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numbers to
be updated

2016 Facilities Master Plan

DOCUMENT ORGANIZATION

The *Foothill-De Anza Facilities Master Plan* is organized into four chapters: an initial chapter on FH-DA CCD facilities planning considerations that includes sections on sustainability and technology; then, three organization-specific chapters, one for each of the two colleges and one for District Services. Each organization-specific chapter is further broken down into two sections. These chapter sections include *Analysis* and *Recommendations*.

The *Analysis* sections document the discussions regarding existing conditions, while the *Recommendations* sections document the planning solutions and development concepts. The *Recommendations* sections include a summary of projects for the campus categorized under new facilities, renovation and repurposing of facilities, and site improvements.



Process

PROCESS

The Gensler Planning Team identified a five-step process to work collaboratively with Facilities Master Plan Committees of the District and the Colleges.

The "Prepare" phase include defining project goals, identification of key stakeholders and participants, and confirmation of project scope and timeline.

In the "Collect + Analyze" phase, the planning team collected and analyzed physical and educational planning data, and developed the Facilities Plan Space Program.

In the "Explore", "Recommend + Share", and "Document + Approve" phases, the team developed options and draft document, shared with the committees, and made revisions based on received feedback.



PARTICIPANTS

FOOTHILL COLLEGE

- Kimberlee Messina, Interim President
- Bernata Slater, VP Admin + Finance
- Kurt Hueg, VP Instruction + Institutional Research
- Judy Baker, Dean Online Learning
- Art Heinrich, District Bond Program
- Brenda Davis Visas, Facilities + Special Projects
- David Ulate, District Exec. Dir. Institutional Research + Planning
- Jose Nava, Instructor Business
- Dolores Davison, Instructor History
- Neil Chang, Mobility Assistant
- Crystal Lee, Student Representative
- Kai Chang, Assessment Specialist
- Denise Swett, VP Student Services
- Dawn Giradelli, Dean Middlefield Campus
- Andrew Lamanque, Assoc. VP Instruction + Institutional Research
- Steven Kitchen, District Exec. Dir. Facilities + Operations
- Daphne Small, Director Student Activities

DE ANZA COLLEGE

Representatives from Constituent Groups

- Donna Jones-Dulin, Chair
- Lester Lyons, District Representative
- Susan Cheu, Administrator
- Alex Swanner, Faculty Member
- Lisa Markus, Faculty Member
- Diana Martinez, Classified Member
- Paul Buxton, Classified Member
- Chi Tran, Student Representative

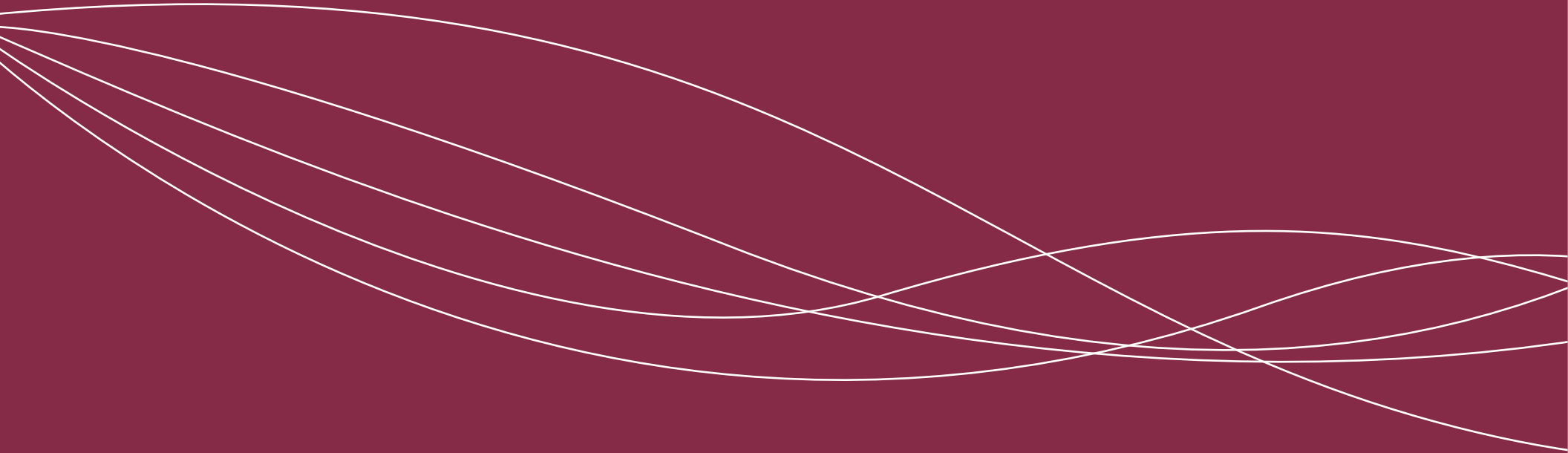
Invited Guests

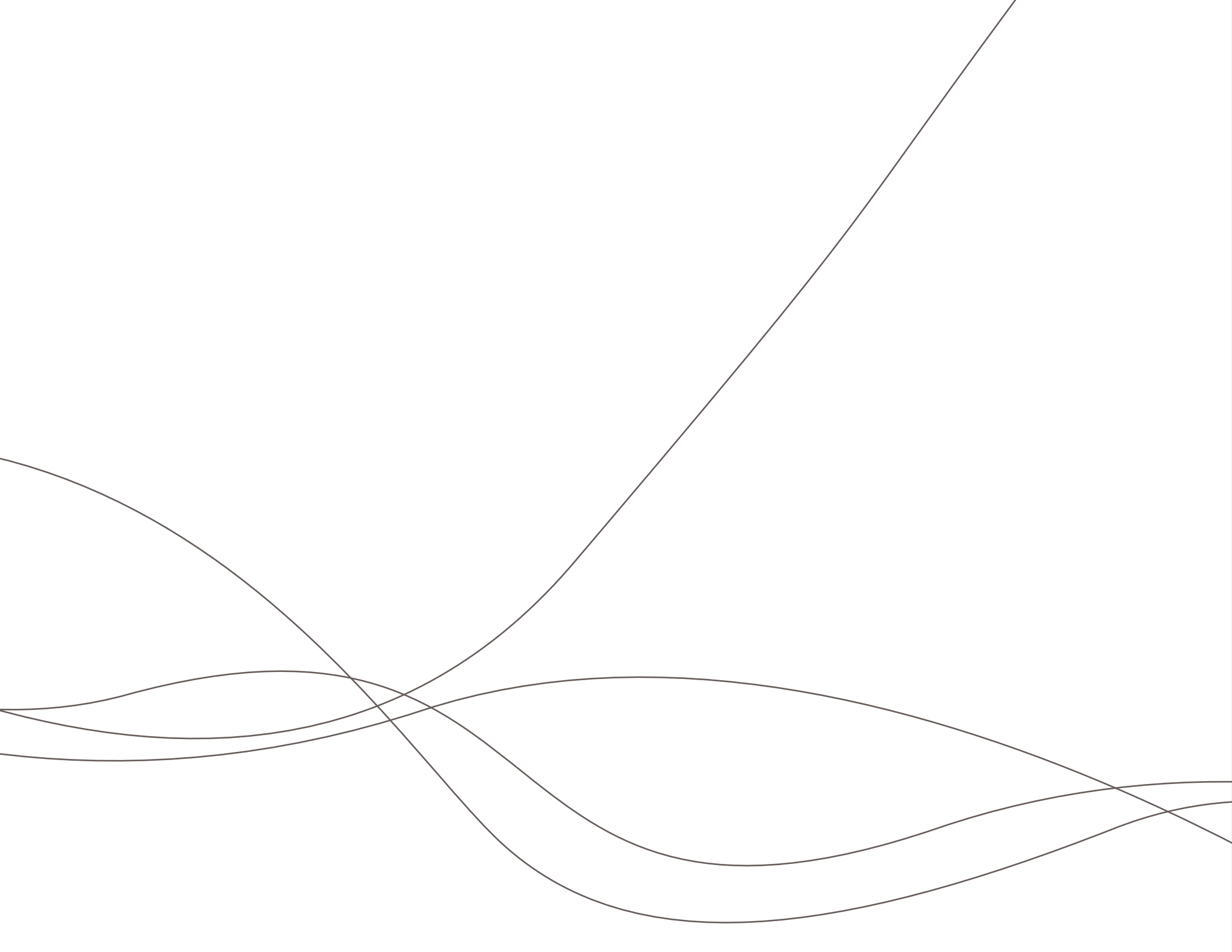
- Pam Grey, Purchasing Manager
- Coleen Lee-Wheat, Dean Physical Education + Athletics
- Moaty Fayek, Division Dean, Business, Computer Science + Applied Tech
- Stacey Shears, Dean DSPS
- Patrick Gannon, Director Campus Center
- Mary Sullivan, Director Health Ed + Wellness
- Joe Cooke, Grounds Supervisor
- Manny DaSilva, Manager Custodial Operations
- Daniel Acosta, Asst. Chief of Police
- John Walton, Instructor

DISTRICT SERVICES

- Kevin McElroy, Business Services
- Joe Moreau, ETS
- Sharon Luciw, ETS
- Danny Acosta, Police
- Pam Grey, Purchasing
- Steven Kitchen, Facilities

