



**2020 FHDA
FACILITIES MASTER PLAN**

FOOTHILL COLLEGE

TASK FORCE MEETING #4

December 11th, 2020

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

A photograph of a campus scene with a semi-transparent dark grey overlay on the left side containing white text. The background shows a paved walkway, green grass, and several trees. In the distance, a building with a dark facade and light-colored columns is visible. People are walking on the path.

AGENDA

PROJECT STATUS

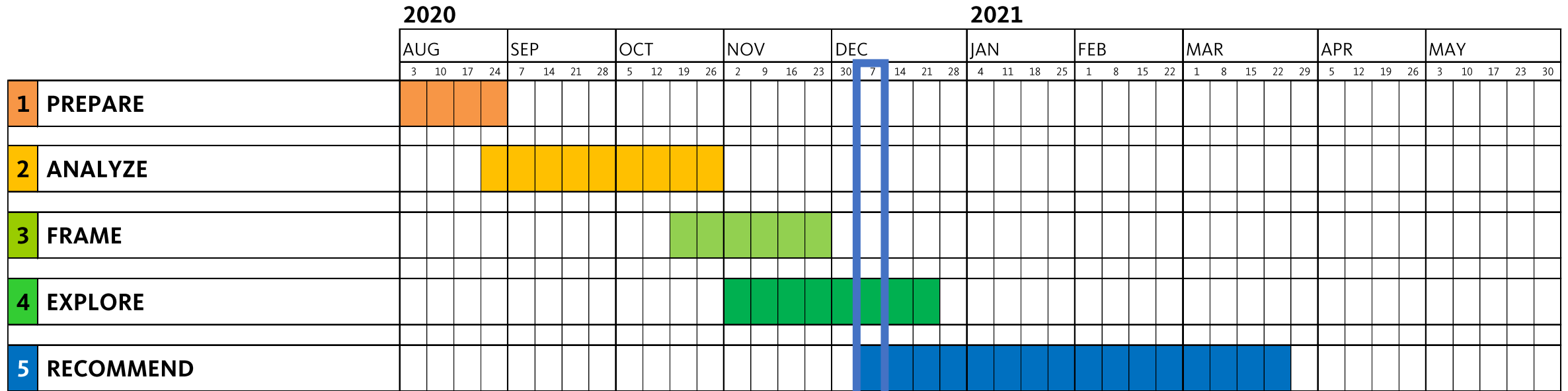
CAMPUS SURVEY

FACILITIES PLANNING PRINCIPLES

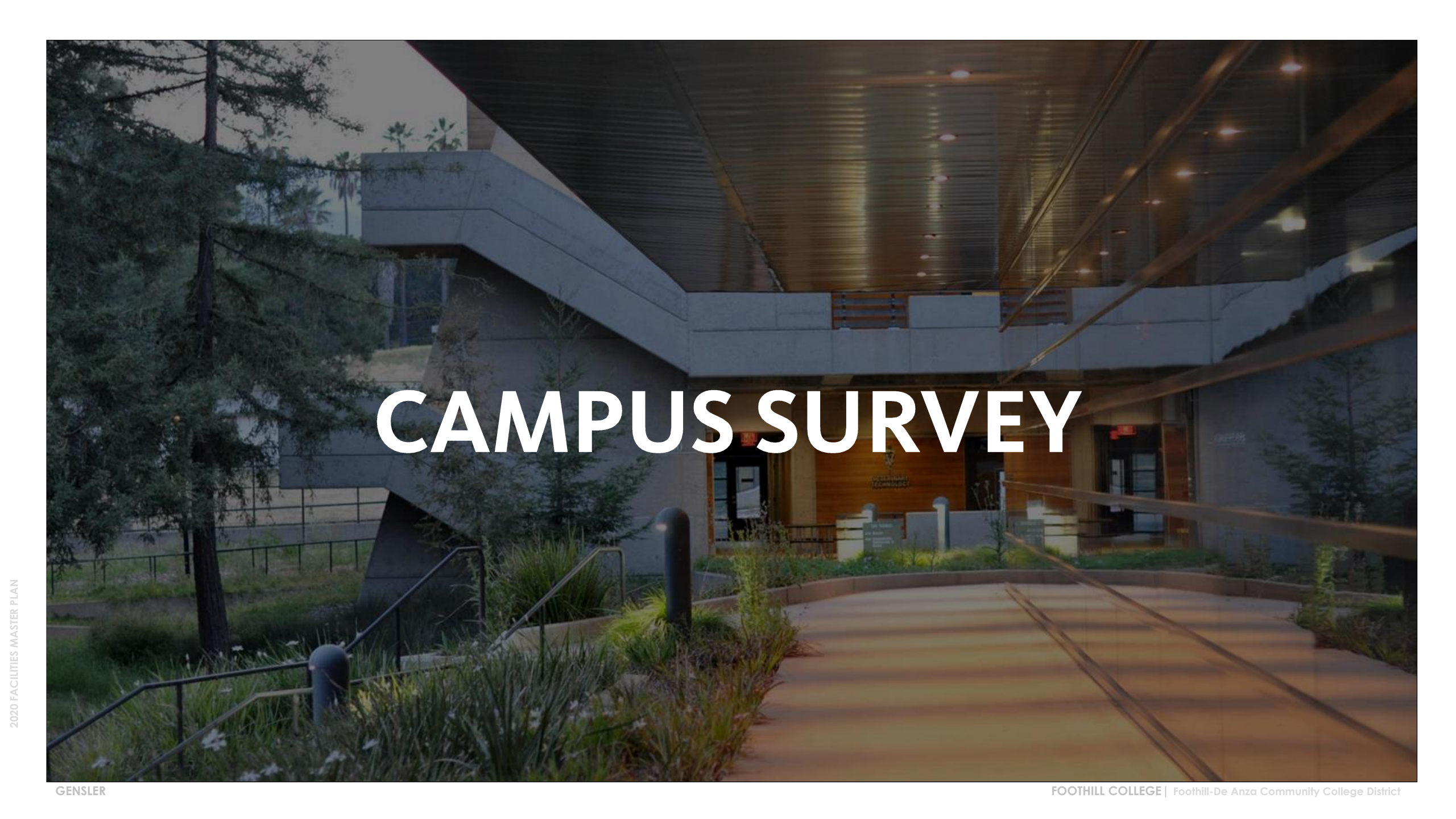
DEVELOPMENT CONCEPTS

NEXT STEPS

PROJECT TIMELINE

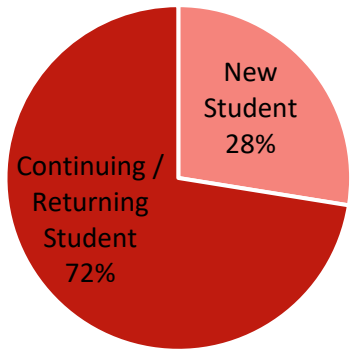
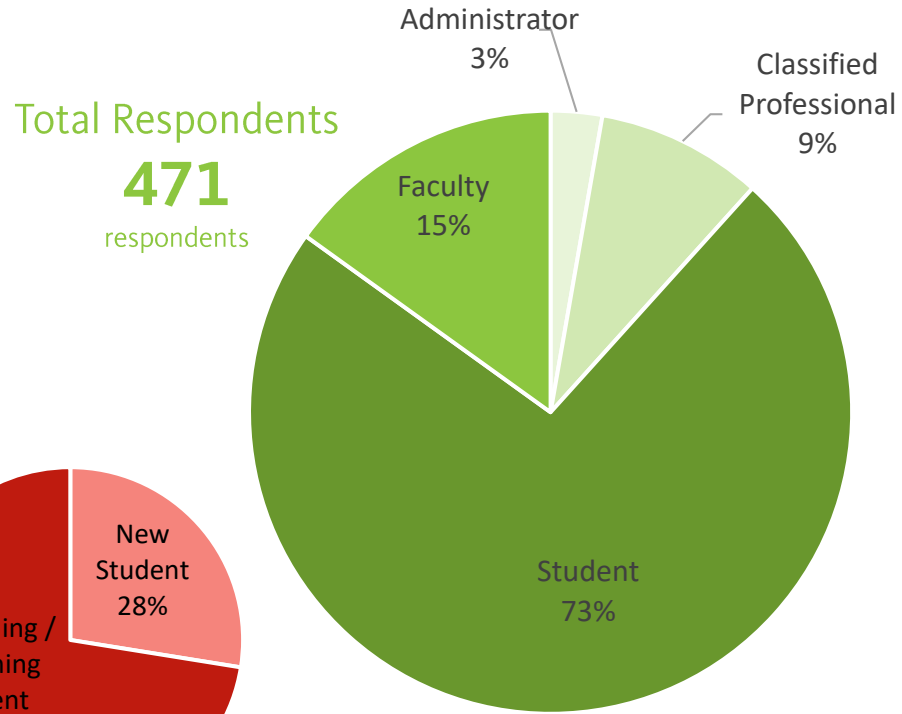


		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
	Foothill College										
	Task Force Meetings (6): Fri 3:30-5:30			9	30	20	11	22	19		
	Site Visit		25								
	Campus Online Survey										
	Student Focus Groups (4)										
	Sustainability Workshop										

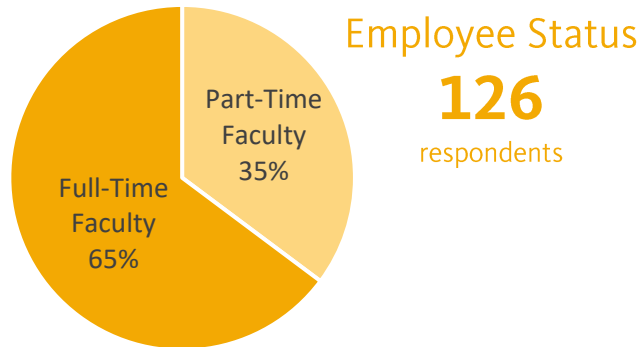


CAMPUS SURVEY

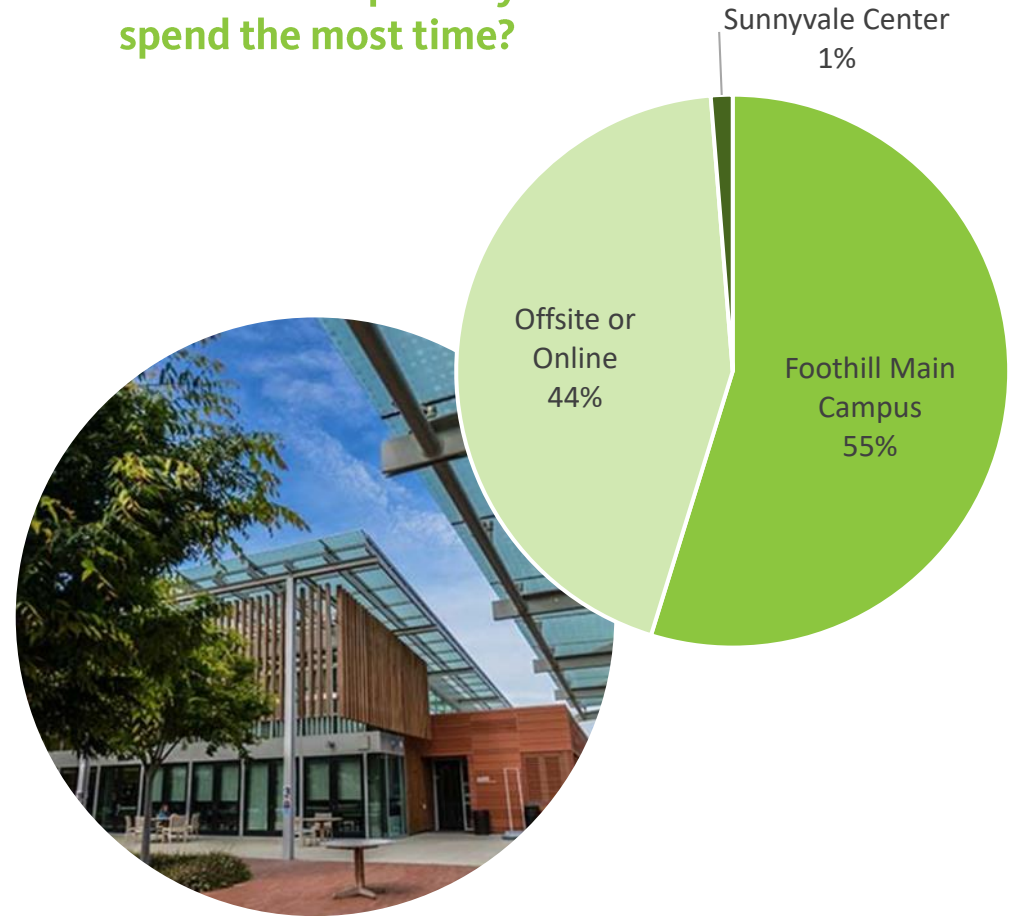
SURVEY PARTICIPATION



Student Status
345 respondents



At which campus do you spend the most time?



