GLENDALE
COMMUNITY COLLEGE DISTRICT

2015 FACILITIES MASTER PLAN

GLENDALE
COMMUNITY
COLLEGE

GLENDALE COMMUNITY COLLEGE DISTRICT
2015 FACILITIES MASTER PLAN

HMCArchitects

INTRODUCTION
PARTICIPANTS

PLANNING TASK FORCE

FACULTY

Sevada Chamras, Division Chair, Physical Sciences

Greg Perkins, Counselor

Cynthia Pollack, Adjunct Instructor

Isabelle Saber, Planning Coordinator

Jeremy Talaoc, Math Instructor

David Yamamoto, Photography Instructor

CLASSIFIED

Don Hodges, Sr. IT Support Specialist

Yazaret Mascorro, Administrative Assistant, Garfield Campus

Patrick Shahnazarian, Electrician

Joe Wong, Library Systems Coordinator

STUDENT

Manuel Mikhaeilyan, Associated Student Representative

Kevork Nalbandian, Associated Student Representative

ADMINISTRATION

Mary Mirch, Vice President, Instruction (through June 30, 2015)

Ron Nakasone, Vice President, Administrative Services

Nelson Oliveira, Director of Facilities and Construction

Rick Perez, Vice President, Student Services

Alfred Ramirez, Administrative Dean, Garfield Campus

Michael Ritterbrown, Vice President, Instruction (effective July 1, 2015)

CONTENTS

01

VERDUGO CAMPUS

02

GARFIELD CAMPUS

03

PROFESSIONAL DEVELOPMENT CENTER

MESSAGE FROM THE SUPERINTENDENT/PRESIDENT

"Since local voters established Glendale Community College in 1926, the college has been an integral part of the City of Glendale and the Greater Los Angeles Region. While GCC's outstanding faculty and staff are its greatest assets in serving the educational needs of the community, facilities do play an essential role as well in supporting student learning and success.

With strong support from local and state taxpayers, the college has grown from one campus at the corner of Mountain and Verdugo, to three locations, and from one building constructed in 1935 to 31 facilities and structures at those locations. Most importantly, that growth has enabled the college to expand its service to students from 139 in 1935 to more than 25,000 in 2015.

The economic success and cultural well-being of our diverse region depends on a skilled and highly educated workforce, and Glendale Community College is a key partner in preparing students to meet those needs. To assure success as a community asset, the college engages in continuous improvement through assessment of learning and achievement, integrated planning, and evaluation. The GCC Facilities Master Plan outlined in the succeeding pages articulates the goals and plans that are a part of that effort.

The Facilities Master Plan is focused on assuring GCC has safe and sufficient physical resources to support our excellent programs and services. The development of this plan was guided by the GCC Educational Master Plan, a thorough review of GCC programs and services, assessment of external needs and trends, and projections with regard the curriculum and program development required to meet the needs of the community. The scope of the plan identifies a broad range of needs, including renovation and expansion, as well as new facilities.

This plan will serve as a guide over the next 10 years, helping to assure the ability of the college to provide resources that allow all students to achieve their informed educational goals, and serve the needs of the Greater Los Angeles Region."

David Viar
Superintendent/President

DISTRICT VISION AND MISSION STATEMENTS

VISION

Glendale Community College is the Greater Los Angeles Region's premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

MISSION

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

/   communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge;
/   collaboration among disciplines and openness to the diversity of the human experience;
/   student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

DISTRICT VISION AND MISSION STATEMENTS *(cont.)*

OBJECTIVES AND FUNCTIONS

Pursuant to its stated mission, Glendale Community College has one objective: education. Six primary functions support this objective.

01

Associate in Arts/Associate in Science:

Education toward the granting of AA/AS degree(s) is provided in accordance with approved graduation requirements. General education and major coursework form the core of the required curriculum, the balance being electives.

02

Education for meeting the lower division requirements of a university or a four-year college:

The college offers many courses which are equivalent to those available in the freshman and sophomore years at the University of California, The California State University and other colleges and universities in the United States. A student with a satisfactory high school and community college record will receive full credit for all college and university level work done at Glendale Community College provided that the work meets the specific requirements of the college or university to which the student transfers.

03

Education beyond the high school level for vocational competence and/or occupational certification:

Training programs are offered for many occupations in business and industry. Certificates are awarded upon completion of the requirements for the occupation-centered curriculums. Courses offered in these programs serve three groups of students: those training for entry-level positions; those preparing for advancement on the job; and those seeking to improve skills to meet new job requirements. Thus, students are offered a balance of technical and general education.

04

Pre-Collegiate Basic Skills:

Educational programs prepare students for collegiate level work. Courses are designed to provide the student with basic skills instruction with emphasis on speaking, listening, reading, writing and computation.

05

Education beyond the secondary level for personal improvement:

Recognizing the needs of postsecondary students for education which may lead neither to education in a higher institution nor to vocational preparation, Glendale Community College offers a diversity of courses which satisfy intellectual curiosity and provide knowledge about and appreciation of our universe.

06

Non-Credit/Adult Education level:

A comprehensive program includes basic education, courses leading to the high school diploma, citizenship, English as a second language, career and vocational classes, and courses that satisfy the many special interest needs of the community.

INTRODUCTION
PURPOSES

The *2015 Glendale Community College District Facilities Master Plan* is a long-range plan for the development of facilities to support GCCD's vision, mission, and goals. It recommends site and facilities improvements for three GCCD sites: the historic Verdugo (Main) Campus, the Garfield Campus, and the Professional Development Center. It addresses the growth in enrollment anticipated over the next decade. It describes college development strategies to support the Strategic Goals of the *GCCD Educational Master Plan* and the *2013 Garfield Campus Master Plan* and positions GCCD to maximize funding and partnership opportunities. The *Facilities Master Plan* is part of an integrated planning process that supports accreditation and demonstrates compliance with accreditation standards with regard to facilities planning.

The many participants in the process to develop the *Facilities Master Plan* were asked to articulate measures to assess the success of the plan in fulfilling its many purposes. These Measures of Success are listed on the opposing page.

MEASURES OF SUCCESS

Executive Committee & Board of Trustees Input

/ Flexibility and cross pollination between campuses
/ Plan for transportation links between campuses
/ Include community input into FMP
/ Consider need for current technology
/ Consider needs for renewable energy
/ Link to the Educational Master Plan
/ Plan for students to use their technologies
/ Consider student input for campus improvement (such as more shade)
/ Support career-technical education needs
/ Consider new types of classrooms
/ Focus on accessibility
/ Consider bicycle and public transportation use

FMP Task Force Input

/ Create a multicultural center place on campus
/ Develop a new student-centered hub by SV
/ Seek community input – collaborate
/ Improve locations of departments
/ Consider demographic projections
/ Consider special areas when they become open
/ Plan for expansion of the campus
/ Improve exterior lighting, but avoid night light pollution
/ Take education to the community
/ Plan for One-Stop Student Services at Garfield
/ Provide adequate and safe vertical circulation (such as elevators)
/ Better utilize existing space and retrofit for current needs
/ Provide places for faculty to collaborate and partner
/ Avoid silos of space and be cross-curricular
/ Repurpose office space to accommodate adjunct faculty

/ Plan for technology upgrades; audit space & equipment
/ Consider purchasing adjacent land
/ Plan for future teaching & learning processes
/ Provide an integrated student center
/ Provide display/exhibition space that features cross-disciplinary learning
/ Maximize sharing of lab space resources for all students
/ Coordinate with city transportation and bike paths
/ Place parking in appropriate locations
/ Consider entrance from parking structure – How does it become a second front entrance
/ Rethink how student work is displayed
/ Make the campus a living laboratory and improve the campus environment
/ Expand EOPS – provide space for book storage and other needs
/ Address safety and security at all campuses

INTRODUCTION
PROCESS

The *2015 GCCD Facilities Master Plan* translates educational planning goals and needs into recommendations for the development of college sites and facilities. The recommendations were developed to address facilities needs as they relate to the strategic goals of GCCD's educational master plans, the forecasted need for space, and issues and challenges identified in the analyses of existing conditions on each campus.

The identification of facilities needed to support the fulfillment of the GCCD's strategic goals was undertaken by GCCD at the start of the facilities master planning process. The links between the strategic goals of the *Educational Master Plan* and facilities needs are shown in the *Educational Plan Linkages* section on page xvii. These linkages establish the type and qualitative aspects of facilities that are needed.

The *Facilities Master Plan* also quantifies planning data to forecast projected space needs that are aligned with GCCD's educational planning for existing and future programs. The GCCD's

educational master plans drive the facilities recommendations through priorities for the allocation of resources and space, as expressed by an overall growth rate for the College and a growth rate for each instructional program. The methodology for the translation of enrollment data into space needs is described in the *Planning Data Overview* on page xii. Quantified space needs for the projected enrollment are shown in the master plan space programs for each campus, which are shown in *Chapter 1 Verdugo Campus* and *Chapter 2 Garfield Campus*.

The *2015 GCCD Facilities Master Plan* was developed through a highly participatory process involving the GCCD's many constituencies. The Facilities Master Plan Task Force, which is composed of faculty, staff, student, and administrative representatives, played a key role in the development and review of this document. The membership of the Task Force is listed in the Participants section. The venues for dialogue include Facilities Master Plan Task Force Meetings, one-on-one interviews,

presentations, and open forums with the District, the community, and the Board of Trustees. The *GCCD Facilities Master Plan* was reviewed and approved by the Master Plan Task Force, as well as the college governance committees whose purview include institutional planning. Input and guidance were received and became part of the final recommendations.

The four-step process to develop the Facilities Master Plan is outlined on the opposing page.

1 / PREPARE 2 / ANALYZE 3 / EXPLORE 4 / RECOMMEND

THE 4 STEPS

01

PREPARE

During this phase, the planning process and timeline were developed. Consultations and coordination discussions took place with representatives of the college's constituent groups to define the linkages with the Educational Master Plan. The Task Force participated in the first of five workshops.

Workshop One:
/ Learn best practices and key elements
/ Review GCCD educational initiatives
/ Review the draft process and timeline
/ Define Measures of Success

02

ANALYZE

The planning team met with District staff, collected and reviewed facilities planning information, and toured the campuses. The analysis of existing site and facilities conditions was prepared.

Workshop Two:
/ Review and discuss facilities information
/ Review and discuss the analysis of existing conditions
/ Define key planning issues to be addressed in the *Facilities Master Plan*

03

EXPLORE

Campus facilities options were developed. Facilities Master Plan background, analysis of each campus, and potential options were presented at campus and community forums. The Task Force met to consider this input and refine the preferred options.

Workshop Three:
/ Develop facilities planning priorities
/ Discuss campus development options
/ Select "Preferred Options"

Workshop Four:
/ Finetune preferred option.

04

RECOMMEND

Draft facilities recommendations and project lists were developed.

Workshop Five:
/ Review draft recommendations and project lists

Following Workshop Four, the draft recommendations were presented to the Board of Trustees and at open college and public forums. The first draft of the FMP document was reviewed by the Task Force, who met to consider the broader input and align their review comments. The revised document was approved by the Task Force and recommended for adoption through the District's shared governance structure.

PROCESS *(cont.)*

PLANNING DATA OVERVIEW

This *2015 Glendale Community College District Facilities Master Plan* represents an integrated planning approach and links findings and implications extrapolated from the Educational Master Plan to recommendations for facilities. The *Planning Data Overview* describes the methodology used to forecast the amount and type of space necessary to support the academic program of instruction and support services for the coming decade.

CALCULATING SPACE NEEDS

The inventory of facilities is an important tool in planning and managing college campuses. FUSION (Facilities Utilization, Space Inventory Options Net) is a database of all the California community college facilities that includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction plans, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

The California Community Colleges Chancellor's Office (CCCCO) mandates annual updates of the inventory of all facilities in a district. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future needs are developed. Space capacity/load is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms the core of this *2015 Glendale Community College District Facilities Master Plan*.

While the state provides standards for utilization for more than 60% of space types on campus, the capacity estimates for non-state standard spaces are based on a combination of factors, including the size of the institution, student enrollment headcounts, and/or a flat institutional rate.

Space capacity/load analysis typically includes the categories of space listed in *Table 1* on the opposing page. Generally, the quantity of space is either proportional to student enrollment, such as for Assembly/Exhibition, Food Facilities, and Merchandising/Bookstore space; proportional to the total assignable area on campus, such as for Physical Plant/Facilities; or a fixed area allowance for the campus, such as for Physical Education, Health Services, and Data Processing.

The line item in adjacent *Table 1* for space type "other" includes a number of spaces on campus that are considered to be in non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the District's inventory related to maintenance and operations. Types of spaces included in "other" include the following:

/ Physical Education (Teaching Gym)
/ Clinic/Demonstration
/ Assembly/Exhibition
/ Food Facilities
/ Lounge
/ Merchandise Facilities (Bookstore)
/ Recreation
/ Meeting Rooms
/ Locker Rooms
/ Data Processing
/ Physical Plant/Facilities
/ Health Services

TABLE 1: ROOM USE CATEGORIES

SPACE TYPE	ROOM USE NUMBERS	DESCRIPTION
Lecture	100s	Classrooms + support spaces
Lab	200s	Labs + support spaces
Offices/Conference Room	300s	Offices + support spaces; all offices, including administrative and student services
Library/LRC Study/Tutorial	400s	Library, study and tutorial + support spaces
Instructional Media AV/TV	530s	AV/TV; Technology + support spaces
Other	520, 540 to 800s	PE, Assembly, Food Service, Lounge, Bookstore, Meeting Rooms, Data Processing, Physical Plant, Health Service

Source: California Community Colleges Chancellor's Office (CCCCO) Space Inventory Handbook

PROCESS *(cont.)*

SPACE UTILIZATION + PLANNING

To determine the amount of space required to support the programmatic needs of each campus, the enrollment and program forecasts are applied to a set of standards for each type of space.

The required utilization and space standards for classroom, laboratory, office, library, and audio-visual are contained in the *California Code of Regulations* (CCR), Title 5, Chapter 8, Section 57020–57032. These standards refer to the Board of Governors of the California Community Colleges Policy on Utilization and Space Standards dated September 2010.

These space standards, when applied to the total weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in *Tables 2 and 3* on the following pages.

Table 2, on the opposing page, is applied to a campus with less than 140,000 WSCH, such as the Garfield Campus. *Table 3* is applied to a campus for 140,000 or more WSCH, such as the Verdugo Campus.

The standards for teaching laboratories are measured in both ASF per student station and in ASF per 100 WSCH generated. *Table 4*, on page xvi, summarizes these standards.

Each component of these standards is applied to projected enrollment to produce a total assignable square foot (ASF) capacity requirement for each category of space. The sum of these areas represents the total building area requirement for the campus.

The space standards are based on the following assumptions:

/ Utilization standards refer to the amount of time rooms and "stations" (such as a desk, laboratory bench, or computer terminal) should be in use. "Utilization" is the amount of time rooms and stations are actually in use. Utilization standards used address utilization on an "hours-per-week" basis.

/ Classrooms are available 48 hours per 70-hour week for a campus with less than 140,000 WSCH and 53 hours per 70-hour week for a campus with 140,000, or more, WSCH and will be occupied, on average, two-thirds of the time. (That occupancy percentage might be achieved by having full classrooms two-thirds of the time and empty classrooms the remaining time.) Thus, the classroom utilization standard is either 32 or 35 weekly hours of station use depending on amount of WSCH. The utilization standards for laboratories are lower than the classroom utilization standards.

/ Office space includes academic offices, administrative offices, clerical offices, office service rooms, and conference rooms.

/ Library space includes stack, staff, and reader station space.

/ Areas such as the main lobby (excluding card catalog area), elevators, stairs, walled corridors, restrooms, and areas accommodating building maintenance services are not deemed usable/assignable.

TABLE 2: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH *LESS THAN* 140,000 WSCH

CATEGORY	FORMULA	RATES/ ALLOWANCES
Lecture (Classroom)	ASF/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	**48**
	Station use/week (hours)	**31.68**
Laboratory (Teaching Labs)	ASF/Student Station	*see Table 4*
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001–9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV + Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001–9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

TABLE 3: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH 140,000, OR MORE, WSCH

CATEGORY	FORMULA	RATES/ ALLOWANCES
Lecture (Classroom)	ASF/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	**53**
	Station use/week (hours)	**34.98**
Laboratory (Teaching Labs)	ASF/Student Station	*see Table 4*
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001–9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV + Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001–9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

The following definitions pertain to the formulas listed in above Tables 2 and 3.

ASF/Student Station:	Assignable square feet per student station.
Average hours room/week:	Number of hours out of a 70-hour week, 8am to 10pm, a classroom or class laboratory, on the average, should be in use.
Station Utilization Rate (occupancy):	The percentage of expected student station occupancy when rooms are in use.
Station use/week:	The number of hours per week (out of the 70-hour week for classrooms and class laboratories) which a student station, on average, should be in use.
FTE:	Full-time equivalent
DGE:	Day-graded enrollment
DGS:	Day-graded student

PROCESS *(cont.)*

TABLE 4: ASSIGNABLE SQUARE FEET (ASF) FOR LABORATORY SPACE

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
0100	Agriculture and Natural Resources	492	115
0115	Agricultural & Forestry Power/Machinery	856	200
0200	Architecture and Environmental Design	257	60
0400	Biological Sciences	235	55
0500	Business and Management	128	30
0600	Communications	214	50
0700	Computer and Information Science	171	40
0800	Education	321	75
0936	Printing and Lithography	342	80
0937	Tool and Machine	385	90
0945	Mechanical Technology	556	130
0947	Diesel Technology	856	200
0948	Automotive Technology	856	200
0950	Aeronautical and Aviation Technology	749	175
0952	Construction Crafts/ Trades Technology	749	175
0954	Chemical Technology	556	130

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
0956	Industrial Technology	385	90
All other 900s	(Engineering)	321	75
1000	Foreign Language	150	35
1200	Health Services	214	50
1300	Consumer Education/ Home Economics	257	60
1400	Law	150	35
1500	Humanities	150	35
1600	Library Science	150	35
1700	Mathematics	150	35
1800	Military Studies	214	50
1900	Physical Sciences	257	60
2000	Psychology	150	35
2100	Public Affairs and Service	214	50
2200	Social Sciences	150	35
3000	Commercial Services	214	50
4900	Interdisciplinary	257	60

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

In certain circumstances, the state Utilization and Space Standards may not reflect the needs of specific programs. This was the case for the space that is planned for instruction in metallurgy, computer-assisted manufacturing, and machine technology (TOPS 95600 and 95630). A factor of 856 ASF per 100 WSCH was used to calculate the need for lab space for these programs. This better reflects the space needed to house advanced computer numerical control (CNC) machinery and similar equipment.

EDUCATIONAL PLAN LINKAGES

The need for facilities to support the fulfillment of GCCD's strategic goals was established at the start of the facilities master planning process. The linkages between the strategic goals of GCCD's educational master plans and implications for facilities are shown in the *Educational Plan Linkages* section below. These linkages establish the type and qualitative aspects of facilities that are needed and have been included in the Facilities Master Plan recommendations.

The chart below describes the linkage between the strategic goals and the implications for facilities. In addition, the chart describes similar linkages to GCCD's 2010 accreditation self study. Specific facilities needs for each campus were subsequently developed and are listed in *Chapters 1, 2,* and *3*.

EMP STRATEGIC GOAL 1

STUDENTS AWARENESS, ACCESS, PERSISTENCE, AND SUCCESS

1.1 **Awareness.** Improve awareness of GCCD resources with increased and effective internal and external communication

1.2 **Access.** Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness

1.3 **Persistence and Success.** Increase student persistence and success in completion of their educational goals

EMP STRATEGIC GOAL 2

ECONOMIC AND WORKFORCE DEVELOPMENT

2.1 Centralize the planning, development, and coordination of Economic and Workforce Development activities, programs, and services throughout GCCD

2.2 Collaborate with LACCD at its Van de Kamp Campus in Atwater Village

2.3 Explore other potential collaborations with other businesses and community colleges (e.g., Pasadena City College)

EMP STRATEGIC GOAL 3

INSTRUCTIONAL PROGRAMS AND STUDENT SERVICES

3.1 Implement empirically-based planning and decision-making

3.2 Improve and increase the use of Student Education Plans (SEP) and PeopleSoft for Instructional Planning

3.3 Strengthen the interface between Student Services and Instructional Services for both credit and noncredit students and both transfer and CTE credit students.

3.4 Streamline the movement through curriculum

3.5 Promote innovative learning for 21st century students and faculty

EMP STRATEGIC GOAL 4

FISCAL STABILITY AND DIVERSIFICATION

4.1 Institutionalize the Enrollment Management Committee as a part of the GCCD governance structure

4.2 Apply KH's Strategic Cost Management model and enhanced enrollment management approaches

4.3 Diversify revenue sources

4.4 Establish a centralized, GCCD-wide grant-writing function

EDUCATIONAL PLAN LINKAGES *(cont.)*

EMP STRATEGIC GOAL 1: Students Awareness, Access, Persistence, and Success	FACILITIES NEED
Increase internal communication with students to improve access to GCCD resources. (1.1.3)	Improved campus signage
Continually enhance student life experiences outside of the classroom both on the Verdugo Campus and the Garfield Campus. (1.2)	Indoor and outdoor facilities to support student life at the Verdugo and Garfield Campuses, including space for clubs, a student lounge, concerts and events, food service, informal gathering and study
Remove barriers to access. Provide Student Services in the areas of Financial Aid, EOPS, Assessment, students with learning disabilities or handicapping conditions, and counseling for noncredit students at the Garfield Campus. (1.2.5)	Centers for Student Success and One-Stop Student Services Center at the front door to the Garfield Campus
Improve access to library services. (3.4.3)	Additional space for Garfield Campus library services
	Verdugo Campus library redesign
Support increased student involvement on campus, including organizations and clubs, which is particularly a need at the Garfield Campus (clubs, concerts, and other student life activities). (1.3.3a)	Indoor and outdoor facilities to support student life at the Verdugo and Garfield Campuses, including space for clubs, a student lounge, concerts and events, food service, informal gathering and study
Improve the GCCD environment, including: A traditional student union at both campuses. (1.3.3b)	Student union at both the Verdugo and Garfield Campuses

EMP STRATEGIC GOAL 2: Economic and Workforce Development	FACILITIES NEED
GCCD is an important component within the greater Glendale Community to respond to current and emerging labor market needs and prepare students to obtain meaningful employment during these recessionary times.	Additional space for the Manufacturing department and Welding department
	Suitable Theatre Arts performance and rehearsal areas

EMP STRATEGIC GOAL 3: Instructional Programs and Student Services	FACILITIES NEED
Interface between Student Services and Instructional Services. Expand on Student Services offerings at the Garfield Campus allocating a portion of time of Student Services staff from the Verdugo Campus. (3.3)	Centers for Student Success and One-stop Student Services Center at the front door to the Garfield Campus
Integrate information and instructional technology for both instruction and student services. The College will support the faculty with resources necessary for faculty to explore and implement innovative methods to effectively address the evolving pedagogical needs of the students served by the college—institutional support; staff development; learning caucus; innovative curriculum; and learning space furniture and equipment. (3.52)	State-of-the-art Teaching and Learning Center

EDUCATIONAL PLAN LINKAGES *(cont.)*

Accreditation Self Study (2010)		Facilities Need
II A 2 IIA.2.c(2)	The College has a need for a state-of-the-art Teaching Learning Center. (3.5.2)	State-of-the-art Teaching Learning Center
24 II A 2 IIA.1.b(2)	The College will upgrade all classrooms to a minimum of Level 3 technology.	Level 3 technology update for all classrooms
34 II A 1 IIA.2.d(1)	The College will continue to evaluate and revise methodologies and delivery methods to ensure student success. (3.5.1b)	State-of-the-art Teaching Learning Center
91 II C 1 IIC.1.c(1)	Expand services at the Garfield Campus as space and funding become available.	Additional property to expand Garfield Campus to ensure student services
162 III D 1 IIID.1.b(1)	The College will continue its work in competing for grants and pursue additional business partnerships that will provide additional funding. (4.4.1)	Additional space for the Engineering, Manufacturing, and Welding departments
84 II C 1 IIC.1.a(1)	Maintain and upgrade library and learning support staffing, materials, services, and technology as described in program review documents, the Strategic Plan, and Educational Master Plans.	Library update and additional library and learning support space.
141 III C 5 IIIC.1 (5)	Develop a budgetary plan to ensure that all classrooms are at least Level 3 (technology). (3.5.1c)	Level 3 technology update for all classrooms
148 III C 2 IIIC.1.b(2)	Investigate the possibility of establishing a college technology center where faculty and staff have access to up-to-date hardware/software and digital multimedia equipment for hands-on training. (3.5.2b)	State-of-the-art Teaching Learning Center
Grants		
new item	As a result of Title 5 grants designed to innovate and promote STEM (science, technology, engineering, and math), student enrollment in biology, chemistry, physics, and math has expanded significantly. GCCD has outgrown space for biology, chemistry, and physics.	Critical need for additional science lab facilities

PLANNING PRINCIPLES

The following columns list a set of planning principles that was developed with the GCCD Facilities Master Plan Task Force to guide discussions about options for site and facilities development. These principles represent good planning practices, as well as GCCD's priorities for aesthetics, safety and security, and sustainability.

01

MAXIMIZE FUNCTIONAL SPACE

/ Build, renovate, and repurpose facilities to address institutional priorities and educational master plan strategic goals.

Facilities Planning Strategy:
/ Rezone functions to improve student access and operational efficiencies.
/ Upgrade instructional spaces to support current modes of teaching and learning.
/ Design facilities to be flexible, adaptable, and multi-functional.
/ Repair or replace worn and non-functional building elements and systems.

02

ELIMINATE NON-FUNCTIONAL SPACE

/ Replace aged facilities.
/ Remove temporary facilities.

Facilities Planning Strategy:
/ Remove temporary buildings and aged facilities to make way for the construction of sustainable, state-of-the-art instructional and support facilities.

03

IMPROVE EFFICIENCY + UTILIZATION OF LAND

/ Align zoning and land use with institutional priorities and the educational master plan strategic goals.
/ Consolidate related functions.
/ Create flexible interdisciplinary space.

Facilities Planning Strategies:
/ Fully develop the campus, including under-utilized land areas.
/ Replace aged single-story buildings with multi-story facilities.
/ Build multi-level parking with direct access to vehicular entrances.

PLANNING PRINCIPLES *(cont.)*

04

RIGHT-SIZE THE CAMPUS TO ADDRESS PROGRAM NEEDS

/   Align the building space inventory with Title 5 state space standards.

Facilities Planning Strategy:
/   Plan for space to address future growth.
/   Minimize types of space held in excess.
/   Complete the campus.
/   Position the college to maximize funding opportunities.

05

ENHANCE THE CAMPUS ENVIRONMENT

/   Plan for a welcoming and comfortable campus for students and employees.

Facilities Planning Strategies:
/   Improve first impression at campus edges and entries.
/   Respect Glendale College's architectural heritage and aesthetics.
/   Remove all barriers to universal accessibility.
/   Enhance way finding and signage.
/   Put learning on display.
/   Design pedestrian-friendly pedestrian linkages.

/   Outfit outdoor gathering places with power receptacles, wifi, inviting furniture, and
/   Design for indoor and outdoor comfort. Let in the early morning sun. Provide shade from the midday and afternoon sun.

06

PROVIDE A SAFE AND SECURE CAMPUS

/   Plan to facilitate a safe and secure campus environment.

Facilities Planning Strategy:
/   Improve vehicular circulation and parking, and integrate safe and convenient pedestrian and bicycle circulation.
/   Restrict vehicular circulation in the center of campus to emergency and service vehicles.
/   Apply crime prevention through environmental design (CPTED) principles.

07

PLAN FOR A SUSTAINABLE CAMPUS

/ Minimize negative impacts on the environment.
/ Minimize energy and water use.
/ Plan for healthy learning and working environments.

Facilities Planning Strategies:
/ Build sustainable LEED Silver Certified facilities.
/ Consider LEED rating system standards for building renovation projects.
/ Develop the campus outdoor areas to model sustainability practices.
/ Facilitate public transportation access and safe multi-modal circulation.

08

SIMPLIFY IMPLEMENTATION

/ Plan logistically to minimize cost and disruption.

Facilities Planning Strategies:
/ Locate projects and phase implementation to minimize the need for temporary spaces.

09

BE PRUDENT WITH RESOURCES

/ Weigh the cost of renovation versus replacement.
/ Maximize the utilization of the currently owned campus land area.
/ Plan for total cost of ownership.

Facilities Planning Strategies:
/ Develop permanent district facilities to preclude the need to lease off-campus facilities.
/ Build green, sustainable, and LEED-certified campus facilities that minimize operational costs.

INTRODUCTION
GLENDALE COMMUNITY COLLEGE DISTRICT

Glendale Community College District (GCCD) is a single college district, serving the community and students at multiple locations, including three sites that are owned by GCCD:

/ Main Campus (Verdugo Campus)
/ Garfield Education Center (Garfield Campus)
/ Professional Development Center (PDC)

In addition, GCCD provides Community Services Education that is offered at various community and high school locations.

GCCD's district boundaries includes the greater-Glendale community as shown on the accompanying graphic, but its service area covers the Greater Los Angeles area and beyond. All three campuses are near regional transportation routes, including State Route 2, which connects to Interstate Highway 5 and 210 and State Route 134. Public transportation is provided by the city of Glendale's Beeline Transit System and Los Angeles County Metropolitan Transit Authority

(MTA). The MTA's Metrolink rail system and Metro light rail system offer opportunities to foster linkages to existing and future routes. As GCCD continues to work with local transit authorities, it will improve public transit access points at the Garfield and Verdugo Campuses.

The GCCD service area encompasses urban and suburban zones, including long established areas that are rich in historically significant architecture and rapidly evolving, vibrant commercial centers. Glendale is distinguished by its many historic districts and unique local architectural styles. Due to the area's long history of development, most readily developable land has been developed. Much of the undeveloped land consists of hillside sites that are costly to build on and may be better suited for natural habitat. Future opportunities to acquire land for new campuses and for the expansion of existing campuses will likely involve redevelopment of existing sites.

