

# **FOOTHILL - DE ANZA COMMUNITY COLLEGE DISTRICT**

2021-2026 FACILITIES MASTER PLAN

MAY 3 2021

DRAFT

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## Message from the Chancellor

to be inserted...

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



## 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.*

*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.*



## Document Organization

The Foothill-De Anza Community College District Facilities Master Plan document is organized into four chapters. The Introduction 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.

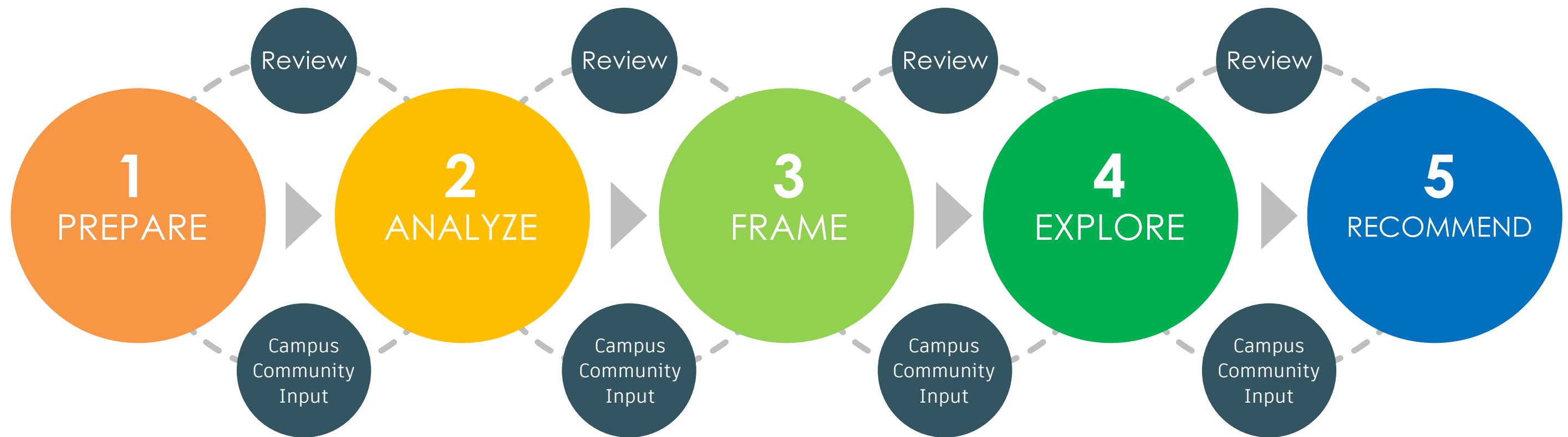
# 2021 FACILITIES MASTER PLAN



# Planning Process

The 2021 Facilities Master Plan was developed from August 2020 through April 2021 through a collaborative 5-step process. The planning team worked closely with the designated 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 with a larger audience and to bring multiple perspectives into the planning process.



## 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 64,000 students a year.



Foothill College



De Anza College



Sunnyvale Center





## District Access

The district includes two colleges located on three campuses.

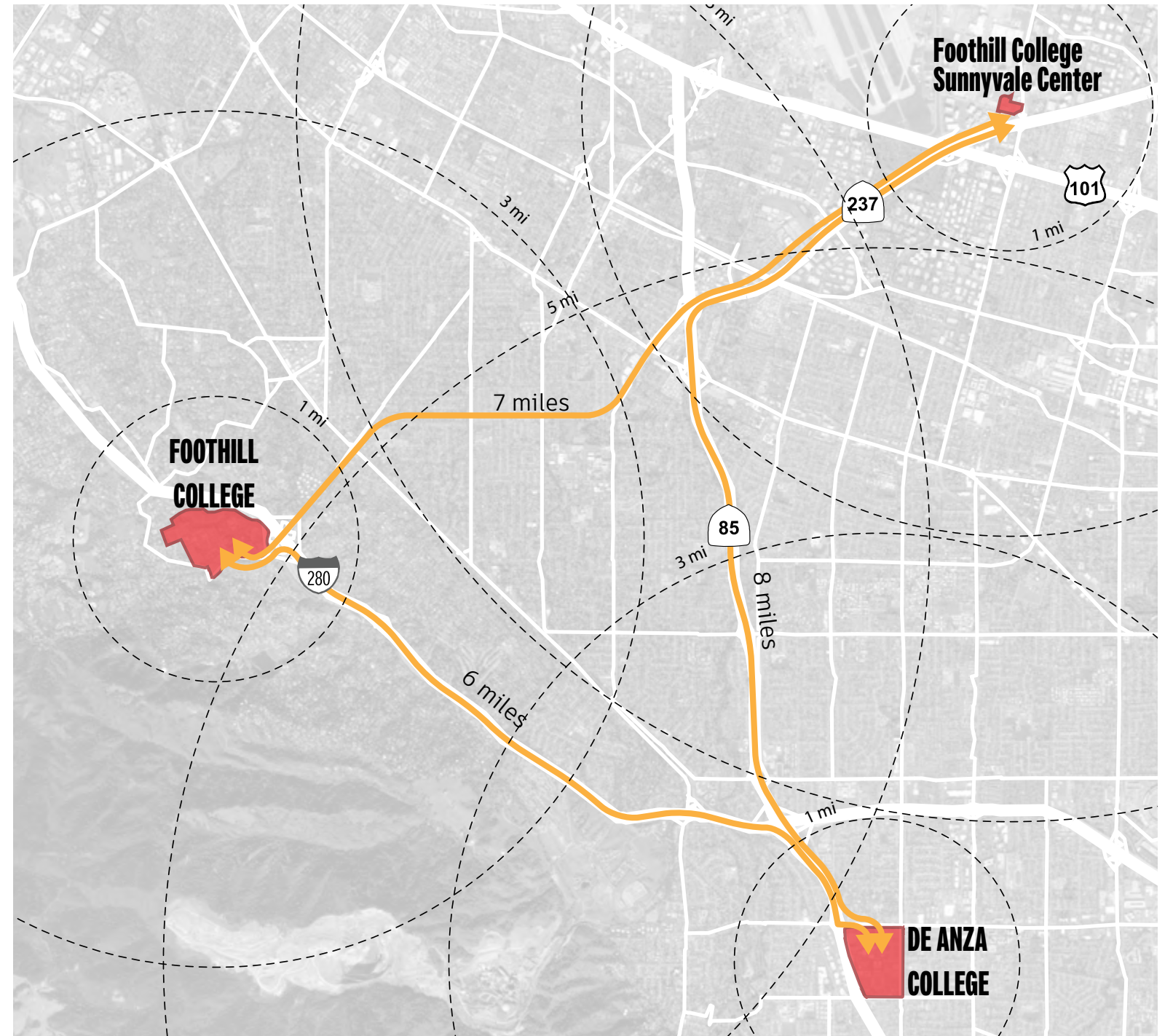
### **Foothill College**

- 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. Less than 10 miles from each other, there is 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 provided 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 Energy and Sustainability Advisory Committee (ESAC) is prioritizing and tracking bond funding for energy and sustainability projects throughout the district. 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 (DERs).

### 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.*

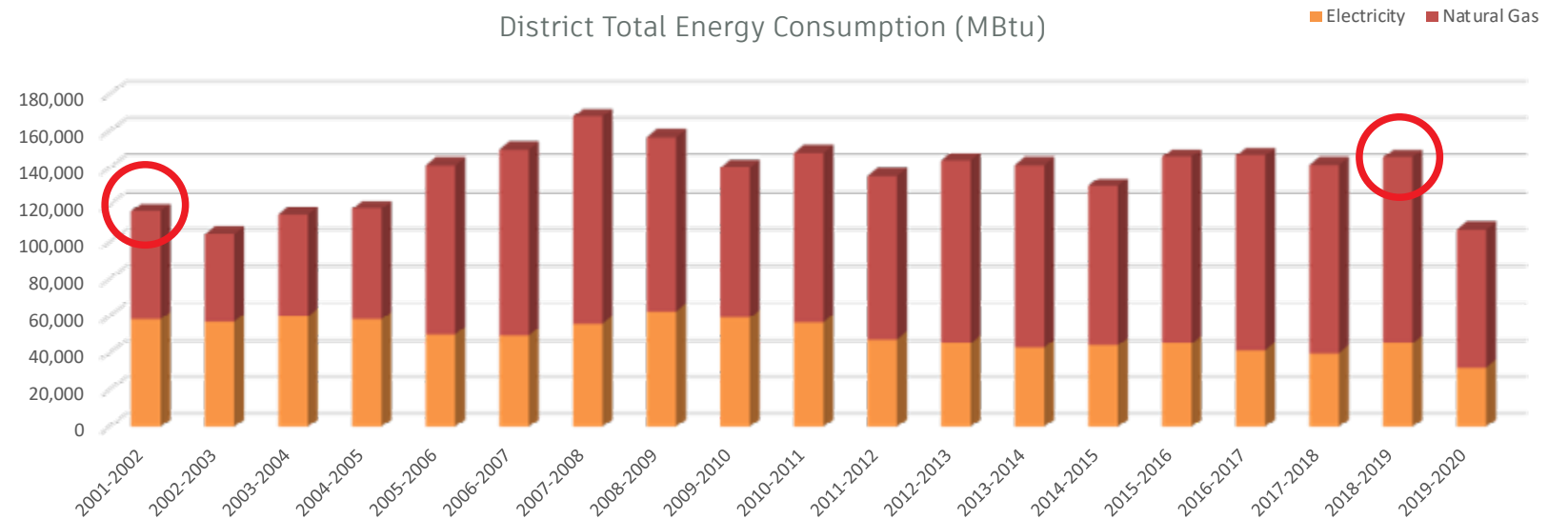
- Repair or replace aging plumbing systems to prevent flooding and water damage
- Improve access to college facilities for students with disabilities
- Improve deteriorating gas, electrical, sewer, and plumbing lines and systems
- Improve earthquake safety
- Upgrade classrooms and labs for science, technology, 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

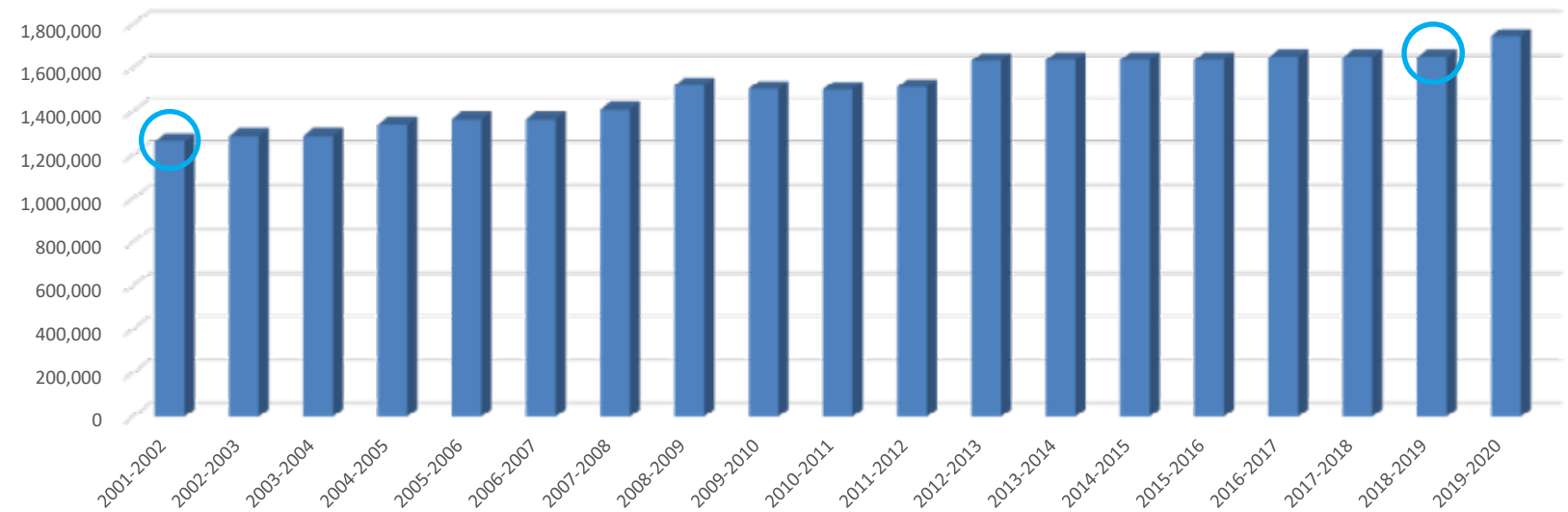
The district has been tracking energy use for the campuses and district since 2001. Looking at the energy use and growth of the district trending performance from 2001-2019 shows:

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

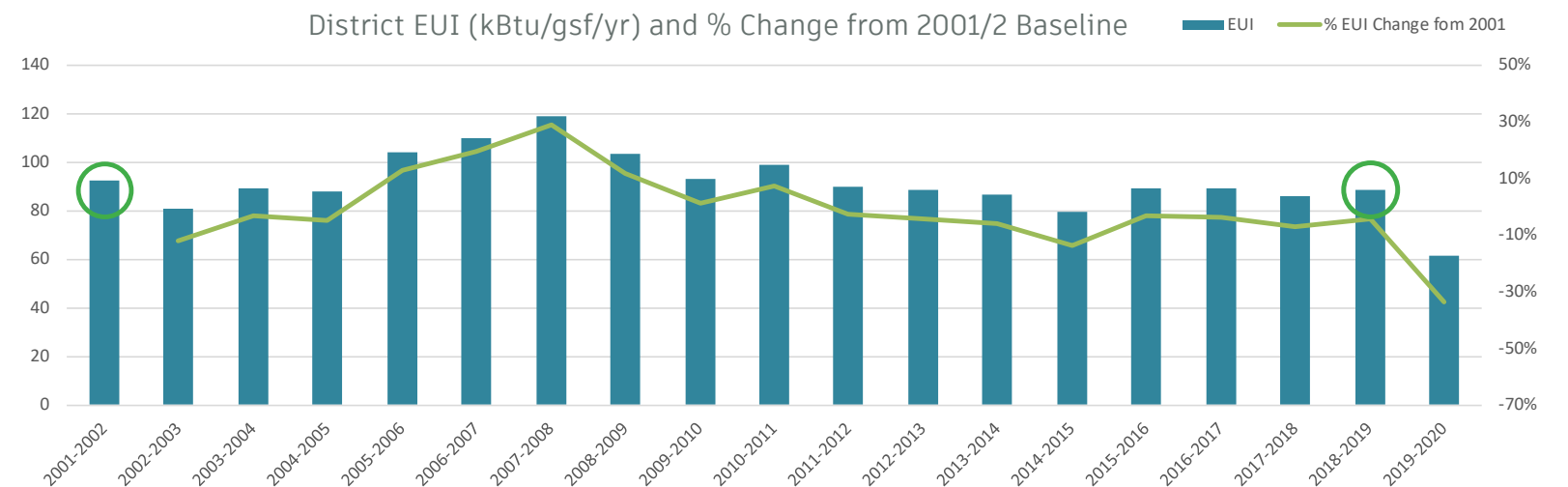
District Total Energy Consumption (MBtu)



District Gross Square Footage (SF)



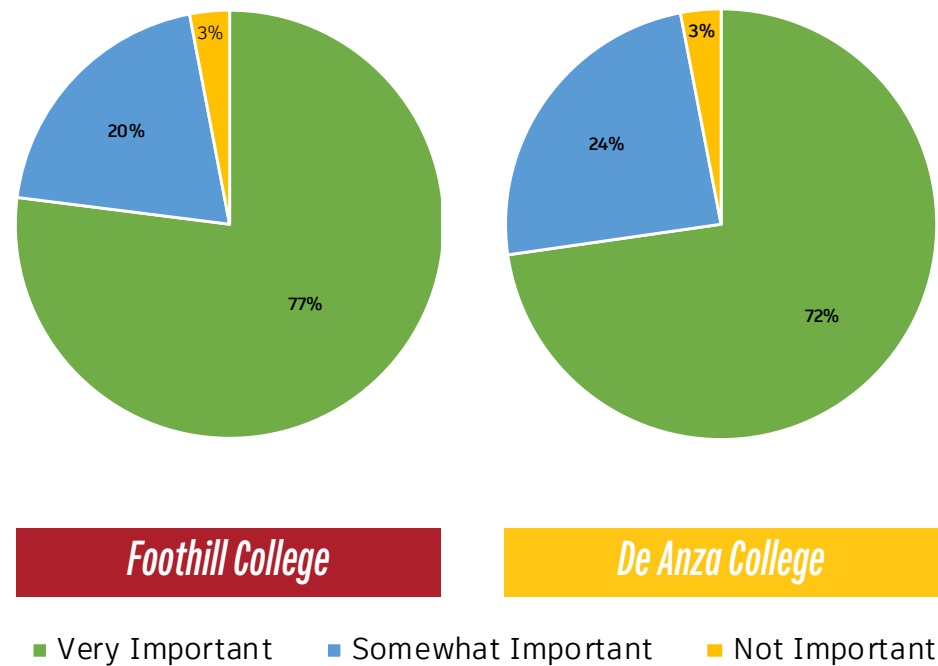
District EUI (kBtu/gsf/yr) and % Change from 2001/2 Baseline



## Prioritize Sustainability

As discovered during the FMP planning process, sustainability continues to be important to the majority of your campus communities. Participants to the online survey indicated that over 90% 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?



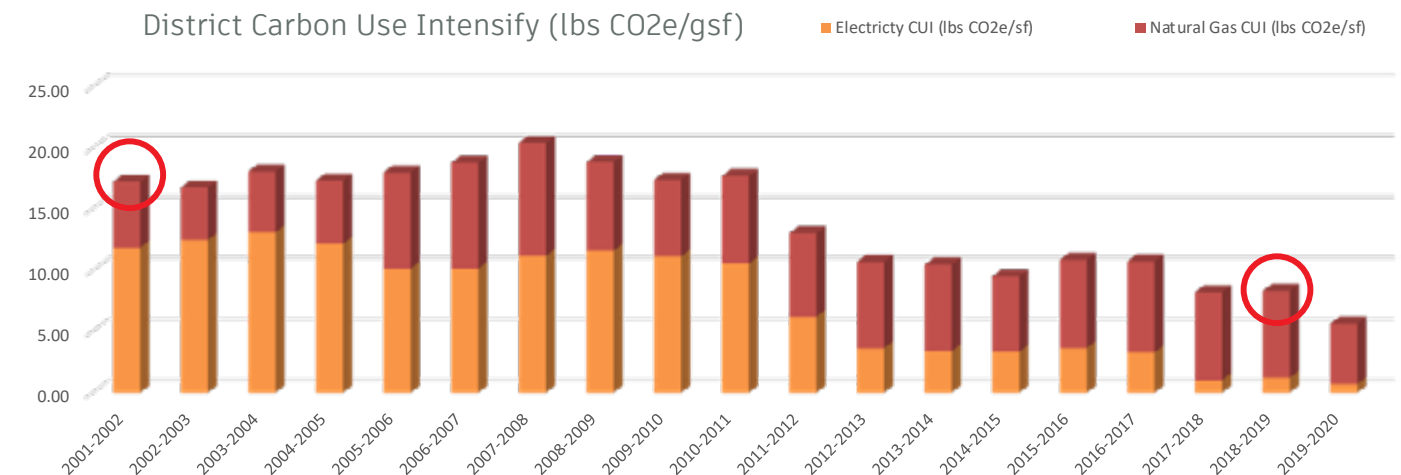
## Focus on Carbon Emissions

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 PV 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 CO<sub>2</sub>e/sf/yr moves the district into the top third performing campuses of higher education across California.

As shown by the yearly trend, the significant improvement in CUI is coming from the electricity use in the district. As Foothill-De Anza Community College District marches toward net zero carbon performance, the focus now is to pivot on reducing natural gas consumption.



# Districtwide Workshop

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.

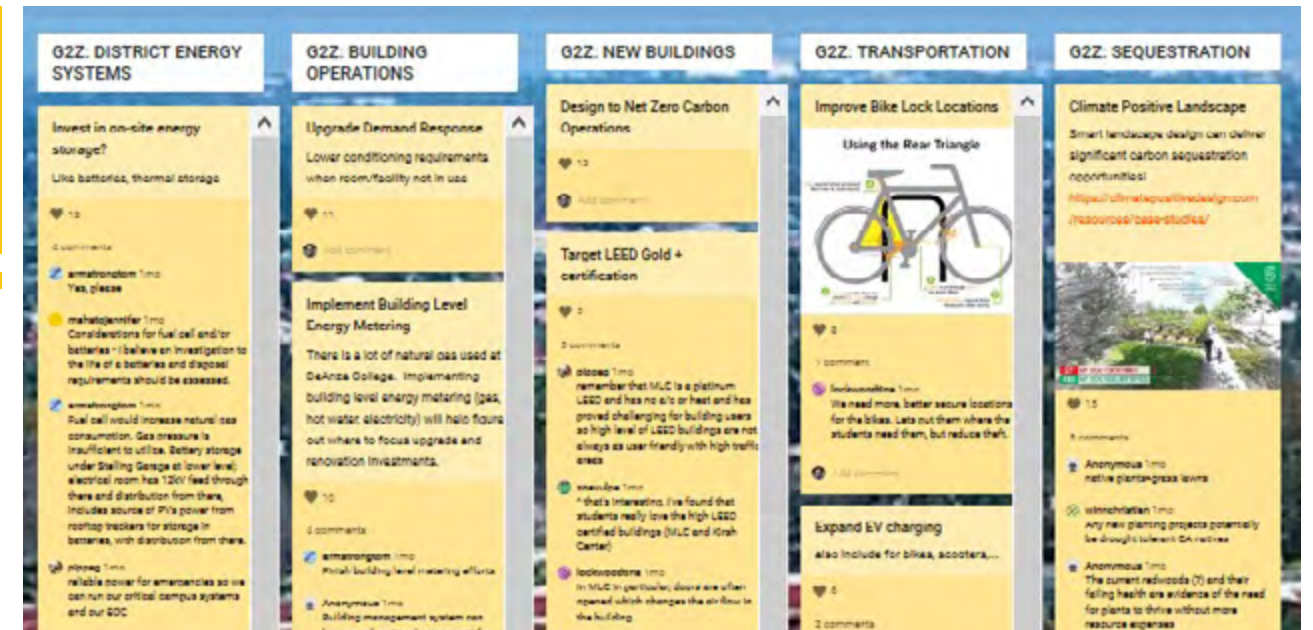
Based on the findings revealed during the discovery process, it became clear that a deeper dive into two overarching themes of sustainability would be appropriate for the sustainability workshop:

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

Online interactive collaboration sites (padlets) were created to gather ideas from workshop attendees as well as identify priorities for action in the coming five-year FMP planning horizon

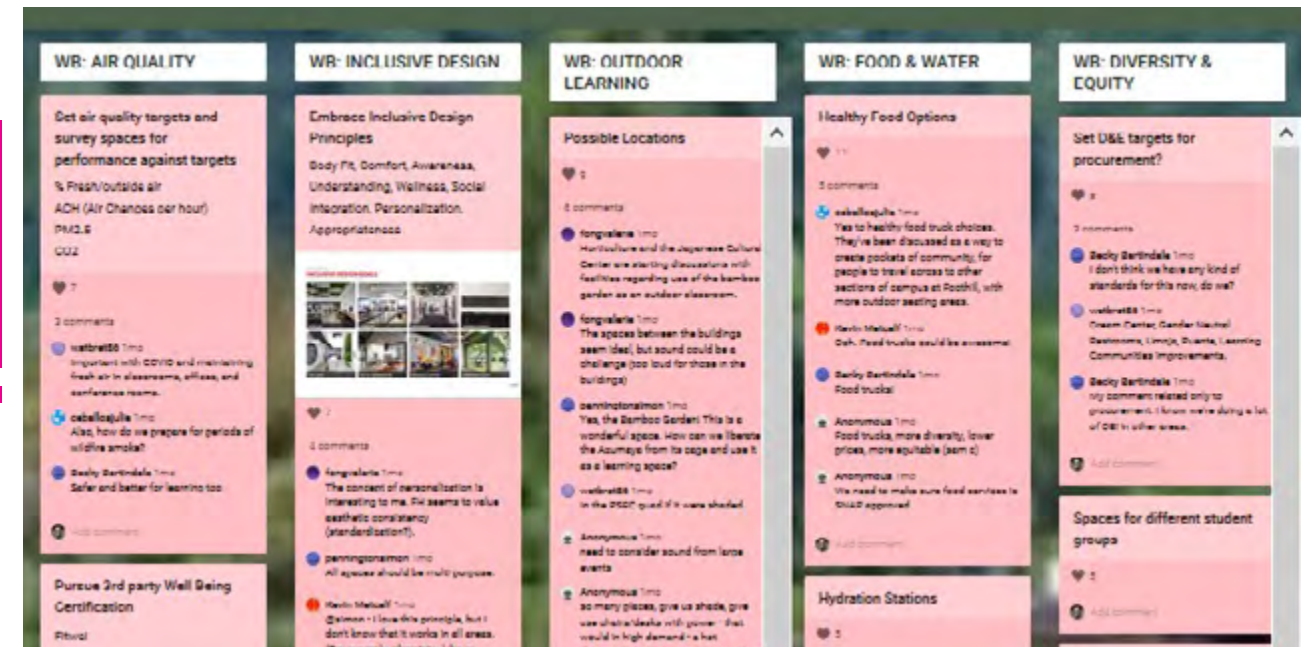
## GETTING TO ZERO

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



## WELLBEING 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 routinely report
- **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 leading advocates for environmentally responsible and well-Being operations and facilities.

