

De Anza College



56 Message From the President

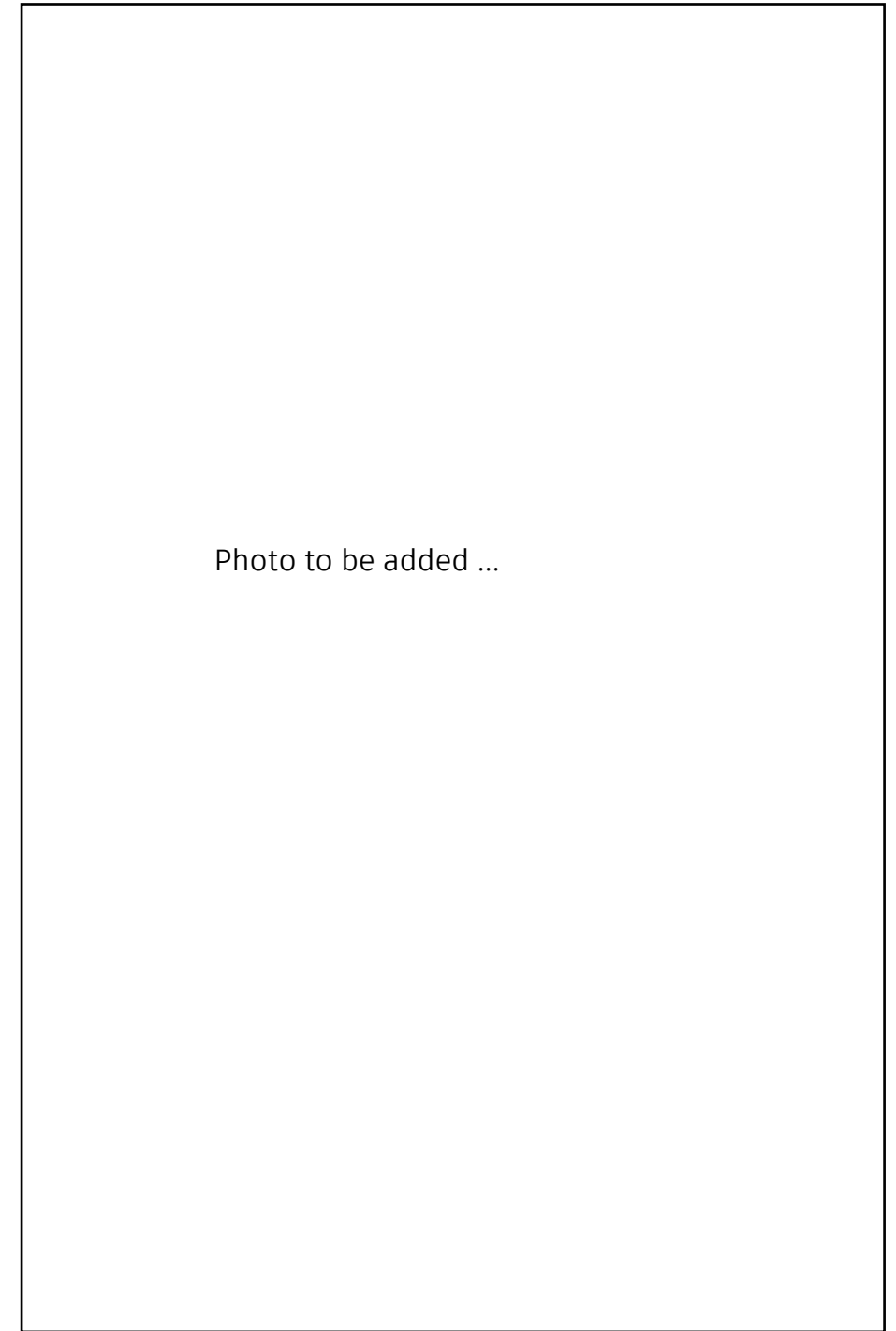
65 Existing Conditions

89 Data Analysis

120 Recommendations

Message from the President

To be inserted...



Holmes. Lloyd A. Holmes, De Anza College President

Mission

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

Vision

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

Values



Purpose

De Anza College developed the 2016 Facilities Master Plan (FMP) to serve as a guide for development of the physical campus. It provides both a narrative and graphic description of the college’s strategies to support its instructional program through carefully planned development, using the long-range forecast for enrollment as one basis. It is not intended to serve as a literal depiction of the projects to be developed, but rather as a point of reference in a dynamic process of adapting projects – in progress, planning stages, and potential – to meet changing program needs.

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

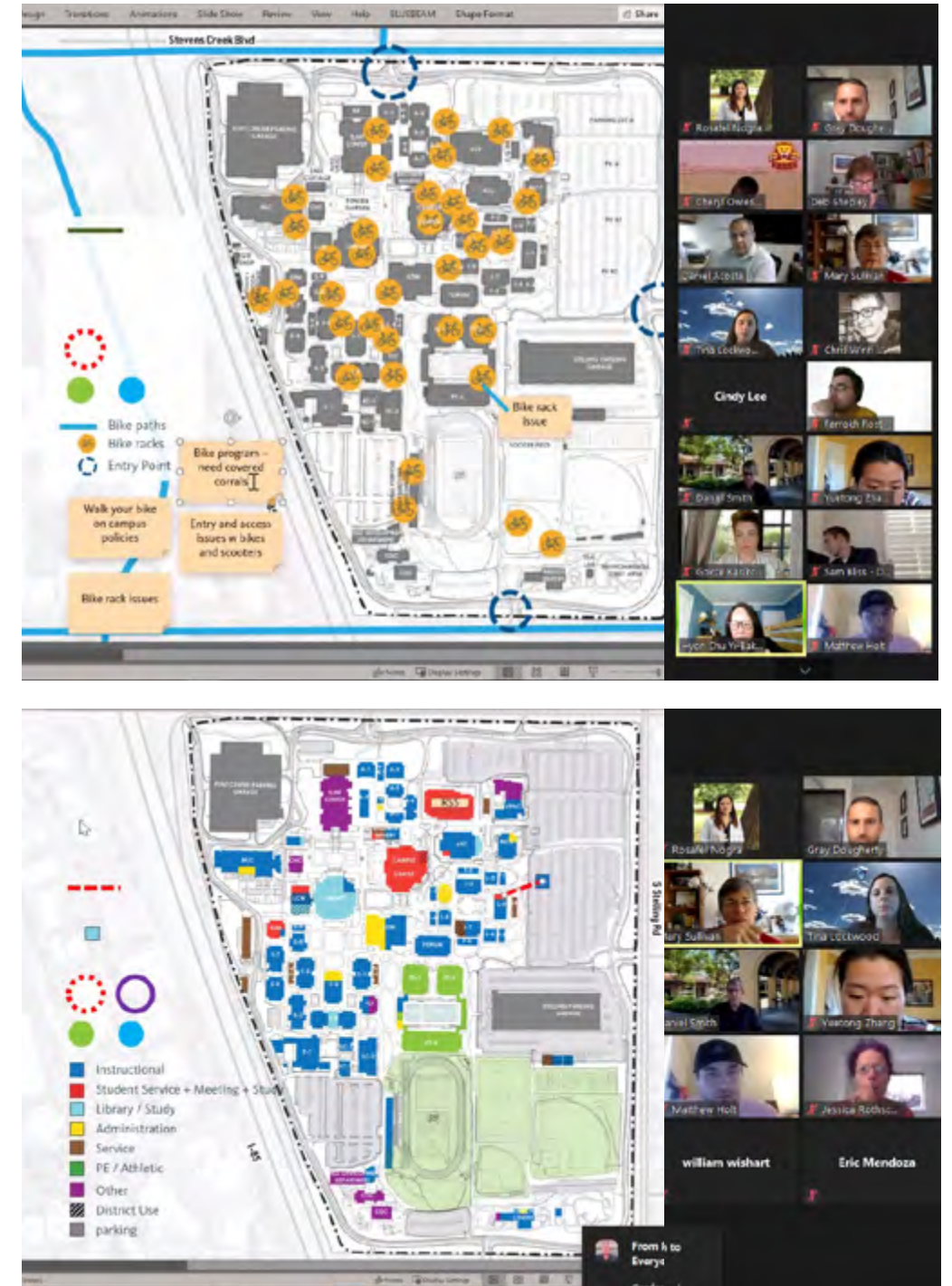
Process

The planning process was a participatory one that involved multiple stakeholders from the college. Throughout the process a series of workshops, online surveys and task force meetings were conducted to involve the many voices of the De Anza College community.