VERDUGO (MAIN) CAMPUS

GARFIELD CAMPUS

PROFESSIONAL DEVELOPMENT CENTER

GLENDALE CCD SERVICE AREA

DISTRICT BOUNDARIES
CITY BOUNDARIES

0 MI   2.5 MI   5 MI

SAN GABRIEL MOUNTAIN

SUN VALLEY

LA CRESCENTA -
MONTROSE

LA CANADA
FLINTRIDGE

BURBANK

PDC

GLENDALE

SIERRA
MADRE

**VERDUGO (MAIN)
CAMPUS**

PASADENA

**GARFIELD
CAMPUS**

ARCADIA

SAN MARINO

EAST SAN
GABRIEL

TEMPLE CITY

SOUTH
PASADENA

SAN
GABRIEL

ALHAMBRA

WEST
HOLLYWOOD

LOS ANGELES
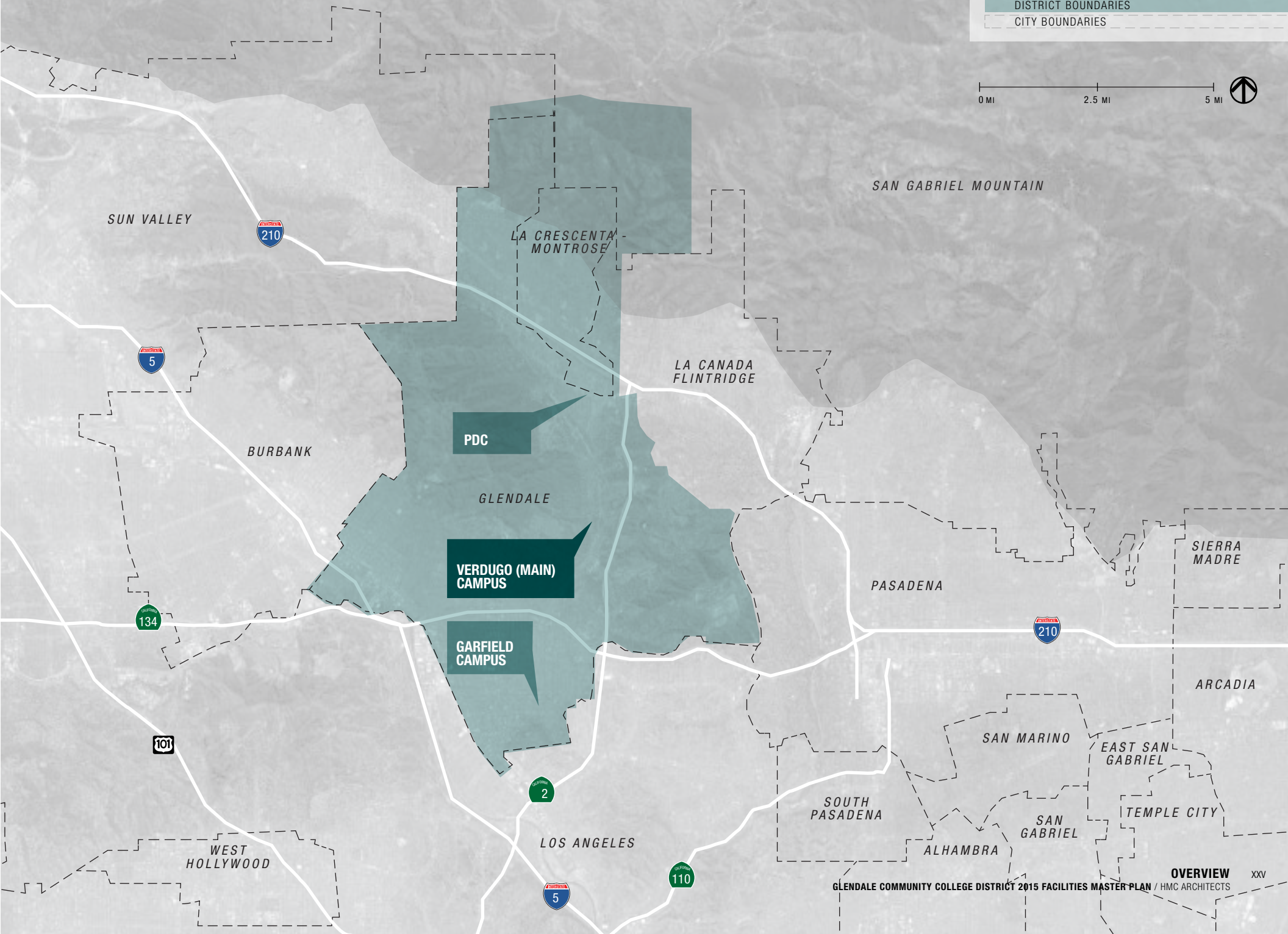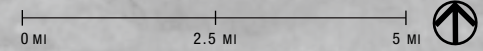
GLENDALE COMMUNITY COLLEGE DISTRICT *(cont.)*

The three campuses are located in very different neighborhoods. The historic Verdugo Campus sits on the eastern hillside of the Verdugo Canyon near city parks and leafy residential neighborhoods—many dating back to the pre-WWII era. In contrast, the Garfield Campus sits in an urban neighborhood not far from Glendale's bustling commercial center. The PDC sits on the main street of Montrose's charming and walkable town center, among neighborhood shops and restaurants and near the Sparr Heights residential neighborhood.

Embracing these diverse built environments are the Verdugo Mountains, the San Rafael Hills, and the San Gabriel Mountains—stunning visual backdrops and a reminder of the natural habitats and environmental conditions that influence land development in this region. Through this mountainous topography runs the Verdugo Wash, which empties into the Los Angeles River and ultimately the Pacific Ocean. Regional water quality bears directly on the quality of life and commercial opportunity, as evidenced by plans for communities along the Los Angeles River. Instituting best management storm water practices, as an integral part of future campus

land development, benefits the community and is an important way to demonstrate stewardship of the environment.

The campuses are located in the transitional zone between the coastal plain and the inland valleys. Climate conditions are influenced by both the cooler, moister ocean air and the hotter, dryer inland air, which can impact the campuses as strong Santa Ana Winds. Outdoor areas must be designed for protection against these harsh winds. For developed areas next to natural hillsides, such as the Verdugo Campus, the risk of wind-driven wildfire must be a consideration that influences the design of buildings and landscaping.

Summer and winter temperatures vary significantly, with implications for using energy efficient means of maintaining thermal comfort in buildings. For outdoor areas, shade is needed in summer and sun exposure can be desirable in winter, especially towards the east to provide warmth on cool mornings. The abundant sunshine experienced in this transitional zone provides favorable conditions for onsite renewable solar power as demonstrated on the Verdugo Campus.

LA CRESCENTA

DOWNTOWN MONTROSE

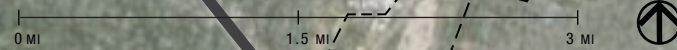*GLENDALE*
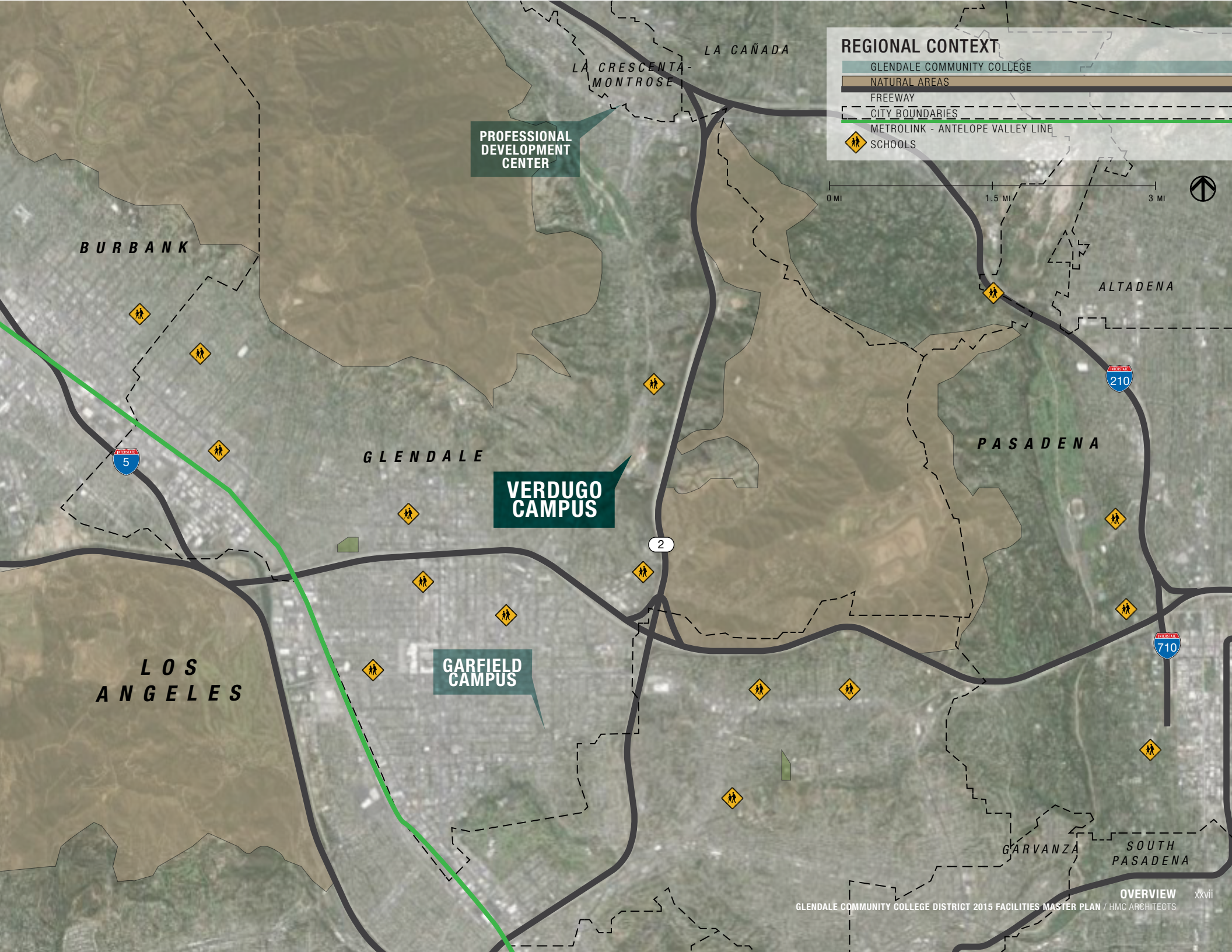
GLENDALE COMMUNITY COLLEGE
NATURAL AREAS
FREEWAY
CITY BOUNDARIES
METROLINK - ANTELOPE VALLEY LINE
SCHOOLS

0 MI   1.5 MI   3 MI

LA CAÑADA

LA CRESCENTA-
MONTROSE

PROFESSIONAL
DEVELOPMENT
CENTER

BURBANK

ALTADENA

INTERSTATE 5

GLENDALE

PASADENA

VERDUGO
CAMPUS

2

INTERSTATE 210

GARFIELD
CAMPUS

LOS
ANGELES

INTERSTATE 710

GARVANZA

SOUTH
PASADENA

SUSTAINABILITY

GCC improves the environment by considering environmental impacts and sustainability. There are several processes in motion that make our college greener.

01

The District implements measures to reduce outdoor water consumption:

/   Uses recycled water for irrigation.
/   Replanted landscaping along Verdugo Plaza and the adjacent hillside with drought resistant plants watered with a drip irrigation system.
/   Installed drip irrigation systems in other areas of the campuses.
/   Adjusted watering times and schedules for all irrigation systems and installed rain sensors.
/   Reduced pressure washing of concrete pavement and increased the use of blowers.

02

The District strives to reduce water consumed in its buildings:

/   Installed additional low-flow urinals and toilets throughout campus.
/   Expanded the use of recycled water for flushing restroom toilets in new construction and existing restrooms.
/   Investigating the use of reclaimed water in the central plants that produce chilled water for air conditioning.

03

The District established policy for sustainable building practices:

/   On May 19, 2003, the Board adopted a resolution for all new construction and the renovation of existing buildings. The policy requires the District to design, construct, and certify all new buildings and future building renovations using the Leadership in Energy and Environmental Design (LEED) rating system and sustainable building guidelines developed by the U.S. Green Building Council. Subsequently, Board Policy 3110 and Administrative Regulation 3110 for Environmental Sustainability were established.

MARIPOSA BUILDING, LEED CERTIFIED (SILVER)

SIERRA VISTA will be LEED CERTIFIED (SILVER)

04

The District is taking steps to reduce waste:

/   Installed water bottle refill stations to reduce the amount of plastic sent to landfills.

05

The District seeks to infuse sustainability in the college culture:

/   The District maintains an Environmental and Sustainability webpage to increase awareness of district conservation efforts and encourage individual participation.

/   Promotion of conservation and sustainability awareness for students and staff through campus events such as Earth Day and Campus Clean-Up Day.

/   The District provides electric vehicle charging stations for staff and students.

06

The District supports sustainable practices through its governance processes:

/   Through the Environmental Affairs Committee, which is part of the GCC governance process and reports to the Administrative Affairs Committee, the District supports the implementation of sustainable practices across the college campuses.

07

The District supports student awareness and action:

/   Associated Students Glendale Community College (ASGCC) supports the Environmental Club, which has representation at the Environmental Affairs Committee.
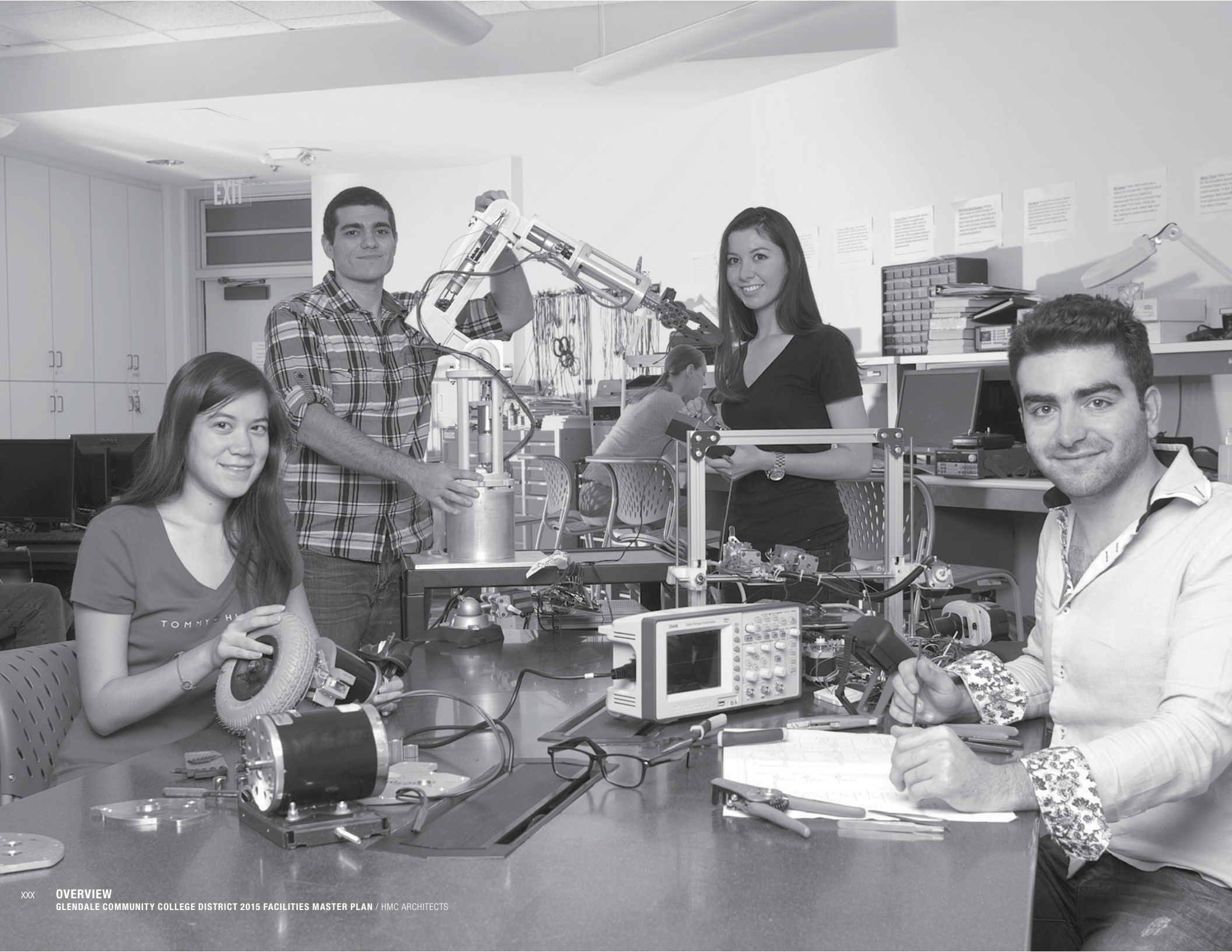
ONE /
VERDUGO CAMPUS

ANALYSIS

The planning process began with the collection of facilities information. The Planning Team listened to the insights of multiple stakeholders regarding the condition and functionality of the existing facilities and sites and overlaid this with their own research and observations. The resulting analysis examines existing conditions that shape the use of the Verdugo Campus. It was presented to the Facilities Master Plan Task Force, who validated its findings and helped to identify key issues.

The analysis and findings are presented with a series of graphic plates that illustrate patterns and characteristics to be considered in the planning of future development.

VERDUGO CAMPUS

/ Neighborhood Context
/ Existing Campus
/ Development History
/ Site Conditions/Topography
/ Existing Site Infrastructure
/ Vehicular Circulation
/ Pedestrian Circulation
/ Facilities Conditions
/ Zoning
/ Space Utilization

NEIGHBORHOOD CONTEXT

The neighborhood surrounding the Verdugo campus is characterized by residential land uses and the small businesses, schools, parks, and churches that support this community. GCCD shares in the use of city-owned parking lots 30, 31, 32, 33, 34, and the Glendale Civic Auditorium parking structure. Glendale College teaches physical education classes in Verdugo Park and Stengel Field, which are also city-owned. Commercial eateries in the retail center bounded by N. Verdugo Road, Canada Boulevard, and Towne Avenue are patronized by GCCD students and staff. Both this retail center and the city-owned parking lots are linked to the campus via a pedestrian bridge that crosses over N. Verdugo Road. Verdugo Wash, which drains all of Verdugo Canyon, flows in a concrete channel between the Civic Auditorium and Verdugo Park. The hillsides of the Verdugo Mountains rise above Verdugo Park and residences here, as well as on the hillsides to the south of Mountain Avenue, overlook the campus.

OBSERVATIONS

/ The campus is visible from the surrounding community, calling for sensitivity with regard to light pollution and aesthetics.

/ The neighborhood eateries benefit from the campus' business and there is potential for on-campus food services to capture more of this business.

/ The sloping canyon neighborhood context highlights the importance of storm water management and erosion control to reduce negative impacts to Verdugo Wash.

/ There is an opportunity to revisit the terms for the joint use of city-owned facilities, including the purchase of land and facilities.

VIEW FROM NORTH PARKING STRUCTURE

VIEW FROM N. VERDUGO ROAD

SURROUNDING COMMERCIAL AREA

GLENDALE COLLEGE
WATER-RELATED
PARKS / RECREATION

GLENDALE FWY

CALIFORNIA 2

E. MOUNTAIN ST.

**GLENDALE
COLLEGE**
VERDUGO CAMPUS

N. VERDUGO RD

TOWNE ST.

RETAIL CENTER

LOT 32

CIVIC
AUDITORIUM
PARKING
STRUCTURE

GLENDALE
CIVIC
AUDITORIUM

LOT 31

ST. GREGORY
ARMENIAN
CATHOLIC
CHURCH

LOT 30

VERDUGO WASH

STENGEL
FIELD

LOT 34

LOT 33

VERDUGO PARK

CANADA BLVD.

0 FT   750 FT   1500 FT

VERDUGO CAMPUS   1.3

GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS

ANALYSIS
EXISTING CAMPUS

The Verdugo Campus is built on the terraced hillside of the San Rafael Hills in Verdugo Canyon. The campus boundaries are defined on the east by State Route 2, the Glendale Freeway, on the south by Mountain Avenue, and on the west by Verdugo Road. An apartment complex abuts part of the northern boundary. The campus consists of 100 acres, of which the northeast quadrant is natural hillside and an arroyo. Part of this natural habitat has been designated the Hyperion Nature Preserve and is used for instruction by many programs. Roughly three-quarters of the campus area has been developed with buildings, athletic facilities, parking, driveways, and landscaped open space. With the opening of the Sierra Vista Building, which is under construction, the campus buildings will house almost 960,000 gross square feet of building area and 405,713 square feet of assignable area.

OBSERVATIONS

/   The Verdugo Campus benefits from its adjacency to the Glendale Freeway, N. Verdugo Road, and Mountain Avenue. The opportunity exists to highlight the presence of the College with better signage and views of the campus from these well-traveled routes.
/   The Verdugo Campus' developable land area (hillside eliminated) is less than what is generally provided for the College's number of buildings and enrollment.
/   The campus includes a significant number of temporary buildings and shipping containers that are used for storage.
/   The campus includes several facilities that are not certified as school facilities by the Division of the State Architect.
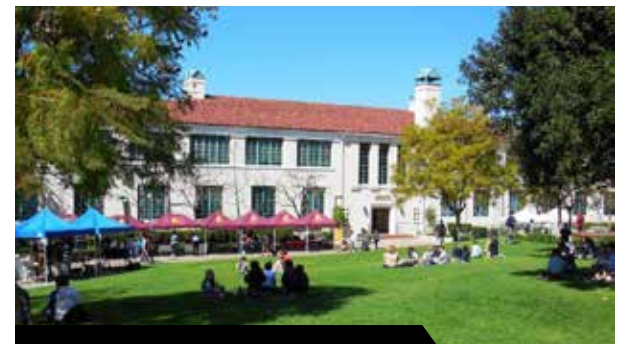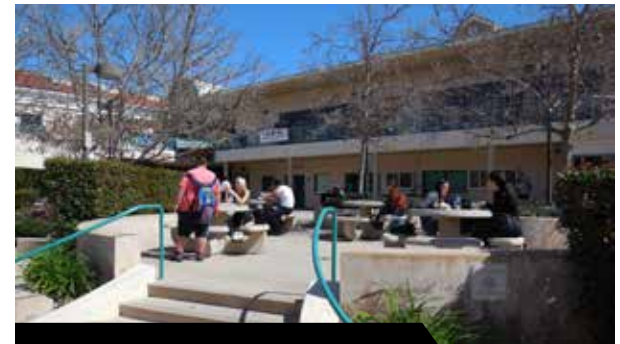
EXISTING CAMPUS

- EXISTING FACILITIES
- UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- NON-DSA CERTIFIED
- PROPERTY LINE

BUILDING KEY

AA	AVIATION / ART
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
EA	EOPS ANNEX
G	ART GALLERY
GD	GARDENING
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
M&O	MAINTENANCE & OPERATIONS
SA	SANTA ANITA
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SF	SAN FERNANDO COMPLEX
SG	SAN GABRIEL
SM	SIERRA MADRE
SN	SIERRA NEVADA GYM
SR	SAN RAFAEL
SV	SIERRA VISTA
VG	VERDUGO GYM
VGT	VERDUGO GYM TRAILERS

0 FT   280 FT   560 FT

VERDUGO CAMPUS   1.5

GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS

DEVELOPMENT HISTORY

The Verdugo Campus opened its doors in 1937 with the completion of the Administration building, the Camino Real building, portions of the Verdugo and Sierra Nevada gymnasiums, and the Student Center. Campus construction by decade is shown in the graphic on the opposing page. In the beginning, campus development was adjacent to and oriented towards N. Verdugo Road. The formal and substantial Administration, Auditorium, and Camino Real buildings set a stylistic precedent for subsequent buildings, including the Sierra Vista building that is currently under construction. As the campus grew, it was extended towards the east, where the hillside was filled to create terraced building sites.

OBSERVATIONS

/ The Verdugo Campus presents a cohesive Spanish architecture that is much loved by the community.

/ A number of buildings were constructed prior to 1975 and will be more than fifty years old in 2025, the master plan horizon year. There is a need for flexible and up-to-date instructional space to keep pace with changing modes of teaching, learning, and changing subject matter.

/ Some of the oldest buildings are well-constructed and are beautiful examples of the campus architectural style. These buildings are visible to the community and valued as examples of the City's heritage.

/ No comprehensive renovations have been undertaken in the last ten years.
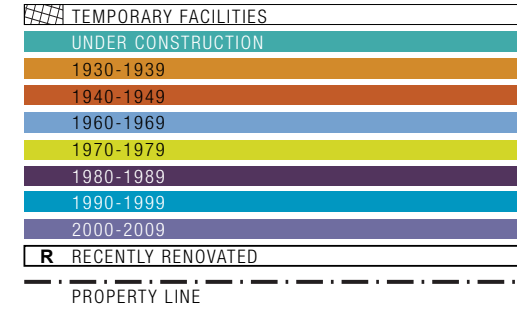

AUDITORIUM, CONSTRUCTED 1947

ADMINISTRATION BUILDING, CONSTRUCTED 1936

STUDENTS ON THE VERDUCO CAMPUS

CAMPUS DEVELOPMENT HISTORY

▨	TEMPORARY FACILITIES
▬	UNDER CONSTRUCTION
▬	1930-1939
▬	1940-1949
▬	1960-1969
▬	1970-1979
▬	1980-1989
▬	1990-1999
▬	2000-2009
R	RECENTLY RENOVATED
▬	PROPERTY LINE

BUILDING KEY

AA — AVIATION / ART
AD — DAVITT ADMINISTRATION
AS — ARROYO SECO
AT — ADVANCED TECHNOLOGY CENTER
AU — AUDITORIUM
BK — BOOKSTORE
CDC — CHILD DEVELOPMENT CENTER
CR — CAMINO REAL
CP1 — CENTRAL PLANT 1
CP2 — CENTRAL PLANT 2
CS — CIMMARUSTI SCIENCE CENTER
EA — EOPS ANNEX
G — ART GALLERY
GD — GARDENING
HS — PARIKH HEALTH SCIENCES & TECHNOLOGY
LB — LIBRARY
LS — LIFE SKILLS
M&O — MAINTENANCE & OPERATIONS
SA — SANTA ANITA
SB — SANTA BARBARA
SC — J.W. SMITH STUDENT CENTER
SF — SAN FERNANDO COMPLEX
SG — SAN GABRIEL
SM — SIERRA MADRE
SN — SIERRA NEVADA GYM
SR — SAN RAFAEL
SV — SIERRA VISTA
VG — VERDUGO GYM
VGT — VERDUGO GYM TRAILERS

0 FT   280FT   560FT
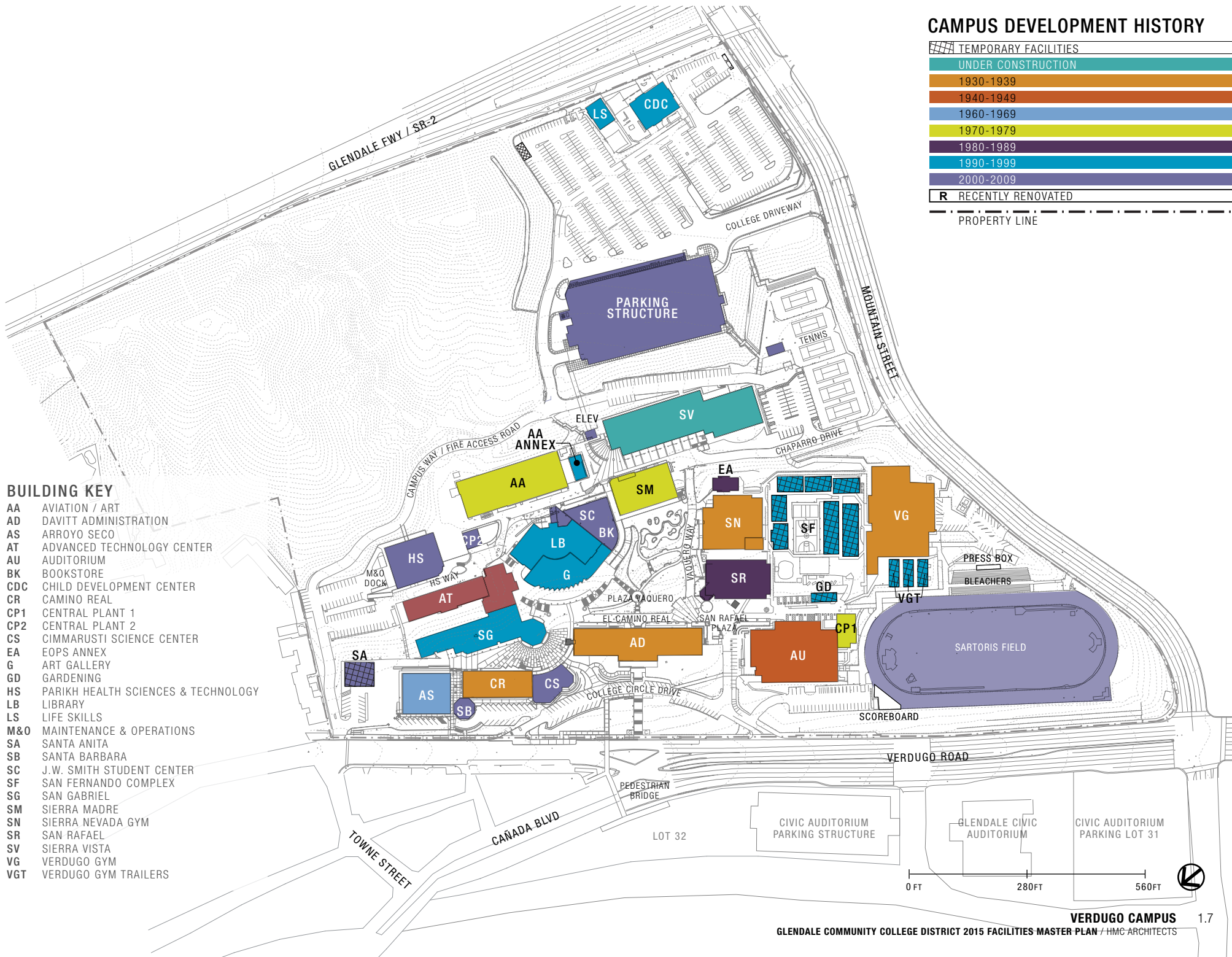
SITE CONDITIONS/TOPOGRAPHY

Development of the Verdugo Campus has adapted to the hillside topography. Beginning at the lowest elevation, which encompasses the land along N. Verdugo Road, the campus has been developed on three main terraces. Hillside arroyos were filled to provide level building sites. A substantial area was leveled to provide a site for the North Parking Structure and Lot B. Accessible vertical transitions for pedestrians are furnished by exterior ramps, stairs, and elevators. Campus trams are on call to transport disabled persons between facilities where an accessible path of travel is lacking. The San Gabriel, Bhupesh Parikh Health Science, and Sierra Vista buildings are built into their sloping sites and employ shoring and retaining walls to transition between lower and upper ground levels. These buildings contain three floor levels, in contrast to the other campus buildings, which contain less than three stories.

OBSERVATIONS

/ Options for new building locations are limited on the Verdugo Campus and future development must make the most of remaining opportunities.

