



2021 FHDA FACILITIES MASTER PLAN

De Anza College

TASK FORCE MEETING #4

December 8th, 2020

SIGN-IN SHEET

TASK FORCE

- Pam Grey
- Alicia Cortez
- Andrew Stoddard
- Bill Wishart
- Blue Kasikci
- Carol Cini
- Cheryl Owiesny
- Chris Winn
- Cindy Lee
- Daniel Acosta
- Daniel Smith
- Eric Mendoza
- Eugene Rodriguez
- Hyon Chu Yi-Baker
- Manny Dasilva
- Mary Sullivan
- Matt Holt
- Michelle LeBleu-Burns
- Patrick Gannon
- Rosafel Nogra
- Sam Bliss
- Sarah Wallace
- Tim Shively
- Tina Lockwood
- Yuetong Zhang
- Zoe Vulpe
- Jennifer Mahato

DESIGN TEAM

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

AGENDA

PROJECT STATUS

ONLINE SURVEY FINDINGS

FACILITIES PLANNING PRINCIPLES

DEVELOPMENT CONCEPTS

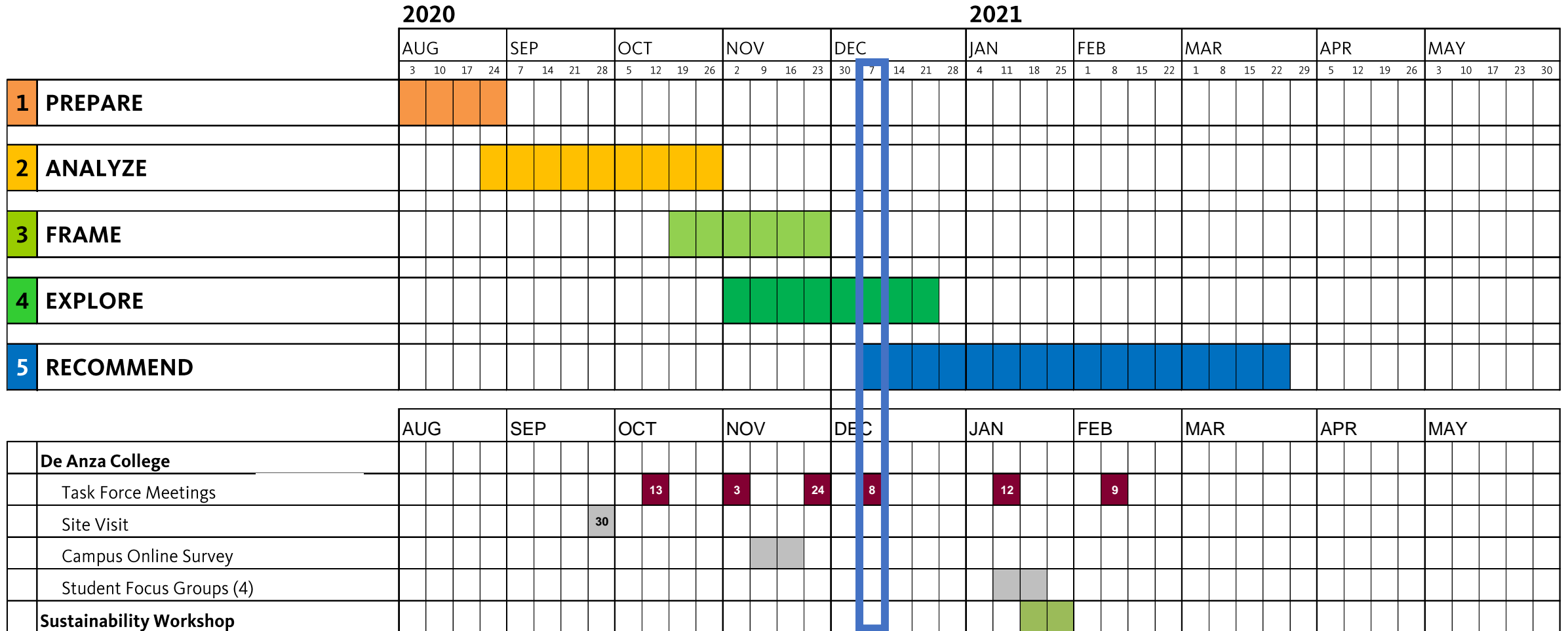
NEXT STEPS

LEARNING CENTER



PROJECT STATUS

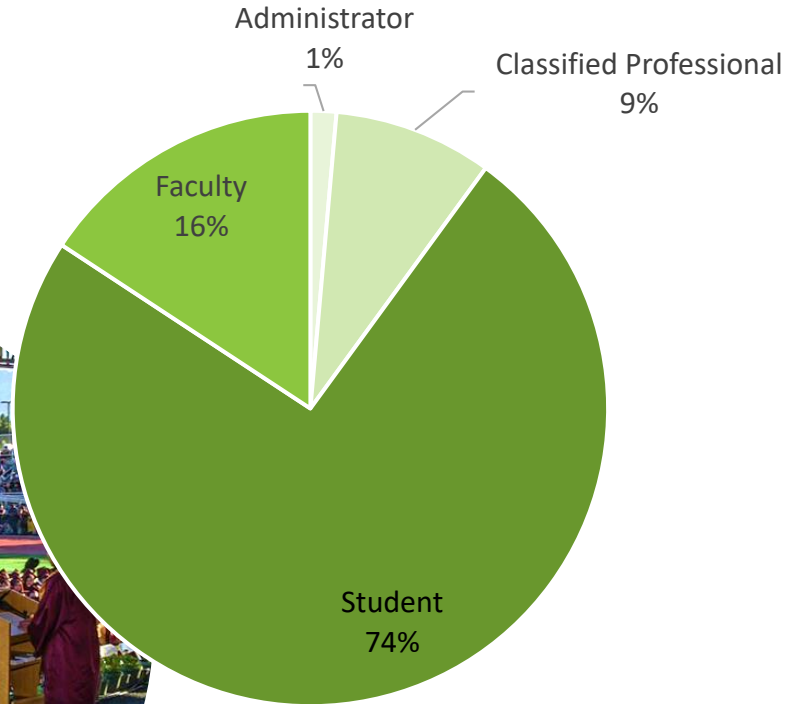
PROJECT TIMELINE



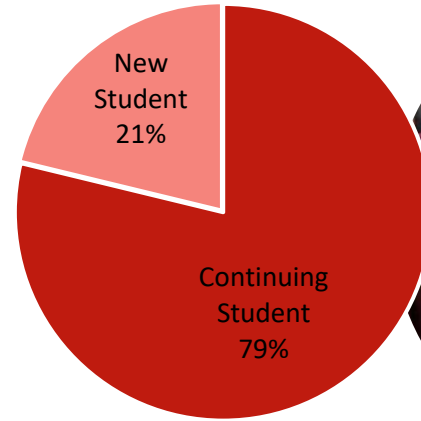


SURVEY PARTICIPATION

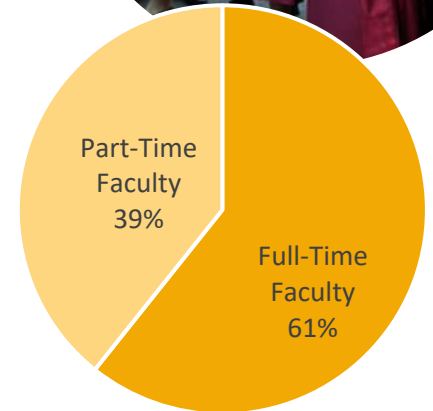
Total Respondents
1,069
respondents



Student Status
794
respondents



Employee Status
275
respondents



SURVEY PARTICIPATION

The following analysis reflects the results of the De Anza 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



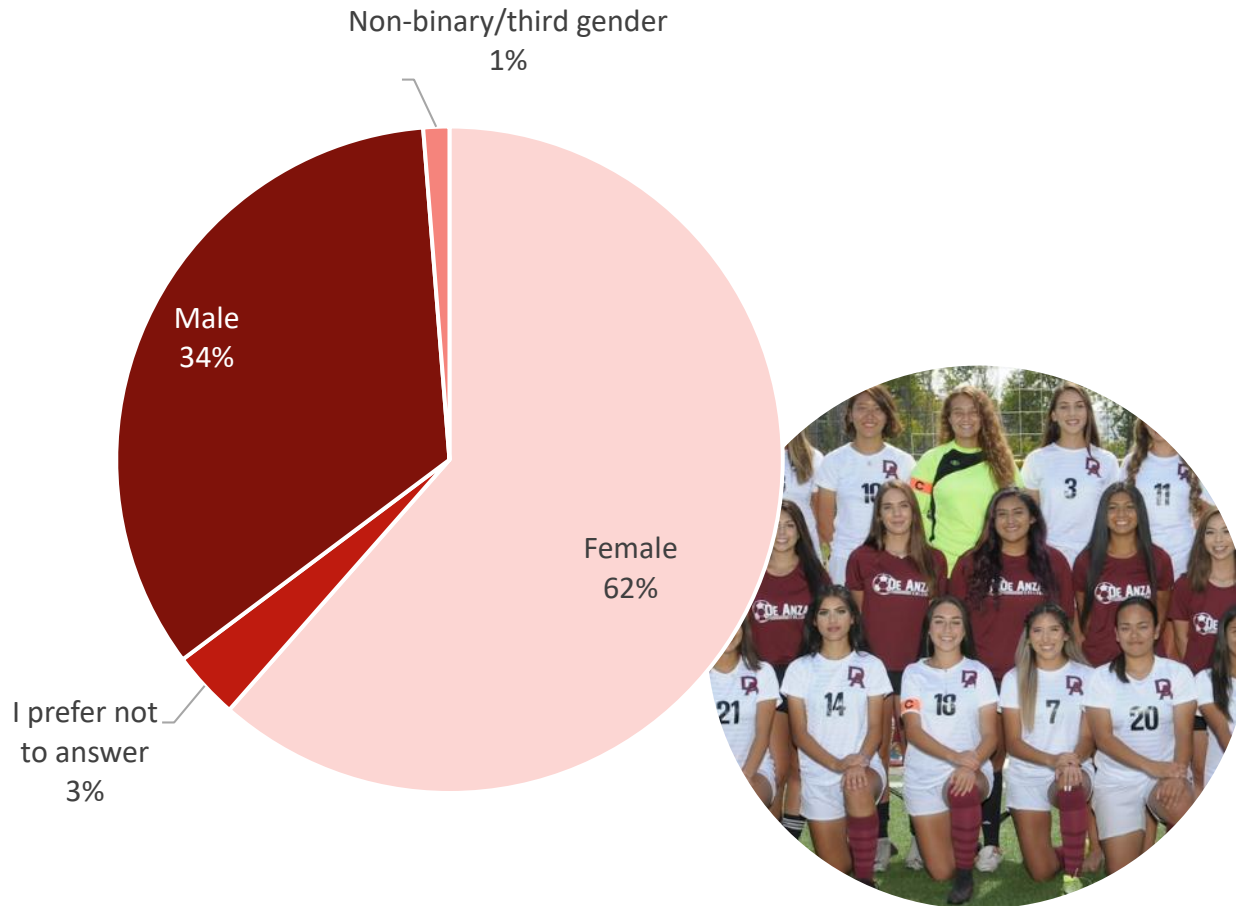
STUDENTS





STUDENT DEMOGRAPHICS

Which gender description do you identify with?



Do you identify as part of the LGBTQ Community?

17%
said yes

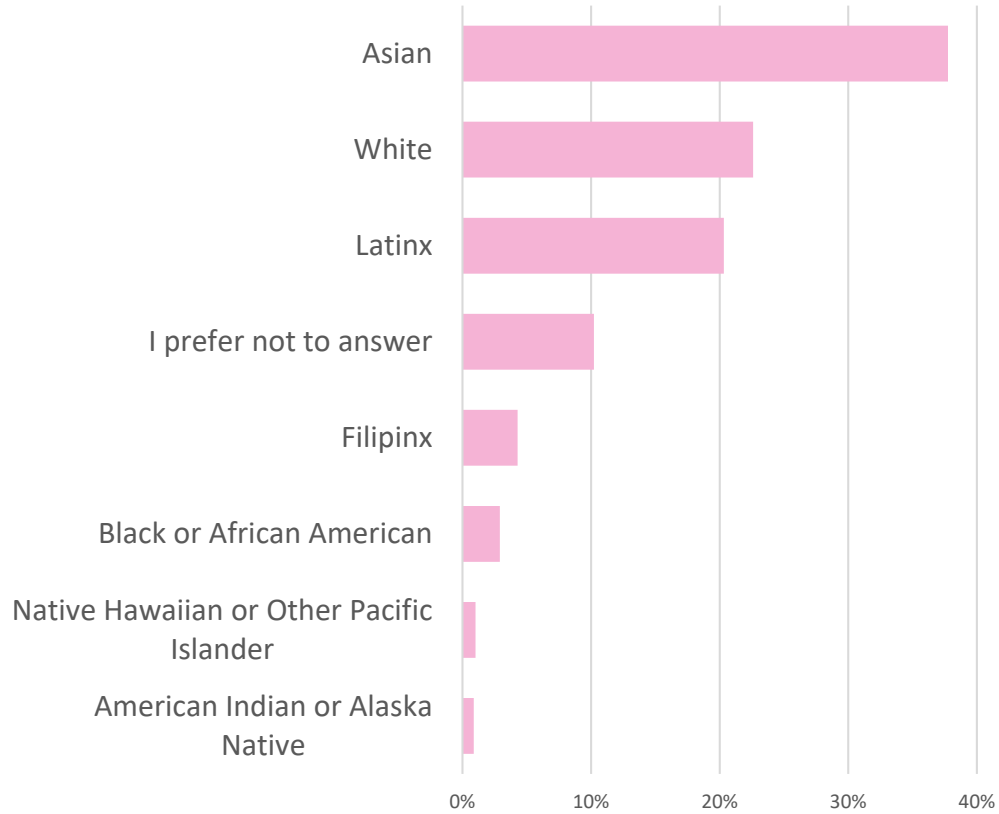
Are you currently a member of the military or a veteran?

4%
said yes

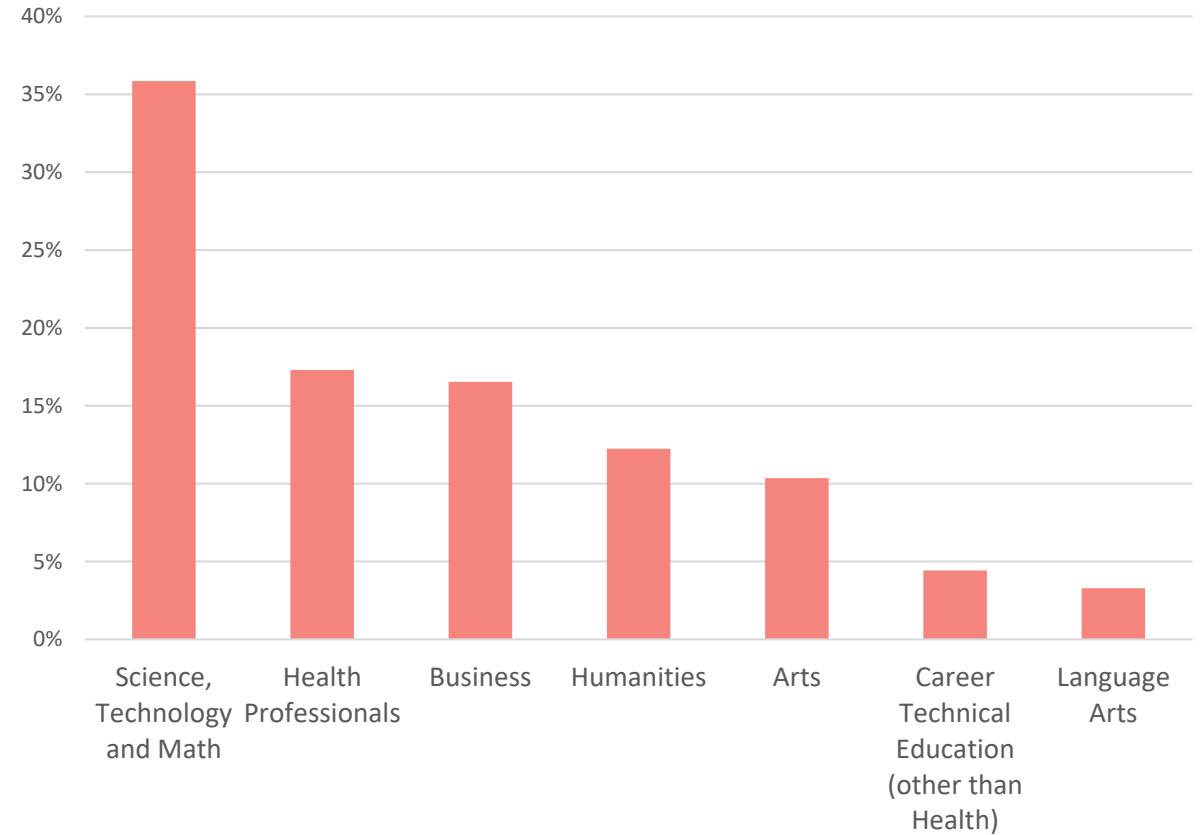


STUDENT DEMOGRAPHICS

Which of the following race/ethnicity groups do you identify with?



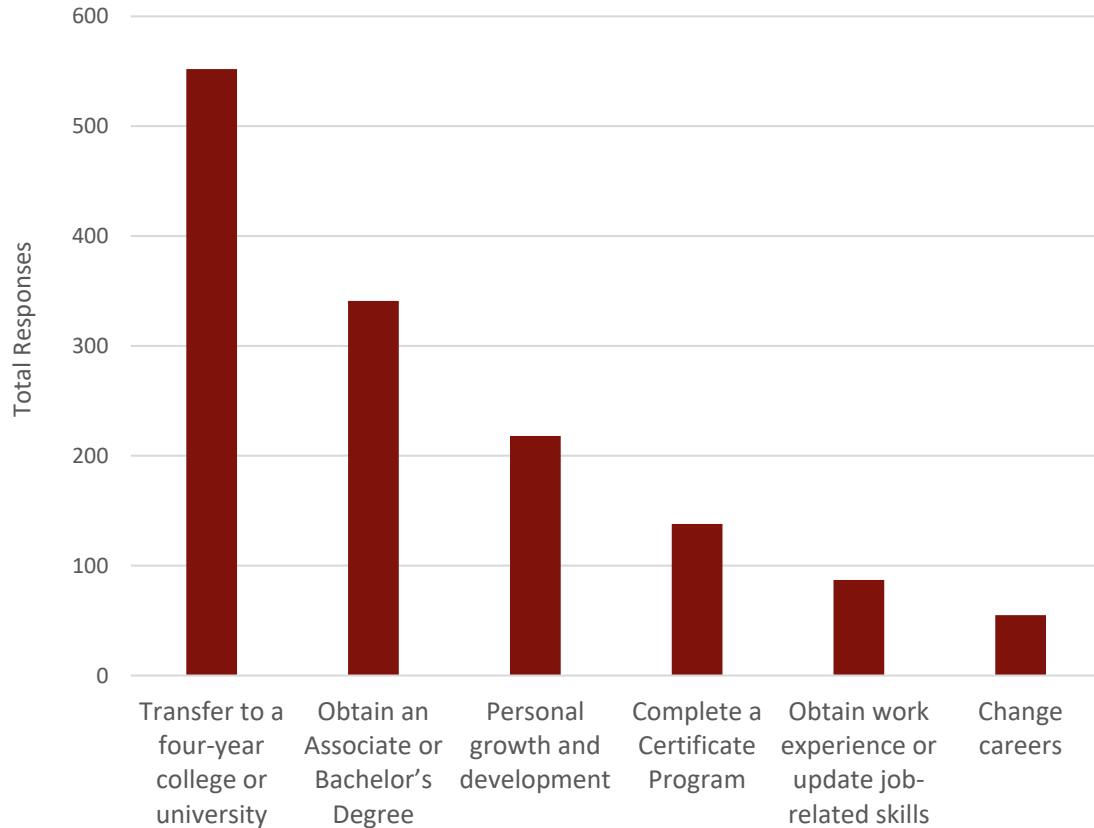
Which department most closely aligns with your major?



