Planning Data

Capacity for Future Growth //

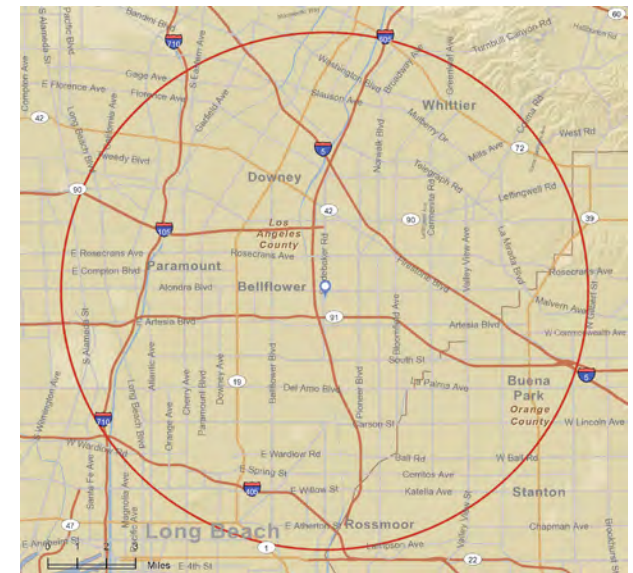
Introduction

Based on the zip codes analyzed, the current effective service area is characterized as a ring with a 7.5-mile radius extending from the campus center. This area captures the majority of students attending Cerritos College. The geographic boundaries of this service area have not changed over the past the past five years. What has changed is the number of students produced from this service area.

Overall, the College has demonstrated a strong capacity to attract students both from within and from outside the District boundaries. It is assumed that this trend will continue in the future. The effective service area is illustrated in Data Set 1.

Data Set 1

Effective Service Area of the College



Source: Office of Research and Planning Cerritos College; analysis Cambridge West Partnership.

Data Set 2
Origin of Students Attending Cerritos College

ZIP Code		City	Fall 2006	Fall 2007	Fall 2008	Fall 2009
90650	1	Norwalk	2,005	1,969	1,895	2,769
90240	2	Downey	413	375	365	474
90241			728	707	679	959
90242			676	626	592	939
90706	3	Bellflower	1,151	1,116	1,014	1,561
90703	4	Cerritos	858	783	646	966
90604	5	Whittier	247	252	212	314
90605			253	238	213	395
90606			182	173	158	216
90280	6	Southgate	704	696	610	902
90712	7	Lakewood	201	202	162	268
90713			236	213	174	282
90715			264	272	242	339
90201	8	Bell	630	639	540	804
90723	9	Paramount	507	476	496	751
90262	10	Lynnwood	448	431	378	605
90805	11	Long Beach	418	387	342	525
90660	12	Pico Rivera	368	336	280	500
90255	13	Huntington Park	328	347	286	488
90638	14	La Mirada	365	356	320	414
90701	15	Artesia	336	307	269	410
90221	16	Compton	223	211	157	282
90670	17	Santa Fe Springs	192	193	148	266
Total number of students			11,733	11,305	10,178	15,429
Percentage of students from 17 core cities			59.2%	56.4%	45.8%	72.6%

Source: Office of Research and Planning Cerritos College; analysis Cambridge West Partnership.

Note: Enrollment basis is for credit-enrolled students.

Educational Planning Data

Capacity for Future Growth (cont'd) //

Key Indicators

The key indicators noted below were used to determine the capacity for long-term growth at Cerritos College. Long-term growth is defined as the period from 2009 to 2025.

The key indicators were drawn from a number of sources. Chief among these were the following:

Definition of the Effective Service Area of the College

Based on an analysis of student origins, seventeen cities currently produce more than 70% of the credit enrollments at Cerritos College. These seventeen cities were responsible for 59.2% of the student body in 2006. In 2009, these same cities accounted for 72.6% of all students attending the College. As indicated in Data Set 2, the College has been successful in increasing enrollments from these seventeen cities over the past four years.

Rate of Growth

The College will not be able to rely on “natural growth” for new enrollments. The demographic indicators from the effective service area denote slowly declining trends for the population segment aged 0 to 19 years through year 2020 and beyond. The annual growth rate within the effective service area will also be slow over the next ten years. The demographic data also indicates an annual rate of growth of only 0.23%. The rates of annual household growth will be equally slow at 0.11%.

High School Graduation Rates

Based on projections from the Department of Finance, graduation rates in Los Angeles County are projected to drop 10.6% from 2010 to 2019. This represents an annual decline rate of -1.18%. This condition will affect the College’s capacity for growth in the future.

Levels of Educational Attainment

The College is projected to have an opportunity to attract post-secondary education learners to its campus. At present, 25.2% of the population base 25 years of age and older have less than a high school diploma. A total of 27.2% have high school diplomas but have not attended college. Another 19.7% have attended some college but do not have a degree. Only 7.4% of the students have an associate degree, while 14.4% have a bachelor’s degree and 6.2% have a master’s or higher degree. With more than 50% of this population segment having only a high school diploma or less for education, the College will see an enrollment opportunity for the less academically prepared students. This opportunity should be encouraged and facilitated by a curricular emphasis on basic skills programs. Basic skills education will need to be viewed as an important point of entry into the mainstream program of academics.

Student Participation

The student participation rate (SPR) within the effective service area is currently 15.7 students per 1,000. Based on the population characteristics, the SPR still has room to grow.

Strength of Academic Program of Instruction

The College’s program of instruction is highly regarded. There is an overriding belief that Cerritos College provides students with a very good opportunity to succeed in achieving their academic goal. Additionally, the College has demonstrated that it can successfully compete in a very crowded Los Angeles/Long Beach educational marketplace.

Educational Planning Data

Capacity for Future Growth (cont'd) //

Key Indicators (cont'd)

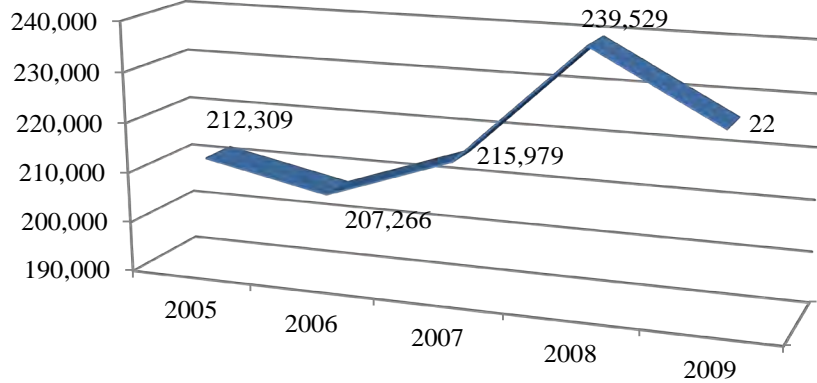
Historical Trends for Growth

Despite slow rates of population growth, Cerritos College has managed to grow in both Weekly Student Contact Hours (WSCH) and in enrollments. Over the past five years, WSCH has increased at an annual rate of 1.64%. Enrollment, tracked over the past ten years, has been punctuated with ups and downs but overall has averaged a plus 0.52% annual growth rate. The historic profile for both enrollments and WSCH is captured in Data Sets 3 and 4.

Location/Transportation Infrastructure

Cerritos College is strategically situated within the major transportation corridors of Southern California. It is supported by the 5, 605, 91, 105, 710, and 405 freeways. The campus is also served by major surface arterials.

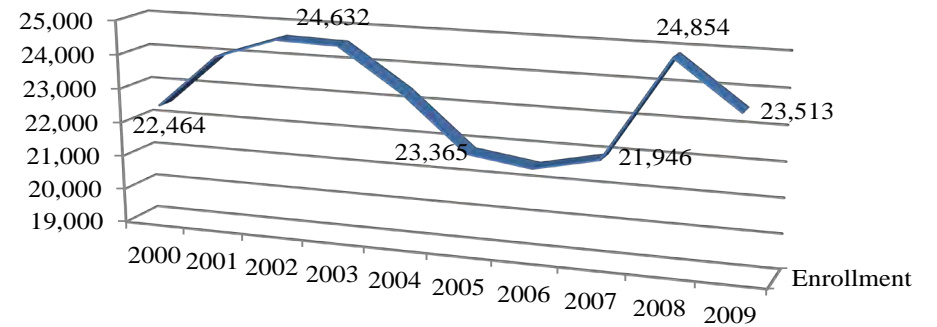
Data Set 3
Historical Trends for WSCH: Cerritos College



Source: Office of Research and Planning, Cerritos College; analysis Cambridge West Partnership.

Note: WSCH is for both credit and non-credit students over the fall semesters.

Data Set 4
Historical Trends for Enrollment: Cerritos College



Source: Office of Research and Planning, Cerritos College; analysis Cambridge West Partnership.

Note: Enrollment is for both credit and non-credit students over the fall semesters.

Educational Planning Data

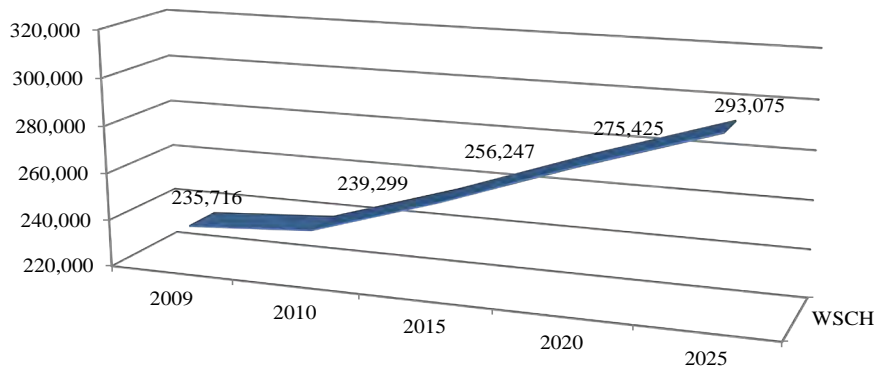
Projections for Future Growth //

The unmet potential for post-secondary educational demand within the College's effective service area is projected to outweigh the impacts of slow population growth and declining high school graduation rates. Overall, the indicators for the College point to measured growth for the future.

With all economic factors taken into consideration, Weekly Student Contact Hour (WSCH) generation at Cerritos College is projected to increase from 235,716 in the base year/fall semester 2009 to 293,075 by fall semester 2025. The average annual growth rate is projected at 1.52%.

For the period of 2009 to 2025, student enrollment growth (credit and non-credit) is estimated to increase from 23,513 to 25,793. The effective annual growth rate for enrollment is projected to be 0.61% on an annual basis. This annual rate is almost three times the rate of annual population growth for the effective service area.

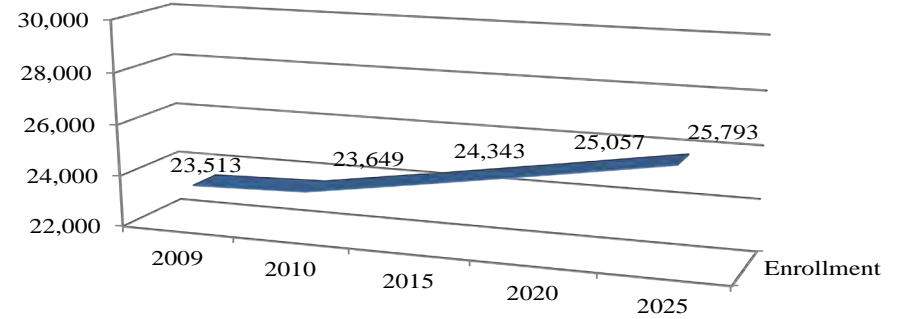
Data Set 5
Projections for Future Growth of WSCH: Cerritos College



Source: Cambridge West Partnership projections.

Note: WSCH projections are based on fall semesters only. The capacity to generate WSCH may be affected by both internal events and external factors that occur at the College, but are not known at this time. These events or factors may cause the WSCH projections to deviate from the long-range projections. What is important is that when the benchmark WSCH numbers are reached, whether sooner or later than the target year, the space requirements associated with WSCH are in place to accommodate and support the students attending the College.

Data Set 6
Projections for Future Growth: Enrollment



Source: Cambridge West Partnership projections.

Note: Enrollment reflects total headcount for fall semesters



Educational Planning Data

Linking to the Educational Master Plan //

Linking the *2010–2016 Educational Master Plan's* goals, objectives, and strategies to space quantification completes the process and balances the current and future curriculum, instructional delivery modes, learning environment, and necessary support structures. This linkage provides a comprehensive program of campus development.

While the current and immediate future economic indicators are somewhat uncertain and the District will need to address declining financial support, it is anticipated the College will return to positive growth in the foreseeable future. By 2015, new student enrollments should begin to expand and the District should return to its previous pattern of growth. Therefore, planning must involve long-term vision as well as addressing short-term goals.

Forecasting the future program of instruction unfolds through the determination of Weekly Student Contact Hours (WSCH). While curricular content cannot be accurately predicted to the year 2025, certain assumptions can be made that are pertinent to a long-range forecasting process. It is assumed that the educational mission will remain consistent with past practice. With an estimate of projected WSCH and enrollments, the number of sections that support the WSCH can be predicted relationally. This process forms the basis for the forecasting efforts that follow.

Educational Planning Data

Phase One: The Baseline //

The fall 2009 semester was used as a starting point with the program of instruction providing a snapshot in time that served as historical perspective when compared to the previous data. To address the capacities for the future, a planning model was created. This planning model, or “baseline,” provided the foundation from which a future program of instruction could be projected.

This baseline is captured in summary form in the adjacent Data Set 7. The key elements include the total number of sections offered, the average seats per section, the WSCH produced per section, the total WSCH, the full-time equivalent students (FTES), and the total lecture and laboratory hours.

Data Set 7
Year 2009 Fall Baseline: Cerritos College

Division/School	Sections	Enrolled Seats	Seats Per Section	WSCH	FTES	Lecture Hours	Lab Hours
Business Education	209	7,173	34.32	22,000	733.4	501	121
Counseling	16	480	30.00	998	33.3	64	0
Fine Arts & Communications	150	5,040	33.60	19,813	660.4	369	332
Health Occupations	188	5,290	28.14	18,124	604.1	303	1,017
Health, Physical Education, Athletics & Dance	192	6,088	31.71	19,740	658.0	195	263
Humanities/Social Sciences	227	11,984	52.79	36,135	1,204.5	680	4
Liberal Arts	368	11,428	31.05	38,772	1,292.4	1,209	156
Learning Resource Center	5	203	40.60	188	6.3	5	5
Science, Engineering & Math	408	14,766	36.19	53,327	1,777.6	1,086	409
Technology	168	3,556	21.17	23,024	767.5	489	910
Community, Industry, & Technology Education (CITE) & Distance Education	12	361		699	23.3	0	0
Totals	1,943	66,369	34.16	232,818	7,760.6	4,901	3,217

Source: Cambridge West Partnership projections.



Educational Planning Data

Phase Two: Projections //

The projections for the future programs of instruction are not intended as parameters for the curriculum and/or actual numbers of sections to be offered in a given term but rather to provide a perspective of what the current curriculum would look like if extended forward. Whatever the future curriculum becomes, the need for space would still be governed by specific amounts of lecture, laboratory, and support space. Growth for the benchmark years of 2015, 2020, and 2025 was projected at an annual rate of 1.52%.

Data Set 8 represents a summary of the projected WSCH capacity for the future program of instruction by division. While the forecast is presented in summary form, the actual process was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in the Appendix.

Data Set 8**Profile for the Future Capacity to Generate Academic WSCH: Cerritos College**

Division	Actual					
	Profile - Fall Semester 2009					
	# of Sections	WSCH	WSCH Section	FTES	Lecture Hours	Lab Hours
Business Education	209	22,000.80	105.3	733.4	501	121
Fine Arts & Communication	150	19,812.9	132.1	660.4	369	332
Counseling	16	998.1	62.4	33.3	64	0
Health Occupations	188	18,123.6	96.4	604.1	303	1017
Humanities/Social Sciences	227	36,134.8	159.2	1204.5	680	4
Liberal Arts	368	38,772.7	105.4	1292.4	1209	156
Science, Engineering, & Mathematics	408	53,326.8	130.7	1777.6	1086	409
Health, Physical Education, Athletics & Dance	192	19,739.7	102.8	658.0	198	263
Technology	168	23,023.5	137.0	767.5	489	910
Learning Resource Center	17	886.5	52.1	29.6	47	6
Totals	1,943	232,819	119.8	7,760.7	4,946	3,218

Projected														
2015					2020					2025				
# of Sec	Lecture WSCH	Lab WSCH	Total WSCH	Lab Hours	# of Sec	Lecture WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lecture WSCH	Lab WSCH	Total WSCH	FTES
214	19,900.1	4,016.80	23,916.90	797.2	231	21,388.7	4,317.50	25,706.20	856.9	245	22,758.60	4,594.2	27,352.8	911.8
162	11,441.6	10,097.3	21,538.9	718.0	175	12,297.1	10,852.4	23,149.5	771.7	187	13,085.6	11,548.1	24,633.7	821.1
17	1,085.1	0.0	1,085.1	36.2	19	1,166.2	0.0	1,166.2	38.9	20	1,241.0	0.0	1,241.0	41.4
201	9,133.9	10,568.4	19,702.3	656.7	218	9,817.9	11,358.7	21,176.6	705.9	232	10,446.1	12,086.7	22,532.8	751.1
251	38,984.4	298.3	39,282.7	1,309.4	267	41,899.7	320.6	42,220.3	1,407.3	287	44,585.1	341.2	44,926.3	1,497.5
395	40,859.3	1,290.1	42,149.4	1,405.0	425	43,915.1	1,386.5	45,301.6	1,510.1	452	46,729.4	1,475.4	48,204.8	1,606.8
442	42,955.3	14,962.9	57,918.2	1,930.6	477	46,167.5	16,082.2	62,249.7	2,075.0	509	49,127.3	17,113.0	66,240.3	2,208.0
205	9,133.4	12,325.6	21,459.0	715.3	220	9,816.5	13,247.1	23,063.6	768.8	234	10,445.9	14,096.3	24,542.2	818.1
164	9,820.5	15,208.6	25,029.1	834.3	178	10,554.6	16,345.9	26,900.5	896.7	187	11,231.7	17,393.8	28,625.5	954.2
19	854.4	109.6	964.0	32.1	20	918.3	117.9	1,036.2	34.5	21	977.2	125.5	1,102.7	36.8
2,070	184,168	68,878	253,046	8,435	2,230	197,942	74,029	271,970	9,066	2,374	210,628	78,774	289,402	9,647

Source: Cambridge West Partnership projections.



CERRITOS COLLEGE

Educational Planning Data

Phase Two: Projections (cont'd) //

Data Set 9 makes the jump from Weekly Student Contact Hours (WSCH) and projected WSCH to space and the facilities necessary to produce that WSCH. Starting with the fall 2009 baseline, the capacity to generate WSCH has been converted into state of California guidelines necessary to service lecture and laboratory functions. The scope includes a balance between the current space each program occupies and the projected need for programmatic space in the future, which must adhere to the state standards for instructional facilities found in the Title 5 regulations.

For the purpose of this plan, a factor of 20 assignable square feet (ASF) per student station was used to estimate lecture classroom space need. While the state standard for lecture is currently 15 ASF per student station, this number has proved to be inadequate for both construction and instructional purposes. Due to modern classroom furniture types, technology considerations, and classroom orientation, the more appropriate factor is between 18 to 20 ASF.

Data Set 9 depicts projected space needs for the benchmark years 2015, 2020, and 2025. The capacity to generate WSCH was used as the key element for identifying the amount of lecture and laboratory space required to support future programs of instruction.

Data Set 9
Future ASF/Space Needs: Cerritos College

Discipline/Program	Current per Space Inventory				Projected			
	2009				2009			
	Lecture ASF	Lab ASF	Other ASF	Total ASF	# of SEC	Lecture ASF	Lab ASF	Total ASF
Business Education	8,771	7,301	0	16,072	209	9,186	5,168	14,354
Fine Arts & Communication	3,031	18,867	5,655	27,553	150	5,439	23,759	29,198
Counseling		1,424		1,424	16	514	0	514
Learning Resource Center			517	517	17	48	241	289
Health Occupations	5,935	20,847	3,128	29,910	188	4,244	21,689	25,933
Humanities/Social Sciences	13,944	1,222	0	15,166	227	18,423	404	18,827
Liberal Arts	18,029	6,936	0	24,965	368	17,710	9,790	27,500
Science, Engineering & Math	25,161	36,983	0	62,144	408	20,611	31,776	52,387
Technology	6,982	83,805	16,372	107,159	168	4,641	65,575	70,216
Health, Physical Education, Athletics & Dance	1,552			1,552	192	4,335	0	4,335
Totals	83,405	177,385	25,672	286,462	1,943	85,151	158,402	243,553

Source: Cambridge West Partnership projections.

Projected											
2015				2020				2025			
# of Sections	Lecture ASF	Lab ASF	Total ASF	# of Sections	Lecture ASF	Lab ASF	Total ASF	# of Sections	Lecture ASF	Lab ASF	Total ASF
214	10,142	5,250	15,392	231	10,902	5,526	16,428	245	11,600	5,881	17,481
162	5,889	25,905	31,794	175	6,330	27,843	34,173	187	6,737	29,627	36,364
17	559	0	559	19	600	0	600	20	639	0	639
19	440	262	702	20	473	186	659	21	503	197	700
201	4,610	24,032	28,642	218	4,953	25,384	30,337	232	5,273	27,012	32,285
251	20,025	448	20,473	267	21,523	481	22,004	287	22,901	512	23,413
395	21,034	3,316	24,350	425	22,609	3,563	26,172	452	23,911	3,792	27,703
443	22,114	34,472	56,586	477	23,767	37,050	60,817	509	25,291	39,425	64,716
164	5,055	71,239	76,294	178	5,434	76,565	81,999	187	5,782	81,475	87,257
205	4,702	5,244	9,946	220	5,054	5,636	10,690	234	5,378	5,997	11,375
2,071	94,570	170,168	264,738	2,230	101,645	182,234	283,879	2,374	108,015	193,918	301,933

Educational Planning Data

Space Requirements: Instructional Programs, Offices, Library, and AV/TV //

Using the standards referenced in the California Code of Regulations, Title 5, an analysis of the College's space needs for the five key space categories monitored by the State Chancellor's Office for funding considerations/support —i.e., lecture, laboratory, office, library/LRC, and instructional media (AV/TV) —was conducted and is represented in Data Set 10.

While Title 5 and the state provide standards for utilization for more than 60% of all types of spaces on campus, the capacity estimates for non-state standard spaces are based on a combination of factors, including the size of the institution, student enrollment headcounts, and/or a flat institutional rate. In the majority of cases, they represent a percentage of student enrollments, such as Assembly/Exhibition, Food Service, and Bookstore, a percentage of the total campus ASF (Physical Plant/Facilities), or they may be flat allowance totals (see Physical Education, Health Services, and Data Processing/Comp). These totals for space types are also represented in Data Set 10.

Notable in the totals identified by the graph is that all five space categories monitored by the state for possible funding are below projected need by 2025.

Data Set 10

Space Allocation/Requirements per Title 5 Standards Benchmark: Years 2009 & 2025

Space Category	Description	Current ASF	Projected ASF 2025	Delta	Basis for Projection
0	Inactive Area	789	0		
110-115	Classroom/Classroom Service	83,405	108,015	-24,610	State Standard
210-255	Laboratory/Lab Service	177,161	193,918	-16,757	State Standard
310-355	Office/Conference	67,408	81,033	-13,625	State Standard
410-445	Library (Reading/Study, Stack, Processing)	34,133	69,829	-35,696	State Standard
520-525	Phys Education (Indoor)	57,945	35,000	22,945	Allowance
530-535	Instruct Media (AV/TV)	4,704	15,409	-10,705	State Standard
540-555	Clinic Demonstration	7,965	10,317	-2,352	% Enrollment
560	Field Building	1,566			
590	Other	351			
610-625	Assembly/Exhibition	33,170	25,793	7,377	% Enrollment
630-635	Food Service	22,171	15,476	6,695	% Enrollment
650-655	Lounge/Lounge Service	9,146	6,463	2,683	% Enrollment
660-665	Bookstore	15,299	18,781	-3,482	% Enrollment
670	Recreation	2,432			
680	Meeting Room	13,953	8,589	5,364	% Enrollment
690	Locker Room	1,212			
710-715	Data Processing/Comp	4,876	5,000	-124	Allowance
720-770	Physical Plant	41,970	29,864	12,106	% Total ASF
800	Health Service	2,599	1,200	1,399	Allowance
Total		582,255	624,687	-48,782	

Source: Report 17, Space Inventory 2010, plus projected calculations

Note: the delta for lecture/laboratory alone indicates a need for 41,367 ASF in instructional space by the year 2025 or when the fall semester WSCH reaches 293,075.

Educational Planning Data

Current Measure CC General Obligation Bond: Building and Facilities Programs //

Current space utilization for academic programs of instruction is a function of the number of hours a room is used, the number of students occupying seats in the room, and the physical dimensions (capacity) of the room. The larger the room, the greater number of students must be accommodated and/or the greater number of hours the room is used to meet the state standard for space utilization.

A review of the projects and planning documents was conducted and assessed for their impact on the current space array. As a result, some modifications for new construction and/or remodeling projects have been implemented in this plan. The current building/facilities program for instruction is based on the Measure CC General Obligation Bond Program. A number of significant new projects, infrastructure developments, and remodeling renovations have been completed. The District has also been successful in attracting state funding for the current capital facilities program.

Projected support costs include the operation of the Central Plant, infrastructure replacements and upgrades, provisions for interim facilities (swing space), facility maintenance, and project management oversight.

A new Science building of 51,218 gross square feet was constructed and opened in 2006. The building houses offices, classrooms, and laboratory facilities for both the Life and Physical Sciences Departments.

In 2011, the new 33,285 gross square foot Physical Science and Technology building opened. It provides additional space for the Physical Sciences Department and new space for the Drafting Program.

In 2009, a new Aquatics Center, including both competition and adaptive PE pools, was opened.

Adjacent to the Aquatics Center, a new Central Plant was added to the campus in the same year.

The final phase of construction is under way for a new 35,025 gross square foot Facilities, Purchasing, and Warehouse building. Currently, construction/renovation and seismic retrofit of the Gymnasium building continues.

Final plans have been developed for a replacement Liberal Arts building serving both the Liberal Arts Department and Disabled Students Programs & Services (DSPS).

State funding has been recently authorized to complete a new Performing Arts Center (including replacement of the Burnight Theatre).

Measure CC General Obligation Bond Program monies have been available for the renovation and modernization of additional buildings on campus including: Social Sciences, Liberal Arts, Metals, and the Library/LRC.

The Auto Technology Center is currently being modernized and the complex expanded with construction of the new Automotive Partners building that houses both the Southland/Cerritos Center for Transportation Technologies and Northwood University.

Educational Planning Data

Health, Physical Education, and Athletics & Dance //

The use and need for space by the Physical Education and Athletics Departments does not fall within space parameters established by state standards. The size and dimensions of Physical Education/Athletics facilities primarily reflects the size of the student body and the curriculum content of the programs housed within.

With the exception of cosmetic treatments, the indoor and outdoor physical education/athletics facilities have remained largely unchanged since the College opened. Recently, a new Aquatics Center has opened and the Gymnasium is currently undergoing a renovation for seismic deficiencies.

As the student body is in excess of 22,000 students and the programs have undergone significant changes with more focus on fitness and wellness, the current facilities are in need of space adjudication. The proposed expansion of services will fill the gap between demand/use and available resources, as well as address the future capacity to serve almost 26,000 students on campus.

