Foothill College

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FOOTHILL COLLEGE

Message from the President

In 1962, Time Magazine declared that Calvin Flint, the first Superintendent of Foothill College, had “made Foothill a mountaintop among U.S. Junior Colleges.” The campus received international recognition and Foothill College quickly became known for its academic excellence, the beauty of its location, and the modernity and sensitivity of the campus design.

More than 60 years later, Foothill College remains an innovative educational leader, and the campus is regarded as one of the most beautiful in the United States. But a lot has changed in education since 1961. This new Facilities Master Plan addresses the challenges and opportunities of the future at Foothill College. As we plan for the future, we have to ask ourselves how we can become a truly equitable institution and create a welcoming environment for all students. How can we break down the traditional silos between disciplines, silos that have been reinforced by the original design of the campus? How can we create spaces for students, faculty, and staff to engage in service leadership projects and promote collaboration and community?

These questions will be the essential guide as we adapt our beautiful campus to better serve the needs of the student of 2030. If the inspiration for the original campus was an acropolis, a sacred space set apart from the rest of society, Foothill is now a center for all people to come together, to be welcomed into a community that celebrates diversity and promotes innovation.

I hope you are inspired by the ideas in this plan.

Thuy Thi Nguyen, J.D., President
Foothill College



Mission

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.

Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

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.

Values

- Honesty
- Integrity
- Trust
- Openness
- Transparency
- Forgiveness
- Sustainability



Purpose

The purpose of the 2021 Foothill College Facilities Master Plan (FMP) is to provide a guide for future physical campus development and identify projects for the Foothill College campus in Los Altos Hills, and the Sunnyvale Center in Sunnyvale. The FMP describes how the college's planning strategy was developed to support the goals identified in the Educational Master Plan, while being responsive to changing needs and 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 described for in Chapter 4 of this document.

Process

The development of the 2021 Foothill College FMP included a highly participatory process, involving multiple stakeholders from the college. Throughout the process a series of workshops, online surveys and task force meetings were conducted to involve the many voices of the Foothill College community.

The planning team worked closely with the designated FMP Task Force, composed of faculty, staff, students and administrative representatives. The group met on a regular basis to review information, evaluate options and support recommendations for site and facilities improvement.

Task Force

Bret Watson	*VP, Finance and Admin. Services*
Elias Regalado	*AVP, Finance and Admin. Services*
Kurt Hueg	*Interim AVP, Instruction*
Asha Jossis	*Senior Enrollment Services Supervisor*
Christina Moore	*Theater and Fine Arts Facilities Coordinator*
Elaine Kuo	*College Researcher*
Jeff Bissell	*Instructor, Kinesiology*
Kerri Ryer	*Instructor, Political Sciences*
Sam Connell	*Instructor, Anthropology*
Priya Vasu	*Student, Foothill Student Trustee*
Abhi Muhar	*Student, ASFC President*
Adam Loo	*Student, ASFC VP of Finance*
Carmen Ponce	*Director, Stretch to Kindergarten and Early Learning Programs*
Julie Ceballos	*Marketing, Writer, Editor, and Web Content Developer*
Simon Pennington	*Interim AVP, College and Community Relations, Marketing, and Communications*
Veronica Casas	*Executive Assistant - President's Office*
Alexis Donato	*Instructor, Psychological Services Counselor*
Jessica Alarcon	*Accommodations Inst Tech Coordinator*
Cara Miyasaki	*Instructor, Dental Assisting*
Gay Krause	*Director, Krause Center for Innovation*
Bob Cormia	*Instructor, Nanotechnology*
Teresa Ong	*AVP, Workforce Development and Career Tech Education*
Valerie Fong	*Interim Division Dean, Language Arts and Learning Resource Center*
Al Guzman	*Interim Instructional Support Coordinator*
April Henderson	*Director of EOPS, CARE, Foster Youth and Homeless Student Programs*
Lisa Hills	*Instructor, Director of Clinical Ed – Respiratory Therapy*







FOOTHILL
COLLEGE

Foothill College

Existing Conditions

This section documents the analyses of existing conditions that shape the use of the Foothill College campus. The analyses are based on observations and information gathered during campus tours, interviews with faculty, staff, and students, and discussions with the Foothill College Facilities Master Plan Task Force.

The graphic and narrative descriptions focus on the following:

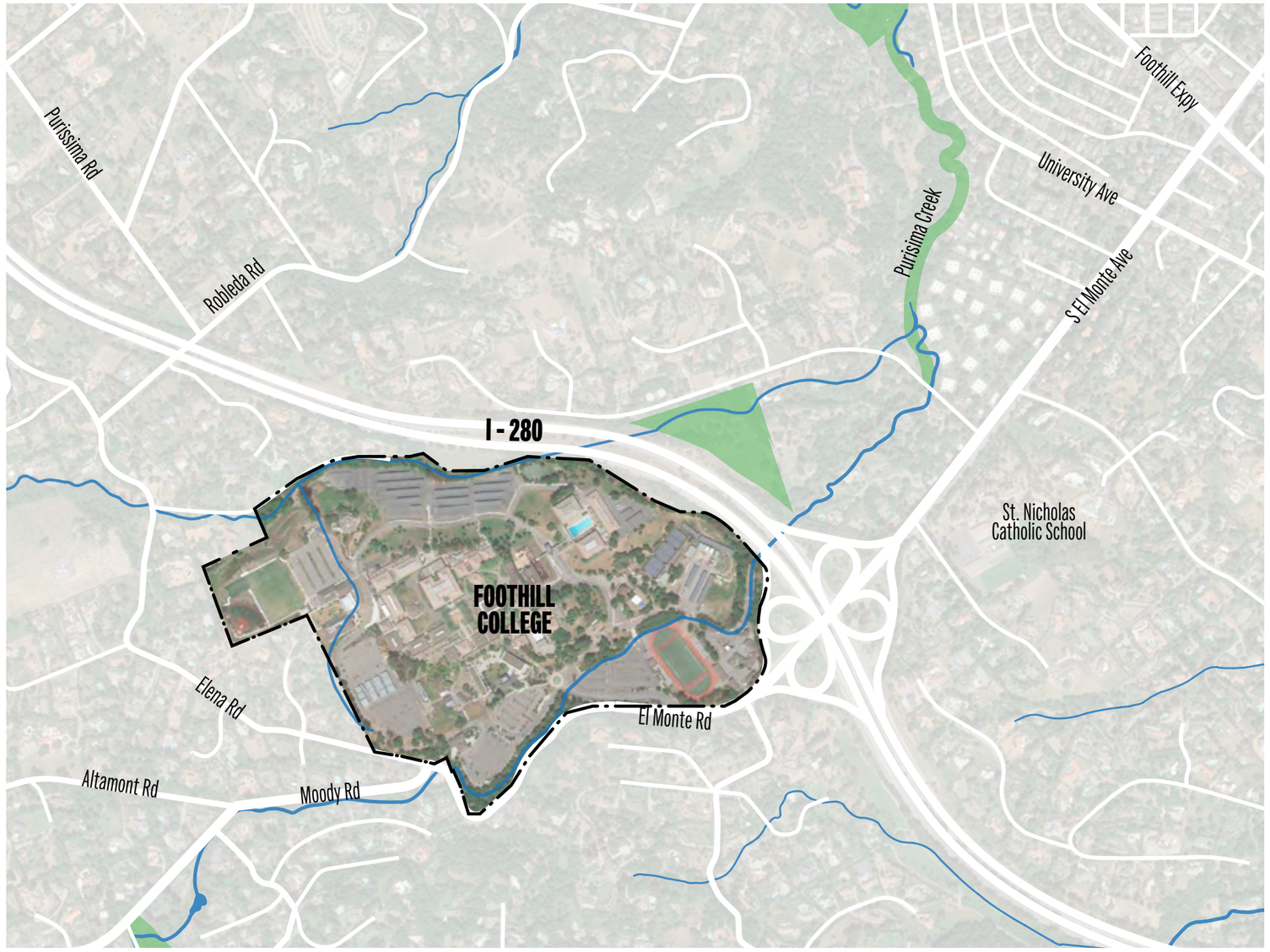
- Campus Context
- Campus Access
- Existing Facilities
- Development History
- Zoning
- Topography
- Pedestrian Circulation
- Vehicular Circulation and Parking

Campus Context

Originally designed in the early 1960's, the college has been honored for its innovative design. The campus includes 122 acres of land across a series of elevations connected with hillside paths.







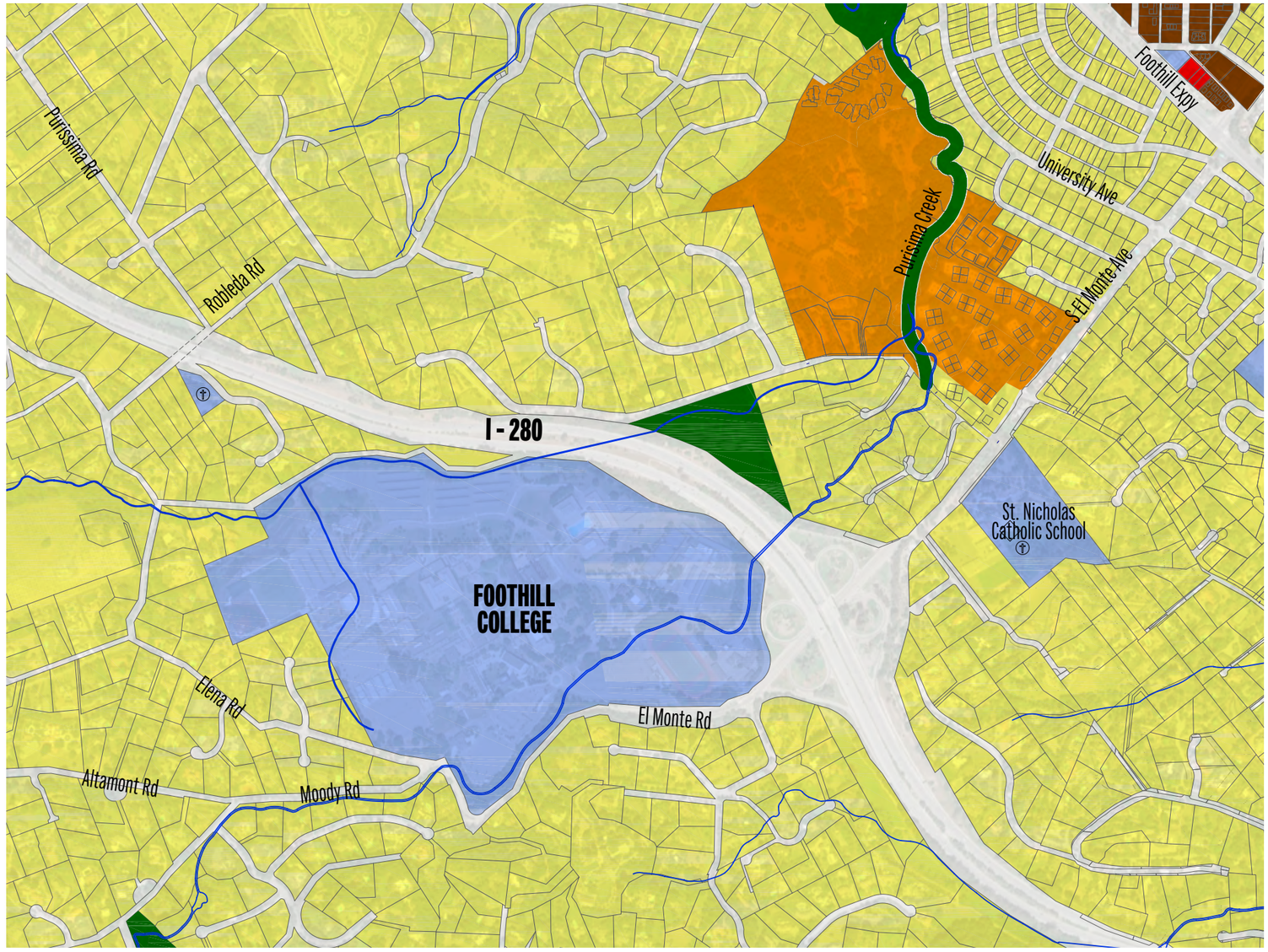
Campus Context

LAND USE ADJACENCIES

The campus is surrounded by low-density, large-lot residential neighborhoods and is two miles south of downtown Los Altos.







