

Meeting Date November 8, 2013 **Project #** 5004 012 000

Client Name Riverside Community College District

Project Name Moreno Valley College
Comprehensive Master Plan (CMP)

From Sheryl Sterry, Sr. Educational Facilities Planner, HMC Architects

Attendees	Attendance (X) Name	Partial Attendance (P) Title	Organization
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Planning Committee:

X	Anna Marie Amezquita	Faculty, English	Moreno Valley College
	Rosslynn Byous	Director/Faculty, Physician Assistant Program, Career Technical Education	Moreno Valley College
X	Chris Carlson	Chief of Staff and Facilities Development	RCCD
	Michelle Dawson	City Manager	City of Moreno Valley
X	Bart Doering	Construction, Facilities Planning + Development	RCCD
X	Mary Gallardo	Instructional Department Specialist, Public Safety Education and Training	MVC BCTC
P	Norm Godin	Vice President of Business Services	Moreno Valley College
	Ronald Johnson	Associated Students of Moreno Valley College	Moreno Valley College
X	Susan Lauda	Classified Staff, Academic Affairs	Moreno Valley College
X	Rebecca Loomis	Faculty, Anatomy/Physiology	Moreno Valley College
X	Tyrone Macedon Sr.	Associated Students of Moreno Valley College	Moreno Valley College
P	Sandra Mayo	President	Moreno Valley College
X	Debbi Renfrow	Faculty, Library Services	Moreno Valley College
	Sheila Pisa	Faculty, Mathematics	Moreno Valley College
X	Robin Steinback	Vice President of Academic Affairs	Moreno Valley College
X	Greg Sandoval	Vice President of Student Services	Moreno Valley College
X	Gustavo Segura	Coordinator, Instructional Media/Broadcast	Moreno Valley College
X	Salvador Soto	Counselor	Moreno Valley College
X	Cid Tenpas	Dean, Technology + Instructional Support Services	Moreno Valley College
X	Laurens Thurman	Consultant, Construction, Facilities Planning + Development	RCCD
X	David Vakil	Dean of Instruction	Moreno Valley College
X	Christopher Whiteside	Dean, Public Safety Education and Training	MVC BCTC
X	Ann Yoshinaga	Director, Public Safety Education and Training	MVC BCTC

Planning Team:

X	Rafael Cobian	Senior Transportation Engineer	Fehr & Peers
X	Eva Conrad	Educational Planner	College Brain Trust
	David Gales	Director, California Office	WaveGuide Technology
X	Megan Horn	Associate	AHBE Landscape Architects
	Brett Leavitt	Senior Project Designer	HMC Architects
X	Deborah Shepley	Principal, Higher Education Practice Leader	HMC Architects
X	Sheryl Sterry	Senior Educational Facilities Planner	HMC Architects
	Scott Walker	Chief Executive Officer	WaveGuide Technology

DISCUSSION:**WELCOME AND INTRODUCTIONS:**

- The CMP Planning Committee and Planning Team members introduced themselves.

TIMELINE + PROCESS:

- A revised timeline was presented (attached).
 - The project is currently at the end of Step 3.
 - The CMP project is on track to be completed in March 2014.
 - Meetings in spring 2014 will be scheduled.

EDUCATIONAL PLANNING:

- **Chapter 1 – Background**
 - Status – Draft #1 is finished and ready for comment
 - Overview:
 - Moreno Valley College
 - Creates a context for the outside reader
 - National, State and Local Context
 - Describes the external context for MVC's internal community
 - Recession – coming out, but slowly
 - President and governor urge increased rates of student completion of degrees and certificates
 - California Community Colleges
 - Student Success Task Force
 - Factors and recommendations, based on data
 - Student orientation
 - Setting educational goals
 - Taking more than 3 units—higher rates of success
 - Support for student's life issues
 - Student Success Act – regulation is coming
 - After earning 100 units, students will be given a low priority for registration (based on 60 units needed for transfer).
 - Committee Review of Chapter 1
 - The committee may wish to revisit Chapter 1 after seeing data in Chapter 2.
 - Review Timeline
 - November 1: Draft #1 to Planning Committee
 - November 7: Feedback from Planning Committee
 - November 13: Draft #2 for College-wide Review
 - November 25: Feedback from College-wide Review
 - December 9: Final draft
 - Committee members are asked to encourage others to submit feedback

