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Executive Summary

In spring 2009, Los Angeles Valley College began to research and plan for two off-campus educational sites, one in Panorama City and one in Burbank. The goal of the project was to develop a comprehensive plan for each Site that serves as an important part of the College's 2008 Educational Master Plan.

The College's Education Master Plan Committee served as the advisory group throughout this process. The process included faculty, staff, student, administrator, and community participants.

The recommendations presented in the Site Analysis Plan span three time frames:

- Short Term 0 to 2 years
- Medium Term 3 to 5 years
- Long Term 6+ years

Year 0 begins when the College is prepared to begin offering courses at its Educational Sites.

The growth and development of both of the Educational Sites should be guided by community advisory groups, and the Sites should be marketed appropriately in their distinct communities. Both Sites should be located near transit lines, and a College-run shuttle system should be made available between the Sites and main campus.

The plan includes detailed descriptions of need for both Educational Sites including:

- Academic courses and programs
- Staffing
- Operations
- Space

The document also includes a description of the types and sizes of spaces needed by LA Valley College to realize the ideals, goals, and objectives for each Site included in the Educational Site Analysis.

Introduction

Los Angeles Valley College was founded on September 12, 1949 to meet the educational needs of the growing population of the San Fernando Valley during the 1940s and early 1950s. Los Angeles Valley College is located in the south-eastern quarter of the San Fernando Valley in Valley Glen, at the intersection of Fulton and Burbank Avenues. Enrollment in the fall 2008 term was 18,436 headcount students.

The College completed its Educational Master Plan in June 2008. As a result of that effort as well as other related research, the College sought to determine if opening educational sites would be appropriate for future investment as a means of providing greater access and opportunities for its service area population. This report is the result of that investigation and serves as an integral component of the overall Educational Master Plan.

As part of its master planning process, LA Valley College adopted new vision and mission statements and four overarching goals. These guided the educational site planning process and will inform site operations.

Vision Statement

Los Angeles Valley College serves the community as a leader in instructional excellence, facilitating the success of its diverse students, developing critical thinkers and life-long learners, and contributing to the economic and cultural vitality of the San Fernando Valley and beyond.

Mission Statement

Los Angeles Valley College is a comprehensive community college located in the center of the San Fernando Valley. The College serves the community by providing transfer, degree, career-technical, foundational, transitional and continuing education programs in an attractive and accessible learning environment that fosters student success. Embedded in these programs are the greater goals of critical thinking and life-long learning which are necessary for success in the workplace and for advancing one's education, personal development and quality of life.

The Los Angeles Valley College faculty and staff are dedicated to helping students be successful. They emphasize excellence in teaching and providing a variety of support services that are designed to meet students where they are and help them reach their personal and professional goals. Beyond the classroom, the College provides for students a variety of co-curricular activities that serve to create a rich campus life experience.

Los Angeles Valley College advances the economic development of the region through programs, services and partnerships that address continuing and emerging employer needs in a diverse set of industries, including one of the largest concentrations of entertainment studios in the world.

Los Angeles Valley College hosts numerous cultural and athletic events throughout the year and serves as home to the San Fernando Valley Historical Museum.

The campus has a park-like quality, with a rich variety of trees selected by its founding faculty. As a result, the campus itself serves as a laboratory for learning and gives the College a special appreciation for the environment and issues of sustainability.

Goals

The LA Valley Educational Master Plan has four goals.

Goal 1: Increase student retention, persistence and success

Goal 2: Increase student access

Goal 3: Enhance academic programs and services to meet student needs

Goal 4: Enhance institutional effectiveness

Educational Sites: What They Are and What They Do

Historically, community colleges have focused on building easily-accessible campuses where they can conveniently serve constituent populations. In many areas, this has necessitated extensive parking lots and large tracts of land. But with awareness of the need to develop more sustainable communities, the limited availability of land, and the challenges of transportation in large segments of the population, colleges have pursued a strategy of creating educational sites throughout their service areas as a way to make their programs and services more accessible and relevant to their constituents as well as to increase their enrollment opportunities.

Community colleges across California and the country have thus used the establishment of educational sites to build a bridge between a specific community or population and the college's programs and services. These educational sites are used to extend the college's reach, increase enrollment, and better serve area constituents.

It is common practice for community colleges to start with a limited selection of programs and courses at their educational sites. Most often, colleges aim for controlled growth and development and, as awareness of and interest in a site increases, add courses and programs based on demand.

State-Sanctioned Educational Centers

As an educational site grows, a college might consider pursuing the Educational Center designation. The State of California has set certain benchmarks that a community college must meet in order to qualify to apply for this State-sanctioned status. In order to be eligible to apply for the Educational Center designation, an off-campus site must enroll 500 FTES (approximately 15,910 WSCH) annually among other criteria (See Appendices A and B). If granted Educational Center status, a College becomes eligible to compete for State capital outlay funding to support the physical growth and development of the Center.

In order to receive ongoing budgetary support for operations, an Educational Center must enroll 1,000 FTES (31,820 WSCH) annually. According to the current Title 5 regulations, the 1,000 FTES threshold equates to \$1 million in funding for a college.

Strategic Research

Introduction

The Strategic Research conducted for this project was broken into two primary activities – the External Scan and the Internal Scan. In the External Scan, these activities included analyses of:

- Data from the recent Kosmont Companies study of the Los Angeles Community College District
- General Characteristics of the Panorama City and Burbank communities
- Demographic data from the 2000 Census and 2007 American Community Survey
- Interviews with external constituents
- Employment Projections
- Relevant research reports and data on economic development, changes in the population, etc.

In the Internal Scan, these activities included analyses of:

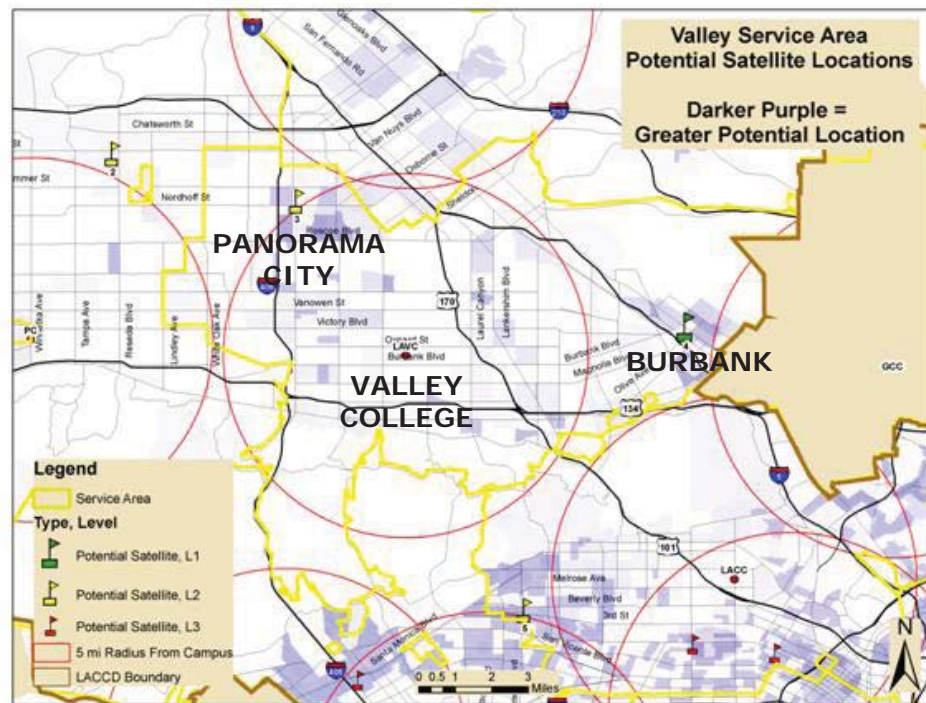
- Interviews with internal constituents
- Los Angeles Valley College Educational Master Plan

The findings of this research are presented in the following pages.

External Scan

Kosmont Data

The Los Angeles Community College District contains nine colleges and divides its territory into specific service areas for each of those educational entities. As part of its ongoing evaluation of services, the District periodically assesses the appropriateness of support for its overall population. One finding in a recent study of LACCD conducted by the Kosmont Companies determined that there were particularly large concentrations of underserved constituents in different parts of the District's territory. Within the LA Valley College service area, they identified two primary concentrations of underserved individuals – one in Panorama City and one in Burbank.

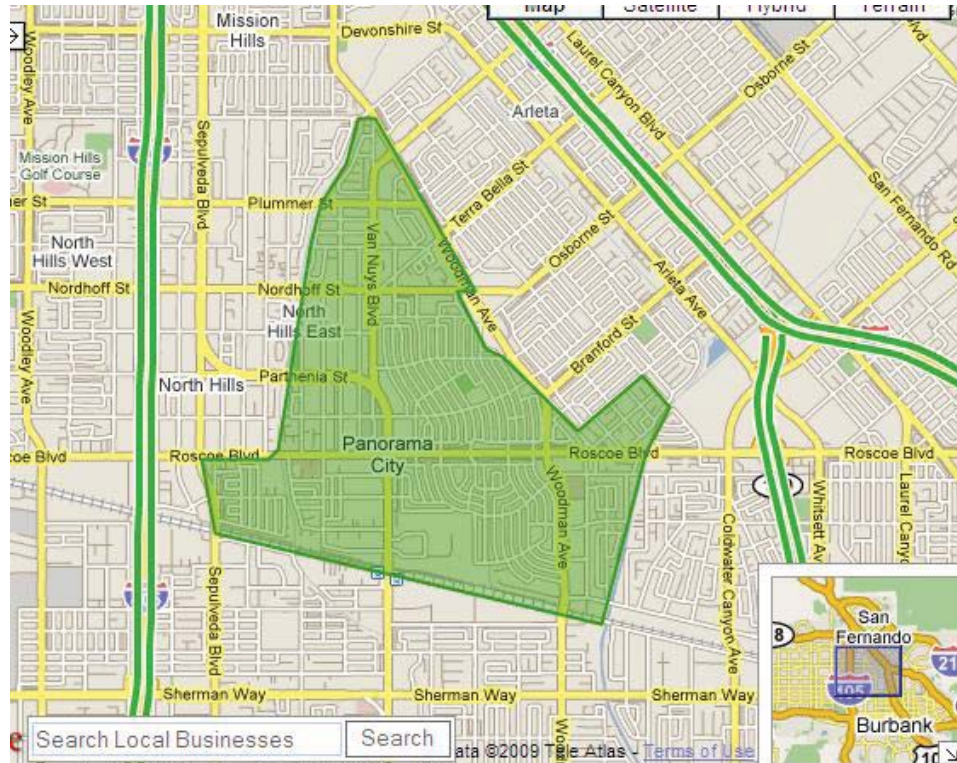


Source: LACCD Kosmont Study

This educational site analysis study focused on these two areas and was concerned with the perceived demand and viability of off-campus operations in one or both of these communities.

