

Meeting Notes

Project	Cerritos College	Project Number	05.2127.000
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Meeting Location	Board Room, Cerritos College	Meeting Date and/or Time	Wed 11/14/2018 8:00 AM
<input type="checkbox"/> Via Telephone	11110 Alondra Blvd, Norwalk, CA 90650		

Meeting Subject	Facilities Master Plan Subcommittee Meeting #3	File	1MN
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Present

Present:

- Linda Kaufman / Administrative Assistant, Business Services
- Berto Solis / Reasearch Analyst (on behalf of Dr. Kristi Blackburn)
- Deborah Bluffington / Administrative Clerk II, Fine Arts & Communication
- Lyn Laughon / Document Services Technician, IT/Publications
- Patrick O'Donnell / Director of IT
- Felipe Lopez / Vice President of Business Services, Assistant Superintendent
- David Moore / Director Physical Plant & Construction Services
- Jimmy Riordan / Tilden Coil Program Manager
- Shannon Kaveney, Facility Manager
- Andrew Maz / Music Department Faculty
- Tim Kyllingstad / Senior Accessibility Compliance Specialist
- Mark Olague / English Instructor
- Phil Herrera / Student Representative
- Deb Shepley / Gensler
- Heidi Hampton / Gensler
- Darren Adkisson / Gensler
- Tatiana Sarkisian / Gensler

Not Present:

- Rick Miranda / Vice President of Academic Affairs
- April Giffin / Faculty Senate President

Distribution	By College
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Prepared by	Tatiana Sarkisian	This is page	1 of 9
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Items to be Discussed	Responsible Party
<p>PURPOSE OF THE MEETING</p> <p>The Planning Team, led by Deborah Shepley, explained that the purpose of the meeting was to analyze the online survey results, to highlight linkages between the EMP and the FMP, to present the planning data for the FMP and to have an interactive planning session with a study model.</p> <p>STATUS OF PLANNING PROCESS</p> <p>The project is currently in the step 3, "Frame", of the planning process.</p> <ul style="list-style-type: none"> <u>Step 1 - PREPARE</u> <ul style="list-style-type: none"> o Organize o Schedule o Vision <u>Step 2 - ANALYZE</u> <ul style="list-style-type: none"> o Collect o Assess o Document 	<p>Information</p> <p>Information</p>

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Items to be Discussed	Responsible Party
<p><u>Step 3 – FRAME (CURRENT)</u></p> <ul style="list-style-type: none"> o Link o Forecast o Quantify <p><u>Step 4 - EXPLORE</u></p> <ul style="list-style-type: none"> o Develop o Evaluate o Strategize <p><u>Step 5 - RECOMMEND</u></p> <ul style="list-style-type: none"> o Share o Document o Approve <p>RESULTS OF THE ON-LINE SURVEY</p> <p>The design team shared back the findings from the online survey that was circulated between 10/15/18 and 11/02/18. A total of 1,187 surveys were completed at a 59% completion rate. The design team analyzed the information collected and developed a series of graphics to represent the results. The results will be used to inform the planning process.</p> <p>The following summary is a highlight of the findings and the discussion. Refer also to the attached presentation PDF "20181114_FMP Task Force Meeting 03-Presentation.pdf" for the graphic summary of the analysis. Where various sized circles are indicated in the graphics, the size of the circle correlates to the number of respondents.</p> <ul style="list-style-type: none"> • <u>WHO PARTICIPATED</u> –the majority of student respondents were studying business, science or health with the motivation to transfer to a 4-year college or university. The majority of faculty that responded were from Student Services areas and have been teaching at Cerritos for 10 or more years. <p><u>Comments:</u></p> <ul style="list-style-type: none"> o Cerritos has the longest termed employees in the area. o It's interesting to know why they are choosing Cerritos when they are passing several other (closer) community colleges along the way. <ul style="list-style-type: none"> • <u>GETTING TO CAMPUS, MODE OF TRANSPORTATION</u> – the findings indicate that students and faculty averaged around the same commute time of 37 to 38 minutes, with the majority of them driving alone. About a quarter reported a commute time of over an hour. • <u>PARKING</u> – the majority of students reported taking an average of 19 minutes to find parking on campus and preferred parking lot 1 and lot 10. Faculty took an average of 9 minutes, and preferred lots 6 and 3. 	<p>Information</p>