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

Task Force

- Pam Grey*
- Daniel Acosta*
- Sam Bliss*
- Hyon Chu Yi-Baker*
- Carol Cini*
- Alicia Cortez*
- Patrick Gannon*
- Rich Hanson*
- Matt Holt*
- Blue Kasikci*
- Michele LeBleu-Burns*
- Cindy Lee*
- Tina Lockwood*
- Jennifer Mahato*
- Eric Mendoza*
- Rosafel Nogra*
- Cheryl Owiesny*
- Eugene Rodriguez*
- Daniel Smith*
- Andrew Stoddard*
- Mary Sullivan*
- Zoe Vulpe*
- Sarah Wallace*
- Chris Winn*
- Bill Wishart*
- Yuetong Zhang*





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

Existing Conditions

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

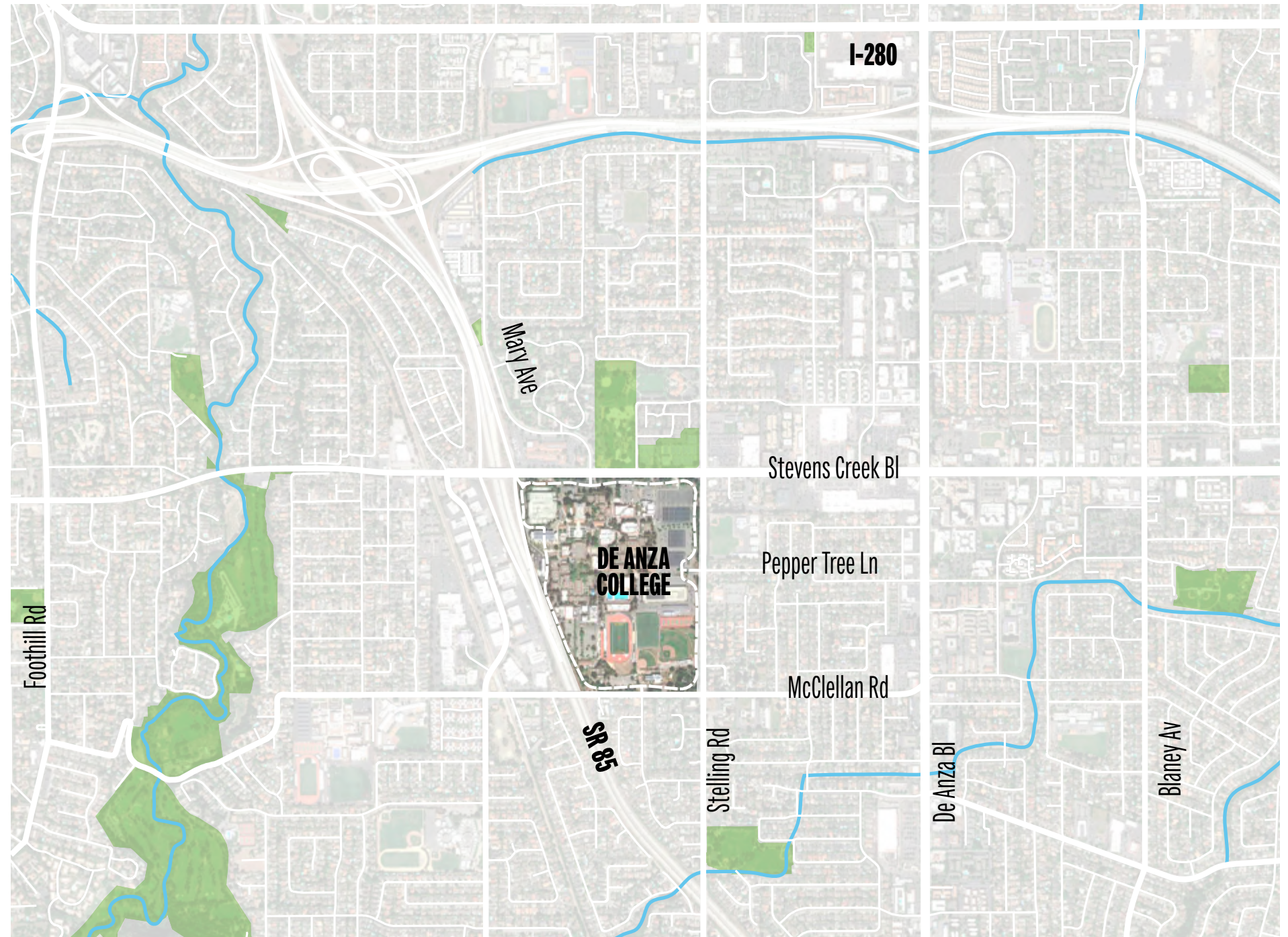
The graphic and narrative descriptions focus on the following:

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

Campus Context

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

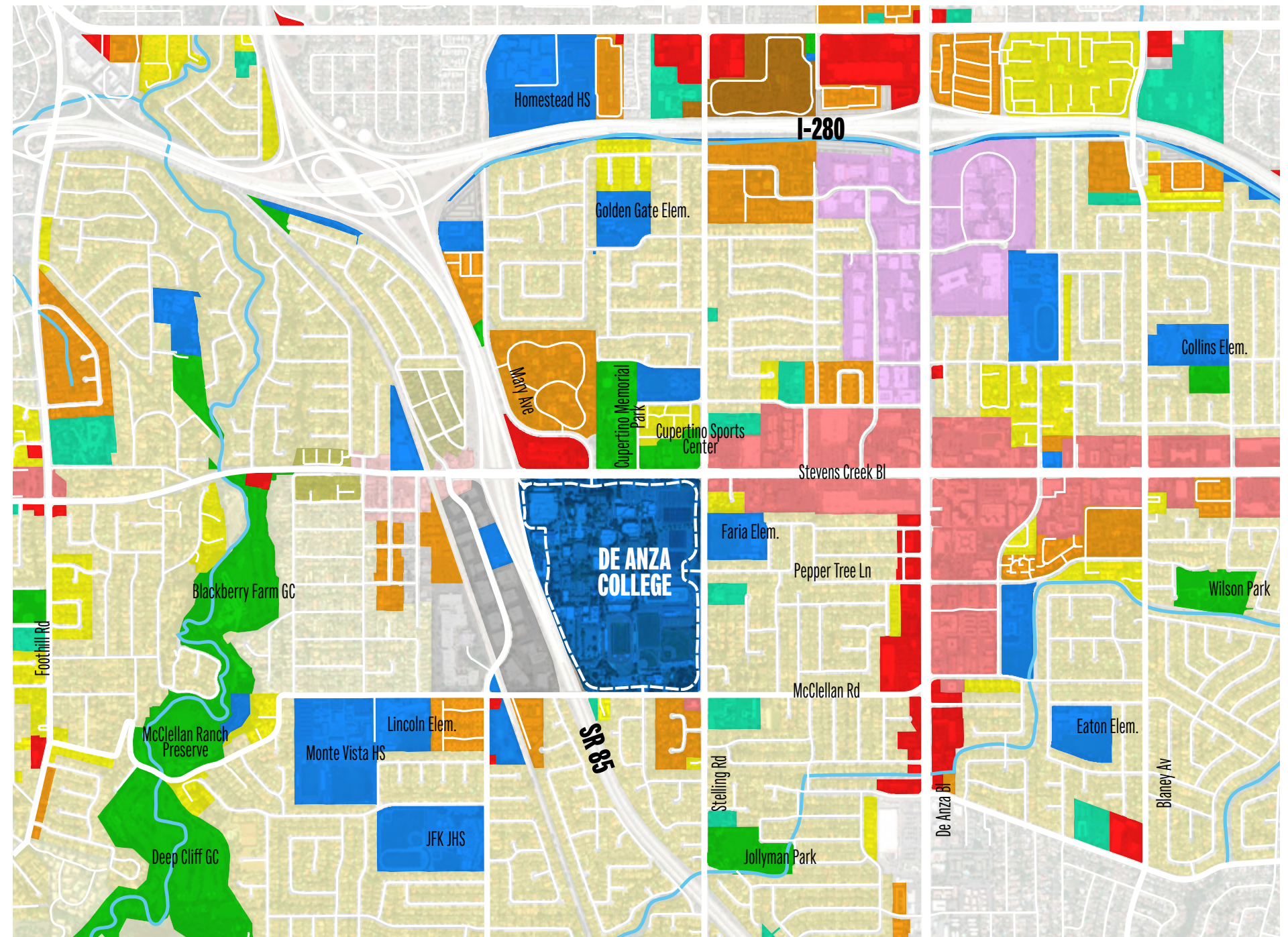
State Route 85 defines the western border of the campus, and three city streets define the north, east and southern boundaries.



