SIGN IN SHEET

FMP Study Group

Administrator
- Bret Watson
- Elias Regalado
- Kurt Hueg

Classified Staff
- Asha Jossis
- Christina Moore
- Elaine Kuo

Faculty
- Jeff Bissell
- Kerri Ryer
- Sam Connell

Students
- Priya Vasu
- Abhi Muhar
- Adam Loo

FMP Task Force Volunteers

Admin. Services
- Carmen Ponce
- Julie Ceballos
- Simon Pennington
- Veronica Casas

Student Services
- Alexis Donato
- Jessica Alarcon

Instruction
- Cara Miyasaki
- Gay Krause
- Bob Cormia
- Teresa Ong
- Valerie Fong

Affinity Groups
- Al Guzman
- April Henderson
- Lisa Hills

Design Team

- Deb Shepley
- Gray Dougherty
- Jessica Rothschild
- Farrokh Rostami Kia
- Keely Vedanayagam
AGENDA

PROJECT STATUS

CAMPUS SURVEY

FACILITIES PLANNING PRINCIPLES

DEVELOPMENT CONCEPTS

NEXT STEPS
# PROJECT TIMELINE

## 2020

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### ACTIVITIES

1. **Prepare**
2. **Analyze**
3. **Frame**
4. **Explore**
5. **Recommend**

### Foothill College

- **Task Force Meetings (6): Fri 3:30-5:30**
- **Site Visit**
- **Campus Online Survey**
- **Student Focus Groups (4)**
- **Sustainability Workshop**
CAMPUS SURVEY
SURVEY PARTICIPATION

Total Respondents: 471 respondents

- Student: 73%
  - New Student: 28%
  - Continuing / Returning Student: 72%
- Faculty: 15%
  - Full-Time Faculty: 65%
  - Part-Time Faculty: 35%
- Professional: 9%
- Administrator: 3%

Employee Status: 126 respondents

- Student: 73%
- Faculty: 15%
  - Full-Time Faculty: 65%
  - Part-Time Faculty: 35%
- Classified Professional: 9%
- Administrator: 3%

At which campus do you spend the most time?

Foothill Main Campus: 55%
- Offsite or Online: 44%
- Sunnyvale Center: 1%
The following analysis reflects the results of the Foothill College Engagement Survey with the following respondents.

- **STUDENTS** (shown in red)
- **FACULTY, CLASSIFIED PROFESSIONALS, AND ADMINISTRATORS** (shown in gold)
- **ENTIRE POPULATION** (shown in green)
  This includes all students, faculty, classified professionals, and administrators
STUDENTS
STUDENT DEMOGRAPHICS

Which gender description do you identify with?

- Female: 62%
- Male: 33%
- Non-binary/third gender: 2%
- I wish to self-describe: 0%
- I prefer not to answer: 3%

Do you identify as part of the LGBTQ Community?

19% said yes

Are you currently a member of the military or a veteran?

6% said yes
Which of the following best describes your race/ethnicity? (Choose all that apply)

If you had to select only one grouping, which of the following best describes your race/ethnicity?

- White
- Asian
- Hispanic or Latinx
- I prefer not to answer
- Black or African American
- Filipinx
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

Responses:

- White: 250
- Asian: 150
- Hispanic or Latinx: 100
- I prefer not to answer: 50
- Black or African American: 20
- Filipinx: 20
- Native Hawaiian or Other Pacific Islander: 10
- American Indian or Alaska Native: 5
STUDENT DIVISION AND STATUS

Which Division most closely aligns with your major or program of study?

- Business & Social Sciences: 20%
- Biological & Health Sciences (excluding Allied Health Programs): 20%
- Physical Sciences, Mathematics & Engineering: 15%
- Fine Arts & Communication: 15%
- Allied Health: 10%
- Kinesiology & Athletics: 7%
- Language Arts: 7%
- Counseling & Matriculation: 5%
- Apprenticeship Program: 0%

Which best describes your student status this term?

- Full-time: 60%
- Part-time: 40%
Which of the following describes your educational goal(s) at Foothill College? (Choose all that apply)

- Transfer to a four-year college or university
- Obtain an Associate or Bachelor’s Degree
- Personal growth and development
- Complete a Certificate Program
- Change careers
- Obtain work experience or update job-related skills

Why did you choose Foothill College? (Choose all that apply)

- Affordability
- Program offerings
- Reputation for transferring to a university
- Proximity to home
- Campus setting and appearance
- Recommendation of a family member or friend
- Diverse and welcoming campus climate
- Opportunity to advance in a career or start a new career
- Reputation for workforce/career programs
HOW TO READ THE FOLLOWING SLIDES

Total Student Population Response

By Division
Key takeaways, broken out by department

By Race / Ethnicity

By Student Status or Role
Key takeaways, broken out by gender

Continuing Students
New Students

By Gender or Sexual Orientation
I feel a sense of belonging at Foothill College.

