

# Foothill-De Anza Community College District 2007 Facilities Master Plan

March 5, 2007 (APPROVED)



**FOOTHILL COLLEGE**

Los Altos Hills, California



Cupertino, California

## FOOTHILL-DE ANZA BOARD OF TRUSTEES

Betsy Bechtel

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### **FOOTHILL COLLEGE**

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### **DE ANZA COLLEGE**

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## LETTER FROM THE CHANCELLOR

*Landmark buildings such as Foothill's new Campus Center and De Anza's Kirsch Center for Environmental Studies embody the commitment to excellence and innovation that the Foothill-De Anza Community College District brings to its community. They also express the community's commitment to our colleges.*

*These new buildings were among the many improvements made possible by a \$248 million bond measure that local voters approved in 1999. Then in June 2006, residents gave their approval to a second bond proposal for \$490.8 million. This support will enable our colleges to educate a growing number of students in high-demand fields, add 21st century classrooms sustained by an up-to-date, energy-efficient infrastructure, and improve access for people with disabilities.*

*The new construction and renovation of existing facilities described in this Master Plan are driven by the district's commitment to prepare people of all ages, backgrounds and cultures for the opportunities before us, now and in the years ahead. At the heart of the building plan are the goals spelled out in our Educational Master Plan: opportunity, quality, accountability and sustainability.*

*As we prepare to celebrate our 50th anniversary in 2007-08, the Board of Trustees and I extended our appreciation to the community for its continuing support, which enables the district to offer students the opportunity to build a bright and rewarding future for us all.*



Martha Kanter, Chancellor

Foothill-De Anza Community College District



## DISTRICT VISION, MISSION AND VALUES

### VISION

Educational Excellence and Opportunity for All

### MISSION

The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community.

### VALUES

1. The Foothill-De Anza Community College District commits itself to serving our students, our local communities, and the people of the State of California, and considers the following values as cornerstones of our mission:

- Pursuing truth and knowledge
- Recognizing inherent potential in all people
- Fostering informed and responsible citizenship
- Maintaining academic rigor and inquiry
- Developing cultural and global awareness
- Generating creativity and creative expression
- Promoting ethics and ethical behavior
- Promoting environmental sustainability

2. Foothill-De Anza provides:

- high quality educational opportunities for all our students
- an environment that is respectful of human dignity and diversity
- the resources necessary to realize the vision and mission of the district

# Introduction

## PURPOSE

The purpose of the Facilities Master Plan is to provide a guide for future campus development. The plan describes how the District will be improved to meet the educational mission, serve the changing needs and address the projected enrollment.

## THE PLANNING PROCESS

The 2007 Foothill De Anza Facilities Master Plan is the result of a participatory planning process involving several members of the District and each of the Colleges. The process began at the District level with the review of a number of previous planning studies including:

- 2006 Facilities Master Plan Update
- 2004 District Planning Guidelines
- 2001 Foothill College Master Plan
- 1999 Foothill-De Anza Facilities Master Plan

Next, each College implemented a planning process that included the analysis of a number of factors including:

- Results of Measure E Bond Program
- Updated Educational Planning Forecasts
- Site and Facility Needs (at the completion of Measure E)

Based on the review and analysis, the College's defined their Facilities Master Plan Goals and explored a series of options for future development. The recommendations are presented in this 2007 Facilities Master Plan.

## DOCUMENT ORGANIZATION

This 2007 Foothill De Anza Facilities Master Plan document includes two parts: one for Foothill College and one for De Anza College. It is bound together in this document to represent the District Facilities Master Plan and can also be separated into two stand alone documents to serve as planning tools and assist in decision making at each College.

## PLANNING DATA

The Educational Master Plans for each College served as the foundation for the development of this Facilities Master Plan. In order to quantify the educational program needs and develop recommendations for facilities, the architects worked closely with the District and College staff to generate the required Planning Data.

The data is organized into three intervals, or planning horizons:

- 2004-05 Base Year of actual complete data
- 2010-11 Projected year for interim planning
- 2015-16 Projected year for Facilities Master Plan

These intervals assist in the planning process and translate into the recommendations that are described in this Facilities Master Plan. It is important to note that the exact year in which a projected student enrollment is met is not critical. It is more important to understand that the projections for student enrollment are master-planned so that when these forecasts are achieved, the College's will have the appropriate level of instructional programs, support services, facilities and staffing.

## ENROLLMENT AND WSCH FORECASTS

A number of resources and factors were considered in forecasting future enrollment for the Foothill-De Anza Community College District. Data from the State Chancellor's Office was reviewed and analyzed along with data from the District in order to establish a planning strategy to address future growth.

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecasts are issued by the Chancellor's Office, California Community Colleges each year and projects enrollment growth through the year 2015-16. It includes historical data from previous years and projects total enrollment and WSCH for the District. Only enrollment for the primary terms (exclusive of Summer intersession), is used in determining space needs.

The growth rate used in this plan was taken from the 2005-06 Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecast and represents approximately a 1.5% annual growth rate. These enrollment and WSCH projections were distributed to De Anza and Foothill College in order to determine state projected space campus needs. In addition, off-campus enrollment was removed.

The following tables were developed and used as a basis for developing this Facilities Master Plan.

#### FTES, Enrollment & WSCH Forecast

YEAR	FTES	Enrollment	WSCH	Note
2004-05	29,409	42,053	441,140	Actual
2010-11	31,972	47,958	479,578	Projected
2015-16	34,713	52,069	520,694	Projected

#### WSCH Distribution

YEAR	Total	Foothill	De Anza
2004-05	441,140	157,661	267,074
2010-11	479,578	172,648	290,145
2015-16	520,694	187,450	315,020

## PROJECTED SPACE NEEDS

Title 5 of the California Administrative Code prescribes a set of benchmark standards for the utilization and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served and the related Weekly Student Contact Hours (WSCH), result in the total capacity requirement expressed in assignable square feet (space available for use by occupants). These standards were applied to the 2015-16 WSCH projections in order to generate the instructional space needs for lecture and lab space at the College. In addition, formulas are applied to determine the campus-wide requirements for office, library and instructional media and all other.

## OTHER SITES

As described in the 2004 District Planning Guidelines, it is recommended that the projected growth for the District be accommodated on the existing Foothill and De Anza College campuses and the Middlefield Center site. The Facilities Master Plan for Middlefield Center is being developed and will be included as an addendum when completed. The potential to open a new site has been considered, but a final decision has not yet been reached.



# FOOTHILL COLLEGE

## 2007 Facilities Master Plan *March 5, 2007 (APPROVED)*

### LIST OF PARTICIPANTS

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## LETTER FROM THE PRESIDENT

*This 2007 Facilities Master Plan for Foothill College was developed in support of the mission and goals of the College as contained in our Educational Master Plan 2005-2015 and provides a framework to guide the physical development of the campus over the next 10 years.*

*Foothill College was constructed in 1961 with anticipation of about 6000 students in attendance. Through the passage of our Measure E districtwide bond in 1999 for \$248 million, Foothill was able to renovate many classrooms and add a new campus center and lower campus complex which includes a small theatre, all of student services, and life sciences.*

*The passage of Measure C, a \$490.8 million districtwide bond in June, 2006, provided us the unique opportunity to blend our vision of future campus development with an identified, reliable funding source. Our vision, as articulated in this Facilities Master Plan, is the result of a comprehensive, deliberate process whereby we re-evaluated our prior planning efforts, and identified, analyzed, discussed and prioritized our current and future needs.*

*We believe this plan will allow Foothill College to continue to provide top quality learning and support space while at the same time maintaining the unique character of our campus. We are indeed excited as we embark on this next phase of campus development that will ensure Foothill College remains one of the premier community colleges in the nation.*

*We sincerely thank our community for their generous support because without it, we would not have this opportunity to renovate and build our facilities. Our building and renovation clearly enhances student learning and student success.*



Penny Patz  
Interim President

## OVERVIEW & PROJECT GOALS

The 1999 Facilities Master Plan provided the direction for new construction and renovations under Measure E. Likewise, the 2007 Facilities Master Plan will provide the necessary direction to implement Measure C. The Plan is being driven by the demands of future growth, the need to upgrade instructional space, technology and student support programs, as well as the unmet needs of Measure E.

