



<b>Project</b>	Cerritos College	<b>Project Number</b>	05.2127.000
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Items to be Discussed	Responsible Party
<p><b>FIVE STEP PLANNING PROCESS</b> The project is currently in the step 2, "Analyze", of the planning process. Since the last meeting, the team has collected a lot of information and is in the process of analyzing and documenting.</p> <p>Information has been gathered in two categories:</p> <p>(1) Existing Conditions – analysis of the existing campus site and facilities to understand patterns and to identify issues to be addressed in the FMP</p> <p>(2) Educational Planning Data – building on the recently completed Educational Master Plan (EMP), the planning team is coordinating with Kristi Blackburn to collect the key data needed to link the EMP to the FMP. In addition, Diane White and Deb with each of the instructional divisions to discuss trends and identify implications for facilities planning.</p> <p><b>CAMPUS EXPERIENCE SURVEY</b> The online Campus Experience Survey was released by Cerritos College (CC) on 10/15/2018 and will be open until 11/2/2018. The survey builds on the information collected during the Campus Visioning Session and provide an opportunity to broaden campus engagement in the planning process.</p> <p>Linda noted that an email has been sent out each Monday to the campus community to encourage participation.</p>	<p>Information</p>
<p>The group discussed how to distribute the campus survey using various existing CC channels of communication to encourage more widespread participation. Ideas discussed included, but were not limited to the student newspaper, Canvas, Facebook, Instagram and emailing all faculty to tell their students and other faculty to participate.</p>	<p>CC to follow up to coordinate outreach to groups as noted regarding the survey.</p>
<p><b>RESULTS OF THE ON-CAMPUS VISIONING SESSION</b> The design team shared the findings from the On-Campus Visioning Session that occurred on 9/20/2018. Over the past month, the design team has been analyzing the information collected, turning it into a graphic representation and looking for patterns. Where sticky dots were used, for example, the team actually counted each of the dots to generate the analysis.</p> <p>The following summary is a highlight of the findings. Refer also to the attached presentation PDF "20181019_FMP Task Force Meeting 02-Presentation.pdf" for the graphic summary of the analysis. Where various sized circles are indicated in the graphics, the size of the circle indicate the magnitude of dots placed in that area.</p>	<p>Information</p>
<ul style="list-style-type: none"> <li><b>EXPERIENCE MAP, FAVORITE PLACE</b> –The design team observed that the Learning Resource Center (LRC) and other newer buildings such as Liberal Arts, etc. are clearly well-liked. The areas that people liked were spread out over campus and not necessarily focused heavily in one area.</li> </ul>	<p>Information</p>
<p><u>Comments:</u> Concern was expressed that if this analysis becomes a public-facing document and people marked a particular space/area</p>	<p>Compare results to on-line survey</p>

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<p>that is not indicated on the heat map they may wonder if their voice was heard. Another concern was that people were not able to identify the buildings with the 'birds eye campus plan' and that adding labels would be helpful to orient people.</p> <ul style="list-style-type: none"> <li> <b>EXPERIENCE MAP, LEAST FAVORITE PLACE</b> – The design team observed that many of the least favorite places overlap with the favorite places on campus.                     <p><u>Comments:</u> The group desires to know why people chose these places because it is important to properly evaluate. It was noted that the follow-up question of why a place was selected was included in the online survey, and the results will be merged with the on-campus survey results.</p> </li> <li> <b>GETTING TO CAMPUS, MODE OF TRANSPORTATION</b> – The findings indicate that most people drive alone with a 10-40 minute drive to campus.                     <p><u>Comments:</u> The group wanted to know why this question is relevant to the FMP planning process. The design team explained that the mode of transportation can be used to inform a variety of planning decisions. Considering alternate means of transportation is important in designing welcoming experiences no matter how people arrive to campus – i.e., having adequate parking spaces, functional drop off/pick up areas, proper connection to transit stops, etc. Considering those students who rely on public transit, they may stay on campus between classes and desire more on-campus amenities because they cannot access those that are off-campus.</p> <p>The group discussed that a car-share drop off/pick up area for services like Uber, Lyft, etc. would be a good addition to campus.</p> <p>Motorized scooters on campus may prove to be challenging and problematic to students with disabilities to navigate around. Hesitation was expressed about adding motorized scooters (like bird) to campus. The design team noted that scooters could be planned for so there are safe routes that do not interfere with pedestrian only routes. If CC wanted to encourage the use of motorized scooters, bikes, skateboards, etc., proper storage would need to be provided so the devices are secure throughout the day. Encouraging the use of alternate means of transit will also help to offset vehicular gas emissions, which is the single biggest contributor to the greenhouse gas effect. To ascertain what types of cars are being driven to campus (electric, hybrid, etc.), the question could be asked during the upcoming Sustainability Workshop.</p> </li> <li> <b>GETTING TO CAMPUS, DRAW YOUR PATH</b> – A strong north/south axis extending from the Alondra side of the campus all the way to Community Ed was observed. Circulation tended to focus around the LRC. This information helps to understand campus activity and can influence where amenity spaces are planned for in the future.                     </li> </ul>	<p>Compare results to on-line survey</p>

