De Anza College

2011-2016 Facilities Master Plan

Final Draft

De Anza College

HMC Architects

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. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

•Communication and expression
•Information literacy
•Physical/mental wellness and personal responsibility
•Civic capacity for global, cultural, social and environmental justice
•Critical thinking

— Updated spring 2014

De Anza College

2011-2016 Facilities Master Plan

De Anza College

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Letter from the President //

It may be self-evident that any college's facilities serve its students. But how best to serve them, to create the space for them to grow and prosper intellectually? How best to create the identity of a college?

Eudora Welty wrote that, "Every story would be another story…if it took up its characters and plot and happened somewhere else." While it seems obvious that events would transpire differently depending upon location, take a moment to truly consider: How would the lived experience of a student differ if she or he attended another school, and did not inhabit the physical space that is De Anza College, with our careful attention to aesthetics and the natural environment? Without, say, the green space of the renovated, historic Sunken Garden, the flowering of the native plants, the shade of the trees, the landscaping across all 112 acres, the artistry of student-created, professional-caliber murals, the fountain that marks the main quad, occupied often by bathing ducks and occasionally by a trooping line of ducklings.

This is more than aesthetics. These spaces are part of a pedagogy through which students learn to appreciate both sustainability and scale, and where they see what good work and high standards can mean to a community. Our academic programs are world class, and so are the buildings that house them, like the Kirsch Center for Environmental Studies and the soon-to-be-completed Media and Learning Center (MLC). We plan for the MLC to join the Kirsch in LEED Platinum certification. These buildings, as well as the Visual and Performing Arts Center and others, offer our talented faculty and students the chance to teach and learn in the finest learning environments.

Welty's quote comes from an essay on the importance of "Place in Fiction." De Anza College believes deeply in the importance of place in life and in learning, in the world of the sciences, literature, the arts. The Facilities Master Plan is more than a list of particular spaces driven by the mathematics of enrollment. Our physical setting contributes to the substantive identity of the place: a community committed to peace, personal achievement, social justice, community engagement and democratic participation.

The 2012 completion of the MLC essentially marks the end of new construction on the campus. Any future increase in physical capacity would in all likelihood involve building up, not out. Another possibility is increasing our presence at off-campus sites with which we would wish to imbue, to the extent possible, the sense of place provided by our campus. Moreover, we are always searching for ways to enhance our Distance Learning program, which includes both hybrid and online courses. The MLC will give us an opportunity to research our own practices, to explore new learning modalities and new learning technologies.

Our students remind us every day that our physical campus setting is important to them. Every survey of student attitudes reflects their appreciation for the beauty of the campus, every one of us who work here remember the students who told us what it meant to them to sit quietly in the myriad spaces we have created for reflection, and our accreditors have formally commended us on the campus. Place is vital to our students, the authors of their future. "Feelings are bound up in place," says Welty, "and…from time to time, place undoubtedly works upon genius."

Brian Murphy

Introduction //

Purpose

De Anza College has developed the 2011 Facilities Master Plan (FMP) to serve as a guide for future development and to showcase accomplishments in the built environment by the college over the past decade.

It provides a narrative and graphic description of the college's strategy to support its educational program needs and takes into account the long-range forecast for enrollment. It is intended not as a literal depiction of the projects to be developed, but as a point of reference in a dynamic process of adapting projects to meet changing program needs. While this plan provides a road map for future development, including recommendations for renovation and replacement of facilities, it also provides a retrospective of past development. By highlighting past development, the intent is to show how much De Anza College has grown and also demonstrate how that growth has supported stated goals.

Stated Goals:

- Provide general classrooms and labs that are flexible and can support interdisciplinary uses.
- Provide appropriate-sized classrooms.
- Develop the overall campus environment to model a four-year institution that still maintains the "quad feeling."
- Evaluate renovation versus replacement of existing facilities.
- Improve services to the disabled student population.
- Consolidate student services to improve access to services.
- Improve circulation on campus that articulates vehicular/pedestrian pathways.
- Articulate linkages from Educational Master Plan (EMP) to FMP to support accreditation.
- Continue to demonstrate environmental stewardship and identify opportunities to educate the students and the community about it.
- Improve engagement with the surrounding community.

Master Planning Process

The planning process was a participatory one involving a core group of individuals from the college. The HMC planning team worked closely with the designated group and followed this four-step process:

1. Strategic Review

- Collection and review of all relevant planning information.
- Development of campus base plans, including all current projects.
- Site visits to analyze existing conditions.
- Discussions to identify key project goals.

2. Option Development

- Review of existing conditions to validate key issues.
- Discussion of preliminary options.
- Development of preferred and alternative options.

3. Solution Development

- Development of "preferred options" into master plan recommendations.
- Identification of master plan projects.

4. Documentation and Approvals

- Development of draft document for review by the college.
- Development of final document for approval.

Student and Community Services (SCS) Building

Document Organization

The 2011 Facilities Master Plan describes a plan for site and facilities improvements that will support current and future needs at De Anza College.

Existing Conditions

The Existing Conditions section includes an analysis of the campus history, campus as it exists today, Measure E projects, Measures E + C projects, sustainability, vehicular and pedestrian circulation, and the zoning of the site and facilities. Key issues addressed during the planning process are emphasized in order to assist in understanding and preserving the intent of the Master Plan recommendations.

Recommendations

The Facilities Master Plan Recommendations for the college present an overall picture of the future developed campus and include recommendations for renovation, new construction and campuswide site improvements. Master Plan projects are highlighted and accompanied by narratives describing the intent of each project.

Reference

The Facilities Master Plan References section includes planning data as well as a list of supporting master plans.

It is impossible to reconcile the notion of a society of equality with unequal education facilities.
- Michael Manley

De Anza College

Existing Conditions

Existing Conditions

Campus Development History //

The 112-acre De Anza College was founded in 1967 in Cupertino, California, on the site of a former winery built at the turn of the last century, called Beaulieu by its owners, Charles and Ella Baldwin. Three original buildings remain from the former winery and have become part of a historical corridor on campus. They are the California History Center (CHC), East Cottage and Baldwin Winery Building. The Baldwin's mansion became the California History Center, which is part of the restored 1895 Le Petit Trianon (a replica of a small chateau from the Palace of Versailles in Paris.) It is dedicated to the study of local and regional history, featuring exhibitions and classes. The East Cottage houses the Institute of Community and Civic Engagement (ICCE), a resource room for the CHC, and a general classroom. The Baldwin Winery building has been converted into Financial Aid offices as well as Printing Services and part-time faculty offices.

The original 1967 portion of De Anza College is known for its distinctive architecture that blends Spanish and modern architecture with adobe-like walls, red-tile roofs, arches and fountains. The Flint Center and Cheeseman Environmental Study Area were added in 1971. It wasn't until almost 20 years later that the Flint Center Parking Structure was added in 1990, followed by the Advanced Technology Center (ATC) and Child Development Center in 1994 and the Learning Center West (LCW) in 1997.

Unique function facilities include Flint Center, a 2,570-seat performing arts auditorium, an Olympic aquatics complex, the 200-seat Fujitsu Planetarium, and a 5,000 seat Outdoor Events Arena. Recent buildings such as the Visual and Performing Arts Center include the Euphrat Museum of Art. The Kirsch Center for Environmental Studies is a demonstration building for energy innovation and sustainability that is home to the Environmental Studies Program. De Anza College's presence has contributed significantly to the growth of Cupertino from a small town to a high tech city and has become one of its centers of learning and culture.

