FOOTHILL COLLEGE

Facilities Master Plan Update 2016-17

(Addendum to the FHDA 2016 Facilities Master Plan, Foothill Section, Dated 08/19/2016)

January 31, 2017

DRAFT

Table of Contents

Background

The Foothill Architecture

Foothill College was founded in 1957. A $10.4 million bond was passed in 1958 and the construction for the new community college was completed in 1961. The college is imbued with a strong sense of place and displays an aesthetic sensitivity to the foothills surrounding it. Foothill has always reflected its community beginnings and continues to do so, through the present time. The college conveys an atmosphere of being inclusive, personalized, and informal. The existing overall design is an integral part of the natural element that fosters an environment conducive to academic study. Building structures, in the Pacific Rim style are linked by a system of outdoor spaces ranging from intimate patios to large assembly areas. The final touch of unity is brought about by a landscape plan which includes retaining the basic foothill nature of the site and repeating it with rolling lawns and meandering paths. (Source: Accreditation Self-Study 2007)

The 2015-16 Facilities Master Plan Process

Foothill College formed a Facilities Master Plan (FMP) committee which met with consultants (Gensler Architects) throughout 2015-16. See webpage for more information: https://www.foothill.edu/finance/facilities/fmp.php. The FMP committee consisted of faculty, administrators, and students. The committee and Gensler made recommendations on facilities plan in conjunction with De Anza College and the District in spring 2017. The FMP sets the prioritization of future facilities for Foothill College.

On May 4, 2016 the FMP was presented to PaRC as an informational item. A combined District Facilities Master Plan that included Foothill, De Anza, and the District was presented to the Board of Trustees in August 2016 at a Board Study Session. See: http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf

At their regular meeting that evening the Board accepted the document but recommended an update be made in August 2017. The plan includes a recommendation to study 1 of 3 options for relocating student services from the lower to the upper campus.   The Board had a number of questions about this recommendation, given that student services had been on the upper campus and an argument had been made to move to a new building on the lower campus just a few years earlier.

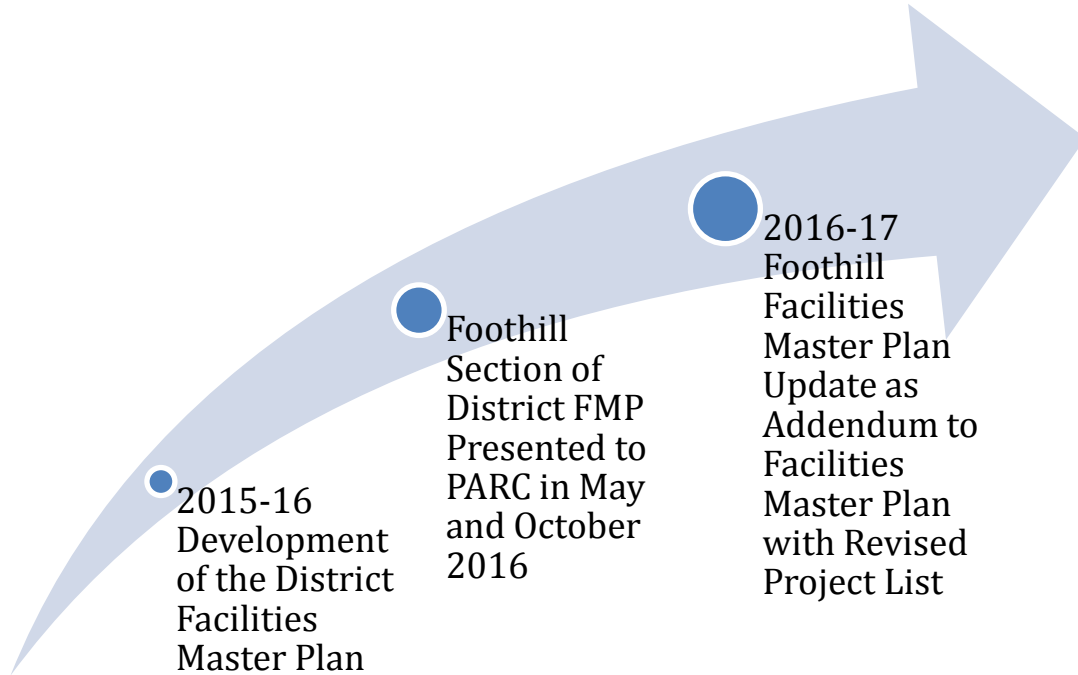## Purpose of the Facilities Master Plan Update – 2016-17

During the second read of the FMP on November 2, 2016, PaRC did not approve the FMP plan but instead asked the FMP committee to take another look at the recommendations with the goal of bringing an updated document back to PaRC in February.

PaRC asked that the committee reconsider the recommendation to build a new student services building and instead revisit the project recommendations connected to goals already highlighted in the plan. These questions were raised at PaRC:

- What can be done to naturally establish sense of student community on campus?
- How can facilities/technology be used to create sense of community for online students?
- ADA accessibility, how can we make campus more wheelchair friendly?
- Any additional information regarding Sunnyvale Center build out? Can we include something about Workforce moving in to SV?

The figure below outlines the FMP Timeline.

