

2021 - 2026 FACILITIES MASTER PLAN

Foothill-De Anza Community College District





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Foothill-De Anza Community College District

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Message from the Chancellor

On March 3, 2020, we celebrated the passage of Measure G for its historic support of \$898 million to ensure that the Foothill-De Anza Community College District continues to provide exceptional educational opportunities that prepare students for transfer and the workplace. But then we faced a global pandemic and the exacerbation of existing racial injustice and economic inequality. Our district mission has not changed, but the lens through which we envision our future has. We commit to framing all planning efforts with a goal of becoming a more equitable institution and recognize the relevance and importance of investments in facilities and technology toward achieving that goal.

Our district mission statement declares:

The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students.

We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

Designed to look beyond the requirements of today to the learning spaces of tomorrow, this Master Plan envisions facilities and technology that serve evolving needs in instruction and student services. A key assumption of this plan is that such a bold vision requires strategic partnerships with a regional focus to enhance opportunities for all students to thrive in Silicon Valley's highly competitive environment.

The Board of Trustees and I sincerely thank the community for its continuing support. We look forward to building upon our legacy of educational excellence and providing life-changing opportunities to our diverse student population for many years to come.

Judy C. Miner, Ed.D., Chancellor
Foothill-De Anza Community College District



Mission

The mission of the Foothill-De Anza Community College District is student success.

We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability.

Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students.

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Document Organization

The Foothill-De Anza Community College District Facilities Master Plan is organized into four chapters. The introductory chapter includes a description of the planning process, an overview of the district, and a summary of the overarching sustainability goals.

The three chapters that follow include one for each college and a separate chapter for Central Services. Within each of these chapters, there is an analysis of existing conditions and a set of site and facilities recommendations to support the district goals and priorities.

2021 FACILITIES MASTER PLAN

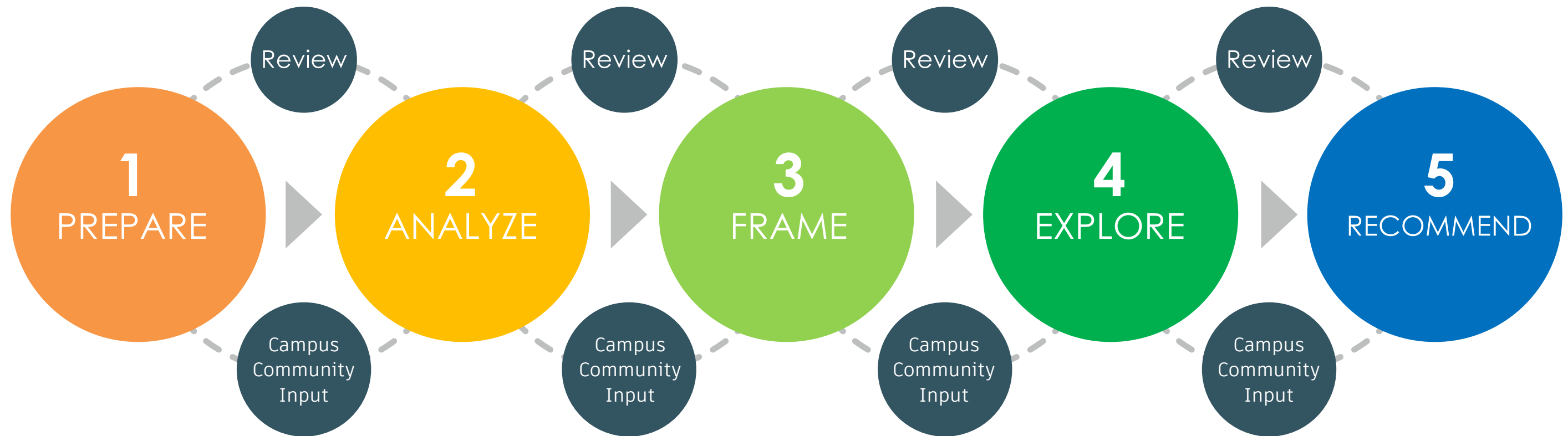


Planning Process

The 2021 Facilities Master Plan was developed from August 2020 through April 2021 through a collaborative five-step process. The planning team worked closely with the designated Facilities Master Plan Task Force groups to define planning goals, discuss the analysis of existing conditions, review planning data, evaluate a series of development options, and make recommendations for site and facilities development.

In addition to the task force meetings, the process included online surveys and student focus groups designed to engage a larger audience and to bring multiple perspectives into the planning process.

The Facilities Master Plan is intended to cover a five year period from 2021-2026.



District Overview

Located in the heart of Silicon Valley, the Foothill-De Anza Community College District serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale, and parts of Saratoga and San Jose.

For more than 50 years, Foothill-De Anza has demonstrated excellence and innovation in academic programs and student services. As one of the largest community college districts in the United States, Foothill-De Anza provides credit classes for about 60,000 students a year.



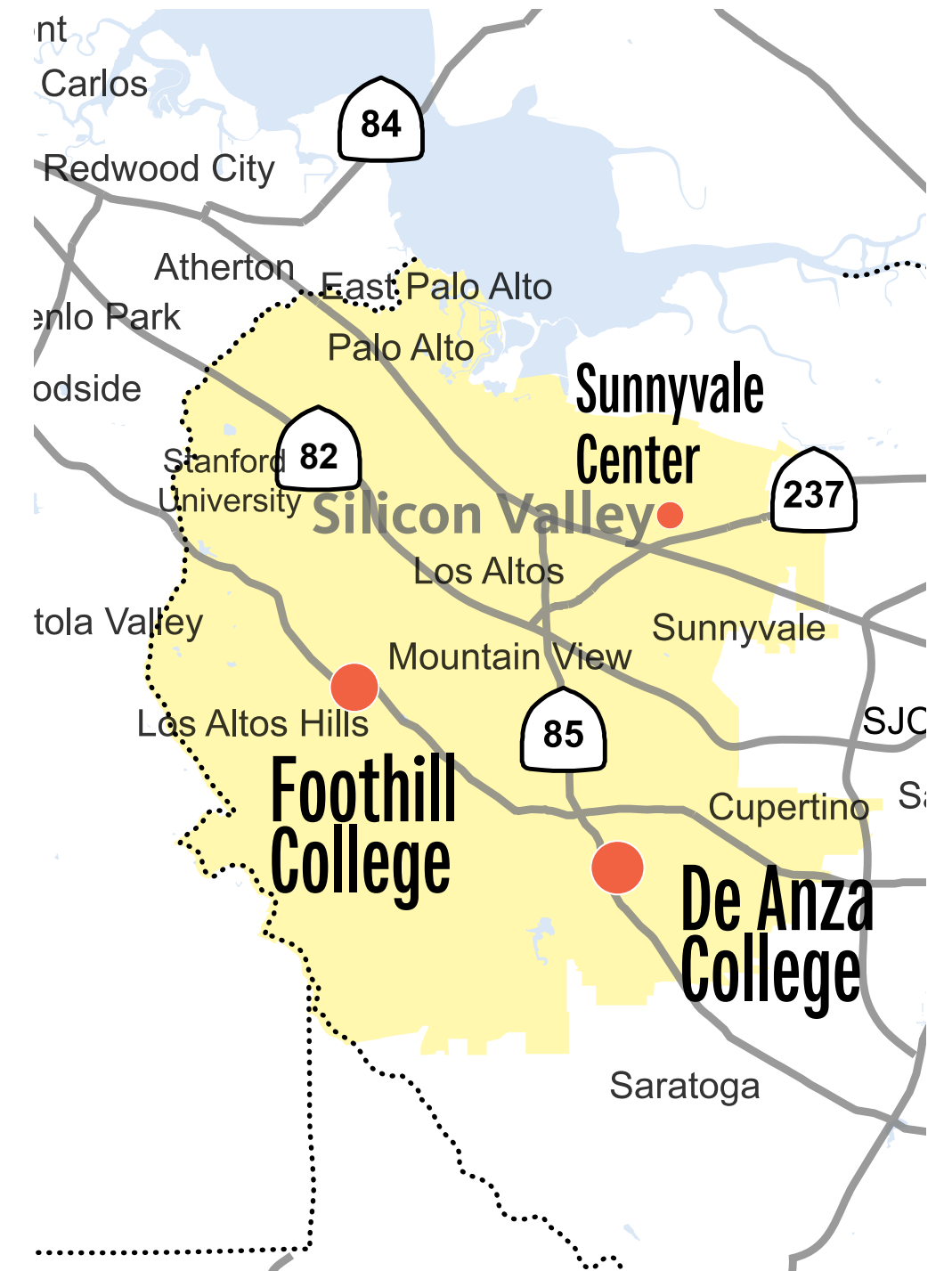
Foothill College



De Anza College



Sunnyvale Center



District Access

The district includes two colleges and one “education center”.

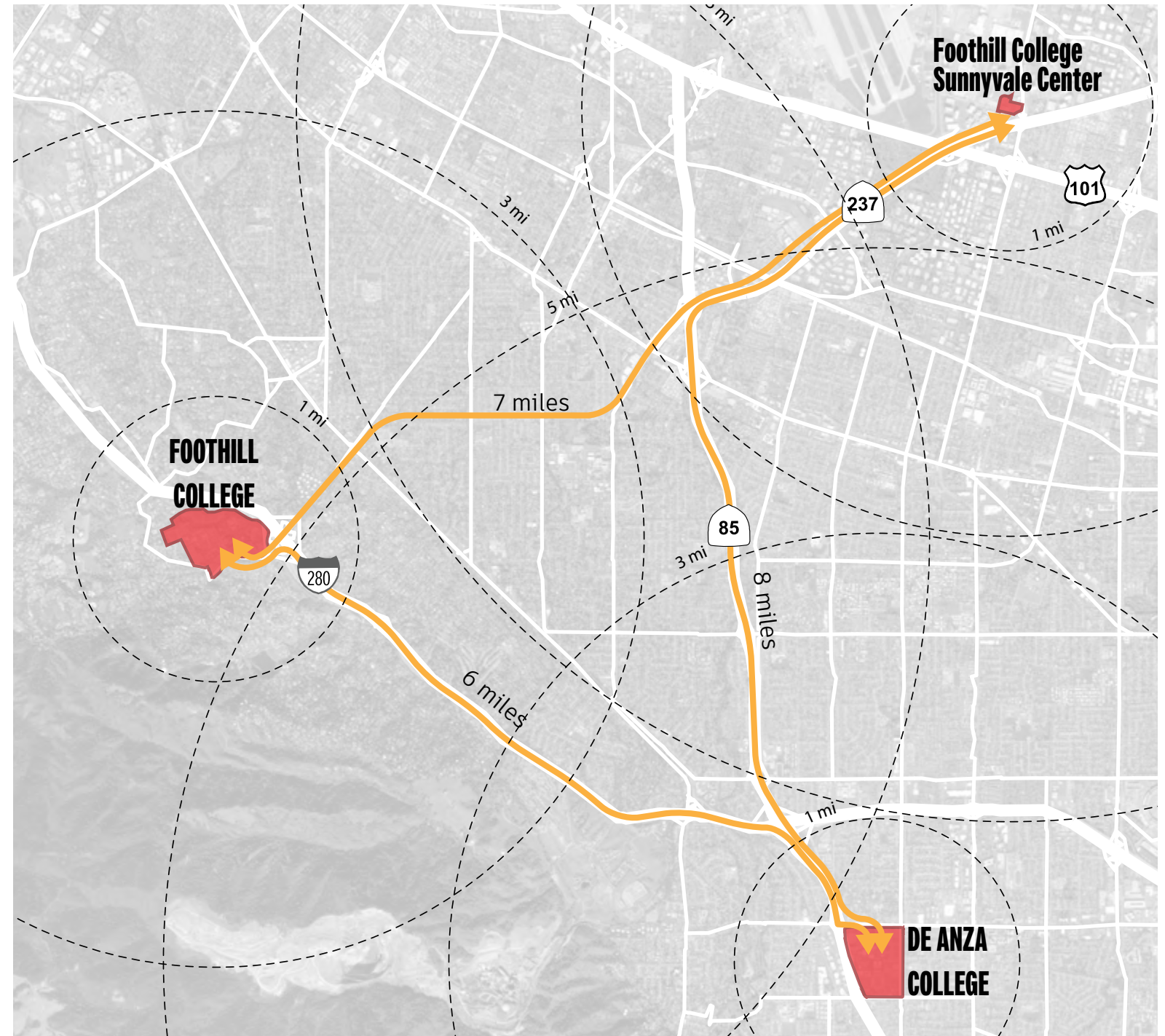
Foothill College

- Los Altos Hills - Main Campus (122 acres)
- Sunnyvale Center (9.15 acres)

De Anza College

- Cupertino (112 acres)

All three campuses are easily accessed from major highways. They are less than 10 miles from each other, with approximately 10-20 minutes of driving time between any two locations.



Sustainability Planning

The Foothill-De Anza Community College District is a recognized regional leader in the responsible and accountable stewardship of resources. Over the years, sustainability initiatives at each of the colleges have guided the development of site and facility improvements.

The 2016 Facilities Master Plan process provided an opportunity to establish a districtwide set of sustainability goals to serve as the basis for development recommendations at each campus. This 2021-2026 Facilities Master Plan provides an opportunity to evaluate progress against those goals and build upon them to set a sustainable vision for the next five years.



Measure G Goals

As noted by Chancellor Miner, in her message on the passage of Measure G, local residents have given the Foothill-De Anza Community College District an extraordinary opportunity to restore and rebuild essential infrastructure. Over the 15-year program, the bonds will help improve the sustainability and energy efficiency of the campuses while reducing the carbon footprint and cutting power costs. Additionally, the bonds will allow the district to improve access to college facilities for students with disabilities.

A particular focus of the district's Energy and Sustainability Advisory Committee (ESAC) is prioritizing and tracking bond funding for energy and sustainability projects. In addition, ESAC team members are moving forward with detailed energy analytics and metrics, particularly related to on-site renewable energy generation and other distributed energy resources.

MEASURE G: GOALS AND PURPOSES

The cost to attend California's public universities has risen to at least five times that of attending a community college. As a result, more students and their families rely on their local community college to save tens of thousands of dollars. This measure would allow Foothill College and De Anza College to increase opportunities for local students to earn college credits, certifications, and job skills at a reasonable price and transfer to four-year universities.

One of the qualities that make Foothill College and De Anza College the top performers in California is that their students have access to a well-rounded education. This measure will ensure that Foothill College and De Anza College are each able to continue offering students the broad science, technology, arts, and vocational opportunities needed to be prepared for four-year universities and careers.

-Measure G ballot language, March 2020

Repair or replace aging plumbing systems to prevent flooding and water damage

- *Improve access to college facilities for students with disabilities*
- *Improve deteriorating gas, electrical, sewer, and plumbing lines and systems*
- *Improve earthquake safety*
- *Upgrade classrooms and labs for science, technology, engineering, and math-related fields*
- *Improve water conservation and install systems that will help manage future droughts*
- *Replace aging internet and electrical wiring*
- *Improve and maintain classrooms and labs for career preparation in fields like healthcare and early childhood education*
- *Improve vocational classrooms and labs, such as auto repair and technology training programs; construct new permanent buildings*
- *Upgrade job training and vocational classrooms*
- *Repair deteriorating classrooms and facilities*
- *Plan, construct, acquire, or contribute to affordable employee and student housing units.*

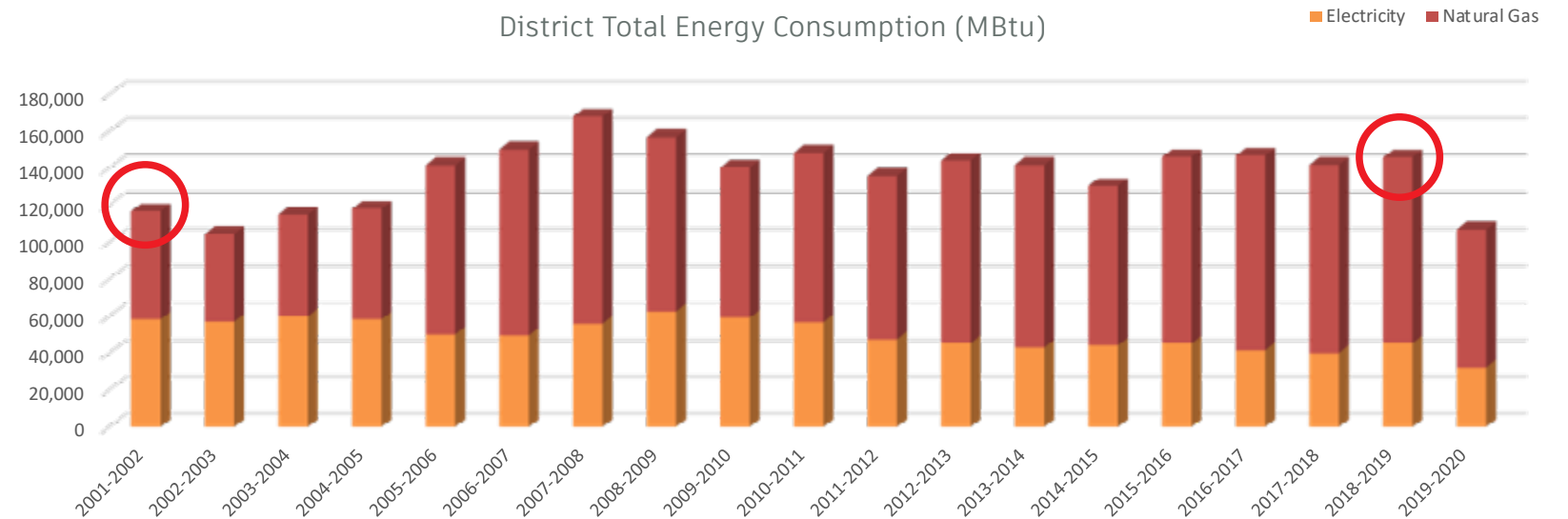
Energy Use Trends

The district has been tracking energy use for the campuses and district since 2001. The energy use performance trends from 2001-2019 show:

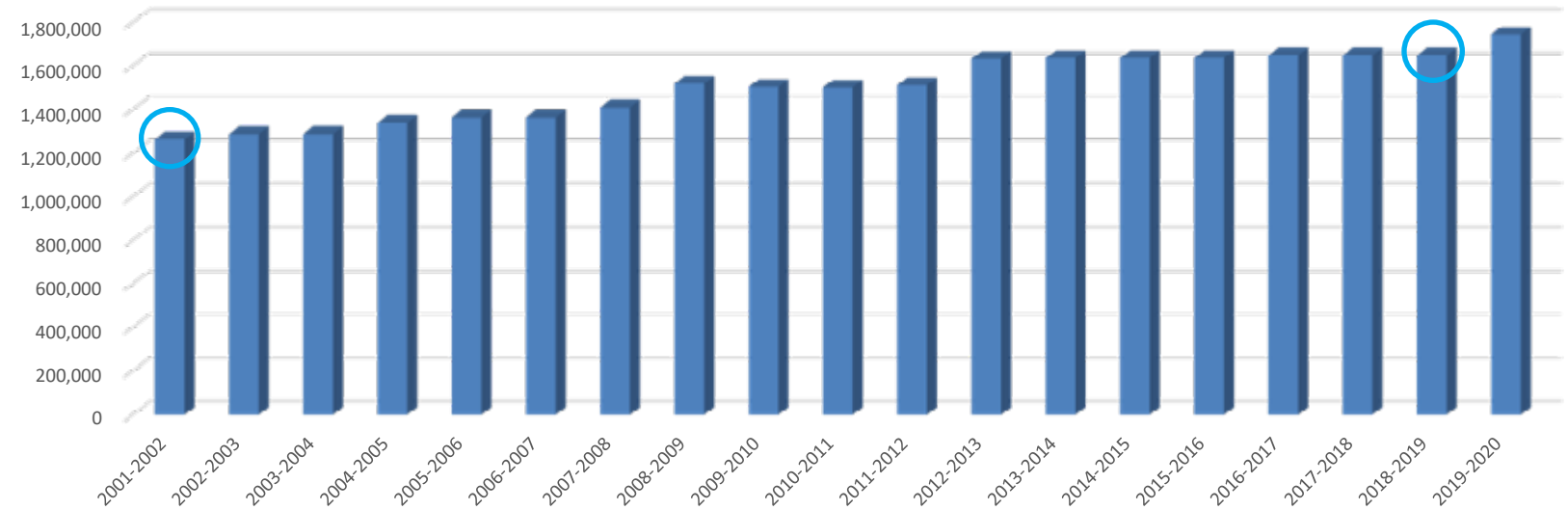
- Total Energy Use (MBTU): 25% increase
- Building Space (sf): 30% increase
- Energy Use Intensity (kbtu/sf/yr): 4% decrease

Over this time period, the district's built square footage has increase, resulting in an increase in total energy use. However, the energy use per square foot has decreased, indicating that the new built square footage is more energy efficient than the prior built square footage.

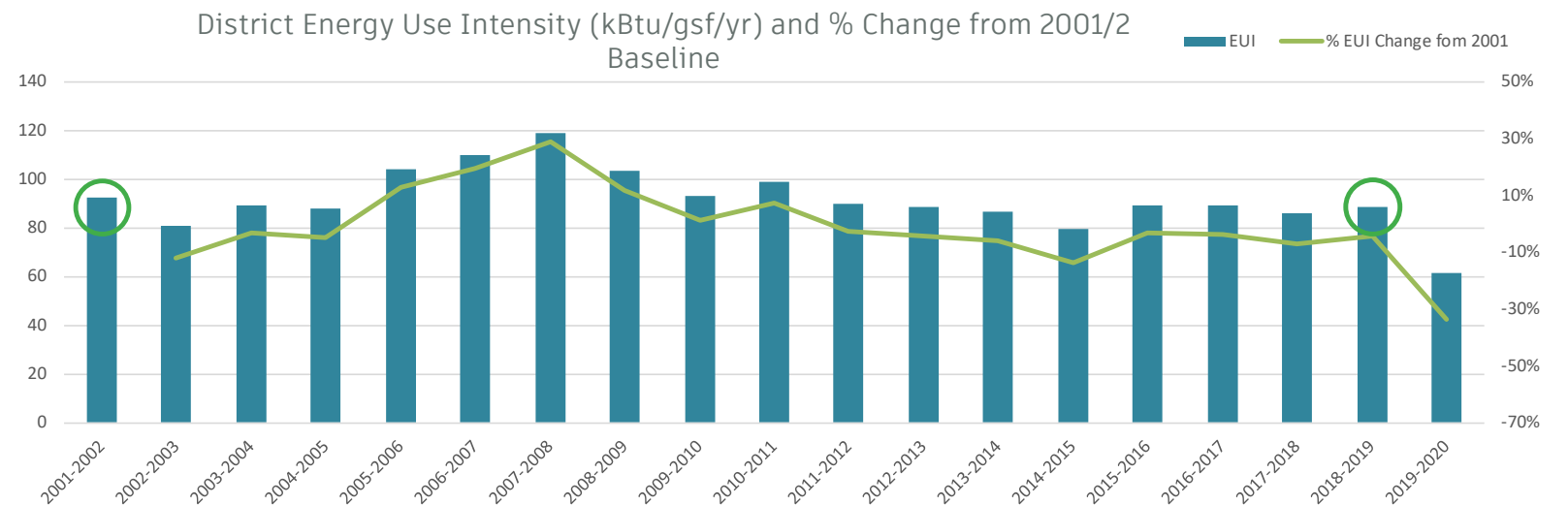
District Total Energy Consumption (MBtu)



District Gross Square Footage (SF)



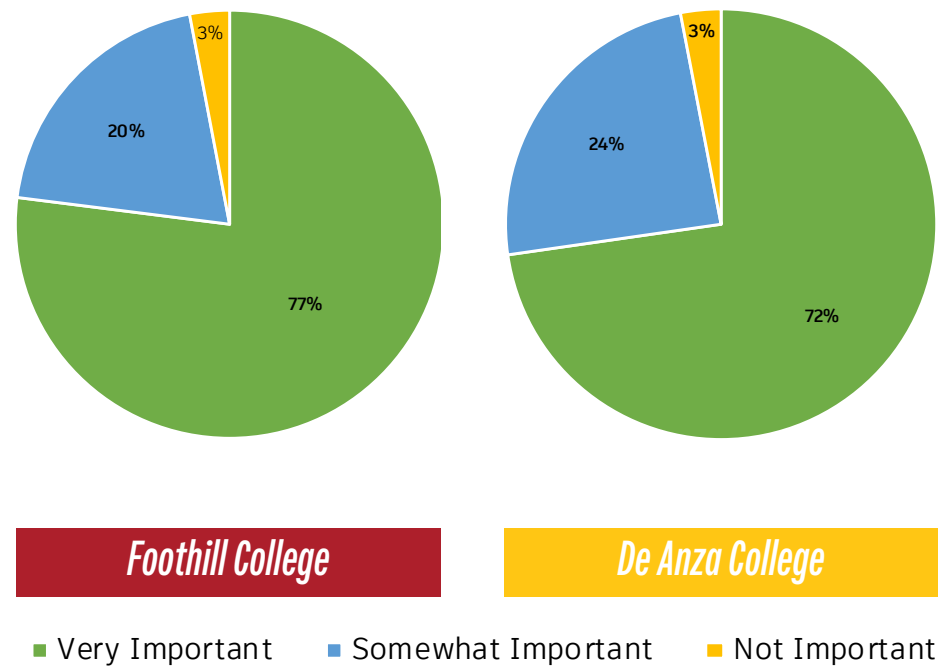
District Energy Use Intensity (kBtu/gsf/yr) and % Change from 2001/2 Baseline



Prioritize Sustainability

As discovered during the Facilities Master Plan planning process, sustainability continues to be important to the majority of the district's campus communities. More than 90% of online survey participants said they think that sustainability is very or somewhat important in building construction and site development projects.

HOW IMPORTANT IS SUSTAINABILITY IN OUR BUILDINGS AND SPACES AROUND THE CAMPUS?



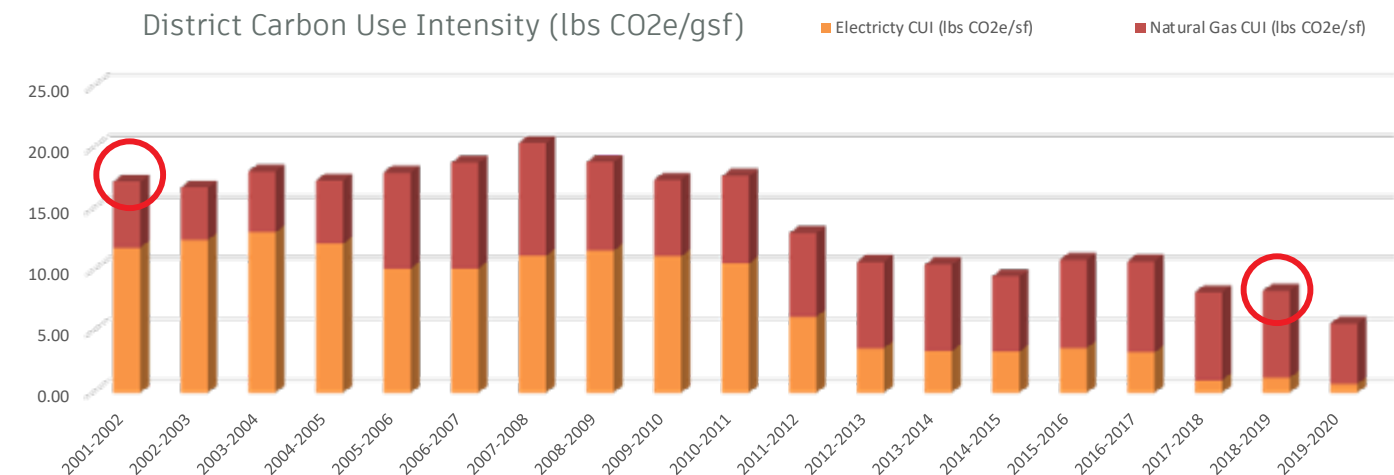
Focus on Carbon Emissions

With the dramatic increase in awareness of the global challenges associated with increased greenhouse gas levels in the atmosphere, there has been a noticeable shift in environmental performance accountability from energy use to carbon emissions.

With the growth of on-site renewable energy generation (e.g. zero carbon electricity from carport photovoltaic units), combined with continuous reduction in the carbon factor of electricity supplied by PG&E, the carbon use intensity (CUI) for the district shows a tremendous 52% reduction over the 2001-2019 period.