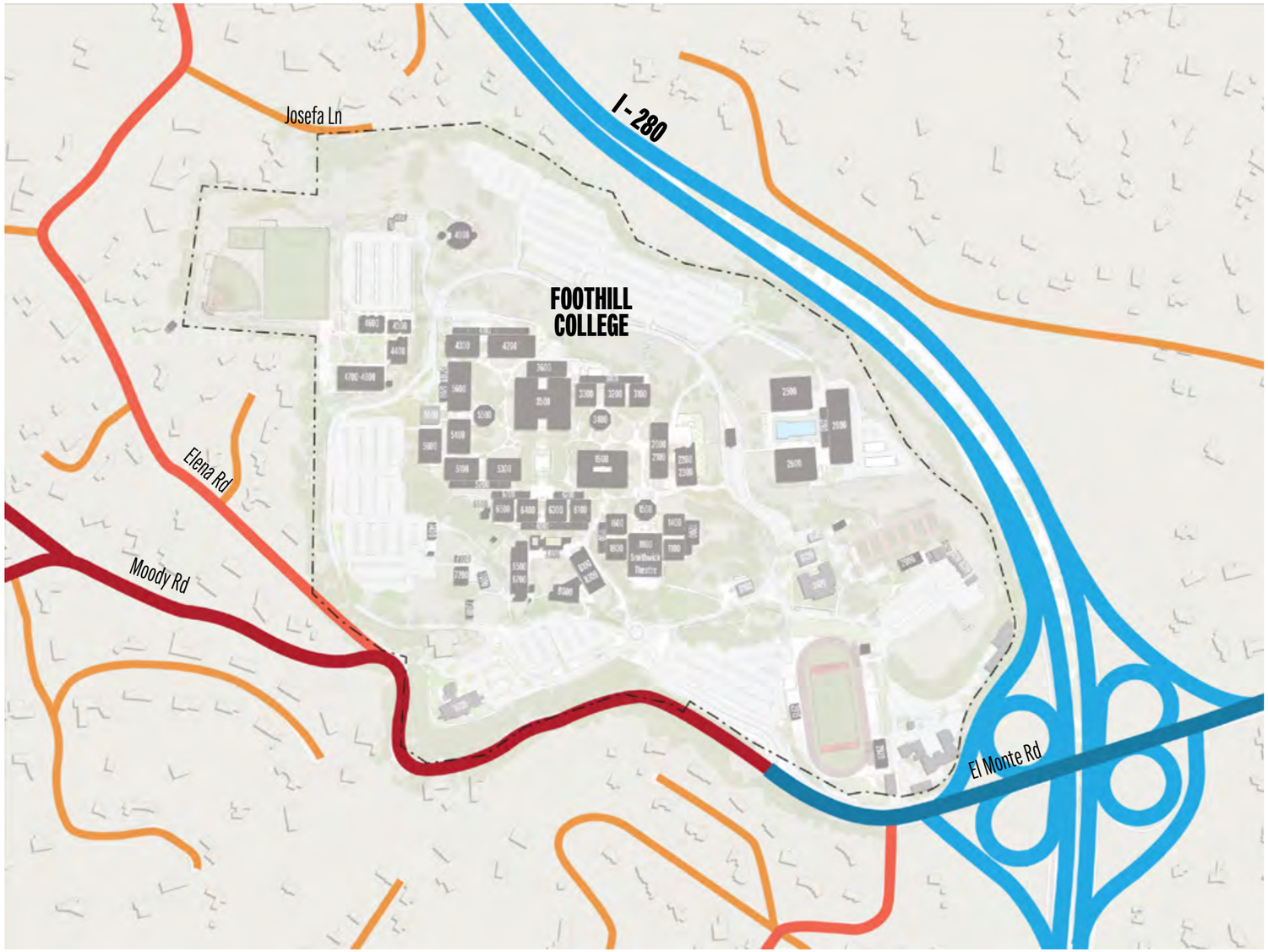
Campus Access

VEHICULAR ACCESS

Main access to the Foothill College campus is via I-280 and El Monte Road. Other roads in the vicinity are much smaller in scale. A secondary entrance on Moody Road offers additional egress.





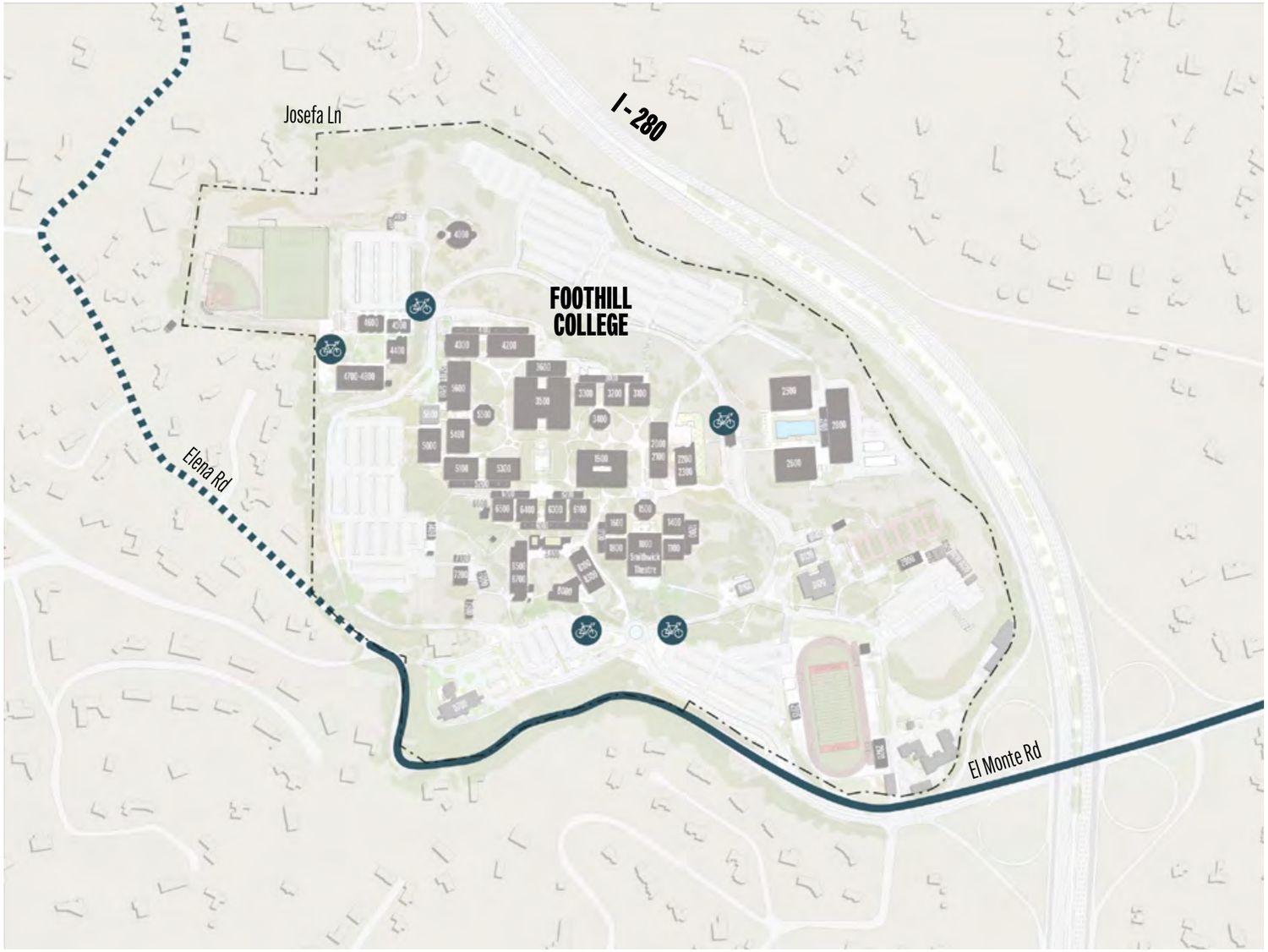


Campus Access

BICYCLE ACCESS

The campus is connected to regional and local bikeway systems that are accessible to the public. Bicycle access to campus is from westbound El Monte Road, south of the stadium into Lot 1 (shown in image below). Once on campus, there are multiple locations for bike parking, although there are no designated bike lanes or paths.





Campus Access

PUBLIC TRANSIT ACCESS

The campus is served by two VTA bus routes–40 and 52. Both bus routes include three on-campus stops.



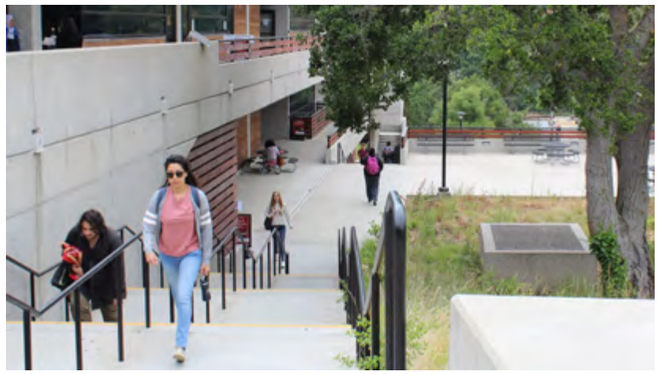




Existing Facilities

Foothill College, originally designed by renowned architect Ernest Kump and landscape architects Sasaki Walker and Associates, received the top American Institute of Architects (AIA) Honor Award in 1962. In 1980, the campus received a special commendation from the AIA for “excellence in design that has stood the test of time.”

Currently, Foothill College has 63 buildings with a total gross square footage of 623,670. In addition, there are 24 buildings used by the Foothill-De Anza Community College District, totaling 118,329 GSF. (Source: FUSION)













Existing Facilities

COLLEGE BUILDING
DISTRICT BUILDING



Development History

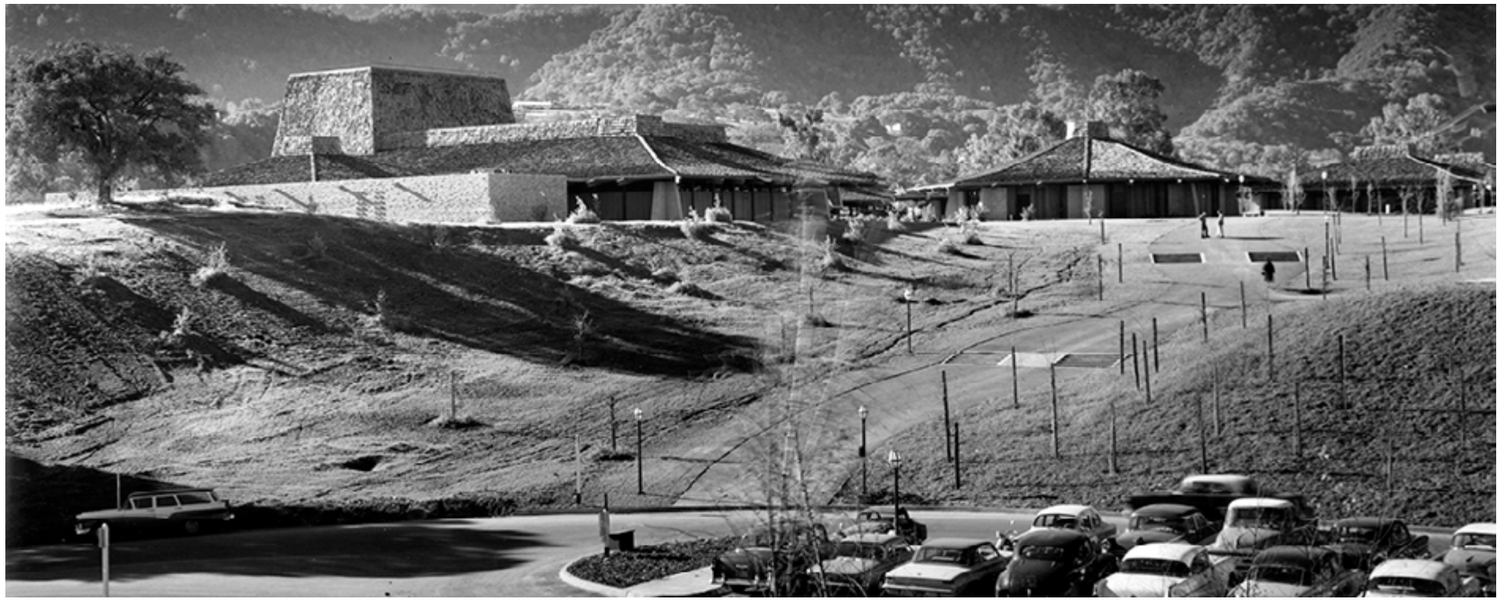
1900s–1950s
Foothill-De Anza Community College District acquired the Lohman and Griffin estates in 1961, which included two houses (the Lohman and Griffin residences), carriage house, barn, and gazebo, all built before 1960.