The projects identified in the plan have been reviewed, prioritized and approved through the college's planning process. The final design of each new building, site improvement or renovation will take place as detailed programming occurs. The plan therefore provides the college with the foundation to use in developing specific implementation and budget plans while at the same time allowing for some flexibility to respond to changing instructional and student service program needs.

The Plan addresses the following goals of the college, as identified during the planning process:

- Renovate aging facilities to address current educational needs and technological advances
- Provide additional instructional space for growing programs including chemistry, physics, nanotechnology, life and health science programs, adaptive learning, and learning communities



- Ensure the safety of students, faculty and staff through the development of safe and accessible vehicular and pedestrian paths
- Consolidate related programs into "clusters" in order to maximize resources and to provide easier access to students, faculty and staff
- Enhance the overall appearance of the campus by replacing temporary buildings (portables, modulars, etc.) with permanent facilities

# Planning Process

The 2007 Facilities Master Plan represents the facilities needs of the campus, and describes - in both narrative form and through illustrations - those physical improvements necessary to support the educational mission of the college.

The Plan is the result of a comprehensive, deliberate and collaborative planning process that occurred over several months. This process involved four phases:

1. **Initial Assessment**
2. **Analysis**
3. **Feedback and prioritization**
4. **Final approval**

## PHASE 1: INITIAL ASSESSMENT

The first step in preparing the 2007 Facilities Master Plan was to re-visit the recommendations that were developed as part of the previous (1999) master plan effort. The thirteen (13) recommendations from that plan are as follows:

1. Modify Main Entry and Pedestrian Bridge
2. New "Front Door" and Visitor Lot
3. Parking Deck and Pedestrian Bridge
4. Loop Road Re-Alignment
5. Security and Information Center
6. Student Services Consolidation
7. Center for Innovation in Education
8. Science Complex
9. Child Development Center
10. Theatre Expansion
11. Stadium Improvements
12. Vet Tech Support and Satellite Plant Services Facility
13. ETS and Plant Services Buildings

An assessment was made as to which of these recommendations had been achieved, which were still applicable, and which should be re-visited based on the changing priorities of the campus. This assessment then served as the basis for the development of the 2007 Master Plan.

## PHASE 2: ANALYSIS

An extensive analysis of existing conditions on the campus was conducted. This analysis took into consideration future student enrollment projections (1.5% annualized), as well as the impacts of Measure E, existing facilities conditions, and instructional and support program requirements. The conclusion was that despite the new construction and renovation that occurred under Measure E additional instructional and support space was needed to meet the educational needs of the college.

## PHASE 3: FEEDBACK AND PRIORITIZATION

Meetings were held with all of the college governance groups including Administrative Council, College Roundtable, President’s Cabinet, Classified Senate, Academic Senate and Student Senate to generate discussion, feedback and prioritization of recommendations for the 2007 Facilities Master Plan. The overall strategies of the proposed plan were presented, along with a comprehensive project list (with cost estimates) to support these strategies.



## PHASE 4: FINAL APPROVAL

The last step was the preparation of the final document itself, including the text and supporting illustrations. Upon the review and subsequent approval by the Board of Trustees the plan becomes the adopted guide to the future development of Foothill College.



# Background & Existing Conditions

## BACKGROUND

Foothill College opened a temporary campus on El Camino Real in Mountain View in 1958 as part of the newly formed Foothill Junior College District. The main campus, located in Los Altos Hills, opened in September 1961. Founded with the hallmark of educational opportunity for all, Foothill College is recognized internationally as one of the nation's most outstanding community colleges. Serving more than 18,000 day and evening students, Foothill College is a multicultural institution committed to meeting the evolving educational, economic and cultural needs of an increasingly technology-based global community.

The main Foothill College campus is located on 122 acres in the rolling hills of Los Altos Hills. The campus adjoins El Monte Road and Interstate 280, the scenic Junipero Serra Freeway. The campus has been honored by the American Institute of Architects for its outstanding design, and has been called "the most beautiful community college ever built."

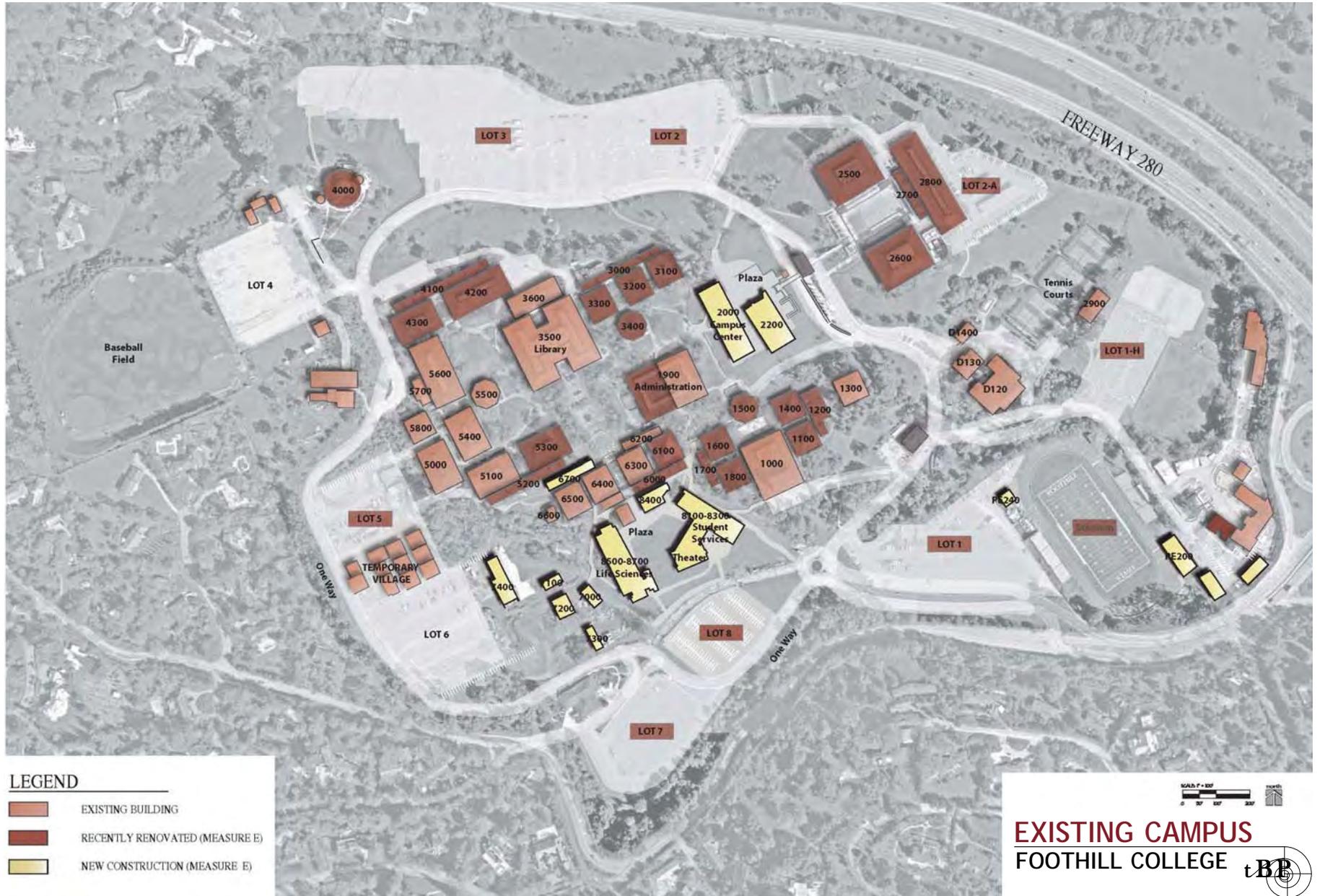
In 1999 voters approved the passage of a \$248 million district-wide bond (Measure E) to renovate as well as construct new facilities. Approximately \$148 million was set aside for Foothill College. In June 2006 the voters approved a \$490.8 million dollar District-wide bond (Measure C) to continue the renovation and replacement of aging facilities as well as upgrade technology on the campus. Approximately \$190 million has been allocated to Foothill College.