SURVEY PARTICIPATION

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



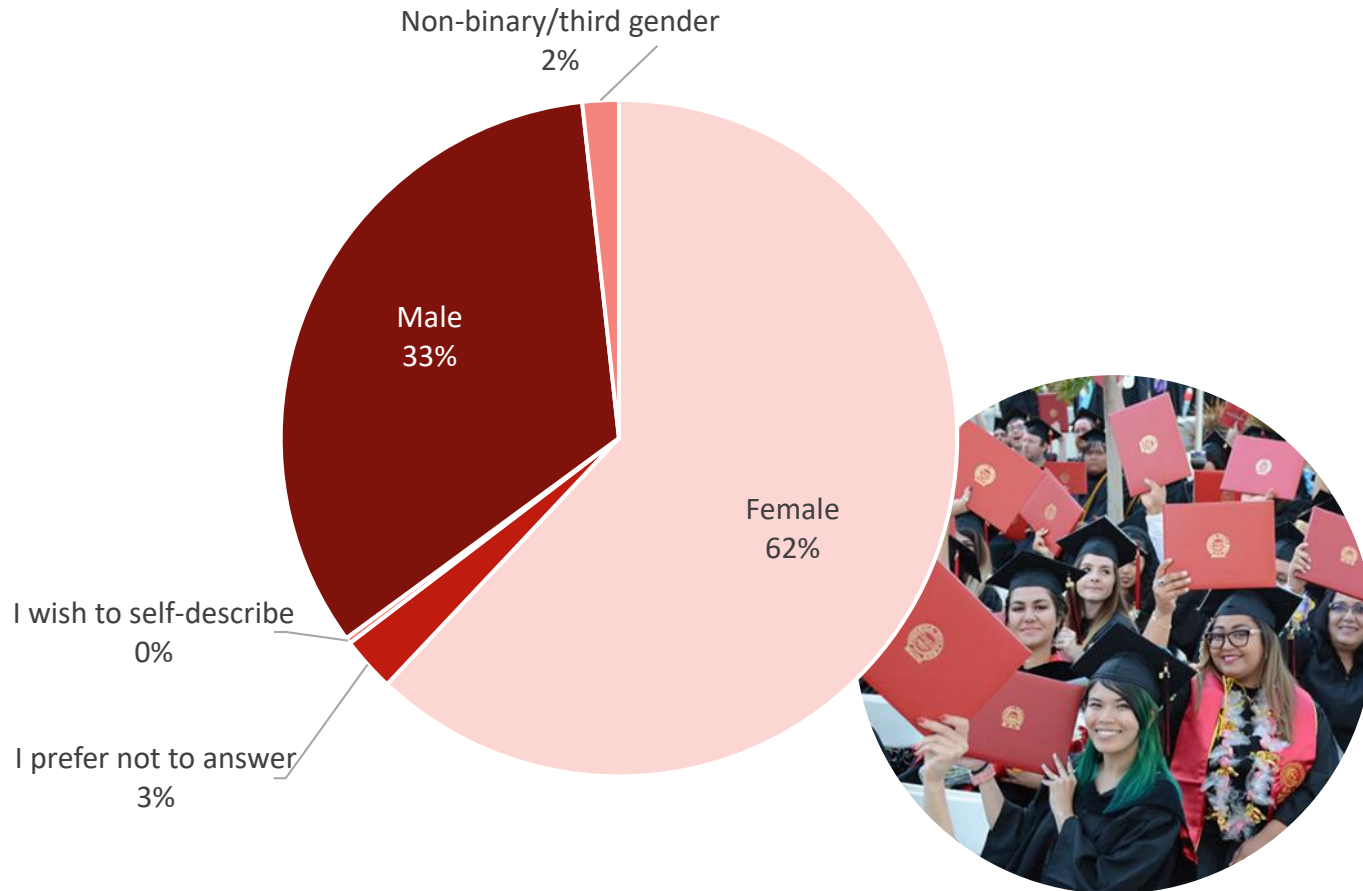
STUDENTS





STUDENT DEMOTRAPHICS

Which gender description do you identify with?



Do you identify as part of the LGBTQ Community?

19%
said yes

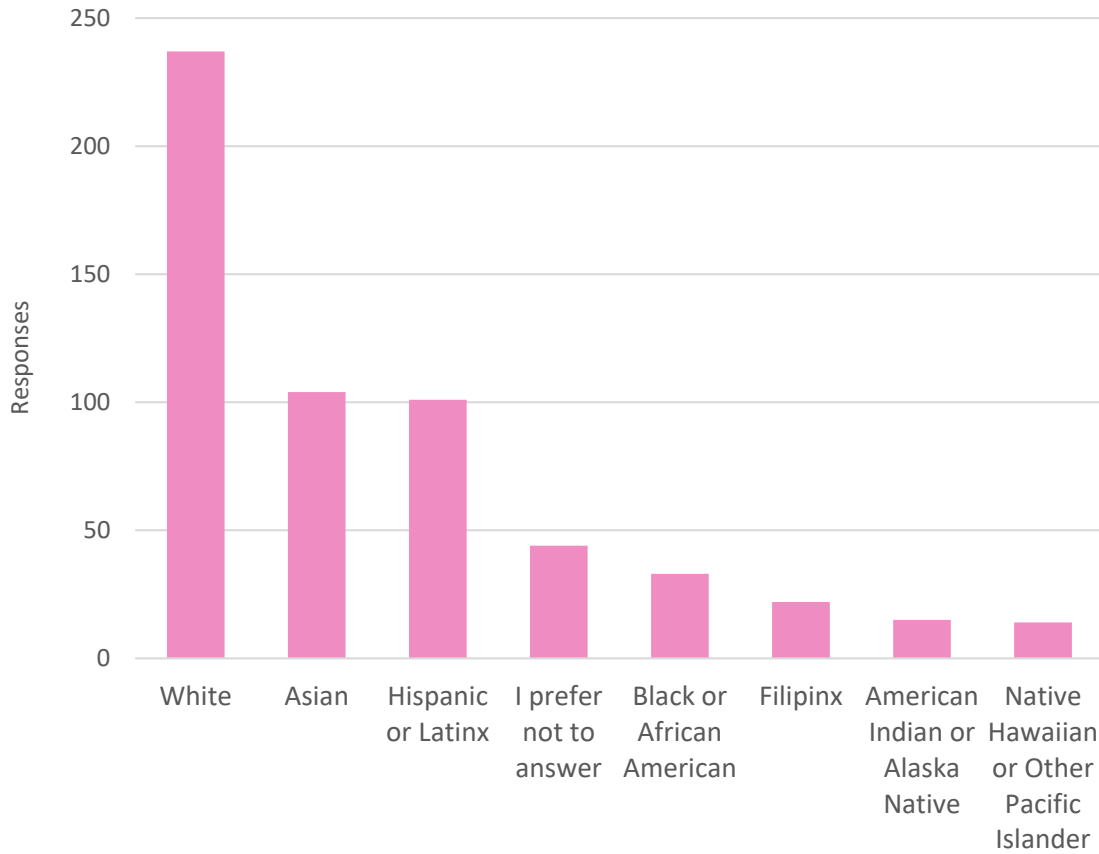
Are you currently a member of the military or a veteran?

6%
said yes

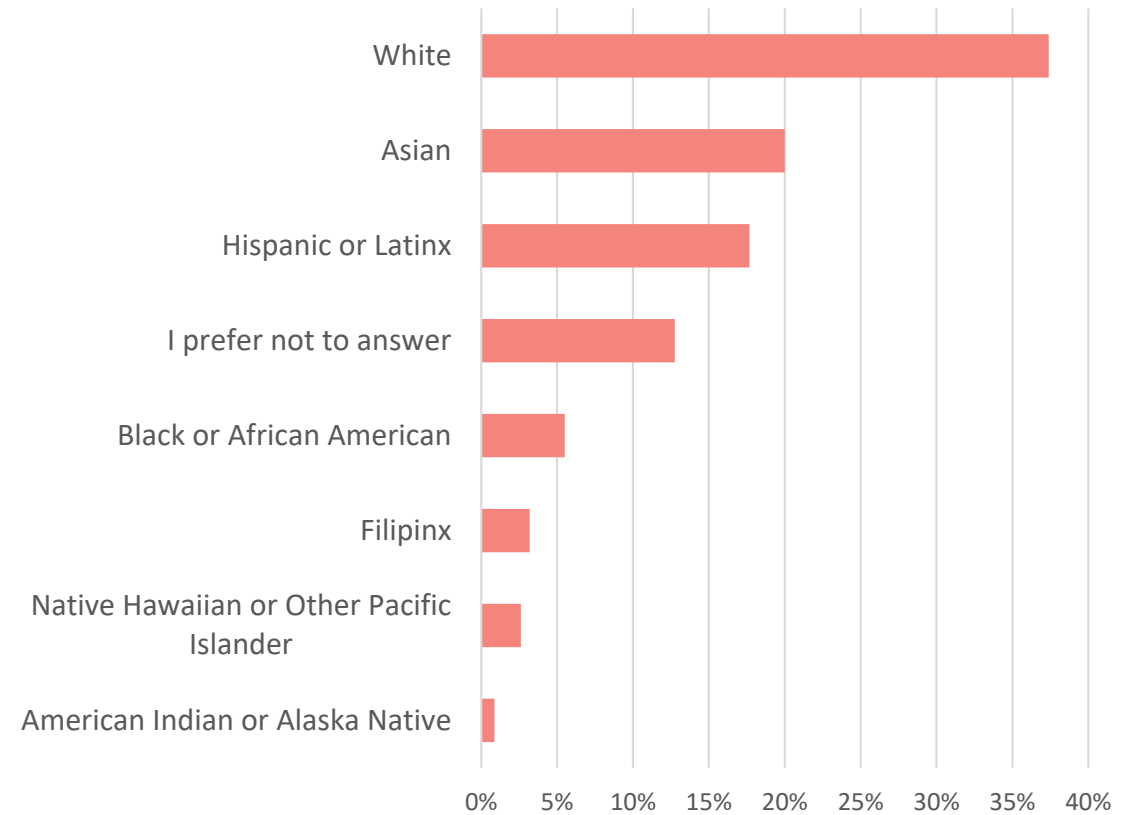


STUDENT RACE/ETHNICITY

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



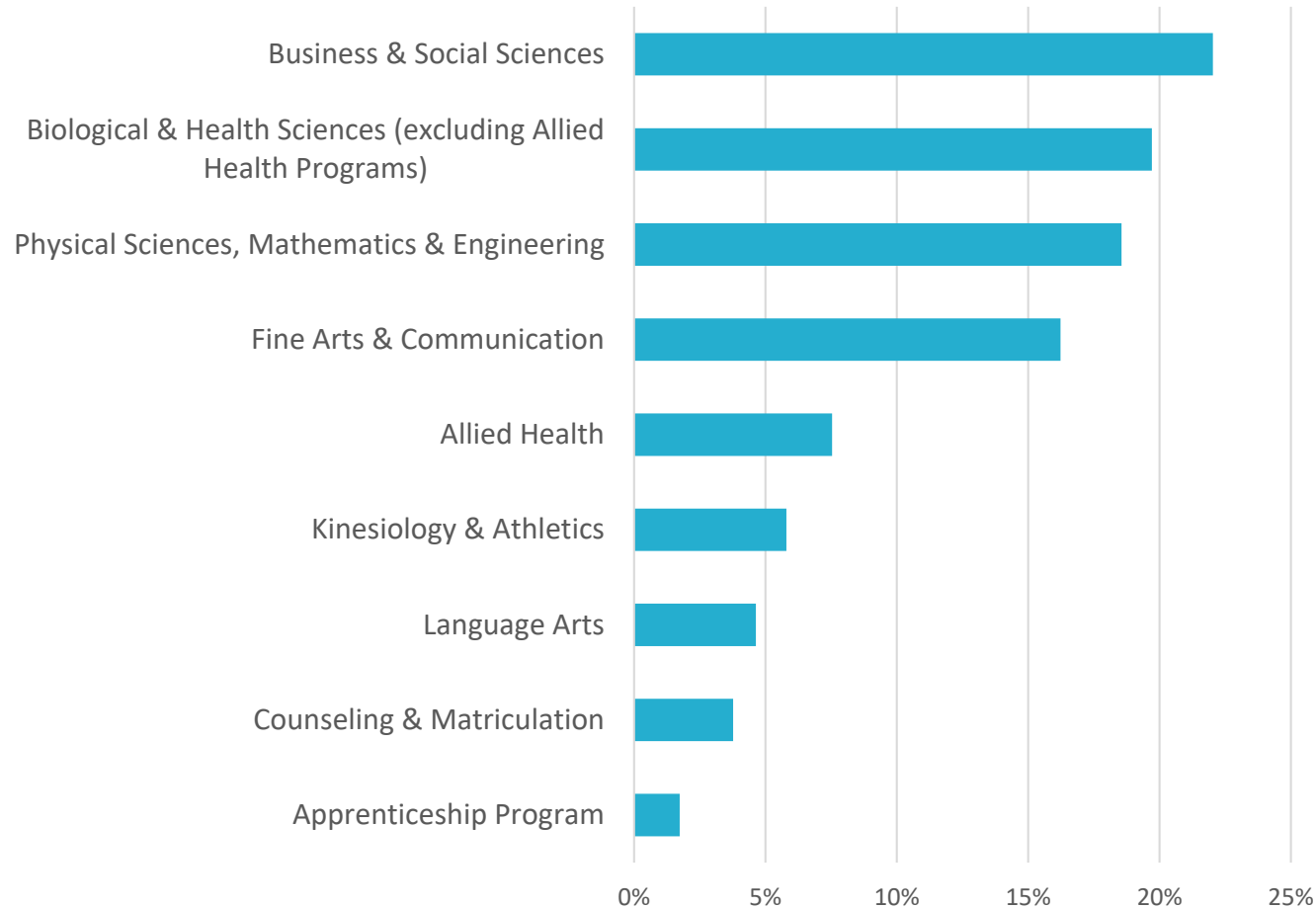
If you had to select only one grouping, which of the following best describes your race/ethnicity?