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

1970s–1990s
During this period, small facilities were built to house support programs, including construction of the Japanese Cultural Center. In 1999, Foothill College embarked on an important period of renewal, modernization, and expansion of its physical environment. In that year, voters approved a $248 million bond (Measure E) to finance construction and maintenance of campus facilities in the district.

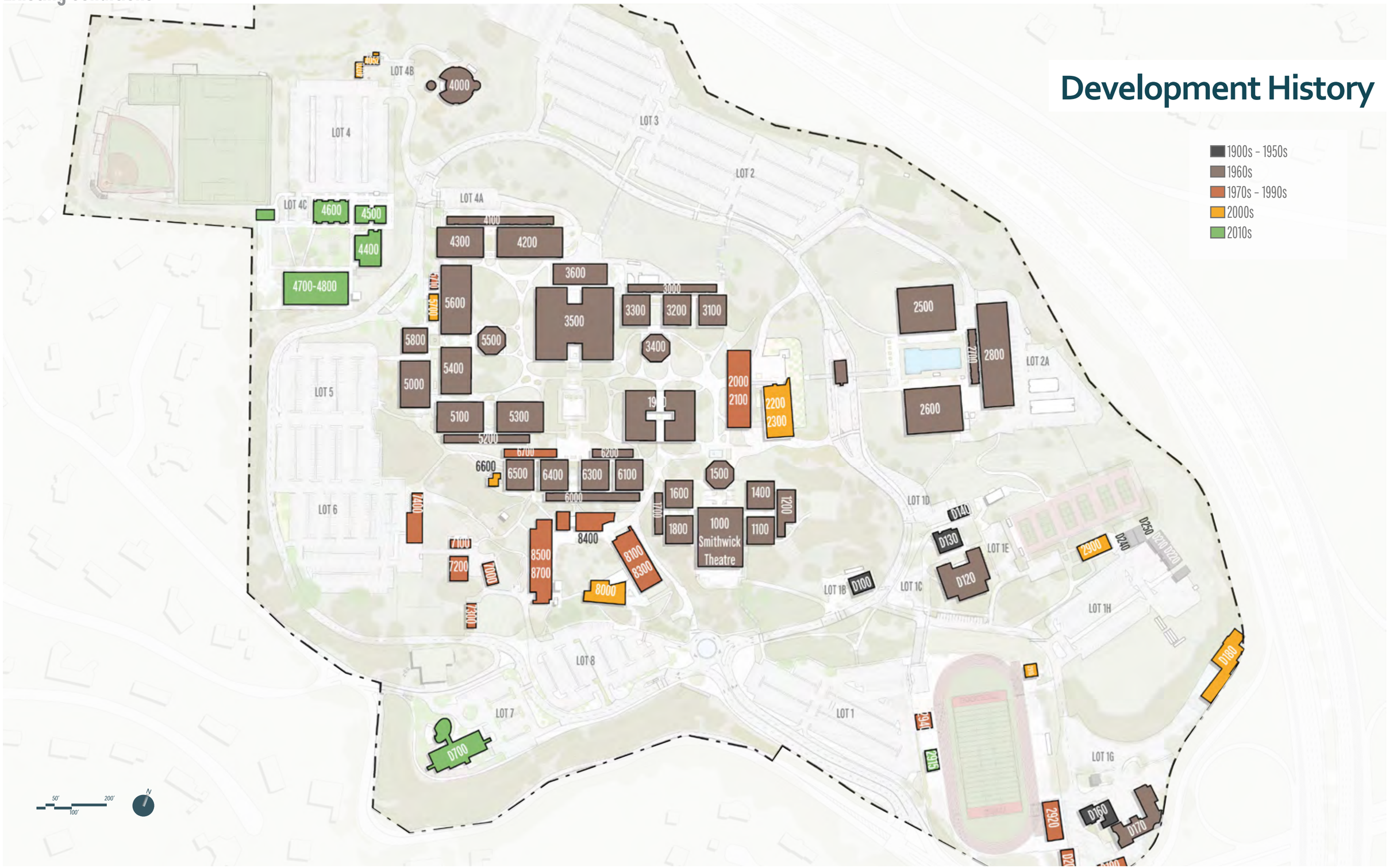
2000s
In the 2000s, Foothill College had a major expansion to meet the needs of its fast-growing student population. In 2006, voters approved a $490.8 million bond (Measure C) to improve facilities at both colleges and to acquire property for an education center. The new Campus Center, Lower Campus Complex, Central Plant, and Temporary Village were built as a result.

2010s
The Physical Sciences and Engineering Center (PSEC) opened in 2012, and the new District Office opened on the campus in 2020.





Development History



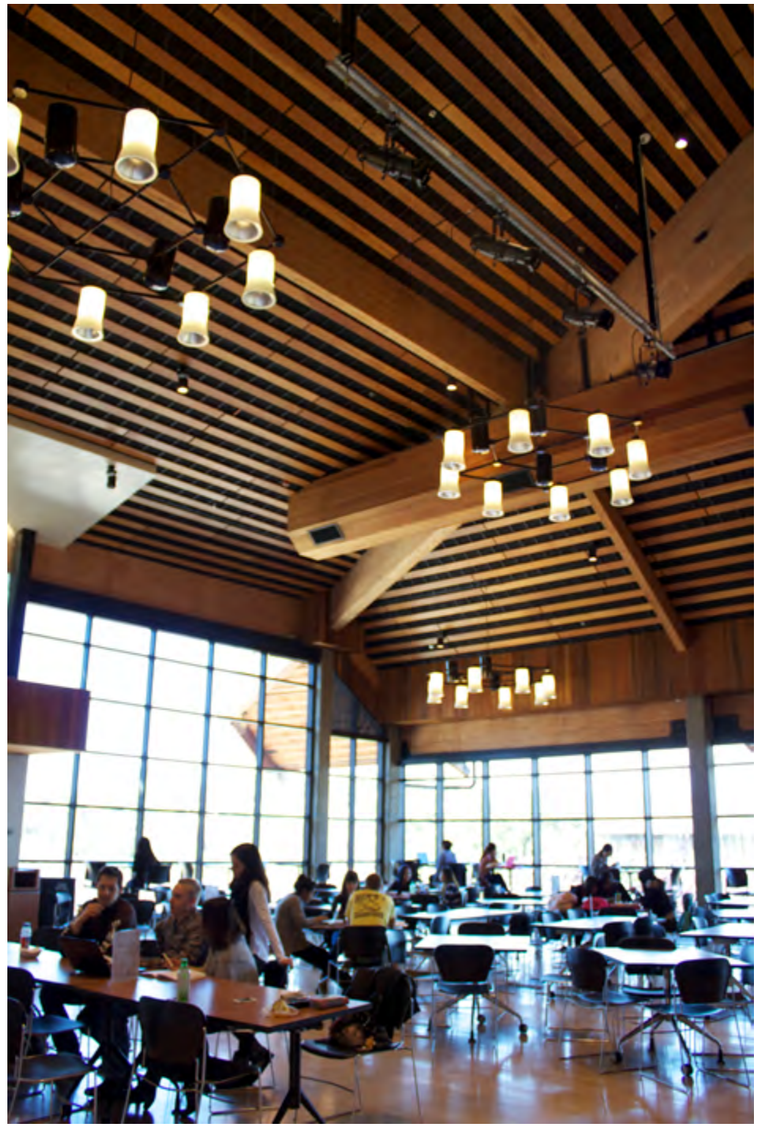
Campus Zoning

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. Supplemental instruction and tutorial support programs are located throughout campus at various locations, including the Teaching & Learning Center (Building 3600). Food service is dispersed throughout the campus.

Instructional programs are clustered by program: Physical Sciences, Mathematics & 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, Biological & Health Sciences, and Business & Social 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.





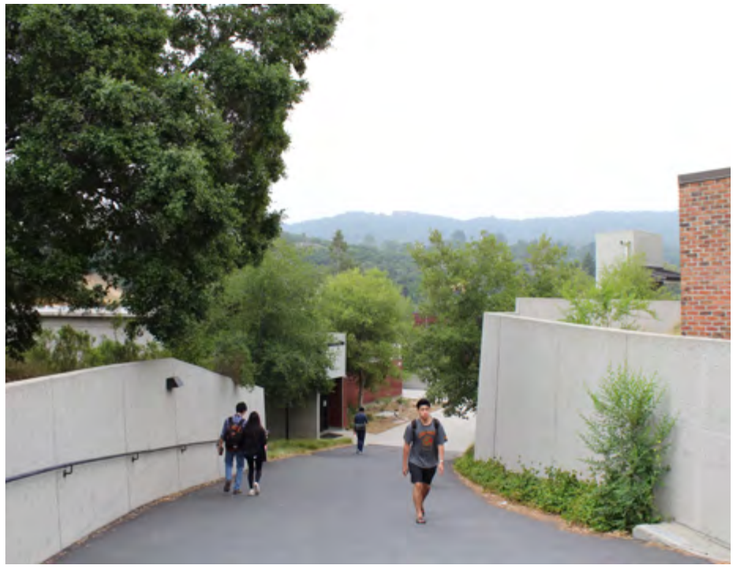


Campus Zoning

- INSTRUCTIONAL
- STUDENT SERVICE
- LIBRARY / STUDY
- ADMINISTRATION
- UTILITY
- KINESIOLOGY / ATHLETIC
- FOOD / COFFEE
- OTHER
- DISTRICT USE

Campus Topography

Built on a hill, the campus has dramatic changes in elevation. Most campus buildings are located on the upper campus and are connected to the lower campus complex mainly by stairs and ramps. The campus topography contributes to the unique character and beauty of the campus, but also creates many challenges, including a disjointed campus experience for staff and students with natural barriers that make it difficult to travel between parts of the campus.











Campus Topography



Pedestrian Access

Pedestrian access is largely defined in response to the campus topography, with main entries from parking areas typically requiring navigation up ramps or stairs. Two specific areas are in need of upgrades to improve the accessible path of travel:

- The path from the lower campus through Parking Lot 8 to the District Offices
- The path from Parking Lot 5 up to the 5000 and 5100 building





