MASTER PLAN 2002
LOS ANGELES VALLEY COLLEGE

LOS ANGELES COMMUNITY COLLEGES

May 10, 2002

M A S T E R   P L A N   2 0 0 2
L O S   A N G E L E S   V A L L E Y   C O L L E G E

Dr. Tyree Wieder, President
Los Angeles Valley College
5800 Fulton Avenue
Valley Glen, California 91401-4096
(818) 947-2600

Mark Drummond, Chancellor
Los Angeles Community Colleges

Spencer/Hoskins associates
Architecture & Planning
James G. Spencer, AIA Principal
2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576   FAX (626) 398-7438

May 10, 2002

*Master Plan 2002 reflects the college's mission to provide
educational programs and services in an attractive and
accessible learning environment.*

Los Angeles Valley College was established in 1949, with twenty-three faculty members and four hundred thirty-nine students. Today, enrollment is approximately nineteen thousand students. Valley College has had a distinguished history, and now we are looking forward to a rich future. Since our doors opened, we have provided educational opportunities for over a million and a half students. This college has grown up with the San Fernando Valley, and has played a major role in its economy and its cultural life. Today, our campus is truly a microcosm of the diverse world in which we live, as evidenced by the many nationalities represented by our students, faculty, and staff. This new diversity adds richness to our campus that is reflected in our curriculum.

Now we look to tomorrow, designing new curriculum and facilities to meet the needs of our current and future students. Our traditional curriculum will continue to provide students with the skills needed to be successful in their chosen field, but will also include the technology and critical thinking skills needed to be competitive in a competitive global economy.

The educational/facilities master plan is a first step in preparing the college to effectively continue its outstanding record of providing educational programs to meet the needs of the community we serve. This planning document is dynamic in nature in that it lays a foundation for the future of the college, but will continue to be revised as the college faces new challenges and opportunities. Many faculty, staff, and students spent hours of review and discussion developing the concepts that form the bases of this foundation. They are to be commended for their earnest efforts.

We are proud of our first fifty years, and we look forward to providing for the next million and a half students with the Monarch pride and the Valley College spirit that has made this college the outstanding institution it is now and will continue to be in the future.

Dr. Tyree Wieder, President

Los Angeles Valley College

Annie Goldman, *Community Services & Extension*
Roy Havenhill, *Biology*
Dr. Don Hayes, *Theater Arts*
Tom Hiltabiddle, *Business Office*
Richard Holdredge, *Learning Center*
Gary Honjio, *Men's PE*
Dr. Al Hutchings, *Emergency Services*
Annette Jennings, *Business/Office Administration*
Jeff Kent, *Technology*
Gary Kovnat, *Biology*
Charles Long, *Operations Services Manager*
Pete Lopez, *American Cultures*
Dana Lubow, *Library*
Rod Lyons, *Journalism, Photography*
Chauncey Maddren, *Music*
Tino Manzano, *Associate Dean Student Services*
Leon Marzillier, *Academic Senate; Mathematics*
Jorge Mata, *Technologies*
Dave May, *Library*
Sandy Mayo, *PACE*
Rodger McGinness, *Dean, Academic Affairs; Business*
Larry Merkle, *Child Development Center*
Michael Mertens, *Music*
Glen Milner, *Economics*
Florintino Monzano, *Student Union, Matriculation*
Larry Nakamura, *Biology*
Christi O'Conner, *Bookstore*
Lauren Okayama, *Family & Consumer Studies*
David Ogne, *Plant Facilities*
Mary Pangonis, *Business/Office Administration*
Pete Parkin, *Theatre*
?, *Admissions*
Eileen Pearl, *Classified Staff*
Hannah Pettersson, *Cooperative Education*
Barbara Ralston, *Financial Aid*
Dr. Harold Ravich, *Philosophy*
Margaret Redmon, *Admissions*
Dennis Reed, *Dean, Fine, Performing & Media Arts*
Doris Richardson, *EOP&S/CARE*
Carole Rosales, *Health Science*
Ramiro Rosillo, *Counseling*
Karen Roy, *Biology*

Alan Sacks, Chair, *Media Arts*
Dr. Carmen Salazar, *Foreign Language*
Synthia Saltoun, *Career/Transfer Center*
Steve Saltzman, *Psychology*
Cindy Sardo, *Director of Public Relations*
Sako Sefiani, *Chair, Technology*
Luz Shin, *Chair, Math Department*
Frank Sinsheimer, *Health Science*
Dr. Shannon Stack, *Media Services*
Rosemary Smith, *Student Services*
Dr. Kathleen Sullivan, *DSP&S*
Eric Swelstad, *Cinema/Media Arts*
Karlyne Tan, *Women's PE*
Carlie Tronto, *Dean, Academic Affairs; Physical Education*
Randy Tuinstra, *Sheriff's Office*
Dianne Wintrob, Chair, *Music*
Tom Yacovone, *Sociology, Honors*
Adrienne Zahler, *Speech*
Alfred Zucker, *English*
Marv Zuckerman, *Dean, Academic Affairs; English*

Spencer/Hoskins associates, architects and planners

James Spencer, AIA
Michael O'Brien
Heather Baraga
Tania Goffee
Sarabeth Nolan
Damion Swenson-Scott

Consultants

William Fellers, *Educational Consultant*
Jim Pell, Ph.D., *Educational Facilities Consultant*

Educational Planning Associates
Dr. Grace N.Mitchell
Dr. Ernest H. Berg
Charlotte Alexander, *Editor*

EDUCATIONAL MASTER PLAN

FACILITIES MASTER PLAN

LINKAGE BETWEEN EDUCATIONAL AND FACILITIES MASTER PLANS

INTRODUCTION

Before commencing the study of Los Angeles Valley College, it is helpful to understand what a master plan is--and is not--as well as the important principles and rules which govern planning in the California Community College System. Also important are examples of what others are doing in the way of planning and how best for Los Angeles Valley College to priority rank and implement its own master plan.

MASTER PLANNING

Master planning is a process by which institutions revisualize themselves in light of past experience, environmental influences, projections, and future goals. The plan should not be driven solely by current data and other quantifiable information. It should also recognize qualitative considerations such as political and social influences, and the decision making processes.

The main benefit of a master plan is in defining a logical structure for projected growth using the principles of design which are applicable and practical for the individual college. Building designs need to be as flexible as possible in order to accommodate the continuous state of change in educational teaching/leaning processes and regulations. If successful, a plan will identify both the direction a college is headed and, most importantly, where it wants to be in the future.

Planning proceeds with the assistance of a consultant trained in interpreting the forces which influence physical and programmatic development. Often the consultant is also able to see the college from a new perspective. In addition, the ideas of as many of the constituents of the college as possible are considered. This includes the help and thinking of staff, students, community members, representatives of regulatory agencies and others.

The analysis proceeds from the general to the specific and from the past, through the present, to a projection of the future. It is particularly important to visualize the college as it relates to all aspects of its environment: a holistic approach. Both internal and external forces are considered. The relationship among the parts, and of the parts to the whole, is extremely important.

The past is studied and analyzed to determine its affect on the present and future. This should include political and emotional considerations, as well as the processes by which changes have occurred. A master plan can naively recommend an "ideal" future which may be politically or emotionally infeasible. It is better to operate within the realm of the possible to avoid the frustration of a process which leads to an unrealistic and, therefore, unimplementable plan. Analysis of data about the past may also reveal demographic and other trends which can project estimates of that which the future will bring.

The result of master planning, beyond the benefits of the process itself and the consciousness it brings, is a vision of the future - a set of schematic drawings laying out approximate feasible locations for new buildings, additions to buildings, driveways, parking areas, walkways, outdoor focal points, physical education fields, pools, etc. It contains little detail about what goes inside the buildings beyond a listing of functions and areas needing expansion. In essence, it shows the "footprint" of buildings, green areas, and paved areas, and their relationship to one another.

This report, as a vision of the future, is not intended to be prescriptive but rather a "living" document which will change as conditions change. Because the future is always seen though the "lenses" of past experience and present conditions, no master plan can be expected to be static. In using statistical projections, particularly the longer term data, it should be recognized that actual growth patterns frequently go astray of the tidy, predictable curves depicted by statistics. The most far-reaching conclusions may, in the light of developments unforeseen during the initial stages, be proven wrong. When these changes occur, the timing and sequencing of individual developments will of necessity need to change. But the broader trends and the ultimate outcome are much less likely to change. It is therefore important to see planning as an on-going process. "The Plan" represents an arbitrary cut-off point or "snapshot" of a single point in the process. It is not, nor should it be, absolute. It should be continuously reviewed, revised, and kept alive.

EDUCATIONAL MASTER PLANNING

It is essential that every community college district develop an Educational Master Plan which provides the "road map" for future planning and development. This is not only a sound practice, but is required by the California Community College Chancellor's Office as a prerequisite to submitting a Facilities Master Plan.

This plan should be dynamic yet changeable as conditions which affect the educational programs change. Development of the plan should involve as many of the college community as possible and should be broadly supported. Yearly periodical review of the plan is needed and revisions made as conditions change.

The educational plan itself should be based on the *Mission* and *Philosophy* statements of the District and its Colleges and should reflect a priority concern for what is best for the students and what can be done in the future to enhance student access

and success. An Educational Master Plan is designed to describe current programs and the direction which these programs should take in the future. For instructional programs, this includes proposed changes in technologies and educational delivery, new programs and classes to be offered, deletion or revision of current programs, equipment and facility needs, and other needs that will improve programs. For related services, the plan will have the same components except for the inclusion of instructional programs. The emphasis should be centered on ways to improve student learning and services to students within the constraints defined by the State Code and Board Regulations, financial support and program cost, present facility limitations, and political realities.

This plan should also include a general plan of action which describes what steps will be taken to implement the plan.

Combined Educational & Facilities Master Plan

This report represents an integration of two areas of planning: 1) educational/operational planning, and 2) facilities planning.

There are distinct advantages of such a combined effort. By combining both into one report, each must be written into the context of the other. The facilities plan is by necessity "written to" or in response to needs or requirements expressed in the educational plan. However, the realities of funding and the limitations imposed by what "already exists" forces the educational plan in turn to acknowledge the facilities plan. In that sense, each is written to the other with the goal of producing a realistic and responsive document.

The main benefit of a master plan is the determination of a logical structure for ordered growth and change following general planning principles while incorporating the flexibility to accommodate the vicissitudes of educational development and regulations.

State Codes and Regulations

The planning process must take into consideration the State Code and Regulations. Such laws and regulations as: the 75% / 25% full-time/part-time ratio of faculty; the 50% law which requires that 50% of the operating costs be spent for instruction; funding caps which limit growth of the district; collective bargaining which determines class size limitations and other working condition issues; graduation requirements; prerequisite regulations; requirements for categorical programs; and other laws and regulations have a great influence on long term planning.

Long-Term Budgetary Considerations

Long-term planning in the California Community Colleges has become increasingly difficult because of inadequate funding during the past two decades. Though financial conditions have recently improved, especially with the 2001 passage of a 1.2 billion dollar bond for facilities for the Los Angeles Community College District, the prospect of inadequate funding will likely return in the future in response to economic and demographic cycles. This uncertainty makes a definitive time line for planning difficult or impossible. This should not however deter the development of a Master Plan, since every district and college needs to know where it wants to go in terms of educational programming and then determine the best way to get there within the constraints imposed. The action plans may take longer than originally projected, but with perseverance and ingenuity many of the goals can be reached.

Cost-Benefit of Programs

It is important that student and community needs be given first consideration in the planning process, but it is also necessary to consider the cost/benefit of programs and services. Some programs will cost more than others due to high equipment costs, low teacher-student ratio, large or inefficient use of space, and other cost considerations. With funding caps in place and a need to serve as many students as possible within the financial constraints, it is even more important to analyze programs for their cost effectiveness and the benefit to students. For example, a high cost program which serves only a few students and which is not a high community priority might be replaced by a high priority program that would serve more students for the same cost. The cost consideration must be an important part of any program review.

Improved Facilities Utilization

The facilities master planning process must take into consideration the lack of known funding sources in the future. The state funding for capital projects is contingent upon bond issues passing and/or the development of alternative revenue sources. The State is also looking at better use of current facilities and alternative instructional delivery modes to lessen the need for additional buildings. Even if a college does qualify for additional buildings according to State formulas, they may not be funded because high on the State's priorities is bringing older buildings up to date, particularly where the costs are significantly lower than equivalent new construction. Other alternatives which include other funding sources and/or better use of present facilities must be included in future planning considerations.

Classroom Scheduling

Scheduling classes to provide the best opportunity for students is difficult at best. There are multiple factors which must be considered, including: faculty preference of rooms, availability of rooms, size of rooms, special equipment needs, physical adequacy of rooms to teach certain kinds of classes, availability of faculty block class scheduling, and conflicts with other required courses. There are also the political/social issues which affect scheduling: such as faculty members wanting to teach classes during the morning hours and the perceived "territorial rights" of departments and individual faculty members. The process is a complex one, and is

one which requires concentrated attention to best serve students while efficiently using facilities.

Classrooms and labs are often assigned to a Department which is given "first scheduling rights" to such space. Others may use these classrooms once those with first scheduling rights are assigned. This function is handled by the Office of Academic Affairs.

Room seating capacities need to be matched with anticipated class sizes in order to best use classrooms according to State formulas. Proper scheduling will result in the most efficient use of facilities while providing course offerings which are in greatest demand by students.

In the future, it is important that the scheduling of classes continue to have as its first priority the needs of students. This means that every effort needs to be made to best use space by coordinating classroom size with the anticipated enrollments.

Year-Round College
The State, through its Legislative Analyst Office, completed a study in early 1999 of the feasibility of year around operations at its three segments of higher education: University of California, California State University, and the California Community Colleges.

The study entitled Year-Round Operation in Higher Education has been presented to the California Legislature in the form of "major issues facing the Legislature." It postulated that there is excess capacity in all three segments to serve more students. However, given projected enrollment growth in the coming years, the segments will soon run out of room.

Original 1960 Higher Education Master Plan
The study cited that the State's original higher education master plan called for year-operation of campuses. A 1955 report, the Restudy of the Needs of California Higher Education, recommended "that the college campuses convert to year-round opera-

tion so that they can use all their existing facilities before building new facilities or campuses." In 1964, the Legislature provided funding for year-round operations.

The instigator of the 1960's need for year-round operations was the "Baby Boom" which was inundating the colleges roughly 40 years ago. The current effort is being instigated by a similar surge in enrollments caused by the "Echo of the Baby Boom".

The study recommends year-round operation as a means of extending the capacity of the facilities in order to meet at least part of the future enrollment growth. It projects the following enrollment growth for each segment from 1998 to 2007-08:

Full-Time-Equivalent (FTE) Students (Adjusted*) Annualized			
	1998 Enrollment	2007-08 Projected Enrollment	Enrollment Increase
UC	139,059	176,000	37,000
CSU	248,814	325,000	76,000
Comm. Coll.	920,300	1,110,000	190,000
Totals	**1,308,173**	**1,611,000**	**303,000**

*FTE numbers have been adjusted downward to reflect only enrollment that generates a need for space on campus

Application of Year-Round College in 1999
Conclusions reached in the Year-Round Study include: "By operating their campuses in summers as they do in non-summer months, the higher education segments could increase the number of students they serve by one-third without increasing peak enrollments in any term above current capacities. Year-round operation not only allows for the efficient use of existing state resources, but it would avoid the expenditure of potentially billions of dollars in limited state capital outlay resources. Given the current infrastructure demands on the state, these are savings the state cannot afford to pass up."

The Year-Round Study has yet to be debated within the college and university governance structures throughout the State. Therefore, it is premature to suggest that the recommendations of the Study will be implemented to the degree recommended, if even at all.

Adjoining Districts Share Students
Specifically for the community colleges, the Study suggested that prior to year-round operation, adjoining districts within reasonable commuting range be required to make joint use of existing facilities and academic programs by directing out-of-district students to campuses with available space and programs.

Impact of New Technologies and Methods in Educational Delivery
The rapid development of new technologies has opened wide the opportunity to revise, improve, and expand the learning environment for students. Many educational institutions are taking a fresh look at how they might improve learning experiences for students through the use of technology. Most of the approaches being considered do not diminish the role of the instructor, but instead change the role to one of a _facilitator of learning_ rather than a _provider of information_. The instructor then becomes even more involved in the learning process.

The learning environment has changed considerably in colleges over the past few years and it is speculated that the classroom of the 21st century will be much different than today.

Much of this stems from the impact of technology. For example, the computer has been and will continue to play a growing role in this changing approach to teaching and learning. The computer used in conjunction with the CD ROM is another learning tool which can be used to great advantage to develop interactive individual learning experiences. Other technologies such as distance learn-

ing through interactive television, Internet, E-mail and other media sources are growing in use.

Lap Top "Docking" Stations

It is feasible that in the future every classroom will include a television monitor or projection TV unit and one or more computers depending on the application and subject matter. As time progresses and computers become more compact and lower in cost, it is likely that students will be required to purchase their own portable computers—much like they are required to purchase their textbooks today. Instead of the college providing computers in every classroom or lab, it will only need to provide network tie-ins at each work station -- essentially "docking" stations.

Networking

Internet and local networking is an integral part of that system. For example, using the computer and multi-media technology, simulations provide experiences for students that would otherwise not be available. There is probably not one course on campus where computers cannot be used to advantage. Access to a computer and computer literacy will be requirements for every student in the future.

Networking is a critical part of the technological learning environment of the future. These networks need to be designed with large bandwidth and speed to handle the growing demands of text, graphics, audio, and video resources. Students and faculty will have computers at home and will need access to the libraries, assignments, campus resources or other services through dial-up access. For some students, colleges will need to provide access to this technology on the campus. With proper networking, the campuses can put themselves in a position to provide gateways to the growing resources both inside and outside the college. The computer of the future is not the PC on a desk, a file server in an office, or a mainframe on a computer room floor. The computer of the future is a network connecting all of these systems. Proper-

ly designed, new network technology will provide a cost effective system through facilitating the sharing of information, telecommunication, computing, and human resources. Radio frequency wireless technology will make it even easier and less costly to implement networking.

Phoenix-area Facilities

An example of community colleges aggressively moving toward the expanded use of computers for learning is Glendale Community College and Estrella Mountain Community College Center, both campuses are part of the Maricapa Community College District, Phoenix, Arizona.

Glendale College High Tech Centers

Glendale College (Glendale, Arizona) has established two large computer laboratories (called High Tech Center I and High Tech Center II) which include entire courses being offered through the computer in an interactive mode on an open-entry/open-exit basis. Instructors and assistants are available at all times to help the students. In the fall semester of 1995, there were 85 sections of English offered through this mode. Many other courses from other areas were also offered. This has proven successful for them in terms of learning and student satisfaction.

High Tech Center #I , Glendale Community College, Maricopa County Community Colleges, Arizona

Innovation Center, High Tech Center II, Glendale Community College

When a new methodology such as this or other innovations are implemented, it is also necessary to retrain faculty and staff. Included in the Glendale College Computer Lab is an area called the Innovation Center where faculty are trained to develop courses using this mode.

Rio Salado College

Also a part of the Maricopa County Community College District is Rio Salado College. Rio Salado is specifically dedicated to distance learning. It provides most of its curriculum through distance education and independent learning. They use video tapes, live video, and other materials for this process through both home learning and at outreach sites throughout the community.

Rio Salado College is largely a campus without walls. And the "walls" which do exist are distributed throughout the greater Phoenix area in the form of outreach facilities housed in shopping centers and similar non-traditional educational venus.

Estrella Mountain Community College Center

Newest at Maricopa County Community Colleges is the Estrella Mountain Community College Center which combines library, remedial learning, independent learning, and distance learning into a single integrated information resource center. Called the Information Commons, it provides most areas of

Information Commons, Estrella Mountain Community College Center

independent learning and information resources under one roof and in coordination with conventional classroom instruction. Upper division degree applicable courses are offered by Northern Arizona University in the distance learning lab in the Information Commons as well as simultaneously at 12 other community colleges throughout the state of Arizona.

There are many new technologies available which provide an opportunity for faculty to develop new approaches to educational delivery which enhance learning and provide more educational opportunities for students. Not only are many technologies available, but as we move into the next century, there will be technologies available which are yet to

Distance Learning Lab, Estrella Mountain Community College Center

be developed. It is essential that the technologies be assertively evaluated to determine how they might be used to supplement and/or replace present approaches to teaching and learning so that the colleges not only improve them, but also reduce the cost per student. The classroom of the future could look much different from today's classroom.

CALIFORNIA VIRTUAL CAMPUS

The State Chancellor's Office for the California Community Colleges has committed extensive resources to developing and expanding the online possibilities throughout the state. The California Virtual Campus (CVC) is the established network for the state, not just community colleges, providing the technical support and training needed for faculty and staff to offer online education and services. One of the goals is to centralize efforts, thereby reducing the overall cost for each individual campus.

The State, through the CVC, has funded five centers, each housed on a community college campus. Four of the Centers offer server access, technical support, delivery platform options, and appropriate training for faculty and staff. The fifth Center, housed at De Anza College, more exclusively devotes its resources to faculty and staff training opportunities, especially emphasizing design features and universal accessibility concerns. Currently, over 130 institutions, offering more than 3500 courses, are part of the CVC Network.

A recent survey conducted by the State Chancellor's Office (Fall 2001) indicates that, even though currently only 1% of the California Community Colleges offer a full degree program via distance education, many campuses are developing distance education opportunities for their students, including increasing attention to making "distant student services" available as well as courses. The top three pedagogical concerns as this development takes place are Student Learning, Faculty Training, and

Curriculum Development/Approval. Survey results indicate the following for those from the Community College system who responded:

- nearly 50% offer distance education options for their students
- nearly 30% are working on expanding their distance education program
- nearly 20% are adding new methodologies to their distance education options

PRINCIPLES OF FACILITIES PLANNING

The following sections describe the general principles of facilities planning as they apply to California community colleges in general. Specific application of these principles are included in the detailed chapters on each of the campus facilities.

As was described for education master planning, there is a need to develop a physical plan with which to guide the growth and change of a campus. The plan must reflect and coordinate with the educational plan. At the same time facilities and the ability to accomplish growth and change will inherently limit or dampen the possibilities in educational planning.

This is due to the fact that while educational ideas can change and evolve quickly, buildings and the other physical aspects of a campus are slow to build and even slower to change. Public education construction funding is always well short of the need and there is built-in inertia in publicly funded projects. There are also State standards and Codes which limit the quantity of space and how that space can be used. For that reason, the educational plan must determine the facilities plan. There is a circular relationship in this regard between educational and facilities planning. Each is dependent upon the other.

Community College Growth & Change

Community college campuses are uniquely difficult to plan because of their potential for growth many

times their size at inception - sometimes ten times and more. Maintaining a coherent campus design where all functions remain harmoniously in scale with one another throughout the various stages of growth becomes almost geometrically impossible. This is aggravated by the fact that most community colleges tend to grow and evolve over long periods of time rather than quickly in a decade or less. They are subject to changes in code and regulation, construction materials and techniques, styles and public taste, technology, and most importantly how they are used and organized from within. They are also subject to changes in Board composition, administration, faculty, and students. The economy and population of the area served can change substantially over time; therefore, needs for different educational programs and teaching delivery processes.

Los Angeles Valley College is one of nine colleges in the Los Angeles Community College District. Most of the Valley buildings were constructed in the latter part of the 1940's with its newest building, Campus Center, constructed in 1971. Early the campus design lost its scale harmony as a result of installing of 72 modular units on the southwest portion of the campus. Fifty years later the college is dependent upon these units for classrooms and services. These along with a preponderance of classroom buildings on the south end of the campus has resulted in geometrically lopsided flow of students. It is a campus without a core.

Valley reached a peak enrollment of 24,167 students in 1975. This compares with 15,682 students enrolled during the Fall 1999 semester, a 35.1 percent decrease.

The student population and the communities served have changed substantially over the past 25 years. For example, in 1975 80.7 percent of Valley's students were white, in 1999 35.5 percent were. This compares with significant increases in Asian and Hispanic students, Asian students increased from 208 to 13.9 percent and Hispanic students from 9.5 percent to 39.1 percent over the same period.

Today Los Angeles Valley College serves a student population that 45 percent come from homes in which a language other than English is spoken, a substantial number are from low-income families and 28.8 percent list transfer to a university as their educational goal (Fall 1996 Student Survey by LACCD: p.11 says 57% respond "important" to "prepare to transfer to a 4-year college"; p.15 says that 39% desire a 4-year degree or better). Some 36.2 percent list vocational preparation as their goal. Only 1.65 percent of the Adult population served by Valley are enrolled at Valley. Only 3.25 percent are enrolled in a community college.

PRINCIPLES OF CAMPUS DESIGN

The following are generally accepted design guidelines for community college planning:

1. *The design of a campus is largely defined and perceived by its outdoor space rather than its buildings.* Outdoor space and landscaping provide a campus with a unifying circulation network, a campus environment, a feeling of orientation, and most importantly a sense of identity.

2. *Open-ended linear campus organizations tend to be superior to circular or other closed organizations.* The classic Jeffersonian linear campus plan of buildings lining both sides of a landscaped mall left open for growth can be superior to other plans. Open spaces that "grow" with the buildings will tend to be roughly proportionate with the needs of the building and their occupants.

3. *Most functions within a campus should be within a 10-minute walk of one another.* This is based not only on the 10-minute passing time between classes, but also on the traditional scale of villages and other successful pedestrian environments defined by comfortable walking distances.

4. *Ideally, every function should be "open-ended" to allow for future expansion.* The Library in particular needs space around it for future expansion. Unlike some other functions, it needs to remain in one building.

5. *Planning should strive to achieve maximum flexibility within each building for changing needs.* Open frame modular grid building construction is preferable to bearing wall construction because of this greater ability to accommodate change.

6. *Interdisciplinary functions should be more accessible and nearer the campus center:*
   - Classrooms & Lecture Halls,
   - Library,
   - Student Center & Bookstore,
   - Student Services,
   - Learning Assistance & Self-Paced Instruction,
   - Open, Self-Paced Computer Labs,
   - Interdisciplinary Computer Center.

7. *More specialized functions need not be as close to the campus center:*
   - Labs, vocational-technical space,
   - Faculty offices,
   - Administrative offices,
   - Theater,
   - Physical Education,
   - Maintenance/Warehouse facilities,
   - Child Development Center.

8. *Some functions are better on an edge of campus near public access:*
   - Administration,
   - Student services (admissions),
   - Theater/Performing Arts,
   - Physical Education,
   - Gallery and Exhibit.

9. *Parking should not be favored over building locations.* The introduction of parking and vehicular streets to older campuses should not result in fragmentation and loss of coherent campus structure.

10. *Parking lot expansion should parallel the sites of building expansion.* Again, this is best accomplished through a linear campus organization where parking lots are constructed in parallel with the buildings and left open-ended for growth as the buildings grow.

11. *All parking lots should, if possible, be interconnected by on-campus roads.* Because community colleges can be one of the biggest traffic generators in a community, they can severely impact off-campus traffic without an interconnecting network of on-campus roads.

12. *All student parking lots should, if possible, be equal distance from the campus core - or at least to the respective areas they serve.* By doing so, less traffic congestion is created by students seeking close-in parking.

STATE CHANCELLOR'S OFFICE GUIDELINES & RULES

The State Chancellor's Office has in recent years changed or refined its recommended guidelines to reflect the post-Proposition 13 budget constraints and to incorporate lessons learned from the past. The following are some of their informal guidelines followed by the current Priority Criteria for State Funding of various project types and the Title V Regulations which govern entitlement for space (Specific application of these are included in later chapters):

Informal Guidelines

- District Boundaries no longer define the service area of a particular campus. With the adoption of 'Free-flow' in the mid-1980's, students can attend whichever campus meets their needs without special admission or additional fees. The potential effect of this is to redefine the service area of each college from traditional legal boundaries to other criteria such as driving times, curricula, or programs.

- Campuses should not be closer than 10 miles to each other, and in rural areas can be considerably farther apart. Research has found 20 minutes the ideal limit and 30 minutes the maximum commuting time, with a noticeable drop-off in participation as driving times increase. This suggests campuses be spaced at a 40- to 50-minute drive apart. In non-congested rural areas, this means campuses may be spaced as many as 70 miles apart and still adequately serve the region. But in dense urban ares with heavy traffic congestion, the distance between campuses may need to be fewer than 10 miles.

- Roughly 40,000 to 45,000 WSCH (weekly student contact hours) seem to form the minimum "critical mass" to support a full-service campus. Below that figure, except in isolated rural areas, there appears to be insufficient enrollment to sustain a governing structure. This is especially true where there are nearby competing campuses.

- For a satellite center to be considered for capital outlay support, it should be capable of generating 500 FTES (full time equivalent students) or roughly 16,500 WSCH by the third year of operation. This is not intended to discourage smaller operations which can be accommodated without capital outlay support in temporary rentals or portables.

- Where a new full service campus or college is ultimately anticipated, the area of the site should be at least 100 acres and preferably 120 acres. This is a decrease from the 125 to 150 acres which used to be recommended. Where large-scale P.E./athletics programs, space-intensive lab programs such as agriculture, or simply large enrollments are planned, additional space should be considered. However, it should be noted that there is no legal definition as to the minimum required campus acreage.

- Where a campus is expected to remain a center, the area of the site should be at least 50 acres.

Fixed or Prescriptive Rules

The following are the current rules under which the qualification and funding of community college space is governed and justified. Projects seeking state funding before 2002 are subject to three categories of use. After 2002, the number of categories is increased under new rules to six. In addition to the six categories, a point system has been introduced to improve the fairness and equality of the system of funding projects throughout the state.

Priority Criteria for State Funding Before 2002

The following is a paraphrasing of the priority criteria in place before 2002, as summarized in the Chancellor's Office's Facilities Planning Manual, formerly called the Capital Outlay Handbook:[1]

* The Facilities Planning Manual for the California Community Colleges, November 1997, Chapter 3.3 Priority Criteria for Capital Outlay Projects, p. 3.

Category A.

Activate existing space

    A-1   Safety hazards/disabled access

    A-2   Equipment of previously funded projects

    A-3   Emergency infrastructure work

Category B.

New space or remodel existing space for instruction & academic/administrative support

    B-1   Master plans/preliminary plans where major deficiencies exist

    B-2a Renovation projects

    B-2b New construction classrooms & labs

    B-2c New construction library & learning resources

    B-3a Reconstruction academic / administrative support facilities, land acquisition, site development

    B-3b New construction faculty offices

    B-3c New construction administrative offices

    B-3d New construction other support facilities

Category C.

Other capital outlay improvements to promote a complete campus concept

    C-1   P.E., performing arts, child care/ development facilities

    C-2   Cafeterias, maintenance shops, warehouses, energy conservation & other support projects

    C-3   Other capital outlay projects to promote a complete campus

    C-4   Renewal/improvement existing instructional/support facilities

These Categories have been changed for 2002. Another development is a category for Collaborative projects wherein construction is permitted to be co-funded by other segments of public education, or through local district or private funds--these will be allowed to compete on an equal basis with conventional state funded projects.

Priority Criteria for State Funding, 2002 and On

The Chancellor's Office has developed a six-category (A-F) breakdown to replace the previous three (A,B,C) categories, beginning with 2002-03 funding year new start projects. They are as follows:

Category A.

To provide for safe facilities and activate existing space. No more than 50% of funds available in any given year.

    A-1   Imminent danger to the life or safety of the building occupants--with adequate documentation from a qualified independent third party (least cost/no growth)

    A-2   Equipment to complete previously state funded construction projects

    A-3   Seismic deficiencies--potential seismic risk (least cost/no growth)

    A-4   Immediate infrastructure failure (least cost/no growth)

Category B.

To increase instructional capacity. Up to 50% of funds available in any given year after funding Category A projects.

    ● Reconstruction of existing space

    ● Construction of new space

Category C.

To modernize instructional space. Up to 25% of funds available in any given year after funding Category A projects.

    ● Reconstruction of existing space

    ● Replacement of existing space

Category D.

To promote a complete campus concept. Up to 15% of funds available in any given year after funding Category A projects; funds may be shared wit

Categories E & F as necessary to fully fund a project.

    D-1   Physical education, performing arts, child development facilities, and other capital projects which promote a complete campus

    D-2   Cafeterias, maintenance shops, warehouses and capital energy projects

Category E.

To increase institutional support services capacity. Up to 5% of funds available in any given year after funding Category A projects; funds may be shared with Categories D & E as necessary to fully fund a project.

    ● Reconstruction of existing space

    ● Construction of new space

Category F.

To modernize institutional support services space. Up to 5% of funds available in any given year after funding Category A projects; funds may be shared with Categories D & E as necessary to fully fund a project.

    ● Reconstruction of existing space

    ● Replacement of existing space

The Eligibility Point System

Augmenting the six new categories is the development of a point system intended to more objectively measure relative priority need between the dozens of projects competing each year for funding. The point system uses four eligibility factors:

    1. Enrollment Growth

    2. Existing Inventory

    3. Assignable Square Footage (ASF) change

    4. Local Contribution

The maximum number of eligibility points in each catagory is 50; the total possible points earned for a project is therefore 200.

- Projects at campuses with rapid projected enrollment growth -- up to roughly 5,000 WSCH per year for five years -- will receive on a sliding scale up to 50 points.
- Projects at campuses with existing space shortages -- using Capacity/Load Ratios as a measure -- will on a sliding scale receive up to 50 points.
- A project that directly addresses the identified need for more instructional or institutional support space generates on a sliding scale up to 50 eligibility points.
- Projects with a significant local financial contribution -- up to 50% of the state supportable cost -- may earn on a sliding scale up to 50 eligibility points.

The point system is currently in draft form and may be subject to change. It reflects the never ending, almost impossible task of creating an objective numerical system to rank projects by need. Initiating such solutions as the eligibility point sytem are diminishing resources relative to accelerated growth throughout the state.

LAVC and the New Point System

LA Valley College could be an early beneficiary to the point system. The recent passage of the LACCD Bond Election has made available nearly $140,000,000 of funds on a 50% match basis to state funding. Dependent upon the passage of a state-wide bond, this local contribution factor can earn up to 50 of the 200 possible eligibility points for many of the projects outlined in this Master Plan.

Other categories of potential eligibility include rapid potential enrollment -- therefore WSCH -- growth, Capacity/Load Ratios such as the Library that are significantly low, and the huge inventory of temporary buildings that qualify for replacement.

Title V Regulations

California's community colleges are governed by a complex and highly variable set of rules governing certain categories of space. (This is in contrast to public K-12 schools which are governed by relatively simple space formulas for each grade level.)

Under Title V, California Community Colleges of the State Administrative Code, entitlement for space is regulated in five general categories of use:

- Classrooms (Lecture) and Seminars (110-115)
- Laboratories (210-235)
- Office (310-355)
- Library (410-455)
- AV Radio TV (530-535)

Classrooms and Seminars

Lecture space is governed by hours of use per week. Campuses are expected to use their Lecture space on the basis of 53 hours per week with 66% of their stations occupied in order to achieve 100% utilization. This translates into a formula to compute classroom entitlement of: 42.9 ASF/100 Weekly Student Contact Hours (WSCH). This is approximately 15 ASF/station.

The State has acknowledged that the Lecture formula based on 15 square feet per station is significantly inadequate—and in fact in violation of the California Building Code which requires 20 square feet per station.

Laboratories

Lab space is also governed by hours of use per week. All campuses regardless of size are expected to use their Lab space on the basis of 27.5 hours per week with 85% of the stations occupied in order to achieve 100% utilization. This however translates to a series of variable area calculations which depend upon the nature of the Lab use. It ranges from a high of 856 ASF/100 WSCH (200 ASF/station) for industrial programs such as Diesel and Auto Mechanics to a low of 128 ASF/100 WSCH (30 ASF/station) for Business and Management. Because Lab programs differ considerably from campus to campus and the percentage of Lecture WSCH versus Lab WSCH can also vary,

each campus becomes quite unique in its allocation of instructional space.

Office

Office space is based on the number of Full Time Equivalent Faculty (FTEF) currently on campus (as opposed to off-campus) and projected in the near future. The formula for computing all college office needs is 140 ASF/FTEF. Of that, 80 ASF is allocated to each FTEF and the balance of 60 ASF is for all other office uses. As a result of the recent AB 1725 legislation which increased demand for office space, the Chancellor's Office is permitting AB 1725-related uses to be moved to a non-office category -- usually 680 or 250.

Library

Library space has been based on Day Credit or Day Graded (D.G.) Enrollment. It is computed on a sliding scale:

- Initial allotment   3,795 ASF
- First 3000 students   3.83 ASF/D.G.
- Between 3,000 & 9,000   3.39 ASF/D.G.
- Above 9,000 students   2.94 ASF/D.G.

The current system of qualifying for library space is under consideration for reform of the Title V standards[*].

The system using Day Graded Enrollments ignores evening enrollments which represent roughly 33% of total enrollments statewide. Furthermore, it considers only credit (graded) enrollments in the qualification of space. Statewide, graded enrollments represent 86.4% of the total. The remaining 14 percent, as well as the 33% evening enrollments qualify for no library space at all. Finally, Day Graded enrollments are not normally recorded with the college's Enrollment Projections provided by the state, but rather require an analysis of each college's 320

[*] An Analysis of the California Community Colleges Library Space Standards with Proposed Revisions to the California Code of Regulation, Title 5 A working paper prepared by Linda Demmers, Library Consultant, July 1999.

Report to ascertain the required information. This has led to misinterpretation and errors in the calculation of entitlement for library space.

The effort to reform the standards would substitute Full Time Equvalent Students (FTES) for Day Graded Enrollment criteria. Coupled with FTES as a load factor would be new formulas for the calculation of the various categories of library space.

This conversion is not expected to greatly increase or decrease the overall entitlement for library space. Furthermore, it is unknown at the time of writing this report when the new standards will be formally adopted.

AV Radio TV
AV Radio TV space is also based on Day Credit or Day Graded (D.G.) Enrollment. It is computed on a sliding scale:

- Initial allotment   3,500 ASF
- First 3000 students   1.50 ASF/D.G.
- Between 3,000 & 9,000.   75 ASF/D.G.
- Above 9,000 students   25 ASF/D.G.

It is assumed that the adoption of new Title V Library standards using FTES will also apply to the AV Radio TV standards.

Other Categories of Space not Regulated
Other categories of space currently not governed by special Title V regulations include the aforementioned office categories mandated by the AB 1725 legislation as well as independent learning (250-255), indoor physical education (520-525), cafeteria (630-635), bookstore (660-665), maintenance (720-725) and warehouse (730-735), etc. Some of these categories are governed by unpublished internal Chancellor's Office guidelines as well as 'generally accepted practice.'

The Title V space standards have not been updated in more than 30 years. In many areas they no longer reflect current needs or practice. In categories such as lecture and office, there is evidence that the allowance for space is inadequate. Newly emerging uses of space such as open computer labs, computerized lecture, and independent learning are not addressed. In response to these issues, a revamping of the space standards was proposed in 1990 by the Chancellor's Office. These were never adopted. Revision of the standards (if ever adopted) may have an impact on future planning and should be anticipated where possible.

Five Year Plans

Five Year Plans comprise the application of the Title V standards in association with the District's short-to-mid term facilities planning. Perhaps more aptly called a Seven Year Plan because of the actual number of years covered, the Five Year Plan comprises an annually updated report to the state of each District's (and each college or campus within the district) existing facilities capacities and their usage, or load.

Expressed as a "Capacity/Load Ratio," the usage of each of the five categories (Lecture, Lab, Office, Library, and AV/TV) governed by Title V is compared against the State standard. Capacity for instructional space is measured in terms of the WSCH-capacity of any given category of spaces - divided by- load, or the WSCH actually being generated, both present and future. Capacity / load ratios for Office, Library, and AV/TV similarly divide existing space, (but in terms of square footage) against what they would earn in terms of square footage. When capacity / load ratios for a given category are under 100%, there is entitlement for additional space.

Each district's Five Year Plan looks ahead six years into the future using Enrollment Projection data (future load) provided by the Chancellor's Office and the District's plans for new projects which add future capacity. Each successive Five Year Plan drops the oldest year and adds another year. The Five Year Plan is an important document referred to by the Chancellor's Office in its consideration of prospective projects.

LA Valley's Five Year Plan portrays the educational directions and facility expansion and alterations that allow the College to continue its role as a responsive educational institution committed to serving its constituency in creative and innovative ways. The college continues to offer a variety of programs, and in addition, there is a new emphasis on comprehensiveness. Valley needs to expand its offerings in accordance with its plan to become a large comprehensive metropolitan college.

Space Utilization

The utilization of space applies the same State Standards and formulas used in the Five Year Plan to compare the actual use of space against what it should be. It can be expressed by the same capacity ÷ load ratio used in the Five Year Plan or more intuitively as an inverted formula, load ÷ capacity.

With the inverted formula method (most often used for space utilization reports), a facility with too much space would come out under 100% utilization; a facility with too little space would come out over 100% utilization.

There are other methods used in calculating space utilization. These generally involve scheduling reports such as Seat Count Reports which compare the number of stations available in each facility against the number of stations scheduled or actually occupied on an hour-by-hour basis. Regardless of the method, space utilization to be accurate and correct should involve application of the Title V standards.

Space utilization can be applied on a "micro" room-by-room basis, or it can be applied on a "macro" total campus basis -- as in effect occurs with the Five Year Plan. On a room-by-room basis, it can be used to compare each department's relative efficiency in usage of space in order to improve scheduling and space assignment, or for other internal purposes.

MASTER PLAN 2002

This master plan prepares LA Valley College for the near and long term future. It addresses issues that have arisen over the decades since the construction of the original college more than 50 years ago and last added to roughly 30 years ago.

Facilities have remained surprisingly unchanged over the past 30 years, and programs are similarly unchanged. LA Valley is in a sense coming out of a "time warp", or as one administrator said: "out of a long Rip Van Winkle-like sleep."

The college for various reasons, mostly traceable to lack of funding, has until two or three years ago remained largely the same institution it was nearly a generation ago. It continues its emphasis on academics with the goal of transfering students to the local universities. Yet the demographics of the community it serves have changed dramatically and many of its students have different needs.

Purpose of this Report

This report then is intended primarily to assist Los Angeles Valley College in planning to meet the educational needs of an increasingly diverse population with increasingly complex educational needs. As a detailed planning study, it is focused on the existing campus. It does not address consideration for future off campus learning sites and satellite centers elsewhere in the area. Detailed planning for these is not a part of this plan.

Successful Passage of the Spring 2001 Bond Election

LA Valley College has encountered an almost historic opportunity for its near future. The passage of the district bond election in Spring 2001 suddenly made available nearly $150 million in funding for new and remodel construction and equipment for LAVC. This has occurred after a funding "drought" of more than 20 years with little or no new construction taking place for nearly 30 years.

Mobilizing the college for this opportunity has been a challenge; many participants during the earlier phases of the planning process expressed disbelief that it would ever occur. It required extraordinary acts of visualization and positive thinking for many in order to allow the planning to proceed.

Fortunately, the college began its planning well in advance of the bond election. It was able to develop an early vision of its most immediate needs. This helped the bond writers and estimators to develop and amend the general description of needs and budget figures for LAVC. Without this early planning effort, it is possible that the wrong priorities might have been written into the bond language, or projects badly needed would have been overlooked.

To Whom it is Written
The Facilities Master Plan part of the document as stated earlier deals with physical planning and therefore aimed at those concerned primarily with This might include planners and architects as well as the college administration and those faculty and staff who are about to be intimately involved in creating new and remodelled physical facilities.

The Educational Master Plan deals with educational and operational planning and therefore aimed at those concerned with the end purpose of educating students and serving the community. These may include those involved with operational budgeting, hiring of staff, planning for curriculum, budgeting for equipment, and the like.

Each part of the plan has, however, been prepared in response to the educational needs of the College as articulated by the faculty and staff. The completed educational master plan, found in the Educational Master Plan chapter of this document, has largely covered those issues whereas the Existing

Master Plan Committee meetings were "kicked off" by a "Town Hall" meeting with college administrators and faculty / staff on October 3rd, 2000. Photo by Michael O'Brien

Campus and Facilities Master Plan chapters of this document cover the physical planning issues.

Process

In accordance with Shared Governance procedures, this Plan established a goal of being as *inclusive* as possible. All constituents of the college--faculty, staff, administrators, and students-- were made aware of and given the opportunity to actively participate in the planning process. Over a period of 2 years, from its inception in October 200 all the way into early 2002, this involved:

- the formation of a Facilities Master Planning Advisory Group
- conducting surveys of student opinions
- conducting studies on enrollment
- interviewing faculty/staff representatives of each of 57 disciplines or services
- consulting the Educational Master Plan Task Force and educational consultants in their reinterview of a number of disciplines and with the Facilities Master Planning Advisory Group
- touring and documenting the campus
- conferencing with the president/ Cabinet
- conferring with district Program Manager, DMJM/JGM and college Project Manager, URS Construction Services
- coordinating with Viron Energy Services

Facilities Master Planning Advisory Group

The Facilities Master Planning Advisory Group included the following assigned individuals and their alternates:

- Dr. Tyree Wieder, President
- Dr. Susan Carleo, VP Academic Affairs
- Thomas Jacobsmeyter, VP Administration
- Yasmine Delahoussaye, VP Student Serv.
- Alan Sacks, Media Arts
- Dana Lubow, Library
- Leon Marzillier, Academic Senate Pres.
- Sandra Mayo, AFT/Acad. Senate/PACE
- Joanne Waddel, AFT/Womens PE

President Tyree Wieder introducing the college to the master plan consultants during the October 3rd 2000 Town Hall meeting that kicked off the process. Photo by Michael O'Brien

- Gary Honjio, PE
- David Ogne, Director Buildings & Grounds
- Eileen Pearl, AFT Classified representative
- Frank Sinseimer, Health Science
- Luis Trujillo, ASU President

Alternates

- Larry Nakamura, Biology
- Joseph Daccurso, Cinema/Media Arts
- Chuck Ferrero, Athletic Director
- Carlie Tronto, Academic Affairs

Not all individual contributions could be included in this plan, but if an individual took the time to participate, his or her opinions were given value and consideration by those more directly involved in the planning. This document represents the final stage in the process. It summarizes and documents the results of a job well done.

Master planning consultants conducting one of the 57 initial departmental interviews. Planners from right: James Spencer, Dr. Jim R. Pell, William Fellers, and an unidentified interviewee.

FUTURE GROWTH

An integral part of the planning process is projecting the future growth potential of an institution. Much research and data collecting must first be done in order to arrive at future growth potential conclusions. Consideration of population growth, participation rates and free-flow allows for relatively accurate predictions of future growth within given institutions.

Los Angeles Valley College serves a diverse and steadily growing population in the San Fernando Valley at time when both the economy and need for well-trained skilled workers is in high demand. Additional building space and the renovation of the aging, primarily single-story campus is necessary to respond to the growing community and its needs.

As the following sections of this chapter will show, participation rates are now low and free-flow of students to other colleges is high. Consequently, enrollment at L.A. Valley College is actually lower than it has been in the past, despite ongoing population growth.

Funding is Available

In April 2001 the voters in the L.A. Community College District passed a 1.2 billion dollar bond measure to improve the facilities at the district's campuses, and L.A. Valley College will benefit from its share totaling about 160 million dollars. The money is in hand to carry out much of this master plan. The improved facilities will attract more students and increase growth.

Expected Outcome

The potential for tremendous enrollment growth looms large. As participation rates normalize and nearby colleges become overcrowded, and L.A. Valley College modernizes its facilities to equal or surpass those of competing colleges, the college could easily double in size. This tremendous growth is the expected outcome for which this master plan prepares the college.
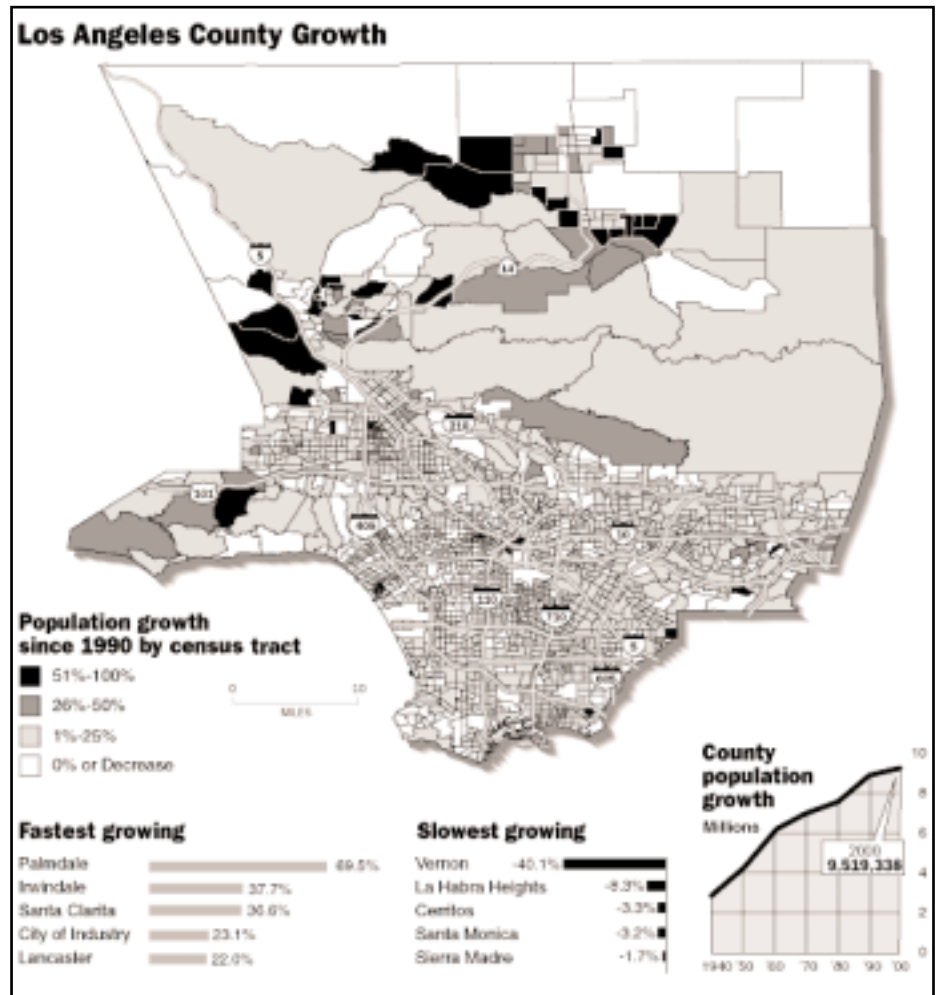
Year 2000 U.S. Census results.
Graphic courtesy of Los Angeles Times: www.latimes.com/nation/reports/census/#

PROJECTIONS OF LAVC ENROLLMENT, WSCH AND FTES

Table 1.1 shows enrollment, WSCH and FTES projections for Los Angeles Valley College for the years 1995, 1999, 2000 and 2001, and for the years 2005, 2010, 2015 and 2020.

LAVC's Service Area is defined as all zip codes surrounding the college from which at least 100 students were enrolled in the fall of 1999 as shown in the LAVC Fact Book for 1999-2000. The source for the total population of the Service Area was the Economic Alliance of the San Fernando Valley. According to the Fact Book, persons 18 years of age and older comprise 75.6 percent of the total population of the Valley, so the adult population of the Service Area was determined by multiplying the total population of those zip codes by .756. It is projected that the population of the San Fernando Valley will increase by 1.0 percent per year, and the adult populations for the other years shown on the table were computed using that growth figure.

The enrollment figures for each zip code for fall 1999 were obtained from the LAVC Fact Book for 1999-2000. The total enrollment of students residing in the Service Area was determined to be 12,213. The 1995 total fall enrollment for LAVC was 15,484. This indicates that 3,271 students attended the college from zip codes outside of the Service Area.

Table X.01 projects that the number of Out of Service Area students will increase in proportion to the enrollment through the year 2005 and will increase at a slower rate after that time. The more than proportionate increase in the college enrollment in 2000 is projected because some of the capital improvements should be completed by that time. Those improvements should result in a greatly improved participation rate for both Service Area and Out of Service Area students.

Participation rates have been calculated in two different ways. The Service Area participation rate was obtained by dividing the Service Area enrollment by the Service Area population divided by 1000. The second participation rate was computed by dividing the total college enrollment by the Service Area population for each year shown on the table. The participation rate for 1995 was 20.46

which is considerably lower than the state average of approximately 63. A major reason for the low participation rate is the general condition of the campus and the age and condition of many buildings. No new structures have been built since the 1970s.

The WSCH for 1999 was obtained from district statistics. The WSCH per enrolled student was obtained by dividing the total enrollment by the total WSCH. The figure for 1999 is 9.45, which indicates that both part-time and full-time students are carrying reasonable and normal academic loads. The WSCH per enrolled student is projected to increase very slightly in the years after 1999.

Table 1.1

Year	Service Area Adult Population	Service Area Enrollment	Service Area Rate	Out of Area Service	Total Enroll- ment	Partic ipation Rate	WSCH Partic- ipation	WSCH	FTES
1995	756,977	12,213	16.1	3,271	15,484	20.5	8.89	137,652	4,588.4
1999	796,818	12,238	15.4	3,444	15,682	19.7	9.45	148,120	4,937.3
2000	804,786	13,893	17.3	3,910	17,803	22.1	9.45	168,238	5,607.9
2001	812,833	14,111	17.4	4,376	18,487	22.7	9.45	174,702	5,823.4
2005	845,025	19,436	23.0	5,470	24,906	29.5	9.50	236,607	7,886.9
2010	887,276	22,182	25.0	6,017	28,199	31.8	9.50	267,890	8,929.7
2015	931,640	26,086	28.0	6,618	32,704	35.1	9.60	313,958	10,465.3
2020	940,956	28,229	30.0	6,949	35,178	37.4	9.60	337,706	11,256.9

Los Angeles Valley College Projections of Enrollment, WSCH and FTES -- 1995 to 2020

* Service Area is defined as all zip codes from which at least 100 students enrolled at LAVC.

History of L.A. Valley College Enrollment Growth

These charts illustrate the history over the last decades of headcount enrollment, Full Time Equivalent Students (FTES), and hours per student. The busiest semester, Fall, is shown in each case.

Los Angeles Valley College
Enrollments 1969-2000

Los Angeles Valley College
Enrollment History
1949-2000

Los Angeles Valley College
FTES–1969-1999

Los Angeles Valley College
Hours per Student
1969-1999
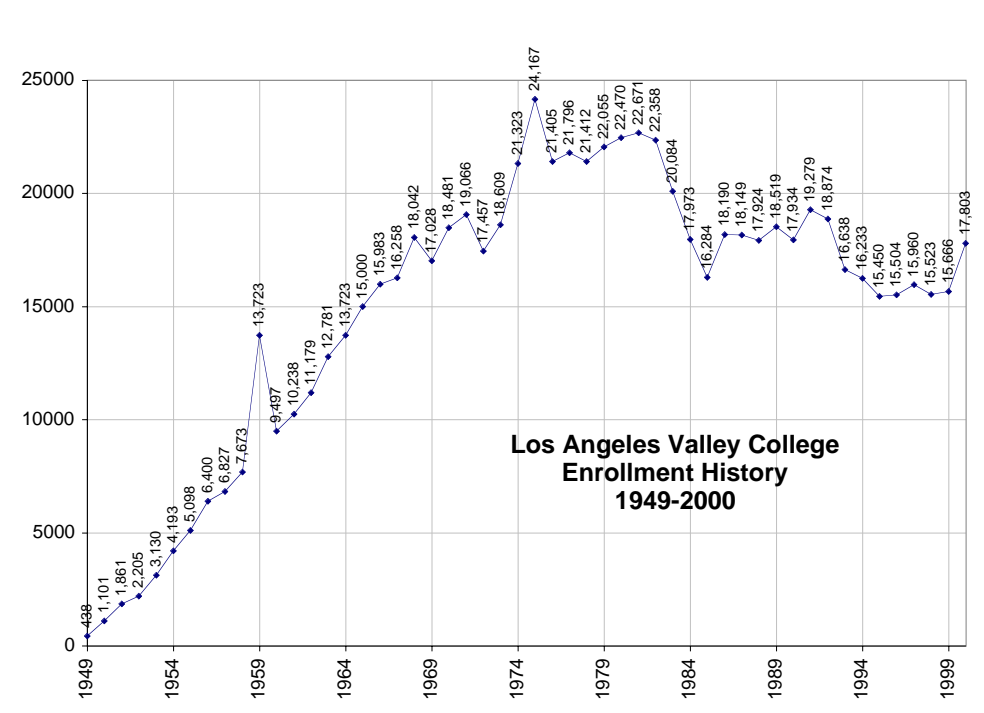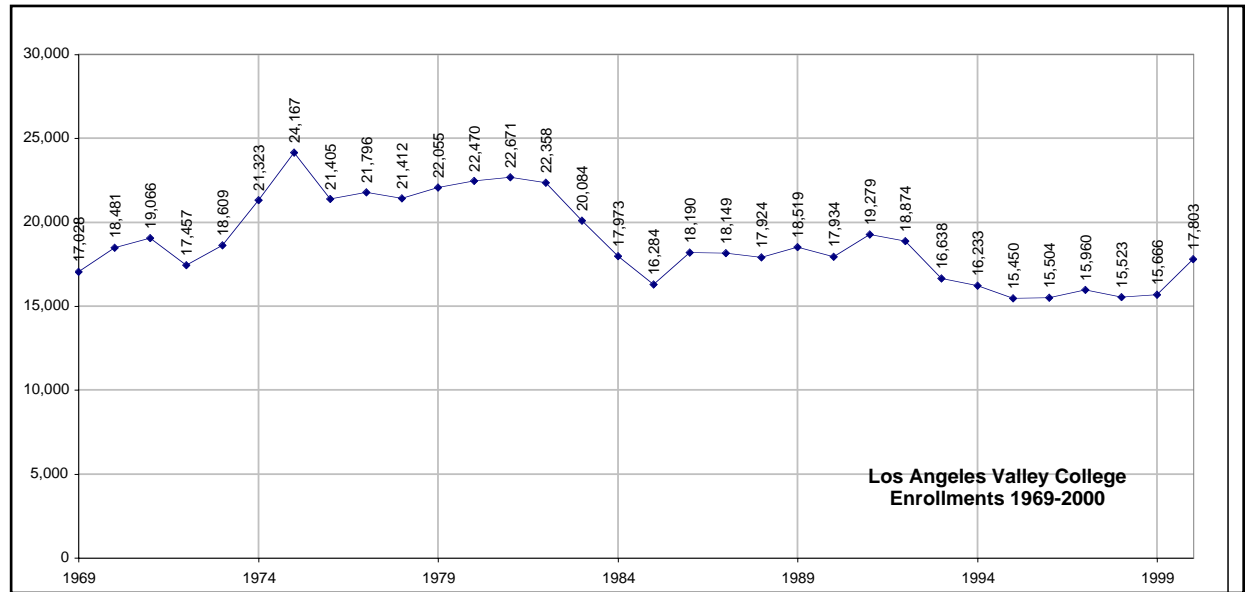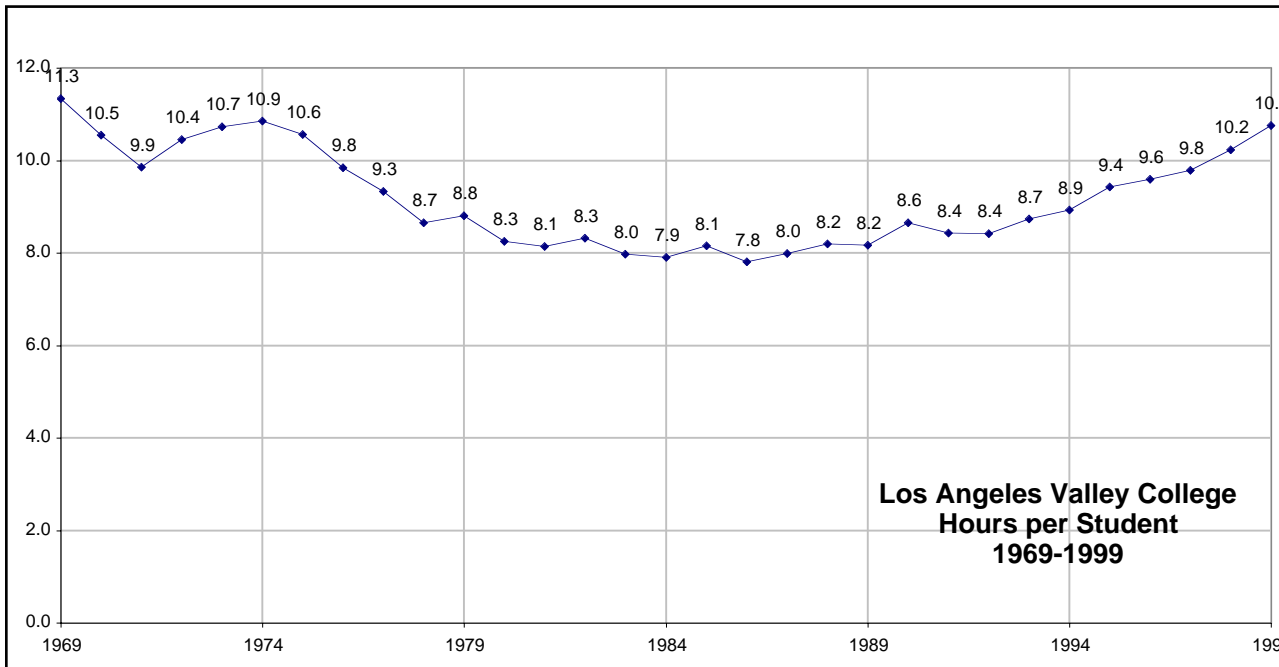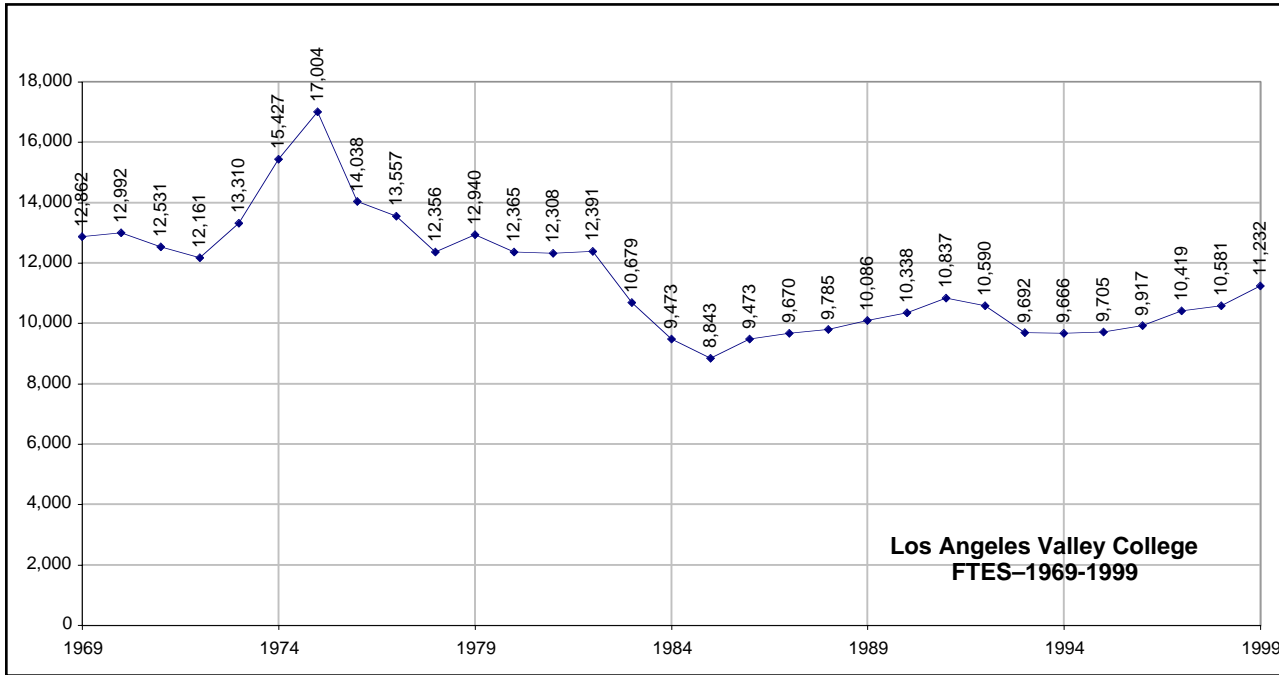
35,000 Students

This study, using reasonable and conservative parameters, projects that by 2020, LAVC enrollment will exceed 35,000 students.

For purposes of this Master Plan, two mileposts were established:

- mid term growth of 45% over 1999 to approximately 23,000 Headcount Enrollment
- long term growth of 90% over 1999 to approximately 30,000 Headcount Enrollment

These mileposts are used in the Educational Master Plan to forecast growth in Weekly Student Contact Hours (WSCH) for each program on campus. These program growth figures are then linked to proposed building project areas to develop the Facilities Master Plan.

Growth beyond the 30,000 Headcount Enrollment milepost is to be expected and should be studied in a future Master Plan.

Decisions must be made concerning the ultimate size of the main campus and the establishment of off-campus centers.

Los Angeles Valley College
Enrollment Projections

Year	Enrollment
1995	15,484
1999	15,682
2000	17,803
2005	24,906
2010	28,199
2015	32,704
2020	35,178
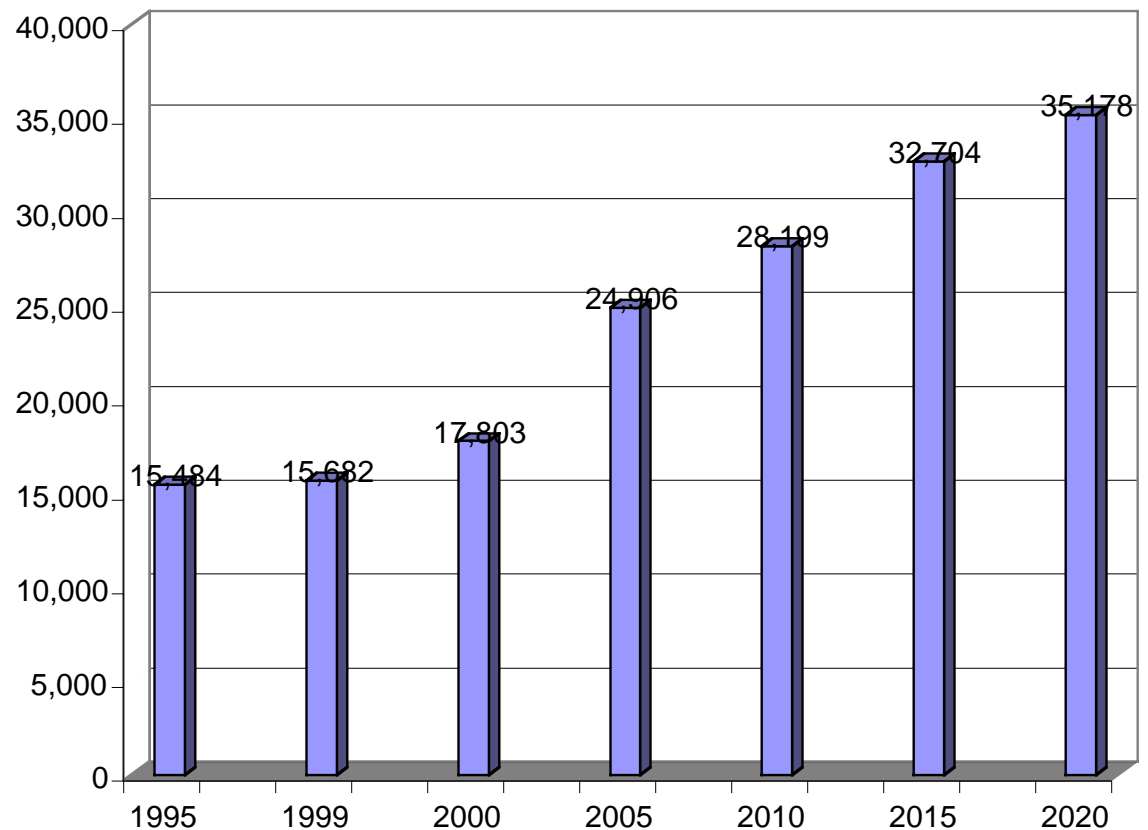
DEMOGRAPHICS

Los Angeles Community College District is made up of nine colleges spread across the greater Los Angeles area. Los Angeles Valley College is located in the heart of the San Fernando Valley, an area made up of dozens of "named" communities within but not differentiated from the City of Los Angeles. The campus lies in Valley Glen, formerly a portion of Van Nuys.

The San Fernando Valley has experienced an extraordinary shift in demographics in recent decades. The once predominantly white suburban communities have moved west into Ventura County and north within Los Angeles County. More and more immigrants and people of diverse ethnic groups have moved into the Valley, creating an inner-city dynamic not previously experienced. This change has challenged community colleges in the area to match the population's changing needs with appropriate vocational and academic programs.

Current Population Growth Trends

In January 2000, the San Fernando Valley's population was estimated to be 1,652,838, enough to rank it the sixth largest city in the United States. While the Valley's population was estimated to have grown by almost 10% between 1990 and 1998, residents living in poverty increased from 11% to 18%.

The communities immediately surrounding L.A. Valley College are all experiencing population growth, with the exception of one zip code in Van Nuys. This growth is expected to continue, and will impact the enrollment at L.A. Valley College. These growth rate figures are comparable to those projected for the entire Los Angeles Community College District by the Department of Finance.

The San Fernando Valley's population is expected to grow by an average of 1 percent per year. As shown in the chart, high school graduates in Los Angeles County are projected to rise steadily over the next 10 years, peaking in the 2008-09 school year at 98,695. While the college-age population's

Projected High School Graduates
Los Angeles County
by Department of Finance, State of California
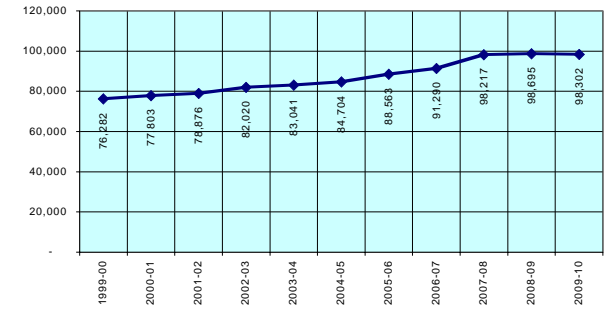
growth rate is estimated to be somewhat faster than that of the general population, there may be a slight slowdown in the rate of K-12 students. The graph below indicates that K-12 enrollments will rise slightly from current figures and then begin a gradual decline starting in the 2006-07 school year. This decline represents the downside of the "echo of the baby boom."

Components of Population Change in Los Angeles County
Source: Department of Finance, State of California

	1991	1992	1993	1994	1995	1996	1997	1998	1999
Births	202,934	202,958	191,970	186,307	177,315	172,126	165,453	159,767	159,884
Deaths	-61,371	-62,313	-61,191	-63,241	-60,930	-61,481	-59,226	-60,063	-60,577
Domestic Migration	-106,82	-126,30	-227,57	-194,14	-193,44	-145,45	-71,459	-73,259	-39,337
Immigration	112,963	136,062	141,399	138,575	117,060	79,007	93,432	88,755	90,230
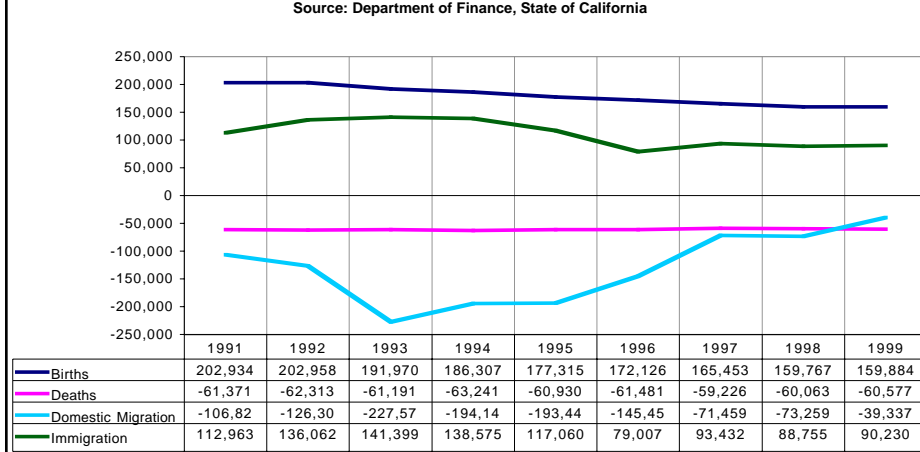
Community college districts are given enrollment projections by the state Department of Finance, which are based upon birth and death rates, domestic migration, and immigration. Driver's licenses and motor vehicle registrations convey domestic migration figures.
The exodus from 1992 to 1995 follows the Rodney King riots.

Current Population Growth Trends in L.A. Valley College Zip Codes
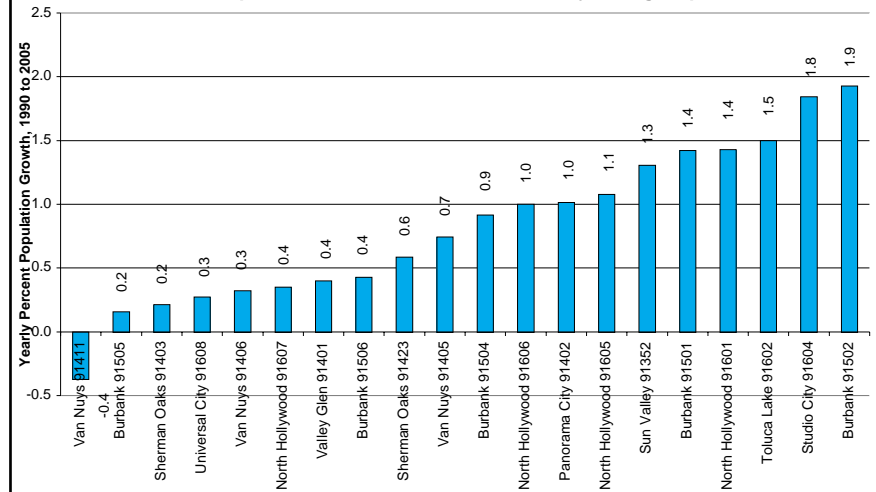
The zip code areas around L.A. Valley College are growing at different rates. No economic or ethnic pattern emerges. Growth is from urbanization of previously suburban areas. Little undeveloped land is remaining.

PARTICIPATION RATES

Participation rates are a system by which the number of students being served within a district can be analyzed. The CPEC Guideline manual states "A participation rate is enrollment divided by population multiplied by 1,000." Population data should be adult population (ages 18 and over). Participation rates are rather simplified methods of determining whether a given college is reaching its service area in relation to the State average. The Chancellor's Office, in its 1996 report on future enrollments, stated "participation rates (a measure of access) are at their lowest level in 25 years: 66 students per 1,000 adult population. Under our forecast, this rate increases gradually to 72:1,000 by 2005 and to 73:1,000 by 2010." The increase from current percentages to 7.3% participation rates has a major effect on future planning as it implies considerable growth in enrollments statewide.

Participation rates combine two factors:

1. "In-District participation rates" – students residing within a district served by campuses within the district.

2. "Total participation rates" – students residing outside a district served by campuses within the district.

There are two methods of gathering participation rates:

1.) The zip code Method: this method uses the number of enrollments in each zip code to any college and divides it by that zip code's total adult population.

2.) The State's Method: this method takes the total in-District enrollment, regardless of what district the students originate in, and divide by the total adult population of that District.

The methodology used in this master plan is the former, the zip code Method. It is the more accurate

in that it accounts for the origin (zip code) of all students attending colleges within the Los Angeles metropolitan area.

In an urban area such as Los Angeles, where multiple districts and campuses are very close to one another, participation rates can become highly complex and distorted. One campus may benefit from a substantial influx of outside students and appear to have a high participation rate when in fact its own area may actually be quite low.

In-District Participation Rates by Zip Code

The region surrounding Los Angeles Valley College has an overall participation rate of 3.2% (32:1,000), which is less than half of the statewide average of

Participation Rates by Zip Code
Community College Students
to 10 closest community colleges

Zip codes included are those which have 5 or more students attending LA Valley College per 1000 adult population

>50 Students per 1000 Adults
40-50 Students per 1000 Adults
30-40 Students per 1000 Adults
20-30 Students per 1000 Adults
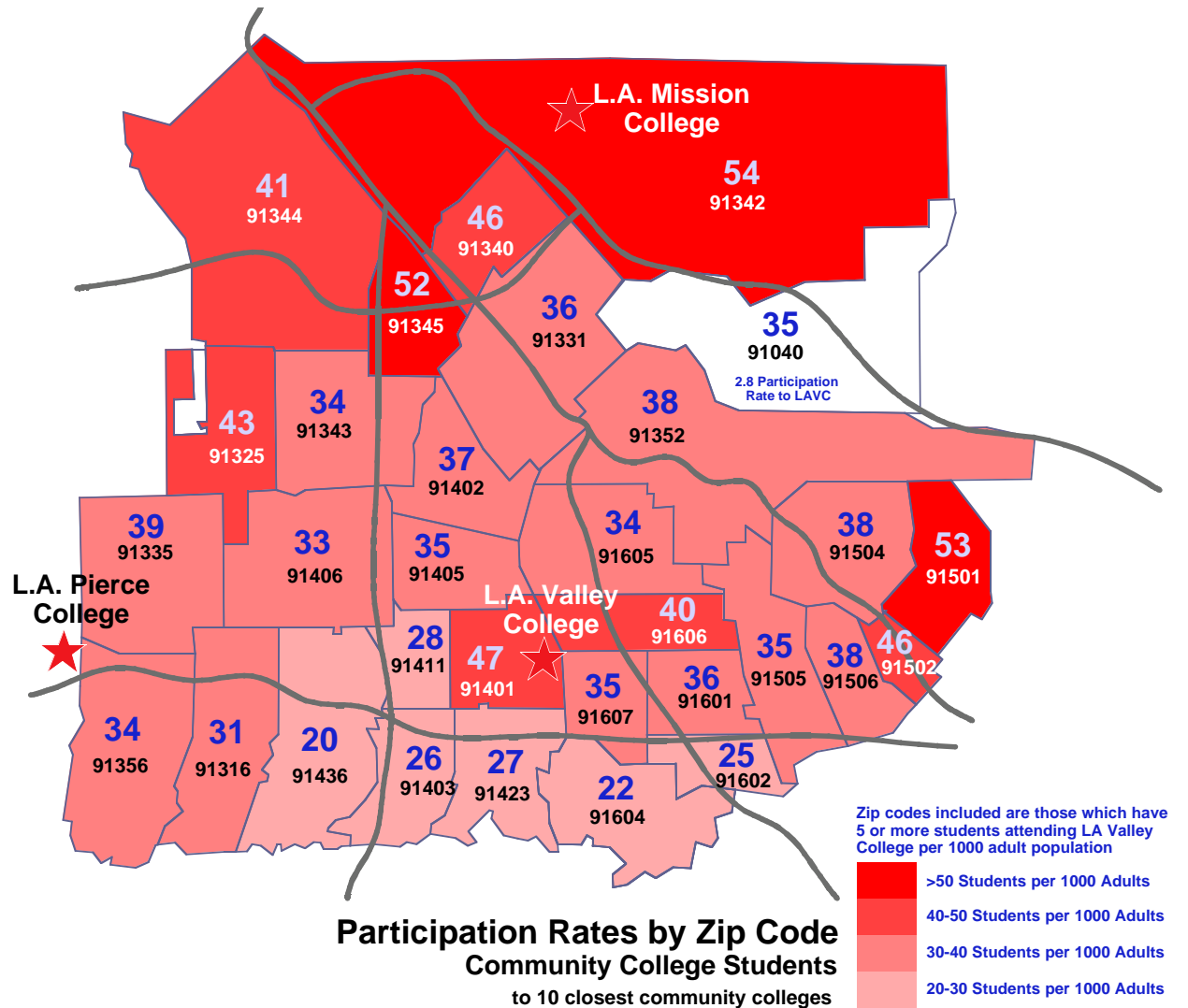
6.6% (66:1,000). The map included here breaks this rate down into sub-areas using zip code boundaries. This data is derived from an extensive spreadsheet that can be found in the appendix.

Individual zip codes, while showing some variation, have uniformly low participation rates. Participation rates range from a low of 1.4% to a high of 5.1%. Areas with the highest participation rates are concentrated in the northern portion of the San Fernando Valley, as well as in the Valley Glen zip code containing Los Angeles Valley College. The lowest participation rates are in the southernmost zip codes, and likely reflect the large number of students choosing to leave the district to attend college in Santa Monica.

Ethnicity

The coincidence of a decline in college enrollment during a period of population increase, combined with a dramatic change in ethnicity, leads to the hypothesis that ethnicity is an important factor in college enrollments. In particular, the decline in participation rates seems to parallel the increase in Latino population. To see if there is a connection, and if so what are the implications for future college enrollments, we will look at several important statistics about ethnic groups. Other reasons for the decline in participation rates will also be considered.

The Valley is home to a wide range of racial and ethnic groups. According to preliminary data gathered in the 2000 census, the Latino population in the San Fernando Valley grew 42% between 1990 and 2000, more than four times as fast as the rest of Los Angeles. In 1998, Latinos had the youngest population of Los Angeles ethnic groups with a median age of 27.2. This is evident in the Latino and Non-Latino age structure graph seen here, which details a high percentage of young children and individuals in the 25-39 age group. Conversely, the age structure graph for Non-Latinos shows a median age between 35 and 55.

LATINO POPULATION - 1998
Los Angeles County by Zip Code

Latino and Non-Latino Age Structure, 1998
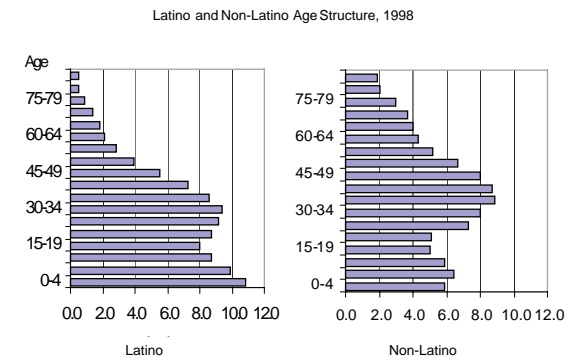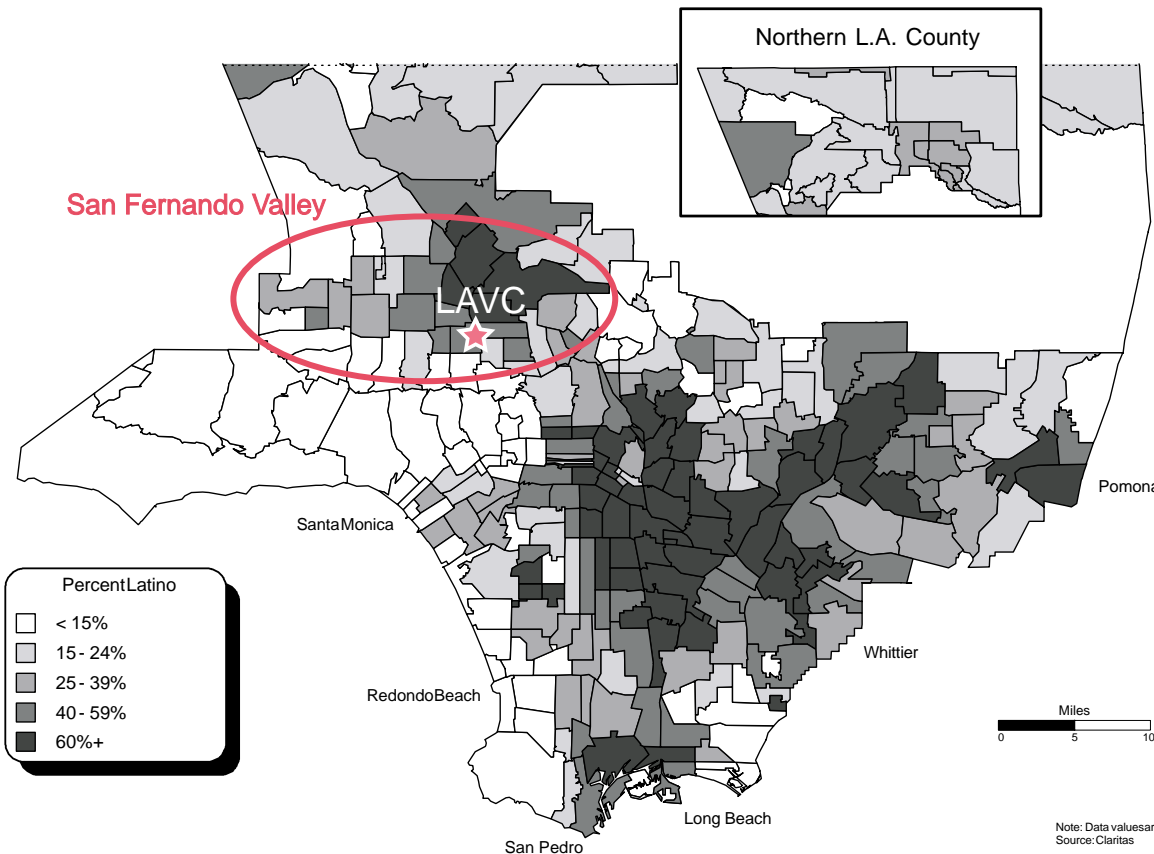
District-wide, over half of residents 18 and over are not native English speakers. Nineteen percent of those 25 years and over have less than a ninth grade education. A large number of the college-age population living within the District are immigrants who culturally may not value higher education. According to 1998 U.S. Census figures, 66% of Latinos of Mexican origin finished high school or attended a four-year college, compared to nearly 85% of Asians, 84% of whites, and 76% of African Americans.

Note: Data values are by zip code.
Source: Claritas

A high school diploma is not enough in today's job market
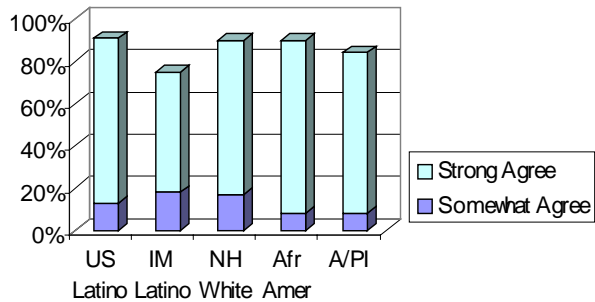
These factors contribute to the relatively low participation rates recorded in the areas surrounding Los Angeles Valley College. The San Fernando Valley is almost half Latino, and many are recent immigrants who are not native English speakers. Many are engaged in a daily struggle to provide for their families and do not have the time or resources to attend college. The chart showing poverty rate trajectories for immigrants indicates the rate of change as they climb out of poverty and enter the mainstream of American life.

The children of these immigrant families are learning English in the schools and place a value on higher education. This growing population of school-age Latinos is expected to increase participation rates as they reach adulthood, and their numbers will be especially large due to the high percentage of Latino children. Community colleges are vital to Latino and other immigrant populations, who have less access to other institutions of higher learning.

L.A. Valley College Ethnicity from 1972 to 1999

This chart illustrates the dramatic change in the ethnic proportions of the college's students over the past 30 years.

The proportion of African American students rose a little in the 1970's then leveled off for the last two decades.

Asian students increased in percentage until the early 1990's then gradually decreased.

The number of Latino students has increased fairly steadily, until they are now the preponderant ethnicity among the students of the college.

Most dramatically, the number of white students has plunged by two-thirds over the last 25 years.

If we extrapolate these trends into future years it is apparent that the college will have a large Latino majority, with a few thousand students of other eth-

Poverty Rate Trajectories for Immigrants in California

Latino Immigrants
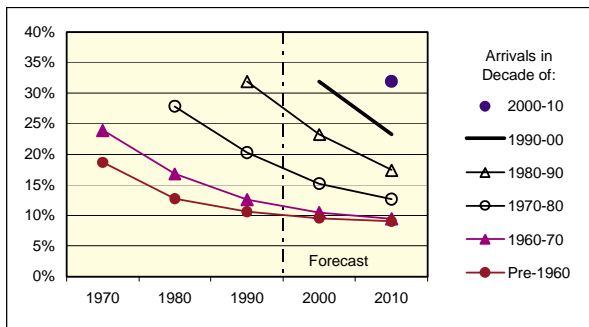
Asian and Pacific Islander Immigrants
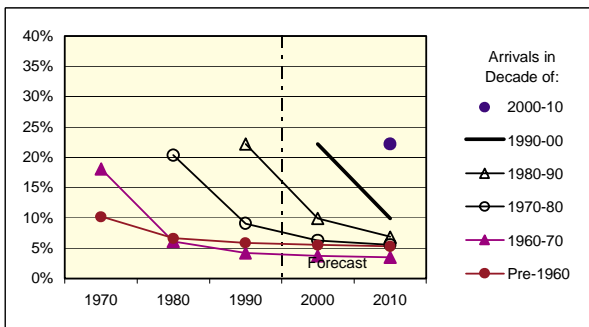
L.A. Valley College Ethnicity from 1972 to 1999
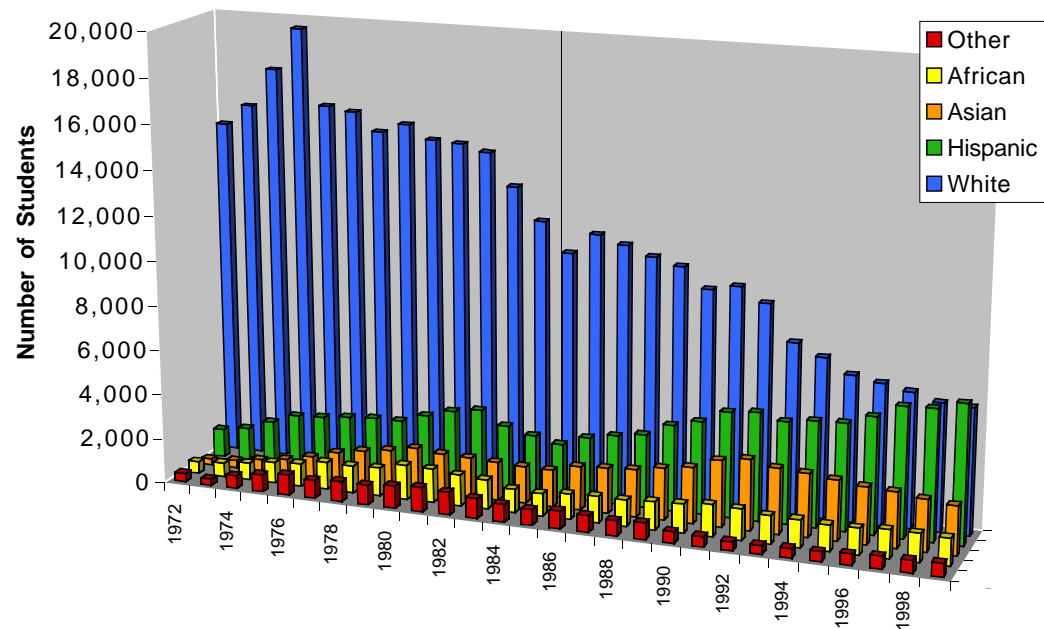
nicities. However, this would still be a closer balance of multiple ethnicities than was evident decades ago when the white majority of 95% was overwhelming.

Multiethnic Distribution in Selected L.A. Valley College Zip Codes

The area around L.A. Valley College is considered ethnically diverse, because there is no single ethnic group which is the majority. The communities and neighborhoods are not homogeneous. The chart below uses three particular zip codes to illustrate the extreme differences among communities.

In Panorama City, Latinos are the majority, with smaller and fairly equal numbers of Asians, African Americans and whites.

In Studio City, whites are the majority, with small numbers of other ethnicities.

In Valley Glen, where the college is situated, there is a balance between Latinos and whites, with smaller numbers of Asians, African Americans and others. However, this current balance between whites and Latinos is ephemeral, occurring at a snapshot in time, because the decades-long trend towards more Latinos and less whites is continuing.

These great disparities in ethnic composition of communities are roughly comparable to the traditional differences between an American inner-city and a suburb. This large portion of the San Fernando Valley, which only three decades ago was a suburban area with a 95 percent majority population of whites, has now developed its own "inner-city." The population of this area has the economic disadvantages of the traditional inner-city, with lower incomes and less opportunity than the surrounding "suburban" communities.

The San Fernando Valley would be the sixth largest city in the United States in terms of population were it to be incorporated independently, and it sits within the second largest metropolitan area in the country. It would be remarkable if it did not exhibit the kind of ethnic diversity we see in these studies.

LAVC Students per 1000 Adults by Ethnicity and Zip Code

The accompanying chart graphically illustrates the proportion of students per adults attending Los Angeles Valley College, sorted by zip code and into four ethnic groups.

This chart does not show "participation rate" as defined by the state, but it does show a similar effect in a way which allows comparisons between the major ethnicities. The numbers are much lower than the state's goal of participation rates (which ranges from 66 to 73 per 1000 adults) because the potential students from these zip codes have sev-

Multiethnic Distribution
in Selected L.A. Valley College Zip Codes, 1999
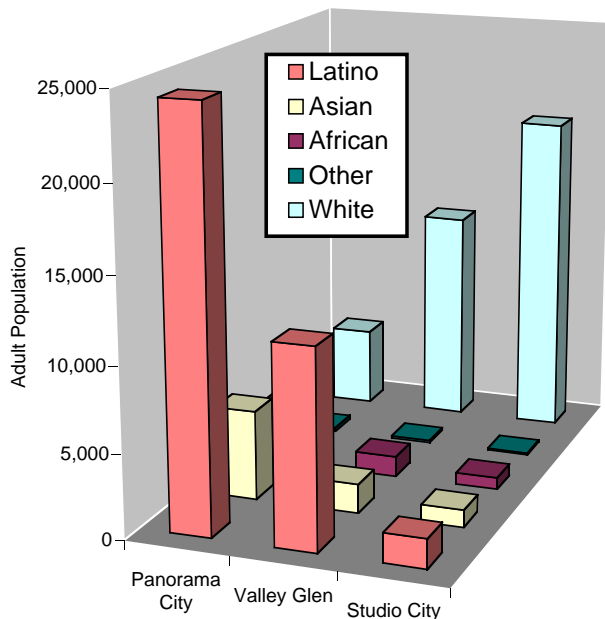
LAVC Students per 1000 Adults by Ethnicity and Zip Code
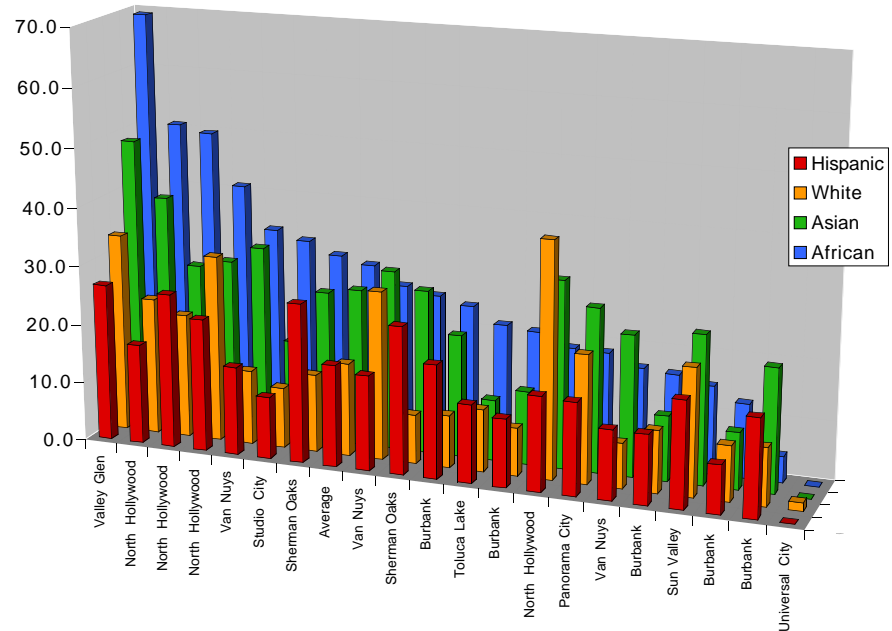
eral community colleges available to them within a tolerable commute time. For example, the students attending nearby L.A. Pierce College are not reflected in this chart.

There are probably no trends in this chart which might lead to definite conclusions. This result indicates that ethnicity and race do not play as great a role in community college enrollments as might be expected.

The proportion of Latino students to Latino adults is somewhat lower than that of Asians and African Americans in some of the zip codes. Perhaps a larger proportion of Latinos attend L.A. Mission College, which is particularly attractive to those students. Or, Latinos simply have a lower participation rate for a variety of reasons.

The proportion of white students is lower in some of the zip codes, leading to conjecture that these students may be going to Santa Monica College or some other which is more attractive to them. However, an analysis of the free-flow by ethnicity does not show a particularly greater proportion of white students in free-flow than other ethnicities. Free-flow studies are presented later in this chapter.

The higher proportions of African American students attending L.A. Valley College from nearby zip codes may indicate some dissatisfaction with other colleges or it may be the result of less access to private transportation.

Comparison of Ethnicities at Four Colleges

The four charts presented here compare the ethnic makeup of the student bodies at four nearby colleges in 1999, demonstrating the great differences. L.A. Mission College has a majority of Latinos, while L.A. Pierce and Santa Monica College have no ethnic majority. L.A. Valley College also has no ethnic majority, but Latinos have overtaken whites as the most populous ethnicity.

Los Angeles Pierce College
Enrollment by Ethnicity, 1999

	White	Latino	Asian	Other	African
Students	6,059	3,021	2,549	1,630	809

Los Angeles Valley College
Enrollment by Ethnicity, 1999

	White	Latino	Asian	Other	African
Series1	5,685	6,408	2,121	1,619	1,237
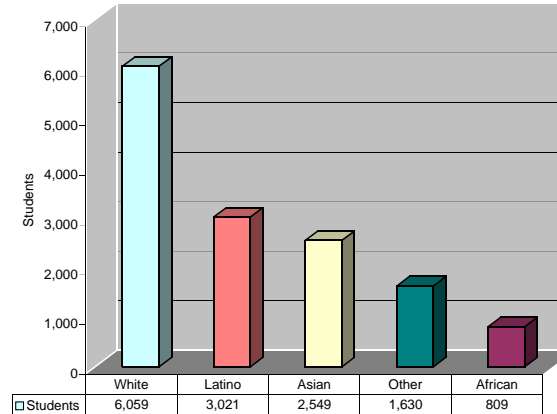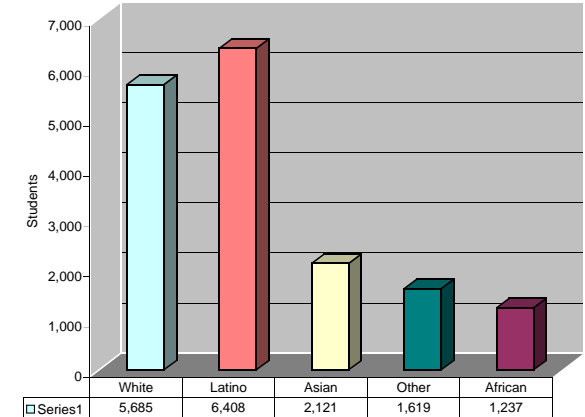
Santa Monica College
Enrollment by Ethnicity, 1999

	White	Latino	Asian	Other	African
Students	11,326	7,013	6,119	3,318	3,219
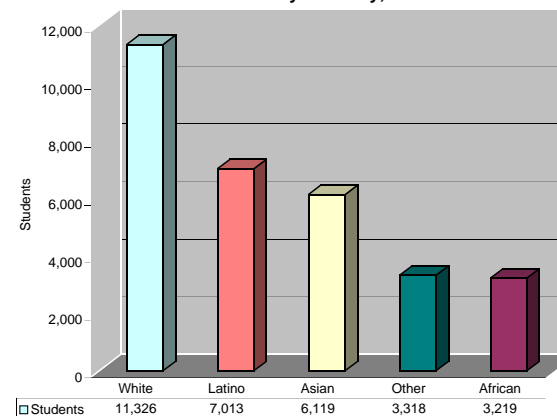
Los Angeles Mission College
Enrollment by Ethnicity, 1999

	White	Latino	Asian	Other	African
Students	1,159	5,302	484	377	442
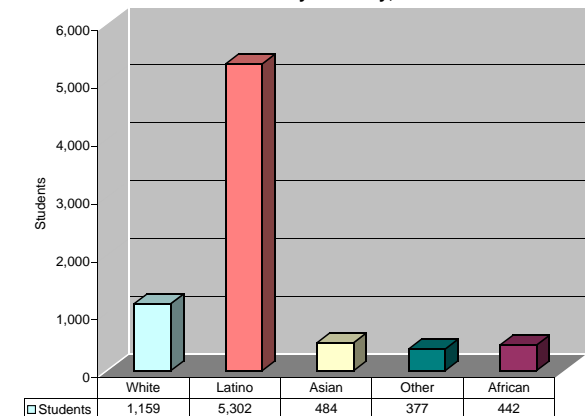
Percentage of Adults

The percentage of adults in a population has an effect upon the participation rate, as children do not attend community college. When the number of children rises, the percentage of college students falls. It is possible for a population to increase while the number of college students decreases due to the shift in the age distribution.