Campus Context

LAND USE ADJACENCIES

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



Campus Access

VEHICULAR ACCESS

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



Campus Access

BIKE ACCESS

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

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

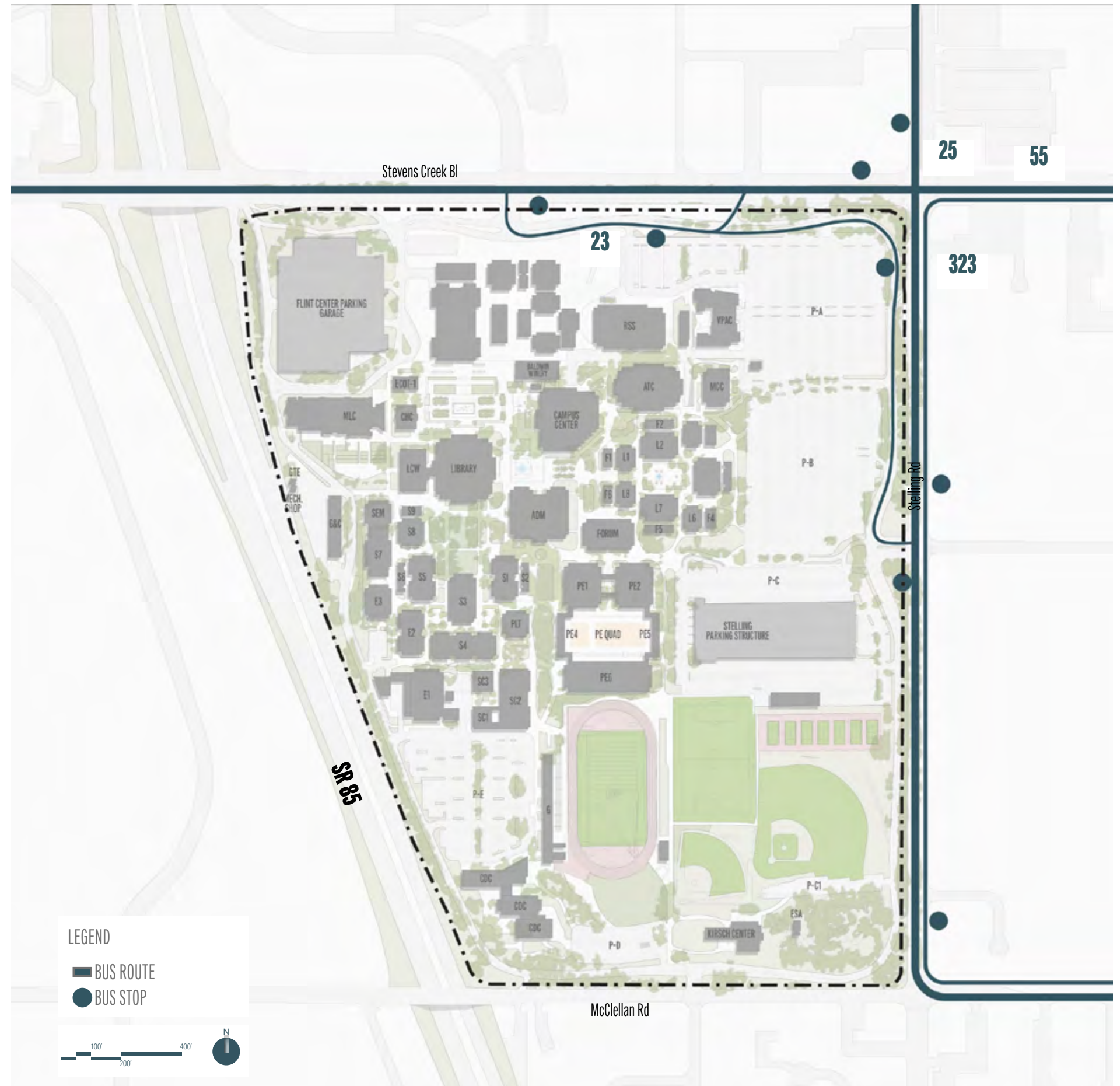


Campus Access

PUBLIC TRANSIT ACCESS

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

VTA has plans to improve and expand the bus stop at Stelling and Stevens Creek, which will enhance student access to campus.



Existing Facilities

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

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



Existing Campus



Development History

PRE-COLLEGE

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

1960s

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

1970s-1990s

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

2000s

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

2010s

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



Development History



Campus Zoning

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

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

OBSERVATIONS

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



Campus Zoning



Campus Gateways

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

North Entrance - Mary Ave at Stevens Creek Blvd.

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

East Entrance - Pepper Tree Lane at Stelling Road

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

South Entrance - McClellan Road

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



Campus Gateways



Vehicular Circulation

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



Vehicular Circulation



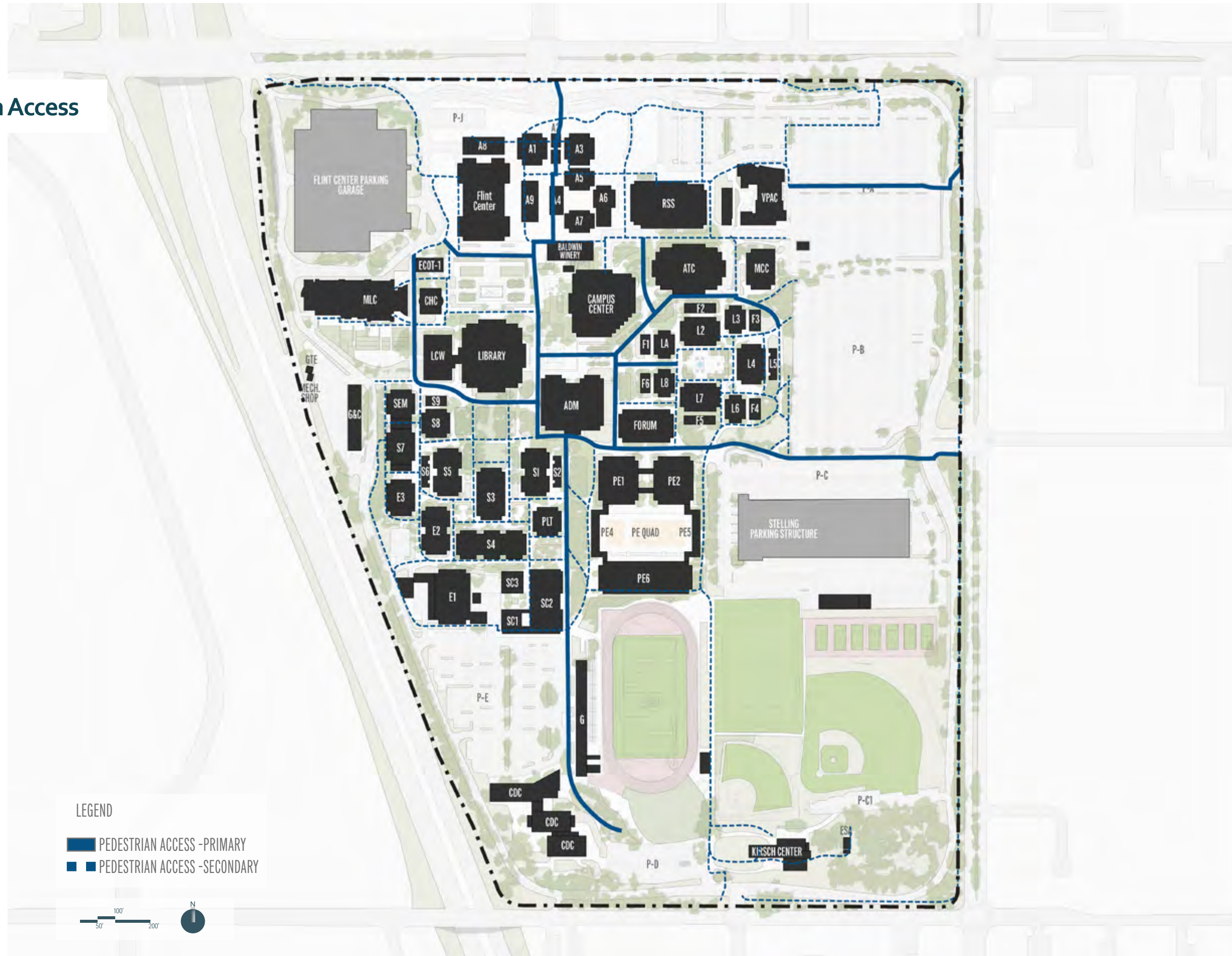
Pedestrian Access

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

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



Pedestrian Access





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

Data Analysis

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

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

- Space Analysis
- Online Survey
- Student Focus Groups

Space Analysis

ENROLLMENT FORECAST

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and 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 growth factor.