Pedestrian Access

- PEDESTRIAN ACCESS -PRIMARY
- PEDESTRIAN ACCESS -SECONDARY
- PRIMARY ENTRY
- SECONDARY ENTRY

Vehicular Circulation & Parking

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

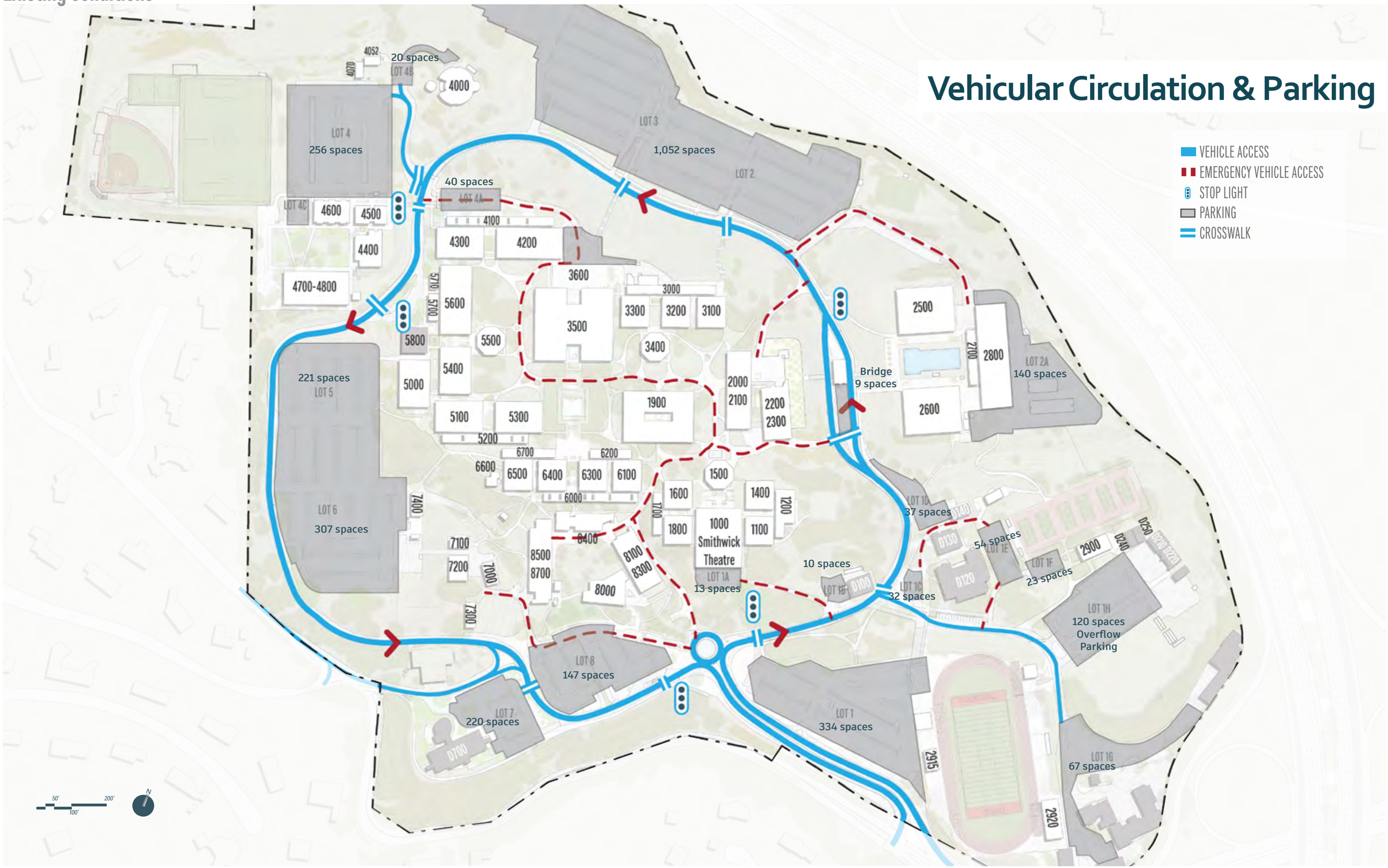
Vehicular circulation on campus is via a one-way loop. Nine pedestrian crossings intersect this loop. All pedestrian crossings have a flashing system, and four of them are signalized crossings. However, blind curves and speeding vehicles add to a perception of unsafe conditions for pedestrians crossing the loop road.

Public transit includes three bus drop-off areas on campus: at the base of the footbridge, near the Physical Sciences and Engineering Center (PSEC), and in Lot 8.





Vehicular Circulation & Parking





FOOTHILL COLLEGE

Foothill College

Data Analysis

A combination of quantitative and qualitative data analysis informed the Facilities Master Plan recommendations. The data analysis included a detailed space inventory based on enrollment forecasts, an online survey of students, staff, faculty and administrators, and facilitated student focus groups.

A summary of each study is included in this chapter, including main themes for each area of analysis:

- Space Analysis
- Online Survey
- Student Focus Groups

Space Analysis

ENROLLMENT FORECAST

The Long-Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and project enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for Foothill-De Anza Community College District using an average anticipated growth factor.

The base year used for this analysis is the fall 2019 (the most recent complete year of data available at the start of this planning process), and the long-range forecast is for fall 2030.

SPACE INVENTORY

The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the CCCCO, and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

The Space Inventory contains data about every building and room per state guidelines for space code, space type and assignable square footage (ASF).

YEAR	FALL ENROLLMENT	WSCH
2019	10,429	140,361
2030	12,530	180,284

Enrollment projections and WSCH projections are extrapolated using FUSION data for 2019 and 2025 for both the Foothill main campus and Sunnyvale Center.

Room Use	Lecture	Lab	Office	Library	Instructional Media	Other
Numbers	100s	200s	300s	400s	530s	520, 540–800s
Description	**Classrooms** Support Spaces	**Labs** Support Spaces	**Offices** Support Spaces All offices including Administrative and Student Services	**Library** Study Tutorial Support Spaces	**AV/TV** Technology Support Spaces	PE Assembly Food Service Lounge Bookstore Meeting Rooms Data Processing Physical Plant Health Services

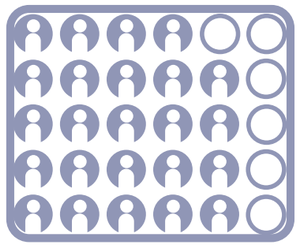
Space Analysis

CAPACITY LOAD RATIOS

- The capacity/load ratio is the measure of the space utilization efficiency according to California Code of Regulations, Title 5 standards
- The ratio compares existing space (capacity) to enrollment levels (load)
- A ratio of over 100% indicates that there is additional available capacity; a ratio of under 100% indicates a need for additional space to support enrollment (see illustrations below)
- Assumed utilization for classrooms is 53 hours per week; utilization for labs varies per discipline
- Capacity/load ratios are rolled up and measured as an aggregate by room-use category for each campus



# of seats = # of students
100% capacity/load



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



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

PROJECTED SPACE NEEDS

The Facilities Master Plan Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:

The 2020 Space Inventory was adjusted to reflect the removal of buildings identified by the college. The space from these facilities were subtracted from the 2020 Space Inventory column (A) and reflected in the Adjusted Inventory column (B),

Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space forecast in ASF listed as the FMP Program column (C). The Adjusted Inventory (B) was subtracted from the FMP Program column (C) to result in the Difference column (C-B). The FMP Space Program provides the basis for developing long term recommendations for facilities.

Space Analysis

FMP SPACE PROGRAM

	A	B	C	C-B
Space Category	2020 Space Inventory (ASF)	Adjusted Inventory (ASF)	FMP Space Program (ASF)	Difference (ASF)
Lecture & Lab	205,012	205,012	203,288	- 1,725
Office	73,459	73,459	60,095	- 13,364
Library/Study	31,838	31,838	33,636	1,798
Instructional Media	3,050	3,050	12,060	9,010
Other	129,978	129,978	110,822	- 19,156

Foothill WSCH space analysis includes data from Foothill main campus and from Sunnyvale Center. This space analysis includes online course data.

CONCLUSIONS

- The FMP Space Program indicates a need for additional library/study and instructional media space to support the projected program needs.
- Lecture, lab, office, and other (PE, assembly, etc.) space categories indicate an excess of space and could be adjusted with renovations and re-purposing of spaces.

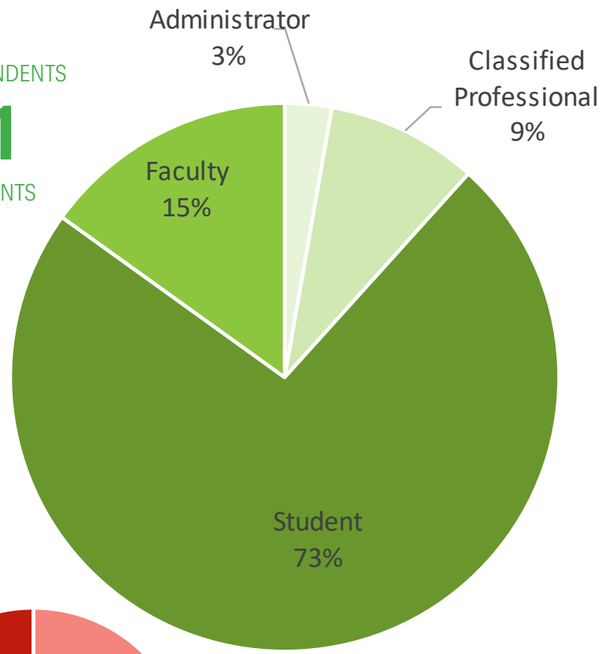
Online Survey

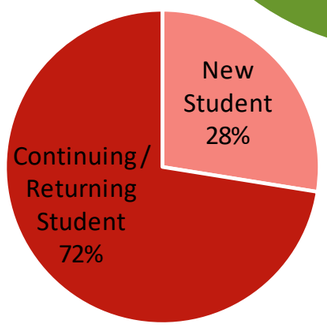
PARTICIPATION

The Foothill College Survey was distributed to students, faculty, classified professionals, and administrators. Survey results for the different groups are represented in different colors, as shown in the legend below.

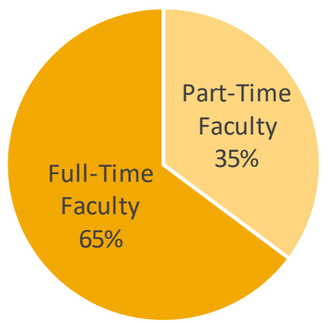


TOTAL RESPONDENTS
471
RESPONDENTS



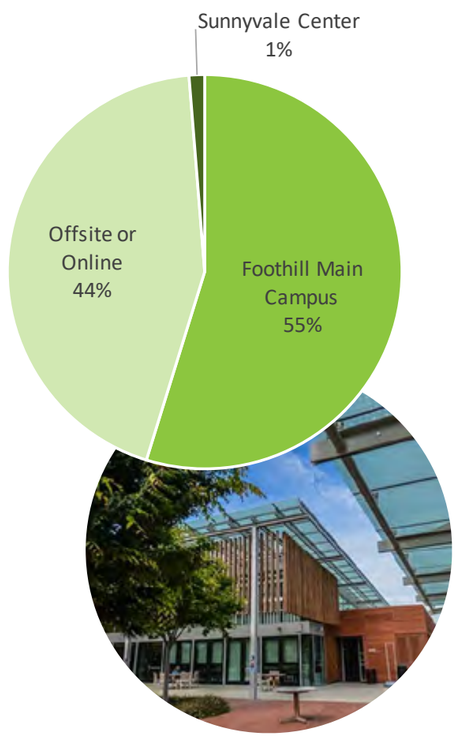


TOTAL RESPONDENTS
345
RESPONDENTS



EMPLOYEE STATUS
126
RESPONDENTS

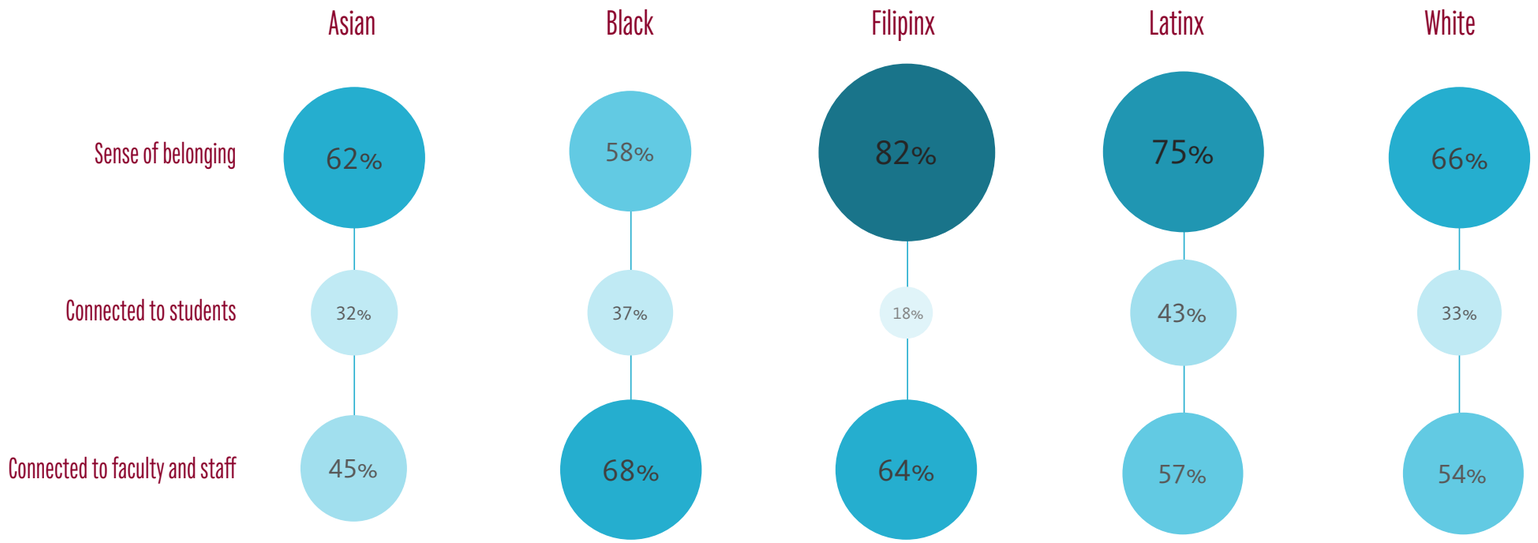
TIME SPENT AT EACH LOCATION



Online Survey

Most students feel a sense of belonging at Foothill College. While the majority of students feel connected to faculty and staff, they feel far less connected to other students. When comparing by race/ethnicity across these three categories, Latinx students feel most connected and Asian students feel least connected.