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Items to be Discussed	Responsible Party
<p><u>Comments:</u></p> <ul style="list-style-type: none"> ○ A recent traffic study indicated that the campus has an adequate number of parking spaces. ○ It was noted that Governor Brown's has proposed for all parking lots to have 50% of spaces designated for electric vehicles. <ul style="list-style-type: none"> • TIME ON CAMPUS – The majority of students spend an average of 5 hours on campus. While on campus, most students reported spending their time attending a scheduled class. This indicates that many students are not engaging in outside of class activities or accessing the many tutorial services offered. <p><u>Comments:</u></p> <ul style="list-style-type: none"> ○ How can we get students to stay on campus for longer periods of time? ○ Offering more 'soft' or 'in-between' spaces to support student engagement and collaboration can create a more comfortable and familiar environment. ○ Since the majority of students are part-time, we can also offer incentives to take more classes and increase the number of full-time students on campus. <ul style="list-style-type: none"> • CAMPUS SATISFACTION – The survey showed that more students are satisfied with classroom lecture spaces, library & tutorial spaces than Administrators, Faculty, and Staff. They are also more satisfied with outdoor spaces (plazas, lawns, patios). The majority reported that their favorite spaces are located towards the center of campus. <p><u>Comments:</u></p> <ul style="list-style-type: none"> ○ It would be good to know which specific buildings are contributing to the 69% satisfaction rate. ○ The group recognized that they have not renovated all of the buildings on campus and some of the responses may be skewed, depending on which buildings/majors they are a part of. ○ There was a discussion about how previous experiences in other learning environments may have an effect on current satisfaction. ○ It was also noted that if an automotive building is use for teaching English, then the inadequacy of the space could contribute to a lower satisfaction rate. ○ The group was surprised by the library and tutoring responses and wondered if students are aware of what's available to them of if they're just uninterested? <p>LINKING THE EMP TO THE FMP Educational Planner, Diane White, introduced herself to the group. She attended community college, taught history for 25 years at a community college and also held administrative positions, including VP of Instruction.</p> <ul style="list-style-type: none"> • Objectives 	

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Items to be Discussed	Responsible Party
<ul style="list-style-type: none"> ○ Understand Programs - Part of the information gathering process has centered on meetings with departments & divisions. Learned that there is a lot of activity and initiatives within these depts that do align with the 6 EMP goals; ○ Explore – Find out how current facilities help or hinder the accomplishment of goals and objectives. ○ Acquire – Need to understand what is going on a deeper level. EMP’s by nature are higher level, so the goal is to go a little deeper and wider in terms of quantitative and qualitative program data. ● Data Analyzed and Why? <ul style="list-style-type: none"> ○ External Data- look at how state, county, service area cities’, K-12 and Workforce data map to the FMP. <ul style="list-style-type: none"> ▪ State and local data reflects larger demographic and economic trends. ▪ K-12 data is particularly important because community colleges typically rely on a ‘high school pipeline.’ ▪ Labor market and workforce data is important to future curriculum and facility planning. ○ Internal Data – analyze college and program enrollment trends. <ul style="list-style-type: none"> ▪ Quantitative and Qualitative data is important ▪ WSCH is very important for space considerations ○ Align Data to EMP - explicate what the trends mean in terms of facility needs, which informs priorities. 	
<p>WHY ARE WE LOOKING AT THESE DATA POINTS?</p> <ul style="list-style-type: none"> ● <u>PART 1: External Trends</u> <ul style="list-style-type: none"> ○ Birthrates are declining, median age is increasing as the state and county population ages, and population is becoming more ethnically diverse. ○ These trends will impact Cerritos’ future in terms of the program and support needs of future students. ● <u>PART 2: Internal Trends</u> <ul style="list-style-type: none"> ○ Quantitative indicates program growth, stability or contraction; ○ Qualitative helps contextualize information, informs data interpretation, and helps define future needs and critical resources; ○ How is quantitative impacting qualitative? ● <u>PART 3: Key Findings</u> (What we’ve done is a good start, but need to look at both more extensively) <ul style="list-style-type: none"> ○ CA State population is growing modestly - %1%/year. ○ Population is changing – Over 65 population is the fastest growing segment of the population. This will impact programs significantly. Could expand or consider adult ed and community education programs. 	

