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Foothill College 2014
FACILITIES MASTER PLAN UPDATE

Foothill College Campus
Foothill-De Anza Education Center

tBP/Architecture

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Foothill College 2014
FACILITIES MASTER PLAN UPDATE

FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT

MAY 2014

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FOOTHILL COLLEGE CAMPUS

FOOTHILL-DE ANZA EDUCATION CENTER

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PARTICIPANTS

FACILITIES MASTER PLAN ADVISORY COMMITTEE

Charles Allen, *FHDACCD Executive Director Facilities*

Judy Baker, *Dean, Foothill Global Access*

Mia Casey, *Sustainability Coordinator and Special Projects Coordinator*

Brenda Davis-Visas, *Director of Facilities*

Dawn Girardelli, *Dean, Foothill-De Anza Educational Center*

Art Heinrich, *Bond Director*

Andrew La Manque, *Associate Vice President of Instruction*

Christine Mangiameli, *Administration Assistant, Biological and Health Sciences Division*

Kimberlee Messina, *Vice President of Instruction and Institutional Research*

Judy C. Miner, *Foothill College President*

John Mummert, *Vice President of Workforce Development and Institutional Advancement*

Bernata Slater, *Vice President of Financial and Administrative Services*

Denise Swett, *Vice President of Student Services*

PLANNING TEAM

Philip J. Newsom, Architect, LEED AP, *Managing Principal | tBP/Architecture*

Gary P. Moon, AIA, *Principal, Director of Design | tBP/Architecture*

Amy Jane Frater, AICP, LEED AP, *Educational Facilities Planner | tBP/Architecture*

Dan Rosenberg, *Educational Planning Consultant*

LETTER FROM THE PRESIDENT

Dr. Miner: to provide higher resolution image.

Judy C. Miner, Ed.D

Foothill College, *President*

It is with a great sense of excitement and pride that Foothill College presents its 2014 Facilities Master Plan Update. Guided by site design concepts adopted in 2009 and the current Educational Master Plan, the key themes of the work herein are:

- ***Flexibility:*** *Provide modern, flexible facilities to support current and emerging models of instructional and service delivery.*
- ***Sustainability:*** *Seize opportunities for sustainable design practices.*
- ***Aesthetics:*** *Maintain the award-winning physical beauty of the campus.*
- ***Stewardship:*** *Prioritize the best use of Measure C funding in response to projected enrollment trends.*

The historic highlight of this plan is the vision for the Foothill-De Anza Education Center that will open in September of 2016. Foothill, De Anza, and Mission Colleges will collaborate in offering programs of instruction, student services, workforce development, and community outreach. This new facility will be a regional asset for all of Silicon Valley and represents a bright future for our underrepresented and underserved populations.

Foothill College was founded in 1957 with the motto: Educational Opportunity for All. Our Facilities Master Plan is one of the tools by which we will make good on that promise.

INTRODUCTION

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INTRODUCTION

FOOTHILL COLLEGE MISSION STATEMENT

OUR MISSION

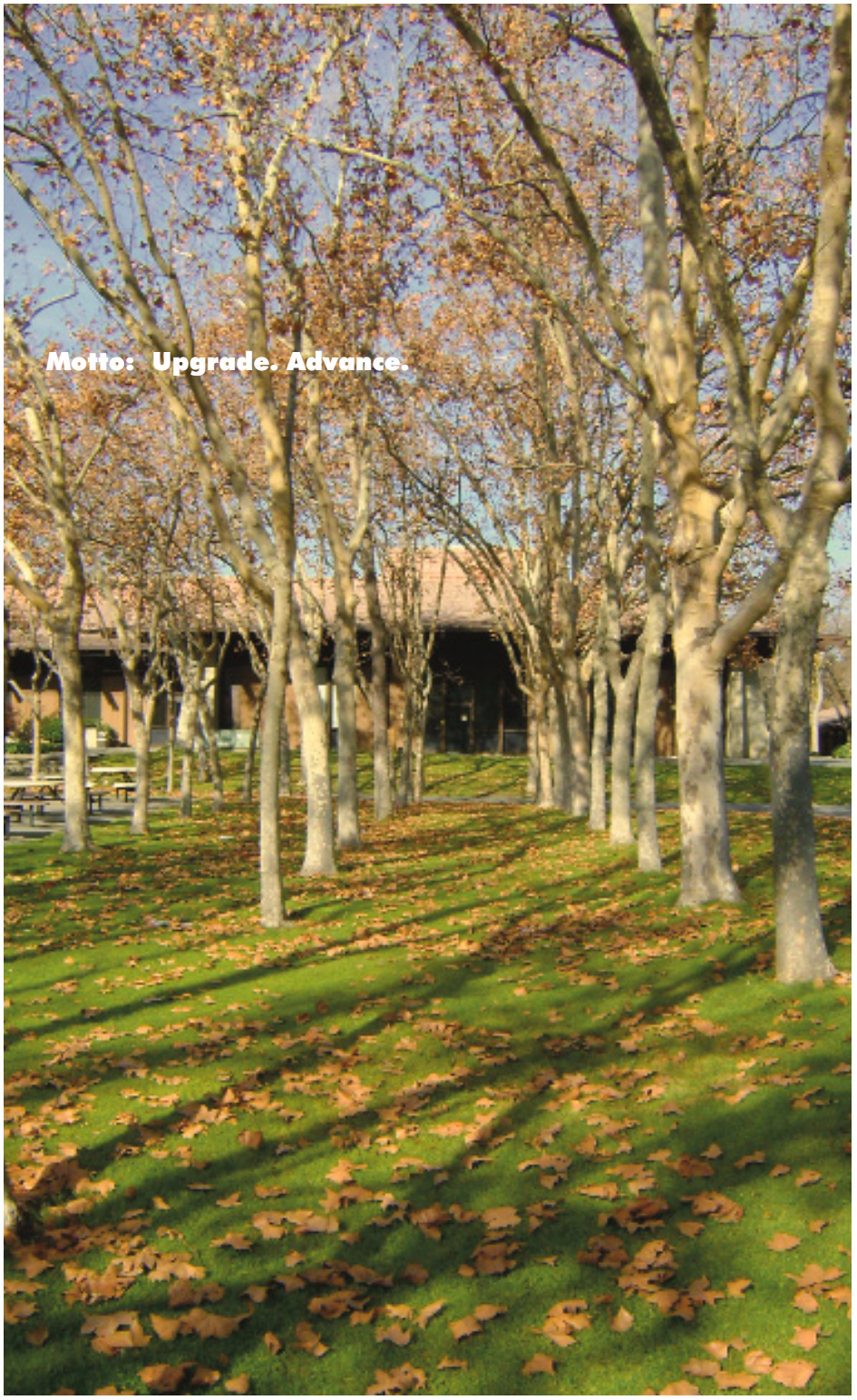
Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

OUR VISION

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

OUR VALUES

Honesty, Integrity, Trust, Openness, Transparency, Forgiveness, Sustainability



INTRODUCTION

Photo: Ellie Van Houtte

OUR PURPOSE

To provide access to educational opportunity for all with innovation and distinction.

Foothill College offers:

- An associate in arts or associate in science degree, or specialty certificate;
- Preparation for transfer to another college, university or post secondary institution;
- Career education, training, and services;
- Basic skills, English as a Second Language (ESL), leadership skills and student development; and
- Student support services to promote student success.

Foothill's success is measured by the following quality indicators:

- Access: Educational Opportunity for All
- Student Success: Completion of Student Goals
- Pedagogy, Scholarship, and Support of Learning
- Climate for Learning
- Fiscal and Enrollment Stability
- Reputation: Innovation and Distinctiveness

PURPOSE OF THE FACILITIES MASTER PLAN

The purpose of the 2014 Foothill College Facilities Master Plan is to provide a guide for future campus development at the Foothill College Campus in Los Altos Hills, California and at the planned, new Foothill-De Anza Education Center at the site of the former Onizuka Air Force Station in Sunnyvale, California. The plan describes how the College's campuses will be improved to meet the educational mission, to serve changing needs and to support the projected enrollment.

The offices of the Foothill-De Anza Community College District are located at Foothill College. The District facilities are accounted for separately on the District Space Inventory from the College and are not included in the Foothill College Facilities Master Plan.