STUDENT CONNECTION COMPARISON BY RACE/ETHNICITY



Students were asked how they expect to spend time on campus outside of class, once they return to campus. The top four responses are shown here.

HOW STUDENTS SPEND TIME OUTSIDE OF CLASS

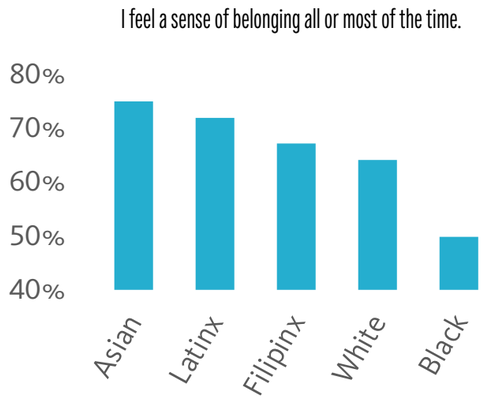


Online Survey

The majority of employees feel a sense of belonging at Foothill College. Employee sense of belonging differs based on race/ethnicity and based on length of employment.

EMPLOYEE SENSE OF BELONGING

By Race / Ethnicity



By Length of Employment

Greatest sense of belonging:

Those who worked at Foothill five years or less

Least sense of belonging:

Those who worked at Foothill six years or more

Considering the development of the Facilities Master Plan, all survey participants were asked to rate the top areas that the college should focus on. The top four responses are shown here.

FOOTHILL COLLEGE FOCUS AREAS



Student Focus Groups

Three student focus groups were facilitated virtually on Feb. 4, 9, and 11, with a total **15 students** participating. The focus groups expanded upon the research conducted with the survey to include additional student voices in the planning process and hear stories of individual experiences to inform the master plan.

The groups discussed favorite places on campus to study and socialize in addition to identify those places that encouraged and discouraged a sense of belonging. We also discussed opportunities for the master plan to improve the student experience.



TYPES OF SPACES STUDENTS WOULD LIKE TO SEE DEVELOPED ON CAMPUS TO SUPPORT THEIR SUCCESS

Many responses reflect the shift in learning that has taken place during the pandemic, with a focus on virtual learning, outdoor study, and a greater variety of on-campus study options. Additional comments focused on equity issues around gender neutral restrooms and improved paths of travel. Finally, the focus group that included Dental Hygiene and Dental Assisting Program students voiced desires for additional facilities for those programs to increase effectiveness of educational services delivery.

More Virtual Learning Capabilities
(WiFi, Printing, Tech)

More Outdoor Study Options
(Expand Quad seating and shade)

Gender Neutral Restrooms

More Variety of Quiet Study Options
(Library is too small and too quiet)

Dental Hygiene / Dental Assisting
(Patient Access + Additional Clinic Space)

Easier Parking Access for Mobility Impaired

Student Focus Groups

FAVORITE PLACES ON CAMPUS TO STUDY



Library
- Quiet Room (No Talking)
- Computers
- Study Rooms (want more reservable)

STEM Center
- Quiet Space

Outside
- Entryway to Cafeteria
- Outside Library
- Anywhere with an outlet

Cafeteria
- Single Tables

*NOTE: Darker color indicates a greater number of mentions.

FAVORITE PLACES ON CAMPUS TO SOCIALIZE



Campus Center / Quad
- Activity / Welcoming
- Central Location

Food Areas (Cafeteria / KJs)
- Active Areas
- Go there with friends

Departmental Classroom
- Dental Hygiene Students
- Comfortable There

Outoutdoor Areas
- Outdoor gardens
- Entryway to Cafeteria
- Outside Library
- Campus Center Plaza Near Bridge

*NOTE: Darker color indicates a greater number of mentions.

Student Focus Groups

PLACES ON CAMPUS WHERE YOU FEEL A SENSE OF BELONGING

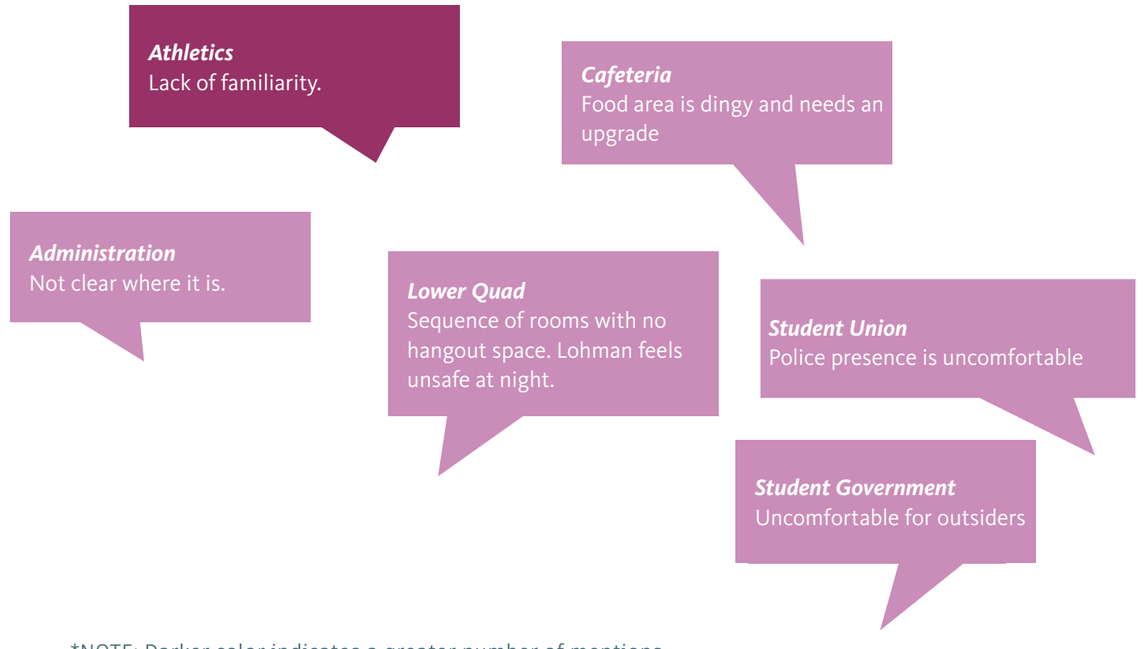
Participants shared that they felt a sense of belonging on parts of the campus that they are familiar with and frequent often. The main social areas on campus, including the Campus Center, Cafeteria, and Quad play an important role in promoting this sense of belonging.



*NOTE: Darker color indicates a greater number of mentions.

PLACES ON CAMPUS WHERE YOU DO NOT FEEL WELCOMED / UNCOMFORTABLE

For the most part, participants expressed discomfort in areas where they had previously had a negative experience or felt a lack of safety. The athletics area was an exception, with a lack of familiarity and interaction due to its geographic location away from the campus core as the reason.



*NOTE: Darker color indicates a greater number of mentions.



FOOTHILL COLLEGE

Foothill College

Recommendations

The Facilities Master Plan recommendations present an overall picture of the proposed development that is designed to support Foothill College's vision and goals. The recommendations meet the needs of the projected enrollment and program forecasts, and are a translation of the Educational Master Plan into campus facilities.

The recommendations for the future development of the campus are described in this chapter and grouped into a series of sections:

- Facilities Planning Principles
- Development Concepts
- Facilities Master Plan
- Project Descriptions

Facilities Planning Principles

The 2021 Foothill College Facilities Master Plan is an update to the 2016 FMP and an extension of the Foothill College Educational Master Plan 2016-2022.

Following the analysis of qualitative and quantitative information, a set of Facilities Planning Principles were developed to guide discussions related to site and facilities development. These principles were developed collaboratively with the FMP Task Force to align with the three goals identified in the Foothill College Educational Master Plan.

These principles led to the development of the FMP recommendations and serve as a touchstone for future campus improvements. They provide the framework for the recommendations that are articulated throughout this chapter.





GOAL A
Equity

GOAL B
Community

GOAL C
Resources

EQUITY & COMMUNITY

- Create welcoming arrival experiences
- Provide safe and universally accessible connections
- Knit campus together
- Improve navigation and wayfinding
- Enhance collaboration across the campus
- Design campus from the student's perspective
- Improve access to student services
- Develop spaces to support connections
- Prioritize well being and promote physical activity

RESOURCES

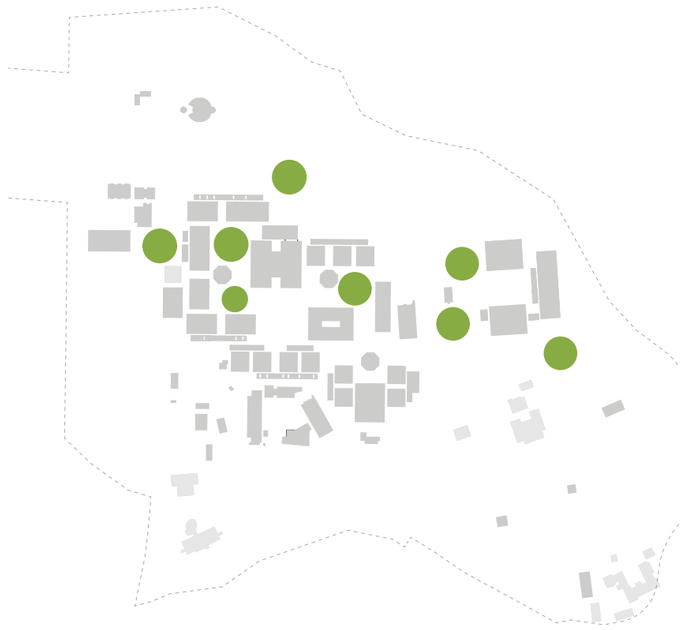
- Leverage all resources
- Repurpose underutilized areas
- Right size facilities to support needs
- Develop spaces to support both in person and online
- Develop flexible spaces to serve multiple uses
- Improve functional zoning and operational efficiencies
- Position Foothill College to maximize state and local funding opportunities

Development Concepts



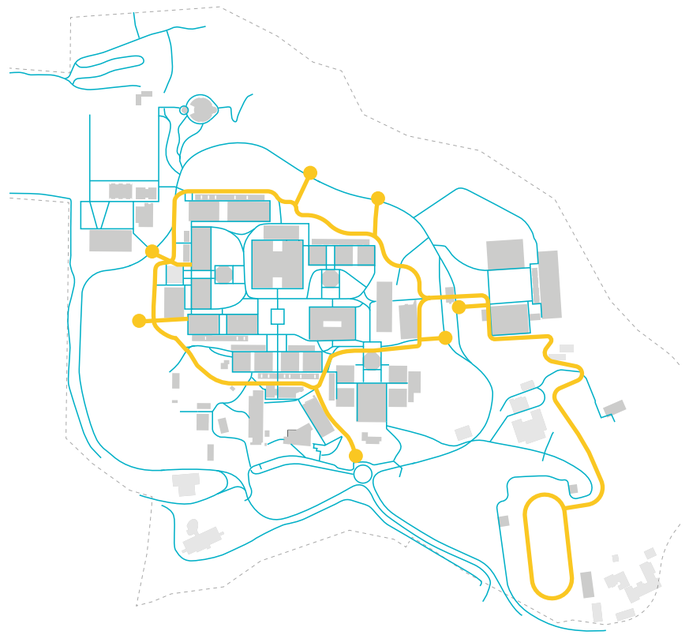
ENHANCE ARRIVAL EXPERIENCES

Development at key points along the campus loop, including the arrival circle, creates a more continuous entry experience that improves wayfinding.



CELEBRATE OPEN SPACES

Further development of the campus' already successful open spaces helps connect the campus to create a better on-campus student experience and increase connectivity.