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







SPACE INVENTORY

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

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

YEAR	FALL ENROLLMENT	WSCH
2019	17,191	231,359
2030	21,809	313,333

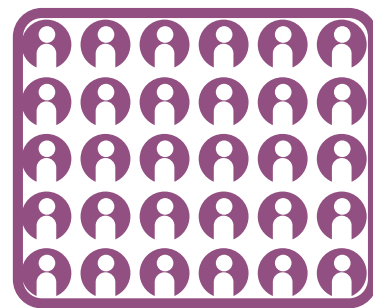
Enrollment projections and WSCH projections are extrapolated using FUSION data for 2019 and 2025.

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

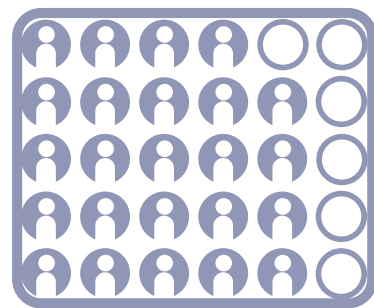
Space Analysis

CAPACITY LOAD RATIOS

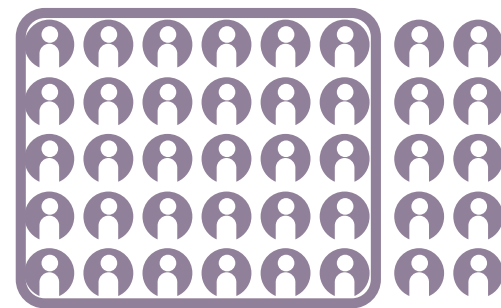
- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards
- The ratio compares existing space (capacity) to enrollment levels (load)
- A ratio of over 100% indicates that there is additional available capacity; a ratio of under 100% indicates a need for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



of seats = # of students
100% capacity/load



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



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

PROJECTED SPACE NEEDS

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

The 2019 Space Inventory was adjusted to reflect the removal of buildings identified by the college. The space from these facilities were subtracted from the 2019 Space Inventory column (A) and reflected in the 'Adjusted Inventory' column (B),

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

Space Analysis

FMP SPACE PROGRAM

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

WSCH space analysis includes online course data.

CONCLUSIONS

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

Online Survey

The De Anza College Survey was distributed to Students, Faculty, Administrators, and Classified Professionals. Survey results for the different groups are represented in different colors, as shown in the legend below.



