HMC Architects

Meeting Minutes

Master Plan Steering Task Force Meeting #3

Date February 10, 2017

Project Mt. San Antonio College 2018 Educational and Facilities Master Plan

HMC Job # 5018016.000

Present

Mt. SAC Master Plan Steering Task Force (MPSTF):
Jeff Archibald, MPSTF Co-chair and President Academic Senate
Dalia Chavez, Faculty, Counseling, School of Continuing Education
Francisco Dorame, Associate Dean, Counseling
Ruben Flores, Equipment Operator, Grounds, CSEA 651
Grace Hanson, Dean, Disabled Student Programs & Services and Student Health Services
Tamra Horton, Faculty, Humanities and Social Sciences
Jonathan Hymer, Faculty, Technology & Health
Rene Jimenez, Student
Mika Klein, Senior Facilities Planner, Facilities Planning & Management
Mark Lowentrout, Associate Dean, Arts
Katherine MacDonald, Administrative Specialist II, Counseling, CSEA 262
Uyen Mai, MPSTF Resource and Director, Marketing and Communications
Irene Malmgren, MPSTF Co-chair and Vice President, Instruction
Tom Mauch, Dean, Counseling
Joumana McGowan, Associate Vice President, Instruction
Barbara McNeice-Stallard, MPSTF Resource and Director, Research & Institutional Effectiveness
Gary Nellesen, Director, Facilities Planning & Management
Tami Pearson, Associate Dean, School of Continuing Education
Mark Ruh, Faculty, Kinesiology, Athletics, & Dance
Lina Soto, Faculty, Counseling
Chisa Uyeki, Faculty, Library & Learning Resources
Dave Wilson, Chief of Police, Public Safety
Audrey Yamagata-Noji, MPSTF Co-chair and Vice President, Student Services

Master Plan Consultant Team:
Eva Conrad, Collaborative Brain Trust
Sandra Kate, HMC Architects
Dan Rosenberg, Collaborative Brain Trust
Ken Salyer, HMC Architects
Suzanne Schwab, PlaceWorks
Sheryl Sterry, HMC Architects
Emilie Waugh, HMC Architects
Jana Wehby, SWA Group
Alysen Weiland, Psomas

Purpose For the Master Plan Steering Task Force to hear and comment on the educational planning data portfolio, the recommended enrollment growth forecast, and the analyses of existing campus conditions.

Items Discussed

3.1 Welcome and EFMP Updates

A. Co-chairs Irene Malmgren and Jeff Archibald welcomed everyone and thanked them for devoting an entire day to this important master planning retreat.

1. Sandy Kate (HMC) encouraged the group to voice any comments or questions throughout the day's presentation. In this meeting, HMC, CBT, and the rest of the Master Plan Consultant Team will present their analyses with data, graphics, and observations. The meeting will begin with an update of where we are in the master planning process.

2. Eva Conrad (CBT) explained that the project is now in the Analysis Phase of the planning process. In the next phase, these findings will be used to frame planning criteria and objectives. Eva reiterated the importance of the Master Plan Steering Task Force's voice in this meeting, because they know the college best.

B. EFMP Presentation to the Board of Trustees

Gary Nellesen and Irene presented the master plan process to the Board of Trustees on January 21st, including a description of the depth of the effort being undertaken, as well as the outreach on campus and in the community. They enumerated the many areas of planning involved (including the traffic studies, utilities, etc.). Irene explained that it was important that the Board understands what a large effort this is, who is involved, and what the timeframe of this effort will be. She explained that the educational master planning is driving the facilities master planning, so that facilities will support the educational plan. Irene said that the Board seemed pleased with the planning process.

C. Educational and Facilities Planning Updates

1. Eva gave an update on the educational planning activities. Meetings were held in October with the instructional disciplines to review the first draft of their program descriptions. The data is more complete now and Eva will be distributing the second drafts at the end of the month. The CBT team will return to campus on March 20–21 to review the second drafts with program leaders. Fran White spent yesterday with Student Services to review their first drafts. Francisco Dorame and Tom Mauch told the group that they were pleased with that process. Yesterday, Eva also met with the Learning Centers and with Administrative Services to review their first drafts. Dan Rosenberg (CBT) is nearly finished with the data portfolio and Mt. SAC's Office of Research and Institutional Effectiveness has provided feedback on the draft.

2. Sheryl Sterry (HMC) gave an update on the FMP activities. She explained that their team has been on the campus numerous times making observations of existing conditions. They have been looking at Mt. SAC's space inventory reports and building plans. They have also met with the Climate Commitment Committee and begun the conversations that will help determine Mt. SAC's objectives regarding sustainability.

3. Eco Workshop: Mika Klein said that sustainability is one of the areas identified by the MPSTF as being important. Mika invited the MPSTF members to participate in the upcoming Master Planning Eco Workshop, which is scheduled for Friday, March 3, 2017, 8:30 to 11:30 AM in the Founders Hall Conference Center.

D. Parking and Circulation Master Plan Update

Mika said that everyone is aware of Mt. SAC's parking and traffic issues. These issues are also number one from an environmental standpoint. To address them, Mt. SAC is working on a Parking and Circulation Master Plan that is looking at options for parking and considering the circulation impacts of those options. Mt. SAC has started this work ahead of time so that the master planning process can benefit from its findings. The Parking and Circulation Master Plan must be included in Mt. SAC's compliance with the California Environmental Quality Act. Mt. SAC intends to prepare an environmental impact report soon, in order to start vetting the issues. It is intended that by the time the EIR goes before the public, potential issues will have been resolved.