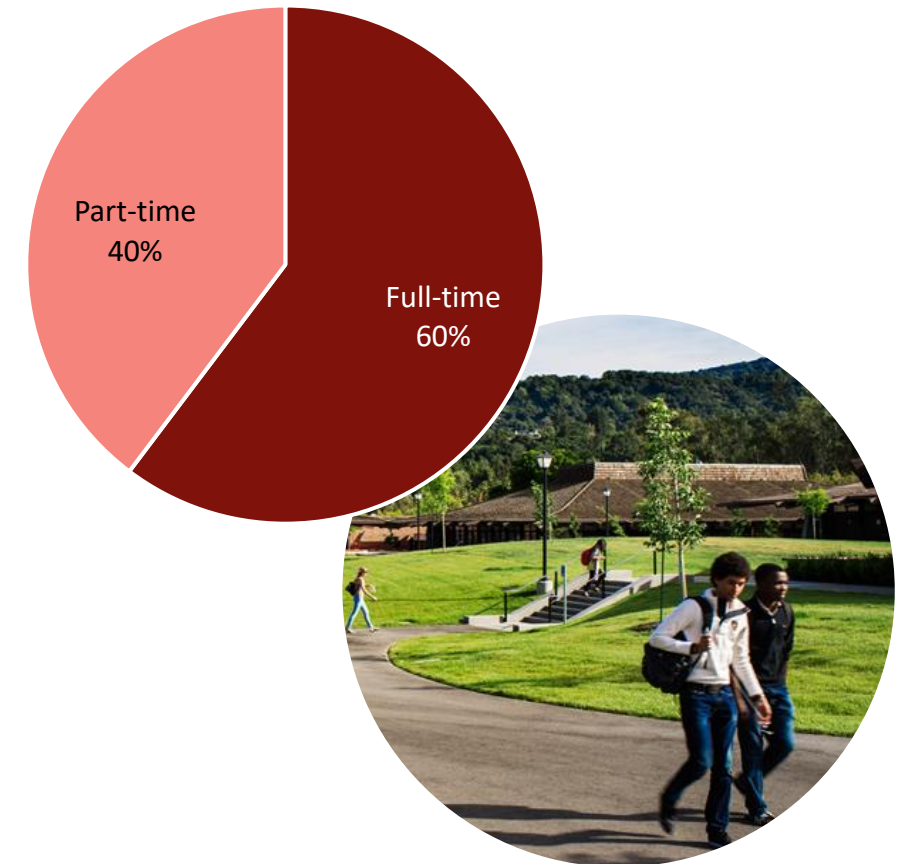


STUDENT DIVISION AND STATUS

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



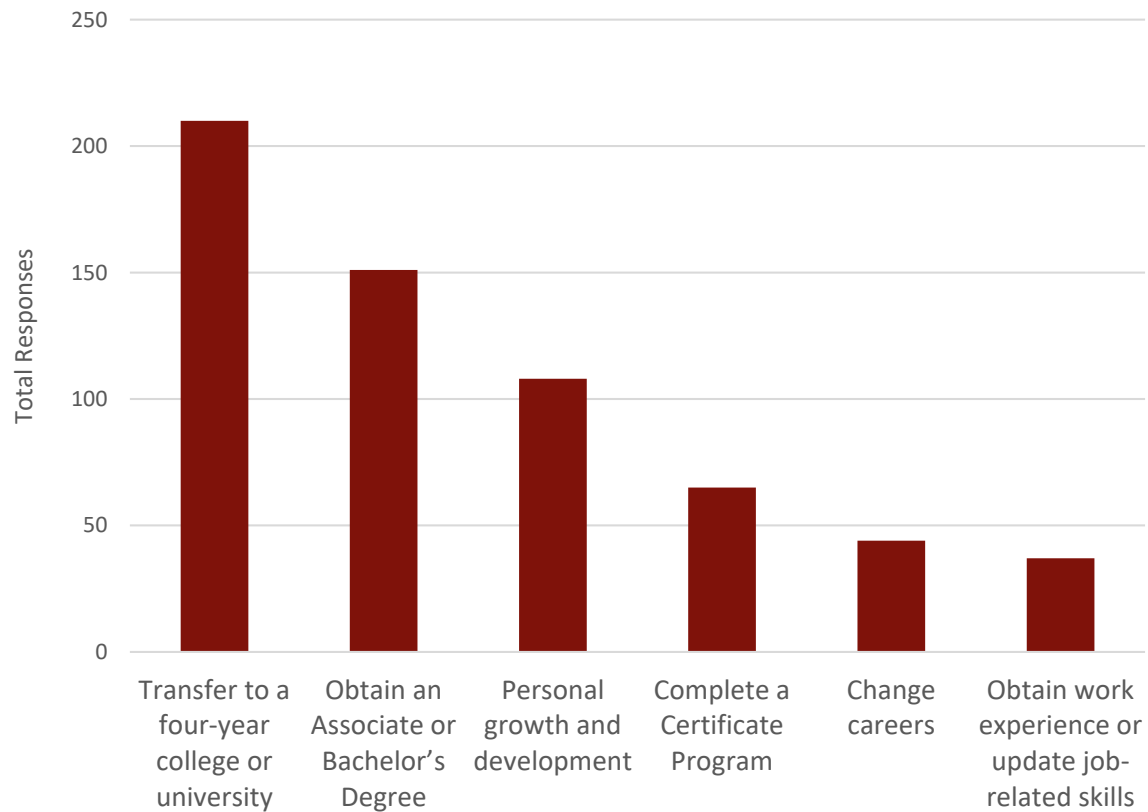
Which best describes your student status this term?



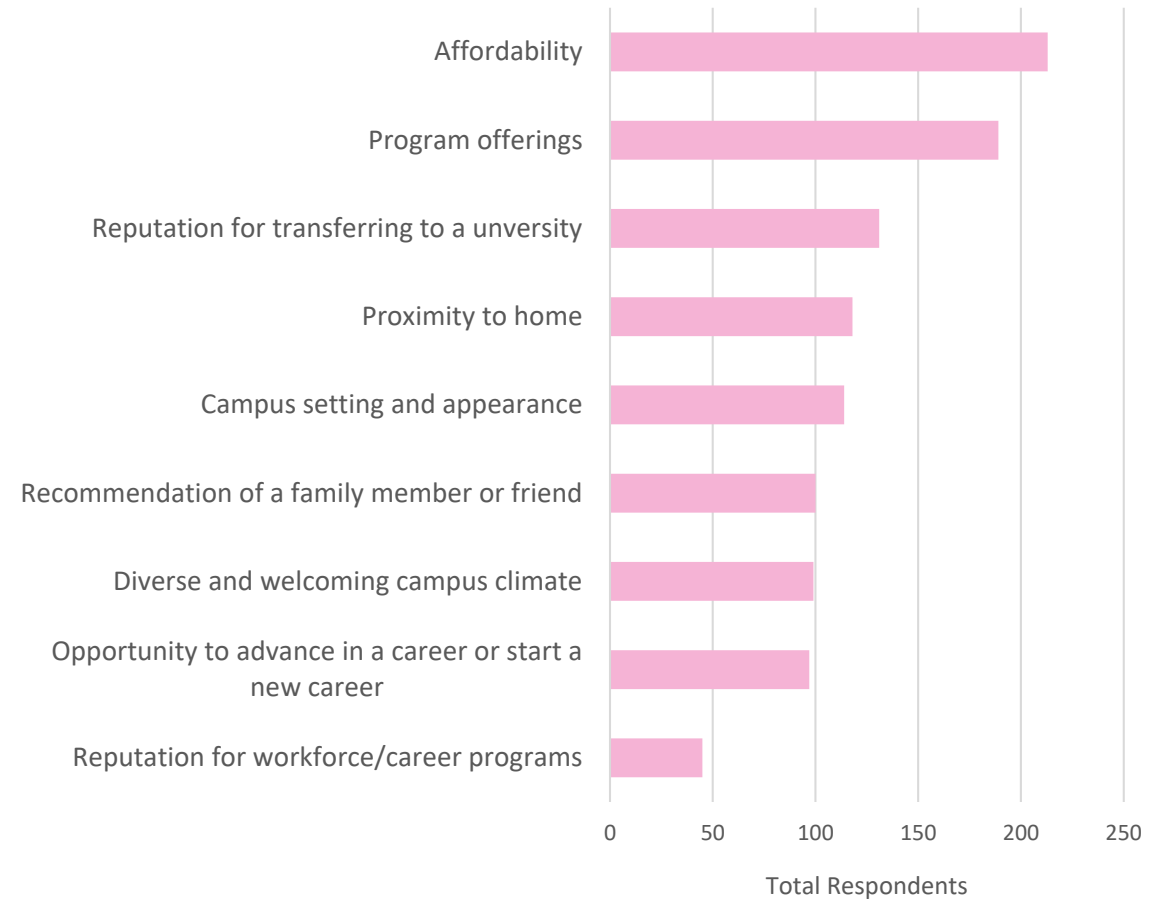


STUDENT GOALS AND CHOOSING FOOTHILL

Which of the following describes your educational goal(s) at Foothill College? (Choose all that apply)



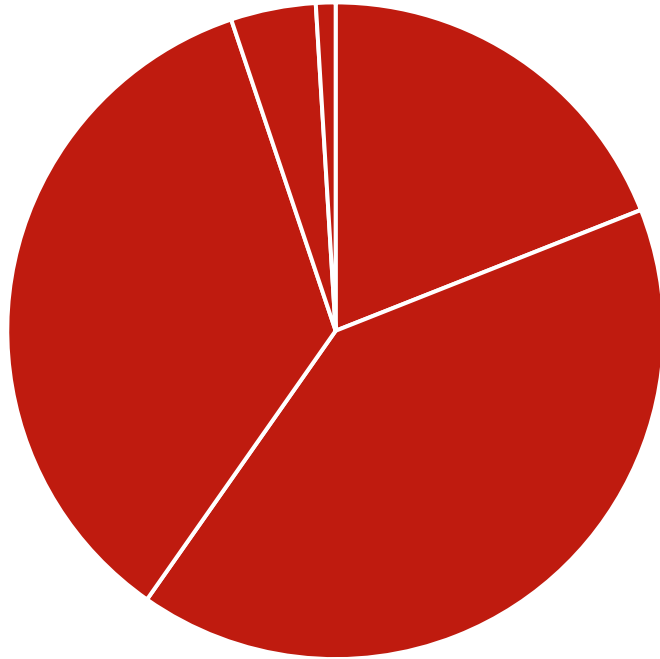
Why did you choose Foothill College? (Choose all that apply)





HOW TO READ THE FOLLOWING SLIDES

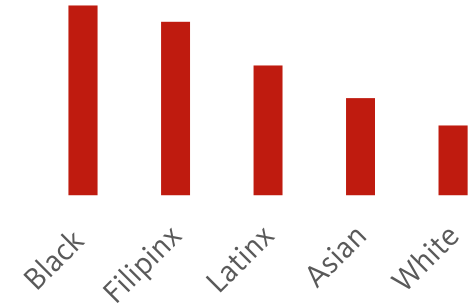
Total Student Population Response



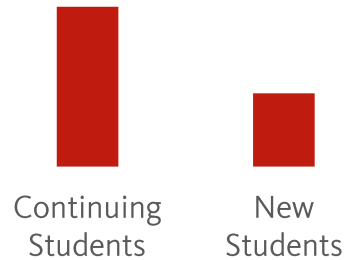
By Division

Key takeaways,
broken out by
department

By Race / Ethnicity



By Student Status or Role



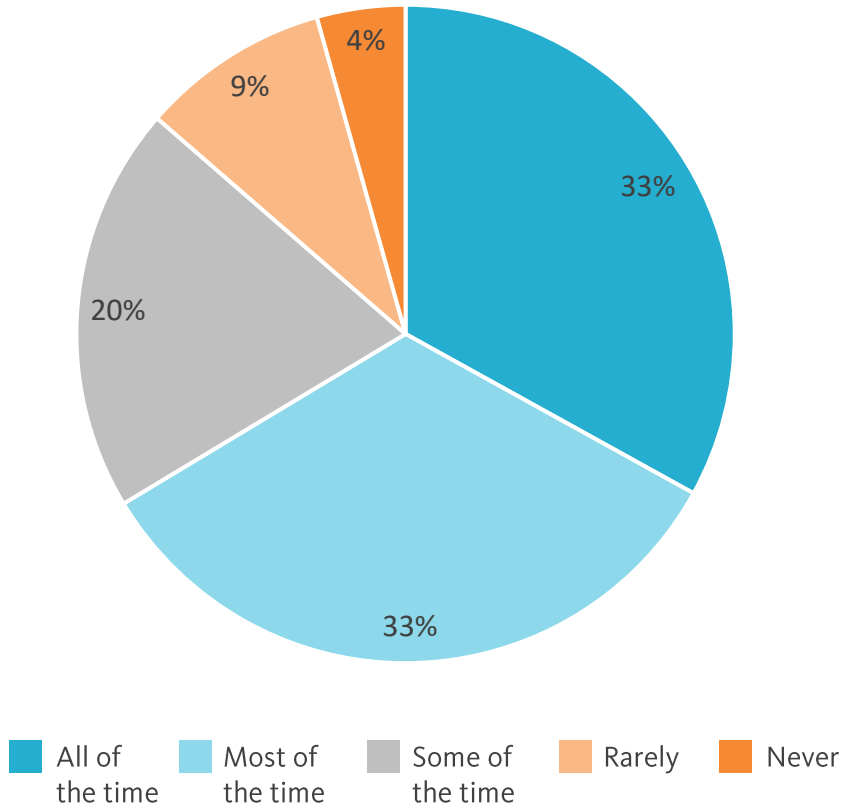
By Gender or Sexual Orientation

Key takeaways,
broken out by
gender



STUDENT SENSE OF BELONGING

I feel a sense of belonging at Foothill College.