**By Division**

**Most sense of belonging:**
- Fine Arts & Communication
- Biological & Health Sciences (excluding Allied Health Programs)

**Least sense of belonging:**
- Kinesiology & Athletics

**By Race / Ethnicity**

- LGBTQ students are **13% less likely** to feel a sense of belonging, compared to students who are not part of this community.

**By Sexual Orientation**

- [Pie chart showing distribution by sexual orientation]
I feel connected to other students.

**By Division**

**Most connected to other students:**
Allied Health

**Least connected to other students:**
Language Arts

**By Race / Ethnicity**

Females are **11% less likely** to feel connected to other students, compared to males. LGBTQ students are **20% less likely** to feel connected.
I feel connected to faculty and staff.

By Division

Most connected to faculty and staff:
Counseling & Matriculation

Least connected to faculty and staff:
Kinesiology & Athletics

By Race / Ethnicity

By Student Status

By Gender / Sexual Orientation

Females are 6% less likely to feel connected to faculty and staff, compared to males. LGBTQ students are 22% less likely to feel connected.
COMPARISON BY RACE/ETHNICITY

- **Asian**
  - Sense of belonging: 62%
  - Connected to students: 32%
  - Connected to faculty and Staff: 45%

- **Black**
  - Sense of belonging: 58%
  - Connected to students: 37%
  - Connected to faculty and Staff: 68%

- **Filipinx**
  - Sense of belonging: 82%
  - Connected to students: 18%
  - Connected to faculty and Staff: 64%

- **Latinx**
  - Sense of belonging: 75%
  - Connected to students: 43%
  - Connected to faculty and Staff: 57%

- **White**
  - Sense of belonging: 66%
  - Connected to students: 33%
  - Connected to faculty and Staff: 54%

The following groups are not shown: American Indian or Alaska Native (due to small sample size), Native Hawaiian or Other Pacific Islander (due to small sample size), students who prefer not to answer, students of two or more races/ethnicity groups.
The following groups are not shown: American Indian or Alaska Native (due to small sample size), Native Hawaiian or Other Pacific Islander (due to small sample size), students who prefer not to answer, students of two or more races/ethnicity groups.
CONTINUING / RETURNING STUDENTS: When the campus re-opens, how do you plan to commute to and from campus?
NEW STUDENTS: If you have never been to campus, how do you anticipate getting there?
(If you plan to use multiple modes of transport, please choose your predominant mode.)
Students who don’t plan to come to campus after campus reopens

By Race / Ethnicity

Highest percentage of students who plan to return to campus: Kinesiology & Athletics
Lowest percentage of students who plan to return to campus: Counseling & Matriculation

By Department

By Student Status

I do not plan to come to campus

By Student Role

I do not plan to come to campus

By Gender / Sexual Orientation

Males and Females are both equally likely to return to campus.

LGBTQ Students are equally likely to return to campus, compared to non-LGBTQ students.
CONTINUING / RETURNING STUDENTS: When you return to campus, how do you expect to spend time on campus outside of class?

NEW STUDENTS: When the campus re-opens, how would you expect to spend time on campus outside of class?

### Activities

- **Quiet individual study**
- **Meet with someone in Student Services** (such as Counseling, Financial Aid, DSPS, etc.)
- **Group study and collaboration**
- **Socialize with friends**
- **Meet with a tutor**
- **Attend or participate in cultural events, performances, concerts and sports**
- **Train and exercise:** gym facilities, athletic fields and courts
- **Participate in student activities or clubs**

---

**Legend**

- Orange: Yes, often
- Light Orange: Yes, sometimes
- Light Pink: Yes, but rarely
- Light Blue: No, I do not have time
- Blue: No, I am not interested
- Dark Blue: N/A
ENTIRE POPULATION
Do you have a disability that impacts your mobility?

- **said yes**: 3.2% (15 respondents)
- **Prefer not to answer**: 2.5% (12 respondents)

Given your disability, is the Foothill College Main campus accessible?

- **Yes**: 7 people
- **No**: 4 people

How could the Foothill Main campus be made more accessible?

- Better signage for the more accessible paths to classes.
- Hard to find elevators.
- More handicapped parking close to elevators.
- Small golf carts for moving about the campus once one reaches the top that may have limits on where they will function once they reach the elevators so that they wouldn’t be stolen, or a mini-rail route that rings the campus with carts every 5 minutes or so.
- Make more elevators.
- More ramps and elevators, the stairs are a lot to handle for someone with arthritis.

I do not visit Foothill Main Campus 4 people
FOOTHILL COLLEGE FOCUS AREAS

Foothill College is developing a Facilities Master Plan for the next five years – this planning document will describe the college's current and future needs, to best suit students and faculty. In your opinion, what should Foothill College focus on?