A new multi-story facility is planned to house a modern and fully equipped fitness/wellness center, Health Services, and facilities for both Physical Education Programs and Athletics Programs. A new Field House has also been planned for the north end of the Falcon Football Stadium and the existing two-level Press Box requires renovation.

Data Sets 11, 12, and 13 represent the preliminary programming assumptions for the above mentioned facilities.

Data Set 11
Health Wellness Complex

Program Block	Space Use	ASF	GSF
A	Health Education Classes	4,500	6,000
B	Hall of Fame	5,000	6,667
C	Physical Education Labs	23,880	31,840
D	Athletics/PE Service Rooms	26,365	35,153
E	Health Services Center	3,905	5,207
Totals		63,650	84,867

Source: Cambridge West Partnership projections.

Data Set 12
Field House

Program Block	Space Use	ASF	GSF
F	Field House	9,815	13,087

Source: Cambridge West Partnership projections.

Data Set 13
Press Box

Program Block	Space Use	ASF	GSF
G	Press Box	700	2,000

Source: Cambridge West Partnership projections.

Educational Planning Data

Student Support Services //

The support services category includes all non-classroom activities that maintain the total learning experience of the student. The current Student Services reflects an older service format and the Department has outgrown their current spaces. A number of Student Services Programs have evolved as appendages to current programs and have often been housed away from the primary student services activities and placed into any available space. As these new services have expanded and have offered additional functions, previous spaces no longer meet space required needs.

Overall Strategies

- Assess support services including: Student Services, Business/Financial, Human Resources, Administration, and Board of Trustee needs for improved spaces.
- Provide seamless matriculation through the expanded use of technology.
- Assess the value of centralized versus diversified support services.

Data Set 14
Falcon Center

Program Block	Department	ASF	GSF
Administration			
A	President's Office/Board of Trustees	3,982	6,126
B	Vice President Business Services	3,490	5,369
C	Vice President Academic Affairs	1,960	3,015
D	Human Resources	2,140	3,292
E	Mail Room/Communications Center	1,035	1,592
F	Public Affairs	2,550	3,923
Student Services			
G	Admissions & Records	5,740	8,831
H	Counseling	5,090	7,831
I	Financial Aid	3,590	5,523
J	Extended Opportunity Center (EOPS)	2,270	3,492
K	Assessment Center	2,510	3,862
L	Career & Placement Services	2,820	4,338
M	Transfer Center	1,370	2,108
O	School Relation	450	692
P	CalWorks	1,350	2,077
Q	International Students	1,080	1,662
R	Veterans Resource Center	600	923
S	Bursar's Office	720	1,108
T	Bookstore	17,200	26,462
U	Student Activities	6,800	10,462
V	VP Student Services	1,090	1,677
W	Shared Facilities	1,305	2,008
Totals		69,142	106,372

Implications

- Construct a new student support facility (Falcon Center) that establishes a partnership among programs and provides better accessibility and internal effectiveness.
- Establish a student services zone of operation that is both the most visible and easily accessible... improved visibility welcomes students to the campus.
- Student services needs to be upgraded and made more flexible to meet the changing needs of a diverse student body and to accommodate new technological implications.
- Counseling and tutorial services will assume a greater diagnostic and prescriptive function improving student success at the College.
- Admissions and registration will become more technological with increased online services, access to records, and financial assistance.

Data Set 14 represents the preliminary programming assumptions for the Falcon Center.



Existing Conditions



Existing Conditions

Overview //

The planning process began with the analysis of existing conditions in order to identify the key planning issues the FMP would address. The information was based on campus tours, meetings, and discussions with Cerritos Leadership and the Facilities Master Plan Task Force Committee. The findings are summarized in a series of graphic plates that illustrate patterns and characteristics to guide future development.

This section consists of the following elements:

- Campus Plan
- Campus Development History
- Vehicular Circulation
- Parking
- Pedestrian Circulation
- Campus Zoning
- Campus Landscape Character

Existing Conditions

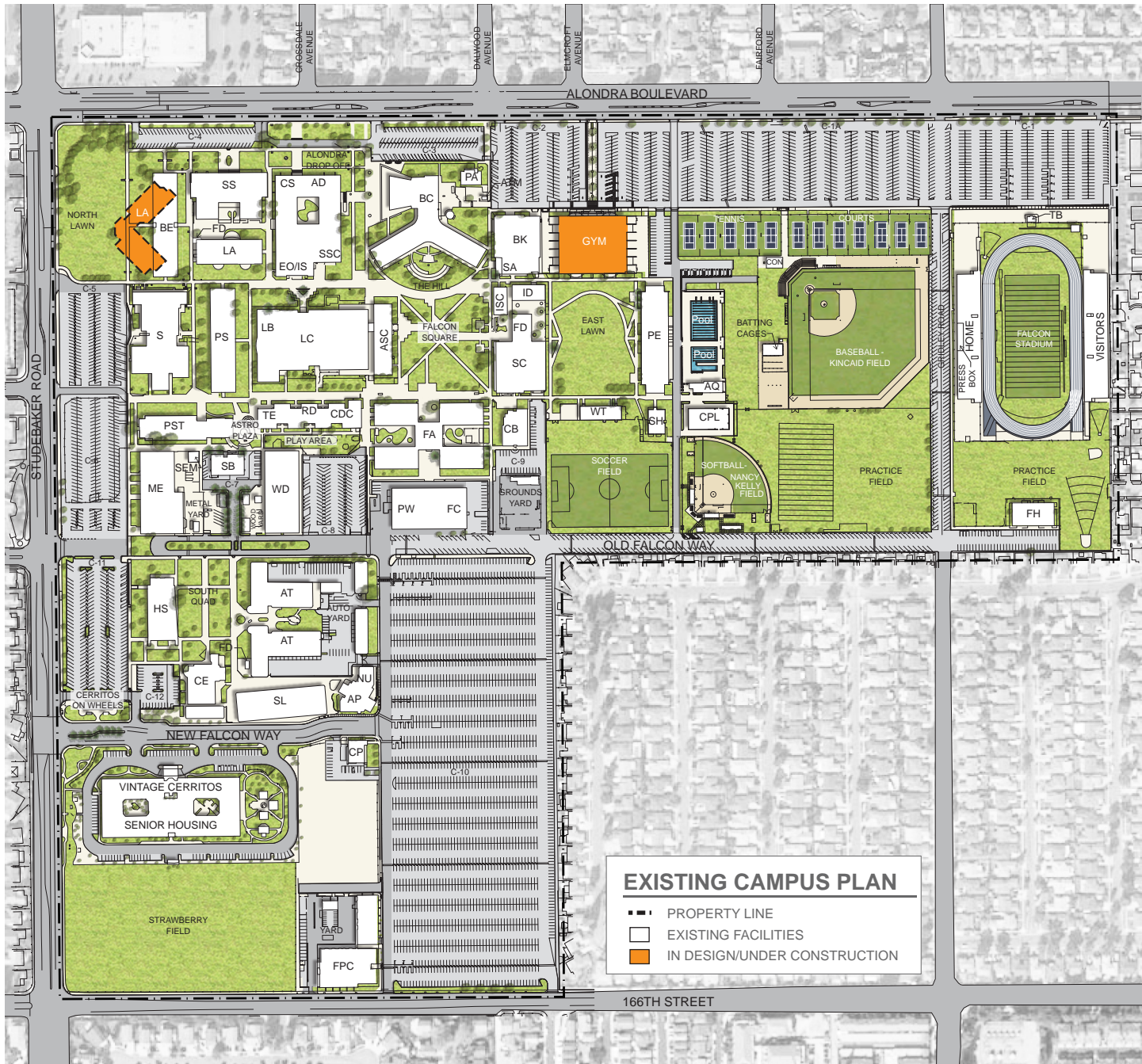
Campus Plan //

Founded in 1955, Cerritos College is a comprehensive community college located in Norwalk, California. It was named after Rancho Los Cerritos, a ranch that served prominently in the region during the 19th century. The college served as part of the inspiration for the renaming of the neighboring city of Dairy Valley to Cerritos.

On the adjacent graphic illustration of the existing campus, all existing facilities on campus are shown in white; the buildings currently in design/under construction are highlighted in orange.

- 1 Automotive Partners (AP)
- 2 Burnight Center/Theatre (BC)
- 3 Gymnasium (GYM)
- 4 Business Education (BE)



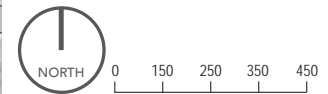


BUILDING KEY

AD	Administration
ASC	Academic Support Center
AQ	Aquatics Center
AP	Automotive Partners
AT	Automotive Technology
BC	Burnight Center/Theatre
BE	Business Education
BK	Bookstore
CB	Classroom Building
CDC	Child Development Center
CE	Community Education
CON	Concessions
CP	Campus Police
CPL	Central Plant
CS	Career Services
EO/IS	EOPS / International Students
FA	Fine Arts
FC	Facilities
FD	Food Court
FH	Field House
FPC	Facilities & Purchasing Complex
GYM	Gymnasium
HS	Health Science
ID	Student ID Center
ISC	Instructional Support Center (DSP&S)
LA	Liberal Arts
LB	Library
LC	Learning Resource Center
ME	Metals
NU	Northwood University
PA	Public Affairs/Cerritos College Foundation
PE	Physical Education
PS	Physical Sciences
PST	Physical Science Technology
PW	Purchasing/Warehouse
RD	Research and Development
S	Science/Project Hope
SA	Student Activities
SB	Santa Barbara (DSP&S)
SC	Student Center
SEM	Sem Storage
SH	Student Health & Wellness
SL	Skills Lab
SS	Social Science
SSC	Student Services Center
TB	Stadium Ticket Booth
TE	Technology
WD	Wood Manufacturing Technology
WT	Weight Training

EXISTING CAMPUS PLAN

- PROPERTY LINE
- EXISTING FACILITIES
- IN DESIGN/UNDER CONSTRUCTION



Existing Conditions

Campus Development History //

The adjacent graphic illustrates the development of the campus with buildings color coded based on the decade of original construction.

1950s

- Liberal Arts (LA)
- Business Education (BE)
- Child Development Center (CDC)
- Field House (FH)
- Physical Education (PE)
- Research and Development Center (RD)
- Technology (TE)
- Wood Manufacturing Technology (WD)

1960s

- Administration (AD)
- Burnight Center/Theatre (BC)
- Career Services (CS)
- EOPS/International Students (EO/IS)
- Facilities (FC)
- Facilities & Purchasing Complex (FFPC)
- Fine Arts (FA)
- Gymnasium (GYM)
- Instructional Support Center (ISC)
- Library (LB)
- Metals (ME)
- Purchasing/Warehouse (PW)
- Social Science (SS)
- Student Services Center (SSC)
- Student ID Center (ID)
- Student Center (SC)
- Stadium Bleachers

1970s

- Automotive Technology (AT)
- Bookstore (BK)
- Health Science (HS)

1980s

- Community Education (CE)
- Campus Police (CP)
- Learning Resource Center (LC)

1990s

- Academic Support Center (ASC)
- Student Health (SH)
- Santa Barbara (SB)
- SEM Storage (SEM)

2000s

- Aquatic Center (AQ)
- Classroom Building (CB)
- Central Plant (CPL)
- Public Affairs/Cerritos College Foundation (PA)
- Science/Project Hope (S)
- Skills Lab (SL)

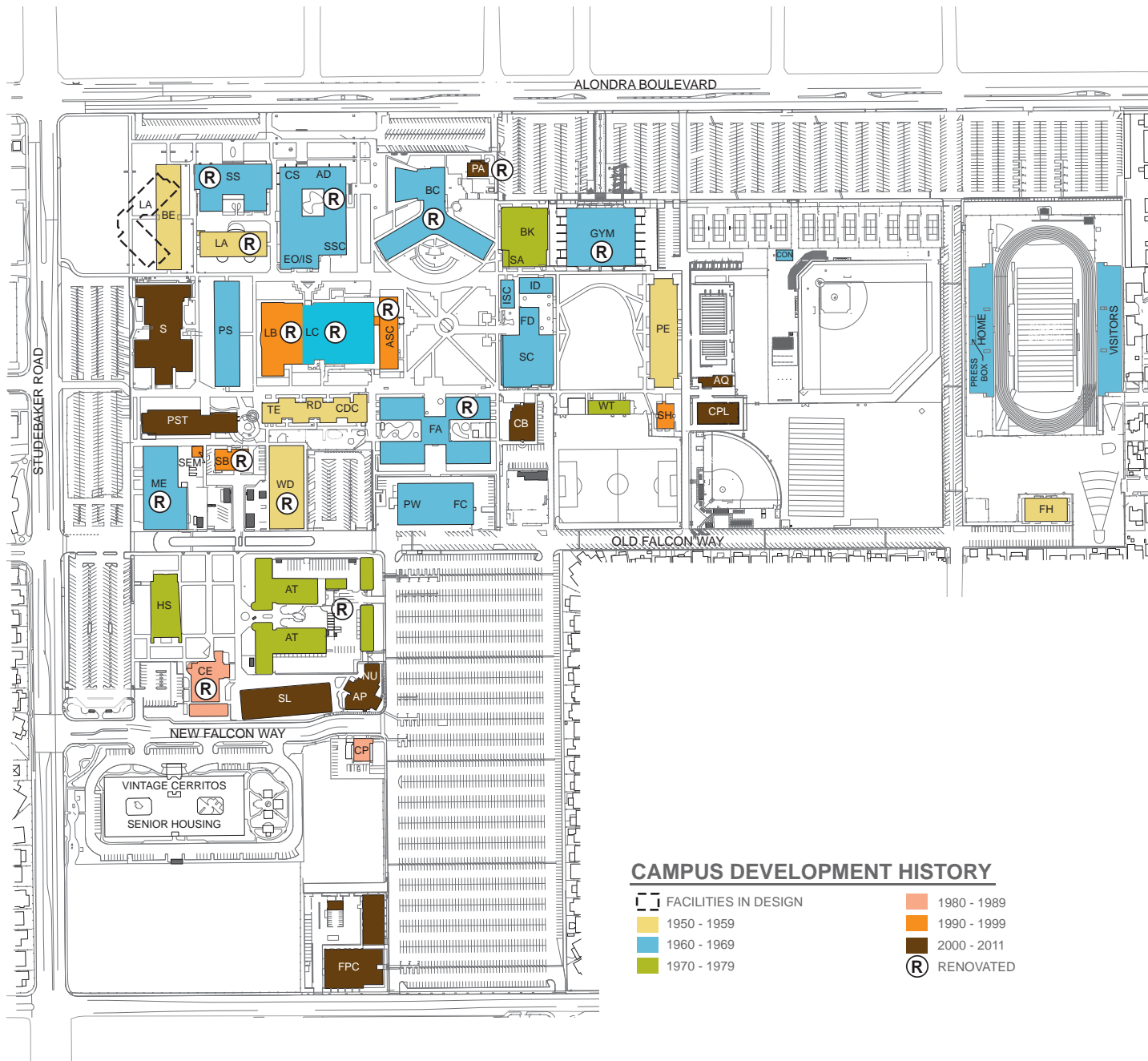
2010s

- Automotive Partners (AP)
- Facilities & Purchasing Complex (FPC)
- Physical Science Technology (PST)

1 1994 Aerial View

2 Learning Resource Center





BUILDING KEY

AD	Administration
ASC	Academic Support Center
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BE	Business Education
BK	Bookstore
CB	Classroom Building
CDC	Child Development Center
CE	Community Education
CON	Concessions
CP	Campus Police
CPL	Central Plant
CS	Career Services
EO/IS	EOPS / International Students
FA	Fine Arts
FC	Facilities
FD	Food Court
FH	Field House
FPC	Facilities & Purchasing Complex
GYM	Gymnasium
HS	Health Science
ID	Student ID Center
ISC	Instructional Support Center (DSP&S)
LA	Liberal Arts
LB	Library
LC	Learning Resource Center
ME	Metals
NU	Northwood University
PA	Public Affairs/Cerritos College Foundation
PE	Physical Education
PS	Physical Sciences
PST	Physical Science Technology
PW	Purchasing/Warehouse
RD	Research and Development
S	Science/Project Hope
SA	Student Activities
SB	Santa Barbara (DSP&S)
SC	Student Center
SEM	Sem Storage
SH	Student Health & Wellness
SL	Skills Lab
SS	Social Science
SSC	Student Services Center
TB	Stadium Ticket Booth
TE	Technology
WD	Wood Manufacturing Technology
WT	Weight Training

CAMPUS DEVELOPMENT HISTORY

	FACILITIES IN DESIGN		1980 - 1989
	1950 - 1959		1990 - 1999
	1960 - 1969		2000 - 2011
	1970 - 1979		RENOVATED



Existing Conditions

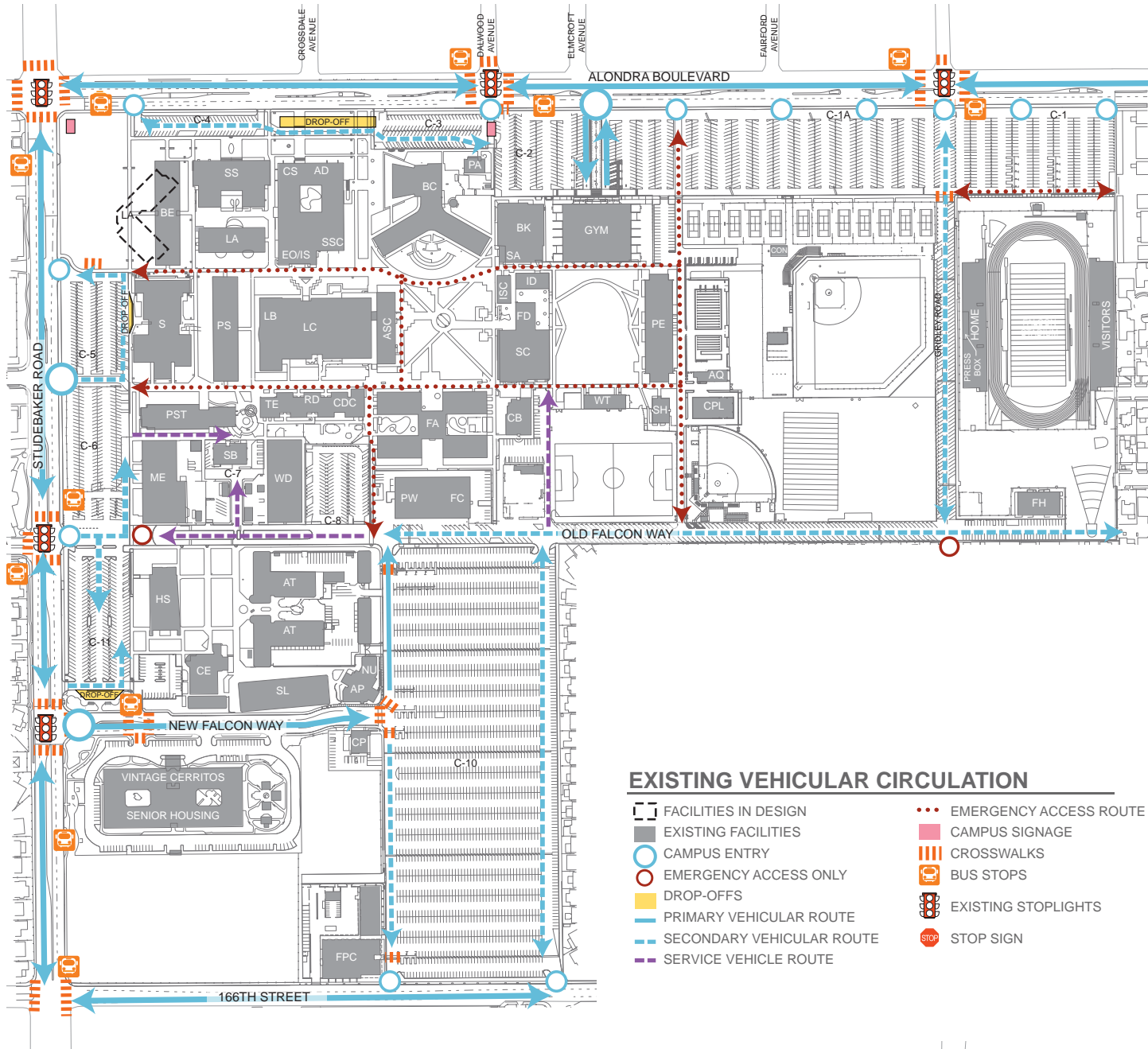
Vehicular Circulation //

Vehicular circulation patterns are illustrated on the adjacent graphic. Campus entry points and major vehicular circulation routes are shown along with areas allocated for parking, public transit stops, and existing stoplights.

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

- Visibility and access to the campus is limited and needs improvement.
- Landmark signage announcing Cerritos College on the perimeter of the campus improves campus identity.
- Traffic patterns around the campus are difficult to navigate.
- The primary vehicular circulation routes occur within parking lots and on surface streets.



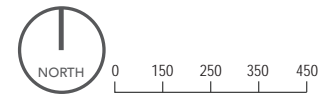


BUILDING KEY

- AD Administration
- ASC Academic Support Center
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- AT Automotive Technology
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- BK Bookstore
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- CE Community Education
- CON Concessions
- CP Campus Police
- CPL Central Plant
- CS Career Services
- EO/IS EOPS / International Students
- FA Fine Arts
- FC Facilities
- FD Food Court
- FH Field House
- FPC Facilities & Purchasing Complex
- GYM Gymnasium
- HS Health Science
- ID Student ID Center
- ISC Instructional Support Center (DSP&S)
- LA Liberal Arts
- LB Library
- LC Learning Resource Center
- ME Metals
- NU Northwood University
- PA Public Affairs/Cerritos College Foundation
- PE Physical Education
- PS Physical Sciences
- PST Physical Science Technology
- PW Purchasing/Warehouse
- RD Research and Development
- S Science/Project Hope
- SA Student Activities
- SB Santa Barbara (DSP&S)
- SC Student Center
- SEM Sem Storage
- SH Student Health & Wellness
- SL Skills Lab
- SS Social Science
- SSC Student Services Center
- TB Stadium Ticket Booth
- TE Technology
- WD Wood Manufacturing Technology
- WT Weight Training

EXISTING VEHICULAR CIRCULATION

- FACILITIES IN DESIGN
 - EXISTING FACILITIES
 - CAMPUS ENTRY
 - EMERGENCY ACCESS ONLY
 - DROP-OFFS
 - PRIMARY VEHICULAR ROUTE
 - SECONDARY VEHICULAR ROUTE
 - SERVICE VEHICLE ROUTE
- EMERGENCY ACCESS ROUTE
 - CAMPUS SIGNAGE
 - CROSSWALKS
 - BUS STOPS
 - EXISTING STOPLIGHTS
 - STOP SIGN



Existing Conditions

Parking //

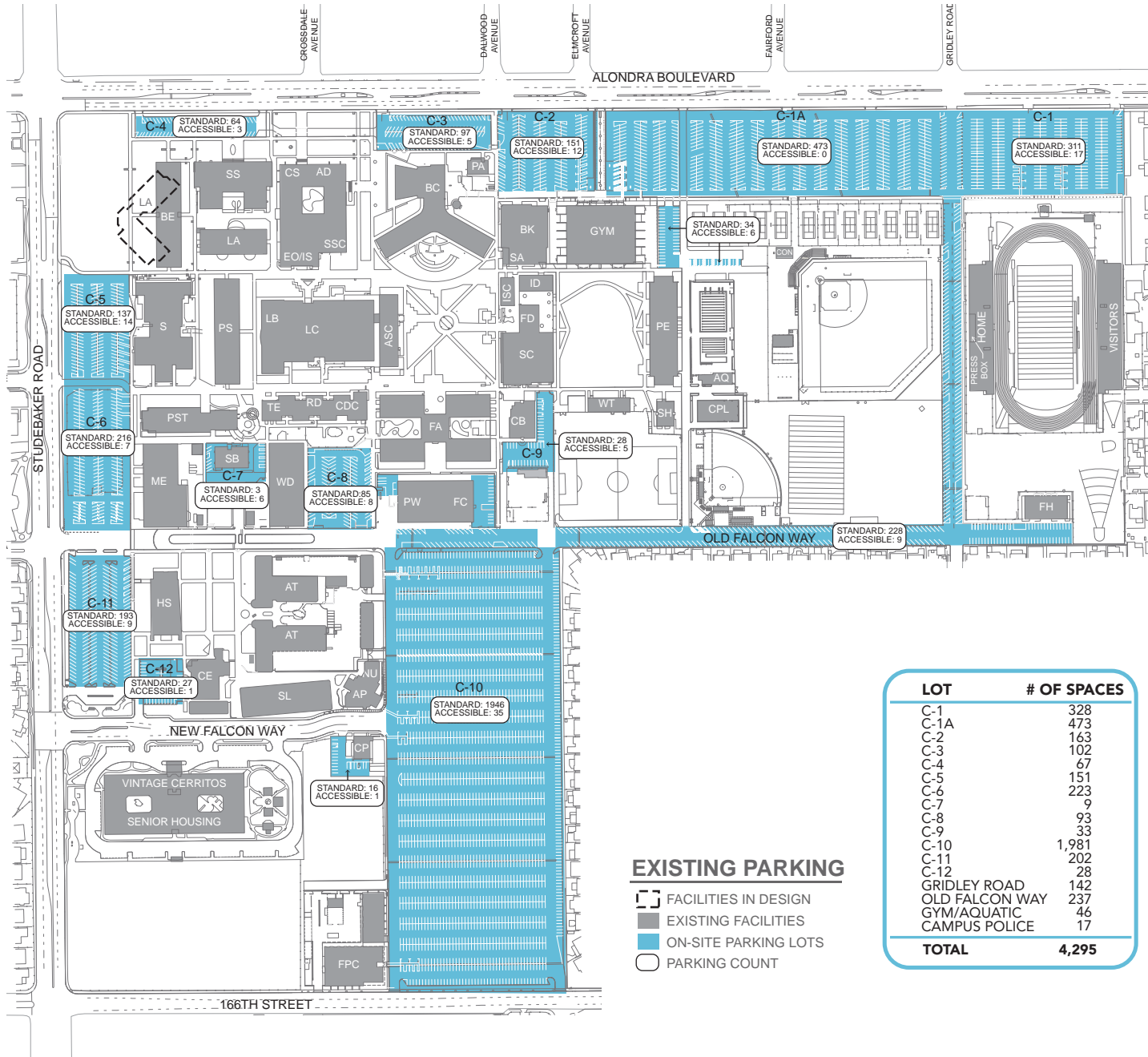
The parking analysis graphic highlights the existing parking areas of the campus and lists the total number of parking spaces. The current total of 4,295 spaces relates to the college's current enrollment of 23,513 and indicates a ratio of 1:5.4 (number of spaces to student enrollment). This ratio is within the typical standards for community colleges located in a suburban environment with access to public transportation.

While the parking lots are filled during the first few weeks of each semester, the majority of the semester there is a sufficient amount of parking to support campus activity. The projected enrollment growth identified in Chapter 1 will require additional spaces to be added in order to maintain or improve the current ratio.

The following comments were discussed during the planning process:

- It is difficult to navigate around the campus to find a parking space.
- Additional drop-offs are needed to improve circulation.
- Parking along the residential side of Lot C-10 interferes with circulation patterns.