E. Community Outreach Update

1. Suzanne Schwab (PlaceWorks) gave an update on the Educational and Facilities Master Plan community outreach efforts. She explained that the Community Facilities Plan Advisory Committee, which is made up of 31 members of the community selected by the College and its trustees, have been meeting monthly since October and will continue meeting to help with Mt. SAC's facilities planning. Suzanne's team will be sharing updates regarding the master planning process with the Advisory Committee in future meetings. It is important to know early on the issues that concern the community and to address them during the planning process. At last month's Community Facilities Plan Advisory Committee meeting, Irene presented the template for the instructional program descriptions and the kind of information in it that will eventually lead to recommendations for facilities.

2. Suzanne also reported on the upcoming trustee-hosted workshops that will be happening in late-February and early-March. The trustees and the College are doing much to publicize these events—particularly to reach the chambers of commerce and local school districts. These workshops are designed to reach out to Mt. SAC's communities and ask for input—what are people's impressions of Mt. SAC? Do they use the College as a resource? There will be at least two trustees hosting each workshop and people will be invited from the surrounding communities.

3.2 Data Portfolio: Analysis and Group Discussion

A. Dan Rosenberg (CBT) presented the demographic analysis of Mt. SAC's District and Service Area and the enrollment growth forecast.

1. Where Students Live

a. Dan presented the data showing from where students come to Mt. SAC, as illustrated in the Student Enrollment map. 33% of students live outside Mt. SAC's District boundaries and 67% live within Mt. SAC's District boundaries.

b. Tom thought Mt. SAC Admissions and Records has numbers that show the opposite—that about 60% came from outside the District boundaries and 40% from within. Dan said he would double check the numbers from the Argos Reports.

c. It was asked why some areas on the Student Enrollment map had gaps from which no students are listed as coming. Dan explained that the numbers from those areas were very small, so they were not called out on the map.

2. Population Growth

    a. Dan explained that both the cities within the Mt. SAC District and those within Mt. SAC's Service Area are growing slowly—at a 0.6% annual population growth rate for Mt. SAC's District and 0.8% annual population growth rate for Mt. SAC's Service Area. Projected growth includes birth rates and immigration/migration. Starting around 2004, population growth in the area slowed. There is more growth occurring in the areas farther east, but in Mt. SAC's vicinity there is not much land available for residential development. Thus, the opportunity for enrollment growth will not be based on population growth.

    b. Dan noted that the source of these numbers is the U.S. Census. Information in the Argos Reports shows where Mt. SAC's students live. He explained that there may be slight discrepancies in the data because people may identify their home towns differently. When asked about unincorporated areas, Dan said that, although they don't want to neglect any community, the conclusion remains that population will probably grow at a modest rate.

3. Aging of the Population

    a. Also of note is the aging of the population in Mt. SAC's Service Area. Over the next eight years, a decrease in the proportion of people age 18-24 is anticipated, but the proportion in older age groups are projected to grow. Compared to statewide averages, Mt. SAC has a slightly lower percentage of students age 19 and younger, but it has a much higher percentage of students age 20-24 and a slightly higher percentage of students age 25 and over.

4. Participation Rate

    a. Looking at numbers from 2012, 21 out of every 1,000 adults living in Mt. SAC's Service Area attended at least one course at Mt. SAC. Mt. SAC has seen an increase in enrollment of students from almost every surrounding community. 20 out of every 1,000 residents in La Puente attended at least one class.

5. Enrollment

    a. From Fall 2012 to Fall 2015, Mt. SAC saw increases in the enrollment of students from high schools in the District; however, over the next 10 years, Los Angeles County is projecting an 8% decrease in high school graduation rates.

    b. From Fall 2012 to Fall 2015, total full-time equivalent students (FTES) increased 5.3%; credit FTES increased 3.3%; non-credit FTES increased 14.4%; and headcount grew by 9.9%. This means more students were taking fewer units. It also means that Mt. SAC needed more parking spaces.

B. Projected Growth Rate for Enrollment

1. It is CBT's task to project the growth in enrollment that Mt. SAC will see over the next 5-10 years and, based on that growth, to forecast the need for more space. It is important to plan for many years into the future, because new facilities take time to develop. Even when funding is available, it can still take 9-10 years to implement a facilities master plan. CBT recommends 0.75% as a reasonable annual compounded growth rate from now to 2026.

2. It was asked whether the increase in headcount has been analyzed as well. Dan responded that this will be part of the data portfolio. Title 5 of the California Code of Regulations establishes space standards for classrooms and labs that are based on FTES. But the need for parking capacity, library space, etc. are calculated based on student headcount. Headcount is also important for planning Student Services. For these reasons, discussions about the projected headcount will be a big part of the Educational and Facilities Master Plan process.

3. Dan noted that there may be opportunities to spur enrollment growth by developing distance education, crafting programs tailored for the age distributions of the District population, increasing evening course offerings, increasing faculty and staff diversity, and expanding partnerships and outreach within the community.

4. He noted that Mt. SAC puts much effort into outreach to its feeder high schools—perhaps there is an opportunity to reach out to older people in the community, as well. Given the projected demographic trend toward an increase in the proportion of older adult in the population, targeted outreach to that group should be considered.

5. Gary said that he has seen periods of slow or moderate growth, or even declining enrollment, punctuated every 7 or so years with huge jumps in growth. He asked how CBT accounts for this type of variation in their forecast. Dan said that in the past, when the economy declines, community college enrollment has increased. Dan looked at historical trends over 15 years and did a regression analysis. Although there could be ups and downs, it is important for the Educational and Facilities Master Plan to plan for the space needed when Mt. SAC's enrollment reaches a certain level of FTES. Gary said the downside of not planning for those bursts in growth is that when the College outgrows the space they have, he must bring modular buildings onto the campus. He wants to address that issue in this Educational and Facilities Master Plan. Dan agreed and said that the EFMP will help to put Mt. SAC on a good trajectory for 2027 and to be ready for growth. Depending on the state of the economy, the projected level of enrollment may happen slightly sooner or later than expected, but plans for facilities improvements will be in place.