Foothill Facilities Master Planning Timeline

- 2015-16 Development of the District Facilities Master Plan
- Foothill Section of District FMP Presented to PARC in May and October 2016
- 2016-17 Foothill Facilities Master Plan Update as Addendum to Facilities Master Plan with Revised Project List

2015-16 Facilities Master Plan Recommendation: Student Services Options

Student Services Move to the Lower Campus
During the discussion in 2015-16 "Lower campus" received criticism from students and staff/faculty because there was a feeling of being disconnected from main campus. It can be difficult to find the student services in those areas, for example, there is no sign on the main campus that points to Counseling. Sometimes students have to navigate across campus between certain program offices when they need signatures, meet with advisors, attend meetings, etc. The long ramp down, the multiple sets of stairs, only a few elevators, and the distance from other student services such as DRC were named as some inconveniences / short comings, though the group present on December 8 thought that at least some of these concerns could be mitigated.

Then – Circa 1998

Now – 2016

Prior to the student services building many student services related offices were housed in the administration building, but programmatic needs out grew the space. At the time there was support for having most student services in one building. Many agreed though that the design of the building has not facilitated the "one stop" approach to services many thought would be possible in one building. Having services on 3 floors reduced the benefit to being in one building. Several staff members gave suggestions on how the building might be changed, such as adding an additional floor between one and two, installing an internal stair case, and adding exit points. Several student services representatives indicated that they preferred to be on the upper campus but understood that moving back presented its own problems in terms of space and cost. All agreed that the best option for the future was to make enhancements to the existing building.

Linkages to College Planning

The 2016-17 Update maintains the priorities outlined in the 2014 Facilities Master Plan Recommendations with a focus on Flexible Spaces, Celebrate the Campus as a Living Lab, Encourage Experimentation in Learning Methods and Technology, Support Technology Use by the Campus Community.

The Planning Principals (included below with project proposals) outlined in the 2015-16 FMP were derived from the college Mission, Vision and Educational Master Plan.

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.

Approved by PaRC in November 2015; Approved by Board of Trustees in February 2016

Vision

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

Adopted by PaRC in Fall 2014

Master Plan Goals

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.

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

The Planning Framework (see diagram below) depicts the connections in the Foothill Planning process. The assumptions listed helped further guide the selection of projects / work to be done to improve campus facilities.

Foothill College Facilities Planning Framework

Mission
and
Vision

Education
Master Plan
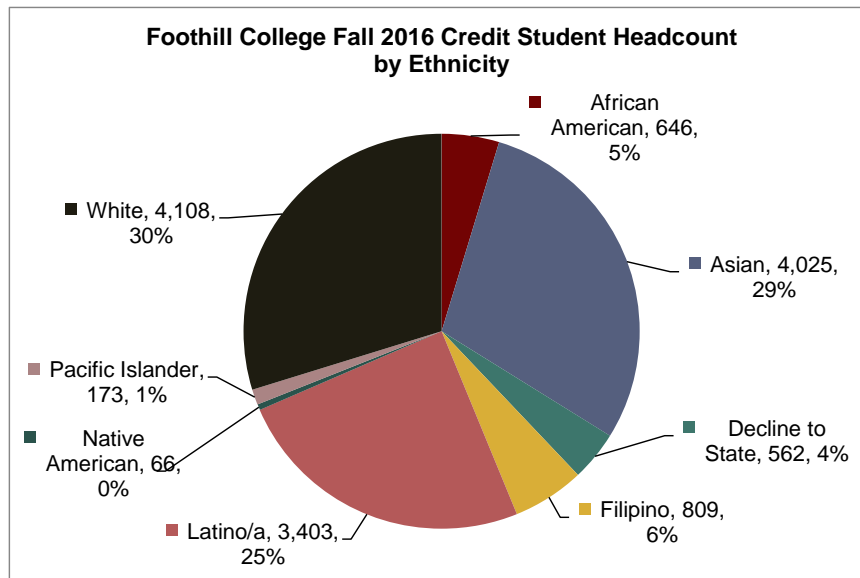Goals

Facilities
Master
Planning
Principals

Assumptions

1) Foothill students will increasingly bring a diverse range of skills and academic abilities to the learning process.

2) Online enrollments will continue to account for about one third of total enrollments.

3) Career and Technical Education (CTE) enrollments at the Sunnyvale Center will continue to increase.

4) Limited increases in high school student populations will require the college to focus increasing attention on retaining students through completion of career, certificate, and transfer pathways.

