

LONG BEACH COMMUNITY COLLEGE DISTRICT FACILITIES MASTER PLAN UPDATE 2025

OVERVIEW

The Facilities Master Plan 2025 Update was envisioned to address the following objectives.

- a). To create a functional and usable plan for space that updates the previous assessment for space identified in the Long Beach Community College District Resource and Facilities Plan 2006. It is meant to be the foundation document upon which this component of the District's planning process is predicated.

- b). To review and assess the current planning documents associated with the academic and support services programs and validate, through quantifiable measures, the data to support future space needs for the District's two campuses.

- c). To get qualitative input from the campus community in support of the Educational Master Plan and quantitative data from resource documents in the district. While the Educational Master Plan does not extend to 2025, it was determined that for construction planning purposes to estimate space parameters to the year 2025.

CURRENT BUILDING AND FACILITIES PROGRAM

The current building/facilities program at Long Beach City College reflects the building support program funded through the Measure E Bond and subsidized by state dollars. Through this cooperative venture a number of construction/reconstruction projects at both campuses have been realized and implemented.

At the LAC Campus a new Maintenance and Operations Complex of 39,457 square feet was constructed and opened in 2005. The South Quad, Building T, opened in 2009. This 108,312 square feet building houses classrooms and laboratory facilities for the School of Business and Social Sciences, Speech Communications, and Child Development as well as serving as a permanent location for Administrative Offices. Offices for the Executive Management, Community Relations and Marketing, Institutional Effectiveness, Academic Services, Student Services, Human Resources, Fiscal Affairs and Payroll, Risk Services, and Mail Services reside in this building. The Library/LRC facility was renovated and expanded to 59,066 square feet and reopened in 2009. A Central Plant of 9,000 square feet was also completed in 2009. The most recent addition has been a 900 space, multi-level parking structure opened in 2011.

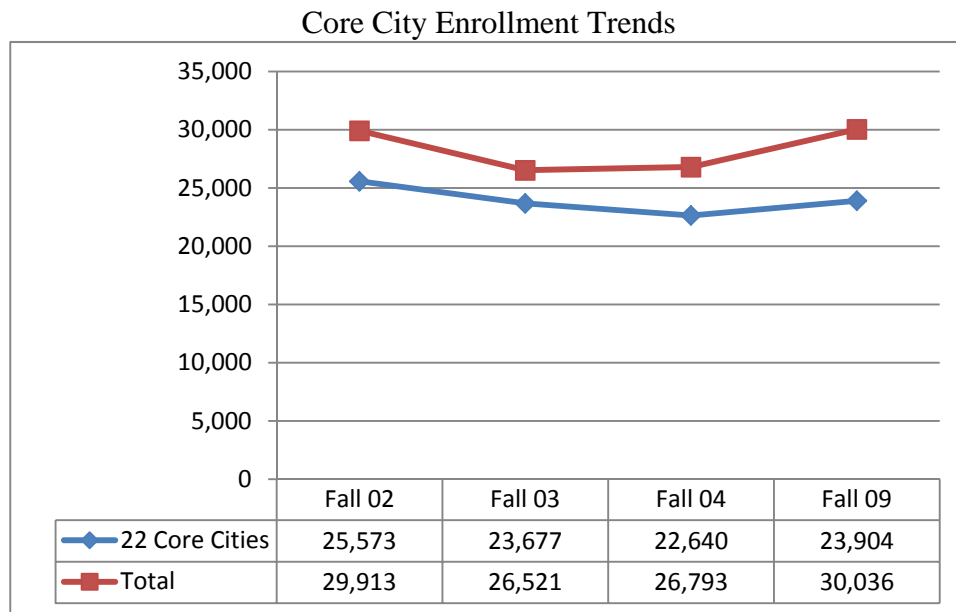
In addition, the District purchased two buildings on the southern perimeter of the LAC Campus. These buildings became the new home for Community Services Programs, Economic and Resource Development, the Foundation and Scholarships, Instructional and Information Technology Services, the warehouse, and related support functions. This purchase opened opportunities for the District to centralize these functions onto one of the primary campuses.

At the PCC Campus, Industrial Technology II became the newly constructed home (24,334 square feet) for the Automotive and Aeronautics programs in 2007. In 2008 a new 21,336 square foot Library/LRC facility opened and a Central Plant on the PCC campus (6,900 square feet) opened in 2009. Industrial Technology I, a 26,700 square foot facility, opened in 2009 and houses the Sheet Metal and Welding programs. In 2009 a Two-Phase project (referred to as MDAB) to remodel the AA, BB, DD and EE buildings was begun. This project, currently under renovation, represents over 111,866 square feet of instructional facilities for the PCC Campus. In addition, the vacated old library facility will be demolished and will be replaced by a new Student Services facility. At this same time Building CC, the Fitness Center is undergoing renovation.

CAPACITY FOR FUTURE GROWTH

As part of the 2011 Educational Master Planning process, an update to the facility needs for both campuses was commissioned. The goals remain the same as in the previous Resource and Facilities Master Plan 2006: to create a long-term vision for meeting academic growth and addressing facility needs and to identify future projects for campus development. The key indicators noted below were used to determine the parameters and capacity for long-term growth for Long Beach City College. The overview period is based on a ten to fifteen-year window, using fall semester 2009 as the starting point and terminating in year 2025. The key indicators are as follows:

1. **An Expanded Service Area:** Based on an analysis of the student origins, there are twenty-two cities that produce 80% of the enrollments at Long Beach City College. The remaining 20% are captured in the outlying areas and as on-line students.