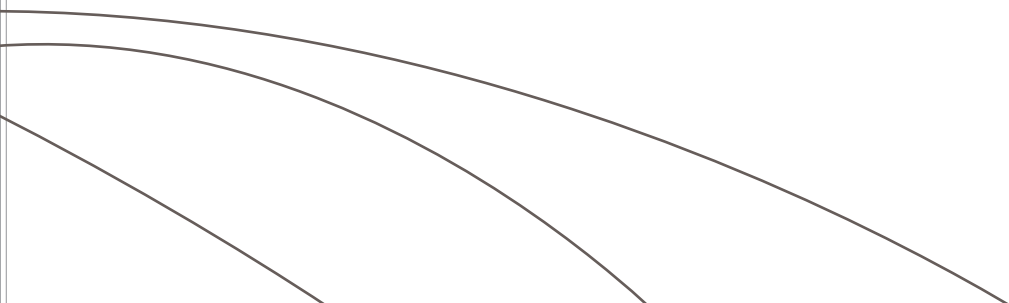
Foothill College







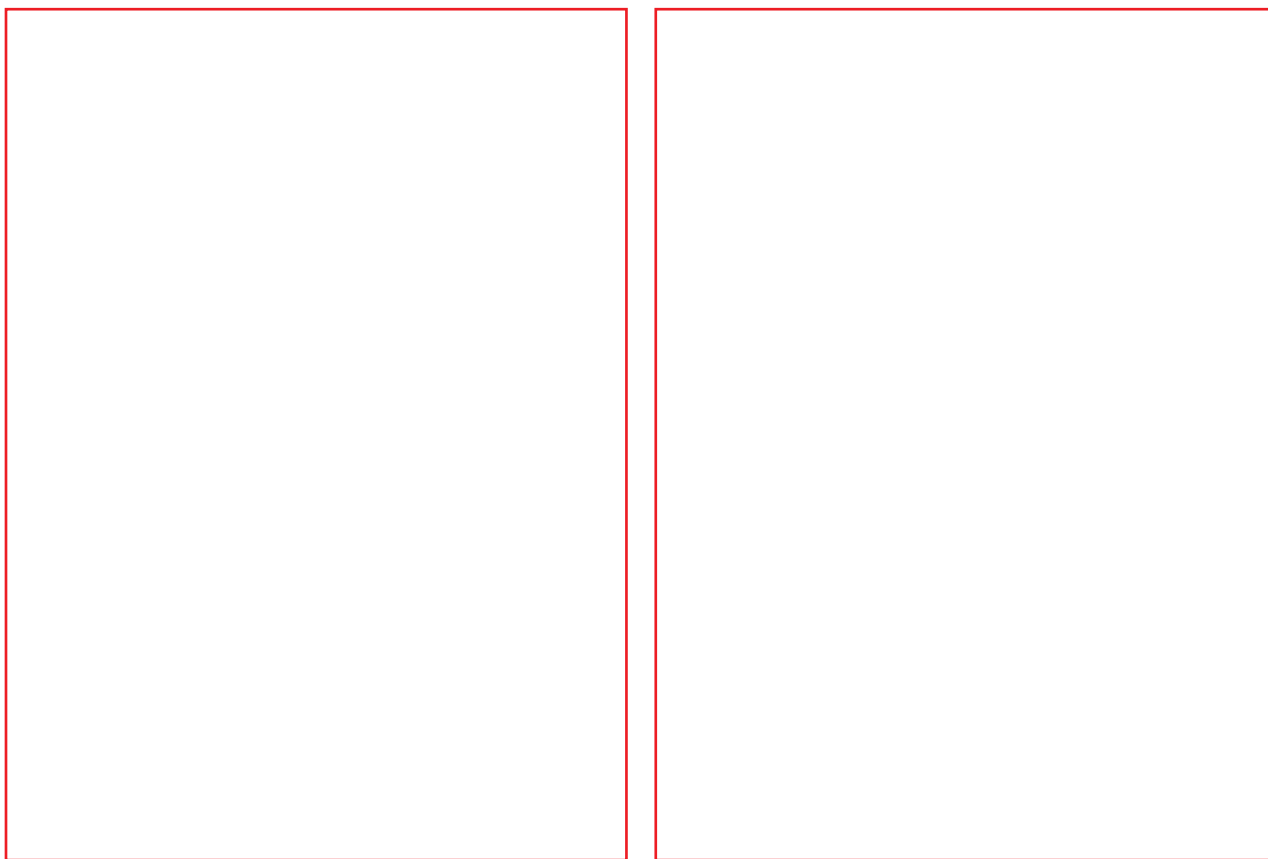
FOOTHILL COLLEGE



Letter from the President

Photo

NEED TEXT



Purpose of the Facilities Master Plan

The purpose of the 2016 Foothill College Facilities Master Plan is to provide a guide for future campus development at the Foothill College Campus in Los Altos Hills, California, and at the planned, new Foothill-De Anza Education Center at the site of the former Onizuka Air Force Station in Sunnyvale, California. The plan describes how the college's campuses will be improved to meet the educational mission, to serve changing needs and to support the projected enrollment.

The offices of the Foothill-De Anza Community College District are located on the Foothill College campus. The district facilities are accounted for separately from the college on the district space inventory and are not included in the Foothill College Facilities Master Plan.



Planning Process

The planning process was a participatory one involving a core group of individuals from the college. The Gensler planning team worked closely with the Facilities Master Plan Committee and followed this five-step process:

1. Prepare

- Organize existing relevant planning information
- Work with the college to make a schedule
- Understand the vision and mission of the college

2. Collect and Analyze

- Assess existing conditions to validate key issues
- Link to measures of success, educational master plan, previous master plan and others
- Develop framework for the Facilities Master Plan

3. Explore

- Develop and evaluate preliminary options
- Strategize priority of projects

4. Recommend and Share

- Share preliminary options with the college
- Discuss preliminary options
- Develop preferred option and identify master plan projects

5. Document and Approve

- Develop draft document
- Share with the college
- Develop final document for approval



Linkages

The Foothill College Educational Master Plan 2016-2022 and the 2014 Facilities Master Plan Update serves as the foundation for this 2016 Facilities Master Plan. Key elements of this plan are highlighted here and support the integration of educational and facilities planning discussions.

Mission Statement

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of: Honesty, Integrity, Trust, Openness, Transparency, Forgiveness, and Sustainability.

Goals

These goals are approached in a way that exemplifies Foothill College's culture of innovation and problem solving, with emphasis on eliminating disproportionate impact among student groups:

EQUITY

Create a culture of equity that promotes student success, particularly for underserved students.

COMMUNITY

Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.

IMPROVEMENT AND STEWARDSHIP OF RESOURCES

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.



2014 Facilities Master Plan Update

The Plan Update addressed the following goals based on the college's educational planning:

- Manage enrollment to focus on growth in online learning opportunities, at the Foothill-De Anza Education Center, and at other off-campus locations.
- Provide modern, flexible facilities to support emerging models of instructional and service delivery.
- Renew the useful life of existing facilities through modernization and renovation to support current and future instruction and support functions.
- Replace portable buildings with permanent space to provide state of the art facilities, and to distribute campus functions in appropriate locations.
- Upgrade and expand infrastructure to support campus development.

- Maintain campus award-winning aesthetics.
- Maintain sustainable landscape through use of drought-tolerant plants utilizing water-wise technology and energy conservation systems.
- Implement design principles that will result in a LEED Gold certification for the education center that will then evolve into teaching and learning strategies for building occupants.
- Use technology as a tool to support equitable learning outcomes across modalities and locations.
- Create learning environments that support student equity strategies.



2009 Site Design Concepts

The concept design addressed the following goals:

- To protect, renew, and enhance the integrity of the original campus
- To program and prioritize the best use of Measure C funding
- To provide appropriate concept designs and standards for future site improvements
- To promote a sense of security through attentiveness to public safety
- To provide code-compliant accessibility between buildings and landscaped areas
- To clarify the separation of the vehicular and pedestrian modes of transit
- To seize opportunities for sustainable design practices where possible

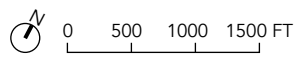
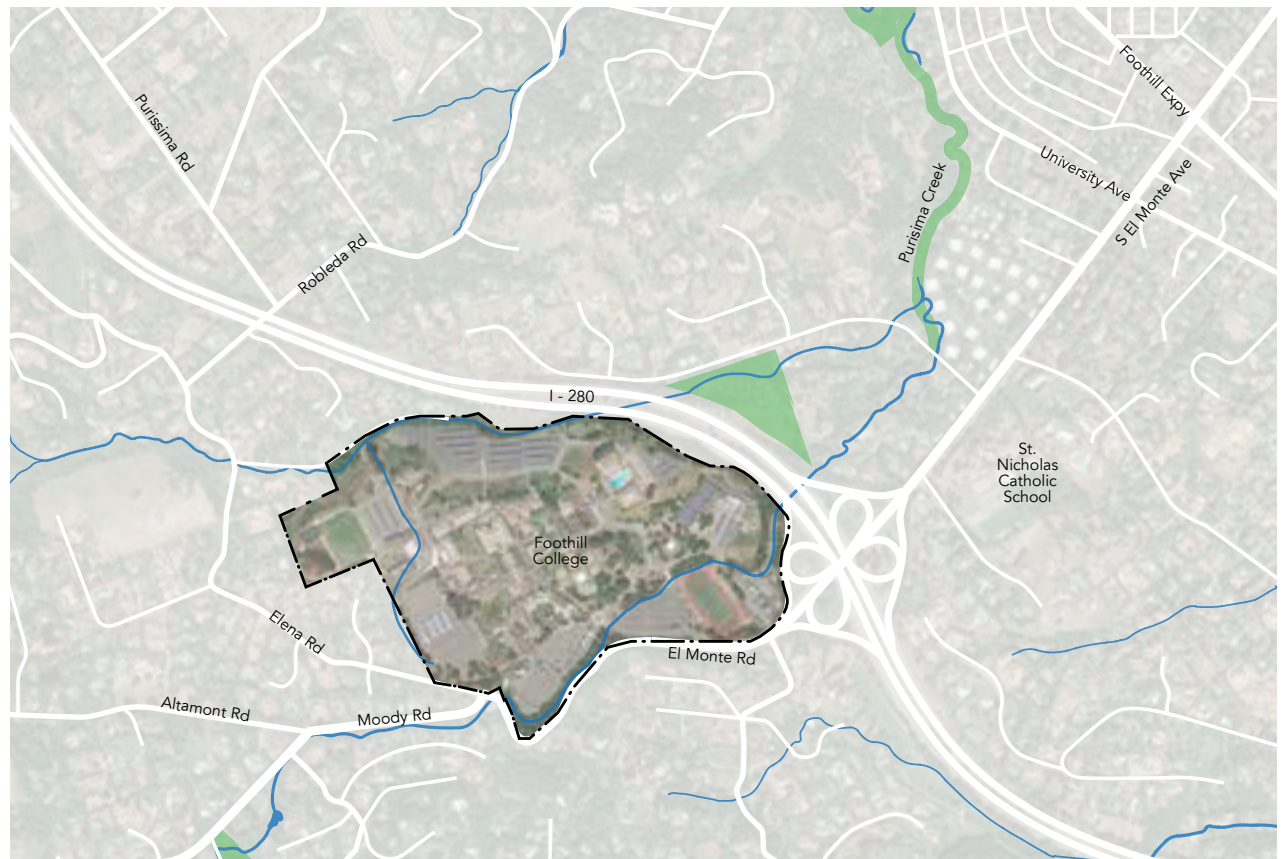


