

2011 Facilities Master Plan



July 2011

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San Mateo County Community College District 2011 Facilities Master Plan



College of San Mateo



HMC Architects

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Letter from the Chancellor //



For nearly 90 years, College of San Mateo, Cañada College, and Skyline College have welcomed and served more than 1.5 million students who come to us from all walks of life, with varying needs and resources, and with very different life issues. Our mission is to provide a postsecondary education to all who can benefit from it.

Over the past nine years, we have been engaged in dreaming, designing, and transforming three aging community colleges into modern, state-of-the-art college campuses that welcome, stimulate, and inspire our very diverse student population. The facility improvements we have completed to date were guided by the 2001 and 2006 Facilities Master Plans that were thoughtfully prepared in a collaborative process involving faculty, staff, and students. Funded by two bond measures generously supported by residents of the area, we have constructed new buildings, modernized others, and completed extensive landscape improvements. Through these improvements, we have been able to respond to and serve the changing educational needs of our student body.

The 2011 Facilities Master Plan outlined in this document is intended to complete the dream that started in 2001. The projects planned include a limited number of new buildings designed to address changing educational needs, remodeling of several “legacy” buildings; energy efficiency improvements; and an expansion of college services to the Coastside.

In keeping with the District's commitment to sustainable design, all buildings will be designed and built with energy efficient materials, practices, and technologies, thus assuring that the operational savings that accrue (\$1.7 million to date) are available to enhance the District's ability to fulfill its core educational mission. Projects undertaken will also address safety issues, such as removing hazardous materials, upgrading fire alarm and fire sprinkler systems, improving Americans with Disabilities Act compliance, and installing security cameras and Automated External Defibrillators in critical locations throughout the District.

Our Colleges, our faculty, and our community of learners have always exerted a powerful and positive impact on the economic and social well-being of our San Mateo County communities. Our mission of educating all who can benefit from postsecondary instruction can only be enhanced by the implementation of the Master Plan described in this document.

A handwritten signature in black ink, appearing to read 'Ron Galatolo', with a long horizontal flourish extending to the right.

Ron Galatolo
Chancellor
San Mateo County Community College District
July 2011

Introduction //

Purpose

The 2011 Facilities Master Plan for the San Mateo County Community College District has been developed to serve as a guide for future development at each of the three Colleges in the District:

Cañada College
College of San Mateo
Skyline College

It provides a graphic and narrative description of the District's strategy to support the educational program needs, address the long range forecast for enrollment, and position the District to maximize funding opportunities. It is guided by each of the College's Educational Plan, which serve as the foundation for recommendations regarding facilities. The plan provides a roadmap for future development including recommendations for renovation and replacement of facilities as well as a number of site improvements for each campus. It is intended not as a literal depiction of the projects to be developed but as a point of reference in a dynamic process of adapting projects to meet changing program needs.

Master Planning Process

The planning process was a participatory one involving many individuals from each of the Colleges. The HMC planning teams worked closely with the designated groups and followed this four step process:

1. Strategic Review
 - Collection and review of all relevant planning information
 - Development of campus base plans, including all current projects
 - Site visits to each campus to analyze existing conditions
 - Discussions to identify key project goals for each campus
2. Option Development
 - Review of existing conditions to validate key issues
 - Discussion of preliminary options
 - Development of preferred and alternative options
3. Solution Development
 - Development of 'preferred options' into master plan recommendations
 - Identification of master plan projects
4. Documentation and Approvals
 - Development of draft document for reviews by the College and the District
 - Development of final document for approval

Document Organization

The planning process recognized the individuality of each of the Colleges, while working within the overall framework of the District's organizational structure. This ensured that the 2011 Facilities Master Plan addresses Districtwide issues and serves as a Districtwide guide for future development.

The 2011 Facilities Master Plan describes a plan for site and facilities improvements that will support current and future needs at each of the three Colleges in the District. The document is divided into three sections – one for each College:

Cañada College
College Of San Mateo
Skyline College

Within each section, the following information is included:

Existing Conditions

The Existing Conditions section includes an analysis of the existing campus, and the zoning of the site and facilities as well as vehicular and pedestrian circulation. Key planning issues addressed during the planning process are highlighted in order to assist in understanding and preserving the intent of the Master Plan recommendations.

Recommendations

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

Master Plan Overview //

All three Colleges are in the process of being transformed through the construction of new facilities and the renovation of others funded by local bond revenue and the California Community College Capital Outlay Program. These recent projects have addressed many of the Colleges' needs identified in previous planning studies, but there are still unmet needs within the District. The 2011 Facilities Master Plan addresses these additional needs and presents an overall picture of the future for the San Mateo County Community College District.

While drawings in the plans appear specific, the forms are intended as conceptual sketches that highlight the potential location and purpose of the identified improvements without intending to dictate a specific design. The final design of each site and facility project will take place once projects are funded and detailed programming and design occurs with the designated user group.

Facilities Master Plan Guiding Principles //

During the planning process, a number of Districtwide guiding principles were defined and became an integral part of the 2011 Facilities Master Plan. These principles are summarized below and discussed in more detail throughout the document.

Student-Focused

As a premier community college district in California, San Mateo County Community College District is committed to serving students and maximizing opportunities for success. This focus on students is a principle of the Educational Master Plan that serves as the foundation for the recommendations that are described in this Facilities Master Plan.

Quality Education

The recommendations described in this Facilities Master Plan are focused on providing quality education to the San Mateo County communities served. The Educational Plans at each of the Colleges served as the basis for these recommendations and are translated into site and facility improvement projects for each of the three Colleges in the District.

Fiscal Responsibility

Facilities Master Plan recommendations will be planned for maximum economic benefit, including flexibility of use, a cost/benefit evaluation of function, and an overall awareness of fiscal responsibility.

Safety and Security

All improvements will continue to address safety and security issues for each of the College communities. Improvements in lighting, security cameras, and secure spaces will give students, faculty, and staff the confidence to embrace their educational pursuits without distraction.

Technology

Incorporate the best use of emerging technologies to enhance learning environments and promote student success.

Sustainability

San Mateo County Community College District has demonstrated outstanding leadership in environmental stewardship and intends to further these programs by addressing Districtwide sustainable goals. This commitment to sustainability has resulted in substantial savings due to energy efficiency and reduced operational costs, thereby enhancing the District's abilities to focus on its core education mission. The Facilities Master Plan reinforces the District's intention to:

- Incorporate energy efficient practices, materials, and technologies.
- Raise public awareness about the importance of sustainability for the future.
- Develop campuses as learning environments that model sustainable practices.

In any projects incorporating emerging technologies to improve sustainability, the District will undertake a rigorous analysis of the cost effectiveness of these technologies and their contribution to overall fiscal responsibility.

Accessibility

An objective discussed throughout the planning process was providing improved accessibility. At each of the campuses, there was a focused discussion on considering ways to increase access to the campus, to support services, and to all areas of instruction. While many of the recently completed projects have improved access capabilities, the 2011 Facilities Master Plan includes additional recommendations for continued improvement.

Coastside Communities

The Board of Trustees has had a long-standing commitment to extend College programs and services to Coastside communities. Currently, the Colleges are offering a small number of classes at a leased facility in Half Moon Bay. It is a long-term dream to establish a permanent presence on the Coast, possibly in conjunction with other public partners like the County of San Mateo, City of Half Moon Bay, and the Public Library System.

Campus Environments

Campuses are defined as much by their landscapes as their buildings. The District understands this and is committed to providing quality education within a healthy and beautiful environment. The Facilities Master Plan includes recommendations to continue the development of the College environments from the main gathering areas to the pedestrian pathways and landscaping to the parking lots.

Community Service

The District recognizes the financial support provided by the voters of San Mateo County and intends to offer services to the larger community through shared use of facilities including Theater and Performing Arts, athletic facilities, and the overall campus environment for community use.



Cañada College



Cañada College

2011 Facilities Master Plan

San Mateo County Community College District

HMC Architects

Letter from the President //




Cañada College is pleased to have the opportunity to develop an updated Facilities Master Plan. The development of a Facilities Master Plan (FMP) is an essential activity that maintains a critical and necessary alignment of the College's education and student development priorities with the facilities. The FMP examines state-of-the-art facilities development and design along with the best use of all buildings and the campus itself so that the most effective and appropriate teaching and learning stations are available for students. The Facilities Master Plan follows the learning and program themes of the Educational Master Plan, which relies heavily on research to obtain a keen understanding of instructional and student service needs. In developing the FMP, the College considered the relationship between educational outcomes and the use and accessibility of places where excellence in teaching can take place. Further, the FMP reflects where student life that enhances the educational experience can naturally and most readily occur.

Extensive remodeling, new construction, and beautification of the campus have fortunately already been accomplished during the past nine years. Facility needs remain, however, that relate to the College's educational priorities. They directly affect the ability of the College to fulfill its mission at the level the community, faculty, and staff expect.

These needs involve renovation of several buildings so that classes necessary to transfer pathways are available. New construction is proposed to respond to increased enrollment and program development, especially in the STEM (Science, Technology, Engineering, Mathematics) and Workforce Development areas. Remodeling of facilities is planned to make student services more accessible and immediate, located more naturally within the flow of the campus.

The Facilities Master Plan development engaged a broad representation of faculty and staff in the research and thinking stages of the planning. All divisions of the College were represented on the FMP Planning Committee, appointed by the Cañada Planning Council, and all drafts were discussed and commented upon in committees, which address the instruction and student service needs of the College. The outcome, therefore, is the result of gathering together the intellectual and professional resources of Cañada College.

A handwritten signature in black ink, appearing to read "James Keller". The signature is fluid and cursive, with a large initial "J" and "K".

James Keller
Interim President
Cañada College
July 2011



Mission, Vision, and Values //

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships, and incorporating new technologies and methodologies into its programs and services.

Values

As a student-centered community college, Cañada is committed to the following core values:

- Creating an inclusive environment for teaching and learning by honoring, respecting, and embracing diversity within our College and surrounding community.
- Providing a personal, caring atmosphere.
- Promoting student access, success, self-efficacy, and passion for learning.
- Encouraging a passion for life-long learning.
- Demanding and ensuring excellence in teaching and supporting our students.
- Incorporating ethical approaches into all aspects of the educational process.
- Striving to be an innovative College by responding to the changing needs of students, community, and industry.
- Practicing the inclusion of shared governance processes in all appropriate aspects of College life.

Existing Conditions

Existing Campus Plan //

Cañada College is located on the peninsula linking San Francisco and Silicon Valley. Its attendance area cuts across the entire peninsula and encompasses a wide variety of socio-economically and culturally diverse groups. Recent building renovations and additions combined with significant landscaping, paving, and outdoor furniture improvements have fully framed an internal campus Main Quad. This provides a formwork to support and grow student activities as needed to further enhance a true “campus feel.”

The campus is located in a beautiful hillside setting with wonderful views. Many of the older buildings, however, have limited connection to the outdoors and so do not take full advantage of either the vistas offered or the pleasant climate.

The hillside setting presents some challenges for pedestrian access and expansion of facilities. Relatively flat, easily buildable area within the well-established campus core is limited. Building outside that core requires significant investment in substantial building foundations, and lengthy and/or steep pedestrian access paths, which may still result in difficult parking access.

- 1 Landscaping improvements in Main Quad
- 2 Landscaping improvements in lower Quad
- 3 Building 1, Physical Education, Dance, Kinesiology
- 4 Pedestrian access from the North Quad to Lot 1



Existing Conditions

Campus Development History //

The majority of Cañada's existing buildings were constructed in the 1960s. Buildings 16, 17, and 18 have undergone significant renovation to address program needs and serve the next generation of students. Buildings 1, 3, and 13 remain close to their original condition and exhibit significant need.

While building age is certainly a significant factor, it is not the only reason these buildings need attention. In order to meet student and community needs, the College has added new programs and updated others. Curriculum delivery methods have evolved to reflect more hands-on, interactive, project-based learning, as well as the inclusion of distance learning. Building codes, Title IX requirements, and consideration for those with disabilities have also changed, further increasing the need for significant building renovation.

The recently completed Building 9, Library and Learning Resource Center, defines one edge of the Main Quad, and the addition of significant landscaping, paving, and site furniture has created a wonderful backdrop for campus activity.

The construction of Building 22, Early Childhood Education, established an edge for the new North Quad at the north end of campus. The building plays an important role on campus, housing four of the largest lecture spaces available. However, it also occupies a large footprint at a critical anchor location on the campus, a place where a larger building may eventually be located.

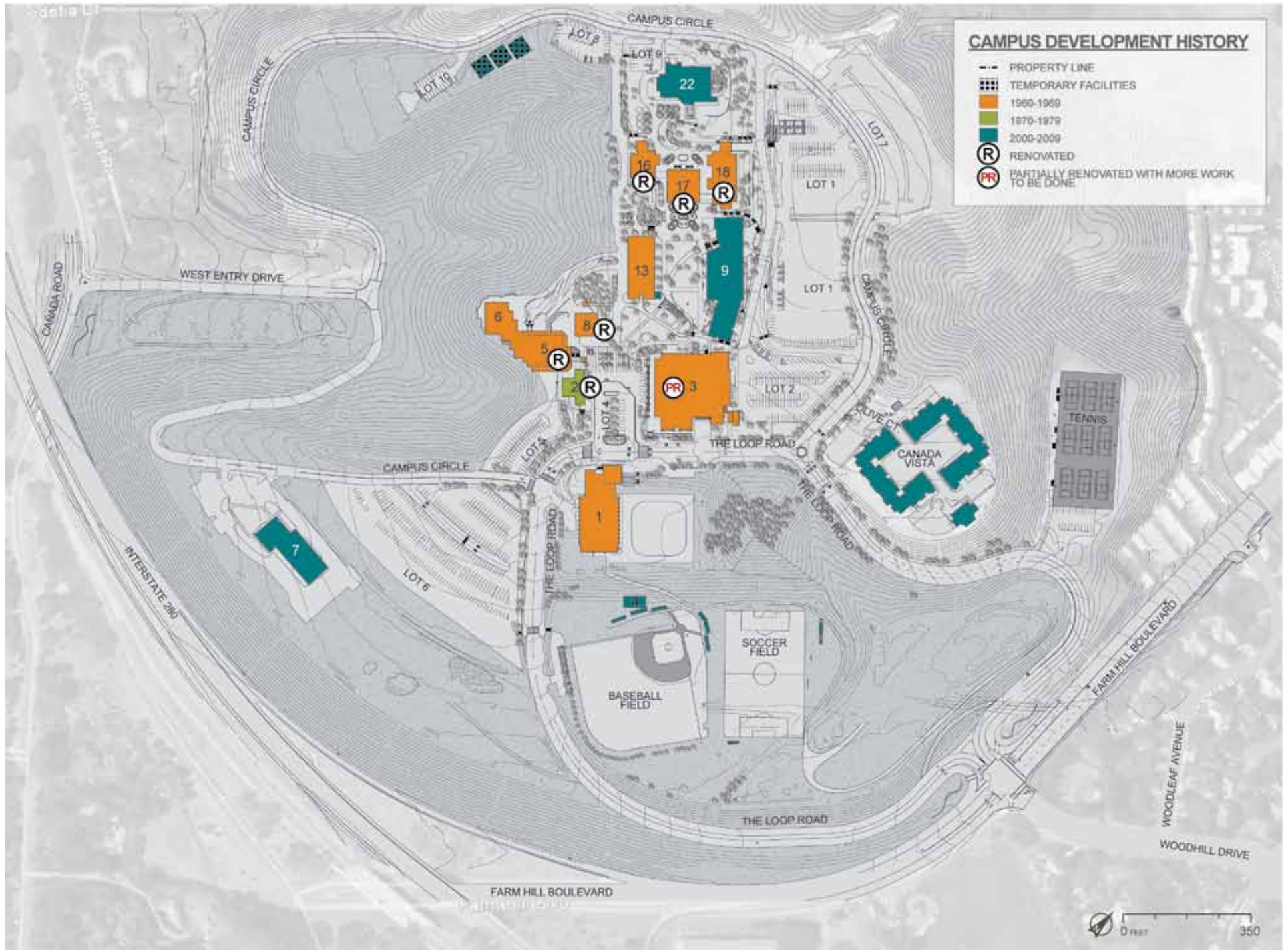
The Cañada Vista campus housing complex and the Facilities Maintenance Center were constructed relatively recently. Their relatively young ages and their outside the core of campus locations mean these buildings do not play significant roles in this iteration of the Facilities Master Plan.

It is intended that Portable Buildings 19, 20, and 21 be removed once they are no longer needed as swing space.

1 Building 22, Early Childhood Education

2 Cañada Vista





Existing Conditions

Existing Campus Zoning //

The Existing Campus Zoning plan uses colors to indicate functional zoning of the campus. Some buildings house more than one major use. In these cases, the use of multiple colors is intended to reflect the rough proportion of the building assigned to each use.

The plan uses the symbol © to represent campus facilities that regularly provide benefit to the greater college community.

Recently completed projects and those currently underway have resulted in the majority of student instructional areas being readily accessible from the campus core with Building 5, Student Center, and 6, Instructional Building, being exceptions. The College's Administration is identifying program location re-assignments that will help improve student access to some of those educational programs currently designated to occur in those buildings.

The Main Quad-level floor of Building 13, and the south wing of the first floor of Building 9, Library and Student Resource Center, occupy prime positions adjacent to the Main Quad, but currently house programs that contribute little to the College's goal of concentrating student life in the core of campus. This plan calls for relocation of the Bookstore and other student-centered activities to these locations.

