HMC Architects

Meeting Minutes

Mt. SAC Master Plan Steering Task Force Meeting #4

Date March 20, 2017
Project Mt. SAC 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
Carlos Duarte, Public Safety Officer, Public Safety, CSEA 262
Grace Hanson, Dean, Disabled Student Programs & Services and Student Health Services
Tamra Horton, Faculty, Humanities and Social Sciences
Jonathan Hymer, Faculty, Technology & Health
Joe Jennum, Dean, Kinesiology, Athletics, & Dance
Mika Klein, Senior Facilities Planner, Facilities Planning & Management
Mark Lowentrout, Associate Dean, Arts
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
Mark Ruh, Faculty, Kinesiology, Athletics, & Dance
Bill Scroggins, President & CEO
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
Sheryl Sterry, HMC Architects
Emilie Waugh, HMC Architects
Jana Wehby, SWA Group
Alysen Weiland, Psomas

Purposes

- Present the recommended College growth rate
- Present considerations for the exploration of facilities planning options, including themes from the program interviews, best site planning practices, and facilities planning objectives

Items Discussed

4.1 Welcome and Updates

A. Bill Scroggins welcomed the MPSTF and asked them to imagine the future of the College and its community—both flowing with the dynamics of the environment. He asked them to plan, not just to build out the campus, but to reinvent it. He encouraged the MPSTF to think about the campus environment that people will need—what the work world will be like in the future and how the campus can be adaptable moving forward. He talked about how exciting it is to be part of a diverse community with such a broad display of different cultures. He challenged the MPSTF to be master integrators of information and ideas—to interpret the data projections for the community and consider the vectors of change moving toward a new integrated population—as they envision how the College should evolve in the future.

B. Educational and Facilities Planning Updates:

1. Sandy Kate greeted the MPSTF and noted that since the last meeting in February, the master planning process has entered the "Frame" phase. In this phase, the information gathered and the input heard are being compiled to determine criteria and objectives for exploring options.

2. On March 3rd, a sustainability workshop was held. There was a great turnout from the College, including many MPSTF members, many students from sustainability-focused clubs, and interested faculty and staff. Attendees shared their ideas and priorities for advancing Mt. SAC's sustainability plan.

3. Sheryl Sterry (HMC) said that nine workshops have been held at community venues in each Trustee area, including two held in Walnut. Two trustees were present to host each workshop. Community members learned about Mt. SAC's master planning project—its purpose, process, and schedule—and were invited to ask questions and give their input on a variety of topics. Their input is being documented in a report.

4. At the February 27th meeting of the Community Facilities Plan Advisory Committee, members were shown the agenda for the community workshops and learned how they are structured for participation and input. Committee members were asked to help publicize the workshops.

5. Eva Conrad (CBT) gave an update on the review of the educational planning content of the EFMP. College Deans, faculty, and staff reviewed the first draft of the program descriptions for the EFMP with members of the consultant team. Today Instructional Deans, faculty, and staff are meeting with members of the consulting team to provide feedback on the second drafts of these descriptions.

6. The first drafts of chapters 1 and 2 of the EFMP are ready for review and comment. Chapter 1 provides demographic information about the College and community and the context of today's economy and current issues in higher education. Chapter 2 is the data portfolio, which includes an external scan, internal scan, and a growth projection.

7. The drafts of chapters 1 and 2 will be posted on the master planning website. The MPSTF Tri-chairs will notify the College that the chapters are available for review and comment. People will be asked to provide feedback by March 31st. The Tri-chairs will review the feedback and adjudicate which feedback to incorporate. CBT will then create a second draft of these two EFMP chapters to be reviewed by the MPSTF and CMPCT. This feedback will be used to prepare the final draft, which will be distributed college-wide for review and comment.

4.2 Schedule a College Forum?

A. The MPSTF considered and agreed to hold an open college forum to inform students, staff, and faculty about the progress of the EFMP project and gather broad input on the preliminary facilities options that will have been presented to the MPSTF during the April 17th meeting.

B. The forum should be scheduled soon after that meeting. Task Force members recommended 4:30 to 6:00 PM on Tuesdays, Wednesdays, and Thursdays as the best times to attract students that attend classes during the day and evenings, as well as full-time and adjunct faculty. During Thursday afternoons, there are few campus committee meetings. Providing food would encourage more students to attend.

4.3 Parking and Circulation Master Plan

A. Alysen Weiland (Psomas) gave an update on the Parking and Circulation Master Plan (PCMP) project. Last week, parking lots were surveyed to determine parking utilization during each hour of the day. Over the next few weeks, this data will be analyzed and options will be prepared.

B. During March and April, the PCMP Steering Committee will review these options. The results will be integrated into the facilities master plan options that will be reviewed at the MPSTF meetings.

4.4 Growth and Future Space Needs

A. Dan Rosenberg (CBT) presented the projected growth rate and future space needs at the College.

1. Through this planning process the College is developing a long-range vision of future space needs. Given that there is an 8-10 year span from conception of a building to occupancy, this vision may be modified over the next decade as data are revisited and revised.

2. Population

    a. California's population is projected to grow 0.87% annually and the population in Mt. SAC's communities is projected to grow 0.59% annually.

    b. Over the next five years, the population between the ages of 15-24 is projected to decrease as a percentage of the total population. There are likely to be increases in the proportions of the population between the ages of 25 and 44 as well those ages 55 and older.

    c. These population projections indicate that the College cannot anticipate growth in student enrollment due to increased population.

3. Full Time Equivalent Students

    a. Total FTES (Full Time Equivalent Students) has grown 0.75% per year annually over the past 15 years (fall 2001 to fall 2015). Over the last four years, credit FTES has grown 0.18% per year annually and noncredit has grown 0.42% annually.

    b. MPSTF members made the following comments:

        - Mt. SAC has increased 4% in headcount in the past two years.

          Response: The College's student headcount increased more than its FTES in recent years, which indicates that, on average, the number of units per student has decreased.

        - Can the projections be based on annual FTES instead of fall semester FTES?

          Response: Fall semesters are used statewide as the basis for growth and space projections because the highest levels of student headcount and FTES generally occur in the fall. Fall semesters are used so that colleges plan facilities that will accommodate the greatest number of students on campus.

        - Spring and summer semesters are generally busier for student services than fall semesters, which impacts the College's need for facilities and parking.

        - It would be valuable to have this analysis for all semesters, as well as the overall rate for the year.

          Response: Despite these considerations, the state formulas for facilities planning are based on fall semester FTES and the number of hours that students are on campus (Weekly Student Contact Hours or WSCH) during fall semesters.

- There were a few years, 2011 and 2012 for example, when the College did not grow. The College would not show much potential for growth during those years.

  Response: A longer span, such as 15 years, is included in this analysis because it is expected that colleges' FTES and growth data are cyclical.

- The EFMP needs to clearly identify that Chancellor's Office Data Mart is the source of the data.

- How do we capture "student life" in the EFMP? If facilities are based only on WSCH, how do we include in our planning the places that students use and the activities that they participate in outside of classrooms?