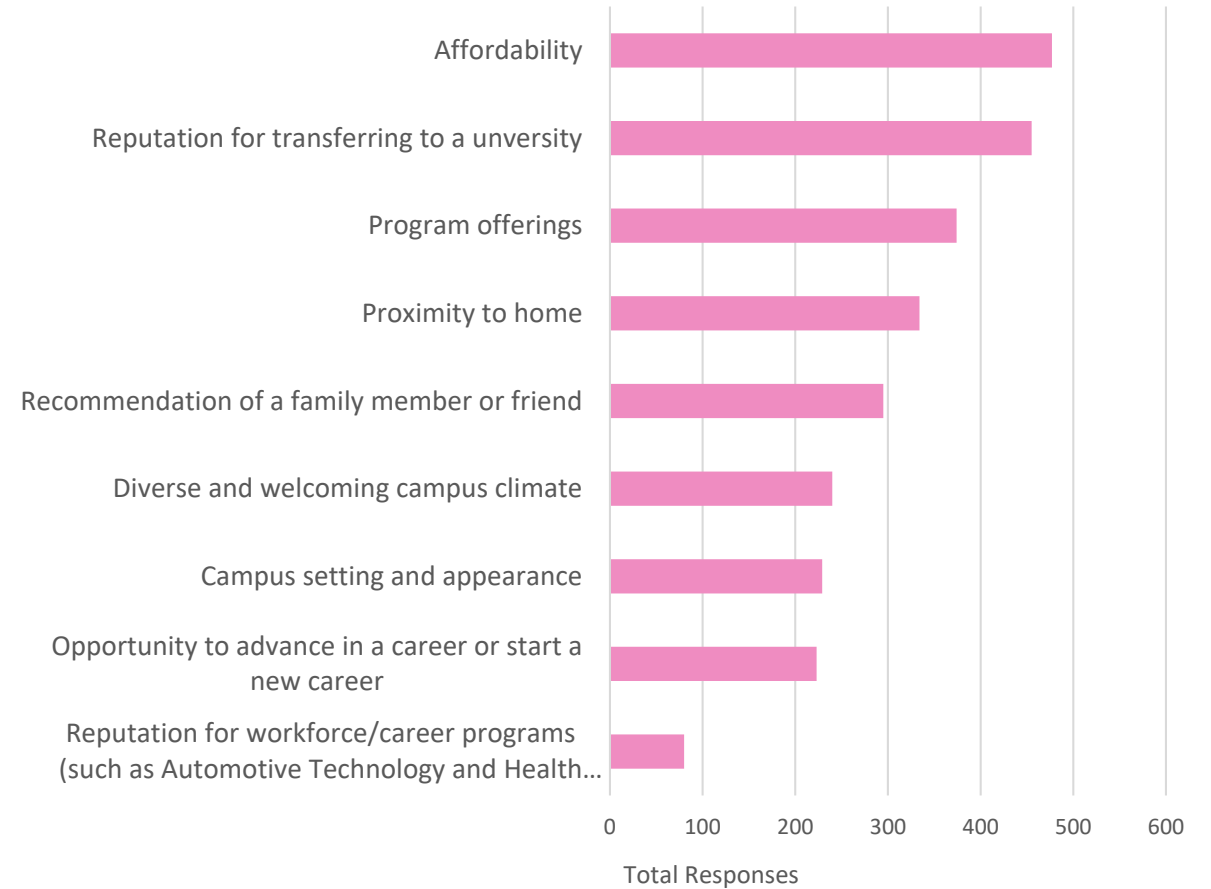


STUDENT GOALS & CHOOSING DE ANZA

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



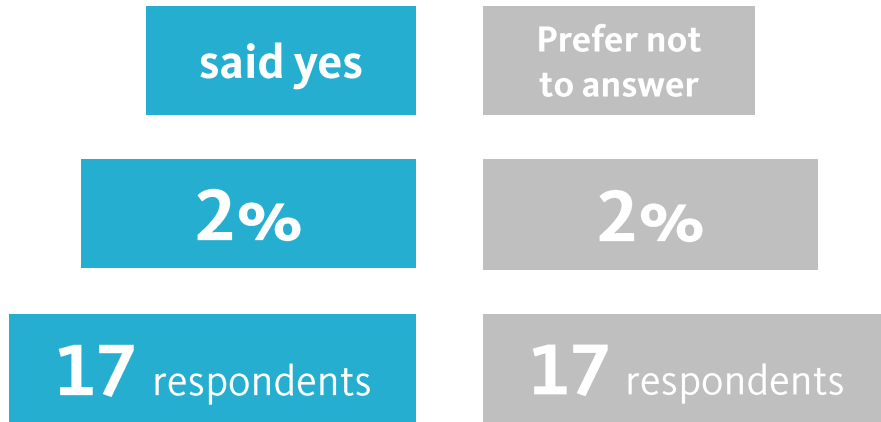
Why did you choose De Anza College? (Choose all that apply)



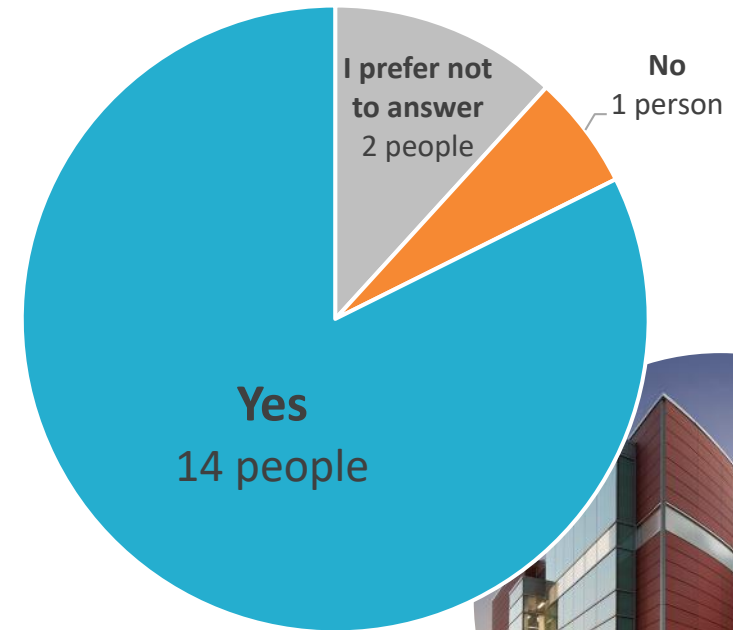


STUDENT ACCESSIBILITY

Do you have a disability that impacts your mobility?



Given your disability, is the De Anza College campus accessible?



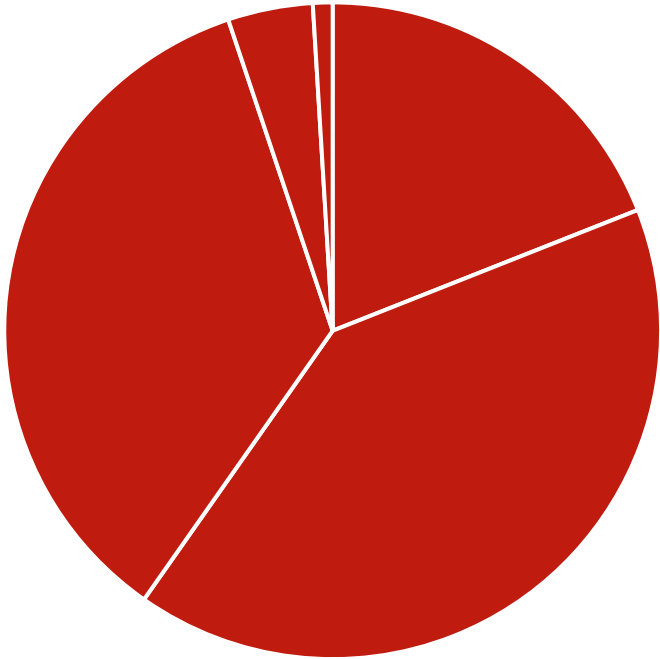
How could the campus be made more accessible?

“There is no accessible restroom next to/close by PE13”



HOW TO READ THE FOLLOWING SLIDES

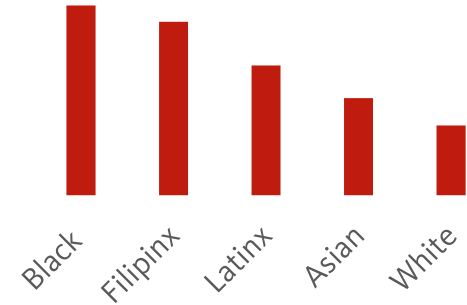
Total Student Population Response



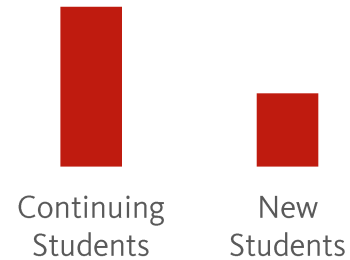
By Department

Key takeaways,
broken out by
department

By Race / Ethnicity



By Student Status



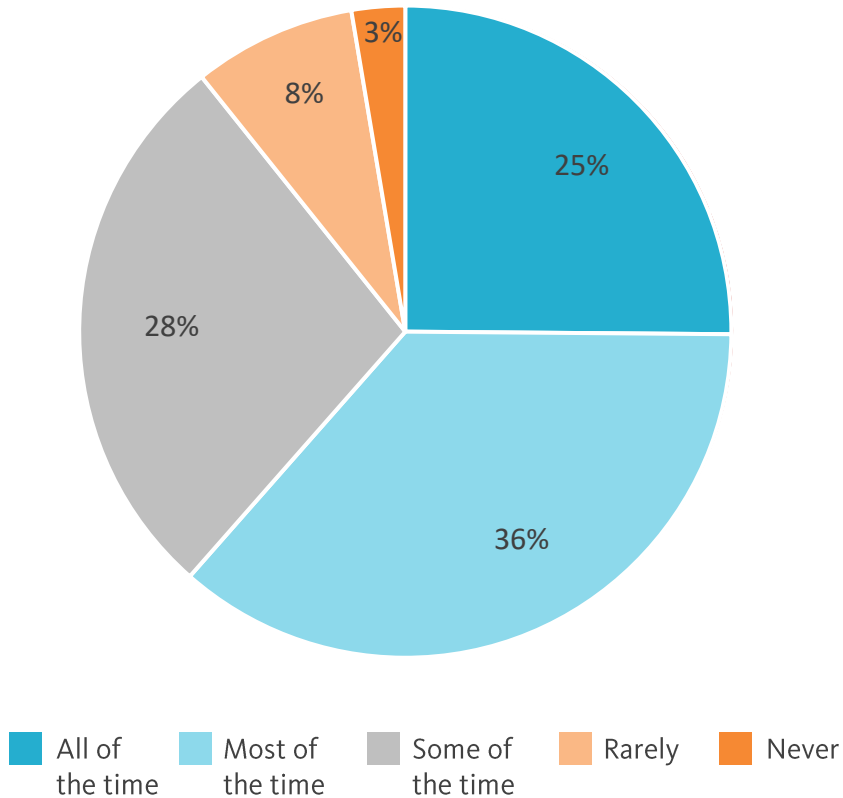
By Gender or Sexual Orientation

Key takeaways,
broken out by
gender



STUDENT SENSE OF BELONGING

I feel a sense of belonging at De Anza College.

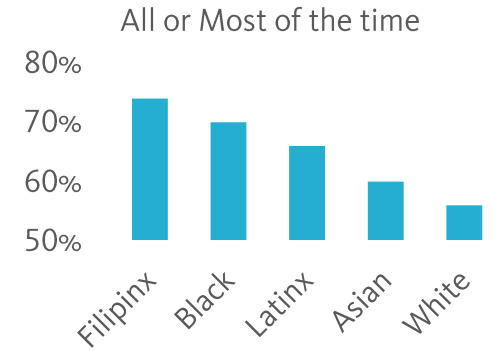


By Department

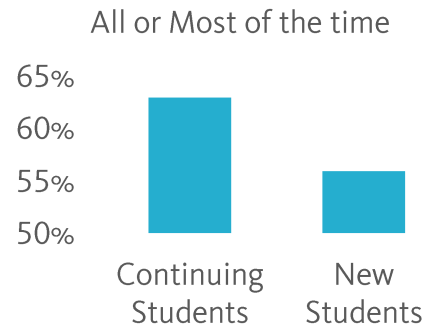
Most sense of belonging:
Arts

Least sense of belonging:
Language Arts

By Race / Ethnicity



By Student Status



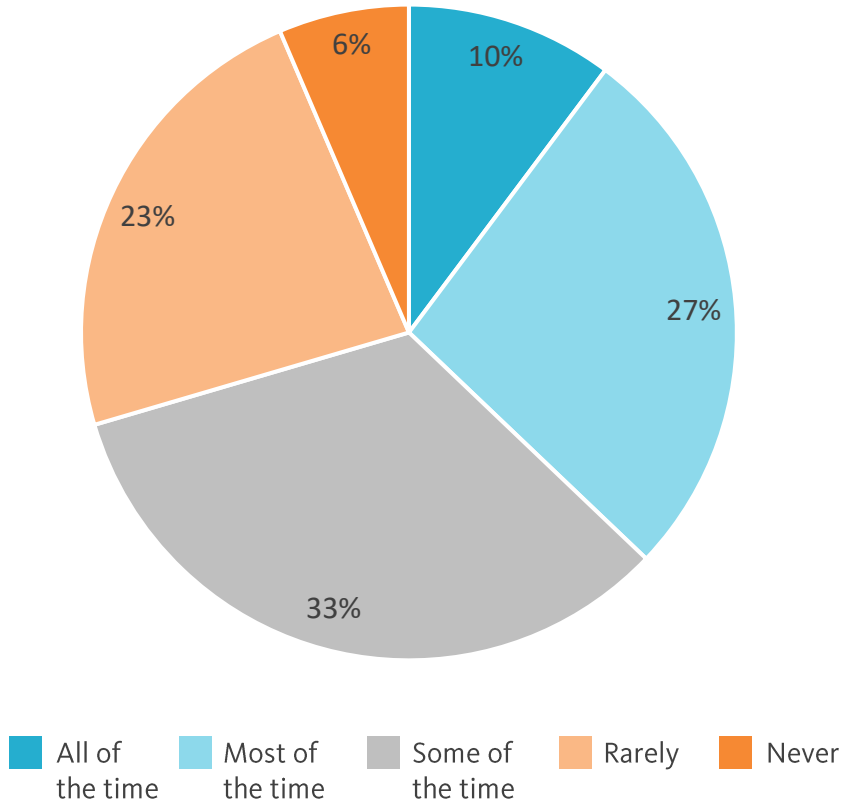
By Sexual Orientation

Students who are part of the **LGBTQ** community are **4% less likely** to feel a sense of belonging, compared to those who are not LGBTQ.



STUDENT CONNECTION TO OTHER STUDENTS

I feel connected to other students.



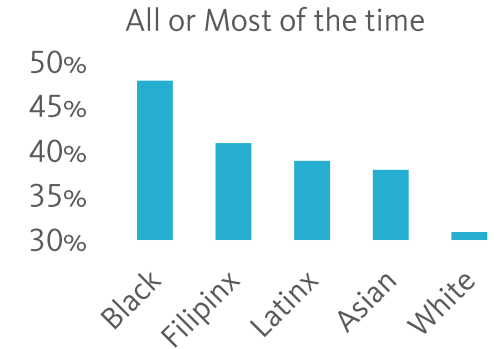
By Department

Most connected to students:
Arts

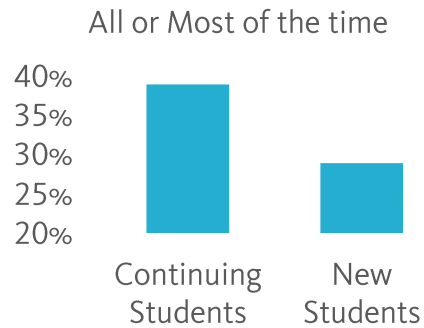
Least connected to students:
Language Arts

Only 15% of this department feels connected to students, a significantly lower rate than any other department.

By Race / Ethnicity



By Student Status



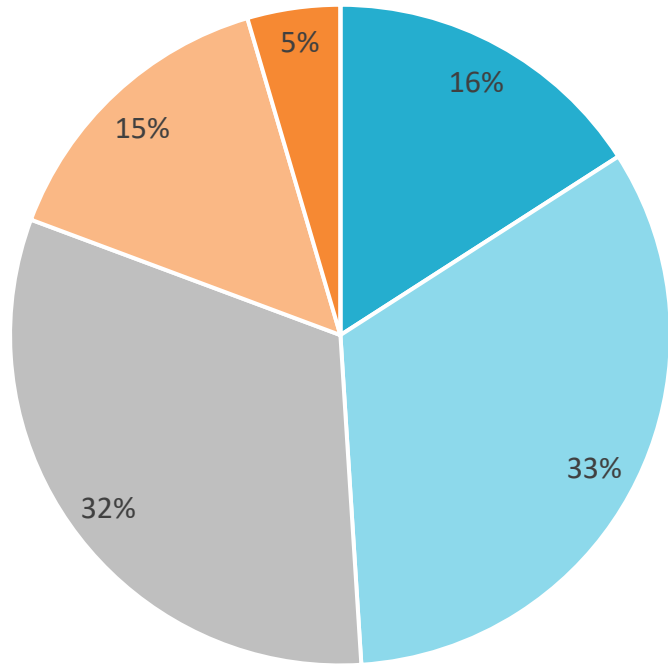
By Gender

Compared to Male students, **Females** are **less likely** to feel connected to other students, and **Non-binary** students are **least likely** to feel connected to other students.



STUDENT CONNECTION TO FACULTY & STAFF

I feel connected to faculty and staff.