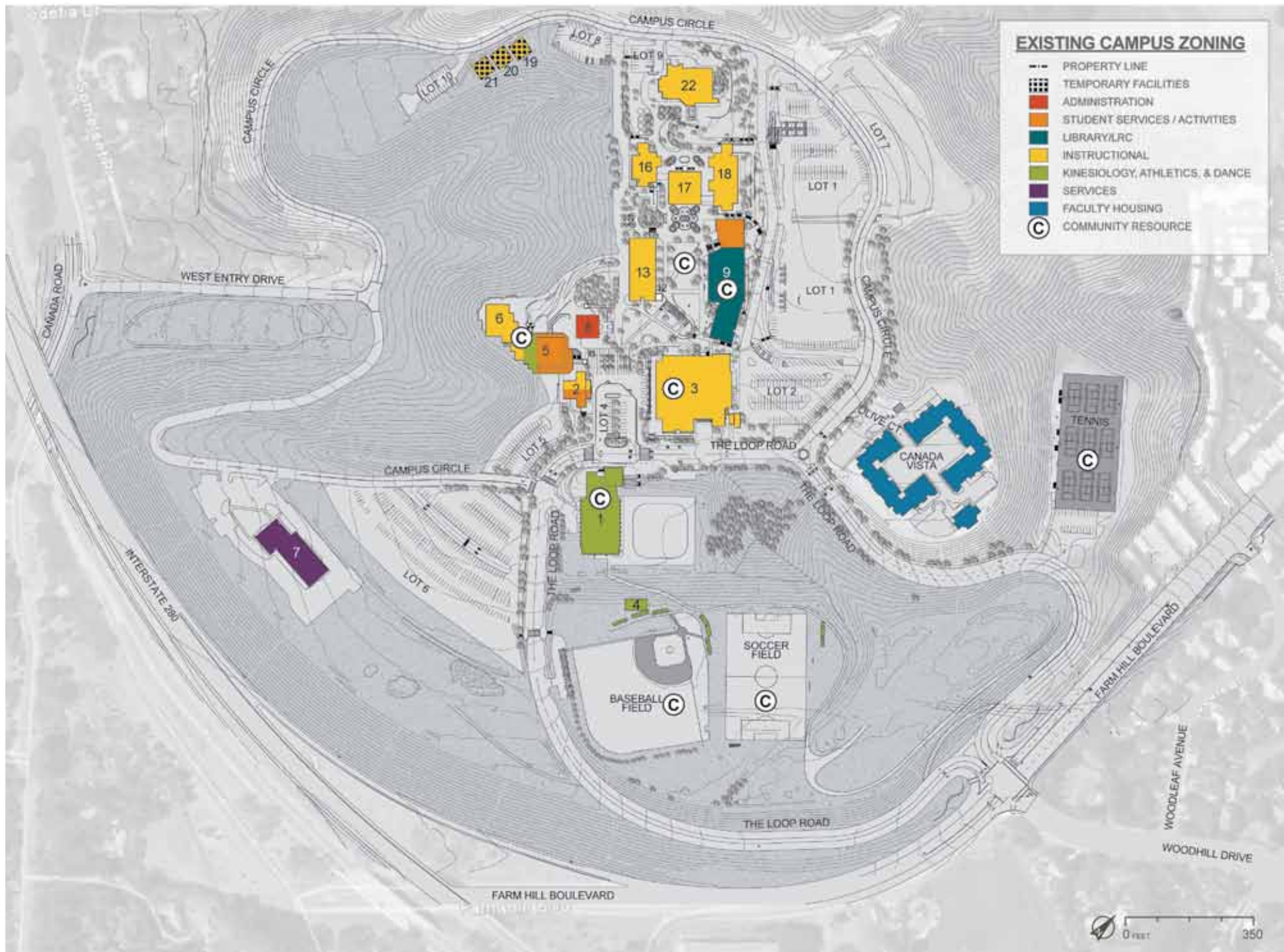
The Facilities Maintenance Center and the Cañada Vista housing complex, located outside The Loop Road, are well-suited for those more remote locations.

Portable Buildings 19, 20, and 21, which are also located outside the campus core, are serving as swing space and will be removed once no longer needed for this purpose.

1 Building 5, Student Center

2 Quad level of Building 13, Instructional Building





Existing Conditions

Existing Vehicular Circulation //

There are two well-marked campus entry points, one from Farm Hill Road and one from Cañada Road. The long stretches of loop road from the entry points to the campus core afford drivers the opportunity to pick up quite a bit of speed before they enter the core area, creating some potentially hazardous situations.

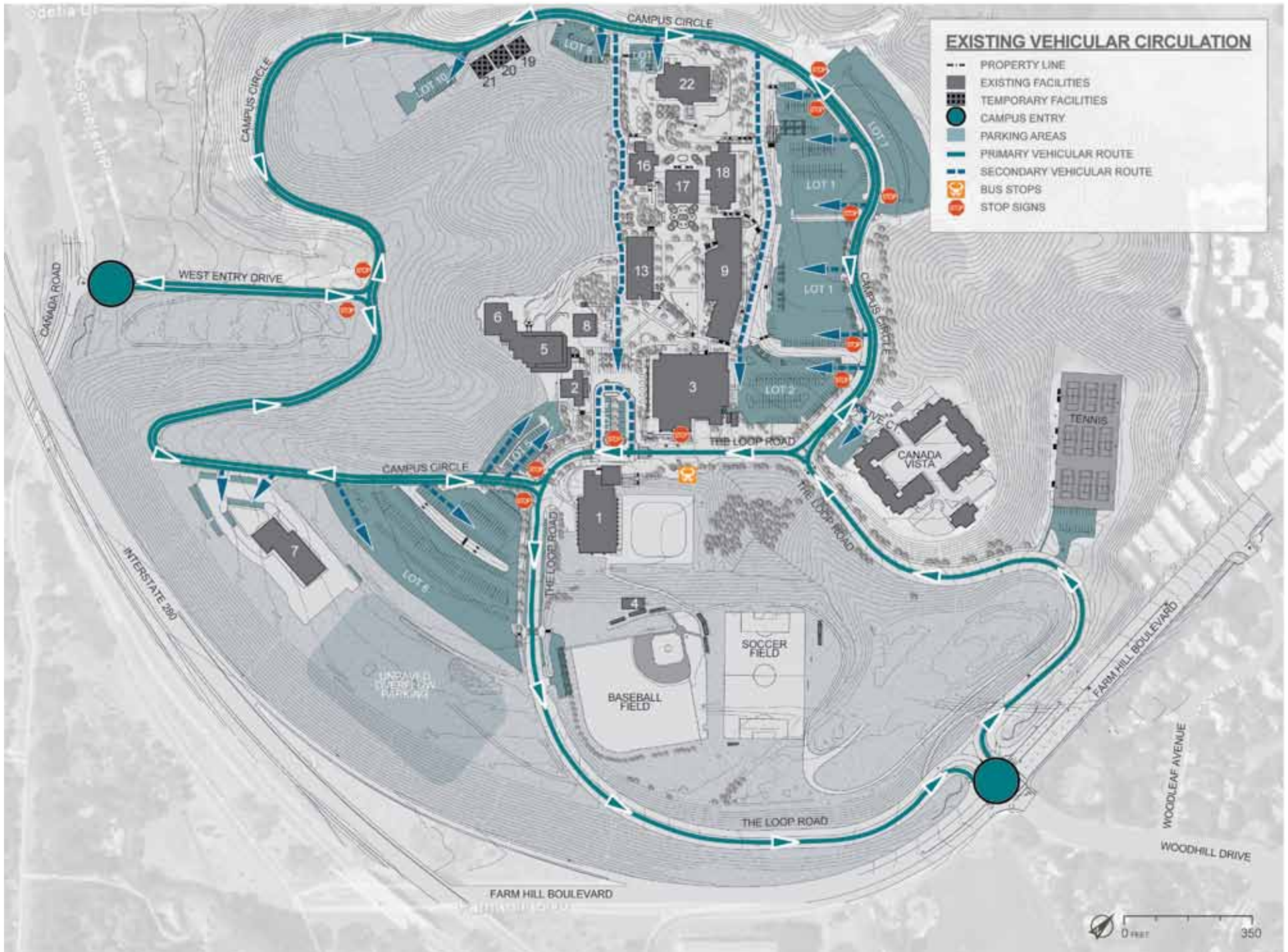
Signage along the entry from Farm Hill Road is placed too close to the first major intersection, meaning drivers are often in a lane other than the one they intend to be in. They then either cross lanes inappropriately or are directed around the entire campus loop road before arriving at the campus core.

Parking is primarily at the campus perimeter. Some spaces are quite a distance from students' destinations, leading to an overall sense of insufficient parking on campus even though the parking count is within the guidelines put forth by the state Chancellor.

The public transit stop is well-situated for direct access to the campus core.

- 1 Long stretches of loop road
- 2 Major intersection on The Loop Road
- 3 Significant level changes between Lots 1 and 2
- 4 Transit center





Existing Conditions

Existing Pedestrian Circulation //

The primary parking lots are to the east and to the southwest of the core instructional area. A few smaller lots support functions at the north end of campus. Some pedestrian access paths from these perimeter locations are not easily recognizable, which can make it difficult to identify ADA-compliant pedestrian access to the core of campus.

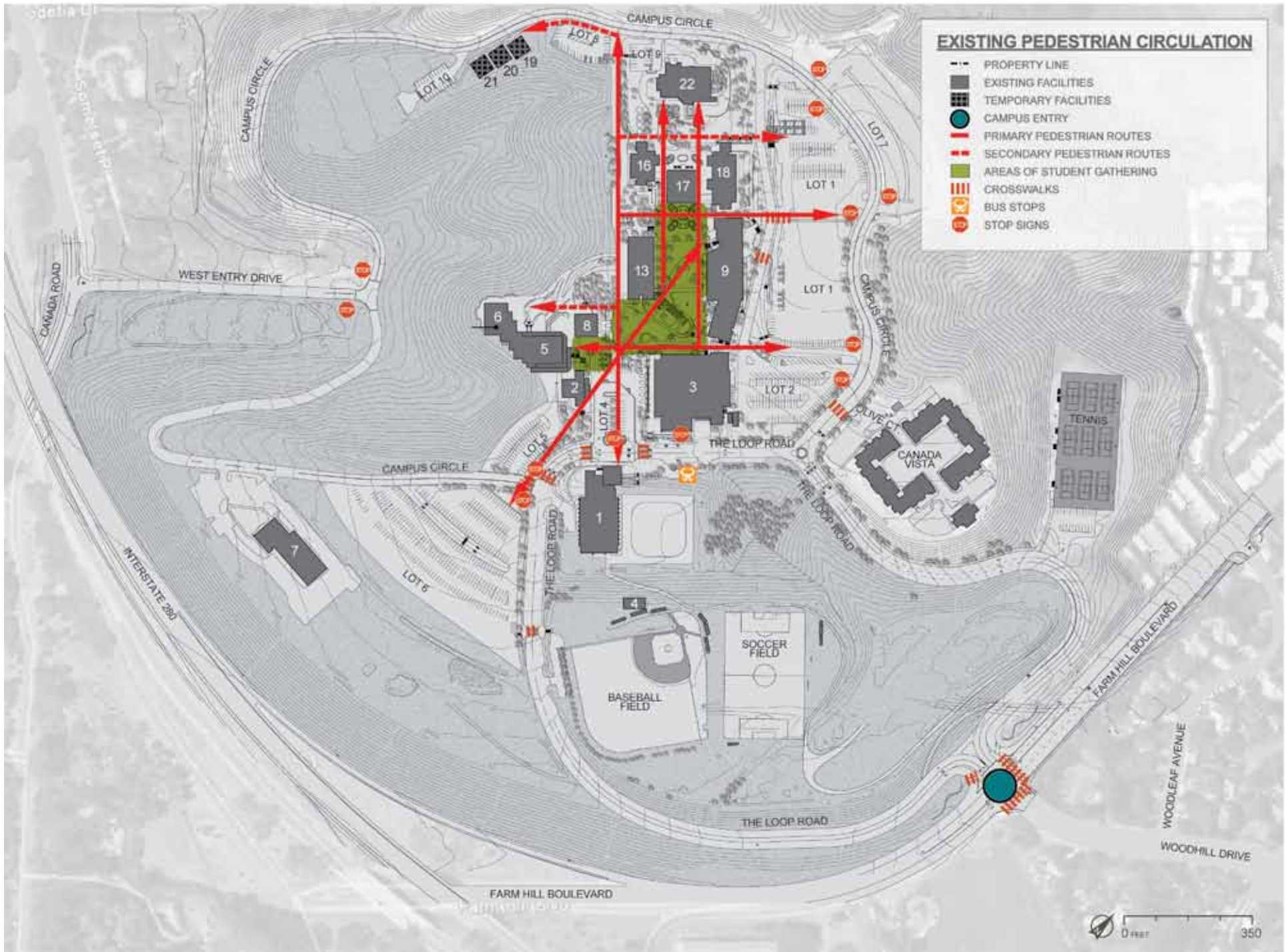
Once pedestrians reach the campus core, most designated pedestrian paths are easily navigated. There are a few exceptions:

- Access to Building 5, Student Center, and Building 6, Instructional Building, while improved with the recent renovation, is still less than ideal.
- Access from the Cañada Vista housing complex is not well-defined.
- The pedestrian access along The Loop Road from Building 3, Humanities/Art/Theater, to Parking Lot 6 coincides with an area of significant vehicle traffic and warrants analysis to assure pedestrian safety.

Local community members take advantage of the lovely setting to walk the campus for exercise and enjoyment. The Loop Road, however, does not afford safe pedestrian access from the main entry points to the core of campus.

- 1 Pedestrian approach to Building 9, Library and Student Resource Center, from Parking Lot 1
- 2 Pedestrian access to Building 5, Student Center, and Building 6, Instructional Building
- 3 Lack of pedestrian sidewalks along The Loop Road
- 4 Pedestrian path to Portable Buildings through Lot 9







Recommendations

2011 Facilities Master Plan //

The 2011 Facilities Master Plan for Cañada College is based on the College's Educational Master Plan. It addresses the current and projected needs for the College and serves as a guide for future development. The recommendations included in this Facilities Master Plan address the Districtwide guiding principles that are summarized in the introduction. The College's Educational Master Plan and these guiding principles were addressed in developing Facilities Planning Priorities that are specific to Cañada College and summarized below.

Facilities Planning Priorities

- Integrate facilities with programming for instruction; provide classrooms and academic support facilities of the right size, configuration, and quantity to align with curriculum.
- Increase the number of large classrooms in order to support current program demand and improve utilization of facilities.
- Address the program needs for Science, Allied Health, and Workforce Development-related programs and provide for the projected expansions of these programs.
- Renovate existing facilities to better support the Performing and Creative Arts.
- Increase the College's ability to support key transfer programs in Kinesiology, Personal and Professional Fitness Training, and Dance.

- Celebrate the experience of College life and create a more collegial campus environment.
 - Create spaces, both indoor and outdoor, to facilitate informal interaction between students, faculty, and staff.
 - Place student support services and student life programs in easily identifiable and accessible locations adjacent to the Main Quad.
 - Provide food service on the Main Quad.
 - Expand campus' ability to support student clubs.
- Enhance pedestrian safety on campus.
- Develop campus facilities to promote a sense of "college campus" and bolster the College's distinctive identity.
- Incorporate site-relevant renewable energy technologies to:
 - Reduce operational costs and allow redirection of funds to instructional programs.
 - Provide leadership in the education of students.
 - Raise awareness in the community about the potential of renewable energy.
- Integrate sustainable design practices in future new construction and renovation projects to increase energy efficiency, reduce water usage, and improve the teaching and learning environment.

- 1 Pedestrian pathways to Quad and Building 9, Library and Student Resource Center
- 2 Landscaping improvements in lower Quad



Recommendations

Facilities Master Plan Projects //

The projects recommended as part of this 2011 Facilities Master Plan for Cañada College are described on the following pages. These projects address the College's Facilities Planning Priorities, accommodate the projected program growth, and define the vision for the future. The order of the projects described is based on the location on campus and does not reflect a priority order.