The estimated 2019 CUI of 8 lbs CO₂e/sf/yr moves the district's performance into the top third of higher education institutions in California.

As shown by the yearly trend, the significant improvement in CUI is due to reduced electricity use in the district. As the district marches toward net zero carbon performance, the focus now is pivoting to reduce natural gas consumption.



Districtwide Workshop

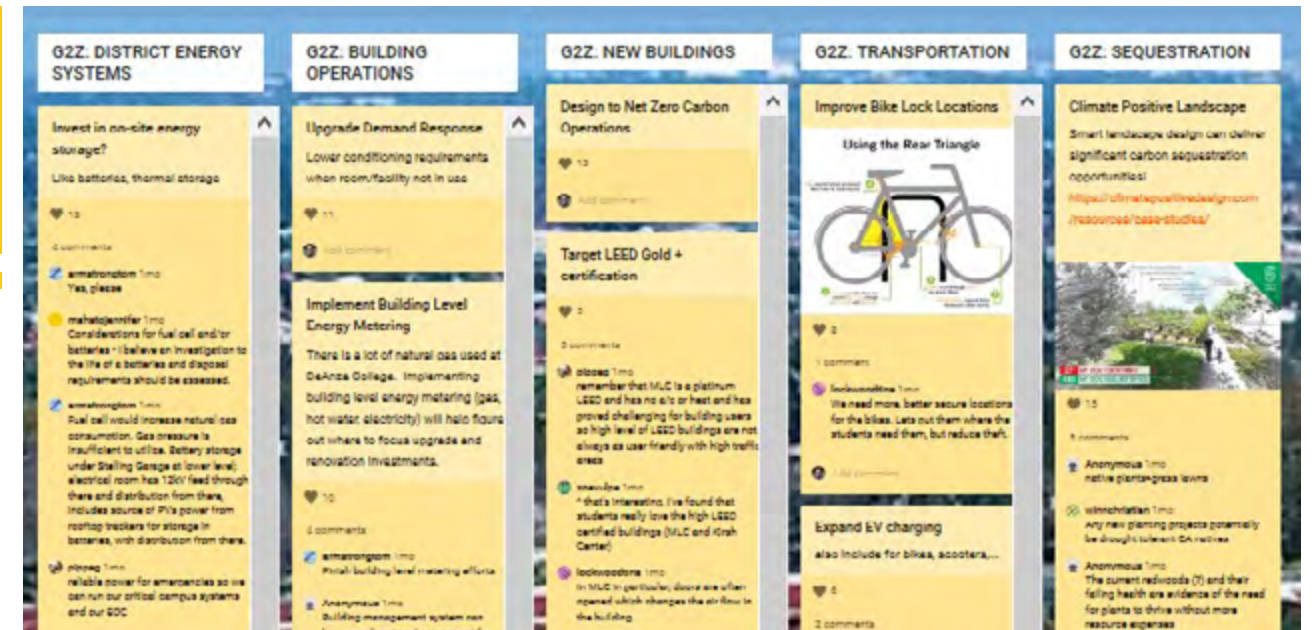
During the preliminary planning process, it became clear that a deeper dive into two overarching themes of sustainability would be appropriate for the planned sustainability workshop:

- **Getting to Zero** – tackling opportunities for continued reduction in carbon emissions, expanded distributed energy resources, and improving onsite carbon sequestration
- **Well-Being for Everyone** - addressing inclusive design, improved air quality, outdoor learning, and improved diversity and equity

Workshop participants used a web application (Padlet) to collaborate on a digital wall, sharing ideas and identifying priorities for action during the coming five-year facilities planning horizon.

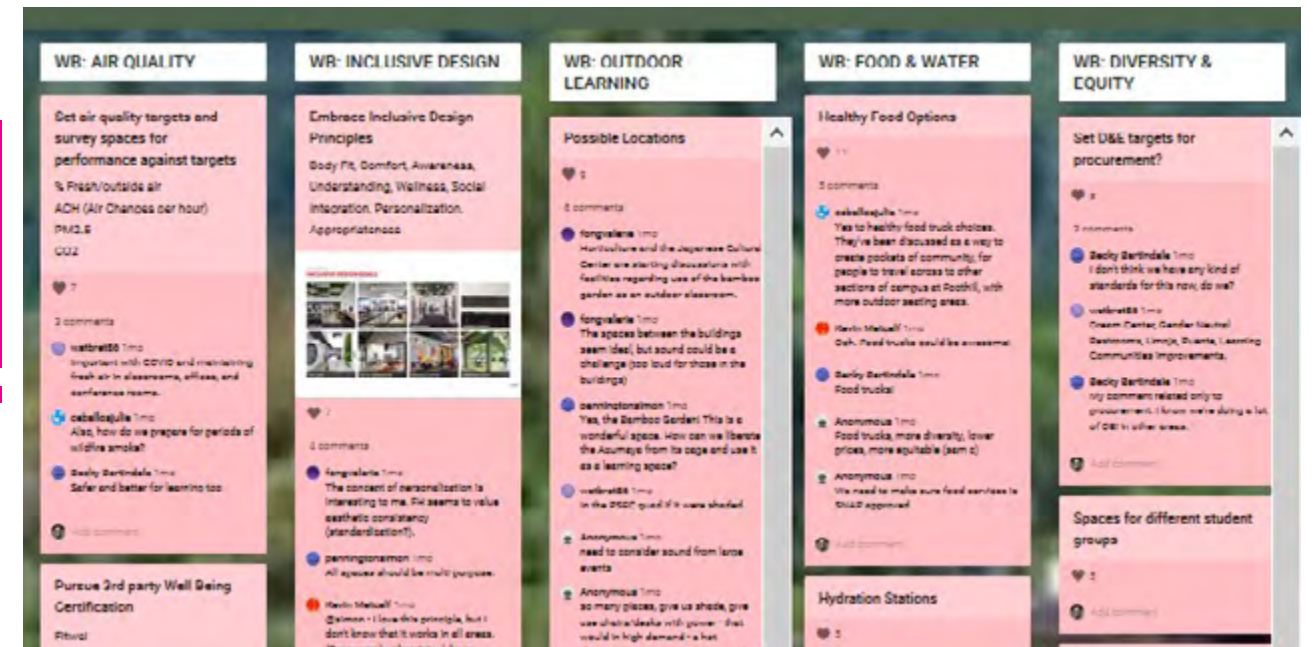
GETTING TO ZERO

- **District Energy Systems**
- **Building Operations**
- **New Buildings**
- **Transportation**
- **Sequestration**



WELL-BEING FOR EVERYONE

- **Air quality**
- **Inclusive design**
- **Outdoor learning**
- **Food and water**
- **Diversity and equity**



Strategies

The Sustainable Strategies for this Facilities Master Plan build upon the six priority sustainability focus areas identified in the 2016-2021 Facilities Master Plan:

- **ENERGY:** Continue as a leader in energy efficiency, manage energy use at district level
- **WATER:** Manage building and landscape water use to conserve water
- **HEALTH:** Promote healthy living culture, and provide a safe and healthy environment
- **EDUCATE:** Nurture environmental stewardship and literacy across the campus, educate and prepare students for the green workforce
- **MONITOR:** Set high bars for building performance goals, with consistent monitoring and routine reporting
- **RECYCLE:** Promote a culture of reduce, reuse, and recycle

As shown in the ideas, comments and priorities established by the sustainability workshop participants, the Foothill-De Anza Community College District continues to be a leading advocate for environmentally responsible operations and facilities.

There is consensus on several sustainability strategies to highlight and incorporate in the 2021 Facilities Master Plan:

- **GETTING TO ZERO**
- **WELL-BEING FOR EVERYONE**

GETTING TO ZERO

GO ALL ELECTRIC

Transition to clean, carbon free energy sources and infrastructure

ADOPT CLIMATE POSITIVE LANDSCAPE STRATEGIES

Increase on-site carbon sequestration and ecological biodiversity

EXPAND ON-SITE DISTRIBUTED ENERGY RESOURCES

Increase on-site renewable energy generation, energy storage, EV charging and vehicle to grid energy supply opportunities

STEP UP ENERGY USE METERING AND REPORTING

Assist in prioritizing system upgrades and renovations as well as use as an education component for students to learn using active, live data

DESIGN TO NET ZERO CARBON

Incorporate in all new buildings and major renovations

WELL-BEING FOR EVERYONE

EMBRACE INCLUSIVE DESIGN PRINCIPLES

Address body fit, comfort, awareness, understanding, wellness, social integration, personalization, and appropriateness

ACCELERATE OUTDOOR LEARNING OPPORTUNITIES

Address power, Wi-Fi, acoustics, and shade requirements

ESTABLISH AND MONITOR INDOOR AIR QUALITY TARGETS

Include CO2 levels, VOCs, PM 2.5 along with temperature

INCREASE HEALTHY FOOD AND BEVERAGE OPTIONS

Increase hydration station locations, consider food truck catering distributed across campus, and make it affordable for student budgets

INCORPORATE DIVERSITY AND EQUITY TARGETS IN PROCUREMENT

Look for opportunities in upcoming contracts

Foothill College

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





F o o t h i l l C o l l e g e

Existing Conditions

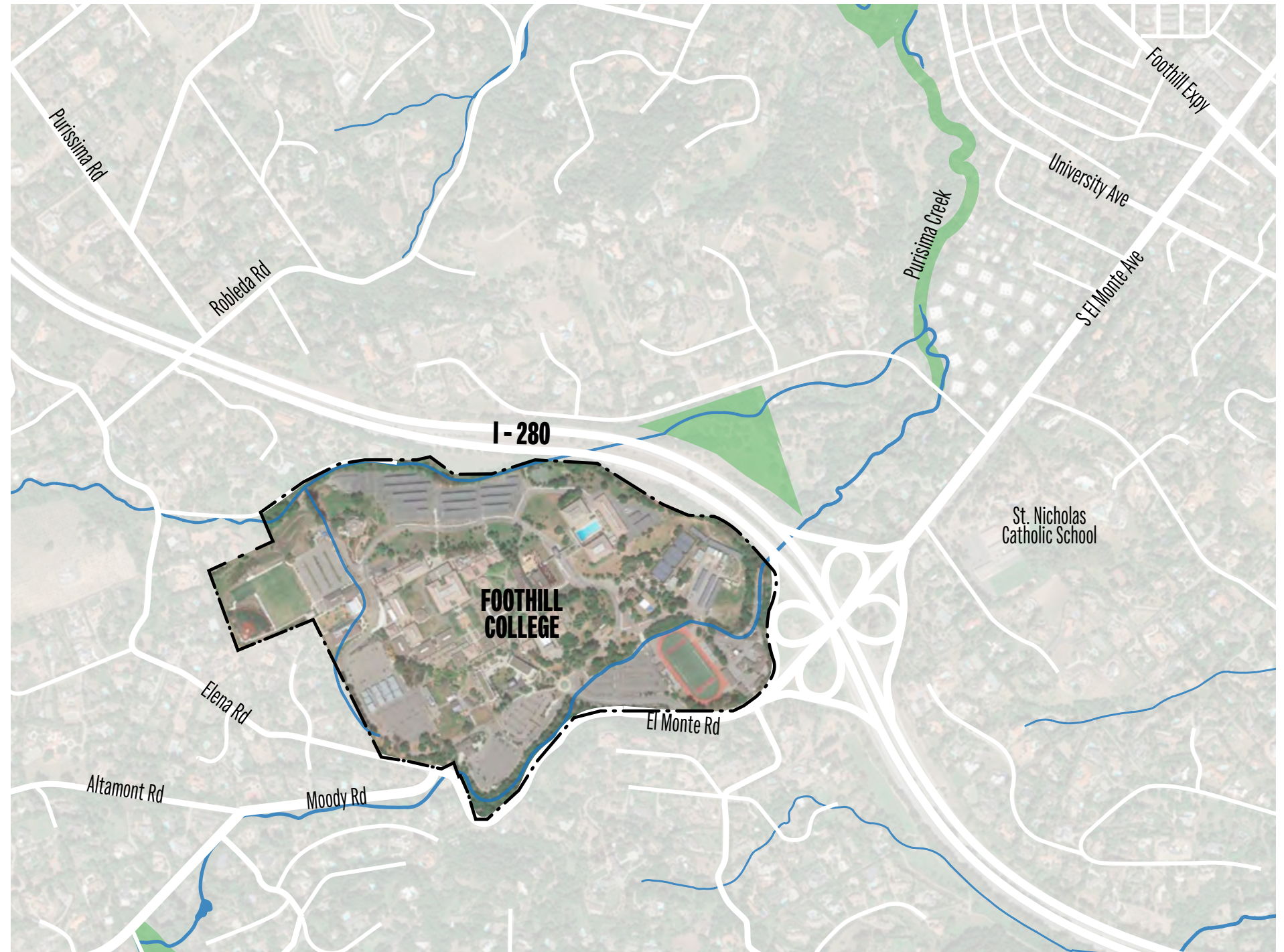
This section documents the analyses of existing conditions that shape the use of the Foothill College campus. The analyses are based on observations and information gathered during campus tours, interviews with faculty, staff, and students, and discussions with the Foothill College Facilities Master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

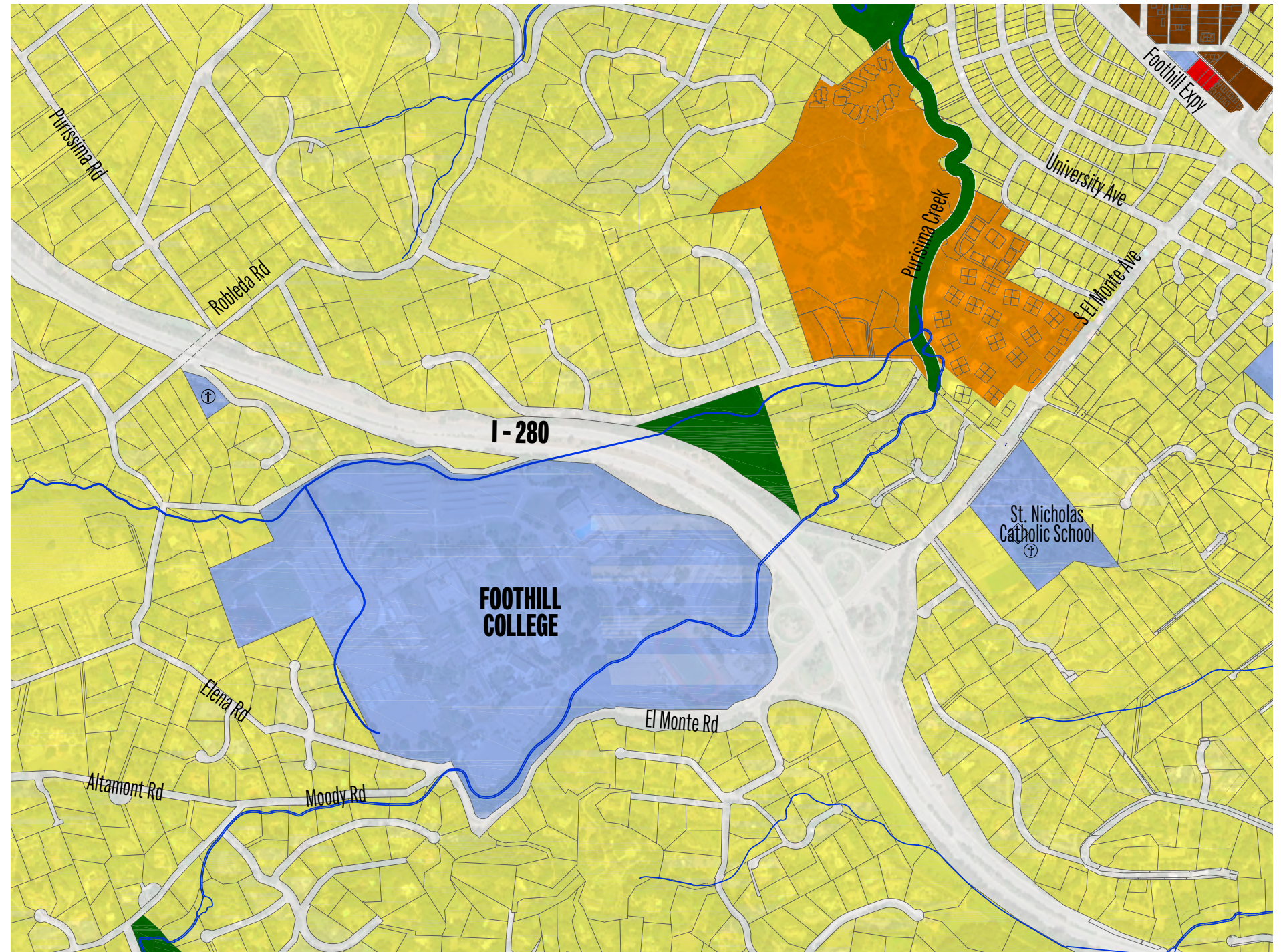
Originally designed in the early 1960's, the college has been honored for its innovative design. The campus includes 122 acres of land across a series of elevations connected with hillside paths.



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.



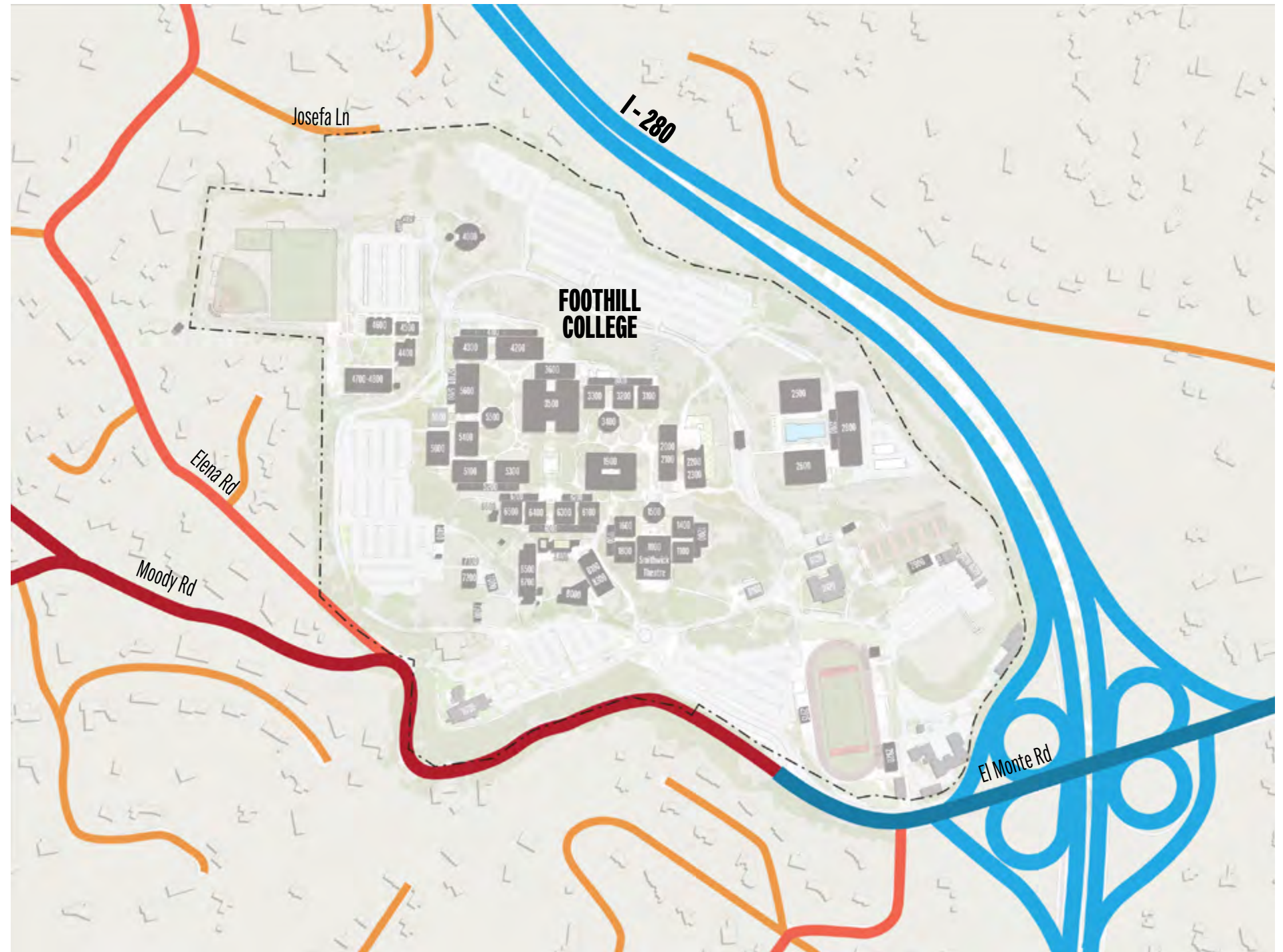
- RESIDENTIAL (LOW DENSITY)
- RESIDENTIAL (MID-DENSITY)
- INDUSTRIAL
- COMMERCIAL
- INSTITUTIONAL
- OPEN SPACE
- WATERWAY



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.



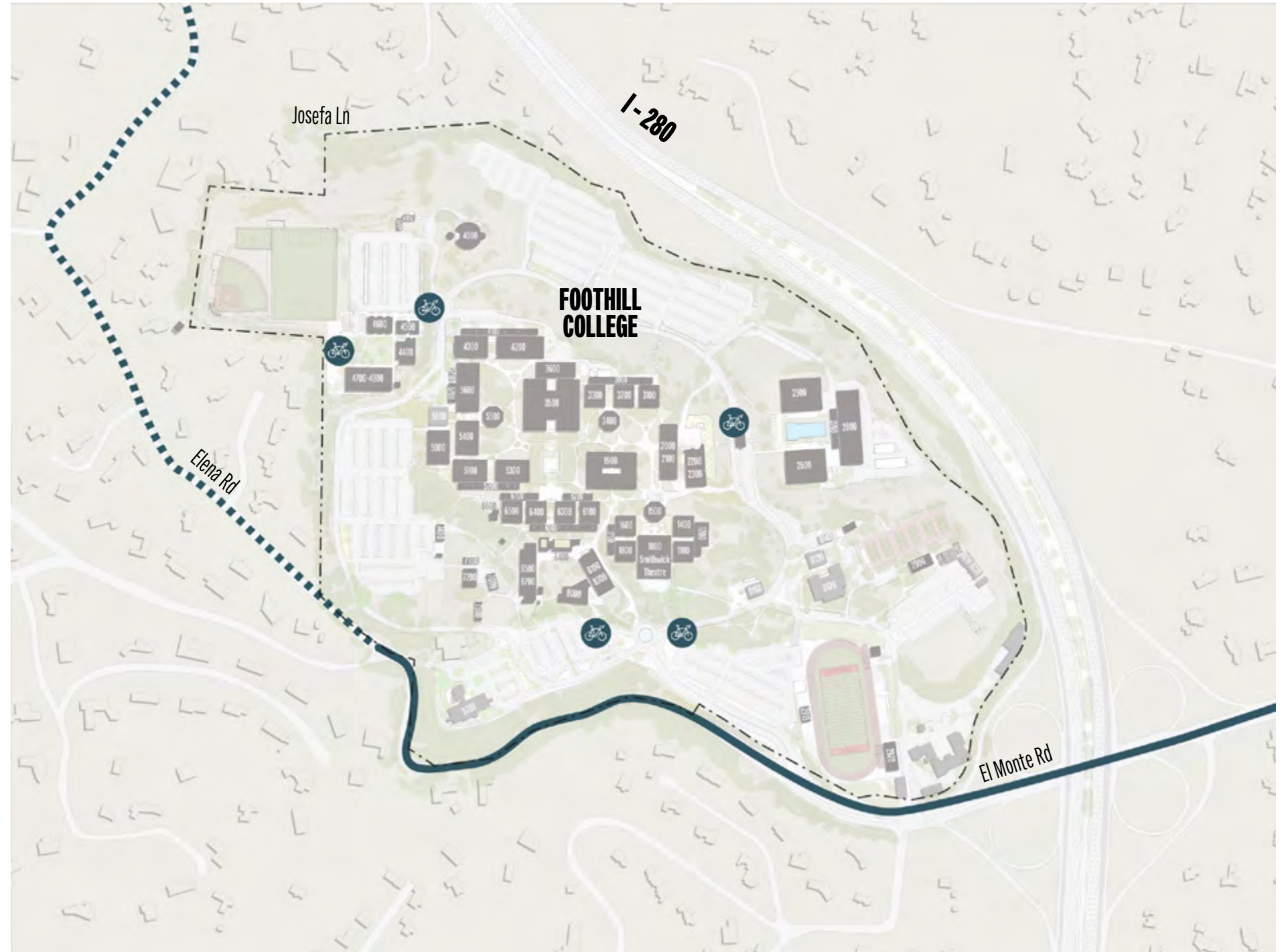
- █ FREEWAY/EXPRESSWAY
- █ ARTERIAL
- █ COLLECTOR
- █ NEIGHBORHOOD COLLECTOR
- █ LOCAL



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.



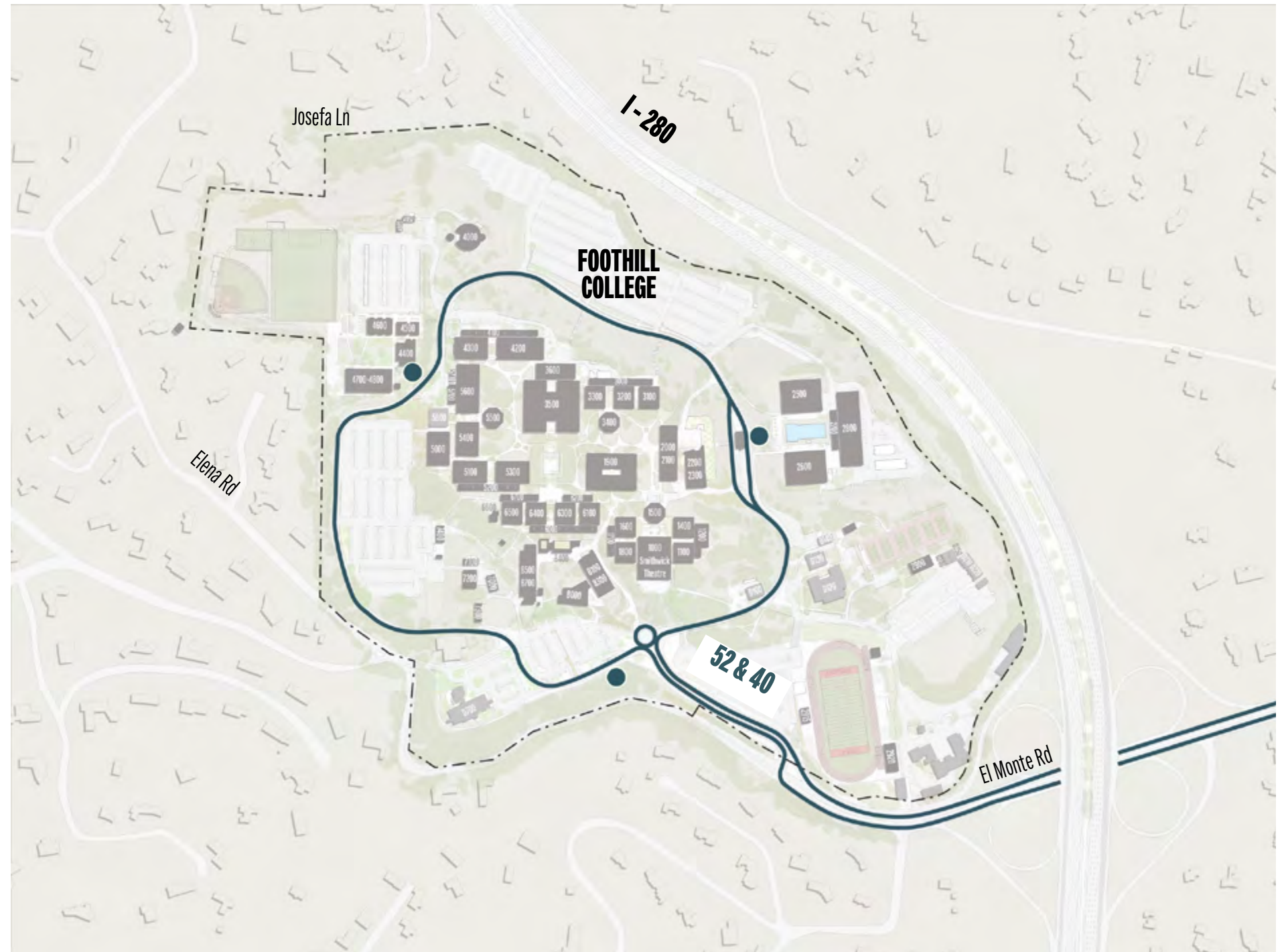
- REGIONAL PUBLIC BIKEWAY
- LOCAL PUBLIC BIKEWAY
- BIKE PARKING



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.