1 Aerial photo of De Anza site with Baldwin Winery
2 De Anza site cleared of vineyard prior to construction
3 Building L2 under construction

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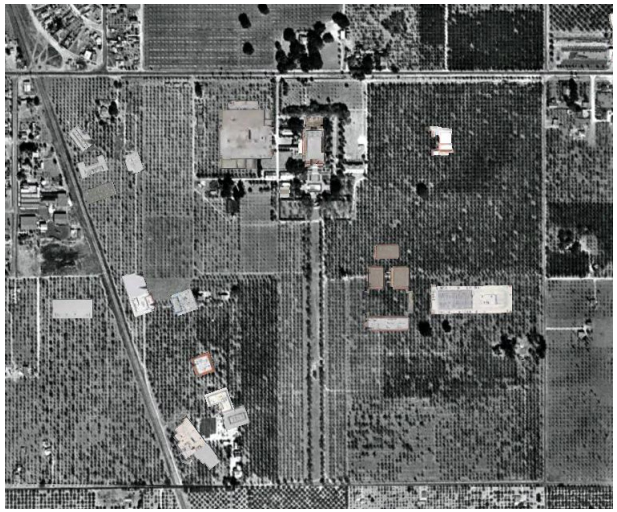

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Pre-1999 aerial photo of De Anza College

De Anza College has gained a national reputation for its responsiveness to community needs, including those for students with physical and learning disabilities, older adults, minorities and re-entry students. Offering quality education at low cost, De Anza is an optimal choice for students looking to obtain an A.A. degree or to transfer to a four-year university. It consistently ranks at or near the top in California for the total number of students who annually transfer to University of California and California State University campuses.

The college has one of the largest community college campuses in the country with a fall enrollment averaging 24,000 students from more than 50 different countries. The average class size at De Anza is 35, and approximately 2,800 students transfer per year. It also attracts a heavy international student population with a thriving International Student Program, serving more than 1,700 students from around the globe.

De Anza College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The University of California, Stanford University, California State University and all other accredited colleges and universities give full credit for equivalent courses taken at De Anza College.

Existing Conditions

Existing Campus //

The 1999 Foothill-De Anza Community College District Facilities Master Plan provided direction for subsequent new construction and renovations of buildings and site work. That Master Plan identified the projects to build and their locations, but a big departure from it has been the manner in which the campus has grown and changed.

One of De Anza College's goals is to continually strive toward improving its engagement with the surrounding community. A physical manifestation of this goal has been the rotation of building orientation. Previous campus buildings focused inward toward quads; new buildings now face the community. VPAC, Kirsch Center, Student and Community Services (SCS) Building, Science Center Complex and Media and Learning Center (MLC) are examples of this change.

Beginning in 1999, there was a conscious migration away from the original architectural style to one that is more contemporary. This change has provided the opportunity to explore other built forms and strategies that strengthen the goal of both student and community engagement. Unconstrained by a set form or style, this decision also facilitated the new buildings to strive toward another De Anza College goal: to demonstrate environmental stewardship and identify opportunities to educate the students and the community. This is expressed through the newer buildings' solar orientation and use of sunshade devices, larger expanses of glass that bring in more natural daylight, use of solar panels, and use of low-impact building materials that are non-toxic, sustainably produced or recycled.

De Anza College has had a heavy emphasis on flexibility and experimentation with technology and has supported increased access to education through the integration of online and in-class instruction. It has also realized that the physical campus is critically important – the notion of space, courtyards, walkways, plants and public spaces are important to all students. The college has observed a trend of students spending more time on campus rather than less; students are not moving toward a "virtual" view of the campus community.

1 Visual and Performing Arts Center (VPAC)
2 S-Quad original campus buildings
3 Kirsch Center for Environmental Studies

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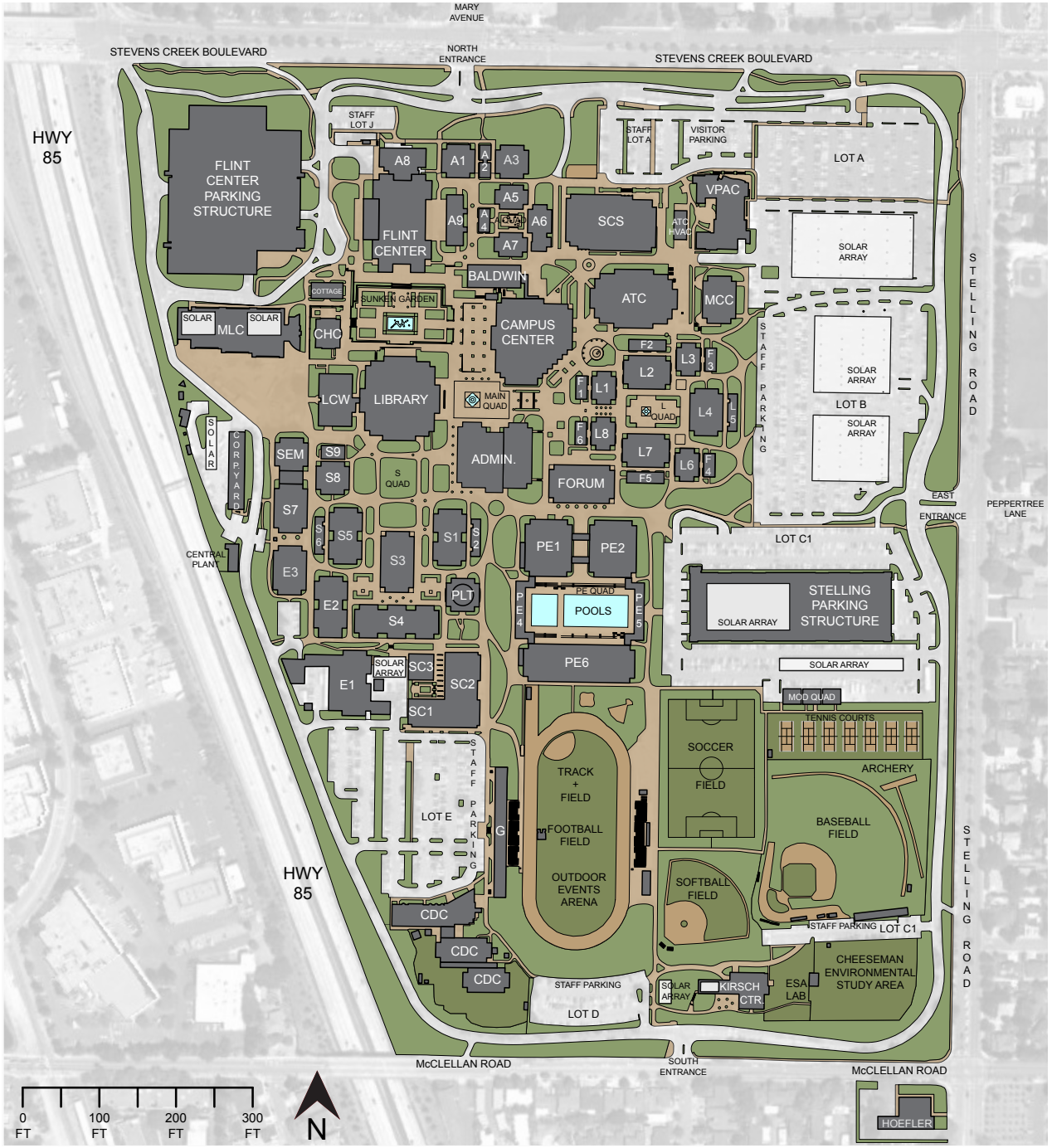
LEGEND

EXISTING BUILDING



Existing Conditions

Existing Campus - Measure E //

On November 2, 1999, voters in the Foothill-De Anza Community College District approved by 71.9 percent a $248 million bond (Measure E) to repair and rehabilitate college facilities to meet current health, safety and instruction 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. The work accomplished by Measure E was driven by the need to meet the enrollment, pedagogical and social needs of the campus community.

The implementation of Measure E delivered new buildings including the new Student and Community Services (SCS) Building, Visual and Performing Arts Center (VPAC), Kirsch Center for Environmental Studies, Child Development Center addition and the Science Center Complex.

Measure E Bond funds were used to renovate several instructional quads: Creative Arts (A-Quad), Language Arts (L-Quad), Physical Education (PE-Quad), and Science (S-Quad, including E3). Additionally they were also used to renovate the California History Center (CHC), Administration Building, Campus Center, faculty offices (F1- F6), existing Child Development Center buildings and play areas, and Machine Tech (E2).

Instructional site areas improved by Measure E include the new softball field and renovated soccer field and tennis courts. Additional site improvements include: Stelling Parking Structure, three campus entries on Stevens Creek Boulevard, a Valley Transportation Authority (VTA) bus stop on campus near Staff Lot A and the campus entry on Stelling Road.