New Construction or Renovation

- Science, Allied Health, and Workforce Development Building

Renovation or Reconstruction of Existing Facilities

- Building 2, Bookstore
- Building 3, Humanities/Art/Theater
- Building 9, Library and Student Resource Center (southern portion of first floor)

State Approved Projects - Pending Funding

- Building 13, Instructional Building

Projects Pending State Approval

- Building 1, Center for Kinesiology and Dance

Proposed Site Development

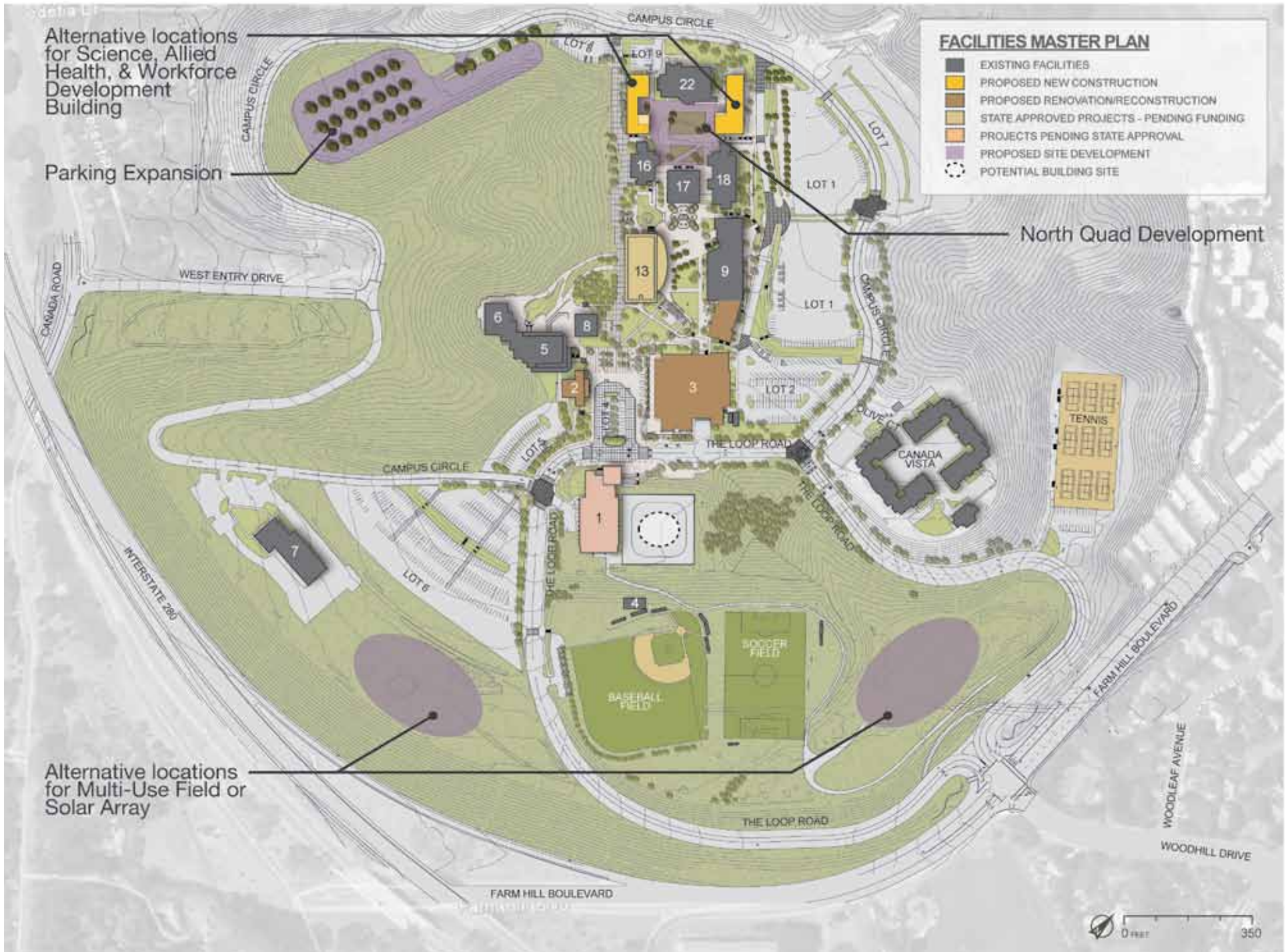
- North Quad Development
- Parking Expansion
- Multi-Purpose Field
- Solar Array

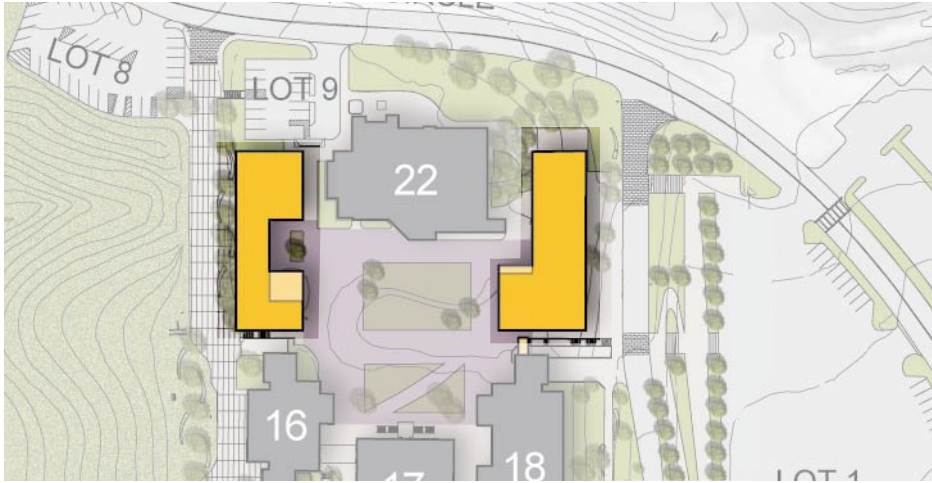
Demolition of Existing Facilities

- Removal of Portable Buildings 19, 20, and 21

Potential Building Sites

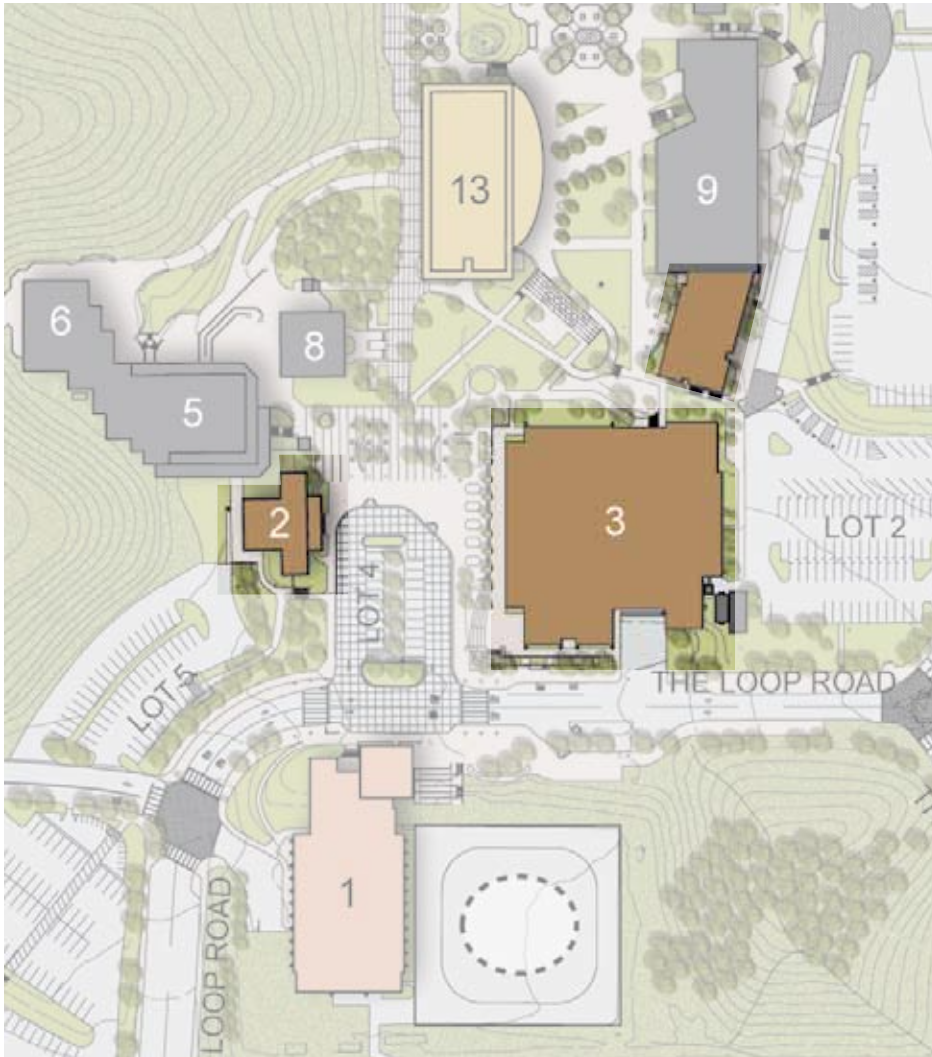
- Site north of Building 16, Instructional Building
- Site north of Building 18, Instructional Building
- Site east of Building 1, Physical Education, Dance, and Kinesiology





New Science/Allied Health/Workforce Development Building

The Facilities Master Plan identifies two possible locations for a new Science, Allied Health, and Workforce Development Building. Either location would help to anchor and define the North Quad area of the campus. The new building should also house large lecture halls to improve the utilization of campus facilities.



Renovation of Building 2, Bookstore

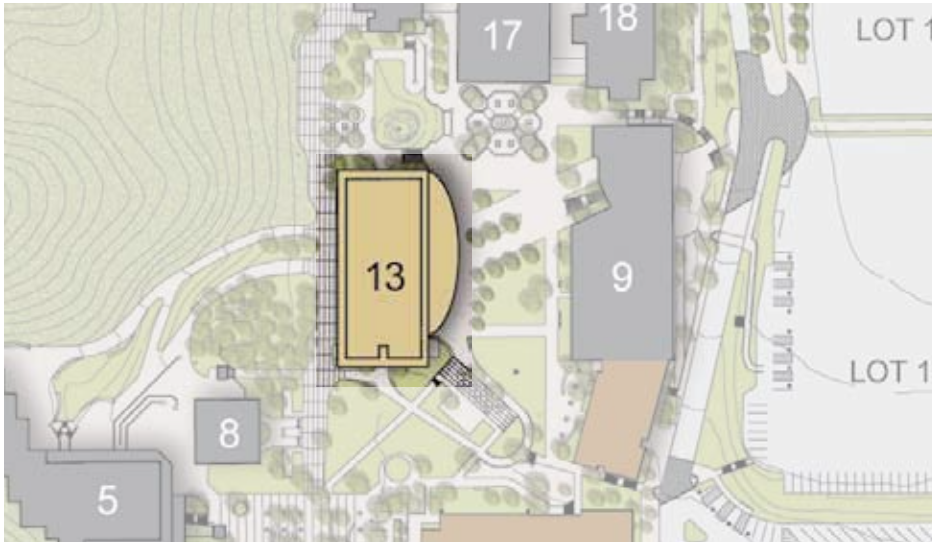
When the Bookstore is relocated, Building 2 will be repurposed to provide additional instructional space for the transfer programs currently located in Building 1, Athletic Facilities.

Renovation of Building 3, Humanities/Art/Theater

The existing Building 3 will be renovated to support the College's Performing Arts, Photography, and Creative Arts programs. Existing spaces, vacated by programs intended to be housed in the new Science, Allied Health, and Workforce Development Building will be reconfigured to accommodate academic program needs, provide additional classroom space, address code issues, and create improved teaching and learning environments.

Renovation of Building 9, Library and Student Resource Center

The Master Plan recommends the relocation of several first floor functions in the south wing to alternate locations and the repurposing of this vacated space to additional student support services in direct proximity to the Main Quad.

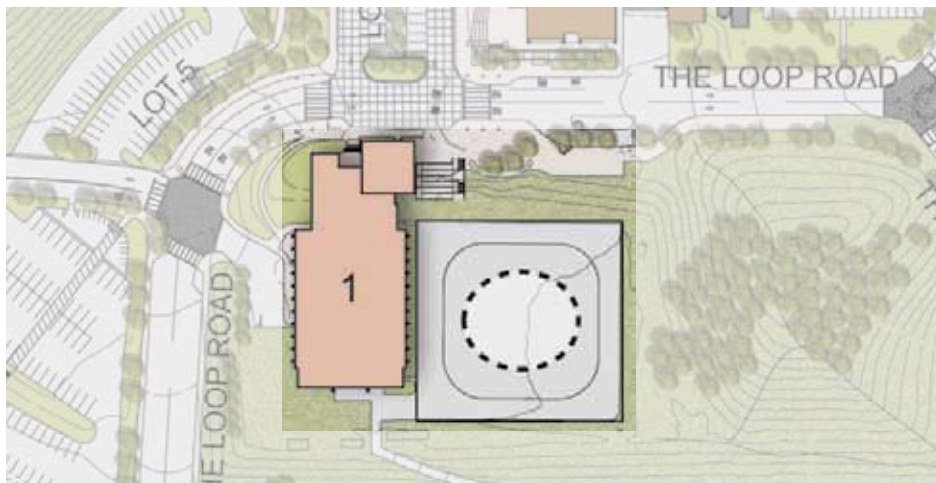


Renovation of Building 13, Instructional Building

Framing the campus core on the west side, Building 13 sits in a strategic location. The Master Plan recommends a reconfiguring of the existing Main Quad-level interiors to house student-centered activities, such as the Bookstore and food service. In addition, spaces for casual student interaction and club activities are recommended to enhance student life and reinforce student connections.

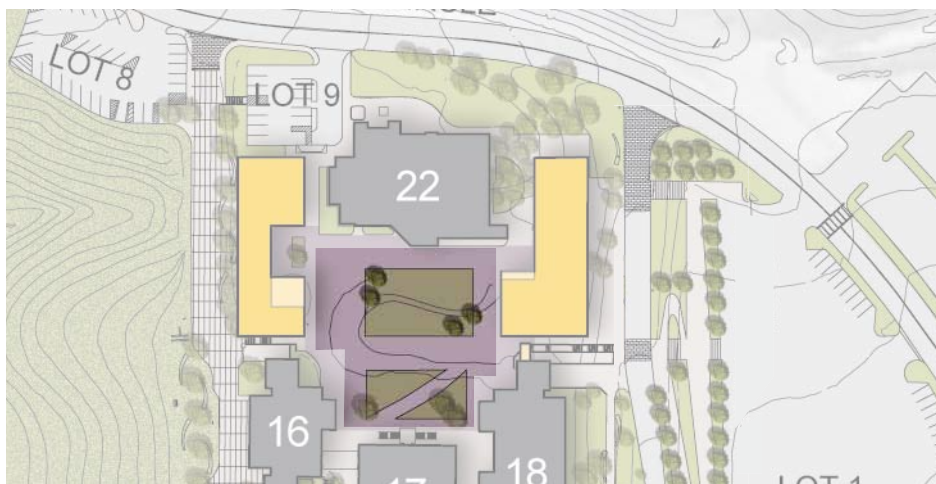
Recommendations for this building include a transformation of the closed, inwardly focused structure into an active, transparent facility that supports program needs and engages with the campus core. The building will be expanded slightly and renovated at the Main Quad level to support student activities functions.

The vertical circulation and egress patterns for the building-as-a-whole will be improved, and the building's heating, ventilating, and air conditioning (HVAC) system will receive a major overhaul as well.



Renovation of Building 1, Physical Education, Dance, Kinesiology

The existing Building 1 will be renovated to support the Kinesiology, Fitness Professional, and Dance programs. Existing spaces will be reconfigured to address program needs; remedy code, Title IX, and accessibility issues; and create improved teaching and learning environments. The College will review the feasibility of future construction to the east of the existing structure to provide additional instructional space.



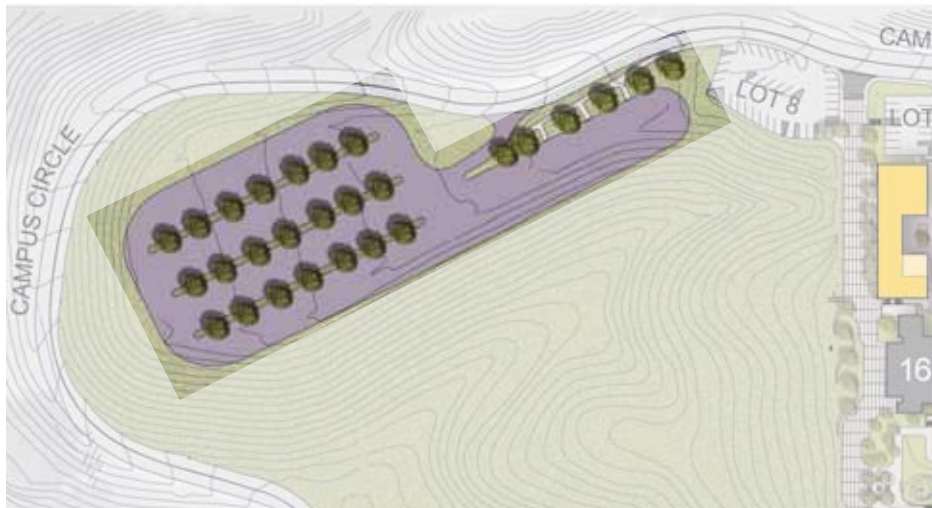
North Quad Development

The addition of a new Science, Allied Health, and Workforce Development Building combined with the relocation or elimination of Building 22's utility yard will provide an opportunity to enhance the North Quad. The Quad will be designed to support the adjacent programs, to create additional spaces for student collaboration, and to tie pedestrian circulation to newly-developed campus thresholds.



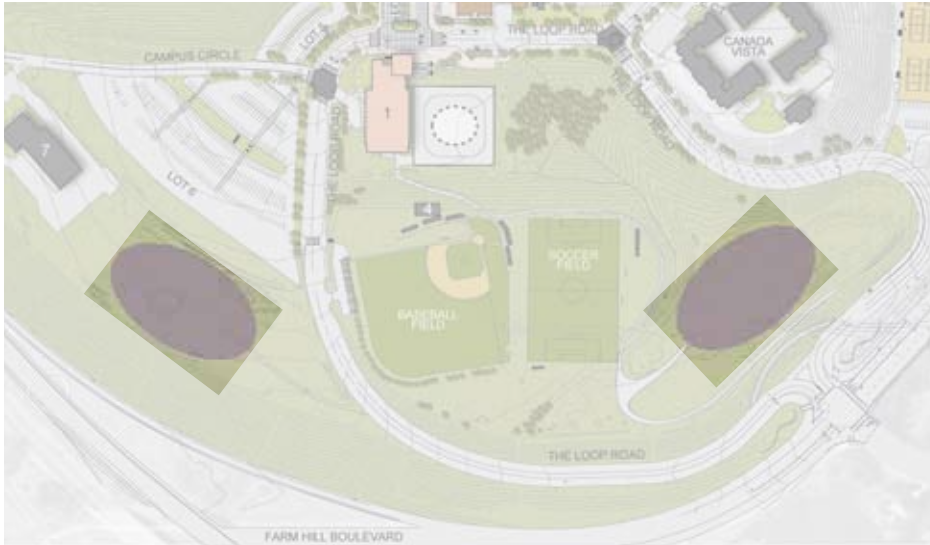
Removal of Portable Buildings 19 through 21

Portables 19 through 21 have been serving as temporary instructional space for programs displaced by other campus construction. They will be removed from the campus once there is space available to accommodate the programs housed there.