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Items to be Discussed	Responsible Party
<ul style="list-style-type: none"> ○ K-12 enrollment is on the decline. More significant in LA & Orange Counties than other areas of the state. Due to declining birth rate and housing unaffordability. ○ Big opportunity in 75% of local 18-44 year-old residents have a HS diploma but no degree (Promise Program & Guided Pathways is a great opportunity to increase access to courses and programs). This can be a non-traditional pipeline other than the K-12. ○ Cerritos is prepared to serve them well as you have 66/100 programs/classes that correlate to the fastest growing markets ○ WSCH has been stable with only a slight decline, but it is not alarming. ○ Increases in Sections: Huge demand for American sign language in every district Diane has been involved with. ○ Decreases in Sections: With every one of these, there is a story to tell. Music and Theater arts, for example, are in the process of redefining themselves and creating new course offerings. ESL was shifted into Adult Ed, for example, so the credit program in ESL was discontinued. Contextualizing information around these are very important. ○ Staffing can be more of an issue in particular areas (i.e., nursing, anatomy/physiology, engineering) where it's difficult to recruit qualified faculty who earn higher wages in the private sector. ○ Robust non-credit program. ○ Should be proud in the significant increase of the number of awards that the college delivers. ○ Fill Rates & Efficiencies – Need additional analysis. ○ Statistical model that chancellor's office uses to determine capacity and future space. Came out about 5 years ago from the RP group – called the 'maximum participation rate.' Purpose is to estimate future growth potential. This is roughly how it works: <ul style="list-style-type: none"> ▪ 1st - census information for your district's service area and picks the maximum growth rate of that area in the highest of the last 5 years. ▪ 2nd - applies that growth rate to the previous year's enrollment headcount (for Cerritos = 23,805). ▪ 3rd - looks at the highest WSCH/Enrollment units from the last 5 years (for Cerritos 2018 - 10.29). ▪ 4th - the model then multiplies the 10.29 times the 24,063 to come up with the first projected years WSCH. ▪ WSCH – The key piece of information that we need to translate into square footage using Title 5 space standards Using overall head count and projections to figure out space needs. ○ Enrollment Forecast from the CA Community College Chancellors Office (CCCCO). 	

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Items to be Discussed	Responsible Party
<ul style="list-style-type: none"> ▪ Upon first glance, if the service areas & state population are growing at about 1%, how is the growth rate of 2.3% going to continue? ▪ However, if purpose of the MPR calculation is possible future growth, which is important to planning adequate future space, then we should look at sources of future increase enrollment, such as Promise Program, which will positively impact overall enrollment and carry implications for specific academic programs. ○ If we look at the 2.3% growth rate as a baseline for a comparative analysis, we find that disciplines are growing faster, slower, or at the same rate as the District's projected 2.3% rate. ○ Considerations: <ul style="list-style-type: none"> ▪ What Cerritos has done with Adult Ed – many adults come back to community colleges to retool their careers and change their career. ▪ Guided Pathways & Promise Programs – opportunities for continued growth. ▪ Limitations for expansion – connections between the EMP and the FMP informs what is happening. <p><u>Comments:</u></p> <ul style="list-style-type: none"> • Need to look at the 2.3% to determine if it is the right number. If not, what other benchmarks are useful to gauge program growth rates? • Could enrollment over a longer history be studied against the fluctuations in the economy and see how the two reconcile? Diane – can go back 10 years, but what you can see is that state funding can show trends as a roller coaster and is difficult to find a real correlation/trend line. • Diane will review the data again over the next few weeks and make a recommendation regarding data that would be useful for program enrollment analysis and projections. <p>SPACE ANALYSIS</p> <p>A quantitative analysis of space informs the planning process and is used to forecast the amount of space needed for the long range forecast. The following was discussed:</p> <ul style="list-style-type: none"> ○ Measuring Space <ul style="list-style-type: none"> ▪ GSF = measuring all space within a building ▪ Non-Assignable = spaces that are not assigned to any particular use (i.e. hallways, restrooms, utilities) ▪ ASF = space that assigned to a particular use (i.e. classrooms, labs, offices). ASF will be the focus for the FMP. 	<p>--</p>