6. Jeff asked if there is information available on job satisfaction or the need for additional skills acquisition for the older adult age group. He wondered if this could reveal reasons why older adults may not have the need to go back to college.

7. It was commented that there seems to be a big upswing in "Senior Colleges" and wondered if this group would be interested in that. Enrollment in the noncredit, Education for Older Adults Program is strong—usually enrolling retired people over 50, who find themselves needing to supplement their income. There are data regarding the people who come to Mt. SAC to upgrade their skills and this might be helpful for the planning process. They show the difference in their income before and after they take courses at Mt. SAC.

8. Eva noted that the President's Cabinet will consider the recommended growth rate, along with the task force's feedback. She asked whether it has the support of the task force. The recommended growth rate should be data-based, but this is a "murky crystal ball," and so, it could be based in part on the knowledge and experience of the people at Mt. SAC.

9. Irene said that she feels nervous about the proposed growth rate. The funding that Mt. SAC receives is based on growth and Mt. SAC needs a 2% growth rate. The way that Mt. SAC is funded has changed dramatically in the last few years. How can we stay funded if we are not projecting enough growth?

10. Gary agreed that he feels equally nervous about the proposed growth rate. Planning for facilities needs is not a smooth process. Facilities won't grow 1% each year. He is concerned that this lower number won't match the actual progression as it happens.

11. Eva pointed out that the downside of planning for a growth rate that is too high. The College might overbuild and not have enough ongoing operational funding to cover the cost of running its buildings.

12. It was pointed out that the Technology and Health Divisions are interested and actively engaged in developing new certificates, but a lot of these programs would be laboratory-based. It is important to think about the potential need for more lab space in this process. And, if enrollment growth projections focus on retraining for development of careers, these programs will also likely need "hands on" laboratory space.

13. Dan defined the term "capacity load ratio," as the space that you have divided by the space that you need. Currently, Mt. SAC's capacity load ratio indicates that it has 29% more classroom space than it needs. This is because classroom space is only fully filled during morning and sometimes in the evening. The College is underusing the space it has as compared to the State standard. Until the remaining time slots are filled, it will be harder to get state funding to build more classrooms. Gary pointed out that even when they grow, the most demand is still for the 9 am and 6 pm time slots.

14. Mika said that interdisciplinary lecture space versus laboratory space has to be considered. The College should consider designing its instructional spaces to be more flexible by being purposeful about choosing furniture and equipment. Capacity load ratios are important for accessing state funding by demonstrating how well a college utilizes the spaces it already has. The Board still has the authority to build what they want to build, but then the College has to pay for it.

15. It was mentioned that the state criteria have not been updated since 1975. The College has been advocating for an update of the criteria for years. Community colleges have put pressure on the state legislature to change the capacity load ratios, but the Department of Finance has always resisted these changes.

16. Dan pointed out that the College can count FTES from distance education to justify the need for more space, although physical space is not being used. Currently Mt. SAC's percentage of distance education FTES is lower than the state average. That might be an area for growth.

17. It was pointed out that faculty input must be considered if the goal is to get more bodies into a course—especially a lab course. This goal may work against maintaining the quality of the course.

3.3 Facilities Analysis and Group Discussion

A. A slide show was presented, showing the task force's Favorite Places, which were identified at the November 21, 2016 Master Plan Steering Task Force meeting.

B. The Master Plan Consultant Team presented the analysis of existing campus conditions and facilities. Please refer to the February 10, 2017 MPSTF Slide Presentation (attached). The analysis includes observations and summarizes challenges and opportunities. The task force members were asked to provide their input and ensure that the findings are accurate and appropriate. Once validated, the analysis will inform the exploration of facilities development options.

1. Regional Context

   a. Suzanne described Mt. SAC's Service Area as its regional context and noted that, although people who live in this region have many options when choosing a college to attend, many choose to go to Mt. SAC. The Regional Context map is intended to show the cities, geographical features, major highways, airports, and institutions of higher education in Mt. SAC's Service Area.

   b. It was suggested that Mt. SAC explore ways of attracting students from other institutions to come to Mt. SAC instead.

   c. The task force noted more colleges that should be included on the Regional Context map, including: University of La Verne, Riverside City College (if it falls on map), CSU LA, CSU Fullerton, Cal Baptist.

   d. Change the label from "Mt. Baldy" to "Mt. San Antonio."

   e. Make the label for Brackett Field more visible.

   f. It was suggested to create a separate map of where students who leave Mt. SAC are going.

2. Surrounding Land Uses: Existing and in the General Plan

   a. The Surrounding Land Uses: Existing map described the existing land uses within a 2.5 mile radius of the College. The data illustrated on the Surrounding Land Uses map comes from the Southern California Association of Governments (SCAG) which is a regional planning organization in the Los Angeles and Orange County area.

   b. It was commented that Mt. SAC's nearby neighbors have been pressuring the College to maintain the rural aspect of Walnut. It should be noted in the Educational and Facilities Master Plan that by preserving open space and natural habitat, Mt. SAC does much to preserve the rural character of its neighborhood.

   c. The Surrounding Land Uses: General Plan map illustrates the land uses zoned by the City of Walnut and other cities in the area. It is these cities' blueprint for future growth over the next 20-30 years. The College is nestled in a community that sees itself as primarily residential. The City of Walnut is currently in the process of updating its general plan and PlaceWorks will be keeping a close eye on that update.

   d. It was asked why a 2.5-mile radius around the city was shown—what is the significance of that distance when examining the local context?

   e. Suzanne replied that a large development project in the City of Industry would have an impact on Mt. SAC's neighborhood and they wished to include it on the map. The Mt. SAC Parking and Circulation Master Plan is considering the impacts of this development project, as well.