Parking Expansion

Following the removal of Portable Buildings 19 through 21, the Master Plan recommends development of this area as additional parking to support the new Science, Allied Health, and Workforce Development Building on the north end of campus. As part of this development, a clear pedestrian path will need to be provided in order to connect to the campus core.



Multi-Purpose Field

The Master Plan recommends the development of a multi-purpose field in one of two locations on the south end of campus. This field would support campus-based activities as well as use by the surrounding campus communities.

Solar Array

As part of a Districtwide effort to explore opportunities to improve sustainability of operations, reduce utility expenditures, and model environmental stewardship to its students and to the community, the District has commissioned a report to identify possible locations for a solar array on Cañada's campus. While the results of this study will not be available in time to incorporate into this Facilities Master Plan, a solar array may eventually be incorporated into the campus plan. The location will be selected to provide maximum return on investment to the District. Consideration of campus functionality and the possibility of additional future expansion of campus facilities outside the range of time anticipated in this plan will also be taken into account.

Recommendations

Proposed Vehicular Circulation //

Improvements to vehicular circulation over the past decade include the enhancement of the campus gateway entrances, the development of bus drop-offs and transit stops, and the creation of additional parking.

The Facilities Master Plan recommends additional parking on the northwest side of the campus on the site currently occupied by Portable Buildings 19 through 21, Parking Lot 10, and some of the adjacent open space.

Additional signage aimed at better illustrating vehicular circulation options for drivers – especially along the approach to the first major on-campus intersection, just below Parking Lot 2 – is recommended. A review of the vehicular and pedestrian interface along The Loop Road stretching from Building 3, Humanities/Art/Theater, to Parking Lot 6 is also needed in order to improve safety.

- 1 Vehicular campus entry from Farm Hill Boulevard
- 2 Vehicular campus entry from West Entry Drive
- 3 Drop-off at Lot 4
- 4 Proposed location for additional parking at Lot 10



Recommendations

Proposed Pedestrian Circulation //

The pedestrian circulation patterns have been significantly improved over the past several years and include the development of pedestrian thresholds into the campus core. With the proposed expansion of the campus core to the north and the expansion of parking, new thresholds and site improvements are recommended:

- The removal of the earth mound occupying much of the North Quad.
- A more clearly marked and easily visible pedestrian path from Parking Lot 1.
- A clearly identified pedestrian path from the proposed new parking area on the northwest side of campus.
- A well-marked and easily accessible pedestrian pathway from the Cañada Vista housing complex into the campus core.
- A safe path of travel from the main entries into the campus core for community members who “walk the campus”.
- A well-defined pedestrian link from Parking Lot 6 to the Main Quad.
- An enhanced pedestrian connection from Building 1, Physical Education, Dance, and Kinesiology, to the Main Quad.

- 1 Earth mound in North Quad
- 2 Amphitheater
- 3 Student gathering areas to the south of Building 17, Science
- 4 Pedestrian walkway to the west of Building 9, Library & Student Resource Center





College of San Mateo

College of San Mateo

College of San Mateo 2011 Facilities Master Plan

San Mateo County Community College District

HMC Architects



Letter from the President //



Since its founding in 1922, College of San Mateo has occupied several sites, moving to its current location in the hills above San Mateo in 1963. Over the last several years, the college campus has been transformed. New landmark buildings, such as College Center and the Health and Wellness Building, complement the existing campus architecture. Furthermore, many structures have been renovated to provide a comfortable, state-of-the-art learning environment for our students. The College has also incorporated numerous sustainability measures as a part of the design effort.

College of San Mateo's 2011 Facilities Master Plan is the culmination of input from college constituent groups and is based on the College's Educational Master Plan. The 2011 Facilities Master Plan builds upon prior Facilities Master Plans and will allow completion of the overall vision for the College, which has been articulated in earlier plans.

Recommendations of the 2011 Facilities Master Plan include the modernization of two classroom buildings and the gymnasium building, renovation of the Theatre to make needed accessibility improvements, and renovation of the Library Building to better support contemporary library practices. In addition, the plan calls for the demolition of Building 1, the Administration Building, which is no longer needed since most programs that were housed in this building have relocated to other parts of the campus. Finally, the College's nearly fifty-year-old Facilities Maintenance Center is outdated and inefficient. This plan recommends that a new Facilities Maintenance Center be constructed.

The College will celebrate its 50th year at the College Heights location in 2013. The projects detailed on the following pages will complete the vision of renovating the campus to provide the best possible learning environment for our current students and for generations to come.

A handwritten signature in black ink that reads "Michael Claire". The signature is written in a cursive, flowing style.

Michael Claire
President
College of San Mateo
July 2011

Mission, Vision, and Values //

Mission

College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution, which serves the diverse educational, economic, social, and cultural needs of its students and the community. By offering comprehensive, quality programs and services, and by measuring student learning, College of San Mateo educates students to participate successfully in a changing world.

Vision

It is our belief that we must continue to build on our strengths to provide an educational experience that, within College of San Mateo's mission, is appropriate to the needs of our students.

- College of San Mateo will prepare students to be informed, active, engaged citizens in a global society.
- College of San Mateo will continue its commitment to robust programs in transfer, occupational education, basic skills, and lifelong learning.
- College of San Mateo will recruit, support, and retain the best faculty, staff, and administrators.
- College of San Mateo will strengthen partnerships with businesses and industry and other educational institutions.
- College of San Mateo will nurture a campus climate that is inviting and intellectually stimulating to all students and staff.
- College of San Mateo will endorse, support, and actively pursue a policy of inclusiveness that recognizes, values, and reflects the diversity of the community we serve, the professionals with whom we serve, and the subject matter we impart.

- College of San Mateo will create a supportive learning environment that maximizes the synergy between instruction and student support services.
- College of San Mateo will demonstrate a conscious effort to support student in- and out-of-class learning, to measure that learning, to assess how well learning is occurring, and to make changes to improve student learning.
- College of San Mateo will support institutional needs identified through program review for updating facilities and equipment to enhance learning environments.
- College of San Mateo will promote institutional advancement as a means to increase visibility and funding for program support.
- College of San Mateo will promote institutional effectiveness based on research, planning, resource management, and evaluation.

Values

College of San Mateo is a vital community resource. We have an individual and collective responsibility to manage this resource and to fulfill our mission and vision to the best of our ability. To that end:

- we believe in encouraging and motivating students to seek, identify, and achieve individual educational goals by providing an intellectually challenging, student-focused environment.
- we believe in fostering sensitivity to, respect for, and appreciation of the individual differences among the College's diverse student, faculty, and staff.
- we believe that the effectiveness of any College action should be assessed by comparing results against measurable goals and standards.
- we believe in supporting and promoting informed risk-taking supported by institutional research and encouraging innovation and creativity in pursuit of College goals.



Existing Conditions

Existing Campus Plan //

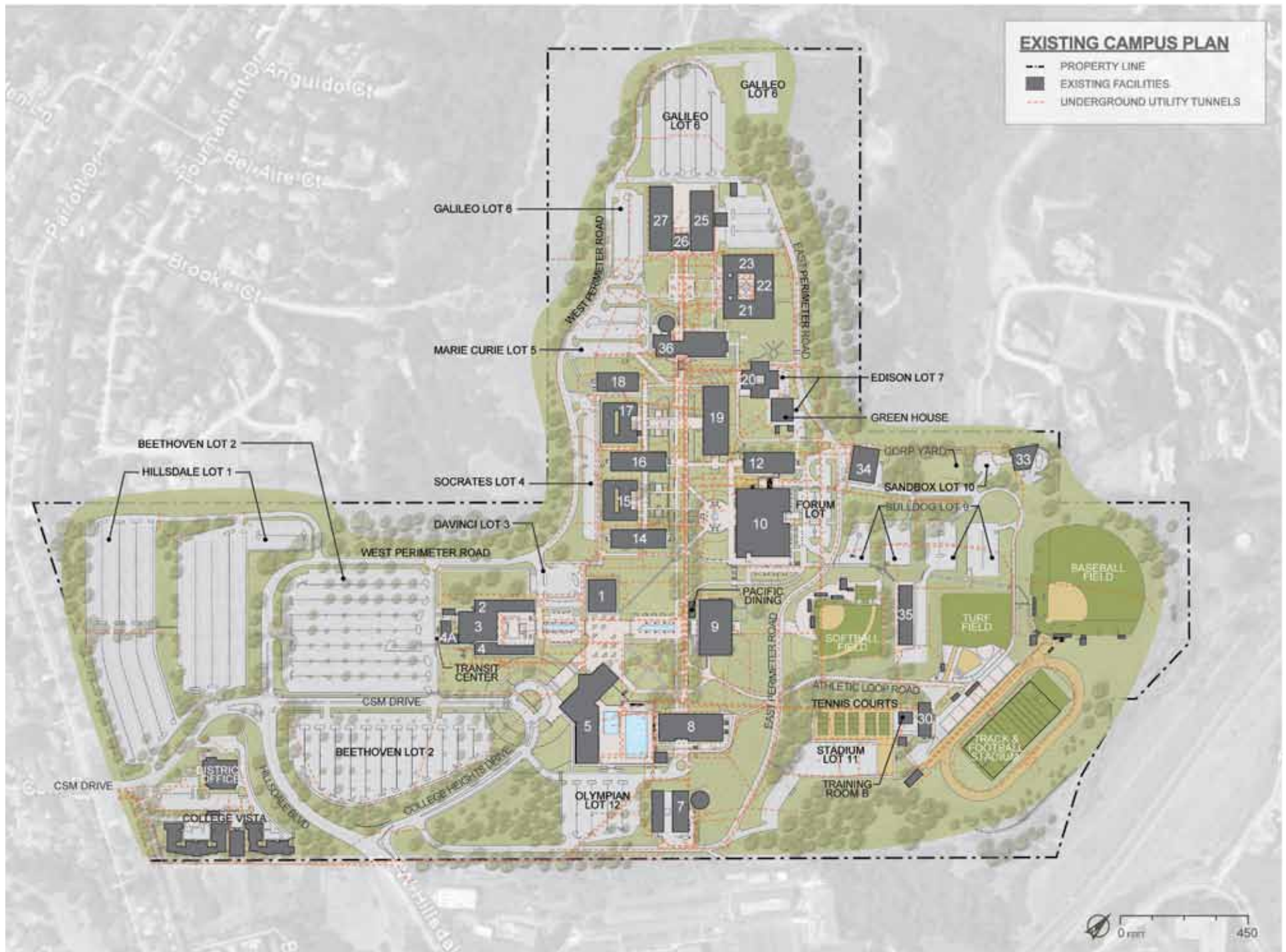
College of San Mateo, at the northern edge of Silicon Valley, occupies a 153-acre site in the San Mateo hills that provides a panoramic view of San Francisco Bay.

The recent addition of several major new buildings and the renovation (and planned demolition) of others, combined with significant landscaping and paving projects, have addressed program needs and enhanced the overall campus experience. The development of the strong north-south axis strengthens connections to both the Main Quad and some key campus facilities including the new Health and Wellness Center, the Fine Arts Complex, and parking.

While offering majestic views, the hillside setting has presented some challenges for development over the years. With buildings and parking lots located at a variety of levels, pedestrian access paths are often difficult to navigate, and campus wayfinding from some of the outlying areas into the campus core is challenging.

- 1 View of the San Francisco Bay from Building 10, College Center
- 2 Connection from Building 5, Health & Wellness, to the campus core
- 3 Connection from Building 9, Library, to the Creative Arts Complex
- 4 View of the San Francisco Bay from Building 5, College Center





Existing Conditions

Campus Development History //

The majority of College of San Mateo's existing buildings were constructed in the 1960s. Instructional Buildings 14, 15, 16, 17, and 18 have undergone significant renovation to address program needs and serve the next generation of students, but other campus buildings remain close to their original conditions. Building 1, Administration, and Building 7, Facilities Maintenance Center, have not been renovated. Building 9, Library, has undergone a renovation for seismic strengthening, but not for improvement of function or appearance. And while Instructional Buildings 8, 12, and 19 have received some partial renovations, they still exhibit significant need.

While building age is certainly a significant factor, it is not the only reason these buildings need attention. In order to meet student and community needs, the College has added new programs and updated others. Curriculum delivery methods have evolved to reflect hands-on, interactive, project-based learning, as well as the inclusion of distance learning. Building codes, Title IX requirements, and consideration for students with disabilities have also changed, further increasing the need for significant building renovation.

The addition of Building 36, Science, at the north end of campus helped to "right-size" the north-south corridor by creating an anchor building at the north end of campus.

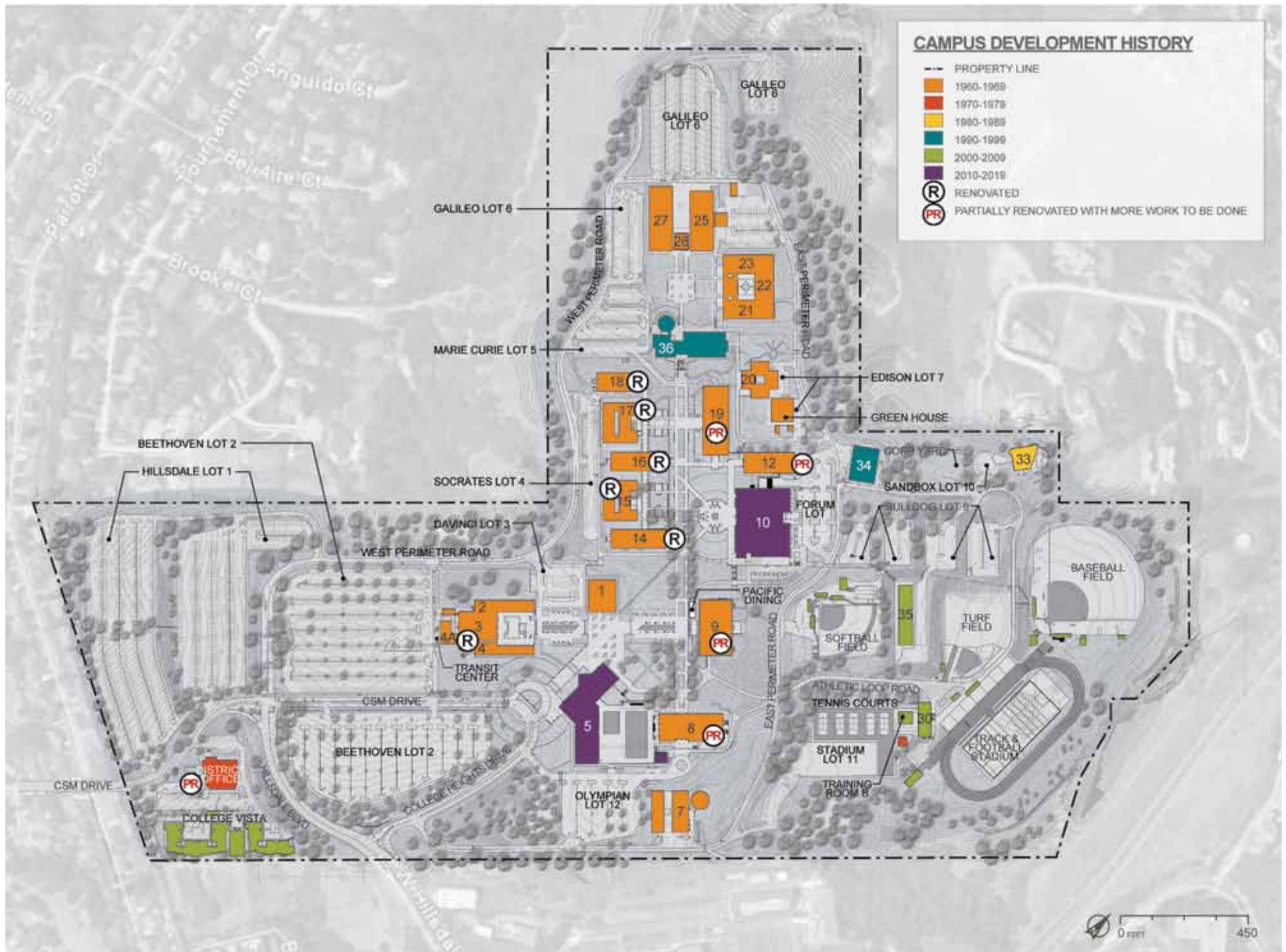
The recent completion of Building 5, Health and Wellness Center, and Building 10, College Center, has enhanced the sense of a unified college campus. With their shared architectural vocabulary and prominently angled forms, these buildings have revitalized and reinforced the north-south axis. The activities they house have helped to redistribute student and community activity, bringing additional life to the Main Quad, and establishing an iconic main campus entry.

The recent completion of the stair and elevator tower at the west end of the Fine Arts Complex provides a direct pedestrian link from the public transit center to the heart of the campus.

1 Building 16, Central Hall

2 Building 8, Gymnasium





Existing Conditions

Existing Campus Zoning //

The Existing Campus Zoning plan uses colors to indicate functional zoning of the campus. Some buildings house more than one major use. In these cases, the use of multiple colors is intended to reflect the rough proportion of the building assigned to each use.

The plan uses the symbol © to represent campus facilities that regularly provide benefit to the community outside of the College campus.

Recently completed projects and those currently underway have resulted in the majority of student instructional areas being readily accessible from the campus core.