— VTA 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 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.



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.

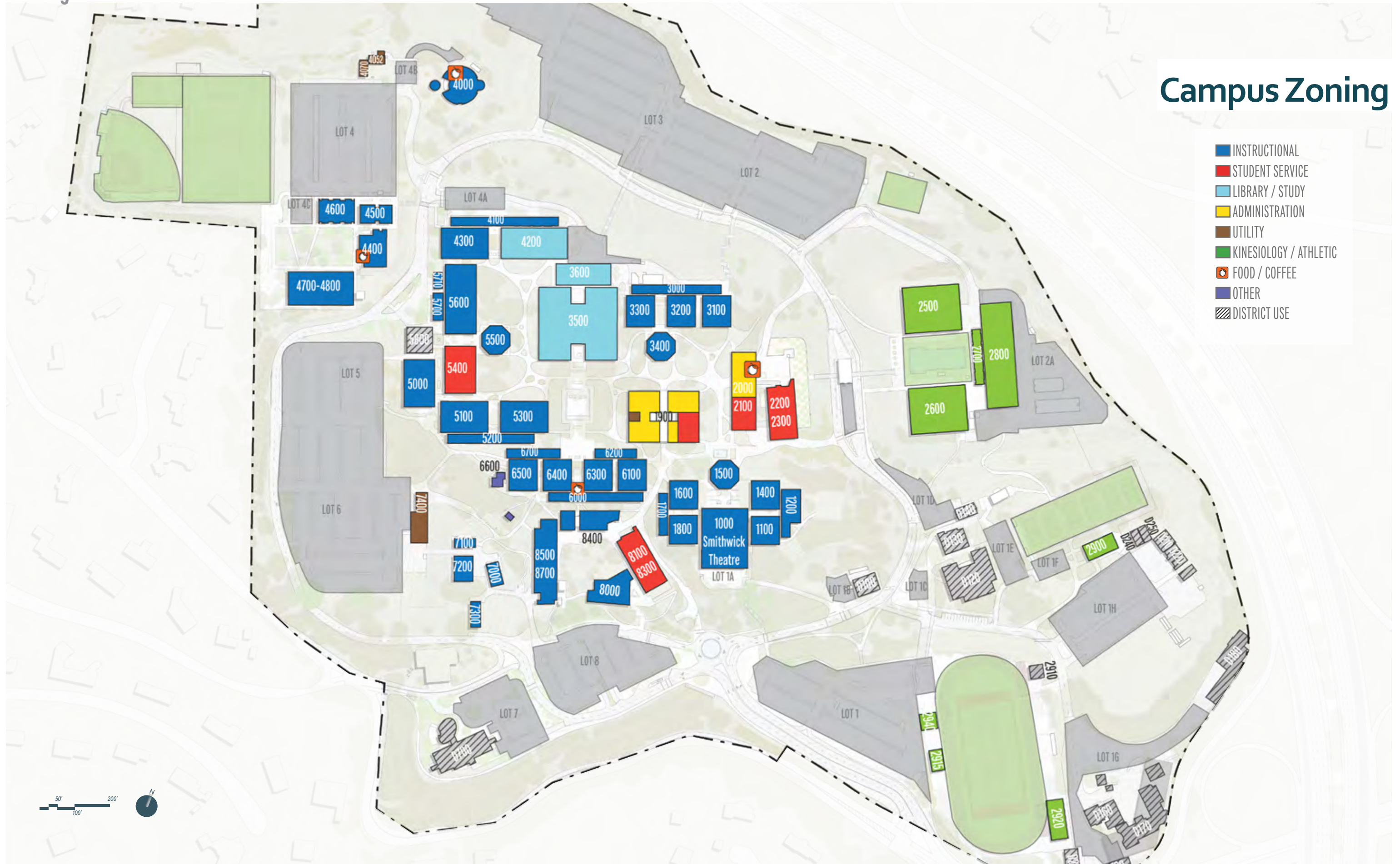
Instructional programs are clustered by program: Physical Sciences, Mathematics & Engineering in the northwest; Kinesiology & Athletics in the east; a lower-campus cluster of Environmental Horticulture & Design and Veterinary Technology; and the centrally located clusters of Fine Arts & Communication,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

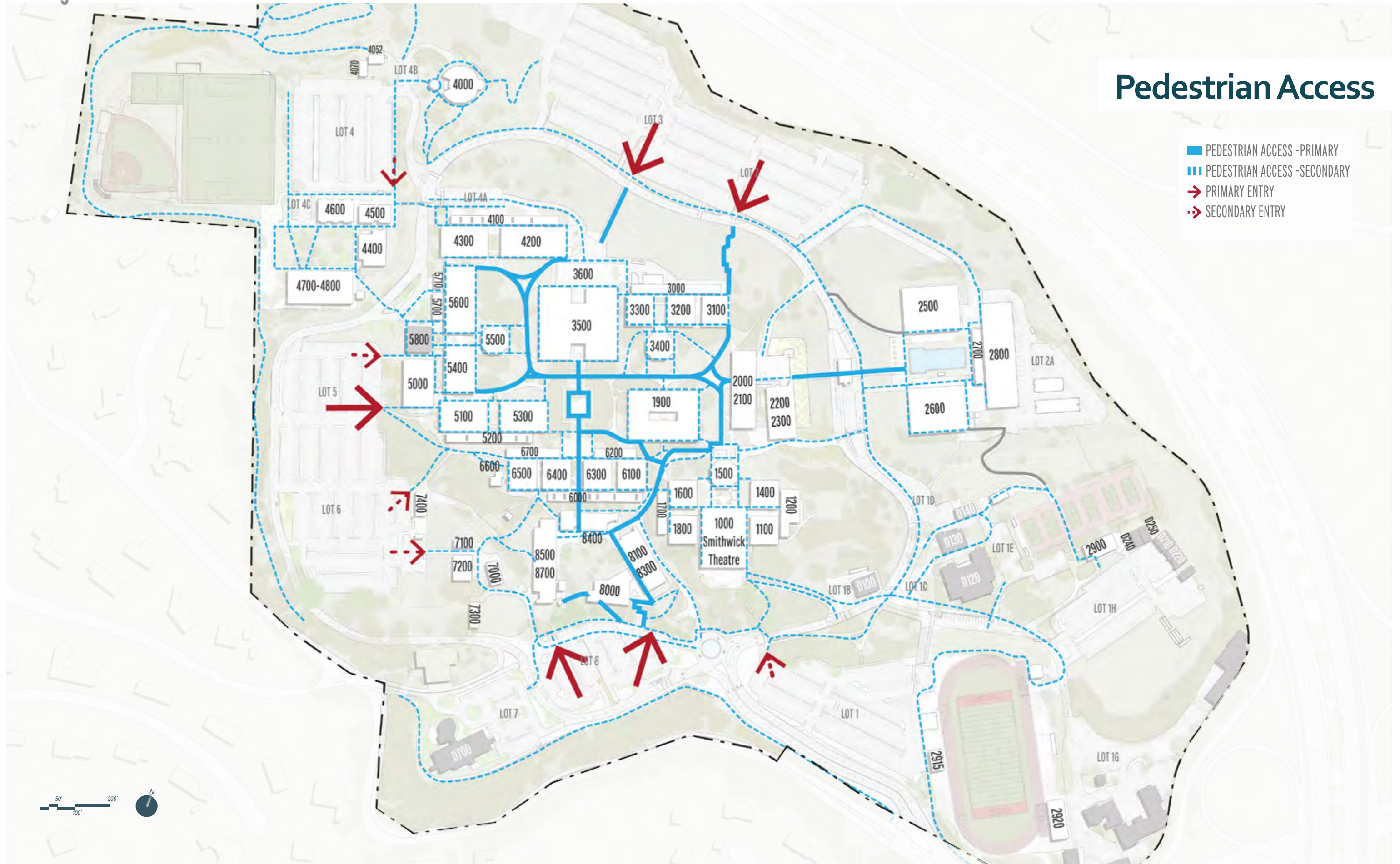
Pedestrian access is largely defined in response to the campus topography, with main entries from parking areas typically requiring navigation up ramps or stairs. Two specific areas are in need of upgrades to improve the accessible path of travel:

- 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.





F o o t h i l l C o l l e g e

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 CCCCCO, 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

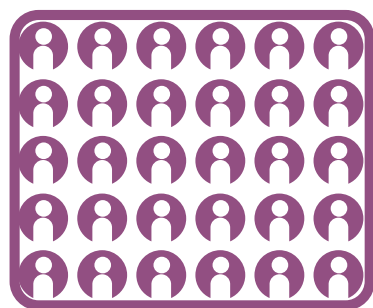
Enrollment projections and WSCH projections are extrapolated using FUSION data for 2019 and 2025 for both the Foothill main campus and Sunnyvale Center.

	 Lecture	 Lab	 Office	 Library	 Instructional Media	 Other
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 Meeting Rooms Assembly Data Processing Food Service Physical Plant Lounge Health Services Bookstore

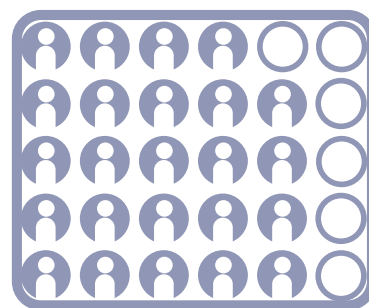
Space Analysis

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

Space Category	A 2020 Space Inventory (ASF)	B Adjusted Inventory (ASF)	C FMP Space Program (ASF)	C-B 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.



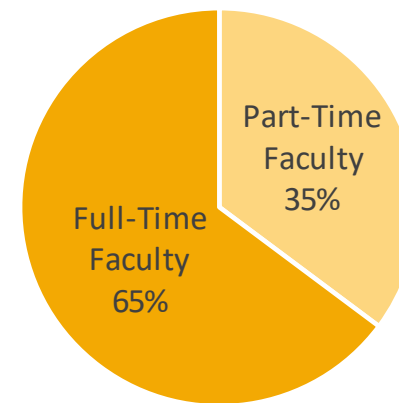
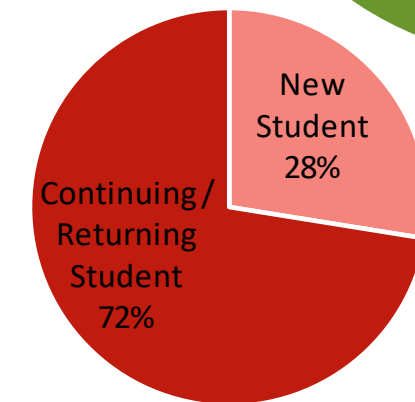
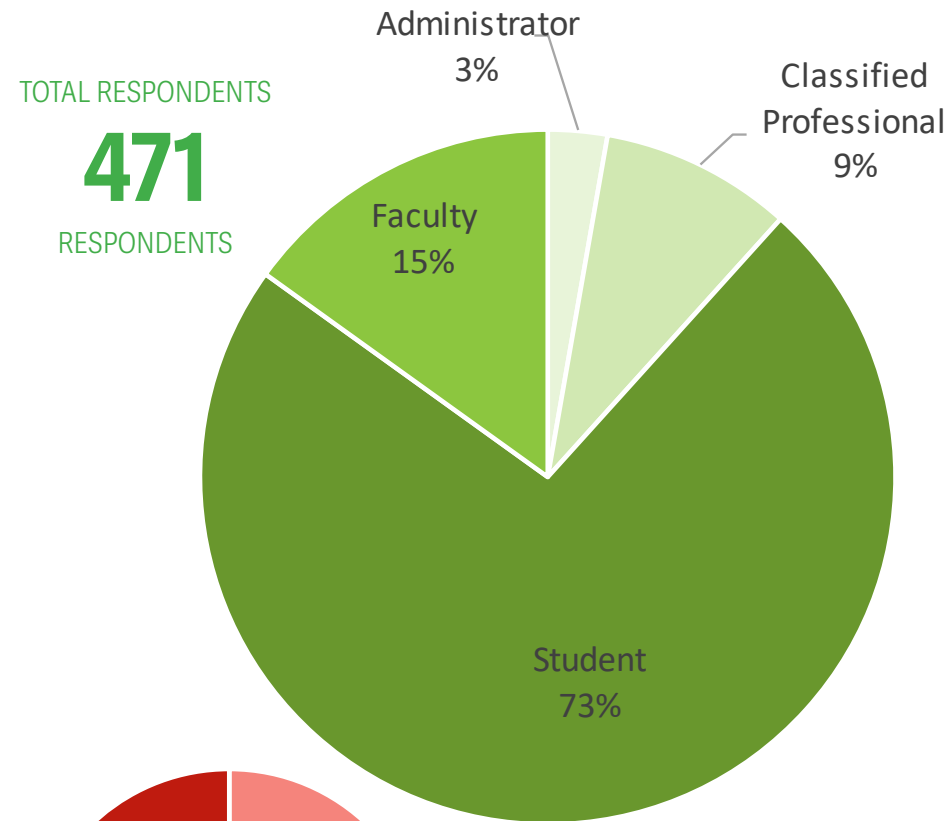
STUDENTS



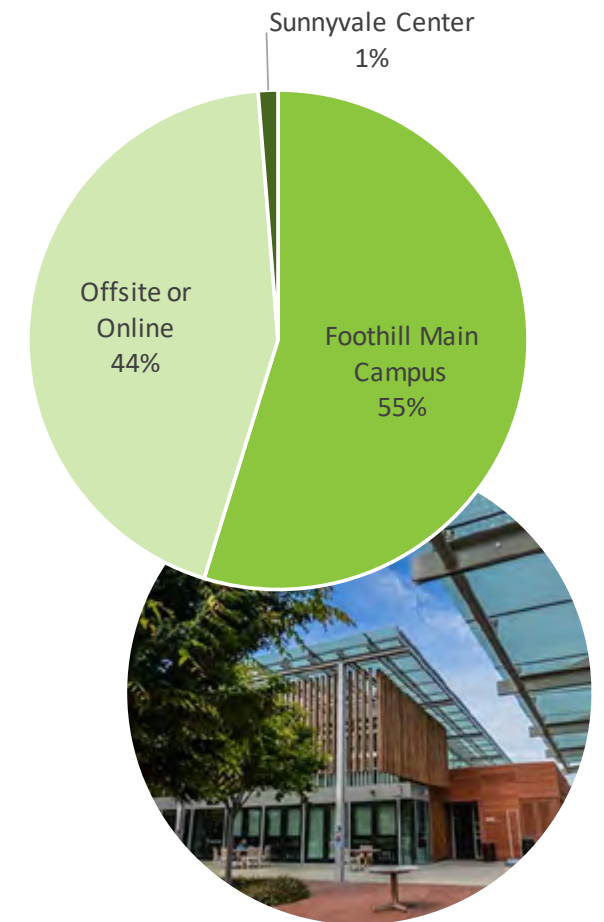
FACULTY, CLASSIFIED PROFESSIONALS, AND ADMINISTRATORS



ENTIRE POPULATION
This includes all students, faculty, classified professionals, and administrators

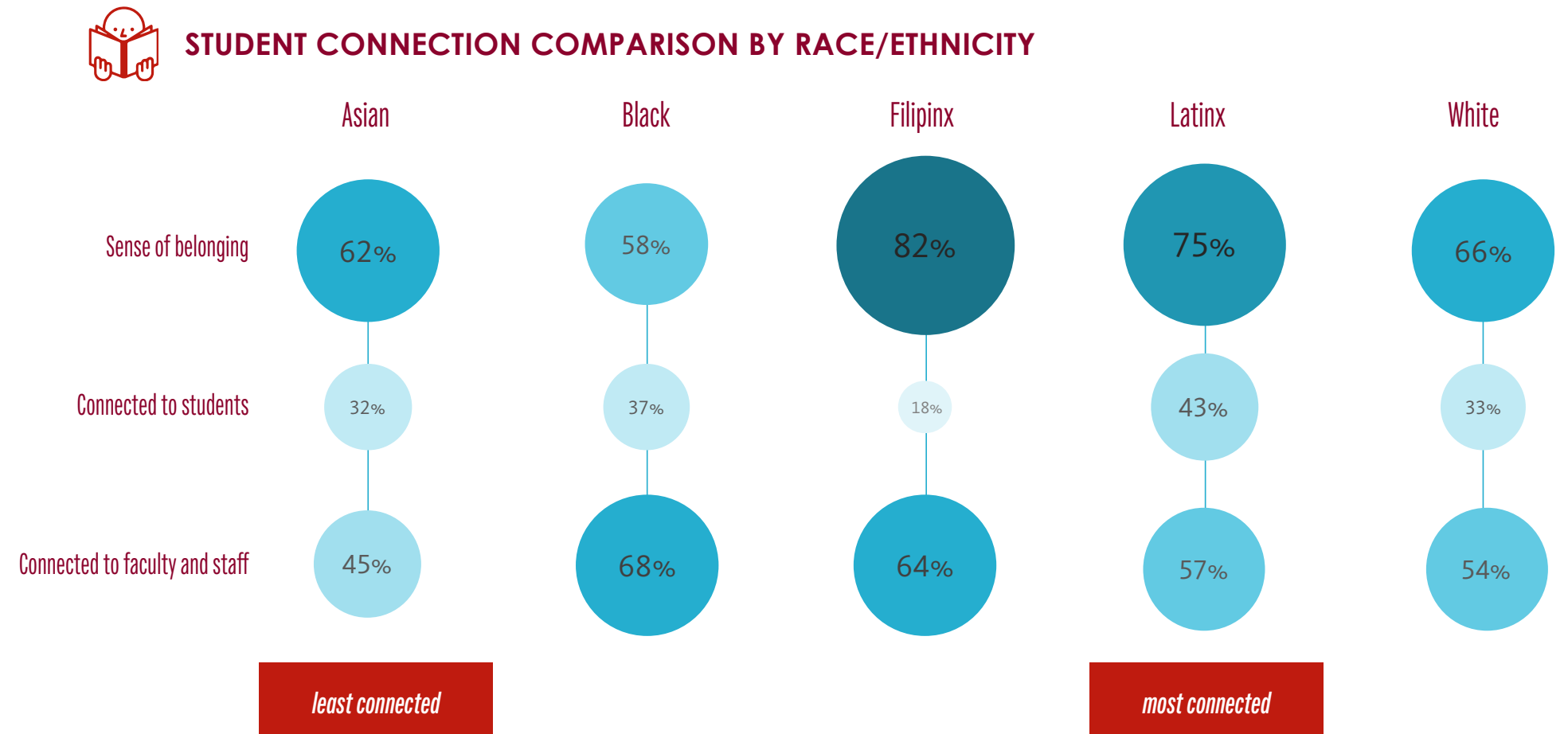


TIME SPENT AT EACH LOCATION

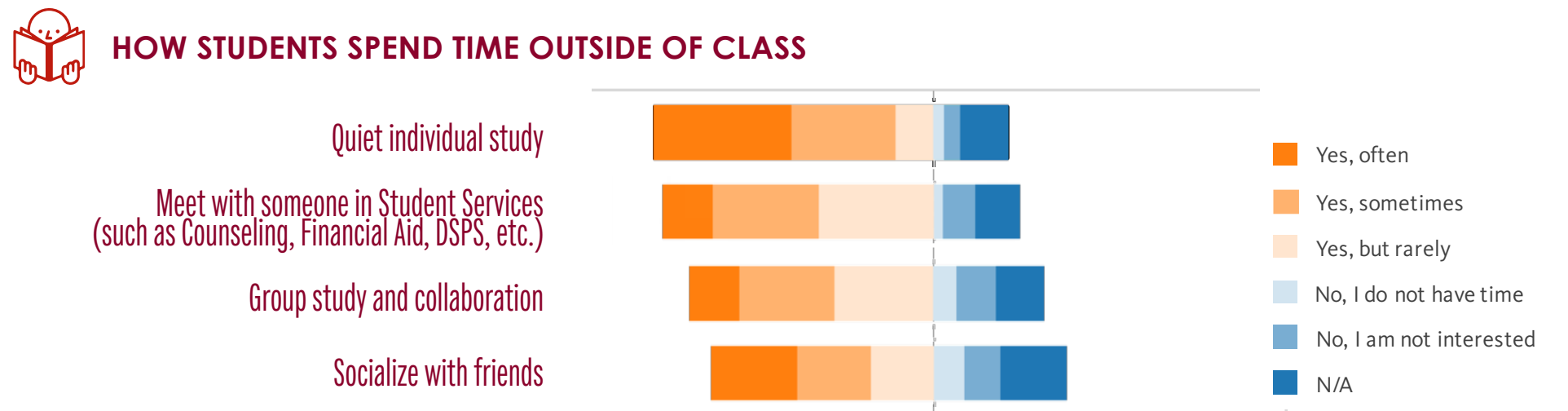


Online Survey

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.



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.



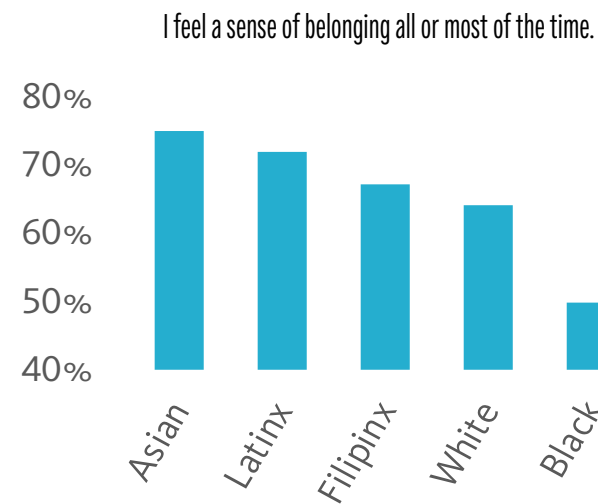
Online Survey

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

Infrastructure / technology
(ex: heating, cooling, wifi, electrical)

Safety and security

Study Areas

Student Services 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

STEM Center

Outside

Cafeteria

WHY?

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

- Quiet Space

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

- Single Tables

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

FAVORITE PLACES ON CAMPUS TO SOCIALIZE



Campus Center / Quad

Food Areas (Cafeteria / KJs)

Departmental Classroom

Outdoor Areas

WHY?

- Activity / Welcoming
- Central Location

- Active Areas
- Go there with friends

- Dental Hygiene Students
- Comfortable There

- 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

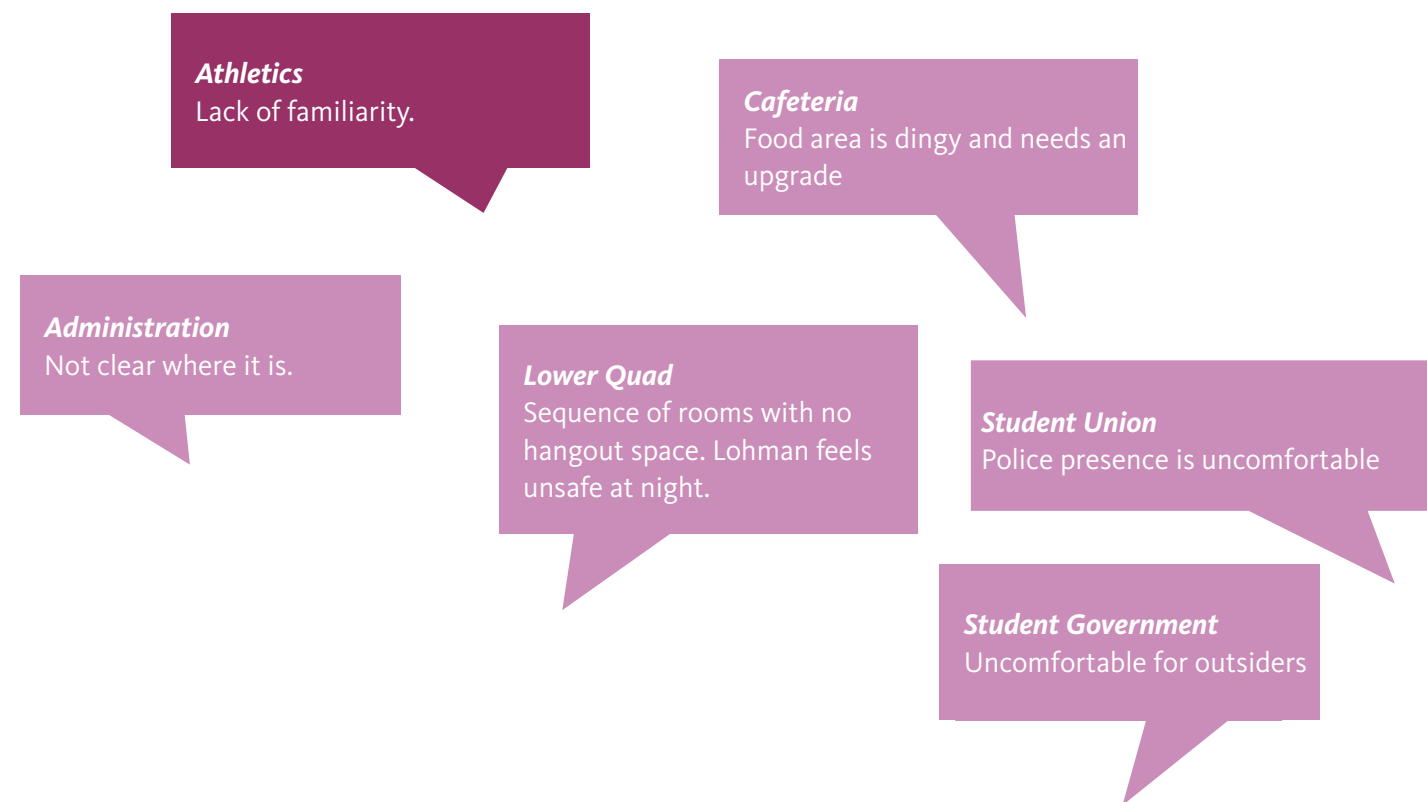
Participants shared that they felt a sense of belonging on parts of the campus that they are familiar with and frequent often. The main social areas on campus, including the Campus Center, Cafeteria, and Quad play an important role in promoting this sense of belonging.



*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.