STUDENTS



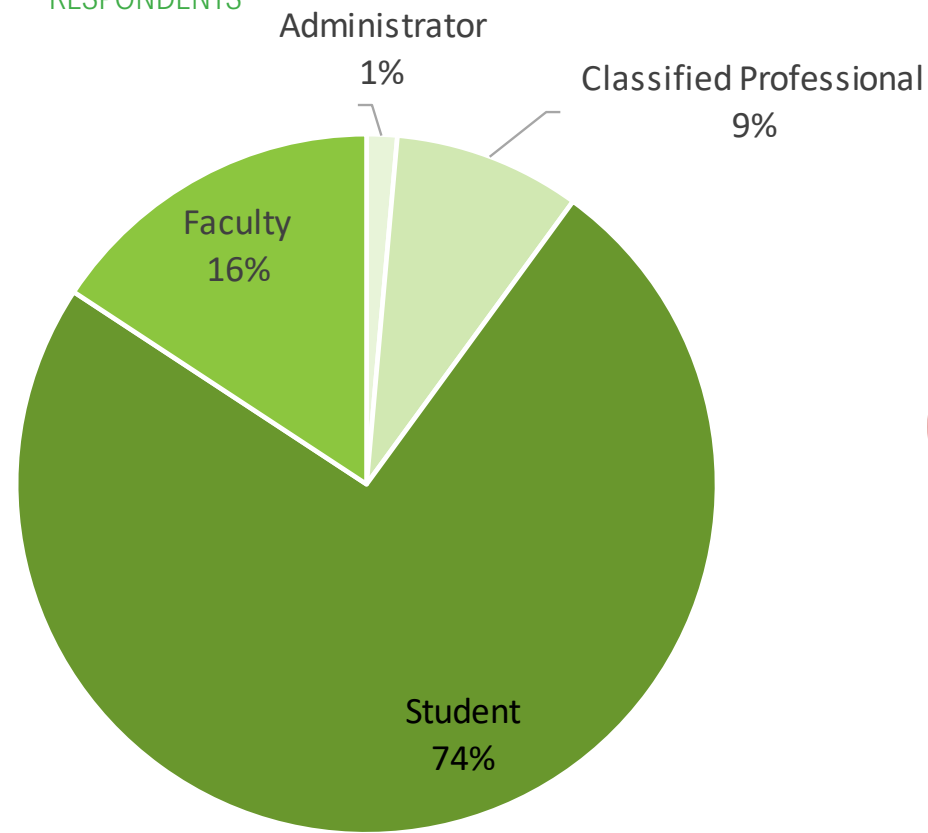
FACULTY, CLASSIFIED PROFESSIONALS, AND ADMINISTRATORS



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

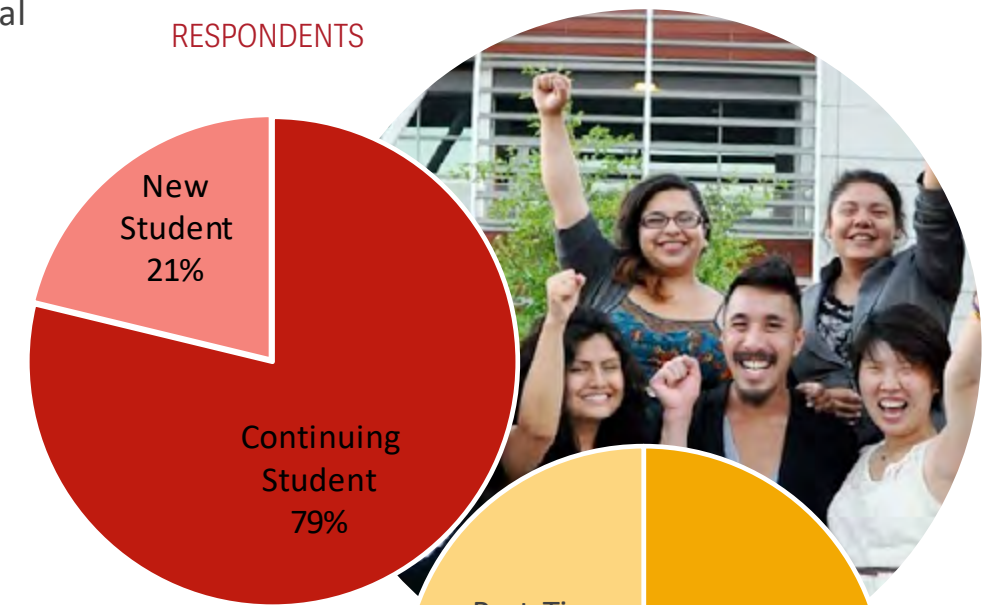
TOTAL RESPONDENTS

1,069
RESPONDENTS



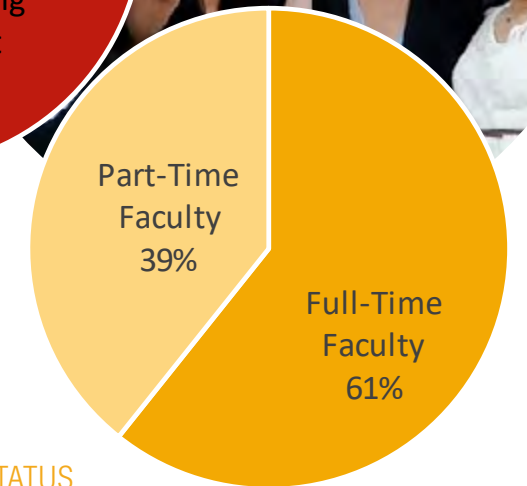
STUDENT STATUS

794
RESPONDENTS



EMPLOYEE STATUS

275
RESPONDENTS

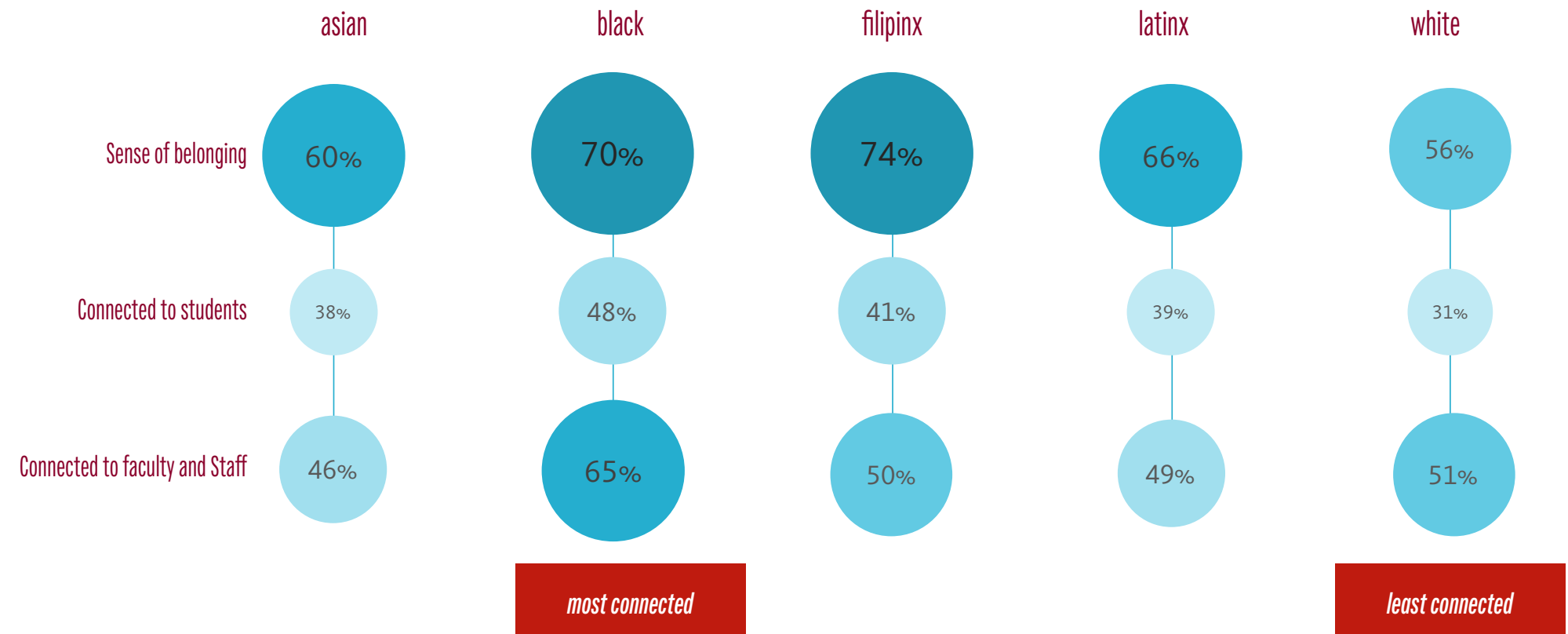


Online Survey

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



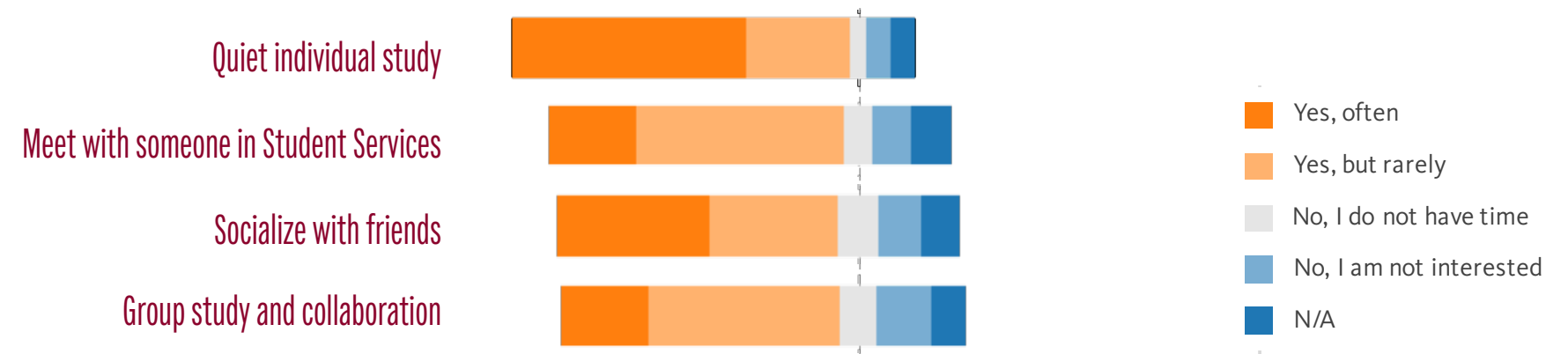
STUDENT CONNECTION COMPARISON BY RACE/ETHNICITY



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



HOW STUDENTS SPEND TIME OUTSIDE OF CLASS



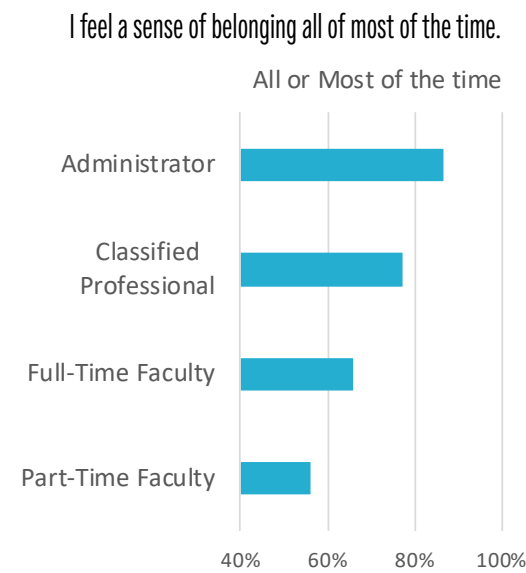
Online Survey

The majority of employees feel a sense of belonging at De Anza College. Employee sense of belonging differs based on role and based on length of employment.



EMPLOYEE SENSE OF BELONGING

By Race / Ethnicity



By Length of Employment

Greatest sense of belonging:

Those who worked at De Anza less than 2 years

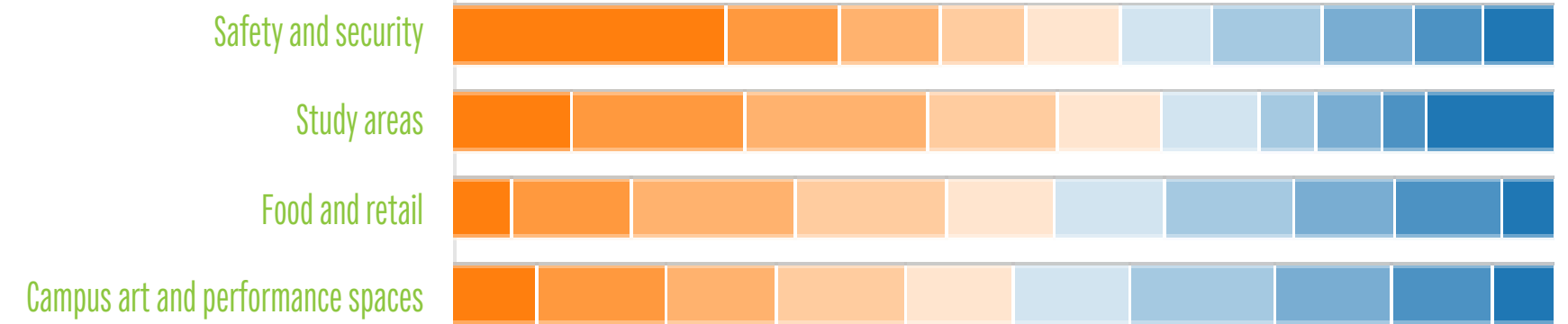
Least sense of belonging:

Those who worked at De Anza 6 or more years



DE ANZA COLLEGE FOCUS AREAS

First choice Last choice

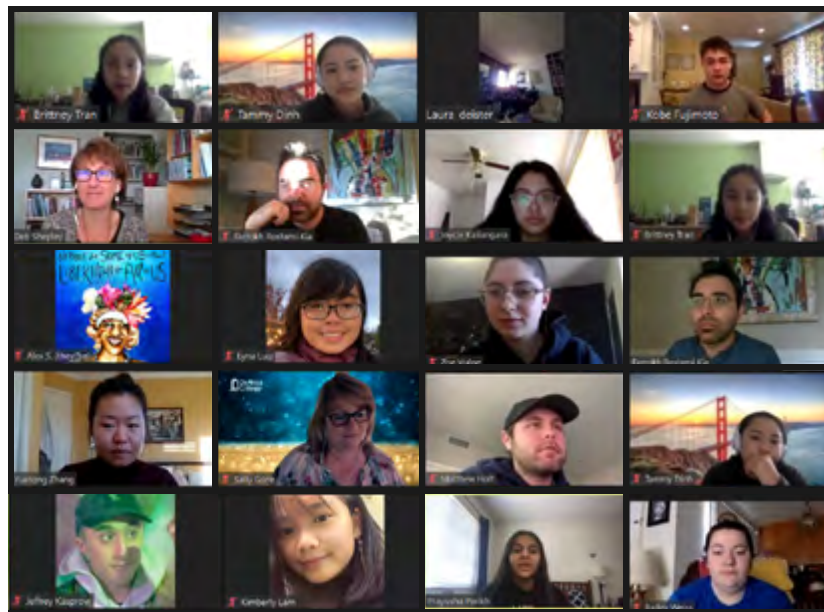


Considering the development of the Facilities Master Plan, all survey participants were asked to rank the top areas that the college should focus on. The top four responses are shown here.

Student Focus Groups

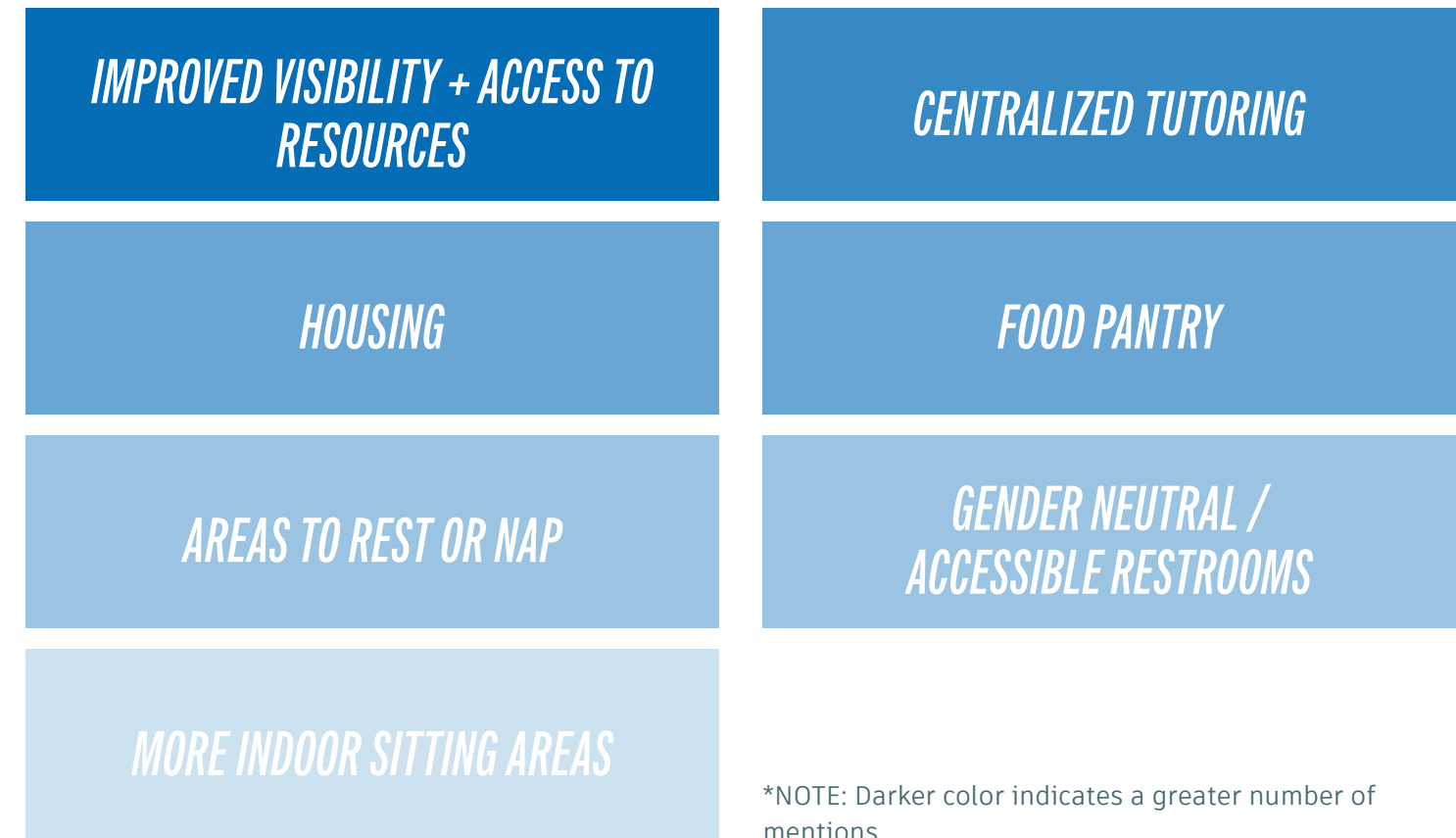
Three student focus groups were facilitated virtually on February 4, 9, and 10., with a total of **26 students** participating. The focus groups expanded upon the research conducted with the survey to include additional student voices in the planning process and hear stories of individual experiences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

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



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

Many responses focused on improved access to student support services. Other answers reflected a growing desire for the District to provide access to food and housing, helping those students with basic needs. Finally, there was conversation about equitable facilities, including Gender Neutral Restrooms and additional and more varied areas to study or rest.



Student Focus Groups

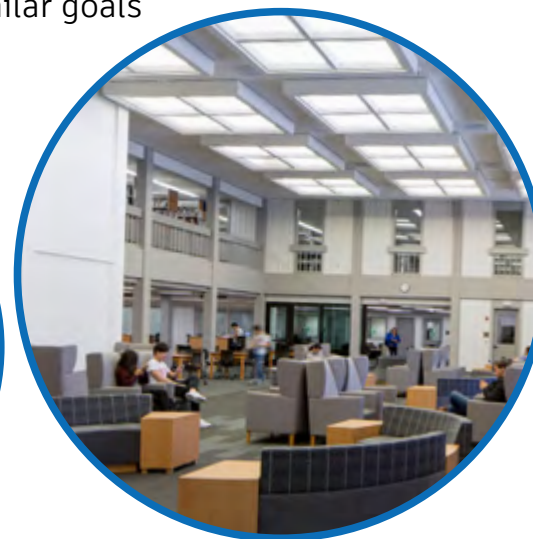
FAVORITE PLACES ON CAMPUS TO STUDY

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

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

WHY?

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



FAVORITE PLACES ON CAMPUS TO SOCIALIZE

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

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

WHY?