Source: Office of Institutional Research and Academic Services/Office of Institutional Effectiveness; Analysis Cambridge West Partnership.

ORIGIN OF STUDENTS ATTENDING LONG BEACH CITY COLLEGE

City of Domicile	Fall 02	Fall 03	Fall 04	Fall 09
1 ANAHEIM	NA	NA	142	139
2 BELL	153	149	142	166
3 BELLFLOWER	705	718	746	823
4 CARSON	337	342	344	347
5 CERRITOS	287	261	239	190
6 COMPTON	440	415	442	541
7 CYPRESS	193	201	170	163
8 DOWNEY	564	541	522	545
9 HUNTINGTON BEACH	223	191	171	140
10 LAKEWOOD	2,201	2,042	2,022	2,127
11 LONG BEACH	17,565	16,047	15,078	15,399
12 LOS ALAMITOS	226	231	232	163
13 LOS ANGELES	566	486	469	545
14 LYNWOOD	273	242	220	350
15 NORWALK	223	238	248	252
16 PARAMOUNT	460	416	449	635
17 SAN PEDRO	181	204	181	200
18 SEAL BEACH	183	161	156	124
19 SIGNAL HILL	138	180	229	374
20 SOUTH GATE	353	320	337	391
21 TORRANCE	160	166	132	132
22 WILMINGTON	142	126	111	158
Total These 22 Cities	25,573	23,677	22,640	23,904
Total Headcount, All Cities & All Sites	29,913	26,521	26,793	30,036
% From These 22 Cities of All Headcount	85.49%	89.28%	84.50%	79.58%

Source: Office of Institutional Research and Academic Services/Office of Institutional Effectiveness; Analysis Cambridge West Partnership. Note: Shaded columns compare fall semester 2004 with fall semester 2009.

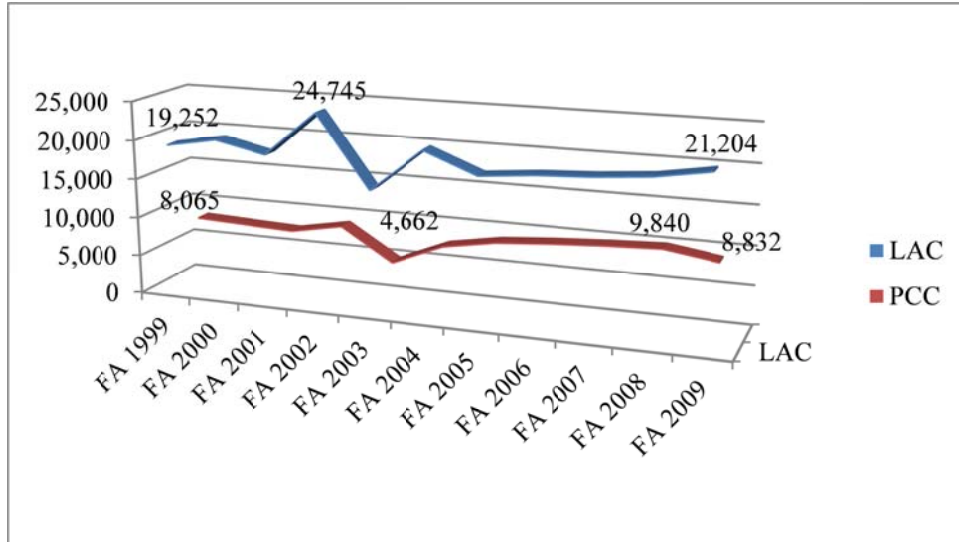
LAC currently captures its greatest percentage (plus 80%) of enrollments from within a 7.5-mile radius of the campus center. At PCC, the current effective service area is characterized as a 5-mile radius from the center of the campus. Both campuses have increased their effective service areas since a similar analysis was last conducted in 2004. The College has demonstrated a very strong capacity to attract students from outside the district boundaries. It is assumed that the trend for expansion of the service area will continue in the future.

2. **Service Area Rate of Growth:** The growth rate within the effective service areas of both LAC and PCC will be very slow over the next ten years. The demographic data indicates an annual rate of growth of 0.23% for the LAC service area and 0.27% for the PCC service area. It is safe to say that both campuses will not be able to rely on “natural

growth” for new enrollments, as the demographic indicators, in particular, denote slowly declining trends for the population segment 0 to 19 years of age through 2020. The rates of annual household growth will be equally slow at 0.11% (LAC) and 0.17% (PCC).