- **Chapter 2 – Profile of the College’s Community + Students**
 - Status – Task Force has just received Draft #1 of Chapter 2 –review is needed.
 - Overview:
 - Regional Population Trends and Characteristics
 - What’s happening in the region—demographics, where are our students coming from
 - Local Economic Trends
 - Relationship between level of educational attainment and unemployment
 - Inland Empire unemployment rate is high and educational attainment is low
 - Unemployment rates are improving, but slowly—1% growth in available jobs between 2013 and 2020. More growth in particular industries.
 - Enrollment Trends
 - By discipline and overall
 - MVC has seen a 15% decline in student headcount even though the population has grown. This artificial decline is creating pent-up demand.
 - Terms “headcount” and “enrollment” are defined.
 - Change in the proportion of fulltime students
 - Big drop at MVC—32% in 2009. 18% in 2010/2011.
 - Need to break out BCTC data
 - Need to see data on how many students take courses at other RCCD colleges.
 - Where are MVC students coming from?
 - 43% live in Moreno Valley, which is projected to grow 43% in population by 2025
 - 15% live in Perris, which is projected to grow 60% in population by 2025
 - 12% come from the city of Riverside, which is projected to grow 16% by 2025
 - Student Characteristics
 - Educational Goals for MVC Students
 - Number of students who attend MVC to upgrade their job skills doubled between 2009 and 2011
 - Need to help students know what’s possible and to dream.
 - Level of preparation
 - 83% of incoming students are placed below college-level in English
 - 96% of incoming students are placed below college-level in mathematics
 - Need ladder courses that are accelerated, palatable, not degrading.
 - Student Achievement –lots of good news
 - Break down for BCTC needed
 - Course Completion
 - Face-to-face instruction is doing well, distance ed is a little disappointing
 - Persistence
 - Data looks bad, but need to examine BCTC and revise table.

- Committee Review of Chapter 2
 - Lots of data – many charts, each with a couple of sentences that states the planning point of the data.
 - Implications for Planning—at the end of Chapter 2.
 - Analyzes the data and frames a bridge to planning—the most important part of the Comprehensive Master Plan.
 - The Educational Plan asks the questions that are answered in strategic and short-term plans.
 - Planning Challenges
 - Challenge #1--To meet its mission, MVC must increase its offerings of programs and services to meet anticipated increases in student demand.
 - Challenge #2--To meet its mission, MVC must meet the student needs created by the unique demographics of its communities.
 - Challenge #3--To meet its mission, MVC must increase the rate at which students complete degrees, certificates and transfer requirements.
 - Partner with high schools. Help students set their goals.
 - The college community is encouraged to engage in internal discussions to define the challenges that are facing MVC. Identification of challenges based on the analysis of data are the foundation of an integrated planning process.
 - Growth Rate
 - All analyses of the data factor into the growth rate.
 - Proposed 3% annual growth rate, compounded. The Planning Committee needs to confirm the growth rate.
 - Recover to 2008 level and then grow beyond it.
 - Projected growth is equal to 280 additional students a year each year for the next ten years
 - The setting of a growth rate is crucial to facilities planning
 - Review Timeline
 - November 8: Draft #1 to Planning Committee
 - November 21: Feedback from Planning Committee
 - November 25: Draft #2 for College-wide Review
 - December 6: Feedback from College-wide Review
 - December 11: Final draft
- **Chapter 3 – MVC's Programs + Services**
 - Status—Draft #1 and #2 done, Draft #3 is coming.
 - Purpose
 - Description, data, and growth projection for each academic discipline and student service.
 - Committee Review of Chapter 3
 - Review Timeline
 - September 10: Draft #1 to Deans, Faculty, Staff
 - September 16-17: Interviews to Review Draft #1
 - October 7: Draft #2 to Deans, Faculty, Staff
 - October 29: Feedback from Review of Draft #2
 - November 13: Draft #3 for College-wide Review
 - November 25: Feedback from College-wide Review
 - December 9: Final Draft

Educational Planning Discussion

- Student headcount numbers vary somewhat among the tables depending on when in the semester a count was taken. As long as the numbers are close, the absolute number is less relevant since we are looking for trends.
- Feedback from the committee was requested on the sources of data and the types of data being shown in Chapter 2.
- The data for the BCTC needs to be separated out to provide a clearer understanding of trends in the proportion of fulltime students, students' educational goals, and student achievement.
- The data can be used by MVC to understand the needs of students and how they can be helped.
- The CMP should support dialogue with RCCD about having more growth come to MVC.
- The data on students who also take classes at other RCCD colleges is an important consideration when examining student persistence. RCCD encourages students to attend multiple colleges.
- Handle growth by increasing efficiency WCSH/FTES and facilities utilization
- Planning will drive resources. Competition between colleges to be efficient. Measure C funds for MVC are available. Plan based on the data and the rest of resources will fall into place.