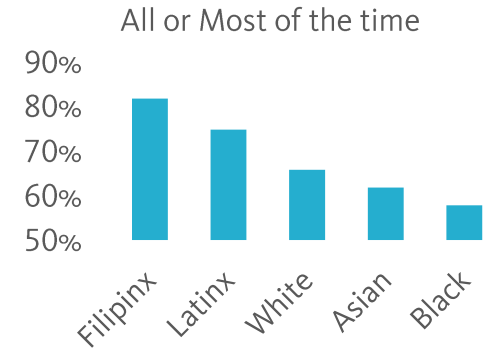


By Division

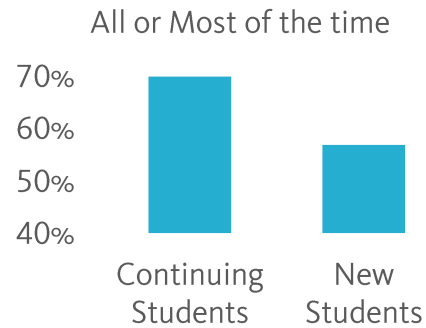
Most sense of belonging:
 Fine Arts & Communication
 Biological & Health Sciences
 (excluding Allied Health Programs)

Least sense of belonging:
 Kinesiology & Athletics

By Race / Ethnicity



By Student Role



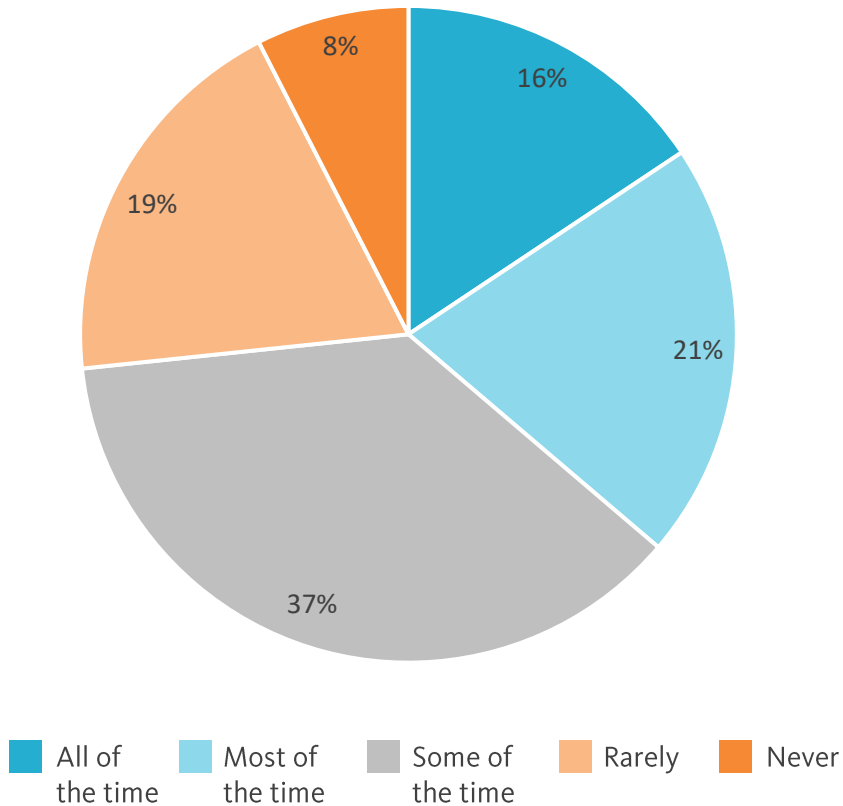
By Sexual Orientation

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



STUDENT CONNECTION TO OTHER STUDENTS

I feel connected to other students.



By Division

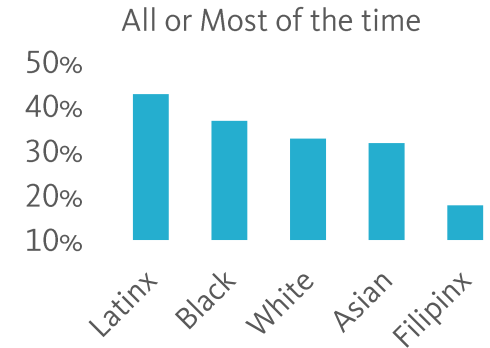
Most connected to other students:

Allied Health

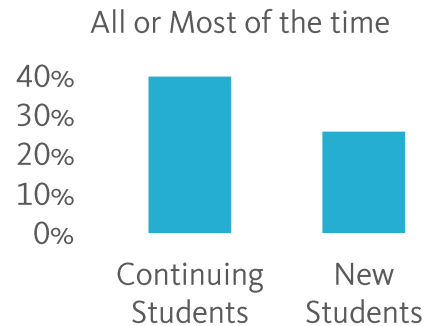
Least connected to other students:

Language Arts

By Race / Ethnicity



By Student Role



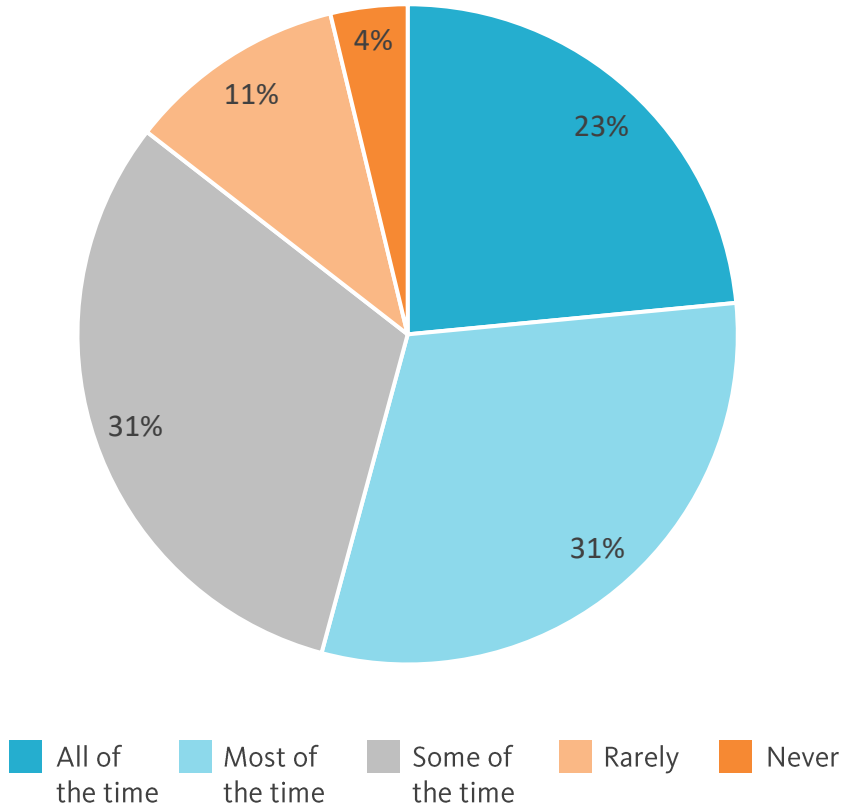
By Gender / Sexual Orientation

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



STUDENT CONNECTION TO FACULTY & STAFF

I feel connected to faculty and staff.



By Division

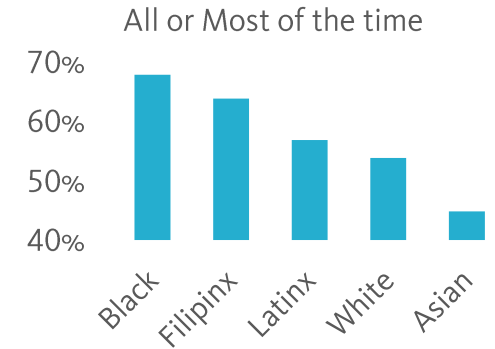
Most connected to faculty and staff:

Counseling & Matriculation

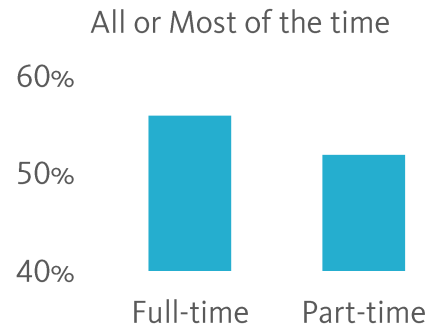
Least connected to faculty and staff:

Kinesiology & Athletics

By Race / Ethnicity



By Student Status



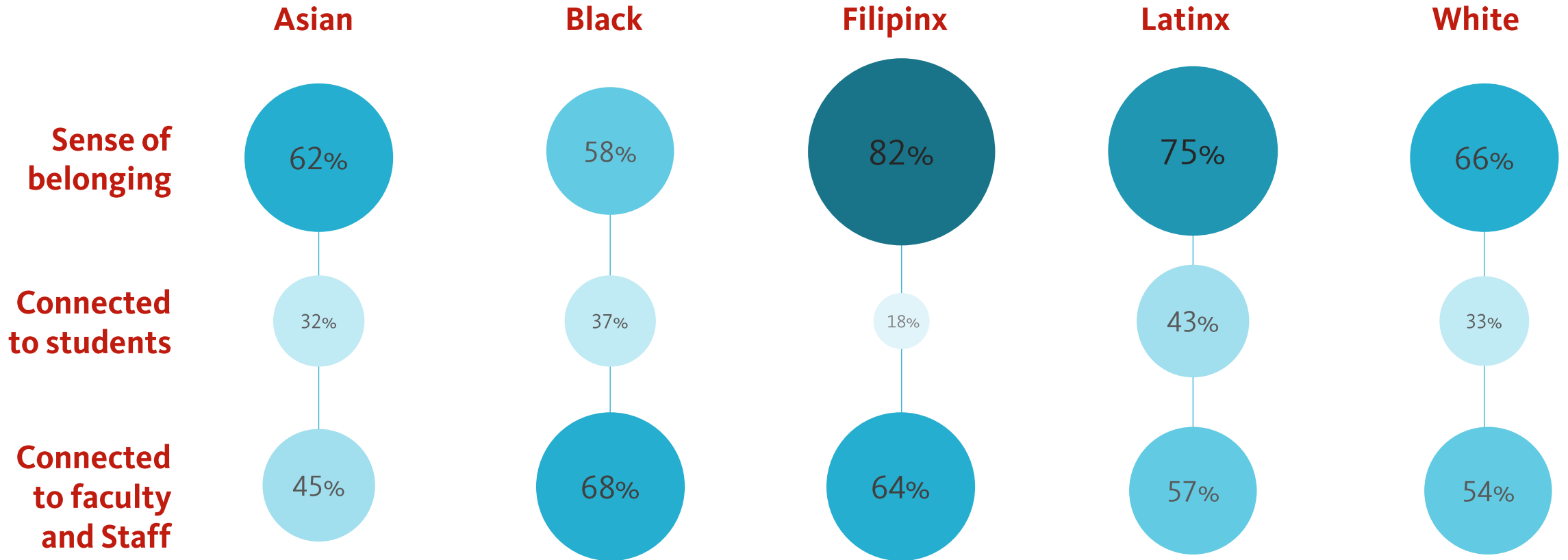
By Gender / Sexual Orientation

Females are **6% less likely** to feel connected to faculty and staff, compared to males.

LGBTQ students are **22% less likely** to feel connected.