With the completion of Building 10, College Center, and the renovation of Building 17, many of the student support services are now located adjacent to and easily accessible from the primary north-south pedestrian corridor. The College administration is identifying additional program location re-assignments that will help improve access to these support services, making sure they, too, will be readily accessible from the campus center.

Several new buildings identified in previous master plans have recently come on line. These buildings better meet the College's educational and student support needs, so Instructional Buildings 20 through 27 are currently being readied for demolition. This will create a more walkable campus appropriate to the size of the projected enrollment and also provide much needed parking.

1 Building 17, Student Life and Faculty Offices

2 Building 27, formerly Multimedia



Existing Conditions

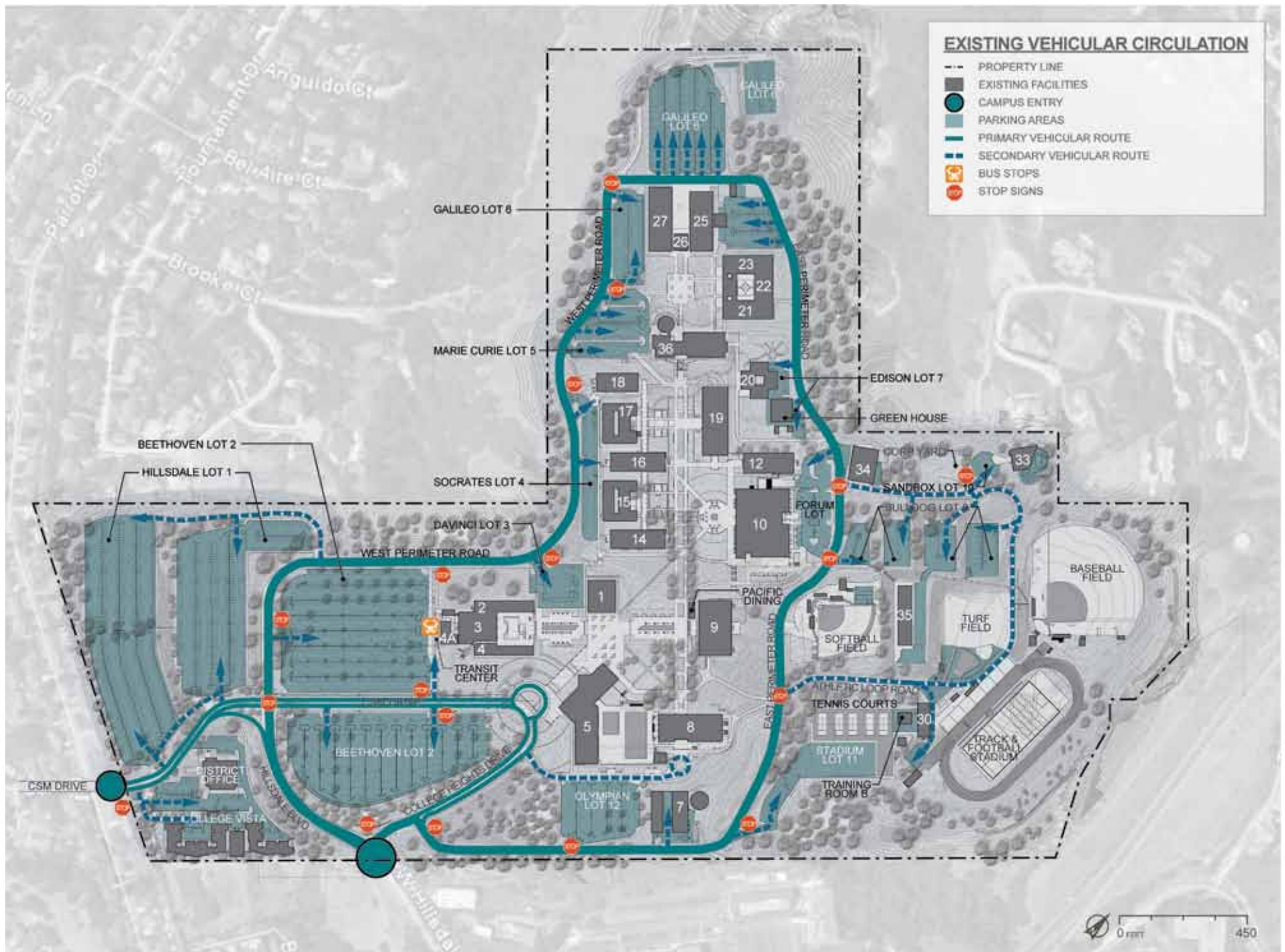
Existing Vehicular Circulation //

The major campus entry point is from West Hillsdale Boulevard. From there, drivers either follow College Heights Drive or continue on to the West Perimeter Road. The secondary entrance is through the residential neighborhood to the west via Parrott Drive onto CSM Drive. Both entry locations provide easy vehicular access onto the two-way loop road that defines the perimeter of the campus.

The recent improvements and additions to campus parking lots have improve distribution of parking spaces around the campus perimeter with multiple points of access into the College's core.

- 1 College Heights Drive
- 2 Beethoven Lot
- 3 Socrates Lot
- 4 DaVinci Lot





Existing Conditions

Existing Pedestrian Circulation //

The campus' hillside setting, with its lengthy and often steep pedestrian pathways, creates some challenges for students, visitors, faculty, and staff to identify ways to enter campus from the parking lots.

The recently completed stair and elevator tower at the western end of Buildings 2, 3, and 4, Fine Arts Complex, provides a direct ADA-compliant link from the public transit stop to the heart of the campus. Additional signage directing passengers from the transit stop to the tower would improve the experience for first-time visitors.

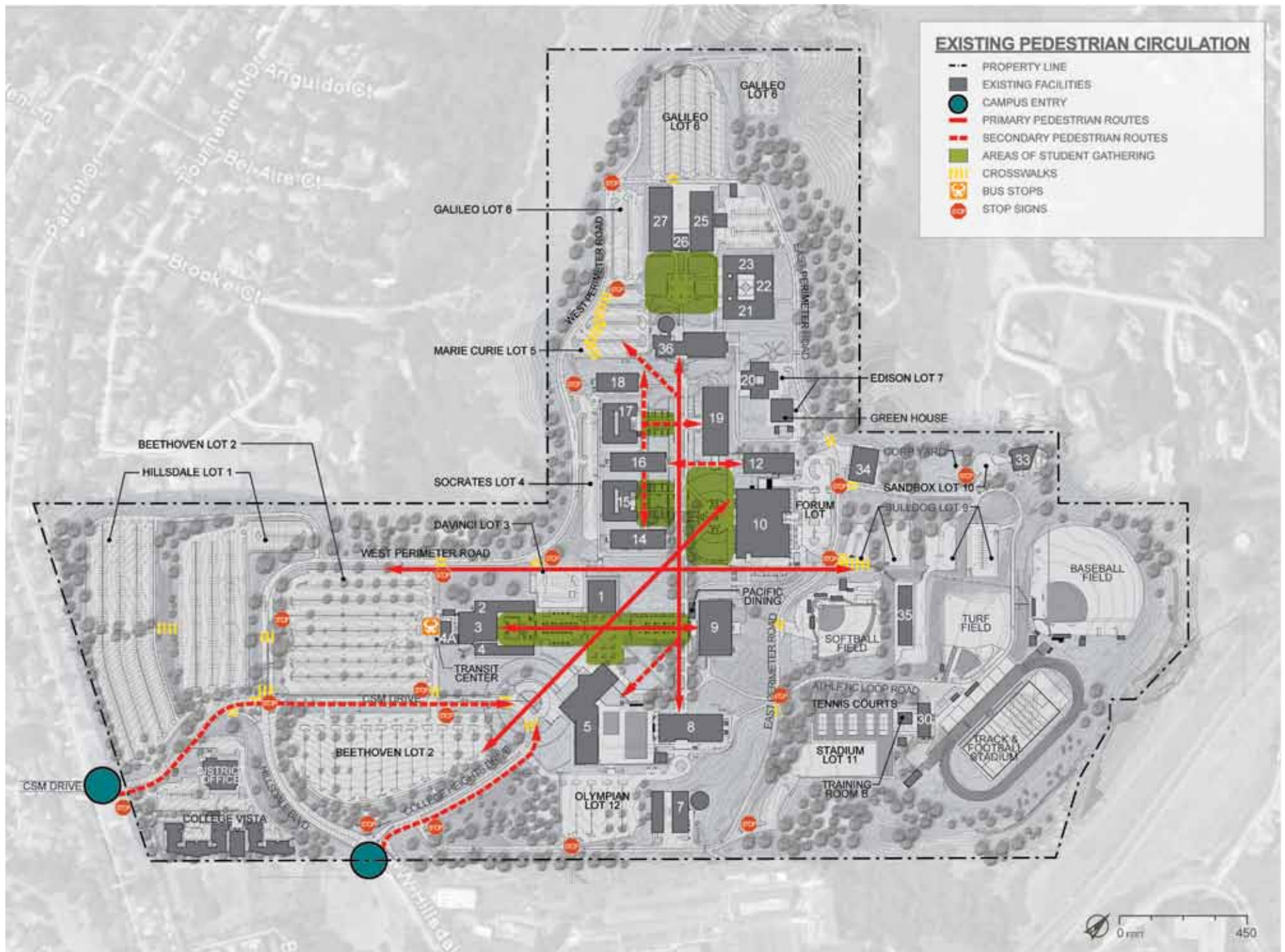
Once pedestrians reach the campus core, circulation is easily navigated. The completion of Building 10, College Center, has provided an ADA-compliant pathway linking the Main Quad to the southern half of the campus.

Community members take advantage of the lovely campus setting to walk for exercise and enjoyment. The loop road, however, does not afford safe pedestrian access from the main entry points to the core of campus.

Pedestrian use the Perimeter Road on both the east and west side of campus. Some portions of the Perimeter Road lack accessible sidewalks, which creates safety and ease of travel challenges for pedestrians.

- 1 Steep pedestrian pathways
- 2 Stair and elevator tower at the Creative Arts Complex
- 3 Pedestrian approach to Building 10, College Center
- 4 Lack of pedestrian pathways at the entry to CSM Drive







Recommendations

2011 Facilities Master Plan //

The 2011 Facilities Master Plan for College of San Mateo is based on the College's Educational Master Plan. It addresses the current and projected educational needs for the College and serves as a guide for future development. The recommendations included in this Facilities Master Plan address the Districtwide guiding principles that are summarized in the introduction. The College Educational Master Plan and these guiding principles were addressed in developing Facilities Planning Priorities that are specific to College of San Mateo and summarized in this document.

Facilities Planning Priorities

- Renovate existing buildings to further support classroom instruction and student support services needs.
- Create a campus focal point to support a variety of outdoor student activity.
- Create clearly identifiable, ADA-compliant pedestrian pathways:
 - From the public transit stop.
 - From parking lots to the campus core and athletic facilities.
 - From campus entries for those community members who walk around the campus.

- Celebrate the experience of College life by developing interior and exterior spaces that reinforce the importance of and appreciation for education.
- Improve the College's ability to maintain its building assets.
- Enhance the District's maintenance and recycling capabilities.
- Incorporate renewable energy technologies to:
 - Reduce operational costs and allow redirection of funds to instructional programs.
 - Provide leadership in the education of students.
 - Raise awareness in the community about the potential of renewable energy.
- Integrate sustainable design practices in future new construction and renovation projects to increase energy efficiency, reduce water usage, and improve the teaching and learning environment.

1 Building 10, College Center

2 Building 5, Health and Wellness Center



Recommendations

Facilities Master Plan Projects //

The projects recommended as part of this 2011 Facilities Master Plan for College of San Mateo are described on the following pages. These projects address the College's Facilities Planning Priorities, accommodate the projected program changes, and define a vision for the future. The order of the projects described is based on the location on campus and does not reflect a priority order.

New Construction or Renovation

- Building 7, Facilities Maintenance Center

Renovation or Reconstruction of Existing Facilities

- Buildings 2 and 3, Fine Arts Complex
- Building 9, Library
- Building 12, Instructional Building

State Approved Projects - Pending Funding

- Building 8, Gymnasium

Projects Pending State Approval

- Building 19, Emerging Technologies Center

Demolition of Existing Facilities

- Building 1, former Administration Building

Proposed Site Development Projects

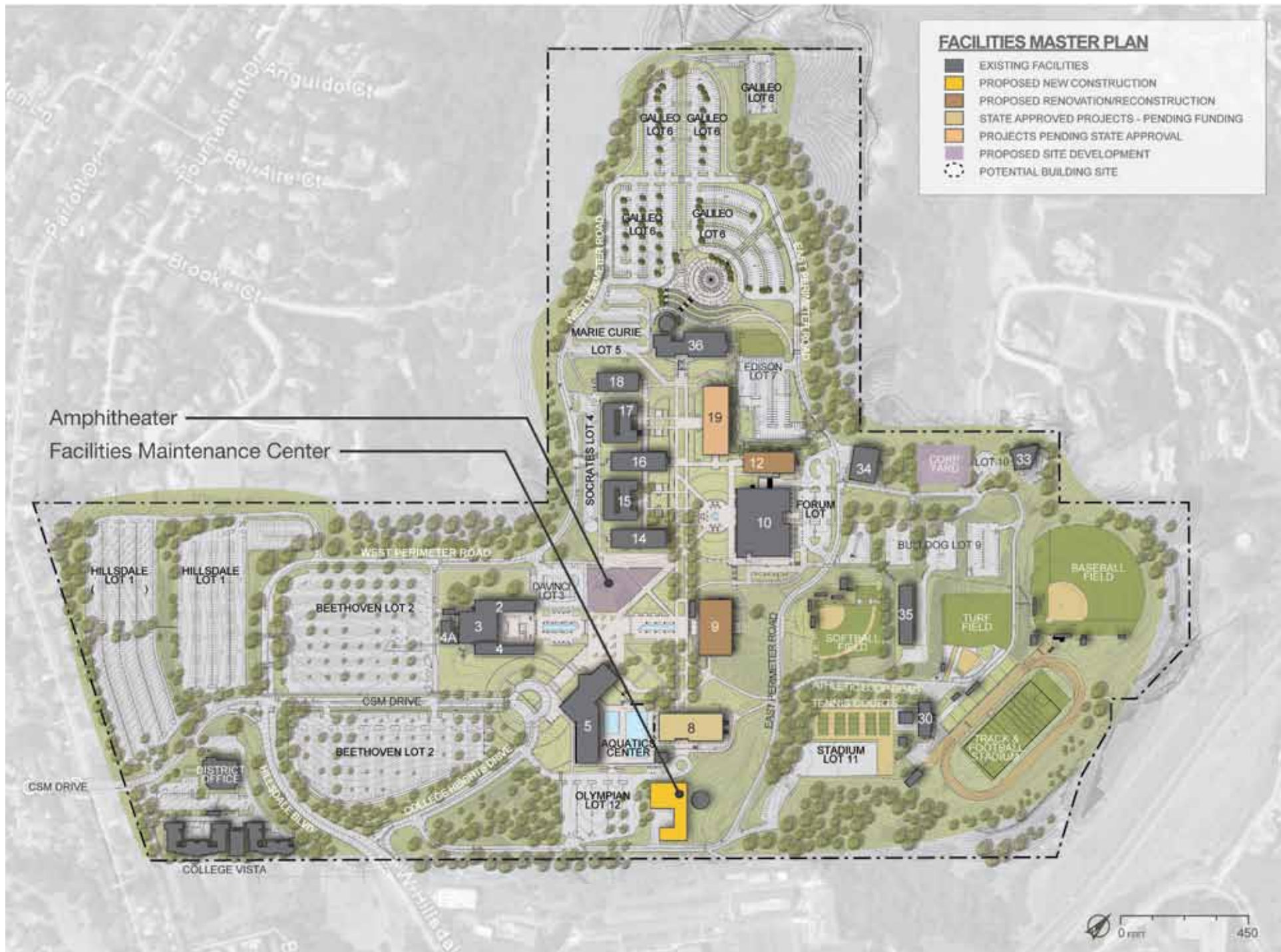
- Amphitheater
- Corporation Yard
- Fuel Cell

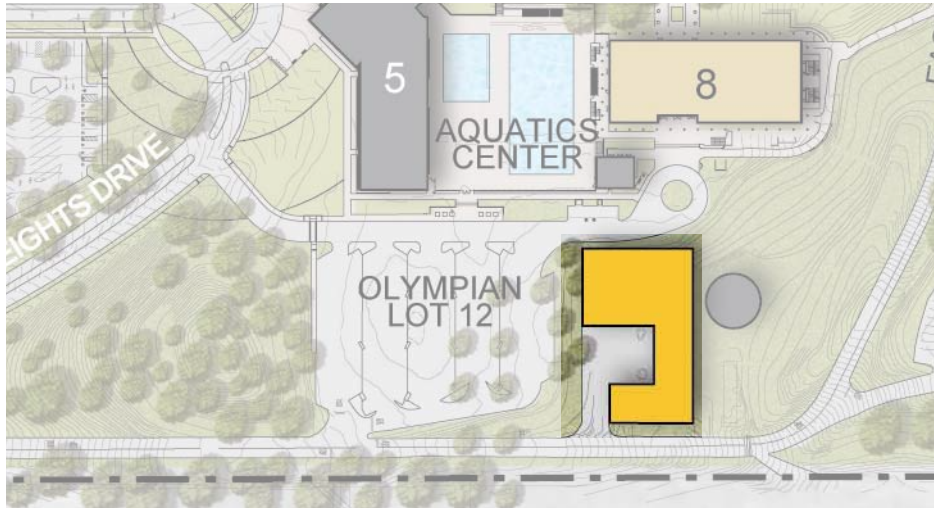
Potential Building Sites

- The new Amphitheater on the site of the existing Building 1, former Administration Building, has been identified as a potential building site for future development.