Thinking to the years ahead, there is definite consensus on several sustainability strategies to highlight and incorporate in the FMP, focused on these two core goals:

- **Getting to Zero**
- **Wellbeing for Everyone**

## GETTING TO ZERO

### GO ALL ELECTRIC

Transition to clean, carbon free energy sources and infrastructure

### ADOPT CLIMATE POSITIVE LANDSCAPE STRATEGIES

Increasing on-site carbon sequestration and ecological biodiversity

### EXPAND ON-SITE DISTRIBUTED ENERGY RESOURCES

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

### STEP UP ENERGY USE METERING AND REPORTING

To 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

For all new buildings and major renovations

## WELL-BEING FOR EVERYONE

### EMBRACE INCLUSIVE DESIGN PRINCIPLES

Addressing Body Fit, Comfort, Awareness, Understanding, Wellness, Social Integration, Personalization, Appropriateness

### ACCELERATE OUTDOOR LEARNING OPPORTUNITIES

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

### ESTABLISH AND MONITOR INDOOR AIR QUALITY TARGETS

Including 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, affordable for student budgets

### INCORPORATE DIVERSITY AND EQUITY TARGETS IN PROCUREMENT

Look for opportunities in upcoming contracts

# Foothill College

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- 89 Data Analysis
- 120 Recommendations
- 140 Sunnyvale Center



## Message from the President

To be inserted ...

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



## 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*
- Jessica Alarcon*
- Jeff Bissell*
- Veronica Casas*
- Julie Ceballos*
- Sam Connell*
- Bob Cormia*
- Alexis Donato*
- Valerie Fong*
- Al Guzman*
- April Henderson*
- Lisa Hills*
- Kurt Hueg*
- Asha Jossis*
- Gay Krause*
- Elaine Kuo*
- Adam Loo*
- Cara Miyasaki*
- Christina Moore*
- Abhi Muhar*
- Teresa Ong*
- Simon Pennington*
- Carmen Ponce*
- Elias Regalado*
- Kerri Ryer*
- Priya Vasu*





## F o o t h i l l   C o l l e g e

# Existing Conditions

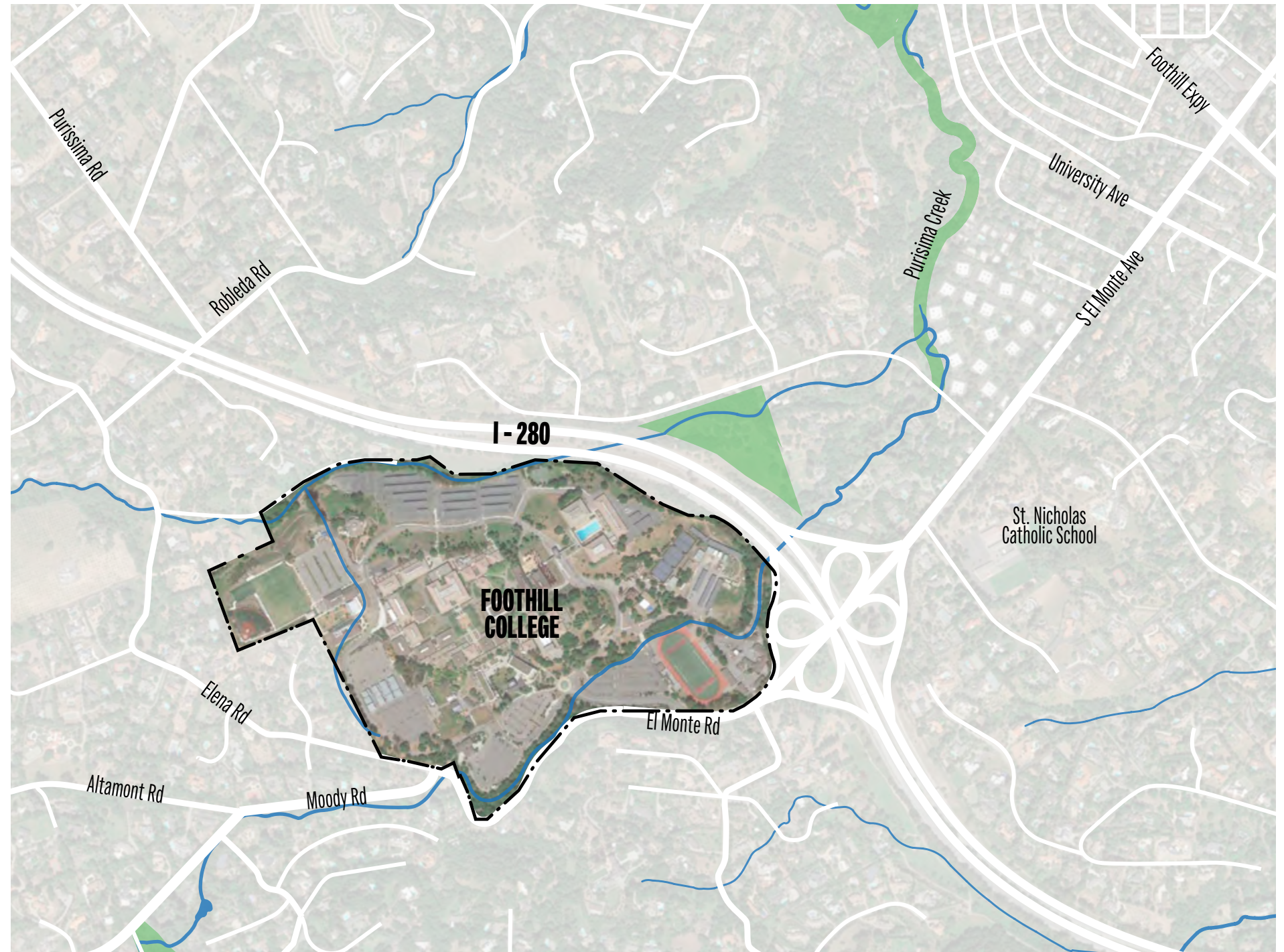
This section documents the analyses of existing conditions that shape the use of the Foothill College campus. The analyses are based on observations and information gathered during campus tours, interviews with faculty, staff, and students, and discussions with the Foothill College Facilities Master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

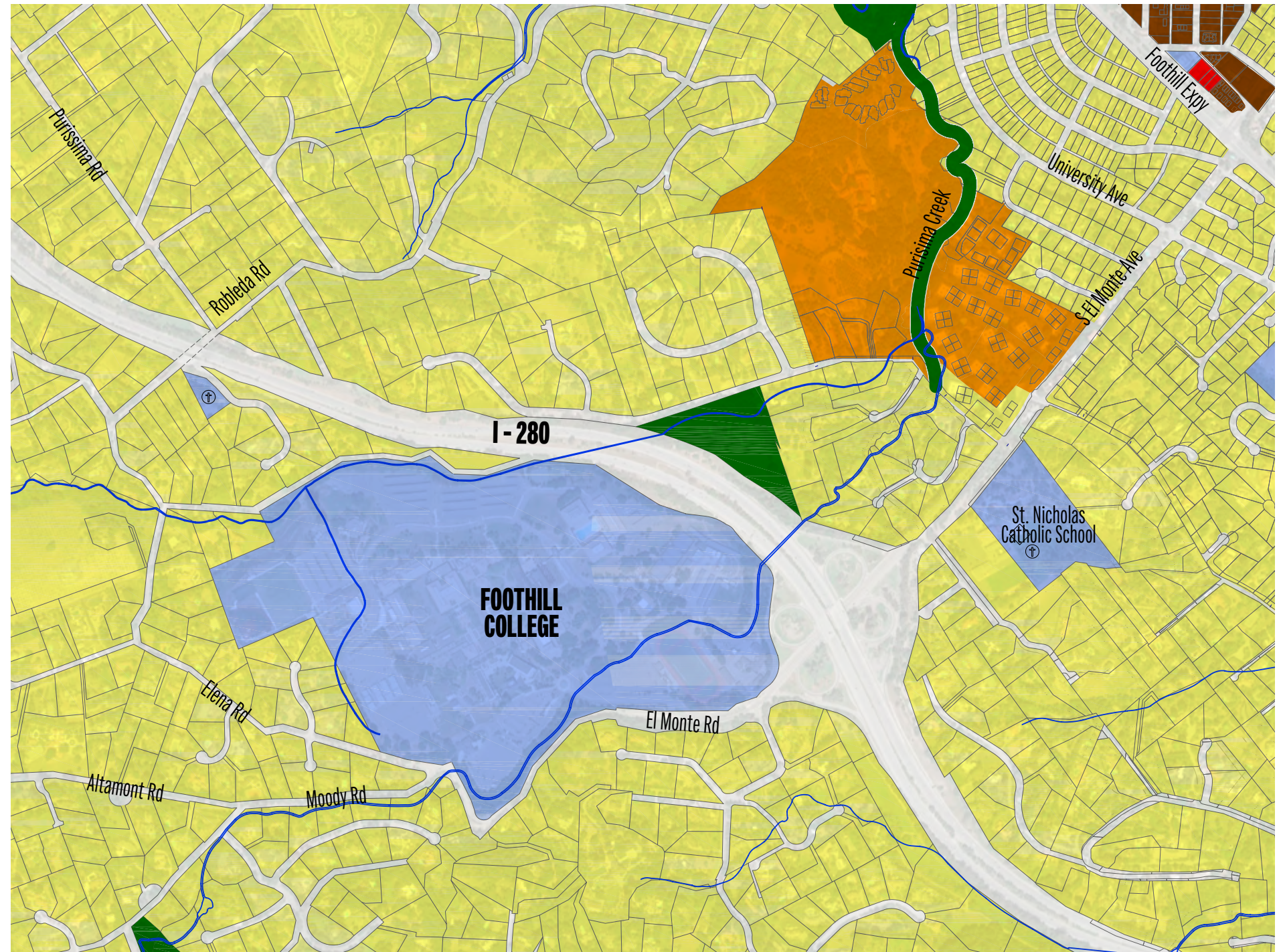
Originally designed in the early 1960's, the college has been honored for its innovative design. The campus includes 122 acres of land across a series of elevations connected with hillside paths.



# 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.



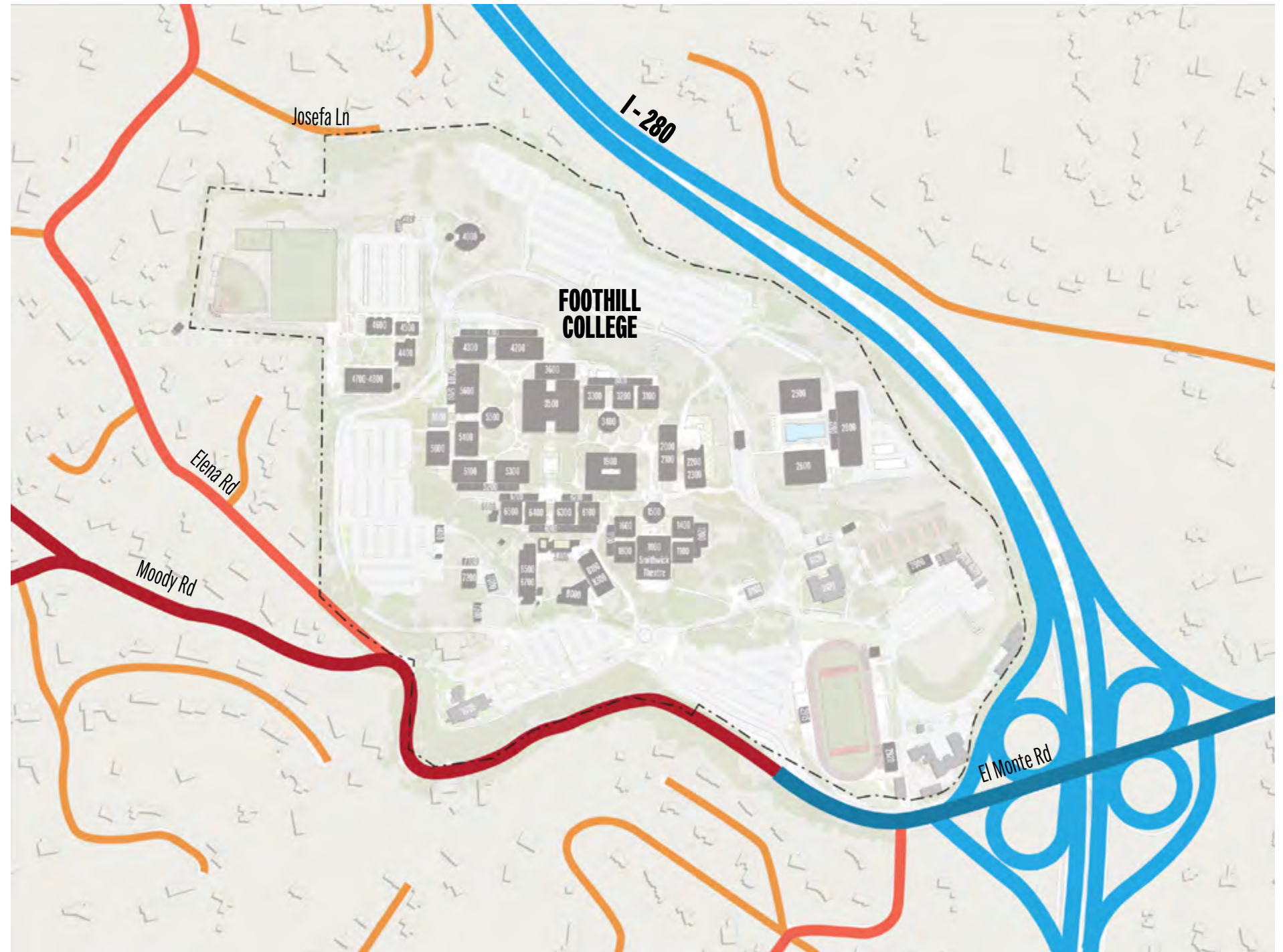
- RESIDENTIAL (LOW DENSITY)
- RESIDENTIAL (MID-DENSITY)
- INDUSTRIAL
- COMMERCIAL
- INSTITUTIONAL
- OPEN SPACE
- WATERWAY



# 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.



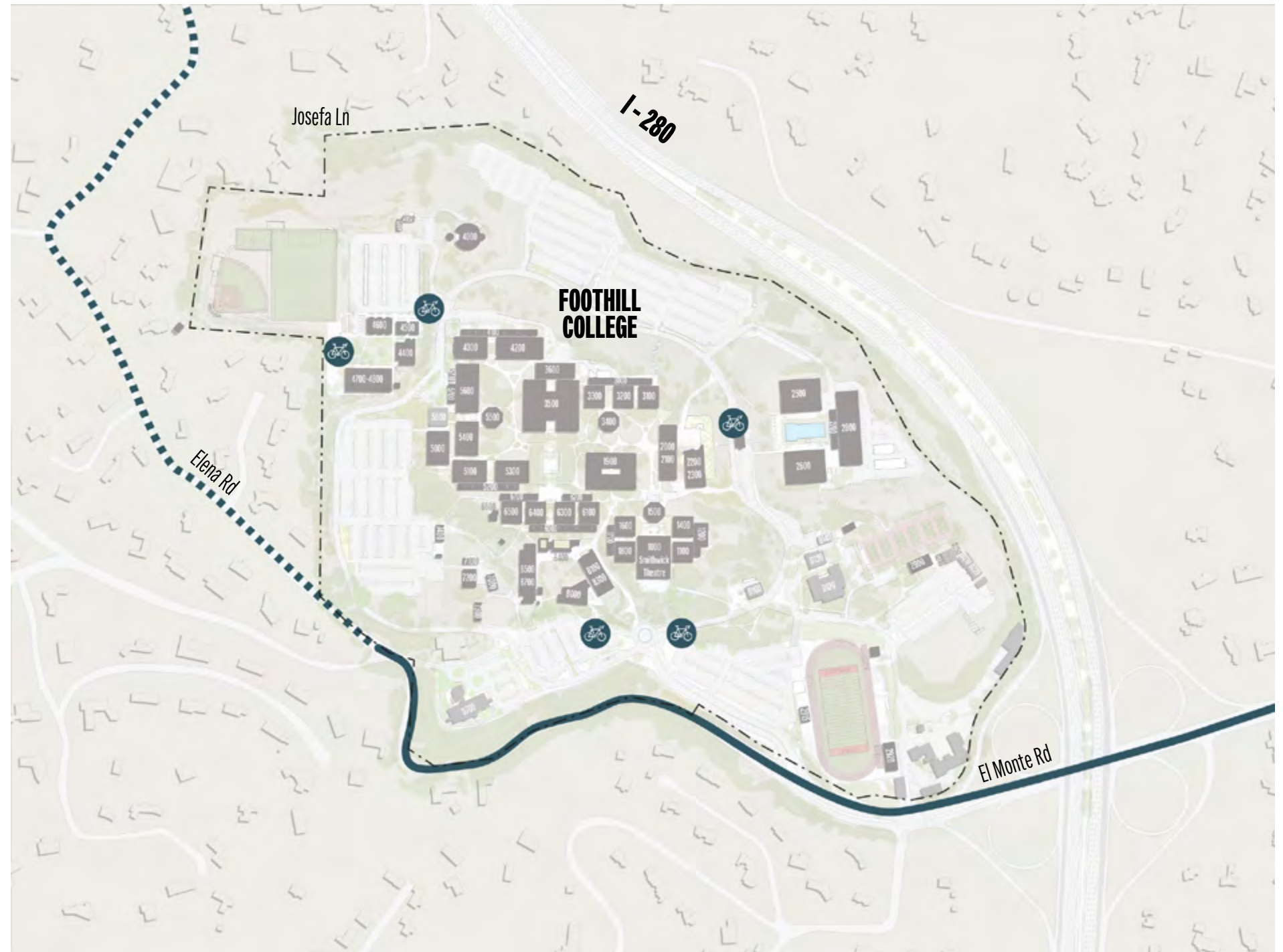
- FREEWAY/EXPRESSWAY
- ARTERIAL
- COLLECTOR
- NEIGHBORHOOD COLLECTOR
- LOCAL



## 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

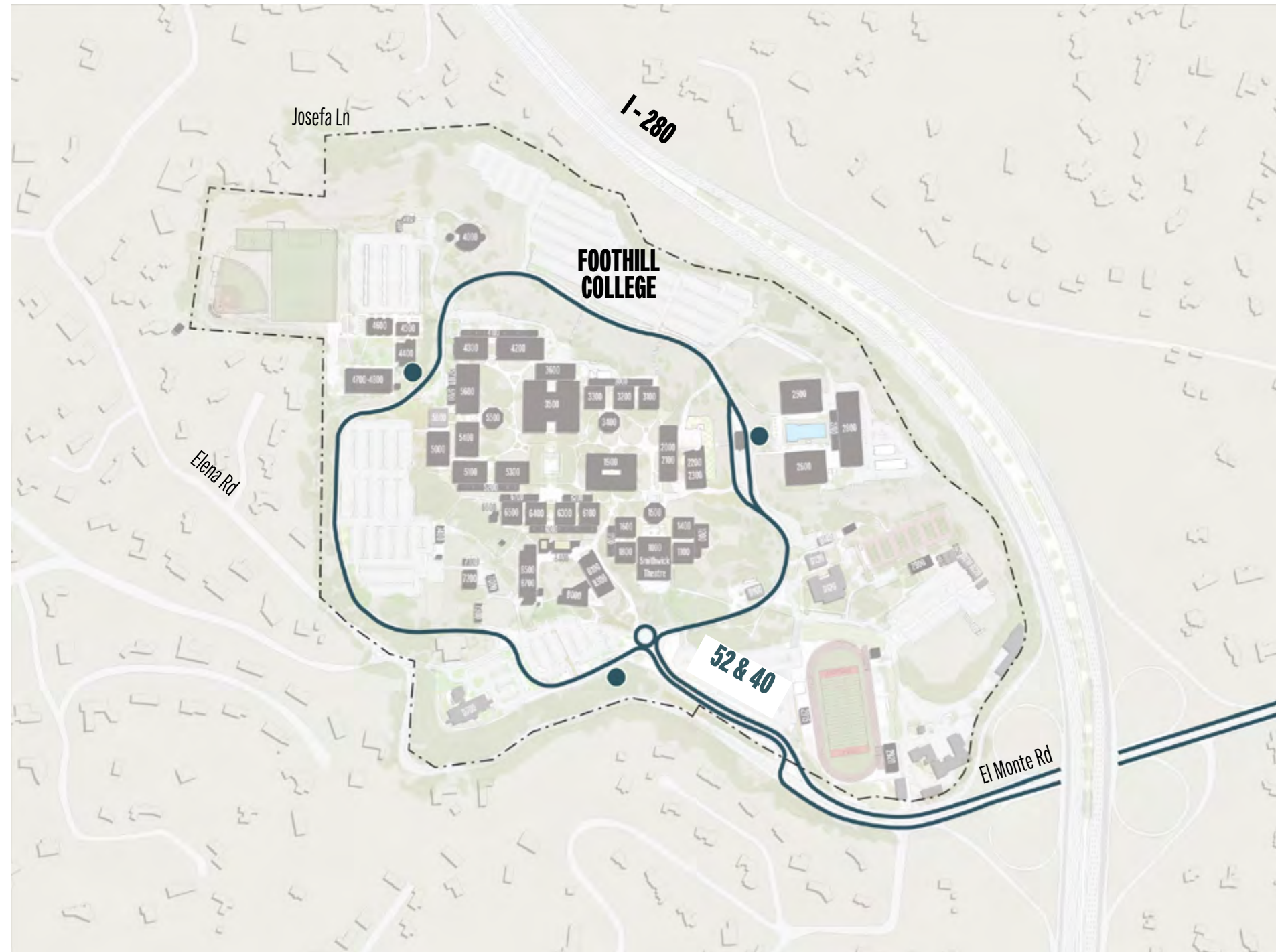




# Campus Access

## 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.



# Development History

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



## 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



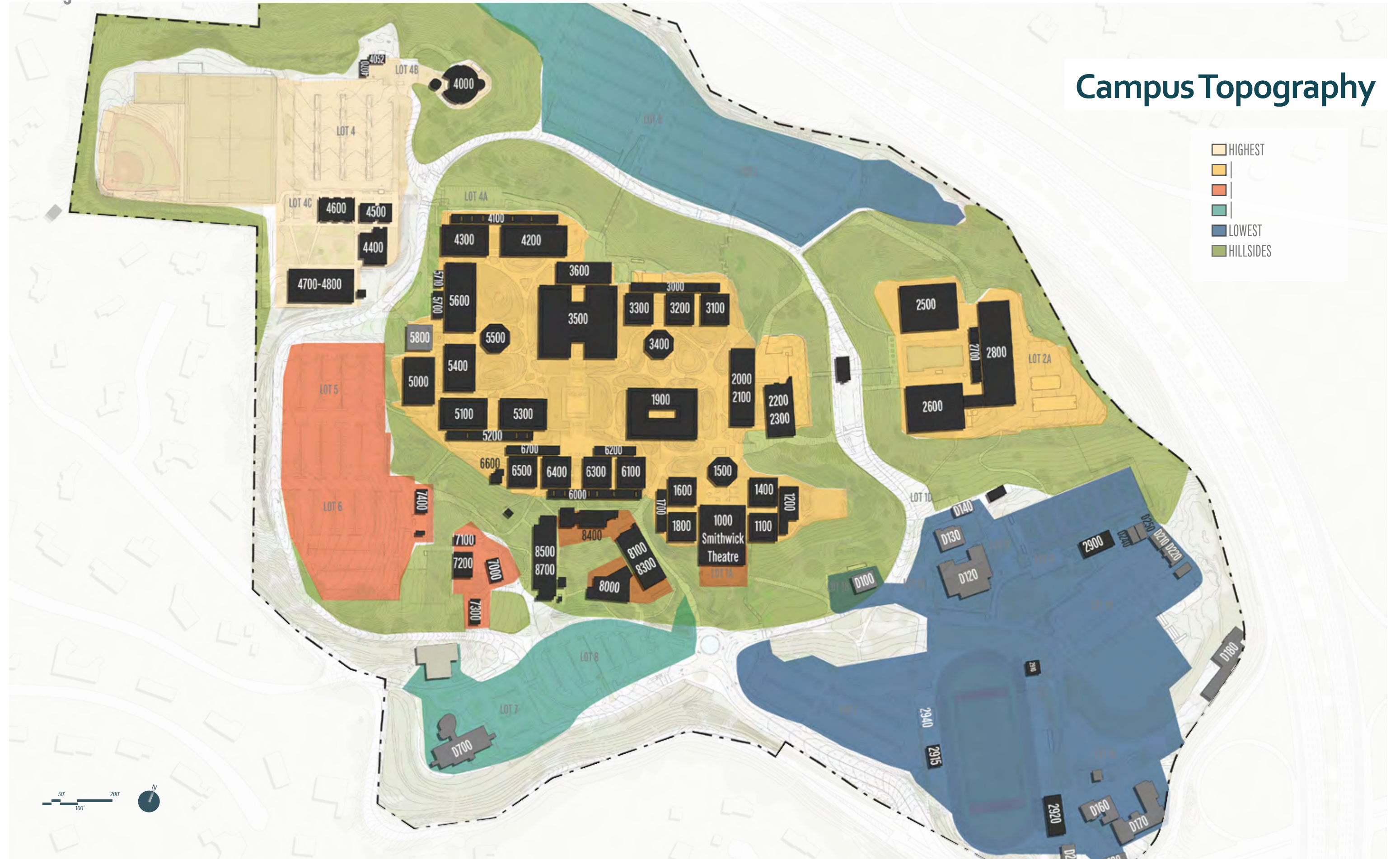
## Campus Topography

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





## Vehicular Circulation & Parking

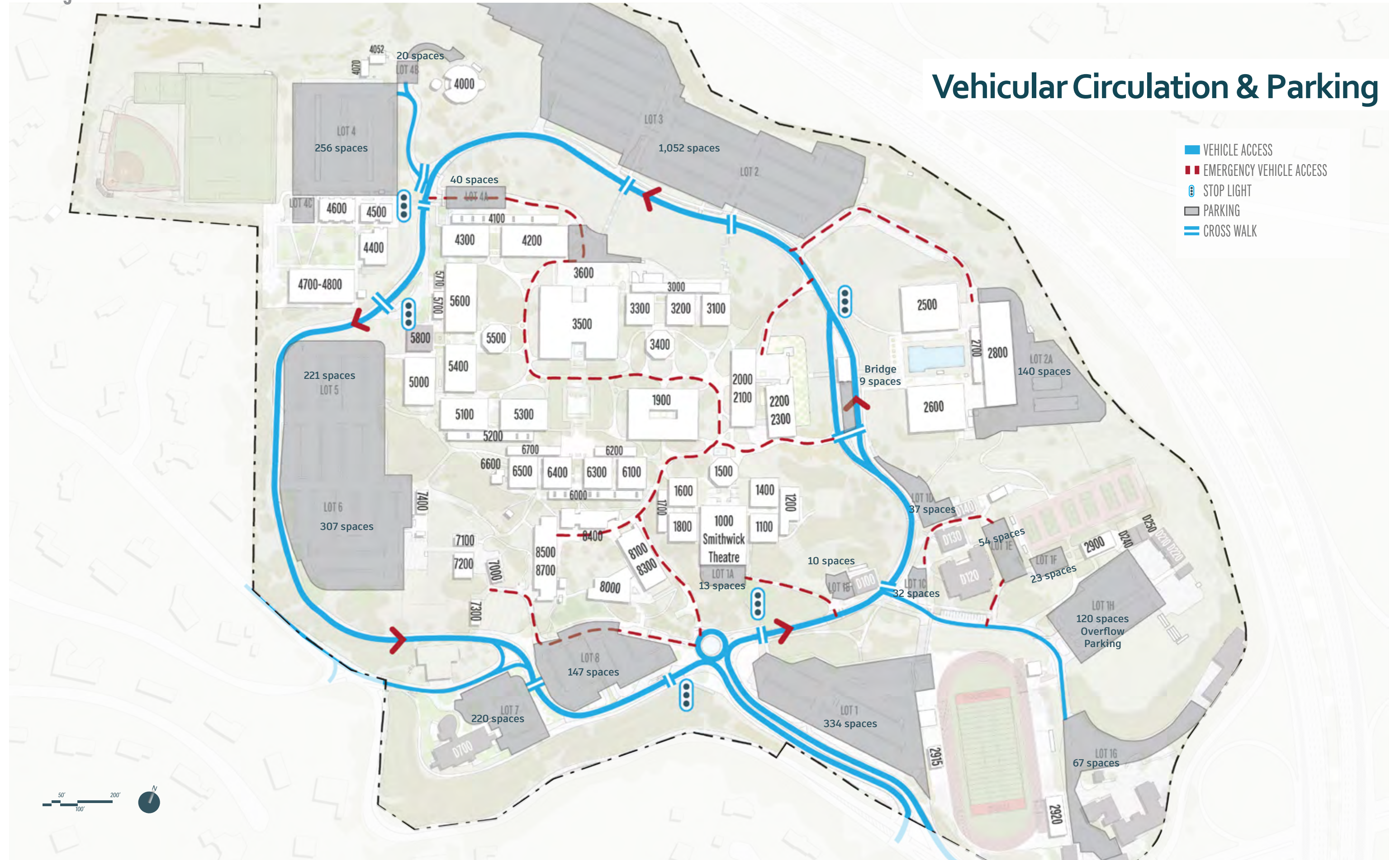
The campus has two entrances: The main entrance on El Monte Road, and the Moody Road entrance on Moody and Elena roads. Most people enter campus through the traffic circle at the main entrance, creating traffic congestion at the front of the campus.