  Response: The state sets standards for the amount of instructional spaces, office spaces, and library spaces needed by each college based on the amount of Weekly Student Contact Hours generated by that college. Although there are no state standards for the outside-of-the-classroom spaces, the architects evaluate the current conditions of and needs for these spaces during the facilities planning processes.

4. High School Graduation Rates: For the next five years, Los Angeles and San Bernardino Counties project that there will be a slight decline in their graduation rates, while Riverside County projects a slight increase in its high school graduate rate.

5. The State Chancellor's Office annually forecasts a growth rate for each college's Weekly Student Contact Hours. This forecast is used for facilities planning, not for funding. This forecast is historically high because the Chancellor's Office bases this forecast on the most optimistic population projections.

   a. The State Chancellor's Office projection is that Mt. SAC will grow 1.22% in Weekly Student Contact Hours annually over the next ten years.

6. Growth Forecast: Considering these data, the educational planners recommend that the College project its future facilities needs based on 0.75% annual growth in Weekly Student Contact Hours, which is equivalent to 8.57% growth in Weekly Student Contact Hours between 2016 to 2027.

   a. MPSTF members made the following comments:

      - Are these data and these forecasts separated for credit and noncredit Weekly Student Contact Hours?

        Response: The recommended growth rate for Mt. SAC's FTES and Weekly Student Contact Hours is a combined rate for credit and noncredit Weekly Student Contact Hours.

- The Mt. SAC Facilities Planning and Management Department tested the recommended growth rate of 0.75% annual growth in Weekly Student Contact Hours and found that, based on the amount of space and possible funding, this is a realistic projection of what the College can actually build on an annual basis. This Department concluded that although the state Chancellor's Office higher projection of 1.22% annual growth in Weekly Student Contact Hours may appear to work to the College's advantage, the educational planners' forecast will help the College plan realistically.

- Is there a better term than the "College's growth rate"?

  Response: Yes. The recommended 0.75% annual growth rate is a projection for facilities. This point will be clearly explained in the EFMP.

- Acronyms such as WSCH and FTES will not be familiar to most faculty and staff on campus.

  Response: The EFMP will clarify these acronyms:

  - *Full Time Equivalent Student (FTES) = 15-unit course load for one student;*
  - *Weekly Student Contact Hour (WSCH) = equal to 525 hours across two semesters; used to calculate classroom space and laboratory space;*
  - *Office space is based on FTEF (Full Time Equivalent Faculty); and*
  - *Library space is based on student headcount.*

7. Capacity-to-Load Ratio: The Chancellor's Office uses this ratio to compare the capacity of a college's facilities (capacity) with the state standards for college facilities (load).

   a. Mt. SAC has 1,180,000 assignable square feet of building space on campus. The College's total capacity-to-load ratio is 129%, meaning that the actual amount of space at the College is greater than the state standards for college facilities given the amount of Weekly Student Contact Hours reported by the College. The capacity-to-load ratio is relevant when the College applies to the state for facilities funding.

      - The College has 170,528 assignable square feet of classroom space. According to the Title 5 formulas, Mt. SAC has more classroom space than needed based on the amount of Weekly Student Contact Hours reported by the College. The College would not qualify for state funding for additional classroom space. Classrooms in temporary buildings are included as part of the total College's classroom space.

      - The College has 286,483 assignable square feet of laboratory space. According to the Title 5 formulas, the College needs more laboratory space

(314,816 assignable square feet), so the College could qualify for state funding for additional laboratory space.

- The College has 178,356 assignable square feet of office space. The category of office space includes all offices: administrative, staff, faculty, and Student Services. According to the Title 5 formulas, the College needs more office space (209,831 assignable square feet), so the College could qualify for state funding for additional office space.

- The College has 80,175 assignable square feet of library space. According to the Title 5 formulas, the College needs more library space (105,493 assignable square feet), so the College could qualify for state funding for additional library space.

- The College has 10,303 assignable square feet of instructional media space. According to the Title 5 formulas, the College needs more instructional media space (18,075 assignable square feet), so the College could qualify for state funding for additional instructional media space.

b. MPSTF members made the following comments:

- How are lecture/laboratory courses calculated in the Title 5 formulas?

  Response: Title 5 formulas are based on the total numbers of Weekly Student Contact Hours identified as lecture or laboratory. There is no Title 5 formula for a combined lecture/laboratory. Also, the formulas are not linked to specific rooms.

- The Writing Center is categorized as library space, because it is not scheduled for classes or laboratories. There does not seem to be sufficient space for the College's Writing Center because it is always packed with students.

- Mt. SAC is not even close to its cap for library space. How can the College arrive at an accurate estimate of how much library space is needed?

  Response: The facilities planners use feedback from interviews with library/learning center administrators, faculty, and staff, as well as other administrators, faculty, and staff to propose recommendations for the amount of library space the College needs. But the facilities planners' recommendation must be discussed College-wide to make the facilities decisions and capture the best united vision of the College's future needs.

- How can we determine the space needs for Student Services?

  Response: This question can only be answered through College-wide dialogue. One decision that should be made at this stage is whether the College wants to centralize or decentralize Student Services. That decision is

made considering both philosophical and pragmatic issues and will shape how the College thinks about every new or remodeled building on campus.

c. If FTES and Weekly Student Contact Hours increase as projected at 0.75% annually, Mt. SAC will need an additional 124,175 assignment square feet by 2027 or when the Weekly Student Contact Hours reaches 477,813 in a fall semester.

d. Four projects for new facilities are currently in the planning stages (Business and Computer Technology Center, Athletics Complex East, Equity Center, and Physical Education Complex). Planning is also underway to demolish the row buildings. The net impact of the new facilities, plus the demolition of the row buildings is the addition of approximately 40,000 assignable square feet. Even with the completion of these projects, Mt. SAC needs 84,000 assignable square feet of space.

8. The following considerations may contribute to the discussions about the space planning data:

a. The Title 5 formulas are benchmarks for applying for state funding for facilities. The surplus of classroom space shown in these calculations is not a mandate for the College to reduce the amount of classroom space.

b. A space utilization analysis of how classroom and laboratory spaces are currently being used would include recommendations of how to more efficiently use the College's current space.

c. Remodeling and reconfiguring existing space may be more feasible and affordable than new construction.

d. An analysis of the College's policies and practices related to class scheduling, room assignments, and class sizes may be a useful way to address some of the facilities needs that have been identified in the interviews with instructional disciplines and student services.

e. MPSTF members made the following comments:

- Title 5 formulas for college facilities do not match today's approaches to teaching and learning. More and more classes do not happen in rows of desks, where students take up a certain amount of space. Teachers are encouraged to use collaborative teaching formats. For faculty, the Title 5 numbers do not account for changes in pedagogy nor for other issues such as the need for adaptable furniture for disabled students.

  Response: The purpose of the Title 5 formulas is for colleges to qualify for state funding for facilities and, as such, provide one framework for facilities planning. These formulas do not and should not dictate a college's facilities decisions.

Colleges can use the formulas to make the best possible case for state funding. For example, if a college schedules lower-enrolled courses in large classrooms, the college is demonstrating to the state that it doesn't need the large classroom space.