■ All of the time
 ■ Most of the time
 ■ Some of the time
 ■ Rarely
 ■ Never

By Department

Most connected to Faculty and Staff:

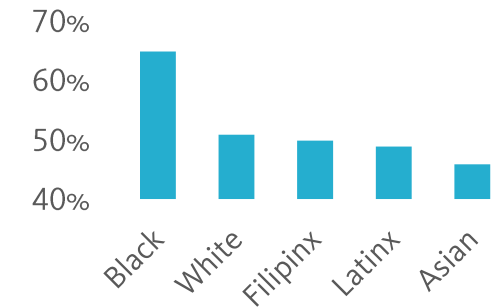
Arts

Least connected to Faculty and Staff:

Language Arts

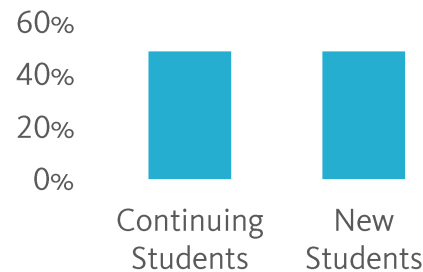
By Race / Ethnicity

All or Most of the time



By Student Status

All or Most of the time

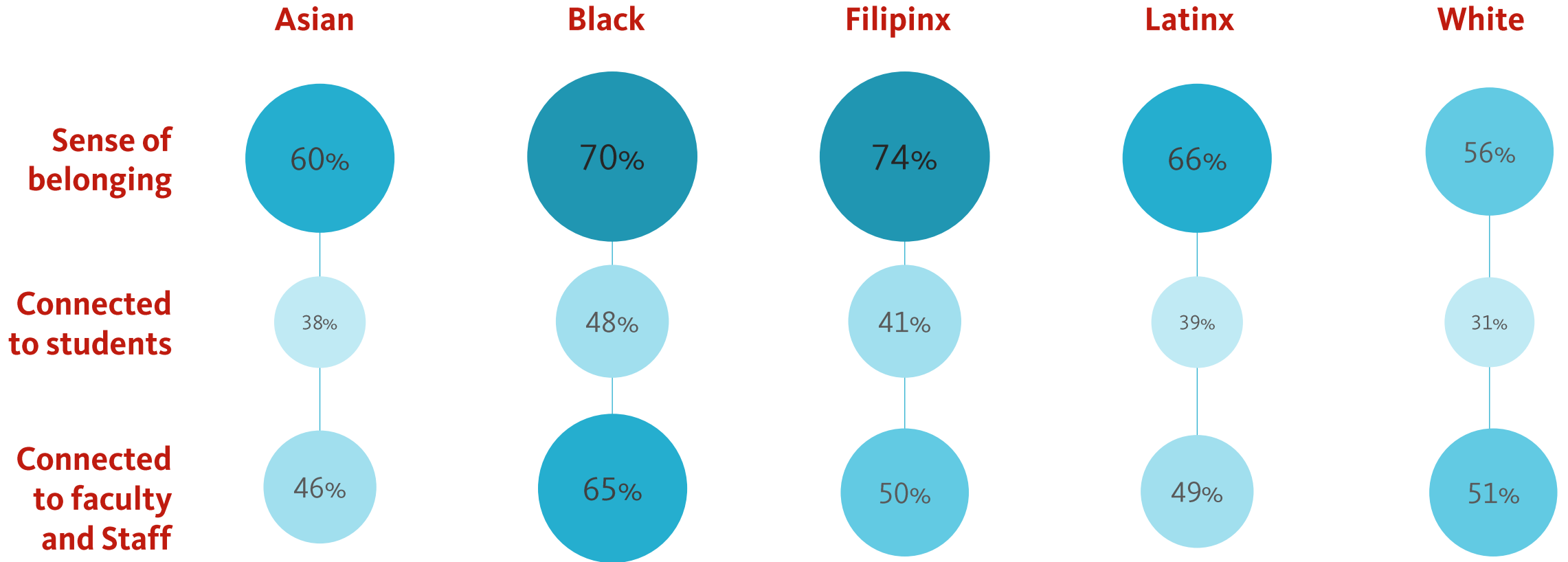


By Sexual Orientation

Students who are part of the **LGBTQ** community feel **less connected** to faculty and staff, compared to those who are not LGBTQ.



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



COMPARISON BY RACE/ETHNICITY

Most Connected

Black

70%

48%

65%

Least Connected

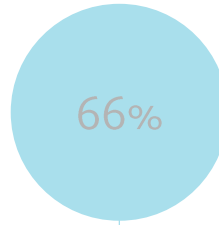
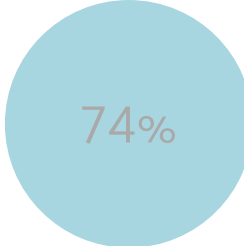
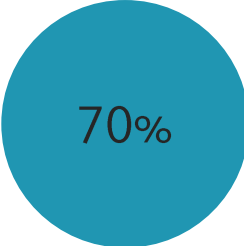
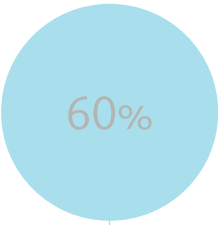
White

56%

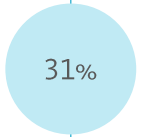
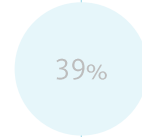
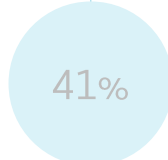
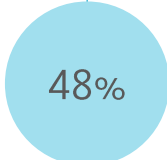
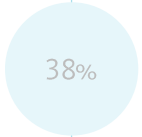
31%

51%

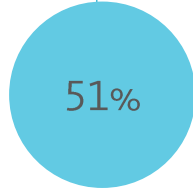
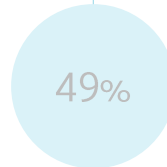
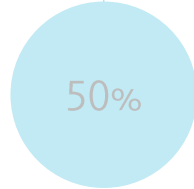
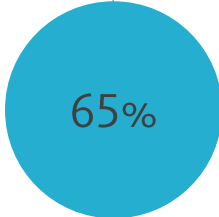
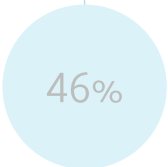
Sense of belonging



Connected to students



Connected to faculty and Staff

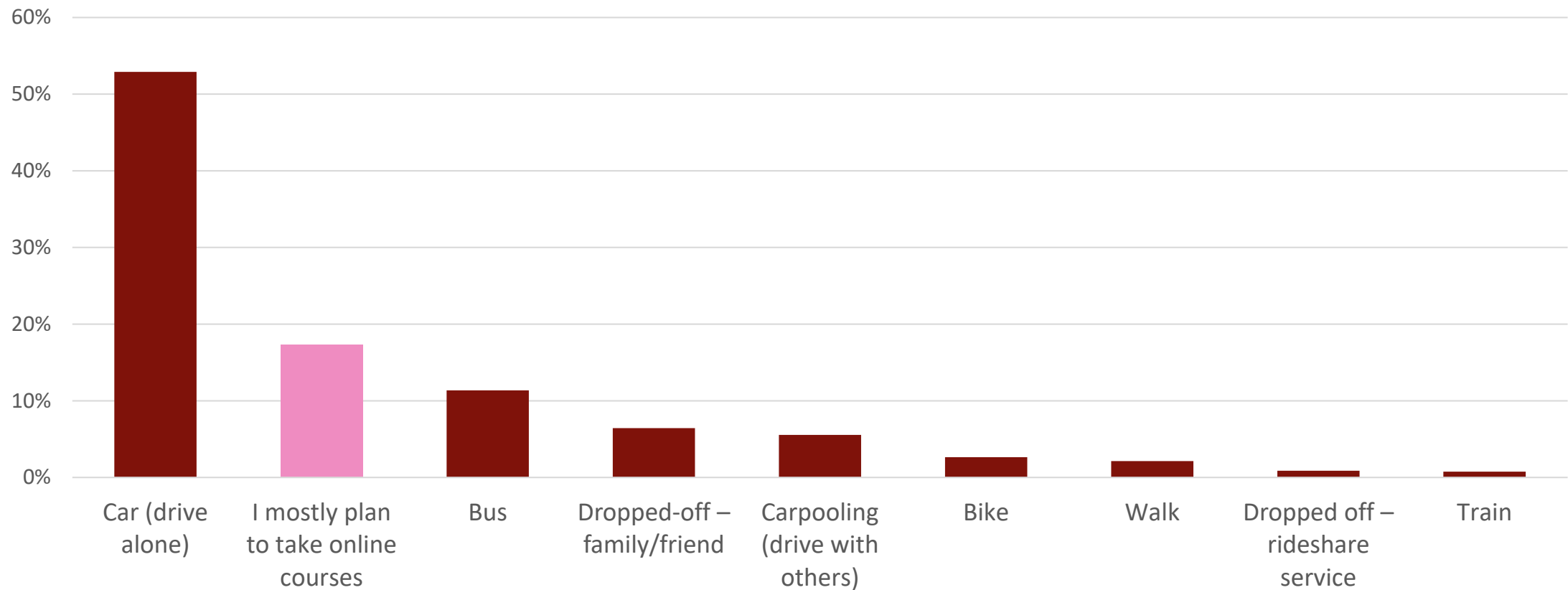


The following groups are not shown: American Indian or Alaska Native (due to small sample size), Native Hawaiian or Other Pacific Islander (due to small sample size), students who prefer not to answer, students of two or more races/ethnicity groups



STUDENT COMMUTE

CONTINUING 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?

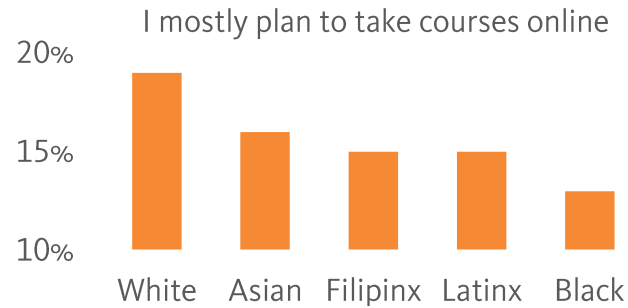




STUDENTS WHO PLAN TO TAKE CLASSES ONLINE

Students who mostly plan to take online courses after campus opens

By Race / Ethnicity

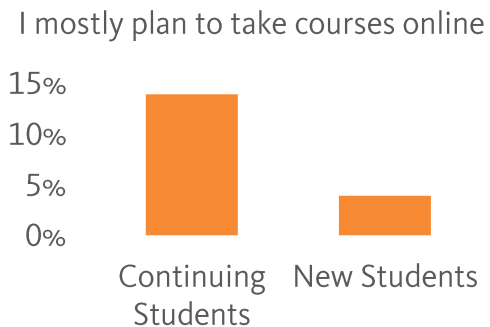


By Department

Lowest number of students who mostly plan to take online courses: Science, Technology and Math

Highest number of students who mostly plan to take online courses: Language Arts or Business

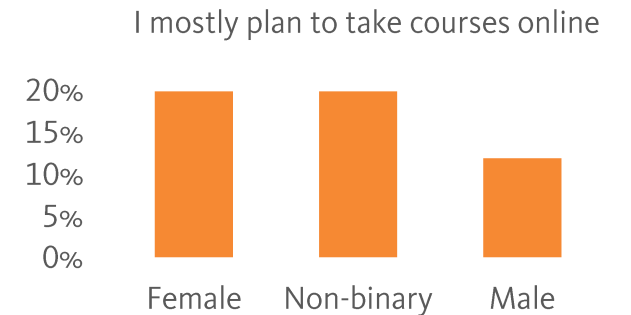
By Student Status



By Sexual Orientation

Students who are **LGBTQ** are slightly **less likely to return to campus** after it opens, instead of opting to mostly take courses online

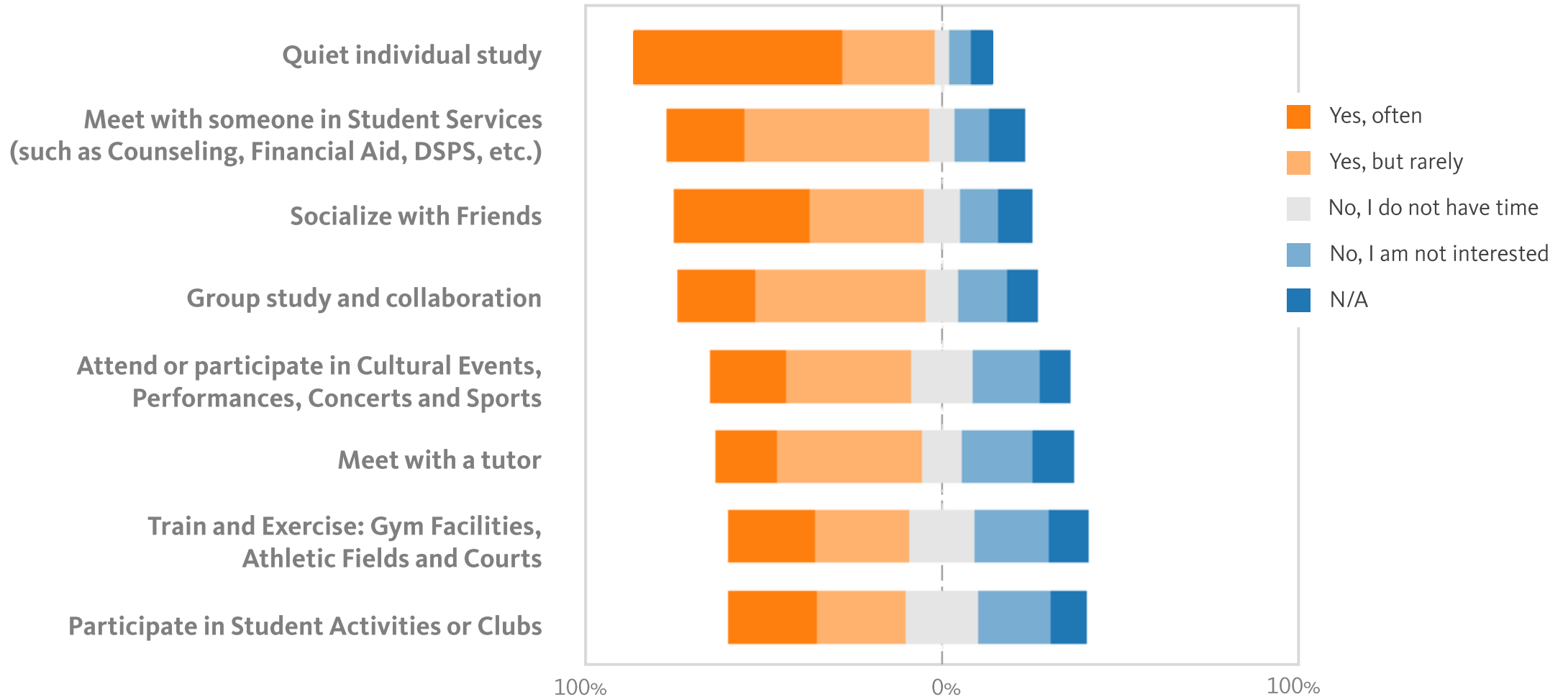
By Gender





STUDENT TIME ON CAMPUS

CONTINUING 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?





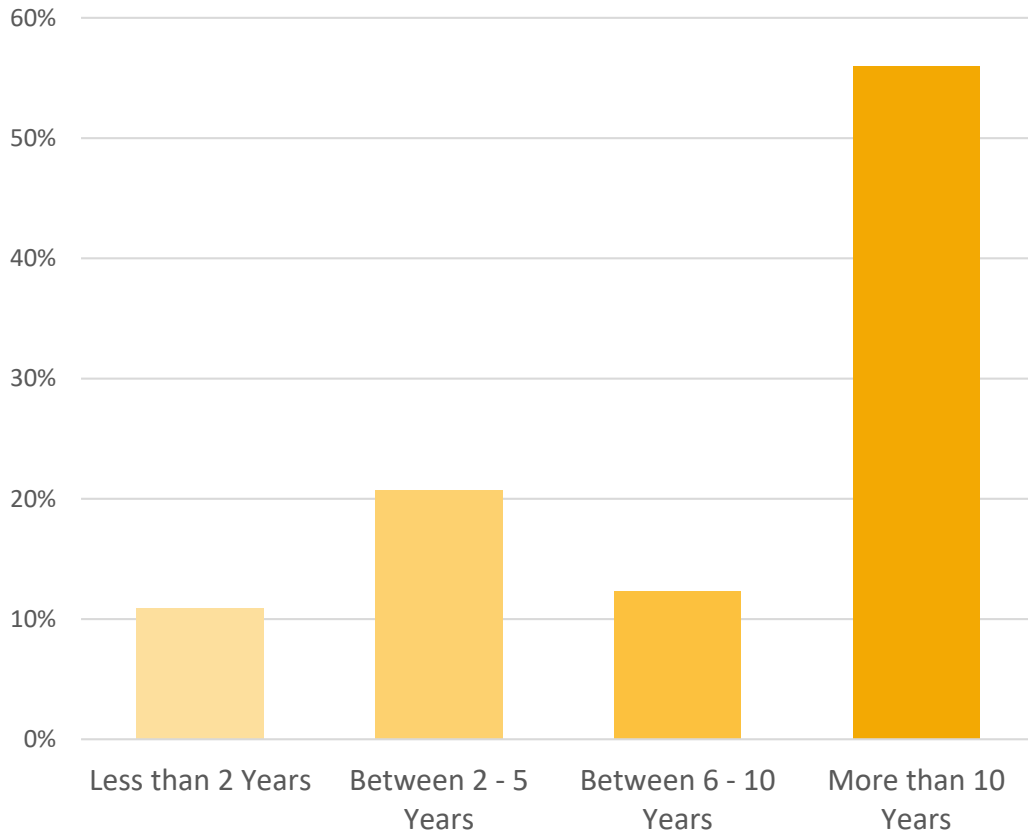
FACULTY, CLASSIFIED PROFESSIONALS, & ADMINISTRATORS



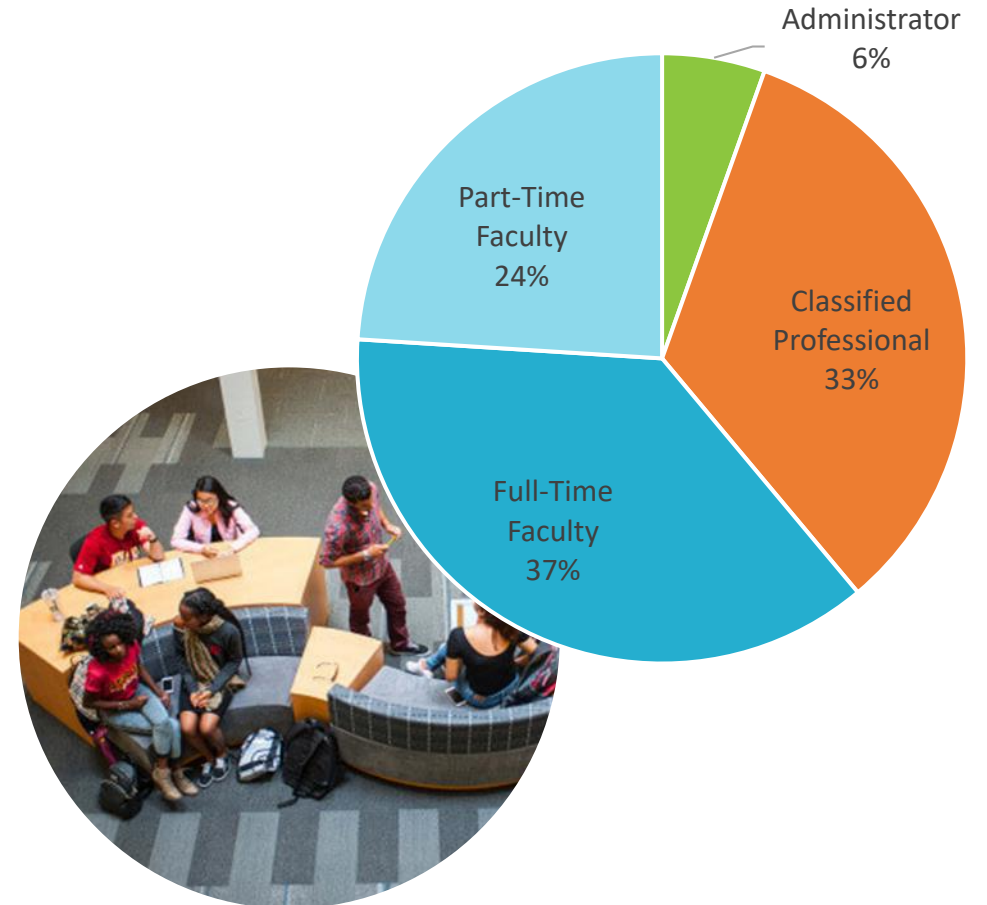


EMPLOYEE TENURE & ROLE

How long have you been working at De Anza College?