As seen on the chart below, the percentage of adults in L.A. Valley College's zip codes varies widely from about 70 to 90 percent, whereas 75 percent is considered an average in the state. Those zip codes with large percentages of children

may have increasing participation rates in the future as the population ages.

Undocumented Aliens

The San Fernando Valley is home to an uncounted number of foreigners who have no resident status and are forbidden from attending community college. Mostly Mexicans, there are perhaps 100,000 people who cannot be served yet lower the participation rate statistics.

Participation Rate Conclusions

The use of population statistics and participation rates is necessary to understand enrollment dynamics. The enrollment dynamics show where enrollment growth is coming from and how to accommodate it. This is important because much of a college's support, comprehensiveness, and vitality is related to its enrollment dynamics.

The precipitous decline in participation rates in the area surrounding Los Angeles Valley College is extraordinary, so we have examined the possible causes in great detail. The aging campus facilities are less attractive to students. We have found low participation rates among the new immigrant Latino population, and have explored the possible reasons and corrections for this--for example, undocumented aliens have not been able to enroll in community college, but the law may change to allow such students who have graduated from a local high school to enroll.

The enrollment history and future projections for L.A. Valley College are presented in the following chapter which studies the existing campus.

Percent Adult Population in L.A. Valley College Zip Codes

Zip Code	Percent
Sun Valley 91352	67.1
Panorama City 91402	67.3
North Hollywood 91605	69.2
Van Nuys 91405	70.9
North Hollywood 91606	72.3
Van Nuys 91406	73.3
Burbank 91502	73.4
North Hollywood 91601	74.0
Van Nuys 91411	75.6
Valley Glen 91401	76.6
Burbank 91504	77.3
Burbank 91501	80.4
Burbank 91506	80.7
Burbank 91505	81.6
North Hollywood 91607	83.1
Toluca Lake 91602	85.7
Sherman Oaks 91423	85.8
Sherman Oaks 91403	85.9
Studio City 91604	87.8
Universal City 91608	90.6

FREE-FLOW

Free-flow is the phenomenon of students originating from one district and attending college in another. In the mid-1980's the restrictive policy requiring California residents to remain within their own district or college was replaced by the current open enrollment policy. It allows residents to freely choose their community college from any district. Free-flow has been instrumental in reshaping the district service areas, while their legal boundaries have remained fixed.

Whether it was intended or not, a kind of laissez faire competition between districts was set into motion by the free-flow policy. In this section the free-flow phenomenon will be analyzed as it relates to the Los Angeles Community College District (also referred to as LACCD, or simply the District) and its neighboring Districts. the three LACCD colleges in the San Fernando Valley have overlapping service areas.

Adding to the effects of free-flow, campuses in neighboring districts are often closer to one another than would be allowed under current State guidelines. This is the case at L.A. Valley, where the college's service area overlaps that of Glendale Community College and to some extent that of College of the Canyons in Santa Clarita.

Los Angeles Valley College Service Area

For any community college, the typical service area includes any area within a 20-minute drive of the college campus. For L.A. Valley this means that there are three college campuses within its service area: Pierce, Mission, and Glendale Community College. Additionally, College of the Canyons and Santa Monica Community College are not far beyond a 20-minute driving time.

Current State Chancellor's Office Guidelines suggest that campuses should not be closer together than 10 miles, and ideally should be a 40- to 50-minute drive apart. The driving distances from Los Angeles Valley College to the neighboring colleges are close to the minimums allowed by the guidelines. It is only 11 miles, approximately a 16-minute drive, from Pierce College. Mission and Glendale Community College are both about 13 miles away, Santa Monica about 16 miles, and College of the Canyons is the farthest away at 21 miles from Los Angeles Valley College.

The great population density is the cause of these overlapping service areas. This is the second largest metropolitan area in the United States. With so many students packed into a limited geographical region, the colleges required to serve them are relatively close together. Students benefit by being able to exercise a choice of college, but the colleges are challenged by being in a de facto competition for students with other colleges. In this com-
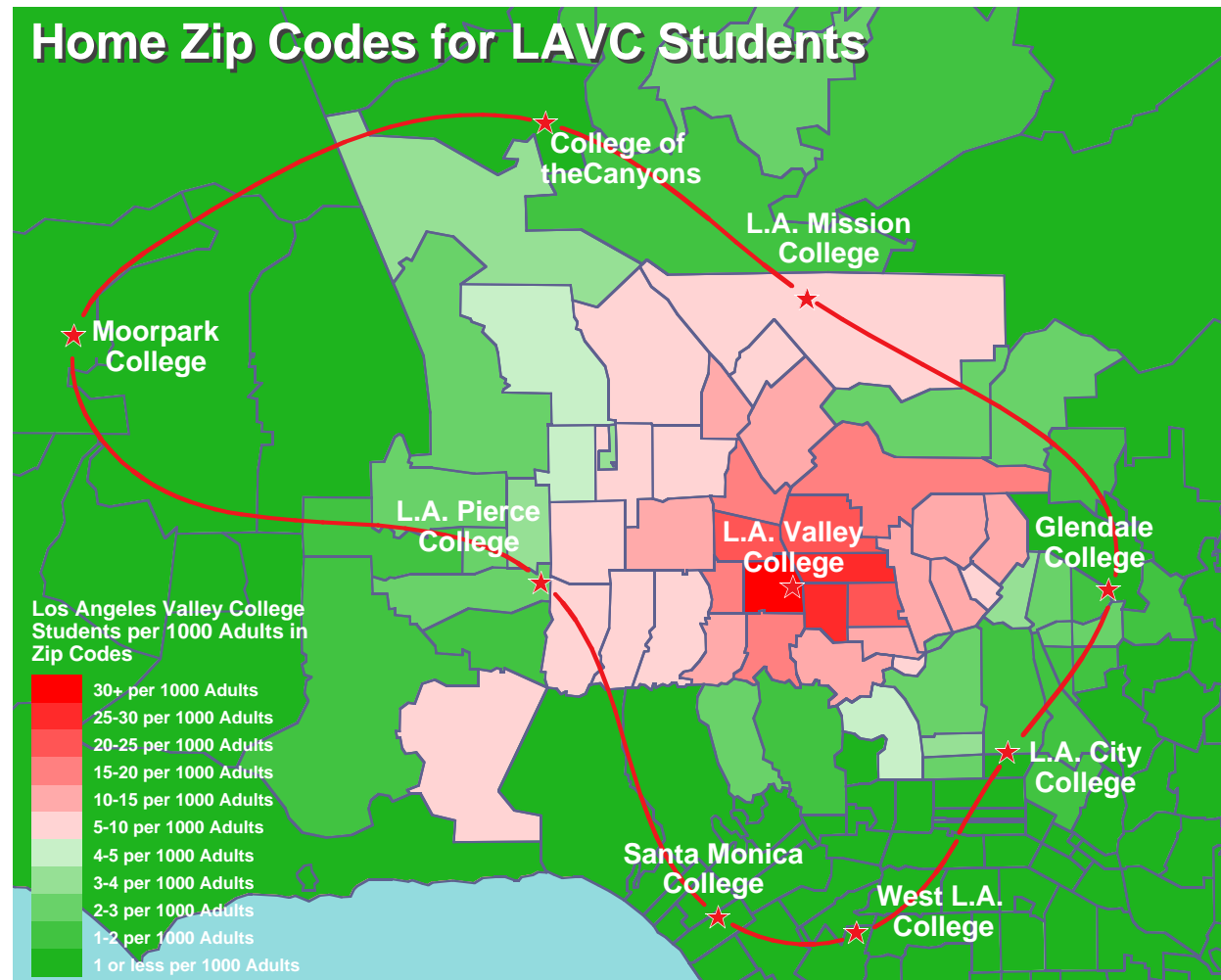
This map shows where L.A. Valley College students live. Few students live outside the San Fernando Valley.

petition, L.A. Valley College is currently losing many potential students to Glendale College, Santa Monica College and others such as Pasadena City College. These students leave their local service area to attend a more distant college. On the other hand, L.A. Valley College is not gaining a commensurate number of students from distant service areas. By studying the patterns of this free-flow, we can hypothesize the causes and suggest changes and solutions to shift the patterns to the benefit of the college.

Of course, the underlying assumption is that the college wishes to grow and serve as many students as possible. The unacceptable alternative is to limit growth by shifting the burden of students to other colleges. Free-flow is normal to a certain extent, such as the approximately equal exchange of students between L.A. Valley and L.A. Pierce colleges. However, when free-flow is lopsided as between L.A. Valley and Santa Monica or Glendale colleges, then it is a case of students "voting with their feet." The reasons for students preferring another college may be out of the control of the college, as with commuter traffic patterns, or it may be due to factors which can be corrected, such as educationall facilities which are obsolete and unattractive to students.

Free-flow Methodology

Determining free-flow between districts is accomplished by querying the outside districts as to how many of their students derive from LACCD Zip Codes. In this case, Glendale Community College, College of the Canyons, and Santa Monica College have all generously contributed enrollment information. This data is compared with similar data from LACCD's own records which trace the District's students from out-of-district as well as in-district zip codes.

The student enrollment information can be used along with the expected population growth of the area in order to determine the participation rates, which in turn help predict enrollment growth in each district. It can also reveal locales where colleges have fallen short in reaching and serving their population.

Such analysis is made possible because student records are recorded by zip code. Population statistics are also recorded by zip code. As the population within a given zip code increases, it is possible to apply the participation rate for the same area to predict future enrollments.

However, district boundaries often do not necessarily coincide with zip code boundaries, which complicates the issue. There is a possibility in that situation that two adjacent districts will count the same students twice. However, in that case, the
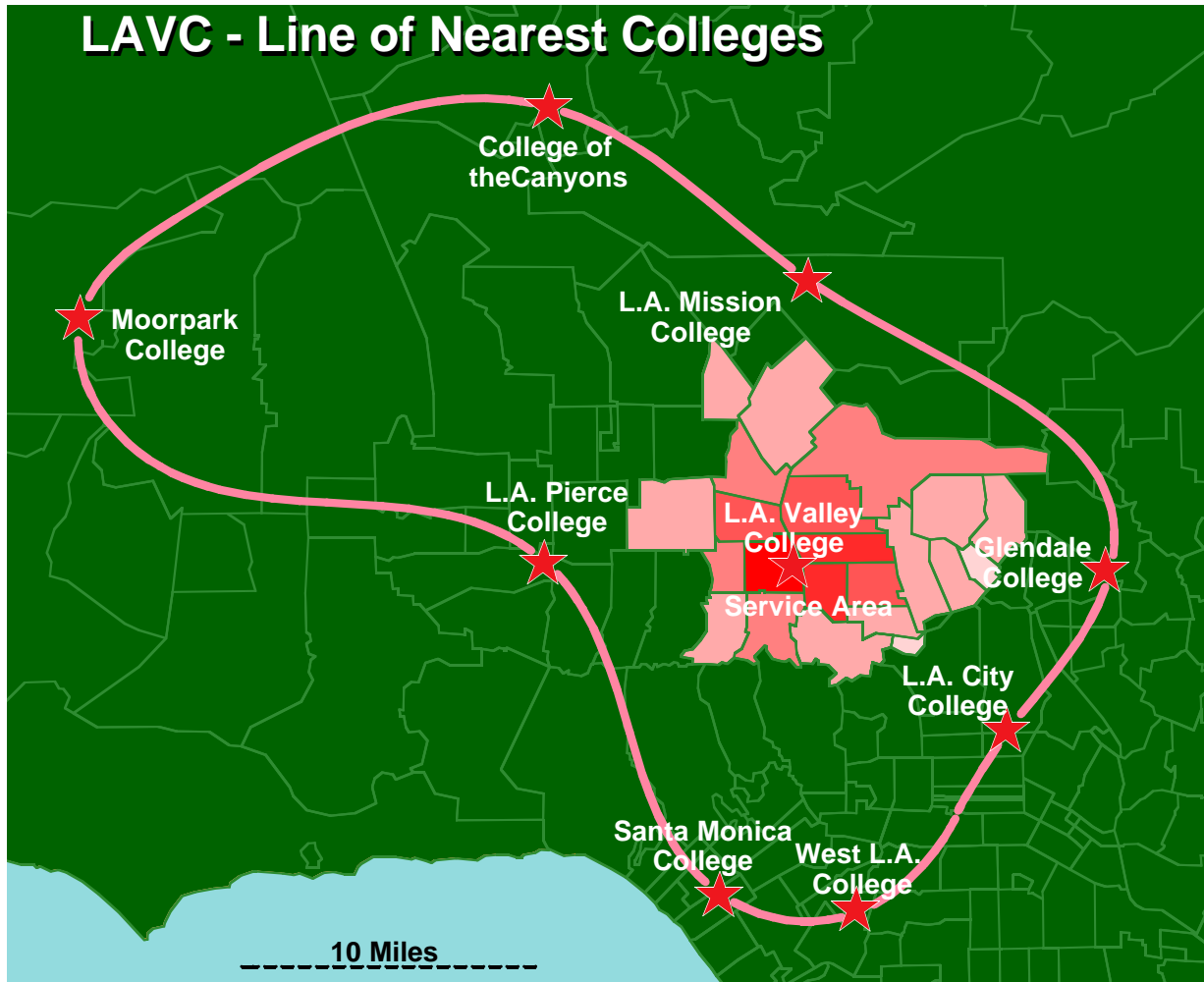
This map shows the line of competing community colleges which completely ring L.A. Valley College. Students have many choices when they decide upon a college to attend.

number of students double-counted is presumed to be statistically insignificant.

The data used in this report was collected in the Fall of 1999. As with many reports of this nature, this means that the data is slightly outdated by the time it is analyzed and put into a comprehensive report. Enrollment data, by the time it is reported to the state and recorded, is at least 18 months old. In this sense, a "snapshot" of free-flow for a recent period suffices to demonstrate the pattern of student enrollments between districts.

Causes of Free-flow

Free-flow, particularly with districts such as LACCD that are surrounded by others and subject to cross-flow of students, is very dynamic and can be susceptible to inside and outside pressures. Between districts, these pressures can include the quality of marketing, campus visibility, crime and safety, ethnicity, educational reputation, comprehensiveness and quality of programs and faculty, and even the general attitudes and "friendliness" of the institution. It can also include physical issues like quality and attractiveness of facilities, adequacy of parking, available classes and classroom space in desired time slots, and ease of access in terms of transportation and travel time. Even social issues such as following friends to a particular campus are a factor in determining enrollment.

Comprehensiveness and quality of educational programs appears to be the dominant factor in shaping free-flow patterns between LACCD and its neighbors. Driving times are also influential in free-flow, although much free-flow occurs despite terrible commuter traffic in the region.

Driving Times and the "Counter-Commute"

The occurrence of students travelling to a campus that lies in the opposite direction of the usual rush-hour commute is referred to as the "counter-commute" phenomenon. The basis of this idea is that students will "flow" toward a college which can be reached by a route that meets with the least traffic, therefore requiring the least travel time.

This phenomenon accounts for the fact that students from an urban area often commute to the outskirts or "edges" of metropolitan areas to attend school. This in turn reshapes the service areas dramatically within urban districts.

Commuter traffic is usually reversed in the afternoon and evening, so the "counter-commute" effect may be different for evening classes.

Districts at a geographic or urban "edge" tend to gain enrollments through free-flow, while those at the center of an urban area seem to be net losers by free-flow. Los Angeles Valley College is located in the center of the San Fernando Valley and is therefore susceptible to loss of enrollments through free-flow to colleges and districts further towards the outer edges of the Los Angeles metropolitan area. This issue will be discussed at greater length in the following section.

Free Flow
Los Angeles Valley College, Fall 1999

Number of students by service area or district who travel to/from L.A. Valley College.

Colors indicate San Fernando Valley zip codes within each college service area

Spencer/Hoskins associates -- Architects and Planners
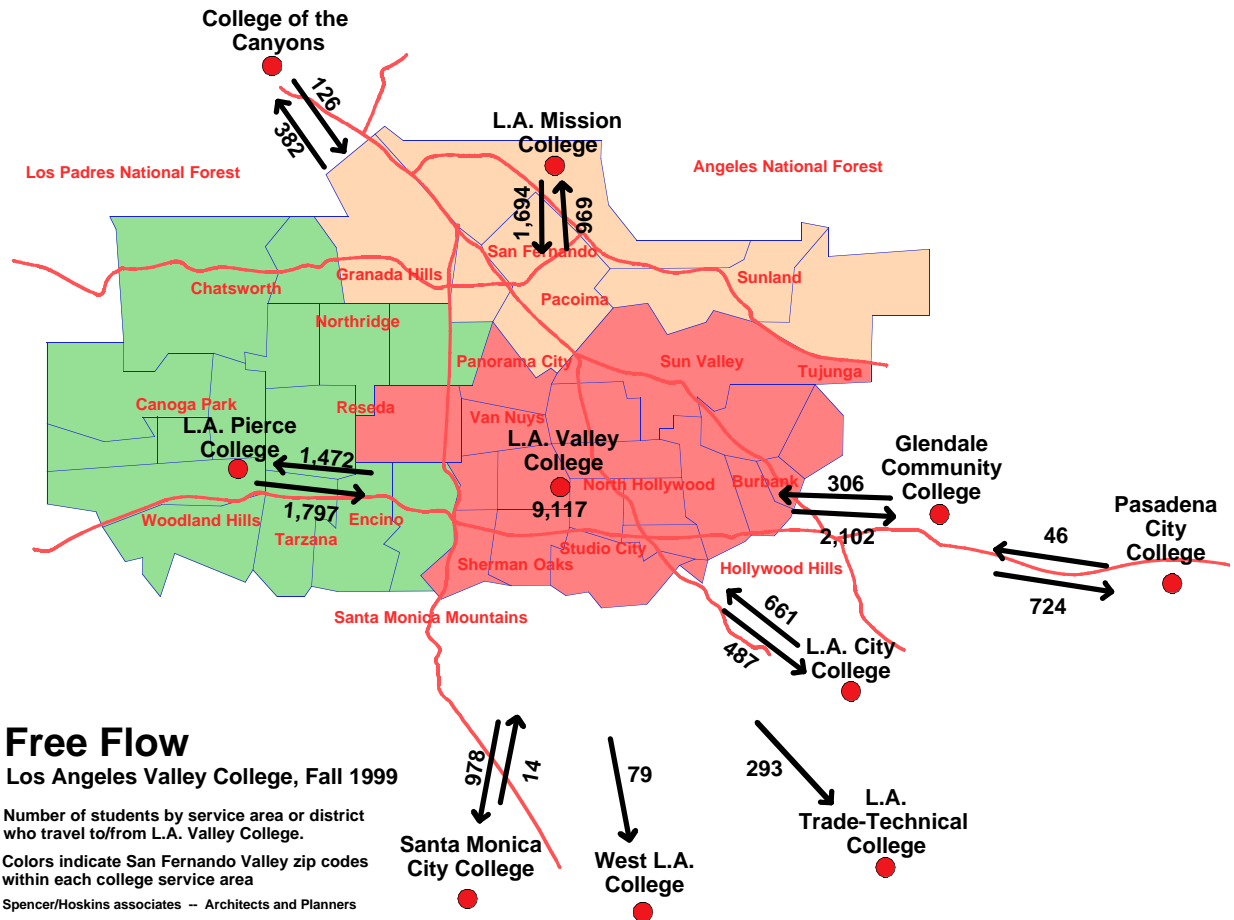
FREE-FLOW WITH OTHER DISTRICTS

In the Fall of 1999, Los Angeles Valley College gained 306 students from Glendale Community College, 14 from Santa Monica College, and 126 from College of the Canyons. The same semester, Los Angeles Valley College lost a total of 3,462 students from its local zip codes to these three districts. The overall effect is that Los Angeles Valley College had a net loss of approximately 3,016 students due to free-flow with its neighboring districts. The map below illustrates the size and nature of this loss.

The most dramatic flow from Los Angeles Valley College appears to be to the east. At the time this data was collected, over 2,000 students from within Valley's service area attended Glendale Community College. Additionally, a significant number of students from the southeastern portion of Valley's service area chose to attend Santa Monica College.

As an example of free-flow dynamics, the following pages illustrate the free-flow between Los Angeles Valley College and its neighboring districts, as well as within LACCD. While the college has lost enrollments to external free-flow, internal enrollment data shows that the college attracted a large number of students from within the District during the same time period, due to the large overlap in service areas with L.A. Pierce College and L.A. Mission College.

Free-flow with Glendale Community College District

The Glendale Community College District has one campus, Glendale Community College. The campus is located off the 2 Freeway in northeastern Glendale. In the Fall of 1999, 306 Glendale Community College-area students attended Los Angeles Valley College. At the same time, 2,102 students left the Los Angeles Valley service area for Glendale Community College. A significant number of these students resided in Burbank, a city in the

eastern portion of LACCD and within Los Angeles Valley College's service area. In fact, over half of the 2,102 students leaving Los Angeles Valley College for Glendale lived in Burbank.

As illustrated in the map below, four of the five zip codes in Burbank sent the majority of their students to Glendale Community College. The city's westernmost zip code sent a majority of students to Los Angeles Valley College. The fact that Burbank lies roughly equidistant between the two campuses in terms of travel time is a testament to the factors of transportation in affecting free-flow.

The loss of enrollment from Burbank may be explained by the "counter-commute" phenomenon discussed earlier. Glendale is situated on the eastern edge of the San Fernando Valley metropolitan area, in the opposite direction of rush-hour traffic for those living in the heart of the San Fernando Valley. Students residing in the eastern portions of the College's service area are more likely to find campuses such as Glendale Community College more appealing.

Free-flow with Santa Monica Community College District

Los Angeles Valley College also exchanges students with Santa Monica College. Unfortunately, in 1999, the proportion of outgoing students to incoming was as imbalanced as with Glendale Community College District. Only 14 students flowed inward from Santa Monica Community College District, while 978 came from the Los Angeles Valley area zip codes
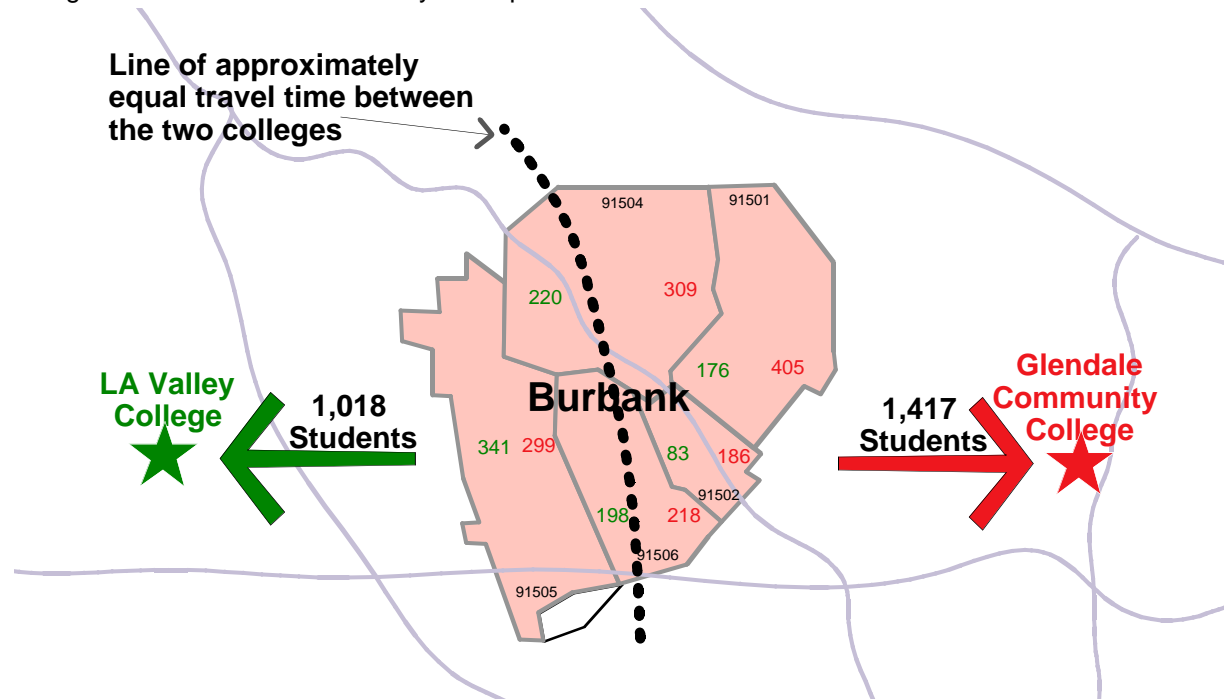
Free Flow from Burbank, 1999
To LA Valley College and to Glendale Community College, by Zip Code
Burbank is in the Los Angeles Community College District

Free-flow to Santa Monica College from LAVC Zip Codes by Percent
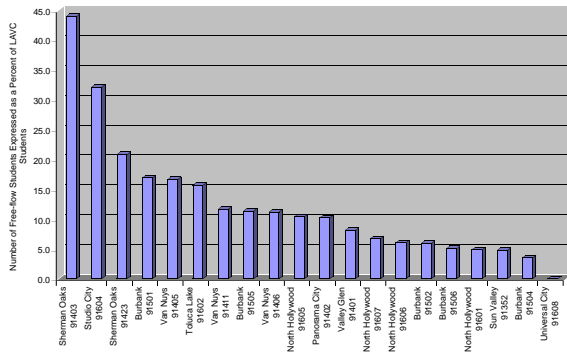
Santa Monica College pulls approximately 2,300 students from the San Fernando Valley in general, including 978 from the L.A. Valley College service area. The highest concentrations of students commuting to Santa Monica from the San Fernando Valley live in zip codes adjacent to the 405 and 101 Freeways.

An analysis of the zip codes immediately surrounding Los Angeles Valley College reveals that the highest concentrations of students leaving LACCD for Santa Monica live in the western portions of the College's service area. The map below illustrates that 713 of the 978 students commuting to Santa Monica live in the western portion of the service

area, while only 265 students originate from the east.

While this pattern appears to follow the "counter-commute" phenomenon discussed previously, the 405 Freeway is notoriously congested in both directions on any given day. Students leaving the Valley to travel south to Santa Monica do not necessarily avoid rush-hour traffic.

Free-flow with the Bel Air Area

The map below examines several zip codes south of Mulholland Drive, an area roughly equidistant from Los Angeles Valley College and Santa Monica College. This area is within the Los Angeles Community College District. An examination of the free-flow dynamics of the area reveals that a dispropor-
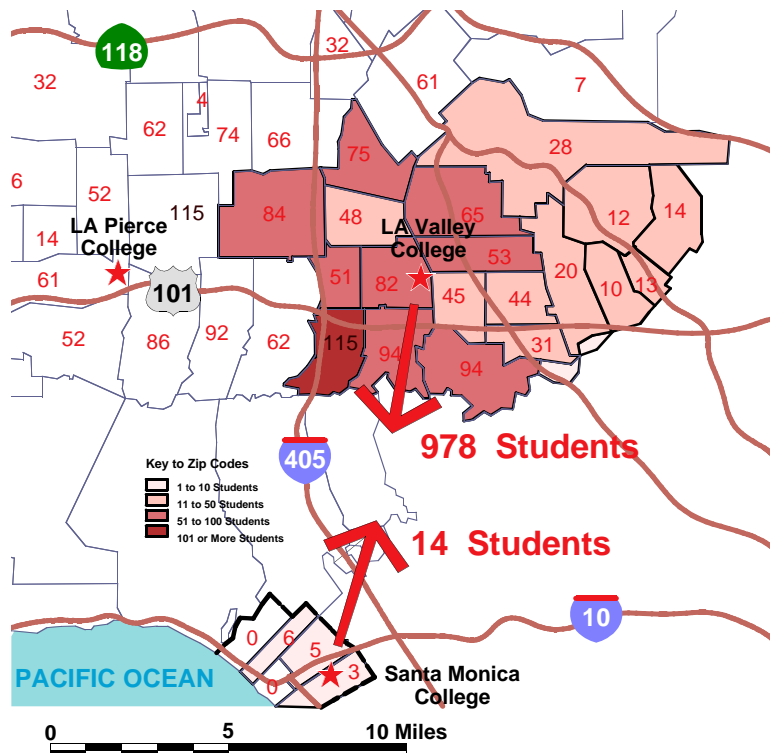
**Free Flow Between Santa Monica College District
and L.A. Valley College Service Area, 1999**
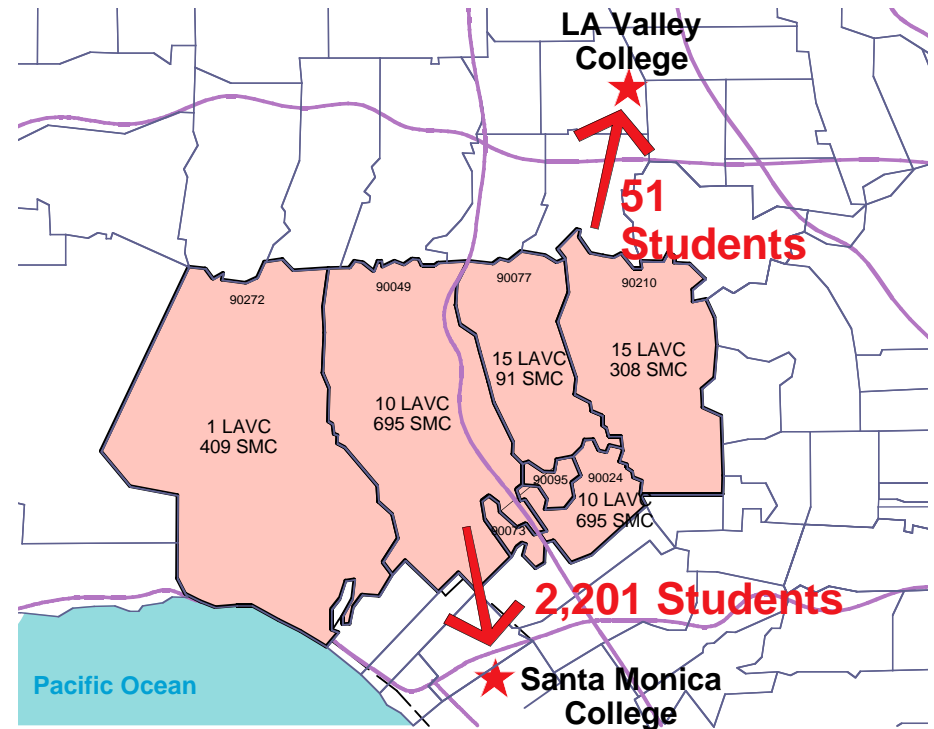
Free Flow from Bel Air Area, 1999
To LA Valley College and to Santa Monica College, by Zip Code
Four Zip Codes in the Los Angeles Community College District

tionate number of students attend Santa Monica College. Only 51 students take advantage of the nearby 405 Freeway to commute to Los Angeles Valley College, while just over 2,200 travel south to Santa Monica College.

This imbalance may be explained by taking into consideration the geographic boundary imposed by the mountainous terrain of much of the area. The population is not as dense as that of the Valley, and is concentrated in the southern edge of the zip codes, nearer Santa Monica. Los Angeles Valley College is on the other side of the mountain, and isolated in relation to this population. Another factor lies in the demographic of this particular area, which is quite wealthy. Many college-age individuals more likely attend private institutions and have little need for a community college education.

The residents of this area south of Mulholland Boulevard relate to the Westside of L.A. as their community of interest, not the Valley.

ETHNICITY IN FREE-FLOW

It might seem that ethnic differences between college student populations would cause significant free-flow, as students seek to be with others of the same ethnicity. However, in the case of L.A. Valley College, a study of free-flow by ethnicity of students does not support this theory.

Ethnicity of Free-flow Students to Santa Monica College from L.A. Valley College Zip Codes

Ethnicity does not appear to play a significant role in the free-flow to Santa Monica College from L.A. Valley College zip codes. The chart below illustrates the proportion of students from the L.A. Valley College zip codes who choose to enroll at Santa Monica College, as a percentage of the number of students who enroll at L.A. Valley College. The absolute numbers do not count, only the proportion of students.

For example, in the first zip code, Sherman Oaks, about 70 percent as many African-American students enrolled at Santa Monica College as enrolled at L.A. Valley College. For Latinos, whites and

Free-flow Students attending Santa Monica City College from Zip Codes near L.A. Valley College, by Ethnicity	Native Amer.	Asian	African Amer.	Latino	Other non-wh.	Unknown	White
Sun Valley 91352	0	4	0	19	0	0	5
Valley Glen 91401	0	12	5	20	0	5	40
Panorama City 91402	2	24	3	29	0	3	14
Sherman Oaks 91403	0	13	8	21	4	10	59
Van Nuys 91405	0	13	3	18	0	4	10
Van Nuys 91406	1	19	9	23	2	4	26
Van Nuys 91411	0	10	3	10	2	4	22
Sherman Oaks 91423	0	11	5	16	2	5	55
Burbank 91501	0	4	0	2	0	1	7
Burbank 91502	0	1	0	6	1	1	4
Burbank 91504	0	5	1	3	0	0	3
Burbank 91505	0	2	0	5	1	1	11
Burbank 91506	0	3	2	3	0	0	2
North Hollywood 91601	1	7	8	7	1	3	17
Toluca Lake 91602	1	5	5	2	1	1	16
Studio City 91604	1	10	4	7	1	10	61
North Hollywood 91605	0	17	5	26	2	4	11
North Hollywood 91606	0	3	3	26	1	5	15
North Hollywood 91607	0	2	2	11	1	6	23
Universal City 91608	0	0	0	0	0	0	0
Total	6	165	66	254	19	67	401

Total	978
Unknown Eth.	67
Known Ethnicity	911
% white	**44.0**
% not white	**56.0**
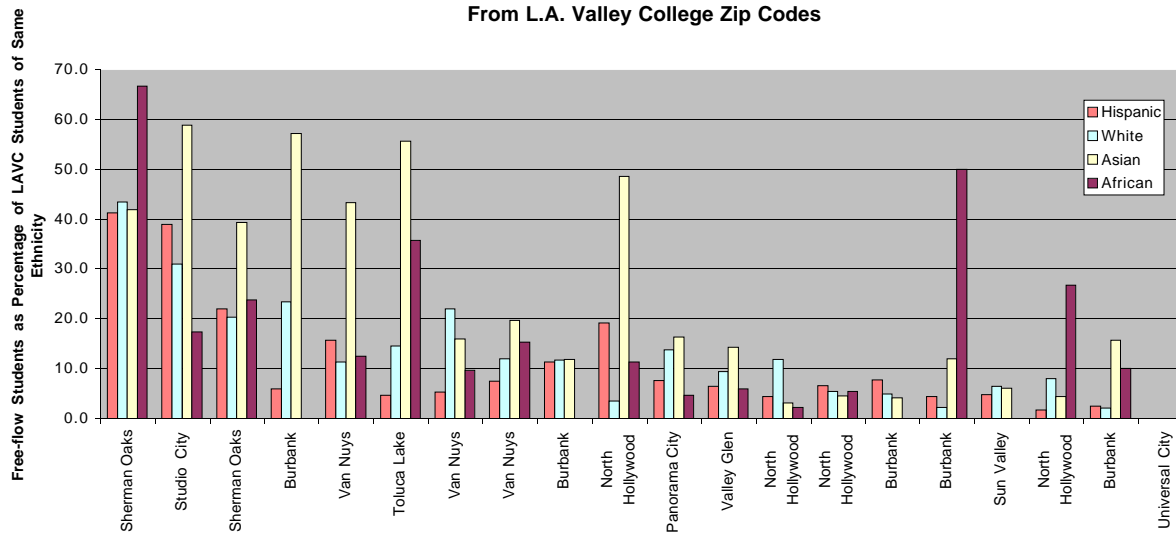
Asian Americans, about 40% as many chose Santa Monica as chose L.A. Valley.

Examining all the zip codes in the chart, it appears that Asian students free-flow to Santa Monica College in the greatest percentages. However, the sample sizes are fairly small, some being only two or three individual students, so the large spikes in values may represent statistical flukes. No clear pattern emerges in this data, indicating that ethnicity is not a major determinant of student free-flow.

For example, there is no "white-flight" evident in this data. Of the students from the Valley who traveled to Santa Monica College, 41% are white, and of the population of the L.A. Valley College zip codes in which the free-flow students originated, 42% are white. Thus, we do not see a misproportion of white students free-flowing to Santa Monica, even though the zip codes closer to Santa Monica have a larger

**Free-flow Students to Santa Monica College
From L.A. Valley College Zip Codes**

percent of white population than zip codes further away. Despite the perception that the Westside is largely white, Santa Monica College had just 35.5% white students in 2000.

Various ethnicities free-flowed to Santa Monica College in proportions quite different from their representation in the general population. Latino students were under-represented, comprising 26% of the students free-flowing to Santa Monica whereas Latinos are 45% of the population. Asian and African-American students were over represented; the former by 17% of students vs. 8.5% of the population, and the latter by 6.7% of students vs. 4.5% of the population.

While a large number of students leave the San Fernando Valley to attend Santa Monica College, there is no significant reverse flow from Santa Monica to Los Angeles Valley College. In this case, students living in LACCD zip codes are drawn away from local schools in favor of a more peripheral campus and what may be perceived by many as a non-inner-city college experience.

There are a number of reasons why Los Angeles Valley-area students choose to commute to Santa Monica College. They may find the larger Santa Monica College more comprehensive in its program offerings, with more accessible services such as readily available computers, appropriate software, and effective learning assistance. Many may feel attending Santa Monica College will make it easier to transfer to UCLA. Finally, students leaving the Valley for Santa Monica may simply be attracted to Santa Monica College because of its proximity to the beach and the culture of the Westside.

Ethnic Free-flow to Moorpark College
Moorpark College, which was 65% white in 2000, might be assumed to attract a majority of white students among those who are willing to commute a great distance from the L.A. Valley College service area.

Official data shows that of the 66 students from the L.A. Valley College service area who chose to attend Moorpark College in 1999, only 39% were white. The overall population was 42% white. These white free-flow students comprised a normal proportion of their ethnic group in their area of residence.

The Danger of Ethnic Imbalance
The results from analyzing ethnicity may vary, especially for those colleges without the balance and multiculturalism of L.A. Valley College. When one ethnic group is dominant there may be ethnic disparities in free-flow. Three colleges in the LACCD have dominant ethnic groups and therefore less diversity: L.A. Mission College and East L.A. College have student bodies about 70% Latino, and L.A. Southwest College has a student body about 70% African American.

The L.A. Mission College service area overlaps that of L.A. Valley College, so its population data was collected and analyzed as part of this study. L.A. Mission College had 67.7% Latino students in Fall 2000, yet the population of its service area was 57.8% Latino. This may be evidence of some ethnic imbalance in the free-flow of students to and from this college, especially considering the usual lower participation rate of Latinos. In comparison, L.A. Valley College had 39.1% Latino students, and the population of its service area was 45.0% Latino. This evidence supports the hypothesis that a college with a preponderance of one ethnicity may reach a point where students of other ethnicities choose to free-flow elsewhere, if they have the choice.

"Whites" include Non-English Speakers
Within the ethnic category of white or Caucasian are immigrant groups such as Russians or Armenians who maintain group affinities and tend to stick together. Such group attractions may have some effect upon free-flow of students into and out of their service areas. Los Angeles County has about

300,000 residents of Armenian descent, more than in any place outside of the Republic of Armenia.*

A significant example of such white groups is found in the Glendale Community College District, where we have data on the native language spoken by students who free-flowed out of Glendale into the Los Angeles Community College District in 1999. Of 265 white students, 127 or 48 percent spoke English, while 121 or 46% spoke Armenian. The remaining 17 or 6 percent spoke Russian or Farsi. So, about half of the white students who leave the Glendale Community College District are native Armenian speakers, a proportion probably representative of residents of the district as a whole.

Ethnicity is Not an Obstacle
The logical conclusion reached from this analysis is that a college losing students to free-flow, as is L.A. Valley College, may be able to regain those students by improving itself. Ethnicity is apparently not an obstacle and will not undermine efforts to reshape free-flow, as long as there is not a great imbalance in student ethnicities. The future could easily see thousands of students free-flowing into the San Fernando Valley to attend L.A. Valley College, rather than vice-versa.

INTERNAL DISTRICT FREE-FLOW
Analyzing free-flow within the Los Angeles Community College District can be helpful in determining the approximate service area of each college. It also helps determine how successfully each campus is serving its constituents and predicts future growth and change in enrollments.

Internal Free-flow to Los Angeles Valley College
Los Angeles Valley College is one of nine community college campuses within the Los Angeles Community College District. It is located in the

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* Los Angeles Times, April 12, 2001, p. B1

southeastern portion of the San Fernando Valley, and is surrounded by three other LACCD campuses: Los Angeles Pierce College to the west, Los Angeles Mission College to the north, and Los Angeles City College to the southeast.

Each campus has its own service area determined by the time it takes to travel to the college, with 20 minutes driving time determining the maximum distance. All three Colleges are within this 20-minute window, with Los Angeles Pierce the closest at 11.1 miles or 16 minute driving time. Los Angeles City College is 11.2 miles and 17 minutes away, while Los Angeles Mission College is 13.2 miles or 18 minutes away from Los Angeles Valley College.

The relatively close proximity of these campuses leads to an inevitable overlap in service area and a degree of internal free-flow. For the most part, the flow among the campuses is relatively balanced, with Los Angeles Valley College experiencing a net gain of 499 students from Los Angeles Pierce College and Los Angeles City College in Fall 1999.

However, the free-flow between Los Angeles Mission College and Los Angeles Valley College was less even, with 1,694 students flowing out of Mission's area and only 969 flowing in from Valley, leaving Valley with a net gain of 725 students. This slight imbalance may be due to differences in program offerings and services at Mission, the fact that students at Mission are preponderantly Latino, as well as that areas nearest the campus have a smaller population base.

Overall, Los Angeles Valley College experienced a net gain of 1,224 students in free-flow among its closest neighboring campuses. The College had the second highest credit enrollment in 1999 after Los Angeles City College, a sign that it competes well for students within its own district.

Free-flow Factors

The factors which influence free-flow are varied, some of which are unyielding and others which are subject to control. The reasons for Los Angeles Valley College's free-flow gains and losses can be understood in light of these factors.

Factors Which Cannot Be Controlled

Some of Los Angeles Valley College's free-flow gains and losses were driven by several factors over which there can be little control: campus location, traffic patterns, and demographics.

Campus Location

Los Angeles Valley College is located in the heart of the San Fernando Valley, an area that has developed over time from a suburban community to an urban inner city. The College is surrounded by three other campuses within LACCD that sit just outside its implied 10-mile service area. There are also several community college campuses within a 20-minute drive of Los Angeles Valley College that are located in less urban areas.

While the location of these campuses cannot be controlled, Los Angeles Valley College's susceptibility to free-flow under these conditions is not static and may in fact change in the future. With the steady growth projected for the San Fernando Valley and subsequent rise in potential community college students, enrollment trends may begin to change as surrounding campuses reach maximum capacity.

Traffic Patterns and Transportation

Because of the mobility of students, free-flow patterns are likely to change constantly. Los Angeles Valley College could attract students currently lost to Santa Monica College with an increased marketing effort and offering of programs specifically matched to the needs of the community.

Demographics

The demographic makeup of a campus usually reflects the communities it serves. However, the tendency of various income groups and nationalities, particularly minority groups and recent immigrants, to group together can significantly alter or transcend this maxim. Ethnocentricity is a powerful force in a multicultural region such as greater Los Angeles. It can significantly reshape the service area and constituency of a campus. Los Angeles Valley is no exception as it serves areas with large minority populations.

The fact that Los Angeles Valley College serves an ever-changing mixture of ethnicity illustrates the strong effect of ethnocentricity. Demographics are in constant flux, and ethnocentricity itself reflects social attitudes that are ephemeral and eventually change.

Factors Which Can Be Controlled

There are other factors influencing free-flow over which there can be significant influence by an individual college or district. The following summarizes these factors as they influence the Los Angeles Valley campus.

Adequacy and Quality of Facilities

The facilities at Los Angeles Valley College have always provided adequate space for students. However, the campus has relied heavily on 45 "temporary" bungalows put in place when the College first opened. As the area continues to grow and more of the surrounding community colleges become impacted, Valley will need more quality facilities to accommodate and satisfy students.

Most of the facilities on the Los Angeles Valley campus were constructed in the 1950's when the College first opened. Although they have been well maintained, many will require additions and renovations to bring them into line with the expected growth in future enrollments.

There is a self-balancing mechanism within urban/suburban areas with many choices of campuses. Typically, unused space at one campus will attract students, which in turn lightens the load at the overcrowded campuses. This could happen in

the future at Los Angeles Valley College as campuses such as Santa Monica and Glendale reach maximum capacity and face overcrowding. This coupled with the effects of an increasingly competitive curriculum for those needing vocational training and transfer courses will cause Valley's enrollments to rise, making additional space a constant need.

Excellence of Programs and Staff

The perceptions of students and communities about the academic reputation of a particular college influence enrollments and free-flow. Much of attaining favor in the eyes of prospective students depends on this perception of educational excellence. Other factors such as where their friends attend, the social "climate," athletic programs and student activities can influence this decision of which campus to attend. But in the end, the academic reputation and the transferability of the programs will be the dominant decision-maker.

As Los Angeles Valley College continues to tailor its vocational and educational program offerings to the specific needs of its changing community, it will increase its reputation as an institution that provides quality educational opportunities. This may draw more students to the College due to its offerings of both general and specialized programs.

In order to continue to attract students, Los Angeles Valley College needs to continue to keep updating its programs to remain current and continue to market the school. If the College communicates the quality of its programs and faculty, it will enhance its perception of excellence and attract new students.

Competition Among Districts for Students

Despite receiving funding from the same public sources, there is a surprising amount of competition among community college districts for students. Though highly unethical, this is not surprising when one understands the potential financial gain.

Once a district captures an out-of-district student, it adds to its apportionment revenue base and, more importantly, adds to its enrollment base from which future enrollments, the Enrollment Cap, and the Capital Outlay facilities load can be calculated. All this amounts to significant financial gain from each student added to the College's enrollment roster. This leads to in- and out-of-District competition for students.

Surrounding Colleges are Reaching Growth Limits

Los Angeles County, including the San Fernando Valley, is growing steadily. The resulting growth in the college-age population will place a strain on all community colleges in the area. Most of the colleges which currently draw students away from L.A. Valley College are reaching the limits of their growth. The number of students who leave the Los Angeles Community College District is likely to be limited in the future.

Santa Monica College had a headcount of 31,071 in 2000 and has little room to grow. It cannot continue drawing students from far outside its district as its local service area becomes more and more populous.

LAVC - Closest Colleges

College of the Canyons
-Some Room to Grow-

Moorpark College
-Room to Grow-

L.A. Mission College
-Landlocked-

L.A. Pierce College
-Room to Grow-

L.A. Valley College
-Room to Grow-

Glendale College
-Landlocked-

L.A. City College
-Landlocked-

Santa Monica College
-Landlocked-

West L.A. College
-Some Room to Grow-

_____ 10 Miles _____

Glendale Community College has recently reached the growth limits specified in its master plan for the 1990's. Its headcount in 2000 was 22,357. The campus is small and crowded against a hillside, with no economical way to expand. It already serves many more students than are within its district boundaries, so residents may not support indefinite expansion.

Pasadena City College has a constrained urban site which is already heavily developed with multistory buildings, including a new sports field above a four-story parking garage. It cannot easily expand to accommodate an infinitely growing population. It had a headcount of 24,679 in 2000.

College of the Canyons has just reached the point in its growth where it has run out of parking spaces, with a headcount of 10,891 in 2000. It is expanding its facilities, but with opposition from neighbors. The campus is hilly with little usable land area. Its own service area is rapidly growing so it will be hard pressed to serve its own population, with little capacity left over for free-flowing students from Los Angeles.

On the other hand, Los Angeles Valley College and Los Angeles Pierce College are in the enviable position of possessing adequate land area for potential expansion of buildings and parking, plus excellent locations in close proximity to freeway travel and to broad boulevards crisscrossing their service areas.

L.A. Valley College can accommodate any reasonable amount of enrollment growth that can be foreseen in the coming decades. This master plan will show the way to creating a facility which is unexcelled by any competing community college.

1950
Racial Majorities:
Los Angeles County

1960
Racial Majorities:
Los Angeles County

1970
Racial Majorities:
Los Angeles County
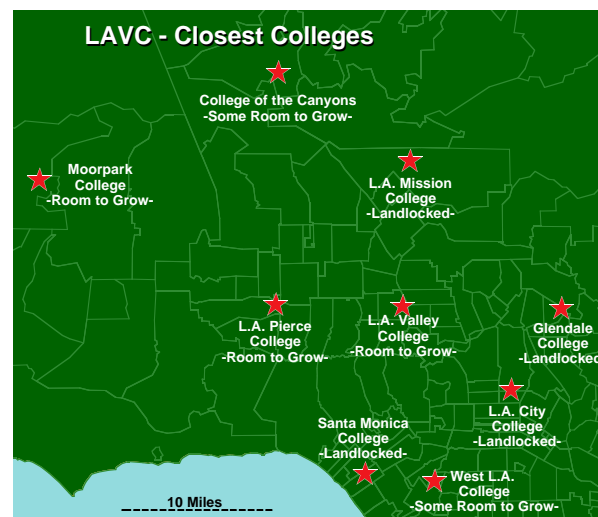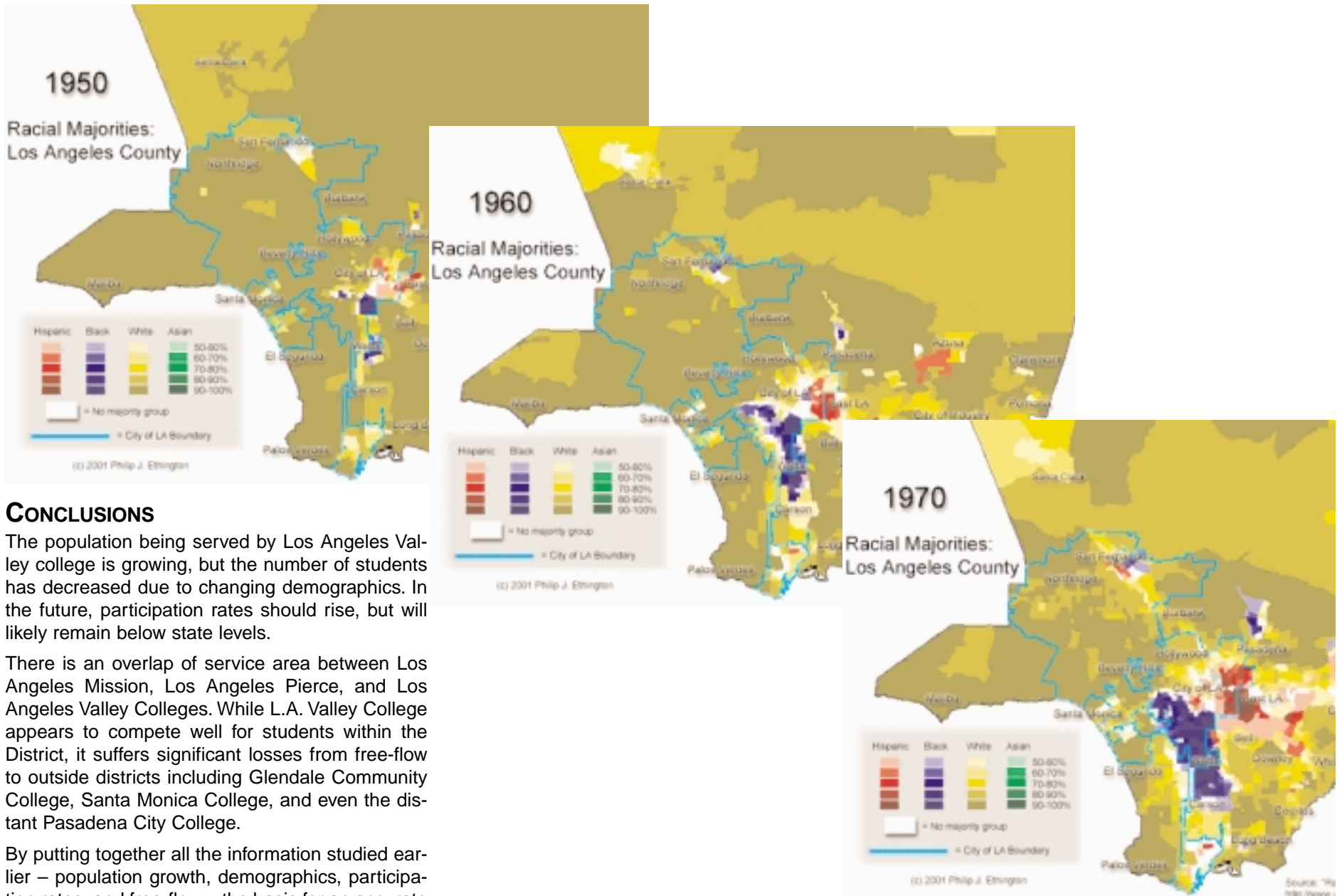
CONCLUSIONS

The population being served by Los Angeles Valley college is growing, but the number of students has decreased due to changing demographics. In the future, participation rates should rise, but will likely remain below state levels.

There is an overlap of service area between Los Angeles Mission, Los Angeles Pierce, and Los Angeles Valley Colleges. While L.A. Valley College appears to compete well for students within the District, it suffers significant losses from free-flow to outside districts including Glendale Community College, Santa Monica College, and even the distant Pasadena City College.

By putting together all the information studied earlier – population growth, demographics, participation rates, and free-flow – the basis for an accurate enrollment projection is established. In addition, the college can see where it needs to focus atten-

Frames from an animation showing shifting racial majorities in Los Angeles County. These decades cover the lifetime of Los Angeles Valley College. By Philip Etherington, Professor of History, University of Southern California
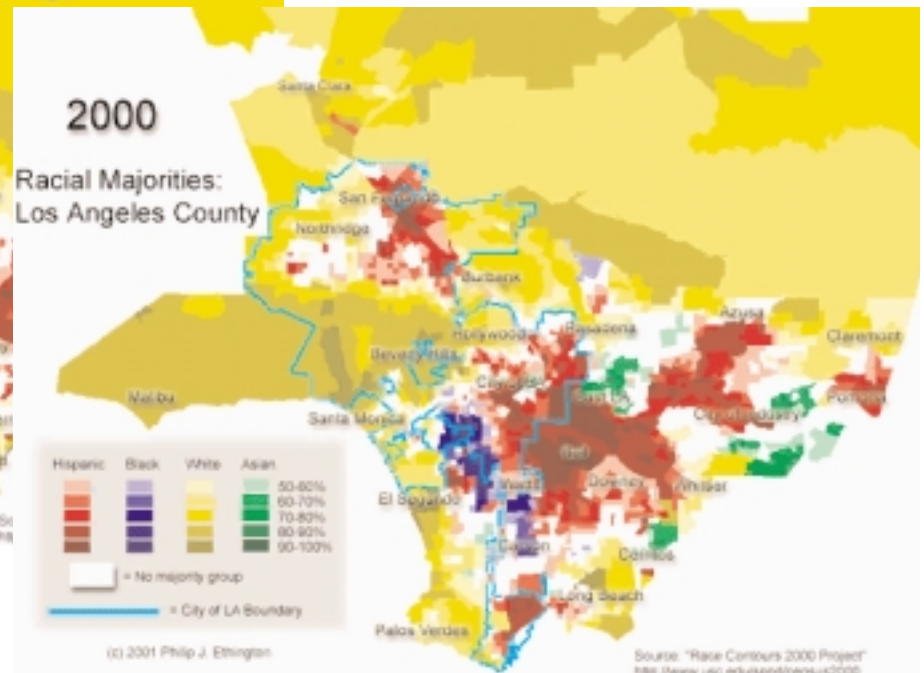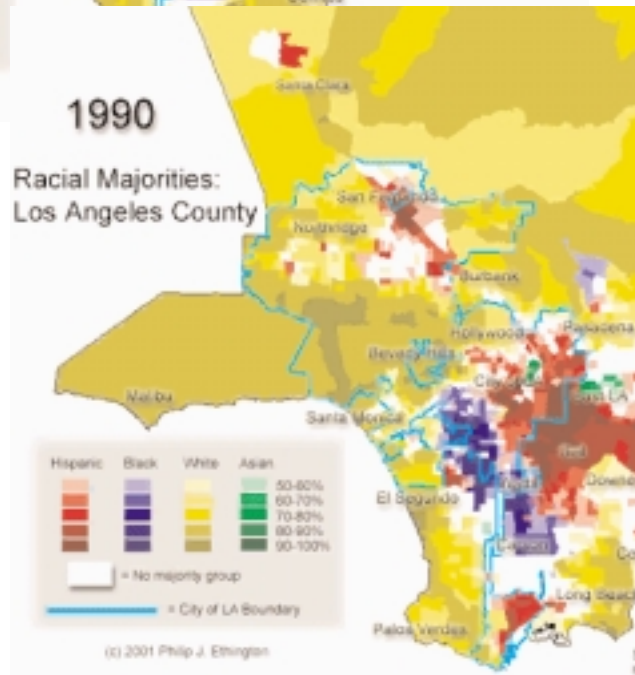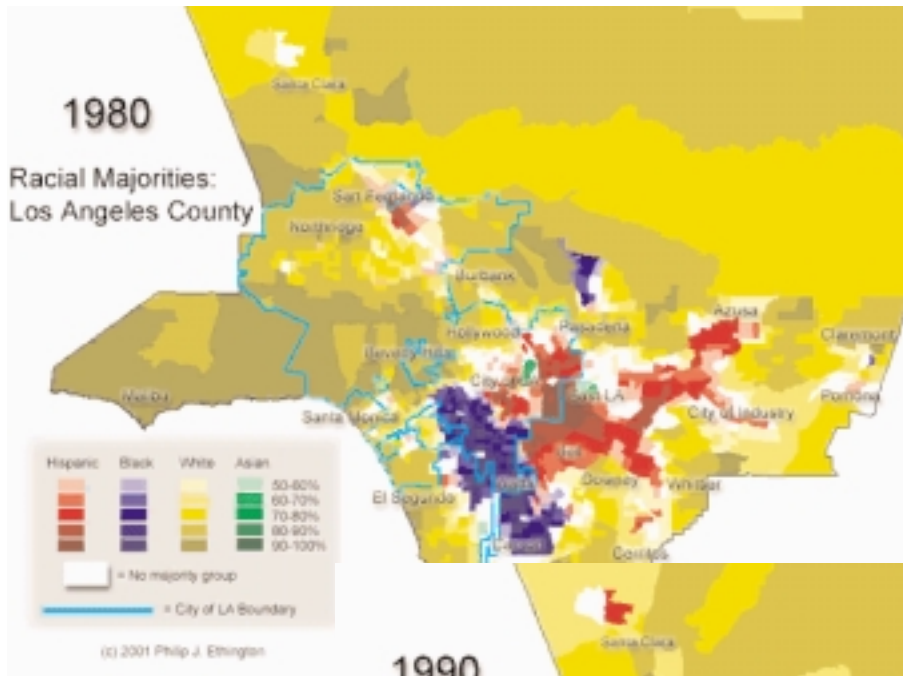
tion due to significant expected population growth, extreme rates of change, or both.

An important future goal should be to increase the College's reputation within the community for offering programs tailored to its population's specific vocational training and transferability needs. In addition, renovation and reorganization of aging campus facilities will increase the College's standing as a student-friendly environment. Competing colleges are reaching their growth limits, which will redirect students back to L.A. Valley College, which still has room to grow. The future looks very positive for enrollment growth of the campus.

1980
Racial Majorities:
Los Angeles County

(c) 2001 Philip J. Ethington

1990
Racial Majorities:
Los Angeles County

(c) 2001 Philip J. Ethington

2000
Racial Majorities:
Los Angeles County

(c) 2001 Philip J. Ethington

Source: "Race Contours 2000 Project"
http://www.usc.edu/sppd/census2000

LOS ANGELES VALLEY COLLEGE
MASTER PLAN FOR 30,000 STUDENTS

L.A. Valley College's enrollment for 2000 was 18,616, while the previous year its enrollment was 17,070 students. Based upon population increase in Valley's service area and an increase in participation, L.A. Valley College likely will reach 30,000 students by the year 2012.

L.A. Valley College's service area Participation Rate for 1999 was 36.1 students per 1,000 adults. The California Community College Chancellor's Office forecasts 73 students per 1,000 adults to attend California community college. Currently, on average, the statewide Participation Rate is roughly 63:1,000.

If L.A. Valley College closes the gap between the enrollment advocated and actual enrollment, the College could grow much more rapidly and with a much greater student population than this plan calls for. Those scenarios suggest an eventual enrollment exceeding 50,000 students. That number, extrapolated by reviewing data shown in the Study of Growth chapter, would likely far exceed the College's physical capacity.

Even more rapid growth is possible. Anecdotal student comments support this idea. Students interviewed said that some students from Valley's service area are going to other colleges. The following are paraphrased remarks made by the students:

- "where college looks like a real college"
- "where they have clean restrooms"
- "where the library looks like a real library"
- "where students feel safe"
- "where financial aid is delivered on a timely basis"
- "where the college is student friendly"

Students currently using Los Angeles' extensive freeway system to attend Santa Monica, Pasadena, Glendale and Canyons community colleges may return to L.A. Valley College when these problems are solved (see "Master Plan Organizational Goals").

Conclusions

L.A. Valley College's master plan of 30,000 students was based upon projected population increases in its service area. More important, it is based upon L.A. Valley College's correcting the campus, facility and service deficiencies to increase its service area Participation Rate from 36.1 students per 1,000 adult population to 43.8 by the year 2010. The increase is conservative, and if the rate approaches the statewide 63 students per 1,000 adult population, the student population could potentially exceed 30,000 students much more quickly than projected.

As a result, it is imperative that the master plan use L.A. Valley College's land wisely, plan for multi-story buildings and anticipate substantial increases in access and parking demands.

INTRODUCTION

This chapter describes the Los Angeles Valley College Campus as it existed in 2000. It also briefly reviews the development of the campus, including the following areas:

- Theoretical Campus Capacity
- Capacity/Load Ratios
- Access to L.A. Valley Campus
- Adjacent and Nearby Land Use
- General Campus Description
- Campus Organization
- Analysis of Existing Site
- Campus Circulation
- Orientation
- Open Spaces & Landscaping
- Parking
- Safety and Security
- Campus Architecture
- Building Function Categories
- Energy Conservation and the "Viron" Project
- Existing Buildings
- Other Potential Issues

Information within this chapter follows a pattern of progressing from the general to the specific as it depicts and defines the layout and functionality of the campus.

Aerial photograph taken in the year 2000.

THEORETICAL CAMPUS CAPACITY

The theoretical build-out size of a campus should be based on consideration of enrollment demand and facility capacity. These need to roughly coincide numerically if a campus is to effectively meet the needs of the population it serves.

The enrollment potential of the L.A. Valley College campus is addressed in the "Study of Growth" chapter. It was concluded that L.A. Valley College has a potential enrollment of 30,000 students by 2012.

To be looked at in this chapter is the potential capacity of the L.A. Valley College site to accommodate a college of 30,000.

The following analyzes L.A. Valley College based upon its facility capacity if its facilities were fully built-out. Such an analysis can be broken down into four categories:

- Available land
- Parking
- Instructional and Service Space
- Outdoor Physical Education/Athletic Space

If these are significantly out-of-balance with one another, the category with the least potential capacity will typically determine the realistic capacity.

The result of analyzing these four categories is then compared with the enrollment demand. If there is a significant difference, particularly where enrollment demand exceeds capacity, the College should take measures to increase capacity through any or all of the following:

- acquiring more land
- diverting enrollment elsewhere
- building multi-story classroom and service buildings
- building multi-story parking structures
- expanding the teaching week

If the reverse occurs, and capacity exceeds enrollment demand, the College has the choice of either not taking any action or consider converting excess land into non-college uses--preferably ones which generate revenues.

The following is an analysis of the theoretical enrollment capacity of each of the four categories.

1. Available Land

If available land was the sole criteria for determining the ultimate capacity of L.A. Valley College it could not accommodate 20,000 students. This is based on a comparison of its 105 acres of land against State Standards as follows:

State Recommendation for Campus Land Area.
An informal state standard based upon accepted practice for a community college campus of 20,000 students is a land area of approximately 120 usable acres.

This breaks down as follows:

Buildings	35 acres
Parking	50 acres
Outdoor P.E.	35 acres
Total	120 acres

Extrapolating downward, L.A. Valley College's 105 acres computes to support 17,500 students. The State's criteria do not take into consideration space efficiency concepts such as multi-story classroom/service buildings, multi-story parking structures, public transportation, and an expanded teaching/learning week (e.g., weekend college, afternoon college, self-paced learning labs, and computer based classes).

Despite having only 105 usable acres of land, L.A. Valley College in 1975 served in excess of 24,000 students. Using state space standards, L.A. Valley College currently has excessive classroom space. Despite these facts, L.A. Valley College is well laid out and has an exceptionally large green area on the west side of the central green area, the Quad. With the exception of the Campus Center, all buildings are single story, including 74 bungalow units. The physical education/athletic fields are inefficiently organized and the College has a excessive number of tennis courts plus a seldom used archery range. It also has a hill of dirt located to the east of the stadium, left over from earlier construction.

If existing land area were the sole criterion, L.A. Valley College would have a projected capacity of 17,500 students.

2. Parking

L.A. Valley College could support upwards of 4,110 vehicles if surface parking were maximized. Assuming a 5:1 ratio of students per parking stall--a ratio commonly used by community colleges--this would support about 20,500 students. Some colleges have found a 4:1 ratio to be more accurate. If this ratio were employed, L.A. Valley College could support only 16,500 students. Factors which could influence this ratio is the percentage number of students using public transportation rather than private vehicles, and the number of hours per week students are on campus. The higher the number of hours, the lower the ratio of students per stall, conversely, the lower the hours, the higher the ratio. So, if students were to take more units per semester on average, more parking per student would be required .

If existing parking were the sole criterion, L.A. Valley College's ultimate campus size would be between 16,500 and 20,500.

3. Instructional Space

L.A. Valley College has permanent instructional space for about 24,000 students based on actual enrollments in past years. Using state standards,

Oxnard Street

Parking Lot B

Parking Lot C

Parking Lot D

Child Development Center

Ethel Avenue

Grant High School

Tujunga Wash

Staff Parking

Music

Free Speech Pad

Theatre Arts

Art

Fulton Avenue

Library

Cafeteria

Monarch Square

Tennis Courts

Staff Parking

Campus Center

Administration

Humanities

Foreign Language

Behavioral Science

Physics

Tower Hall

Life Science

Chemistry

Engineering

Planetarium Quad

Plan.

Math Science

Business Journalism

Museum

Railroad Right of Way

Parking Lot A

Sheriff

Plant Facilities

Bungalows

Old Quad

Coffee House

Parking Lot H

Tennis Courts

North Gym

Pool

Dixon Square

South Gym

Field House

Band

Gymnastics

Hatteras Street

Parking Lot E

Stadium Seating

Track & Field

Football Field

Hillside

Bleachers

Archery

Baseball

Parking

Coldwater Canyon Extension

Tennis Courts

Parking Lot G

Burbank Boulevard

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Existing Site Plan

0   500'

NORTH

this recognizes an excess of classroom and laboratory student stations.

Considering existing buildings, topography and reasonable walking distances, the campus is at its maximum size. To go above this number will require more efficient use of campus land, replacement of one story with multi-story classroom/service buildings, afternoon and weekend college and getting rid of the bungalow units.

If existing building space for instruction were the sole criterion, L.A. Valley College's ultimate campus enrollment would be about 24,000 students.

4. Outdoor Physical Education/Athletic Space

Considering outdoor physical Education/Athletic space as a criterion for determining the maximum size of L.A. Valley College, the present 23.6 acres against the standard of 35 acres for 20,000 students would extrapolate downward to 13,500 students.

However, L.A. Valley College only requires one unit of Physical Education activity type course for graduation and none is required to transfer to either the CSU or UC system, except for P.E. majors. This is compared with the typical requirement of 3 or more units in the 1960's when the State's standards were drawn up.

Much of L.A. Valley College's Physical Education weekly student contact hours, WSCH's, are taken in physical fitness or weight-training classes which do not require fields or outdoor courts. The result is that fields can be more compactly organized, and a practice field is needed only for football. It is reasonable therefore that L.A. Valley College needs only about two-thirds of the standard area for physical education/athletic outdoor space. Thus the present 23.6 acres, which is 2/3rds of the 35 acre standard, should support 20,000 students.

If existing outdoor physical education/athletic space were the sole criterion, L.A. Valley College's ultimate campus enrollment would be about 20,000 students.

Build-Out Conclusions

The four criteria are summarized as follows:

1. Available Land   17,500 students
2. Parking   20,500 students
3. Instructional Space   24,000 students
4. Outdoor P.E./Athletic   20,000 students

In comparing the four, instructional space for 24,000 students is the least limiting determinant of campus size. Instructional space and parking would enable 20,000 or more students to enroll at L.A. Valley College. Outdoor physical education/athletic space limits are similar at 20,000. Available land at 17,500 students means land efficiency measures must be undertaken to enable the campus to grow to 30,000 students.

Efficiency measures may include:

- Construction of multi-story classroom/service buildings
- Reduction of the campus green space, particularly on the perimeters
- Reduction of single-story older wood "barracks-like" structures
- Elimination of land inefficient bungalow units
- Reduction in tennis courts
- Elimination of seldom used archery range
- Elimination of the "hill" and improved organization of physical education/athletic fields

Before final determination of the student/parking stall ratio--and therefore the number of parking stalls which the campus will need for 30,000 students--an analysis of student, faculty and staff use of public transportation and/or walking to the campus needs to be completed.

Using a 5 to 1 ratio, 6,000 parking stalls will be needed by the year 2012. This dictates improved land use efficiency. Converting bungalow land space to student parking and reducing the green space on the west side of the campus probably will be necessary. In addition, an expensive alternative is consideration of one or more parking structures.

Surplus Property And Asset Management

L.A. Valley College, with only 105 acres of land to serve a projected 30,000 students, has no surplus property for "asset management" (the program for leasing excess land).

To the contrary, the College's fee-based programs probably need to rent/lease/purchase their own facilities off the L.A. Valley College campus, thereby reducing the demand for and pressure on campus classroom/laboratory facilities.

Usable Land

The drawing at the right illustrates the use of the developed acres:

- 1. Buildings   36.3 acres
- 2. Outdoor P.E./Athletics   28.4 acres
- 3. Parking/Roads   40.3 acres

Referring to the campus plan, it can be seen that there is little or no usable land remaining undeveloped at L.A. Valley College. Rather, the master plan must look for areas of possible re-development.
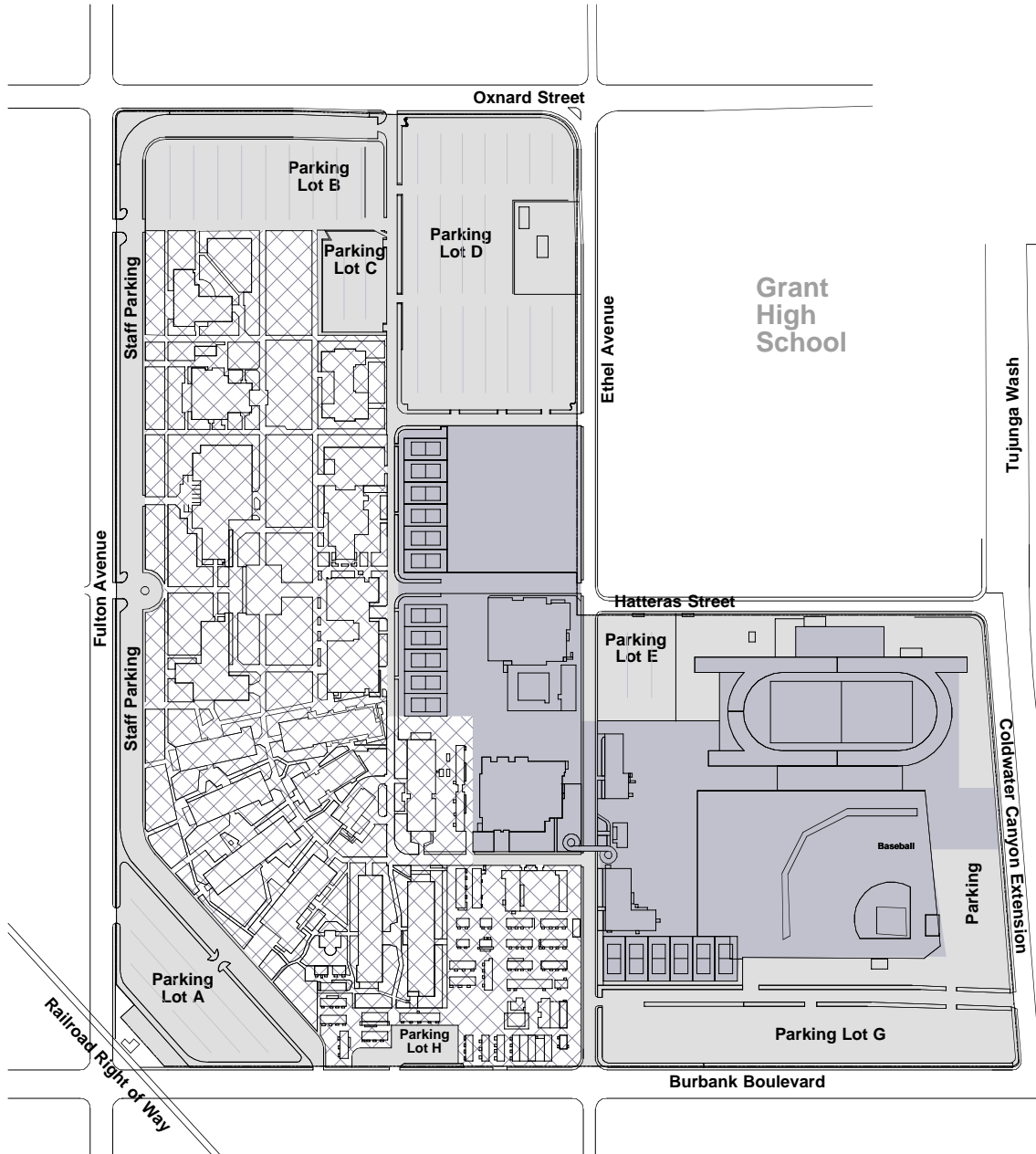
Oxnard Street

Parking
Lot B

Parking
Lot C

Parking
Lot D

Staff Parking

Ethel Avenue

**Grant
High
School**

Tujunga Wash

Fulton Avenue

Staff Parking

Hatteras Street

Parking
Lot E

Coldwater Canyon Extension

Baseball

Parking

Parking
Lot A

Parking
Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

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James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Land Use

Legend:

Buildings & Grounds
36.30 acres

Physical Education
28.40 acres

Parking and Roads
40.30 acres

Campus area = 105 acres

P.E. = 27.3% of campus area

**Buildings & Grounds =
35.0% of campus area**

**Parking & roads =
37.7 % of campus area**

0   500'

NORTH
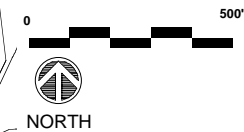
CAPACITY/LOAD RATIOS

The two graphs below show Campus laboratory space, by department.

On the left is capacity, as of 1999. Some departments naturally have more space than others, generally in proportion to the size of their instructional laboratory program. The lab capacity is expressed as Assignable Square Feet (ASF), using formulas from the State that convert the Weekly Student Contact Hours (WSCH) into ASF.

On the right is the load, as estimated for the long term period, when the College has grown to an enrollment of 30,000. Some departments will need more new space than others, in proportion to the increase in the size of their instructional laboratory program and factoring in their existing space allocation. The load is also expressed in terms of ASF, again converted from WSCH using the same formulas.

Capacity

The Space Inventory taken annually by the District tabulates the capacity, which is the existing assignable square footage (ASF) of the buildings on campus. The master plan proposes building projects to adjust future capacity as required.

Load

The Educational Master Plan estimates the enrollment load resulting from changes in campus and individual program size.

Lecture

Note that lecture space is not allocated by department. Lecture rooms under State rules are not classified by program or discipline. Thus the need cannot be analyzed by department, and only the overall change in lecture space needed for the Campus as a whole can be studied.

Laboratory

Laboratory space is allocated by department, so it is important to estimate the growth of each department separately, as well as the percentage of WSCH derived from lecture and laboratory in each department. The Space Inventory distinguishes between lecture and laboratory room use.

Laboratory Capacity, ASF, 1999

ASF

Programs	ASF
American Cultures	0
Anthropology	0
Art	9,373
Biological Science	10,023
Bus. Admin. & CAOT	6,627
Chemistry	3,195
Cooperative Education	0
Earth Science	3,061
Economics	0
Emergency Services	0
English	1,782
Family & Consumer Studies	2,815
Foreign Language	778
Health Science	2,726
History	0
Journalism	1,515
Library Science	0
Mathematics	2,080
Media Arts	1,590
Music	6,844
Philosophy	0
Physical Science and Physics	4,910
Psychology	707
Sociology	0
Speech	3,689
Technology	10,439
Theater	2,232

Laboratory Load Increase, ASF, Long Term

ASF

Programs	ASF
American Cultures	0
Anthropology	426
Art	4,133
Biological Science	6,539
Bus. Admin. & CAOT	12,093
Chemistry	6,978
Cooperative Education	0
Earth Science	843
Economics	0
Emergency Services	1,771
English	4,198
Family & Consumer Studies	1,121
Foreign Language	-778
Health Science	9,372
History	0
Journalism	7
Library Science	0
Mathematics	6,673
Media Arts	4,920
Music	8,957
Philosophy	0
Physical Science and Physics	-2,427
Psychology	-707
Sociology	0
Speech	2,819
Technology	28,168
Theater	1,158

Ratio of Lecture to Laboratory WSCH

The two graphs below show the effects on the amount of square feet of room space to which a program is entitled, depending upon its ratio of lecture to laboratory WSCH. The ratio of lecture to laboratory class time has a profound effect upon the entitlement to floor area, as calculated in accordance with Title V of state law. This is because laboratory classes require much more floor area than do lecture classes--the difference ranges from 3 to 1 for Business programs to 7.5 to 1 for Technology programs. Long term WSCH estimates are used for these examples.

Mathematics

The chart on the left shows three scenarios for Mathematics, the second largest department on campus. The difference between laboratory and lecture space entitlements is 3.5 to 1.

If Mathematics were taught with 80% lecture and 20% laboratory, it would qualify for 18,766 assignable square feet of lecture and laboratory space. If Mathematics were taught as 100% lecture, it would qualify for only 12,517 square feet of space, a loss of 6,249 ASF in entitled space. This difference is building area is considerable. Adding 20% lab WSCH increases the entitled ASF by 50%.

Physics

The chart on the right shows a similar analysis for Physics, a relatively small department. The difference between laboratory and lecture space entitlements is 6 to 1. It can be seen that when teaching hours are shifted to increase laboratory WSCH and decrease lecture WSCH, then an increase in building area is justified.

The decrease from 65% lecture to 50% lecture (with a compensating increase in laboratory from 35% to 50%) increases entitled space by 620 ASF, a 27% improvement.

Conclusion

The continual shift to reliance on equipment and technology--particularly computers--leads to a necessary increase in laboratory classes for many programs. When a department needs to shift some of its teaching to laboratory WSCH, it gains additional building area.

Effect on Mathematics ASF of Lecture/Laboratory WSCH Percentage

	Laboratory	Lecture
Mathematics, 80% Lecture	8,753	10,013
Mathematics, 90% Lecture	4,376	11,265
Mathematics, All Lecture	0	12,517

ASF Allocated per Title V (California Law)

Effect on Physics ASF of Lecture/Laboratory WSCH Percentage

	Laboratory	Lecture
50% Lecture	2,483	414
60% Lecture	1,986	497
65% Lecture	1,738	539

ASF Allocated per Title V (California Law)
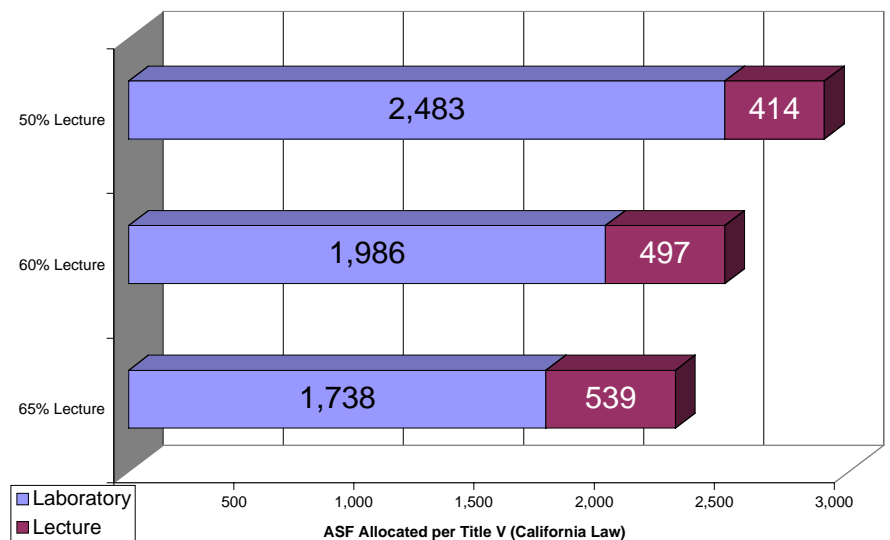
Facility Capacity/Load Ratio Scenarios

Ideally, the existing assignable square feet of lecture space should match the need for square footage by instructional programs. But in reality, the supply (or "capacity") usually varies from the need (or "load").

L.A. Valley College in 1999 had a greater capacity than load for lecture ASF, so had more ASF than state formulas showed it needed. In plain language, there was too much classroom space. The state formulas are very demanding, requiring heavy utilization of rooms over the week--see the background chapter in this book for an exposition of these rules. To illustrate the stinginess of the state rules, the general feeling on campus was that the college needed more classrooms than it had.

As the College grows in enrollment, it will need more square footage and will grow into the space it already has. In addition, building construction (and demolition) projects will add and subtract floor area. The charts presented here show how capacity and load vary over time, and illustrate several scenarios of building construction, remodeling and demolition.

This analysis shows how the Bungalows, the Physics Building and the Chemistry Building may be removed without creating a shortage of classrooms or laboratories.

Additional Classrooms Needed in Long Term

There would be a shortfall in the long term using the recommended scenario, so the College would then need and be entitled to additional lecture space. A project such as the second-phase expansion of the Computer/Business/Technology Building could provide the needed classrooms. Or, a new classroom building could be constructed -- perhaps farther north on campus to help better balance the distribution of classrooms. As computers continue to play a larger role in people's lives, they open up more opportunities for employment requiring retraining and education. This trend increases the demand for computer classes. In view of the fact that computer science does not have its building at LAVC, a shift in priorities is overdue when it comes to classroom/lab space.

Existing: No Change to Lecture ASF (Preserve Bungalows).
This chart shows that if there were no growth in capacity of lecture ASF--if no new buildings were built--there would be a classroom shortage by the mid term. The College would be entitled to additional lecture space under state formulas. However, the College desperately wishes to get rid of the old bungalows. Scenario 1 shows what would happen if the Bungalows were demolished, without building any new buildings:

Scenario 1: Lecture ASF After Removal of Bungalows.
Removing the bungalows leaves enough ASF to match the load in 1999, but the available area would rapidly become inadequate by the mid term. New construction projects would soon be needed, leading to Scenario 2, following:

An Alternative to the Recommended Scenario 3

An alternative to constructing the Computer/Business/Technology Building is to convert the old Physics Building and Chemistry Building into a modern open computer mall serving instructional computer labs. This alternative is not practical for a variety of reasons:

- The buildings are one story, too small, and take up a large land area.
- The buildings are wood, with no fire sprinklers, and have inadequate insulation and utilities. Modernization costs would be high.
- The buildings are arranged with two rows of rooms flanking a corridor. This is not suitable for conversion into an open computer mall flanked by instructional labs--the modern arrangement for computer labs requiring a wider, more square building shape.

Conclusion

The College has a golden opportunity--a window in time--to get rid of two of the most inadequate old permanent buildings on campus, the Chemistry Building and the Physics Building, without shortchanging itself on required classroom and laboratory space--especially for computer science which is greatly lacking in this area.

As the College constructs the initial projects presented in this Master Plan, it will maintain adequate lecture space until somewhat before the long term, at which time it will be entitled to additional lecture square footage.

The bungalows can be removed. The Physics and Chemistry Buildings can also be removed. A new Computer/Business/Technology Building can revitalize the southwest corner of the campus with a new multistory facility with open computer labs ringed by instructional computer labs with state of the art infrastructure. This will stop the bleeding--losing students to Pierce and Glendale Colleges.

This Master Plan is based upon this scenario.

Scenario 2: As #1, Add Health/Science and Life Science Building Converted to Lecture from Lab

Capacity in ASF / Load in ASF

1999: 45,548 / 42,766
Mid Term: 61,068 / 67,423
Long Term: 61,068 / 88,347

Scenario 3: As #2, but add the existing Life Science Building converted to lecture space from laboratory space.

After Biology moves to the new Health/Science Building, the old Life Science Building could be converted into lecture rooms from laboratories. This chart shows that the needed lecture space still falls short of the load in the mid term. More classroom space is needed by the mid-term.

Scenario 3: As #2, Add Media Arts Center and Computer Science/Technology Building

Capacity in ASF / Load in ASF

1999: 45,548 / 42,766
Mid Term: 81,000 / 67,423
Long Term: 81,000 / 88,347

Scenario 4: As #3, but add the Media Arts Center and the Computer/Business/Technology Building projects. This is the recommended scenario.

This scenario satisfies the College's requirements until well past the mid-term period. Adding the estimated amount of lecture space possible in these still-undefined projects increases the available lecture ASF beyond the load in the mid term. Classroom space will be adequate for the College's needs.

ACCESS TO LOS ANGELES VALLEY COLLEGE

L.A. Valley College is situated in the densely populated southern and eastern part of the San Fernando Valley metropolitan area that is the northern portion of the greater City of Los Angeles megalopolis. The campus was placed here during the rapid post-WWII growth of the suburban San Fernando Valley. Due to the tremendous growth in the greater San Fernando Valley area, two additional Los Angeles community colleges were established – L.A. Pierce College to the west and L.A. Mission College to the north. To the south, the Santa Monica mountain range separates the San Fernando Valley from the Los Angeles basin containing the remainder of the city.

Freeways

As illustrated by the drawing to the right, freeways form a rough triangle surrounding the L.A. Valley College location:

- The I-405 to the west,
- The 101 to the south, and
- The 170/I-5 at the northwest angle.

These freeways provide convenient access for students from the nearby cities of North Hollywood, Van Nuys, Valley Glen, Sherman Oaks, Studio City, Burbank, Sunland, Pacoima and North Hills. The freeways also provide convenient access for students residing outside the triangle to attend L.A. Valley College. Conversely, they also provide fairly convenient opportunity for L.A. Valley College service area students to attend colleges outside the triangle, e.g. L.A. Pierce, L.A. Mission, Glendale, Pasadena and Santa Monica Colleges.

Major Surface Arterial Streets And Boulevards

As illustrated by the drawing on the right, surface street access to L.A. Valley College from the east

and west (I-405, 170 & I-5) are by way of major east/west boulevards, Burbank Boulevard on the south side of the campus and Oxnard Street on the north. Surface street access to the campus from the north and south of the campus is by way of Coldwater Canyon Avenue passing to the east of the campus and Woodman Avenue passing to the west. Students using the major north-south boulevard Woodman Avenue would access the campus by way of either Oxnard Street or Burbank Boulevard as Woodman Avenue passes a half-mile west of campus. Fulton Avenue borders the campus on its west side; however, it is not a major arterial boulevard.

L.A. Valley College is convenient to a large residential area within a fairly short 5 to 7 mile drive, and is for many just a short walk or bicycle ride.

Traffic

Students arrive and depart the campus in greatest numbers using feeder freeways 101 from the south, I-405 from the west, and 170 from the east.

Major feeder surface streets include Coldwater Canyon Boulevard from the south, Burbank Boulevard from east/west/south of the campus, and Oxnard Street from east/west/north of the campus.

The majority of students arrive across the north and south boundaries of campus using Burbank Boulevard or Oxnard Street, as opposed to arriving directly into campus from the east or west where there are no direct through connecting streets.

The campus does not have major clearly defined and visible vehicular entrances on Burbank Boulevard or Oxnard Street. The present main entrance is on Fulton Avenue, a side street, at Hatteras Street, a short street. This is the entrance least likely to be used by students; it is used for bus/van drop-off and faculty/staff parking entrances, and has no student parking.

Demographics suggest that future enrollment growth will come from the north, northeast and northwest, as opposed to the south. This will result in the Oxnard Street, north, entrances being used more in the future.

Burbank Boulevard and Oxnard Street appear to be heavily used by campus traffic. However, the District has not yet authorized a traffic survey of the streets surrounding the campus. The master plan is therefore limited to anecdotal observations.

Buses and vans stop at these campus locations:

- Burbank Boulevard-Fulton Avenue intersection
- Burbank Boulevard-Ethel Avenue entrance
- Burbank Boulevard, between Fulton Avenue and Ethel Avenue
- Burbank Boulevard and Coldwater Canyon Boulevard
- Oxnard Street-Fulton Avenue intersection
- Oxnard Street-Ethel Avenue entrance
- Fulton Avenue-Hatteras Street main entrance

Students are dropped and picked up on both sides of these streets at the curb. There are no turn-ins for buses to improve the safety of student users. Most intersections have traffic lights.

Buses/Vans for students with disabilities use the Fulton Avenue-Hatteras Street main entrance, which has a limited turn-around capacity.

Burbank Boulevard is by far the more heavily used east/west street.

No surveys have yet been done on the usage of public transportation by students, faculty and staff.
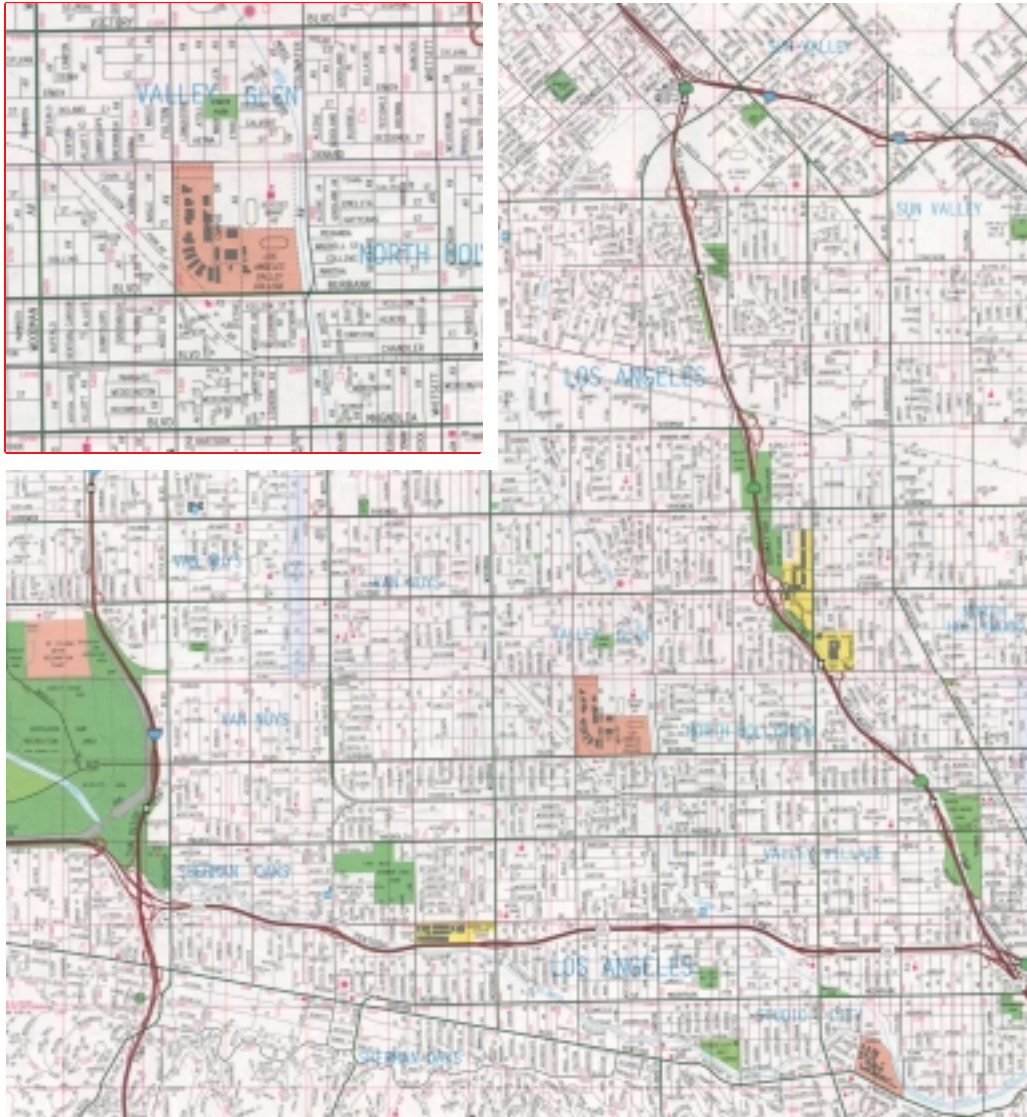
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5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA   Architect C-6455
Stephen R. Hoskins, AIA   Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Local Freeways & Roads

0   500'

NORTH

ADJACENT AND NEARBY LAND USE

The map to the right illustrates land use immediately surrounding the campus. Along the west boundary of the campus, Fulton Avenue, are single story residential properties. Across Oxnard Street on the north are multi-story apartment complexes. Along the northerly quarter of a mile on the east side of the campus, across Ethel Avenue, is Grant High School with its athletic fields facing the L.A. Valley College campus. Grant High School is also across Hatteras Street to the north of the College football stadium. On the far eastern boundary of the college, alongside the physical education/athletic fields, is Coldwater Canyon Extension. On the east side of Coldwater Canyon Extension is the Tujunga Wash. The wash separates the campus from Coldwater Canyon Avenue. Across Coldwater Canyon Avenue are again residential properties.

On the south boundary of the campus, across Burbank Boulevard, is a combination of multi-story apartment units, a city fire station, a community center and corner shopping centers.

Most properties within a 4 to 6 mile radius of the campus have densely populated multi and single story residential buildings. Interspersed along the major streets are small service type businesses.

Major industries and business enterprises are located along the freeway/railroad corridors, i.e. the 101 and I-5 as well as the I-405 and 170.

The city fire station on the south side of the campus causes some traffic flow problems as well as disruptive noises. High school students walking across the college campus and/or "hanging" out on the campus also cause some disruptive problems.

There is heavy traffic flow, especially during morning and evening rush hours, on Burbank Boulevard, Coldwater Canyon Avenue and Oxnard Avenue when L.A. Valley College students, faculty and staff are arriving for morning and late afternoon or evening classes.

Residential areas closest to the campus should be viewed as a potential source of future environmental complaints relating to vehicle congestion, noise and light pollution. These nuisances can be partially avoided by carefully planning a limited number of entrances to the campus and using directionally focused lighting.

Adjacent and Nearby Uses

Residential Neighborhoods

L.A. Valley College is surrounded by residential properties for miles on all sides. The Santa Monica Mountains forms the natural boundary for this development to the south, the Pacific Ocean to the west, the Santa Susana and San Gabriel Mountains to the north and northeast. The service area of L.A. Valley College is densely populated with neighborhoods of single-family homes and multi-family apartment complexes. There is limited opened space remaining. The population growth will come from increased development of multi-living units, i.e. single-family homes will give way to multi-family unit development.

Demographics

The residential areas served by L.A. Valley College include sizeable concentrations of low income families, e.g.:

- Panorama City   27.6% low income
- North Hollywood   25.8% low income
- Van Nuys   24.9% low income
- North Hills   24.0% low income
- Valley Glen   21.8% low income

These areas include large immigrant populations, e.g., some 45 percent of L.A. Valley College students reported the language spoken in their home as being non-English, with Spanish being the most common at 18.1 percent of the total L.A. Valley College population.

The population also includes a diversity of neighborhoods with average ages younger or older than

the median. Percentages of populations 18 years of age or older for the L.A. Valley College service area included:

- Panorama City   67.33% adult
- Van Nuys   72.79% adult
- North Hollywood   73.44% adult
- Valley Glen   76.57% adult
- Toluca Lake   85.68% adult
- Sherman Oaks   85.84% adult
- Studio City   87.77% adult

The national average for percentage of the population being 18 years of age or older is 75 percent.

Commercial Neighborhoods

Some shopping/service areas are located on Burbank Boulevard, typically on corners every half-mile or mile. Major industrial development is located principally along the 101 freeway and I-5 corridors and to a lesser degree along the I-405 and 170 freeway corridors. South of the 101 freeway corridor is substantial commercial development along the old highway 101 route, Ventura Boulevard.

For L.A. Valley College students, the Los Angeles megalopolis is available for career opportunities. This includes the huge entertainment industry located in Burbank, Hollywood and greater Los Angeles. The area also provides career opportunities in the service, finance, banking, information system, transportation, health, retail and government industries. Manufacturing opportunities will continue to decrease.

Future Trends Towards Densification

The Southern California Association of Governments, SCAG, is forecasting population growth of 0.5 percent per year for the area served by L.A. Valley College for the next 20 years. This is based upon limited vacant land, decline in immigration into the area, and an aging population.