General Characteristics of Panorama City

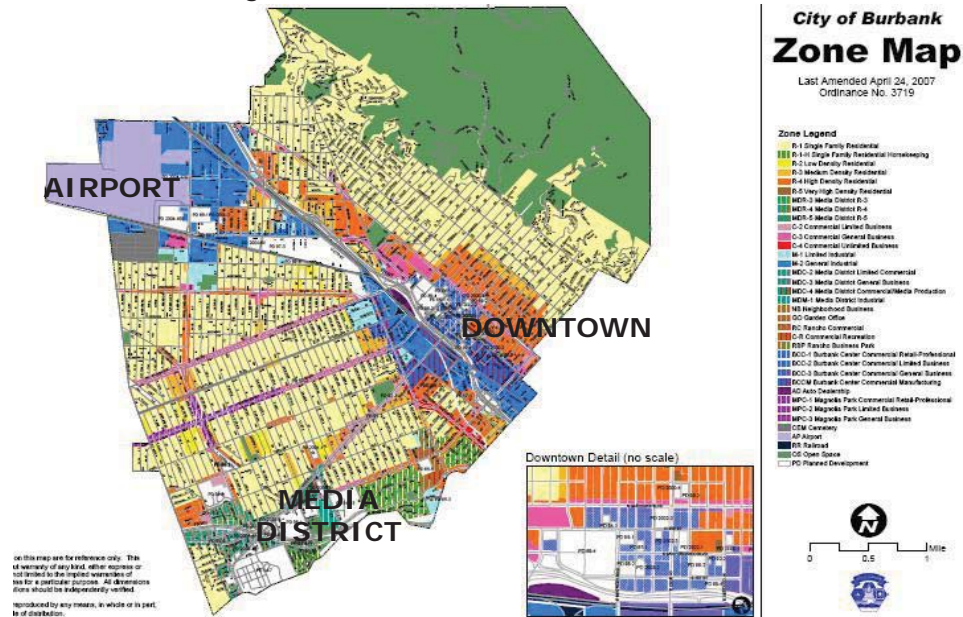
Panorama City, a neighborhood located approximately 5 miles northwest of the LA Valley College campus, was developed as a planned community whose economic health was originally tied to a large General Motors assembly plant. The community is a mixture of single-family houses and low-rise apartment buildings.



In the Panorama City and immediately adjacent areas, there are approximately 12 proprietary schools (See Appendix C) that offer courses and programs similar to those offered at LA Valley College.

General Characteristics of Burbank

Burbank, a city located approximately 8 miles east of the LA Valley College campus, is the home of many media and entertainment companies and their production facilities. Burbank includes five different United States postal service zip codes. Where Panorama City is a part of the City of Los Angeles, Burbank is its own city and as such has its own government and elected officials.



Both Burbank and Panorama City were selected for study in this project because they were identified by the Kosmont Companies as communities in need of more focused attention from LA Valley College.

Demographic Research – Panorama City and Burbank

For the purpose of this demographic analysis, Burbank is defined as consisting of five United States postal service ZIP codes - 91501, 91502, 91504, 91505 and 91506. Panorama City is defined as consisting of one ZIP code, 91402. Los Angeles Valley College is located in zip code 91401 and is included in this analysis for comparison.

Age and Racial/Ethnic Identity

There are approximately 108,000 residents in Burbank and approximately 72,000 residents in Panorama City as defined by the above ZIP codes. Sixty-six percent of Burbank residents and 61% of Panorama City residents are between 18 and 64 years old. In Panorama City, 75% of residents are Latino, 11% are Asian or Pacific Islander, and 9% are White. In Burbank, 26% are Latino, 10% Asian or Pacific Islander, and 58% White.

Ages	Panorama City (91402)	Van Nuys (91401)	Burbank (5 zip codes)
0-17	33%	26%	21%
18-64	61%	64%	66%
65+	6%	9%	13%

Source: United Way of Greater Los Angeles; Census 2000

Group	Panorama City (91402)	Van Nuys (91401)	Burbank (5 zip codes)
White	9%	38%	58%
Latino	75%	48%	26%
African-American	3%	5%	2%
Asian/Pacific Islander	11%	4%	10%
2 or more	1%	4%	4%
American Indian/Other	<1%	<1%	<1%

Source: United Way of Greater Los Angeles; Census 2000

Educational Attainment and Annual Household Income

Among residents 18 years of age and older, 64% in Panorama City hold a high school diploma or less as their highest educational attainment, 14% have attended some college, and 21% have either an Associate, Bachelor, or Graduate Degree. In Burbank, 38% of the population has no college education, 25% have some college, and 37% have received an Associate Degree or higher. This equates to

a little less than 27,000 individuals in Panorama City and 29,400 in Burbank aged 18 and older with no college experience.

Similar to most other statistical studies, household income fairly consistently reflects the general trend in educational attainment with 50% of the households in Panorama City reporting an annual income of less than \$35,000 compared to 34% in Burbank. Translated into the number of individuals in these communities, approximately 24,000 adults aged 18 and over in Panorama City live in households with a total annual income of less than \$35,000 while in Burbank approximately 29,000 people earn that same amount annually.

Educational Attainment (18 years and older)	Panorama City (91402)	Van Nuys (91401)	Burbank (5 zip codes)
Less Than H.S.	47%	31%	17%
H.S. Diploma	17%	19%	21%
SUBTOTAL	64%	50%	38%
Some College	14%	20%	25%
Associate's Degree	4%	6%	8%
Bachelor's Degree	11%	16%	21%
Graduate Degree	6%	9%	8%

Source: United Way of Greater Los Angeles; Census 2000

Annual Household Income	Panorama City (91402)	Van Nuys (91401)	Burbank (5 zip codes)
Under \$15,000	18%	17%	13%
\$15,000-\$34,999	32%	29%	21%
Subtotal (under \$35,000)	50%	46%	34%
\$35,000-\$49,999	19%	18%	17%
\$50,000-\$74,999	16%	13%	21%
\$75,000-\$99,999	8%	8%	15%
\$100,000+	8%	15%	22%

Source: United Way of Greater Los Angeles; Census 2000

Language Spoken at Home

Reflecting the varied ethnic composition of the Panorama City, Van Nuys, and Burbank communities are the primary languages spoken at home. Residents of Panorama City report a greater percentage of Spanish spoken at home — 64% — compared to 21% in Burbank. In Burbank, English predominates in 57% of the homes compared to 20% in Panorama City.

Language	Panorama City (91402)	Van Nuys (91401)	Burbank (5 zip codes)
English	20%	41%	57%
Spanish	64%	40%	21%
Asian/Pacific Islander	11%	4%	7%
European (not Eng/Spanish)	4%	13%	13%
Other	1%	2%	2%

Source: United Way of Greater Los Angeles; Census 2000

The sizable Philippine population in Panorama City contributes to the 11% Asian/Pacific Islander number.

In both Panorama City and Burbank, a case can be made that there are very significant population groups that could benefit economically from greater access to educational programs. This finding is further borne out by noticing the large number of for-profit educational institutions that have established operations in these areas indicating a substantial market for their services.

Interviews

The STRATUS team interviewed in person and over the phone approximately 35 government, education, business, and community leaders for this project.

Interview Findings – Panorama City

Panorama City boasts a new, active Neighborhood Council interested in improving educational and other opportunities for local residents. The area is also home to a newly-formed Business Improvement District (BID) that stands to receive \$4.5 million in community redevelopment money for streetscape and other local improvements. Panorama City and the surrounding neighborhoods are home to a number of active, effective community service groups such as Meeting Every Need with Dignity (MEND), Casa Esperanza, and the Volunteers of America.

The population in Panorama City is young and diverse. There exists in the community a strong interest in redeveloping the area, and community members see the addition of an LA Valley College site as a welcome partner.

Generally speaking, Panorama City lacks a “college-going culture”. While graduating from college may be a goal of residents in the area, gaining access to college and being successful in college-level studies

is perceived to be out of reach for many. Rather, going to college is perceived as being for people who are different than those who live in Panorama City.

To be successful in Panorama City, LA Valley College would be well advised to mount a grassroots, community-based marketing campaign, interfacing with community members in their places of worship, on the job, and in other public arenas. The College should focus its courses and programs on developing skills applicable to the workforce and helping people to best translate what they learn in school into a fruitful career.

In addition to workforce development, the College should concentrate its curriculum on:

- Emerging fields such as those that train individuals to work in “green” jobs
- Remediation courses such as basic skills Math and English
- English as a Second Language courses, or courses that focus on the development of language and communication skills
- Courses that prepare individuals to work in any number of jobs in growth areas including healthcare, business, and childcare
- General education courses that will begin to prepare students for transfer to a 4-year college or university
- Courses that help individuals better manage their personal finances

Other areas of opportunity in Panorama City include a market for adult education and leisure courses. Also, offering as full a complement of Student Support Services as feasible will be necessary for the site’s survival.

