

**Abbreviated Institutional Master Plan
(Section 304.5(c))
for
Keller Graduate School**

This Abbreviated Institutional Master Plan is submitted pursuant to Planning Code Section 304.5 for Keller Graduate School of Management (“Keller”). Keller provides high quality, practitioner-oriented graduate management degree programs with an emphasis on excellence in teaching and service to working adults.

The Keller system, composed of 41 educational sites, currently spans 14 states throughout the nation. Six sites are located in California, with one Bay Area site in Fremont. While each site offers students personal and comprehensive service, it is supported by a core of academic and operations experts working together to provide the highest quality programs and services.

Keller plans to open one of its school sites in San Francisco’s financial district at 455 Market Street so that it may provide its high quality curricula to the many business and technical professionals that either live or work in San Francisco. Keller’s programs offer working adults flexibility and convenience in course scheduling, allowing students to coordinate their commitment to advanced education with the demands of the workplace.

1. Description of Keller’s Physical Plant and Employment

Keller is proposing to locate its San Francisco site within the existing building at 455 Market Street, Suite 1600. Keller Graduate School uses small sites with 3-5 classrooms and will occupy less than 10,000 square feet of floor area.

Physical Plant. Keller will occupy existing space at 455 Market Street, Suite 1600. The premises will consist of administrative offices, conference rooms and 3-5 classrooms. Some classrooms may be equipped with “docking stations” to accommodate the students’ use of laptop computers. “Docking stations” provide access to networks and power for the laptop units.

The classes will be offered predominantly during the evening and on Saturday. This will require after hours HVAC and washroom access. A small break room space is generally provided for students on the premises to accommodate the need for snacks, coffee and soft drinks and a few tables which can be used for pre-school preparation. Offices will be developed for each staff person and a small support services/bookroom/copy room will be included. A conference room is available for staff, faculty and students for onsite meetings. Keller makes its on-site resources available 24 hours per day, 7 days per week, 360 days per year.

An onsite "Information Center" will provide students with electronic access to media and information required by curricular demands. Students will have access to computers and printers to complete last minute assignments or print changes to prepared documents.

Employment. Keller anticipates employing 4 full-time staff at the site. These are a director, an administrative staff person, an admissions and student services officer and one academic curriculum manager. As the student population grows, one or two additional staff persons may be added to accommodate the increased demand.

Keller sites have office hours from 8:30 A.M. to 8:00 P.M., Monday through Thursday, 9:00 A.M. to 4:00 P.M. on Friday and 8:30 A.M. to 11:30 A.M. on Saturday. The four full-time staff members arrange their work hours in such a way to insure that at least one staff person is at the site at all times during office hours.

Classes will be held primarily on Monday through Thursday evenings and Saturdays. Staff members who are in the office during daytime hours are engaged in a variety of administrative duties, including student and faculty recruitment, selection and training, course and curriculum development work, student service activities related to academic credential evaluation, waiver requests, transfer credit processing, student financial records, and student advising. Prospective students may stop by on their way to work, lunch or home to discuss the possibility of entering one of the degree programs, to complete an admissions interview, or to complete the admissions test.

Keller's classes for working adults meet in the evenings and on Saturdays. Therefore, the impact on daytime pedestrian and automotive traffic patterns will be minimal. Students who come to the site for class after work will, in fact, decrease the traffic flow during rush hour since they will be returning to their homes after their class session has finished at 9:30 P.M.

Student Population. Keller's desire to locate in downtown San Francisco reflects the School's philosophy of providing a high level of student service, flexibility and convenience to working adults. Keller uses a "small-site" model with only 3-5 classrooms in order to be able to keep the service level high and to provide more than one site in a metropolitan area. This allows students to choose a site near where they work or live.

With only three to five classrooms at each site, there are typically fewer than 100 students and faculty at the site at any time. Most students are expected to be employed full-time in the downtown San Francisco area and will take a course in the evening, after work, before they return home. Students with hectic work schedules or other commitments may choose to come downtown on Saturday to pursue their degrees.

The average age of Keller students is 33, and approximately 85% are employed full-time in a variety of technical and professional fields. At the present time

approximately 55% of the students are male and 45% are female, and about 15% of the School's students on the west coast are international students. The school has official policies in place which prevent discrimination on the basis of age, sex, race or national origin. Students are accepted from all academic fields and are employed in large and small companies, public and private organizations, entrepreneurial endeavors, governmental and non-governmental organizations.

