



san josé • evergreen
COMMUNITY COLLEGE DISTRICT



Facilities Master Plan Existing Conditions Report

November 2024

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Land Acknowledgment

San José City College Land Acknowledgment

We recognize that every member of the San José community has, and continues to benefit from, the use and occupation of this land since the institution's founding in 1921.

Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make visible the college's relationship to the original people.

As members of the community, it is vitally important that we recognize the history of the land on which we stand. We also recognize that the Muwekma Ohlone people are alive and flourishing members of the broader Bay Area.

We acknowledge that the land on which we gather at San José City College sits on the unceded ancestral homeland of the Muwekma Ohlone, who are the original peoples of the San Francisco Bay Area.

We recognize that we benefit from living, working, and learning on their traditional homeland, and we affirm their sovereign rights as first peoples.

Evergreen Valley College Land Acknowledgment

We acknowledge that we gather at Evergreen Valley College on the unceded aboriginal homeland of the Tamien Nation, past, present, and future.

We honor with gratitude the Tamien People who teach us that our relationship with the land is reciprocal, and we must work in unison to keep the world in balance.

As educators we believe in the power of words and make this land acknowledgment as a commitment to partner and advocate for a more equitable and inclusive future.

Acknowledgments

The development of the SJECCD Facilities Master Plan has been a collaborative effort involving the planning team and the Facilities Master Plan Task Force. To ensure broad representation and diverse perspectives, the district reached out to the Academic Senate, Classified Senate, and Student Government Association to request representatives to serve as an advisory group. All individuals recommended by constituent groups were invited to participate, creating a Task Force that reflects the voices and interests of Evergreen Valley College, San José City College, and the District. In addition the Chancellor's cabinet serves as the FMP Steering Committee. We are grateful to all the people who have contributed their expertise, guidance, and valuable input in developing this Existing Conditions Report for the Facilities Master Plan.

Evergreen Valley College

- Vacant, Faculty Representative
- Josephine Aguirre, Classified Professional Representative
- Michael Osorio, Student Services Representative
- Kathy Tran, Finance Representative
- Angel Fuentes, Academic Division Representative
- Edgar Jimenez Granados, Student Representative

San José City College

- Mark Branom, Faculty Representative
- Yesenia Ramirez, Classified Professional Representative
- Blake Balajadia, Student Services Representative
- Saloshni Chand, Finance Representative
- Misty Stroud, Academic Division Representative
- Pratham Tated, Student Representative

District Services

- Toby Smith, AVC Physical Plant Development and Operations
- Sue Dale, District Managed Facilities
- Bala Kappagantula, Information Technology Support Services
- Ryan Brown, Public Information Officer
- Edwin Chandrasekar, District Office

Consultant Team

- Christen Soares, Principal-in-Charge, Architect, Field Paoli
- Jane Lin, Project Manager, Urban Designer, Urban Field Studio
- Christina Paul, Campus Planner, Cygnus Planning
- Yann Taylor, Architect, Field Paoli
- John Bela, Landscape Architect, Urban Field Studio
- Linda Dalton, Planner, Dalton Education Associates

Executive Summary

In early 2024, the San José Evergreen Community College District (SJECCD) began the process to update its Facilities Master Plan (FMP) for 2027-2037. The FMP is a strategic document that outlines the long-term vision, goals, and guidelines for development, management, and maintenance of physical assets and infrastructure for SJECCD properties, namely Evergreen Valley College, San José City College, the Milpitas Extension, and the District Office. The FMP process is overseen by the Facilities Task Force made up of administrators, faculty, classified professionals, facilities experts, and student representatives from each college.

Existing Conditions Report

The SJECCD Facilities Master Plan's Existing Conditions Report (FMP ECR) is a comprehensive assessment of the current conditions at SJECCD, based on extensive data gathering and outreach, laying the groundwork for strategic, data-informed decisions to shape the 2027-2037 Facilities Master Plan. The FMP ECR identifies key issues and opportunities for campus grounds, buildings and infrastructure and a list of emerging projects.

Figure 1. Map of SJECCD Properties

Issues

Aging Infrastructure and Maintenance Needs:

Although some updates were completed with prior bond measures (e.g., Measure X), many older buildings need further renovation or replacement. Key areas include addressing capital replacement and renewals (scheduled and deferred maintenance), and bringing safety, health, universal access, and technology up to current standards.

Sustainability Challenges:

Both campuses require infrastructure upgrades to reduce environmental impact, such as transitioning to electrified systems and implementing energy-efficient practices.

Declining Enrollment and Shifts in Instructional Mode:

Enrollment has dropped 30% in full-time equivalent students (FTES) since 2010, partly due to regional demographic shifts and the rise in online instruction. This trend presents challenges in space planning and the need to develop a strategic approach to how space is used based on future instructional modes.

Space Utilization and Low Fill Rates:

Both Evergreen Valley College and San José City College have more space than currently needed, with some classrooms underused or unused. Low space utilization suggests an opportunity to reorganize and repurpose spaces to meet current needs and foster vibrancy.

Lack of Student-Centric Spaces:

There is a shortage of designated spaces for studying, socializing, and essential services (e.g., food services, basic needs). Enhancements in these areas could improve student engagement and retention on-campus and in-person, leading to greater student success.

Navigation, Wayfinding and Campus Identity:

The inconsistent design of public spaces and signage affects the overall sense of campus identity and accessibility. Current signage and campus maps are often outdated or confusing, creating navigational challenges. Building and public space improvements have the potential to strengthen the sense of place.

Opportunities

Improve Infrastructure to Operate More Effectively:

To enhance operational effectiveness, infrastructure improvements are essential. If deferred maintenance is more thoroughly addressed, more spaces could be used effectively, which can also reduce energy consumption, operational costs, and create a more sustainable and productive environment.

Adopt Sustainability Initiatives:

Aligning campus upgrades with the District's sustainability goals, such as electrification, water conservation, and energy efficiency, offers a chance to create environmentally responsible facilities.

Update Learning Spaces:

Improving learning spaces in classroom and specialized labs with updated technology, classroom layout, and the right furniture is vital to support in-person, online and hybrid teaching needs.

Space Optimization and Repurposing:

The abundance of underutilized space provides an opportunity to repurpose or reallocate areas for high-demand needs, such as creating additional specialized labs or larger classrooms and more student support spaces. Strategic spatial planning could also concentrate activities in specific areas to build a more vibrant campus atmosphere and consolidate uses on campus to decrease operations.

Create More Student-Centered Facilities:

Adding designated gathering, study, and support areas, as well as food service and conveniences, could make the campuses more welcoming and supportive while students are on campus. Enhancement could address indoor and outdoor spaces, small and big groups, and a variety of different activities to improve the sense of place on campus.

Create an Attractive, Inviting, and Vibrant Campus Environment:

Students who come to campus and take classes in person tend to have more student success. Creating an inviting, attractive, lively, vibrant, and welcoming atmosphere increases student engagement and a stronger sense of community. This is an opportunity to consider how the facilities and programs are located to increase the vibrancy of each college campus and improve the campus experience.

Emerging Projects, Programs and Spaces to Consider

This Existing Conditions Report includes an emerging list of projects for the District to consider and prioritize. This list emerged from input gathered during outreach (including stakeholder interviews), data analysis, and site visit observations and includes the programs that have been discussed so far. The programs may change. The next step of the process involves prioritizing emerging projects listed based on cost, urgency and strategic alignment into categories of what is needed, what should be addressed, and what could be addressed.

Evergreen Valley College

Facilities Name	Recommended Improvement	Opportunity
Basic Needs Center	Potentially new	In a student-centered location
Childcare	Potentially new	In a convenient location
Cultural/Meditation Rooms	Potentially new	In a student-centered location
District Office	Potentially new	In the (old) SSB
ESports and Gaming Room	Potentially new	In a student-centered location
Laboratories	Potentially new	Near Sequoia
Makerspace	Potentially new	Near programs that would use it
Museum	Potentially new	In a visible place
Places to get food	Potentially new	In more places
Storage for maintenance	Potentially new	In each building
Student Activity Center	Potentially new	In a central location
Touchdown spaces	Potentially new	In each building
Acacia	Remove	Demolish Acacia and replace with surface parking or a new lab building on part of the site
Admissions and Records	Remove	Remove abandoned roof-mounted generator and chiller
Campus-wide	Remove	Remove storage items from mechanical and electrical rooms to increase safety
Acacia	Replace	Transformer
Admissions and Records	Replace	Transformer, electric DHW with heat pumps, main switchboard
Campus-wide	Replace	Guard Rails on Roof and Access Equipment
Cedro	Replace	Replace electric DHW with heat pumps
Library	Replace	Two leaking hot water pumps
Pond Water Pump	Replace	Replace aging pond water pump
Sequoia	Replace	Replace gas-fired DHW with heat pumps
(Old) Student Services Building	Replace	Replace electric hot water generators with heat pumps

Evergreen Valley College

Facilities Name	Recommended Improvement	Opportunity
Sequoia	Renovate	Update existing lab spaces
Central Plant	Renovate	Redesign for electric, update SLD
Gullo I	Renovate	Building has water damage, leaking pipes
Gullo I/Physical Education Pathway	Renovate	Redesign without stairs
Physical Education Slope	Renovate	Regrade to make more usable
Physical Education & Gymnasium	Renovate	Remodel locker rooms and gymnasium, improve maintenance access
(Old) Student Services Building	Repurpose	Repurpose for new uses
(Old) Admin and Records	Repurpose/ Renovate	Repurpose for new uses, improve maintenance access, replace transformer
Library/Educational Technology Center	Repurpose/ Renovate	Redesign study areas and student-centered spaces
Gullo I	Repurpose/ Renovate	Repurpose bookstore, fix plumbing and lighting
(Old) SSC Patio	Remodel	Add tables and chairs and more shade
(Old) Student Services Building	Remodel	Insulate piping in Mechanical Room
Amphitheater	Remodel	Redesign path to the top seats
Central Green	Remodel	Redesign with seating and more activation
Gullo I Cafeteria Patio	Remodel	Redesign paths and landscaping
Gullo I Lawn	Remodel	Redesign with seating and more activation
Gullo II Plaza	Remodel	Redesign for more activation
Language Arts Pathway	Remodel	Redesign with seating and more activation
Language Arts Patio	Remodel	Redesign paths and landscaping
LETC	Remodel	Install cooling System in IDF Room LE-102
LETC Back Patio	Remodel	Add tables and chairs
Montgomery Hill Observatory	Remodel	Redesign paths and landscaping
MS3	Remodel	Maintain mechanical room insulation and fully insulate the HHW system
Pathways	Remodel	Improve pedestrian safety with traffic calming devices
Performing Arts	Remodel	Insulate HHW system around pumps
Recreation Field Deck	Remodel	Add shade
Recreation Picnic Area	Remodel	Add shade
Secondary Pathway	Remodel	Improve pedestrian safety
Western Circle	Remodel	Add tables and chairs

Evergreen Valley College

Facilities Name	Recommended Improvement	Opportunity
(Old) Student Services Building	Maintenance	Fix leak in Mechanical Room
Admissions and Records	Maintenance	Install better maintenance access
Campus Electrical	Maintenance	Document and verify site distribution.
Campus-wide	Maintenance and replace	Exterior electrical gear on older buildings shows significant signs of wear and rusting, suggesting it may be nearing the end of its life cycle
Campus-wide	Maintenance	Improve equipment access for safety
Central Plant	Maintenance	Provide updated SLD label
Classroom Technology	Maintenance	Update displays, lighting, AV, and FF&E
GE Grove Landscaping	Maintenance	Return to natural landscape
Gullo II	Maintenance	Address deteriorating rooftop pipework insulation, protect and maintain aging exhaust equipment
Gymnasium	Maintenance	Install better maintenance access
Parking Lots	Maintenance	Resurface
Photovoltaic Yard	Maintenance	Clear vegetation, fix PV connection points on the switchboard, fix/install drive motors/heliostats so panels can be pointed the right way
Visual Arts	Maintenance	Provide label for switchboards, panel boards, and circuit breakers, fix Unit EF-B9 (It is vibrating and making noises)

San José City College

Facilities Name	Recommended Improvement	Opportunity
Basic Needs Center	Potentially new	In a student-centered location
Childcare Development Center	Potentially new	In a student-centered location
Large Conference Rooms	Potentially new	In a central location
Medium Meeting Rooms	Potentially new	In a central location
Multi Cultural Complex	Potentially new	In a central location
New Central Building	Potentially new	In a central location
Places to get food	Potentially new	In more places
Storage for maintenance	Potentially new	In each building
Student Activity Center	Potentially new	In a central location
Touchdown spaces	Potentially new	In each building
100 Building	Remove	Replace with surface parking or future campus infill
Campus-wide	Remove	Remove storage items from mechanical and electrical rooms to increase safety
Business Education	Remove/Reno/Replace	Trees encroaching on building foundation
General Education	Remove/Reno/Replace	Has poor program fit
Theater Arts	Remove/Reno/Replace	Any improvements to the building will require a full ADA upgrade
Building 200	Replace	Replace gas-fired equipment and electric DHW boiler with heat pumps
Business Education	Replace	Replace gas-fired equipment and electric DHW boiler with heat pumps, Cover ground-mounted condenser unit with a permanent cover
Campus Lighting	Replace	Replace lighting that do not meet Title 24 energy standards
Central Plant	Replace	Controls are 25 years old and proprietary
Cosmetology	Replace	Replace Domestic hot water heater, boilers, corroded heat pump
Equipment Access	Replace	Carbon fiber guard rail on roofs disintegrating and loose
General Education	Replace	Replace main switchboard.
Library	Replace	Replace controls and aging AHUs
Multi-Disciplinary	Replace	Replace electric DHW with heat pumps
Parking Garage	Replace	Replace with a new "A"key
Science Complex	Replace	Replace electric and gas fired DHW system with heat pumps
Student Center	Replace	Controls are 25 years old and proprietary

San José City College

Facilities Name	Recommended Improvement	Opportunity
Technology Center	Replace	Replace AHU with multi-fan array and a minimum of six compressors
Theater Building	Replace	Replace AHU and HVAC, replace gas-fired DHW with heat pumps
Track and Field, Bleachers	Replace	Replace bleachers and press box
Wellness Center	Replace	Replace electric DHW with heat pumps
Cosmetology and Reprographics Plaza	Renovate	Renovate existing, expand or relocate
General Education	Renovate	Add a back up cooling system for Electrical and MPOE rooms
General Education Parking Lot	Renovate	More SJCC identity on Moorpark Frontage
Jaguar Gym	Renovate	Design to support adjacent open spaces
Leigh Avenue and Kingman Frontage	Renovate	Add a vehicular entrance, parking, and signage
Multidisciplinary Frontage	Renovate	Redesign for more open space utilization, more SJCC identity
Science Complex	Renovate	Convert some classrooms to laboratories
Science Parking Lot	Renovate	More SJCC identity along fence line along Moorpark frontage
Soccer Field	Renovate	Remove baseball seating, redesign for more usable recreation, add a pedestrian entrance
Theater Plaza	Renovate	Redesign for more utilization
Theater/Drama Frontage	Renovate	Redesign for more utilization, more SJCC identity on Moorpark frontage
Reprographics	Repurpose	Potentially relocate to District Office
Student Center	Repurpose	Repurpose bookstore and adapt cafeteria
Technology Center	Repurpose	Remove SJCC programming and replace with revenue generating uses
Wellness Center	Repurpose	Increase utilization
Adaptive PE	Relocate	In a location near parking
Admin and Finance	Relocate	Does not need to be in a central location
Dental Program	Relocate	In a location near parking
District Office	Relocate	Potentially in the Technology Center
President's Office	Relocate	Does not need to be in a central location
Business Garden and Pathway	Remodel	Redesign for more utilization
Career Technology Corridor	Remodel	Add low-maintenance landscaping
Central Lawn	Remodel	Design for more activation
Central Plant	Remodel	Install a chiller for redundancy/spare capacity

San José City College

Facilities Name	Recommended Improvement	Opportunity
General Education	Remodel	Install back up cooling for the MPOE
General Education Picnic Area	Remodel	Add low-maintenance landscaping
Leigh Avenue Parking Garage Frontage	Remodel	More aesthetic identity
Leigh Avenue Surface Parking Lot Frontage	Remodel	More aesthetic identity
Leland Drop Off	Remodel	Redesign the entry experience
Library	Remodel	Not enough rear access clearance for substation and MSB
Maintenance and Operations	Remodel	Install sprinklers
Moorpark and Leigh Entry Plaza	Remodel	More SJCC identity
Moorpark Frontage and Parking Lot	Remodel	More SJCC identity
Multi-Sports Field	Remodel	More landscaping at residential edge
Southern Campus Border	Remodel	More landscaping at residential edge
Student Center Dining Garden	Remodel	Redesign for more utilization
Student Center Cafeteria	Remodel	Minimize view of back of house
Student Center Main Plaza	Remodel	Complete "the Smile"
Student Center/Library Plaza	Remodel	Redesign for more utilization and improve lighting
Tech Center	Remodel	Install more AHUs for energy efficiency and backup
Bascom Parking Lot	Maintenance	Resurface
Building 100	Maintenance	Coat AC Unit galvanized ductwork
Campus-wide	Maintenance	Classroom Technology: Update displays, lighting, AV, FF&E
Campus-wide	Maintenance	Clean and clear storage from electrical and mechanical rooms
Campus-wide	Maintenance	Improve equipment access for safety
Campus-wide	Maintenance	Install Earthquake Valves on all buildings (not just Wellness Center, SC, and Building 200)
Campus-wide	Maintenance	Provide labels for the latest SLD next to switchgear, document campus-wide electrical/lighting demand and load distribution
Campus-wide	Maintenance	Update lighting to meet energy standards
Central Plant	Maintenance	Label equipment, fix refrigerant leak system, install a chiller, replace controls
Science Complex	Maintenance	Fix the main meter

Figure 2.1. Evergreen Valley College - Potential Changes

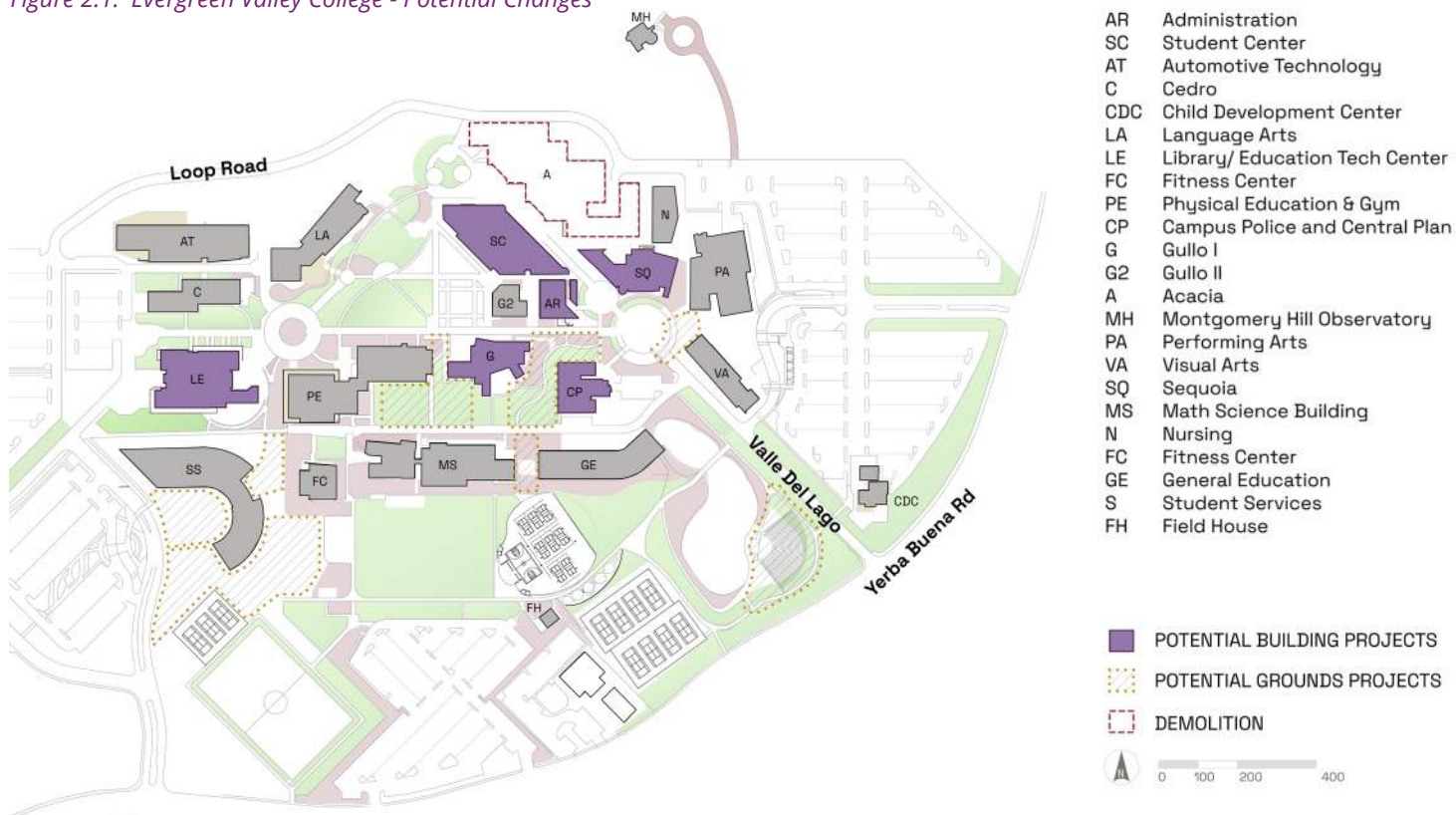
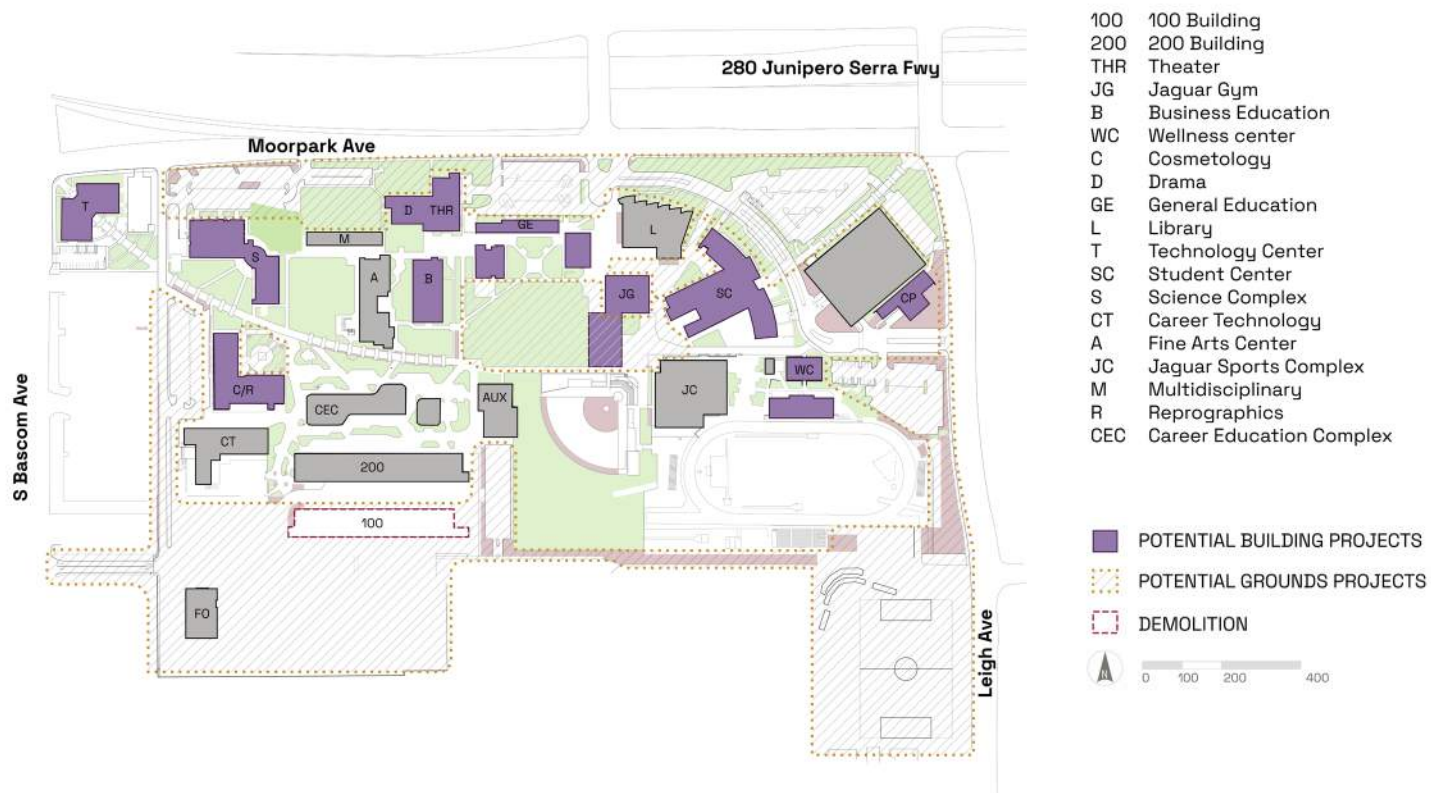


Figure 2.2. San José City College - Potential Changes



Chapter 1 | Introduction

SJECCD Facilities Overview

SJECCD History

SJECCD Organization

Related Plans

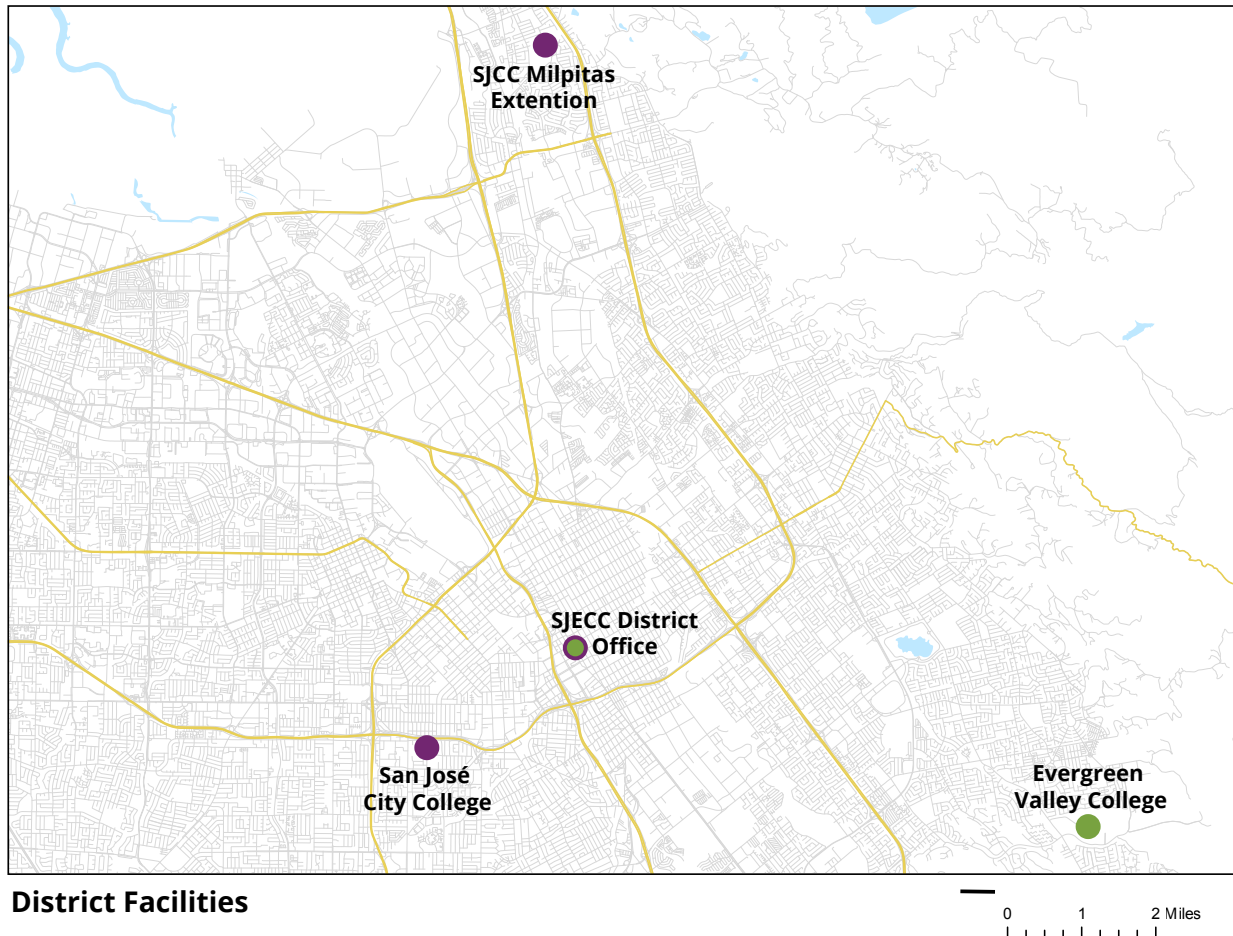
Outreach Process

FMP Update 2027-2037

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SJECCD Facilities Overview

Figure 1.1. Map of the San José Evergreen Community College District Facilities



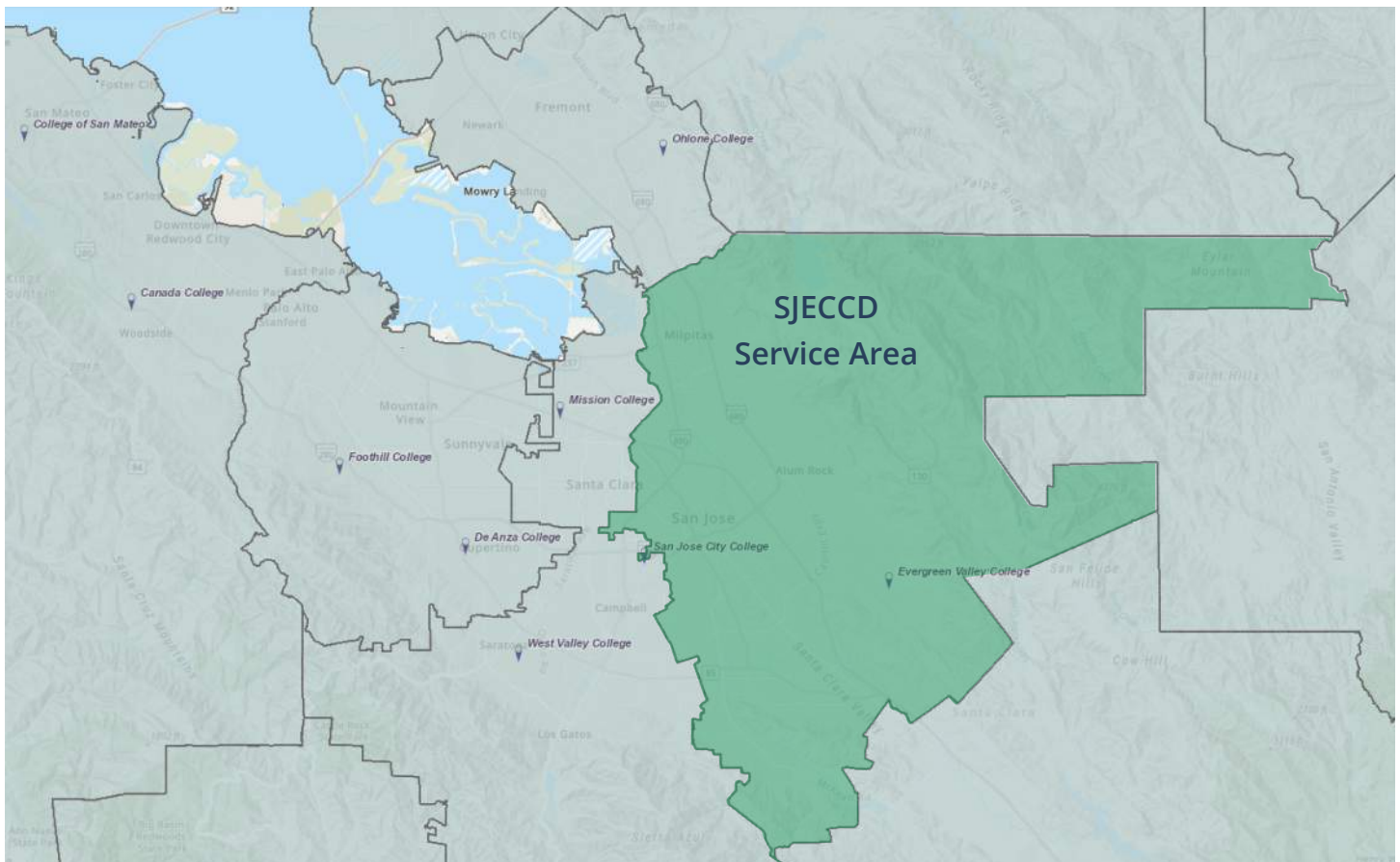
The San José Evergreen Community College District (SJECCD) Facilities include its District Office, Evergreen Valley College, San José City College and Milpitas Extension. The campuses and facilities amount to 1.6 million gross square feet of building space and 160 acres of land, serving approximately 19,000 students per semester. SJECCD also offers various community education and non-credit programs to address the lifelong learning needs at off-campus facilities that will not be covered in this Facilities Master Plan.

SJECCD Service Area

The SJECCD is located in the heart of Silicon Valley, in part of the bustling San Francisco Bay Area mega-region. The District functions in a geographic environment that is well-served by a large number of educational institutions, including the other community colleges in the larger Bay Area region. There are 5 community college districts serving Santa Clara County.

The District includes the areas served by Milpitas Unified School District, San José Unified School District, and East Side Union High School District. The SJECCD Service Area encompasses more than 300 square miles, including most of the city of San José and all of the city of Milpitas.

Figure 1.2. Map of Service Areas for SJECCD and adjacent Community College Districts



SJECCD History

San José Evergreen Community College District (SJECCD) is comprised of San José City College (SJCC), which was the first community college in Santa Clara County, established in 1921; Evergreen Valley College (EVC), established in 1975; and the San José Evergreen Community College Extension at Milpitas, established in 2016.

The San José Evergreen Community College District was officially formed in 1963, separating San José City College from the San José Unified School District to create an independent entity focused on higher education. In 1975, the District opened Evergreen Valley College (EVC) to serve the growing population in the Evergreen area of San José. In 1986, the District was renamed to be the San José Evergreen Community College District.

San José City College (SJCC)

San José City College (SJCC) opened its doors in 1921 to a class of 81 students. It is the oldest community college in Santa Clara County and one of the 10 oldest in California. Known at first as San José Junior College, SJCC was located in downtown San José, and was overseen by San José State College until 1953, at which time it was moved to the present Moorpark Avenue location and managed directly by San José Unified School District. The College's name was changed in 1958 to San José City College.

For 61 years the San José City College campus has been located in downtown San José. Through the 1960s and 1970s San José City College owned more property than it does currently. The boundaries of SJCC stretched east from Bascom Avenue to Menker Avenue. Portions of this property were sold off for the development of Interstate 280 and traded to incorporate the current land which is now used for athletics and a multipurpose field.



Photo: SJCC Student Center



Photo: SJCC Football Field and Track

Evergreen Valley College (EVC)

Evergreen Valley College occupies 163 acres in the southeastern foothills of San José adjacent to Yerba Buena Road. Planning for the college began on July 1, 1964, when the SJECCD separated from San José Unified School District and officially became an independent college district. The site for a second community college was purchased in 1967 and named Evergreen Valley College in 1970. The first two buildings were occupied in 1975.



Photo: Aerial of EVC Campus

SJECCD District Office

The SJECCD District Office, at 89 Post St in San José, is a 41,570 square foot, seven story office building in downtown San José. The District purchased the building in 2014, and renovated it using Measure X funds following the last FMP Update.

The District Office houses the Chancellor's Office, central administration for the District, Human Resources, Fiscal Operations, Management Planning and Information Services, and Institutional Research functions. As the District Office was recently renovated and the District considers it to be functioning well as is, the FMP will not focus significantly on this facility.



Photo: District Office in Downtown

Milpitas Extension

San José City College manages the Milpitas Extension, which was established at 1450 Escuela Parkway in Milpitas in 2016. The Milpitas Extension is a special partnership between the Milpitas Unified School District (MUSD) and the San José Evergreen Community College District (SJECCD).

The Milpitas Extension is a 12,769 square foot facility that includes some of the most technologically-advanced classrooms in the District, and serves as an example of what is possible.



Photo: Milpitas Extension Campus

High School Dual Enrollment

In addition to offering educational services to students, both San José City College and Evergreen Valley College offer dual enrollment programs to area high schools and charter high schools to provide higher education opportunities to historically underrepresented students.

SJCC operates the Milpitas Extension. The Milpitas Extension is a unique collaboration between the Milpitas Unified School District (MUSD) and the District that established an Educational Innovation Lab. Since the conception of this joint effort, the landscape has changed to allow capacity to implement innovative programs, have a fluid operation, and to develop new academic pathways that will shorten the time to degree completion, enhance the student experience, and develop best practices in dual enrollment and collaborative efforts between a California community college and a K-12 district.

Evergreen Valley College offers dual enrollment courses, called academies, that blended theory and praxis by pairing lectures with extensive hands-on learning, in a 'summer-camp,' exploratory style of learning.

SJECCD Organization

Governing Board

The District is governed by a seven-member Board of Trustees. Trustees are elected by the voters in their respective trustee areas to serve four-year terms. The Board is responsible for setting policies and making decisions that affect the District's operations, budget, and strategic direction.

Chancellor and Administration

The Chancellor is the chief executive officer of the District, responsible for implementing the Board's policies and overseeing the District's operations. The Chancellor works with college presidents, administrative staff, and faculty to ensure the District's goals and objectives are met.

College Leadership

Each college within the District is led by a President, who manages the day-to-day operations of their respective institution and reports to the Chancellor. The Vice Presidents for Academic Services, Student Services, and Administrative Services at each campus report to their respective Presidents.

Funding Structure

SJECCD is a "Basic Aid" District. A small number of California community college and school districts are referred to as "Basic Aid" or "Community-Supported" districts because they are funded differently than other districts. A district becomes "community-supported" when its share of local property taxes plus student fees exceeds the state funding guarantee as determined by state formula. Community-supported districts do not receive state apportionment funds based on enrollment (FTES), but instead keep the higher revenues as local property tax values accumulate above the state apportionment.

As property tax revenues in San José increase, the District's share of those revenues increases, so most of the District's revenues are not dependent on the state budget and are not based on enrollment levels. Tax revenues may also go down, and subsequently impact District budgets. The other community-supported college districts in the Bay Area are Marin, West Valley/Mission and San Mateo.

Past Bonds

In 1998 the voters of the San José Evergreen Community College District passed a bond initiative (Measure I) to secure funding for building and remodeling facilities on both campuses. This was followed by the passing of a second bond (Measure G) in 2004, a third bond (Measure G) in 2010, and the most recent bond (Measure X) in 2016.

Comprehensive facilities planning for the two campuses was last completed in 2016 in the form of two separate Facilities Master Plans for San José Community College and Evergreen Valley College. These plans informed the use of the 2016 Measure X Bond funding. These bonds, coupled with state funds and private donations, have revitalized the infrastructure of both Colleges, District Office, and the College Extension. Among other amenities, students now enjoy new, state-of-the art libraries with learning resource labs and technology centers, innovative student services facilities and programs, new classrooms and science labs on both campuses, career and technical education labs and equipment, refurbished athletic and physical education facilities, modern student centers with bookstores, dining areas, collaborative work and study space, and more.

Facilities developed with Measure X funding continue to be delivered as of this writing, including a new Career Education Complex at San José City College, and new Student Services and Administration, General Education, and Nursing Buildings at Evergreen Valley College.



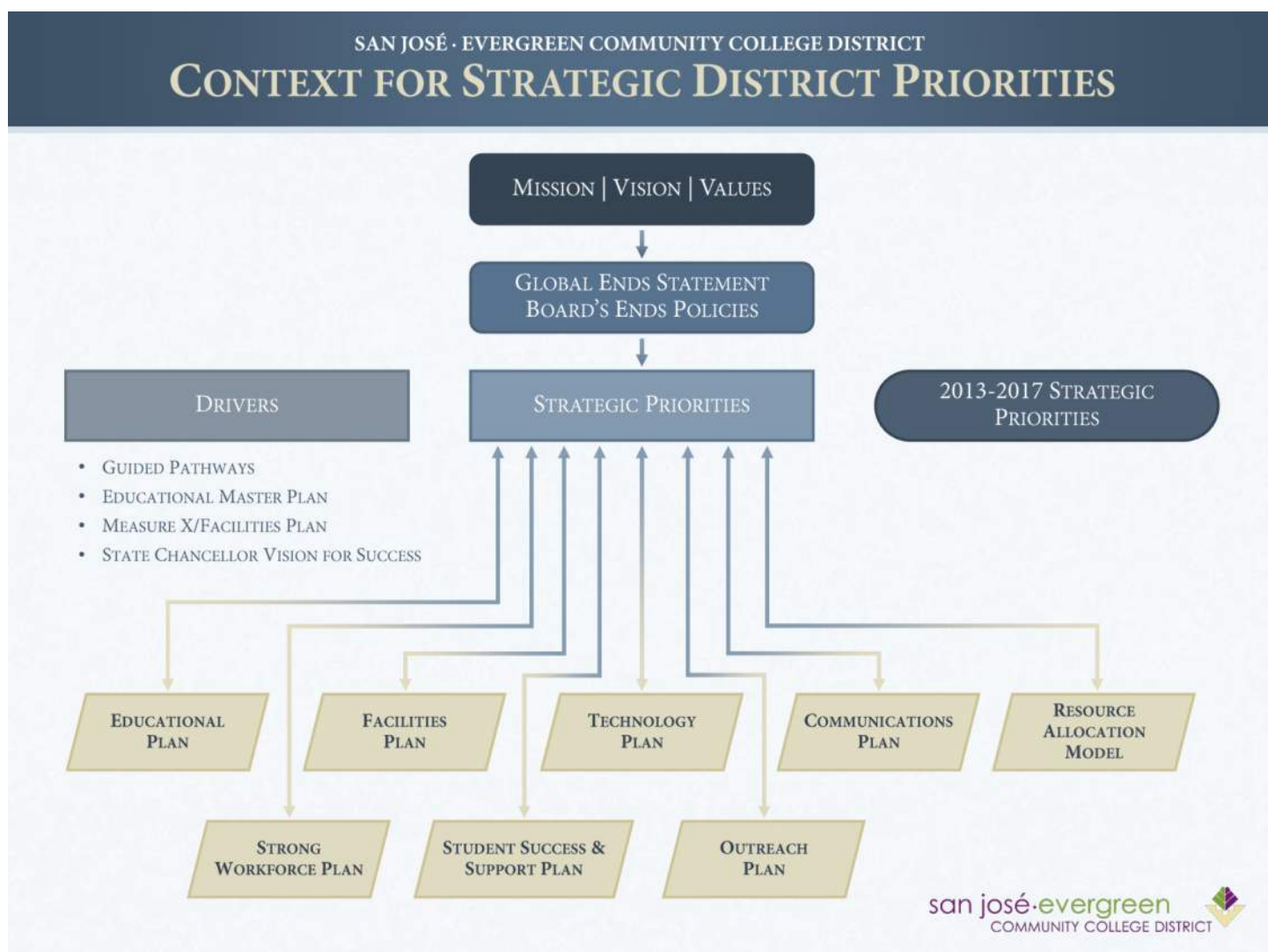
Photo: The new Student Services and Administration Building at Evergreen Valley College that opened in fall 2024 was one of several new buildings that resulted from the previous Facilities Master Plan Update. The SJECCD FMP update for 2027-2037 will include a new list of district-wide improvements.



Photo: The Career Education Complex, under construction at San José City College, was funded by Measure X.

Related Plans

Figure 1.3. SJECCD flow chart mapping out the Context for Strategic District Priorities



The FMP Update for 2027-2037 will address the needs of the San José Evergreen Community College District facilities and summarize the necessary improvements to align with the overall mission, goals, and operational needs of the campuses, California Community College Chancellor's Office goals, California Requirements, and builds on the foundations laid by previous District and campus plans.

Mission | Vision | Values

The San José Evergreen Community College District's Facilities Master Plan (FMP) will be written to align with previous and ongoing District and campus plans by building upon established goals articulated in the Educational Master Plans. The FMP aims to create modern, efficient, and sustainable facilities that support the District's mission of fostering student success and serving the community effectively.

The District offers a wide range of academic programs, including associate degrees, certificate programs, and transfer pathways to four-year universities. The District maintains strong ties with the local community and industries, collaborating on initiatives that support workforce development, economic growth, and educational opportunities. The District also provides student support services, such as counseling, tutoring, financial aid, and career services, to help students succeed academically and professionally.

SJCC Mission Statement

The mission of San José City College is to provide student-centered and culturally responsive curriculum and services for career pathways, university transfer, and life-long learning. We strive to accomplish this by promoting an inclusive, multicultural learning community that values social justice, along with excellence in teaching and learning.

SJCC Vision Statement

Through a framework of equity, San José City College will be an exceptional learning environment that challenges and empowers students through teaching excellence, robust student support programs, and innovation in order to prepare students to succeed and thrive in a dynamic global environment.

EVC Mission Statement

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can prosper.

EVC Vision Statement

To be the leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment.

Global Ends Statement

The San José Evergreen Community College District exists to ensure all students, especially those with educational and/or socioeconomic challenges, will have the skills and capabilities to be successful in the next stage of their life, sufficient to justify the use of available resources.

Ends Policies: Student Success

The San José Evergreen Community College District will improve student success through enhanced educational services and programs and strengthened community engagement.

Included in Student Success:

- Transferability (All students, especially under-prepared students, will achieve academic success sufficient to transfer (EVC, SJCC) to a four-year post-secondary institution.)
- College Readiness (Students will develop the language skills to succeed in college, the ability to analyze, synthesize, and evaluate information, and will be able to effectively communicate with others and successfully work collaboratively in culturally diverse settings.)
- College Experience (Enrichment opportunities will exist to enhance the learning environment and support student success.)
- Degree and Certificate Completion (Students will complete degrees and certificates to enter the workforce.)

Ends Policies: Community Impact

As a leader in the Silicon Valley, the San José Evergreen Community College District will be an active partner with civic and other community leaders to create a strong economy and foster social-economic equity and social justice.

Included in Community Impact:

- Career Development (Students will acquire skills sufficient to get, keep, and progress in jobs with local employers, particularly in high wage/high growth areas, for all students, especially for: under-prepared students; older displaced students; and young people at the start of their careers.)
- Community, business, industry and trades partnerships/collaborations (The District will collaborate with business, industry, and the trades for high employment in quality jobs through job placement, internships, mentorships and philanthropic development.)

Educational Master Plans

Both SJECCD campuses completed Educational Master Plans that were reviewed and adopted by the Board of Trustees. San José City College's Educational Master Plan was approved December 2021 and Evergreen Valley College's Educational Master Plan was approved June 2022.

Educational Master Plans establish each College's long-term goals and measures for serving its surrounding community through quality educational programs and services. Educational Master Plans also provide the foundation for the creation of subordinate master plans addressing areas such as facilities, technology, strategy, enrollment management, human resources, and others.



Technology Plans

The District Technology Master Plan was completed in April 2024. Both Evergreen Valley College and San José City College have Technology Master Plans in place. EVC adopted its Technology Master Plan in 2017, while SJCC completed their plan in 2018. Major directions related to technology will be integrated into the FMP.

ADA Assessments

Both Evergreen Valley College and San José City College are strongly committed to providing access to education, and specifically to the College campuses. Both campuses face challenges providing access to campus, including, but not limited to, malfunctioning elevators at SJCC, and grade changes at EVC.

Under Measure X, a comprehensive ADA Study was completed at both campuses. It created a list of over 10,000 deficiencies, and over 50% of these have been addressed.

Previous Facilities Master Plans

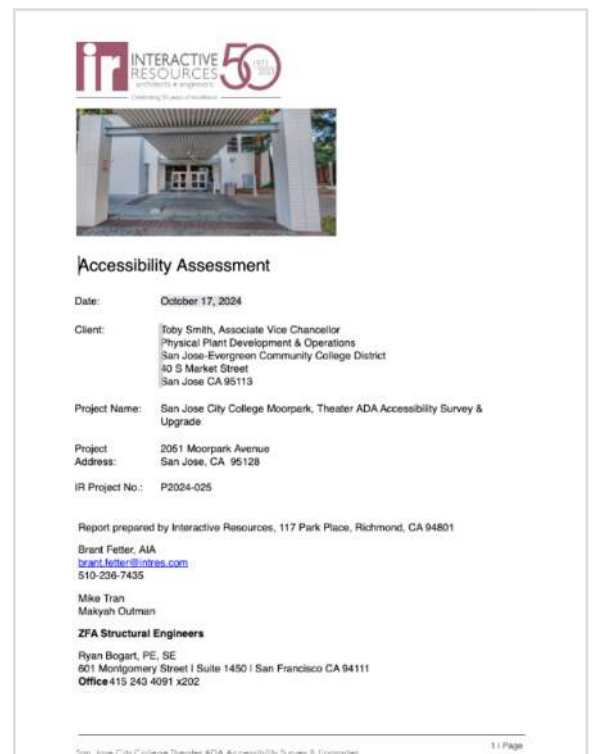


Photo: Examples of prior Master Plans and Assessments

The plans that the FMP Update will build on include the [San José City College Facilities Master Plan “Vision 2030” \(2016\)](#) and associated updates, and [Evergreen Valley College 2025 Facilities Master Plan \(2011\)](#).