5) The demand for more flexible classroom, meeting, and laboratory space across the disciplines will continue to increase.
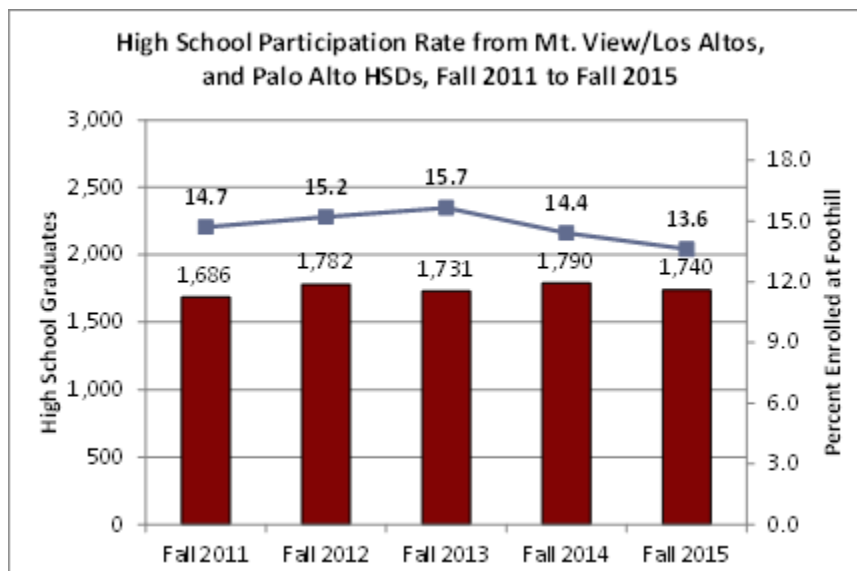
Foothill College Demographic Information

As noted in Figure 1 below, the majority of fall 2016 Foothill College students self-identified as White (30%), followed by Asian (29%) and Latino/a (25%). African American and Filipino accounted for 5% and 6% of the student population, respectively. Students from diverse backgrounds come to college with a range of skills and abilities and learning styles which require increasingly flexible learning spaces.

Figure 1

Foothill College Fall 2016 Credit Student Headcount by Ethnicity

- African American, 646, 5%
- Asian, 4,025, 29%
- Decline to State, 562, 4%
- Filipino, 809, 6%
- Latino/a, 3,403, 25%
- Native American, 66, 0%
- Pacific Islander, 173, 1%
- White, 4,108, 30%

Foothill students increasingly come from the growing population areas in Santa Clara County. As noted in Figure 2, the number of graduates from local high schools has been flat.

Figure 2

High School Participation Rate from Mt. View/Los Altos, and Palo Alto HSDs, Fall 2011 to Fall 2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
High School Graduates	1,686	1,782	1,731	1,790	1,740
Percent Enrolled at Foothill	14.7	15.2	15.7	14.4	13.6

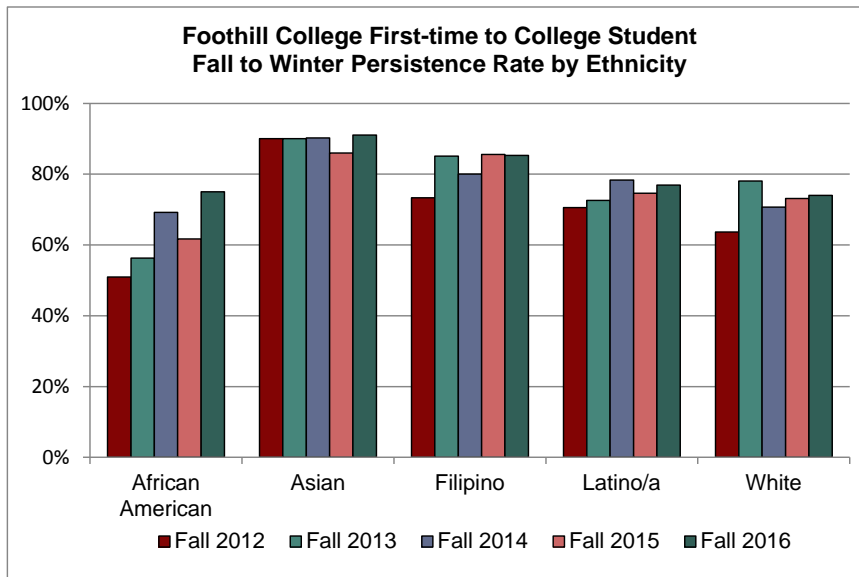The total number of first time to college students entering in the fall declined from 1,716 to 1,413 (-17%) from fall 2012 to fall 2016. African American student enrollment declined 30% from 108 to 76, while Latino student enrollment increased from 394 to 485. The proportion of first time students identifying as Latino increased from 23% in fall 2012 to 28% in fall 2016.

Figure 3

Foothill College First-time Credit College Student Fall to Winter Persistence Rate