Keller offers graduate degrees and certificates in management-related fields. Students who seek to enroll in the programs must first have earned a bachelor's degree from a regionally accredited undergraduate institution (or the equivalent, in the case of foreign graduates). An interview with an admissions officer is required and students must show minimal competency in verbal and math skills on an admissions exam.

Students may take one or more courses per term, according to the demands of their schedules. The School uses a "quarter" academic term system. Each quarter term is ten weeks in length. Terms run consecutively, without a break between term sessions. The School offers 5 10-week terms each year. There is a two-week break in the middle of the "November" term, during the Christmas/New Year holiday. Students may take more than one course each term or may take a term off from time to time. This flexibility in program scheduling allows students to tailor their academic program to their professional and personal commitments. Students may, however, complete their masters' degrees in no more than one and one-half years.

2. Description of the Services Provided and the Service Population

(a) Mission Statement

The mission of the Management School is to provide high-quality, practitioner-oriented graduate management degree programs with an emphasis on excellence in teaching and service to working adults. To accomplish this mission, the Management School operates ethically, professionally and respectfully toward the individual and seeks to consistently achieve the following purposes:

- to provide graduate management education that produces graduates with proficiency in applied management concepts and skills
- to ensure the ongoing pursuit of teaching excellence through shared responsibility between qualified practitioner faculty and administrative staff
- to provide effective and efficient means to teach, counsel and credential working adults interested in acquiring applied management concepts and skills
- to continually explore new ways to improve practitioner-oriented programs and delivery systems for working adults and to enable new student constituencies to obtain applied management concepts and skills

(b) Practitioner Orientation.

Practitioner orientation is fundamental to the Management School program and curricula. Because the vast majority of Keller students are working adults who bring their diverse experience to the classroom, they want relevant and useful instruction. To that end, Keller faculty members are practicing professionals who face the challenges of a complex, competitive and rapidly changing business environment every day. They bring their expertise to the classroom, emphasizing theory and practices most beneficial to students.

(c) Curricula.

Through its diverse curricula and program configurations, as well as its multiple sites and course delivery methods, Keller provides students with the high-quality and convenient education they need to build management skills and advance to positions of greater responsibility and reward.

Currently, Keller Graduate School offers six master's degree programs -- Business Administration (MBA), Accounting and Financial Management (MAFM), Human Resource Management (MHRM), Information Systems Management (MISM), Project Management (MPM) and Telecommunications Management (MTM). Unique to each curriculum is the option for students to custom-design a portion of their program to suit individual interests and career goals. Graduate certificates are also available for students who wish to develop their expertise without completing a degree in accounting, business administration, electronic commerce, financial analysis, human resources, project management, health services, information systems and telecommunications management.

(d) Class Schedules and School Term

Keller offers five 10-week terms each year, which allows students to take a term off if necessary, yet still complete four terms per year. Onsite courses meet once a week, either in the evening or on Saturday, so even students with heavy travel demands can fit school into their schedule. Distance learning courses, in which class work is also paced within a 10-week term, allow students to complete required work at the most convenient time – and place - for them. In addition, some centers offer an accelerated five-week term in which students attend classes twice per week in order to complete a course in just over a month. Alternatively, at some locations, Keller offers an accelerated format of its MBA program on Saturdays for students who wish to complete their degree in less than a year-and-a-half and without disrupting their workweek.

Because it operates sites nationwide, Keller Graduate School also offers the flexibility of multiple locations. Keller students can attend classes at the center that is most convenient or that best suits their course needs. Additionally, they can take advantage of the option to transfer to another geographic area in which Keller operates or

complete their program or specific courses via distance learning, should relocating be necessary.

(e) Keller Graduate School Background.

Keller was founded in Chicago in 1973 on the idea that the most important components of management education are effective teaching and student mastery of practical management skills. The first class had seven full-time students. By the late seventies, some 900 Keller students were pursuing their MBAs in an evening program introduced in 1974. Today, some 7,000 students across the country benefit from the Management School's six Master's degree programs.

Keller acquired the DeVry Institute system of undergraduate technical schools in 1987, which provided an impetus for the Keller to broaden its geographic presence and program offerings. Today, as part of the international DeVry University educational organization, Keller offers its practitioner-oriented curricula at 41 educational sites coast to coast, including the Online Education Center.