- Given the complexity of these issues the MPSTF recommended that they review the draft data portfolio chapter before it is distributed college-wide.

  Response: It was agreed that the Tri-chairs would distribute the drafts of Chapters 1 and 2 to the MPSTF members on March 21, with feedback due on March 31st. This feedback will be used to revise the draft chapters before these are distributed for college-wide review and comment.

4.5 Facilities Themes From the Instructional Program Interviews

A. The facilities planning consultants have been attending many of the educational planning interviews. Sandy presented a list of the facilities-related themes that were repeatedly heard in the instructional and student services interviews.

1. Active learning: Focusing on student success, the faculty are looking at how to redevelop lecture and laboratory spaces to support the best ways to teach. They want areas for collaboration, group projects, and hands-on projects. The facilities planners will be meeting with class schedulers next month to learn which instructional spaces are not well utilized and which ones are in demand.

2. Storage: Another common issue that came up in the interviews (with Student Services, particularly) was storage. The discussion included the benefit of having storage that is accessible from adjacent corridors rather than inside classrooms, for project-based classes. Various programs could use the instructional space and have access to the storage at all times. Lockers for students should also be considered. Storage is useful, particularly for adjunct faculty because they don't have dedicated office space.

    a. Jeff Archibald noted that in the building where he works much of the storage space is being removed because they have become filled with junk. Sandy noted that storage should be provided in buildings where it is needed and that storage inside a classroom or lab reduces usable space. When it is in the corridors, it can be classified as non-instructional space.

3. Appropriate adjacencies: This is particularly important for the sciences, to make it practical to share resources and staff. Sandy encouraged the MPSTF to think about which adjacencies are working well on campus and to consider the location of things like support space. Should support space be distributed and located near each discipline or located in one area?

4. Collaboration space: The need for collaboration space near faculty offices was frequently discussed. Faculty would like more of an open space where students and faculty could meet. The benefit of designing open spaces, such as lobbies and

hallways, for these uses is that they are not classified as office space and do not count against the capacity load ratio.

5. Makerspace and innovation labs: The need for these types of spaces was frequently brought up and echoes a current trend in college facilities. They could be shared among different programs. Innovation labs serve as a place to build hands-on projects, but can also be used as resource areas.

6. Simulation labs and virtual reality labs: Faculty asked about these types of spaces and other technology tools that will likely be used more often in the future and should be considered for the College.

7. Outdoor instructional space: Faculty frequently mentioned that they taught in outdoor spaces. The MPSTF has also discussed wanting to maximize the use of outdoor space for research and demonstrations and as an alternative place to hold classes. Maximizing the use of the Wildlife Sanctuary was also mentioned as a priority.

8. Flexible, multi-purpose space: This need was mentioned frequently in the interviews with Student Services. There is a desire for space that can be readily adapted to different uses over time and that can house multiple uses on a day-to-day basis. Student Services programs need access to larger flexible spaces for specific activities and events, but not for everyday use.

    a. Movable walls can be used if the spaces are consciously planned to address acoustic design criteria.

9. Open computer labs: The need for more open computer labs was also frequently mentioned. Students need computers with specialized software to work on assignments.

10. Large assembly spaces: The need for more large assembly spaces was mentioned in interviews with instructional and student services programs and in the community meetings.

11. Testing Space: The need for testing space was mentioned frequently. Ideally, testing spaces would be designed with the flexibility to serve many kinds of testing, such as makeup tests for classes, assessment placement tests, and distance learning tests.

12. Student-centered space: The need for student-centered space throughout the campus has been mentioned in every instructional interview and in the student services interviews. More seating should be provided, both indoors and outdoors. The College needs more library study space. These spaces should be planned intentionally to accommodate and support students.

13. Restrooms: Having enough easily accessible restrooms, including gender-neutral restrooms, for both students and faculty is the most frequently mentioned priority.

4.6 Best Site Planning Practices

A. These best practices are high level guidelines recommended by campus facilities planners. They are helpful to keep in mind when reviewing facilities development options.

1. Maximizing functional space: Space that is working for the campus now should be fully equipped and outfitted, appropriately zoned with the right adjacencies, and well-connected and linked to other functions on the campus.

2. Eliminating non-functional space: Temporary facilities and facilities that are aged and outdated should be renovated or replaced if it is not feasible to renovate. It is a goal to replace temporary space with permanent space. Eliminating temporary space from Mt. SAC's space inventory will add to the amount of space that should be built in the next decade.

3. Improve efficiency and utilization of space: Align spaces with program needs. Ensure that the inventory of classrooms match the sizes of classes being taught. Balance the use of space among priorities. Spaces should be flexible and able to serve multiple purposes. Densify and intentionally plan for the use of land.

    a. Land-use density is the amount of building space on an acre of land. A campus with small, single-story buildings would have a low land-use density. Mika Klein asked that it be made clear that this practice pertains to land-use density and not to the space or functions within buildings.

    b. Sheryl noted the needed to preserve the human scale of the campus.

    c. It was noted that the photos were generic rather than of the Mt. SAC campus and therefore seem less applicable. Sandy and Sheryl noted that photos of other colleges and universities can serve as inspiration and help generate ideas for the future. Mt. SAC has many good examples and images from the campus will be used when available.

    d. It was noted that in order to save money, the College should remove temporary buildings that they leased before removing the ones that they own. The buildings that are owned can then be used as swing space.

4. Right-size the campus for program needs: Ensure that the facilities plan supports the educational plan and that space needs for all instructional, student, and administrative service programs are well understood and planned.

5. Enhance the campus learning and working environment: Plan for a campus environment that is focused on the needs of students; is intellectually enriching– where learning can take place anywhere, both indoors and outdoors; is delightful and welcoming and encourages students to remain on campus; and is healthy, safe, and secure for students and employees.

6. Promote sustainable design, construction, and operations: Plan for a campus that is sustainable financially, socially, and environmentally, and that reinforces a culture of sustainability.

7. Simplify implementation: When practical, plan projects to minimize disruption, the need for temporary housing (swing space), the number of moves, and the rerouting of costly infrastructure.

8. Connect to the community: Plan for a campus that serves as a source of pride; is partnered with the community; is respectful; and is designed to promote a well-branded identity.

4.7 Planning Objectives

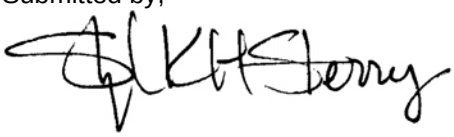
A. The discussion of Planning Objectives was postponed to the next meeting. The draft Planning Objectives were shared with the Task Force in a handout. Sandy noted that they were compiled from discussions at previous MPSTF meetings—particularly from the discussion of the analysis of existing site conditions and the program interviews. She encouraged Task Force members to review the list and inform the Master Plan Consultant Team if they wish to add anything.

   a. Mika suggested that the Planning Objectives be grouped into categories.