Foothill Campus Analysis



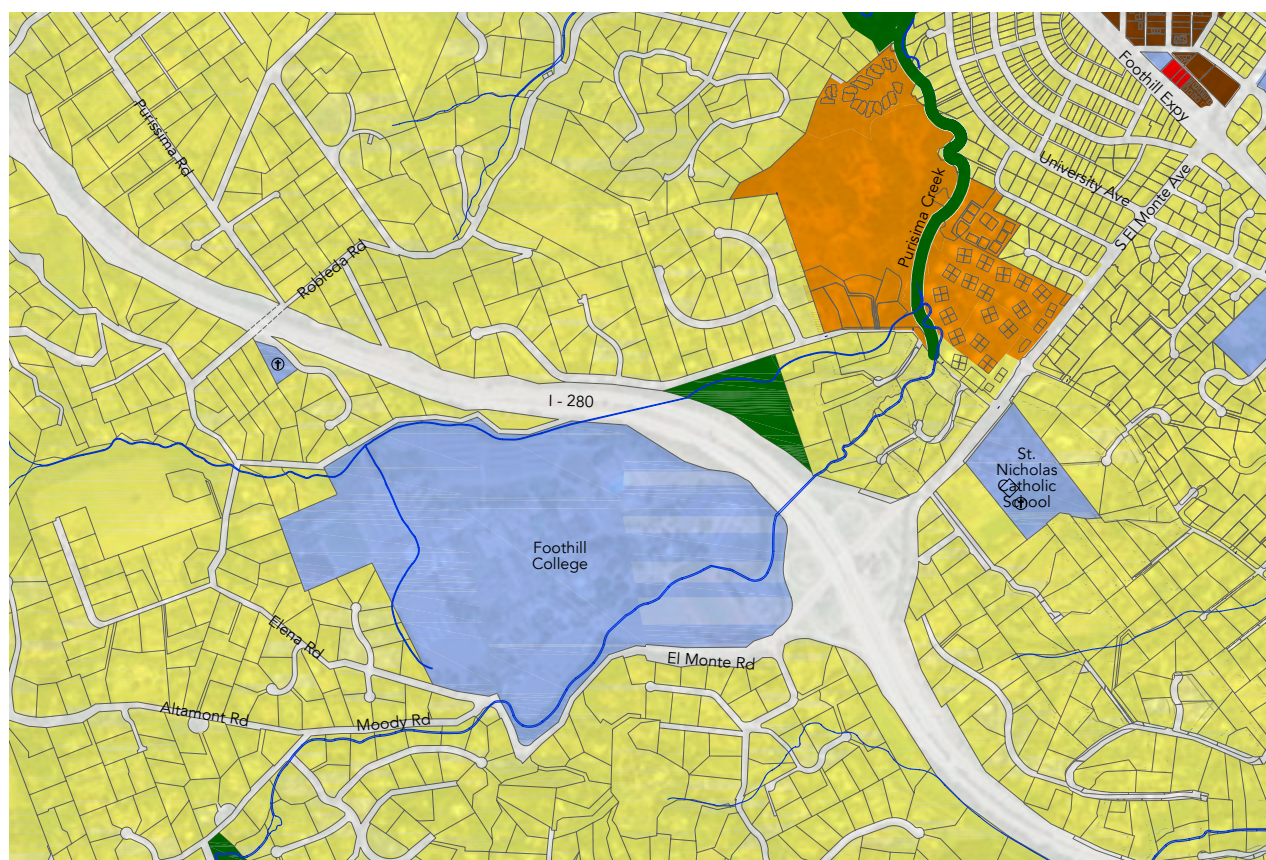
Campus Context

Foothill College is located in Los Altos Hills, California and encompasses 122 acres of land.



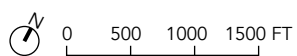
Land Use Adjacencies

The campus is surrounded by residential neighborhoods and 2 miles south of downtown Los Altos.



Legend

- | | |
|--|---|
| Residential (low density) | Institutional |
| Residential (mid-density) | Open Space |
| Industrial | Waterway |
| Commercial | |



Campus Context

ROAD NETWORK

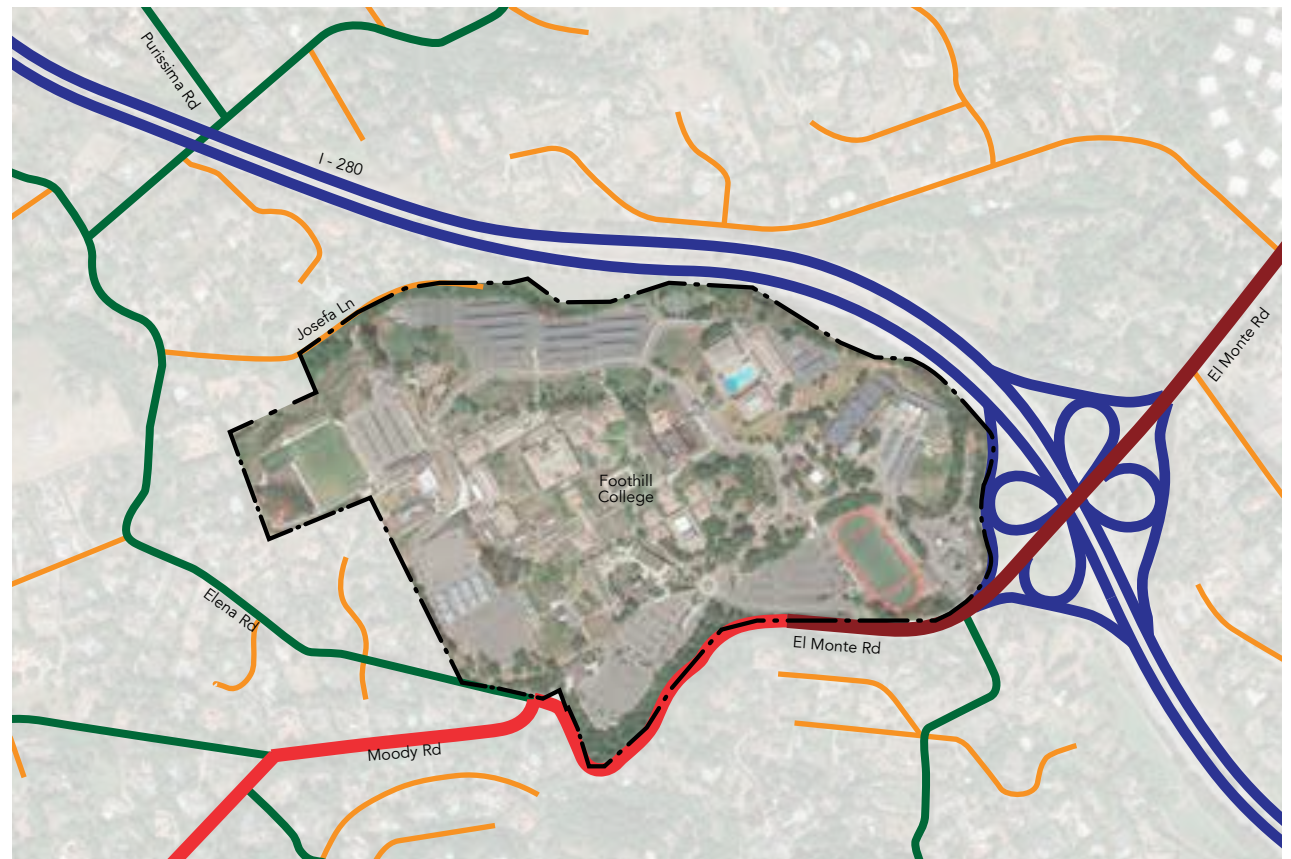
Main access to the Foothill College campus is via I-280 to El Monte Road. Other roads in the vicinity are much smaller in scale.

BIKE ACCESS

The campus is connected to regional and local bikeway systems.

TRANSIT ACCESS

The campus is served by two local bus routes - 40 and 52. Both bus routes have three stops on the campus.



ROAD NETWORK

Legend

- Freeway / Expressway
- Arterial
- Collector
- Neighborhood Collector
- Local





BIKE ACCESS

Legend

- Regional Bikeway
- Local Bikeway



TRANSIT ACCESS

Legend

- Local Bus Routes
- Transit Stops on Campus



Existing Facilities

Foothill College, originally designed by renowned architect Ernest Kump and landscape architects Sasaki Walker and Associates, received the top AIA Honor Award in 1962. In 1980, the campus received a Special Commendation from the same group for “excellence in design that has stood the test of time.”

Built on a hill, the campus has a dramatic change in elevation. Most campus buildings are located in the upper campus, and are connected to the lower campus complex mainly by stairs and slopes.

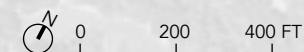
Currently Foothill College has 64 buildings in total. It has a total outside gross square footage of 624,772. On the Foothill College campus, there are 13 buildings used by the Foothill - De Anza Community College District, totaling 63,286 GSF. (Source: *Fusion*)



EXISTING FACILITIES

Legend

- Existing Foothill College Facilities
- Existing District Facilities



Campus Evolution

1900's - 1950's

Foothill - De Anza Community College District acquired Lohman Estate and Griffin Estate in 1961, which included two houses (the Lohman and Griffin residences), carriage house, barn, and gazebo, all built before 1960.

1960's

The original campus began construction in the 1960's. Campus core instructional buildings and the physical education complex were built, connected by a bridge over the campus loop road.



1991

1970's - 1990's

During this period, small facilities were built to house support programs, including construction of the Japanese Cultural Center.

2000's

In the 2000's, Foothill College had a major expansion to meet the needs of the fast grown student population. The new Campus Center, Lower Campus Complex, Central Plant and Temporary Village were built as a result.



2007

2010's

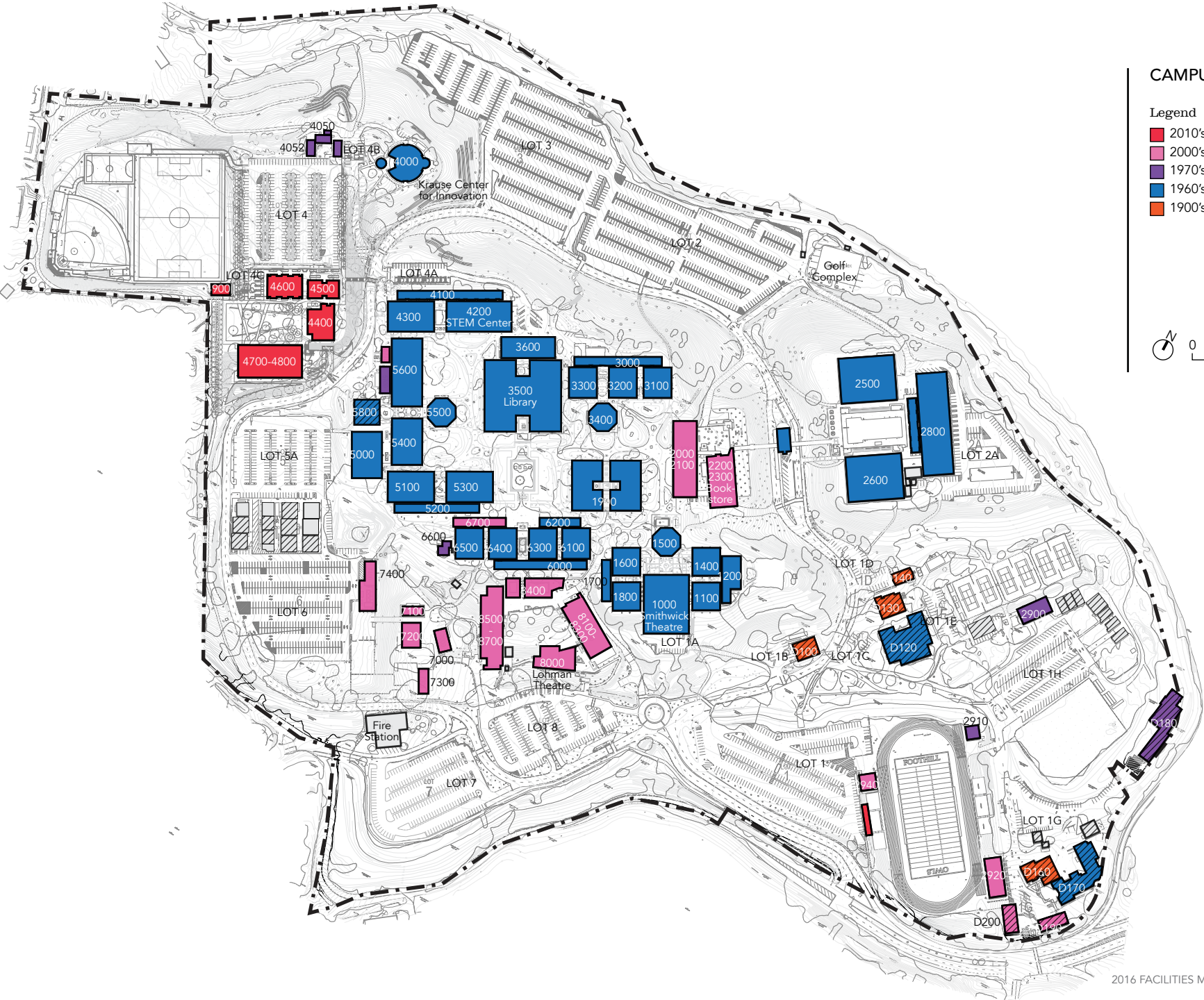
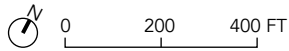
The Physical Sciences and Engineering Center was built as a Measure C project that include a lab building, a classroom building, and commons area. New athletic fields were also built on the northwest corner of the campus.