/ The uppermost terrace of the campus, which contains Parking Lot B, is fairly level but disconnected from most campus buildings by elevation and distance.

CAMPUS WAY AND UNDEVELOPED EASTERN HILLS

ARROYO

SLOPE BETWEEN SAN GABRIEL AND ADVANCED TECHNOLOGY BUILDINGS

POTENTIAL BUILDING SITES

EXISTING FACILITIES
TEMPORARY FACILITIES
UNDER CONSTRUCTION
EXISTING PARKING LOT
EXISTING APARTMENT BUILDING
EXISTING SLOPE LESS THAN 20%
PROPERTY LINE

GLENDALE FWY / SR-2

LS
CDC

COLLEGE DRIVEWAY
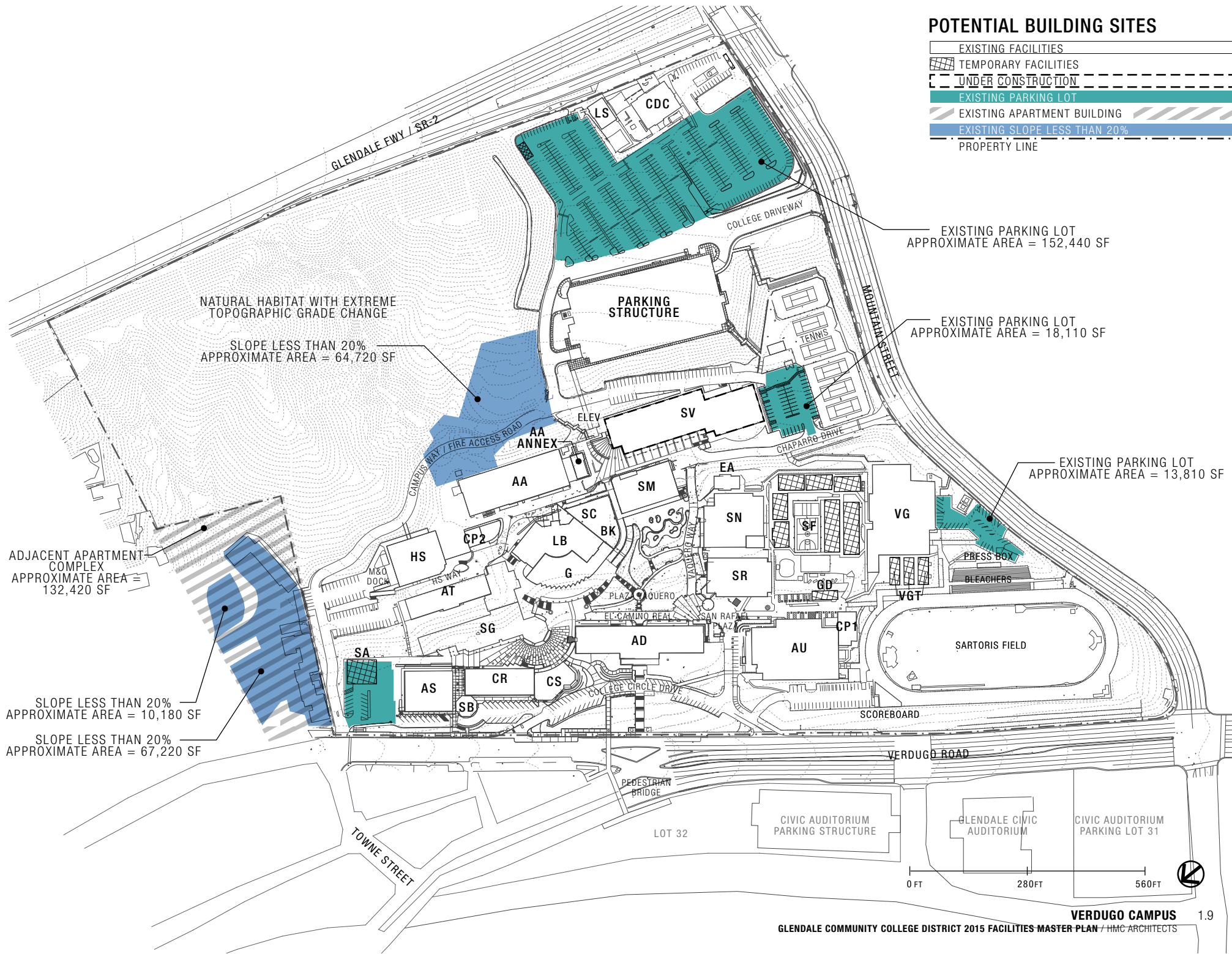
EXISTING PARKING LOT
APPROXIMATE AREA = 152,440 SF

PARKING STRUCTURE

TENNIS

MOUNTAIN STREET

EXISTING PARKING LOT
APPROXIMATE AREA = 18,110 SF

NATURAL HABITAT WITH EXTREME
TOPOGRAPHIC GRADE CHANGE

SLOPE LESS THAN 20%
APPROXIMATE AREA = 64,720 SF

SV

CHAPARRO DRIVE

CAMPUS WAY / FIRE ACCESS ROAD

ELEV

AA ANNEX

EXISTING PARKING LOT
APPROXIMATE AREA = 13,810 SF

AA

SM

EA

SC

SN

SF

VG

ADJACENT APARTMENT
COMPLEX
APPROXIMATE AREA =
132,420 SF

CP2

LB

BK

HS

G

SR

PRESS BOX

HS WAY

M&O DOCK

AT

VAQUERO WAY

GD

VGT

BLEACHERS

SG

PLAZA VAQUERO

EL CAMINO REAL

SAN RAFAEL PLAZA

CP1

SARTORIS FIELD

SLOPE LESS THAN 20%
APPROXIMATE AREA = 10,180 SF

SA

AS

CR

CS

AD

AU

SLOPE LESS THAN 20%
APPROXIMATE AREA = 67,220 SF

SB

COLLEGE CIRCLE DRIVE

SCOREBOARD

VERDUGO ROAD

PEDESTRIAN BRIDGE

TOWNE STREET

LOT 32

CIVIC AUDITORIUM
PARKING STRUCTURE

GLENDALE CIVIC
AUDITORIUM

CIVIC AUDITORIUM
PARKING LOT 31

0 FT   280FT   560FT

VERDUGO CAMPUS   1.9

GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS

EXISTING SITE INFRASTRUCTURE

Existing site utilities include storm drainage, sanitary sewer, domestic water, fire protection water, reclaimed irrigation water, natural gas, electrical, and communications. Over the decades of campus development, these systems have been altered, extended, and repaired. The graphic on the opposing page provides a high-level picture of areas where the concentration of known utility lines may be a consideration for future building development. Recent and planned energy conservation projects will upgrade the two existing central plants and connect most buildings to the chilled water system for efficient space cooling. Upgrades to the electrical system are being planned, as well as additional renewable solar power projects.
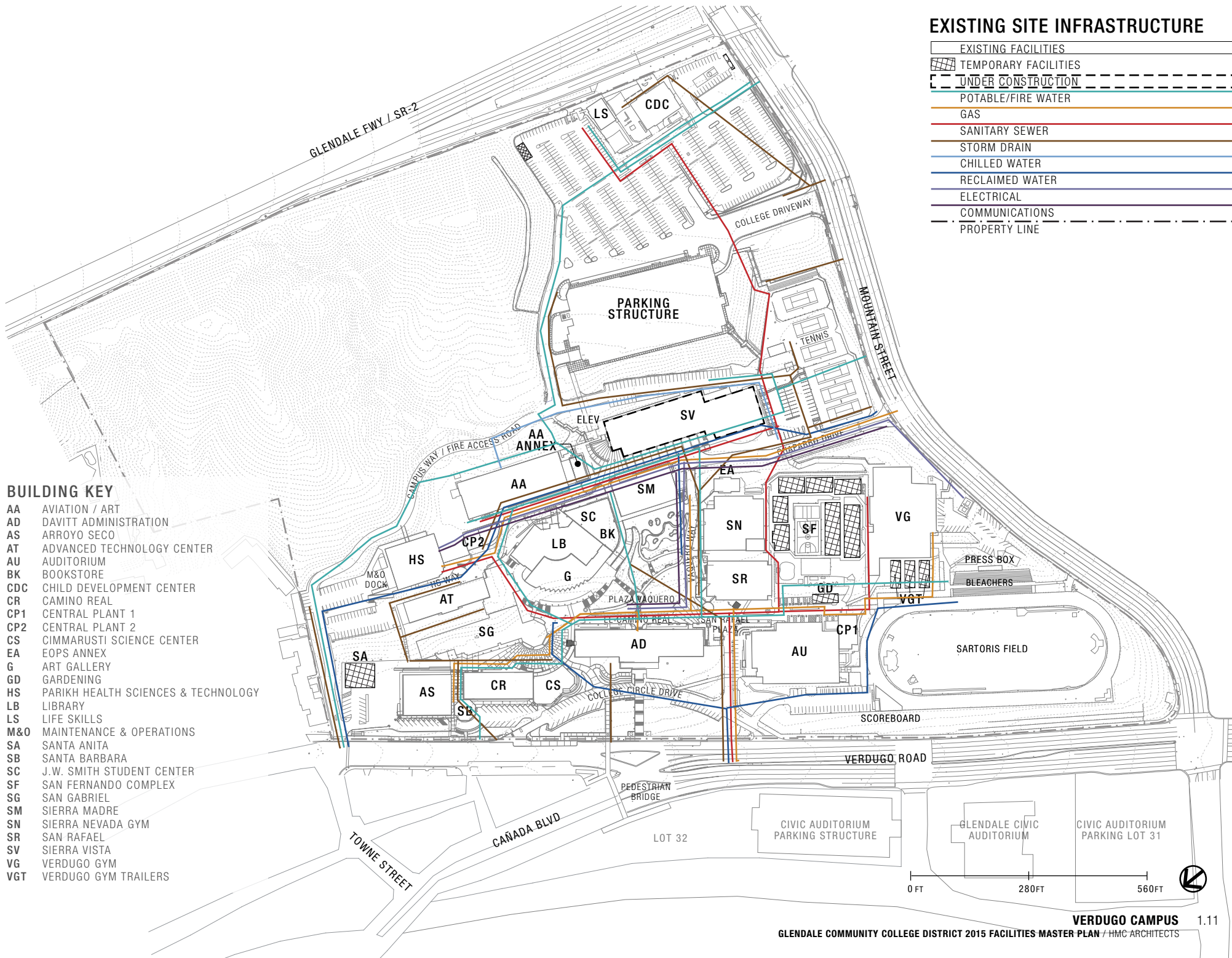
OBSERVATIONS

/ In general, areas where underground utility lines are concentrated align with established circulation routes and open spaces.
/ The condition varies greatly among site utilities systems and further assessment is recommended. Not all utility lines are mapped.

EXISTING SITE INFRASTRUCTURE

	EXISTING FACILITIES
	TEMPORARY FACILITIES
	UNDER CONSTRUCTION
	POTABLE/FIRE WATER
	GAS
	SANITARY SEWER
	STORM DRAIN
	CHILLED WATER
	RECLAIMED WATER
	ELECTRICAL
	COMMUNICATIONS
	PROPERTY LINE

BUILDING KEY

AA	AVIATION / ART
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
EA	EOPS ANNEX
G	ART GALLERY
GD	GARDENING
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
M&O	MAINTENANCE & OPERATIONS
SA	SANTA ANITA
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SF	SAN FERNANDO COMPLEX
SG	SAN GABRIEL
SM	SIERRA MADRE
SN	SIERRA NEVADA GYM
SR	SAN RAFAEL
SV	SIERRA VISTA
VG	VERDUGO GYM
VGT	VERDUGO GYM TRAILERS

0 FT   280 FT   560 FT

VERDUGO CAMPUS   1.11

VEHICULAR CIRCULATION

Most drivers travel to campus via the SR-2 Glendale Freeway interchange at Mountain Avenue or via N. Verdugo Road and Canada Boulevard. Beeline Transit System buses serve the campus through stops on N. Verdugo Road. The Access Bus provides disabled access and stops in Parking Lot F. The graphic on the opposing page shows the location of campus entry points, parking, primary and secondary vehicular routes, as well as service vehicle and emergency vehicle routes. The parking capacity, including 1,844 stalls in on-campus and 1,353 stalls in city-owned lots, is 3,197 parking stalls. This provides for a parking ratio of 1 stall for every 5.1 students (unduplicated student headcount).

OBSERVATIONS

/ Parking capacity is sufficient for the current enrollment, however, parking areas are not well linked and finding an open stall often takes much time. The city-owned lots could be better connected. Some means of informing drivers of parking conditions before they decide to head for a specific area is needed.

/ Staff and accessible parking stalls are distributed throughout the campus often in small parking areas along campus pathways shared between vehicles and pedestrians.

/ Students often do not pay attention to traffic when walking in areas shared with vehicles such as Circle Drive. Cart/tram and pedestrian conflicts are a concern as well.

/ Motorcycle parking could be better located and accessed.

/ Students being dropped off and picked up in parking lots F and G interfere with delivery truck access. Delivery access to the Auditorium and Verdugo Gym could be improved.

/ Barriers along the one right-turn lane into College Drive force drivers to choose the correct lane well before approaching the intersection. Drivers unfamiliar with the campus often miss their opportunity to turn on College Drive.

/ The entrance from Mountain Avenue to Chaparro Drive is capable of handling a limited flow of traffic. Due to its proximity to the College Drive intersection, a signal is not allowed. Mountain Avenue is quite steep between College Drive and N. Verdugo Road and traffic speeds are quite high.

/ Losing access to Mountain Avenue in the event of a wildfire on the SR-2 Glendale Freeway is a concern.

/ The entrance to the fire road from N. Verdugo Drive (at Towne Avenue) is difficult to maneuver and easy to miss.

N. VERDUGO ROAD PEDESTRIAN BRIDGE

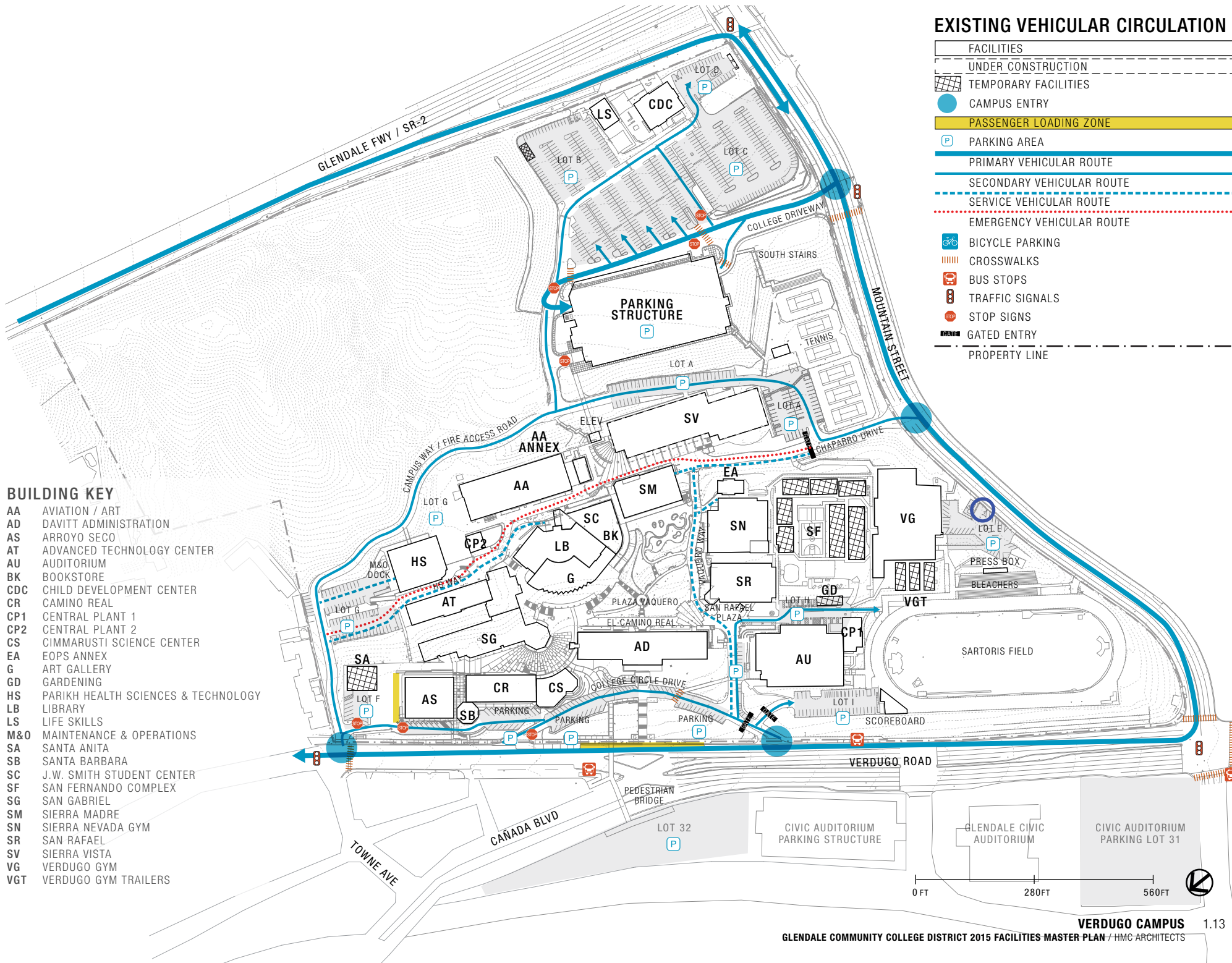*PATH BETWEEN ADVANCED TECHNOLOGY & HEALTH SCIENCES BUILDINGS*

FIRE ROAD ALONG NORTH EDGE OF CAMPUS

EXISTING VEHICULAR CIRCULATION

FACILITIES
UNDER CONSTRUCTION
TEMPORARY FACILITIES
CAMPUS ENTRY
PASSENGER LOADING ZONE
P PARKING AREA
PRIMARY VEHICULAR ROUTE
SECONDARY VEHICULAR ROUTE
SERVICE VEHICULAR ROUTE
EMERGENCY VEHICULAR ROUTE
BICYCLE PARKING
CROSSWALKS
BUS STOPS
TRAFFIC SIGNALS
STOP SIGNS
GATED ENTRY
PROPERTY LINE

BUILDING KEY

AA	AVIATION / ART
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
EA	EOPS ANNEX
G	ART GALLERY
GD	GARDENING
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
M&O	MAINTENANCE & OPERATIONS
SA	SANTA ANITA
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SF	SAN FERNANDO COMPLEX
SG	SAN GABRIEL
SM	SIERRA MADRE
SN	SIERRA NEVADA GYM
SR	SAN RAFAEL
SV	SIERRA VISTA
VG	VERDUGO GYM
VGT	VERDUGO GYM TRAILERS

0 FT   280 FT   560 FT

VERDUGO CAMPUS 1.13

GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS

PEDESTRIAN CIRCULATION

The sloping topography of the campus complicates pedestrian circulation and accessibility, but it also contributes much to the beauty of the campus. View points with stunning vistas punctuate the campus experience. Stairways and terraces link plazas, recalling the character of historic European hilltowns. The graphic on the opposing page illustrates the location of campus entrances, primary and secondary pedestrian routes, bus stops, and passenger loading zones. Most students and staff arrive by car and park on campus or in the city-owned lots. Many are dropped off and picked up at informal and formal passenger loading zones and bus stops. Two primary routes enter the campus: via the bridge over N. Verdugo Road and via the North Parking Structure bridge and elevator tower. Students entering the upper campus from the elevator tower will soon be welcomed at the new quad that is planned to be a hub of student activities next to student services in the Sierra Vista building.

OBSERVATIONS

/ Most buildings have visible and readily identified entrances. Circulation routes are designed to be pedestrian-friendly near the center of campus, but often are less so at the edges of campus, especially where routes are shared with vehicles.

/ Improved vertical circulation for pedestrians is needed in many parts of campus.

/ The accessibility of the path between the North Parking Structure and the center of campus depends on the elevator tower. Alternative paths would provide options for times when the elevator is busy or out of service.

/ Lot F functions as an Access Bus stop and pedestrian entrance to the campus. A well-designed pedestrian path to Lot F is needed.

/ Well designed passenger loading zones are needed in well chosen locations.
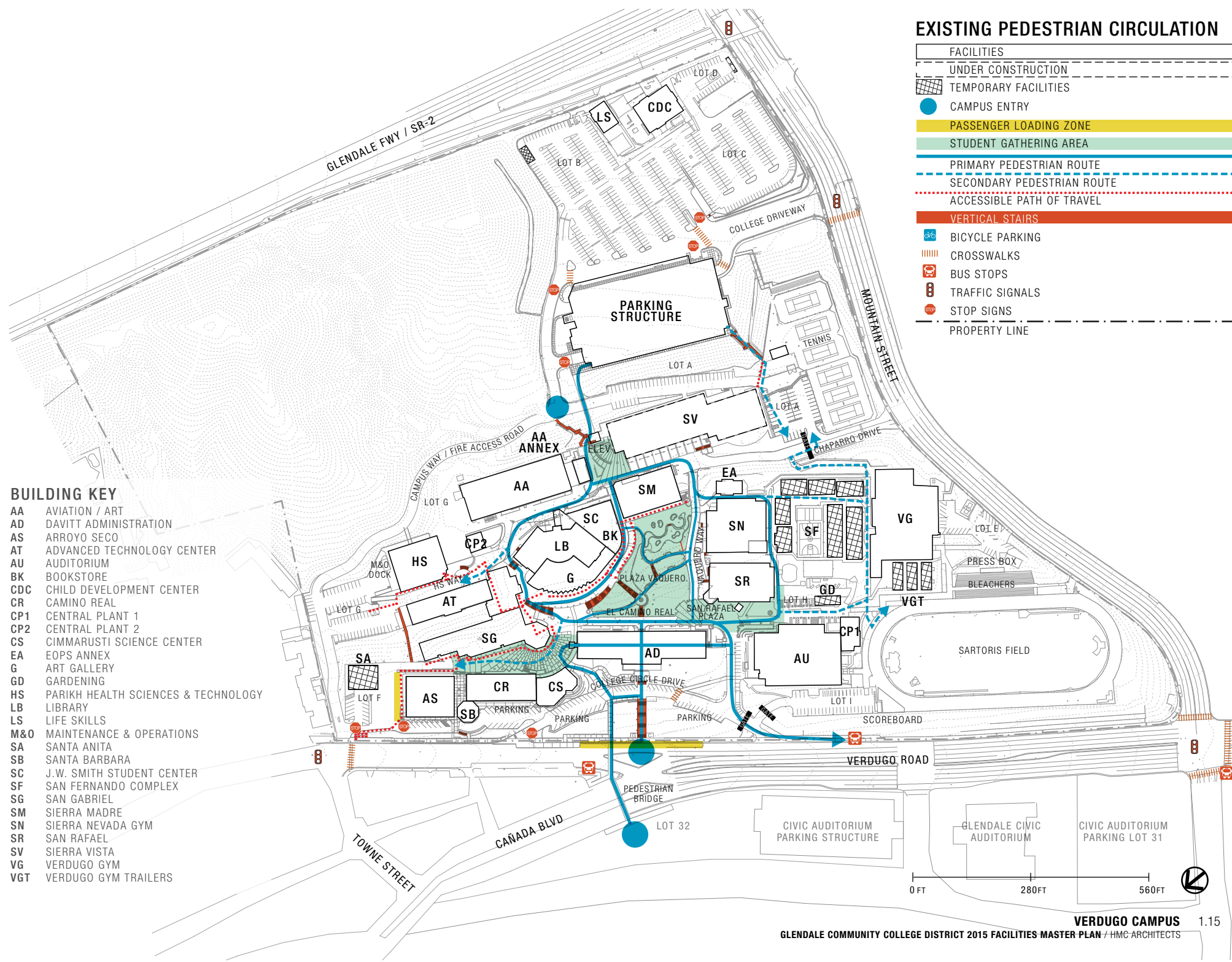

STAIRWAY AT LIBRARY

RAMP AT PEDESTRIAN BRIDGE

PEDESTRIAN BRIDGE ABOVE

EXISTING PEDESTRIAN CIRCULATION

FACILITIES
- UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- CAMPUS ENTRY
- PASSENGER LOADING ZONE
- STUDENT GATHERING AREA
- PRIMARY PEDESTRIAN ROUTE
- SECONDARY PEDESTRIAN ROUTE
- ACCESSIBLE PATH OF TRAVEL
- VERTICAL STAIRS
- BICYCLE PARKING
- CROSSWALKS
- BUS STOPS
- TRAFFIC SIGNALS
- STOP SIGNS
- PROPERTY LINE

BUILDING KEY

AA	AVIATION / ART
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
EA	EOPS ANNEX
G	ART GALLERY
GD	GARDENING
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
M&O	MAINTENANCE & OPERATIONS
SA	SANTA ANITA
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SF	SAN FERNANDO COMPLEX
SG	SAN GABRIEL
SM	SIERRA MADRE
SN	SIERRA NEVADA GYM
SR	SAN RAFAEL
SV	SIERRA VISTA
VG	VERDUGO GYM
VGT	VERDUGO GYM TRAILERS

GLENDALE FWY / SR-2

LOT D
LS
CDC
LOT B
LOT C
COLLEGE DRIVEWAY
MOUNTAIN STREET

PARKING STRUCTURE
TENNIS
LOT A
LOT A
CHAPARRO DRIVE
SV
AA ANNEX
ELEV
CAMPUS WAY / FIRE ACCESS ROAD
EA
AA
SM
VG
LOT G
SC
BK
SF
SN
LOT E
PRESS BOX
CP2
LB
G
SR
HS
M&O DOCK
PLAZA VAQUERO
BLEACHERS
HS WAY
AT
GD
VGT
LOT G
EL CAMINO REAL
SAN RAFAEL PLAZA
LOT H
CP1
SG
LOT F
SA
AD
AU
SARTORIS FIELD
SB
CR
CS
PARKING
PARKING
COLLEGE CIRCLE DRIVE
PARKING
PARKING
SCOREBOARD
LOT I
VERDUGO ROAD
PEDESTRIAN BRIDGE
LOT 32
TOWNE STREET
CAÑADA BLVD
CIVIC AUDITORIUM PARKING STRUCTURE
GLENDALE CIVIC AUDITORIUM
CIVIC AUDITORIUM PARKING LOT 31

0 FT   280 FT   560 FT

VERDUGO CAMPUS   1.15

GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS

FACILITIES CONDITIONS

Glendale College participates in the California Community Colleges Facility Condition Assessment Program, which assesses existing buildings to help districts plan for maintenance and repair work. The results of the November 2014 assessment are shown on the graphic on the opposing page. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility, expressed as a percentage. An FCI value is shown for each facility.

In addition, GCCD gathers information on scheduled maintenance needs, regulatory requirements, potential sustainability and energy efficiency upgrades, and repair issues. Based on interviews with college staff and third-party experts, as well as the FCI, each facility has been placed in one of three categories:
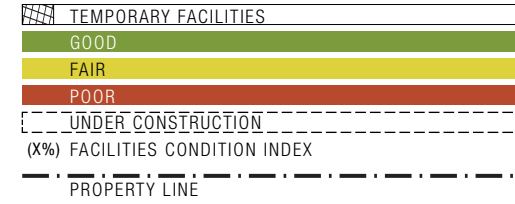
/   Good Condition
/   Fair Condition
/   Poor Condition

OBSERVATIONS

/   The condition of the campus buildings vary widely.
/   A number of older buildings are in poor condition. Renovating these facilities would require an investment equivalent to a significant portion of the replacement cost.
/   Facilities are heavily used, but are well maintained.
/   Some of the older buildings that are constructed of durable materials, such as poured-in-place concrete, stand up to heavy wear better than some newer buildings.
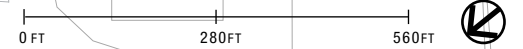

VERDUGO GYMNASIUM

CLASSROOM IN THE AUDITORIUM BUILDING

FIRE TRUCK STORED IN THE AVIATION/ART BUILDING

FACILITIES CONDITIONS INDEX

TEMPORARY FACILITIES
GOOD
FAIR
POOR
UNDER CONSTRUCTION
(X%) FACILITIES CONDITION INDEX
PROPERTY LINE

GLENDALE FWY / SR-2

COLLEGE DRIVEWAY

MOUNTAIN STREET

LS (0%)
CDC (16%)

PARKING STRUCTURE (0%)

SDA (0%)
TENNIS

SV

ELEV (0%)

CHAPARRO DRIVE

AA ANNEX

EA (107%)

AA (64%)
SM (53%)
SN (55%)
SF (5%)
VG (57%)

PRESS BOX

SC (0%)
BK

CP2 (0%)
LB (53%)
G (53%)
SR (15%)
GD (0%)
VGT (35%)

BLEACHERS

HS (2%)

M&O DOCK
HS WAY

AT (66%)

PLAZA VAQUERO

VAQUERO WAY

EL CAMINO REAL
SAN RAFAEL PLAZA

CP1 (43%)

SG (3%)

SA (0%)

AD (57%)

AU (54%)

SARTORIS FIELD

AS (69%)
CR (58%)
CS (0%)

SB (0%)

COLLEGE CIRCLE DRIVE

SCOREBOARD

VERDUGO ROAD

BUILDING KEY

AA   AVIATION / ART
AD   DAVITT ADMINISTRATION
AS   ARROYO SECO
AT   ADVANCED TECHNOLOGY CENTER
AU   AUDITORIUM
BK   BOOKSTORE
CDC CHILD DEVELOPMENT CENTER
CR   CAMINO REAL
CP1 CENTRAL PLANT 1
CP2 CENTRAL PLANT 2
CS   CIMMARUSTI SCIENCE CENTER
EA   EOPS ANNEX
G   ART GALLERY
GD   GARDENING
HS   PARIKH HEALTH SCIENCES & TECHNOLOGY
LB   LIBRARY
LS   LIFE SKILLS
M&O MAINTENANCE & OPERATIONS
SA   SANTA ANITA
SB   SANTA BARBARA
SC   J.W. SMITH STUDENT CENTER
SF   SAN FERNANDO COMPLEX
SG   SAN GABRIEL
SM   SIERRA MADRE
SN   SIERRA NEVADA GYM
SR   SAN RAFAEL
SV   SIERRA VISTA
VG   VERDUGO GYM
VGT VERDUGO GYM TRAILERS

TOWNE STREET

CAÑADA BLVD

LOT 32

PEDESTRIAN BRIDGE

CIVIC AUDITORIUM PARKING STRUCTURE

GLENDALE CIVIC AUDITORIUM

CIVIC AUDITORIUM PARKING LOT 31

0 FT   280 FT   560 FT

VERDUGO CAMPUS   1.17

ZONING

The zoning of functions is well-organized on the Verdugo Campus. The Administration Building and Auditorium are well located to be the public face of the campus. The Library and student services and activities in the Sierra Vista Building, Bookstore, Smith Student Center, and Sierra Madre buildings are centrally located and close to the pedestrian entrance from the North Parking Structure. Learning resources centers, such as the Math Discovery Center, are located in buildings other than the Library, often near related instructional space. Most of the instructional space is located in the northern and southern portions of the campus. These spaces are loosely organized into clusters of related disciplines. For example, much of the space for the performing arts, physical education, and athletics are located in the southern area. The early childhood development and life skills labs are located near the SR-2 Glendale Freeway, with the intention of separating these facilities from the general student population and providing good vehicular access for parents.