1 Student and Community Services (SCS) Building
2 Science Center Complex (SC1, SC2, + SC3)
3 Kirsch Center - Cheeseman Environmental Study Area

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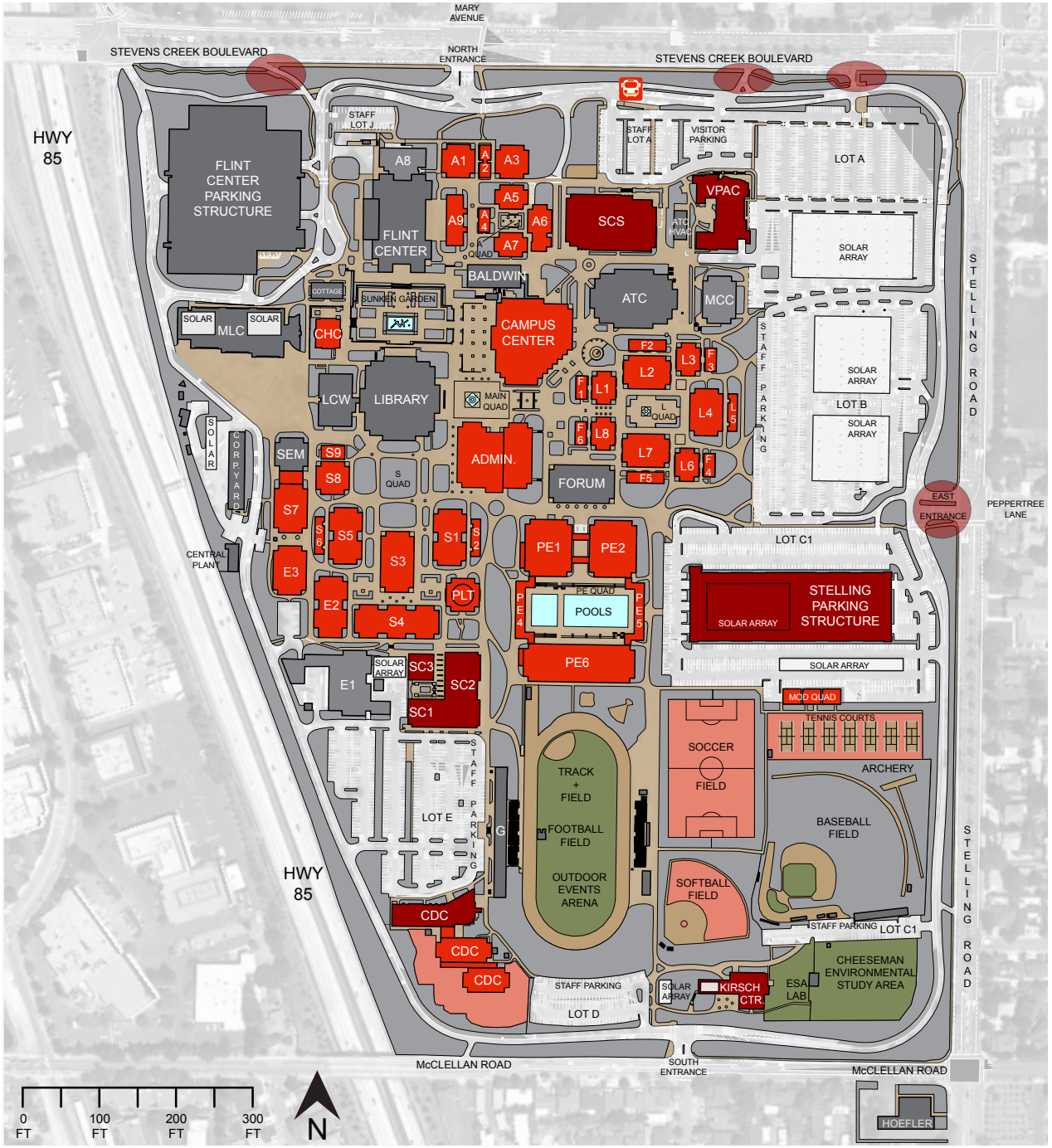
LEGEND

- EXISTING BUILDINGS
- MEASURE E - EXISTING BUILDING RENOVATED
- MEASURE E - EXISTING SITE IMPROVEMENT
- MEASURE E - NEW BUILDING
- MEASURE E - NEW SITE IMPROVEMENT
- MEASURE E - SERVICE IMPROVEMENTS



Existing Conditions

Existing Campus - Measure C //

On June 6, 2006, voters in the Foothill-De Anza Community College District approved by 65.7 percent a $490.8 million bond (Measure C) for campus, facilities, equipment, and technology improvements. Again, this plan was driven by the demands of future growth, instructional and student support program analyses, the expectations of a technological savvy student community and unmet needs from the Measure E bond.

The implementation of Measure C will deliver the new Media and Learning Center (MLC) in spring-summer 2012, and provided for the new Central Plant and a new portion of the Auto Tech Building (E1).

Measure C Bond funds were used to renovate the historic buildings: Baldwin Winery building and East Cottage, as well as the adjacent Sunken Garden. Buildings renovated also include the Multicultural Center (MCC), Forum and Seminar buildings, the Corporation Yard, Auto Tech Building (E1), and G building. The Advanced Technology Center (ATC) and Library are scheduled to be renovated with Measure C Bonds. Throughout the campus interior work has been done to remove barriers to ADA compliance.

Instructional site areas improved by Measure C include the track and field areas, Outdoor Events Arena Stadium, softball field, baseball field and the Cheeseman Environmental Study Area.

Additional site improvements include: signage and way finding, making paths of travel ADA compliant, lighting, secured bicycle storage (bike corral), landscaping and irrigation, pedestrian pathways to bus stations, and solar photovoltaic arrays above parking lots and buildings.

Measure C funds have also been used to replace furniture, equipment, as well as new computers and printers campuswide.

1 Bike corral
2 Solar photovoltaic arrays above Parking Lots A + B
3 Renovated Advanced Technology Center (ATC)

2

1

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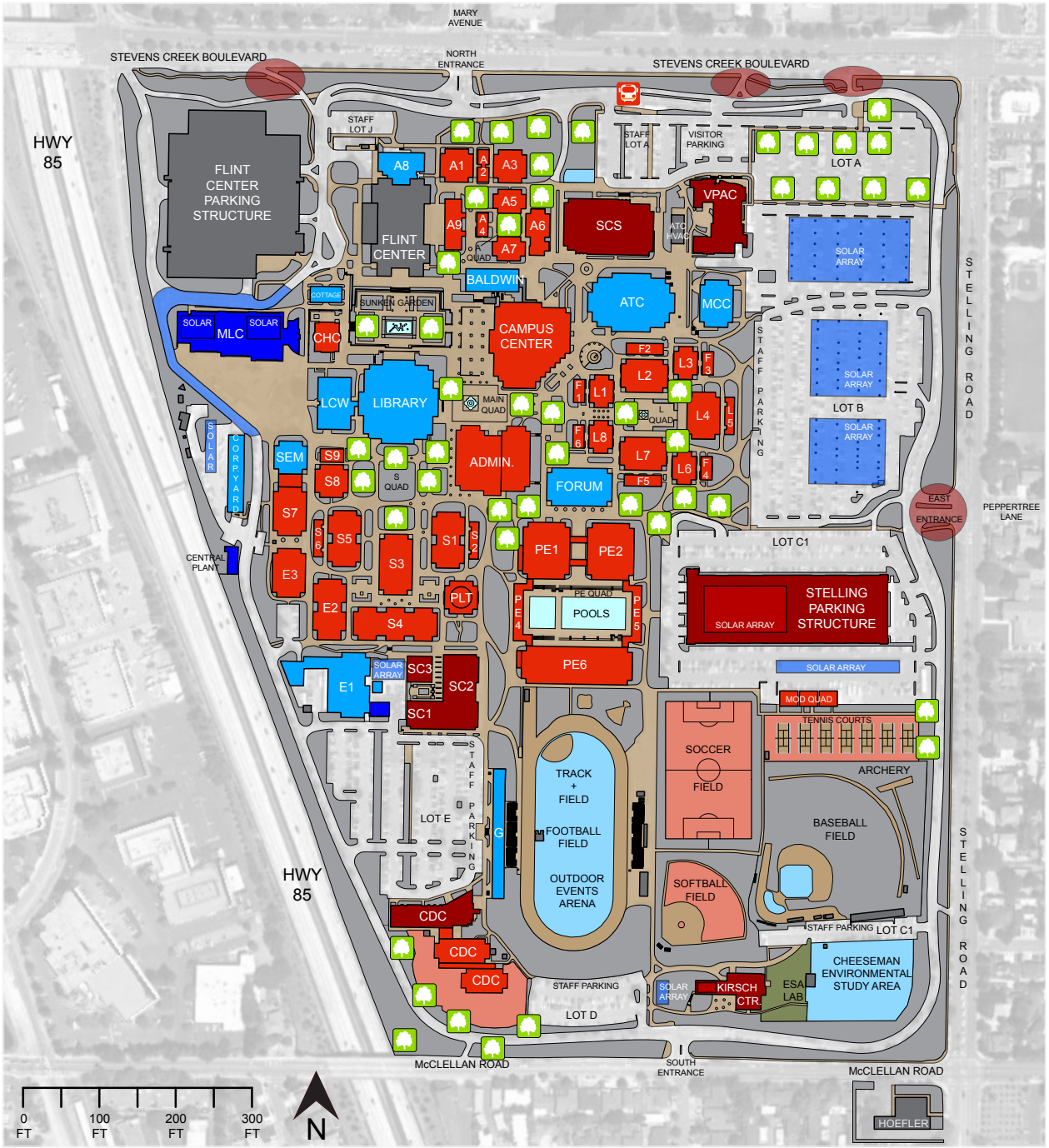
LEGEND