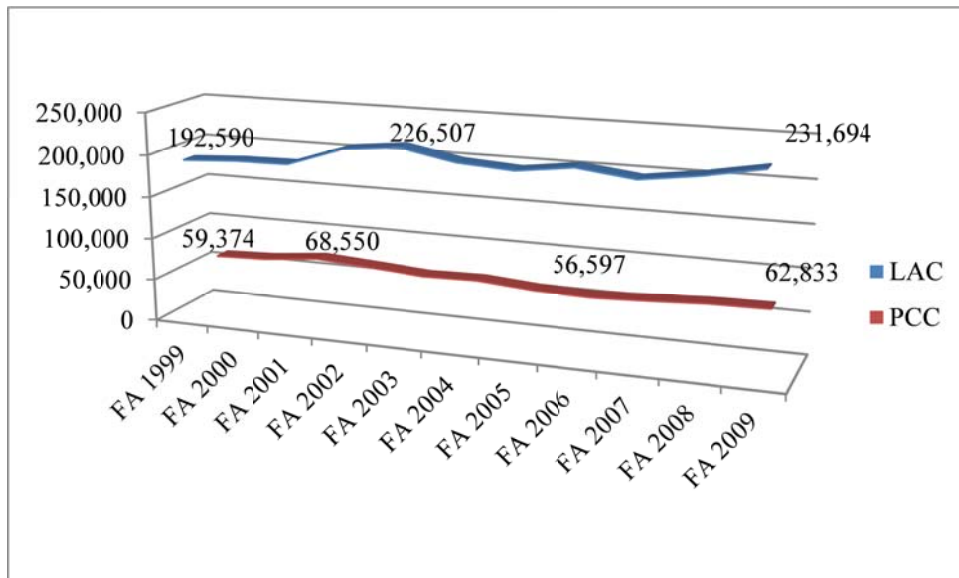
3. **High School Graduation Rates:** Based on projections from the Department of Finance, graduation rates in Los Angeles County are projected to drop -10.6% from 2010 to 2019. This represents an annual decline rate of -1.18%. This will have an impact on the College over the next 10-years.
4. **Potential Opportunity for Post-Secondary Education Learners:** For LAC, 22.8% of the population base that is over 25 years of age has less than a high school diploma. A total of 25.3% have a high school diploma but have not attended college. At PCC, individuals 25 years of age with less than a high school diploma comprise 27.7% of the population base while those with a high school diploma but no college experience account for 22.3%. The demographic markers within the effective service areas suggest that the College will see an enrollment opportunity for the less academically prepared students. This opportunity should be encouraged and facilitated by a curricular emphasis on programs of basic skills. Basic skills education will need to be viewed as an important point of entry into the mainstream program of academics. It represents a significant opportunity for the College.
5. **(Student) Participation within the District:** Both LAC and PCC have excellent student participation within the District. More than 60% of the students attending LAC are from the District. At PCC, the number approaches 75%. The historic trend at LBCC is for 60% to 70% of all enrollments to be from within the District.
6. **Strength of Academic Program of Instruction:** Long Beach City College’s ability to attract students from outside the District is largely based on the strength of its program of instruction and the support students receive in the pursuit of their academic mission. This is particularly evident at LAC.
7. **Ability to Compete in the Marketplace:** Over the past ten years, Long Beach City College has demonstrated that it can compete in a very crowded educational marketplace within the Los Angeles and Orange County areas.
8. **Historical Trends for Growth:** Despite very slow rates of population growth and declining high school graduation rates, Long Beach City College has demonstrated growth in enrollments and WSCH over the past ten years. At LAC, enrollment growth has averaged 1.01% annually while WSCH has increased at an annual rate of 2.03%. At PCC, the growth rates have been slower but still positive. PCC has averaged an annual enrollment growth rate of 0.95% over the view period. WSCH has been slower, averaging only 0.58%. The historic profile for both enrollments and WSCH is captured in the following graphs

Historical Trends for Headcount: Long Beach City College



Source: Office of Institutional Research and Academic Services/Office of Institutional Effectiveness; Analysis Cambridge West Partnership

Historical Trends for WSCH: Long Beach City College



Source: Office of Institutional Research and Academic Services/Office of Institutional Effectiveness; Analysis Cambridge West Partnership

- Location/Transportation Infrastructure:** The campuses of Long Beach City College are situated in a major transportation corridor. The 405 Freeway, the 710 and 605 Freeways, the Pacific Coast Highway and State Route 19/Lakewood Avenue support them. Providing additional support are the Santa Ana/5 Freeway and State Route 22. The campuses are also served by major surface arterials. The location of the campuses is

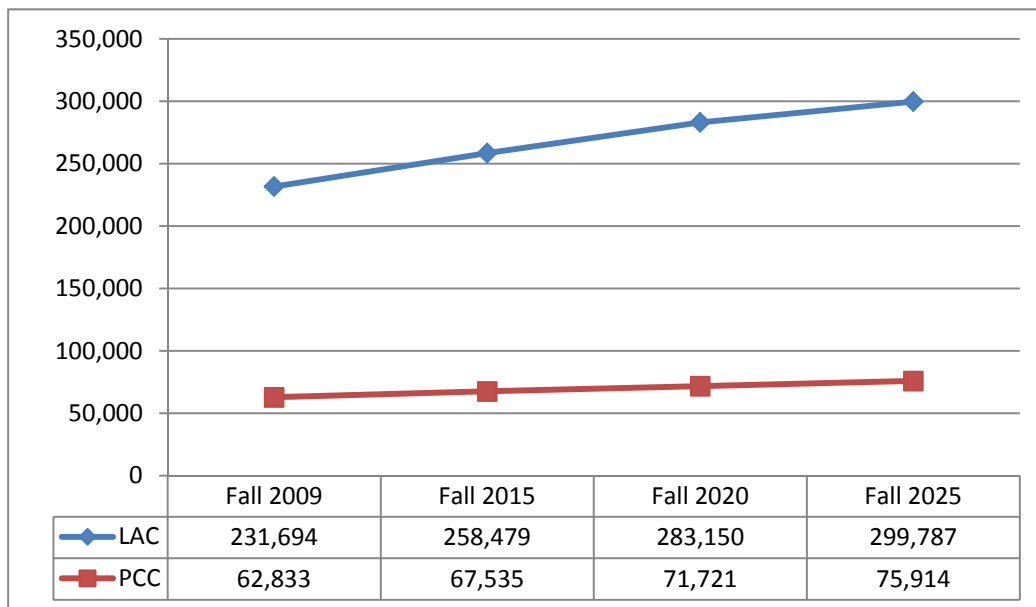
outstanding. Both campuses facilitate/support access, particularly for students who reside at a distance.