Interview Findings - Burbank

Interviews with representatives from Burbank indicated a strong civic interest in locating an educational site for LA Valley College within the Burbank city limits. Burbank is a geographically-accessible city inhabited by a “college-minded” population. Community representatives indicated that there were strong potentials for partnerships and involvement with area businesses, entertainment unions, local public high schools, the Burbank Adult School (See Appendix D), and Woodbury University, all of which would greatly benefit the population of Valley College’s service area.

Initially, the College would be well advised to focus its programs and services in Burbank on the Media Arts and General Education. While the educational site grows, adding courses in Credit ESL, Non-Credit Vocational Education, Extension, and Community Services Enterprise Programs would be a wise approach.

The possibility of locating an educational site in Burbank has been under consideration for many years, and it is generally perceived by community representatives as a very appropriate and welcomed undertaking. The Burbank Educational Site would have a strong level of support from the city government as well. Since many students from the Burbank community have traditionally attended Glendale College, there would be a critical need for effective marketing to support this endeavor.

Internal Scan

Interview Findings: Los Angeles Valley College Faculty, Staff, and Administrators

Even in light of the current budgetary situation for the College and the State of California in general, the STRATUS team found extensive support for establishing off-campus sites in both Panorama City and Burbank among the faculty, staff, and administrators at the College. The existence of Proposition J bond funding for acquisition of off-campus sites was recognized as a strong benefit and incentive.

LA Valley College Educational Master Plan

Planning for the development of educational sites was spawned in part by the completion of the most recent LA Valley College Educational Master Plan (EMP). Completed in June 2008, the plan created a road map for where the College wants to be and devised strategies to help reach those goals. It also provides means to measure success along the way. The EMP assists in decision-making, links budget and planning, and connects the different planning activities taking place at the College.

The EMP involved all areas of the campus community working together employing extensive strategic research to develop a new mission, vision, core commitments, goals, objectives, and strategies. As such, it serves for the near future as the foundational document for all subsequent planning efforts at the College.

The LA Valley College Educational Master Plan has 4 goals:

- Increase student retention, persistence, and success
- Increase student access
- Enhance academic programs and services to meet student needs
- Enhance institutional effectiveness

These goals contain 21 specific objectives and numerous strategies.

The EMP informs the Facility Master Plan and other college planning activities including planning for the utilization of bond funds for physical planning and construction.

As mentioned above, the establishment of educational sites can assist the College in working on all four of its goals by expanding educational opportunities to potential new students and investing in its role as a community servant. In this process it can be reasonably assumed that opening an off-campus educational site has the potential to enhance student success while enhancing the overall effectiveness of the institution. Establishment of new sites was also envisioned as

a possibility within the Proposition J construction bond funds which allocated \$5 million to the acquisition of appropriate space for this function.

Educational Site Recommendations

Introduction

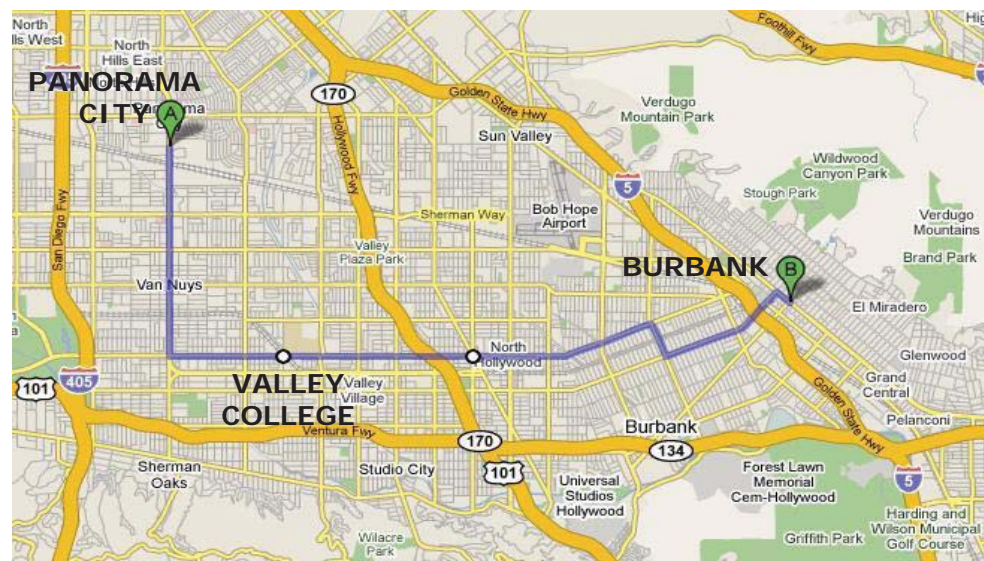
The following recommendations are intended to provide a road map for LA Valley College as it moves toward opening its off-campus educational sites in Panorama City and Burbank. The recommendations are presented in distinct time allotments meant to guide decision making about when to introduce different programs and services in the two selected communities. The time frames are:

- Short Term – 0 to 2 years
- Medium Term – 3 to 5 years
- Long Term – 6+ years

Note that these time frames begin once the College has procured and prepared the facilities that will be used to house its courses, programs, and services. In other words, year 0 begins when the College decides that it is ready to begin offering courses at the educational sites.

Transportation

Two key considerations in selecting an existing facility or suitable location for building the off-campus educational sites are proximity to transit lines and an adequate supply of on-site parking. Establishing a shuttle service between sites would serve to facilitate the movement of students, staff, faculty, and supplies, and nearly eliminate the need for individuals to transport themselves from one point to another. One approximate route map could be:



**Recommendations:
Panorama City
Educational Site****Short Term
(0 to 2 years)**

Because these educational services will be offered in a traditionally underserved market, special attention should be focused on maximizing opportunities for success by incorporating appropriate strategies as discussed in the Educational Master Plan.

Courses and Programs

LA Valley College should begin its Panorama City operation by relocating its non-credit ESL courses being taught currently at Panorama High School to the new site thereby reducing overall cost including rental fees and human resource demands.

In the short term, LA Valley College should offer the courses listed below at its Panorama City Educational Site.

Foundational Skills

The foundational skills program should start with basic skills math and English courses. These may include:

- Math 105 or Math 112
- English 21 or English 33

English as a Second Language (ESL)

The College currently offers non-credit ESL courses at Panorama High School. Those courses should be moved to the new educational site and offered throughout day, evening, and weekend hours. Specific courses to be offered include:

- ESL 6CE
- ESL 7CE
- ESL 8CE
- ESL Civics 12CE
- Other courses to complete an ESL series, as necessary

General Studies

Additionally, providing a few courses that would appeal to those planning to earn an Associate Degree and/or to transfer could build enrollment at the site. These would include:

- Personal Development 1: Introduction to College
- Personal Development 4: Career Planning
- Sociology, e.g. Sociology 1: Introduction to Sociology
- Psychology, e.g. Psychology 1: Introduction to Psychology
- Chicano Studies, e.g. Chicano Studies 2 or Chicano Studies 7

Career Technical Education (non credit) and Job Training

Offering local residents the opportunity to develop a specific skill in a short-term program with the goal of improved employability should be one of the primary aims of the educational site in Panorama City. Job Training programs to offer at the site include:

- Healthcare Career Advancement Academy
- Workforce Readiness Programs, such as
 - Customer Service
 - Computers in the Workplace
 - Blueprint for Workplace Success
 - Thirty Ways to Shine
 - Microcomputer Literacy

Career Technical Education (credit)

Offering introductory courses in different Career Technical Education areas such as Child Development, Computer Applications and Office Technology, and Computer Science would be both popular and relevant at the site.

- Child Development, e.g. Child Development 1: Child Growth and Development
- Computer Applications and Office Technology, e.g. CAOT 2: Computer Keyboarding 2
- Computer Science, e.g. Computer Science 802: Introduction to Computer Science.

Extension

As the research above indicated, there is a great need in Panorama City and the greater Los Angeles area for well-trained individuals in certain fields including healthcare and legal services. Offering the programs below at the Panorama City Educational Site could

serve to train individuals in the community for solid careers in these areas. While some may view these programs as too expensive to be viable at the community site, they are much more affordable than the proprietary school options discussed in the previous chapter and presented in Appendix C. The programs to be offered in Panorama City are:

- Paralegal
- Pharmacy Technician
- Clinical Medical Assistant
- Human Resources Academy

Academic Support and Student Services

Providing academic support and student services to best meet the needs of students enrolled at the educational site will be key to their success. While it would be ideal to allow access to the full complement of the College's services at the center's inception, it is advisable to start with rotating services.

Rotating Services

The services listed below would be offered on a rotating schedule at the site. Services would be scheduled as to facilitate the sharing of office space. For example, the counselor and Admissions and Records staff member would be on site at different times so that they could both work out of the same physical office space.

- Counseling: A counselor would work on site two days per week or, perhaps, for four half days per week.
- Admissions and Records: One Admissions and Records professional would travel to the site on a weekly basis to assist students with admissions processes. S/he would be responsible for transporting admissions-related forms between the main campus and the site for processing.
- Financial Aid: One Financial Aid professional would visit the educational site on a weekly basis to assist individuals with financial aid processes and forms. S/he would be responsible for transporting financial aid-related forms between the main campus and the site for processing.
- Bookstore: Books and supplies required for courses offered at the site would be made available to students in a temporary on-site bookstore. Bookstore staff members would bring materials to the site on a regular schedule to make books and supplies available for purchase.
- Tutoring: Students trained to work as math, writing, and language tutors would hold tutoring appointments at the educational site under the supervision of a faculty member.

Individual tutoring lab directors on the main campus would be responsible for scheduling tutors at the site as well as ensuring faculty supervision, and tutors would rotate through the site on a regular weekly schedule.