4.8 Next Steps

A. Next Meeting: April 17, 2017, 10 AM to 12:30 PM. Founders Hall Conference Center.

Submitted by,



Sheryl Sterry
Senior Educational Facilities Planner
HMC Architects

Attachments: February 10, 2017 MPSTF Meeting Minutes
March 20, 2017 MPSTF Slide Presentation
Planning Objectives and Best Site Planning Practices Handout

cc: Distribution to Mt. SAC Attendees by Facilities Planning and Management
Master Plan Consultant Team Attendees
Gerdo Aquino (SWA Group)
Aravind Batra (P2S Engineering)
Michael Bernal (HMC Architects)
Karen Chan
Darlene Danehy (Psomas)

Ted Gribble (Five-G Consulting)
Masako Ikegami (SWA Group)
Karen Gulley (PlaceWorks)
Brett Leavitt (HMC Architects)
Glenn Roberts (Five-G Consulting)
Suzanne Schwab (PlaceWorks)
Nicholas Staddon (Horticulture Advisor)
Marcene Taylor (MTI)

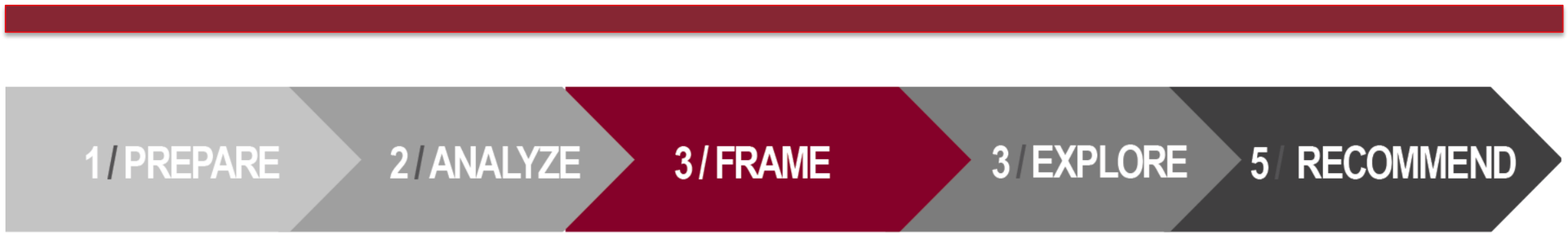
MT. SAN ANTONIO COLLEGE
2018 Educational and Facilities Master Plan

MARCH 20, 2017 MASTER PLAN STEERING TASK FORCE MEETING

Updates

SEPTEMBER
2016

DECEMBER
2017



MARCH
2017

UPDATE – EFMP

/ Report on Sustainability Workshop

/ Report on Trustee Hosted Workshops

/ Report on CFPAC Meeting

/ Interviews March 20-21 and 23

/ Chapter 1 and 2 Posted for Review/Comment

UPDATE – EFMP

Review Process for Chapters 1-5

/ College-wide review draft #1 of chapters

/ Tri-chairs review comments and determine revisions

/ MPSTF and CMPCT review draft #2 of chapters

/ Tri-chairs review comments and determine revisions

/ Tri-chairs present final draft to Superintendent/President and Board

SCHEDULE A COLLEGE FORUM

/ Purpose/Potential Focus

/ Potential Dates

Parking & Circulation

PARKING AND CIRCULATION MASTER PLAN

/ Parking Survey completed

/ EFMP/PCMP Integrated process

/ Next Steps:

- / Complete Analysis
- / Explore Options

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Growth and Future Space Needs

POPULATION GROWTH

Region	2016 (Actual)	2025 (Projected)	Annual Growth Rate	Compounded Growth 2016 - 2025
MSACCD	648,767	685,348	0.59%	5.63%
California	38,986,171	42,147,204	0.87%	8.11%
Source: ESRI, analysis by CBT				

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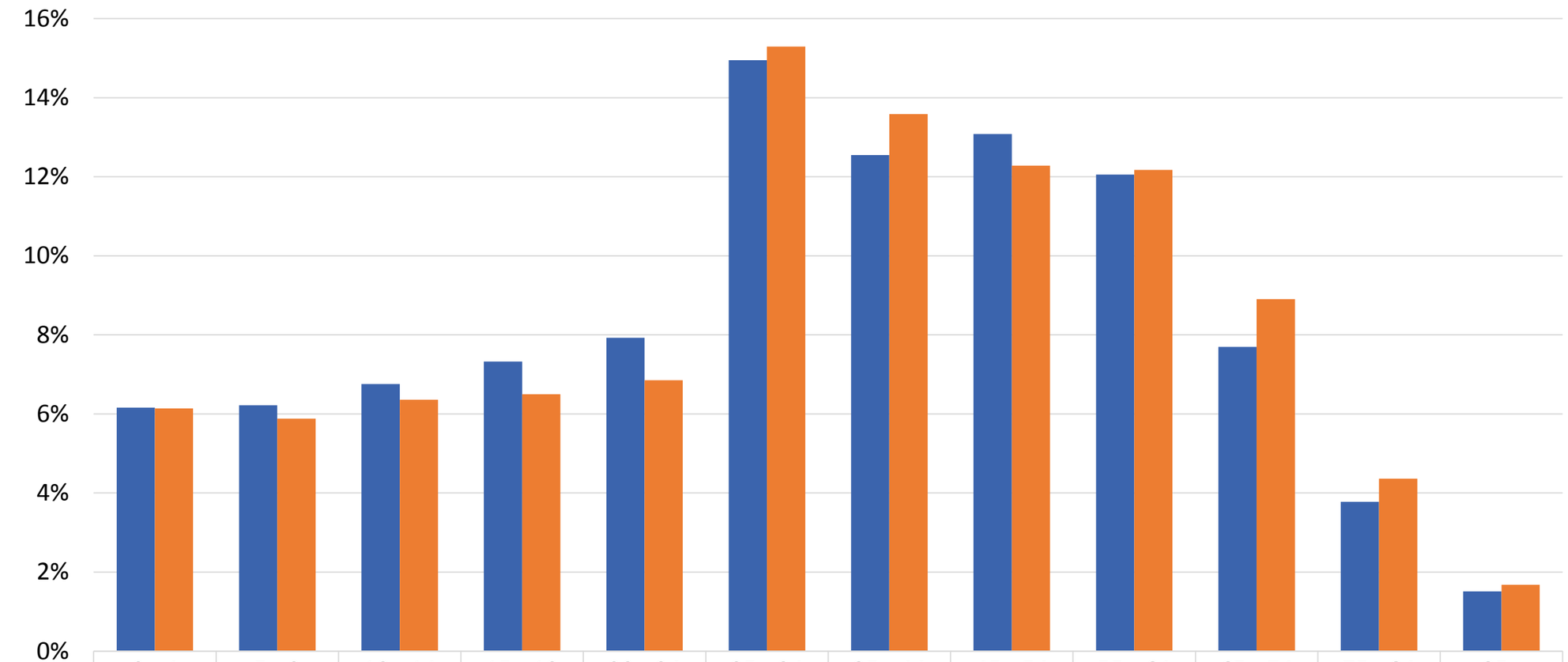
POPULATION AGE SEGMENTATION



	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
2016	6.2%	6.2%	6.8%	7.3%	7.9%	14.9%	12.5%	13.1%	12.1%	7.7%	3.8%	1.5%
2021	6.1%	5.9%	6.4%	6.5%	6.9%	15.3%	13.6%	12.3%	12.2%	8.9%	4.4%	1.7%