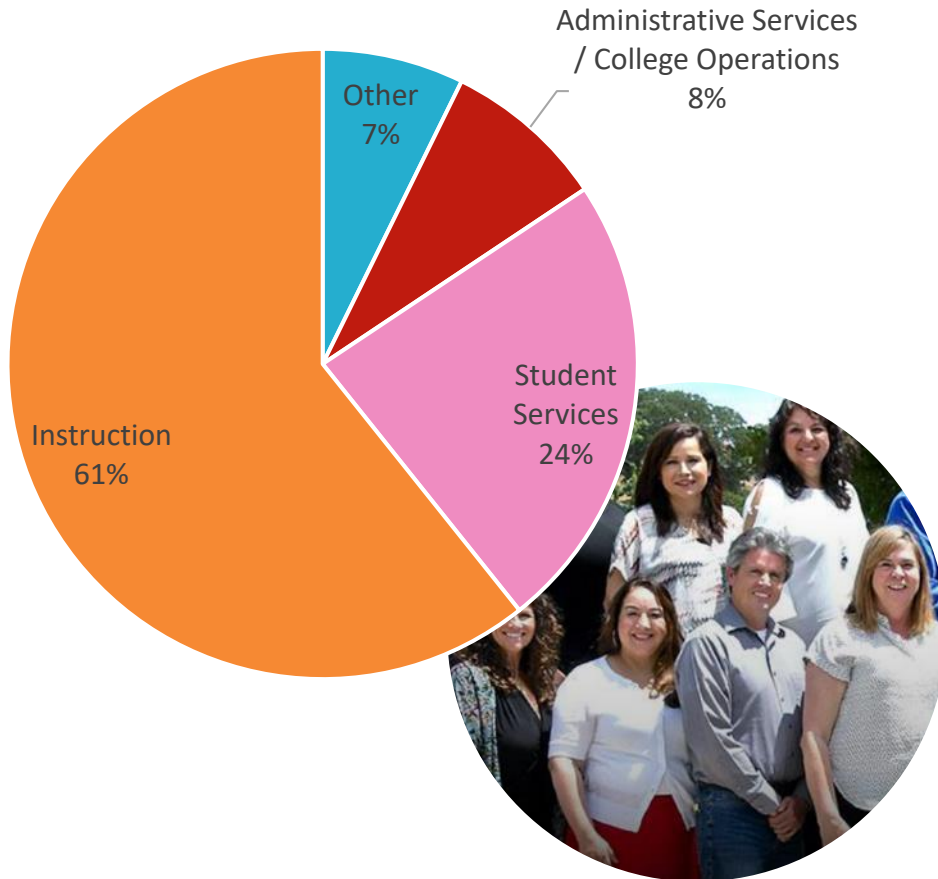
Which best describes your role at De Anza College?



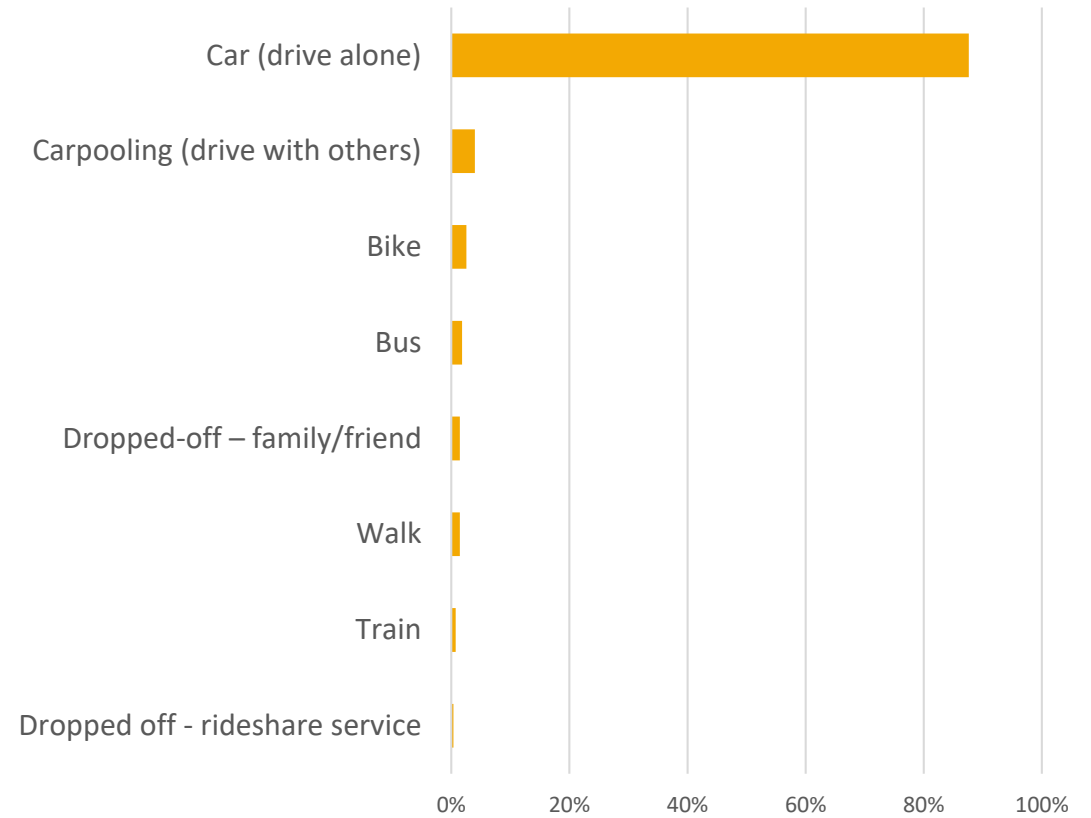


EMPLOYEE DEPARTMENT & COMMUTE

What area of De Anza College do you work in?



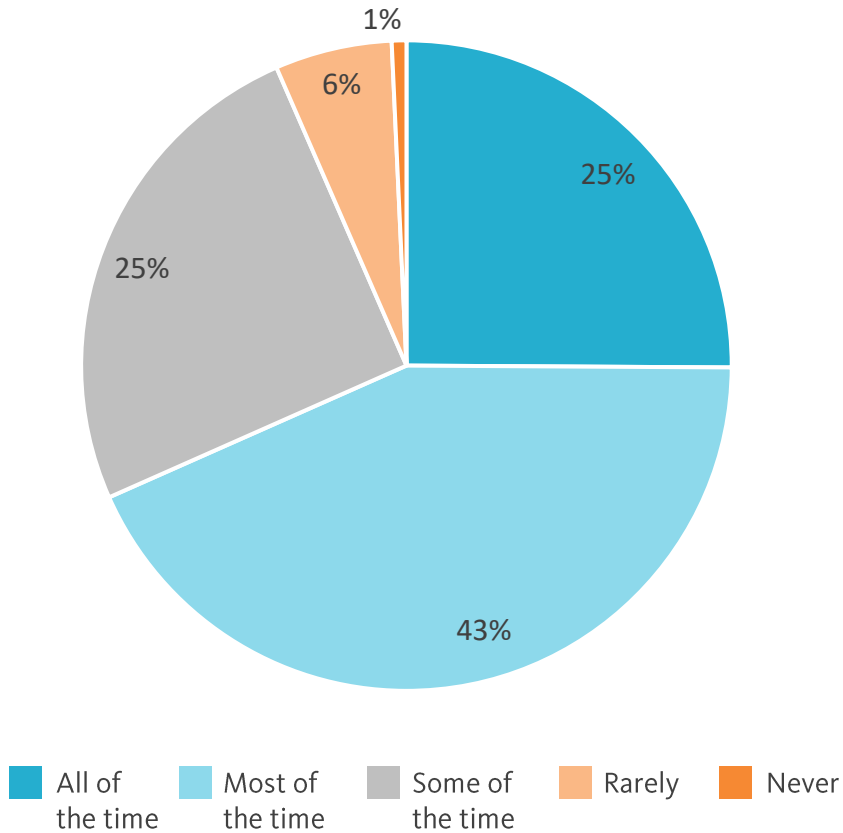
When the campus re-opens, how do you plan to commute to and from campus?





EMPLOYEE SENSE OF BELONGING

I feel a sense of belonging at De Anza College.

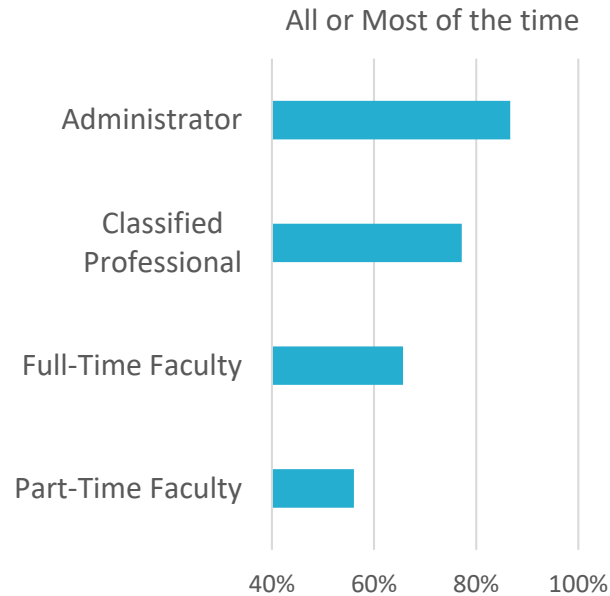


By Length of Employment

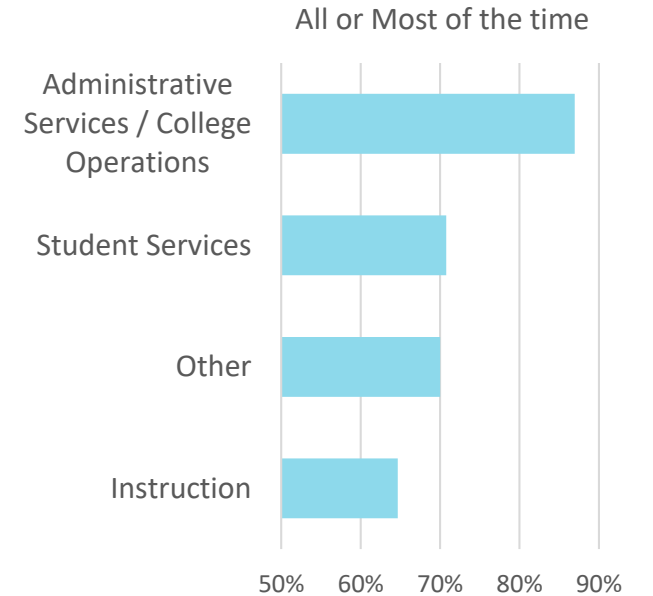
Greatest sense of belonging: Those who worked at De Anza less than 2 years

Least sense of belonging: Those who worked at De Anza 6 or more years

By Employee Role



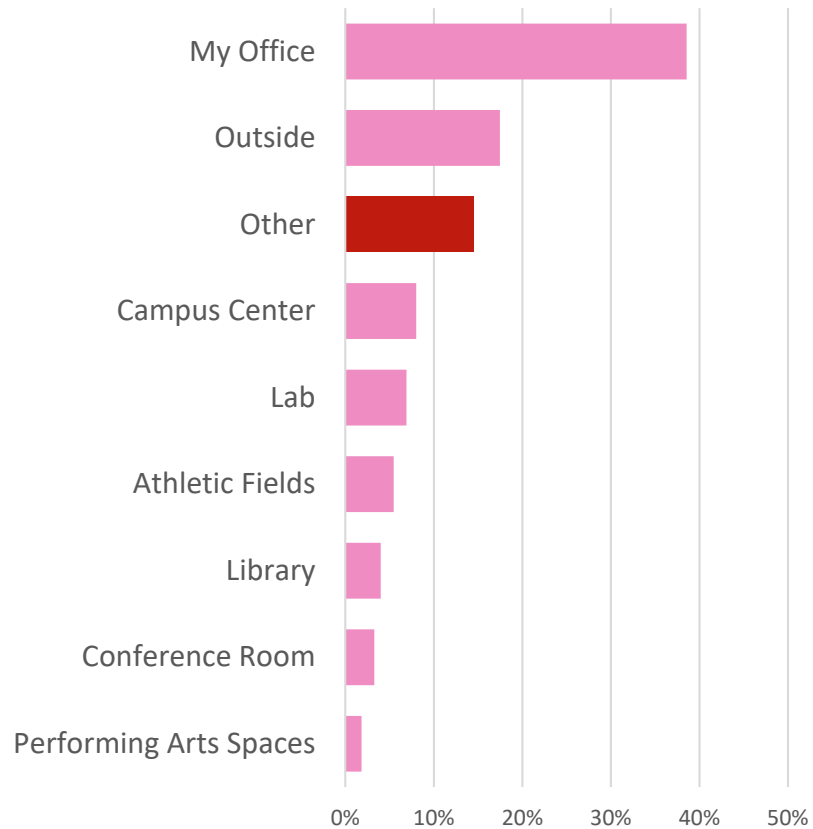
By Area of Work





EMPLOYEES MEETING WITH STUDENTS

What is your favorite place on campus to meet with students outside the class?



By Area of Work: Top Location

Instruction: My Office

Student services: My Office

Administrative Services /
College Operations: Outside or
Campus Center

Other: Outside

By Length of Employment

Those who have worked at De Anza **0-5 years** are much more likely to meet students **Outside**, as compared to colleagues who have worked at De Anza longer.

By Employee Role: Top 3

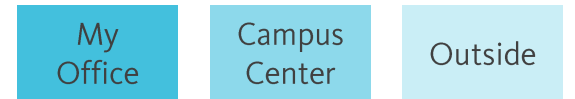
Full-time Faculty



Part-time Faculty



Administrator



Classified Professional





EMPLOYEES MEETING WITH STUDENTS

What is your favorite place on campus to meet with students outside the class?

Multiple responses
Single response



OTHER

Administrative Building Lobby

MPS Tutoring Center

zoom

MLC Quad

Outdoor picnic tables

The Open Media Lab

Veterans Resource Center

Student Success Center

Multicultural Center

California History Center courtyard Building Lobby

Office of Equity

Jared's coffee stand or Le Cafe

Social Sciences Division office

Child Development Center

SC3- Science Resource Center



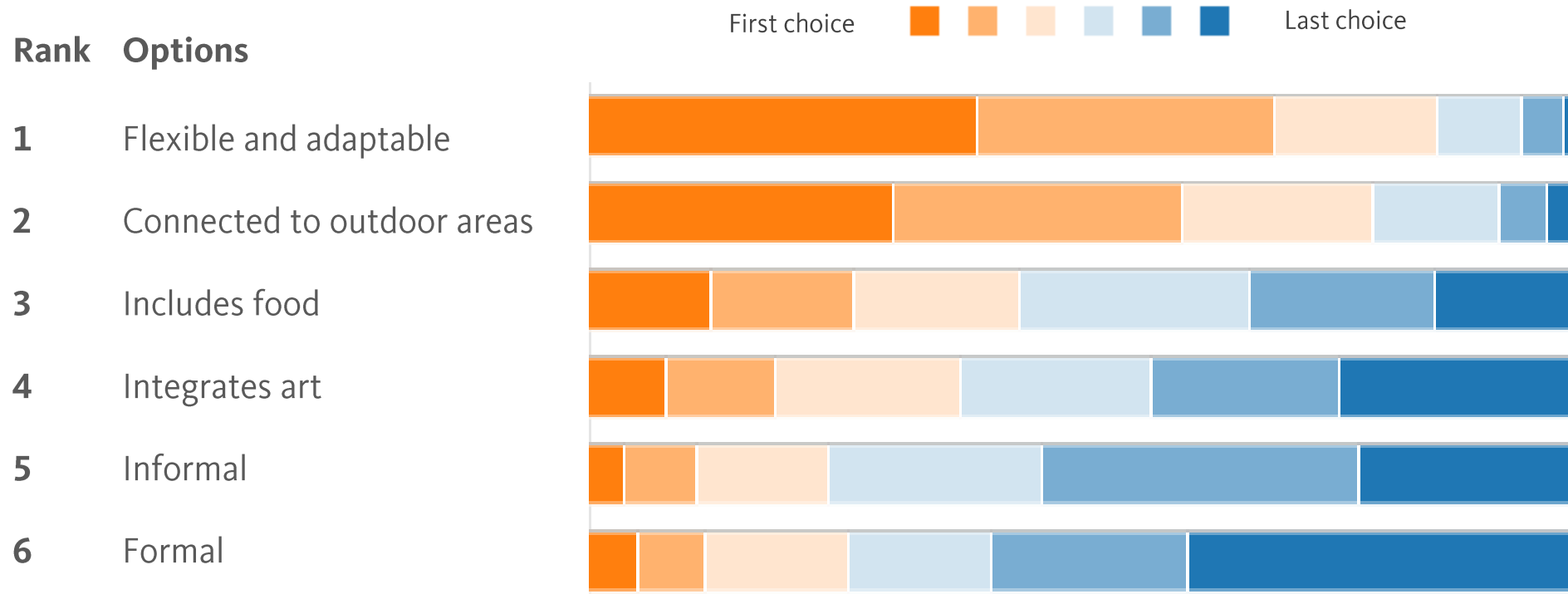
ENTIRE POPULATION





DE ANZA COLLEGE EVENT CENTER

As you know, the former Flint Center will be replaced with a new De Anza College Event Center. It is planned to support a variety of activities and events, including performances, conferences and large meetings. Before we begin design, we'd like to hear your thoughts about the qualities to consider.





DE ANZA COLLEGE EVENT CENTER

Do you have any other ideas for the Event Center you would like for the college to consider?

Inside and Exterior Art
Displayed by Faculty,
Staff, and Students

Sustainable and Eco-friendly

affinity spaces for students
of different backgrounds

Better seating; the Flint Center
chairs were excruciating to sit in.