- Infrastructure / technology (ex: heating, cooling, wifi, electrical)
- Safety and security
- Study Areas
- Student Services areas
- Affordable Housing
- Food and retail (ex: Cafeteria, bookstore)
- Cultural spaces/centers*
- Student activities and club space
- Informal gathering spaces
- Campus art and performance spaces
- Gender-neutral restrooms
- Athletic facilities

*ex. DACA Dream center, LGBTQIA+ center, Indigenous student center

Very important
Important
Somewhat Important
Not Very Important
Unimportant
FACILITIES PLANNING PRINCIPLES
2016 Facilities Master Plan

Facilities Planning Principles

A set of facilities planning principles was developed during the process that supports the Educational Master Plan goals and addresses identified issues into a series of facilities and site recommendations.

COMMUNITY

Improve Campus Connectivity
- Provide safe and universally accessible connections
- Enhance physical connections (pedestrian, bike, vehicular, transit) with the community and other campuses
- Utilize technology to enhance and create more dynamic learning environments, tools, and equity for students, faculty, and staff

Enhance Community Engagement
- Develop programming and improve facilities to enhance a sense of community
- Improve campus environment to welcome the community

RESOURCES

Right-Size Facilities to Address Program Needs
- Align the projected inventory with state guidelines
- Position Foothill College to maximize state and local funding

Support Stewardship of Resources
- Engage campus community in sustainability awareness
- Involve students in all aspects of sustainability
- Monitor/measure energy consumption
- Promote physical activity and other health-related programs
- Prioritize well-being, health and comfort in design of facilities

Improve Efficiency of Facilities
- Improve facilities to support program needs
- Replace temporary and inefficient facilities
- Improve functional zoning and operational efficiencies
- Develop flexible, multipurpose facilities to adapt over time

EQUITY

Promote Student Success
- Reduce barriers and facilitate equitable access to programs and support services
- Develop indoor and outdoor spaces to encourage collaboration and support student engagement
- Develop campus as a welcoming and nurturing environment

Improve Security and Safety
- Develop and implement districtwide standards for security equipment and protocol
- Improve safety and security throughout campus, including lighting, pathways and parking areas
INTEGRATION
2016-2022 Educational Master Plan

Goal A
Equity

Goal B
Community

Goal C
Resources
INTEGRATION
2016-2022 Educational Master Plan

Goal A: EQUITY
Create a culture of equity that promotes student success, particularly for underserved students.

Goal B: COMMUNITY
Strengthen a sense of community and commitment to College’s mission; expand participation from all constituencies in shared governance.

Goal C: RESOURCES
Recognize and support campus culture that values ongoing improvement and stewardship of resources.
EMP INTEGRATION

**Goals A + B**

**Equity + Community**

- Create welcoming arrival experiences
- Design campus from the student’s perspective
- Improve access to student services
- Provide safe and universally accessible connections

- Knit campus together
- Enhance collaboration across the campus
- Develop spaces to support connections
- Prioritize well being, promote physical activity
Goals C

Resources

• Leverage all resources
• Remove underperforming and underutilized facilities
• Right size facilities to support needs
• Develop spaces to support both in person and online
• Develop flexible spaces to serve multiple uses
• Improve functional zoning + operational efficiencies
• Position FH to maximize state and local funding ops
# EMP INTEGRATION

## Equity + Community

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2020 FACILITIES MASTER PLAN

FOOTHILL COLLEGE | Foothill-De Anza Community College District

GENSLER
DEVELOPMENT CONCEPTS
APPLYING THE FACILITIES PLANNING PRINCIPLES

- Knit campus together
- Create welcoming arrival experiences
- Improve access to student support services
- Improve functional zoning + operational efficiencies
ARRIVAL EXPERIENCE
ARRIVAL EXPERIENCE
ARRIVAL EXPERIENCE
• Remove underperforming and underutilized facilities

• Create welcoming arrival experiences

• Knit campus together
• Create welcoming arrival experiences
• Knit campus together
STUDENT EXPERIENCE

- Improve access to student support services
- Improve functional zoning + operational efficiencies
STUDENT EXPERIENCE

• Improve access to student support services
• Improve functional zoning + operational efficiencies
• Knit campus together
• Develop spaces to support connections
CAMPUS EXPERIENCE

• Knit campus together
• Leverage all resources
• Develop spaces to support connections
CAMPUS EXPERIENCE

- Knit campus together
- Develop spaces to support connections
CAMPUS EXPERIENCE

- Knit campus together
- Develop spaces to support connections
NEXT STEPS
## NEXT STEPS – TASK FORCE MEETING #5 1/22

- Final Survey Results
- Preliminary Recommendations

### 2020

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### NEXT STEPS

1. **PREPARE**
2. **ANALYZE**
3. **FRAME**
4. **EXPLORE**
5. **RECOMMEND**

### Foothill College

- Task Force Meetings (6): Fri 3:30-5:30
- Site Visit
- Campus Online Survey
- Student Focus Groups (4)
- Sustainability Workshop

### Schedule

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