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MT. SAC ENROLLMENT TREND SUMMARY

Measure	15-Year Trend of Annual Growth (Fall 2001-2015)	4-Year Trend of Annual Growth (Fall 2012-2015)
Credit FTES	0.98%	0.18%
Non-Credit FTES	-1.07%	0.42%
Total FTES	0.75%	0.21%
Source: Mt. SAC Office of Institutional Research, ESRI, analysis by CBT		

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COUNTY HIGH SCHOOL GRADUATION RATES

County	Actual 2013-14	Projected 2024-25	% Change
Los Angeles County	106,271	98,021	-7.8%
Riverside County	29,308	29,737	+1.5%
San Bernardino County	28,003	27,104	-3.2%
Source: CA Department of Education, analysis by CBT			

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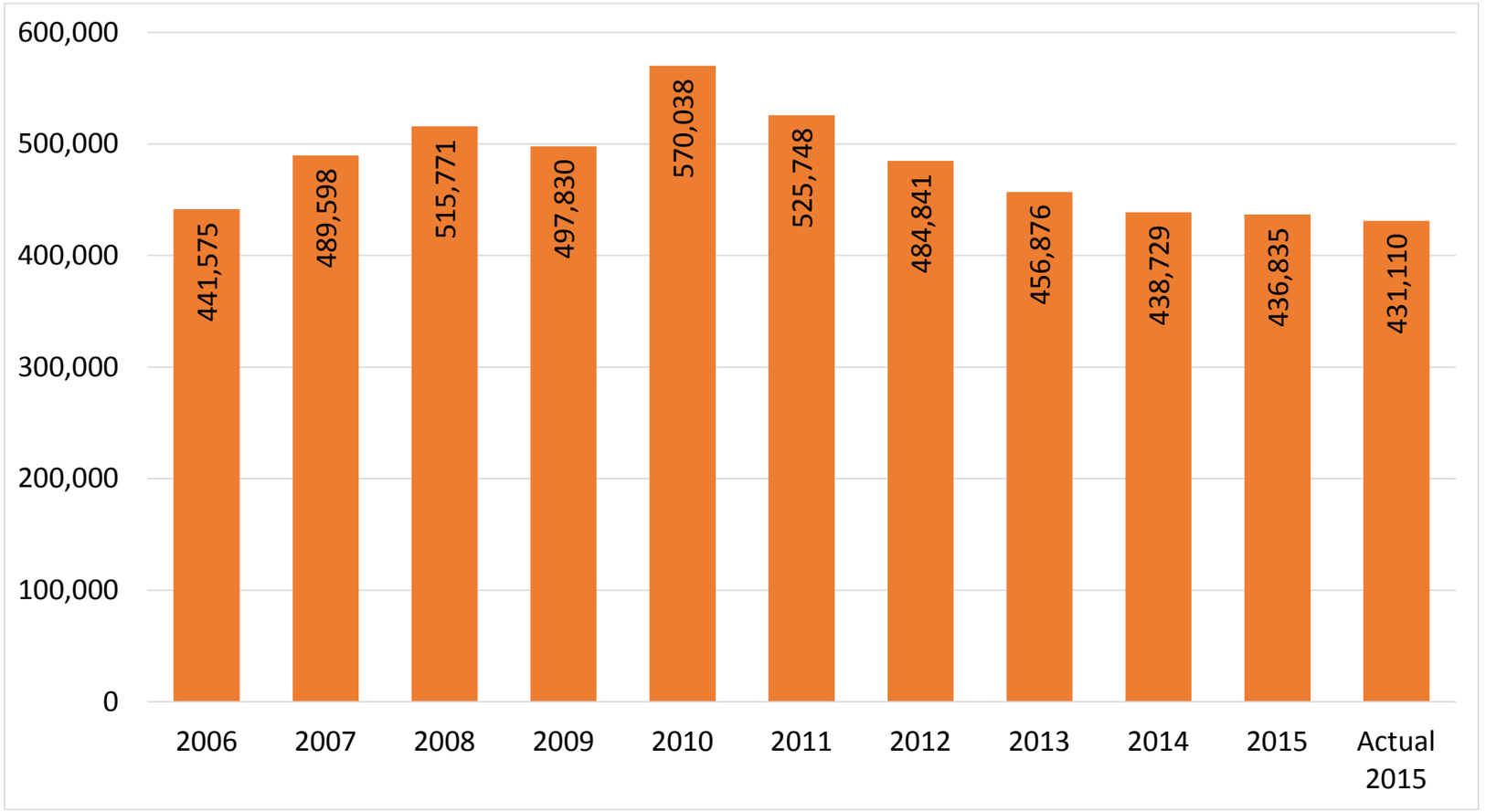
STATE CHANCELLOR'S OFFICE LONG RANGE FORECAST OF FALL 2015 WSCH



Current 10-Year Forecast by State Chancellor's Office is annual WSCH growth of 1.22%

This graph shows the projection by the State Chancellor's Office, of 2015 WSCH in each of the planning years.

MT. SAC ENROLLMENT GROWTH FORECAST

Year	WSCH
2015	436,835
2016	440,111
2017	443,412
2018	446,738
2019	450,088
2020	453,464
2021	456,865
2022	460,291
2023	463,744
2024	467,222
2025	470,726
2026	474,256
2027	477,813
Annual Growth Rate	**0.75%**
2016 – 2027 Growth	**8.57%**
Source: CBT	

Annual Growth Rate: 0.75%

Cumulative Growth Rate: 8.57%

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SPACE PLANNING ASSUMPTIONS

/ Linear growth

/ Student headcount will grow at the same rate as WSCH.

/ FTEF will grow at the same rate as WSCH

/ The mix of disciplines generating WSCH in laboratory classes will not change dramatically.

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CURRENT CAPACITY TO LOAD RATIOS

Space Categories	Current Space Inventory	Cap/Load Ratio	Title 5 Space Needs	Current Space Need (Surplus)
Classroom	170,528	129%	132,192	(38,336)
Laboratory	286,483	91%	314,816	28,333
Office	178,356	85%	209,831	31,475
Library	80,175	76%	105,493	25,318
Instructional Media	10,303	57%	18,075	7,772
Total	**725,845**		**780,408**	**54,563**

Note: All figures are in assignable square feet except percentages
Source: Mt. San Antonio Community College District Five-Year Capital Construction Plan, California Education Code, Title 5 §57020, analysis by CBT

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FUTURE SPACE NEEDS 2027 (OR WHEN WSCH REACHES 477,813)

Space Categories	Current ASF	2027 Title 5 Space Needs	2027 Net Space Needs (Surplus)
Classroom	170,528	144,593	(25,935)
Laboratory	286,483	344,348	57,865
Office	178,356	229,514	51,158
Library	80,175	112,721	32,546
Instructional Media	10,303	18,844	8,541
Total	**725,845**	**850,020**	**124,175**