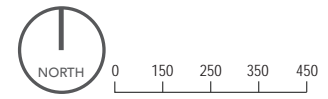




BUILDING KEY

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- PE Physical Education
- PS Physical Sciences
- PST Physical Science Technology
- PW Purchasing/Warehouse
- RD Research and Development
- S Science/Project Hope
- SA Student Activities
- SB Santa Barbara (DSP&S)
- SC Student Center
- SEM Sem Storage
- SH Student Health & Wellness
- SL Skills Lab
- SS Social Science
- SSC Student Services Center
- TB Stadium Ticket Booth
- TE Technology
- WD Wood Manufacturing Technology
- WT Weight Training

LOT	# OF SPACES
C-1	328
C-1A	473
C-2	163
C-3	102
C-4	67
C-5	151
C-6	223
C-7	9
C-8	93
C-9	33
C-10	1,981
C-11	202
C-12	28
GRIDLEY ROAD	142
OLD FALCON WAY	237
GYM/AQUATIC	46
CAMPUS POLICE	17
TOTAL	4,295



Existing Conditions

Pedestrian Circulation //

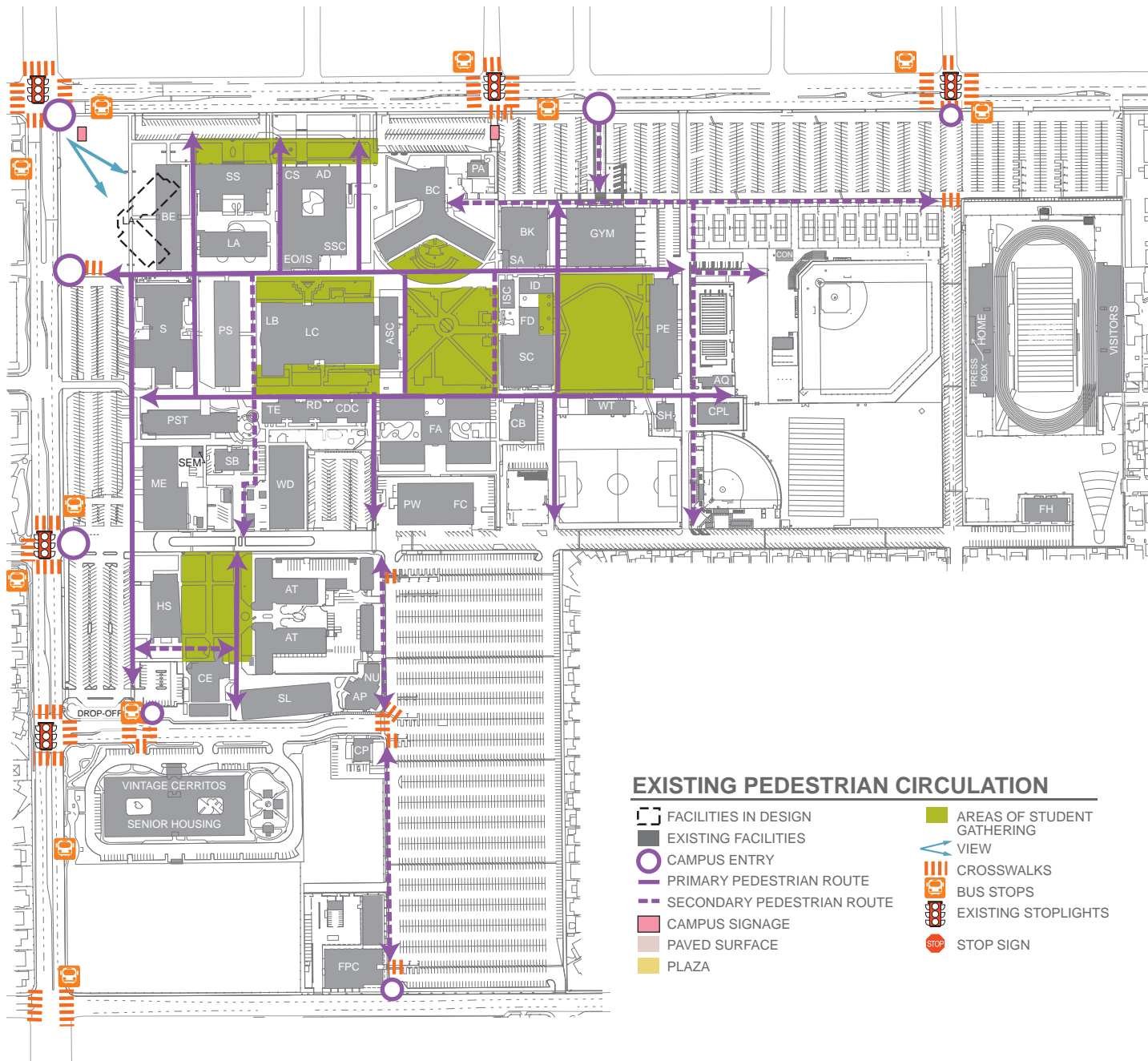
The pedestrian circulation patterns and student gathering areas are illustrated on the adjacent graphic. Pedestrian paths from parking lots, drop-offs, and bus stops are included, along with the primary and secondary routes throughout the campus.

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

- There are two main pedestrian pathways that link the campus together.
- Old Falcon Way is a service road, but it could become a more pedestrian-friendly transition space.
- The campus could be more student-friendly and easier to navigate.
- There is a lack of student gathering areas to support collaboration.

- 1 Falcon Square
- 2 Astronomy Plaza
- 3 Pedestrian walk along the east lawn
- 4 The Hill



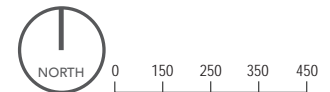


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- TE Technology
- WD Wood Manufacturing Technology
- WT Weight Training

EXISTING PEDESTRIAN CIRCULATION

- FACILITIES IN DESIGN
 - EXISTING FACILITIES
 - CAMPUS ENTRY
 - PRIMARY PEDESTRIAN ROUTE
 - SECONDARY PEDESTRIAN ROUTE
 - CAMPUS SIGNAGE
 - PAVED SURFACE
 - PLAZA
- AREAS OF STUDENT GATHERING
 - VIEW
 - CROSSWALKS
 - BUS STOPS
 - EXISTING STOPLIGHTS
 - STOP SIGN



Existing Conditions

Campus Zoning //

The adjacent graphic illustrates the functional zoning of the existing site and facilities. Colors indicate the current assigned functions and general zoning of uses.

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

- Overall, the campus zoning is well-organized.
- The campus is divided into two major zones: academic/student services and physical education/athletics.
- The undeveloped/leased property provides opportunity for future development.






- 1 Aquatic Center
- 2 Classroom Building
- 3 Social Science
- 4 Vintage Cerritos Senior Housing

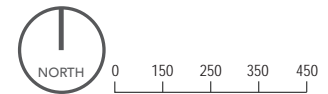
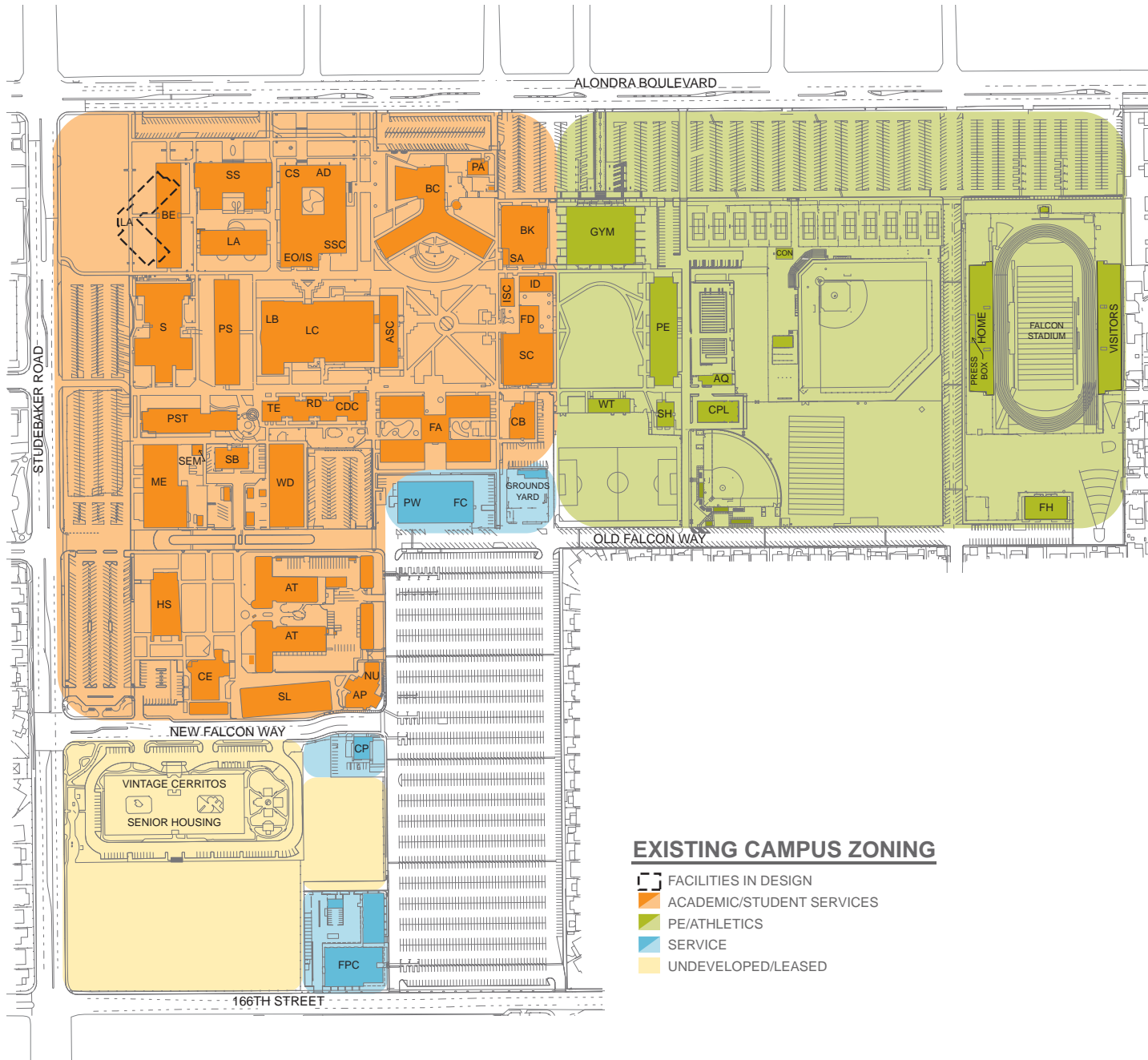


BUILDING KEY

AD	Administration
ASC	Academic Support Center
AQ	Aquatics Center
AP	Automotive Partners
AT	Automotive Technology
BC	Burnight Center/Theatre
BE	Business Education
BK	Bookstore
CB	Classroom Building
CDC	Child Development Center
CE	Community Education
CON	Concessions
CP	Campus Police
CPL	Central Plant
CS	Career Services
EO/IS	EOPS / International Students
FA	Fine Arts
FC	Facilities
FD	Food Court
FH	Field House
FPC	Facilities & Purchasing Complex
GYM	Gymnasium
HS	Health Science
ID	Student ID Center
ISC	Instructional Support Center (DSP&S)
LA	Liberal Arts
LB	Library
LC	Learning Resource Center
ME	Metals
NU	Northwood University
PA	Public Affairs/Cerritos College Foundation
PE	Physical Education
PS	Physical Sciences
PST	Physical Science Technology
PW	Purchasing/Warehouse
RD	Research and Development
S	Science/Project Hope
SA	Student Activities
SB	Santa Barbara (DSP&S)
SC	Student Center
SEM	Sem Storage
SH	Student Health & Wellness
SL	Skills Lab
SS	Social Science
SSC	Student Services Center
TB	Stadium Ticket Booth
TE	Technology
WD	Wood Manufacturing Technology
WT	Weight Training

EXISTING CAMPUS ZONING

-  FACILITIES IN DESIGN
-  ACADEMIC/STUDENT SERVICES
-  PE/ATHLETICS
-  SERVICE
-  UNDEVELOPED/LEASED



Existing Conditions

Campus Landscape Character //

The existing campus landscape character is fairly nondescript with standard planting areas around the perimeters of buildings, adjacent to walkways, and in the student gathering areas. Overall, the landscape is ornamental in nature, lacks campus-wide consistency, and does not have a strong presence or identity. In addition to the array of planting styles, a variety of site furnishings are found scattered around the campus. Large lawn areas are the most predominant typology on campus and describe most of the student gathering areas that are softscape.

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

- Existing trees should be maintained if feasible.
- The landscape should be an asset to the campus and the larger adjacent community.
- Soils might be an issue on the campus, likely connected to water table level and historic dairy farm land uses.

- 1 Physical Science Technology
- 2 Falcon Square
- 3 Student ID Center
- 4 Administration





CERRITOS COLLEGE

“ We all should know that
diversity makes for a rich tapestry,
and we must understand
that all the threads of the tapestry
are equal in value
no matter what their color.”

Maya Angelou (April 4, 1928), U.S. poet and historian.

Recommendations



Facilities Recommendations

Overview //

The Facilities Master Plan (FMP) Recommendations for Cerritos College present an overall picture of the future developed campus and includes proposed sites for new facilities, recommendations for renovations of existing facilities, and site development projects. The recommendations described in this section address the discussion that took place during the planning process.

This chapter describes the building and the site projects identified in the FMP. The recommendations are organized into the following sections:

- Facilities Recommendations
- Site Improvement Recommendations
- Phasing

While drawings in the FMP appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

Facilities Recommendations

Facilities Planning Principles //

The FMP recommendations for Cerritos College present a model that is based on the educational planning data presented in Chapter 1 and addresses the current and projected needs through the year 2025.

Throughout the planning process, a series of facilities planning principles were developed and 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.
- Address maintenance needs.

Eliminate non-functional space

- Remove temporary buildings.
- Replace inadequate/aging facilities.

Improve efficiency/utilization of site and facilities

- Cluster related programs and services.
- Create flexible, multi-purpose spaces.

Right-size the campus to address program needs

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

Develop a collegial learning environment

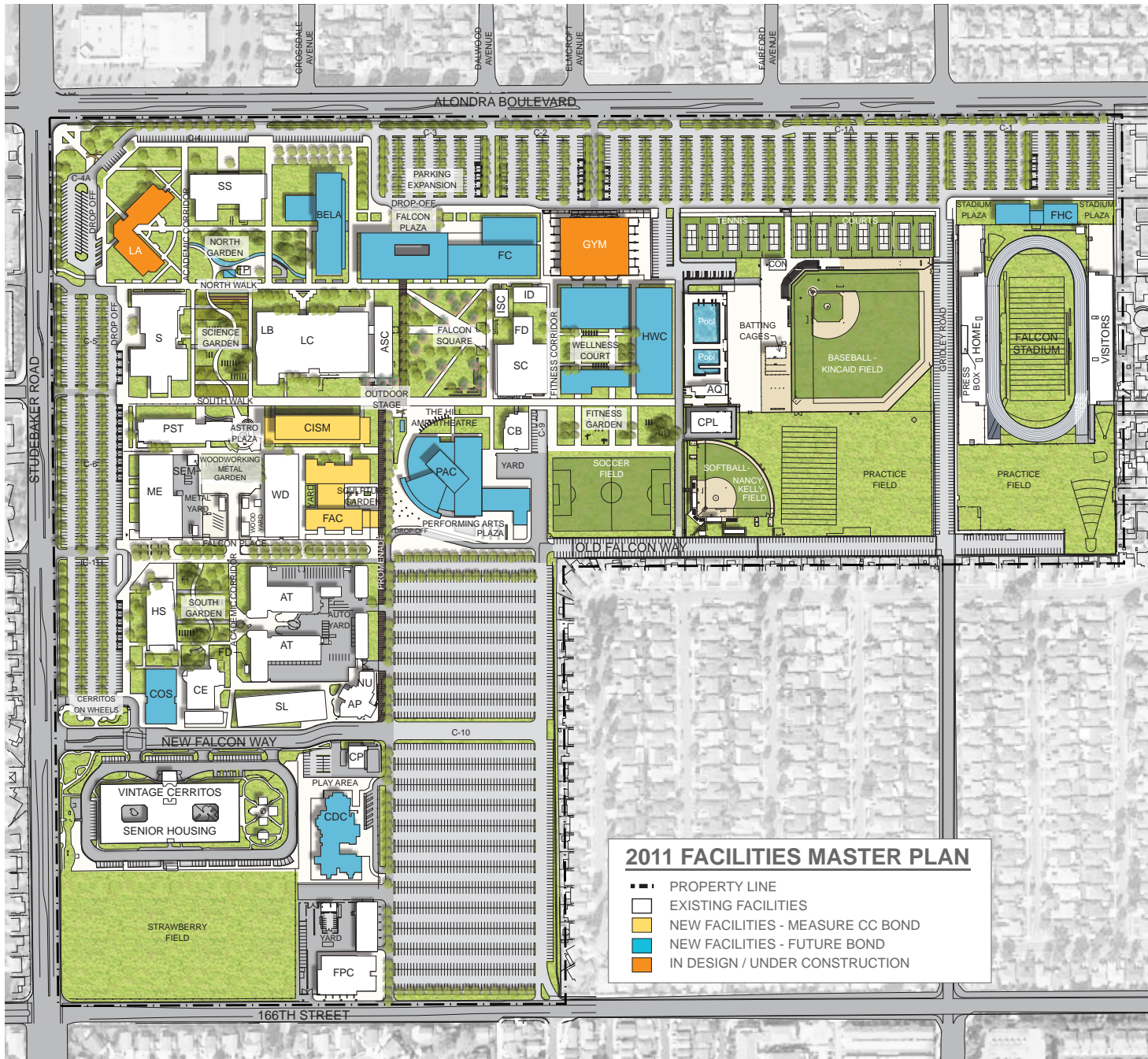
- Provide comfortable, shaded gathering spaces for students.
- Provide outdoor and indoor zones that facilitate collegial collaboration and learning.

Improve campus identity, connections, and circulation

- Develop campus edges and identity.
- Define clear, inviting campus entry points.
- Promote clear and safe vehicular movement and drop-offs.

Simplify implementation

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



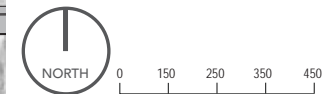
BUILDING KEY

- AD Administration
- ASC Academic Support Center
- AQ Aquatics Center
- AP Automotive Partners
- AT Automotive Technology
- CB Classroom Building
- CE Community Education
- CON Concessions
- CP Campus Police
- CPL Central Plant
- FD Food Court
- FPC Facilities & Purchasing Complex
- GYM Gymnasium
- HS Health Science
- ID Student ID Center
- ISC Instructional Support Center (DSP&S)
- LA Liberal Arts
- LB Library
- LC Learning Resource Center
- ME Metals
- NU Northwood University
- PST Physical Science Technology
- S Science
- SC Student Center
- SL Skills Lab
- SS Social Science
- SEM SEM Storage
- WD Wood Manufacturing Technology

- BELA Business Education/Language Arts
- CDC Child Development Center
- CISM CIS/Mathematics
- COS Cosmetology
- FAC Fine Arts Center
- FC Falcon Center
- FHC Field House Complex
- FP Food Pavilion
- HWC Health Wellness Complex
- PAC Performing Arts Center

2011 FACILITIES MASTER PLAN

- PROPERTY LINE
- EXISTING FACILITIES
- NEW FACILITIES - MEASURE CC BOND
- NEW FACILITIES - FUTURE BOND
- IN DESIGN / UNDER CONSTRUCTION



Facilities Recommendations

Demolition/Removal //

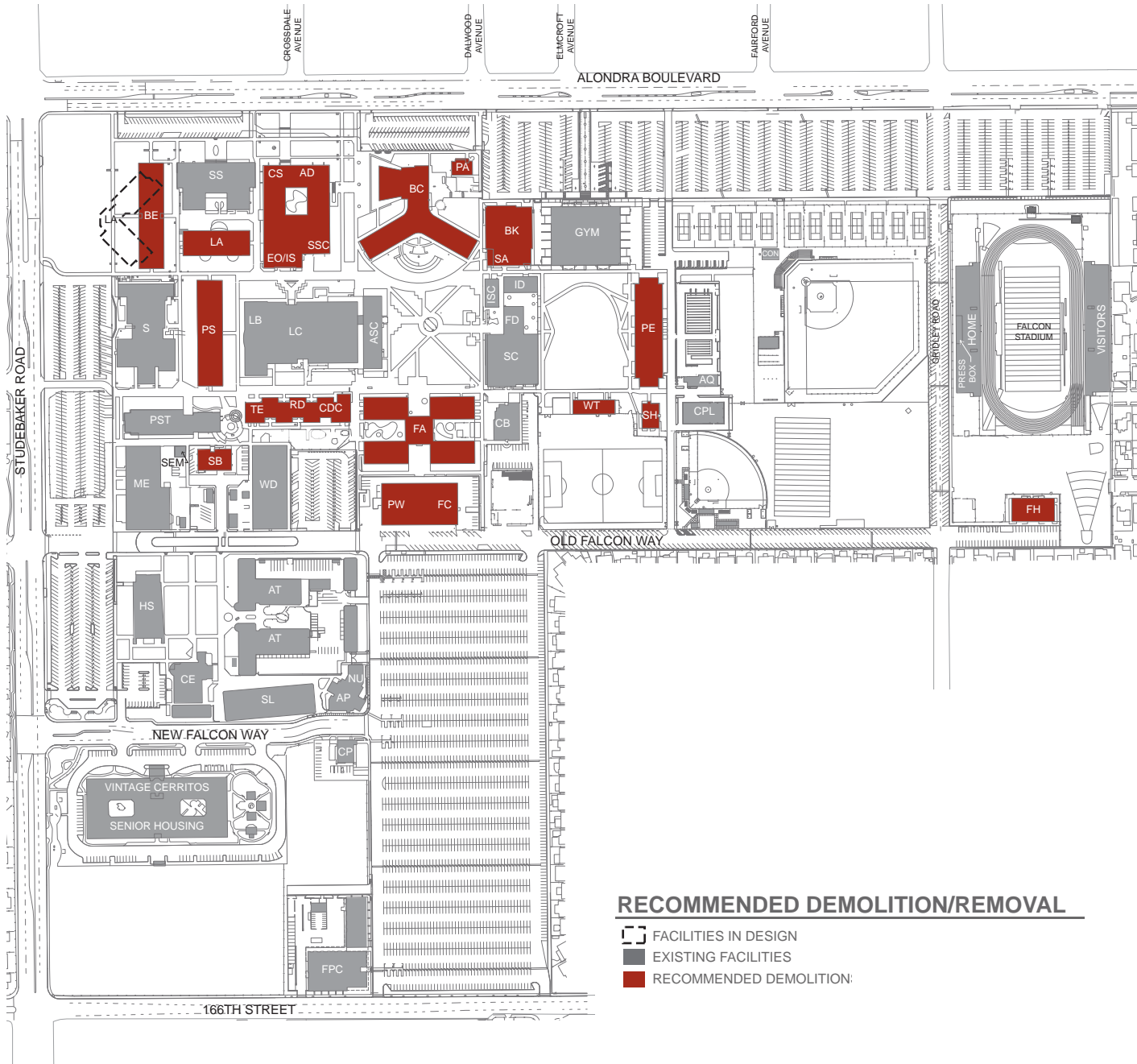
The recommendations for buildings to be demolished or removed are highlighted and described on the opposite page.

The FMP recommends the demolition/removal of the following buildings:

- Administration (Career Services, Student Services Center, EOPS, International Students)
- Bookstore (Student Activities)
- Burnight Center/Theatre
- Business Education
- Field House
- Fine Arts
- Liberal Arts
- Physical Education
- Physical Sciences
- Public Affairs (Cerritos College Foundation)
- Purchasing/Warehouse and Facilities
- Santa Barbara (DSP&S)
- Student Health & Wellness
- Technology (Child Development Center and Research and Development)
- Weight Training

- 1 Physical Education (PE)
- 2 Burnight Center/Theatre (BC)
- 3 Fine Arts (FA)
- 4 Business Education (BE)





BUILDING KEY

AD	Administration
ASC	Academic Support Center
AQ	Aquatics Center
AP	Automotive Partners
AT	Automotive Technology
BC	Burnight Center/Theatre
BE	Business Education
BK	Bookstore
CB	Classroom Building
CDC	Child Development Center
CE	Community Education
CON	Concessions
CP	Campus Police
CPL	Central Plant
CS	Career Services
EO/IS	EOPS / International Students
FA	Fine Arts
FC	Facilities
FD	Food Court
FH	Field House
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GYM	Gymnasium
HS	Health Science
ID	Student ID Center
ISC	Instructional Support Center (DSP&S)
LA	Liberal Arts
LB	Library
LC	Learning Resource Center
ME	Metals
NU	Northwood University
PA	Public Affairs/Cerritos College Foundation
PE	Physical Education
PS	Physical Sciences
PST	Physical Science Technology
PW	Purchasing/Warehouse
RD	Research and Development
S	Science/Project Hope
SA	Student Activities
SB	Santa Barbara (DSP&S)
SC	Student Center
SEM	Sem Storage
SH	Student Health & Wellness
SL	Skills Lab
SS	Social Science
SSC	Student Services Center
TB	Stadium Ticket Booth
TE	Technology
WD	Wood Manufacturing Technology
WT	Weight Training

RECOMMENDED DEMOLITION/REMOVAL

- FACILITIES IN DESIGN
- EXISTING FACILITIES
- RECOMMENDED DEMOLITION:



0 150 250 350 450

Facilities Recommendations

Renovations and Modernizations //

Renovations

Several buildings have been identified in this FMP to receive a major renovation to accommodate the repurposing of existing space to support new program needs. Each building renovation project is listed here and highlighted on the following page, with a brief description of the FMP recommendations.

Health Science (HS)

Following the relocation of the Cosmetology Program, the vacated space will be renovated and repurposed to support the projected growth of programs currently housed in the building.

Classroom Building (CB)

With the addition of many interdisciplinary classrooms, it is recommended that the existing Classroom Building be renovated and repurposed to support the Culinary Arts program needs. The location for this expansion is ideal due to its proximity to the Student Center.

Press Box

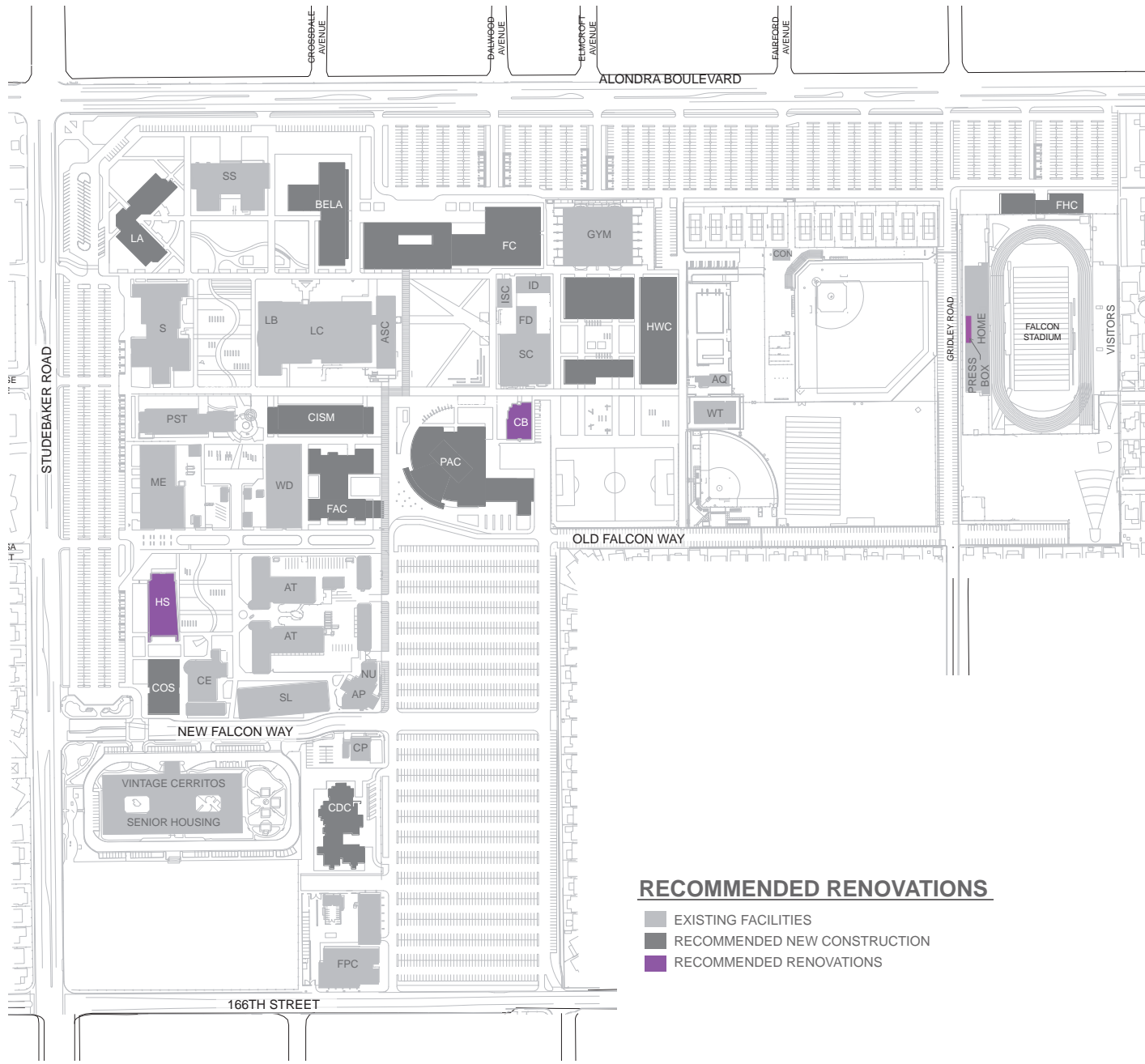
The two story Press Box requires a renovation and upgrade to address the following issues:

- Accessibility.
- Conform to building codes.
- Need of air conditioning and ventilation.
- Replace most of finishes.