2016

CAMPUS EVOLUTION

- Legend
- 2010's
 - 2000's
 - 1970's - 1990's
 - 1960's
 - 1900's - 1950's



Campus Zoning

The Existing Campus Zoning Plan shown on the next page uses colors to indicate functional zoning of the campus. Buildings that house more than one major use are indicated with multiple colors.

Currently, the campus is organized with Administration at the center of campus, and Student Services in multiple locations on upper campus and lower campus. Food service is dispersed throughout the campus.

Tutorial programs are located on the upper campus, with the Library facing the main quad.

Instructional programs are clustered by program: Physical Science & Engineering in the northwest; Kinesiology & Athletics in the east; a lower campus cluster of Environmental Horticulture & Design and Veterinary Technology; and the centrally located clusters of Fine Arts & Communication, Language Arts, and Biological & Health Sciences.

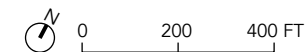
Athletic fields are located at multiple locations: the northwest corner of campus, near or in the Kinesiology cluster, and the southeast corner of campus.



CAMPUS ZONING

Legend

- Student Services
- Food Services
- Administration
- Instructional
- Instructional (mixed)
- Library + Tutorial
- Tutorial (mixed)
- Other (culture)
- Service
- Service (mixed)
- Parking
- Athletic
- Animal Science
- District Use



Campus Access

The campus has two entrances: the Main Entrance on El Monte Road, and Moody Road Entrance on Moody and Elena Road. Most people enter campus through the Main Entrance, creating traffic congestion at the front of the campus.

Circulation on campus is a one-way loop. Nine pedestrian crossings intersect this loop. All pedestrian crossings have a flashing system, and four of them are signalized crossings. However, blind curves and speeding vehicles create a perception of unsafety for pedestrians crossing the loop road.

In terms of public transit, there are three bus drop-off areas on campus: under the bridge, near PSEC, and in Lot 8.

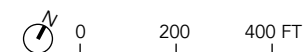
Emergency Vehicle Access is via the loop road and major shared pathways throughout campus.



CAMPUS ACCESS

Legend

- ← One-way Loop
- Vehicular Circulation
- - - Emergency Vehicle Access
- Bus Drop-off
- 🚦 Signalized
- Pedestrian Crossing
- Vehicular Entrance



Vehicular Circulation & Parking

Parking is located at the periphery of the campus. Foothill College and the District share all parking spaces. There are currently 3,079 parking spaces on campus, with designated accessible, visitor and staff parking spaces. Parking lot numbers correspond with campus entry numbers.

For times when there is a high demand for parking, such as the first 2 weeks of each academic quarter, there is an overflow parking lot south of Lot 1H.



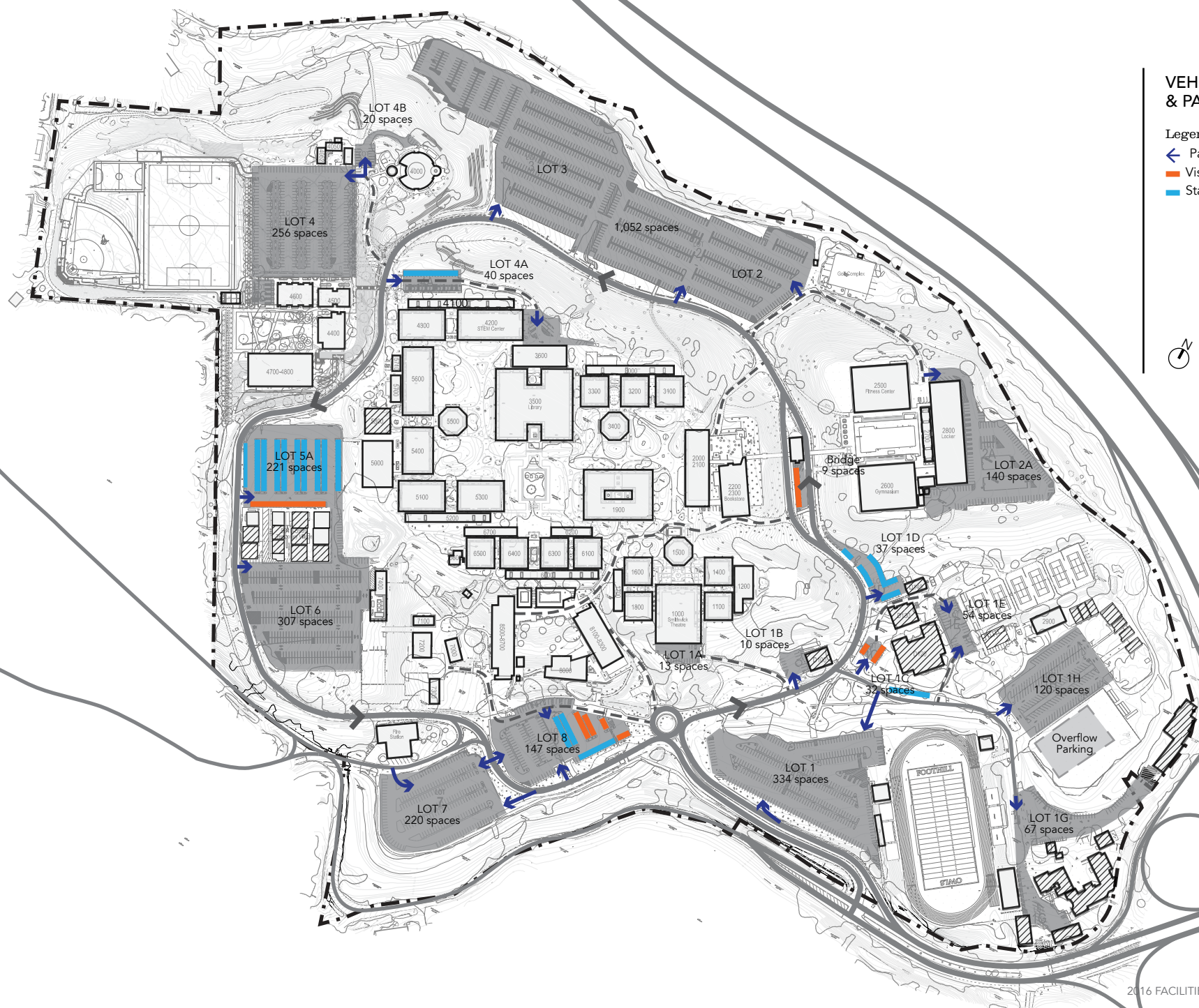
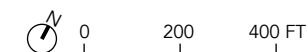
Parking Lot	Spaces
1	334
1A	13
1B	10
1C	32
1D	37
1E	54
1G	67
1H	120
Bridge	9
2A	140
2 & 3	1,052
4	256
4A	40
4B	20
5A	221
6	307
7	220
8	147
TOTAL	3,079



VEHICULAR CIRCULATION & PARKING

Legend

- ← Parking Access
- Visitor Parking
- Staff Parking



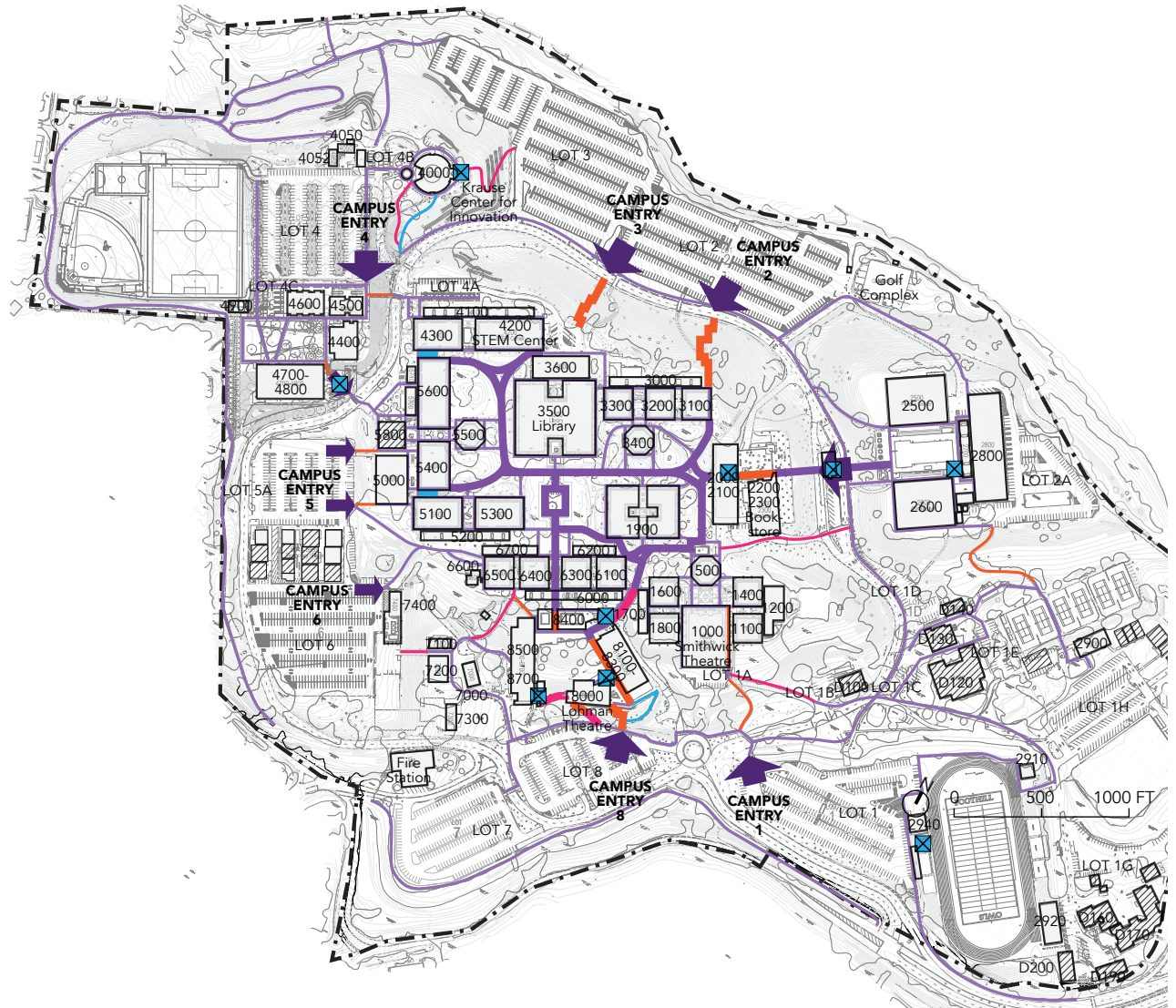
Pedestrian Access

There are seven designated pedestrian entry points from the peripheral parking lots. Most people enter through Campus Entry 1.