## EXISTING CONDITIONS

The planning process involved an analysis of existing conditions on the campus in order to identify key planning issues to be addressed in the Master Plan. The findings are summarized in a series of graphics that illustrate patterns and characteristics to guide future development.

The illustration on the following page illustrates the existing campus following the completion of Measure E projects.





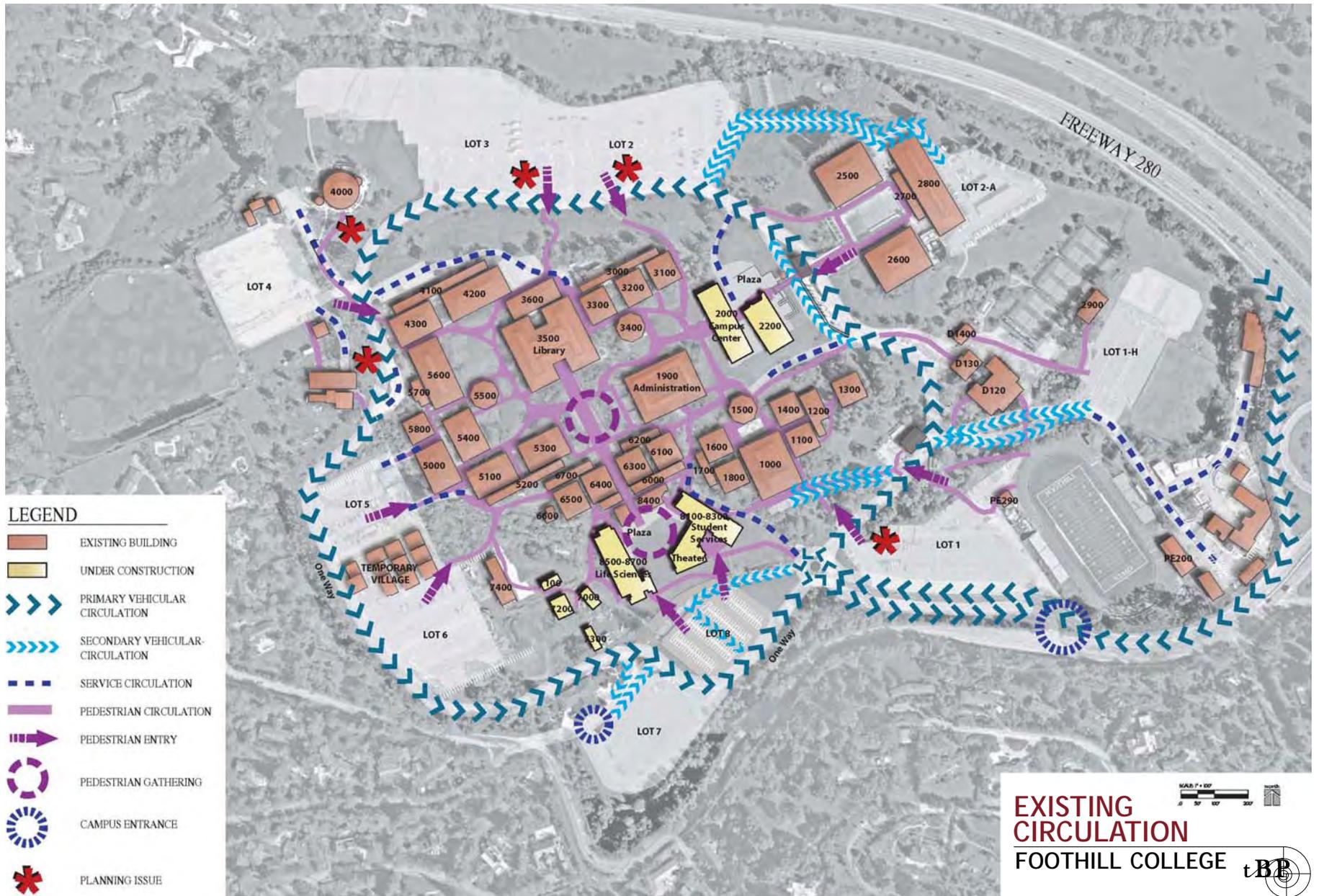
## EXISTING CIRCULATION

Vehicular and pedestrian circulation patterns are identified in the following graphic. Campus entry points for vehicles and pedestrians are highlighted, as well as gathering spaces for pedestrians. Future development of the campus should enhance existing circulation patterns.

The following key issues were identified:

- Most of the parking is located outside of the loop road, causing conflict with pedestrian and vehicular circulation.
- The Krause Center for Innovation is isolated from the main campus by the loop road. An under-developed pedestrian path crosses the road.





## EXISTING ZONING

Campus zoning of building and site functions are illustrated in the following graphic. Colors indicate the current assigned functions of buildings and identify the general zoning of the campus.

The following key observations were identified:

- The campus is clearly zoned with the majority of the instructional areas within the campus core.
- The Krause Center for Innovation is isolated from the main campus core.
- There is little room for additional instructional building footprints within the campus core.





# Master Plan Recommendations

The Facilities Master Plan Recommendations for Foothill College presents an overall picture of the future developed campus and includes proposed sites for new facilities, recommendations for renovations of existing facilities, and site development projects. While drawings in the Plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs. The anticipated implementation period for the master plan is 2007-2015.

The Recommended Master Plan for Foothill College addresses the primary goals identified during the planning process:

- Renovate aging facilities to address current educational needs and technological advances.
- Provide additional instructional space for growing programs including chemistry, physics, nanotechnology, life and health science programs, adaptive learning, and learning communities.
- Develop safe and accessible vehicular, pedestrian and bicycle paths.
- Consolidate related programs into "clusters" in order to maximize resources and to provide easier access to students.
- Replace temporary buildings (portables, modulars, etc.) with permanent facilities.

**LEGEND**

- EXISTING TO REMAIN
- EXISTING TO BE RENOVATED
- PROPOSED CHANGE OF USE
- NEW CONSTRUCTION
- NEW ROAD



**FACILITIES  
MASTER PLAN**  
FOOTHILL COLLEGE



## MASTER PLAN PROJECT LIST

The following includes a narrative description of the major projects illustrated on the Master Plan drawing. Categories of projects include Building Projects and Site Improvements. Note that construction projects create new space that in turn provide the opportunity to replace or renovate vacated spaces for new uses; such instances are referred to as "Secondary Effects".

In addition to the major projects described below, the Facilities Master Plan recommends that several existing buildings be renovated in order to support the programs that are currently housed there.

## BUILDING PROJECTS



### North Slope Complex - *New Construction*

The new North Slope Complex is recommended to meet the instructional and support space requirements of chemistry, physics and nanotechnology, programs that are projected to grow more than 2% annually. This proposed new complex would provide "state-of-the-art" facilities for these programs, allowing the campus to develop and offer cutting edge instruction as well as increase the College's potential to create science partnering programs with local high schools and universities.

The current buildings that house these programs (5400 and 5600) are poorly configured for current teaching requirements, and contain equipment and infrastructure that is unable to support today's instructional needs. Not only are these existing buildings aging and technologically inadequate, but they also lack sufficient square footage to meet the current and anticipated program requirements and increased enrollment. As such, renovating the existing space would not address any of the deficiencies faced by these programs.