PLANNING PROCESS

The 2014 Foothill College Facilities Master Plan is the result of a participatory planning process involving representatives of the College and the District. The process began with the review of a number of previous planning studies including:

- 2010-2015 Foothill College Technology Master Plan (2014 Update)
- 2011 Foothill College Educational and Strategic Master Plan
- 2009 Foothill College Sustainability Management Plan
- 2009 Foothill College Site Design Concepts
- 2007 Foothill-De Anza CCD Facilities Master Plan Update
- 2004 Foothill-De Anza CCD Planning Guidelines
- 1999 Foothill-De Anza CCD Facilities Master Plan

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

- Results of Measure E and Measure C Bond Programs
- Updated Educational Planning Forecasts
- Future Site and Facility Needs

Based on the review and analysis, the College defined its Facilities Master Plan Goals and documented its vision for future development. The recommendations are presented in this 2014 Facilities Master Plan Update.

BACKGROUND

CREATION OF THE ORIGINAL CAMPUS

Foothill College is regarded as one of the most beautiful and successful community colleges in the United States. Founded in 1957, it was the founders' idea to build a community college that would define a new level of quality and innovation within the community college system. They selected a 122-acre site for the permanent campus in the hillside community of Los Altos Hills, California and commissioned renowned Architects Ernest J. Kump of Palo Alto and Masten & Hurd of San Francisco, as wells as Landscape Architects Sasaki, Walker and Associates as the designers. It was their charge to "… convey an atmosphere [that is …] friendly, personalized and informal. Offices of faculty, counselors and administrators must be readily accessible to students." In 1962 Time Magazine said, "Starting from scratch, Flint has already made Foothill a mountaintop among U.S. junior colleges–the fastest growing segment of U.S. Higher Education." The American Institute of Architects gave the campus an Honor Award in 1962 and an Award of Merit in 1963. The campus design was very successful during its first 40 years. In 1980, the campus received a Special Commendation from the same group for "excellence in design that has stood the test of time."

Bernata Slater: to provide Historical Photo.

Photo: WRNS Studio


Photo: WRNS Studio

Today, the location in Los Altos Hills is the Foothill College Campus. The offices of the Foothill-De Anza Community College District are located adjacent to the campus.

In 1984, the College established the Middlefield satellite campus in leased space at the Cubberly Community Center in Palo Alto, California.

CAMPUS RENEWAL FOR THE TWENTY-FIRST CENTURY

In 1999, Foothill College embarked on an important period of renewal, modernization and expansion of its physical environment. In that year, voters approved a $248 million bond (Measure E) to finance construction and maintenance of campus facilities in the Foothill-De Anza Community College District. In 2006, voters approved a $490.8 million bond (Measure C) to improve facilities at both colleges. Foothill College carefully planned facilities development in order to support its educational vision and future enrollment by establishing policies for buildings and site improvements, technology and sustainability.

Foothill College has prudently managed these bond funds to modernize and expand its campus environments to support the progress of its educational mission.

INTRODUCTION

The Foothill-De Anza Community College District marked its golden anniversary in 2007, celebrating its first 50 years of excellence, opportunity and innovation in educating a growing and diverse student body.

NEW CAMPUS: FOOTHILL-DE ANZA EDUCATION CENTER

In 2012, the Foothill-De Anza Community College District acquired a site at the former Onizuka Air Force Station to construct a permanent Education Center as a home for programs from the Middlefield Center, from the campuses of Foothill College and De Anza Colleges, as well as new programs and programs from other institutions. The leased space at the existing Middlefield Center will be vacated.

GOALS OF THE 2014 FACILITIES MASTER PLAN UPDATE

Based on the College's educational planning:

- Manage enrollment to focus growth in Distance Learning opportunities, at the Foothill-De Anza Education Center, and at other off-campus locations.
- Provide modern, flexible facilities to support emerging models of instructional and service delivery.
- Renew the useful life of existing facilities through modernization and renovation to support current and future instruction and support functions.
- Replace portable buildings with permanent space in order to provide appropriate and durable facilities, and to distribute campus functions in appropriate locations.
- Upgrade and expand infrastructure to support campus development.
- Maintain campus award winning aesthetics.

- Retain green-space.

Dawn Girardelli: to provide goals for Learning Environments. must have a .

- Champion sustainable initiatives.

Dawn Girardelli: to provide goals for Learning Environments.

Each item in the Recommendations sections for each campus must relate to a goal, and each goal should have a Recommendation.

- Technology.

  Use technology as a tool to support equitable learning outcomes across modalities and locations.

Dr. Miner: to provide goals for Learning Environments.

- Learning Environments.

Photo: WRNS Studio

EDUCATIONAL PLANNING

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EDUCATIONAL PLANNING

Andrew LaManque is revising FTES data. Charts will change.

EDUCATIONAL PLANNING DATA

PURPOSE

The Educational Planning Data provides quantified information about students, instructional activities and needs for on-campus space according to state standards for community colleges. For the purposes of facilities master planning, this information is used to analyze the type and amount of campus-wide space that is needed to support future enrollments and programs as envisioned in the College's educational plans. The Educational Planning Data is used, for example, in the District's annual Five Year Capital Outlay Plans and in establishing parameters for future facilities projects.

The established program of instruction at the Foothill College Campus provides a practical database for planning analyses. This chapter contains forecasts of future enrollment and space needs for this location.

The College is currently in the early planning stages for the new Foothill-De Anza Education Center. The new campus will house programs that will be relocated from Middlefield Center and from the Foothill College Campus. Therefore, some data is available to provide preliminary forecasts of future headcount enrollments, FTES and WSCH that will be meaningful as planning for the new location progresses. Future needs for space will be determined as other program information is developed.

BACKGROUND OF THE EDUCATIONAL PLANNING DATA

2011 Foothill College Educational and Strategic Plan

The College's Educational and Strategic Master Plan is the foundation of the 2014 Facilities Master Plan Update. The Plan identifies a target headcount enrollment for the College of 18,000 students. The 2011 Plan and recent, actual data is used by the College to prepare projections of future enrollment, Full time Equivalent Students (FTES) and Weekly Student Contact Hours (WSCH).

EDUCATIONAL STRATEGIC MASTER PLAN INSTITUTIONAL GOALS

Foothill College Core Mission: BASIC SKILLS

- Improve student achievement outcomes for basic skills courses
- Improve student outcomes and close the achievement gap

Foothill College Core Mission: TRANSFER

- Improve student outcomes and close the achievement gap
- Improve student success

Foothill College Core Mission: WORKFORCE

- Improve outcomes of vocational students
- Improve student achievement outcomes

Foothill College Core Mission: STEWARDSHIP OF RESOURCES

- End fiscal years with positive cash balances
- Provide appropriate staffing

State Standards for Community College Space

Title 5 of the California Administrative Code prescribes a set of benchmark standards for the utilization and planning of facilities in public community colleges. For the purposes of master planning, the standards are used to quantify campus-wide space needs to support future enrollments and programs as envisioned in the College's educational planning process. The state standards are applied to the College's 2025 enrollment projections in order to forecast the space needs for all types of space at the Main Campus.

Planning Horizon

In order to quantify the educational program needs and develop recommendations for facilities, the Planning Team worked closely with College staff to generate the required Planning Data. The base year is 2013, the most recent year for which actual data are available. The horizon year is 2025. This provides a convenient interval to project future enrollments and program utilization. The quantified information is useful for the planning process and for the development of 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.

FORECASTS OF ENROLLMENT, FTES & WSCH

Levels of enrollment, FTES and WSCH are forecasted in order to anticipate future needs for space for the Foothill College Campus and the new Foothill-De Anza Education Center.

FTES Data Translated to WSCH

The College maintains data about student utilization in the form of Full Time Equivalent Students (FTES). Because the state standards are based on Weekly Student Contact Hours (WSCH), this information is converted to WSCH for the purposes of facilities planning.

Assumptions and Methodology

The forecasts of headcount enrollment, FTES and WSCH are based on the following assumptions:

- With the completion of planned projects, the Foothill College Campus will be developed to its maximum capacity, and the existing facilities will be adequate to support future instructional and support programs.
- Manage enrollment to focus growth in online learning opportunities, at the Foothill-De Anza Education Center, and at other off-campus locations. (This statement is one of the goals of this Plan.)
- The Actual FTES data includes information collected at the existing Middlefield Center. The projections include Foothill College programs only, and do not include enrollment from other institutions.

The following data sources and methods are the starting points for the forecast.

- 2013/2014 Total FTES from the P2 Report is 12,250.
- 2013/2014 WSCH is calculated to be 183,735.
- Off Campus WSCH is credited to the Main Campus for space planning purposes.
- Non-credit WSCH is not included in the analysis.
- Total College FTES growth through 2025 will be 1,837 (15% of 1,598)
- FTES growth at the Education Center will be 1,674 (91.1% of 1,837)
- FTES growth at the Main Campus will be 164
- Total WSCH is projected by the District to grow by 15% through the year 2025.
- The 320 Report data was used to determine WSCH by TOP Code.
- Assumes no change to the ratio of lecture to laboratory WSCH at each campus.