A network of major and minor paths connect the campus, sometimes through stairs and ramps. Because of the topographic change on the campus, some ramps are not accessible. Elevators and an on-call shuttle system help facilitate access to all areas of campus.

Legend

- Major Campus Entry
- Minor Campus Entry
- Major Path
- Minor Path
- Stairs
- Steep Slope Access
- Accessible Ramps
- Elevators

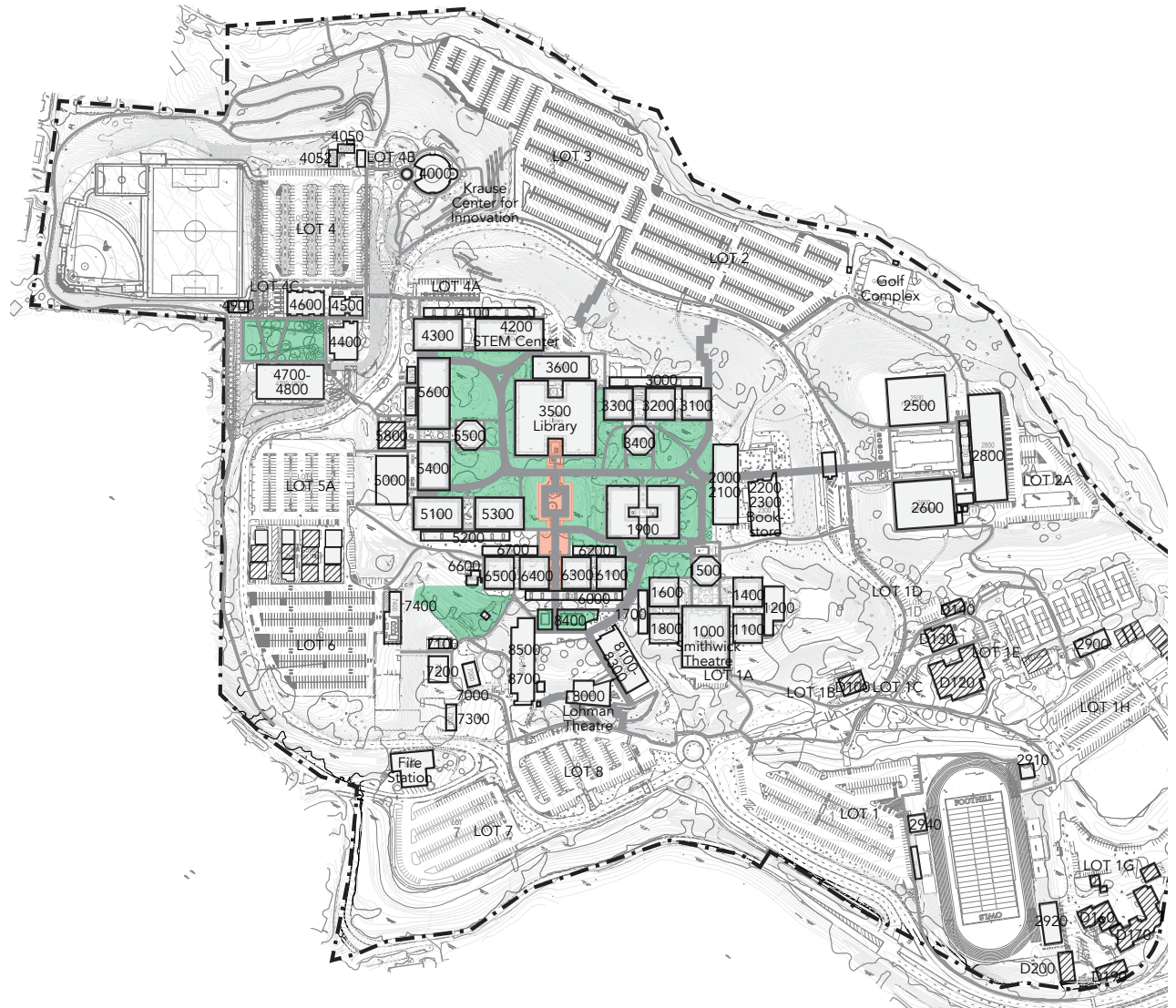




Open Space

Open Space helps frame the campus. Near the edge, open space is used as a threshold that separates vehicular from pedestrian traffic. The Central Court is the physical and symbolic heart of Foothill College, serving as the main gathering space at the center of campus. It is surrounded by Campus Green, one of the most unique and memorable aspects of Foothill College, with trees, turf and ground cover.

Newer open spaces, such as those at PSEC and rooftop of Building 8400 are detached from central campus and create their own quads. Unique open spaces, such as the bamboo garden near the Japanese Cultural Center, lend an air of variety and surprise to the open space plan.



Legend

- Central Court
- Campus Green





Foothill Campus Recommendations

The background is a solid purple color. Overlaid on this background are several thin, white, curved lines that sweep across the page from left to right, creating a sense of movement and design.

Facilities Planning Principles

Promote Student Success

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

Improve Campus Connectivity

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

Improve Efficiency of Facilities

- Improve facilities to support program needs
- Replace temporary and inefficient facilities
- Improve functional zoning and operational efficiencies
- Develop flexible, multi-purpose facilities to adapt over time

Right-Size Facilities to Address Program Needs

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

Enhance Community Engagement

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

Improve Security and Safety

- Develop and implement district-wide standards for security equipment and protocol
- Improve safety and security throughout campus, including lighting, pathways and parking areas

Support Stewardship of Resources

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

Photo

Photo

Photo

Photo

Planning Data Analysis

	ENROLLMENT	WSCH
2014	12,053	143,950
2025	16,370	195,508

Capacity Load Ratios

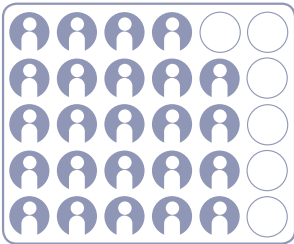
- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards
- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline
- Capacity/load ratio's are rolled up and measured as an aggregate by room use category for each campus

Conclusions

- Master Plan Space Program was calculated based on Enrollment and WSCH forecast for 2025
- Current space inventory indicates need for additional Lab space and Instructional Media space through 2025



of seats = # of students
100% capacity / load



of seats > # of students
over 100% capacity / load



of seats < # of students
under 100% capacity / load



**Lecture****Lab****Office****Library****Instructional
Media****Other**Room Use
Numbers**100s****200s****300s****400s****530s****520, 540 - 800s**

Description

Classrooms
Support SpacesLabs
Support SpacesOffices
Support Spaces
All offices including
administrative and
student servicesLibrary
Study
Tutorial
Support SpacesAV/TV
Technology
Support SpacesPE
Assembly
Food Service
LoungeBookstore
Meeting Rooms
Data Processing
Physical Plant
Health Service

	Current Inventory - 2015	Master Plan Space Program	Difference	
Lecture	67,381	54,295	-13,086	
Lab	119,774	133,135	13,362	Eligible for state funding
Office	71,221	52,136	-19,085	
Library	36,332	35,989	-343	
Instructional Media	6,167	12,531	6,364	Eligible for state funding
Other	127,494	121,995	-5,499	
Total ASF	428,369	410,080	-18,288	

Summary of Recommendations

The facilities recommendations for the Foothill College campus were crafted to support the Facilities Planning Principles identified in previous chapters. The recommendations include facilities projects and site improvement projects.

New Facilities

SHOP

- Provide a theatrical scene shop to support the performing arts program
- Redesign parking lot 1A

1900 (OPTION 2)

- Construct new 1900 building
- Relocate all student support services to center of upper campus

Renovation + Repurposing

8100 - 8300

- Re-purpose building 8100-8300 to support first contact student services and administrative functions

1900 (OPTION 1)

- Renovate 1900 building
- Relocate select student support services to center of upper campus

Circulation

ACCESS

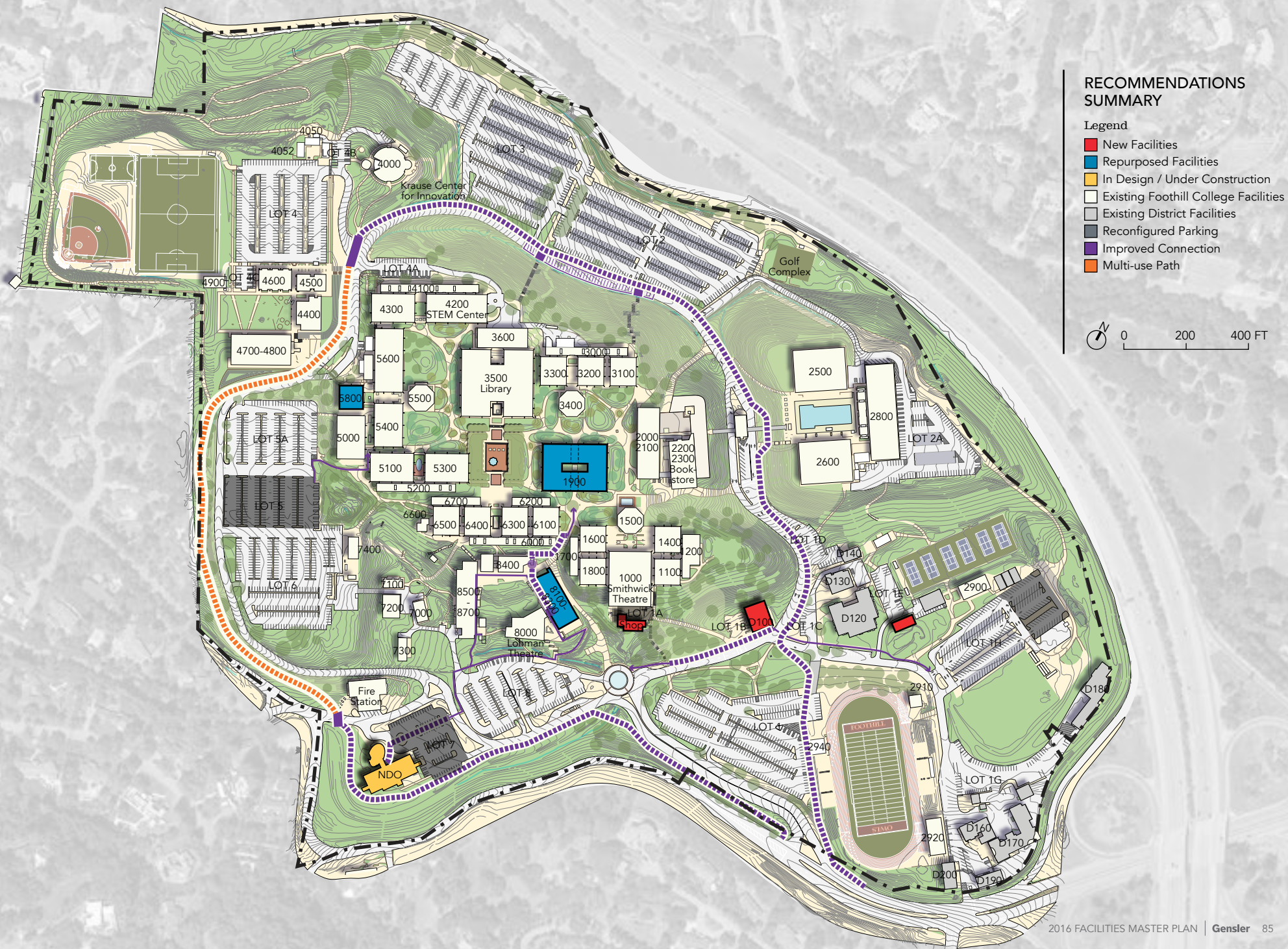
- Improve pedestrian and bike access/pathways
- Develop safe bike/pedestrian crossings
- Clarify vehicle and pedestrian separation
- Link all areas of campus
- Maintain access for emergency and service vehicles