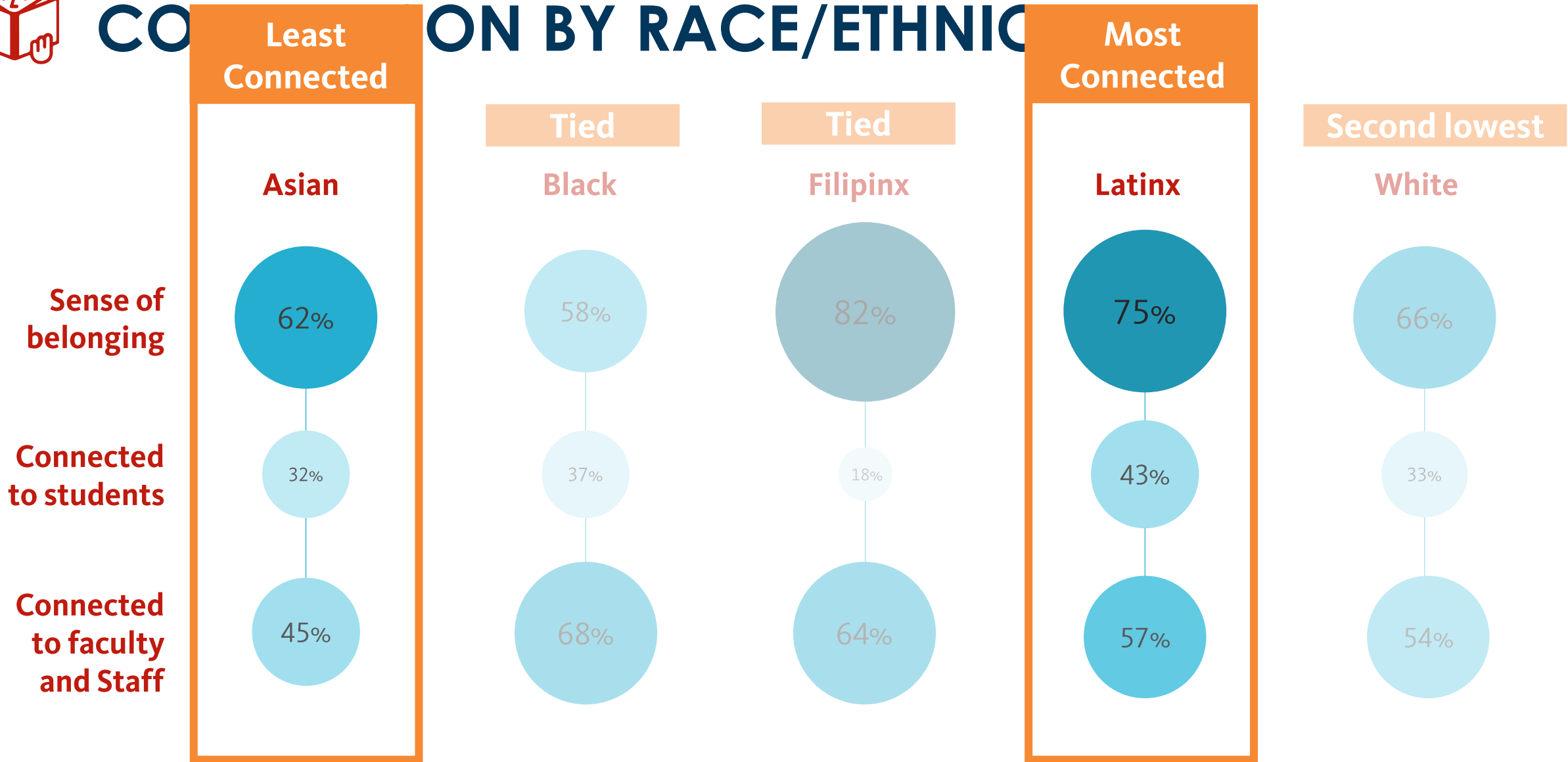
COMPARISON BY RACE/ETHNICITY



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



CONNECTION BY RACE/ETHNICITY



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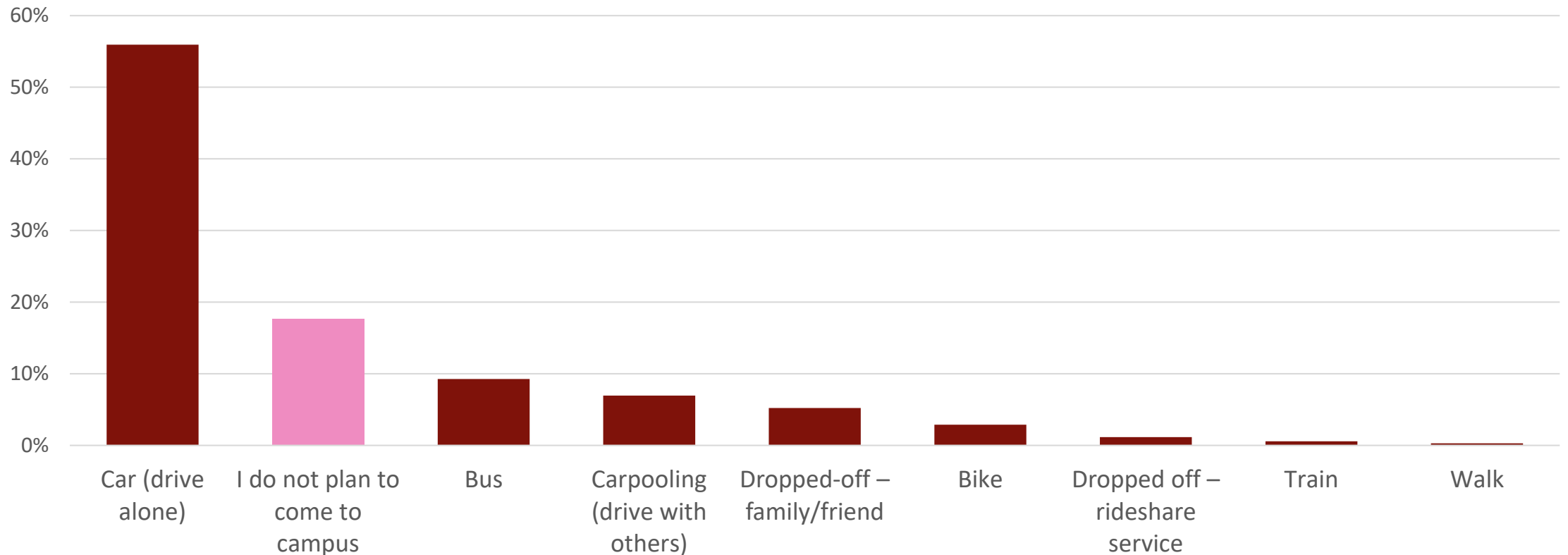


STUDENT COMMUTE

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.)

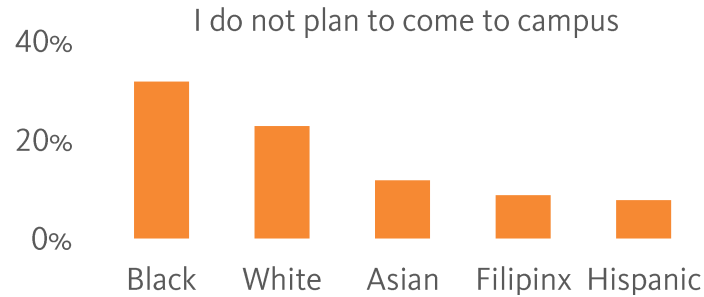




STUDENTS WHO DON'T PLAN TO COME TO CAMPUS

Students who do not plan to come to campus after campus reopens

By Race / Ethnicity

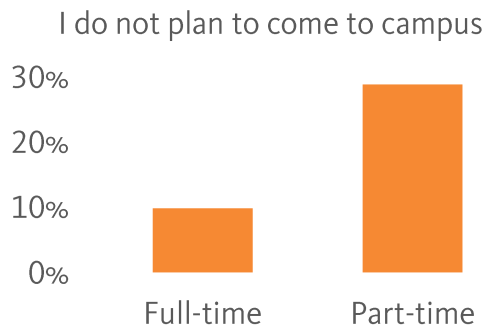


By Department

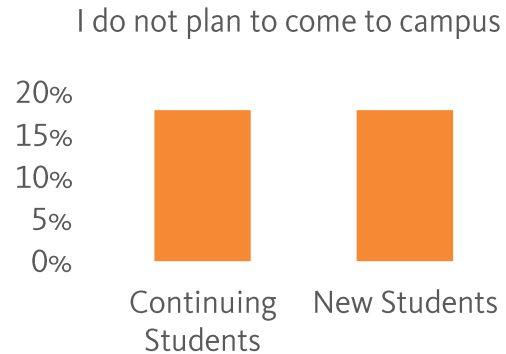
Highest percentage of students who plan to return to campus: Kinesiology & Athletics

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

By Student Status



By Student Role



By Gender / Sexual Orientation

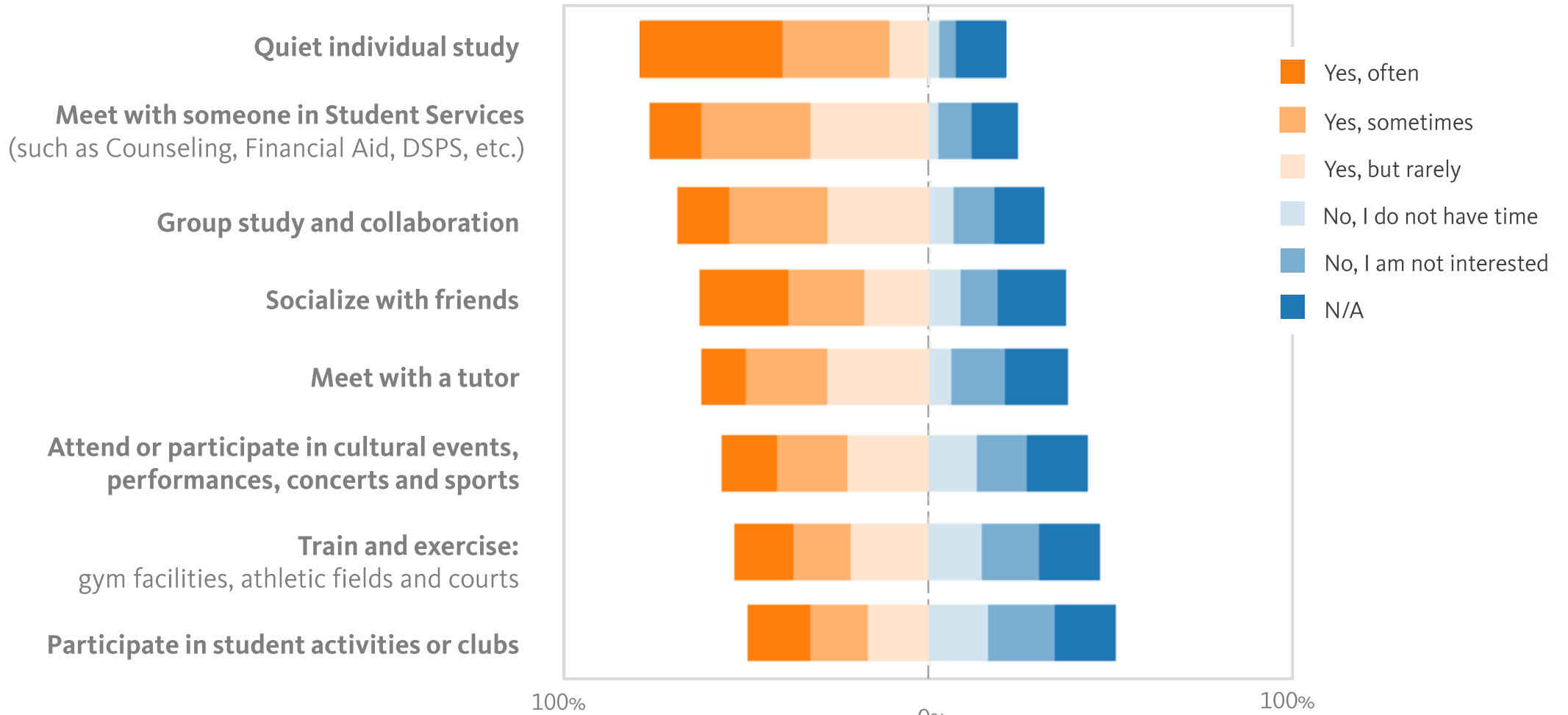
Males and Females are both equally likely to return to campus.

LGBTQ Students are equally likely to return to campus, compared to non-LGBTQ students.



STUDENT TIME ON CAMPUS

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?