***Secondary Effects***

**5600 Building - Renovation**

As programs move out of the 5600 building, space will be freed up and renovated to provide space for the Learning Support Center, made up of programs such as Mfumo, Puente, Pass the Torch, Middle College, Tutorial Center, and Honors. This would result in the consolidation of several

learning support programs, currently located in multiple locations around the campus, to a single building. This shared facility would provide students and faculty with a single convenient location for these services, and enable the College to maximize the use of space by sharing classrooms, conference rooms, and other support spaces with a number of programs.

**5400 Building - Renovation**

As functions move out of the 5400 building, space will become available and will be renovated to accommodate all of the College's Adaptive Learning programs into a single location. As with 5600, the result would be a consolidation of Adaptive Learning services to better serve the students and faculty from a single, central location.

***Tertiary Effects***

**5800 (Television Studio) Building - Renovation**

The Adaptive Learning Division offices, as well as the programs' testing center, are currently located in 5800. When these programs move out of this building and into 5400 as described above, the facility will be renovated to provide space for the Print Shop and Plant Services. This would provide much needed permanent space at a convenient, centrally located, and easily accessible building for these two essential campus services.

### 5700 Building - *Renovation*

This building will be vacated when the Ornamental Horticulture program moves to the Lower Campus. The facility will be renovated to accommodate the Radio Station (KFJC) which is currently housed in 6200.

#### Secondary Effects

#### 6200 Building

When the Radio Station (KFJC) moves out of this building, it will be renovated to provide space for the Language Arts Division Office and two general classrooms.



### Scene Shop - *New Facility*

This project includes a new, stand alone theatre scene shop, located next to the Central Plant in Lot 6. This location will allow for easy vehicular access and delivery of scenes to and from both Smithwick Theatre and Lohman Theatre.

## SITE IMPROVEMENT PROJECTS

### Road Re-alignment

The Master Plan recommends the realignment of the existing Loop Road along the northwest perimeter of the campus, in order to

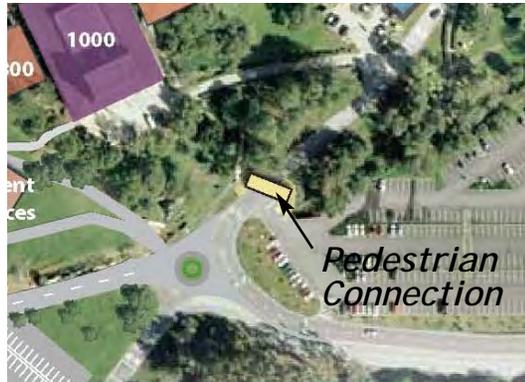
- a) unify the campus by locating all buildings and most parking lots "internal" to the road;
- b) allow for an additional 300 surface parking spaces to be created (in lieu of a parking structure), and
- c) improve pedestrian safety by reducing the need to cross the road to get to campus buildings.
- d) pursue the development of bicycle paths for safe and sustainable planning.

### PE Access Road Improvement

The road that connects the loop road (near Lot 2) to the PE Facilities on the east side of campus is currently in disrepair and is too narrow for vehicles to safely navigate. This project will widen and re-pave the existing road to improve access and circulation to PE.

### Soccer, Baseball and Softball Complex

The existing fields, currently located at the northwestern portion of the campus, will be renovated to include new turf and additional support facilities including dugouts, restrooms, bleachers and a concession stand.



### Lot 1 Pedestrian Connection

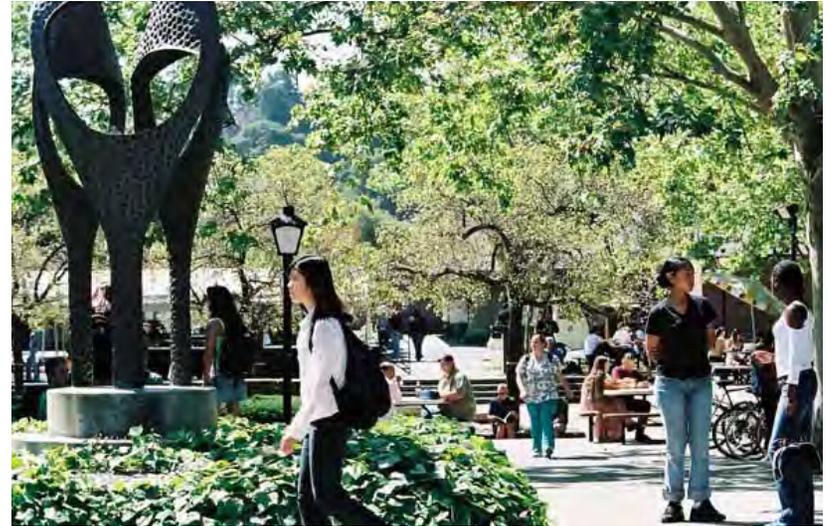
A pedestrian connection will be developed to span the loop road near the entrance to Parking Lot 1. A potential bridge will replace the existing street level crosswalk and allow for safer pedestrian access to the upper campus. In addition, it will help to reduce vehicular slowdowns that often occur under current conditions.