PARKING

- Demolish Temporary Village and create parking lot 5

Other

- Develop indoor and outdoor spaces to encourage collaboration and support student engagement
- Improve signage and wayfinding



Facilities Projects

Principles

Improve Efficiency of Facilities

- Improve facilities to support program needs

Promote Student Success

- Reduce barriers and facilitate access to programs and support services

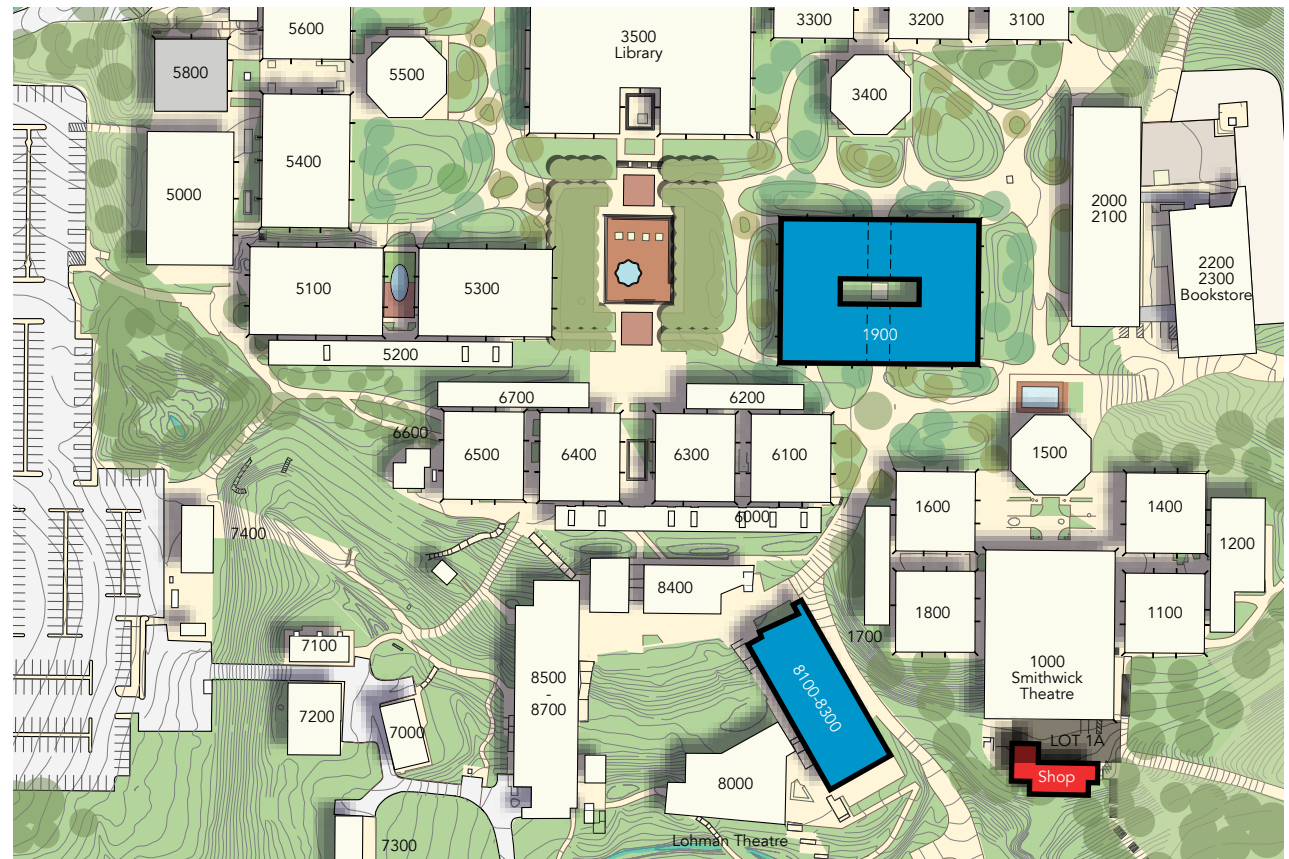
Recommendations

[SHOP](#)

- Build expansion space to support Theater program needs


1900 OPTION

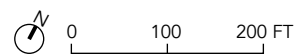
- Shift non-student focused spaces to lower campus
- Relocate core student support services to center of upper campus
- Additional study is needed in order to evaluate the options listed on the following page

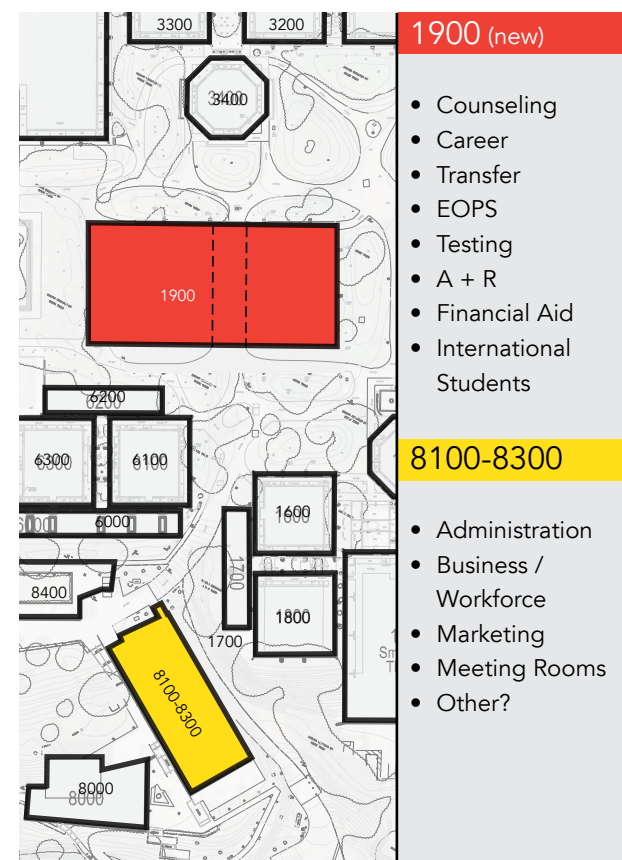
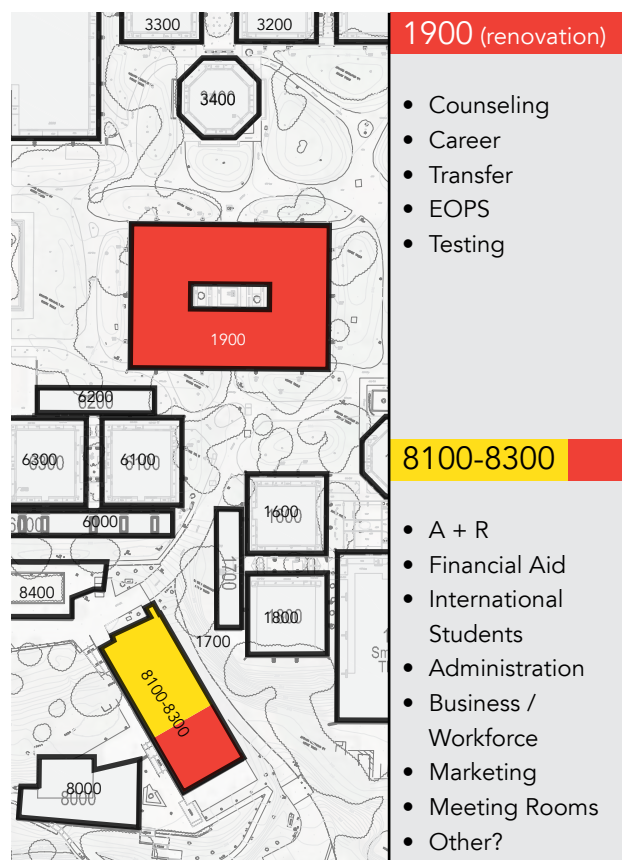
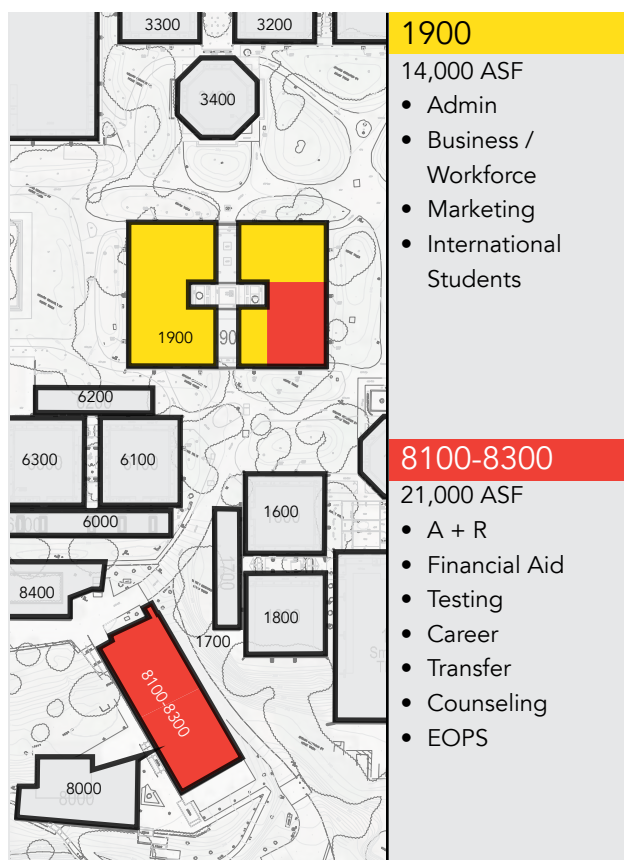


FACILITIES RECOMMENDATIONS

Legend

-  New Facilities
 Repurposed Facilities

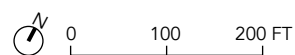




EXISTING

Legend

- Student Services
- Administration



OPTION 1

- Shift administrative functions to lower campus
- Relocate select student support services to center of upper campus
- Integrate student support services with instructional support services
- Re-purpose building 8100-8300 to support first contact student services and administrative functions

OPTION 2

- Shift administrative functions to lower campus
- Relocate all student support services to center of upper campus into a new building
- Integrate student support services with instructional support services at campus core
- Re-purpose building 8100-8300 to support administrative functions and additional meeting room space