Online Learning Opportunities

Twenty-eight percent (28%) of all Foothill College FTES and WSCH is generated by courses taught exclusively online, with no on-campus meetings or impact on instructional facilities. The state standards for space do not currently distinguish between online and traditional classes when calculating allowable academic space at a community college. The College may opt to assign this FTES and WSCH to either the Foothill College Campus or to the Education Center. This year, the College has opted to shift some of this enrollment to the Education Center. The Educational Planning Data includes this shift.

College-Wide Headcount Enrollment

Unduplicated student headcount at the College for the fall 2013 semester was 14,839. While there is certainly some number of student who attend classes at both the main campus and the education center, that data was not available for use in this analysis. Therefore, the following table provides student headcount only at the collegewide level.

Foothill College STUDENT HEADCOUNT FORECAST	
Fall 2013	14,839
Fall 2025	17,065
NET CHANGE	15%

Actual, Forecast Total FTES, WSCH at Each Campus

The following table shows Actual Total FTES expressed as WSCH at each campus.

Foothill College PROGRAM OF INSTRUCTION FALL 2013		
Campus	**Actual Fall 2013 FTES**	**Actual Fall 2013 WSCH**
Foothill College Campus Total	**10,976**	**164,646**
Education Center Total	**1,273**	**19,089**
GRAND TOTAL	**12,249**	**183,734**

The following table shows Future Total FTES expressed as WSCH at each campus.

Foothill College PROGRAM OF INSTRUCTION FALL 2025		
Campus	**Forecast Fall 2025 FTES**	**Forecast Fall 2025 WSCH**
Foothill College Campus Total	**11,140**	**167,099**
Education Center Total	**2,946**	**44,196**
GRAND TOTAL	**14,086**	**211,294**

Actual, Future FTES, WSCH by TOPS Code at Each Campus

The College's Actual FTES data for each instructional program is organized by TOPS Code and campus location, and translated into WSCH. The data is the basis of projections for future program utilization. This information will be used to analyze space needs for the purposes of facilities planning.

The following table shows the Actual and Future FTES and WSCH for the College's program of instruction.

Foothill College PROGRAM OF INSTRUCTION BY TOP CODE

Campus TOPS	Actual Fall 2013 FTES	Actual Fall 2013 WSCH	Actual Fall 2025 FTES	Forecast Fall 2025 WSCH
Foothill College Campus				
Agriculture and Natural Resources	264	3,966	268	4,025
Biological Sciences	785	11,777	797	11,953
Business & Management	232	3,477	235	3,528
Communications	97	1,452	98	1,474
Information Technology	541	8,118	549	8,239
Education	596	8,933	604	9,066
Engineering and Industrial Technologies	64	961	65	975
Fine & Applied Arts	1,498	22,463	1,520	22,798
Foreign Language	130	1,952	132	1,981
Health Services	944	14,165	958	14,376
Consumer Education / Home Economics	17	261	18	265
Humanities	1,202	18,027	1,220	18,295
Library Science	2	31	2	31
Mathematics	1,286	19,288	1,305	19,575
Military Studies	-	-	-	-
Physical Sciences	849	12,736	862	12,925
Psychology	483	7,240	490	7,348
Social Sciences	1,475	22,128	1,497	22,457
Interdisciplinary Studies	512	7,673	519	7,787
Foothill College Campus TOTAL	**10,976**	**164,646**	**11,140**	**167,099**
Education Center				
Biological Sciences	69	1,030	159	2,385
Business & Management	520	7,793	1,203	18,042
Education	50	750	116	1,737
Fine & Applied Arts	177	2,658	410	6,155
Foreign Language	22	336	52	778
Health Services	182	2,734	422	6,329
Consumer Education / Home Economics	171	2,570	397	5,951
Humanities	40	600	93	1,390
Physical Sciences	30	457	71	1,058
Social Sciences	11	160	25	370
Education Center TOTAL	**1,273**	**19,089**	**2,946**	**44,196**
GRAND TOTAL	**12,249**	**183,734**	**14,086**	**211,294**

Forecast Lecture, Lab WSCH at Each Campus

The state standards for community colleges include values for lecture space and for lab space by TOPS Code. This information is used in the analysis of space needs per state standards.

In the following table, the forecast of future WSCH is expressed as lecture and lab WSCH for the Foothill College Campus only, where the established program of instruction provides data for a meaningful space analysis. At this time, the College is in the early planning stages for the Education Center. Detailed information about lecture and lab courses will be developed at the appropriate time.

Foothill College PROGRAM OF INSTRUCTION FALL 2025 BY TOP CODE

CAMPUS	TOPS	Projected Fall 2025 WSCH	Projected Fall 2025 LEC WSCH	Projected Fall 2025 LAB WSCH
Foothill College Campus				
100	Agriculture and Natural Resources	4,025	1,727	2,298
400	Biological Sciences	11,953	7,118	4,834
500	Business & Management	3,528	3,528	-
600	Communications	1,474	1,112	361
700	Information Technology	8,239	5,872	2,366
800	Education	9,066	1,645	7,421
900	Engineering and Industrial Technolc	975	544	430
1000	Fine & Applied Arts	22,798	15,026	7,772
1100	Foreign Language	1,981	1,981	-
1200	Health Services	14,376	6,144	8,232
1300	Consumer Education / Home Econo	265	265	-
1500	Humanities	18,295	18,169	126
1600	Library Science	31	31	-
1700	Mathematics	19,575	18,599	976
1800	Military Studies	-	-	-
1900	Physical Sciences	12,925	6,720	6,205
2000	Psychology	7,348	7,287	60
2200	Social Sciences	22,457	21,413	1,045
4900	Interdisciplinary Studies	7,787	7,218	569
Foothill College Campus Total		**167,099**	**124,402**	**42,697**

Actual, Projected FTEF at Each Campus

The state standards for community colleges include values for campus-wide office space by Full Time Equivalent Faculty (FTEF).

The following table shows the FTEF data for Actual 2013 and the projection for 2025. The base data is from the California Community College Chancellor's Data Mart. It is assumed that future FTEF will grow proportionally with FTES and WSCH at each campus.

Foothill College FULL-TIME EQUIVALENT FACULTY		
Campus	Actual 2013 WSCH	Forecast 2025 WSCH
Foothill College Campus	266	270
Education Center	44	76
TOTAL FOOTHILL COLLEGE	297	347

FUTURE SPACE NEEDS AT FOOTHILL COLLEGE CAMPUS

Information about student enrollment and utilization is used in facilities planning to analyze needs for space according to state standards. Space is expressed in Assignable Square Feet (ASF), a measure of usable area.

As mentioned previously, this Facilities Master Plan contains calculations of anticipated future space needs for the Foothill College Campus only. Space need information will be determined by the College for the new Foothill-De Anza Education Center as further planning information is developed.

For facilities master planning, future space needs are calculated according to state standards. It is important to note that, at this level of planning, the data is very general and requires further development for the purposes of scoping individual projects. Although the standards are expressed with some specificity, they are designed to be interpreted with flexibility.

The state standards apply to five key types of space: Lecture, Lab, Office, Study and AVTV Instructional Media. The standard calculations of space needs are driven by WSCH. Title 5 space standards recognize 'general assignment lecture space' and 'dedicated lab space.' Interestingly, with recent progress in teaching methodologies, it is increasingly common for students to be engaged in a variety of disciplines and physical activities during their class times. Examples include lecture/labs, small group break-outs, large group participation, etc. These activities typically utilize more space per person than a static exercise. This trend is further accelerated with the evolution of technology. Flexibility in the state standards tends to encourage the development of adaptable learning environments that will support this changing variety.

Future Lecture and Lab Space Need Based on WSCH

The calculation of future needs for lecture space is based on state standards and lecture WSCH. All lecture space is considered by the standards to be 'generally assigned', meaning that it is usable by all instructional programs.

While the calculation of future needs for lab space is based on state standards and lab WSCH, lab space is considered by the standards to be 'dedicated'. This means that lab area is constructed and equipped to suit the needs of specific programs, and is not usable by other disciplines. For example, a clinical lab space dedicated to Health Science instruction may not support instruction in Art or Horticulture. However, some labs are increasingly interdisicplinary, meaning that the design is able to support a variety of instruction and activities. For example, an interdisciplinary lab may support instruction in Humanities, or Mathematics, or Social Sciences, etc.