- DSP&S, CalWORKs, EOP&S, Assessment, and other specialized programs: Representatives from these programs would visit the site on an as-needed basis – perhaps once weekly to start – to address students’ needs.
- Business Office and Services: A Business Office staff member would be available at the site to accommodate basic business transactions.

Permanent Spaces/Services

- Computer Lab: The computer lab would be open for students taking online courses, for homework or study purposes, and for general computer access. The site administrator’s office would be connected to the computer lab as to provide some monitoring of this space.
- Study/Lounge: The lounge space would be available for students to meet, do homework, and relax. It would be equipped with basic vending machines, including one with school supplies such as Scantron sheets.

Additional Site Services

Additional services required to run the site in the short term include:

- Security: The educational site should be physically configured for controlled access and be served at all times by a professional security guard.
- Transportation: As mentioned above, the College should provide a shuttle service between the educational site and the main campus as well as provide for discounted mass transit passes.
- Maintenance and Operations: The site will be maintained by staff from Maintenance and Operations.

Staffing

In the beginning, the site would be staffed primarily with part-time professionals (See Appendix E). The proposed staffing structure is:

Full Time

- Site Administrator: The site should be run by a full-time professional charged with all aspects of site management. This person would work closely with campus resources and be held responsible for ensuring that students enrolled at the site get access to the programs and services they need to be successful.

- Security: The site must employ a full-time security guard who would be charged with maintaining the safety of the building, parking lot, and exterior grounds.

Part Time

- Faculty: Courses at the educational site will be taught primarily by faculty as part-time assignments. It is possible that faculty members who teach full-time would be asked to teach at the educational site on a rotating basis.
- Counseling, Tutoring, Admissions and Records, Financial Aid, Bookstore, Technical Support, and Business Officer: The services provided by these individuals are described above.
- Maintenance and Operations

Assessment

As the educational site grows and develops, the College will assess its progress, examine its enrollments, and make adjustments as necessary to stay focused on its goals for the site.

Medium Term (3 to 5 years)

Continuing the emphasis on student success must be a priority for this site. Special consideration must be given to enhancing opportunities for success by incorporating appropriate strategies as discussed in the Educational Master Plan.

Courses and Programs

Based on enrollments, demand, and performance assessment, growing the educational program at the site by adding sections of selected courses and programs housed there is advisable. These courses and programs include:

- Foundational skills
- English as a Second Language
- General Studies
- Career Technical Education (credit and non-credit)
- Job Training
- Extension

Foundational Skills

Ultimately, the College would encourage students enrolled at the educational sites to move beyond off-campus offerings and to the

main campus. The foundational skills program should be configured in a way that encourages individuals to move through basic skills courses to eventually enroll in college-level work, e.g. Math 125 and English 101 at a minimum. As such, the College should invest heavily in growing its foundational skills offerings at the site.

General Studies

The College should grow its general studies courses at the Panorama City Educational Site. It should add courses in a variety of areas such as:

- Administration of Justice
- Computer Applications and Office Technology
- Computer Science
- Commercial Music
- Music
- Business (Banking, Finance, etc.)
- Psychology
- Art
- Sociology
- Assorted courses in assorted disciplines that meet the IGETC and CSU transfer requirements

Career Technical Education (credit)

Full programs in Child Development should be offered at the Panorama City site. Students should be able to start and finish the coursework required for a skills certificate in select Child Development programs.

Other CTE programs should advance toward this goal as well.

Academic Support and Student Services

Growing the academic support and student services to keep pace with site enrollment will be crucial to its continued success.

Permanent Services and Spaces

- Counseling: A counselor would work at the site and be available to students on a full-time basis.
- Tutoring: A full complement of tutoring services would be offered at the site.
- Computer Lab

- Study/Lounge

Rotating Services

In the medium term, some academic support and student services would continue to be offered on a rotating schedule where others would become permanent at the Panorama City site. As with the short-term plan above, staff members providing service on a rotating basis would share space where permanent services would maintain permanent space.

- Admissions and Records and Financial Aid: The Admissions and Records and Financial Aid services would continue to be offered on a rotating basis.
- Bookstore: The bulk of the materials needed to participate in the courses and programs offered at the site would continue to be made available on a rotating basis. However, the bookstore would make regularly available via a service window items such as Scantron sheets for testing.
- DSP&S, CalWORKs, EOP&S, Assessment, and other specialized programs: Representatives from these programs would visit the site on an as-needed basis to address students' needs.
- Business Office and Services: A representative would be available at the site to accommodate basic business transactions.

Site Services

The site services appearing under the short-term listing above would be maintained and grown as demanded by increased enrollment at the site.

Staffing

Full Time

- Site Administrator: The site should continue to be run by a full-time professional who is charged with all aspects of site management. This person would work closely with campus resources and be held responsible for ensuring that students enrolled at the site get access to the programs and services they need.
- Security: The site must employ a full-time security guard who would be charged with maintaining the safety of the building, parking lot, and other exterior grounds.
- Counselor: A counselor would provide comprehensive academic advising at the site and be available to students on a full-time basis.

- Tutoring Coordinator: A tutoring coordinator would work full-time at the site and supervise all tutoring functions including selecting, training and scheduling tutors, maintaining the lab, and offering a full complement of tutoring services.
- Maintenance and Operations: The site would be maintained by staff from this department.

Part Time

- Faculty
- Admissions and Records, Financial Aid, Bookstore, Technical Support, Business Officer
- DSP&S, CalWORKs, EOP&S, other specialized staff

Assessment

As the educational site grows and develops, the College will assess its progress, examine its enrollments and make adjustments as necessary to stay focused on its goals for the site.

Long Term (6+ years)

Courses and Programs

Given additional research and assessment, it is advisable that the College offer in the long term at the Panorama City Educational Site a blend of Career Technical Education (credit/non-credit), Job Training, General Education, Foundational Skills (credit/non-credit), and Extension courses and programs. Ideally, students would be able to start and finish a number of CTE, Job Training, and Extension courses and programs at the site, but would still move to the main campus to complete Associate Degree requirements and/or to prepare for transfer.

Academic Support and Student Services

Growing the academic support and student services to keep pace with site enrollment will be crucial to its continued success.

Permanent Services and Spaces

- Counseling
- Tutoring: Growth in the tutoring program will likely require it to be split by discipline.
- Admissions and Records and Financial Aid: The Admission and

Records and Financial Aid services would be offered on-site on a full-time basis.

- Bookstore: Books and supplies required for the courses being offered at the site would be made available full time.
- DSP&S staff and services would be made available full time, if needed.
- Computer Lab
- Study/Lounge

Rotating Services

In the long term, some academic support and student services would continue to be offered on a rotating schedule where others would become permanent at the Panorama City site. As with the short-term plan, rotating services would share space where the permanent services would maintain permanent space.

- CalWORKs, EOP&S, and other specialized programs: Representatives from these programs would visit the site on an as-needed basis to address students' needs.

Site Services

Site services listed above would be maintained and grown as demanded by enrollment increases.

Staffing

Full Time

- Site Administrator
- Administrative Assistant
- Security
- Counselor
- Tutoring Manager: A tutoring manager would oversee all tutoring functions including selecting, training and scheduling tutors, maintaining the lab, and offering a full complement of tutoring services.
- Tutoring Assistant: The tutoring assistant would be responsible for assisting the tutoring manager with running all aspects of the tutoring program.
- Maintenance and Operations
- Faculty
- Admissions and Records, Financial Aid, Bookstore, Tech Support, DSP&S (if necessary)
- Maintenance and Operations

Part Time

- Faculty
- CalWORKs, EOP&S, and other specialized staff

Location

Locating the Panorama City Educational Site within the newly-established Business Improvement District (BID) and as near as possible to public transit (Metrolink and bus lines) is advisable. Partnering with area businesses and allowing students easy access to transportation and other amenities such as food service will prove valuable to the site's success.

Community Advisory Group

Establishing a Community Advisory Group to assist in guiding the growth of the educational site will be essential to the College's success. Individuals asked to be part of the Community Advisory Group should represent the business, education, community, and economic leaders of the northeast and greater San Fernando Valley. These partnerships would help the College to become a trusted member of the community and build alliances to better serve its constituents. Also, this group could provide easy access to the many and varied active community organizations through which the College could market its programs and services.

Marketing

It is advisable that LA Valley College undertake an appropriately-targeted, i.e. bilingual, marketing and outreach program when spreading the word about new educational opportunities in Panorama City. This would ensure that information about the availability of courses and programs at the new site informs the intended audience and that information about interest in or demand for specific courses and/or programs is communicated from the community back to the College's administration. Investing in this marketing effort should begin as soon as possible and certainly before the Panorama City site is established. This would allow for time to generate interest and awareness of the site and its programs and to permit potential students sufficient lead time for appropriate personal planning to facilitate their enrollment.

Childcare

Connecting students to low cost or, if possible, free childcare would be paramount to the site's success. It is envisioned that this care would

be outsourced to a local provider rather than supplied directly by the College. This aspect of the College's operation in Panorama City will directly impact its success as many potential students need flexible, affordable childcare in order to attend college.

Business Services

Because there will be a need for cash transactions at the Panorama City site, it will be necessary to set up a system through which financial transactions can be handled on site. This will necessitate an on-site business officer on a rotating basis, at minimum.

Space

If developed as planned, the Panorama City Educational Site could generate 185-220¹ class sections per year in the medium term. A reasonable scheduling system could accommodate 15 or more class sections in one classroom during the course of one week, translating into a requirement for 12² standard classrooms plus one large classroom. It is proposed that 2 additional standard classrooms be set aside for priority scheduling for Workforce Development and Extension programs. As such, the following spaces listed under "Number of Rooms" would be needed for the medium term:

¹ Assuming approximately 50% of the sections per semester (fall and spring only).