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<ul style="list-style-type: none"> ○ Room Categories - All ASF is assigned a category depending on how the room is used. The following is a summary of the capacity load space categories: <ul style="list-style-type: none"> ▪ 100's – All classroom spaces on campus that are not assigned to a particular discipline ▪ 200's – Instructional lab spaces that are assigned to a specific discipline (i.e. science lab, art studio) ▪ 300's – All office space on campus, including faculty, staff, student services and administrative office space ▪ 400's – Library & tutorial spaces ▪ 530's – Spaces used for AV/IT support or equipment ○ Capacity Load Ratios represent the amount of space that a college has compared to the amount of space that is needed to support the enrollment. <ul style="list-style-type: none"> ▪ # of seats match the # of students <ul style="list-style-type: none"> ○ Cap/Load = 100% ○ No additional space is needed ▪ # of seats is greater than the # of students <ul style="list-style-type: none"> ○ Cap/Load = > 100% ○ The college has excess space ○ Opportunities to improve utilization should be explored ▪ # of seats does not accommodate the # of students <ul style="list-style-type: none"> ○ Cap/Load = < 100% ○ Additional space is needed ○ A summary of the capacity loads for space was reviewed. This included the existing space on campus along with the 2 buildings that are currently in construction (Health & Wellness and the Performing Arts Center) and the planned removal of related buildings. ○ The campus capacity loads were pulled from FUSION (the statewide database that is used to report information and updated annually). ○ Generally, the capacity loads look pretty good, particularly in the office category. ○ A summary of all space on campus was presented. The total represents the ASF in all buildings, including permanent and temporary facilities. ○ An 'adjusted inventory' was presented to reflect the updated ASF following the construction of the PAC and the Health + Wellness Complex. ○ The Planning Team will develop a forecast for anticipated space needs for the master plan horizon of 2030. This will be 	

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<p>presented at the next meeting and used as the basis for developing options in Step 4: EXPLORE.</p>	
<p>CAMPUS MODEL</p>	
<p>The group gathered around a model of the existing campus to begin exploring ideas. The following was discussed:</p>	
<ul style="list-style-type: none"> • The PAC will open and the Burnight Theater will be demolished • The Health + Wellness Complex will open and the PE building and Health Services Building will be demolished <ul style="list-style-type: none"> ◦ The weight room may remain and be repurposed for another use • The practice field (that is currently used as a construction staging area), occupies prime real estate; consider moving? • A new Student Services/Administration Building is planned on the north side of campus, following the removal of Burnight, the Bookstore and Public Affairs. • The Field House is planned to be removed and reconstructed on the north side of the stadium • The SS building is very removed from the rest of campus • The Metals and Wood Manufacturing Technology buildings create a barrier from the north area of campus to the south. These facilities are very old and in need of replacement. <ul style="list-style-type: none"> ◦ Removal and relocation of these programs creates an opportunity for other uses. • The SM Building needs additional labs, primarily chemistry <ul style="list-style-type: none"> ◦ Perhaps the science zone of the campus could grow into the area where ME and WD are located ◦ Create engineering ◦ There is a lack of open space on campus <ul style="list-style-type: none"> ▪ Consider opportunities to remove congestion and improve outdoor space to support campus vision and goals ◦ Community Ed is difficult to find and the space does not support the current and projected program needs. <ul style="list-style-type: none"> ▪ Could this be relocated and free up land for another use? • A new location for Cosmetology has been discussed in the past <ul style="list-style-type: none"> ◦ Public access is important for the program • A new location is needed for Campus police <ul style="list-style-type: none"> ◦ Easy access to campus road and perimeter is important. ◦ The police chief needs to be consulted. • The group identified the buildings that will remain, and the potential buildings that could be removed and replaced as part of this FMP. 	
<p>NEXT STEPS</p>	

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Items to be Discussed

The planning team will begin Step 4 "Explore" where a series of options for future campus development will be created for future discussions with the committee.

- The next FMP Subcommittee meeting is scheduled for Tuesday 12/18 from 10:00 am-12:00 pm.

ATTACHMENTS:

- 20181114_FMP Task Force Meeting 03-Presentation.pdf

Responsible Party