KNIT THE CAMPUS TOGETHER

Strengthening connections between the campus zones, including development of better accessible paths at key areas, helps to bridge the divisions created by the challenging campus topography.

Facilities Master Plan

EXISTING FACILITIES
PROPOSED NEW FACILITIES
RENOVATION/CHANGE OF USE

4052
4000
4600
4500
4400
4700-4800
4100
4300
4200
3600
3000
3300
3200
3100
5600
3500
5800
5500
3400
5400
5000
2500
2800
2700
2600
2000
2100
2200
2300
1900
5100
5300
5200
6700
6200
6600
6500
6400
6300
6100
1500
1600
1400
1200
1800
1000
Smithwick
Theatre
1100
8400
7100
7200
7000
8500
8700
8100
8300
8000
7300
2900
D140
D130
D250
D210
D220
D120
D100
D700
2970
2940
2915
2920
FOOTHILL
OWLS
LOT 1A
LOT 1B
LOT 1C
LOT 1D
LOT 1E
LOT 1F
LOT 1G
LOT 1H
LOT 5
LOT 6
LOT 7
LOT 8
50'
100'
200'
N

Project Descriptions

The FMP establishes an overall picture of the future development of the campus and includes recommendations for new construction, building renovation / change of use, and site development projects. The drawings represent a conceptual layout of the future campus that highlights the location and purpose for the proposed improvements. The projects have been organized into six focus areas of the campus as outlined below.

In addition to the buildings that have been identified for renovation or change of use, many existing buildings on the campus require repairs. The facilities condition assessment, currently underway, will provide more detail on specific needed repairs and upgrades. Many campus-wide modernization and systems upgrades have been identified and are expected to be carried out in the near future, including:

- Repairs and upgrades for safety and accessibility.
- Upgrades of technology systems.
- Refreshment of finishes and furniture systems.
- Upgrades for sustainability.

A CAMPUS ENTRY

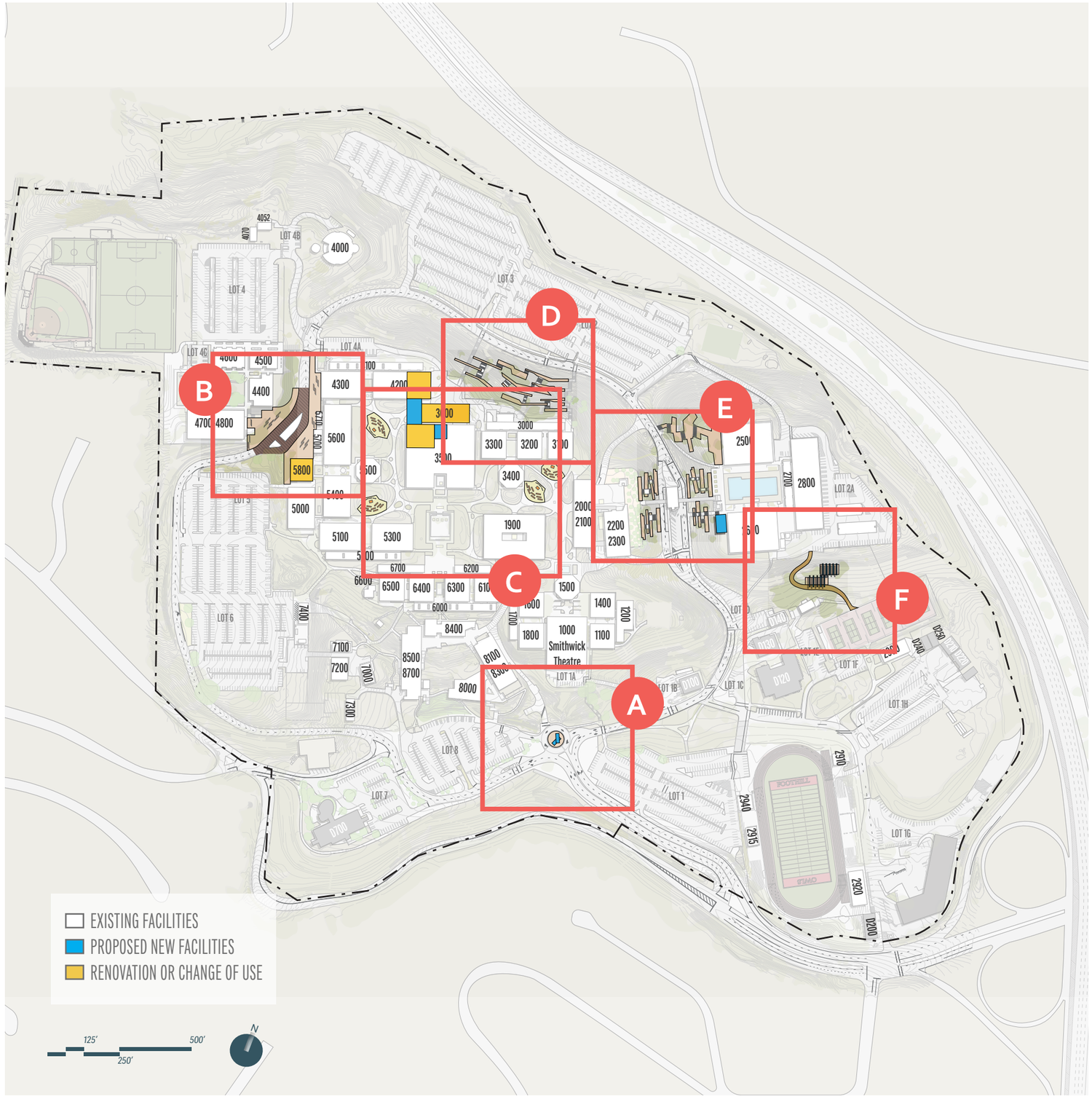
B WEST PLAZA

C CAMPUS CORE

D NORTH SLOPE

E BRIDGE PLAZA

F WELLNESS CONNECTION



A Campus Entry

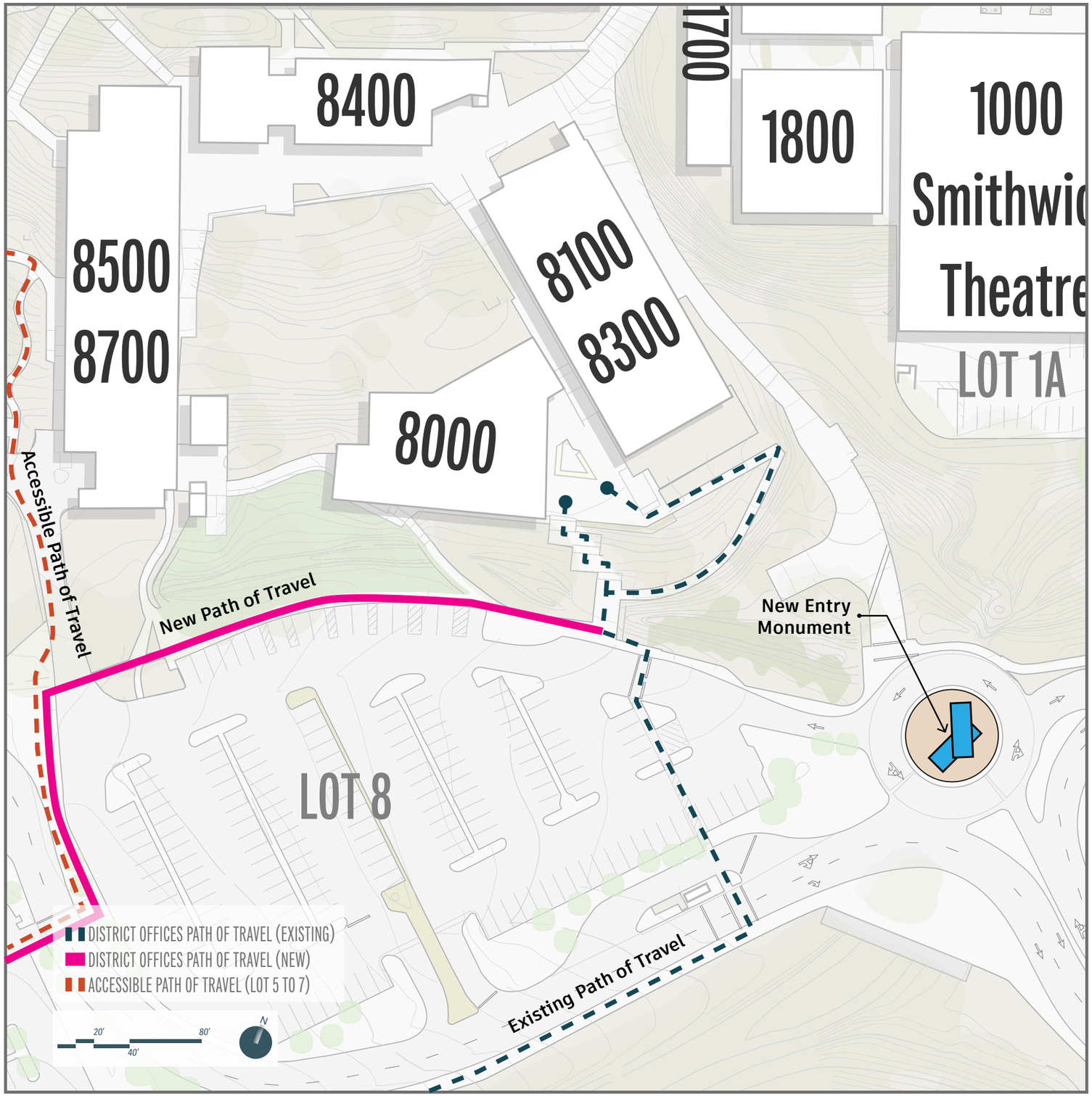
ENTRY MONUMENT
Adding an additional feature to the traffic circle at the main campus entry will enhance the campus identity while creating a welcoming arrival experience and improving navigation and wayfinding.

DISTRICT OFFICES PATH OF TRAVEL UPGRADE
The current accessible path of travel from the Lower Campus (8000 Building Complex) to the District Offices is circuitous and does not provide equal access for individuals thta are mobility impaired. Upgrading this path of travel will provide safe and universally accessible connections.









B West Plaza

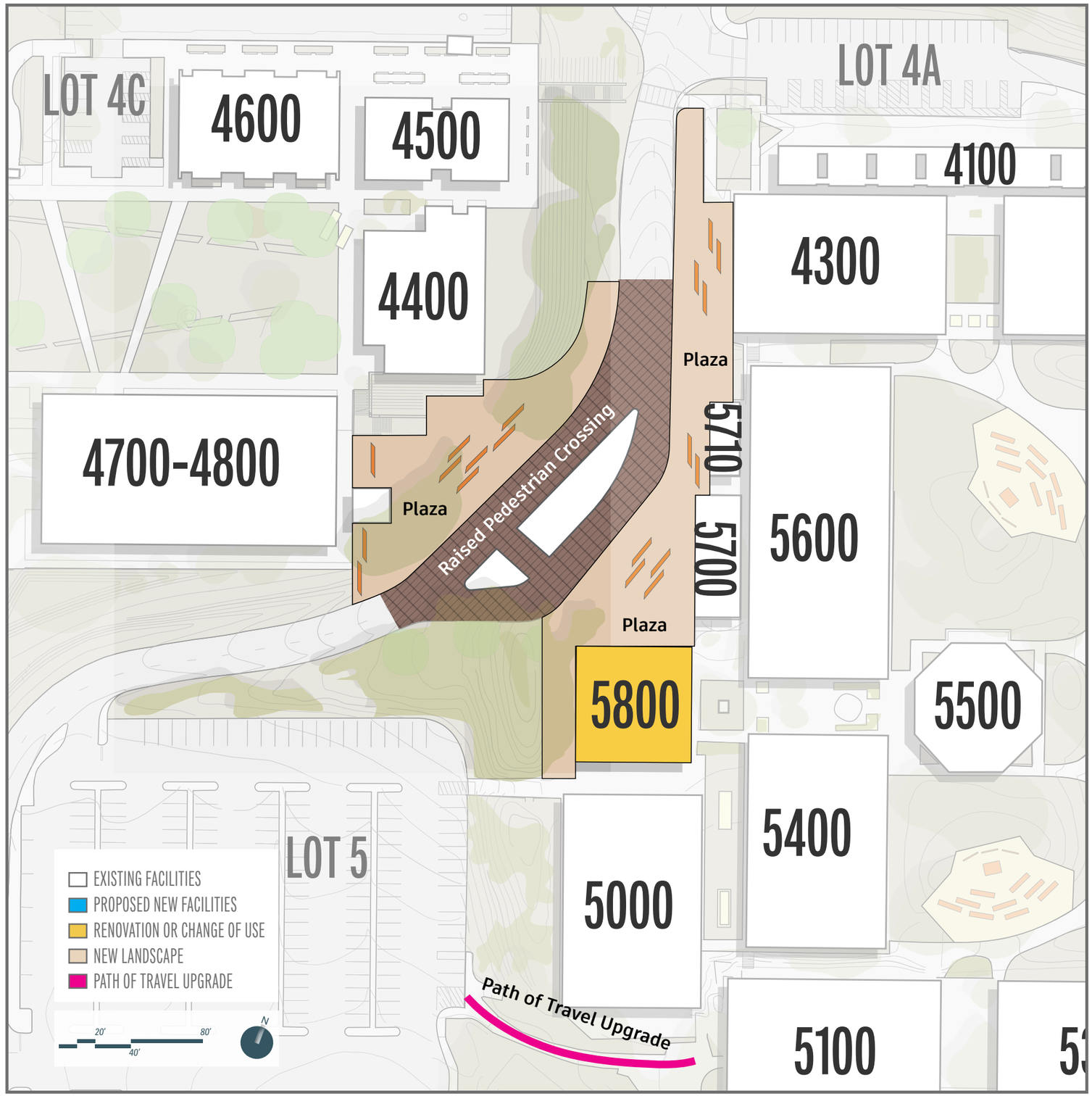
PEDESTRIAN GATEWAY
As one of the only at-grade entrances to the campus center, additional development of this plaza to be a pedestrian focused experience will be a key part of creating a welcoming pedestrian arrival experience while helping to strengthen connection to the PSEC Quad.