The following table shows the calculation of the future campus-wide need for lecture space and for lab space based on the forecast of WSCH for all TOPS Codes. *(Chart on next page.)*

Foothill College SPACE NEEDS FALL 2025							
CAMPUS		Projected Fall 2025 Lec WSCH	STATE STANDARD FACTOR = ASF/100 WSCH	NEED Fall 2025 LEC ASF	Projected Fall 2025 LAB WSCH	State Standard Factor = WSCH*ASF/100	NEED Fall 2025 LAB ASF
Foothill College Campus							
100	Agriculture and Natural Resources	1,727	42.9	741	2,298	492	11,304
400	Biological Sciences	7,118	42.9	3,054	4,834	235	11,361
500	Business & Management	3,528	42.9	1,514	-	128	-
600	Communications	1,112	42.9	477	361	214	773
700	Information Technology	5,872	42.9	2,519	2,366	171	4,046
800	Education	1,645	42.9	706	7,421	NA	NA
900	Engineering and Industrial Technologies	544	42.9	234	430	440	1,894
1000	Fine & Applied Arts	15,026	42.9	6,446	7,772	257	19,974
1100	Foreign Language	1,981	42.9	850	-	150	-
1200	Health Services	6,144	42.9	2,636	8,232	214	17,617
1300	Consumer Education / Home Economics	265	42.9	114	-	257	-
1500	Humanities	18,169	42.9	7,794	126	150	190
1600	Library Science	31	42.9	13	-	150	-
1700	Mathematics	18,599	42.9	7,979	976	150	1,464
1800	Military Studies	-	42.9	-	-	214	-
1900	Physical Sciences	6,720	42.9	2,883	6,205	257	15,947
2000	Psychology	7,287	42.9	3,126	60	150	91
2200	Social Sciences	21,413	42.9	9,186	1,045	150	1,567
4900	Interdisciplinary Studies	7,218	42.9	3,097	569	257	1462
Foothill College Campus Total		**124,402**	**42.9**	**53,368**	**42,697**	**NA**	**87,690**

Comparison of Planned Space Inventory and Future Space Needs in Key Categories

The Space Inventory is the College and District's annual record of every usable space on the campus, including size, space type, and TOPS Code.

The upcoming completion of several projects will fulfill the College's commitment to renewal and expansion of the Foothill College Campus. The anticipated changes to the Space Inventory are documented in the College's Five Year Capital Outlay Plan. Some of the changes will occur in the five key categories. The changes have been calculated to determine the Planned Space Inventory, which includes the current inventory plus all of the planned projects. The projected Need is based on headcount enrollments, FTES and WSCH, and FTEF. The calculation of the 'difference' equals the Planned Space Inventory minus the Need. The following table shows space in the key categories by the Planned Space Inventory, and Future Needs, as well as the difference between the planned inventory and needs.

The 'pattern of 'over' and 'under' differences at the campus is typical among similar community colleges. It indicates that there will be opportunities to improve the utilization of existing classrooms as flexible space. It is significant to note that, like other community colleges in California, Foothill College is already moving toward providing new interdisciplinary Learning Environments that be increasingly important to the fulfillment of its educational vision.

Foothill College FUTURE SPACE NEEDS

SPACE TYPE	TOPS		HAVE Space Inventory 2013-14 ASF	ADJUSTED HAVE Completion of Planned Projects ASF	NEED Projected Fall 2025 ASF	DIFFERENCE between Adjusted Have and Need ASF
Foothill College Campus						
100		**Classroom**	**67,313**	**78,428**	**52,585**	**25,843**
200		**Laboratory TOTAL**	**118,024**	**107,934**	**87,690**	**20,244**
Laboratory Details						
200	100	Agriculture and Natural Resources	8595	8,595	11,304	-2,709
200	400	Biological Sciences	17592	17995	11,361	6,634
200	500	Business & Management	0	0	0	0
200	600	Communications	1805	1805	773	1,032
200	700	Information Technology	9606	9,606	4,046	5,560
200	800	Education	0	0	NA	NA
200	900	Engineering and Industrial Technologies	1785	1,785	1,894	-109
200	1000	Fine & Applied Arts	23771	23771	19,974	3,797
200	1100	Foreign Language	0	0	0	0
200	1200	Health Services	8435	8435	17,617	-9,182
200	1300	Consumer Education / Home Economics	0	0	0	0
200	1500	Humanities	1339	1339	190	1,149
200	1600	Library Science	0	0	0	0
200	1700	Mathematics	0	-2200	1,464	-3,664
200	1800	Military Studies	0	0	0	0
200	1900	Physical Sciences	29113	20820	15,947	4,873
200	2000	Psychology	0	0	91	-91
200	2200	Social Sciences	2135	2135	1,567	568
200	4900	Interdisciplinary Studies	13848	13,848	1462	12,386
300		**Office**	**71,221**	**70,710**	**37,800**	**32,910**
400		**Study**	**36,332**	**34737**	**40,035**	**-5,298**
530		**AVTV Instructional Media**	**6,167**	**8,651**	**12,875**	**-4,224**

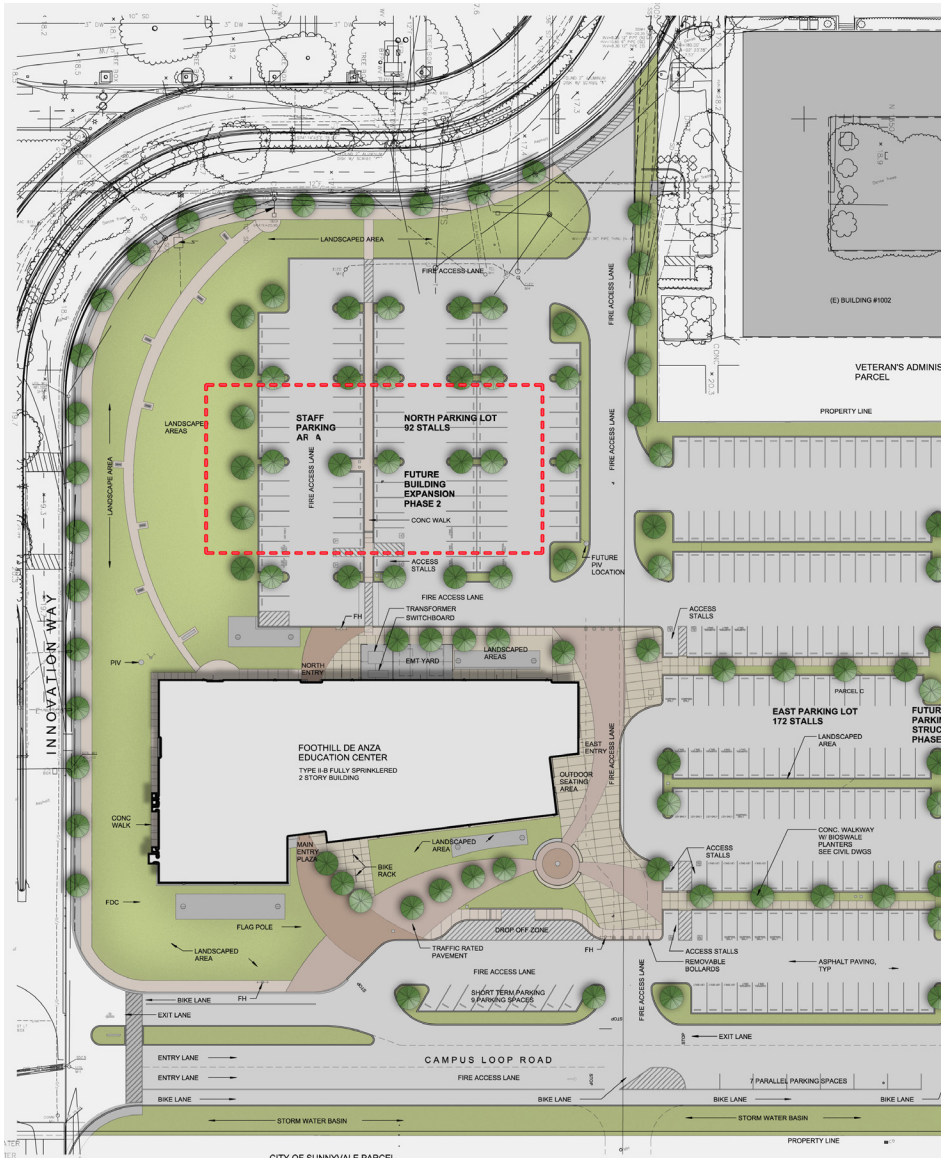
CONCLUSIONS OF THE EDUCATIONAL PLANNING DATA

Foothill College Campus

Facilities planning involves the evaluation of 'right space, right size' facilities to support the College's educational vision. On a campus-wide perspective, the Foothill College Campus will be developed to capacity when currently planned projects are complete. The type and amount of facilities space at the campus will be adequate to accommodate the headcount enrollment forecast in this Plan.