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<ul style="list-style-type: none"> <li> <p><b>TIME ON CAMPUS</b> – The majority of people spend between 4 to 5+ days and between 4 to 6+ hours on campus. Knowing that students spend a significant amount of time on campus is important to know as we explore opportunities to develop the overall campus environment to support collaboration, study and engagement.</p> </li> <li> <p><b>PLACES TO STUDY/FOCUS</b> – For the majority of students, the LRC was the most popular place on campus to study/focus. For faculty/staff, many indicated the LRC or their office.</p> <p><u>Comments:</u> The LRC does not seem like the place that admin go to focus and seems like an outlier.</p> </li> <li> <p><b>PLACES TO SOCIALIZE</b> – Most students go to the LRC to socialize. For faculty/staff, the results were spread across a number of buildings on campus, including the LRC, Student Center, Admin Building and Social Science Building. it was noted that these results may be skewed based on who participated in the visioning session that day.</p> <p><u>Comments:</u> The librarian staff has complained that the LRC gets too loud because there aren't enough alternate locations to socialize on campus that have a place to sit, power and wifi.</p> </li> <li> <p><b>CAMPUS CULTURE</b> – Using a scale of two words (for example 'quiet/active' and 'traditional/contemporary'), participants were asked to indicate where they think CC is today and where they wanted to see CC in the future. Although the words used for the scales were left open to interpretation by the individual, there is a clear correlation in the shifts between the present and future.</p> <p>The design team explained that the date the FMP is projecting towards is 2030 and that we should reflect on how much culture could shift in this period of 12 years. This thought process could lead to planning spaces that have the qualities that people want CC to be aligned with in the future.</p> <p><u>Comments:</u> Considering campus culture as it relates to the needs and expectations of future students, the group reflected on how to best prepare for the next generation of students. Understanding what trends are currently happening in K-12 schools will influence what they expect in their higher-ed learning environments. Kristi discussed an example of how many students are bringing their own devices to campus, which may mean that the technology CC is maintaining and investing in may be outdated in just a few years. Although some technology will be essential, rooms should be built so they are flexible.</p> <p>The design team noted that K-12 trends – customized learning, project-based learning, etc., - can be discussed at a future meeting at a higher level as it relates to the FMP.</p> </li> </ul>	

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<p>5. <u>CIRCULATION &amp; PARKING</u> –</p> <ul style="list-style-type: none"> <li>• <b>More parking.</b> <u>Comments:</u> The current parking count provides plenty of parking spaces and there is always plenty of parking available on campus. However, some of the parking is located far from the center of campus so proximity is most likely the real issue.</li> <li>• <b>Free parking.</b></li> <li>• <b>Parking structures.</b> The advantage of a parking structure is that stalls are more concentrated and can provide better proximity to campus. The primary disadvantage is that they are very expensive to construct.</li> <li>• <b>Greater connectivity &amp; accessibility for all modes.</b> If the various modes of transportation were well connected and supported, people might be more encouraged to use them and parking would become even less of an issue.</li> </ul> <p>6. <u>FACILITIES</u> –</p> <ul style="list-style-type: none"> <li>• <b>More space in adult ed.</b> <u>Comments:</u> This need could be skewed because many of the faculty/admin that participated were from the Adult Ed program. Kristi noted that the FMP should consider the future for these courses because some of them may be modified/removed.</li> <li>• <b>Student athlete study hall.</b> The women’s track team came to the Visioning Session in full-force to vocalize their desire for a student athlete study hall. <u>Comments:</u> Rick noted that there is currently a study hall for athletes, but because it was changed from a lounge/social space to a more formal/quiet study space it is not highly utilized. Student athletes want more of a lounge.</li> <li>• <b>More study/meeting/conference space.</b> Comments were from both students and faculty/staff.</li> <li>• <b>Lounge/nap spaces.</b> Students are looking for places to slow down and rest. <u>Comments:</u> Staff used to have a larger lounge with an area for someone to lay down if they were feeling ill. The footprint of the lounge space has been reduced so that this room no longer exists but the need remains.</li> </ul> <p><b>CONTEXT ANALYSIS</b> The design team reviewed their analysis of the areas surrounding CC, by looking at the following:</p> <ul style="list-style-type: none"> <li>• NEARBY COLLEGES &amp; HIGH SCHOOLS. Where are students also looking at for college options? Where are students coming from and feeding into CC?)</li> </ul>	<p>Information</p>