Both plans include content central to planning for the future of the campuses such as the physical context surrounding FMP development with regard to circulation, open space, buildings and utilities and the demographic trends facing the colleges.

Both plans establish data-based projections for future enrollment and space needs by division. The plans lay out the existing conditions of the campuses, the vision for the future for major campus systems, a program of work to implement planned projects, and cost estimates for construction and the total cost of ownership. Both of these previous FMPs assumed an increase in the total number of students on campus from a 2009 baseline.



Photo: The 2025 FMP will build on past FMP work at each College.



Figure 1.4. 2011 SJCC (above) and 2016 EVC (below) maps of planned future conditions



Outreach Process

Engagement of District leadership and campus communities is an essential part of the planning process and includes many opportunities for faculty, classified professionals, and students to shape the plan in alignment with the District's commitment to inclusive planning and decision-making processes. Key stakeholder groups that provide input and feedback on the FMP development process include:

- The Facilities Task Force
- Campus communities at large
- Individuals with specialized knowledge about facilities on each campus
- District Leadership & Administrators at EVC and SJCC

The Facilities Task Force

The Facilities Task Force plays a vital role in the development of the plan, providing expertise and advice during the planning process and throughout plan development. The District reached out to the Academic Senate, Classified Senate, and Student Government Association at each campus to request representatives to serve on the Facilities Task Force. All of the representatives forwarded via the constituent groups were invited to serve on the Task Force. The Facilities Task Force includes:

District	Evergreen Valley College	San José City College
• Edwin Chandrasekar - Project Sponsor/Facilitator • Toby Smith - AVC Physical Plant Development and Operations • Sue Dale - District Managed Facilities • Bala Kappagantula - Information Technology Representative • Ryan Brown - Public Information Officer	• Angel Fuentes - Academic Division Dean • Kathy Tran - Finance/ Business Service Representative • Michael Osorio - Student Division Dean/Director • Joséphine Aguirre - Classified Professional Representative • Edgar Jimenez Granados - Student Representative	• Misty Stroud - Academic Division Dean • Saloshni Chand - Finance/ Business Service Representative • Blake Balajadia - Student Division Dean/Director • Mark Branom - Faculty Representative • Yesenia Ramirez - Classified Professional Representative • Pratham Tated - Student Representative

Outreach Efforts

- Phase 1 of the FMP development process began in the Spring of 2024 with kick-off meetings with the Chancellor's Executive Cabinet, Presidents' Cabinets at each campus and stakeholder interviews with Vice Presidents and technical experts at each facility.
 - A survey was sent out to employees and students in May 2024, which garnered 517 responses.
 - The Facilities Task Force held meetings in June, September, and November 2024 to review progress on the Facilities Master Plan.
 - The planning team conducted a series of site tours during the summer of 2024 to look at the campus grounds, buildings, and infrastructure on EVC, SJCC, and Milpitas Extension campuses.
 - The planning team also engaged in intensive data gathering throughout the process.
- Phase 2: Analysis was shared in late October through a series of meetings with students and classified professionals at EVC and SJCC campuses and at a District-wide Faculty meeting.
 - Feedback from these meetings are summarized in this report and inform the development of a shared vision for the future of District Facilities.
 - Phase 2 ends with a presentation of this report to the Chancellor's Executive Cabinet and Presidents' Cabinets at each campus in November 2024.

Figure 1.5. The project timeline includes three phases. Phase 1 was data gathering. Phase 2 includes sharing findings with the community and completing this Existing Conditions Report to begin developing a vision. The future Phase 3 will be developing a draft plan for adoption.

Phase 2: Existing Conditions/ Potential Projects



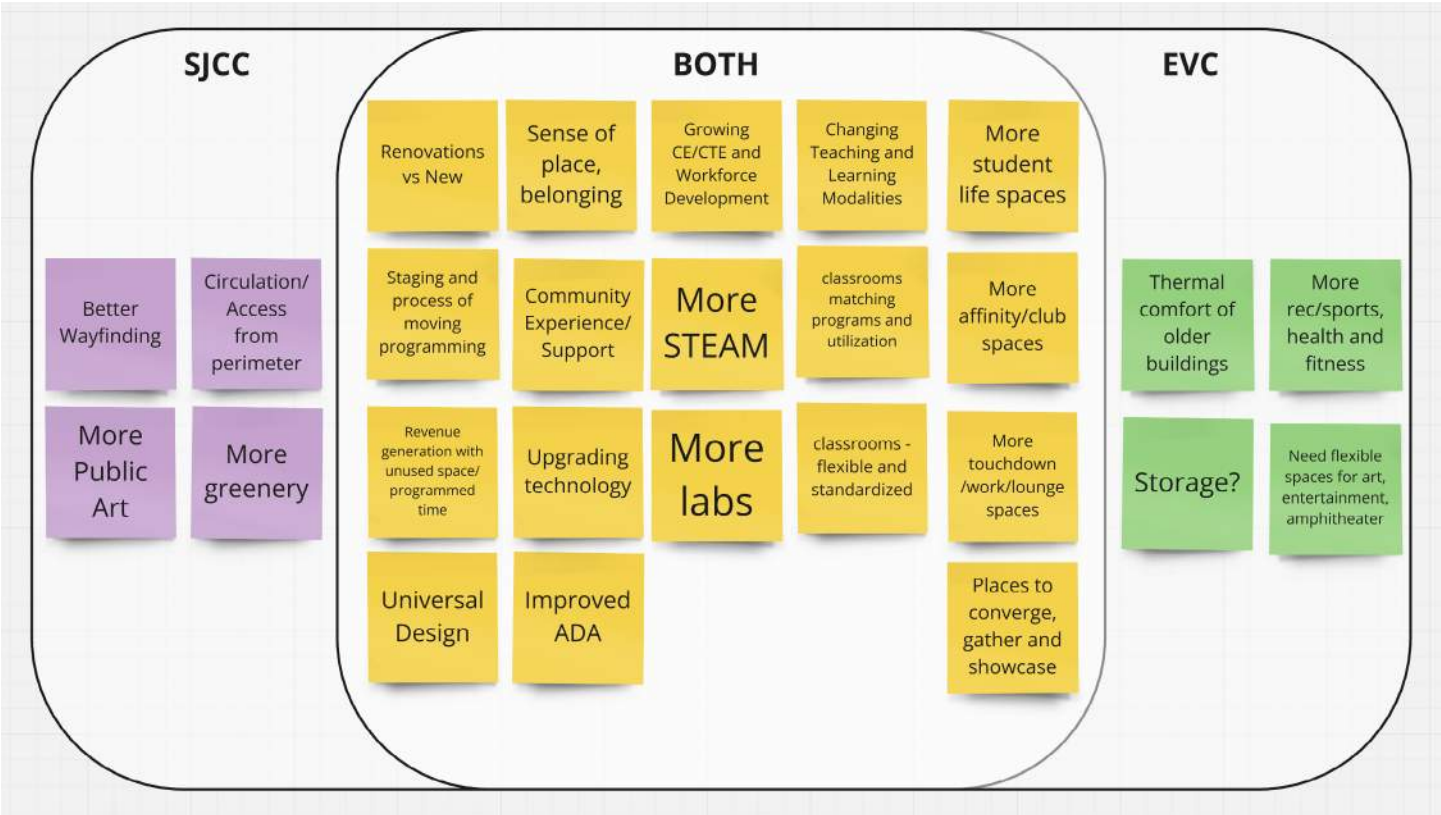
Survey

The Planning Team issued a survey in May 2024 to the District and campus communities asking where people spent the most time, what their role was, and what priorities they thought the FMP should address. The survey attracted 517 responses. Survey results were shared with leaders at the District and both Colleges at the beginning of the planning process for contemplation.

Survey data indicated that there was a somewhat even representation amongst the campuses and that the majority of responses came from students, though faculty, classified professionals and management were also represented.

Location		Representative Groups	
SJCC	52%	Students	64%
EVC	43%	Faculty	18%
District Office	3%	Classified Professionals	14%
Milpitas	2%	Management & Supervisory	4%

Figure 1.6. Survey responses were mapped in the graphic below.



Interviews and Site Tours

The team visited sites to tour campus grounds, buildings, and infrastructure. Information gathered informed Chapter 2 District Facilities Overview and Evaluation (buildings and infrastructure) and Chapter 4 Public Space and Sense of Place (grounds).

Tours included:

- EVC, VP of Administrative Services, Andrea Alexander
- EVC, Facilities Department Manager, Vincent Cabada
- EVC, Director of Student Development and Activities, Raniyah Johnson
- SJCC, VP for Administrative Services, Christopher Hawken
- SJCC, Facilities Department Manager, Joe Andrade
- SJCC, Director of Student Development & Activities, Blake Balahadia
- SJCC, VP Strategic Partnerships and Workforce Innovations, Maniphone Dickerson
- SJECCD, AVC Physical Plant Development and Operations, Toby Smith
- SJECCD, District-Managed Facilities, Sue Dale
- EVC and SJCC Maintenance Manager, Art Rodriguez
- Milpitas Extension Director, Azam Awan

Interviews were also conducted with:

- EVC, VP for Academic Affairs, Matais Pouncil
- EVC, VP for Student Affairs, Howard Willis
- SJCC, VP for Academic Affairs, Jamail Carter
- SJCC, VP for Student Affairs, William Garcia



Photo: The Existing Conditions Report combines on-site research through campus site tours, data gathering, interviews, and outreach and involved stakeholders at EVC, SJCC, and Milpitas Extension Campuses.

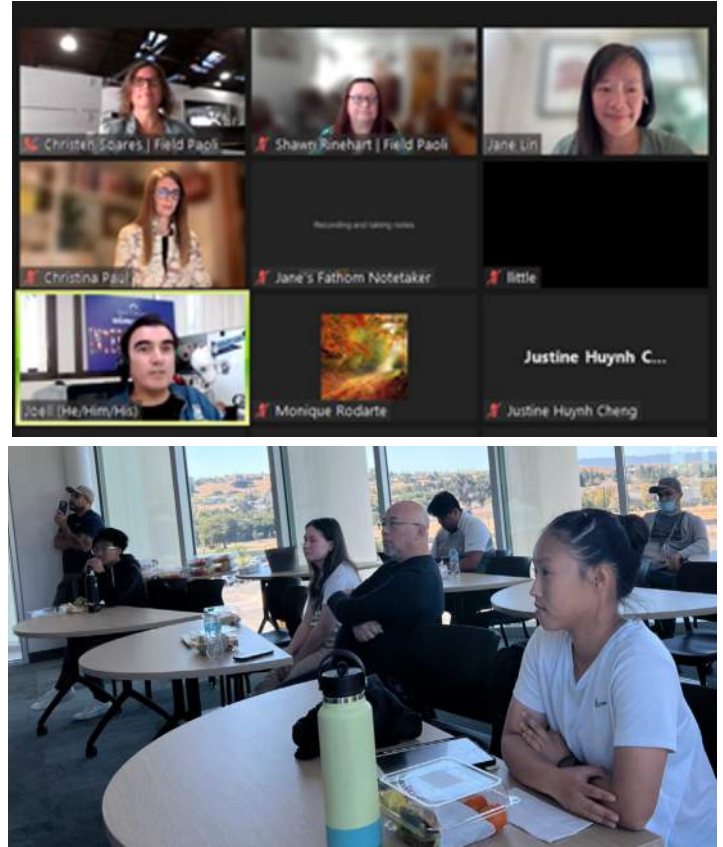
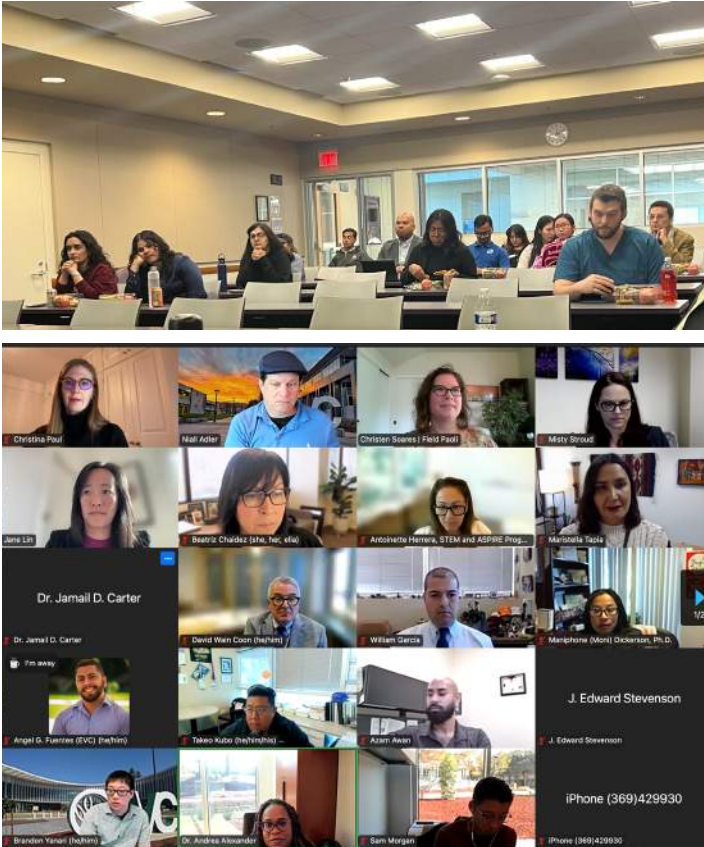


Photo: Images from Outreach Meetings both virtual and in-person

Outreach Meetings

The team presented impressions from existing conditions studies with findings from tours, interviews, and data at a series of outreach meetings to students, classified professionals and faculty in October 2024. The meetings included:

- October 17 in-person EVC FMP Lunch and Learn
- October 21 in-person SJCC FMP Lunch and Learn
- October 22 virtual EVC FMP Classified Professionals Meeting
- October 23 virtual SJCC FMP Classified Professionals Meeting
- October 25 virtual SJECCD FMP District-wide Faculty Meeting
- November 12 virtual SJECCD District-wide Administrators Meeting

The planning team will continue to work with the Task Force and Leadership to develop engagement opportunities at each major milestone in plan development.

FMP Update 2027-2037

The FMP Update will provide a District-wide overview of the facilities that are needed to meet the evolving needs of students, faculty, staff, and the greater community. The FMP Update addresses campus-wide and building-level changes at a master-planning level. The development of architectural plans and the moves necessary to carry out changes will be addressed during the plan implementation phase that follows the FMP.

To ensure that District-wide physical resources effectively support District vision and goals at each of the campuses and District locations, the final Facilities Master Plan will include:

- Infrastructure and Sustainability Improvements
- Grounds Improvements
- Building Improvement
- High-Level Space Planning
- Cost Estimates and Project Prioritization

The FMP will ensure that space needs match the curriculum requirements, creating modern teaching facilities and providing adequate support services to meet students' needs. This involves incorporating input from academic programming reviews and aligning facilities with future program growth projections.

The FMP will also include building programming that provides direction on optimizing the use of existing and planned facilities in order to further the mission of the District and encourage use of the campuses.

The plan will emphasize creating indoor and outdoor environments that support student success, including improved accessibility, diversity, equity, and inclusion. These priorities reflect ongoing efforts to enhance the overall student experience as outlined in previous strategic and master plans.

The FMP will incorporate sustainability goals, such as energy efficiency, water conservation, and efforts towards carbon reduction, which are consistent with District Resolution No. 101320-6 supporting climate change and environmental sustainability.

The FMP will include plans for upgrading outdated infrastructure, modernizing the electrical, lighting, plumbing, and HVAC systems, and constructing energy-efficient, technology-driven classrooms and laboratories. These upgrades build on the needs identified in previous facilities assessments and bond measure projects (Measures G2004, G2010, and X2016).

The FMP will include provisions for integrating advanced technology in classrooms and labs, consistent with the District's technology plans. This ensures that facilities are equipped to support contemporary educational practices and future technological advancements.

The FMP will include a systematic approach for monitoring, evaluation, and plan succession to ensure continuous improvement and alignment with District goals over time. This is in line with previous plans' emphasis on accountability and ongoing assessment.

Facilities Master Plans are high-level planning documents. Following the acquisition of funding and more detailed project design with an architectural team, buildings and roadways often develop slightly differently than originally envisioned, but serve the same purpose as originally intended. Future enrollment projections will be determined as part of the FMP development process. Buildings that do not rise to first priority when it comes time to allocate funding may not be built.

Existing Conditions Report

This Existing Conditions Report is an assessment of current facilities, and is a result of the initial data gathering phase of the FMP development process. It evaluates the current condition, utilization, and adequacy of existing facilities. The Existing Conditions Report also begins to speculate on the current and future needs based on organizational changes. The refinement of a list of projects will be addressed in the next phase with the District and campus communities.

This Existing Conditions Report is presented as follows:

- Chapter 1: Introduction
- Chapter 2: District Facilities Overview
- Chapter 3: People, Programs and Space
- Chapter 4 Public Space Issues and Opportunities
- Chapter 5: Building Issues and Opportunities
- Chapter 6: Infrastructure and Sustainability
- Appendix A: Building Profiles
- Appendix B: Public Space / Public Life Study Results

Chapter 2 | District Facilities Overview

District Office

Evergreen Valley College

San José City College

Milpitas Extension

02

District Office

SJECCD facilities are made up of the District Office (DO), Evergreen Valley College (EVC), San José City College (SJCC), and the Milpitas Extension.

Facility Overview

The District Office was recently renovated, is in good condition, and is functioning well. It will not be a major focus of the FMP.

- This District Office contains 65 office spaces. The majority of these are single-occupancy offices, though some are shared, and can accommodate up to 21 stations.
- There are seven meeting and conference rooms on site.

Facility Issues

Outreach participants report:

- The District Office is hard to access and not welcoming to visitors in the design of its front doors and lobby
- There is a desire among District Office employees to move out of that space because it is inconveniently located to the other District facilities
- The District is spending ±\$100,000 annually on parking, which raises concerns about financial efficiency.

Facility Potential

Suggestions included the following ideas:

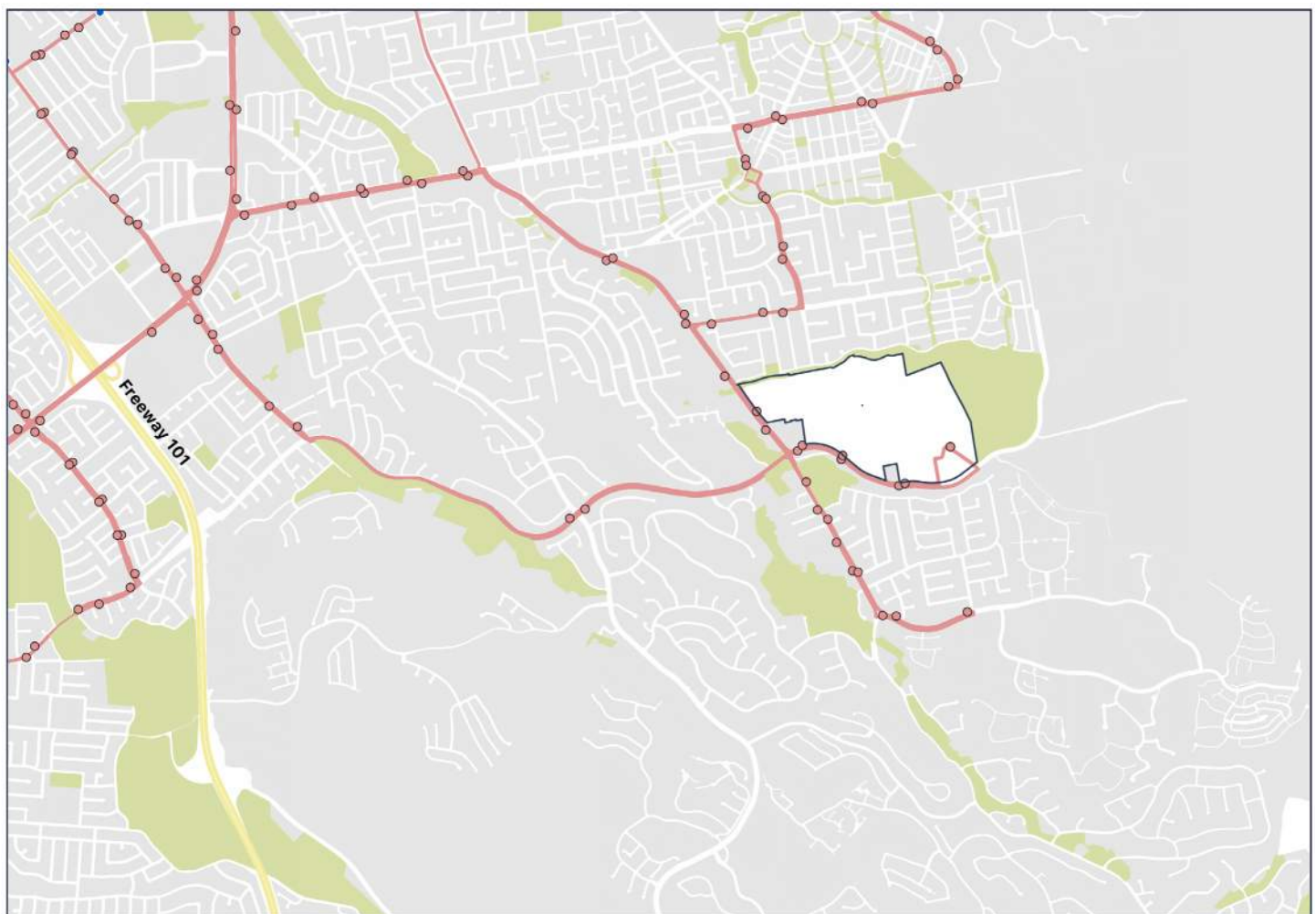
- Currently, the District Office is located downtown, but the idea of moving it to the Technology Building at SJCC or the Student Services and Administration Building at EVC has been raised.
- It was also suggested that selling the downtown office building may not be feasible and that it would show favoritism to be on one campus rather than the other.

Evergreen Valley College

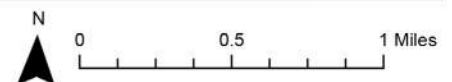
EVC Campus Access

Evergreen Valley College (EVC) is located in the Evergreen Valley neighborhood of San José, in the southeastern part of the City. The primary access to campus is by vehicle with transit service to the west side of campus. EVC is about 2 miles from the closest exit on US Route 101 (the Bayshore Freeway). The primary access is via long driveway roads off of arterial streets on San Felipe Road and Yerba Buena Road. There are sidewalks but no bike lanes. Small monument signs and digital signs mark the primary campus entrances.

Figure 2.1. EVC Campus Access



**Evergreen Valley Community College
Transit Access**



EVC Campus Context

The area is suburban in character, with Montgomery Hill rising to the east of campus. EVC occupies approximately 130 acres northeast of the corner of San Felipe and Yerba Buena Roads. The campus is laid out in a car-oriented manner, typical for the surrounding suburban area with the pedestrian core of the campus surrounded by large parking lots and sports fields.

To the south of campus, a retail center occupies the northeast corner of the San Felipe-Yerba Buena intersection. Park lands / open space occupy the land immediately south of Yerba Buena Road. To the east of campus, the campus abuts Montgomery Hill Park. The campus perimeter adjoins single-family residential neighborhoods on three sides with senior housing and single-family residential neighborhoods to the north, west across San Felipe Road, and south across Yerba Buena Road.

Figure 2.2. EVC Neighborhood Context

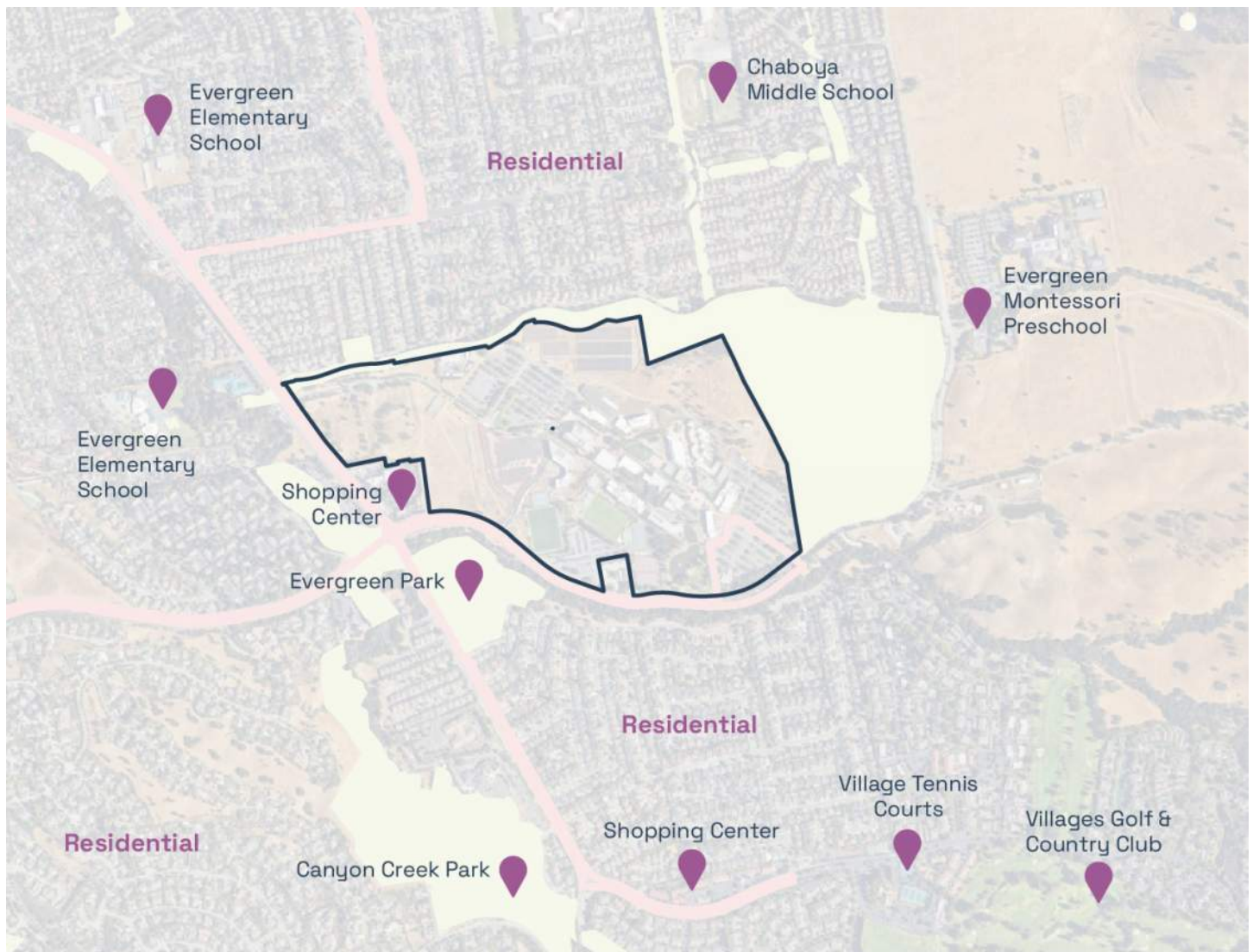
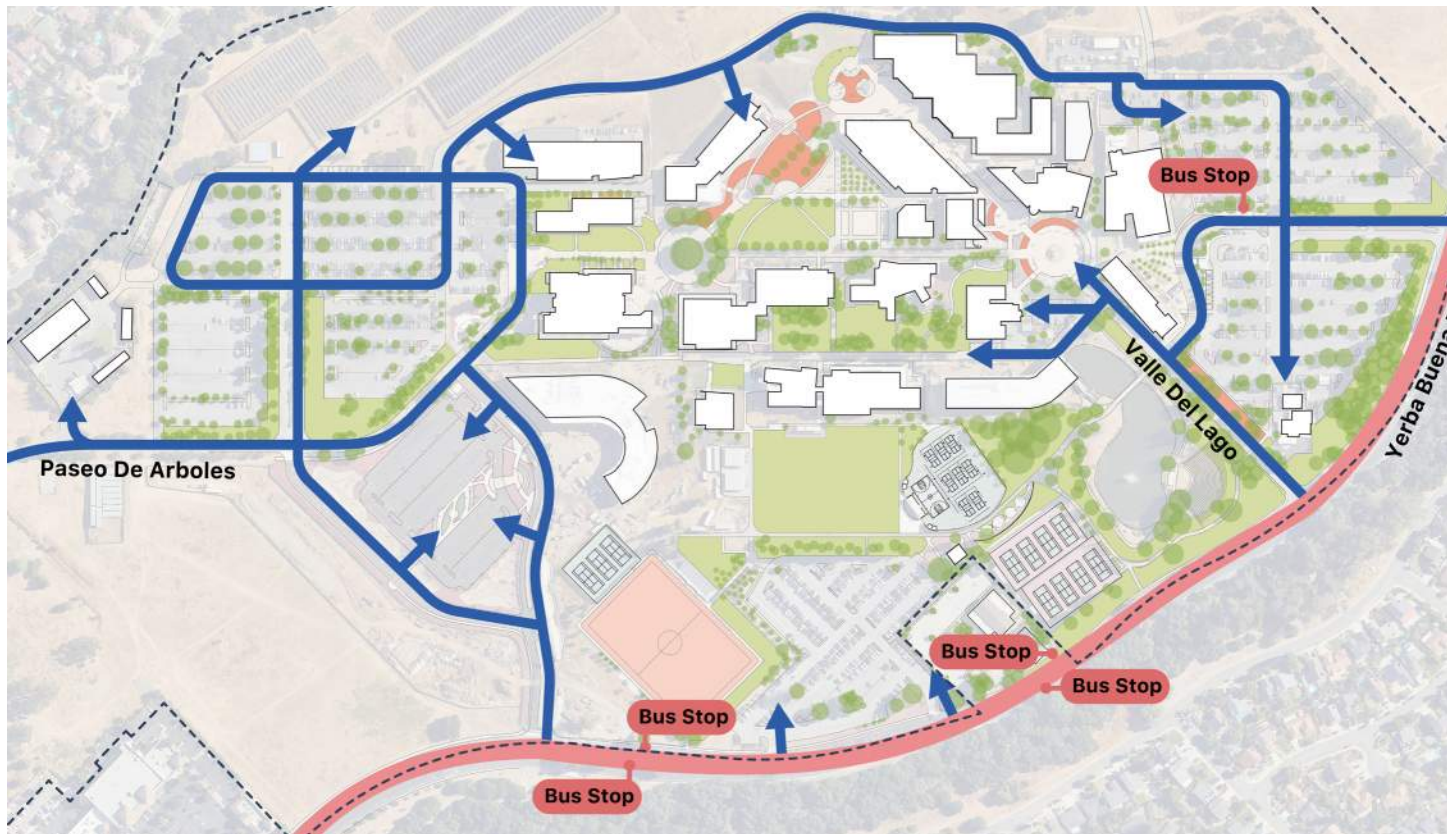


Figure 2.3. EVC Campus Access and Circulation



West Side

Paseo de Árboles, the main entrance off San Felipe Road, leads to a District Warehousing facility (approximately 2 acres), a District-owned Solar Field (approximately 7.5 acres), and the main parking lot to the west of campus. An additional 27-acre parcel, abutting the southwest edge of campus and northeast edges of the retail development, was designated by the District and College as surplus land in 2004.

East Side

On the east side of campus, off Yerba Buena Road, there are multiple entrances that lead to the (new) Student Services and Administration Building, athletic fields, the lake, and the parking at the east side of campus. The District leases a small daycare site and facility at the south edge of campus to an independent service provider. The Church on

the Rock owns and occupies a parcel south of the campus athletic fields, interrupting an otherwise continuous campus frontage along Yerba Buena Road.

Earthquake Fault Line

The campus core is crossed by an earthquake fault line which lies within the Alquist-Priolo Special Studies Zone running parallel to the Diablo Range. A 2011 California Geologic Survey (CGS) review of this fault upgraded it from inactive to active status. Consequently, the Acacia building, which occupies a portion of the designated fault zone, has been targeted by the District for demolition.

EVC Campus Grounds

Landscape

The campus site slopes from northeast to southwest at the foot of Montgomery Hill. The Evergreen campus grounds are extensive with the native landscape of Montgomery Hill, a formal designed landscape central open space, athletic fields, and park with a pond and amphitheater. The existing landscape on campus includes both natural and artificial landscaping. There are many beautiful trees, some mature oaks, others newly planted in plaza areas.



Photo: EVC Campus Open Spaces

Figure 2.4. EVC Campus Grounds and vehicular entry points

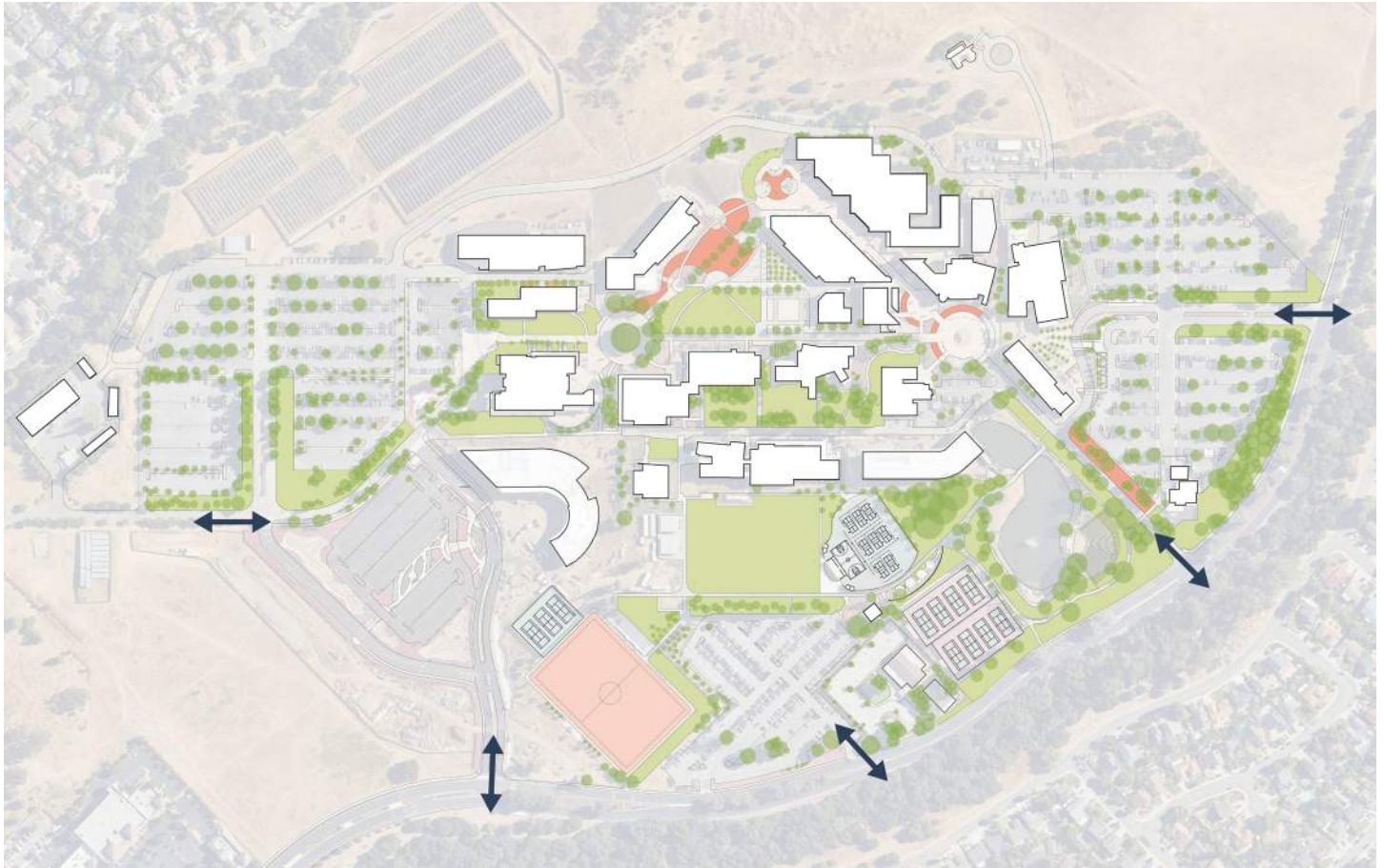
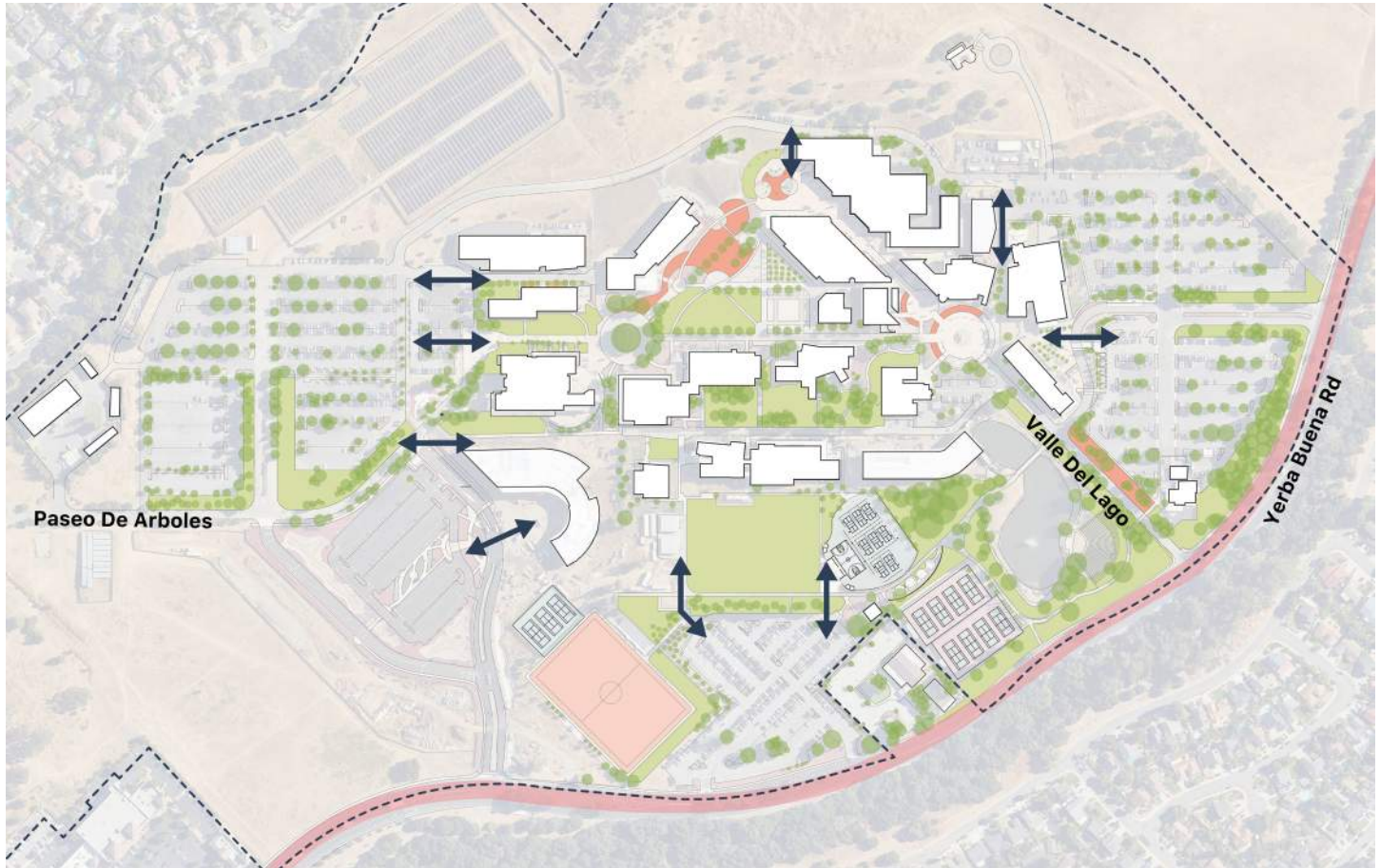


Figure 2.5. EVC Campus Public Realm and pedestrian entry points



Campus Layout

The campus is laid out in a car-oriented manner with the pedestrian core of the campus surrounded by large parking lots and sports fields.

A central open space is located along the main east-west axis pathway that follows the topography of the hill. The central open space is framed by academic, administrative and student services buildings.



Photo: Central Open Space

Places for Public Life

There is a wide variety of spaces where campus life takes place. An evaluation of these places can be found in Chapter 4. As an overview, here is a list of spaces that make up the public realm at EVC.

Open Spaces for Events

There are a variety of open spaces where events can be held.

- Large amphitheater next to the pond
- Small amphitheater in the central open space near the old Student Services Center (SSC)
- Central plaza next to Gullo II

Sports and Athletics Facilities

There are many facilities at EVC for sports and athletics including pickleball, tennis, soccer, and recreational programs.

Patios

A wide variety of clustered seating in designated locations can be found at:

- Gullo I Cafeteria Patio
- LETC Patios (front and back)
- Cedro Patio
- Gymnasium Patio
- Language Arts Patio
- Central Open Space Seating (near old SSC)
- East Circle Plaza
- Recreational Field Patio
- Edge of pickleball courts
- Upper patios at the GE Building

Places to Sit

Benches are also found throughout campus at:

- West, North, and East Circle Plazas
- Pathway edges of the main and secondary east-west pathway
- Pick up and drop off plazas at the SSC and at the west and east ends of campus



Photo: The EVC amphitheater by the pond



Photo: The patio by the edge of the recreational field



Photo: Places to sit are scattered throughout campus.

EVC Campus Buildings

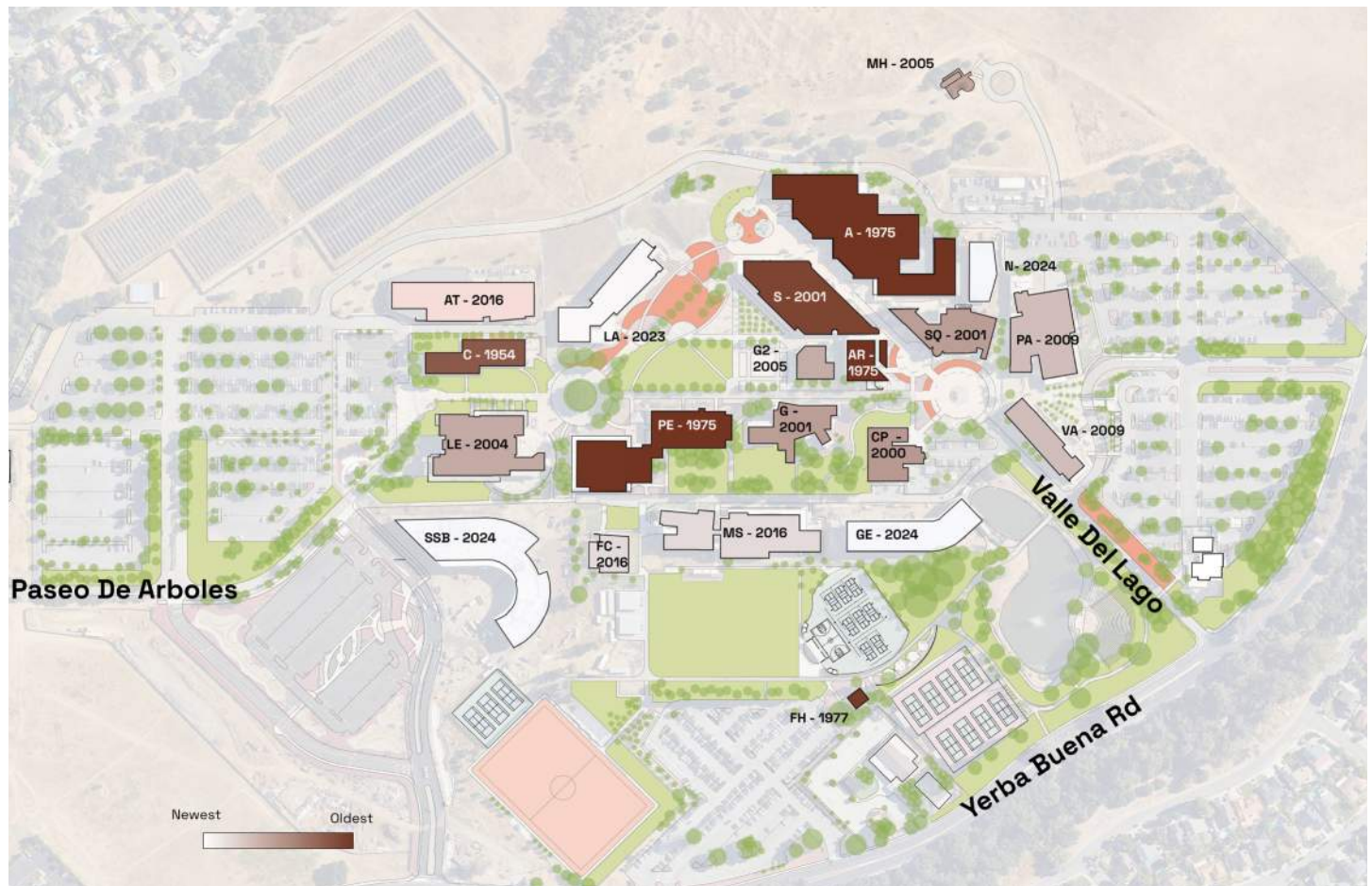
The age and condition of campus facilities varies widely. The original campus facilities were built in 1975 and renovated over the years to some extent. Seven buildings are relatively new, built in the last ten years. By the end of the 2037 planning period for the FMP Update, the facilities that have not been renovated in the last two decades will be in greater need of renovation, replacement, or removal.

Details about each building can be found in the appendix.

Figure 2.6. Building Ages

Building Name	Year Built	Last Renovation	Years since last renovation (2025)
Acacia	1975		50
Admissions and Records	1975	1999	26
Physical Education & Gymnasium	1975	2014	11
Field House	1977		48
Student Services Center (Old)	1979	2005	20
Cedro	1984	2008	17
Campus Police and Central Plant	2000	2013	12
Gullo I	2001	2012	11
Sequoia	2001	2015	10
Library Education Tech Center	2004		21
Gullo II	2005		20
Montgomery Hill Observatory	2005		20
Performing Arts	2009	2015	10
Visual Arts	2009	2015	10
Automotive Technology	2016		9
Fitness Center	2016		9
Math, Science, and Social Studies (MS3)	2016		9
Language Arts	2023		2
Student Services and Administration Building (New)	2024		1
General Education Building	2024		1
Sequoia Nursing	2024		1

Figure 2.7. EVC Building Age Map



AR	Administration
SC	Student Center
AT	Automotive Technology
C	Cedro
CDC	Child Development Center
LA	Language Arts
LE	Library/ Education Tech Center
FC	Fitness Center
PE	Physical Education & Gym
CP	Campus Police and Central Plan
G	Gullo I
G2	Gullo II
A	Acacia
MH	Montgomery Hill Observatory
PA	Performing Arts
VA	Visual Arts
SQ	Sequoia
MS	Math Science Building
N	Nursing
FC	Fitness Center
GE	General Education
S	Student Services
FH	Field House

EVC 2025 Facilities Master Plan (2011) Recap

The Evergreen FMP planned for the clustering of new and existing buildings around a central campus green, and the removal of the Acacia and Roble buildings on the fault line. The Roble building was replaced with the Language Arts building, and Acacia is now nearly deprogrammed. The central green has not developed as planned, as the Physical Education building remains in a central portion of the planned open area. The plan also called for a new entrance to the south, which is now constructed alongside an additional parking lot, though a planned parking lot to the northeast of the campus was not constructed.

Measure X (2016) Recap

The most recent bond, Measure X (2016) supported implementation of the EVC FMP (2011). As of 2024, there is a new Student Services and Administration Building, a new General Education Building, a new Language Arts Building, a new addition to Sequoia Nursing, and a Physical Education and Sports Complex. Renovations were also made to Gullo I Student Services Center, Gullo II Multipurpose Room, and Cedro. Campus-wide, the College made ADA improvements, and completed a Campus-Wide Signage Master Plan, Campus Painting Project, Campus-Wide Building Signage Project, Security Hardware upgrades, Central Plant upgrade, Environmental Controls update, and pavement and roadway improvements. Since the last bond was funded and projects began, the Student Activities Center was placed on hold.