Projects in Progress as of July 2011

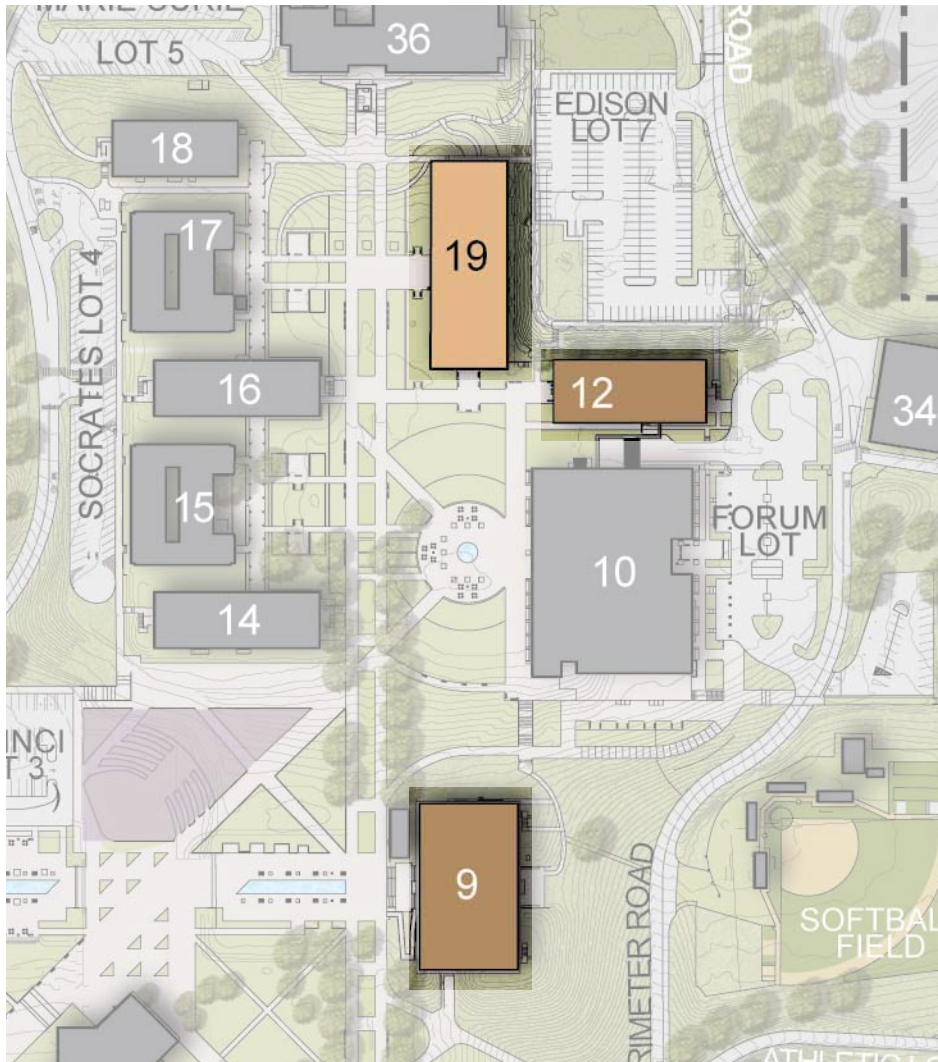
- Although the 2011 Facilities Master Plan depicts the renovation of the Edison and Galileo parking lots as complete at the time of Master Plan approval, they are works in progress with completion dates not yet established.





New Building 7, Facilities Maintenance Center

The Facilities Maintenance Center is nearly 50 years old, is in great disrepair, and has outdated systems and equipment. The Master Plan proposes to construct a new Facilities Maintenance Center. The new center will replace the inadequate facility and provide appropriate administrative, operational, office, engineering, shop spaces, and vehicle storage for facilities and maintenance.

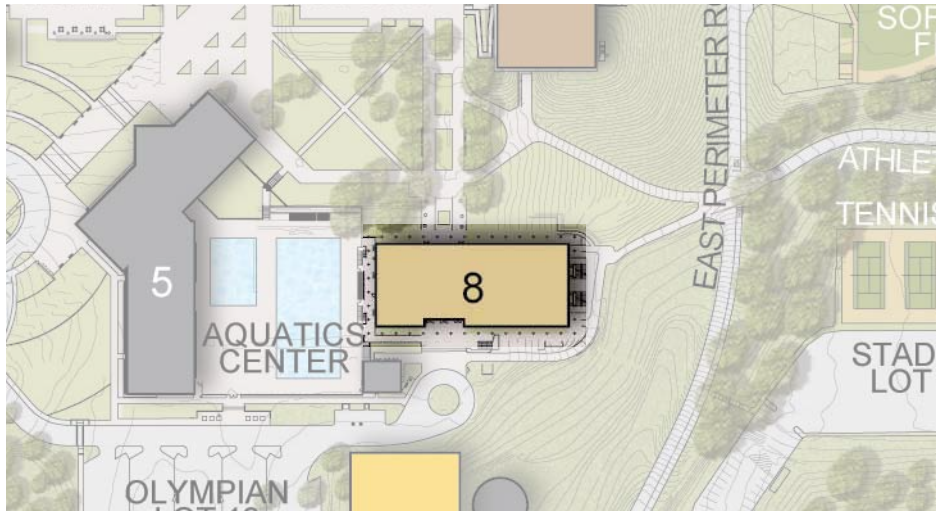


Renovation of Building 9, Library

The Library has been upgraded for seismic safety, but program needs have not yet been fully addressed. The renovation of this building will incorporate state-of-the-art technologies to address changes in the ways students, faculty, and staff access information. The modernization of the building will also include the provision of space for the consolidation of the Information Technology Services Department.

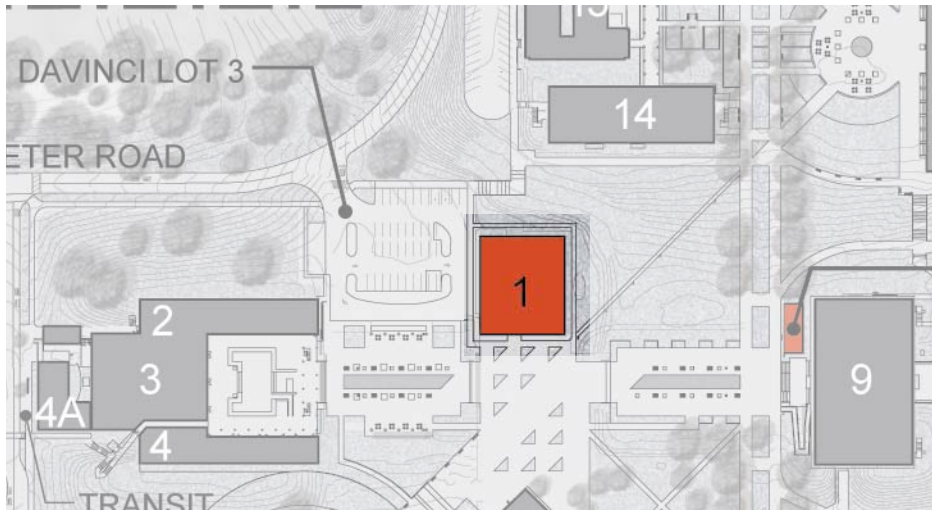
Renovation of Buildings 12, Instructional Building, and Building 19, Emerging Technologies Center

Some portions of Buildings 12 and 19 have recently been renovated, but there is still a need to upgrade the remaining portions, which this project will address. Laboratories that support the College's science and emerging technologies programs will be modernized to support current program needs. Additional upgrades will support the College's Center for the Scholarship of Teaching and Learning (SoTL).



Renovation of Building 8, Gymnasium

The Gymnasium will be renovated to support program needs, address access compliance issues, and improve its deteriorating condition in order to complement the recently-completed Health and Wellness Center. Renovations include improvements to the gymnasiums and locker rooms as well as an expansion of instructional spaces at the lower level that will directly access the Aquatics Center pool deck.



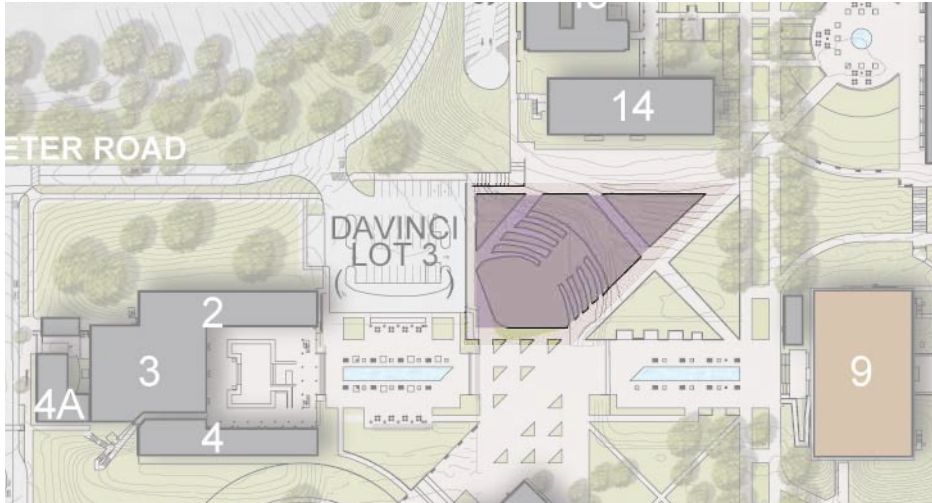
Demolition of Building 1, former Administration Building

Most of the functions previously housed in Building 1 have been relocated either to the newly constructed Building 10, College Center, or to other renovated spaces. A few, such as Student Health, Psychological Services, and Campus Security, still remain, as new locations are identified for them elsewhere on campus. Once those functions have been relocated, this outdated building may be demolished.

The College's Main Point of Entry, MPOE, for telephone and data communications is located in Building 1 and is critical to providing information technology to the entire San Mateo Community College District. Any modifications to the existing Building 1 will require careful logistical planning for this critical District infrastructure.

Data Center

Information Technology Services, ITS, has for years been providing the effective use of information technology to support the District's teaching and learning environments. ITS has been very resourceful in providing quality services while operating with a deficient infrastructure and with a decentralized staff due to the lack of a centralized Data Center. It is an objective of the Facilities Master Plan to implement a consolidation of ITS resources and infrastructure to improve the operating efficiency of Information Technology Services to better serve faculty, staff and students.

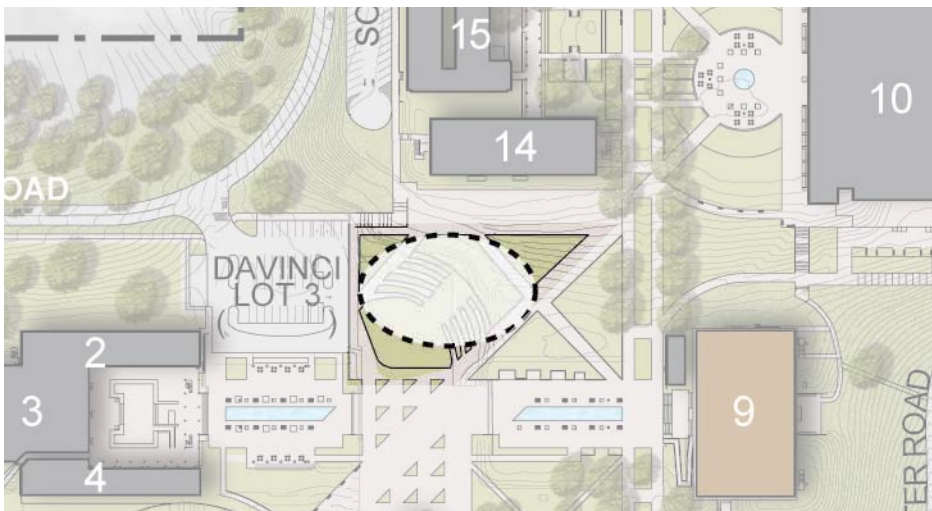


Amphitheater

The planned demolition of Building 1 creates an opportunity to take advantage of the natural terrain to construct an amphitheater. This Amphitheater addresses the College's desire to improve campus life and create a more collegiate environment. It will support a variety of large and small gatherings for performances, speeches, and ceremonies as well as casual student interaction. This hub of student activity will further reinforce the Main Quad as the heart of the campus.

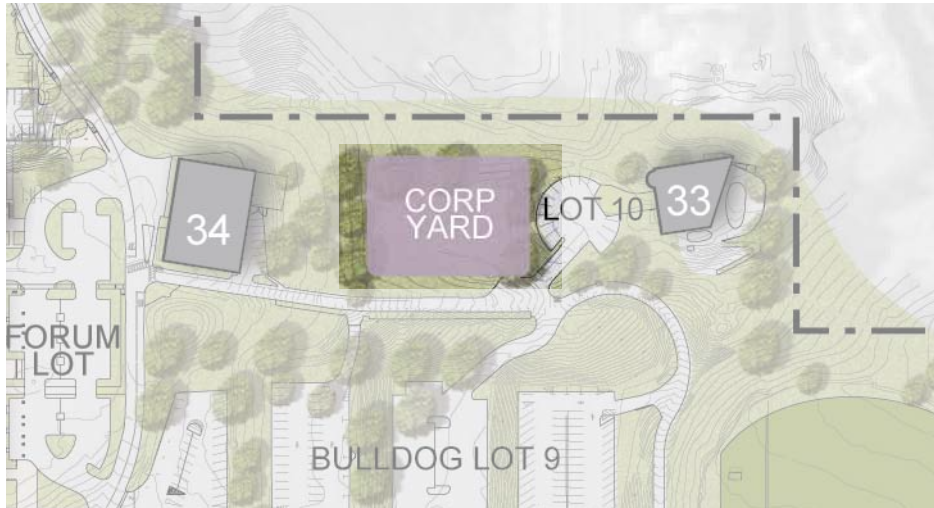
Renovation of Buildings 2 and 3, Fine Arts Complex

The relatively minor renovations proposed for these buildings include upgrades to sound systems, media capabilities, and acoustics for the Choral and Theater spaces. Americans with Disabilities Act (ADA) improvements will also be incorporated.



Potential Building Site

Based on the College's Educational Plan and projected enrollment, the campus currently has an adequate amount of built space. The renovation projects identified in this Master Plan will address the program needs and improve the utilization efficiency of its existing facilities. Should the campus experience unexpected growth beyond the Master Plan horizon, the area identified as the location for a new Amphitheater could be used as a future building site.



Corporation Yard Renovation

Renovations to the College's Corporation Yard will include the addition of a small administrative office space and service vehicle protection as well as improvements to paving, lighting, and fencing.

Fuel Cell

As part of a Districtwide effort to explore opportunities to improve sustainability of operations, reduce utility expenditures, and model environmental stewardship to its students and to the community, the District has commissioned a report to identify possible locations for a fuel cell at College of San Mateo. While the results of this study will not be available in time to incorporate into this Facilities Master Plan, a fuel cell may eventually be incorporated into the campus plan. The location will be selected to provide maximum return on investment to the District. Consideration of campus functionality and the possibility of additional future expansion of campus facilities outside the range of time anticipated in this plan will also be taken into account.

Recommendations

Proposed Vehicular Circulation //

Improvements to vehicular circulation patterns over the past decade include creation of ceremonial entrances into the College from CSM Drive and College Heights Drive, upgrades to the perimeter road and parking lots, and the development of a transit center for buses.

- 1 Entry signage at College Heights Drive
- 2 Ceremonial Circle
- 3 Entry signage at CSM Drive
- 4 Transit center



Recommendations

Proposed Pedestrian Circulation //

The pedestrian circulation patterns have been enhanced and reinforced with the recent completion of Building 5, Health and Wellness Center, and Building 10, College Center, and their associated landscaping and paving projects. There are, however, a number of improvements still needed:

- The demolition of Building 1, former Administration Building, and the subsequent construction of an Amphitheater will strengthen the pedestrian ties between the western portion of campus and the north-south corridor.
- Well-defined, easily visible pedestrian circulation paths will be developed to provide a clear link from the Hillsdale to the Beethoven Lot, and, from there, into the campus core.
- Signage will be added at the transit stop to provide passengers with clear direction to the heart of campus.
- Well-identified paths of travel from the campus main entries into the campus core will provide access for those community members who “walk the campus.”
- A pedestrian pathway from the adjacent parking lots to the softball field will be developed.



- 1 Student gathering areas at entry of Building 10, College Center
- 2 Proposed location of Amphitheater
- 3 Staircase from Ceremonial Circle to campus core
- 4 Pedestrian walkway on College Heights Drive



Skyline College



Skyline College **2011 Facilities Master Plan**

San Mateo County Community College District

HMC Architects

Letter from the President //



Thanks to the visionary leadership from the Board and the Chancellor, a dedicated and esteemed faculty and staff, an engaged student body, and a generous and supportive community, Skyline College has undergone a dramatic physical transformation. It has evolved from being an aged, cold, gray, concrete, fog-covered educational facility with dilapidated and inaccessible structures and outdated technologies to a modernized, well equipped set of buildings designed for state-of-the-art instruction and services with warm gathering and networking spaces that accommodate the new ways in which students live and learn. Overlooking the Pacific Ocean, Skyline College is well on its way to matching that kind of natural beauty with its own facilities.

Skyline College has undergone tremendous growth in student enrollment while effectively and efficiently responding to their educational needs in an environment that is rich in culture and opportunity. Each semester, more than 10,000 full-time and part-time students attend the College. Over 800 class sections per semester are offered, including a broad range of evening, weekend, and online classes.