Limited vacant land affects both new commercial growth as well as residential growth. Land is con-
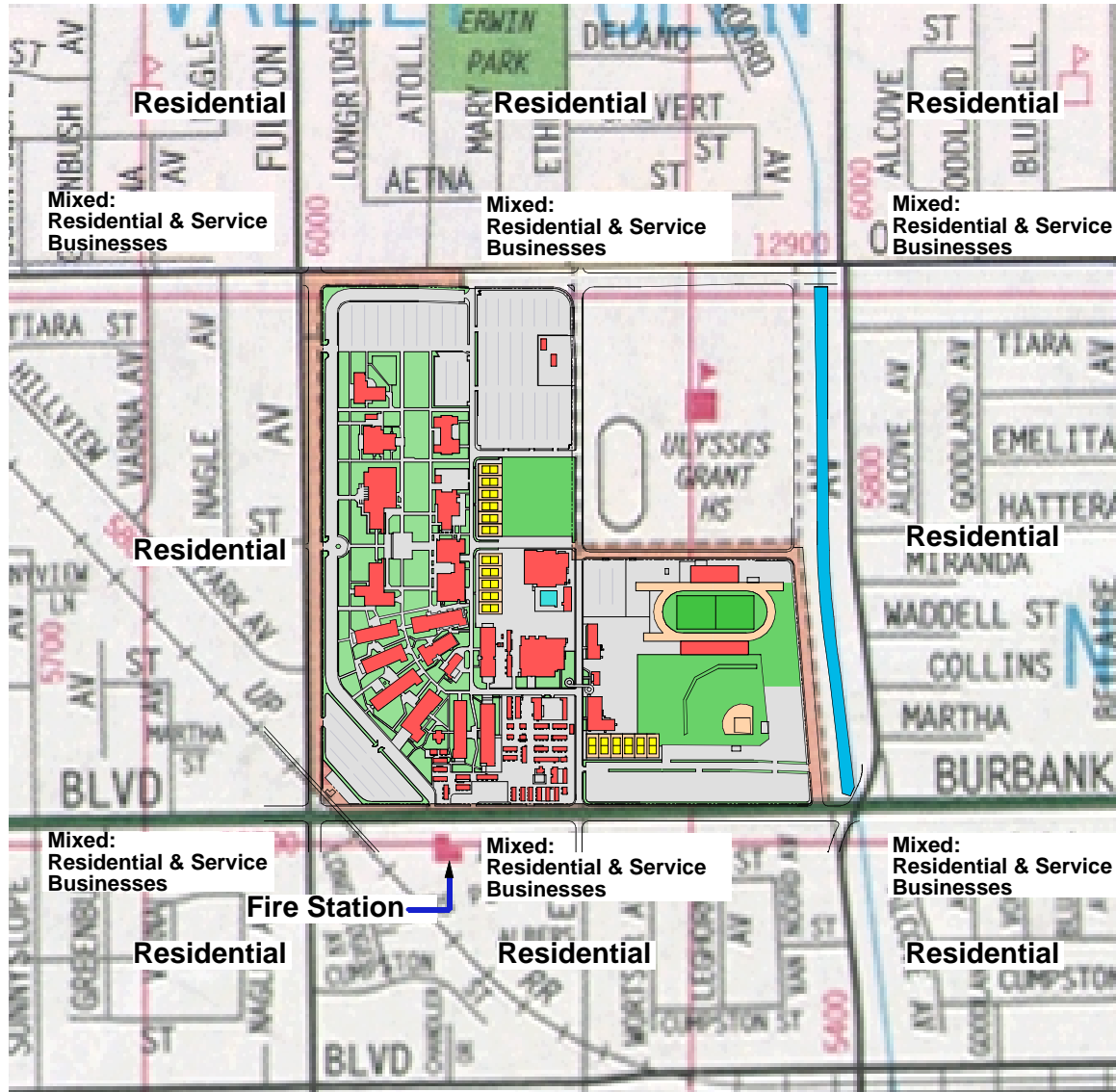
Residential

Residential

Residential

Mixed:
Residential & Service
Businesses

Mixed:
Residential & Service
Businesses

Mixed:
Residential & Service
Businesses

Residential

Residential

Mixed:
Residential & Service
Businesses

Mixed:
Residential & Service
Businesses

Mixed:
Residential & Service
Businesses

Fire Station

Residential

Residential

Residential

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

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James G. Spencer, AIA   Architect C-6455
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Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Adjacent Use

NORTH

tinuing to become more expensive. Smaller industries are slowly being forced to move outward within the megalopolis in search of affordable land and cheaper labor.

What will likely eventually happen is single family residential property will be replaced by multi-story/multi-family properties. The population will significantly increase as a result of densification. This trend will probably occur within the life of the master plan.

The College Service Area

The L.A. Valley College service area principally includes:

- North Hollywood
- Van Nuys
- Sherman Oaks
- Studio City
- Burbank
- Sun Valley
- Pacoima
- North Hills
- Valley Glen
- Valley Village

The College's service area is illustrated on the map shown below. Roughly, it is bordered on the west by the I-405 Santa Monica Freeway, the north and east by the I-5 Golden State Freeway and the south by the Hollywood hills. Most students live within five to six miles from the campus. The population of this service area was approximately 790,000 people in 2000, almost half of the population of the San Fernando Valley. Interestingly, the San Fernando Valley--were it an independent city-- has enough population to rank as the fifth largest city in the United States, after New York, Chicago, Los Angeles and Houston.

Adjoining community college service areas include those of Pierce College to the west, College of the Canyons and L.A. MIssion College to the north, Glendale College and Pasadena City College to the east, and L.A. City College and L.A. Trade Tech College to the south. Santa Monica College is located to the southwest and Moorpark College to the northwest.
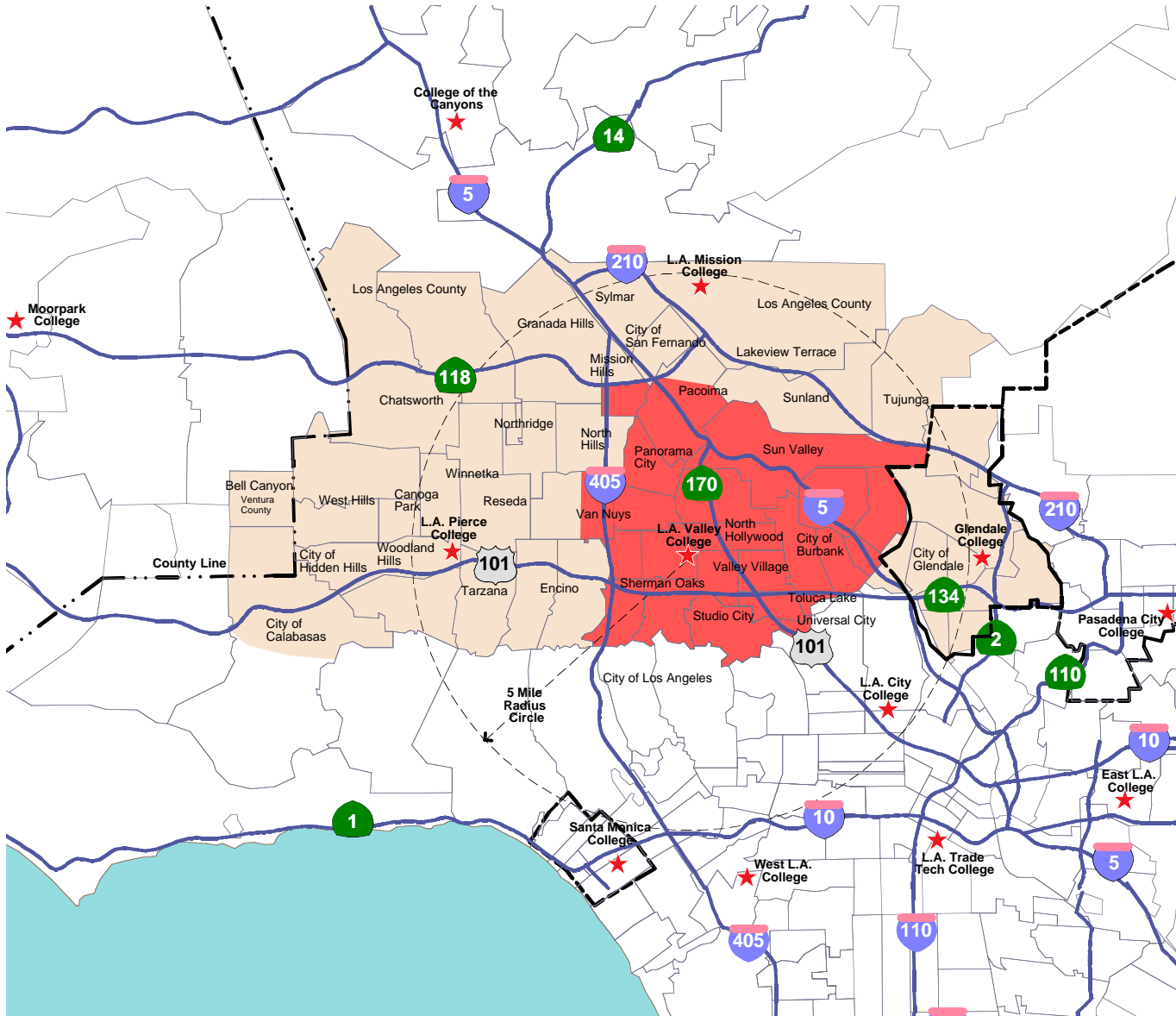
L.A. Valley College Service Area

Legend:

LAVC Service Area

San Fernando Valley
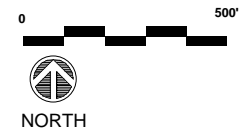
GENERAL CAMPUS DESCRIPTION

The site plan on the right illustrates L.A. Valley College as it existed in 2000. This map became the beginning point for development of the Educational and Facilities Master Plan chapters that follow. Much of the description is covered in greater detail in later sections of this chapter.

The Site

The site consists of 105 acres of relatively level land – the only hill on campus was created during its development (from dirt excavated for the swimming pool in 1978). The campus is located in a metropolitan area surrounded predominately by low-to-medium density residential areas.

The college boundaries are:

- Burbank Boulevard on the south,
- Fulton Avenue on the west, and
- Oxnard Street on the north.

The eastern boundaries are more complicated with Coldwater Canyon Extension forming the east boundary of the Physical Education/Athletic fields and football stadium, while Grant High School bounds the remainder of the east side of the campus with Ethel Avenue and Hatteras Street separating the College and the high school.

On the southwest corner of the campus there is an old railroad right-of-way, and a privately owned small corner business (a fast food restaurant).

The Campus is reached by vehicles and pedestrians at several entrances distributed around the perimeter of the campus. The main entrance is on Futlon avenue, although the majority of the students enter at the south and/or north side of campus. Vehicular access and pedestrian circulation will be discussed in detail later in this chapter.

The "Quad" Green And Other Features

One of the defining features of the campus is the central "Quad" green area (see the drawing to the right.). The Quad is a long rectangular shaped green area in what should be the middle of the campus. This gives the interior appearance of a major college or university. It runs north-south between the major buildings of the campus, creating a rather formal appearance.

The exterior of the campus on the west or Fulton side has extensive grass, trees and plants. The trees and plants include a wide variety turning the campus into a virtual arboretum.

As most of the classrooms for the campus are located at the south end, the Quad area is not extensively used by students for relaxation between classes. The vast openness of the Quad appears to preclude intimate gatherings of students, faculty or staff.

Nine of the classroom buildings at the south end of the campus are of wood construction, single story and narrow and rectangular in shape. These, combined with the large number of bungalows, give this portion of the campus an impermanent appearance.

Behind the Campus Center and Cafeteria buildings (on their east side) are two groups of run down appearing tennis courts which students, faculty and staff parking in the interior of the campus must pass when they reach the Quad area and the buildings which surround it, e.g., the Library and the Cafeteria.

The "Center" of Campus

Included in the drawing at the right is a 1,500 feet diameter walking circle. This circle is drawn at the center of the campus, which lies within Monarch Square. A large portion of the campus buildings lie outside this circle, causing an imbalance in the circulation of students within the campus. This circle is highly important to the organization of the campus, and will be discussed in detail later in this chapter
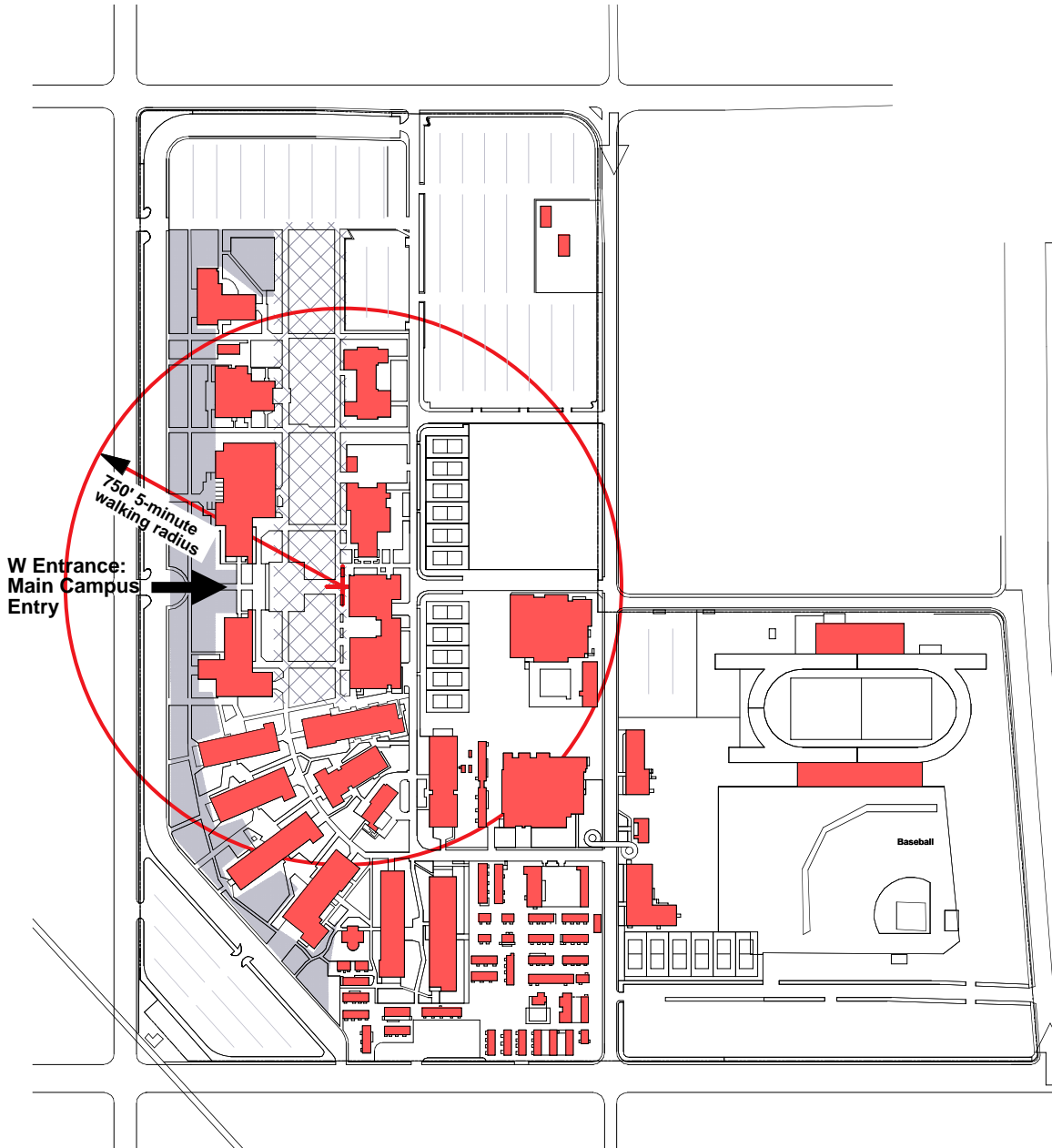
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(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

The "Quad" and Other Features

Legend:

Central "Quad"

West Lawn

Primary
Campus Entrance

750' 5-minute
walking radius

W Entrance:
Main Campus
Entry

Baseball

0   500'

NORTH

CAMPUS ORGANIZATION

There are three major organizational structures in most community colleges. These are:

- By Department or Discipline
- By Function
- By Clustering related Disciplines or Functions.

Campuses typically do not adhere to only one of these but rather they evolve into a combination organization.

By Department or Discipline

The Department or Discipline-centered organization is most commonly used organization at the community college level for academic services. It works best for medium to large campuses. Buildings are typically designed for specific disciplines, e.g.: Sciences, Biological Sciences, Business, Communications, Education, Languages, etc. Separate buildings are designed for centralized services such as Student Services, Library, Learning Center, Administration among others.

Department organization reinforces how most are usually administered. By being physically organized for departments, a college can be most effective in terms of growth. As a department evolves and grows, facilities can be modified and restructured to reflect changes without disrupting the disciplines.

The disadvantage of this campus structure for most campuses is that multiple smaller buildings are planned and constructed. When a campus needs to grow, small buildings are often more costly to build than one large facility would be. This is means larger buildings have greater economy of space and less disruption during construction. Other disadvantages include department "ownership" of rooms, offices and equipment that can result in under- use of facilities. A common problem is that individual buildings may not have been planned for expan-

sion, and they are too close together to easily accommodate expansion.

By Function

The organization by Function was developed and used in the 1960's in response to the need for start-up campuses and to the challenges of growth on a departmental campus. The typical organization works best with small-to-medium size campuses that expect moderate growth. Unlike the traditional campus layout, it groups separate functions together in buildings regardless of discipline. For example, all labs would be under one roof, while lecture classrooms would be grouped in another building. This means that classrooms and laboratories are shared by multiple disciplines as are college services and learning centers.

Generally, the Functional organization has overall better space utilization as it is designed to encourage sharing. Other advantages include fewer large growth increments making it easier to facilitate growth when it occurs. Functional organizations tend to result in larger buildings that are more flexible and adaptable.

By Cluster

Cluster organization for colleges was also developed in the late 1960's. This organizational strategy is mostly on large to very large campuses that expect increased growth justifying adding a new cluster for required expansion. This organization is a blend of the other organizational models in that each cluster is a group of related instructional activities on a larger scale a whole curriculum or division rather than at a department or discipline level. As with the Functional organization, each cluster is internally organized around department groupings in order to achieve reasonable organization within a cluster. What clearly sets the cluster organization apart from the other two is the centralization of college-wide services into each cluster.

Advantages of the cluster organization include a campus that is at a more manageable scale. Cluster organizations tend to be more student-faculty friendly allowing for greater communication and continuity. Grouping a broad range of related disciplines in this way makes for better coordination and teamwork among disciplines as well as between disciplines and services such as counseling and advisement.

A disadvantage is duplication of services by splitting up and spreading services among different clusters. The decentralized cluster organization is inefficient, expensive and inflexible. It cannot accommodate small growth, but rather must wait until there is sufficient growth to justify the need of a new cluster.

Cluster college organization has not been generally accepted because decentralization creates need for increased staff and facilities, resulting in operating costs than equivalent centralized models.

Existing campus Organization

The drawing at the right shows the four primary land uses on campus:

1) North Instructional
2) Services
3) South Instructional
4) Physical College Education/Athletics.

A preponderance of classrooms and laboratories are located at the south end of the campus, whereas the preponderance of   parking is located at the north end.

Conclusion

L.A. Valley College's organization can be described as a blend of previously discussed Department and Function.

L.A. Valley College is organized by departments that tend to be based on a single discipline. For a relatively large college, L.A. Valley College has a
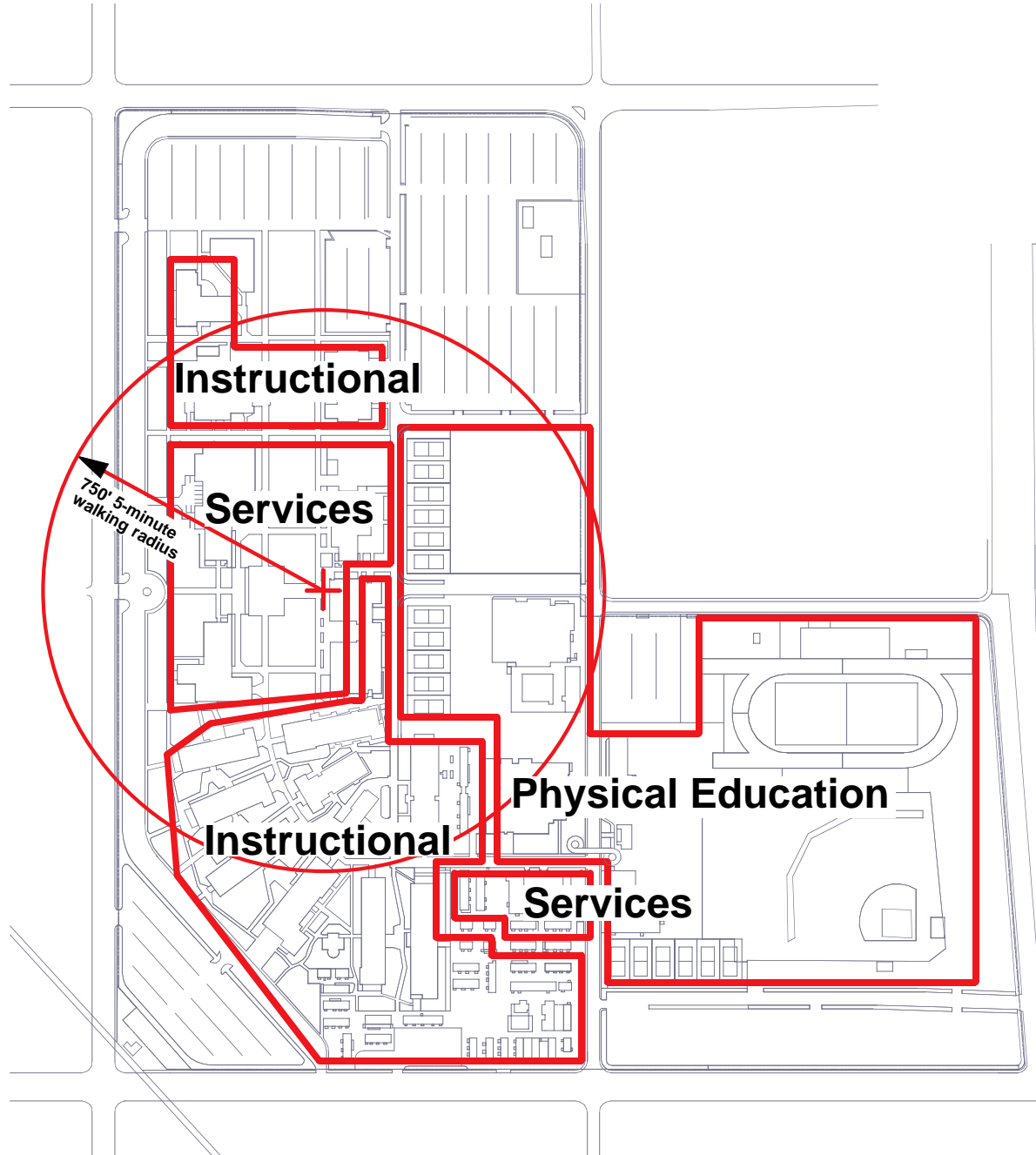
Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Existing Campus Organization

Some instructional facilities are distant from center of campus. Services are well located to create a campus hub. Center of gravity of the campus needs to be shifted north towards the Campus Center.

Instructional

Services

750' 5-minute walking radius

Physical Education

Instructional

Services

0   500'

NORTH

series of relatively small buildings that appear to have been planned for individual disciplines, e.g.: Theater Arts, Music, Art, Foreign Languages, Physics, Chemistry, etc. College services are in centralized buildings, e.g: Administration, Campus Center, Library, Plant Facilities, etc.

L.A. Valley College needs to grow, yet it has a series of older buildings which cannot be enlarged in an effective manner. Nine buildings are long and narrow and constructed of wood. These include:

- Foreign Language
- Physics
- Chemistry
- Engineering
- Math-Science
- Business-Journalism
- Humanities
- Behavioral Science
- Life Science

These would be expensive to remodel and/or expand. As a result, where possible, these buildings should be demolished and replaced by multi-level cost-effective buildings. Buildings could be constructed as they are needed. Typically, each multi-level building would serve multiple departments to facilitate sharing of conference rooms and expensive equipment. As there are only 105 acres, to serve its future student populations of 24,000 and 30,000, the campus must densify.

From the beginning, it was recognized that buildings were too small. The solution was to use temporary classrooms by installing 85 bungalows. The "temporary" bungalows have been used some 50 years. All of these need to be removed. In some cases, whole departments are located in bungalows.

As typically found in department organizations, L.A. Valley College departments "own" classrooms, laboratories, offices, workrooms, and conference rooms. A study of scheduling and use of these was not done, but it is suspected that this has resulted in inefficient use.

Service buildings are too small or inadequate to provide convenient and student-friendly services. The Library, Cafeteria, Campus Center, Administration buildings are too small to provide well coordinated student-friendly services. There is not one building which can hold the services for a student matriculation process. Financial Aid is located in bungalows 15 and 16, far removed from the related services and difficult for students to find. The bungalows are totally inadequate for a service of this importance. EOPS/CARE and DSPS services are also in totally inadequate facilities. One comprehensive Student Services Building is desperately needed to provide students with a student-friendly one-stop matriculation process.

A new multi-level Learning Resource Center needs to be planned and constructed within the central core of the campus.

The Cafeteria buildings needs to be reconstructed for multiple food court outlets which will be needed as the student population increases. The building needs to be open to the Mall to be more attractive to students.

L.A. Valley College business services and the bookstore will need more Campus Center building space as well.

Finally, L.A. Valley College lacks vacant land and/or space to construct facilities or use existing facilities for new degree/certificate programs, new for-fee classes or new services. Yet, the campus is over-built according to California Community College facility use standards.

Ideal Campus Reorganization

An ideal reorganization (illustrated at the right) presents a more balanced campus:

1) A college services core in the center of the campus
2) Instructional buildings better balanced between the north and south areas of the campus.
3) Parking lots better balanced between the north and south areas of the campus.
4) Physical education/athletics better organized into a more compact area.

The re-developed Central Quad Green would become a unifying linkage for college services, instructional and parking services for students, faculty, staff and guests.
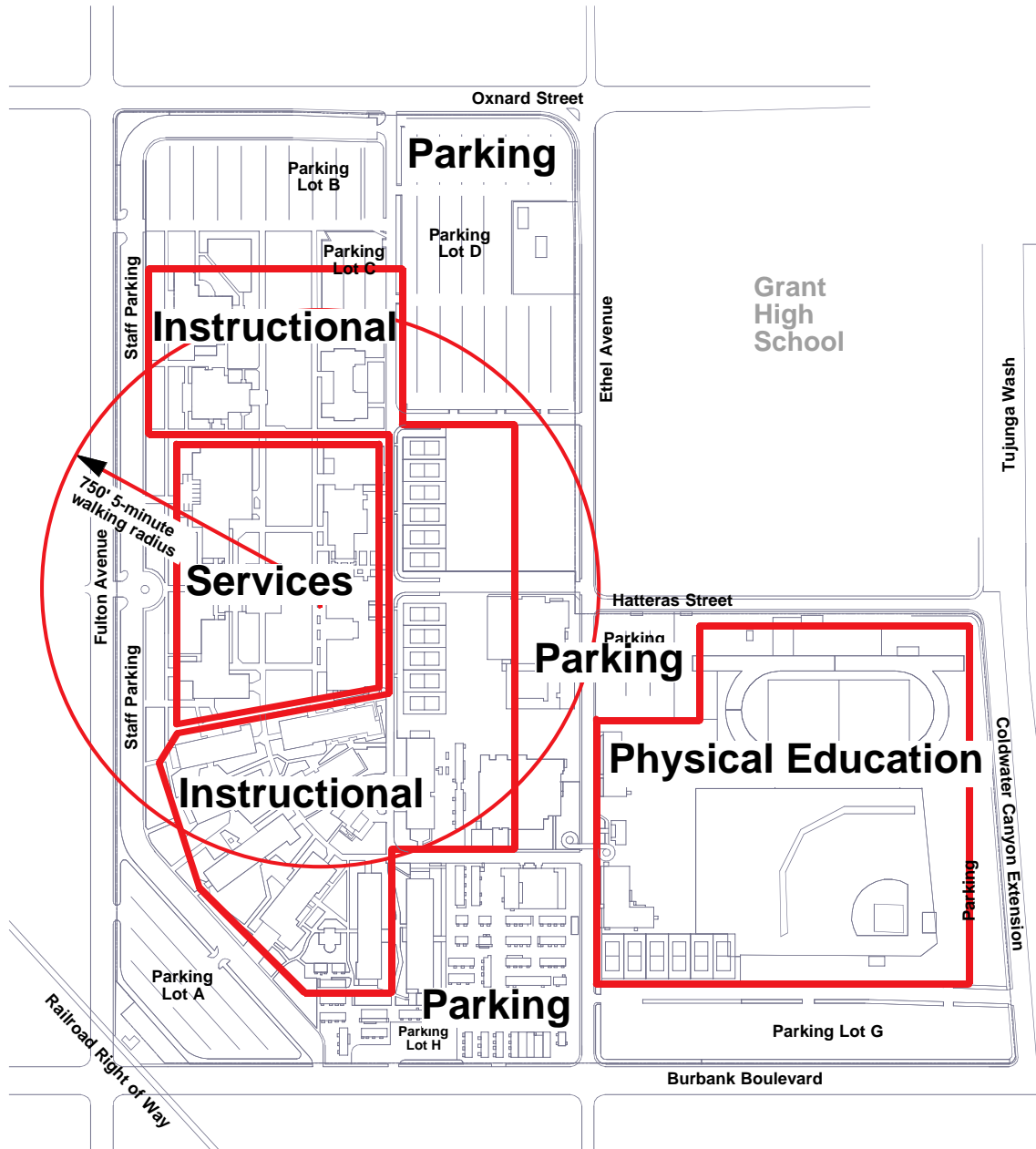
Oxnard Street

Parking

Parking Lot B

Parking Lot C

Parking Lot D

Staff Parking

Instructional

Ethel Avenue

Grant High School

Tujunga Wash

750' 5-minute walking radius

Services

Fulton Avenue

Staff Parking

Hatteras Street

Parking

Parking

Instructional

Physical Education

Coldwater Canyon Extension

Parking

Parking Lot A

Railroad Right of Way

Parking

Parking Lot H

Parking Lot G

Burbank Boulevard

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
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James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
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Idealized Campus Organization

Instructional area in the North portion should be expanded with new buildings. New instructional space can be built west of the campus center. The bungalows should be converted into parking. The P.E. functions are re-developed away from the center of campus. More parking is created to surround the instructional space.

0   500'

NORTH
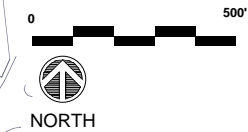
Location of Disciplines

L.A. Valley College buildings at the south end of campus were tightly placed with insufficient room for expansion. Buildings in the central core of the campus were placed with room to expand. For example, the Library building, if necessary, could be expanded to accommodate services such as Student Services under one roof.

The Music, Theater Arts, and Art buildings could be reconstructed and expanded to accommodate growth if and when it is needed..

The Physical Education/Athletic fields should be reconstructed to fit into the space surrounded Burbank Boulevard, Ethel Avenue, Hatteras Street and Coldwater Canyon Extension. Tennis Courts should be located in one area, by the Gymnastic Center, including 8 to 10 courts. This facilitates clearing sites for multi-level classroom/laboratory buildings.

Classrooms vs. Laboratories

Lecture or general purpose classrooms should be located to be as central and "neutral" as possible. This helps avoid "ownership" by any one department. Laboratories tend to be more specialized in design and usage, and as a result are invariably "owned" by the discipline for which they are used. Laboratories therefore do not need to be centrally located.

The drawing at the right illustrates which instructional buildings are used predominately for classroom and for laboratory use. It further illustrates that a portion of the lecture classrooms are located within the central core of the campus, e.g: upstairs of the Campus Center and the Foreign Language and Humanities buildings, while many other lecture classrooms are located far from the central core, e.g. bungalows, Business-Journalism, Math-Science, and Behavioral Science buildings on the south end of the campus.

Bungalows are used for laboratories by several departments: Journalism, Speech, Art, Music, Life Science, and Administration of Justice. Specialized Laboratories are needed by Media Arts, Photography, Digital Art, Printmaking, Commercial Music, and EMT/Physical Therapy, among others.

Redevelopment of the campus will result in a concentration of laboratories in the north and lecture/general purpose classrooms at the south end of the campus core.
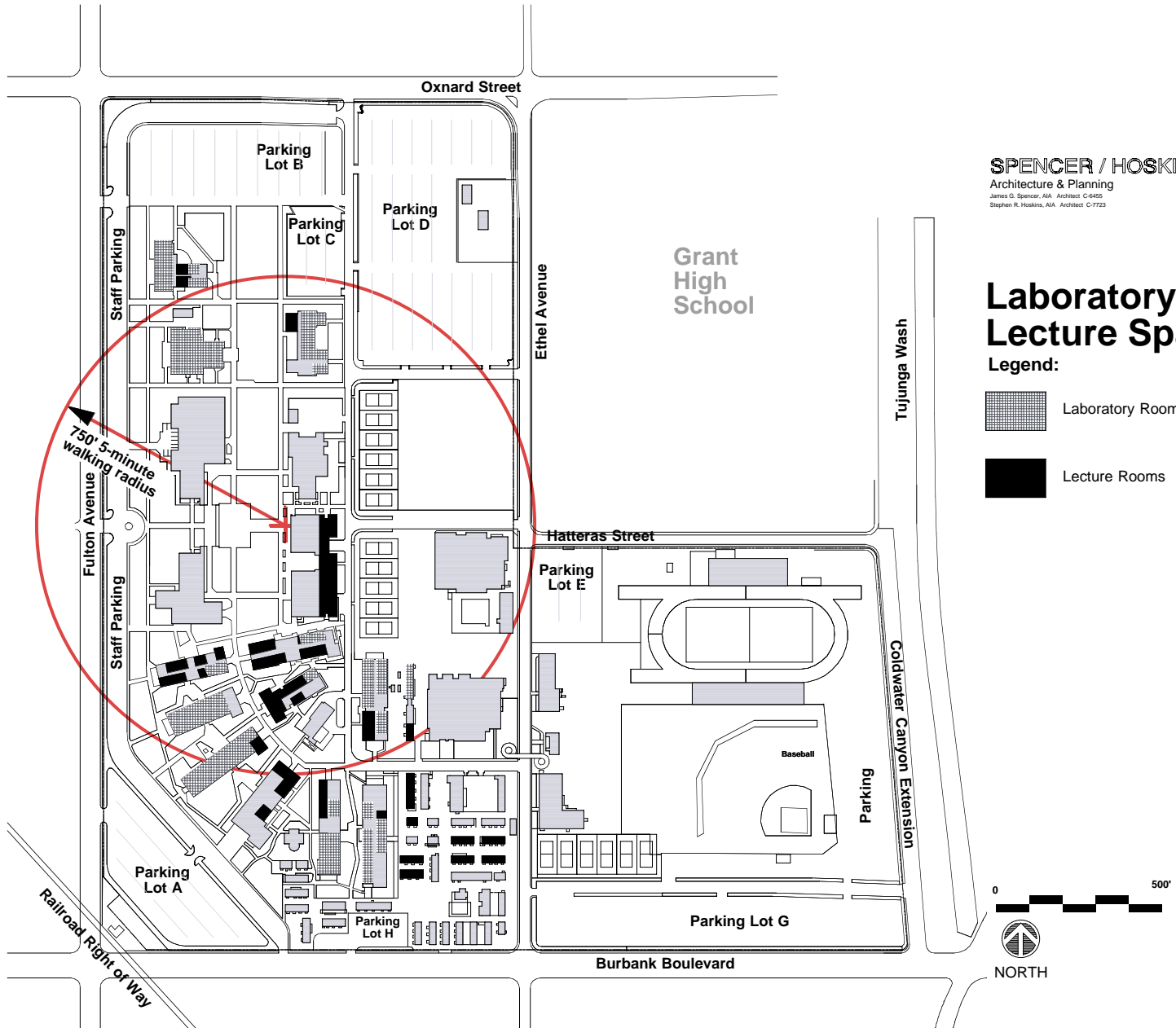
Oxnard Street

Parking
Lot B

Parking
Lot D

Parking
Lot C

Staff Parking

Ethel Avenue

Grant
High
School

Tujunga Wash

750' 5-minute
walking radius

Fulton Avenue

Staff Parking

Hatteras Street

Parking
Lot E

Parking

Coldwater Canyon Extension

Baseball

Parking
Lot A

Railroad Right of Way

Parking
Lot H

Parking Lot G

Burbank Boulevard

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Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Laboratory and Lecture Space

Legend:

Laboratory Rooms

Lecture Rooms

0   500'

NORTH
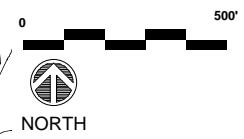
ANALYSIS OF EXISTING SITE

The following sections explore in more detail the campus as it currently exists, beginning with topography and concluding with a review of visual features.

Topography

The 105 acre L.A. Valley College site is on nearly level land. The area no doubt was once grassland reflecting the moderate annual rainfall of the greater Los Angeles area--green in the late fall and early spring and brown the remainder of the year. The Tujunga Wash forms the eastern natural boundary and barrier of the campus. The bank of the wash has been developed into a small park.

The Administration and Library buildings are slightly elevated, 4 to 6 feet higher than the Quad area and the buildings across the Quad.

The only other elevated area on the campus is the man-made hill at the southeast end of the Football Stadium, consisting of dirt removed from construction of the swimming pool in 1978.

This level site presents few challenges in planning the design and organization of buildings, pathways, fields and parking lots. It is also very hospitable to the disabled.

Geological Considerations

No information specific to the site of L.A. Valley College is available at this time. Geological studies will be prepared for major building sites as they are developed.

The campus is in a highly active seismic area(pictured in the image to the right), typical of much of the state of California. As a matter of course, buildings are designed to resist earthquake forces as necessary to preserve life safety. The major Northridge earthquake of 1994 was centered only ten miles from the L.A. Valley College campus, and

among other widespread damage caused the collapse of a multistory parking structure at Cal State University in Northridge. This structure had been carefully engineered to resist likely earthquakes, yet failed.

As L.A. Valley College is redeveloped with multistory buildings, which are inherently more hazardous in an earthquake or other emergency than are single story buildings, especially great care must be taken to preserve life safety.

Environmental Issues

LAVC is located in the San Fernando Valley metropolitan area which is part of the Los Angeles megalopolis. All of the College's service area is located within the Los Angeles city limits with the exception of the incorporated city of Burbank. Environmental issues are many and complex. The primary issues which directly affect L.A. Valley College are population density, transportation, and the scarcity of vacant land.

An Environmental Impact Report (EIR) is recommended by this Master Plan, and is scheduled by the College and its Proposition A Bond Program Construction Managers to be prepared in the near future.
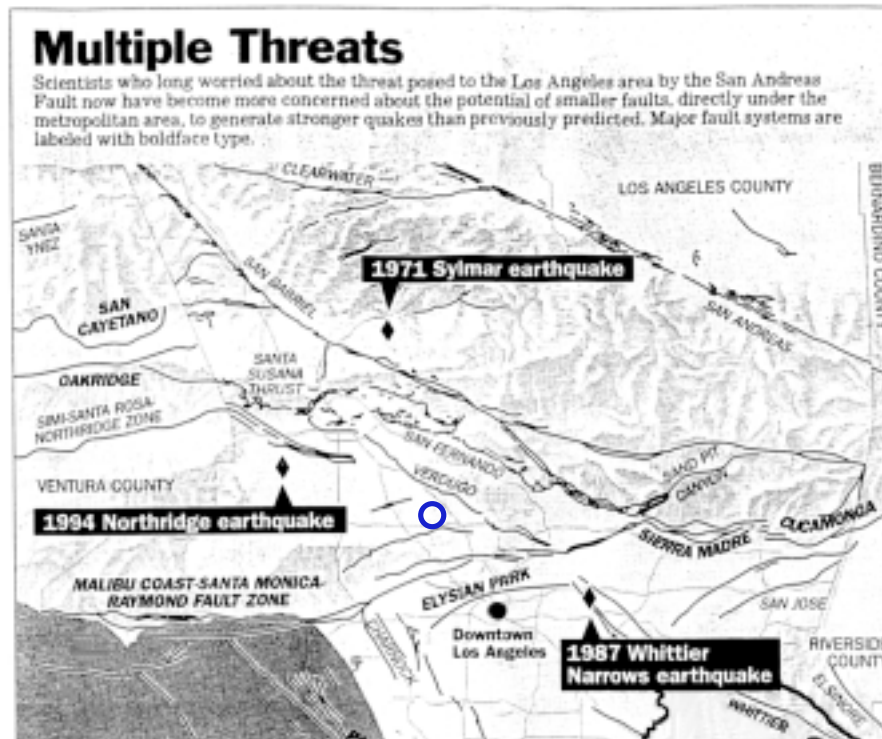
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Seismic Activity

Legend:

○   Aproximate
location of site

Multiple Threats

Scientists who long worried about the threat posed to the Los Angeles area by the San Andreas Fault now have become more concerned about the potential of smaller faults, directly under the metropolitan area, to generate stronger quakes than previously predicted. Major fault systems are labeled with boldface type.

0   500'

NORTH

Possible Re-Developments

1) Using the green space, 34,864 square feet, between Parking Lot C and the Music building;

2) Re-organizing the physical education/athletic fields, tennis courts and field house into the space between Parking Lot G and the football stadium.

3) The preceding would create space for two major multi-story buildings; one immediately east of the Cafeteria building, where tennis courts and softball fields are currently located, and another immediately east of the Campus Center, where there are other tennis courts.

4) Demolish the single-story "barracks-like" Physics and Chemistry buildings for a future major multi-story building.

5) Eliminate the "Hill" and archery range to facilitate either the physical education/athletic fields or possible relocation of the Child Development Center.

6) Remove the bungalows in a systematic process to create needed parking space on the south end of the campus.

7) Remodel the Business-Journalism building into a Plant Facilities building.

8) Create additional parking areas on the west side of campus where wide lawns exist between the current parking lots and the buildings, including the Music, Theater Arts, Library and Administration buildings.

These redevelopments will "densify" the classroom/service space into multi-story buildings around a campus core, create needed parking space and "densify" the physical education/athletic fields and courts through improved organization.

Finally, the College should commence planning to move its fee-based programs off the campus into either leased or owned facilities. These programs do not generate FTES revenues or count toward state facility funds. They should be self-supportive including facility costs. They need to be located among the community where coordination and collaboration with customers can easily take place. This would also reduce pressures for land necessary for parking.
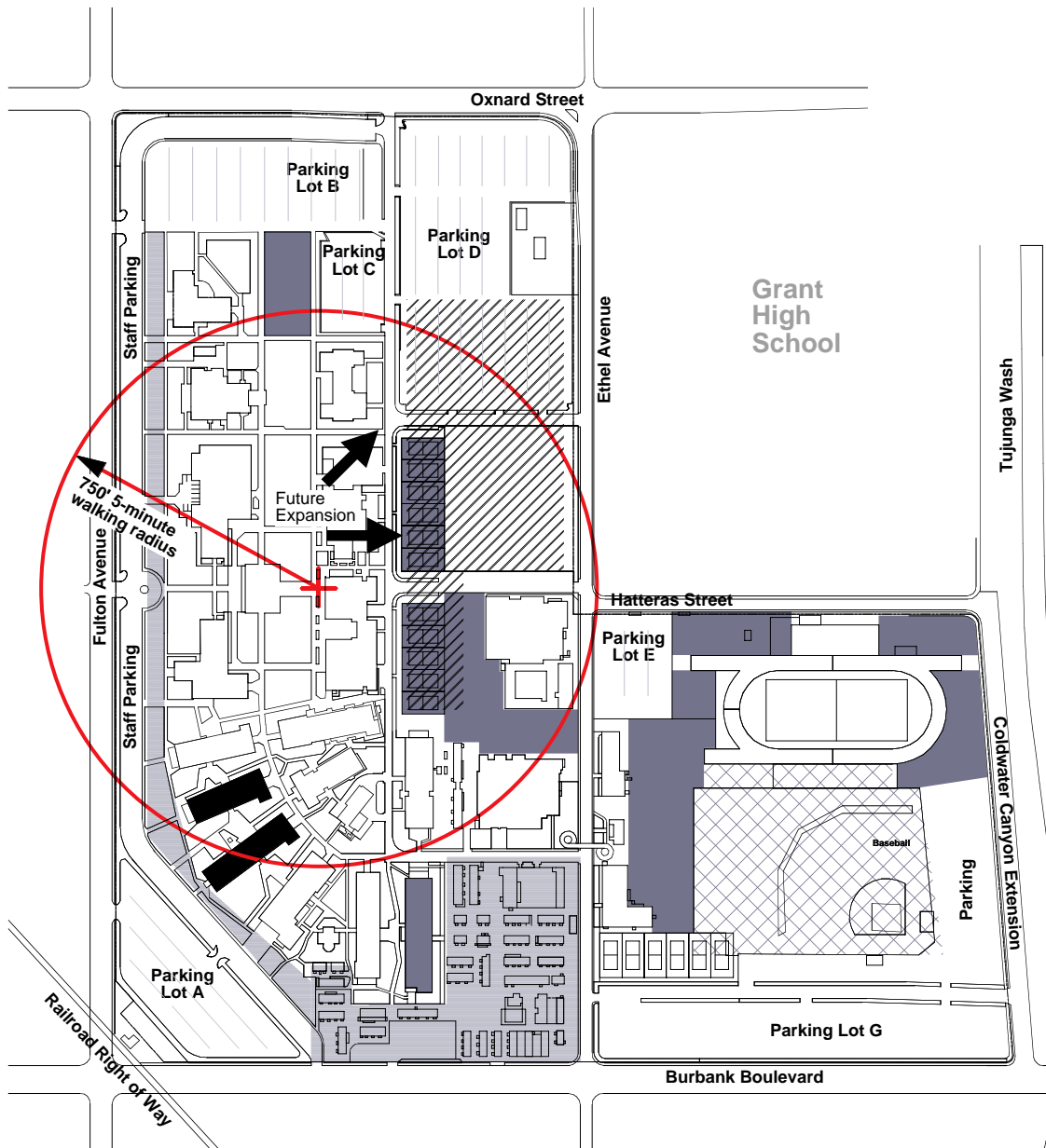
Oxnard Street

Parking Lot B

Parking Lot C

Parking Lot D

Staff Parking

Grant High School

Ethel Avenue

Tujunga Wash

750' 5-minute walking radius

Future Expansion

Fulton Avenue

Staff Parking

Hatteras Street

Parking Lot E

Coldwater Canyon Extension

Baseball

Parking

Parking Lot A

Railroad Right of Way

Parking Lot G

Burbank Boulevard

Los Angeles Valley College

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James G. Spencer, AIA   Architect C-6455
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Areas of Re-Development and Expansion

Legend:

Areas to consider for Re-Development

Potential Building Sites for Future Expansion

Demolish to expand parking

Demolish to make room for new 2-story

Re-Organize Playfields

0   500'

NORTH

CAMPUS CIRCULATION

Vehicular and pedestrian movement, taken as a whole, tie or "knit" a campus together. If well planned and efficient, campus functionality is improved. If poorly conceived and indirect, campus functionality is negatively affected, making students, faculty, staff and guests spend more time entering the campus, parking and getting to their campus destinations.

The following reviews the functionality and aesthetics of L.A. Valley College's existing on-campus vehicular and pedestrian circulation.

Vehicular Circulation and Access

The Main Campus entrance is the Fulton Avenue entrance. Buses, vans for disabled students and the faculty and staff use this entrance. Additional vehicular access to L.A. Valley College is provided at multi-locations illustrated on the drawing to the right:

- Oxnard Street at Lots B and D
- Oxnard Street at Ethel Avenue
- Burbank Boulevard at Coldwater Canyon Extension
- Burbank Boulevard at Lot G (multi-entrances)
- Burbank Boulevard at Ethel Avenue
- Burbank Boulevard at Lot H
- Fulton Avenue at Lot A
- Fulton Avenue at Hatteras Street (main entrance)
- Fulton Avenue at Lot B

The number of entrances might be reduced in order to improve campus security and enable college sheriffs to more easily monitor campus vehicular traffic. The fewer entrance points should provide four lane access–two in and two out–to facilitate entering and exiting the campus. The driveway "throats" should be lengthened to provide more queuing space for vehicles backed up while waiting for a parking stall. The major Fulton Avenue entrance should be enlarged to allow easier access for buses and vans to drop off students, faculty and staff.

Major entrances at the north and south sides of the campus with drop-off loops should be planned. These recognize that Burbank Boulevard presently has the heavier traffic flow, but that increasing numbers of students may come from the north in the future. The illustration at the right shows examples of these entrances.

On-Campus Roads

L.A. Valley College's on-campus roads are illustrated in the drawing at the right.

The most noticeable feature of the on-campus road system is the absence of an interconnecting road across the south area of campus.

A second important feature is that Ethel Avenue, formerly a city owned street, splits the campus. From Burbank Boulevard to Hatteras Street, Ethel Avenue is owned by the Los Angeles Community College District. It is therefore operated, controlled and maintained by L.A. Valley College. Theoretically this is a closed campus road, but because it is necessary for college vehicles and delivery vehicles to use it, other vehicles use it also. From Hatteras Street to Oxnard Street, Ethel (between Grant High School and the College) is still a city street and is heavily used by high school students.

A third feature is that Hatteras Street is no longer a public street. It is jointly owned—operated, controlled and maintained – by the Los Angeles City School District and Los Angeles Community College District–the north half by the school district and the south half by the college.

A fourth feature is the absence of an on-campus interconnecting road around the physical education/athletic fields, stadium and courts. However, Hatteras Street as a "captive" of the two campuses serves that function on a defacto basis.

Most of the remaining on-campus roads are through parking lots with pedestrian cross-traffic. The service road behind the Cafeteria and Campus Center buildings is narrow and with much pedestrian traffic in the roadway as well as cross-traffic. This road is used by trucks delivering supplies to the Cafeteria building and to the bookstore in the Campus Center. As half of the Campus Center basement is used as storage space, delivery trucks must also reach it using this narrow road.

It is essential that an interconnecting road be developed to connect the total campus to improve access, safety and security. This is illustrated in the drawing at the right. The planning for a major south side entrance should include redesigning the Ethel entrance at Burbank. Pedestrian cross-traffic of on-campus roads needs to be reduced to a minimum using pedestrian crossings.

Master planning might result in widening the road behind the Cafeteria and Campus Center to facilitate necessary deliveries. The widened configuration might, with attractive paving, be doubled as a pedestrian plaza. Part of the delivery problem will be solved with planned campus storage at a more accessible perimeter delivery location.

If the agreement between the District and the City permits, Ethel Avenue between Burbank Boulevard and Hatteras Street could be removed and used for building space or parking.

Public Transportation On Campus

There is no public transportation entering the L.A. Valley College campus. Buses/vans use the Fulton Avenue entrance to drop off students, but remain on the public streets. This is especially true for students with disabilities using public transportation. This leaves such students across the Quad from the Disabled Student Programs and Services Cen-
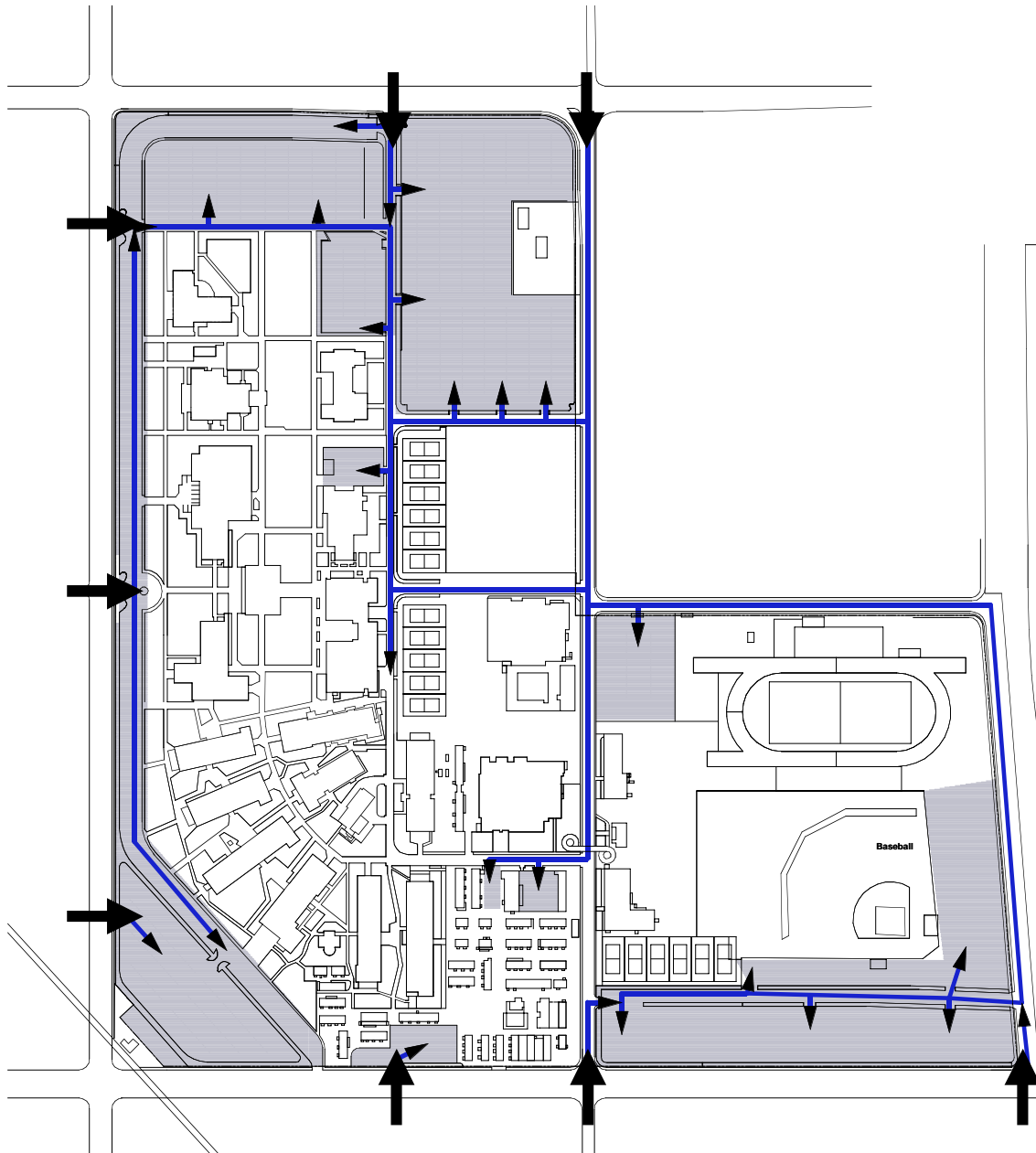
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Entrances and Roads On-Campus

Legend:

Parking Area

Roads on Campus and their access to parking Areas

Campus Entrance

0   500'

NORTH

ter and a considerable distance from the instructional core of the campus to the south.

Public transportation accesses the campus at curbside on Burbank Boulevard, Fulton Avenue and Oxnard Street. Several of these stops are positioned where there is an absence of waiting areas and sufficient lighting. These pose a safety hazard to those who require public transportation and for those who must cross the street without a traffic light. Drop-off loops might be planned on Burbank Boulevard and Oxnard Street with waiting shelters and quality lighting. L.A. Valley College should make a concerted effort to encourage use of public transportation by its students, faculty, staff and guests to reduce the number of parking stalls needed. This should include a collaborative effort with the public transportation agencies to make such projects cost-effective for L.A. Valley College.

Recommendation for a Traffic Study

Over the course of this master plan, there has been a recommendation by the planners that the college or district retain a professional traffic consultant to advise on the present and future traffic and parking needs of the college and its potential impact on the surrounding community. This is likely to be a CEQA (California Environmental Quality Act) issue and part of any Environmental Impact Report (EIR) needed to guide future development of the campus. The results of such a study would also guide the design recommendations of this master plan. An EIR containing a Traffic Study is scheduled for completion in late 2002.

Such a study was not completed in time for the completion of this master plan. The plan has however incorporated similar recommendations that are typical of other community colleges in the design of entrances, parking and other issues affecting traffic, both on and off campus.

Internal Traffic

There is no campus road to enable vehicles to fully circle the campus without exiting onto public streets. The missing link is on the south end of the campus. This results in parking access being isolated and accessible only by street entrance. Most campuses have interconnected on-campus roadways.

Interconnecting on-campus roadways reduce congestion in prime parking lots, improve safety (students do not have to go in and out of city streets to travel around the campus), improve security, and help students find vacant parking stalls more easily (student friendlier).

Conclusion

The Master Plan needs to address the issues of many poorly designed and unsafe entrances to the campus. The lack of an interconnecting on-campus road must be addressed to ensure maximum safety and security on campus. Access for public transportation is crucial for safety of students, faculty, staff and guests, and to minimize the use of valuable college land for unnecessary parking stalls. All of these issues will become increasing urgent as the student population grows, and with it, vehicular traffic.
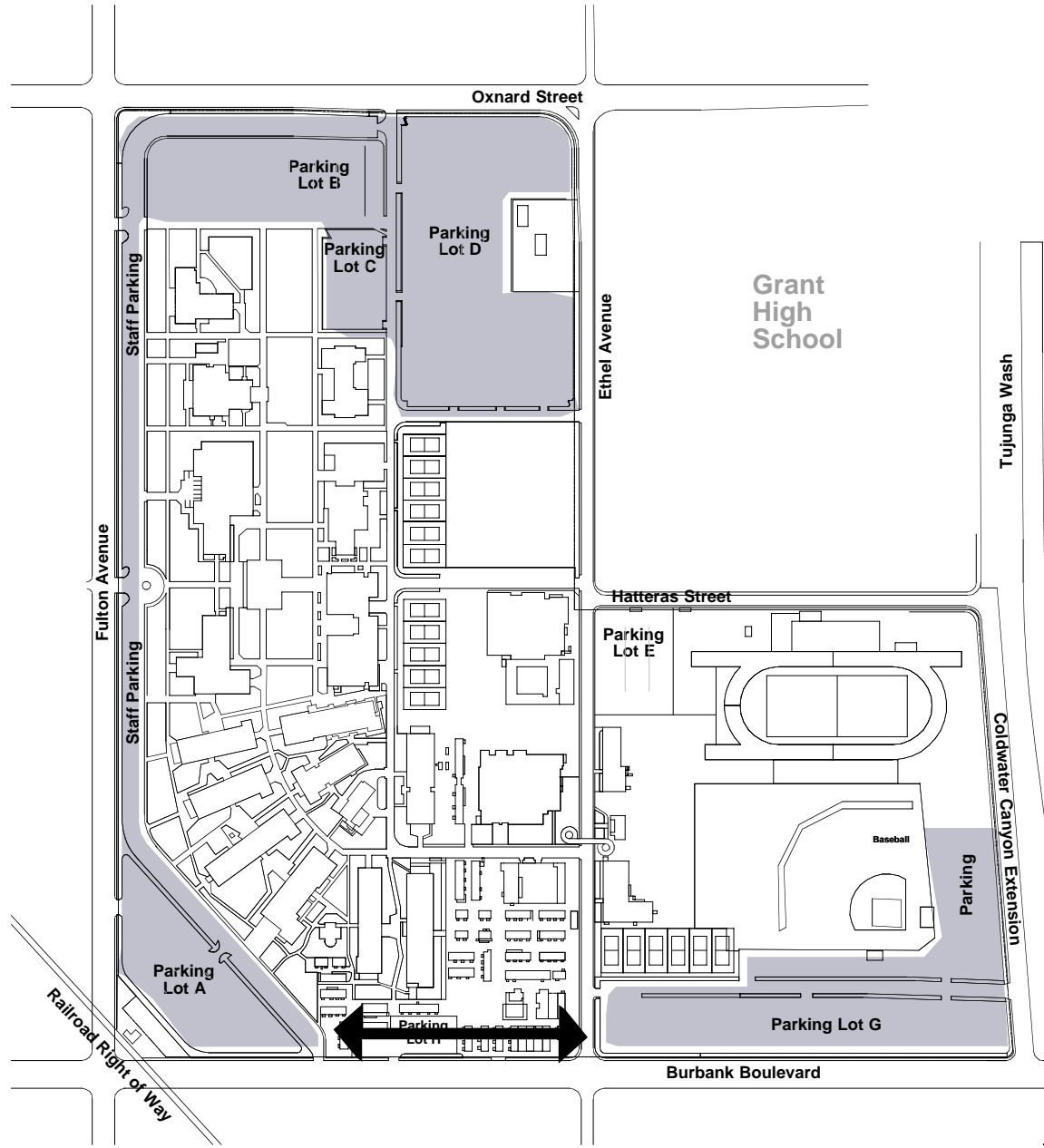
Oxnard Street

Parking
Lot B

Parking
Lot C

Parking
Lot D

Staff Parking

Grant
High
School

Ethel Avenue

Tujunga Wash

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Needed Vehicular
Internal Link

Legend:

Parking Areas

Needed Vehicular Path

Fulton Avenue

Staff Parking

Hatteras Street

Parking
Lot E

Coldwater Canyon Extension

Baseball

Parking

Parking
Lot A

Railroad Right of Way

Parking
Lot H

Parking Lot G

Burbank Boulevard

0   500'

NORTH

Service And Emergency Vehicle Circulation

Many of the same vehicle circulation concerns expressed earlier exist for service and emergency vehicle circulation. In general, emergency personnel (paramedics, fire-fighters, city police, etc.) who are not familiar with the campus would have difficulty with finding their way around the campus upon arrival. Lack of an interconnecting on-campus road is a serious impediment to fast and efficient services. This is a serous problem.

Fire lanes must be maintained with adequate clear width, dead end distances, and turning clearances to allow fire trucks to access all necessary points on campus, as required by the Los Angeles City Fire Department. These fire lanes have a clear height requirement (about 14 feet) which would likely preclude the extension of the present metal walkway canopy to more buildings on campus. Because the present canopy presents an obstruction to emergency vehicles, it is especially important that a clear route which is not confusing interconnects all areas of the campus.

State law gives the State Fire Marshall authority over all Community College buildings, with the exception of fire road access and fire hydrant size and location, which are under the authority of the local fire department's fire marshall. These authorities should be consulted regarding the adequacy of L.A. Valley College's facilities, both old and new. Many of the College's facilities pre-date existing fire codes and should be brought into conformance with current codes where feasible.
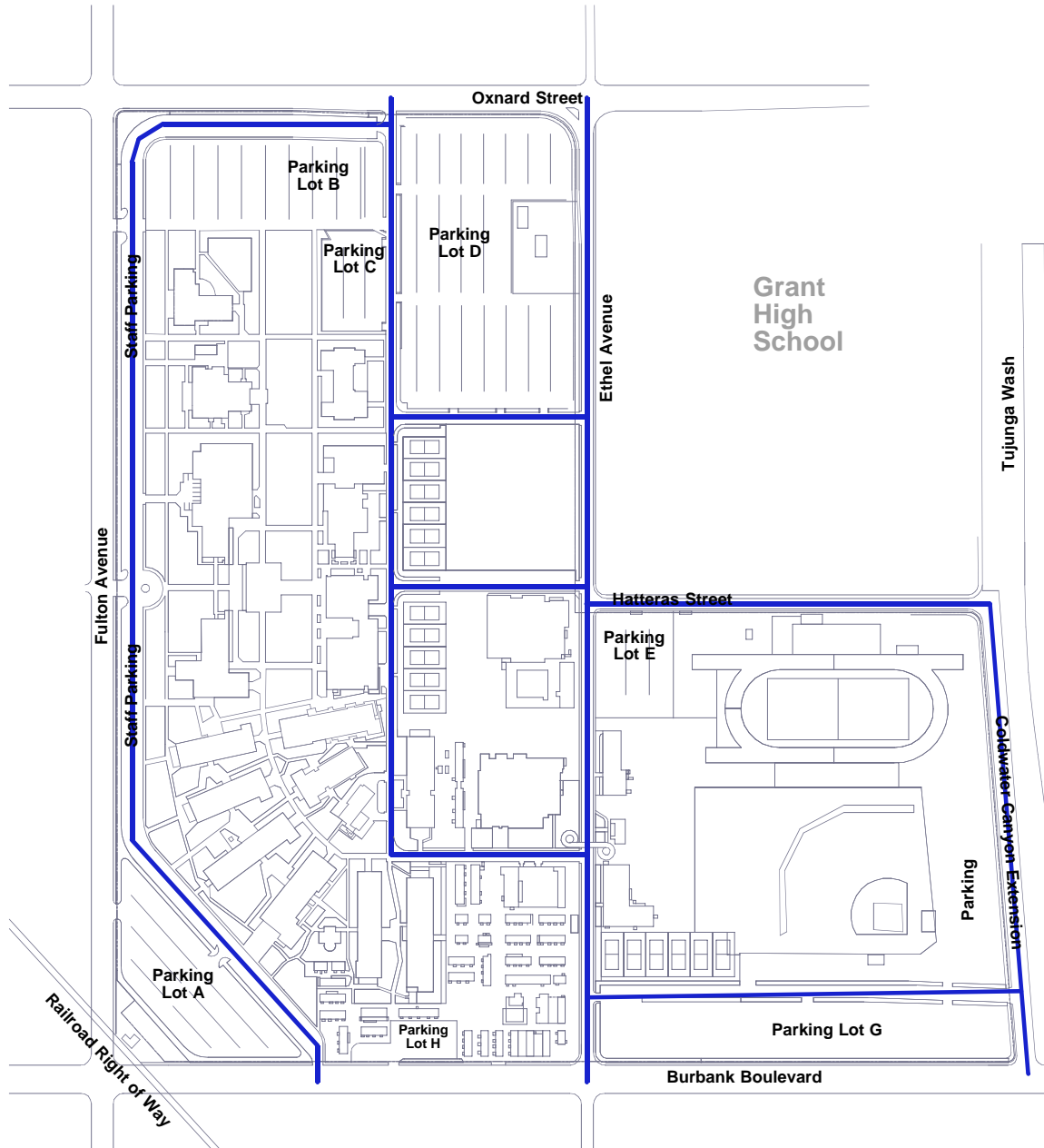
Oxnard Street

Parking Lot B

Parking Lot C

Parking Lot D

Staff Parking

Ethel Avenue

Grant High School

Tujunga Wash

Fulton Avenue

Staff Parking

Hatteras Street

Parking Lot E

Coldwater Canyon Extension

Parking

Parking Lot A

Parking Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

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Service & Emergency Vehicle Access Routes

Legend:

—— Service & Emergency Routes

0   500'

NORTH

The "Walking Circle" - Classroom to Classroom

The student passing time between consecutively scheduled classes is the most critical factor in defining the building area of a campus. It determines the extent to which the classroom/laboratory buildings can be separated.

An ideal campus will place all classroom and service buildings and designated parking such as disabled and faculty/staff within a 5-minute radius and all functions within a 10-minute circle. Campuses that exceed this walking time will result in students being chronically late for class or unable to take certain classes. It can also result in students driving their vehicles from one part of the campus to another in order to get to class on time. However, this contributes to unnecessary on-campus traffic congestion.

The passing time between classes is built into the class schedule and is usually set at 10 or 15 minutes. However, a recent trend has been to introduce a shortened 16 week instead of 17-1/2 week semester calendar. One consequence of this is a shortening of passing times. This development will have the effect of shrinking the walking circle - behooving the college to concentrate more buildings into a smaller area. For now, most of the regularly scheduled classrooms and labs for large numbers of students should be located within a 5-minute walk, or at maximum, a 10-minute walk (this takes into consideration restroom breaks, gathering of books and materials, and rearranging materials for the next class to be ready at the beginning of the next class. Increasingly this involves setting up laptop computers by students.

An average student can comfortably walk about 1,500 feet within 10 minutes (about a 2 mile per hour walking rate). Disabled and older students may cover less while healthy younger students considerably more. This average assumes a level walking surface and one that is fairly direct.

The drawing at the right superimposes a 1,500 feet diameter walking circle on the L.A. Valley College campus. The circle assumes an epicenter of the campus within the Mall core. It is roughly at the center of the north/south rectangle of the campus enclosed by Oxnard Street, Ethel Avenue, Burbank Boulevard, and Fulton Avenue. For the Redevelopment Campus the diameter would include the Student Services, Library, Theater Arts, Arts, Health and Sciences, Cafeteria, Campus Center, gyms, future south end classrooms, and Administration buildings. This would result in a much more balanced campus, and therefore friendly to students.

The Child Development Center and Physical Education/Athletic fields are well outside the circle as are the Field house and gymnastic buildings. The Music building is on the northwest edge of the circle. Future buildings where the present softball and older tennis courts are located would be within the circle and significantly improve the balance of the campus. The original campus planning probably did not fully anticipate the immense growth and development of the San Fernando Valley. It is difficult to believe long-term planning included such a large number and dependence on bungalows at the south end of the campus which together with the wood classroom buildings created an imbalance of student stations at the south end of the campus. The strategic placement of newer multi-level classroom buildings, and a new multi-level Library around the Mall core will "pull" the walking circle to the center of the campus and closer to parking.

Oxnard Street

Parking Lot B

Parking Lot C

Parking Lot D

Child Development Center

Staff Parking

Music

Free Speech Pad

Theatre Arts

Art

750' 5-minute walking radius

Library

Cafeteria

Tennis Courts

Fulton Avenue

Monarch Square

Staff Parking

Campus Center

Tennis Courts

Administration

Humanities

Foreign Language

Behavioral Science

Dixon Square

Physics

Power Plant

Life Science

South Gym

Chemistry

Planetarium Quad

Engineering

Plan.

Math Science

Business Journalism

Bungalows

Sheriff

Plant Facilities

Old Quad Coffee House

Museum

Parking Lot H

Parking Lot A

Railroad Right of Way

North Gym

Pool

Ethel Avenue

Grant High School

Hatteras Street

Parking Lot E

Field House

Band

Gymnastics

Tennis Courts

Stadium Seating

Track & Field

Football Field

Bleachers

Hillside

Archery

Baseball

Parking

Parking Lot G

Coldwater Canyon Extension

Tujunga Wash

Burbank Boulevard

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Walking Radius

**Showing a
10-Minute Walking
Diameter Circle**

0   500'

NORTH
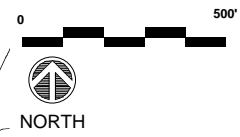
Pedestrian Circulation

L.A. Valley College has a well-defined network of pedestrian walkways and gathering places. The walkways are numerous and, except for a commingled road and walkway and the asphalt in the bungalow area, are made of concrete.

Two wide north/south concrete walkways begin at parking Lot B and extend through the Mall. The east side walkway ends at the Humanities building. The west side walkway extends through the Mall through the wood "barracks-like" classroom buildings making a gentle 90 degree turn to the east ending at Ethel Avenue. This is the major campus walkway. A north/south walkways are also located on the Fulton Avenue side of buildings extending from Lot B to the bungalow area, and on both sides of Ethel Avenue. Other shorter north/south walkways are located between buildings at the south end of the campus. Wide concrete walkways are located between the Music and Theater Arts buildings, the Theater Arts and Library, Library and Administration buildings. These extend from the parking lot to Campus Drive. Concrete walkways are also between Administration and Foreign Languages, Foreign Languages and Physics, Physics and Chemistry, Chemistry and Engineering, Engineering and Math Science, Math Science and Business and Journalism, Humanities and Behavioral Sciences, Behavioral Sciences and the Power Plant buildings. Walkways also from Campus Drive and Ethel Avenue at several locations. Walkways also extend Ethel Avenue to Coldwater Canyon Extension along Hatteras Street. There are also walkways through the jungle of bungalows.

As the campus is fairly level, virtually all of the walkways do not involve elevation changes. The exception is Monarch Square.

There is heavy pedestrian traffic at the south end of the campus. This compares with light pedestrian traffic in the Mall and north end of the campus. The redevelopment of the campus will balance the student foot traffic so that the wide major walkways are used as was probably anticipated by the early planners.

Commingled Roads and Walkways

L.A. Valley College has one major commingled road and walkway. This is Campus Drive. The impacted commingled road/walkway extends from behind the Art building to the Life Science building. Campus Drive serves both pedestrians and vehicles without a sidewalk.

This arrangement is somewhat unsafe and highly unaesthetic. Out of necessity service and delivery vehicles must weave among the pedestrians, with the potential for accidents and inj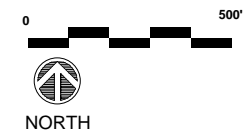uries. Pedestrians are in turn forced to walk along an asphalt pathway that is only 20 feet or more wide. Widening it would improve safety through better visibility.

As Campus Drive is the road for delivery trucks to the Bookstore and storage in the Campus Center and to the Food Court in the Cafeteria building, and for armored truck pick ups and college sheriff vehicle use, this will continue to serve both pedestrians and vehicular traffic. If Campus Drive could be widened and made more pedestrian friendly, it would provide a necessary route for the increased pedestrian traffic that will occur when classroom buildings are constructed along Campus Drive.

Ethel Avenue between Burbank Boulevard and Hatteras Street is suppose to be closed to through traffic, out of necessity, it is used by delivery trucks, college sheriff vehicles and college service vehicles. While tit has pedestrian crosswalks, and sidewalks along it, observation of pedestrian traffic is that the street is treated as a commingled road and walkway by students. As with Campus Drive, this is unsafe. This needs to be addressed in the redevelopment of the campus roadways and walkways to insure that the campus is as safe as possible for pedestrians. It is possible that a portion of Ethel Avenue between Burbank Boulevard and Hatteras Street could be removed in its entirety.

The present pedestrian circulation network is scaled to a large college, but as a result of the imbalance of classroom student stations to the south end of the campus, the major walkways which were constructed for heavy use are lightly used. It also appears that there are excessive east/west walkways between the classroom buildings at the south end of the campus creating security concerns. The redevelopment of the campus should correct these.
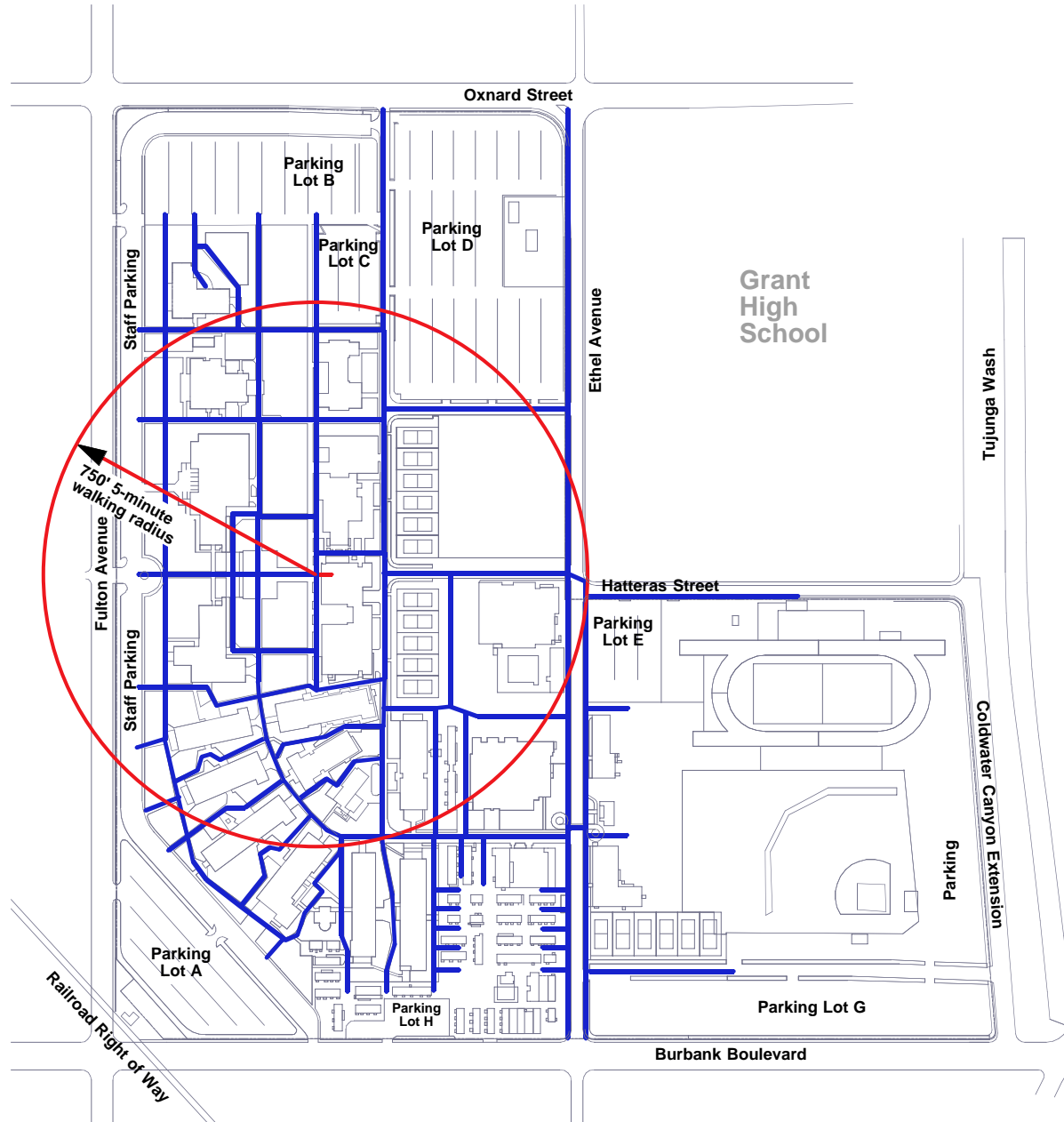
Oxnard Street

Parking
Lot B

Parking
Lot C

Parking
Lot D

Staff Parking

Grant
High
School

Ethel Avenue

Tujunga Wash

750' 5-minute
walking radius

Fulton Avenue

Staff Parking

Hatteras Street

Parking
Lot E

Coldwater Canyon Extension

Parking

Parking
Lot A

Railroad Right of Way

Parking
Lot H

Parking Lot G

Burbank Boulevard

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA   Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Pedestrian Routes
Through Campus

Legend:

━━━ Pedestrian Routes

0   500'

NORTH
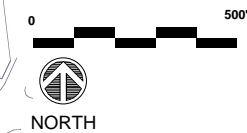
Disabled Access

Providing disabled access to classrooms, laboratories, offices, and service facilities and linking these to parking poses few problems at L.A. Valley College. This is due to the relatively flat topography of the 105 acre site. Access problems have been created by locating classroom building entrances in the middle of the building rather than at the main entrance at the end of the building. This is true for six of the wood classroom/lab buildings. Only 12 of the 85 bungalows are accessible to wheelchair bound students, faculty, staff and guests. Restrooms in the older buildings were reported by students as being too small for reasonable access for wheelchair bound students.

Such a layout would not be attempted under today's access regulations and under the Americans with Disabilities Act (ADA). It is likely that disabled access would be planned for all of the main entrances to buildings, and buildings would not be planned with raised wood floors.

L.A. Valley College has only one two-story building., the Campus Center. The building has an elevator to the second floor where classrooms and faculty offices are located and to the basement where a speech lab for disabled students and media arts labs are located. This elevator was reported as not being dependable nor accessible.

Many offices at L.A. Valley College are too small for wheelchair access. Classrooms lack differing size or adjustable chairs and desks necessary for smaller and larger students. Adjustable student computer stations were not found.

The present adapted physical education lab is inadequate.

The 1990's Upgrade Project

The project in the 1990's was a minimal access upgrade project paid for by the State and should be considered as Phase I of a multiphase project. There is still much work to be done for unlimited disabled access on campus.

Planning for the redevelopment of L.A. Valley College needs to address these significant access issues so that the College is a Disabled Friendly Campus.
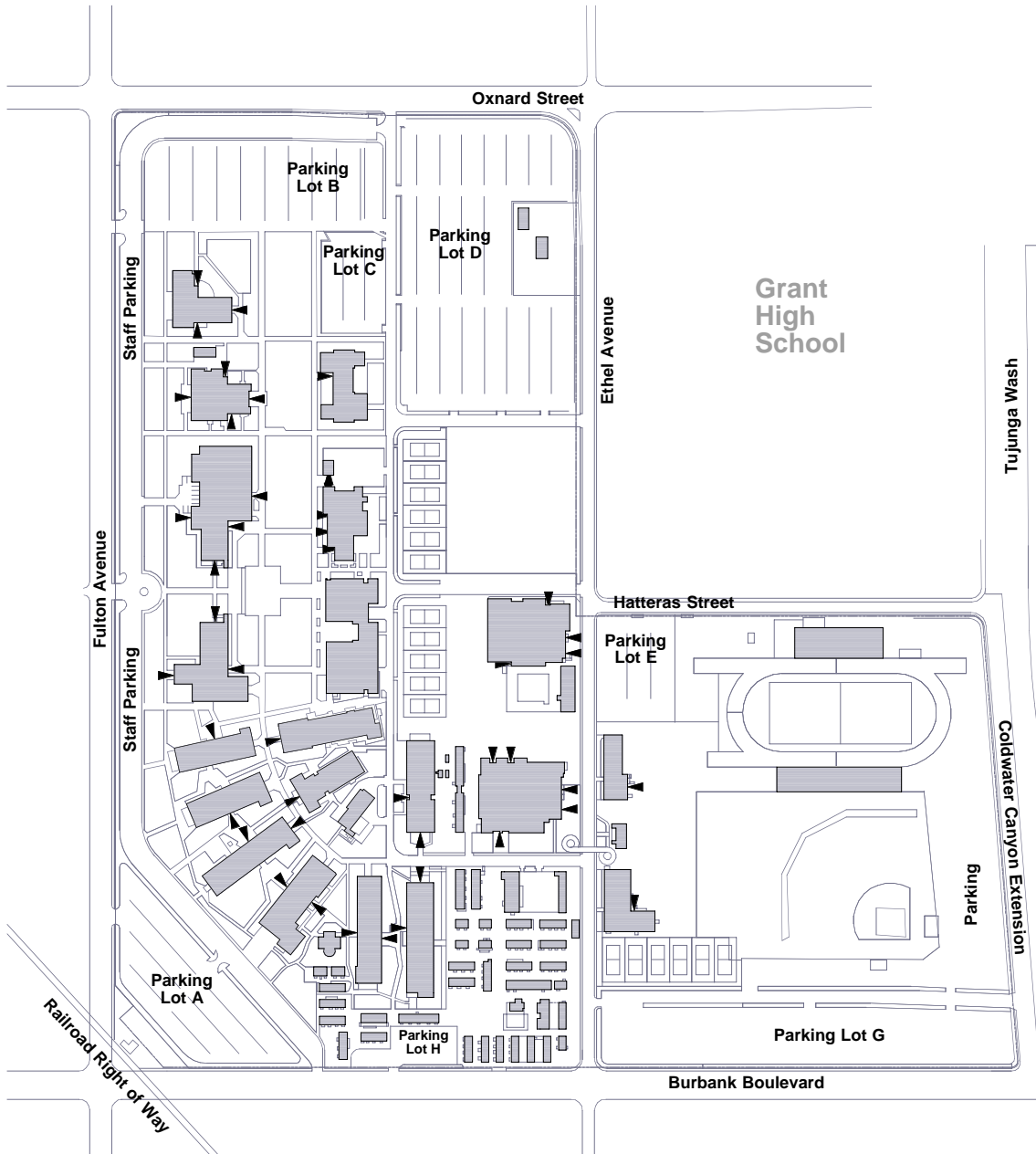
Oxnard Street

Parking Lot B

Parking Lot C

Parking Lot D

Ethel Avenue

Grant High School

Staff Parking

Fulton Avenue

Staff Parking

Tujunga Wash

Hatteras Street

Parking Lot E

Coldwater Canyon Extension

Parking

Parking Lot A

Parking Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

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Disabled Student Access: Building Entrance

Legend:

►   Accessible Entry

0   500'

NORTH

ORIENTATION

Important to the success of any college plan is that visitors can easily orient themselves when they enter and circulate through a campus. Ideally, such orientation should be natural and "intuitive." Otherwise, persons will easily become lost and disoriented. This is crucial, as one of two leading causes of students "dropping out" is the inability to find their way around campus.

Rectilinear organizations where buildings are built "normal" or parallel to one another tend to be easier to comprehend and understand than are organizations where buildings are at random angles to one another.

Outdoor spaces are critical to a sense of orientation. A single outdoor space is usually superior to a series of spaces or courtyards. Colleges, usually at the university level, often construct a tall campanile as a single landmark to be visible from all directions to substitute for open space when it is unavailable. At California community colleges, this is usually not possible within state budget constraints.

As other sections have described, L.A. Valley College is organized in a north-south rectilinear organization that ends at the Foreign Language and Humanities classroom buildings. From this point south the central green ends and the building organization curves around to the east, towards Ethel Avenue.

Continuing south and east, the organization dissolves into the grouping of bungalow units that are laid out on a secondary grid that pre exists the main campus. To complicate the orientation process, there is a no campus road for students to use to become oriented to the campus. Among the bungalows, services are intermingled with classrooms; e.g., financial aid, campus sheriff and plant facilities shops. It is therefore extremely difficult for students

and guests to become oriented and learn the layout of L.A. Valley College.

The master plan should seek where possible to simplify the overall campus organization in order that students be able to find their way around more easily. This will create a more student friendly campus. A similar re-organization of the physical education/athletic fields and courts into one contiguous area is also needed and will contribute to making the campus more student and guest friendly.

Orientation At Points Of Entry

Critical to an overall sense of orientation is how a campus "reads" from the point of entry as a person arrives in a vehicle. This is crucial for locating the essential functions of parking and then the important first points of contact such as Admissions and Records, Assessment, Counseling, or Financial Aid. Other early points of contact include the Library, Administration, Gymnasium, and Theatre. For an increasingly large portion of L.A. Valley College's student population, other points include the EOPS/CARE and Disabled Student Programs and Services (DSPS) programs. Other unique programs which a portion of the population will need to find early-on include the CalWORKS and PACE programs and the Child Development Center.

Upon entering L.A. Valley College from its main entrance, new students immediately encounter an absence of nearby student and/or guest parking. The parking layout is difficult to comprehend. A student must leave the campus and locate a student parking lot from the street, then park, and find his/her way back to the Administration Building at the original point of entry. If the student finds Admissions and Records, he/she will have to go to other scattered locations to find Financial Aid, EOPS/CARE, DSPS, PACE, and CalWORKS services. Buildings are not visible from the street due to the heavy growth of trees and shrubbery. The only visible point is the small circular entrance and

the colonnade between the Library and Administration building. This is of limited benefit as there is no student parking available there.

Orientation Within The Campus

The greenery obscures the campus that lies beyond it. In fact, it is difficult recognizing that there is a college. The traditional flag pole which normally signifies the main point of entry into a college and the expected location of points of information or administration is located within the Quad area out of sight from the street.

Students entering via parking lots B, C and D quickly find themselves in the Quad from which they should be able to find the Administration building and therefore Admissions and Records. Students entering by way of parking lots A and G quickly find themselves amid a jungle of bungalow units and finally on a walkway from which they can see little. The route to the Admissions and Records office is not easily apparent.

The Quad is a primary orienting feature of the campus. But it is also larger than necessary to serve this function. Conversely, open spaces around the wood "barracks-like" buildings are more intimate. Some of these smaller spaces are quite attractive and well scaled.

The master plan should seek to reduce the number of wood "barracks-like" classroom buildings. The bungalows should be systematically removed, and better structured walkways created leading to the core of the campus–the Quad.

Student parking might be located near the major entrances to the campus to enable students to easily access the matriculation process. Further, all parts of the matriculation process should ideally be located in one building in a logical process flow. Other unique services need to be located in the same area, e.g., the PACE program, CalWORKS, and Cooperative Work Experience. The campus
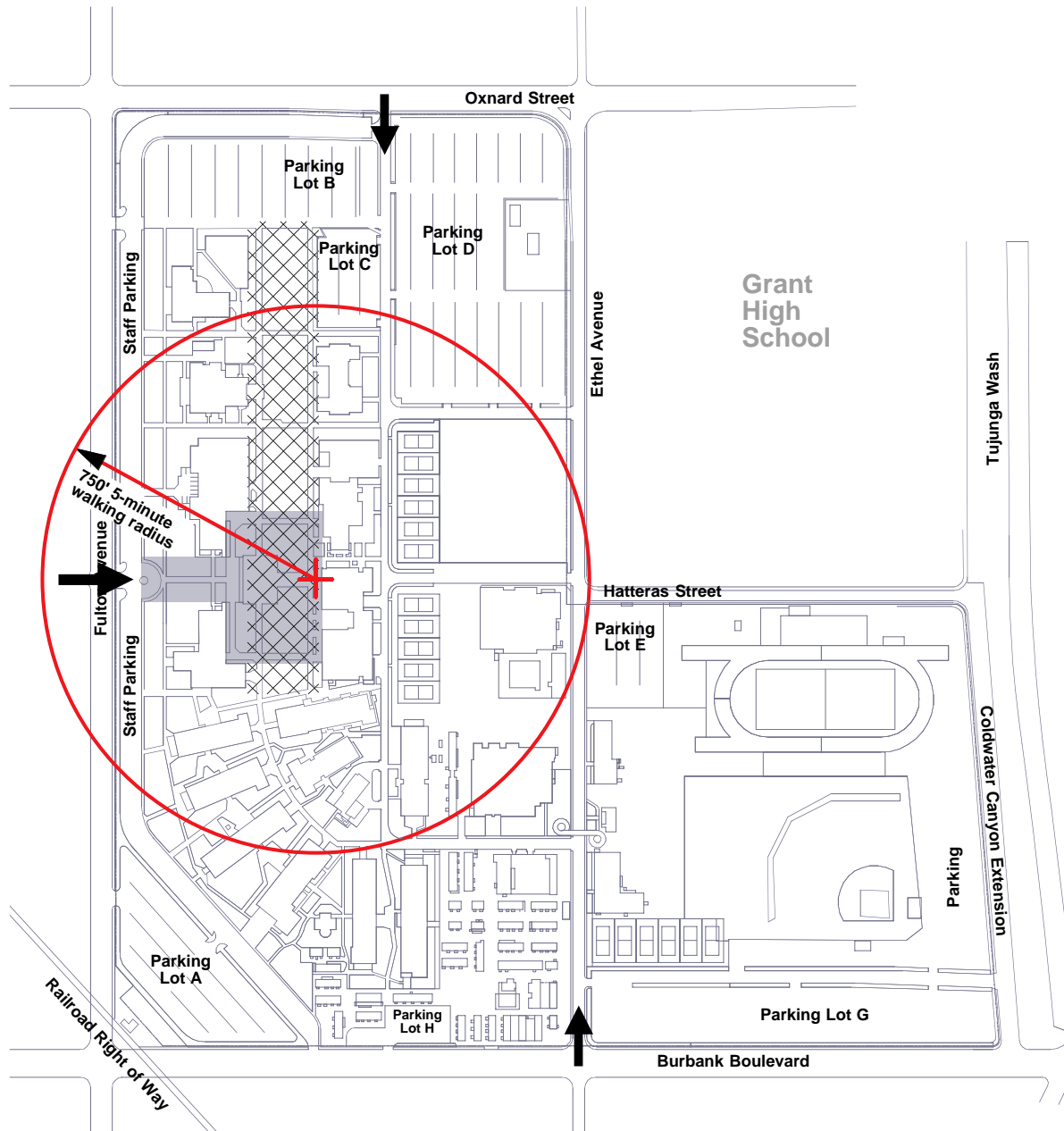
Oxnard Street

Parking Lot B

Parking Lot D

Parking Lot C

Staff Parking

Ethel Avenue

Grant High School

Tujunga Wash

750' 5-minute walking radius

Fulton Avenue

Staff Parking

Hatteras Street

Parking Lot E

Parking

Coldwater Canyon Extension

Parking Lot A

Parking Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA. 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Orientation

Legend:

Central "Quad"

Main entrance and Monarch Square

Vehicular Access

0   500'

NORTH

OPEN SPACES AND LANDSCAPING

Outdoor spaces are what actually contribute most to defining a campus. They provide visual orientation to circulation routes, and most importantly enhance the environment. Buildings serve primarily to provide boundaries or "edges" for the open spaces. Trees and land forms also serve the same function.

The drawing at right illustrates the open space and landscaping which give L.A. Valley College its character and environment. The largest and most important landscaped area is the central green, the "Quad." Another significant landscaped area is the space on the street side of the buildings along Fulton Avenue. Other important open areas include the outdoor physical education/athletic fields.
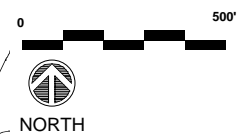
The Central Quad or "Green"

The largest and most landscaped area is the central green, the Quad. It is a restful green expanse that is somewhat atypical of most community colleges. It serves to provide a central point from which most areas of the north campus can be seen.

The Quad is somewhat larger than needed for its function especially at the extreme north. The walking distance across it is too wide causing students to hurry across to get to class. It is larger than needed to be a natural gathering area.

The Quad can be re-developed to create a variety of gathering places for students and groups of potential students. This can be accomplished while preserving its functionality as an attractive natural environment for student enjoyment and as the campus' major orientation point. The Quad would benefit from a landscape and hardscape re-development that would create gathering places for students, faculty, staff and guests to rest and socialize. It must continue to be an open "breathing space" for

the campus. With enrollment growth, the Quad will be a more and more valued asset as the campus "densifies"

Its character will also tend to change as space becomes more precious and pressure increases to use it more productively. There will be a far greater number of persons wanting to use its open space and it may need to evolve away from being today's quiet refuge.

The increase in persons using the Quad will come from three causes:

1) Increase in enrollment
2) Redevelopment to make the Quad the real core of the campus
3) A planned increase in the number of classrooms/laboratories/services surrounding the Quad

The Quad will certainly become an environment that supports greater interaction of students, faculty, staff and guests. This can occur through introduction of plazas and other landscaping features and improved lighting.

The South "Curve"

The Quad green extends some 200 yards in a prominent north-south rectangular shape.

For some unknown reason, the Humanities building, was located so that it closed off what might otherwise be a southward projection of the Quad. Only the west side walkway continues and as it does so,. it gradually curves eastward 90 degrees ending at Ethel Avenue, a distance of approximately 250 yards. This corridor provides entry to six classroom buildings on the west and three more on the east side. It also provides access to the 72 bungalow units and leads to the South Gym and the physical education/athletic field areas to the east.

The walkway is covered with a steel canopy. Other walkways extend from it on both sides between the several buildings and bungalows. Orientation is dif-

ficult in this constrained passageway which is typically dense with students. As the walkways are surrounded by trees and large shrubbery, it is difficult to see far enough to get a sense of location orientation.

The long term re-development of the campus might consider addressing the issue of the nine wood classroom buildings, and open up this area. This would permit the introduction of open space and possibly a linkage to the main Quad. Such a development would greatly enhance campus symmetry, orientation, and therefore student friendliness.

The campus re-development plan should include reducing or eliminating the curve, and/or changing the landscaping to open up the area for improved student access and orientation. No services that students access should be located in this part of the re-developed campus. Student Services should be centrally located in the core of the campus, utilizing ideally a single building that is near the Cafeteria and Campus Center for easy orientation, access and convenience.

The Quad provides L.A. Valley College with a "heart" or central focus. However, the location of nine classroom/laboratory buildings and 72 bungalows on the southwest portion of the campus seriously damages this focus.

The re-development plan for the campus should correct this by re-establishing the Main Quad as the Core of the campus.
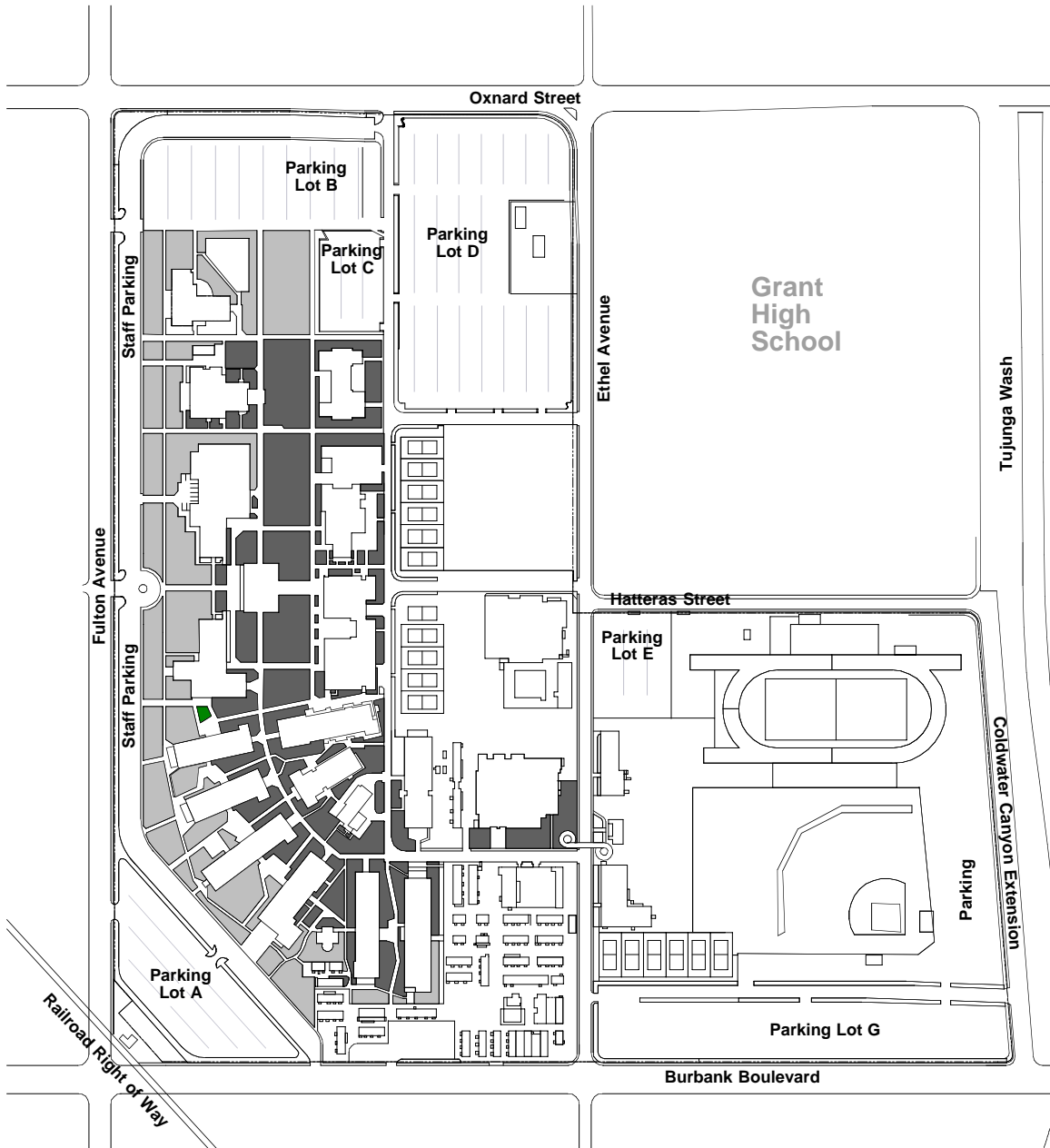
Oxnard Street

Parking Lot B

Parking Lot C

Parking Lot D

Grant High School

Ethel Avenue

Staff Parking

Fulton Avenue

Tujunga Wash

Hatteras Street

Parking Lot E

Staff Parking

Coldwater Canyon Extension

Parking

Parking Lot A

Railroad Right of Way

Parking Lot G

Burbank Boulevard

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5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

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Architecture & Planning
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Open Space Areas

INTERIOR

EXTERIOR

0   500'

NORTH

Parking

Sufficient parking is probably the most important determining factor when discovering the maximum size of a campus. The maximum amount of parking available on a campus is in turn determined by the amount of land, the topography of the land, and how economically land is used for buildings and fields/courts.

Traffic Study

L.A. Valley College was encouraged to contract with a traffic engineering company to do a traffic study for the college. The objective of such a study would have been to determine traffic congestion and parking problems on and around the campus in order to make recommendations on how to best remedy the situation. The study should have also identified number of students, faculty, and staff using public transportation or walking to the campus.

As yet, the study has not been done.

Parking Ratio

Community College parking requirements are usually computed using a formula based upon the number of student to each parking stall with support (including non-student stalls). The typical student parking stall ratio (student:stall) ranges from a low of 4 to 1 to a high of 6 to 1. The variation in ratios is typically affected most by the average number of hours of instruction students are enrolled in. The higher the student load, the lower the parking ratio. A 4:1 ratio, for instant, would reflect an average student "load" typically exceeding 10 hours per week. In that situation a parking stall turns over fewer times per day as students on the average use the stalls for a greater number of hours. As L.A. Valley College students appear in the average to be fewer than 10 hours per week 99.44

hours per week for fall, 1999), its ratio should be higher than 4:1.

Other factors which affect the student parking ratio is relative use of public transportation, off campus parking spaces available, and the number of students who walk to the campus. As yet, car pooling has not had the hoped for effect.

Lacking a traffic study, it is necessary to assume that a 5:1 ratio for L.A. Valley College for planning purposes. This is based upon the fewer than 10 hours per week per student and field observations of parking lots at peak periods.

Existing Parking

The campus plan to the right illustrate the present parking layout at L.A. Valley College. From the 1995 O'leary-Terasawa Barrier Removal study, student parking stalls were as follows:

LOT	Student Parking Stalls
A	566
B	628
C	104
D	992
E	292
G	846
H	41
College Rd. North	121
North Gym	58
TOTAL	**3,648**

From the same survey faculty/staff parking stalls were as follows:

LOT	Faculty/Staff Stalls
C	15
H	20
College Rd.	47
College Rd. South	268
TOTAL	**350**

Disabled parking stalls were distributed as follows

LOT	Disabled Student Stalls
A	10
B	12
C	6
D	17
E	7
G	13
H	7
College Rd. North	0
College Rd.	2
College Rd. South	7
North Gym	6
TOTAL	**87**

There are also metered parking stalls in two locations: College Road North and the south side of Lot E by the Community Services building. Metered parking is for visitors only with a maximum of 30 minutes.