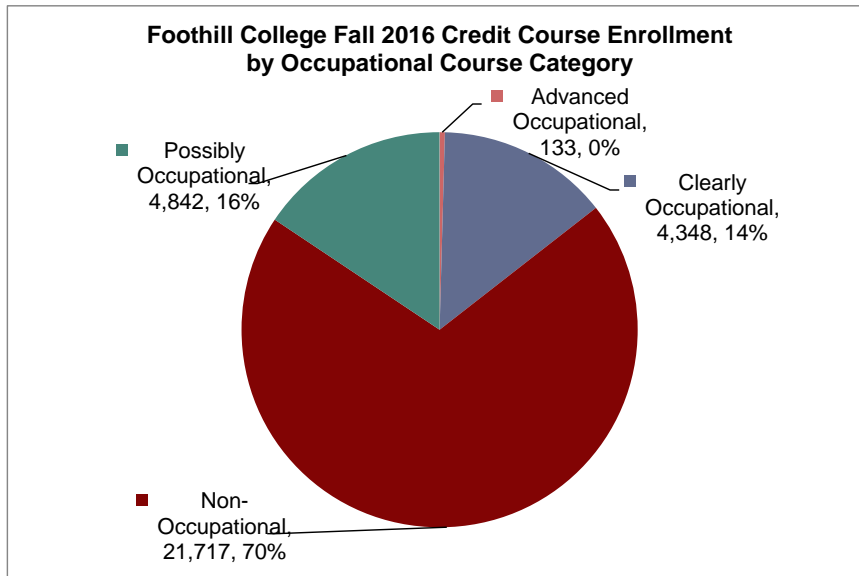| Fall 2012 to Winter 2013	Fall 2013 to Winter 2014	Fall 2014 to Winter 2015	Fall 2015 to Winter 2016	Fall 2016 to Winter 2017
71%	80%	78%	79%	80%
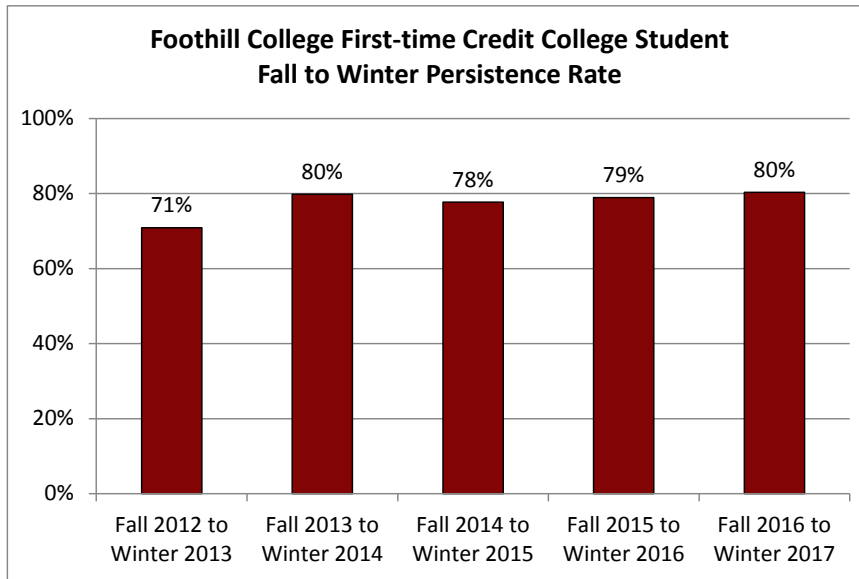
Fall to winter persistence varies by ethnic group with about 90% of Asian students returning in the winter compared to African American, Latino, and White students who return on average at a rate of less than 80% (see Figures 3 and 4).

Figure 4

Foothill College First-time to College Student Fall to Winter Persistence Rate by Ethnicity

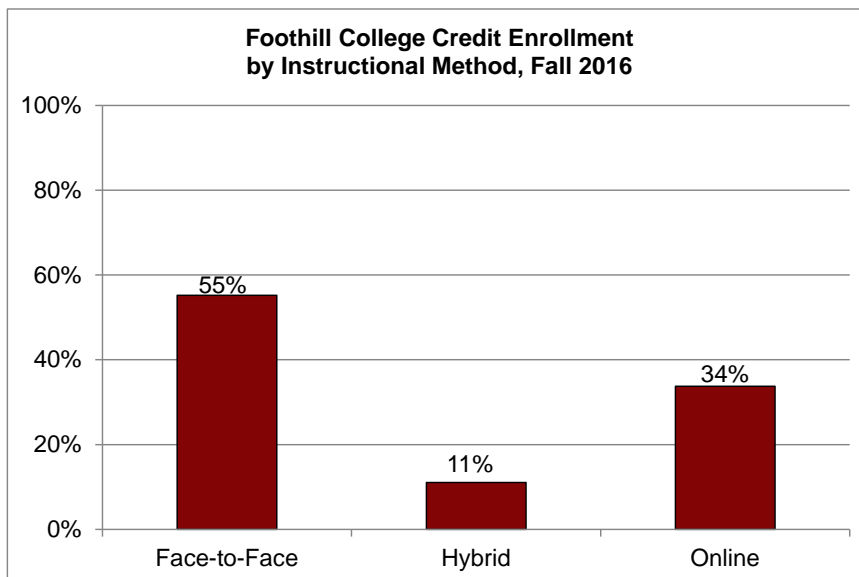Legend: ■ Fall 2012 ■ Fall 2013 ■ Fall 2014 ■ Fall 2015 ■ Fall 2016

Foothill provides a wide range of instructional programs with facilities needs ranging from Dental Hygiene examination rooms to large lecture classrooms. About 30% of Foothill's course enrollments are occupational or Career / Technical related (Figure 5).

Figure 5

Foothill College Fall 2016 Credit Course Enrollment by Occupational Course Category

- Advanced Occupational, 133, 0%
- Possibly Occupational, 4,842, 16%
- Clearly Occupational, 4,348, 14%
- Non-Occupational, 21,717, 70%

Online enrollment now accounts for about 1/3 of credit enrollment (Figure 6) with an additional 11% of sections meeting face to face and having an online component (hybrid).