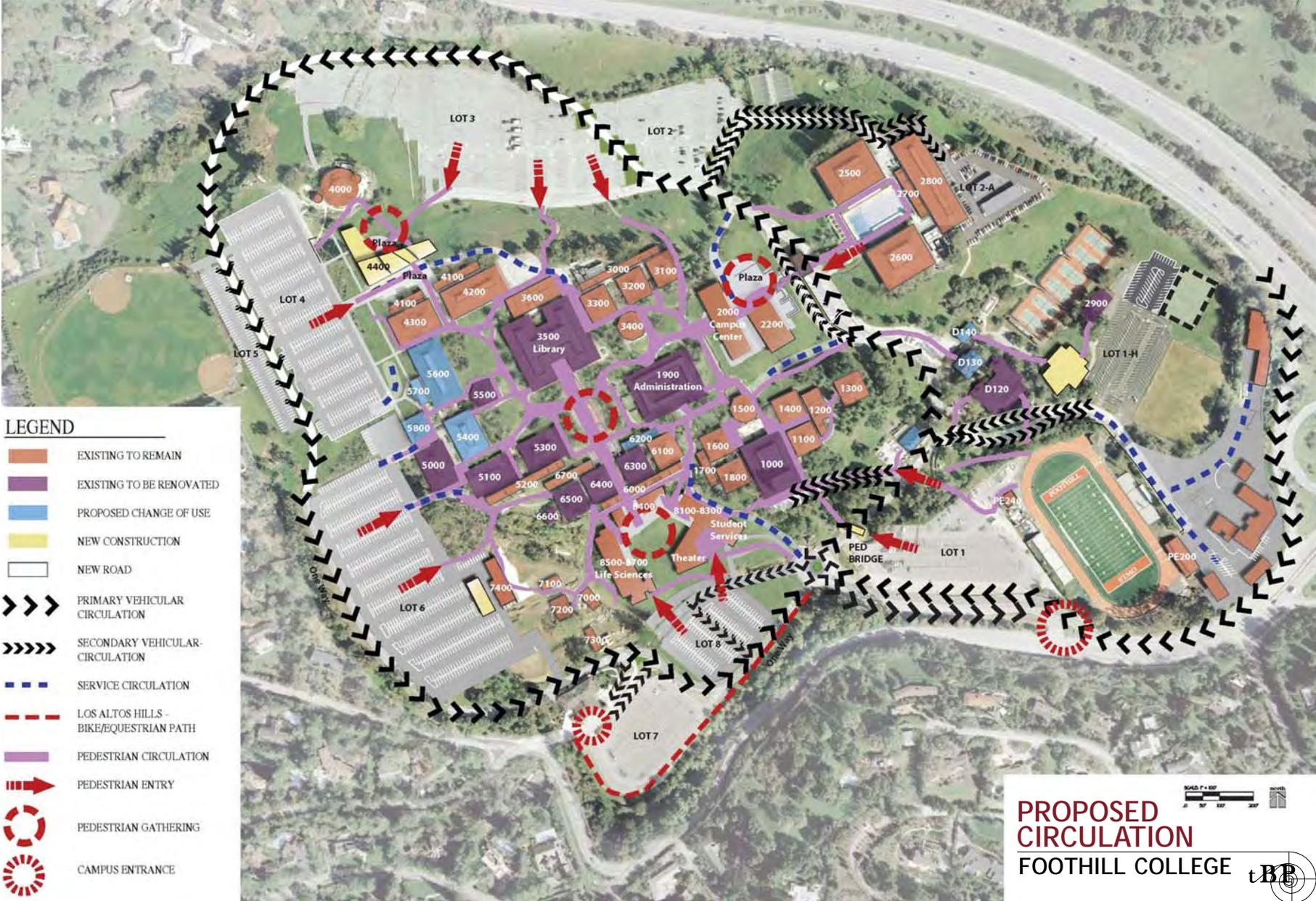
### Overall Campus Improvements

A number of overall site improvement projects are recommended as part of this Facilities Master Plan. These include addressing the Americans with Disabilities Act access requirements, improving signage, wayfinding, lighting, and landscaping. These improvements will serve to upgrade the overall functionality and aesthetics of the campus.

## PROPOSED CIRCULATION

The following graphic titled “Proposed Circulation” describes the proposed changes to the campus that are recommended in this Facilities Master Plan.





# Planning Data

## ENROLLMENT & WSCH FORECASTS

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecasts are issued by the Chancellor's Office, California Community Colleges each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for the District using an average anticipated change. These forecasts are distributed to the sites in the District and used as a basis for developing the Facilities Master Plan Recommendations. The following tables summarize the enrollment and WSCH forecasts for Foothill College exclusive of Middlefield Campus and estimated at approximately 1.5% per year. Enrollment for the primary terms (exclusive of Summer intersession) is used in determining space needs.

**FTES, Enrollment & WSCH Forecast**

YEAR	FTES	Enrollment	WSCH	Note
2004-05	10,511	15,030	157,661	Actual
2010-11	11,510	16,458	172,648	Projected
2015-16	12,497	17,869	187,450	Projected

**WSCH Distribution**

YEAR	Total	On-Campus	Off-Campus
2004-05	157,661	129,045	28,616
2010-11	172,648	145,024	27,624
2015-16	187,450	157,458	29,992

## PROJECTED SPACE NEEDS

Title 5 of the California Administrative Code prescribes a set of benchmark standards for the utilization and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served and the related Weekly Student Contact Hours (WSCH), result in the total capacity requirement expressed in assignable square feet (space available for use by occupants).

These standards were applied to the 2015 WSCH projections in order to generate the instructional space needs for lecture and lab space at the College. In addition, formulas are applied to determine the campus-wide requirements for office, library and instructional media and all other.

The *Projected Space Needs* table summarizes the distribution of spaces on the Foothill College campus following the completion of Measure E projects and indicates the approximate difference to be addressed with the implementation of this Facilities Master Plan.

The *Facilities Master Plan Space Program* table summarizes the distribution of spaces following the completion of Measure C projects including new construction, change of use and demolition of vacated spaces.

**Project Space Needs (ASF)  
Following Measure E Completion**

SPACE TYPE	Measure E Completion	State Projected 2015 Need	Difference
Lecture	34,593	40,748	-6,155
Lab	115,839	111,917	3,922
Office/Conf.	64,407	57,589	6,818
Library	37,245	43,155	-5,910
Instr. Media	5,090	14,363	-9,273
All Other	126,407	114,548	11,859
<b>TOTAL</b>	<b>383,581</b>	<b>382,320</b>	<b>1,261</b>

**Facilities Master Plan Space Program (ASF)**

SPACE TYPE	Measure C Completion	Projected 2015 Need	Difference
Lecture	43,193	40,748	2,445
Lab	115,957	111,917	4,040
Office/Conf.	64,654	57,589	7,065
Library	43,245	43,155	90
Instr. Media	14,254	14,363	-109
All Other	108,197	114,548	-6,351
<b>TOTAL</b>	<b>389,500</b>	<b>382,320</b>	<b>7,180</b>

# Supporting Documents

A number of planning documents were used in the development of this Facilities Master Plan and are listed below here for reference:

- 2006 Master Plan Bond Cost Summary
- 2006 Five Year Construction Plan
- 2006 State of the College
- 2005 Educational Master Plan
- 2004 District Planning Guidelines
- 1999 Foothill De Anza Facilities Master Plan

# DE ANZA COLLEGE

## 2007 Facilities Master Plan

March 5, 2007 (APPROVED)

### LIST OF PARTICIPANTS

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Shephanie Sherman, *Dean, Biological, Health and Environmental Sciences and Workforce Education*

Marisa Spatifore, *Director, Marketing and Communications*

John Swensson, *Dean, Language Arts*

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**tBP/Architecture**

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## LETTER FROM THE PRESIDENT

*What should differentiate the De Anza College graduate, in addition to his or her outstanding academic preparation? What should she have to complement her newly minted diploma or certificate, or he in order to round out his training? With our emerging focus on community and civic engagement, the answer, I believe, is that our students should be aware and engaged citizens committed to serving and transforming their communities, as well as superbly educated in their academic field. We want our students to emerge with broad, valuable attributes and skills.*

*All elements of this broad education are crucial to student success, including our outstanding academic programs and student services as well as our environment, in the dual sense of the word: our physical surroundings as well as the academic community we sustain. Among our goals, for example, is our taking responsibility for the natural world, for energy conservation, for sustainability, which we address in the upcoming Sustainability Management Plan as well as in this Facilities Master Plan.*

*Ancient philosophies, current psychological and architectural theories, and common sense hold that our physical surroundings make a key difference in our capacity to thrive in our environment. The Facilities Master Plan, simply speaking, is a blueprint of how we can best ensure that De Anza College's physical environment is conducive to learning and working together.*

*The 2007 Facilities Master Plan focuses on how we can help effect this learning environment. De Anza and our sister college, Foothill, are deeply fortunate that the local community overwhelmingly approved Measure E in 1999, which granted our students several key new facilities and widespread campus renovation, thereby improving the learning environment. Again in 2006, our local community voted to support the college by passing Measure C, in recognition of our continuing need for investment in our buildings, technology and infrastructure.*

*Measure C allows us to address many of our needs. This Facilities Master Plan addresses how we can further improve the campus, contributing to the broad education we want students to receive in order to become intellectually aware and fully contributing members of the community.*



*Sincerely,  
Brian Murphy, President*

## OVERVIEW & PROJECT GOALS

The 1999 Foothill De Anza Community College District Facilities Master Plan provided the direction for Measure E new construction and renovations. The implementation of Measure E delivered the new Student and Community Services Building, Kirsch Center for Environmental Studies, Stelling Parking Structure, Science Center Complex and Visual & Performing Arts Center. The Physical Education, Science, Language Arts, and Creative Arts instructional quads were renovated through the bond. The work accomplished by Measure E was driven by the need to meet the enrollment, pedagogical and social needs of the campus community.

The 2007 Facilities Master Plan will serve to inform the direction of Measure C. This plan is driven by the demands of future growth, instructional and student support program analyses, and the expectations of a technologically savvy student community, and will serve the unmet needs of the 1999 Facilities Master Plan. This plan and accompanying illustrations provide a vision of the recommendations for campus development and renovations over the next five-to-ten year period.

The project titles and summary descriptions contained in this plan have been reviewed, prioritized and approved through the college's participatory governance process. The final design of each site and facility renovation project will take place as detailed programming occurs. This plan provides a foundation for the college to use in developing implementation and budget plans while remaining flexible in response to changing instructional and student service program needs, cost implications and phasing capabilities.