- EXISTING BUILDING
- MEASURE E - EXISTING BUILDING RENOVATED
- MEASURE E - EXISTING SITE IMPROVEMENT
- MEASURE E - NEW BUILDING
- MEASURE E - NEW SITE IMPROVEMENT
- MEASURE E - SERVICE IMPROVEMENTS
- MEASURE C - EXISTING BUILDING RENOVATED
- MEASURE C - EXISTING SITE IMPROVEMENT
- MEASURE C - NEW BUILDING
- MEASURE C - NEW SITE IMPROVEMENT
- MEASURE E - LANDSCAPE IMPROVEMENTS



Existing Conditions
Campus Sustainability //

One of De Anza College's major goals is to demonstrate environmental stewardship and in the process identify opportunities to educate the students and the community. As an educational entity, De Anza embraces and fosters sustainability as a core value and embodies the term "living laboratory," meaning the environment itself is a teaching tool. In addition, the college developed a Sustainability Management Plan (SMP), adopted by all levels of campus shared governance in fall 2007. The physical representations of this goal and commitment are shown in several ways.

LEED Buildings

Leadership in Energy and Environmental Design (LEED) is an internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using strategies intended to improve performance in metrics such as energy savings, water efficiency, CO_2 emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. In LEED 2009 there are 100 possible base points plus an additional 6 points for Innovation in Design and 4 points for Regional Priority. There are four levels of certification: Certified, 40-49 points; Silver, 50-59 points; Gold, 60-79 points; Platinum, 80 points and above. On De Anza College's campus there are three buildings that have achieved LEED Ratings: Kirsch Center for Environmental Studies – Platinum, Visual and Performing Arts Center (VPAC) – Silver and Science Center Complex (SC1 + SC2) – Certified. The Media and Learning Center (MLC) is pursuing a Platinum LEED Rating.

Transit Options

In addition to working with Valley Transportation Authority to create a new bus stop on campus near Staff Lot A, De Anza has built pedestrian pathways to better connect those and other bus stops with the inner campus. The college also offers a bike rental program to students and staff and has created a bicycle corral to provide better security. Charging stations are provided for hybrid and electrical vehicles in Parking Lots A + B.

Energy Savings – CO_2 Emissions Reduction

Solar photovoltaic arrays have been constructed above several parking lots providing shading to cars while generating electricity. There are currently photovoltaic panels on the Kirsch Center, and there will be photovoltaic panels on the Media and Learning Center (MLC) when it is completed. In the near future they will be installed in the Corporate Yard to charge service electric carts. A new Central Plant was built to allow noisy inefficient cooling towers that had previously been located amongst instructional buildings to be relocated to a new quiet, high capacity and efficient "central condenser plan" close to the freeway. A cogeneration plant was constructed for use by the swimming pools. This type of plant uses a power station to simultaneously generate both electricity and useful heat. All power plants emit a certain amount of heat during electricity generation. This is released into the natural environment through cooling towers, flue gas or by other means. By contrast, the cogeneration plant captures the by-product heat for heating purposes.

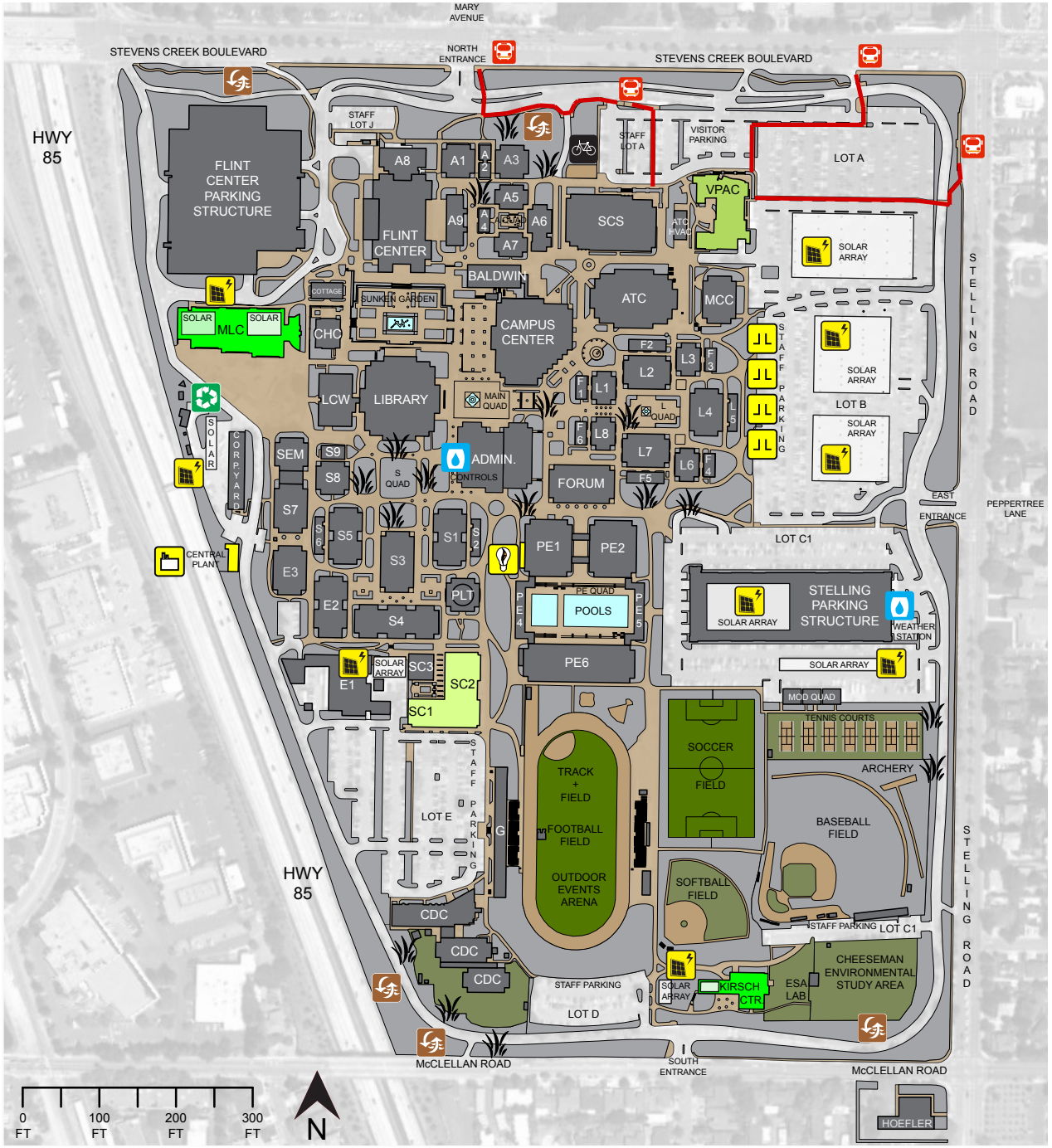
Water Efficiency – Stewardship of Resources and Sensitivity to Their Impacts

Use of drought tolerant plants has been implemented through areas renovated by the Landscape Master Plan. As areas are renovated, the irrigation systems in those areas are updated. The master irrigation system has a weather station to better adjust for watering needs. Existing trees, bushes and other plants removed for maintenance are made into mulch. Additionally, some of the bigger existing trees that needed to be removed have been made into campus sitting benches. Finally, when the track and field areas, Outdoor Events Arena Stadium and soccer field are renovated with artificial turf, watering, mowing and fertilization will be eliminated.