Figure 2.8. EVC FMP and Measure X Recap

EVC FMP (2011) Projects	Improvement Type	Measure X Status
Acacia	Paint/Remove	Completed
Admissions and Records, now Student Center Complex	Repurpose	Completed
Applied Science/Technology & Nursing, now Sequoia Nursing	New	Completed
Cedro	Renovate	Completed
Child Development Center	Remove	Completed
General Classroom, now General Education	New	Completed
Language Arts	New	Completed
Performing Arts	Paint/Renovate	Completed
Physical Education & Sports Complex	Replace/Renovate	Completed
Roble	Remove	Completed
Sequoia	Paint/Renovate	Completed
(Old) Student Services Center	Paint/Renovate	Completed
Student Services and Administration Building	New	Completed
Toilet/Storage	Remove	Completed
Visual Arts	Paint/Renovate	Completed



Photo: The Visual Arts and Performing Arts Buildings were painted with large scale graphics



Photo: The new Language Arts Building



Photo: The new Student Services and Administration Building



Photo: The new General Education Building



Photo: The Sequoia Nursing addition (under construction fall 2024)



Photo: The renovated Cedro Building

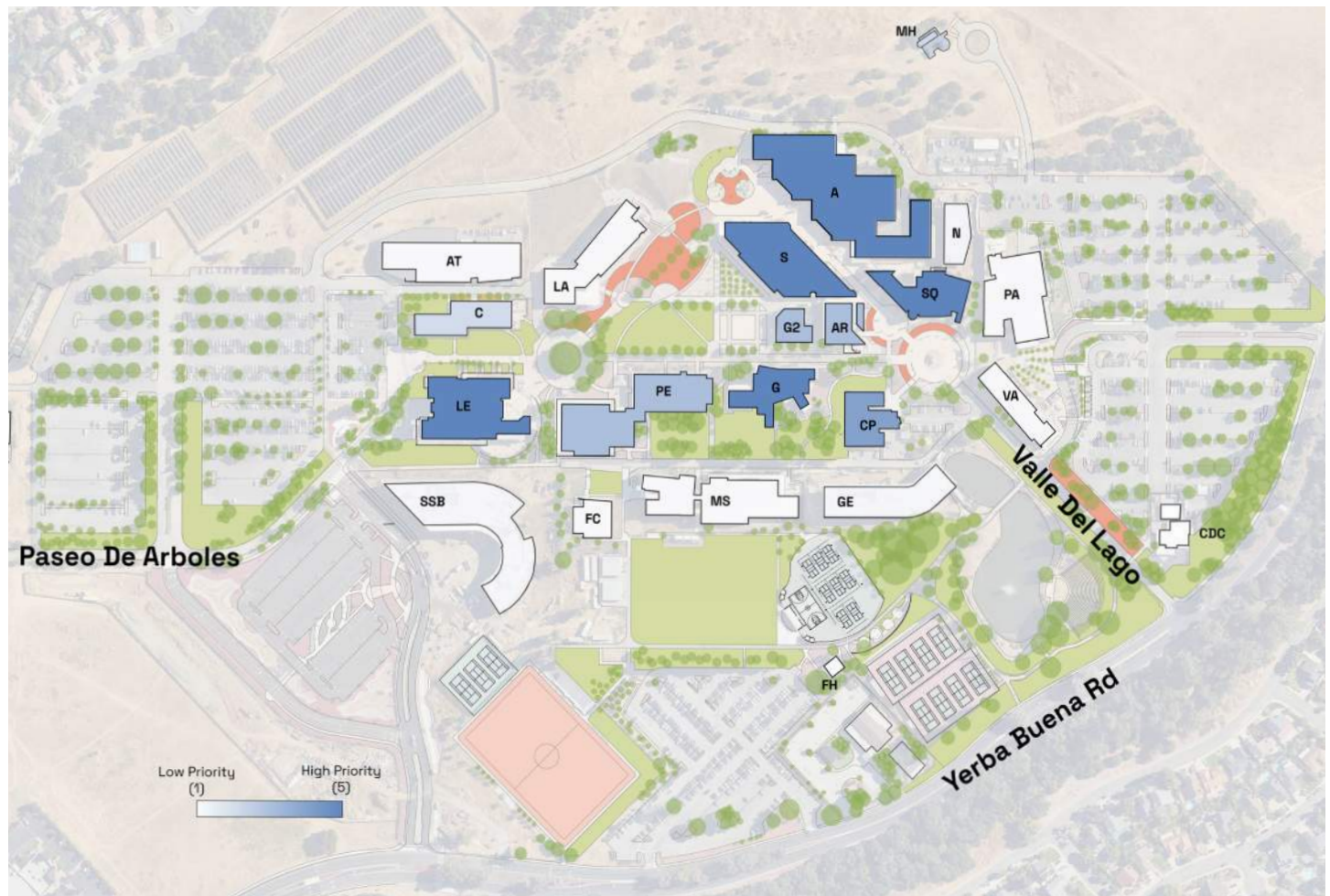
Facilities Condition Assessment

To assess the current condition of each facility on campus, the team studied the previous SJECCD Facilities Condition Assessment prepared in 2021 and interviewed and toured campuses with the campus' maintenance and operations team. The assessment below is a high-level ranking for the condition on a scale of 1 to 5 with 1 being low and in great need of improvement, and 5 having no need for improvement. Based on interviews and observations from tours, a priority ranking is also assigned, and is subject to change. The priority ranking is based on a scale of 1 to 5 with 1 being the lowest priority and 5 being the highest.

Figure 2.9. Facility Condition Ranking

EVC Facility Name	Condition ranking (1 Low - 5 High)
Acacia	1
Gullo I	2
Montgomery Hill Observatory	2
Admissions and Records	3
Library Education Tech Center	3
Physical Education & Gymnasium	3
Sequoia	3
Campus Police and Central Plant	4
Cedro	4
Field House	4
Gullo II	4
Student Services Center (Old)	4
Automotive Technology	5
Fitness Center	5
General Education Building	5
Language Arts	5
Math, Science, and Social Studies (MS3)	5
Performing Arts	5
Sequoia Nursing	5
Student Services and Administration Building (New)	5
Visual Arts	5

Figure 2.10. EVC Building Priority Ranking



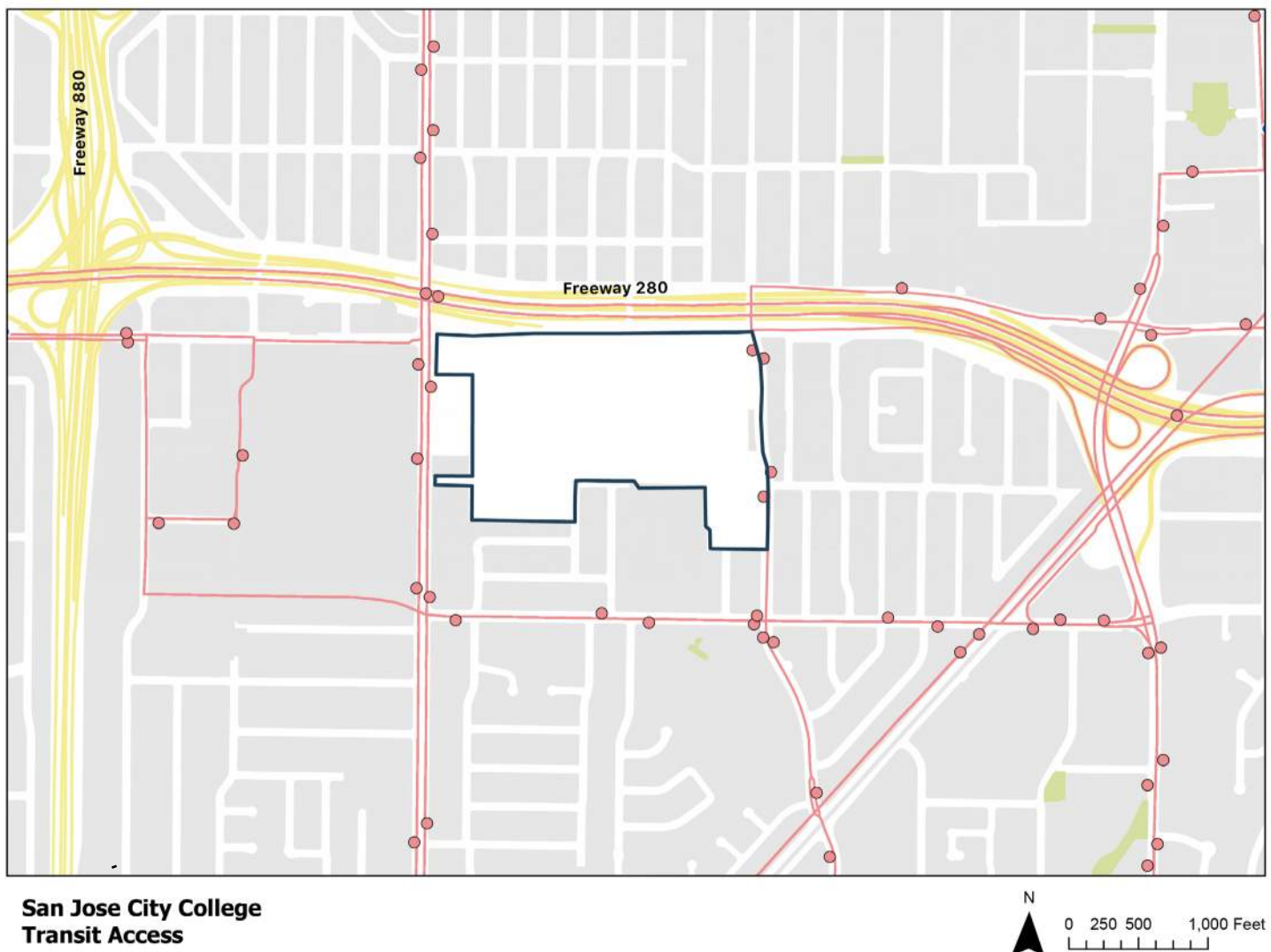
AR	Administration
SC	Student Center
AT	Automotive Technology
C	Cedro
CDC	Child Development Center
LA	Language Arts
LE	Library/ Education Tech Center
FC	Fitness Center
PE	Physical Education & Gym
CP	Campus Police and Central Plan
G	Gullo I
G2	Gullo II
A	Acacia
MH	Montgomery Hill Observatory
PA	Performing Arts
VA	Visual Arts
SQ	Sequoia
MS	Math Science Building
N	Nursing
FC	Fitness Center
GE	General Education
S	Student Services
FH	Field House

San José City College

SJCC Campus Access

San José City College (SJCC) is located in the Fruitdale neighborhood of West San José adjacent to Highway 280. The campus is bounded by Moorpark Avenue and South Bascom Avenue, major arterials, and Leigh Avenue is a local connector. The current main vehicular entrance to the campus is the signalized intersection at Leland Avenue and Moorpark. Bus stops are located on Bascom and Leigh Avenues. Three secondary unsignalized vehicular access points on Moorpark Avenue (at Laswell Avenue), South Bascom (at Kingman Avenue) and off Leigh Avenue access surface or structured parking lots. There is no access from the neighborhood to the south and there is no perimeter vehicular or service loop on campus.

Figure 2.11. SJCC Campus Access

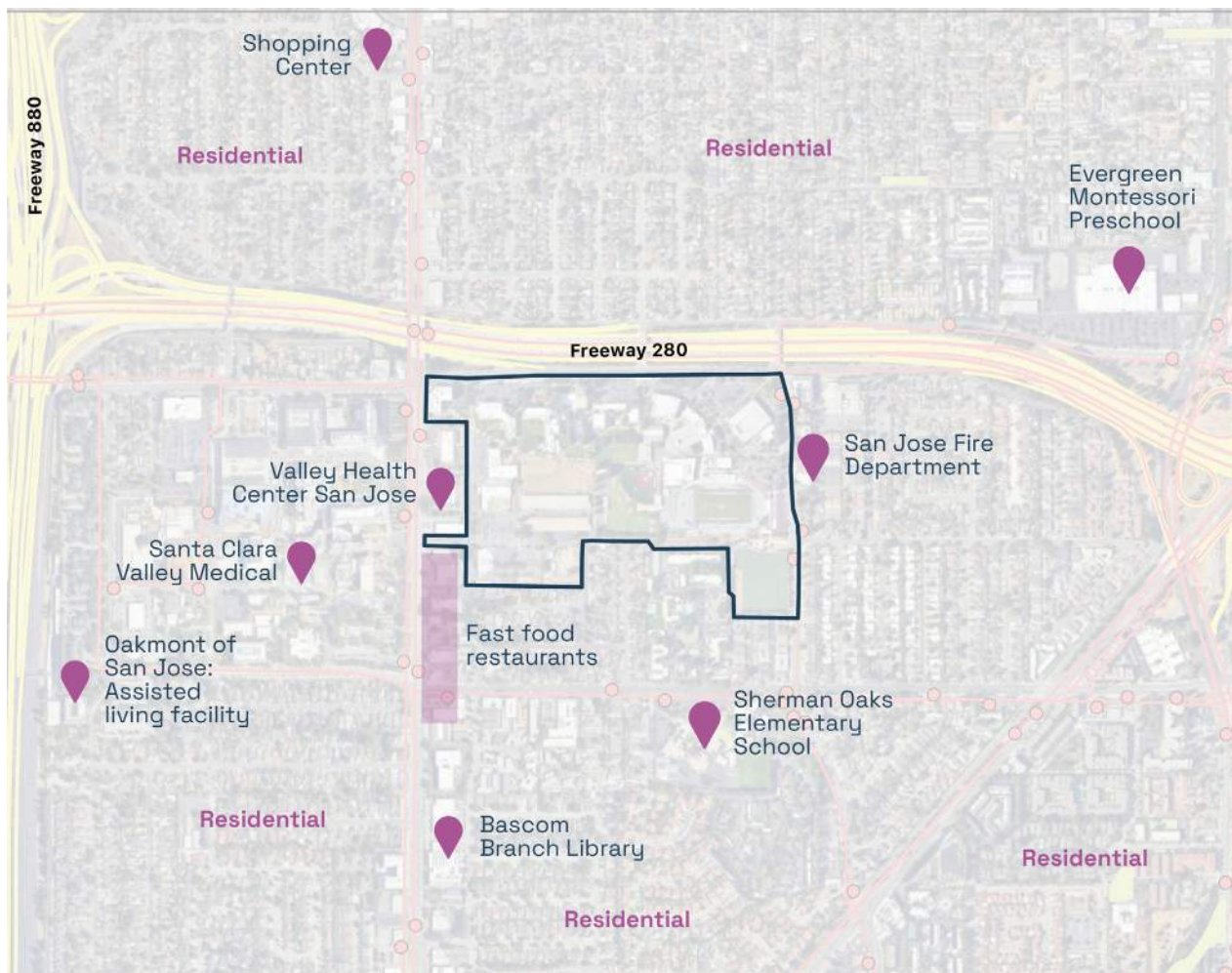


SJCC Campus Context

The area is urban in character and occupies approximately 61 acres fronting on Moorpark Avenue between South Bascom and Leigh Avenues, 3 miles southwest of the San José central business district. Moorpark also serves as the Interstate frontage road, operating at high speed and is very unsafe for pedestrian circulation. Bascom Avenue is also a wide arterial with high speed traffic.

The campus is bounded by Highway 280 to the north. On the campus's eastern edge, across from Leigh Avenue is a residential neighborhood with affordable housing, senior housing, a fire station and church. A multifamily and single family residential neighborhood abuts the southern border of campus with restricted access. To the east, a variety of medical-related uses, such as the Valley Health Center and Children's Health Initiative/Valley Care Program and retail (fast food and other shops) are located adjacent to campus on the S. Bascom Avenue frontage and Santa Clara Valley Medical Center is located across S. Bascom Avenue.

Figure 2.12. SJCC Neighborhood Context



SJCC Campus Grounds

Landscape

The SJCC campus is relatively flat. The grounds are extensive with lawns, plazas, and low-water landscaping. There are some large older trees on campus.

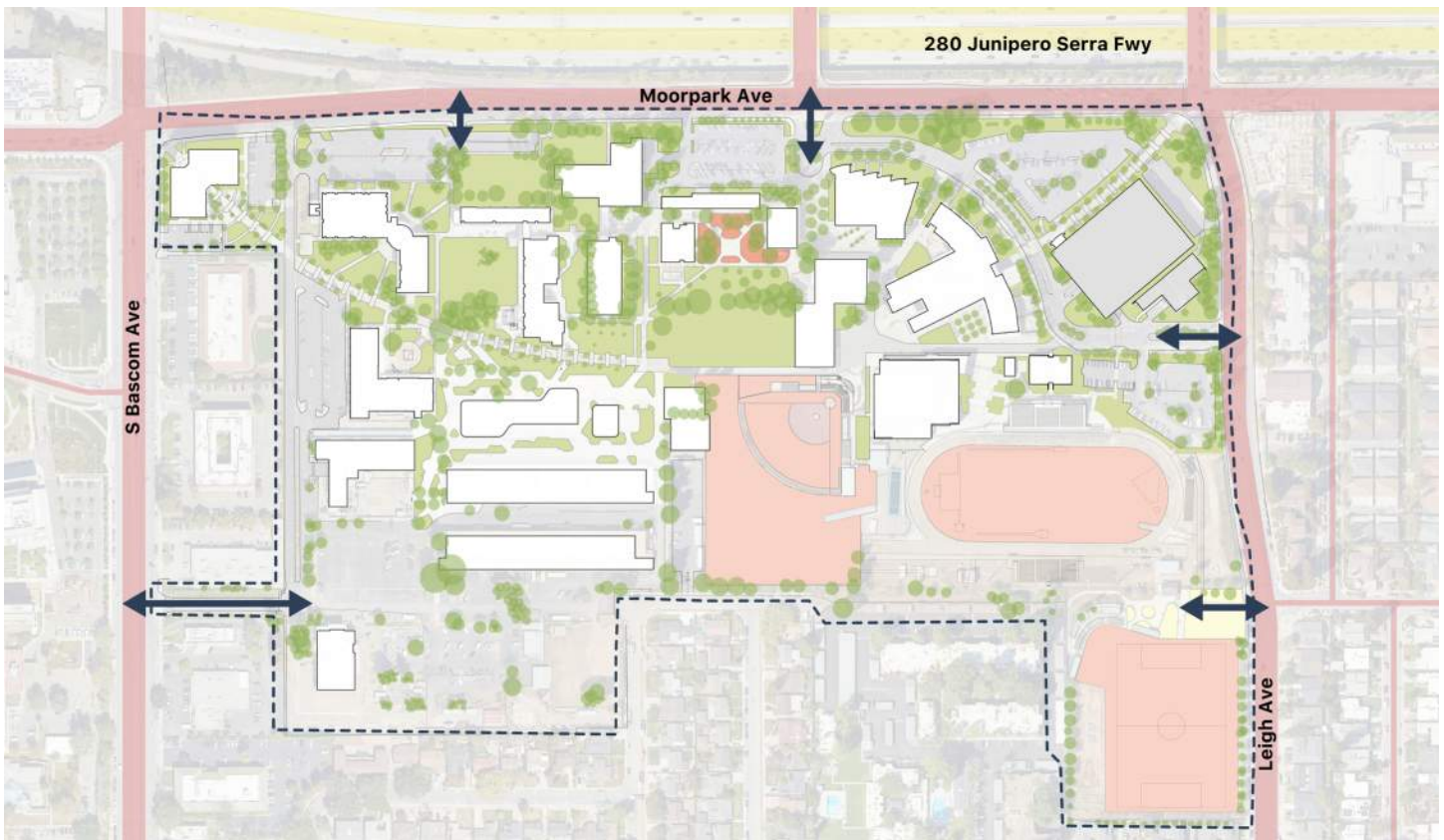
Campus Layout

The majority of academic buildings are located on the western two-thirds of campus, while administrative, student support and athletic uses are to the east.

The SJCC campus is compact, insular, and urban, with many buildings arranged around small plazas. Once inside campus, there are few views of the streets and parking lots outside the core.

The campus is unified horizontally by a curved pedestrian path, known as “The Smile” due to its curvature on campus maps. The pathway is not yet complete, with an abandoned locker room that is slated for demolition remaining in the way.

Figure 2.13. SJCC campus grounds and vehicular entry points



SJCC Entries

The constrained nature of the SJCC campus is a challenge for navigating at the edge of campus. Input from community engagement revealed that the entries are hard to find and the circulation around campus are confusing. Here are images that illustrate the issues.



Photo: The signage on the Technology Building is the most visible part of the campus at Bascom and Moorpark Avenues.



Photo: The Moorpark frontage is lined with surface parking and deep landscaping making it hard to see the campus.



Photo: The digital signage at Moorpark and Leland Avenues marks the main entrance to SJCC where there is a drop off.



Photo: The edge of the campus on Leigh Avenue is fenced off, though an entrance at Leigh and Kingman could be created.

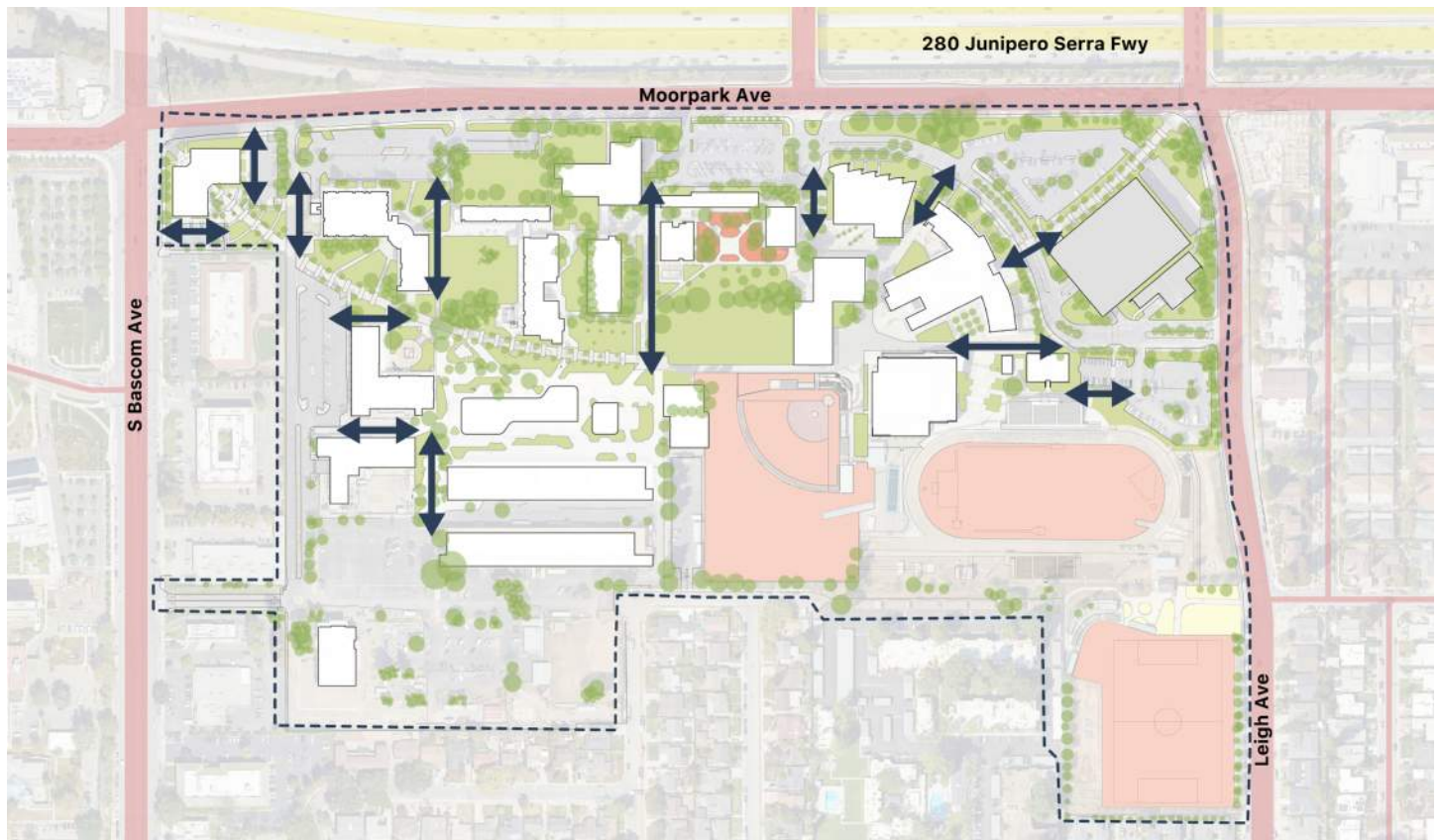


Photo: The gateway sign at Moorpark and Leigh Avenues is pointed the wrong way from Moorpark one-way traffic.



Photo: The gateway sign on Bascom Avenue is parallel to the street and hard to see. It is easier to see the Wendy's sign.

Figure 2.14. SJCC campus grounds and pedestrian entry points



Places for Public Life

There is a wide variety of spaces where campus life takes place. An evaluation of these places can be found in Chapter 4. As an overview, here is a list of spaces that make up the public realm at SJCC.

Open Spaces for Events

Outdoor events for SJCC are held at:

- The lawn next to the Arts Building
- The General Education Building Quad
- The Central Lawn
- The Track and Field

Recreation and Athletics Facilities

SJCC facilities for recreation and athletics include the football track and field, soccer field, softball field, and multi-use recreation field.

Patios

A wide variety of clustered seating in designated locations can be found at:

- Cafeteria Courtyard and Patio
- Bookstore Patio
- Moorpark and Leland Drop off Entrance
- General Education Building Quad
- Theater Patio
- Business and Arts Patio
- Multidisciplinary Patio
- Cosmetology and Reprographics Patio
- Technology Center Patio
- Applied Sciences Corridor

Places to Sit

Benches can be found throughout campus at:

- "Smile" Pathway edges
- The Library entrance
- The top of the knoll at the Central Green

SJCC Public Realm

The eclectic nature of the SJCC impacts the sense of place. There are many factors that cause the experience to be disjointed. Here are images that illustrate the issues.



Photo: Building signage is hard to read and there are many legacy types of signage.



Photo: After you pass through the SC, the soon-to-be-demolished locker rooms are the first thing you see.



Photo: The aged theater plaza looks uncomfortable and serves better as a thoroughfare.



Photo: Mismatched furniture creates a sense of disorder.



Photo: The Moorpark frontage is very wide and wild.



Photo: Multiple generations of trash cans are typically more prominent than campus signage.

SJCC Campus Buildings

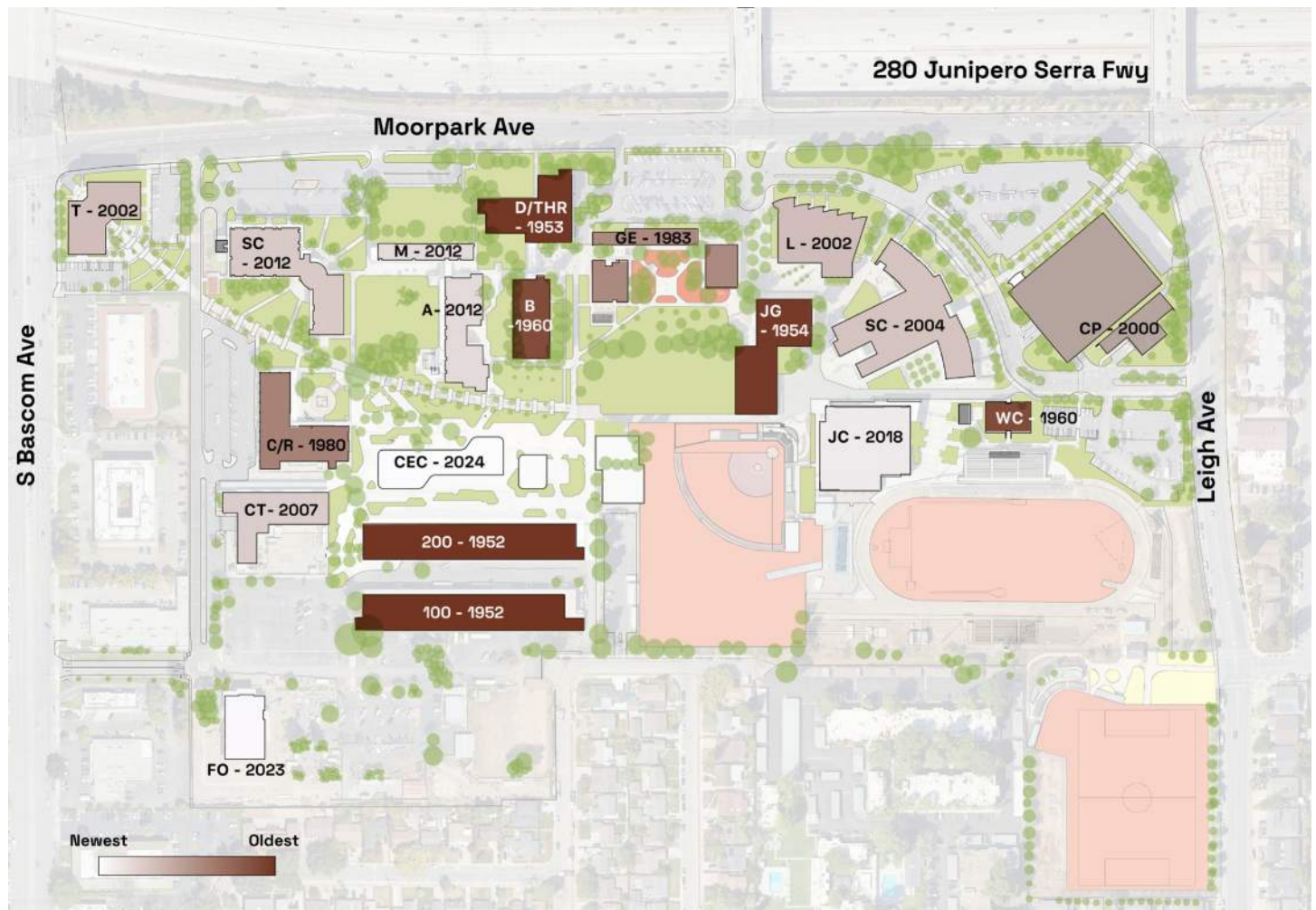
The buildings on campus are an eclectic mix of architectural character. The age and condition of campus facilities varies widely. The original campus facilities were built in 1952 and renovated over the years. There are some notable newer buildings, like the Fine Arts Building and Career Education Center (under construction); however, the majority of buildings are older in appearance. By the end of the 2035 planning period addressed in this master plan, there will be a great need to renovate, replace, or remove many of the buildings at SJCC.

Details about each building can be found in the appendix.

Figure 2.15. Building Ages

Building Name	Year Built	Last Renovation	Years since last renovation (2025)
100 Building	1952	2017	8
200 Building	1952	2015	10
Theater Arts	1953	2009	16
Jaguar Gym	1954	2016	9
Auxiliary Building	1960		65
Business Education	1960	2013	12
Cosmetology	1980	2007	18
Reprographics	1980	2007	18
General Education	1983	2016	9
Parking Garage and Energy Plant	2000	2017	8
Library	2002	2002	23
Technology Center	2002	2014	11
Student Center	2004	2016	9
Science Complex	2006		19
Career Technology	2007	2013	12
Multi-Disciplinary	2012		13
Jaguar Sports Complex	2018		7
Facilities & Operations	2023		2
Fine Arts	2012		13
Career Education Complex	2025		0
Wellness Center	2018		7

Figure 2.16. SJCC Building Age Map



100	100 Building
200	200 Building
THR	Theater
JG	Jaguar Gym
B	Business Education
WC	Wellness center
C	Cosmetology
D	Drama
GE	General Education
L	Library
T	Technology Center
SC	Student Center
S	Science Complex
CT	Career Technology
A	Fine Arts Center
JC	Jaguar Sports Complex
M	Multidisciplinary
R	Reprographics
CEC	Career Education Complex
CP	Central Plant
FO	Facilities and Operations

SJCC Vision 2030 Facilities Master Plan (2016) Recap

The 2016 San José City College Facilities Master Plan included two addendums, one in June 2019 articulating plans for a Child Development Center, and one in June 2020.

Measure X (2016) Recap

The most recent bond, Measure X (2016) supported the implementation of the SJCC FMP (2016). In addition to the FMP projects listed below, there were also Science Building Mechanical Upgrades, ADA Improvements, a Telecom Master Plan, Sports Field Scoreboard Replacement, HVAC Improvements, Elevator Modernization, Boiler Replacement, Campus Perimeter Security Fencing and Gate.

Figure 2.17. SJCC FMP and Measure X Recap

SJCC FMP (2016) Projects	Improvement Type	Measure X Status
200 Building	Renovate	Completed
300 Building	Remove	Completed
Access Control, Intrusion Alarms, Monitoring Systems (for each building)	Renovate	Completed
Career Technical Education Building (CTE) - Career Education Complex	New	Under Construction
Central Plant Rehabilitation	Renovate	Completed
Jaguar Market	Renovate	Completed
K Building - old Childcare Development Center	Remove	Completed
Maintenance and Operations/Emergency Operations Center	New	Completed
Softball Field Replacement	Replace	Completed
Student Services Resource and Drop-in Center	Renovate	Completed
Theater Arts - Theater Improvements	Renovate	Completed
Track & Field Replacement	Replace	Completed



Photo: The Career Education Complex is under construction.



Photo: The new Facilities Maintenance and Operations Building was completed as part of the last SJCC FMP.



Photo: The Softball Field Replacement was completed.



Photo: The SC renovation included adding the Jaguar Market and Student Drop-in Center on the 2nd floor.



Photo: The 200 Building was renovated.



Photo: The Theater was renovated.

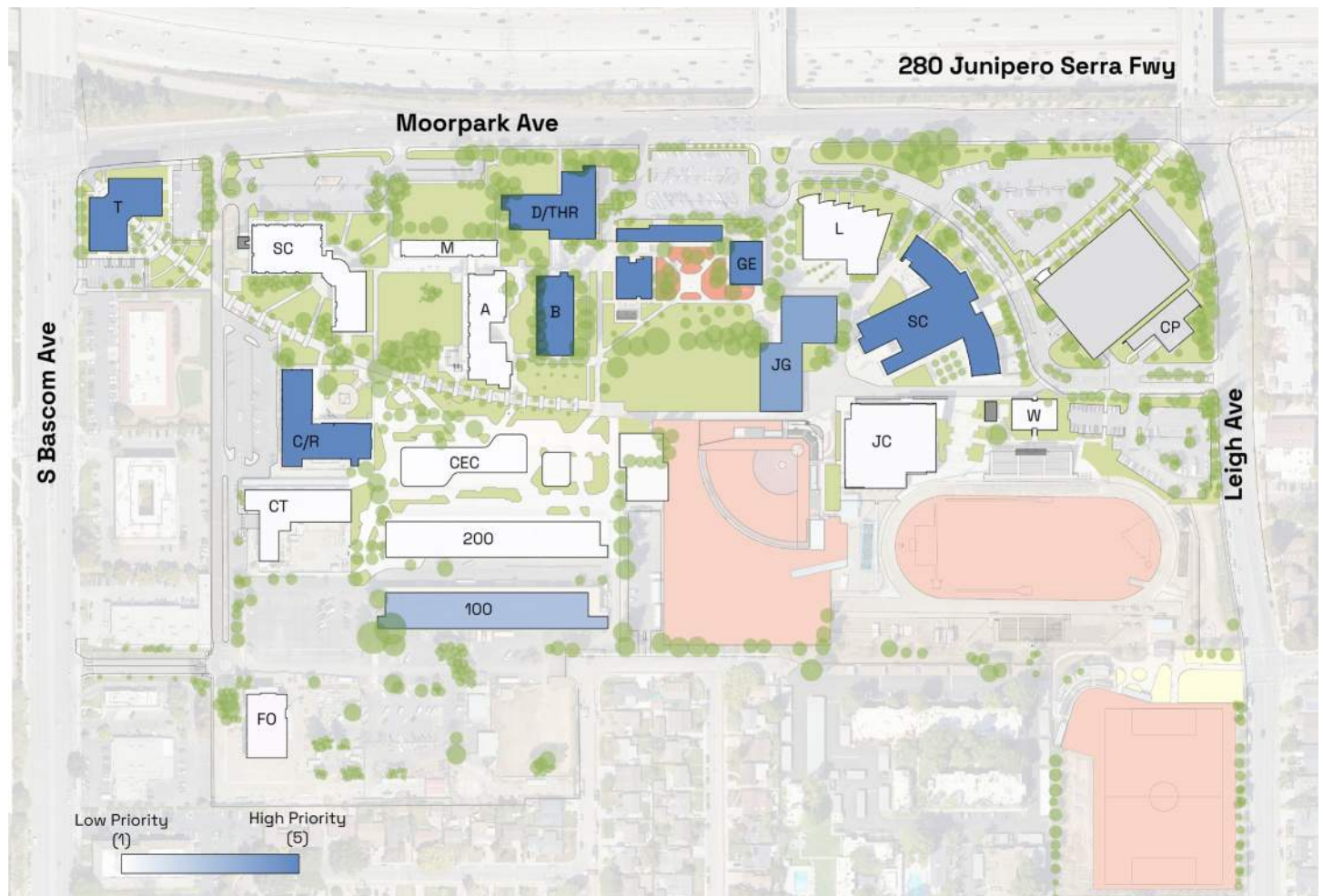
Facilities Condition Assessment

To assess the current condition of each facility on campus, the team studied the previous SJECCD Facilities Condition Assessment prepared in 2021 and interviewed and toured campuses with the campus' maintenance and operations team. The assessment below is a high-level ranking for the condition on a scale of 1 to 5 with 1 being low and in great need of improvement, and 5 having no need for improvement. Based on interviews and observations from tours, a priority ranking is also assigned, and is subject to change. The priority ranking is based on a scale of 1 to 5 with 1 being the lowest priority and 5 being the highest.

Figure 2.18. SJCC Facility Conditions Ranking

SJCC Facility Name	Condition ranking (1 Low - 5 High)
100 Building	1
Theater Arts	1
Business Education	2
Jaguar Gym	2
Auxiliary Building	3
Cosmetology/Reprographics	3
General Education	3
Science Complex	3
Technology Center	3
Student Center	4
200 Building	5
Career Education Complex	5
Career Technology	5
Facilities & Operations	5
Fine Arts	5
Jaguar Sports Complex	5
Library	5
Multi-Disciplinary	5
Parking Garage and Energy Plant	5
Wellness Center	5

Figure 2.19. SJCC Building Priority Ranking



100	100 Building
200	200 Building
THR	Theater
JG	Jaguar Gym
B	Business Education
WC	Wellness center
C	Cosmetology
D	Drama
GE	General Education
L	Library
T	Technology Center
SC	Student Center
S	Science Complex
CT	Career Technology
A	Fine Arts Center
JC	Jaguar Sports Complex
M	Multidisciplinary
R	Reprographics
CEC	Career Education Complex
CP	Central Plant
FO	Facilities and Operations

Milpitas Extension



Photo: New Milpitas Exterior Facilities



Photo: New Milpitas Interior Lab

Facilities Overview

Milpitas Extension was established at 1450 Escuela Parkway in Milpitas in 2016. The neighborhood is suburban, with nearby access to the 680 Freeway. It is located next to Thomas Russell Middle School, and across the road from Milpitas High School and Marshall Pomeroy Elementary School.

The Milpitas Extension is an extension of San José City College, and is administered through City College. Milpitas Extension offers support for Milpitas High School students including dual and concurrent enrollment programs, as well as college-level classes, held mostly in the afternoon, and 1:1 Academic Counseling Support, Admissions and Records Services, Financial Aid Services, and a free study area with separate collaboration rooms. Students use the athletic facilities at Milpitas High School

The Milpitas Extension grounds include a surface parking lot and courtyard. The courtyard is a good example of stormwater management and low water planting. The Milpitas Extension is a 12,769 square foot facility. The buildings at Milpitas Extension are arranged in a “U” shape around a central courtyard. The Milpitas Extension includes some of the most technologically-advanced classrooms in the District. The facility has seven classrooms, and two labs, as well as a Hub/Library with reading and study rooms.

Facilities Issues

The Milpitas Extension is a relatively new facility, is in good condition, and is functioning well. There were minor issues that are summarized in Chapter 5.

Facilities Potential

Milpitas Extension will not be a major focus of the FMP.

Chapter 3

People, Programs and Space

Chapter Introduction

Students

Enrollment Characteristics and Trends

Faculty, Management and Classified
Professionals

Academic Programs

Student Life and Student Support
Programs

Community Programs and Space Use

Schedule and Building Utilization

03

Chapter Introduction

This chapter focuses on the people - students, faculty, classified professionals, and community at SJECCD - the programs that serve them, and the space that supports those programs. Student populations and enrollment trends and patterns at each college receive the most attention. Faculty and classified professionals are covered more briefly. The program discussion includes academic, student life and student support, and community programs offered at each college. The space utilization analysis focuses first on instructional space and secondarily on space utilization by other programs. The chapter opens with a summary and some initial implications of this analysis of current enrollment, employment, and programs for future space and facilities planning.

It is important to stress that analyzing patterns and trends in enrollment and space utilization provides historical context for understanding the colleges. However, they are not determinative of the future, especially as many practices are still settling out after the COVID pandemic. This chapter makes no projections - rather it raises implications and questions for discussion and decision-making as the District plans for the future it desires.

A primary role of the Facilities Master Plan is to ensure that the facilities available are the best possible fit for current and planned programming and uses. This includes looking at enrollment projections and space needs. To inform the FMP, the planning team recommends that the District and colleges consider preliminary scenarios to arrive at a vision or strategy for enrollment management that articulates a preferred direction for enrollment and recruitment. This can be informed by the FMP process, and by campus use scenarios developed as part of the FMP. The following points summarize key findings of the existing conditions analysis process.

People

Enrollment

Enrollment has decreased by 30% FTES, and 15% in headcount since 2010. The District is not alone in seeing these trends. Regional demographics suggest that there will be fewer incoming high school students in the coming years. This trend presents the District with the opportunity to work to reverse this trend, if desired, and to consider the best use of facilities given a reduced current overall demand for instructional space use.

Faculty, Management and Classified Professional / Student Ratios, and Space Needs

Accommodating the space needs of employees of all types is a major concern of the FMP. As student headcount and FTES have declined, management and classified professional headcount and FTE have remained generally stable. Similarly, faculty headcount and FTE have not been adjusted proportionally to the change in student enrollment. Employee headcount has not declined significantly (-1.1%) since 2010, leading to increased costs per student. Most employees are full-time, with the exception of adjunct professors. The District may wish to identify goals for employee/student ratios in order for the planning team to project administrative and faculty office space requirements based on student to faculty and student to management and classified professional ratios.

As a significant amount of instruction and student services move online, some faculty as well as administrative classified professional may work remotely, resulting in the need for less permanent employee work space but more technical support. Consideration should be given to providing flexible work space that provides for privacy as needed.

Instructional Formats

The global pandemic had a significant impact on course delivery. Many lecture courses, in particular, moved online, and have not returned to in-person delivery. The District and Colleges should arrive at a preferred strategy for addressing this trend, as it is possible to either continue the trend or work to bring students back to campus.

Demographics

Demographics can be a major driver of enrollment at Community Colleges, as local high school students frequently funnel into local Community Colleges. The following are notes related to demographics and SJECCD:

- Some of the demographic trends at SJECCD are consistent with trends in higher education generally - more ethnic and racially diverse student populations and relatively more women than men attending college. This means that student success and support programs and related facilities (such as cultural centers, lactation rooms, any-gender restrooms) continue to be needed.
- As community colleges, both EVC and SJCC primarily serve the local San José population through their on-campus programs. Online courses are an exception, and attract students from across the state.
- Local commuting students need space to study and socialize while on campus. If more students attend from farther distances, more such facilities may be needed, including short-term overnight accommodations.
- Birth rates are declining and the numbers of college-bound high school graduates are decreasing.

- There is a trend at SJECCD toward serving younger students at both campuses. This demographic shift away from high school graduates therefore raises concerns about future enrollment. However, other factors may explain the trend (such as college costs, state incentives to attend community colleges, post-pandemic adjustments, etc.).
- Dual enrollment programs with local high schools can increase interest in the community colleges. However, this is a declining rather than growing demographic. Therefore, the colleges should be mindful about expanding programs and facilities that might appeal exclusively to a younger clientele.

Programs

SJECCD works to support students with educational programs to achieve an AA or AS and/or transfer to a University of California or California State University campus aimed at both high school and college students, as well as workforce training and career education.

Academic Programs

Academic programs are a primary driver of space needs. Space implications of academic programs mirror the above discussion of mode of instruction, adding the dimension of the extent to which predominant and growing disciplines use each mode of instruction. Both colleges need a range of classroom and lab sizes to accommodate the needs of different disciplines.

The District and Colleges have the opportunity to identify programs that will grow or be developed over the next 10 years, which will then be planned for in the FMP

Student Life and Student Support Programs

Both colleges must focus on providing for students' basic needs, educational attainment, and personal development. This includes providing study and gathering spaces, as well as parent-friendly areas, basic needs such as food and professional clothing, and other specific needs. Student gathering areas have been noted as a particular deficit across both colleges. This is also true of study areas, though this may be alleviated by the new buildings that are currently coming online. Finally, students must have access to food on campus.

Generally, both of the Colleges have identified a need for additional Student Life and Student Support programs. Space implications of student life and student support programs mirror some of the above discussion about demographics.

Space requirements range from the need for accessibility and privacy, to facilities that are culturally appropriate, to comfortable areas for socialization or study, to large venues for entertainment, and to areas to get and eat food. Convenient locations and accessible hours are critical factors for access, respect, and equity.

Community Programs

Community Colleges are centers for their local communities, and often host events that welcome outside visitors. Community programming may also be a source of revenue for the District.

- Space planning for community-serving programs frequently involve larger venues than typical teaching facilities, require access and wayfinding for occasional campus visitors, and may include crowd management.
- With ample space available on campus, it may be possible to identify significant space available for revenue generation.
- EVC has more large gathering spaces than SJCC. There will be a new large lecture hall in the Career Education/General Education building that is currently under construction at SJCC.
- The current Theater at SJCC building is aging and difficult to retrofit for ADA access. Past plans have called for its demolition. The District may wish to consider demolishing this facility and replacing it with another theater that may, or may not, occupy the same site.

Space Utilization and Space Needs

Both the City College and Evergreen campuses have plenty of space for instructional programming, as well as other kinds of uses. Decreasing enrollment, a shift to online learning, and new buildings coming online have emphasized a trend of space underutilization. There is no overall space constraint. There is, rather, a surfeit of space and need to optimize building use and concentrate activity around campus to create a sense of vibrancy. Some classrooms are not needed, and are not scheduled at all.

There are some constraints related to highly specialized space. The availability of laboratory space related to specific subjects can and does reduce the ability to offer courses that would be filled. It is possible to consider creating additional specialized labs in existing buildings. There is also a need for more storage space, which may be found in existing buildings. There is a need for larger instructional and gathering spaces at City College. There is no deficit of parking space. The campuses represent an incredible opportunity to create and house new and modified educational, student support and revenue-generating programs.

A declining proportion of full-time students may mean a lower demand for classes at particular times, though most courses are currently held during the day and are well attended. Part-time or returning students may respond well to evening, weekend, and flexible class schedules as they balance jobs and family responsibilities with their education. They also need support programs and services to be available online and/or outside traditional business hours.

It is important to articulate the desired balance between in-person Lecture, Lab, Hybrid and Asynchronous Online courses (based on curriculum characteristics and student success goals as well as student and faculty preferences). Then, both colleges can develop a suitable variety of the most appropriate classroom sizes and configurations to support active learning in Lecture (face-to-face and Synchronous Online) and the face-to-face portion of Hybrid courses. The following are considerations that will be taken into account while developing the Facilities Master Plan.

- Space is available in the schedule and in instructional buildings to accommodate any unmet demand for more classes or labs, but spaces may require reconfiguration to meet program needs.
- The implication of declining enrollment is relatively straightforward - fewer students taking lighter loads means a lower current demand for instructional facilities overall.
- Retrofit buildings where possible to meet future needs, rather than building new ones.
- There is a lot of space! How can spaces be used more appropriately and effectively?
- Explore space management and building operations efficiency opportunities.
- Focus on specialized labs/spaces with unique or state-of-art technology.
- Focus on flexible lecture rooms with support for active learning.
- Support online and hybrid learning through broadcast rooms or similar facilities.
- Support needs for gathering, studying, and social activities, including clubs.
- Look into revenue generation through facilities rentals.
- Address maintenance needs.
- Identify what is working well, and what is not - inconvenient classrooms aren't being scheduled.
- Look into current and future market demand and scheduling.
- The face-to-face portion of Hybrid courses needs to be scheduled for efficient space utilization.
- New types of spaces and infrastructure may be required to support Hybrid and Online courses (e.g., preparation and delivery facilities for faculty; study space for students; technical support infrastructure for both).
- State-of-the-art Labs are needed to support teaching and learning in lab-dependent fields, particularly the sciences, technology, languages, and the arts. Design of these labs should consider size, configuration, technical support, etc.
- Smaller class sizes are generally consistent with active learning approaches to pedagogy.

High Class Fill Rates

In general, while space utilization is very low overall, the courses that are offered are relatively well attended. There is lots of space in the schedule and in buildings to offer additional courses.

Students

Who are the students whom SJECED serves and what are their characteristics and interests? This section starts with a summary of student demographics, then turns to a more detailed review of enrollment trends, and ends with an analysis of instructional mode.

Student Demographics

SJECED serves a diverse population from the San José area, with both colleges enrolling many more Hispanic and Asian than Non-Hispanic White students. Both colleges also enroll more women than men. The age profile has shifted over the past 15 years with students younger than twenty attending in about equal numbers as students in their early twenties. This is a common trend amongst community colleges in California, as reported by CalMatters in a 2023 article “California community college enrollment is up, but one group of students lags behind.”