   f. Mika said that, when planning, the mistake is often made of only looking at the local context and not looking at the bigger picture. It will be important for this master planning process to examine the regional context and then to focus closer in on the local context.

g. It was noted that development directly adjacent to Mt. SAC isn't the only thing that can affect the community. When big changes are made, they can have far reaching effects. For example, once Grand Avenue and Amar Road opened, many drivers began to use them, increasing traffic passing through the campus. It is not just Mt. SAC's traffic that we should consider—there are 52 high schools that feed into Mt. SAC. The College should help to improve transportation to our campus so potential students don't decide to go elsewhere.

h. Alysen Weiland (Psomas) said that the Parking and Circulation Master Plan will look at cumulative traffic loads. It is likely that Mt. SAC is not the biggest contributor to local traffic as some people have said.

i. The City of Walnut's General Plan update is anticipated to be completed in September 2017. There are no proposed changes that will affect Mt. SAC. The College is currently zoned for residential use. Gary said that Mt. SAC will be advocating to have the campus zoning changed to institutional use.

j. Mika said that the master plan facilities conversations should acknowledge that the College's biggest contributor to greenhouse gas emissions is student transportation. We should explore ways to decrease these emissions.

k. Irene said that the potential of a branch of the Metro Gold Line to serve Mt. SAC should be included.

l. Mika also suggested adding another local context map that shows the immediate surroundings of the campus and its closest neighbors.

3. <u>The Existing Campus</u>

a. Sheryl described the existing campus as being over 420 acres in land area, characterized by its varied topography, defined by the major public thoroughfares that pass through it and around its edges, and zoned for varied uses and functions. The campus contains many buildings that are situated in several clusters.

b. Sections cut through the campus show the topography and massing of buildings. Most of the land at the edges of the campus is open space—parking lots, pastures, athletic fields, and natural habitat. The topography complicates pedestrian circulation up and down the slopes and facilitates circulation along the same elevation.

c. Buildings are mainly clustered in the northwest quadrant of the campus and in the Farm Precinct. Many buildings are oriented with their long sides facing north and south—a "solar orientation" that simplifies the use of passive solar design and helps conserve energy.

4. <u>Views Into the Campus</u>

a. This analysis shows what people are seeing from the outside. Views of the campus from Temple and Grand Avenues, as well as views seen by the neighboring communities, should be considered when planning for campus development.

b. The many travelers on Temple and Grand Avenues see Mt. SAC's landmarks, such as the Lodge Stadium, MSAC Hill, and the Performing Arts Complex. But equally prominent are views of surface parking lots and the backs of buildings.

c. It was mentioned that the community cannot see the beautiful murals, sculptures, and courtyards until they enter the campus. Once they do, visitors are surprised to see its many beautiful features.

d. The neighbors in residential communities to the north, west, and south overlook the campus and are interested in what they will see there. It's important for Mt. SAC to be a responsible community member and seek a balance between the priorities of the College and the community.

e. Sandy pointed out the merit of showing an inviting and beautiful outer face to the public. This can serve the College by strengthening its identity, presence, and brand within the community.

f. Jeff said that the campus plan must be convenient for those who use it. Mika said that the campus can be well designed for both frequent users and for the community.

g. Gary said that he has always wanted to bring some element of the Farm to the front of campus—to make that great feature more visible. An idea to have a narrow pasture along Temple Avenue was discussed in the past. He asked if others agreed.

h. It was agreed that this idea would be wonderful. It was commented that the agricultural land is a favorite part of driving past the neighboring Cal Poly campus.

i. It was mentioned that the College does not have a gateway to the campus. Gary said that there are many reasons to build a parking structure in Parking Lot A, but these must be balanced with the appearance of the campus. For political reasons, smaller parking structures in several locations are more acceptable than fewer very large structures.

j. It was commented that when driving into campus, the impression is of a sea of asphalt.

k. It was noted that Pasadena City College has a very green strip on the main thoroughfare, with parking structures on the back side of campus. This appears to be an intentional way to organize that campus.

5. Campus Zoning

a. Sheryl noted that the campus is logically organized in terms of functional zoning. The Administration and Library are near the front of campus. Learning centers are distributed throughout campus, near related instructional programs. Student services are clustered together in a central location, but also distributed among separate buildings, many of which are temporary buildings. The Child Development Center is located with good public access and a degree of separation from other functions that suits their needs. The School of Continuing Education has issues, being made up of many temporary buildings, located in multiple separate areas. The cluster of buildings that are uphill from the Farm is isolated and hard to find.

b. It was noted that mentions of "Physical Education and Athletics" should be changed to "Kinesiology, Wellness, and Athletics."

c. Jeff made the point that it is not clear what the "front" of campus is. Trying to tell someone how to get to the Student Services Building from the Administration Building is very difficult. When a new student needs to pay for a parking permit and register for classes, these functions are in totally different areas. He is not sure he would consider the campus "well laid out." Services are not centrally located on today's campus.