Future Learning Environments

In the future, the College anticipates an exciting continuation of recent, rapid advances in teaching methodologies and technologies. A new challenge will be to provide flexible learning environments that can easily accommodate this changing variety. There will be new opportunities to use the state standards to evaluate the meaning of 'right space, right size' in order to use existing and new facilities more efficiently to support programs and control facilities costs.



Foothill-De Anza Education Center

This report contains basic quantified data for Foothill College that will be helpful to the future analysis of educational planning forecasts for space needs at the new Foothill-De Anza Education Center. It is anticipated that students from De Anza College, Mission College and possibly other educational institutions will enroll at the Center. Plans for enrollments from outside of Foothill College will provide information for a space needs analysis.

FOOTHILL COLLEGE CAMPUS

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FOOTHILL COLLEGE CAMPUS

EXISTING CONDITIONS AT THE FOOTHILL COLLEGE CAMPUS

During the period of campus renewal that began in 1999, facilities improvements at the Foothill College Campus have been planned in order to support the progress of the College's learning ideals. The College prepared a Facilities Master Plan in 1999, and an update in 2007. The 2014 Facilities Master Plan is an update of previous documents that outline the 'big picture' ideas for campus development.

PREVIOUS PLANNING FOR CAMPUS RENEWAL

1999 Facilities Master Plan

The challenge of the 1999 Foothill College Master Plan is to accommodate the needs of a growing college while maintaining the original design and architectural integrity of the exceptional Foothill College Campus. Goals of the plan include:

- Develop facilities improvements that will enhance the ideals of the original campus design.
- Renovate and modernize aging facilities to meet current codes, to support instructional needs and changing technology, and to extend the service life of campus resources.
- Activate unused space in existing facilities.
- Construct additional space to support current and future enrollments.
- Remove portables and replace with permanent space.
- Reorganize spaces in order to cluster related uses.
- Consolidate Student Services in a 'One Stop Shop' at a new 'front door' to the campus.
- Develop support spaces for current and future technology.
- Enhance connections between the campus core and the area to the north of the Loop Road.
- Improve pedestrian and vehicular circulation over the steep topography of the campus.
- Reconfigure the main campus entrance to provide easy access.
- Realign the Loop Road and upgrade pedestrian crossings to alleviate traffic conflicts.
- Provide an information center to direct users and visitors to parking and destinations.
- Increase campus parking to support current and future enrollment.
- Develop usable outdoor spaces for campus events and informal student interaction.
- Enhance passive outdoor spaces that are integral to the culture of Foothill College.
- Develop outdoor spaces to support instructional programs
- Upgrade and extend infrastructure to support campus development and expansion.
- Upgrade the Central Plant to support current and future campus development.

1999 PLAN RECOMMENDATIONS

Foothill College | Foothill College Campus

2014 FACILITIES MASTER PLAN UPDATE

2007 Foothill College Facilities Master Plan Update

The plan addresses the following goals of the College for development of the Foothill College Campus.

- 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.

2007 PLAN RECOMMENDATIONS

Foothill College | Foothill College Campus

2014 FACILITIES MASTER PLAN UPDATE

2009 Foothill College Site Design Concepts

The Site Design Concepts address site and landscape improvements in a holistic way that meshes well with the College's long-term vision and goals toward a more sustainable future. The concept designs seek to bring innovative solutions together with an acute understanding and appreciation of the original qualities and principles of the Foothill College Campus. The main goals of this effort are:

- To protect, renew, and enhance the integrity of the original campus
- To program and prioritize the best use of Measure C funding
- To provide appropriate concept designs and standards for future site improvements
- To promote a sense of security through attentiveness to public safety
- To provide code-compliant accessibility between buildings and landscaped areas
- To clarify the separation of the vehicular and pedestrian modes of transit
- To seize opportunities for sustainable design practices where possible

Add label - from Site Design Guideliens

2009 SITE DESIGN CONCEPTS

Foothill College | Foothill College Campus
2014 FACILITIES MASTER PLAN UPDATE

HISTORY OF CAMPUS DEVELOPMENT

Original Campus Construction

1960s – Inspired by the Acropolis of Athens, development begins with the construction of the campus core instructional buildings, the Physical Education complex and the Center for Innovation on neighbouring hilltops, connected by a bridge over the campus loop road in the ravine.

1970s – Construction of several small buildings to house support functions.

1980s – Development of the Japanese Cultural Center.

1990s – Small facilities constructed to house support programs.

Era of Campus Renewal

2000s – Expansion of the campus on the hillsides created a welcoming new 'face' of the campus at the front door, as well as the new Campus Center, creating convenient new pathways up to the hilltop campus core.

Development included:

- The Lower Campus
- Specialized labs
- Central Plant
- Temporary Village to house swing space and construction support services
- Modernization of most campus buildings
- Removal of several small portable and obsolete facilities, replaced with modern, permanent space.

2010s – Campus expansion to the north, including an extension of campus pathways.

- Athletic Fields
- Physical Science and Engineering Center
- Completion of the modernization of older facilities

HISTORY OF CAMPUS DEVELOPMENT

Foothill College | Foothill College Campus
2014 FACILITIES MASTER PLAN UPDATE

Add Existing Campus text & image prior to this page.

PROJECTS COMPLETED SINCE 1999

In general, campus facilities are in adequate condition to support instruction and related programs. Aging buildings have been modernized in order to support the College's educational vision. New facilities have expanded the campus capacity to accommodate increased enrollment. Site improvements have expanded parking and have enhanced circulation, safety, and significant outdoor spaces.

Renovations

The service lives of 36 campus buildings have been extended with renovations. Upgrades include seismic strengthening, replacement of building systems to increase energy efficiency, ADA compliance for universal access, reorganization of space to cluster related programs, modern technology, reconfiguration of spaces to support changing instructional methodologies, and refresh of building finishes.

New Construction

Over 157,000 square feet of building space has been added to the campus since 1999. New facilities house flexible classrooms, specialized labs, offices, study space, instructional media and support functions. Major projects include the Campus Center, Lower Campus Complex, Student Services, Lohman Theater, and the Physical Sciences and Engineering Center.

Site Improvements

Major site projects accomplishments include enhanced campus quads and landscaped seating areas, additional athletic fields and new irrigation systems. Infrastructure systems have been upgraded and extended to support campus expansion, along with the new Central Plant.

Brenda Davis-Visas - Please clarify previous comments.

PROJECTS COMPLETED SINCE 1999

Foothill College | Foothill College Campus
2014 FACILITIES MASTER PLAN UPDATE

EXISTING ZONING

Since 1999 campus functions have been successfully reorganized on campus in existing and new facilities to create clusters of related uses, and a convenient flow for pedestrian traffic.

- Instructional functions are located inside the loop road, and on the north side of the campus.
- Athletics and Physical Education facilities including buildings, pool, courts and fields are located on the east side of the campus.
- Administration functions are centralized at the campus core.
- Student services are conveniently located at the hillside edges of the campus core. Buildings are developed with pathways and stairs that provide convenient gateways from downslope parking to the hilltop core.
- The FDHA District Offices are located in the valley on the east side of the campus. A District Television Studio is located in the campus core.

Brenda Davis-Visas - Please clarify previous comments here and on page 6. Are District offices no longer located adjacent to the campus, to the east? Are those buildings vacant?

EXISTING CAMPUS ZONING

Foothill College | Foothill College Campus
2014 FACILITIES MASTER PLAN UPDATE

EXISTING CIRCULATION

The College has made many circulation improvements to create more convenient access and wayfinding throughout the campus. Accomplishments include:

Gateways

- The main vehicular campus gateway has been reconstructed to provide more convenient access and direction to destinations.
- Welcoming thresholds have been developed between parking areas and the campus core.
- Welcoming front door at the campus gateway.

Photo: WRNS Studio

Roadways

- Intersections and pedestrian crossings have been reconfigured to mnimize traffic conflicts.
- Prominent crosswalks link the north area to the campus core.

Pedestrian Pathways

Developed buildings on hillsides to provide easy access between topographical levels.

Hillside Routes

Steep portions of pathways and roadways have been re-graded.