² Scheduling an average of 8-9 class sections per room per week to accommodate longer or irregular class periods.

Panorama City Educational Site — Medium Term

Number of Rooms	Description	Stations/ Room	ASF/Room	ASF/Type
14	Standard Classrooms	45	1,200	16,800
1	Large Class/Meeting Room (Divisible)	120	3,000	3,000
1	General Computer Lab (Non-Class Lab)	60	1,500	1,500
2	Computer Class Lab (Schedulable)	45	1,125	2,250
1	General (Quiet) Study Area	60	1,500	1,500
1	General Group Study Area	60	1,500	1,500
1	General Gathering Area/Student Lounge (including tables & chairs, outlets, vending services) ³	120	2,000	2,000
10	Faculty Office/Conference Rooms	1	85	850
4	Tutoring/Conference Rooms ⁴	2	85	340
4	Controlled Access Storage (1 with Service Window) ⁵	2	250	1,000
1	Site Administrator Office	1	160	160
6	Rotating Staff Offices ⁶	1	100	600
1	Security Office	1	140	140
1	Business Office	1	140	140
1	Administration Reception/Work Area	4	360	360
1	Administrative Conference room	20	250	250
1	Assessment Suite	10	250	250
1	Office Suite-Extension ⁷	4	380	380
1	Office Suite-Workforce Development ⁸	4	380	380
1	Library Satellite	25	625	625
2	Study Labs	12	300	600
56	Total Assignable Space (Medium Term)			34,625
	Beginning/Short Term ASF Need (60%)			20,775
	Estimated Gross Square Feet (Medium Term) ⁹			53,270

³ Serve as combination on-site student union/food service space and casual study/interaction area.

⁴ Tutoring/Conference Rooms could be used as faculty offices, if necessary.

⁵ Bookstore included with service window.

⁶ Including tutoring, counseling, CalWORKs, EOPS, DSPS, financial aid, 1st year experience, etc.

⁷ Office suite would feature one 140 asf office plus a 240 asf area for 3 staff.

⁸ Office suite would feature one 140 asf office plus a 240 asf area for 3 staff.

⁹ At a 65% Efficiency Ratio.

Applying for State-Sanctioned Educational Center Status

Given the current interest and demand for services and programs in the Panorama City community, it is likely that the College will experience enrollments that will put it in a position to apply for State-sanctioned Educational Center status within the first 2 years of the site's existence. This will depend, of course, on the College's sustained marketing efforts, careful assessment, and continued planning.

**Recommendations:
Burbank
Educational Site****Short Term
(0 to 2 years)****Courses and Programs***Media Arts*

In the short term, the Burbank Educational Site would focus on offering courses and programs in the Media Arts. To start, these courses would be offered on site:

- Broadcasting 1, Broadcasting 25, Broadcasting 26
- Media Arts 100
- Cinema 105, Cinema 107

Foundational Skills

The foundational skills program should start with basic skills Math and English. These may include:

- Math 105 or Math 112
- English 21 or English 33

General Studies

Additionally, providing courses that would appeal to those planning to earn an Associate Degree and/or to transfer would build enrollment at the Burbank site.

- Personal Development 1: Introduction to College
- Personal Development 4: Career Planning
- Sociology, e.g. Sociology 1: Introduction to Sociology
- Psychology, e.g. Psychology 1: Introduction to Psychology
- Other selected general studies courses

Academic Support and Student Services

Providing academic support and student services to best meet the needs of students enrolled at the educational site will be a key to their success. While it would be ideal to allow access to the full complement of Valley College's services at the center's inception, it is advisable to start with rotating services.

Rotating Services

The services listed below would be offered on-site on a rotating schedule. Services would be scheduled as to facilitate the sharing of office space, e.g. the Counselor and Admissions and Records staff member would work on site at different times in shared office space.

- Counseling: A counselor would work on site one day per week or, perhaps, for two half days per week.
- Admissions and Records: One Admissions and Records professional would travel to the site on a weekly basis to assist students with admissions processes. S/he would be responsible for transporting admissions-related forms between the educational site and the main campus for processing.
- Financial Aid: One Financial Aid professional would visit the educational site on a weekly basis to assist individuals with the financial aid processes and forms. S/he would be responsible for transporting financial aid-related forms between the main campus and the site for processing.
- Bookstore: Books and supplies required for the courses being offered at the site would be made available at the beginning of each term or series of courses.
- Tutoring: Students trained to work as math, writing, and language tutors would hold tutoring appointments at the educational site under the supervision of a faculty member. Individual tutoring lab directors on the main campus would be responsible for scheduling tutors at the site as well as ensuring faculty supervision, and tutors would rotate through the site on a regular weekly schedule.
- DSP&S, CalWORKs, EOP&S, Assessment, and other specialized programs: Representatives from these programs would visit the site on an as-needed basis – perhaps once weekly to start – to address students' needs.

Permanent Spaces/Services

- Computer Lab: The lab would be open for students taking online courses, for homework or study purposes, and for general computer access. The site administrator's office would be connected to the computer lab as to provide some monitoring of this space.
- Study/Lounge: The lounge space would be available for students to meet, do homework, and relax. It would be equipped with basic vending machines, including one dispensing basic school supplies and Scantron forms for testing.

Site Services

Additional services required to run the site in the short term include:

- Security: The educational site should be physically configured for controlled access served at all times by a professional security guard.
- Transportation: The College should provide a shuttle service between the Burbank Educational Site and the main campus as well as provide for discounted mass transit passes.
- Maintenance and Operations: The site will be maintained by staff from Maintenance and Operations.

Staffing

In the beginning, the site would be staffed primarily with part-time professionals (See Appendix G). The proposed staffing structure is:

Full Time

- Site Administrator: The site should be run by a full-time professional who is charged with all aspects of site management. This person would work closely with campus resources and be held responsible for ensuring that students enrolled at the site get access to the programs and services they need.
- Security: The site must employ a full-time professional security guard who would be charged with maintaining the safety of the building, parking lot, and grounds.

Part Time

- Faculty: Courses at the educational site will be taught by faculty as part-time assignments. It is possible that faculty members who teach full-time would be asked to teach at the educational site on a rotating basis.
- Counseling, Tutoring, Admissions and Records, Financial Aid, Bookstore, Technical Support, Business Office: The services provided by these individuals are described above.
- Maintenance and Operations: The site will be maintained by staff from maintenance and operations.

Assessment

As the educational site grows and develops, the College should assess its progress, examine its enrollments, and make adjustments as necessary to stay focused on its goals for the Burbank Educational Site.

Medium Term (3 to 5 years)

As part of its medium-term goals, the College would turn its attention to developing partnerships to grow the Burbank site. These include:

- Explore a partnership with Woodbury University to provide general education and entry-level courses to select majors such as graphic design. Using the existing Woodbury partnership model that links a San Diego-area community college with the University's architecture program, devise a partnership in which LA Valley College students could automatically matriculate into selected Woodbury programs upon completing their general studies and introductory coursework at the educational site and on the main campus.
- Grow the partnership with the Burbank Adult School to ensure that courses, programs, and services offered at the Burbank facility continue to complement those offered through that entity.
- Form partnerships with entertainment industry unions such as IATSE to gain access to internship and job opportunities for Media Arts and other interested students as well as to encourage working professional to take courses at the Burbank Educational Site.

Courses and Programs

In the medium term, the College would consider offering a wider range of courses and programs at its Burbank site.

Media Arts

In addition to the courses listed previously, the College would look to add courses to make it possible to start and finish the Occupational Certificate Requirements in Media Arts at the Burbank site. This would involve offering courses in the Directing, Screenwriting, Producing, and Post-Producing areas. Ideally, students' experiences in the Media Arts at the Burbank site would encourage them to continue their education at the LA Valley College main campus.

General Studies

Adding General Education courses that would continue to best serve those planning to earn an Associate Degree and/or to transfer to a 4-year institution would build enrollment at the site. Courses in any number of disciplines from the sciences to math and foreign language could work, depending on student demand and ongoing College research.

Job Training

In the medium term, the College should plan to introduce specialized training for employees in the entertainment industry. Courses might include computer software or other advanced skills training.

Community Programs

Because Burbank has an active older population, LA Valley College would consider offering some lifelong learning courses at the Burbank site in the medium term. The courses could range in topic from basic computer skills to dance courses to advanced software. To be a good community partner, these courses should complement the existing courses at Burbank Adult School and those offered through the Burbank Parks and Recreation Department.

Academic Support and Student Services

Growing the academic support and student services to keep pace with site enrollment will be crucial to the College's continued success.

Permanent Services and Spaces

- Counseling: A counselor would work at the site and be available to students on a full-time basis.
- Tutoring: A full complement of tutoring services would be offered at the site.
- Computer Lab
- Study/Lounge

Rotating Services

While some services would become permanent in the medium term, many academic support and student services would continue to be offered on a rotating schedule. As with the short-term plan, rotating services would share space where permanent services would maintain permanent space.

- Admissions and Records and Financial Aid: The Admissions and Records and Financial Aid services would continue to be offered on a rotating basis.
- Bookstore: The bulk of the materials needed to participate in the courses and programs offered at the site would continue to be made available on a rotating basis. However, the bookstore would make regularly available via a service window items such as Scantron sheets for testing.

- DSP&S, CalWORKs, EOP&S, Assessment, and other specialized programs: Representatives from these programs would visit the site on an as-needed basis to address students' needs.

Site Services

The site services listed above would be maintained and grown as demanded by enrollment increases.

Staffing

As in the short-term plan, staffing the site would be handled by both full- and part-time professionals.