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 PSEC, and in Lot 8.



# Vehicular Circulation & Parking





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 administration, 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

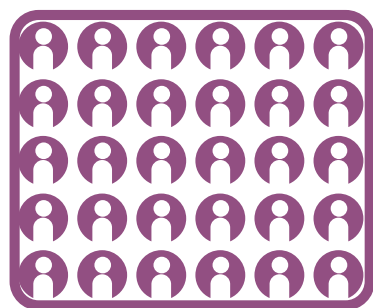
Enrollment projections and WSCH projections are extrapolated using FUSION data for 2019 and 2025 for both the Foothill main campus and Sunnyvale Center.

						
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

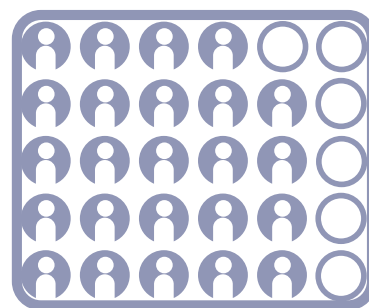
# Space Analysis

## CAPACITY LOAD RATIOS

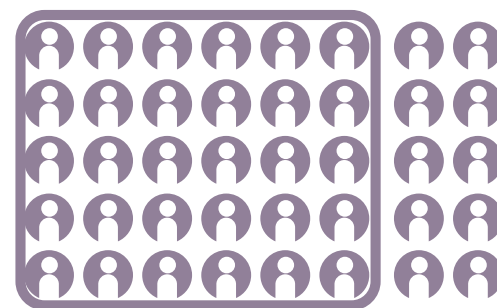
- The capacity/load ratio is the measure of the space utilization efficiency according to California Code of Regulations, Title 5 standards
- The ratio compares existing space (capacity) to enrollment levels (load)
- A ratio of over 100% indicates that there is additional available capacity; a ratio 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 2019 Space Inventory was adjusted to reflect the removal of buildings identified by the college. The space from these facilities were subtracted from the 2019 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 (C). The Adjusted Inventory (B) was subtracted from the FMP Program (C) to result in the Difference (D). 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, administrators, and classified professionals. Survey results for the different groups are represented in different colors, as shown in the legend below.



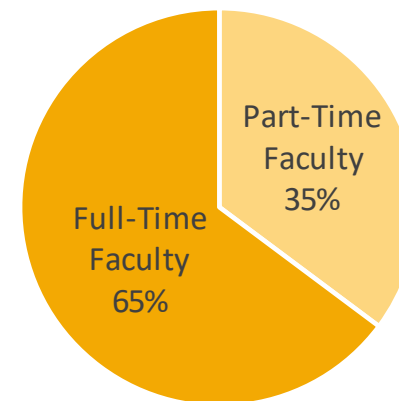
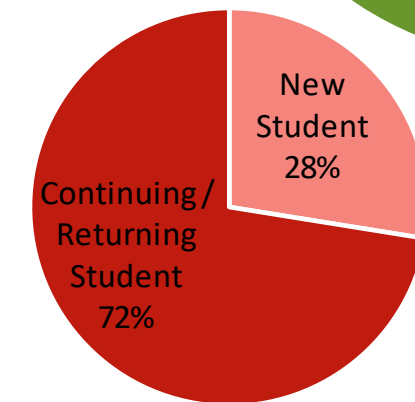
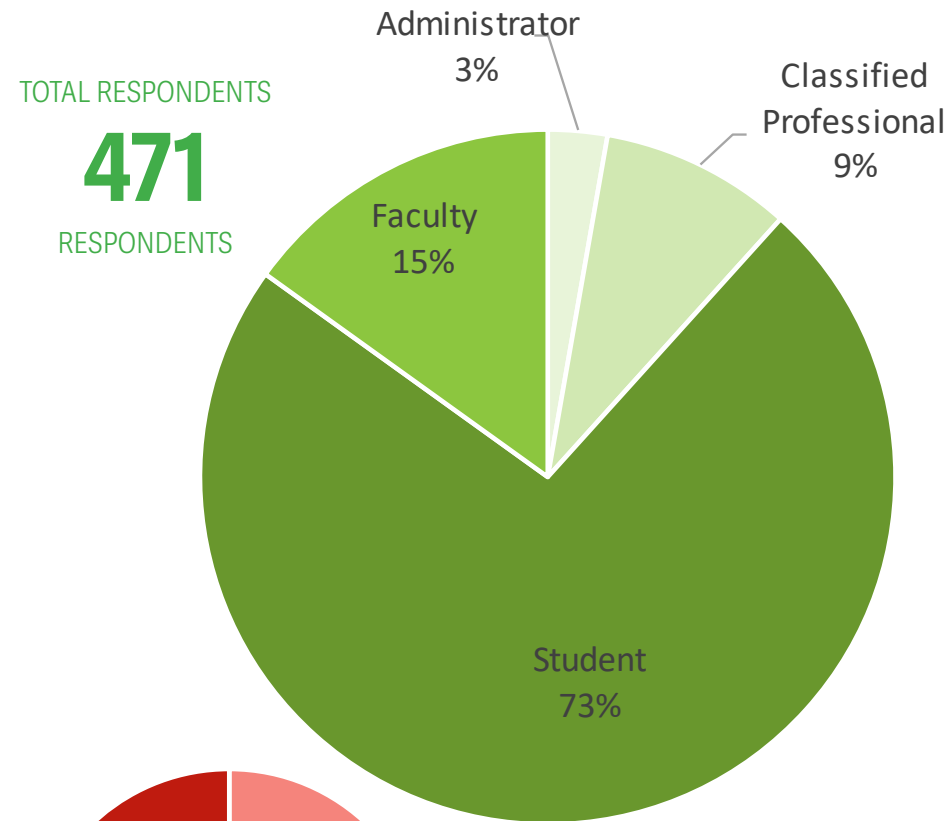
**STUDENTS**



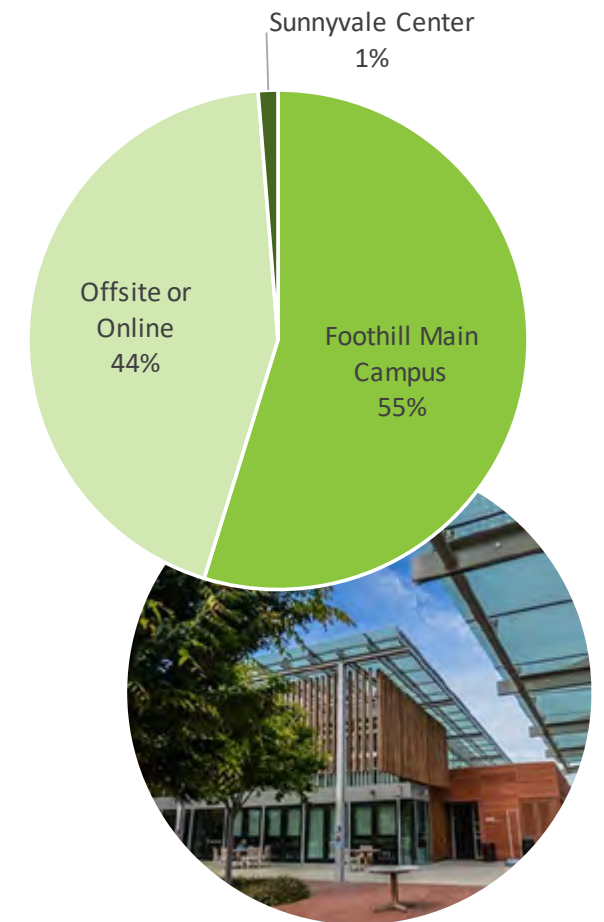
**FACULTY, CLASSIFIED PROFESSIONALS, AND ADMINISTRATORS**



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

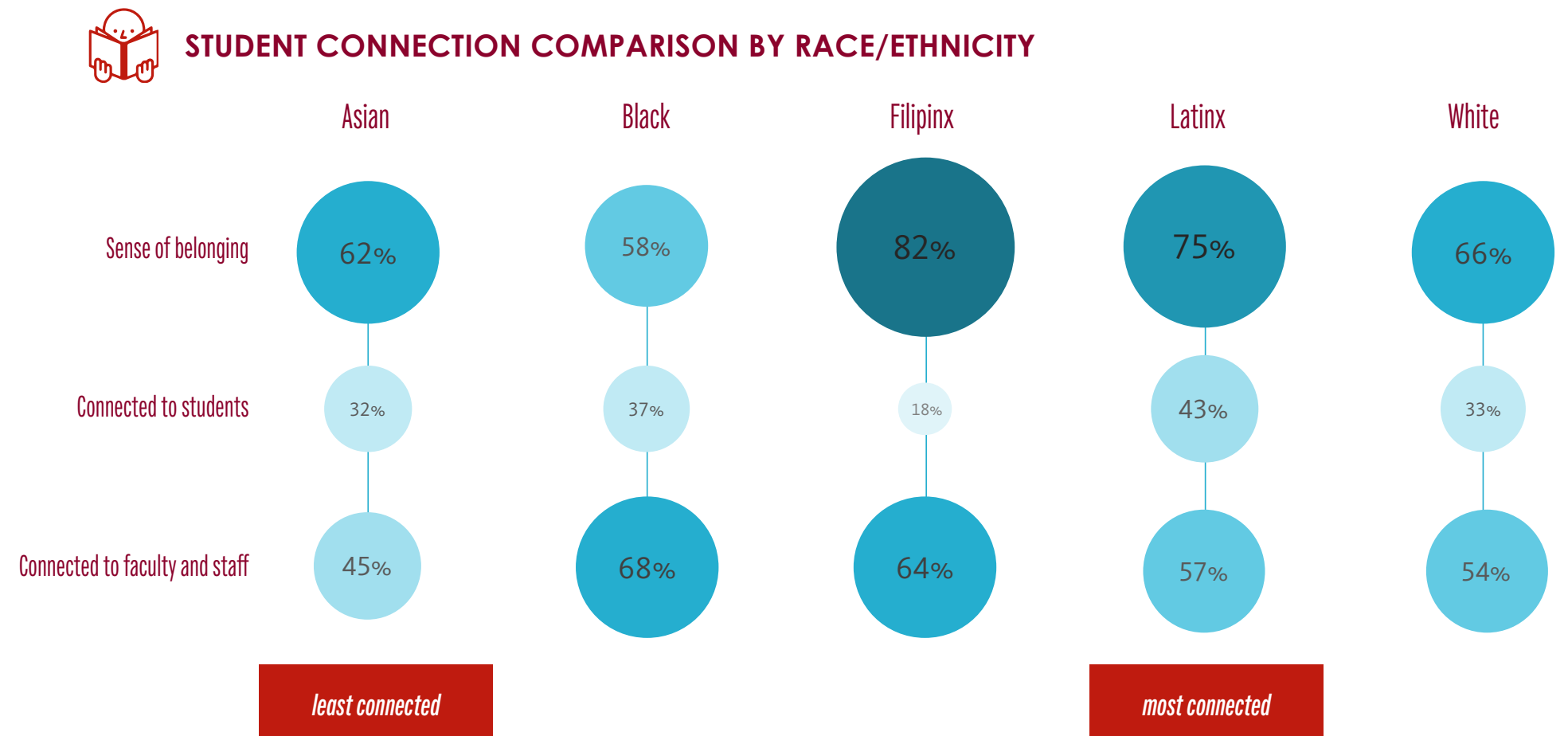


## TIME SPENT AT EACH LOCATION

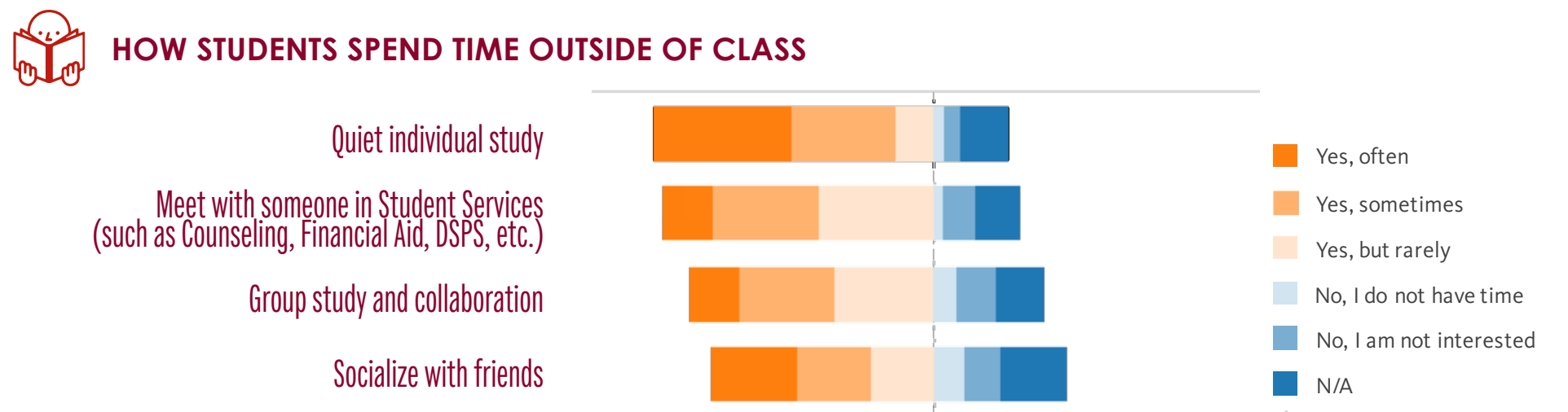


# Online Survey

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

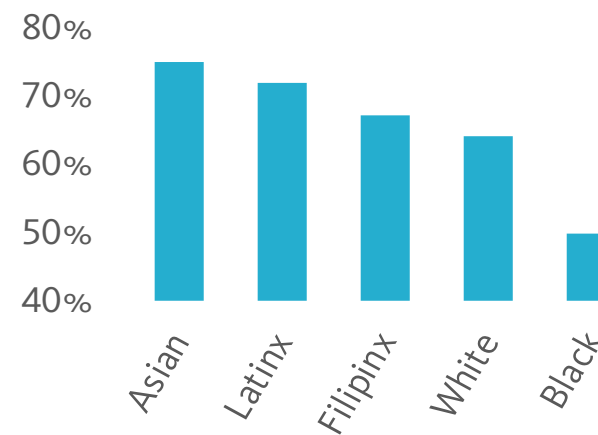
The majority of employees feel a sense of belonging at Foothill College. Employee sense of belonging differs based on race/ethnicity and based on length of employment.



## EMPLOYEE SENSE OF BELONGING

### By Race / Ethnicity

I feel a sense of belonging all or most of the time.



### 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

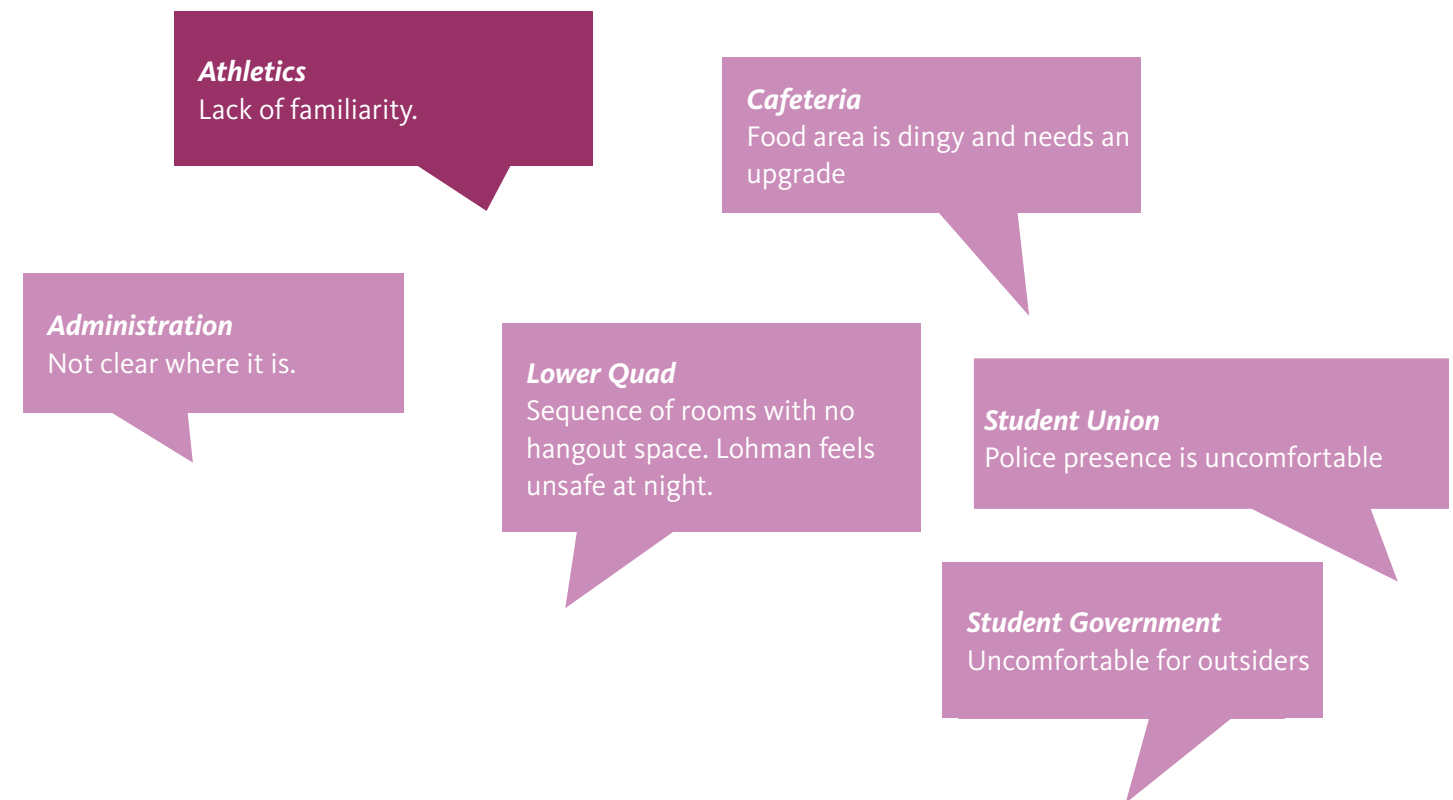
Participants shared that they felt a sense of belonging on parts of the campus that they are familiar with and frequent often. The main social areas on campus, including the Campus Center, Cafeteria, and Quad play an important role in promoting this sense of belonging.



\*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

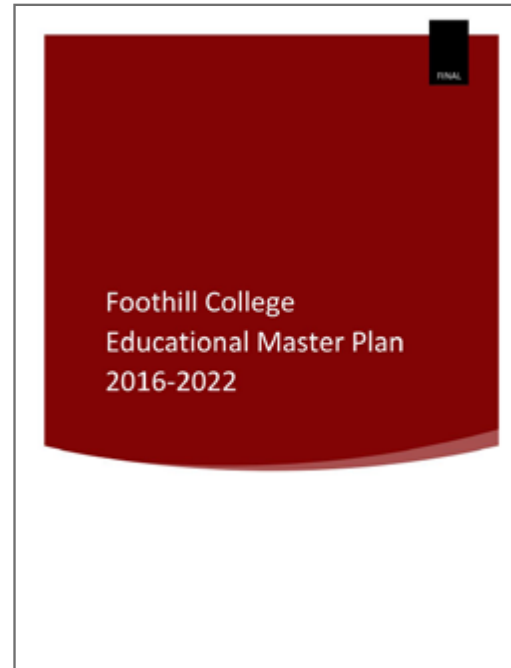


## Facilities Planning Principles

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 Mater 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

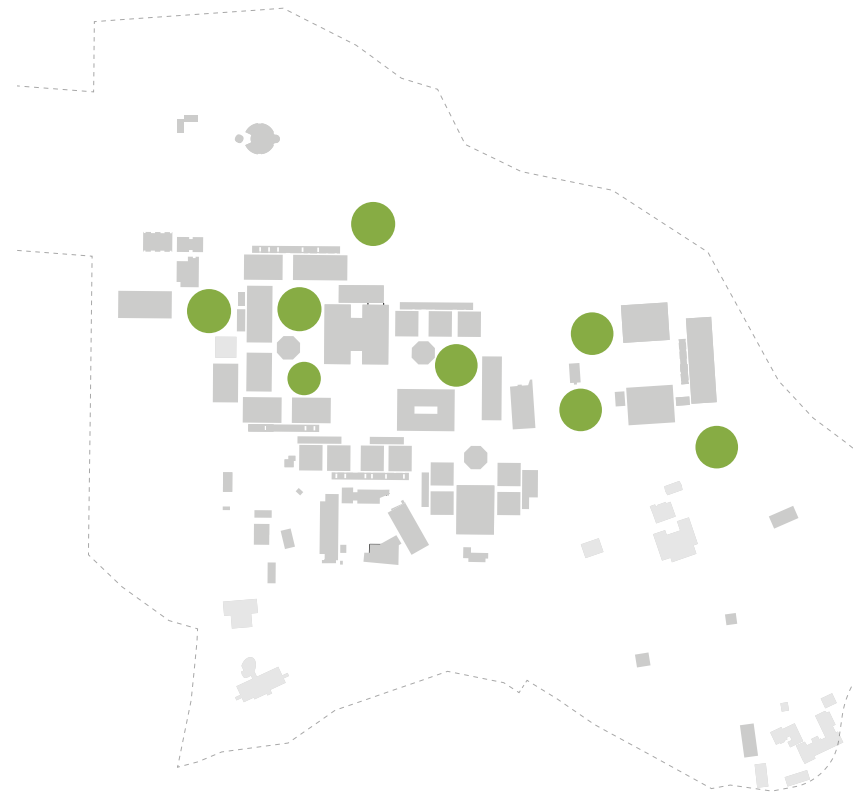
- Leverage all resources
- Repurpose underutilized areas
- Right size facilities to support needs
- Develop spaces to support both in person and online
- Develop flexible spaces to serve multiple uses
- Improve functional zoning and operational efficiencies
- Position Foothill College to maximize state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

## Development Concepts



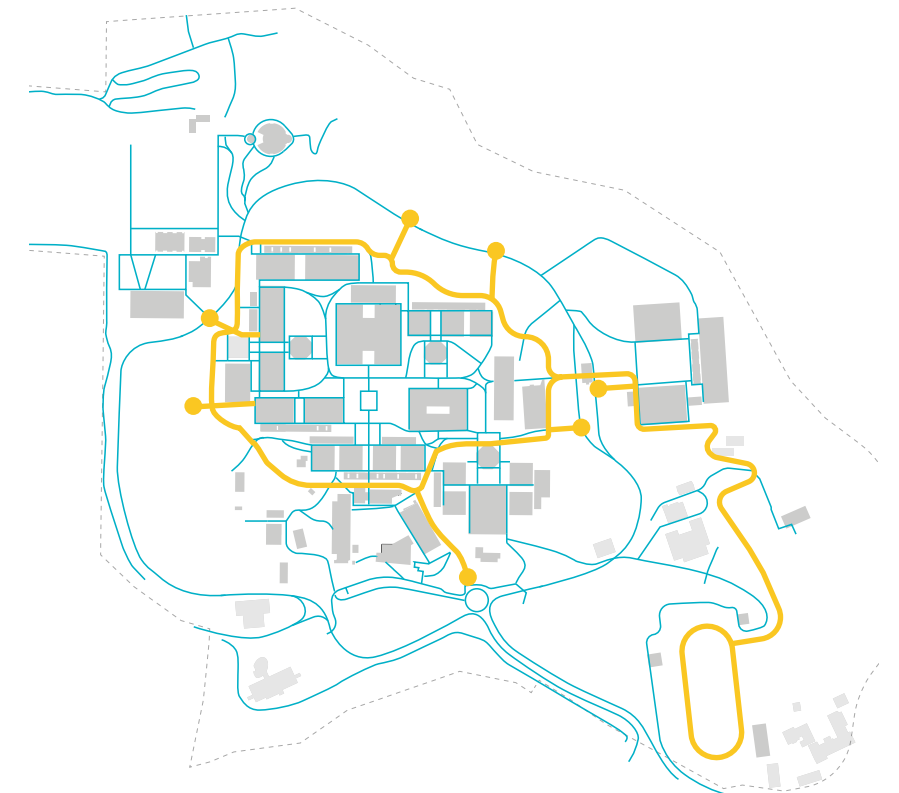
### ENHANCE ARRIVAL EXPERIENCES

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.