Unaccounted for in the preceding parking stall numbers are additional designated parking, e.g. a small parking lot next to the Administration building, in the street on Ethel Avenue, by the Plant Facilities building, and along Campus Drive.

Based on the 1998 Access Study, 3,998 parking stalls were available at L.A. Valley College. Since then, no stalls have been added.

L.A. Valley College enrollment for the 2000 Fall Semester was 17,803 students. Parking proved to be barely adequate. With 17,803 students and 3,998 parking stalls, the parking ratio at L.A. Valley College was approximately 4.45:1.

Planning for future parking needs for enrollments of 24,000 and 30,000 students must find ways to substantially increase parking. The illustration at right shows where additional parking may be gained through redevelopment. These include possible additional parking in the College road area, where bungalows have been removed, a portion of the present softball field area and along Hatteras Street between Lot E and the Stadium entrance.
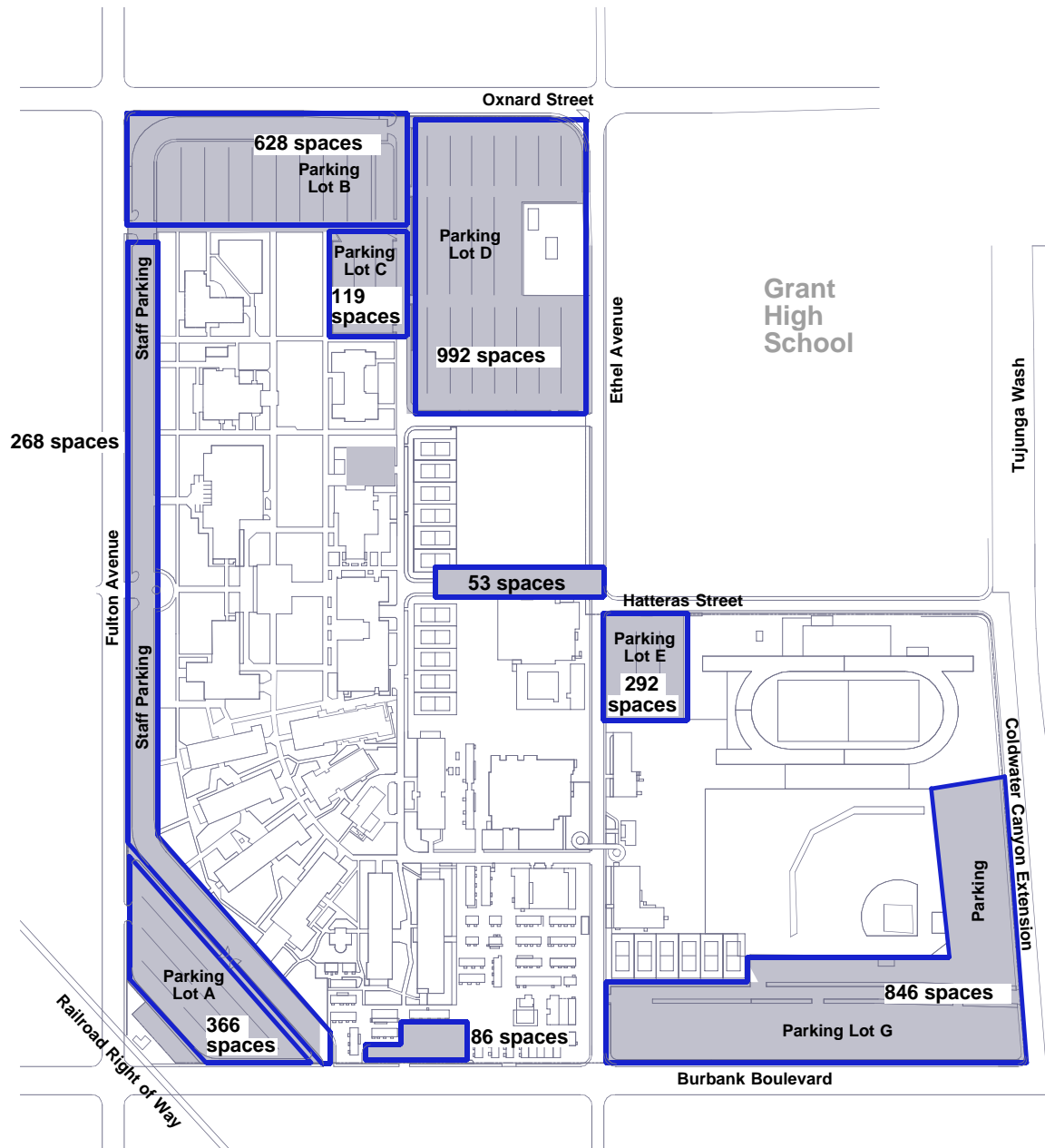
Oxnard Street

628 spaces

**Parking
Lot B**

**Parking
Lot C**

**Parking
Lot D**

**119
spaces**

Ethel Avenue

Grant
High
School

Tujunga Wash

992 spaces

268 spaces

Fulton Avenue

Staff Parking

Staff Parking

53 spaces

Hatteras Street

**Parking
Lot E**

**292
spaces**

Coldwater Canyon Extension

Parking

846 spaces

**Parking
Lot A**

**366
spaces**

Railroad Right of Way

86 spaces

Parking Lot G

Burbank Boulevard

Los Angeles Valley College
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Architecture & Planning
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Existing
Parking

**Parking is well-distributed around
campus, though some is distant.**

Existing= 3,793 Stalls

@ 5 Students/Stall = 19,000 Enrollment

Legend:

Parking Lots

0   500'

NORTH

Conversely, to redevelop the Physical Education/Athletic fields a portion of Lot G will be lost from parking. This would represent a net gain of not more than 1,000 additional parking stalls to bring the total to approximately 5,000. The student to parking stall ratio would be:

For 24,000 students   4.80 : 1
For 30,000 students   6.03 : 1

To achieve a 5 to 1 parking ratio for 30,000 students, an additional 1,000 parking stalls will be needed, that is, a total of 6,000 stalls. To accomplish 6,000 parking stalls, it will likely be necessary to construct multi-level parking structures.

L.A. Valley College needs to develop a preventive maintenance program for its roads and parking lots to keep them in good condition. For example, a plan should be developed to repair/resurface/restripe 15 to 20 percent of stalls every year during "down time." This would create student friendly roads and parking lots.

Walking Distances from Parking to Buildings

One of the most important determinants of the scale of a college campus is walking distance. As most campuses are primarily pedestrian environments, their design is limited by the time it takes to walk from parking or public transportation to service and classroom buildings and then from building to building once inside the campus.

The walking time from parking to the various functions on campus is usually variable and controllable by how early or late a student arrives, and the time in the semester. As a result, it is as critical to the functionality of a campus than that defined by the walking time between buildings. This is particularly true for passing time between scheduled classes. Nevertheless, there are physical and practical limits to how far students will walk from parking. As students tend to select their parking stall by the first class on their schedule, it is imperative that parking lots are balanced with classroom capacities. Furthermore, if there is a more "hospitable" campus within reasonable commuting distance, students are more like go there.

At L.A. Valley College, parking lots are uneven in size in relation to the areas they serve. The largest parking lots are at the north end of the campus where the most sparsely populated classroom buildings are located, i.e., Theater Arts, Music and Art. This compares with the overwhelming concentration of students on the south end of the campus in the classroom buildings and bungalows. Furthermore, parking on the south portion of the campus is fragmented with some parking entailing what students may consider excessive walking distance, e.g., the east end of Lot G. Fortunately, as the campus is fairly level, walking is not complicated by changing elevations.

The drawing at the right illustrates walking times and estimated distances measured from the center of the Mall core to the outer areas of the campus.

The drawing illustrates that students walking times from most of the student parking lots exceed five (5) minutes. However, most of student parking is within a ten (10) minute walking time. This would be true if classroom population and parking stalls were better balanced.

The redevelopment of the campus needs to address this imbalance by substantially increasing the classroom and labs at the north/central core of the campus. The redevelopment should also increase the parking and reduce the classrooms at the south end by removing the bungalows. This will create a student friendly walking distance and help keep potential students off the freeways driving to more hospitable colleges.
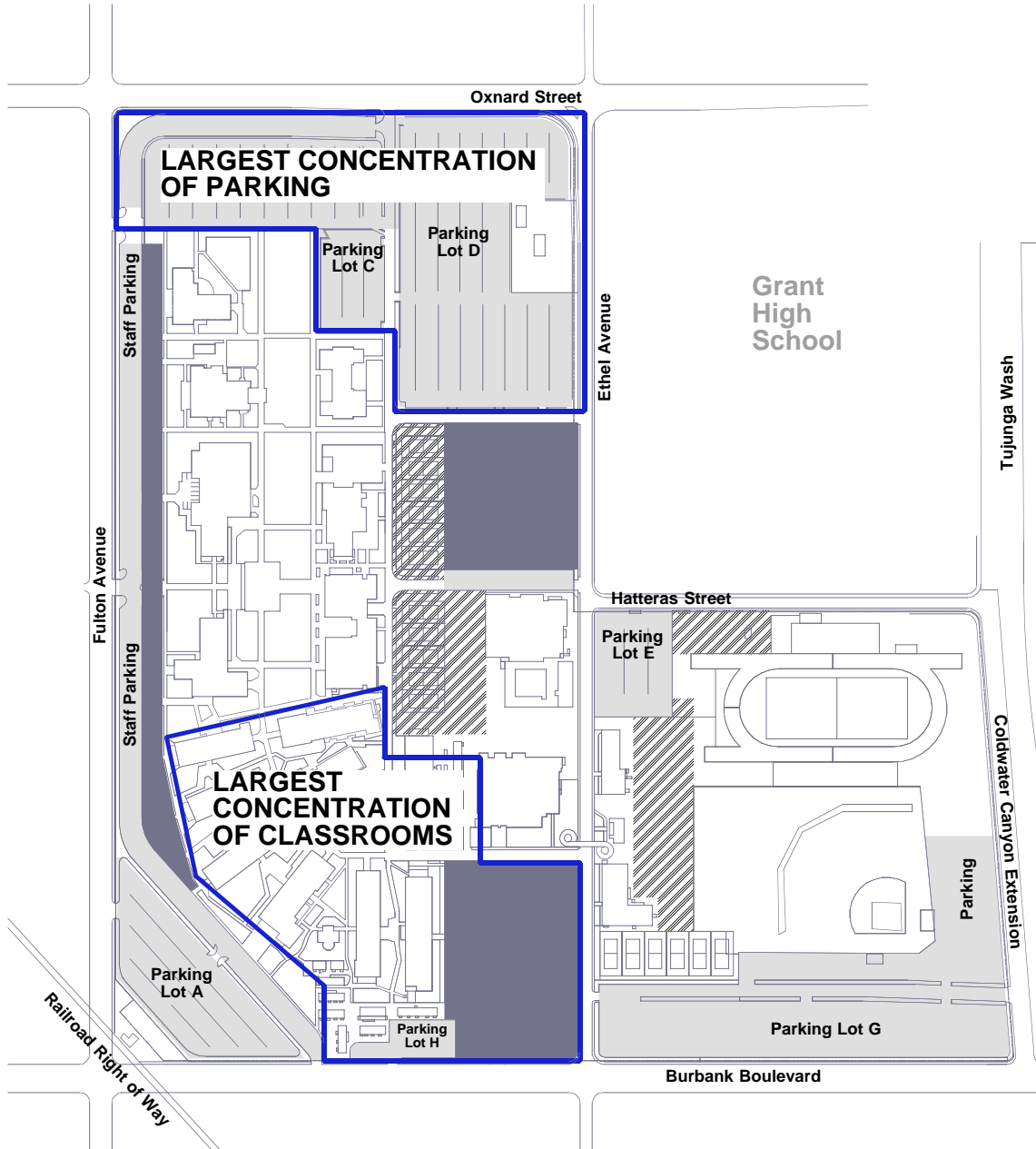
Oxnard Street

LARGEST CONCENTRATION OF PARKING

Staff Parking

Parking Lot C

Parking Lot D

Ethel Avenue

Grant High School

Tujunga Wash

Fulton Avenue

Staff Parking

Hatteras Street

Parking Lot E

Coldwater Canyon Extension

LARGEST CONCENTRATION OF CLASSROOMS

Parking Lot A

Parking

Parking Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Concentration of Parking vs. Concentration of Classrooms

Legend:

EXISITING PARKING FOR 19,000 ENROLLMENT

ADDITIONAL PARKING FOR 25,000 ENROLLMENT

ADDITIONAL PARKING FOR 30,000 ENROLLMENT

0   500'

NORTH
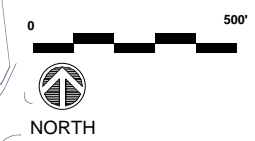
Disabled Parking

The drawing on the right illustrates the distribution of parking stalls for disabled students, faculty and staff throughout the campus. As the topography of the 105 acre campus is fairly level, there is no need to plan disabled parking "pockets" to avoid elevation changes, but rather parking for disabled students should be located within reasonable distance of classroom and laboratory buildings and services.

In accordance with the current California Building Code, a minimum of 80 disabled parking stalls are required for the 3,998 stalls. The existing number of 87 stalls complies with the code.

A major problem is the poor condition of parking lots with uneven surfaces and pot holes. On-going planning and service to disabled students, faculty and staff should include an early semester review of use of disabled parking stalls across campus. As the disabled student population varies from semester to semester as do the classes and services being used, the College should adjust disabled parking stalls, increasing where needed and decreasing where not needed.

Sufficient number of stalls and locations of those staff to help disabled students, faculty and staff access classrooms, laboratories and services is an important step in ensuring that L.A. Valley College is Disabled Friendly
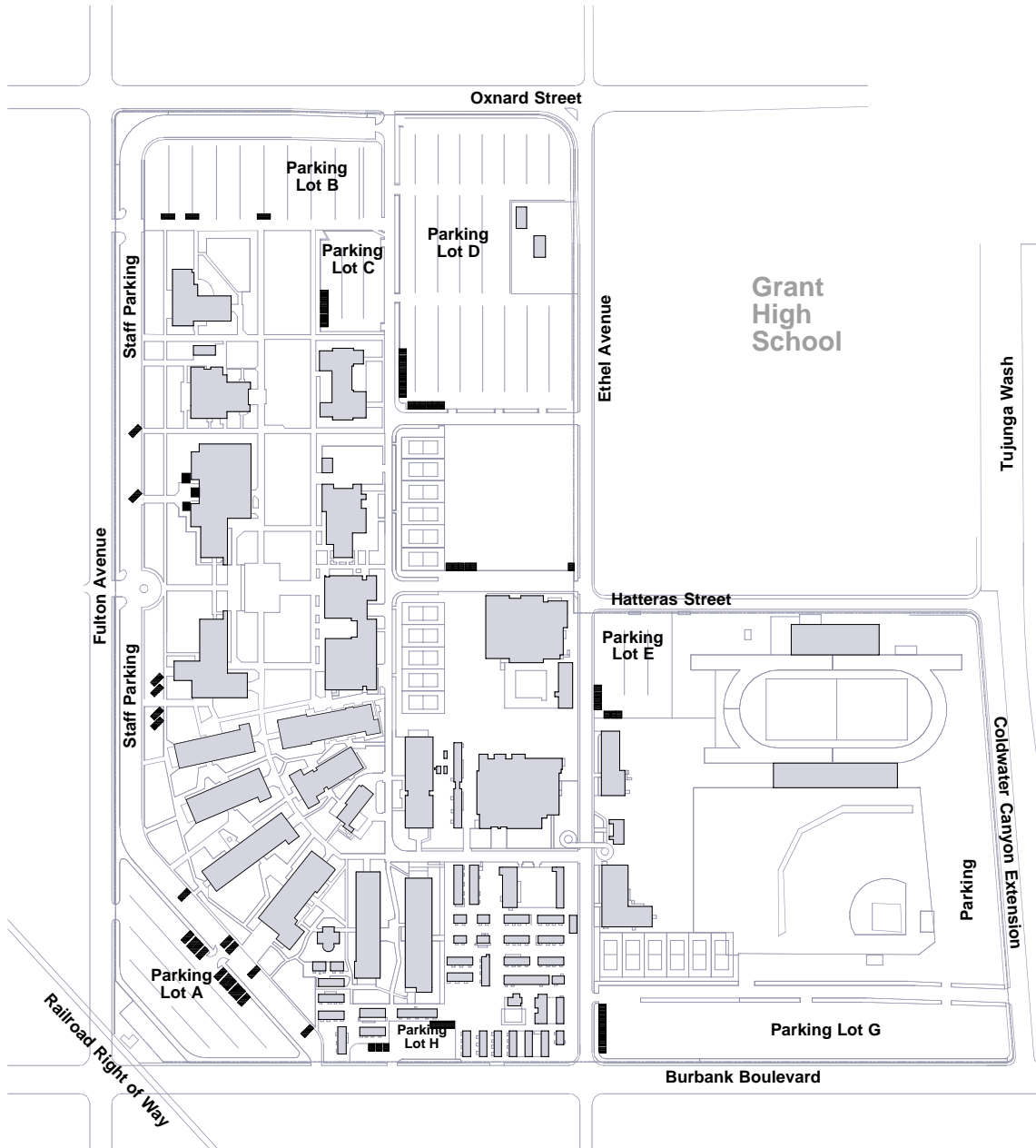
Oxnard Street

Parking Lot B

Parking Lot D

Parking Lot C

Staff Parking

Ethel Avenue

Grant High School

Tujunga Wash

Staff Parking

Fulton Avenue

Hatteras Street

Parking Lot E

Coldwater Canyon Extension

Parking

Parking Lot A

Parking Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Disabled Parking

Legend:

HANDICAP PARKING

0   500'

NORTH
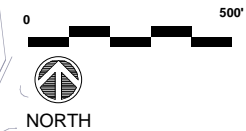
SAFETY AND SECURITY

Safety and security is an important concern on any college campus. The presence of law enforcement personnel and safety measures are a requirement for student, faculty and staff members' peace of mind. It is important with respect to college liability and risk management costs. Providing security is also a special challenge because of the long hours of operation, large site area, multiple buildings, and lack of fencing.

L.A. Valley College is poorly laid out for providing security along the perimeter of the campus, controlling vehicle access and pedestrian access. There are too many vehicular entrances to the campus; ideally there should be only 3 or 4 entrances. L.A. Valley College has upwards of 15 vehicular entrances. Therefore, it is virtually impossible to control access at any given time.

Safety and security issues were raised by students. department chairpersons and staff members throughout the interview meetings. These are concerns expressed:

- Campus, classrooms, hallways, stairwells, basement are poorly lighted.
- Parking lots and campus walkways are poorly lighted.
- Excessive trees and large shrubbery, and they are not kept trimmed.
- The many small buildings create a large number of landscaped "alleys."
- Asphalt parking lots and roads are bumpy and have pot holes.
- Sidewalks are cracked, uneven and dirty.
- Because of poor or no air conditioning or air circulation, windows and doors are left open (makes theft easy).
- Tennis courts are cracked and slippery.
- Dance floor is slippery.

- College sheriffs not visible and accessible, currently are hidden from public view at north end of bungalows.
- Poor response time by College sheriffs.
- Shortage of student fume hoods for chemistry labs.
- Pool deck is slippery.
- Incomplete campus roads to provide full access to the total campus.
- Flammable storage in wooden buildings.
- Five of the wood classroom buildings do not have a fire sprinkler system.
- Chemicals/specimens are transported to laboratories through the central corridors.
- Locksmith security needs to be upgraded.
- Old/unsafe furniture and equipment needs to be replaced.
- Parking aisles should be aligned in the direction of pedestrian flow to the center of the campus.
- Walking distances from remote lots are excessive.
- Several of the wood classroom buildings have crawl spaces under the buildings.

Recommendations to improve campus safety and security and make the campus more student-friendly include:

- Planning for the Redevelopment to address safety and security needs such as: campus parking lots, walkways, hallways, stairwells, basement lighting.
- Landscaping changed to reduce excessive large shrubbery, especially along walkways.
- Asphalt roads and parking lots be resurfaced and striped (these also affect disabled student access.)

- Sidewalks, courts, pool decking and other such surfaces be kept in good repair by removing cracks, bumps, slippery surfaces (this also affects disabled student access.)
- Classroom, laboratory and service buildings all have air conditioning, ventilation and heating systems to facilitate keeping windows and doors closed.
- Dance floors and other similar surfaces be kept in good repair.
- Relocating the College Sheriff service so that it is visible and accessible.
- Laboratories contain necessary equipment for safe operation.
- An interconnecting campus road be designed and constructed.
- Reduce number of vehicular entrances to the campus, and make entrances deeper to prevent vehicles stacking up into the street.
- Sufficient storage campus-wide, and when needed, proper containers for flammable and hazardous materials.
- Demolish wooden classroom/laboratory buildings which lack fire sprinkler system and/or wood floors with crawl spaces, replace with multi-level space efficient buildings.
- Design science/health and other such laboratory buildings so that chemicals/specimens/equipment can be transported in a safe manner.
- Old/unsafe furniture and equipment be replaced.
- Parking lots should be redesigned so that parking access are aligned to facilitate pedestrian traffic into the center of the campus.
- The locksmith area needs to be secured to maintain the integrity of the college locking system.

Oxnard Street

**Parking
Lot B**

Staff Parking

**Parking
Lot C**

**Parking
Lot D**

Ethel Avenue

**Grant
High
School**

Fulton Avenue

Staff Parking

Tujunga Wash

Hatteras Street

**Parking
Lot E**

Coldwater Canyon Extension

Parking

Railroad Right of Way

**Parking
Lot A**

**Parking
Lot H**

Parking Lot G

Burbank Boulevard

LA VC
Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

SAFETY & SECURITY

Legend:

Campus Entrances

→ Campus Entry Points

Building Entrances

◄ **MAIN ENTRANCES**

◁ **SIDE ENTRANCES**

Pedestrian Routes with Potential Security Concerns

▨ **Potential Danger Zones**

0 ———————— 500'

NORTH
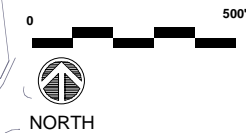
- Money collection areas need to be kept to a minimum and secured.
- Wire all new buildings for security purposes.
- Plan electronic locking systems into new buildings.
- Install motion detectors and monitoring cameras to protect expensive equipment and where cash is collected.
- Reduce pedestrian routes into the campus and make certain that they are well lighted and landscaped to eliminate potential hiding places.
- Bus stops need to be designed for well lighted access with pull-ins (these need also provide access for disabled students.)
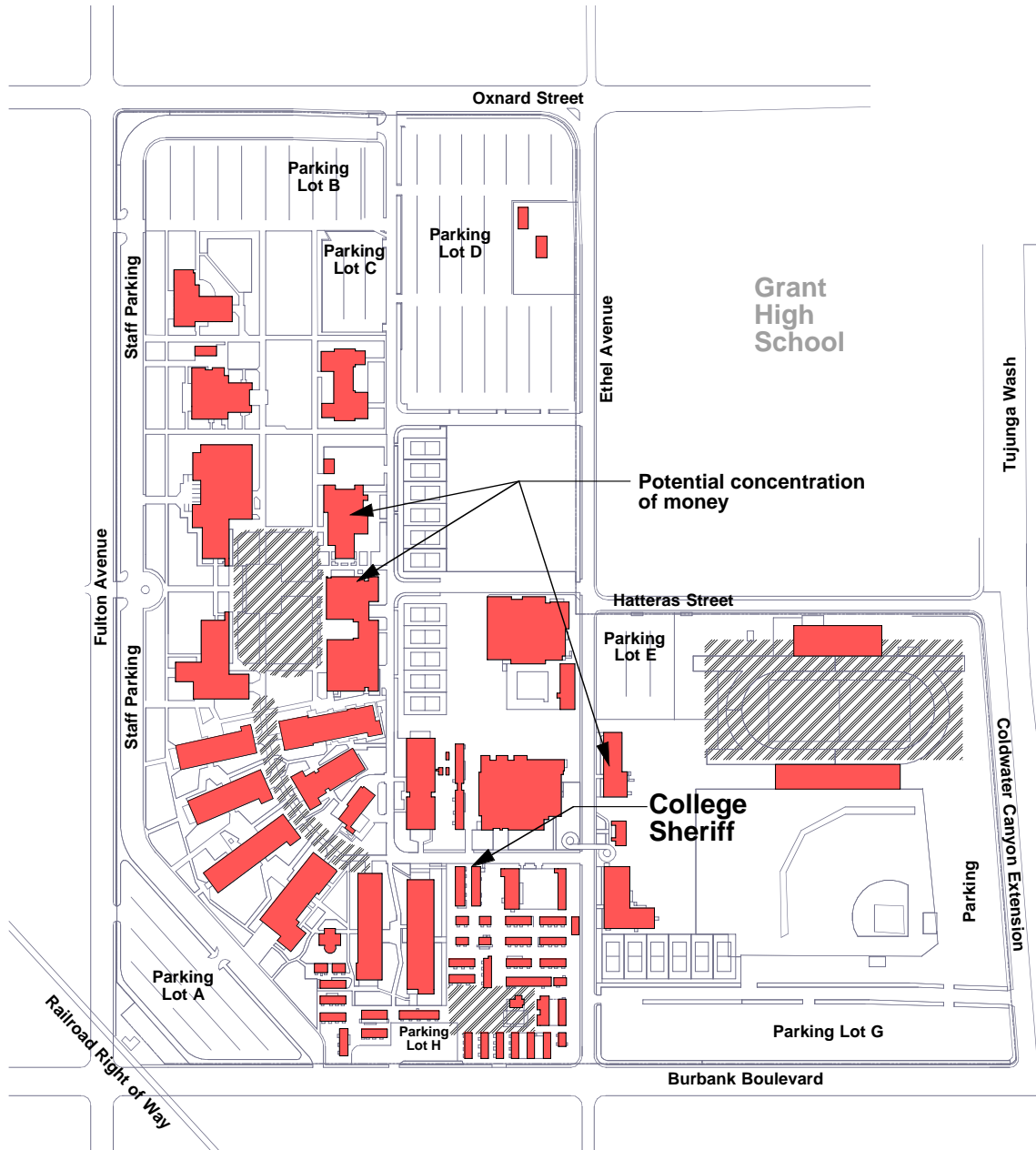
Oxnard Street

Parking Lot B

Staff Parking

Parking Lot C

Parking Lot D

Fulton Avenue

Ethel Avenue

Grant High School

Staff Parking

Potential concentration of money

Hatteras Street

Parking Lot E

Tujunga Wash

College Sheriff

Coldwater Canyon Extension

Parking

Parking Lot A

Parking Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

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5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
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Altadena, California 91001
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Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

SAFETY & SECURITY

Legend:

→ Cashiers etc.

Exisitng and Potential Student Gathering Space

0 ————— 500'

NORTH
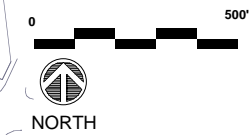
CAMPUS ARCHITECTURE

The following section discusses the buildings that comprise L.A. Valley College's campus architecture. It will cover the design and construction of the buildings and other aspects such as their functions, relative ages, densities, and the like. It will conclude with the floor plan of each permanent building as it was originally constructed, or as recorded on the most recent working drawing plans.

Building Styles and Construction

L.A. Valley College's architecture can be characterized as "Mid-Twentieth Century Suburban." The unadorned stucco buildings have low sloped pitched roofs with overhangs, and are much like expanded versions of the suburban 1950's tract houses surrounding the campus. Even the way the buildings are sited, with narrow "side yards" between them emulating housing tracts (rather than traditional campus quadrangles–squares defined by buildings on all four sides).

The three largest and newest buildings (the Campus Center and the two Gyms) are in a different, more institutional architectural style, completely unrelated to the older buildings. The Cafeteria is unfortunately particularly unattractive, with its large rear covered patio area blocking any view from the windows. The Art building has some nice architectural touches in its design, especially at the secluded courtyard to its rear.

The campus' defining architectural feature, however, is not even a building but an outdoor portico--the arcade or colonnade (or gateway or pergola) at the formal entry to the campus, spanning between the Library and Administration buildings. The simplicity of this portico is compelling as it evokes a powerful image of 1950's architectural modernism. Unfortunately, it is the only instance on campus of this very-Los-Angeles style, although the curving metal

canopy over the main walkway also evokes a mid-century aesthetic.

Seven buildings make up the Mall core of the campus that are similar in architecture style: light red brick and concrete walls with flat roofs. The distinctive style of the campus is caused by covered walkway. All are single-level except for one two-level building, the Campus Center. There are nine single-level rectangular shaped buildings, all wood construction. If these have a style, it is utilitarian simple. Next are a jungle of 85 bungalows, that is, temporary modular units. There are two gymnasiums, North Gym and South Gym. The final buildings include two quonset hut shaped buildings, the Field House and the Gymnastic Center. Their construction materials and construction date in 1952 making them not true World War II quonset huts. The remaining campus structure is the Stadium, a steel structure.

The buildings would benefit from a greater sense of style, continuity, and color coordination. The campus was designed and constructed prior to energy conservation. Most of the buildings lack air conditioning and a ventilation system, except for windows to let in nature's best. The wood buildings and bungalows have windows on the exterior side for ventilation. The concrete buildings have an absence of windows on the Mall side. This is particularly germane for the cafeteria building. A food court should have windows and an inviting main entrance on the Mall side. This would greatly enhance the customer friendliness of the building.

Finally, the temporary Child Development Center is made up of multiple modular units.

L.A. Valley College should identify an architectural style for the campus and all future buildings conform to it to provide architectural integrity. The College should also identify a color scheme for the campus. These will enhance campus attractiveness and student friendliness.

Existing Buildings

The drawing at the right shows the existing buildings at L.A. Valley College. Most of the buildings are comparatively small and only one story. This low density arrangement creates challenges when planning for the expansion of the campus to 24,000 and 30,000 students.

The Campus Center is the only two-story building on the present campus. All other buildings are single story and in several cases relatively small or constructed so that it would be difficult and costly to expand. The consequence is a wasteful use of the limited land available.

Planning must include increasing the densification of the campus. Decisions must be made regarding the number of levels of buildings to be constructed in the future. Larger multiple level buildings save ground space and often enhance the convenience factor and cohesiveness of program offerings and services. Multi-level buildings at L.A. Valley College will facilitate necessary densification for a 24,000 and 30,000 student population and if located properly will finally create a Central Core for the campus.

It may be necessary to design and construct one or more multi-level parking structures.

Multi-level buildings need to be designed where possible for future expansion, and/or expansion of programs or services by planned moves of programs/services to buildings to be added later as the student population grows. This also means that interior of buildings need to be designed to facilitate such necessary remodeling.

Oxnard Street

Parking Lot B

Parking Lot C

Parking Lot D

Child Development Center

Grant High School

Staff Parking

Music

Free Speech Pad

Theatre Arts

Art

Library

Cafeteria

Tennis Courts

Monarch Square

Ethel Avenue

Hatteras Street

Fulton Avenue

Staff Parking

Campus Center

Administration

Humanities

Foreign Language

Behavioral Science

Physics

Power Plant

Chemistry

Engineering

Planetarium Quad

Math Science

Plant

Business Journalism

Life Science

Tennis Courts

Dixon Square

North Gym

Pool

South Gym

Sheriff

Plant Facilities

Bungalows

Old Quad

Coffee House

Museum

Parking Lot H

Parking Lot A

Railroad Right of Way

Field House

Band

Gymnastics

Tennis Courts

Parking Lot E

Stadium Seating

Track & Field

Football Field

Bleachers

Hillside

Archery

Parking

Baseball

Parking Lot G

Burbank Boulevard

Tujunga Wash

Coldwater Canyon Extension

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Existing Site Plan

0   500'

NORTH

Formation Of The College

L.A. Valley College was created and developed to meet the rapid growth of the San Fernando Valley during the late 1940's and early 1950's. The Los Angeles Board of Education officially chartered Los Angeles Valley College in June of 1949. The College opened its doors on September 12, 1949 on the campus of Van Nuys High School. Classes were taught in five bungalows that served as the campus. On opening day there were 439 students.

The College moved to its permanent 105-acre site on Fulton Avenue in Van Nuys in 1951. The campus consisted of 28 "temporary" bungalows. These increased to 35 between 1951 and 1956.

Phase I of the Master Building Plan was completed in 1959. This phase included the Engineering, Chemistry, Physics, Foreign Languages, Administration and Library buildings.

Phase II was completed in 1961. Added to the campus were the Music, Theatre Arts, Life Sciences and Cafeteria buildings.

Phase III was completed in 1963. This included the Business-Journalism, Math-Science, Art and Planetarium buildings.

Phase IV was completed in 1972. This last phase included the North and South Gymnasiums, Behavioral Sciences, Humanities and Campus Center buildings.

Other facilities and grounds which have been added to these core buildings include: parking lots, Child Development Center (modular units in 1975, 1978 and 2000), the original two gymnasiums, now called Gymnastic Center and Field House (built in 1952 with oddly dormered barrel-vaulted roofs, called by the College the "Quonset Huts"), Football Stadium (date undetermined, but prior to 1964), Tennis Courts, and the Swimming Pool (1978). Additional "temporary" bungalows have been added to bring the college number to 35 portables

with 74 rooms. Fields include softball (2), baseball and football practice. There is no soccer field.

Age of Buildings

The following is a list of existing campus buildings and their construction completion dates:

Original Buildings	Year
Bungalows	1949-1955
Field House (old Gym)	1952
Gymnastic Center (old Gym)	1952
Plant Facilities	1955
Engineering	1959
Chemistry	1959
Physics	1959
Foreign Language	1959
Administration	1959
Library	1959
Phase II:	
Music	1961
Theatre Arts	1961
Cafeteria	1961
South Gymnasium (ex-Men's)	1961
Life Science	1962
Phase III	
Business-Journalism	1964
Math-Science	1964
Art	1964
Planetarium	1964
Humanities	1965
Behavioral Sciences	1965
Phase IV	
Motion Picture	1969
Campus Center	1971
North Gymnasium (ex-Women's)	1973
Children's Center	1975
Child Development Center	1978
Swimming Pool & Poolhouse	1978

The original L.A. Valley College buildings are 50 years old while the newest are nearing 30 years old. With the exception of asbestos removal and

minor remodeling as a result of relocating some functions, little has been done to upgrade campus facilities (please see the Energy Conservation section, preceding, for recent improvements). Most of the classrooms and laboratory furniture and equipment are original, 30 to 50 years of age. Exceptions are where computer technology and student stations have been installed.

Few of the buildings had air conditioning or were provided with sufficient electrical power and communication technology (wiring). They were constructed prior to asbestos, PCB's and other hazardous substances being phased out and/or banned. Several of the buildings were constructed prior to required fire sprinkler systems, and several of the wooden buildings still lack sprinkler systems. The buildings were constructed prior to structural code upgrades stemming from major California earthquakes of the last three decades, changes in energy codes since the energy crisis of the 1970s, and the Americans with Disabilities Act (ADA).

Up until the present Viron Project upgrades, none of the nine wooden classroom/laboratory buildings had air conditioning or ventilation systems. Air circulation was provided by opening windows and doors. Virtually none of the 85 bungalows had air conditioning/ventilation or heating. Only 10 of the bungalows had been fitted for disabled access.

Due to these issues, reconstruction of buildings at L.A. Valley College has to surmount many problems that reconstruction projects for buildings constructed in the 1980's and 1990's do not. The wooden buildings, where feasible, should be demolished. All of the Bungalows should be removed. Politics appear to determine that the "Quonset Huts" are to be retained. With construction of a new Physical Education Field House, refurbishing of the Gyms, and reconstruction of Plant Facilities storage facilities, there appears no educational need for the Field House and/or the Gymnastics Center.
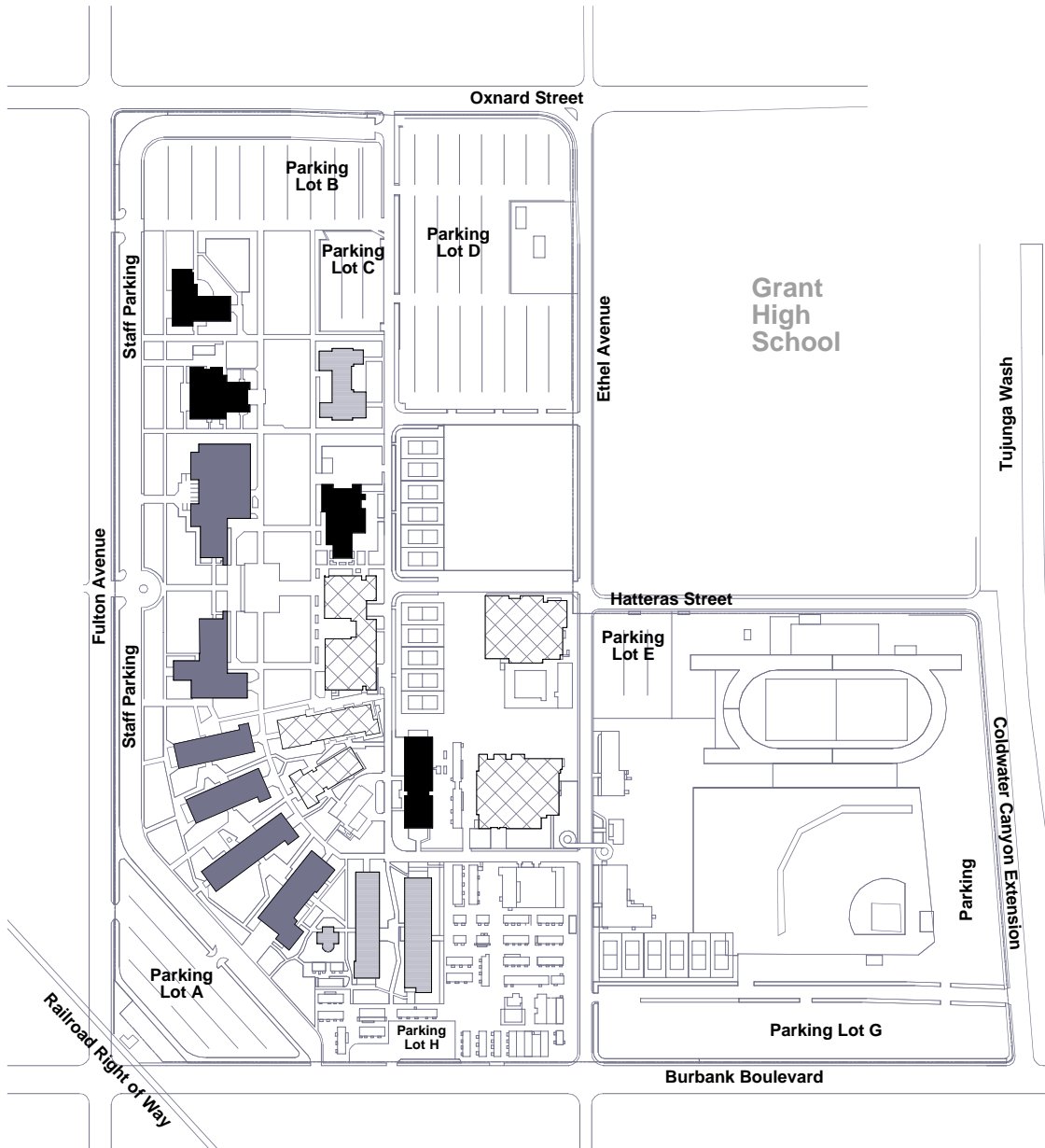
Oxnard Street

Parking
Lot B

Parking
Lot C

Parking
Lot D

Staff Parking

**Grant
High
School**

Ethel Avenue

Tujunga Wash

Fulton Avenue

Staff Parking

Hatteras Street

Parking
Lot E

Coldwater Canyon Extension

Parking

Parking
Lot A

Parking
Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

Los Angeles Valley College

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA Architect C-6455
Stephen R. Hoskins, AIA Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Formation of the College

Legend:

Phase 1

Phase 2

Phase 3

Phase 4

0   500'

NORTH

Building Code Issues

Several of the permanent buildings on campus do not fully comply with the current Building Code, particularly in the area of fire sprinklers and maximum allowed building gross area.

While these buildings were legal and in compliance at the time of construction, the codes have since changed---for example in required structural seismic strength. The buildings must be brought up to code if they are remodeled, as most are expected to be under the modernizations planned in this Master Plan. This additional work puts a burden on the budget and can make it more attractive to demolish some buildings rather than invest new capital into them.

Wood Framed Buildings

Physical Science and Health Science laboratories and classrooms are located in 50 year old buildings constructed of wood. Life Sciences are located in a wood building that is 40 years old. Three of the buildings have raised wood floors: Physics, Chemistry and Life Sciences. These are single-level rectangular shaped buildings with classrooms and laboratories located on each side of a building-long corridor. Single corridors commingle pedestrians and lab chemicals and equipment being moved from prep areas to laboratories. This creates unsafe conditions. Modern science laboratory buildings are laid out quite differently. They typically have prep space at the center ringed by multiple labs, which are in-turn ringed by corridors and faculty offices. This design is much safer and more efficient.

The Chemistry, Physics and Life Science buildings have exposed wood construction in both the attic and beneath the floors.
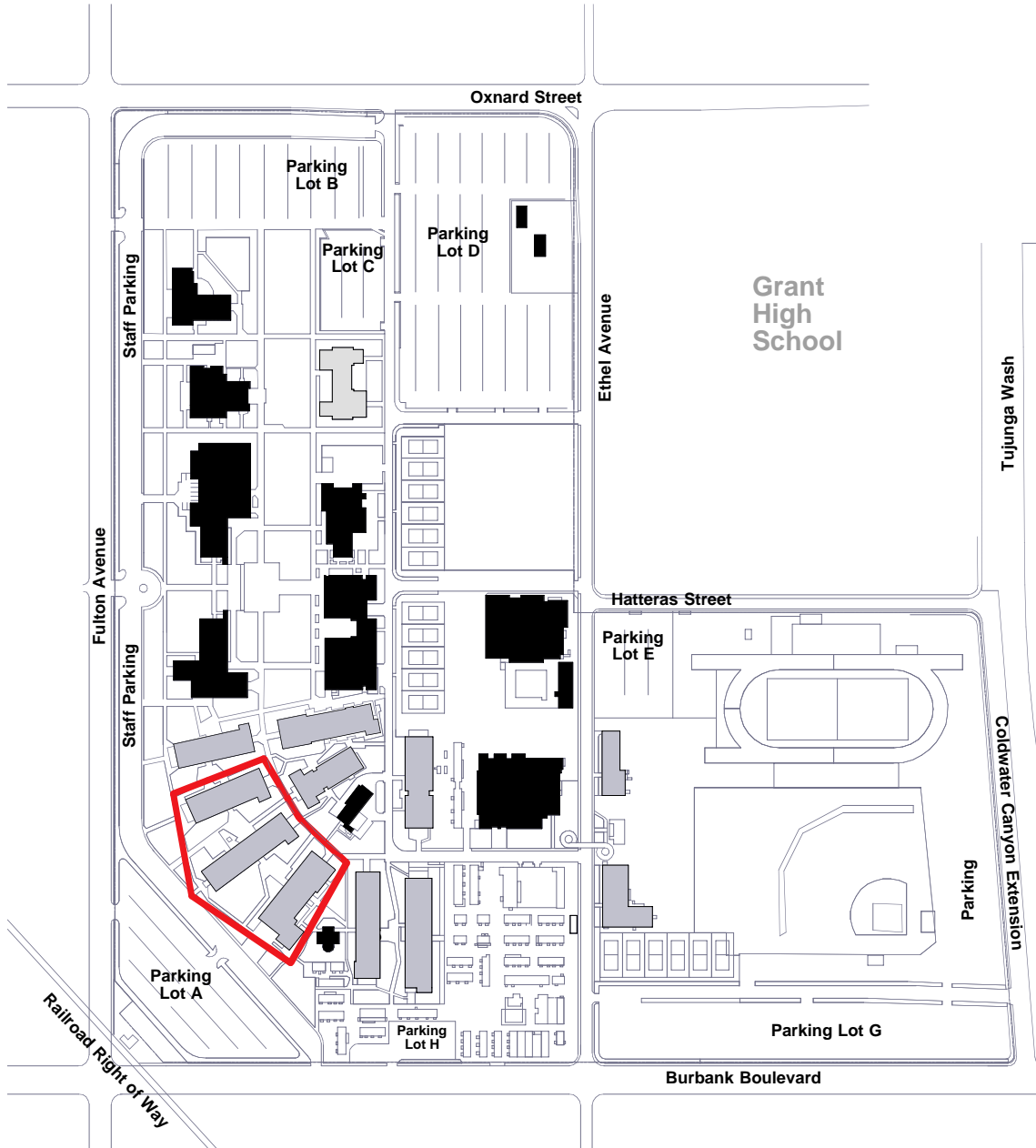
Oxnard Street

Parking
Lot B

Parking
Lot C

Parking
Lot D

Staff Parking

Ethel Avenue

Grant
High
School

Tujunga Wash

Fulton Avenue

Staff Parking

Hatteras Street

Parking
Lot E

Coldwater Canyon Extension

Parking

Parking
Lot A

Parking
Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

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5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

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Architecture & Planning
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(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Building Code
Construction Types

Legend:

Wood Construction

Other Construction

FS   Fire Sprinkled

Buildings with Floor Area Greater than
Allowed by Current Building Code. Fire
Sprinklers would bring them into
compliance
and triple the allowable floor area.

0   500'

NORTH
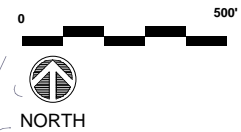
BUILDING FUNCTIONAL CATEGORIES

L.A. Valley College's buildings can be organized roughly into two basic categories based on how they are used, e.g., instructional buildings and college service buildings. These can be further subdivided into subcategories as are described in the following sections:

Instructional Buildings

Instructional buildings can be subdivided into two major categories of General Purpose Classrooms (or Lecture, according to the state's terminology) and Laboratories (Labs). Independent Learning is a third category; however, independent learning is currently not well defined at L.A. Valley College in terms of setting aside significant space. Independent Learning is likely to become a major user of future space. Virtually all of the instructional departments expressed an interest in computerized self-paced learning as a teaching learning methodology.

College Service Buildings

The other category of buildings includes those that "house" functions that serve or support the college instructional programs. These are described in the Educational Master Plan chapter. For purposes of facilities consideration, they are grouped by similarity of facilities rather than administrative categories. These include: Administration, Learning Resources, Cafeteria, Campus Center, Plant Facilities, and Other Services and Community Resources, as follows:

Administration
- Office of the President
- Academic Affairs
- Administration
- Administrative Services
- Admissions and Records
- Counseling
- Faculty Mail Boxes
- Credit Office
- President's Conference Room

- Career/Transfer Center
- Foundation
- Information Technologies
- Human Resources

Learning Resources
- Library
- Instructional Media Center
- LAIR
- Learning Center
- Learning Center for the Disabled
- Professional Media Resource Center
- Public Relations
- Staff Development
- Data Center

Cafeteria
- Food Court
- Cafeteria Conference Room
- Copy Services
- Faculty Lounge
- Game Room (Lion's Den)

Campus Center
- Business Office
- Bookstore
- Associated Student Union (ASU)
- Student Services
- Disabled Student Program and Services (DSPS)
- EOPS/CARE
- Monarch Hall
- Registration
- Research and Planning (Basement)
- Storage (Basement)
- PACE (second floor)
- Academic Computing and Distance Learning (second floor)

Plant Facilities
- Buildings and Grounds
- College Sheriff's Office

- Operations Management (Custodial)
- Grounds
- Warehouse
- Receiving

Other Services and Community Resources
- Children's Center
- Coffee House
- Planetarium
- Financial Aid (Bungalow 13 & 14)
- Historical Museum (Bungalow 15)
- Health Center (North Gym)
- Community Services and Extension Program (Field House)
- Job Resource and retraining Center (Bungalow 49)
- CalWorks/GAIN (Bungalow 53 & 74)
- Cooperative Education (Bungalow 48)

Several functions are split into multiple locations. This is particularly true for student services with services spread among the Administration, Cafeteria, Campus Center, North Gym and the Bungalows. The most seriously mislocated is the Financial Aid program in bungalows 13 & 14, far removed from the services it coordinates with, e.g. Admissions and Records, Counseling, EOPS/CARE and DSPS. Campus redevelopment should correct these conditions.

Administration

Most of the college administrative functions are in Building A, the Administration building, on Fulton Avenue entrance to the campus. Space in the building is also shared with Admissions and Records, Counseling and the Career/Transfer Center. Conversely, the Business Office is located across the Quad in the Campus Center. Business Services are generally located in the Administrative building or an administrative cluster. The overall size of the building is reasonable, some 16,543 gross square feet and 15,029 ASF (ASF).

As the Administrative building is by the Fulton Avenue entrance, it is convenient to the public. As it is within the central core of the campus, it is accessible to students, faculty and staff. The redevelopment of the campus will enhance the present location of the Administration building. The reconstruction of the present Library into a one-stop Student Services building and free-up space in the Administration building currently occupied by Admissions and Records, Counseling and the Career/Transfer Center. This space will enable sufficient space for some of the services already in the building as well as facilitate other administrative services to be moved into the building, e.g: Public Relations, Business Office, and Research and Planning.

Student Services

Student Services are scattered in widely separated locations. Student Services at L.A. Valley College include:

- Admissions and Records
- Assessment
- Associated Student Union
- Articulation
- Career/Transfer Center
- Child Development Center
- Disabled Student Program and Services (DSPS)
- Financial Aid/Scholarships
- Health Center
- Foreign Student Office
- Matriculation
- Orientation
- Outreach
- Veterans Office

Administration Building - The Administrative building contains several student services. Within about 7,500 ASF, it houses Admissions and Records, Counseling/Advising, Career/Transfer Center, Veterans Services and the Foreign Student Office. A result of this is large numbers of students in a building that houses the President's office, the Foundation and other administrative offices.

Campus Center – The Campus Center contains other concentration of student services. In about 8,657 ASF the Office of the Vice President, Disabled Student Programs and Services, Associated Student Union, and EOPS/CARE. Included are a meeting room, lounge, and DSPS Speech Lab (basement). The building also houses the Bookstore operation and at L.A. Valley College is part of Business Services. At many colleges, the bookstore operation is part of student services.

Cafeteria – The Cafeteria building contains the Lion's Den in about 2,365 ASF. (The Lion's Den is a student game room.).

Engineering Building - The Engineering building contains two classrooms, rooms 100 & 102, with 150 student stations that are used for Student Assessment. When not in use for assessment, these rooms are general purpose classrooms with general assignment status. The two rooms have 2,584 ASF.

Bungalows 13 & 14 – Bungalows 13 and 14 are used by the Financial Aid program. These two bungalows contain 1,620 ASF. Bungalows 13 and 14 are located at the south end of the campus by parking lot H.

North Gym - The North Gym holds the Student Health Center in a small facility. The Center does not have a reception area. It has only one exam room a doctor's office that is shared by two, and a room used for mental health counseling.

Children's Center - The Children's Center contains 2,964 ASF. The Center is licensed for 62 children at any given time. The Center is mad up of modular units and is located on the east side of parking lot D.

The fragmented layout of the present Student Service facilities, the inadequate space in each facility and office lacking confidentiality has reduced effectiveness and efficiency. There is no space for a three-year old CARE program and no space for peer advisors for either program. Bungalows 13 and 14 are difficult for low-income students to find to seek financial aid to help finance their education. Temporary parking for students commencing the Matriculation process is inadequate, i.e., Metered parking for 30 minutes. The fragmented layout is highly inconvenient for students. As L.A. Valley College student population is increasingly from low-income families, from families with limited English skills and from single parent homes, it is imperative

to make the Matriculation process as student friendly as possible.

The Matriculation process needs to be located in one building to facilitate students progressing through the several services, and to enable coordination and cooperation to easily take place between services. These services include:

- Outreach
- Admissions and Records
- Orientation
- Assessment
- Counseling/Advising
- Financial Aid
- Veterans Services
- Disabled Student program and Services
- EOPS/CARE
- CalWorks
- Registration
- Career/Transfer Center
- Cooperative Work Experience
- PACE Program
- Cashier

Other student services that need to be located in a Student Services include:

- Student Services Administration
- Matriculation Administration
- Health Center

The building needs:

- To be convenient to the college entrance for new students to be able to easily find.
- Include accessible restrooms, including facilities where an attendant is needed;

- Enclosed and accessible offices which will accommodate computer work stations, accessible to wheelchair bound students, and enable more than one student to be served at one time;
- Have convenient temporary parking that will enable new students to complete the matriculation process;
- Sufficient lounge and reception space for the anticipated numbers of students who will need to use these services;
- Air conditioning/ventilation/heating system to maintain comfortable room temperatures and fresh air for large numbers of students;
- Sound proofing/acoustics for sound moderation for large numbers of students;
- Be wired for computer/telecommunication systems;
- Contain sufficient storage space for the various services;
- Contain workrooms and conference rooms that the services can share;
- Include digital duplicating and image record keeping processes;
- Ambulance access for the Health Center.

The Campus Center needs to be in turn reconstructed to provide sufficient space for the bookstore operation. This should anticipate selling/renting computer hardware and software. The Associated Students Union area needs to include offices for the Administrative staff and ASU officers, a meeting room, club meeting and work space. A student computer center should be considered.

If the Business Office is relocated to the Administration building, this space would be ideal for the College Sheriff's office. The service would be visible and accessible.

A cashier outlet should be included at the end of the matriculation process to facilitate the one-stop matriculation process. Having students go from

building to building to complete the process is poor customer service.

Learning Resources

The Library building at L.A. Valley College is one of the original college buildings completed in 1951. The building is located on the Central Quad, and is easily accessible from the Fulton Avenue entrance. As a result of the majority of student classrooms being located on the south end of the campus, the Library building is poorly located to conveniently serve students, faculty and staff. More accurately, classroom buildings are poorly located for students to conveniently use the Library.

The present library contains only 126,000 volumes and 360 periodical titles. A community college of 11,000 to 12,000 students should have more than 200,000 volumes and more than 400 periodical titles. The Library has student-seating capacity of only 479. The building is unappealing and industrial in appearance. Acoustics are poor, sound travels throughout the building. For example, it has tile floor covering, exposed concrete walls and glass. The air conditioning/heating system is noisy, especially along the north wall. Lighting is a problem, especially among the stacks. The building has limited wiring for computer technology. There are no student study rooms and no group study room.

The building is too small to adequately serve the present L.A. Valley College student population let alone 24,000 or 30,000 students.

Functions housed in the Library are:

- Library and library support
- Learning Center
- Learning Center for the Disabled
- LAIR
- Instructional Media Center
- Professional Medical Resource Center
- Public Relations
- Staff Development
- Date Center

Master planning for the campus should include a new multi-level Library building. The new building should:

- Be located in the Central Quad area for student, faculty, staff and guest convenience;
- Be multi-level to help densify the campus;
- Include functions of the present building except Public Relations should be relocated to the Administration building and alternative ways be explored to serve the instructional media needs of the campus (this is function that is rapidly becoming obsolete);
- Adhere to National Standards for Community College Libraries;
- Provide for computer telecommunication throughout the building (issues of wire vs. wireless need further research);
- Include electronic security system and line of sight security;
- Be designed so that it is comfortable and inviting;
- Provide for carpet floor covering and other acoustical noise suppression;
- Include quality lighting, especially in the stacks;
- Provide for at least one classroom, possibly two, for teaching library technology;
- Include multiple group study rooms, e.g., 4 to 6 and up to 10 to 12 (These need to be designed for computer technology use.);
- Provide for Reserve Stacks for at least 3,000 books and room for CD's, DVD's, etc.;
- Include a separate Reference area, including chairs and tables for students;
- Include at least 25 OPAC stations;
- Include a typewriter/PC room for student use;
- Provide a separate Cataloging/Technical Processing office and workroom;

- Provide a conference/meeting room for Library Department;
- Provide for an Acquisitions Department and a Periodical Circulation Desk and Reading Room;
- Provide for a Special Collections Room;
- Possibly house the College Art Gallery (currently located in the Art building) and the Historical Museum;
- Stacks for 250,000 to 300,000 volumes;
- Provide for a student duplicating room;
- Provide for 1,500 periodicals.

The building should also include a Learning Center that would include:

- A Computer Commons to replace the LAIR;
- A Basic Skills Lab with at least 80 student stations;
- Tutoring capacity with group study rooms, at least 4 rooms for small groups and 2 rooms for large groups;
- A Writing Center with at least 40 stations;
- A Math Center with at least 30 stations;
- A Reading and Make-up Lab with at least 35 stations;
- A High Tech Center for disabled students;
- Audiovisual lab for AV tapes, CD's, DVD's, etc.;
- A Work Room;
- Glass walls throughout;
- Storage;
- Electronic security system;
- Tutor Training room.

The building should include a Staff Development Center to include:
- A multipurpose Center;
- At least 30 stations in a smart classroom setting;
- Electronic security systems;

● "Dedicated" air conditioning/heating so that Staff Development Center can be used when the Library and Learning Center are not in operation.

An important decision yet to be made is where the Computer and Telecommunication Support Center and the Data Center are to be located in the redevelopment of the campus. The Support Center is currently located in the Administration building and the Date Center in the Library building, rooms 120 A & B. Sufficiency of space as well as location for these centers needs to be examined in the planning process.

Instructional Computer Labs - The multiple level building could include instructional computer laboratories for multiple disciplines, e.g.: Business, Computer Applications, Mathematics, Writing, Engineering for some 400 students computer learning stations. Some 14 to 16 faculty offices, support staff work areas, meeting rooms, workrooms and control centers would be included.

As the college grows, these could be moved to new buildings and enable the Library/Learning Center to expand. This would facilitate a planned pattern of controlled growth of facilities.

Cafeteria

The Cafeteria building was constructed as part of Phase II of the college building program. The building is located on the east side of the Central Quad between the Art and Campus Center buildings.

The Cafeteria building includes the following:

● Food Court
● Cafeteria Conference Room
● Copy Service
● Faculty Lounge
● Game Room (Lion's Den)

The Game Room, "The Lion's Den", was recently moved from the basement of the Campus Center to the Cafeteria building into space that had been used for faculty/staff dining.

The building was recently reconstructed to include a food court operation: hamburger, Mexican and Deli outlets.

The Food Court presently has three outlets. With enrollment growth, it may well need five or six outlets to meet student needs. (Redevelopment will put more students in the central core area of the campus). The entrance and student seating area can be described at best as non-descriptive and bland. The student seating area lacks windows on the Central Quad side to tie the area to the core of the campus. Signage is desperately needed, e.g., neon-signage.

The Lion's Den area is much too large for a game room. Game rooms on some commuter community college campuses have become passé – this particular one could attract students from Grant High School. Student computer and study rooms have far greater merit and, indeed, student interest.

The Copy Service is centrally located for convenient access by faculty and staff. With the advent of digital networking duplicating systems, duplicating should be a decentralized function. When the Library and Administration building are reconstructed, the "Copy Service" should be relocated close to the computer and telecommunication centers for improved coordination.

The Cafeteria building should be redeveloped to make it more student friendly and to facilitate a Food Court that will meet the needs of 24,000 and 30,000 students.

Campus Center

The Campus Center was constructed as part of Phase IV of the L.A. Valley College building program in the early 1970's. It is the only multiple-level campus building having two floors and basement. The Campus Center building has a variety of activities ranging from classrooms/laboratories to student and business services. These include:

- Business Office
- Bookstore
- Associated Student Union
- Office of Vice President, Student Services
- Disabled Student Program and Services (DSPS)
- EOPS/CARE
- Monarch Hall
- Registration
- Research and Planning (Basement)
- Academic Computing and Distance Learning (second floor)
- Storage (Basement)
- PACE (second floor)

The second floor is dedicated to lecture type classrooms, faculty offices, conference room and work room. This floor needs to be refurbished, e.g.: new student stations, white boards, paint, networked projectors, floor covering. Something needs to be done with the opening in the middle. This opening, an atrium sundeck, is acoustically unsound "bringing" outside noise—including noise from the high school--into the building.

The basement is poorly lighted and uninviting. It too needs to be refurbished. With the exception of storage, the other uses of the basement area will be moved elsewhere. The area will then need to be reconstructed.

Services currently housed in the Campus Center that will be moved elsewhere include:

SERVICE	MOVE TO
Business Office	Administration
Office of Student Services	Student Services
DSPS	Student Services
EOPS/CARE	Student Services
Research & Planning	Administration
PACE	Student Services
Academic Computing	
And Distance Learning	Administration

Evaluation of the Remaining Service Areas

Bookstore

The bookstore area is inadequate to provide quality retail services, e.g. copy center for students, computer hardware and software, and convenience store. Equipment needs replacing such as registers and duplicating machines. The store should have equipment such as coin/currency machines. The damage done by the asbestos project needs to be repaired. The store needs improved lighting, and air conditioning for the storeroom. The freight elevator needs to be upgraded to transport heavier loads. Lighting in the rear of the building is inadequate. The loading dock needs to be enlarged. Quality signage is needed as well as display windows.

The bookstore could be expanded into the open "patio" area between the bookstore and Monarch Hall. This would remove an unattractive and seldom used space.

Associated Student Union

Additional space in the Campus Center should be dedicated for sufficient offices for the Dean and support staff. The Associated Student Union, ASU, needs to have space for private offices and work space for its officers as well as a meeting room. Space also needs to be provided for the ASU Club organization, e.g., meeting and workspace.

Monarch Hall

Monarch Hall is to be reconstructed for how it will be used in the future. It was reported that:

- Monarch Hall was originally intended for music performances
- Flat floor seating presents a problem for viewing, but makes the Hall versatile
- Used for registration, job fairs, dances
- Kitchen needs to be fully refurbished
- Lighting needs to be upgraded
- Networked projection system needed
- A portable dance floor is needed

Monarch Hall probably should be retrofitted into a conference center with catering type walls installed to create conference rooms of various sizes.

College Sheriff

For visibility and access, the College Sheriff department should be relocated to the Business Office and EOPS/CARE space. The location would place the Sheriff's Office near where large volumes of cash occur – the bookstore, registration, cashier and food court. It would also be close to where in the future large numbers of students will congregate.

Other Uses

Consideration should be given to Study and Computer rooms for students as part of the Associated Student Union area.

The College needs to standardize items such as soap dispensers, paper dispensers, mirrors, floor coverings, etc., to facilitate purchasing and labor conservation. First aid kits need to be reviewed for safety of employees and students.

The College Sheriff's office needs to be removed from the Plant Facilities area, and relocated in the future in either the Campus Center or Cafeteria building for visibility and accessibility.

Plant Facilities

Since 1968, the Plant Facilities operation has been located in temporary facilities, bungalows previously used by student services and cafeteria. The total operation has some 5,620 ASF for offices, shops and some storage. These are found in buildings 60, 61 and 62. Plant Facilities, maintenance and operations, operation management, custodial and gardening, share these facilities. They are located off Ethel Avenue across from the South Gym.

The Plant Facilities also includes 2 tunnels and a Power Plant. The tunnels deliver steam heat, electricity, air conditioning and computer wiring to 20 main buildings. Warehousing is inadequate. Materials are stored under bungalows, 1,700 ASF in building 60 and in the basement of the Campus Center. There is no fenced secured area and no flammable storage area. This has resulted in forklifts carrying supplies across campus from Campus Center storage.

The locksmith is located in a bungalow that is not sufficiently secured.

Operations Management is responsible for all cleaning, inside and outside of buildings, gardening, and set-ups and moves. They operate out of the same bungalows as Plant Facilities. Operation Management use two storage areas, Bungalow 61 and the basement of the Campus Center.

Operations Management does not have a locker room and showers or break/briefing room.

It is recommended that the Business and Journalism building be reconstruct into a permanent Plant Facilities building. The Business and Journalism building has a raised concrete floor and some 15,941 ASF and 22,590 gross square feet. It is fairly well located for receiving deliveries.

The planning for the reconstruction of the building should include:

- A loading dock;

- A fenced secured area;
- Flammable warehousing capacity;
- Warehousing;
- Wide entrance for big trucks;
- A secure area for the locksmith office;
- Private offices and support staff area;
- Storage for as-built blueprints;
- Shop area;
- Locker rooms with showers for both men and women;
- Break/meeting/briefing room.

For Plant Facilities and Operation Management to be effective they must be provided with the equipment they need to best do their jobs. This is especially true for Operations Management. Landscaping needs to be reviewed to reduce the workload as well as make the campus secure. Operations Management members need radios for safety and security of the campus.

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA   Architect C-6455
Stephen R. Hoskins, AIA   Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Plant Facilities

Storage
(not in space inv.)

Storage Under Stadium

Trash Yard
Storage

Gardening Yard

Storage

Cart
Storage

Machine
Shop

Lock

Sign
Tools

Carpentry

Comp./Elect.

Paint

Electric & Plumbing

0   500'

NORTH
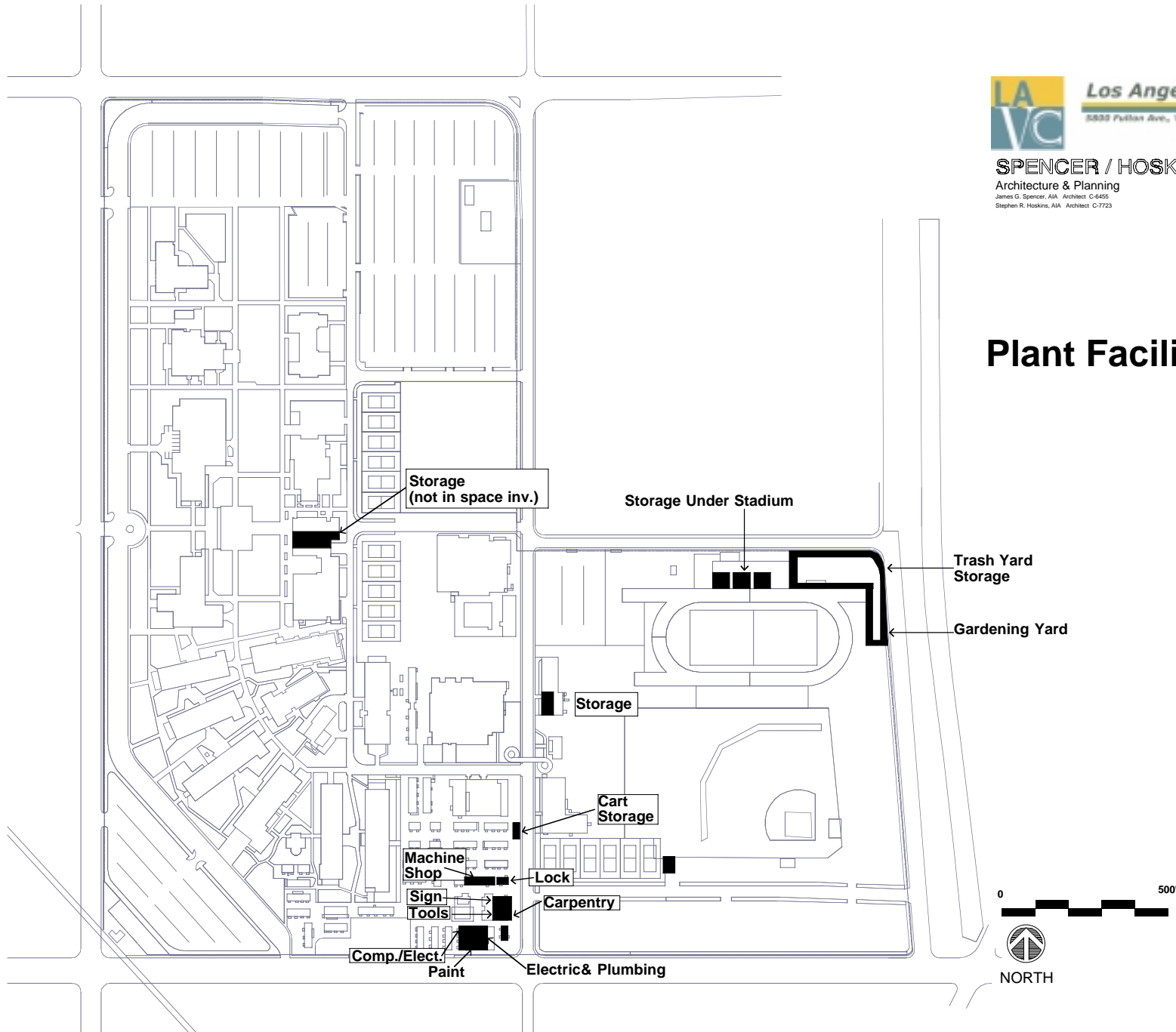
Other Services and Community Resources

Several functions/services are located in a variety of facilities at L.A. Valley College. This includes:

- Children's Center
- Coffee House
- Planetarium
- Financial Aid (Bungalows 13 & 14)
- Historical Museum (Bungalow 15)
- Health Center (North Gym)
- Community Services and Extension Program (Field House)
- Job Resource and retraining Center (Bungalow 49)
- CalWorks/GAIN (Bungalows 53 & 74)
- Cooperative Education (Bungalow 48)

Children's Center

The Children's Center has been in operation since 1974. It serves children age 3 through 12 years of age. The Center is licensed for 62 children at any one time. The Center is located in parking lot D in temporary modular units, bungalows. Additional bungalows funded through CalWorks are expected to be added in the near future thereby increasing the number of children that can be served.

A permanent facility should be located off Coldwater Canyon Extension in the present archery range. The Children's Center needs:

- A separate nap facility;
- A kitchen and dining room;
- A curriculum (work room) room for teachers;
- A sick room;
- Dedicated classrooms (2);
- Connection to the campus network;
- Large yard for children activities;
- Sufficient facilities for 184 children -
  - 8 infants
  - 32 toddlers
  - 48 3-year olds
  - 48 4-year olds

48 kindergartners

Coffee House

The Coffee House provides vending services on the south end of the campus and is located in the bungalow area. This has been necessary because of the large number of students taking classes in this area far removed from the Cafeteria building.

When the bungalows are removed and the Business and Journalism building is reconstructed into Plant Facilities, there will be no need for the Coffee House or Quad Park. This area will redeveloped either into parking and/or fence area for Plant Facilities.

Planetarium

The L.A. Valley College Planetarium was constructed in 1963 as part of Phase III of the building program. It is located between the Math Science and Engineering buildings on the south end of the campus. It has 1,179 ASF and 2,616 gross square feet. During the Fall Semester it was used by 8 to 9 classes. It has a 24-foot dome with a Spitz A3P, a high school level instrument and obsolete. The Planetarium is unable to do laser shows, and lacks computer network connectivity.

The Planetarium lacks storage, wheelchair-access to the roof deck, and electronic security. Its restrooms are inadequate for public performances.

As the Planetarium is inadequate, the master planning should include a new planetarium as part of the new Health Science building.

Financial Aid

The L.A. Valley College Financial Aid program is located in Bungalows 13 and 14 at the south end of the campus far removed from the matriculation process of which it is a vital part. The Bungalows contain 1,620 ASF and 2,401 gross square feet. The program serves more than 6,000 students and

is expected to grow at a rate greater than the growth of the college.

Bungalows 13 and 14 lack adequate air conditioning and heating. Acoustics are terrible and there is little or no confidentiality. The location is extremely inconvenient to students, and new students have a difficult time finding it.

Financial Aid needs to be relocated with other student services so that there is a logical student matriculation flow in a Student Services building. As the new Library must be designed and constructed before the present Library building can be reconstructed into a Student Services building, temporary action needs to be taken to relocate Financial Aid so that it is convenient to students and part of the matriculation process. Temporary facilities need to address the issues of access, privacy, and organized so that it is inviting to students. A room to conduct training and financial aid workshops is needed as well as storage space. Ergonomic workstations are needed. For an effective financial aid program an updated integrated Financial Aid Management system is needed with technical support to manage it.

Historical Museum

The L.A. Valley College Historical Museum is located in Bungalow 15 at the south end of the campus. The bungalow was originally used as the college administration building. As the bungalow is an unprotected wooden building, it has an inherent fire danger.

As the building will end up in the middle of a parking lot, it is recommended that the historically contents be relocated. One option is to relocate its contents to the Special Collections Room in the new Library building. A second option would be to tie it to the Art Gallery in the new Library building. This location would be more central and available to students and guests. A third option might be to move the museum into one of the two "Quonset

hut" buildings. This might be a good option if some or all of the functions are relocated into new space.

Health Center, CalWorks, And Cooperative Education

The Student Health Center is located in inadequate space in the North Gym. CalWorks/GAIN and Cooperative Education are located in bungalows 53 and 48 respectively.

These should all be relocated to the Student Services building for the convenience of students and the public.

Community Service and Extension Programs and Job Resource and Retraining Center

The Community Service and Extension Program is located in the Field House (Quonset Hut). The Field House is located on Ethel Avenue across from the South Gym. The service occupies office space on the east side of the building, approximately 534 ASF. The Job Training function is located in Bungalow 49 in 828 ASF.

Both functions are self-supporting. The Community Services and Extension Program is fee-based and Job Training is contract based. All of the Community Services and Extension Program classes and activities are offered through campus facilities and, on occasion, rents outside space for classes. Job Training uses both campus and employer facilities. The Extension program uses six bungalows during evenings and weekends as well as tennis courts, the swimming pool, and gyms.

The two programs should operate out of the same facility. They could also be located off the campus. They need to be visible and accessible, have sufficient parking, quality lighting and electronic security. They need offices, a money counting room, support staff offices and space, and a small vault. They need semi-smart classrooms, at least one computer lab and teleconferencing capacity. At least one classroom needs to have a sink for art classes.

It is recommended that these two programs relocate off the L.A. Valley College campus. The programs should be able to lease or purchase space from their revenues and continue to be self-supporting. There is a large need for dedicated/customized skill/technical training in the area L.A. Valley College serves.

ENERGY CONSERVATION AND THE "VIRON PROJECT"

In 1999, L.A. Valley College started the "Viron" energy conservation project with the purpose of saving energy. As air conditioning is at last being extended to all buildings, it is anticipated that actual energy use will increase. However, the campus will operate more cost-efficiently. The project was expanded to include improving comfort, improving safety and improving the college infrastructure.

Lighting inside buildings is being brought up to TES lighting standards. Suspended ceilings are also being installed.

Exterior Lighting is being improved to reduce energy consumption and improve safety. However, parking lot fixtures are not being replaced as illumination levels were deemed adequate, and replacement was deemed cost prohibitive. It is recommended that the exterior lighting be reevaluated after completion of the project to insure that campus safety is sufficiently student, faculty, staff and guest friendly. This is particularly true of parking lots where fixtures are not being changed or redesigned.

The new air conditioning system is using the campus tunnel system for chilled water lines. A central boiler is replacing the old High Pressure steam system. An Ice TES storage system is being designed. It includes future buildings except for the proposed Computer/Business/Technology building. A computerized Energy Management System for the campus is to be installed.

The main electrical system is not being repaired. It is believe that the new A/C chiller system will necessitate an update of the electrical system, perhaps a second feed.

The project is expected to be completed by May 2002. It has a 11 to 12 year payback through energy savings and the Ice TES has a 5 year payback.

Viron Project Funds come from:

- $1,400,000 District Capital Construction Funds
- $1,700,000 Federal Seismic Upgrade (FEMA)
- $3,000,000 State Scheduled Maintenance
- $600,000 Utility Grants
- $2,800,000 Financed over 15 Years, paid by District (Viron guarantees energy savings and pays any excess)

Outdoor Lighting

As this investigation was taking place, outdoor lighting fixtures were being replaced as part of an energy conservation project. Unfortunately, the scope of that project, called the "Viron" project, does not address the tall (typically 30') light fixtures in the parking lots and major interior streets. The Viron project instead addressed the lower pedestrian scale fixtures, both free-standing and on the building exteriors. It is assumed that the Viron project currently underway will address the lighting requirements of the interior campus and the outer perimeters of the buildings and pedestrian walkways. The tall 30' lighting should be reviewed in terms of compliance with the recently adopted I.E.S. (Illuminating Engineers Society) outdoor lighting standards for parking and roadways.

In this era of 60 percent or more students being females, and a significant portion of the population being single parents 25 years of age or older, many students must attend or prefer to attend classes during evening hours. It is therefore important that parking lots, walkways, and spaces around buildings be well-lighted.

The need for a well-lighted campus also impacts landscaping. L.A. Valley College landscaping includes many trees and much large, dense shrubbery. This is particularly true close to and between buildings, including along walkways. As a result of

this master plan, the College has undertaken a program of major pruning and elimination of low lying shrubs.

Before the Viron project, the campus was poorly lighted with poor quality lighting in parking lots and along walkways between and around buildings. Poor lighting was cited as a major concern by several of the department chairpersons and students.

As L.A. Valley College is in a residential area, planning needs to include consideration of neighbors so that site lighting is focused downward, not up or to the side where it would be a nuisance to neighboring homes.

Lighting in the observatory area needs to be designed to interfere as little as possible with student use of telescopes at the facility.

An Environmental Impact Report on campus development being planned for completion in late 2002 is scheduled to include a Safety Study of outdoor lighting on campus.

Recommendations (Beyond the Viron Project):

1. Additional outdoor lighting must be designed for a well lighted campus which enables students to feel safe.
2. Outdoor lighting fixtures must face down so as not to bother residential neighbors of the campus.
3. Outdoor lighting fixtures should "fit" the design and color scheme of the campus.
4. Landscaping must continue to be maintained to eliminate dense and large shrubbery along walkways which could conceal muggers, rapists, or other criminals.
5. The campus lighting design should include meeting the lighting needs of the campus observatory.

BUILDING NOT PRESENTLY AIR CONDITIONED OR PARTIALLY AIR CONDITIONED THAT WILL BE SERVED BY THE CENTRAL COOLING PLANT

BUILDINGS THAT WHERE RETROFITED FOR COOLING IN 1999/2000 THAT WILL BE SERVED BY THE CENTRAL COOLING PLANT

BUILDINGS TO BE SERVED BY EXISTING AIR COOLED CHILLERS

BUILDINGS WITH OBSOLETE AIR CONDITIONING TO BE SERVED BY THE NEW CENTRAL COOLING PLANT

BUILDINGS TO BE CONVERTED TO VAV

CENTRAL COOLING PLANT

BUILDING TO BE SERVED BY REFURBISHED AIR HANDLERS AND AIR COOLED CONDENSING UNITS.

CHILLED WATER PIPING TO BE INSTALLED IN THE TUNNELS

① PIPING SIZED TO SERVE BLDGS 11 AND 17 IN THE FUTURE — CAFETERIA & ART
② PIPING SIZED TO SERVE FUTURE HEALTH SCIENCE BUILDING

KEY			
NAME	BUILDING #	HUMANITIES	⑩
ADMINISTRATION	①	CAFETERIA	⑪
LIBRARY	②	THEARTER ARTS	⑫
FOREIGN LANGUAGE	③	MUSIC	⑬
PHYSICS	④	MENS GYM	⑭
CHEMISTRY	⑤	BUSINESS JOURNALISM	⑮
ENGINEERING	⑥	MATHEMATICS	⑯
PLANT POWER	⑦	ART	⑰
BEHAVIORAL SCIENCE	⑧	CAMPUS CENTER	⑱
LIFE SCIENCE	⑨	WOMENS GYMNASIUM	⑳

Viron Project Summary

In October 2000, the Los Angeles Community College District and the LA Valley College selected CMS Viron Energy Services to provide a Comprehensive Engineering Analysis (CEA) and develop a customized facility improvement and energy conservation program. The proposed program is designed to be a performance based guaranteed energy savings program (Performance Contracting) for L.A. Valley College (LAVC). Performance contracting is a method of financing facility improvements through Guaranteed Energy Savings. All project cost and energy savings are to be guaranteed by CMS Viron.

The results of the CEA, propose for the L.A. Valley College a comprehensive facility/energy improvement program that combines implementation of the FEMA Hazardous Mitigation Grant Program (HMGP) lighting/ceiling project, State Funded Capital Outlay Project, energy related Scheduled Maintenance Projects, utility incentive grants and guaranteed energy savings. The proposed program incorporates a comprehensive approach to project implementation, which has considered the future infrastructure needs of the college and maximizes the use of various approved funding sources.

The primary objectives and components of the Program are:

- Install new energy efficient lighting in the LAVC principal buildings (17 major structures). New lighting systems will bring each space up to IES recommended lighting levels for classrooms and labs.
- Install new campus site lighting. Both aesthetics and security are the focus of the proposed outdoor lighting upgrades. (Except Parking Lots)
- Install new suspended ceilings in Campus Center, Women's Gym and various administrative areas throughout the campus

- Install new central package hot water boilers, and new piping to heat all major campus buildings
- Install new chilled water central plant and distribution system to provide air conditioning to Behavioral Science, Humanities, Foreign Language, Men's and Women's Gym's
- Upgrade existing air-side Heating, Ventilating and Air Conditioning (HVAC) systems for Administration, Campus Center, Music, Library, Theater Arts, Physics, Chemistry, Engineering, Math Science and Business Journalism
- Implement campus-wide peak load reduction program, including a new thermal storage system. The thermal storage system will allow cooling water to be chilled at night when electricity is inexpensive, and stored in tanks, to be used during the day when the cost of electricity is at its peak.
- Install new campus-wide DDC energy management system in specified buildings. The energy management system will provide the college precise temperature control of each space.
- Upgrade existing campus irrigation control systems. Irrigation of the campus grounds will be based on moisture content of the soil opposed to the method of watering on a routine schedule.
- Generate energy savings combined with HMGP, utility incentives, and deferred maintenance funds to fund this project with no additional capital investment from the College. The energy savings are to be capitalized through low interest financing, providing a guaranteed source of funding to implement this program

Implementing the measures under this program is advantageous because the facility improvements and energy conservation measures can be installed in one project with minimum disruption to the campus. This program will enable the college to make lighting, electrical, and HVAC upgrades while receiving new air conditioning, with one contractor. The College receives the benefit of having the design, construction management, commissioning, and training performed by experienced, well-qualified engineers and technicians who will be available for the length of the program to support the operation and maintenance of the ECM's and improvements.

The proposed project will generate a guaranteed annual energy savings of $269,231 including installation of new air conditioning in five buildings. The cost to achieve these savings and facility improvements will are paid from existing State funded Scheduled Maintenance and Capital Outlay Projects, FEMA Hazard Mitigation Grant, a Gas Co. Energy Edge Incentive Program, and from utility and state energy incentive grants. The project balance amount of will be financed from savings, generating a positive cash flow to the District over the life of the project. The new systems will be paid for and operated with no increase in the current utility budget.

CMS Viron will assume both the financial and technical risk. Viron will guarantee the project cost and energy savings. If the project cost exceeds the contract amount Viron will bear the increase, if the annual energy savings are less than the guaranteed amount Viron will write a check to the college for the shortfall.

The project is currently scheduled to begin construction in early March with a mid summer projected completion date.

Construction is designed to allow minimum disruption to the campus. The majority of the work affecting classrooms and administrative offices will occur between the hours of 10:00 pm and 5:00 am

EXISTING BUILDINGS

BUILDINGS: Foreign Language, Physics, Chemistry, Math Science and Planetarium
Programs
Foreign Language, Physics, Chemistry, Engineering, Drafting, Accounting, Mathematics, Earth Sciences, Family and Consumer Studies, General Assignment.

Recommended Demolition
The Foreign Language, Physics, Chemistry, Math-Science and Life Science buildings should be demolished and replaced by more efficient multi-level buildings.

BUILDINGS: Business-Journalism
Programs
Business and Computer Applications and Office Technologies, Journalism and Photography.

The Business Journalism building is almost 40 years old. Its programs should be relocated to multi-level more efficient buildings. The Business Journalism building should be reconstructed into a permanent Plant Facilities buildings.

BUILDINGS: Humanities, Behavior Science and Life Science
Programs
Life Sciences, Psychology, Sociology, Speech, English and General Assignment

These buildings house mostly classrooms/laboratories and faculty offices. The Humanities and Behavior Science buildings are among the newer buildings at L.A. Valley College, now some 30 years old. The two buildings were built into what should have been a continuation of the Central Quad. The combination of age and location my mean these two buildings should be demolished and programs relocated to multi-level more efficient buildings. The Life Science building is 40 years old and should be demolished and its programs relocated to the new Health Science building.

BUILDINGS: Bungalows 1-85
Programs
Health Sciences, Anthropology, Geology, Financial Aid, Museum, Journalism, Plant Facilities, Job Training, Speech, Biology, Psychology, English, Art, Music, Physical Education, Economics, Emergency Services, History, CalWorks/GAIN, General Assignment, among others.

These are 50 years old modular units that are used for services, classrooms and laboratories. All 85 of them need to be removed and services and programs relocated elsewhere.

BUILDINGS: Music, Theatre Arts, Motion Picture and Art
Programs
Classrooms and Laboratories, Gallery, Assembly space, Practice rooms, faculty offices, Main Stage, Horseshoe Theatre, Music Recital Hall.

To this "Arts Cluster" a Media Arts building will be added. It will house the Media Arts department, Commercial Music, Photography and an Art Digital Lab. Much of Media Arts is currently housed in the basement of the Campus Center, Photography in the Business Journalism building and bungalows, and Art in bungalows. Commercial Music is developing program. Media Arts includes Broadcasting, Cinema and Media. The 40 year old Theatre Arts and Music buildings need to be reconstructed. Reconstruction includes enlarging the Main Stage and the Music Recital Hall as well as up-to-date sound and lighting systems.

The Art building needs to be expanded to accommodate Printmaking currently located in bungalows. The Gallery is to be relocated to the new Library building. Lighting through the building, including laboratories needs to be upgraded.

Signage for the "Arts Cluster" needs to be significantly upgraded. Event parking is an issue that needs to be addressed.

BUILDINGS: Library
Programs
Library, Instructional Media Center, LAIR, Learning Center, Learning Center for the Disabled, Professional Media Resource Center, Public Relations, Staff Development, and Data Center.

The Library building is a 50 year old building that is inadequate for Library services necessary for community college of 24,000 to 30,000 students. A new Library building is to be designed and constructed for the L.A. Valley College of the future.

The present Library building is to be reconstructed into a Student Services building. Services to be relocated to the building include: Student Services Administration, Admissions and Records, Counseling, Career/Transfer, Assessment, Orientation, Outreach, EOPS/CARE, DSPS, Financial Aid, PACE, Cooperative Work Experience, CalWorks/GAIN and the Health Center. Space for a cashier is also necessary. It may be necessary to add space to the building as part of reconstruction.

The issue of temporary parking for students accessing the Matriculation process must be addressed.

BUILDINGS: Administration

Programs

Office of the President, Academic Affairs, Administration, Administrative Services, Admissions and Records, Counseling, Faculty Mailboxes, Credit Office, President's Conference Room, Career/Transfer Center, Foundation, Information Technologies, Human Resources.

The Administration building is a 50 year old building in need of reconstruction to correct the worn appearance of the building, and for the services to be relocated to the building. These include the Business Office, Public Relations, Research and Planning, Copy Center and Academic Computing and Distance Learning. Services being relocated out of the building include: Admissions and Records, Counseling, and Career/Transfer Center.

BUILDINGS: Cafeteria

Programs

Food Court, Cafeteria Conference Room, Copy Services, Faculty Lounge, Lion's Den

The Cafeteria building is a 40-year old building. The food service portion of the building has recently been remodeled and the Lion's Den moved to the building.

The building needs further reconstruction to open up the food court to the Central Quad and enlarge the Food Vender capacity for a college of 24,000 and 30,000 students. The redevelopment of the campus will significantly increase the number of students in this part of the campus. Game rooms are passé and consideration should be given to more important student needs. The patio needs reconstruction as it is currently dark, uninviting and wasted space.

Consideration should be given to relocating and restructuring the "Copy Center" and bringing digital decentralized duplicating to the campus. The Faculty Lounge and Conference room both need refurbishing.

BUILDINGS: Campus Center

Programs

Business Center, Bookstore, Associated Student Union, DSPS, EOPS/CARE, Monarch Hall, Research and Planning, PACE, Academic Computing and Distance Learning, Classrooms, Faculty offices, Student Services Administration, Media Art Labs, Speech Lab, Storage, Conference Rooms, and a Student Study Room

The Campus Center is the only multi-level building at L.A. Valley College. It has two floors and a basement. At 30 years of age, it is one of the newest buildings at the College.

Services to be relocated from the building are: DSPS, EOPS/CARE, Research and Planning, PACE, Academic Computing and Distance Learning, and Media Art Labs.

Service to be relocated into the building is the College Sheriff's Department. Reconstruction needs to include expanding the Bookstore, converting Monarch Hall to a Conference Center, expanding the Associated Student Union service area, refurbishing classrooms, filling in the second floor patio with classroom/offices, enlarging the loading deck, lighting for the loading deck, and upgrading the elevators. After the existing elevators are upgraded, consideration should be given to adding a separate additional elevator at the opposite end of the building, perhaps serving just the first and second floors, as part of an overall building modernization project.

BUILDINGS: North Gym, South Gym and Swimming Pool

Programs

Physical Education/Athletic classrooms, Basketball, Wrestling, Dance, Fitness Center, Adapted Physical Education Center, Swimming.

The gymnasiums are 30 years old. The Student Health Center is to be relocated to the Student Services building. The Adaptive Physical Education is to be relocated from the South Gym to the North

Gym. Both gyms need to be reconstructed to include: refurbishing restrooms and creating at least two semi-smart lecture classrooms for health education and physical education classes. Reconstruction should also enlarge the multi-purpose activity room, weight room, training room, Fitness Center and storage. Additional faculty offices are needed (private).

The swimming pool should be enlarged from the present short-course 25 yards to 50 meters, Olympic size, and an adjacent shallow pool for aqua exercise and adapted P.E. The adjoining Locker Room and Shower facility need to be reconstructed.

BUILDINGS: Field House and Gymnastic Center

Programs

Community Services and Extension Program, Storage, Athletic Locker Room and Shower Facility, Weight-training facility, Faculty offices.

These are two "Quonset Hut" shaped buildings located on Ethel Avenue. They consist of the two original gymnasium buildings plus later one-story additions. Community Services and Extension offices should be relocated to an off-campus site, to the edge of the campus or to the Administration building. The Athletic Locker Room, Shower Facility, weight training facility and offices will be relocated to a new Sports Field House. The additions to the original "Quonset Hut" gymnasium buildings can then be demolished and the gymnasiums refurbished to their original condition.

BUILDINGS: Physical Education/Athletic, Courts, Fields, Stadium

Programs

Tennis Courts, Softball Fields, Baseball Field, Football/Track Stadium, Archery Range.

The Physical Education/Athletic Courts, Fields, and Stadium need to be consolidated into a compact, organized area. The older tennis courts need to be

demolished; the newer tennis courts should be increased to 10 or 12. The Softball Fields need to be relocated to the Stadium/Baseball area (Softball fields could be reduced to one field). A Soccer Field needs to be designed and constructed. The Archery Range needs to be removed. The Baseball Field and Football practice fields will probably have to be relocated. The Stadium needs to be reconstructed: seating, turf, track, restrooms, fencing, etc.

A new Physical Education/Athletic Field House needs to be designed and constructed to provide offices, conference rooms, training facilities, weight-training, locker rooms, showers, classrooms, etc.

BUILDINGS: Children's Center

Programs

Child Development Center and Practicum Site.

The Children's Center is made up of modular units that have been in use for 34 years. Additional modular units are being added to the site. Currently, the Center can serve up to 60 children at any given time.

The Center should be relocated into a new permanent center that would serve up to 184 children at any given time. The new center could include classrooms as well as serve as a practicum site for Early Childhood Education programs. An ideal location would be just south of the Stadium off Coldwater Canyon Extension. Another desirable location would be at the southwest corner of Oxnard Street and Ethel Avenue--just north of the existing location.

Underground Utilities

The underground utilities at L.A. Valley College are not well documented, except the lines in the Utility Tunnel. A Utility As-Built Plan is necessary to show the campus infrastructure as a vital tool in planning and building future projects.
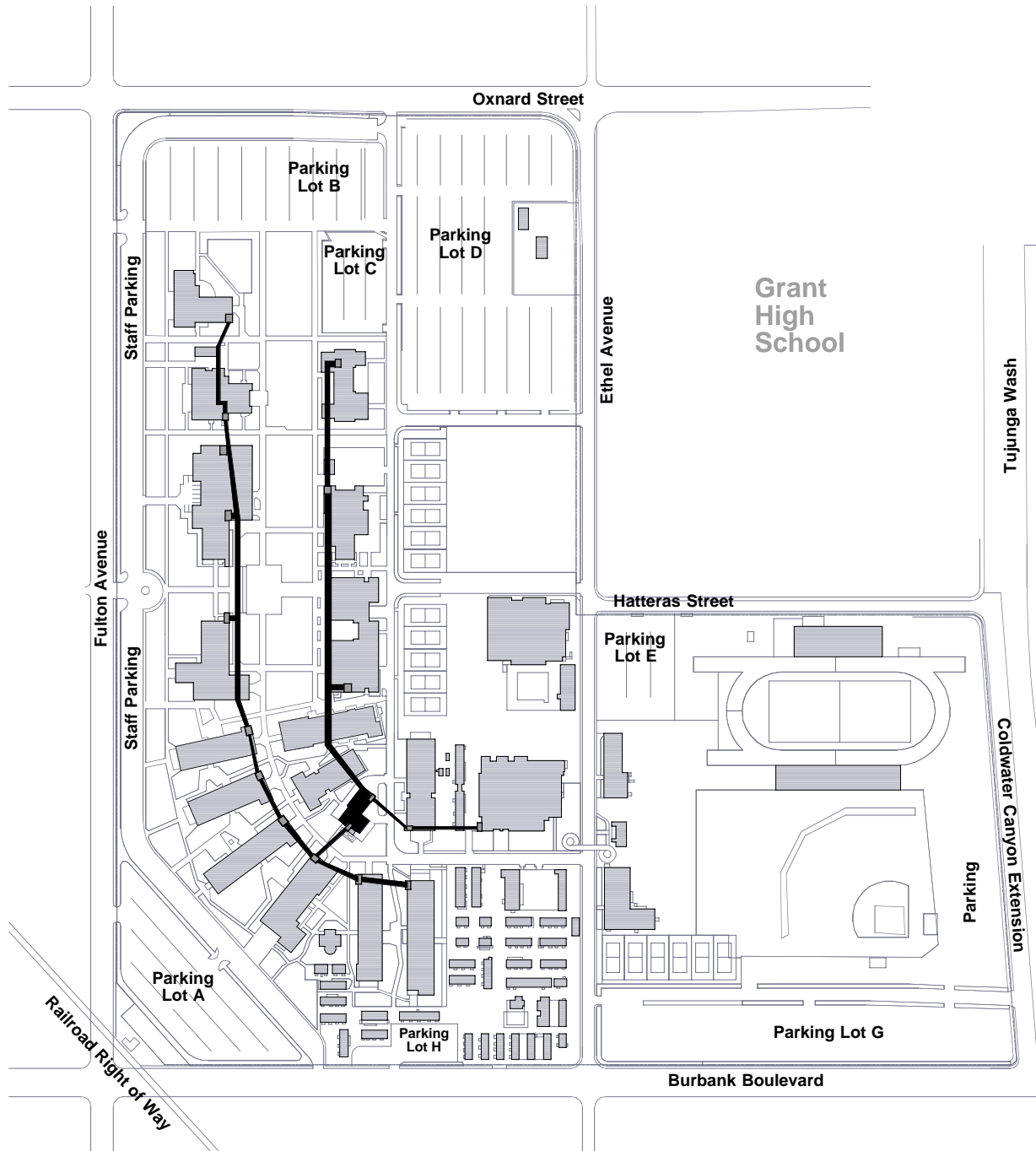
Oxnard Street

Parking
Lot B

Parking
Lot C

Parking
Lot D

Staff Parking

Fulton Avenue

Staff Parking

Ethel Avenue

Grant
High
School

Tujunga Wash

Hatteras Street

Parking
Lot E

Coldwater Canyon Extension

Parking

Parking
Lot A

Parking
Lot H

Parking Lot G

Railroad Right of Way

Burbank Boulevard

Los Angeles Valley College
5800 Fulton Ave., Valley Glen, CA, 91401 (818) 947-2600

SPENCER / HOSKINS associates
Architecture & Planning
James G. Spencer, AIA   Architect C-6455
Stephen R. Hoskins, AIA   Architect C-7723

2245 North Lake Avenue
Altadena, California 91001
(626) 398-3576
Fax (626) 398-7438
E-mail: Mail@SpencerHoskins.com

Utility Tunnel Network

0   500'

NORTH

OTHER POTENTIAL ISSUES

- L.A. Valley College sidewalks need to be more barrier-free for the nearly 200 wheelchair bound students who use them. The sidewalks are dirty from use and stains from campus traffic.
- The parking lots and campus roads have not been resurfaced for 25 or more years. Uneven surfaces create hazards for pedestrians walking to their cars and can damage vehicles.
- As described by a student, the L.A. Valley College restrooms are "worn out and dirty".
- Four of the wood "barracks-like" classroom buildings lack any kind of sprinkler system for fire protection. These are the Chemistry, Physics, Engineering and Foreign Language buildings. The remaining wood buildings have sprinkler systems.
- Most bungalows lack disabled access, with the exception of 10 of the 74, and lack sufficient air conditioning and heating. They sit in the dirt on wooden mudsills without footings. There is considerable dry rot and termite damage.
- The campus lacks sufficient storage. Half of the basement of the Campus Center is used for storage. Lumber and other items are stored in crawl spaces under bungalows. There is a lack of storage for flammable products.
- Students reported that classrooms are too far from the Quad, and there is nothing about the Quad which makes students feel comfortable. There is a need for areas where students can comfortably socialize or study out-of-doors.

- In 1976 L.A. Valley College took possession of Ethel Street with the obligation to take corrective action of 28 items. Most have not as yet been done.
- Floor covering in several buildings is the original, dating from when they were constructed over 40 years ago. An example is the lobby of the Administration Building, where new students gain their first impression of the campus, and where holes are worn completely through the linoleum. Some tile floor coverings may contain asbestos, a hazardous material.
- All but one of the College's buildings are single story, consuming scarce land at a higher rate than would multistory buildings. The buildings lack style and the architecture is undistinguished. Most buildings are heavily screened by landscaping.
- L.A. Valley College has a utility tunnel that connects 20 of the campus buildings. It now contains the boiler steam lines, high voltage electrical power and computer networking cables.
- Classroom furniture is by and large 30 or more years old. Student arm table desks are one size, right handed and often locked together in groups of four or more. The furniture in some classrooms is mismatched.
- Kiosks for newspaper/flier distribution need to be refurbished and increased in number.

Recommendations:

1. Campus sidewalks should be repaired so as to be barrier free and cleaned at least once a year with high pressure steam.
2. The parking lots and roads need to be resurfaced and re-striped, including directional arrows. These need to be redone every 5 to 7 years.

3. College restrooms need to be made and kept sanitary.
4. The four wood "barracks-like" buildings which lack sprinkler systems, may eventually need to be removed or retrofitted with fire sprinklers. Removal will permit replacement by multistory construction that will increase campus density and allow further growth.
5. The bungalows need to systematically be removed from the campus, and probably replaced with student parking.
6. All buildings used by students, faculty, staff and guests need to have energy efficient and quiet air conditioning systems. This is currently being addressed by the Viron project in most permanent buildings.
7. The master plan must include sufficient and safe storage. This includes a secured area by the maintenance complex and warehouse facilities which is accessible by large trucks. This needs to include storage for flammable and other hazardous materials. Space is also needed where computer and related products can be not only stored but also assembled and set up for distribution.
8. The campus needs to be designed so that there is a central core with buildings organized so that there is balanced use of the campus. Parking on the perimeter of the campus, especially at the north and south ends, should be balanced. Greater use should be made of the Quad area.
9. The Ethel Street corrective action items need to be identified and corrected as per agreement with the City of Los Angeles.
10. Floor covering containing asbestos need to be either removed or covered by approved floor covering to eliminate this safety issue.

11. To minimize the use of scarce campus land, future buildings must be multi-story.

12. An architectural style and color scheme need to be determined so that the master plan results in an attractive and student friendly campus.

13. The master plan suggests modifying the campus landscaping so that it complements architectural design, not dominates it. Landscaping needs to positively impact campus safety and security.