Modernizations

In addition to the buildings that have been identified for modernizations, many existing buildings on the campus require significant repairs. Although the buildings are well maintained and many are in good condition, a prudent planning process must anticipate the need for repairs and upgrades at some point in the course of the master planning horizon. Modernization work is recommended for all facilities for which a significant change in use is not planned. Through these projects, the College will accomplish the following objectives:

- Repairs and upgrades for safety and accessibility.
- Upgrades of technology systems.
- Refreshment of finishes and furniture systems.
- Upgrades for sustainability.



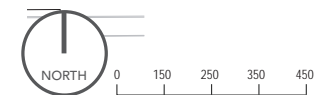
BUILDING KEY

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ASC	Academic Support Center
AQ	Aquatics Center
AP	Automotive Partners
AT	Automotive Technology
CB	Classroom Building
CE	Community Education
CON	Concessions
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CPL	Central Plant
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LA	Liberal Arts
LB	Library
LC	Learning Resource Center
ME	Metals
NU	Northwood University
PST	Physical Science Technology
S	Science
SC	Student Center
SL	Skills Lab
SS	Social Science
SEM	SEM Storage
WD	Wood Manufacturing Technology
	Press Box

BELA	Business/Language Arts
CDC	Child Development Center
CISM	CIS/Mathematics
COS	Cosmetology
FAC	Fine Arts Center
FC	Falcon Center
FHC	Field House Complex
FP	Food Pavilion
HWC	Health Wellness Complex
PAC	Performing Arts Center

RECOMMENDED RENOVATIONS

- EXISTING FACILITIES
- RECOMMENDED NEW CONSTRUCTION
- RECOMMENDED RENOVATIONS



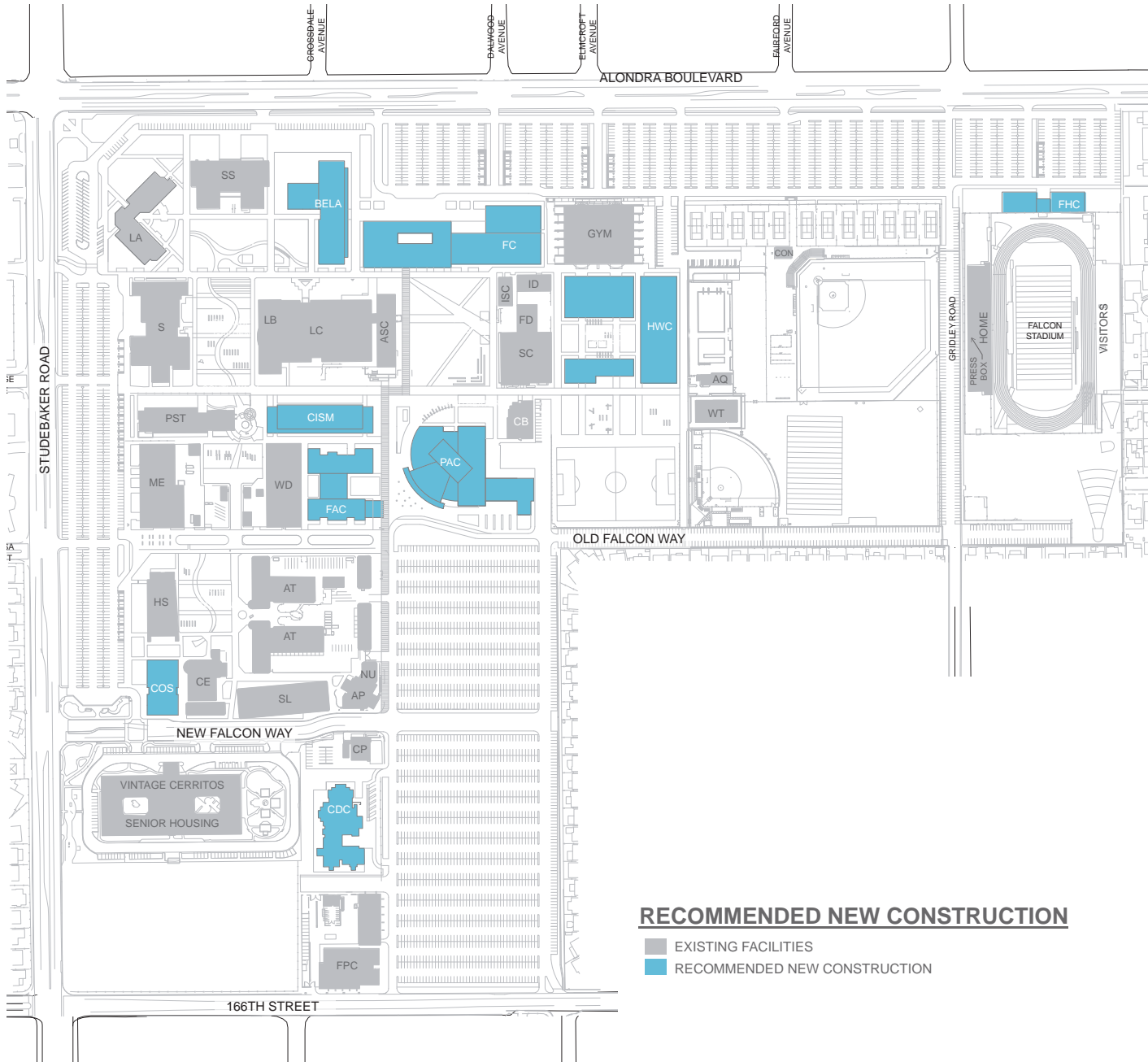
Facilities Recommendations

New Construction //

The recommended new construction projects are highlighted on the adjacent page. These projects will address the need for replacement plus additional space to accommodate the projected growth of enrollment as identified in Chapter 1. Each building provides an opportunity to create a model facility on many levels. In addition to the programmed space for instruction, these new facilities should provide informal spaces for students to meet, study, and collaborate. At this conceptual planning level, the new buildings are sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns.

Each new building project is listed below and described in greater detail on the following pages. The projects listed are in alphabetical order and does not imply a sequence of development.

- Business Education/Language Arts (BELA)
- Child Development Center (CDC)
- CIS/Mathematics (CISM)
- Cosmetology (COS)
- Field House Complex (FHC)
- Fine Arts Center (FAC)
- Falcon Center (FC)
- Health Wellness Complex (HMC)
- Performing Arts Center (PAC)



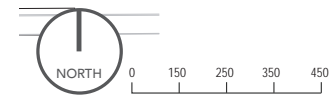
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COS	Cosmetology
FAC	Fine Arts Center
FC	Falcon Center
FHC	Field House Complex
FP	Food Pavilion
HWC	Health Wellness Complex
PAC	Performing Arts Center

RECOMMENDED NEW CONSTRUCTION

- EXISTING FACILITIES
- RECOMMENDED NEW CONSTRUCTION





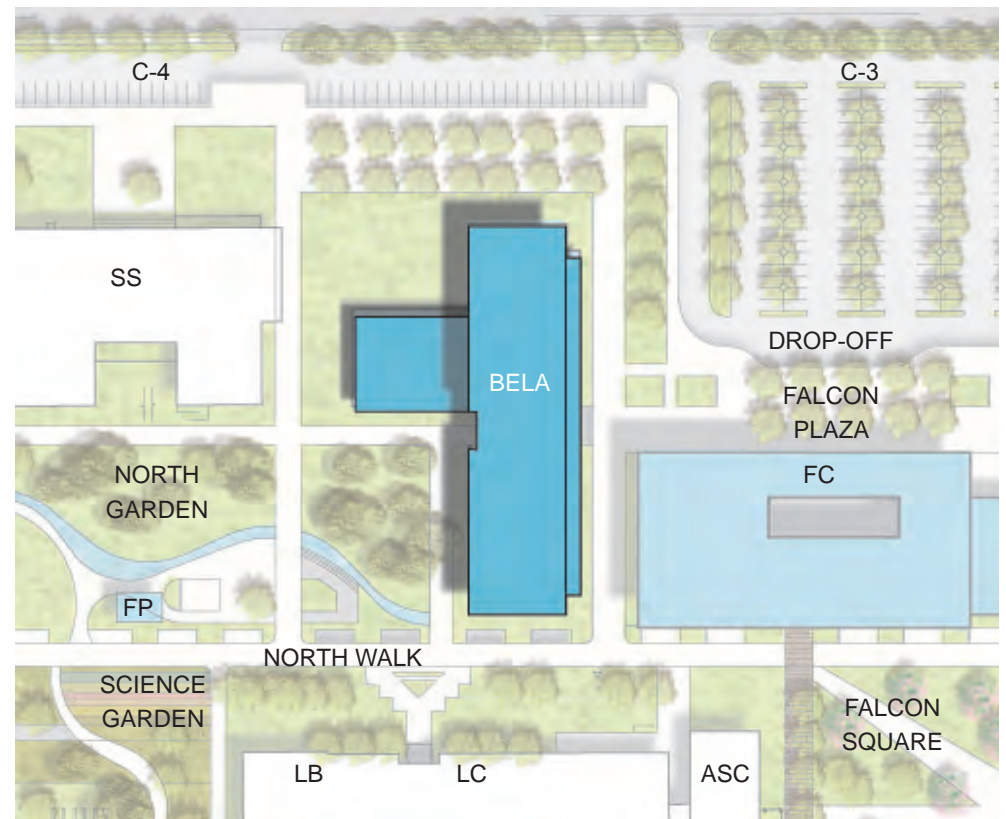


New Construction Projects

Business Education/Language Arts (BELA) //

A new Business Education/Language Arts (BELA) Building is recommended to replace aging facilities and address the projected program needs. The new building will house the Business Education and Language Arts programs of the College and will include interdisciplinary classrooms, labs, and offices. The flexible, interdisciplinary classrooms will be designed to support the entire campus and improve the efficiency/ utilization of facilities.

A placement for this new building is strategically located to support appropriate groupings with other instructional programs and frame the newly developed North Quad. This new quad will support the development of the campus as a collegial environment and create comfortable gathering spaces for students.



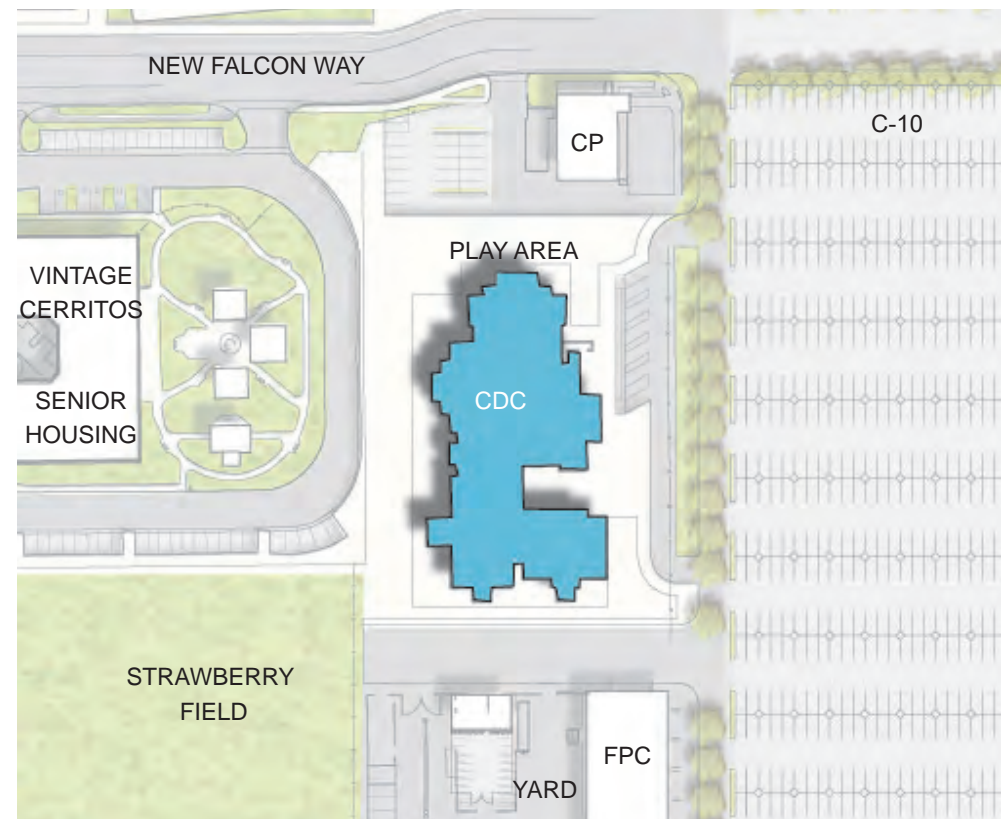


New Construction Projects

Child Development Center (CDC) //

The Child Development Center project will create a permanent site for the Child Development program on the southern side of the campus. The proposed site will be developed to include a building to support the interior program needs and a playground to address the exterior program requirements. In addition, a separate parking area will be developed to increase access to the facility.

The conceptual design included in this FMP is based on the Final Project Proposal (FPP) that was developed for the College based on a series of collaborative discussions.

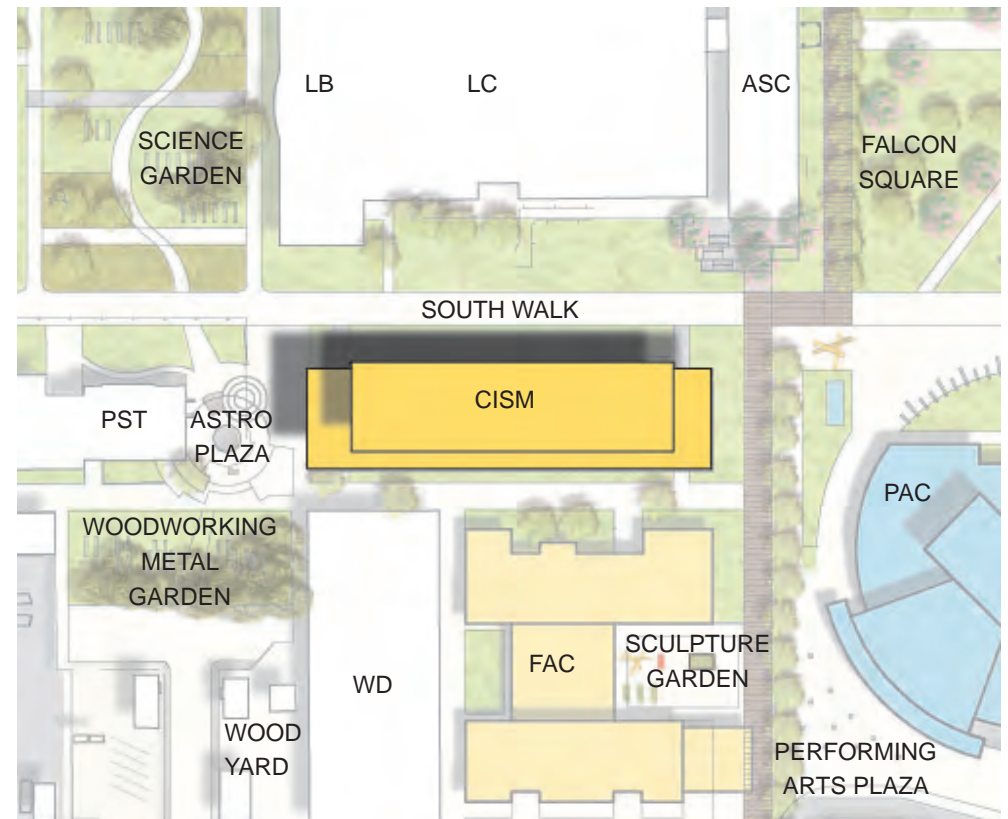




CIS/Mathematics (CISM) //

A new CIS/Mathematics Building is recommended to replace aging facilities and address the projected program needs. The new building will house the CIS and Mathematics programs of the college and will include interdisciplinary classrooms, labs, and offices. The flexible interdisciplinary classrooms will be designed to support the entire campus and improve the efficiency of facilities.

The placement of the new building provides the opportunity to link to other instructional programs, including the new Fine Arts Complex, and is adjacent to the pedestrian corridor that links to PST on the west and connects to Falcon Square on the east.



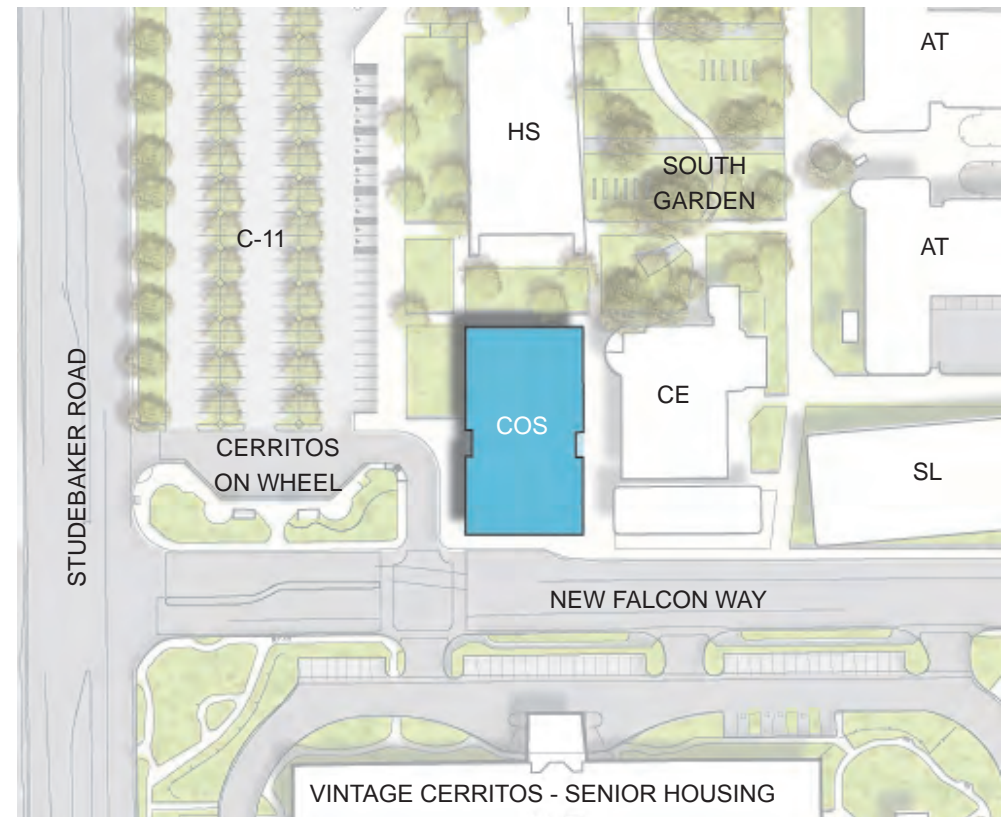


New Construction Projects

Cosmetology (COS) //

The Cosmetology Building project will create a new home for the Cosmetology program on the west side of the campus. The new building will be designed to support the unique Cosmetology program needs and will improve access for students and patrons.

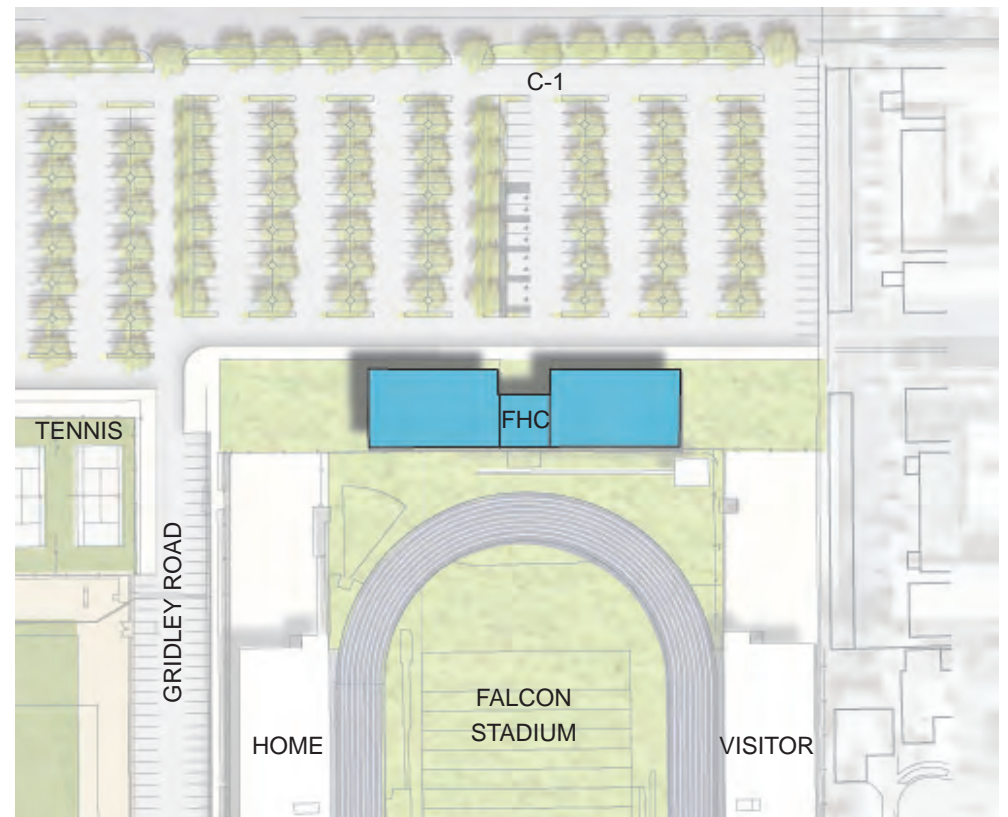
The proposed site for the new building is adjacent to the Community Education Building and nearby parking, which provides the opportunity to create a strong identity for the Cosmetology program along a public edge of the campus. The FMP recommends that the design of this building and site area be developed to enhance the connection and the visibility of both the Cosmetology and Community Education Building.





Field House Complex (FHC) //

A new Field House Complex is recommended to replace the existing aging facility and create a welcoming gateway to the stadium complex. The complex will include a ticket booth, locker rooms, team rooms, equipment storage, and restrooms to support the stadium.



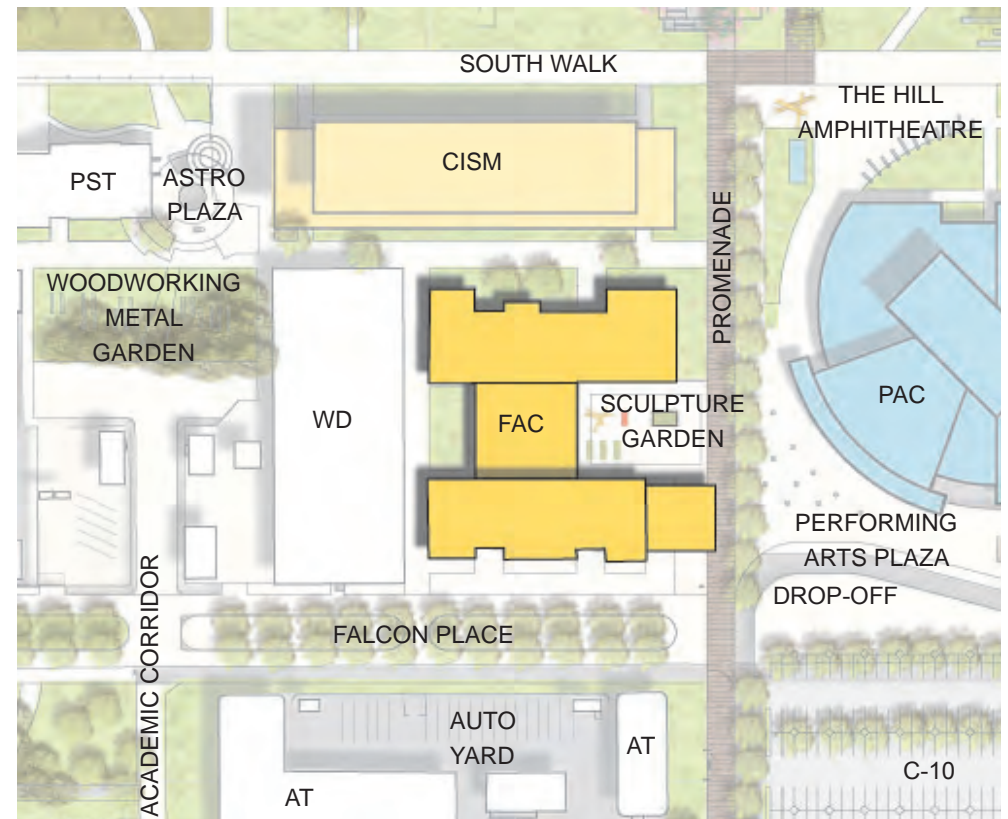


New Construction Projects

Fine Arts Center (FAC) //

The new Fine Arts Center is recommended to replace the existing aging facility and address the projected program needs. The new facility will consolidate Fine Arts instruction in the new Arts Zone of the campus, will promote interdisciplinary interaction, and will provide collaborative opportunities for students. The placement of the complex is strategically located adjacent to the proposed Performing Arts Center to support the appropriate groupings of like programs and tie into pedestrian corridors.

The conceptual design included in this FMP is based on the Final Project Proposal (FPP) that was developed for the college based on a series of collaborative discussions. It is important to note that future programming of this building and site area needs to coordinate with overall campus improvements and maintain access to the Wood Manufacturing Technology (WD) Building.