FACILITIES PLANNING

- **Space Inventory Analysis**

- Space Inventory

- MVC's space inventory is reported to the Chancellor's Office each year. The space inventory includes all space on campus, including space in temporary buildings. It also includes the SAS Building.
- Space categories are assigned to every space on campus and reported in total to the Chancellor's Office.
- Capacity Load Categories are examined closely by the state and used to justify requests for additional space and determine eligibility for capital outlay projects. Capacity Load Categories include the following: Lecture, Lab, Office, Library, AV/TV.
- Non-capacity load space categories are also important and include space for meeting rooms, physical education, bookstore and many other categories
- Space is measured in units of assignable square feet – ASF. Assignable area only includes space that is usable for programs and services. Additional space is needed for building systems, corridors, stairs, etc.

- Planning Data

- Weekly Student Contact Hours – WSCH for all programs is used to forecast the master plan space needs.
- Formulas from the California State Title V Space Guidelines are used to translate WSCH to space needs.

- Space Analysis

- Adjusted Space Inventory

- The 2013 space inventory has been adjusted to remove temporary space from the totals. The Dental Education Center has not been removed from the adjusted space inventory.

- Master Plan Space Needs

- We are waiting for additional data to calculate the amount of additional space needed in the five capacity load categories and "Other" – this will be shared at the next meeting

- Capacity/Load Ratios
 - Capacity/Load Ratio is the ratio of needed space to existing space.
 - >100% capacity/load: # of seats > # of students
 - <100% capacity/load: # of seats < # of students
 - =100% capacity/load: # of seats = # of students

Discussion

- MVC leases space at the BCTC and other facilities. This leased space is not included in the space inventory.
 - Dr. Mayo emphasized that planning must not be limited by currently available funds. The CMP will be used to establish priorities and to seek funding from multiple sources.
- **Analysis of Existing Conditions**
 - The existing analysis presentation was reviewed. The graphic plates have been revised in accordance with the discussion at the May 15, 2013 CMP Task Force Meeting.
 - Local Context
 - Ben Clark Training Center
 - MVC Main Campus
 - Neighborhood Context
 - Existing Campus
 - Pedestrian Circulation
 - Development History
 - Campus Zoning
- **Open Space + Storm Water Analysis**

An analysis of the campus open space was presented.

 - Plant communities in the area
 - The local plant communities are:
 - Grasslands
 - Chamise Chaparral
 - Coastal Sage Scrub
 - The campus is located in close proximity to rich open space resources
 - A landscape plant palette has been developed with a focus on naturalized and low maintenance plants.
 - Existing Open Space
 - The campus consists of three zones:
 - A developed zone of buildings and parking lots on the western side of the campus
 - A central transitional zone that has been altered from its natural state, but is not highly developed
 - A zone of natural open space on the eastern side of the campus

- Existing Landscape Typology
 - The following landscape types are identified and mapped:
 - Barren Ground
 - Hillside/Naturalized
 - Lawn Area
 - Accent Planting
 - Desert/Drought Tolerant
 - Mixed Perimeter
- Site Permeability
 - Permeable and impermeable ground surfaces are identified and mapped.
 - Much of the eastern developed zone consists of impermeable paving and building sites. The central and eastern zones consist mainly of permeable surfaces.
- Existing Topography
 - The existing topographic elevational levels are mapped.
 - Significant slopes and hills shape the character of the campus
- Storm Water Infrastructure
 - The existing underground infrastructure and surface collection structures are mapped. This graphic will be developed further to show the retention basin and its drainage system.
- Open Space Opportunities:
 - *Create a connection to the existing open space resources in the area.*
 - *Use the existing grade changes to create a gradient of open space typologies and campus zones.*
 - *Use landscape areas for storm water management.*
 - *Bring the surrounding context into the campus.*
 - *Create a unique planting palette for the campus.*
 - *Think of the entire campus as a “Living Laboratory”.*

Discussion:

- Natural solutions for storm water management should be used to supplement and reduce the burden on the engineered storm drainage infrastructure.
- Development of the campus as a “Living Lab” is supported.
- Terracing should be considered as a strategy to create usable space
- The hillsides should be developed and used to our advantage.
- The addition of pedestrian/bike entries to the campus from the adjacent communities via the community trails system should be considered. Linkages to the community trails should be highlighted in the graphics of the open space analysis.
- The campus is learning to adapt to the use of reclaimed water for irrigation. Reclaimed water often has a higher salt content than potable water and this will be addressed in the selection of the new plant palette.

- **Transportation Analysis**

An analysis of the campus transportation infrastructure was presented. The analysis is based on data that was gathered through interviews, meetings, traffic counts, and site surveys. Based on the analysis of current conditions, future needs will be projected. The transportation survey took place during the fall 2013 semester, under typical conditions.