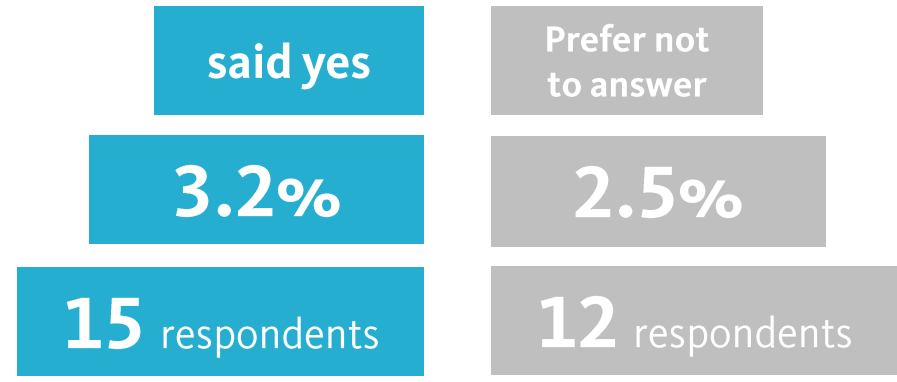
ENTIRE POPULATION



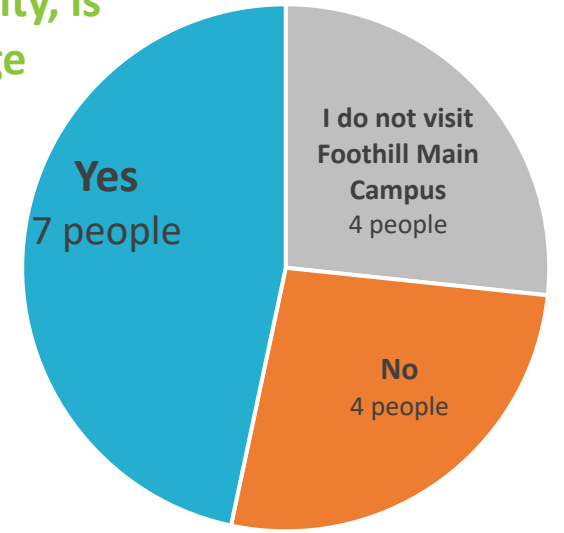


CAMPUS ACCESSIBILITY

Do you have a disability that impacts your mobility?



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



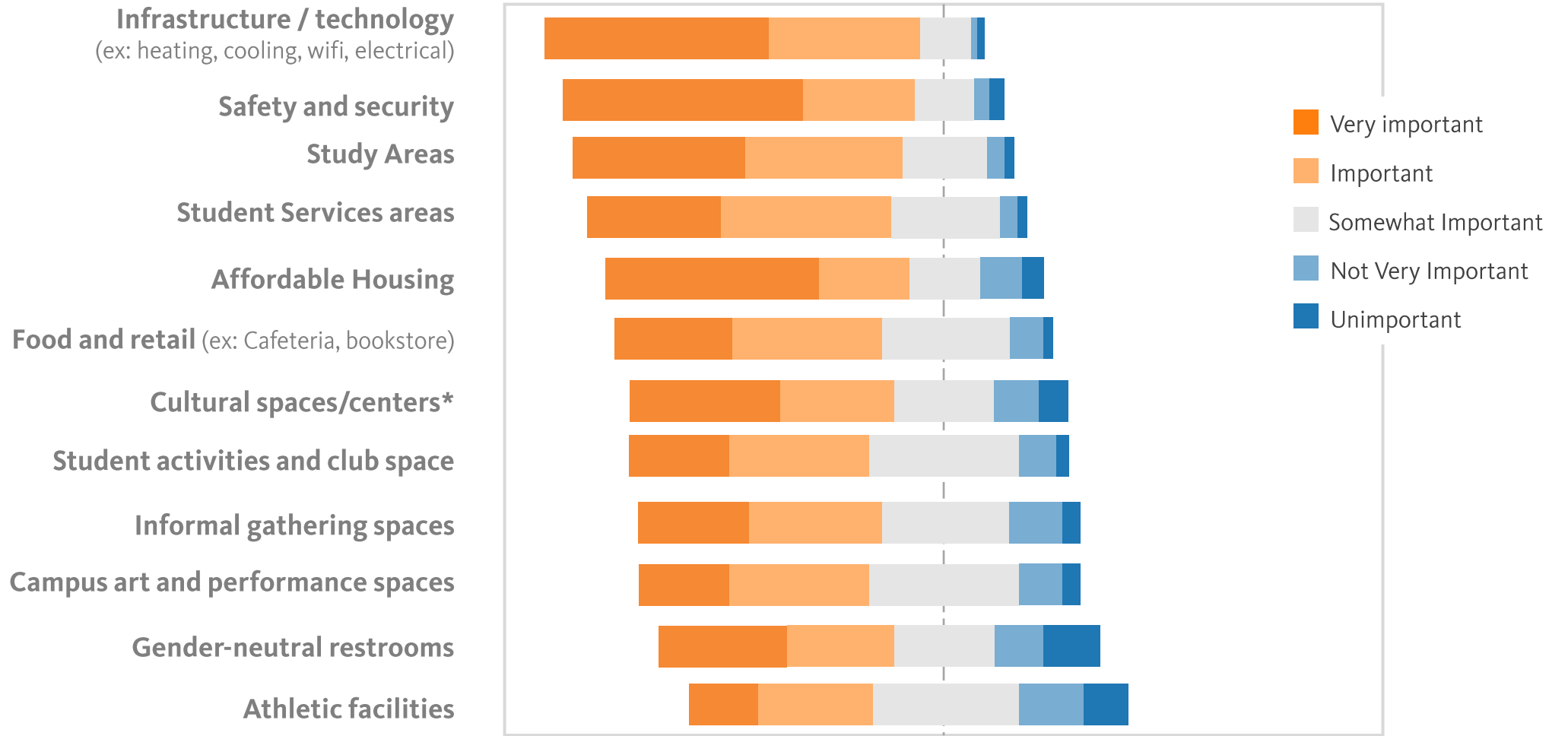
How could the Foothill Main campus be made more accessible?

- Better signage for the more accessible paths to classes.
- Hard to find elevators.
- make more elevators
- More ramps and elevators, the stairs are a lot to handle for someone with arthritis
- Some doors are very heavy to open.
- 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.



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?**





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.

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

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

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

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

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*



EMP INTEGRATION

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

Goals A + B

Equity + Community

- *Create welcoming arrival experiences*
- *Improve access to student support 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*

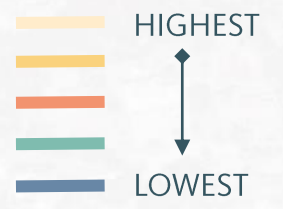
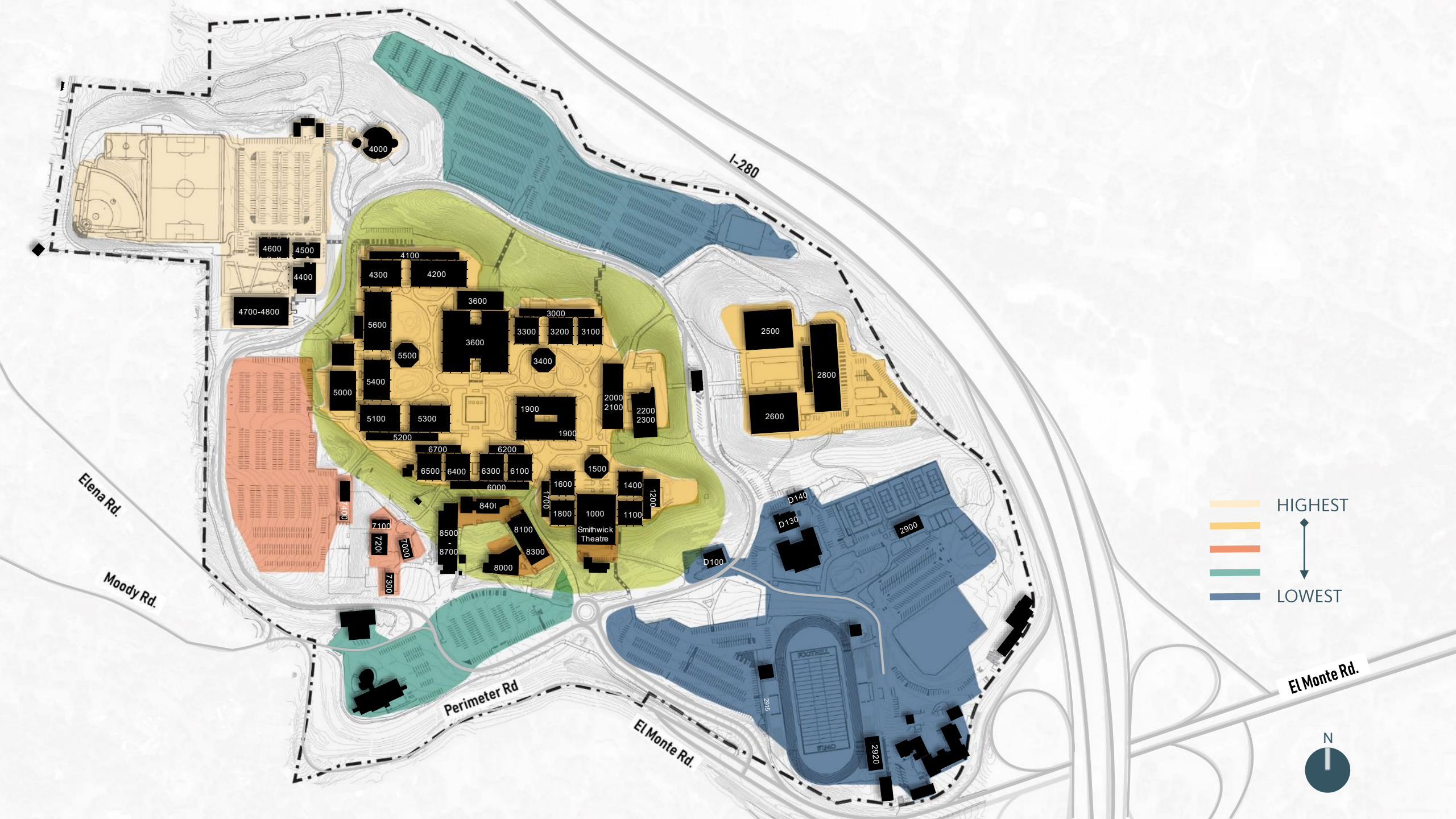
Goal C

Resources

- *Leverage all resources*
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- *Develop flexible spaces to serve multiple uses*
- *Improve functional zoning + operational efficiencies*
- *Position FH to maximize state and local funding ops*

An architectural rendering of a modern building at dusk. The scene features a wide, paved walkway leading towards a building with a prominent, angular concrete structure. The building's interior lights are visible through large glass windows, and the ceiling of a covered walkway is illuminated with recessed lights. The foreground is landscaped with various plants and trees, and a metal railing runs along the edge of the walkway. The overall atmosphere is serene and modern.

DEVELOPMENT CONCEPTS



I-280

Elena Rd.

Moody Rd.

Perimeter Rd.

El Monte Rd.

El Monte Rd.