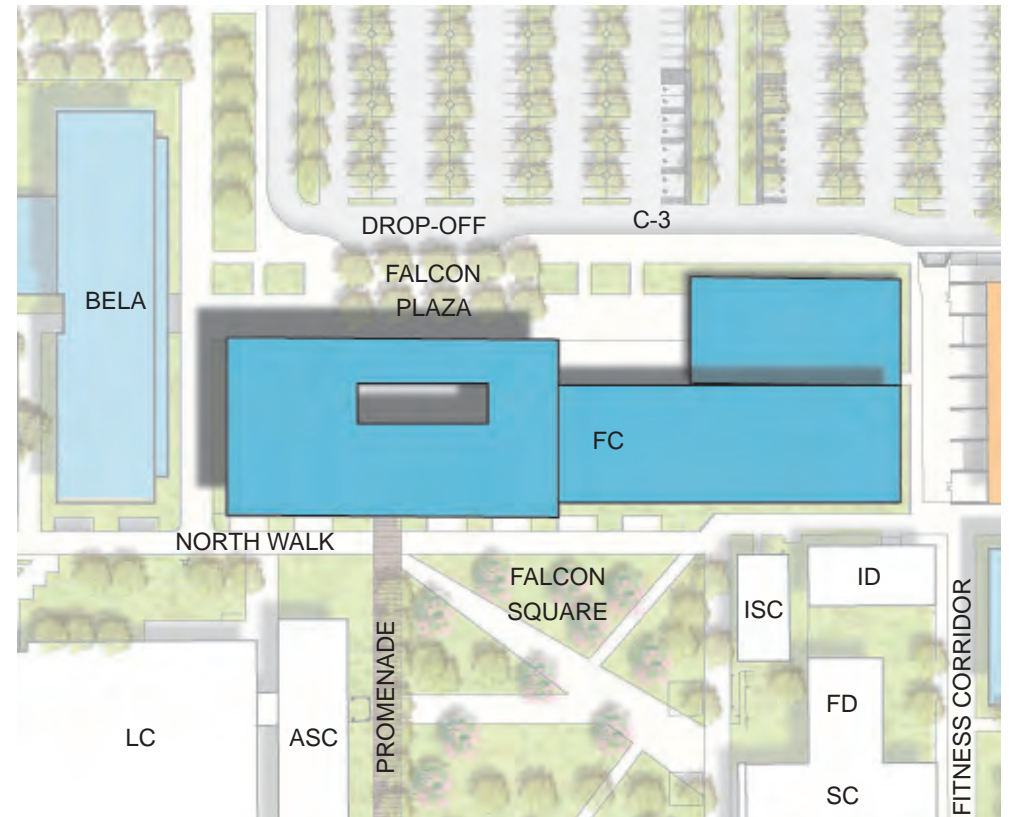




Falcon Center (FC) //

A new Falcon Center is recommended to welcome visitors to Cerritos College and create a visible “front door” to the campus. The new building will be designed to accommodate Student Services, Administration, the Bookstore, and Student Activities space. The building will increase the College’s visibility within the community and improve student access to important support services.

The proposed location of the building is set back from Alondra Boulevard providing space for expanded parking and a new drop-off. The building will provide a “window” into the campus with views through to Falcon Square and the new Performing Arts Complex.





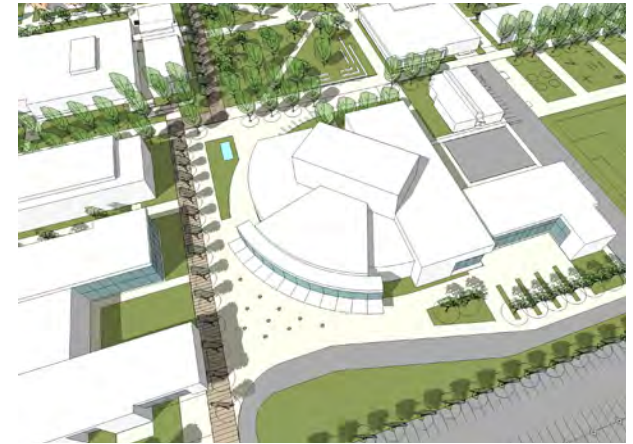
New Construction Projects

Health Wellness Complex (HWC) //

The new Health Wellness Complex is recommended to provide a facility to support the Health, PE, Athletics, and Dance Division. The complex will centralize functions that are currently dispersed around campus into an accessible, more efficient, state-of-the-art complex. The building will include fitness labs, cardio workout rooms, training rooms, multi-purpose studios, offices and the Health Center.

The location for the Health Center within the complex is recommended to be on the ground floor, on a perimeter location with two entry/exits points—one easily identifiable and one more discreet. The location will also require access for emergency vehicles.



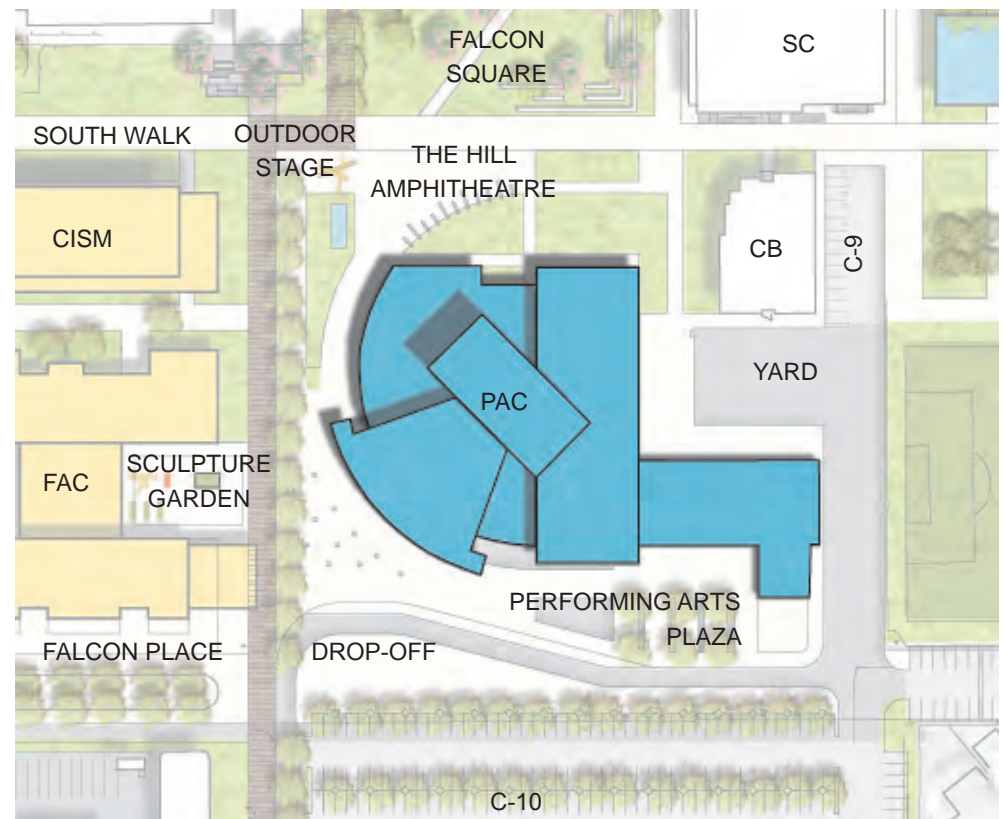


Performing Arts Center (PAC) //

The new Performing Arts Center is recommended to replace the existing aging facility and address the projected program needs. The new facility will house the Music, Theater Arts, and Radio/Television/Film instructional programs, including the new Burnight Theatre. The placement of the complex is strategically located adjacent to the proposed Fine Arts Center to support the appropriate groupings of like programs and to tie into Falcon Square activity. An outdoor performance space is recommended along the north side to spill the indoor activity to the exterior and to activate outdoor space.

The conceptual design included in this FMP is based on the Final Project Proposal (FPP) that was developed for the college based on a series of collaborative discussions.

It is important to note that future programming of this building and site area needs to be coordinated with overall campus improvements and preserve access to the Student Center (SC) Loading dock.





Site Improvements Recommendations

Overview //

In addition to the facilities recommendations, a series of site improvement projects have been identified in the FMP to enhance the campus environment and integrate open space within the academic and social programs of the College. The design of open spaces, academic gardens, parking lots, and walkways can play a critical role in the overall aesthetic of the campus by developing a cohesive identity, social culture, and creative learning environment that complement and support the academic programs.

The outdoor environment should be interconnected with an enhanced and improved landscape network that encourages students to spend more time outdoors in both academic and social settings. A sustainably-minded campus should also pay attention to the use of native species, enhancement of the natural ecosystem, replenishment of ground water, reduction of waste, and opportunities for outdoor education.

The FMP has identified three campus zones: the Academic Zone, the Social/Community Zone and the Athletics Zone—each with their own series of open space areas. These spaces are intended to directly correlate to a zone's primary function, creating an integrated social and learning environment.

Within the Academic Zone, spaces should incorporate living laboratories, demonstration gardens, social gathering areas, and outdoor classrooms. Within the Social/Community zone, iconic moves are proposed within highly public areas to facilitate a greater array of gathering, performance, and display spaces. These include the redesign of Falcon Square and the addition of a Performing Arts Precinct. The final series of outdoor spaces, associated with the Athletics Zone, offers traditional fields and recreational facilities as well as intimate spaces designed to promote health and wellness by providing gathering areas for teams, exercise classes, and healthy food opportunities.

The recommendations for site improvement projects are included on the following pages. Descriptions of these projects are organized into groups based on campus location and/or project type. It is important to note that while drawings appear specific, the recommendations are conceptual sketches that require further study and discussion with a designated user group.

Site Improvement Recommendations

Landscape Vision and Design Principles //

The primary landscape and open space objectives within the Cerritos College FMP aim to improve the site's overall usability while defining a campus identity that encourages a sustainable environment and way of life. The FMP recommendations strive to create a network of destinations and pedestrian corridors that integrate outdoor spaces with the existing and future academic and social functions on campus. This can be achieved by focusing on three unifying goals:

Identity

The campus open space should be designed to create and visually promote the overall identity of the campus and its commitment to the education, health, and well-being of its students, faculty, staff and surrounding community. The FMP proposes distinct moves within the landscape that can clarify campus navigation and way-finding while creating destinations that provide a strong sense of place throughout the school grounds.

Environment

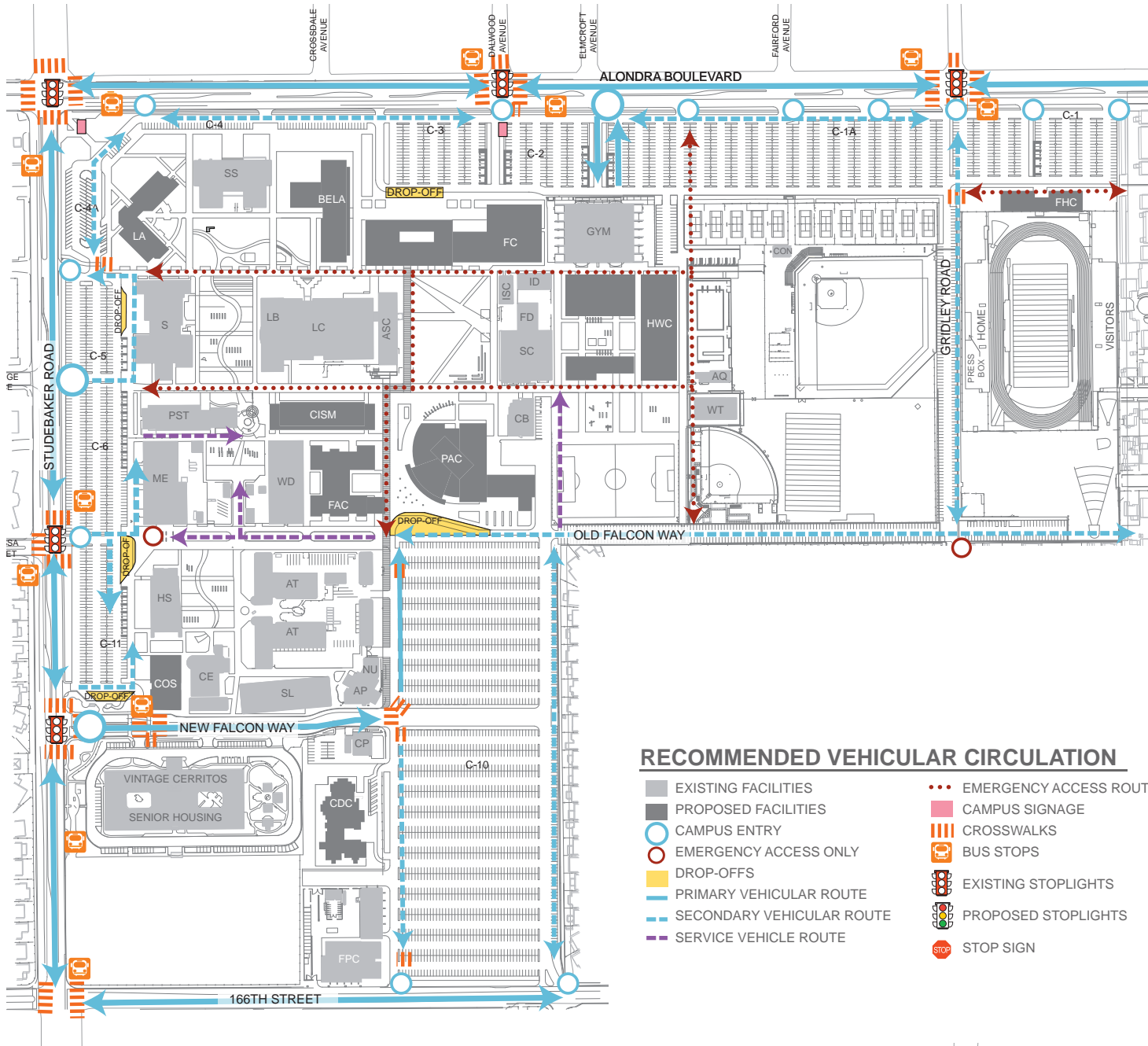
The landscape of Cerritos College should support and encourage a healthy, social, studious, and comfortable lifestyle. The FMP recognizes the existing social patterns and customs within the campus and builds upon them to create a fabric of meaningful outdoor spaces that can be utilized year-round for a variety of purposes. The grounds should be developed to offer a robust and diverse set of uses including educational, demonstrational, social, and recreational spaces.

Sustainability

The landscape approach and identity of the Cerritos College FMP strives to embrace an overall commitment towards sustainability. Within the campus, a visual presence can be achieved through the demonstration, education, and use of integrated sustainable technologies. From an operations standpoint, the selection of appropriate landscape methods and materials can impact the maintenance and environmental quality of the campus to ensure its long term survival.







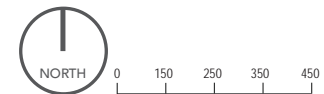
BUILDING KEY

- AD Administration
- ASC Academic Support Center
- AQ Aquatics Center
- AP Automotive Partners
- AT Automotive Technology
- CB Classroom Building
- CE Community Education
- CON Concessions
- CP Campus Police
- CPL Central Plant
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- SS Social Science
- SEM SEM Storage
- WD Wood Manufacturing Technology

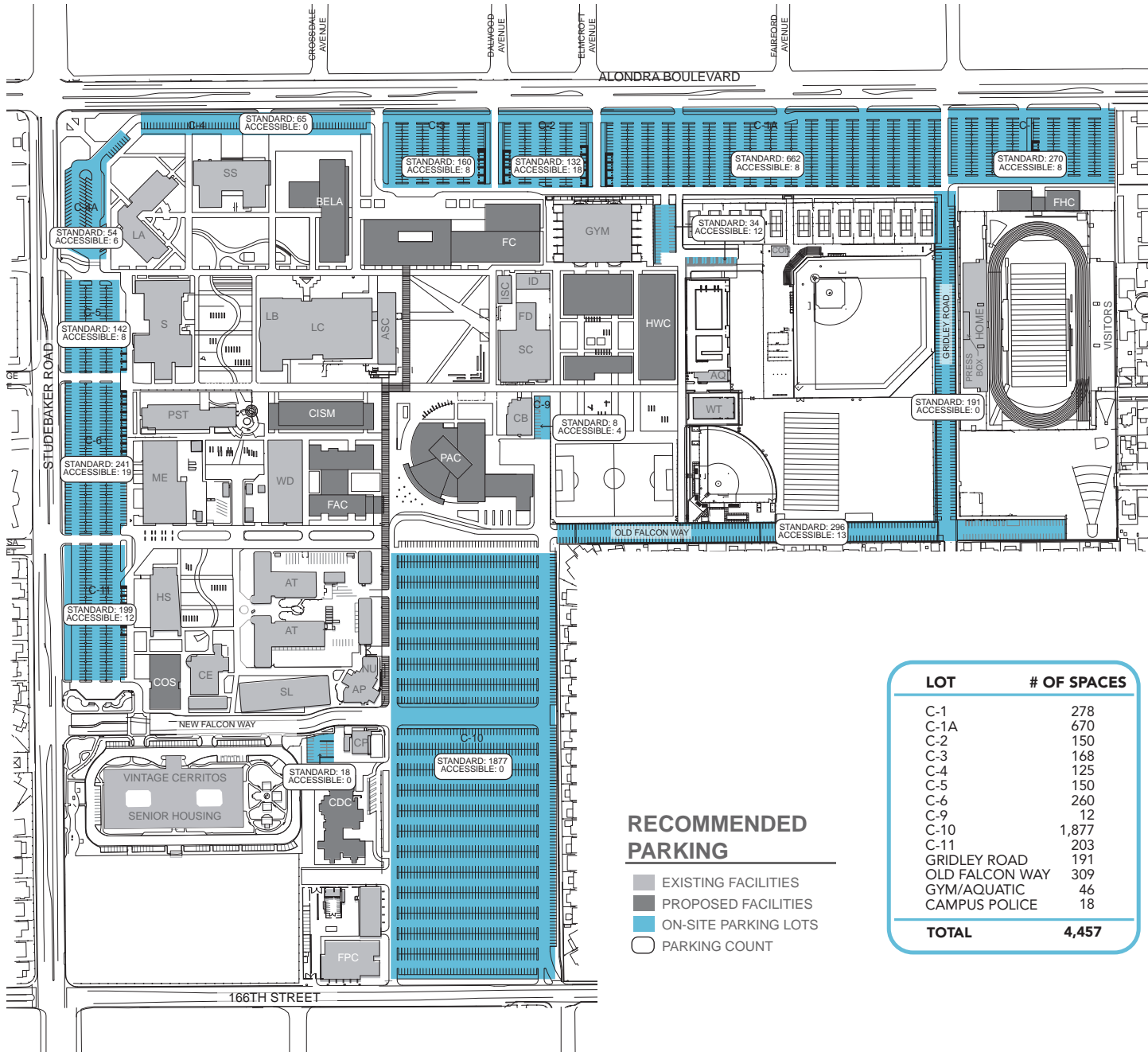
- BELA Business Education/Language Arts
- CDC Child Development Center
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- COS Cosmetology
- FAC Fine Arts Center
- FC Falcon Center
- FHC Field House Complex
- FP Food Pavilion
- HWC Health Wellness Complex
- PAC Performing Arts Center

RECOMMENDED VEHICULAR CIRCULATION

- EXISTING FACILITIES
 - PROPOSED FACILITIES
 - CAMPUS ENTRY
 - EMERGENCY ACCESS ONLY
 - DROP-OFFS
 - PRIMARY VEHICULAR ROUTE
 - SECONDARY VEHICULAR ROUTE
 - SERVICE VEHICLE ROUTE
- EMERGENCY ACCESS ROUTE
 - CAMPUS SIGNAGE
 - CROSSWALKS
 - BUS STOPS
 - EXISTING STOPLIGHTS
 - PROPOSED STOPLIGHTS
 - STOP SIGN







BUILDING KEY

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- HS Health Science
- ID Student ID Center
- ISC Instructional Support Center (DSP&S)
- LA Liberal Arts
- LB Library
- LC Learning Resource Center
- ME Metals
- NU Northwood University
- PST Physical Science Technology
- S Science
- SC Student Center
- SL Skills Lab
- SS Social Science
- SEM SEM Storage
- WD Wood Manufacturing Technology

- BELA Business Education/Language Arts
- CDC Child Development Center
- CISM CIS/Mathematics
- COS Cosmetology
- FAC Fine Arts Center
- FC Falcon Center
- FHC Field House Complex
- FP Food Pavilion
- HWC Health Wellness Complex
- PAC Performing Arts Center

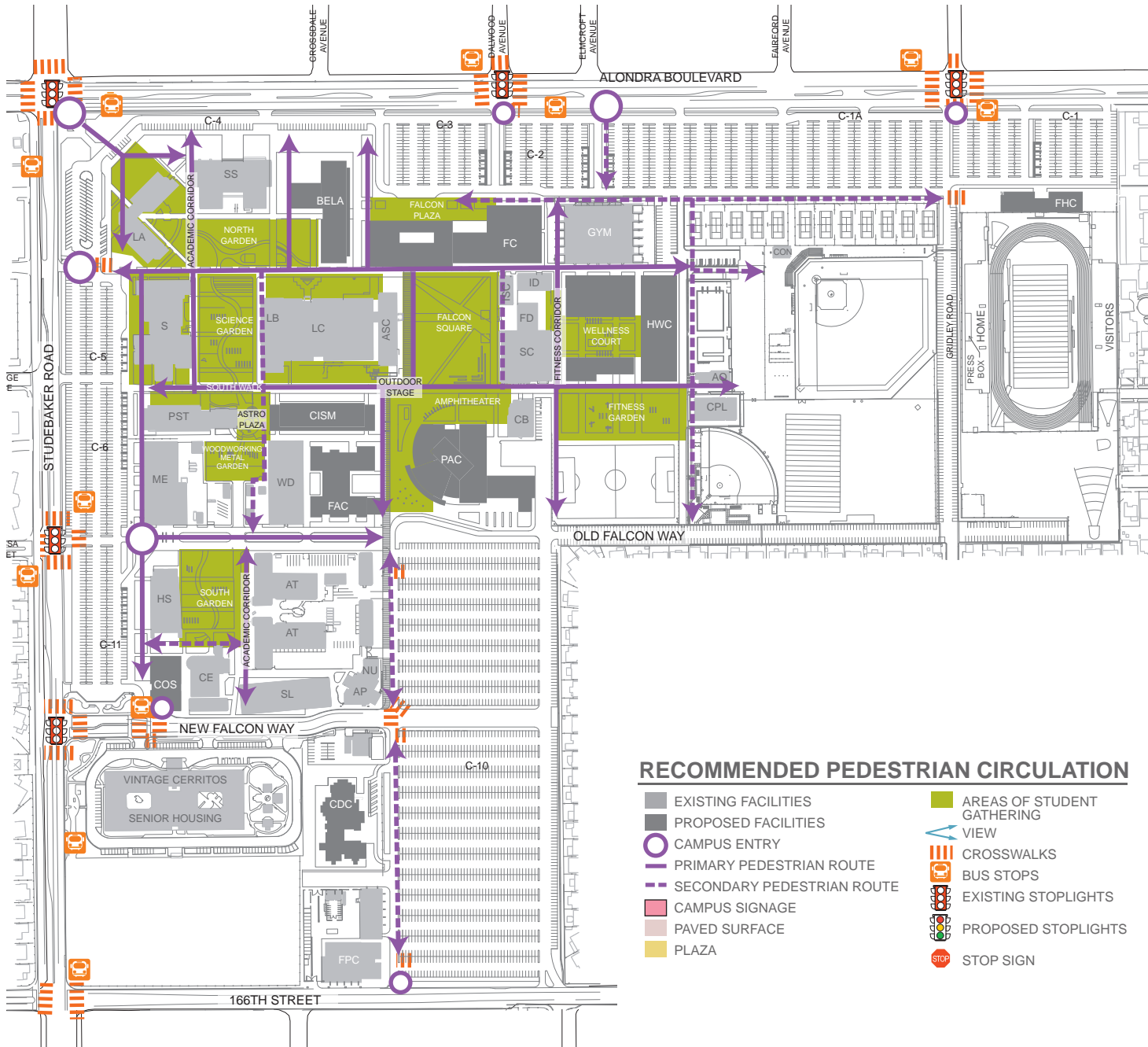
RECOMMENDED PARKING

- EXISTING FACILITIES
- PROPOSED FACILITIES
- ON-SITE PARKING LOTS
- PARKING COUNT

LOT	# OF SPACES
C-1	278
C-1A	670
C-2	150
C-3	168
C-4	125
C-5	150
C-6	260
C-9	12
C-10	1,877
C-11	203
GRIDLEY ROAD	191
OLD FALCON WAY	309
GYM/AQUATIC	46
CAMPUS POLICE	18
TOTAL	4,457







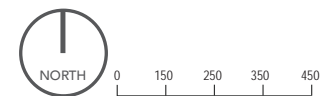
BUILDING KEY

- AD Administration
- ASC Academic Support Center
- AQ Aquatics Center
- AP Automotive Partners
- AT Automotive Technology
- CB Classroom Building
- CE Community Education
- CON Concessions
- CP Campus Police
- CPL Central Plant
- FD Food Court
- FPC Facilities & Purchasing Complex
- GYM Gymnasium
- HS Health Science
- ID Student ID Center
- ISC Instructional Support Center (DSP&S)
- LA Liberal Arts
- LB Library
- LC Learning Resource Center
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- NU Northwood University
- PST Physical Science Technology
- S Science
- SC Student Center
- SL Skills Lab
- SS Social Science
- SEM SEM Storage
- WD Wood Manufacturing Technology

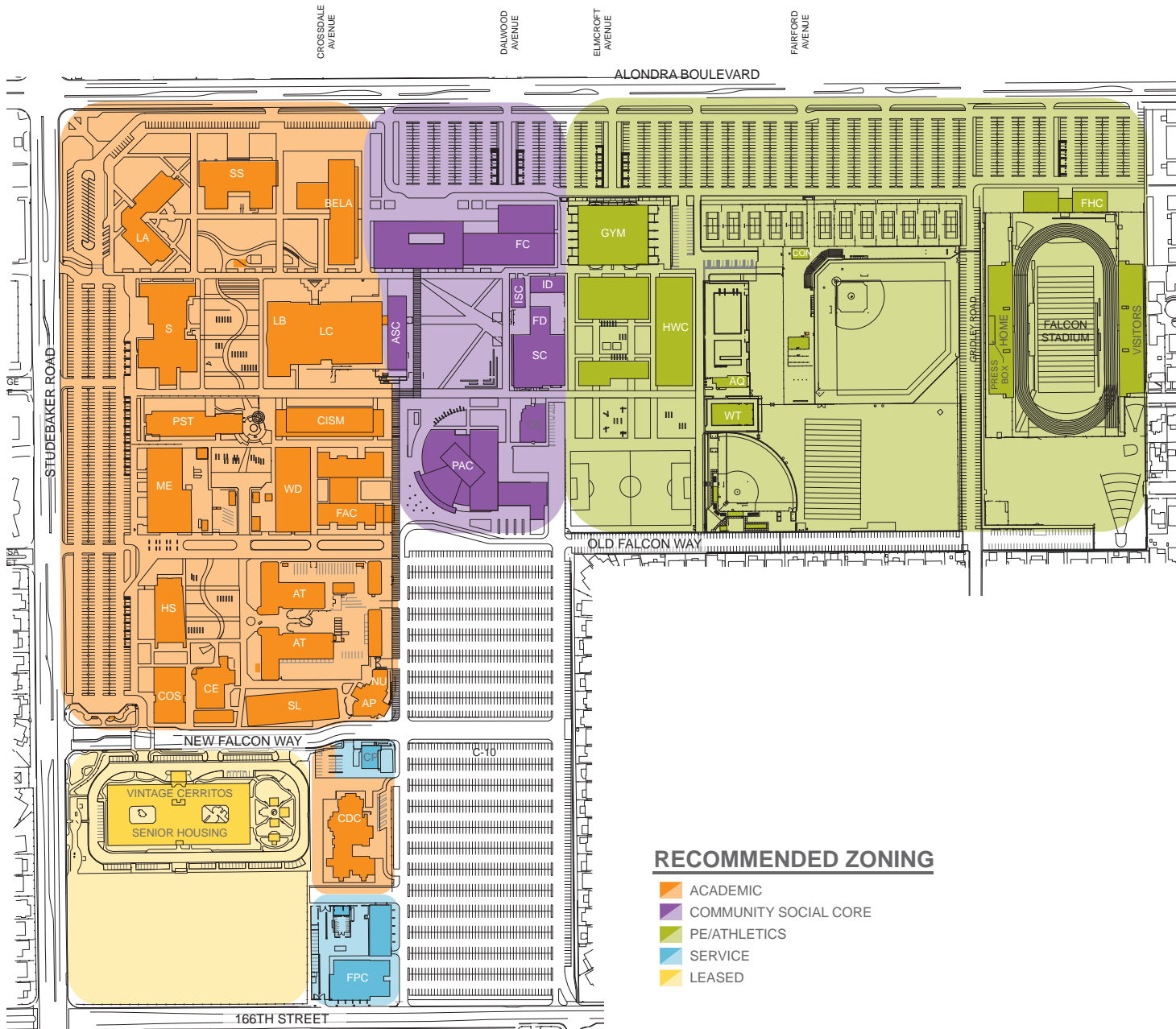
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- FAC Fine Arts Center
- FC Falcon Center
- FHC Field House Complex
- FP Food Pavilion
- HWC Health Wellness Complex
- PAC Performing Arts Center