6. Campus Space Inventory

   a. Sheryl said that community colleges are responsible for updating their space inventory, which is stored in the California Community College Foundation's Facility Utilization Space Inventory Option Net (FUSION) data-base. Mt. SAC recently updated their space inventory. The campus total gross building area is over 1.8 million square feet. The space inventory breaks this down into several categories—in units of assignable space. Assignable spaces are spaces with programmed uses, such as classrooms, labs, meeting rooms, kinesiology studios, locker rooms, and data centers. It does not include areas such as corridors, lobbies, most bathrooms, mechanical rooms, and stairs. About 65% of Mt. SAC's gross building area is assignable, which is a common proportion for a community college.

   b. Lecture space is shared, interdisciplinary classroom space. Laboratory space is program-specific instructional space. Mt. SAC holds 475,947 assignable square feet of lecture and lab space.

   c. The office space category includes all offices, including the offices of faculty, staff, student services, and administration. It's a very broad category. The College holds 189,487 assignable square feet of office space.

   d. Conference rooms are categorized as office space when their use is dedicated to a specific department. Meeting space is the category for rooms that are shared campus-wide.

   e. The library space category includes not only book stacks and reading rooms, but also tutoring space and open computer labs. It is not generally understood that the learning centers are categorized as library space. The College holds 78,080 assignable square feet of library space.

   f. The instructional media space category originated to house media equipment when distance education was delivered through television broadcasts. It has evolved and is generally used for current instructional-related media equipment and storage. Instructional media space is a grey area that can be applied flexibly. The College holds 10,066 assignable square feet of instructional media space.

   g. The Space Inventory does not distinguish between space that generates FTES and space that does not.

   h. It was suggested that the Educational and Facilities Master Plan include a Glossary of Terms that defines terms like the various space categories.

   i. Sheryl noted that we will drill down further into the space inventory during the March MPSTF workshop and discuss the implications of the projected enrollment growth on the need for space.

7. Facilities Condition

   a. The condition of campus buildings is regularly assessed through a program administered by the California Community College Foundation. Mt. SAC's latest assessment took place toward the end of last year. The results of the assessment are illustrated on the Facilities Condition graphic using color coding to provide a visual snapshot of building conditions across campus. Mt. SAC has a lot of buildings in good condition, but about a third of its buildings will need to be renovated—or possibly replaced—in the next decade.

   b. It was noted that it is problematic that many of the modular buildings are shown in "good condition."

c. Sandy noted that the facilities condition index alone does not give a complete picture. It is good planning practice to eliminate modular buildings from a campus when possible.

d. Others commented that some of the assessments do not seem accurate.

i. Buildings 4 and 7 should not be orange.

ii. Building 3 should be red.

e. It was noted that Mt. SAC Maintenance and Operations staff disagreed with some of the assessments, as well, and have been meeting with Facilities Planning and Management regularly to discuss the status of each building.

f. The narrative in the Educational and Facilities Master Plan must explain the discrepancies between the assessment and the opinions of Mt. SAC staff who have first-hand knowledge of building conditions.

8. Utilities Infrastructure

a. The Utilities Infrastructure graphic illustrates the complexity of systems that are mostly hidden underground, including lines for storm drainage, electricity, water, chilled water, communications, and other systems. Some have been mapped better than others, but this graphic shows what is known.

b. There are certain areas of campus that are not very well served by certain utilities. For example, the Farm precinct does not have a good storm drainage system.

c. When evaluating options for campus development, the need to extend or reroute utility lines will be considered. Some utilities will be costlier to relocate than others. It could be most challenging to reroute the gravity-fed sewage and storm water lines shown in the black colored routes on the graphic.

d. Considering impacts to infrastructure will simplify the infrastructure planning that will be undertaken to carry out the Educational and Facilities Master Plan.

9. Campus Development History

a. After World War II, the region needed a community college big enough for all the soldiers returning home from military service. The campus still contains buildings that existed from when it was a military hospital. At the beginning, the College mainly used repurposed existing buildings. There was a building boom in the 1960s and early 1970s and then again starting in the 1990s when state and local funding became available.

b. Because of its long history, campus buildings vary widely in architectural style, size, and scale.

c. As the College has grown, vestiges of previous development remain that may not be appropriate to current needs.

d. One of the goals of the Educational and Facilities Master Plan will be to create some consistency in the design of buildings, open spaces, and pathways through campus.

10. Current Planning

    a. Mt. SAC is continuously updating its facilities development plans. It is also working to comply with the requirements of the California Environmental Quality Act by reporting on the environmental impacts of its planned projects and how these impacts will be mitigated. This graphic from the 2015 Facilities Master Plan Update shows how the College currently envisions its use of the campus. It is likely that the 2018 Educational and Facilities Master Plan will recommend adjustments to this plan.

    b. Currently, a number of projects are being planned: The Physical Education Complex (also called the Kinesiology, Wellness, and Aquatics Project), which includes the gymnasium, aquatics center, and tennis courts built over a level of parking; the West Parcel Solar Project; and the Wildlife Sanctuary Extension.

    c. The Central Precinct Plan was undertaken in advance of this Educational and Facilities Master Plan to identify the development capacity of this key area. It considered the location of many projects that have long been in the planning pipeline, including a student center, a learning resources center/bookstore, a science expansion, a transit center, and a student vehicular drop-off area.

    d. As a result of the Central Precinct Plan project, a footprint for the Student Center has been identified. The rest of the Central Precinct Plan is meant to inform, but not to constrain the exploration of options by the Educational and Facilities Master Planning process.

    e. "Kinesiology" is preferred over "Physical Education" for the naming of projects.

C. Challenges and Opportunities: Campus Context and Facilities

1. Challenges Identified by the Master Plan Consultant Team

    a. Community sensitivity to Mt. SAC's traffic and development

    b. Buildings vary in age, style, scale, condition, and quality as learning environments

    c. Many small, single-story and temporary buildings occupy space in the campus core

    d. Outgrown permanent facilities (such as classrooms, Continuing Education, & Student Services)

    e. Infrastructure varies in age, adequacy, and condition across the campus

2. Opportunities identified by the Master Plan Consultant Team

    a. Engage the community and do good planning

    b. Show a more welcoming face to the public and be sensitive to community concerns

    c. Current plans make better use of land at the center of campus

    d. Support for flexible, well-equipped, smart classrooms and labs

3. Comments made by the Master Plan Steering Task Force

   a. Facility spaces are not necessarily set up for optimum use. For example, there is not enough seating in the Mountie Café.

   b. The wayfinding/circulation issues must be resolved.

   c. Try to keep facades attractive. The charm of older, smaller buildings is being lost. Include greenery in the open spaces.

   d. As new spaces are built, make sure they are functional. Be sensitive to whether faculty can teach in them.

   e. The College needs a master vision for what the campus should look like. This plan should be purposeful—don't just place buildings randomly.