OBSERVATIONS

/ The Child Development Center and Life Skills Center may not be appropriately located due to their adjacency to the Glendale Freeway.

/ Much dialogue was heard regarding the benefits and drawbacks of co-locating or distributing related instructional programs and functions. Sharing resources has the benefit of operational and staffing efficiencies. Distributing space might encourage cross-disciplinary collaboration. Flexible use of space and good flow between functions were seen as the most important organizing principles.
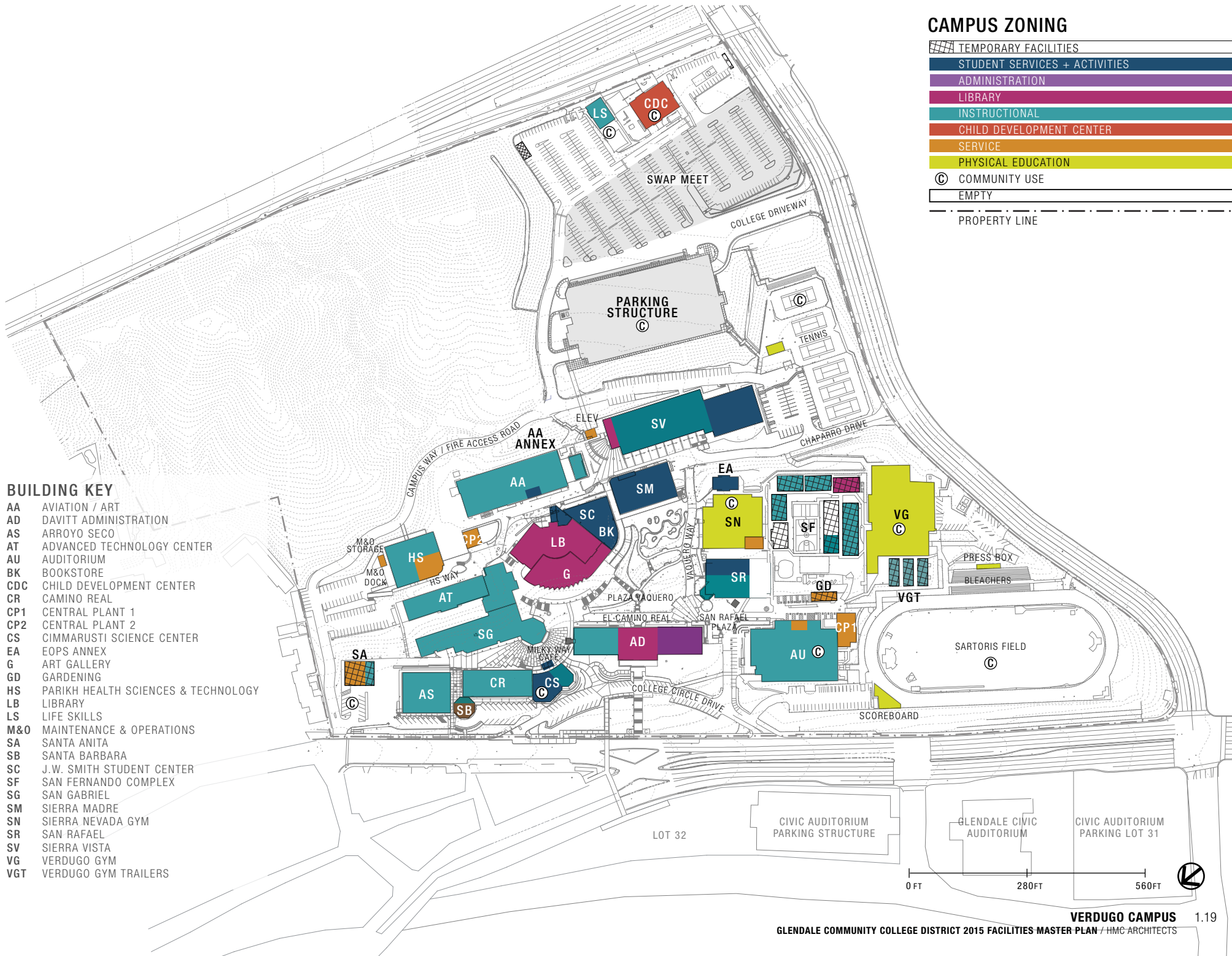

MATH DISCOVERY CENTER

SARTORIS FIELD

OUTDOOR DINING AT SIERRA MADRE BUILDING

CAMPUS ZONING

CDC

LS Ⓒ

Ⓒ

SWAP MEET

COLLEGE DRIVEWAY

PARKING
STRUCTURE
Ⓒ

Ⓒ

TENNIS

CHAPARRO DRIVE

ELEV

SV

AA
ANNEX

EA

AA

SM

VG
Ⓒ

M&O
STORAGE

CP2

SC
BK

SN
Ⓒ

SF

HS

LB

G

PRESS BOX

M&O
DOCK

SR

BLEACHERS

HS WAY

AT

GD

VGT

SG

Plaza Vaquero

VAQUERO WAY

EL CAMINO REAL

San Rafael
Plaza

CP1

SA
Ⓒ

MILKY WAY
CAFE

AD

AU
Ⓒ

SARTORIS FIELD
Ⓒ

AS

CR

CS
Ⓒ

COLLEGE CIRCLE DRIVE

SB

SCOREBOARD

BUILDING KEY

AA	AVIATION / ART
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
EA	EOPS ANNEX
G	ART GALLERY
GD	GARDENING
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
M&O	MAINTENANCE & OPERATIONS
SA	SANTA ANITA
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SF	SAN FERNANDO COMPLEX
SG	SAN GABRIEL
SM	SIERRA MADRE
SN	SIERRA NEVADA GYM
SR	SAN RAFAEL
SV	SIERRA VISTA
VG	VERDUGO GYM
VGT	VERDUGO GYM TRAILERS

LOT 32

CIVIC AUDITORIUM
PARKING STRUCTURE

GLENDALE CIVIC
AUDITORIUM

CIVIC AUDITORIUM
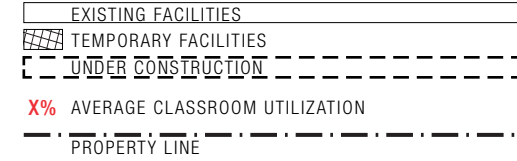PARKING LOT 31

0 FT   280 FT   560 FT

SPACE UTILIZATION

A snapshot of interdisciplinary classrooms utilization in November 2014, extracted from GCCD's class scheduling program data, is shown on the opposing page. The average numbers of hours that classrooms are scheduled in each building is expressed as a percentage of the 93.5 hours during which the College offers classes each week at the Verdugo Campus. These figures do not account for the fill rate of available seats in these classrooms. GCCD is exploring classroom furniture options, including options that are suited for collaborative learning.

OBSERVATIONS

/ Buildings with lower utilization rates often have classrooms that are too small for many classes, are long and narrow, are not equipped with the required technology, or are in a location that is difficult to access. Addressing these issues may improve utilization.

/ Much of the credit classes offered on campus are scheduled for 85 minute blocks on two days per week. The most quickly filled blocks start from 9 to 10 AM, 10:45 AM, 1:40 PM and 6:55 PM.

/ Unofficially division "ownership" of classrooms has been a factor, which is being revisited by GCCD.

/ Low utilization occurs during early mornings, late afternoons, Fridays, and Saturdays. These time slots will likely be better utilized as student demand increases.

/ Classes needing teaching stations for forty students are the most common. Often large classrooms are scheduled for classes that leave a significant proportion of seats unfilled. More large lecture spaces are not currently needed.

EXISTING FACILITIES

TEMPORARY FACILITIES

UNDER CONSTRUCTION

X% AVERAGE CLASSROOM UTILIZATION

PROPERTY LINE

COLLEGE DRIVEWAY

LS
CDC
39%

PARKING STRUCTURE

TENNIS

SV

ELEV

AA ANNEX

CHAPARRO DRIVE

EA

AA
30%

SM
55%

SC

SN
42%

SF
38%

VG
33.7%

PRESS BOX

CP2

LB

BK

45%

VAQUERO WAY

HS
33%

G

SR
46%

GD

BLEACHERS

VGT

M&O DOCK

HS WAY

AT
38%

PLAZA VAQUERO

EL CAMINO REAL

SAN RAFAEL PLAZA

CP1

SARTORIS FIELD

SG
35%

AD
52%

AU
35%

SA

AS
45%

CR
39%

CS
29%

SB

COLLEGE CIRCLE DRIVE

SCOREBOARD

BUILDING KEY

AA	AVIATION / ART
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
EA	EOPS ANNEX
G	ART GALLERY
GD	GARDENING
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
M&O	MAINTENANCE & OPERATIONS
SA	SANTA ANITA
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SF	SAN FERNANDO COMPLEX
SG	SAN GABRIEL
SM	SIERRA MADRE
SN	SIERRA NEVADA GYM
SR	SAN RAFAEL
SV	SIERRA VISTA
VG	VERDUGO GYM
VGT	VERDUGO GYM TRAILERS

LOT 32

CIVIC AUDITORIUM PARKING STRUCTURE

GLENDALE CIVIC AUDITORIUM

CIVIC AUDITORIUM PARKING LOT 31

0 FT   280 FT   560 FT

NEEDS

/ Educational Plan Linkages
/ Space Needs
/ Issues and Challenges

EDUCATIONAL PLAN LINKAGES

The approach through which the *Facilities Master Plan* is linked to GCCD's educational plan is both qualitative and quantitative. The qualitative linkages are forged through the identification of the facilities planning implications of the Educational Master Plan 2020. The EMP establishes four strategic goals and strategies to achieve those goals. At the start of the facilities master planning process, GCCD translated these goals into a set of facilities planning needs and objectives for the Verdugo Campus.

/ Support student life and culture.
  › Create a student union.
  › Improve campus signage and wayfinding.
/ Accommodate growth that is aligned with GCCD's educational planning priorities. The following programs are among those that are prioritized for growth.
  › Manufacturing
  › Welding
  › Robotics and Engineering
  › Biologyh
  › Chemistry
  › Physics
  › Math
/ Update the library and learning support spaces.
/ Provide suitable theatre arts performance and rehearsal space.
/ Provide a state-of-the-art teaching and learning center (currently under construction).
/ Equip all classrooms with Level 3 technology.

The quantitative linkage through which the FMP fulfills the goals of the EMP is achieved through a process that translates planning data into the amount of space needed for the projected enrollment in 2025, the master plan horizon year. The methodology used is described in the *Process* section of the *Introduction*. The linkage to the EMP is built on the determination of a planned growth rate for the enrollment in each course offered by Glendale College. These determinations are aligned with the EMP's strategic goals and priorities, which take into consideration the results of surveys and research into the major demographic, economic, and educational conditions facing the GCCD's community, as well as internal analyses of the GCCD's strengths, weaknesses, opportunities, and threats.

The growth rate planned for each course taught at the Verdugo Campus is documented on the following page in *Table 5*. Growth is expressed as an annual positive or negative percentage change in the projected weekly student contact hours, which was compounded annually over eleven years. This process is described in the *Introduction, Planning Data Overview* on page xii.

TABLE 5: GROWTH RATES BY COURSE

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Architecture	20100	Credit	2.0
Biology	40100	Credit	3.0
Biology - Micro	40300	Credit	3.0
Biology - A & P	41000	Credit	3.0
Business Administration	50100	Credit	1.0
Computer Applications & Business Office Technology	50100	Credit	-10.0
Accounting	50200	Credit	1.0
Accounting	50210	Credit	1.0
Business Administration	50400	Credit	1.0
Business Administration	50600	Credit	1.0
Business Administration	50630	Credit	1.0
Entrepreneurship	50640	Credit	15.0
Business Administration	50800	Credit	1.0
Business Administration	50900	Credit	1.0
Real Estate	51100	Credit	0.0
Business Administration	51200	Credit	1.0

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Computer Applications & Business Office Technology	51400	Credit	-10.0
Office Business Technology	51400	Noncredit	0.0
Computer Applications & Business Office Technology	51410	Credit	-10.0
Medical Office Administration	51420	Credit	3.0
Office Business Technology	59900	Noncredit	0.0
Journalism	60200	Credit	5.0
Media Arts	60420	Credit	15.0
Mass Communications	61000	Credit	2.0
Art - Media and Film History	61210	Credit	0.0
Media Arts	61210	Credit	10.0
Lifelong Learning Seminars	61210	Noncredit	0.0
Art - Digital Media	61400	Credit	15.0
Art - Web Design	61430	Credit	7.0
Photography	61430	Credit	3.0
Art - Animation	61440	Credit	3.0

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Art - Computer Graphics and Digital im	61460	Credit	25.0
Computer Applications & Business Office Technology	70100	Credit	-2.0
Computer Science/ Information Systems	70100	Credit	15.0
Computer Science/ Information Systems	70200	Credit	4.0
Office Business Technology	70210	Noncredit	-10.0
Computer Science/ Information Systems	70600	Credit	15.0
Computer Science/ Information Systems	70700	Credit	2.0
Art - Computer Programming	70710	Credit	10.0
Computer Science/ Information Systems	70710	Credit	5.0
Computer Science/ Information Systems	70800	Credit	15.0

EDUCATIONAL PLANNING NEEDS *(cont.)*

TABLE 5: GROWTH RATES BY COURSE (cont.)

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Computer Science/ Information Systems	70910	Credit	25.0
Social Science	80100	Credit	3.0
Physical Education	83500	Credit	1.0
Physical Education	83510	Credit	1.0
Health	83520	Credit	0.0
Physical Education	83550	Credit	1.0
Dance-PE	83580	Credit	0.0
Physical Education	83580	Credit	0.0
Health	83700	Credit	0.0
American Sign Language	85000	Credit	1.0
Engineering-trans	90100	Credit	10.0
Engineering-tech	92400	Credit	3.0
Electronics & Computer Technology	93400	Credit	5.0
Engineering- electronics	93400	Credit	3.0
Aviation & Transportation	95000	Credit	0.0
Engineering-drafting	95300	Credit	5.0
Metallurgy	95600	Credit	10.0
Computer Assisted Manufacturing	95630	Credit	10.0

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Machine Technology	95630	Credit	15.0
Welding	95650	Credit	20.0
Art-fine arts general	100100	Credit	0.0
Art-studio art	100200	Credit	1.0
Art-painting drawing	100210	Credit	1.0
Art-sculpture	100220	Credit	1.0
Art-ceramics	100230	Credit	1.0
Music	100400	Credit	1.0
Music	100500	Credit	5.0
Theatre Arts	100600	Credit	1.0
Theatre Arts	100700	Credit	1.0
Dance	100800	Credit	2.0
Dance	100810	Credit	3.0
Photography	101100	Credit	2.0
Photography	101200	Credit	5.0
Art-graphic design	103000	Credit	1.0
French	110200	Credit	5.0
Italian	110400	Credit	0.0
Spanish	110500	Credit	0.0
Chinese	110700	Credit	0.0
Japanese	110800	Credit	0.0
Korean	111730	Credit	0.0
Armenian	119900	Credit	1.0

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Kinesiology	120000	Credit	1.0
Health Information Technology	122300	Credit	5.0
Medical Office Administration	122300	Credit	3.0
Health Information Technology	122310	Credit	5.0
Nursing Science	123010	Credit	2.0
Emergency Medical Technician	125000	Credit	3.0
Kinesiology	127000	Credit	8.0
Child Development	130500	Credit	3.0
Parent Education	130560	Noncredit	0.0
Nutrition	130600	Credit	4.0
Culinary Arts	130630	Credit	5.0
Hospitality & Tourism Management	130630	Credit	3.0
Nutrition	130630	Credit	4.0
Hospitality & Tourism Management	130700	Credit	3.0
Office Business Technology	130700	Noncredit	-10.0
Hospitality & Tourism Management	130710	Credit	4.0

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Lifelong Learning Seminars	130900	Noncredit	0.0
English	150100	Credit	2.0
Linguistics	150110	Credit	0.0
Speech	150600	Credit	2.0
English-creative writing	150700	Credit	0.0
Philosophy	150900	Credit	0.0
English-reading	152000	Credit	0.0
Humanities	159900	Credit	1.0
Library	160100	Credit	1.0
Mathematics	170100	Credit	1.0
Technical Education	170100	Credit	1.0
Physics	190200	Credit	0.0
Chemistry	190500	Credit	4.0
Astronomy	191100	Credit	3.0
Geology	191400	Credit	1.0
Oceanography	191900	Credit	2.0
Psychology	200100	Credit	3.0
Alcohol/Drug Studies	210400	Credit	-1.0
Alcohol/Drug Studies	210440	Credit	-1.0
Administration of Justice	210500	Credit	3.0

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Administration of Justice	210540	Credit	3.0
Fire Technology	213300	Credit	0.0
Fire Technology	213350	Credit	3.0
Psychology	220100	Credit	3.0
Social Science	220100	Credit	3.0
Anthropology	220200	Credit	1.0
Anthropology	220220	Credit	1.0
Ethnic Studies	220300	Credit	-1.0
Economics	220400	Credit	0.0
History	220500	Credit	0.0
Geography	220600	Credit	3.0
Political Science	220700	Credit	0.0
Sociology	220800	Credit	0.0
Aviation & Transportation-management	302000	Credit	0.0
Aviation & Transportation-pilot training	302020	Credit	4.0
Aviation & Transportation-flight attendant	302040	Credit	3.0
Student Development	493010	Credit	5.0

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Student Development	493012	Credit	5.0
Student Development	493013	Credit	5.0
Student Development	493014	Credit	5.0
English	493021	Credit	1.0
Student Development	493030	Credit	0.0
Student Development	493032	Credit	5.0
Mathematics	493041	Credit	1.0
Mathematics	493042	Credit	1.0
Developmental Skills Lab	493062	Noncredit	0.0
English	493070	Credit	1.0
English as a Second Language	493084	Credit	-10.0
English as a Second Language	493085	Credit	-10.0
English as a Second Language	493086	Credit	-10.0
English as a Second Language	493087	Credit	-2.0
English as a Second Language	493087	Noncredit	20.0

SPACE NEEDS

VERDUGO CAMPUS SPACE INVENTORY ANALYSIS

The Glendale College Space Inventory Report was used as the basis for the analysis of space. The adjacent *Table 6* includes a summary of the capacity load categories of space at the Verdugo Campus and their respective totals.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. As described in the analysis of existing facilities, there are several facilities that are recommended as part of this *2015 Glendale Community College District Facilities Master Plan* to be removed. *Table 6* includes an "adjusted inventory" in which the removal of permanent, temporary, and off-site facilities and the addition of facilities under construction and in design are accounted for.

TABLE 6: SPACE INVENTORY: CURRENT + ADJUSTED
(16,337 HEADCOUNT* / 187,788 WSCH**)

SPACE TYPE	CURRENT INVENTORY (ASF)	ADJUSTED INVENTORY (ASF)***
Lecture + Lab	153,087	170,268
Office	66,113	77,849
Library	44,715	46,279
Instructional Media	5,472	5,472
Other****		
Athletic/Physical Ed.	38,592	38,592
Clinic/Demo	11,645	3,580
Assembly/Exhibition	16,286	16,286
Food Service	8,366	10,328
Lounge	0	0
Merchandise	7,120	7,120
Meeting/Rec	6,840	7,943
Physical Plant	24,209	24,209
Health Service	883	883
TOTALS	**383,328**	**405,713**

*   *Online headcount not included.*
**   *All online and off-campus WSCH is included.*
*** *Temporary buildings and PDC have been removed.*
     The Sierra Vista Building (under construction) has been added.
**** *The Space Inventory Report includes 7,498 ASF of Inactive Space that is not included in this analysis.*

VERDUGO CAMPUS MASTER PLAN SPACE PROGRAM

The master plan space program forms the basis for developing recommendations for facilities. The space inventory analysis combined with the space needs forecast is summarized in *Table 7* and indicates the total amount of additional assignable space needed to accommodate a master plan horizon student enrollment of 230,928 WSCH, which equates to 7,698 full-time equivalent students (FTES) and a 20,200 unduplicated student headcount.

The methodology for projecting future space needs is summarized as follows:

/   The fall 2025 enrollment for each course was projected by applying the course-specific annual planned growth rate over eleven years (compounded annually) to the baseline fall 2014 WSCH data for that course.

/   Master plan WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.

/   The "adjusted inventory" was subtracted from the total space requirements described above to yield the net assignable area (ASF) overage or need by type of space for the fall 2025 master plan horizon.

/   The result, net assignable square footage by type of space, served as the basis for developing facilities options for the Verdugo Campus master plan.

TABLE 7: MASTER PLAN SPACE PROGRAM
(20,200 HEADCOUNT* / 230,928 WSCH**)

SPACE TYPE	CURRENT INVENTORY (ASF)	ADJUSTED INVENTORY (ASF)***	2024 SPACE NEEDS	DIFFERENCE
Lecture + Lab	153,087	170,268	214,965	(44,697)
Office	66,113	77,849	61,581	16,268
Library	44,715	46,279	61,412	(15,133)
Instructional Media	5,472	5,472	14,693	(9,221)
Other****				
Athletic/Physical Ed.	38,592	38,592	38,488	104
Clinic/Demo	11,645	3,580	8,080	(4,500)
Assembly/Exhibition	16,286	16,286	20,200	(3,914)
Food Service	8,366	10,328	12,120	(1,738)
Lounge	0	0	10,315	(10,315)
Merchandise	7,120	7,120	8,815	(1,695)
Meeting/Rec	6,840	7,943	6,727	1,216
Physical Plant	24,209	24,209	28,180	(3,971)
Health Service	883	883	1,200	(317)
TOTALS	**383,328**	**405,713**	**486,774**	

*   *Online headcount not included.*

**   *All online and off-campus WSCH is included.*

***   *Temporary buildings and PDC have been removed.*
        The Sierra Vista Building (under construction) has been added.

****   *The Space Inventory Report includes 7,498 ASF of Inactive Space that is not included in this analysis.*

ISSUES & CHALLENGES

The analysis and discussion of existing campus conditions led to the following list of the most pressing issues and challenges for future campus development, as expressed by participants in the venues for dialogue for the Facilities Master Plan.

/ The extreme topographic elevation change across the campus challenges pedestrian accessibility and limits the buildable area on the existing site.

/ Pedestrian connections vary in quality across the campus. The center of campus is well-designed and pedestrian-friendly, but less so toward the periphery.

/ The parking capacity is sufficient, but parking areas are widely separated and not well-linked making it a challenge to find a space quickly.

/ The ramp to the pedestrian bridge crossing Verdugo Road is not accessible due to its steep slope.

/ A significant number of buildings are in poor condition.

/ Older buildings do not support current learning and teaching approaches and do not comply with the current building code.

/ Classrooms could be better utilized.

/ The welding and manufacturing programs lack appropriately sized and outfitted space with delivery access.

/ A more student-centered library/media center is needed.

/ Shaded outdoor space is needed for student support.

/ Faculty/staff parking is scattered in core of campus

/ Need clear signage for easy wayfinding

RECOMMENDED DEMOLITION + REPLACEMENT

RECOMMENDED DEMOLITION + REPLACEMENT

The graphic on the opposing page illustrates the recommendations for demolition and removal of facilities. Temporary facilities, as well as aged permanent facilities that are no longer feasible or cost effective to renovate, are recommended for replacement. Most of these buildings are in poor condition. The removal of these facilities clears the way to improve the utilization of the campus land area. Removal of facilities will be phased to take place as new and renovated space becomes available. In certain circumstances, programs may be temporarily housed in swing space prior to being relocated to long-term facilities. The following facilities are recommended for removal.

- / Aviation / Art
- / Aviation / Art Annex
- / Advanced Technology Center
- / EOPS Annex
- / Gardening
- / San Fernando Complex
- / Sierra Nevada Gym
- / Santa Anita
- / Verdugo Gym 1937 Wing
- / Verdugo Gym Trailers
- / Tennis Facility
- / Golf Putting Green
- / Batting Cage

ADVANCED TECHNOLOGY CENTER

SAN FERNANDO COMPLEX

AVIATION/ARTS BUILDING & ANNEX

RECOMMENDED DEMOLITION + REPLACEMENT PLAN

Legend:
- EXISTING FACILITIES
- UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- RECOMMENDED DEMOLITION + REMOVAL
- ✱ NON-DSA APPROVED
- PROPERTY LINE

Map labels:
LS, CDC, PARKING STRUCTURE, SOUTH STAIRS, SDA, TENNIS, SV, ELEV, AA ANNEX, CAMPUS WAY / FIRE ACCESS ROAD, AA, SM, EA, SC, BK, SN, SF, VG, HS, LB, G, CP2, SR, PRESS BOX, BLEACHERS, M&O DOCK, HS WAY, AT, GD ✱, VGT, PLAZA VAQUERO, VAQUERO WAY, SG, AD, EL CAMINO REAL, SAN RAFAEL PLAZA, AU, CP1, SARTORIS FIELD, SA ✱, AS, SB, CR, CS, COLLEGE CIRCLE DRIVE, SCOREBOARD ✱, CHAPARRO DRIVE, CIVIC AUDITORIUM PARKING STRUCTURE, GLENDALE CIVIC AUDITORIUM, CIVIC AUDITORIUM PARKING LOT 31, LOT 32

BUILDING KEY

AA	AVIATION / ART
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
D	DUPLICATING
EA	EOPS ANNEX
G	ART GALLERY
GD	GARDENING
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
M&O	MAINTENANCE & OPERATIONS
SA	SANTA ANITA
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SF	SAN FERNANDO COMPLEX
SG	SAN GABRIEL
SM	SIERRA MADRE
SN	SIERRA NEVADA GYM
SR	SAN RAFAEL
SV	SIERRA VISTA
VG	VERDUGO GYM
VGT	VERDUGO GYM TRAILERS

0 FT   280 FT   560 FT
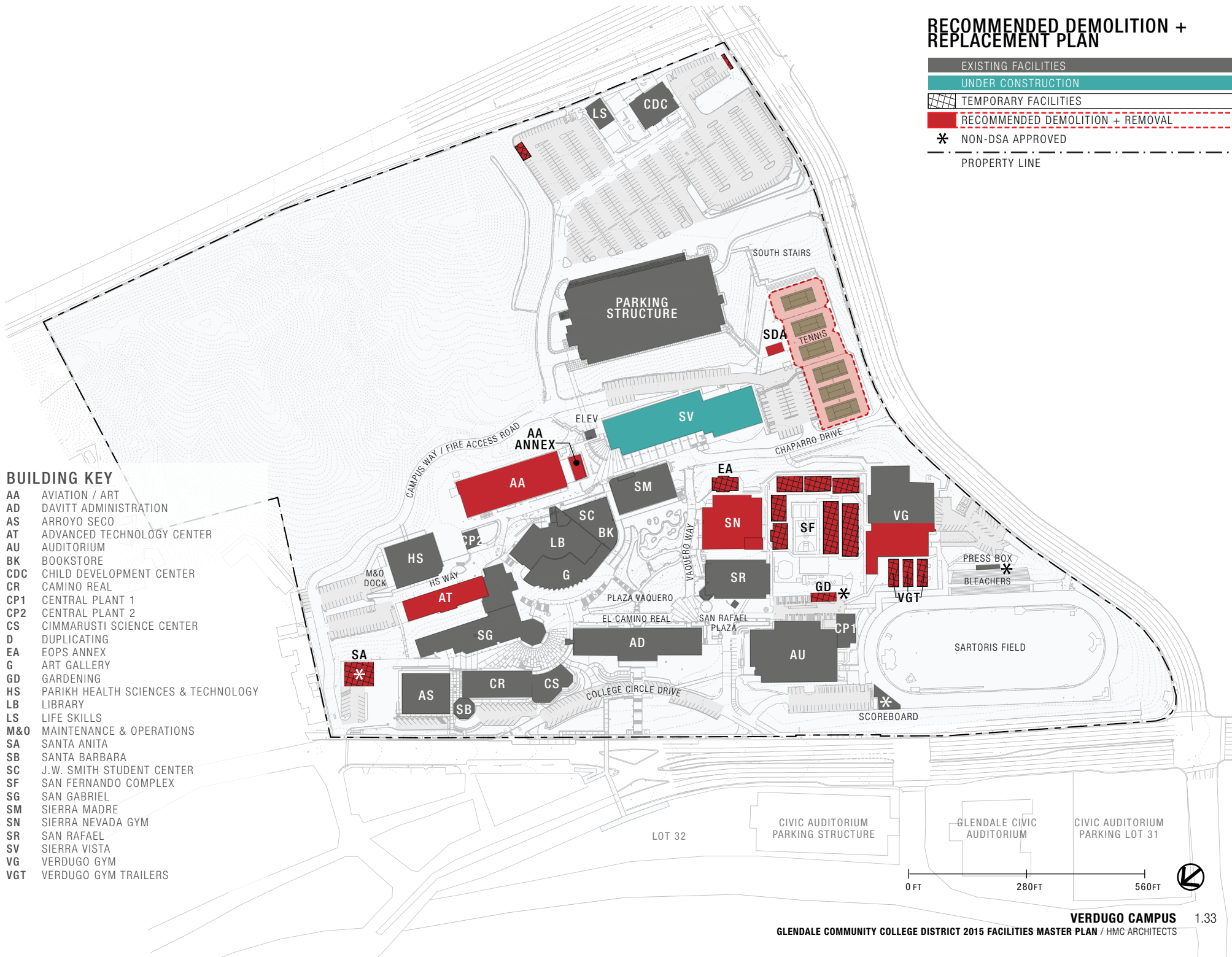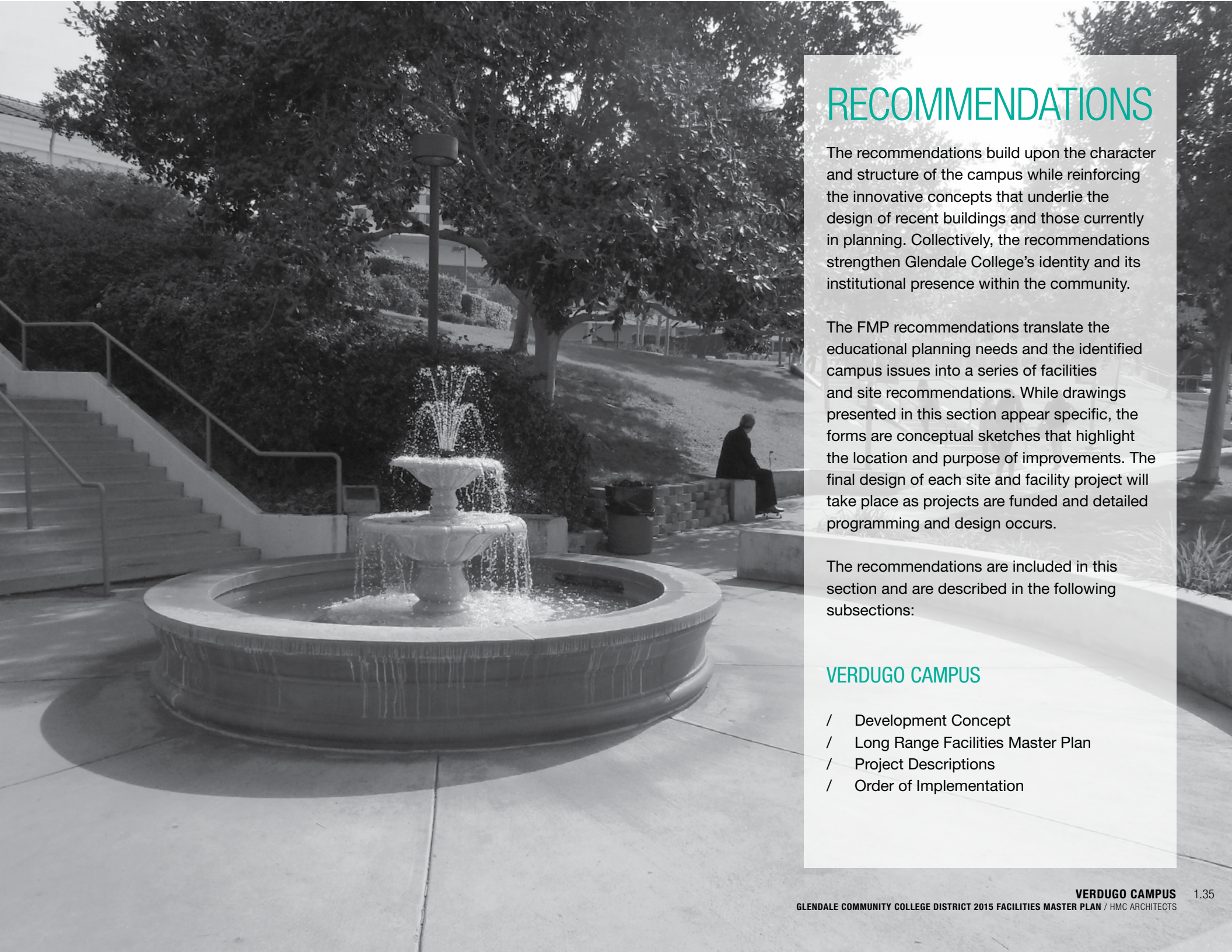
RECOMMENDATIONS

The recommendations build upon the character and structure of the campus while reinforcing the innovative concepts that underlie the design of recent buildings and those currently in planning. Collectively, the recommendations strengthen Glendale College's identity and its institutional presence within the community.