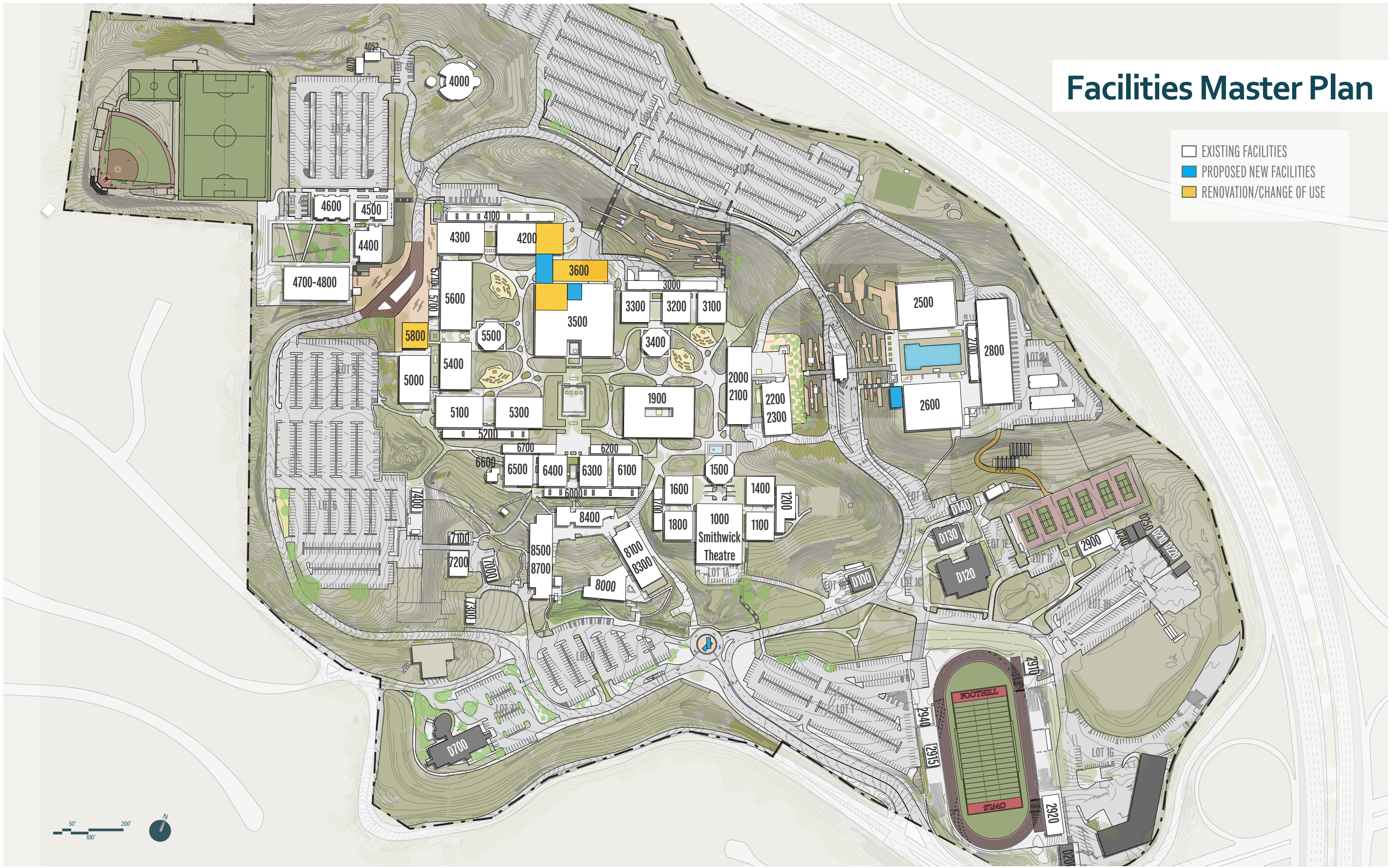


### KNIT THE CAMPUS TOGETHER

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.

# Facilities Master Plan

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



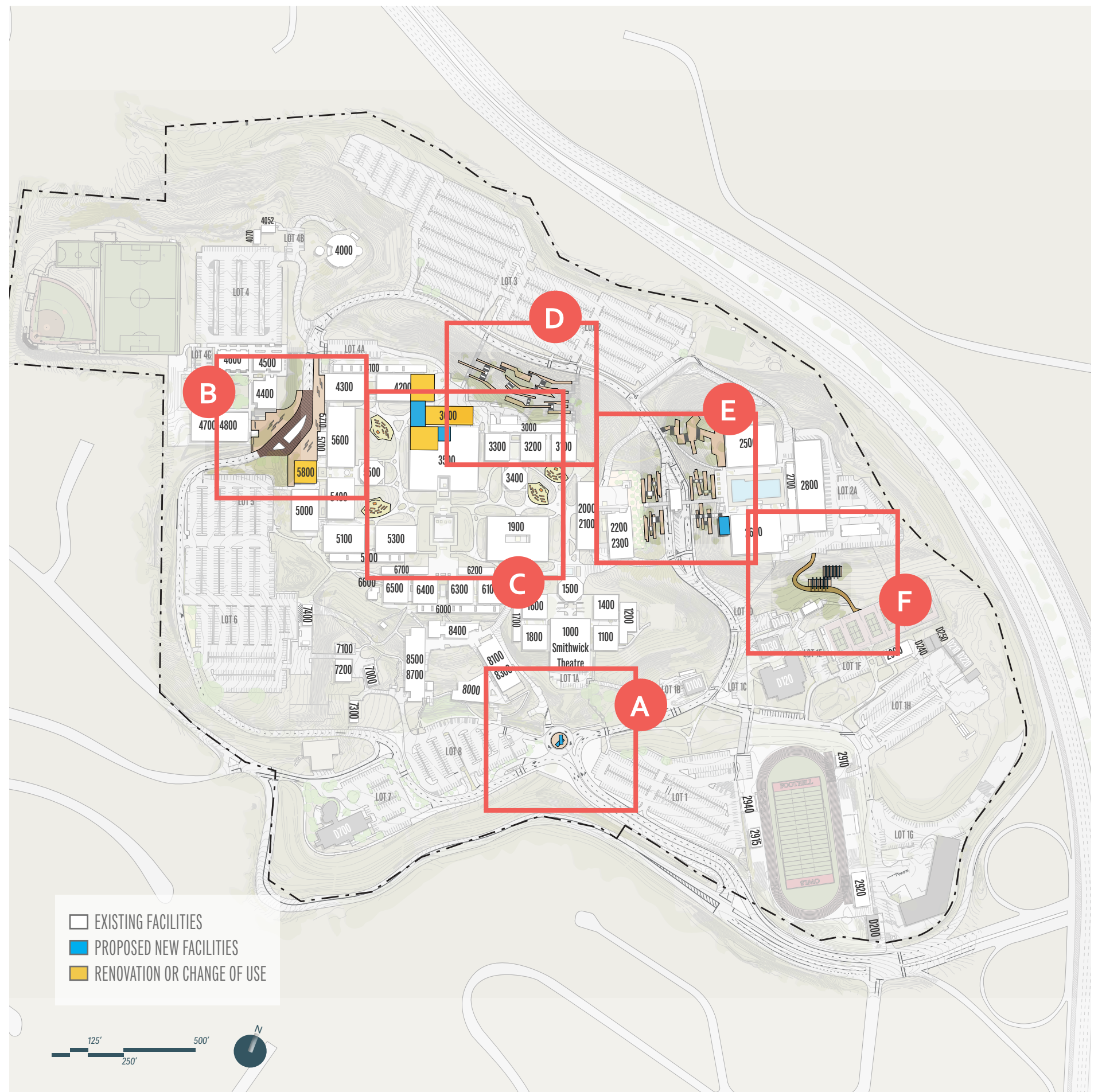
## Project Descriptions

The FMP establishes an overall picture of the future developed 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



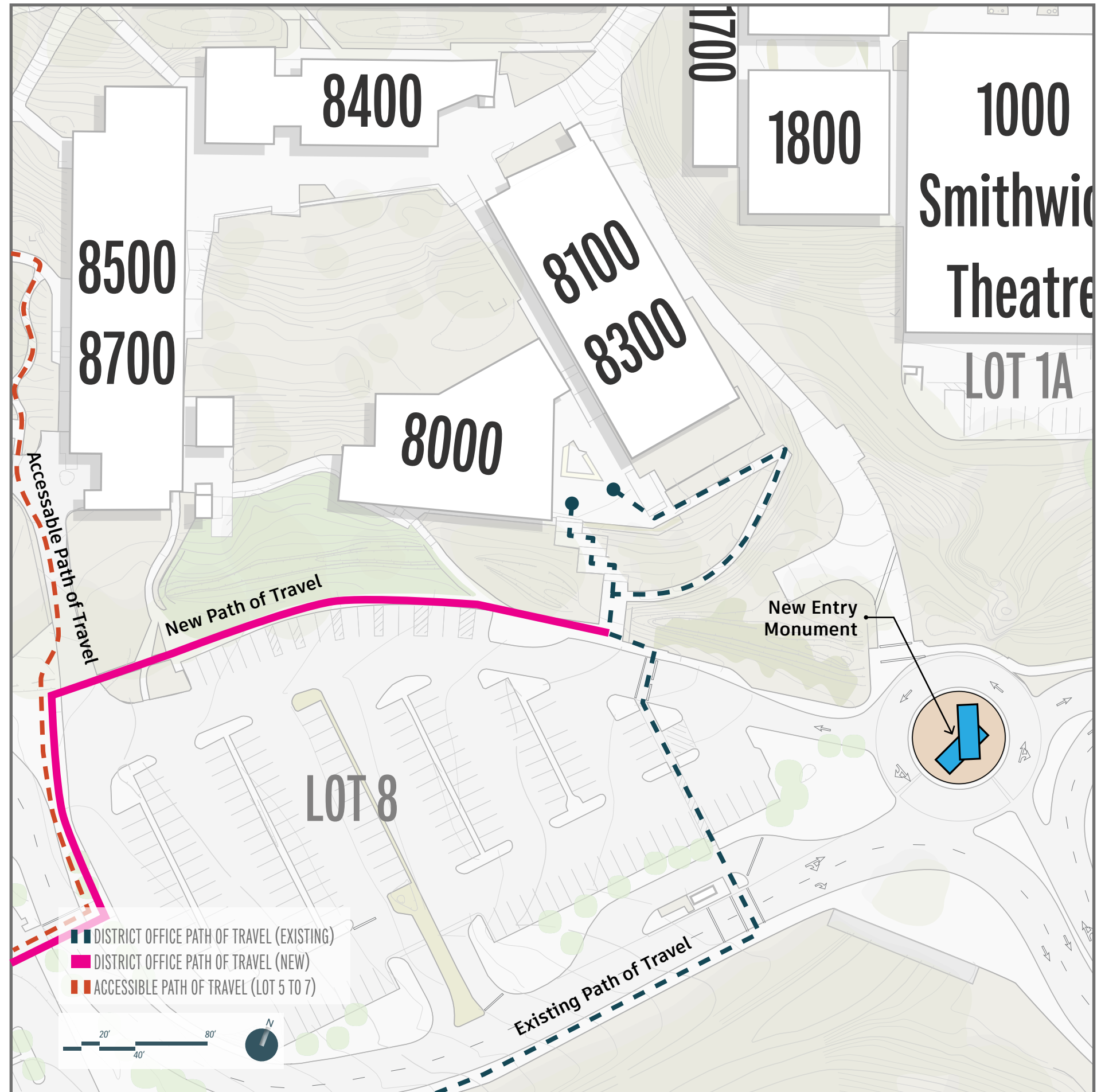
# A Campus Entry

## 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 OFFICE PATH OF TRAVEL UPGRADE

The current accessible path of travel from the Lower Campus (8000 Building Complex) to the District office 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

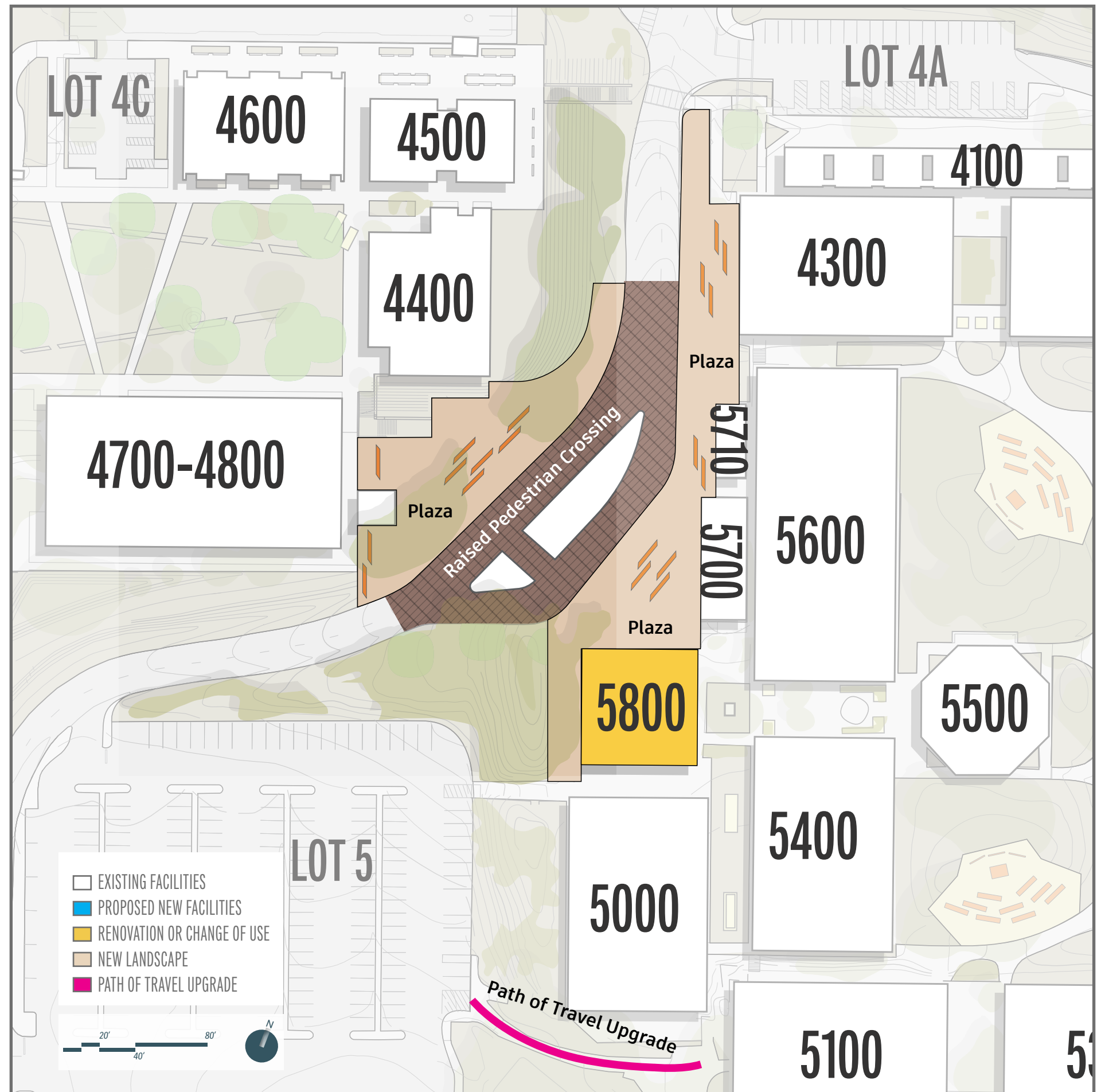
As one of the only at-grade entrances to the campus center, additional development of this plaza to be a pedestrian focused experience will be a key part of creating a welcoming pedestrian arrival experience while helping to strengthen connection to the PSEC Quad.

## 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.**



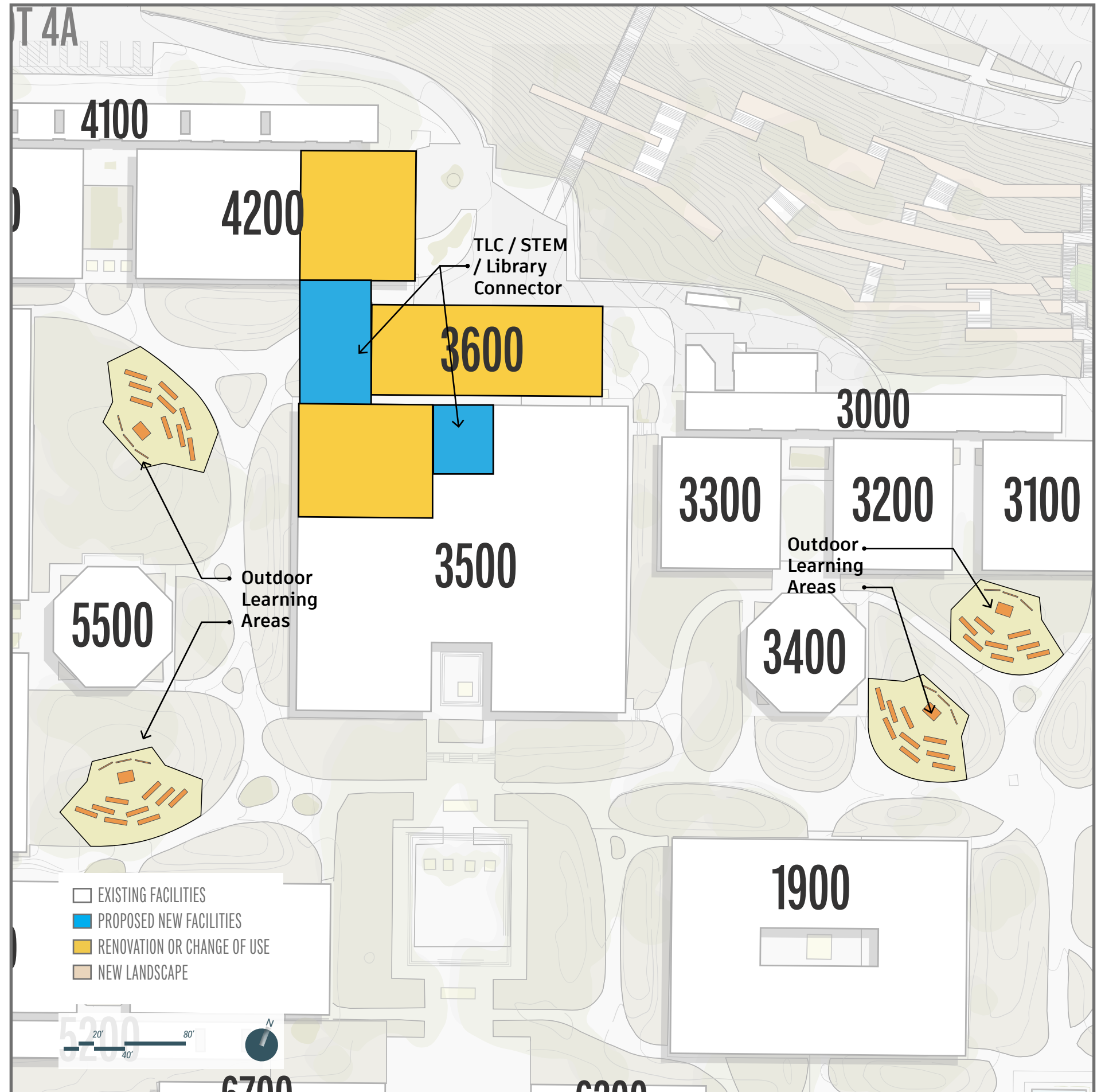
# C Campus Core

## 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

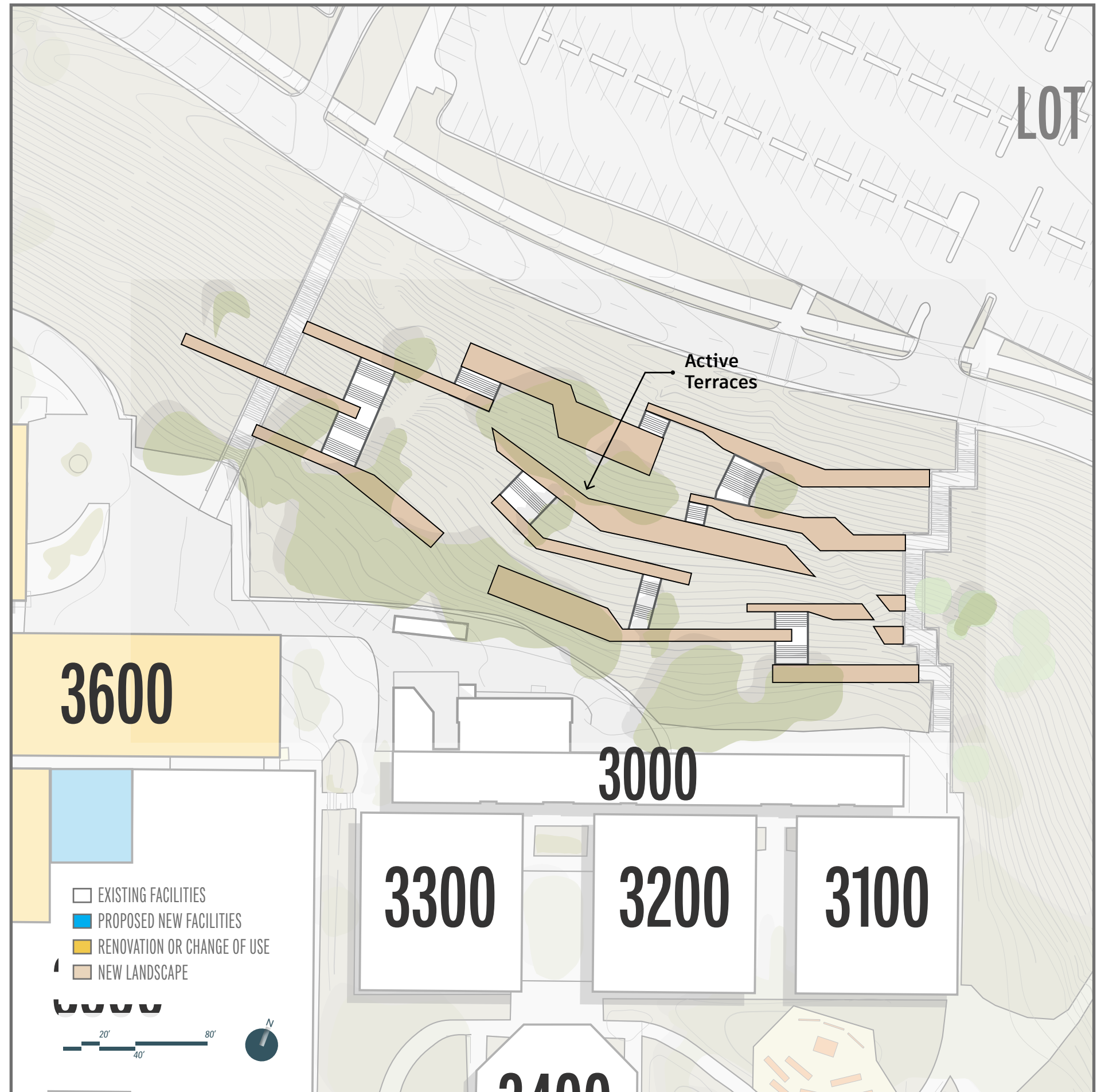
The Library (3500), Teaching and Learning Center (TLC / 3600), and STEM Center (4200) all provide important services for students. By linking these buildings, the College will facilitate greater collaboration between programs, leverage underutilized resources, and increase the flexibility of each facility.