Figure 6

Foothill College Credit Enrollment by Instructional Method, Fall 2016

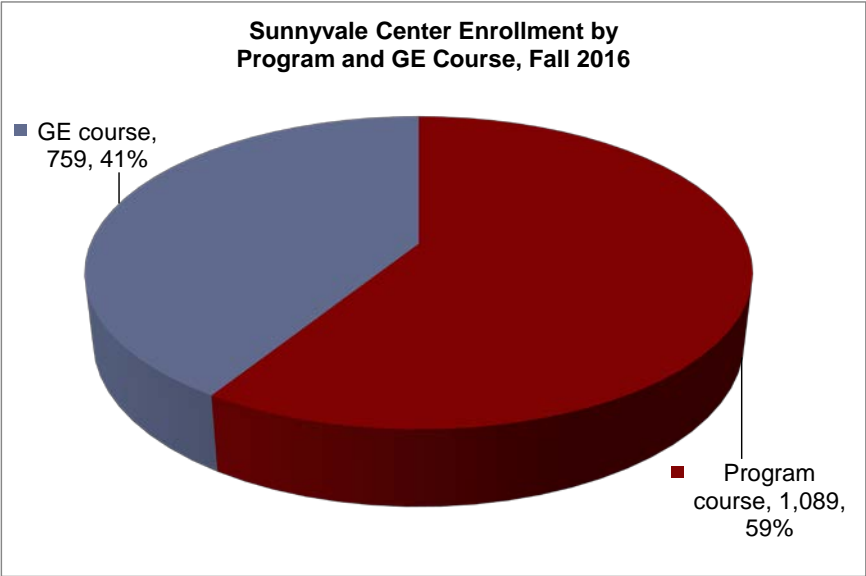| Instructional Method	Percentage
Face-to-Face	55%
Hybrid	11%
Online	34%

As noted in Figure 7 below, overall online course success rates have continued to increase. However in fall 2016 face to face courses success rates were 3 percentage points higher than the online section average.

Figure 7

Foothill College Online Course Success Rate Trend

Year	Success Rate
2012-13	69%
2013-14	71%
2014-15	74%
2015-16	76%
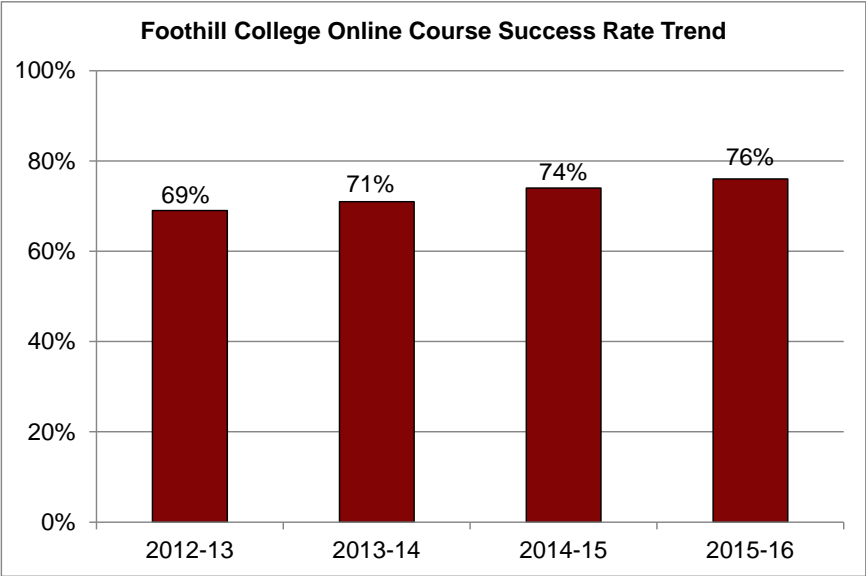
At the Sunnyvale Center in fall 2016, 59% of the courses were program related.

Figure 8

Sunnyvale Center Enrollment by Program and GE Course, Fall 2016

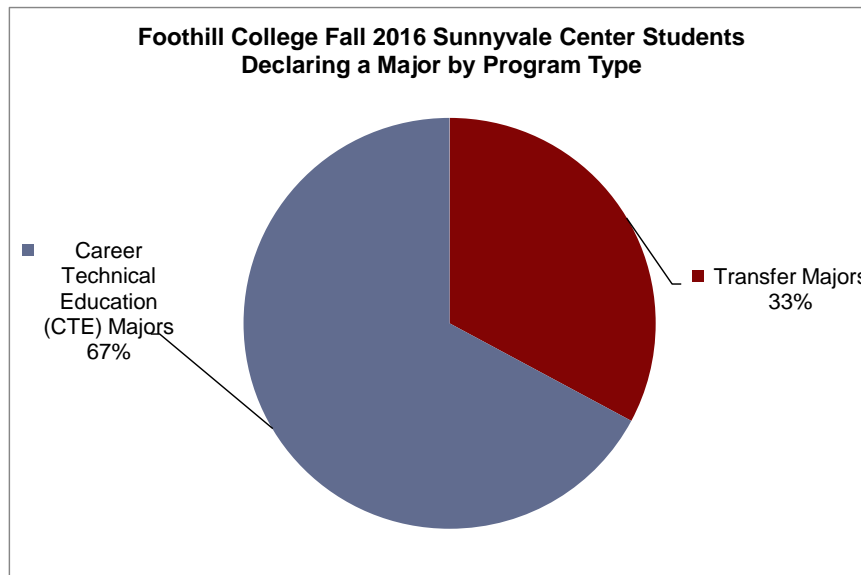GE course, 759, 41%

Program course, 1,089, 59%

Program course subjects include: Accounting, Business, Child Development, Music Technology, Computer Science, Paramedic, Emergency Medical Responder, Geospatial Technology, Graphic and Interactive Design, Allied Health Science.