The Facilities Master Plan addresses the primary goals identified during the planning process:

- Support student success and retention through the development and ongoing support of educational and public spaces that are attractive, comfortable and suitable for a variety of uses and to a diversity of users.
- Develop safe and accessible vehicular, pedestrian and bicycle paths.
- Exemplify environmental stewardship and leadership toward sustainability.
- Provide space that will empower and support collegiality among faculty, staff and students.

# Planning Process

The 2007 Facilities Master Plan provides a guide for future campus development. Through a series of descriptions and illustrations, the plan describes how the campus will be improved to meet the educational mission of the college, serve its changing needs and address its projected enrollment growth. The plan identifies the location of future facilities, the renovation and change of use of existing facilities, and a number of site improvements at the campus.

Aligned with the De Anza College participatory governance approach, the planning process has been highly collaborative, and included representatives from all constituencies. The four phases of the planning process are:

- 1. Physical and Academic Review and Analysis**
- 2. Option Development**
- 3. Prioritization and Feedback**
- 4. Facilities Master Plan Final Approval**

Throughout these phases, a series of meetings were held with the academic and student support deans and directors, the Academic and Classified senates, the Campus Facilities Team and College Council to generate discussion, feedback and prioritization of the review, analysis and options development. These meetings included participants from the Academic Senate, Classified Senate, De Anza Associated Student Body (DASB) and administration, including the president, in addition to faculty and staff.

## PHASE 1: PHYSICAL AND ACADEMIC REVIEW AND ANALYSIS

The first phase of the Facilities Master Plan process identified and analyzed process growth projections (based on a 1.5 percent annualized average), Measure E implementation progress, facilities conditions, and instructional and student support programs requirements. This information was disseminated to the instructional and student support services deans and directors through a series of documented meetings. Analysis confirmed that even with the completion of Measure E projects, there was still insufficient educational capacity given growth and program changes. This analysis served as the basis for Phase 2 Option Development.

## PHASE 2: OPTION DEVELOPMENT

Phase 2 was initiated after the enrollment, parking and program analysis was completed. Discussions were carried out in a variety of forums about option considerations, including specific information about existing conditions, a review of previously identified opportunities for new construction and renovation from the 2000 Facilities Master Plan, displacement secondary effects, and identification of new opportunities (e.g. Multicultural Center and Historical Corridor). Held by individual departments as well as participatory governance committees for whom particular initiatives proved most viable and important, the discussions included a series of hypothetical scenarios based on the potential move or expansion of programs and services.

### PHASE 3: PRIORITIZATION AND FEEDBACK

Phase 3 of the Facilities Master Plan process was the collaborative effort that defined the actual project strategies to meet the vision and goals. Renderings illustrate the overall campus development and evolution based on a set of project options and strategies. The options and strategies were divided into the categories of large capital new construction, small capital new construction, renovations and maintenance projects.

The project cost estimates were compiled at this point and the comprehensive project list traveled through the participatory governance process for validation and prioritization. College Council made the final recommendation to the president, which was presented to the Foothill-De Anza board of trustees at their July 2006 bond workshop.

### PHASE 4: FACILITIES MASTER PLAN FINAL APPROVAL

Phase 4 of this process included the preparation of the comprehensive plan including narrative and illustrations. The board of trustees will then take action on the 2007 Facilities Master Plan as the guide to future site development and facilities projects at De Anza College.

# Background & Existing Conditions

## BACKGROUND

De Anza College opened in 1967 as the second college in the Foothill-De Anza Community College District. Two words — "excellence" and "innovation" — have captured the essence of De Anza College for nearly four decades. Together they are the winning combination that has established De Anza in the forefront of community colleges nationwide.

Located 45 miles south of San Francisco, De Anza College occupies a 112-acre site in Cupertino in the heart of Silicon Valley. Cupertino is also home to Apple, Compaq, Sun, Hewlett-Packard and many other high-technology firms.

Nestled near the base of the Santa Cruz Mountains, the college was named after Spanish explorer Juan Bautista de Anza. The college is one of the largest single-campus community colleges in the country, with enrollment averaging 25,000 students.

The De Anza student body is as richly diverse as the college's course offerings and extracurricular activities. Most students

are from the Silicon Valley region; others represent more than 50 nations. Celebrating cultural and ethnic diversity is part of the college's philosophy and is reflected in course material and at campus events and gatherings. The college is known for its dynamic student activities program, which features successful intercollegiate athletic competitions, intramural team sports, more than 50 student clubs and an active student government. De Anza College consistently ranks first or second in the state for the total number of students who transfer annually to UC and CSU campuses.

In November 1999, voters in the Foothill-De Anza Community College District approved by almost 72 percent a \$248 million bond (Measure E) to repair and rehabilitate college facilities to meet current health, safety and instructional standards. Approximately \$130 million was earmarked for renovation and construction at De Anza. The projects included replacing aging roofs, deteriorated plumbing and electrical systems; refurbishing classrooms, science laboratories and restrooms; and constructing science and high-tech computer labs, classrooms and school facilities.

In June 2006, the voters in the Foothill-De Anza Community College District approved a \$490.8 million bond (Measure C) by a 65 percent margin, authorizing the district to issue additional general obligation bonds to upgrade, maintain and replace facilities, including classrooms and electrical, heating and ventilation systems; improve fire and seismic safety and access for people with disabilities; reduce energy costs; and provide and upgrade information and office technology and other equipment. An estimated \$210 million has been allocated to De Anza College.

## EXISTING CONDITIONS

De Anza College is located in the city of Cupertino at the junction of Highways 85 and 280. Highway 85 serves as the western boundary, while major city roads surround the campus on the other three sides.

The planning process involved an analysis of existing conditions on the campus in order to identify key issues to be addressed in the Master Plan Recommendations. The information was obtained through the Planning Committee, interviews with college faculty and staff, and campus tours. The findings are summarized in a series of graphics that illustrate patterns and characteristics to guide future development.

The illustrations plates include:

**Existing Campus** (page 9)

**Existing Circulation** (page 11)

**Existing Zoning** (page 13)



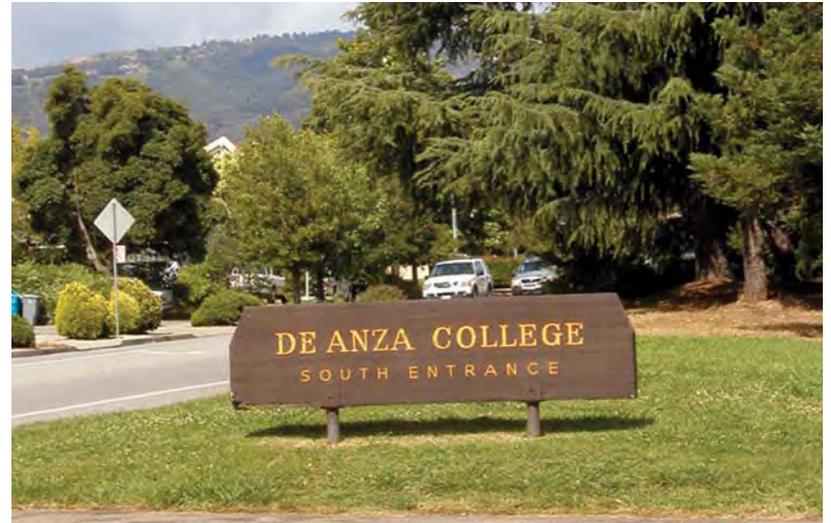


**EXISTING CAMPUS**  
DE ANZA COLLEGE



## EXISTING CIRCULATION

This graphic identifies vehicular and pedestrian circulation patterns, highlighting campus entry points for vehicles and pedestrian gathering spaces. Future development of the campus will enhance existing circulation patterns.