Solar photovoltaic arrays above Parking Lots A + B

LEGEND

- EXISTING BUILDING
- LEED PLATINUM BUILDING
- LEED SILVER BUILDING
- LEED CERTIFIED BUILDING
- ARTIFICIAL TURF
- IMPROVED PEDESTRIAN PATHWAYS TO TRANSIT
- BICYCLE CORRAL PARKING
- AUTOMOBILE CHARGING STATION
- PHOTOVOLTAICS
- NEW CENTRAL PLANT
- COGENERATION PLANT FOR SWIMMING POOLS
- RECYCLING THROUGH RECOLOGY
- USE OF DROUGHT TOLERANT PLANTS
- MASTER IRRIGATION SYSTEM HAS WEATHER STATION
- REUSE OF TREES REMOVED MADE INTO MULCH + SITTING BENCHES



Existing Conditions

Vehicular Circulation //

The western border of De Anza College is defined by Highway 85. Due to on/off freeway ramp access, Stevens Creek Boulevard is a busy street that forms the northern border to the college. For this reason the majority of bus lines that serve the college are located on it, and there are three campus entrances on Stevens Creek Boulevard. Stelling Road is secondary in terms of activity and forms the eastern border with one campus entrance. It is also served by bus lines. McClellan Road forms the southern border and has one campus entrance but no bus lines. As part of the Exterior Signage Master Plan funded by Measure C, campus monumental signage was constructed to better identify and brand De Anza College to its users and the surrounding community, thus further strengthening the goal to develop an overall campus environment to feel more like a four-year institution.

Depending on which road students, faculty and visitors arrive from — Stevens Creek Boulevard, Stelling Road, or McClellan Road — vehicles as well as pedestrians encounter an inner ring road that for most of its radius has two way vehicular traffic. This inner ring road will be officially named with street signage as “Campus Drive North, Campus Drive East, Campus Drive South and Campus Drive West.” The small portion of road where the ring is split will be named “Flint Way.” Measure E funds were used to create the east campus entry and traffic lights as well as additional access entry and exits to the ring road along Stevens Creek Boulevard.

Using the Campus Drive ring road, automobiles can access parking lots around the campus, mostly concentrated on the north and eastern sides. There are two paid parking structures for use: the Flint Center Parking Structure on the northwest corner of campus and the Stelling Parking Structure on the eastern middle side, which was built with Measure E funds.

In addition to five bus stops on Stevens Creek Boulevard and four bus stops on Stelling Road, De Anza College worked with Valley Transportation Authority to create one bus stop on campus near Staff Lot A.

1 VTA bus stop on campus near Staff Lot A
2 Stelling Parking Structure
3 De Anza College monumental signage

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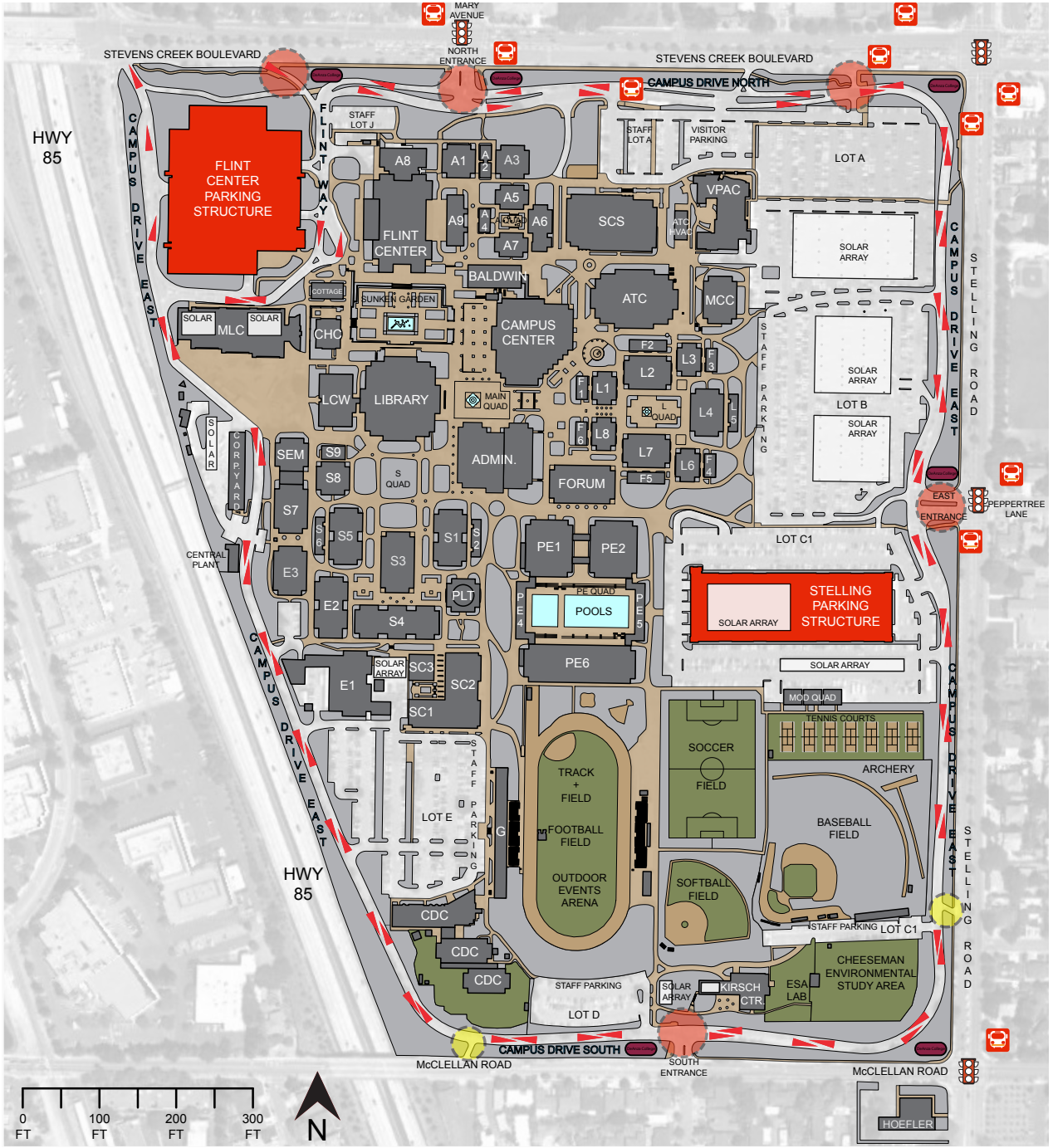
LEGEND

- EXISTING BUILDING
- EXISTING PARKING BUILDING
- TRAFFIC
- BUS STOP
- PRIMARY VEHICULAR CIRCULATION
- CAMPUS MONUMENTAL SIGNAGE
- CAMPUS ENTRANCE
- EMERGENCY EXIT
- ST. MEMORIALIZED NEW STREET NAMING

Pedestrian pathway to VTA bus stop on campus



Existing Conditions

Pedestrian Circulation //

The De Anza College campus is relatively flat, thus easily lending itself to pedestrian circulation. One challenge has been that once people enter through the landscaped perimeter of the campus they encounter an expanse of parking. In most cases pedestrians have to pass through parking lots before they reach the inner campus. The college has worked to alleviate this challenge with Measure C funds by creating connecting pedestrian pathways from the bus stops along Stevens Creek and Stelling Road, and also through the most heavily pedestrian traversed Parking Lot A. In the case of the two pedestrian pathways through Parking Lot A, they are not simply a paved path but are treelined to provide better demarcation between pedestrians and automobiles as well as provide shade on sunny days.