PROJECTIONS FOR FUTURE GROWTH

The historic trends, the potential for post-secondary educational demand within the District and an expanded and growing service area, will neutralize and outweigh the impacts of slow population growth and declining high school graduation rates. Overall, the indicators for the College point to measured but steady growth over the next ten-year period.

With all factors taken into consideration, WSCH generation at LAC is projected to increase from 231,694 in the base year - fall semester 2009 - to 299,787 by fall semester 2025. The average annual growth rate is projected at 1.84%. From a starting point of 62,833 WSCH for fall semester 2009, PCC is projected to reach 75,914 WSCH by fall semester 2025. This represents an annual average growth rate of 1.21%.

LBCC WSCH Projections to 2025

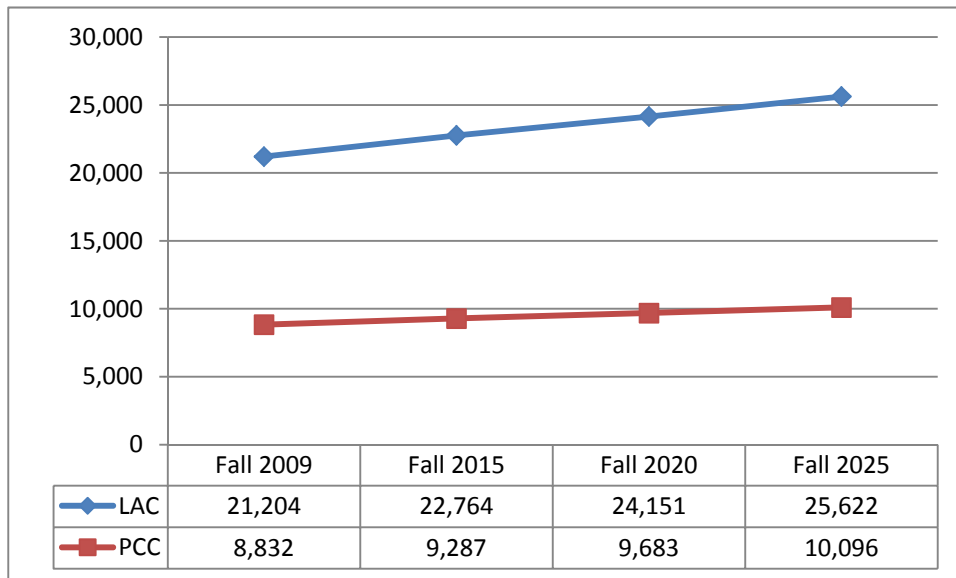


Source: Cambridge West Partnership projections

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

Student enrollment at Long Beach City College is projected to follow a similar pattern for growth, although the annual rate of growth will be less than that for WSCH. For the period of 2009 to 2025, LAC is projected to see headcount grow from 21,204 to 25,622. The effective annual growth rate for enrollment is projected to be 1.26 %. At PCC, the beginning enrollment of 8,832 for the 2009 fall semester is projected to reach 10,096 by fall 2025. The effective growth rate is projected to average 0.88% on an annual basis.

LBCC Headcount (Unduplicated Students) Projections to 2025



Source: Cambridge West Partnership projections.

LINKING TO THE EDUCATIONAL MASTER PLAN

Linking the Educational Master Plan’s goals, objectives and strategies to space quantification completes the process and balances the current and future curriculum, instructional delivery modes, learning environment, and necessary support structures with providing a comprehensive program of campus development.

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

Forecasting the future program of instruction unfolds through the determination of Weekly Student Contact Hours (WSCH). While curricular content cannot be accurately predicted to the year 2025, certain assumptions can be made that are pertinent to a long range forecasting process. It is assumed that the educational mission will remain focused on transfer and general education and that occupational/vocational CTE programs would remain consistent with past practice. Since 2004 the College has terminated three CTE programs (Travel/Tourism,

Cabinetmaking, Machine Tool) and substantially changed Aviation Pilot Training. An effort is currently underway to create an assessment instrument for CTE programs that may be more responsive to industry and workforce needs. With an estimate of projected WSCH and enrollments, the number of sections that support the WSCH can be predicted relationally. This process forms the basis for forecasting efforts that follow.

Looking to the future, a master plan must provide for sufficient facilities to accommodate higher enrollments, to improve the teaching/learning environment, to address new program development, to integrate the latest technological innovations, and to provide adequate space configuration permitting flexible teaching methodologies.