## EXISTING ZONING

Campus zoning of building and site functions are illustrated in this graphic. Colors indicate the currently assigned functions of buildings and identify the general zoning of the campus.





# Master Plan Recommendations

The 2007 Facilities Master Plan Recommendations for De Anza College present an overall picture of future development for the campus and includes proposed sites for new facilities, recommendations for renovations of existing facilities and other site development projects. While the recommended Facilities Master Plan graphics appear specific, they represent placeholders designed to identify facilities opportunities. The final design of each site and project will take place as projects are funded and detailed programming occurs.

The Master Plan document serves as a foundation for the college to use for implementation as funding becomes available. Detailed programming and design will occur as funding is identified and budgets are established. The anticipated implementation period is 2007-2011.

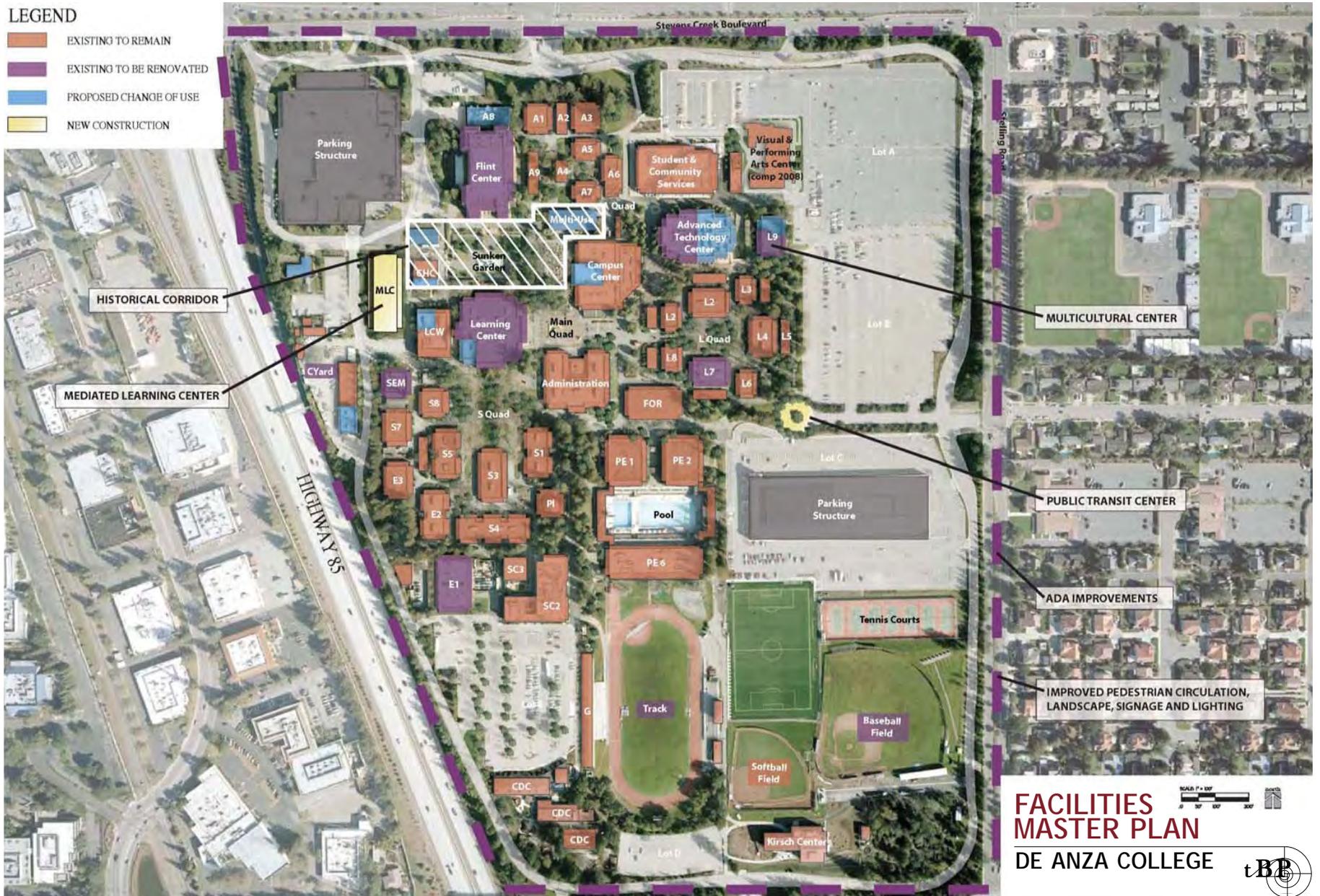
The 2007 Facilities Master Plan includes an illustration and list of proposed projects that were identified through a comprehensive planning process. This project list is a best effort through the participatory governance process to identify projects that ultimately meet the goals of the plan and support the mission and purpose of De Anza College.

Following are recommended major project concepts:

- Construction of the new Mediated Learning Center providing several flexible classrooms/labs and student and staff support opportunities
- Renovation of an existing building for the new Multicultural Center
- Development of a "Historical Corridor" to include the East Cottage and Estate Winery Building (previously housed the campus bookstore)
- Renovation of existing facilities
- Pathways, landscape, lighting and signage improvements
- Campuswide Americans with Disabilities Act (ADA) improvements
- Development of a new public transit center to support alternative modes of transportation

LEGEND

- EXISTING TO REMAIN
- EXISTING TO BE RENOVATED
- PROPOSED CHANGE OF USE
- NEW CONSTRUCTION



**FACILITIES  
MASTER PLAN**

DE ANZA COLLEGE



## MASTER PLAN PROJECTS

Categories of projects are "New Construction" and "Site Improvements." Note that some "new" construction projects provide the opportunity to replace or renovate existing spaces, called "Secondary Effects."

### BUILDING PROJECTS

#### New Construction



#### Mediated Learning Center

In order to address the growing demand for instructional space and technology resources on campus, a new facility is proposed to the west of the California History Center. This facility will include instructional space as well as the co-location of the Technology Resources Group and Distance Learning.

#### Secondary Effects

##### **OTI Trailer Complex and Staff House — Demolition**

As programs move out of the OTI Trailer Complex and the Staff House, these facilities will be demolished. The site will be modified in order to provide additional parking, thereby helping to address an overall campus need.

#### Renovations

A series of renovations are recommended to support a variety of instructional and student support spaces identified on the supporting illustration. These renovations will support recommended program changes and/or secondary effects. The following are a few of the major renovations recommended as part of this Facilities Master Plan.



#### Multicultural Center — Renovation of L9

A new Multicultural Center is recommended for the campus in order to invite community dialogue and participation in international and intercultural studies. L9 will be renovated to create the center, which will include flexible classroom and labs and public spaces.



### Historical Corridor

The college has an opportunity to emphasize the historical significance of some campus buildings and features through the creation of a historical corridor. The historic cottage and old winery building will be renovated and will serve as prominent instructional and student support spaces. The California History Center will exist as an anchor to the corridor with the renovated fountain (La Vita A Una Fontona) and courtyard providing the external connection to the triad of buildings.

## SITE IMPROVEMENT PROJECTS



### Public Transit Center and Parking

The addition of the Stelling Parking Structure through Measure E provides the campus with a total of 5,660 parking spaces on the campus to support the anticipated enrollment growth through 2015. There is an intention to include additional parking capacity within the footprint of the Mediated Learning Center. Study will commence in the fall of 2007 to determine if additional parking capacity is required. To support a sustainable campus model that promotes alternative forms of transportation, the campus is collaborating with Santa Clara Valley Transit Authority (VTA) to develop a bus transit center on the east side of campus. This transit center will provide faculty, staff and student access to the five bus routes that service the campus.