In 1991 and 1993, the School introduced its MPM and MHRM programs, respectively. Two years ago Keller began offering the MTM program, and 1998 brought the introduction of our MAFM and MISM programs.

Additionally, Becker CPA Review, acquired in 1996, complements the School's growing range of educational services. Becker is the world's leading provider of preparatory coursework for the Certified Public Accountant, Certified Management Accountant and Certified in Financial Management examinations.

3. Keller's Employment Characteristics and Affirmative Action Program

Keller by policy operates its business on the principles of equal employment opportunity. Keller's implementation of these principles is evident in its hiring and student recruitment practices. In the post secondary educational environment in which Keller operates, a nonenlightened approach in hiring or student recruitment would not only be viewed as wrong, it would simply be bad business.

4. Keller's Ownership of Property In the City and County of San Francisco

Keller does not own any real property in the City and County of San Francisco ("CCSF"), and has no current plans to acquire any real property in the CCSF.

5. Description of Parking Availability On-Site and Within the Vicinity

Planning Code Section 161(c) provides that in recognition of the compact and congested nature of the downtown area and the availability of public transit, no off-street parking is required for any non-residential use. There is no off-street parking requirement for Keller. Because the facility will be small (less than 10,000 square feet)

and will be located in an existing building, it will have no effect on the area's parking demand. Furthermore, most students that attend classes at the facility will already be downtown because of work, and therefore new trips to the downtown area will not be created. In addition, because of the limited amount of off-street parking in the downtown area, it is anticipated that the students and faculty will use public transit to get to the facility.

6. Keller Conforms to the Priority Master Plan Policies

Planning Code Section 101.1 establishes the following eight priority planning policies and requires review of permits for consistency with said policies. Keller's occupancy of a portion of an existing downtown building (the "Project") is consistent with each of these policies as follows:

(a) That existing neighborhood-serving retail uses be preserved and enhanced and future opportunities for resident employment in and ownership of such businesses enhanced.

Keller will locate its facility within an existing building in the downtown C-3-0 District. The Project will not be located in a neighborhood commercial district and will have no effect on neighborhood serving retail uses.

(b) That existing housing and neighborhood character be conserved and protected in order to preserve the cultural and economic diversity of our neighborhoods.

Keller will locate its facility within an existing building in the downtown C-3-0 District. The Project will have no effect on neighborhood character. The Project will enhance economic diversity of San Francisco neighborhoods by providing more education opportunities to business professionals in the City.

(c) That the City's supply of affordable housing to be preserved and enhanced.

Keller will locate its facility within an existing building in the downtown C-3-0 District. The Project will have no effect on the City's supply of affordable housing.

(d) That commuter traffic not impede Muni transit service or overburden our streets or neighborhood parking.

Keller will locate its facility within an existing building in the downtown C-3-0 District. The Project will occupy less than 10,000 square feet within an existing building. Keller will provide services primarily to persons that already travel to the downtown area to work. There will not be a significant increase in persons travelling to the downtown area. The Project will not create additional space that would attract commuter traffic or overburden streets or neighborhood parking. Due to the fact that Keller's intent is

primarily to offer evening classes and that it will serve students who are employed in the immediate vicinity, implementation of this proposal will have a mitigating effect upon traffic flow out of the central business district during the afternoon rush hour.

(e) That a diverse economic base be maintained by protecting our industrial and service sectors from displacement due to commercial office development, and that future opportunities for resident employment and ownership in these sectors be enhanced.

The Project consists of the location of a postgraduate school within an existing building in the downtown C-3-0 District. This priority policy does not apply to the Project.

(f) That the City achieve the greatest possible preparedness to protect against injury and loss of life in an earthquake.

Aside from typical tenant improvements that would be made with any new tenant within the building, there will be no new construction. The Project will have no effect on the City's preparedness for earthquakes.

(g) That landmarks and historic buildings be preserved.

The Project will be located within an existing building in the downtown C-3-0 District. The project will have no effect on the preservation of landmarks or historic buildings.

(h) That our parks and open space and their access to sunlight and vistas be protected from development.

This priority policy does not apply to the Project. The Project will be located within an existing building in the downtown C-3-0 District. There will be no new construction that would have any effects on parks or open space.