RECOMMENDED PEDESTRIAN CIRCULATION

- EXISTING FACILITIES
 - PROPOSED FACILITIES
 - CAMPUS ENTRY
 - PRIMARY PEDESTRIAN ROUTE
 - - - SECONDARY PEDESTRIAN ROUTE
 - CAMPUS SIGNAGE
 - PAVED SURFACE
 - PLAZA
- AREAS OF STUDENT GATHERING
 - ▲ VIEW
 - CROSSWALKS
 - BUS STOPS
 - EXISTING STOPLIGHTS
 - PROPOSED STOPLIGHTS
 - STOP SIGN







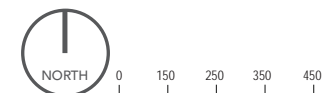
BUILDING KEY

AD	Administration
ASC	Academic Support Center
AQ	Aquatics Center
AP	Automotive Partners
AT	Automotive Technology
CB	Classroom Building
CE	Community Education
CON	Concessions
CP	Campus Police
CPL	Central Plant
FD	Food Court
FPC	Facilities & Purchasing Complex
GYM	Gymnasium
HS	Health Science
ID	Student ID Center
ISC	Instructional Support Center (DSP&S)
LA	Liberal Arts
LB	Library
LC	Learning Resource Center
ME	Metals
NU	Northwood University
PST	Physical Science Technology
S	Science
SC	Student Center
SL	Skills Lab
SS	Social Science
SEM	SEM Storage
WD	Wood Manufacturing Technology

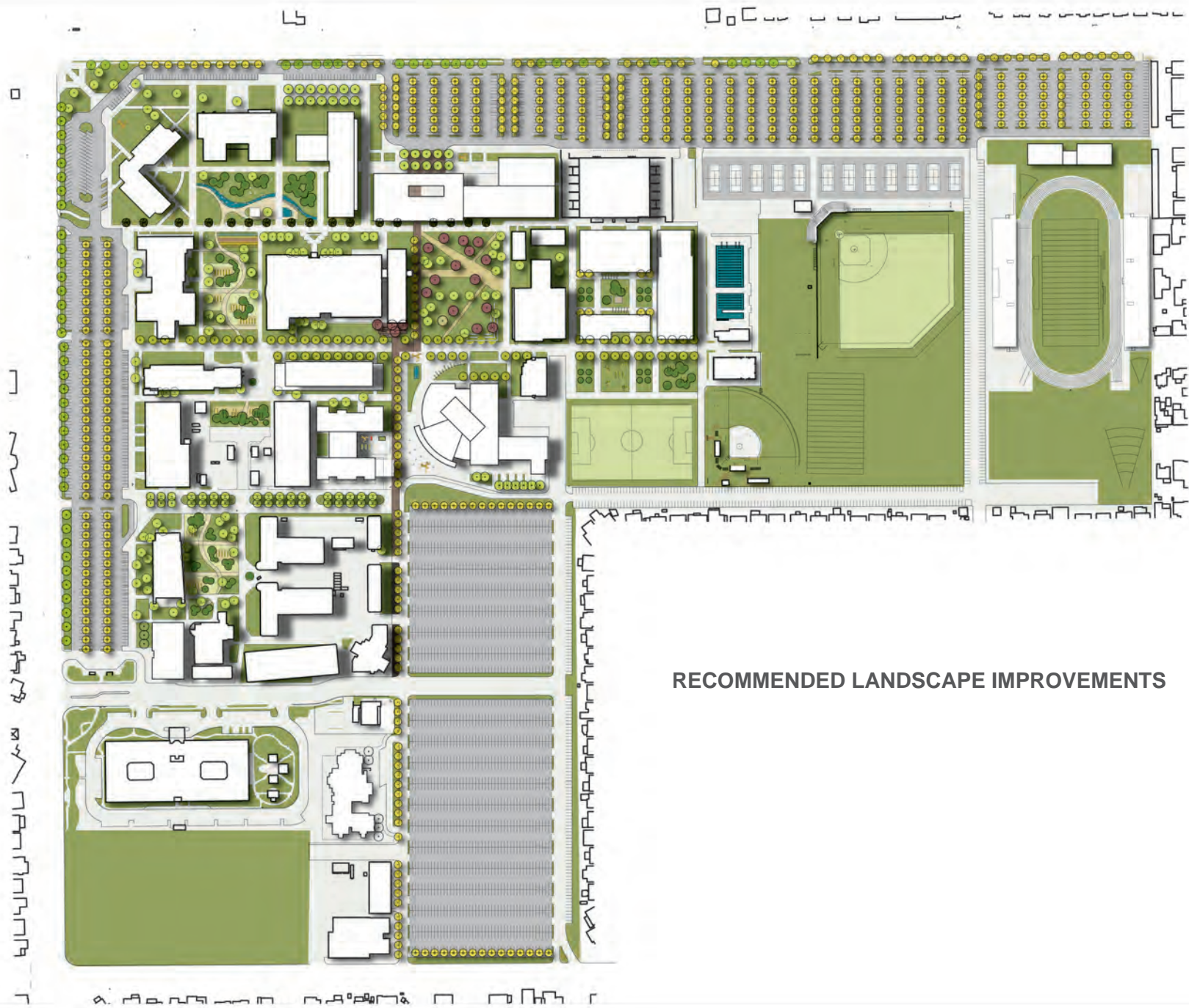
BELA	Business Education/Language Arts
CDC	Child Development Center
CISM	CIS/Mathematics
COS	Cosmetology
FAC	Fine Arts Center
FC	Falcon Center
FHC	Field House Complex
FP	Food Pavilion
HWC	Health Wellness Complex
PAC	Performing Arts Center

RECOMMENDED ZONING

- ACADEMIC
- COMMUNITY SOCIAL CORE
- PE/ATHLETICS
- SERVICE
- LEASED







RECOMMENDED LANDSCAPE IMPROVEMENTS

Site Improvement Recommendations

Site Improvement Projects //

Some general landscape guidelines are applicable for the campus as the plans for the identified site improvement projects develop. They include the following:

Softscape

- Species selection should encourage drought-tolerant materials and the use of California native plants.
- The use of plant species listed as having high-moderate water needs by WUCOLS III should be restricted to limited areas.
- Plants should be preserved and cared for by a staff that is properly trained for the maintenance of California native landscapes.
- Plant species should be selected for both their visual, educational, habitat, and maintenance qualities.
- Mulch should be provided in all planted areas.

- Invasive plants listed by the California Invasive Plant Council in Southern California should not be permitted on campus.
- Extensive lawn areas should be minimized, with the exception of Falcon Square and the Sport Facilities.
- Where appropriate, the use of unusual or rare species should be encouraged.
- Trees should be installed in a range of container sizes, with a 24" box as the minimum size.
- Where appropriate, captured rainwater, recycled wastewater, recycled greywater, or water treated and conveyed by a public agency for non-potable use should be used.

Soils

- Test soils to evaluate conditions, needs, and appropriate future uses.
- Preserve and protect any existing healthy soils found on site.
- Improve health of degraded soils through soil restoration, reuse, and rehabilitation to achieve conditions similar to regional reference soil to enhance on-site and surrounding ecosystem services.
- Reduce waste through the practice of on-site composting.
- Reuse excess vegetative materials as an amendment to maintain soil health and water, mineral, and nutrient holding capacity.
- Avoid the use of pollutants, chemicals, or soil amendments that can harm human and ecological health.

Hardscape

- Hardscape areas and pedestrian routes that cross into multiple site zones should be identical and thus coordinated to achieve a unified character.
- Enhanced paving materials help identify interest and character to key areas.
- Encourage the use a permeable paving and/or recycled materials.
- All hardscape should be ADA accessible and made of approved ADA materials.
- Limit the use of dark colored paving materials in order to reduce the urban heat island effect.
- Adequate shade should be provided in all hardscape areas.
- Promote the use of local resources, manufacturers, material and suppliers.

Site Furniture

- A common set of landscape furniture elements should be selected for use along the campus open space and pedestrian circulation systems.
- Furniture can deviate from the campus family standard to highlight spaces associated with specific garden areas and academic programs as distinct places.
- Promote the use of local manufacturer's and recycled materials whenever possible.
- Site furniture should be graffiti proof.



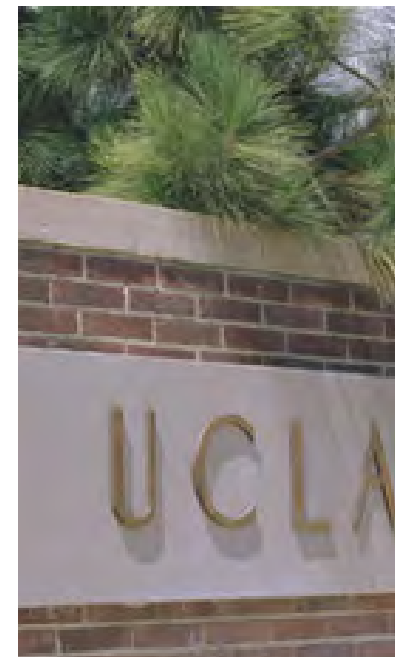
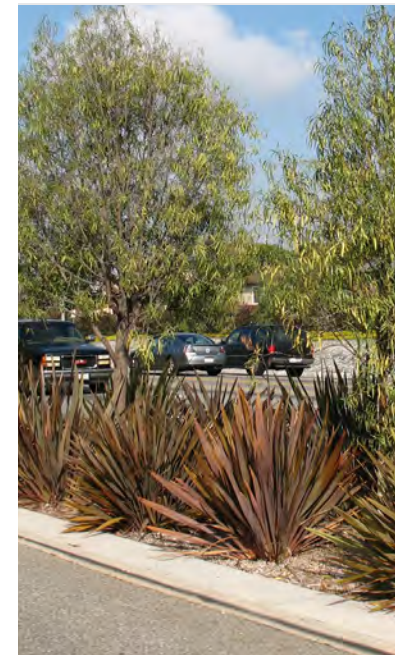
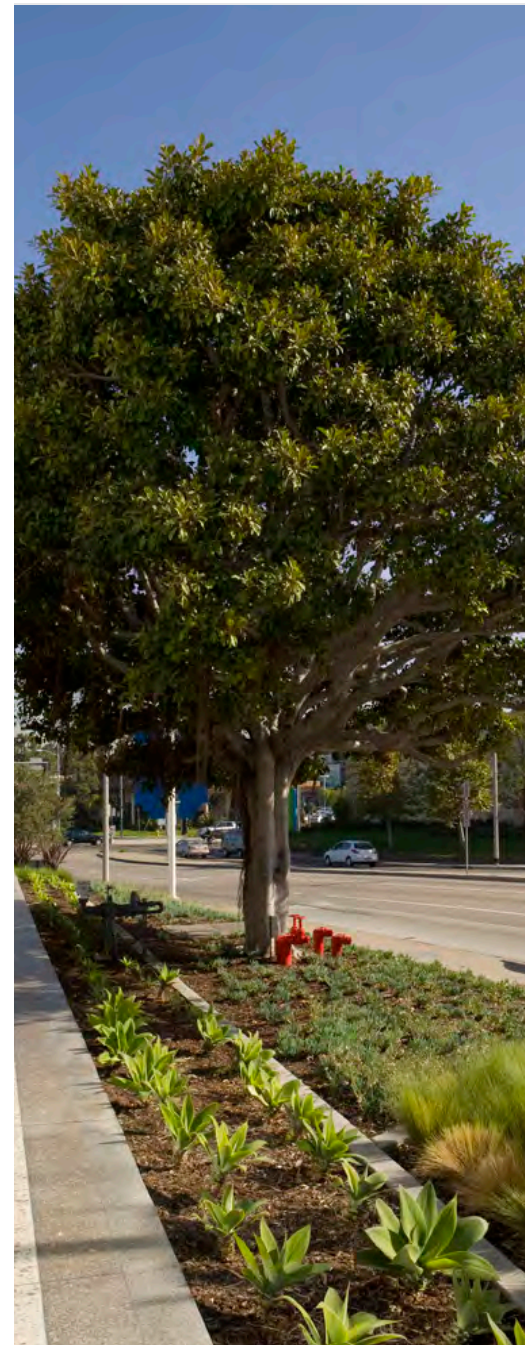
Site Improvement Projects

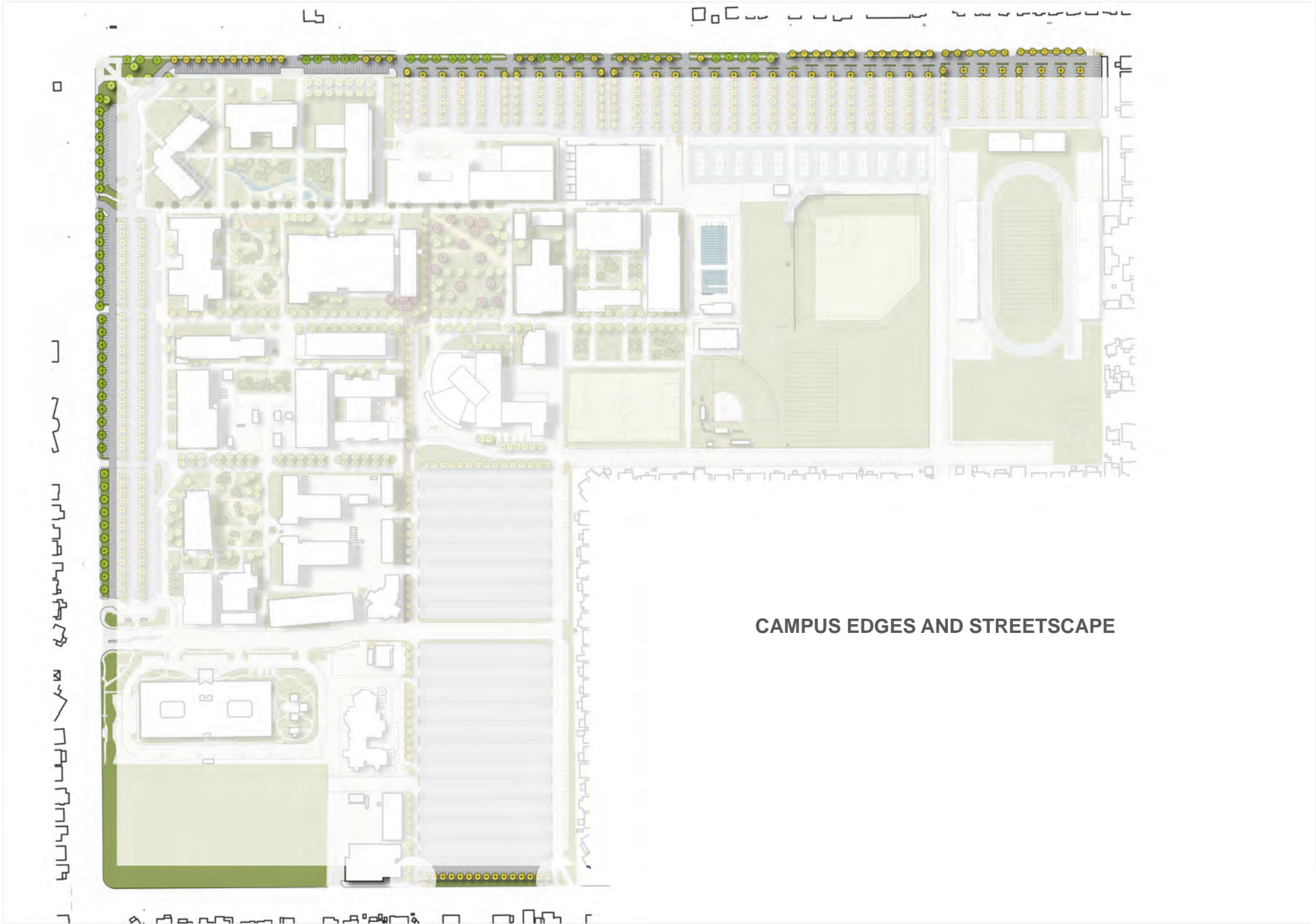
Campus Edges and Streetscape //

The character of the edges and entries surrounding the College should reinforce and support its campus identity. Gateways should be established to create an open connection to the community at-large and facilitate public transportation nodes. Alondra Boulevard and Studebaker Road both have existing streetscape designs that can be re-envisioned and enhanced to define the campus edge, provide identifiable gateways into the campus, and create a pedestrian-oriented experience for both the students and the surrounding community.

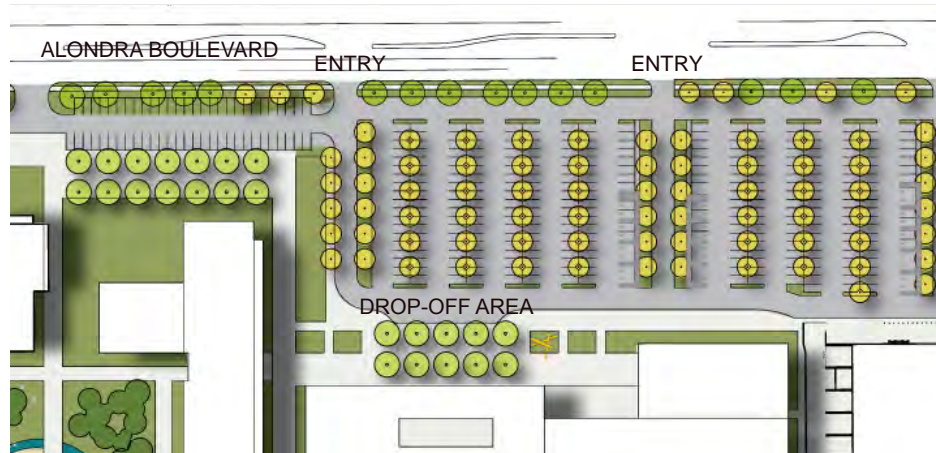
Specific design recommendations include:

- Vehicular entry points should be easily identifiable. They can include enriched pavement, signage, specialty lighting, sculpture, and plantings to mark campus entrances.
- Important junction points should be accented with contrasting landscape, paving, and directional signage.
- Trees should be planted along roadways with a regular spacing pattern to develop a thematic character and establish identity.
- Planted parkway buffers can be created between pedestrian and vehicular traffic along public streetscapes.
- Seating and waiting areas should be provided at public transit stops.
- Green Street and Complete Street design strategies should be integrated, where feasible.





CAMPUS EDGES AND STREETScape



Site Improvement Projects

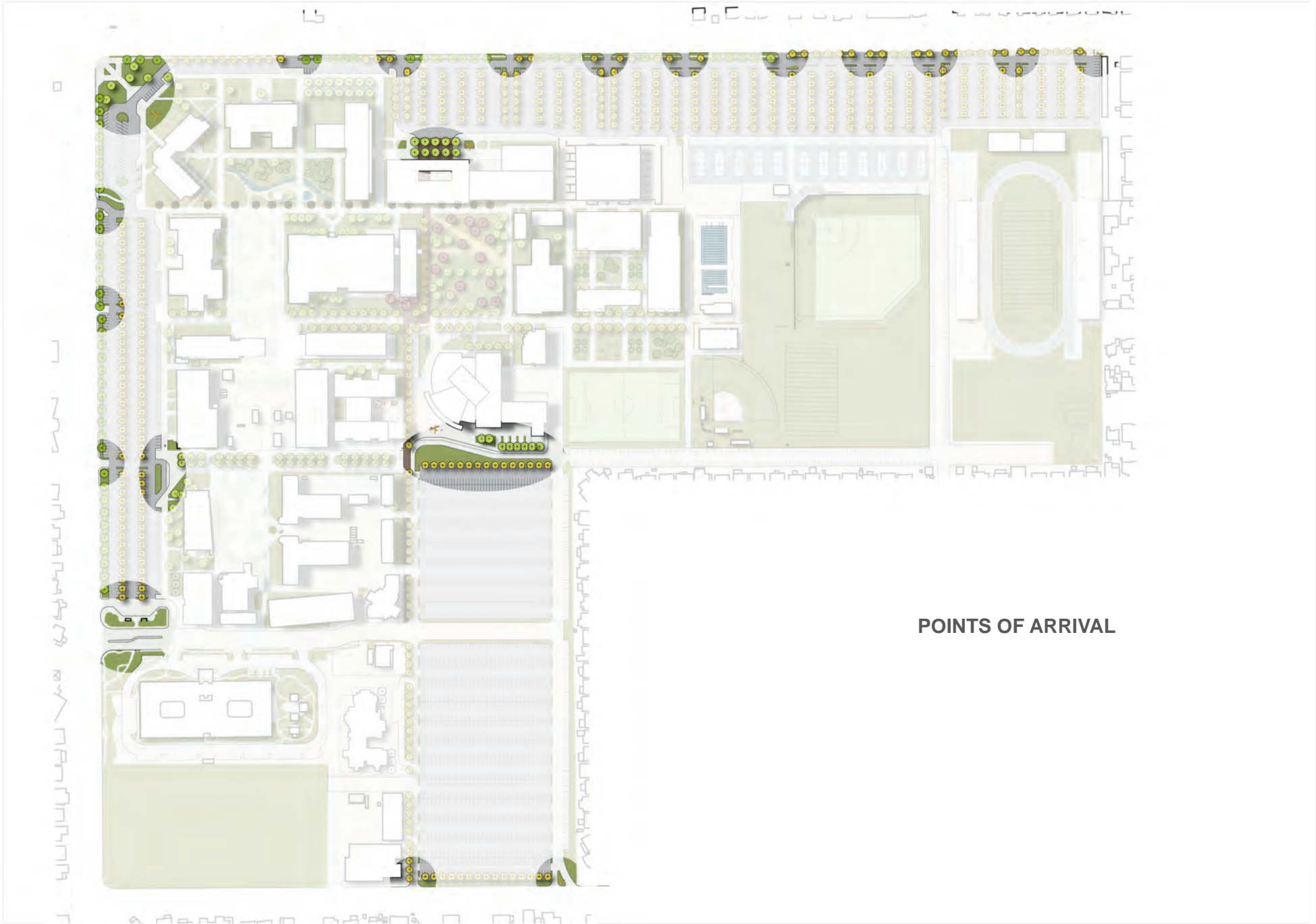
Points of Arrival //

A defined sense of arrival is currently lacking on campus for both pedestrian and vehicular traffic. Drop-off points are confusing and poorly located. Entrances along Alondra Boulevard and Studebaker Road should establish a design hierarchy that provides a clear presence and directional orientation that is consistent throughout the College perimeter.

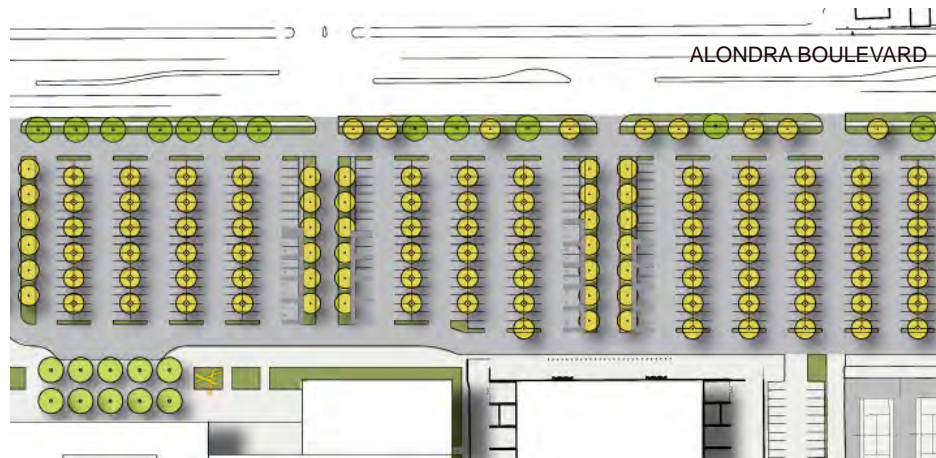
The FMP recommends that a careful traffic study be undertaken to determine how to best implement the proposed drop-offs, address traffic flows, and provide safe entry and exit from the perimeter parking lots and public streets. Establishing a hierarchy of entry points should be a priority of the traffic study. Primary gateways should be delineated with specialty design elements and materials to reinforce a positive first impression for visitors and instill a sense of school pride for students.

In addition to gateways, the FMP recommends a series of strategic drop-off points at the new Falcon Center, the new Performing Arts Center, and adjacent to the existing Science, Metals, and Health Science buildings. Drop-off areas should be designed as distinct campus nodes and incorporate waiting and seating areas, facilities for organized transit, bicycle storage/parking, campus signage, lighting, shade (by either trees or shade structures), enhanced paving and sculpture.