Site Recommendations

Principles

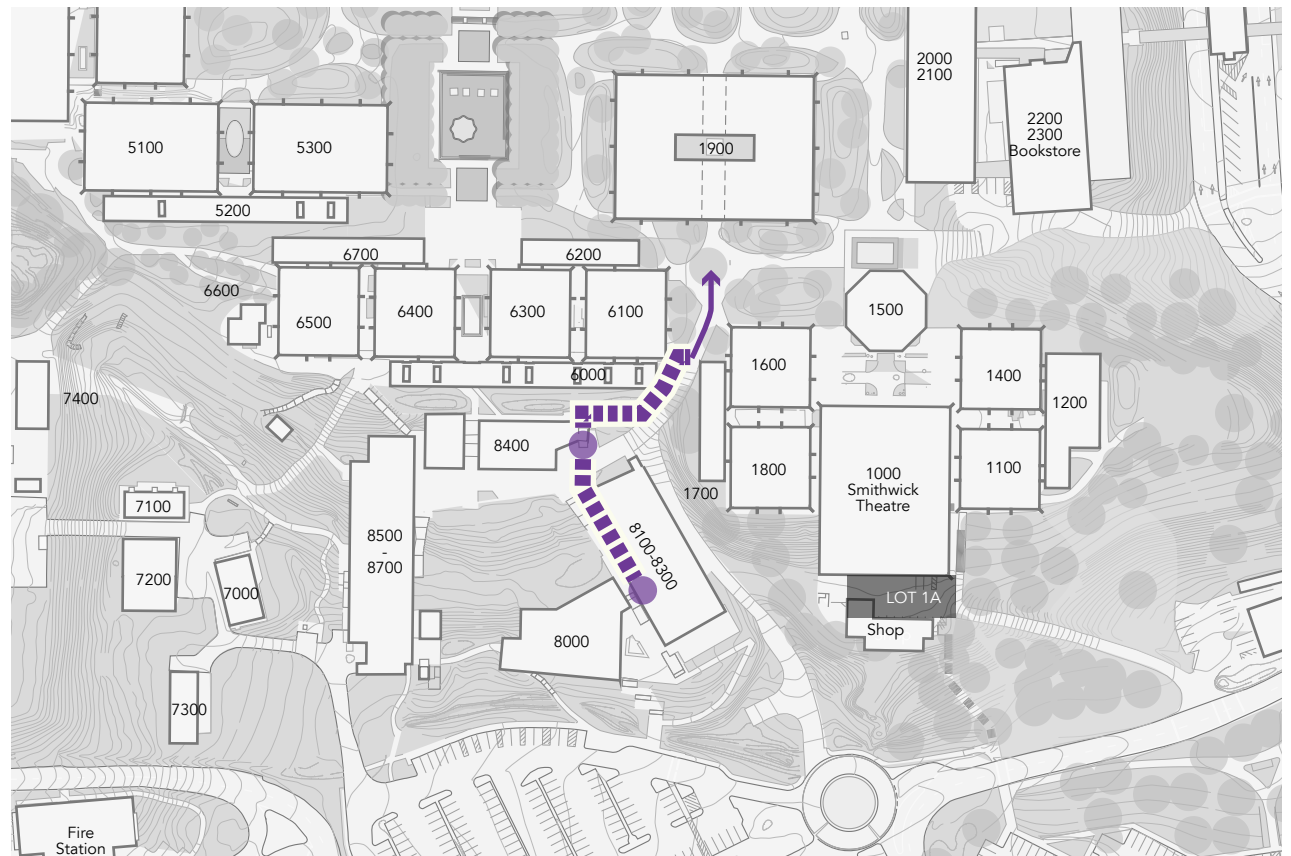
Improve Campus Connectivity

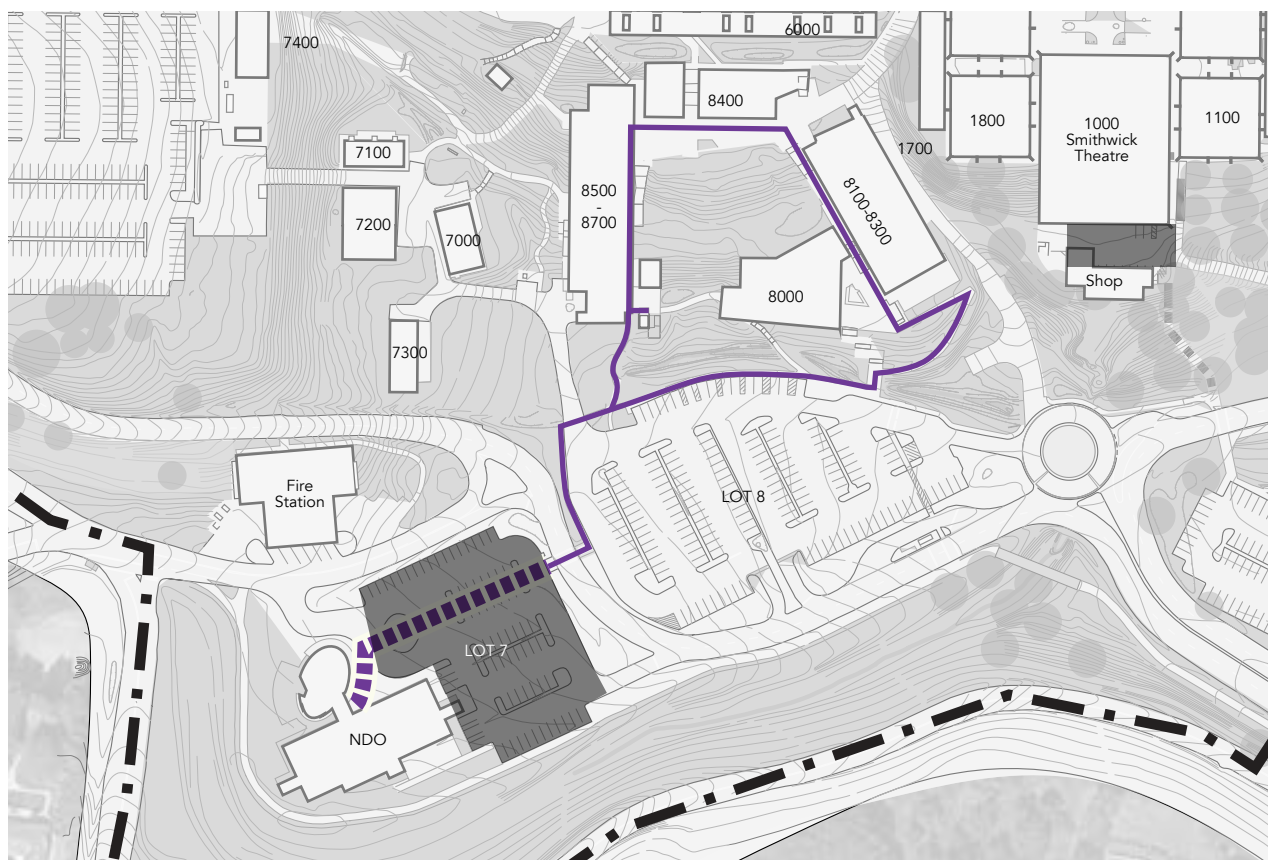
- Provide Safe and Universally Accessible Connections

Recommendations

UPPER AND LOWER CAMPUS CONNECTION

- Improve visibility and usage of the existing connection between upper and lower campus





Principles

Improve Campus Connectivity

- Provide Safe and Universally Accessible Connections

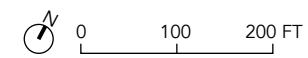
Recommendations

CAMPUS CORE AND NEW DISTRICT OFFICE CONNECTION

- Develop an accessible connection between the campus core and the new District Office building (scheduled to break ground – Fall 2016)

Legend

- Reconfigured Parking
- Improved Connection



Site Recommendations

Principles

Improve Campus Connectivity

- Provide Safe and Universally Accessible Connections

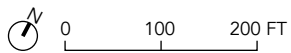
Recommendations

ACCESSIBLE ENTRANCE AND CONNECTION AT LOT 5

- Improve accessibility of the connection from new Parking Lot 5 to upper campus

Legend

- Reconfigured Parking
- Improved Connection





Principles

Improve Campus Connectivity

- Provide Safe and Universally Accessible Connections

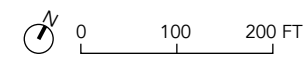
Recommendations

LOT 2 AND 3 PEDESTRIAN CROSSINGS

- Improve pedestrian crossings at Lots 2 and 3
- Suggested recommendations include:
 - Textured paving or
 - Speed humps
- Further study needed

Legend

- Reconfigured Parking
- Improved Connection



Site Recommendations: Open Space

Principles

Promote Student Success

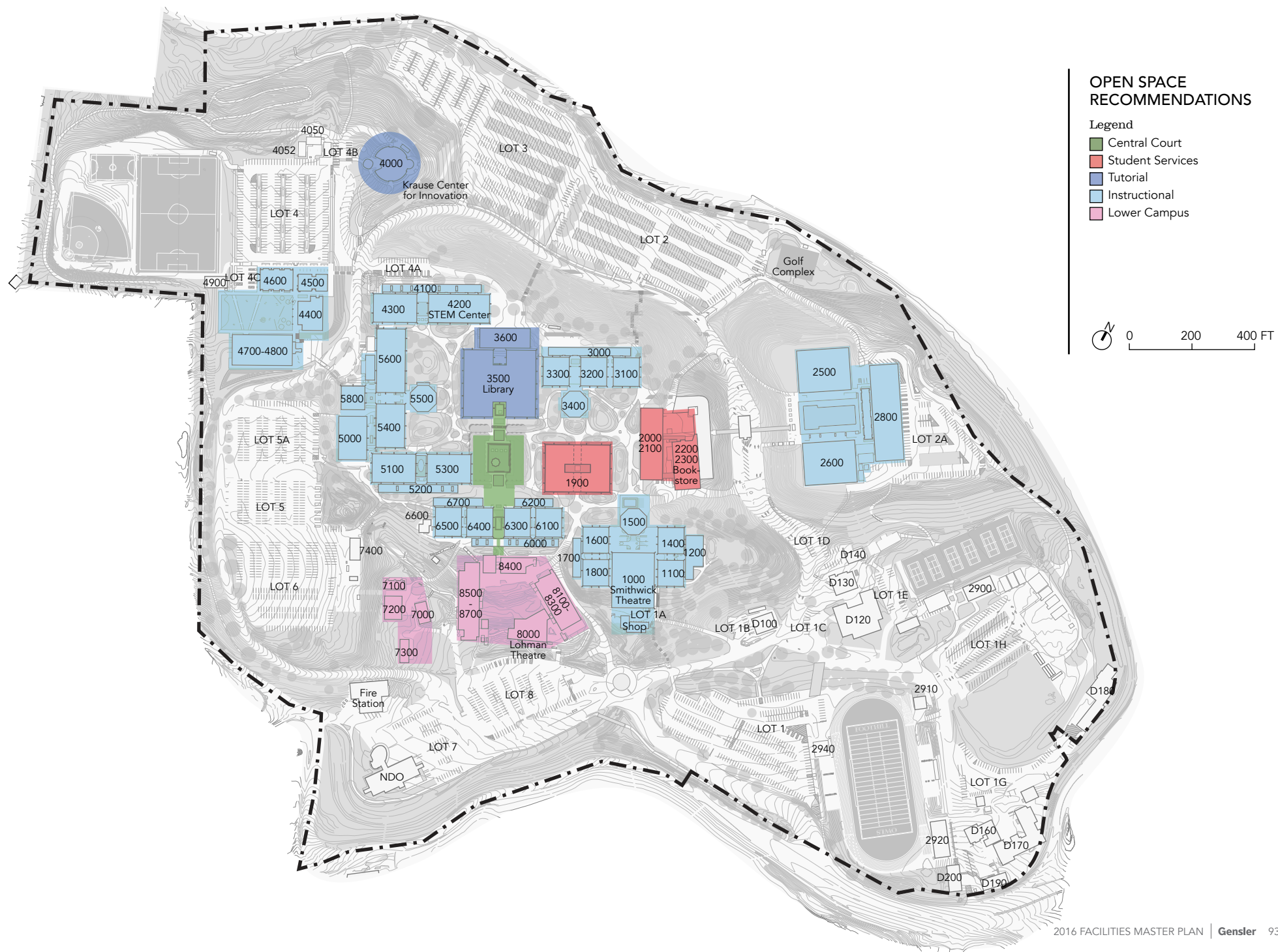
- Develop indoor and outdoor spaces to encourage collaboration and support student engagement