Full Time

- Site Administrator – The site should continue to be run by a full-time professional who is charged with all aspects of site management. This person would work closely with campus resources and be held responsible for ensuring that students enrolled at the site get access to the programs and services they need.
- Security – The site must employ a full-time security guard who would be charged with maintaining the safety of the building, parking lot, and grounds.
- Counselor - A counselor would provide comprehensive academic advising at the site and be available to students on a full-time basis.
- Tutoring Coordinator – A tutoring coordinator would work full-time at the site and supervise all tutoring functions including selecting, training and scheduling tutors, maintaining the lab, and offering a full complement of tutoring services.
- Maintenance and Operations

Part Time

- Faculty: Courses would be taught as a part-time assignment.
- Admissions and Records, Financial Aid, Bookstore, Technical Support, Assessment, Business Office
- DSP&S, CalWORKs, EOP&S, other specialized staff

Assessment

As the educational site grows and develops, the College should assess its progress, examine its enrollments, and make adjustments as necessary to stay focused on its targets.

Long Term (6+ years)

Courses and Programs

Given additional research and assessment, it is advisable that the College offer a blend of General Education, lifelong learning, and other courses and programs in the long term. Ideally, students would be able to start and finish a number of programs at the site, but would still move to the main campus to complete Associate Degree requirements and/or to prepare for transfer.

It may be worthwhile to investigate the feasibility of locating the College's Institute for Developing Entertainment Arts and Studies (IDEAS) activities at the Burbank site.

Academic Support and Student Services

Growing the academic support and student services to keep pace with site enrollment will be crucial to its continued success.

Permanent Services and Spaces

- Counseling
- Tutoring: A full complement of tutoring services would be offered at the Burbank site. Growth in the tutoring program will likely require it be split by discipline in the long term.
- Admissions and Records: The Admissions and Records services would be offered full time.
- Financial Aid: The Financial Aid services would be offered full time.
- Bookstore: Books and supplies required for the courses being offered at the site would be made available full time.
- DSP&S staff and services would be made available full time, if needed.
- Computer Lab
- Study/Lounge

Rotating Services

In the long term, some academic support and students services would continue to be offered on a rotating schedule where others would become permanent at the Burbank site. As with the short-term plan, rotating services would share space where the permanent services would maintain permanent space.

- CalWORKs, EOP&S, Assessment, and other specialized programs: Representatives from these programs would visit the site on an as-needed basis to address students' needs.

Site Services

Site services listed above would be maintained and grown as demanded by enrollment increases.

Staffing

Full Time

- Site Administrator
- Administrative Assistant
- Security
- Counselor
- Tutoring Coordinator: A tutoring manager would oversee all tutoring functions including selecting, training, and scheduling tutors and maintaining the lab(s).
- Tutoring Assistant: The tutoring assistant would assist the Tutoring Coordinator in managing all aspects of the tutoring program.
- Maintenance and Operations
- Faculty
- Admissions & Records, Financial Aid, Bookstore, Technical Support, Business Office, DSP&S (if necessary)
- Maintenance and Operations

Part Time

- Faculty
- CalWORKs, EOP&S, Assessment, and other specialized staff

Because this site has the potential to extend educational services to a new population of students, some of whom may be underprepared, special attention should also be focused on maximizing opportunities for success by incorporating appropriate student success strategies as discussed in the Educational Master Plan. This should apply to short-term, medium-term and long-term operations, to the degrees appropriate, providing support similar to that which students receive on the main campus.

Location

Locating the Burbank Educational Site in downtown Burbank and as near as possible to public transit (Metrolink and bus lines) is advisable. Locating in this area and partnering with area businesses including food service while allowing students easy access to transportation will prove valuable to the site's success.

Community Advisory Group

Establishing a Community Advisory Group to assist in guiding the growth of the educational site will be essential. Individuals asked to be part of the Community Advisory Group should represent the business, union, education, community and economic leaders of Burbank and the greater San Fernando Valley. Education and government leaders in Burbank are enthused about the prospect of hosting a site in the area, so asking for their ongoing support on an advisory board would likely be well received.

Being mindful of the curriculum being offered at the Garfield Campus of Glendale College (See Appendix F) would help to ensure that the Burbank Educational Site offers courses and programs that are unique and needed in that geographic region.

Partnerships

Establishing an early partnership with the Burbank Adult School to ensure that the College's courses and programs complement existing community services will be essential. Also, partnering with local labor unions such as the International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts (IATSE) to get access to entertainment industry internships and jobs as well as encourage union members to enroll in the site's courses and programs will benefit the College and its students.

Marketing

Making community members and Burbank's sizable workforce aware of the College's presence in the community is essential to attracting enrollment to the new educational site. Investing in this marketing effort should begin as soon as possible and certainly before the Burbank site is established. This would allow for time to generate interest and awareness of the site and its programs and to permit potential students sufficient lead time for appropriate personal planning.

Business Services

Because it is likely that there will be a need for handing cash transactions at the Burbank site, it will be necessary to set up a system through which this can occur. This will necessitate an on-site business officer on a rotating basis, at minimum.

Space

If developed as planned, the Burbank Education Site would focus on the Media Arts and related areas. It could generate 145 to 165¹⁰ class sections per year in the medium term and would require additional specialized lab space. A reasonable scheduling system could accommodate fifteen (15) or more class sections in a room during the course of one week. This would translate into a requirement for 9 standard classrooms¹¹ plus one large classroom. It is estimated that the following spaces would be needed for the medium term:

¹⁰ Assumes approximately 50% of sections per semester (fall and spring).

¹¹ Scheduling an average of 8-9 class sections per room per week to accommodate longer or irregular class periods.

Burbank Educational Site — Medium Term

Number of Rooms	Description	Stations/Room	ASF/Room	ASF/Type
9	Standard Classrooms	45	1,200	10,800
1	Large Lecture Room (Lecture/Screening Theater ¹²)	90	2,400	2,400
1	General Computer Lab (Non-Class Lab)	60	1,500	1,500
2	Computer Class Lab (Schedulable)	30	750	1,500
1	General (Quiet) Study Area	60	1,500	1,500
1	General Group Study Area	30	750	750
1	General Gathering Area/Student Lounge (including tables & chairs, outlets, vending services) ¹³	90	1,500	1,500
6	Faculty Office/Conference Rooms	1	85	510
4	Tutoring/Conference Rooms ¹⁴	2	85	340
4	Controlled Access Storage (1 with Service Window)	2	250	1,000
1	Site Administrator Office	1	160	160
4	Rotating Staff Offices ¹⁵	1	100	400
1	Security Office	1	140	140
1	Business Office	1	140	140
1	Administration Reception/Work Area	3	240	240
1	Administrative Conference room	20	250	250
1	Assessment Suite	10	250	250
4	Media Arts Editing Labs	4	150	600
1	Media Arts Recording Studio/Screening Room (including Special Acoustic Isolation) ¹⁶	35	875	875
1	Recording Control / Projection Studio	8	250	250
1	Drawing / Animation Studio	25	625	625
1	Library Satellite	25	625	625
2	Study Labs	12	300	600
50	Total Assignable Space (Medium Term)			27,205
	Beginning/Short Term ASF Need (60%)			16,323
	Estimated Gross Square Feet (Medium Term) ¹⁷			41,855

¹² Configured with tablet-arm seating and able to be used as a screening theater.

¹³ Serve as combination on-site student union/food service space and casual study/interaction area.

¹⁴ Tutoring/Conference Rooms could be used as faculty offices, if necessary.

¹⁵ Including tutoring, counseling, CalWORKs, EOPS, DSPS, financial aid, 1st year experience, etc.

¹⁶ Intended as convertible production space.

¹⁷ At a 65% Efficiency Ratio.

Applying for State-sanctioned Center Status

Given the current interest and demand for services and programs in the Burbank community, it is likely that the College will be in a position to apply for State-sanctioned Educational Center status within the first 3 to 5 years of the Burbank site's existence. This will depend, of course, on the College's sustained marketing efforts, careful assessment, and continued planning.

Expected Full-Time Equivalent Students (FTES)

Introduction

Full-Time Equivalent Students (FTES) in this particular use is a statistic that takes the number of credit hours and estimates an equivalent number of students if they were all taking a standard, full-time class load. FTES is calculated using three accounting methods:

- Positive Attendance
- Weekly student Contact Hours
- Daily Student Contact Hours

Expected FTES: Panorama City Educational Site

Short Term

The LA Valley College Panorama City Educational Site is expected to initially focus on training students to master basic or college preparatory language and math skills and to provide a number of opportunities for short-term certificates and credentials. Non-credit ESL courses would be a prominent initial offering for generating FTES. A limited number of general education courses would also be offered as a means of introducing students to college-level subjects.

In addition to ESL, basic skills math and English, and some general education courses, many of the Computer Applications and Office Technology (CAOT), Child Development, and the newly-developed Customer Services courses would be offered (especially where they lead to certificates).

Based on the FTES generated from similar credit and non-credit on-campus programs, a fairly rich initial offering as described above of between 160 and 190 class sections averaging 35 students each could be expected to generate between 530 and 630 FTES.

Medium to Long Term

Because of the high population density in the Panorama City area, this site has the potential for rapid expansion, especially in general

education courses. Working in a greater number of traditional college-type programs (as well as other basic educational courses depending on demand) could be expected to permit the Panorama City site to offer within five years between 240 and 285 class sections averaging 40 students each. If enrollment efficiencies increase as anticipated and the section offerings increase as envisioned, the Panorama City site could generate between 900 and 1,075 FTES per year in that time frame.

Once the site generates 1,000 FTES on an annual basis, it would be eligible to apply for additional permanent funding advantages (See Appendix A and Appendix B).

**Expected FTES:
Burbank
Educational Site**

Short Term

The proposed Burbank Educational Site is focused primarily on Media Arts and related courses. Other recommended course offering at this site include Basic Skills English and math, credit ESL, and general education.

Based on the FTES generated from similar credit and non-credit on-campus programs, a fairly rich initial offering as described above of between 130 and 155 class sections averaging 35 students each could be expected to generate between 425 and 510 FTES.