3.4 Open Space Analysis and Group Discussion

A. Alysen Weiland (PSOMAS) reviewed preliminary findings of the ongoing Parking and Circulation Master Plan project.

   1. Vehicular Circulation

      a. Alysen noted that although Temple and Grand Avenues and San Jose Hills Road are designed with high capacity intersections, vehicular circulation on the campus is often confusing.

      b. It was commented that the corner parking lot adjacent to the intersection of Grand and Temple Avenues is a great location and an opportunity to move the center of campus back to where it is "supposed to be."

   2. Emergency Access

      a. Not all fire access routes on the campus provide the width required by the local fire authority.

      b. During a recent emergency incident, too many hours were needed to evacuate the campus.

      c. It was commented that the plan must eliminate circulation choke points and plan for people to get on and off campus quickly in an emergency.

B. Jana Wehby (SWA Group) presented the analysis of the existing conditions in the campus open spaces.

   1. Bicycle circulation

      a. Jana noted that the existing campus topography, bicycle infrastructure, and bicycle parking do not provide supportive conditions for bicycle use.

      b. Jeff said that it would be a problem if bike access within the center of campus became a priority. He would not want to encourage people to ride their bikes through campus. There is enough of a problem with skateboards. Jana noted that this approach conflicts with the location of bike parking, which currently exists within the interior of the campus. Many were installed to earn LEED credits.

c. It was commented that the topography of the area doesn't lend itself to doing a lot of bike riding anyway—not a lot of people do it.

d. Jeff noted certain trustees are pushing for Mt. SAC to be more bike-centric. It is a great idea, but will be an issue for the people who work on campus every day.

e. Mika noted that often people bike to a bus stop or to access other modes of transportation and need to store their bikes where they arrive on the campus. This will be recommended by the Parking and Circulation Master Plan. It will be important to provide bike storage where people enter the campus, such as at the planned transit center and at entry points from public bike lanes.

2. Pedestrian Circulation

a. Passenger loading is an important issue for which the vehicular circulation system must accommodate. More clearly contrasting colors should be used to distinguish designated and undesignated drop-offs on the Pedestrian Circulation graphic.

b. Undesignated drop-offs create choke points in the flow of traffic. This occurs in more places than are identified on the graphic, such as in the vehicular turn-around, on both sides of the swimming pool, near the Planetarium, and near Building 40. People are dropped off at designated and undesignated locations near the Library.

c. Students parking in Lot M cut through and damage the athletic/soccer fields as they walk to their destinations.

d. There is a lack of shade along walking routes.

e. The parking lots around the campus make it seem a less walkable destination.

3. Universal Circulation

a. Instead of making people rely on shuttles, they would be more independent if there were more universally accessible pedestrian routes throughout the campus.

4. Wayfinding

a. Jana noted that the red brick campus gateway signage is consistent and does a good job of reflecting the original campus, but this design is not consistently applied throughout the campus and in the newer signage.

b. In some instances, wayfinding signage is located where it is hard to get to or see. Some wayfinding signage is in the middle of parking lots.

5. Site Lighting

a. There is no standard for site lighting and this is an issue for maintenance.

b. Many people feel that the campus is way too dark in the evenings.

c. The site lighting graphic should be revised to show how dark it is in the parking lots. Because of this, a lot of students feel unsafe walking to their cars at night.

d. The paths down to Parking Lot B and near Administration Building 4 are very dark and are a tripping hazard.

e. Audrey Yamagata-Noji said that the newer buildings have exterior LED lights that illuminate adjacent pathways, but there is little site lighting on campus. The new buildings set a good precedent for the campus. LED lighting is much easier to maintain and more energy efficient. This is a huge opportunity and could reduce maintenance costs.

f. Audrey noted that certain inadequately lit areas are not identified on the graphic, including the pathways between the row buildings, the east side of Founders Hall; the pathway from the west end of the Bookstore, past the Student Services Building, and down to Founders Hall; many parking lots; the east side of Building 40; and the paths around Building 30.

g. The area between Buildings 12 and 13 is well lit and landscaped. It would be great if we could duplicate that throughout campus.

h. Several task force members marked up their maps to show more areas that are inadequately lit.

6. Softscape

a. Jana noted that 60% of the campus consists of softscape (areas with plantings), but only 18% of the campus core, where most of the buildings are located, consists of softscape.

b. Turf lawn areas that are used as gathering or event spaces are appropriate; however, areas with turf that do not serve those functions provide an opportunity to shift to more water-efficient plants that enhance campus character and meet educational objectives.

7. Hardscape

a. 30% of the campus consists of hardscape—mostly asphalt and some decorative paving.

b. Mika commented that the use of pavers leads to real problems on campus. Certain pavers break or are damaged. Cart and service vehicle traffic contributes to this issue.

c. Gary pointed out that to alleviate the impact on the paved areas, there should be dedicated parking areas for service vehicles used by public safety, maintenance and operations, and facilities staff while they do their work.

8. Open Space Typology & Programming

a. Currently a variety of open spaces on campus support different kinds of activities. Courtyards framed by buildings are good places for outdoor learning. Gardens with lots of plantings are good place to relax, reflect, or study. Plazas with more open areas are good for hosting events. Outdoor corridors through the campus are good for sitting and people-watching and are good meeting points.

b. But the campus lacks an intentional and cohesive concept to make the most of its open spaces. Mt. SAC doesn't have a campus quad at its core. There should be more shaded areas, power outlet connectivity, and Wi-Fi coverage—amenities that would make open space function better.

c. As buildings are being built, the College is losing its open spaces. A cohesive open space plan will provide for the intentional creation and preservation of open spaces.

d. It was commented that Sherman Park is a nice open space that can function similarly to a campus quad, except that it is too far removed from the center of campus.