14. The utility tunnel is available to be used for additional utilities and should be extended to new building sites.

16. Classroom furniture, as well as office/service furniture, need to be replaced with ergonomically sound furniture which recognizes the wide variety of body sizes and shapes, right/left handedness, and disability use. Increasingly students will need space for "lap top" computers, which do not fit well on tablet arm chairs. Classroom furniture needs to be flexible for different teaching/learning methodologies.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

The Los Angeles Community College District (LACCD) was formed in 1969. Previous to that time the existing colleges, Los Angeles City College (established 1929), Los Angeles Trade Technical College (1925), East Los Angeles College (1945), Los Angeles Valley College (1949), Los Angeles Southwest College (1967), Pierce College (1947), Harbor College (1949) and West Los Angeles College (1969) were administered by the Los Angeles Unified School District. The ninth college in the district, Mission College, was established in 1975.

The LACCD includes all of the city of Los Angeles, plus a number of surrounding communities including East Los Angeles, South-Central Los Angeles and some unincorporated areas. It is the largest community college district in the nation. Its nine colleges enroll 100,000 students – 8 percent of all California community college students.

The LACCD faces many challenges because of the demographics of the district. Eighteen percent of district residents are below the poverty level compared with 13 percent for all of California. Over half of the residents 18 years or older have less than a ninth grade education. Nineteen percent of the adults 25 years and older are not native English speakers.

Eighty percent of the students in the nine colleges can be classified as "minority." Forty percent are non-native English speakers. Almost 40 percent are below the poverty level. Nevertheless, transfer and degree awards are at state levels.

The LACCD enrolls 14 percent of all African American undergraduates in California and 12 percent of all Latino undergraduates. That number is twice that of Latino students enrolled in the University of California and only somewhat less than the number in all of the California State Universities.

Table 1 displays the ethnicity of the students and the total credit enrollments in the nine district colleges for the fall of 2000.

In terms of ethnic composition, the nine colleges present quite a diverse picture. In all colleges except Pierce, LA Southwest and West LA, Hispanic students outnumber all other ethnic groups and constitute 47 percent of the total district enroll-ment. In general, college enrollments reflect the racial composition of the urban areas in which they are located.

The problem of providing an educational program that meets the academic and vocational needs of the students in such diverse colleges is significant. While individual colleges exercise considerable autonomy in the formation of the educational program, each college must be cognizant of district policies designed to prevent the unnecessary duplication of expensive and low enrollment programs. The district has experienced several years of inadequate finances, partially due to state policies that have favored rapidly developing colleges as opposed to inner city colleges. These financial restraints have prevented the district from constructing new facilities, completing necessary maintenance and purchasing new equipment. The recently approved bond issue gives the district an opportunity to partially remedy those conditions.

Los Angeles Valley College

Los Angeles Valley College was created by the Los Angeles Board of Education in 1949 to meet the tremendous growth occurring in the San Fernando Valley. LAVC offered its first classes to 439 students in 1949 on the grounds of Van Nuys High School. In 1951 the College was moved to its permanent site in Valley Glen. Classes were conducted in temporary bungalow facilities. By 1952 the College enrolled 2,300 students.

Phase I of the building program was completed in 1951. That program included the following buildings: Engineering, Chemistry, Physics, Foreign Language, Administration, and the Library. Phase II of the building program, which included buildings for Music, Theater Arts, Life Science and the Cafeteria, was completed in 1961. In that year fall enrollment reached 10,238.

Table 1

Ethnicity in LACCD Colleges Fall 2000											
	City	East	Harbor	Mission	Pierce	SW	Tech	Valley	West	All College	District Totals
% Asian	18	15	16	6	21	1	10	13	9	14	15,886
% Black	12	2	14	6	6	78	29	7	53	17	18,334
% Hispanic	45	79	42	71	23	19	53	40	23	47	52,262
% White	23	3	25	15	45	1	7	35	13	20	22,360
Totals	25,271	21,951	7,151	6,979	16,233	6,135	11,828	17,803	7,499	120,850	

NOTE: Percentages of "Other" are not shown. Source: LACCD

In 1963 Phase III of the building program was completed and included buildings for Business-Journalism, Math-Science, Art and the Planetarium. In that year fall enrollment was 12,781. Phase IV of the building program was completed in the 1970s and included the Gymnasium and buildings for Behavioral Science, Humanities and the Campus Center.

Some of the buildings on the campus show signs of age. Relative to modern standards they have serious inadequacies in lighting, heating, ventilation and air conditioning. The bungalows, which provide a considerable proportion of the available classroom space, are beyond repair and need to be removed and replaced. They no longer provide an attractive or even acceptable learning environment.

In general, College facilities have serious inadequacies compared to the community colleges within commuting distance. This undoubtedly has an effect on College enrollment, particularly in an area so well served by roads and highways.

In 1975 fall enrollment reached its all-time high of 24,167. All of the district's colleges experienced a growth spurt in that year. By 1995, fall enrollment had declined to the post-1975 low of 15,450. In 1999 the fall enrollment was 15,682 and in the year 2000 enrollment increased to 17,803. Some of the reasons for the period of declining enrollment will be discussed later in this report.

As older buildings are remodeled and refurbished and new buildings are constructed, LAVC can look forward to a period of significantly higher enrollments.

THE IMPACT OF THE ECONOMIC CONDITIONS OF THE SAN FERNANDO VALLEY ON LOS ANGELES VALLEY COLLEGE

Until recently, reports describing the demographics and economics of the San Fernando Valley were merged with those of the City of Los Angeles. In what is clearly a sign of a new direction, however, the San Fernando Almanac 2000, published by the Economic Alliance of the San Fernando Valley, and the Report of Findings on the San Fernando Valley Economy, published by the Economic Research Center of the California State University, Northridge, are both devoted entirely to the Valley. Both show clearly that although the San Fernando Valley is composed of many distinct communities and some independent cities within the City and County of Los Angeles, the area must be treated as a distinct economic entity with potential, problems and promise quite separate and different from the larger jurisdictions of Los Angeles City and County.

No attempt will be made to summarize the information contained in the Almanac or the Report. The concern here is to determine how the enrollment and curriculum of Los Angeles Valley College will be affected by the changing economic conditions in the San Fernando Valley. The changing demographics of the area, which also have a significant effect upon LAVC, have been referred to previously in this study.

Few communities in the world have undergone the magnitude of change evident in the San Fernando Valley within the last four decades: from an open area in which horseback riding was the primary activity to a very dense suburban bedroom community; from a white enclave to an area rich in cultural and ethnic diversity; from agriculture to manufacturing and from aerospace to retail and media/entertainment industries.

The most recent changes have brought a new focus and energy – and optimism – to the Valley. Changes of this nature and magnitude pose a challenge for local community colleges that traditionally assume the primary role in the training and upgrading of workers in the community. The rapidly changing training needs of business and industry require that the curriculum of the community college be extremely flexible to meet new demands and needs.

Experience over many years has shown that community college enrollments are counter-cyclical. When business and industry are depressed, students and displaced workers come to the colleges to seek training, retraining or upgrading. The recent downturn in economic activity will undoubtedly result in a continued increase in enrollment at LAVC, especially in those programs that involve retraining and upgrading. As always, the College is prepared to respond to those needs by providing appropriate training opportunities.

The 1999 unemployment rate for the San Fernando Valley was 6.1 percent compared to 7.1 percent for Los Angeles County. That year the City of San Fernando had the highest unemployment rate of all cities in the San Fernando Valley – 9.4 percent. In the mid 1990's that rate was over 13 percent.

The San Fernando Almanac 2000 concludes its section on employment with the statement, "The relative stability of the employment base is remarkable considering the transition of the work force demand over the last ten years from aerospace to entertainment, multimedia and finance." The partnerships between the College and business and industry have contributed greatly to this stability.

Table 2 shows the income basics of the San Fernando Valley and compares them to those of Los Angeles County.

The figures for the San Fernando Valley are somewhat inflated because they include those of Calabasas, a community of relatively high socio-economic level compared to most of the communities in the valley. However, the Valley figures are also affected by the income levels in San Fernando which are some of the lowest in the area.

The per capita income in San Fernando is approximately one half of that of Los Angeles County as a whole and only 47.6 percent of the Valley as a whole. Several other communities, such as Pacoima and North Hollywood that

Table 2						
San Fernando Valley Income Basics 1999-2004						
Area	Per Capita Income 1999	Per Capita Income 2004	Median Household Income 1999	Median Household Income 2004	Median Household Income % Growth 1999-2004	Average Income 1999
San Fernando	$12,602	$15,424	$41,003	$44,336	8.13	$53,176
Burbank	19,440	21,171	36,593	37,136	1.20	47,738
Glendale	25,616	28,703	46,875	48,483	2.90	67,499
San Fernando Valley	26,507	29,843	50,418	53,723	5.00	71,471
Los Angeles County	24,810	28,127	49,495	53,710	6.60	68,519
Source: Economic Alliance of the San Fernando Valley						

include large percentages of minority groups, also suffer from low income levels.

The significant difference between the San Fernando Valley 1999 median household income of $50,418 and the 1999 average income of $71,471 indicates some disparity in the distribution of incomes within the Valley: a disproportionate number of incomes at the higher level and a corresponding disproportionate number at the lower levels. The lower income ranges also reflect lower educational attainment, which is a problem that LAVC is attempting to address.

There is a critical need for education programs that will enable low income students to qualify for better paying employment. Evidently, the forecast of an 8 percent increase in median income in San Fernando by 2004 reflects the success of LAVC's efforts to provide educational opportunities for the students of the area. The 8 percent gain is the highest increase of all other locations within the Valley and also of Los Angeles County as a whole.

Table 3 shows the relationship between poverty and race in the San Fernando Valley in 1998; it is not likely that the relationships illustrated have changed significantly since that time. The table indicates that the greatest poverty is found in the communities where there is a large minority population. Pacoima, San Fernando and North Hollywood head the list of communities in which poverty is endemic. Studio City and Encino, both within the LAVC service area, have the fewest persons living at the poverty level.

Potential students living in high poverty areas are not likely to enroll in a post-secondary institution. It is in these areas that LAVC will devote intensive recruiting efforts. Only through education can the youth of these areas break out of their low socio-economic levels and take advantage of the employment opportunities available in the expanding economy of the Valley.

In determining training, retraining and upgrading opportunities for the work force, the College must concern itself with the composition of the employment opportunities in the San Fernando Valley and in Los Angeles County. Table 4 shows the 1999 workplace employment by industry.

Community/City	Population	% Living in Poverty*			%Am.Ind.	% Asian	% Black	% Hispanic	% White
		100%	133%	200%					
Pacoima	70,044	32.8	47.1	72.3	0.4	1.5	6.7	87.4	4.0
Lake View Terrace	17,903	30.6	41.2	58.1	0.7	4.7	20.0	61.1	13.5
San Fernando	24,802	28.8	42.5	66.9	0.4	1.0	0.6	89.2	8.8
Panorama City	65,632	27.6	40.0	58.4	0.6	11.8	5.5	64.5	17.6
North Hollywood	142,911	25.8	37.2	56.9	0.7	7.0	3.9	56.0	32.4
Van Nuys	107,265	24.9	36.2	51.5	0.8	6.9	4.3	52.6	35.4
Sun Valley	54,041	24.0	35.0	57.6	0.5	7.3	1.7	68.1	22.5
North Hils	48,419	24.0	32.5	47.7	0.9	10.7	4.3	51.8	32.3
Canoga Park	38,891	23.8	35.4	52.2	0.9	9.2	3.0	49.2	37.8
Valley Glen	41,564	21.8	32.1	49.4	0.8	5.5	4.0	46.3	43.4
Glendale	192,241	19.8	25.7	37.1	0.7	16.0	1.2	24.9	57.2
Tujunga	25,782	19.5	24.2	35.7	1.1	5.8	1.1	25.1	66.9
Sylmer	71,642	18.5	26.6	46.4	0.9	3.2	3.0	67.9	25.0
Reseda	58,842	15.7	23.7	40.6	1.0	11.0	2.2	40.2	45.6
Valley Village	18,696	15.3	20.4	31.5	1.0	4.4	4.4	21.9	68.3
Winnetka	44,896	15.0	20.5	35.4	0.8	15.0	2.8	38.6	42.8
Arleta	29,301	14.9	24.5	47.9	0.5	8.8	1.4	73.5	15.8
Northridge	78,158	13.8	18.0	26.2	0.8	14.3	2.7	21.7	60.5
Tarzana	30,936	13.3	18.9	28.9	0.9	5.7	2.7	16.9	73.8
Burbank	102,063	13.1	18.7	31.5	1.0	8.6	1.7	29.4	59.4
Mission Hills	19,658	12.0	18.9	36.9	0.8	8.0	1.9	65.5	23.8
Toluca Lake	5,970	11.2	13.3	17.2	0.6	4.5	2.4	10.1	82.4
Sherman Oaks	55,313	9.7	12.4	21.0	0.7	5.4	2.7	11.3	79.9
Granada Hills	54,573	8.5	10.9	18.8	1.0	15.1	2.5	20.1	51.4
Studio City	44,061	8.3	11.7	19.0	0.6	5.6	2.8	8.7	82.3
Woodland Hills	62,442	8.2	11.2	17.7	0.6	7.0	2.4	11.8	78.2
Encino	43,965	7.7	10.8	18.4	0.6	5.3	1.6	10.6	81.8
Sunland	23,234	6.4	12.1	22.1	1.4	5.4	1.8	21.1	70.4
Hidden Hills/Calabasas	23,533	5.5	8.0	13.5	0.3	5.1	0.3	2.7	85.5
West Hills	41,079	5.1	6.9	11.1	0.8	11.2	1.7	11.3	75.0
Chatsworth	42,248	4.2	6.8	12.2	0.7	17.0	1.7	12.2	68.4
Universal City	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Valley Total	1,680,105	17.8	25.2	39.1	0.8	9.1	3.0	39.1	48.1

Table 3
Poverty and Race by Community and City 1998
Census Tract Approximations of Community Boundaries
Sorted by Percent in Poverty – Descending Order

* 100% includes residents at or below the federal poverty level; 200% includes those at or below twice the federal poverty level.
Source: Report of Findings on the San Fernando Valley Economy

The San Fernando Valley leads Los Angeles County in the category of Finance, Insurance & Real Estate and by a wide margin in the Services sector, which is clearly an important part of the employment picture in the Valley. A larger percentage of the Valley's work force is employed in Services than in Los Angeles County as a whole.

Los Angeles County has larger percentages employed in General Manufacturing and in Transportation, Communication & Utilities. It is anticipated that employment needs in the areas of Finance, Insurance & Real Estate, Communications and Services will continue to grow at a rapid pace in the San Fernando Valley. The General Manufacturing area will probably continue to decline in this region and Technology Based Manufacturing will increase. Although not specifically mentioned in the table, the Entertainment and Multimedia sectors will continue to increase in importance at a rapid rate, because the San Fernando Valley offers many conditions favorable for the growth of those industries.

Table 5 shows a more detailed breakdown of the number of persons employed in the private sector in the San Fernando Valley in 1999. The San Fernando Almanac 2000 concludes that, "To a large extent, the success of the Valley, like that of most communities, lies in its ability to lure and nurture these industries, and the skilled workers critical to them."

Table 4
Private Sector Employment 1999
San Fernando Valley and Los Angeles County

Industry	San Fernando Valley %	Los Angeles County %
Construction	4.49	3.62
General Manufacturing	7.17	10.72
Technology Based Manufacturing	7.79	7.69
Transportation, Communication and Utilities	3.79	6.63
Wholesale Trade	5.68	7.80
Retail Trade	17.30	17.81
Finance, Insurance and Real Estate	7.70	6.68
Services	45.17	38.33

Source: Economic Alliance of the San Fernando Valley

Table 5
Private Sector Employment and Payroll by Industry 1999
Six City Valley (and Universal City)

Industry	Employment	Component	Employment
Agriculture	5,720		
Mining	216		
Construction	29,525	Building Construction	7,470
		Heavy Construction other than Building	954
		Special Trade Contractors	21,102
General Manufacturing	47,098	Food & Kindred Products	7,368
		Apparel & Other Products made from Fabrics	8,831
		Lumber & Wood Products, Rx Furniture	2,153
		Furniture & Fixtures	1,743
		Printing, Publishing & Allied Industries	7,101
		Chemicals & Allied Products	5,544
		Rubber & Miscellaneous Plastic Products	3,132
		Leather & Leather Products	1,061
		Stone, Clay, Glass & Concrete Products	2,240
		Primary Metal Industries	1,484
Technology-Based Manufacturing	51,217	Fabricated Metal Products	8,469
		Machinery, Except Electrical	9,157
		Electrical & Electronic Machinery & Equipment	11,726
		Transportation Equipment	12,464
		Instruments & Related Products	9,401
Transportation and Public Utilities	24,914	Local & Interurban Passenger Transit	2,303
		Trucking & Warehousing	6,037
		Transportation by Air	5,367
		Transportation Services	1,743
		Communication	7,702
Wholesale Trade	37,334	Durable Goods	24,593
		Non-durable Goods	12,741
Retail Trade	113,699	Building Materials & Garden Supplies	4,147
		General Merchandise Stores	13,588
		Food Stores	14,697
		Automotive Dealers & Services Stations	10,909
		Apparel and Accessory Stores	6,802
		Furniture & Home Furnishings Stores	7,843
		Eating & Drinking Places	39,255
Finance, Insurance and Real Estate	50,633	Banking	7,928
		Credit Agencies other than Banks	4,392
		Security, Commodity Brokers and Services	2,039
		Insurance Carriers	17,581
		Insurance Agents, Brokers and Services	7,365
		Real Estate	10,008
Services	296,934	Hotels & Other Lodging Places	3,890
		Personal Services	7,396
		Business Services	60,449
		Auto Repair, Services & Garage	8,255
		Motion Pictures	98,663
		Amusement & Recreation Services	9,319
		Health Services	54,517
		Legal Services	5,449
		Educational Services	7,695
		Social Services	9,375
		Membership Organizations	3,814
		Engineering, Accounting, Research & Mgmt. Services	22,171
Other Private	16		
Total Private Sector	**657,307**		

Source: Economic Research Center of the California State University, Northridge

RESPONSE TO CURRENT BUSINESS AND INDUSTRY NEEDS

LAVC offers several active and growing programs that are a direct response to local business and industry needs, and the College has hired a dean of economic development to coordinate the College's overall response to economic conditions in the area. The person in this newly-created position will identify opportunities and trends that the College may be able to respond to using various components: Job Training, the One-Stop Center, JTPA, ETP, and Community Services and Extension programs.

LAVC is providing the upwardly mobile generation of local ethnic populations a way to reach their higher education and career goals, and offers disadvantaged student populations that have traditionally been underserved new opportunities to succeed.

College programs that have been developed in response to the needs of local business and industry include the following.

Media Arts

The entertainment industry, recognizing that it has traditionally been closed to many minorities, has created a program called Workplace Hollywood to improve access to industry employment for minorities and immigrants. The pro-

gram provides a new pathway into the industry for the diverse student population that the LAVC Media Arts Department can provide. LAVC and LA City College have received a $50,000 grant to start a fellowship program for a production assistant (PA) "boot camp," a workshop that "certifies" students as Workplace Hollywood Fellows and that guarantees them job interviews.

The College also recently received an ED>NET grant of $175,000 over five years to fund a collaboration between the Media Arts Department and the Institute for Development of Entertainment Art Studies (IDEAS) Center to design courses and programs to train entry-level students, to re-train industry professionals and to train high school teachers in the use of new media. For example, the costumer's guild wants to re-train its members to use the computers that most studios and production houses are now using for design; LAVC will offer classes in using the necessary computer hardware and software.

Bioinformatics

The College has identified a local employment need for workers trained in Bioinformatics, a melding of computer science programming and biology that handles huge databases of information. LAVC is one of the first colleges moving into this field, and has received a grant to design a Bioinformatics laboratory. The College will need to find funding to provide the equipment for the lab.

The College also is moving toward offering Microsoft certification, but a lack of available rooms, labs, computers and instructors is hampering progress. The College has recently expanded its Internet connections, however, and many six-to-eight-year-old computers are being replaced.

College Experience Career Recruitment (CECR)

CECR offers "career paths" for students "from high school to community college to four-year degree to career." LAVC currently offers programs in Fire Technology, EMT, and Robotics, and is planning to add paths in Bioinformatics, Wildland Fire Technology and Administration of Justice. One-unit classes, which are becoming more and more popular with students, are offered on weekends and include English, Math and Speech.

"Project COOL" (Career Options and Opportunities Ladder)

Based on the CECR program, Project COOL classes have become popular, particularly since the September 11th tragedy. This program offers students a path toward careers in public service, such as Sky Marshall, Justice, Criminology, and State and Municipal Administration.

Table 6

Summary Private Sector Employment and Payroll by Industry 1999 Six City Valley (and Universal City)	
Industry	**Employment**
Agriculture	5,720
Mining	216
Construction	29,525
General Manufacturing	47,098
Technology-Based Manufacturing	51,217
Transportation and Public Utilities	24,914
Wholesale Trade	37,334
Retail Trade	113,699
Finance, Insurance and Real Estate	50,633
Services	296,934
Other Private	16
Total Private Sector	**657,307**
Source: Economic Research Center of the California State University, Northridge	

The Future

LAVC is in the "101 High Tech Corridor," which should generate some help for students and attention to serving the needs of new high-tech industries in the area. A comprehensive study using available data and surveys of employers and local industries is needed to help the College identify future employment needs and trends.

Mission College in San Fernando is growing and at some point in the future its improvement will most likely affect the number of students who choose LAVC and the kinds of work force training that should be offered to meet the needs of both students and local employers.

The College is concerned about the future of its Engineering program, which has been moving away from traditional engineering classes following the collapse of the aerospace industry in the area. Whether the program should be redesigned or refocused is under consideration, as is the possible addition to the curriculum of an automotive design program that would be offered through the Art Department.

The proposed Computer Technology Building can play a vital role here.

Through an employer needs study and close attention to economic and workplace trends, LAVC intends to meet the work force training needs of local business and industry, and to fulfill the academic and vocational training needs of students who wish to become an active part of the local economy.

CURRENT AND FUTURE ALTERNATIVE SITES

At this time Los Angeles Valley College offers a small number of classes at off-campus sites that have been chosen to expand its outreach to students, particularly those with interests in specific College academic and vocational programs such as child development, fire technology and Advanced Placement for high school students.

Any off-campus site must be DSA-approved, and the district now has a policy that the Board of Trustees must approve any discussions with real estate companies or others interested in helping identify potential sites.

LAVC offers off-campus classes in the following locations:

Burbank Adult School: The College offers a small number of child development classes, and with the number of students growing, the College could offer more classes there in the future.

UCLA's Extension site at Universal Studios: The College offered one class there last year, and this is a potentially viable site to offer more classes in the future.

LA City Fire Department Training Center in Chavez Ravine: The College offers vocational specific training at this site, and has talked with the department about using space there for more classes.

The U.S. Forest Service Don Biedebach Training Center in Little Tujunga Canyon: The College offers vocational specific training at this site.

LAVC Feeder High Schools: Six to twelve classes Advanced Placement classes in subjects such as math, English and psychology are offered each semester at as many as ten area high schools that "feed" students into LAVC; these students get an early start on college.

The Job Training Program also does non-credit customized training off-campus at specific industry sites. The recently-hired new dean of economic development is expected to help coordinate the College's general response to economic conditions in the area and to help identify potentially viable off-campus sites.

Before the September 11th tragedy, LAVC had made arrangements to serve the educational and training needs of the California National Guard at the local National Guard Armory. The Guard was looking for a way to help its members continue their education and to participate in a customized leadership program. Plans included distance learning and online classes, using the Guard's 24-hour/seven-days-a-week state-of-the-art facility featuring twelve computer workstations with Internet connections and teleconferencing capability. Opportunities to connect to area high schools and to bring more electronic classrooms online were being discussed as well. At this time, these plans are on hold.

Future Plans
LAVC has identified an opportunity to offer more classes to students who live to the east of the College, primarily in Burbank. Many of these students who attend college go to Glendale College because it is newer and has more modern buildings and lab facilities. More convenient locations would help improve participation rates and capture a group of students that are not currently being served by the College, as well as serve students who may be intimidated by a traditional college campus.

New employment trends, particularly in the entertainment industry and technology areas, could be used by the College as well to attract students to programs designed to provide training and entry into these fields. Off-campus industry sites could help attract students to these programs.

Specific programs that could be offered at alternative sites include general education (including Basic Skills), workplace enhancement (computers), child development, PACE and Media Arts (the Workplace Hollywood program is a response to industry needs that includes retraining at employer sites).

The College is expecting to almost double its enrollment in the long term, and additional off-campus sites will be needed to help fill the educational needs of these students, and to offer specific training opportunities that may only be available at an off-campus employment or training site.

PROGRAMS SERVING UNDERSERVED AND DISADVANTAGED STUDENTS

Los Angeles Valley College has developed several programs that respond – either on a College-wide basis or in individual departments or programs – to the needs of disadvantaged students and student populations that have been traditionally underserved. Following are current descriptions of these programs and, in many cases, projections of need for continued or additional services to those populations.

Academic Affairs

LAVC supports the recruitment of minority students into specific career paths through programs such as College Experience Career Recruitment (CECR) and Project COOL (Career Options and Opportunities Ladder).

CECR offers "career paths" for students "from high school to community college to four-year degree to career." LAVC currently offers programs in Fire Technology, EMT, and Robotics, and is planning to add paths in Bioinformatics, Wildland Fire Technology and Administration of Justice. One-unit classes, which are becoming more and more popular with students, are offered on weekends and include English, Math and Speech.

Based on the CECR program, several of the Project COOL classes have become popular, particularly since the September 11th tragedy. This program offers students a path toward careers in public service, such as Sky Marshall, Justice, Criminology, and State and Municipal Administration.

American Cultures

American Cultures offers approximately twenty-one sections of classes during the day as well as evening classes four days a week in Ethnic Studies, including classes in African American Studies and Chicano Studies. Generally all sections are high in enrollment (average is 40-60 students), although interest in Jewish Studies classes has declined.

Hispanic enrollment is approximately thirty-seven percent and growing, and many Armenian students are enrolled, particularly in Chicano Studies. Ethnic tensions in local high schools, especially between Hispanic and Armenian students, spill over into college life, and the department views itself as a "bridge" for race relations to help identify sources of strife and promote interaction between groups. The department participates in the Puente Program for Chicano Studies, the Title V Gate program, the Early Start High School Program that sends college faculty into local high schools, and the Afternoon College

Program that brings high school students to campus. In addition, department faculty teach PACE classes every fall.

In the mid term, Hispanic enrollment is expected to continue growing and top forty percent, and the department needs to grow with that percentage. The ideal maximum class size is forty-five to fifty students. Long term future programs will include courses of interest to the growing population of Armenian and Russian immigrants, and may include courses of interest to the Asian American population, although that group is much smaller. No change is expected in African American courses (four classes are offered per semester now). The department would like to offer an AA degree in Chicano Studies.

Basic Skills Academy

The Basic Skills Academy was established in the spring of 2002. The program includes classes in English, English as a Second Language, Speech, Learning Skills, Psychology, Reading, Developmental Communication, and Math taught through those departments. Students take a "package" of classes taught around a central theme or topic as they attempt to finish their basic college preparation and move forward into regular college classes.

Support services such as counseling, tutoring and group study opportunities are offered to students participating in the Academy, which has the following goals: to create the feeling of a "school within a school" with a spirit of success and camaraderie; to identify those students in need of math and English remediation; to enroll those students in Basic Skills classes; to provide more intense counseling; to create a recommended Basic Skills schedule of classes that can be completed in two semesters; to develop new curriculum; and to create a tracking system to determine if the Academy is achieving higher retention, pass rates and rates of transition to college-level classes.

The program uses the concept of "learning communities" to enhance student learning. This involves using counseling, tutoring, group study and other support mechanisms to help students succeed, and is supported financially by grant monies and Partnership for Excellence funds.

CalWORKs/GAIN

CalWORKs serves approximately 1,900 students on welfare assistance. The program provides intense counseling as well as funds to buy books and provide childcare and Work Study. The GAIN Program helps the hardest to serve students – as many as 200 or so – as well as approximately 500 CalWORKs students. The department offers a Citizenship Program, with each class serving about 35 students per semester. On a weekly basis, approximately 15 students and individuals from the community come to the Citizenship Office for

services. A non-credit English as a Second Language (ESL) program accommodates approximately 375 students enrolled in three day and three evening classes (twelve hours per week) and one Saturday workshop. Basic Skills classes include Math, English, Reading and Spelling. These classes help students get their GED and increase their basic skills proficiency. In addition, other students, especially from Disabled Student Programs and Services, take Learning Skills classes.

It is expected that programs such as non-credit adult ESL will grow rapidly. Continuing growth of the immigrant population also will fuel growth in Basic Skills classes. Mid term goals include offering two additional ESL classes and two additional Learning Skills classes. Long term goals include offering a total of ten ESL classes – four day, four evening and two Saturday – and four additional LS day classes, two evening LS classes and two Saturday LS classes.

Career/Transfer Center

The Career/Transfer Center helps more than 5,000 students each year with career planning and selecting a major. Transfer is a major focus, and the department coordinates trips to colleges and conducts college fairs, and maintains computers for College research and a library of college catalogs. Staff conducts application workshops, career workshops and career area workshops.

Because a disparity exists in the number of students who transfer based on ethnicity, a "Team Transfer" has been created to bring departments such as EOPS, TAP and Puente together to improve transfer numbers. During 2000-2001, representatives of the College met with the directors of outreach and recruitment from UCLA and CSUN to discuss strategies, a group of students were trained to contact students who are eligible for UC admission, and a number of transfer application workshops were held. A Student Equity Plan is being devised to raise the transfer rate for underrepresented groups such as Hispanics, African Americans and Filipinos.

Child Development Center

The Child Development Center opened twenty-seven years ago to serve the children of student parents and children from low income working families. The center also serves children of staff members when space is available. Ages range from three to twelve, and the center is open from 7:45 a.m. to 10:20 p.m. Monday through Thursday and 7:45 a.m. to 5 p.m. on Fridays. Funding comes from the Child Development Division of the State Department of Education, from CalWORKs, and from the Chancellor's Office. Approximately one-hun-

dred school-age and seventy preschool children are served, with the center's license allowing for sixty-two at any one time.

When the new building is complete, the center will be able to handle infants and toddlers up through school age, and will begin to offer a Kindergarten program. In the long term, the center could expand its license to accommodate as many as one-hundred-eighty-four children.

Community Services and Extension Program

Many Extension programs, such as the Professional Paralegal Academy, support re-entry students as they make transitions into new careers.

Cooperative Education

Approximately 350 to 400 working students participate in Cooperative Education each semester, taking seminars in resume writing, goal setting, job searching and interviewing. In addition, employers participate in job fairs and seek out students to work for them through the Job Resources Center, which is part of the department's ongoing mission.

The department has served as many as 1,200 students per semester, particularly veterans returning to the work force. The program dwindled in the 1980s to approximately 200 students per semester, but has been growing since then and has the potential for tremendous growth given the fact that 85 percent of the College's current student population works.

Disabled Student Programs and Services

Disabled Student Programs & Services (DSPS) provides support services to approximately 1,000 students with disabilities each year. The department, which also assists the developmentally disabled, provides learning assessment services and determines student eligibility for services. The ratio of learning disabled to physically disabled is approximately 1:4. In addition, the department provides crisis counseling for the entire College. The program has grown in the last ten years, and it is projected that within five to ten years, the number of students served by the department will double. Because of that growth, existing services will need to be expanded, and more staff and facilities will be needed.

Through the DSPS program, LAVC has developed articulation agreements to provide an educational "path" for physically handicapped students from the HELP Group, a private nonprofit facility adjacent to the College campus.

EOPS/CARE

The EOPS/CARE Program serves approximately 1,650 students; the program has been growing at more than twelve percent per year since 1997-1998. Eligible students are likely to be among the first in their families to attend college, and for more than seventy percent, English is not their first language. A large number, more than forty-five percent, speak Armenian or Russian. Other languages spoken include Spanish, Vietnamese, Farsi, Tagalog, Korean and Chinese. Students must be enrolled in at least twelve units when they apply, demonstrate that they are low income and qualify for a fee waiver A or B, must be residents of California, must place below college level in English or math, and have completed fewer than seventy degree-applicable units.

EOPS offers assistance over and above what the College normally provides. Students may receive outreach counseling; assistance with financial aid, application and enrollment processes; academic, career and personal counseling; help buying books; transfer assistance; and other services for no more than six consecutive semesters.

Single parents receiving CalWORKs benefits with at least one child under 14 are eligible for EOPS/CARE services that may include cash aid. All EOPS/CARE students must sign a responsibility agreement and maintain satisfactory progress toward their student educational plan.

New software is being developed for a kiosk that EOPS students will use to access the Internet to check schedules, grades, probation status and a database that contains information such as eligibility, program requirements, activities, book service amounts, and missing data as well as current documentation.

Family and Consumer Studies

In addition to regular activities conducted by all faculty, the department coordinates or operates several grants and is involved with community outreach projects, such as Project TRACK, Child Development Training Consortium, CalWORKs/Welfare to Work, Head Start Initiative, North Hollywood High School Careers with Children, Child Care Resource Center, Center for the Improvement of Child Caring, workshops for students and student career advisement.

The department also supports many re-entry students as they make transitions into new careers, particularly in Child Development.

Financial Aid

The LAVC Financial Aid Office participates in the following programs: Board of Governors Fee Waiver Program (BOGW), Federal Pell Grant, Federal Supplemental Opportunity Grant (FSEOG), Federal College Work-Study, Federal Perkins Loan, William D. Ford Direct Loan Programs (subsidized and unsubsidized), Nursing Loans, Bureau of Indian Affairs Grant, Cal Grants A, B and C, Child Development Teacher Grant; Law Enforcement Dependent Grant Program and Scholarships.

Foundation

Funds that have been raised from private donors have helped the Foundation contribute $65,000 to $75,000 in scholarships annually for students with financial need.

Job Training / One Stop

Job Training is a completely self-sufficient program that serves employers and about 260 students per year with funding provided through contracts, welfare to work grants and vouchers. The department works with businesses to provide training and enhance operations to meet business needs through mostly not-for-credit classes. Job Training staff members provide counseling and job development, arranging for people to find jobs and providing on-the-job training. The department also is an Employment Training Panel (ETP) program and has joined with Pierce and Mission Colleges to form the Training Alliance.

It is predicted that Job Training could grow as much as two hundred percent over the next ten years, as businesses grow and need Job Training services.

Learning Center / LAIR

The Learning Center has been a comprehensive resource for peer tutoring, learning assistance and self-instructional materials since 1962. Because it is an instructional resource link to other programs on campus, it is somewhat fragmented, and this concern is being addressed by reorganizing and updating instructional media materials with the help of designated departmental liaisons.

A tutor coordinator in the Learning Center now manages most of the campus-wide tutor budget in order to alleviate redundancy and promote expediency, and campus-wide general tutor training has been implemented to promote core knowledge of various tutoring techniques, regulate record keeping, and troubleshoot potential problems.

The Learning Center also is used to create instructional media, including audiotapes, videotapes and multi-media packages. Using GAIN and CalWORKs funds, the Learning Center established the Lab for Academic and Instructional Resources (LAIR) computer lab with forty-nine computers, Internet access, a 35-CD "jukebox" and a video server that can be accessed by any computer station on campus.

All Learning Center services, including a reading center, will be provided from one centrally located operation. Time reporting, tutor hiring and tutor training will be located there as well. All operations will share a "computer commons" with technical support from Information Technologies.

Media Arts
DreamWorks recently chose the College as one of only two schools to develop a pilot project that includes Broadcasting, Cinema and the new Digital Media Arts curriculum. This program is now under the direction of Workplace Hollywood, which is working closely with the department to improve access to industry employment for minorities and immigrants.

In addition, the College recently received an ED>NET grant of $175,000 over five years to fund the Institute for Development of Entertainment Art Studies (IDEAS), which will design courses and programs to train students, retrain industry professionals, and provide training for Media Arts Teachers at other institutions.

PACE
The Program for Accelerated College Education (PACE) is part of Academic Affairs, and has operated as a "school within a school" since 1997. Its mission is to make it possible for students with time demands to achieve their transfer and/or degree goals in two to three years instead of four to six years.

The program offers a Bridge to PACE Program with Math and English prerequisite classes that are offered every eight weeks, as well as four AA/Transfer tracks: one meeting CSU and US requirements, one in Economics/Business/Accounting meeting CSU Northridge requirements, a Future Teacher (Liberal Studies) track meeting requirements for CSU Northridge, and a Health Science track meeting requirements for the College's Nursing and Respiratory Therapy programs or the Dental Hygiene program at West LA College. Classes are offered evenings and weekends.

The average age of a PACE student is mid-30s, and most are single parents, especially women. PACE also operates a Weekend College, offering courses scheduled over five to seven weekends in combinations of Friday evenings, Saturdays and Sundays.

Department goals include doubling the size of the Bridge to PACE Program, the Future Teacher track and the Economics/Business/Accounting track. In the long term the program could add a Future Math Teacher track and/or a track for Computer Science & Information Technology. There are requests to develop PACE tracks for the Administration of Justice and Fire Science programs. The Administration of Justice Track could begin immediately. There is a high demand for short term ESL courses and those could be developed easily and quickly. Specific degree and transfer programs could be added in the Weekend College format, which currently offers high demand courses, but no specific tracks.

Puente Program
"Puente" is Spanish for "Bridge" and the mission of the program is to increase the number of Mexican American and Latino students who transfer to four-year colleges and universities and return to the community as leaders and mentors to future generations.

Community colleges with Puente programs transfer forty-four percent more Latino students to the University of California than colleges without the program; more than 20,000 students have been served by the program, with a ninety-two percent retention rate compared with sixty percent for community colleges statewide. At this time, the College's Puente Program serves only a single class per academic year.

Puente is open to all interested students. Three components work together to prepare students for transfer: 1) English instruction with an emphasis on developing writing skills through an exploration of the Mexican American and Latino experiences; 2) counseling to explore career options, develop an academic educational plan and identify their goals; and 3) mentoring to show students how to succeed in the educational system, how to succeed as a professional while maintaining a cultural identity, and how to balance family, career and community activities.

The Hispanic population of the area is growing rapidly and the number of students who could take advantage of the Puente Program is increasing. A similar "Bridge" program for African American students also is being considered.

School Relations and Matriculation
The College targets approximately thirty-six high schools each year for special recruitment and outreach activities. In addition, a federal "Gear-up" grant funds a special partnership program between the College, California State University Northridge and a local middle school that provides tutoring and college site visits for students.

Technology
The College supports the entry of non-traditional students into specific career areas through programs such as "Operation Step-up" that helps Hispanic women access the College's strong machine tool program.

The Future of Programs Serving Underserved and Disadvantaged Students

As the number and strength of these programs attest, LAVC has a strong tradition of responding to the needs of disadvantaged and underserved student populations.

The College has made a commitment as it moves forward to continue serving these populations, to enhance programs and services whenever and wherever possible, and to actively explore the emerging needs of new constituent groups as they are identified.

PROGRAM PLANS

This section of the Educational Master Plan presents concise summaries of the underlined current program description and the underlined future program plans for each program in the College. The programs are organized into four groups:

- Academic Affairs Programs
- Administrative Services Programs
- College President's Programs
- Student Services Programs

These program plans express the vision of each department as it looks to the time when the College has grown to 30,000 students from the 18,616 students of Fall 2000. This study, using reasonable and conservative parameters, projects that by 2020, LAVC enrollment will exceed 35,000 students.

For purposes of this Master Plan, two mileposts were established:

- mid term growth of 45% over 1999 to approximately 23,000 Headcount Enrollment
- long term growth of 90% over 1999 to approximately 30,000 Headcount Enrollment

These mileposts are used in the Educational Master Plan to forecast growth in Weekly Student Contact Hours (WSCH) for each program on campus. These program growth figures will then be linked to proposed building project areas to develop the Facilities Master Plan.

Growth beyond the 30,000 Headcount Enrollment milepost is to be expected and should be studied in a future Educational Master Plan.

ACADEMIC AFFAIRS PROGRAMS

The following programs within the Department of Academic Affairs are presented in alphabetical order:

Academic Affairs
Academic Computing and
    Distance Learning
American Cultures
Anthropology
Art
Basic Skills Academy
Biological Sciences
Business Administration/
    Computer Applications
    and Office Technologies
CALWORKS / GAIN
Chemistry
Community Services and
    Extension Program
Cooperative Education
Earth Science
Economics
Emergency Services
English
Family & Consumer Studies
Foreign Language
Health Science
History, Humanities, Law &
    Political Science
Honors (TAP)
Job Training / One Stop
Journalism
Learning Center / LAIR
Library

Mathematics
Media Arts
Media Services
Music
PACE
Philosophy
Physical Education, Men's
Physical Education, Women's
Physical Science and Physics
Psychology
Puente Program
Service Learning Program
Sociology
Speech
Staff Development
Technology (CSIT, Electronics,
    Engineering)
Theater Arts

ACADEMIC AFFAIRS

A. Susan Carleo

Current Program Description

Academic Affairs oversees all instructional programs.

Personnel: Academic Affairs includes the vice president of academic affairs, five deans (including a new position overseeing economic development activities added in fall 2001), and eight support staff members including an administrative analyst, an administrative assistant, a secretary, an office assistant, and four additional office assistants who work with each of the five deans. See Table AA-1.

Equipment: Current equipment was purchased recently and is adequate.

Space: Current space is adequate, although the addition of the new dean will require an additional office space, which may be located off-campus with the Valley Economic Development Association.

Future Program Plans

While no new departments are being created at the College, the number of faculty will increase as the College grows.

Personnel: In the mid term an additional dean and an additional office assistant will be needed to handle the increased workload as more faculty members are hired. In the long term the department will require another additional dean and office assistant to handle the workload, bringing the total to seven full-time deans and ten full-time staff members. See Table AA-1.

Equipment: As administrators and staff members are added to the department, additional equipment such as computers and appropriate software will be needed.

Space: As administrators and staff members are added, more office space and appropriate furnishings will be needed.

Staff Development: Service training is provided in department meetings, and classes on campus can be taken to acquire job-related skills. The department needs ongoing computer and technology training for the staff and deans.

Table AA-1

Personnel		2001	Mid Term	Long Term
Admin.	Full-time	6	7	8
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	8	9	10
	Part-time	0	0	0
	Temporary	0	0	0

ACADEMIC COMPUTING AND DISTANCE LEARNING

Marion G. Heyn

Current Program Description

Academic Computing and Distance Learning is a new program spearheading the development of online and Web-enhanced courses on campus. The director helps develop and integrate educational technology into the College curriculum, and works with the Technology Committee to ascertain College hardware and software needs. The department works with Staff Development to help faculty translate traditional courses into online or Web-supported courses. At this time, only six classes are offered fully online, with a total of eighteen courses (including the six online classes) using the services of the California Virtual Campus or other Web services. There is only one teleconferencing facility available – the Professional Media Resource Center – which is not really a classroom; one Media Arts class is presented via videoconference with the McLuhan Program at the University of Toronto. A district-wide consortium of ITV classes operates with six to twelve classes offered each semester; nearly 1,000 students district-wide participate each year, with the College where the student is enrolled receiving "credit" for the student's enrollment. Although less than one percent of the College's current curriculum is known to be Internet-assisted, many faculty members are likely to be incorporating computers and Internet enhancements into their courses as they are updated. Employment issues concerning "distance learning" and "intellectual property rights" have been negotiated with the faculty union and are included in the contract.

Personnel: The director of the department is an instructor on full-time special assignment. There is also one temporary unpaid student assistant who works five hours per week. See Table ACDL-1

Equipment: Computers and support equipment for the department have been ordered.

Space: The department has been assigned a one-person office in Campus Center 240, which is adequate but limited in size.

Future Program Plans

All three of the College's planned new buildings will be equipped for teleconferencing and interactive Internet participation. In the mid term, the department's director hopes to increase the number of online or technology-based courses to ten percent of the curriculum, with that number increasing to twenty percent of College offerings in the long term. Also as part of a long term plan, the department would join Instructional Media Services and the College's Webmaster and staff in a combined department operating under a dean or associate dean.

Personnel: In the mid term, the department needs an instructional designer, a technical instructional assistant and a clerical assistant. At least ten and as many as fifteen temporary student assistants also will be needed to participate in Service Learning or intern programs where technology-savvy students work with faculty members. In the long term, two more technical instructional assistants will be needed, as well five to six additional temporary student assistants, each working up to twenty hours per week. See Table ACDL-1.

Equipment: State-of-the-art computer hardware and software will be needed for demonstration purposes and to assist staff with using online technology in the classroom.

Space: Work space – preferably constructed with technology needs in mind – will be needed as additional staff come on board. Offices are needed for the director and instructional designer. A large work room subdivided into cubicles is needed for technical instructional assistants and production equipment, as well as a classroom-like workshop space for a projector and computers.

Staff Development: Department staff will need ongoing continuing education to keep up with changes in technology that they will be using in turn to help faculty and staff. Part-time instructors will most likely lead the way in developing more distance learning classes; staff development courses to help part-time and full-time faculty and staff with new technology will be needed.

Academic Computing and Distance Learning (continued)

Table ACDL-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	1	1
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	0	3	5
	Part-time	0	0	0
	Temporary	1 (unpaid)	10-15 (unpaid)	15-21 (unpaid)

AMERICAN CULTURES

Pete Lopez

Current Program Description

American Cultures offers approximately twenty-one sections of classes during the day as well as evening classes four days a week in Ethnic Studies, including classes in African American Studies and Chicano Studies. Generally all sections are high in enrollment (average is 40-60 students), although interest in Jewish Studies classes has declined. Hispanic student enrollment is approximately thirty-seven percent and growing, and many Armenian students are enrolled, particularly in Chicano Studies. Ethnic tensions in local high schools, especially between Hispanic and Armenian students, spill over into College life, and the department views itself as a "bridge" for race relations to help identify sources of strife and promote interaction between groups. The department participates in the Puente Program for Chicano Studies, the Title V Gateway program, the Early Start High School Program that sends College faculty into local high schools, and the Afternoon College Program that brings high school students to campus. In addition, department faculty teach PACE classes every fall. Table AC-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers AA degrees in Ethnic Studies and Jewish Studies.

Personnel: American Cultures has three full-time faculty (one hired in Fall of 2000) and five part-time faculty. There is no support staff. See Table AC-1.

Teaching Methodologies (Including Distance Learning): The department uses conventional lecture as its primary teaching methodology. No labs and little technology are used.

Equipment: The department has one TV-VCR unit that must be shared, and several very old overhead projectors. The department has no copy machine, but is fairly close to Reprographics so this isn't a major problem.

Educational Technology: At this time there is only one computer available for department use (funding came from Title V) so there is only one connection to the Internet.

Space: The department is located in the Foreign Language Building, primarily using general purpose classrooms but occasionally using the large classrooms located in the Behavioral Sciences and Art areas. Many classrooms do not have enough chairs, and linked desks in some classrooms are a problem because they cannot be rearranged for discussion groups. Classroom lighting is generally fine. Desks are too small for many students. Classrooms are not air conditioned, and many of the windows do not open, causing a lack of ventilation during the warm months. The department is short one office space – which means the latest faculty hire has an office in Foreign Languages (and Philosophy is using the office space formerly devoted to Jewish Studies). A conference room that is shared with Foreign Languages could be better used as additional office space, as it is seldom used for conferences.

Future Program Plans

In the mid term, Hispanic student enrollment is expected to continue growing and top forty percent of the department's total enrollment, and the department needs to grow with that percentage. The ideal maximum class size is 45-50 students. Long term future programs will include courses of interest to the growing population of Armenian and Russian immigrants, and may include courses of interest to the Asian American population, although that group is much smaller. No change is expected in African American courses (four classes are offered per semester now). Table AC-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department would like to offer an AA degree in Chicano Studies.

Personnel: Future faculty positions are needed in Armenian and Russian Studies. If the instructor who teaches African American classes retires, the department would replace the position with an instructor in one of the other emerging ethnic groups. See Table AC-1.

Teaching Methodologies (Including Distance Learning): The department is interested in adopting distance learning and independent learning methodologies through open labs, tutorial labs, multimedia labs and online or cable access.

Equipment: American Cultures needs two TV-VCR units, an overhead projector and a laptop computer for PowerPoint presentations.

Educational Technology: The department needs "smart" classrooms, particularly with the ability to handle PowerPoint presentations and with access to the Internet. Two additional computers are needed for staff.

Space: Larger chairs with desks that are not linked to each other are needed in all classrooms to accommodate all students and to aid discussion groups. Air conditioning is needed, or at least windows that open to provide ventilation during warm periods. Lighting at night in the parking lots and around the buildings is poor. Offices for all faculty should be located within the department, rather than being spread out into Foreign Languages. If additional faculty are added, office space within the department will be needed for them. A separate adjunct faculty room is needed along with private offices for each of the full-time faculty. The department would like to be closer to other departments with which it shares interests and students, particularly Foreign Languages, HHLSP and Emergency Services.

Staff Development: Faculty skills and knowledge will need to be upgraded if new technologies are acquired for use in the classroom.

Table AC-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	4	5
	Part-time	5	5	5
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0

Table AC-2

American Cultures	Instructional Load -- 1999				
	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/ FTEF
	1.9	1.8	3.7	2,534	689

Table AC-3

American Cultures	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	2,534	3,674	4,815
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	32 / 0	46/0	60/0
Average Number of Students Per Section (Lecture/Lab)	30 / 0	35/0	35/0

ANTHROPOLOGY

Sue Engler

Current Program Description

Anthropology, which is becoming more appealing to students, is a small department that is growing rapidly. The program has one of the highest ratios of student contact hours per FTEF. Approximately 19 sections were offered in Spring 2001. Anthropology 101 and 102 fulfill general education requirements, while Anthropology 103 is an elective. Table AN-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department does not offer an AA degree at this time because of its size. The program is just one course shy of offering a major.

Personnel: The department has 3.8 full-time equivalent faculty (FTEF). In the 1970s the department employed five anthropologists, then dipped to just one instructor and is now in a growth mode again. There is no support staff. See Table AN-1.

Teaching Methodologies (Including Distance Learning): Classes are mostly conducted in a lecture mode with no distance learning opportunities. One lab section is offered in biological anthropology.

Equipment: The department has an enormous amount of lab materials, including skeletal exhibits and other equipment. Storage space is a problem. Lab tables are outdated.

Educational Technology: At this time the department does not have a "smart" classroom, although faculty members have access to the Internet in their offices.

Space: The department's classrooms, housed in Bungalows 7 and 8 at the south end of campus, are woefully dilapidated, as are the department's two office spaces, located in Bungalows 3 and 4. While offices are conveniently located next to existing labs and classrooms, there are many problems: no HVAC, graffiti, hazardous gas heaters, and gas vents getting clogged by leaves. Office heaters do not work and classrooms are often dirty because of traffic soot. The location is extremely noisy because of traffic and the proximity of the fire department. There is no real lab space and not enough room to store skeletal exhibits and other equipment. The buildings are wheelchair accessible, but lighting is poor, especially at night. There is no restroom in the area for students. A copier center is a couple of buildings away. No maintenance has been done or is planned on the bungalows because of plans to

replace them. However, it is uncertain where the program will be housed once the bungalows are removed.

Future Program Plans

In the mid term, the department plans no course reductions or deletions, and indeed plans to offer several new courses, including classes in ethnographic film, Native Americans, medical anthropology, and an additional archeology class called "Ancient Peoples." Table AN-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department hopes to offer an AA degree as early as Spring 2003, and is considering offering a certificate program in Anthropology.

Personnel: It is hoped that the department will continue to grow and return to five or six full-time faculty. A part-time classified position is needed in the mid term and long term. See Table AN-1.

Teaching Methodologies (Including Distance Learning): Classes could be switched to a more interactive mode for the mid term and long term if the department could set up a state-of-the-art lab with computers and Internet connections. A cultural anthropology field class and an archeology field class and lab could be offered. The department is open to offering distance learning opportunities if they are structured well.

Equipment: In the mid term, properly equipped workstations in a lab room are needed. More computers are needed for faculty. Lab tables are needed where computers can be dropped below the surface, and wall-mounted audiovisual equipment is needed in all classrooms.

Educational Technology: In the mid term, the department needs "smart" classrooms and a mobile computer unit and projector that are connected to the Internet to create at least a temporary lab. At least 24 computers are needed – one for every two students – in a "smart" lab/classroom. More audiovisual equipment is needed – at least two units for additional faculty. In the long term a permanent, interactive "virtual" lab with state-of-the-art computers, software and graphics is needed, as well as two portable computer/projection units for use in regular classrooms.

Space: An immediate concern is where the program will be housed once the bungalows in which it exists are removed. With the growth of the program, in the mid term at least two more classrooms will be needed, as well as a real laboratory room with sinks and workstations and an archaeology storage room

for equipment and tools in addition to the two storerooms needed for skeletal and other materials. In the longer term, the department needs a total of six classrooms, a mock dig site, a computer laboratory for virtual lab classes, and a classroom/lab big enough for museum exhibit cabinets. As the number of faculty grows beyond three full-time faculty to six full-time faculty, at least three-four office spaces will be needed in addition to the two current offices.

Staff Development: Extra workshops for faculty would be welcome on topics such as computer software and the Internet.

Table AN-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	4	6
	Part-time	5	5	6
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	1	1
	Temporary	0	0	0

Table AN-2

Instructional Load -- 1999					
Anthropology	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/ FTEF
	2.0	0.6	2.6	1,496	575

Table AN-3

Anthropology	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	1,496	2,169	2,842
WSCH Percentages (Lecture/Lab/Distance Ed)	90 /10 / 0	90 /10 / 0	90 /10 / 0
Number of Sections (Lecture/Lab)	24 / 0	32 / 3	40 / 6
Average Number of Students Per Section (Lecture/Lab)	31 / 0	35 / 25	35 /25

ART

Dennis Reed, Joe Bavaro

Current Program Description

The Art Department offers general education courses, four levels of art history and four to five beginning drawing and design classes each semester. Art history is strong, as is printmaking, and a full range of ceramics and figure drawing is offered. Graphic design, which uses a computer lab, is offered, as are courses in watercolor, acrylic and oil painting. The weakest program is in three dimensional design, and no courses are offered in sculpture and jewelry making. Table AR-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Art History and an AA degree in Art with the following options: Graphic Design, Three Dimensional Design, and Two Dimensional Studio. An Occupational Certificate is offered in Graphic Design.

Personnel: Art has eight full-time and one part-time faculty, with one student worker who acts as a secretary 15 hours a week. There is no permanent classified staff. See Table AR-1.

Teaching Methodologies (Including Distance Learning): Methodology used in the department is conventional for a fine arts program, including lecture, slide identification and field trips for art history, and studio lab, critique, lecture, and field trips for studio courses.

Equipment: The kilns are in poor condition. There is no copy machine in the department.

Educational Technology: Only one computer in the faculty office area has a connection to the Internet. Faculty members share access to this one computer. There are no "smart" classrooms.

Space: The department has access to a large lecture hall, a Gallery, and labs for ceramics, photography, graphic design and painting and drawing. The Gallery lacks storage space. Lighting is poor in painting and drawing rooms, where north facing natural light would be best. Air conditioning is problematic because of its excessive noise, and the heating is turned off in the early evening, leaving late classes that don't finish until 10:45 p.m. very cold. There is sufficient space at this time for faculty, who share office space because they prefer that available space go to instruction. The conference room long ago became a part of the Gallery, so that is where faculty meetings are held.

Future Program Plans

The Art Department will likely grow along with the overall campus, but if the Media Arts concept is implemented, the department may experience a jump in overall growth. In the mid term, an Art Gallery program would be an ideal addition to the current offerings; it would serve to show students how to curate and advertise a show and it would offer portfolio assistance. It is expected that interest in digital media will expand, along with interest in photography, so the department would like to offer an expanded photography program, including digital, that is not part of the Journalism Department. A history of photography course would also be developed. A program in Automotive Design is being considered. Courses in PhotoShop and Web design are being prepared. There also is demand for an Interior Architecture program, which would be associated with Woodbury University. Table AR-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No additional degrees or certificates are planned at this time.

Personnel: A tech person is needed for the department's computer lab. If the Art Gallery program is revived, a clerical person and/or a preparer would be needed who could also support Art History (volunteers now operate the Gallery). One full-time faculty member and two additional part-time faculty are needed in the mid term, and an additional seven part-time faculty are needed in the long term. See Table AR-1.

Teaching Methodologies (Including Distance Learning): More technology in the classroom is welcome. The department could begin with Art History, perhaps translating it into an independent learning seminar or distance education class.

Equipment: The equipment used in the model making studio needs to be replaced. The kilns are in poor condition and need to be replaced. Computer software in the Graphic Design lab needs almost constant upgrading to keep pace with the industry. A copy machine is needed in the department.

Educational Technology: A "semi-smart" projection system in each lab would be ideal. "Smart" classrooms would be a real plus. Computers are needed for all faculty.

Space: In the mid term, the department would like to keep the current Art Gallery as a professional show space although it has security issues, needs

humidity control, has a very old track lighting system, and needs help getting foot traffic to its location (perhaps a sign is needed). The Gallery has always lacked storage space, and this detail would need attention if the Gallery were revived. The Gallery could be expanded into the patio area. In the long term, a new art gallery is being considered as a part of a new library building. This year, a new gallery plan was adopted by College Council. Renovation of the gallery has begun, budget monies for gallery operations have been allocated, a gallery director has been elected, and exhibitions have been planned. There is room on the south side of the building for expansion, and Printmaking, which is now located in bungalows, could be moved closer to the rest of the department if that space were developed. North facing natural light is needed in painting and drawing labs, where the lighting is very poor. Lighting in general is insufficient, and the department could use focused, track and general lighting. There are lockers outside the Art History lecture room that should be relocated because of noise and clutter. There are too many student lockers, and most could be eliminated except those directly outside the Ceramics area. Lockable cabinets to secure computers and other expensive pieces of equipment are needed, as is more security in the computer room. A new "wet" lab is needed for photography, and may be included in a new media arts building.

Staff Development: No staff development needs have been identified at this time.

Table AR-1

Personnel	2001	Mid Term	Long Term	
Faculty	Full-time	8	9	9
	Part-time	1	3	10
	Temporary	0	0	0
Staff	Full-time	0	2-3	2-3
	Part-time	0	0	0
	Temporary	1	1	1

Table AR-2

Instructional Load – 1999					
Art					
	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	7.7	1.3	9.0	4,610	512

Table AR-3

Art	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	4,610	6,685	8,759
WSCH Percentages (Lecture/Lab/Distance Ed)	40 / 60 / 0	40 / 60 / 0	40 / 60 / 0
Number of Sections (Lecture/Lab)	19 / 53	30 / 44	57 / 84
Average Number of Students Per Section (Lecture/Lab)	26 / 13	30 / 20	30 / 20

BASIC SKILLS ACADEMY

Marv Zuckerman

Current Program Description

The Basic Skills Academy was established in the spring of 2002. The program includes classes in English, English as a Second Language, Speech, Learning Skills and Math taught through those departments. Students take a "package" of classes taught around a central theme or topic as they attempt to finish their basic College preparation and move forward into regular College classes. Support services such as counseling, tutoring and group study opportunities are offered to students participating in the Academy, which has the following goals: to create the feeling of a "school within a school" with a spirit of success and camaraderie; to identify those students in need of math and English remediation; to enroll those students in Basic Skills classes; to provide more intense counseling; to create a recommended Basic Skills schedule of classes that can be completed in two semesters; to develop new curriculum; and to create a tracking system to determine if the Academy is achieving higher retention, pass rates and rates of transition to college-level classes.

Degrees and Certificates: No degrees or certificates are offered at this time.

Personnel: A full-time director was hired in fall 2001, with a half-time counselor, a half-time office assistant, and two student tutors added as well. See Table BSA-1.

Teaching Methodologies (Including Distance Learning): The program uses the concept of "learning communities" to enhance student learning. This involves using counseling, tutoring, group study and other support mechanisms to help students succeed, and is supported financially by grant monies and Partnership for Excellence funds.

Equipment: The department has no equipment of its own at this time.

Educational Technology: The department has no equipment/educational technology of its own at this time.

Space: The department does not have its own space.

Future Program Plans

The program was established in fall 2001 and the first students to be identified as a Basic Skills Academy group began the program in spring 2002. As College enrollment increases, the program should grow in size.

Degrees and Certificates: A Certificate of Completion may be offered at some point in the future.

Personnel: In the mid term an additional half-time counselor will be needed and the part-time clerical staff member should be increased to full-time. See Table BSA-1.

Teaching Methodologies (Including Distance Learning): The concept of "learning communities" will continue to be used, although funding will need to be found to support the department as a regular College program.

Equipment: Computers and video equipment are needed, and as the program grows additional equipment will be needed.

Educational Technology: The program uses equipment in the Learning Center.

Space: The Basic Skills Academy director and counselors need office space. It would be ideal if department office spaces and study, computer and social spaces for students could be grouped together in one location. In the long term, space needs will increase as the number of students in the program increases.

Staff Development: Training needs are still to be determined.

Basic Skills Academy (continued)

Table BSA-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	2	3
	Part-time	1	0	0
	Temporary	0	0	0
Staff	Full-time	0	1	1
	Part-time	1	0	0
	Temporary	2	2	2

BIOLOGICAL SCIENCES

Ron Bigelow

Current Program Description

Biological Sciences offers courses in introductory biology, microbiology, environmental science, botany, field biology, marine biology, and medical terminology. The microbiology sequence has been compared favorably with the program at USC. A recent affiliation with CSU Northridge resulted in a grant for the department. Enrollment is strong and growing, and the department is part of the campus-wide Honors Program. The department also offers courses in human anatomy and integrated human anatomy and physiology in support of the certificate programs in Nursing and Respiratory Therapy, and as part of the PACE Program. The department offers a tutorial program to support all of the courses offered. Table BS-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AS degree in Biological Sciences.

Personnel: The department has thirteen full-time faculty and six part-time faculty, with most of the full-time faculty teaching extra sections. Three full-time twelve-month lab assistants and one part-time evening lab assistant prepare labs. There are at least a dozen student lab workers (two or three at any one time are required to support the two biotutorial labs). Tutors are hired to support students in the tutorial program. See Table BS-1.

Teaching Methodologies (Including Distance Learning): Medical terminology is the only course offered by the department that does not use a lab format. A large Introductory Biology program serving about five hundred students is offered through the use of a computer biotutorial program with a biotutorial open lab with an instructor on duty available 8 a.m. to 4 p.m. four days a week and until 10 p.m. three days a week. Many instructors use a multimedia approach in their lab and lecture sections.

Equipment: The department must limit enrollment for the Introductory Biology and Allied Health programs because only forty stations are available for the biotutorial program open lab. Classes require the use of audiovisual units, microscopes, student computers and other types of equipment, which at this time are wheeled on portable carts between classrooms. The equipment itself is generally outdated, functions poorly and/or is broken.

Educational Technology: The Life Science Building offers Internet access, while Bungalows 82, 83 and 85 do not. Five of eight faculty offices have shared access to computers.

Space: Department facilities, located in the Life Science Building and Bungalows 82-85, are not large enough to meet needs. At this time there is approximately 14,000 sq.ft. of indoor classrooms, laboratories, storage space and prep room space, and another 1,200 sq.ft. of outdoor garden space that is not adequate for producing needed materials. The department does not have enough storage space for the portable carts on which equipment is wheeled from room to room. Office space is severely limited, and six faculty now share office space in the department's Museum.

Future Program Plans

Biological Sciences expects to grow as fast as the rest of the College. At this time most classes have a waiting list; to meet demand the department could offer more sections of anatomy, physiology and introductory biology. In the future, the department plans to add a certified Biotechnology program. Additional classes will be offered in biotechnology and genetics. Table BS-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No additional degrees or certificates are planned at this time.

Personnel: In the long term the department is expected to increase to fifteen full-time faculty (one dedicated to Biotechnology) and seven part-time faculty. The biotutorial lab will require a computer technician and a biology lab technician. A clerical assistant is needed, along with student workers (forty hours) and tutors (30 hours). See Table BS-1.

Teaching Methodologies (Including Distance Learning): No additional teaching methodologies are being considered.

Equipment: The biotutorial lab would work best with 50 lab stations instead of the 40 it has now. Fume hoods are needed in department labs, which were built in the 1950s before the introduction of many modern chemicals. Sterilizing equipment is needed, and basic equipment needs to be replaced.

Educational Technology: Computers need to be integrated into physiology classes. In general, three "smart" classrooms with the ability to seat fifty students would eliminate the need for a lot of equipment stored now on portable carts and wheeled from room to room as needed. There is insufficient space to store the carts now.

Space: In addition to its current 14,000 sq.ft., the department needs an additional 10,000 sq.ft. of space for at least three additional faculty offices, a conference room, storage of larger equipment, a dedicated high security room for

Biotechnology and lab space for Environmental Science and in the Life Science Learning Center. The garden area should be doubled in size with considerably less asphalt surface. The building itself needs updating in electrical, plumbing, lighting, heating/cooling, energy efficiency and image (paint, window blinds, new flooring, new student seating, and ceiling and roof repair). The College needs a new Museum and Herbarium. The biotutorial lab needs a central position for its supervisor. Separate tutoring spaces are needed for supplemental instruction. Lockable cupboard space is needed. A central shared prep room would be better for security reasons.

The lone circulation corridor is potentially a security risk and should be changed, and there is a need for visual surveillance into each lab to prevent vandalism and pilferage. Because of the threat of contamination from specimens used in Microbiology, easy in-and-out access is needed to department labs, and a transfer room is needed for the handling of bacteria. Outdoor supply storage needs cooling. Film storage is needed. Cold rooms for live specimens are needed. Counters in many labs are too low and should be raised. The department in the long term needs to be located in a new building. In that case, the department would need at least 27,000 sq.ft. of first-floor space with at least 2,400 sq.ft. of outdoor space, to be located in one contiguous space because of the need to share equipment and supplies.

The building should contain three "smart" classrooms; one auditorium-style classroom; twelve labs; stock, storage and prep rooms; walk-in cold storage and work room; sixteen private offices for faculty and four private offices for technicians; an office technology center, a conference room; a Learning Resource Center; a Museum; aquaria room; a loading dock; refrigerated hazardous waste storage room; and a greenhouse and garden adjacent to the building.

Staff Development: No staff development needs have been identified at this time.

Table BS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	13	14	15
	Part-time	6	6	7
	Temporary	0	0	0
Staff	Full-time	3	4	6
	Part-time	1	1	1
	Temporary	12-15	15-18	18-20

Table BS-2

Instructional Load – 1999				
Biological Sciences	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	10.2	4.9	15.1	8,243	545

Table BS-3

Biological Sciences	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	8,243	11,952	15,662
WSCH Percentages (Lecture/Lab/Distance Ed)	55 / 45 / 0	55 / 45 / 0	55 / 45 / 0
Number of Sections (Lecture/Lab)	11 / 36	20 / 45	30 / 59
Average Number of Students Per Section (Lecture/Lab)	23 / 30	35 / 30	35 / 30

BUSINESS ADMINISTRATION / COMPUTER APPLICATIONS AND OFFICE TECHNOLOGIES

Mary Ellen Pangonis, Annette Jennings

Current Program Description

The Business Administration (BA) / Computer Applications and Office Technologies (CAOT) Department has become more computer-oriented as the work place has become more computer-based. Since the department changed its name from "Business Administration / Office Administration," enrollment has increased dramatically as students have been able to locate computer application courses in the Schedule of Classes. New courses in CAOT are added as needed when new computer software is released, and older software courses are dropped when they become obsolete. Certificates and degree requirements are continually updated to reflect changes in technology. The most recent updates were made in Spring 2001. The primary mission of the department is to prepare students for transfer to four-year institutions; therefore, the department works closely with Speech, Math, English, Science and other academic departments to monitor the progress of students as they complete their IGETC certification (completion of these requirements increase the success and retention rates of the department's students). The department is growing, night classes are large, and more Saturday classes are being offered. The department also offers more than twenty accounting classes. Table BACAOT-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers non-transfer degrees and certificates including options in Accounting, Banking and Finance, Management and Supervision, Marketing, and Real Estate. An AA degree in CAOT also is offered with the following options: Office Systems and Word Processing Specialist, and Office Assistant. The following Occupational Certificate Programs are offered: Accounting, Banking, Bank Management, Business Management, Credit Administration, Entry Level Office Assistant, Finance, Marketing, Office Systems and Word Processing Specialist, Real Estate and Supervision.

Personnel: Nine full-time faculty and a minimum of 25 part-time faculty teach BA courses, while five full-time faculty and thirteen adjunct faculty teach CAOT courses. Approximately one-quarter of CAOT courses are taught by adjunct faculty. Two full-time classified staff members, instructional assistants in Computer Applications and Information Technology, provide support for CAOT classes. See Table BACAOT-1.

Teaching Methodologies (Including Distance Learning): The department uses standard lecture and lecture/lab style instruction using computers, overhead projectors and PowerPoint when available. Computer room facilities are so limited, however, especially with the growing enrollment, that some word processing classes must be offered in a three-hour lecture format with two hours "to be arranged" when computer classrooms are available. Three CAOT distance education courses have been approved and are being taught, and five additional courses, CAOT 2, 35, 84, 85 and 115, are in the process of being approved.

Equipment: Three CAOT classrooms feature Pentium computers and one high-speed laser printer in each. Only one of three BA classrooms is equipped with Pentium computers and a high-speed laser printer, and the furniture in the other two classrooms is old and broken. BA has just two mobile data projection units on computer-equipped carts to serve eight full-time faculty as well as all of the adjunct faculty. There are only a total of three portable overhead projectors available for the business classes offered in bungalows and other campus locations.

Educational Technology: No open lab is available for students in the department. The CCAIVE open lab, located in Engineering 117, is used by the Engineering Department as a classroom and is only available as an open lab from 1 to 6 p.m. Monday through Thursday and 9 a.m. to 5 p.m. on Friday. This gives no access to evening students and working students. Only one computer room is available for teaching BA courses using computerized instruction. Most of the BA faculty cannot use computers to teach courses as there is only one BA classroom with computers.

Space: BA classes are offered anywhere on campus that classroom space is available. Unfortunately this often means offering courses in unsuitable situations. For example, accounting classes must be taught sometimes in uncomfortable bungalows with students using tablet-arm chairs instead of tables. COAT mostly uses rooms with computers. There is no open computer lab available in BA/COAT for students to complete assignments or to practice.

Future Program Plans

The College needs a modern, self-contained business education center if it is to assume a leadership position in business education in the San Fernando

Valley. The BA/COAT Department's overall enrollment is expected to increase with the College's overall growth. Enrollment in supervision, marketing, accounting and CAOT classes is expected to exceed the College's growth rate, however, and the department expects to add supervision and marketing classes to its Saturday schedule that currently includes classes in accounting and CAOT. A weekend Business College for business professionals is planned. Table BACAOT-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department plans to offer a new degree and certificate program, Computer Applications Specialist, with the certificate offered beginning in Spring 2002. In the long term, the department plans to offer an AA degree in Web Design and a certificate in Web Design Specialist.

Personnel: An additional full-time instructor is needed in CAOT for Fall 2002. Demand in traditional classes and from the new weekend Business College also will require that at least two more full-time faculty be hired. See Table BACAOT-1.

Teaching Methodologies (Including Distance Learning): The department needs more classrooms equipped with PowerPoint for instructors to access the Internet and use software provided by textbook publishers and/or customized by the instructor. The department will develop more distance learning courses as it increases the number of Web design and application courses to meet demand.

Equipment: The department's growth is limited by a lack of space and obsolete technology, but it also is limited by its 30-year-old furniture and instructional equipment (in most cases this consists of a blackboard and chalk).

Educational Technology: One of the department's major objectives is the integration of technology as an instructional tool. This requires multi-functional classrooms equipped with electronic blackboards and recessed computer monitors at each student workstation and at the instructor's podium. Computerized accounting software is needed for computers used in BA classes. The department needs more computer-equipped labs, and an open lab for student practice that offers all software used in the department.

Space: The most urgent need for the department is an open lab for students to complete assignments and practice in the mornings, afternoons and evenings. More space is needed for computer-equipped rooms and lecture rooms alongside labs with glass between the rooms.

Staff Development: Full-time CAOT instructors need additional time to develop new courses to meet the needs of students who must learn the most up-to-date versions of computer software. The instructors must learn the new soft-

ware as it continues to emerge at a rapid rate and must create distance education courses using the latest technology. They need release time and substitutes in order to attend conferences and demonstrations that will help keep them current. Full-time BA instructors attend in-service programs offered by the Staff Development Office as well as publisher-sponsored conferences. They serve on review committees for new textbook editions. There may be opportunities for faculty to participate in private sector internships.

Table BACAOT-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	14	15	17
	Part-time	38+	38+	38+
	Temporary	0	0	0
Staff	Full-time	2	2	2
	Part-time	0	0	0
	Temporary	0	0	0

Table BACAOT-2

Instructional Load – 1999					
Business / Office Adm	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	11.5	10.9	22.3	9,603	430

Table BACAOT-3

Business Admin./ CAOT	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	9,603	14,885	18,246
WSCH Percentages (Lecture/Lab/Distance Ed)	59 / 41 / 0	50 / 50 / 0	40 / 60 / 0
Number of Sections (Lecture/Lab)	103 / 27	95 / 95	93 / 140
Average Number of Students Per Section (Lecture/Lab)	21 / 25	35 / 30	35 / 30

CALWORKS / GAIN

Lynne Brower

Current Program Description

CalWORKs serves approximately 1,900 students on welfare assistance. The program provides intense counseling as well as funds to buy books and provide childcare and Work Study. The GAIN Program helps the hardest to serve students – as many as 241 or so – as well as approximately 500 CalWORKs students. The department offers a Citizenship Program, with each class serving about 35 students per semester. On a weekly basis, approximately 15 students and individuals from the community come to the Citizenship Office for services. A non-credit English as a Second Language (ESL) program accommodates approximately 375 students enrolled in three day and three evening classes (twelve hours per week) and one Saturday workshop. Basic Skills classes include Math, English, Reading and Spelling. These classes help students get their GED and increase their basic skills proficiency. In addition, other students, especially from Disabled Student Programs and Services, take Learning Skills classes.

Personnel: CalWORKs staff includes a director, a counselor, a Certified Nursing Assistant (CNA) coordinator, three Welfare-to-Work (WtW) coordinators, a Child Development Careers Project coordinator, a Citizenship coordinator, a Child Development liaison, a Budget liaison, three Learning Skills (LS) instructors, seven Continuing Education instructors, a Food Service facilitator, a Job Skills facilitator, three student tutors, a senior office assistant, two SFP office assistants, two program assistants, and four Lab for Academic and Instructional Resources (LAIR) assistants. See Table CWG-1.

Equipment: Nine computers, five printers, one scanner, one TV/VCR, one copier, one FAX machine and computer equipment in the LAIR are provided through CalWORKs categorical funding and WtW special funding.

Educational Technology: CalWORKs funds created the LAIR including the Plato system. CalWORKs uses the lab for approximately five hours Monday through Friday (day and evening) and for three hours on Saturday.

Space: CalWORKs offices are located in Bungalow 53 and there is a classroom the department shares in Bungalow 74; otherwise, classes are held wherever space is available. The office location, on the edge of campus, is in a good location, but the space does not work well. The space is much too small to accommodate the many programs and services offered to immigrant students, community members and low-income and economically-disadvantaged students.

Future Program Plans

It is expected that programs such as non-credit adult ESL will grow rapidly. Continuing growth of the immigrant population also will fuel growth in Basic Skills classes. Mid term goals include offering two additional ESL classes and two additional Learning Skills classes. Long term goals include offering a total of ten ESL classes – four day, four evening and two Saturday – and four additional LS day classes, two evening LS classes and two Saturday LS classes.

Personnel: In response to expected growth in non-credit ESL, more full-time ESL and LS faculty will be needed. A grant writer and an additional counselor are needed. In the long term, two full-time counselors and one part-time counselor will be needed. See Table CWG-1.

Equipment: In addition to equipment needed for a computerized assessment room, additional computers and printers will be needed for the additional staff members. CalWORKs and Specially Funded Programs can provide funds for the needed equipment.

Educational Technology: Another LAIR facility is needed just for CalWORKs, or a similar lab that is much larger. More "smart" classrooms are needed.

Space: The department needs to be its own entity where students – particularly GAIN students and ESL/Citizenship students – have a comfort zone, but then can be mainstreamed into the rest of campus. CalWORKs/GAIN needs a space large enough (at least two and a half times the size of the present location in Bungalow 53) to house the CalWORKs, GAIN, WtW and Citizenship staff, including offices for a director, counselor and coordinator and adequate space for additional counselors, coordinators, case managers and office staff. A space is needed for approximately ten instructors to consult with students and prepare for classes, and space is needed to assess students and for general meetings with individuals from the community, students and staff. Of the existing facilities that may be vacated on campus, the ADO office seems the most accommodating for the CalWORKs program's need, services and confidentiality issues.

CalWORKS / GAIN (continued)

Staff Development: The special needs of welfare recipients require information regarding welfare reform and legal issues, and an understanding of the population that is referred to the department (for example, learning disabilities and domestic violence issues). At this time, department staff discuss these issues and general program operations once a semester at an annual retreat and at weekly staff meetings. Additional staff development opportunities are welcome.

Table CWG-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	2	4
	Part-time	10	14	18
	Temporary	0	0	0
Staff	Full-time	6	8	10
	Part-time	20	25	35
	Temporary	0	0	0

CHEMISTRY

Elizabeth Friedman

Current Program Description

While the Chemistry Department offers an AS degree, classes primarily support transfer students and those enrolled in other College programs, such as Health Science and Emergency Services. Table CHEM-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: An AS degree in Chemistry is offered.

Personnel: The department has five full-time faculty, two part-time faculty, and one full-time and one part-time stock room clerk. An additional part-time stock room clerk has been approved. See Table CHEM-1.

Teaching Methodologies (Including Distance Learning): The department uses traditional lecture/lab methods, but recently computers, tutorials and presentations using PowerPoint are being used in classrooms. The department has a computer lab that can accommodate group and/or independent learning.

Equipment: There are not enough fume hoods in the labs, which discourages certain types of experiments. While the number of lab stations is adequate, it is not possible to schedule two lab sections at the same time due to a lack of equipment to perform experiments. Power outages have ruined some of the department's equipment over time. Excess humidity is contributing to the breakdown of the department's gas chromatograph and infrared spectrophotometer. The department does not have a copy machine. Some new equipment for organic chemistry classes funded by the 2000-2001 block grant has not yet arrived.

Educational Technology: A mobile technology cart has been used to transport a projector used for videos and PowerPoint presentations from classroom to classroom, but the harsh environment of the experimental labs precludes its wide use. The department has one "smart" classroom at this time with adequate infrastructure to access the Internet.

Space: The department has a traditional layout of five chemistry labs served by a stock room and a series of small satellite prep rooms that have become, in effect, faculty offices. At this time hazardous chemicals are delivered along the same route students use to access classrooms and labs. The stock room is too small. Lecture Room 105 is too small. Lecture Room 101 is inefficient and students have difficulty seeing the instructor. The sloped floor in Lecture Room 100 is a better design. Plumbing and ventilation are poor in almost all rooms, and fans added to the lecture rooms and the instrument room are

extremely noisy. Excess humidity is contributing to the decline of department equipment. Security is nonexistent. There is one large and one small analytical balance room. At this time there is no conference room, but there is sufficient office space for the staff.

Future Program Plans

The department expects to grow along with overall College growth, with the exception of courses needed by students in the Nursing and Respiratory Therapy programs. The number of Health Science students is expected to grow depending on the size of those programs. Table CHEM-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No additional degrees or certificates will be offered in the mid term or long term.

Personnel: With just one full-time and one half-time stock room clerk, it is a struggle to keep up with the labs; having two full-time clerks, as was once the case in the department, would be helpful. The addition of a second part-time stock room clerk will allow expansion into Friday and Saturday classes. See Table CHEM-1.

Teaching Methodologies (Including Distance Learning): The department has experimented with distance learning, but is cautious about moving ahead until the methodology is proven. A quasi-distance teaching method that uses a set of videos in PACE classes for the Nursing program has been developed, and the department is monitoring this for possible expansion.

Equipment: More computers in faculty offices are needed. More attention to maintenance issues, such as humidity, is needed to prolong the life of department equipment.

Educational Technology: The department foresees the use of "Electronic Homework" software in which students complete their homework assignments on a computer and return them on disk, although current software is too flawed.

Space: The department has specific space needs driven by the program that will be addressed as the College proceeds with planning its new instructional facilities. The stock room needs to be enlarged by at least half. All lecture

rooms need more table surface for student work (and student computer laptops if their use increases). Room 105 needs to be remodeled and, with an enlarged stock room, the computer room (103A) could be incorporated into Room 105 for a more useful lecture room. Accommodations, such as appropriate work spaces for left-handed students and labs accessible to the disabled with wide aisles and appropriate fume hoods, are needed. Changing the layout of labs could promote safer delivery of hazardous chemicals to and from the stock room. Plumbing (gas, water and drainage) and ventilation need upgrading in all areas. Some security needs to be installed to preclude theft.

Staff Development: No staff development needs have been identified at this time.

Table CHEM-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	5	5	6
	Part-time	2	4	2
	Temporary	0	0	0
Staff	Full-time	1	1	2
	Part-time	2	2	0
	Temporary	0	0	0

Table CHEM-2

Instructional Load – 1999				
Chemistry	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	5.7	2.3	8.0	3,205	401

Table CHEM-3

Chemistry	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	3,205	4,647	6,090
WSCH Percentages (Lecture/Lab/Distance Ed)	65 / 35 / 0	50 / 50 / 0	35 / 65 / 0
Number of Sections (Lecture/Lab)	*0 / 16	*0 / 23	*0 / 30
Average Number of Students Per Section (Lecture/Lab)	0 / 25	35 / 30	35 / 30

Combined lecture/lab classes are all counted as labs.

COMMUNITY SERVICES AND EXTENSION PROGRAM

Annie Goldman

Current Program Description

The Community Services and Extension Program offers the public fee-based, not-for-credit activities, courses, and skill-based training programs that are wholly self-supporting in that no government subsidies are received for registered students. Expenses are paid from income earnings, so the department is considered to be "enterprise" in nature, operating under separate budgetary constraints and targeting educational offerings to the adult learner (who is taking educational classes for recreational or vocational purposes) or the re-entry student (who is returning to school to enhance skills or learn new skills specifically for the work force). The department is divided into two separate programs: Community Services and Extension. Community Services offers hundreds of recreational and vocational classes, as well as a Certificate of Completion on a per-class basis for Medical Insurance Billing and Computer classes. The Extension Program offers three skill-based training certificate programs: Professional Paralegal Academy and Human Resource Assistant Academy.

Personnel: Community Services staff includes three full-time employees, two full-time classified employees and two part-time employees as well as eighty-five to ninety instructors. Throughout the year Community Services employs eight to eleven temporary employees to serve as lifeguards and swim teachers at the College pool and six to ten temporary employees to teach gymnastics at the Gymnastics Center. Once a year for the Monarch Summer Camp, Community Services also employs approximately 175 temporary employees. Extension Program staff includes a full-time program director and twenty-six to thirty instructors. See Table CSEP-1.

Teaching Methodologies (Including Distance Learning): Most classes are taught in the traditional academic style with integrated practical applications and some field trip experiences. Recreational classes are taught depending on the activity involved. Computer classes are "hands-on" in that instructors combine lecture with practical applications. Beginning in Fall 2001 the department offered computer classes online through "Actived.com," but these classes are not considered "distance education," and no distance learning methods are in use at this time.

Equipment: The department has a copy machine for in-office use. Computers are generally adequate except for one system that needs to be replaced with a new system including a scanner so the Community Services assistant can produce the department's Schedule of Classes that is published four times each year.

Educational Technology: The department shares a computer lab (housing twenty computers and two printers) with Job Training. The lack of designated computer classroom space inhibits curriculum development at this time in terms of PowerPoint presentations, video and overhead projection. Because the Instructional Media Services department is not open on the weekends, Community Services cannot use campus resources such as video and overhead projectors. The Extension Program developed an agreement with Staff Development to use its computer classroom, and this has created a more productive learning environment but increased the cost of the program.

Space: In terms of work space, conditions are wholly inadequate as they relate to public access and workplace safety. There is no space for student conferences and counseling, staff conferences, or break rooms, or for filing registration documents, class materials and supplies. Storage space for confidential information as well as everyday material is inadequate, creating security concerns and inconvenience. There are just two bathrooms for staff and public use.

Both Community Services and the Extension Program are housed in the College's "field house," a bungalow attached to one of the original Quonset hut gyms. The area is heavily trafficked during regular operating hours. Approximately fifty percent of Community Services registrations are "walk-up" while fifty percent result from phone and FAX communications. Monarch Camp registration May through August significantly increases the "walk-up" percentage, so that in the summer it is not uncommon to see long lines wrapped around the field house.

Thus this space is inadequate for public access. Most Extension Program registrations are by phone, FAX or mail, but approximately fifteen percent are "walk-up" and there is no signage identifying the location of the Extension Program for those looking to register in person. In terms of classroom space, neither Community Services nor the Extension Program has priority for choosing space, and there is no designated space for department classes and programs. The Quonset huts/gyms provide one hundred percent of the classroom space for the Community Services gymnastics program and ninety percent of the space for Community Services dance classes.

Evening and weekend classroom space is needed. Extension students have at times had to meet in different locations when taking one class within one semester. This results in confusion, the appearance of disorganization and the message that Extension students and staff are not as important as "regular" students and staff. Often viable Community Services classes have had to be cancelled due to lack of space, which affects the bottom line. Parking is adequate at this time as long as Ethel Street continues to be designated for Staff parking.

Future Program Plans

Future offerings from Community Services will reflect social and business trends. Plans include offering seniors afternoon classes at reasonable fees in traditional academic subjects such as history, languages, literature, etc., and offering more weekend workshops or camps for adults. Future offerings from the Extension Program will reflect its mission to provide workplace skills improvement in such areas as business and marketing.

Personnel: No additional staff needs are projected at this time. See Table CSEP-1. A permanent full-time Pool Supervisor is needed.

Teaching Methodologies (Including Distance Learning): In the future Community Services will most likely continue to offer classes in the traditional academic lecture style. Depending on the success of "Actived.com," online computer classes will be offered through 2002. The Extension Program will incorporate correspondence-type courses once more storage space is available. There are no plans for distance learning at this time.

Equipment: Once more space is found, Community Services will need its computer system upgraded to accommodate graphics software such as Quark Express and Photoshop. Eventually the hardware and/or software needed for online registration will be needed. More file cabinets will be needed for both Community Services and the Extension Program, which also needs a VCR unit and overhead projector.

Educational Technology: Building "smart" classrooms would enhance existing classes and create endless possibilities for designing future classes. Internet access would increase program planning options.

Space: The bungalow that houses the department at this time should be demolished and rebuilt. Space is not adequate for public usage and staff needs. The department needs at least 2,500 to 3,000 sq. ft. of work space, including a separate conference room, two enclosed offices, a separate locked office for a safe, and partitioned space in the remaining open area for staff. The department needs a 1,000 sq. ft. lobby with a counter and security windows, chairs and registration tables to accommodate "walk-up" traffic, and vending machines for public and staff use.

Two private and two public restrooms need to be constructed. Approximately 15 specially-designated 20-minute free parking spaces in Lot E are needed to accommodate public access for registrations. In terms of classroom space, once the bungalows are demolished, replacement classroom space must be provided for the department to survive. Each term Community Services offers 100 to 110 classes that require a classroom setting of at least 25 chairs and tables, a number of which are art-related and require sinks and running water. Computer classes require a computer lab. The Extension Program needs at least three designated classrooms with 30 chairs and tables as well as VCR and monitor installations.

Staff Development: Individual computer training will be needed once the department's computer system is upgraded, and ongoing staff development will include off-campus retreats and staff meetings in the newly built staff conference

Table CSEP-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	6	6	6
	Part-time	2	2	2
	Temporary	300-316	300-316	300-316

COOPERATIVE EDUCATION

Hannah Pettersson

Current Program Description

Approximately 350 to 400 working students participate in Cooperative Education each semester, taking seminars in Resume Writing/Goal Setting and Job Search/Interviews. Each seminar is offered five times per semester and first-time Cooperative Education students must attend one of each. In addition, employers participate in job fairs and seek out students to work for them through the Job Resources Center, which is part of the department's ongoing mission. Table CE-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Personnel: The department has one full-time secretary, one full-time Employment Development Department (EDD) employee, and two part-time student workers in addition to the Cooperative Education director. See Table CE-1.

Teaching Methodologies (Including Distance Learning): The department teaches approximately 65 students in each of its lecture/discussion seminar-type classes.

Equipment: Three computers are available for students seeking jobs. In addition, the staff will FAX resumes for students to employers.

Educational Technology: There are no computers or Internet access in classrooms. Students can use an open lab with computers following their seminars.

Space: The department is located in Bungalow 48 next to the JTPA Program. It is often difficult for the public to locate the office. Space for course offerings is inadequate. There are safety and security concerns about the location, and the floors in the bungalow are sagging. Lighting is poor. Space for one-on-one meetings as well as privacy is limited, and there is only one office space.

Future Program Plans

The department has served as many as 1,200 students per semester, particularly veterans returning to the work force. The program dwindled in the 1980s to approximately 200 students per semester, but has been growing since then and has the potential for tremendous growth given the fact that 85 percent of the College's current student population works. Table CE-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Personnel: Additional staff is needed to assist with recruitment, seminars, job site visitations and grading. The California Education Code indicates the study/instructor ratio is not to exceed 125 students per full-time equivalent academic coordinator. See Table CE-1.

Teaching Methodologies (Including Distance Learning): In the future there will be more emphasis on open lab settings for both seminars and placement programs. Courses such as resume writing and job searching would best be offered in a lab setting. The department would like to offer its seminars as Distance Learning/Internet courses to allow students more flexibility in scheduling. Students may submit their resumes for review by an instructor or the EDD representative.

Equipment: The department needs videotape equipment to film mock interviews with students for help in job placement. There are not enough computers for students seeking jobs.

Educational Technology: More computers with access to the Internet are needed in classrooms to support seminar instruction.

Space: The location of the department should be more central to the campus and easier to locate. Cooperative Education is more a part of Student Services than a part of any academic program, and would best be located near that cluster. Small rooms are needed to more closely simulate an office interview setting. A large computer room is needed to serve as a lab for some of the department's seminars. At least six office spaces are needed.

Staff Development: As more computers are put to use in seminars and labs, more instruction for faculty and staff is needed in how to use the Internet to its full potential for job searches, and in the use of the most current resume development and resume scanning software.

Cooperative Education (continued)

Table CE-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	2	3
	Part-time	0	3	6
	Temporary	0	0	0
Staff	Full-time	2	4	5
	Part-time	0	0	0
	Temporary	2	2	4

Table CE-2

Instructional Load – 1999					
Cooperative Education	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	1.0	0.1	1.1	1,204	1,053

Table CE-3

Cooperative Education	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	1,204	1,746	2,288
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	3 / 0	4 / 0	6 / 0
Average Number of Students Per Section (Lecture/Lab)	33 / 0	35 / 0	35 / 0

EARTH SCIENCE
David Falk

Current Program Description
The Earth Science Department offers a variety of courses in an array of disciplines that include Astronomy, Geography and Geographic Information Systems, Geology, Environmental Science, Meteorology, and Oceanography. Lecture and laboratory courses are designed to help students complete requirements for transfer programs, certificates and degrees. Peer tutoring labs, Honors sections and Service Learning options provide opportunities for motivated students to excel. The department seeks to provide an environment where students can match laboratory and field work experiences to the demands of a complex and changing society. Table ES-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

In addition to credit classes, the Planetarium is used for public programs and student recruitment. The Earth Science Department sponsors public lectures.

Degrees and Certificates: The department offers an AA degree in Geography, and AS degrees in Earth Science and Geology.

Personnel: There are six full-time and six part-time instructors in Earth Science. Support staff includes one temporary student worker and four student tutors in the Earth Science Tutoring Lab funded by the Partnership for Excellence. See Table ES-1.

Teaching Methodologies (Including Distance Learning): Earth Science classes are taught using a variety of pedagogical techniques including standard lecture, small-group discussion and seminar-style classes. Laboratory work and field trips provide real-time, hands-on experience using the methods and tools of various disciplines. There are currently no Distance Learning or online classes, although the department has offered an online/live classroom course in meteorology through the American Meteorological Society that could be offered again in the future.

Equipment: All equipment in the department's labs is outdated and in need of replacement. For example, the star projector in the Planetarium is almost 40 years old. Also, there is no security monitoring in any of the classrooms. Maps and other visual aids are obsolete and the weather station in the Planetarium is no longer functioning.

Educational Technology: At this time there is no working Internet access in Earth Science classrooms. Only two computers are available for faculty use and there are no computers available for student use. No LAN or Internet connections are available in the Planetarium building. The department needs built-in video projection and computer technology in all classrooms and labs, as well as in the Planetarium and Observatory.

Space: The department occupies faculty offices and two classrooms in the Math/Science Building, two bungalows and the Planetarium. All of these facilities have changed little since they were built in the 1950s. The two bungalow classrooms in particular are cold in the winter and sweltering in the summer, cannot be set up for using audio-visual equipment, and have inadequate access for disabled students. There is insufficient space to store and deploy telescopes on the Planetarium observing deck, and work/preparation areas in the Math/Science area and the Planetarium are severely impacted by the lack of work space. Offices, generally shared by two faculty members, are cramped and there is little space for privacy or meeting with students or for hourly instructors' required office hours. Lack of storage space, especially in the Planetarium, requires students to carry heavy telescopes up a flight of stairs to the upper observation deck. There is no wheelchair access to this deck and Planetarium restrooms are inadequate.

It should be noted that Math/Science 109 and 113, and the Planetarium and Observatory are <u>all</u> used as <u>laboratory space</u>.

Future Program Plans
Enrollment in the Earth Science Department is predicted to remain strong because California State University has more students than it can accommodate; as a result, many CSU students already enroll in the department's Summer and Winter Intersession classes and some concurrently enroll at CSUN and at the College. Growth consistent with overall College growth is expected. Table 0.3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department plans to offer an additional certificate in Geographic Information Systems (G.I.S.) and enhanced course offerings in Environmental Science, Geography and Geology, perhaps leading to a certificate in Environmental Science as well.

Personnel: The department recently hired one instructor, and in the mid term will need to hire two replacements for anticipated retirements. In the long term, the department needs three additional instructors to meet anticipated growth and retirements. Additional student workers and tutors also will be required as the department grows and new labs are established. See Table ES-1. A full-time lab technician is needed for all labs.

Teaching Methodologies (Including Distance Learning): The department has no active connections to the Internet in classrooms and new media technologies such as CDs and DVDs that could significantly enhance student performance, because of the lack of equipment such as video projectors, computers and cable. Plans for future growth in Distance Learning are being formulated and are focused on an introductory Geography course to be offered online.

Equipment: The department's labs are so outdated or are in such poor condition that virtually all equipment needs to be replaced. Geology classes need mineral and rock samples and microscopes. Geography classes need updated globes and political maps, hand-held Global Positioning System devices and basic surveying instruments for field work. Environmental Science classes need some basic soil, air and water testing equipment for a proposed field methods/laboratory course. Astronomy classes need nine new computer-driven telescopes to work with recently-purchased CCD cameras. The Planetarium needs a new retractable projector and the 16-inch Celestron telescope requires a new computer-driven mount. The Tutoring Lab needs computers for Internet research and CD-based tutorials and demonstrations. A portable Apple-lab with twenty networked laptop I-books in a dedicated cart would be the best solution in the mid-term as it provides the greatest flexibility in software and physical space for use in all lab classes (Geography, Geology, Astronomy, Environmental Science, G.I.S.).

Educational Technology: All classrooms should be "smart," with built-in video projectors and connections for computer/Internet access. Computers are needed for the G.I.S. lab and for laboratory work and data analysis in the various disciplines, as well as for tutoring.

Space: With the addition of two GIS courses, the need for a computer lab/classroom is more pressing. Computer lab space is needed for Meteorology, Geography, Astronomy and Geology lab work and tutoring. At least one additional multi-purpose and flexible lab (in addition to a dedicated G.I.S. lab) is required to ensure that the department and its six different but related disciplines will derive the greatest utility from limited space available.

The Planetarium needs to be expanded. The current 24-foot dome should be replaced with a new 40-foot dome with larger floor space and more seating, which could be used to increase attendance at our regular planetarium shows and to present laser shows. If additional classrooms were made available for department classes, the Planetarium could be reserved for sessions requiring the star projector.

The classrooms in the Math/Science Building that are used by the department are badly in need of renovation, and Bungalows B9 and B10 are in such poor condition that they should be demolished and classes taught there should be moved into permanent buildings. The wood construction in general presents a fire hazard and the classrooms lack air conditioning. Exhibit space needs to be increased for the growing collection of fossils and minerals, and for displays of new technologies and equipment in the Earth Sciences. Additional office space, work areas and storage are needed in the Math Science Building and the Planetarium to accommodate current and future faculty as well as new equipment. Cutoff shielding is needed for outdoor lighting, particularly security spotlights, so that use of the observatory can be increased.

Table ES-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	6	6	9
	Part-time	6	5	3
	Temporary	0	0	0
Staff	Full-time	0	1	1
	Part-time	0	1	2
	Temporary	5	6	7

Table ES-2

Instructional Load – 1999					
Earth Science	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	5.0	1.8	6.8	3,998	588

Table ES-3

Earth Science	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	3,998	5,797	7,596
WSCH Percentages (Lecture/Lab/Distance Ed)	80 / 20 / 0	80 / 20 / 0	80 / 20 / 0
Number of Sections (Lecture/Lab)	34 / 9	50 / 13	66 / 16
Average Number of Students Per Section (Lecture/Lab)	40 / 28	40 / 30	40 / 30

Staff Development: Staff skills and knowledge need to be constantly upgraded as new techniques and technologies are introduced. Towards that end, more computers, self-paced courses and classes in Web design and Web page maintenance, spreadsheets, PowerPoint, E-mail and word processing should be offered for current and incoming faculty. Funding for field trips (buses) is badly needed, and conference hosting in Earth Science disciplines and educational and staff development opportunities for K-12 Earth Science instructors should be encouraged with adequate funding and staff support. Given the rapid growth of technologies, especially in G.I.S. and remote sensing, faculty need to keep current through online courses, conferences and workshops as well.

ECONOMICS
Glenn Milner

Current Program Description
The Economics Department offers courses that contribute to degrees in Economics and in Business, and many students use department classes to fulfill general education requirements. Enrollments have remained steady, even when overall College enrollment has dropped in the past. Approximately 17 sections of classes are offered each semester. Table ECON-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Economics.

Personnel: The department has two full-time and five part-time faculty members. There is no support staff. See Table ECON-1.

Teaching Methodologies (Including Distance Learning): Teaching is generally lecture-style (no labs) with no distance learning at this time.

Equipment: At this time the budget for supplies and equipment seems adequate.

Educational Technology: Department computers have PowerPoint capability. There is access to the Internet as well. Any faculty member who wants to use a computer has one.

Space: At this time the department uses two classrooms in a "new" building equipped with HVAC, but the air conditioning does not work well and needs repair and upgrading.

Future Program Plans

Plans call for the department to grow from 17 to 25 sections per semester. The department plans to reinstate classes in Comparative Systems, Financial Economics, History of U.S. Economy and History of Economic Thought that were developed but subsequently dropped from the curriculum, and add courses in Economics Statistics and Consumer Economics to the curriculum as well. Table ECON-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term

Degrees and Certificates: There are no plans to offer any certificates, but an AA degree in Business Economics (Applied Economics) is being considered.

Personnel: With an enrollment increase to 25 sections, at least one and possible two full-time additional faculty positions will be required. See Table ECON-1.

Teaching Methodologies (Including Distance Learning): A classroom equipped with computers for each student would be ideal, so that instruction and testing could be done electronically. Distance Learning and other independent learning opportunities may be developed for students who have the capability to benefit from this type of instruction.

Equipment: A scanner is needed for use with department computers, and a photocopy machine and a shredder are needed.

Educational Technology: Classrooms should be equipped for "paperless" testing with instantaneous grading. More use of laptops, by both faculty and students, is expected.