Medium to Long Term

The medium to long term prospects in Burbank would also generate additional demand calling for 185 to 215 class sections averaging 40 students each within five years. If expansion proceeds as in this scenario, the Burbank site could be generating 700 to 800 FTES on an annual basis.

Burbank too has the potential to exceed 1,000 FTES per year and thus become eligible to apply for additional permanent funding, but it may take slightly longer due to the particular mix of courses that would be offered.

Appendix A: Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers (see next page)

***Appendix B: Proposed Revisions to the Commission's Guidelines
for Approval of Community College Centers (see next page)***

Appendix C: Proprietary Schools in and around Panorama City

The following is a list of proprietary schools in the Panorama City area:

Adelente Career Institute

Location: Van Nuys.

Certificates/Diplomas in HVAC Installation; Medical Billing/Insurance Claims; Pharmacy Technician; Physical Therapy Aide; Office and Accounting Skills

Costs: \$9,975 for full-time HVAC Certification Course

American Pacific College

Location: Van Nuys

Certificates/Diplomas in Automobile Performance Technician; Automobile Performance/Electrical Service; Office and Bookkeeping Skills; Medical Office Claims; Computer Systems/Technical Support Specialist; and Computer Repair and Troubleshooting

Costs: Registration fee: \$75. Tuition: Ranges from \$5,600 for all programs except Automobile Performance Technician (\$14,400) and Computer Systems/Technical Support Specialist (\$10,150). Books and Supplies: \$100-450. Tools and Materials: \$600-700.

Anderson Medical Career College

Locations: North Hollywood

Certificates/Diplomas in Vocational Nursing; Nursing Assistant; Home Health Aide; Rehabilitative Nursing Aide; Acute Care Aide.

Costs: \$18,850 for full-time Vocational Nursing Program (1 year); \$25,000 for part-time (2 years)

Casa Loma College

Locations: Van Nuys

Certificates/Diplomas: Vocational Nursing; MRI Technologist; Medical Assistant; Medical Billing/Coding; Emergency Management; Ultrasound Technologist; NCLEX (Nursing Exam) Preparation

Costs: TBD

Coast Career Institute

Locations: Van Nuys

Certificates/Diplomas: Cake Decorating; Floral Arrangements and Bridal Accessories; Optical Dispensing; Private Security Guard

Costs: Will only dispense tuition/cost information in personal interview on campus.

International Career Development College

Locations: Van Nuys

Associate Degrees: Paralegal Studies; Alcohol and Drug Counseling; Homeland Security.

Diplomas: Alcohol and Drug Counseling, Medical Assistant; Business/Legal Admin.; Dental Lab Technician; Physical Therapy Aide; Homeland Security; Graphic Web Development; Massage Therapy; Networking Systems Technician; Pharmacy Technician

Costs: \$37,000 for Associate Degree in Paralegal Studies, Homeland Security, and Alcohol & Drug Counseling (22 month course). \$13,400 for Diploma in various programs.

Kaplan College

Locations: Many nationwide, including Panorama City campus.
Associate of Arts Degree: Criminal Justice
Diplomas: Allied Health (Medical Assistant; Medical Billing and Coding Specialist); Legal Administrative Assistant
Costs: Will not dispense tuition/cost information over the phone.

Marian College

Locations: Van Nuys
Certificates in Licensed Vocational Nursing; IV Therapy.
Costs: \$22,000 (14 month course).

National Holistic Institute

Location: Encino
Certificate in Massage Therapy.
Costs: \$14,000.

New Technology Training Institute

Location: Glendale
Certificates in Computer Support areas such as Cisco engineering certification; Microsoft engineering certification; Network and Systems engineering; Healthcare: Medical Assistant; Surgical Technician
Costs: Tuition/Cost information available through personal campus interview only.

United Education International College (UEI College)

Locations: Van Nuys
Associate of Applied Science: Business Management
Diplomas: Business Office Admin.; Computer Systems Technician; Criminal Justice; Dental Assistant; Massage Therapy; Medical Assistant; Medical Billing/Insurance Coding; Pharmacy Technician
Costs: Information provided only to applicant in person at financial aid office.

Western Beauty Institute

Locations: Panorama City
Certificates: Estheology; Nail Technology; Cosmetology.
Costs: Information provided only in personal interview on campus.

Appendix D: Burbank Adult School

Burbank Adult School
3811 Allen Avenue
Burbank, California

Under the organizational umbrella of the Burbank Unified School District, Burbank Adult School provides adult and lifelong learning courses in the Burbank Unified School District and nearby areas. In the 2006-2007 school year, the Burbank Unified School District reported enrollments of 4,483 in their adult education courses, <http://www.calspra.org/newsletter/Jan08/2006-07.DistrictFacts.pdf>.

According to the Burbank Adult School website, it has been providing lifelong education in Burbank since 1928. Its three-pronged set of course offerings – adult enrichment; literacy, citizenship, other basic education and high school/GED classes; and business and technical training – seems long established and not likely to change significantly.

Courses offered at Burbank Adult School are divided into six areas which overlap in significant ways:

1. Community interest: Courses geared toward adults seeking personal enrichment and satisfaction; Summer 2009 courses include, for example, Affordable Ethnic Dining in L.A.; Memoir and Short Story Writing; Music Appreciation; Stock Market Boot Camp; Painting; Dancing (Salsa); and Educational Travel Abroad (Mexico)
2. Immigrant Studies: Citizenship Exam Preparation combined with English as a Second Language
3. Adult Basic Education: free to any adult students with reading level at 6th grade or lower—focus is on literacy and rudimentary skills
4. Family literacy and Parent Education
5. High School Diploma/GED Preparation Classes: courses geared toward successful completion of the diploma or passing the GED exam
6. Business/Technical Training: examples of courses offered in Summer 2009 include Web Page Design, Professional Hair Styling, and a food safety certification exam preparation course.

Appendix E: Staffing Grid, Panorama City Educational Site

The following table depicts the recommended staffing model for the Panorama City Educational Site. Details on these positions are found within the body of this report.

	Short Term			Medium Term			Long Term		
	Full Time	Part Time	Rotating	Full Time	Part Time	Rotating	Full Time	Part Time	Rotating
Administrative Assistant					X		X		
Admissions & Records			X			X	X		
Assessment			X		X		X		
Bookstore			X		X		X		
Business Office			X			X	X		
CalWORKs			X			X			X
Computer Lab/IT	X			X			X		
Counselor			X	X			X		
DSP&S			X			X			X
EOP&S			X			X			X
Faculty		X			X		X	X	
Financial Aid			X			X	X		
Maintenance & Operations		X		X			X		
Security	X			X			X		
Site Administrator	X			X			X		
Tutoring			X	X			X		

Appendix F: Glendale College, Garfield Campus

Glendale College, Garfield Campus
1122 E. Garfield Avenue
Glendale, California

The Garfield Campus was opened in 1994 and has since served as the College's hub for non-credit course offerings. With the passage of Measure G in 2002, expanding the Garfield Campus has been one of Glendale's major aims. Measure G included \$16 million devoted to the expansion of the Garfield campus.

Goal 5 of Glendale College's Strategic Master Plan 2003-2009 is to "expand educational programs and services at the Garfield campus." The strategies designed to promote this expansion include:

1. Expanding continuing education (high school, GED, business, lifetime learning, and parenting skills) and community services education programs;
2. Building a student-friendly, collegiate atmosphere on campus;
3. Expanding student services on the Garfield Campus;
4. Explore the addition of offering credit courses on the Garfield Campus.

The Garfield Campus Expansion

Work has begun on the Garfield Campus Project, according to the Measure G Bond Oversight Committee's 2008-2009 Annual Report. Planned in the project are:

1. Construction of a 3-story, 42,000 square foot building which will house student services offices including Financial Aid, Disabled Student Services & Programs, and Student Orientation as well as additional classroom space;
2. Acquisition of other property sufficient to allow for creation of 90 new parking spaces and for a new Child Care Facility on Adams Street.

The Garfield Campus Project will increase instructional/other space on Garfield Campus by 23,000 assignable square feet (ASF), and increase instructional capacity on the Garfield Campus by 635 FTES (almost 70 percent increase).

The College expects to occupy and begin use of the new facilities in Fall 2011.

Past, Present, and Anticipated Course Offerings at the Garfield Campus

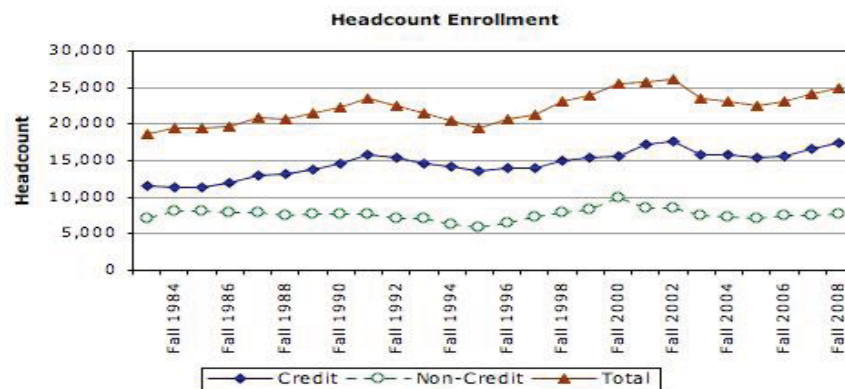
Presently, only non-credit courses are offered at the Garfield Campus. While various Glendale College documents cite possible offerings of credit classes on the Garfield campus, it is possible even following the completion of the expansion in 2011 the Garfield campus will still remain limited to its robust non-credit curricula.