There were a total of 1,351 Sunnyvale Center students who had a declared major on file during fall 2016 term. The top 10 majors these students selected are listed in Figure 9. For this data, students enrolled in exclusively online, non-credit and/or apprenticeship courses were omitted. As noted in Figure 10 below, 67% of students had CTE majors.

Figure 9

		Major Selected	Student	Percent
1	1CHD	Child Development	124	9%
2	1CIS	Computer Science	119	9%
3	1BUS	Business Administration	113	8%
4	1PAR	Paramedic	76	6%
5	1BIO	Biological Sciences	60	4%
6	1ACC	Accounting	59	4%
7	1R T	Radiologic Technology	50	4%
8	1CST	Computer Science for Transfer	49	4%
9	1PAZ	Paramedic-CEA	41	3%
10	1PYT	Psychology for Transfer	41	3%

Figure 10

Foothill College Fall 2016 Sunnyvale Center Students Declaring a Major by Program Type

Career Technical Education (CTE) Majors 67%

Transfer Majors 33%

In fall 2016 the 43% of the classrooms were used 21 hours or more per week on the Main Campus (Figure 11). At Sunnyvale during the opening quarter of fall 2016, 16% of the classrooms were used 21 hours or more per week (Figure 12).
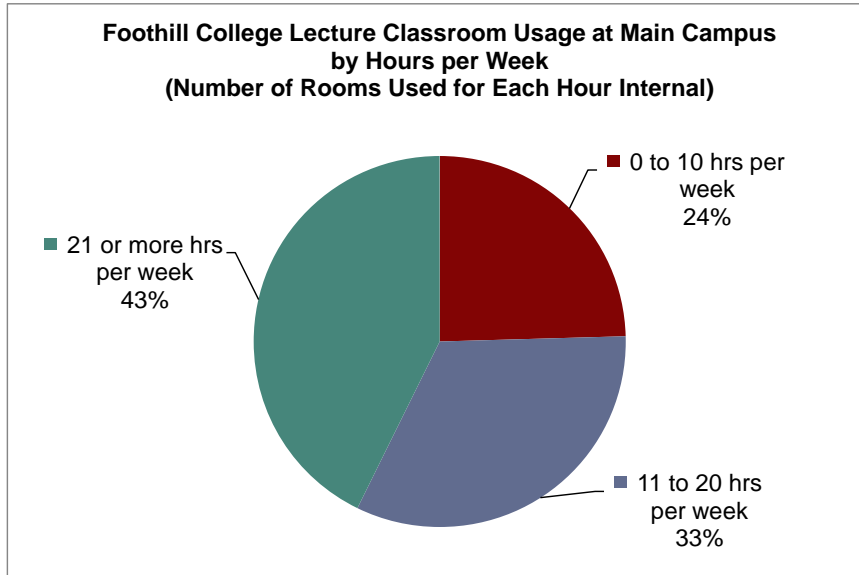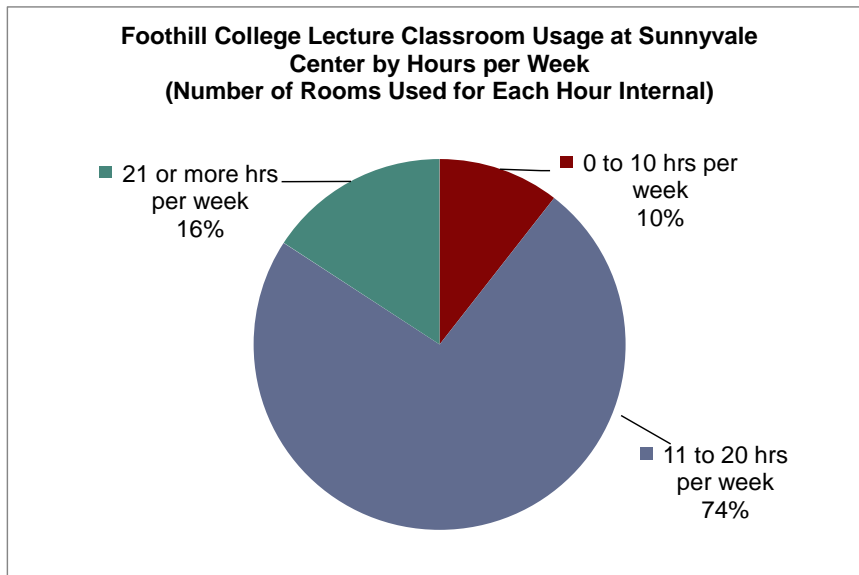
Figure 11

Foothill College Lecture Classroom Usage at Main Campus by Hours per Week
(Number of Rooms Used for Each Hour Internal)

- 0 to 10 hrs per week 24%
- 11 to 20 hrs per week 33%
- 21 or more hrs per week 43%

Figure 12

Foothill College Lecture Classroom Usage at Sunnyvale Center by Hours per Week
(Number of Rooms Used for Each Hour Internal)

- 0 to 10 hrs per week 10%
- 11 to 20 hrs per week 74%
- 21 or more hrs per week 16%

Facilities Plan Metrics

The facilities plan metrics are a set of aspirational goals for facilities development. Research has shown that robust facilities are a critical component of student success efforts. These include classrooms with moveable desks, makerspaces, simulation labs, space for learning, communities, and outdoor community space. The metrics below include both student success and usage goals.