Many Skyline College students transfer to four-year colleges and universities around the country. Other Skyline College students graduate and achieve an Associate in Arts (A.A.) or Associate in Science (A.S.). Students achieve employment and advancement in business and industry upon earning certificates and degrees—all possible with educational facilities that are centered on student success and community educational needs.

This Educational Facilities Master Plan represents some of the best thinking about the future needs of the College and community. While we have certainly transformed the institution to meet many of the needs, there are still some unmet needs. We are almost there—this plan closes the gaps and looks to the future. This plan culminates in a signature facility that appropriately situates the college as an institution of higher education that is a major source of pride and respect in the community and in the District.

A handwritten signature in black ink, reading "Regina Stanback Stroud". The signature is written in a cursive style with a large, stylized initial "R".

Dr. Regina Stanback Stroud
President
Skyline College
July 2011

Mission, Vision, Values, and College Goals //

Mission

Skyline College is a comprehensive, open access community college that provides student-centered education leading to transfer, career advancement, basic skills development, and personal enrichment.

The College is committed to preparing students to be culturally sensitive members of the community, critical thinkers, proficient users of technology, effective communicators, socially responsible lifelong learners, and informed participants of a democracy in an increasingly global society.

Skyline offers innovative instruction and student support to a rich tapestry of diverse learners through the hallmarks of the College: academic excellence, responsive student services, advanced technology, community and industry partnerships, and workforce and economic development.

Vision

Skyline College strives to inspire a global and diverse community of learners to achieve intellectual, cultural, social, economic, and personal fulfillment.

Values

Education is the foundation of our civilized democratic society. Thus:

- **Campus Climate:** We value a campus-wide climate that reflects a ‘students first philosophy’ with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.
- **Open Access:** We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and services that enable them to advance steadily toward their goals.
- **Academic Excellence:** We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through vocational programs and certificates, Associate of Arts and Associate of Science degrees, and lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to providing education in a climate that values innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas for all.
- **Community Connection:** We value a deep engagement with the community we serve and our role as an academic and cultural center for business, industry, labor, non-profits, government, and the arts.
- **Shared Governance:** We value just, fair, inclusive, and well-understood governance processes based upon open and honest communication.

College Goals

1. Develop the scope, quality, accessibility, and accountability of instructional and student service offerings, programs, and services.
2. Enhance institutional effectiveness in the planning and decision-making processes through cooperative leadership, effective communication, and shared governance.
3. Fulfill the College’s role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations.
4. Provide adequate human, physical, technological, and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes.
5. Offer faculty and staff opportunities for professional growth and advancement.

Existing Conditions

Existing Campus Plan //

Skyline College is located on 111 acres just west of Skyline Boulevard in San Bruno and draws students from the socio-economically and ethnically diverse northern portion of San Mateo County.

Opened in 1969 with several key buildings completed, Skyline has continued to expand since then with at least one new significant building added to the campus each decade. Most of the buildings have been added within the loop road, creating a dense campus core and defining a major campus spine from Building 8, Business and Language Arts, down through the heart of the campus to the portable buildings and Athletic Fields. A web of pedestrian pathways weaves between the buildings to bring pedestrians to the campus spine from the various parking lots that surround it.

The hilly site offers a wonderful view of the Pacific Ocean and borders designated open space to the west. On the south, it is bordered by significant stands of trees. The campus buildings, however, focus primarily inward, toward the campus core. This creates a dual

personality for many of the buildings as they attempt to establish their presence on both the central core and on the loop road. Additionally, it creates some identity issues for the campus, given the need to locate service entries and loading docks on the same building faces as welcoming entries, and no single building entry yet signifies a campus main entry indicating one “has arrived at Skyline College.” The recent addition of Building 4, Administration, Cosmetology, and Multicultural Center, and the vehicular traffic changes adjacent to it may foster this sense on the northern portion of campus (see adjacent campus map) as the programs in the new building come on line, but there is not yet a corollary sense of place on the southern portion of campus.

While offering fabulous views, the hillside setting has presented some challenges for development over the years. With buildings and parking lots located at a variety of levels, pedestrian access paths are often difficult to navigate, and campus wayfinding from some of the outlying areas into the campus core is challenging.

- 1 Staircase from Main Quad to Building 8, Business and Language Arts
- 2 Staircase from transit center to courtyard level of Buildings 1 and 2



Existing Conditions

Campus Development History //

Building 1, Social Science/Creative Arts, Building 3, Gymnasium, Building 7, Science, and Building 8, Business and Language Arts, date from Skyline College's inception in the late 1960s. Buildings 1 and 3 have undergone minor renovations but still function largely as they did when originally constructed. Buildings 7 and 8 have had major renovations to meet changes in program requirements.

While building age is certainly a significant factor, it is not the only reason these buildings need attention. In order to meet student and community needs, the College has added new programs and updated others in order to better serve the needs of its community. Curriculum delivery methods have evolved to reflect hands-on, interactive, project-based learning and also to incorporate emerging teaching and learning technologies. Building codes, Title IX requirements, and consideration for those with disabilities have also changed, further increasing the need for significant building renovation.

Building 1 is slated for demolition as it long ago ceased to be an adequate facility for the programs it houses. The space recently vacated by the move of the College's administrative offices to the new Building 4, Administration, Cosmetology and Multicultural Center, will temporarily house programs including Administration of Justice, Paralegal, Distance Education, and other small programs that need dedicated, consolidated space in which to operate. Space for these programs will need

to be included in planning future building and renovation projects. Sparkpoint Center needs a closer physical connection to the College's other Workforce Development programs, which are currently housed in other campus buildings.

Building 2, Student Services, and Building 9, Automotive were added in the 1970s.

The cluster of former middle school buildings identified at Building 19, Pacific Heights, was acquired by the College in 2002.

The Quad level of Building 2, Student Services, underwent significant renovation in 2003 to create the Information/One Stop Student Services Center, which worked well for a time but no longer has enough space to adequately service the student population. Some renovations were made on the lower floor of the building to house Technology Labs. The upper floor of the building serves as a makeshift space for a variety of functions not suited to this location, which previously housed a Student Cafeteria. Disabled Students Programs and Services (DSP&S) and the Veterans' Center are inconveniently located on this third level, which is not accessible without using an elevator.

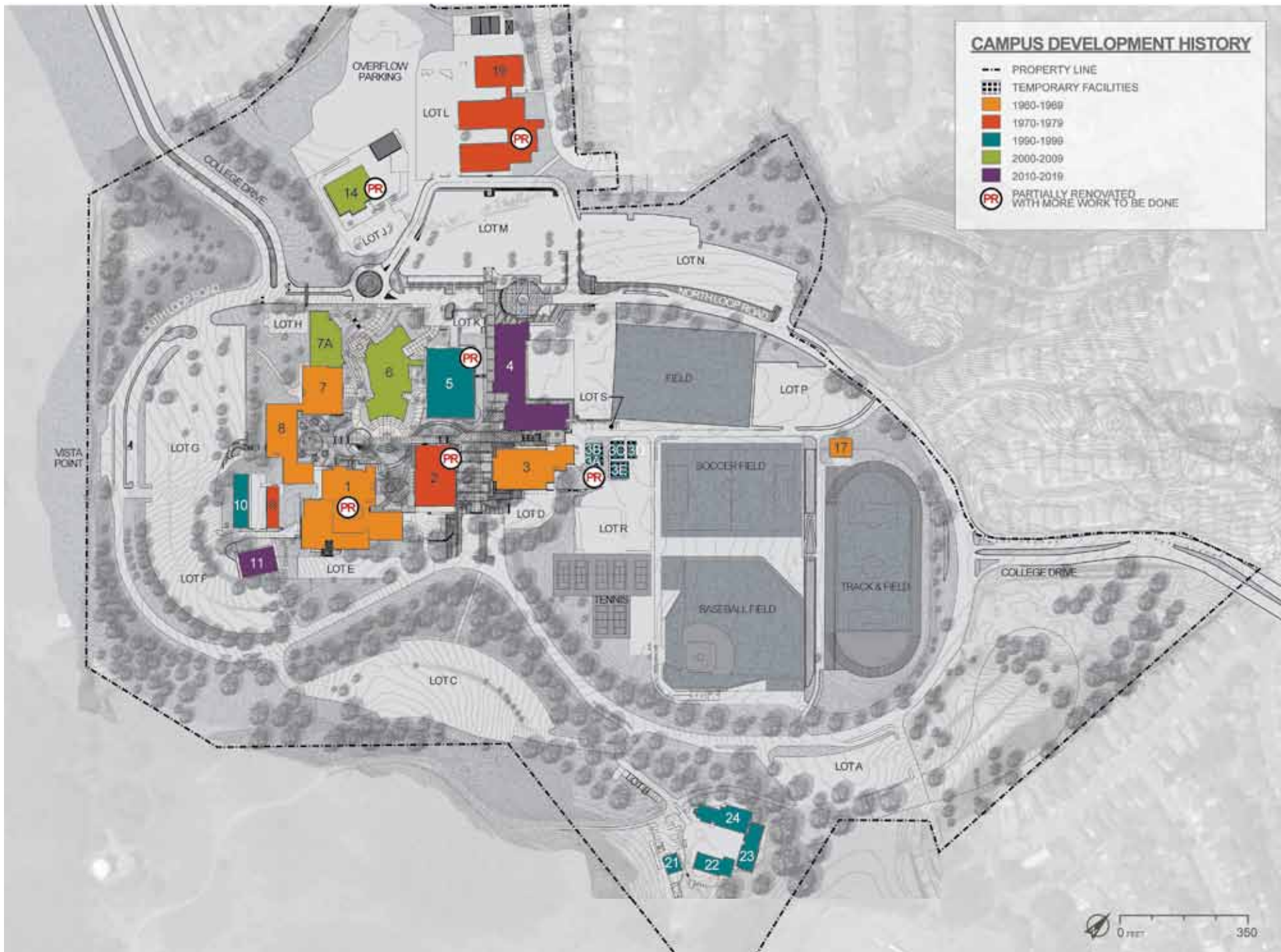
Building 19 has, for a number of years provided classroom and swing space for the campus. It is expected that this building will continue to serve as swing

space for some time as the future renovation of other campus buildings will generate a need for temporary instruction space. Building 19 is scheduled for eventual demolition.

Buildings 6, Student Services, and Building 7A, Science, were added within the last decade, creating a Student Activity Center on the first floor of Building 6 and expanding the number of classrooms on campus by providing additional General Education Classrooms on Building 6's upper floors and Science Labs in 7A.

The Automotive Program has grown to occupy three buildings over time: Buildings 9, 10, and 11, with Building 11 the most recent addition. Portable Buildings 3A through 3E were originally intended to be temporary, and, as such, have housed a number of programs. Some are currently dedicated to Physical Education and athletics-related programs, and others house academic programs for which the campus has been unable to provide a more permanent home.

Building 14, Loma Chica, has, like the Portable Buildings, served a number of functions over the years. It is currently serving as a combination of swing space and office space while also undergoing a minor renovation in order to house the Child Development Center.



Existing Conditions

Existing Campus Zoning //

The Existing Campus Zoning plan illustrates the functional zoning of the campus using colors to indicate the various assigned functions. Some buildings house more than one major use. In these cases, the use of multiple colors is intended to reflect the rough proportion of the building assigned to each use and is not an attempt to reflect the specific location of that use within the building.

The plan uses the symbol © to represent campus facilities that regularly provide benefit to the greater college community.

The majority of the College's instructional areas are on the western end of the main campus. There are some notable exceptions:

- The recently completed Building 4, Administration, Cosmetology, and Multicultural Center, houses the College's Administration offices, Cosmetology program, and Multicultural programs. Its easy access to well-defined public parking is appropriate and necessary for the program.
- Building 19, Pacific Heights, is located on -- but just outside -- the recently re-routed Loop Road and was never part of the main campus. As such, its main focus in recent years has been temporary swing space for programs displaced from other buildings due to construction or lack of space.

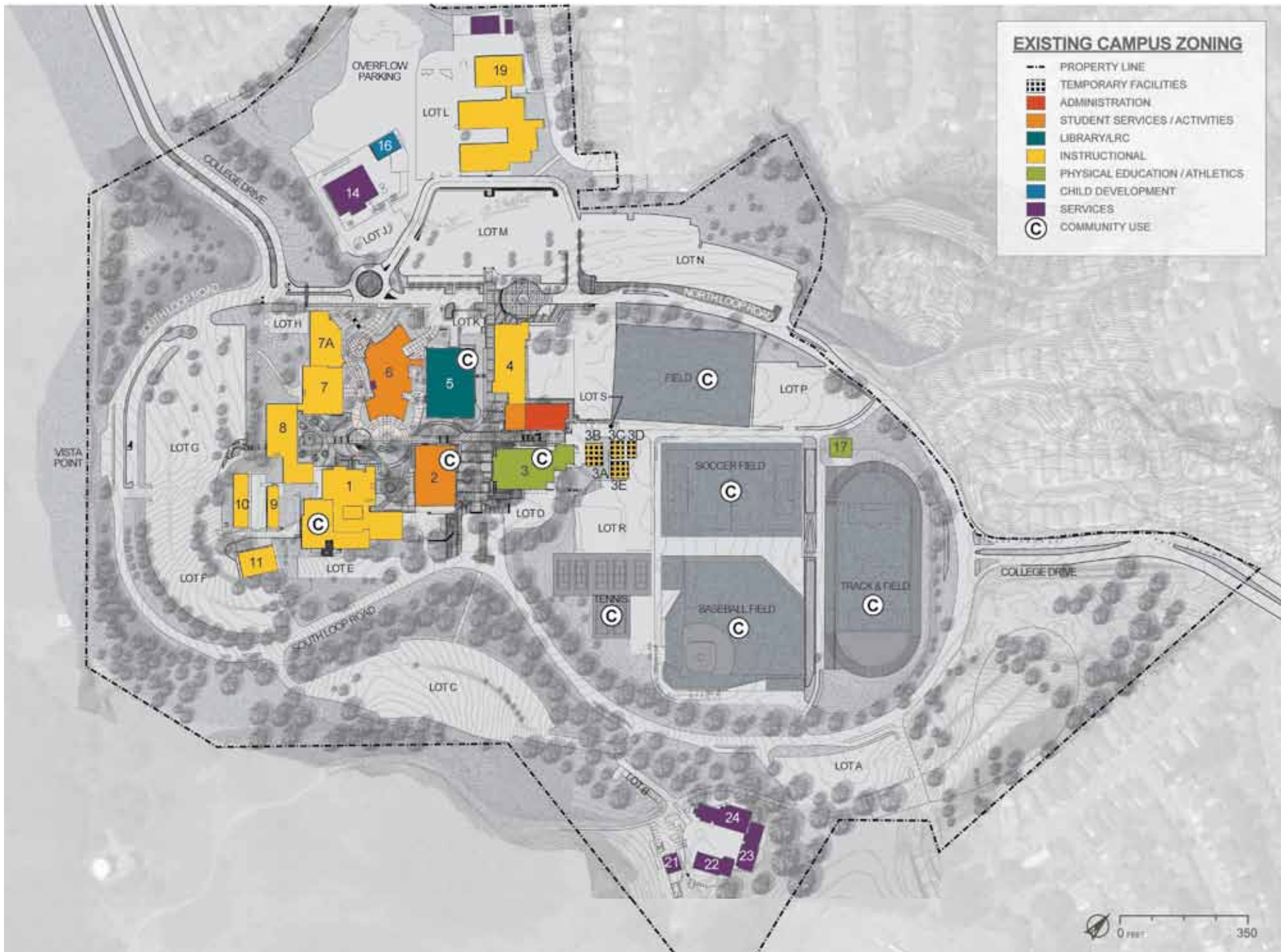
Student Services and Student Activities are conveniently located in the core of campus.

The gym and fields, consolidated on the eastern corner of campus, are well-situated for their use.

1 Fountain element at Main Quad

2 Aerial view of athletic fields





Existing Conditions

Existing Vehicular Circulation //

There are two main campus entry points, one from Skyline Boulevard to the east and one from Sharp Park Road to the north. Both have newly constructed entry monuments clearly announcing the arrival to campus.

The vast majority of parking spaces are distributed around the campus perimeter, although the recently completed projects included the re-routing of the loop road to capture a large number of parking spaces in Lot M within the loop road.