POINTS OF ARRIVAL



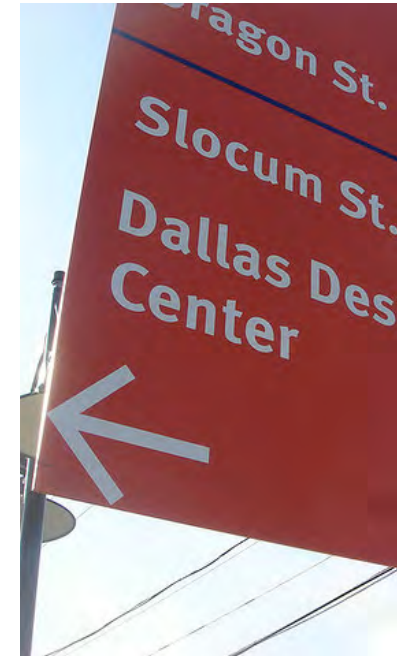
Site Improvement Projects

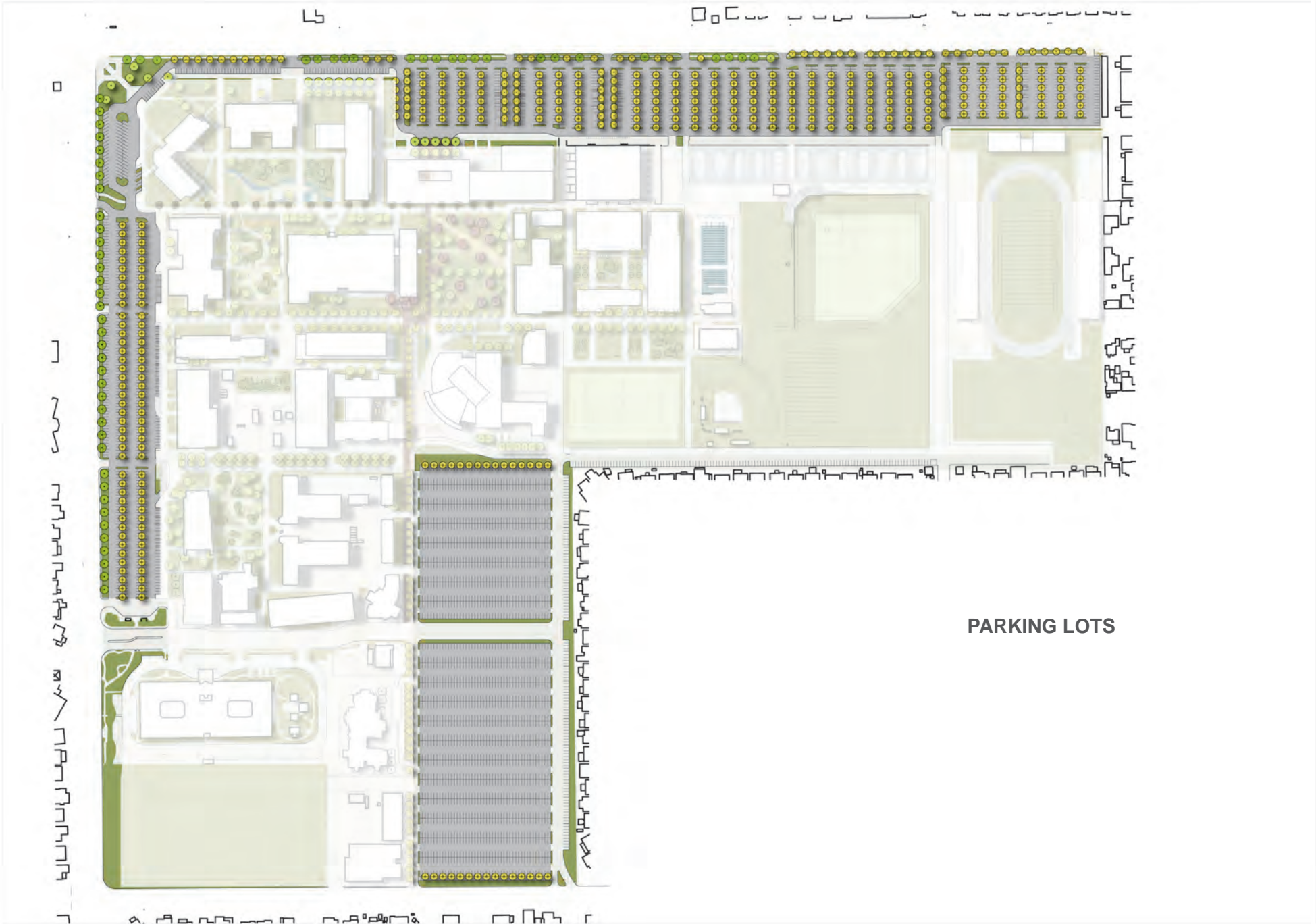
Parking Lots //

The campus is currently surrounded by surface parking lots that create a “desert of asphalt” around the school’s perimeter. The barren lots contribute negatively to the aesthetic image of the campus, provide minimal pedestrian amenities, and are laid out inefficiently.

These lots provide an excellent occasion to reinforce the sustainable approach to design on campus while simultaneously addressing the aesthetic conditions. Sustainable opportunities include the use of permeable and/or light colored paving, tree-plantings to increase shade, sustainable storm water control (including the use of bioswales), water conserving and/or drought tolerant native planting and promoting the use of alternative fuel vehicles.

The recommended traffic study will help determine ways to safely address the vehicular interface between perimeter parking lots, public streets, and proposed drop-off nodes. Once complete, the FMP advises reconfiguring most of the perimeter surface parking lots to improve circulation and parking efficiency. Other design opportunities that should be included are the provision of clear and safe pedestrian walkways, crosswalks, and connections—in addition to improved directional and way-finding signage.





PARKING LOTS



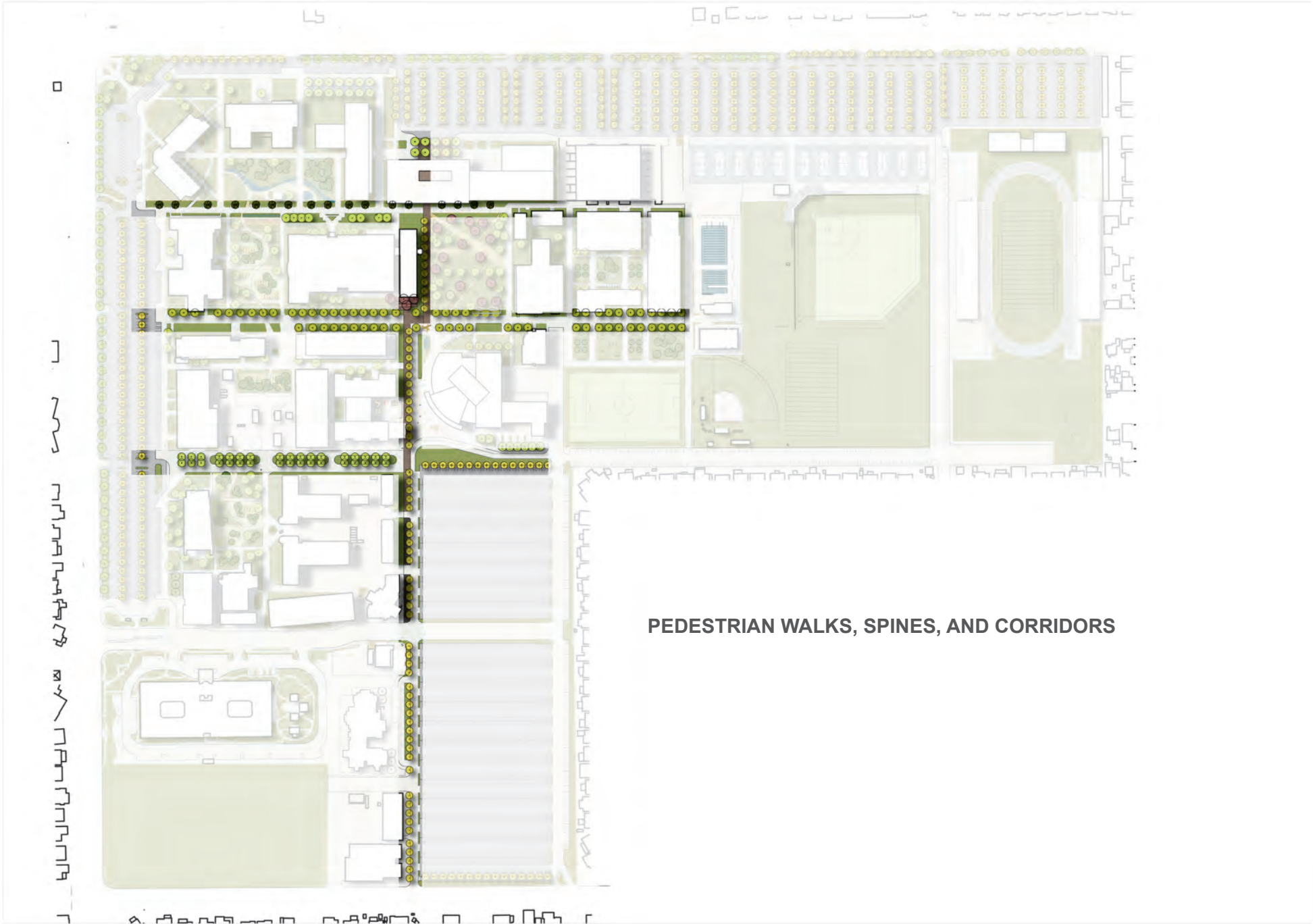
Site Improvement Projects

Pedestrian Walks, Spines, and Corridors //

Currently, the pedestrian circulation for the campus is comprised of a series of walkways with minimal design character that traverse the campus in a somewhat logical and efficient manner. The FMP proposes developing a stronger sense of identity for this system and delineates four primary east-west circulation walks: North Walk, Central Walk, South Walk and Falcon Place. Together, these walkways traverse the campus, connecting the exterior parking lots to the three campus zones. A major north-south thoroughfare, The Promenade, is proposed within the social/community core and will connect the new Falcon Center, Falcon Square, and the new Performing Arts Center. The Promenade is proposed to extend further south and connect the southern campus facilities and parking lots with the central campus area, creating a more unified and traversable campus.

The pedestrian circulation system will be the connective tissue that binds the site into one campus both visually and in terms of accessibility. Design consistency should be retained in elements such as site furniture, lighting, and signage so that a complete and cohesive pedestrian system is identifiable and easily navigated. Design variation in landscape elements such as tree species, planting rhythm, and color schemes should be used to highlight and distinguish each route. Routes should provide access to and from the buildings, as well as encourage the users to walk around and inhabit the campus.





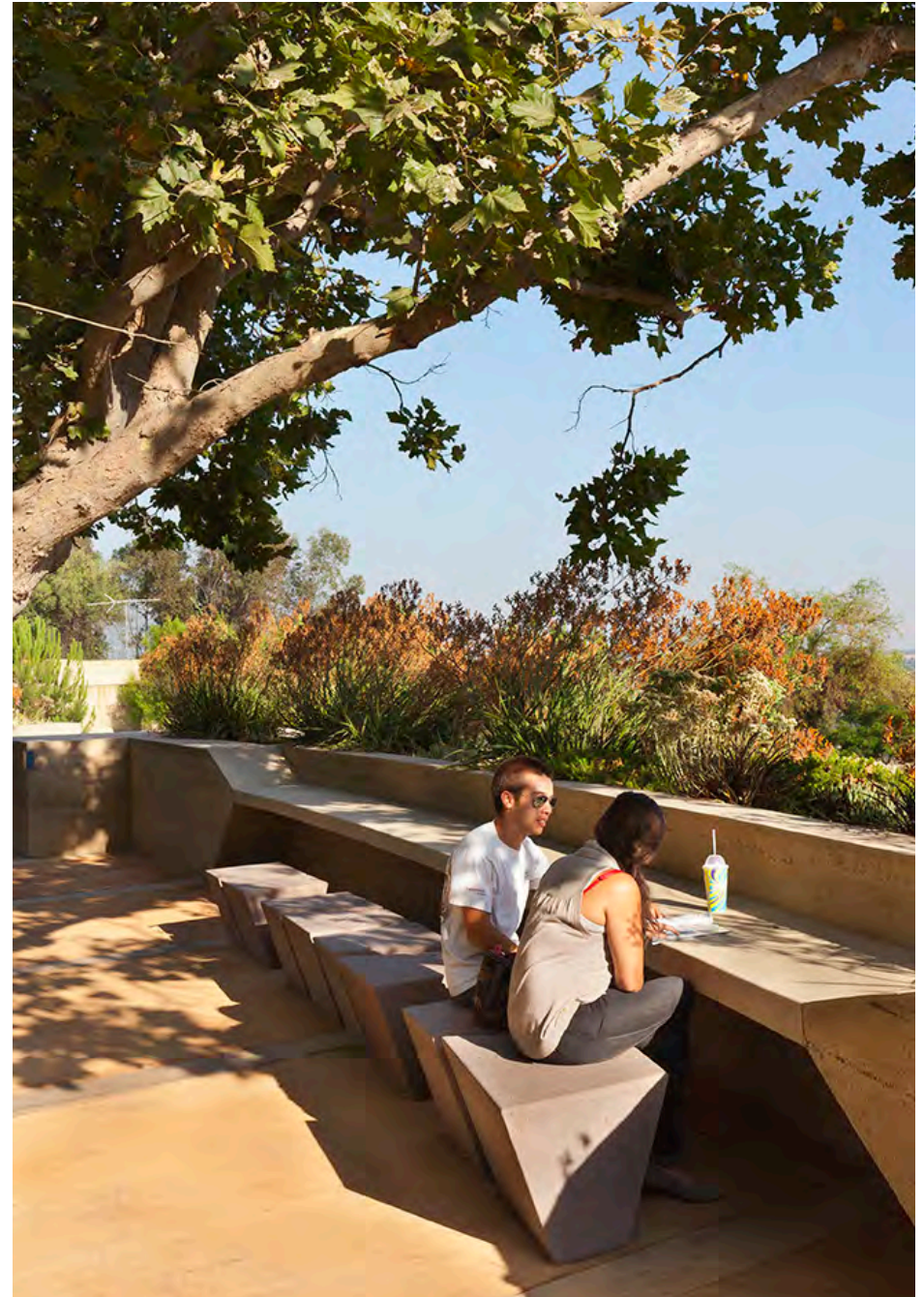
PEDESTRIAN WALKS, SPINES, AND CORRIDORS

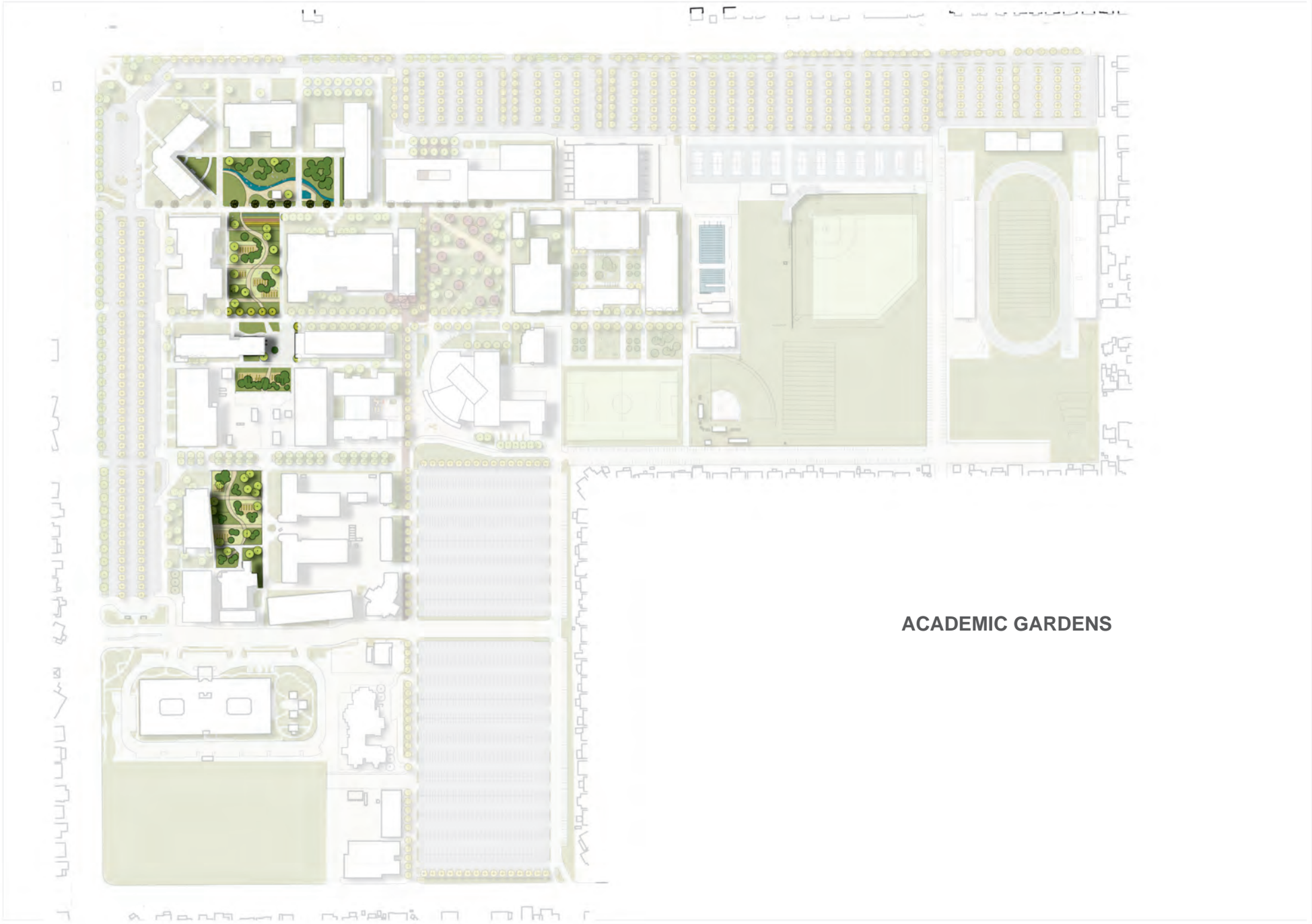
Site Improvement Projects

Academic Gardens //

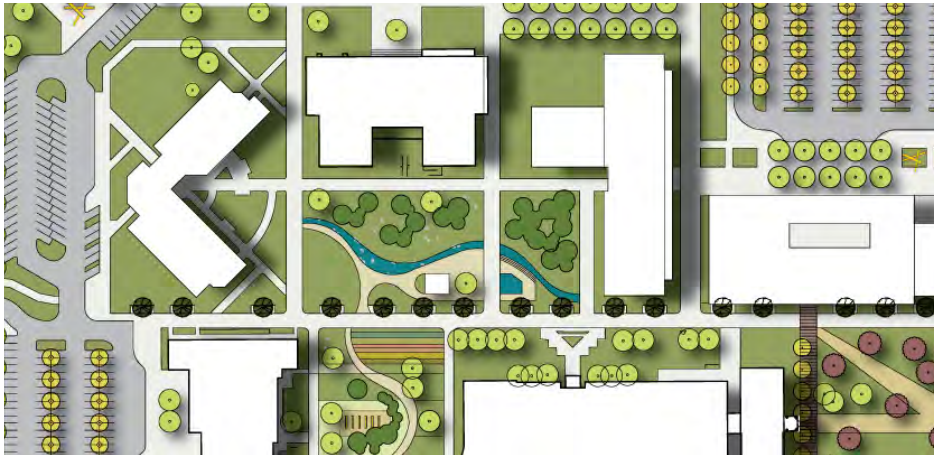
Overview

The primary landscape areas associated with the Academic Zone of campus are five academic gardens: the North Garden, the Science Garden, Astronomy Plaza, the Woodworking and Metal Garden, and the South Garden. Each garden, located centrally between academic buildings, should offer a distinct contemporary aesthetic and be considered as extensions of their adjacent buildings, academic programs, and lesson plans. Programmatic elements, such as seating, may be duplicated from garden to garden; however, the larger programmatic gestures should emphasize difference and variation to allow each garden space to have a unique character and concept. This strategy will create identifiable places and destinations within the campus.





ACADEMIC GARDENS



Site Improvement Projects

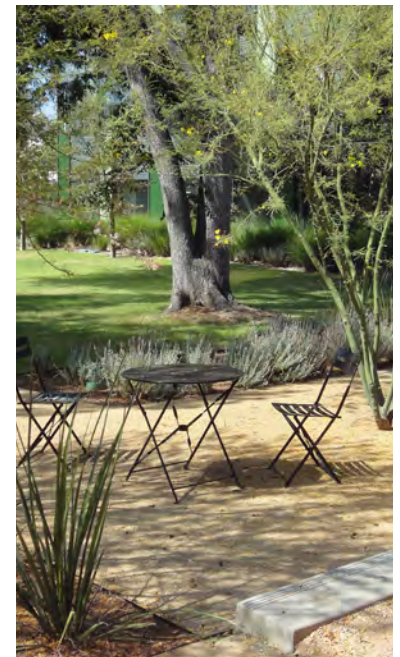
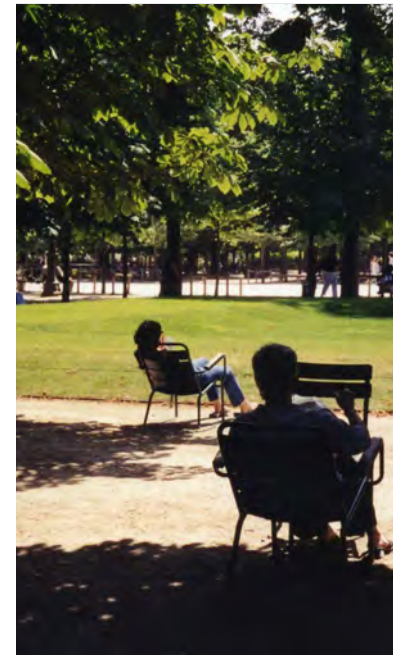
Academic Gardens //

The North Garden

Intended to be the primary social gathering space within the Academic Zone of campus, this garden should provide ample seating for casual eating, gathering, and outdoor learning.

Specific design recommendations include:

- Creating a riparian garden setting.
- Incorporating an outdoor casual shaded eating area. Shade can be provided by either a shade structure or tree canopy.
- Incorporating a water feature design element such as a dry stream, storm water treatment bioswales, a low-water use water feature, or a Living Machine® (a patented technology that uses living plants and beneficial microorganisms to turn wastewater into clean usable water).



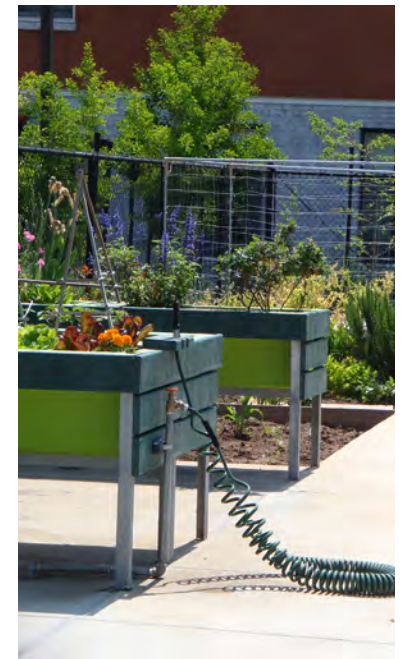
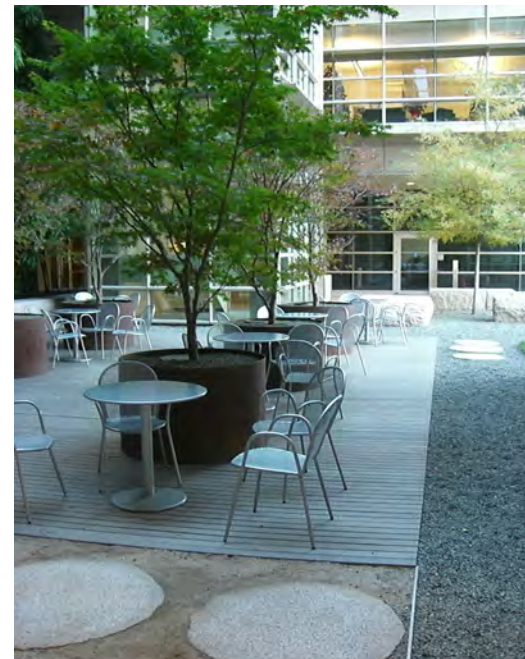


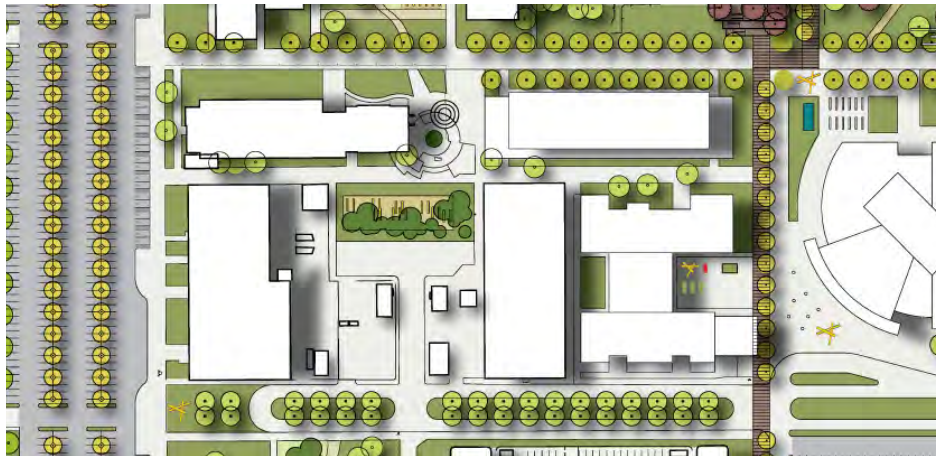
Science Garden

The proposed Science Garden, framed by the North and South Walks, serves as an extension to the adjacent Science, Library, and Physical Science Technology buildings. The FMP recommends that this quad-like area be conceived as a garden space that is segmented into a series of rooms that act as individual and group gathering spaces, outdoor classrooms, and living laboratories. The garden rooms and design layout should be directly coordinated to engage and support the curriculum and disciplines studied within the adjacent buildings.

Specific design recommendations include:

- Creating garden rooms that display Native California plant communities such as chaparral, sycamore canyon, coastal sage scrub, oak woodlands, meadow/grassland and desert.
- Incorporating raised beds and transitional garden spaces for students to plant and care for throughout the semester.
- Using a diversity of plant species selected specifically for their educational value.
- Providing educational signage highlighting species information.
- Selecting plant species that have seasonal variation and interest.
- Providing adequate seating for a diversity of gathering scenarios for individuals and groups using both traditional site furnishings such as benches, chairs and seat-walls and non-traditional elements such as boulders and sculpture.





Site Improvement Projects

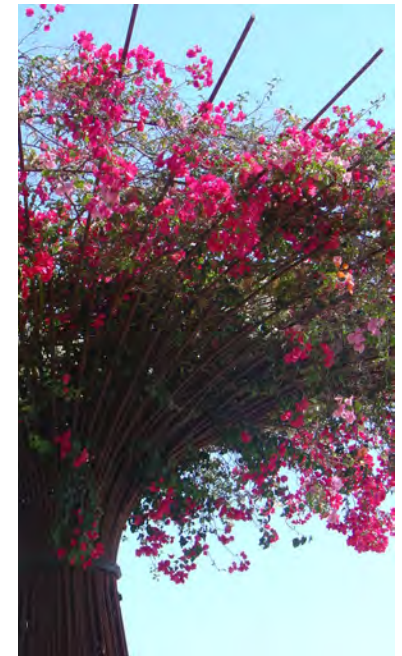
Academic Gardens //

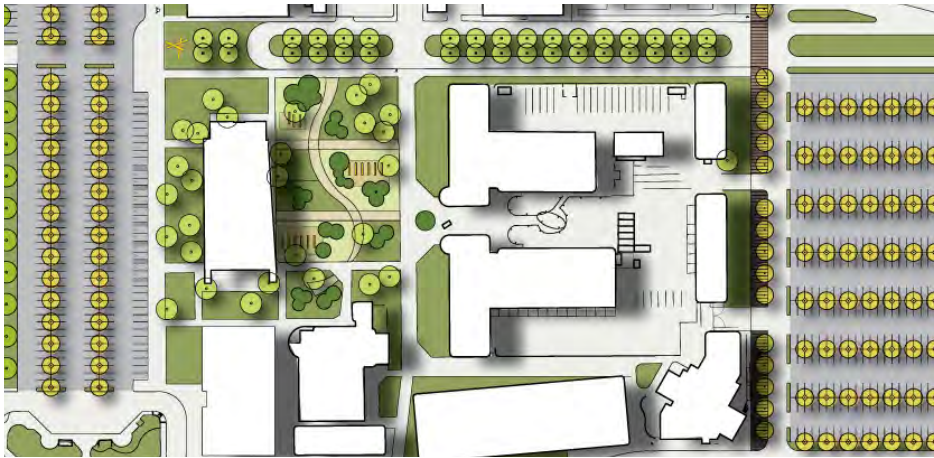
Metal and Woodworking Garden

While considerably smaller than the other academic garden spaces the Metal and Woodworking Garden is proposed as an exhibition and working space for the Metal and Wood Manufacturing Technology Building. This garden is envisioned to use wood and metal as its primary material to display the variations in technique and craftsmanship these materials afford.