In five years – by 2021:

1) Eliminate the gap between ethnic groups in fall to winter persistence.

2) Eliminate the gap between online and face to face course success rates.

3) More than 50% of rooms will be used 21 or more hours per week.

4) 75% of students enrolled at the Sunnyvale Center will have Career and Technical Education (CTE) majors.

The project list is organized by the Facilities Planning Principles agreed to in 2015-16 focusing on projects related to Equity, Community, and Resources.

<div style="border:1px solid black; padding:1em">

Facilities Planning Principles

Equity - Promote Student Success

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

</div>

Supporting Projects – Equity

Enhance Existing Student Services Environment

1. Promote the use of existing open spaces for student activities by providing additional benches/tables/seating near the student services building. Renovate Cesar Chavez plaza or bookstore plaza making it more inviting and larger to be used as hang out space with permanent stage, more benches, tables, etc. (while maintaining fire truck access)

2. Conduct a feasibility study of the existing Student Services building (811-8300) to make it more student-friendly. Paint the building a warm color consistent with the rest of the campus. Add large signage to building to aid in locating Admissions & Records, Financial Aid, Testing, and Counseling. Consider adding an additional floor between one and two, installing an internal stair case, and adding exit points.

3. Renovate and enhance the walkway from the Student Services building to the upper campus. Add a mural on cement walls; consider adding vegetation and reconfiguring walkway while maintaining fire road access. Add large signage to building to aid in locating Admissions & Records, Financial Aid, Testing, and Counseling

New Lab and Flexible Classroom Space

4. Renovate and expand STEM Success Center (4200 building) as a student resource space. Provide space for a cohort room, two flexible classrooms, improved study space for small groups, and a teleconference room to support hybrid workshops.

5. Develop an Outdoor Classroom. Renovate the Native Plants Garden and develop an evolution classroom.

6. Supply several additional classrooms with rolling desks to support active learning strategies.

7. Develop 3-5 Maker space classrooms: informal combination of lab, shop, and conference room form a compelling argument for learning through hands-on exploration. This would be a physical location where people gather to share resources and knowledge, work on projects, network, and build. Makerspaces provide tools and space in a community environment—a library, community center, private organization, or campus.

8. Develop new simulation lab space for Biological and Health Science programs.

9. Develop Language Arts Learning Lab to support digital modes of reading/writing.

10. Foothill College Sunnyvale Center - Build Phase II parking garage and second building at the Foothill College Sunnyvale Center to be anchored by the Center for Inter Professional Education (Health Care) and a hub for health baccalaureate programs (DH, RSPT and RT). Relocate all the AH programs to a new facility in Sunnyvale.

11. Building 5800 - Following the relocation of ETS, re-purpose building to support college programs and services for students.

<div style="border:1px solid black;padding:10px;">

Facilities Planning Principles
Community

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

b. Enhance Community Engagement
  i. Develop programming and improve facilities to enhance a sense of community
  ii. Improve campus environment to welcome the community

c. Improve Security and Safety
  i. Develop and implement district wide standards for security equipment and protocol
  ii. Improve safety and security throughout campus, including lighting, …

</div>

Supporting Projects – Community

Provide New Spaces to Promote Learning and Community for Students and Employees

12. Relocate Middle College to vacated District Police space.
13. Provide a space for student in Learning Communities to socialize and learning
14. Develop a Professional Development Office space with lab for faculty and staff to learn.
15. Provide additional space for the Campus Ambassador program.

Facilities to Support Online Learning Students

16. Ensure that all small and large meeting rooms and selected classrooms are set up, maintained, and upgraded to support effective use of video-teleconferencing in terms of functionality.
17. Develop additional space for faculty to develop of online teaching materials.
18. Designate and equip a room(s) where faculty can schedule human-proctored testing as well as "remote" proctored testing (computers with video camera) for students who are enrolled in online courses.
19. Designate specific physical spaces on campus as "Spots for Online Students."