Bikeway

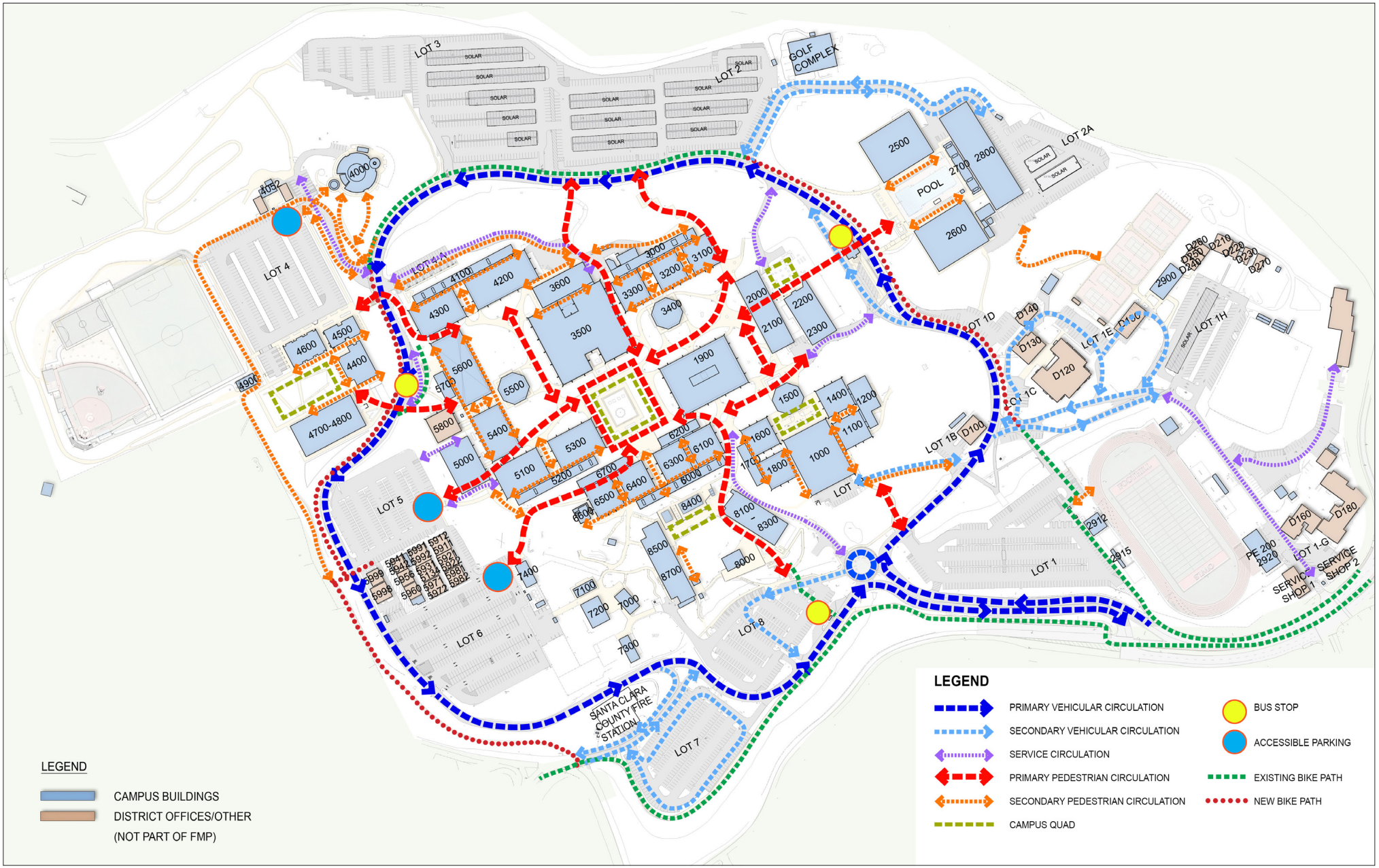
When complete, the new bikeway will make a complete ring around the campus.

Parking

Parking has been expanded throughout the campus. Handicap parking has been positioned in flat lots adjacent to the college hill top.

Transit

More transit stops have been developed at convenient access points to the campus core.



EXISTING VEHICULAR & PEDESTRIAN CIRCULATION

Foothill College | Foothill College Campus

2014 FACILITIES MASTER PLAN UPDATE

TECHNOLOGY

Foothill College Technology Master Plan, 2010-2015, Updated 2014

Foothill College begins its technology plan with the following vision and goals for 2010-2015. Understanding that this plan is intended to provide a general framework for defining institutional planning and organization around technology, we seek outcomes that improve student learning and improve our overall college operations. Through the processes and activities outlined in this plan, we seek to accomplish the following goals in the next five years:

- Deploy technology to create a more dynamic learning environment;
- Meet students' expectations for access to informational resources, the Internet and support for computing devices;
- Provide high-quality learning environments supported by technology
- Reach the leading edge of higher educational computing and technology deployment to support students;
- Offer the highest quality online learning tools/systems for students and faculty;
- Ensure all students have access to technology to provide student equity in the learning environment."

Important Technology accomplishments include a new wireless network that serves the entire campus, and new technology in classrooms and labs to support modern instructional methodologies.

SUSTAINABILITY

2008 Foothill College Sustainability Management Plan

The Foothill Sustainability Management Plan (SMP) addresses the charter and mission of the Sustainability Committee and forms a foundation for our areas of focus, developing goals, metrics, data collection procedures, analysis and reporting functions. The proposed actions identified in the SMP will require the involvement of many members of the college community to support activities that promote environmental stewardship, fiduciary responsibility and community engagement. Goals of the Sustainability Management Plan include:

- Community & Civic Engagement
- Hazardous & Solid Waste Reduction and Control
- Transportation, Energy Conservation, Efficiency & CO2 Reduction
- Water Use Reduction & Control
- Green Procurement - Sustainable Product Use
- LEED Certification of Buildings
- Green Building Design, Construction & Renovation
- Improved Measurement and Verification
- Hire Energy Manager
- Virtual Labs

The Foothill College Center for a Sustainable Future is described on the College website: http://www.foothill.edu/sustainability/.

Materials

- Green Procurement.
- Waste Reduction.

Greenhouse Gas Reduction

- On line learning as alternative to driving.
- Enhanced public transit stops on the Loop Road.
- Completion of continuous bike loop around campus.
- Raised student awareness through curriculum.
- Eco Pass program - A discounted bus pass.
- Ride Sharing portal with over 3000 users.

Living Gardens

- Used as a teaching classroom for Anthropology, Biology, Horticulture, Business and Workforce. Horticulture area demonstrates rainwater harvesting and green roof concepts.
- Indigenous drought tolerant plantings.

Energy Production and Efficiency

- Geothermal System
- Solar Panels
- One Million Kilowatt Hours Challenge
- Co-Generation

Bernata Slater: 1) to provide locution of existing Electric Vehicle Charging Stations on diagram, 2) Please verity status of Living Lab areas.

SUSTAINABILITY

Foothill College | Foothill College Campus
2014 FACILITIES MASTER PLAN UPDATE


Photo: WRNS Studio

MASTER PLAN RECOMMENDATIONS FOR FOOTHILL COLLEGE CAMPUS

The College has determined that the Foothill College Campus has been developed to the limits of its desirable carrying capacity. With the completion of recommended projects, campus facilities will be modern and in good condition. The period of renewal and expansion from 1999 to today will have successfully produced a campus that is modern and well-positioned to support the College's educational vision.

The College now looks forward to achieving new levels of educational excellence, especially in the areas of 21st Century Educational Environments, Technology, and Sustainability. Campus facilities must continue to evolve in order to support the progress of the College.

FACILITIES MASTER PLAN RECOMMENDATIONS

Renovations

Complete planned renovations of existing buildings to improve energy efficiency, create modern learning environments, upgrade technology and refresh finishes. The 3500 Library & ISC Renovation will moderniaze the facility to create a Teaching and Learning Center that will support the study and learning requirements of the 21st century.

RECOMMENDATIONS

Foothill College | Foothill College Campus
2014 FACILITIES MASTER PLAN UPDATE

Future New Construction

- Provide a Theatrical Scene Shop which to support the Performing Arts Program.
- Provide support buildings for campus programs.
- Print Shop/Plant Services Yard.
- New District Facility.

Remove Modulars

Remove the Temporary Village to expand parking in Lot 5, and remove the modular Print Shop.

Landscape and Site Design

- Complete the implementation of the Site Design Concepts.
- Replace aging trees.
- Athletics – Refresh existing fields, equipment and provide needed support facilities.
- Horticulture – Additional Lath House
- Additional Photovoltaics at PSEC and Lot 4.