Space: Storage space is needed for portable computer equipment that is now occupying a faculty office space. The building's HVAC needs repair and upgrading.

Staff Development: Training during non-prime time hours is needed on new technology.

Table ECON-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	2	3-4	4
	Part-time	5	5-6	5-6
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0

Table ECON-2

Instructional Load – 1999					
Economics	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	2.0	1.2	3.2	1,569	490

Table ECON-3

Economics	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	1,569	2,275	2,981
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	22 / 0	32 / 0	42 / 0
Average Number of Students Per Section (Lecture/Lab)	26 / 0	35 / 0	35 / 0

EMERGENCY SERVICES

Al Hutchings

Current Program Description

Emergency Services, formerly called Administration of Justice/Fire Technology, offers courses in Administration of Justice, Fire Technology, Wildland Fire Technology, Paramedic and Emergency Medical Technician (EMT). The College offers an overseas program promoting language and cultural sensitivity which is used to support Administration of Justice and Fire Technology. Table EMS-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Administration of Justice and AS degrees in Fire Technology and Wildland Fire Technology. Also offered are Occupational Certificates in Administration of Justice and Fire Technology.

Personnel: The department has three full-time faculty and thirty part-time instructors. There is no support staff. See Table EMS-1.

Teaching Methodologies (Including Distance Learning): The department uses situation simulations, PowerPoint presentations and guest experts from various fields to augment its lectures in general purpose classrooms. Faculty members also bring years of hands-on training from the field into the classroom.

Equipment: With the growing impact of computers and telecommunications, department classes need to keep up with current technologies with appropriate computers and lab equipment.

Educational Technology: The department has no computer lab for use by students. More computers with access to the Internet are needed.

Space: At this time faculty offices are not located together and are not located near where classes are taught. There is no storage space assigned to the department. Most labs are conducted off-campus.

Future Program Plans

Emergency Services program growth is expected to keep pace with the College's overall growth. With recent national events in mind, most law enforcement agencies have doubled in applications, and institutions such as the College need to be prepared to serve the many students who want to enter these fields. In the long term the department is working toward a POST certificated Administration of Justice program, and would like to add a language component to all Emergency Services programs that would give students the linguistic tools (grammar, vocabulary, idiomatic expressions) that would enable the efficient and sensitive handling of emergency situations. The diverse communities of Los Angeles require that emergency, fire and law enforcement personnel speak other languages besides English; for example, a collaboration between the PACE program and Emergency Services could provide accelerated classes in Spanish. Table EMS-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No additional degrees or certificates are planned.

Personnel: One additional full-time instructor is needed in each of three areas: Administration of Justice, Fire Technology and EMT. In addition, the department needs a full-time secretary and a student assistant to ensure growth and quality assistance to students. See Table EMS-1.

Teaching Methodologies (Including Distance Learning): Many students who require retraining have a problem accessing the campus. Distance learning or other computer-based methodologies would facilitate students earning retraining certificates. Online classes would give Emergency Services personnel an opportunity to complete classes around their diverse and non-traditional working hours.

Equipment: An on-campus shooting range with proper equipment is needed, as is a fire apparatus. Two vehicles are needed so the department does not have to borrow them. Simulators using a large computer screen for simulated confrontations that test reaction time are needed.

Educational Technology: At least one "smart" classroom is needed. Student access to a computer lab assigned to the department is needed.

Space: Faculty offices should be moved into one area near where department classes are taught, and each full-time faculty member should have a private office. Part-time faculty need more shared office space as well. Space is need-

ed for on-campus storage, a shooting range, a rappelling tower and a burn tower.

Staff Development: There is a need to enhance the staff's sensitivity to different cultures.

Table EMS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	6	8
	Part-time	30	30	30
	Temporary	0	0	0
Staff	Full-time	0	1	1
	Part-time	0	0	0
	Temporary	0	1	1

Table EMS-2

Instructional Load – 1999					
Administration of Justice	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	2.8	2.4	5.2	2,903	554

Table EMS-3

Emergency Services	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	2,903	4,209	5,516
WSCH Percentages (Lecture/Lab/Distance Ed)	85 /15 / 0	85 /15 / 0	85 /15 / 0
Number of Sections (Lecture/Lab)	42 / 7	60 / 11	65 / 13
Average Number of Students Per Section (Lecture/Lab)	23 / 22	35 / 30	35 / 30

ENGLISH

Al Zucker, Marv Zuckerman

Current Program Description

The English Department offers transfer and remedial courses, and an English Honors Program that is the largest Honors Program on campus. Department classes are large (45-50), which can be a problem at times. The department recently developed an English as a Second Language (ESL) program which is expected to grow rapidly. The department offers a computer lab, language lab and writing center, which are accessible to all students at this time. Table ENGL-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in English.

Personnel: The department is staffed by twenty full-time instructors (two ESL and four to five combined English/ESL) and forty-five to fifty part-time instructors. The department has a clerk typist and a learning center instructional aide with ten or so student aides. See Table ENGL-1.

Teaching Methodologies (Including Distance Learning): The dominant teaching method is conventional lecture and discussion, although some self-directed learning activities in the form of tutoring, computer-assisted training and a language lab are available. The department operates a Writing Center for students.

Equipment: Block grant funding provided video screens in most of the department's assigned classrooms. The department has an inadequate supply budget, however, with instructors often paying for materials out of their own pockets. Only six faculty members have computers, and all but two of the computers are more than six years old. The College Library lacks appropriate materials for use by students in English classes, including specialized periodicals and journals, and students must often travel to a UC or CSU campus to complete class assignments or research.

Educational Technology: At this time there is no access to the Internet in classrooms except in very limited areas.

Space: The English Department is located in the Humanities Building, and shares space in that building with the Speech Department. Two rooms are used as the computer lab and the Writing Center. Although the English Department is concentrated in the Humanities Building, classes are actually scheduled all over campus because there are not enough classrooms there. Lighting in all rooms is poor, and heating and air conditioning systems are either inadequate or absent. Furniture, although adequate, is antiquated, and the poor quality of ceiling and floor tiles can sometimes prove treacherous. Not all full-time faculty members have private offices and there is a lack of work space for part-time instructors. The department has a small work room at this time and an adjoining conference room used for test make-ups.

Future Program Plans

Future plans for the English Department put a high priority on developing a structured program for the writing center that will add a composition lab hour to each of the department's composition courses. The ESL program, implemented in 2001, will offer eight to ten transfer courses with multiple sections and is expected to grow three to five percent annually. Both English and ESL would benefit from a reduction in class size from 45-50 per class to 30-35 per class, with the result being an improved retention rate. Table 0.3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No additional degrees or certificates are planned at this time.

Personnel: The department is expected to add at least two additional instructors in composition, and one in the PACE program and one in ESL. With plans to expand the use of the Writing Center, in the long term the number of full-time faculty will need to increase by one to two positions annually. See Table ENGL-1.

Teaching Methodologies (Including Distance Learning): Lack of funds has in the past hampered innovation. In the future the department would like to restrict the computer lab and Writing Center to instruction only and send the open lab functions to the Lab for Academic and Instructional Resources (LAIR), where tutoring is available. If funds were available, the services offered in the Writing Center would be expanded.

Equipment: Ergonomic chairs are needed and white boards should replace chalk boards throughout the classrooms. A new copier is needed, preferably one that is networked.

Educational Technology: Thanks to a five-year grant, the department is developing a virtual learning and computer classroom. Computerized self-

paced learning would be ideal for ESL. Access to the Internet for computer-based research and learning is needed in most classrooms for both students and faculty.

Space: The department needs more office and classroom space and possibly a building of its own. In future it might be advantageous to group English labs with those of other disciplines in a large shared lab facility. More office space is needed, both private space for full-time instructors and work space for part-time faculty. At least six new offices will be needed within the next three years. Many offices are far removed from the Humanities Building in bungalows, and it would be preferable for all offices to be grouped near where classes are offered.

Staff Development: Faculty skills and knowledge need to be upgraded in terms of computer instruction.

Table ENGL-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	20	25	30
	Part-time	45-50	45-50	45-50
	Temporary	0	0	0
Staff	Full-time	2	2	2
	Part-time	2	2	2
	Temporary	10	10	10

Table ENGL-2

Instructional Load – 1999					
English	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	13.2	20.1	33.3	13,989	420

Table ENGL-3

English	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	13,989	20,284	26,579
WSCH Percentages (Lecture/Lab/Distance Ed)	97 / 3 / 0	90 / 10 / 0	85 / 15 / 0
Number of Sections (Lecture/Lab)	164 / 2	217 / 24	268 / 48
Average Number of Students Per Section (Lecture/Lab)	32 / 23	35 / 30	35 / 30

FAMILY & CONSUMER STUDIES

Lauren Okayama

Current Program Description

Family & Consumer Studies offers courses in Child Development that meet State requirements for early childhood education positions in the public and private sector. More than half of the Occupational Certificates awarded by the College are in Child Development programs. For teacher training, the department places students in the College Child Development Center and in a variety of quality programs in the community ranging from Head Start to corporate-sponsored, parochial, proprietary and school district programs. More than fifty sections of classes are offered each semester (Fall and Spring) and five or six classes are offered each intersession (Winter and two Summer sessions).

Many courses are at maximum enrollment and must turn students away. The department offers twenty-four different courses each year and the department is one of the highest in average class size at the College. The department, which continually assesses needs to maintain currency of training for students, has added courses over the last five years to meet the needs. Classes are offered days, afternoons, evenings and Saturdays on campus, and a small number of classes are offered off-campus at Burbank Adult School. This location provides additional classroom space and assists staff from the Burbank Unified School District Child Development programs to complete mandatory employment requirements.

In addition to regular activities conducted by all faculty, the department coordinates or operates several grants and community outreach projects, such as Project TRACK, Child Development Training Consortium, CalWORKs/Welfare to Work, Head Start Initiative, North Hollywood High School Careers with Children, Child Care Resource Center, Center for the Improvement of Child Caring, workshops for students and student career advisement. Table FCS-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Child Development and an AA degree for transfer to a four-year college with the following options: Early Childhood Education, Special Education, Infant and Toddler Studies, School Age Programs and Administration and Supervision. Occupational Certificate Programs are offered in the following areas: Associate Teacher, Private Preschool (Cert. A); Director, Private Preschool (Cert. B); School-Age Programs, Private Programs Teacher or Aide (Cert. C); Infant and Toddler Care, Private Programs Teacher (Cert. D); and Child Development Occupational Certificate, Teacher, Preschool.

Personnel: The department has five full-time faculty, twenty-one part-time faculty and one student worker. See Table FCS-1.

Teaching Methodologies (Including Distance Learning): Courses combine development of academic competencies and concrete hands-on training in covering course objectives. Courses support and develop personal interaction skills. The department plans to offer one core course online in 2002.

Equipment: Recent block grant funding has added new equipment to the department, which now has computers for all faculty and for the student worker. Four computers are available for student use in classrooms, along with projectors, a copy machine, mounted TV/VCR combinations in four classrooms, and a refrigerator and microwave for classroom use. For the department's classes in Child Health, infant and child mannequins are used for First Aid/CPR training.

Educational Technology: Each faculty member has a computer connected to the Internet. Four computers are available for student demonstrations and use in classrooms to familiarize students with current software and Web sites related to courses. The department recently acquired a digital camera and a multi-purpose projector.

Space: The department is located in the Math/Science Building and uses two lecture/lab classrooms there. Two bungalows also are used for classes but are inadequate for most lab classes. A recent renovation to the department office area has created private office spaces for four of the faculty and a work alcove area for the student worker and adjunct faculty. There is no conference space. A lack of adequate classroom space, especially for evening classes, is the main reason that students are turned away from the program.

Future Program Plans

Growth is expected to continue commensurate with overall College growth. The department will be adding at least four or five new courses to the curriculum in the near future, and a few courses could be offered online, such as Administration. Burbank Unified School District would like the College to offer additional classes when space is available in its district, and other organizations and school districts have approached the department about offering classes at additional off-site locations. Table 0.3 contains linear projections of program growth from the base year of 1999. These projections assume over-

all College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: Degrees and certificates will be updated as needed. There are no plans at this time to offer additional degrees or certificates.

Personnel: The department needs more clerical assistance, and as the department grows over the next few years, additional full-time Child Development instructors will be needed. See Table FCS-1

Teaching Methodologies (Including Distance Learning): Offering a few more online classes is an option, but the trend is hampered by the personal interaction and hands-on requirements of the majority of classes, as well as the lack of student access to open labs.

Equipment: New chairs for two bungalow classrooms are needed. The department needs a laminating machine, a copy machine, and a fax machine, along with record players and cassette players for lab use.

Educational Technology: "Smart" classrooms with laptop computers for faculty and students would provide a virtual lab setting for Child Development students who would gain guided or individual access to Web sites and the use of appropriate software.

Space: Additional and adequate classroom space is necessary to meet the demands for more class sections, especially evening classes. Approximately three-quarters of current classes should be offered in combination lecture/lab classrooms. The ideal building configuration is a combination of Child Development classrooms and Child Development Center or Lab School housed together, an arrangement that integrates curriculum and practice and provides invaluable learning and observation opportunities for students.

Current office space is sufficient for faculty and their regular activities at present, but the number and variety of additional activities, such as community outreach projects, requires additional space. More space will be needed for additional faculty when they are added as well. Of major concern regarding Child Development classes held in the bungalows is the lack of ramp access for handicapped persons and access for AV and other equipment. Maintenance problems include dirty restrooms, inadequate HVAC in the bungalows, poor outdoor lighting around the buildings and falling ceiling tiles in the Match/Science Building.

Staff Development: Faculty will continue to participate in staff development opportunities, particularly in the areas of curriculum enhancement and development and legislation and advocacy.

Table FCS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	5	6	9
	Part-time	21	19	15
	Temporary	0	0	?
Staff	Full-time	0	0	0
	Part-time	0	1	1
	Temporary	1	0	0

Table FCS-2

Instructional Load – 1999					
Family & Cons. Studies	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	3.4	4.4	7.8	4,478	574

Table FCS-3

Family & Consumer Studies	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	4,478	6,493	8,508
WSCH Percentages (Lecture/Lab/Distance Ed)	82 / 18 / 0	82 / 18 / 0	82 / 18 / 0
Number of Sections (Lecture/Lab)	57 / 0	63 / 20	87 / 22
Average Number of Students Per Section (Lecture/Lab)	30 / 0	35 / 30	35 / 30

FOREIGN LANGUAGE

Carmen Salazar

Current Program Description

The Foreign Language Department offers classes in French, German, Spanish and Italian, with the largest enrollment in Spanish. The German and Italian programs, each of which have five levels, have grown considerably in the past several years, and the department offers six levels of French and Spanish. Spanish culture classes are growing in popularity; these classes are taught in English and fulfill humanities requirements for transfer and graduation. A recently developed course, Spanish for Translation, offers students who already speak Spanish the opportunity to enter the field of translating from English into Spanish. The department has been able to continue to offer a full program in all four language areas by offering combined two-level courses and sometimes offering courses in alternating semesters. Most classes are taught in the morning and the evening, as few students enroll in afternoon classes. This combined with the new compressed schedule sometimes creates scheduling conflicts and not as many classes are offered as the department would like because of a lack of space. Table FL-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers AA degrees in French, German, Spanish and Italian.

Personnel: The department has eight full-time instructors and ten to twelve part-time faculty. At least two and sometimes as many as five student workers, depending on availability, manage the language lab twenty to thirty hours per week. See Table FL-1.

Teaching Methodologies (Including Distance Learning): Department faculty are generally quite traditional, using the grammar method of teaching. Some faculty are beginning to study the possibility of bringing PowerPoint presentations into the classroom.

Equipment: At this time instructors have the use of two overhead projectors and VCRs in all but two classrooms. Cassette players and slide projectors must be carried into classrooms as there are no built-ins.

Educational Technology: The language lab has thirty computers and ten tape decks with access to the Internet, with three printers available for students to use. All classrooms have a network connection at this time.

Space: The building contains nine classrooms that can hold up to forty students each, and of these six classrooms are available to the department. The other three classrooms are used by American Cultures, which is expanding and so that department often uses the classrooms assigned to Foreign Language. The ten tape decks in the language lab are shared with the Speech Department. The building also houses a seminar room and two sets of offices, which are adequate for now as some share offices.

Future Program Plans

The department would like to see the upper-level Spanish class, Spanish for Translation, developed into a program offering other translation courses as well, eventually leading to a full program of interpretation and translation. Other languages, including an Asian language and possibly Russian and Armenian, are possible additions to the program if expansion can occur. The department has begun to offer Saturday classes in French and Spanish, which have been well received, to allow more flexibility in student scheduling and more efficient use of equipment and space. Table FL-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: There are no plans at this time to offer any additional degrees or certificates.

Personnel: Additional faculty are needed to offer all the classes the department lists in the schedule. If the department adds Asian, Russian, and/or Armenian languages, faculty will be needed to teach those courses. At this time, student workers manage the language lab, but a full-time director is needed. See Table FL-1.

Teaching Methodologies (Including Distance Learning): Department faculty, while currently using traditional methodologies of classroom instruction, are moving in a more communicative direction. This stems from the desire to use the Internet in teaching and a new type of communicative-based instruction using computers and a lab environment. Very large classes (40) offer limited opportunity for oral practice, but textbooks are now designed with activities that require group work. Self-paced programs, particularly attractive to working students, will increase in the future.

Equipment: Classrooms need cassette players built in, so instructors do not have to hand carry players into each class. The language lab needs carrels for

computers that have been sitting on the floor for four years. Built-in overhead projectors are needed.

Educational Technology: All classrooms should be "smart" classrooms. The department has received additional computers, but with no full-time language lab director the department may not be able to make the best use of them. The language lab should accommodate self-paced programs, should use digital technology, should have complete access to the Internet, and should have printers available for student use. Classroom PowerPoint presentations could be downloaded onto student computers. Videos could be digitized to be placed on a server. The department has been given sophisticated equipment, but there is no technical support to make use of the equipment.

Space: The department would like to rearrange classrooms to make them usable for small groups, and to develop language labs in a "spoke" arrangement, both of which are better suited for collaborative learning. In fact, the Foreign Language Department would work well in a multi-disciplinary setting with an open lab, enclosed classrooms and labs ringing one large area where all programs are installed and lab technicians could be concentrated in one place.

In terms of physical comfort, a larger concentration of computers will mean more heat in classrooms and labs. Spaces that were not air conditioned are being upgraded, and lighting is being improved in all areas. At this time windows must be left open for ventilation, and acoustics are often a problem. Office space is shared in many cases at this time, but it would be preferable for faculty to have separate offices that are grouped near the language classrooms.

Staff Development: Staff training in computers, Internet access, and language lab resources are needed, especially for those part-timers who teach in the evenings.

Table FL-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	8	9	11-12
	Part-time	10-12	12-15	12-15
	Temporary	0	0	0
Staff	Full-time	0	1	1
	Part-time	0	0	0
	Temporary	3-5	0	0

Table FL-2

Instructional Load – 1999					
Foreign Language	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	6.6	4.7	11.3	4,978	442

Table FL-3

Foreign Language	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	4,978	7,218	9,458
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	59 / 0	86 / 0	112 / 0
Average Number of Students Per Section (Lecture/Lab)	16 / 0	16 / 0	16 / 0

HEALTH SCIENCE

Gina Aguirre, Carole Rosales

Current Program Description

The Health Science Department offers a Registered Nursing program, a Respiratory Therapy program, and Certified Nursing Assistant (CNA) and Home Health Aid (HHA) programs. The CNA/HHA program is administered under CalWORKs, with a program director and two clinical instructors. Clinical portions of the programs are offered in fifteen hospitals in the Valley. Approximately 180 students are enrolled in Nursing, half first-year and half second-year. There are waiting lists each year of up to 300 applicants for the program's seventy-two spots. At one time, in the early 1980s prior to Proposition 13, the program enrolled more than 360 students and employed twenty-one full-time equivalent faculty. Approximately sixty students are enrolled in Respiratory Therapy. The department also offers a career ladder program for Licensed Vocational Nurses to obtain their RN and an AA degree. The average age of a student in the department is 31, with an ethnic breakdown of approximately twenty-five percent Hispanic, twenty percent Asian/Pacific Islanders, twenty-two percent African Americans and African, and twenty-three percent Anglo (primarily of Armenian or Russian descent). Table HS-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers AS degrees in Nursing and Respiratory Therapy, as well as Occupational Certificate Programs in Registered Nursing, Respiratory Therapy and Certified Nursing Assistant/Home Health Aid.

Personnel: In Nursing, the department has thirteen full-time instructors and seven part-time instructors; in Respiratory Therapy there are two full-time instructors and six part-time instructors. Thirteen clinical preceptors for the Respiratory Therapy program are located at the hospitals. There is one secretary and one instructional assistant position. See Table HS-1.

Teaching Methodologies (Including Distance Learning): Classes rely on traditional classroom lecture with anatomical models, videos, PowerPoint demonstrations and transparencies. Labs use demonstration practice and group assignments done in class.

Equipment: Health Science has only one projector that can be connected to a laptop computer. There are three multimedia projectors awaiting installation, six overhead projectors, four individual TV/VCR units and one six-year-old copier.

Educational Technology: Some interactive computer technology has been purchased recently with grant funds that allow students to work through patient scenarios before meeting with patients. The department has twenty computers with access to the College server; however, when the old lab was converted and new computers were installed, good and reliable software was lost in the transition and has not been replaced.

Space: The department uses two labs (one a six-suite hospital lab provided through the CalWORKs program for the CNA program) and one computer lab shared with Counseling. The Respiratory Therapy classroom is also a laboratory.

Future Program Plans

The department plans to increase the size of the Registered Nursing program to help offset the projected shortage of more than 43,000 RNs in California by the year 2005. The program can grow in multiples of 12 as each instructor is added. Eventually the program could double to 360 students, but growth is hampered by lack of facilities, qualified instructors and equipment. Table HS-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: After conducting a feasibility study, the department could consider the addition of a short-term certificate program in Physical Therapy Assistant.

Personnel: The instructional assistant position has been open for some time, as the person filling the job is required to be a Registered Nurse but the salary is too low to attract anyone. The position of the program director should be upgraded to the dean level, matching the practice common at most other colleges. A secretarial position could be added to help with the workload. See Table HS-1.

Teaching Methodologies (Including Distance Learning): The traditional classroom instructional model is giving way to a more interactive model as the educational technology becomes available. The department is determined to simulate a realistic hospital room and a typical lab area, with appropriate equipment. A drug and pharmacology class could be offered via distance learning or as an independent learning program. The department already has

a collection of 150-200 videotapes. The department has the technology and knowledge base to offer distance learning, but needs more faculty.

Equipment: More projectors are needed for PowerPoint presentations.

Educational Technology: "Smart" classrooms are needed; then the interactive technology now available will expand rapidly and will move into the classroom for use in regular instruction.

Space: The department needs an independent learning laboratory space and storage space for videos and computer materials. At least one more classroom for twenty-four to thirty-six students and a room for twenty independent learning stations are needed, as well as two more office spaces. More office space will be needed as the number of faculty positions grows. The arrangement of department space is less than desirable; interconnected rooms would work better than the current arrangement of a central corridor.

If a new building were constructed for the department's use, it would require the following: a reception area and private, clustered office spaces for the department chair, two program directors and faculty; a conference room for twenty to twenty-four people; communication and reprographics services; two large lecture rooms (cap. 120) with side prep/storage areas with the capacity to do laundry; six dedicated "smart" lecture/lab classrooms with flexible seating for twenty-four; a mock hospital unit; a shared computer lab; a student lounge area; and a faculty workroom.

Staff Development: Periodic upgrading of staff skills and knowledge is critical to the functioning of the department. Personnel need refresher courses on the Internet and PowerPoint presentations.

Table HS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	15	18	20
	Part-time	26	26	26
	Temporary	0	0	0
Staff	Full-time	1	1	1
	Part-time	1	1	1
	Temporary	1	1	1

Table HS-2

Instructional Load – 1999					
Health Science	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	13.1	3.4	16.9	4,441	263

Table HS-3

Health Science	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	4,441	7,772	8,438
WSCH Percentages (Lecture/Lab/Distance Ed)	33 / 67 / 0	33 / 67 / 0	33 / 67 / 0
Number of Sections (Lecture/Lab)	18 / 22	26 / 32	36 / 40
Average Number of Students Per Section (Lecture/Lab)	*15 / 15	*15 / 15	*15 / 15

Set by Board of Registered Nursing

HISTORY, HUMANITIES, LAW & POLITICAL SCIENCE
Rose Drummond

Current Program Description

More than sixty class sections are offered each semester in History, Humanities, Political Science, Law and Constitutional Law. Recent additions to the curriculum, reflecting an increasingly multi-cultural environment, include Introduction to Chinese Civilization and the History of Mexico. Table HHLPS-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers AA degrees in History, Humanities and Political Science.

Personnel: At this time the department has ten full-time faculty, although six are shared with other departments. See Table HHLPS-1.

Teaching Methodologies (Including Distance Learning): Lecture is the primary teaching methodology. No distance education or self-paced learning materials are used.

Equipment: Current classroom equipment, including televisions, a movie projector and a slide projector, is outmoded and outdated and often does not function at all.

Educational Technology: Instructors use visual aids including television, slides and overheads. Five computers in the department are used in offices; there are no computers in the classrooms. Instructors have begun to emphasize the use of computer technology as an aid to learning, but equipment has not been adequate.

Space: The department is housed primarily in the Campus Center; all faculty have offices with at least two offices to spare, and a second floor patio area contains considerable space which is not being used. A large conference room and kitchen are available. Offices are convenient to classrooms, and classrooms are adequate. Some stairs are unsafe because of cracked and broken floor tiles and furniture needs to be replaced.

Future Program Plans

The department plans to offer new courses in the future, including History of Russia, History of Africa, History of Mexico, History of the Middle East, Greater LA and Tours of Los Angeles. Consideration is being given to reinstituting several courses that have not been offered since the 1970s. Table HHLPS-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term. The department is projected to grow at a slower rate than the College as a whole.

Degrees and Certificates: No new degrees or certificates are planned.

Personnel: No new positions are planned, and the department does not anticipate any growth in staffing except for hourly employees. See Table HHLPS-1.

Teaching Methodologies (Including Distance Learning): With computers may come some branching out into other methodologies.

Equipment: The department needs a copier.

Educational Technology: Three new computers are needed and have been ordered.

Space: Unused patio space on the second floor could be enclosed and better used.

Staff Development: As more computers are added for use in the department, and as faculty retire and are replaced, more training on computers is welcome.

History, Humanities, Law & Political Science (continued)

Table HHLPS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	10	11	12
	Part-time	6	6	6
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0

Table HHLPS-2

Instructional Load – 1999				
History	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	9.2	3.4	12.6	6,413	508

Table HHLPS-3

History, Humanities, Law & Political Science	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	6,413	9,299	12,185
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	76 / 0	110 / 0	145 / 0
Average Number of Students Per Section (Lecture/Lab)	31 / 0	35 / 0	35 / 0

HONORS (TAP)

Tom Yacovone

Current Program Description

The Transfer Alliance Program (TAP) is essentially an Honors Program that serves 800 to 900 students with sixty-four TAP class sections. Students enrolled in the program, who take TAP classes or are enrolled in non-TAP classes in which they have more stringent requirements than the regular students, maintain a 3.0 grade point average. TAP students come primarily from the approximately five percent of first-time students entering the College who qualify for English 101, the traditional College English Composition class. TAP students who successfully complete the program are eligible to transfer to area universities that have completed transfer agreements with the College. At this time the acceptance rate of TAP graduates at UCLA is ninety percent and at USC it is one hundred percent. By comparison, the acceptance rate for non-TAP graduates at UCLA is thirty percent. TAP students may transfer into the Letters and Science program at UCLA, while the range of transfer options is broader at USC, including Letters and Arts, Business, Education and others.

Personnel: The TAP director is a 0.6 FTE reassigned faculty member, and a counselor is assigned to the Honors Program as part of regular duties. Instructors who agree to participate in the TAP program receive no extra compensation. See Table HON-1.

Space: The program has no space dedicated solely to Honors. Two offices for Honors counseling are located in the Counseling area.

Future Program Plans

As the College grows, the number of students in TAP program will grow.

Personnel: The faculty member with re-assigned time to the TAP program will eventually devote attention full-time to the program. A temporary support staff member will become a regular part-time staff member in the long term. See Table HON-1.

Space: No additional space will be required.

Staff Development: Training is needed on learning communities and student learning styles for faculty overall.

Table 0.1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	1
	Part-time	1	1	0
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	0	1
	Temporary	0	1	0

JOB TRAINING/ONE STOP
Carlie Tronto, Lennie Ciufo

Current Program Description

Job Training is a completely self-sufficient program that serves employers and about 260 students per year with funding provided through contracts, welfare to work grants and vouchers. The department works with businesses to provide training and enhance operations to meet business needs through mostly not-for-credit classes. Job Training staff members provide counseling and job development, arranging for people to find jobs and providing on-the-job training. The department also is an Employment Training Panel (ETP) program and has joined with Pierce and Mission Colleges to form the Training Alliance. Serving a wide range of needs, the program provides specific participant training as individuals are referred by the One Stop and offers employer-initiated training and voucher reimbursement training from referring agencies. The One Stop works closely with the College to guide the type of training needed as well as the frequency of training, which varies with layoffs and other economic changes in the community.

Personnel: At this time there are two full-time counselors, a full-time bookkeeper, a director, and a part-time assistant. The program's fifteen instructors are hourly, and most of them are already on faculty at the College. See Table JT-1.

Teaching Methodologies (Including Distance Learning): Teaching methods include lectures, demonstrations, hands-on training and internships.

Equipment: The department has its own computers and lab for training; other training is done at employer worksites where the employer provides the equipment.

Space: The offices are easy to locate. There is no staff meeting area, and counselors must use open cubicles for offices.

Future Program Plans

It is predicted that Job Training could grow as much as two hundred percent over the next ten years, as businesses grow and need Job Training services.

Personnel: In the long term an additional counselor is needed, and the part-time assistant should be full-time. See Table JT-1.

Teaching Methodologies (Including Distance Learning): The department would like to implement a distance learning pilot program for Basic Skills, developing programs so that the center of the program is a hub located on campus with outlying locations where classes are offered.

Equipment: No additional equipment needs have been identified at this time.

Space: The department needs a staff meeting area. Counselors need private office space for counseling students. The program would benefit from being located near Cooperative Education, although it could be located off-campus. Job placement posting boards are needed nearby. There is a need for structured computer classrooms, a conference room for interviewing, and a teleconference facility. A lab dedicated to MicroSoft training is needed. Computers are needed for existing labs.

Staff Development: Faculty need to be kept informed about College service area needs and how to meet them.

Table JT-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	3	4
	Part-time	15	15	15
	Temporary	0	0	0
Staff	Full-time	1	1	2
	Part-time	1	1	0
	Temporary	0	0	0

JOURNALISM

Dennis Reed, Rod Lyons

Current Program Description

The department offers courses in Journalism and Photojournalism. Table J-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA in Journalism with the following options: Newspaper Journalism, Magazine Journalism, and Photojournalism. Occupational Certificate Programs in these three areas also are offered.

Personnel: The department has two full-time and seven part-time faculty. See Table J-1.

Teaching Methodologies (Including Distance Learning): The Journalism program uses traditional lecture methods but the program relies on hands-on laboratories.

Equipment: The traditional darkroom for use in teaching photography is becoming outdated. The department has several Mac and Pentium computers along with a flatbed scanner and three negative scanners.

Educational Technology: The department has access to the Internet.

Space: The department is located in the Business Journalism Building. The Photography Lab is too small and not very safe because of the location of electrical equipment and outlets near sinks, and because there is not enough space to walk. Office space is adequate, but the department may require additional space to accommodate new hires.

Future Program Plans

Journalism is making the change from teaching darkroom skills to teaching digital imaging skills, and is planning to place more emphasis on online journalism. Nevertheless, the department anticipates continuing to teach traditional "wet" photography as well as digital. Table J-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department plans to add an Occupational Certificate Program in Photography.

Personnel: The department plans to add a full-time photo-journalism instructor in Fall 2002, and there is a need for a full-time photography instructor. In the mid term an additional part-time photo lab technician is needed to meet the needs of evening students. See Table J-1.

Teaching Methodologies (Including Distance Learning): The department is exploring the possibility of offering online classes in photography as well as short-term classes in subjects such as PhotoShop.

Equipment: New negative scanners, studio lighting equipment and a digital camera have been requested from Block Grant funds. As the change to digital technology occurs, the department needs state-of-the-art software, scanners, CD-Rom burners, digital projectors and laptop computers, digital cameras and various printers. Computer tables and chairs are needed as well.

Educational Technology: The department needs a "smart" classroom where all computers are networked, as well as a digital photo computer lab with enough computers to teach a minimum of twenty students at a time.

Space: A computer lab is needed to teach PhotoShop to students. A wall divides the lab spaces now, and if that were removed there would be room to add the computers needed to teach PhotoShop. Overall, department space is not very well organized and needs to be rearranged for efficiency and better instruction. The location would work better near Media Arts and the Art Department. The photography lab needs an eye wash station, more ventilation, vent hoods over chemical trays and several safety upgrades. In the long-term, new photo studios are needed, as well as a new photo lab.

Staff Development: To keep them ahead of the technology curve, instructors need access to workshops in basic computer usage as well as specific software applications such as PhotoShop and Quark Express.

Journalism (continued)

Table J-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	2	3	4
	Part-time	7	7	7
	Temporary	0	0	0
Staff	Full-time	1	1	2
	Part-time	0	2	0
	Temporary	0	0	0

Table J-2

Instructional Load – 1999					
Journalism	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	1.3	2.1	3.3	1,134	340

Table J-3

Journalism	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	1,134	1,644	2,155
WSCH Percentages (Lecture/Lab/Distance Ed)	67 / 33 / 0	67 / 33 / 0	67 / 33 / 0
Number of Sections (Lecture/Lab)	10 / 10	15 / 15	20 / 20
Average Number of Students Per Section (Lecture/Lab)	15 / 20	30 / 20	30 / 20

LEARNING CENTER/LAIR

Richard Holdredge

Current Program Description

The Learning Center has been a comprehensive resource for peer tutoring, learning assistance and self-instructional materials since 1962. Because it is an instructional resource link to other programs on campus, it is somewhat fragmented, and this concern is being addressed by reorganizing and updating instructional media materials with the help of designated departmental liaisons. Also, a tutor coordinator in the Learning Center now manages most of the campus-wide tutor budget in order to alleviate redundancy and promote expediency, and campus-wide general tutor training has been implemented to promote core knowledge of various tutoring techniques, regulate record keeping, and troubleshoot potential problems.

The Learning Center also is used to create instructional media, including audiotapes, videotapes and multi-media packages. Using GAIN and Cal-WORKs funds, the Learning Center established the Lab for Academic and Instructional Resources (LAIR) computer lab with forty-nine computers, Internet access, a 35-CD "jukebox" and a video server that can be accessed by any computer station on campus.

Personnel: A director, tutor coordinator, and a learning skills instructor staff the Learning Center full-time. Two part-time instructors supervise the area outside regular working hours. One full-time classified employee supervises the LAIR. In addition, one full-time classified staff employee works in the Writing Center and another works full-time in the Math Department. Learning Center faculty and staff manage the funding for approximately 125 tutors and other student workers. See Table LC-1.

Equipment: The Learning Center has twelve audiocassette players and headphones, seven monitor/VCRs and five computer/monitors, and one computer/monitor for vision impaired students. The LAIR has 45 Pentium II 333 MgHz computers, four iMAC computers, two optical scanners for vision impaired students, and two HP laser jet printers. Faculty and staff have four Mac computers, two very old and two fairly new, and two PCs.

Space: The center is located next to the library, which makes it easy to find. Disabled students use a small computer room with six stations mostly to access reading software. The Learning Center has approximately 2,790 sq.ft. of usable student services space and approximately 375 sq.ft. of office space. The LAIR has approximately 1,490 sq.ft.

Future Program Plans

All Learning Center services, including a reading center for Psychology and Developmental Communications reading classes, will be provided from one centrally located operation. Time reporting, tutor hiring and tutor training will be located there as well. All operations will share a "computer commons" with technical support from Information Technologies.

Personnel: Classified employees are needed in the evenings in the LAIR. One position is needed in the mid term, and in the long term an Information Technologist and a Language Skills Instructional Assistant are needed. A computer technician also will be needed to maintain computer equipment in several labs and a clerical office worker will be needed to help with record keeping, attendance tracking and payroll requirements. Additional tutors will be needed in the mid term and long term. See Table LC-1.

Equipment: The Learning Center needs a computerized circulation system multi-media desk, as well as a student tracking system for the "computer commons" and the small computer labs in a new centrally-located operation.

Space: Additional space is needed for a "smart" classroom and for group study rooms of various sizes. The LAIR has outgrown its space. There are not enough student computer stations. Moreover, Learning Resources needs to add a Computer Assisted Instruction lab with 25 stations. A 16,500 sq.ft. Learning Assistance Center Building Plan has been created which designates approximately 7,850 sq.ft. for tutoring services, 1,700 sq.ft. for multi-media, 6,500 sq.ft. for a "computer commons" and 450 sq.ft. for office space.

Staff Development: Training in student learning styles and strategies on how to meet those needs is needed.

Learning Center/LAIR (continued)

Table LC-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	3	3
	Part-time	2	3	4
	Temporary	0	0	0
Staff	Full-time	3	4	8
	Part-time	0	0	0
	Temporary	125	140	150

LIBRARY

Dave May

Current Program Description

The Library serves the College by providing access to information resources in many different formats. Its collection, which is out of date as noted by the College's most recent accreditation report, includes 127,000 volumes with 99,100 titles in the circulating collection, more than 350 periodicals and a microfilm collection. The automation of Library services, which began in 1997, has had a revolutionary effect not only on the way the Library serves students, but on the way students are taught to use library resources. The department also offers courses in Library Science. Table LIB-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department does not offer degree or certificate programs.

Personnel: Current Library staffing includes a chair, four full-time 10-month librarians, six library technicians, one library assistant, and four (0.6 FTE) hourly librarians that work the reference desk evenings, weekends and summers. Library science courses are taught by two (0.2 FTE) adjunct faculty. See Table LIB-1.

Teaching Methodologies (Including Distance Learning): Both Library Science classes are taught as traditional face-to-face instruction courses. The Internet research methods course (LS 102) is a combined lecture/lab.

Equipment: There is an Internet-based online catalog called OPAC (Online Public Access Catalog), and circulation and processing also are handled by the computer system. A printing station with a card access system is available and thirteen computer stations support OPAC as well as offer access to the Library's databases of full-text journals and other electronic information resources.

While the Library offers access to a limited number of online databases, this access is funded at this time by state grants and not by the College budget. Four computers offer students access to the Internet for library research. Seventeen computers are available for student use; however, not all are working at the same time due to lack of technical support staff time. Each librarian and staff desk has a computer as well.

Educational Technology: The Library has two video projectors, a notebook computer and a computer on a portable cart for use in courses, orientations and workshops.

Space: The Library Building is one of the oldest in the district and the last remodel was completed in 1970 with an emphasis on the addition of a south wing for non-library related services. The building is now out-of-date, space is limited, lighting is inadequate, acoustics are poor and the wiring needed for computers is either outmoded or nonexistent. The building is conveniently located near the main entrance and is easy to find, but it is not near the center of campus. Furniture is old and in need of repair, and the current seating capacity (479) is below state minimum standards. There are no group study rooms.

Future Program Plans

The Library is moving in the direction of providing "information competency" to students; that is, the Library should provide training for access to a wide range of multi-media resources. A new faculty librarian was hired in 2001 to focus on methodologies for supporting information competency goals, and Library personnel are attending information competency institutes and preparing a number of options for integrating information competency into the curriculum when required. Table LIB-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: There are no plans to offer degree or certificate programs.

Personnel: Additional librarians with research, technical skills and bibliographic skills will be needed to expand the current faculty capabilities to keep up with student growth and demand, including expanding hours of operation. Additional staff also is needed. See Table LIB-1.

Teaching Methodologies (Including Distance Learning): The Library is considering the possibility of offering a Web-based version of the library research methods course (LS 101), and the English Department is interested in requiring this course as part of English 101. A computer lab dedicated to Library faculty use would provide a better method of "hands-on" instruction in use of the OPAC and other Library databases.

Equipment: Information resources, both print and non-print, are the primary items of equipment in the Library; a wider variety of electronic information resources are needed, and the core collection of print materials needs to be

expanded. The College budget, not state grants, should support Library access to online databases.

Educational Technology: The Library needs its own dedicated computer lab for instruction. The current arrangement of sharing the LAIR allows too little use and limited flexibility for scheduling classes.

Space: A new building, with up-to-date wiring and adequate space for studying, research and learning is needed. The Library needs computer classrooms for orientations, workshops and Library Science courses, as well as large areas for computer stations.

Staff Development: Both faculty and classified staff need continual training in the use of computer applications and the Microsoft Windows operation system used on all Library computers. Personnel involved in the technical processing areas also need period training in the areas of preservation, mending and repair of books and other paper-based materials as well as repair and preservation of microfilm. As the Library system continues to add modules and upgrade software, training sessions are needed to learn new features of the system.

Table LIB-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	5	6	7
	Part-time	4	5	5
	Temporary	0	0	0
Staff	Full-time	7	8	10
	Part-time	0	0	0
	Temporary	0	0	0

Table LIB-2

Instructional Load – 1999					
Library	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	0.0	0.2	0.2	58	347

Table LIB-3

Library	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	58	84	110
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	1 / 1	2 / 0	3 / 0
Average Number of Students Per Section (Lecture/Lab)	16 / 0	30 / 0	30 / 0

MATHEMATICS
Luz Shin

Current Program Description

Math is the second largest academic department on campus, offering approximately 110 sections of classes. Enrollment in developmental math through intermediate algebra – roughly sixty percent of all math classes – is growing. A large portion of the student population -- students in the sciences, computers and engineering -- is transfer oriented, and upper level math classes are geared to engineering, computer science and math majors. Table MATH-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: An AA degree in Mathematics is offered.

Personnel: There are eighteen full-time faculty and approximately forty part-time faculty. Five new instructors have been hired in the last three years to replace retiring faculty. There is one full-time clerical person and instructional assistants staff the math lab. See Table MATH-1.

Teaching Methodologies (Including Distance Learning): The predominant method of teaching remains lecture-discussion. Self-paced classes, held in the math tutoring lab with about thirty computers, are being piloted now mostly in development classes.

Equipment: One digital projector is available for use in the classrooms. A copier is shared with other departments close by.

Educational Technology: There are no "smart" classrooms, and some of the department computers do not work. At this time the math lab has three generations of computers, making it difficult to coordinate work. Lab and office computers are connected to the Internet, but classrooms in the bungalows are not wired at all. The department just received computers for each office.

Space: Math classrooms are located in the Math Science Building and in several of the bungalows, and other classrooms around campus are used when available. The average class size is 34, and the class limit is 45, but classes often start as large as 60. At this time there is no testing center for self-paced classes, and testing must take place in any available classroom. Lighting in classrooms is very poor and sometimes ceiling tiles fall. There is some workspace which doubles as a meeting room but department meetings are held in the lobby of the faculty offices.

Future Program Plans

It is expected that the department will grow with overall College growth. Table MATH-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No new degrees or certificates are planned at this time.

Personnel: Because the department is still below the 75 percent full-time/part-time goal (the current ratio is about 50:50), four more full-time instructors should be added within the next five years, and in the long term 30 full-time instructors are needed with an accompanying decrease in the number of part-time instructors. See Table MATH-1.

Teaching Methodologies (Including Distance Learning): The self-paced classes that are being piloted now should be offered in different facilities, where computers can be located that are dedicated to the program. Distance learning classes could be developed from these classes as well. Online courses could be developed for higher level math classes. Classes will become more lab-oriented in the future.

Equipment: The department needs more digital projectors for classroom use.

Educational Technology: Classrooms should be "smart." The effects of new computer technologies on the department could be enormous, but the lack of technical support College-wide is a problem.

Space: A computer lab dedicated for teaching is needed now, with more labs needed in the future. As classrooms are spread throughout the campus at this time, it would be better if all classrooms and labs were grouped in one location with one technician and many tutors. A dedicated Math Building would be very useful. The ideal class size would be 25. A testing center is needed for "drop-in" testing. Existing offices are quite small, and many are shared. More private office space will be needed as positions are added.

Staff Development: Instructors need to be able to attend workshops and conferences in their areas of expertise with full funding from the College.

Mathematics (continued)

Table MATH-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	18	22	30
	Part-time	40	30	20
	Temporary	0	0	0
Staff	Full-time	2	2	2
	Part-time	2	2	2
	Temporary	0	0	0

Table MATH-2

Instructional Load – 1999				
Math	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	14.1	14.6	28.7	15,356	536

Table MATH-3

Mathematics	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	15,356	22,266	29,176
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	90 / 10 / 0	80 / 20 / 0
Number of Sections (Lecture/Lab)	129 / 0	168 / 19	196 / 49
Average Number of Students Per Section (Lecture/Lab)	33 / 0	35 / 30	35 / 30

MEDIA ARTS

Dennis Reed, Dean   Alan Sacks, Chair

Current Program Description

The Media Arts Department encompasses Broadcasting (Radio/Television), Cinema Arts and the Media Arts Academy, which includes new media and new digital technology. Several types of students enroll in Media Arts classes: those seeking employment in the industry; those who are already employed and are seeking to upgrade their skills; those who want a degree or certificate; those who desire to transfer to UC or CSU and major in this area; and those who are seeking self-enrichment.

The department offers classes in production, editing, directing, theory, history, criticism, writing and performance. Media Arts overview survey and history-criticism classes are popular and often generate enrollments of 100 or more students per section. The curriculum is being revised and new courses are constantly created to keep abreast of industry needs. Table MA-2 shows the instructional load for Broadcasting and for Cinema using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Cinema Arts and an Occupational Certificate as a Motion Picture Production Technician. A Media Arts Certificate also is offered. AA degrees are offered in Broadcasting with the following options: Radio, Television and Performance. The department also offers Occupational Certificate Programs in Broadcasting-Radio, Broadcasting-Television and Broadcasting-Performance.

Personnel: There are five full-time faculty, three who teach Cinema and Media Arts and two who teach Broadcasting (one of whom also teaches Media Arts). There is one part-time instructor in Media Arts and eight part-time instructors in Broadcasting, several of whom work as industry professionals. Some part-time faculty are industry experts brought in specifically to teach state-of-the-art classes in areas such as high definition, video production and editing. At this time there are no classified staff members in the department. See Table MA-1.

Teaching Methodologies (Including Distance Learning): Current teaching is lecture format with some media viewing. Industry guest speakers are often invited to classes and special events. One class is presented via videoconference with the McLuhan Program at the University of Toronto. Studio production classes are a combination of lecture/lab and pure lab work in which students work on film and video projects. Students also write screenplays and teleplays, produce a magazine program for local cable and run a campus radio station.

The radio program needs major changes to bring it fully in line with current industry practice. Web broadcasting is being considered.

Equipment: The department has twenty iMAC computers, fifteen G4 Apple computers, three Powerbooks, several digital cameras and support equipment such as microphones, lights, tripods and cases which are old and need repair. The iMACs are equipped with iMovie editing software and the G4s are equipped with Final Cut professional editing software. The department also has Avid and Media 100 editing software. The radio station recently purchased a new operating board, but the rest of the facility needs to be upgraded. Additionally, the department has three Panasonic pedestal television cameras and a 16mm camera.

Educational Technology: The department has three overhead projectors used to show video computer demos of software, editing demos, writing demos and reference material in lectures. Lap top computers are used for demonstration purposes.

Space: The department has a converted classroom that serves as a television studio, cinema studio that doubles as a lecture classroom, a converted classroom that is used for the radio station, an editing lab and an audio and media room. There are HVAC problems in many of the areas.

Future Program Plans

DreamWorks recently chose the College as one of only two schools to develop a pilot project that includes Broadcasting, Cinema and the new Media Arts curriculum. This program is now under the direction of Workplace Hollywood, which is working closely with the department to improve access to industry employment for minorities and immigrants. Also, in a partnership with the Academy of Television Arts & Sciences, the department plans to present an annual "Meet the Pros" event in which students meet one-on-one with industry professionals and that will lead to a broader program to train students to fill employment needs within the industry.

In addition, the College recently received an ED>NET grant of $175,000 over five years to fund the Institute for Development of Entertainment Art Studies (IDEAS), which will design courses and programs to train students, retrain industry professionals, and provide training to media arts teachers of other institutions. Table MA-3 contains linear projections of program growth from the

base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department plans to develop an AA degree in Media Arts.

Personnel: At least one classified technician with studio production skills and computer/digital technical support skills is needed for the new Media Arts Academy, radio station and cinema and broadcasting studios. A new building will require two additional classified technicians, and the department will need a full-time clerical assistant. One additional full-time faculty member, with a radio emphasis, will be needed in both the mid term and long term. A radio station manager may also be considered. See Table MA-1.

Teaching Methodologies (Including Distance Learning): Classes will involve digital interactive media and video streaming. More classes will use videoconferencing.

Equipment: Cameras are old and need repair. The department needs wiring and equipment for radio and video Internet streaming. Large-screen video projection systems with amplified audio are needed to use VHS/SVHS/CD/DVD and computer inputs. Screening facilities are required for the many events the department produces, and wireless technologies need to be considered.

Educational Technology: Networked labs and workshops are needed, as are "smart" classrooms with large-screen projections systems to teleconference with off-campus sites.

Space: In the short term the department needs more studio space, a new lab and a designated lecture hall for large classes. Long term, the department needs a new building with full production facilities. Included in the new building should be a television studio, control room, cinema film studio, and a 350-seat theater and a high definition screening room with 100 seats, both with state-of-the-art video and film projection.

Also needed in the new building are dressing and makeup rooms, a radio station, a conference production room, a videoconference facility, four "smart" classrooms, four digital media labs, a scene shop, a repair shop, storage space for scenery, a dock/loading area, adequate security, restrooms, and a lobby/display/reception area. All spaces should be wired for Internet access and videoconferencing, with links to most areas on campus. Faculty need adequate office space, arranged as an integrated complex of rooms to facilitate faculty interaction, as well as a student waiting room, a conference/workroom for staff, a kitchenette and adequate storage for supplies and media library materials.

Staff Development: Faculty need classes on an ongoing basis in digital video production, nonlinear editing, current radio technology, multimedia, art, Web technology and design. Faculty internships also are needed.

Table MA-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	5	7	9
	Part-time	9	9	9
	Temporary	0	0	0
Staff	Full-time	0	1	3
	Part-time	0	0	0
	Temporary	0	0	0

Table MA-2

Instructional Load – 1999					
	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
Cinema	2.0	0.5	2.5	1,270	5156
Broadcasting	2.0	1.9	3.9	1,932	491

Table MA-3

Media Arts	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	3,202	5,123	6,084
WSCH Percentages (Lecture/Lab/Distance Ed)	73 / 27 / 0	65 / 35 / 0	50 / 50 / 0
Number of Sections (Lecture/Lab)	32 / 9	40 / 21	38 / 37
Average Number of Students Per Section (Lecture/Lab)	24 / 25	35 / 25	35 / 25

MEDIA SERVICES
Shannon Stack

Current Program Description

Media Services provides a media library and audiovisual equipment, as well as a graphic artist and a media specialist to serve the needs of faculty and staff.

Personnel: The director of media services also helps with public information for the College. In addition, there is a full-time graphic artist, a media specialist, an evening media assistant, a senior secretary-typist, and five student workers. See Table MS-1

Equipment: Items assigned to Media Services, such as overhead projectors, VCRs, computer projectors, film projectors, tape recorders and sound systems, are located in a central office and can be checked out by individual departments.

Space: Media Services is located in the south end of the Library in space that has been remodeled several times. The department keeps television equipment in one of the bungalows.

Future Program Plans

Media Services now supports student services and administration activities as much as it does instruction.

Personnel: The College has hired a full-time public information officer, allowing the media services director to oversee Media Services full-time. Additional student workers will be needed in the mid term and long term. See Table MS-1. Note that personnel described here duplicate personnel described in the Public Relations section of this report.

Equipment: More permanent built-in projectors are needed in classrooms. A possible addition to the current set-up would be to create a network between several campus classrooms and the Media Services control room via direct cable and satellite, allowing the relay of live feeds and taped materials.

Space: There is a need for a central Media Services office, with secure, permanent storage for equipment in every permanent building so that equipment does not have to be relocated across campus when needed.

Staff Development: Workshops are needed to help faculty use media equipment.

Media Services (continued)

Table MS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	1	1
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	4	5	5
	Part-time	1	0	0
	Temporary	5	6	8-10

MUSIC

Dennis Reed, Dianne Wintrob, Chauncey Maddren, Michael Mertens

Current Program Description

Students who take classes toward an AA degree in Music generally are planning to transfer to a four-year degree program. Some students are studying Commercial Music for better employment opportunities. Many students are not degree-oriented or industry-bound, however; rather they are pursuing a lifelong involvement in music. Table MUS-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: AA degrees are offered in Music and Commercial Music. Four Occupational Certificate Programs are offered: Recording Technician, Music Copyist, Instrumental/Vocal Performer and Commercial Music Composer.

Personnel: Music Department staff consists of nine full-time faculty, one full-time instructional assistant, nine part-time faculty, and one full-time and two part-time piano accompanists. See Table MUS-1.

Teaching Methodologies (Including Distance Learning): The department uses lecture, rehearsal-performance and demonstration methodologies.

Equipment: There is only one computer with Internet access for faculty use. The department uses record, tape, CD and VCR players, tape dubbing machines, electronic keyboards, pianos and other woodwind, brass, percussion and string instruments.

Educational Technology: The department uses extensive recording equipment in studios. There are new MAC computers in Room 100.

Space: Music Department facilities are minimal. Much of the building is poorly maintained and in need of refurbishing. The room that doubles as a recital hall seating 140, however, has good acoustics. Lighting is poor in all areas and the HVAC environment is noisy.

The Main Stage Theater is frequently unavailable to the Music Department for performances. Practice rooms are acceptable but noisy, and have no computer access. The piano room has only 24 stations, and although built for music instruction it now doubles as a computer lab to serve the needs of the Commercial Music program, compromising both programs. Likewise, the instrumental room now houses all of the Commercial Music classes as well as instrumental classes and ensemble rehearsals, and with all the student traffic there is constant disruption of classes and frequent theft of equipment. There is no performing space that seats more than 140. There are no private offices for faculty members, who all share space.

Future Program Plans

The Music Department will continue with its successful transfer program, and plans to add more courses in Commercial Music to train students for entertainment industry jobs. The department hopes to strengthen its performing arts groups in the long term as well. Classes in Applied Music will be offered by Spring 2003 if facilities and budget allow. Table MUS-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: There are no plans to offer any additional degrees or certificates.

Personnel: A position to teach Commercial Music was recently added, so in the mid term there will be no need for additional instructors in that area. Another full-time instructor will be needed in the long term. A permanent part-time Commercial Music lab technician is needed in the mid term, with the position becoming full-time in the long term. When an Applied Music program is offered, part-time hourly instructors will be hired as needed to teach individual applied lessons; more accompanists also will be needed as well. A part-time accompanist will suffice in the mid term, while an additional full-time accompanist will be needed in the long term. See Table MUS-1.

Teaching Methodologies (Including Distance Learning): In the future, every student should have a computer station in lab classes, especially in Music Theory. There is faculty interest in teaching Music 101 and 111 as online courses.

Equipment: Faculty need individual computers with Internet access. The main performing piano, a Steinway concert grand, needs to be replaced or rebuilt. Rooms 110 and 112 need new sound systems. Equipment for the recording arts classes must be continually updated to reflect the needs of the industry.

Educational Technology: Computers are needed in practice rooms. A "smart" classroom with sound system, PowerPoint capabilities and a large screen for viewing videos and CDs is needed for music appreciation classes and Room 100.

Space: More practice rooms will be needed when additional classes in Applied Music are added to the curriculum. Studio control functions for Commercial Music classes could move into a new Media Arts Building and benefit from the new digital technology. More office space is needed, with each faculty having a private space. Equipment used for concerts is stored at Monarch

Hall and moved back and forth to the theater; this equipment needs a storage space that is closer to where it will be used.

If the Commercial Music control studios were moved into the new Media Arts Building, there would be more space for the instrumental program and the problems presented by the "double use" of classroom space would be solved.

A performing space that seats more than 140 is needed – preferably seating 300-400 with a stage that can hold up to 80 instrumentalists and 80 choristers.

Staff Development: Faculty and staff need in-service training and access to conferences.

Table MUS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	9	9	10
	Part-time	9	13	17
	Temporary	0	0	0
Staff	Full-time	2	2	4
	Part-time	2	4	3
	Temporary	0	0	0

Table MUS-2

Instructional Load – 1999					
Music	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	7.6	4.7	12.4	5,579	451

Table MUS-3

Music	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	5,579	8,090	10,600
WSCH Percentages (Lecture/Lab/Distance Ed)	42 / 58 / 0	42 / 58 / 0	42 / 58 / 0
Number of Sections (Lecture/Lab)	26 / 75	36 / 111	48 / 144
Average Number of Students Per Section (Lecture/Lab)	22 / 16	30 / 20	30 / 20

PACE

Sandy Mayo

Current Program Description

The Program for Accelerated College Education (PACE) is part of Academic Affairs, and has operated as a "school within a school" since 1997. Its mission is to make it possible for students with time demands to achieve their transfer and/or degree goals in two to three years instead of four to six years. The program offers a Bridge to PACE Program with Math and English prerequisite classes that are offered every eight weeks, as well as four AA/Transfer tracks: one meeting CSU and USC requirements, one in Economics/Business/Accounting meeting CSU Northridge requirements, a Future Teacher (Liberal Studies) track meeting requirements for CSU Northridge, and a Health Science track meeting requirements for the College's Nursing and Respiratory Therapy programs. Classes are offered evenings and weekends. The average age of a PACE student is mid-30s, and most are single parents, especially women. PACE also operates a Weekend College, offering courses scheduled over five to seven weekends in combinations of Friday evenings, Saturdays and Sundays.

Personnel: The program has a director, a full-time counselor, two assistants, three full-time instructors in English and Math, and sixteen to twenty hourly instructors in various academic disciplines. See Table PACE-1.

Teaching Methodologies (Including Distance Learning): Students are encouraged to use the LAIR, the Learning Center and Math and Writing Centers, but often there are simply not enough computers available. Students are expected to spend eight to sixteen hours per course viewing a combination of instructional videos, Web sites and CD-ROMs.

Equipment: The department has three LCD projectors for classroom use.

Educational Technology: The three full-time faculty members have laptop computers. The PACE office has two flat-screen computers, a scanner and a FAX machine.

Space: There are no classrooms designated specifically for PACE. The PACE office is difficult to locate and is too small. Lighting in classroom and office areas is very poor.

Future Program Plans

Department goals include doubling the size of the Bridge to PACE Program, the Future Teacher track and the Economics/Business/Accounting track. In the long term the program could add a Future Math Teacher track and/or a track

for Computer Science & Information Technology. There are requests to develop PACE tracks for the Administration of Justice and Fire Science programs. The Administration of Justice Track could begin immediately. There is a high demand for short term ESL courses and those could be developed easily and quickly. Specific degree and transfer programs could be added in the Weekend College format, which currently offers high demand courses, but no specific tracks. Childcare is needed evenings and weekends to accommodate students who are single parents.

Personnel: A full-time counselor will be added, and the department will continue to add part-time instructors as additional tracks with varied subject areas are added. See Table PACE-1.

Teaching Methodologies (Including Distance Learning): Online methods of instruction would be useful to many PACE programs, as well as independent methods of instruction.

Equipment: The department needs a copy machine because Reprographics is closed on weekends. Additional computers and printers are needed for part-time faculty and additional clerical staff.

Educational Technology: Laptop computers are needed for the program director and counselor. The program needs fully equipped "smart" classrooms in which instructors can carry in their laptop computers and access the system, with students bringing in their own laptops as well and doing the same.

Space: The PACE office would benefit by being located near Admissions. In the long term the department will need ten office spaces to accommodate part-time instructors who need desks and phones. Storage space is needed for paper, office supplies, videos and equipment.

Staff Development: Instruction in PowerPoint and the use of computers in the classroom is needed for faculty.

Table PACE-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	4	5	6
	Part-time	16-20	24-30	32-40
	Temporary	0	0	0
Staff	Full-time	3	5	6
	Part-time	0	0	0
	Temporary	0	0	0

PHILOSOPHY

Harold Ravitch

Current Program Description

The Philosophy Department offers twenty-one sections of classes, with additional sections taught under the PACE Program during evenings and weekends. Table PHIL-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Philosophy.

Personnel: The department has three full-time faculty and between three and five part-time faculty. There is no support staff. See Table PHIL-1.

Teaching Methodologies (Including Distance Learning): Most teaching is conducted in the lecture/discussion mode. Some video materials are used, but little technology is available at this time to support projection.

Equipment: Classroom chalkboards are old.

Educational Technology: The department has a computer that is networked, but there are no computers for faculty unless they have their own.

Space: Classrooms are noisy and buildings and restrooms are poorly maintained. The HVAC system does not work properly. There are not enough classrooms, with some classrooms designed to hold 40 students actually accommodating more than 50 students. There is no space for support staff and no conference room.

Educational Technology: Faculty need computers.

Space: The department needs one or two more classrooms. At least two more office spaces are needed for part-time faculty. An additional office space is needed when a new faculty member is added.

Staff Development: Technology training for staff and faculty is needed.

Table PHIL-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	4	4
	Part-time	3-5	3-5	3-5
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0

Table PHIL-2

Philosophy	Instructional Load – 1999				
	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	1.8	2.9	4.7	3,008	635

Future Program Plans

Enrollment growth in Philosophy classes is expected to keep pace with overall College growth. Table PHIL-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No new degrees or certificates are planned.

Personnel: One additional full-time faculty position is needed. See Table PHIL-1.

Teaching Methodologies (Including Distance Learning): Teaching will continue to utilize the lecture/discussion method; the way computers can be used to augment teaching at this time is unexplored.

Equipment: New classroom furniture and chalkboards are needed.

Table PHIL-3

Philosophy	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	3,008	4,362	5,715
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	27 / 0	39 / 0	51 / 0
Average Number of Students Per Section (Lecture/Lab)	37 / 0	35 / 0	35 / 0

PHYSICAL EDUCATION, MEN'S

Gary Honjio

Current Program Description

The Men's Physical Education Department program is divided into five areas: fitness-related classes such as aqua aerobics; skill-related classes such as tennis; health education classes such as First Aid and CPR; recreation administration classes such as fieldwork in community based programs; and athletic programs such as football. The department offers twenty-two sections of basic Health Education averaging 43 students each and eighty-eight physical education activity classes averaging 32 students each. There are two tracks for majors: an "A" major emphasizing liberal arts and a "B" major fulfilling undergraduate requirements for transfer to a four-year physical education program. The "B" major may also educate students to be fitness trainers in the commercial fitness industry. The College's Fitness Center operates seven days a week with an instructor on the floor at all times. Table PEM-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: An AA degree in Physical Education is offered with "A" and "B" major options.

Personnel: The department has twelve full-time instructors and ten part-time instructors not including coaches (coaches are included under Athletics). There are four support staff members, including one athletic trainer, one athletics facilities/equipment manager, one athletic secretary and one physical education facilities/equipment attendant. Men's Physical Education also hires student workers each semester to work in the Fitness Center. One or two students who help keep records and assist with operations assist faculty assigned to co-direct the center. See Table PEM-1.

Teaching Methodologies (Including Distance Learning): Physical Education classes generally involve hands-on demonstrations and instruction, so most are considered lab classes. Lecture, instructional videotapes, and other methods such as mental imagery are used extensively as well. Activity classes meeting two hours per week include one-half hour of lecture plus one and one-half hours of activity and one hour of homework per week. Activity classes meeting three hours per week include three hours of activity. The 700-series are primarily lecture courses, as are health education and recreation courses.

Equipment: Mats are worn out. Much of the department's equipment is twenty to forty years old. Some replacement, maintenance and repair has been done in the last ten years, primarily in the Fitness Center. The department has one copy machine that was purchased by the department with personal funds; there is no departmental budget for equipment purchase or replacement.

Educational Technology: The department has a computer with access to the Internet, a tennis ball machine, an electro-impedance body fat measurement program, and a computer attendance accounting program for the Fitness Center. Two LCD projectors, two overhead projectors and two portable public address systems with remote wireless microphones have been ordered, thanks to some instructional equipment Block Grant funding. The department has a library of videotapes for use with the health education program and the Fitness Center.

Space: The department uses the South Gym and the College's 25-yard by 25-meter pool, as well as classrooms in Bungalows 68 and 72 and elsewhere. The department also uses the fields, stadium, field house, gymnastics center, North Gym and off-campus facilities such as a golf range. Office space is insufficient for staff. Many faculty and coaches share space and there is not enough space to house the part-time faculty.

The east Tennis Courts were refurbished by a local private high school. The north and south Tennis Courts, however, are unusable and need to be refurbished, resurfaced and lighted. The pool is too small to meet the current needs of the Physical Education, Athletics and Community Services departments. Facilities, especially the restrooms, are cleaned infrequently, sometimes as little as once a week.

Future Program Plans

It is expected that the program will grow with overall College growth. A basic Exercise Physiology program could be added that includes basic exercise physiology and kinesiology. Table PEM-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: Certificates are planned in the areas of Fitness Trainer, Personal Trainer and Swim Instructor/Lifeguard.

Personnel: The department would like to hire full-time faculty to coach and replace part-time faculty. A secretarial position, which existed twenty years ago, has just been filled on a part-time basis. Thanks to an increase in the pro-

gram during the summer months, the physical education facilities attendant position needs to be increased to twelve months. See Table PEM-1.

Teaching Methodologies (Including Distance Learning): The department would like to provide self-paced classes in Health Education. Department faculty have served as instructors in the district's Instructional Television program and can use this expertise for the benefit of the department. The Internet and/or Distance Learning can be explored as future teaching methodologies.

Equipment: In the short term, the department needs two VCRs with monitors and carts for use in lecture classes, along with two portable notebook computers for PowerPoint presentations. Long term the department needs six notebook computers with LCD projectors for PowerPoint presentations.

Educational Technology: Instructors would like the capability of using PowerPoint for instruction, and classrooms need to be "smart." Lecture classrooms need audio systems with wireless microphone capability.

Space: The department needs a 50-meter pool with an adjacent teaching/therapy pool for swim lessons, aqua aerobics, disabled therapy, community programs and other applications. A larger deck area and meeting/classroom space is also needed. The department would like to install a sand volleyball teaching station.

Plans have been developed for a large gymnastics/fitness multi-purpose center for gymnastics, aerobics, rock climbing, weight training, martial arts, self-defense, volleyball, basketball and more. A childcare facility should be included, with meeting rooms, study rooms with computers and Internet access, offices and a combination viewing/dining/recreation room. Offices for Community Services also would be included in this facility. A large electronic event board would be attached to the exterior of the building.

Also needed is a multipurpose field house near the baseball and football fields. The conference room in the South Gym needs to be enlarged or another, larger space found to accommodate meetings. Shower and locker areas need to be retiled or resurfaced and lockers need to be replaced with more secure models. Facilities should be cleaned more often and properly maintained.

Staff Development: Faculty need training in the use of "smart" classrooms. Joint staff development activities with faculty members from other district colleges should be instituted. Faculty retreats within the discipline need to be held at least one or twice each year. Communication is the key to improvement and positive direction in this area.

Table PEM-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	12	13	14
	Part-time	10	10	10
	Temporary	0	0	0
Staff	Full-time	4	5	5
	Part-time	0	0	0
	Temporary	0	0	0

Table PEM-2

Instructional Load – 1999					
Phys. Ed Men's	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	9.5	4.0	13.5	7,428	551

Table PEM-3

Physical Education, Men's	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	7,428	10,771	14,113
WSCH Percentages (Lecture/Lab/Distance Ed)	20 / 80 / 0	20 / 80 / 0	20 / 80 / 0
Number of Sections (Lecture/Lab) – Men & Women Combined	30 / 110	40 / 163	53 / 213
Average Number of Students Per Section (Lecture/Lab) – Men & Women Combined	36 / 26	36 / 26	36 / 26

PHYSICAL EDUCATION, WOMEN'S

Karlyne Tan

Current Program Description

The Women's Physical Education Department offers a curriculum that includes a variety of classes within the following categories: individual/dual activities, team sports, dance, intercollegiate athletics and health. The majority of classes are co-educational and are offered to day and evening students. Women's intercollegiate sports include basketball, softball, swimming and water polo; co-ed sports include track and field and cross country. Table PEW-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: An AA degree in Physical Education is offered. Certificates are issued in First Aid and CPR to qualified students by the American Red Cross.

Personnel: The Women's Physical Education Department has six full-time faculty and uses a minimum of four part-time faculty members each semester. In Fall 2001, there were five part-time instructors and an off-campus coach in women's basketball. Women's swimming and water polo are taught by instructors outside the department. There is one equipment attendant. See Table PEW-1.

Teaching Methodologies (Including Distance Learning): Current teaching methods in activity classes include lecture, demonstration, observation and participation. Some video instruction is used. Health classes are limited to the use of videos, guest lectures and overhead projectors for instruction.

Equipment: The sound system in the Dance Studio was upgraded recently thanks to a donation from the Dance Club and some grant funding. Some of the Fitness Center equipment is fairly new and is generally in good repair. The mats in the exercise room are old and dirty. The present furniture in the conference room and offices is at least thirty years old and needs to be replaced.

Educational Technology: At this time students have no access to the Internet in classrooms. There is one new computer and several older computers in faculty offices, but they are not for student use. The department needs "smart" classrooms as well as two classrooms in the back section of the women's locker room.

Space: The majority of Women's Physical Education classes are held in the North Gym, which was built around 1970. Office space for faculty at this time is adequate for now but will need to be expanded in the next two years. Some activity classes, such as aerobics, yoga and dance, are accommodating far more students than should safely be allowed.

Health Education classes are held in general purpose classrooms elsewhere that have minimal equipment and supplies. The Adapted Physical Education area, now located in the South Gym, is too small and needs to be relocated. The number of table tennis tables is limited because they have not been replaced as needed.

Eleven of eighteen tennis courts need resurfacing and lights should be installed for evening class use. The swimming pool is adequate at this time, and is heavily used by older adults in aqua aerobics classes. There are scheduling conflicts with the adaptive swimming classes and regular classes using the pool at the same time.

Future Program Plans

The department is developing a range of courses of interest to the older student population, such as T'ai Chi and stretching and toning classes. The department also plans to offer an expanded dance program with social dance, ethnic dance, salsa and more. Classes in martial arts, cardioboxing and Pilates are being considered. There are plans to add a women's intercollegiate soccer program. Table PEW-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department is developing certificate programs in the following areas: Fitness Specialist, Physical Education Aide for Elementary School, Day Camp Movement Specialist, Coaching in Community Based Organizations and Dance Specialist.

Personnel: The department will need a second full-time dance instructor, as well as additional full-time and part-time physical education/coaching positions in order to expand the curriculum. See Table PEW-1.

Teaching Methodologies (Including Distance Learning): Health classes could be adapted to self-paced, independent and/or distance learning modes. Activity classes require student contact. "Smart" classrooms would enhance teaching methods.

Equipment: The mats need to be replaced and a mini sound system added in the exercise room. Old furniture in the conference room and offices should be replaced. A copy machine is needed for department use. Computers are needed in each office area. The dance studio needs lights and curtains for studio performances. Five table tennis tables need to be replaced and the volleyball pole system needs to be updated.

Educational Technology: "Smart" classrooms are needed with state-of-the-art equipment. Students would benefit from access to a computer lab in a central location to study independently or access a physical education/health video library. Computer imaging could be used to analyze student skills for technique analysis and general progress.

Space: The department needs at least two secured, general use classrooms in the North Gym for Health and First Aid classes. The Exercise Room needs chairs for CPR and First Aid classes. A small therapy pool is needed specifically for the adaptive swimming program. Facilities are not cleaned as often as needed.

Staff Development: Faculty would like to participate in College-wide staff development training to learn how to better use technology, respond to student learning styles and meet the needs of the community.

Table PEW-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	6	7	8
	Part-time	5	5	5
	Temporary	0	0	0
Staff	Full-time	1	1	1
	Part-time	0	0	0
	Temporary	0	0	0

Table PEW-2

Instructional Load – 1999					
Phys. Ed Women's	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	4.7	2.4	7.1	4,394	619

Table PEW-3

Physical Education, Women's	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	4,394	6,371	8,349
WSCH Percentages (Lecture/Lab/Distance Ed)	20 / 80 / 0	20 / 80 / 0	20 / 80 / 0
Number of Sections (Lecture/Lab) - Men & Women Combined	30 / 110	40 / 163	53 / 213
Average Number of Students Per Section (Lecture/Lab) – Men & Women Combined	36 / 26	36 / 26	36 / 26

PHYSICAL SCIENCE AND PHYSICS

Elizabeth Friedman

Current Program Description

The department offers a variety of classes to help students complete transfer requirements and two-year certificate programs. Table PSP-2 shows the instructional load for Physical Science and Physics using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: An AS degree in Physics is offered.

Personnel: The department one two full-time faculty member and six part-time instructors. There is one full-time stock room clerk to provide support for all classes. See Table PSP-1.

Teaching Methodologies (Including Distance Learning): Current methods involve traditional lecture/labs.

Equipment: All equipment is old and outdated. New equipment funded through the 2000-2001 Block Grant has been ordered but most of it has not yet arrived.

Educational Technology: No classrooms are connected to the Internet, and labs have no computer access.

Space: The department uses one lecture room and three lab rooms in the Physics Building. At this time the department has adequate office space. Lighting was recently upgraded. Carpeting in the central hallways is stained and unsightly.

Future Program Plans

The demand for Physical Science courses will increase due to smaller class sizes in K-12 schools and stricter certification requirements. To meet this demand, class sections will need to be added both during the day and the evening. Table PSP-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No new degrees or certificates are planned.

Personnel: For the Physics program to be revitalized, an additional full-time instructor is needed. If the program grows to include classes offered during non-traditional days and times, an additional part-time stock room clerk would be needed. See Table PSP-1.

Teaching Methodologies (Including Distance Learning): Computer labs may be needed to increase student enrollment and retention and to expand course offerings.

Equipment: Equipment used for demonstrations and student laboratories is obsolete and requires replacement. Video projection equipment is needed in both lecture and lab rooms.

Educational Technology: Both lecture and lab rooms need computers in order to become "smart" classrooms. Some lab experiments cannot be performed because of the lack of a computer lab and supporting hardware and software.

Space: Lecture and lab rooms have changed little since they were built in the 1950s, and all are in need of renovation. The old plumbing system needs to be evaluated and replaced if necessary.

Staff Development: Faculty would like to participate in College-wide staff development training to learn how to better use technology, respond to student learning styles and meet the needs of the community.

Physical Science and Physics (continued)

Table PSP-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	2	2
	Part-time	6	5	5
	Temporary	0	0	0
Staff	Full-time	1	1	1
	Part-time	0	1	1
	Temporary	0	0	0

Table PSP-2

Instructional Load – 1999					
	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
Phys. Science	0.0	0.2	0.2	192	960
Physics	2.0	1.0	3.0	825	275

Table PSP-3.

Physical Science & Physics	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	1,017	1,475	1,932
WSCH Percentages (Lecture/Lab/Distance Ed)	65 / 35 / 0	60 / 40 / 0	50 / 50 / 0
Number of Sections (Lecture/Lab)	4 / 5	8 / 7	9 / 9
Average Number of Students Per Section (Lecture/Lab)	27 / 18	30 / 20	30 / 20

PSYCHOLOGY

Steve Saltzman

Current Program Description

The Psychology Department offers three core courses that attract the majority of the department's students: Psychology 1, Psychology 2 and Statistics. Eight other courses are part of the curriculum, and must be taught every semester depending on demand. The department's evening courses attract large numbers of students. Table PSYCH-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Psychology, with the following options: General Psychology, Developmental Psychology, and Personal and Social Psychology. At one time the department offered a Certificate in Clinical Counseling but it is not available at this time.

Personnel: The department employs nine full-time faculty and approximately ten part-time faculty. There is one classified employee, a Reading Center specialist. See Table PSYCH-1.

Teaching Methodologies (Including Distance Learning): The traditional lecture method is used in most Psychology classrooms at this time. Statistics classes use a lab. The department teaches Developmental Communications using a self-paced format.

Equipment: There is not enough media and audiovisual equipment. Furniture is old.

Educational Technology: Statistics classes meet in a lab which has only twenty computers for as many as forty students.

Space: Developmental Communications is housed in Bungalows 56, 57 and 58. The Reading Center is located there as well. A workroom is shared with Sociology. Hourly employees have no office space, and with the exception of two full-time faculty members, all instructors share office space.

There are five Psychology classrooms in the Behavioral Science Building and the department also uses two 100-student lecture halls that are shared by several departments. Other classrooms on campus are used when needed and available. Heating and air conditioning in several classrooms varies and cannot be controlled.

Future Program Plans

Department classes are expected to grow as College enrollment increases. Table PSYCH-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department would like to reinstate its Certificate Program in Clinical Counseling.

Personnel: At one time, the department had thirteen full-time faculty members, and in the long term that number will be needed again as the College grows. In the mid term, the department needs at least ten full-time faculty. See Table PSYCH-1.

Teaching Methodologies (Including Distance Learning): Many more students could be accommodated per class if the department would begin using alternative teaching methods, such as distance learning, online instruction or independent learning. Developmental Communications is a growing area that is self-paced in nature.

Equipment: More media and audiovisual equipment is needed. Furniture is old and needs to be replaced. The department needs a networked copier and a fax machine.

Educational Technology: All Psychology classes would benefit from the addition of "smart" classrooms with computers and video projectors. It would be helpful if Psychology students could access a central lab or library resource center to use materials on computers, the Internet or CD-Rom. Developmental Communications needs an open lab setting.

Space: Two additional classrooms – preferably tiered – are needed for Psychology classes, and classrooms are needed for Developmental Communications classes currently housed in the Bungalows. Developmental Communications classrooms must be larger than regular classrooms to accommodate reading materials.

Faculty need at least six private office spaces now, with more space needed as instructors are added, and the department needs space set aside for hourly employees. A workroom dedicated to the Psychology Department is needed. Storage space is needed for equipment and television monitors. In the long term, Psychology facilities such as the Reading Center could be merged with English labs.

Staff Development: Faculty need training to use alternative teaching methods, such as distance learning, online instruction or independent learning.

Psychology (continued)

Table PSYCH-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	9	10	13
	Part-time	10	10	10
	Temporary	0	0	0
Staff	Full-time	1	1	1
	Part-time	0	0	0
	Temporary	0	0	0

Table PSYCH-2

Instructional Load – 1999					
	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
Psychology					
	7.5	4.6	12.0	6,888	574

Table PSYCH-3

Psychology	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	6,888	9,988	13, 087
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	66 / 0	71 / 0	93 / 0
Average Number of Students Per Section (Lecture/Lab)	32 / 0	35 / 0	35 / 0

PUENTE PROGRAM
Marv Zuckerman

Current Program Description

"Puente" is Spanish for "Bridge" and the mission of the program is to increase the number of Mexican American and Latino students who transfer to four-year colleges and universities and return to the community as leaders and mentors to future generations. Community colleges with Puente programs transfer forty-four percent more Latino students to the University of California than colleges without the program; more than 20,000 students have been served by the program, with a ninety-two percent retention rate compared with sixty percent for community colleges statewide.

At this time, the College's Puente Program serves only a single class per academic year. Puente is open to all interested students. Three components work together to prepare students for transfer: 1) English instruction with an emphasis on developing writing skills through an exploration of the Mexican American and Latino experiences; 2) counseling to explore career options, develop an academic educational plan and identify their goals; and 3) mentoring to show students how to succeed in the educational system, how to succeed as a professional while maintaining a cultural identity, and how to balance family, career and community activities.

Personnel: At this time the program employs one faculty member with sixty percent reassigned time and one half-time counselor. See Table PP-1.

Equipment: The department uses regular classroom equipment and some video equipment.

Space: The department does not have its own dedicated space.

Future Program Plans

The Hispanic population of the area is growing rapidly and the number of students who could take advantage of the Puente Program is increasing. A similar "Bridge" program for African American students also should be considered.

Personnel: The department needs an additional faculty member and a full-time counselor as enrollment increases. See Table PP-1.

Equipment: No additional equipment needs have been identified at this time.

Space: The department needs office space and a reception area, preferably located in a cluster of offices supporting special programs such as Puente.

Staff Development: No staff development needs have been identified at this time.

Table PP-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	1	1
	Part-time	2	3	3
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0

SERVICE LEARNING PROGRAM

Rick Brossman

Current Program Description

Service Learning is a teaching modality that links students as volunteers with nonprofit agencies. Through volunteer service, students gain valuable practical experience that can relate to any class. Between fifteen and twenty hours of service per semester are generally required of students, who must also maintain a "reflection journal" challenging them to think, write and talk critically about their experiences. At this time approximately sixty-five instructors offer Service Learning through existing classes to more than 250 students who volunteer in 200 agencies each semester.

Personnel: Service Learning has a program director and a part-time program coordinator, as well as a secretary who works ten hours per week. See Table SLP-1.

Equipment: The program has no equipment dedicated solely to its use.

Space: The program's offices are located in the Counseling Department, but there is no dedicated space for counseling Service Learning students. At this time the secretary's office is located across campus in the Student Assistance Center, so it is not convenient for program staff or students, and it is not located in a dedicated space for Service Learning. No storage space exists for files and information on the more than 200 agencies who work with students in the program, and student, agency and faculty files are scattered among three different offices.

Future Program Plans

Service Learning staff are developing a non-credit course for students participating in the program when service is completed as part of an existing course. A credit class, Society and Volunteerism: Service Learning, is being developed as well that requires volunteer service as part of course requirements.

Personnel: At this time the program needs a full-time program coordinator and a half-time secretary. See Table SLP-1.

Equipment: A computer for use by the director and clerical staff is needed.

Space: A room dedicated to Service Learning group orientations and formal presentations about Service Learning program requirements and follow-up activities is needed. This space could be used for steering committee meetings and meetings with community agencies as well. Permanent storage space for program files and agency information is needed. Office spaces for the director, coordinator and secretary are needed together in one place, and as the program grows more office space will be needed to accommodate additional staff.

Staff Development: Faculty would like to participate in College-wide staff development activities to learn how to better use technology, respond to student learning styles and meet the needs of the community.

Table SLP-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	2	2
	Part-time	1	0	0
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	1	1
	Temporary	1	0	0

SOCIOLOGY

Tom Yacovone

Current Program Description

The number of students served by the Sociology Department grew by more than twenty-five percent last year. A large part of that growth was due to the interest in the discipline among immigrants and their children, and that segment of the College population is growing. Most students enrolling in classes are seeking to transfer to a four-year college. Table SOC-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Sociology with the following options: General Sociology and Social Welfare.

Personnel: Four full-time and eight part-time faculty teach in the Sociology Department. One student worker helps with clerical duties. See Table SOC-1.

Teaching Methodologies (Including Distance Learning): The primary teaching methodology is lecture, with the exception of Statistics classes which use a laboratory setting. Newer technologies have not yet been adopted by faculty.

Equipment: All Sociology classrooms are equipped with video projection equipment and television monitors.

Educational Technology: At this time the department has access to the Internet, and all faculty members who want a computer have one available for use. The department is in the process of purchasing a computer for its classrooms in the Behavioral Science Building.

Space: Sociology uses three general purpose classrooms in the Behavioral Science Building. Statistics is taught in a lab classroom, which is being reconfigured to make better use of computer equipment. Most classrooms are not well maintained. There are not enough offices for faculty. Sociology shares a work room and a lounge with other departments

Future Program Plans

Table SOC-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: The department has no plans to offer additional degrees or certificates.

Personnel: The department is requesting an additional full-time position in 2001, and in the long term needs at least six full-time faculty. An additional two part-time faculty are needed in both the mid term and the long term. See Table SOC-1.

Teaching Methodologies (Including Distance Learning): The department expects to begin offering more instructional modes, including distance learning, thereby helping to increase enrollments and accommodate more students.

Equipment: The department needs overhead projectors networked to computers and a video projector and VCR in each classroom.

Educational Technology: With computers in all classrooms, no additional educational technology is planned at this time.

Space: Two more offices are needed to accommodate four additional faculty. In the long term, all faculty should have private offices, grouped in one location.

Staff Development: No specific needs have been identified.

Sociology (continued)

Table SOC-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	4	5	6
	Part-time	8	10	12
	Temporary	0	0	0
Staff	Full-time	0	0	0
	Part-time	0	0	1
	Temporary	1	1	1

Table SOC-2

Instructional Load – 1999				
Sociology	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	3.4	2.9	6.3	3,585	573

Table SOC-3

Sociology	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	3,585	5,198	6,812
WSCH Percentages (Lecture/Lab/Distance Ed)	100 / 0 / 0	100 / 0 / 0	100 / 0 / 0
Number of Sections (Lecture/Lab)	44 / 0	64 / 0	84 / 0
Average Number of Students Per Section (Lecture/Lab)	28 / 0	35 / 0	35 / 0

SPEECH COMMUNICATIONS

Dennis Reed, George Potsic

Current Program Description

The department teaches classes in Speech and English Speech as a Second Language (ESSL). An instructor for its Forensics program was recently hired, and a second instructor for this program will be added in 2002. The department's Speech Lab is open only forty-one hours each week including Saturdays (due to staffing problems), and students may use the Foreign Language lab as well. Table SP-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: An AA degree in Speech Communication is offered.

Personnel: Two full-time licensed speech pathologists are on staff in addition to a student worker and nine full-time and eleven part-time faculty. See Table SP-1.

Teaching Methodologies (Including Distance Learning): Most teaching is traditional lecture with some use of video. Two instructors are using e-mail for online assignments. For ESSL classes, high technology has been introduced, including comparative recorders and some digital equipment. There is a Speech Lab in the basement of the Campus Center, but for some hours of the day there is no support staff assigned to the lab.

Equipment: The department has one copier, which was purchased by department employees. Most faculty members are using out-of-date computers.

Educational Technology: The Speech Lab was upgraded to include sixty-five stations for listening to ESSL tapes and attending conversation classes. Ten new comparative recorders have been installed, and thirty new carrels will have thirty new computers for student use in the near future.

Space: Department classes are held in one classroom in the Humanities Building and in several Bungalow classrooms. Noise and HVAC failures present very real problems to teaching in these rooms. Lighting is inadequate in and around classrooms. Faculty office space is divided into two locations. Bungalow classrooms present many problems, including broken windows and no adequate air conditioning.

Future Program Plans

Future growth lies in ESSL classes, where more classes and more sections of classes are needed related to multicultural education, and in Speech classes emphasizing basic skills (Speech 63 in particular). The re-introduction and revitalization of courses in storytelling, intercultural communication, and professional and business communication also will produce some growth. The Forensics program is expected to grow and return to its past success in competition.

Table SP-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term.

Degrees and Certificates: No new degrees or certificates are planned.

Personnel: The department expects to hire one full-time instructor for Forensics and one full-time additional instructor for ESSL in the mid term. Long term the department needs two more full-time faculty members in Forensics, nine more part-time faculty, and two full-time lab assistants to cover day and evening hours.

Teaching Methodologies (Including Distance Learning): The department is in the process of acquiring and installing computers that will be used for digital interactive recording for ESSL classes with the possible potential for home/internet access in the future.

Equipment: A second copier is needed for Forensics because of the requirements of competitive tournament attendance, forms and scripts. Also, a computer, printer and FAX machine are needed. A copier is needed as well as a printer for the speech lab.

Educational Technology: "Smart" classrooms with computers for research and Internet access are needed.

Space: Classrooms need to be larger to accommodate growing class sizes. All classrooms should be grouped together, and ideally located near the Speech Lab. There is no storage in the Speech Lab. Faculty need private office spaces and new hires will need office space as well; it would be best if all offices were located near classrooms. More work space is needed.

Staff Development: Faculty would like to participate in College-wide staff development activities to learn how to better use technology, respond to student learning styles and meet the needs of the community.

Speech (continued)

Table SP-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	9	11	13
	Part-time	11	15	20
	Temporary	0	0	0
Staff	Full-time	4	5	6
	Part-time	0	0	0
	Temporary	0	0	0

Table SP-2

	Instructional Load – 1999				
Speech	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	9.0	5.0	14.0	7,366	526

Table SP-3

Speech	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	7,366	10,681	13,995
WSCH Percentages (Lecture/Lab/Distance Ed)	69 / 31 / 0	69 / 31 / 0	69 / 31 / 0
Number of Sections (Lecture/Lab)	64 / 1	93 / 1	123 / 1
Average Number of Students Per Section (Lecture/Lab)	38 / 57	38 / 57	38 / 57

STAFF DEVELOPMENT

Lou Albert

Current Program Description

The Director - Staff Development reports directly to the College President. The entire staff (100%) at Los Angeles Valley College are being served by the Faculty and Staff Development Funds. Programs and services are promoted, encouraged and delivered to all staff personnel. Our Staff Development Committee focuses on the needs of Faculty, Administrative, and Classified Staff on campus. Historically, students have participated on the committees through the Shared Governance process.

Programs that encourage institutional involvement are promoted through direct campus mailing, postings, off-campus mailing, Departmental Council, Academic Senate, and other various Shared Governance committee structures.

The Professional Media Resource Center (PMRC) was designed and developed by the Director - Staff Development serving over 12,000 participants in less than six years of operation. The PMRC assists faculty, administration, and staff in becoming comfortable with using new and emerging technologies involving a variety of software applications, basic computer use, electronic information sources, and teleconferencing. Currently, a major goal is to increase awareness of the programs and services through more effective visibility efforts. Interest and participation has increased in response to highly successful and relevant programming. We recognize that evening instructional and plant facility shifts limit involvement in the college 'open hour' programs and services. However, we are attempting to target those staff members with tape delay programs, extended open hours of resource areas, sharing of materials and information, and a sincere invitation to participate in campus activities outside their work schedule.

Planning and programming will provide opportunities for the new user to receive guidance and training, and hands-on experience. Intermediate users who have some experience with courseware development can participate in training programs that address network use issues, information and research access, and multimedia design techniques. Advance project designers will benefit from access to technology that will support graphic design, video and auditing services.

The Professional Media Resource Center provides a variety of services to faculty interested in using technology in teaching and learning. The PMRC will provide access to advanced computing tools and expertise relative to all phases of instructional project production from concept to implementation.

The PMRC serves as a gateway to electronic information sources worldwide. A primary goal is to help faculty, administration and staff become information literate in a rapidly evolving technology based society.

Personnel: Current staff includes a full-time director, a Senior Office Assistant (position currently open), and two/three part-time program assistants who are full-time students. See Table SD-1.

Equipment: The Professional Media Resource Center (PMRC) located in the South Wing of the Library building. PMC Opportunities:

- Satellite Downlink
- Committee Meetings
- Training Workshops with 12 computer workstations
- Preview Videos
- Teleconference/FAX
- Multimedia Design/Development with MAC G-4 Editing System
- Research via Internet/WWW
- MAC - G4 Editing Equipment
- Electronic Mail (E-Mail)
- Vendor Demos
- Access to Multiple Software Applications
- Videoconferencing/Distance Learning - Bridging Capabilities (T1, ISDN, and LAN Streaming)
- Self-Instruction Training CD-ROMs

Space: More than 12,000 participants have utilized this facility since it was made operational. It is centrally located on the campus in the South Wing of the Library Building and provides disabled access and parking. The existing facility does not provide adequate space for sizeable programs and activities.

Future Program Plans

Los Angeles Valley College's goals are directed toward the establishment of an institutional culture that focuses all college efforts toward promoting student achievement and success.

Those focused directly on Staff Development are:

1. Continually update the design and implementation of a comprehensive and integrated human resources development program that is directly tied to Los Angeles Valley College's (LAVC) strategic goals and accreditation priorities.

2. Identify key success measures for LAVC and staff's core competencies in both hiring and ongoing staff development.

3. Provide comprehensive orientations for new faculty, adjunct faculty, support staff and administrators.

4. Identify and implement relevant best practices in the area of human resources development.

5. Implement a consistent program review to monitor and improve instructional design, consultation and support for curriculum and instructional development.

6. Support the development and use of technology in all key areas of the college.

7. Determine measures and indicators of instructional effectiveness and apply them to staff development activities.

8. Provide training and support for all shared governance committees.

Growth in the Staff Development Program is determined by need, and the need expressed by instructors and staff for instruction in new technologies seems limitless. The college needs a plan to support the implementation of new technology and to support faculty and staff when they take the initiative to learn new metholodogies and technologies and subsequently want to introduce them into their classrooms.

Personnel: Staffing will grow with demand. See Table SD-1.

Equipment: Faculty and staff have expressed a need for computer hardware and software that is available for their use after they have received computer training. The PMRC will cascade existing desktop PC computers to faculty and staff at LAVC and upgrade workstations with state-of-the-art upgrades. The Center will be purchasing a computer on wheels (COW), which will accommodate larger group training capabilities within the existing conference room. This flexibility of facility will provide options of a converted conference/meeting room and/or training lab. With the Tandberg videoconferencing equipment, the operation will have the capacity to stream live and/or delayed meetings, messages, and/or pre-taped downlinks.

Space: The facility is too small to adequately serve this institution. This state-of-the-art facility hosts local campus, District, CCC State Chancellor, national, and international programs and activities.

Staff Development: Staff needs to stay current with new and emerging technologies. Ongoing training with upgrades of hardware and software, improvement of customer services skills, and enrichment of office operational methods becomes a high priority and responsibility.

Table SD-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	1	1
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	0	1	1
	Part-time	1	0	1
	Temporary	3	3	3

TECHNOLOGY
Sako Sefiani

Current Program Description

The Technology Department, which was formed in 1998, includes Electronics, Engineering and Computer Science Information Technology (CSIT), and it offers a strong machine tool program. Electronics is designed to train electronics technicians, with most students going directly to work in the field when they finish the program.

The Engineering program offers courses leading to transfer and a CAD series including AutoCad and 3-D studio programs. CSIT, the largest discipline within Technology, offers two popular tracks: one for programmers leading to transfer, and one for workers looking to upgrade their skills. At this time the department can accommodate all students who enroll in Electronics and Engineering, but CSIT is impacted and is limited due to facility limitations. Some popular classes are not being offered as a result. Table TECH-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers AS degrees in General Engineering and in Computer Science-Information Technology; an AS degree in Electronics; an AS degree in Manufacturing Technology with options in Metal Machining and Numerical Control; and an AS degree in Electronics with the following options: Biomedical Equipment Technology, Consumer/Computer Servicing and Industrial Electronics. An AS degree in Engineering Technology is offered with options in Industrial/Manufacturing and Mechanical Engineering. An AS degree in Computer Aided Design Technology is offered with a Mechanical Drafting/Design option.

The department offers four CSIT Occupational Certificates: Computer Science Programming, Microcomputer Applications Management Specialist, C/C++, and Interdepartmental Microcomputer Systems. In Electronics, a one-year Electronics Technology Occupational Certificate is offered along with four two-year Certificates in Biomedical Equipment Technology, Consumer/Computer Servicing, Electronics Technician and Industrial Electronics. In Engineering, Occupational Certificates are offered in Architecture, Computer Graphics/Design, Industrial Technology/Manufacturing, Mechanical Drafting/Design, Mechanical Engineering Technology, Metal Machining and Numerical Control.

Personnel: There are two full-time faculty positions in Electronics and two full-time faculty positions in Engineering, and there are four full-time faculty positions in CSIT with authorization secured for two additional positions. Staff includes two computer lab instructional assistants, one electronics lab technician and an engineering "tool keeper" position that is vacant at this time but will be filled soon with a program support employee. See Table TECH-1.

Teaching Methodologies (Including Distance Learning): Currently most instruction is provided in labs, with some lecture in classrooms when available. In 2001, CSIT conducts a few of its more advanced classes online.

Equipment: The machine shop is very old, and despite a movement to close it, the program has prospered because of demand within the industry, including movie post production houses. The department is in the process of negotiating with its owner the use of some equipment that was loaned to the department.

Educational Technology: The shortage of computers is a problem; many students have their own computers or the department could not accommodate the need for computers by the current student population. There are five labs now online, with several of them operated as open labs. One of the CAD labs shared with Engineering students is primarily self-paced (CAVE for vocational students).

Space: The Electronics program occupies half of the Physics Building and the Engineering program occupies half of the Engineering Building (the other half is Allied Health). CSIT was relocated three years ago to the Business Journalism Building, where the lab is totally inadequate for program needs. Offices for Electronics faculty are in the Physics Building and Engineering faculty offices are in the Engineering Building, while CSIT faculty offices are scattered throughout the campus. CSIT also suffers from a lack of storage and dedicated classrooms.

Future Program Plans

CSIT classes are in high demand, and the department is planning to offer additional classes in Internet programming, databases, advanced Java, VB.net, networking and Web design as soon as space problems are solved. Enrollment in Electronics, however, needs a boost. Table TECH-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term. Enrollment in CSIT is expected to grow faster than the College.

lege as a whole, while enrollment in Electronics and Engineering is expected to lag behind the College as a whole.

Degrees and Certificates: The department has no plans to offer any new degrees in the near future, but eventually the department should join the trend toward national certification in major software areas such as Microsoft – a sure ticket to good jobs for students. Another possibility when space and facilities issues are solved is offering a bachelor's degree as some other colleges are doing to meet the demand for technology.

Personnel: The department used to have a machine tool keeper, and needs one again. Implementation of a national certification program would require faculty to be certified. See Table TECH-1.

Teaching Methodologies (Including Distance Learning): The department will continue to offer online classes in advanced CSIT courses, and will branch out, teaching more traditional classes online as well.

Equipment: Machine shop equipment should be upgraded.

Educational Technology: More computers are needed to accommodate the growing student population. In Electronics, the technology movement is toward virtual equipment and the program needs to keep up. The Engineering CAD lab needs to replace all of its forty computers. None of the department's overhead projectors are wired into the Internet, and all projectors and computers should be placed on an adequate replacement cycle. A wireless network with at least thirty laptop computers "on wheels" would be a useful addition to the department.

Space: CSIT faculty offices are scattered throughout the campus, and it would be best if they could be brought together and grouped near the CSIT labs and made visible to students. At least two more office spaces are needed for the two newly-authorized positions, and conference space is needed for CSIT. Implementation of a national certification program would require facilities to be certified. New lab space would be needed as well. CSIT also needs storage space. Currently, labs are being used as storage creating hazard and security issues.

At this time there is no pressing need to expand the Engineering lab, but even with the addition of two classrooms, CSIT needs at least double the lab space, possibly in a cluster arrangement in a different building layout with a central technician and storage space. In the short term, CSIT needs some modular classrooms; long term a new building is required.

Staff Development: Faculty would like to participate in College-wide staff development activities to learn how to better use technology, respond to student learning styles and meet the needs of the community.

Table TECH-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	8	10	12
	Part-time	40	30	20
	Temporary	0	0	0
Staff	Full-time	4	5	6
	Part-time	0	0	0
	Temporary	0	0	0

Table TECH-2

	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
Instructional Load – 1999					
Technology	7.4	12.0	19.4	9,043	466

Table TECH-3

Technology	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	9,043	13,112	17,182
WSCH Percentages (Lecture/Lab/Distance Ed)	51 / 49 / 0	40 / 60 / 0	30 / 70 / 0
Number of Sections (Lecture/Lab)	39 / 77	67 / 101	60 / 140
Average Number of Students Per Section (Lecture/Lab)	19 / 14	35 / 30	35 / 30

THEATER ARTS

Dennis Reed, Don Hayes

Current Program Description

The Theater Arts Department offers classes in acting, directing, make-up, play-writing, theater history, scene design, theater management, stage craft and lighting. More than 80 percent of Theater Arts students take acting classes. At this time the department is not offering enough productions for all the students it enrolls. Table TA-2 shows the instructional load for the department using Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) from Fall 1999.

Degrees and Certificates: The department offers an AA degree in Theater Arts, and an AA degree in Theater Arts with the following options: Acting, Directing and Technical Theater. Occupational Certificates are offered in Performance and Production.

Personnel: The department has three full-time faculty and two technical support staff. There is one student worker in the costume shop and no clerical support. There is no full-time technical director. See Table TA-1.