A combination of
introducing new artists
and performance of
professionals.

flexible room spaces
like hotels have

Both outdoor and
indoor event areas

Community Weddings,
birthdays, etc....

A dedicated time
sheet to reserve a set
space, perhaps a
studio space to work
on music, film, etc

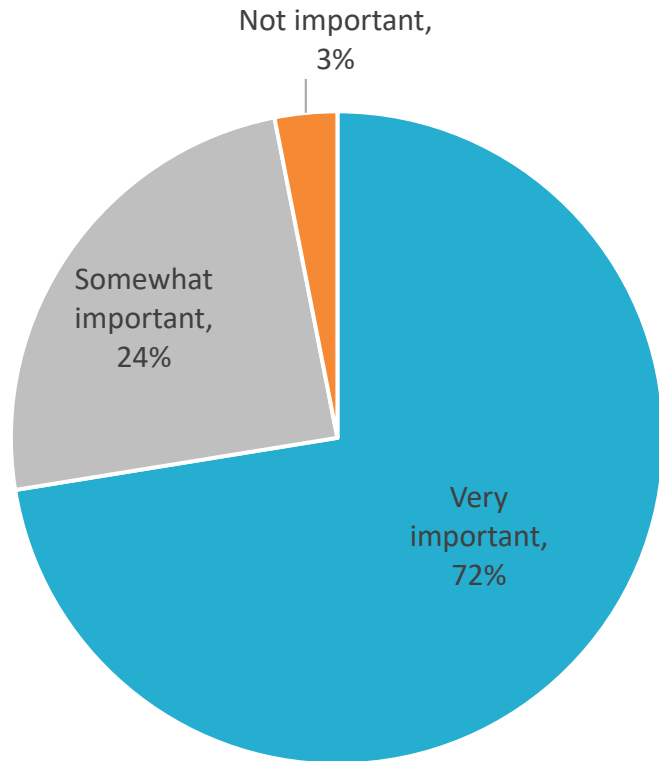
Accessible for
those with
disabilities

Something that is low
cost for campus
departments to book
for campus events.



SUSTAINABILITY

How important is sustainability in new buildings and the creation of spaces?



By Role

Classified Professional are **most likely** to consider sustainability an important issue, as compared to students and faculty

Administrators are **least likely** to consider sustainability an important issue, as compared to students and faculty



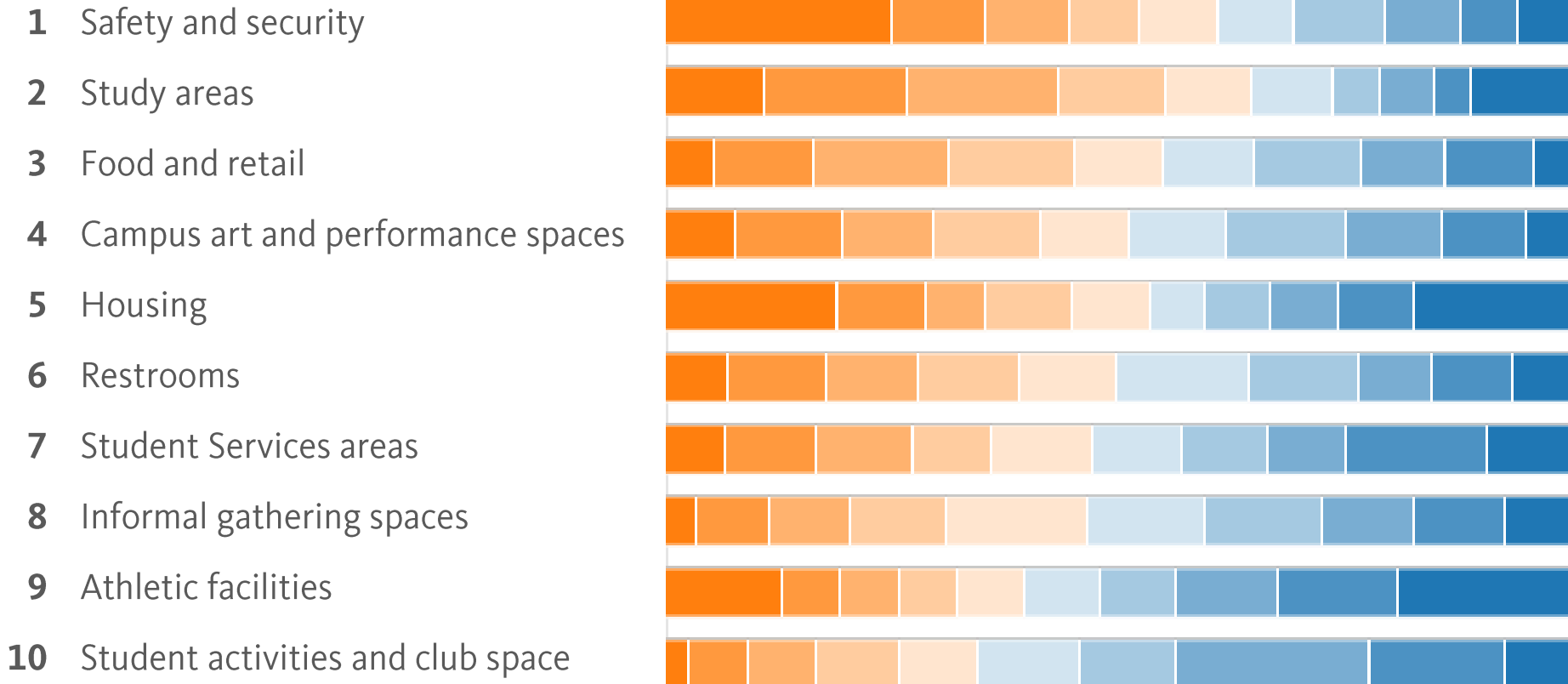


DE ANZA COLLEGE FOCUS AREAS

De Anza College is developing a Facilities Master Plan for the next five years – in your opinion, what should De Anza College focus on?

Rank Options

First choice  Last choice



A photograph of a campus courtyard. In the center, a fountain with water spraying upwards is surrounded by a paved plaza. The plaza is lined with young trees and benches. In the background, there are modern campus buildings and more trees. Two people are walking away from the camera in the middle ground. The overall scene is bright and open.

FACILITIES PLANNING PRINCIPLES

2016 FMP

Facilities Planning Principles

Support De Anza College's Commitment to an Equity Framework

Meet the unique needs of each student through the development of a welcoming and supportive environment that embodies a sense of value and connectedness.

Right-Size Facilities to Address Program Needs

- Align the projected inventory with state guidelines
- Position De Anza College to maximize state and local funding

Improve Security and Safety

- Collaborate in developing and implementing districtwide standards for security equipment and protocol
- Provide sufficient lighting for safety throughout campus, including all pathways and parking areas

Enhance Student Achievement

- Consolidate related programs and services to better serve students
- Develop indoor and outdoor spaces to support student engagement
- Develop the campus to support faculty and staff collaboration
- Develop the campus as a welcoming and nurturing community

Improve Campus Connectivity

- Provide a safe and universally accessible campus
- Enhance physical connections (pedestrian, bike, vehicular, transit) within the campus and community
- Improve campus landscape and wayfinding including the addition of voice/audio support
- Create incentives for non-vehicular commutes to campus

Improve Efficiency of Facilities

- Improve facilities to support innovation and equity
- Replace inefficient and under-performing facilities
- Maximize land use with efficient planning
- Improve functional zoning and operational efficiencies
- Develop flexible, multi-purpose facilities to adapt over time

Promote Sustainability

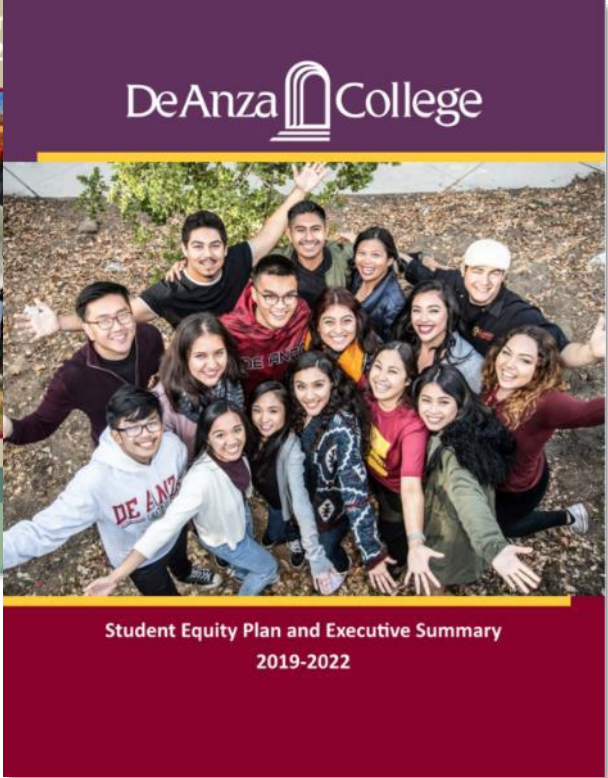
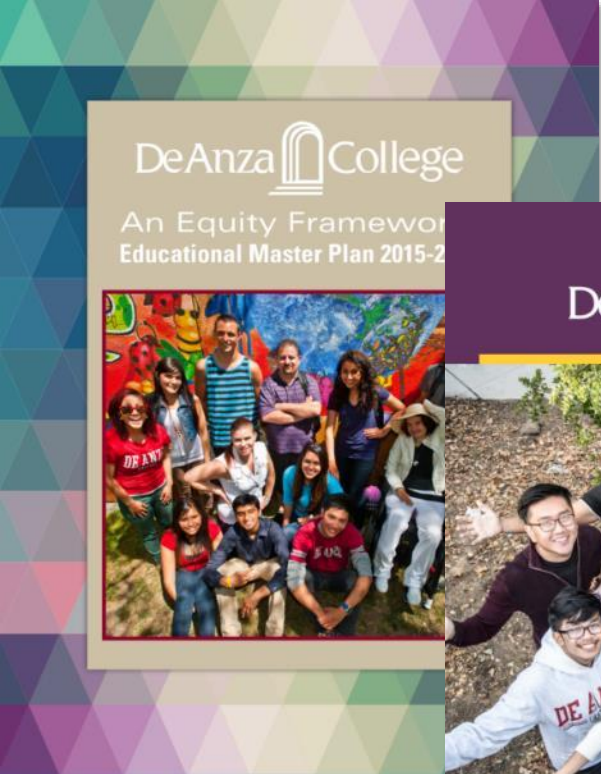
- Develop campus as a living lab to increase awareness
- Improve day-to-day behavior to reduce energy and water consumption and encourage recycling and re-use
- Consider more socially, financially and environmentally beneficial product use and procurement
- Support improved landscaping, greenery and water-minimizing solutions

Health and Wellness

- Promote physical activity and other health-related programs

FACILITIES PLANNING PRINCIPLES

VALUES



FACILITIES PLANNING PRINCIPLES

VALUES



EQUITY PLANNING FRAMEWORK

FACILITIES PLANNING PRINCIPLES

VALUES



Our students will be:

Directed, with a goal and the knowledge of how to achieve it

Focused, staying on track to achieve that goal

Nurtured, feeling that we want to, and do, help them success

Engaged, actively participating in class and extracurricular activities

Connected, feeling that they are part of the college community

Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated

DIRECTED + FOCUSED

- Create welcoming arrival experiences
- Improve access to student support services
- Increase presence and visibility of instructional support services
- Improve navigation and wayfinding
- Consolidate related programs and services



ENGAGED + CONNECTED

- Develop indoor and outdoor spaces to support student engagement
- Provide spaces for students to socialize, study and rest
- Develop the campus to support faculty and staff collaboration
- Enhance physical connections to all areas of the campus
- Develop outward facing connections to the community



NURTURED + VALUED

- Develop the campus as a welcoming and nurturing community
- Inspire a sense of belonging and pride for all
- Create spaces for gatherings and cultural expression
- Create equitable facilities across campus
- Develop campus to promote health and wellness



FACILITIES PLANNING PRINCIPLES

... for DA students to be:

**DIRECTED +
FOCUSED**

**ENGAGED +
CONNECTED**

**NURTURED +
VALUED**

+

... for De Anza College to be:

AGILE

RESILIENT

EQUITABLE

AGILE

- Enhance collaboration across all areas of the campus
- Develop flexible, multi-purpose space to serve multiple uses
- Extend learning and study space into outdoor space
- Develop spaces to support both in person and online
- Improve functional zoning for shared supervision and sharing of resources



RESILIENT

- Maximize land use for efficient planning
- Improve utilization of existing facilities
- Renovate or replace inefficient and underperforming facilities
- Right-size facilities to address program need
- Improve functional zoning for operational efficiencies
- Promote environmental stewardship
- Encourage alternative modes of transportation



EQUITABLE

- Design campus from the student's perspective
- Celebrate the arts and cultural expression
- Provide a safe and universally accessible campus
- Create equitable facilities across campus



FACILITIES PLANNING PRINCIPLES (draft)



DIRECTED + FOCUSED

- Create **welcoming arrival experiences**
- Improve **access to student support services**
- Increase presence and visibility of **instructional support services**
- Improve **navigation and wayfinding**
- **Consolidate related programs** and services

ENGAGED + CONNECTED

- Develop **indoor and outdoor spaces** to support student engagement
- Provide spaces for students to **socialize, study and rest**
- Develop the campus to support **faculty and staff collaboration**
- Enhance **physical connections** to all areas of the campus
- Develop **outward facing connections** to the community

NURTURED + VALUED

- Develop the campus as a **welcoming and nurturing community**
- Inspire a **sense of belonging and pride** for all
- Create spaces for **gatherings and cultural expression**
- Create **equitable facilities** across campus
- Develop campus to **promote health and wellness**

AGILE

- Enhance **collaboration across all areas** of the campus
- Develop **flexible, multi-purpose space** to serve multiple uses
- **Extend learning and study space** into outdoor space
- **Improve functional zoning** for shared supervision and sharing of resources

RESILIENT

- **Maximize land use** for efficient planning
- **Improve utilization** of existing facilities
- Renovate or replace **inefficient and underperforming facilities**
- **Right-size facilities** to address program need
- Improve functional zoning for **operational efficiencies**
- Promote **environmental stewardship**

EQUITABLE

- **Design campus from the student's perspective**
- Celebrate the **arts and cultural expression**
- Provide a **safe and universally accessible** campus
- Create **equitable facilities** across campus



DEVELOPMENT CONCEPTS

EXISTING CAMPUS

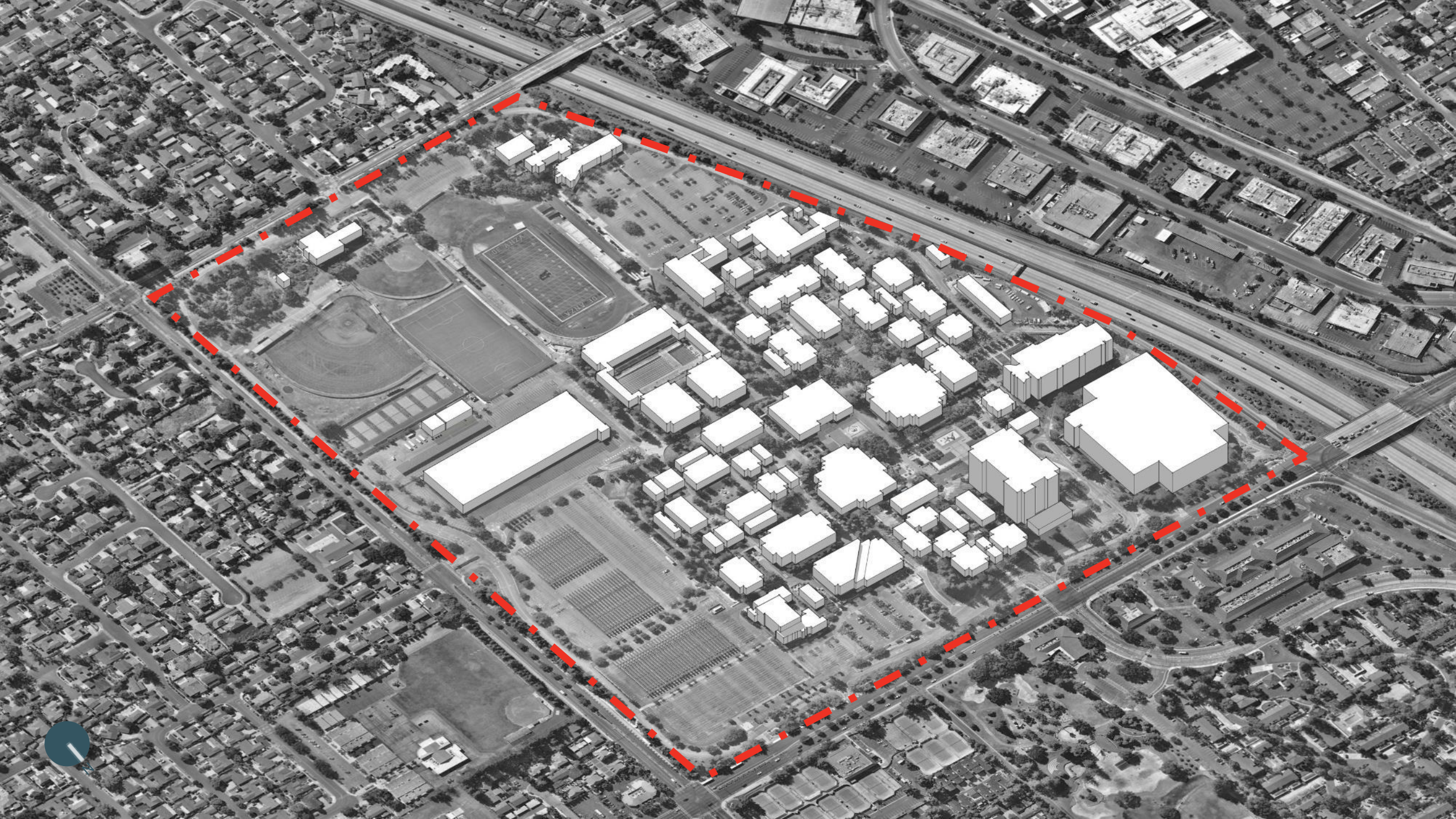
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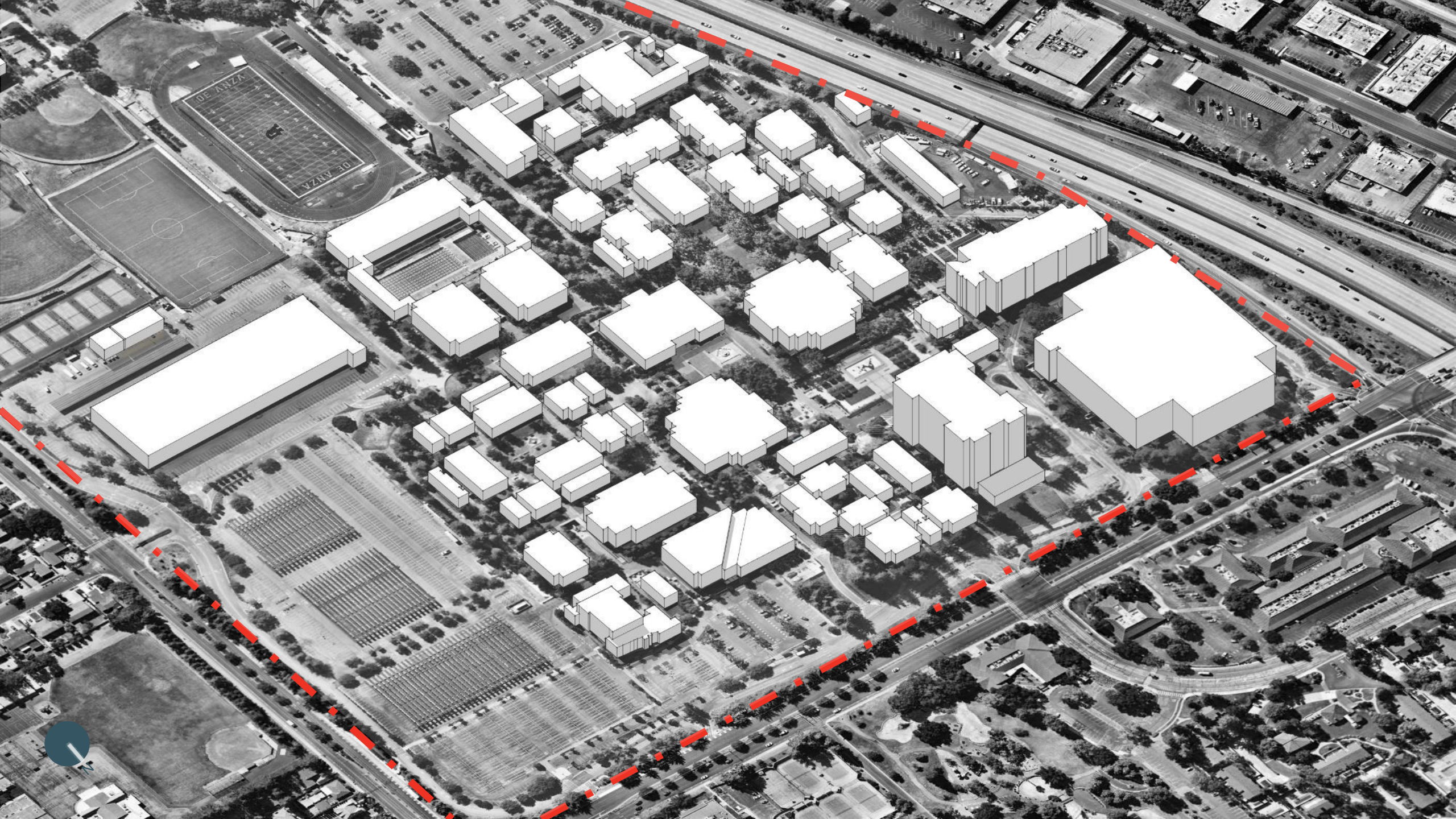