RECOMMENDATIONS: 21ST CENTURY LEARNING ENVIRONMENTS

Flexible Spaces

With advances in learning technology and teaching methods, new opportunities are increasingly available to use each space in a variety of ways. The Space Needs Projection indicates that there will be more than enough space on campus to support future instruction, for example, as lecture-labs, break-out rooms, study areas, meeting venues, etc. It is recommended that instructional spaces should be designed to support a variety of educational activities and to maximize the utilization of existing space.

Celebrate the Campus as a Living Lab

The Foothill College Campus has a rich environment of outdoor areas that could be utilized to support instructional programs such as Biology, Horticulture, Engineering and Physical Sciences. The College has identified many sites that could be designated as a Living Laboratory for active and passive uses including observation, research and projects. The Biological Sciences Department has already gathered significant data about the resources, and the first site has been designated. The idea has the potential to benefit not only students in specific instructional programs, but the entire College Community. It is anticipated that the Living Labs initiative will be developed further by the College.

Encourage Experimentation in Learning Methods and Technology

The 2014 Technology Master Plan provides excellent design standards for instructional spaces and the College is active in its experimentation with evolving learning methodologies and technologies. These initiatives need facilities that can be equipped and reconfigured as needed. Ideas include a Video/ Lecture Capture Classroom, an Experimental Teaching Space, technology-enhanced instruction techniques, two-way videoconferencing, and more. As the Space Needs Analysis shows, there is sufficient instructional space on the campus to use existing facilities as experimental studios. It is recommended that the College should designate existing space for these uses.

Support Technology Use by the Campus Community

Almost everyone on the campus uses mobile devices for learning, work and social purposes. The College recognizes and strongly advocates for the use of technology for connectivity and engagement. The College supports the changing need of students and staff by supporting connectivity and engagement with the use of technology.

Sustainability Recommendations

Does the College have a facilities goal and a recommendation pertaining to Sustainability?

FOOTHILL-DE ANZA EDUCATION CENTER

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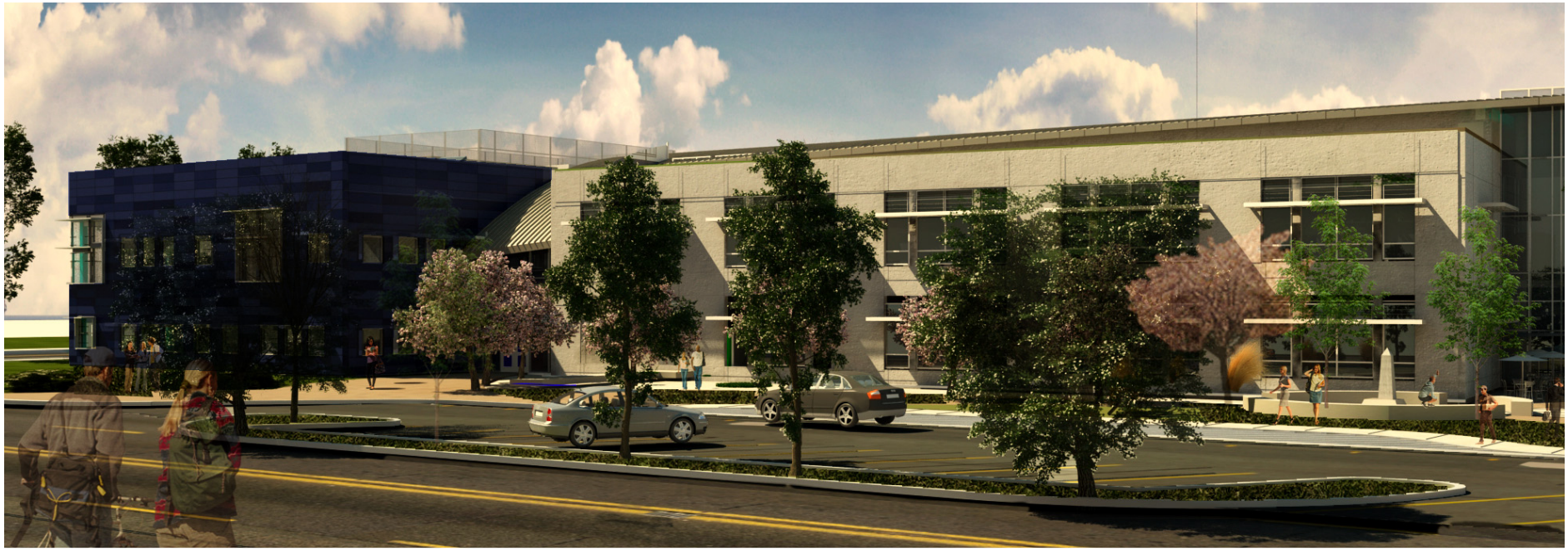
FOOTHILL-DE ANZA EDUCATION CENTER



MISSION STATEMENT

VISION

The Foothill-De Anza Education Center will be a regional state-of-the-art facility that equips people from diverse backgrounds with skills to close the growing achievement gap in Silicon Valley.

MISSION

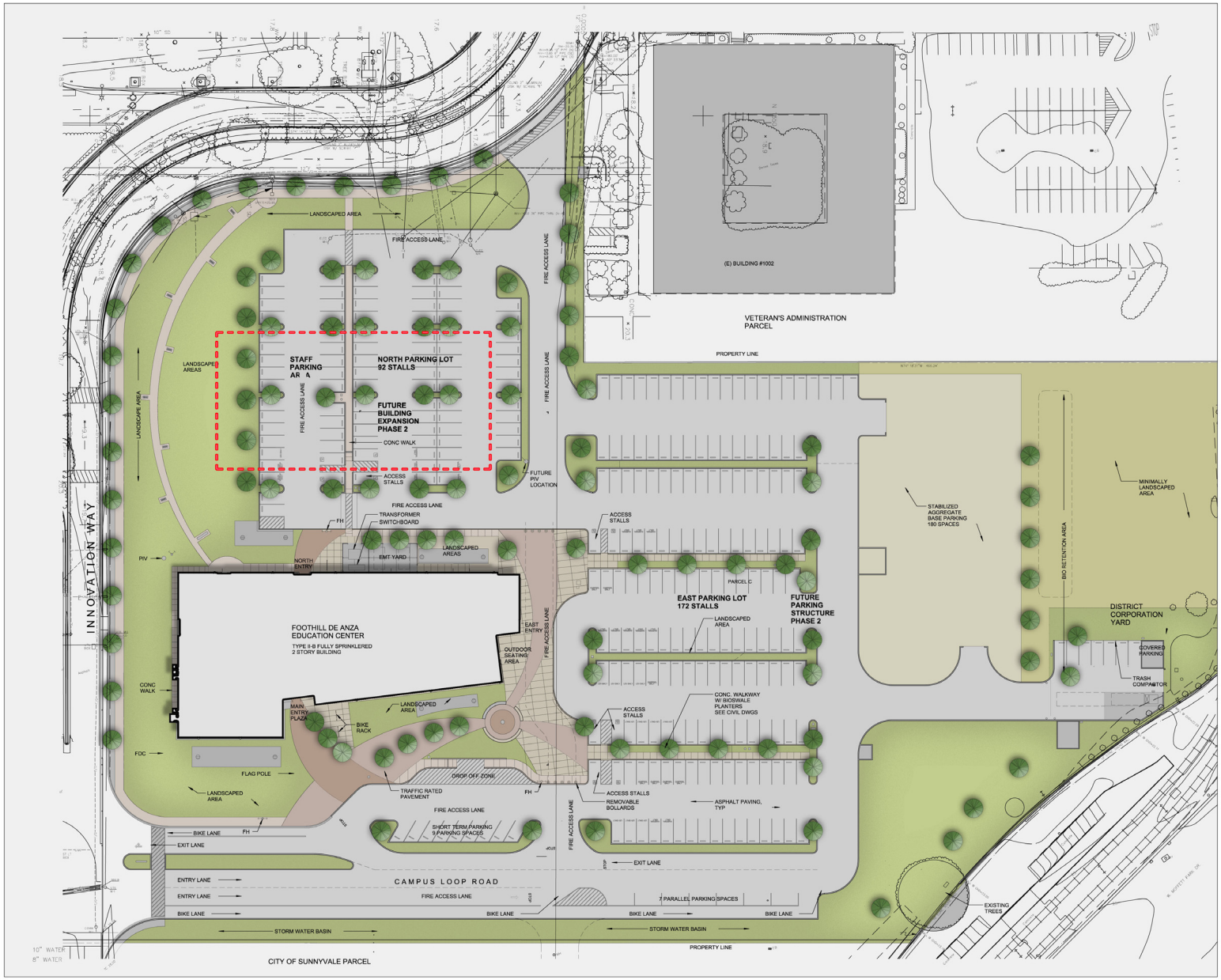
The Foothill-De Anza Education Center provides programs with pathways to careers, training and education that meet the needs of employers, incumbent workers and future employees, partnerships that seamlessly transition individuals from high school to community college to the university and the workplace, and opportunities for the community to participate in academic and personal enrichment activities.