The FMP recommendations translate the educational planning needs and the identified campus issues into a series of facilities and site recommendations. While drawings presented in this section appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

The recommendations are included in this section and are described in the following subsections:

VERDUGO CAMPUS

/   Development Concept
/   Long Range Facilities Master Plan
/   Project Descriptions
/   Order of Implementation

DEVELOPMENT CONCEPT

The development concepts that underlie the Verdugo Campus recommendations grew out of the issues and challenges identified in the analysis of existing campus conditions, the educational planning needs, and the visions and priorities expressed by GCCD stakeholders. An overriding theme for the facilities master plan to create a campus that remains student-focused.

01

Densify campus development to encourage interdisciplinary learning and collaboration and make the most of the existing land area on the existing campus.

02

Zone the center of campus for improved student access to services and provide sufficient indoor and outdoor space for student gathering and activities.

03

Build new facilities and renovate existing facilities to keep pace with the need for flexible and up-to-date instructional and student services space.

04

Strengthen circulation flow, connections, and wayfinding, giving priority to pedestrians.

05

Strengthen vertical pedestrian circulation, using well-placed and easy to maneuver ramps, stairs, elevators, and buildings that provide entrances at more than one ground level.

06

Place parking and vehicle traffic away from the center of campus and pedestrians.

07

Preserve hillside land as natural habitat and improve access for its use as a living laboratory.

LONG RANGE FACILITIES MASTER PLAN

The 2015 GCCD Facilities Master Plan for the Verdugo Campus presents an overall picture of development that supports the strategic goals and priorities of the GCCD Educational Master Plan 2020.

Through recommended new facilities and renovations of existing facilities, the Verdugo Campus will be updated to better focus on students. GCCD is actively engaged in piloting new modes of instruction, such as collaborative research-based instruction, distance education, and hybrid courses that engage students on many levels. Classrooms and labs will be shaped, configured, and equipped for the use of instructional technologies and flexible furniture that can be rapidly reconfigured for traditional lectures or breakout sessions of small teams of students. Buildings and outdoor spaces will be equipped with power outlets and wifi to support the use of mobile devices to teach and learn. Learning resources and tutoring space will be housed with instructional space and clustered with faculty offices to allow faculty to be visible to and easily accessed by students. Learning will be put on display near entrances and lobbies where it will inform and inspire interdisciplinary collaboration among both students and faculty.

PROJECT LIST

NEW FACILITIES

/ Kinesiology, Dance, and Music Center
/ Seismic Replacement of the 1937 PE Building
/ Advanced Technology Center
/ San Gabriel East Wing
/ District Storage Facility
/ South Parking Structure
/ Secondary Effects

RENOVATION OF FACILITIES

/ Library Renovation
/ Sierra Madre Building Renovation
/ Auditorium Renovation
/ Verdugo Gym
/ Arroyo Seco
/ Camino Real

CAMPUS-WIDE PROJECTS

/ Campus-wide Accessibility Compliance Upgrades
/ Campus-wide Parking and Circulation Upgrades
/ Campus-wide Signage, Wayfinding, and Visual Display Upgrades
/ Campus-wide Security and Safety Upgrades
/ Campus-wide Energy Projects
/ Campus-wide Infrastructure Project
/ Campus-wide Building System Repairs and Replacement

ADDITIONAL RECOMMENDATIONS

/ Land Acquisition

2025 FACILITIES MASTER PLAN

- EXISTING FACILITIES
- EXISTING PARKING STRUCTURE
- UNDER CONSTRUCTION
- PROPOSED RENOVATIONS
- PROPOSED NEW CONSTRUCTION
- PROPOSED PARKING STRUCTURE
- PROPERTY LINE

BUILDING KEY

ATC	ADVANCED TECHNOLOGY CENTER
AD	DAVITT ADMINISTRATION
AS	ARROYO SECO
AT	ADVANCED TECHNOLOGY CENTER
AU	AUDITORIUM
BK	BOOKSTORE
CDC	CHILD DEVELOPMENT CENTER
CR	CAMINO REAL
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CS	CIMMARUSTI SCIENCE CENTER
D	DUPLICATING
G	ART GALLERY
HS	PARIKH HEALTH SCIENCES & TECHNOLOGY
LB	LIBRARY
LS	LIFE SKILLS
KDM	KINESIOLOGY/DANCE/MUSIC
M&O	MAINTENANCE & OPERATIONS
SB	SANTA BARBARA
SC	J.W. SMITH STUDENT CENTER
SG	SAN GABRIEL
SGE	SAN GABRIEL EAST
SM	SIERRA MADRE
SR	SAN RAFAEL
SV	SIERRA VISTA
ST	DISTRICT STORAGE FACILITY
VG	VERDUGO GYM

VERDUGO CAMPUS   1.39

GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS

KINESIOLOGY, DANCE, & MUSIC CENTER

The new Kinesiology, Dance, and Music Center (KDM) will house interdisciplinary classrooms, music labs, kinesiology and dance labs and studio space, and faculty offices. It will house learning resouces and instructional media space for the music library and multi-media resources to support performing arts and kinesiology instruction in a collaborative and cross-disciplinary environment. In addition, this facility will house assembly and exhibition space, meeting space, as well as storage space for equipment and fixtures to support College events.

Glendale College's strong programs in the performing arts are housed in aging and insufficiently sized facilities. The Dance Program is currently in the aged Sierra Nevada Gym. The Music Program is currently housed with the Theatre Arts Program in the Auditorium, which provides insufficient space for both programs and is challenged by inadequate acoustic separation. The new KDM Center will accommodate the current and projected need for dance and music instructional space, in modern facilities that are equipped to support current modes of instruction.

The KDM Center, being adjacent to both the Verdugo Gym and the Auditorium, will be well located to support collaboration and sharing of resources by programs that are focused on human performance, such as productions that integrate dance, music, and theatre arts. The center will include outdoor spaces that support instructional activities. The Performance Plaza will be equipped for outdoor performances, as well as college-wide events. It builds on Plaza Vaquero to accommodate the growing student population with places for gathering, study, and activities. The Green will be developed to support kinesiology and fitness with space for active recreation. The KDM Center will help to address pedestrian accessibility with an upper entry plaza and elevators that provide an accessible path of travel between buildings along Chaparro Drive, including the new SV building and the South Parking Structure, and buildings along El Camino Real.
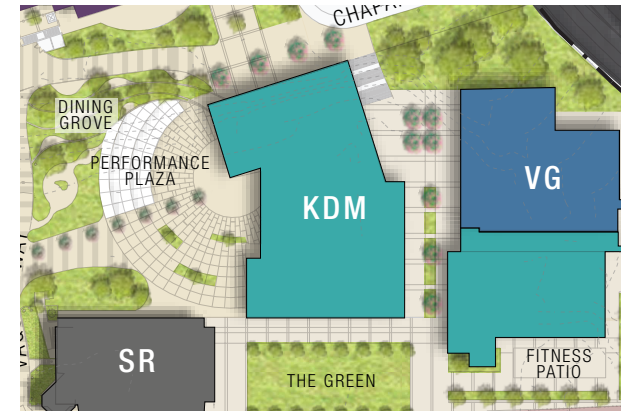
VIGNETTE PLAN
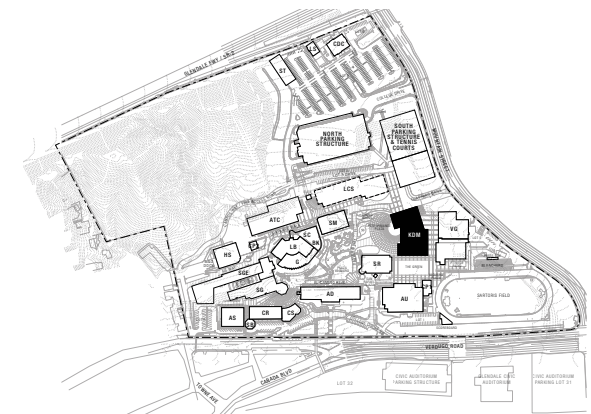
KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

SEISMIC REPLACEMENT OF THE 1937 P.E. BUILDING

The Seismic Replacement of the 1937 Physical Education Building replaces the oldest portion of the Verdugo Gymnasium (VG) complex and modernizes the main gymnasium space. The portion built in 1937 does not meet current structural building code requirements and cannot be feasibly upgraded. Once removed, it will be replaced with new shower/lockers and related physical education facilities for both genders, including a new regulation-sized auxiliary gym.

The project provides modern space needed to support the physical education and athletic programs and address Title IX compliance by providing equal facilities for both genders. It provides the facilities needed to support Adapted Physical Education classes and activities and provides elevator access between floors, which is currently lacking. It will modernize and replace aged and poorly functioning building systems, including plumbing, drainage, heating, and ventilation.

Being located immediately adjacent to the KDM Center, the updated Verdugo Gym will provide lockers, showers, and other facilities to support the dance and kinesiology instruction. This project includes outdoor upgrades that will provide accessible paths of travel to Sartoris Field as well as public restrooms to serve spectators at the field. It provides a shaded outdoor space for fitness training, including yoga and outdoor disabled exercise training.

VIGNETTE PLAN

KEY PLAN

LOWER FLOOR PLAN

MAIN FLOOR PLAN

FLOOR PLANS FROM FINAL PROJECT PROPOSAL (FPP) FOR THE SEISMIC REPLACEMENT 1937 P.E. BUILDING

Lower Floor Plan labels:

EXISTING CONSTRUCTION IN BASEMENT

NEW SEISMIC REPLACEMENT CONSTRUCTION

NEW EXIT BALCONY OVERHEAD

EXISTING RAMP & TUNNEL DOWN TO FIELD

20'-0" 20'-0" 20'-0" 20'-0" 10'-0"

COVERED WALKWAY

OPEN TRELLIS

UP

EXISTING HVAC FAN ROOM 735 SF

WEIGHT TRAINER 87 ASF

FIRST AID TRAINER 99 ASF

EXISTING STAIR FILLED-IN

WEIGHT TRAINING 1,835 ASF

FIRST AID/ PHYSICAL THERAPY 1,034 ASF

FIRST AID MEDICAL 113 ASF

ALARM EXIT

ALARM EXIT

SERVICE/EXIT CORRIDOR

COVERED WALKWAY

OPEN TRELLIS

OUTDOOR ADAPTIVE PHYSICAL EDUCATION & FITNESS/ WELLNESS STUDIO

EXISTING PARTITIONS REMOVED

PE EQUIPMENT STORAGE 536 ASF

WOMEN'S LOCKER TOILETS 198 ASF

LAUNDRY/ TOWEL STORAGE 584 ASF

504 ASF

WOMEN'S FIELD & STADIUM TOILETS

EXISTING PARTITION REMOVED

WOMEN'S SHOWER & DRYING 497 ASF

WOMEN'S LOCKER ROOM - 210 FULL HT. LOCKERS 1,336 ASF

TOWEL/ UNIFORM ISSUE 148 ASF

LOCKER ROOM ENTRY FOYER

OPEN TRELLIS

MEN'S LOCKER TOILETS 198 ASF

CHAIN LINC FENCE/GATE

MEN'S LOCKER ROOM - B - 121 FULL HT. LOCKERS 1,043 ASF

PE SUPPLIES 218 ASF

MEN'S FIELD & STADIUM TOILETS 478 ASF

ELEVATOR FOYER

EXISTING PARTITION REMOVED

MEN'S SHOWER & DRYING 497 ASF

MEN'S LOCKER ROOM - A - 100 FULL HT. LOCKERS 1,132 ASF

ADAPTIVE P.E. FITNESS ROOM 1,071 ASF

ALARM EXIT

ELECTRICAL ROOM 348 ASF

RAMP UP

RAMP UP

RAMP UP

OPEN AREAWAY FOR EXITING

RETAINING WALL & GUARD RAIL

RAMP UP

RAMP UP

EXISTING CONSTRUCTION REMODELED

RETAINING WALL & GUARD RAIL

NEW SEISMIC REPLACEMENT CONSTRUCTION

RAMP UP

10'-0" 29'-6" 29'-6" 29'-6" 29'-6" 29'-6"

Main Floor Plan labels:

EXIT ONTO EXISTING DRIVEWAY

NEW EXIT BALCONY

NEW EXIT BALCONY 1,292 SF

12'-0"

TICKETS

STORAGE

GROUP FITNESS

GROUP CYCLING

FITNESS CENTER

FITNESS CENTER

MAIN GYMNASIUM

50'-0"

NEW AUXILIARY GYMNASIUM 9,400 ASF

94'-0"

TRELLIS BELOW

NEW EXIT BALCONY 1,324 SF

12'-0"

TRELLIS BELOW

ELEV EQUIP

STORAGE

STOR.

STOR.

EXISTING PARTITIONS REMOVED

ELEVATOR FOYER

DUCT SHAFT

ELEVATOR TOWER STRUCTURE 680 SF X 3 LEVELS = 2,040 GSF

MEN'S LOCKER ROOM ALREADY MODERNIZED

WOMEN'S LOCKER ROOM ALREADY MODERNIZED

WOMEN'S TOILET ALREADY MODERNIZED

JAN.

OFFICE

MODERNIZED OUTSIDE SERVICE

MODERNIZED LOBBY & TOILETS 1,474 ASF

UNISEX MODERNIZED TOILETS

CORRIDOR

JAN.

TICKETS

RECEPTION/ WAITING

WORK ROOM 60 ASF

REPLACEMENT PE OFFICES

OFFICE #1 OFFICE #2 OFFICE #3

PE DIVISION CHAIR OFFICE 108 ASF

OFFICE #9 60 ASF

OFFICE #8 60 ASF

OFFICE #7 60 ASF

OFFICE #6 60 ASF

OFFICE #5 60 ASF

OFFICE #4

ATHLETIC DIRECTOR OFFICE 102 ASF

DUCT SHAFT

MODERNIZED COVERED CANOPY

RAMP UP

RAMP UP

EXISTING CONSTRUCTION REMODELED

NEW SEISMIC REPLACEMENT CONSTRUCTION

RAMP UP

RAMP UP

OVERHANGS (typ)

RAMP UP

ADVANCED TECHNOLOGY CENTER

The Advanced Technology Center (ATC) will provide much needed space for current and future programs in advanced technologies and the visual arts. Glendale College is a leading regional provider of instruction in advanced manufacturing and other technologies that support workforce development. These programs are currently housed in aging and inadequately sized and equipped facilities. The College's plans to grow these programs will be supported by state-of-the-art teaching environments in the ATC, in flexible spaces that will be readily adaptable to meet the rapidly evolving instructional needs for emerging technologies.

This new facility will house interdisciplinary classrooms and labs and faculty offices for the Architecture; Electronics, Engineering, and Robotics; Drafting Technology; Metallurgy, Computer Assisted Manufacturing, Machine Technology, and Welding; and the Visual Arts programs. It will house library and instructional media space envisioned to be a cross-disciplinary and collaboration-oriented learning resource center focusing on the sciences, technology, engineering, and the arts. Exhibition space will be provided near public spaces to display and promote interest in these programs.

To be built on the site of the existing Aviation Arts and AA Annex, the ATC will be well-located near the center of campus activity and near related science and math instructional facilities with high visability from the new student plaza off the SV building. Site improvements for this facility include upper floor level and lower floor level entry plazas and a service entrance/loading zone with access from Campus Way. The ATC will help to address pedestrian accessibility with stairs and elevators or escalators connecting the upper and mid-levels of the campus.

VIGNETTE PLAN

KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

SAN GABRIEL EAST WING

The multi-story San Gabriel East Wing (SGE) will provide space needed to support Glendale College's plans to meet the demand for instruction in the sciences, media and communications, and other disciplines that require specialized, state-of-the-art instructional lab space. It replaces outdated biological and physical sciences labs and provides additional space to address planned growth. The new labs will be designed to comply with current operational safety standards, including those of the American Chemical Society, the highest authority for collegiate chemistry labs. The SGE will house interdisciplinary classrooms and faculty offices, as well as library and instructional media space housing learning resources. Exhibition space will be provided near public spaces to display and promote interest in the SGE's instructional programs.

To be built on the site of the existing Advanced Technology building and adjacent to the San Gabriel Building, the Health Science Building, and the Advanced Technology Center, the SGE is well-located to support collaboration and sharing of resources by the sciences, communication and media arts, and advanced technology programs. This project includes a shaded Academic Courtyard between the SGE and the SG to support outdoor instruction and collaboration. It will support accessibility by providing a passenger loading zone for the Access Bus and campus ADA trams. It upgrades HS Way to a pedestrian-friendly path that is also a route for service and emergency vehicles. The ATC will help to promote pedestrian accessibility by providing entrances at upper and lower ground floor levels and access to elevators.
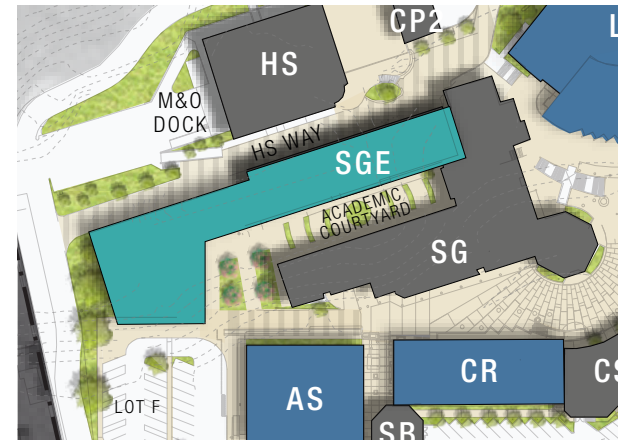
VIGNETTE PLAN
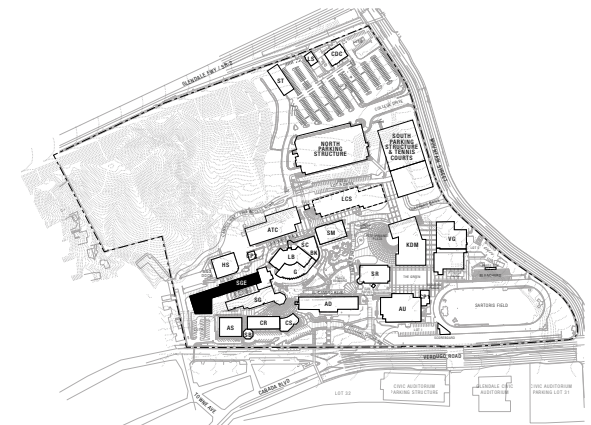
KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

RECOMMENDATIONS
DISTRICT STORAGE FACILITY

The District Storage Facility will provide space for district-wide long-term document, furniture, and equipment storage, as well as equipment and apparatus storage space for the Fire Academy. Along with storage space planned for the KDM Center, it will replace the temporary storage containers found currently in many parts of the campus. The District Storage Facility will be located in a portion of Parking Lot B with direct vehicular access to College Drive.

VIGNETTE PLAN
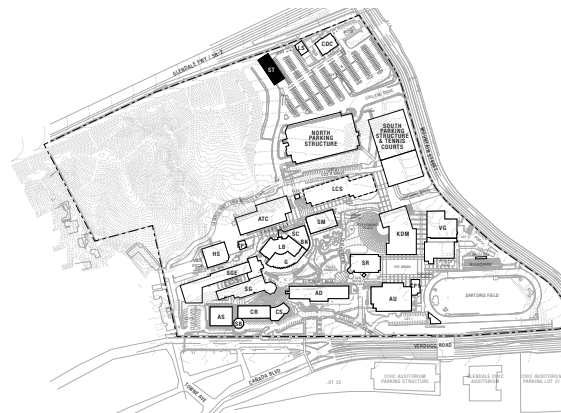
KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

SOUTH PARKING STRUCTURE

The South Parking Structure will provide approximately 175 stalls per level and a minimum of three and a half parking levels for about 650 parking stalls. To be built on the site of the existing tennis facility, the parking structure will replace the tennis facility with six new courts on the upper decks. Vehicle entrances will be provided from Chaparro Drive and Lot A Drive. Due to the configuration of Mountain Avenue, access via Chaparro Drive must be limited to staff, accessible parking permit holders, and possibly special event parking with traffic direction. Student vehicle access would be accommodated via Lot A Drive. A traffic study is recommended to explore the opportunity for vehicular access at College Drive – and a potential connection to the North Parking Structure. College Drive is better designed to accommodate the volume of traffic that would support student use of the South Parking Structure and a direct access to the structure would reduce the need for cars to circulate on campus.
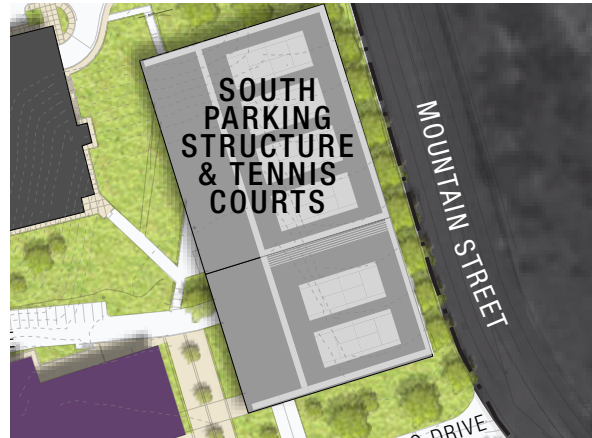
VIGNETTE PLAN
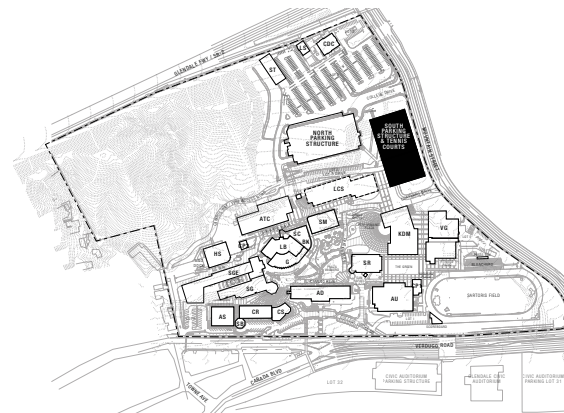
KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

SCIENCE SECONDARY EFFECTS

The construction of the San Gabriel East Wing will move the physical science labs and other functions and vacate space in existing buildings. The Secondary Effects project would repurpose the vacated space to serve other needs and rezone science and math instructional and office space in the Arroyo Seco and Camino Real buildings to more efficiently organize functions and shared resources. In the Arroyo Seco building, second floor space that currently houses outdated physical sciences labs will be repurposed to provide new classrooms.

Building-wide repairs and upgrades will be made to aged, worn, and inefficient components in the Arroyo Seco building. Specific repairs and upgrades will be made to the Camino Real building. The Secondary Effects project provides the opportunity to implement improvements with regard to campus-wide objectives for accessibility, sustainability, energy efficiency, signage and wayfinding, and safety and security.

VIGNETTE PLAN
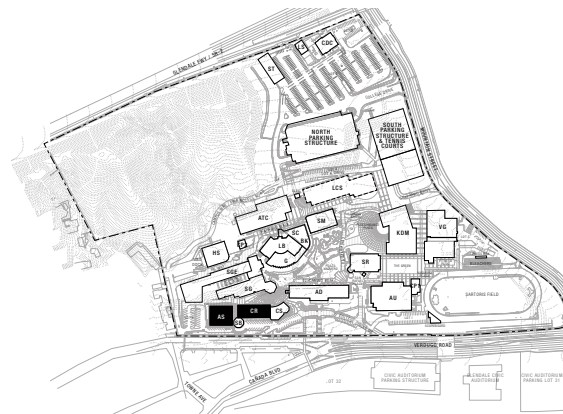
KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

LIBRARY RENOVATION

The Library will be updated and refreshed to be a welcoming, 21st century learning resources and media center. The Library will be renovated to make facilities and services more transparent and available to students. Library functions will be reorganized and outdated spaces will be repurposed to provide needed functions. The interior environment will be updated to better support collaborative studying and learning, with an eye toward improving flexibility, user comfort, and aesthetics. The amount of space devoted to housing physical books and individual study carrels will be reassessed.

Among its many objectives, the project will update equipment and technology, improve acoustic performance, and replace signage. The renovation will be designed to meet many of the green building standards that are referenced by the LEED rating systems, including the use of environmentally preferable furnishings and finishes, as well as Energy Star equipment.
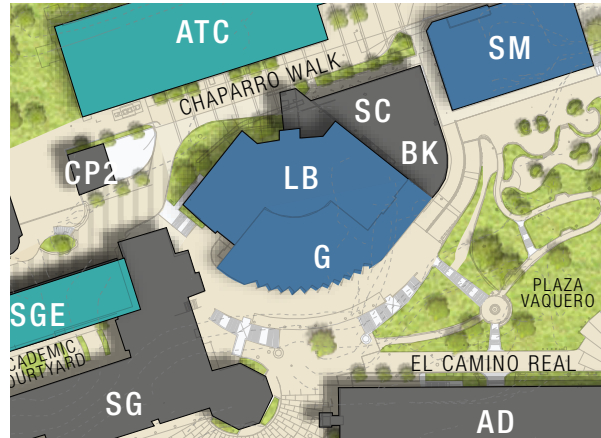
VIGNETTE PLAN
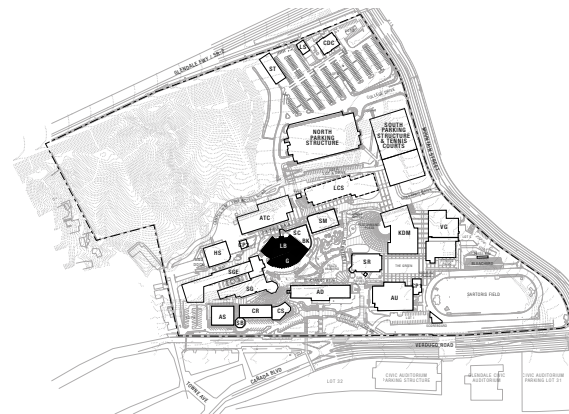
KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

AUDITORIUM RENOVATION

The Auditorium Renovation will provide space to meet the current needs and the future growth of the Theatre Arts program. Glendale College's highly regarded Theatre Arts program teaches acting and technical theatre, as well as courses in playwrighting. The Auditorium has been serving Glendale College since 1947 and is well-loved as one of GCCD's heritage buildings.

New instructional labs will be provided by repurposing space vacated by the relocation of music labs to the KDM Center. Performance, audience, and backstage spaces will be upgraded for functionality and accessibility. The orchestra pit lift will be restored to functionality. Audience seating and stage draperies will be replaced. Theatre lighting and equipment will be replaced and enhanced. Acoustic performance and attenuation between spaces will be improved. A much needed expansion of the lobby will be designed in keeping with the Auditorium's historic architectural style. These improvements will benefit all of GCCD's performing arts programs and enhance the auditorium's many uses as the campus' largest assembly hall.

The renovation will include building-wide repairs and replacement of aged finishes and equipment. It will be designed to meet many of the green building standards that are referenced by the LEED rating systems, including the commissioning of energy-using equipment and the use of environmentally preferable finishes and furniture.

VIGNETTE PLAN

KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

SIERRA MADRE BUILDING RENOVATION

The Sierra Madre building will be renovated to improve the delivery of services that enhance students' experience of campus life. The vacated Human Resources office space will be repurposed to address the need for a student and visitor welcome and information center. A study is recommended to explore options for the delivery of food services and to guide the renovation of support facilities. The renovation will provide additional indoor and outdoor dining space. The design of outdoor dining areas will address the need for shade.