# 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.





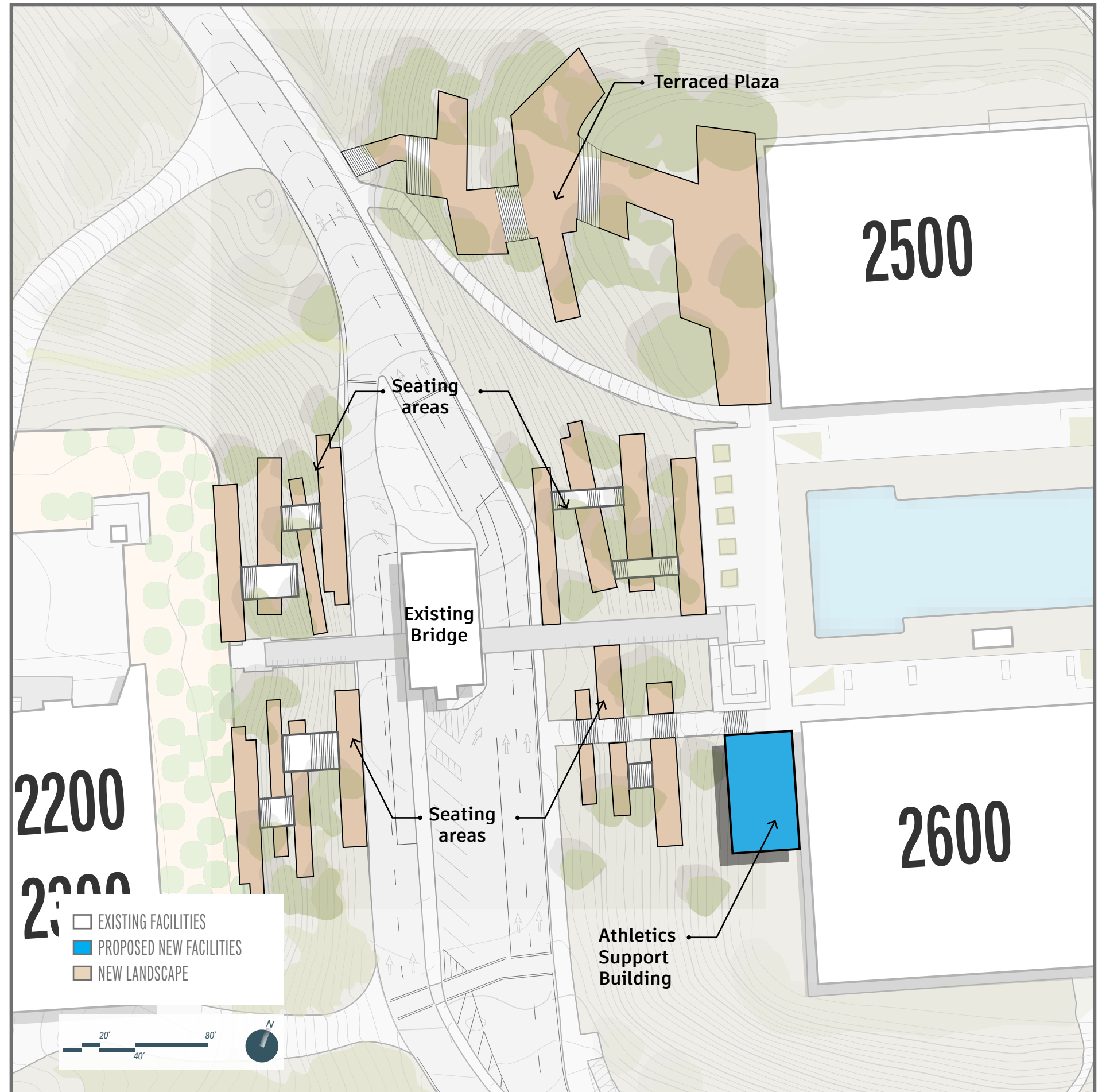
# E East Plaza

## 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

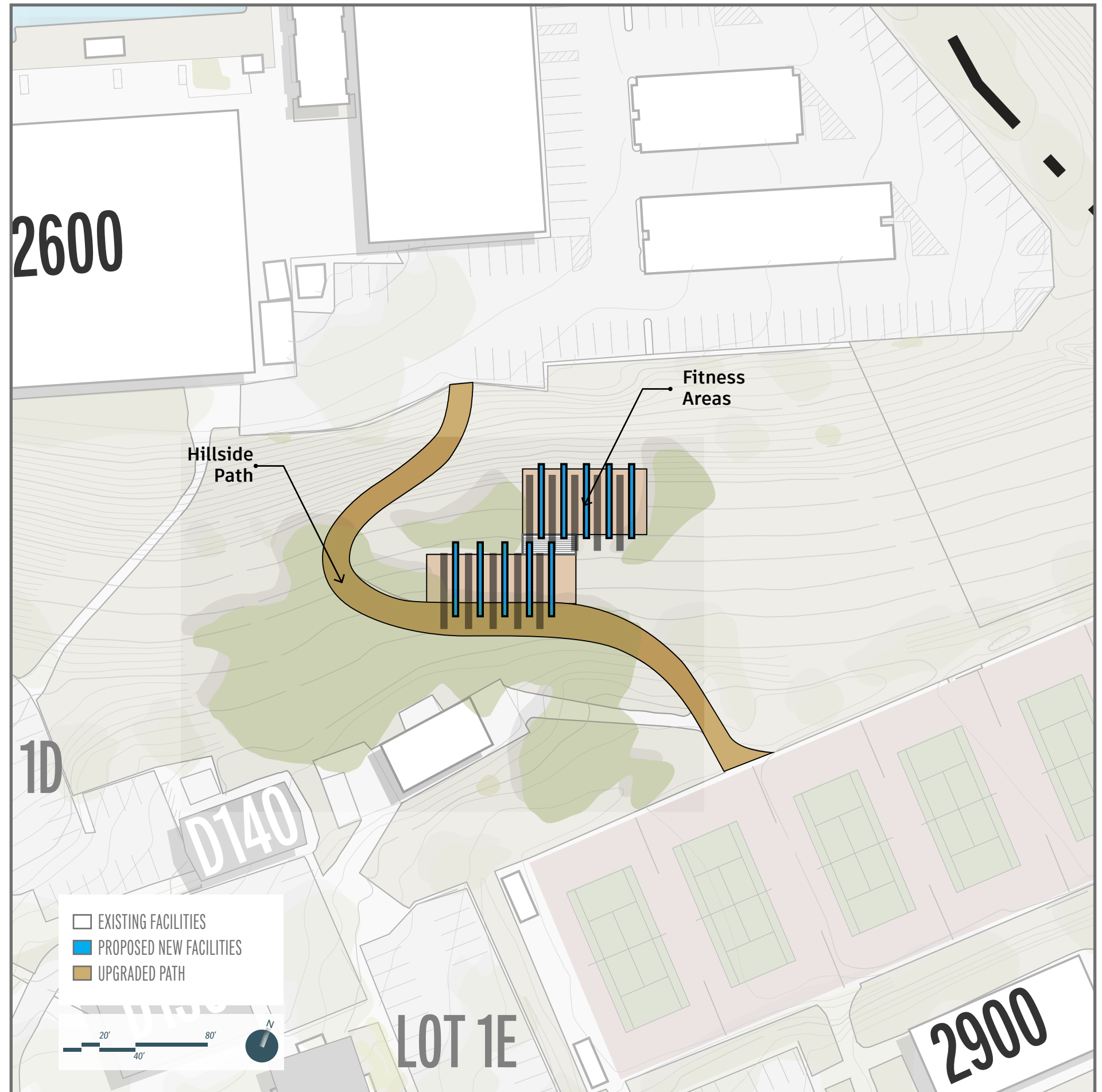
The small building to the east of the main gym (2600) will be demolished and will be replaced by a new building that faces the plaza to the west of the pool at the top of the newly activated hillside. This building will house functional services for athletics, but will also house a concession stand for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

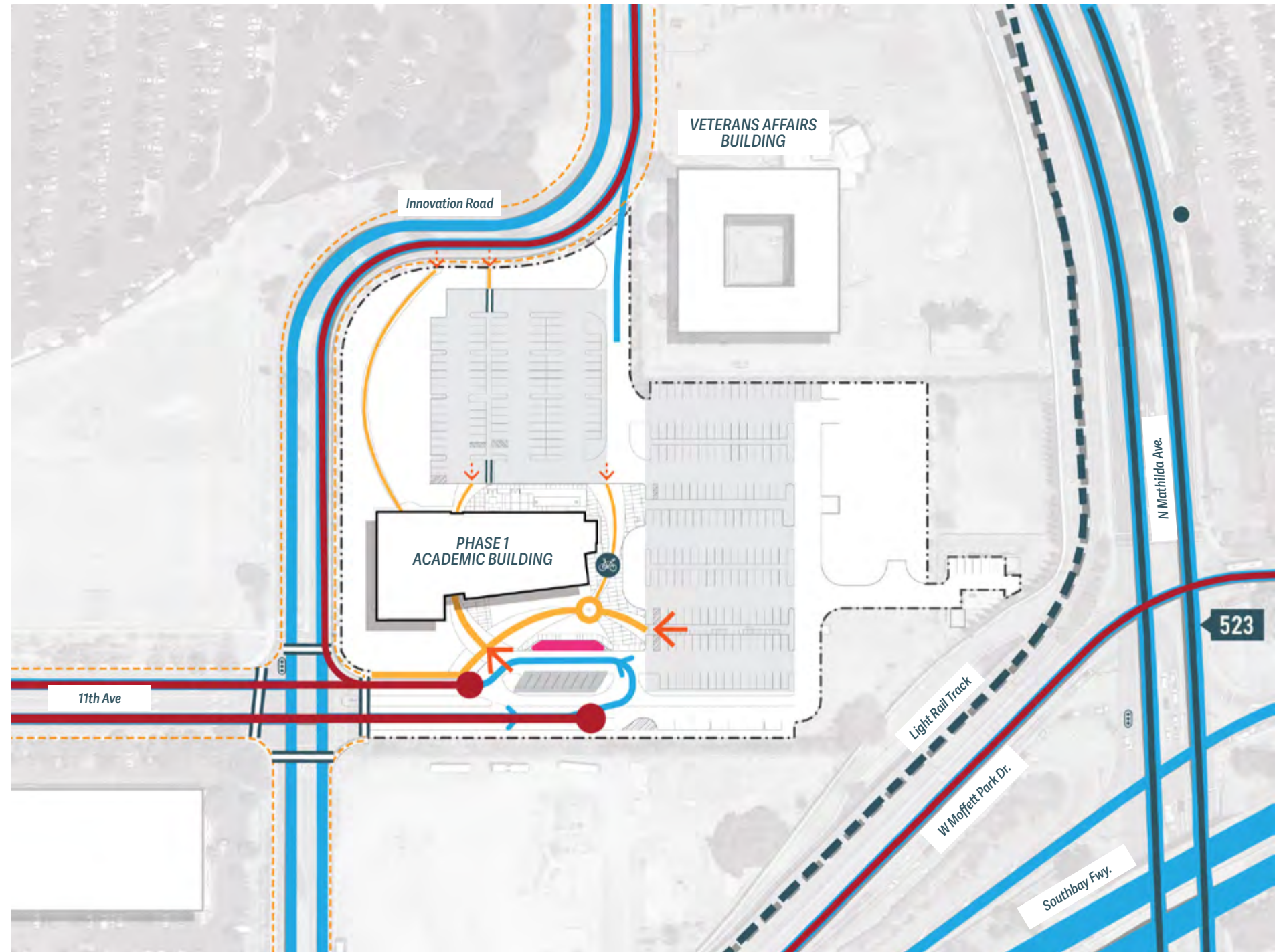
The Center also serves as a regional workforce center advancing the economic wellbeing of the region by developing and maintaining a quality workforce and by serving as the focal point for local and regional workforce development initiatives.

## 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.



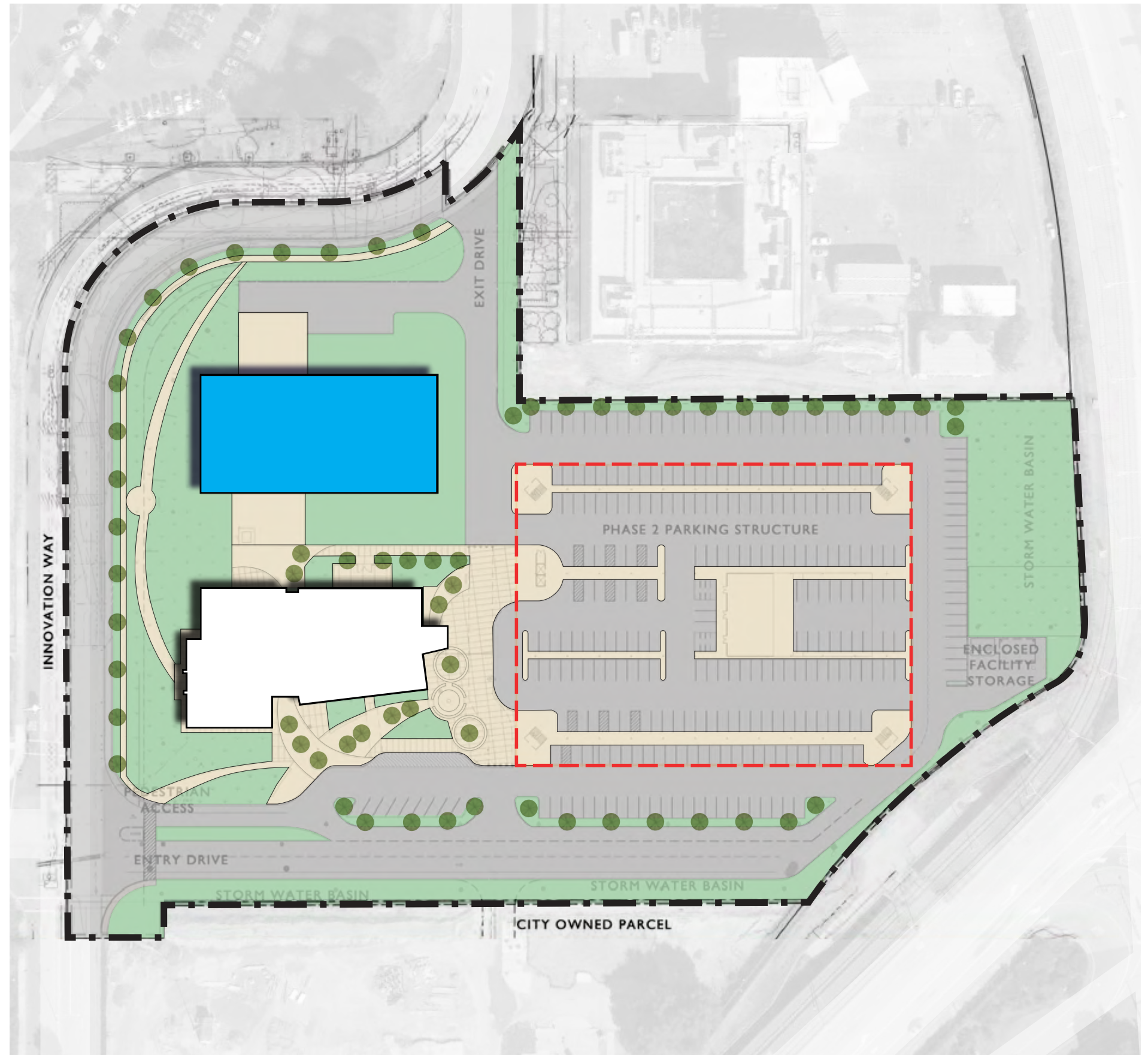
- REGIONAL PUBLIC BIKE-WAY
- LOCAL BIKE-WAY
- LIGHT RAIL TRACK
- VEHICLE ACCESS
- DROP-OFF
- SIDE WALK
- BIKE PARKING
- PARKING
- MAIN WALKWAY
- SECONDARY WALKWAY
- CAMPUS MAIN ENTRY
- CAMPUS SECONDARY ENTRY



## 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



56 Message From the President

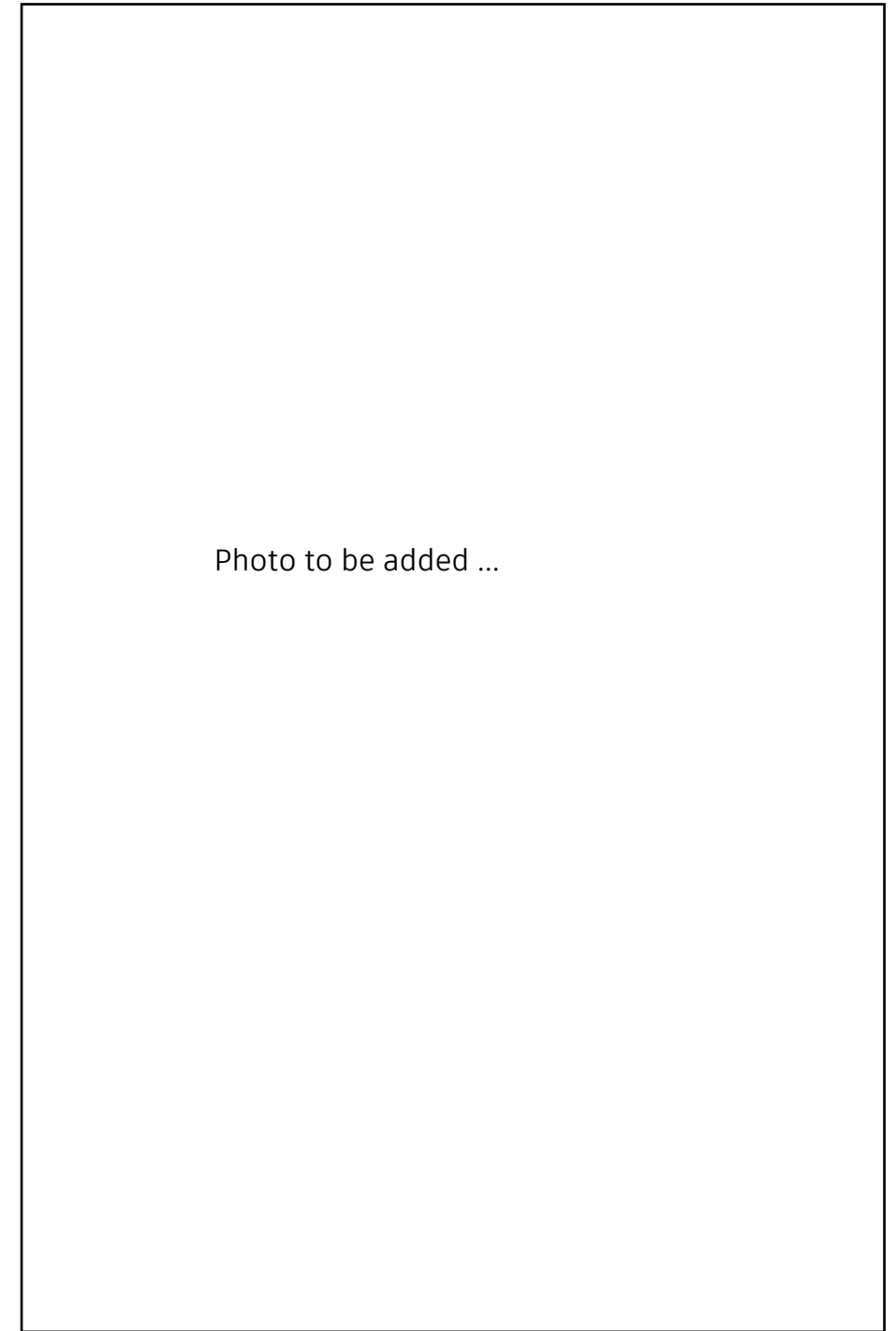
65 Existing Conditions

89 Data Analysis

120 Recommendations

## Message from the President

To be inserted...



Holmes. Lloyd A. Holmes, De Anza College President

## 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

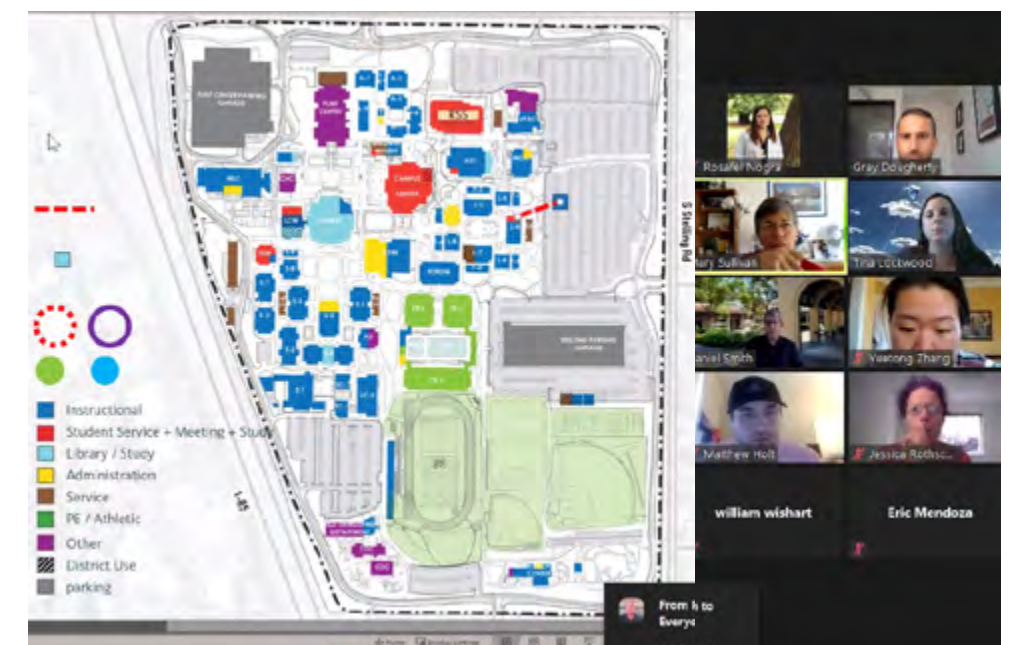
## Process

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

<b>Pam Grey</b>	<i>Vice President, Administrative Services (co-chair)</i>
<b>Jennifer Mahato</b>	<i>Director, College Operations (co-chair)</i>
<b>Daniel Acosta</b>	<i>Chief of Police, District</i>
<b>Sam Bliss</b>	<i>Dean, Community Education</i>
<b>Hyon Chu Yi-Baker</b>	<i>Faculty Coordinator, Student Activities - College Life</i>
<b>Carol Cini</b>	<i>Faculty, History</i>
<b>Alicia Cortez</b>	<i>Dean, Equity &amp; Engagement - Learning Resources Division</i>
<b>Patrick Gannon</b>	<i>Director, Campus Center, DA Food Services</i>
<b>Rich Hansen</b>	<i>Part Time Faculty, Mathematics</i>
<b>Matt Holt</b>	<i>Student, DASB</i>
<b>Blu Kasikci</b>	<i>Part Time Faculty, Creative Arts</i>
<b>Michele LeBleu-Burns</b>	<i>Dean, EOPS/Student Development</i>
<b>Cindy Lee</b>	<i>Adapted Physical Education Specialist, Adapted Physical Education</i>
<b>Tina Lockwood</b>	<i>Coordinator, Furniture, Fixtures &amp; Equipment</i>
<b>Eric Mendoza</b>	<i>Dean, Physical Education &amp; Athletics</i>
<b>Rosafel Nogra</b>	<i>Clinical Director, Health Services</i>
<b>Cherly Owiesny</b>	<i>Faculty, Physical Education</i>
<b>Eugene Rodriguez</b>	<i>Faculty, Creative Arts</i>
<b>Daniel Smith</b>	<i>Dean, Creative Arts</i>
<b>Andrew Stoddard</b>	<i>Faculty, MCNC</i>
<b>Mary Sullivan</b>	<i>Faculty Director, Health Education &amp; Wellness</i>
<b>Zoe Vulpe</b>	<i>Student, DASB</i>
<b>Sarah Wallace</b>	<i>Facilities &amp; Equipment Assistant, Athletics</i>
<b>Chris Winn</b>	<i>Coordinator, Facilities Rental</i>
<b>Bill Wishart</b>	<i>Faculty, Automotive Technology</i>
<b>Yuetong Zhang</b>	





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

## 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.

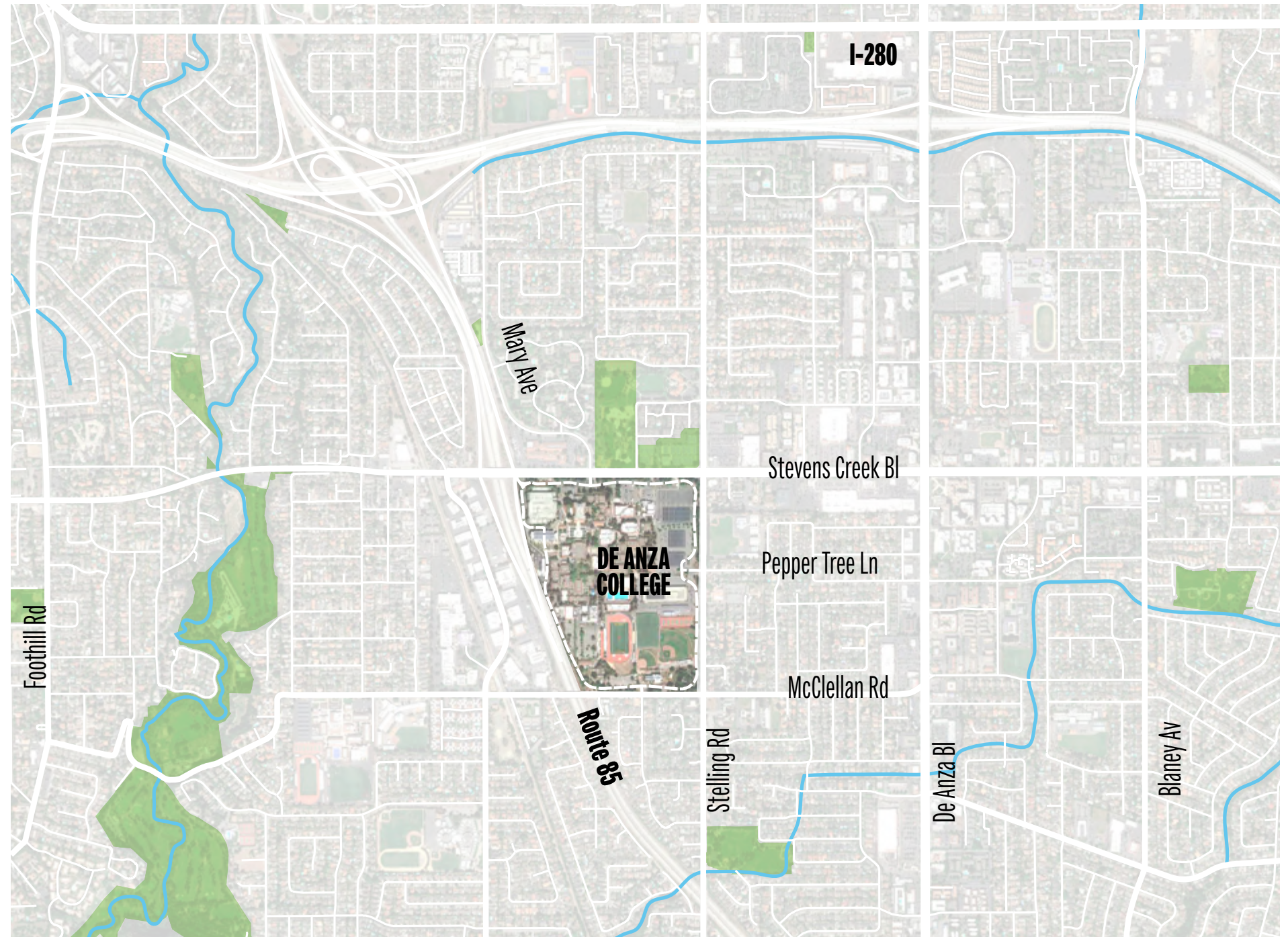
The graphic and narrative descriptions focus on the following:

- 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.