Ethnic Origin and Race

The ethnic and racial composition of the two colleges is similar in some ways - the highest proportion of students are Hispanic and their share is increasing, as shown by the top line in "Figure 3.1. EVC Students, Ethnic and Racial Composition Trends" and "Figure 3.2. SJCC Students, Ethnic and Racial Composition Trends". White Non-Hispanic White students are about 10% and African-Americans are less than 5% of the students.¹

Figure 3.1. EVC Students, Ethnic and Racial Composition Trends

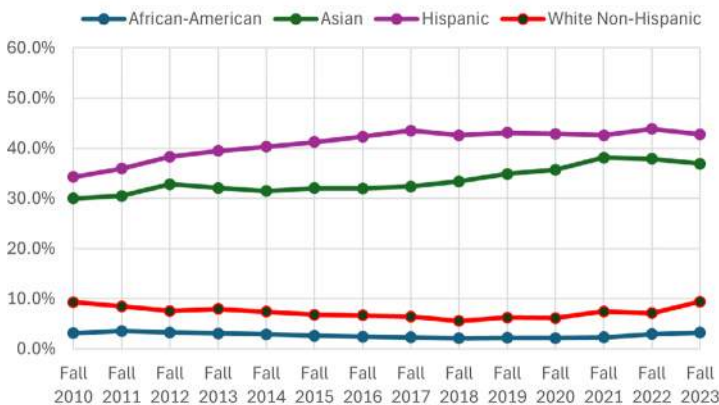
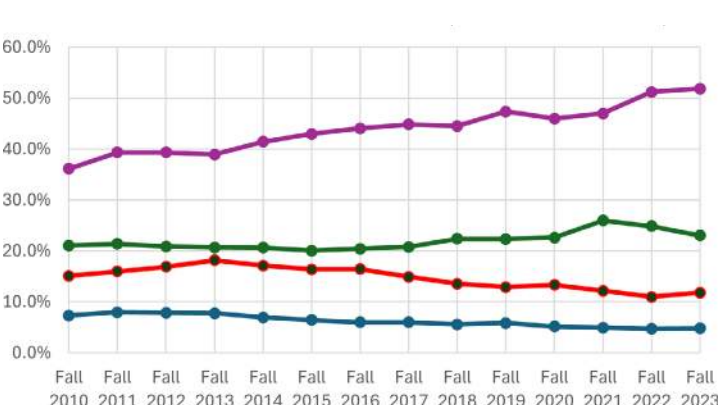


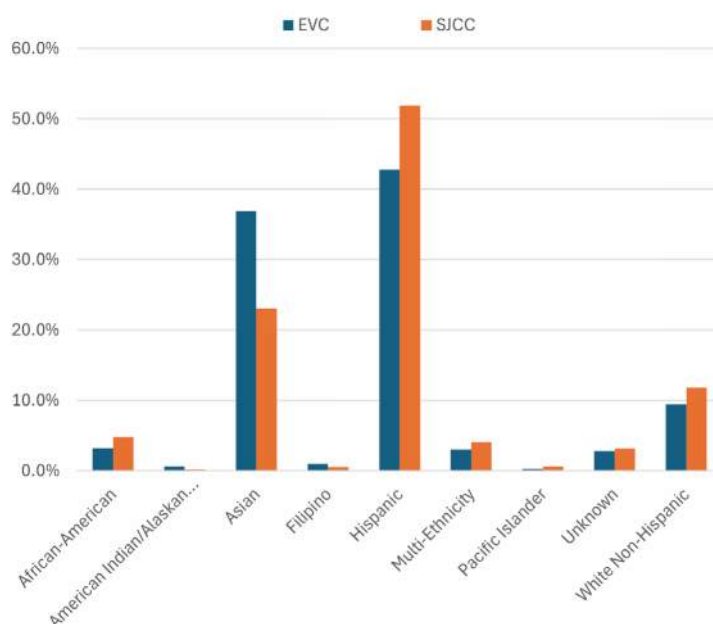
Figure 3.2. SJCC Students, Ethnic and Racial Composition Trends



1. Most of the data in this chapter was provided by the SJECED Office of Institutional Effectiveness reports, accessed during July and August 2024. Some data series begin in 2010, others in 2015, and yet others in 2019. Generally, trend comparisons use Fall as the reference term because it has the most enrollment, and Spring patterns are similar. Summer is discussed separately in some sections.

The colleges differ, though, in that the Asian proportion is much higher at EVC and the Hispanic proportion is higher at SJCC, as illustrated in Figure 3.3 for Fall 2023.

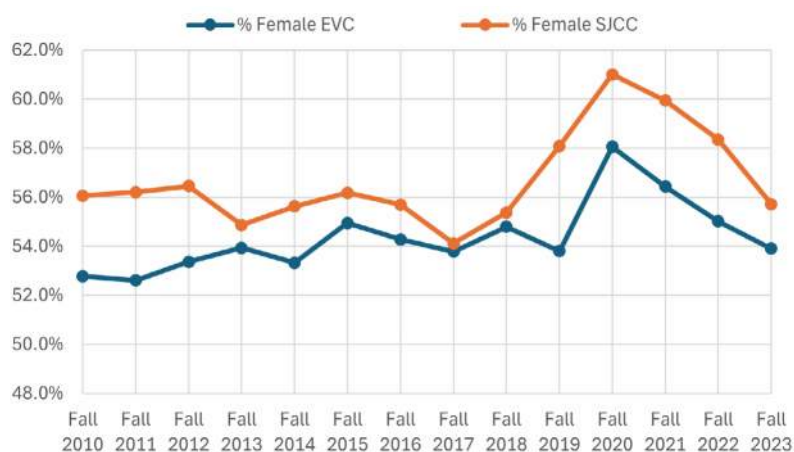
Figure 3.3. SJECCD Student Ethnic/Racial Composition, Fall 2023



Gender

The proportion of women students has exceeded the proportion of men at both colleges since 2010, with a higher proportion at SJCC than at EVC. Both lines in Figure 3.4 show a peak during the pandemic when women persisted better than men. Subsequently, the proportions have returned to pre-pandemic shares. The proportion of students identifying as non-binary has increased from around 0.1% in Fall 2010 to about 1.5% in Fall 2023.

Figure 3.4. SJECCD Share of Female Students, Fall Trends



Age

In 2010 the largest group of students at both campuses were in their early twenties (red line in Figure 3.5 and Figure 3.6). Since 2017 the proportion of younger students has increased (blue line). The change has been more dramatic at SJCC where the proportion of students in their late twenties has declined and the proportion of students under 20 now slightly exceeds those in their early twenties has declined and the proportion of students under 20 now slightly exceeds those in their early twenties. This is a common trend among community colleges in California, as reported by CalMatters in a 2023 article “California community college enrollment is up, but one group of students lags behind.”¹

Figure 3.5. EVC Student Age Trends

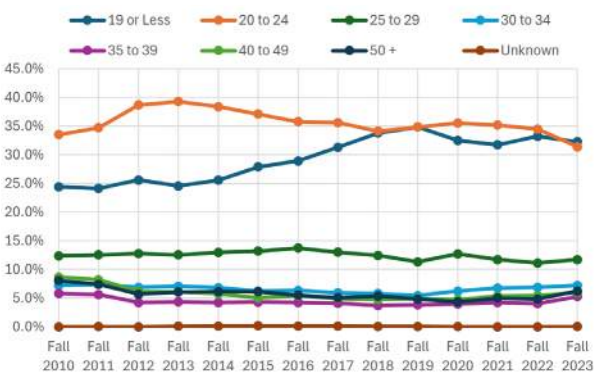
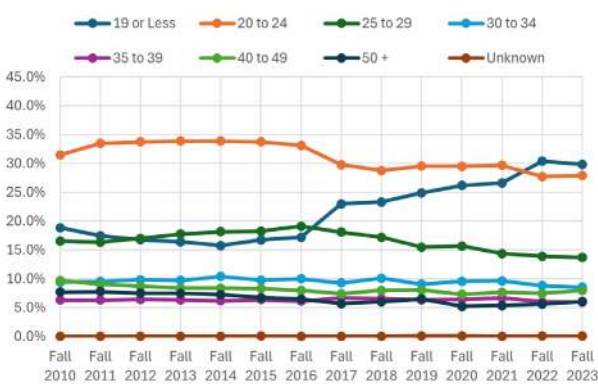
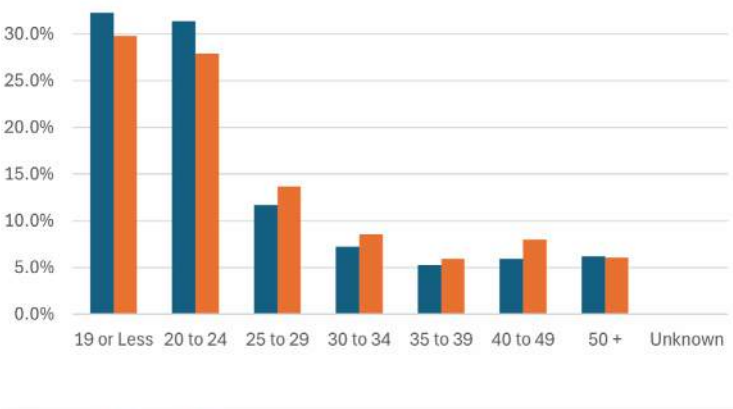


Figure 3.6. SJCC Student Age Trends



In Fall 2023 the age profiles for the two colleges looked very similar with slightly more younger students at EVC and slightly more older students at SJCC Figure 3.7.

Figure 3.7. SJECED Student Age, Fall 2023



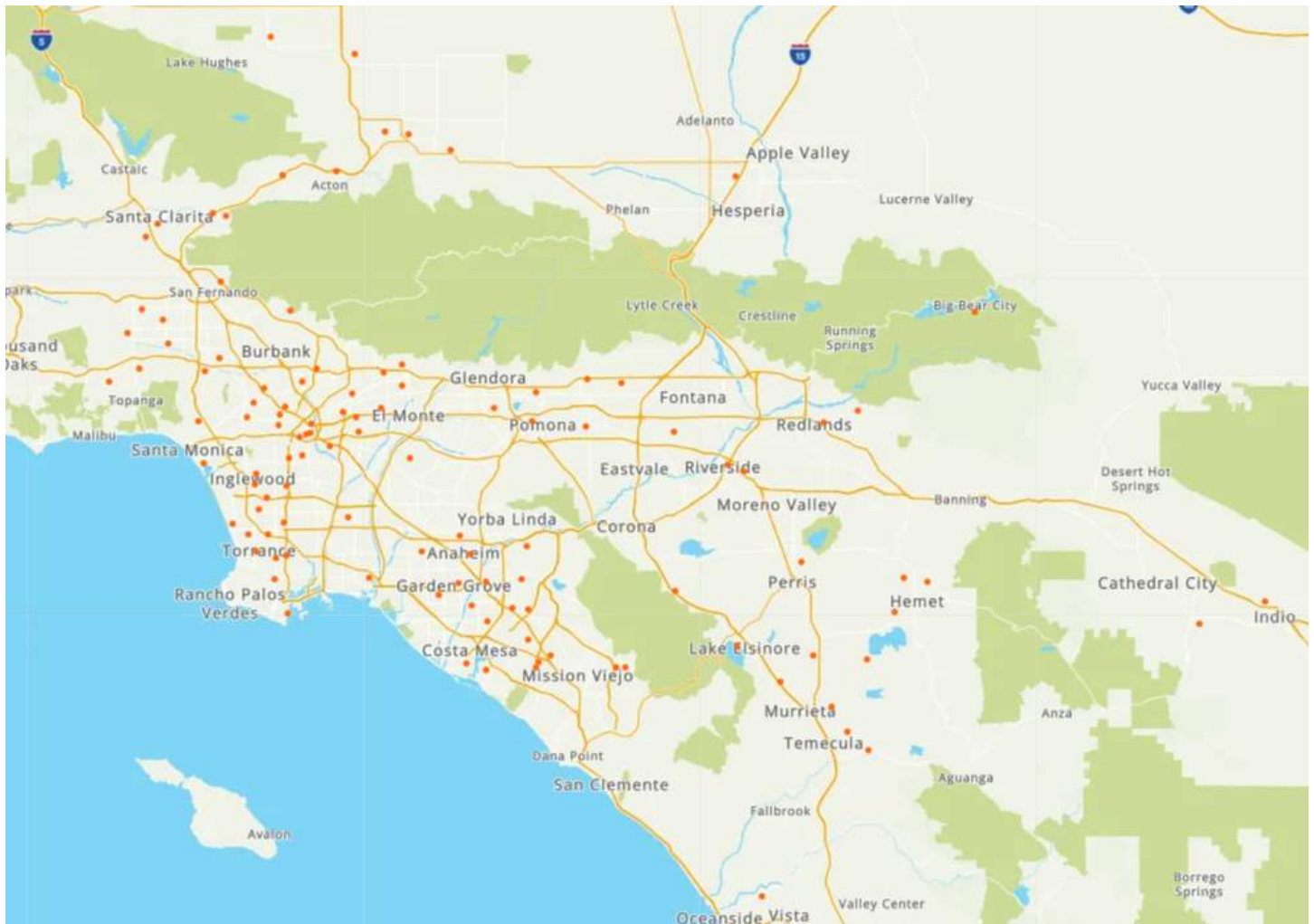
1. <https://calmatters.org/education/higher-education/2023/09/community-college-enrollment-3/>

Residence

Both colleges draw the vast majority of their students from San José. Both also attract a few students from other nearby areas, including Campbell, Fremont, Gilroy, Milpitas, Morgan Hill, Santa Clara, and Sunnyvale. With the availability of online learning, the District now also attracts online students from throughout the State. Figure 3.8 shows 2021 enrollment in the Bay Area region, with a clear focus on San José, and Figure 3.9 shows enrollment from the Los Angeles area.

Figure 3.8. Student Residences by Zip Code in the Bay Area (2021) - each orange dot represents between 1 and 1196 students

Figure 3.9. Student Residences by Zip Code in the Los Angeles (source: SJECCD Precision Campus Portal: <https://data2.precisioncampus.com/sjeccd/report?page=headcount-by-lat-long&menuid=M22>)



Enrollment Characteristics and Trends

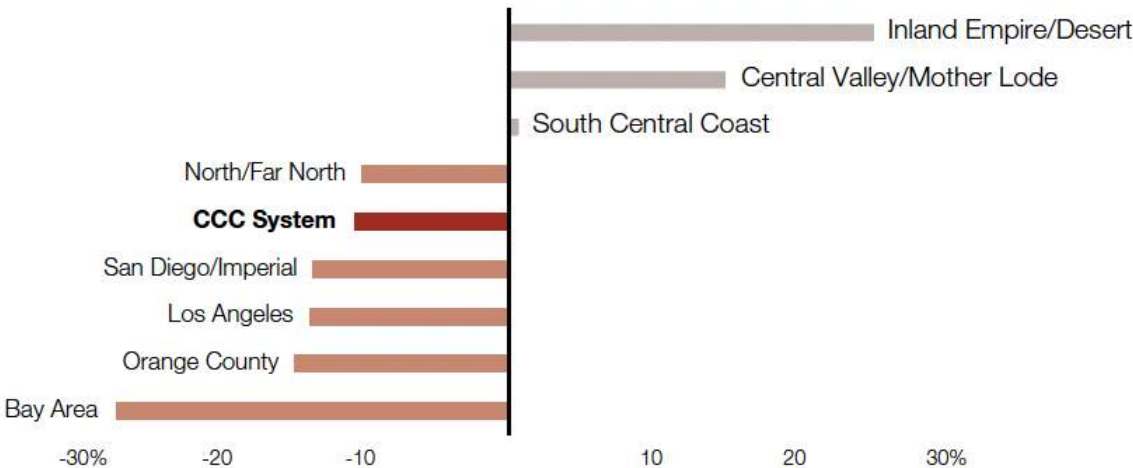
Trends in Enrollment

Trend data for both student headcount and full-time equivalent students (FTES) show a general decline since 2010, with some slow growth before the pandemic and modest recovery afterward. A January 2024 report from the California Legislative Analyst’s Office, “Trends in Higher Education: Student Access,” describes an overall decline both nationally and in California in enrollment, the college-age population, and projected high school graduates. All UC Campuses and most CSU Campuses have grown. The report states that, “As community college enrollment has declined, overall enrollment at four-year universities has grown. Since 2010, CSU has grown from 14 percent to 19 percent of undergraduate enrollment, UC has grown from 7 percent to 10 percent, and the private nonprofit sector has grown from 6 percent to 9 percent.” Enrollment trends have varied for community colleges in varying regions across the state, with colleges in the Bay Area seeing the greatest declines since 2010, as seen in Figure 3.10.

Figure 3.10. Enrollment in CCC Regions

Enrollment Has Declined in Most CCC Regions

Cumulative Percent Growth in Fall Headcount, 2000 Through 2021



SJECCD Enrollment Trends

Fall and Spring trends are similar at both colleges, while Summer enrollment has been stronger at EVC than SJCC. The table below Figure 3.11 highlights key years, and shows that FTES has declined more than headcount, reflecting an increase in part-time students taking fewer units.

Figure 3.11. SJECCD Enrollment Data for Key Years

	High Point Fall 2010	Interim Low Point Fall 2015	Pre- Pandemic Fall 2019	During Pandemic Fall 2021	Post- Pandemic Fall 2023	Change from 2010
EVC HC	10,567	9,133	9,853	8,245	9,239	-12.6%
SJCC HC	11,140	8,790	9,291	7,775	9,032	-18.9%
EVC FTES	3,541.9	2,836.1	3,193.8	2,387.6	2,651.2	-25.1%
SJCC FTES	3,705.9	2,972.7	2,675.3	2,026.2	2,412.8	-34.9%

Post-pandemic enrollments are still settling out, so it is too soon to estimate how long any short-term recovery will continue. Preliminary data for Fall 2024 indicate that headcount is up at both campuses. FTES is also up at SJCC but down at EVC, and average unit load is down at both campuses. All measures continue to be lower than in 2019 (before the pandemic) and lower yet than in 2010.

National demographic trends in birth rates and college-going rates, as well as housing costs, commuting behavior, employment opportunities, and out-migration from Silicon Valley suggest that any post-pandemic recovery may be more of a blip than a trend - unless new programs and/or student markets are developed.

SJECCD Student Headcount

Total student headcount during Fall and Spring terms declined at both colleges from 2010 to 2016, but more steeply at SJCC than EVC, as the red line in Figure 3.12 shows. Headcount then grew slowly through 2019 before the pandemic. During the pandemic headcount dropped substantially, then began to recover in 2023. Fall Headcount in 2023 began to approach the pre-pandemic level. However, enrollment at both colleges remained below Fall 2010 (at 87% for EVC and 81% for SJCC).

Summer trends differ from Fall and Spring yet run parallel for both colleges with EVC’s Summer Headcount generally higher than SJCC (blue line in Figure 3.13). Headcount dropped from Summer 2010 to Summer 2012 then grew through Summer 2020 when headcount exceeded the 2010 level at both colleges. During the pandemic Summer headcount dropped, then increased to 115% of Summer 2010 at EVC and to 92% of Summer 2010 at SJCC in Summer 2023.

Figure 3.12. SJECCD Fall Headcount Trends

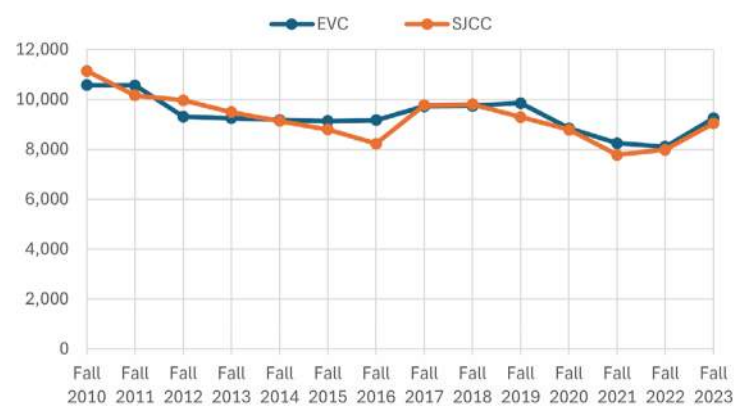
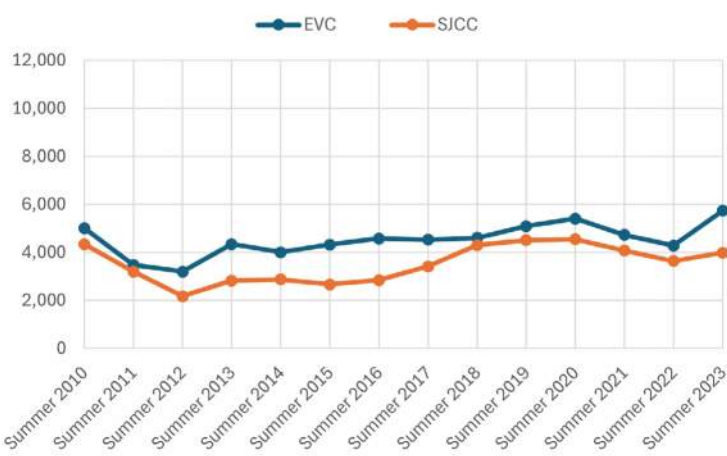


Figure 3.13. SJECCD Summer Headcount Trends



Full-time Equivalent Students (FTES)

FTES declined from 2010 to 2015, then had been growing slowly prior to the pandemic, but was still below 2010 FTES for all terms. During the pandemic total FTES declined steeply during all terms. Since the pandemic total FTES has begun to recover during Fall and Spring. However, total FTES remains below 2010 (at 75% of Fall 2010 at EVC and 65% at SJCC). The red line in Figure 3.14 also indicates that FTES at EVC has been higher than at SJCC since 2015.

Figure 3.14. SJECDD Fall FTES Trends

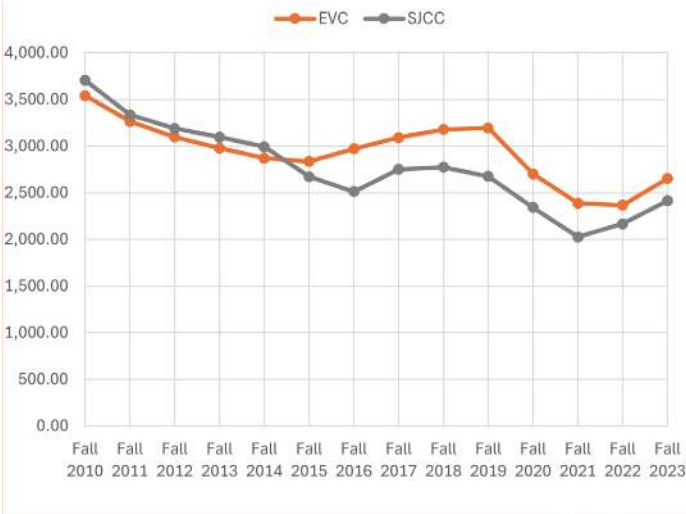


Figure 3.15. SJECDD Summer FTES Trends

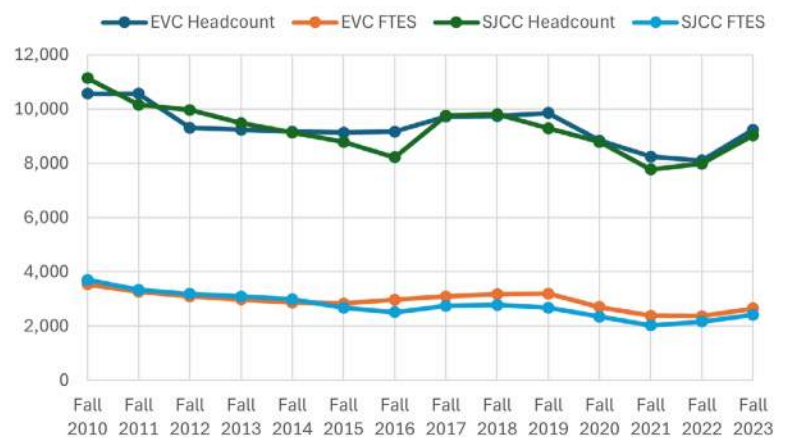


Post-pandemic Summer FTES has grown above pre-pandemic FTES by 17% at EVC. SJCC Summer FTES has recovered to 80% of pre-pandemic FTES. Summer FTES in 2023 exceeded Summer 2010 at EVC, yet was still at 74% of Summer 2010 for SJCC. The diverging lines in Figure 3.15 reflect distinctly different summer enrollment trends.

Headcount Compared with FTES

Comparing Fall headcount and FTES trends in Figure 3.16 shows that headcount has had some ups and downs. In contrast, FTES has been less volatile, but generally declining. Headcount has recovered more than FTES since the pandemic. However, student course loads remain lower, as discussed in the next section.

Figure 3.16. EVC and SJCC Fall Environment Enrollment Trends



Student Average Unit Load (AUL)

From 2010 through 2015 average unit loads (AUL) during Fall and Spring were steady at both colleges, then began to decline at SJCC. During the pandemic loads dropped at both colleges and have not recovered since (Figure 3.18).

The change in average unit load reflects a change in the relative proportion of part-time and full-time students. Prior to the pandemic the patterns were stable. About 30% of EVC students and 27% of SJCC students enrolled in 12 or more units and about 35% of students at each college took 6 to 12 units. The biggest differences were that more EVC students took fewer than 3 units or 12-15 units, while more SJCC students took between 3 and 6 units (Figure 3.18).

Figure 3.17. SJECCD Average Unit Load (AUL), Fall Trends

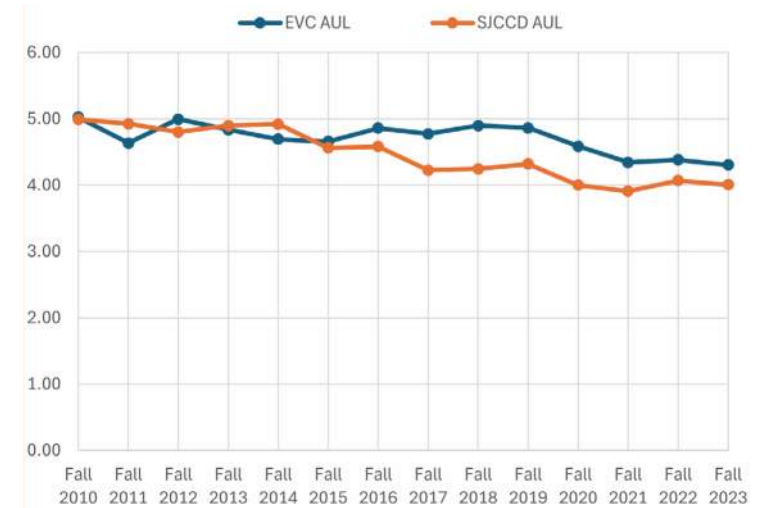
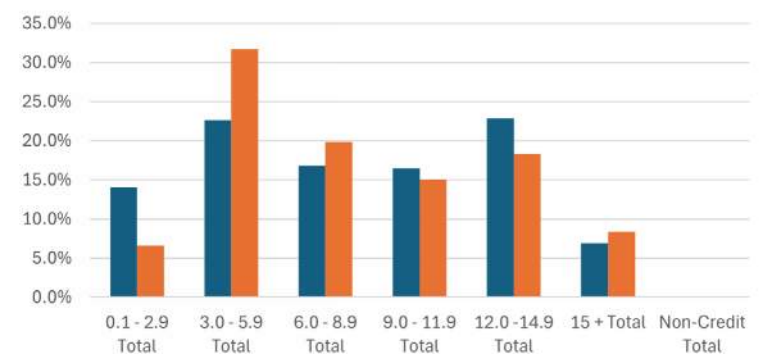


Figure 3.18. SJECCD Students Grouped by Enrolled Units, Fall 2010



During the pandemic, students enrolled in fewer courses and the pattern has remained through Fall 2023. The proportion of full-time students (taking 12 or more units) has dropped at both colleges and the proportion of part-time students taking 3-6 units has increased (Figure 3.19 and Figure 3.20).

Figure 3.19. SJECCD Students Grouped by Enrolled Units, Fall 2019

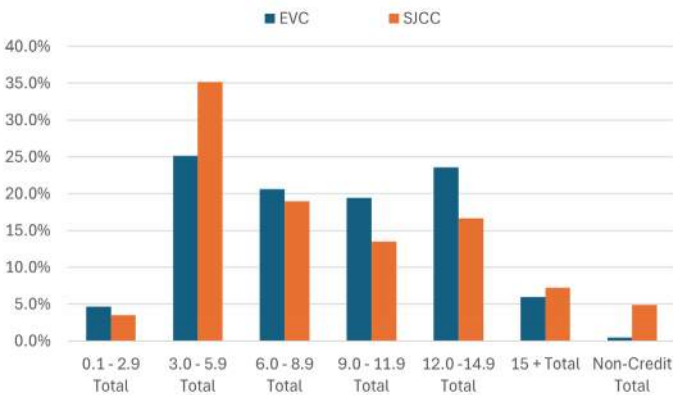
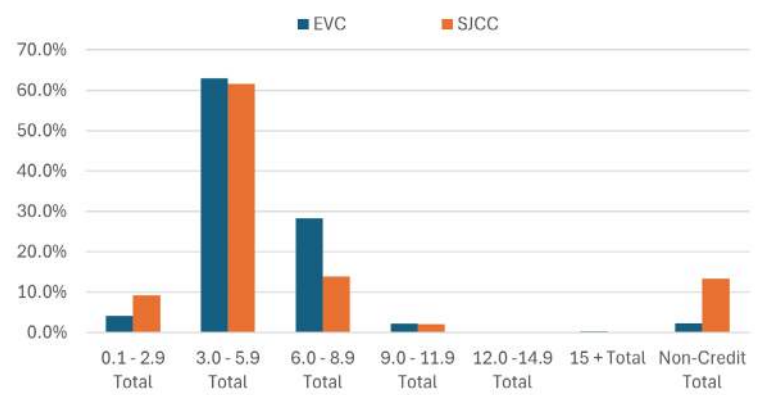


Figure 3.20. SJECCD Students Grouped by Enrolled Units, Fall 2023

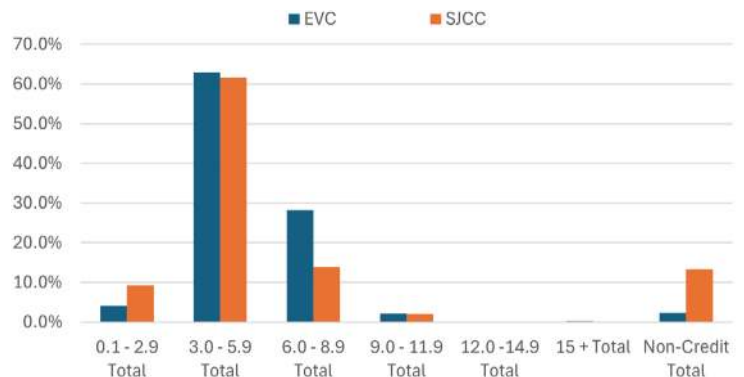


Summer unit loads have always been lower than during Fall and Spring, with most students taking only one, or at most two courses. Summer average unit load at SJCC used to be higher than at EVC, but now they are similar (Figure 3.21). Yet, EVC has more students taking 6 to 11.9 units (Figure 3.22).

Figure 3.21. SJECCD Summer Average Unit Load (AUL)



Figure 3.22. SJECCD Students Grouped by Enrolled Units, Summer 2023



Trends in Instructional Mode

The lecture format was predominant and labs secondary at both EVC and SJCC before the pandemic, when they were supplanted to a significant extent by online and hybrid formats. Since then, some courses are returning to a face-to-face format; others remain online or hybrid. Online courses are relatively more common at EVC and hybrid at SJCC during Fall and Spring terms. However, the patterns have not stabilized. Summer instruction has become more distinct from Fall and Winter, with a predominant Asynchronous Online format at both colleges.

Common Trends

Prior to the pandemic (2015 to 2019) the share of lecture instruction was declining slightly but still dominant at 70% for EVC and nearly 60% for SJCC during Fall and Spring as shown by the gray lines in the left hand portions of Figure 3.23 and Figure 3.24. The lab share was stable at 25% or less. Online instruction was increasing gradually and hybrid formats were rare. Other modes such as independent study and work experience accounted for less than 0.5% each at both colleges. Summer saw a slightly greater decline in lecture and lab and increase in online instruction.

During the pandemic (2020, 2021) the lecture share dropped precipitously as it was replaced by online instruction. The lab share fell to half of the pre-pandemic level. And the share of hybrid instruction grew from almost nothing to 6-7% at EVC and 25% at SJCC (middle of Figure 3.23 and Figure 3.24).

Figure 3.23. EVC Fall FTES Trends by Instructional Mode

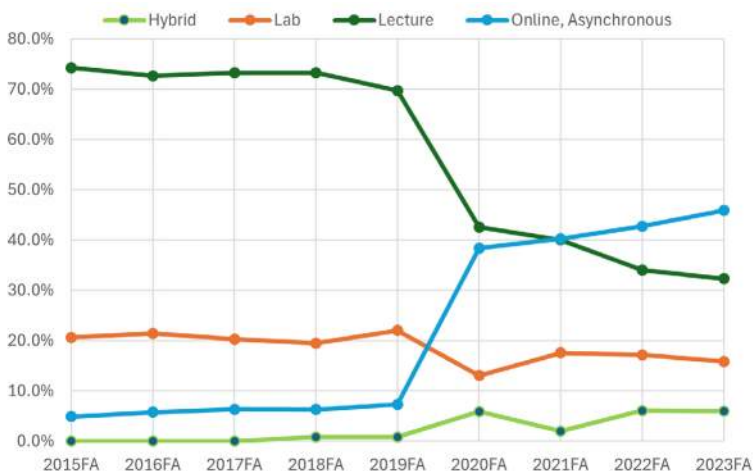
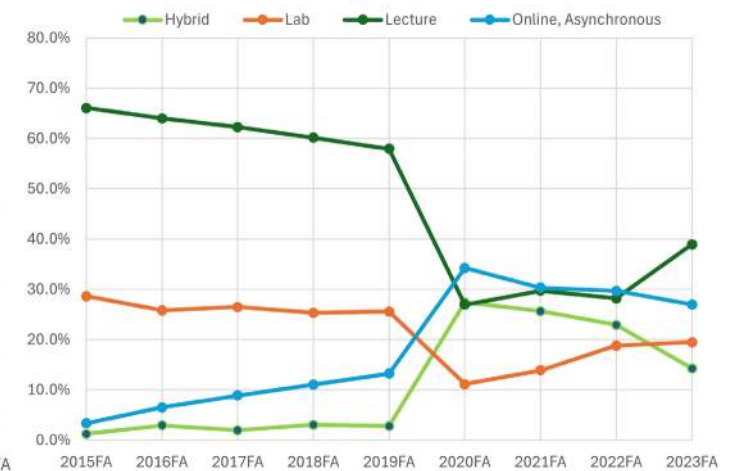


Figure 3.24. SJCC Fall FTES Trends by Instructional Mode
Summer Trends



Since the pandemic (through Spring 2024) the proportion of lecture as compared to asynchronous online and hybrid instruction has been shifting (right hand sections of Figure 3.25 and Figure 3.26). The lab share has made a slight recovery except during Summer.

Figure 3.25 and Figure 3.26 reveal that Summer patterns have become more distinct from Fall and Spring, and differ between EVC and SJCC.

Figure 3.25. EVC Summer FTES Trends by Instructional Mode

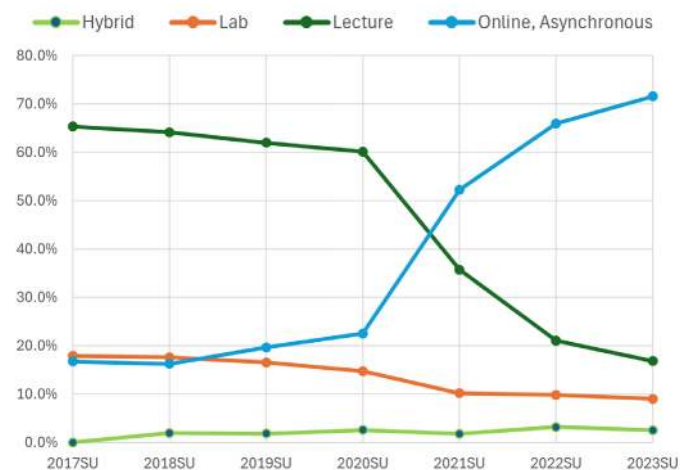
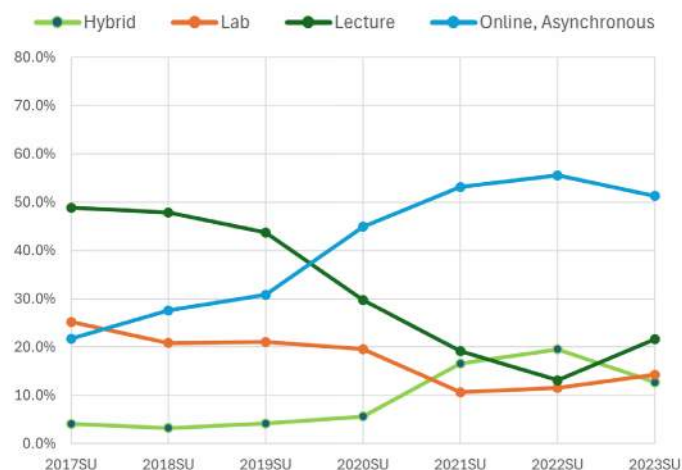


Figure 3.26. SJCC Summer FTES Trends by Instructional Mode Summer Trends



Varying Trends Since the Pandemic

At EVC the lecture share continues to decline. The online share is higher than at SJCC, becoming the most common mode at over 40% during Fall and Spring and over 70% during Summer.

At SJCC the asynchronous online and hybrid shares have dropped off some. Lecture instruction has recovered to 40% of FTES as the most common mode during Fall and Spring (including some synchronous online courses). Hybrid formats are more common at SJCC (just under 15%) than at EVC (about 6%), and online instruction has become dominant at over 50% in Summer. Figure 3.27 shows the pattern in Fall 2023 and Figure 3.28 the pattern in Summer 2023.

Figure 3.27. SJECCD FTES by Instructional Mode, Fall 2023

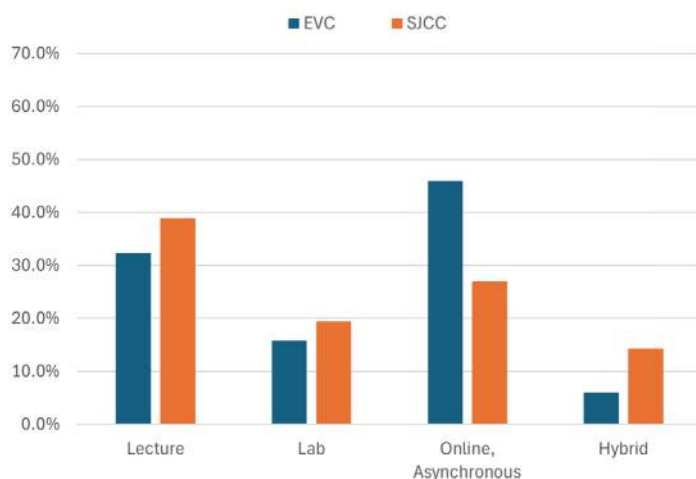
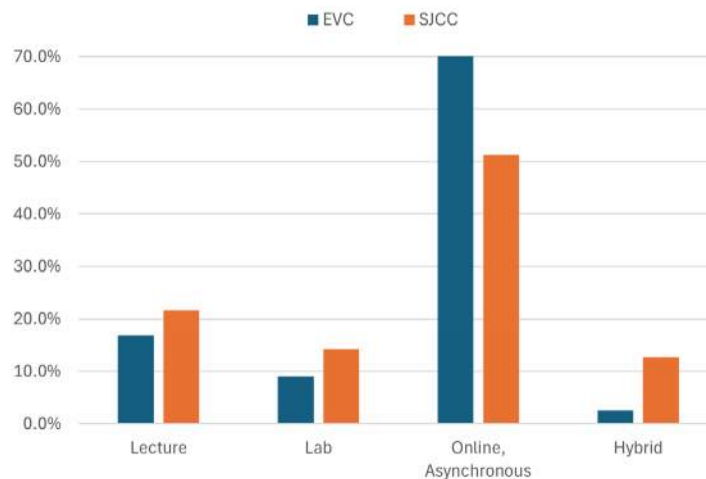


Figure 3.28. SJECCD FTES by Instructional Mode, Summer 2023



Faculty, Management and Classified Professionals

The SJECCD District Office employs administrative staff to support both colleges, and each hires both faculty and staff to teach and administer academic, support, and community programs.

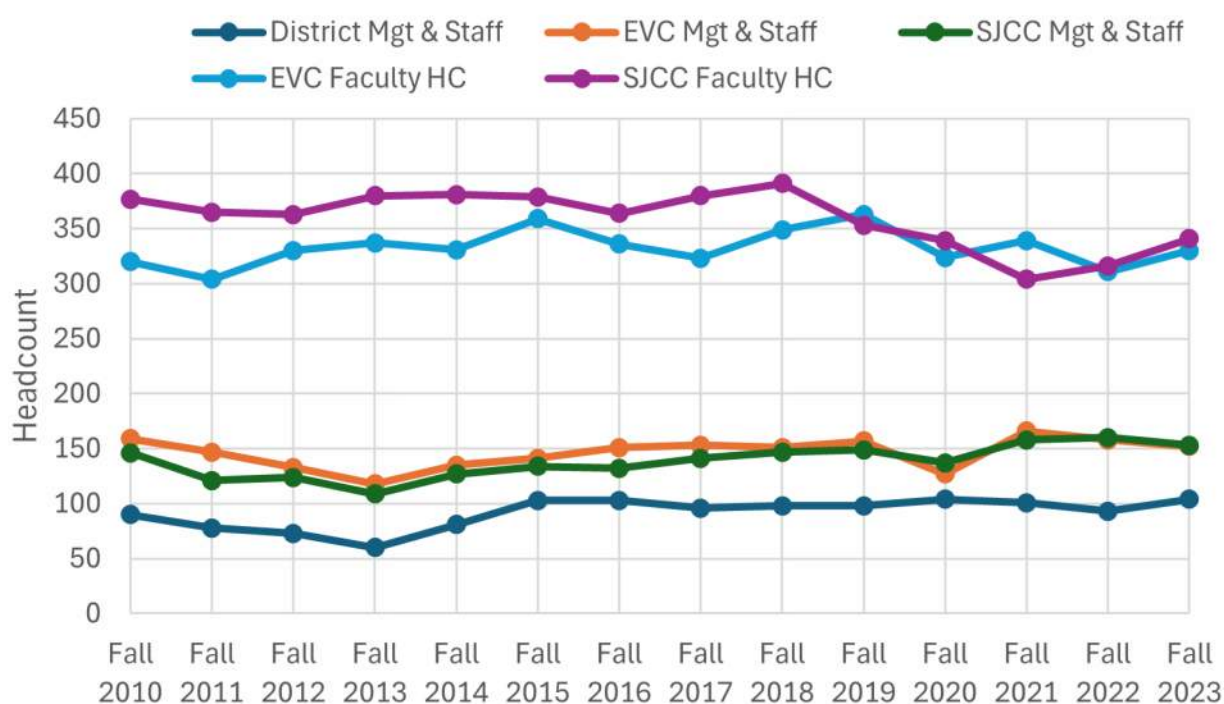
Overall Employment Trends

The total number of SJECCD management and staff has been relatively stable since 2010 with a few small dips in 2013 and during the pandemic. Faculty headcount has varied more, declining during the pandemic as fewer adjunct faculty were hired. The table in Figure 3.29 shows three key years - Fall 2010 for reference, Fall 2019 before the pandemic, and Fall 2023 as the most recent post-pandemic data available. Figure 3.30 displays the trends graphically.

Figure 3.29. SJECCD Employee Headcount Data

Headcount (District, EVC, & SJCC)	Fall 2010	Fall 2019	Fall 2023	Change from 2010
Management & Staff	395	404	409	3.5%
Faculty	697	716	671	-3.7%
Total Employees	1,092	1,120	1,080	-1.1%

Figure 3.30. SJECCD Employee Headcount Trends



Full-Time Equivalent Faculty

Full-time Equivalent (FTE) faculty, management, and staff data are only available for the past five years so they do not show the degree of variation reflected in longer trends. During that time both colleges kept the FTE for permanent faculty stable during the pandemic. SJCC significantly reduced FTE for adjunct faculty as well - as shown by the dip in Fall 2021 in Figure 3.31.

Figure 3.31. SJECCD FTE Faculty and Adjunct Faculty, Recent Trends

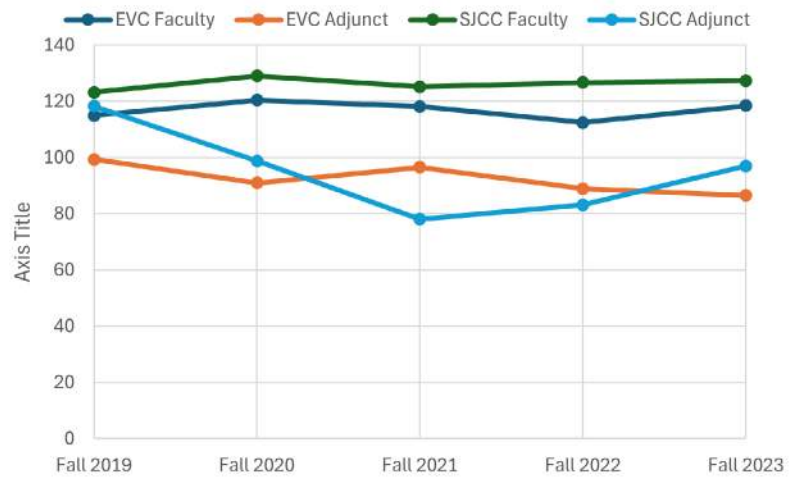
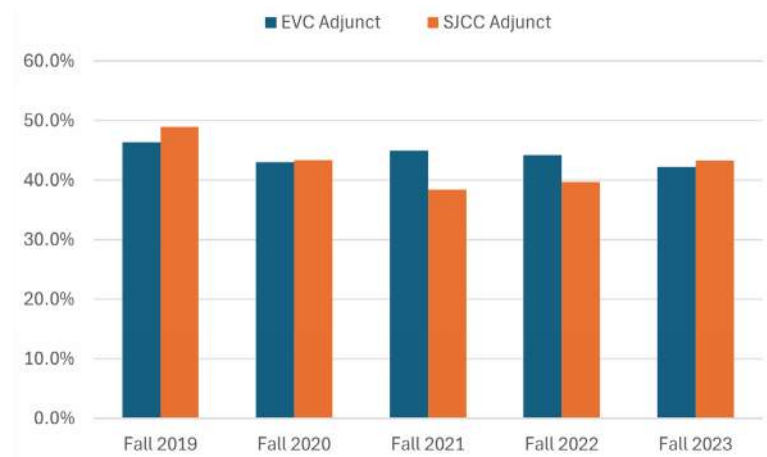


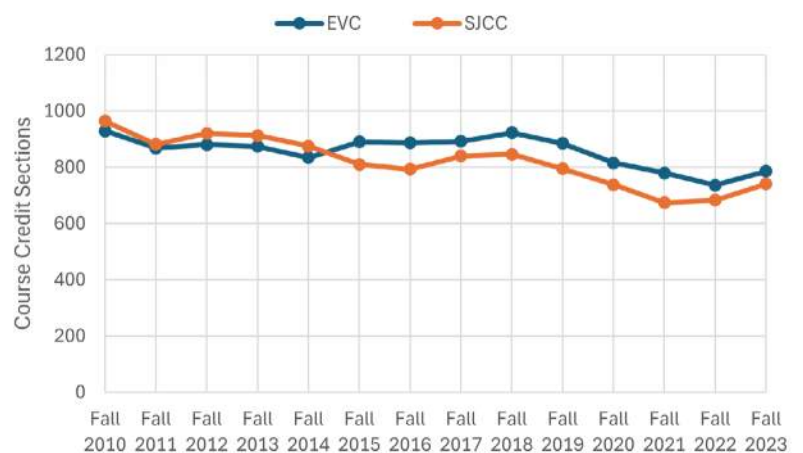
Figure 3.32 shows that adjunct faculty generally teach more than 40 percent of instruction. Although the percentage dropped below at SJCC during the pandemic, it has begun to recover.

Figure 3.32. SJECCD FTE Faculty and Adjunct Faculty, Recent Trends



Both colleges reduced the number of sections offered during the pandemic, with a small recovery beginning in Fall 2023 (Figure 3.33).

Figure 3.33. SJECCD Trends in Sections Taught

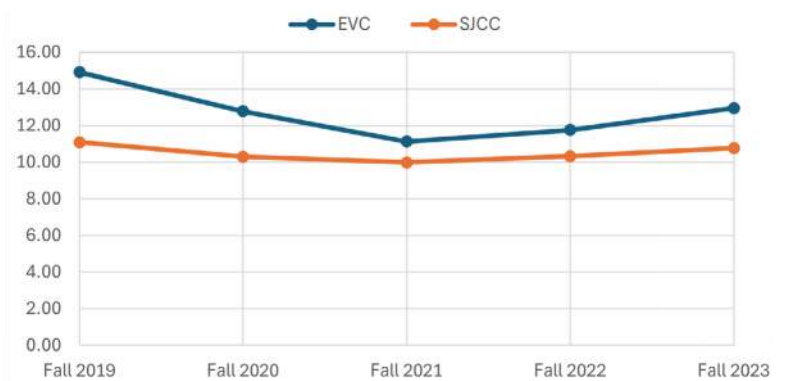


Student:Faculty Ratio (SFR)

The Student to Faculty and Student to Management and Staff ratios compare the Full-time Equivalents for each population. The Faculty ratio includes permanent and adjunct or temporary instructors.