Note: All figures are in ASF
Source: Mt. San Antonio Community College District Five-Year Capital Construction Plan, Space Inventory (Report 17), California Education Code, Title 5 §57020, analysis by CBT

If the College opts to maintain all of its classroom space, the total space needs for 2027 are 150,110 ASF
(124,175 + 25,935)

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FUTURE SPACE NEEDS – WITH CURRENT PLANNED PROJECTS

Space Type	Current Space	Business & Computer Tech	Equity Center	Athletics Complex East (ACE)	Physical Ed Complex	Cumulative Total	2027 Title 5 Space Needs	2027 Net Space Needs (Surplus)
Classroom	170,528	17,884		1,461	-	189,873	144,593	(45,280)
Laboratory	286,483	4,454		2,995	2,400	296,332	344,348	48,016
Office	178,356	4,806	1,906	(1,949)	(1,510)	181,609	229,514	47,905
Library	80,175	4,529	3,071		-	87,775	112,721	24,946
AV/TV	10,303	-			-	10,303	18,844	8,541
Total	**725,845**	**31,673**	**4,977**	**2,507**	**890**	**765,892**	**850,020**	**84,128**

Note: All figures are in assignable square feet. The table only shows space in the five categories. Other space types have been omitted.
Source: Mt. San Antonio Community College District Five-Year Capital Construction Plan, California Education Code, Title 5 §57020, analysis by CBT

If the College opts to maintain all of its classroom space, the total space needs for 2027 are 129,408 ASF (84,128 + 45,280).

RECOMMENDATIONS

The following considerations may contribute to the use of the space planning data.

/ Live with the existing amount of space that is shown to be in surplus.

/ Conduct a space utilization analysis.

/ Remodel and reconfigure existing space rather than build new space.

/ Review and revise policies and procedures for class scheduling, room assignments, and class size.

Facilities Themes

FACILITIES THEMES

Active Learning

/ “SCALE UP” classrooms

/ Space allowing for interaction

/ Space allowing for project work

/ Easy to re-arrange set up

/ Allow for variety of instructional methods

FACILITIES THEMES

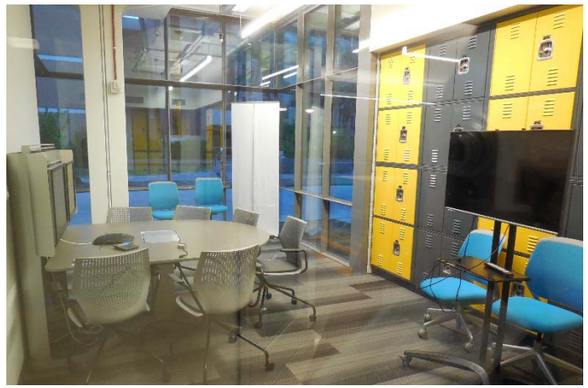
Storage and Support Space

/ Storage for instruction, with easy access

/ Course storage accessed from corridor

/ Many programs need specific storage

/ Lab storage and support space



FACILITIES THEMES

Appropriate Adjacencies

/ Courses sharing resources located together

/ Pullout study areas close to instruction

/ Student resources and support together

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FACILITIES THEMES

Office/Collaboration Space

/ Need office space for adjunct faculty

/ Office complexes with collaboration space

/ Include small group rooms and alcoves

/ Easy access for student-faculty interaction

/ Larger professional development center

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FACILITIES THEMES

Makerspace/Innovation Lab

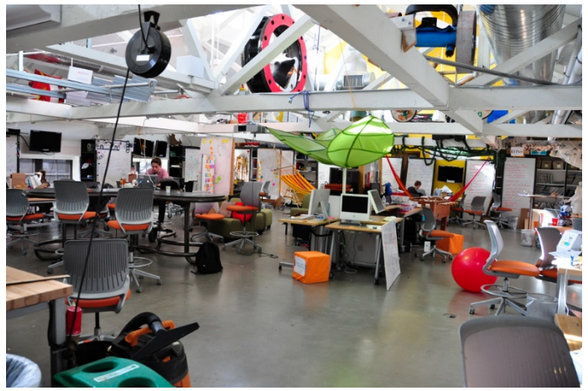
/ Shared between programs

/ Could be open for all students

/ Use for hands-on project work

/ Includes a variety of technology

/ Supports research and innovation



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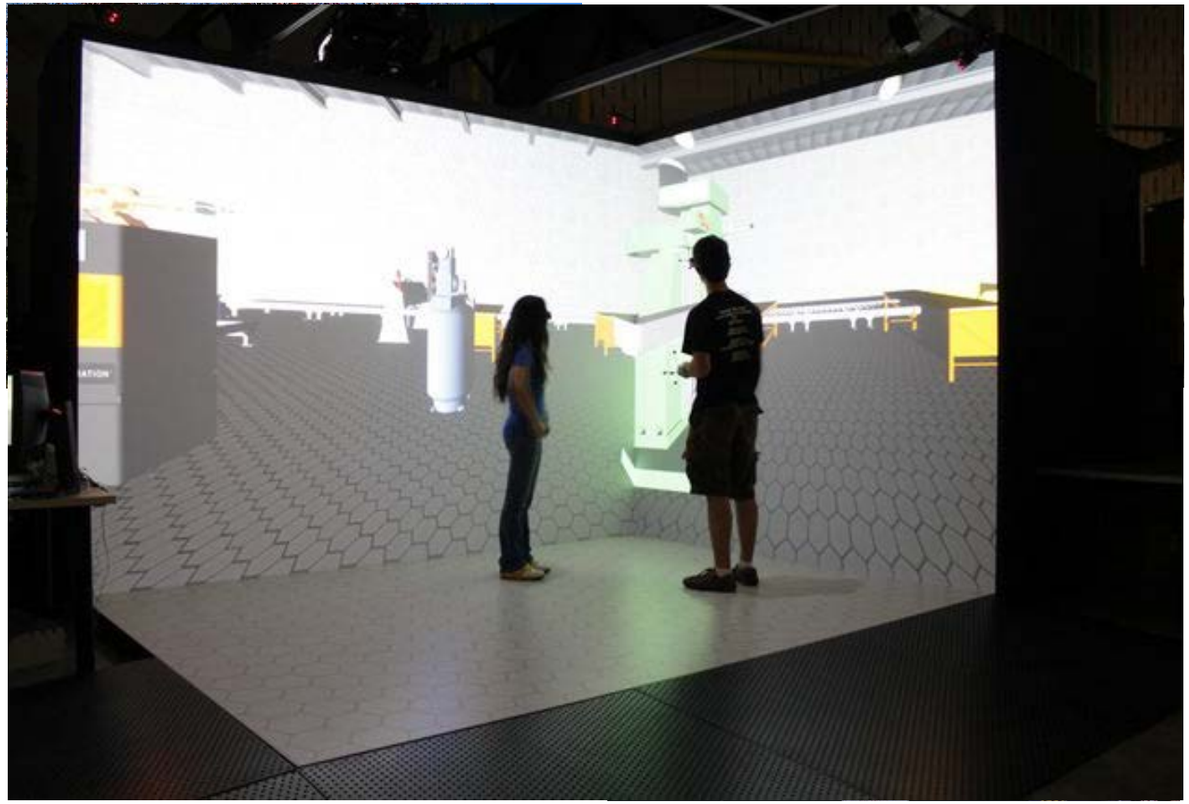
FACILITIES THEMES