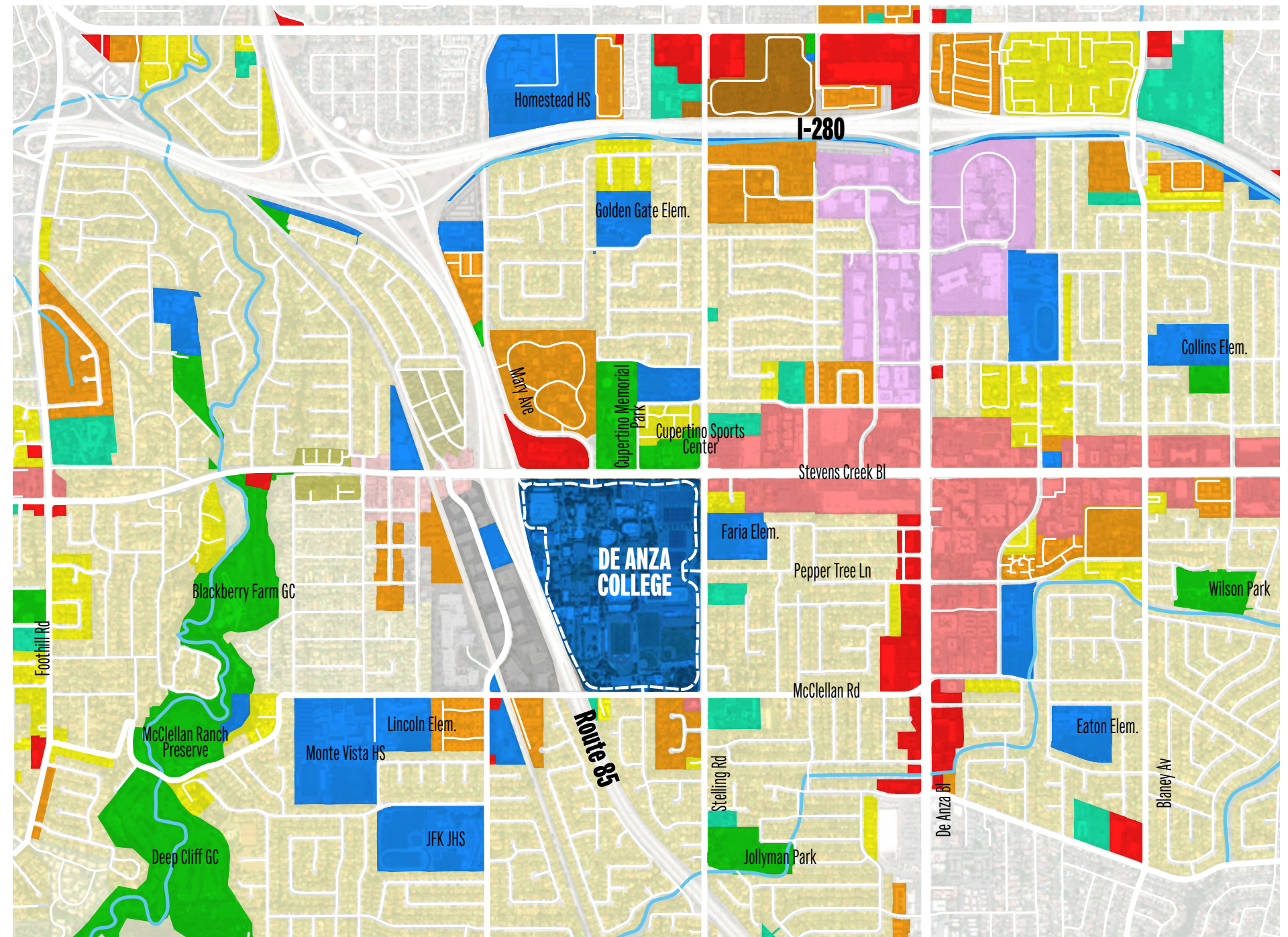
Route 85 defines the western border of the campus, and three city streets define the north, east and southern boundaries.



# 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.

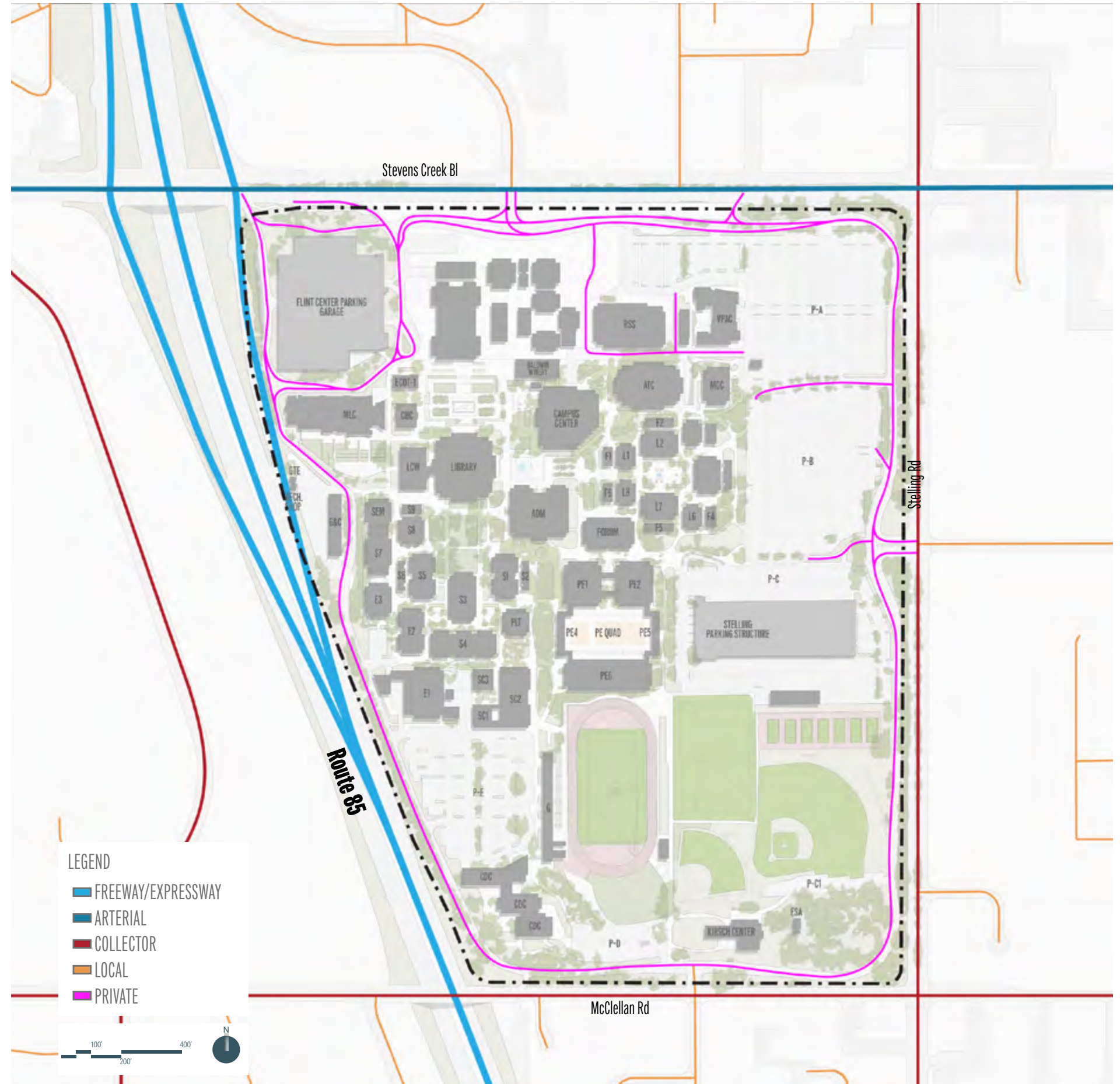


- |                        |                          |                        |                      |
|------------------------|--------------------------|------------------------|----------------------|
| RESIDENTIAL (VERY LOW) | RESIDENTIAL (MID-HIGH)   | MIXED (R/C/O/IND)      | INDUSTRIAL-RESI-COMM |
| RESIDENTIAL (LOW)      | RESIDENTIAL (HIGH)       | QUASI-PUBLIC           | OPEN SPACE           |
| RESIDENTIAL (LOW-MED)  | MIXED (RESI/COMM/OFFICE) | PUBLIC                 | WATERWAY             |
| RESIDENTIAL (MED)      | MIXED (RESI/COMM)        | INDUSTRIAL-RESIDENTIAL |                      |

# 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.

Although the city of Cupertino had requested during earlier construction periods that the college provide bike lanes on campus, there is insufficient room. If bike lanes were to be added, the perimeter landscape berms would need to be severely reduced or eliminated, thereby compromising and reducing their effectiveness as buffers.

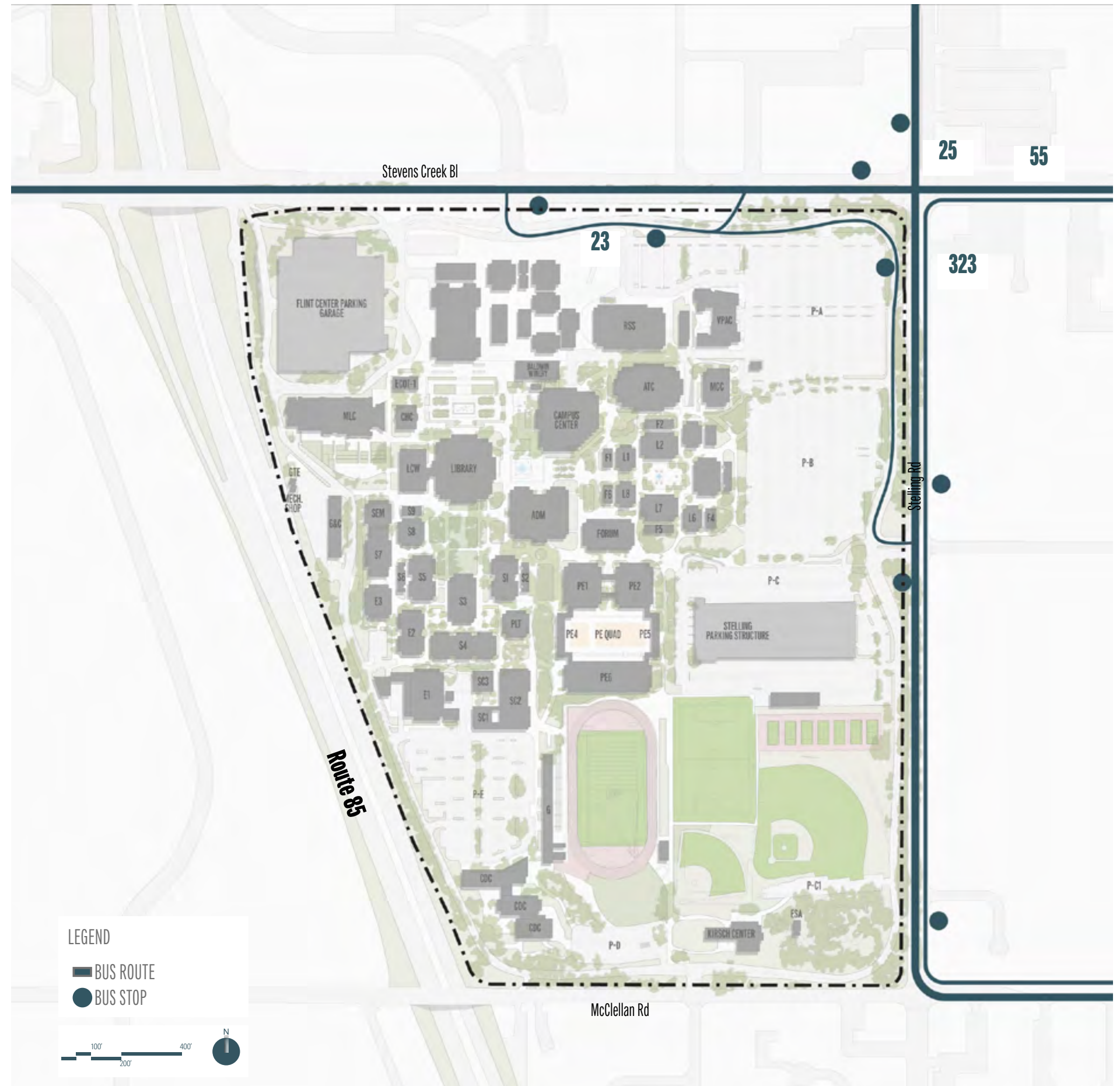


## Campus Access

### 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 plans to improve and expand the bus stop at Stelling and Stevens Creek, which will enhance 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



## 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



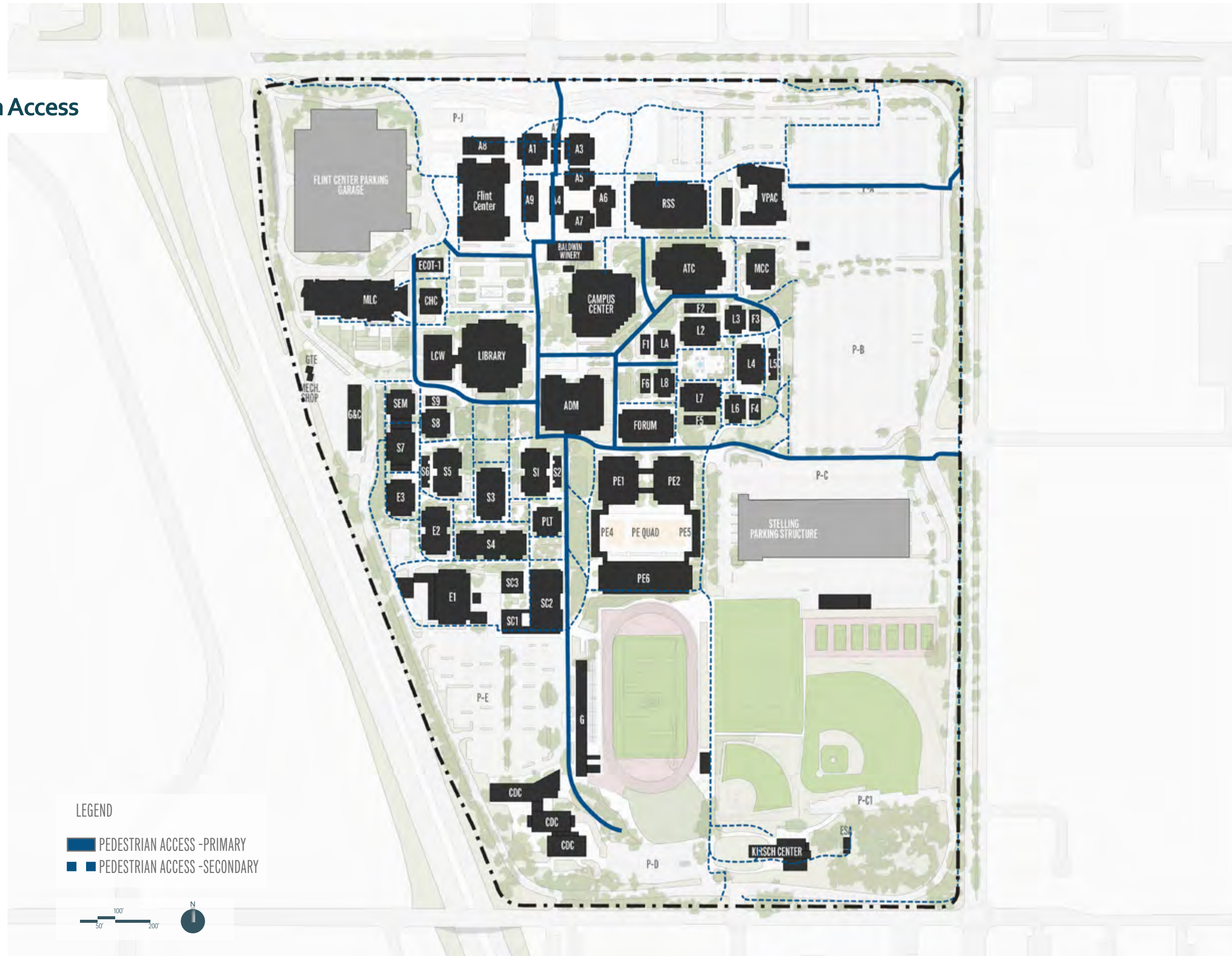
## Pedestrian Access

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 administration, 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

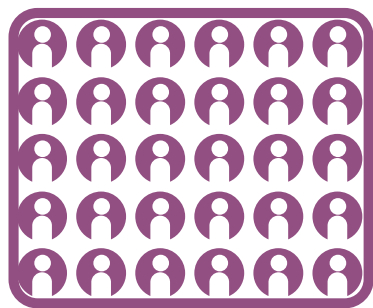
Enrollment projections and WSCH projections are extrapolated using FUSION data for 2019 and 2025.

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

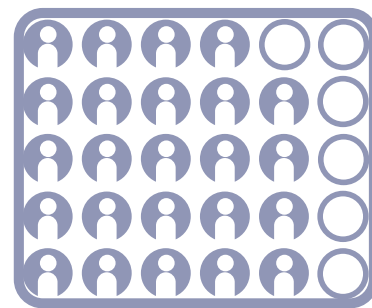
# Space Analysis

## CAPACITY LOAD RATIOS

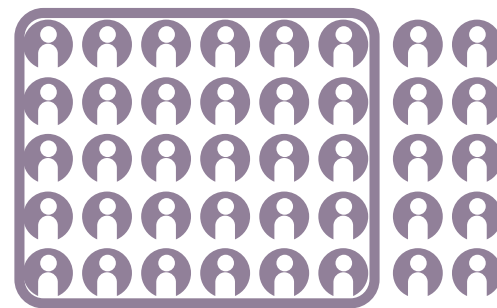
- The capacity/load ratio is the measure of the space utilization efficiency according to California Code of Regulations, Title 5 standards
- The ratio compares existing space (capacity) to enrollment levels (load)
- A ratio of over 100% indicates that there is additional available capacity; a ratio 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 2019 Space Inventory was adjusted to reflect the removal of buildings identified by the college. The space from these facilities were subtracted from the 2019 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 (C). The Adjusted Inventory (B) was subtracted from the FMP Program (C) to result in the Difference (D). The FMP Space Program provides the basis for developing long term recommendations for facilities.

# Space Analysis

## FMP SPACE PROGRAM

	<b>A</b>	<b>B</b>	<b>C</b>	<b>C-B</b>
Space Category	2020 Space Inventory (ASF)	Adjusted Inventory (ASF)	FMP Space Program (ASF)	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

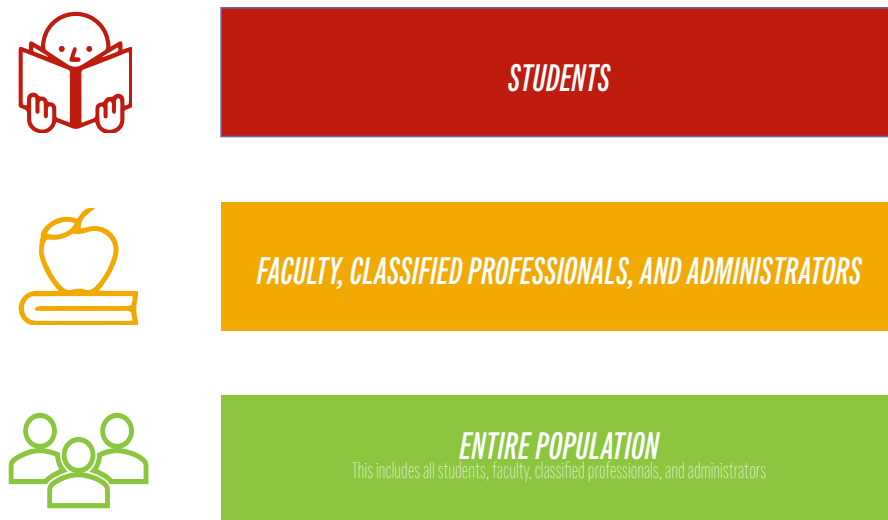
WSCH space analysis includes online course data.