F o o t h i l l C o l l e g e

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:

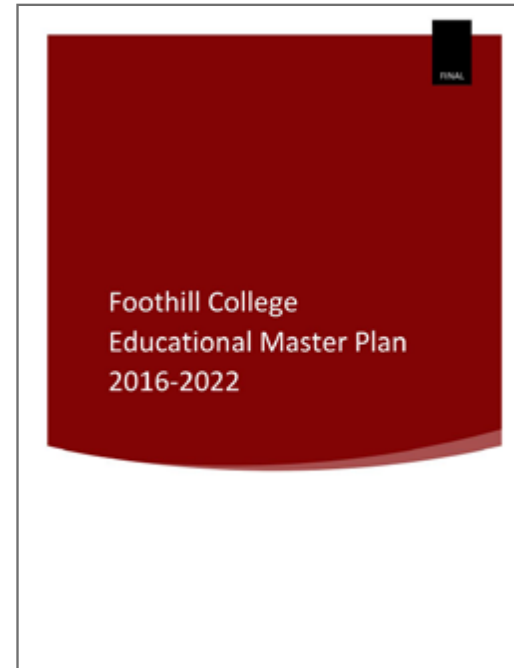
- Facilities Planning Principles
- Development Concepts
- Facilities Master Plan
- Project Descriptions

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



GOAL B



GOAL C



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

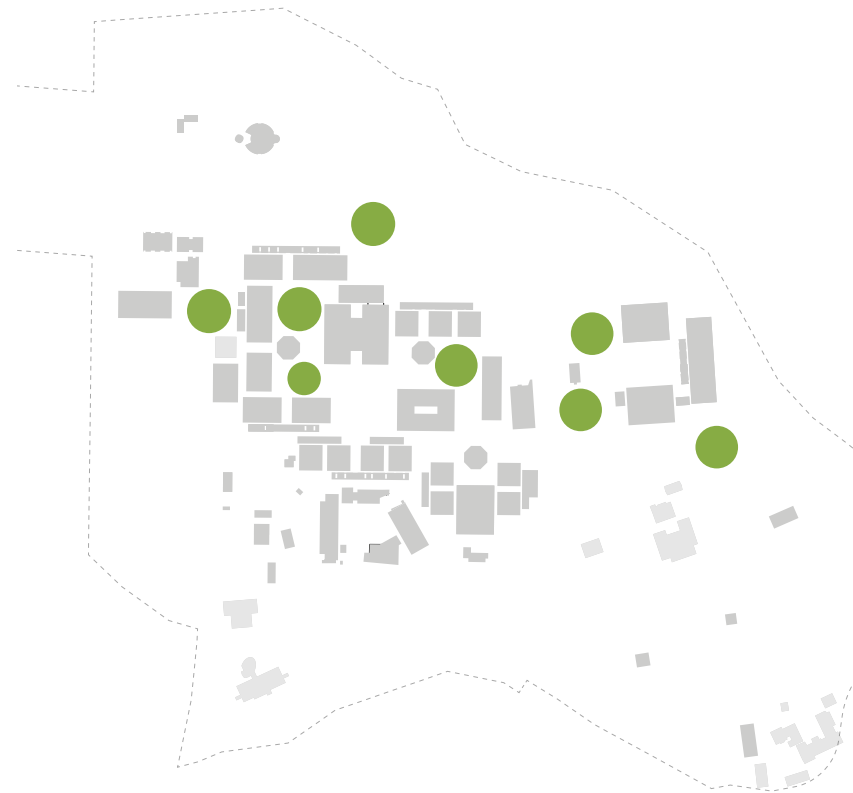
- Leverage all resources
- Repurpose underutilized areas
- Right size facilities to support needs
- Develop spaces to support both in person and online
- Develop flexible spaces to serve multiple uses
- Improve functional zoning and operational efficiencies
- Position Foothill College to maximize state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

Development Concepts



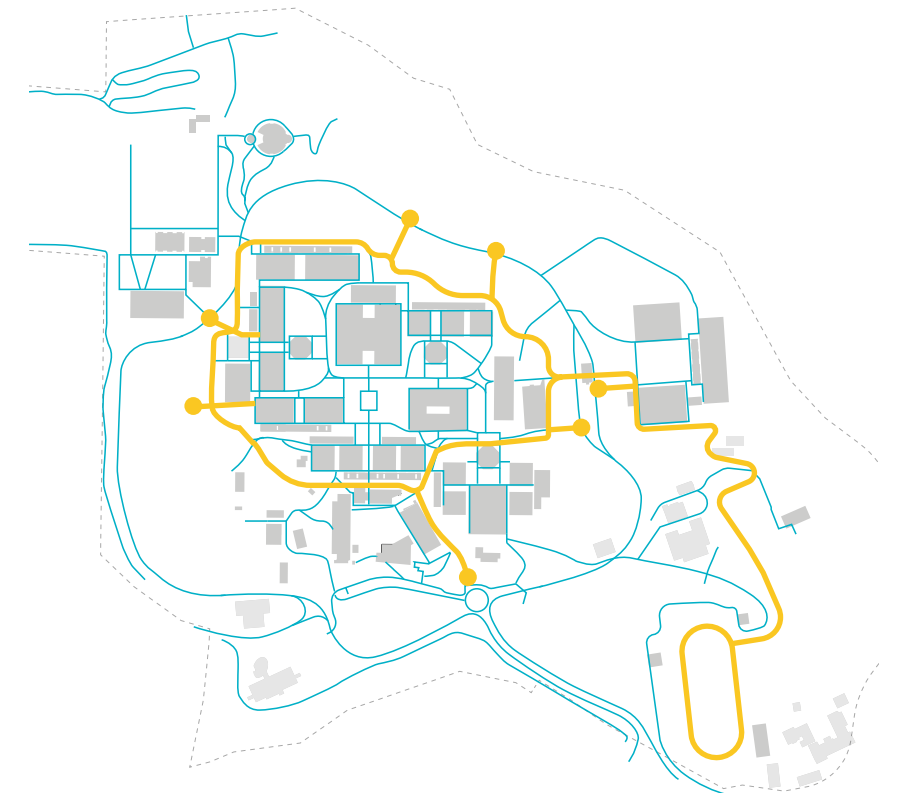
ENHANCE ARRIVAL EXPERIENCES

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.

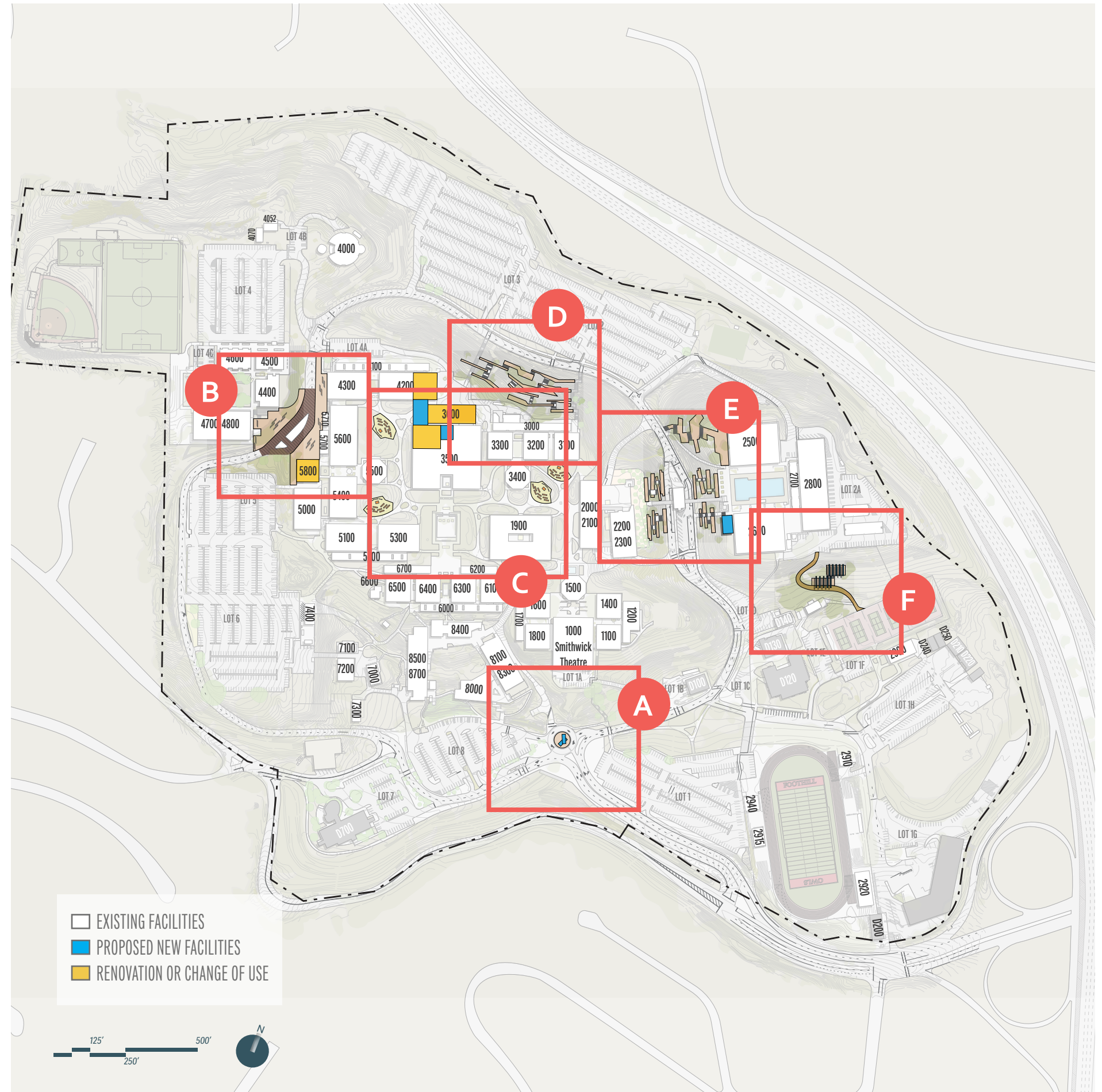
Project Descriptions

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



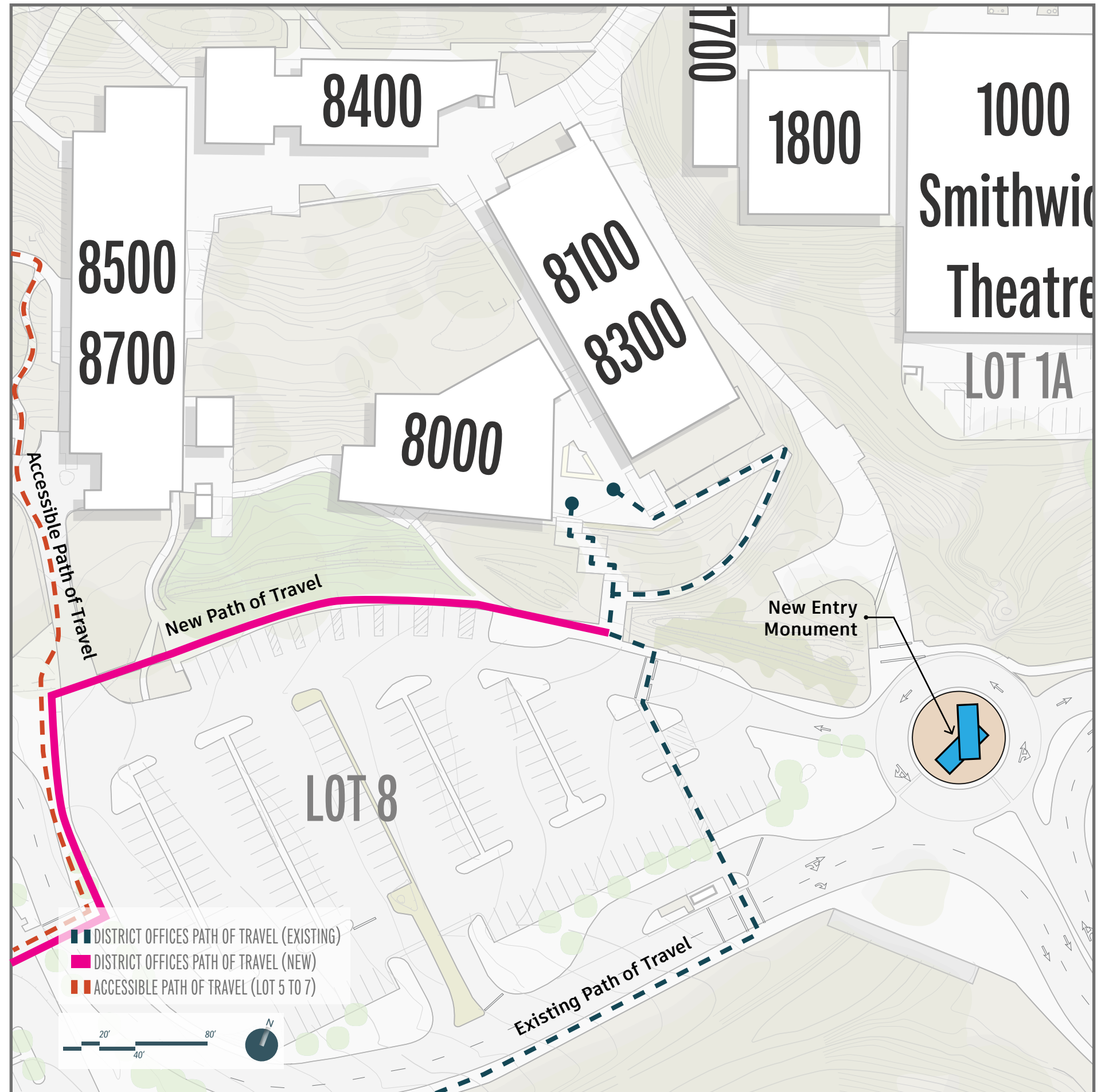
A Campus Entry

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 that are mobility impaired. Upgrading this path of travel will provide safe and universally accessible connections.



B West Plaza

PEDESTRIAN GATEWAY

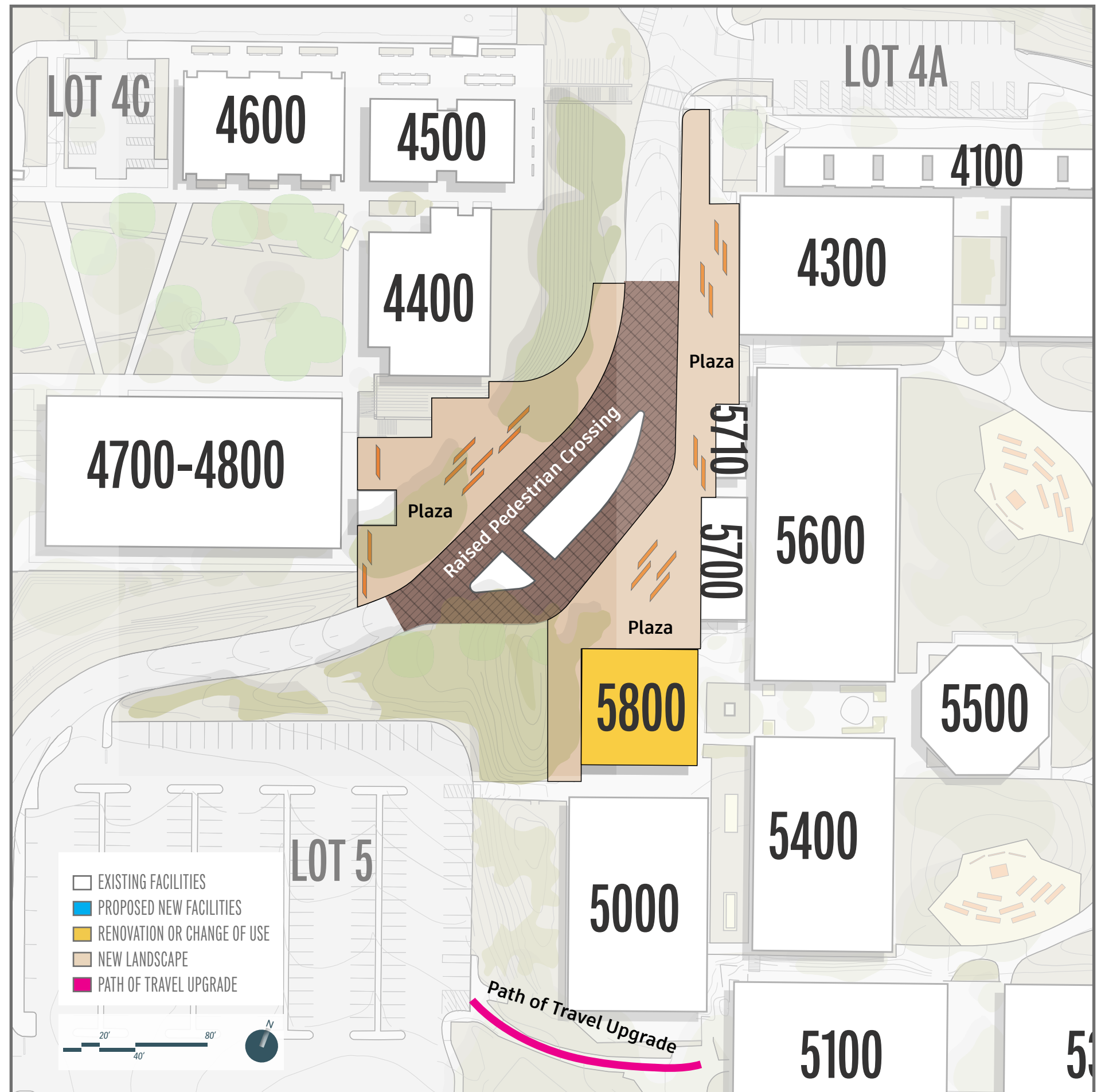
As one of the only at-grade entrances to the campus center, additional development of this plaza to be a pedestrian focused experience will be a key part of creating a welcoming pedestrian arrival experience while helping to strengthen connection to the PSEC Quad.

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.



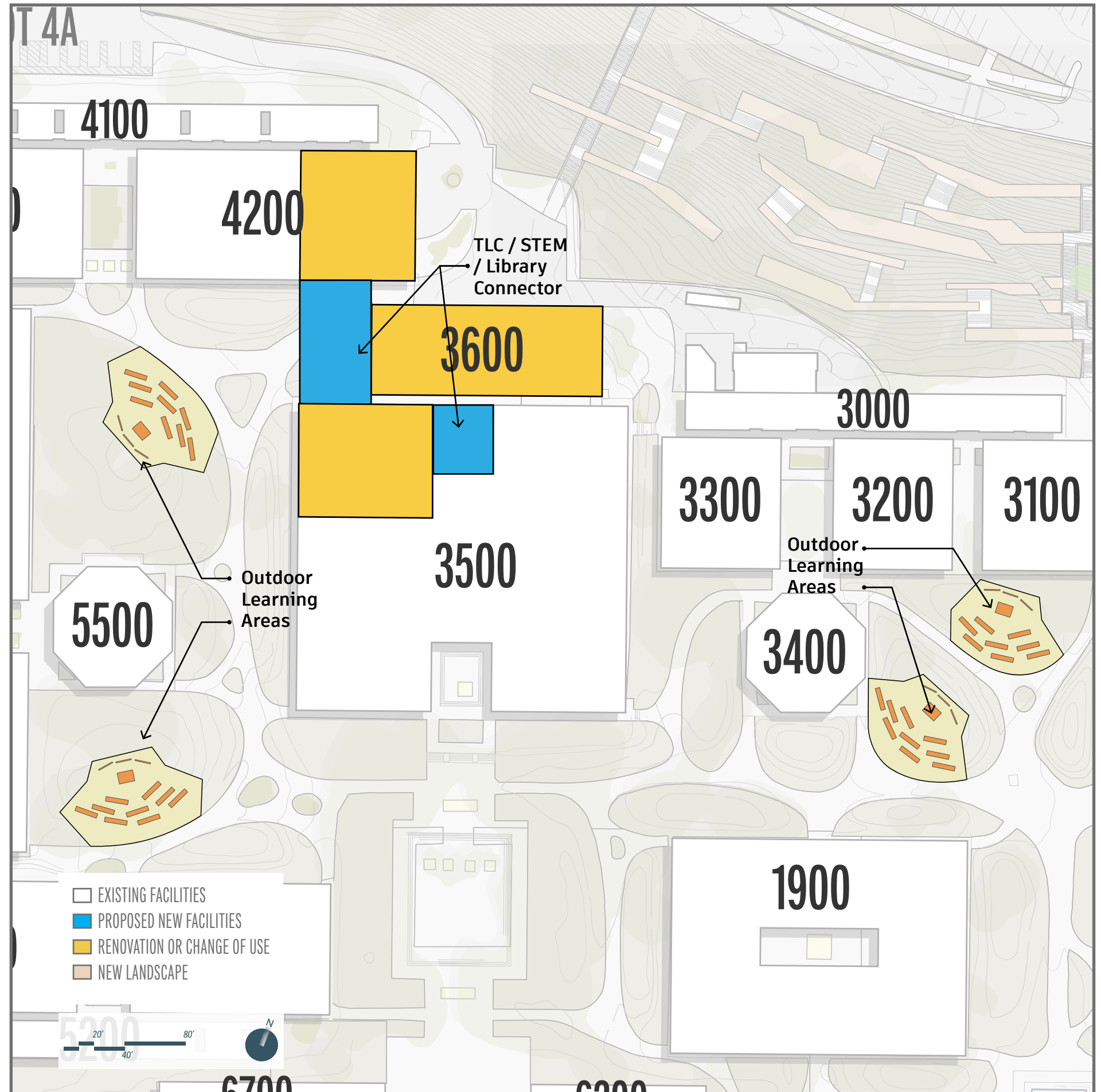
C Campus Core

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

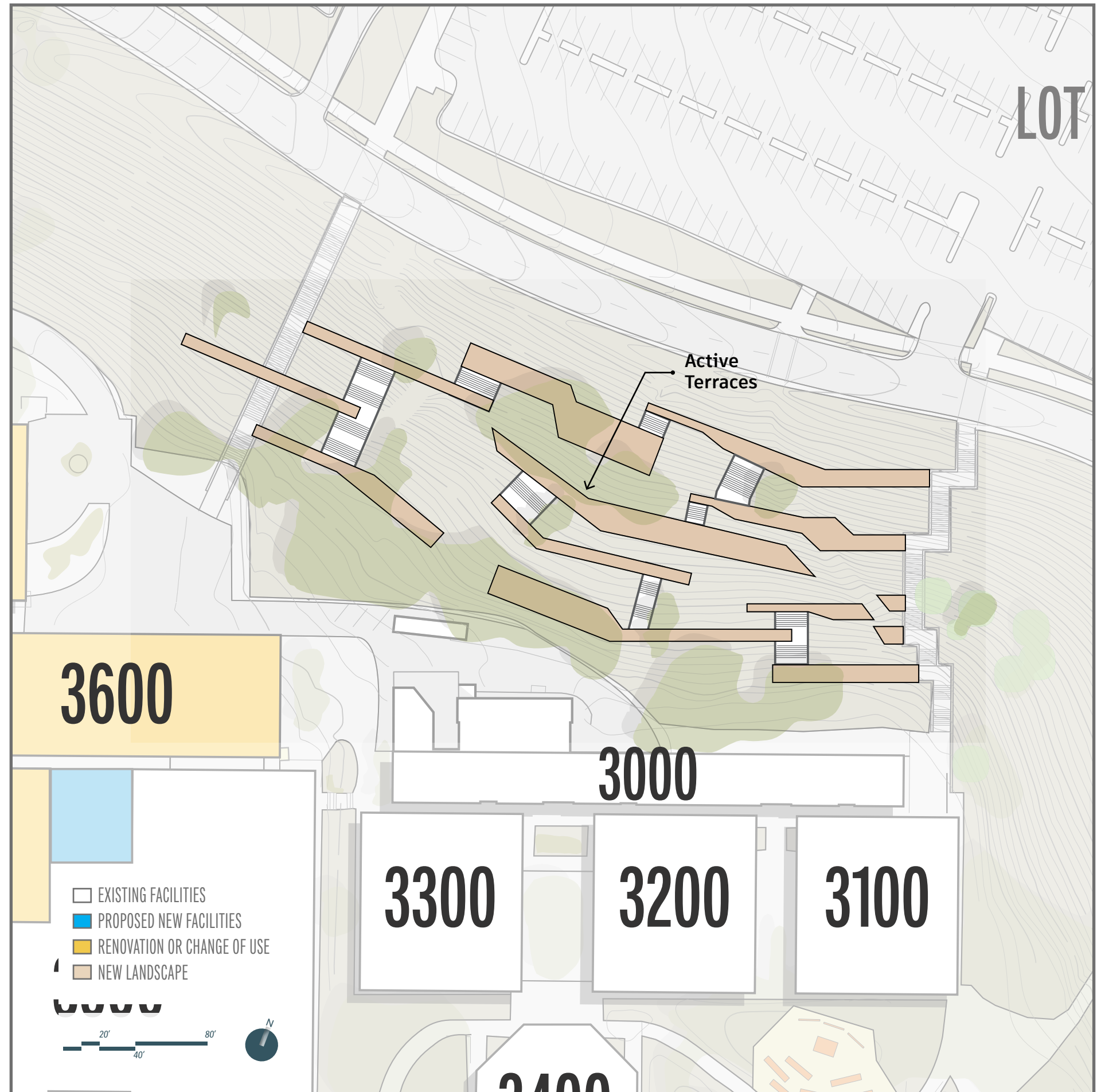
The Library (3500), Teaching and Learning Center (TLC / 3600), and STEM Center (4200) all provide important services for students. By linking these buildings, the College will facilitate greater collaboration between programs, leverage underutilized resources, and increase the flexibility of each facility.



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.



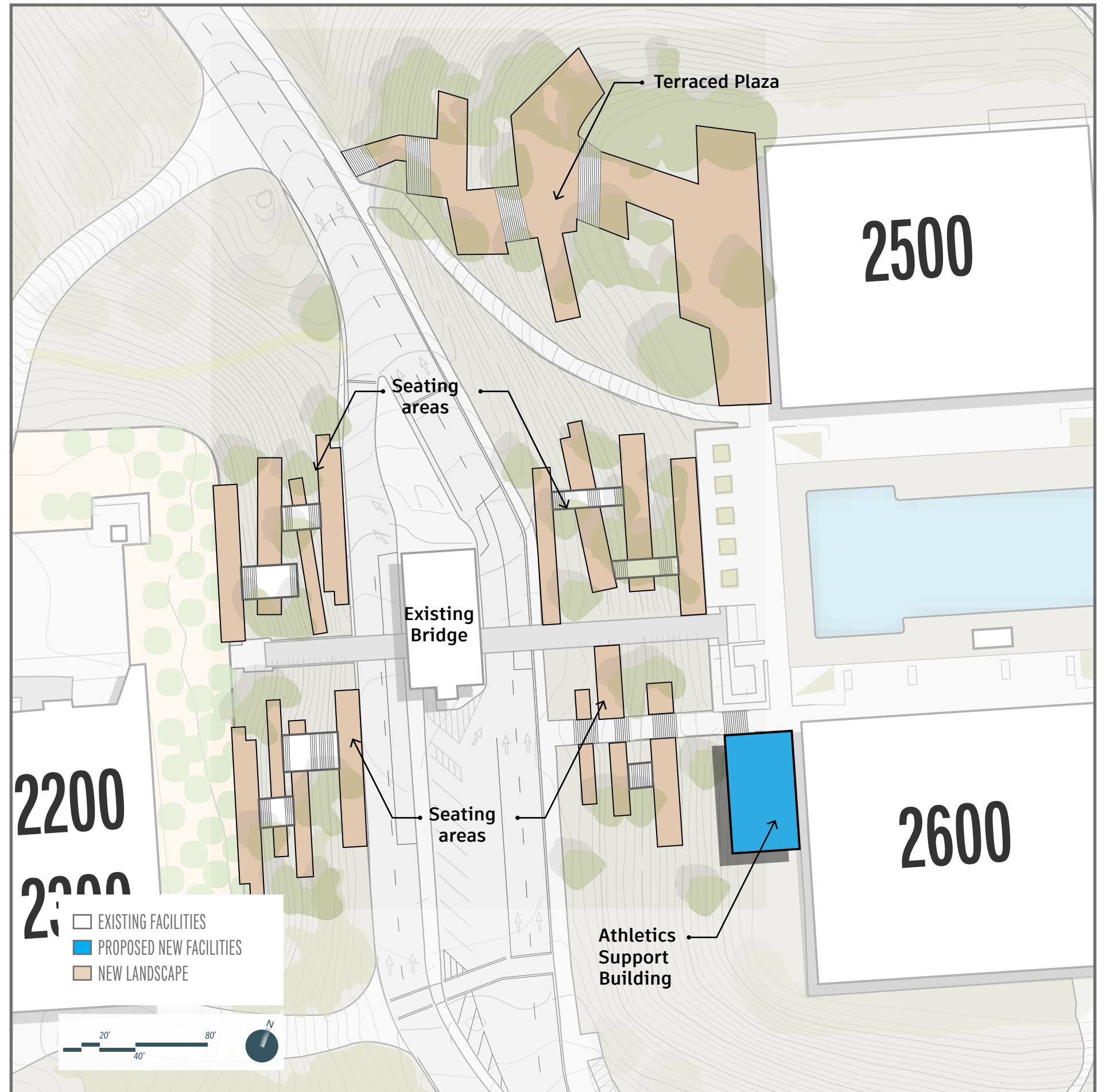
E East Plaza

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

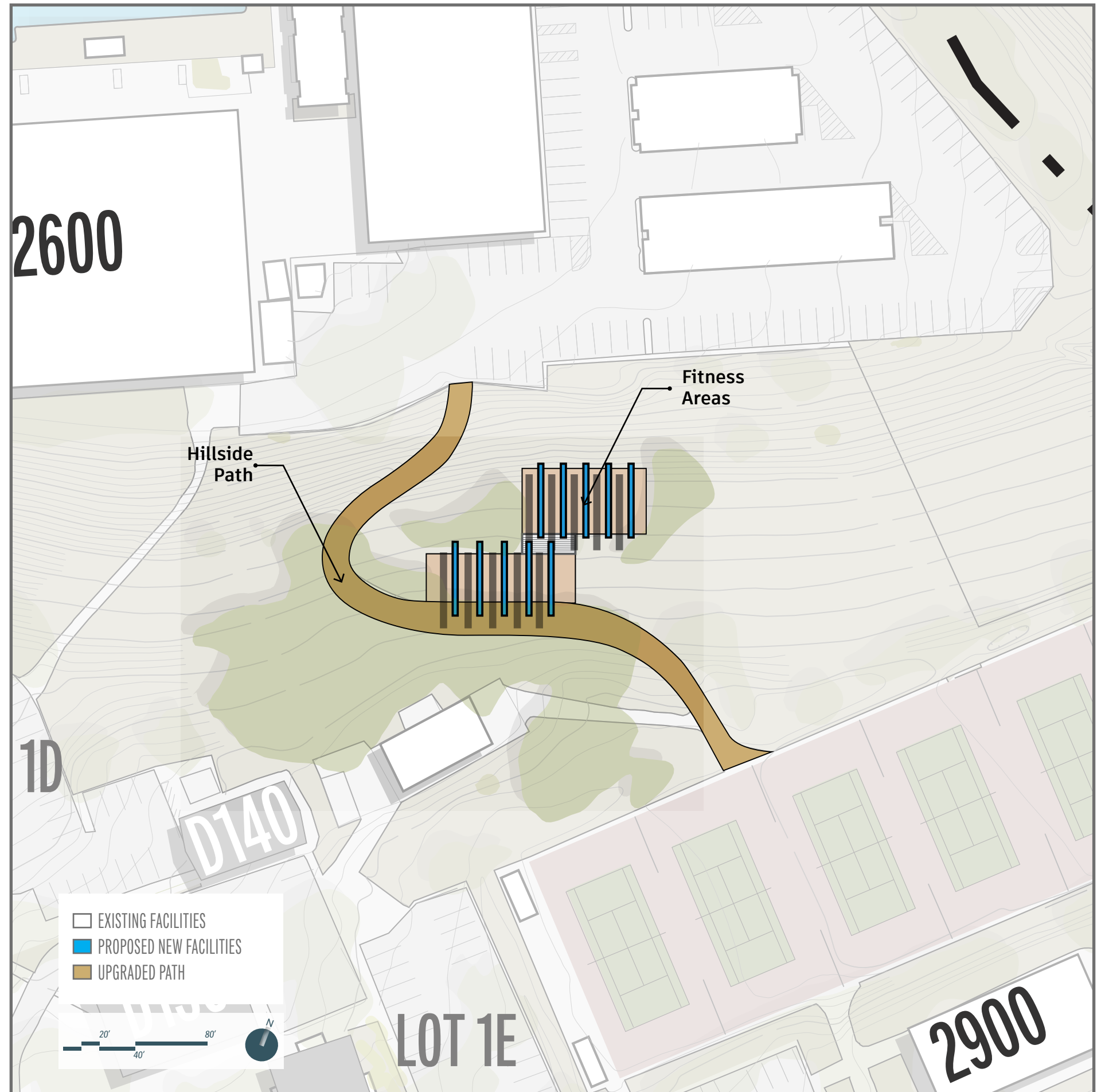
The small building to the east of the main gym (2600) will be demolished and will be replaced by a new building that faces the plaza to the west of the pool at the top of the newly activated hillside. This building will house functional services for athletics, but will also house a concession stand for 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.