Simulation and Virtual Reality Labs

/ Current and future instructional technology

/ Consider locations and type of space



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FACILITIES THEMES

Outdoor Instructional Space

/ Outdoor science labs

/ Research space

/ Fabrication labs

/ Maximize wildlife sanctuary

/ Educational signage

FACILITIES THEMES

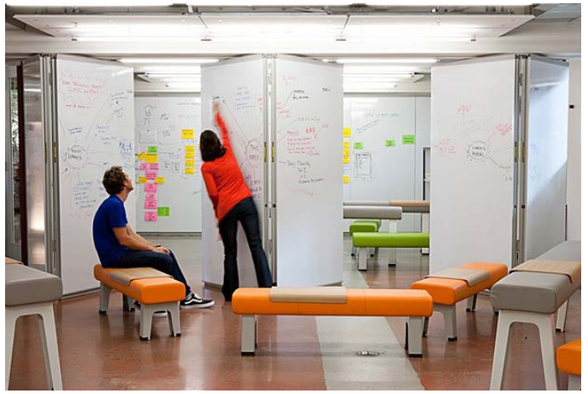
Flexible Space

/ Both instructional space and office space

/ Modify space day-to-day

/ Can adapt space for different use in future

/ Can expand or decrease size of space



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FACILITIES THEMES

More Open Computer Labs

/ Instructional labs for three hour blocks

/ Can also be scheduled for open hour use

/ Specific software programs for coursework

/ Access to printers

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FACILITIES THEMES

Large Assembly Space

/ Support a wide variety of activities

/ Flexible room sizes

/ Could be used by the community

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FACILITIES THEMES

Flexible Testing Centers

/ Support assessment

/ Support online classes

/ Make-up testing

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FACILITIES THEMES

Student-Centered Space

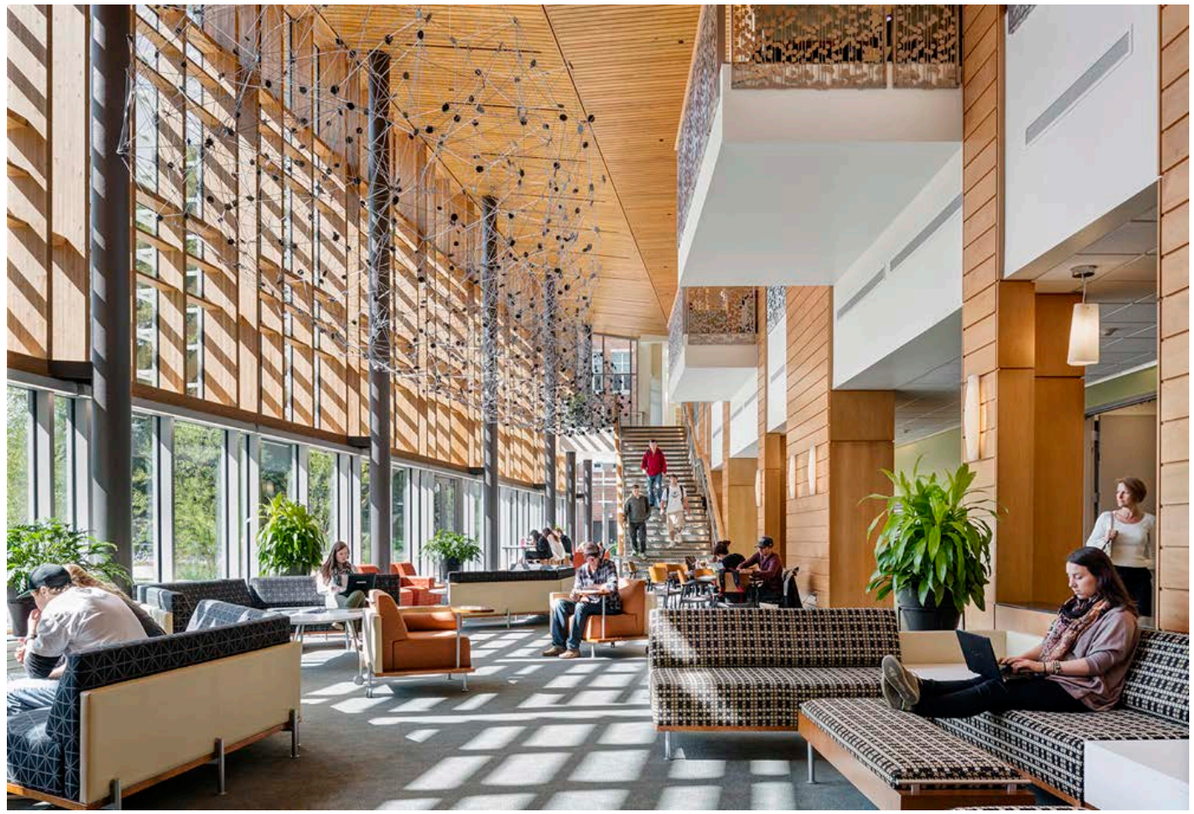
/ Seating indoors and outdoors

/ Socialization and informal learning areas

/ Quiet study areas

/ Appropriate restrooms

/ Multiple food options



MT. SAC
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Site Planning Best Practices

SITE PLANNING BEST PRACTICES

Maximize functional space.

/ Well-equipped and outfitted

/ Appropriately zoned

/ Well-connected and linked

MT. SAC
Mt. San Antonio College

SITE PLANNING BEST PRACTICES

Eliminate non-functional space.

/ With no temporary space

/ With no aged and outdated space

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SITE PLANNING BEST PRACTICES

Improve the efficiency/utilization of space.

/ Aligned with program needs

/ Balanced among priorities

/ Flexible

/ Densified and intentional

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SITE PLANNING BEST PRACTICES

Right-size the campus for program needs.

/ Data-driven planning for services

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SITE PLANNING BEST PRACTICES

Simplify Implementation.

/ Minimally disruptive

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SITE PLANNING BEST PRACTICES

Enhance the campus learning and working environment.

/ Student-focused

/ Intellectually rich

/ Delightful and welcoming

/ Healthy, safe, and secure

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SITE PLANNING BEST PRACTICES

Promote sustainable design, construction, and operations.

/ Financially, socially, and environmentally sustainable

/ Promote sustainable culture, facilities, and operations

American College & University Presidents' Climate Commitment

U.S. Green Building Council LEED Silver USGBC

Sustainable SITES Initiative™

TREE CAMPUS USA®

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SITE PLANNING BEST PRACTICES

Connect to the community.

/ Source of pride

/ Partnered

/ Respectful

/ Well-branded identity

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Planning Objectives

WHAT ARE PLANNING OBJECTIVES?

/ Response to facilities analysis challenges and opportunities

/ Big picture

/ Provide the filter for making decisions about master plan recommendations

MT. SAC
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PLANNING OBJECTIVES FOR MT. SAC EFMP

/ Create campus outdoor destinations, both large and small.