## 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'

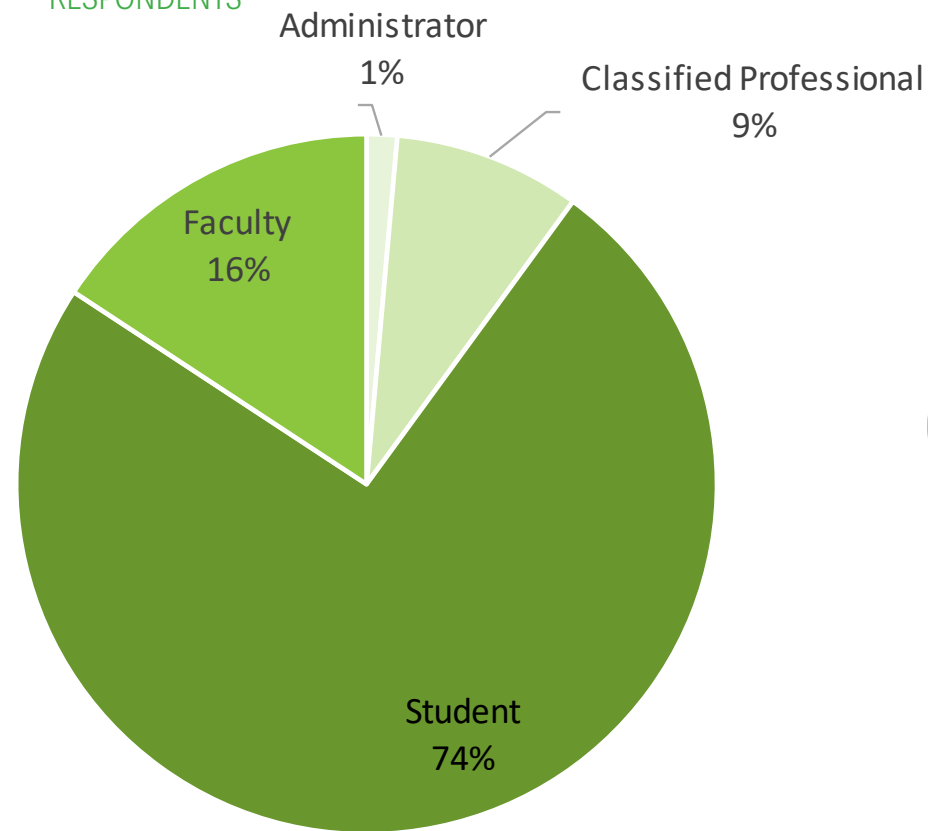
# Online Survey

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



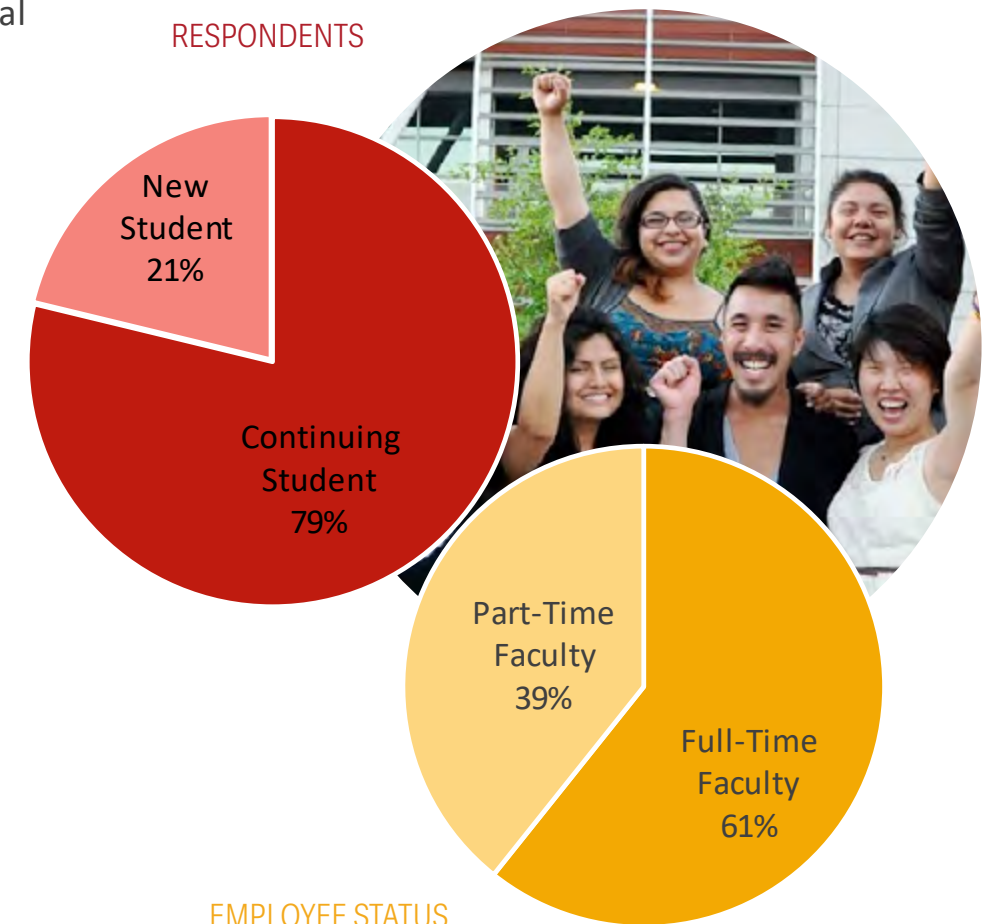
TOTAL RESPONDENTS

**1,069**  
RESPONDENTS



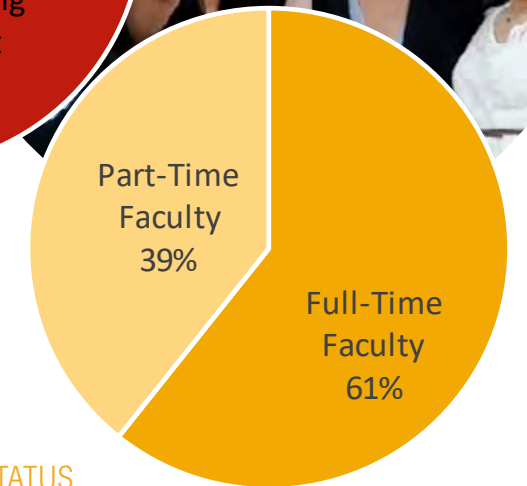
STUDENT STATUS

**794**  
RESPONDENTS



EMPLOYEE STATUS

**275**  
RESPONDENTS



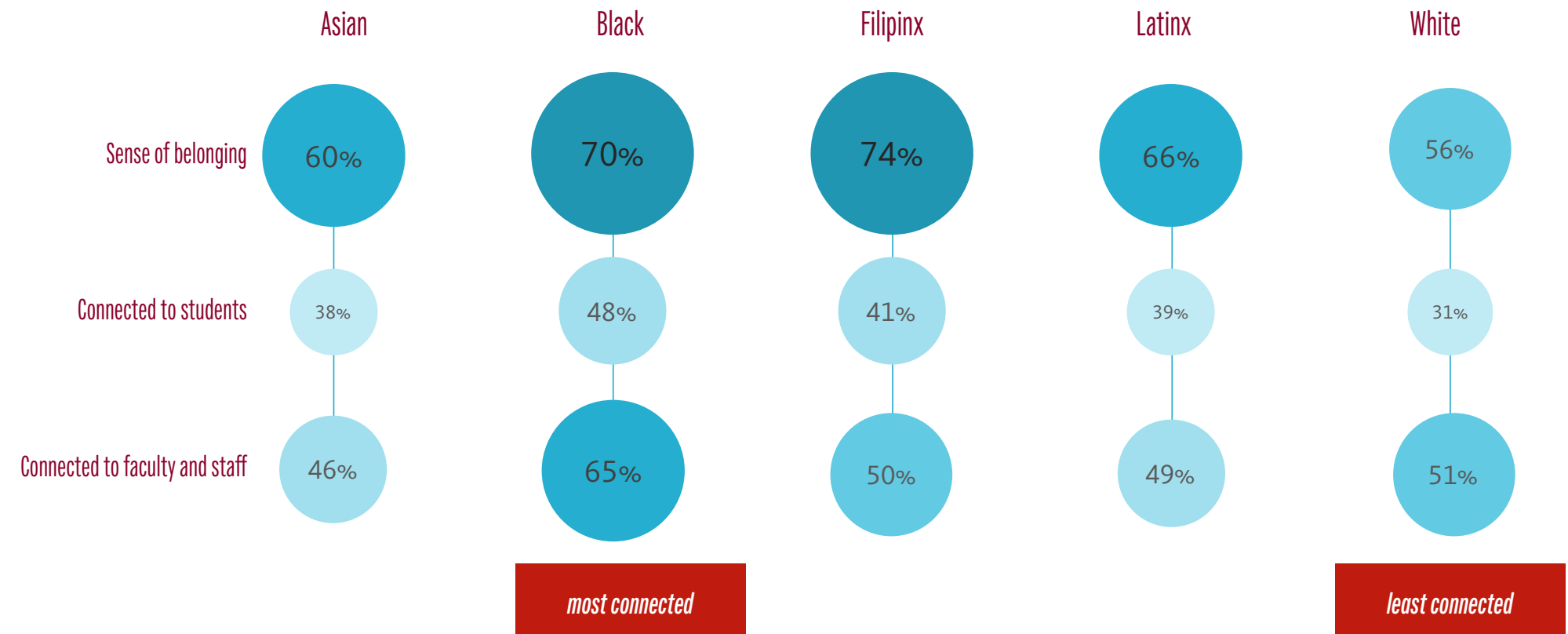


# Online Survey

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.



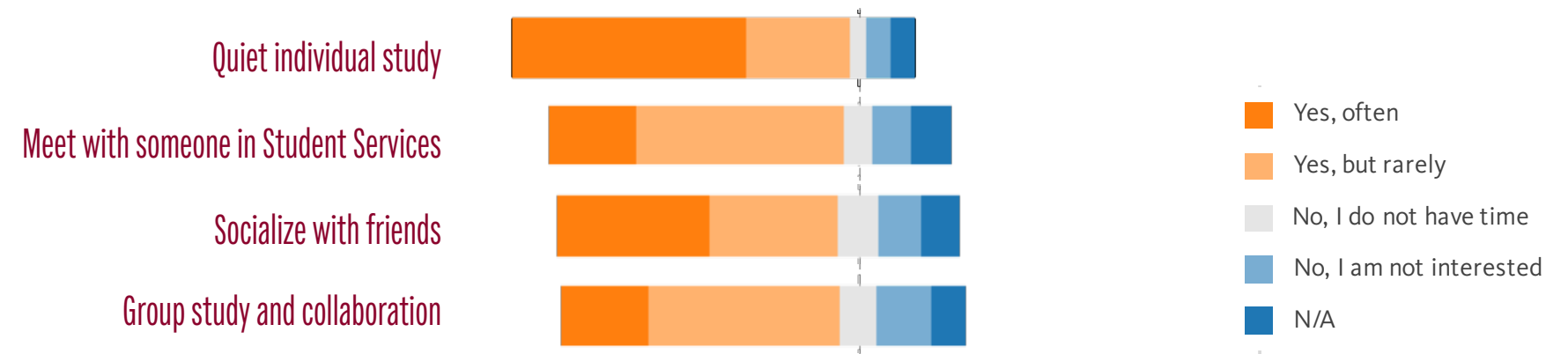
## STUDENT CONNECTION COMPARISON BY RACE/ETHNICITY



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

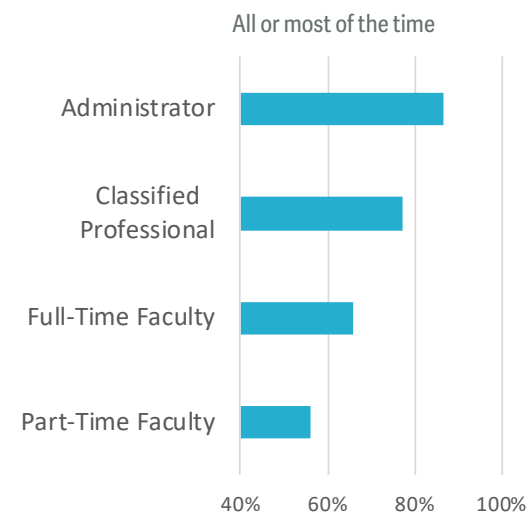
The majority of employees feel a sense of belonging at De Anza College. Employee sense of belonging differs based on role and based on length of employment (two years/six or more years).



## EMPLOYEE SENSE OF BELONGING

### By Race / Ethnicity

I feel a sense of belonging all or most of the time.



### By Length of Employment

**Greatest sense of belonging:**

Those who worked at De Anza less than two years

**Least sense of belonging:**

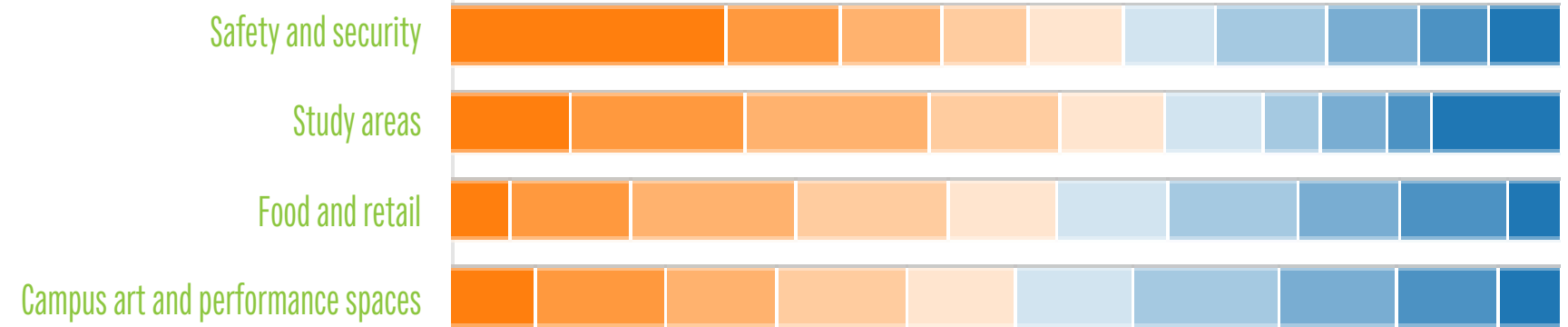
Those who worked at De Anza six or more years

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

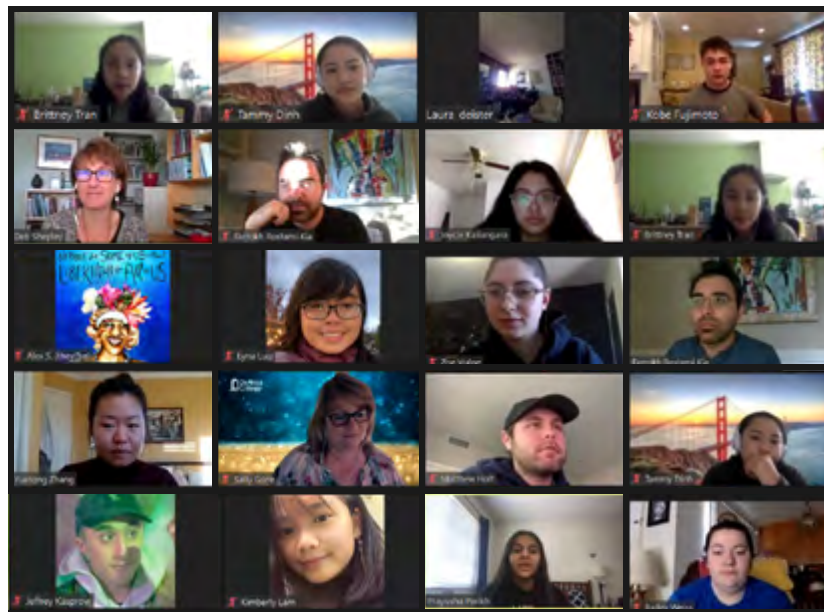
First choice Last choice



## Student Focus Groups

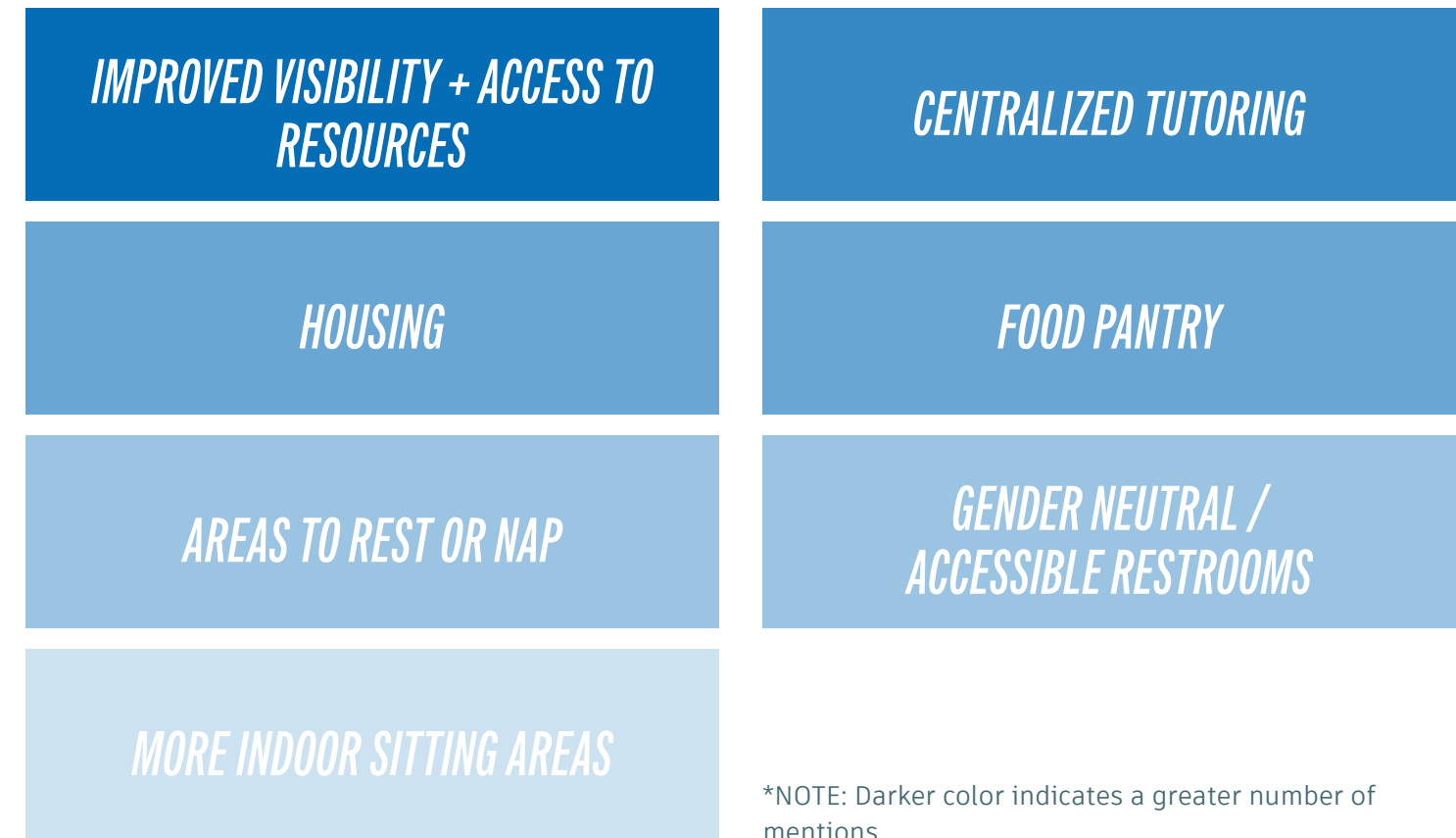
Three student focus groups were facilitated virtually on Feb. 4, 9, and 10., with a total of **26 students** participating. The focus groups expanded upon the research conducted with the survey to include additional student voices in the planning process and hear stories of individual experiences to 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 (whiteboards, etc.)
  - 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

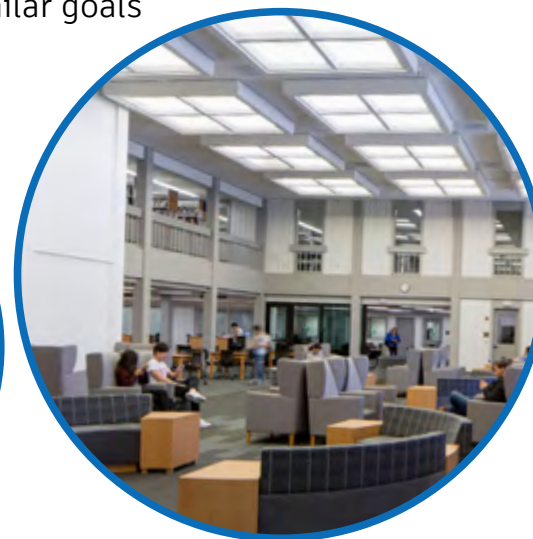
## FAVORITE PLACES ON CAMPUS TO SOCIALIZE

- 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
  - Lots of light
  - Lots of students
  - All my friends are there
- 
- 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

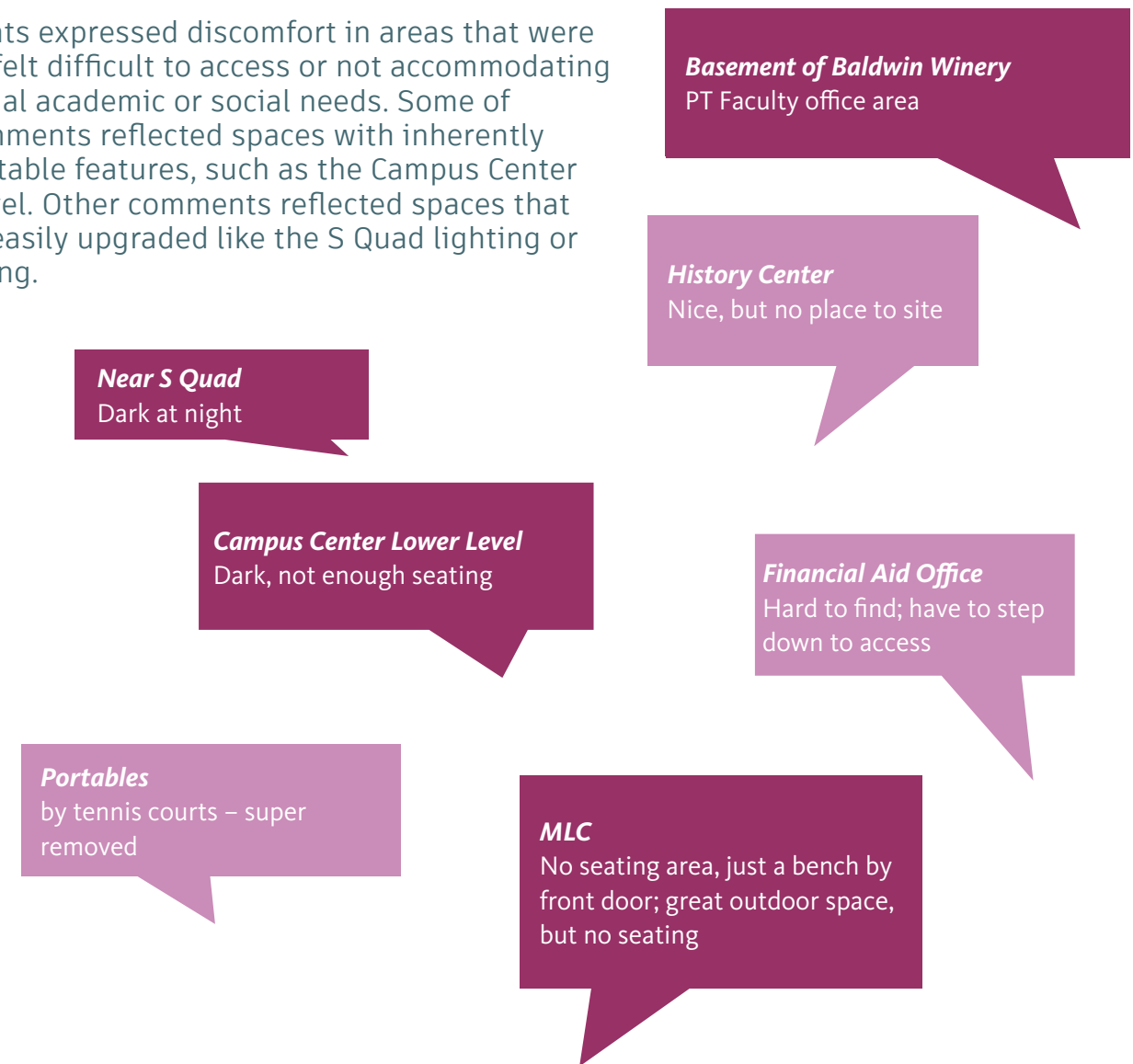
## PLACES ON CAMPUS WHERE YOU FEEL A SENSE OF BELONGING

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 Mater 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.

DeAnza College

Student Equity Plan and E  
2019-2022

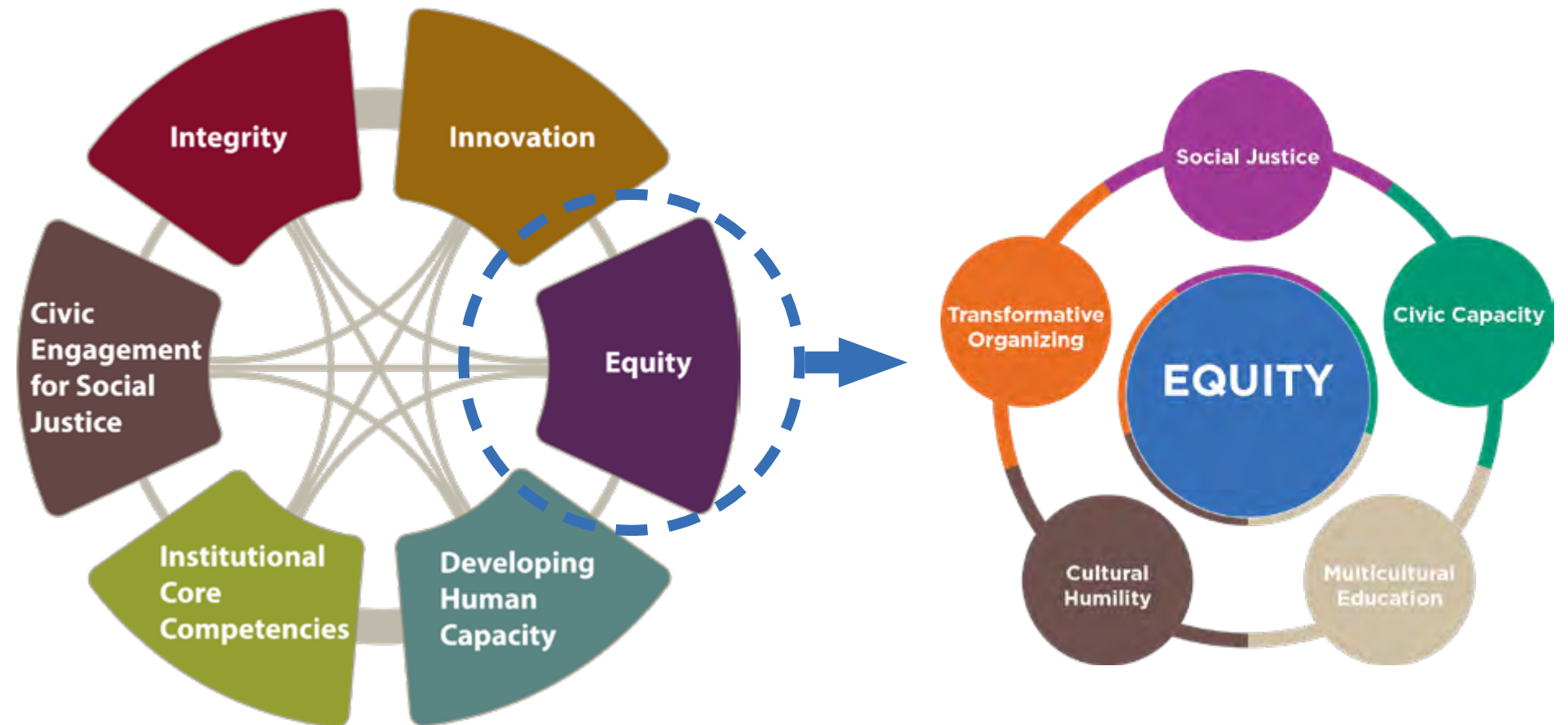
DeAnza College  
An Equity Framework:  
Educational Master Plan 2015-2020