Once people reach the inner campus, they in most cases will enter through one of six pedestrian entrances. Using Measure C Funds and the direction outlined in both the Landscape Master Plan and Exterior Signage Master Plan, the college has created pedestrian entrances that create an actual place. Students, faculty and visitors can now easily recognize they have arrived, rather than stumbled into, De Anza College. Again, this action further strengthens the goal to develop an overall campus environment that feels more like a four-year institution.

De Anza College is large at 112 acres, and the college has implemented several measures to aid pedestrians in getting around. Using the Exterior Signage Master Plan as a guide, the instructional quads have been color coded and directional signage is located at changes in pedestrian circulation that provide area maps and location directions. The buildings have the quad-color coded signage at all of their entrances. In addition, the Lighting Master Plan has demarcated the primary pedestrian circulation with glow top light fixtures while secondary pedestrian circulation will have hard top light fixtures. This and other lighting measures not only make the college feel safer at night but also more navigable.

The college is dedicated to making the campus accessible to persons with disabilities. In addition to removing architectural barriers inside buildings and continual upgrading of interior signage for path of travel, the college has gone one step further: directional pavement markers have been installed within the pavement surface on the primary pedestrian paths throughout the campus to inform persons with disabilities that they are on an ADA compliant path of travel.

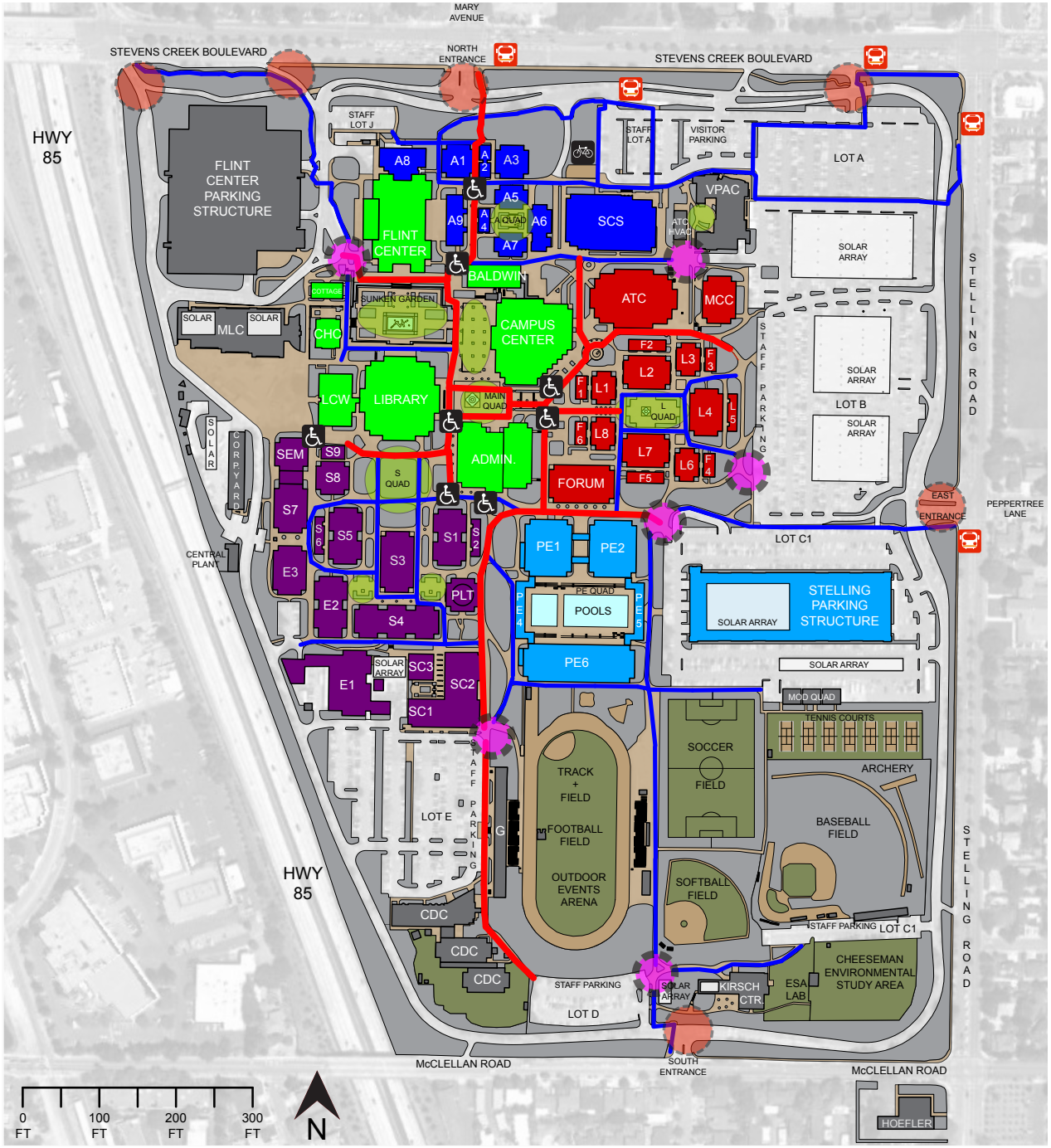
De Anza College realizes that the physical campus is critically important – the notion of space, courtyards, walkways, plans and public spaces are important to all students. These are the places that students come together, relax, study and build bonds of friendship and community. These are places that people come to call their own and take ownership of and further enrich their experience at the college. With Measure C funds the pedestrian gathering spaces are being renovated and strengthened with the design strategies of the Landscape Master Plan.

New pedestrian entry

LEGEND

- EXISTING BUILDING - NO QUAD SIGNAGE COLOR
- MAIN QUAD SIGNAGE COLOR
- A QUAD SIGNAGE COLOR
- L QUAD SIGNAGE COLOR
- PE QUAD SIGNAGE COLOR
- S QUAD SIGNAGE COLOR
- BUS STOPS ON CAMPUS SITE
- BICYCLE CORRAL PARKING
- DIRECTIONAL ADA-PATH PAVEMENT MARKER
- CAMPUS ENTRANCE
- PEDESTRIAN ENTRANCE
- PRIMARY PEDESTRIAN CIRCULATION
- SECONDARY PEDESTRIAN CIRCULATION
- PEDESTRIAN GATHERING SPACE

Pedestrian gathering space at VPAC



Existing Conditions

Campus Zoning //

The Existing Campus Zoning Plan shown on page 2.17 uses colors to indicate functional zoning of the campus. Buildings that house more than one major use are indicated with multiple colors. A dot filled with the color of the functional zoning symbolizes that the building or site has a similar use.

The campus is organized with some student services and administration centered on the Historic Corridor and Main Quad, the main heart of campus. From there the Instructional and Physical Education zones surround it and fan out with a larger ring leaning to the south. It shows this campus is well zoned.

As one of De Anza College's goals is to continually strive toward improving its engagement with the surrounding community, it should be noted how many community access dots fill campus zones. From local history at the California History Center, to athletics in and on the playing fields, gym, and swimming pools, to a popular monthly flea market in Parking Lot A, it is clear this campus is engaged with the community of Cupertino.