With consideration of the economic and fiscal factors, the growth projection for Weekly Student Contact Hours (WSCH) for the LAC Campus was established at an annual 1.84% for benchmark years 2015, 2020 and 2025. For the PCC Campus the growth projection for WSCH was established at 1.21% annually for the same benchmark years. While modest, this growth does represent a reasonable forecast for this district at this time. In any planning cycle, the proposed facilities are time specific and address future needs or capacities that may or may not materialize. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments.

THE BASELINE

The Fall 2009 semester was used as a starting point and the program of instruction provided a snapshot in time as well as serving as a historical perspective when compared to the previous Resource and Facilities Master Plan based on data from 2004. To address the capacities for the future, a planning model was created. This planning model, or “baseline” provided the foundation from which a future program of instruction could be projected. When viewed with the previous planning effort, there has not been a great deal of change in curricular content.

The Fall 2009 program of instruction is captured in a more comprehensive manner in the table that follows. It represents the Instructional Schools of each campus. The key elements include the total number of sections offered, the average seats per section, WSCH produced per section, the total WSCH, the full-time equivalent students (FTES) and the total lecture and laboratory hours.

Table 1
LONG BEACH CITY COLLEGE LAC Campus
Year 2009: Baseline

School	Sections	Enr Seats	Seats Per Sec	WSCH	FTES	Lec Hours	Lab Hours
Business & Social Sciences	465	21,310	45.83	64,530	2,151.0	1,250	320
Creative Arts & Applied Sciences	421	14,399	34.20	50,425	1,681.0	826	699
Health, Sciences & Mathematics	384	16,225	42.25	59,683	1,989.0	969	723
Language Arts	277	6,863	24.78	30,999	1,033.3	1,016	77
Learning & Academic Resources	32	881	27.53	2,635	87.8	39	20
Physical Education & Athletics	131	4,179	31.90	13,485	449.5	32	494
Student Services (Counseling)	28	1,486	53.07	1,696	56.6	34	2
Trades & Industrial Technologies	56	1,487	26.55	6,346	211.5	135	115
Student Success Centers*	238	12,472	52.40	1,895	63.2	0	833
Total	2,032	79,302	39.02	231,694	7,722.9	4,301	3,283

* Section numbers do not correlate with typical section sizes

Table 2
LONG BEACH CITY COLLEGE PCC Campus
Year 2009: Baseline

School	Sections	Enr Seats	Seats Per Sec	WSCH	FTES	Lec Hours	Lab Hours
Business & Social Sciences	122	4,397	36.04	11,838	394.6	253	135
Creative Arts & Applied Sciences	61	1,616	26.49	5,357	176.0	99	242
Health, Sciences & Mathematics	43	1,690	39.30	6,659	222.0	144	57
Language Arts	167	5,264	31.52	19,218	640.6	600	10
Learning & Academic Resources	10	1,775	177.50	1,116	37.2	9	51
Physical Education & Athletics	15	799	53.26	1,635	54.5	2	38
Student Services (Counseling)	15	1,081	43.24	801	26.7	21	0
Trades & Industrial Technologies	57	1,649	28.93	15,477	515.9	220	455
Student Success Centers*	93	2,808	52.40	730	24.3	0	19
Total	583	21,079	34.16	62,832	2,091.8	1,348	1,007

* Section numbers do not correlate with typical section sizes

SPACE REQUIREMENTS: ACADEMIC PROGRAMS

WSCH PROJECTIONS:

State standards for construction and renovation of facilities basically focus on *capacity*. Capacity, as outlined in the Facilities Planning Manual is correlated with the production of WSCH. WSCH represents the average number of hours of student instruction in a week per class (i.e. 30 students enrolled in a class that meet 3 hours per week is 90 WSCH). Estimating growth in enrollments produces a factor of increased WSCH. This WSCH is then transformed into instructional space or assignable square feet (ASF). Each space type, in this case lecture and/or laboratory, WSCH generates an “appropriate” instructional facility addressed as ASF. While these calculations are established through state standards, other factors must be considered in planning facilities. An additional factor in all planning is *adequacy*. Adequacy in this context assumes sufficient and/or suitable capacity to provide for an effective learning environment.

WSCH Projections and the Future Program of Instruction

The following Table 3 projects future WSCH and FTES for the LAC Campus in benchmark years of 2015, 2020 and 2025 and Table 4 projects future WSCH and FTES for the PCC Campus in those same years. The forecast is in summary form by Instructional Schools of the College. The actual forecasting process, however, was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in Appendix A (LAC) and Appendix B (PCC).

Table 3
LONG BEACH CITY COLLEGE
 Capacity to Generate WSCH Vis-à-Vis the Program of Instruction
LIBERAL ARTS CAMPUS