Recommendations

OPEN SPACE

- Create identifiable outdoor courts
- Develop flexible areas for collaboration
- Frame views, where appropriate
- Provide seating and shade
- Utilize raised planters with drought-tolerant, native, and/or climate-appropriate species





Site Recommendations: Campus Connectivity

Principles

Improve Campus Connectivity

- Enhance physical connections (pedestrian, bike, vehicular, transit) with the community

Recommendations

- Improve pedestrian and bike access/pathways
- Develop safe bike/pedestrian crossings
- Clarify vehicle and pedestrian separation
- Link all areas of campus
- Maintain access for emergency and service vehicles
- Improve signage and wayfinding

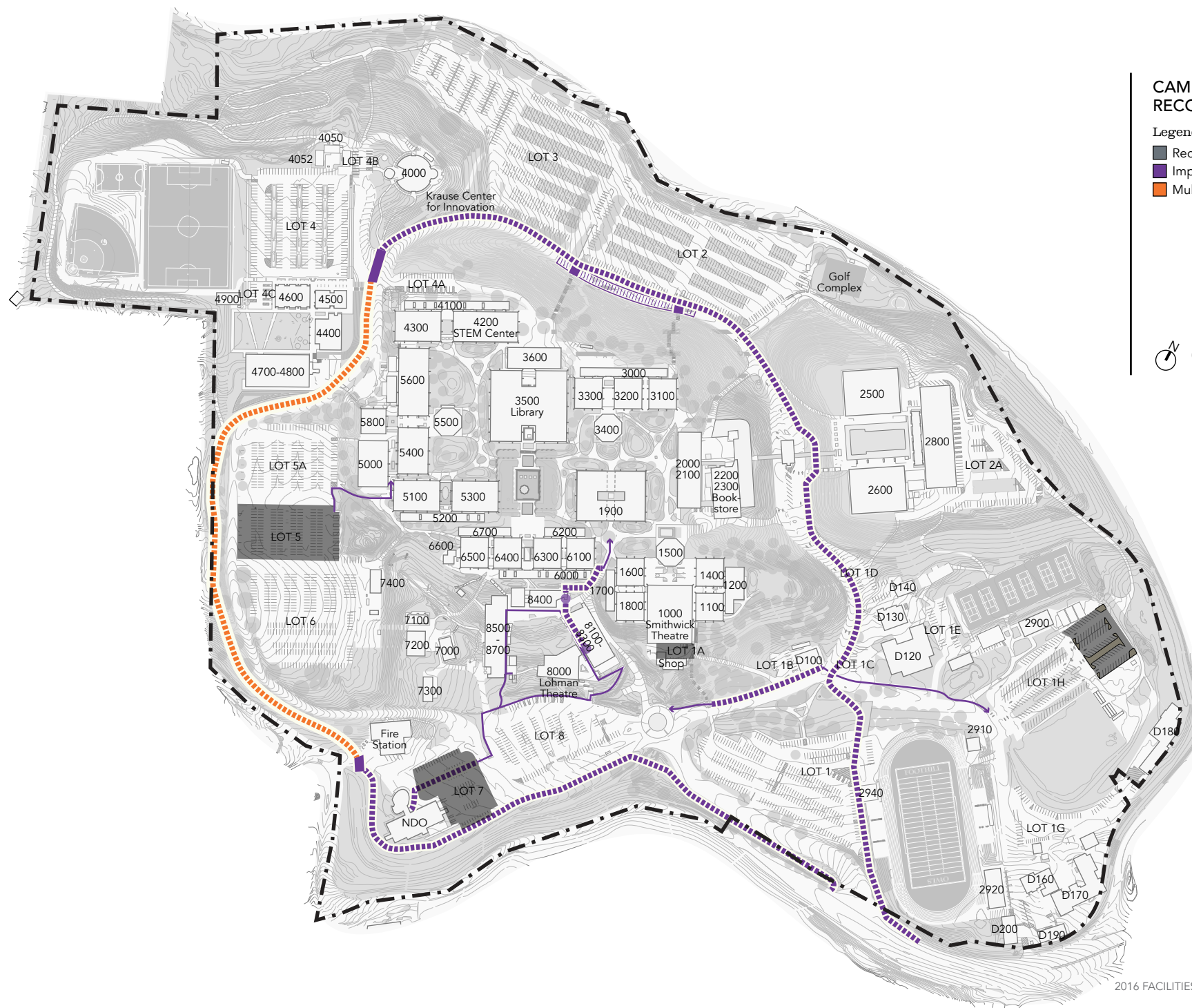
Parking Lot	Existing	Change	Proposed
1	334		334
1A	13		13
1B	10		10
1C	32		32
1D	37		37
1E	54		54
1G	67		67
1H	120	+68	188
Bridge	9		9
2A	140		140
2 & 3	1,052		1,052
4	256		256
4A	40		40
4B	20		20
5		+182	182
5A	221		221
6	307		307
7	220	-146	74
8	147		147
TOTAL	3,079	+104	3,183



CAMPUS CONNECTIVITY RECOMMENDATIONS

Legend

- Reconfigured Parking
- Improved Connection
- Multi-use Path



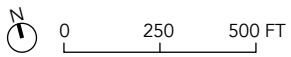
Sunnyvale Center Recommendations

Campus Context

Foothill College's Sunnyvale Center, located within the Moffett Business Park, is about seven miles from Foothill College's main campus. The center will focus on emerging skills as well as entry-level, in-demand fields.

It is anticipated that students from Foothill College, De Anza College, Mission College and possibly other educational institutions will enroll at the Sunnyvale Center.

SUNNYVALE CENTER
EXISTING SITE



Campus Vision



Master Plan Recommendations

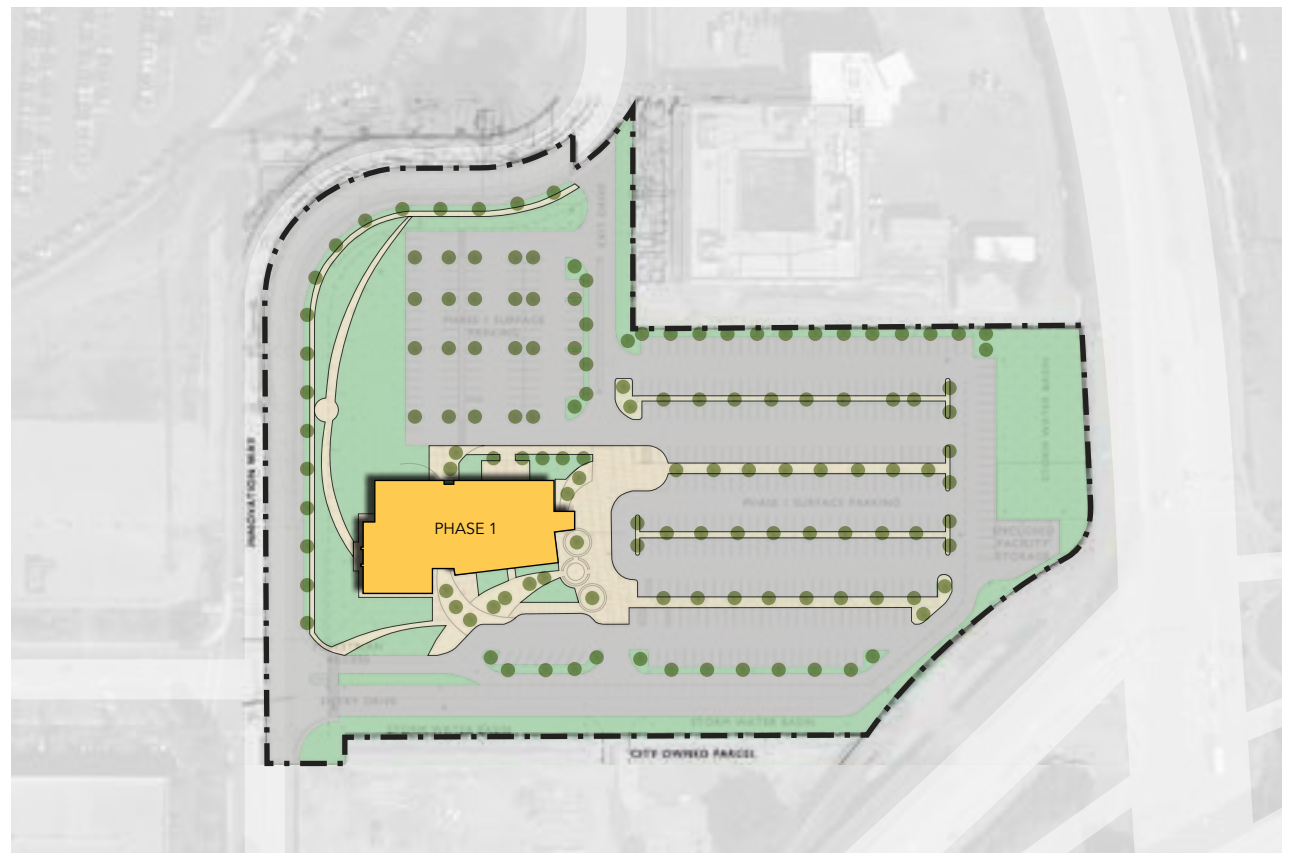
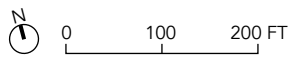
Phase 1

Phase 1 of the Sunnyvale Center, a two-story, 46,882 square foot building designed to house classrooms, computer labs, student services, administration and tutorial space, is expected to open in Fall 2016.

SUNNYVALE CENTER PHASE 1

Legend

- In Design / Under Construction
- Planned New Facilities





Phase 2

Phase 2 of the Sunnyvale Center includes up to 74,400 square feet of maximum development, at three or four stories in height. A parking structure may be constructed over the footprint of the existing surface parking lot to meet the anticipated parking needs.

SUNNYVALE CENTER PHASE 2

Legend

- In Design / Under Construction
- Planned New Facilities