F o o t h i l l C o l l e g e

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.

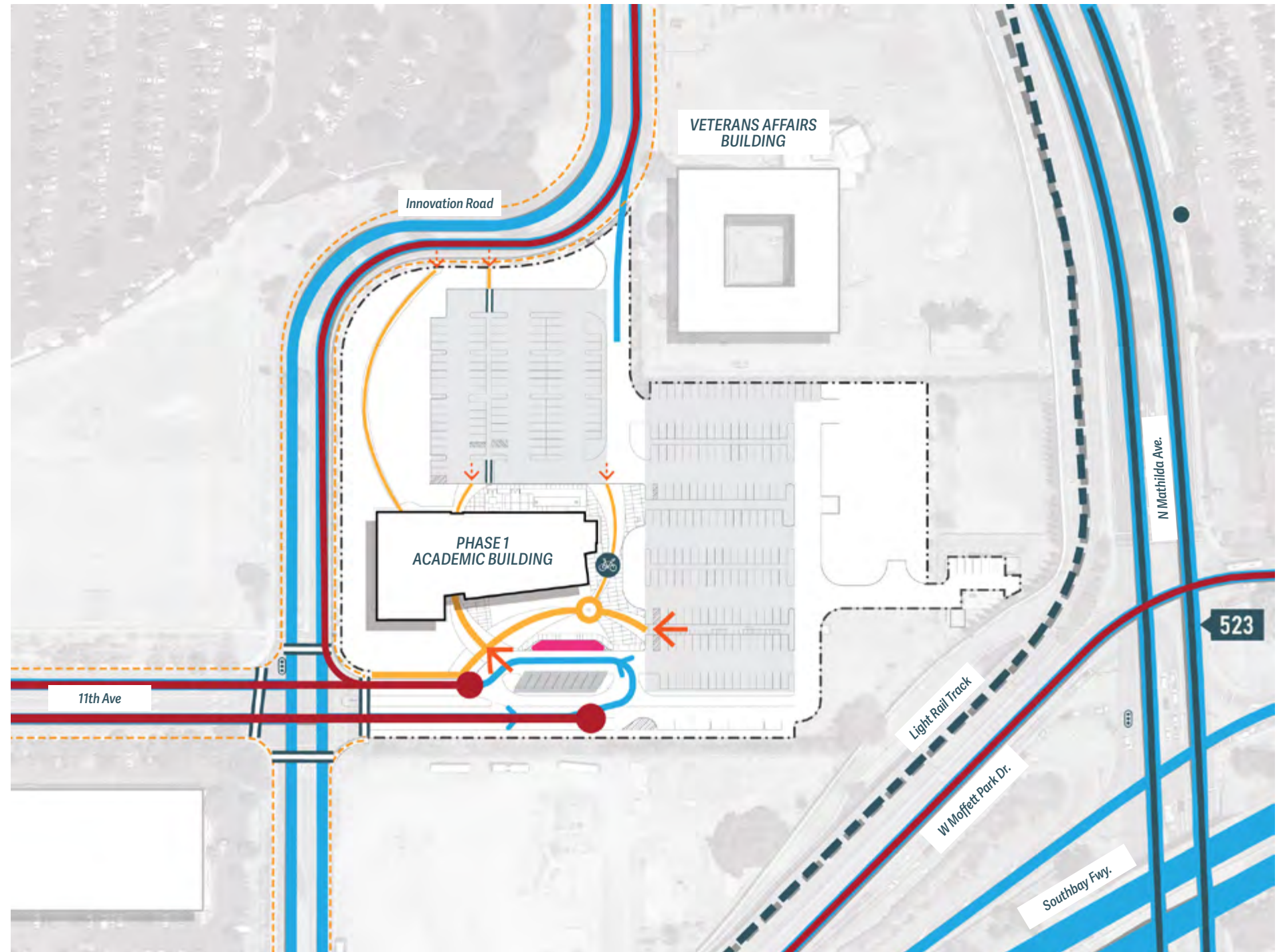
The Center also serves as a regional workforce center advancing the economic wellbeing of the region by developing and maintaining a quality workforce and by serving as the focal point for local and regional workforce development initiatives.

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.



- REGIONAL PUBLIC BIKE-WAY
— LOCAL BIKE-WAY
⊙ BIKE PARKING
- - - LIGHT RAIL TRACK
— VEHICLE ACCESS
— PARKING
- DROP-OFF
— SIDE WALK
— MAIN WALKWAY
- SECONDARY WALKWAY
➔ CAMPUS MAIN ENTRY
➔ CAMPUS SECONDARY ENTRY



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.



□ EXISTING FACILITIES
 ■ PROPOSED NEW FACILITIES

De Anza College



3-1 Message From the President

3-4 Existing Conditions

3-22 Data Analysis

3-32 Recommendations

Message from the President

I'm very proud that this Facilities Master Plan for De Anza College is the product of hard work and thoughtful collaboration by all stakeholders, including students, faculty members, classified professionals and administrators. Representatives from these campus constituencies have developed a plan that clearly emphasizes our commitment to equity as the foundation for continued growth, collaboration, flexibility and sustainability on campus.

One aspect of this equity focus is our commitment to affordable housing options for students, as part of ensuring that their basic needs are met. We're proud of the resources and referrals we have been providing as of this writing, and look forward to supporting the work of the chancellor and district in providing more housing options for students, and for some of our faculty and classified professional colleagues as well.

Meanwhile, never has flexibility in our facilities planning been more important. We finalize this plan during what appears to be the end of the pandemic, and almost all classes and services being delivered online. Yet we know that even when we happily return to the vibrant campus environment for which the college is known, that the world itself – including the areas of education and work – will have changed, and continue to do so.

It is gratifying that the survey undertaken as part of the FMP process – and during the pandemic – found that most students already feel a sense of belonging and connectedness at De Anza. That feeling of belonging is vital to our goal of welcoming and supporting a diverse student body that includes many students from historically underserved student populations.

This FMP lays the groundwork for enhancing our physical environment so it will continue to foster that sense of belonging. Notably, it calls for a new complex that can host a variety of programs and student support services in one convenient, highly visible area of campus.

The plan also provides much-needed attention to three other areas: replacing an outdated and seismically unfit building with a new district Event Center and campus entrance that will enhance connections with the surrounding community; developing a new Arts Building; and embarking on a process of long-range planning for improving our Physical Education complex. This FMP also addresses the need for new outdoor gathering places and improved pedestrian pathways, as well as renovations for a range of key buildings campuswide.

This plan builds on the history of thoughtful development at De Anza. We've been fortunate that community support for previous bond measures permitted significant improvements to the campus, and we're grateful for voter approval of the new Measure G bond issue, which will help the college to keep pace with the needs of our students in a changing world. This Facilities Master Plan will help ensure that our students continue to feel a sense of inclusion at De Anza College – whether in our state-of-the-art buildings, or in the alternating areas of vibrancy and peace among the beauty of our campus landmarks.

Lloyd A. Holmes, President
De Anza College



Mission

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

Vision

Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.

Values



Purpose

De Anza College has developed the 2021-2026 Facilities Master Plan (FMP) to serve as a guide for development of the physical campus. It provides both a narrative and graphic description of the college's strategies to support its instructional program through carefully planned development, using the long-range forecast for enrollment as one basis. It is not intended to serve as a literal depiction of the projects to be developed, but rather as a point of reference in a dynamic process of adapting projects – in progress, planning stages, and potential – to meet changing program needs.

While providing a road map for future development, including recommendations for renovation and replacement of facilities, this document also provides a retrospective of past development. Highlighting what has come before demonstrates how the De Anza College campus has grown, and how that growth has supported stated instructional goals.

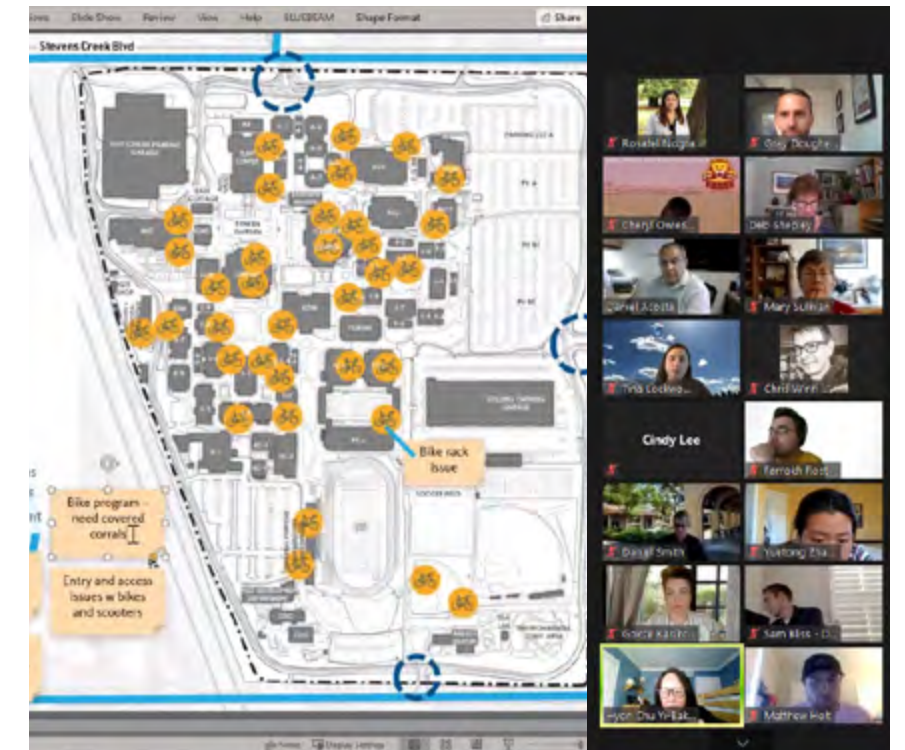
Process

The planning process was a participatory one that involved 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 De Anza 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

Pam Grey	<i>Vice President, Administrative Services (co-chair)</i>
Jennifer Mahato	<i>Director, College Operations (co-chair)</i>
Daniel Acosta	<i>Chief of Police, Foothill-De Anza Community College District</i>
Sam Bliss	<i>Dean, Community Education</i>
Carol Cini	<i>Instructor, History</i>
Alicia Cortez	<i>Dean, Equity & Engagement</i>
Patrick Gannon	<i>Director, Campus Center</i>
Rich Hansen	<i>Instructor, Mathematics</i>
Matt Holt	<i>Student, De Anza Student Government, Vice Chair of the ESAC</i>
Gokce Kasikci	<i>Instructor, Art</i>
Michele LeBleu-Burns	<i>Dean, Student Development and EOPS</i>
Cindy Lee	<i>Specialist, Adapted Physical Education</i>
Tina Lockwood	<i>Coordinator, Furniture, Fixtures and Equipment</i>
Eric Mendoza	<i>Dean, Physical Education and Athletics</i>
Rosafel Nogra	<i>Clinical Director, Health Services</i>
Cheryl Owiesny	<i>Instructor and Head Coach, Women's Soccer</i>
Eugene Rodriguez	<i>Instructor, Art</i>
Daniel Smith	<i>Dean, Creative Arts</i>
Andrew Stoddard	<i>Instructor, Design and Manufacturing Technologies</i>
Mary Sullivan	<i>Faculty Director, Health, Education and Wellness</i>
Zoe Vulpe	<i>Student, De Anza Student Government</i>
Sarah Wallace	<i>Facilities and Equipment Assistant, Athletics</i>
Chris Winn	<i>Rental Coordinator, Campus Facilities</i>
Bill Wishart	<i>Instructor, Automotive Technology</i>
Hyon Chu Yi-Baker	<i>Faculty Director, College Life</i>
Yuetong Zhang	<i>Student, De Anza Student Government, Chair of the ESAC</i>





De Anza College

Existing Conditions

This section documents the analyses of existing conditions that shape the use of the De Anza College campus. The analyses are based on observations and information gathered during campus tours, interviews with faculty, staff, and students, and discussions with the De Anza College facilities planning team.

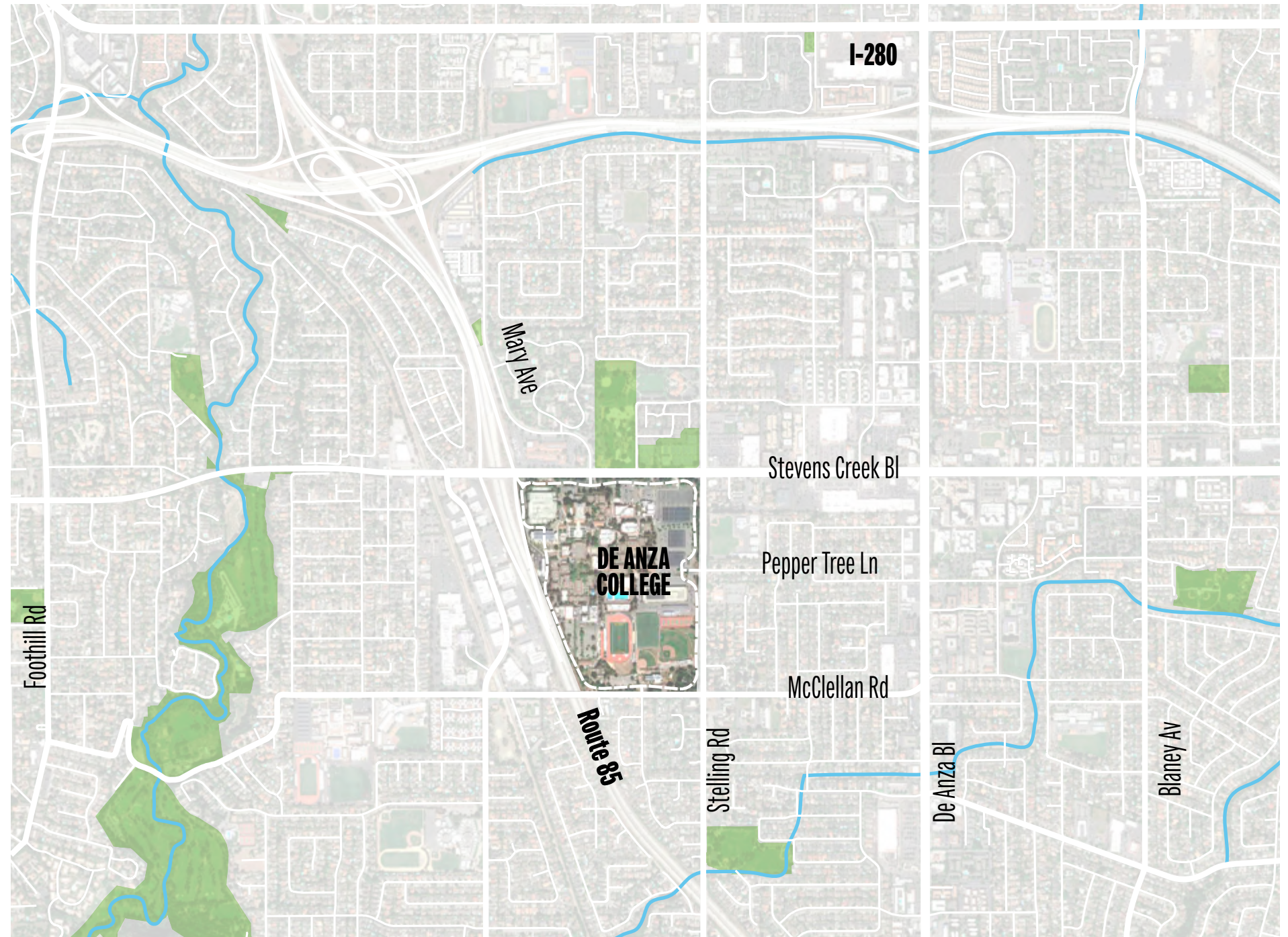
The graphic and narrative descriptions focus on the following:

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

Campus Context

De Anza College is located in Cupertino, California. The 112-acre campus is situated one block from the intersection of Interstate 280 and state Route 85, across the street from Cupertino Memorial Park.

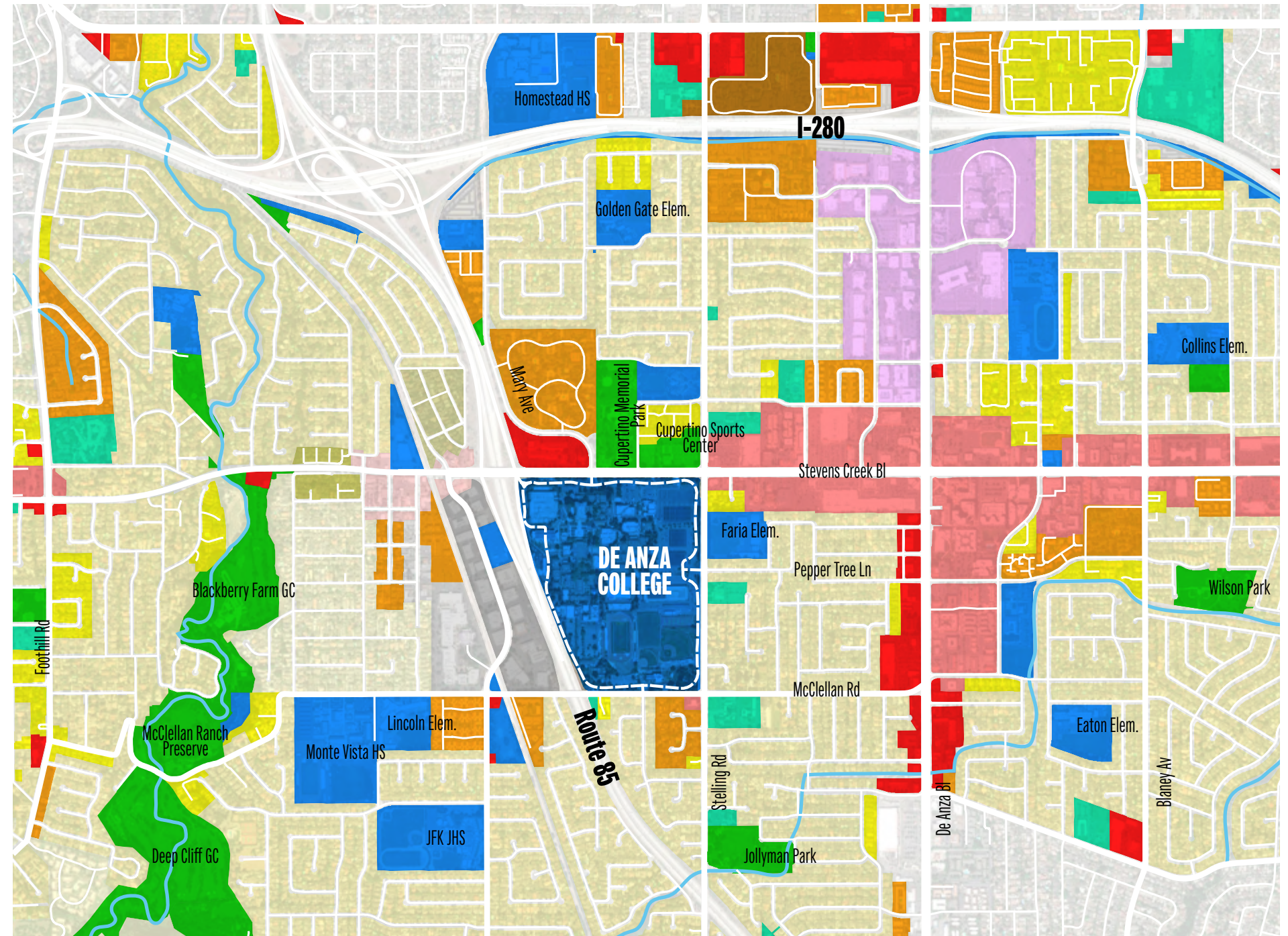
Route 85 defines the western border of the campus, and three city streets define the north, east and southern boundaries.



Campus Context

LAND USE ADJACENCIES

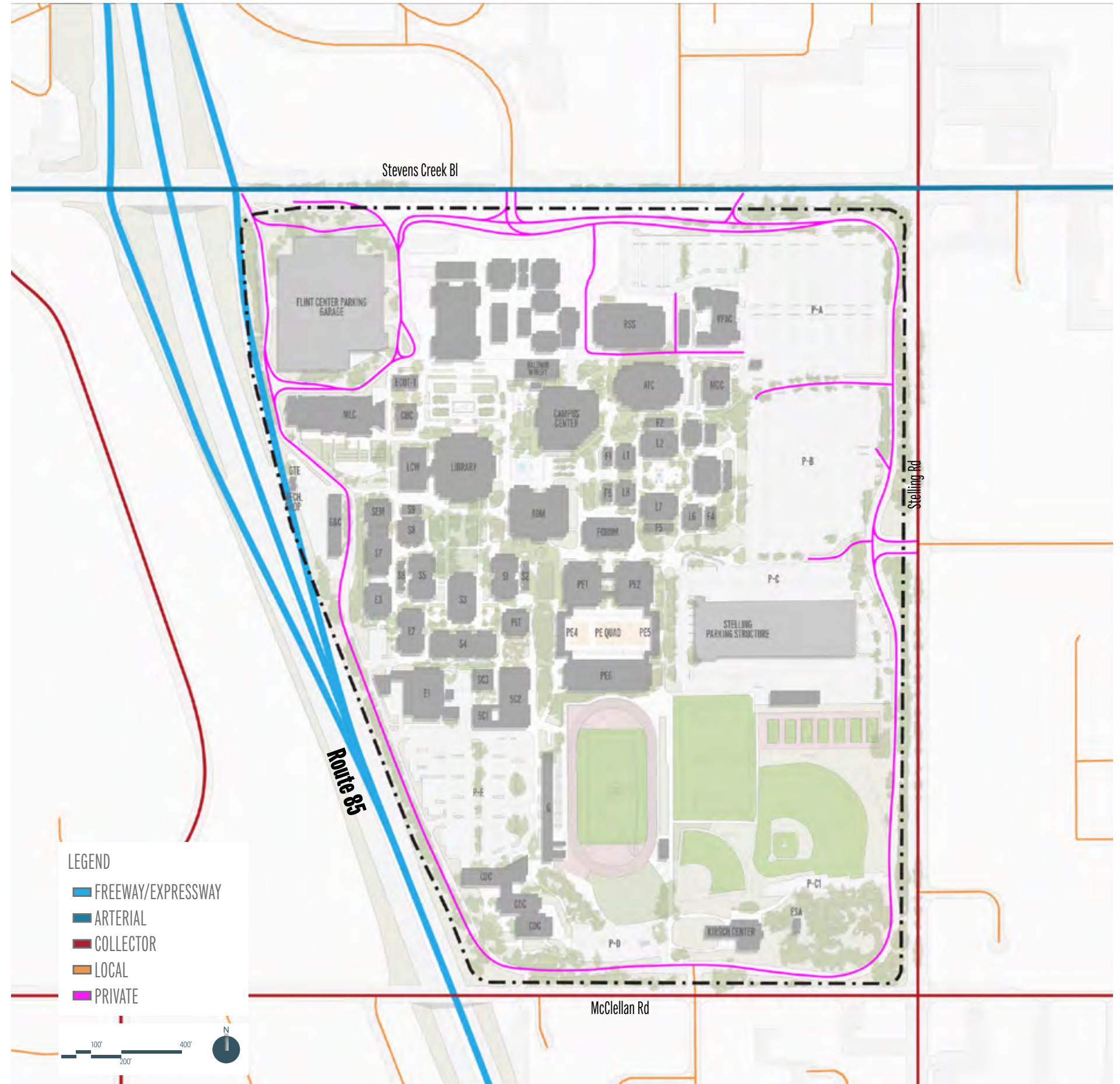
The primary frontage for the campus is along Stevens Creek Boulevard, a major commercial corridor. Residential neighborhoods are to the east and south, and a diverse mix of uses are nearby in adjacent areas.



Campus Access

VEHICULAR ACCESS

Major vehicular access to De Anza College is via Interstate 280, state Route 85 and Stevens Creek Boulevard. Access to campus is through major gateways on Stevens Creek Boulevard on the north, Stelling Road on the east, and McClellan Road on the south.



Campus Access

BIKE ACCESS

City bike lanes provide public access to campus. There are bike racks throughout the campus, and one enclosed, locked bike corral area, adjacent to Registration and Student Services.



Campus Access

PUBLIC TRANSIT ACCESS

The Valley Transit Authority (VTA) provides transit access to De Anza College along Stevens Creek Boulevard and Stelling Road. One bus stop is located on campus, in front of the Registration & Student Services Building on the north side.

VTA has recently improved and expand the bus stop at Stelling and Stevens Creek, enhancing student access to campus.



Existing Facilities

The original De Anza College buildings are Spanish Revival architecture, blending Spanish and modern architecture with adobe-like walls, red tile roofs, arches and fountains. The buildings were originally placed in clusters, focusing inward to shared central quads. The newer buildings are of modern architecture. Newer buildings are located on the edges of the campus core and focused outward to support the college's goal to engage with and welcome the community.

Currently De Anza College has 68 buildings on campus. There is a total of 1,478,324 gross square feet of development, including the two parking structures located near major entrances.



Existing Campus



Development History

PRE-COLLEGE

De Anza College was founded in 1967 on the site of a the Beaulieu Winery, built at the turn of the last century. Three original buildings remain from the former winery and have become part of a the historical campus core: the California History Center (CHC), East Cottage and Baldwin Winery Building.