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



Student Focus Groups

PLACES ON CAMPUS WHERE YOU FEEL A SENSE OF BELONGING

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



PLACES ON CAMPUS WHERE YOU DO NOT FEEL WELCOMED / UNCOMFORTABLE

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





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

Recommendations

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

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

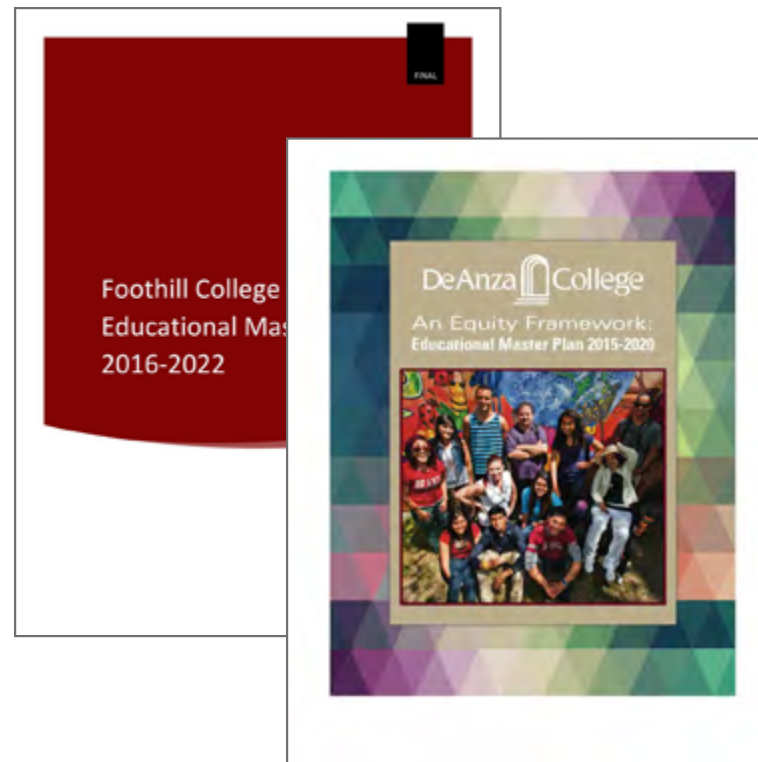
- Facilities Planning Principles
- Development Concepts
- Facilities Master Plan
- Project Descriptions

Facilities Planning Principles

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

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

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



Facilities Planning Principles

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

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

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

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

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

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

*for De Anza
students to be*

**DIRECTED +
FOCUSED**

**ENGAGED +
CONNECTED**

**NURTURED +
VALUED**

*for De Anza
College to be*

AGILE

RESILIENT

EQUITABLE

Facilities Planning Principles

for De Anza students to be ...

DIRECTED + FOCUSED

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

ENGAGED + CONNECTED

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

NURTURED + VALUED

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

for De Anza College to be ...

AGILE

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

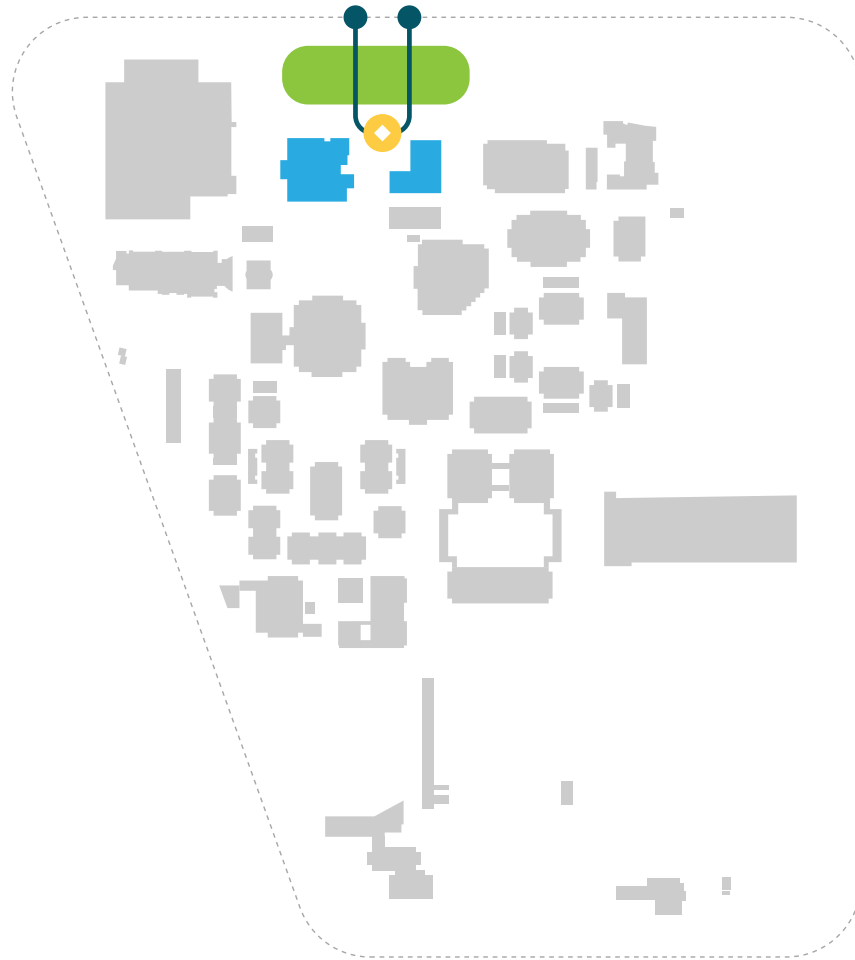
RESILIENT

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

EQUITABLE

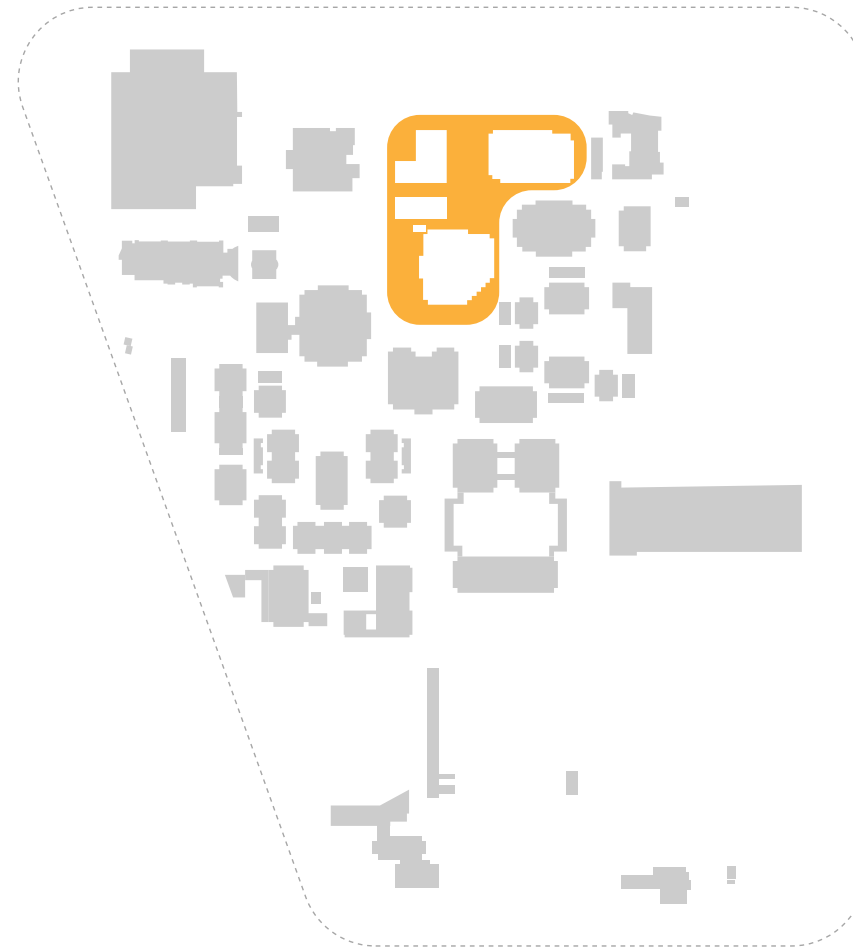
- Design campus from the student's perspective
- Celebrate the arts and cultural expression
- Provide a safe and universally accessible campus
- Create equitable facilities across campus