**EDUCATIONAL MASTER PLAN**  
2015-2020

**STUDENT EQUITY PLAN**  
2019-2022

**TECHNOLOGY PLAN**  
In development

## 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*

*AGILE*

*RESILIENT*

*EQUITABLE*

*For De Anza College to be*



## 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

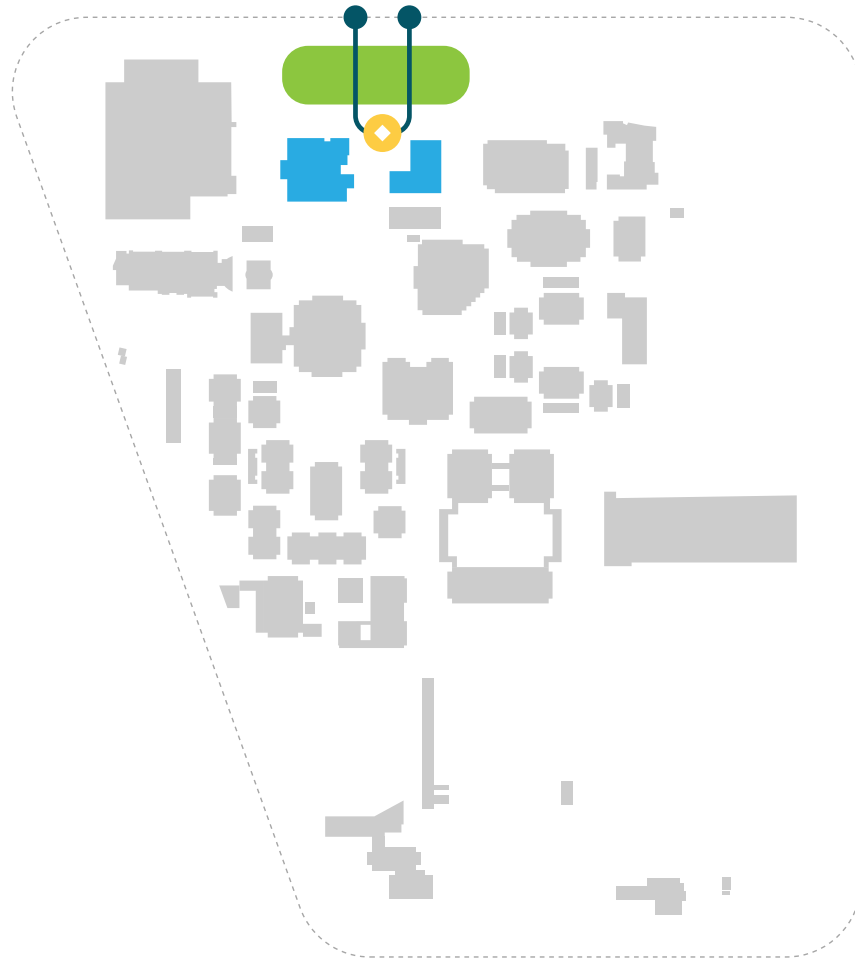
### ***RESILIENT***

- 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***

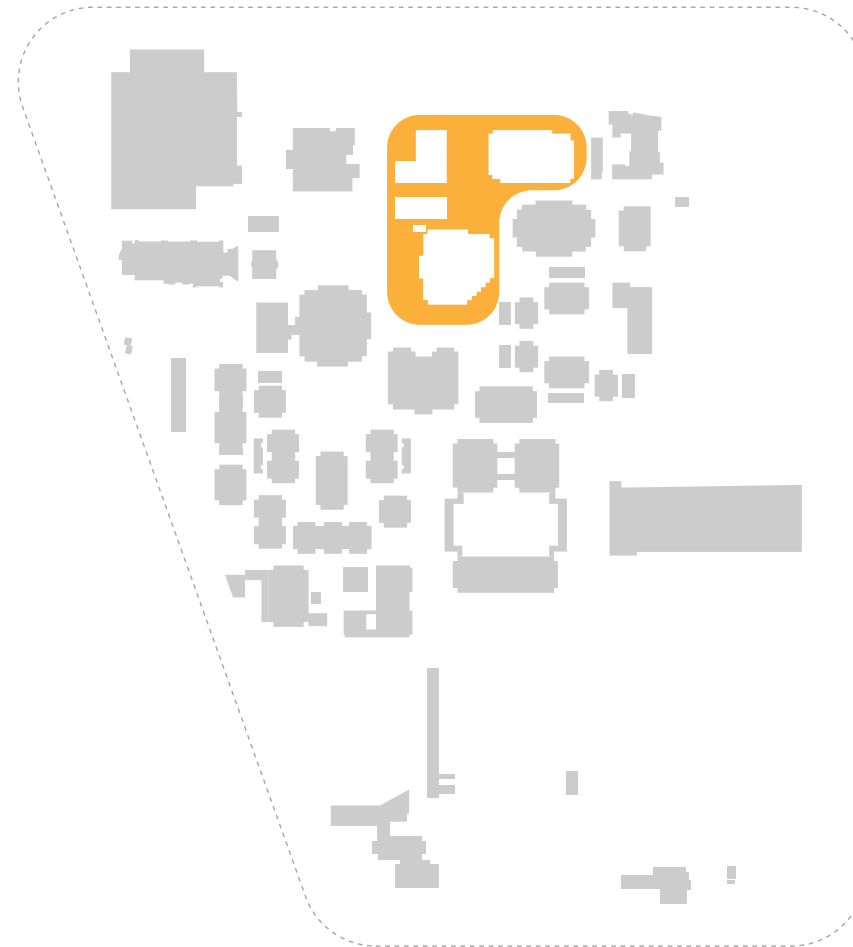
- Design campus from the student's perspective
- Celebrate the arts and cultural expression
- Provide a safe and universally accessible campus
- Create equitable facilities across campus

## Development Concepts



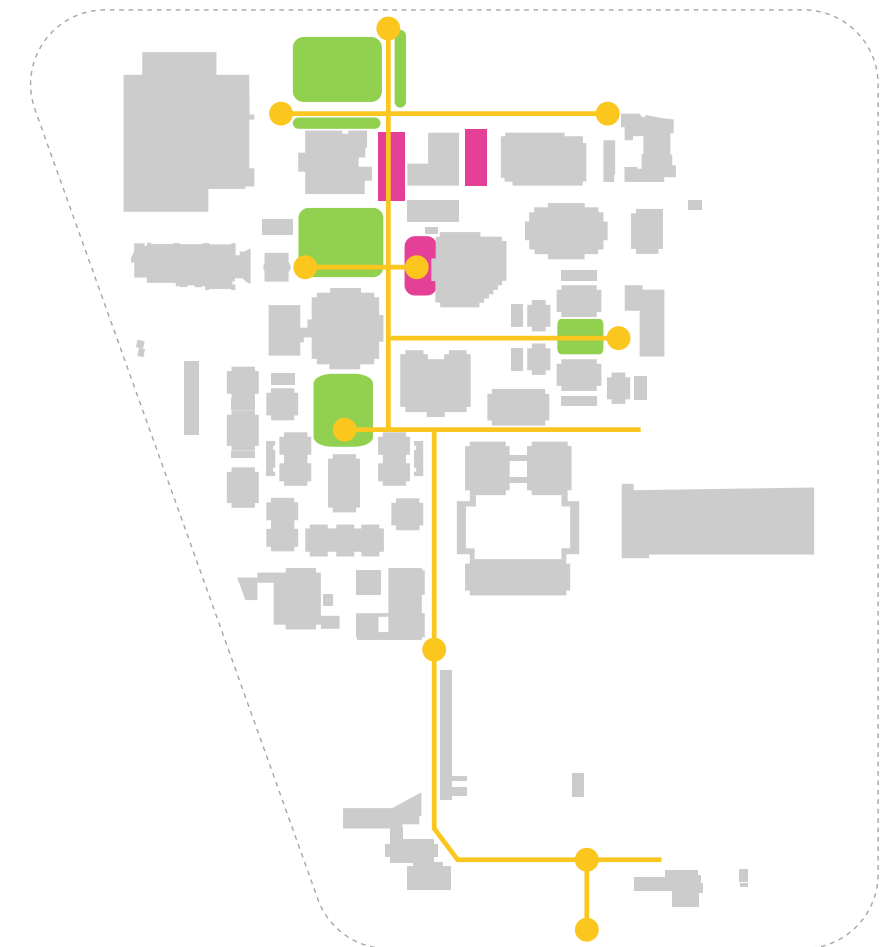
### CELEBRATE THE CAMPUS GATEWAY

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

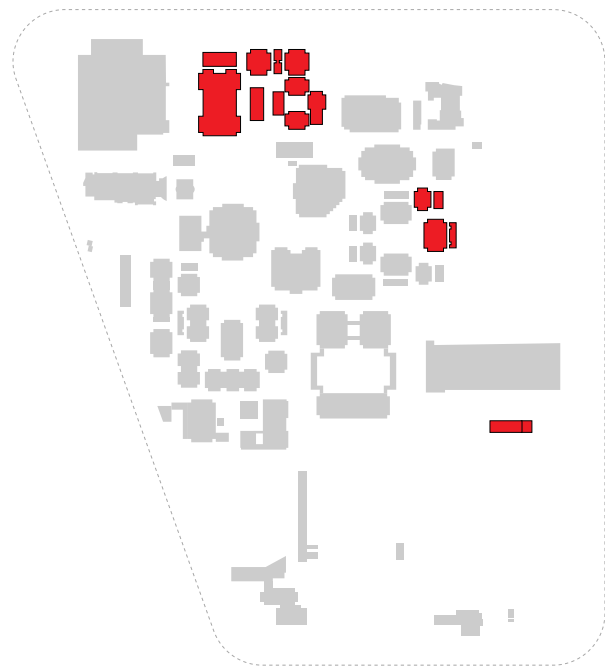
Consolidation of services for students near the existing Campus Center and RSS will improve access to services and contribute to a better campus front door.



### 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 developed 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

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



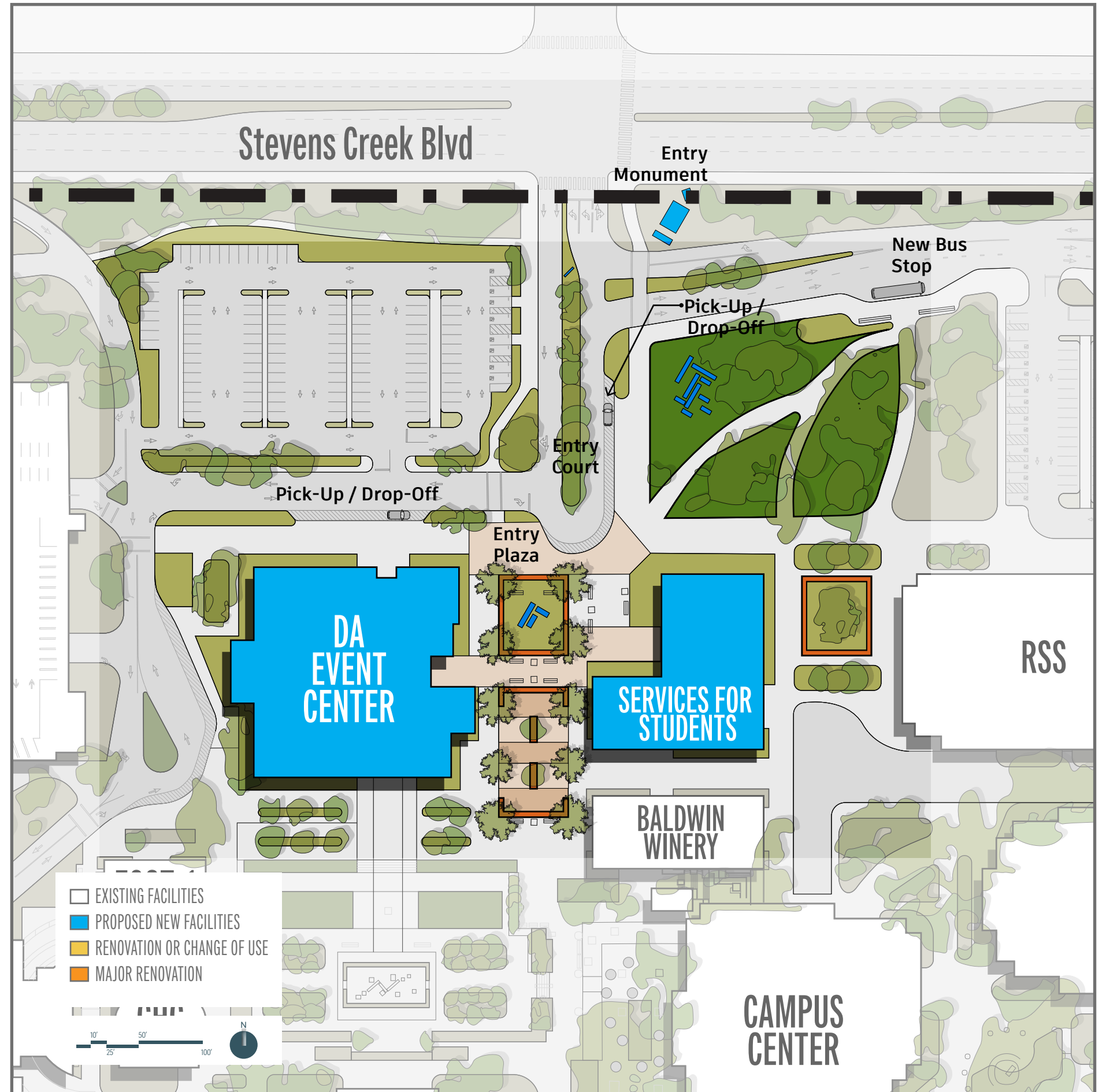
# A Campus Gateway

## 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 court which encourages outdoor activity.



## B Student Support Area

### NEW SERVICES FOR STUDENTS BUILDING

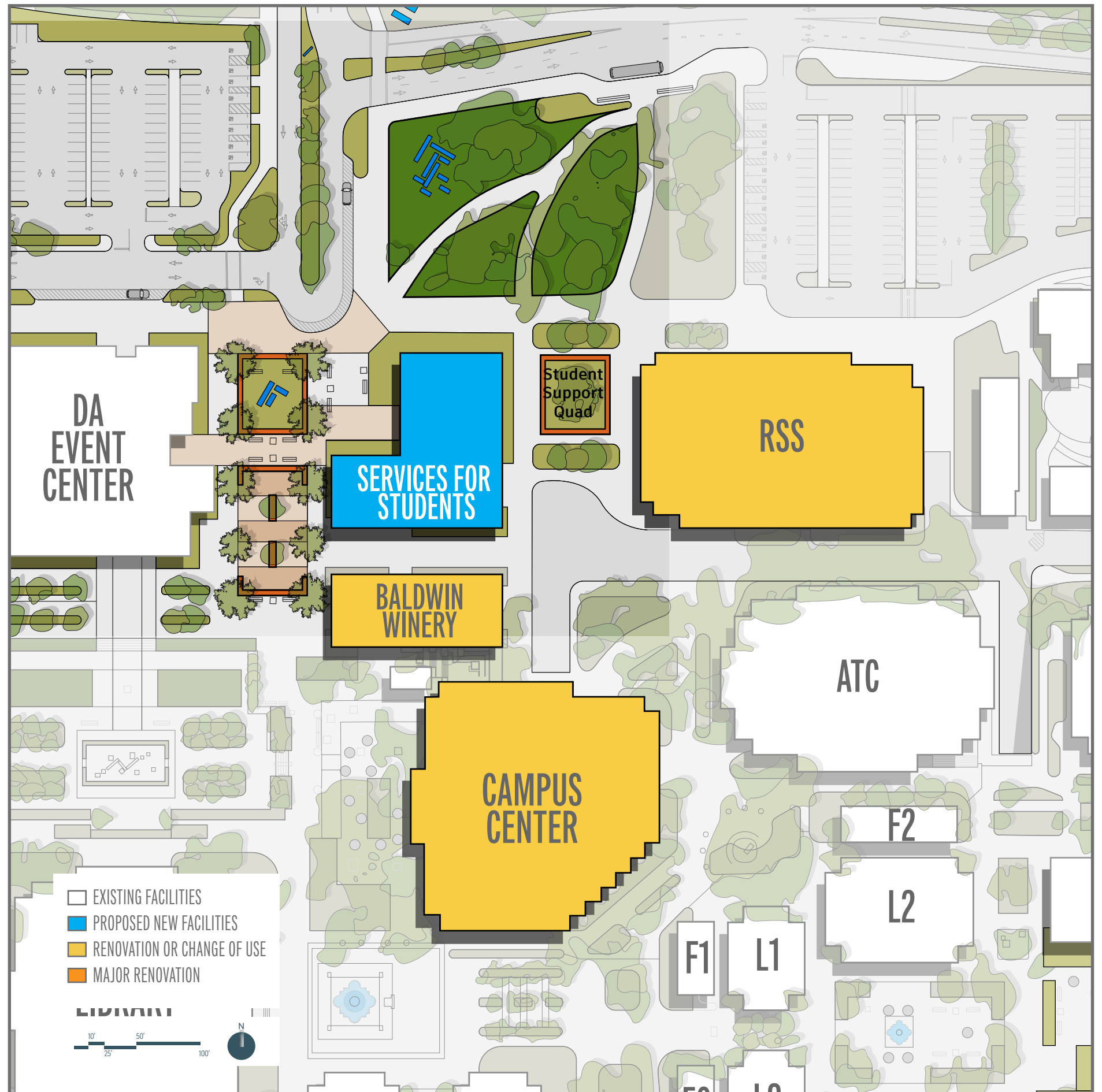
Replacing the existing A-Quad buildings, the new Services for Students Building will work in concert with the functions in the RSS building, the Baldwin Winery, and the Campus Center to improve access to student support services. Co-locating these services in this part of the campus will increase visibility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

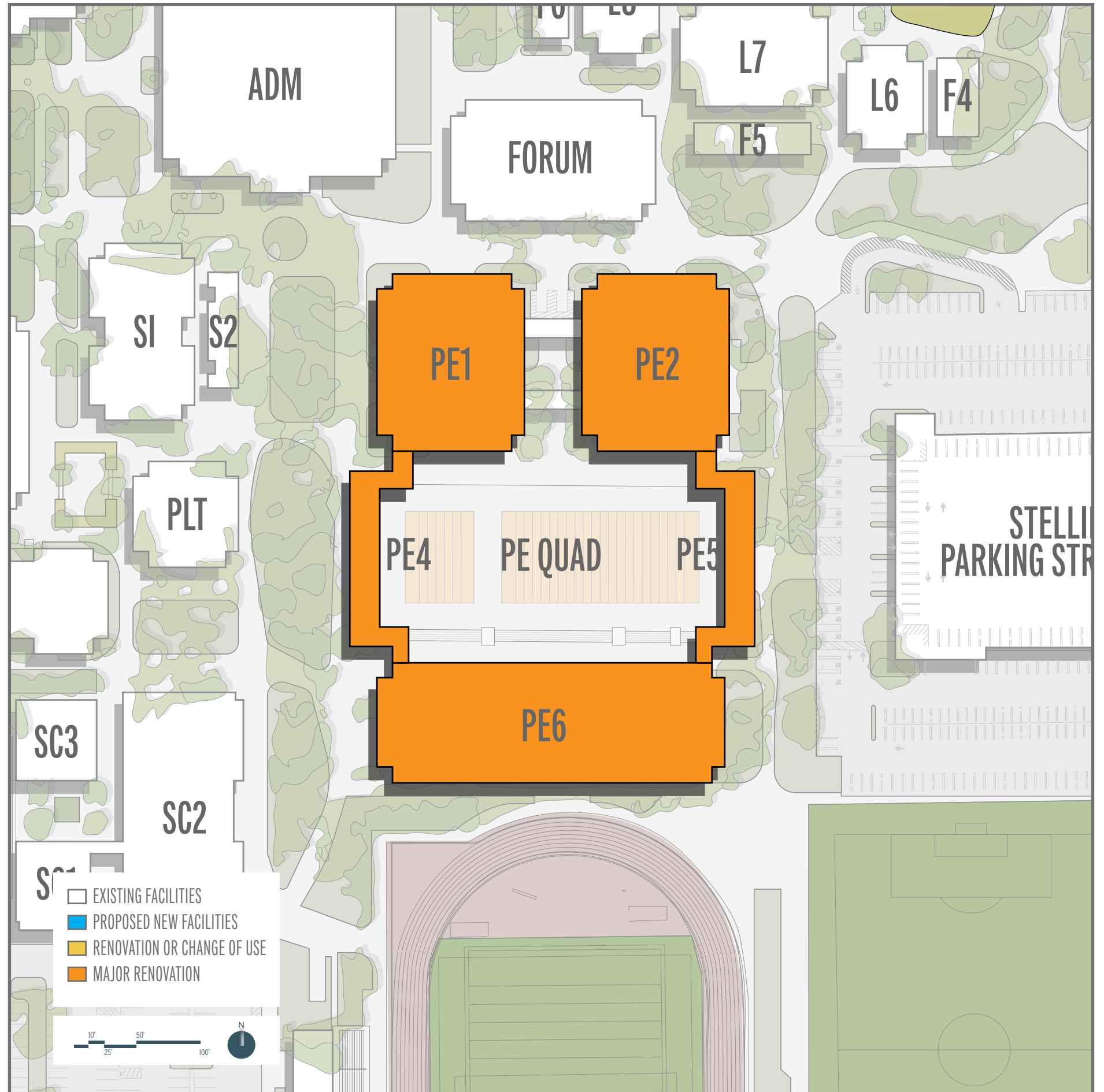
The new Arts Building will help form the new east-facing edge of campus, housing the functions relocated from the current A Quad. This building will replace L Quad buildings that are in need of significant repair with a new, higher density building that will form an arts zone with the VPAC and ATC.



# 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



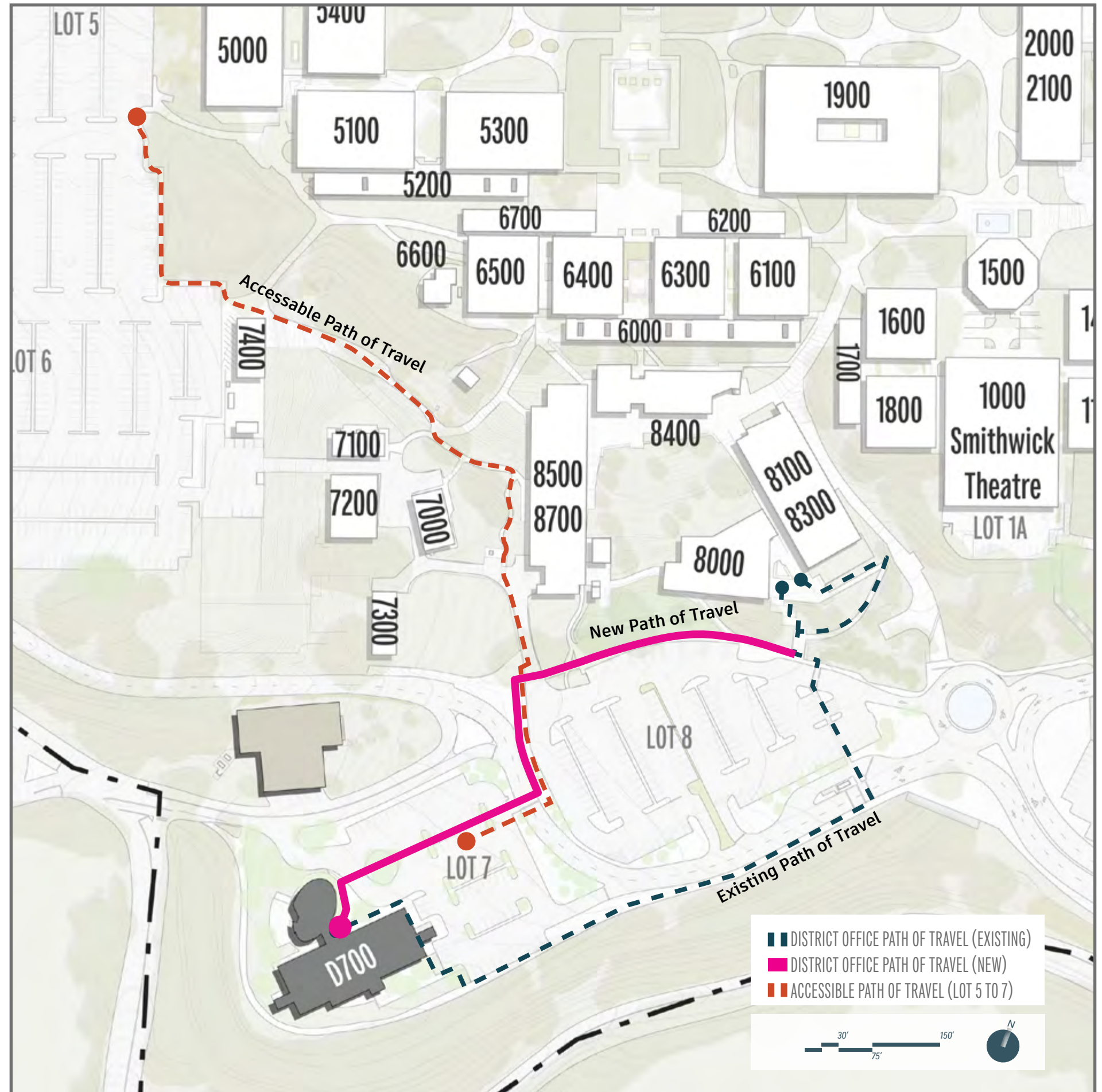


A

# District Office Access

## PATH OF TRAVEL UPGRADES

The path of travel from the Lower Campus (8000 Building Complex) to the District Office 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 Office.



## B Corporation Complex

### NEW DISTRICT CORPORATION YARD COMPLEX

The existing District Corporation Yard suffers from significant deferred maintenance and facilities that are disjointed and difficult to operate. Replacing this facilities with a new, consolidated district maintenance facility will allow the district to provide more effective and efficient services, while providing for less costly long term maintenance and operations of the facility. The reduced footprint, including consolidated parking and access, will provide room for additional future development on the part of the campus.