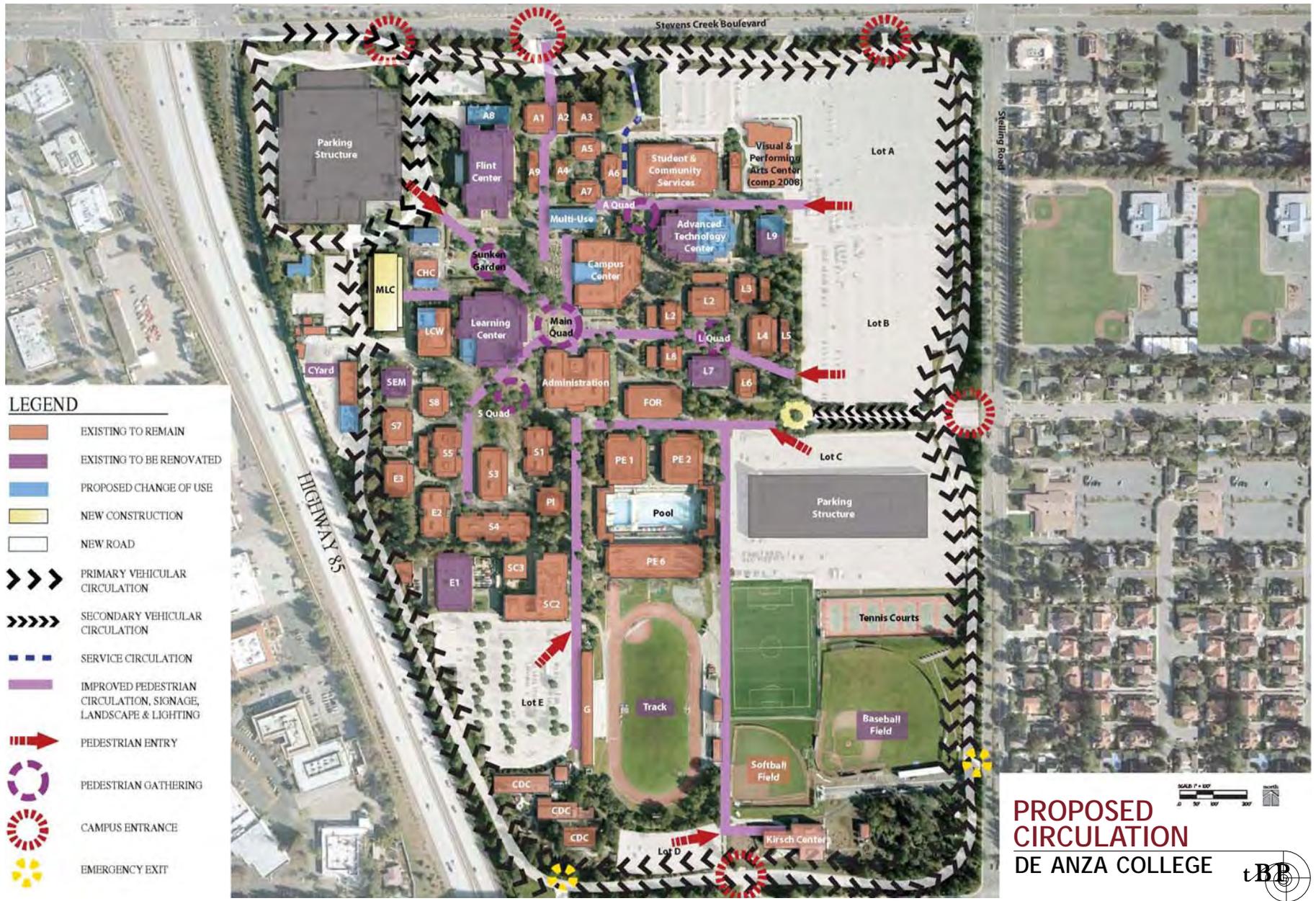
### Pedestrian Circulation, Signage, Landscaping and Lighting

The campus is compartmentalized through a series of quads or "outdoor rooms." The pathways support pedestrian movement between the quads and to and from the perimeter parking lots and surrounding neighborhoods. Facilities Master Plan Recommendations include a series of site and landscaping projects to aid disabled students and address ADA requirements, ease campus navigation for new students and visitors, and upgrade the overall aesthetics of the campus.

## PROPOSED CIRCULATION

The following graphic plate, “Proposed Circulation,” presents the proposed changes to the campus recommended in this Facilities Master Plan.





- LEGEND**
- EXISTING TO REMAIN
  - EXISTING TO BE RENOVATED
  - PROPOSED CHANGE OF USE
  - NEW CONSTRUCTION
  - NEW ROAD
  - PRIMARY VEHICULAR CIRCULATION
  - SECONDARY VEHICULAR CIRCULATION
  - SERVICE CIRCULATION
  - IMPROVED PEDESTRIAN CIRCULATION, SIGNAGE, LANDSCAPE & LIGHTING
  - PEDESTRIAN ENTRY
  - PEDESTRIAN GATHERING
  - CAMPUS ENTRANCE
  - EMERGENCY EXIT

**PROPOSED CIRCULATION**  
 DE ANZA COLLEGE

SCALE 1" = 500'  
 0 50 100 150

# Planning Data

## ENROLLMENT & WSCH FORECASTS

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. Forecasts include data from previous years and projects total enrollment and WSCH for the district using an average anticipated change. These forecasts were distributed to sites in each district and used as a basis for developing the Facilities Master Plan Recommendations. The following tables summarize the enrollment and WSCH forecasts for De Anza College. Only enrollment for the primary terms (exclusive of Summer intersession) is used in determining space needs.

**FTES, Enrollment & WSCH Forecast**

YEAR	FTES	Enrollment	WSCH	Note
2004-05	17,805	25,460	267,074	Actual
2010-11	19,343	27,659	290,145	Projected
2015-16	21,001	30,030	315,020	Projected

**WSCH Distribution**

YEAR	Total	On-Campus	Off-Campus
2004-05	267,074	239,874	27,200
2010-11	290,145	261,130	29,014
2015-16	315,020	283,518	31,502

## PROJECTED SPACE NEEDS

Title 5 of the California Administrative Code prescribes a set of benchmark standards for the utilization and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served and the related WSCH, result in the total capacity requirement expressed in assignable square feet (ASF-space available for use by occupants).

These standards were applied to the 2015 WSCH projections in order to generate the instructional space needs for lecture and lab space at the college. In addition, formulas determine campus-wide requirements for office, library and instructional media and all other space use.

The *Projected Space Needs* table summarizes the distribution of spaces on the De Anza College campus following the completion of Measure E projects and indicates the approximate difference to be addressed with the implementation of this Facilities Master Plan.

The *Facilities Master Plan Space Program* table summarizes the distribution of spaces following the completion of Measure C projects including new construction, change of use and demolition of vacated spaces.

**Projected Space Needs (ASF)  
Following Measure E Completion**

SPACE TYPE	Measure E Completion (ASF)	State Projected 2015 Need	Difference (ASF)
Lecture	82,854	84,886	-2,032
Lab	178,161	189,997	-11,836
Office/Conf.	88,882	88,205	677
Library	56,961	62,443	-5,482
Instr. Media	8,098	16,550	-8,452
All Other	204,294	187,862	16,432
TOTAL	619,250	629,943	-10,693

**Facilities Master Plan Space Program (ASF)**

SPACE TYPE	Measure C Completion (ASF)	State Projected 2015 Need	Difference (ASF)
Lecture	87,433	84,886	2,547
Lab	195,697	189,997	5,700
Office/Conf.	91,707	88,205	3,502
Library	63,067	62,443	624
Instr. Media	16,716	16,550	166
All Other	189,741	187,862	1,879
TOTAL	644,361	629,943	14,418

# Supporting Documents

A number of planning documents were used in the development of this Facilities Master Plan and are listed here for reference:

- 2006 Master Plan Bond Cost Summary
- 2006 Five-Year Construction Plan
- 2004 District Planning Guidelines
- 1999 Foothill De Anza Facilities Master Plan
- Landscape Master Plan, Joni Janeki & Associates