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<p><u>Comments:</u> Rio Hondo &amp; El Camino Colleges are both missing from the map.</p> <ul style="list-style-type: none"> <li>• ROUTES TO CAMPUS. Routes included existing and future plans for cars, rail, bus and bike)</li> <li>• LAND USE OF THE SURROUNDING AREA. The majority of the area is residential.</li> </ul>	<p>Gensler to update map/diagram</p>
<p><b>EXISTING CAMPUS</b> The design team, led by Heidi Hampton, shared an analysis of the existing campus.</p>	<p>Information</p>
<p>The <b>development history</b> indicates the decade that each building was built and which buildings are currently under construction. The graphic highlights how the campus footprint has expanded over time, and how several of the original campus buildings are still in use.</p>	
<p>A <b>Facilities Conditions Index (FCI)</b> score is developed by the Chancellor’s Office based on a survey that is conducted by their staff. Scores are assigned to each building based on the cost to renovate versus tearing down and replacing. Low scores indicate a building in good condition, and high scores indicate a poor condition.</p>	
<p>Review of the FCI scores is helpful when considering a renovation versus replacement and will be discussed in future meetings.</p>	
<p><u>Comments:</u> The group noted that the following updates should be made to the plans:</p> <ul style="list-style-type: none"> <li>• BE building was renovated</li> <li>• MP building was renovated</li> <li>• New Math/Science building is colored incorrectly – should be shown as new (2010)</li> </ul>	<p>Gensler to update map/diagram per the comments noted.</p>
<p><b>Existing circulation patterns</b> were studied, including vehicular traffic, pick-up and drop-off zones, emergency access, parking lots &amp; pedestrian circulation.</p>	
<p><u>Comments:</u> There are existing problem areas in the existing vehicular circulation areas that could be improved. Old Falcon Way may be opened when the PAC opens because the speed bumps in the parking lot are massive and this limits access from 166<sup>th</sup> Street to the south.</p>	<p>Gensler to update map/diagram per the comments noted.</p>
<p><b>Campus Zoning</b> was illustrated based on the current location of functions. The following uses were included:</p> <ul style="list-style-type: none"> <li>• Instructional</li> <li>• Library/Study</li> <li>• Student Services</li> <li>• Administration</li> <li>• Athletics</li> <li>• Service</li> <li>• Child Development</li> <li>• Non-College Use</li> </ul>	

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<p><u>Comments:</u> The bottom corner of the Social Science building is all IT and should be colored in the Service category. Marketing should also be a separate color in the building. Buildings under construction should also be given a color based on the campus zone in which they will be when construction is finished.</p> <p><b>NEXT STEPS</b> The team will move into Step 3 "Frame" and will be working on linking, forecasting &amp; quantifying.</p> <ul style="list-style-type: none"> <li>• Diane White will attend the next meeting to discuss the EMP+FMP linkages.</li> <li>• The results of the on-line campus survey data will be shared at the next meeting.</li> <li>• The next FMP Subcommittee meeting is scheduled for Wednesday 11/14 from 8:00am-10:00am.</li> </ul> <p><b>ATTACHMENTS:</b></p> <ul style="list-style-type: none"> <li>o 20181019_FMP Task Force Meeting 02-Presentation.pdf</li> </ul>	<p>Gensler to update map/diagram per the comments noted.</p>