4600 4500

4700-4800

4000

4300 4200

5600

5000

5400

5100

5200

5500

7100 7200 7000

7300

4100

3600

3000

3300 3200 3100

3400

3600

1900 2000 2100

2200 2300

1900

6700

6200

6500 6400 6300 6100

6000

1500

1600

1800

1400

1200

1100

Smithwick Theatre

8400

8500

8700

8100

8300

8000

2500

2600

2800

D140

D130

2900

D100

2920

APPLYING THE FACILITIES PLANNING PRINCIPLES



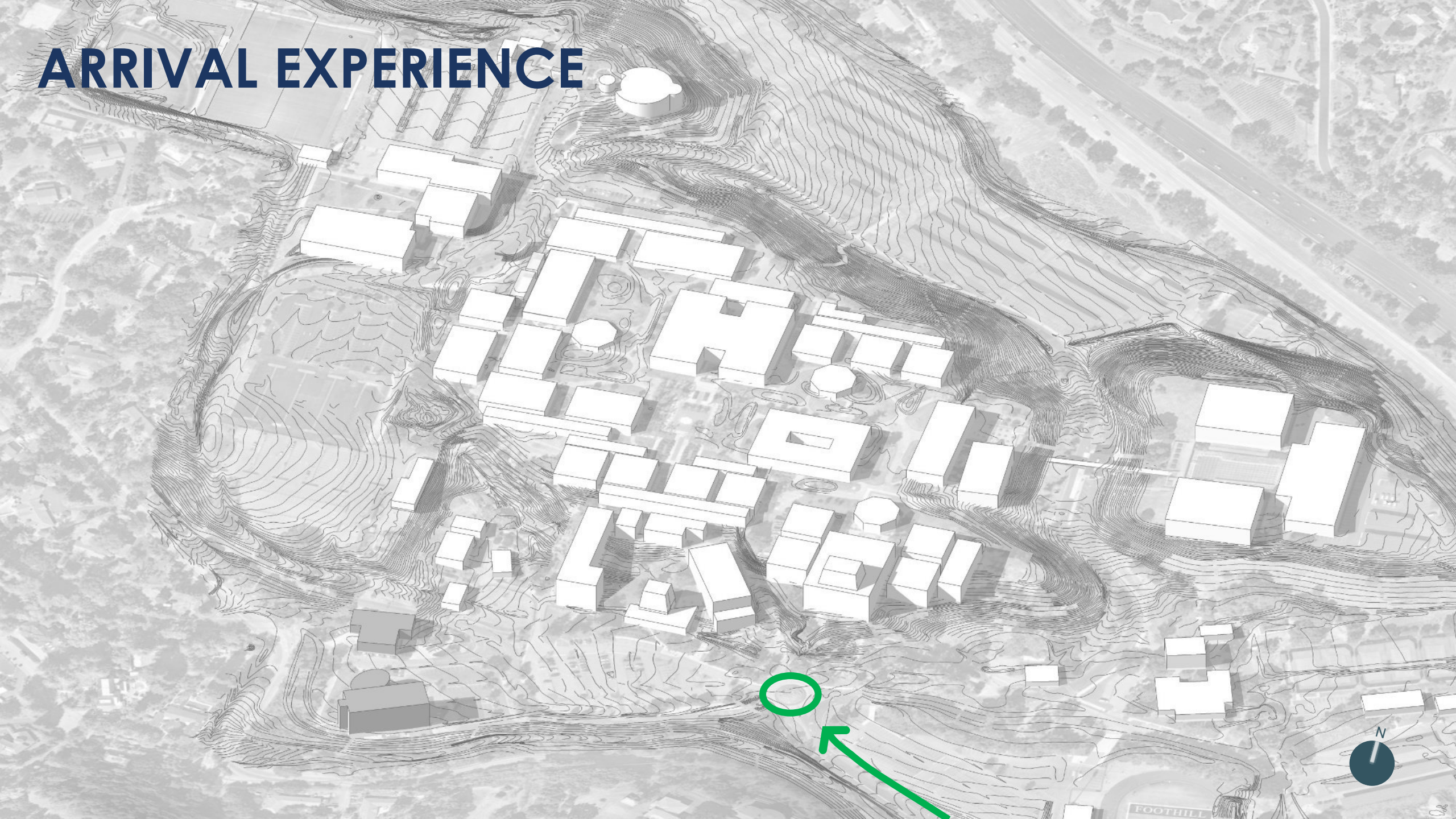
- *Create welcoming arrival experiences*

- *Knit campus together*

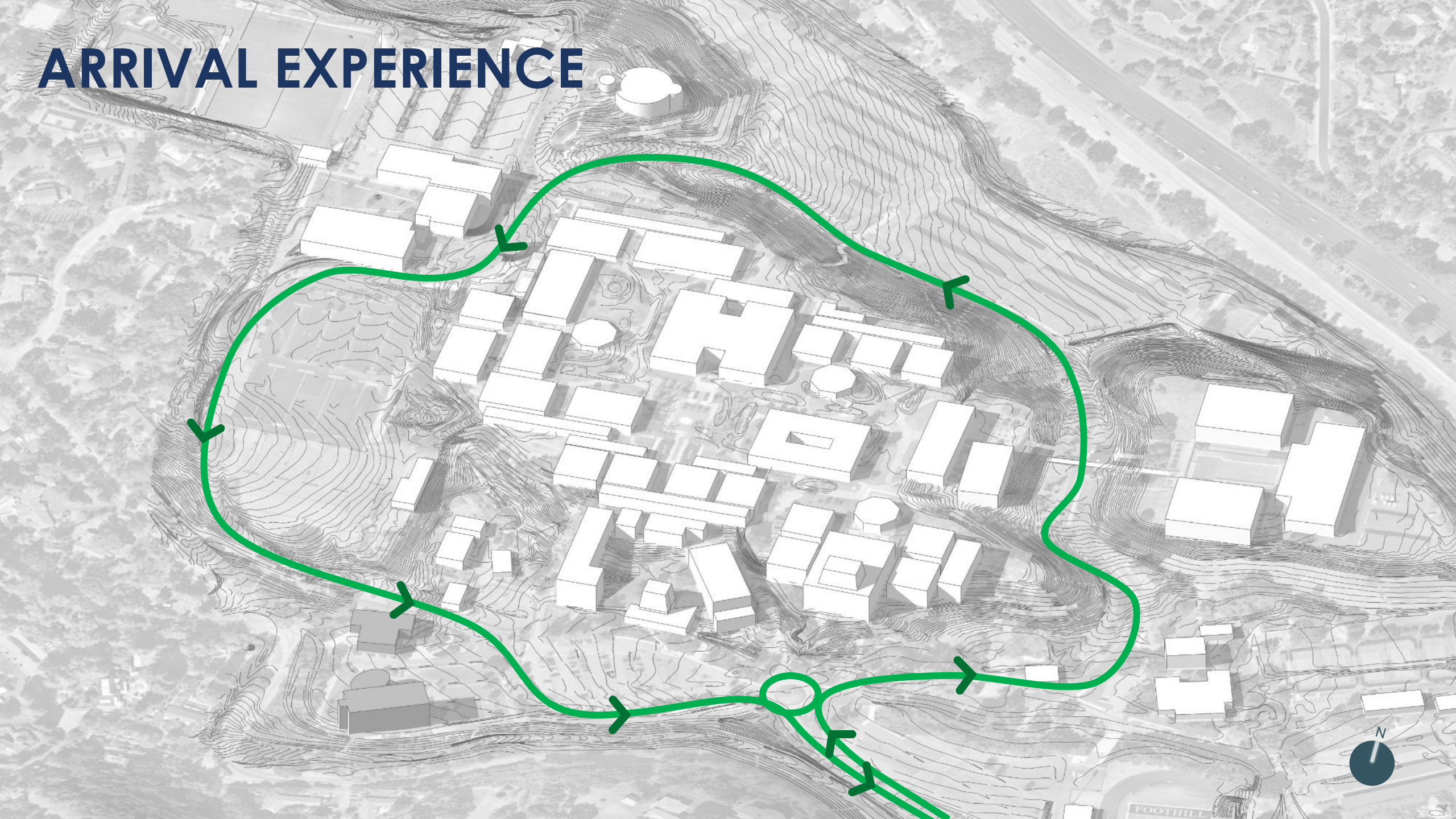
- *Improve access to student support services*