/ Minimize negative impacts to the environment, including, but not limited to, water pollution, air pollution, waste, energy use, water use, and the heat island effect.

/ Reduce hardscape areas that contribute to the heat island effect and stormwater pollution.

/ Promote sustainability awareness and education through interpretive design and programming, including the addition of a Sustainability Center.

MT. SAC
Mt. San Antonio College

PLANNING OBJECTIVES FOR MT. SAC EFMP

/ Share innovative learning environments, such as makerspaces and virtual reality labs.

/ Provide sufficient student access to open computer labs.

/ Build indoor and outdoor assembly spaces.

/ Build flexible centers for testing and assessment.

/ Create a welcoming, safe, and student centered campus.

/ Build storage and support space for classrooms and labs.

/ Zone functions with appropriate adjacencies.

MT. SAC
Mt. San Antonio College

PLANNING OBJECTIVES FOR MT. SAC EFMP

/ Address wayfinding and circulation issues on campus.

/ Create attractive views into the campus and maximize mountain views from the campus.

/ Create a recognized, prominent entry into the campus.

/ Blend the College into the surrounding community, especially at the edges of campus.

/ Organize the campus into appropriate activity zones and connect with clear and accessible pathways.

MT. SAC
Mt. San Antonio College

PLANNING OBJECTIVES FOR MT. SAC EFMP

/ Address the campus' need for additional parking, including improving parking distribution and facilities.

/ Plan open spaces that balance greenery/landscaping with concrete.

/ Provide more shaded outdoor spaces for both instruction and leisure.

/ Provide sufficient space for all programs and account for growth.

/ Design and outfit classrooms and labs to be flexible and well-equipped, with infrastructure to accommodate growing technology needs.

MT. SAC
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PLANNING OBJECTIVES FOR MT. SAC EFMP

/ Support opportunities for on-campus waste management strategies.

/ Provide office space for adjunct faculty.

/ Build faculty offices that support collaboration and interaction.

/ Provide alternatives to single-occupant vehicle travel.

/ Create a more cohesive aesthetic and feel to the campus with structures, signage, and landscaping.

/ Improve site lighting and address campus safety.

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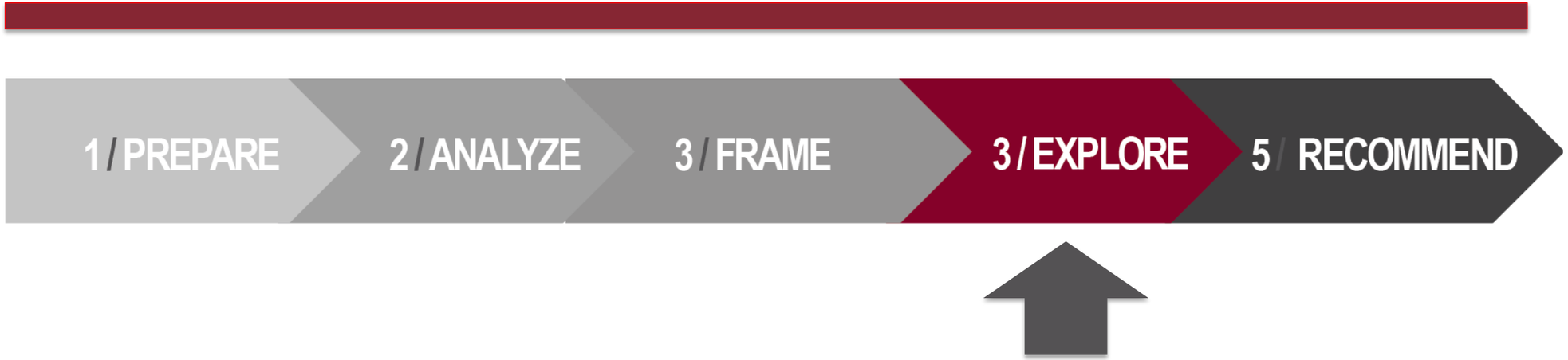
Next Steps

Next Steps: Explore

SEPTEMBER
2016

DECEMBER
2017



Next Steps

/ STUDENT ENGAGEMENT

/ NEXT STEPS IN THE PROCESS

/ FACILITY IMPLICATIONS OF THE EMP FOR THE FMP

/ EXPLORE FACILITIES PLANNING OPTIONS IN APRIL AND MAY

Next Meeting

APRIL WORKSHOP (APRIL 17, 10AM – 12:30PM)

/ FOUNDERS HALL CONFERENCE CENTER

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www.mtsac.edu/efmp

COLLABORATIVE BRAIN TRUST

HMC Architects

HMC Architects

SITE PLANNING BEST PRACTICES

Maximize functional space.
- / Well-equipped and outfitted
- / Appropriately zoned

Eliminate non-functional space.
- / Temporary space
- / Aged and outdated space

Improve the efficiency/utilization of space.
- / Aligned with program needs
- / Flexible
- / Densified and intentional

Right-size the campus for program needs.
- / Data-driven planning for services

Simplify Implementation.
- / Minimally disruptive

Enhance the campus learning and working environment.
- / Student-focused
- / Intellectually rich
- / Delightful and welcoming
- / Healthy, safe, and secure

Promote sustainable design, construction, and operations.
- / Financially, socially, and environmentally sustainable

Connect to the community.
- / Source of pride
- / Partnered
- / Respectful

MT. SAC
Mt. San Antonio College

PLANNING OBJECTIVES

- Create campus outdoor destinations, both large and small.
- Minimize negative impacts to the environment, including, but not limited to, water pollution, air pollution, waste, energy use, water use, and the heat island effect.
- Reduce hardscape areas that contribute to the heat island effect and stormwater pollution.
- Promote sustainability awareness and education through interpretive design and programming, including the addition of a Sustainability Center.
- Share innovative learning environments, such as makers spaces and virtual reality labs.
- Provide sufficient student access to open computer labs.
- Build indoor and outdoor assembly spaces.
- Build flexible centers for testing and assessment.
- Create a welcoming, safe, and student centered campus.
- Build storage and support space for classrooms and labs.
- Zone functions with appropriate adjacencies.
- Address wayfinding and circulation issues on campus.
- Create attractive views into the campus and maximize mountain views from the campus.
- Create a recognized, prominent entry into the campus.
- Blend the College into the surrounding community, especially at the edges of campus.
- Organize the campus into appropriate activity zones and connect with clear and accessible pathways.
- Address the campus' need for additional parking, including improving parking distribution and facilities.
- Plan open spaces that balance greenery/landscaping with concrete.
- Provide more shaded outdoor spaces for both instruction and leisure.
- Provide sufficient space for all programs and account for growth.
- Design and outfit classrooms and labs to be flexible and well-equipped, with infrastructure to accommodate growing technology needs.
- Support opportunities for on-campus waste management strategies.
- Provide office space for adjunct faculty.
- Build faculty offices that support collaboration and interaction.
- Provide alternatives to single-occupant vehicle travel.
- Create a more cohesive aesthetic and feel to the campus with structures, signage, and landscaping.
- Improve site lighting and address campus safety.

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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