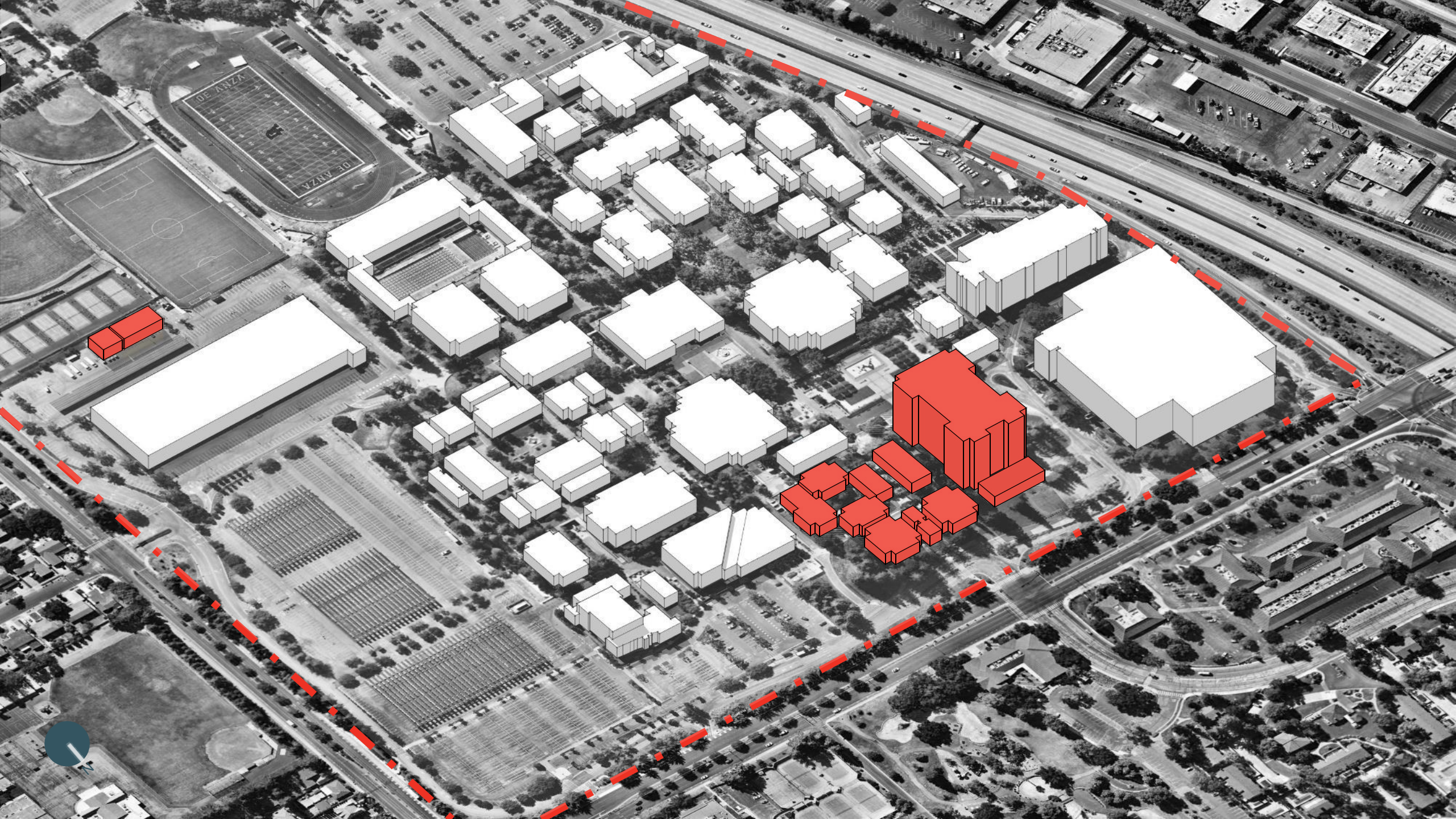
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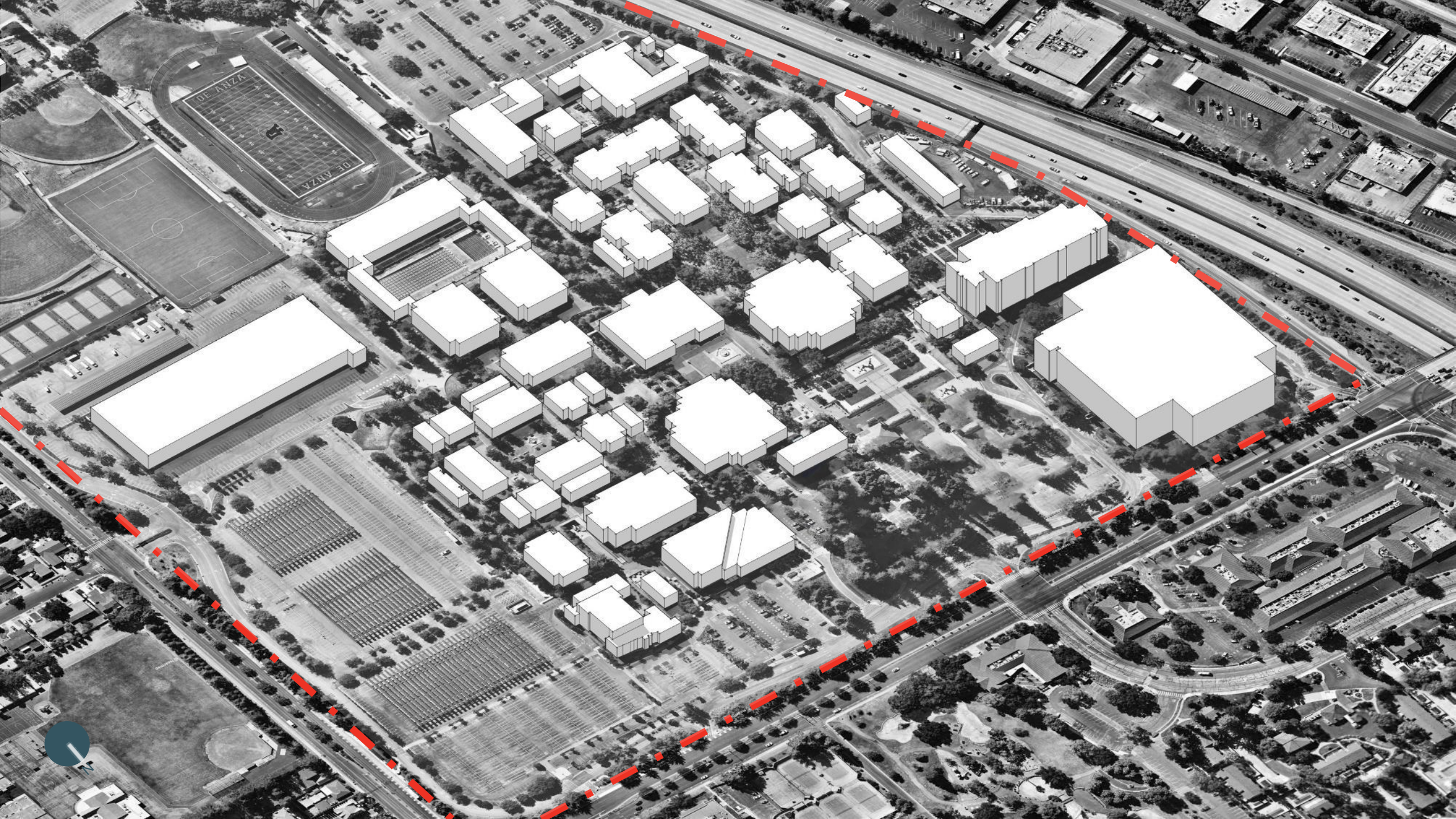
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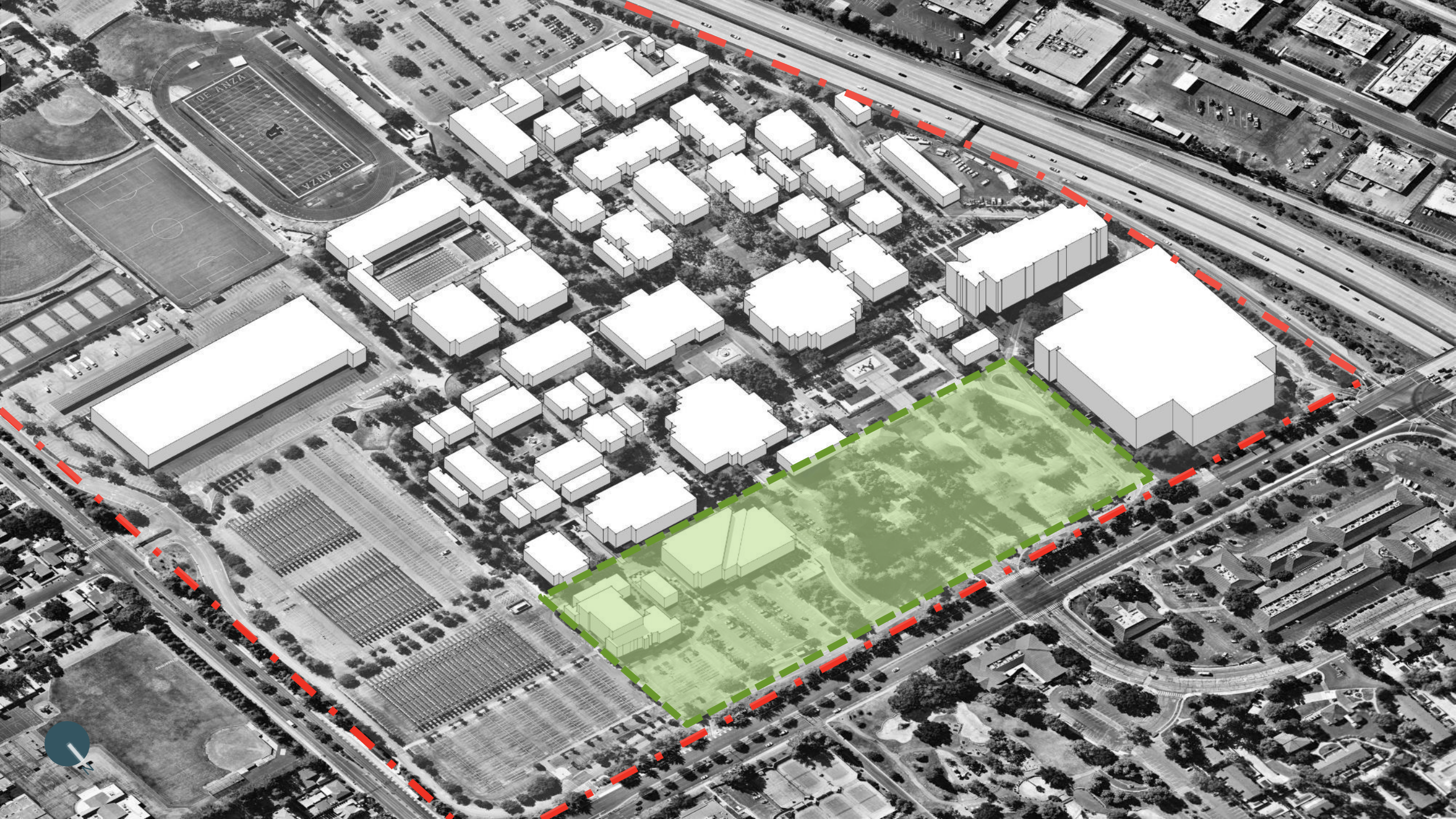