1960s

Additional facilities were built, including the Library, Administration Building, Campus Center, and campus academic quads to convert the existing site into the De Anza College campus.

1970s-1990s

In the 1970s, the first two buildings of the Child Development Center opened at the south end of the campus, and Flint Center on the northwest side of campus. In the next decade, the Flint Center Parking Structure was built to the west of the Flint Center. The Advanced Technology Center (ATC) was built in the 1990s.

2000s

Under Bond Measure E, projects included the construction of the Registration & Student Services Building (RSS), the Kirsch Center for Environmental Sciences, and the Science Center Complex, and a new main building for the Child Development Center. This period marked a more contemporary architectural style. The new facilities also focused on environmental stewardship and opportunities to educate students and the community.

2010s

Under Bond Measure C, projects included the Visual and Performing Arts Center (VPAC), the Central Plant, a new portion of the Auto Tech Building, and the Media & Learning Center (MLC). In addition, the college completed several facilities renovations and modernizations.



Development History



Campus Zoning

Zoning is useful to show the locations of major functions within the campus, illustrating where uses are grouped and where they are dispersed. Services and instructional disciplines that are in close proximity to like services and disciplines are often more operationally efficient and more easily located.

In the diagram on the following page, buildings are colored to show major functions. Facilities with more than one major function are indicated with multiple colors.

OBSERVATIONS

- Instructional disciplines are generally grouped in clusters and share outdoor learning and gathering spaces, creating recognizable quads with strong identities. They are easily accessed on campus.
- Parking lots and utility areas are typically located on the perimeter of campus, facilitating ease of access.
- Tutorial services are distributed throughout the campus.
- Student services functions are spread out in multiple buildings.



Campus Zoning



LEGEND

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

Campus Gateways

There are three main entrances to the campus and all connect to a perimeter loop road that encircles the entire campus.

North Entrance - Mary Ave at Stevens Creek Boulevard

This serves as the campus front door for first-time visitors and is located along the most visible side of the campus.

East Entrance - Pepper Tree Lane at Stelling Road

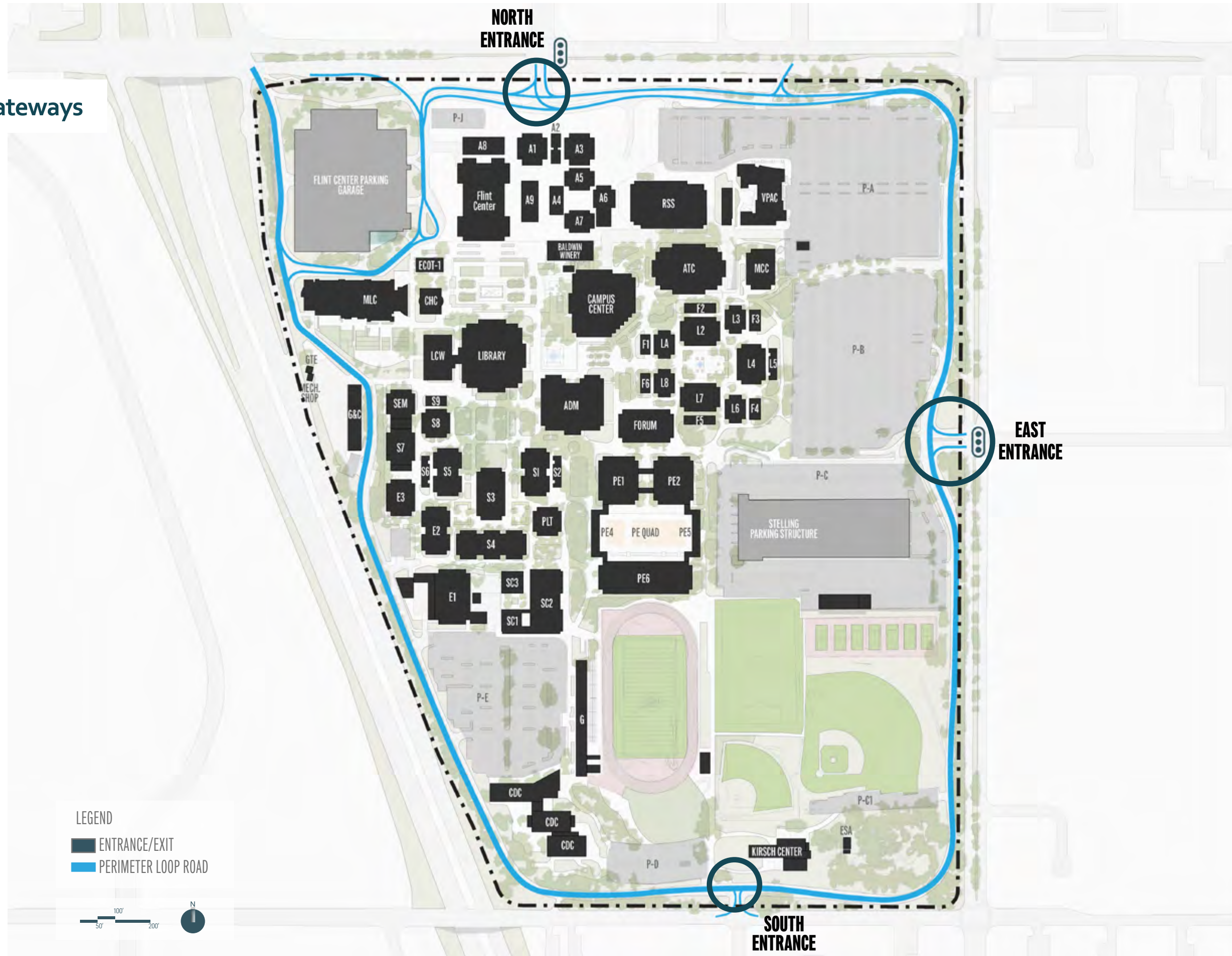
This entrance is very popular due to its proximity to parking.

South Entrance - McClellan Road

The south entrance provides direct access to the Kirsch Center, the Child Development Center and the Athletic fields. There is no signal at this entry and there may be a need to work with the city of Cupertino to address the traffic load.



Campus Gateways



Vehicular Circulation

Parking structures and lots are located on the edges of the campus and are accessed via the perimeter loop road, Campus Drive. The number of parking spaces totals 5,621 and is predicted to accommodate the current and projected student headcount for the college.



Vehicular Circulation



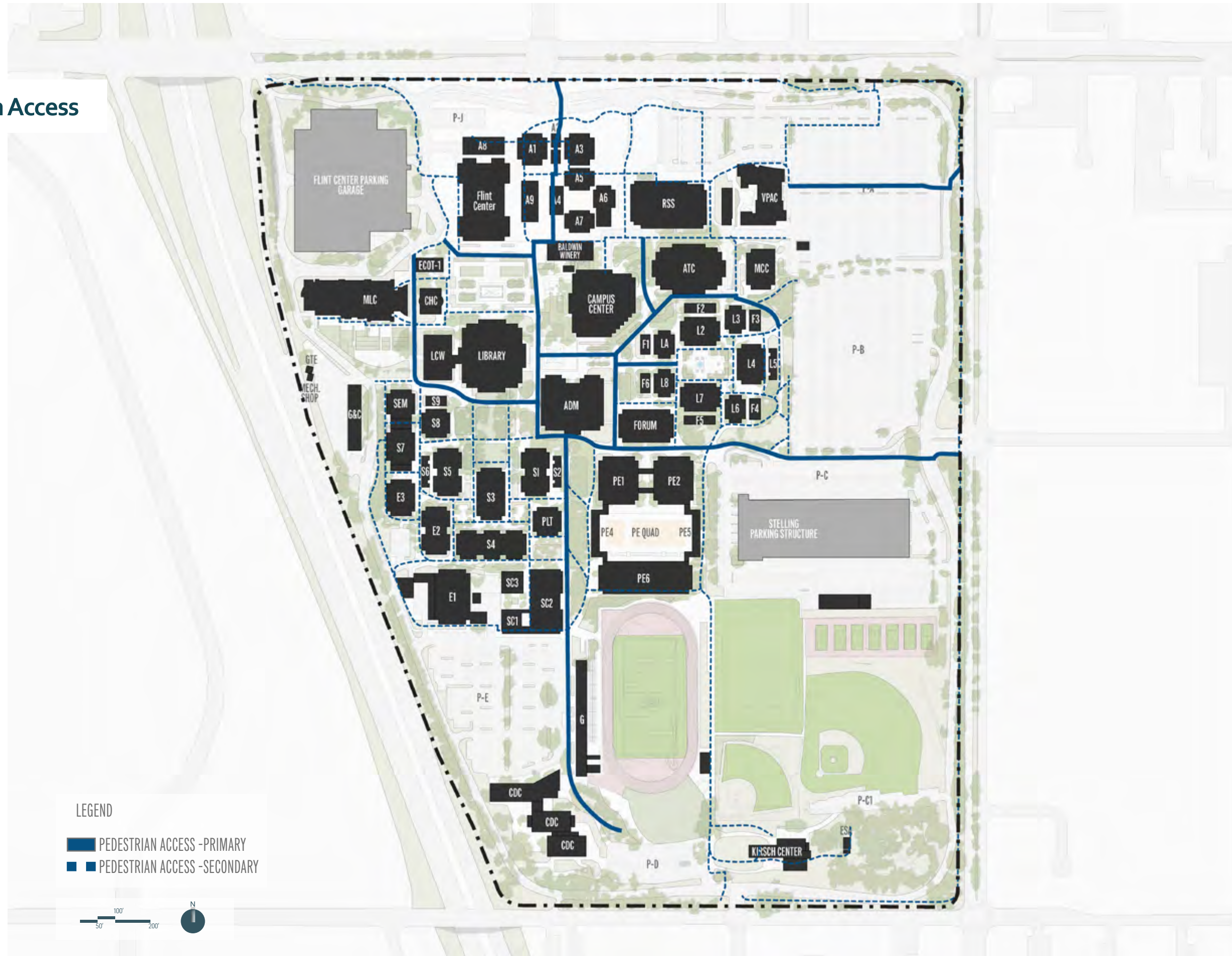
Pedestrian Access

De Anza College is dedicated to providing equal access to all through universal design, a broad-spectrum view of design meant to produce buildings, products and environments that are inherently accessible and usable by all people, to the greatest extent possible, without the need for adaptation or specialized equipment. Following the framework developed in the Landscape Master Plan and Exterior Signage Master Plan, the college has created a welcoming campus that is easy to navigate. Major and minor paths connect people from parking lots to the center of the campus. Color-coded signage identifies campus quads.

Major paths are defined as those used for pedestrian access by most campus visitors, while minor paths are defined as pedestrian access for certain facilities only. The path network connects all buildings and open spaces and provides effective access to the campus community.



Pedestrian Access





D e A n z a C o l l e g e

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 CCCCCO, 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	17,191	231,359
2030	21,809	313,333

Enrollment projections and WSCH projections are extrapolated using FUSION data for 2019 and 2025.

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 Meeting Rooms Assembly Data Processing Food Service Physical Plant Lounge Health Services Bookstore

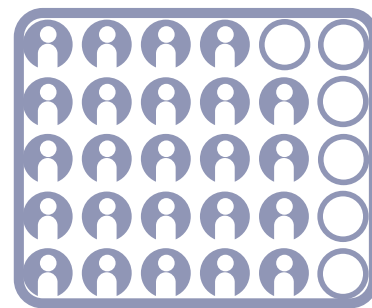
Space Analysis

CAPACITY LOAD RATIOS

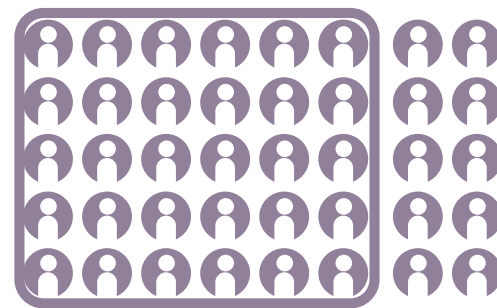
- The capacity/load ratio is the measure of the space utilization efficiency according to California Code of Regulations, Title 5 standards
- The ratio compares existing space (capacity) to enrollment levels (load)
- A ratio of over 100% indicates that there is additional available capacity; a ratio 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

Space Category	A 2020 Space Inventory (ASF)	B Adjusted Inventory (ASF)	C FMP Space Program (ASF)	C-B Difference (ASF)
Lecture/Lab	282,484	252,423	283,794	31,371
Office	94,517	91,175	104,444	13,269
Library/Study	64,756	64,756	52,154	- 12,602
Instructional Media	13,767	13,767	13,906	139
Other	209,870	160,416	180,788	20,372

WSCH space analysis includes online course data.

CONCLUSIONS

- Following the removal of several facilities, there is a need to replace and add space in the following capacity load categories: instruction (lecture/lab) and office.
- There is a need for more space in several non-capacity load categories shown as “other”.

Online Survey

The De Anza 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.



STUDENTS



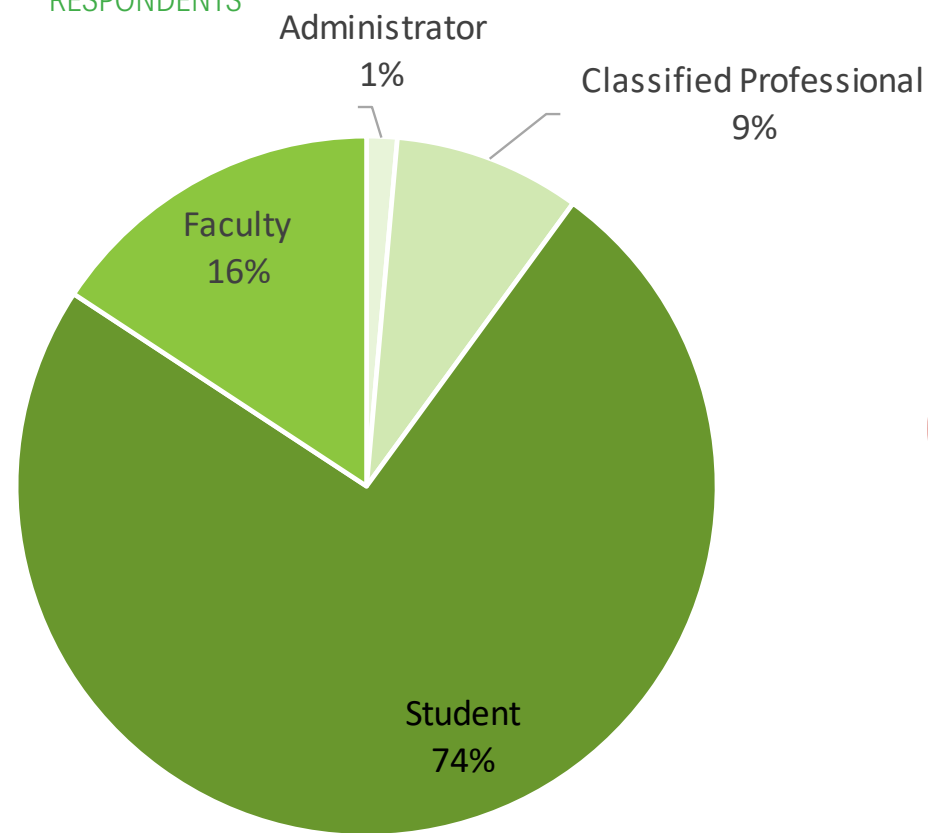
FACULTY, CLASSIFIED PROFESSIONALS, AND ADMINISTRATORS



ENTIRE POPULATION
This includes all students, faculty, classified professionals, and administrators

TOTAL RESPONDENTS

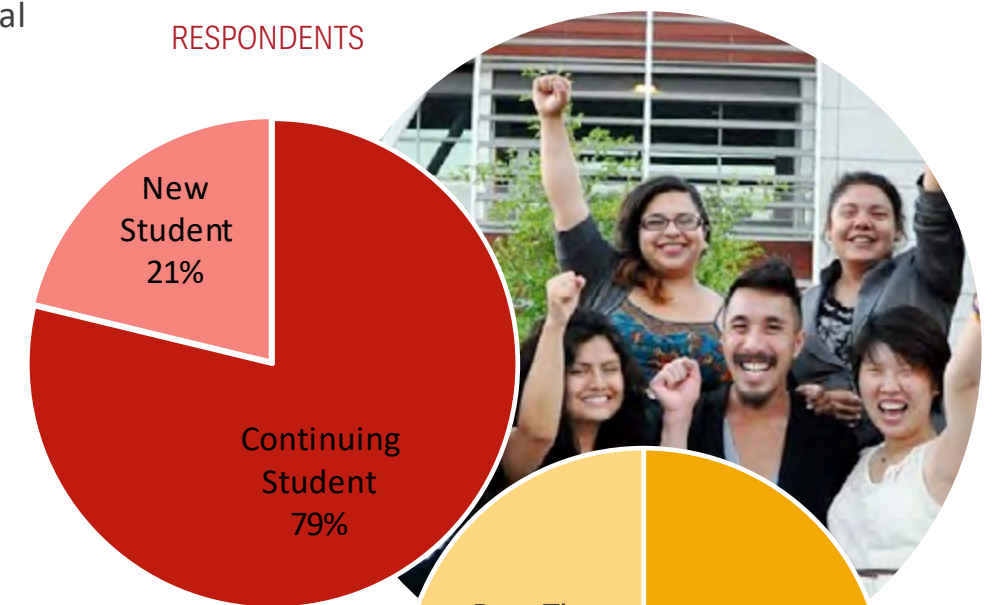
1,069
RESPONDENTS



STUDENT STATUS

794

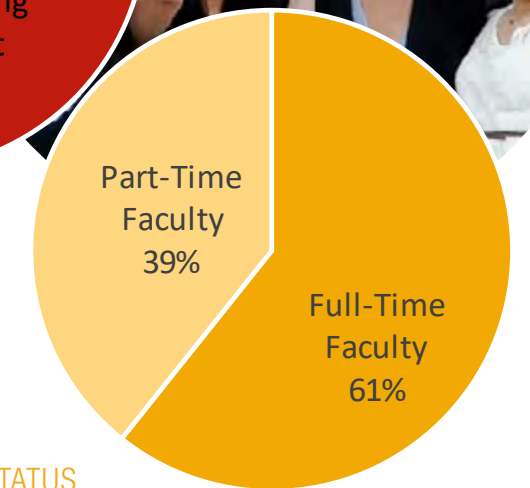
RESPONDENTS



EMPLOYEE STATUS

275

RESPONDENTS

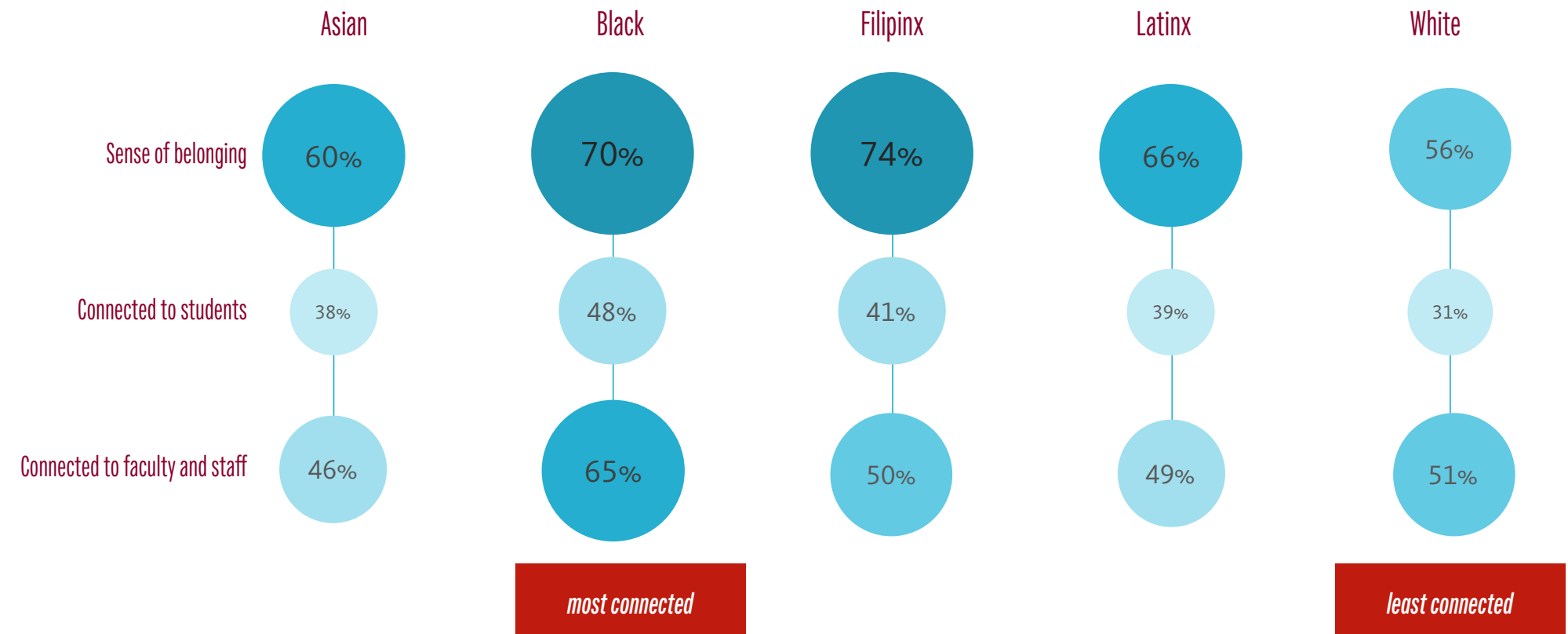


Online Survey

Most students feel a sense of belonging at De Anza College. While many students feel connected to faculty and staff, they feel less connected to other students. When comparing by race/ethnicity across these three categories, Black students feel most connected and white students feel least connected.



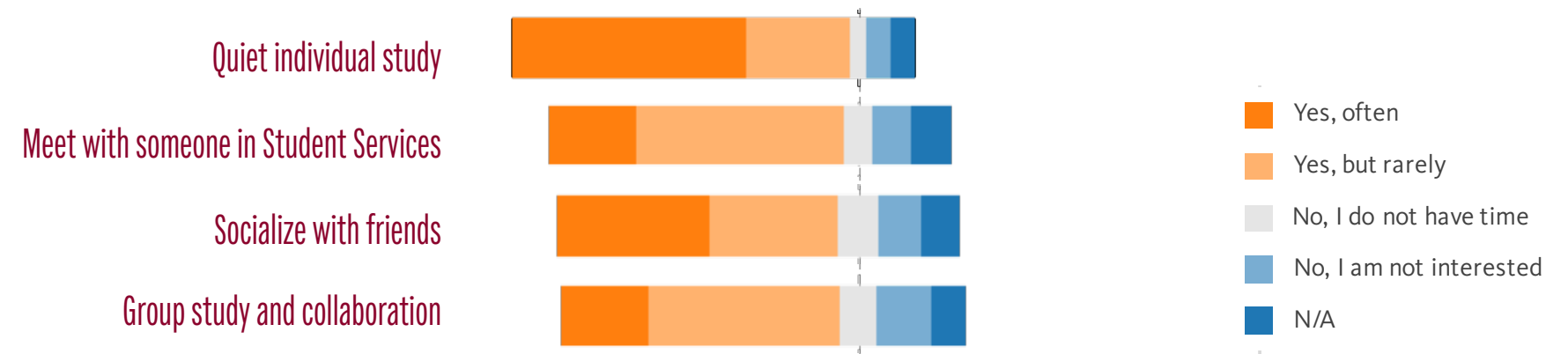
STUDENT CONNECTION COMPARISON BY RACE/ETHNICITY



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



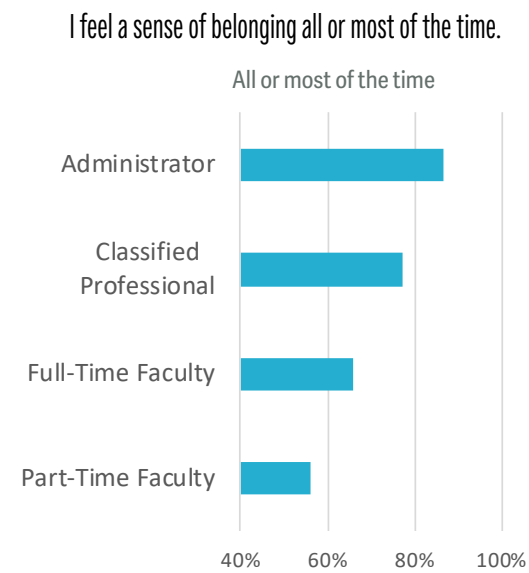
Online Survey

The majority of employees feel a sense of belonging at De Anza College. Employee sense of belonging differs based on role and based on length of employment (two years/six or more years).