Teaching Methodologies (Including Distance Learning): The staff teaches in lecture, rehearsal and performance modes. Shop classes are taught as labs. Acting and production classes are mostly labs.

Equipment: The department has computers, stagecraft building tools and equipment, and theater lighting and sound systems.

Educational Technology: There is one computer in the Theater Arts office with Internet access.

Space: The department has a 280-seat main stage, a "horseshoe" stage with eighty permanent and forty removable seats, and a fifty-seat "shoebox" theater. The department also has one additional classroom. The makeup room is too small and costume storage is inadequate. Office space is inadequate and inappropriate, with no privacy for meetings. Four staff members share one office area.

Future Program Plans

Table TA-3 contains linear projections of program growth from the base year of 1999. These projections assume overall College growth of forty-five percent in the mid term and ninety percent in the long term. The department has begun to seek partnerships with other theater groups to produce more performances on campus.

Degrees and Certificates: No new degrees or certificates are planned.

Personnel: To produce a complete program of performances, an artistic director and a theater manager are needed. Part-time faculty will be needed to accommodate growth. See Table TA-1.

Teaching Methodologies (Including Distance Learning): Teaching methodologies for theater arts are unlikely to change. Lecture classes could be reconfigured for distance learning.

Equipment: Theater Arts needs computers, new sewing machines, and a new washer. Performance lighting needs to be replaced. The department needs new video equipment, portable sound mixers, and computerized lighting control, rigging and counterweight systems.

Educational Technology: Individual computers for faculty are needed, along with at least one computer with Internet access available for student use.

Space: More classrooms and more technical spaces are needed. The HVAC system needs to be upgraded or replaced, as does the audio system. A conference space is needed. Local control of heating and air conditioning is crucial to ensure comfortable audiences at performances. The theater is not near public parking and is difficult to locate. A marquee is needed to direct patrons to the building, and a box office needs to be added to the front of the building. The west side of the building needs to be remodeled to look more like an entry to a performance space.

The "shoebox" theater needs a third door for an exterior exit. The "horseshoe" stage needs a new entrance. Separate shower and dressing facilities are needed for both sexes. A student library and study area for storage of scripts and other materials is needed. Much more storage space for sets is needed. The main stage lobby needs new furniture and remodeling.

Staff Development: Faculty would like to participate in College-wide staff development activities to learn how to better use technology, respond to student learning styles and meet the needs of the community.

Theater Arts (continued)

Table TA-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	4	5
	Part-time	0	3	5
	Temporary	0	0	0
Staff	Full-time	2	2	3
	Part-time	0	1	1
	Temporary	1	1	1

Table TA-2

Instructional Load – 1999					
Theater Arts	FTEF Regular	FTEF Hourly	FTEF Total	WSCH Total	WSCH/FTEF
	3.1	0.1	3.2	1,157	361

Table TA-3

Theater Arts	1999	Mid Term	Long Term
College Enrollment	15,682	22,739	29,796
College WSCH	148,047	214,668	281,289
Program WSCH	1,157	1,678	2,198
WSCH Percentages (Lecture/Lab/Distance Ed)	40 / 60 / 0	40 / 60 / 0	40 / 60 / 0
Number of Sections (Lecture/Lab)	13 / 5	18 / 8	25 / 9
Average Number of Students Per Section (Lecture/Lab)	21 / 21	35 / 30	35 / 30

ADMINISTRATIVE SERVICES PROGRAMS

The following programs within the purview of Administrative Services are presented in alphabetical order:

Administration
Athletics
Building & Grounds
Business Office
Cafeteria
Information Technologies
Operations
Police (College Sheriff)

ADMINISTRATION

Tom Jacobsmeyer

Current Program Description

Administration acts as a central clearing house for all budgetary and financial matters, including reports and information provided to the district. The department handles or oversees the following operations and processes: general administration, the College's Five Year Plan, the College budget, Specially Funded Programs budgeting and tracking, purchasing, Workers' Compensation, contracts, security, safety, the telephone system, and student athletic administrative requisitions and forms for digitizing.

Personnel: Administration staff includes one faculty member and eight classified staff members. See Table ADMIN-1.

Equipment: The department's equipment is adequate at this time.

Space: Space is adequate at this time but at capacity.

Future Program Plans

As the College grows overall, the workload in Administration will increase.

Personnel: Additional support staff is needed in the mid term and long term. See Table ADMIN-1.

Equipment: Additional work stations will be needed to accommodate additional staff, and equipment must be upgraded as technology improves.

Space: As additional staff members are added, more space will be needed. The office should be handicapped-accessible.

Staff Development: Training in computer skills, customer service and communications is needed.

Table ADMIN-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	1	1	1
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	8	9	11
	Part-time	0	0	0
	Temporary	0	0	0

ATHLETICS

Chuck Ferrero

Current Program Description

The College, which is in the Western States Conference, offers fourteen sports at this time – seven for men and seven for women. They include football and baseball for men, softball and soccer for women, and basketball, water polo, cross country, track and field and swimming for both.

Personnel: Athletics has a director, two full-time trainers, an office assistant position and two student workers who work with the basketball program. A part-time sports information director works as part of the JTPA program. There are two full-time football coaches, one full-time men's basketball coach, one full-time men's swimming coach, one full-time baseball coach, one full-time softball coach, one full-time women's water polo coach, and one full-time women's swimming coach.

There are five part-time assistant football coaches, one part-time men's water polo coach, one part-time assistant men's water polo coach, one part-time assistant women's water polo coach, one part-time cross country coach, one part-time women's cross-country coach, one part-time assistant basketball coach, five volunteer basketball coaches, one part-time women's basketball coach, one part-time assistant women's basketball coach, one part-time track and field coach, one part-time men's track and field assistant coach, two part-time assistant women's track and field coaches, one part-time assistant women's swimming coach, one part-time assistant baseball coach, two volunteer women's basketball coaches, one volunteer softball coach, and one part-time assistant softball coach. See Table ATH-1.

Equipment: Some funding for equipment comes from fundraising, as there is a very limited budget. Money for supplies comes from a very limited supply budget.

Educational Technology: The department has access to the Internet. The athletic director, athletic secretary and athletic trainer have computers. Six head coaches and the athletic academic advisor have computers.

Space: The College has two complete softball fields, a 40-year-old football stadium without an all-weather track, a football practice field, gyms, a baseball field with a tarped outfield fence, a pool bathhouse, one competition gym and one practice gym. Additional facilities include a weight training facility, a football locker room and shower room, a football equipment room, and unlighted outdoor tennis courts.

Future Program Plans

The College recently added women's soccer to the list of sports for students to bring the number available to seven each for men and women. Because football is such a large program, the College's Title 9 compliance percentage still lags behind, but the addition of women's soccer will help improve the ratio. Tennis for both sexes may be added once again when the courts are made playable, but the demand for women's volleyball is higher and may take precedence.

Personnel: To maintain its current sports roster, Athletics needs a full-time women's track coach, a full-time assistant football coach, a full-time women's basketball coach, a full-time women's water polo coach, and a full-time swimming coach. Additional hours for student workers, community recreational assistants, and a sports event technicians are needed to support the athletic program. A sports information director, an academic advisor and an academic game plan coordinator should be full-time in Athletics. See Table ATH-1.

Equipment: The need for upgrading and adding equipment is ever-present. Video cameras, VCRs., editing systems, pitching machines, electric carts, sound systems, blocking sheds and basketball rebounding machines are a necessity.

Educational Technology: There is a strong need in the academic support program for an athletic study lab with thirty-five computer stations. All head coaches need computer systems in their offices.

Space: The College plans to light both softball fields, add additional side-by-side batting cages and storage space for the second field, construct toilets and drinking fountains and permanent bleachers with weather covering for seating areas, build sunken dugouts and add windscreen perimeter fences.

The College plans to add an all-weather track around the football field, replace turf with field turf, replace lighting, add new wiring and drainage systems, possibly widen the stadium on the visitor's side, refurbish food concession and restrooms, and construct coaches' offices, players' lockers and shower, weight facility, players' meeting room and equipment room.

The College needs to construct a baseball clubhouse with players' locker room, shower facility, meeting room and coaches' offices and locker room-restroom facility. The College needs to tarp sideline fences at the baseball field, install new lighting and a concessions facility, redo the dugouts, construct new

restrooms, drinking fountains, a press box, permanent seating, and two new batting cages, and provide a computer linkage with the campus.

The College should construct and link to the current pool a new 50-meter pool with stadium seating and a bathhouse with coaches' lockers and showers. The existing bathhouse needs to be redone and the entire facility re-lighted.

The football practice field needs to be redone and a storage facility constructed along with restrooms, drinking fountain, new goal posts and new lighting. The south men's gym needs modern motorized bleachers and baskets, a new foyer, trophy cabinets, toilets, ticket booth, concession area, and gym floor. The track/cross country locker room needs to be redone with new permanent lockers in all locker rooms.

A separate soccer stadium is needed on College property. A recruiting area with an outdoor barbecue patio, shaded dining area and donor honor wall also is needed.

Staff Development: The department has identified no staff development needs at this time.

Table ATH-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	8	12	18
	Part-time	14	18	20
	Temporary	0	0	0
Staff	Full-time	3	6	6
	Part-time	0	0	0
	Temporary	0	0	0

BUILDINGS AND GROUNDS

David Ogne

Current Program Description

The College is like a small city, and Building & Grounds handles all maintenance and operations. Some work is contracted out, such as roofing, paving, concrete and glazing. High-pressure steam boilers require 24-hour HVAC staff. The last new building on campus was built in 1970, so the physical plant is worn down and it shows.

Personnel: When Proposition 13 was passed, the grounds, maintenance and custodial staff was cut in half. For example, where there were five carpenters and five painters, there are now two carpenters and two painters. Instead of fourteen gardeners, there are now six. The current staff includes plumbers, electricians, carpenters, a machinist, a locksmith, painters, an electronics technician, computer technicians, HVAC technicians, gardeners, an auto mechanic, custodial staff operating in three shifts, stock control personnel and a clerical person. See Table BG-1.

Equipment: Vehicles used in the department date to the 1970s. Some pieces of equipment, such as sweepers, are very old, and the grounds crew is using a 25-year-old tractor. The carts used in the department are fairly new, however. Thanks to the presence on the staff of an auto mechanic, many of the old vehicles continue to function. There are computers in the department, but no computer inventory system has been implemented.

Space: Building & Grounds is housed in a bungalow, and although the department has never had a permanent facility, there is ample space. There is no fenced security.

Future Program Plans

Personnel: Future staffing plans call for adding a plumber, an electrician, two carpenters, a tool sharpener, a locksmith maintenance assistant, two painters, an electronics technician, two computer technicians, six gardeners, an assistant auto mechanic, three stock control personnel, one clerical person and 24 custodial staff members. See Table BG-1.

Equipment: The department needs a computer inventory system.

Space: The College needs a proper loading dock. Building & Grounds needs a fenced facility located on the edge of campus with large truck access, a large yard and ground level shops with roll-up doors.

Staff Development: No staff development needs have been identified at this time.

Table BG-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	59	65	72
	Part-time	3	3	3
	Temporary	0	0	0

BUSINESS OFFICE

Tom Hiltabiddle

Current Program Description

The Business Office processes budgetary documents and accounts payable, as well as personnel/payroll for the College and for the Associated Student Union. The department also handles much of the Bookstore's purchasing function and the budget for the Associated Student Union.

Personnel: The staff includes a chief financial administrator, an assistant financial administrator, two accountants, a personnel analyst, two timekeeper analysts, a supervisor, two cashiers, an office supervisor, an Associated Student Union accounts bookkeeper, a counter cashier and four or five temporary part-time workers during Registration periods to handle the extra load. See Table BUS-1.

Equipment: The computers in the Business Office are adequate, and all offer access to the Internet. Cash registers in the office and in the Cafeteria are old and in need of replacement, the copy machine is nearly 20 years old and needs to be replaced, and desks and chairs are old and in some cases at the point of disintegrating.

Space: The office, suitably located in the Campus Center next to the Bookstore, was recently remodeled with new open counters and cubicles to accommodate computers. More cubicles were built than are needed at present to accommodate future staff growth.

Security is an issue, as the office is somewhat vulnerable to an invasion-type robbery. The College sheriff provides security in and about Monarch Hall, but a security problem exists during Registration periods when office staff members move to that location for a "one-stop" operation.

Lighting is poor around the loading dock at the rear of the Campus Center, and doors that were damaged by an attempted break-in should be replaced. There is little storage space nearby, and the department now uses the basement of the Campus Center for long-term storage and archiving.

Future Program Plans

The office will probably grow in concert with the College's overall growth.

Personnel: In the short term the department needs an additional personnel analyst and an additional cashier. See Table BUS-1.

Equipment: The College needs a dozen new cash registers. Furniture, including desks and chairs, needs to be replaced.

Space: A Lexan barrier is needed to add to the security of the office. Security precautions such as video cameras need to be installed in Monarch Hall when staff sets up a "one-stop" operation there during high demand periods. Lighting should be upgraded around the loading dock at the rear of the building, and doors that were damaged by an attempted break-in should be replaced. The department needs more storage space closer to the office.

Staff Development: The staff needs review training on accounting (GAAP) procedures and cash handling. Additionally, the staff needs Community Service training to better serve and support the student and faculty population.

Table BUS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	13	15	17
	Part-time	0	0	0
	Temporary	4-5	4-5	4-5

CAFETERIA

Albert Fierro, Mary John, Tom Jacobsmeyer

Current Program Description

College personnel operate four franchises on campus, plus salad bar and beverage operations. Vending machines also are located in an arcade in the south central part of the campus.

Personnel: The department has ten full-time, six part-time and four temporary employees. The current level of staffing is adequate when all staff members are on duty. Extra help is sometimes needed for peak hours on Mondays, Tuesdays and Wednesdays. See Table CAFE-1.

Equipment: When the Cafeteria was refurbished, new equipment was purchased and installed.

Space: The Cafeteria accommodates 14,000 students at this time, and can accommodate up to 24,000. The seating area was recently refurbished.

Future Program Plans

In the next six months the Cafeteria will add personal pizzas to the main food offerings. In the mid term, the department would like to establish another location – a "grab and go" – at the north end of campus that would be supplied by the main Cafeteria facility. Plans also include developing a more attractive and convenient entrance to the Cafeteria, developing side menus and a catering service, and increasing advertising with an eye toward increasing volume. In the long term, the department would like to re-open the kiosk in the southern part of the campus.

Personnel: In the mid term, an additional four full-time staff members are needed. To accomplish long term goals, the number of full-time employees will need to be increased to 18, and an additional two part-timers and two temporary workers will need to be added. See Table CAFE-1.

Equipment: A pizza oven is needed at the main cafeteria.

Space: While the seating area was recently refurbished, the patio area has not been remodeled and it needs attention and expansion. An area for another location at the north end of campus needs to be identified, and space for the kiosk in the southern part of campus is needed to satisfy long term plans. Long term expansion would include enclosing the patio area for additional indoor dining.

Staff Development: As new people are employed and new equipment is added, staff will need to be trained. Regularly scheduled workshops emphasizing customer service and marketing would be beneficial.

Table CAFE-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	10	14	18
	Part-time	6	6	8
	Temporary	4	4	6

INFORMATION TECHNOLOGIES

Jorge Mata, Lou Albert

Current Program Description

Information Technologies, a part of Administrative Services, provides support services for the College's information technology, including videoconferencing, desktop connectivity, the telephone system, one-on-one computer training and handling classroom emergencies. The department has grown as the College has moved from an environment containing almost no computers to the present environment, where there is a fairly high degree of computer technology available for administrative purposes, but little use of computers in the classroom (although nearly all instructors now have some access to a computer). Information Technologies supports more than 1,800 personal computers and 400 network printers as well as hundreds of other network devices. More and more, staff members want to access technology from home, making it difficult to plan for growth.

Personnel: The department has two senior microcomputer specialists, one a liaison with district offices and one who oversees planning and purchasing computers and who supervises the systems. Another microcomputer specialist is assigned to Financial Aid and to the Help Desk, and the department has one provisional assistant microcomputer specialist. The department operates in two shifts, but Shift B has only one person who serves more than 10,000 evening students. See Table INFO-1.

Equipment: The College's phone switch is state-of-the-art. The department has access to the Internet.

Space: Information Technologies is located in the Administration Building, while the Data Center is housed in the Library.

Future Program Plans

The department is trying to decide how work will be performed in the future. The College is exploring wireless technology.

Personnel: Staff numbers should quadruple, so that twelve people are spread over three shifts to serve the growing need for computer support. Some services must operate 24 hours a day, seven days a week. Increases in salaries are needed to retain qualified staff. Some support staff will be needed, including a department clerical person who should be added when the College reaches the 24,000-student mark. Computer technicians who now report to Plant Facilities will report to the Information Technology Group in the future when the reorganization of the department is finalized. This will not affect the

number of staff currently assigned nor will it affect the technicians who transfer into the department. The reorganization is for reporting purposes only and will place computer staff under one department. See Table INFO-1.

Equipment: Information Technologies is looking at augmenting its wired systems with wireless technology. Additional servers will be needed as the system expands or a different server configuration will be applied. There is a need for additional security in the form of a firewall or high security access system for the campus WAN.

Space: To help support the entire campus, a central technology hub would be useful. The system will need to be evaluated, designed and purchased in conjunction with technical representatives from the companies who provide the equipment. Office space is needed for several staff members and for additional staff members that are added as the department grows. An additional 500 sq.ft. of space in the data area, as well as 200 sq.ft. of space in each new building will be needed. Continuous air conditioning is needed for maintenance of computers.

Staff Development: Staff needs continual training and retraining in specialized areas of technology through attendance at conferences and conventions and through special training offered by vendors. For example, the hardware group needs training on new computers and systems being developed and purchased, and the software and systems group needs training on new software types and availability.

Table INFO-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	?	?	?
	Part-time	?	?	?
	Temporary	?	?	?

OPERATIONS
Charles Long

Current Program Description

The Operations Department handles all custodial work indoors and outdoors, completes set-ups for events and activities, performs all parking lot sweeping, and arranges for any movement of furniture and equipment. The department operates 24 hours a day in three shifts; Shift A is from 6 a.m. to 2:30 p.m., Shift B is from 2:30 to 11 p.m. and Shift C is from 10:30 p.m. to 6 a.m. Every class-room, restroom and office is scheduled for cleaning every night, using a crew system for security and efficiency.

Personnel: There are five employees, including a pool custodian, and one custodial supervisor for Shift A; there are five employees and one custodial supervisor for Shift B; and there are twenty-one employees and three custodial supervisors for Shift C, when most of the cleaning is done. Clerical support is shared with all other Plant Facilities departments. See Table OP-1.

Equipment: Equipment is old, often needs repair and in many cases is not standard across campus. Carts break down frequently, and that causes many problems because moving people and equipment around campus is a major activity for the department. Department staff have walkie-talkies to facilitate communication and safety concerns. The department manager has a computer with access to the Internet, and the department can receive service calls through Work and Service Orders conveyed to the department through the campus Web site.

Space: The department shares space with Maintenance in the Plant Facilities Building, which is in one of the bungalows adjacent to Receiving. Its proximity to shops and Public Safety works well, but the location is not centralized on campus and the need to transport people and equipment back and forth across can be a problem. All custodial supervisors have desks. The department uses two storage areas, one in Plant Facilities for equipment storage and another in the basement of the Campus Center that is used for supplies and furniture. There is a "hopper" room in each building for immediate supply needs.

Future Program Plans

The department needs to be adequately staffed to properly maintain service support to the College.

Personnel: In the short term, an additional custodian for Shift A is needed Sunday through Thursday to allow coverage of the campus on Sunday. More hourly student workers could be used to cover the campus, picking up trash and keeping student areas clean. See Table OP-1.

Equipment: Equipment should be upgraded and standardized across campus. Electric carts should be fully rehabilitated or replaced. New cleaning and bugging equipment should be added on a regular basis. Emergency first aid kits should be replaced and replenished on a regular basis. While it is easy to say the department needs more staff, it would probably be more efficient to upgrade the equipment used by the staff than to add more staff members.

Space: A central location would save time in transporting people and equipment. A meeting room that could serve as a break room or lunch room for employees would be beneficial to morale.

Staff Development: The department rotates people through various jobs and provides periodic training programs on topics such as restroom maintenance, the use of emergency first aid kits and carpet stain removal. Other training sessions on safety and chemicals, procedures and operations would improve the knowledge base of the staff.

Table OP-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	36	37	?
	Part-time	?	?	?
	Temporary	?	?	?

POLICE (COLLEGE SHERIFF)

Randy Tuinstra, Tom Jacobsmeyer

Current Program Description

On-campus security and policing is operated by contract with the Los Angeles County Sheriff's Department. The head of the Police Department is assigned to the College and reports to the Vice President of Administrative Services, but is "attached" to the Sheriff's Department. The College also uses L.A. County Sheriff Security Officers to perform all patrol and security functions. All College deputies and security officers are POST-certified and armed. The department is responsible for overall security, including locking doors, patrolling parking lots, issuing parking tickets and providing special events security and escorts when needed. Campus patrol is accomplished by car, bicycle, electric vehicle and on foot. Crime is generally not a major problem on campus; most crimes are related to property such as auto theft, vandalism and shoplifting. Incidents have decreased since the College contracted with the Sheriff's Department in January 2001.

Personnel: The department is staffed by a sheriff who is head of the Police Department, a deputy sheriff, two sergeants from the Sheriff's Department (shared with two other colleges), two secretaries (one day, one evening), thirteen security officers, and nine student cadets who take a minimum of twelve units and work up to 30 hours per week. Up to ten or eleven staff members are available on campus at any one time. In addition to Sheriff's personnel, the College provides two clerical staff members for administrative support. See Table POL-1.

Equipment: The College provides some office equipment; all security equipment is provided by the Sheriff's Department. The department is well-equipped at this time.

Space: Access to the department is adequate, although the amount of space available is limited.

Future Program Plans

In light of the successful arrangement with the Los Angeles County Sheriff's Department, the College plans to continue this contract.

Personnel: In the mid term, the department needs one additional daytime security officer and one additional evening security officer for a total of 19 full-time staff members (plus the two shared sergeant positions). Long term, two additional security officers, one daytime and one evening, are needed for a total of 21 full-time staff members (plus the two shared sergeant positions). See Table POL-1.

Equipment: Future equipment needs should be adequately met by the level of support the department receives from the Los Angeles County Sheriff's Department.

Space: Given that space for staff at this time is limited, additional space will be needed as staff members are added. The locker room is at capacity now, and a women's locker room facility is needed. The department will need about 300 sq.ft. of additional space in the mid term, and 600 sq.ft. in the long term.

Staff Development: Training and shift orientations are ongoing at this time; department staff members take advantage of excellent training opportunities available to them through the Los Angeles County Sheriff's Department. College staff will require refresher courses in office equipment and operations.

Table POL-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	17 +2 shared	19 +2 shared	21 +2 shared
	Part-time	0	0	0
	Temporary	9	9	9

COLLEGE PRESIDENT'S PROGRAMS

The following programs which report directly to the College President are presented in alphabetical order:

Foundation
President's Office
Public Relations
Research and Planning

FOUNDATION

Raul Castillo

Current Program Description

The Foundation, with a half-time director and a board of fifteen to twenty volunteers, has performed satisfactorily, but along with the Alumni Association, it has not been operating from a position of strength. Funds that have been raised from private donors have helped the Foundation contribute $65,000 to $75,000 in scholarships annually for students.

Personnel: Foundation personnel include an executive director, a senior office assistant and a part-time student worker. See Table F-1

Equipment: Foundation office equipment includes two computers and printers, a scanner and a FAX machine.

Space: The College has designated office space for the Foundation in the Administration Building including an office for the executive director and a reception area.

Future Program Plans

The Foundation will develop a planned giving program, strengthen the alumni organization, create a retiree association, begin a capital campaign and revitalize the College's historical museum.

Personnel: It is expected that the number of full-time employees will increase by at least one in the mid term and by another two in the long term (needed are an associate director of alumni and retiree services, an associate director of planned giving and additional clerical assistance), with at least one additional part-time clerical position needed mid term. See Table F-1.

Equipment: Additional equipment will be needed to implement plans for additional giving programs, campaigns and associations.

Space: As the staff increases in size in the mid term to long term, additional office space will be needed.

Staff Development: Foundation staff will need to attend professional conferences and workshops, join professional organizations to take advantage of staff development opportunities, and make site visits to other colleges with similar foundations.

Table F-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	2	3	5
	Part-time	0	1	0
	Temporary	1	1	1

PRESIDENT'S OFFICE

Tyree Wieder

Current Program Description

The office of the President is responsible for the operation of the entire College. Eight departments and/or managers report directly to the President, including the Foundation Director, Public Relations, the Compliance Officer, the Dean of Research and Planning, the Staff Development Director, and three Vice Presidents – for Academic Affairs, Administration and Student Services. In addition, the President has responsibility for community relations and is very involved in many organizations and on many boards.

Personnel: Two people staff the President's Office, an Executive Assistant to the President and a Senior Secretary. At the moment there are no plans to increase that number.

See Table PRES-1.

Equipment: The computers and other office machines, including a copier, have recently been upgraded and are satisfactory.

Space: The space in the President's Office reception area is adequate, although the arrangement could be improved by modular furniture. The President's office, on the other hand, could be enlarged or renovated to improve the amount of space available for meetings.

Future Program Plans

Personnel: There may be a possibility of reorganizing the responsibilities in the President's Office at some time in the future to bring about more effective use of staff. That would require the addition on one more staff member. See Table PRES-1.

Equipment: The addition of PowerPoint equipment and a College-owned laptop computer would make presentations more effective. The President is currently using her own laptop computer.

Space: If it were possible to place the Public Relations function and the staff attached to that office nearer to the President's Office, it would facilitate communication between the two offices. On the other hand, it is important that the function remain near other related functions in the College also. Both may not be possible without major renovation.

Staff Development: There is an ongoing need to upgrade staff skills both in the use of hardware and software. In addition, staff training in customer service skills is important as well as leadership training for managers and staff.

Table PRES-1

Personnel		2001	Mid Term	Long Term
Admin..	Full-time	1	1	1
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	2	3	3
	Part-time	0	0	0
	Temporary	0	0	0

PUBLIC RELATIONS

Cindy Sardo

Current Program Description

The Public Relations Department reports directly to the President. The department is responsible for the College's strategic marketing plan, media relations, internal communications, design of catalogs and schedules, and production of the College's annual report.

Personnel: Current staffing includes a full-time public information officer and a full-time graphic artist, a half-time clerical worker, a student worker and a faculty member who dedicates 0.4 FTE time to the department. See Table PR-1. The full-time public information officer and graphic artist are the same personnel as those in Media Services.

Equipment: The department's equipment is state-of-the-art.

Space: Space is limited but adequate at this time.

Future Program Plans

The department plans to continue operating in the mid term and the long term as it operates now, with appropriate addition of staff members as needed.

Personnel: In the mid term, a full-time secretary and two part-time staff members (a photographer and a writer) will be needed. In the long term, the department expects to add an additional full-time employee and more student workers. See Table PR-1.

Equipment: Equipment for additional staff members will be needed.

Space: Space for additional staff members will be needed.

Staff Development: Staff members need access to professional organizations and conferences.

Table PR-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	1	0	0
	Temporary	0	0	0
Staff	Full-time	2	3	4
	Part-time	1	2	2
	Temporary	1	1+	1+

RESEARCH AND PLANNING

Cherine Trombley

Current Program Description

The Office of Research and Planning provides research information and data to support the College's mission and goals. The office also provides research to the academic and student services departments for program review and planning purposes. The office publishes research in the LAVC Fact Book, research newsletters and many other reports. These publications often contain student and employee demographics, population statistics, student, faculty and staff surveys, matriculation and assessment research, and state-mandated programs such as Partnership for Excellence, the Integrated Post-secondary Education Data (IPEDS) and the Student Equity Plan.

Personnel: The department includes an associate dean, a full-time assistant research analyst, and a half-time temporary student worker (program assistant). See Table RP-1.

Equipment: The department's equipment is sufficient at this time, however maintenance of the scantron machine has been less than required.

Space: The department has enough space at this time for its current staffing.

Future Program Plans

The office plans to publish more information via its Web site, and plans to provide more opportunities for College faculty and staff to access this information.

Personnel: Plans include possibly adding another full-time assistant research analyst or research analyst in the mid term if more academic and student programs need research, plus one full-time office assistant and possibly another research analyst in the long term. See Table RP-1.

Equipment: Additional computer and phone equipment will be needed for additional staff members.

Space: An additional office space and one or two more work stations will be needed for additional staff members.

Staff Development: Orientation for classified staff is needed, including opportunities to improve skills and service.

Research And Planning (continued)

Table RP-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	2	3	5
	Part-time	0	0	0
	Temporary	1	1	0

STUDENT SERVICES PROGRAMS

The following programs within the purview of Student Services are presented in alphabetical order:

Admissions & Records
Associated Student Union
Career / Transfer Center
Child Development Center
Counseling
Disabled Student Programs & Services
EOPS / CARE
Financial Aid
Health Center
School Relations and Matriculation

ADMISSIONS AND RECORDS

Margaret Redmon, Sylvia Rodriguez

Current Program Description

Admissions & Records handles all student records, including applications, assessment assignments, orientation date selections, registration, transcript requests and processing, class rosters, census rosters, exclusion cards, grade changes and graduation. The department operates year-round and has just begun offering limited Saturday hours. Phone and online registrations are increasing.

Personnel: The department operates with two shifts, both of which are fully staffed. Employees include a senior supervisor, a supervisor, a dean (who supervises both Admissions & Records and Counseling), eight full-time Admissions and Records assistants for the A shift, five full-time Admissions and Records assistants for the B shift, one matriculation assistant for the A shift, a half-time matriculation assistant for the B shift, two evaluation technicians for the A shift, one evaluation technician for the B shift, student workers (two at any one time at the information counter), and five to six additional student workers funded through CalWORKs and/or Financial Aid to answer phones, scan records and perform other clerical work. See Table ADM-1.

Equipment: The department has just begun scanning applications and other student records. Four computers at the front of the office handle counter work, and the Matriculation Office has one computer for checking prerequisites. Matriculation also handles the Monarch card or photo ID system. Students receive their grades by phone or via the Internet. The department relies heavily on phone registration, and as more students use technology to register, walk-in registration has been reduced to just two days.

Space: The department has little storage (and what exists is located in the basement of the Campus Center). Although the policy is to keep records indefinitely, many are transferred to disk and then shredded because of lack of storage space. The current vault is too small, and consequently some documents are not stored there. There are not enough offices for staff.

The present configuration of space is awkward. There is only room for two workstations at the front counter, which is too high and not designed well for computer use. Students must walk down a long hall, encountering many other functions and long lines before reaching Admissions & Records, and there is little to clearly identify or lead students to the department. Security, including a buzzer-type gate, seems adequate.

Future Program Plans

Personnel: The department is fully staffed, with three additional B shift positions added during 1999-2000.

Equipment: Technology will have a major impact on the department, as all processes move toward more online fulfillment. Consequently, the Pentium II computers will need to be replaced with newer versions and more licenses will be needed so that staff can scan documents. Eventually, "scan-able" applications will reduce the time it takes to input each application.

Space: Because the department has little storage space, the trend is toward a "paperless" office with many more images stored on disk. The department's goal is to bring all records together in one place, perhaps in an expanded vault that is wider with better visibility. However, little vault storage would be needed if all old records were imaged. The department uses three filing cabinets, and there is no room for any more.

More offices are needed for staff, specifically three private offices for the dean and the two supervisors with line of sight supervision, and a conference room suitable for meetings of eight to ten people is needed. Evaluators also need private offices. A new counter that is larger and computer-friendly would allow more effective use of the front office space. Additional space will be needed as more staff is added.

Better signage to identify the department's location and parking directly opposite the building would allow students better access to the department. In terms of proximity to other services, the most effective sequence of services would be Admissions (then to Financial Aid, DSPS or EOPS/CARE if indicated), Orientation, Assessment, Counseling, Registration and finally payment of fees at the Business Office. A one-stop center where students could apply and receive assessment, orientation and counseling services as well as pay for their classes would be ideal.

Staff Development: The staff needs Microsoft training as well as training on the latest Admissions and Records policies and procedures, especially residency requirements. Certification in Microsoft programs is desirable.

Table ADM-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	20	20	20
	Part-time	1	1	1
	Temporary	7-8	7-8	7-8

ASSOCIATED STUDENT UNION
Sherri Rodriguez

Current Program Description

The Associated Student Union (ASU) provides the framework for numerous student-directed and/or sponsored activities. Through active participation in such activities as student government, clubs, publications, theater arts, music, speech and forensics, athletics and special events of the College, the student enhances the academic program, renders service, increases social and cultural awareness and leadership abilities, and creates lasting friendships.

Personnel: An associate dean works with the program. See Table ASU-1.

Equipment: Each member of the ASU Executive Council has a telephone and a computer that is networked to a laser printer. When needed, copies are made in the Student Services Office.

Space: The ASU advisor's office is in a dark, cramped room with no ventilation or windows. Prior to the campus remodeling project, students on campus had no real student union or space for socializing. However, a generous donation from the Title 5 program has provided the opportunity to create a "Cyber Café" in the Cafeteria Building that will include big screen televisions, a DVD player, a resource library, pool tables and computers. The project is expected to be completed during the 2001-2002 academic year.

Future Program Plans

ASU plans to make more students aware of its events and to improve attendance at shared governance meetings.

Personnel: An office assistant is needed. See Table ASU-1.

Space: As the College grows, the ASU will be adding more officers, which means it needs more space for them. The ASU advisor needs more suitable office space.

Table ASU-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	1	1	1
	Part-time	0	1	1
	Temporary	0	0	0

CAREER/TRANSFER CENTER

Synthia Saltoun

Current Program Description

The Career/Transfer Center helps more than 5,000 students each year with career planning and selecting a major. Transfer is a major focus, and the department coordinates trips to colleges and conducts college fairs, and maintains computers for college and career research and a library of college catalogs and current information. Staff conducts college application and transfer workshops, career workshops and "choosing a major" workshops. Assessment of interest skills, values, personality and learning style is offered. Because a disparity exists in the number of students who transfer based on ethnicity, a "Team Transfer" has been created to bring departments such as EOPS, TAP and Puente together to improve transfer numbers. During 2001-2002, representatives of the College met with the directors of outreach and recruitment from UCLA and CSUN to discuss strategies, a group of students were trained to contact students who are eligible for UC admission, and a number of transfer application workshops were held. A Student Equity Plan is being devised to raise the transfer rate for underrepresented groups such as Hispanics, African Americans and Filipinos.

Personnel: Eight staff members work in the Career/Transfer Center, including a director/coordinator, a half-time ICT staff member, three student workers and three interns. See Table CTC-1.

Equipment: Partnership for Excellence funds have been used to update the department. All counselors have computers with access to student transcripts. Five computers help students research colleges for transfer. Most of the current computers are relatively up-to-date with Internet access. Assessment remains mostly pen and paper, but is scheduled to be online in spring 2002.

Space: Space for the Career/Transfer Center is inadequate; the program occupies only three rooms and college catalogs must be kept in the lobby area. Access for the disabled is limited and the area is too crowded. Lighting is adequate but there are HVAC problems. The location is excellent, however, and having Counseling, Admissions and the Career/Transfer Center together is very convenient for students. The Assessment Center director's office has been moved out of the Career/Transfer Center but matriculation staff members have moved into that space.

Future Program Plans

It is expected that the department will grow as the College grows. The number of student transfers is expected to grow over the next few years thanks to the Partnership for Excellence program, which is designed to improve student success in community colleges by establishing and measuring progress toward system-wide performance goals. Its primary goal is transfer.

Personnel: It is expected that the Career/Transfer Center will need full-time clerical assistance and that the need for additional part-time career counselors will grow with demand. See Table CTC-1.

Equipment: One of the Partnership for Excellence goals is to increase the number of students who transfer. Therefore the Career/Transfer Center has been equipped with new computers and a new copier. It is anticipated that in approximately three years, the computers will need to be upgraded and all computers will need CD-ROMs, since college catalogs are now being sent on CD-ROMs.

Space: The space for Career/Transfer is inadequate. A small group room is not large enough, and in general a much larger area is needed for the program. At least two private offices are needed in the Career/Transfer area to accommodate college and university representatives. Open offices for student workers and other staff also are needed, as are work spaces and storage areas.

Staff Development: More in-service training on an ongoing basis is needed for staff, who often are part-time graduate students who do not stay at the College more than one or two years.

Table CTC-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	1	1
	Part-time	1	2	3
	Temporary	0	0	0
Staff	Full-time	0	1	1
	Part-time	1	0	0
	Temporary	6	8	10

CHILD DEVELOPMENT CENTER

Larry Merkle

Current Program Description

The Child Development Center opened twenty-eight years ago to serve the children of student parents and children from low income working families. The center also serves children of staff members when space is available. Ages range from three to twelve, and the center is open from 7:45 a.m. to 10:20 p.m. Monday through Thursday and 7:45 a.m. to 5 p.m. on Fridays.

Funding comes from the Child Development Division of the State Department of Education, from CalWORKs, and from the Chancellor's Office. Approximately one-hundred school-age and seventy preschool children are served, with the center's license allowing for sixty-two at any one time.

Personnel: The center has a director, two tenured faculty positions, two specially-funded teaching positions, a permanent student services assistant, and recreational aides. Practicum students from the College, as well as from California State University Northridge, Grant High School and West Valley Occupational Center, use the Child Development Center for their teacher training. See Table CDC-1.

Equipment: Computers are available, however there is no access to the district network or to the Internet. It is expected that a trenching project to resolve this problem will be completed in spring 2002.

Space: The Child Development Center is situated in relocatables. A building that was funded through a CalWORKs grant has been completed, but needs to be connected to the College's fire alarm, which can be accomplished at the time the building is connected to the Internet. It is expected to open in spring 2002. The location of the center works well, and yard space is adequate.

Future Program Plans

When the new classroom is complete, the center will be able to expand its school-age program and may begin to offer a Kindergarten program. There are no plans for further expansion at the present site.

Personnel: If funds are available, the center will add one part-time and two full-time faculty positions in the mid term, and an additional two full-time positions in the long tern. In the mid term and long term, one additional full-time staff position will be added as well as temporary employees. See Table CDC-1.

Equipment: The center needs access to the Internet and, if a Kindergarten program is established, a computer lab. Six computers for staff are needed.

Space: A permanent facility would require a kitchen and separate dining room for children, a curriculum room for the teachers, a teacher lounge, a computer lab, a parent meeting room, an office for the director, a sick room, and separate, permanent nap facilities for three- and four-year-olds.

The center should face Oxnard Street for greater visibility and ease of access. For security reasons, the center needs a buzzer on its gate for evening access. In the long term it might be best to be located closer to the campus core.

Staff Development: The student services assistant would benefit from Microsoft certification training.

Table CDC-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	6	8	10
	Part-time	1	2	2
	Temporary	0	0	0
Staff	Full-time	1	2	2
	Part-time	0	0	0
	Temporary	4	6	8

COUNSELING

Ramiro Rosillo, Sylvia Rodriguez

Current Program Description

The Counseling Department operates throughout campus; however, general counseling is offered in one main area. Crisis counseling is offered at the Student Health Center by a licensed clinical psychologist. Most of the staff's work is academic counseling, with about five percent involved in career counseling. Students needing career counseling can take a Career Counseling class.

Personnel: There are fourteen academic counselors, a dean, a chair, four secretaries, and seven student workers, two working at any one time. The ideal counselor/student ratio is lower than 1:900, which is the College's current ratio. See Table C-1.

Equipment: All counselors have computers with access to student transcripts. Most of the current computers are relatively up-to-date with Internet access.

Space: Counseling offices at this time are too small and there are not enough of them. There is no staff work area and no conference room. Access for the disabled is limited and the area is crowded. Lighting is adequate but there are HVAC problems. Security is an issue because the office handles money and some expensive equipment has been stolen in the past. The location is excellent, however, and having Counseling, Admissions and the Career/Transfer Center together is convenient for students.

Future Program Plans

It is expected that the department will grow as the College grows.

Personnel: At least one new counseling position will be added in the near future. An additional three counselors have been requested as well as an additional secretary and other classified staff. See Table C-1.

Equipment: The department is working on computer access to transfer transcripts, and on a computerized degree audit program. A program is underway to place individual education plans onto computers. More student computers are needed, especially for the Puente Program, and several of the computers the department uses now are out-of-date and need to be replaced. Some additional security is needed, as seven computers have been stolen. In addition to the need for a few more computers, a FAX machine is needed.

Space: It would be best if all counseling activities could take place in one area instead of spread out all over campus. Counseling offices, which recently received new furniture and carpeting to reduce the noise level, need to be enlarged. A staff work area and a conference room are needed, and space is needed for group counseling and small group workshops. Consideration should be given to setting up a one-stop center for Admissions, Counseling and other Student Services to make the process more efficient for students. Spaces for student workers and other staff also are needed, as are work spaces and storage areas.

Staff Development: Clerical staff need Microsoft and computer training in Internet programs.

Table C-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	16	20	25
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	3	3	3
	Part-time	1	1	1
	Temporary	7	10	12

DISABLED STUDENT PROGRAM & SERVICES

Kathleen Sullivan

Current Program Description

Disabled Student Program and Services (DSPS) provides equal access to educational programs and activities offered by LAVC for eligible students with disabilities. The DSPS mission is to facilitate the integration of students with disabilities into the general campus educational process while assisting them in maximizing their independent functioning in the educational environment. Support services include registration assistance, orientation to campus, special counseling, access to alternative educational materials including large print, taped and brailled textbooks, and e-text formats, special parking privileges, tutoring referrals, test-taking assistance, referral to on- and off-campus resources, note-taking assistance, learning disability assessment, sign language interpreters, real time captioning and closed captioning, liaison with faculty and campus departments, liaison with State Dept. of Rehabilitation counselors, adapted physical education classes, and access to special assistive equipment and computer software technology, including scanning devices, computers with enlarged text, voice input and output programs, Visualtek, Braille printer for computer, Braillers and word predictive software.

Staff: Current staffing includes one coordinator/counselor, one DSPS counselor, one .5 vocational counselor, one disability specialist, one special resource assistant, five program assistants/proctoring assistants, two tutors, two instructional development grantees, two hourly instructors, one to four interpreters depending on needs, one assistive technology aide, three counseling/assessment graduate interns, one adapted physical education instructor, one adapted PE assistant and six recreational assistants, Additionally, Department of Rehabilitation counselors utilize space in DSPS to counsel students.

Equipment: DSPS houses a high tech lab with eight computers in it and an kurzweil reader. DSPS also has to store large pieces of equipment, such as accessible mobile computer units of which we have three currently, We have access to internet and adequate networking capability, which is used to supply networkable assistive software to labs on campus as needed.

Space: The DSPS High Tech Center is housed in the Campus Center with department offices adjacent. The department is on the first floor and is easy to reach for the disabled students on campus. Access technology has been mainstreamed throughout the campus when possible. The current Adaptive Physical Education facility/room is much too small and was cited by the State Chancellor's Site Review Committee as a compliance issue. The DSPS coun-

selor offices are not private. They do not have walls that go up to the ceiling. There is not enough privacy for students being counseled. There is not enough space currently for the proctoring, assessment, and tutoring that need to be to be done by DSPS. One small meeting room (CC200) and two small offices in the CC Basement are DSPS's. Two offices downstairs that belong to DSPS are being used by Student Services functions. DSPS is in dire need of space to perform required functions at present. And an interim space plan should be developed for APE and DSPS.

Future Program Plans

It is projected that within 5 to 10 years the number of students requesting services from DSPS will double. Students with learning disabilities, acquired brain injuries, mobility limitations, the Deaf and blind, and developmentally disabled students will be served in increasing numbers especially. Because of that growth existing services will need to be expanded, and more staff and facilities will be needed. Last year 1,040 (unduplicated count) students with disabilities were served. (The breakdown is Physical 204, Communication 52, Learning 154, Acquired Brain Impairment 45, Developmentally Delayed Learners 53, Psychological Disability 156, and Other disabilities 376.)

Staff: An additional full time counselor, more interpreters, more program assistants, a high tech assistive specialist and two aides, an alternate media tech, an additional APE instructor, as well as hourly instructors as needed.

Equipment: Storage space for new adaptive equipment purchases will be needed. Now have two pieces closed captioning equipment to utilize which takes up two cubicles but should be located in the general college media services area.

Space: Departmental offices should be located in the front of the college near disabled parking and closer to accessible restroom facilities. More office space with privacy is needed as the program expands. Larger areas to accommodate wheelchair turning radius are needed in the lobby area and in all counseling rooms and testing cubicles. Storage space for file cabinets (10 or 12) large equipment, as well as area for a brailling/alternate text production office, high tech center, closed captioning equipment area. Space is desperately needed for testing accommodations and ongoing assessment of learning disabilities. Large rooms with glass partitions so that special test-proctoring activities could be done in several rooms with fewer proctors utilized for more stu-

dents at one time. Additionally, small rooms are needed for one-on-one test-ing assistance. The Adapted Physical Education facility/room is too small and needs to be relocated, perhaps to the North Gym in the large locker room adja-cent to the pool. This facility needs restrooms, private unisex changing rooms, a stretch room, showers, lockers, washer/dryer area, cold and hot pack equip-ment, large storage area, and an entry area for checking in, office space for staff and large areas for activities such as wheelchair basketball, wheelchair ballet, exercise equipment, large mat areas, and TV. The area in which the adapted exercise equipment is place needs to be large enough for the equip-ment plus an appropriate amount of space around each equipment piece for wheelchair access. The facility should be near ample disabled parking. An additional swimming pool is needed due to the increased usage by water polo team, DSPS, aqua-aerobics, and community service activities.

Staff Development: DSPS staff need to attend ongoing CAPED and State Chancellor's Office training opportunities. DSPS disability specialist will be training faculty on distance learning accessibility issues. Adequate space is needed for staff meetings in DSPS area.

Table DSPS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	3	4	6-7
	Part-time	1-2	4	5
	Temporary	1	1	1
Other	Full-time	1 / 1	2 / 2	3 / 2
(DSPS /	Part-time	0	0	1
Adapted P.E)	Temporary	14 / 6	22-28 / 12	22-28 / 12

EOPS / CARE

Doris Richardson

Current Program Description

The EOPS/CARE (Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education) Program serves approximately 1,650 students; the program has been growing at more than twelve percent per year since 1997-1998. Eligible students are likely to be among the first in their families to attend college, and for more than seventy percent, English is not their first language. A large number, more than forty-five percent, speak Armenian or Russian. Other languages spoken include Spanish, Vietnamese, Farsi, Tagalog, Korean and Chinese. Students must be enrolled in at least twelve units when they apply, demonstrate that they are low income and qualify for a fee waiver A or B, must be residents of California, must place below college level in English or math, and have completed fewer than seventy degree-applicable units. EOPS offers assistance over and above what the College normally provides. Students may receive outreach counseling; assistance with financial aid, application and enrollment processes; academic, career and personal counseling; help buying books; transfer assistance; and other services for no more than six consecutive semesters. Single parents receiving Cal-WORKs benefits with at least one child under 14 are eligible for EOPS/CARE services that may include cash aid. All EOPS/CARE students must sign a responsibility agreement and maintain satisfactory progress toward their student educational plan.

Personnel: Staffing for EOPS/CARE includes an EOPS director, three full-time counselors, one three-quarter-time senior office assistant, one full-time office assistant, one student services assistant, one career guidance counseling assistant responsible for outreach, five twenty-hour-per-week student workers, and five student tutors. Student peer counselors are needed but there is no space for them to work. See Table EOPS-1.

Equipment: New software is being developed for a kiosk that EOPS students will use to access the Internet to check schedules, grades, probation status and a database that contains information such as eligibility, program requirements, activities, book service amounts, and missing data as well as current documentation.

Space: The EOPS office, located in Campus Center 116, was designed to serve 800 students and is inadequate for the more than 1,600 students now served. There is no waiting area, and student workers have no work or sitting area. There is no space for peer tutors or for the outreach specialist. EOPS tutoring, which occurs in Cafeteria 100, also is cramped. There is no space for

new student orientations or for weekly workshops and group meetings, and staff members have no place to take breaks.

Future Program Plans

The EOPS program could double in size, but at this time the department lacks the personnel and the facilities to accommodate all of the students who need services. Lack of space also deters the College from consolidating other federally-funded programs with EOPS in order to better serve low income students.

Personnel: Within the next five years, at least three more counselors and three more staff members will be needed, including a permanent outreach specialist. The number of student workers who provide tutoring will need to keep pace as the program grows. See Table EOPS-1.

Equipment: The software being developed for the EOPS kiosk needs additional support from the district to be completed. EOPS also needs two computers with peripherals (for one counselor and one student services assistant), seven sets of earphones, a printer/FAX/copier, a scanner and a paper-folding machine.

Space: For maximum efficiency, the EOPS office and tutoring need to be located in the same area. With the addition of staff members in the next five years, at least three additional counseling offices, an office for the outreach specialist and work areas for additional clerical staff will be needed. Also needed are work areas for additional student workers and peer counselors and an expanded tutoring program, as well as an orientation/meeting room and a waiting area for students large enough to accommodate work stations and the EOPS kiosk.

Staff Development: In-service and technical training are provided at this time for EOPS staff. The three professional counselors attend counseling department staff meetings, EOPS counseling and articulation staff meetings, and regional and state workshops, and receive individual training on computers and other equipment as needed. Staff members are encouraged to attend workshops and conferences and are given funds and release time for necessary training. Microsoft certification training is needed.

EOPS / CARE (continued)

Table EOPS-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	4	5	7
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	2	3	6
	Part-time	1	1	1
	Temporary	11	15	20

FINANCIAL AID

Barbara Ralston

Current Program Description

The LAVC Financial Aid Office participates in the following programs: Board of Governors Fee Waiver Program (BOGW), Federal Pell Grant, Federal Supplemental Opportunity Grant (FSEOG), Federal College Work-Study, Federal Perkins Loan, William D. Ford Direct Loan Programs (subsidized and unsubsidized), Nursing Loans, Bureau of Indian Affairs Grant, Cal Grants A, B and C, Child Development Teacher Grant; Law Enforcement Dependent Grant Program and Scholarships.

Students complete the paper or online version of the Free Application for Federal Student Aid (FAFSA) and the Central Processor transmits this data electronically to the College, which is then uploaded to the Central Financial Aid Unit district database and students are contacted for any additional information needed so eligibility can be determined for financial aid. A checklist is used so that any missing information can be identified quickly. Although awareness among students of financial aid availability has increased, confusion about programs, eligibility criteria, deadlines and processing time still exists. There is no control at the local campus level for issuing emergency funds.

Personnel: The department has fourteen full-time employees including a manager, a supervisor, six financial aid technicians and five financial aid assistants and one accounting assistant, as well as a half-time microcomputer specialist. See Table FIN-1.

Equipment: The district's financial aid technology is outdated and sometimes unreliable. Computers in the College's Financial Aid Office are adequate, but the campus technology infrastructure has not been kept up-to-date with the latest Department of Education system specifications; therefore, when equipment must be upgraded to comply with these specifications, the College cannot support it. The office's remote location contributes to the lack of system access.

Space: The department, located in Bungalow 13/14, is far removed from other Student Services programs, which is an inconvenience for students. New students often have difficulty locating the office, and it is an obstacle course for disabled students to find and access the department. The space lacks adequate heating and air conditioning and is extremely inadequate to provide all the necessary services and to provide any kind of student confidentiality. The only waiting area is outside the building.

Future Program Plans

The Financial Aid Office needs a new space that is clean, safe and closer to other Student Services areas. It also is essential to have both a Pell Grant book advance program and an emergency loan program to help students when their financial aid has not been processed due to high volume or late applications. In addition, the Financial Aid Office needs an option to expedite check disbursements for students who find themselves in emergency situations. An integrated financial aid management system, including a student accounts screen, is needed for the entire district so that charges could be posted and debts collected.

Personnel: Financial Aid has an immediate need for a full-time in-house technical employee who is at minimum a microcomputer specialist. This position would replace the half-time microcomputer specialist who is not based in the department. Financial Aid needs two additional full-time microcomputer specialists in the next five years to help streamline operations and maintain system-related items, a senior office assistant to help with inventory and reception duties, two academic counselors either in-house or assigned to help financial aid students, a full-time secretary or administrative assistant to help the manager and supervisor with specific high-level clerical functions, and two additional accounting positions. Six financial aid technicians, seven financial aid assistants and as many as two additional financial aid specialists also are needed to handle the expected increase in student demand. If an integrated financial aid management system were implemented district-wide, a full-time in-house technical person would be needed who is knowledgeable about its operation. The financial aid supervisor's position should be moved from Program 108 to Program 100 for the year 2002. See Table FIN-1.

Equipment: A primary goal of the department is to acquire and use mini-scanners so that documents can be scanned as soon as they arrive in the office. Also needed is a two-tiered alarm system: one a silent alarm that could be activated to bring campus police to the office in an emergency, and the second an overnight system to ensure office integrity and the security of data and equipment.

Space: The department should be located adjacent to other Student Services, especially Admissions and Records. The department needs a more suitable environment to conduct business in a professional manner, especially fully enclosed office space from floor to ceiling to assure student confidentiality. At a minimum the following employees require individual offices: the financial aid

manager and the financial aid supervisor, and the financial aid technicians, with the latter requiring less space than the manager or supervisor.

Counter heights in the office need to be lowered to allow for students to sit with staff to complete paperwork and receive Financial Aid services without feeling intimidated. A conference room is needed to hold meetings and conduct training and workshops, and more storage space is needed.

Staff Development: At this time the department has only a very small travel budget to allow staff to attend workshops, and it would help to increase this funding to help staff members attend professional conferences and develop skills and gather information.

Table FIN-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	2	2
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	14	25	35
	Part-time	1	1	1
	Temporary	0	0	0

HEALTH CENTER

Yasmin Delahoussaye

Current Program Description

The College has contracted with Northridge Hospital to operate the Health Center Monday through Friday during the day and evenings on Wednesday as well. Staff members check blood pressure for employees and students, give inoculations, assist with self-exams for women, and provide HIV and tuberculosis testing, student physicals, and psychological and crisis counseling for students. The Health Center provides monthly educational seminars as well.

Personnel: Staffing consists of a doctor, a Registered Nurse, a nurse practitioner, a medical assistant and a twenty-hour-per-week psychologist. See Table HC-1.

Equipment: Equipment is purchased on an as-needed basis. Three years ago, new furniture was purchased for the examination room; two years ago a new computer and a copier were purchased, and one year ago waiting room furniture was purchased. All staff members have computers with access to the Internet.

Space: The Health Center is located in the Women's Gym in a small facility with one exam room, a doctor's office shared by two people, and a tiny storage room used for mental health counseling. It is difficult to locate and is removed from the center of campus.

Future Program Plans

In the near term, the department would like to be open more evenings during the week. Eventually the Health Center would like to offer online education through a "virtual health office" using kiosks. As the College grows, the number of staff will need to increase.

Personnel: Additional staff is needed. See Table HC-1.

Equipment: Every year, new furniture and equipment is purchased as needed to replace worn or outdated items as needed.

Space: There is a shortage of space, and the department has considered bringing in a portable building to increase the amount of area available for the program. There is no waiting area.

Because the Health Center is difficult to locate and is removed from the center of campus, it needs to be moved to where it is more visible and more centrally located on a ground floor with ambulance access. A new facility should include three exam rooms, three offices, a reception area, a mental health counseling room, a prep room, a lab, storage, a restroom, and a meeting room.

Staff Development: The department sends employees to staff development activities when appropriate.

Health Center (continued)

Table HC-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	4	6	8
	Part-time	1	2	2
	Temporary	0	0	0

SCHOOL RELATIONS AND MATRICULATION
Tino Manzano

Current Program Description

The College targets approximately thirty-six high schools each year for special recruitment and outreach activities. In addition, a federal "Gear-up" grant funds a special partnership program between the College, California State University Northridge and a local middle school that provides tutoring and College site visits for students.

Personnel: Student Services has an associate dean, one classified staff member, and eight graduate student assistants assigned to high school recruitment; an assessment classified staff member, eight proctors and readers and an administrative classified staff person assigned to matriculation; and one classified staff person and ten tutors assigned to the "Gear-up" program. See Table SRM-1.

Equipment: Current equipment is adequate and in good condition, and the office has access to the Internet.

Space: Student Services is located at the rear of the building near the Bookstore loading dock. It is not easy to find. Five staff members share one open office space. Assessment is located in the Engineering Building.

Future Program Plans

Services will grow as College enrollment grows. More activities involving middle schools will likely take place. More on-site admissions work will take place at high schools.

Personnel: The department needs one additional student services assistant in both the mid term and the long term to help with high school recruitment. See Table SRM-1.

Equipment: Student groups have no phones or equipment to facilitate their activities on campus. Student Services needs a FAX machine, a copier, and telephones at all desks.

Space: A fifty-station Assessment Lab with computers is needed to do on-demand assessment. All Student Services functions should be located together near the main entrance and close to parking. A conference room is needed.

Staff Development: There are no staff development needs identified at this time.

Table SRM-1

Personnel		2001	Mid Term	Long Term
Faculty	Full-time	0	0	0
	Part-time	0	0	0
	Temporary	0	0	0
Staff	Full-time	4	5	6
	Part-time	1	1	1
	Temporary	26	26	26

LINKING DATA TO NEEDS:

AN OVERVIEW

The preceding chapter "Educational Master Plan" presents an analytical overview of existing programs and services at L.A. Valley College. This chapter takes the data from that analysis and projects the impact of the expected growth on WSCH and FTES. These projections provide the direct link needed to determine the facilities needs presented in the next chapter "Facilities Master Plan."

WSCH Projections for the Future

The Educational Master Plan presents Weekly Student Contact Hours (WSCH) projections for Academic Disciplines for Mid Term (23,000 Headcount) and Long Term (30,000 Headcount) enrollments.

To make these projections, the actual WSCH of programs in Fall 1999 was multiplied by a specific growth factor to project the future WSCH in two increments. The growth factor for each program was selected to match its estimated growth rate. The first increment (Mid Term) was chosen as an approximate completion date for building projects that would be implemented soon. The second increment (Long Term) was chosen as a completion date for longer-term projects. It is impossible at this time to accurately plan beyond the Long Term.

Most but not all programs will grow at the same rate; some may be near maximum now while other programs, especially those most affected by technology, will grow substantially over the next decade and beyond. Programs that do not even exist today are almost certain to develop over time. The WSCH projections are, therefore, the best estimates for the future and will need to be adjusted as actual conditions materialize. They must be validated periodically as the College continues to refine academic

plans and gains the facilities to introduce and expand academic programs.

Conversion of WSCH into ASF

An extensive study of the WSCH in each academic discipline was used to create a conversion chart that translated WSCH into approximate assignable square footage (ASF) floor space in both lecture and laboratory categories.

The conversion data are presented in the following pages. Using 1999 as the base year, the increased growth in each discipline was converted into ASF. The computed floor-area data were then used to determine the number of student stations necessary for lecture and laboratory space for each discipline.

Determining Room Count

Using Section 57028 of Title V "Capacity of Future Laboratory and Service Areas" for California Community Colleges, the estimated number of lecture and laboratory rooms was calculated. This code section for California Community Colleges also contains the factors that are used by the State to determine the amount of new space eligible for State funding by discipline.

Applying the factors noted above generated a fractional number of rooms necessary for each program.

Design of Future Facilities

Once the number of lecture and laboratory rooms has been determined, appropriate combinations of lecture and laboratory spaces for each building can be developed to accommodate a variety of programs.

In conjunction with lecture and laboratory space, other types of space such as faculty offices must be provided proportionally to ensure a balanced campus.

Space on campus must be suitable in both size and location to accommodate each building, including sufficient space for expansion, especially if the building must be funded in phases.

"Linkage"

The room counts from the summary at the end of this chapter will be used directly for facilities planning and design, thus providing direct linkage between the Educational Master Plan and the Facilities Master Plan.

Presentation of Data

The Lecture Data are presented on the first three pages, followed by the Laboratory Data on the next three pages.

Lastly, a summary chart is presented showing the projected room counts generated from the data, separated by the range of room sizes required for both lecture and laboratory. Room counts are given for each of the College's two stages of growth.

Lecture Data

	Fall 1999	Mid Term (23,000 Enrollment)				Long Term (30,000 Enrollment)			
	Lecture WSCH	Lecture WSCH	Lecture ASF	No. of Students per Lecture Section	No. of Lecture Rooms	Lecture WSCH	Lecture ASF	No. of Students per Lecture Section	No. of Lecture Rooms
AMERICAN CULTURES	2,534	3,674	1576	35	3.00	4,815	2,065	35	3.93
ANTHROPOLOGY	1,346	1,952	838	35	1.60	2,558	1,097	35	2.09
ART	1,844	2,674	1147	30	2.55	3,504	1,503	30	3.34
BIOLOGICAL SCIENCES	4,534	6,574	2820	35	5.37	8,614	3,695	35	7.04
BUSINESS ADMINISTRATION/COMPUTER APPLICATIONS & OFFICE TECHNOLOGIES	5,666	7,442	3193	35	6.08	7,298	3,131	35	5.96
CHEMISTRY	2,083	2,324	997	35	1.90	2,131	914	35	1.74
COOPERATIVE EDUCATION	1,204	1,746	749	35	1.43	2,288	981	35	1.87
EARTH SCIENCE	3,198	4,638	1990	40	3.32	6,077	2,607	40	4.35
ECONOMICS	1,569	2,275	976	35	1.86	2,981	1,279	35	2.44
EMERGENCY SERVICES	2,468	3,578	1535	35	2.92	4,688	2,011	35	3.83
ENGLISH	13,569	18,256	7832	35	14.92	22,592	9,692	35	18.46
FAMILY AND CONSUMER STUDIES	3,672	5,324	2284	35	4.35	6,977	2,993	35	5.70
FOREIGN LANGUAGE	4,978	7,218	3097	16	12.90	9,458	4,058	16	16.91
HEALTH SCIENCE	1,466	2,565	1100	15	4.89	2,785	1,195	15	5.31
HISTORY	6,413	9,299	3989	35	7.60	12,185	5,227	35	9.96
JOURNALISM	760	1,102	473	30	1.05	1,444	619	30	1.38

	Fall 1999	Mid Term (23,000 Enrollment)				Long Term (30,000 Enrollment)			
	Lecture WSCH	Lecture WSCH	Lecture ASF	No. of Students per Lecture Section	No. of Lecture Rooms	Lecture WSCH	Lecture ASF	No. of Students per Lecture Section	No. of Lecture Rooms
LIBRARY *	58	84	36	30	0.08	110	47	30	0.11
MATHEMATICS	15,356	20,040	8597	35	16.38	23,341	10,013	35	19.07
MEDIA ARTS	2,337	3,330	1429	35	2.72	3,042	1,305	35	2.49
MUSIC	2,343	3,398	1458	30	3.24	4,452	1,910	30	4.24
PHILOSOPHY	3,008	4,362	1871	35	3.56	5,715	2,452	35	4.67
PHYSICAL SCIENCE AND PHYSICS	661	885	380	30	0.84	966	414	30	0.92
PSYCHOLOGY	6,888	9,988	4285	35	8.16	13,087	5,614	35	10.69
SOCIOLOGY	3,585	5,198	2230	35	4.25	6,812	2,922	35	5.57
SPEECH	5,083	7,370	3162	38	5.55	9,657	4,143	38	7.27
TECHNOLOGY (Computer Science Information Technology/Electronics/Engineering)	4,612	5,245	2250	35	4.29	5,155	2,211	35	4.21
THEATER ARTS	463	671	288	35	0.55	879	377	35	0.72
Lecture Totals	101,698	141,209	60,579		125	173,610	74,479		154

* Note: The number of students per lecture section for Library depends upon the size of the classes brought to library orientation, and can be as many as 50.

Laboratory Data

	Fall 1999	Mid Term (23,000 Enrollment)				Long Term (30,000 Enrollment)			
	Lab WSCH	Lab WSCH	Lab ASF	No. of Students per Lab Section	No. of Lab Rooms	Lab WSCH	Lab ASF	No. of Students per Lab Section	No. of Lab Rooms
AMERICAN CULTURES	0	0	0	0	0.00	0	0	0	0.00
ANTHROPOLOGY	150	217	325	25	0.40	284	426	25	0.50
ART	2,766	4,011	10,307	20	8.59	5,255	13,506	20	11.26
BIOLOGICAL SCIENCES	3,709	5,379	12,640	30	7.66	7,048	16,562	30	10.04
BUSINESS ADMINISTRATION/COMPUTER APPLICATIONS & OFFICE TECHNOLOGIES	3,937	7,442	12,726	30	10.61	10,947	18,720	30	15.60
CHEMISTRY	1,122	2,324	5,972	30	3.32	3,958	10,173	30	5.65
COOPERATIVE EDUCATION	0	0	0	0	0.00	0	0	0	0.00
EARTH SCIENCE	800	1,159	2,980	30	1.66	1,519	3,904	30	2.17
ECONOMICS	0	0	0	0	0.00	0	0	0	0.00
EMERGENCY SERVICES	435	631	1,351	30	0.90	827	1,771	30	1.18
ENGLISH	420	2,028	3,043	30	2.90	3,987	5,980	30	5.70
FAMILY AND CONSUMER STUDIES	806	1,169	3,004	30	1.67	1,531	3,936	30	2.19
FOREIGN LANGUAGE	0	0	0	0	0.00	0	0	0	0.00
HEALTH SCIENCE	2,975	5,207	11,143	15	14.86	5,653	12,098	15	16.13
HISTORY	0	0	0	0	0.00	0	0	0	0.00
JOURNALISM	374	543	1,161	20	1.16	711	1,522	20	1.52
LIBRARY	0	0	0	0	0.00	0	0	0	0.00

	Fall 1999	Mid Term (23,000 Enrollment)				Long Term (30,000 Enrollment)			
	Lab WSCH	Lab WSCH	Lab ASF	No. of Students per Lab. Section	No. of Lab Rooms	Lab WSCH	Lab ASF	No. of Students per Lab Section	No. of Lab Rooms
MATHEMATICS	0	2,227	3,340	30	3.18	5,835	8,753	30	8.34
MEDIA ARTS	865	1,793	3,837	25	3.07	3,042	6,510	25	5.21
MUSIC	3,236	4,692	12,058	20	10.05	6,148	15,801	20	13.17
PHILOSOPHY	0	0	0	0	0.00	0	0	0	0.00
PHYSICAL SCIENCE AND PHYSICS	356	590	1,516	20	1.26	966	2,483	20	2.07
PSYCHOLOGY	0	0	0	0	0.00	0	0	0	0.00
SOCIOLOGY	0	0	0	0	0.00	0	0	0	0.00
SPEECH	2,283	3,311	4,967	57	2.49	4,339	6,508	57	3.26
TECHNOLOGY (Computer Science Information Technology/Electronics/Engineering)	4,431	7,867	25,254	30	11.22	12,027	38,607	30	17.16
THEATER ARTS	694	1,007	2,587	30	1.44	1,319	3,390	30	1.88
Laboratory Totals	29,359	51,596	118,211		86.03	75,398	170,650		122.51

Rooms

The tables below show the number of rooms generated by projected WSCH. The rooms are separated by type, lecture or laboratory, then sorted by size.

These required room types and sizes link the Educational Master Plan to the Facilities Master Plan which follows in the next chapters.

Lecture Projections

| Program | Mid Term | | Long Term | |
| | **Mid Term** | | **Long Term** | |
Program	Mid Term Lecture WSCH	Number of Lecture rooms	Long Term Lecture WSCH	Number of Lecture rooms
Foreign Language	7,218	12.9	9,458	16.9
Health Science	2,565	4.9	2,785	5.3
Total Rooms w/ 15-16 Stations		**17.8**		**22.2**
Art	2,674	2.5	3,504	3.3
Journalism	1,102	1.1	1,444	1.4
Library Science	84	0.1	110	0.1
Music	3,398	3.2	4,452	4.2
Physical Science and Physics	885	0.8	966	0.9
Total Rooms w/ 30 Stations		**7.8**		**10.0**
American Cultures	3,674	3.0	4,815	3.9
Anthropology	1,952	1.6	2,558	2.1
Biological Science	6,574	5.4	8,614	7.0
Bus. Admin. & CAOT	7,442	6.1	7,298	6.0
Chemistry	2,324	1.9	2,131	1.7
Cooperative Education	1,746	1.4	2,288	1.9
Economics	2,275	1.9	2,981	2.4
Emergency Services	3,578	2.9	4,688	3.8
English	18,256	14.9	22,592	18.5
Family & Consumer Studies	5,324	4.4	6,977	5.7
History	9,299	7.6	12,185	10.0
Mathematics	20,040	16.4	23,341	19.1
Media Arts	3,330	2.7	3,042	2.5
Philosophy	4,362	3.6	5,715	4.7
Psychology	9,988	8.2	13,087	10.7
Sociology	5,198	4.2	6,812	5.6
Technology	5,245	4.3	5,155	4.2
Theater Arts	671	0.5	879	0.7
Total Rooms w/ 35 Stations		**90.9**		**110.4**
Speech	7,370	5.5	9,657	7.3
Earth Science	4,638	3.3	6,077	4.3
Total Rooms w/ 38-40 Stations		**8.9**		**11.6**

Laboratory Projections

Program	Mid Term		Long Term	
	Mid Term Lab WSCH	Number of Lab rooms	Long Term Lab WSCH	Number of Lab rooms
Health Science	5,207	14.9	5,653	16.1
Total Rooms w/ 15 Stations		**14.9**		**16.1**
Art	4,011	8.6	5,255	11.3
Journalism	543	1.2	711	1.5
Music	4,692	10.0	6,148	13.2
Physical Science and Physics	590	1.3	966	2.1
Total Rooms w/ 20 Stations		**21.1**		**28.0**
Media Arts	1,793	3.1	3,042	5.2
Anthropology	217	0.4	284	0.5
Total Rooms w/ 25 Stations		**3.5**		**5.7**
Biological Science	5,379	7.7	7,048	10.0
Bus. Admin. & CAOT	7,442	10.6	10,947	15.6
Chemistry	2,324	3.3	3,958	5.7
Earth Science	1,159	1.7	1,519	2.2
Emergency Services	631	0.9	827	1.2
English	2,028	2.9	3,987	5.7
Family & Consumer Studies	1,169	1.7	1,531	2.2
Mathematics	2,227	3.2	5,835	8.3
Technology	7,867	11.2	12,027	17.2
Theater Arts	1,007	1.4	1,319	1.9
Total Rooms w/ 30 Stations		**44.5**		**69.9**
Speech	3,311	2.5	4,339	3.3
Total Rooms w/ 57 Stations		**2.5**		**3.3**
Programs With No Lab Rooms				
American Cultures	0	0.0	0	0.0
Cooperative Education	0	0.0	0	0.0
Economics	0	0.0	0	0.0
Foreign Language	0	0.0	0	0.0
History	0	0.0	0	0.0
Library Science	0	0.0	0	0.0
Philosophy	0	0.0	0	0.0
Psychology	0	0.0	0	0.0
Sociology	0	0.0	0	0.0

Spreadsheet for College Growth

The spreadsheet shown here is the basis of the growth data used in this chapter. The lecture and laboratory WSCH, ASF, room count and other factors presented in these pages were extracted from this chart.

Los Angeles Valley College

Title V Classification of Instructional Disciplines	PROGRAM	Actual 1999 WSCH	% Campus WSCH	1 Same Growth as College (1.45x mid term, 1.9x long term)	2 Faster growth, 1.75x mid term, 1.9x long term	3 Faster growth, 1.6x mid term, 1.9x long term	4 Faster growth, 1.55x mid term, 1.9x long term	Mid Term WSCH	Long Term WSCH	% Campus WSCH - Long Term	% 1999 Lecture WSCH	% 1999 Lab WSCH	% Mid Term Lecture WSCH	% Mid Term Lab WSCH	% Long Term Lecture WSCH	% Long Term Lab WSCH	1999 Lecture WSCH	1999 Lab WSCH	Mid Term Lecture WSCH	Mid Term Lab WSCH	Long Term Lecture WSCH	Long Term Lab WSCH
2200	American Cultures	2,534.0	1.93%	2,534.0				3,674	4,815	1.93%	100	0	100	0	100	0	2,534	0	3,674	0	4,815	0
2200	Anthropology	1,496.0	1.14%	1,496.0				2,169	2,842	1.14%	90	10	90	10	90	10	1,346	150	1,952	217	2,558	284
1000	Art	4,610.0	3.52%	4,610.0				6,685	8,759	3.52%	40	60	40	60	40	60	1,844	2,766	2,674	4,011	3,504	5,255
400	Biological Science	8,243.0	6.29%	8,243.0				11,952	15,662	6.29%	55	45	55	45	55	45	4,534	3,709	6,574	5,379	8,614	7,048
500 & 700	Bus. Admin. & CAOT	9,603.0	7.33%				9,603.0	14,885	18,246	7.33%	59	41	50	50	40	60	5,666	3,937	7,442	7,442	7,298	10,947
1900	Chemistry	3,205.0	2.45%	3,205.0				4,647	6,090	2.45%	65	35	50	50	35	65	2,083	1,122	2,324	2,324	2,131	3,958
800	Cooperative Education	1,204.0	0.92%	1,204.0				1,746	2,288	0.92%	100	0	100	0	100	0	1,204	0	1,746	0	2,288	0
1900	Earth Science	3,998.0	3.05%	3,998.0				5,797	7,596	3.05%	80	20	80	20	80	20	3,198	800	4,638	1,159	6,077	1,519
2200	Economics	1,569.0	1.20%	1,569.0				2,275	2,981	1.20%	100	0	100	0	100	0	1,569	0	2,275	0	2,981	0
2100	Emergency Services	2,903.0	2.22%	2,903.0				4,209	5,516	2.22%	85	15	85	15	85	15	2,468	435	3,578	631	4,688	827
1500	English	13,989.0	10.67%	13,989.0				20,284	26,579	10.67%	97	3	90	10	85	15	13,569	420	18,256	2,028	22,592	3,987
1300	Family & Consumer Studies	4,478.0	3.42%	4,478.0				6,493	8,508	3.42%	82	18	82	18	82	18	3,672	806	5,324	1,169	6,977	1,531
1100	Foreign Language	4,978.0	3.80%	4,978.0				7,218	9,458	3.80%	100	0	100	0	100	0	4,978	0	7,218	0	9,458	0
1200	Health Science	4,441.0	3.39%		4,441.0			7,772	8,438	3.39%	33	67	33	67	33	67	1,466	2,975	2,565	5,207	2,785	5,653
2200	History	6,413.0	4.89%	6,413.0				9,299	12,185	4.89%	100	0	100	0	100	0	6,413	0	9,299	0	12,185	0
600 & 1000	Journalism	1,134.0	0.87%	1,134.0				1,644	2,155	0.87%	67	33	67	33	67	33	760	374	1,102	543	1,444	711
1600	Library Science	58.0	0.04%	58.0				84	110	0.04%	100	0	100	0	100	0	58	0	84	0	110	0
1700	Mathematics	15,356.0	11.72%	15,356.0				22,266	29,176	11.72%	100	0	90	10	80	20	15,356	0	20,040	2,227	23,341	5,835
600 & 1000	Media Arts	3,202.0	2.44%			3,202.0		5,123	6,084	2.44%	73	27	65	35	50	50	2,337	865	3,330	1,793	3,042	3,042
1000	Music	5,579.0	4.26%	5,579.0				8,090	10,600	4.26%	42	58	42	58	42	58	2,343	3,236	3,398	4,692	4,452	6,148
1500	Philosophy	3,008.0	2.30%	3,008.0				4,362	5,715	2.30%	100	0	100	0	100	0	3,008	0	4,362	0	5,715	0
1900	Physical Science and Physics	1,017.0	0.78%	1,017.0				1,475	1,932	0.78%	65	35	60	40	50	50	661	356	885	590	966	966
2000	Psychology	6,888.0	5.26%	6,888.0				9,988	13,087	5.26%	100	0	100	0	100	0	6,888	0	9,988	0	13,087	0
2200	Sociology	3,585.0	2.74%	3,585.0				5,198	6,812	2.74%	100	0	100	0	100	0	3,585	0	5,198	0	6,812	0
1500	Speech	7,366.0	5.62%	7,366.0				10,681	13,995	5.62%	69	31	69	31	69	31	5,083	2,283	7,370	3,311	9,657	4,339
900 & 700	Technology	9,043.0	6.90%	9,043.0				13,112	17,182	6.90%	51	49	40	60	30	70	4,612	4,431	5,245	7,867	5,155	12,027
1000	Theater Arts	1,157.0	0.88%	1,157.0				1,678	2,198	0.88%	40	60	40	60	40	60	463	694	671	1,007	879	1,319
TOTALS		**131,057.0**		113,811.0	4,441	3,202	9,603	**192,806**	**249,008**								**101,698**	**29,359**	**141,209**	**51,596**	**173,610**	**75,398**

(n.l.c. P.E.) With P.E.	**142,879.0**	
Total WSCH from above	192,806	249,008
Total WSCH with P.E.	**209,947**	**271,470**
Projected WSCH Target (Berg Report)	214,668	281,289
Difference	**4,721**	**9,819**

	PROGRAM	Actual 1999 WSCH	% Campus WSCH	Same Growth				Mid Term WSCH	Long Term WSCH	%			% Mid Term Lec	% Mid Term Lab	% Long Term Lec	% Long Term Lab	1999 Lecture	1999 Lab	Mid Term Lecture	Mid Term Lab	Long Term Lecture	Long Term Lab
	P.E., Men	7,428.00	5.67%	7,428.00				10,770.6	14,113.2	5.67%			20	80	20	80	1,485.6	5,942.4	2,154.1	8,616.5	2,822.6	11,290.6
	P.E., Women	4,394.00	3.35%	4,394.00				6,371.3	8,348.6	3.35%			20	80	20	80	878.8	3,515.2	1,274.3	5,097.0	1,669.7	6,678.9

(additional summary figures at lower right): 101,698 · 29,359 — 1999 Lecture/Lab totals; 131,057; Total Mid Term WSCH 192,806; Total Long Term WSCH 249,008 / 249,008.3

Spreadsheet (continued)

PROGRAM	ASF per 100 Lecture WSCH (from Calif. Title V, section 57028) Campus WSCH >140,000	ASF per 100 Lab WSCH (from Calif. Title V, section 57028)	ASF per Lecture Station (from Calif. Title V, section 57028)	ASF per Lab Station (from Calif. Title V, section 57028)	1999 LOAD Lecture WSCH	LOAD Lecture ASF, calculated from WSCH	LOAD Lab WSCH	LOAD Lab ASF (WSCH times factor)	CAPACITY Lab ASF (Perm. Bldgs Only) (2001)	CAPACITY Lab WSCH (Perm. Bldgs Only) (2001)	Capacity/ Load Ratio	Mid Term LOAD Lecture ASF	LOAD Lab ASF (WSCH times factor)	Number of Lecture rooms	Number of Lab rooms	Long Term LOAD Lecture ASF	LOAD Lab ASF (WSCH times factor)	Number of Lecture rooms	Number of Lab rooms	Average Number of Students per Lecture Section	Average Number os Students per Lab Section
American Cultures	42.9	150	15	35	2,534.0	1,087	0.0	0	0	0.0	0.0%	1,576	0	3.0	0.0	2,065	0	3.9	0.0	35	0
Anthropology	42.9	150	15	35	1,346.4	578	149.6	224	0	0.0	0.0%	838	325	1.6	0.4	1,097	426	2.1	0.5	35	25
Art	42.9	257	15	60	1,844.0	791	2,766.0	7,109	9,373	3,647.1	131.9%	1,147	10,307	2.5	8.6	1,503	13,506	3.3	11.3	30	20
Biological Science	42.9	235	15	55	4,533.7	1,945	3,709.4	8,717	10,023	4,265.1	115.0%	2,820	12,640	5.4	7.7	3,695	16,562	7.0	10.0	35	30
Bus. Admin. & CAOT	42.9	171	15	40	5,665.8	2,431	3,937.2	6,733	6,627	3,875.4	98.4%	3,193	12,726	6.1	10.6	3,131	18,720	6.0	15.6	35	30
Chemistry	42.9	257	15	60	2,083.3	894	1,121.8	2,883	3,195	1,243.2	110.8%	997	5,972	1.9	3.3	914	10,173	1.7	5.7	35	30
Cooperative Education	42.9	257	15	60	1,204.0	517	0.0	0	0	0.0	0.0%	749	0	1.4	0.0	981	0	1.9	0.0	35	0
Earth Science	42.9	257	15	60	3,198.4	1,372	799.6	2,055	3,061	1,191.1	149.0%	1,990	2,980	3.3	1.7	2,607	3,904	4.3	2.2	40	30
Economics	42.9	150	15	35	1,569.0	673	0.0	0	0	0.0	0.0%	976	0	1.9	0.0	1,279	0	2.4	0.0	35	0
Emergency Services	42.9	214	15	50	2,467.6	1,059	435.5	932	0	0.0	0.0%	1,535	1,351	2.9	0.9	2,011	1,771	3.8	1.2	35	30
English	42.9	150	15	35	13,569.3	5,821	419.7	630	1,782	1,188.0	283.1%	7,832	3,043	14.9	2.9	9,692	5,980	18.5	5.7	35	30
Family & Consumer Stud	42.9	257	15	60	3,672.0	1,575	806.0	2,072	2,815	1,095.3	135.9%	2,284	3,004	4.4	1.7	2,993	3,936	5.7	2.2	35	30
Foreign Language	42.9	150	15	35	4,978.0	2,136	0.0	0	778	518.7	0.0%	3,097	0	12.9	0.0	4,058	0	16.9	0.0	16	0
Health Science	42.9	214	15	50	1,465.5	629	2,975.5	6,368	2,726	1,273.8	42.8%	1,100	11,143	4.9	14.9	1,195	12,098	5.3	16.1	15	15
History	42.9	150	15	35	6,413.0	2,751	0.0	0	0	0.0	0.0%	3,989	0	7.6	0.0	5,227	0	10.0	0.0	35	0
Journalism	42.9	214	15	50	759.8	326	374.2	801	1,515	707.9	189.2%	473	1,161	1.1	1.2	619	1,522	1.4	1.5	30	20
Library Science	42.9	150	15	35	58.0	25	0.0	0	0	0.0	0.0%	36	0	0.1	0.0	47	0	0.1	0.0	30	0
Mathematics	42.9	150	15	35	15,356.0	6,588	0.0	0	2,080	1,386.7	0.0%	8,597	3,340	16.4	3.2	10,013	8,753	19.1	8.3	35	30
Media Arts	42.9	214	15	50	2,337.5	1,003	864.5	1,850	1,590	743.0	85.9%	1,429	3,837	2.7	3.1	1,305	6,510	2.5	5.2	35	25
Music	42.9	257	15	60	2,343.2	1,005	3,235.8	8,316	6,844	2,663.0	82.3%	1,458	12,058	3.2	10.0	1,910	15,801	4.2	13.2	30	20
Philosophy	42.9	150	15	35	3,008.0	1,290	0.0	0	0	0.0	0.0%	1,871	0	3.6	0.0	2,452	0	4.7	0.0	35	0
Physical Science and Ph	42.9	257	15	60	661.1	284	356.0	915	4,910	1,910.5	536.7%	380	1,516	0.8	1.3	414	2,483	0.9	2.1	30	20
Psychology	42.9	150	15	35	6,888.0	2,955	0.0	0	707	471.3	0.0%	4,285	0	8.2	0.0	5,614	0	10.7	0.0	35	0
Sociology	42.9	150	15	35	3,585.0	1,538	0.0	0	0	0.0	0.0%	2,230	0	4.2	0.0	2,922	0	5.6	0.0	35	0
Speech	42.9	150	15	35	5,082.5	2,180	2,283.5	3,425	3,689	2,459.3	107.7%	3,162	4,967	5.5	2.5	4,143	6,508	7.3	3.3	38	57
Technology	42.9	321	15	75	4,611.9	1,979	4,431.1	14,224	10,439	3,252.0	73.4%	2,250	25,254	4.3	11.2	2,211	38,607	4.2	17.2	35	30
Theater Arts	42.9	257	15	60	462.8	199	694.2	1,784	2,232	868.5	125.1%	288	2,587	0.5	1.44	377	3,390	0.7	1.9	35	30
TOTALS					101,697.6	43,628	29,359.4	69,036	74,386	32,760.0	111.6%	60,579	118,211	125.3	86.4	74,479	170,650	154.3	123.0		
												ave. ASF/lect 483 incl. Service	ave. ASF/lab 1368 Inc. Service			ave. ASF/lect 483 incl. Service	ave. ASF/lab 1387 Inc. Service				
P.E., Men	42.9	321	15	75	1,485.6	637	5,942	19,075	0	0	0.0%	924	27,659			1,211	36,243				
P.E., Women	42.9	321	15	75	878.8	377	3,515	11,284	0	0	0.0%	547	16,361			716	21,439				

Building Area Needed

The following spreadsheet calculates the amount of building area needed to accommodate the lecture and laboratory instructional load, as derived from the Educational Master Plan.

The instructional load, in WSCH (Weekly Student Contact Hours) during Fall, the highest-enrollment semester in the school year, is converted into assignable square feet of room space using formulas from Title V, California's state law governing community colleges.

Future Assignable Square Footage Needed to Meet WSCH Load — **Los Angeles Valley College**

Title V Classification of Instructional Disciplines (TOP Code)	Title V Subject Grouping	1999 Capacity - Lecture ASF from Space Inventory (Permanent Bldgs. Only)	1999 Capacity - Lab ASF from Space Inventory (Perm. Bldgs. Only)	1999 Load Lecture ASF (Calc. From WSCH)	1999 Add'l. Lecture ASF Needed to Meet Load	1999 Load - Lab ASF (Calc. From WSCH)	1999 Add'l. Lab ASF Needed to Meet Load	Growth Rate (Mid Term/ Long Term)	% of WSCH is Lecture (1999)	Mid Term Lecture ASF Load (From WSCH)	Mid Term Add'l. Lecture ASF over 1999 Needed to Meet Load	Mid Term Lab ASF Load (From WSCH)	Mid Term Add'l. Lab ASF Needed to Meet Load	Long Term Lecture ASF Load (From WSCH)	Long Term Add'l. Lecture ASF over Mid Term Needed to Meet Load	Long Term Add'l. Lecture ASF over 1999 Needed to Meet Load	Long Term Lab ASF Load (From WSCH)	Long Term Add'l. Lab ASF over Mid Term Needed to Meet Load	Long Term Add'l. Lab ASF over 1999 Needed to Meet Load
2200	American Cultures	0		1,087		0	0	45%/45%	100	1,576		0	0	2,065			0	0	0
2200	Anthropology	0		578		224	224	45%/45%	90	838		325	325	1,097			426	101	426
1000	Art		9,373	791		7,109	-2,264	45%/45%	40	1,147		10,307	934	1,503			13,506	3,199	4,133
400	Biological Science		10,023	1,945		8,717	-1,306	45%/45%	55	2,820		12,640	2,617	3,695			16,562	3,923	6,539
500 & 700	Bus. Admin. & CAOT		6,627	2,431		6,733	106	55%/35%	59	3,193		12,726	6,099	3,131			18,720	5,994	12,093
1900	Chemistry		3,195	894		2,883	-312	45%/45%	65	997		5,972	2,777	914			10,173	4,201	6,978
800	Cooperative Education	0		517		0	0	45%/45%	100	749		0	0	981			0	0	0
1900	Earth Science		3,061	1,424		1,747	-1,314	45%/45%	83	1,990		2,980	-81	2,607			3,904	925	843
2200	Economics	0		673		0	0	45%/45%	100	976		0	0	1,279			0	0	0
2100	Emergency Services	0		1,059		932	932	45%/45%	85	1,535		1,351	1,351	2,011			1,771	419	1,771
1500	English		1,782	5,821		630	-1,152	45%/45%	97	7,832		3,043	1,261	9,692			5,980	2,938	4,198
1300	Family & Consumer Studies		2,815	1,575		2,072	-743	45%/45%	82	2,284		3,004	189	2,993			3,936	932	1,121
1100	Foreign Language		778	2,136		0	-778	45%/45%	100	3,097		0	-778	4,058			0	0	-778
1200	Health Science		2,726	629		6,368	3,642	75%/15%	33	1,100		11,143	8,417	1,195			12,098	955	9,372
2200	History	0		2,751		0	0	45%/45%	100	3,989		0	0	5,227			0	0	0
600 & 1000	Journalism		1,515	326		801	-714	45%/45%	67	473		1,161	-354	619			1,522	360	7
1600	Library Science	0		25		0	0	45%/45%	100	36		0	0	47			0	0	0
1700	Mathematics		2,080	6,588		0	-2,080	45%/45%	100	8,597		3,340	1,260	10,013			8,753	5,413	6,673
600 & 1000	Media Arts		1,590	1,003		1,850	260	60%/30%	73	1,429		3,837	2,247	1,305			6,510	2,672	4,920
1000	Music		6,844	1,005		8,316	1,472	45%/45%	42	1,458		12,058	5,214	1,910			15,801	3,742	8,957
1500	Philosophy	0		377		0	0	45%/45%	100	1,871		0	0	2,452			0	0	0
1900	Physical Science and Physics		4,910	284		915	-3,995	45%/45%	65	380		1,516	-3,394	414			2483.0055	967	-2,427
2000	Psychology		707	2,955		0	-707	45%/45%	100	4,285		0	-707	5,614			0	0	-707
2200	Sociology	0		1,538		0	0	45%/45%	100	2,230		0	0	2,922			0	0	0
1500	Speech		3,689	2,180		3,425	-264	45%/45%	69	3,162		4,967	1,278	4,143			6,508	1,541	2,819
900 & 700	Technology		10,439	1,979		14,224	3,785	45%/45%	51	2,250		25,254	14,815	2,211			38,607	13,353	28,168
1000	Theater		2,232	199		1,784	-448	45%/45%	40	288		2,587	355	377			3,390	803	1,158
Lecture ASF		**45,548**		**42,766**	**-2,782**					**60,579**	**15,031**			**74,479**	**13,900**	**28,931**			
Laboratory ASF			**74,386**			**68,727**	**-5,659**					**118,211**	**43,825**				**170,650**	**52,438**	**96,264**

Notes: 1. Permanent Buildings Only, Bungalows Not Included. 2. Mid Term and Long Term Capacity/Load Ratios are Calculated at 100%. 3. Physical Education not Included.

Faculty Increases

The chart to the right shows the estimated increase in Full Time Equivalent Faculty (FTEF) due to the increase in program WSCH.

For estimating purposes, one FTEF is assumed to be required for every 400 WSCH. Thus, for example, American Cultures would need approximately three additional faculty to accommodate its 1,140 WSCH increase in the near term.

These additional faculty members require office space. Each faculty is allotted 80 ASF of space for their own office by State formula. An additional 60 ASF of office space per faculty member is allocated for general campus use.

This type of FTEF estimate is different from but complementary to the faculty increases stated in the Educational Master Plan for each program.

FTEF Increases

("Full Time Equivalent Faculty")

	Mid Term WSCH Increase Over 1999	Mid Term FTEF Increase (@1 per 400 WSCH)	Long Term WSCH Increase Over Mid Term	Long Term FTEF Increase Over Mid Term (@1 per 400 WSCH)	Total FTEF Increase Over 1999
American Cultures	1,140	3	1,140	3	6
Anthropology	673	2	673	2	3
Art	2,075	5	2,075	5	10
Biological Science	3,709	9	3,709	9	19
Bus. Admin. & CAOT	5,282	13	3,361	8	22
Chemistry	1,442	4	1,442	4	7
Cooperative Education	542	1	542	1	3
Earth Science	1,799	4	1,799	4	9
Economics	706	2	706	2	4
Emergency Services	1,306	3	1,306	3	7
English	6,295	16	6,295	16	31
Family & Consumer Studies	2,015	5	2,015	5	10
Foreign Language	2,240	6	2,240	6	11
Health Science	3,331	8	666	2	10
History	2,886	7	2,886	7	14
Journalism	510	1	510	1	3
Library Science	26	0	26	0	0
Mathematics	6,910	17	6,910	17	35
Media Arts	1,921	5	961	2	7
Music	2,511	6	2,511	6	13
Philosophy	1,354	3	1,354	3	7
Physical Science and Physics	458	1	458	1	2
Psychology	3,100	8	3,100	8	15
Sociology	1,613	4	1,613	4	8
Speech	3,315	8	3,315	8	17
Technology	4,069	10	4,069	10	20
Theater Arts	521	1	521	1	3
TOTALS		**154**		**141**	**295**

FACILITIES MASTER PLAN

THE LOS ANGELES VALLEY COLLEGE OF 2012

This master plan moves the College into the future as best as can be predicted. Still, the College must be prepared to implement new programs and standards as required by State mandates and legislation. An example is the implementation of the mandated CalWORKS* training program in 1998.

Plans for the future will aim at achieving maximum flexibility to accommodate the changing nature of the region, advancing technology, instructional methods and delivery, and the students to be served. The facilities to support these changes will be planned to meet the expected enrollment size.

Financing of future projects, whether from State or local bond funding, will generally require building in phases and designing for expansion and remodeling of existing buildings. The local bond passed by voters in 2001 for the Los Angeles Community College District will cover the cost of a portion of the projects needed by the College, and additional local bonds or state funding will be required for the projects remaining.

With the exception of the large central green space on campus, open spaces (for circulation, outdoor activities, Physical Education and parking) will need to expand commensurately with the growth of the campus to keep a balance between indoor and outdoor spaces.

Los Angeles Valley College is dedicated to its stated goals and objectives, including the constant improvement of educational programs through a process of planning and evaluation. The development of this Educational and Facilities Master Plan demonstrates the College's commitment to turning this goal into a reality.

The ongoing implications of this planning and evaluation process are explored through this Report--and will be seen across campus over the next ten years.

GROWTH POTENTIAL

As established in previous chapters, Los Angeles Valley College will experience substantial growth over the foreseeable future. The population growth summarized in the "Study of Growth" chapter supports the belief that there is adequate growth potential for Los Angeles Valley College to reach the expected campus size.

Expected Enrollment Size

A headcount of 30,000 students is expected by the year 2012. This growth is dependent upon many factors and could materialize before or after that date.

Regardless of the actual rate of growth, the important fact is that significant growth is expected in the future, and long-range planning to address it will become an ongoing process.

"Mid Term" and "Long Term" Projects

For purposes of defining building projects to accommodate growth, two benchmarks are used in this report. The "mid term" growth target is when the campus enrollment reaches 23,000. The "long term" growth target is when the campus reaches 30,000 enrollment.

The design of mid term projects should begin soon, due to the long lead times needed for funding, designing and constructing college facilities.

Long term projects may be postponed until the appropriate time to begin their design, but they must be anticipated in current planning so that their

building sites, traffic flow, utilities and other future requirements are not compromised.

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* California Work Opportunity and Responsibility to Kids Act.

FUTURE PROJECTS

Twenty-nine specific projects, listed below, are necessary for Los Angeles Valley College to successfully accommodate 30,000 students. These are discussed individually in the pages that follow. The anticipated funding sources are indicated.

The order in which the projects are listed does not reflect the priority in which they should be built. The actual order and priority of the projects will depend as much on the funding sources as on the growth and needs of the campus.

Certain longer-range projects are listed under "Phase Two." These are likely to be built after the other projects.

THE MASTER PLAN MAP

The Master Plan map on the following page illustrates the Los Angeles Valley College campus developed for an enrollment of 30,000 students. New buildings are shown in approximate locations and indicate the amount of space needed for future growth. Precise footprints of future buildings will depend upon the actual design of the buildings. Construction of some of the buildings, especially larger projects, may be phased due to the phased growth and available funding.

Future Projects (not in priority order)   *Funding Source*

1.	Quick Start Projects	Local
2.	New Library/Learning Resource Center	State (or local bond)
3.	New Allied Health/Sciences Building Phase I	State and local bond
4.	New Media Arts Center with Performance Space	State (or local bond)
5.	Student Services Facility--Remodel of Old Library Building	State (or local bond)
6.	Allied Health/Sciences Secondary Effects--Remodel Vacated Space, Demolish Obsolete Space	State (or local bond)
7.	Student Services Facility Secondary Effects--Remodel Administration Building	State (or local bond)
8.	New Child Development Center	State (or local bond)
9.	New Computer/Business/Technology Building--Phase I	State (or local bond)
10.	New Maintenance & Operations Plant Facility--Reconstruction of Old B-J Building and New Yard	State (or local bond)
11.	Parking and Roadway Additions and Renovations--To Be Done in Phases	Local
12.	Modernization of Remaining Existing Buildings, Including Art, Music, Campus Center, Foreign Language, Humanities, Planetarium, Motion Picture, Behavioral Sciences, Engineering, Math Science and Life Science	State (or local bond)
13.	Remove Portable Buildings (Bungalows) and Restore Sites for Parking and Open Space	Local
14.	Community Services Fieldhouse and Gymnastics Center Modernization	State (or local bond)
15.	North Gymnasium Modernization, New Health Center and Disabled Exercise Facility	State (or local bond)
16.	South Gymnasium Modernization	State (or local bond)
17.	Rebuild Campus Entrances and Signage for Traffic Safety and Public Information with Electronic Marquees	Local
18.	Renovate and Rearrange for Efficiency Playing Fields and Courts, Track for Metric Competition, New Field House and New Soccer Practice Field	State (or local bond)
19.	New Fire / Life Safety Training Center	State (or local bond)
20.	Historical Museum--Restoration, New Building or Inclusion in Library	Local
21.	New Information Sheriff Station and Campus Wide Security Improvements	Local
22.	Theater Arts Building Modernization and Expansion	State (or local bond)
23.	Cafeteria and Satellite Food Facilities Expansion and Reconstruction State (or local bond)	Local
24.	Bookstore Expansion	Local
25.	Modernize Pool for 50-Meter Competition and New Therapy Pool	State (or local bond)
26.	Education and Job Training Center (Off-Campus)	State (or local bond)

Phase Two Projects

27.	Parking Structure, Multi-Story--Built in Phases When Needed	Local
28.	Allied Health/Sciences Building -- Phase II	State (or local bond)
29.	Computer/Business/Technology Building -- Phase II	State (or local bond)
30.	Potential Buildings Beyond This Master Plan	State (or local bond)

Los Angeles Valley College
Master Plan

Phase One Projects (not in priority order)

1. Quick Start Projects -- Distributed Across Campus
2. New Library/Learning Resource Center
3. New Allied Health/Sciences Building -- Phase I
4. New Media Arts Center with Performance Space
5. Student Services Facility--
     Remodel of Old Library Building
6. Allied Health/Sciences Secondary Effects--Remodel
     Vacated Space, Demolish Obsolete Space
7. Student Services Facility Secondary Effects--
     Remodel Administration Building
8. New Child Development Center
9. New Computer/Business/Technology Building--
     Phase I
10. New Maintenance & Operations Plant Facility--
     Reconstruction of old B-J Building and New Yard
11. Parking and Roadway Additions and Renovations--
     To Be Done in Phases
12. Modernization of Remaining Existing Buildings,
     Including Art, Music, Campus Center,
     Foreign Language, Humanities, Planetarium,
     Motion Picture, Behavioral Science, Engineering,
     Math Science and Life Science
13. Remove Portable Buildings (Bungalows) and
     Restore Sites for Parking and Open Space
14. Community Services Fieldhouse &
     Gymnastic Center Modernization
15. North Gymnasium Modernization, New
     Health Center and Disabled Exercise Facility
16. South Gymnasium Modernization
17. Rebuild Campus Entrances and Signage for
     Traffic Safety and Public Information
     with Electronic Marquees
18. Renovate and Rearrange for Efficiency Playing
     Fields and Courts, Track for Metric Competition,
     New Field House and New Soccer Practice Field
19. New Fire/Life Safety Training Center
20. Historical Museum--Restoration, New Building, or
     Inclusion in Library
21. New Information Sheriff Station and
     Campus Wide Security Improvements
22. Theater Arts Building Modernization and Expansion
23. Cafeteria and Satellite Food Facilities
     Expansion and Reconstruction
24. Bookstore Expansion
25. Modernize Pool for 50-Meter Competition
     and New Therapy Pool
26. Education and Job Training Center (Off-Campus)

Phase Two Projects (not in priority order)

27. Parking Structure, Multi-story,
     Built in Phases When Needed
28. Allied Health/Sciences Building -- Phase II
29. Computer/Business/Technology Buillding -- Phase II
30. Potential Buildings Beyond This Master Plan

Spencer/Hoskins associates March 5, 2002

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

New Parking Lots

0 100'   500'   N
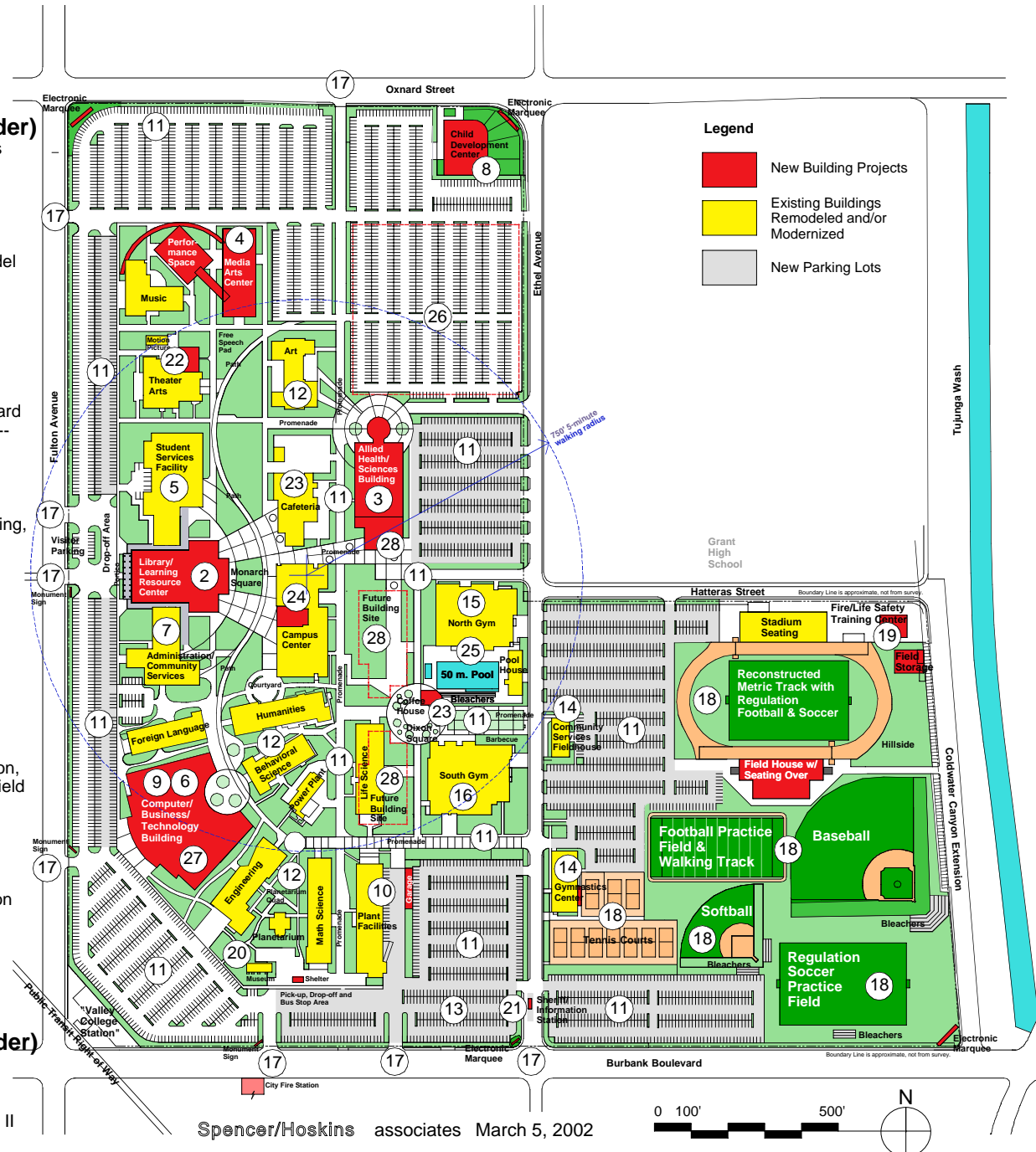
Landscape Master Plan

L.A. Valley College has beautiful landscaping--its mature trees, expansive lawns and abundant shrubbery are among the best features on campus. As new buildings are built, they should be landscaped to continue and improve upon the natural beauty of the campus by following a Landscape Master Plan.