					Year 2009					Year 2015					Year 2020					Year 2025				
					Lec		Lab		Total						Lec		Lab		Total					
School	Sec	WSCH	FTES	Sec	WSCH	WSCH	WSCH	FTES	Sec	WSCH	WSCH	WSCH	FTES	Sec	WSCH	WSCH	WSCH	FTES	Sec	WSCH	WSCH	WSCH	FTES	
Business & Social Sci	467	64,528	2,151	515	58,883	12,771	71,654	2,389	575	64,803	14,058	78,858	2,629	611	68,621	14,883	83,504	3,377						
Creative Arts & Applied Sci	423	50,425	1,681	452	31,417	24,576	55,993	1,101	494	34,573	27,045	61,618	2,054	523	36,597	28,627	65,223	2,174						
Health, Sciences, & Math	384	59,683	1,989	444	47,154	19,119	66,273	2,209	487	51,890	21,041	72,931	2,431	533	54,950	22,280	77,230	2,574						
Language Arts	278	30,999	1,033	270	32,262	2,159	34,421	1,147	298	35,505	2,376	37,881	1,263	315	37,596	2,516	40,112	1,337						
Learning & Academic Res	32	2,635	88	35	515	2,411	2,926	98	37	567	2,654	3,220	107	40	600	2,810	3,410	114						
Physical Edu & Athle	132	13,484	450	138	762	14,212	14,973	499	146	838	15,640	16,478	549	161	887	16,562	17,449	582						
Stu Serv (Counseling)	28	1,697	57	33	1,789	95	1,884	63	36	1,968	105	2,073	69	38	2,084	111	2,195	73						
Trades & Indus Tech	56	6,346	212	56	4,013	3,034	7,047	235	61	4,416	3,339	7,755	259	64	4,676	3,536	8,212	274						
Student Success Ctr*	238	1,895	63	238	0	2,104	2,104	70	238	0	2,316	2,316	77	238	0	2,452	2,452	82						
TOTAL	2,038	231,691	7,723	2,181	176,793	80,481	257,275	7,810	2,372	194,560	88,573	283,130	9,438	2,523	206,011	93,777	299,787	10,587						

* Sections numbers remain flat. Proper calculation of need to be addressed by student enrollments in Success Ctrs rather than by section counts.

Table 4
LONG BEACH CITY COLLEGE
 Capacity to Generate WSCH Vis-à-Vis the Program of Instruction
PACIFIC COAST CAMPUS

School	Year 2009			Year 2015					Year 2020					Year 2025				
	Sec	WSCH	FTEs	Sec	Lec WSCH	Lab WSCH	Total WSCH	FTEs	Sec	Lec WSCH	Lab WSCH	Total WSCH	FTEs	Sec	Lec WSCH	Lab WSCH	Total WSCH	FTEs
	Business & Social Sci	124	11,838	395	130	8,899	3,799	12,698	423	134	9,470	4,042	13,512	450	142	9,956	4,249	14,206
Creative Arts & App Sci	62	5,357	179	55	2,668	2,995	5,663	189	57	2,835	3,202	6,037	201	59	3,000	3,429	6,429	214
Health, Sciences, & Math	43	6,659	222	50	5,604	1,223	6,827	228	56	6,148	1,654	7,802	260	57	6,449	1,739	8,187	273
Language Arts	167	19,218	641	181	20,103	806	20,909	697	189	21,041	858	21,898	730	200	22,480	902	23,381	779
Learning & Acad Res	10	1,116	37	10	382	815	1,197	40	10	406	866	1,272	42	10	427	911	1,338	45
Physical Edu & Athletics	15	1,635	55	17	64	1,408	1,472	49	23	80	1,786	1,866	62	24	85	1,877	1,962	65
Stu Serv (Counseling)	15	801	27	17	860	0	860	29	18	915	0	915	31	19	962	0	962	32
Trades & Industrial Tech	70	15,477	516	65	5,819	10,700	16,601	553	70	5,868	11,675	17,630	588	76	6,510	11,970	18,572	619
Student Success Ctr	93	730	24	97	0	783	783	26	102	0	834	834	28	106	0	877	877	29
TOTAL	599	62,831	2,094	622	44,399	22,529	67,009	2,233	659	46,763	24,916	71,766	2,392	693	49,868	25,953	75,914	2,529

* Sections numbers remain flat. Proper calculation of need to be addressed by student enrollments in Success Ctrs rather than by section counts.

An assessment of the current facilities includes the capacity of the instructional program to meet programmatic needs, it reviews the condition of the facilities, and it addresses their adequacy to provide for an effective learning environment. The projections are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. The most important outcome of the forecasting process is to insure that when a certain level of WSCH is achieved, the College has in place designated and/or newly constructed facilities to meet demands in both academic and support services.

Space Projections and the Future Program of Instruction

The following Table 5 projects future space needs (ASF) for the LAC Campus in benchmark years 2015, 2020, and 2025 and Table 6 projects space needs for the PCC Campus in those same years. The forecast is in summary form by instructional divisions of the College. The actual forecasting process, however, was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in the Appendix C (LAC) and Appendix D (PCC).

Table 5
LONG BEACH CITY COLLEGE
Space Allocation Vis-à-vis The Program of Instruction
LIBERAL ARTS CAMPUS

