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Sent by: President's  
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To PRES-ALL@MTSAC.EDU

cc

Subject [PRES-ALL] OPENING MEETING - Q & A  
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| Please respond to<br>Diana Casteel <DCasteel@mtsac.edu> |
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You will recall at the Spring Opening Meeting, during the Q & A, that there were several questions that went unanswered because we ran out of time. Below is a listing of those questions and the answers. I've indicated the name of the person answering the question in case you would like additional information.

Q: Why/how is it that we can design for growth now when with past projects we basically could not?

**A: (Dr. Nixon) I can answer only for my own actions. Our facilities planning efforts assume an average of 2% growth per year, and all the planning work in which I have been involved over the past 3-1/2 years has included that assumption. I do not know about past work or assumptions.**

Q: Same question but in regards to student space. Why now, when in past, that was value engineered out?

**A: (Dr. Nixon) Measure R included a Student Center, but, as construction costs climbed steeply and rapidly, that project was sacrificed for instructional facilities. As you heard in Gary Nellesen's presentation, a Student Center, combined with a new Learning Resource Center, is a priority for the future. Regarding gathering places for students on campus, such space has been a priority for as long as I have been involved in planning.**

Q: How about a student work program where students earn class credit or a unit for fees or Mt. SAC books/supplies as an organized group with advisor or instructor to pick up trash on campus. Two student teams have a specific area (including parking lots) to work in shifts to pick up

trash much like how Disneyland has workers constantly roaming to keep the theme park clean. Do we have a recycle program?

***A: (Dr. Nixon) I do not believe the college could legitimately grant (college) credit for trash collection. However, such work could be legitimate under college work study, assuming we have a budget for it. As you heard yesterday, we are developing a more robust recycling program.***

Q: Could the student parking lot north of the Humanities building and west of the row buildings be connected to faculty parking? There is an issue with noise so close to the classrooms and would help faculty who need to bring teaching materials to classrooms and offices.

***A: (Mr. Gregoryk) There is currently an equitable balance between faculty/ staff and student parking. The challenge would be finding an equivalent number of faculty spaces to "trade" for the student spaces in Lot G. Since faculty/staff parking is evenly located around campus, adding faculty/staff parking in Lot G would require reducing staff parking elsewhere, or just taking spaces away from students.***

***In regards to the noise level emanating from Student Lot G, the main source is from stereo systems in vehicles that stop in the Disabled Parking aisle to drop off or pick up students. There are signs in place alerting students that it is a no-noise zone. In addition, Public Safety personnel routinely contact motorists anywhere on campus where their music is audible outside of the vehicle. We have consistently received positive cooperation when the motorist is made aware of the level of noise, and it is turned down.***

Q: Interim disability access during construction (i.e., Bldg. 60)?

***A: (Mr. Gregoryk) All new or newly renovated buildings meet current federal and state access requirements. Whenever construction efforts require modification of the path of travel, some other***

*accessible path must be created, even if on a temporary basis. Efforts are made to post signage directing those with special mobility needs to the nearest accessible path or entrance.*

Q: Regarding a "Green" campus - could we reconsider chalk vs. plastic markers? Biodegradable, usable longer per item, board repaintable; please, at least 1/2 of board space/room?

*A: (Mr. Gregoryk) Generally, chalk has been replaced with dry erase markers because of complaints about dust. Chalkboards also require more maintenance and do not last as long (the way they are made now). Special requests that have been approved by division offices may be accommodated.*

Q: How are we planning to have a "greener" campus? Solar panel, drought-resistant water, etc.

- A: (Mr. Gregoryk) Mt. SAC has one of the best 'green building' programs in the state. We have not spent large amounts of money documenting and certifying our efforts through programs like "LEED," but we have been employing those principles in all of our new building designs since the start of our Measure R building program. We have building design and operation standards that exceed the very stringent Title 24 requirements. We have implemented a clean-burning natural gas-fired co-generation system to generate our own electricity and use the waste heat to heat our pool and cool our buildings. We have implemented a recycling program that greatly exceeds State requirements; recycling over 60% of our waste stream, and we utilize a computer-controlled irrigation system to save water.*

*In the future, we will improve water-saving efforts by utilizing our own well water for irrigation and replenishing our wildlife sanctuary, and implement reclaimed water for field and pasture irrigation. We will continue to improve building design standards to increase energy efficiency by implementing strategies identified in the Collaborative for High Performance Schools (CHPS) manuals, and will consider documenting our efforts through the LEED program. We have researched the use of solar energy on rooftops, covered parking areas, solar-heat pipe systems, and solar-panel arrays. If these projects become more feasible, we will implement one or several of these systems. Specific energy savings projects and general energy*

***savings efforts will make up a significant portion of the future Bond that the District hopes to receive in the future.***

Q: Please address and fix--Final exam schedule conflicts for joint lecture with 2 labs -- 60 students take a final at the same time in a space for 30.

***A: (Dr. Burley) The option for parity lab classes to give finals in week 15 may provide the answer for those double ticket lecture classes that experience a conflict in the currently published final exam schedule. However, all conflicts arising from the Final Exam schedule are forwarded to Debbie Boroch who has worked closely with Gary Enke (English Department) to address conflicts reported for final exams. They will be reviewing this report carefully to make sure we have made appropriate plans for meeting times in week 16 and places appropriate for double ticket lab sections***

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