EDUCATION CENTER GOALS

- Establish an Education Center that provides a sustainable and flexiblelearning environment that supports transfer and workforce
- Transfer, workforce and basic skills classes that meet student needs
- Training and education for incumbent workers based on both employee and employer needs.
- Reflect sustainability in the programming and building design of the Education Center.

Access and opportunity for all students through innovative student services

- Encouragement, guidance and support to students from Foothill, De Anza and Mission Colleges
- Innovative collaborationsin support services that bring together Foothill,. De Anza and Mission Colleges.



SITE PLAN

Foothill College | Foothill-De Anza Education Center
2014 Facilities Master Plan Update

FOOTHILL-DE ANZA EDUCATION CENTER

APPENDIX

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List of Measure C/E Projects

Project #	Department	Bldg No.	Program	Build in	Type Const	Measure	Cost	Completion Date
120	FAC	1000	Smithwick Theatre	1961	R	C	$4,712,217	Jul-12
115	FAC		Fine Arts Scene Shop		F		$1,728,567	
104 119	FAC	1100	Music Studio	1961	R	E	P1: $1,243,546 P2: $3,047,546	
104 119	FAC	1200	IDEA & Practice	1961	R	E	see 1100	
149	FAC	1300	Choral Rehearsal Hall		D		$150,002	Aug-09
104 119	FAC	1400	Choral & Piano/ Studio Theater	1961	R	E	see 1100	
104 119	FAC	1500	Appreciation Hall	1961	R	E	see 1100	
104 119	FAC	1600	Art Classrooms	1961	R	E	see 1100	
104 119	FAC	1700	Fine Arts Division	1961	R	E	see 1100	
104 119	FAC	1800	Ceramics & Graphic	1961	R	E	see 1100	
112		1900	Administration	1961	R	C	$7,132,515	Jun-01
153		2000	Campus Center	2007	N	E	$28,981,723	Aug-07
153		2100	Campus Center	2007	N	E	see 2000	Aug-07
153		2200	Campus Center: Food Services, Dining Rm	2007	N	E	see 2000	Aug-07
153		2300	Campus Center: Bookstore, Hearthside Lounge	2007	N	E	see 2000	Aug-07
115	KA	2500	Auxilary Gym	1961	R	E	$5,254,133	Jun-14
115	KA	2600	Main Gym	1961	R	E	See 2500	Jun-14
	KA	2602	PE Snack Bar & Storage	1972				
115	KA	2700	PE Division Offices	1961	R	E	See 2500	Jul-05

List of Measure C/E Projects

Project #	Department	Bldg No.	Program	Build in	Type Const	Measure	Cost	Completion Date
155	KA	2800	Locker Rooms	1961	R	E	See 2500	Jul-05
	KA	2806	Pool Storage	1961				
109	KA	2900	PE Lab Space/ Field House	1972	R	C	$1,550,179	Jan-11
	KA	2911	Stadium Snack Bar	1972				
146	KA	2912	Stadium Restrooms	2006	N	E	$3,279,778	Sep-06
113	KA	2915	Pressbox & Bleachers	2012	N	C	$1,816,465	Aug-12
146	KA	2920	Field House	2006	N	E	see 2912	Sep-06
120	KA		Stadium and Athletic Fields		R	E	$3,699,827	Dec-05
	KA		Golf Complex					
142			Soccer & Softball Complex	2011	N	C	$4,077,771	Jun-11
142	BSS	3000	BSS Division	1961	R	E	$4,313,624	Jun-03
		3030	Grounds & Cust	1972				
109	BSS	3100	Anthropology	1961	R	E	$1,671,014	
109	BSS	3200	BSS Classroom: Business	1961	R	E	see 3100	
109	BSS	3300	BSS Classroom: Social Sci	1961	R	E	see 3100	
109	BSS	3400	BSS Classrooms: Social Sci	1961	R	E	see 3100	
121	LMT	3500 3600	Library, Media Center, Turorial Center/ ISC	1961	R	C	$9,368,185	May-16
101		4000	Krause Center for Innovation	1969	R	E	$4,491,057	Mar-02
		4001	Astro Observatory	1969				Mar-02
		4050	STEP 2	1992				
		4052	Print Shop					
		4057	STEP 1					
173			Print Shop & Plant services Complex	1991	F			
142	STEM	4100	CTIS & PSME Division	1961	R	E	see 3000	Jun-03
113	STEM	4200	PSME Center/ Engineering	1961	R	E	$1,930,139	Jul-05
113	STEM	4300	Engineering Classroom	1961	R	E	See 4200	Jul-05

List of Measure C/E Projects

Project #	Department	Bldg No.	Program	Build in	Type Const	Measure	Cost	Completion Date
160	PSEC	4400 - 4800	Physical Sciences & Engineering Center	2013	N	C	$58,315,002	Jan-13
101		5000	Forum Classroom	1965	R	C	$3,912,855	Jul-09
105	BHS	5100	Biology	1961	R	C	see 5600	Jul-14
	BHS	5200	BHS Division	1961	R	E	see 3000	Jun-03
153	BHS	5300	Health Technologies: Dental/ Radiology	1961	R	E	SEE 6100	Jul-14
105	PSME	5400	DRC/ Work Force/ VRC	1961	R	C	see 5600	Jul-14
	PSME	5500	PSME General Classrooms	1961	R			Apr-11
105	PSME	5600	General Classroom	1961	R	C	$14,965,944	Jul-14
105 106	PSME	5700	Classroom/ Radio Station	1971	R	C	$816,568	Jul-14
		5710	Disability Res Lab	2000	D	C		2014
105		5800	FH ETS Tech Service	1961	R	C	see 5600	Jul-14
140		5900	Temporary Village/ International Students and Adaptive Learning	2000	N	E	$2,016,275	2000
		5905	Offices	2000	N	E		2000
111		5910	Swing Space	2000	N	E	$1,558,216	2000
111		5997	Disability Resource Center	2000	N	E	see 5910	2000
142	LA	6000	LA faculty Offices	1961	R	E	see 3000	Jun-03
133	LA	6100	Photography	1961	R	E	$2,774,134	Sep-06
148	LA	6200	LA Office/ Radio Station	1961	R	E	$195,828	Mar-01
110	LA	6300 & 6500	LA Classroom	1961	R	E	$3,064,580	Mar-01
	LA	6400	LA Division & Classroom	1961	R			Jun-11
116	JCC	6600	Japanese Cultural Center	1981	R	C	$120,234	Jan-13
	BHS	6700	Health Technologies	2003	R	E	see 3000	Jun-03

List of Measure C/E Projects

Project #	Department	Bldg No.	Program	Build in	Type Const	Measure	Cost	Completion Date
	EHVT	7000	Landscape Construction	2008	N			2008
	EHVT	7100	Green House	2008	N			2008
147	EHVT	7200	Lath House	2008	N	C	$182,567	2008
			Lath House #2		F			
	EHVT	7300	Vet Tech Out Bldg	2008	N			2008
171		7400	Lower Campus Central Plant	2008	N	E	$5,359,885	2008
152		8000 - 8300	Lohman Theater & Student Services	2008	N	E	$63,754,880	2008
152		8400	Lower Campus Classrooms	2008	N	E	see 8000	2008
152	BHS	8500 8700	Lower Campus Life Sciences	2008	N	E	see 8000	2008
144	Site		Central Campus Site Improv		R	C	$7,812,692	Jun-13
117	Site		Footbridge and Transit Ctr	1961	R		$253,693	
154	Site		PV Arrays		N		$11,807,335	Dec-10
162	Site		Parking & Circ		R	C	$10,140,133	Jan-14
162	Site		New Parking Structure		F		$3,762,940	
	Site		Practice Fields		F			
	Site		Bike Loop					
170	Site		Parking Lot 2a		R	E	$598,207	Jan-05
134	Site		Parking Lot 1 & 7		R	E	$2,600,025	Oct-04
135	Site		Parking Lot 2 & 3		R	E	$1,569,087	Sep-02