The Student:Faculty ratio fell a little during the pandemic, even though fewer sections were offered and fewer adjunct faculty employed (Figure 3.34).

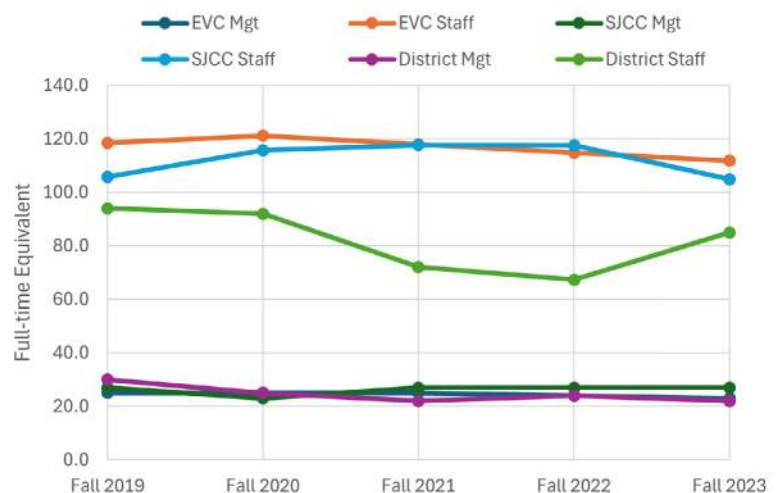
Figure 3.34. SJECCD Student:Faculty Ratio, Recent Trends



Full-time Equivalent Management and Staff

Management FTE has been very stable for the past five years at the District office and at both colleges. Classified staff FTE has also been relatively stable at the colleges, but dropped during the pandemic at the District office (Figure 3.35).

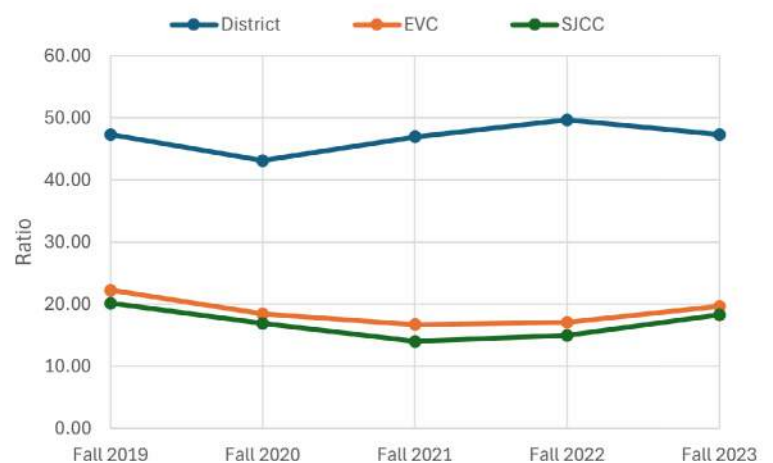
Figure 3.35. SJECCD Employee Headcount Trends



Student to Management and Classified Professionals Ratio

The Student to Management and Classified Professional ratios at both colleges dropped some during the pandemic, as classified professionals were retained while student enrollment declined. However, the Student to Management and Classified Professional ratio for the District increased slightly when FTE Classified Professional went down (Figure 3.36).

Figure 3.36. Student to Management and Staff Ratio



Academic Programs

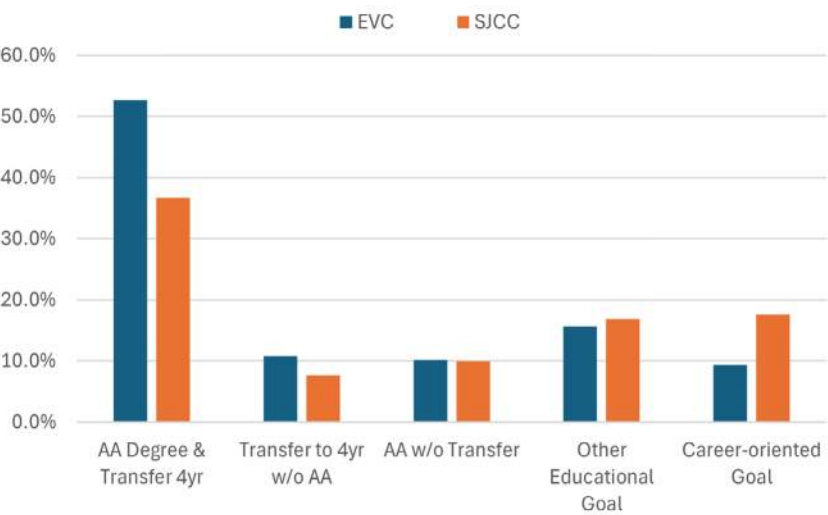
The range of academic offerings at each campus shows what each college emphasizes as well as what kinds of courses interest their students. Historically, EVC has seen itself as more oriented to preparing students to transfer to a four-year institution and SJCC as more vocational. Academic programs confirm this distinction to some extent, especially the greater emphasis on workforce preparation at SJCC. However, trend data suggests that the academic offerings at the two colleges are becoming more similar, with General Education courses dominating both curricula and with an increase in part-time students and workforce programs at EVC.

Student Aspirations

Students attend college for many reasons so it makes sense to focus on what students at EVC and SJCC hope to achieve before discussing the two colleges’ academic offerings. Most students are interested in obtaining an Associate degree and/or transferring to a four-year institution (nearly three-fourths for EVC and over half for SJCC). Figure 3.37 shows that in Fall 2023 more than half of EVC’s students and more than one-third of SJCC’s students were seeking both an AA Degree and to transfer to a four-year institution; and about 10 percent more at each college sought either an AA or to transfer.

Over 15% of the students at each college expressed other educational goals; and 18% at SJCC and 9% at EVC reported career-oriented goals. Over 10 percent of SJCC students were undecided or did not answer in Fall 2023 compared with 1 percent for EVC students. Non-credit courses represent a relatively small proportion compared with many other community colleges - at 3 percent of instruction at SJCC and less than 2 percent of instruction at EVC during Fall 2023.

Figure 3.37. SJECDD Students’ Educational Goals, Fall 2023



Academic Disciplines

EVC and SJCC organize their academic departments into larger divisions in different combinations, so it is not meaningful to compare offerings using the organizational structures of the colleges. Instead, this analysis groups related disciplines more generically.

The dominant discipline groups at both colleges are language arts, math and sciences, and social sciences, together accounting for 70 percent of the instruction at EVC and 62 percent at SJCC in Fall 2023 (or about 20 percent of the instruction for each discipline group - Figure 3.38 and Figure 3.39). This makes sense as these disciplines cover most of the General Education courses that students need to transfer to a four-year institution. English, mathematics, and biology are the most common subjects. Interest in the social sciences has grown more generally.

Figure 3.38. EVC Dominant Discipline Group Trends

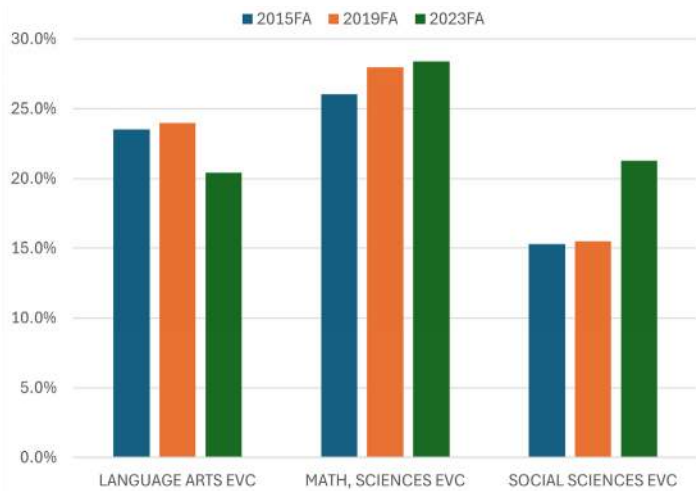
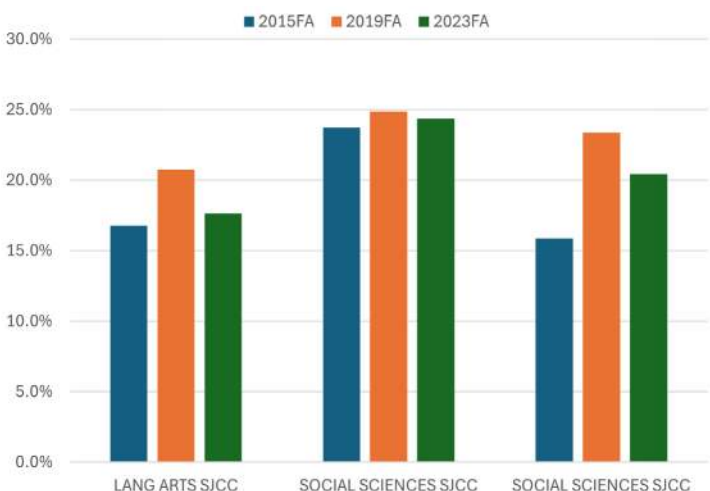


Figure 3.39. SJCC Dominant Discipline Group Trends

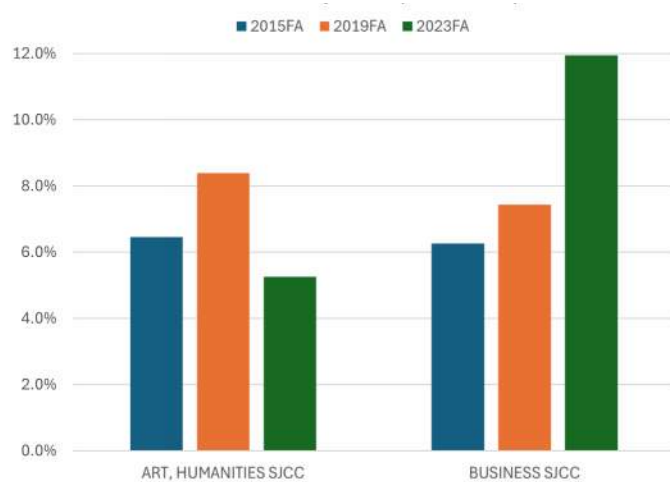


The next two groups - arts and humanities, and business - show different patterns that each represent less than 12 percent of total instruction. The visual and performing arts are more important, and growing, at EVC. Business is growing at both colleges, but more so at SJCC, particularly in courses related to information systems. Figure 3.40 and Figure 3.41 show both the patterns and trends since 2015.

Figure 3.40. EVC Secondary Discipline Trends



Figure 3.41. SJCC Secondary Discipline Trends



In addition, both colleges offer more focused disciplines with distinct trends. EVC offers a small nursing program whereas SJCC offers emergency medical services, dental and medical assisting. Kinesiology and athletics are stable at both colleges. Workforce programs have a long history at SJCC and are becoming more important at EVC. At both colleges, workforce programs emphasize technology applications, for example in building construction and manufacturing. See Figure 3.42 and Figure 3.43.

Figure 3.42. EVC Focused Discipline Trends

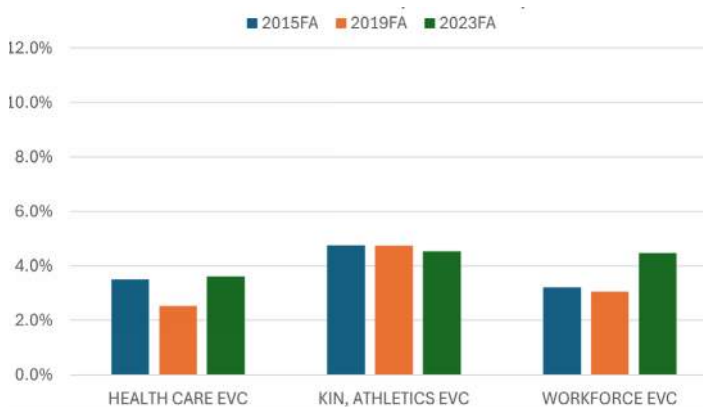


Figure 3.43. SJCC Focused Discipline Trends

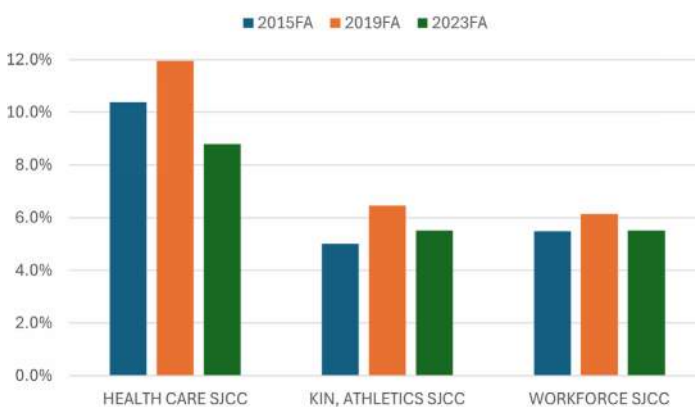
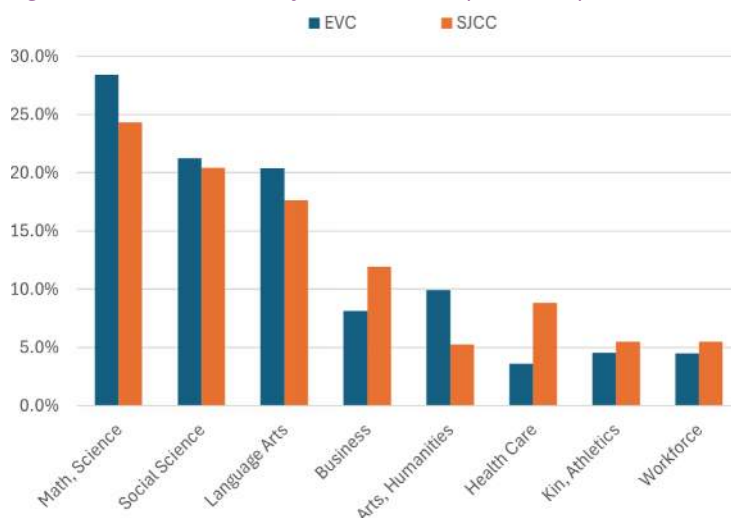


Figure 3.44 summarizes the pattern in Fall 2023, again showing the dominance of the foundational disciplines at both colleges, and the differences among the more specialized fields.

Figure 3.44. SJECCD FTES by Academic Discipline Group, Fall 2023



Academic Disciplines and Mode of Instruction

Most of the disciplines are using more than one mode of instruction since the pandemic, but the emphasis differs. A face-to-face lecture format continues to be particularly important for math and English - and to a lesser extent in all others except kinesiology and athletics. Not surprisingly, labs are central to kinesiology and athletics, workforce programs, sciences, and health care - and to a lesser extent, the arts.

Asynchronous online instruction has become more predominant for the arts, business, and particularly social sciences - with some in math, English and kinesiology. Hybrid instruction is not pervasive for any discipline, although used in the arts, English, and social sciences. When used, hybrid instruction takes in different forms, including combinations of face-to-face and online, and synchronous and asynchronous online instruction.

In Figure 3.45 below, gray columns represent the dominant discipline groups. Green cells highlight the primary mode for each discipline group and other shares greater than 20 percent of FTES taught during Fall 2023. Most patterns are similar for the two colleges, with the exception of Health Care and Arts and Humanities.

Figure 3.45. Primary Modes of Instruction by Discipline Group

	Math	English	Kin & Athletics	Work force	Sciences	Health Care	Social Sciences	Business	Arts & Humanities
Lecture	63.3%	57.0%			24.3%	SJCC 33.3%	25.7%	25.0%	SJCC 28.8%
Lab			71.8%	49.5%	44.1%	SJCC 51.3%			SJCC 23.3%
Hybrid									SJCC 27.3%
Online Asynchronous	34.6%	21.9%	23.6%			EVC 58.0%	65.3%	59.2%	EVC 72.0%

Student Life and Student Support Programs

Both colleges offer a wide range of programs outside the classroom that involve students in the life of the community and provide support for their personal and academic success. On the student life side, examples include student government (Associated Students), student clubs and organizations, diversity events, and recreation programs. Another set of programs focus on health, wellness, personal safety, and meeting basic needs. Student success programs include Guided Pathways, academic counseling, tutoring, and career services so students can plan for their futures and work towards success. In addition, both campuses provide academic and support programs designed to serve specific populations, like veterans, first-generation college students, foster youth, and international students.

While these programs can be tallied and student participation recorded, they are not quantified in the same way as enrollment. Nonetheless, numerous national studies have documented their contribution to student success, providing encouragement, support, and a sense of community as students work toward their educational goals. There is generally a lack of dedicated student gathering spaces in District facilities. Meetings are often held in classrooms. There is a need to dedicate student gathering, club and support program spaces, and to ensure that the spaces are located such that they can be adequately supervised.

Community Programs and Space Use

Community programs are implicit aspects of the District and college missions as community partners and regional educational institutions. They include community events and college activities that attract community attendance such as:

- Performances and concerts
- Athletic competitions
- Celebrations

The community uses the campuses through facility rentals and through the informal use of open spaces.

There is a significant impact on the SJCC campus due to unhoused people coming onto campus. The College is erecting a fence around the campus to try to dissuade this use of the space.

Schedule and Building Utilization

In order to get a snapshot of the use of the campus space, the planning team developed a range of charts and graphs that summarize schedule and building use data. This analysis was developed using Fall 2023 data (post census). Because this effort is a facilities planning effort, rather than an Educational Master Planning effort, this analysis focuses on on-campus instruction and use. Future phases of this planning process that consider enrollment more closely may look at online enrollment as well.

The Fall 2023 program of instruction provided a snapshot in time used as a baseline for this Plan. To address the capacities for the future, a planning model was created. This planning model, or baseline, provided the foundation from which a future program of instruction could be projected.

Benchmarking the Use of Space

When calculating the need for space on a campus, space planners use utilization goals. These goals define how much a District, or College, would like to use a space in order to consider it well used, or utilized. If utilization goals are met or exceeded, there may be a need for additional space. If utilization goals are not met, there may be more space available than is needed. University and College systems generally have utilization benchmarks that they set for their campuses. For reference, in 2020 the Board of Governors of the California Community Colleges established space standards and utilization goals.¹ The CCCCCO use these standards to evaluate eligibility for funding for construction projects. The SJECCD is a Basic Aid District, and has generally used bond funding to fund construction projects. This means that the District and Colleges do not need to comply with the CCCCCO standards, however, they are useful for reference. The CCCCCO Standards state that, “Classrooms and seminar room use shall be not less than 48 hours per 70-hour week... (and) laboratory room use shall be not less than 27.5 hours per 70-hour week.” The CCCCCO goals are fairly high, though there are campuses that meet them, and have received funding from the CCCCCO for construction.. Again for reference, a 2023 study by the UC system, “University of California: Classroom and Teaching Lab Utilization, Report November 2023,” found an average room utilization of ± 33 hours a week at UC Berkeley. The other campuses’ room utilization hovers around 40 hours/week, with Santa Cruz as a significant outlier at 104 hours/week.² A modest room utilization goal that is often used by Liberal Arts colleges is to aim for using rooms 65% of a 40-hour week. This equates to an average of 26 hours per week. Both

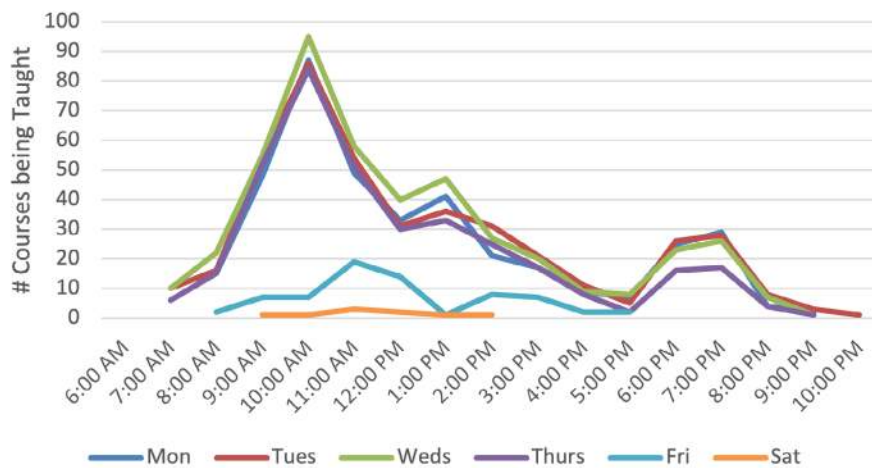
1. <https://www.cccco.edu/-/media/CCCCO-Website/docs/guidance-instruction/2020-Revision-BOG-Policy-on-Utilization-and-Space-Standards7710781.pdf?la=en&hash=1C5F95CC8BAAAF8B2BFCF108A544ECF189FD7B02>

2. https://www.ucop.edu/operating-budget/_files/legreports/2023-24/uc_classroom_lab_utilization_legrpt_fall_2022_w-appendix.pdf

campuses are well below this modest goal, though classes that are held are well attended. A common standard is to aim for a 65% seat fill rate (65%+ of seats in each class are occupied). Many departments are above this benchmark, on average. The planning team will discuss utilization goals with the District and Colleges as part of the planning process.

EVC Schedule Summary

Figure 3.46. EVC: When are Courses being taught?



At EVC, the number of courses being taught on campus peaks at approximately 10:00 am, declines to 5:00 pm with a slight increase at 1:00 pm, then sees a return of activity in the evening hours equivalent to approximately 1/3 of the 10:00am activity (See Figure 3.46). This analysis indicates that there is significant space in the schedule for additional instructional use or non-instructional use. The campus is not at capacity throughout the day.

The Fall 2023 program of instruction at EVC provides a snapshot in time that will be used as a baseline for the FMP. Figure 3.47 summarizes the number of sections taught, total number of enrolled students, and total number of weekly student contacts hours (WSCH) per Department. Weekly student contact hours are calculated by adding up all of the hours individual students are in classes in each department.

Figure 3.47. EVC On-Campus Instruction Summary

Department and Subject	# Sect	Seats	Sum of WSCH
Nursing & Allied Health			
Nursing	16	144	1174
Business and Workforce Development			
Accounting	6	172	399
Automotive Technology	12	269	1740
Building Information Modeling	34	686	2747
Business Information Systems	8	256	715
Economics	3	118	315
Work Experience	1	6	19
Subtotal	64	1507	5935
Counseling			
Counseling	2	54	137
English			
Educational Instructional Technology	69	1436	3332
Language Arts			
English	3	68	210
English As a Second Language	32	747	2877
Sign Language	2	38	117
Spanish	8	165	573
Translation and Interpretation	4	53	163
Vietnamese	5	159	495
Subtotal	54	1230	4436
Math, Science & Engineering			
Astronomy	3	95	262
Chemistry	24	492	2056
Computer Science	5	129	330
Engineering	5	112	325
Mathematics	40	1102	3724
Physics	9	167	515

Department and Subject	# Sect	Seats	Sum of WSCH
<i>Subtotal</i>	86	2097	7212
Social Science, Humanities, Arts & Physical Education			
Administration of Justice	3	98	261
Anthropology	1	31	83
Art	17	285	972
Athletics	2	49	131
Athletics Intercollegiate Men	1	39	358
Athletics Intercollegiate Women	1	20	183
Communication Studies	11	349	959
Dance	2	18	48
Ethnic Studies	5	237	632
History	6	263	701
Journalism	1	31	83
Kinesiology	60	692	1856
Music	5	38	77
Physical Education	6	143	362
Political Science	2	89	237
Psychology	5	203	504
Sociology	1	45	120
Theatre Arts	3	97	175
<i>Subtotal</i>	132	2727	7742
Grand Total	431	9824	29966

EVC Academic Buildings

In 2023, Evergreen ran instructional programs in the following buildings and outdoor areas:

- Acacia
- Automotive Technology
- Cedro
- Field
- Field House
- Library
- Math, Science & Social Studies
- Physical Education
- Pickleball Court
- Sequoia
- Student Center
- Tennis Courts
- Visual & Performing Arts

The Student Center and Acacia are being vacated. The new Language Arts building includes 18 new classrooms and two labs, and the upcoming Sequoia addition will offer seven classrooms and four labs. Figure 3.48 shows average room utilization per week by building. This is the average number of hours a week a classroom or lab in each building is scheduled. Some rooms, particularly specialized rooms or labs, are used a great deal. Some classrooms are not scheduled at all, as they are not needed. Additional information on each building can be found in Appendix: Building Profiles.

EVC Utilization

The room (classroom or lab) and facility utilization at EVC is significantly below the CCCC standard described in the “Benchmarking the Use of Space” section, coming in between 12 and 18 hours per week for the primary academic buildings (for the purposes of this report, those are Cedro, Math, Science & Social Studies, and Sequoia). The above mentioned 2023 study by the UC system found an average room utilization of ± 33 hours a week at UC Berkeley. A modest room utilization goal is to aim for using rooms 65% of a 40-hour week. This equates to an average of 26 hours per week. Evergreen is currently below that benchmark. The planning team will discuss the desired utilization goals with the District team as part of the next stage in the planning process. There is a large amount of instructional space available at EVC. This condition is the result of an overall decrease in enrollment since 2010, and a move to online instruction following the pandemic. New building space coming online will add to this condition. The availability of space represents both a challenge and an opportunity. An under-occupied campus lacks a feeling of vibrancy, and may not be appealing as a place to come. It is also challenging to provide food to a small campus population, as there is little economy of scale.

Figure 3.48. EVC Average Room /Field Utilization per Week

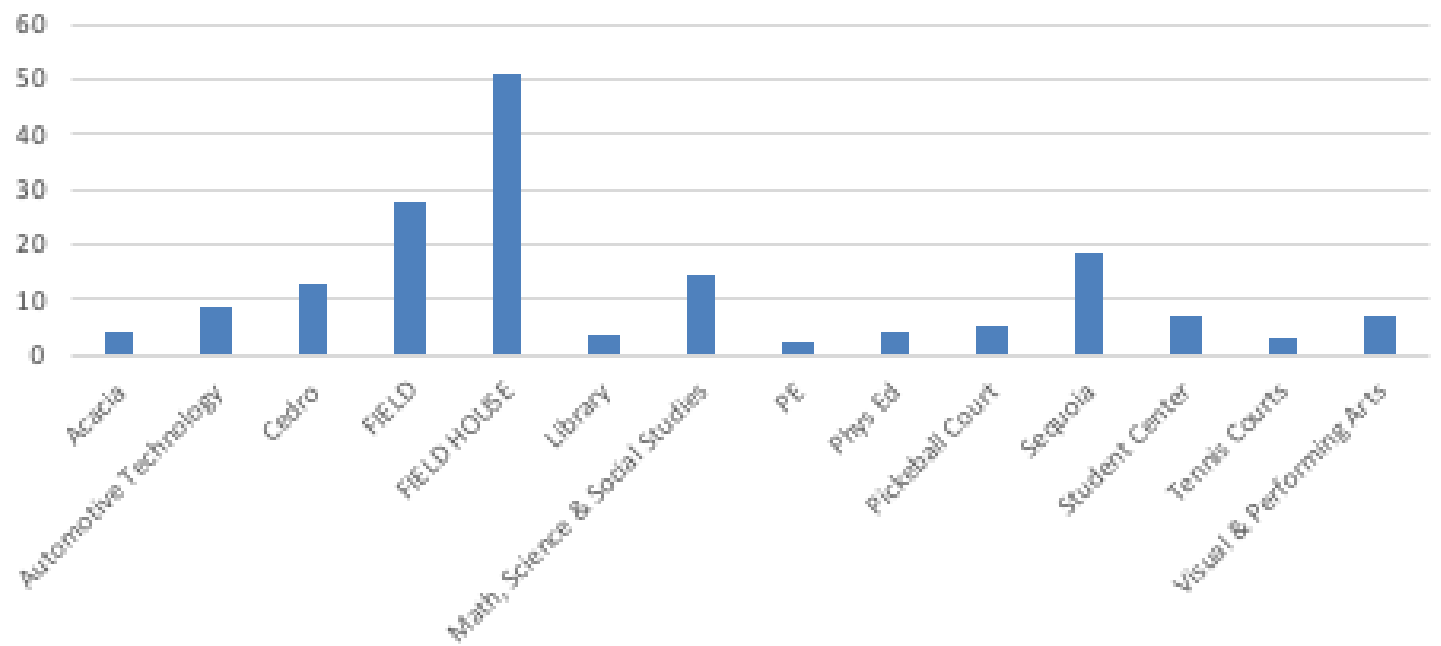
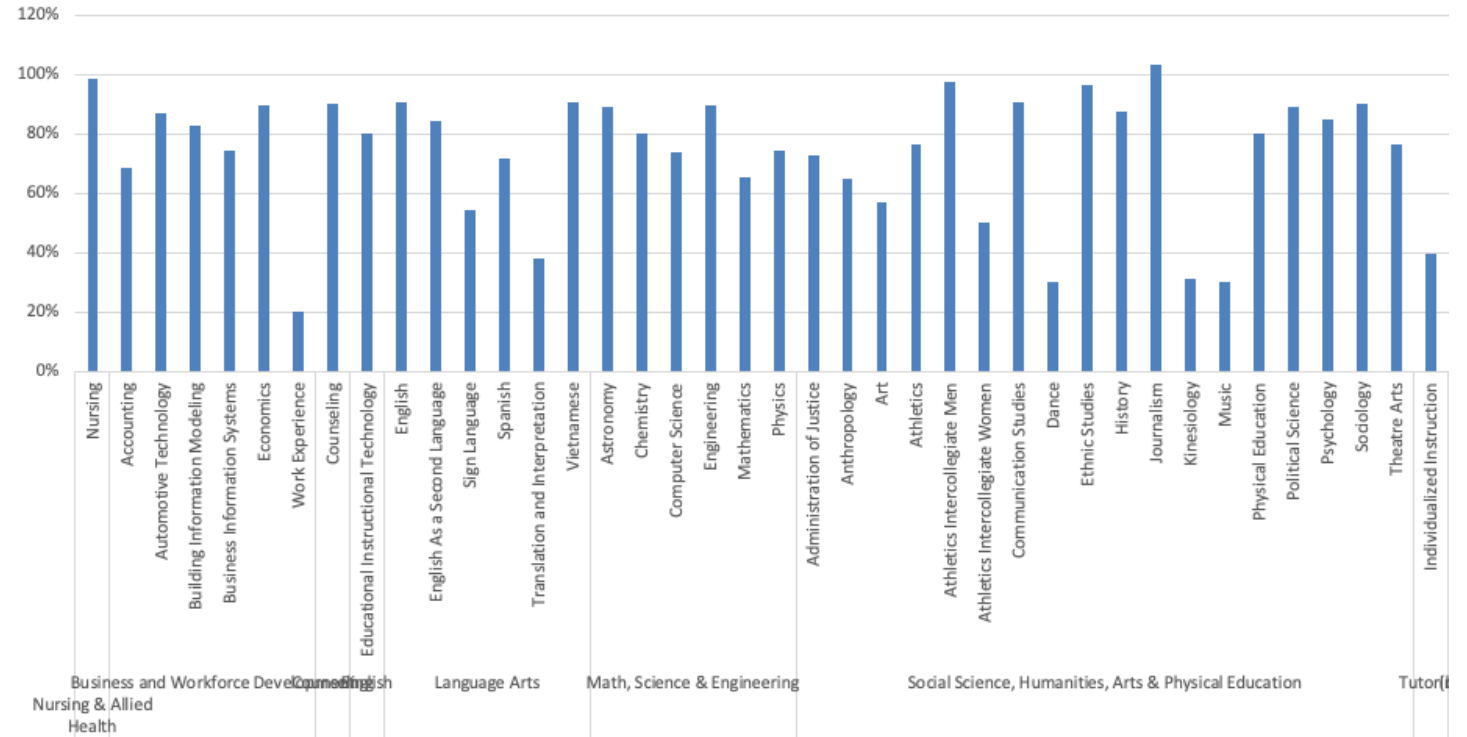


Figure 3.49. Evergreen % Class Fill Rates by Department



There are many opportunities in available space. These include:

- The ability to serve growing programs within existing buildings
- The ability to reprogram buildings to create a sense of space and vibrancy
- The ability to provide student club space or other meeting spaces
- The ability to rent space to outside users
- The ability to take some spaces off-line to save on significant energy, janitorial and maintenance costs.

EVC Class Fill Rates

It should be noted that, though there is a very large opportunity for additional programming in the schedule and in buildings, the courses that are offered in person are well attended, as seen in "Figure 3.49. Evergreen % Class Fill Rates by Department" on page 94. A common standard is to aim for a 65% space fill rate. Many departments are above this benchmark, on average. This indicates a potential demand for additional on-campus courses.

EVC Space Programming Summary

The Evergreen campus is undergoing a transformation, with the new Student Services and Administration building and General Education building coming online and the existing Student Services building being deprogrammed. The facilities master planning process will help to determine future programming for buildings across campus, where change is beneficial.

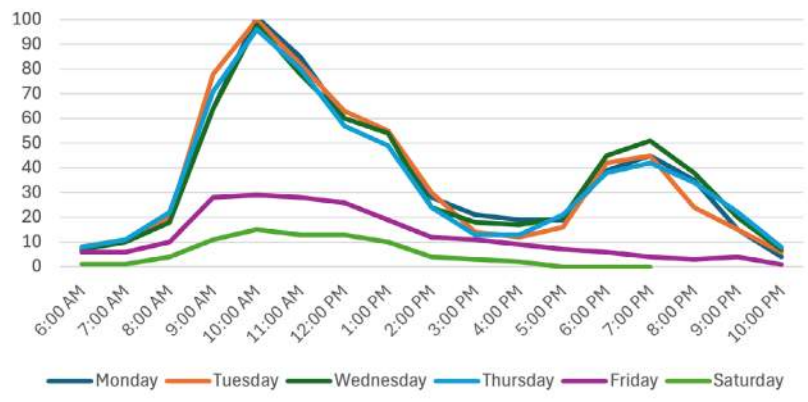
The four buildings where the most courses were held in 2023 and 2024 are (in alphabetical order): Acacia; Cedro; Language Arts; Math, Science and Social Studies; and Sequoia. The three buildings with the highest utilization in terms of room occupation are Cedro, Math, Science and Social Studies, and Sequoia. There are also many activities at outdoor sports facilities, including the main Field, Tennis and Pickleball Courts, as well as the Field House.

Both the City College and Evergreen communities and leaders report that there is inadequate space for studying on campus, and for student groups to meet. Offices are generally better utilized than classrooms, as the employment population did not decrease alongside the student population, however, a preliminary study shows that there is adequate office space available, and though there is a shortage of formal conference spaces this need is met by using readily available classroom space.

Facilities at EVC are rented to members of the community. This includes providing space for events like town halls, or for sporting events and classes, like pickleball or soccer games. Because EVC is less central than SJCC, it has historically been less appealing to other educational institutions to rent space on campus. The theater is a major asset on campus for outside uses.

SJCC Schedule and Space Use

Figure 3.50. SJCC When are courses being taught?



At SJCC, the number of courses being taught on campus peaks at approximately 10:00 am, declines to 5:00 pm with a slight surge at 1:00 pm, then sees a return of activity in the evening hours equivalent to approximately 1/3 of the 10:00am activity (See Figure 3.50). This analysis indicates that there is significant space in the schedule for additional instructional use or non-instructional use. The campus is not full all day, for example.

The Fall 2023 program of instruction provided a snapshot in time used as a baseline for this Plan. To address the capacities for the future, a planning model was created. This planning model, or baseline, provided the foundation from which a future program of instruction will be projected.

The Fall 2023 program of instruction at SJCC provides a snapshot in time that will be used as a baseline for the FMP. Figure 3.51 summarizes the number of sections taught, total number of enrolled students, and total number of weekly student contacts hours (WSCH) per Department. Weekly student contact hours are calculated by adding up all of the hours individual students are in classes in each department.

Figure 3.51. SJCC On Campus Instruction Summary

Department and Subject	# Sect	Seats	Sum of WSCH
Athletics & Kinesiology			
Adaptive Physical Education	5	56	75
Athletics	10	198	271
Kinesiology	3	82	113
Mens Athletics	3	108	224
Physical Education	22	300	475
Womens Athletics	3	21	45
Subtotal	46	765	1202
Business & Workforce Development			
AC/Refrigeration	13	390	925
Accounting	1	39	94
Business	7	233	421
Computer Information Systems	8	277	363
Construction Technology	15	366	928
Cosmetology	17	529	1763
Dental Assisting	13	300	771
Economics	5	154	205
Electrician Tech	2	28	86
EMS	8	188	666
Facilities Maintenance.	6	126	268
Iron Working	9	82	374
Laster Tech	6	36	34
Machine Tech	4	46	88
Medical Assisting	5	123	379
Real Estate	1	12	37
Subtotal	120	2929	7402
Counseling			
Disabled Students Programs & SVC	4	54	121
Guidance	9	229	437
Subtotal	13	283	558
Humanities, Social Sciences, & Arts			
Administration of Justice	3	120	166
Alcohol and Drug	8	206	335
Art	15	256	520
Dance	30	149	185

Department and Subject	# Sect	Seats	Sum of WSCH
Digital Media Arts	6	92	143
Early Childhood	10	162	355
Ethnic Studies	13	516	688
Family and Consumer	1	40	113
History	5	216	288
Music	7	127	169
Philosophy	3	102	136
Photography	6	82	109
Political Science	3	111	148
Psychology	8	299	399
Sociology	3	113	151
Theater/Drama	27	262	284
Subtotal	148	2853	4189

Language Arts

Communications	22	644	1117
English	38	1074	1519
ESL	61	1000	2127
French	2	18	43
Japanese	2	53	80
Journalism/ Broadcasting	9	69	96
Reading	4	73	82
Sign Language	2	65	103
Spanish	4	115	217
Vietnamese	1	14	34
Subtotal	145	3125	5417

Mathematics and Science

Biology	41	1015	2843
Chemistry	21	456	1203
Earth Sciences	8	189	535
Engineering	9	117	146
Geology	5	99	209
Math	37	1104	1649
Physics	12	262	529
Subtotal	133	3242	7115

Tutoring

Tutoring	11	15	13
Grand Total	616	13212	25896

SJCC Academic Buildings

In 2023, City College ran instructional programs in the following buildings and outdoor areas:

- 100 Wing
- 200 Wing
- Business Building
- Career Technology
- Cosmetology
- Drama
- Football Field
- General Education
- Jaguar Sports Complex
- Library/LRC
- Main Gym
- Multidisciplinary/Fine Arts
- Practice Field
- Science Complex
- Softball Field
- Student Center
- Tech Center
- Track
- Wellness Center

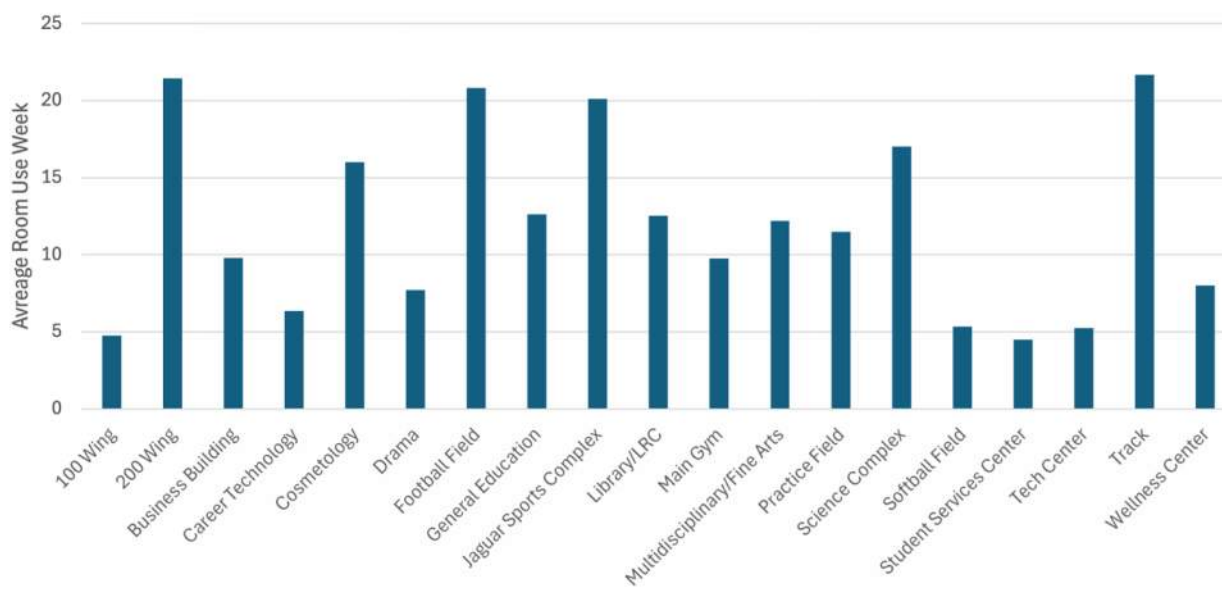
The new Career Technical/General Education building includes nine new classrooms and 18 labs. Figure 3.52 shows average room utilization per week by building. This is the average number of hours a week a classroom or lab in each building is scheduled. Some rooms, particularly specialized rooms or labs, are used a great deal. Some classrooms are not scheduled at all, as they are not needed. Additional information on each building can be found in Appendix: Building Profiles. When calculating the need for space on a campus, space planners use utilization goals. For reference, in 2020 the Board of Governors of the California Community Colleges established space standards and utilization goals.¹

1. <https://www.cccco.edu/-/media/CCCCO-Website/docs/guidance-instruction/2020-Revision-BOG-Policy-on-Utilization-and-Space-Standards7710781.pdf?la=en&hash=1C5F95CC8BAAAF8B2BFCF108A544ECF189FD7B02>

The CCCC use these standards to evaluate eligibility for funding for construction projects. The SJECCD is a Basic Aid District, and has generally used bond funding to fund construction projects. This means that the District and Colleges do not need to comply with the CCCC standards, however, they are useful for reference. The CCCC Standards state that, “Classrooms and seminar room use shall be not less than 48 hours per 70-hour week... (and) laboratory room use shall be not less than 27.5 hours per 70-hour week.”

The room (classroom or lab) and facility utilization at SJCC is significantly below the CCCC standard, coming in between 5 and 21 hours per week for the primary academic buildings, including the Tech Center at 5 hours/week, through to the 200 Wing at 21 hours/week. Again for reference, a 2023 study by the UC system found an average room utilization of ± 33 hours a week at UC Berkeley. The other campuses' room utilization hovers around 40 hours/week, with Santa Cruz as a significant outlier at 104 hours/week.¹ A modest room utilization goal that is often used by Liberal Arts colleges is to aim for using rooms 65% of a 40-hour week. This equates to an average of 26 hours per week. SJCC is currently below that benchmark. The planning team will discuss the appropriate utilization goals with the District team as part of the next stage in the planning process.

Figure 3.52. SJCC Average Room/Field Utilization per Week



1. https://www.ucop.edu/operating-budget/_files/legreports/2023-24/uc_classroom_lab_utilization_legrpt_fall_2022_w-appendix.pdf

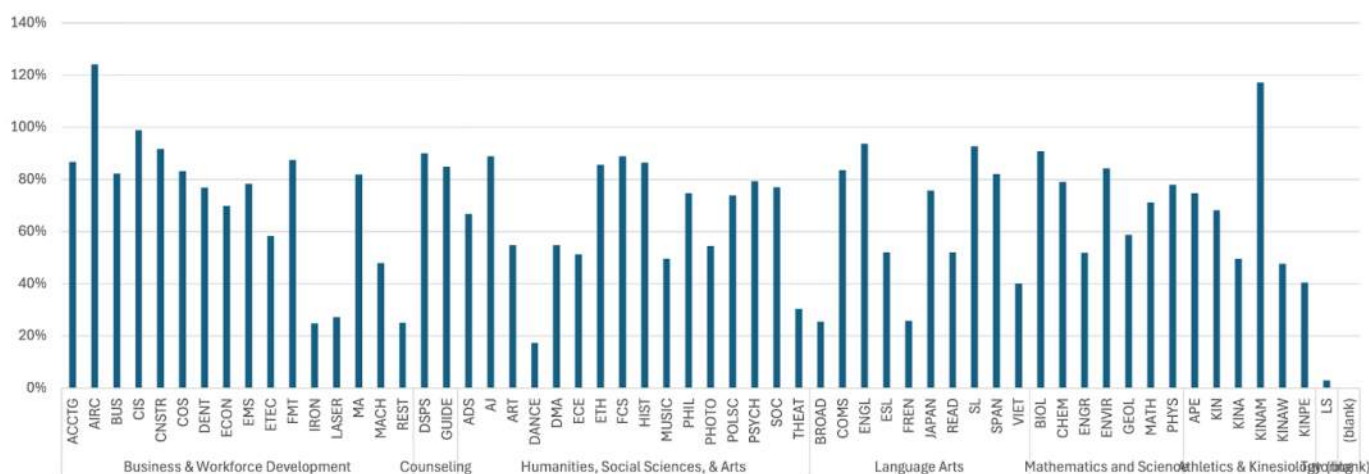
There is a large amount of instructional space available at SJCC. This condition is the result of an overall decrease in enrollment since 2010, and a move to online instruction following the pandemic. New building space coming online will add to this condition. The availability of space represents both a challenge and an opportunity. An under-occupied campus lacks a feeling of vibrancy, and may not be appealing as a place to come. It is also challenging to provide food to a small campus population, as there is little economy of scale. There are many opportunities in available space. These include:

- The ability to serve growing programs within existing buildings
- The ability to reprogram buildings to create a sense of space and vibrancy
- The ability to provide student club space or other meeting spaces
- The ability to rent space to outside users
- The ability to take some spaces off-line to save on significant energy, janitorial and maintenance costs

SJCC Seat Fill Rates

It should be noted that, though there is a very large opportunity for additional programming in the schedule and in buildings, the courses that are offered in person are well attended, as seen in Figure 3.53. A common standard is to aim for a 65% space fill rate. Many departments are above this benchmark, on average. Some subjects even fill beyond 100% capacity. This indicates a potential demand for additional on-campus courses.

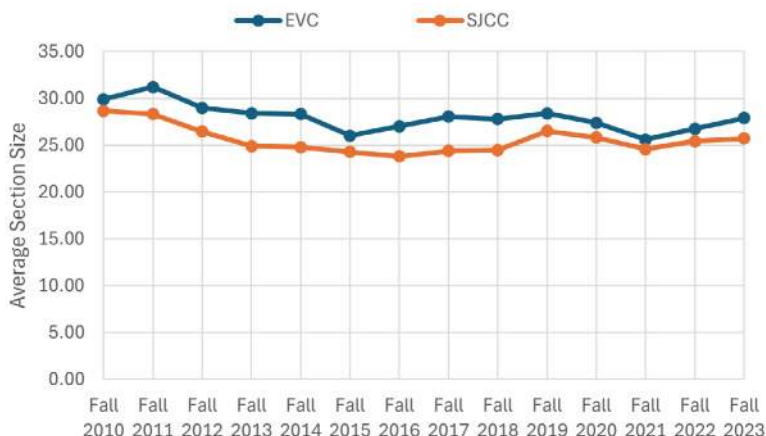
Figure 3.53. SJCC: Average Fill Rate By Subject



Class Sizes

Class sizes are an important metric for facilities planning and scheduling, as they indicate the most desirable sizes of room. At SJECCD, the average student headcount per course section has declined slightly over the past fifteen years - remaining below 30 despite a slight increase since the pandemic (Figure 3.54).

Figure 3.54. SJECCD Average Section Size Trends



Class scheduling data for Fall 2023 show the range to be from just a few students in specialized labs to nearly 60 students in lecture courses. The distributions are similar for the two colleges although EVC held a few more classes with 10 to 19 students and SJCC a few more classes with 30 to 39 students (Figure 3.55 and Figure 3.56).