9. The Farm

a. The Farm has its own set of uses that support instruction in both Horticulture and the Animal Sciences. But over time, the Farm has grown without a cohesive organizational plan.

b. Much of the existing utilities infrastructure is inadequate. Storm drainage is not adequate. It was commented that heavy rains lead to issues downhill of pastures and lots where animals are kept.

c. The Facilities Condition graphic that was presented earlier shows many of the buildings in the Farm in good condition. While they may be in good condition structurally, many of them are outdated functionally and have not been adapted to support current educational uses.

10. Landscape Character

a. The natural beauty of views to the surrounding hills, the mature and beautiful trees, the nice intimate spaces, and the opportunities for social interaction all contribute to the character of Mt. SAC's campus.

b. But there are many different styles of bike racks, benches, bollards, lighting, receptacles, etc. to be found on the campus. A consistent design aesthetic would strengthen the campus' identity as a unique place.

C. Challenges and Opportunities: Open Space

1. Challenges identified by the Master Plan Consultant Team

a. Lacks a cohesive, intentional design concept for open space

b. Lacks an open space program that balances many uses and functions

c. Losing outdoor space and trees to new building construction

d. Certain spaces are under-used, and are not supporting current needs

e. Weak and inaccessible circulation connections in certain parts of the campus

f. Wayfinding is not clear and intuitive

g. Sloped topography, bisecting public roads complicate connectivity and accessibility.

2. Opportunities identified by the Master Plan Consultant Team

a. Support for preserving and maximizing the use of open space for learning and engaging students

b. To connect all parts of campus with strong and universally accessible paths

c. Many beautiful places, plants and trees, artwork, habitats and microclimates, and views

3. Comments by the Master Plan Steering Task Force

a. The campus loses open space and mature trees when new buildings are built.

b. Some places designated for gathering are not really used that way—no one actually hangs out in them.

c. The campus is a sea of concrete; even outdoor sculptures are surrounded by concrete. We should plan open spaces to balance the greenery and landscaping with the paving. The tendency is to pave everything. It would be better to have more greenery and pave only where necessary. The design and location of paving can determine where pedestrian circulate.

d. We should look at alternatives to concrete.

e. It was noted that sometimes there needs to be concrete to make the campus accessible for emergency vehicles. But the task force should think about ways to make those instances look more intentional.

f. There are no intentional places for student activities, such as career fairs, club activities—no outdoor space for large events. Grassy areas are sloped and not usable for this purpose. It would be good to have a general use open space as a campus focal point. Such a place could be critical to link the campus to the community.

g. The number one thing requested by students is shaded outdoor seating.

h. When we lose the outdoor spaces and trees to new buildings, it's also a loss of curriculum for the classes that utilize those outdoor spaces, such as biology classes.

i. Maximizing the use of our light posts where possible would be great. For example, light posts could be outfitted with banners for student events. This would be an attractive way to display signage for programs and events.

j. Could the campus master plan solve issues regarding a lack of quad space and outdoor space?

k. Jana said that everyone's feedback will help to address these issues. One of the objectives of this master plan is to plan for outdoor space to fulfill program needs, including the needs of instructional programs. The planning for activities and functions in outdoor spaces will be just as important as what goes on inside the buildings.

3.5 Environmental Analysis and Group Discussion

A. The Master Plan Consultant Team presented an analysis of existing conditions that relate to Mt. SAC's sustainability.

1. Mt. SAC's Sustainability Accomplishments

    a. Eera Babtiwale (HMC) reported on the ongoing Educational and Facilities Master Plan sustainability discussions. At the December 2, 2016 Climate Commitment Committee meeting, she participated in a discussion of what sustainability means for this campus. There is a robust student recycling program. There are campus buildings that have earned LEED certification. Mt. SAC is the only college in the Inland Empire that is a signatory of the American College & University Presidents' Climate Commitment (ACUPCC), a voluntary climate action program for institutions of higher education.

    b. Eera mentioned that the Educational and Facilities Master Plan project can further the discussion about sustainability. She asked the task force to think about how the Educational and Facilities Master Plan can promote further efforts and help to infuse sustainability into Mt. SAC's culture.

2. Carbon Footprint from Energy Use

    a. Eera explained that energy use information was gathered from Mt. SAC's ACUPCC database and compared to that of other higher education institutions in the area.

    b. Total energy use is made up of three components: Scope 1 - energy produced on site, Scope 2 - energy sourced from utilities, and Scope 3 – transportation and the disposal and treatment of waste.

    c. When Scope 3 emissions are not counted, Mt. SAC's carbon footprint is relatively low compared to other area institutions in the ACUPCC climate action program. But when transportation is counted, Mt. SAC is the highest in the group.

    d. Colleges with good walkability, with campus housing, or that offset their carbon footprint, show a much lower level of emissions from transportation and waste.

    e. Building solar energy projects would reduce Scopes 1 and 2, but not lower Scope 3.

    f. Scope 3 accounts for the distances that students travel to Mt. SAC. The fact that the College attracts students from areas beyond the Mt. SAC District works against its carbon footprint. The lack of on-site student housing and students' limited use of public transit are also factors.

    g. There is the opportunity to offset the Mt. SAC's travel to conferences. For example, people can purchase airline tickets that offset their carbon emissions.

    h. Gary noted that Mt. SAC's Scope 1 and 2 emissions are low due to systems such as the co-generation plant and the central chilled water cooling system. The campus is very efficient.

    i. The task force asked for more information to build a more complete and nuanced picture.

        i. Show the mile radius assumption for each of the institutions to which Mt. SAC is being compared.

        ii. Compare the carbon footprint per full-time equivalent student (FTES) to the other institutions.

iii. Note that Mt. SAC does a lot of travel for outreach to high schools. This may not be a priority for other institutions or they may not have that many high schools in their areas.

iv. Note Mt. SAC's hours of operation, which may be longer than typical for other institutions.

v. Eera confirmed that the analysis will include a description of the factors considered and the parameters for calculating each scope.

j. A workshop will be held to discuss Mt. SAC's sustainability goals for the next decade. Participant will explore specific objectives and identify ways to achieve them. The Master Plan Steering Task Force is invited to join the Eco Workshop.