- *Improve functional zoning + operational efficiencies*

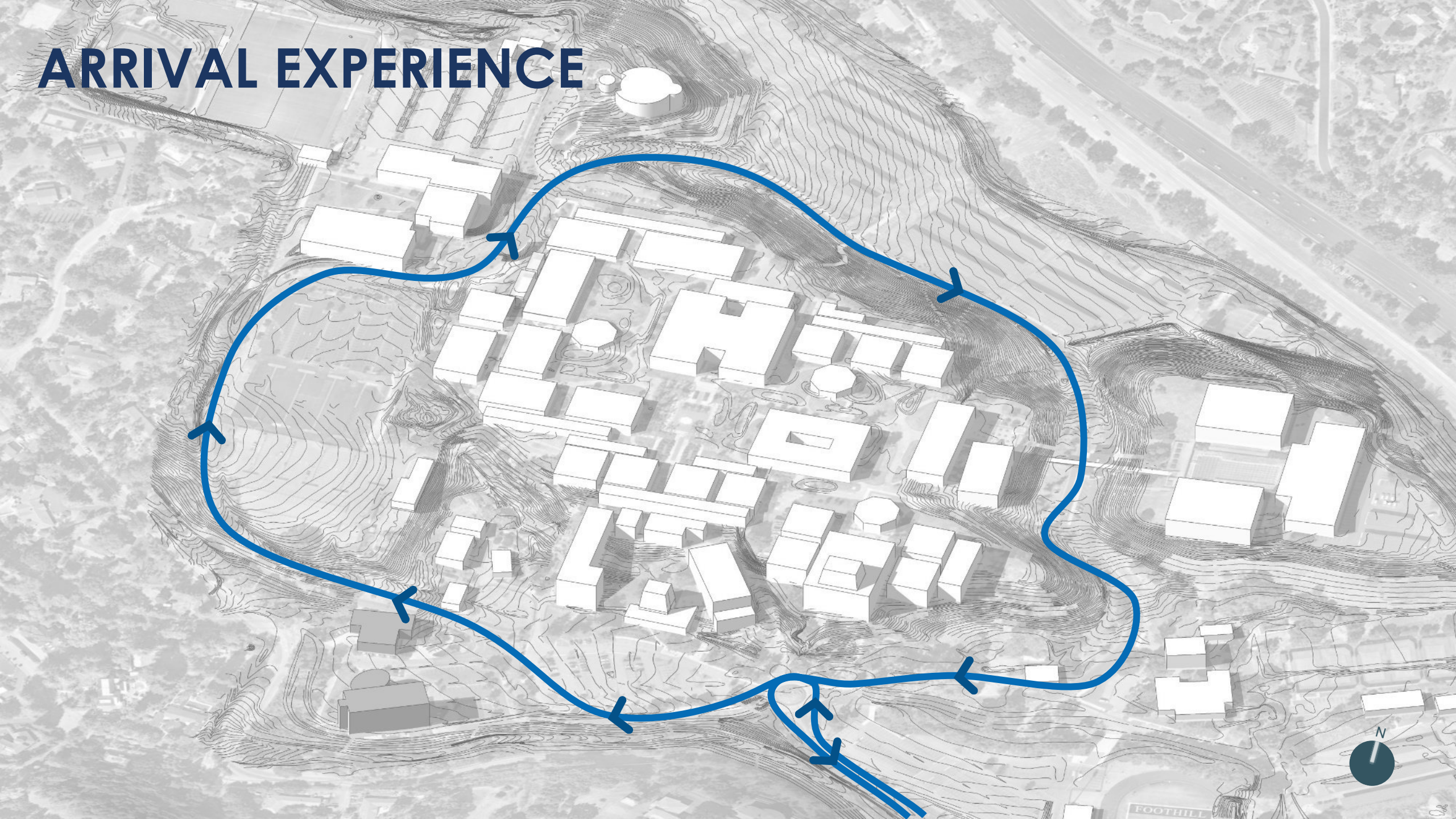
ARRIVAL EXPERIENCE



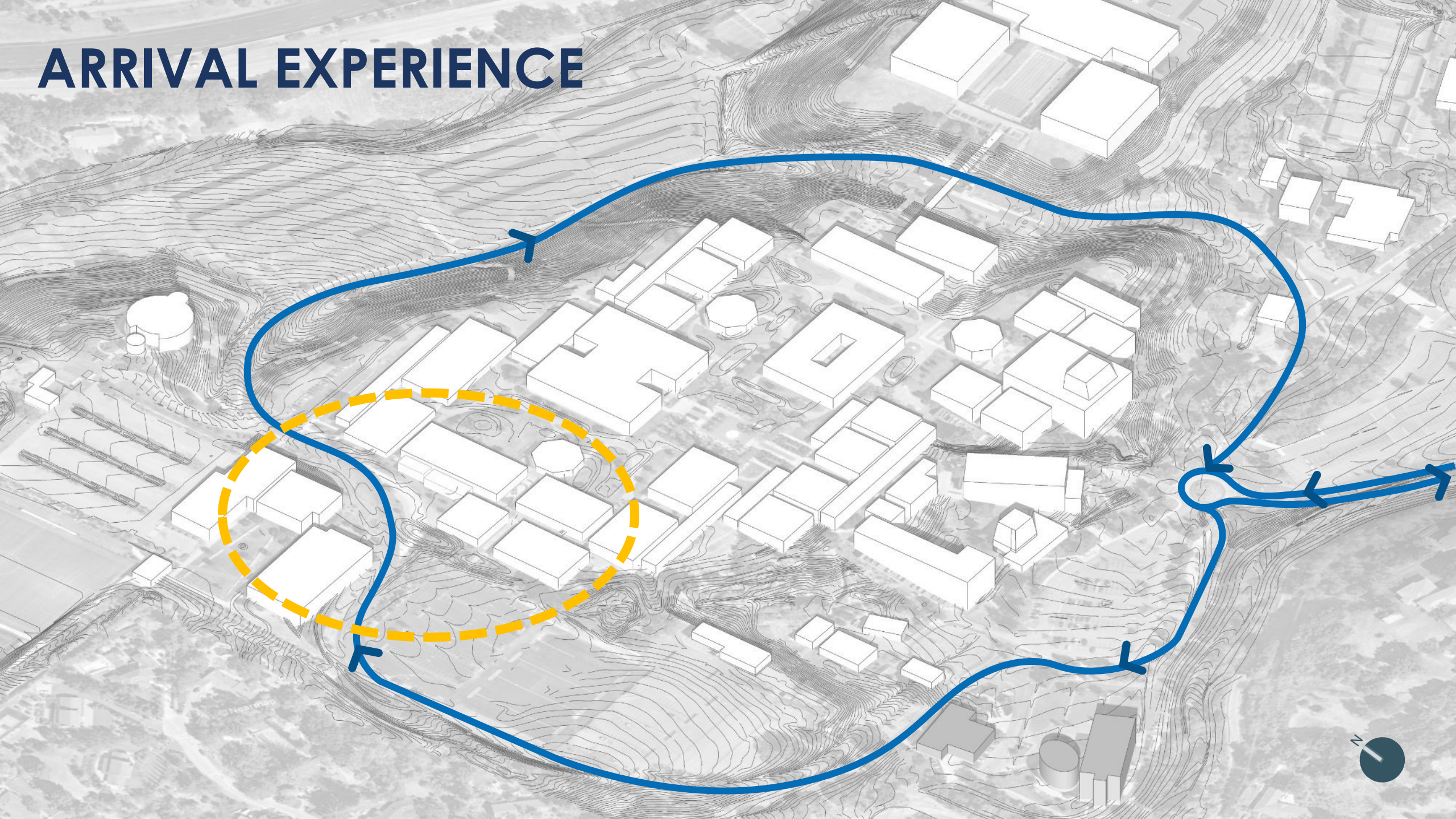
ARRIVAL EXPERIENCE



ARRIVAL EXPERIENCE



ARRIVAL EXPERIENCE



- *Remove underperforming and underutilized facilities*

- *Create welcoming arrival experiences*

- *Knit campus together*





- *Create welcoming arrival experiences*

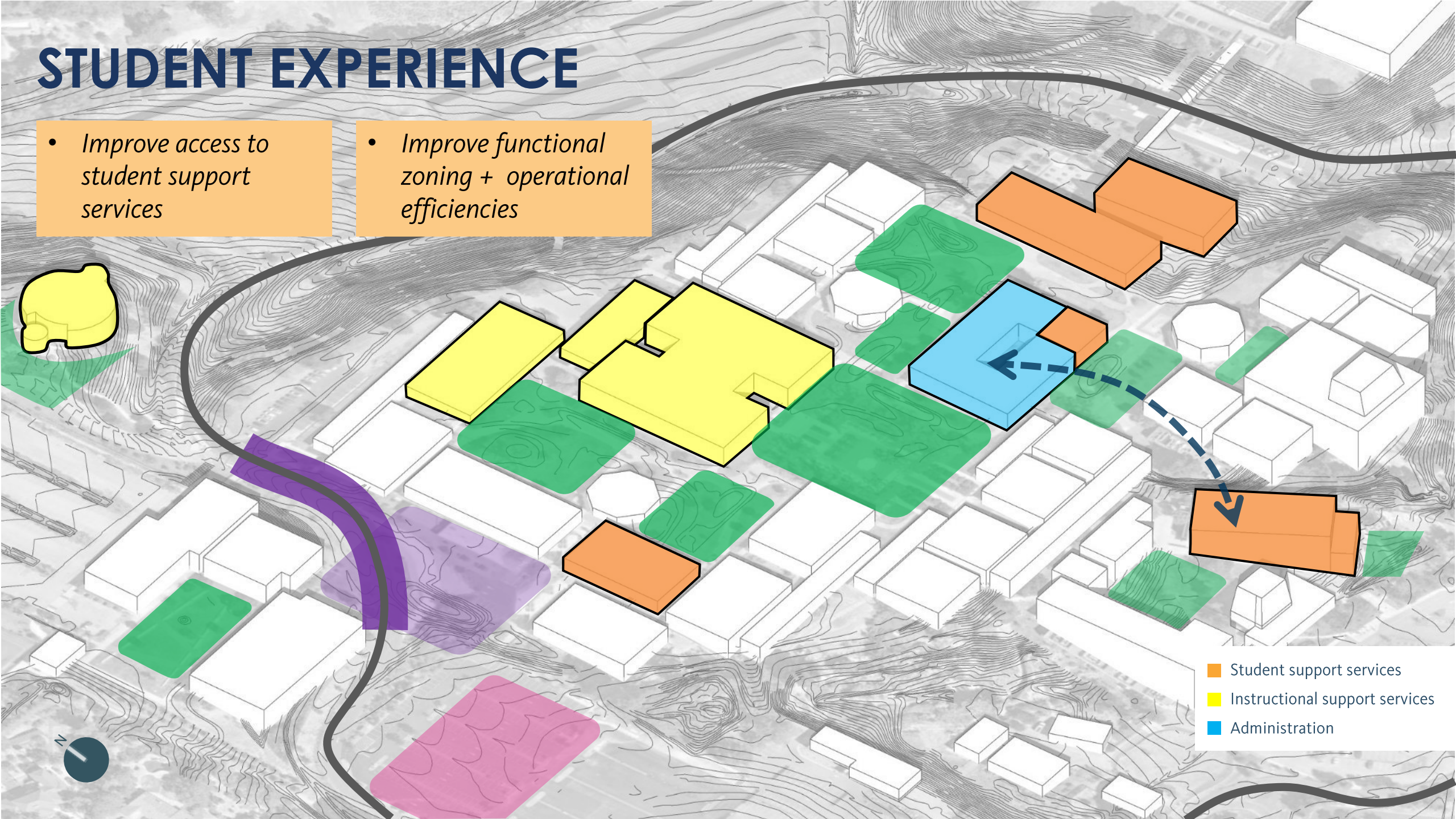
- *Knit campus together*



STUDENT EXPERIENCE

- *Improve access to student support services*

- *Improve functional zoning + operational efficiencies*



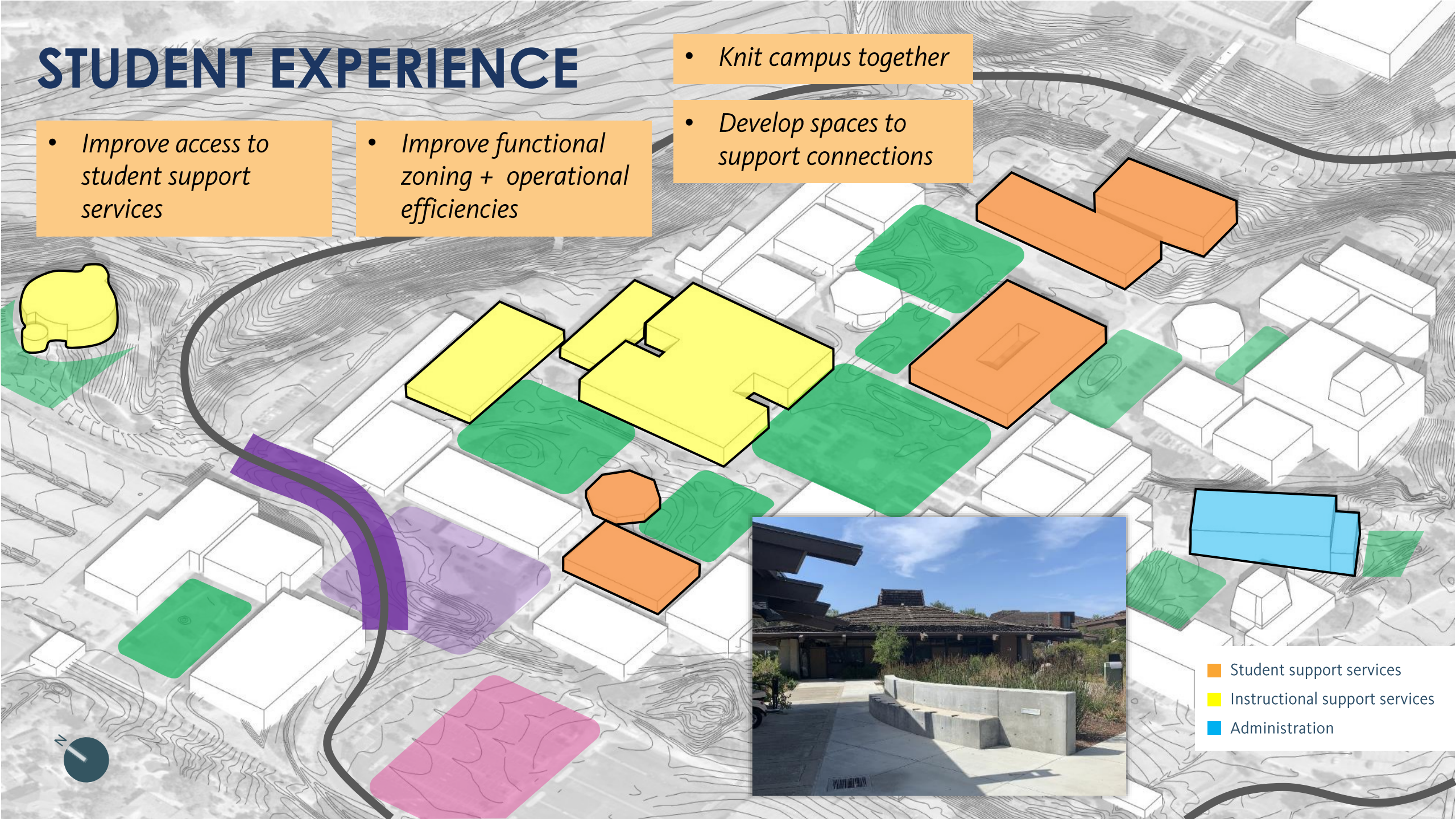
- Student support services
- Instructional support services
- Administration

STUDENT EXPERIENCE

- Improve access to student support services

- Improve functional zoning + operational efficiencies

- Knit campus together
- Develop spaces to support connections



- Student support services
- Instructional support services
- Administration

CAMPUS EXPERIENCE

- *Knit campus together*
- *Develop spaces to support connections*
- *Leverage all resources*



CAMPUS EXPERIENCE

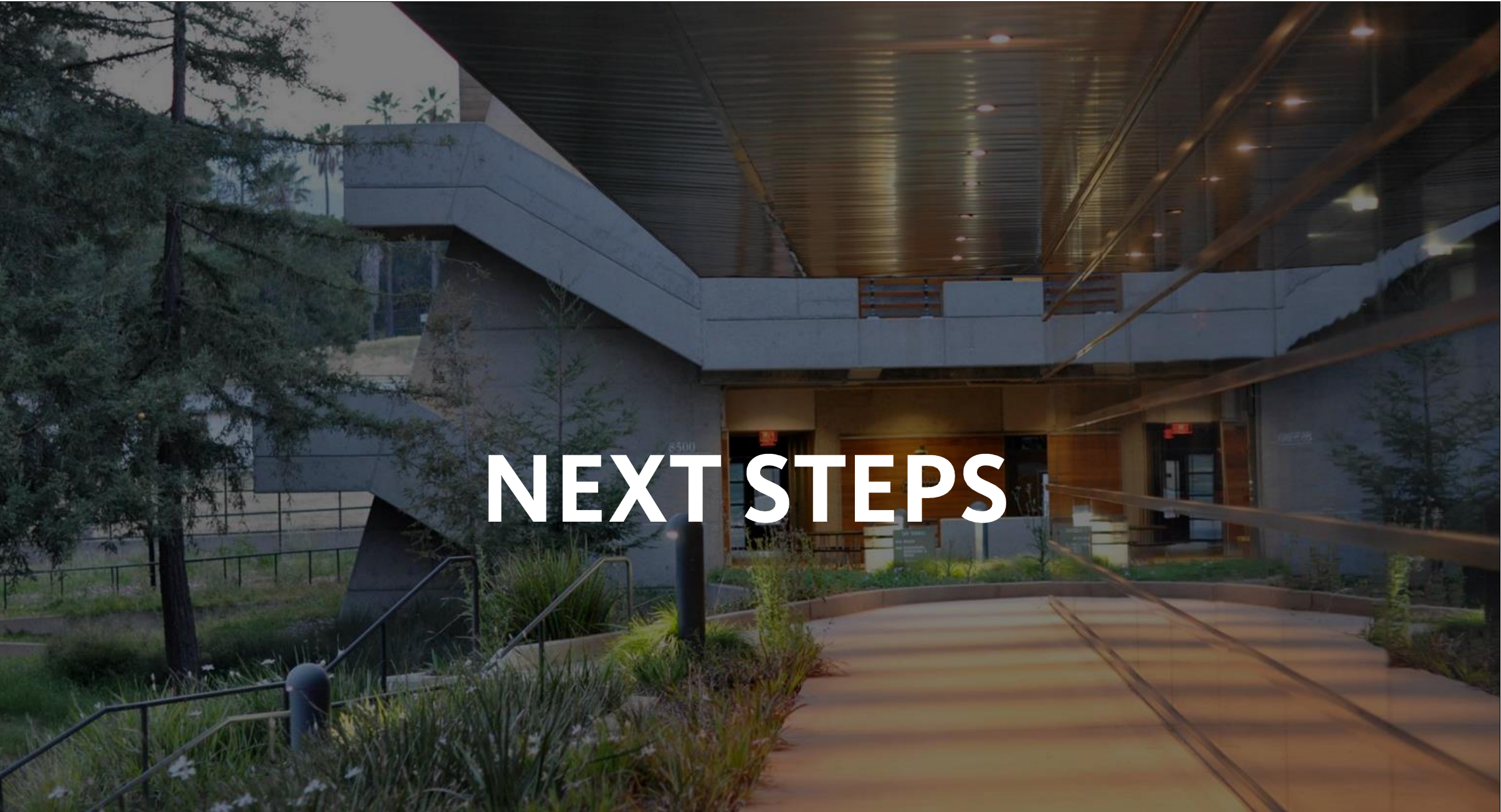
- *Knit campus together*
- *Develop spaces to support connections*



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