Development Concepts



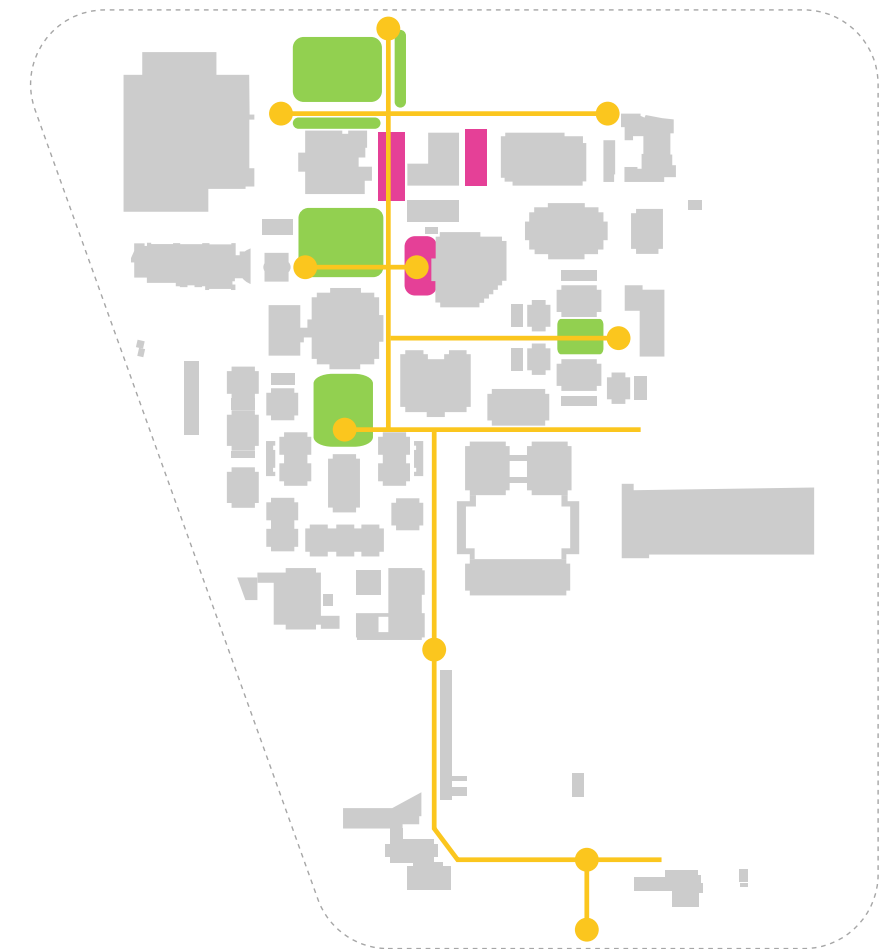
CELEBRATE THE CAMPUS GATEWAY

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



ELEVATE THE STUDENT EXPERIENCE

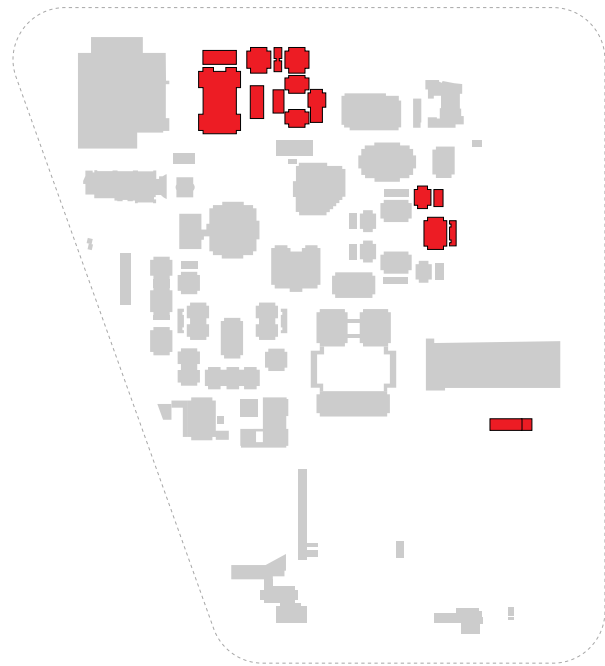
Consolidation of services for students near the existing Campus Center and RSS will improve access to services and contribute to a better campus front door.



ENHANCE CAMPUS CONNECTIONS

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

Facilities Master Plan



LEGEND

- EXISTING FACILITIES
- TO BE REMOVED



LEGEND

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



Project Descriptions

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

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

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

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



A Campus Gateway

ENTRY COURT

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

DE ANZA EVENT CENTER AND QUAD

The new De Anza Event Center will be a District amenity that will provide a venue for public facing events. As an important part of the new public face of the campus, the north edge of the Event Center is aligned with the RSS to allow room for the new entry court. The area between the Even Center and the new Services for Students Building will house a student quad that connects to the entry court and encourages outdoor activity.



B Student Support Area

NEW SERVICES FOR STUDENTS BUILDING

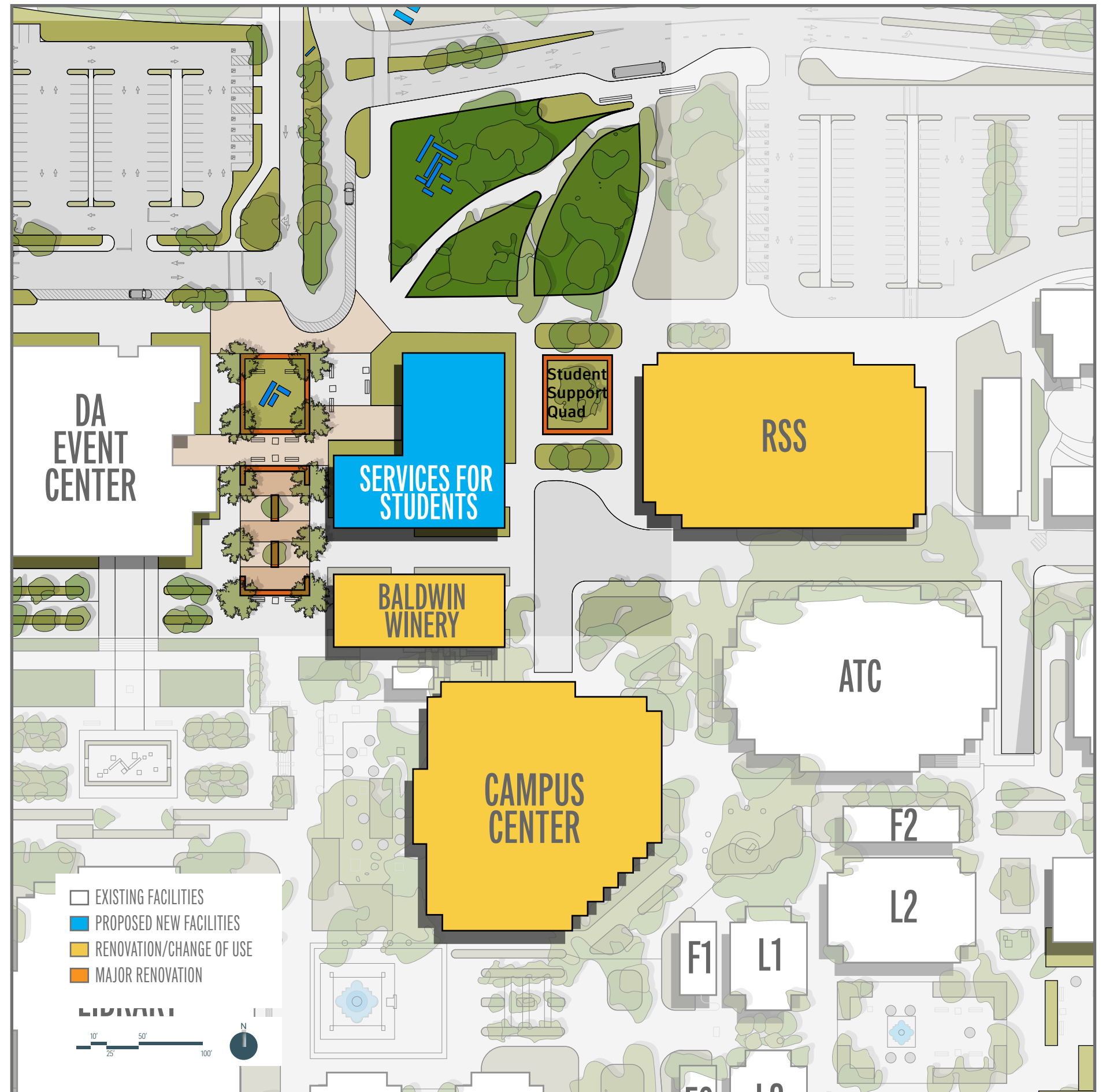
Replacing the existing A-Quad buildings, the new Services for Students Building will work in concert with the functions in the RSS, the Baldwin Winery, and the Campus Center to improve access to student support services. Co-locating these services in this part of the campus will increase visibility of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

BUILDING RENOVATIONS

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

STUDENT SUPPORT QUAD

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



C Arts Zone

NEW ARTS BUILDING

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



D Physical Education and Athletics

PE COMPLEX RENOVATION / RECONSTRUCTION

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