EMPLOYEE SENSE OF BELONGING

By Role



By Length of Employment

Greatest sense of belonging:

Those who worked at De Anza less than two years

Least sense of belonging:

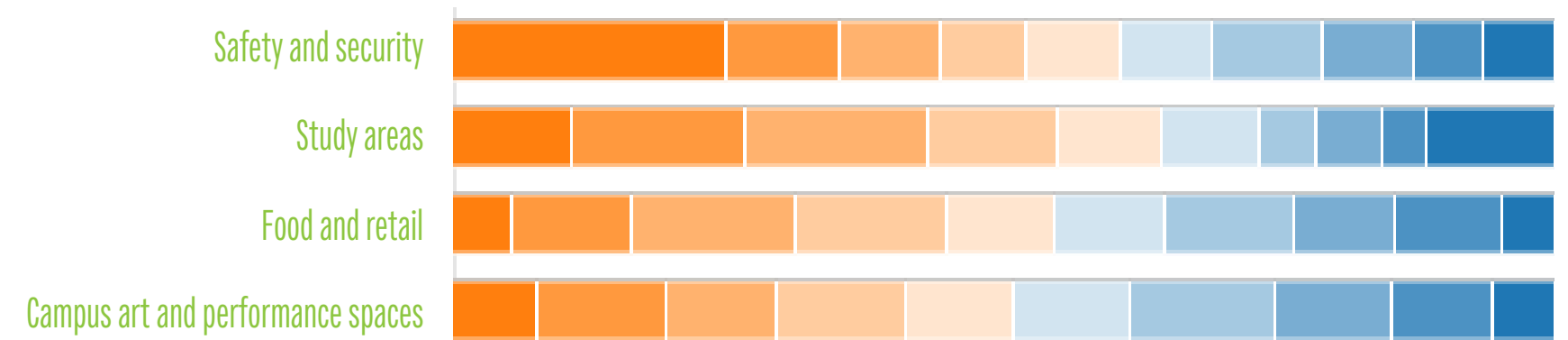
Those who worked at De Anza six or more years

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



DE ANZA COLLEGE FOCUS AREAS

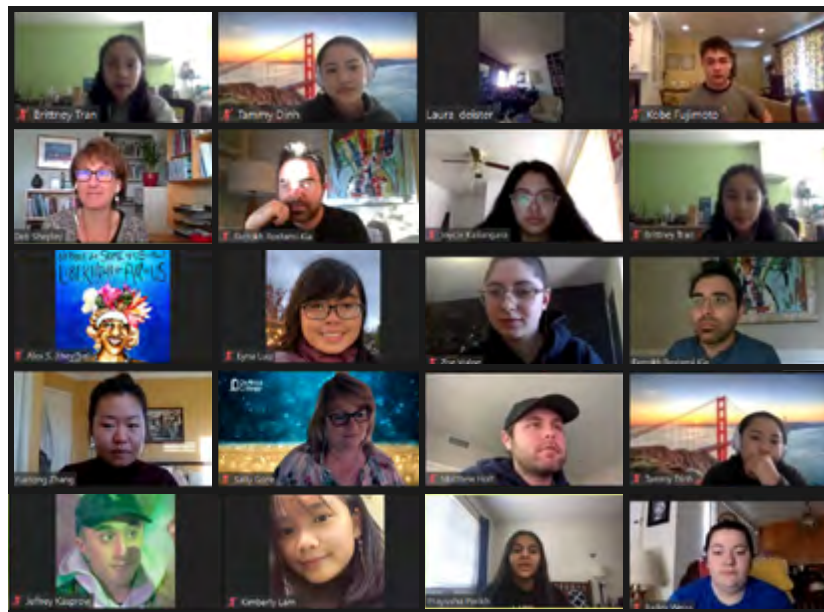
First choice Last choice



Student Focus Groups

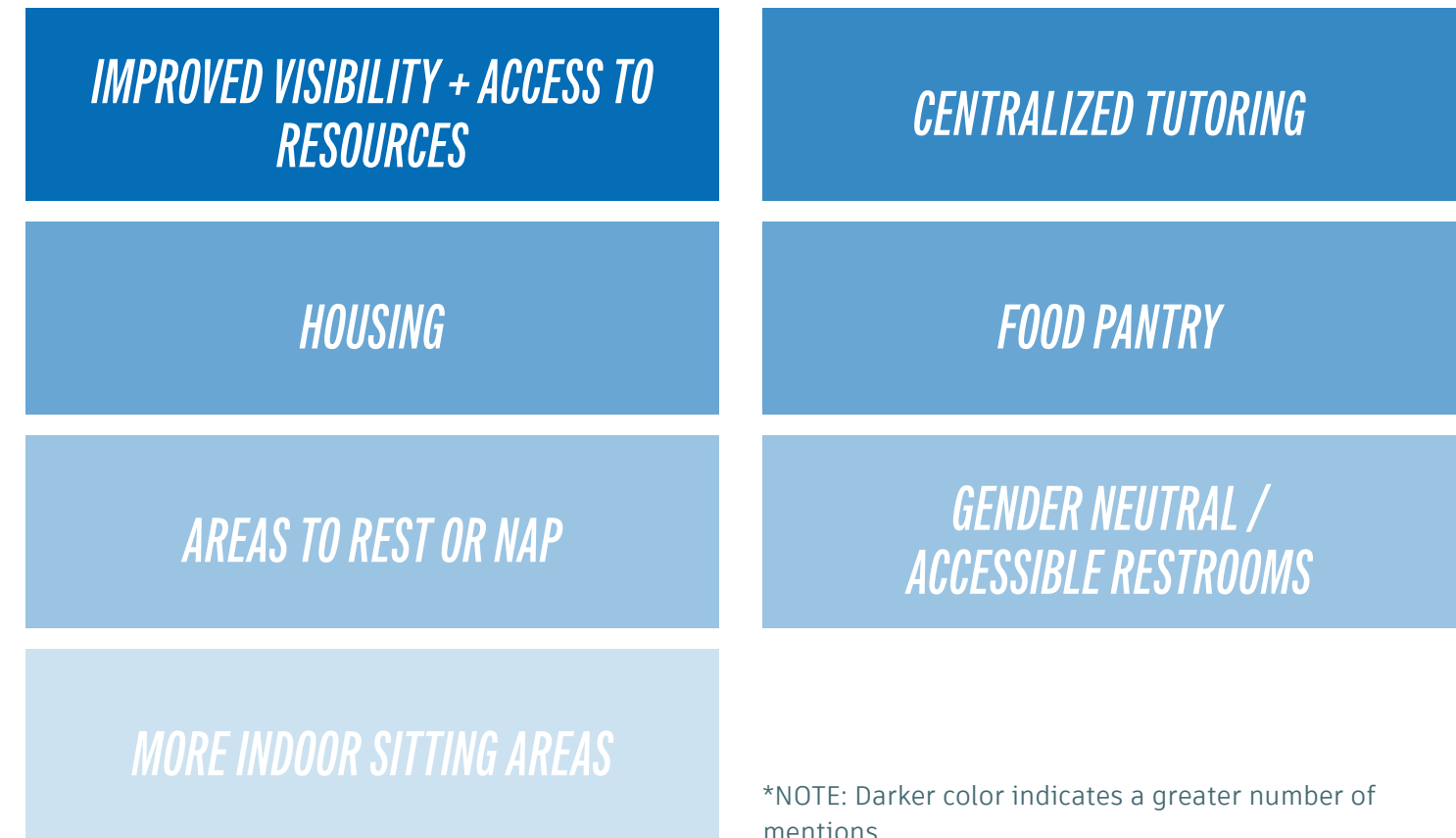
Three student focus groups were facilitated virtually on Feb. 4, 9, and 10., with a total of **26 students** participating. The focus groups expanded upon the research conducted with the survey to include additional student voices in the planning process and hear stories of individual experiences to 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 focused on improved access to student support services. Other answers reflected a growing desire for Foothill-De Anza Community College District to provide access to food and housing, helping those students with basic needs. Finally, there was conversation about equitable facilities, including gender neutral restrooms and additional and more varied areas to study or rest.



Student Focus Groups

FAVORITE PLACES ON CAMPUS TO STUDY

- Library
- East Cottage
- L Quad - Outside Area
- Kirsch Center
- ATC
- Honors Lounge
- Pool Deck and Athletics Areas

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

WHY?

- Spacious, lots of places to sit with computers
 - Quiet areas – few distractions
 - Upstairs, loud section – good mix
 - Privacy, ability to focus
 - All resources are there
 - Tall tables – like to stand up study
 - Amazing! Sometimes sleep there
-
- Great community
 - Printers, couch, blankets
 - Food pantry – open to all
-
- Like the tables
-
- Secluded
 - Amazing computer lab
-
- Computers
 - Quiet
 - Couches
-
- Great people with similar goals

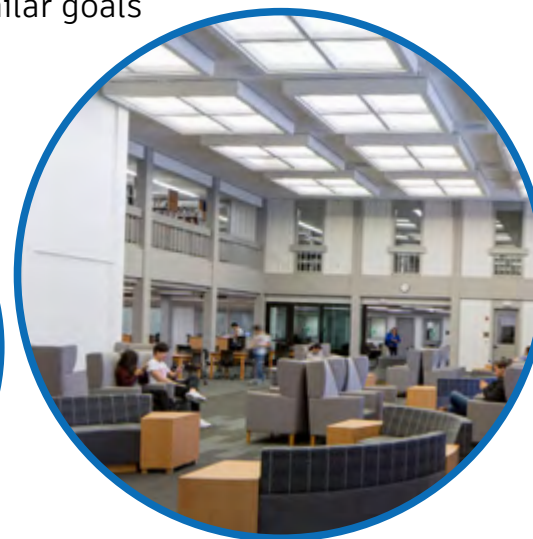
FAVORITE PLACES ON CAMPUS TO SOCIALIZE

- Campus Center / Cafeteria
- L Quad - Outside Tables
- Main Quad
- East Cottage
- STEM near Science Building
- Pool Deck and Athletics Areas

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

WHY?

- Food!
 - Variety of areas – like the edge seating (seating against the walls)
 - Lots of light
 - Lots of students
-
- Nice outside area
 - People walk by this area a lot
-
- Lots going on
 - Friends are there
 - People walk by
-
- Great community
 - Comfy furniture
 - Food
-
- Great people with similar goals



Student Focus Groups

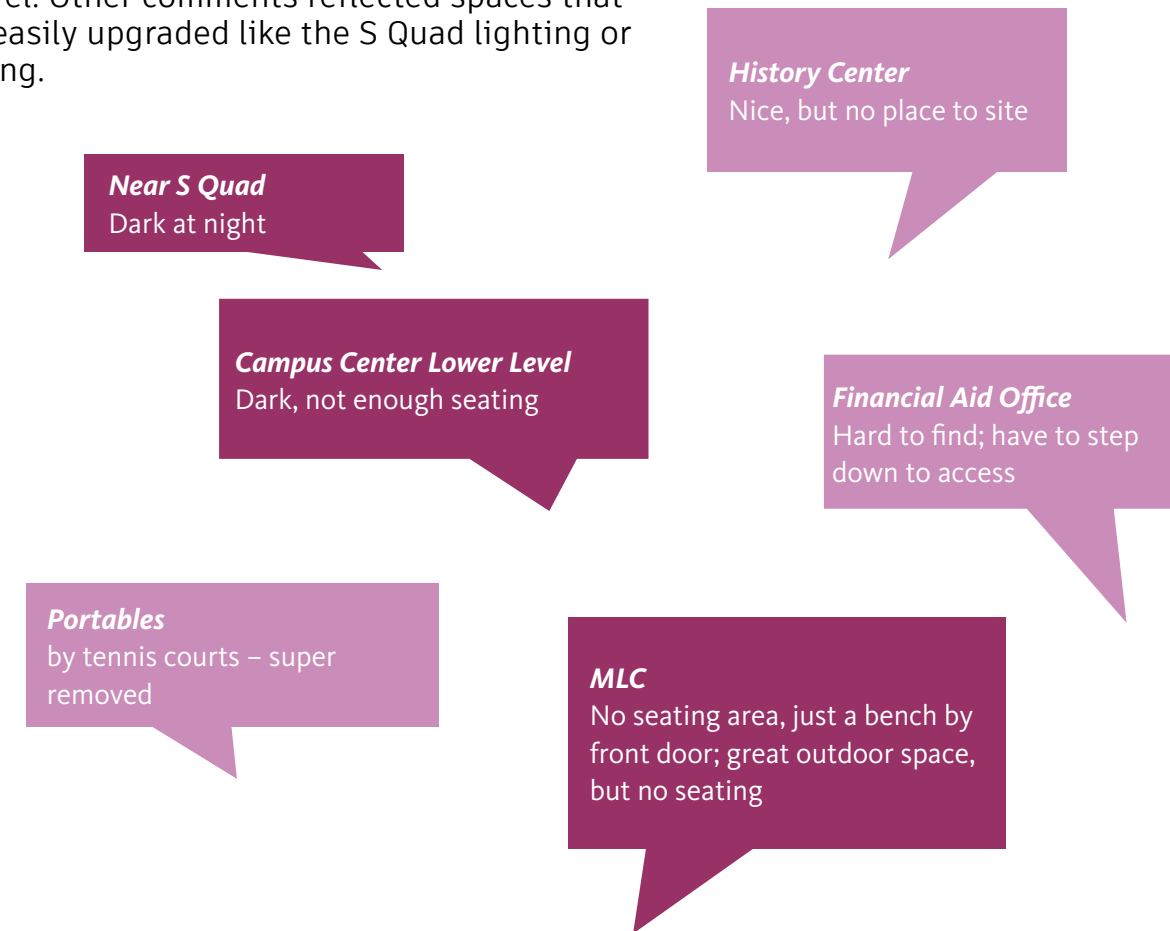
PLACES ON CAMPUS WHERE YOU FEEL A SENSE OF BELONGING

Participants shared that they felt a sense of belonging on parts of the campus that they are familiar with and frequent often. These areas focused on services offered and a welcoming feeling created by the staff in these places.



PLACES ON CAMPUS WHERE YOU DO NOT FEEL WELCOMED / UNCOMFORTABLE

Participants expressed discomfort in areas that were dark and felt difficult to access or not accommodating for informal academic or social needs. Some of these comments reflected spaces with inherently uncomfortable features, such as the Campus Center Lower Level. Other comments reflected spaces that could be easily upgraded like the S Quad lighting or MLC seating.





D e A n z a C o l l e g e

Recommendations

The Facilities Master Plan recommendations present an overall picture of the proposed development that is designed to support De Anza 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:

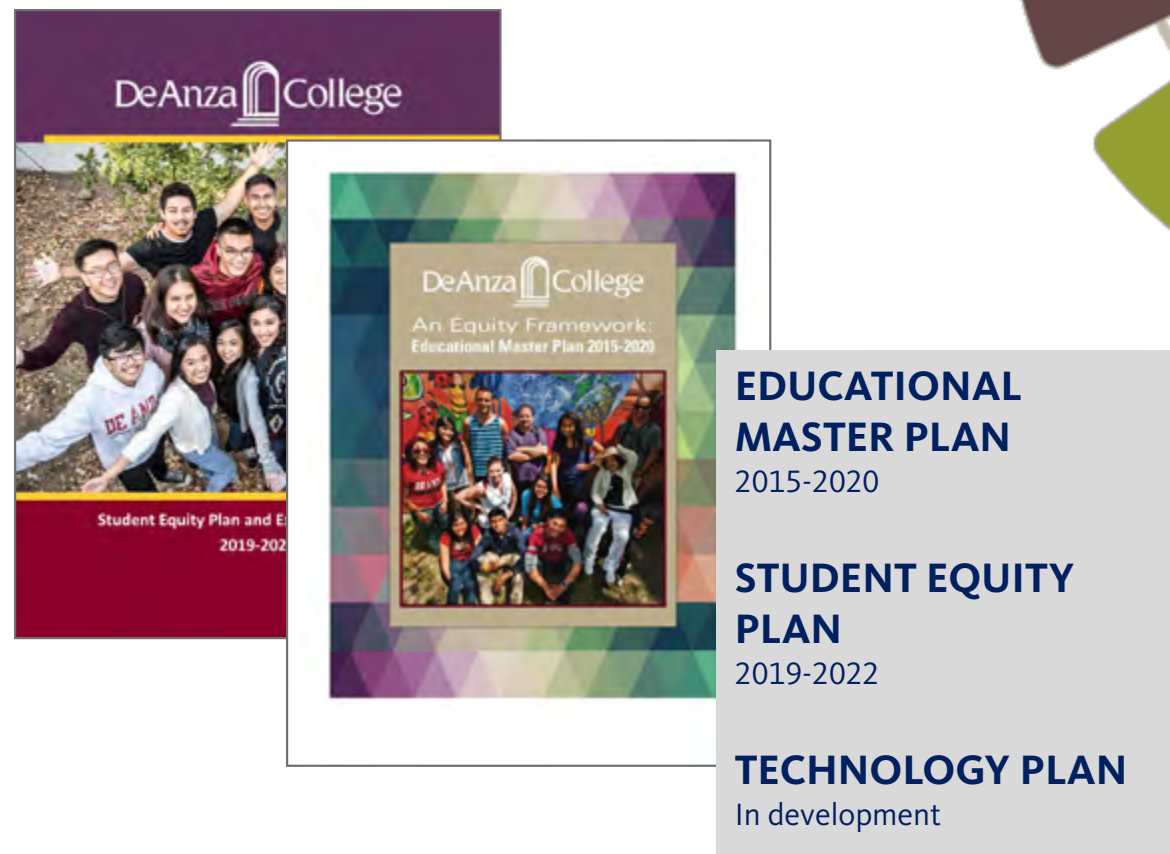
- Facilities Planning Principles
- Development Concepts
- Facilities Master Plan
- Project Descriptions

Facilities Planning Principles

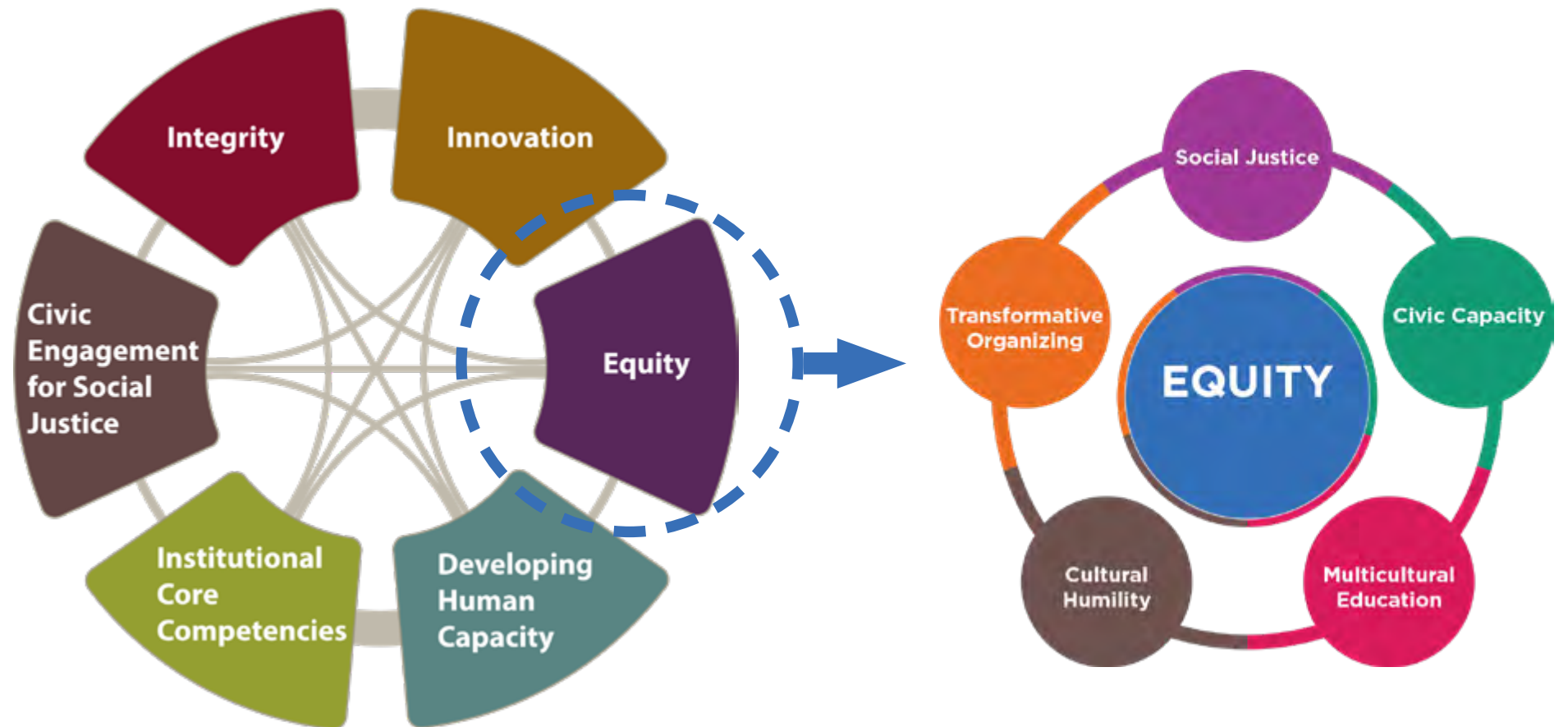
The 2021 De Anza College Facilities Master Plan is an update to the 2016 FMP and an extension of the De Anza College Educational Master Plan 2016-2022.

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 De Anza 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.



De Anza College Values



Facilities Planning Principles

De Anza College’s commitment to Developing the Human Capacity of All Students provided the foundation for the 2021 Facilities Master Plan.

Leveraging the “Student Support (Re)defined” report, and the six key factors* of student success, a framework of facilities planning principles were developed to guide discussions related to campus development. The design of the De Anza College campus will support student success in these areas:

- **Directed**, with a goal and the knowledge of how to achieve it
- **Focused**, staying on track to achieve that goal
- **Nurtured**, feeling that we want to, and do, help them to succeed
- **Engaged**, actively participating in class and extracurricular activities
- **Connected**, feeling that they are part of the college community
- **Valued**, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated

In addition, De Anza College will plan for long-range campus development that will be:

- **Agile**
- **Resilient**
- **Equitable**

*From “Student Support (Re)defined,” a report by the Research and Planning Group for California Community Colleges, January 2013.

For De Anza students to be

DIRECTED + FOCUSED

ENGAGED + CONNECTED

NURTURED + VALUED

For De Anza College to be

AGILE

RESILIENT

EQUITABLE

Facilities Planning Principles

For De Anza College students to be ...

DIRECTED + FOCUSED

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

ENGAGED + CONNECTED

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

NURTURED + VALUED

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

For De Anza College to be ...

AGILE

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

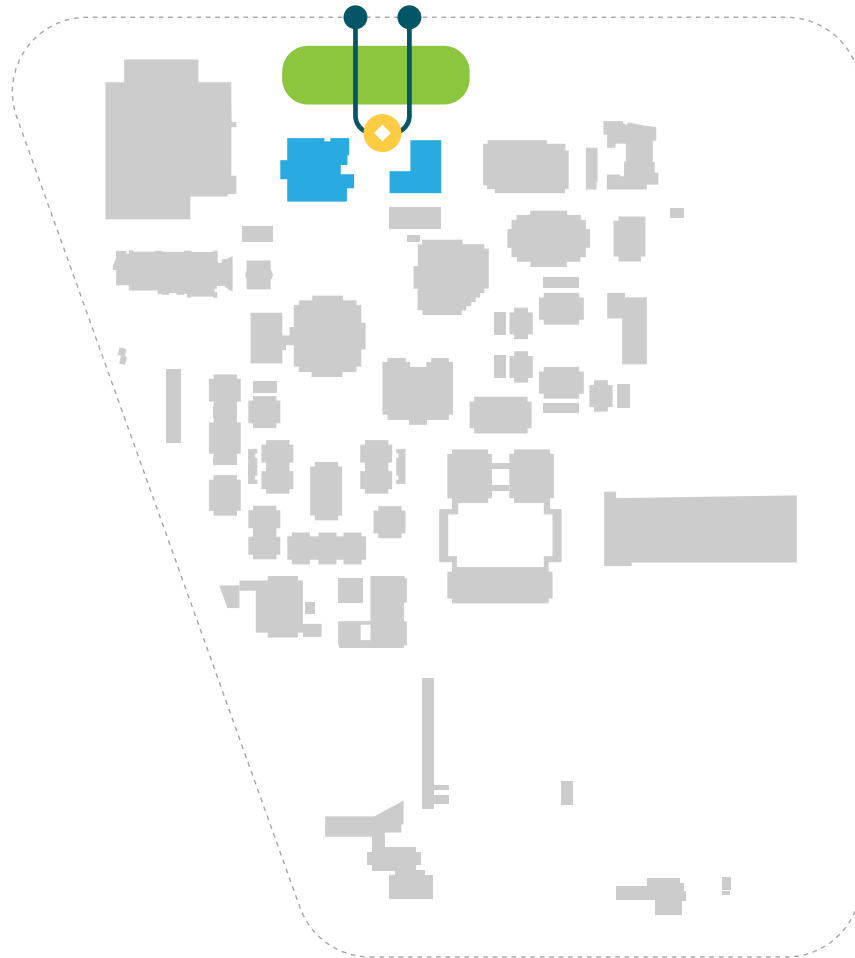
RESILIENT

- Maximize land use for efficient planning
- Improve utilization of existing facilities
- Renovate or replace inefficient and underperforming facilities
- Right-size facilities to address current and future program needs
- Address regulatory requirements as well as emergency and safety operations
- Improve functional zoning for operational efficiencies
- Promote environmental stewardship
- Encourage alternative modes of transportation

EQUITABLE

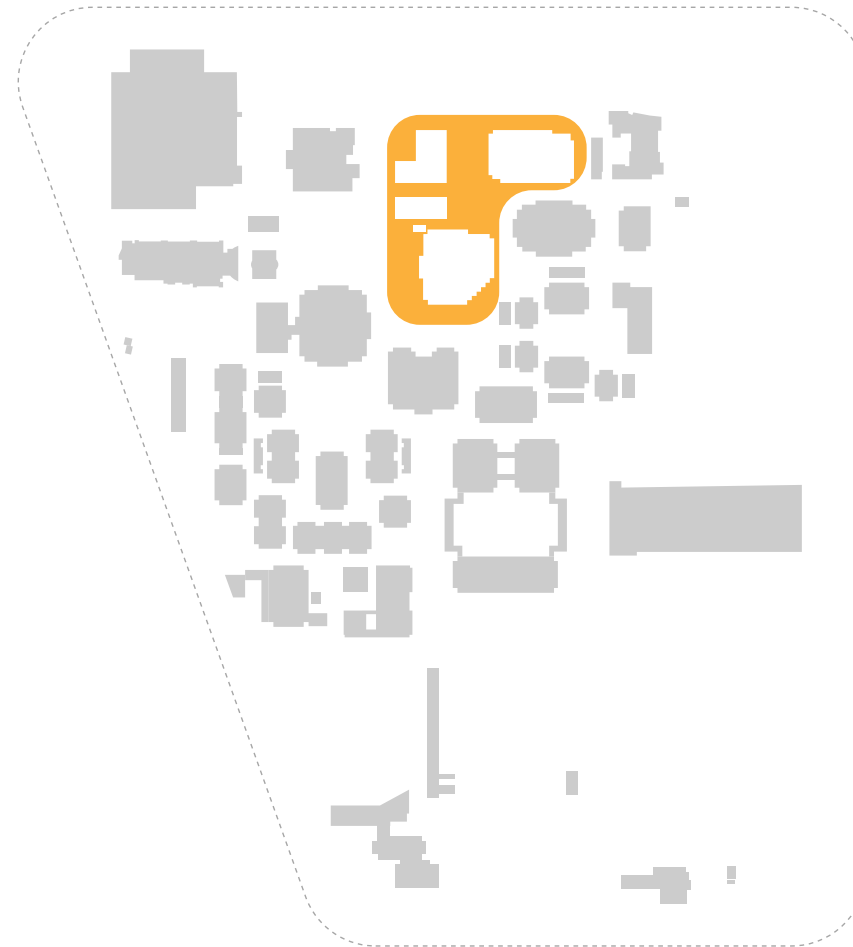
- Design campus from the student's perspective
- Celebrate the arts and cultural expression
- Provide a safe and universally accessible campus
- Create equitable facilities across campus

Development Concepts



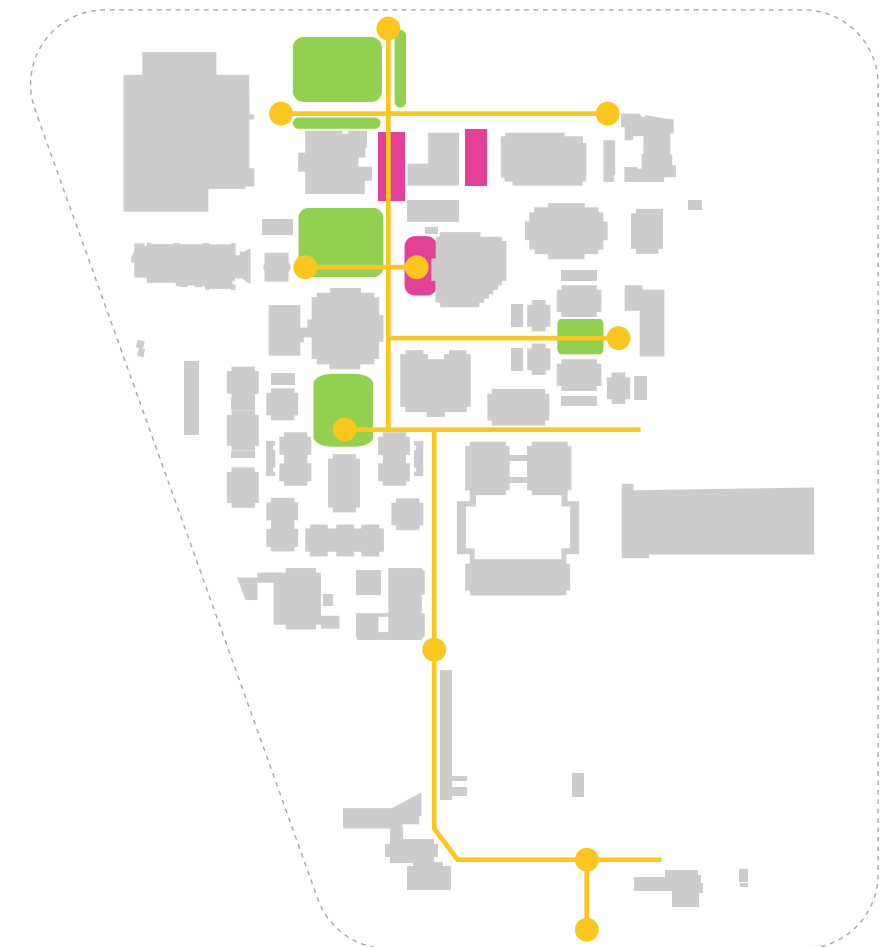
CELEBRATE THE CAMPUS GATEWAY

The new development at the North Entrance off of Stevens Creek Boulevard will create a more welcoming experience and a strong identity to the community, while also solving existing traffic congestion and circulation problems.



ELEVATE THE STUDENT EXPERIENCE

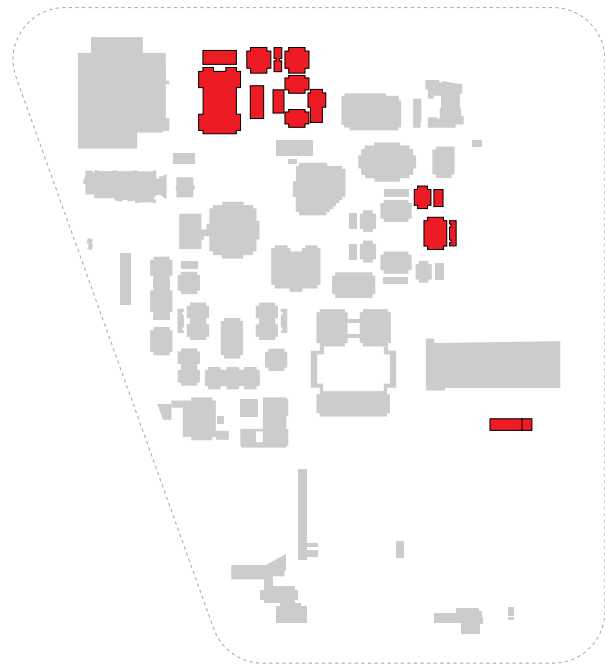
Consolidation of services for students near the existing Campus Center and Registration & Student Services (RSS) building will improve access to services and contribute to a better campus front door.