This Landscape Master Plan should be prepared as a tool to coordinate and guide future projects. Landscaping is normally done in conjunction with a construction project, not as a separate project. These individual landscaping plans should each advance the overall landscaping effect desired for the campus-- including slightly distant areas that might not otherwise be included in landscape plans for new buildings. For example, improvements sought for the central mall need to be attached to some specific building project in order to be funded.

The Landscape Master Plan should be commissioned by the College and prepared by a landscape architect. It is beyond the scope of this Educational and Facilities Master Plan.

However, to demonstrate the possibilities offered by the central mall, a preliminary landscape study was prepared for this master plan--particularly to show landscape development around a new Library in the area of Monarch Square. The two sketches included here show suggestions for various possibilities--all intended to increase the usability and student friendliness of the central mall. These suggestions are presented for consideration and discussion, and include:

- student square (Monarch Square) designed to connect the new Library with Monarch Hall, the Cafeteria and the Old Library/New Student Services Center with a paved plaza incorporating shade trees, tables, benches and seatwalls. This plaza is especially intended to include a busy outdoor seating/meeting area in front of the Cafeteria's main entrance to enhance its student-friendliness.
- shaded seating at pedestrian walk intersections
- new seating alcoves among the trees alongside the mall
- central fountain or sculpture feature as a new campus landmark
- mounded lawn creating a tranquil, quiet setting at south end of mall
- additional tree planting along mall
- plazas with shade trees, accent trees, tables and benches. These would be in sheltered areas where buildings are recessed from the central mall

The outdoor spaces, as much as the buildings, define a college campus. L.A. Valley College has an invaluable resource in its central mall and faces great changes as new buildings are designed and built. A Landscape Master Plan is needed to guide development and/or conservation of campus resources.

Central Mall landscaping, sketch 1.

EX. LIBRARY

NEW GATEWAY

NEW LIBRARY LOCATION @ heart of Campus

CAFETERIA

CENTRAL FOUNTAIN OR SCULPTURE

NEW LIBRARY

STUDENT SQUARE
with shade trees, tables, benches & seatwalls for student gatherings & campus social activities

BOOKSTORE

PLAZA @ ADMINISTRATION BUILDING
with accent trees & seating

ADMINI-
STRATION

CAMPUS CENTER

PASSIVE LAWN AREA
with lawn mounding & additional trees to provide quiet, tranquil setting

HUMANITIES

*Central Mall landscaping, sketch 2. This variation on sketch 1
shows a different arrangement of the central square.*

Master Plan Organizational Goals

Master Planning organizational goals for L.A. Valley College include the following:

1) The Plan will establish the optimal campus size.
2) The Plan will establish the projected use of the campus's 105 acres of land.
3) The Plan will establish outdoor spaces which will encourage student, faculty, staff and guest use.
4) The Plan will establish a projected "campus epicenter", around which certain facilities will be grouped.
5) The Plan will establish the design of multi-story buildings to better use limited and expensive land for projected enrollment.
6) The Plan will establish access for disabled students, faculty, staff and guests which will encourage student enrollment and use of the campus.
7) The Plan will establish pedestrian circulation for up to 30,000 students assuring a maximum of 10 minute access between academic buildings.
8) The Plan will establish safety and security requirements which will encourage students, faculty, staff and guests to use the campus days, nights and weekends.
9) The Plan will establish lighting for the interior and exterior of buildings which will ensure quality and safety for classrooms, offices, hallways and exterior walkways and parking lots.
10) The Plan will establish future bus/van routes to provide safe and convenient access to the campus.
11) The Plan will establish vehicular circulation to ensure safe and convenient access to the total campus without having to exit the campus to travel from one location to another.

12) The Plan will establish a student friendly campus which is attractive, with a core, easy and convenient to access, with quality features such as attractive restrooms, ergonomic furniture, good lighting, and state-of-the-art telecommunications equipment.
13) The Plan encourages the establishment of a building color scheme that is attractive for use throughout the campus.
14) The Plan will establish a design for computerized and networked classrooms of differing degrees of "smartness" to assist the teaching and learning process.
15) The Plan will establish computer assisted learning through laboratories designed for this purpose.
16) The Plan will establish construction projects needed for the College to accommodate predicted student enrollment growth and serve its community service area.

Sequencing of Projects

Some projects cannot be begun until other projects are completed and occupied. For example, the remodeling of a vacated building will of necessity wait until the occupants have moved into their new building.

Other examples of "musical chairs" are found in this Master Plan. The proposed Computer/ Business/ Technology Building cannot be constructed until its site becomes available by removal of the Chemistry Building and Physics Building. But Chemistry and Physics cannot be vacated until the new Allied Health/Sciences Building is completed and ready for occupancy.

Often the occupants of a building to be remodeled are temporarily moved into trailers. Better, they can be moved into available vacant space on campus. But best of all is if they can be permanently moved into another available building.

However, moving programs from one building to another is hampered by the naming of buildings for departments such as English or Mathematics, rather than by general use such as Classroom Building A or Laboratory Building B. It is undesirable to have to change the name of an existing building.

1. Quick Start Projects

This is a group of projects quickly getting underway in 2002 using District bond funds from the passage of Proposition A in 2001. These projects include:

- Mobilization of Site for Trailers near North Gym
- Financial Aid Trailer
- Computer Science Laboratories Trailer
- Commission Environmental Impact Report
- Modernize North Gym, including Disabled Exercise Facility and Student Health Center.
- Restroom Trailer at Bungalows
- Campus-wide Restroom Upgrades
- Campus-wide ADA Access Upgrades
- Land Survey of Campus to Validate Proposed Athletic Fields Modernization and Other Future Project Sites
- Campus Utility Infrastructure As-Built Plans, Field Inspection, and Capacity Assessment for Future Projects
- Off-Campus Land Acquisition Studies
- Campus Center Elevator Modernization
- Other Interim Upgrade Projects

An additional project which should be considered for the "Quick Start Projects" is a Campus Image and Design Plan, which would establish appropriate new signage, colors, and a design theme for new buildings which would beautify and unify the campus.

The College has hired URS Corporation as Project Managers for the Proposition A Bond projects.
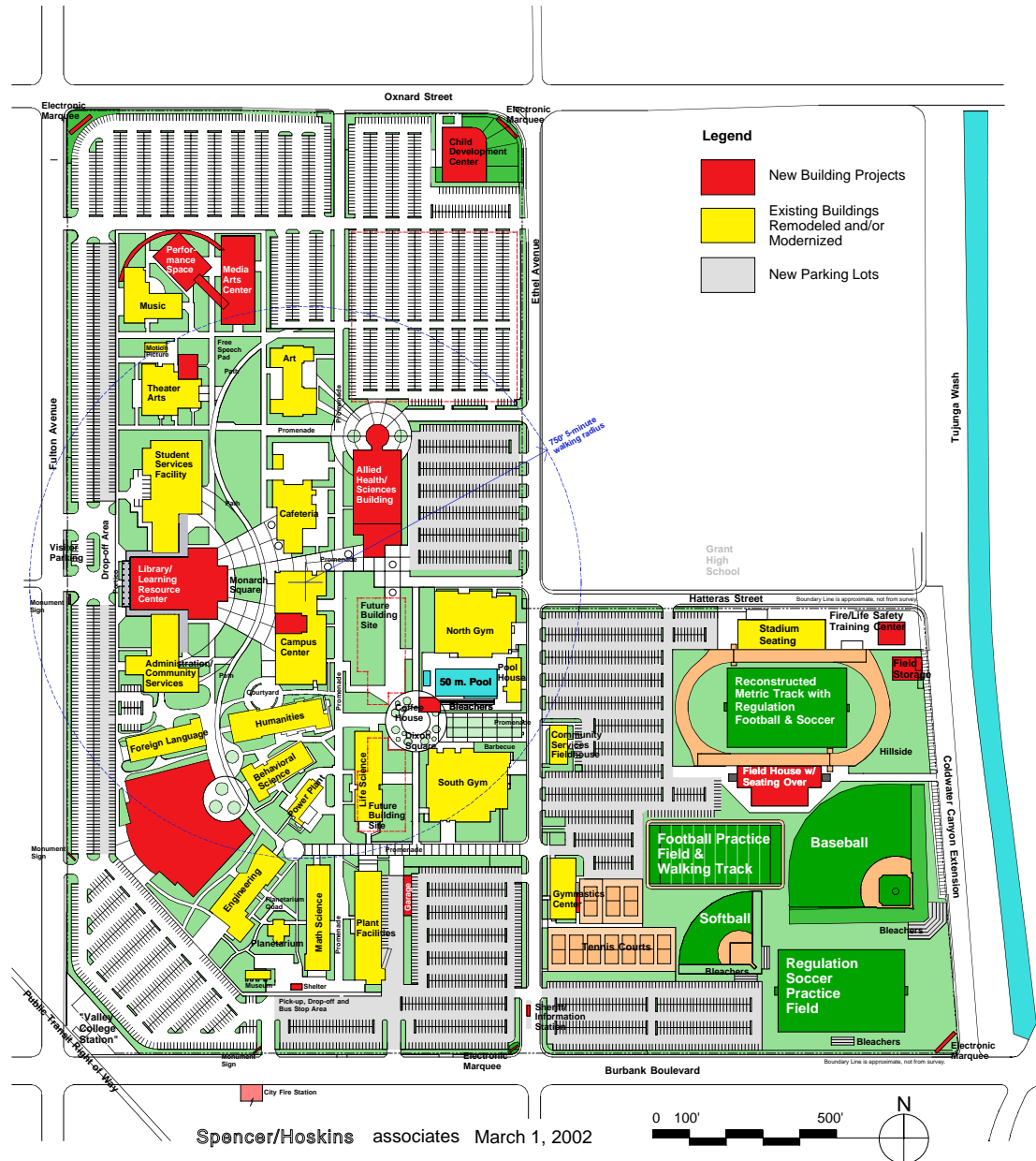
2. Library/Learning Resource Center

This project constructs a new Library/Learning Resource Center, addressing a critical shortage of space for library and independent/remedial learning instruction, as well as a need for faculty retraining in new instructional technologies and distance learning opportunities. It brings together traditionally separate functions (information, learning and traditional and electronic media) into a single synergistic environment where new forms of learning can be cultivated.

This building will be the centerpiece of the campus, and is prominently sited at the main entrance. It will have two or three stories, with the lowest level set partially into the ground to match the Campus Center floor elevation.

A new Monarch Plaza will be created linking the central group of buildings together--Library/Learning Resource Center, Cafeteria, Campus Center/Bookstore, Administration, and Student Services Facility (Old Library)--with shaded sitting areas and wide diagonal walkways.

The independent learning areas--busy with computers and tutoring--will be on the upper floor, drawing students through the library areas and exposing them to the variety of resources available to them. A single point of entry, controlled for security and located in the center of campus at Monarch Plaza, will allow the facility to remain open long hours with minimal staff.

Upon completion of this project, the present Library Building will be recycled and reconstructed into a one-stop student services facility. The new building is anticipated to be multistory construction and is

Site of Library/Learning Resource Center.

	Existing 1999	Mid Term 23,000	Long Term 30,000
Library ASF	22,484	40,420	50,525
Faculty/Staff Development	850	1,160	1,450
Offices	1,496	3,325	4,160
Learning Resource Center (AV/Radio/TV Media/ Computer Mall/LAIR)	7,679	16,325	20,400
Art Gallery	1,354	3,000	3,000
S.F. Valley Historical Museum	1,390	3,000	3,000
Net Add'l. ASF Required For This Project	--	67,230	--
Estimated Gross Sq. Ft.		**96,040 GSF**	--

Long Term ASF Required for Library Only (N.I.C. Learning Resource Center which is partially displaced to New Computer/Business/Technology Bldg.)	56,125
Long Term Net Add'l. ASF Required for Library over Mid Term	11,230
Net ASF of portion of Computer Mall/LAIR which moves to C/B/T Building when it is built, allowing Library to expand	11,230
Net Add'l. ASF Long Term growth of Computer Mall/LAIR	4,075
Computer Mall/LAIR ASF which adds to C/B/T Building Program	**15,300 ASF**

Notes:
1. Existing Library space is converted to other uses (Student Services).
2. Library/Learning Resource Center is sized to accommodate Mid Term growth.
3. To accommodate Long Term growth, the Library functions expand into areas used for the Learning Resource Center, displacing them to the new Computer/Business/Technology Building. These displaced uses are open computer lab areas which are suited for the C/B/T Building.

located at the center of the campus in open space. Surrounding the new building will be extensive landscaping and hardscape to provide LA Valley College a strong new central focus and an attractive place for students and faculty to gather and study. Other facilities will include an art gallery to replace the gallery in the Art Building (freeing that space for another lab) and a historical museum to replace the museum of San Fernando Valley history presently housed temporarily in one of the college's original 1949 bungalows. It also provides a "Learning Commons" computer learning center, a tutorial learning center, a staff development training facility, and office space to accommodate the staff. The overall facility will adopt the latest in telecommunications and learning technology while maintaining a "high touch" service to students and the public.

A second phase expansion may be needed. Because of siting constraints, it may need to occur by displacing some or all of the non-library functions, rather than an addition.

Library/Learning Resource Center

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Spencer/Hoskins associates March 1, 2002
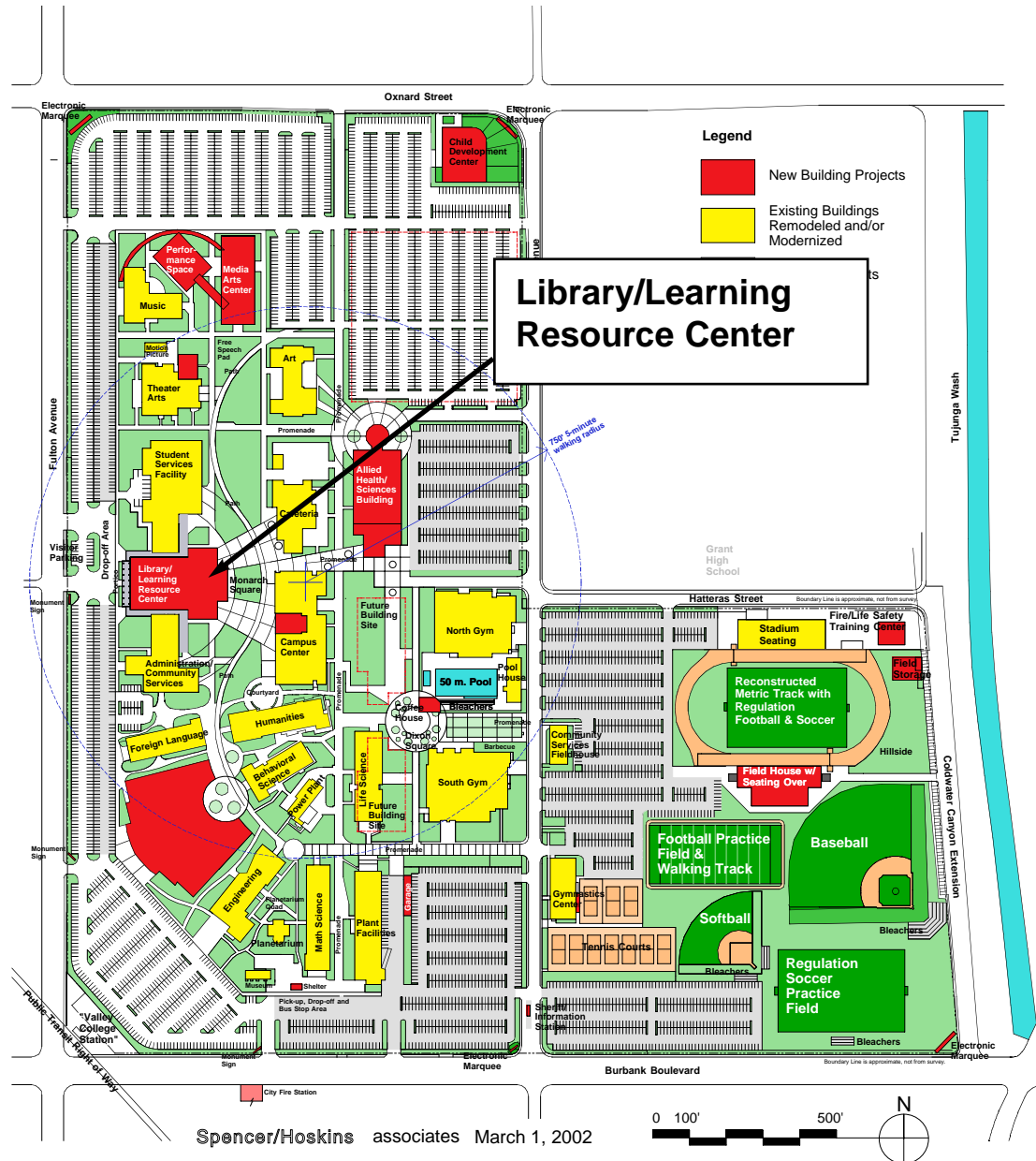
3. Allied Health/Sciences Building -- Phase I

This project will address the need for additional laboratory and faculty office space resulting from the growth in the Mid Term of Los Angeles Valley College.

This building will house the following programs:

- Chemistry,
- Physical Science and Physics,
- Biology,
- Earth Sciences and Anthropology,
- Health Sciences, which includes Nursing, Respiratory Therapy and Biomedical Technology labs,
- Emergency Services,
- Tutorial Computer Lab.

This project constructs a new 66,608 ASF laboratory building for all the health and sciences disciplines at LA Valley College . It relocates these programs from 4 one story wooden laboratory buildings that were constructed in the mid-1950's without fire sprinkling and with open exposed wood attics and raised wood floor construction. Given the

nature of the programs they house, all 4 constitute a potential fire hazard. The 4 existing buildings are also ill-suited for current safety considerations, given their long narrow floor plans and a center corridor that commingles students with service traffic, including movement of hazardous chemicals, fragile glassware and exhibits, and the like. The 4 buildings also consume an inordinate amount of land on campus; the new building would

be 3 stories high and far more space efficient. Room for a second phase expansion has been provided on the south side of the building; at the north is a one story digital theatre that will house the college planetarium and astronomy program located for easy public access. This building is a revision in scope from the already state approved FPP for the new Health Sciences Building. That project is

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* Cost estimates reflect 2001 costs and should be escalated to actual midpoint of construction.

Site of Allied Health/Sciences Building.

	Existing 1999	IPP Program	Mid Term 23,000	Long Term 30,000
Biol. Science Lab etc. ASF	10,810 LS	10,870	12,640	13,506
Physics Lab etc. ASF	6,603 P	2,430	1,516	2,483
Chemistry Lab etc. ASF	10,523 C	7,310	5,972	10,173
Earth Sciences Lab etc. ASF	425 M-S	5,500	1,990	3,904
Health Sciences Lab etc. ASF	2,852 E	7,605	11,143	12,098
Open Computer Lab		6,420		
Total Lab ASF (NIC Planet'm)	32,392	40,135	33,261	42,164
Planetarium	1,179	2,000	2,000	2,000
Lecture Halls		2,550	2,550	4,000
Offices ASF	3,847	3,325 ASF		
Total WSCH for Programs	20,904 WSCH		31,643 WSCH	39,719 WSCH
New WSCH Growth	--		10,739 WSCH	8,076 WSCH
Net. Add'l. FTES @ 1 per 400 WSCH			27	20
Net. Add'l. Faculty Office ASF Needed			2,160 ASF	1,600 ASF
Building ASF		**49,734**	**39,971**	51,924
Net Add'l ASF in Phase II				**11,953**
Building Gross SF @ 65% Efficiency		**76,513**	**61,490**	79,880
Net Add'l Gross SF in Phase II				**18,390**
ASF in exist. Life Science Bldg.	14,257			
ASF in exist. Physics Bldg.	12,081			
ASF in exist. Chemistry Bldg.	14,933			
Total	**41,271**			

approved at 30,288 ASF; this project with local funding roughly doubles that area.

The building should be designed to be expanded in a Phase II project to accommodate Long Term campus growth.

Allied Health/ Sciences Building -- Phase I

Spencer/Hoskins associates March 1, 2002
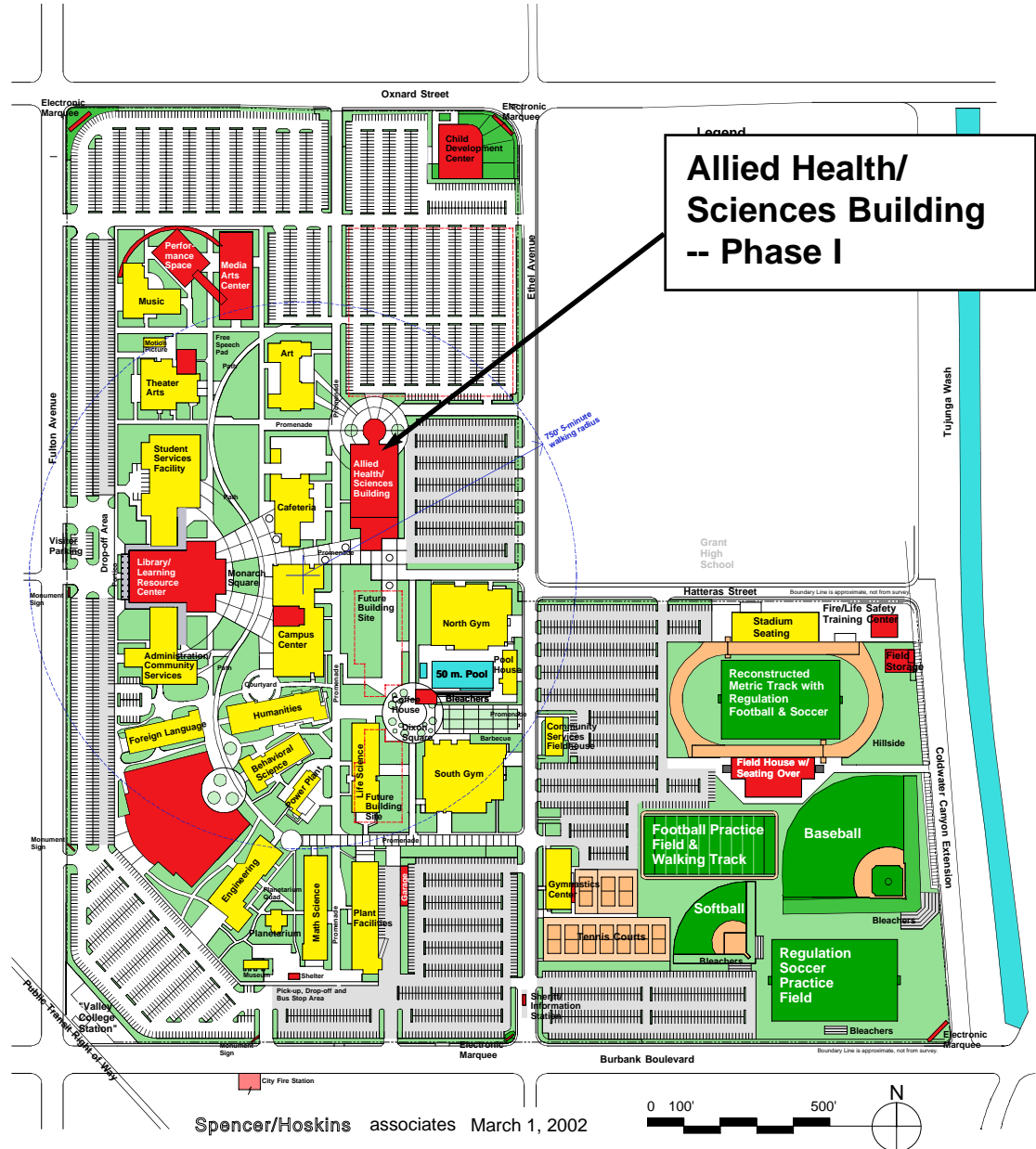
4. New Media Arts Center with Performance Space

This project will construct a home for the new Media Arts Department on campus--at the same time providing an exciting performance center for students and the community at large.

The following programs are included:

- Media Arts
- Journalism
- Speech
- Music (Additon)
- Recital Assembly Hall

Fine Arts will be consolidated at the north end of campus, including the new media arts for which Los Angeles is a world center. Community access is convenient from the adjacent parking areas and the new facility will be readily visible from the street.

Other projects will be synergistic with this development, such as the Parking and Roadway Additions and Renovations, the Theater Arts Building Modernization and Expansion, and the Music and Art Buildings Modernization. The result will be a unified Fine Arts Center on campus with excellent student

Site of New Media Arts Center with Performance Space.

and public access to its galleries and performance spaces and unexcelled instructional facilities.

This project replaces the present 2,056 ASF Motion Picture Building #54 that is extremely undersized for the needs of the Media Arts program. In addition to the Media Arts the building also houses new replacement lab facilities for the communications-related Journalism and Speech programs that are presently located in the college's "temporary" bungalows dating from the 1940's. Also included is a much needed expansion to the present music facility that lies alongside the new

building with new digital-based music and composition labs and support practice rooms and offices. Finally, the project constructs a 400 seat multi-use music-general purpose performance space and support functions to provide the growing college an adequate performance venue. The new 400 seat venue complements the existing 250 seat drama venue that is located nearby at the north campus. The Motion Picture Building will be remodeled into a support facility for the 250 seat drama theatre in a later project. The concept of an integrated Media Arts - Communication Arts facility will permit LA

	Existing 1999	Mid Term 23,000	Long Term 30,000
Media Arts Lab ASF	1,590	3,837	6,510
Music Lab ASF	6,844	12,058	15,801
Journalism Lab ASF	1,515	1,161	1,522
Speech Lab ASF	3,689	4,967	6,508
3000 WSCH Extra Growth For Media Arts @ 214 ASF Per 100 Lab WSCH	--	6,420	12,840
Total Lab ASF	13,638	28,443	36,761
ASF for Media Arts Ctr., Keeping Music Labs		**21,599**	36,337
Net Lab ASF Increase for Media Arts Center Long Term			**14,738**
WSCH for above programs		25,538	32,834
FTEF @ 1 FTEF per 400 WSCH		64	82
Faculty Office ASF in Music Building = 973 ASF			
Office ASF from FTEF @ 80 ASF per FTEF		5,120	6,560
Net Faculty Office ASF Required in Media Arts		4,147	5,587
Net Faculty Office Increase for Phase II		--	1,440
Total ASF Mid Term		**25,746**	
Net Add'l. ASF Long Term			**16,178**
Total OGSF @ 70% Efficiency Mid Term		**36,780**	
Net Add'l. OGSF Long Term			**23,110**

Valley College to more directly serve the nation's largest concentration of the motion picture and related media industries that are located well within its service area of Burbank and the eastern San Fernando Valley.

Media Arts Center with Performance Space

Legend

- New Building Projects
- Existing Buildings Remodeled and/or Modernized
- New Parking Lots

Oxnard Street

Electronic Marquee

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Student Services Facility

Allied Health/Sciences Building

750' 5-minute walking radius

Cafeteria

Visitor Parking

Drop-off Area

Monument Sign

Library/Learning Resource Center

Monarch Square

Future Building Site

Grant High School

Hatteras Street

Boundary Line is approximate, not from survey.

Fire/Life Safety Training Center

Stadium Seating

North Gym

Campus Center

Administration/Community Services

Pool House

50 m. Pool

Reconstructed Metric Track with Regulation Football & Soccer

Field Storage

Coffee House

Bleachers

Community Services Field House

Field House w/ Seating Over

Hillside

Humanities

Foreign Language

Dixon Square

Barbecue

Behavioral Science

Life Science

South Gym

Football Practice Field & Walking Track

Baseball

Future Building Site

Engineering

Power Plant

Gymnastics Center

Softball

Bleachers

Planetarium

Planetarium Quad

Math Science

Plant Facilities

Garage

Tennis Courts

Regulation Soccer Practice Field

Bleachers

Museum

Shelter

"Valley College Station"

Public Transit Right of Way

Monument Sign

Pick-up, Drop-off and Bus Stop Area

Sheriff Information Station

Electronic Marquee

Bleachers

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey.

City Fire Station

Spencer/Hoskins associates March 1, 2002

0 100' 500'

N

Fulton Avenue

Tujunga Wash

Coldwater Canyon Extension

5. Student Services Facility--Remodel of Old Library Building

This project will create a one-stop student services facility in the old library building, conveniently located for student access at the heart of campus.

This facility is expected to include Admissions and Records, Articulation, the Business Office, Office of Student Services and Vice President of Student Services, Career Center, Citizenship Center, Counseling, Financial Aid, International Students, the Transfer Center, Assessment, Extended Opportunity Programs and Services, CARE (Cooperative Agencies Resources for Education), Student Assistance Center, Matriculation, Offices of Disabled Students Programs and Services, Cal-WORKS/GAIN, Job Training, Job Resource Center, Cooperative Work Experience, PACE, Veterans Services, and support space for staff.

project constructs a new "One-Stop" Student Services Building in the old Library Building, after it is vacated by the construction of a new Library/Learning Resource Center. The Student Services Building will have 26,926 ASF with an efficiency ratio of 65% within the existing building's 41,425 OGSF.

The existing student service areas on campus total 15,441 ASF, located in three permanent buildings (where the space would be remodeled for other uses--not a part of this project) and in two bungalow portable buildings, #16 and #31, which would be demolished. These student services are widely scattered around campus, making student access difficult for new students. The allocation of 26,926 ASF in the old library should easily accommodate the current student services operation with an allowance for growth into the mid term needs of the college (when it reaches 23,000 students) and possibly beyond.

Existing Financial Aid office is in a 50 year old portable building in an out-of-the-way spot on campus.

Oxnard Street

Electronic Marquee

Electronic Marquee

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

New Parking Lots

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Student Services Facility-- Remodel of Old Library Building

Student Services Facility

Allied Health/ Sciences Building

Cafeteria

Promenade

Library/ Learning Resource Center

Monarch Square

Future Building Site

North Gym

Grant High School

Hatteras Street

Fire/Life Safety Training Center

Stadium Seating

Field Storage

Reconstructed Metric Track with Regulation Football & Soccer

Boundary Line is approximate, not from survey.

Visitor Parking

Fulton Avenue

Campus Center

Courtyard

Administration/ Community Services

50 m. Pool

Pool House

Coffee House

Bleachers

Community Services Field House

Hillside

Humanities

Foreign Language

Life Science

South Gym

Barbecue

Field House w/ Seating Over

Behavioral Science

Future Building Site

Football Practice Field & Walking Track

Baseball

Engineering

Planetarium Road

Math Science

Plant Facilities

Garage

Gymnastics Center

Softball

Regulation Soccer Practice Field

Planetarium

Tennis Courts

Bleachers

Bleachers

Shelter

Pick-up, Drop-off and Bus Stop Area

Sheriff Information Station

Bleachers

Coldwater Canyon Extension

Monument Sign

"Valley College Station"

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey.

City Fire Station

Spencer/Hoskins associates March 1, 2002

0 100'   500'

N

6. Allied Health/Sciences Secondary Effects -- Remodel Vacated Space and Demolish Obsolete Space

This project will demolish the old wooden Chemistry Building and Physics Building, creating a suitable site for the new Computer/Business/Technology Building. It would have cost over 65% of their value to remodel these buildings into needed computer science laboratories, making it impractical to do so.

The Life Science Building will be remodeled into lecture and dry laboratory space.

Chemistry Prep Rooms with hazardous conditions.

Physics Laboratory with obsolete equipment.

This project reconstructs the college's 1962 Life Science Building (#8) after completion of the new Allied Health/Science Building. The new building replaces all the biology labs and their support spaces -- thereby freeing up the existing lab space for conversion to other uses. The reconstruction will create classrooms of various sizes and faculty/departmental offices numbered roughly in proportion with the total classroom capacity. Offices have been programmed on the basis of 80 ASF per faculty member whose average instructional load is 500 WSCH. A state of equilibrium is therefore created between the WSCH capacity of the classrooms (21,911 WSCH) and the number of faculty offices created (45 including two departmental chairs). The building will be upgraded in accordance with code and, recognizing its wood frame construction, will be fully fire sprinkled. It will also be equipped for the latest in "smart classroom" technology with full projection video capability, wireless student networks, and wired networks where practicable throughout. An allocation of approximately 200 sf has been made for fle servers and other networking equipment by reducing the Assignable Square Footage of the building by that amount.

This project has a primary goal of replacing the 1940's era "temporary"bungalows. Converting the vacated biology lab space to a less intensive use such as classrooms and offices provides a comparatively low cost source of replacement classroom space. It also addresses some serious fire safety and code shortcomings identied in the master plan.

Oxnard Street

Electronic Marquee

Electronic Marquee

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Promenade

Promenade

Allied Health/Sciences Secondary Effects -- Remodel Vacated Space and Demolish Obsolete Space

Student Services Facility

Allied Health/Sciences Building

Cafeteria

Fulton Avenue

Visitor Parking

Library/Learning Resource Center

Monarch Square

Tujunga Wash

Grant High School

50' 5-minute walking radius

Campus Center

Future Building Site

North Gym

Hatteras Street

Boundary Line is approximate, not from survey

Fire/Life Safety Training Center

Stadium Seating

Field Storage

Monument Sign

Administration/ Community Services

Courtyard

Humanities

Pool House

50 m. Pool

Bleachers

Reconstructed Metric Track with Regulation Football & Soccer

Foreign Language

Coffee House

Drop Square

Barbecue

Community Services Field House

Hillside

Coldwater Canyon Extension

Behavioral Science

Tower Plaza

Life Science

Future Building Site

South Gym

Field House w/ Seating Over

Monument Sign

Engineering

Planetarium Road

Math Science

Plant Facilities

Garage

Promenade

Football Practice Field & Walking Track

Baseball

Bleachers

Planetarium

Gymnastics Center

Softball

Bleachers

Regulation Soccer Practice Field

"Valley College Station"

Armory Museum

Shelter

Pick-up, Drop-off and Bus Stop Area

Tennis Courts

Bleachers

Public Transit Right of Way

Monument Sign

Sheriff Information Station

Bleachers

Electronic Marquee

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey

City Fire Station

Spencer/Hoskins associates March 1, 2002

0   100'   500'

N

7. Student Services Facility Secondary Effects--Remodel Administration Building

This project will give Community Services a new home in the Administration Building while remodeling the space vacated by student services offices relocating to their new facility in the old Library Building. Other administrative services will have room to expand as required by the growth of the College.

The Administration Building has 15,837 ASF and 26,955 Gross SF, all used for offices.

Community Services office.

Community Services public lobby.

Student Services Facility Secondary Effects--Remodel Administration Building

Legend
New Building Projects
Existing Buildings Remodeled and/or Modernized

Oxnard Street

Electronic Marquee
Electronic Marquee

Child Development Center

Performance Space
Media Arts Center
Music

Motion Picture
Free Speech Pad
Art

Theater Arts

Student Services Facility

Allied Health/ Sciences Building

750' 5-minute walking radius

Cafeteria

Library/ Learning Resource Center

Monarch Square

Future Building Site

Grant High School

Hatteras Street

Boundary Line is approximate, not from survey.

North Gym

Fire/ Life Safety Training Center

Stadium Seating

Field Storage

Campus Center

Administration/ Community Services

Courtyard

Pool House

50 m. Pool

Reconstructed Metric Track with Regulation Football & Soccer

Hillside

Humanities

Coffee House

Bleachers

Community Services Field House

Foreign Language

Dixon Square

Barbecue

Field House w/ Seating Over

Behavioral Science

Life Science

South Gym

Future Building Site

Football Practice Field & Walking Track

Baseball

Engineering

Planetarium Quad

Garage

Gymnastics Center

Softball

Regulation Soccer Practice Field

Math Science

Plant Facilities

Planetarium

Tennis Courts

Bleachers

Museum

Shelter

Sheriff Information Station

Bleachers

"Valley College Station"

Pick-up, Drop-off and Bus Stop Area

Electronic Marquee

Electronic Marquee

Monument Sign

Burbank Boulevard

Boundary Line is approximate, not from survey.

City Fire Station

Fulton Avenue

Visitor Parking

Monument Sign

Drop-off Area

Monument Sign

"Public Transit Right-of-Way"

Tujunga

Coldwater Canyon Extension

Spencer/Hoskins associates   March 1, 2002

0   100'   500'

N

8. New Child Development Center

This project constructs a permanent Child Development Center for 105 children, replacing the existing CDC relocatables licensed for 62 children. The new site is at a corner of campus, allowing easier access from a major boulevard. College WSCH growth and enrollment growth will be about 45% by the mid term period (about 2004) and growth of 90% by the long term period (about 2012), with the Child Development program increasing commensurately, requiring the additional space provided by this project.

The old Child Development Center relocatables opened twenty-seven years ago to serve the children of student parents and children from low income working families. The center also serves children of staff members when space is available. Ages range from three to twelve. When the new building is complete, the center will be able to handle infants and toddlers up through school age, and will begin to offer a Kindergarten program. The old relocatables are small, 3,802 OGSF, and lack many facilities needed by a Child Development Center, such as an isolation/sick room and a nap room, which will be rectified in the new building.

The College serves the poorest part of the San Fernando Valley, now a heavily urbanized--almost "inner-city"--area, with a population equivalent to some of the largest cities in America. A large portion of our students are in need of the services provided by the Child Development Center.

An expanded Child Development Center located at the N.E. corner of the campus will address these needs.

This project is sized to meet the needs of the College as it grows in the mid term period (about 2004). It also includes needed class-laboratory space for the Family and Consumer Studies program, which has WSCH growth from 4,478 in 1999 to 6,493 in the mid term (about 2004). F&CS offers 24 courses a year and has been turning students away because many courses are at maximum enrollment. Classes are offered days, afternoons, evenings, Saturdays, and also at an off-campus site.

This program is vital to the College, as over half of all Occupational Certificates awarded by the College are in Child Development programs.

Existing Child Development Center.

Oxnard Street

Electronic Marquee

Electronic Marquee

Legend

🟥	New Building Projects
🟨	Existing Buildings Remodeled and/or Modernized
⬜	New Parking Lots

Child Development Center

Child Development Center

Ethel Avenue

Fulton Avenue

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Student Services Facility

Allied Health/ Sciences Building

Promenade

750' 5-minute walking radius

Cafeteria

Visitor Parking

Drop-off Area

Monument Sign

Library/ Learning Resource Center

Monarch Square

Future Building Site

North Gym

Grant High School

Hatteras Street

Boundary Line is approximate, not from survey.

Stadium Seating

Fire/Life Safety Training Center

Campus Center

Administration/ Community Services

Courtyard

Humanities

50 m. Pool

Pool House

Bleachers

Community Services Field House

Reconstructed Metric Track with Regulation Football & Soccer

Field Storage

Coldwater Canyon Extension

Foreign Language

Behavioral Science

Tower Plan

Life Science

Future Building Site

Coffee House

Dance Square

Barbecue

South Gym

Field House w/ Seating Over

Hillside

Football Practice Field & Walking Track

Baseball

Monument Sign

Engineering

Planetarium Road

Math Science

Plant Facilities

Garage

Gymnastics Center

Softball

Bleachers

Planetarium

Promenade

Shelter

Tennis Courts

Bleachers

Regulation Soccer Practice Field

Bleachers

Electronic Marquee

"Valley College Station"

Public Transit Right-of-Way

Fire & Museum

Pick-up, Drop-off and Bus Stop Area

Sheriff Information Station

Monument Sign

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey.

City Fire Station

Spencer/Hoskins associates March 1, 2002

0 100'   500'

N

9. New Computer/Business/Technology Building -- Phase I

This project will construct a new Computer/Business/Technology Building on a prominent site at the southwest corner of campus, replacing the Physics and Chemistry buildings. The new building will have computer labs arrayed around a large central mall space housing the open access computer laboratory. The required functional arrangement of spaces could not be achieved using the existing one-story finger-plan science buildings, so they are being replaced. This building serves a majority of the computer applications related programs on campus and the need for an open inter-disciplinary computer lab suited for extended hours of operation.

The programs included here are:

- Business Administration/ Computer Applications/ Office Technologies
- Mathematics
- English Writing Center and Language Lab
- Computer Sciences/Information Technology
- Computer "Commons" Open Interdisciplinary Computer Lab

The facility comprises the second major phase of construction at LA Valley and consolidates computer lab facilities presently spread throughout campus in converted classrooms, business machine labs, and other spaces into a single location suited for efficient networking, operation, student and staff training, and security. Existing computer facilities are for the most part isolated from one another, making it impractical or costly to provide open lab time for students -- requiring students in turn to compete for available lab time in the already overcrowded LAIR (Lab for Advancement of Instructional Resources) computer lab in the library. The new facility with a single monitored entrance addresses this by making it possible to operate the facility over extended hours -- even "24-7"-- with minimum staff. Grouping the comput-er assets together also allows greater utilization and ease of programming and maintenance. The present computer labs will be either reconverted to their original uses, or in the case of certain buildings and the bungalows, demolished.

The project will be constructed in two phases; the first to address the mid-term needs and the later, an expansion, to serve the long-term needs.

	Existing 1999	Mid Term 23,000	Long Term 30,000
Bus. Admin. & CAOT Lab ASF	6,627	12,726	18,720
Technology Lab ASF	10,439	25,254	38,607
Math Lab	2,080	3,340	8,753
English Lab	1,782	3,043	5,980
Total	20,928	44,363	72,060
Existing Lab ASF To Remain in Engineering Building	7,392	7,392	7,392
New Lab ASF Required for Mid Term		36,971	
New Lab ASF Required for Long Term			64,668
Net New Lab ASF for Long Term			27,697
Computer Lab ASF Moved From Library for Long Term			15,300
Program WSCH	18,646	27,997	35,427
Increase in WSCH	--	9,351	7,430
FTEF @ 1 per 400 WSCH	--	24	19
Faculty Office ASF @ 80 ASF/FTEF	--	1,920	1,520
New Building ASF Required		38,891	
Net Add'l. Building ASF for Long Term Phase II			44,517
Total Building ASF in Long Term Phase II			83,408
New Building Gross SF @ 65% Efficiency, Phase I		**59,832**	
Net Add'l. Building Gross SF for Long Term Phase II			68,488
Total Building Gross SF, Phase I and Phase II			**128,320**

Spencer/Hoskins associates March 1, 2002

10. Maintenance & Operations Facility-- Reconstruction of Business-Journalism Building and New Yard

This project converts an existing building--Business-Journalism, the academic building farthest from the center of campus--into a new Maintenance and Operations Facility, replacing the existing bungalows and shop/garage buildings used for Plant Facilities. These existing facilities are spread out over a wide area, hindering centralized management.

The new facility will create a secure open vehicle and work yard, or compound. Within the compound will be a truck dock for materials handling. It will bring all shops under one roof for efficiency. The old facilities, mostly wooden structures dating from 1955 and earlier, will be removed to make space for expanded parking.

Existing Plant Facilities floor area totals 16,560 ASF, spread among eight bungalows in addition to the main Plant Facilities Building. The new building will allow 22,590 Gross SF, all located under one roof for efficiency.

In addition, two new buildings will also be needed: an open vehicular storage building within the same compound, and a field and grounds storage build-

ing located within the P. E. field area--possibly combined with a field house/bleacher structure.

Existing Facility is too small, with additional shops inefficiently spread among the bungalows.

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Maintenance & Operations Facility-- Reconstruction of Business-Journalism Building and Yard

Oxnard Street

Electronic Marquee

Electronic Marquee

Child Development Center

Ethel Avenue

Fulton Avenue

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Promenade

750' 5-minute walking radius

Promenade

Student Services Facility

Allied Health/ Sciences Building

Cafeteria

Visitor Parking

Drop-off Area

Monument Sign

Library/ Learning Resource Center

Monarch Square

Promenade

Grant High School

Hatteras Street

Boundary Line is approximate, not from survey.

Fire/Life Safety Training Center

Administration/ Community Services

Campus Center

Future Building Site

North Gym

Stadium Seating

Field Storage

Pool House

50 m. Pool

Reconstructed Metric Track with Regulation Football & Soccer

Courtyard

Humanities

Coffee House

Bleachers

Hillside

Monument Sign

Foreign Language

Behavioral Science

Power Plant

Life Science

Dance Square

Barbecue

Community Services Field House

Field House w/ Seating Over

Coldwater Canyon Extension

Future Building Site

South Gym

Football Practice Field & Walking Track

Baseball

Engineering

Planetarium Road

Gymnastics Center

Softball

Planetarium

Math Science

Promenade

Plant Facilities

Tennis Courts

Bleachers

Regulation Soccer Practice Field

Monument Sign

Fire's Museum

Shelter

Pick-up, Drop-off and Bus Stop Area

Sheriff Information Station

Bleachers

Electronic Marquee

"Valley College Station"

"Public Transit Right of Way"

Monument Sign

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey.

City Fire Station

Spencer/Hoskins associates March 1, 2002

0 100' 500'

N

11. Parking and Roadway Additions and Renovations--To Be Done in Phases

This project will resolve several ongoing issues with the roadway and parking layout on campus, including:

1. The entrance circle area will be enlarged and have improved traffic flow.

2. All on-campus parking lots will be linked by routes of travel for efficiency in finding a parking space when some lots are full.

3. Parking lots will be rearranged and restriped for efficiency, with pedestrian traffic flow parallel to traffic lanes and a maximized number of parking stalls.

4. Additional parking lots will be created where possible, such as at the previous bungalow area, the replaced softball fields, and the replaced outdoor basketball areas.

5. Service and emergency vehicle access roads must be analyzed and improved as required for approval by the local Fire Marshall at the Los Angeles City Fire Department. The access road system must include provision for future buildings and sites.

6. The status of Ethel Avenue needs to be clarified with the city, in case there are any outstanding issues regardings the conditions imposed by the city when the street was turned over to the College. In addition, the bridge over Ethel near the South Gym should either be demolished or rehabilitated for disabled access.

Existing Parking Areas and Roadways to be Renovated.

	1999 Existing	Mid Term 23,000	Long Term 30,000
Existing Parking	3,998 Stalls		
For 23,000 Students @ 5:1 Ratio For 30,000 Students @ 5:1 Ratio		4,600 Stalls	6,000 Stalls
Net Add'l. Stalls Needed		602	1,400
Surface Parking Stalls Provided in New Master Plan		4,842 Stalls	
Stalls Needed in Multistory Parking Structure			1,158 Stalls
Total Stalls Including Parking Structure			6,000 Stalls

Oxnard Street

Electronic Marquee

Electronic Marquee

Child Development Center

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Parking and Roadway Additions and Renovations-- To Be Done in Phases

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Fulton Avenue

750' 5-minute walking radius

Student Services Facility

Allied Health/ Sciences Building

Cafeteria

Grant High School

Visitor Parking

Drop-off Area

Library/ Learning Resource Center

Monarch Square

Campus Center

Future Building Site

North Gym

Hatteras Street

Boundary Line is approximate, not from survey.

Fire/Life Safety Training Center

Stadium Seating

Field Storage

Monument Sign

Administration/ Community Services

Courtyard

50 m. Pool

Pool House

Bleachers

Reconstructed Metric Track with Regulation Football & Soccer

Humanities

Coffee House

Drop Square

Barbecue

Community Services Field House

Hillside

Foreign Language

Behavioral Science

Life Science

South Gym

Field House w/ Seating Over

Baseball

Monument Sign

Future Building Site

Football Practice Field & Walking Track

Tower Plan

Engineering

Planetarium Road

Math Science

Plant Facilities

Garage

Gymnastics Center

Softball

Regulation Soccer Practice Field

Coldwater Canyon Extension

Planetarium

Tennis Courts

Bleachers

Bleachers

Public Transit Right of Way

Wildlife Museum

Shelter

Pick-up, Drop-off and Bus Stop Area

"Valley College Station"

Monument Sign

Sheriff Information Station

Electronic Marquee

Bleachers

Boundary Line is approximate, not from survey.

Electronic Marquee

City Fire Station

Burbank Boulevard

Spencer/Hoskins associates March 1, 2002

0   100'   500'

N

12. Modernization of Remaining Existing Buildings, Including Art, Music, Campus Center, Foreign Language, Humanities, Planetarium, Motion Picture, Behavioral Science, Engineering, Math Science and Life Science.

This project will extend the useful life of the buildings on campus which are not otherwise being remodeled. These are all permanent buildings 30 to 50 years old.

Their mechanical systems and finishes, including lighting, HVAC, toilet rooms, paint, and flooring are all candidates for refurbishment and modernization. Some of this work will be done immediately as a Quick Start Project, while other work will done on a scheduled basis.

A Laboratory in the Engineering Building.

Holes in walls for lights allow sound to travel between rooms; modernization is required.

Modernization of Remaining Existing Buildings, Including Art, Music, Campus Center, Foreign Language, Humanities, Planetarium, Motion Picture, Behavioral Science, Engineering, Math Science and Life Science

Oxnard Street

Electronic Marquee

Electronic Marquee

Legend

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Fulton Avenue

Promenade

Student Services Facility

Allied Health/Sciences Building

Grant High School

Boundary Line is approximate, not from survey

Visitor Parking

Drop-off Area

Cafeteria

Hatteras Street

Fire/Life Safety Training Center

Library/ Learning Resource Center

Monarch Square

Future Building Site

Stadium Seating

Field Storage

North Gym

Pool House

Reconstructed Metric Track with Regulation Football & Soccer

Monument Sign

Campus Center

Swim Pool

Administration Community Services

Courtyard

Community Services Field House

Hillside

Humanities

Barbecue

Field House w/ Seating Over

Foreign Language

Behavioral Science

Life Science

South Gym

Football Practice Field & Walking Track

Baseball

Coldwater Canyon Extension

Monument Sign

Engineering

Future Building Site

Power Plant

Gymnastics Center

Softball

Bleachers

Planetarium Quad

Math Science

Plant Facilities

Tennis Courts

Bleachers

Regulation Soccer Practice Field

Planetarium

Museum

Shelter

Sheriff Information Station

Bleachers

Electronic Marquee

"Valley College Station"

Pick-up, Drop-off and Bus Stop Area

Public Transit Right-of-Way

Monument Sign

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey

City Fire Station

Spencer/Hoskins associates   March 1, 2002

0   100'   500'

N

13. Remove Portable Buildings (Bungalows) and Restore Sites for Parking and Open Space

This project will remove the portable buildings--called bungalows--some of which have been here since the inception of the campus in 1949. None are newer than 1955.

The site will be developed to serve the needs of the growing campus--mostly with parking lots and landscaping. Some space may be reserved for the Historical Museum, a separate project. The Coffee House should move to a new facility between the North and South Gymnasiums, a separate project.

Remove Portable Buildings (Bungalows) and Restore Sites for Parking and Open Space

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Spencer/Hoskins associates   March 1, 2002

14. *Community Services Fieldhouse and Gymnastic Center Modernization*

This project modernizes the Community Services Fieldhouse and the Gymnastic Center--both built in 1952--which were the original Gymnasiums on campus. Each has had bungalow-like additions, which are now planned to be removed.

The Community Services Fieldhouse is useful as a small gym. The present building has 8,273 ASF and 9,764 Gross SF, which includes the Community Services offices which should be demolished, leaving just the original gym.

The Gymnastics Center has 17,000 ASF and 18,700 Gross SF, but the athletics office addition will be removed when the new fieldhouse is constructed as part of the P.E./Athletics Fields Modernization. The basic original gymnasium portion of the building will remain.

Legend

New Building Projects

Community Services Fieldhouse and Gymnastic Center Modernization

Spencer/Hoskins associates March 1, 2002

15. North Gymnasium Modernization, New Health Center and Disabled Exercise Facility

This project will renovate the North Gymnasium, finally making use of space allowed for women's locker rooms but never needed. An exercise facility for disabled students and a student health center are planned.

This building was built as the Women's Gymnasium in 1973 and, at 28 years old, is the second-newest building on campus. Due to changes in the Physical Education and Athletics programs in recent years, this building now requires modernization.

The building has 29,646 ASF and 37,963 Gross SF.

The swimming pool is adjacent to this building and should be taken into consideration when the building is modernized. The swimming pool enlargement project is a separate project, but there should be coordination between these two projects so that future problems are avoided.

Existing North Gymnasium.

North Gymnasium Modernization, New Health Center and Disabled Exercise Facility

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Spencer/Hoskins associates March 1, 2002

0 100' 500'
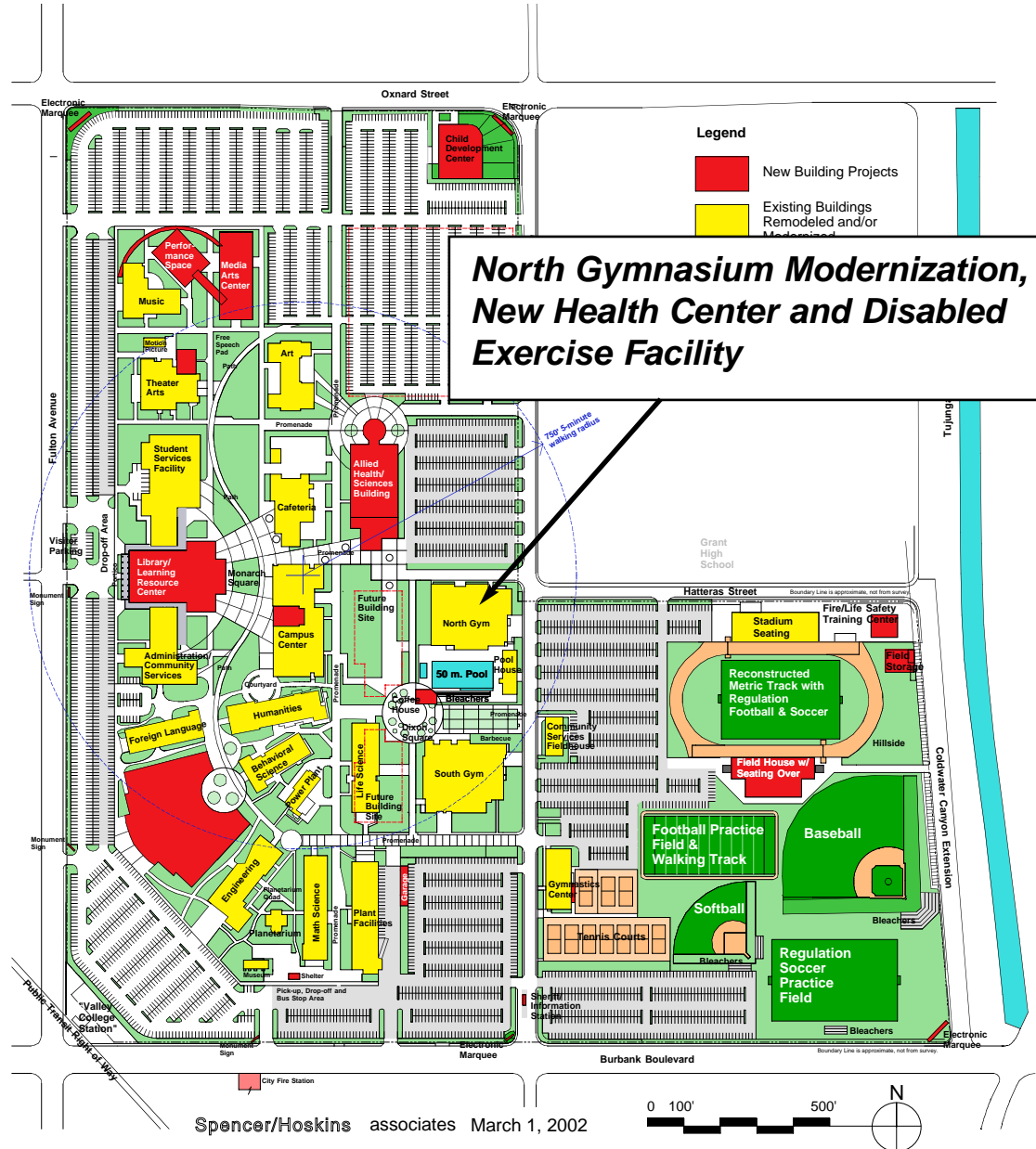
16. South Gymnasium Modernization

This project will modernize the South Gymnasium, built in 1961 as the Men's Gymnasium and now showing the effects of 40 years of hard use.

Flooring, painting, fixtures and equipment, lighting and HVAC mechanical systems need to be renovated, and some room layouts need to be changed to reflect changes in the Physical Education program in recent decades. The training room needs to expand to accommodate rehabilitation machines, using unneeded shower areas. Motorized bleachers and backboards are needed for the competition gymnasium.

The building has 28,681 ASF and 45,200 Gross SF.
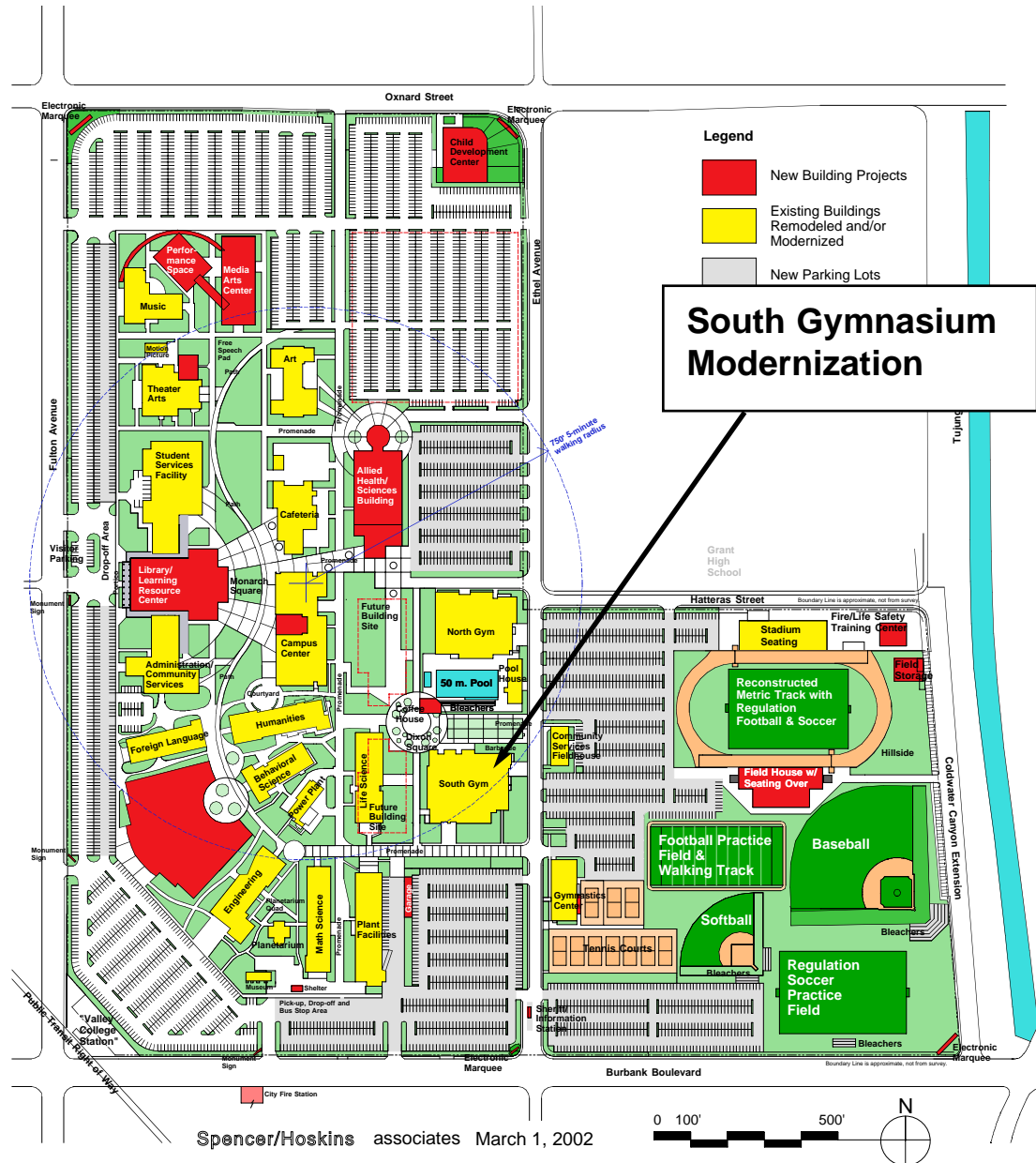
Legend

- New Building Projects
- Existing Buildings Remodeled and/or Modernized
- New Parking Lots

South Gymnasium Modernization

Spencer/Hoskins associates   March 1, 2002

0 100'   500'   N

17. Rebuild Campus Entrances and Signage for Traffic Safety and Public Information with Electronic Marquees

This project will address the public doorsteps of the campus, aiding traffic flow and creating a new image for the campus at its most public points.

Components of this project may include bus loops, dropoff areas for students, faculty and staff, and relocated or reconstructed entrances to address traffic issues which have surfaced since the campus was originally developed. The closure of Ethel Avenue, for instance, has affected traffic flow and created unresolved problems of access and security. Certain driveway entrances have been changed to one-way, creating difficulties. A busy city fire station is directly across the street from a major campus streetfront area, with many daily disruptions. These and other issues will be addressed in this project.

An important component is the installation of new digital display signs--electronic marquees--for public information about College activities. These will be placed at busy street intersections for maximum public informative benefit.

Rebuild Campus Entrances and Signage for Traffic Safety and Public Information with Electronic Marquees

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Oxnard Street

Electronic Marquee

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Promenade

Fulton Avenue

Student Services Facility

Allied Health/Sciences Building

Cafeteria

Visitor Parking

Drop-off Area

Library/Learning Resource Center

Monarch Square

Future Building Site

North Gym

Grant High School

Boundary Line is approximate, not from survey.

Hatteras Street

Stadium Seating

Fire/Life Safety Training Center

Field Storage

Administration/Community Services

Campus Center

Courtyard

50 m. Pool

Field House

Reconstructed Metric Track with Regulation Football & Soccer

Monument Sign

Humanities

Coffee House

Bleachers

Barbecue

Community Services Field House

Field House w/ Seating Over

Hillside

Foreign Language

Behavioral Science

Life Science

Tower Plan

Future Building Site

Football Practice Field & Walking Track

Baseball

Monument Sign

Engineering

Planetarium Road

Math Science

Plant Facilities

Garage

Gymnastics Center

Softball

Bleachers

Bleachers

Coldwater Canyon Extension

Planetarium

Tennis Courts

Regulation Soccer Practice Field

"Valley College Station"

Art & Museum

Pick-up Drop-off and Bus Stop Area

Sheriff Information Station

Bleachers

Public Transit Right of Way

Monument Sign

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey.

Electronic Marquee

City Fire Station

Spencer/Hoskins associates March 1, 2002

0 100'   500'

N

18. Renovate and Rearrange for Efficiency Playing Fields and Courts, Track for Metric Competition, New Field House and New Soccer Practice Field

This project modernizes the outdoor Physical Education facilities on campus and brings them closer to each other for instructional efficiency. Components of this project include:

1. New lighted baseball facility, relocated slightly to the east, with permanent seating.

2. Two new lighted softball fields, located adjacent to the baseball field.

3. New lighted soccer practice field with seating, scoreboard, artificial field turf, and 10' fence and windscreen.

4. Relocated football practice field, with walking track at perimeter and 10 foot fence and windscreen.

5. Reconstructed football/soccer stadium, with artificial "field turf" and new all-weather metric track.

6. Centralized lighted 10-court tennis facility, including competition court with bleachers and judges station.

7. New Field House with public restroom and concession facilities and including athletic offices, training rooms, locker rooms and equipment rooms, located between stadium and baseball fields. The existing athletics bungalow attached to the Gymnastics Center will be demolished, allowing space for tennis courts.

8. New storage buildings for groundskeeping equipment and landscaping materials should be provided as required by the Plant Facilities department.

Existing clay surfaced track in stadium.

Oxnard Street

Electronic Marquee

Electronic Marquee

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Renovate and Rearrange for Efficiency Playing Fields and Courts, Track for Metric Competition, New Field House and New Soccer Practice Field

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Promenade

Promenade

Student Services Facility

Allied Health/ Sciences Building

Cafeteria

Grant High School

Batteras Street

Boundary Line is approximate, not from survey.

Fire/Life Safety Training Center

Fulton Avenue

Visitor Parking

Monument Sign

Library/ Learning Resource Center

Monarch Square

Administration Community Services

Future Building Site

North Gym

Stadium Seating

Field Storage

Campus Center

Pool House

Reconstructed Metric Track with Regulation Football & Soccer

Courtyard

50 m. Pool

Bleachers

Promenade

Humanities

Coffee House

Direct Square

Barbecue

Community Services Field House

Field House w/ Seating Over

Hillside

Foreign Language

Behavioral Science

Life Science

South Gym

Football Practice Field & Walking Track

Baseball

Coldwater Canyon Extension

Tower Plan

Future Building Site

Monument Sign

Engineering

Planetarium Road

Math Science

Plant Facilities

Gymnastics Center

Softball

Regulation Soccer Practice Field

Bleachers

Promenade

Planetarium

Tennis Courts

Bleachers

Garage

Valley Museum

Shelter

Bleachers

Public Transit Right-of-Way

"Valley College Station"

Monument Sign

Pick-up, Drop-off and Bus Stop Area

Sheriff Information Station

Boundary Line is approximate, not from survey.

Electronic Marquee

Electronic Marquee

Burbank Boulevard

City Fire Station

Spencer/Hoskins associates   March 1, 2002

0   100'   500'

N

19. New Fire / Life Safety Training Center

This project constructs a training facility for the College's unique Emergency Services programs. The site is a portion of the underutilized area at the eastern corner of campus currently used as a dump, adjacent to the trash compactor yard. Old aerial photos from 1964 show this area used as a parking lot.

Emergency Services, formerly called Administration of Justice/Fire Technology, offers courses in Administration of Justice, Fire Technology, Wildland Fire Technology, Paramedic and Emergency Medical Technician. Faculty offices should be moved into one area near where department classes are taught, and each full-time faculty member should have a private office. Part-time faculty need more shared office space as well.

Space is needed for on-campus storage, a shooting range, a rappelling tower and a burn tower, with yard space for a fire apparatus. Two vehicles are needed so the department does not have to borrow them. Simulators using a large computer screen for simulated confrontations that test reaction time are needed.

Site of Fire/Life Safety Training Center is currently the trash compactor yard.

20. Historical Museum--Restoration, New Building or Inclusion in Library

This project will modernize the Historical Museum which is now located in a bungalow "temporary" building dating from 1949. This museum collection serves the San Fernando Valley community and the world with a collection of documents, photographs and artifacts spanning the history of the Valley, documenting its vast social and physical changes. The Valley, with its population equalling that of the sixth largest city in the United States, is deserving of important academic study and documentation.

In addition, the museum is also a repository for L.A. Valley College documents, photographs and publications.

The scope of this project will be defined by future decisions regarding the integration of the museum's collection into the Los Angeles Valley College Library.

The museum building is the first bungalow on the campus, originally the administration building, and thus is itself an artifact important in the College's history. However, the museum would be an important addition to the new Library/Learning Resource Building.

The existing Historical Museum Bungalow is 1,390 ASF and 1,876 Gross SF. If the Museum is incorporated into the new Library/Learning Resource Center, a programmed area of approximately 3,000 ASF should be provided, which will allow the Museum to present its collection and provide resources to the College and community.

Existing Historical Museum.

Historical Museum-- Restoration, New Building or Inclusion in Library

Spencer/Hoskins associates March 1, 2002

0 100'   500'   N

21. New Information Sheriff Station and Campus Wide Security Improvements

This project will construct a new Information and Sheriff's Station on campus. The Information station will be located at an important automobile entrance to campus, at Ethel Avenue and Burbank Boulevard, and serve to enhance security while providing an information resource to students and the public.

The current Sheriff's Station bungalow has 2,023 ASF of space. Given that space for staff at this time is limited, additional space will be needed as staff members are added. The locker room is at capacity now, and a women's locker room facility is needed. The department will need about 300 sq.ft. of additional space in the mid term, and 600 sq.ft. in the long term.

Total space requirement is about 2,600 ASF. The Sheriff's Station should be located near the Cafeteria, at the heart of campus where students can readily find it, close to the cashiers' stations in the Bookstore, Cafeteria and Business Office, and near major public assembly areas which most require a security presence.

Existing Campus Sheriff Station in bungalow.

Oxnard Street

Electronic Marquee

Electronic Marquee

Ethel Avenue

Fulton Avenue

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

New Parking Lots

New Information Sheriff Station and Campus Wide Security Improvements

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Student Services Facility

Allied Health/ Sciences Building

Promenade

750' walk

Cafeteria

Monarch Square

Library/ Learning Resource Center

Campus Center

Future Building Site

North Gym

Stadium Seating

Fire/Life Safety Training Center

Grant High School

Hatteras Street

Boundary Line is approximate, not from survey.

Administration/ Community Services

50 m. Pool

Pool House

Field Storage

Reconstructed Metric Track with Regulation Football & Soccer

Courtyard

Humanities

Coffee House

Bleachers

Community Services Field House

Hillside

Foreign Language

Drop Square

Barbecue

Field House w/ Seating Over

Behavioral Science

Power Plant

Life Science

South Gym

Future Building Site

Football Practice Field & Walking Track

Baseball

Promenade

Engineering

Planetarium Road

Math Science

Plant Facilities

Garage

Gymnastics Center

Softball

Bleachers

Bleachers

Planetarium

Tennis Courts

Regulation Soccer Practice Field

Shelter

Wave Museum

Pick-up, Drop-off and Bus Stop Area

Sheriff Information Station

Bleachers

Electronic Marquee

Coldwater Canyon Extension

Monument Sign

Monument Sign

Monument Sign

Visitor Parking

Drop-off Area

"Valley College Station"

Public Transit Right of Way

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey.

City Fire Station

Spencer/Hoskins associates March 1, 2002

0 100'   500'

N

22. Theater Arts Building Modernization and Expansion

This project will modernize the Theater Arts Building, which dates from 1961. Additional storage will be added for stage sets, construction materials and other purposes.

the addition is shown place on the north side of the building. Due to its relatively small size, it should be built in just one phase, adequate for both Mid Term and Long Term growth of the campus.

	Existing 1999	Mid Term 23,000	Long Term 30,000
Theater Arts Lab WSCH	694	1,007	1,319
Increase	--	313	313
ASF @ 257 ASF/100 WSCH		805	805
Gross SF @ 65% Efficiency		1,240	1,240
Long Term Total Gross SF			**2,480**

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

New Parking Lots

Theater Arts Building Modernization and Expansion

Oxnard Street

Electronic Marquee

Electronic Marquee

Child Development Center

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Cafe

Art

Theater Arts

Patio

Fulton Avenue

Ethel Avenue

Promenade

Promenade

750' 5-minute walking radius

Student Services Facility

Allied Health/ Sciences Building

Cafeteria

Visitor Parking

Drop-off Area

Library/ Learning Resource Center

Monarch Square

Campus Center

Future Building Site

North Gym

Grant High School

Boundary Line is approximate, not from survey

Hatteras Street

Stadium Seating

Fire/Life Safety Training Center

Field Storage

Monument Sign

Administration/ Community Services

Pool House

50 m. Pool

Reconstructed Metric Track with Regulation Football & Soccer

Courtyard

Humanities

Coffee House

Bleachers

Community Services Field House

Hillside

Foreign Language

Drop-off Square

Barbecue

Field House w/ Seating Over

Behavioral Science

Tower Plan

Life Science

South Gym

Football Practice Field & Walking Track

Baseball

Coldwater Canyon Extension

Future Building Site

Monument Sign

Engineering

Planetarium Quad

Math Science

Plant Facilities

Gymnastics Center

Softball

Regulation Soccer Practice Field

Planetarium

Promenade

Shelter

Valley Museum

Pick-up, Drop-off and Bus Stop Area

Tennis Courts

Bleachers

Bleachers

Sheriff Information Station

Bleachers

Electronic Marquee

"Valley College Station"

Public Transit Right of Way

Monument Sign

Electronic Marquee

Burbank Boulevard

Boundary Line is approximate, not from survey.

City Fire Station

Spencer/Hoskins associates March 1, 2002

0 100'   500'

N

23. Cafeteria and Satellite Food Facilities Expansion and Reconstruction

This project will construct a new Coffee House to replace one in a temporary building (bungalow) being removed, add permanent vending machine facilities where needed on campus, and remodel the Cafeteria Building to take advantage of the new Monarch Plaza connecting it to the central campus buildings.

The present cafeteria lacks outdoor dining and lounge space fronting on the central mall, and does not attract and serve students as effectively as possible. Recent interior remodeling has improved the food service arrangements and will be complemented by the exterior remodeling proposed here.

A snack bar/coffeehouse is needed in the heavily traveled area at Dixon Square (between the gymnasiums), replacing the Coffee House in the bungalow area. An indoor seating area should be supplemented with nicely landscaped outdoor seating areas.

Existing Coffee House.

Cafeteria and Satellite Food Facilities Expansion and Reconstruction

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Spencer/Hoskins associates   March 1, 2002
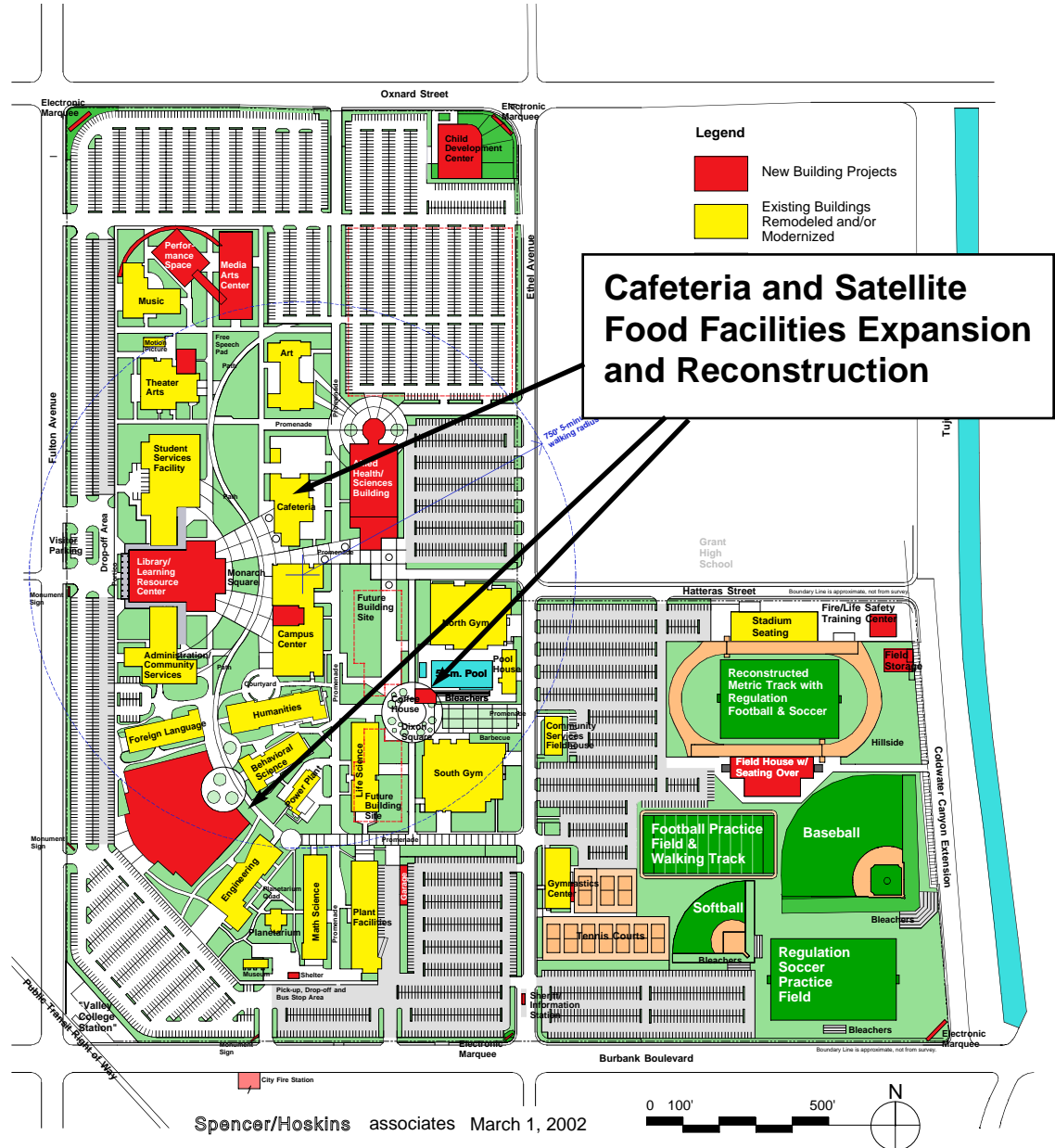
24. Bookstore Expansion

This project will expand the College Bookstore, in the Campus Center, to a size commensurate with the growth of the campus. Present facilities are inconveniently spread over two stories, including storage in the basement, and not efficient to operate.

The existing Gross SF of the Bookstore, including storage areas in the Basement, is approximately 12,100 GSF.

Available area if the Patio can be enclosed and replaced by a new Patio beside the Campus Center, and if the office space currently used by EOPS is available, totalsan additional 5,676 GSF.

The total area available for the Bookstore is 17,790 Gross SF which is probably adequate for a bookstore serving a campus of 30,000 enrollment.

Legend

New Building Projects

Existing Buildings Remodeled and/or Modernized

Bookstore Expansion

Spencer/Hoskins associates March 1, 2002

25. Modernize Pool for 50-Meter Competition and New Therapy Pool

This project modernizes the swimming pool, which was constructed in 1978, by extending its length to the now-standard competition size of 50 meters. In addition, an auxiliary shallow therapy pool with warmer water will be constructed to serve the disabled, children and elderly.

The longer pool, in addition to its ability to host competitive athletic events, is also more efficient in that it can be used for concurrent multiple programs, such as water polo, diving and swimming. Special movable dividers allow such concurrent use by absorbing waves and separating users.

Swimming facilities, in addition to their use in Physical Education, are an important component of Community Services and serve to introduce the College to a wide public.

The therapy pool, with its shallow depth, serves a critical need by special users in the community; it is suitable for swim lessons, aqua aerobics, community programs and disabled therapy (adapted P.E., 2-1/2' to 4' deep 25-yard area with 82-degree warm water) replacing the existing short course 25-meter by 25-yard pool, which is too deep in the deep end and too shallow in the shallow end, in addition to being only half the length required.

Locker rooms and ancillary facilities serving the pool will be remodeled and added onto by this project, enlarging and modernizing the existing Pool House to accommodate the increased use of the larger pool. Bleachers will facilitate classroom and competition use. Historically, the pool was constructed too small, and the deep end was placed at the wrong end to allow the pool to be simply extended--thus the conversion of the old 25-meter pool into the required 50-meter pool will completely replace the old pool. A possible less costly alternative might be to retain the existing pool for diving and water polo and construct a new long course all shallow pool for swimming. It would save the demolition and regrading cost of the old pool and as an all shallow pool would be less costly to construct ($1 million versus $1,326,000).

26. Education and Job Training Center (Off-Campus)

This project is outside the scope of this Master Plan, as it is not located on campus.

27. Parking Structures, Multi-story, Built in Phases

This project will construct a multi-story parking structures, in phases, as required to accommodate parking for planned long term enrollments.

Surface parking has been expanded as much as possible in this Master Plan, as shown in the drawing, and accommodates campus growth through the Mid Term period.

Long Term growth will require additional parking beyond what fits on the available land. If it cannot be provided close by--for example, on land purchased across the street from the campus--then a parking structure would be needed.

The site chosen for a parking structure is the south portion of existing Parking Lot D, which has 678 surface parking stalls. The parking structure would eliminate these existing stalls. Therefore, the parking structure needs to have 1,158 stalls. These could be accommodated in three levels of 600 stalls each, which would fit on this site. A four story structure with a smaller footprint may be desirable.

Site of the parking structure.

	1999 Existing	Mid Term 23,000	Long Term 30,000
Existing Parking	3,998 Stalls		
For 23,000 Students @ 5:1 Ratio For 30,000 Students @ 5:1 Ratio		4,600 Stalls	6,000 Stalls
Net Add'l. Stalls Needed		602	1,400
Surface Parking Stalls Provided in New Master Plan		4,842 Stalls	
Stalls Needed in Multistory Parking Structure			1,158 Stalls
Total Stalls Including Parking Structure			6,000 Stalls

Oxnard Street

Electronic Marquee

Electronic Marquee

Child Development Center

Legend

New Building Projects

Multistory Parking Structure

Performance Space

Media Arts Center

Music

Motion Picture

Free Speech Pad

Art

Theater Arts

Ethel Avenue

Tujunga Wash

750' 5-minute walking radius

Promenade

Fulton Avenue

Student Services Facility

Allied Health/ Sciences Building

Mall

Cafeteria

Grant High School

Visitor Parking

Drop-off Area

Library/ Learning Resource Center

Monarch Square

Promenade

Boundary Line is approximate, not from survey.

Hatteras Street

Fire/Life Safety Training Center

Future Building Site

North Gym

Stadium Seating

Field Storage

Administration/ Community Services

Campus Center

Courtyard

Park

Promenade

50 m. Pool

Pool House

Reconstructed Metric Track with Regulation Football & Soccer

Humanities

Coffee House

Bleachers

Community Services Field House

Hillside

Foreign Language

Barbecue

Dirck Square

Field House w/ Seating Over

Behavioral Science

Tower Plaza

Life Science

South Gym

Monument Sign

Future Building Site

Football Practice Field & Walking Track

Baseball

Engineering

Planetarium Road

Math Science

Plant Facilities

Garage

Gymnastics Center

Softball

Bleachers

Regulation Soccer Practice Field

Planetarium

Promenade

Tennis Courts

Bleachers

Bleachers

Valley Museum

Shelter

Pick-up, Drop-off and Bus Stop Area

Sheriff Information Station

Electronic Marquee

Monument Sign

"Valley College Station"

Public Transit Right of Way

Coldwater Canyon Extension

Electronic Marquee

Boundary Line is approximate, not from survey.

Burbank Boulevard

City Fire Station

N

0   100'   500'

Spencer/Hoskins associates March 1, 2002

28. Allied Health/Sciences Building -- Phase II

Phase II expands the Allied Health/Sciences Building to accommodate Long Term College growth to 30,000 enrollment. Phase I was programmed to accommodate a Mid Term enrollment of 23,000.

See Project 3, Allied Health/Sciences Building -- Phase I for program data.

This addition will be to the south end of the building. The Phase I should be architecturally designed to accommodate the addition by extending the labs on three floors, keeping programs together.

Allied Health/
Sciences Building --
Phase II

Spencer/Hoskins associates March 1, 2002

29. Computer/Business/Technology Building -- Phase II

This project expands the Computer/Business/Technology Building to accommodate Long Term growth of 30,000 enrollment. Secondarily, it allows the Library/Learning Resource Center to expand within its existing building to accommodate a campus of 30,000 students by moving a portion of the open computer labs to this C/B/T addition from the L/LRC building.

See Project 9, the Computer/Business/Technology Building -- Phase I, for program data.

The building should be architecturally designed to be easily expanded from Phase I to Phase II, with appropriate program and space relationships retained. Phase I should face onto the campus spine circulation route, while the Phase II addition can extend the building towards the perimeter parking lots.

New Computer/ Business/ Technology Building -- Phase II

Spencer/Hoskins associates March 1, 2002
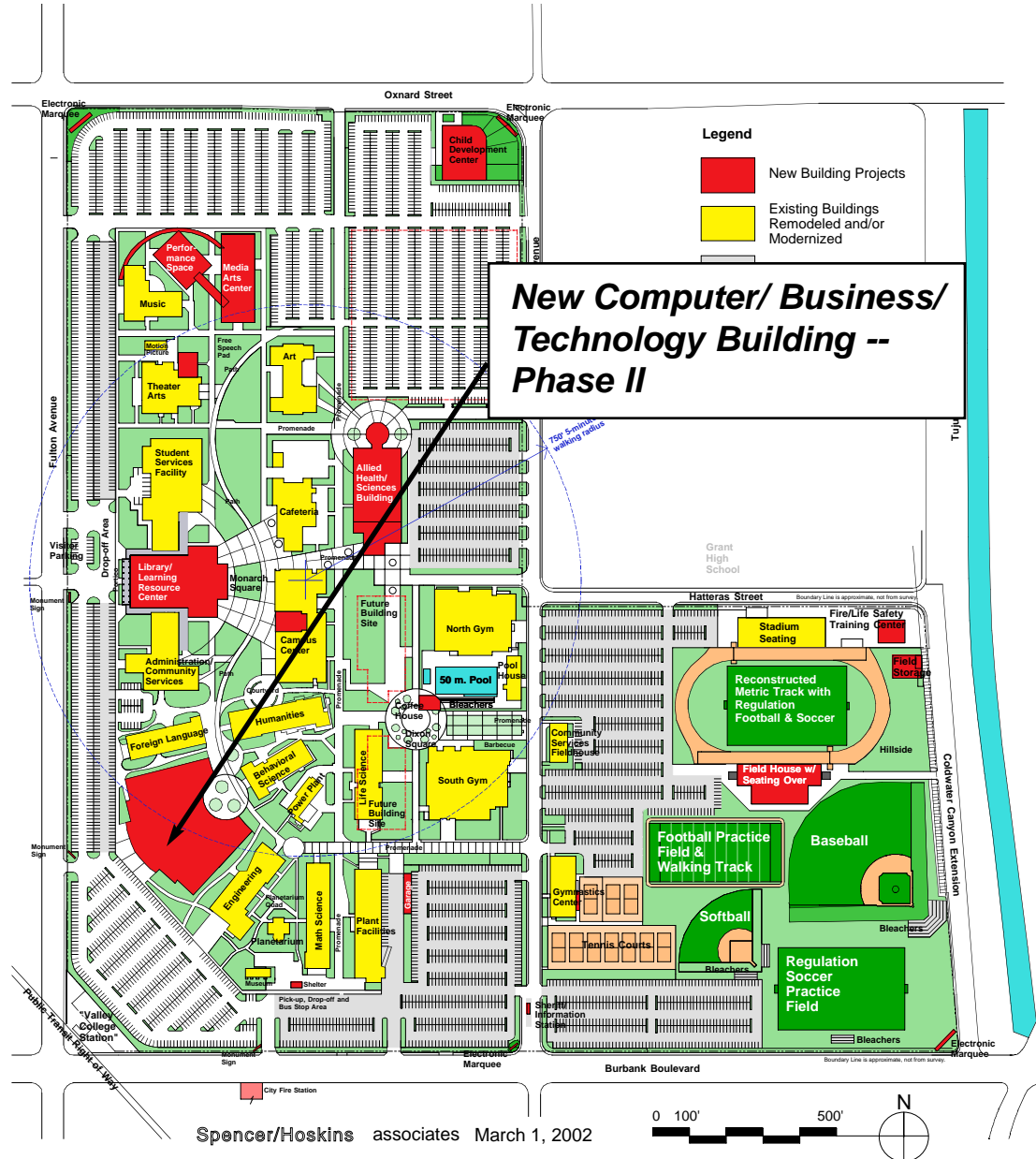
30. *Potential Buildings Beyond This Master Plan*

Future building sites have been identified which can continue the direction of development of the campus. These sites are appropriate for future development without removing critically needed parking stalls.

The following section, "Growth Beyond This Master Plan," discusses future development potential.

Potential Buildings Beyond This Master Plan

Spencer/Hoskins associates March 1, 2002
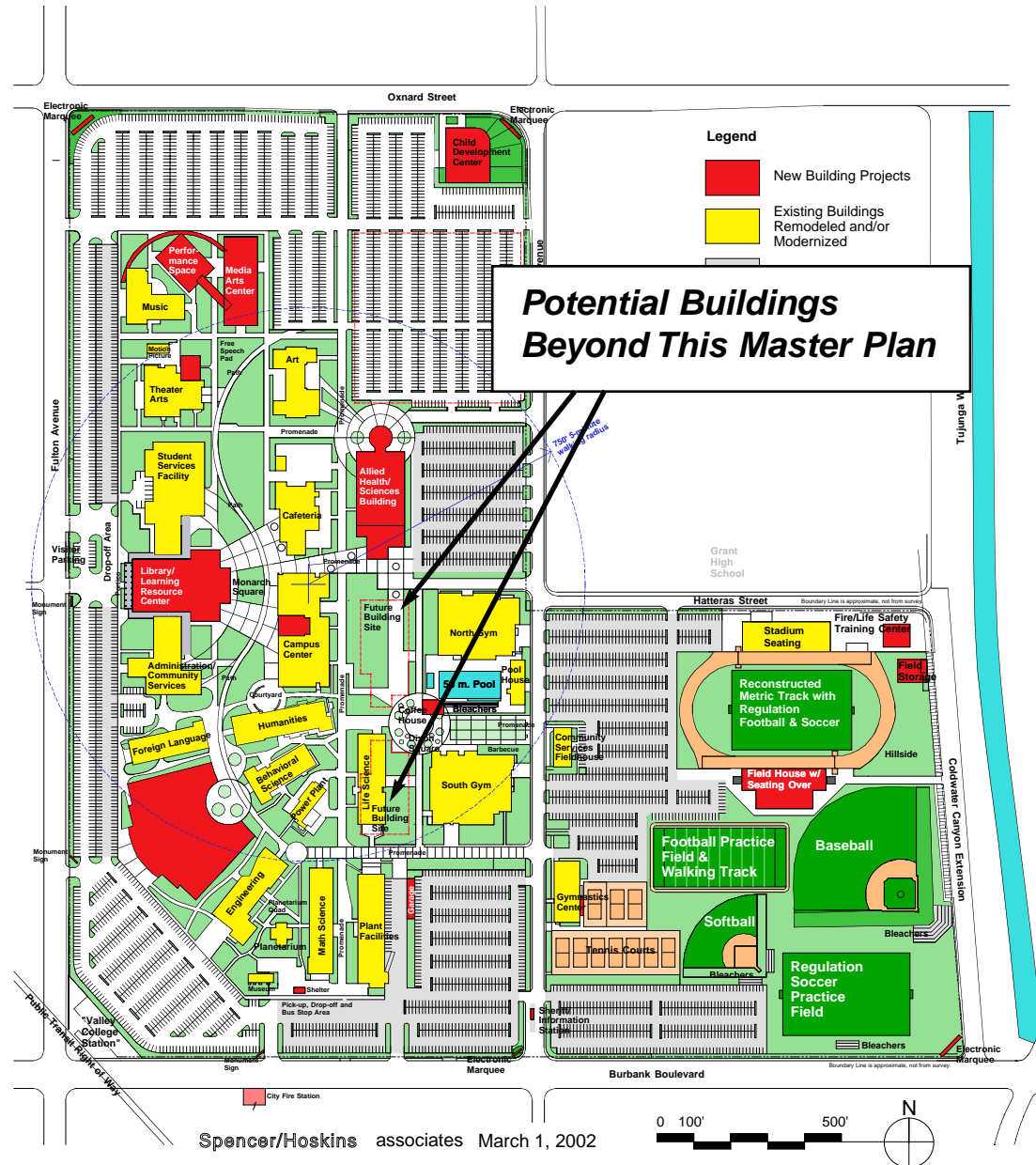
GROWTH BEYOND THIS MASTER PLAN

"Never Say Never" - Lessons of History

This Master Plan recommends that L.A. Valley College grow to a size of 30,000 students. However, history shows that planned limits rarely hold. Colleges all over the state have grown far larger than their founders could have imagined. Realistically, we expect that at some time in the future the campus could be forced to expand once again. Today's Master Plan should not lay unnecessary obstacles in the way of such super-expansion.

Topologies for Super-Expansion

Growth Principles

The campus is largely a two dimensional organization, composed of mostly one-story buildings which use land inefficiently. The first principle of growth is to make more efficient use of available land area. Balance must be maintained between buildings and open space, so new building sites are limited. New buildings should be multi-story and flexible enough in their layout to accommodate changing academic uses over the years. Most growth beyond the limits of this current plan will have to be three dimensional. Such future super-expansion is discussed below.

Where to Add Buildings

L.A. Valley College is organized as two rows of buildings around the large open space at the center of campus. This Master Plan proposes creating a new line of buildings on the east side of the existing buildings. New buildings built beyond this area would displace parking and are outside desirable walking distances. Additional new buildings would best replace existing one-story finger plan buildings. However, if the campus needed to expand beyond 30,000 students, and the existing buildings were to remain in use, the site north of the North Gym (present day softball field) lies within the 10-minute radius. Parking would move further out, if it could, or be increased in density with multi-story parking structures, or simply be reduced by appli-

cation of various strategies for reducing parking demand such as ridesharing and carpooling. Walking distances would increase, but they would still be convenient, compared with some other campuses.

Increasing Density

The density of the central campus area could be increased by replacing existing buildings with taller buildings and/or building new buildings in the central open space. On the face of it, such construction would allow a greater student enrollment. However, an increase in density also changes the character of the campus, reducing amenities available relative to the size of the campus. The central open space should be preserved, as it is a traditional and much enjoyed feature of campus.

The Imbalanced Campus

The "imbalanced" campus is one which has grown beyond its designed infrastructure. It is operating in an overcrowded condition without a good balance of facilities to enrollment. This story has been written up and down the state. L.A. Valley College could slip into such an overcapacity mode if permanent facilities construction does not keep up with enrollments. Other campuses have sacrificed parking spaces and open space to accommodate ever greater enrollment. Academic facilities have increased but not services and physical education, just when more, not less, of these amenities are needed for a quality campus atmosphere. The primary reason for imbalanced growth is that the state more readily funds academic facilities than others, and some facilities (i.e. parking) not at all. New one-story buildings, including portables, use up open space or parking. Often there simply is no space for expanding P.E. fields.

L.A. Valley College could accommodate growth beyond 30,000 students by simply overcrowding itself. Facilities built for 30,000 students could work for 35,000 or more students in the same way that present facilities built for 10,000 or 15,000 students are working for almost 20,000. Realistically, we

know that there will be great pressure to remain overcapacity. Such use does accommodate growth, but not well.

Multi-story Buildings

If the campus needed to grow beyond 30,000 students, the existing one-story buildings could be replaced with multi-story buildings without using additional land area. Open space could be preserved. Replacing functioning buildings can be expensive and wasteful, and would change the character of the campus--though probably for the better.

Many of L.A. Valley College's existing buildings have outlived their usefulness, making their replacement a practical expedient. Particularly, the one-story finger-plan buildings are wasteful of land area. Few buildings have enough historical significance to warrant preservation.

Multi-story Parking

Construction of multi-story parking structures would provide more parking stalls, allowing academic facilities to expand to accommodate enrollment growth. However, the campus could easily become imbalanced, as discussed above. Still, if the campus has to provide more parking for increased enrollment, and additional land is not available, constructing multi-story parking structures is the solution.

Easing Traffic and Parking

Traffic Congestion

Traffic can become congested at peak times due to the limited street access to campus. Super-expansion of the campus would require this issue to be addressed and solved. There is a backup of cars each hour as students leave the campus.

Public Transportation

L.A. Valley has very good public transportation with adjacent bus stops and a potential fast transit stop on the southwest corner. What limits students from utilizing buses is that they service only narrow cor-

ridors, while students live in widely distributed areas. A travel time of 20 or 30 minutes door-to-door is the maximum for convenient student access, and bus scheduling can make this target hard to achieve even if a student is within range of a bus line.

Future improvement in the speed, extent and time-liness of public transportation, including rapid transit such as is being constructed in the Southland, could encourage more students to come to college without an automobile. Enrollment could increase, parking lots shrink, and academic facilities multiply, if such a quantum jump in utilization of public transportation came about.

Off-site Parking

Temporary or permanent arrangements for off-campus parking would make sites available for academic facilities in existing parking areas, allowing more growth of the campus enrollment. Some means of fast and convenient travel between parking and campus would be essential. The College has the problem of large bursts of traffic on the hour, rather than an even flow. Continuous shuttle buses might work, if an economic analysis justified them and students could rely upon them. They are successfully used at airports to connect parking lots and outlying rental car facilities to terminals.

A Future Without the Automobile?
Parking for automobiles takes up as much land area at L.A. Valley College as is allotted to buildings and open space combined – 36.4 acres vs. 36.3 acres. Any trend in the distant future to reduce the role of automobiles in student travel to campus would open up a large area for expansion of academic facilities, and allow significant growth in enrollment beyond the 30,000 now forseen.