1 Campus Center - student services + community use
2 Soccer field - instructional + community use
3 Science Center Complex - instructional
4 Swimming pool - instructional + community use

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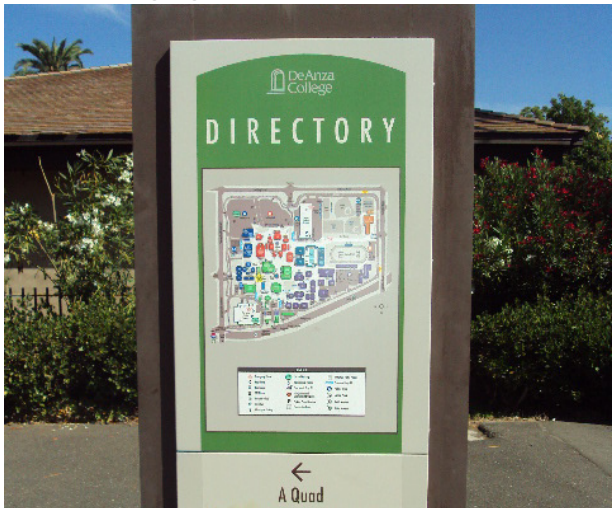
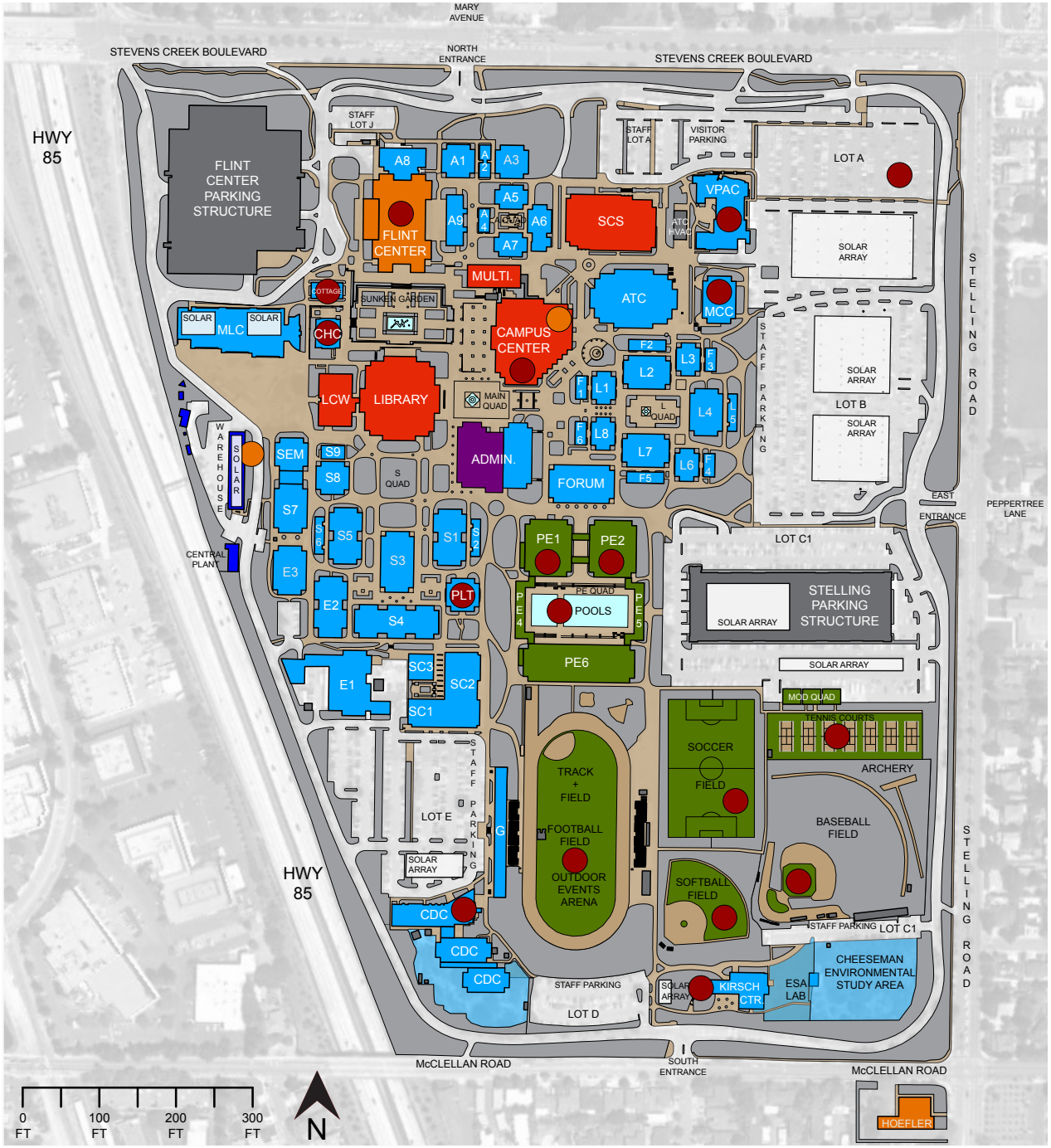
LEGEND

- INSTRUCTIONAL
- PHYSICAL EDUCATION
- STUDENT SERVICES
- ADMINISTRATION
- SERVICE
- COMMUNITY ACCESS
- DISTRICT
- ADDITIONALLY USED BY COMMUNITY
- ADDITIONALLY USED BY DISTRICT

Main Quad Signage





Education that does not liberate, enslaves.
- Paulo Freire

De Anza College

Recommendations

Recommendations

2011 Facilities Master Plan - Projects //

Previous enrollment forecasts had shown De Anza College reaching its cap of 30,000 by 2015. Due to the recession of 2008, the fall 2011 enrollment was 24,000. Without any suitable sites left on campus to construct new buildings, the college is for the most part built out. When the enrollment cap is reached, future growth will need to be achieved through developing classes and programs at the Foothill-De Anza Community College District's proposed Education Center at the former Onizuka Air Force Station. Other options might include replacing one-story buildings with multiple stories. This is not recommended as part of this Facilities Master Plan.

The 2011 Facilities Master Plan focuses on the renovation and fine tuning of areas of the college:

A8 Building Renovation (Measure C funds)
A8 Building will be vacated when Broadcast Media Services moves to the Media and Learning Center.

A new police station located to A8 will be advantageous with better visibility, and police cars can park in adjacent Lot J.

Mail receiving, ETS receiving and the Bookstore warehouse will relocate to A8 and use the existing delivery truck access.

Campus Center Renovations
Health Services can expand into the vacated police station space.

Extended Opportunities Programs and Services (EOPS) will expand into space vacated by the Flea Market Office on the lower level of Campus Center.

G Building Renovation (Measure C funds)
G Building will be renovated and will continue to be used by the current programs located there and as instructional space.

LCW Building Renovation
Space on the ground level will be vacated when Staff and Organizational Development and Distance Learning move to the MLC building.

There is a desire to bring together in close proximity Student Support Services such as Disability Support Services (DSS) located in the Student and Community Services (SCS) Building, Educational Diagnostic Center (EDC) located in the LCW Building, International Students, also located in the LCW Building and Outreach Programs located in the Seminar Building, however the vacated space is not big enough to accommodate them all. In addition, a Veterans Resource Center and Office is desired along with additional space for International Students.

New L4 Building
Demolition and replacement of space is to be combined in a new L4 building. New construction will incorporate L5 building Central Plant Utility Master Plan renovations.

An Initial Project Proposal (IPP) for this project has been submitted to the California Community Colleges Chancellor's Office.

Size and use will be aligned with maximum enrollment and state guidelines.

New MLC Quad (Measure C funds)
A new quad will be developed when the MLC building is completed, with new pedestrian circulation from MLC building to both the north and south sides of LCW building and the Library.

Campus Bike Path
There is a strong desire to develop a bike path within the campus but implementation is difficult. The existing campus is too dense to safely accommodate a bike path through the middle.