Astronomy Plaza //

The Astronomy Plaza was developed as part of the PST Building design. As additional building and site improvement projects are implemented, it is important to coordinate the programming and design with astronomy department.





South Garden

The proposed South Garden is located on the southern side of Falcon Place (Old Falcon Way) and is the primary gathering area on what is considered the “southern half of campus.” Similar to the Science Garden, the South Garden is intended to have a direct correlation to the academic programs in the adjacent buildings and provide a variety of comfortable seating and social gathering spaces.

Specific design recommendations include:

- Creating a series of garden rooms that are used as gathering and outdoor classroom spaces.
- Creating a Medicinal Garden with educational signage.
- Using a diversity of plant species selected specifically for their educational value.
- Selecting plant species that have seasonal variation and interest.
- Providing adequate seating for a diversity of gathering scenarios for individuals and groups using both traditional site furnishings such as benches, chairs, and seat-walls and non-traditional elements such as boulders and sculpture.
- Providing adequate shade (by either trees or shade structures).
- Creating a Water-Wise demonstration Garden.
- Creating a Health and Beauty Garden.



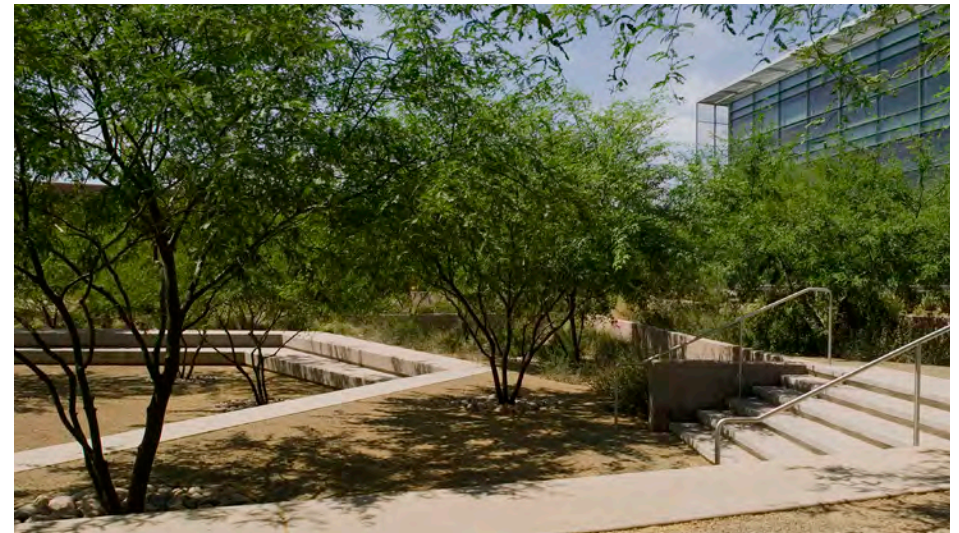


Site Improvement Projects

Social Core //

Falcon Square

Part of the Community/Social Zone, Falcon Square is considered the heart of the campus and should be viewed as the iconic image for Cerritos College. Currently, the spatial configuration lacks usable and inviting spaces, leaving it predominately unoccupied and used as a circulation route versus a destination. Framed by the Performing Arts Precinct, The Promenade, the new Falcon Center, the Student Center, and the Learning Resource Center, Falcon Square should function as the traditional quadrangle setting found on college campuses. The FMP proposes creating a park-like environment that creates a sense of identity, community, and campus core.



Specific design recommendations for Falcon Square include:

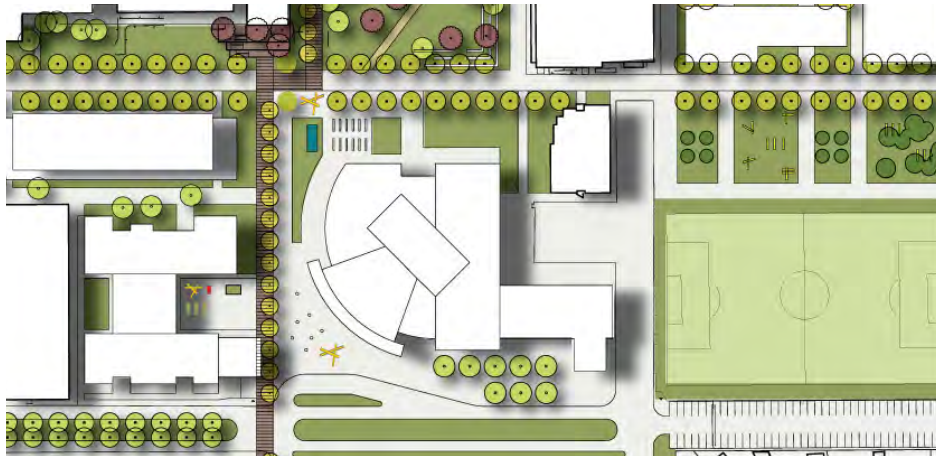
- Development of the new "Hill/Amphitheatre"
- Creating an arboretum-like setting where 'specimen quality' trees are scattered amongst a turf grass ground cover.
- Utilizing a native turf grass species.
- Creating direct paths that are consistent with pedestrian traffic patterns to discourage traffic on lawn areas. Pathways can be made distinct with specialty paving.
- Providing ample shaded seating along paths and the perimeter edges.
- Providing clear views through Falcon square, connecting the new Falcon Center with the new Performing Arts Building.

The detailed programming and design of Falcon Square will occur when funding becomes available and a user group is established. The user group will be developed in coordination with ASCC.



SOCIAL CORE





Site Improvement Projects

Social Core //

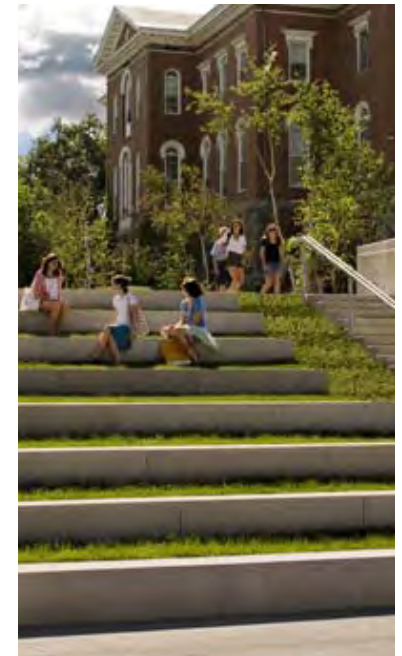
Performing Arts Precinct

The Performing Arts Precinct, created with the addition of the new Fine Arts and Performing Arts Centers, will be a primary public gateway for the campus. Area will create an iconic image for the campus. Unlike Falcon Square, which predominately softscaped areas, the Performing Arts Precinct is recommended more urban in nature with plazas to accommodate larger gatherings such as concerts, theatre performances, gallery openings, and evening events.

Specific design recommendations for the Performing Arts Precinct include:

- Using specialty design elements such as enhanced paving, lighting, art, sculpture, water features, and specimen trees.
- Creating a new public drop-off area and entry plaza.
- Development of the new “Hill/Amphitheatre.”
- Creating a Sculpture Garden and exhibition space associated with Fine Arts Center.
- Creating a plaza area in to the north of the Performing Arts Center that can accommodate an outdoor stage.
- Creating a “Living Stair” that incorporates an ADA ramp, seating areas and canopy planting into the stairs adjacent to the Library building and the South Walk.

The detailed programming and design of Falcon Square will occur when funding becomes available and a user group is established. The user group will be developed in coordination with ASCC.



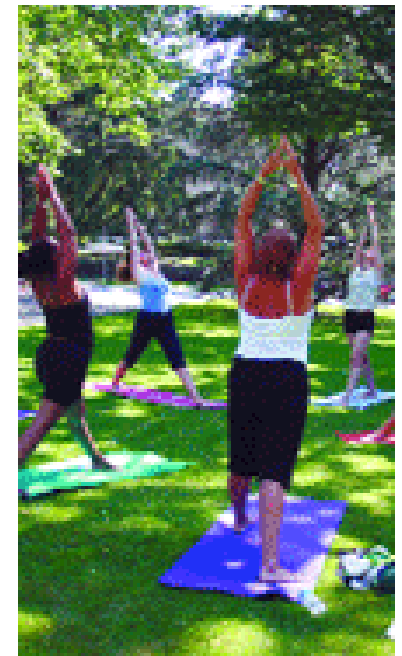
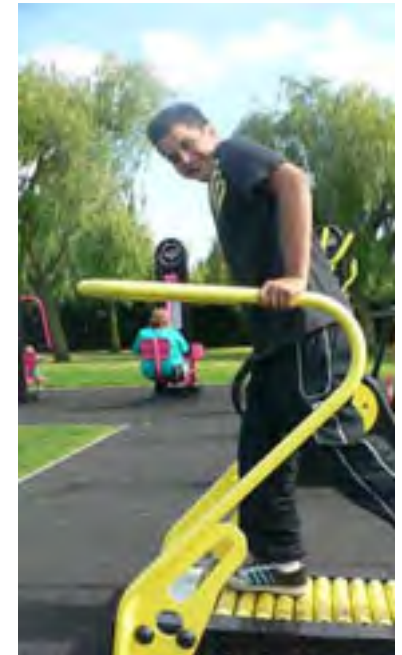


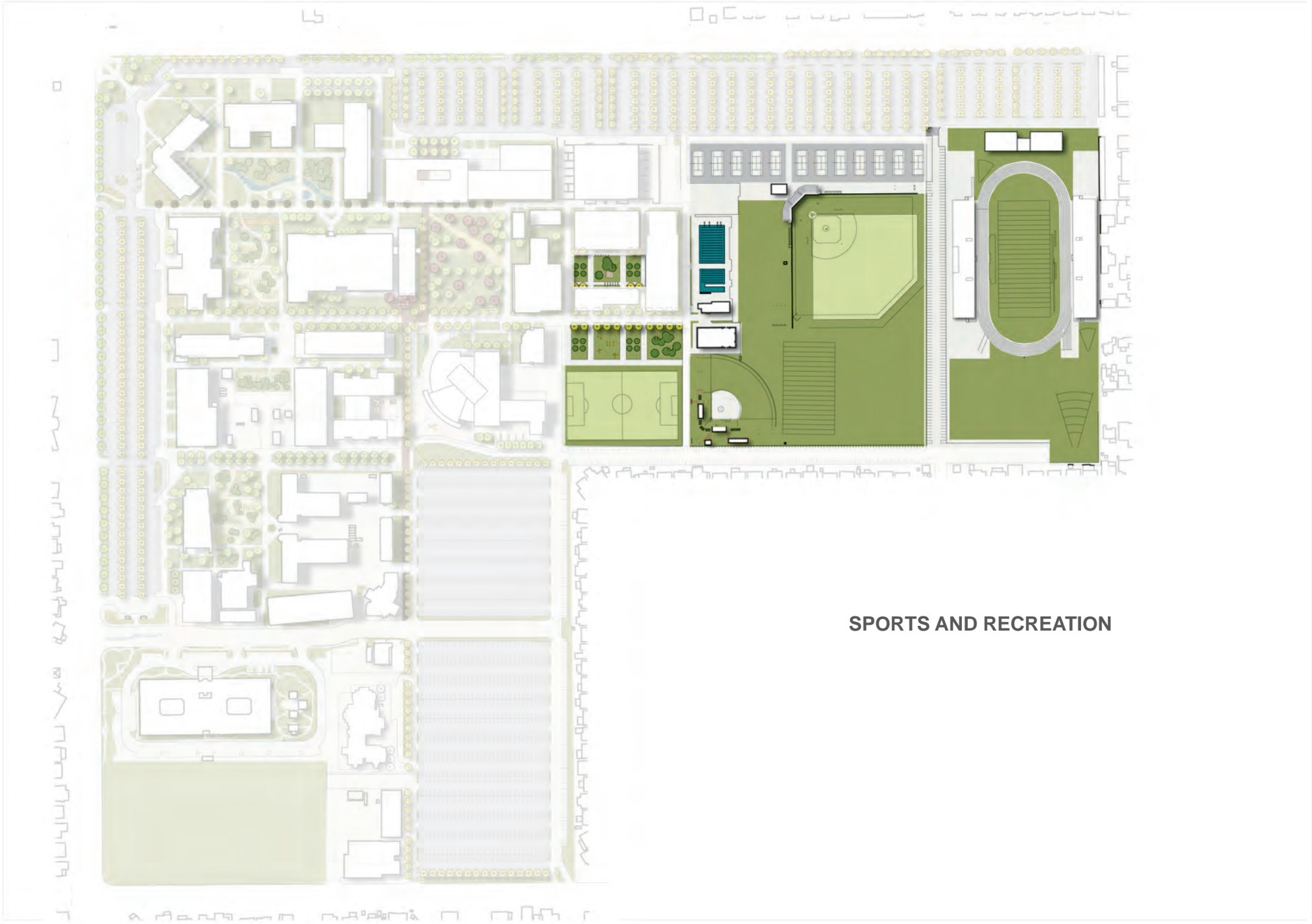
Site Improvement Recommendations Sports and Recreation //

Within the campus Athletic Zone, the FMP proposes a new Health and Wellness Facility that is arranged to create an outdoor courtyard. Similar to the Academic Gardens within the Academic Zone of the campus, these areas should be directly connected to adjacent buildings to create usable outdoor spaces that can complement and contribute to the athletic programs on campus.

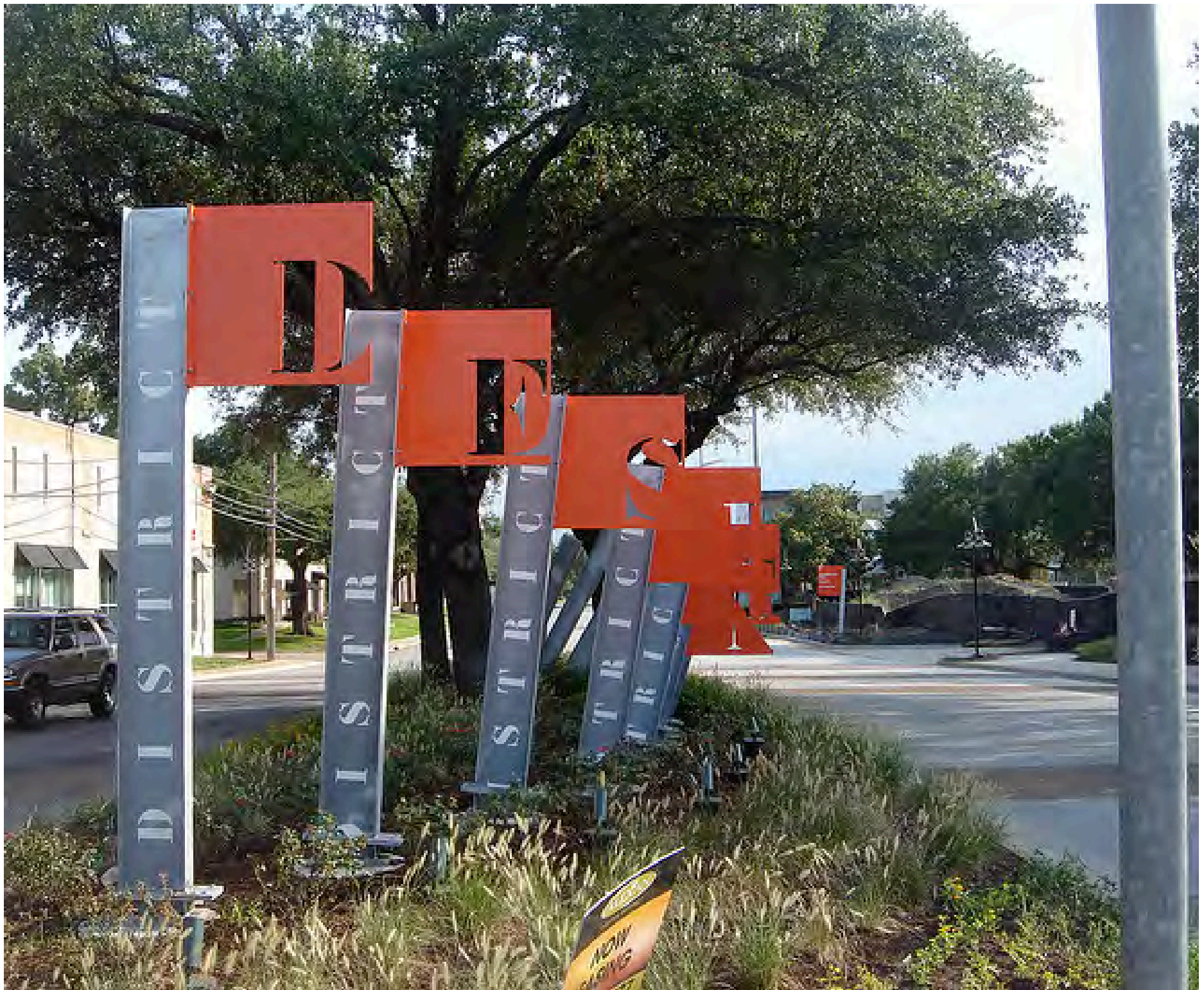
Specific design recommendations include:

- Creating a culinary/kitchen garden that is connected to the Food Court and Student Services buildings.
- Creating an outdoor fitness garden with exercise stations.
- Creating quiet shaded areas for passive recreation opportunities such as yoga, pilates, and meditation.
- Providing adequate seating for a diversity of individual and group gathering scenarios using both traditional site furnishings such as benches, chairs, and seat-walls and non-traditional elements such as boulders and sculptures.





SPORTS AND RECREATION





Site Improvement Recommendations

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, it is recommended that Cerritos 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.





Phasing

Overview //

The Facilities Master Plan Recommendations for Cerritos College present an overall picture of the future developed campus and includes recommendations for renovation and replacement of facilities and campus-wide site improvements.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

PHASE 1

Demolish

- Business Education (BE)

Renovate

- Gymnasium (GYM)

Construct

- Liberal Arts – new (LA)
- Child Development Center (CDC)
 - / Permanent Playground
 - / Temporary Building

Swing Space

- / Liberal Arts – old (LA)
- / Physical Science (PS)





BUILDING KEY

AD	Administration
ASC	Academic Support Center
AQ	Aquatics Center
AP	Automotive Partners
AT	Automotive Technology
BC	Burnight Center/Theatre
BK	Bookstore
CB	Classroom Building
CDC	Child Development Center
CE	Community Education
CON	Concessions
CP	Campus Police
CPL	Central Plant
CS	Career Services
EO/IS	EOPS / International Students
FA	Fine Arts
FC	Facilities
FD	Food Court
FH	Field House
FPC	Facilities & Purchasing Complex
GYM	Gymnasium
HS	Health Science
ID	Student ID Center
ISC	Instructional Support Center (DSP&S)
LA	Liberal Arts
LB	Library
LC	Learning Resource Center
ME	Metals
NU	Northwood University
PA	Public Affairs/Cerritos College Foundation
PE	Physical Education
PS	Physical Sciences
PST	Physical Science Technology
PW	Purchasing/Warehouse
RD	Research and Development
S	Science/Project Hope
SA	Student Activities
SB	Santa Barbara (DSP&S)
SC	Student Center
SEM	Sem Storage
SH	Student Health & Wellness
SL	Skills Lab
SS	Social Science
SSC	Student Services Center
TB	Stadium Ticket Booth
TE	Technology
WD	Wood Manufacturing Technology
WT	Weight Training



PHASE 1

PHASE 2

Demolish

- Technology (TE)
- Facilities (FC)
- Purchasing Warehouse (PW)

Construct

- Fine Arts Center – new (FAC)
- CIS/Mathematics Building (CISM)

Swing Space

- Liberal Arts (old)
- Physical Science (PS)

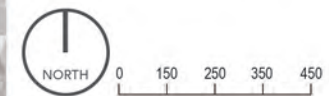




BUILDING KEY

- AD Administration
- ASC Academic Support Center
- AQ Aquatics Center
- AP Automotive Partners
- AT Automotive Technology
- BC Burnight Center/Theatre
- BK Bookstore
- CB Classroom Building
- CDC Child Development Center
- CE Community Education
- CON Concessions
- CP Campus Police
- CPL Central Plant
- CS Career Services
- EO/IS EOPS / International Students
- FA Fine Arts
- FC Facilities
- FD Food Court
- FH Field House
- FPC Facilities & Purchasing Complex
- GYM Gymnasium
- HS Health Science
- ID Student ID Center
- ISC Instructional Support Center (DSP&S)
- LA Liberal Arts
- LB Library
- LC Learning Resource Center
- ME Metals
- NU Northwood University
- PA Public Affairs/Cerritos College Foundation
- PE Physical Education
- PS Physical Sciences
- PST Physical Science Technology
- PW Purchasing/Warehouse
- S Science/Project Hope
- SA Student Activities
- SB Santa Barbara (DSP&S)
- SC Student Center
- SEM Sem Storage
- SH Student Health & Wellness
- SL Skills Lab
- SS Social Science
- SSC Student Services Center
- TB Stadium Ticket Booth
- WD Wood Manufacturing Technology
- WT Weight Training

CISM CIS/Mathematics
FAC Fine Arts Center



PHASE 2

PHASE 3

Demolish

- Fine Arts – old (FA)

Construct

- Performing Arts Center (PAC)

Swing Space

- Liberal Arts (old)
- Physical Science





BUILDING KEY

- AD Administration
 - ASC Academic Support Center
 - AQ Aquatics Center
 - AP Automotive Partners
 - AT Automotive Technology
 - BC Burnight Center/Theatre
 - BK Bookstore
 - CB Classroom Building
 - CDC Child Development Center
 - CE Community Education
 - CON Concessions
 - CP Campus Police
 - CPL Central Plant
 - CS Career Services
 - EO/IS EOPS / International Students
 - FD Food Court
 - FH Field House
 - FPC Facilities & Purchasing Complex
 - GYM Gymnasium
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 - ID Student ID Center
 - ISC Instructional Support Center (DSP&S)
 - LA Liberal Arts
 - LB Library
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 - NU Northwood University
 - PA Public Affairs/Cerritos College Foundation
 - PE Physical Education
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 - PST Physical Science Technology
 - S Science/Project Hope
 - SA Student Activities
 - SB Santa Barbara (DSP&S)
 - SC Student Center
 - SEM Sem Storage
 - SH Student Health & Wellness
 - SL Skills Lab
 - SS Social Science
 - SSC Student Services Center
 - TB Stadium Ticket Booth
 - WD Wood Manufacturing Technology
 - WT Weight Training
-
- CISM CIS/Mathematics
 - FAC Fine Arts Center
 - PAC Performing Arts Center



PHASE 3

PHASE 4

Demolish

- Burnight Center (BC)
- Bookstore (BK)

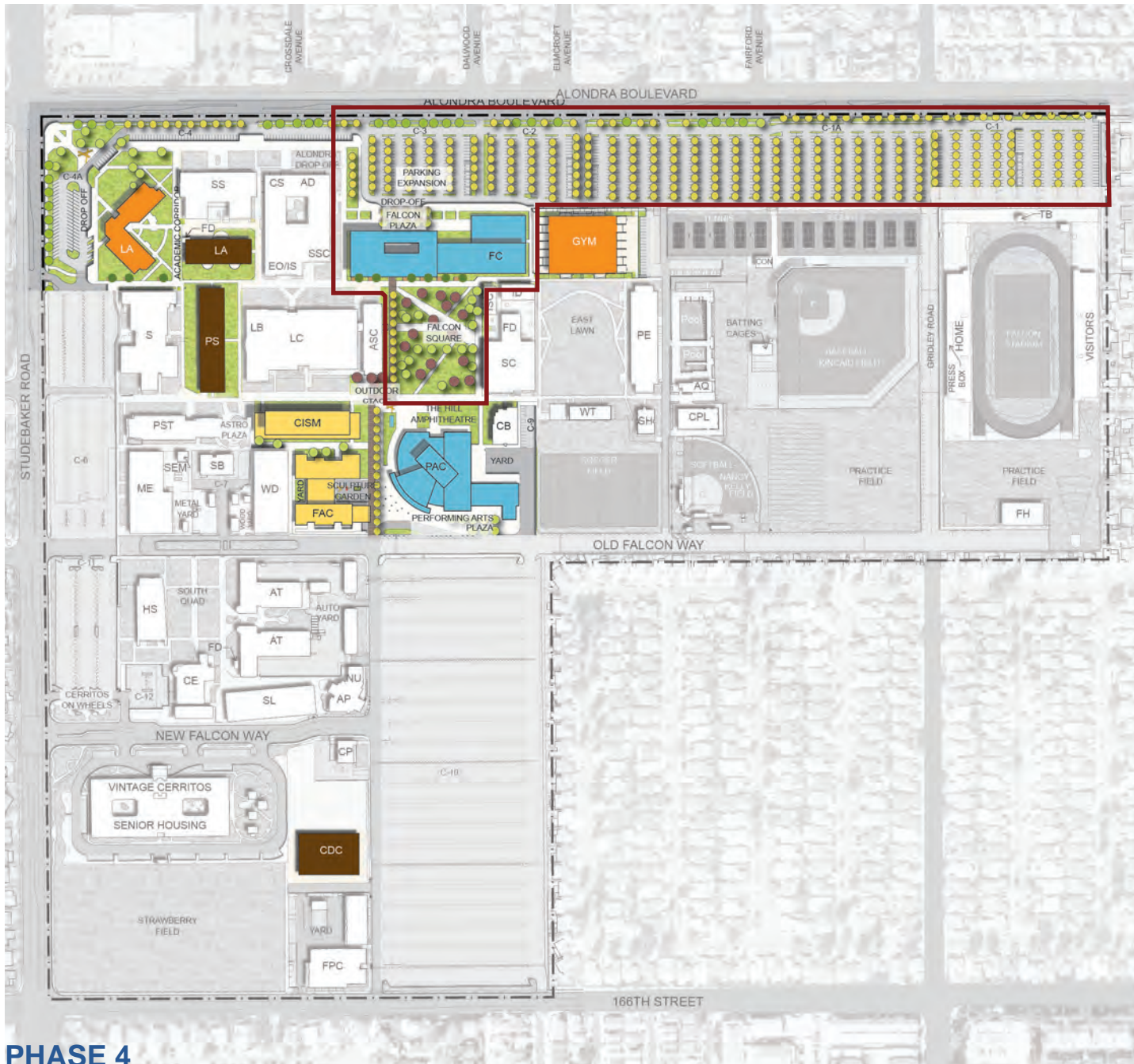
Construct

- Falcon Center (FC)

Swing Space

- Liberal Arts (old)
- Physical Science (PS)
- Bookstore (location TBD)





BUILDING KEY

- AD Administration
- ASC Academic Support Center
- AQ Aquatics Center
- AP Automotive Partners
- AT Automotive Technology
- CB Classroom Building
- CDC Child Development Center
- CE Community Education
- CON Concessions
- CP Campus Police
- CPL Central Plant
- CS Career Services
- EO/IS EOPS / International Students
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- WD Wood Manufacturing Technology
- WT Weight Training

- CISM CIS/Mathematics
- FAC Fine Arts Center
- FC Falcon Center
- PAC Performing Arts Center



PHASE 4

PHASE 5

Demolish

- Child Development Center – temporary (CDC)
- Field House (FH)
- Liberal Arts (LA)
- Physical Education (PE)
- Physical Sciences (PS)
- Student Health & Wellness (SH)
- Santa Barbara Building
- Weight Training (WT)

Construct

- Business Education/Language Arts (BELA)
- Cosmetology (COS)
- Field House Complex (FHC)
- Food Pavilion (FP)
- Health Wellness Complex (HWC)





PHASE 5



2011

December 7, 2011

CerritosCollege

Facilities Master Plan Cerritos Community College District