BUILDING 5800
Building 5800 currently houses District Educational Technology Services. If an appropriate alternative location can be found for this department, Building 5800 can be re-purposed as an important part of this pedestrian plaza and student arrival experience.

PARKING LOT 5 PATH OF TRAVEL UPGRADE
The current accessible path of travel from Parking Lot 5 to the South of Building 5000 is not accessible. Upgrading this path of travel will provide safe and universally accessible connections.







C Campus Core

OUTDOOR LEARNING AREAS

While the campus core is beautiful, it lacks opportunities for protected outdoor gathering and learning areas. By creating areas with shade/shelter, seating, and technology, students will be able to more fully engage the resources on campus while enhancing informal collaboration and connections.

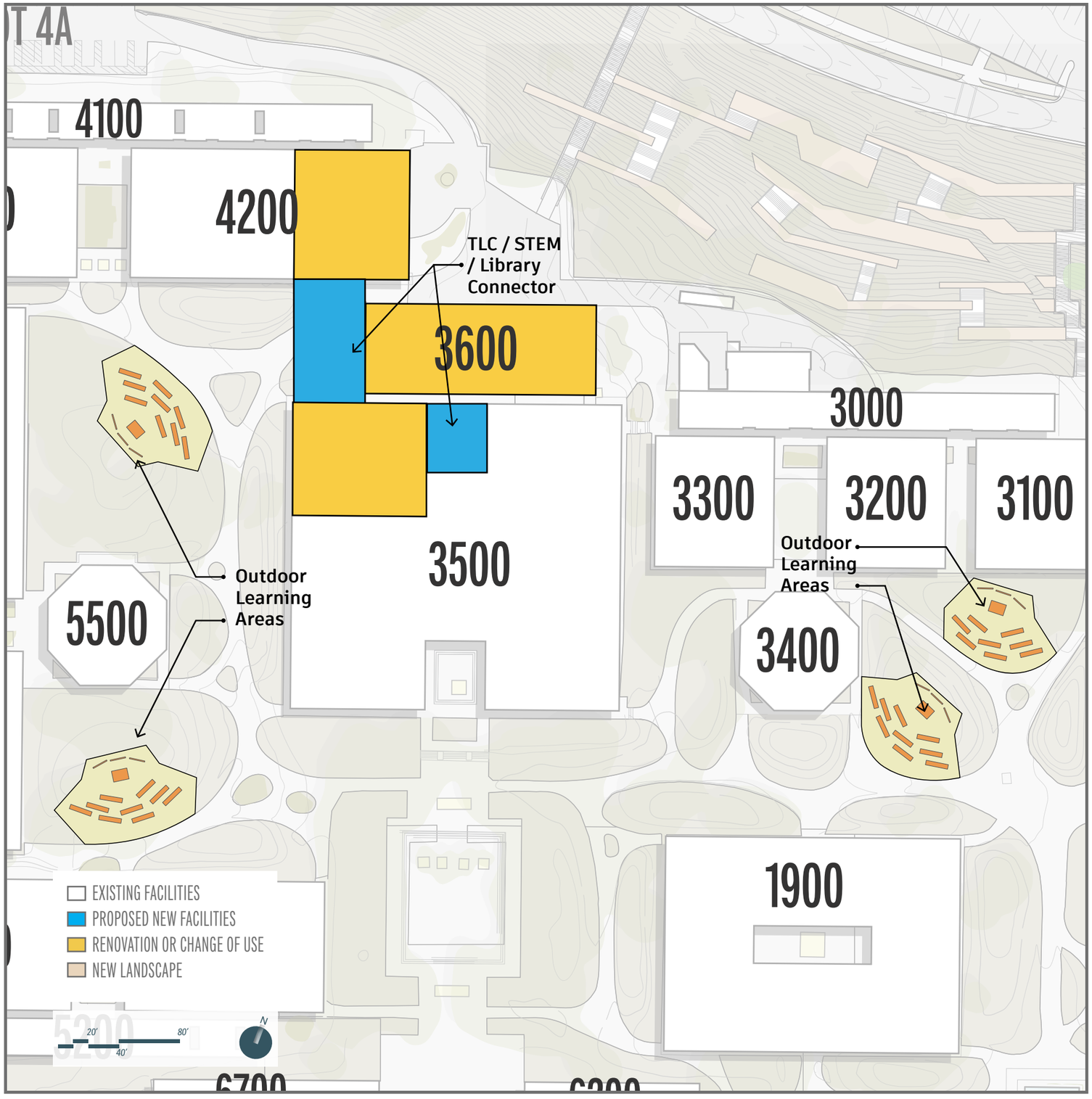
TLC / STEM / LIBRARY CONNECTOR

The Library (3500), Teaching and Learning Center (TLC / 3600), and STEM Center (4200) all provide important services for students. By linking these buildings, the College will facilitate greater collaboration between programs, leverage underutilized resources, and increase the flexibility of each facility.









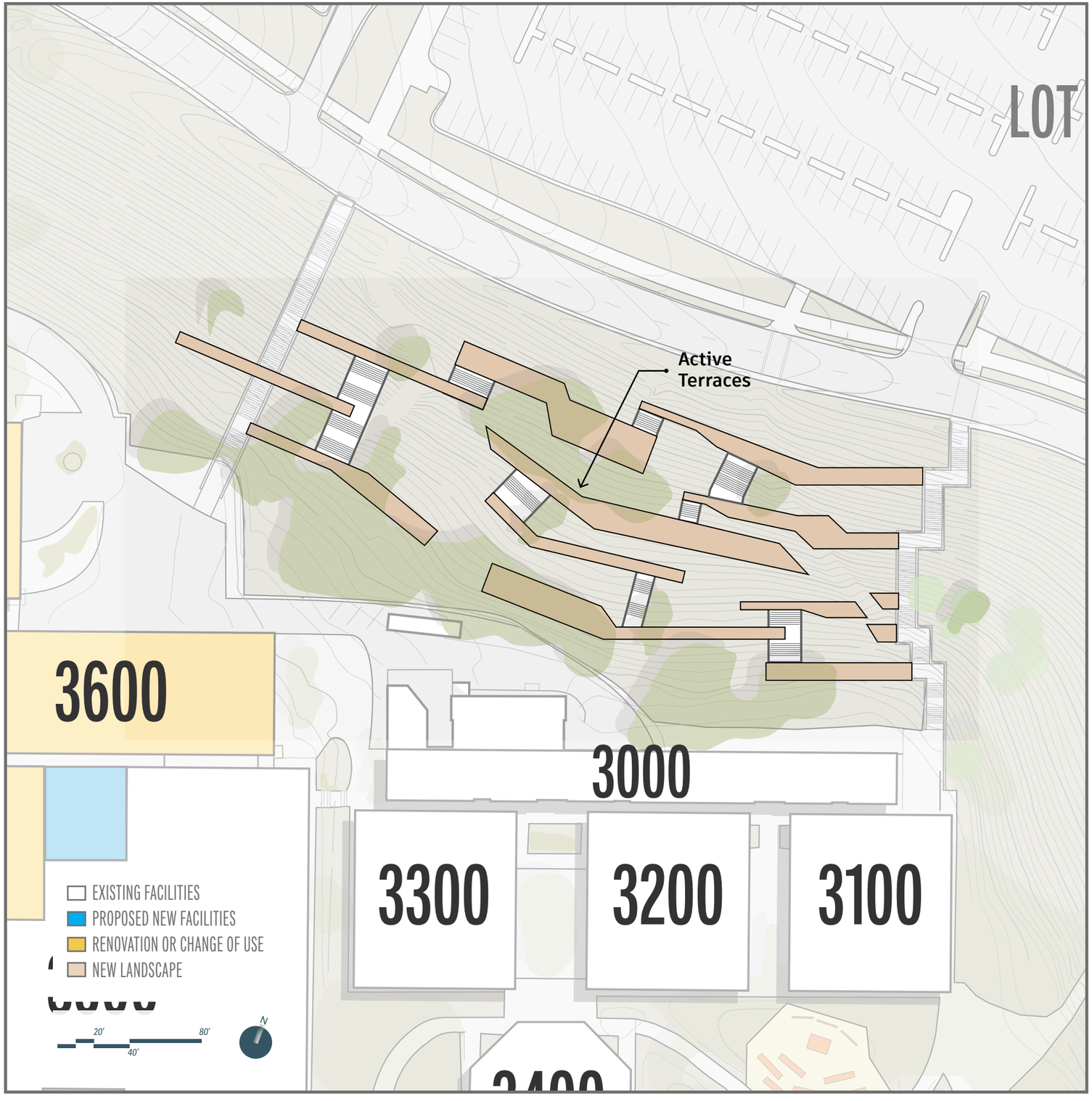
D North Slope

ACTIVE TERRACES

The topography of the campus creates mobility challenges that can make the campus feel disjointed and not equally accessible. Improvements to the North Slope are proposed to include a series of vertical transitions and activated terraces. This will improve access from Parking Lots 2 and 3 and create a more welcoming pedestrian arrival experience.