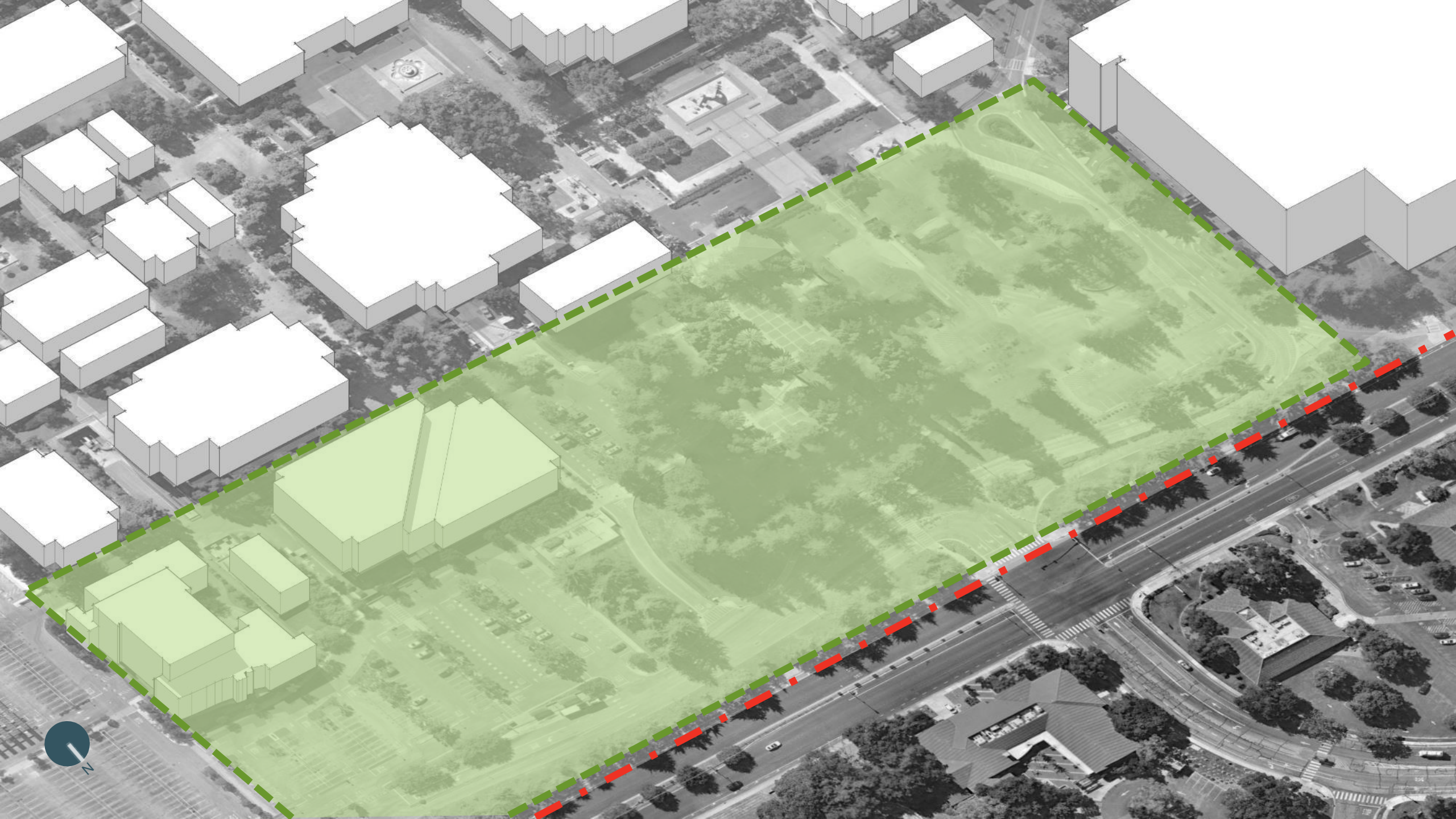


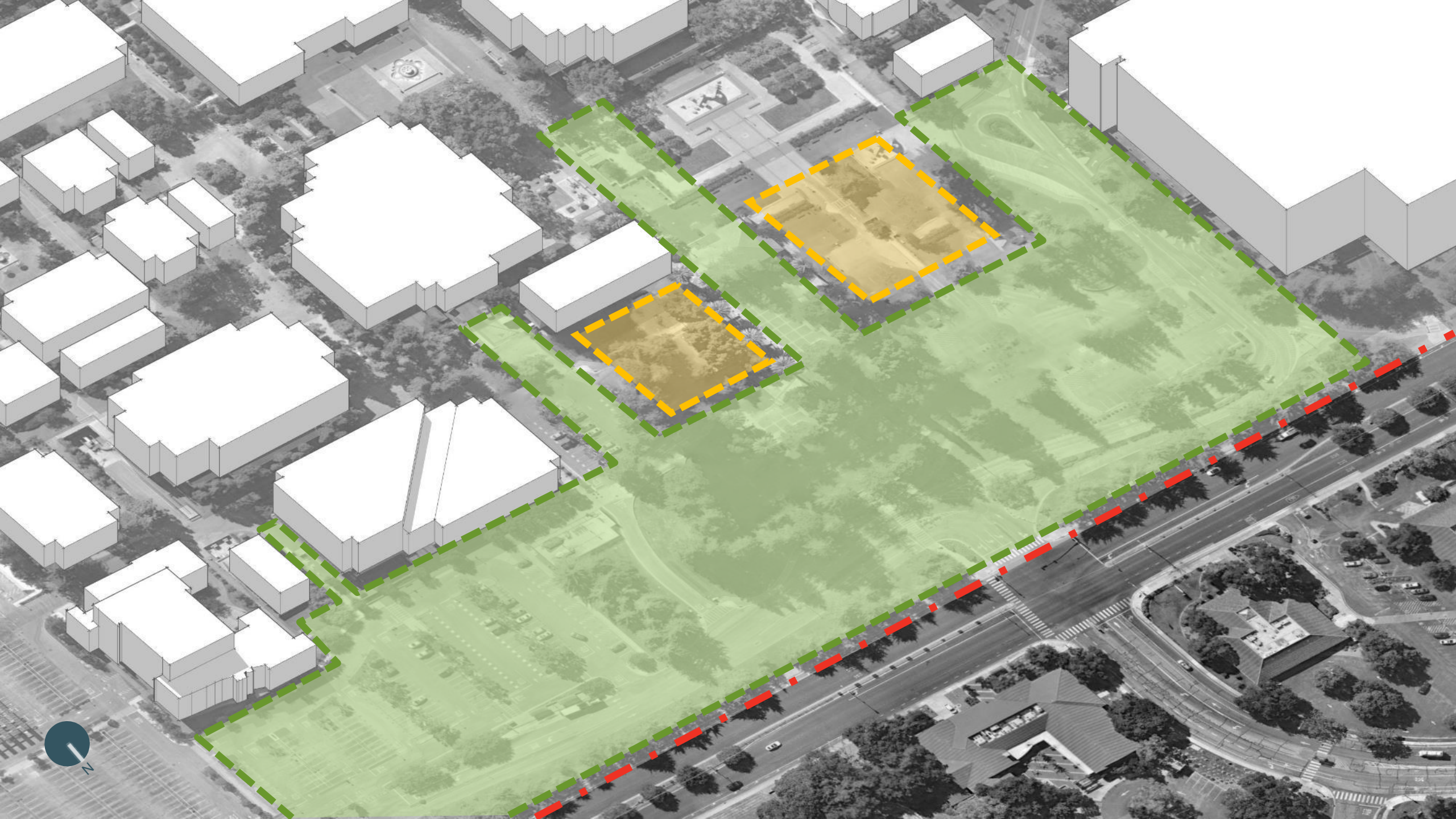




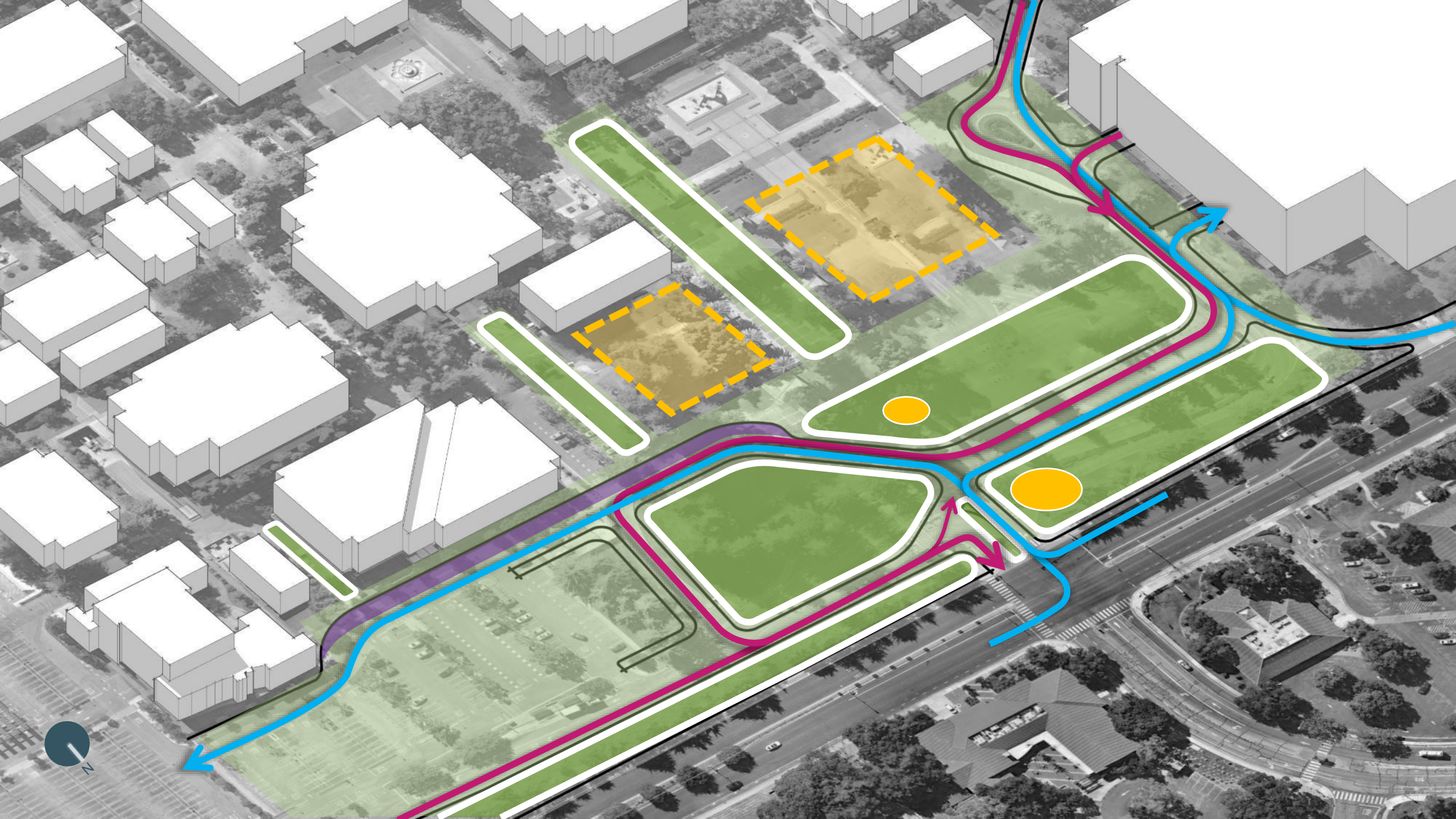


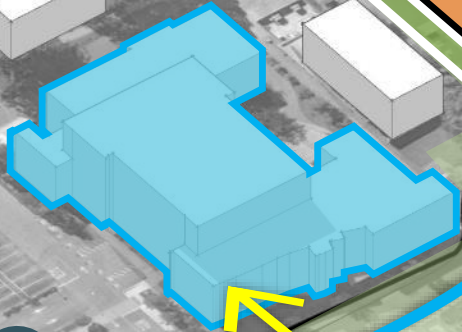
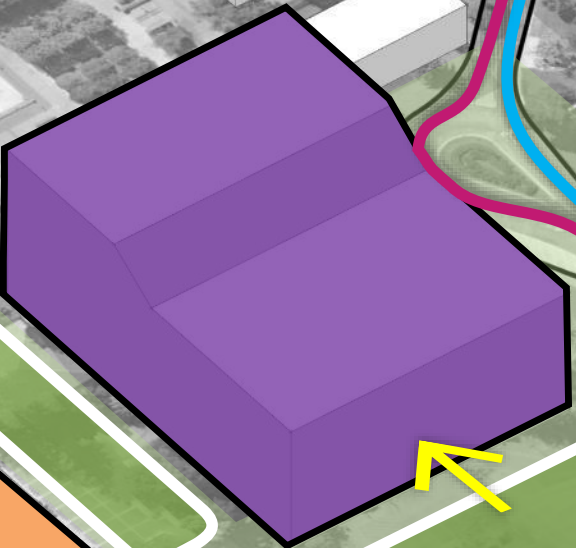
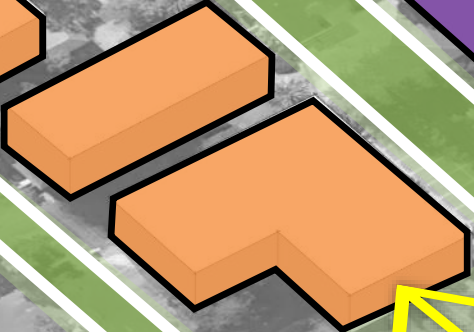
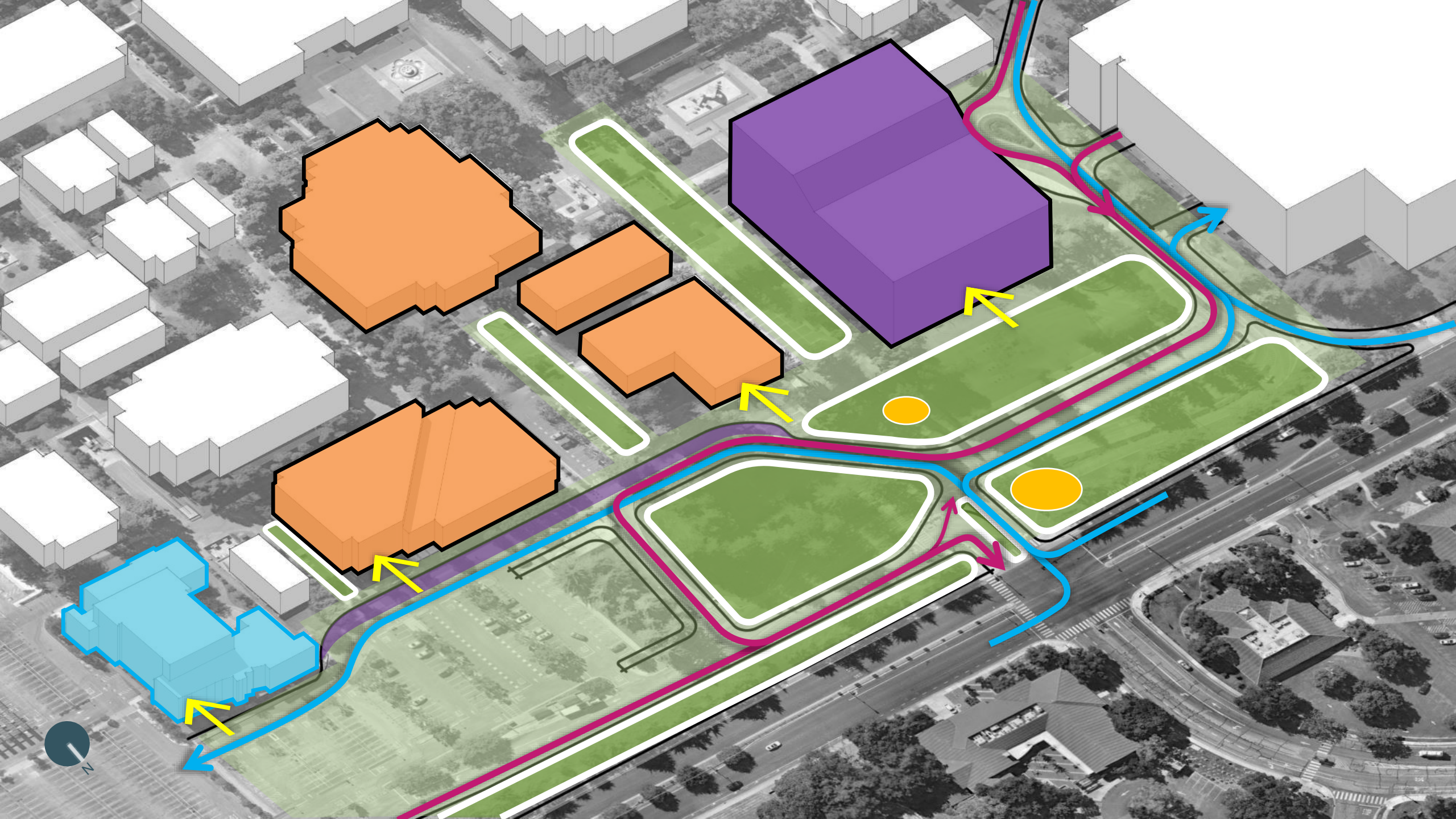


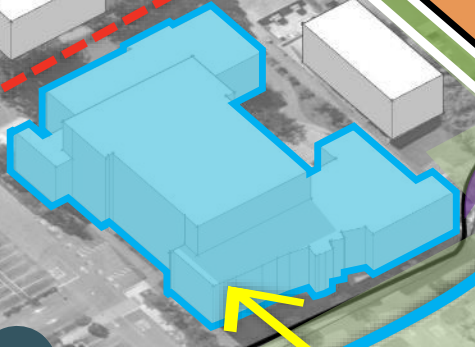
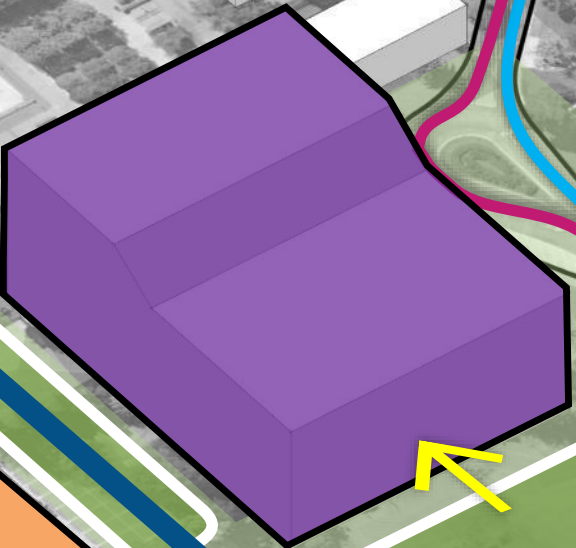
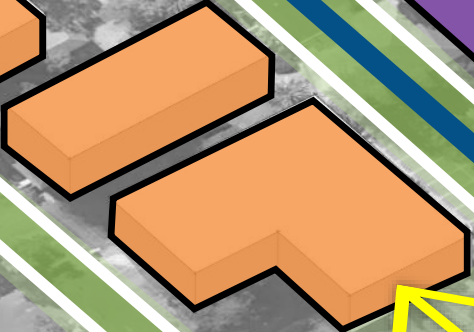
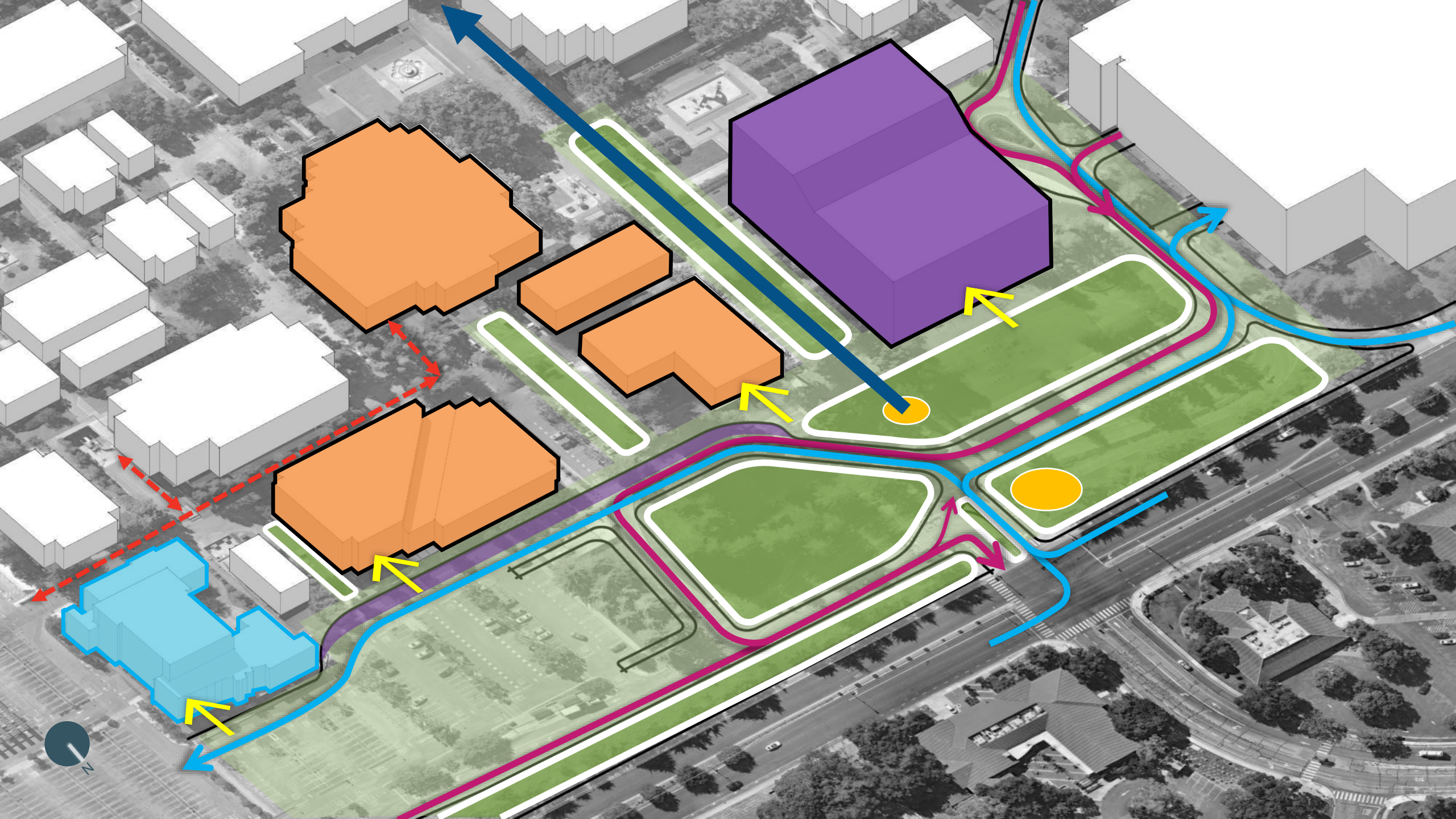