Figure 3.55. EVC Class Size Distribution, Fall 2023

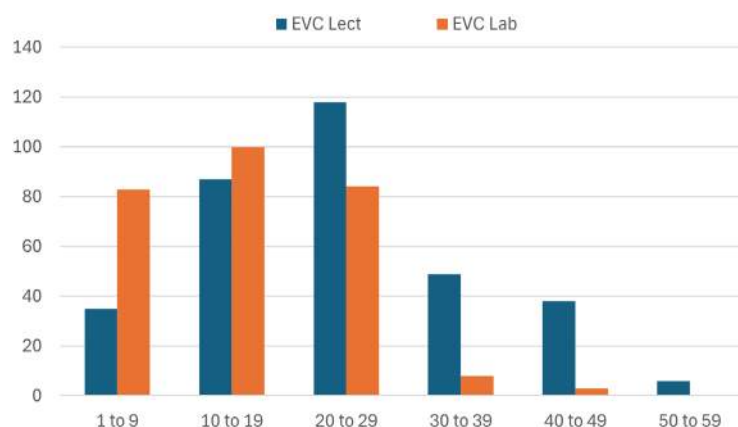
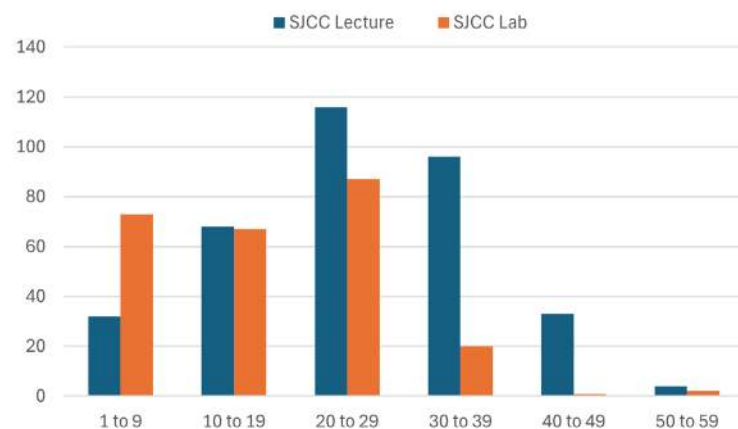


Figure 3.56. SJCC Class Size Distribution, Fall 2023



SJCC Space Programming Summary

The SJCC campus is evolving, with the new Career Tech/ General Education building under construction, central locker rooms slated for demolition, a need to evaluate ADA access across the site, and an openness to looking at optimizing facility use in the future. This planning process will help to determine this future programming for buildings across campus, where change is beneficial.

The four buildings where the most courses are held are (in alphabetical order):

- General Education
- Multidisciplinary/Fine Arts
- Science Complex
- Tech Center

The three buildings with the highest utilization in terms of room occupation are the

- 200 Wing
- Jaguar Sports Complex
- Science Complex
- Cosmetology

There are also many activities at outdoor sports facilities, including the

- Track
- Softball Field
- Football Field

Both the City College and Evergreen communities and leaders report that there is inadequate space for studying on campus, and for student or other groups to meet. Offices are generally better utilized than classrooms, as the employment population did not decrease alongside the student population, however, a preliminary study shows that there is adequate office space available, and though there is a shortage of formal conference spaces this need is met by using readily available classroom space. This has been verified by talking with staff on the campus. There are currently only three conference rooms on campus.

When small gatherings or parties are held, they are generally held in classrooms. The main Gym is used for larger events, like professional education for classified professionals, and is sometimes used for swing space for outdoor events in the case of inclement weather. The Art Gallery is also sometimes used for events.

The community rents spaces on campus for events like political Town Halls, voter registration promotion, or tax preparation help. SJCC rents facilities to community groups and to other institutions. Generally, classroom buildings are rented out on the weekends, because these are already open for use and do not require opening and supervising an

administrative building, like Student Center or the Library. The University of San Francisco rents a significant portion of the GE building in which to hold classes in the evening. The Theater saw significant recent investment in lighting and sound equipment, but the College has not seen demand to rent it out, likely because the building overall is aging, and ADA access is not possible.

Milpitas Extension Space Programming Summary

A range of courses are offered at the Milpitas Extension. For example, in the Fall of 2023, 14 courses were offered. Courses take place primarily in the early afternoon to serve nearby High School students. A few evening courses are also offered. Courses are offered each day of the week, and are generally around 90 minutes long. There are fewer classes on Fridays.

Courses are a mix between academic subjects, like Computer Science or Oceanography, and guidance courses intended to prepare students for future academic success. There is space available at Milpitas Extension for additional programming.

Chapter 4

Public Space Issues and Opportunities

Campus Life and Sense of Place

Evergreen Valley College

San José City College

04

Campus Life and Sense of Place

Sense of Place

Campus life is experienced in public spaces on campus. The way the campus grounds are designed create a sense of place. A sense of place refers to the emotional connection people feel about a place. On college campuses, the sense of place is shaped by how people perceive and experience that location. This connection can be based on the physical characteristics of a place, such as the design of public spaces. It can also be influenced by the architecture of the buildings on campus and the climate. The setting for campus life is on the grounds of campus, in places to eat, socialize, attend events, and experience a sense of belonging. The design of the environment affects behavior and serves basic needs, like gathering, sitting, getting to and from classes, and taking care of daily needs.

Public Space Public Life Study

A PSPL study is a data-driven method for understanding how people use shared spaces and how to improve them. The team conducted a Public Space Public Life (PSPL) study at Evergreen Valley College and San José City College to better understand how public spaces in these colleges are used by students, staff and visitors.

The PSPL study included:

- **Movement Surveys:** Counts the amount of people moving by foot, by bike, or micromobility through a designated area.
- **Stationary Surveys:** Counts the amount of people spending time in a designated area and what they are doing in that space.
- **Public Space Evaluations:** Public spaces were also evaluated on 12 key urban qualities criteria for protection, comfort, and enjoyment.



Photo: The PSPL Study in action. Team members counted movement and stationary use in the public spaces on EVC and SJCC campuses.

Figure 4.1. The 12 Urban Quality Criteria

12 Urban Quality Criteria

Protection

Protection against traffic & accidents — feeling safe

- Protection for pedestrians and cyclists
- Eliminating fear of traffic
- Safe crossings

Protection against crime & violence — feeling secure

- Lively public realm
- Allow for passive surveillance
- Diversity of functions 24/7/365
- Well lit / lighting in human scale

Protection against unpleasant sensory experiences

- Wind/draft
- Rain/snow
- Cold/heat
- Pollution
- Dust, noise, glare

Comfort

Opportunities to walk/cycle

- Room for walking
- Interesting facades
- No obstacles
- Good surfaces
- Accessibility for everyone

Opportunities to stop & stay

- Attractive & functional edges
- Defined spots for staying
- Objects to lean against or stand next to
- Facades with good details that invite staying

Opportunities to sit

- Defined zones for sitting
- Pleasant views, people watching
- Good mix of public and café seating
- Resting/waiting opportunities

Opportunities to see

- Reasonable viewing distances
- Unhindered views
- Interesting views
- easy orientation
- Lighting (when dark)

Opportunities to talk & listen

- Low noise levels
- Public seating arrangements conducive to communicating, 'talkscapes'

Opportunities for play & exercise

- Allow for physical activity, exercise, play & street entertainment
- Temporary activities (markets, festivals, exhibitions etc)
- By day and night
- In summer and winter

Enjoyment

Dimensioned at human scale

- Dimensions of buildings & spaces in observance of the important human dimension in relation to senses, movements, size and behaviour

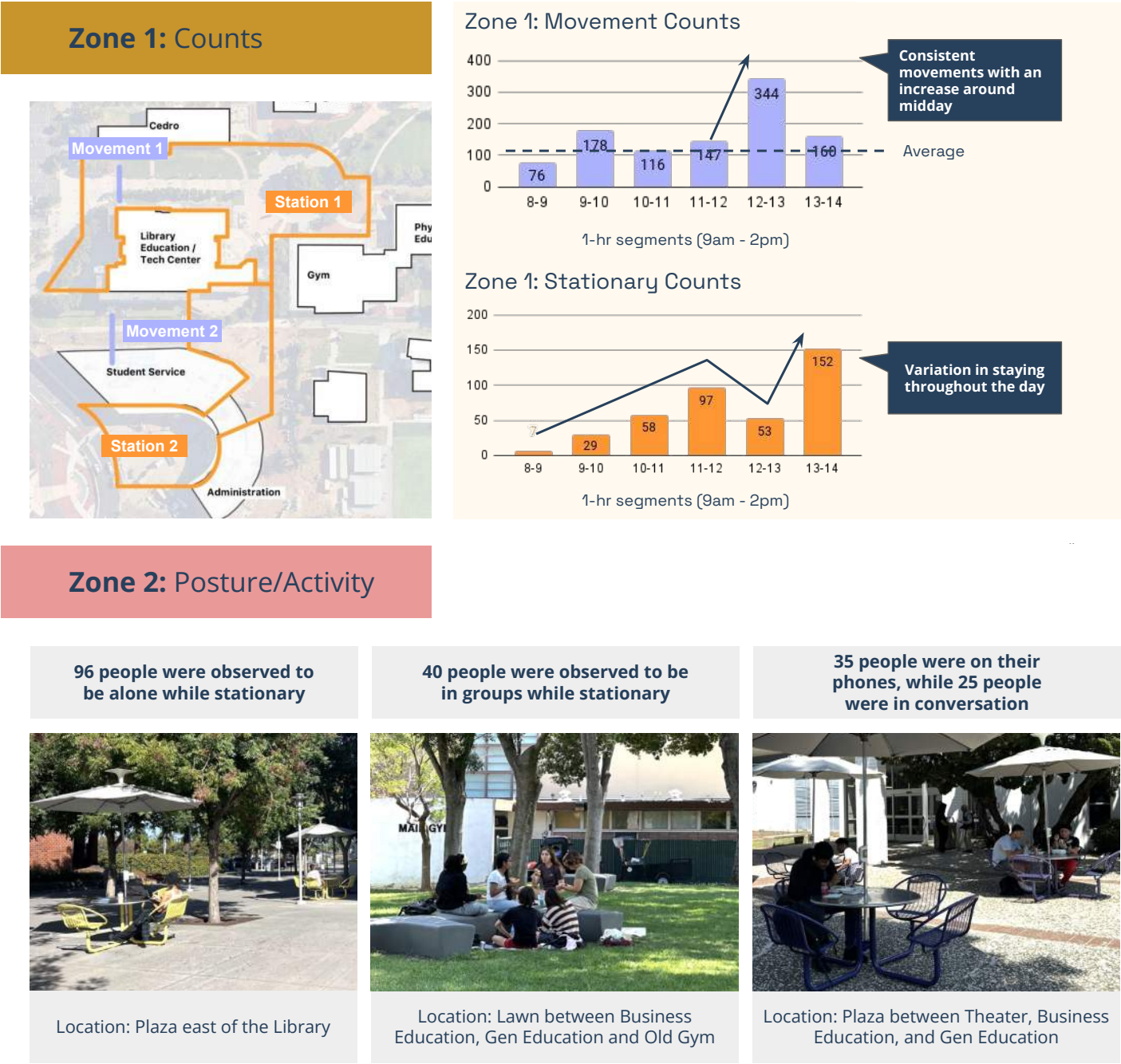
Opportunities to enjoy the positive aspects of climate

- Sun/shade
- Heat/coolness
- Shelter from wind/breeze

Aesthetic qualities + positive sensory experience

- Good design and detailing
- Good materials
- Fine views/vistas
- Rich sensory experiences: trees, plants, water

Figure 4.2. PSPL Movement and Stationary Survey Result Excerpts (The full results of the PSPL are in the appendix)



The PSPL study was conducted on a Wednesday, about a month after the beginning of the school year, in good weather. Each campus was divided into zones and data was collected on movements, every hour between 8am to 2pm for each zone. An example of a count is shown above. Stationary survey data is also shown, which includes observations of posture/ activity, overall impression and identification of “hot spots” for social activity. The full results of the PSPL are in the appendix. The information in this chapter combines the PSPL results with information from site tours, interviews and outreach.

Evergreen Valley College

Western Zone

This area begins at the drop off curbs next to the SSC, LETC, Cedro, and Automotive Technology. It includes pathways into campus and the circular plaza between the Language Arts Building and the Gym.

Central Zone

This area captures the large open space between Language Arts, the old W Center, Gullo II, Gullo I, and Physical Education. This area also includes the open space between MS³, Physical Education, Gullo 1, Police Station, and General Education.

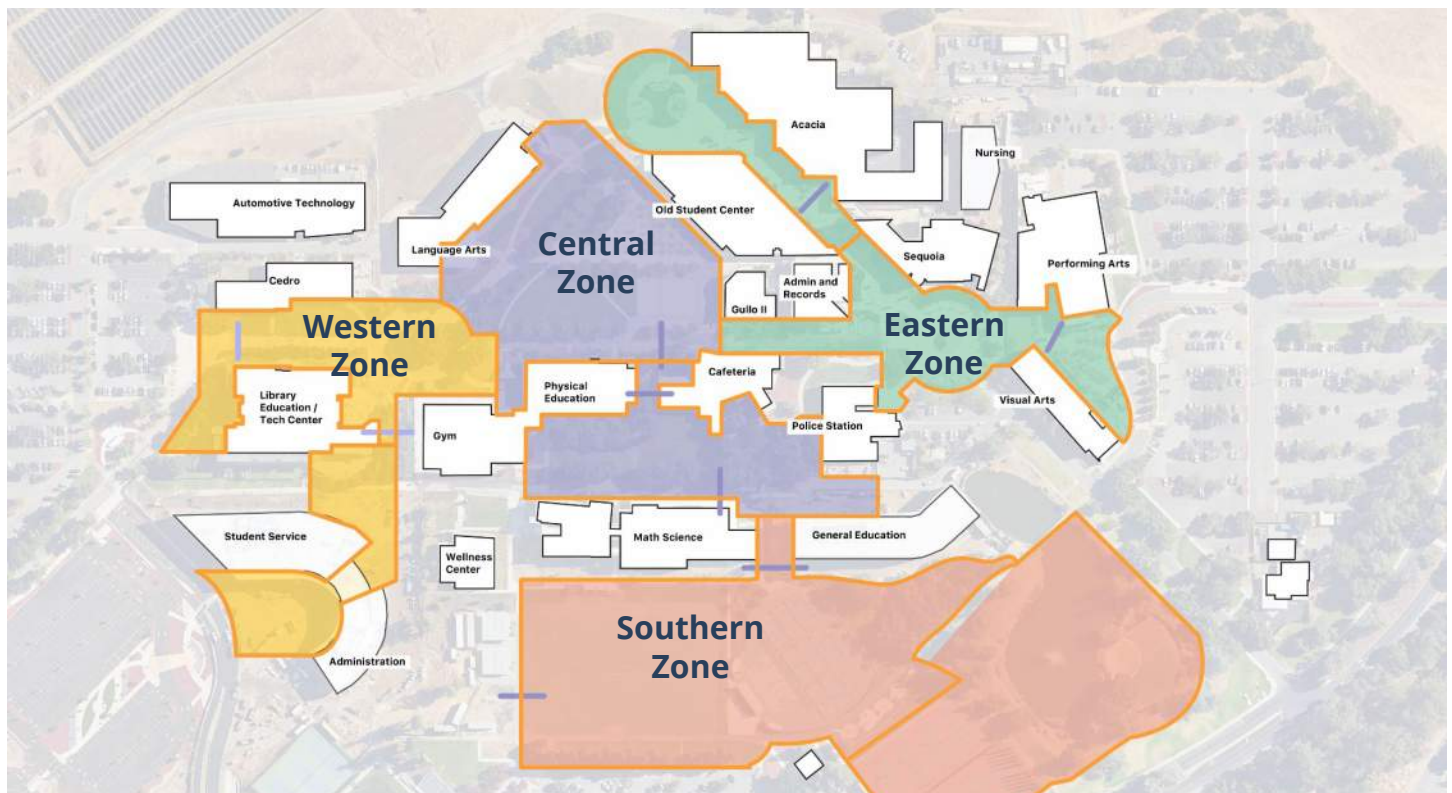
Eastern Zone

Figure 4.3. Evergreen Valley College PSPL Campus Zones

This area captures the parking and transit drop off next to Performing Arts and Visual Arts, and includes the circular plaza between PA, VA, Sequoia, Administration, and the Police Station. The area also includes the pathway between Sequoia, Acacia, and the old Student Center, which ends at a circular plaza at the top of campus. The path to the Observatory is close to the top of campus.

Southern Zone

This area includes athletic fields, pickleball courts, tennis courts, pond, and amphitheater.



EVC Open Space: More Outdoor Seating Spaces

Issue: There is a lot of empty open space

The vast hillside setting of EVC is a grand and beautiful location that feels empty. The emptiness has to do with a combination of factors:

- A lack of furnishings or comfortable furnishing for people to congregate and stay
- A lack of shade or protection from the elements
- Not being close enough to activity from adjacent buildings

Opportunity: Provide more outdoor seating spaces and add more seating, benches and shade

Students reported that there aren't enough places to gather, eat, and work outside.

- Provide more tables, chairs and benches to existing and new outdoor patios and plazas throughout campus.
- Add more places to sit, socialize, and rest throughout campus, especially near the eastern and western circle, and behind the LETC.

Opportunity: Improve seating

The design of furnishings matters - fixed seating should be avoided because it is not comfortable, not inclusive of different body types and group sizes, and not adjustable to changing weather.

- Replace fixed metal seating throughout campus. Add more varieties of movable, outdoor seating types such as lounges, Adirondack chairs, and picnic benches.
- Choose seating made from materials like wood, or high-quality UV-resistant composites so that they are cooler to the touch under direct sunlight and can provide comfortable seating even on hot days.



Photo: Many open spaces on campus are empty.



Photo: There aren't enough places to hang out. There aren't enough comfortable tables and chairs, shade, and attractions to gather in existing open spaces.



Photo: This example shows how movable seating allows people to adjust to the micro climate and individual preferences.

Issue: It's a hot micro climate, and sometimes its very wet

The micro climate at EVC is hot enough to require shade to be comfortable outside most months of the year. There is also a lack of protection from precipitation during cooler months of the year.

Opportunity: Improve Protection from the Elements

- Increase the amount of shade cover and awnings.
- Use tree shade. While solar shades do provide shade, they are not as cooling as tree shade. Plant trees to provide shade for seating areas. If necessary, add shading devices at tables and chairs that lack shade or locate seating areas in the shade.
- Add awnings and canopies that can also serve as rain protection.



Photo: More shade is needed around seating areas, or alternatively, locate seating areas in the shade.



Photo: This example shows how tree canopy cover provides the best shade.

EVC Open Space: Increasing Vibrancy

Issue: Most people were alone

Most people were observed walking alone, looking at their phone, or in small groups of 2-4. There were few places where there were larger groups of people.

Opportunity: Leverage the social energy of the community

The busiest place on campus were the pickleball courts. The community players bring a lot of social energy and fun to the campus that could be leveraged. The neighboring community has the potential to activate more than one part of the campus.

Opportunity: Make spaces more fun

The design of outdoor spaces could encourage more social interaction. Add more fun things to do on campus, especially in the central plaza. Even if temporary, chess tables, ping pong tables, and other games that attract students could help activate the central plaza.



Photo: Most people were alone.



Photo: The busiest place on campus - pickleball courts

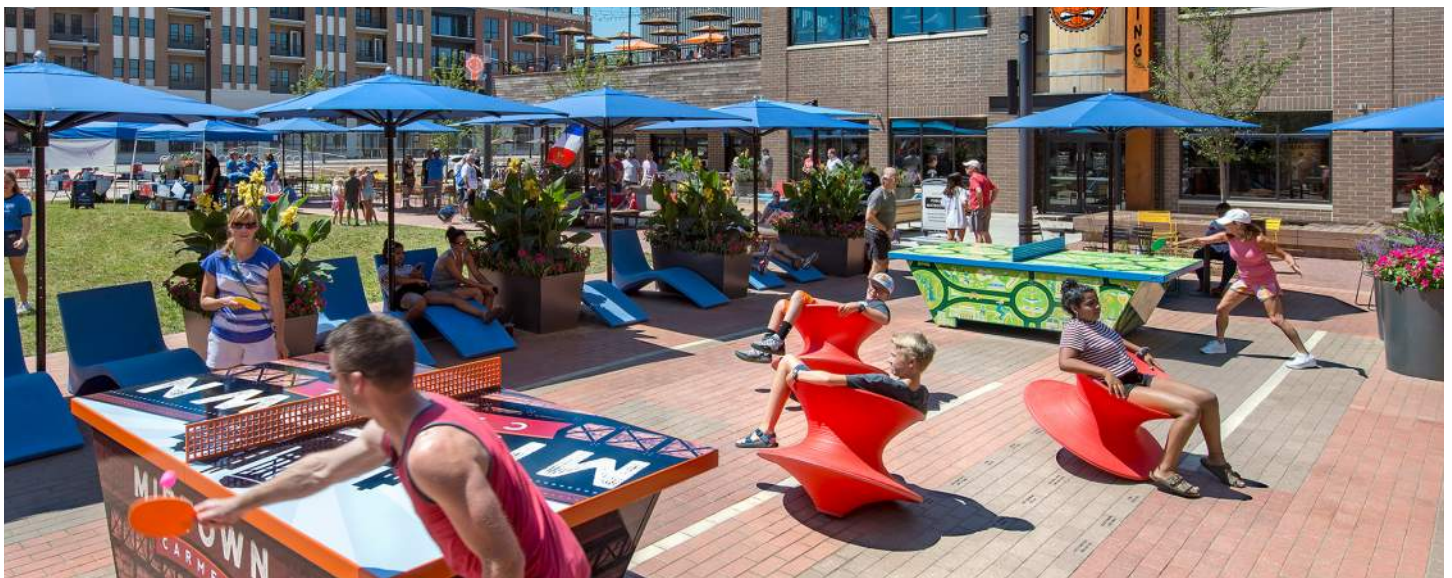


Photo: This place example shows how temporary, movable, colorful furniture and games could be used to activate an open space, inviting students to come more often and stay longer on campus. Fun spaces help to build a stronger sense of social cohesion.

Issue: Social energy is spread thinly across campus

The campus grounds feel vast, but gathering spaces are widely dispersed throughout campus and sometimes out of scale with the levels of activity. There are many public spaces on campus and the Central Plaza, Northern Circle and Eastern Circles were observed to have the fewest people in them.

Opportunity: Create more focused, intimate public spaces

To increase vibrancy, put people in closer proximity with each other so that they have a chance to cross paths.

- Focus the social energy on campus into fewer zones
- Cluster programming so that there are more reasons to visit each zone
- Place new elements in the landscape to intimately frame open space. When open spaces are too big, the sense of human scale is lost. Create smaller pockets of open spaces, like the concrete benches nearest to Gullo I and the central plaza amphitheater.
- Locate building primary building entrances near each other and windows at the ground floor so that more people have a chance to cross paths and see each other.

Opportunity: Activate the Central Plaza

- Activate the central plaza / main campus quad with more public-facing uses at the ground floor of the old SSC.
- Remodel buildings to orient entrances toward the central plaza.
- Program the base of old SSC, Gullo II, Gullo I, and Physical Education with activities and classes that relate to campus life and student activities.
- Redesign the back of house at Gullo I that faces the Central Plaza to be more aesthetic
- Reinforce the Central Plaza as the campus heart with all new building improvements.



Photo: The Central Plaza is underutilized and could be better reinforced as a focal point on campus.



Photo: Redesign the vast central plaza to include smaller pockets of intimate gathering spaces at a human scale.



Photo: Activate the Central Plaza with new programming at the base of the old SSC.

EVC Open Space: Improving Circulation

Issue: Topography is a challenge to accessibility.

The campus is a hilly place with a lot of topography. Most of the campus is designed with strong pathways, but there are a few spots where stairs are a challenge.

Issue: Stairs are a major inconvenience for universal access throughout campus

In particular, the stairway between Gullo I and Physical Education contends with a large grade change. The stairs are not accompanied by a ramp. Ramps are located at the ends of the east-west pathways (far away). Redesigning the pathway to make it more accessible will benefit everyone on campus by strengthening this central connection.

Opportunity: Regrade the pathway between Gullo I and Physical Education

People already take a short cut to the staircase across the high point of the path between Gullo I and Physical Education to avoid the stairs. One potential solution is to regrade the dip in the topography to create a flatter path of travel from one major promenade to the other.

Opportunity: Create more gathering spaces along the secondary promenade

Regrade the sloped lawn between Physical Education and MS³ to widen the secondary promenade and create more places for people to gather in the shade of the existing trees and the top and bottom of the slope.



Photo: The pathway between Gullo I and Physical education includes a stairway that could be redesigned to improve universal access.



Photo: Regrade the high point of the staircase next to Gullo I (on the right) so that there is a flatter path of travel.



Photo: Regrade the sloped lawn next to Physical Education to provide more places for people to gather.

Opportunity: Renovate the amphitheater by the pond to improve universal access

The amphitheater needs to be renovated to improve ADA access to the top of the seating area.

Issue: Pathways in the landscape don't match how people move through the space.

There are many areas across campus where students walked over landscaping instead of using the paths. Pathways are being worn into the new landscaping indicating pedestrian desire paths (where they wish to go). Pathways should be designed to serve the connections that people desire.

Opportunity: Redesign the pathways between Pickleball and the Dining Patio

Pathways next to MS³ and GE were not designed together and do not serve as a well designed connection between the fields and the secondary promenade. These paths do not match the flow of movement. Increase the size and location of the pathway between General Education and MS³ to better serve the north-south connection between recreation and the campus.

Opportunity: Redesign the path to Language Arts

People tend to walk across the landscaping in front of Language Arts. Consider redesigning the landscaping to include the desired path.



Photo: Renovate access to the top of the seating area for the amphitheater by the pond.



Photo: Use desire lines (worn in paths that are evidence of the desire for improved circulation) to expand pedestrian circulation network.



Photo: A student using the path they desire in front of the Language Arts building.

Issue: Minimize vehicle and pedestrian interaction on major promenades

There are a lot of service vehicles, scooters, and e-bikes on campus that are going faster than pedestrians. It is important to consider how service vehicle circulation can be minimized on the busiest promenades on campus.

Opportunity: Traffic Calm Campus Promenades

Add vertical deflection traffic calming devices on the main promenades to slow down service vehicles, bicycles, and scooters.



Photo: There are plenty of vehicles on the pedestrian only promenades on campus.



Photo: The well used promenades linking east and west campus should be improved to enhance pedestrian safety and use.

EVC Open Space: Going Natural

Issue: “It’s hard to maintain”

While the campus is embedded in a rich oak savannah ecosystem, the campus landscape feels artificial and incoherent. We learned that maintenance is stretched across the large grounds at EVC. New trees and new grassy areas are avoided to reduce the need for maintenance. Synthetic turf and red dyed bark have been used instead to reduce maintenance costs.

Opportunity: Use more natural landscaping

- Establish a campus planting palette focused on native and regionally adapted species.
- Phase out and eliminate high water use, high maintenance planting such as irrigated lawn.
- Alternatives to grass, such as grassland natives should also be considered over synthetic turf and dyed bark mulch to better match the natural landscape and reduce maintenance.
- Convert artificial landscaping to native, low-water landscaping.

Opportunity: Make improvements to support dark skies

There is also an opportunity to improve dark skies, which is important for viewing the night sky from the observatory.

- Add deflectors to campus lighting to decrease light pollution and the effect on local wildlife.

Opportunity: Improve Montgomery Hill

If Acacia is demolished, the options could include

- Paving the grounds for parking so that there is improved vehicular access at the northern end of campus, or
- Return it to the natural landscape of Montgomery Hill.



Photo: Synthetic turf and red-dyed mulch contrast awkwardly with the native landscape.

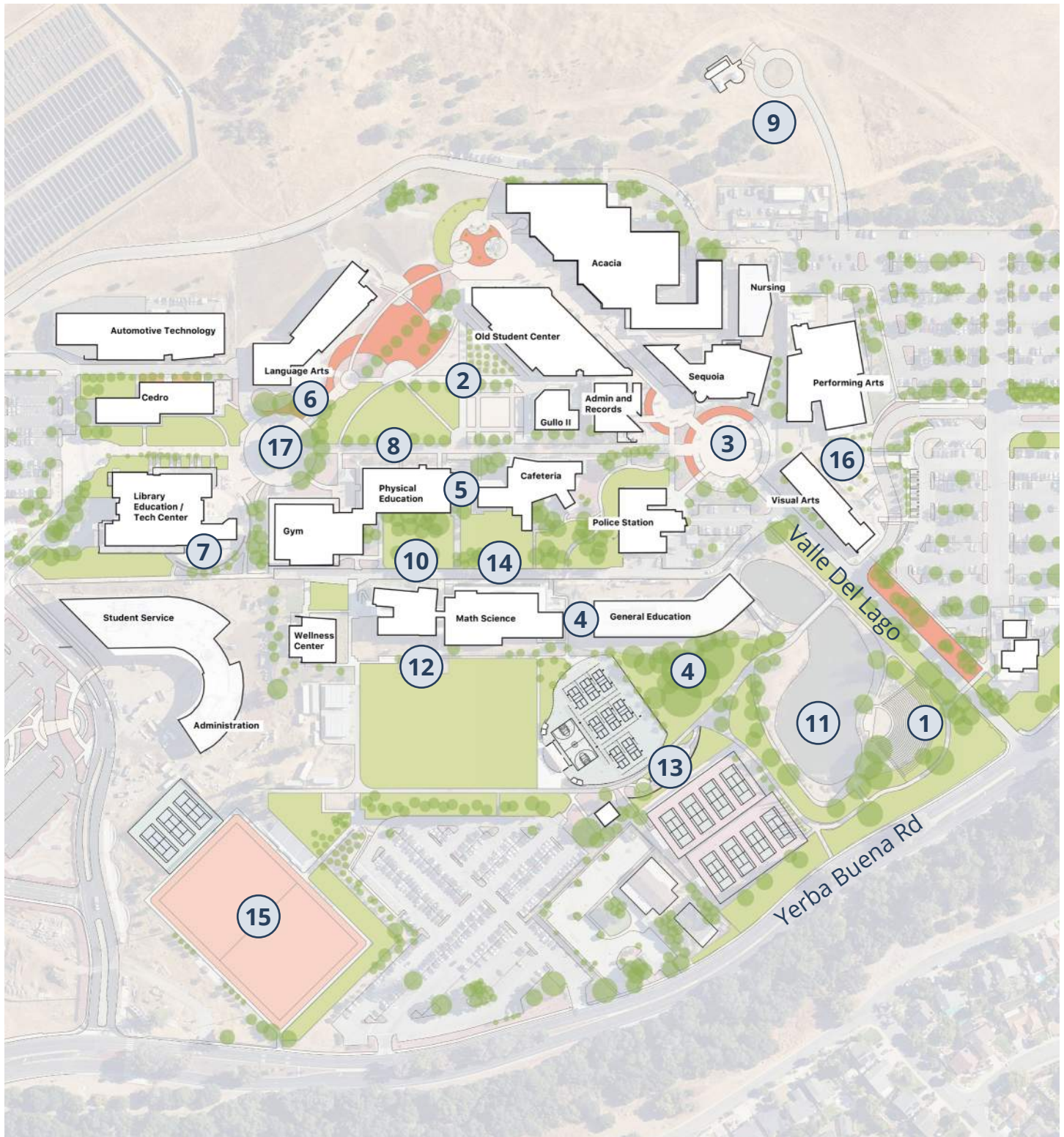


Photo: The beautiful native landscaping at MS3 should be emulated elsewhere on campus.

EVC Campus Grounds Summary of Issues and Opportunities

#	Location Name	Issues	Opportunities
1	Amphitheater	Universal access to the top of terraced seating	Redesign path to the top of the amphitheater
2	Central Plaza - Green	Lawn is underutilized	Redesign: add seating and design for more activation
	Central Plaza - Gullo II Plaza	Underutilized when there are no events	Redesign for more activation
	Central Plaza - (old) SSC Patio	Generally not used because tables and fixed seats are exposed to climate	Redesign with shade, replace existing seating with movable seating, add entries to the old SSC
3	Eastern Circle	Benches are exposed to the climate	Add shade to edges of the circle
4	General Education Grove	Unnecessarily artificial landscaping	Return to natural landscaping
5	Gullo I Cafeteria Patio	Pathways to patio are circuitous	Redesign paths and landscaping
	Gullo I Lawn	Lawn is underutilized	Redesign lawn with seating next to the secondary promenade
	Gullo I Physical Education Pathway	There are stairs and no ramp, challenging for universal access	Redesign this pathway to have a smaller grade change and no stairs
	Gullo I Frontage on the Main Promenade	The back of house is visible on the Central Plaza and competes with the front entrance	Redesign the back of house at the entry
6	Language Arts Pathway	People do not use the designated paths and walk through the landscaping	Redesign paths to better match circulation
7	LETC Patio (back)	This space could be better utilized and more comfortable.	Redesign patio with more tables and chairs, shade, and landscaping
8	Main Promenade	People, bikes/scooters and vehicles circulate at different speeds	Redesign for pedestrian safety
9	Montgomery Hill	The top of the hill will need to be designed once Acacia is demolished	Redesign to integrate the top of campus back into the natural landscape of Montgomery Hill
	Montgomery Hill Observatory Landscaping	Pathway to observatory needs maintenance	Address deferred maintenance
10	Physical Education Hill	Lawn is sloped and hard to use	Regrade slope so that there are flat places at the bottom and top to add seating
11	Pond	Pump has aged	Address deferred maintenance
12	Recreation Field Deck	Shade needs to be more adjustable	Improved shading devices
13	Recreation Picnic Area	Shade is needed	Provide shading devices
14	Secondary Promenade	People, bikes/scooters and vehicles circulate at different speeds	More pedestrian safety
15	Soccer Field	Fencing is not tall enough	Increase the fencing height around soccer fields to enhance security and prevent unauthorized access.
16	VAPA Plaza	Improve universal access in to the Eastern Circle	Redesign without steps
17	Western Circle	Under furnished	Provide more benches

Figure 4.4. EVC Campus Ground Locations (related to the summary table)



San José City College

Western Zone

This area includes the frontage along Moorpark Avenue from Bascom to the Multidisciplinary building, public spaces next to the Technology Center, Science Complex, Cosmetology, the lawn between Science, Multidisciplinary, and Fine Arts, a portion of the future CEC plaza, and the plazas near CT and 200 for those who enter from the Bascom Avenue entrance.

Central zone

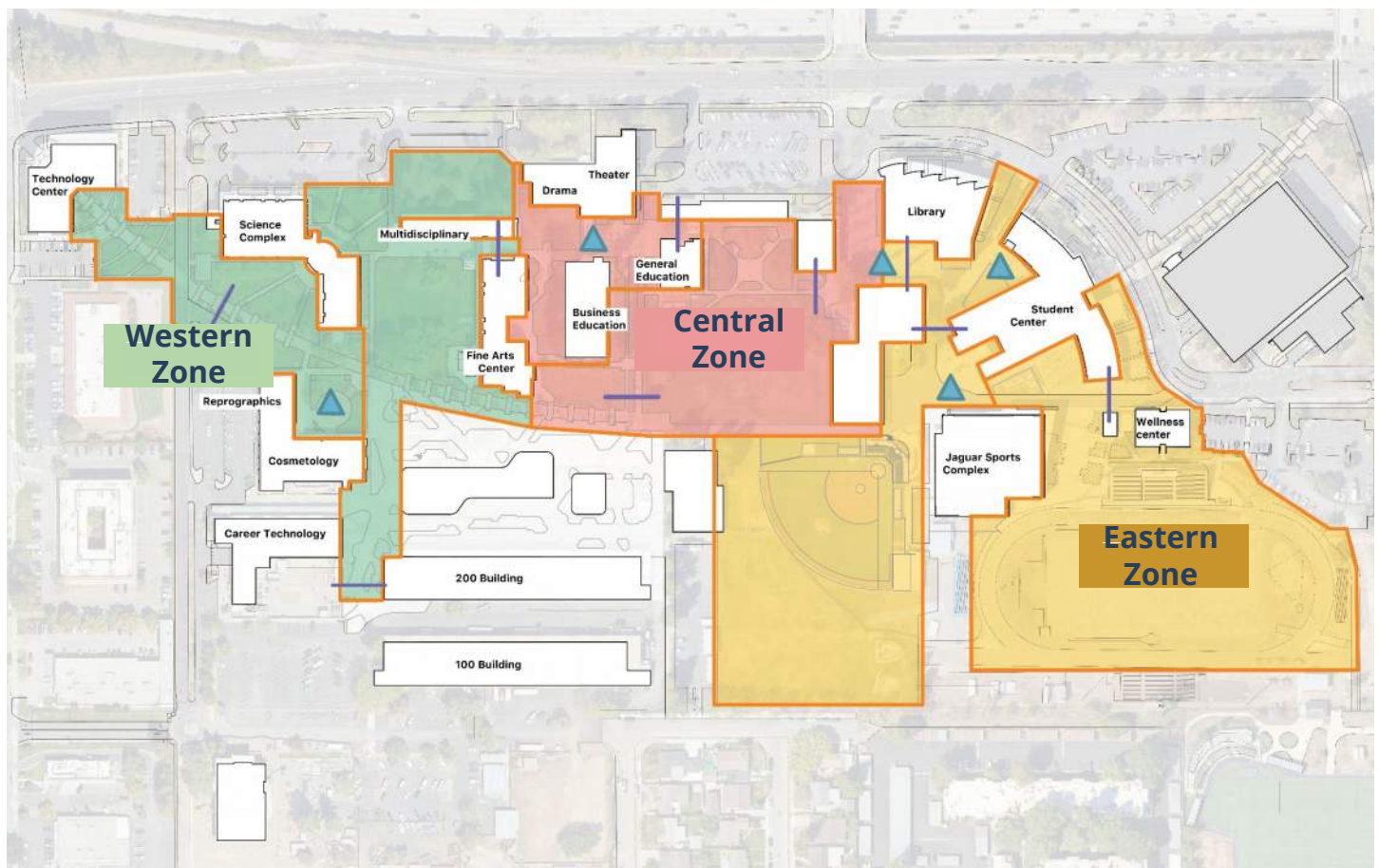
This area includes the frontage on Moorpark Avenue between the Drama/Theater and the

Library, public spaces between the Drama/Theater, Fine Arts, Business Education, General Education and the Gym, and a portion of the future CEC plaza. This is the center of campus.

Eastern Zone

This area includes the frontage along Moorpark and Leigh Avenues, public spaces between the Library, Gym, Student Center and the Jaguar Sports Complex and Wellness Center. The eastern zone includes softball fields, the track and field, and the soccer field.

Figure 4.5. San José City College PSPL Campus Zones



SJCC Open Space: Enhance Campus Edges and Access

Issue: The campus lacks presence at its edges. The frontage on Moorpark Avenue lacks SJCC identity.

It is difficult to find the front entrance for SJCC given the approach from I-280. The physical markers for SJCC on perimeter roads are hard to see and often missed by first time visitors. There is no obvious front entrance to the campus. While the drop off at Moorpark and Leland Avenues is meant to be the front door entry experience into campus, it does not feel like it.

The frontage on Moorpark is varied, with only the Tech Center Building built to the street edge. Campus buildings are typically deeply set back from Moorpark Avenue behind surface parking or open space that looks “undeveloped”. The buildings along Moorpark Avenue generally “turn their back” to it and are hard to see from the street edge. The view of buildings along the frontage will soon be further obscured by a soon-to-be-constructed fence.

Opportunity: Provide a Front Door on Moorpark Avenue

- Key buildings on Moorpark Avenue could be remodeled or redesigned to address the street to create or reinforce a presence on the street.
- A single grand entrance could give SJCC a more recognizable identity.
- The deep setbacks on Moorpark Avenue are opportunity sites for future development.
- In the interim, deep setbacks should be landscaped to create more usable open space
- More SJCC branding should also be added to the Moorpark Avenue perimeter along future fencing.



Photo: The Leland Avenue drop off is mid-campus on Moorpark Avenue. The digital display welcomes students onto campus.



Photo: Most campus buildings are set far back from Moorpark Avenue behind surface parking lots.



Photo: The gateway sign at Moorpark and Leigh Avenues points the opposite direction to the one-way traffic on Moorpark Avenue. The gateway sign could be reused to face Moorpark Avenue.

Issue: The “back” of campus is often overlooked

The back of campus has a lot of potential. It is often overlooked because it is tucked behind a long drive off Bascom Avenue.

The entry off Bascom Avenue is easy to miss. It is commonly known that the way to get to SJCC off Bascom Avenue is to “take a right at the Wendy’s” since the signage for the fast food restaurant has more visibility than the gateway sign for the college.

Once past the gate, circulation is confusing as you are entering and exiting the parking lot. Signs try to prevent instinctual maneuvers to navigate the parking lot. The parking lot is large and is likely a site for future campus facilities. For now, it serves as a staging area for construction and parking and provide convenient access for Career Technology classes that work with heavy equipment.

Many students use the Bascom parking lot because it is close to the center of campus is a convenient alternative to the parking structure on the west side of campus. It has the opportunity to have a better arrival experience than it currently does.

Opportunity: Improve the Bascom Avenue Entry and Parking Lot

- Provide SJCC signage that faces traffic on Bascom Avenue
- Resolve confusing vehicular circulation at the traffic circle and the roads that leave off of it
- Resurface the parking lot
- Consider how the Bascom Avenue parking lot could be designed in the future as a more welcoming experience to the SJCC campus



Photo: The Bascom Avenue entrance includes a gateway sign parallel to the street that is not easily to see upon approach. It is easier to see the sign for Wendy's, which faces traffic.



Photo: The Bascom Avenue parking lot includes confusing circulation, signage, and directions (on digital maps and in real space).



Photo: The Bascom Avenue parking lot includes Building 200 and more loading and equipment for Career Technology classes.

Issue: The long fence on the west side of campus on Leigh Avenue is not friendly

The western edge of campus, along Leigh Avenue, is lined by a long black fence. The fence faces a residential neighborhood on the other side of the street. It is high quality fence, considering the alternatives, but it gives a defensive impression. Entry to the track and soccer fields is gated most of the time.

Opportunity: Create a new campus entry on Leigh Avenue

There is an opportunity to create a more celebratory and aesthetic entry on Leigh Avenue at the intersection of Kingman Avenue. The entry could include:

- SJCC gateway signage and branding
- Vehicular access to parking at the intersection of Leigh Avenue and Kingman
- Landscaping along the fenced edge

Issue: The soccer field could be better utilized

At one point the soccer field was going to double as a baseball field. Spectator seats and dugouts were built behind home plate. Unfortunately, the field was not big enough for the level of play. The project is now at a standstill.

Opportunity: Improve the soccer field by replacing baseball with community recreation

The soccer field could be remodeled for more recreational use. Improvements could include:

- Removing baseball facilities for the field that was never installed, and replacing them with more recreational amenities
- A new pedestrian entrance on Leigh Avenue could also be added to provide access to the community
- Landscaping the edge of the field next to adjacent residential



Photo: Redesign the edge along Leigh Avenue to create new access and improve the aesthetics of the eastern edge of campus.



Photo: Redesign the soccer fields by removing baseball stands and replacing it with more recreational amenities and pedestrian access on Leigh Avenue. Landscaping could also help screen adjacent residential apartments that are built next to the field.

Issue: Adjacent neighbors live next to the track and field on the south edge of campus

The southern edge of campus is adjacent to residential neighborhoods. Separation between campus and neighborhood should be enhanced to address sound and light issues from events at the track and field..

Opportunity: Create a landscape buffer at the south edge of campus

Behind the visitor's bleachers at the Football Field and Track is vacated land that was once Kingman Avenue.

- The fencing in this area needs to be repaired and enhanced
- Planting taller trees or hedges in this area can provide visual privacy when there are events
- There is an opportunity to create a service path along the perimeter edge for maintenance that extends past the multi-sport field



Photo: Campus edges next to neighborhoods would benefit from more landscaping and secure fencing to provide more between the two.



Photo: Landscape the vacated land that was once Kingman Avenue to enhance the buffer between the campus and residential neighborhoods.

SJCC Open Space: Designate a Center

Issue: Where is the center of SJCC?

There are many different centers at SJCC, but its hard to know which one is the actual center. Each of the spaces feel disconnected from each other making it hard to understand the hierarchy of public spaces.

It is anticipated that the CEC Plaza (under construction) is designed to serve as the center in the future, but it has not been revealed yet.

Opportunity: Designate a center

- Wherever the center is, it should be reinforced by food. Currently, the hottest spots for social activity is near the cafeteria at the SC at the eastern end of campus. The closest food at the center is the cafe at the Theater. The lack of locations to get food is an issue that will be further explored in Chapter 5.
- The center is a place that is big enough to hold events and also relatable on a human scale. It is a place where students can meet in groups or observe activity while alone.
- The center should provide protection, comfort, and enjoyment. The General Education courtyard could be considered a “center” because the three wings of the building frame and protect the courtyard. It is a comfortable place to be with tree shade, seating and a human scale. The courtyard is also enjoyable because it has many entrances that face on to it there are many opportunities to cross paths with colleagues
- The center should provide a sense of place and arrival.



Photo: The General Education Courtyard



Photo: The Central Lawn could be a center.



Photo: The SC Plaza, next to the Jaguar Complex and Gymnasium could be a future center.

Issue: The campus lacks an organizing element

Previously, an attempt was made to organize the campus plan with the “smile” pathway. The “smile” is a pathway that connects the campus from end to end and looks like an arc on campus maps. The eastern half is complete, but unfortunately, the western half is not. Even when completed, the smile pathway will not be the organizing element for campus because it is the character of the gathering places along it, rather than the circulation routes connecting them, that are the main contributors to creating a sense of place on campus.

Issue: Focal points are spread thin across campus.

There are a lot of open spaces at SJCC, including:

- The General Education Courtyard
- The Central Lawn
- The SC Plaza
- The Theater Plaza
- The Library Plaza
- The Fine Arts/Multidisciplinary Lawn
- The Science Garden
- The Technology Center Plaza
- The Cosmetology/Reprographics Plaza

Social energy on campus struggles so fill all of these spaces so some of the spaces above feel underutilized and empty. The factors that lead to lower utilization have to do with design for the protection, comfort and enjoyment of spaces.

Opportunity: Redesign open spaces to activate focal points on campus

There are opportunities to improve existing open spaces on campus as part of the FMP Update. The top three spaces that need improvement are the SC Plaza and Central Lawn, the Library/SC Plaza, and the Theater Plaza.



Photo: The “smile” pathway was designed as an organizing element for the campus but has not created a sense of place.



Photo: This plaza, just past the drop off on Moorpark Avenue at Leland Avenue, lacks activity and feels underutilized because the scale is too big, the furnishing spread too far apart, and the view of the side of the gym does not provide a sense of arrival. These issues are also present at other open spaces on campus.

Opportunity: The SC Plaza and the Central Lawn

There is an opportunity to create a more welcoming entrance at the SC Plaza. The SC is a gateway building, which most people enter after arriving at the parking structure, and it's the first impression of the center of campus. Currently, the approach frames a view of the abandoned locker room, which will be demolished. In the future, the view will stretch towards the edge of the softball stadium and the lawn south of the General Education building. The redesign of SC Plaza is an opportunity to create a sense of arrival to SJCC. The view along "smile" pathway to the central lawn is an opportunity to draw people in.

Opportunity: Library/SC Plaza

There is an opportunity for activation in the library courtyard. The entry to this space from surface parking is framed by a set of trees and lights. It opens up to the Student Center, Gymnasium, and the Library. The plaza includes a large open space, triangular lawn, and a small gated area next to the existing bookstore. Currently, the only entrance that faces the plaza is to the ground floor of the library, which houses the Student Services Resource & Drop in Center. This area has potential to be renovated into a space that is more activated.

Opportunity: Cosmetology Plaza

This plaza, located next to the CEC Plaza that is under construction, will need to feel more like a continuation of the CEC Plaza after it is completed. It currently includes many legacy elements including a glass block wall, multiple generations of furniture, and an open space with nothing going on in the middle. The grass is not easy to use. It is at an important cross roads at the center of campus and could be redesigned to be more comfortable and usable.



Photo: Improvements to the SC Plaza can create better first impression of the SJCC campus.



Photo: The plaza between the Library and SC could be better activated and more usable.



Photo: The Cosmetology Plaza has an awkward design that could be revised when it is integrated with the CEC Plaza.

Issue: It is hard to navigate campus

Outreach revealed that most students were confused about the campus layout when they first arrived and did not intuitively understand how to get around. There are many reasons why navigation is a challenge.

- When on campus, building signage does not have enough contrast with the building color, so it is not easy to see
- Signage is sometimes too small in scale
- Branding is not reinforced enough
- There are too many legacy signs
- There is limited visibility across campus and out to perimeter streets and nearby landmarks for orientation
- There is no obvious hierarchy of open spaces and no clear sense of the campus center

Opportunity: Strengthen Campus Identity

- Logos, color schemes, signage, and online presence help reinforce campus identity, making it recognizable both on-campus and in broader communities
- Add Public Art to strengthen Campus Identity
- Redesign existing and design new facilities to provide landmarks, visibility, and reinforce organizing components of campus layout

Opportunity: Improving Wayfinding and Signage

Finding your way around a campus is an important part of the campus experience. Signage not only provides clues for navigating the campus, but reinforces the College/District brand.

- Physical Wayfinding: Create clear, consistent signage to help new users
- Calibrate Campus Naming Conventions for easier Navigation: Develop more intuitive building names and room locations
- Regularly Update College Maps and Signs: Maps and signs need to be updated regularly to keep up with campus updates and reduce confusion
- Update Online Campus Maps: Ensure there are clear locations for pick up and drop off



Photo: Campus is hard to navigate even with the existing wayfinding and signage.



Photo: SJCC could emulate the successful wayfinding and signage program at EVC. The full scale murals make it clear what kind of programming is located in each building. A similar treatment could also be a way to express a connection between EVC and SJCC within the district.



Photo: SJCC's main entrance includes a digital display and a marker. Larger scale signage throughout campus could make it easier to navigate around the campus.