Division	Current				Year 2015				Year 2020				Year 2025			
	Lec ASF	Lab ASF	Other ASF	Total ASF	Sec	Lec ASF	Lab ASF	Total ASF	Sec	Lec ASF	Lab ASF	Total ASF	Sec	Lec ASF	Lab ASF	Total ASF
Business & Social Sci	24,805	26,591	4,191	55,587	515	25,261	23,931	49,192	575	27,800	26,339	54,139	611	29,438	27,890	57,328
Creative Arts & Applied Sci	8,768	46,343	5,087	60,198	452	13,478	63,160	76,638	494	14,832	69,506	84,338	518	15,700	73,572	89,272
Health, Sciences & Math	20,792	45,272	9,598	75,662	444	20,229	43,343	63,572	487	22,261	47,700	69,961	533	23,574	50,510	74,084
Language Arts	18,342	3,717	0	25,777	270	13,840	3,830	17,670	299	15,232	4,215	19,447	316	16,129	4,463	20,592
Learning & Academic Res	0	0	1,669	1,669	35	221	6,197	6,418	37	243	6,820	7,063	40	257	7,222	7,479
Physical Edu & Athletics*	0	0	48,925	0	138	327	783	1,110	135	360	861	1,221	145	381	912	1,293
Stu Serv (Counseling)	1,623	0	2,136	3,759	33	767	245	1,012	36	844	269	1,113	38	894	285	1,179
Trades & Industrial Tech	1,156	21,034	0	22,190	56	1,722	10,519	12,240	61	1,894	11,575	13,469	64	2,006	12,257	14,263
Student Success Ctr	0	0	0	0	238	0	5,407	5,407	238	0	5,952	5,952	238	0	6,301	6,301
TOTAL	75,486	142,957	22,681	244,842	2,181	75,845	157,415	233,259	2,362	83,466	173,237	256,703	2,503	88,379	183,412	271,791

* Physical Education lab counted as 520 space.

Table 6
LONG BEACH CITY COLLEGE
 Space Allocation Vis-à-vis The Program of Instruction
PACIFIC COAST CAMPUS

School	Current				Year 2015				Year 2020				Year 2025			
	Lec ASF	Lab ASF	Other ASF	Total ASF	Sec	Lec ASF	Lab ASF	Total ASF	Sec	Lec ASF	Lab ASF	Total ASF	Sec	Lec ASF	Lab ASF	Total ASF
Business & Social Sci	3,973	8,592	0	12,565	130	4,209	6,088	10,297	134	4,479	6,478	10,958	142	4,709	6,810	11,519
Creative Arts & Applied Sci	2,053	6,953	1,974	10,980	55	1,262	7,341	8,603	57	1,340	7,852	9,192	59	1,419	8,812	10,231
Health, Sciences & Math	2,709	6,167	0	8,876	50	2,807	3,326	6,133	56	2,908	3,539	6,447	57	3,050	3,721	6,771
Language Arts	16,619	4,390	0	21,009	181	9,509	1,880	11,389	189	9,952	2,001	11,953	200	10,633	2,103	12,736
Learning & Academic Res	853	0	3,079	3,932	107	181	4,107	4,288	112	192	4,370	4,562	116	202	4,595	4,797
Physical Edu & Athletics*	0	0	5492	0	17	30	0	30	23	38	0	38	24	40	0	40
Stu Serv (Counseling)	0	0	0	0	17	407	0	407	18	433	0	433	19	455	0	455
Trades & Industrial Tech	5,372	60,716	5,425	71,513	65	2,753	75,286	78,038	70	2,924	80,398	83,322	76	3,079	84,221	87,300
Student Success Ctr	0	3,800	0	3,800												
TOTAL	31,579	90,618	10,478	132,675	622	21,157	98,027	119,184	659	22,266	104,638	126,904	693	23,587	110,262	133,849

* Physical Education lab counted as 520 space.

GOALS AND STRATEGIES

Long Beach City College Space Inventory represents 1,275,028 gross square feet of instructional and support service facilities on one large campus, plus one smaller campus center. To meet campus/college needs a number of actions have occurred to implement and carry out a vision for the College and the District. Since 2007, the District has committed to and completed the following projects:

1. Develop and update a comprehensive facility master plan focused on the completion of necessary facility development at each campus including structures to be added, footprints for building pads, student and vehicular pathways and parking concerns.
2. Implement and update the infrastructure that remains critical to the operation of services.
3. Create facilities that are consistent with state standards for community colleges and to expand through new construction, renovation and building expansion appropriate and adequate facilities sufficient to meet student needs.
4. Place as a high priority those instructional projects with the greatest need for additional space.
5. Remove temporary/portable structures and replace them with permanent buildings.
6. Complete a master plan for PE/Athletics.
7. Develop proposals in the Five-Year Capitol Construction planning cycle that will be competitive and place Long Beach City College projects in the state's queue for funding.

PLANS FOR FUTURE FACILITY DEVELOPMENT

While projects proposed under the Measure E Bond program have been revised to adjust to budgetary constraints, the overall program has remained on course with its original plan. Plans for additional proposals and/or replacement of facilities include:

LAC Campus:

1. A Language Arts Complex that renovates a 1935 building currently serving the Language Arts programs (primarily English and Journalism).
2. A new Mathematics/Technology Building planned to serve the Mathematics curricula and provide appropriate facilities for the College's Culinary Arts Program. Both programs are in significant need for additional space and instructional facilities.
3. A new Liberal Arts Building (replacing the current M & N buildings) planned for expansion of the Liberal Arts Division notably English, ESL, Language Arts, and Speech Communications. Also in this building will be the Computer Business Information Systems and Computer Applications and Office Technology Departments. In addition, this facility will house an Assessment/Matriculation Services Center and an expanded Student Success Center.
4. A remodeled facility (Building C) for Nursing (RN and VN Programs).
5. A remodeled lower floor of the Science Building and the addition of two Biology Labs, an Allied Health Lab and two Diagnostic Medical Imaging Labs.