B. Landscape Sustainability Analysis

1. Campus Natural Habitat and Campus Forest

a. Jana said that a fourth of the campus is natural habitat. Public access to half of that is restricted. Mt. SAC's goal is to both protect the value of the habitat and ensure public safety by limiting public access to supervised tours.

b. Mt. SAC does not have an official inventory of its campus forest, but funding was recently authorized for one to be created. An inventory will help the College to keep track of the location of specimen trees that are used for instruction. It will be an important tool to plan for both maintenance and for safety.

2. Heat Island

a. Much of the campus is paved, particularly with asphalt, and little of these paved areas are shaded with trees.

b. Many of Mt. SAC's buildings have "cool roofs" that help alleviate some of the heat-island effect.

3. Landscape Irrigation Intensity

a. There are different types of landscape irrigation systems on campus that support the needs of different functions. For example, sports fields and pastures require more water than other areas, so high-efficiency drip irrigation is not appropriate in these areas.

b. Areas that currently have low-efficiency spray irrigation, but could thrive with a more efficient irrigation system, are opportunities for saving water. The College is currently converting many of these areas as they receive rebates for funding.

c. The College needs to plan carefully so that money is not wasted redoing areas that will be redeveloped in a few years.

d. It was asked if the landscaping plan would include strategies such as adding forest cover in parking lots. Strategies that address the challenges that have been identified through the analysis of existing conditions stand the best chance to be recommended. For example, trees in parking lots help to address many issues. They improve the appearance of parking lots, provide shade for pedestrians, and reduce the heat-island effect.

C. Challenges and Opportunities: Environmental Sustainability

1. Challenges identified by the Master Plan Consultant Team

   a. Environment impacts of a large campus, include water pollution, waste, energy use, water use, heat-island effect

   b. Difficulty for a commuter college to reduce Scope 3 GHG emissions from transportation

2. Opportunities identified by the Master Plan Consultant Team

   a. Integrate sustainability in curriculum and model sustainable campus management

   b. A dedicated Wildlife Sanctuary, black Walnut restoration areas, and other existing natural habitat

   c. Input and ideas from Mt. SAC's Climate Commitment Committee

   d. History of accomplishments and institutional support for sustainability

3. Comments made by the Master Plan Steering Task Force

   a. Ensure that the plants/trees that are included in the plan will actually offer shade (unlike palm trees).

   b. In addition to reducing Mt. SAC's carbon footprint, there is interest in promoting a culture that supports sustainability. It was asked whether the College has considered establishing building standards for things such as recycling receptacles and water bottle refilling stations—things that can help change the College's culture to a more sustainable one. The Educational and Facilities Master Plan is an opportunity to recommend the development of such standards.

   c. Getting students to bike to the campus requires creating a culture that values sustainability.

   d. People don't really know the things that Mt. SAC has done in terms of sustainability. It would be great to have a Sustainability Center on campus where this knowledge can be shared. It could be a great recruitment tool, as well.

   e. Sustainability can also be integrated within our curriculum. Everyone mentioned this during the program reviews. The College should find ways to make those connections with students because they want to contribute.

   f. It is hard to protect outdoor spaces and address sustainability concerns in the master planning process when it comes to figuring out how to get the money to fund these ideas. This team needs to be sure to capture the needs of programs that require these outdoor spaces.

   g. Demand for building spaces sometimes overtakes the demand for nice landscaping.

   h. It is important to protect the quality of landscaping and planting. Outdoor spaces and landscaping can be lost as more buildings are prioritized. The importance of these outdoor spaces and landscaping should really be prioritized in this planning process.

i. Regarding the College's energy systems—Mt. SAC is doing co-generation and moving into solar energy. Getting all those systems to work together will be tricky. Don't build something new only to steal the savings of something we built two years before.

3.6 Next Steps

A. CBT will use the feedback heard today to revise the data portfolio.

B. The Master Plan Consultant Team will meet with program leaders to review Draft #2 of Program Descriptions.

C. The Master Plan Consultant Team will identify the EMP's implications for facilities planning.

D. CBT and HMC Architects will prepare the Space Analysis and Space Needs Forecast.

E. The Master Plan Consultant Team will use the feedback heard today to draft Planning Principles and Planning Objectives.

F. The Master Plan Consultant Team will identify facilities development opportunities.

G. **Next Meeting**: **Monday, March 20, 2017, 10 AM to noon, in the Founders Hall Conference Center.**

The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt

Submitted by,

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Attachments: *February 10, 2017 MPSTF Slide Presentation*

Cc: Distribution to Mt. SAC Attendees by Facilities Planning and Management
Master Plan Consultant Team Attendees
Aravind Batra (P2S Engineering)
Michael Bernal (HMC Architects)
Karen Chan
Ted Gribble (Five-G Consulting)
Masako Ikegami (SWA Group)
Karen Gulley (PlaceWorks)
Brett Leavitt (HMC Architects)
Glenn Roberts (Five-G Consulting)
Nicholas Staddon (Horticulture Advisor)
Marcene Taylor (MTI)

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