- Vehicular Circulation

- Access to the campus is likely to remain limited to one main entry and several secondary entrances.
 - More people approach MVC from the north than from the south.
 - Most vehicles (69%) enter from College Drive/Lassalle Street.
 - Cahuilla Drive is limited to right-turn in and out because of its proximity to Calle Agua.
- There are increasingly more alternative transportation modes available.

- Parking

- Parking lots and capacities were inventoried and mapped.
- Parking usage was counted every 15 minutes and parking lot utilization was mapped throughout the day of the survey.
- Many students parked in the residential neighborhood to the west. Students did not park in the neighborhood to the south, where the city has instituted a parking-pass program. This practice may soon be adopted in the neighborhood to the west.
- At 10:30 am, the peak period, parking was utilized at 97% of capacity. A high utilization was sustained over the day.
- Projected Parking Need:
 - A generally used guideline calls for one stall per five students in suburban contexts. One stall per 7 students may be adequate in urban contexts where more transportation options are available. The ratio for MVC must be decided.
 - The Main Campus Headcount is calculated at 84% of MVC's total unduplicated headcount. Horizon 2 projected headcount is the result of 3% growth compounded over ten years.
 - Building less parking may encourage people to use alternative transportation.
 - Baseline—fall 2013:
 - Main Campus Headcount: 6,938
 - Number of existing parking spaces: 1,159
 - Existing Ratio: 1:6
 - Planning Horizon 1:
 - Main Campus Projected Headcount: 10,080
 - Estimated number of parking spaces needed at 1:5 ratio: 2,016
 - Planning Horizon 2:
 - Main Campus Projected Headcount: 11,760
 - Estimated number of parking spaces needed at 1:5 ratio: 2,352

- Public Transportation

- A transit stop for RTA Route 18 is located on campus. There is good pedestrian connectivity to the transit stop for Routes 18, 19, and 41 on Lassalle Street in front of the fire station.
- The RTA bus pass program, which was suspended this fall, will likely be reinstated starting in the spring 2014 semester.
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- Non-Motorized Transportation
 - During the survey, a walking audit was conducted.
 - Pedestrian connectivity was surveyed and mapped.
 - Pedestrian connectivity gaps exist along Lot B Drive, Krameria Street, and Parkside Drive.
 - One well-used bicycle rack is located on the campus.

Discussion:

- Traffic to Lasselle Elementary School enters the campus through College Drive and this will likely continue into the future.
- Many students cannot afford a college parking permit.
- Uncontrolled pedestrian crossing at Lot B Drive is an issue.
- The proportion of staff to student parking stalls should be reconsidered. Data is available to analyze this.
- January 15, 2014 Meeting with the City of Moreno Valley: Discuss transportation planning options.

- **Summary of Findings**

- More facilities will be needed to accommodate the projected growth.
- MVC is located at the edge of the hillside natural habitat.
- The topography and geology present opportunities and constraints.
- College Drive is the one primary campus gateway.
- Parking is currently at 97% utilization during peak demand.
- Pedestrians cross primary vehicular routes to navigate the campus.
- Building clusters are disconnected.
- Functional zoning is not clearly organized.
- Building entrances are difficult to find.
- Given the topography, accessibility is a challenge.
- The campus open spaces could be used more fully.
- Most open spaces do not look like the natural environment.
- Outdoor and indoor spaces are not well-connected.
- Storm water and erosion are issues.

- **Development Concepts**

This discussion was rescheduled for CMP Task Force Meeting #6

NEXT STEPS

- CMP Task Force Meeting #6 – December 6, 2013, 10:00 AM – noon
- Meeting with the City of Moreno Valley – January 15, 2014
- Flex Day Presentation – February 7, 2014
- CMP Task Force Meeting #7 – February 21, 2014

We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.

Submitted by,

A handwritten signature in black ink, appearing to read "Sheryl Sterry". The signature is fluid and cursive, with the first name "Sheryl" written in a larger, more prominent script than the last name "Sterry".

Sheryl Sterry, Senior Educational Facilities Planner
HMC Architects

By College

Benedetta Del Vecchio, Brett Leavitt, Jim Wurst, HMC Architects

David Gales, Scott Walker, WaveGuide

Attachments The items discussed in this meeting refer to the following associated documents:

CMP Integrated Timeline, dated November 8, 2013

November 8, 2013 Meeting Slide Presentation

File MM-MI

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MORENO VALLEY COLLEGE
Comprehensive Master Plan Integrated Timeline
 11/08/2013