E East Plaza

SLOPE ACTIVATION

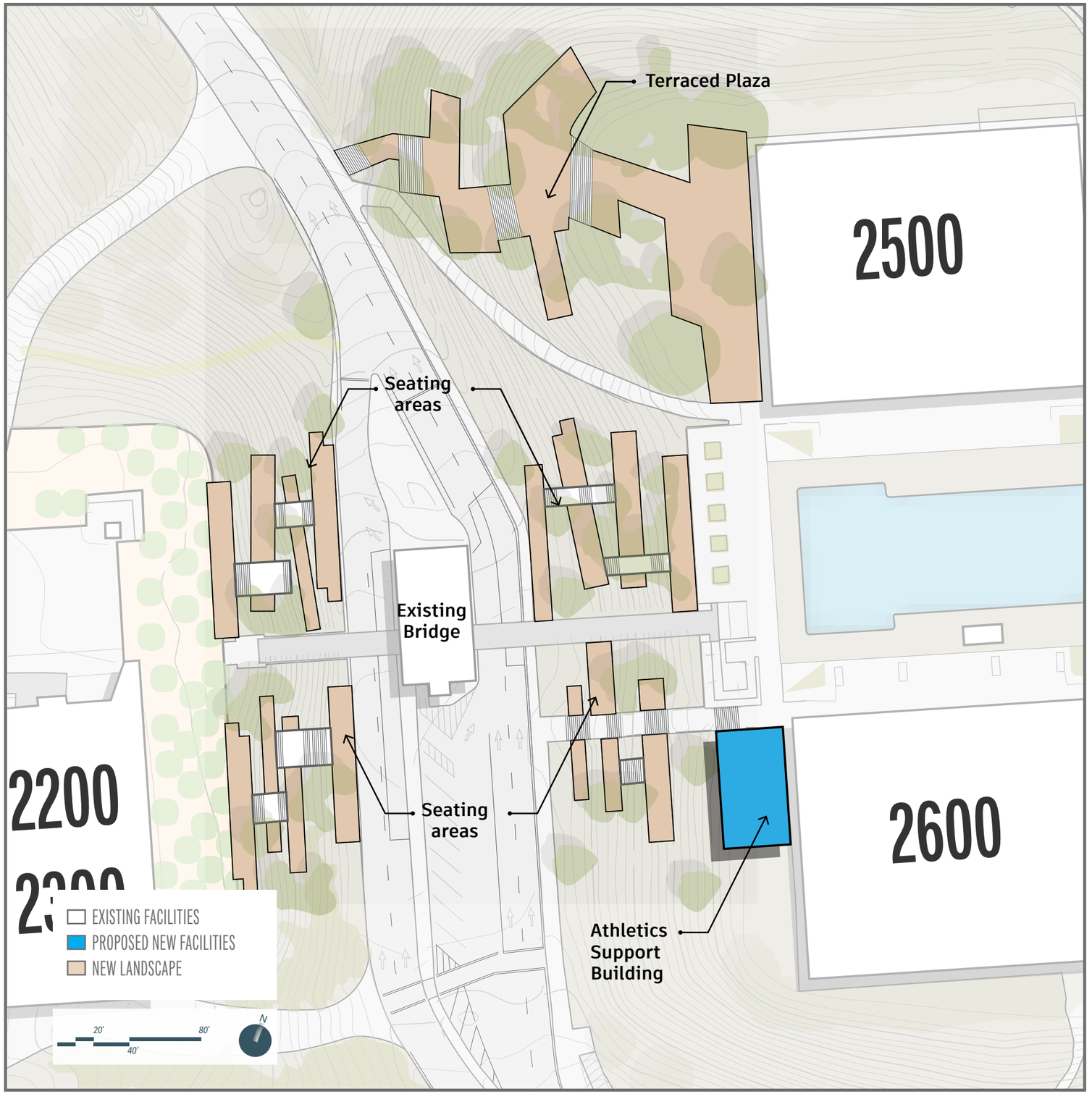
Active programs will be developed on the hillside at both sides of the athletics connector bridge slope to strengthen the connection between the campus core and the athletics area. Further reinforcing the bridge and elevator tower as part of the vehicular arrival experience, this area can support flexible program uses like food trucks and student activities.

ATHLETICS SUPPORT BUILDING

The small building to the east of the main gym (2600) will be demolished and will be replaced by a new building that faces the plaza to the west of the pool at the top of the newly activated hillside. This building will house functional services for athletics, but will also house a concession stand for athletics events open to the public. The visibility from the Campus Center Plaza will strengthen campus connections.







F Wellness Connection

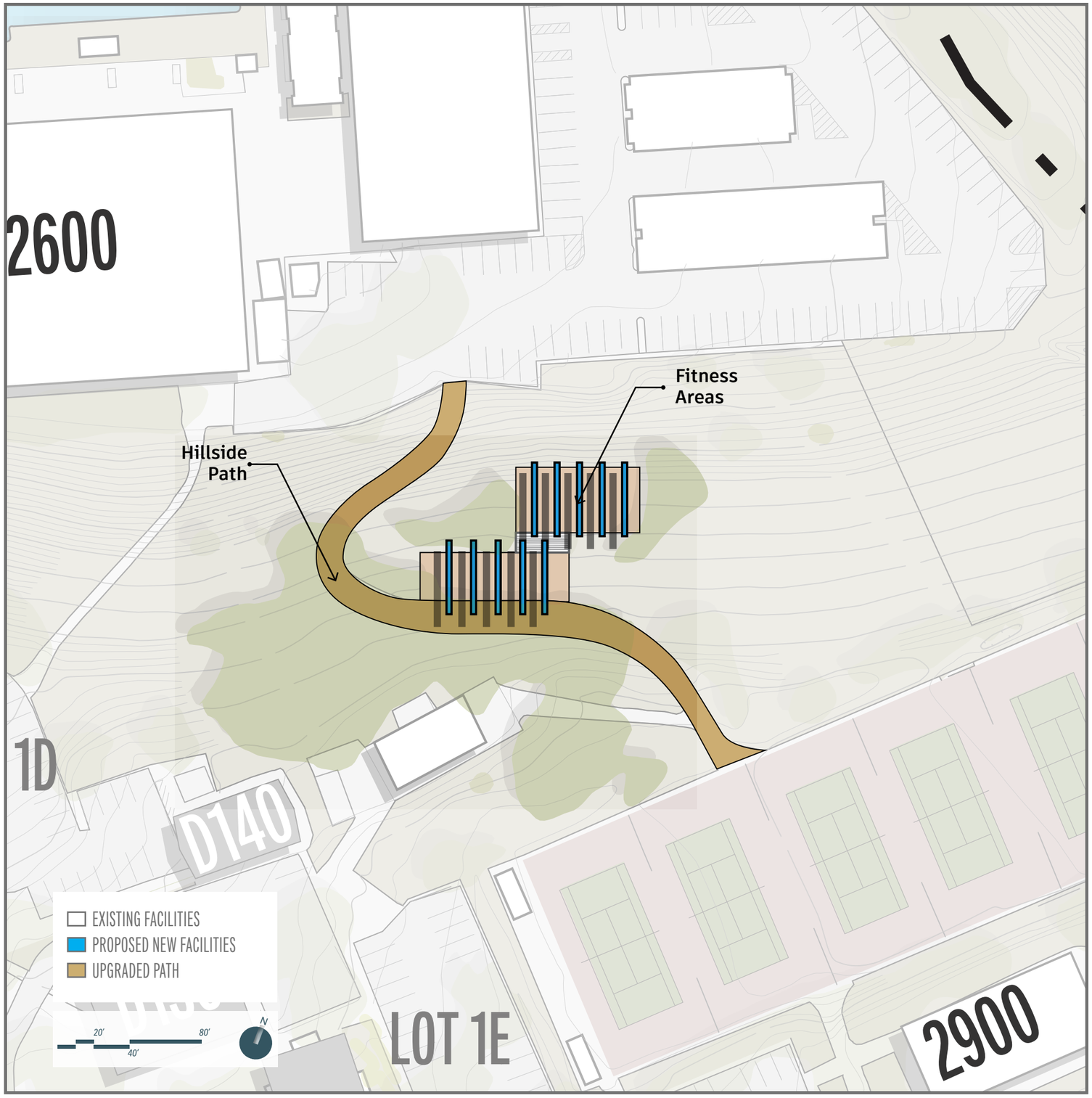
HILLSIDE PATH AND FITNESS

Building upon the outdoor collaboration area to the north of the tennis courts, this hillside path will be redeveloped to encourage circulation between the pool and other athletics areas. New development along the path will be wellness focused to provide shade and shelter while promoting physical activity.











FOOTHILL
COLLEGE

Foothill College

Sunnyvale Center

The Foothill College Sunnyvale Center, located within the Moffett Business Park, is about seven miles from the Foothill College main campus. The 9.15-acre site is at the northwest corner of N. Mathilda Avenue and Highway 237.

The Sunnyvale Center's Mission is to serve as a regional educational provider that fosters partnerships with other educational entities and leverages resources that enhances student learning opportunities and prepares them to transition to four-year universities and/or into the workforce.

The Center also serves as a regional workforce center advancing the economic wellbeing of the region by developing and maintaining a quality workforce and by serving as the focal point for local and regional workforce development initiatives.

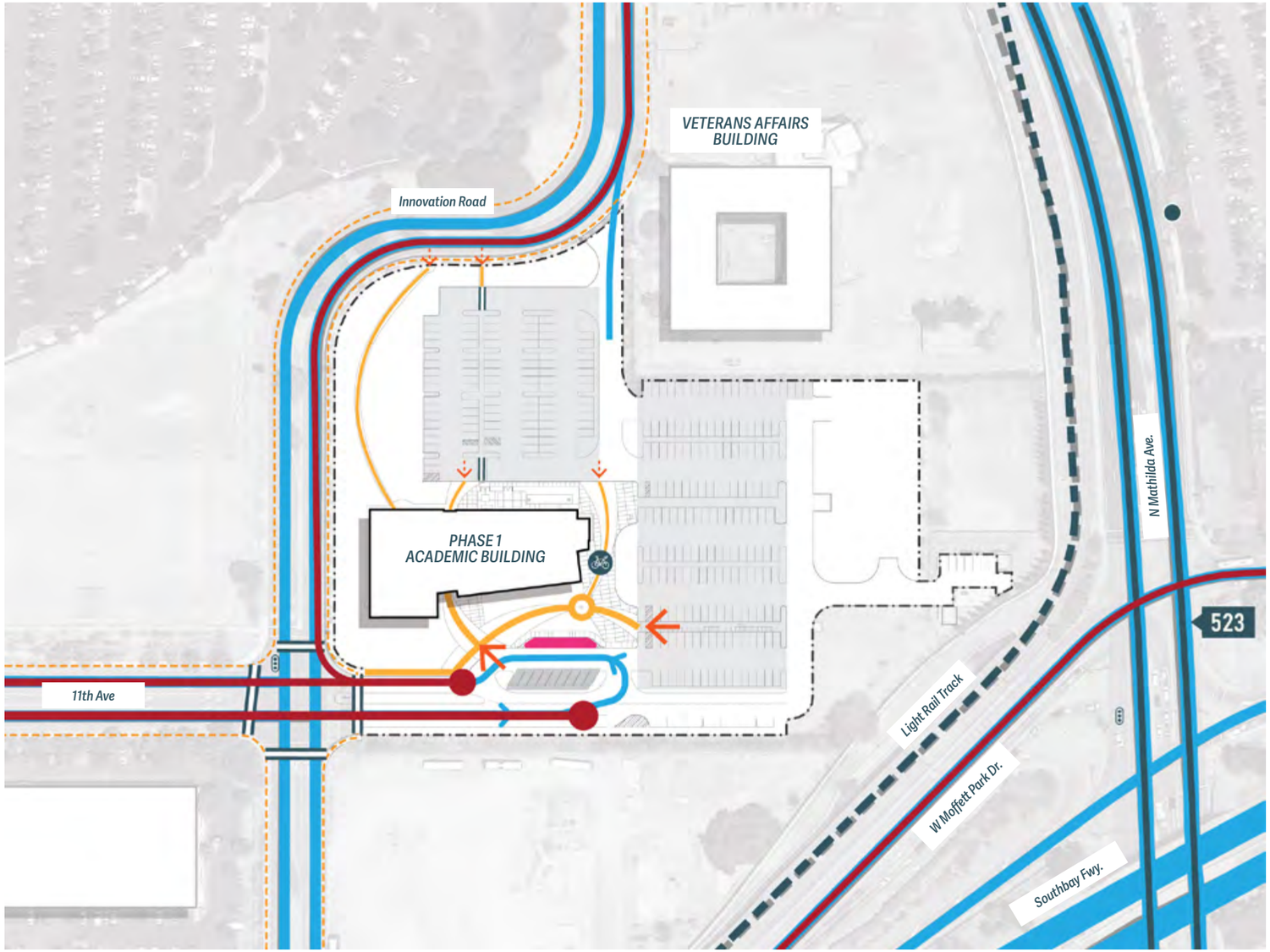
Campus Context

The Foothill College Sunnyvale Center is located near the N. Mathilda Avenue exit off of the 237 Freeway in close proximity to the 101 intersection. Adjacent office buildings are occupied by well-known technology companies, including Amazon, Google, and Microsoft.

The Center is primarily accessed by car, but is also located near public bus stops and bicycle parking is provided on site.

Phase 1 was completed in 2016 and houses programs focused on Emergency Medical Services and related fields, while also providing a full range of student services.





Recommendations

FUTURE DEVELOPMENT

A Phase 2 expansion of the Sunnyvale Center is a consideration for long term development of Foothill College. Should the college decide to grow capabilities at this location, the FMP identifies a location to the north of the existing building for a second building and a potential for a parking structure if needed.