VIGNETTE PLAN

KEY PLAN

INSPIRATIONAL CONCEPT IMAGES

RECOMMENDATIONS
LAND ACQUISITION

GLENDALE FWY

CALIFORNIA 2

GLENDALE COLLEGE
VERDUGO CAMPUS

E. MOUNTAIN ST.

AREAS OF CONSIDERATION

N. VERDUGO RD

TOWNE ST.

RETAIL CENTER

LOT 32

CIVIC AUDITORIUM PARKING STRUCTURE

GLENDALE CIVIC AUDITORIUM

LOT 31

ST. GREGORY ARMENIAN CATHOLIC CHURCH

LOT 30

VERDUGO WASH

GLENDALE CIVIC AUDITORIUM

CIVIC AUDITORIUM PARKING STRUCTURE

LAND ACQUISITION

GCCD is considering the acquisition of the Glendale Civic Auditorium and city-owned parking lots that are situated directly across N. Verdugo Road from the campus. These facilities and sites are owned by the City of Glendale and their locations are illustrated on the accompanying graphic. This option to expand the Verdugo Campus would secure the use of parking facilities that are currently leased by GCCD.

The Civic Auditorium building is being studied for its potential to be converted into an instructional facility, with regard to the feasibility of making structural, fire/life safety, and accessibility upgrades to meet the certification requirements of the Field Act. The feasibility of adapting the Civic Auditorium to house the Music program is under consideration. Other considerations include the potential to move the Child Development Center to this site, which would be easily accessed by the community and would address concerns about the adjacency of the existing facility to the SR-2 Glendale Freeway. The development of this site would be planned in coordination with the future Armenian community cultural center should plans for that facility be realized.

CAMPUS-WIDE PARKING & CIRCULATION UPGRADES

Recommendations for the Facilities Master Plan include upgrading parking and circulation to improve intuitive universal access to all levels of the campus, separate vehicular circulation from pedestrian circulation, and create safe and inviting pathways that connect the entire campus, including parking areas, integrating nodes of gathering spaces along the walkways. Parking areas will be consolidated and improved. Project details for pedestrian circulation and parking should address issues outlined in an Accessibility Compliance Study completed by a Certified Access Specialist (CASp) and consider safety and security with good sightlines for easy open observation. Recommendations include:

/　Improve Parking Lot F to accommodate additional accessible parking, public van transportation drop off, and designated transport cart service pick up area.

/　Study and improve drop off zone on Verdugo Road.

/　Upgrade pedestrian circulation paths throughout campus eliminating crossover with vehicular traffic and parking. Create intuitive access to all areas of campus.

Paving for circulation pathways should be similar throughout campus for consistency and integrated with sustainable and drought-tolerant landscaping. There should be a strong north – south main open walkway with seating and gathering spaces adjacent to the pathway.

/　Consolidate parking to areas on the edges of the campus with direct access from perimeter roads to avoid vehicular circulation in pedestrian walkways.

/　Improve the entrance to Campus Drive and Parking Lot F with better visibility from Verdugo Road and widened entrance.

/　Study College Circle Drive for safer pedestrian crossing. Consider eliminating the 11 parking spaces directly in front of the Administration building for safer visibility and enhanced view of the Administration building. Provide a gate to prevent cars entering Circle Drive from the north.

/　Evaluate vertical stair climbs and break stairs into shorter continuous runs. Coordinate upgraded vertical pathways with new buildings so vertical circulation can be integrated with elevators in new buildings.

/　Develop a clear and easily traveled pedestrian connection from the lower campus to the parking structure and lot between the Student Center and the Sierra Madre buildings opening onto a gathering plaza between the Sierra Vista building and the new Advanced Technology Center. Coordinate circulation up to the higher level of the campus with potential exterior escalator adjacent to the new ATC building.

/　Consider deploying a parking lot/garage occupancy monitoring system to monitor available parking space in the North Parking Garage and upper parking lots and sending information to a web-accessible database for view on line. Include information on a digital screen on the Glendale Freeway just before the Mountain Road Exit. This system could also be installed in the parking lots across Verdugo Road.

/　Work with the city to improve the pedestrian bridge to the city parking lots and public transportation on the north side of Verdugo Road. Consider installation of an elevator and tower for vertical circulation.

RECOMMENDED VEHICULAR CIRCULATION

VERDUGO CAMPUS   1.57

CAMPUS-WIDE ACCESSIBILITY COMPLIANCE UPGRADES

It is recommended that the District conduct a detailed Accessibility Compliance Study by a Certified Access Specialist (CASp) to provide the College with a comprehensive outline of upgrades needed to meet current accessibility regulations. While all items identified may not be able to be addressed immediately, the study can note the most important issues to address in the near future and plan for phased implementation. Upgrades would address both exterior campus path of travel and parking needs as well building upgrades. Types of projects could include:

/ Upgrade non-accessible restrooms for accessibility.
/ Upgrade all door hardware for accessibility compliance.
/ Upgrade all instructional space doors to meet width compliance.
/ Upgrade drinking fountains. Consider installing units with bottle refill stations.
/ Upgrade casework, sinks, and built-in stations if required for compliance.
/ Provide universal compliance entries to buildings.
/ Provide access to all public areas of a building including raised platforms and stage.
/ Add additional accessible parking on the campus.
/ Provide compliant paths of travel to buildings throughout the campus.
/ Add a stop to the bridge elevator tower to serve an upper plaza adjacent to the planned Advanced Technology Center.

RECOMMENDED PEDESTRIAN CIRCULATION

FACILITIES
UNDER CONSTRUCTION
CAMPUS ENTRY
PASSENGER LOADING ZONE
EXISTING STUDENT GATHERING AREAS
PROPOSED STUDENT GATHERING AREAS
EXISTING PEDESTRIAN-FRIENDLY PATHS
PROPOSED PEDESTRIAN-FRIENDLY PATHS
ACCESSIBLE PATH OF TRAVEL
POTENTIAL SCULPTURE GARDEN
VERTICAL STAIRS
BICYCLE PARKING
CROSSWALKS
BUS STOPS
TRAFFIC SIGNALS
STOP SIGNS
PROPERTY LINE

BUILDING KEY

ATC ADVANCED TECHNOLOGY CENTER
AD DAVITT ADMINISTRATION
AS ARROYO SECO
AT ADVANCED TECHNOLOGY CENTER
AU AUDITORIUM
BK BOOKSTORE
CDC CHILD DEVELOPMENT CENTER
CR CAMINO REAL
CP1 CENTRAL PLANT 1
CP2 CENTRAL PLANT 2
CS CIMMARUSTI SCIENCE CENTER
D DUPLICATING
G ART GALLERY
HS PARIKH HEALTH SCIENCES & TECHNOLOGY
LB LIBRARY
LS LIFE SKILLS
KDM KINESIOLOGY/DANCE/MUSIC
M&O MAINTENANCE & OPERATIONS
SB SANTA BARBARA
SC J.W. SMITH STUDENT CENTER
SG SAN GABRIEL
SGE SAN GABRIEL EAST
SM SIERRA MADRE
SR SAN RAFAEL
SV SIERRA VISTA
ST DISTRICT STORAGE FACILITY
VG VERDUGO GYM

GLENDALE FWY / SR-2

LOT D
LS
CDC
ST
LOT B
COLLEGE DRIVE
MOUNTAIN STREET

NORTH PARKING STRUCTURE

SOUTH PARKING STRUCTURE & TENNIS COURTS

CAMPUS WAY / FIRE ACCESS ROAD
LOT A
LOT A DRIVE
ELEV
SV
CHAPARRO DRIVE

ATC
CHAPARRO WALK
SM
DINING GROVE
PERFORMANCE PLAZA
KDM
VG
LOT E

CP2
SC
BK
VAQUERO WAY
THE GREEN
FITNESS PATIO
PRESS BOX

HS
LB
G
PLAZA VAQUERO
SR
VAQUERO PLAZA
BLEACHERS

M&O DOCK
HS WAY
EL CAMINO REAL
SAN RAFAEL PLAZA
CP1
SARTORIS FIELD

SGE
ACADEMIC COURTYARD
AD
AU
LOT I

SG
LOT F
AS
SB
CR
CS
COLLEGE CIRCLE DR
SCOREBOARD

VERDUGO ROAD

LOT 32

TOWNE AVE
CAÑADA BLVD

CIVIC AUDITORIUM PARKING STRUCTURE
GLENDALE CIVIC AUDITORIUM
CIVIC AUDITORIUM PARKING LOT 31

0 FT   280FT   560FT

VERDUGO CAMPUS 1.59
GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS

CAMPUS-WIDE SIGNAGE, WAYFINDING, & VISUAL DISPLAY UPGRADES

Upgrades to campus signage, including room and directional signage and also visual displays and art, are recommended. This project group should be coordinated and implemented with the circulation upgrades and will support improved circulation throughout the campus. A coordinated College branding and holistic Graphic Identity Plan are recommended to guide the design and implementation of campus signage upgrades. The upgrades should be coordinated with the recommendations in an Accessibility Compliance Study to ensure signage code compliance throughout the campus. In addition to signage and wayfinding, opportunities for a variety of display media should be included throughout the campus to showcase students and student work, college partnerships, and special programs such as the Baja Program. Displays could include digital media such as animations, videos, and performances on monitors or via projectors, gallery space for professionally displayed photography and art, interactive displays for information, and outdoor sculpture, interactive musical instruments, and performance spaces.

A plan of the campus should identify opportunities to include display and showcase art. Specific recommendations include:

/ Install College marquee signs at main entrances and acknowledge parking information.
/ Place easy-to- read campus directories and directional signage at key point throughout the campus and in buildings.
/ Include parking signage and parking information in all areas.
/ Add consistent building identification to all buildings.
/ Develop a campus plan identifying opportunities for creative display and showcasing a variety of art throughout the campus. Coordinate digital display with power and data requirements.

RECOMMENDED SIGNAGE & WAYFINDING

FACILITIES
UNDER CONSTRUCTION
● RECOMMENDED CAMPUS ENTRY SIGNAGE
● RECOMMENDED PARKING SIGNAGE
● RECOMMENDED CAMPUS DIRECTORY SIGNAGE
● POTENTIAL LOCATION FOR INTERACTIVE DISPLAY OR ART
PROPERTY LINE

GLENDALE FWY / SR-2

LOT D
LS
CDC
ST
LOT B
COLLEGE DRIVE

NORTH PARKING STRUCTURE

SOUTH PARKING STRUCTURE & TENNIS COURTS

MOUNTAIN STREET

LOT A
LOT A DRIVE
CAMPUS WAY / FIRE ACCESS ROAD
ELEV
SV
CHAPARRO DRIVE
CHAPARRO WALK
ATC
SM
DINING GROVE
KDM
VG
LOT E
SC
BK
PERFORMANCE PLAZA
VAQUERO WAY
PRESS BOX
CP2
LB
G
HS
M&O DOCK
HS WAY
SGE
ACADEMIC COURTYARD
SR
THE GREEN
FITNESS PATIO
BLEACHERS
PLAZA VAQUERO
VAQUERO PLAZA
SG
AD
SAN RAFAEL PLAZA
EL CAMINO REAL
AU
CP1
SARTORIS FIELD
LOT F
AS
CR
CS
SB
COLLEGE CIRCLE DR
LOT I
SCOREBOARD
VERDUGO ROAD
TOWNE AVE
CAÑADA BLVD
LOT 32
CIVIC AUDITORIUM PARKING STRUCTURE
GLENDALE CIVIC AUDITORIUM
CIVIC AUDITORIUM PARKING LOT 31

BUILDING KEY

ATC   ADVANCED TECHNOLOGY CENTER
AD   DAVITT ADMINISTRATION
AS   ARROYO SECO
AT   ADVANCED TECHNOLOGY CENTER
AU   AUDITORIUM
BK   BOOKSTORE
CDC   CHILD DEVELOPMENT CENTER
CR   CAMINO REAL
CP1   CENTRAL PLANT 1
CP2   CENTRAL PLANT 2
CS   CIMMARUSTI SCIENCE CENTER
D   DUPLICATING
G   ART GALLERY
HS   PARIKH HEALTH SCIENCES & TECHNOLOGY
LB   LIBRARY
LS   LIFE SKILLS
KDM   KINESIOLOGY/DANCE/MUSIC
M&O   MAINTENANCE & OPERATIONS
SB   SANTA BARBARA
SC   J.W. SMITH STUDENT CENTER
SG   SAN GABRIEL
SGE   SAN GABRIEL EAST
SM   SIERRA MADRE
SR   SAN RAFAEL
SV   SIERRA VISTA
ST   DISTRICT STORAGE FACILITY
VG   VERDUGO GYM

0 FT   280FT   560FT

CAMPUS-WIDE SECURITY & SAFETY UPGRADES

The District will take a proactive approach to the security and safety of the campus including designing outdoor and building space using CPTED (Crime Prevention through Environmental Design) design principals and best practices for creating secure environments. The District will augment this approach with electronic security and safety systems. Projects to upgrade building systems can be done as new buildings come on line and as existing structures are renovated or as specific security projects. The implementation of these upgrades should be coordinated with the campus police and a campus-wide safety and security plan. Projects include:

/ Expand the electronic access control system to control access to all buildings.
/ Install digital CCTV security cameras and monitoring system in parking areas and other key areas of the campus.
/ Expand the intrusion alarm system on campus to include all buildings and key spaces on campus.
/ Install a campus-wide emergency notification system through the fire alarm system and include exterior speakers to cover all areas of the campus.

CAMPUS-WIDE ENERGY PROJECTS

Following the completion of the Phase 1 Energy Upgrade Project, which improved the HVAC systems in the upper Verdugo Campus, the District will continue to conserve energy and increase its onsite power generation capacity through a series of projects.

Energy Upgrade Project – Phase 2

/ Improve building HVAC systems in the lower Verdugo Campus

Energy Upgrade Project – Phase 3

/ Expand the capacity of both existing Verdugo Campus central chiller plants and extend the campus-wide chilled water distribution loops. Adapt the HVAC systems of additional existing buildings to provide space cooling utilizing the campus-wide chilled water system.

Energy Upgrade Project – Future

/ Verdugo Campus Solar Power - Expand the campus-wide renewable solar power generation system by providing solar shade structures in Parking Lot B and solar panels on new construction where feasible.
/ Verdugo Campus Chilled Water - Interconnect the two campus chilled water distribution loops to allow for energy and operational efficiencies.
/ Building Water Efficiency – Campus-wide upgrades to install water-efficient plumbing fixtures in existing buildings.
/ Building Energy Efficiency – Campus-wide upgrades to and replacement of aged and inefficient HVAC, domestic hot water, and electrical equipment and distribution systems in existing buildings.

CAMPUS-WIDE INFRASTRUCTURE PROJECT

The District will continue on-going work to maintain and improve the site utilities infrastructure on its campuses, with the goals of improving service, reliability, and the efficient use of resources, as well as complying with regulatory requirements. Utilities infrastructure systems include storm drainage, sanitary sewer, domestic water, fire protection water, reclaimed irrigation water, natural gas, electrical, and communications.

/ Survey and assess campus-wide site utilities infrastructure systems, repair or replace aged and non-functional elements and institute upgrades that will support the needs of the 21st century learning environment. Include technology infrastructure on the campus to provide WiFi in all interior and exterior areas of the campus.

CAMPUS-WIDE BUILDING SYSTEM REPAIRS & REPLACEMENT

Existing buildings and site improvements will be maintained and with the goal of providing welcoming, comfortable, healthy and environmentally sustainable learning and working environments that support the optimal utilization of the District's physical resources. Survey and assess the district-wide facilities inventory to identify and prioritize the repair and replacement of aged and non-functional building elements.

ORDER OF IMPLEMENTATION

The 2015 GCCD Facilities Master Plan presents an overall picture of the future developed Verdugo Campus and includes recommendations for new facilities, the renovation of existing facilities, land acquisition, and campus-wide improvements. Implementation of the recommendations will take place over a number of years, will be based on available funding, and will require detailed implementation studies.

The projects for new facilities and the renovation of existing facilities are listed below in the intended order of implementation. The sequence may be altered in response to the timing of funding opportunities, as well as other future conditions. The renovations and campus-wide projects have been planned with the flexibility to be phased over time and/or combined with other facilities projects where this would limit disruption and reduce costs. Although land acquisition is the last project on the list, the feasibility of purchasing the Civic Auditorium must be determined as soon as possible as its status will impact the other projects. The order of implementation was developed based on the following principles:

/ Limit disruption to the campus and programs.
/ Follow the logical sequence of moves.
/ Expedite projects that allow others to follow.
/ Limit the number of temporary moves required.
/ Reduce the need for swing space as much as possible.

ORDER OF IMPLEMENTATION

1. Kinesiology, Dance, and Music Center
2. Seismic Replacement of the 1937 PE Building
3. District Storage Facility
4. Advanced Technology Center
5. San Gabriel East Wing
6. Secondary Effects Renovation
7. Library Renovation
8. Sierra Madre Building Renovation
9. Auditorium Renovation
10. South Parking Structure
11. Land Acquisition

TWO /
GARFIELD CAMPUS

ANALYSIS

The planning process began with the collection of facilities information. The Planning Team listened to the insights of multiple stakeholders regarding the condition and functionality of the existing facilities and sites and overlaid this with their own research and observations. The resulting analysis examines existing conditions that shape the use of the Glendale College campuses. It was presented to the Educational and Facilities Master Plan Joint Task Force, who validated its findings and helped to identify key issues.

The analysis and findings are presented with a series of graphic plates that illustrate patterns and characteristics to be considered in the planning of future development.

GARFIELD CAMPUS

/   Neighborhood Context
/   Existing Campus
/   Development History
/   Vehicular Circulation
/   Pedestrian Circulation
/   Facilities Conditions
/   Zoning
/   Space Utilization

NEIGHBORHOOD CONTEXT

The Garfield Campus is situated on a fairly level site in the broad Los Angeles River valley. Its dense, low-rise urban neighborhood consists of mixed land uses, including single- and multi-family residences, retail and office commercial buildings, churches, and schools. The surrounding streets are busy with vehicular and pedestrian traffic. The neighborhood is a long established one with many beautiful, mature trees along its streets. Gang activity challenged the security of the neighborhood in past years, but have been much less of a concern recently. However, the need to maintain safety, security, and crime prevention measures is an ongoing necessity.

OBSERVATIONS

/ Neighbor complaints are an ongoing issue. Due to the shortage of parking and outside gathering space, many students often park and walk through the neighborhood, resulting in complaints about smoking, trash, and unauthorized parking.

/ Awareness of the Garfield Campus by the community and potential students has been nurtured over time. Many students choose to enroll after hearing about it through word-of-mouth.

VIEW FROM TROPICO BUILDING

TREES ALONG NEIGHBORHOOD STREET

E. GARFIELD AVENUE & S. ADAMS STREET

RALEIGH ST.

S. CHEVY CHASE DR.

E. WINDSOR RD.

S. ADAMS ST.

CHEVY CHASE
SURGERY CENTER

CHEVY CHASE
BAPTIST CHURCH

E. GARFIELD AVE.

GARFIELD CAMPUS

RESIDENTIAL
NEIGHBORHOOD

MUIR
ELEMENTARY
SCHOOL

E. ACACIA AVE.

ROMULUS DR.

JEHOVAH'S
WITNESSES

E. CHEVY CHASE DR.

TYLER ST.

0 FT   400 FT   800 FT

EXISTING CAMPUS

The Garfield Campus consists of 1.4 acres and three permanent buildings that house 69,311 gross square feet of space and 43,090 square feet of assignable area. In addition to the buildings, the campus has been developed with parking, a central plaza, and a central cooling tower. A temporary kiosk has been constructed by the vendor who provides coffee and snacks at the main plaza.

CAMPUS PEDESTRIAN ENTRANCE

CAMPUS ENTRANCE & PLAZA

MARIPOSA BUILDING CLASSROOM

E GARFIELD AVE

COFFEE
KIOSK

MARIPOSA BLDG

TROPICO BLDG

BRIDGE

S ADAMS ST

PARENT
SUPPORT
CENTER

E ACACIA AVE

0 FT   64 FT   128 FT

GARFIELD CAMPUS   2.5
GLENDALE COMMUNITY COLLEGE DISTRICT 2015 FACILITIES MASTER PLAN / HMC ARCHITECTS
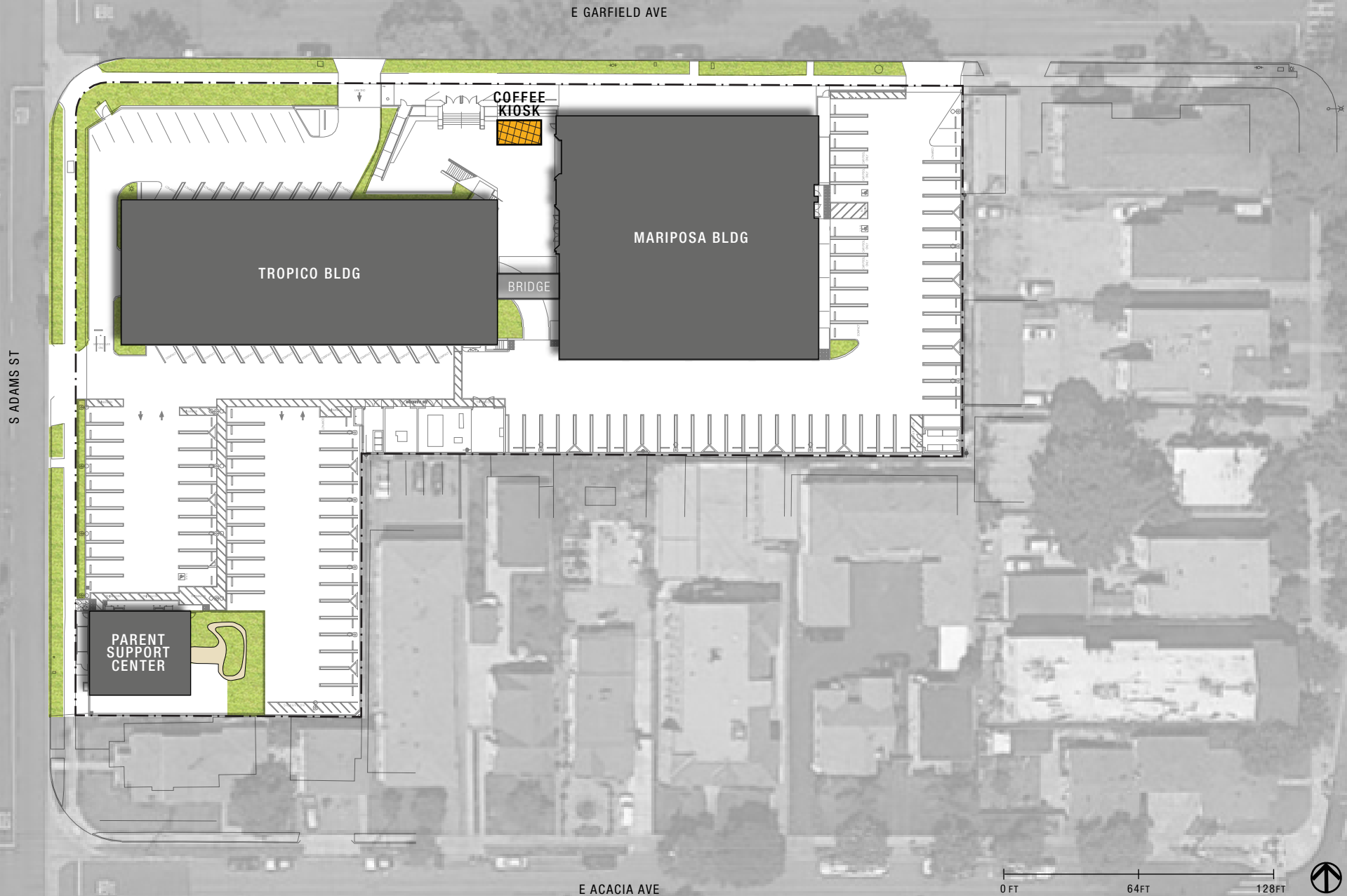
DEVELOPMENT HISTORY

The Garfield Campus opened its doors in 1990, housed in temporary facilities and rented space in the Chevy Chase Baptist Church. Over time, the temporary "bungalows" were replaced with permanent buildings. The Tropico Building opened in 1994, followed by the Parent Support Center in 2009, and the Mariposa Building in 2011.

ENTRY SIGNAGE

E GARFIELD AVE

S ADAMS ST

COFFEE
KIOSK

MARIPOSA BLDG
2011

TROPICO BLDG
1994

BRIDGE

PARENT
SUPPORT
CENTER
2009

E ACACIA AVE

0 FT   64 FT   128 FT
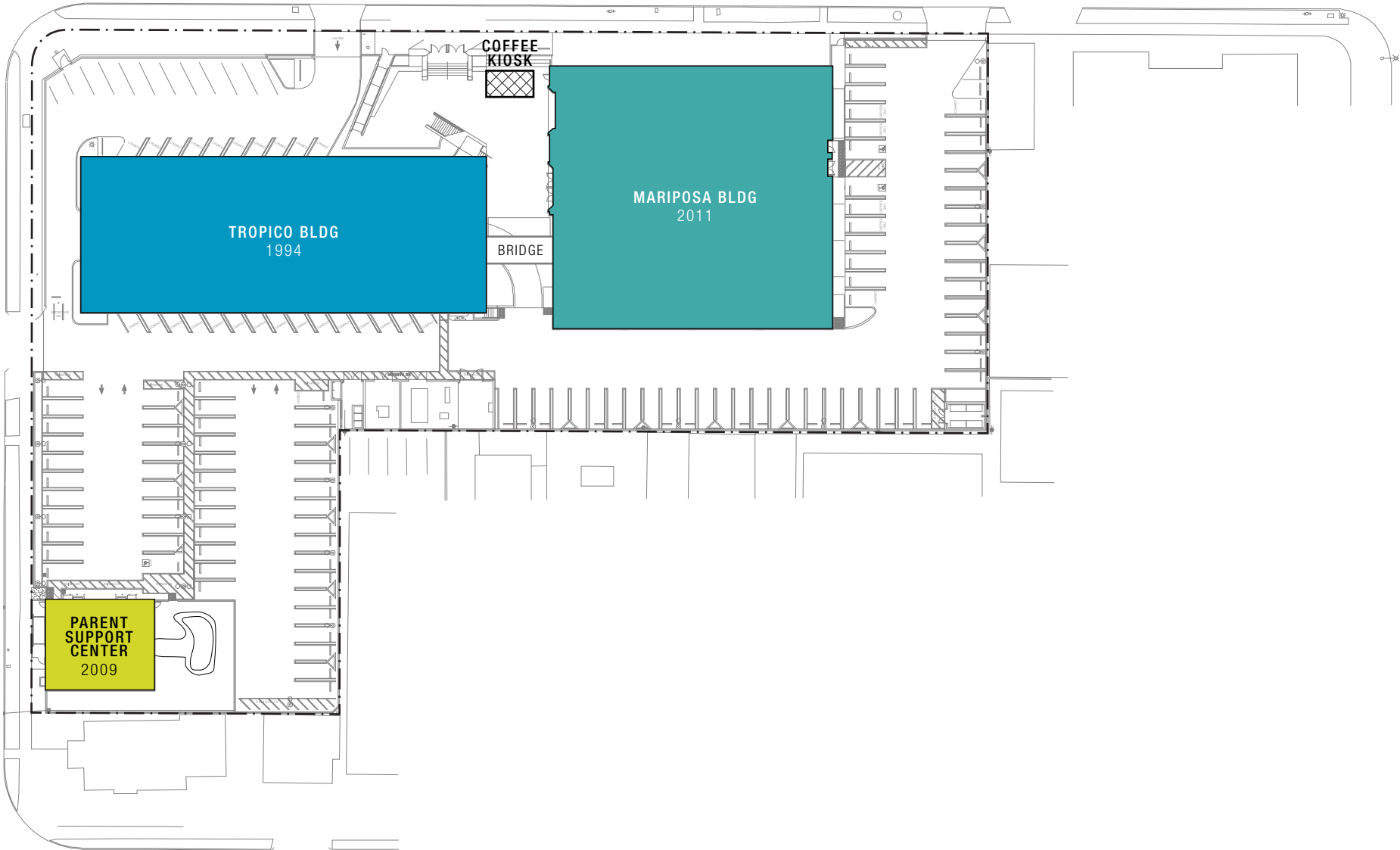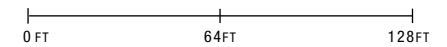
VEHICULAR CIRCULATION

The surrounding streets of the Garfield campus are busy and there is much traffic associated with Muir Elementary School. The Cty of Glendale Beeline Transit System serves the campus with stops on E. Chevy Chase Drive. The on-campus parking capacity of 179 stalls provides for a ratio of 1 stall for every 23 students, quite a bit less than the 1 to 5.1 ratio at the Verdugo Campus. Street parking on E. Garfield Avenue and other streets is an option for parking, but is subject to restrictions for street cleaning and 1-hour parking on several adjacent streets. The Garfield Campus recently conducted a transportation survey, which indicated that parking is a major concern for both students and staff.

OBSERVATIONS

/ Beeline bus service ends at 8:00 PM, well before classes end at 9:30 PM. Dialogue with the city to improve routing and scheduling to better serve students have not yielded results as yet.

/ Changing the street cleaning schedule to do both sides of E. Garfield Avenue on the same day (Friday) or in the afternoon would help make more parking available when it is needed and make it less complicated for students to keep track of street cleaning restrictions.

/ The blocks of non-credit classes all start around 8:00 AM and 6:00 PM leading to heavy traffic just prior to those times.

/ Students parking off-campus have a negative impact on the neighborhood. Many park illegally on adjacent commercial properties or block driveways. Trash left behind is also a source of complaints.

/ Many issues are due to the limitations of the site area. One-way traffic and dead ends complicate campus vehicular circulation. At times, passenger loading in front of the campus entry arch on E. Garfield Avenue backs up and blocks the adjacent "enter only" driveway. The campus vehicular entrance on E. Garfield Avenue is awkward and difficult to use. Drivers occasionally enter at the "exit only" driveway on S. Adams Street. The pillar under the bridge between the Tropico and Mariposa buildings is not easy for drivers to see around and obstructs their view of pedestrians.