ENHANCE CAMPUS CONNECTIONS

Creating a series of connected quads and improved pedestrian circulation paths will provide a more integrated student, staff, and faculty experience to increase collaboration.

Facilities Master Plan



LEGEND

- EXISTING FACILITIES
- TO BE REMOVED



LEGEND

- EXISTING FACILITIES
- PROPOSED NEW FACILITIES
- RENOVATION/CHANGE OF USE
- MAJOR RENOVATION



Project Descriptions

The FMP establishes an overall picture of the future development of the campus and includes recommendations for new construction, building renovation or 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 four 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 campuswide 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
- Renovations and upgrades for infrastructure, including: heating, ventilating and air conditioning, lighting, and electrical

- A** CAMPUS GATEWAY
- B** STUDENT SUPPORT AREA
- C** ARTS ZONE
- D** PHYSICAL EDUCATION AND ATHLETICS



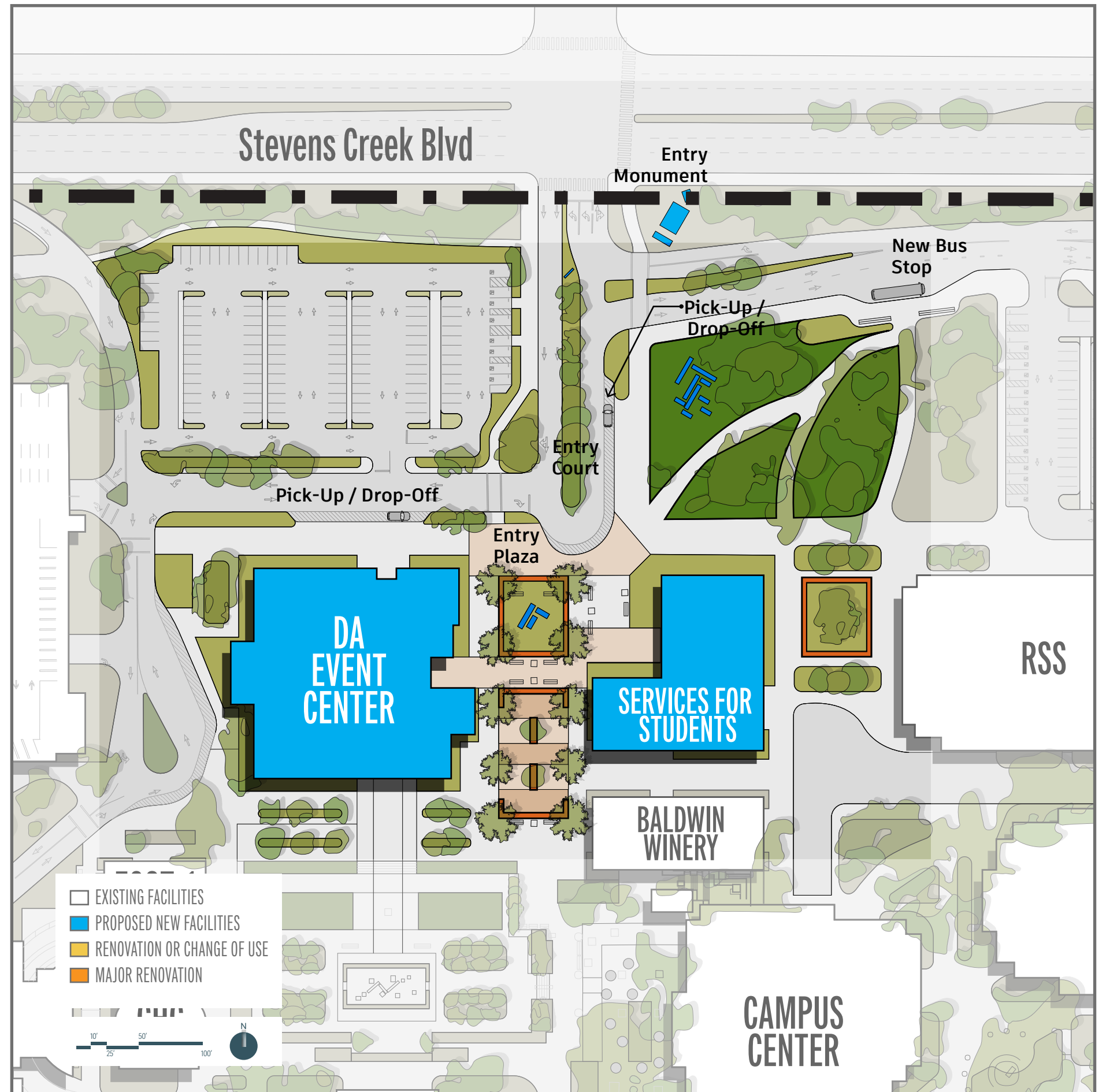
A Campus Gateway

ENTRY COURT

The new entry court will provide a more welcoming entry experience by providing a clear entry point and campus identity, generous area for pickup and drop-off, and more time to make a decision on engaging the loop road. The revised circulation also serves to separate pedestrian access to reduce vehicle bottlenecks at the entrance and improve pedestrian safety.

DE ANZA EVENT CENTER AND CAMPUS ENTRY

The new De Anza Event Center will provide a venue for the campus, district and surrounding community. Serving as a main gateway, this new public face could be adjacent to the new Services for Students building and create an entry plaza which encourages outdoor activity.



B Student Support Area

NEW SERVICES FOR STUDENTS BUILDING

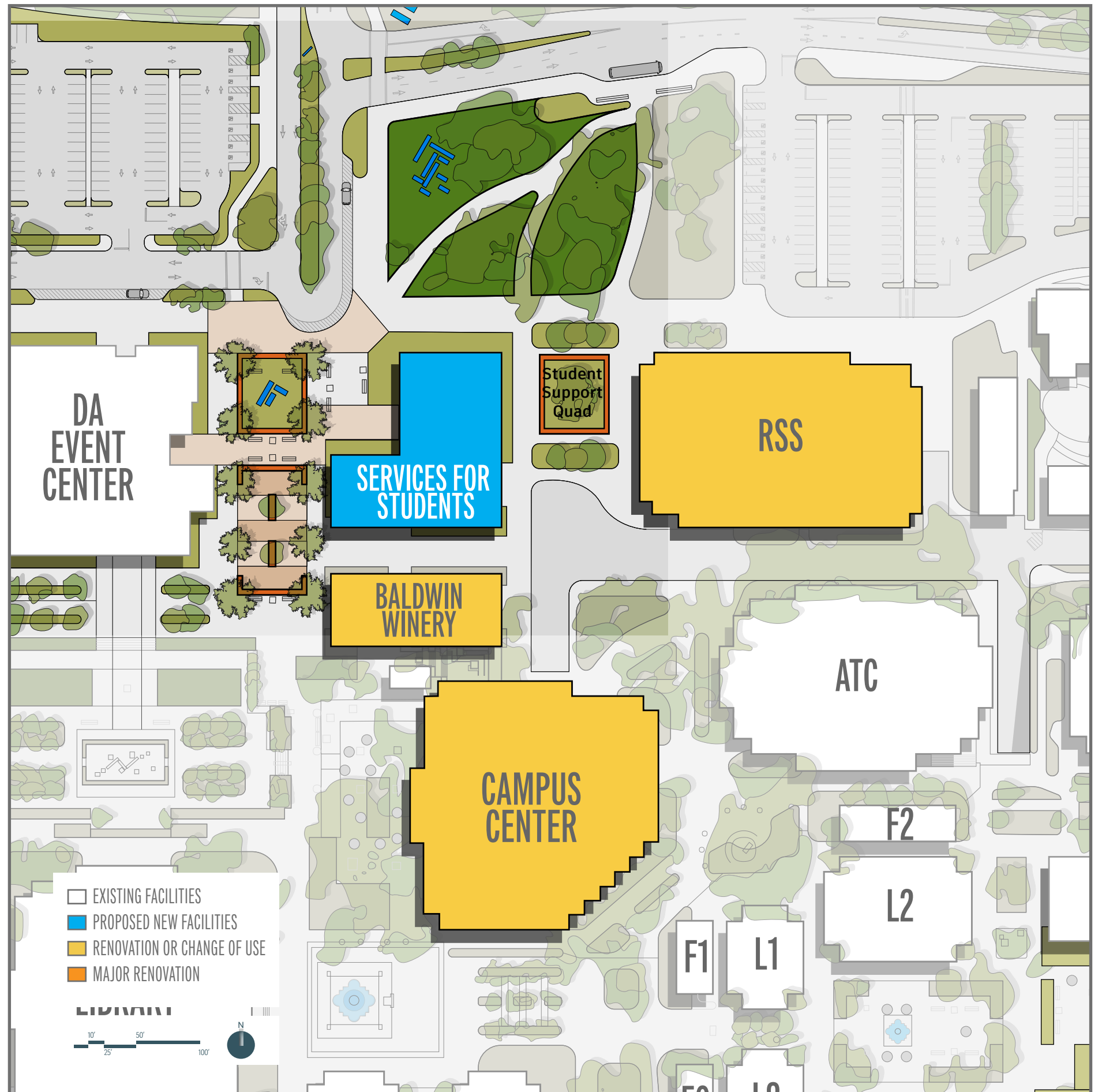
Replacing the existing A-Quad buildings, the new Services for Students Building will work in concert with the functions in the Registration & Student Services (RSS) building, the Baldwin Winery, and the Campus Center to improve access to student support services. Co-locating these services in this part of the campus will increase visibility of these services and speak to their importance at the entry to the campus.

BUILDING RENOVATIONS

Functions within the RSS building, Campus Center, and Baldwin Winery will be reprogrammed to provide the optimal distribution of services that prioritizes a welcoming student experience. Location of the campus police substation should be carefully considered to allow for easy service access while avoiding co-location with programs that are not complementary.

CORE OF STUDENT SUPPORT SERVICES

The existing service road between the A-Quad and RSS building could be closed to prioritize service and emergency vehicle access from the east. In its place, a new Student Support quad will link together the Services for Students Building and the RSS building to allow for a more cohesive experience between the programs in the two buildings.



C Arts Zone

NEW ARTS BUILDING

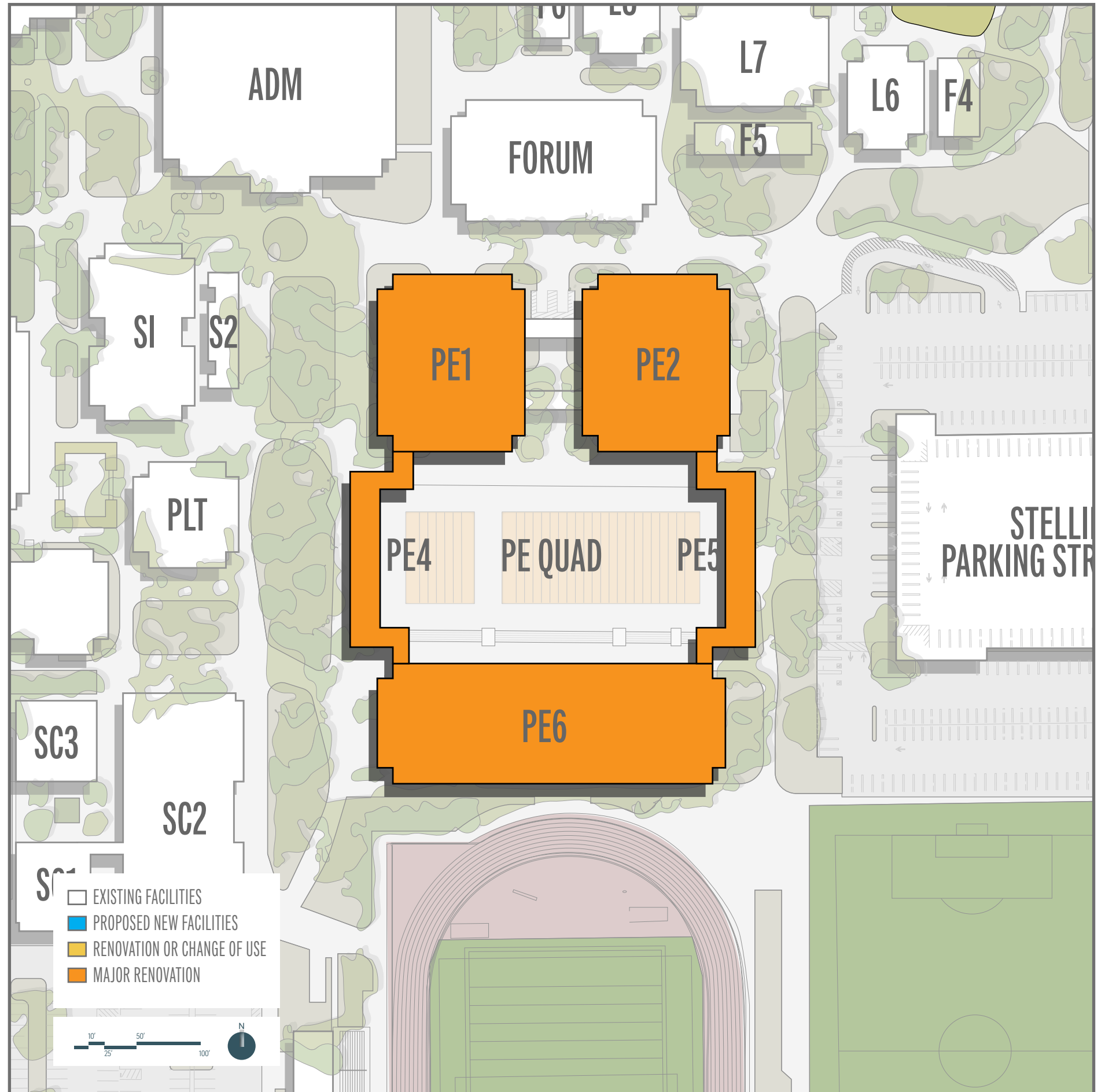
The new Arts Building will help form the new east-facing edge of campus, housing the functions relocated from the current A-Quad. This building will replace L-Quad buildings that are in need of significant repair with a new, higher density building that will form an arts zone with the VPAC and ATC.



D Physical Education and Athletics

PE COMPLEX RENOVATION OR RECONSTRUCTION

The campus Physical Education complex suffers from significant deferred maintenance. Additional study is required to assess required programmatic modifications and whether the facility would be best served by renovation, partial reconstruction, or replacement, including a potential phased approach. Upgrading this facility is an important part of promoting health and wellness on campus and will be an important part of renovating or replacing inefficient and underperforming facilities on campus.



Central Services

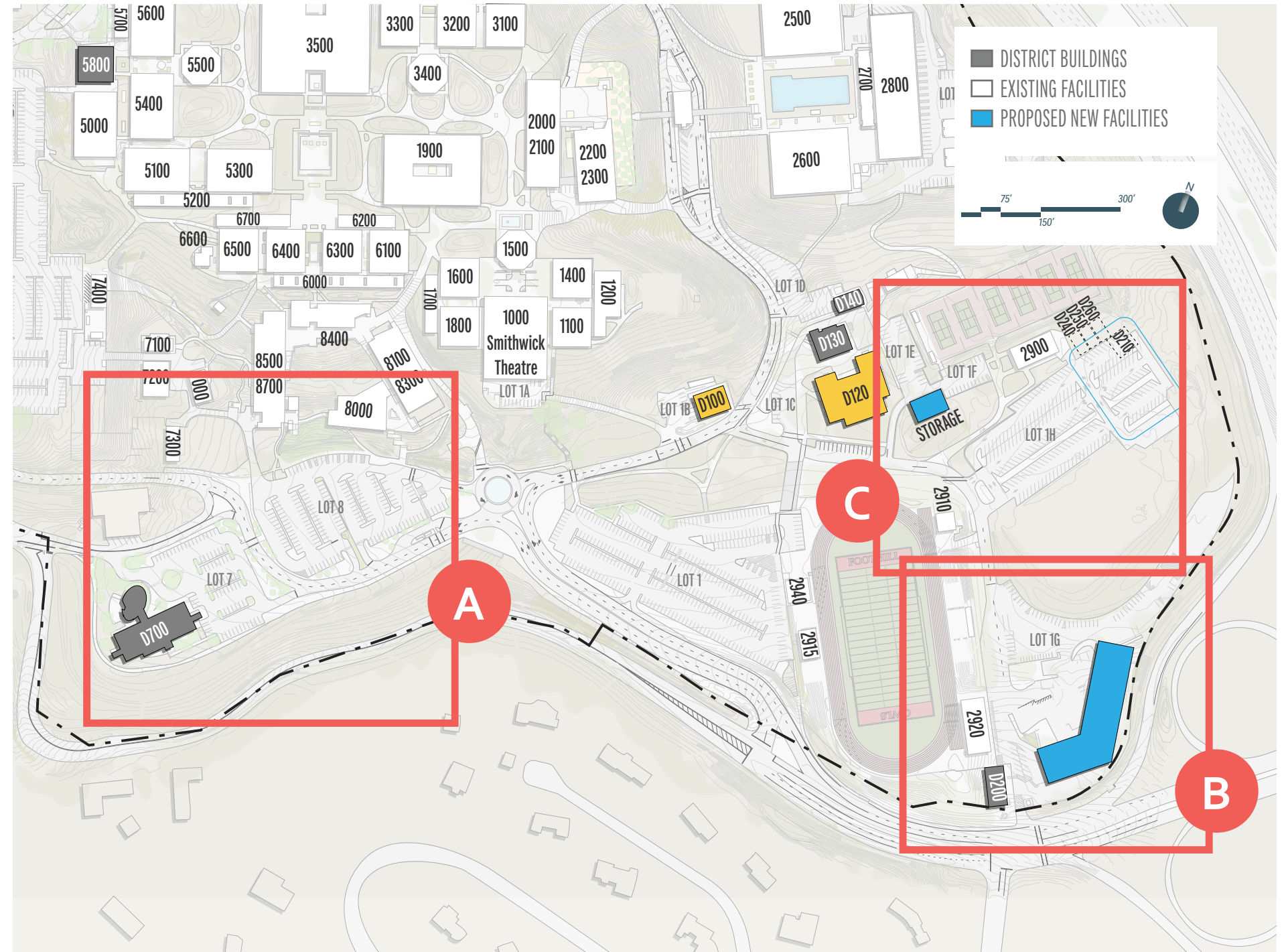


Project Descriptions

The Facilities Master Plan provides a vision for potential future development of Central Services facilities and projects. The drawings are conceptual and indicate the location and purpose for proposed improvements. Central Services projects are limited but play an important role in the district's future operations. Proposed projects are organized into two focus areas outlined below.

The Carriage House and the Griffin House are also identified for stabilization, repair, or renovation. A facilities condition assessment, currently underway, will provide more detail on specific repairs and upgrades that may be need at these and other facilities.

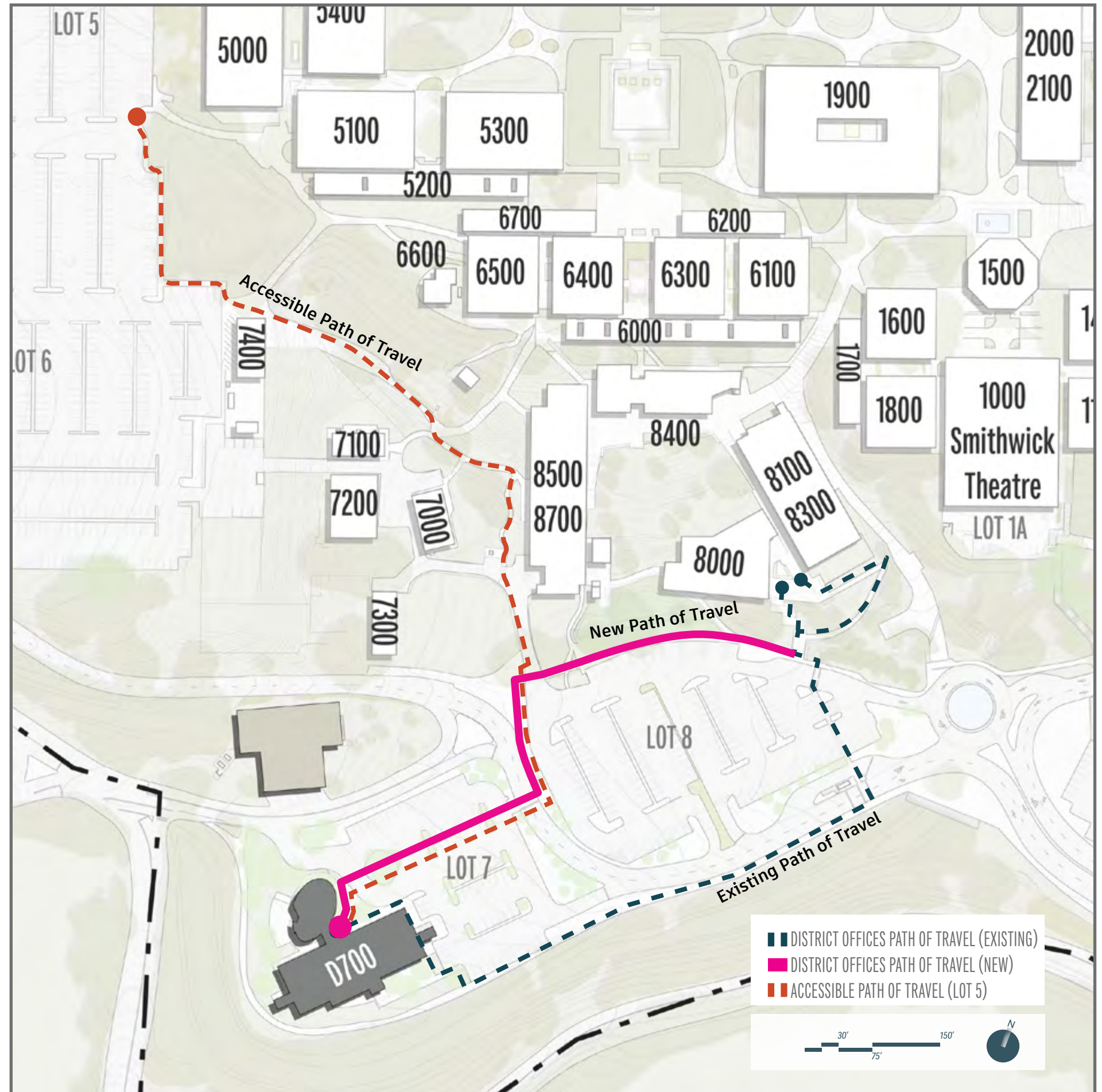
- A** DISTRICT OFFICES ACCESS
- B** CORPORATION YARD COMPLEX
- C** EDUCATIONAL TECHNOLOGY SERVICES (ETS) STORAGE & LOT 1H



A District Offices Access

PATH OF TRAVEL UPGRADES

The path of travel from the Lower Campus (8000 Building Complex) to the District Offices is circuitous and does not provide easy access. Upgrading this path of travel will provide safe and universally accessible connections. The path of travel from parking lot 5 to parking lot 7 also requires upgrades to improve access to the District Offices.

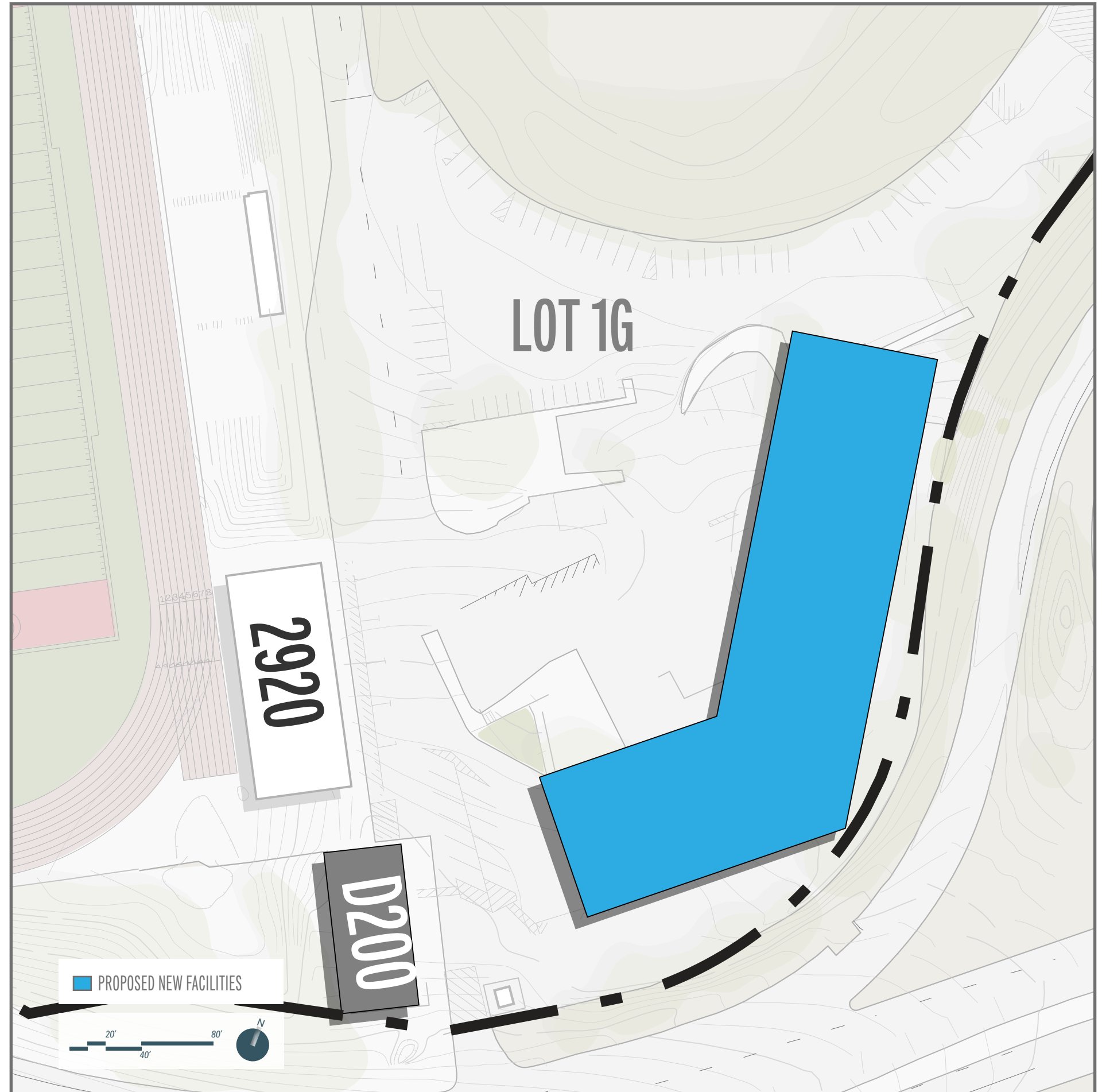


B

Corporation Yard Complex

NEW DISTRICT CORPORATION YARD COMPLEX

The existing Corporation Yard suffers from significant deferred maintenance, and its facilities aren't well suited to current operations. Replacing it with a new, consolidated maintenance facility would allow for more effective and efficient provision of services and reduce long-term maintenance and operations costs for the site. The reduced footprint could provide room for additional future development on that part of the campus, including a potential location to relocate the Police Facility that is currently housed in Building 2000-2100 in this area.





Education Technology Services (ETS) Storage & Lot 1H

REPLACE ETS STORAGE & EXPAND LOT 1H

Rebuilding ETS Storage will be an important part of creating a more efficient use of space in Lot 1H, more usable and accessible storage for ETS, and lower future maintenance costs by removing deteriorating temporary structures.

The project includes removing temporary storage units adjacent to Lot 1H (D240, D250, D260, and D210), and constructing a new storage building for ETS and facility operations adjacent to Lot E1. The consolidation of storage will allow an expansion of Lot 1H to the north.