Site Enhancements to Improve Campus Connectivity and Safety

20. Campus ADA upgrades. Repair western entry at lot 5/6 & path south of 5200; refresh AC walkways; fixes at remaining courtyards; stairs & ramp modernization at pedestrian bridge; allowance for more miscellaneous fixes.
21. Renovation of plaza between buildings 5400 and 5600. The plaza will be renovated to include an ADA accessible community garden, seating and gathering space for students. It will be named Los Altos Rotary Veterans Plaza.
22. Build an Evolution Garden, on the hillside, between buildings 8200 and 8600. The garden would start with low level plankton and build upon it. ADA was a primary concern for this concept.
23. Develop flexible areas for collaboration – The area behind B1200 could be an outdoor classroom area utilizing rolling white boards, storage at the adjacent building for equipment.
24. Upper and Lower Campus Connection – Improve Visibility and usage of existing connection between upper and lower campus
25. Lot 1 To Campus – Improve pedestrian connection from Lot 1, across road to lower campus
26. 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 Winter 2017)
27. Improve Lot 2 and 3 Pedestrian Crossings.
28. Add courtyards/campus benches/seating throughout campus.
29. Improve pedestrian and bike access/pathways, particularly between D130 and the east corner of Lot 2
30. Improve signage and wayfinding
31. Develop Walkway connecting 8200 to 8600.
32. Utilize raised planters with drought-tolerant, native, and/or climate appropriate species.
33. Traffic and Circulation Improvements. Lay back slope at ETS Building curve for visibility at turn; complete multiuse path along Loop Road; refresh Loop Road paving and striping.
34. Campus & Building Security Improvements. Electronic lock down; emergency phones, duress buttons.
35. Dining Room floor replacement.
36. Smithwick Theatre ADA Upgrades.

<div style="border: 1px solid black; padding: 10px;">

Facilities Planning Principles

Resources

   a) **Right-size Facilities to Address Program Needs**
   - i) Align the projected inventory with state guidelines
   - ii) Position Foothill College to maximize State and local funding

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

   c) **Improve Efficiency of Facilities**
   - i) Improve facilities to support program needs
   - ii) Replace temporary and inefficient facilities
   - iii) Improve functional zoning and operational efficiencies
   - iv) Develop flexible, multipurpose facilities to adapt over time

</div>

Supporting Projects – Resources

Renovations and Enhancements to Campus Infrastructure

37. Major Facilities Upgrades for Kinesiology and Athletics and Fine Arts and Communication (see below).
    a. Pool fencing, handrails, landscape areas on pool (room deck finishes)
    b. Locker room renovations – to meet gender neutral requirements – add privacy showers
    c. Renovate the Small Gym and Fitness Center (Building 2500) and Building 2800.
    d. Replace The Owl Center building with a small multi-purpose structure for storage.
    e. Tennis Courts and Weight Room (2900). Install lighting for the tennis courts and Sand Volleyball courts.
    f. Building 2600 (The Big Gym): Update, refinish floors as necessary, new lighting, new scoreboards.
    g. The Football Field/Stadium: Remodel the changing facilities (2915) and the "Snack Shack."
    h. New paths and landscaping for Kinesiology/Athletics areas.

    i. Lot 1H/Practice Field: Build a turf (synthetic) field for soccer, lacrosse, football, etc. Provide lights for evening practices and games.

    j. Building 1100 (Music Tech and Music): updated performance space.

    k. Scene Shop expansion space to support theatre program needs. New Building behind building 1000 DD finished by WRNs.

    l. Renovate Football Field Stadium: ADA accessibility access at East side seating, new seating, renovate changing facilities Room 2915, build new Snack Shack.

38. Print Shop.   New buildings near KCI to replace print shop and relocate trash collection points. CDs complete by Ratcliff, new drawings will be needed since the criteria has changed.

39. Building Upgrades & Repairs (Restrooms). Develop a list of original buildings renovated by Measure E, due for renovation/repair again.

40. Parking Lot 1H Expansion. Expand 1H under PVs; improve/incorporate Lot 1F.

41. Parking Lot 1D Repair. Regrade, repave Lot 1D.

42. Parking upgrades. Repair parking lots paving as needed; EV charging stations; restriping, improve signage, lighting at parking lot signs.

43. Storm Water Drainage Improvements. Repair and improve storm drainage camps wide, incorporate new state requirements.

44. Water System Replacement & Upgrades. Replace aging system in ACM pipes; separate fire and domestic systems; update and recertify fire sprinklers (Big messy project).

45. Hydronic Line Repair & Replacement. Replace original piping as needed, remove and replace ACM insulation throughout.

46. Tree Removal & Replacement. Remove dangerous trees, replacing dying trees with appropriate species.

47. Roof Replacement & flulam Beam Repair. Replace fake-shake roofs & flulam beams campus wide. Needs scoping + ongoing replacement; supplement state maintenance funding.

48. Landscape Water Saving Improvements. Upgrade controls for water savings; replace irrigation where needed; replace landscaping if allowed with bond funds .

49. Tennis Court Resurfacing.

50. Stadium Seating & Exiting Upgrades. Fix exiting and accessible seating issues in stadium seating.

51. Exterior Building Repair and Painting. Repaint building exteriors; supplement state maintenance funding.

52. PV System Component Replacement. Replace inverters, panels, etc..

53. Replace BMS Campus wide (add light sensors). Replace obsolete controls, upgrade for energy savings.

54. Energy Storage.

55. New KCI Roof
56. Consider using part of new building construction budget towards artwork.
57. Miscellaneous Building Upgrades and Repairs, restroom renovations not done under Measure E or C.
58. Storm Water Drainage Improvements
59. Water System Replacement & Upgrades
60. Hydronic Line Repair & Replacement
61. Landscape Water Saving Improvements
62. PV System Component Replacement
63. Tree Removal & Replacement