TROPICO BUILDING

E. GARFIELD AVENUE AT CAMPUS ENTRANCE

ADJACENT COMMERCIAL PROPERTY

EXISTING VEHICULAR CIRCULATION

FACILITIES

BUILDING OVERHANG ABOVE

TEMPORARY FACILITIES

⬤ CAMPUS ENTRY

PASSENGER LOADING ZONE

Ⓟ PARKING AREA

PRIMARY VEHICULAR ROUTE

SECONDARY VEHICULAR ROUTE

🚲 BICYCLE PARKING

CROSSWALKS

TRAFFIC SIGNALS

STOP SIGNS

DEAD END PARKING LOT

PROPERTY LINE

E GARFIELD AVE

S ADAMS ST

COFFEE KIOSK

MARIPOSA BLDG

ELEVATORS

TROPICO BLDG

Ⓟ 11 SPACES

Ⓟ 53 SPACES

BRIDGE

ELEV

Ⓟ 29 SPACES

Ⓟ 36 SPACES

Ⓟ 21 SPACES

Ⓟ 29 SPACES

DEAD END

DEAD END

PARENT SUPPORT CENTER
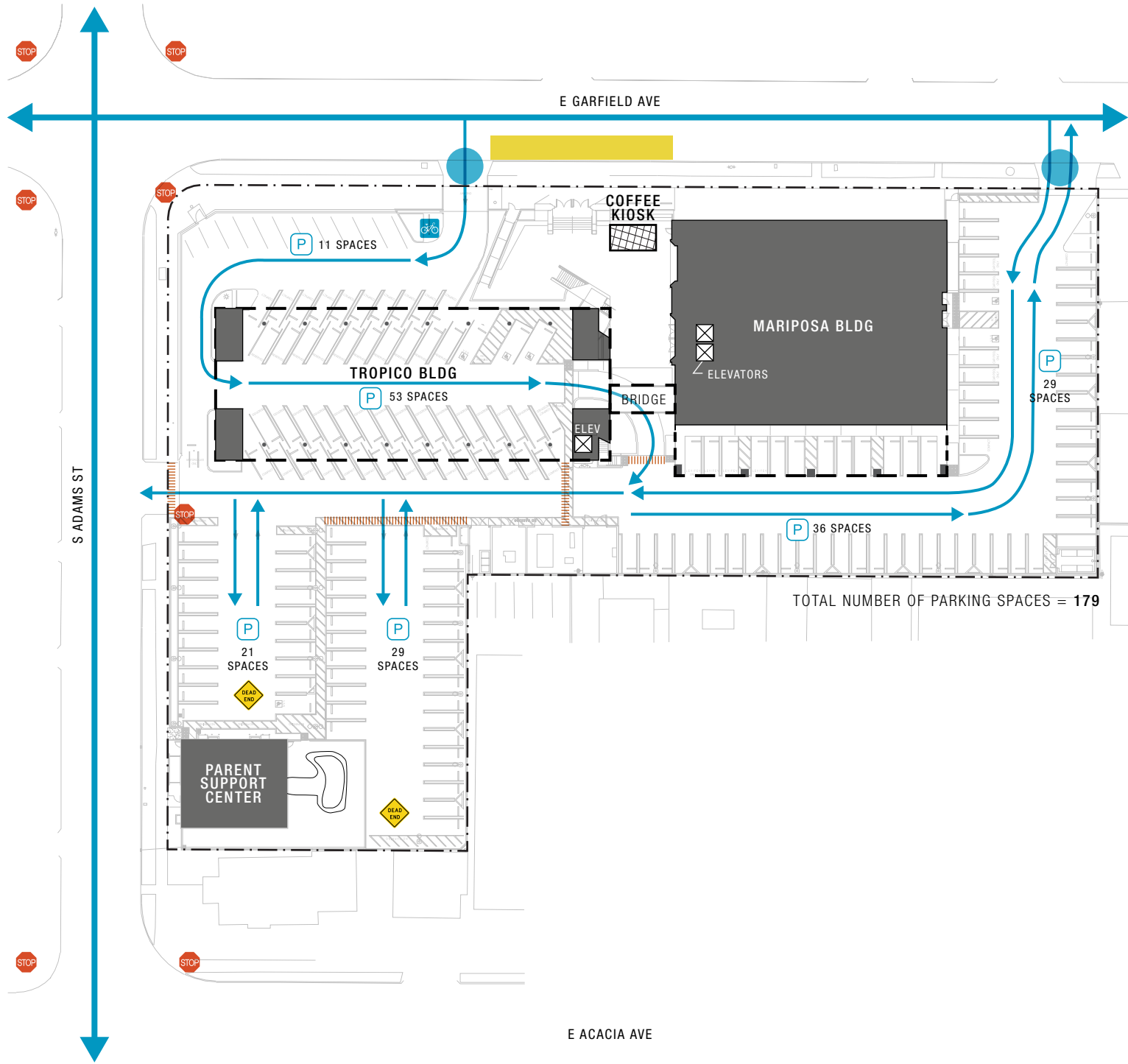
TOTAL NUMBER OF PARKING SPACES = **179**

E ACACIA AVE

0 FT   64 FT   128 FT
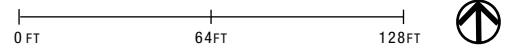
PEDESTRIAN CIRCULATION

Pedestrian traffic can be seen throughout the neighborhood, and many students walk to the Garfield Campus. The graceful campus entrance archway on E. Garfield Avenue provides a very visible landmark that welcomes those who walk and bike to the campus, as well as those who are dropped off by cars and buses. The archway opens directly onto the central plaza between the Tropico and Mariposa buildings, which is served by the coffee kiosk. The front doors of the Mariposa building open onto the plaza, as well as the sliding glass window wall of the community meeting room. The lower level of the Tropico building is one level above ground and can be reached by stairs and elevators. The exterior circulation balconies of the Tropico Building and the bridges to the Mariposa Building offer views to the surrounding community and mountains.

OBSERVATIONS

/ Most of the campus land area is used for driveways and parking. Student gathering areas are limited.
/ Students and staff hang out and enjoy the views from the exterior exit balconies of the Tropico building.
/ Much of the pedestrian paths, including the path to the Parent Support Center, cross vehicular routes.

PLAZA GATHERING AREA

DRIVEWAY FROM PARKING UNDER TROPICO BUILDING

E. GARFIELD AVENUE STREET FRONTAGE

EXISTING PEDESTRIAN CIRCULATION

FACILITIES

	BUILDING OVERHANG ABOVE
	TEMPORARY FACILITIES
●	CAMPUS ENTRY
	PASSENGER LOADING ZONE
	STUDENT GATHERING AREA
━━━	OFFICIAL PRIMARY PEDESTRIAN ROUTE
- - -	SECONDARY PEDESTRIAN ROUTE
⋯⋯	UNOFFICIAL PEDESTRIAN ROUTE
⋯⋯	ACCESSIBLE PATH OF TRAVEL
🚲	BICYCLE PARKING
‖‖‖	CROSSWALKS
STOP	STOP SIGNS
	PROPERTY LINE
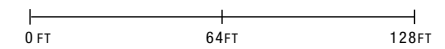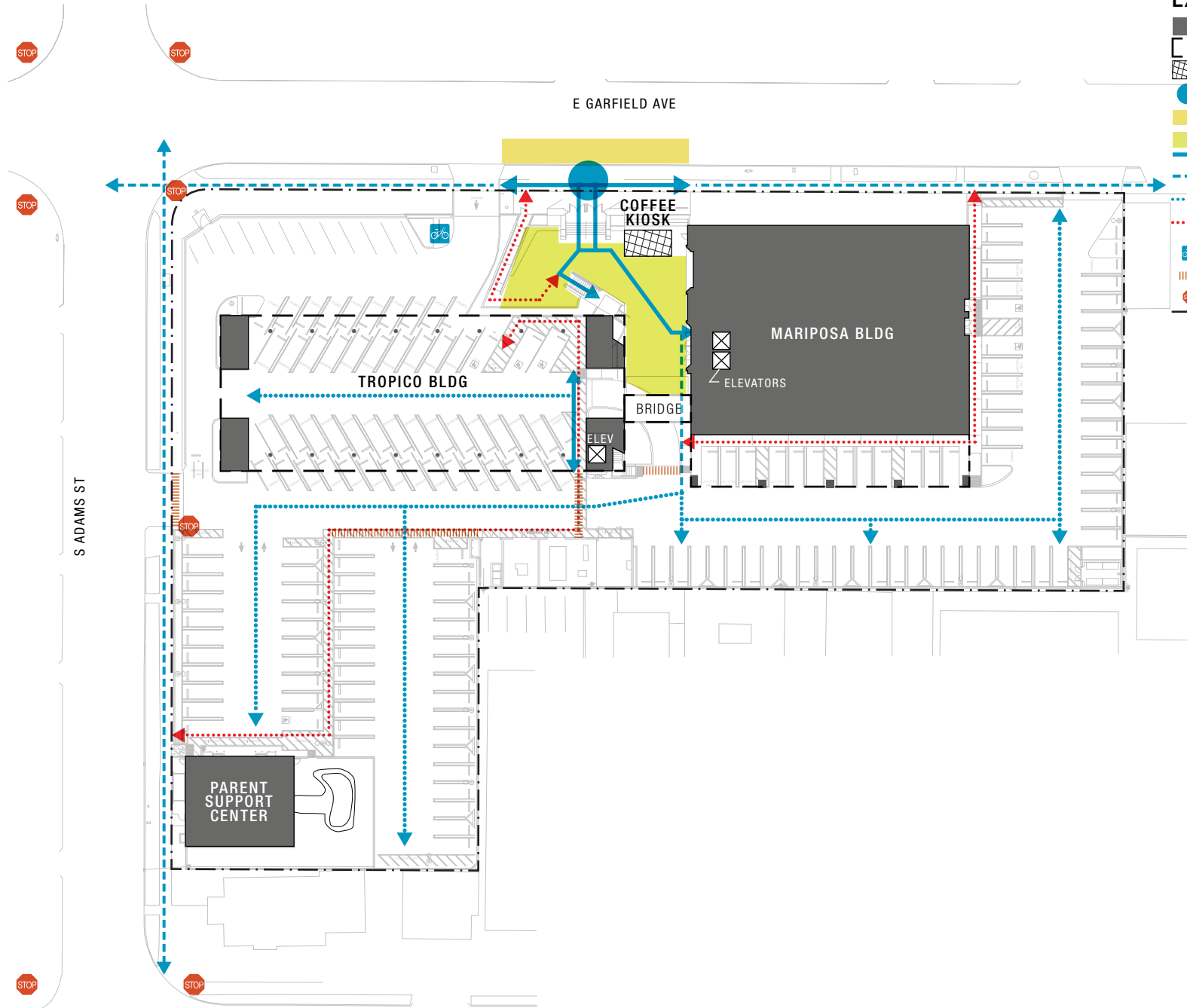
E GARFIELD AVE

S ADAMS ST

COFFEE KIOSK

MARIPOSA BLDG

ELEVATORS

TROPICO BLDG

BRIDGE

ELEV

PARENT SUPPORT CENTER

STOP

0 FT   64 FT   128 FT

FACILITIES CONDITIONS

Glendale College participates in the California Community Colleges Facility Condition Assessment Program, which assesses existing buildings to help districts plan for maintenance and repair work. The results of the November 2014 assessment are shown on the graphic on the opposing page. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility, expressed as a percentage. An FCI is shown for each facility. In addition, GCCD gathers information on scheduled maintenance needs, regulatory requirements, potential sustainability and energy efficiency upgrades, and repair issues. Based on interviews with college staff and third-party experts, as well as the FCI, each facility has been placed in one of three categories:

/   Good Condition
/   Fair Condition
/   Poor Condition

OBSERVATIONS

/   The Garfield Campus is well maintained and fairly new. Its buildings are all either in good or fair condition.

PEDESTRIAN & VEHICULAR ENTRANCES

CLASSROOM IN THE MARIPOSA BUILDING

CLASSROOM IN THE MARIPOSA BUILDING

FACILITIES CONDITIONS INDEX

E GARFIELD AVE

S ADAMS ST

COFFEE KIOSK

MARIPOSA BLDG
2011
(0%)

TROPICO BLDG
1994
(9.27%)

BRIDGE

PARENT SUPPORT CENTER
2009
(0%)

E ACACIA AVE

0 FT   64 FT   128 FT
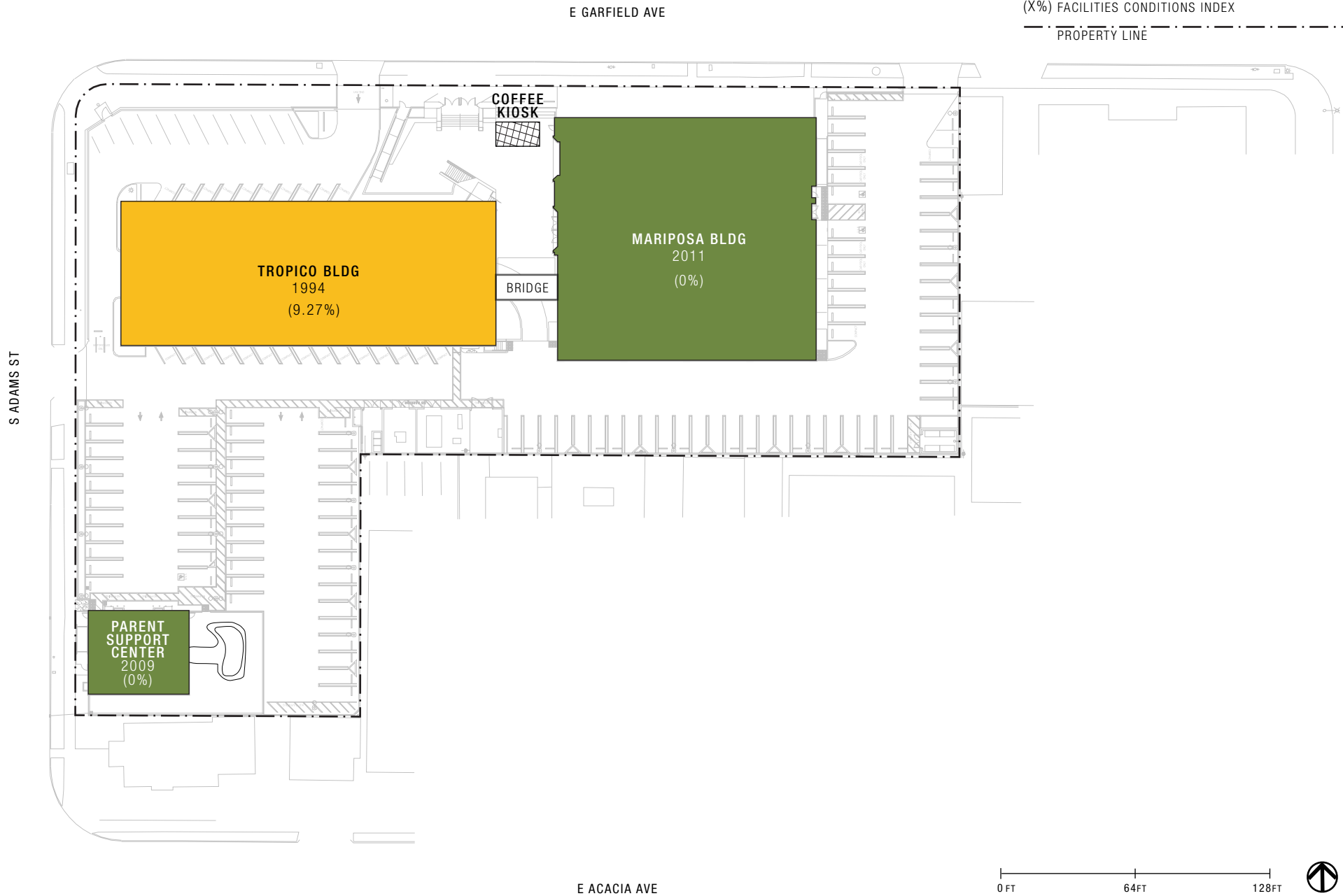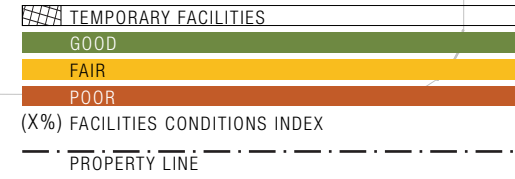
ZONING

Although limited in area for the scale of its operations, the Garfield Campus is organized logically with regard to the location of buildings, parking, and pedestrian space. The Tropico and Mariposa buildings are well connected on all levels and function as one complex. The Parent Support Center is set apart for separation from the general student population.
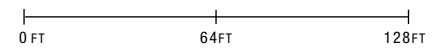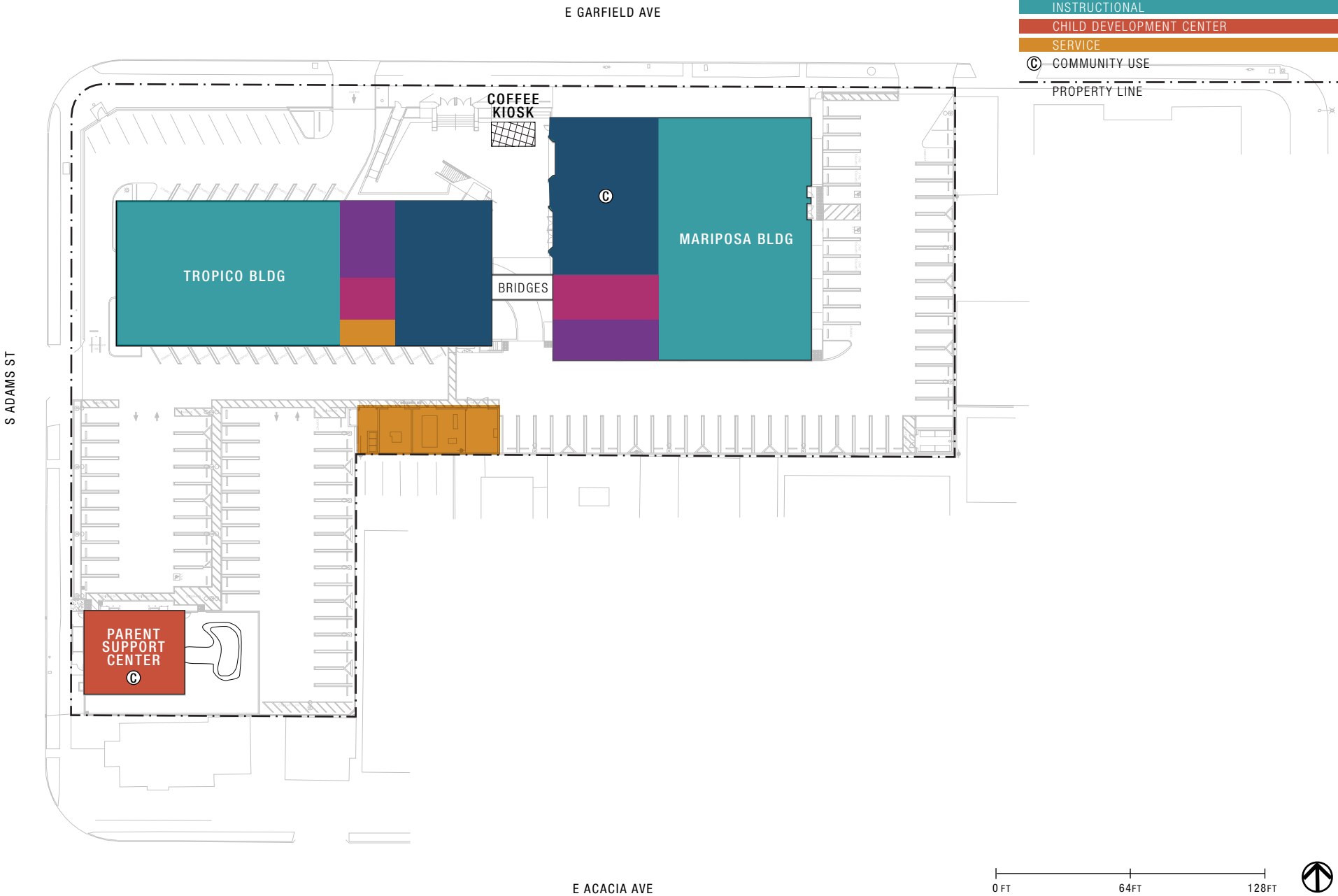
OBSERVATIONS

/ Student services, administrative offices, and library functions are distributed between both the Tropico and Mariposa buildings and where these functions are located on the second floor of the Tropico Building, they can take some effort for new students and visitors to find.

ADMINISTRATION OFFICES IN THE TROPICO BUILDING

PLAZA

LIBRARY STUDY AREA IN THE TROPICO BUILDING

CAMPUS ZONING

TEMPORARY FACILITIES
STUDENT SERVICES + ACTIVITIES
ADMINISTRATION
LIBRARY
INSTRUCTIONAL
CHILD DEVELOPMENT CENTER
SERVICE
Ⓒ COMMUNITY USE

E GARFIELD AVE

PROPERTY LINE

COFFEE KIOSK

S ADAMS ST

TROPICO BLDG

BRIDGES

Ⓒ

MARIPOSA BLDG

PARENT SUPPORT CENTER
Ⓒ

E ACACIA AVE
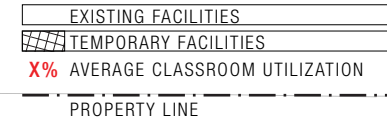
0 FT   64 FT   128 FT

SPACE UTILIZATION

A snapshot of interdisciplinary classroom utilization in November 2014, extracted from GCCD's class scheduling program data, is shown on the opposing page. The average numbers of hours that classrooms are scheduled in each building is expressed as a percentage of the 67.5 hours during which the College offers classes each week at the Garfield Campus. These figures do not account for the fill rate of available seats in these classrooms. Much of the non-credit classes offered by the School of Continuing Education are scheduled in 3.5 to 4 hour blocks of time. There is a waiting list for classes held during the 8 AM to noon block and the 6 to 9:30 PM block. It is difficult to schedule these classes on the Verdugo Campus because classrooms are not often available for these longer time blocks.
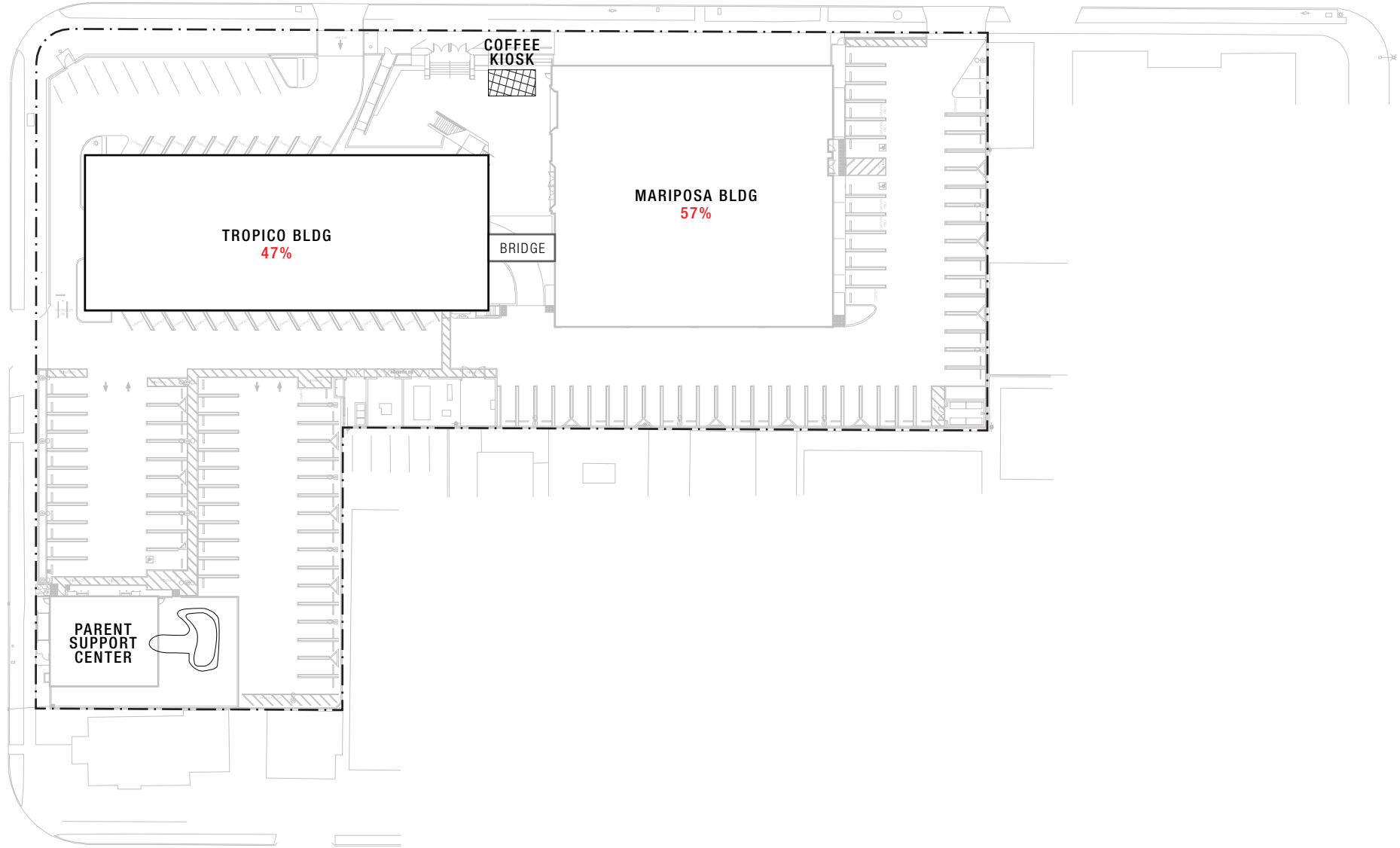
OBSERVATIONS

/   Community Services classes are held on Saturdays, drawing many students.

/   Unofficially division "ownership" of classrooms has been a factor, which is being revisited by GCCD.

/   Low utilization occurs during the afternoons from noon to 5 PM, due to lack of non-credit student demand. This presents an opportunity to schedule credit classes.

/   There is a need for more instructional space to meet the demand for non-credit classes during the morning and evenings.

E GARFIELD AVE
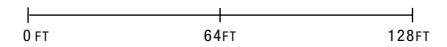
COFFEE KIOSK

MARIPOSA BLDG
57%

S ADAMS ST

TROPICO BLDG
47%

BRIDGE

PARENT SUPPORT CENTER

E ACACIA AVE

0 FT   64FT   128FT

NEEDS

/   Educational Plan Linkages
/   Space Needs
/   Issues and Challenges

EDUCATIONAL PLAN LINKAGES

The approach through which the *Facilities Master Plan* is linked to GCCD's educational plan is both qualitative and quantitative. The qualitative linkages are forged through the identification of the facilities planning implications of the Educational Master Plan 2020. The EMP establishes four strategic goals and strategies to achieve those goals. At the start of the facilities master planning process, GCCD translated these goals into a set of facilities planning needs and objectives for the Garfield Campus.

/ Expand student services
  › Parking
  › Food Service
  › Gathering space
  › Library expansion
  › Welcome Center & One-stop Student Services Center
/ Provide more office space for full-time & adjunct faculty
/ Upgrade instructional spaces for workforce development and basic skills instruction
/ Improve campus visibility to potential students and the community
/ As a long-term objective, explore the need for additional campus locations to provide workforce development and basic skills instruction.

The quantitative linkage through which the FMP fulfills the goals of the EMP is achieved through a process that translates planning data into the amount of space needed for the projected enrollment in 2025, the master plan horizon year. The methodology used is described in the *Process* section of the *Introduction*. The linkage to the EMP is built on the determination of a planned growth rate for the enrollment in each course offered by Glendale College. These determinations are aligned with the EMP's strategic goals and priorities, which take into consideration the results of surveys and research into the major demographic, economic, and educational conditions facing the GCCD's community, as well as internal analyses of the GCCD's strengths, weaknesses, opportunities, and threats.

The growth rate planned for each course taught at the Garfield Campus is documented on the following page in Table 8. Growth is expressed as an annual positive or negative percentage change in the projected weekly student contact hours, which was compounded annually over eleven years. This process is described in the *Introduction, Planning Data Overview*.

TABLE 8: GROWTH RATES BY COURSE

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Office Business Technology	50200	Noncredit	5.0
Office Business Technology	51400	Noncredit	5.0
Office Business Technology	51420	Noncredit	5.0
Office Business Technology	51800	Noncredit	5.0
Office Business Technology	59900	Noncredit	5.0
Office Business Technology	70210	Noncredit	5.0
Office Business Technology	124000	Noncredit	0.0
Parent Education	130560	Noncredit	0.0
Lifelong Learning Seminars	150100	Noncredit	0.0
Lifelong Learning Seminars	220500	Noncredit	0.0
Lifelong Learning Seminars	220800	Noncredit	0.0
Office Business Technology	493012	Noncredit	5.0
Developmental Skills Lab-elementary	493060	Noncredit	0.0
Developmental Skills Lab-secondary	493062	Noncredit	3.0
English as a Second Language	493087	Noncredit	10.0
English as a Second Language	493090	Noncredit	1.0

SPACE NEEDS

GARFIELD CAMPUS SPACE INVENTORY ANALYSIS

The Glendale College Space Inventory Report was used as the basis for the analysis of space. The adjacent *Table 9* includes a summary of the capacity load categories of space at the Garfield Campus and their respective totals.

TABLE 9: SPACE INVENTORY: CURRENT (4,100 HEADCOUNT* / 30,865 WSCH**)

SPACE TYPE	CURRENT INVENTORY (ASF)
Lecture + Lab	25,579
Office	5,528
Library	2,425
Instructional Media	679
Other	
PE	0
Clinic/Demo/Field Bldg	0
Assembly	2,224
Food Service	112
Lounge	381
Merchandise	1,977
Meeting/Rec	1,516
Physical Plant	656
Health Service	2,013
TOTALS	**43,090**

*   *Online headcount not included.*

**   *All online and off-campus WSCH is included.*

***   *Health Services changed to lobby/GSF.*

GARFIELD CAMPUS MASTER PLAN SPACE PROGRAM

The master plan space program forms the basis for developing recommendations for facilities. The space inventory analysis combined with the space needs forecast is summarized in *Table 10* and indicates the total amount of additional assignable space needed to accommodate the Fall 2025 master plan horizon student enrollment of 10,300 unduplicated student headcount and 77,627 WSCH.

The methodology for projecting future space needs is summarized as follows:

/ The fall 2025 enrollment for each course was projected by applying the course-specific annual planned growth rate over eleven years (compounded annually) to the baseline fall 2014 WSCH data for that course.
/ Master plan WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.
/ The current space inventory was subtracted from the total space requirements described above to yield the net assignable area (ASF) overage or need by type of space for the fall 2025 master plan horizon.
/ The result, net assignable square footage by type of space, served as the basis for developing facilities options for the Garfield Campus.