SJCC Open Space: More outdoor seating places

Issue: “Looks nice, but is hard to use”

Some parts of campus look very nice. However, the SJCC campus generally feels like it lacks places outdoors for people to use. There aren't enough places where people can go relax or informally gather on campus. Open spaces generally seem underutilized and inactive with features that detract people from staying in them.

Opportunity: Add more places to sit

Because the majority of people in the PSPL were observed to be alone, places to sit should be located near public spaces where there is social activity and also where there is a sense of privacy.

Opportunity: Design for more flexibility

The formality of outdoor space design is inflexible to the changing conditions in the environment (sun, shade, wind), social choices (like socializing in a group), and for a variety of activities.

Redesign outdoor spaces like the space along the side of the SC near the cafeteria and Jaguar Market to be more usable. For example, the shading devices above the stormwater treatment make no sense and should be removed and shade should be relocated over the dining areas. Features like movable chairs in this area (even though they are very heavy) are appreciated so that groups of different sizes can gather and adjust to the sun and shade.



Photo: The Fine Arts/Multidisciplinary Lawn is very nice to look at, but is watered in the middle of the day and too wet to sit on.



Photo: Outdoor space design should be more flexible. Movable chairs and furniture are greatly appreciated. Features like this shade device limit the variety of activities that can occur in this space. It would have made more sense to locate it over the dining areas.

Issue: Overall there's no theme, legacy landscape looks disjointed, eclectic and lack unity

The eclectic nature of legacy open space elements such as plantings, furniture, and finishes, plus a wide variety of campus building designs, do not support a sense of unity on campus. The lack of consistency is distracting.

Opportunity: Edit Outdoor Features

Throughout campus there are newsstands that sit empty at the edge of the smile pathway. In places like the Cosmetology/Reprographics plaza, there are multiple generations of outdoor furniture create a sense of disorder, and there is a glass block feature that does not seem to serve a purpose. As the campus evolves, outdoor features should be reevaluated for their appropriate placement. There is an opportunity to edit legacy outdoor features so that spaces can be redesigned as a whole.

Opportunity: Hone the Landscape & Furnishing Palette

- A future landscape plan should consider the consistency of planting choices, lighting, paving, and trees campus-wide to accompany and reinforce a sense of place.
- The landscape palette should also address shading devices, umbrellas, trash receptacles, bike racks, and other prominent features in the public realm.
- Trees and planting choices should be carefully considered for maintenance, water usage, growth, and capacity to shade.
- The Science garden is a demonstration of native planting that could be a stronger part of the SJCC planting palette.
- Specifically, evaluate the redwood trees that are encroaching on the foundation of the Business building. In the future, trees should not be planted so close to buildings.



Photo: The campus feels disjointed, eclectic, aged, and lacks unity. In front of the library there are two types of trash cans that are more prominent than signage and seating. A redesign should look at the space as a whole.



Photo: There is an opportunity to edit legacy outdoor features so that spaces can be redesigned as a whole.



Photo: Native planting could be a stronger part of the SJCC planting palette.

SJCC Campus Grounds Summary of Issues and Opportunities

#	Location Name	Issues	Opportunity
1	Business Garden and Pathway	Looks nice, not enough places to sit, public art is distracting	Redesign with more places to sit, relocate/remove public art
2	Business/Arts/Drama Courtyard	Trees are encroaching on Business Building	Address trees
3	Career Technology Alley	Only hardscape and some tables and benches	Add low-maintenance landscaping
4	Central Lawn	Nothing happens on the lawn, people do sit on the benches under the trees	Design the main lawn for more activation and use
5	Cosmetology and Reprographics Plaza	Eclectic with many types of tables and chairs	Edit/redesign the plaza for more utilization
6	Eastern Entry Plaza	This plaza is not used. Gateway signage pointed the wrong way	Redesign the plaza to improve SJCC identity
7	General Education Picnic Area	This small picnic area has planters but not plants	Add low-maintenance landscaping
8	Gymnasium Edges	Edges are dirt only, lacks landscaping and connection to adjacent plaza	Design to support adjacent spaces with a more inviting building ground floor edge
9	Leigh Avenue and Kingman Frontage	The fenced edge lacks identity, closed off from neighborhood	Add pedestrian and vehicular entrances, parking, and signage
10	Leigh Avenue Parking Garage Frontage and Parking Lot Frontage	The fenced edge lacks identity	Redesign the edge to improve SJCC identity
11	Leland Drop Off	Lacks identity	Redesign the entry experience
12	Multi-Sports Field	Adjacent to residential, needs more visual separation	Add landscaping at residential edge
13	Moorpark Frontage - General Education	Lacks identity with a large setback of surface parking.	Redesign the frontage to improve SJCC identity with landscaping and signage at the fence line
14	Moorpark Frontage: Multidisciplinary	This deep setback looks like it is unprogrammed and wild	Redesign for more utilization and more SJCC identity on Moorpark
15	Moorpark Frontage - Science	Lacks identity with a large setback of surface parking.	Redesign the frontage to improve SJCC identity with landscaping and signage at the fence line
16	Moorpark Frontage - Theater/Drama	Deep frontage looks unmaintained	Redesign for more utilization, more SJCC identity
17	Soccer Field	Underutilized, baseball diamond is the wrong size	Remove baseball seating, redesign for more usable recreation and provide community access with a pedestrian entrance on Leigh Avenue
18	Student Center	Back of house/trash cans are highly visible when people drive out of the parking garage	Minimize view of back of house
19	Student Center Dining Garden	This area is well used, the existing trees are messy, there's not enough shade	Redesign for improved shade

#	Location Name	Issues	Opportunity
20	Student Center Main Plaza	Not yet connected, future connection to central lawn	Complete "the Smile" pathway and design the main plaza as a welcoming, activated place
21	Student Center-Library Plaza	Patio seating is underutilized. Raised lawn has no purpose. Dark at night.	Redesign for more utilization and lighting
22	Theater Plaza	Highly used, appears aged	Design to be more attractive
23	Track and Field, Bleachers	North bleachers and press box in poor condition	Replace bleachers and press box
24	Track and Field, Campus Property Line	Fence line behind southern bleachers lack a buffer with adjacent residential	Add landscaping at residential edge
25	Bascom Parking Lot	Surface parking needs repair	Resurface parking lot. An opportunity for future campus infill

Figure 4.6. SJCC Campus Grounds: Opportunity Map with Specific Recommendations



Chapter 5 | Building Issues and Opportunities

District-wide Building Summary

District-wide Issues

Optimizing Campuses

EVC: Emerging Projects

SJCC: Potential Projects

05

District-wide Building Summary

A Summary of Input from the SJECCD Community

This chapter provides a summary of the existing conditions findings and decision-making opportunities for buildings and facilities identified as part of the FMP update process.

This chapter organizes the information gathered from stakeholder interviews, leadership meetings, data analysis, facilities tours, and group meetings with students, classified professionals, and faculty into themes for the FMP Update. For an overview of the outreach process, see Chapter 1.

Building Profiles

For information on every building on campus, see the Building Profiles section in the Appendix. Detailed facts about building size, programming, and special features are included as background to the summary provided in this chapter.

Campus and Building Design Goals

A Focus on Maintenance, Modernization and Renovations

While a great many improvements were made across each campus following the passage of Measure X, there remain renovation, maintenance and modernization needs across each campus, including needs for ADA improvements, building-wide issues, and fixtures, furnishings and equipment. There is also a need to prioritize the ability to efficiently maintain building systems and utilities across each campus.

Attracting Students to Campus

The recently-constructed, beautiful new buildings at EVC and SJCC are part of the overall goal of attracting people to campus. The attractiveness of campus is crucial to foster a campus community and create a memorable educational experience. The elements that make a campus attractive are the aesthetics of campus grounds and architecture, intuitive campus circulation, and the presence of people enjoying campus life. A campus that is aesthetically pleasing draws people in, creates a positive first impression, and reinforces a sense of pride and belonging. While attractiveness is often what initially catches people's attention, it needs to be balanced with functionality to maintain long-term success.

Intuitive Campus Layout

The task of redesigning the campus layout to better utilize space requires the consolidation and relocation of programs. The reallocation of programs and people on campuses is an opportunity to reinforce the sense of place on campus and support a lively campus culture. Clear wayfinding, accessible pathways, and thoughtfully placed program clusters can boost the long-term appeal of a campus. When departments, services, and common areas are located in a way that "makes sense," it enhances usability, minimizes confusion, encourages social interaction, vibrancy, and attracts people to campus.

Holistic Approach to Campus Planning

The approach to the FMP Update should consider the entire campus, including modifications to existing buildings, open spaces, and surface parking lots, if needed.

District-wide Issues

Campus Architecture and Character

EVC and SJCC have distinctive campus characteristics and unique environments. EVC was developed more recently than SJCC and has a relatively unified character. The SJCC campus includes a greater variety of architectural styles from the institution's history, which gives it a more eclectic character. There is an opportunity to design new and renovate existing buildings at both campuses to strengthen campus identity.



Photo: EVC: MS³



Photo: EVC: Language Arts



Photo: SJCC: Career Technology Building



Photo: SJCC: Science Complex

Designing for Equity and Inclusivity

Design for improving campus facilities should strive to be equitable and inclusive. That means designing new and existing spaces to be universally accessible, inclusive of different body types, cultural diversity, and neurodiversity, and all abilities.

Universal Design

Accessibility is a persistent issue on both campuses. Universal Design is an approach to creating spaces, products, and systems that are accessible, usable, and effective for people of all abilities, ages, and backgrounds. It aims to remove physical, sensory, and cognitive barriers so that everyone, regardless of their individual needs, can engage equally and independently. On campuses, Universal Design principles create more inclusive experiences by:

- Providing Accessible Pathways, Entrances, and Elevators: Step-free entrances, ramps, elevators, and tactile paving make campuses accessible to people with mobility, sensory, or visual impairments.
- Designing Inclusive Classrooms and Labs: Adjustable seating, accessible lab stations, and technology that accommodates diverse learning needs make academic spaces more functional for everyone.
- Incorporating Wayfinding and Signage: Clear, easy-to-read signage with braille, color contrast, and directional audio can improve navigation for people with visual or cognitive impairments.
- Supporting Inclusive Technology: Assistive technology, such as screen readers, closed-captioning on videos, and audio enhancements, ensures digital accessibility.

When designing new spaces, accessibility issues like broken elevators, heavy bathroom doors and solutions such as accessible seating options, optimized location of ADA parking spaces, and additional displays to support visibility should be considered.

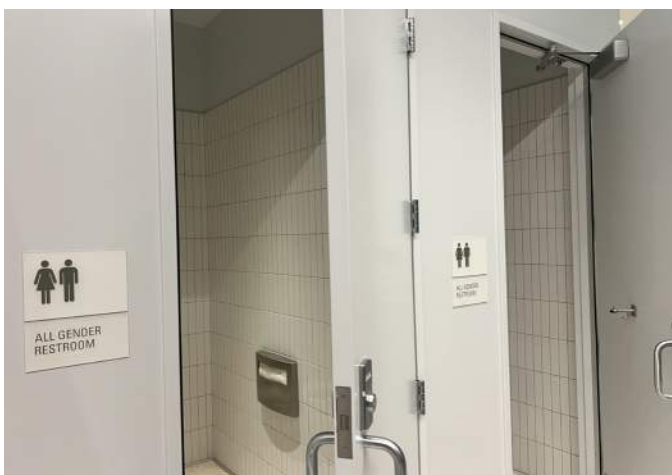


Photo: All gender bathrooms in the new SSC at EVC.



Photo: A variety of seating options for neurodiversity and body sizes at Milpitas Extension.

Sustainable Design

Sustainability is essential for campus design because it helps create an environmentally responsible, cost-effective, and healthy campus that can serve students, faculty, and staff for generations. There are opportunities to dramatically increase sustainability at each campus in alignment with the District's resolution of 2020, and the guidelines of the California Community College (CCC) system, including electrifying both campuses. Next steps for sustainability are further described in the Sustainability section in Chapter 6.

- **Reducing Carbon Footprint:** Throughout the District, buildings should be improved to reduce greenhouse gas emissions through energy-efficient infrastructure, renewable energy sources, and minimized waste. A carbon footprint reduction plan is a first step to achieving that goal.
- **Operational Cost Savings:** Sustainable buildings are designed to use resources more efficiently and reduce long-term operational costs. Durable materials, natural lighting, and passive climate control can lower costs and extend the life cycle of campus facilities.
- **Improved Health and Well-Being:** Sustainable design prioritizes air quality, natural light, and non-toxic materials, creating healthier indoor environments for students and staff. Studies show that better air quality, lighting, and ergonomic spaces improve focus, productivity, and overall health.
- **Resilience:** Sustainable practices like using an optimized Energy Management System (EMS) and renewable energy generation can make the campus more resilient in the long term.

We have heard an interest in sustainability throughout our outreach efforts. Sustainability can be implemented in many ways and these are just a few of the ideas we heard:

- Energy-efficient building design
- Conversion of on-campus central plants to all-electric energy generation
- Water conservation using sustainable landscaping with native plants, requiring minimal water
- Sustainable transportation options like bike paths, public transit access, and electric vehicle charging stations
- Cover surface parking lots with solar panels. Solar panels can provide shade while generating electricity

Issues: Academic Spaces

Our campus tours and interviews revealed that existing outdated technology and inflexible configurations make rooms hard to use. Feedback from users confirm that not all spaces are functional and have the right equipment. Classroom modernization needs to be more standardized and adaptable to curriculum changes, furniture needs to be comfortable, and classrooms need to include the technology to support hybrid learning formats. Here are suggestions for what different types of academic spaces should include over the timeframe of the FMP Update.

Classrooms

- There are too many types of classroom furnishings and legacy technologies, which makes for inconsistent teaching environments. Standardize classroom setups with comfortable seating, reliable technology, and ample outlets.
- Some furnishings are limited to traditional classroom formats. Choose movable furniture to support lecture-based and interactive formats for small and large groups. For classrooms serving 24-32 students, aim for flexible classroom configurations that support active learning
- Some chairs do not fit all body types. Choose sturdy, inclusive seating and replace flimsy chairs with durable, neutral-sized seating without arms to fit all body types comfortably.
- AV technology varies greatly amongst classrooms. Implement more streamlined AV systems across classrooms to reduce technical issues. Systems and platforms should be user-friendly and require minimal training.
- Accessibility could be improved for visual and hearing impaired. Install screens on the sides of classrooms so that it is easier to see them. Use bluetooth-enabled audio systems to improve accessibility and make closed-captioning options available.
- Some classroom technologies are out of date. Invest in flush screen displays and interactive digital boards to replace outdated projectors and pull-down screens. There are generally not enough outlets for students using laptops. Add power outlets at tables to accommodate laptops and other devices, eliminating the need for extension cords.
- There are a variety of lighting issues. Address lighting challenges by installing blackout shades for classrooms and configuring motion sensors to prevent unexpected darkness. Task lighting could also improve visibility in areas with high natural light.
- Classrooms are generally not equipped for hybrid instruction. Install technology for hybrid instruction (e.g., cameras and microphones) and remote student engagement (e.g., wireless presentation systems and smart boards) to provide flexibility for future use.

Online Teaching Facilities

- There are not enough online teaching facilities throughout the District. Add broadcast rooms or dedicated areas for faculty to prepare and deliver online content. These spaces should be equipped with recording tools, quiet workstations, and support for remote learning technology.

Testing Spaces for DSP Accommodations

- Special testing spaces are needed for Disabled Students Program (DSP) Accommodations. Add DSP spaces and design to meet standards for a distraction-free testing environment. Include adjustable seating, acoustic controls, and design for varied accessibility needs.

Laboratory Improvements

- Labs are sometimes spread out across campus. Cluster labs on campus, if possible.
- It is difficult for faculty to help and monitor labs when offices are far away. Locate faculty offices close to lab and classroom spaces for ease of access.
- Some labs are not up to date. Improve labs to feature up-to-date equipment like fume hoods, laptop connectivity, and equipment to support hands-on learning in both physical and hybrid configurations.
- Some labs should also be designed to fit the needs of high-demand fields like AI, cybersecurity, and nursing. Update labs to support academic and career pathways.
- Specialized lab set up is sometimes inflexible and makes it hard to utilize the room for a range of class sizes and types. Labs should have adaptable setups to accommodate various subjects and hybrid instruction. Design lab classrooms in flexible layouts to support a variety of class sizes and types. Consider multipurpose lab designs to accommodate more classes within existing spaces.
- Plan for more space at lab tables. Students typically use laptops at lab tables and there's not enough space for those as well as the hands-on work to be done.
- There aren't enough outlets at lab tables. Update lab tables with easily accessible outlets to eliminate the need for extension cords.

Makerspaces/ Innovation Labs

- There aren't enough spaces for hands-on projects. Add multi-purpose spaces, sometimes known as Makerspaces or Innovation Labs that serve multiple departments and facilitate cross-disciplinary engagement. Design spaces to include dedicated tools, and interactive media stations for student projects.
- There aren't enough places where students can access resources and supplies for projects. Create places on campus with reliable printers, updated computers, and adequate supplies to support student projects.



Photo: Updated lounge areas include comfortable seating and power near classrooms.



Photo: Updated classrooms include flexible furniture and integrated technology.



Photo: An example of a science lab conversion from a classroom.



Photo: Updated computer labs include more flexible furniture, access to power, and no more desktop monitors.



Photo: Milpitas Extension Science Lab: In this room, the technology is up to date and there is the appropriate plumbing and storage.



Photo: Milpitas Extension Computer Lab: Desks and seats are adjustable, power is available at the table top, and up-to-date projectors are used to project on multiple walls.

Issues: Campus Life Spaces

Individual Study Spaces

- There aren't enough places to sit and study on campuses. Increase the number of places to study in the Library and in other buildings on campus.
- Some computer labs are not set up in the right way. Most students use laptops instead of desktops. Redesign computer labs as quiet, supervised study spaces with outlets at the table.
- There aren't enough places for students to take online courses while on campus. Add study spaces for students taking online courses while on campus. Ensure study spaces are designed and located for safety, have access to hybrid learning resources, proper HVAC, and appropriate sound proofing for a productive study environment.

Group Study/Collaboration Rooms

- There aren't enough collaboration rooms. Designate specific areas for group study and meetings, with varied seating configurations, dispersed for acoustics.
- It's a challenge to reserve rooms. Introduce an easy-to-use online room reservation system for students to book group study rooms, similar to a meeting room booking system with confirmation, for ease of access.
- Study rooms could be better equipped for group study. Equip group study rooms with screens, whiteboards, furniture and other tools that support collaborative work and tutoring sessions.

Touchdown Spaces/Student Lounges

- There are not enough "touchdown" spaces that offer lounge-like environments on both campuses. Create open, flexible spaces for students to socialize, study in groups, and transition between classes. These areas could double as spots for informal meetings or collaborative group work, fostering a sense of community. Make it best practice to include campus life spaces adjacent to programming in all new and renovated buildings.
- Reference Foothill's Student Union as an example of a successful touchdown space that supports students who need a place to stay between classes.
- Student lounges could be strategically located near nodes of vibrancy on campus.
- Design student lounges to be places where students do not have to be quiet. Enhance acoustics around student lounges so that sound cannot travel into classrooms and offices.
- Design lounges with comfortable seating areas and offer places to rest.
- Locate food and other amenities near student lounges.

Club Spaces

- There aren't enough club spaces. Establish dedicated spaces for specific groups, such as clubs and affinity groups. Club spaces can serve as hubs for community-building events, mentorship, and support programs that are relevant to these groups
- Establish or expand centers for special populations, such as first-generation students, immigrants, and re-entry students. These centers could offer tailored academic advising, workshops on navigating college life, and community-building events.

Places to Eat

- There aren't enough places to get food. Places to eat are critically important to the life of a campus. Food is typically the center of social activity and needed to grow enrollment.
- There are limited locations where food can be found. Currently, there are several ways food can be purchased: at the cafeteria, in a food truck or cafe, at a vending machine or for free at the food pantry.
- The hours for the cafeteria, food trucks, and cafe are limited; however, there are students that are on campus during breakfast, lunch, and dinner. Many students leave campus between classes for food. Increase the availability of vending machines across campus to discourage students from leaving campus for food and to serve students after 3pm. Add more snack stations and vending machines in multiple locations throughout campus.
- There aren't enough amenities for students who bring their lunch to school. Provide more microwaves, refrigerators, and basic food preparation stations in accessible locations.
- An increasing trend is food delivery to the campus. Adding a supported location for food delivery will make this a smoother operation.

Campus Retail

- The campus bookstores are struggling to operate and will likely close before the end of the FMP Update time frame. However, there is still a need for retail on campuses for supplies, snacks, and branded merchandise. Consider a smaller retail format with prime visibility and access and/or sell essentials at vending machines instead.

Restrooms

- There aren't enough restrooms. Existing restrooms need maintenance and improvements. Upgrade restroom fixtures for water savings. Improve ventilation and lighting in existing restrooms. Consistently provide amenities like hooks, mirrors, and restroom supplies.
- Some employees report that they can hear toilets flushing through the walls. Improve acoustics between restrooms and adjacent offices.
- There should be more gender neutral bathrooms.

Basic Needs

- Basic needs services are somewhat scattered across campuses. Consolidate support services, such as advising, career services, and mental health resources, and basic needs services like food pantries, career closets, and other support resources into easily accessible hubs, reducing the need for students to navigate multiple offices spread across campus.
- Some basic needs need to be accessible to more locations on campuses. These include:
 - Lactation rooms: The current lactation rooms on campus are not comfortable and are located in a place that does not provide enough privacy. Locate lactation rooms in accessible, private, and convenient places and remodel to make them more inviting for nursing mothers.
 - Child-friendly Work Spaces: Designate study areas and private meeting rooms to support students managing academic, work, and family responsibilities. Create more childcare spaces for students with families on-campus.
- Childcare is an issue for students and employees with families. Providing childcare is an option that was considered in past FMPs. The facilities and operations of more childcare should be studied for feasibility.
- Affordable housing is an issue for students. Continue to explore public-private partnerships to partner with or create affordable student housing on or in the immediate areas around campuses.

Event Spaces

- There are a lot of large gathering spaces at EVC that are underutilized. Better utilize event spaces before building new ones.
- There aren't enough medium (50-100 people) and extra-large (300+) event spaces SJCC. At SJCC the options for event spaces include the Old Gym, the Theater, Tech Building 4th Floor, and the future CEC Building Auditorium. Create more rooms for events like the Hub at the Milpitas Extension, where the design can easily be expanded or divided. Design event spaces to host a variety of events like speaker series, cultural festivals, tournaments, health clinic, and resource or career fairs.



Photo: More Touchdown Spaces/Student Lounges are needed throughout campuses.



Photo: Campus retail is already available through vending machines in locations that are far away from the bookstores.



Photo: Event spaces are needed for medium and large group gatherings. This example at Milpitas Ext. uses a divider.



Photo: Collaboration rooms are needed throughout campuses for group study.



Photo: Support for students with young children should be available in more locations. This includes family lounges, lactation rooms, and changing rooms.



Photo: There need to be more places to get food throughout campuses.

Issues: Support Spaces

Offices

A significant amount of space on both campuses is dedicated to workspaces. Employees who work on campus frequently spend more time than anyone else on campus.

- Improve workspace acoustics for busy or noisy places. Add soundproofing to ensure that workspaces are quiet enough for concentration and so you can not overhear colleagues when they are on the phone or in conference calls. Avoid cubicles and open plan office layouts. Develop intentional spaces for employees to take video calls or meet to talk about sensitive matters. Consider adding phone booths in the interim.
- Provide ergonomic furniture and functional storage for all employees. Standardize furniture and finishes across both campuses, ensuring that all spaces have up-to-date, comfortable, and matching furniture.
- Increase the number of shared offices, “swing spaces” and collaboration spaces for part time employees to access private work areas and manage with scheduling software.
- Locate student-serving offices with frequent visitors in central locations.
- Locate faculty offices near programs, but away from central locations and off the ground floor, if possible. It has been observed that faculty rarely use their offices, but are required per union contract to have assigned private offices.

Security

- The campus has invested in upgraded door hardware for security. There are still some issues to resolve with door locks and fobs to ensure reliable access. Regular maintenance and checks can help avoid disruptions.
- Provide enough space in offices for egress. Assigned employees have shared that offices are designed in an inflexible and tight configuration that makes egress difficult.
- Evaluate and adjust outdoor lighting to ensure the campus is well-lit for student safety and convenience for evenings.

HVAC and Energy Use

- It's too cold! It's too hot! Provide a comfortable learning and working environment. Evaluate the placement of vents in work spaces for thermal comfort.
- It smells! Design venting for the cafeteria to be separated from HVAC to prevent odors from traveling.
- Some buildings are not efficiently designed. Zone buildings so that the entire building does not need to operate when only a portion of it is used.
- Some existing buildings have ventilation problems and problems with controls.

Custodial and Maintenance Needs

- There isn't enough space to store equipment. Increase custodial closet spaces for larger cleaning equipment, like floor scrubbers and walk-behind machines, to ensure proper maintenance of the campus.
- Storage for custodial and maintenance equipment should be in the same building that it is used for. Add more custodial storage, particularly in high-use buildings, to accommodate equipment, supplies, and materials securely.
- Some materials are very hard to clean. Choose flooring materials and finishes that are easy to clean. Consider the ease of maintenance when selecting materials. Opt for materials that can withstand heavy foot traffic and do not require special equipment to clean effectively, especially in high-use areas like gyms.
- Pests are a problem. Plan for regular pest management, along with dedicated custodial support, to help mitigate issues.
- It is hard to maintain high standards of cleanliness in high-traffic areas. Student spaces need more maintenance. Well-maintained restrooms, lounges and break areas are welcoming for students and staff. Increase custodial staff to maintain cleanliness, particularly in older buildings where odor and hygiene are concerns. Establish a Comprehensive Maintenance Plan to address building infrastructure and routine repairs to improve overall functionality.

Optimizing Campuses

There is a lot of space at both EVC and SJCC. There are a number of ways that campuses can better utilize the space available.

Scheduling Systems

Currently, campuses already manage space through scheduling systems. Data gathering and outreach revealed that scheduling currently uses two different databases, one for internal reservations and one for external reservations, which are not coordinated. Consolidating databases will simplify the process and reduce scheduling conflicts.

Renting Out Space

Campuses are also currently renting out extra space. Renting out extra space has the benefit of revenue generation, which can be used as an alternative source of funding for operations and improvements and also enhances the District's visibility and integration within the community. Suggestions gathered through outreach include:

- Renting spaces for community events, conferences, cultural events, seasonal events, markets, festivals, and workshops, leveraging the State Civic Center Act.
- Community Partnerships or Public-Private Partnerships for Mixed-Use Development, especially at EVC to serve community needs.
- Partnering to invest in shade and outdoor furnishings for outdoor seating areas.

Consolidate Programming

Campus master planning will consider the consolidation and relocation of space through remodeling, repurposing, renovating, replacing, removing, and newly constructing facilities. The FMP Update is an opportunity to reduce the amount of facilities to manage, maintain and operate and improve the functionality of campus. A secondary benefit of consolidating programming is that spaces can be rearranged to focus activity in fewer areas.

Levels of Improvement

This chapter includes recommended approaches to improving existing buildings, by campus. Facilities improvements on a campus can take various forms, each suited to different needs, conditions, and strategic goals. The majority of buildings on campuses are in good condition and will remain as is, though key buildings will need to be improved as listed in the table below. The decision to remain as is, remodel, repurpose, renovate, replace, remove, or construct new facilities depends on the campus's needs, budget, long-term goals, and how each building contributes to the overall campus identity and functionality. Each option has distinct advantages, allowing campuses to make the best use of their resources, support evolving programs, and create an engaging, sustainable, and efficient environment.

Figure 3. Table of Levels of Improvement

Improvement Level	Description	When It's Suitable	Key Advantages
Remaining as Is	No changes, facility serves its existing purpose	Sufficient condition, low usage, limited funding	Cost-effective, minimal disruption
Maintenance	No changes, scheduled or deferred maintenance	Maintenance is necessary all of the time	Necessary for on-going operations
Remodel	Minor interior updates without structural changes	Cosmetic/aesthetic updates, minor functionality improvements	Lower cost, quick, improves usability
Repurpose	Adapting existing facilities for a new use	Underused space with potential for other needs	Maximizes use, adaptable, minimal structural changes
Relocate	Changing the location of a use	Reorganizing based on clusters or closures	Better fit for use
Renovate	Upgrading systems and interiors	Aging facilities needing modernization	Extends building life, modernizes, cost-effective alternative to replacement
Replace	Demolish and rebuild	Structurally compromised or outdated beyond renovation	Customized design, modern infrastructure, energy-efficient
Remove	Demolish without replacement	Obsolete, unsafe, or non-viable facilities	Lowers maintenance costs, increases developable/open space
Potential New	Utilizes existing facilities for a potential new use	Growing programs, new initiatives, sufficient existing space	Supports needs
New Construction	Build new facility	Growing programs, new initiatives, insufficient existing space	Tailored design, modern features, supports growth

EVC: Emerging Projects

Potential Changes to Campus Layout

- Reframe as a Community College, Not Just a Commuter Campus: Develop initiatives to create a “community feel,” with events, social spaces, and student-centered programming that encourages students to stay on campus.
- Redesign buildings in the center of campus for activation. Orient renovations of Physical Education/Gymnasium, Gullo I, and the Central Plant/Police Station to face main campus pathways, creating a more inviting atmosphere. Redesign buildings to support the use or activity of either pathway with designated “front doors” or “back doors” and consider the way these buildings support circulation and social activity along both pathways. This will aid wayfinding and foster a sense of community along visible pathways. (See related Chapter 4: Campus Grounds)
- Redesign the top of campus. Since Acacia is recommended for removal due to its age, format, and location on a fault line, there is an opportunity to enhance accessibility at the top of campus and better connect to Montgomery Hill and the Observatory. Adding more ADA parking and improving the pathway is potentially one of the options for this upper portion of campus. (See related Chapter 4: Campus Grounds)

Potential Campus-wide Improvements

- Improve Campus Infrastructure: Resolve central energy connections to new buildings to prevent shutdowns and disruptions to services, ensuring a stable, reliable environment for students and staff.

Repurpose the old SSC

- The old Student Services Center (old SSC) is a large space that was previously a campus library. The old SSC is empty and offline now that programming has moved to the new Student Services and Administration Building (new SSB).
- There is an opportunity to repurpose or replace the old SSC. It is important to assess whether it is more feasible to renovate the existing structure or consider a full rebuild if it cannot be sufficiently adapted. If the building has significant structural challenges, it may be more practical to repurpose only sections or allocate funding to other pressing infrastructure needs.
- The building has 45-degree angles and large columns that may limit some future configurations. The future design can explore how to work around these features.
- Consider opening up the upper floor patio and view of the central green. There is potential for this patio to become an outdoor space for students and staff to enjoy. The patio could offer seating with a scenic view and an opportunity for open-air study or relaxation.

There are many potential ways to repurpose the old SSC and other spaces.



Photo: The ground floor of the old SSC could be redesigned to better activate the central plaza.

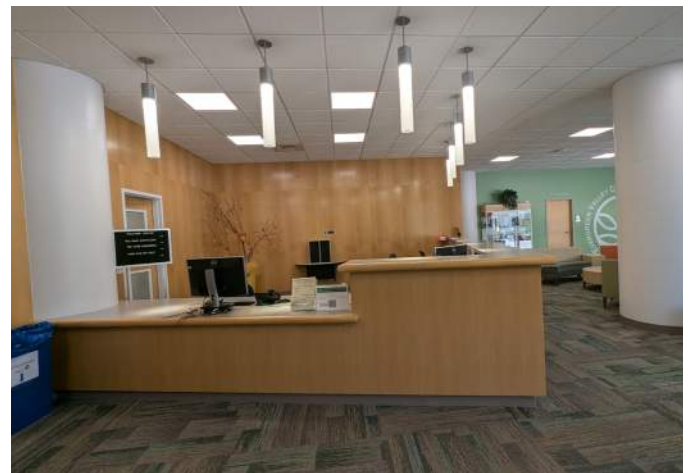


Photo: The interior of the old SSC is in good condition, but has large columns and some spaces are triangular in plan.



Photo: The upper floor patio has a view of the central plaza. It was closed off before, but could be a social space.

Gullo I Renovation

- Address water damage and leaks. Prioritize repairing the leaking roof and pipes, particularly in high-use areas like bathrooms, the kitchen, and pantry. This will prevent further damage and create a safe, functional space.
- Remodel building edges that face the central gathering space and Gullo II so that the back-of-house and loading dock is less visible.
- Renovate the cafeteria kitchen to ensure it meets modern standards and can handle high demand, particularly since this is the primary space for on-campus dining.
- Add more spaces with comfortable seating, a welcoming layout, and multipurpose areas for eating, studying, and socializing.
- There is not enough lighting in the main dining area. Add more lighting, prune the trees, and add skylights to increase light in the main dining area.
- Renovate the bookstore on the second floor. Enhance connectivity to the second floor to make it more accessible and welcoming. Potentially move the bookstore to a first floor location with more visibility.
- Repurpose the bookstore space, if it is replaced by e-commerce and vending machines, potentially reimagine the space as an expanded lounge area that can accommodate casual seating, club activities, and events or as a student support hub to access resources in a convenient location.



Photo: The cafeteria back-of-house is the first thing you see before the doorway to Gullo I. It also faces the main plaza.



Photo: There aren't enough student lounge spaces for eating, studying, and socializing like this one in Gullo I.



Photo: The bookstore on the second floor is not easy to find or get to. It should be relocated to a ground floor space.

LETC Renovation

- The existing Library/Educational Technology Center (LETC) in need of improvement, with a poor layout, underutilized ground floor, and lack of welcoming spaces. In a highly accessible location near the new SSC, it has the potential to be a more attractive resource that all students feel welcome to visit and use.
- The ground floor, which currently feels like a basement, could be redesigned to be a more inviting hub.
- The layout of the upper floor should be redesigned for security, visibility, and creating a focused environment.
- Study rooms could be added to both upper and lower floors. Study rooms could include glass partitions to enhance security and visibility without compromising privacy and acoustical separation.
- The library could also benefit from a furniture refresh. Currently with oversized study desks, more comfortable, appropriately sized and flexible furniture should be provided to make study areas more welcoming and useful.



Photo: The study rooms on the upper floor are tucked out of sight from the front desk. More study rooms are needed.



Photo: The first floor furniture is outdated and does not feel welcoming. This vast space could be better utilized.



Photo: Students use the lobby for lounging. There is a mismatch between the design of the building and what people want to use it for.

Repurpose Admissions & Records

The admissions and records building received new paint, but still remains one of the older buildings on campus. Many of the programs in the Admissions & Records building recently moved to the new SSC/ Admissions building. This presents an opportunity to repurpose the building for a different use. There is currently a family lounge in one of the rooms.



Photo: The Admissions & Records building could be repurposed.

Sequoia Renovation

- Prioritize fixing water leaks and outdated infrastructure in Sequoia.
- Modernize older Sequoia Labs. The older lab spaces (e.g. S112) should be modernized to align with newer science standards. Ensure that lab furnishings are flexible and include updated equipment.
- Provide a larger covered transition from exterior access on the ground floor into classrooms.
- Improve signage and wayfinding to improve navigation to the second floor.
- Utilize Sequoia's clerestory windows to allow more daylight into prep and study areas adjacent to classrooms and labs.



Photo: There are small awnings over the doors at the ground floor, but more covering to protect from the elements is desired.

Revising the top of Campus

Acacia is slated for demolition because it is located on a fault line, is hard to navigate, and has lived its full life. The site could be:

- Converted into parking lots for access to the top of campus with accessible parking.
- The site could include lab expansion for Sequoia.
- The connection to the Observatory will need to be revised when Acacia is demolished.



Photo: The labs in Sequoia are old and need to be updated. More labs are needed to meet demand for science classes.

Physical Education and Gymnasium Renovation

- Improve the edge of the Physical Education Building that faces the central plaza to make it more attractive and usable.
- The Gymnasium looks nicely painted on the outside, but inside it looks dated. In particular, the lighting in the gymnasium casts a dull light. Improve the lighting in the gymnasium.
- Locker rooms include old plumbing fixtures and an unattractive interior. Refresh locker rooms to make them more attractive, functional, safe and inclusive.



Photo: The gymnasium needs an update.



Photo: The locker rooms are dark and have old plumbing fixtures.

Potential Additional Facilities

Here are some suggestions of potential additional facilities to include in places like the old SSC, Admissions & Records, Gullo I, or the LETC.

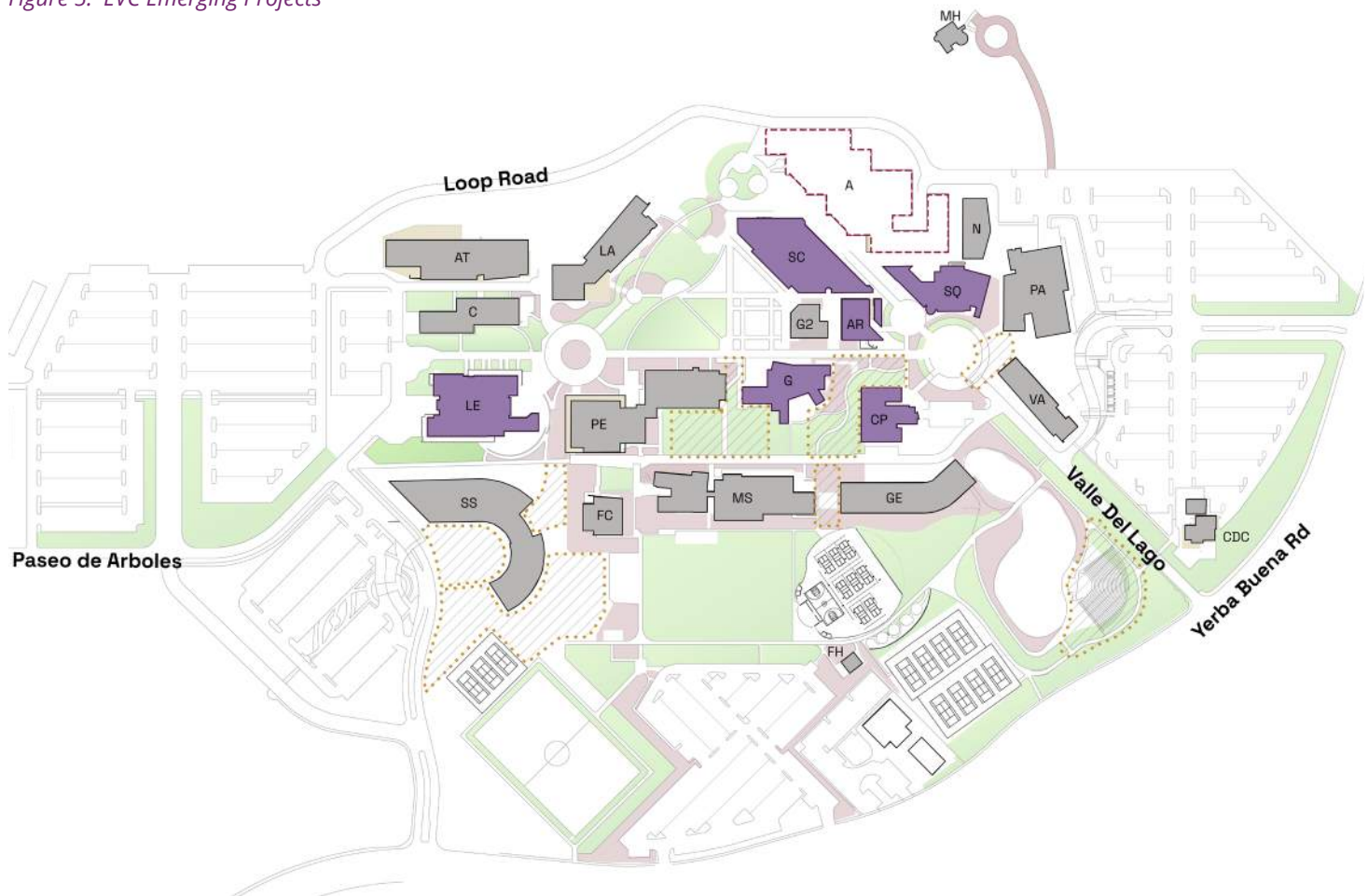
- **Basic Needs Center.** The basic needs center could house essential student resources, such as a food pantry, care closet, parenting lounge and student-focused programs in a central hub. This would benefit those who would otherwise have to navigate multiple places on campus to get assistance.
- **Childcare.** Childcare space is needed on campus. A childcare space could offer essential care and engagement for young children while their parents attend classes.
- **District Office.** It was suggested that the old SSC would be an ideal location to move the District Office to consolidate the District assets and sell the office in Downtown San José.
- **Esports and Gaming Room.** Allocate a room for e-sports to meet the growing demand for competitive gaming and social gaming spaces. Ensure it's equipped with necessary technology, seating, and internet connectivity.
- **More Laboratories.** There aren't enough laboratories to meet demand for classes. Renovating Sequoia will help to some extent, but other options for additional laboratories should be considered as well.
- **A Maker Space/Innovation Lab.** Repurpose a portion of the building as a maker space or fabrication lab for hands-on projects for art, engineering, design, and ceramics. Given the demand for creative spaces, this area could be outfitted with equipment such as 3D printers, woodworking tools, or digital design stations, offering a central space for experiential learning.
- **Meditation Rooms.** There is a desire to increase the number of quiet areas like the meditation room in Gullo I, making them more accessible across campus for all students, including those with specific cultural or religious needs.
- **Museum.** Repurpose a portion of the building as a campus museum that could consolidate the rock and mineral collection, Sequoia specimens, and other exhibits within a museum environment. This would allow for interactive learning and preservation of unique items like Antarctic sand and the rock collection, and could include a planetarium.
- **Places to get food.** Access to food is needed in more locations campus-wide. Pair places to get food with social centers.
- **Student Activity Center.** Provide a dedicated space for student clubs, organizations, and special programs to use as a flexible, multi-purpose student center that can host events, workshops, and social gatherings. This center could provide clubs with much-needed permanent meeting rooms, storage for materials, and office space for program administration. It would also centralize student engagement, making it easier for students to access and participate in extracurricular activities.
- **Student Hub.** The "one-stop" hub could integrate study spaces, tutoring, and counseling services.

EVC Emerging Project Summary

Figure 4. EVC Table of Emerging Projects

Building Name	Condition ranking (1 Low - 5 High)	Recommended Improvement	Opportunity
Acacia	1	Remove	Improved connections
Sequoia	3	Renovate	Laboratories
Central Plant	4	Renovate	Whole system
Physical Education & Gymnasium	3	Renovate	Locker Rooms and Gymnasium
(Old) Student Services Center *	3	Repurpose or Remove	
Gullo I*	2	Renovate/Repurpose	
Library/ Education Tech Center*	3	Renovate/Repurpose	
Admissions & Records*	3	Renovate/Repurpose	
District Office		Potentially Relocate	
Basic Needs Center		Potentially New	
Childcare		Potentially New	
ESports and Gaming Room		Potentially New	
Laboratories		Potentially New	
Maker Space/Innovation Lab		Potentially New	
Meditation Rooms		Potentially New	
Museum		Potentially New	
Places to get Food		Potentially New	
Student Activity Center		Potentially New	
Student Hub		Potentially New	

Figure 5. EVC Emerging Projects



- POTENTIAL BUILDING PROJECTS
- POTENTIAL GROUNDS PROJECTS
- DEMOLITION

- AR Administration
- SC Student Center
- AT Automotive Technology
- C Cedro
- CDC Child Development Center
- LA Language Arts
- LE Library/ Education Tech Center
- FC Fitness Center
- PE Physical Education & Gym
- CP Campus Police and Central Plan
- G Gullo I
- G2 Gullo II
- A Acacia
- MH Montgomery Hill Observatory
- PA Performing Arts
- VA Visual Arts
- SQ Sequoia
- MS Math Science Building
- N Nursing
- FC Fitness Center
- GE General Education
- S Student Services
- FH Field House

SJCC: Potential Projects

Potential Changes to Campus Layout

- Re-orient the campus facades to Moorpark Avenue: The campus has historically faced away from Moorpark Avenue. Remodel buildings to create a stronger statement on the Moorpark Avenue frontage to the street to make the approach to SJCC clearer.
- Reinforce Campus Entry Points: Create more welcoming entry points to facilitate navigation and a sense of belonging on Bascom, Moorpark, and Leigh Avenues. Entry areas should include wayfinding aids, student resource kiosks, and seating.
- Consolidate Administrative and Instructional Services: Move administrative and instructional services out of the Business and General Education buildings, freeing up space for larger, modern classrooms. Consider relocating these services to the Tech Center or Student Center to centralize operations and improve space use.
- A multi-functional student center is needed at SJCC. The center could be integrated into an existing building (like the SC Bookstore) or as part of a new building. The student center should include areas for clubs and organizations, lounges, student services, and spaces for diverse cultural or affinity groups.
- Reconfigure Parking Lots: If the frontage on Moorpark Avenue is redefined, parking lots may need to be revised. Outreach participants report that Lot C, near the GE building, is frequently full. This reflects the desire to be located close to the center of campus. Remote parking lots off of Bascom Avenue are less used. Improving access to the parking lot off Bascom may improve parking convenience.



Photo: The frontage along Moorpark Avenue in front of the Multidisciplinary building has a setback deep enough for other uses.



Photo: The frontage along Moorpark Avenue includes many parking lots that could be optimized for parking and development.



Photo: The Bascom entrance, traffic circle and related vehicle circulation is confusing and needs to be revised.

- Intentionally plan the “back of campus”: The area from Bascom Avenue includes the Facilities and Operations Building, large parking lots and Building 100. Building 100 is an old, large, underutilized, one-story space that could be taken offline. Building 100 is in a prime location at the southern end of campus for future campus infill. The previous FMP Update included a childcare center and affordable housing as potential uses in this location. SJCC is a land-constrained and increasingly urban campus. There is an opportunity to consolidate programming closer to the center of campus and take Building 100 offline and replace it with other uses.



Photo: The back of campus could be intentionally planned for other uses.

Potential Campus-wide Improvements

- Casual hang-out spaces are needed throughout the campus. Spaces could include seating areas with tables with charging outlets, where students can relax, eat, collaborate, and make noise.
- Spaces for Clubs with dedicated rooms are needed near campus focal points. These spaces are ideally accessible without faculty oversight and equipped with storage lockers or cabinets for club materials.
- Event/Meeting Spaces are needed campus-wide to host concerts, conferences, and large gatherings. Classified professionals have shared their concerns about not having sufficient event or meeting space on campus, especially when hosting large groups of people.
- Space use analysis shows that there is an adequate aggregate amount of meeting spaces for small groups under 20 people on campus, but that many rooms are assigned to specific departments or divisions, and are therefore not available for broader use.
- Classrooms are frequently used for meetings. Outreach participants report that if meeting

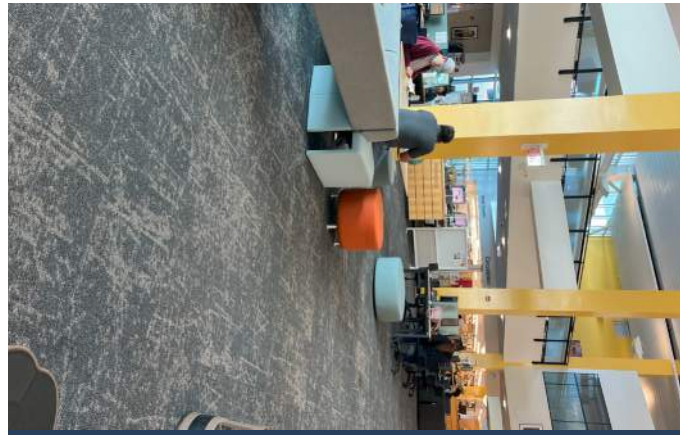


Photo: There aren't enough hang-out spaces at SJCC where students can be loud. The Library is a nice space, but students have to be quiet there.

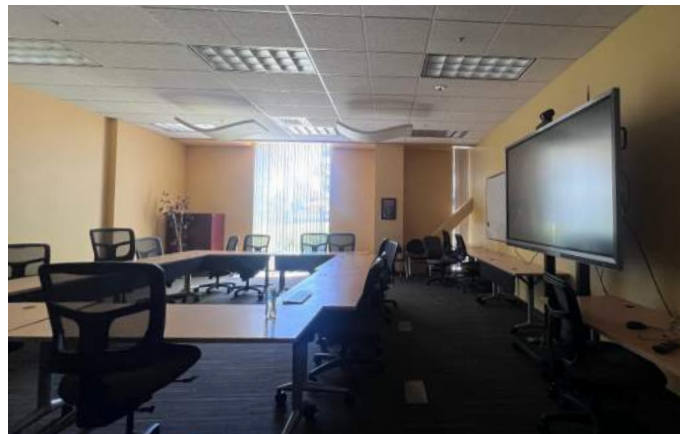


Photo: Space analysis shows that there is an adequate aggregate amount of meeting spaces but that rooms are assigned.

spaces are not adjacent to work spaces, employees are likely to use classrooms for meetings rather than walk across campus.