6. A remodeled and expanded “Administration Building” into a new Student Services Complex.

PCC Campus:

1. Construction Trades I, remodel of current facilities for the Construction Program.
2. Construction Trades II, new facilities for Architecture/Drafting curricula.
3. Remodel of Building CC, the Fitness Center.
4. Replacement of GG Building with a new Student Services Center.

Aside from infrastructure projects and the renovation of a number of buildings, four projects are currently in the queue for State funding support, the Multi-Disciplinary Building and Language Arts Building at LAC and the Construction Trades I and Construction Trades II buildings at PCC.

SUMMARY OF FINDINGS, ANALYSIS AND RECOMMENDATIONS

The evaluation and plan of action was formulated via a synthesis of information from the current activities in planning as well as projected need. The most valuable two pieces of comparison for evaluation would be between the 2009 baseline as viewed against the 2004 baseline for each campus. Numbers for the Student Success Centers were deducted from the 2009 data in order to make a comparable evaluation significant.

LAC	Sections	Enrollments	WSCH
2009	1,794	66,830	229,799
2004	1,773	60,583	214,058

In the periods that has followed the Resource and Facilities Plan 2006, section numbers at the LAC Campus have been relatively flat, a growth of only 21 sections in 5 years. However at the same time, over 6,000 new enrolled spaces were recorded in 2009 over the similar enrollments in the fall of 2004. The low section count and the 9.3% increased enrollments resulted in an additional 15,741 WSCH by 2009. While the impact of the economy contributed to this shift in section size, the increase from the 34.17 average section size in 2004 to 39.02 seats per section in 2009 can be attributed to this event. Future projections for seats per section will likely return to a number more closely aligned with 35 seats per section prior to 2025.

PCC	Sections	Enrollments	WSCH
2009	490	18,271	62,102
2004	553	16,640	61.469

At the PCC Campus section totals have been reduced by 12.8% (down in 2009 by 63 sections). However, again as in the data described above for LAC Campus, the PCC Campus produced 8.9% improvement in enrollments resulting in increased WSCH. In 2004 the average section size was 30.09, in the fall 2009 this section size was 34.16 seats per section, a 13.5% increase.

LAC CAMPUS OVERVIEW 2025

Business and Social Sciences School

- The Business and Social Sciences School needs were largely addressed with the opening of the South Quad (building T) in 2009. Future growth in these disciplines will parallel increases in overall enrollments over time. This may leave the School short 5 to 6 classrooms by 2025. However, their needs have been addressed through the planning process and will be accommodated in space planned for the M & N building replacement facility.

Creative Arts School

- Of note, the Creative Arts will have the greatest needs for both new construction and/or reconstruction based on its current level of productivity. Additional growth is anticipated in a number of disciplines. While Speech Communication and Child Development are high demand programs, their classroom and laboratory needs will be addressed by future planned facilities.
- Based on high demand, the projected growth figures put both the Music and Film programs into space shortfalls that should be addressed. Both Music and the Film programs produce a significant amount of WSCH and therefore generate more space needs than are currently available in the present facilities. These programs should be considered for space augmentation.
- While the Dance curriculum is part of the Creative Arts program, its instructional labs are part of the Physical Education facilities. Apparently, at one time a Dance room was part of the Creative Arts complex. While it has been replaced with other department services, it was an expressed desire, if possible to have the program return to the North side of the LAC campus.
- Art and Theatre show some possible growth in space needs; but both programs have sufficient individual facilities to meet future demand.

Language Arts School

- Courses and disciplines in the Language Arts School resulted in some of the highest growth numbers as the result of heavy demand at the College. For the purpose of this assessment, all programs in this School have been addressed by two new or remodeled facilities (remodeled P building and the new M & N building).

Health, Sciences and Mathematics School

- As a School, disciplines in this domain experience the greatest overall growth at the campus. The greatest growth continues to be in Mathematics.
- Health Sciences, the RN and VN Nursing programs continue to be impacted and enrollment demands place pressure on the available space. With the current plans to remodel the C building, most of their needs should be met.
- The Science Program (Life and Physical Sciences) needs will be met when Mathematics vacates the Science Building and relocates into the new Mathematics/Technology Building. Over 11,000 ASF of space becomes available in the Science Building D for expanded lab needs.
- Mathematics is anticipated to relocate into the new Mathematics/Technology Building and the proposed facilities still meet projected space needs.

Counseling and Student Services

- Facilities are planned for the remodel and expansion of the Administration Building. This expansion is assumed to meet this unit's needs into the future.

Trades and Industrial Technologies School

- Technology currently has sufficient space on the LAC campus. However, with the relocation of the Architecture/Drafting Programs to the PCC Campus, building B will gain an entire floor of instructional space.

Learning Resources School

- The new Library/LRC has expanded space to cover some of the needs of this demand. Also additional space may become available when the new Student Success Center opens.

Physical Education School

- A full facilities master plan has been developed to address this School's needs. Implementation of this plan is recommended.

PCC CAMPUS OVERVIEW 2025

- The PCC Campus 2025 with very little exceptions will stand as a model for planning and the implementation of planning resulting in almost every building on campus experiencing change.
- The outcome of this planning cycle of new construction and reconstruction the Pacific Coast Campus space needs will be addressed as the campus readies itself for 2025.
- Over 123,000 ASF (useable square feet) will be added or modified to meet the anticipated demand.