TABLE 10: MASTER PLAN SPACE PROGRAM (10,300 HEADCOUNT* / 77,627 WSCH**)

SPACE TYPE	CURRENT INVENTORY (ASF)	2025 SPACE NEEDS	DIFFERENCE
Lecture + Lab	25,579	38,579	(13,000)
Office	5,528	20,701	(15,173)
Library	2,425	32,852	(30,427)
Instructional Media	679	11,887	(11,208)
Other			
PE	0	~~12,938~~	~~(12,938)~~
Clinic/Demo/Field Bldg	0	~~6,000~~	~~(6,000)~~
Assembly	2,224	10,300	(8,076)
Food Service	112	6,180	(6,068)
Lounge	381	3,467	(3,086)
Merchandise	1,977	1,967	10
Meeting/Rec	1,516	3,430	(1,914)
Physical Plant	656	12,725	(12,069)
Health Service	2,013	4,056	(4,056)
TOTALS	**43,090**	**147,343**	

*   *Online headcount not included.*
**   *All online and off-campus WSCH is included.*
*** *Health Services changed to lobby/GSF.*

ISSUES & CHALLENGES

The analysis and discussion of existing Garfield campus conditions led to the following list of the most pressing issues and challenges for future campus development, as expressed by participants in the venues for dialogue for the Facilities Master Plan.

/   Parking for staff and students
/   Need more student gathering space
/   Minimal food service on site
/   Need information center and support upon entry
/   Functional zones are not clear
/   Administration and students services are hard to find
/   Need more faculty and adjunct faculty office space
/   Instructional space for future workforce development is needed
/   Need more storage
/   Minimal security systems in place

RECOMMENDATIONS

Since it opened its doors in 1990, the Garfield Campus has grown into a successful and well-loved center of learning within the community. With the completion of the Mariposa Building in 2011, the campus replaced all temporary facilities and currently houses 69,311 gross square feet of permanent building space. To ensure that current and future needs are met, this facilities master plan focuses on completing the development of the Garfield Campus. It recommends facilities to house services that are needed to keep pace with the growth of instructional space on the campus.

The FMP recommendations translate the educational planning needs and the identified campus issues into a series of facilities and site recommendations. While drawings presented in this section appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

The recommendations are included in this section and are described in the following subsections:

GARFIELD CAMPUS

/   Long Range Facilities Master Plan
/   Project Descriptions
/   Order of Implementation

LONG RANGE FACILITIES MASTER PLAN

The 2015 GCCD Facilities Master Plan for the Garfield Campus presents an overall picture of development that supports the strategic goals and priorities of the GCCD Educational Master Plan 2020 and the 2013 Garfield Master Plan. The recommended projects provide building space and site improvements to address the needs of the student enrollment projected for 2025.

PROJECT LIST

CAMPUS-WIDE PROJECTS

/   Campus-wide Repurposing

RENOVATIONS

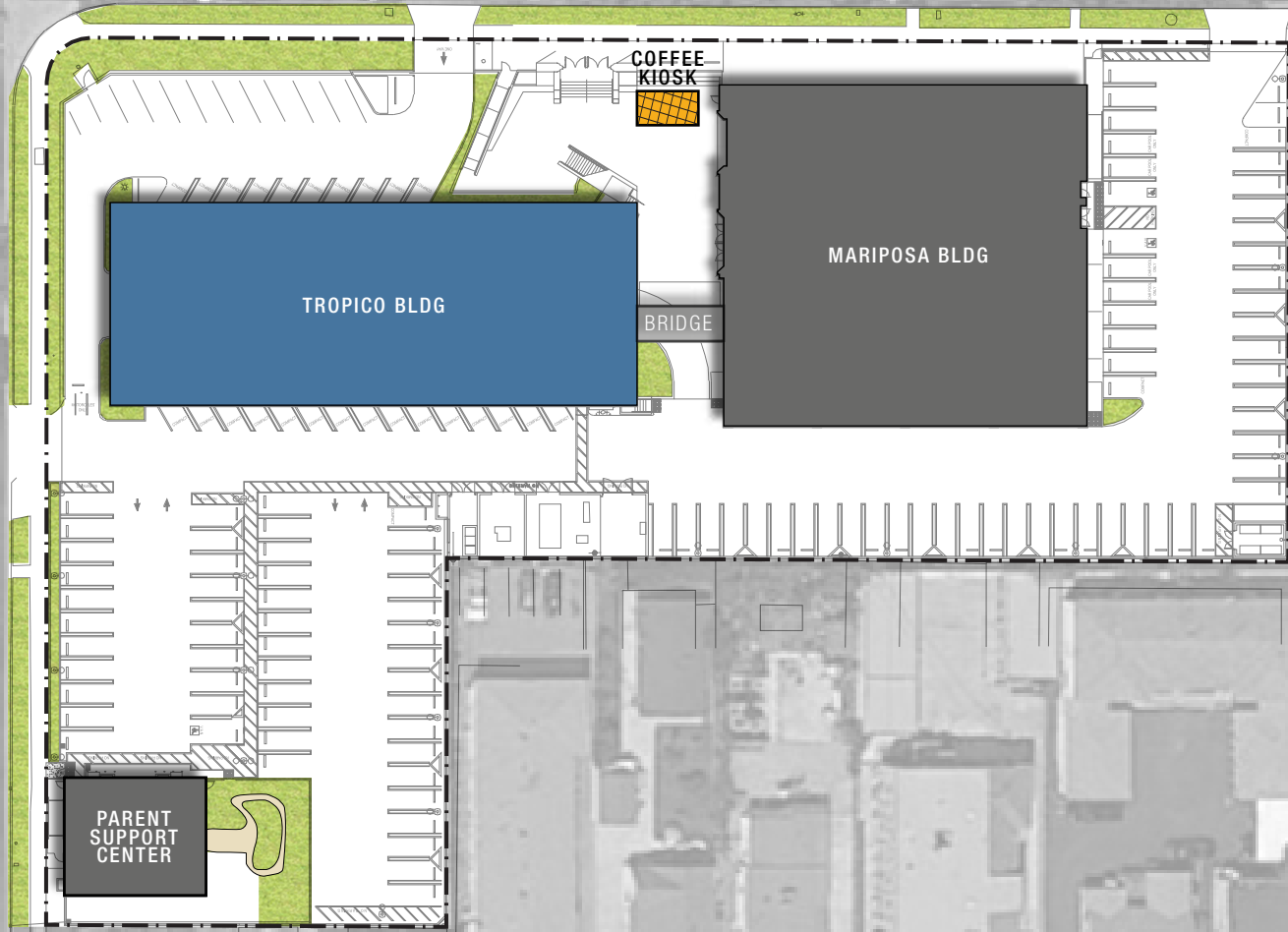/   Tropico Building Renovation

ADDITIONAL PROPOSED PROJECTS

/   Land Acquisition
/   Parking Structure
/   New Facilities

E GARFIELD AVE
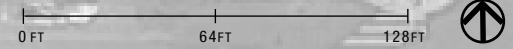
COFFEE
KIOSK

MARIPOSA BLDG

TROPICO BLDG

BRIDGE

S ADAMS ST

PARENT
SUPPORT
CENTER

E ACACIA AVE

0 FT   64 FT   128 FT

PROJECT DESCRIPTIONS

CAMPUS-WIDE REPURPOSING

Repurpose ground floor space In the Mariposa Building to provide a welcome center and a one-stop student services center (300s) and a student lounge (650s). Repurpose space to provide fulltime and adjunct faculty offices (300s) to address current needs and projected growth.

TROPICO BUILDING RENOVATION

Repurpose student services space (300s), currently housing functions that will move to the Mariposa Building, to be library space (400s) to address current needs and projected growth. Repurpose space to provide fulltime and adjunct faculty offices (300s) to address current needs and projected growth. Make building-wide repairs and replace aged finishes, systems, and equipment.

INSPIRATIONAL CONCEPT IMAGES

PROJECT DESCRIPTIONS *(cont.)*

LAND ACQUISITION

Garfield Campus Expansion

The acquisition of land is recommended as a first step to expand the Garfield Campus and build needed parking and facilities. Options to acquire land in the vicinity of the existing campus will be explored, with consideration given to accessible paths of travel and the need for a shuttle service or other means of transportation, if necessary, to convey students and staff between the campus areas.

Following the selection of the land area, the facilities master plan will be updated to plan for open space use, circulation paths, and the zoning of functions throughout the expanded campus.

Additional Facilities

Further analysis is recommended to determine whether additional space and facilities are needed to provide expanded workforce development and basic skills instruction for communities within the district service area that are remote from the Garfield Campus, such as the La Crescenta/Montrose community. Programs of instruction and services, along with targeted enrollment levels, would be established for the new campus in coordination with planning for the programming and enrollment levels of the Garfield Campus. These coordinated programs would be the basis of subsequent facilities planning at both campuses.

PARKING STRUCTURE

The new parking structure will be built on the expanded campus. It will increase the campus' total parking capacity to provide at least 1 stall for every 10 unduplicated student headcount projected for 2025. A minimum of three-levels (ground-level plus two upper-level decks) is planned. The project will provide for driveways, landscaping, and site utilities. Vehicular circulation will be designed to accommodate student vehicles at peak arrival and departure times. An onsite passenger loading zone is recommended for both buses and cars. Vehicular and pedestrian circulation paths will be separated as much as possible.

INSPIRATIONAL CONCEPT IMAGE

NEW FACILITIES

New facilities will be built on the expanded campus to house functions needed to complete the Garfield Campus and address the growth in enrollment.The new facilities will provide office, library, and instructional media space, as well as space for student health services, student activities, food services, and physical plant services. The project will provide outdoor landscaping, courtyards, and walkways, as well as site utility services.

INSPIRATIONAL CONCEPT IMAGES

RECOMMENDATIONS
ORDER OF IMPLEMENTATION

The 2015 GCCD Facilities Master Plan presents an overall picture of the future developed Garfield Campus and includes recommendations for new facilities, the renovation of existing facilities, and land acquisition. Implementation of the recommendations will take place over a number of years, will be based on available funding, and will require detailed implementation studies.

The projects for new facilities and the renovation of existing facilities are listed below in the intended order of implementation. Although parking is the number one need at the Garfield Campus, it will require the purchase of land, which will delay implementation. A parking structure is listed as the fourth project, but options should be developed as a top priority. The sequence may be altered in response to the timing of funding opportunities, as well as other future conditions. The order of implementation was developed based on the following principles:

/   Limit disruption to the campus and programs.
/   Follow the logical sequence of moves.
/   Expedite projects that allow others to follow.
/   Limit the number of temporary moves required.
/   Reduce the need for swing space as much as possible.

ORDER OF IMPLEMENTATION

1. Campus-wide Repurposing
2. Tropico Building Renovation
3. Land Acquisition
4. Parking Structure
5. New Facilities

PROFESSIONAL DEVELOPMENT CENTER

ANALYSIS

The planning process for the Professional Development Center began with the collection of facilities information. The Planning Team listened to the insights of multiple stakeholders regarding the condition and functionality of the existing facilities and sites and overlaid this with their own research and observations. The resulting analysis examines existing conditions that shape the use of the PDC's facilities. It was presented to the Facilities Master Plan Task Force, who validated its findings and helped to identify key issues.

The analysis and findings are presented with a series of graphic plates that illustrate patterns and characteristics to be considered in the planning of future development.

PROFESSIONAL DEVELOPMENT CENTER

/   Neighborhood Context
/   Existing Campus
/   Circulation
/   Zoning
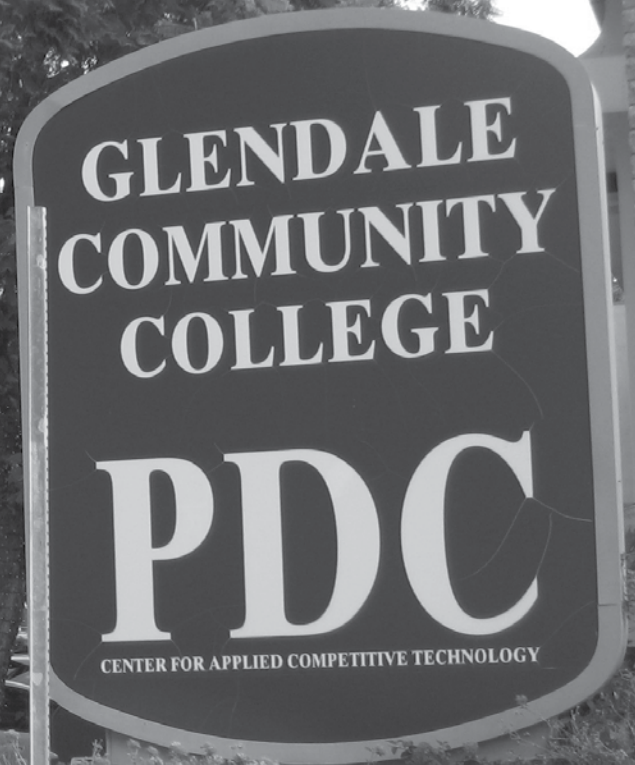
NEIGHBORHOOD CONTEXT

The Professional Development Center (PDC) is recognized statewide as a leading provider of customized employee training for small to medium-sized companies. Much of this training is provided at its campus on Honolulu Avenue in the town center of Montrose where proximity to the SR-2 Glendale Freeway and Interstate Highway 210 provides easy access. Students come to the PDC from locations throughout the greater Los Angeles metropolitan area and as far as Lompoc and San Diego. Students earn certificates and the type of training offered changes with the needs of the regional economy. Currently, in its CNC lab, the PDC offers computer numerical control training, which is very much in demand.

OBSERVATIONS

/ The charm and safety of its neighborhood helps to draw employers and workers.

/ Many nearby restaurants and shops provide for the needs of students and staff. The PDC's patronage is much appreciated by local businesses.

/ The PDC is favored with a storefront on Honolulu Avenue that is highly visible to the community in this walkable neighborhood.

PDC STOREFRONT ON HONOLULU AVENUE

LOOKING WEST ON HONOLULU AVENUE

NEIGHBORHOOD SOUTH OF THE PDC

MONTROSE AVE.

HERMOSA AVE.

SYCAMORE AVE.

SUNSET AVE.

MIRA VISTA AVE.

TO 210 FREEWAY

OAK CIRCLE DR.

ORANGEDALE AVE.

MONTROSE

HONOLULU AVE.

WICKHAM WAY

FLORENCITA DR. W.

RESTAURANTS & SHOPS

URQUIDEZ AVE.

BROADVIEW DR.

CITI BANK

PDC

BOWLING ALLEY

OCEAN VEIW BLVD.

TO GLENDALE FREEWAY

RESIDENTIAL NEIGHBORHOOD

RESTAURANTS AND SHOPS

ROSEMONT AVE.

ANGELUS AVE.

SIERRA VISTA AVE.

LAS PALMAS AVE.

ROSEMARY AVE.

BUENA VISTA AVE.

DOWNING AVE.

MARKET ST.

VERDUGO RD.

LA CRESCENTA AVE.

SUNVIEW DR.

SPARR HEIGHTS

0 FT   450 FT   900 FT

EXISTING CAMPUS

The Professional Development Center moved to its present location in 1994. The two-story 11,000 square foot former bank building was remodeled to house classrooms and offices. The site is mostly developed with parking. The building and site are well maintain and in fair condition.
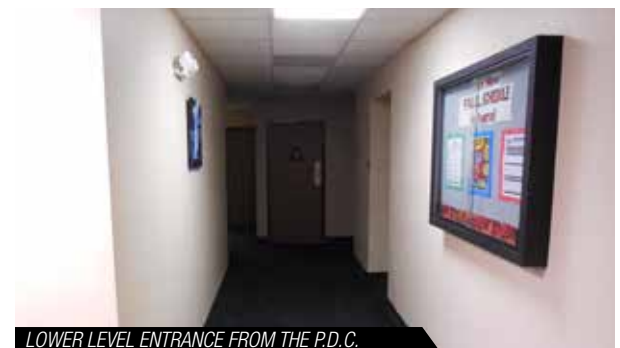
OBSERVATIONS

/ The PDC is not certified as a school facility by the Division of the State Architect, which limits the kind of instruction that can be offered at this site.
/ Past building alterations have not been reviewed and permitted by DSA.

VIEW OF ALLEY AND PARKING

LOWER LEVEL DOORS FROM PARKING AND ALLEY

LOWER LEVEL ENTRANCE FROM THE P.D.C.

FACILITIES CONDITIONS INDEX

GOOD
FAIR
POOR

HONOLULU AVENUE

WICKHAM WAY

PROFESSIONAL
DEVELOPMENT
CENTER

ALLEY

BROADVIEW DRIVE

0 FT   300 FT   600 FT

CIRCULATION

Vehicles may access the PDC from Honolulu Avenue (entry only), the alley, and Broadview Drive. A total of 66 onsite parking spaces are provided and metered public parking is provided on Honolulu Avenue and other neighborhood streets. The site slopes down from Honolulu Avenue to the alley, such that the entrances on the north and west sides of the building serve two different floor levels. The building is not equipped with an elevator and the exterior path of travel between doors is not accessible due to its steepness. The western entrance is not staffed or supervised and is not well designed for the level of usage. A service entrance on the south side of the building opens onto a trash storage area and the alley.

OBSERVATIONS

/ The onsite parking capacity has been sufficient. Students are encouraged to carpool and are often are transported via employer vehicles.

/ On Fridays and weekends, unauthorized parking on the PDC lot is an issue. Drivers often use the parking lot as a shortcut making it less safe for pedestrians.

/ Drivers occasionally drive the wrong way through the parking lot to exit onto Honolulu Avenue.

/ The PDC site and buildings present barriers to full accessibility.

/ The main door of the parking lot is not staffed or regulated, allowing anyone to enter the facility.
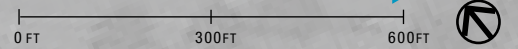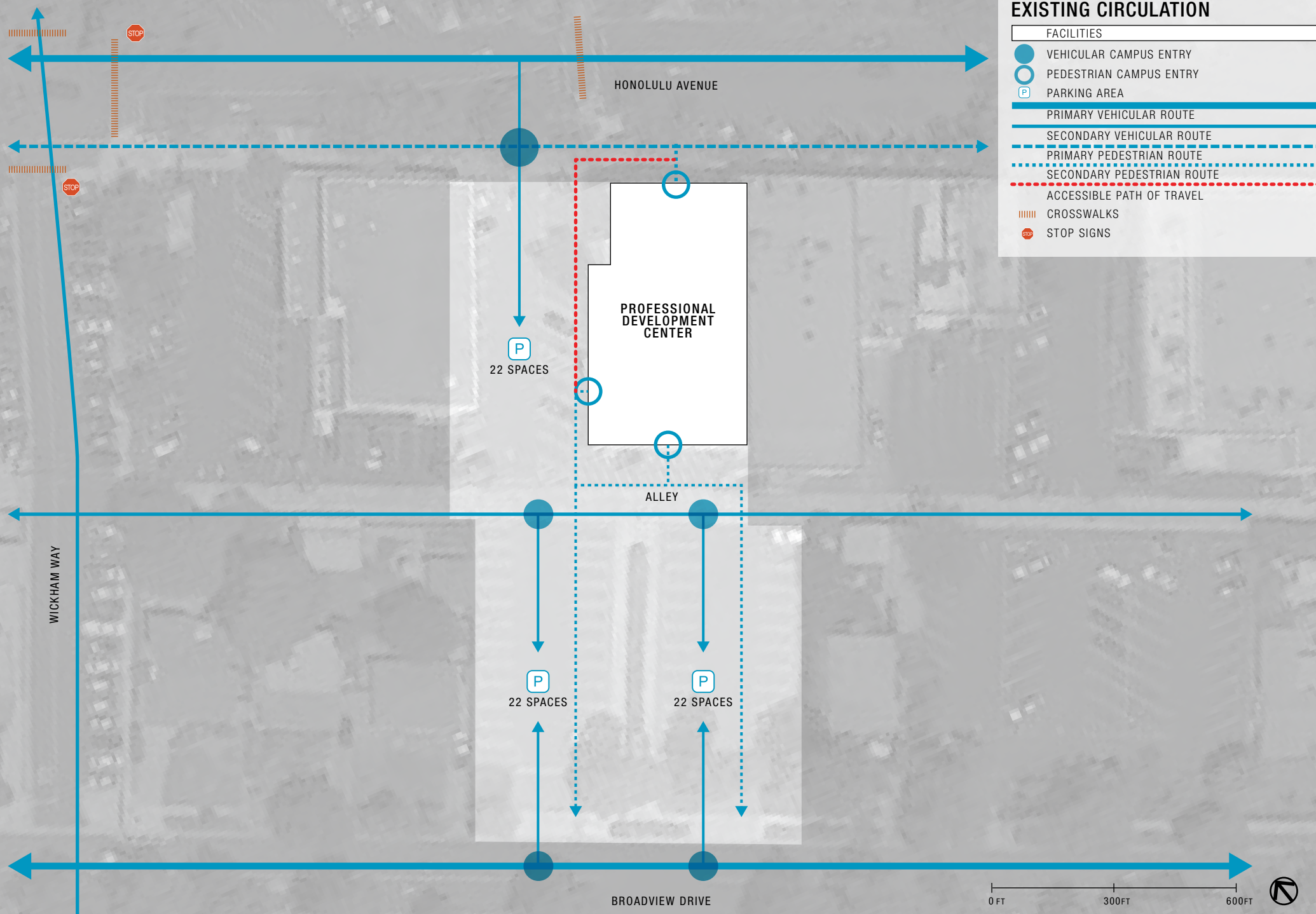
HONOLULU AVENUE ENTRANCE

SIDE PARKING LOT AND LOWER LEVEL ENTRANCE

REAR PARKING LOT AND PATH TO P.D.C.

EXISTING CIRCULATION

FACILITIES

- ● VEHICULAR CAMPUS ENTRY
- ○ PEDESTRIAN CAMPUS ENTRY
- Ⓟ PARKING AREA
- ▬▬ PRIMARY VEHICULAR ROUTE
- ▬▬ SECONDARY VEHICULAR ROUTE
- ···· PRIMARY PEDESTRIAN ROUTE
- ···· SECONDARY PEDESTRIAN ROUTE
- ···· ACCESSIBLE PATH OF TRAVEL
- |||||| CROSSWALKS
- 🛑 STOP SIGNS

HONOLULU AVENUE

PROFESSIONAL
DEVELOPMENT
CENTER

Ⓟ
22 SPACES

ALLEY

WICKHAM WAY

Ⓟ
22 SPACES

Ⓟ
22 SPACES

BROADVIEW DRIVE

0 FT   300 FT   600 FT

PROFESSIONAL DEVELOPMENT CENTER   3.7

ZONING + UTILIZATION

The PDC contains five instructional spaces, office areas, and service areas. Currently classes are limited to 20 students, as a condition of its grant funding. The instructional spaces consist of three computer classrooms, two classrooms without computers, and one CNC machine lab. Space at the PDC is well utilized. Currently, the School of Continuing Education teaches two classes in the PDC computer lab, thus improving its utilization. At this time the availability of space does not allow for an increase in the number of adult-education classes. The Chamber of Commerce and other organizations have rented the PDC for various lengths of time for seminars and meetings. The PDC is financially self-sustaining and hires administrators, staff, as well as instructors from industry.

OBSERVATIONS

/   The lobby on Honolulu Avenue is over-sized for the PDC's needs and presents an opportunity for GCCD community outreach functions.
/   The PDC retains vestiges of its former use as a bank, and its floor plan could be reconfigured for more efficient usage of the existing space and for accessible circulation.
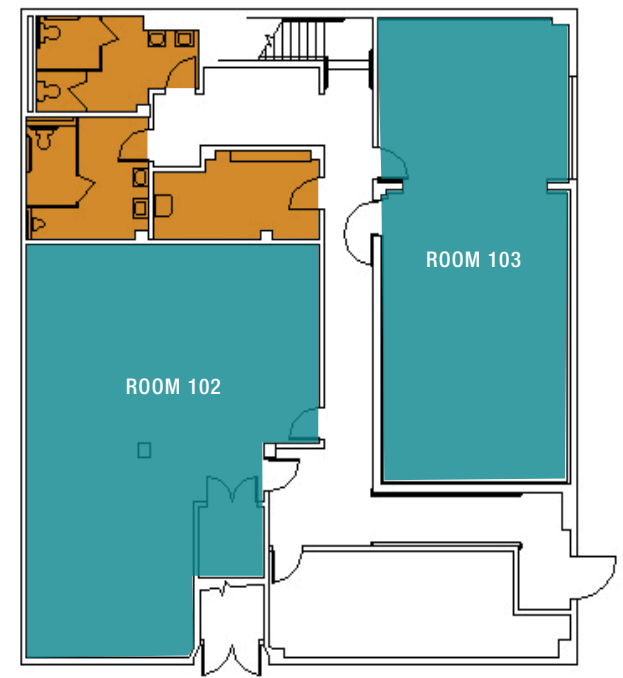

UPPER LEVEL LOBBY

UPPER LEVEL LOBBY

COMPUTER CLASSROOM

HONOLULU AVENUE

ROOM 200

MAIN OFFICE

ROOM 202

ROOM 201

ROOM 203

DOWN

MAIN LEVEL

ROOM 103

ROOM 102

LOWER LEVEL

NEEDS

/ Educational Planning Needs
/ Space Needs
/ Issues and Challenges

EDUCATIONAL PLANNING NEEDS

The approach through which the *Facilities Master Plan* is linked to GCCD's educational plans is both qualitative and quantitative. The qualitative linkage is forged through the identification of the facilities planning implications of the Educational Master Plan. The 2020 EMP establishes four strategic goals with strategies to achieve those goals.

/ Upgrade the PDC's instructional spaces to keep pace with the needs of workforce development courses and contract education.
/ Upgrade the signage and collateral to use consistent branding for all GCCD campuses.
/ Make use of the PDC's storefront on Honolulu Avenue in the Montrose town center to increase awareness of Glendale College and its services.
/ Enhance student's experience and access by renovating the PDC and upgrading for universal accessibility.

The quantitative linkage through which the FMP fulfills the goals of the EMP is achieved through a data-driven process that translates planning data into the amount of space needed for the projected enrollment in 2025, the master plan horizon year. The link to the Educational Master Plan is built on the determination of a growth rate for the enrollment in each course offered by Glendale College. These determinations are aligned with the EMP's strategic goals and priorities, which take into consideration research into the major demographic, economic, and educational issues facing the GCCD's community, as well as an internal analysis of the District's strengths, weaknesses, opportunities, and threats.

The robust contract education and workforce development programs at the PDC have proved to be one of GCCD's strengths and GCCD plans to maintain the PDC's current enrollment level. The future enrollment and types of courses offered will depend on the continued success of efforts to win workforce development grants and to contract with regional businesses to provide employee training. Therefore, GCCD's educational plan for the PDC indicates that these facilities may remain at their current size for the next decade.

TABLE 11: GROWTH RATES BY COURSE

INSTRUCTIONAL DISCIPLINE	TOPS CODE	CREDIT TYPE	ANNUAL PLANNED GROWTH
Office Business Technology	51400	Noncredit	0.0
Office Business Technology	70210	Noncredit	0.0
Lifelong Learning Seminars	150900	Noncredit	0.0
English as a Second Language	493087	Noncredit	0.0

NEEDS
SPACE NEEDS

SPACE INVENTORY ANALYSIS

The Glendale College Space Inventory Report was used as the basis for the analysis of space. *Table 12* indicates that the PDC's assignable space has been listed as Other (space type) and assigned as Room Use Category 590, which is used for functions that cannot be categorized elsewhere.

TABLE 12: CURRENT SPACE INVENTORY

SPACE TYPE	CURRENT INVENTORY (ASF)
Lecture + Lab	0
Office	0
Library	0
Instructional Media	0
Other	8,065
TOTALS	**8,065**

ISSUES & CHALLENGES

The analysis of existing conditions on the PDC Campus was summarized into a list of issues and challenges that was used to guide the discussion of planning options.

/ Universal Access needed - including elevator
/ Space efficiency is not maximized
/ Unsupervised rear entry is awkward
/ Poor visibility from lot entry to Honolulu
/ Missed opportunities for entry/lobby space
/ Lacks strong positive presence on Honolulu
/ Under-utilized classroom space during the day

RECOMMENDATIONS

The GCCD Professional Development Center's recognized success as a leading provider of contract workforce training is enhanced by its desirable location and welcoming facilities. The FMP recommendations focus on maintaining the quality of these facilities and improving aspects of its clientele's learning experience. The recommendations also focus on improving the utilization of this valuable facility by making better use of its available space and its unique location, which affords GCCD a highly visible presence in the community.

The final design of site and facility projects will take place as they are funded and detailed programming and design occurs. The recommendations included in this section and are described in the following:

PROFESSIONAL DEVELOPMENT CENTER

/ Long Range Facilities Master Plan
/ PDC Renovation

LONG RANGE FACILITIES MASTER PLAN

PDC RENOVATION / The renovation of the PDC building and site is recommended to improve this facility in the following ways.

Improve the PDC Experience

An important objective of the renovation is to improve the experience of being at the PDC, from arrival to entering and navigating and using the facilities. To accomplish this, the PDC will be upgraded for universal accessibility to all parts of the site and building. The accessible parking will be redesigned to facilitate a convenient and accessible path of travel to the building. The upper-level and lower-level entrances will be linked internally and both will be served by an elevator that will provide an accessible means of travel between the two floor levels. The lower-level entrance, through which most users enter the building, will be improved with directional signage and the presence of staff to welcome visitors and oversee pedestrian traffic entering and leaving the building.

Align with the Glendale College Brand

The PDC is an integral and visible part of Glendale Community College District and serves many functions within the District. In order to align the PDC with the GCCD brand, the exterior and interior signage will be upgraded to display the District's design for brand collateral. As maintenance and upgrades to the exterior facades of the building are needed, finish colors and materials will be selected to align with the GCCD design guidelines. The main focus for these improvements would be the Honolulu Avenue storefront, which, through modest design changes, has the potential to make an instant visually connection with the Verdugo Campus and Garfield Campus architectural style.

Improve Sustainability

As an older, repurposed commercial facility, the PDC represents a potential for significant improvements that will reduce its operating costs and make it a healthier and more welcoming learning and working environment. The renovation will improve its energy and water efficiency and the quality of its indoor environment. As part of the programming for the renovation, sustainable green building design measures will be explored as part of an integrated design approach that involves both stakeholders and design professionals.

Utilize Space More Efficiently

The interior space of the PDC has the potential to be reorganized for increased efficiency, with regard to both intuitive internal way finding and increased ratio of assignable space to overall building area. The renovation will repartition the existing interior space to better align with programmatic needs that will be determined when the project moves toward implementation.

Use the PDC's Visibility & Presence

Making better use of the PDC's prominent storefront location on Honolulu Avenue in Montrose is a key objective of the renovation. The glass-walled lobby will be reprogrammed and designed to support community outreach functions, which may include offices and gathering space.

HONOLULU AVENUE

WICKHAM WAY

PROFESSIONAL
DEVELOPMENT
CENTER

BROADVIEW DRIVE

0 FT   300FT   600FT

HMC Architects