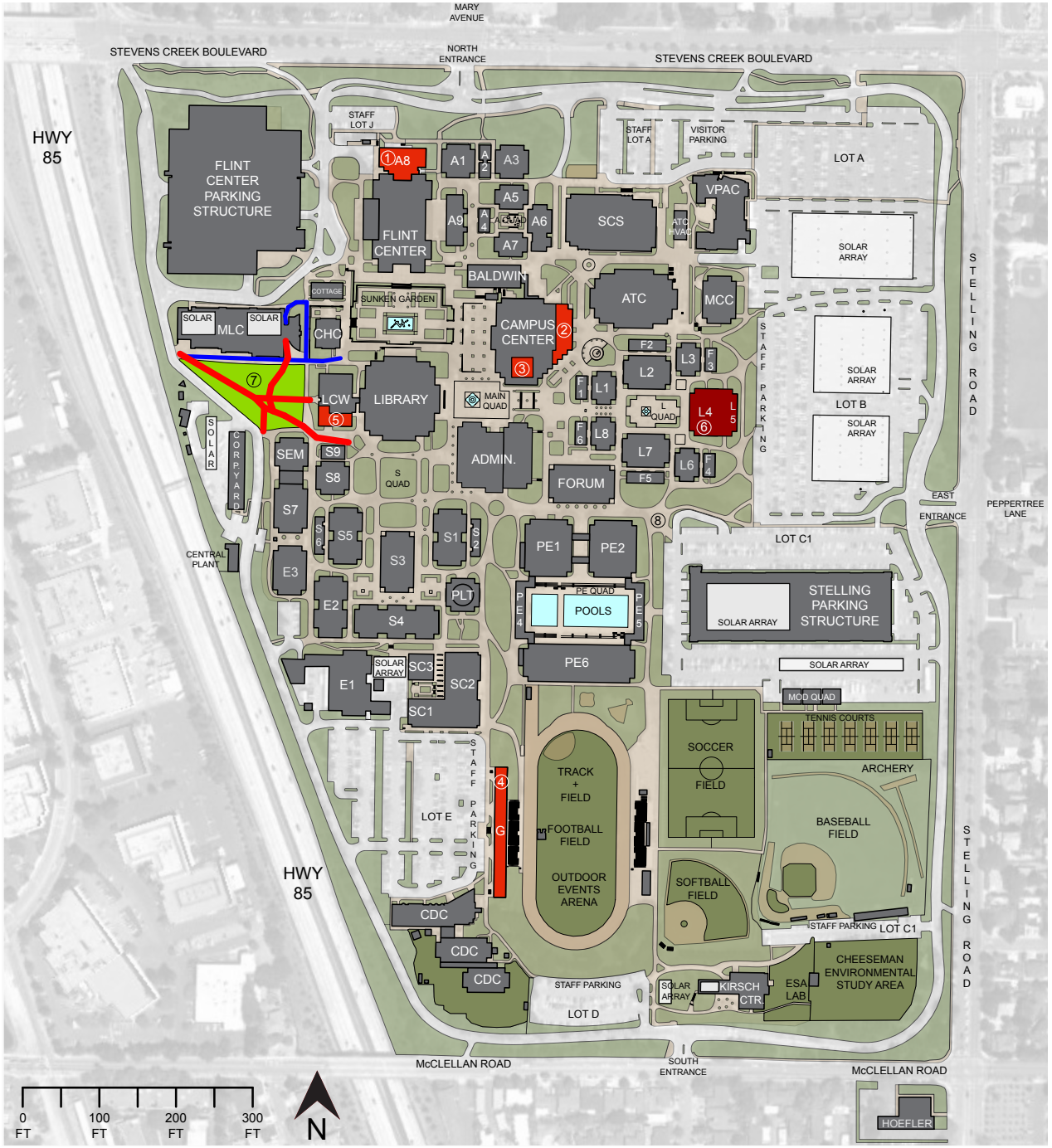
Locating a path along the North-East-South Campus Drive replicates the use of Stelling Road and does not bring it any closer to the inner campus.

Incorporating a path on West Campus Drive would require widening the entire road.

LEGEND

- EXISTING BUILDING
- PROPOSED EXISTING BUILDING RENOVATED
- PROPOSED NEW BUILDING
- PROPOSED NEW QUAD
- PRIMARY PEDESTRIAN CIRCULATION
- SECONDARY PEDESTRIAN CIRCULATION

Media and Learning Center under construction



Recommendations

Learning Environments //

Flexibility

De Anza College is committed to providing flexible learning environments that support collaborative learning and interdisciplinary use. Fixed, auditorium-style seating is discouraged as it limits the college's desire for flexibility and collaboration. Flat room classrooms are recommended to be included in new construction and renovations and should be designed to support a variety of effective learning environments. Classrooms should include movable tables, chairs and equipment to provide the ability to rearrange as needed to create tailor-made environments for multiple disciplines. Regularly placed electrical, data and wifi outlets along the walls, in the floors and in furniture should provide easy access to power and data.

Sizes

Many of the classrooms in the instructional quads are too small to be ideal for the class size taught in them. There is a need for appropriate sized classrooms that can accommodate classes of at least 30 students and for 50 or larger. The Facilities Master Plan recommends the construction of "right-sized" classrooms and the inclusion of moveable partitions in certain areas to support flexible configurations.

1 Flexible student chair
2 Partitions can adapt classroom size as needed
3 Classroom size
4 Flexible student stations

1

3

2

4

1 Media-rich classroom
2 Media-rich classroom with ideal day lighting

1

Daylight

The use of daylight in classrooms is highly recommended. Classrooms that use natural daylight not only use less energy but also increase the performance of students and instructors. Psychological connections to the outside environment and eye relief are additional benefits. Diffused light that evenly covers a classroom and does not create glare on writing and viewing surfaces is recommended.

2

Media-rich Environment

Located in the heart of Silicon Valley, De Anza College is surrounded by high-technology firms such as Apple, Compaq, Sun and Hewlett-Packard. The Facilities Master Plan recommends the continued use of the cutting-edge technologies that are available today and in the future.

There is no separation between studying, performing the daily chores of living, and creating one’s work.
- Ruth Asawa

De Anza College

References

References

Planning Data //

Enrollment Forecasts

The long range enrollment forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year with project enrollment growth for the next 10 years. Forecasts include data from previous years, and projects total enrollment for the district using an average anticipated change. This forecast was distributed to sites in each district and used as a basis for developing the Facilities Master Plan recommendations. The following table summarizes the enrollment for De Anza College. Only enrollment for the primary terms (exclusive of summer session) is used in determining space needs.

Enrollment Forecast

	Foothill-De Anza CCD		De Anza College	
	FTES	*% Growth*	*FTES*	*% Growth*
2003	35,928		21,631	
2004	34,053	-5.22%	20,370	-5.83%
2005	35,622	4.61%	21,297	4.55%
2006	35,779	0.44%	21,338	0.19%
2007	37,364	4.43%	22,129	3.71%
2008	38,480	2.99%	22,744	2.78%
2009	37,057	-3.70%	21,147	-7.02%
2010	34,646	-6.51%	20,025	-5.30%
2011	33,531	-3.22%	20,143	0.59%
2012	**31,667**	**-5.56%**	**19,023**	**-5.56%**
2013	**31,667**	**0.00%**	**19,023**	**0.00%**
2014	**32,047**	**1.20%**	**19,213**	**1.00%**
2015	**32,431**	**1.20%**	**19,406**	**1.00%**
2016	**32,983**	**1.70%**	**19,697**	**1.50%**
2017	**33,544**	**1.70%**	**19,992**	**1.50%**
2018	**34,215**	**2.00%**	**20,392**	**2.00%**
2019	**34,899**	**2.00%**	**20,800**	**2.00%**
2020	**35,597**	**2.00%**	**21,216**	**2.00%**

Planning Data //

Projected Space Needs
Title 5 of the California Code of Regulations 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 are applied to WSCH projections in order to generate the instructional space needs for lecture and lab space at the college. In addition, formulas determine campuswide requirements for office, library, instructional media and all other space use.

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

Space Inventory and Projected Space Needs

De Anza College

Space Code		2011 Space Inventory ASF	2010 FMP	FMP ASF	2020 Need ASF	Difference	FMP Capacity Load	2014-18 5YCP Need ASF (2019)	5YCP Capacity Load
000	Inactive	0	0	0					
100s	Classroom	83,691	17,607	101,298	84,996	-16,302	119%	83,866	121%
210-255	All Labs	183,022	3,111	186,133	160,025	-26,108	116%	157,898	118%
300s	Office/Conference	88,919	6,277	95,196	81,730	-13,466	116%	80,644	118%
400s	Library	57,445	0	57,445	59,033	1,588	97%	58,349	98%
530-535	Instructional Media (AV/TV)	8,098	5,300	13,398	12,145	-1,253	110%	12,086	111%
	All Other Spaces	203,379	4,729	208,108	174,670	-33,438	119%	172,424	121%
DE ANZA COLLEGE GSF		**624,554**	**37,024**	**661,578**	**572,598**	**-88,980**	**116%**	**565,267**	**117%**
FOOTHILL-DE ANZA CCD GSF		1,422,196							

Reference Documents //

De Anza College Combined Site Improvements – 2011, Sandis
De Anza College Landscape Master Plan - 2011, Joni L. Janecki & Associates
De Anza College Campus Site Lighting Master Plan - 2010, Salas O'Brien
De Anza College Utilities Master Plan – 2008, Salas O'Brien
De Anza College Master Vehicular Signage - 2007, Ross/Luthin Creative
De Anza College Master Sign Program Pedestrian Signage – 2007, Ross/Luthin Creative

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