The spring and summer 2009 courses offerings at the Garfield Campus are similar, except there are roughly one third fewer sections offered in Summer. They are divided into the following categories:

- Courses Used Toward Completion of High School Diploma: Algebra, Geometry, Applied Math, Life Sciences, Physical Sciences, Health, World History, United States History, American Government, Economics, Psychology, English, Geography, Art History, Career Exploration
- GED Lab/Preparation Courses;
- English as a Second Language;
- Sewing/Dressmaking/Quilting;
- Lifetime Learning (including seminars offered in retirement homes): history, drama, health, aerobics, painting, sketching, film criticism, creative writing, etc.);
- Business skills: filing, business math and writing, basic computer skills, keyboarding, customer service, etc.; and
- Parenting skills, child care.

Glendale College Historical Credit and Non-credit Student Enrollments

Based on fall headcount enrollment for the past 25 years, the number of students participating in noncredit offerings has fluctuated—reaching a low of 5,800 in fall 1995 and peaking to 9,900 in fall 2000—while reaching a present rough average of 7,500 students. (<http://research.glendale.cc.ca.us/html/campusprofile/enr-02-fal.html>).



According to "Students: Enrollments, Where They Come From, Who They Are"¹, nearly half of students enrolled in Non-credit classes are found in ESL courses. This aligns with the information provided by Non-credit students: in 2007, nearly a third (31 percent) listed their main goal of non-credit study as developing Basic Skills in English/ESL or Math.

GCC Noncredit Student Information: Student Goals	
Basic Skills in English/ESL or Math	31%
Educational Development/Personal Interest	19%
Job Skills	11%
Diploma/GED	8%
Transfer/Associate Degree	4%
Certificate	1%
Undecided/Unknown	26%
GCC Noncredit Student Information: Percentage of Students Enrolled in Each Noncredit Department	
Noncredit ESL	49%
Noncredit Business	18%
Lifelong Learning	14%
Developmental Skills Lab	11%
Parent Education	10%
Other	1%

¹ "Students: Enrollments, Where They Come From, Who They Are," Glendale College, Institutional Research and Planning, 2007.

Appendix G: Staffing Grid, Burbank Educational Site

The following table depicts the recommended staffing model for the Burbank Educational Site. Details on these positions are found within the body of this report.

Burbank Educational Site	Short Term			Medium Term			Long Term		
	Full Time	Part Time	Rotating	Full Time	Part Time	Rotating	Full Time	Part Time	Rotating
Administrative Assistant					X		X		
Admissions & Records			X			X	X		
Assessment			X			X			X
Bookstore			X			X	X		
Business Office			X			X	X		
CalWORKs			X			X			X
Computer Lab/IT	X			X			X		
Counselor			X	X			X		
DSP&S			X			X			X
EOP&S			X			X			X
Faculty		X			X		X	X	
Financial Aid			X			X	X		
Maintenance & Operations		X		X			X		
Security	X			X			X		
Site Administrator	X			X			X		
Tutoring			X	X			X		

Appendix H: Los Angeles Community College District, Administrative Regulation B-21

LOS ANGELES COMMUNITY COLLEGES
 OFFICE OF THE CHANCELLOR
 ADMINISTRATIVE REGULATIONS
 INDEX NUMBER B-21

REFERENCE:	TOPIC:
Education Code section 81031-81033	Real Property Due Diligence
ISSUE DATE:	INITIATED BY:
October 31, 2001	Business Services
CHANGES:	DATE OF CHANGES:
Section III added	September 24, 2002

The following regulation is established to identify the essential elements as a prerequisite for the District’s purchase, lease-purchase or lease longer than three years of real property for the benefit of the District.

I. Evaluation

A. Documentation - The College President shall be responsible for documenting the following:

1. The rationale for considering the location and services;
2. A market study should be conducted to evaluate the demographics of the target market, the competition, including sister colleges, and the need for the program.

B. Notification

1. If it is a lease or off-site location for less than three years, then the College’s Vice President of Academic Affairs must review it with the Council of Academic Affairs.
 - a. The Council of Academic Affairs shall advise whether the proposed site/program competes with another LACCD institution.
 - b. If there is competition with another LACCD institution, the College Presidents shall attempt to resolve the matter. If they cannot, the Chancellor shall make an appropriate determination.

2. If it is an acquisition, lease-purchase or lease longer than three years, the College President must notify the Chancellor.
 - a. The Chancellor will review the matter with the Cabinet, and determine when the matter should be reviewed with the Board.

C. Viability

1. The College President is responsible for ensuring that a comprehensive evaluation of the economics, including enrollment projections, is conducted.
2. The College President is responsible for ensuring that the viability study has been reviewed and approved by the Cabinet, or the Cabinet and the Board, as determined by the Chancellor.
3. The College President is responsible for ensuring that before a real estate broker is engaged or solicited for assistance, Board approval should be obtained. To the extent that there is a desire to reserve purchase or lease rights, options may be negotiated with Board approval.

D. Preliminary Business Review

1. The Facilities Planning and Development Department shall obtain and review a title report early in the transaction to identify title and lien issues; obtain a land survey and ALTA extended coverage title insurance to locate and protect against easements and encroachments.
2. The Business Services Division will obtain an appraisal, performed by an MAI-certified or equivalent appraiser, to ensure that the price is fair and reasonable for the District.

II. Business Review and Financial Commitments

- A. The Controller shall be responsible for reviewing the method of financing, the cost of that financing, the timing for acceptance of title or possession, and the timing for making payments.
- B. The College President is responsible for pursuing the processes for obtaining State approval for an “educational center.”
- C. The Facilities Planning and Development Department shall evaluate local zoning and subdivision control issues, which may apply to activities and facilities outside the educational curriculum, e.g., commercial enterprises.

- D. The Facilities Planning and Development Department shall review or arrange for appropriate architectural or engineering review of structures for compliance with the Field Act, or identify an appropriate exception; plans and specifications for new buildings must go through the Division of the State Architect.
- E. The Facilities Planning and Development Department shall ensure that the facility is accessible for disabled persons, in accordance with applicable building codes.
- F. The Facilities Planning and Development Department shall be responsible for ensuring the facility has been reviewed for appropriate safety conditions.
- G. The Facilities Planning and Development Department shall review the use of the property for compliance with the California Environmental Quality Act. This may require an Environmental Impact Report, a Negative Declaration or a Categorical Exemption, public hearings and notices, and findings by the Board.
- H. Environmental insurance must be obtained for any property acquisition. The College President or designee shall work with the Risk Manager to place the insurance.
- I. The Facilities Planning and Development Department must identify and address any particular issues associated with the site. For example, if the property owner is not amenable to negotiations and condemnation is contemplated, special costs and considerations will have to be weighed.

III. Due Diligence Responsibilities

- A. The Facilities Planning and Development Department shall arrange for an appropriate Environmental Site Assessment for man-made and natural toxicity issues, as well as any applicable State agency review.
- B. The Facilities Planning and Development Department shall be responsible for reviewing or arranging for appropriate review of whether the property is located within a flood plain.
- C. In addition to the requirements contained herein regarding purchasing real property, if a College is considering acquiring a site or sites for the purpose of constructing a school building as defined by Education Code section 81130.5, these additional requirements must be satisfied:

1. The College President shall work with the Facilities and Planning Department to have the site(s) thoroughly investigated to evaluate all factors affecting the public interest and whether it is economically feasible to construct on this site, which includes, but is not limited to, the raw land cost.
2. If the site is either located within a special studies zone as identified on a map by the State Geologist pursuant to Public Resources Code section 2621 et seq., or within an area designated as geologically hazardous as provided in Government Code section 65302(g), or if the estimated cost to reconstruct or alter or add to a building which alters structure elements exceeds \$20,000.00, the investigation shall include geological and soil engineering studies to assess the nature of the site and potential for earthquake or other geological hazard damage. The study shall also evaluate the location of the site with respect to population, transportation, water supply, waste disposal facilities, utilities, traffic hazards, surface drainage conditions and other factors affecting the costs of the total project. The cost of geological and soil engineering studies may be treated as a capital expenditure.
3. This investigation is not necessary if the site or sites have been subject to adequate prior studies and the College has access to this information.
4. A copy of each investigative report shall be submitted to the Board of Governors and the Department of General Services.
5. The Facilities, Planning and Development Department is responsible for ascertaining whether the Department of General Services requires geological or soil engineering studies for the construction or alteration of any building on a site not located within a special studies zone.
6. If a proposed site or an existing site where a proposed addition will be made is within two miles of an airport runway or a runway proposed by an airport master plan, the Facilities, Planning and Development Department shall notify the Board of Governors in writing prior to acquiring title to the proposed property or prior to making additions to the existing property. No further action will be taken with respect to the site until such time that the Board of Governors has issued a report on the site and the requirements of Education Code section 81033 (c) and (d) have been satisfied.

IV. Use of Proposition A and Proposition AA Funds

- A. If Proposition A funds are to be used, the College President must ensure that the property is reviewed by the Program Manager, the College Project Manager, and the Executive Director of Facilities Planning and Development.
- B. The General Counsel will provide bond counsel with the site location, the applicable college and the proposed use in order to verify whether the use of Proposition A funds is legal.
- C. A memorandum must be sent by the College President to the Chancellor confirming that the College's shared governance processes have been consulted. The memorandum should confirm that the shared governance group supports the action and its timing relative to other projects, and that the support was based on a full understanding of the probable cost.
- D. The College President is responsible for ensuring that the proposed site was anticipated as a use of the bond funds by the community.

V. Legal Processes

- A. The General Counsel is responsible for assigning appropriate legal counsel.
- B. Real Property Counsel must review the transaction for any special safety and legal considerations if the planned use involves significant participation by minors.
- C. The Board may discuss real property in closed session only to provide direction to the real property negotiator(s). The College President shall schedule an appropriate time through the Office of General Counsel.
- D. Public action must be taken by the Board to make the final decision. Closure of the sale shall not be performed until all due diligence has been performed.

Appendix I: Accrediting Commission for Community and Junior Colleges, Substantive Change Manual (see next page)