- There is consensus that there is a lack of larger meeting spaces. Rooms that fit 25-100 people rooms are in short supply and would support club events and guest speakers.
- Large spaces for 100-300 people are also needed. Ideally these rooms have movable seating to accommodate gatherings like professional development days, meetings, and formal events. Currently the new gymnasium is one of the only spaces big enough for these events, and it is not formal enough.



Photo: A large event space for formal events (not in a gymnasium) is desired.

Renovating or Replacing Central Buildings

- Given the older age of buildings on Moorpark Avenue, there is potential to relocate existing programming into existing spaces and consider remodeling or replacing existing buildings (Business, General Education, and Theater).



Photo: Existing crossroads at SJCC

Theater Arts/Drama

- The District completed an accessibility assessment for the Theater Arts/Drama in October 2024. The report identifies three central ADA issue areas: access to the audience seating area and slope of the whole seating area, access to lower levels of the building for students working on scenery or costumes, and access to the upper floor of the building for students who might work in the control booth. There are also a number of problematic doors and fixtures in the building, and a lack of nearby accessible parking.
- The Theater ADA Assessment recommends and provides cost estimates for bringing the building up to code. The most significant of these are providing elevators or lifts to the basement and control room, and to flatten a portion of the audience seating area at the top of the slope to accommodate wheelchair users. It is anticipated that the cost of renovation will likely exceed the cost of replacement for this building. Any future improvements to the Theater Arts/Drama building will require a full upgrade of the Theater to meet ADA standards. The assessment lists over 1000 items and is anticipated to exceed the cost of replacing the Theater.
- The location of the existing building is central on campus. The building could be replaced by a multi-purpose event space that could incorporate equipment and furniture to support more types of events, maximizing use of the space.



Photo: The Theater Arts/Drama building is not in good condition. It was identified for removal in the last FMP Update.



Photo: There is a popular cafe in the Theater Arts building in the theater lobby. There are stairs inside. The ramp is outside.



Photo: Even though there have been recent renovations, the slope of the floor and audience seating area are not in compliance.

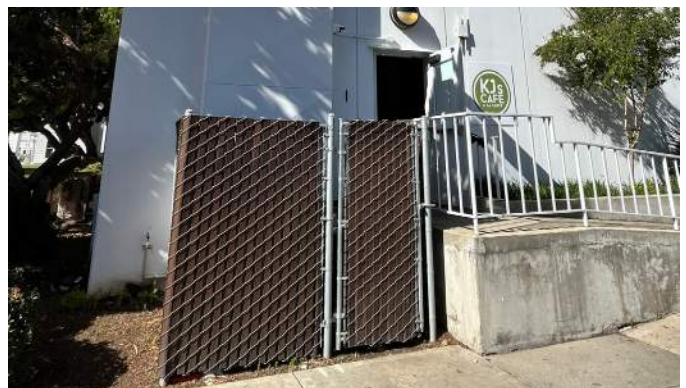


Photo: The ramp is next to the back of house for the cafe. This is one of the first places people see when entering campus from the parking lot.

Business Building

- The trees around this building are encroaching on the foundation. Depending on the condition of the foundation, a retrofit may exceed the cost of replacement for this building.
- Admin and Finance are on the ground floor of this building. Ground floor spaces on campuses should be used by students. Administrative offices can be located on upper floors away from the center of campus.



Photo: The redwood trees around the Business Building are encroaching on its foundation.



Photo: The Business building at the center of campus was identified for removal in the last FMP Update.

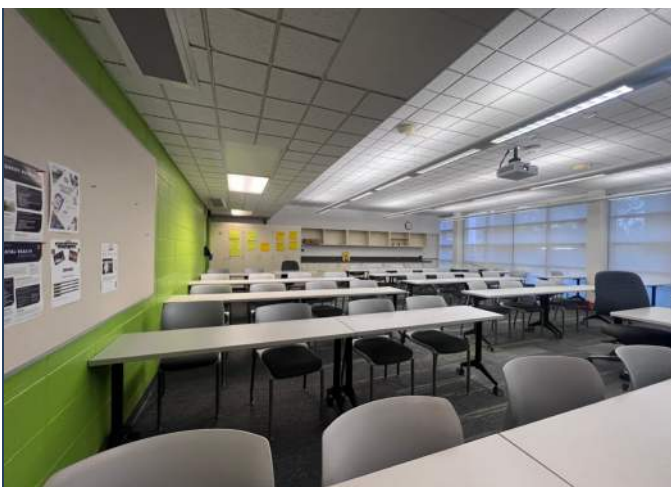


Photo: Classrooms are functional and a good size at the Business Building.

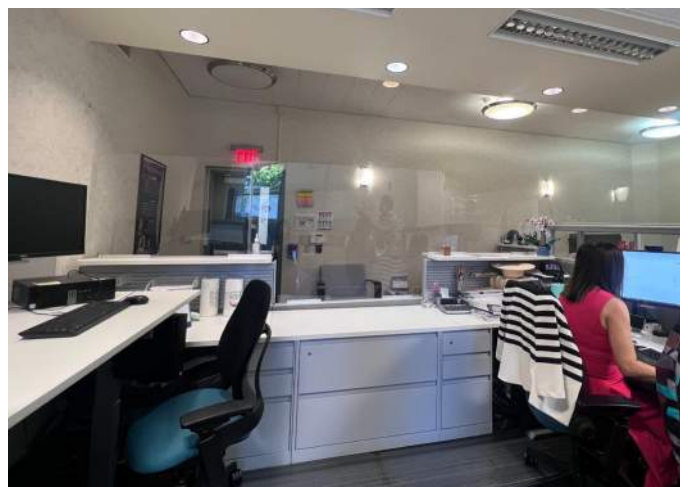


Photo: The Admin and Finance department is on the first floor of the building. Workstations are packed, crowded.

General Education

- The General Education building is an old building in a central location that was identified for removal in the last FMP Update.
- It was suggested that removing portions of the GE building would open sightlines to the lawn and enhance the campus entry. While the building is an older style, it is designed at a human scale and successfully frames a lot of social activity in its courtyard.
- The west wing of the General Education Building houses important IT infrastructure and cannot be easily removed.
- The ground floor includes the President's office, but feels outdated. The President's office could be relocated to a grander, less student-oriented location.
- The classrooms in GE are on the smaller side and currently leased to other institutions. Classrooms could be upgraded with better furnishings, ventilation, and modern technology to support a more vibrant learning environment.



Photo: The President's office, at a busy entry point to the center of campus, does not feel welcoming and grand enough.



Photo: The General Education courtyard is a human scale with large mature trees. It is one of the most social spaces on campus.



Photo: Classrooms in General Education need a technology upgrade with more outlets and up-to-date display.



Photo: The General Education classrooms are on the smaller side.

Technology Center

- The Technology Center (Tech Center) is currently underutilized, with the exception of room T-421 which is one of the few large meeting rooms on campus.
- The Tech Center is located at the far end of campus, which draws away from the center of SJCC programming.
- When the Career Education Complex (CEC) is open, student programming will be relocated to a more central location. One option for the Tech Center is to completely relocate SJCC programs (including meeting spaces) and rent it out. There is an opportunity to grow the University Partnerships that can host programs from partner institutions (e.g., USF, UC) and offer the classrooms, offices, and conference areas for collaborative educational programs for rent.
- The fifth floor includes the Dental program at the top of the Tech Center, which has problematic elevators and dated interiors. Relocating the Dental Program into a new space at the ground floor near visitor parking would be more convenient.
- The technology center is not designed to be energy efficient. When it is occupied, even by one person, the entire building is operating and using energy.



Photo: The Technology Center has potential for revenue generating uses and University partnerships.



Photo: The Technology Center includes a strong Dental Program located on the 5th floor. Elevators are an issue.



Photo: The computer labs in the Technology Buildings are outdated, too remote on campus and hardly used.



Photo: There is a lot of unused space in the Technology Center that could easily be remodeled for different uses.

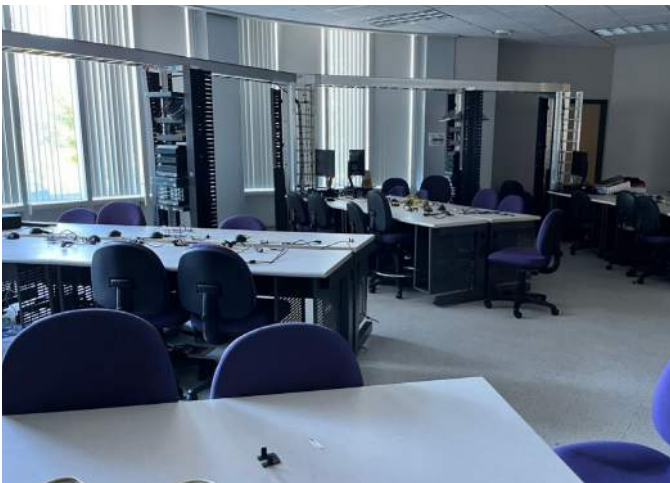


Photo: Classrooms with specialized equipment are no longer being used.



Photo: The Technology Center includes offices. There's an opportunity to reprogram for more offices and meeting places.



Photo: The Technology Center Meeting Space is used a lot, but on the 4th floor in a building with problematic elevators.

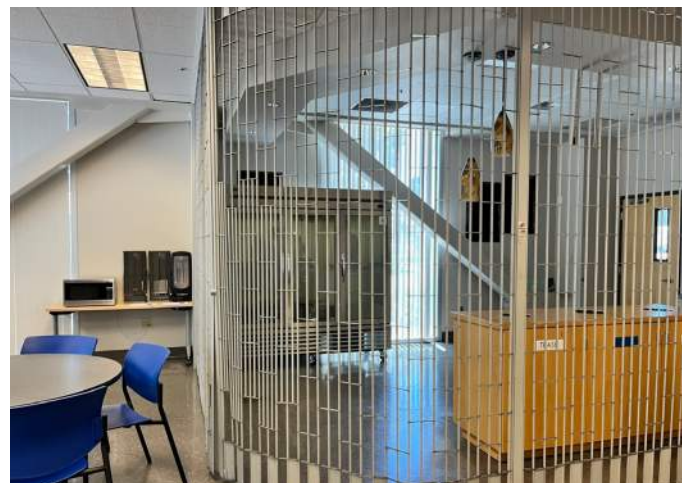


Photo: The Technology Center break room on the first floor has some basic amenities, but there is no vendor to operate.

Jaguar Gym Renovation

- Jaguar Gym is one of the largest spaces on campus and an iconic shape (as a quonset hut). This useful but aging facility has the potential to be renovated into a multipurpose event space with accessible bathrooms and staging areas or it could be demolished to be replaced by a more fitting structure.
- The old locker rooms and lobby will soon be demolished. If the gym is being preserved, redesign the locker room edge of the Gym that faces the future segment of the “smile” pathway to include an entrance and restrooms across from the Lady Jags Softball field.
- Design the exterior base of the gym to be more usable. There are deep alcoves that could serve as seating areas for congregating next to the library.
- The Jaguar Gym is in a visible central location and could be a central feature. The end of the gym will be highly visible across the central green from the middle of campus. Enhance the facade to make it a landmark for the campus.



Photo: The lobby of the gym is scheduled to be demolished. This is one of the first views from the main drop-off.



Photo: The locker rooms are scheduled to be demolished. The “smile” path could then be completed.



Photo: The arched ends of the gym are an opportunity for more placemaking and activation.



Photo: The sides of the gym have potential to be used. This is the view from the library.

Cosmetology/Reprographics Renovation

- The Cosmetology program space needs an upgrade and expansion. The building has a mezzanine level which results in low ceilings and poor lighting on the ground floor. If expanding, there is a need to increase natural light.
- Relocate Reprographics: Reevaluate the location of reprographics as a District operation. If the space is moved, consider a location where it is accessible to both campuses and does not occupy high-demand campus areas.
- If reprographics relocates, explore expanding cosmetology into the reprographics area.



Photo: Cosmetology wing is on the left and the Reprographics wing is on the right.



Photo: The classrooms lack natural light and feel cramped under low ceilings.

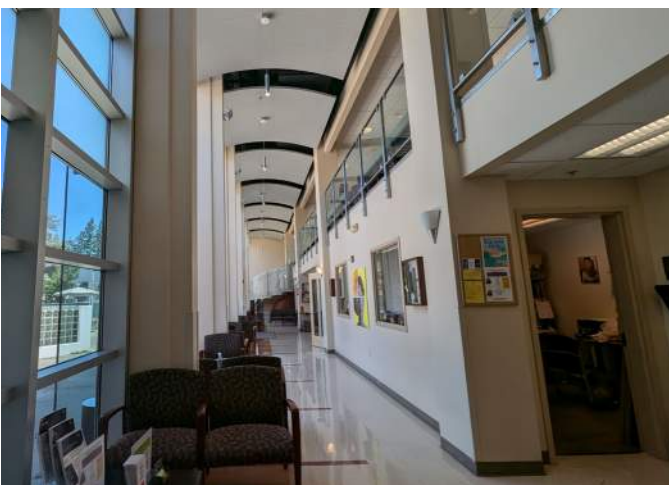


Photo: Cosmetology interiors appear dated and crowded.

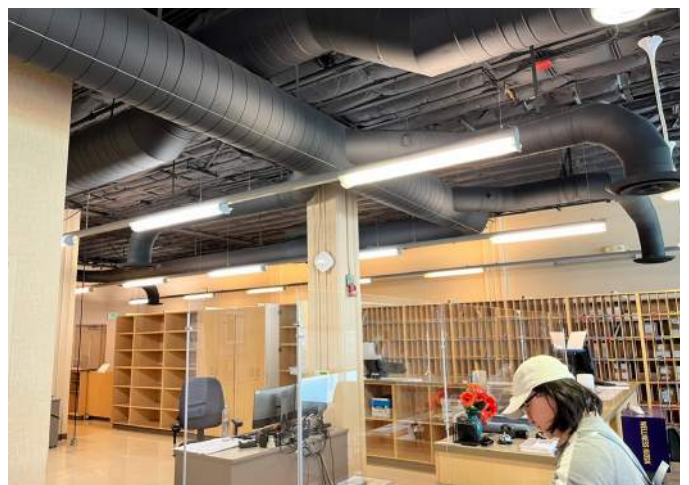


Photo: The space allocated to reprographics is much larger than needed for mail room and copy/printing.

Student Center Bookstore Renovation

- Reimagine the Bookstore: Given that only 11% of students currently use the bookstore, consider different options.
- Repurpose part of the space for other student needs. Create a hybrid setup with a smaller on-site store for essential items, pick-up lockers for online orders, and vending options for books and snacks.
- Repurpose the bookstore entirely.

Ideas for the Bookstore include reimagining it for:

- A Community Hub. The hub would include a student support center with union programs, support offices, and a cafe or PC bar/lounge in a single location.
- Student Lounge: The lounge could include social amenities like foosball, ping pong, and casual seating. This area would allow students to socialize, eat, and relax without supervision, fostering independence.
- A Multicultural Center. The center would support cross-cultural interaction and could include the international student office and lounge spaces, as well as areas for clubs and wellness programs.
- An event space
- Relocating the Dental Program
- Relocating the President's Office
- Relocating Admin and Finance
- The back of the bookstore includes a loading dock and seating area that faces a plaza in front of the library. The interface between the back of the bookstore and the plaza could be redesigned with an entry into the repurposed space.



Photo: The SC Bookstore space could be repurposed in many different ways.



Photo: There is potential to connect the bookstore space to the patio in the plaza outside.

Student Center Cafeteria

- Food services will evolve over the next ten years. The options may reduce the size of the Student Center kitchen and servery.
- Or, the space may need to accommodate modern vending solutions like warming lockers or an internal “DoorDash” system to offer hot food options without the overhead of full-service dining.
- Locating food access in more places on campus should also be considered campus-wide.



Photo: Food service at SJCC will need to adapt to changing methods of delivery and challenges with procurement.

Science Complex Renovation

- Add Science Labs and Update Wet Labs: Identify suitable locations within existing buildings that can support new lab spaces. Increase lab space, particularly for chemistry and biology, in response to high demand.
- Modernize existing labs (e.g., S208 chem lab) to ensure safety and compliance, and expand wet labs for broader class offerings.
- Expand the hazardous materials collection area to improve safety and comply with regulatory standards.



Photo: There is a need for more science laboratories to meet program demand.

Wellness Center

- The Wellness Center space is underutilized. Reassess the use of the Wellness Center, and potentially move Adaptive PE programs from Building 100 to the Wellness Center to consolidate programming and locate closer to other campus fitness resources and the parking garage.
- Other options for better utilizing the Wellness Center include renting out spaces for community fitness classes.



Photo: Potentially move the Adaptive PE program to the underutilized Wellness Center, which is located near athletics.

Potential Additional Facilities

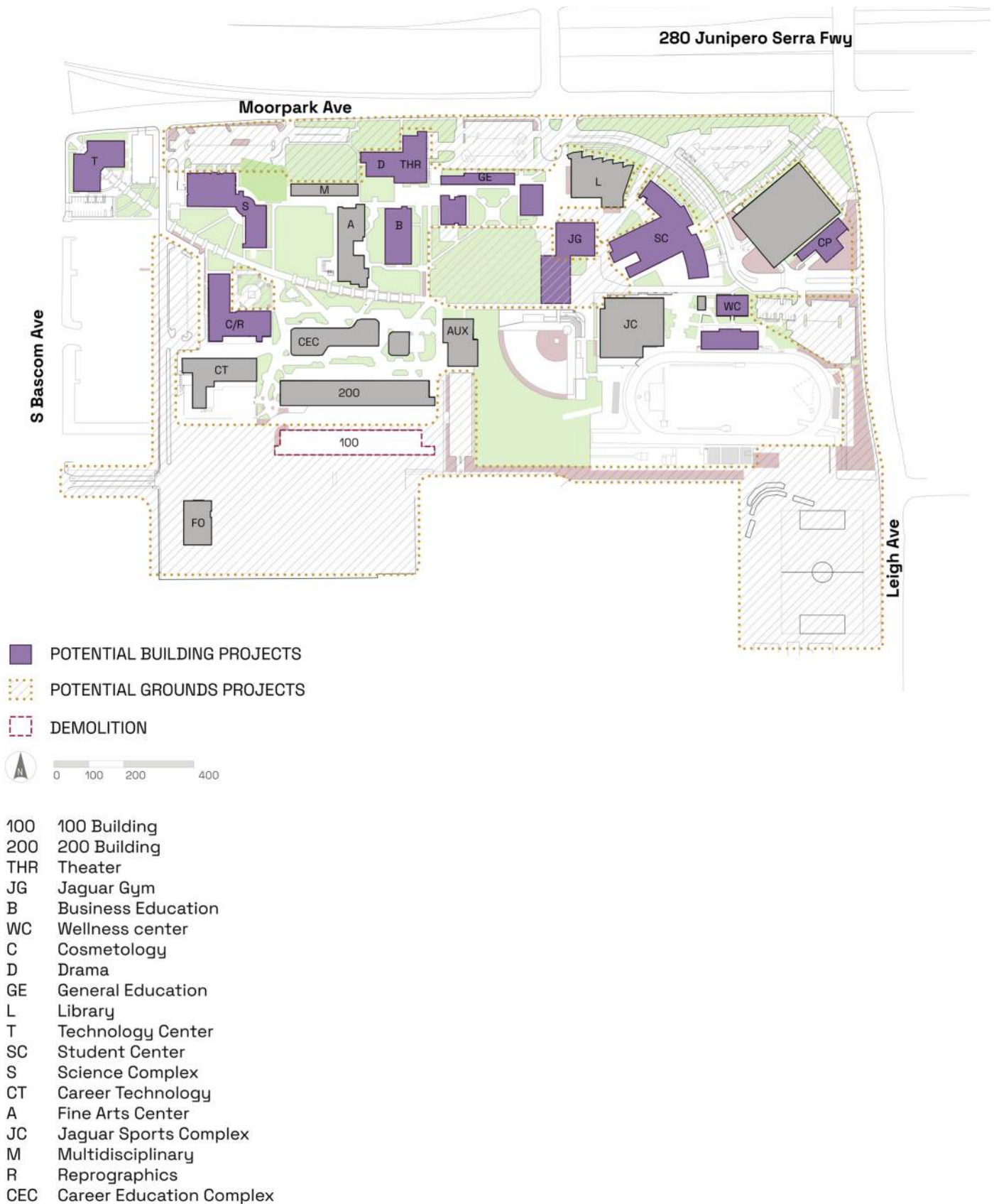
This list emerged from the conversations so far about potential additional facilities to include. These facilities would be considered in addition to the programs that are being considered for relocation for buildings such as Business Education, General Education, and Theater Arts or potential central replacement building(s). The Technology Center, Bookstore at the Student Center, and potential new building(s) on the Bascom parking lot are also facilities that could house the programs below.

- **Basic Needs Center.** The basic needs center could house essential student resources, such as a food pantry, care closet, parenting lounge and student-focused programs in a central hub. This would benefit those who would otherwise have to navigate multiple places on campus to get assistance.
- **Childcare Center.** The Child Development Center was removed as part of the last FMP Update, but remains a need for parents with young children and practicum hours.
- **District Office.** It was suggested that the Technology Center would be an ideal location to relocate the District Office to consolidate the District assets and sell the office in Downtown San José.
- **Club Spaces.** Provide dedicated spaces for student clubs, organizations, and special programs to use to host events, workshops, and social gatherings.
- **Event spaces and meeting spaces.** Provide large event spaces or medium sized meeting spaces in existing or new facilities.
- **Housing.** Continue to partner with developers nearby to provide housing in the proximity of campus, or potentially on campus, perhaps in the Bascom Parking Lot next to existing residential uses.
- **More Laboratories.** There aren't enough laboratories to meet demand for classes. Renovating Sequoia will help to some extent, but other options for additional laboratories should be considered as well.
- **MultiCultural Complex.** The previous FMP Update included the MultiCultural Complex which included large meeting spaces that could accommodate the entire college for special events. Continue to consider the needs that this complex addressed.
- **Places to get food.** Access to food is needed in more locations campus-wide. Pair places to get food with social centers.
- **Student Hub.** The "one-stop" hub could integrate study spaces, tutoring, and counseling services.

SJCC Potential Project Summary

Building Name	Condition Ranking (1 low - 5 high)	Recommended Improvement	Opportunity
100 Building	1	Removal	Relocate Adaptive PE
Cosmetology	3	Renovate	Expansion into Reprographics
Jaguar Gym	2	Renovate	Gymnasium edges
Reprographics	3	Repurpose	Relocate off-site
Science Complex	3	Renovate	Lab conversions
Wellness Center	5	Repurpose	Relocate Adaptive PE
Business Education*	2	Removal, Renovate, or Replace	Whole building
General Education*	3	Removal, Renovate, or Replace	Whole building
Student Center*	4	Repurpose	Bookstore and Cafeteria
Technology Center*	3	Repurpose	Whole building
Theater Arts*	1	Removal, Renovate, or Replace	Whole building
(Potential) Building on Bascom Parking Lot	N/A	Potentially New	Replaces Building 100
(Potential) Central Building	N/A	Potentially New	Replaces central buildings
Admin and Finance		Potentially Relocate	
Dental Program		Potentially Relocate	
District Office		Potentially Relocate	
President's Office		Potentially Relocate	
Basic Needs Center		Potentially New	
Childcare Center		Potentially New	
Club spaces		Potentially New	
Event spaces and meeting spaces		Potentially New	
Housing		Potentially New	
Laboratories		Potentially New	
MultiCultural Complex		Potentially New	
Places to get food		Potentially New	
Student Hub		Potentially New	
Student Lounge		Potentially New	

Figure 7. SJCC Emerging Projects



Chapter 6

Infrastructure & Sustainability

Chapter Summary

District-Wide Sustainability

Infrastructure Summary

06

Chapter Summary

This chapter summarizes SJECCD resolutions related to sustainability, and options for working towards District sustainability goals. This is followed by a summary of infrastructure findings gathered from campus tours and plan examination.

The 2021 California Community Colleges Board of Governors' Climate Action and Sustainability Framework builds upon the statewide Climate Change and Sustainability Policy (2019). The comprehensive framework highlights seven goal and action areas, as diagrammed in "Figure 6.1. California Community College Sustainability Category Areas", and is designed to serve as a tool and aims to create environmental, social, and educational benefits for the communities served by Community Colleges. The framework first asks community colleges to establish benchmarks and then continue to track progress towards goals for 2025, 2030, and finally, 2035.

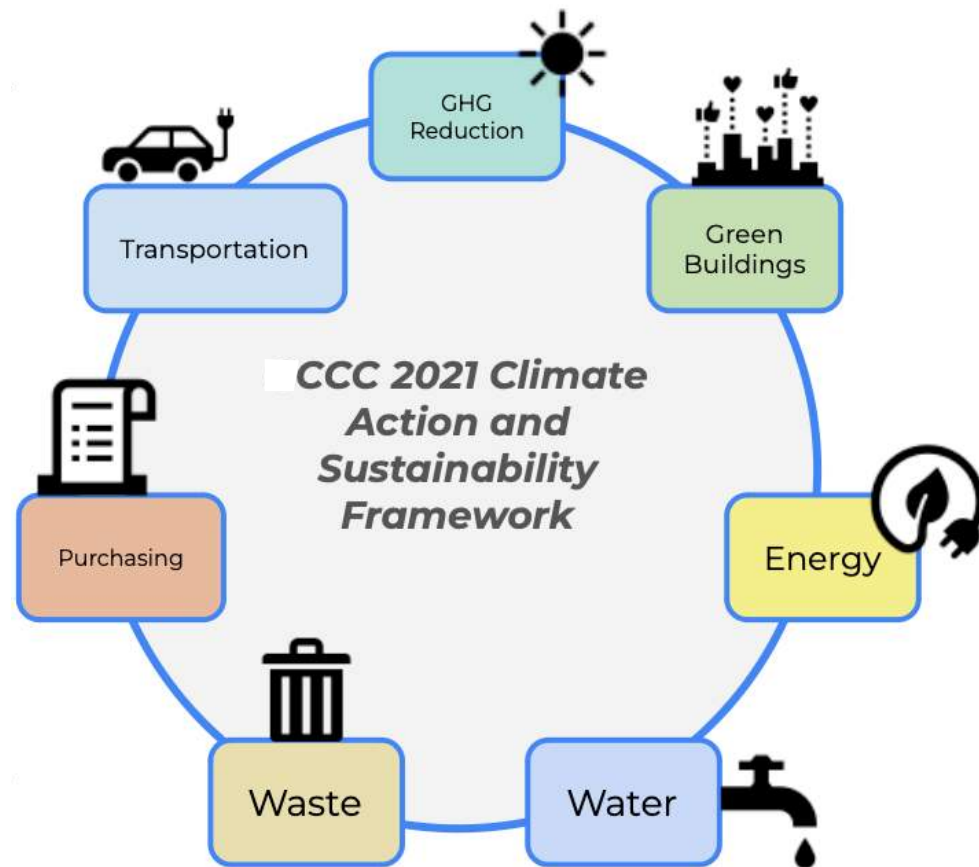


Figure 6.1. California Community College Sustainability Category Areas

District-Wide Sustainability

The state of California and the Bay Area are global centers for sustainability policy and innovation. There are a lot of different ways to consider sustainability, which can include small actions like changing out lightbulbs to large actions, like working towards carbon neutrality (no GHG emissions) or carbon-positivity (feeding power back into the electrical grid). Sustainability also encompasses factors other than climate change mitigation and adaptation. Again, the net can be broad and encompass everything from habitat creation to buying recycled products. For this FMP Update, the District will focus on the factors of sustainability that are most relevant to building a sustainability program, and will partner with the CCCCCO and other community colleges to work towards shared goals. In October 2020, the Governing Board of SJECCD approved Resolution No. 101320-6: In Support of Climate Change and Environmental Sustainability. In this resolution, the District affirms its intention to follow CCC guidelines in planning for sustainability.

Figure 6.2. CCC 2021 Climate Action and Sustainability Framework Categories and Goals

Category	2025 Benchmark	2030 Build and Institutionalize	2035 Improve and Reassess
Greenhouse Gas Emissions Reduction	Conduct emissions inventory baselines and create climate action plan	Reduce greenhouse gas emissions to 75% below baseline	Reduce Greenhouse gas emissions to 100% below baseline
Green Buildings	Benchmark energy usage intensity for each building	Natural gas in buildings reduced by 30%	Natural gas reduced by 75%
Energy	Establish EUI score	Decrease EUI by 25%	Decrease EUI by 40%
Water	Benchmark potable water usage	Reduce potable water usage by 25%	Reduce potable water usage by 50%
Waste	Benchmark and comply with state regulations	Reduce total material consumption by 10%	Decrease consumption of materials by 25%
Purchasing and Procurement	Benchmark sustainability characteristics of existing products and services	Increase procurement of sustainable products and services by 25%	Increase procurement of sustainable products and services by 50%
Transportation	Conduct accounting/assessment of fleet vehicles; develop EV charging infrastructure.	50% of vehicles that are zero emission vehicles	100% of new fleet vehicles that are zero emissions
Food Systems	Campus food service track sustainable food purchases	Increase sustainable food purchases to 20% of total food budget	

Establishing Benchmarks

The District is beginning to develop a process to establish benchmarks for each of the categories of sustainability, which can then inform a plan to increase the sustainability of District facilities.

The list below provides sustainability actions for each category and preliminary next steps, including relevant methodologies for developing benchmarks. The intention of the District is to build a strong foundation for sustainability planning and action, then create momentum to meet more aspirational goals.

1. GREENHOUSE GAS EMISSIONS REDUCTION

- **Benchmarking Process:** The District will capture metrics for facility/campus-wide electricity and natural gas consumption, and calculate approximate GHG emissions per person on campus.
- **Subsequent Steps:** Future phases will include planning for GHG emission reduction through building-specific monitoring and controls, looking for potential big wins, and considering how energy use costs may be reduced by strategic facility use. The District may also look at transportation-related GHGs, and lower-carbon energy suppliers over time.

2. GREEN BUILDINGS

- **Benchmarking Process:** The District will benchmark natural gas use, and consider solar capacity at District facilities.
- **Subsequent Steps:** Future phases will include planning to reduce natural gas usage, and the potential for adopting Green Building requirements for new and existing buildings, such as the LEED program or similar programs.

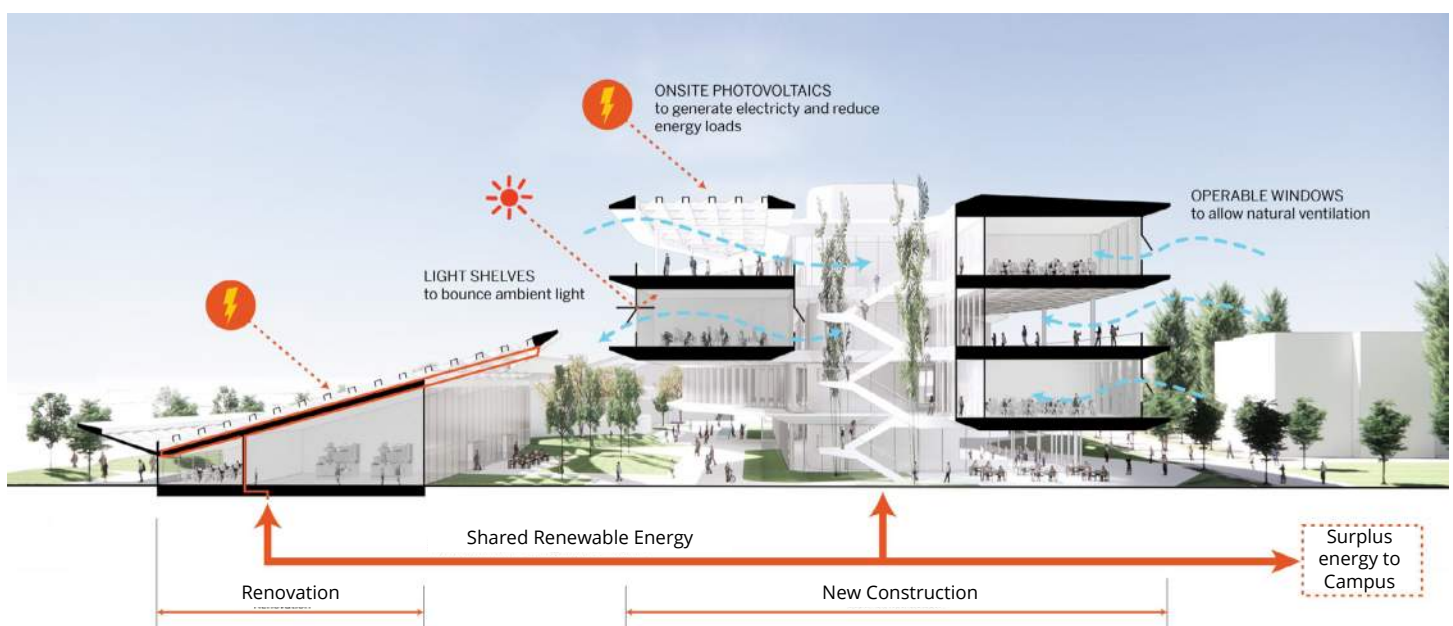


Photo: SJCC's Career Education Complex is LEED Platinum Net Zero, and is designed to consider GHG reductions, green building goals, and energy efficiency.

3. ENERGY

- Benchmarking Process: The District will work to establish Energy Use Intensity (EUI) benchmarks for each District Building as well as each College campus.
- Subsequent Steps: Future phases will include construction and operation plans aimed at more closely monitoring and reducing EUI through submetering and the use of smart, efficient fixtures to yield excellent efficiency and functionality for each District space.

4. WATER

- Benchmarking Process: Water usage is always a consideration in California. The District will utilize campus-wide water meters to measure and calculate water usage per person on campus.
- Subsequent Steps: Future phases will include plans for more specific monitoring of water usage and identification of problem areas, as well as installation of water-efficient fixtures and smart control systems for irrigation. The District will also look into connecting to the San José recycled water system (also known as the “Purple Pipe System”), and potential on-campus use of recycled water as feasible. The District and Colleges will also look into the use of drought-tolerant vegetation on campus.

5. WASTE

- Benchmarking Process: The District will measure and benchmark waste generation for waste directed to landfills, recycling plants, and compost facilities, and will calculate waste generated per person on campus. The District will also take stock of its waste collection practices and communications to ensure that people are appropriately sorting their waste
- Subsequent Steps: Future phases will include a plan to reduce waste generation on campus through recycling and composting programs, communications, and purchasing decisions that minimize post-purchase waste.

6. PURCHASING AND PROCUREMENT

- Benchmarking Process: The District will reflect on its purchasing programs and their sustainability practices, and work with vendors and the Foundation for California Community Colleges CollegeBuys program to understand best practices and identify areas for potential improvement.
- Subsequent Steps: Future Phases will include developing guidelines to ensure sustainable purchasing procedures, and working with other CCCs to build economies of scale in sustainable purchasing. The District will also look at purchasing non-toxic landscaping and cleaning products to protect the health of everyone on campus as well as the environment.



Photo: Existing Campus Vehicles

7. TRANSPORTATION

- **Benchmarking Process:** The District will inventory its District-owned vehicle fleet, including on-campus vehicles used by the facilities and maintenance teams, to benchmark vehicle types and articulate the District's existing practices for vehicle purchasing.
- **Subsequent Steps:** Future phases will include developing a plan to phase out gas-powered vehicles and landscaping equipment, and to look at transportation the campus populations use to get to and from campus. This can include planning for emissions reductions from people and vehicles coming to campus, and supporting and improving pedestrian and bicycle access.

8. FOOD SYSTEMS

- **Benchmarking Process:** The District will work with food providers and food pantries to assess the availability of more sustainable (locally produced, plant-based, and vegetarian and vegan) foods, as well as minimally-processed foods.
- **Subsequent Steps:** Future phases will include planning to increase the availability of delicious, sustainable, healthy and minimally-processed food on campus, as well as communicating the value of eating these foods, and to build towards foods that are Local and Community Based, Fair Trade, Ecologically Sound and Humane as championed by the Real Food Challenge (<https://www.rfchallenge.org/>) and students across the state.

Sustainability Issues

Outreach participants have highlighted concerns about energy use on campus, noting significant waste and missed opportunities for savings. Students, in particular, are concerned about the campus's sustainability efforts. There is confusion over who is responsible for managing resource consumption, and there are few incentives to encourage reduction. Conducting an energy audit and implementing an upgraded energy management system would improve the district's energy efficiency. Additionally, consolidating programs and partially closing buildings could be a simpler, effective way to reduce energy costs.

Infrastructure Summary

Below is a summary of findings gathered through site visits and building assessments. This summary covers both the City College And Evergreen Valley College Campuses. Detailed assessments for each building are included in the Building Profiles Assessment.

San José City College Infrastructure Summary

Assigned employees have shared that offices get very cold throughout the calendar year despite submitting work requests to have the temperature changed. Related to HVAC, assigned employees have shared that food odors originating from the cafeteria spread across the building especially during the winter months when heating is turned on. It has been reported that faculty are rarely on campus, and rarely use their offices, though there is a requirement that they spend some hours on campus each week. Employees are concerned with the energy use to heat and cool largely empty buildings.

Mechanical Observations:

- There are several buildings served with gas. The gas distribution pipework should be fitted with an earthquake valve before it enters the building. Only three buildings had this installed on this campus: Wellness Center, Student Services Cafeteria, and Bldg 200.

- The Central Plant has refrigerant leak detection, exhaust, and EPO. However, the leak detection system does not work, which is a safety concern that needs to be addressed immediately. The central plant controls are an old JCI-N2 system. The parts are hard to get, and the systems are over 25 years old and keep failing.
- The new Career Technology Education project is served with chilled water from the central plant. The existing campus redundancy has been used to serve the CTE. The central plant no longer has any spare capacity if a chiller breaks down or is out for maintenance. An additional chiller with associated accessories should be added to the system to provide some redundancy.
- The Tech Center is a leased building served by one large AHU AC-1. The campus facilities engineers maintain this labor-intensive unit,



Photo: SJCC Central Plant

which has no backup. When one compressor fails, the two compressors can't keep up with the load, and the reheat load is very high, making it very energy-inefficient.

- Cosmetology replaced two DHW boilers, but one has is showing severe corrosion and should be replaced.
- Theater Bldg; AHU-2 serving Drama is a dual duct system and is an energy hog due to controls not working properly. This system should be very energy efficient. However, the controls are not working properly, and the system cannot keep up on a cold day. The building is fitted with operable windows, but they are not linked to the HVAC system. The Theater System Return fan is past its useful life. (Supply was replaced prior to 2010.).
- The Student Services Building controls are an old JCI-N2 system. The parts are hard to get, and the systems are over 25 years old and keep failing.
- The Library's Learning Reading Center HVAC controls are an old JCI-N2 system. It is hard to get parts; systems are over 25 years old and keep failing.
- The Facilities Maintenance and Operations building appears not to have sprinklers.
- The General Education building houses the main campus MPOE or "Minimum Point Of Entry", the physical location where the telecommunications provider's cables enter the campus. This room is the heart of campus IT and has no backup cooling.

Electrical Observations

- The (E) 12kV distribution loop provides power to all campus buildings. Generally, the electrical and lighting distribution equipment—including gear, distribution boards, and panels—appears to be in good physical condition. All 12kV distribution originates in the Central Plant and is distributed throughout the campus with six (6) - 12kV feeders.

Other Observations

- Electrical and Lighting Load Capacity: PG&E bills for the campus are required to confirm current annual usage. Load metering information is also required for each of the 12kV feeders and for each building to confirm existing load and spare capacity. The current electrical and lighting demand and load distribution are unclear, and the system's available capacity to support future growth or modifications cannot be confirmed without proper drawings.
- Code Compliance: Several light fixtures are not compliant with the latest Title 24 energy standards and will need to be replaced with LED fixtures to meet regulatory requirements.
- Many of the electrical rooms are currently being used as storage, obstructing necessary clearances and potentially impacting safety and maintenance.
- Science Complex: The main meter doesn't appear to work. The screen is blank (All LED lights are OFF).
- GE Building: The main switchboard is very old and we recommend replacing it.
- LRC Building: Rear-access substation and MSB clearance are <36" (~24")



Photo: Several Mechanical Rooms are used for storage. This could be hazardous for the facilities engineers.

- Garage Electrical Room: The door knob will not lock. It's on the old 45 key. Put it on the new "A" key.
- Central Plant: Provide switchboard labeling for the 12kV Campus Main Switchboard and the 480V Central Plant Main Switchboard. The switchboards don't have a name.
- Central Plant: Provide a full-sheet single-line diagram at the Central Plant.



Photo: The roof access hatch curb has not been painted on most buildings. The base paint is red oxide and gets very hot during the summer.

General Observations for all buildings:

- The access to equipment is very poor. Most of the access is either via the use of a cat ladder or no access is provided, and ladder is needed to reach the equipment.
- The roof access hatch has not been painted on most buildings. The base paint is red oxide and gets very hot during the summer to a temperature that could be dangerous.
- On numerous buildings, the guard rail on top of the roof around the access hatch is made from carbon fiber. The guard rail is not secured very well, most of them are loose, are degrading, and can cause skin irritation.

Evergreen Valley College Infrastructure Summary



Photo: The Central Plant at EVC is being replaced, and could be made all-electric in the process.

Mechanical Observations

- Visual Arts: we noticed a considerable amount of vibration and knocking noise from EF-B9. This should be attended to ASAP before the unit fails.
- Admissions and Records: One 3-ton AHU Trane heat pump for the front area of the building. We could not get access to this unit without a ladder. This is not good for normal maintenance access.
- Gymnasium: We noticed a large air handling unit on the second level. We could not get access to this unit without a ladder. This is not good for normal maintenance access.
- Gullo 2: The fire-rated access hatch to the attic space is being left open. It would appear this is because the hydraulic cylinder has failed on the hatch. This is a life safety issue and should be fixed immediately. In addition to maintaining the fire rating, the hatch can cause serious injury to maintenance staff.

Central Plant

- The EVC campus is in the process of replacing their chillers, boilers and cooling towers. The current design should be reviewed and changes considered for implementation.

Electrical Observations

- The 21kV site distribution, main electrical rooms of all buildings, various building generators, and the PV yard were inspected. In general, the equipment appears to be in good working order. Documentation is piecemeal but some components of the site 12kV distribution have been verified. More work is required to verify.
- Admissions and Records: The 21kV to 480V transformer was manufactured in August 1982 and is considered at the end of its useful life (>30 years old).
- Acacia: The 21kV to 480V transformer was manufactured in August 1974 and is considered at the end of its useful life (>30 years old).
- Central Plant: Update the 21kV single-line diagrams that are on the wall. In the meantime, scan and copy both SLDs and send to the design team.
- Photovoltaic (PV) Yard: The connection points need to be determined for inverters A & B. They are not on the PV main switchboard. Also, entire sections of the PV yard PV system do not have a functioning drive or drive motor. They are 180 degrees from the rest of the PV yard. Therefore, the campus is not getting all of the PV production (solar production) that it is capable of. The grass growth around the PV's



Photo: The access to rooftop equipment is poor. Most of the access is either via the use of a cat ladder or no access is provided, and a ladder is needed to access roof hatches and roof-top equipment.

need to be managed; this is a potential fire hazard.

- Visual Arts: Provide labelling of switchboards, panelboards, and circuit breakers. There are two circuit breakers for two buildings. It is unclear which circuit breaker goes to which building.

General Observations for all buildings:

- The access to equipment is very poor. Most of the access is either via the use of a cat ladder or no access is provided, and a ladder is needed to access roof hatches and roof-top equipment.
- The roof access hatch has not been painted on most buildings. The base paint is red oxide and gets very hot during the summer to a temperature that could be dangerous.
- On numerous buildings, the guard rail on top of the roof around the access hatch is made from carbon fiber. The guard rail is not secured very well, most of them are loose, are degrading, and can cause skin irritation.

Infrastructure Project Summary

This table summarizes key projects related to infrastructure, mechanical systems, and electrical systems that are described above. Other observations relevant to each building are included in the Building Profiles Appendices.

Figure 6.3. Infrastructure Project Summary

Campus	Facility Name	Notes	Action
EVC	(Old) Student Services Building	Fix leak in Mechanical Room	Maintenance
EVC	Admissions and Records	Install better maintenance access	Maintenance
EVC	Campus Electrical	Document and verify site distribution.	Maintenance
EVC	Campus-wide	Exterior electrical gear on older buildings shows significant signs of wear and rusting, suggesting it may be nearing the end of its life cycle	Maintenance
EVC	Campus-wide	Improve equipment access for safety	Maintenance
EVC	Central Plant	Provide updated SLD label	Maintenance
EVC	Classroom Technology	Update displays, lighting, AV, and FF&E	Maintenance
EVC	GE Grove Landscaping	Return to natural landscape	Maintenance
EVC	Gullo II	Address deteriorating rooftop pipework insulation, protect and maintain aging exhaust equipment	Maintenance
EVC	Gymnasium	Install better maintenance access	Maintenance
EVC	Parking Lots	Resurface	Maintenance
EVC	Photovoltaic Yard	Clear vegetation, fix PV connection points on the switchboard, fix/install drive motors/heliostats so panels can be pointed the right way	Maintenance
EVC	Visual Arts	Provide label for switchboards, panelboards, and circuit breakers, fix Unit EF-B9 (It is vibrating and making noises)	Maintenance
SJCC	Bascom Parking Lot	Resurface	Maintenance
SJCC	Building 100	Coat AC Unit galvanized ductwork	Maintenance
SJCC	Campus-wide	Classroom Technology: Update displays, lighting, AV, FF&E	Maintenance
SJCC	Campus-wide	Clean and clear storage from electrical and mechanical rooms	Maintenance
SJCC	Campus-wide	Improve equipment access for safety	Maintenance
SJCC	Campus-wide	Install Earthquake Valves on all buildings (not just Wellness Center, SC, and Building 200)	Maintenance
SJCC	Campus-wide	Provide labels for the latest SLD next to switchgear, document campus-wide electrical demand and load distribution	Maintenance

Campus	Facility Name	Notes	Action
SJCC	Campus-wide	Update lighting to meet energy standards	Maintenance
SJCC	Central Plant	Label equipment, fix refrigerant leak system, install a chiller, replace controls	Maintenance
SJCC	Science Complex	Fix the main meter	Maintenance
EVC	(Old) Student Services Building	Insulate piping in Mechanical Room	Remodel
EVC	Library	Install cooling System in IDF Room LE-102	Remodel
EVC	MS3	Maintain mechanical room insulation and fully insulate the HHW system	Remodel
EVC	Performing Arts	Insulate HHW system around pumps	Remodel
SJCC	Central Plant	Install a chiller for redundancy/spare capacity	Remodel
SJCC	General Education	Install back up cooling for the MPOE	Remodel
SJCC	Library	Not enough rear access ad clearance for substation and MSB	Remodel
SJCC	Maintenance and Operations	Install sprinklers	Remodel
SJCC	Tech Center	Install more AHUs for energy efficiency and backup	Remodel
SJCC	Campus-wide	Remove storage items from mechanical and electrical rooms to increase safety	Remove
EVC	Admissions and Records	Remove abandoned roof-mounted generator and chiller	Remove
EVC	Campus-wide	Remove storage items from mechanical and electrical rooms to increase safety	Remove
EVC	Central Plant	Redesign for electric (In the process of replacing chillers, boilers, and cooling towers)	Renovate
EVC	Gullo I	Building has water damage, leaking pipes	Renovate
EVC	Equipment Access	Carbon fiber guard rail on roofs disintegrating and loose	Replace
EVC	(Old) Student Services Building	Replace electric hot water generators past their useful life with heat pumps	Replace
EVC	Acacia	Transformer is at the end of its useful life	Replace
EVC	Admissions and Records	Transformer is at the end of its useful life, electric DHW with heat pumps, Main switchboard	Replace
EVC	Cedro	Replace electric DHW with heat pumps	Replace
EVC	Library	Replace two leaking hot water pumps	Replace
EVC	Sequoia	Replace gas-fired DHW with heat pumps	Replace
SJCC	Building 200	Replace gas-fired equipment and electric DHW boiler with heat pumps	Replace
SJCC	Business Education	Replace gas-fired equipment and electric DHW boiler with heat pumps, Cover ground-mounted condenser unit with a permanent cover	Replace
SJCC	Campus Lighting	Replace lighting that do not meet Title 24 energy standards	Replace
SJCC	Central Plant	Controls are 25 years old and proprietary	Replace
SJCC	Cosmetology	Replace Domestic hot water heater, boilers, corroded heat pump	Replace

Campus	Facility Name	Notes	Action
SJCC	Equipment Access	Carbon fiber guard rail on roofs disintegrating and loose	Replace
SJCC	General Education	Replace main switchboard.	Replace
SJCC	Library	Replace controls and aging AHUs	Replace
SJCC	Multi-Disciplinary	Replace electric DHW with heat pumps	Replace
SJCC	Parking Garage	Replace with a new "A"key	Replace
SJCC	Science Complex	Replace electric and gas fired DHW system with heat pumps	Replace
SJCC	Student Services Center	Controls are 25 years old and proprietary	Replace
SJCC	Technology Center	Replace AHU with multi-fan array and a minimum of six compressors	Replace
SJCC	Theater Building	Replace AHU and HVAC, replace gas-fired DHW with heat pumps	Replace
SJCC	Track and Field, Bleachers	Replace bleachers and press box	Replace
SJCC	Wellness Center	Replace electric DHW with heat pumps	Replace