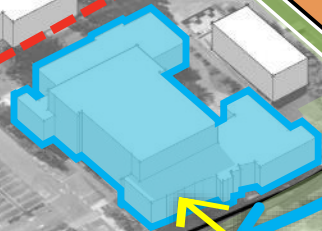
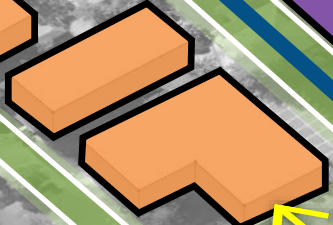
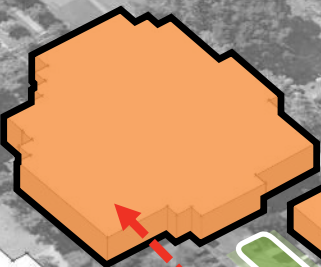
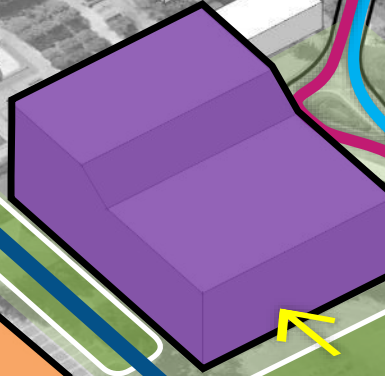
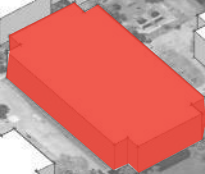
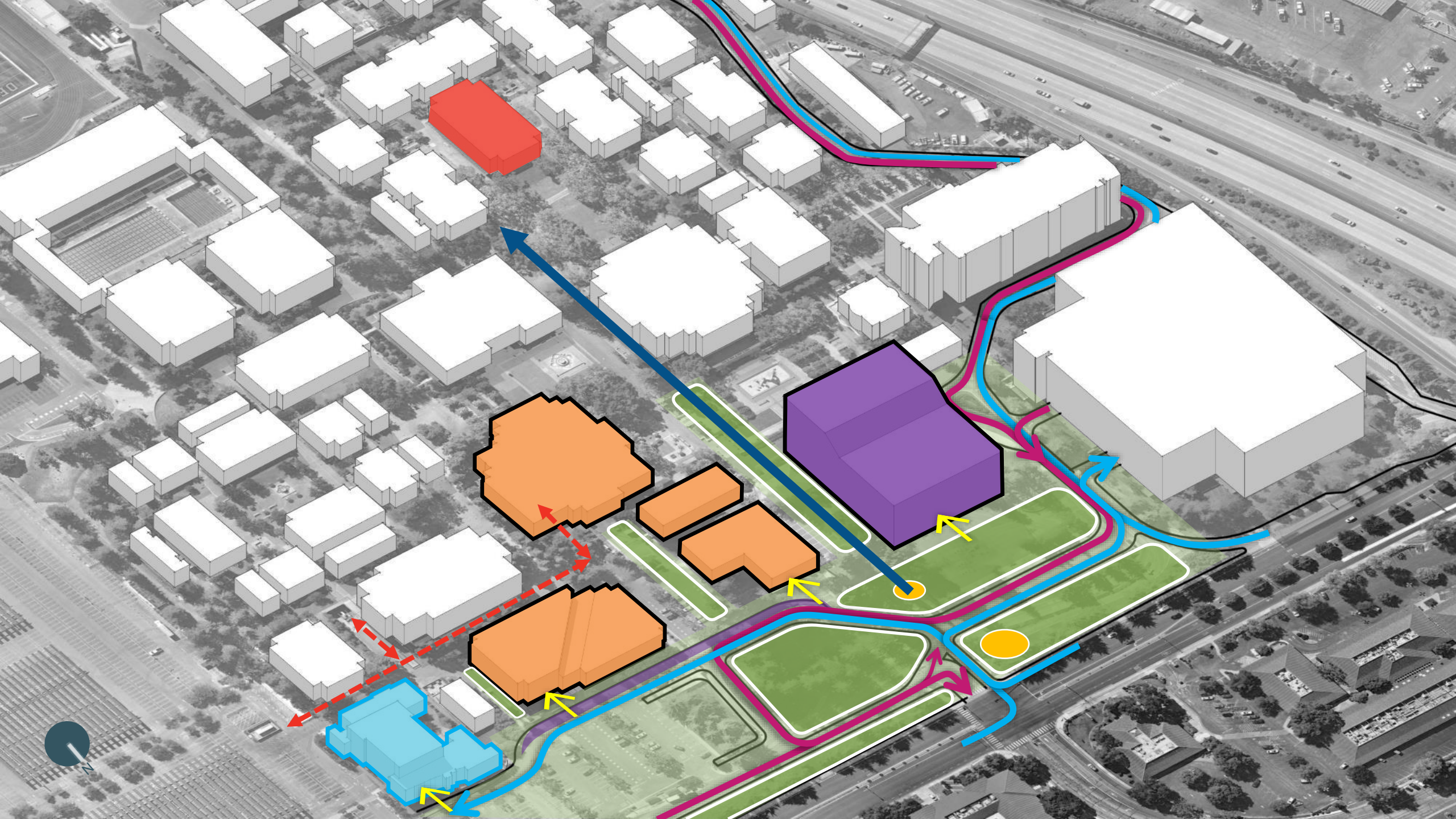


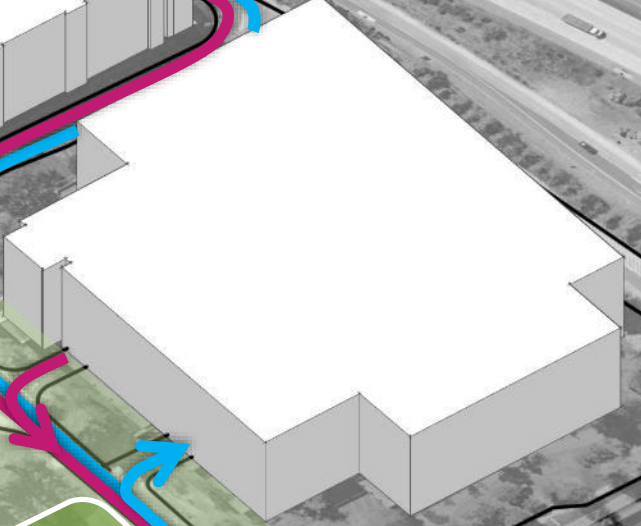
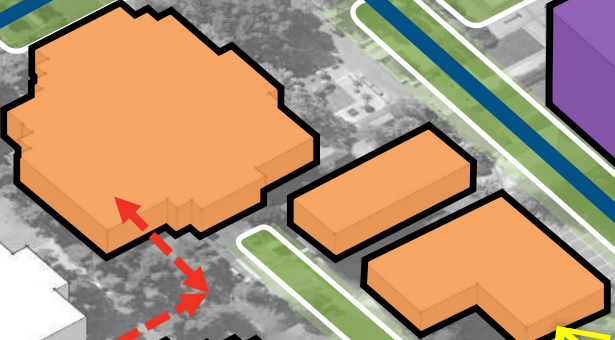
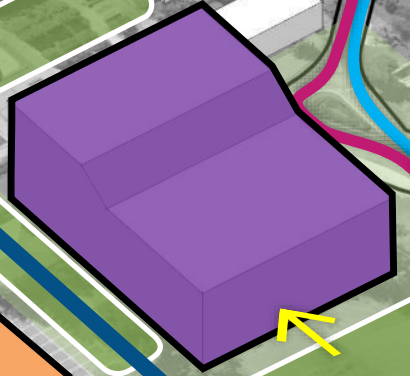
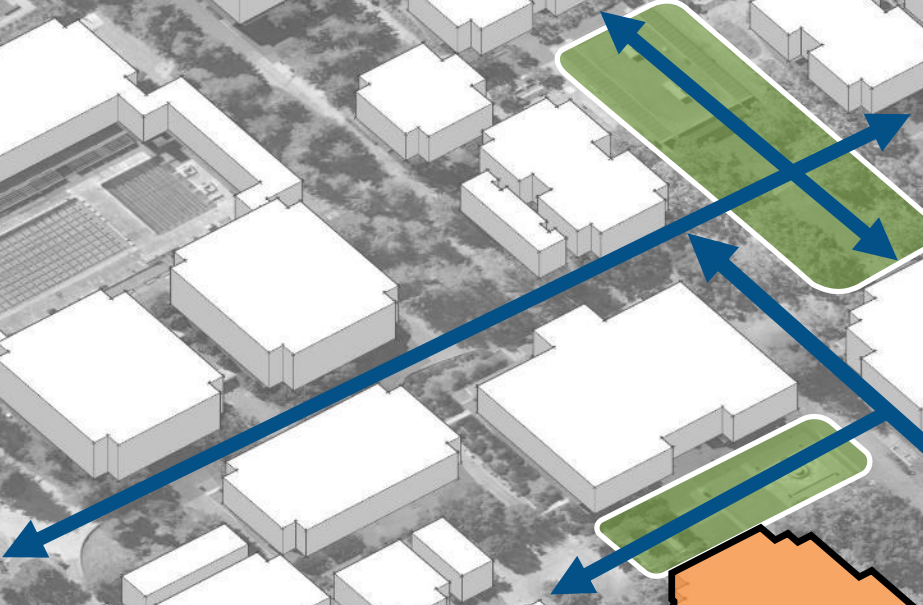
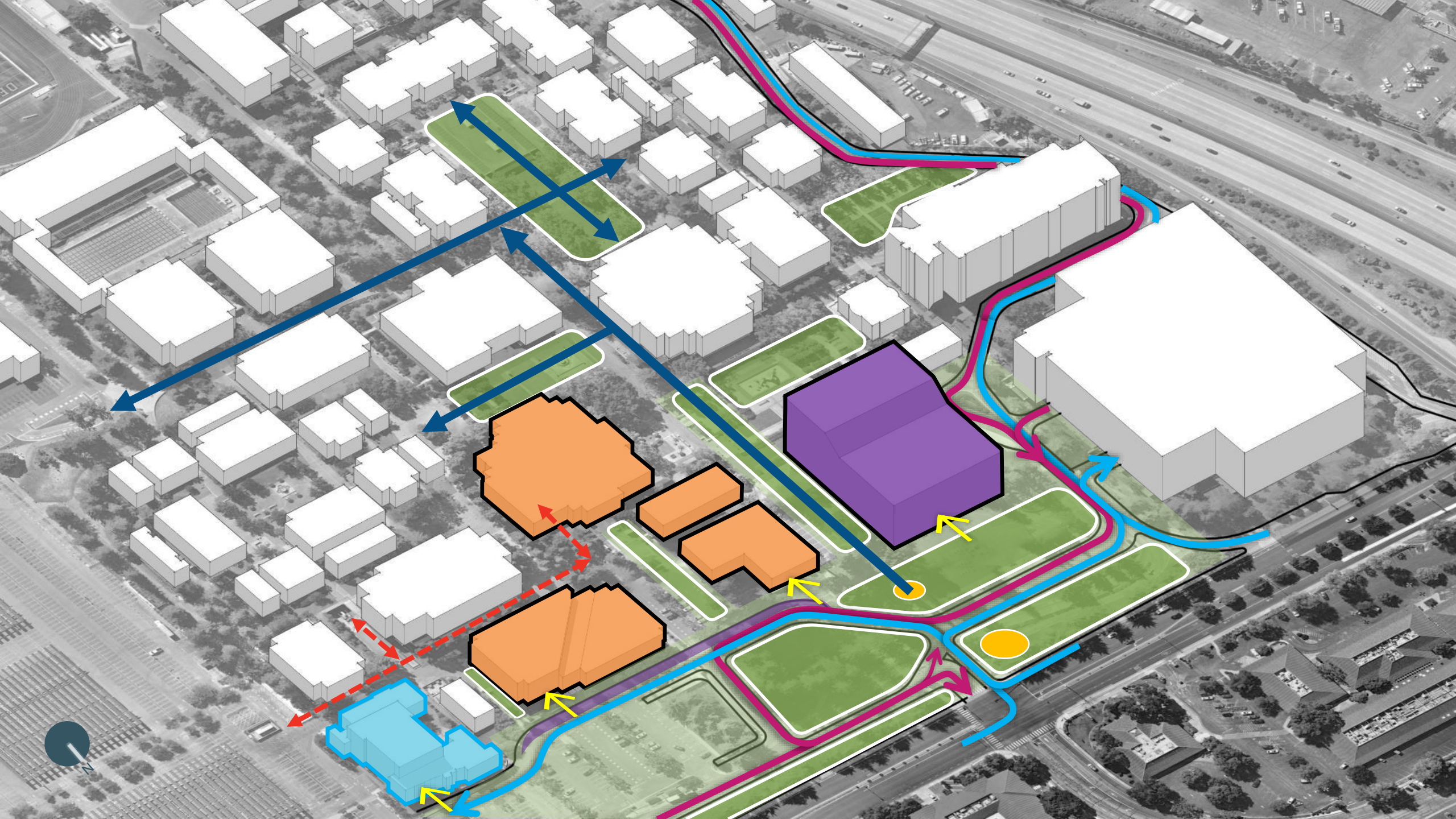


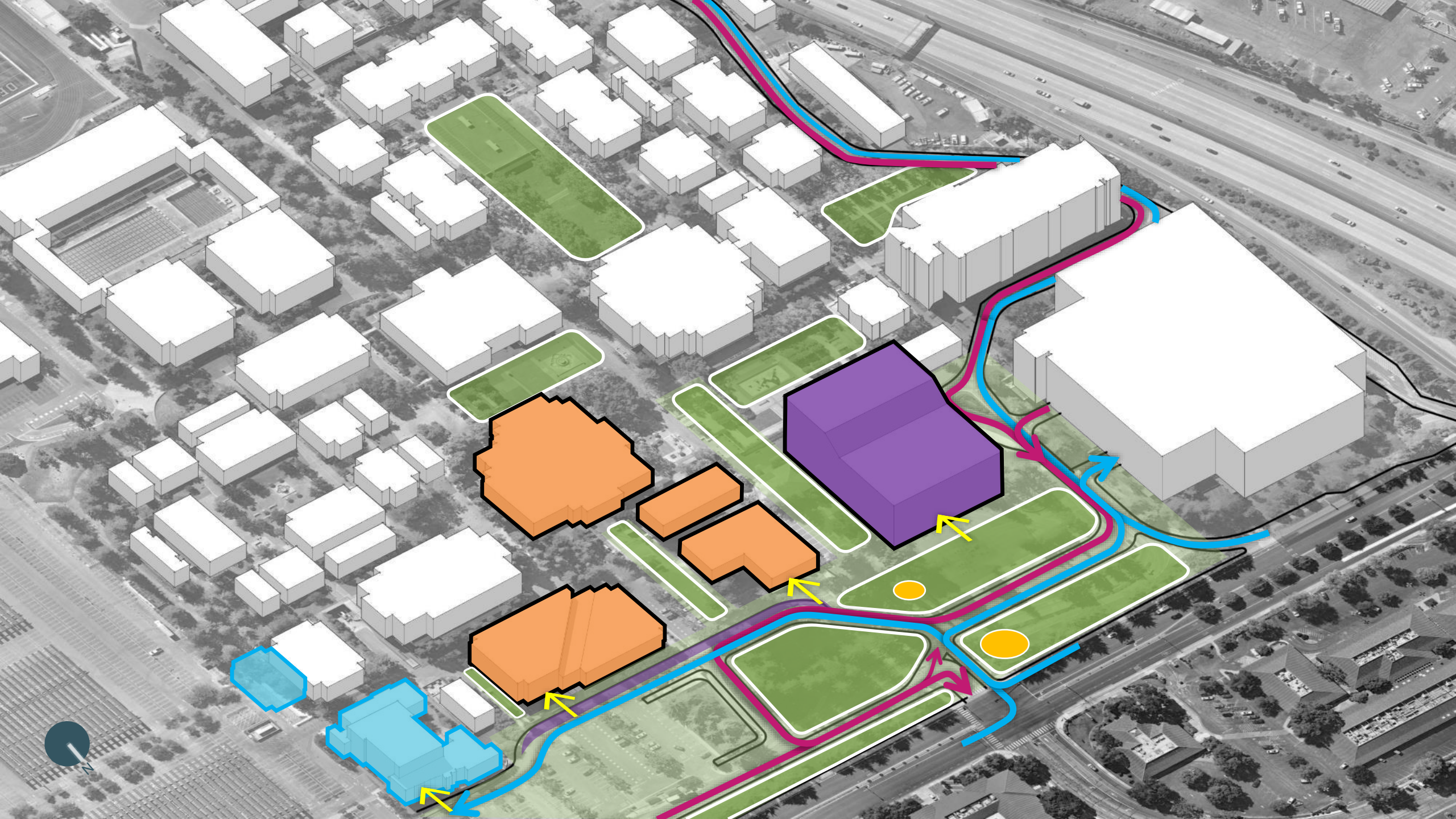








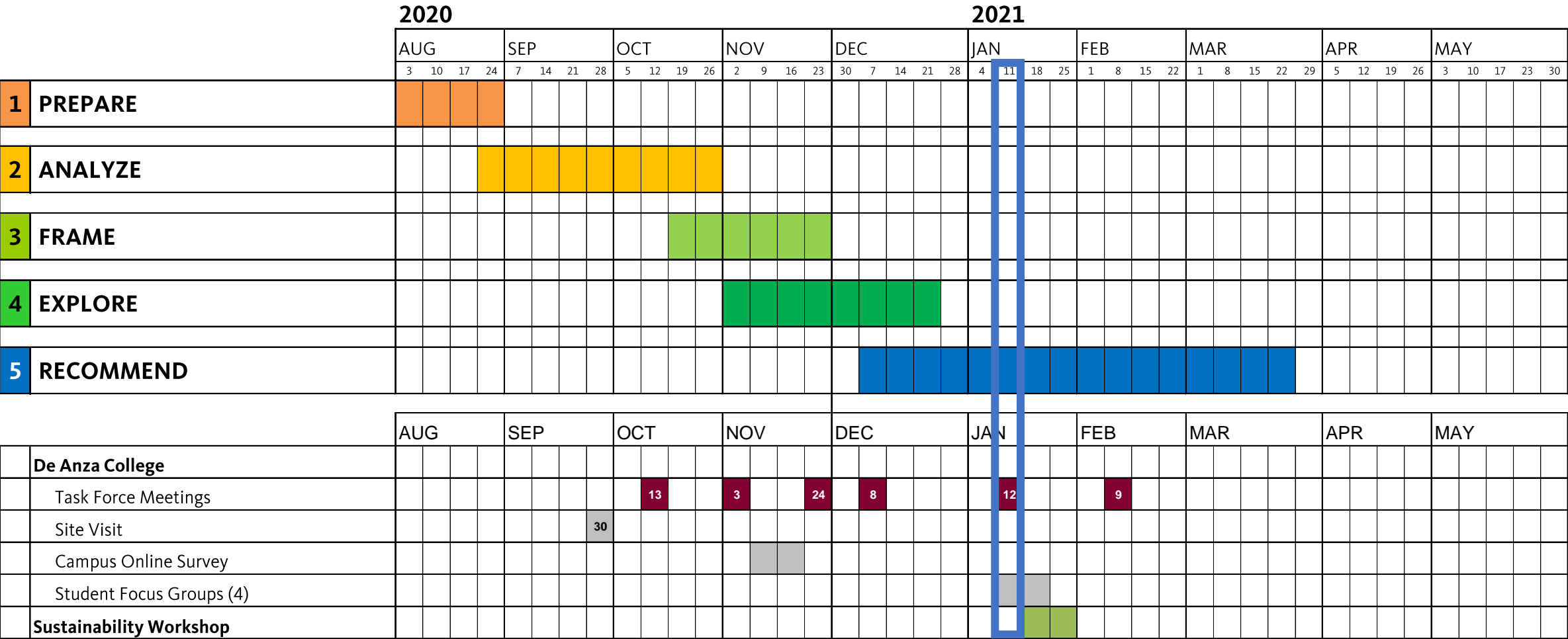






NEXT STEPS

NEXT MEETING: January 12



2020 FACILITIES MASTER PLAN