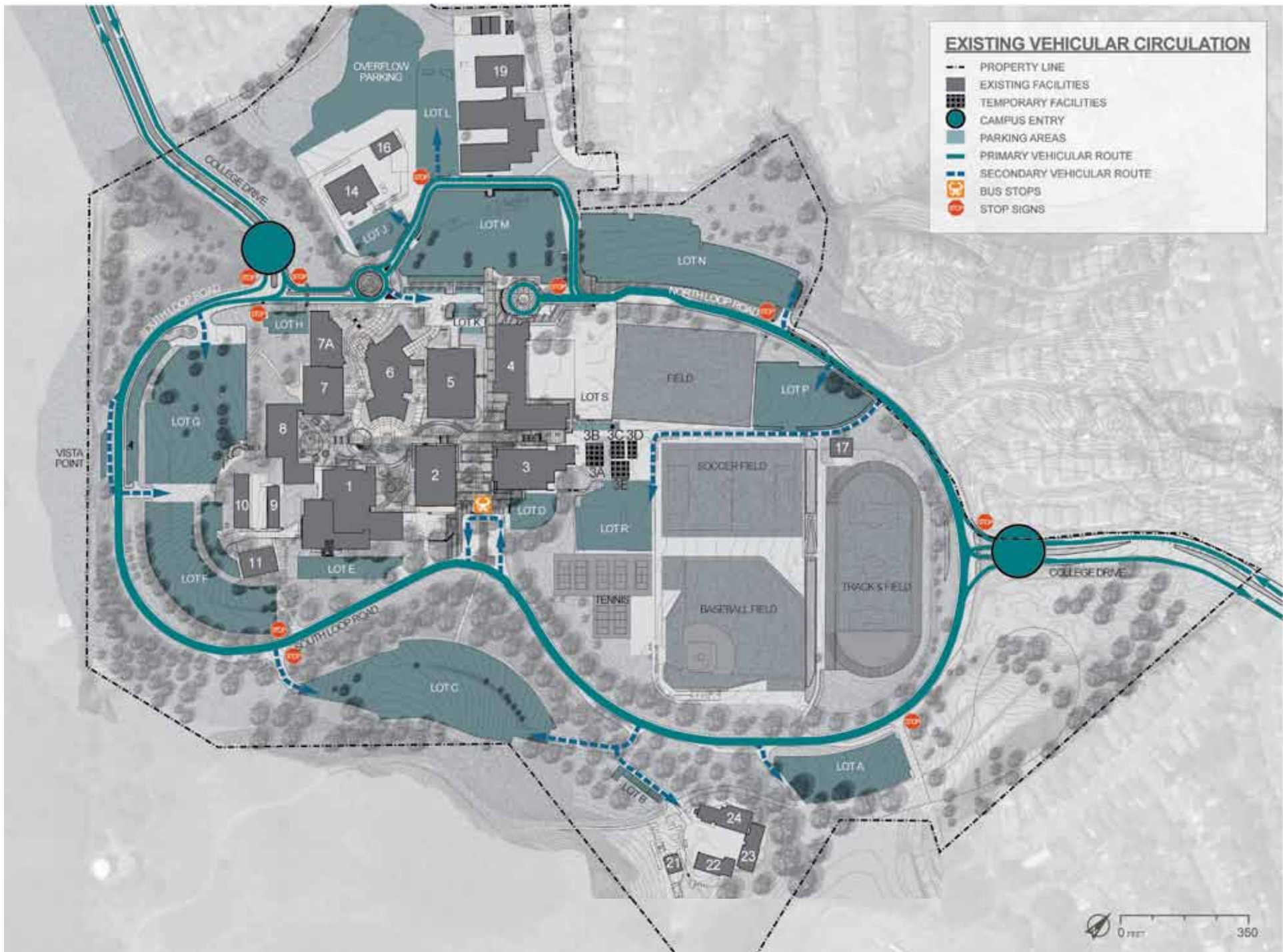
The public transit stop is well-located for delivering passengers to the heart of campus.

The recent construction of the “roundabout” on the loop road between Building 6, Student Services, and Building 7, Science, has improved the traffic flow into Parking Lots M and K as well as into the Loma Chica Parking Lot.

The new pedestrian drop-off at “Ceremonial Circle” is intended to provide a visual destination point and a dedicated centralized location for drop-off.

- 1 East Campus Parking
- 2 Public transit stop
- 3 “Roundabout” across from Building 6, Student Services, and Building 7, Science
- 4 “Ceremonial Circle”





Existing Conditions

Existing Pedestrian Circulation //

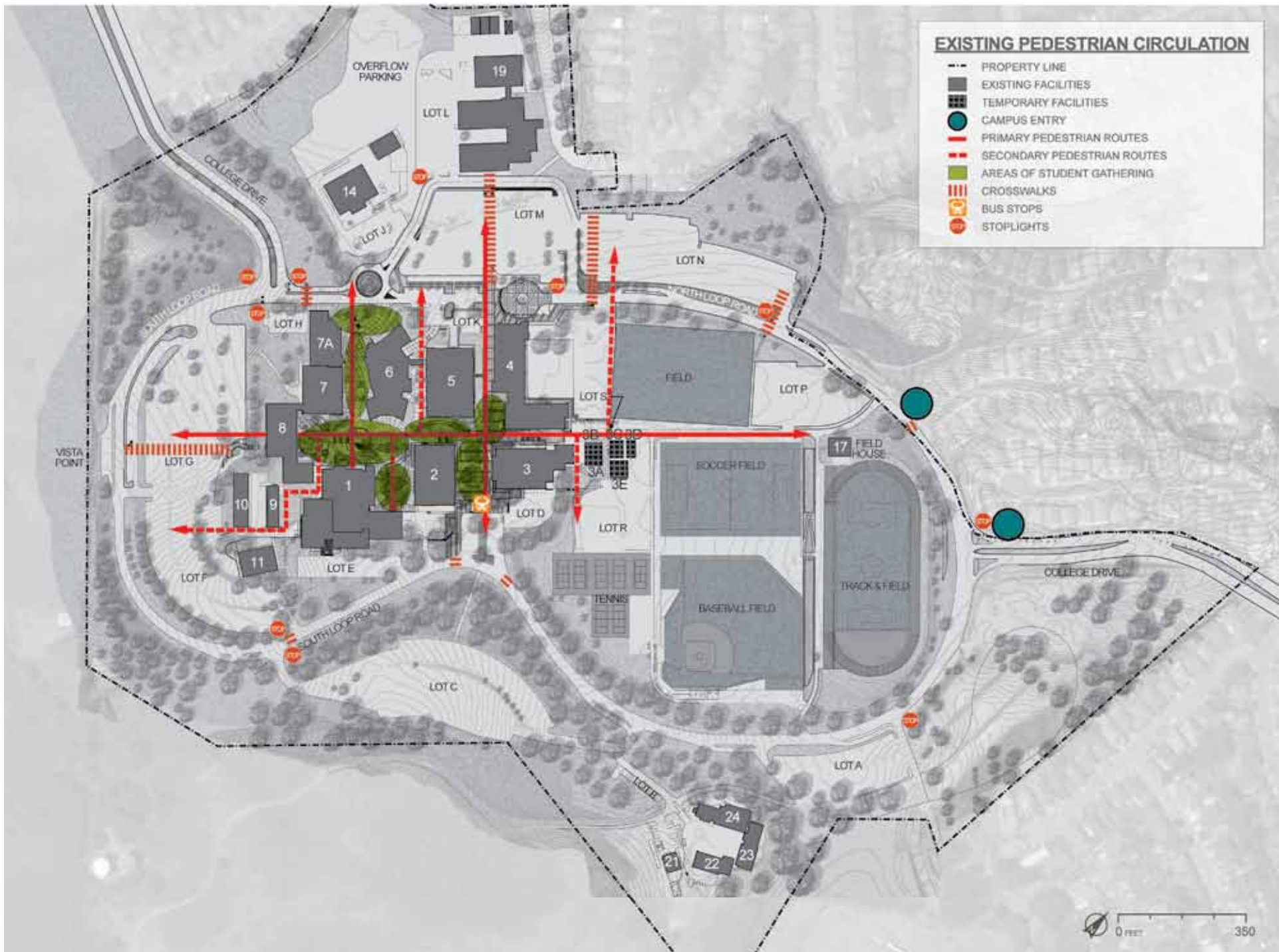
As noted previously, recent construction has made an effort to include additional parking spaces within the loop road in Lots M and K. The balance of parking is generally dispersed around the perimeter of the campus to minimize walking distances to instructional buildings. The recently completed projects included improvements to pedestrian accessibility on a topographically difficult site. Ongoing efforts should continue to make pedestrian access into the campus clearly visible and accessible.

The dispersed perimeter parking lots leave the campus with multiple smaller, less-defined entry points rather than a few well-defined main entries. It is hoped the easily visible Building 4, Administration, Cosmetology, and Multicultural Center, and the recent addition of the drop-off loop in front of it will help consolidate pedestrian traffic flow for the northern portion of campus.

As noted above, some of the main campus buildings have entries facing the loop road, adjacent to loading docks and service entries with Building 1, Social Science/Creative Arts, Building 5, Library/Learning Resource Center, and Building 6, Student Services, as examples. Many people use these loading docks as main entry points to the buildings and also to the campus beyond.

- 1 Pedestrian entry to Building 1, Social Science/Creative Arts, at loading dock
- 2 Pedestrian access from Lots L and M into Main Quad
- 3 Series of parking lots at differing topographic levels
- 4 Pedestrian access from campus to Lot C







Recommendations

2011 Facilities Master Plan //

The 2011 Facilities Master Plan for Skyline College is based on the College's Educational Master Plan. It addresses the current and projected needs for the College and serves as a guide for future development. The recommendations included in this Facilities Master Plan address the Districtwide guiding principles that are summarized in the introduction. The College's Educational Master Plan and these guiding principles were addressed in developing Facilities Planning Priorities that are specific to Skyline College and summarized below.

Facilities Master Planning Priorities

- Reinforce the Skyline College presence as a quality institution of higher education.
- Place student support services in easily identifiable and readily accessible locations.
- Renovate existing buildings to further support classroom instruction and student support services.
- Plan for new and updated facilities to consolidate growing campus programs including Performing Arts, Environmental Sciences, and Health and Wellness.
- Recognize opportunities to take advantage of the College's beautiful natural setting by creating sheltered exterior spaces to maximize the potential for enjoyment of the outdoors.

- Create a significant gateway entrance into the campus core along the College's southern edge.
- Enhance pedestrian pathways from parking lots and between existing buildings to improve pedestrian flow and increase the safety and security of users.
- Remove buildings not originally designed to support College-level instruction (Building 19, Pacific Heights, and Building 14, Loma Chica) from the campus space inventory.
- Plan for potential on-campus faculty/staff housing.
- Integrate sustainable design practices, materials, and technologies in new construction and renovation projects in order to:
 - Reduce operational costs.
 - Provide leadership and community responsibility.
 - Raise the public's awareness about the importance of sustainability.
 - Create facilities that represent an example of sustainable practices.

1 Building 4, Administration, Cosmetology, and Multicultural Center

2 Building 6, Student Services



Recommendations

Facilities Master Plan Projects //

The projects recommended as part of this 2011 Facilities Master Plan for Skyline College are described on the following pages. These projects address the College's Facilities Planning Priorities, accommodate projected program changes, and define a vision for the future. The order of the projects described is based on the location on campus and does not reflect a priority order.

New Construction or Renovation

- Social Science/Creative Arts Complex

Renovation or Reconstruction of Existing Facilities

- Building 5, Library/Learning Resource Center
- Building 14, Loma Chica

State Approved Projects – Pending Funding

- Building 2, Student Services

Projects Pending State Approval

- Center for Kinesiology and Human Performance

Demolition of Existing Facilities

- Building 1, Fine Arts Complex
- Building 16, Child Development Center
(currently being relocated to Building 14, Loma Chica)
- Building 19, Pacific Heights
- Portable Buildings 3A through 3E

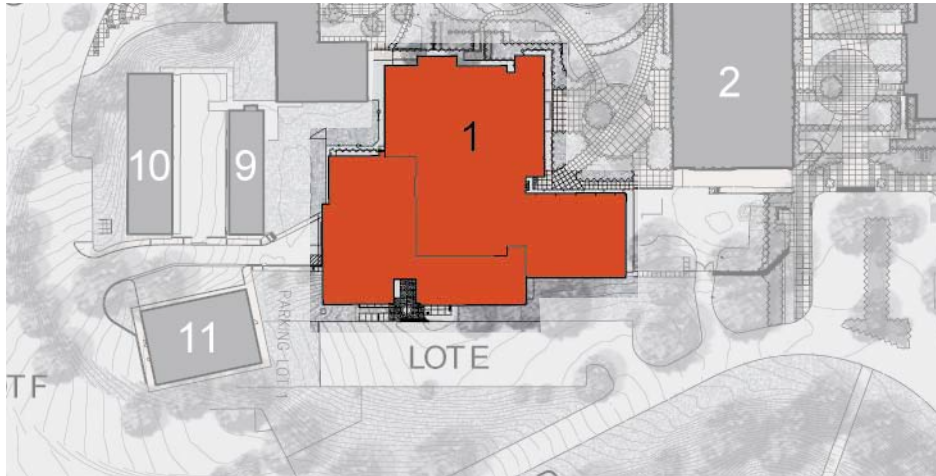
Proposed Site Development

- South Pedestrian Gateway
- Parking Expansion
- Wind Turbines
- Electric Car Charging Stations

Potential Building Sites

- Environmental Science
- Faculty/Staff Housing
- Building at Vista Point

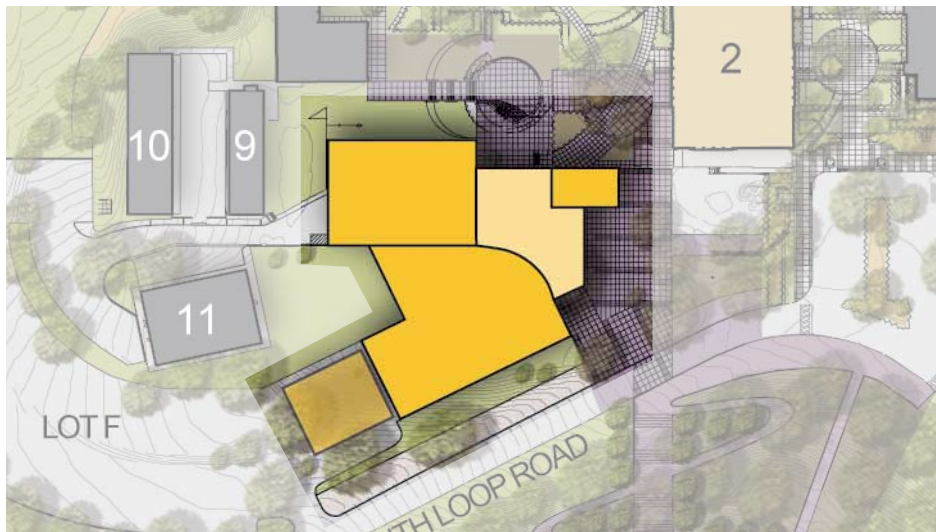




Demolition of Building 1, Creation of a new Social Science/Creative Arts Complex

Building 1 currently houses the Social Science/Creative Arts program. Laid out inefficiently for its current use, the outdated building does not meet current seismic standards, and it contains hazardous materials dating from the original construction. The building will be demolished and replaced with a new Social Science/Creative Arts Complex that better addresses the needs of the programs housed there.

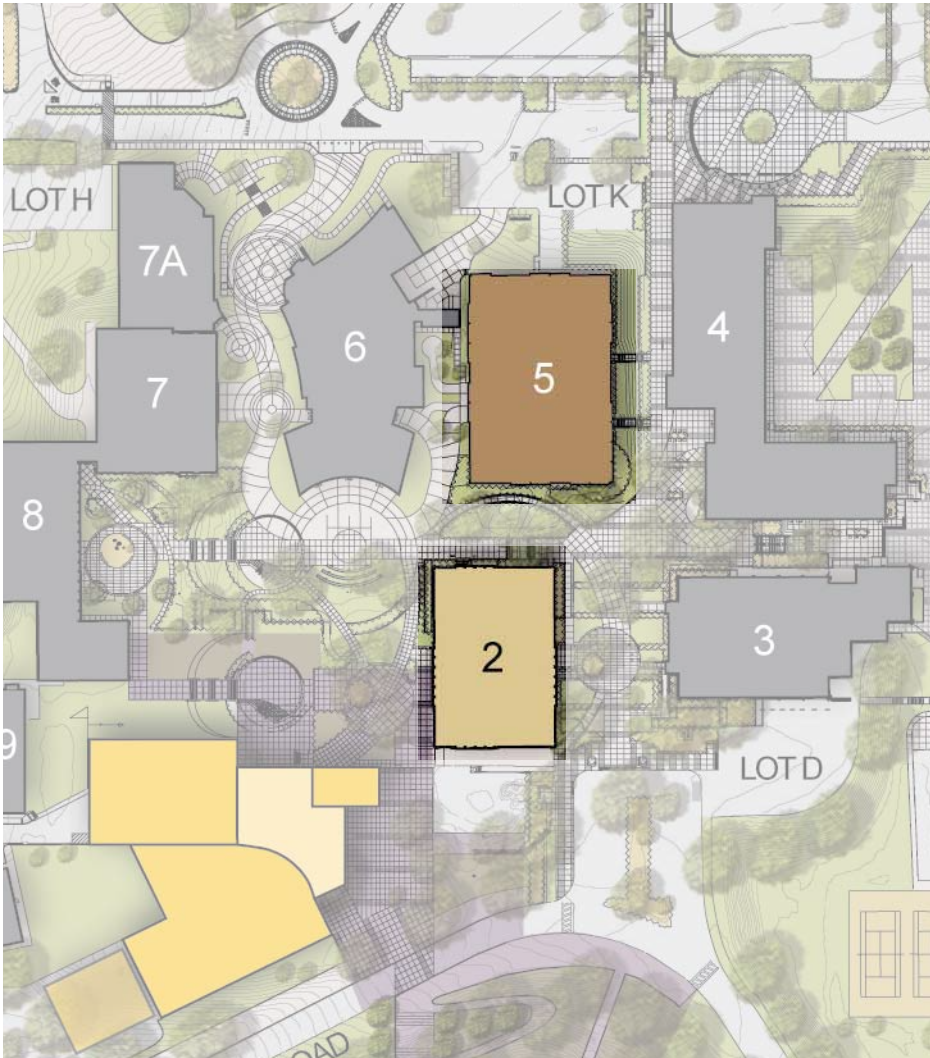
Housed within the existing building is the College's Main Point of Entry, MPOE, for telephone and data communications, which is critical to providing information technology to Skyline College. Any modifications to the existing Building 1 will require careful logistical planning for this critical campus infrastructure.



New Social Science/Creative Arts Complex

The new Social Science/Creative Arts Complex will support the instructional needs of these two divisions. It will include a theater, art studios, classrooms, and support spaces. This building will replace the existing Building 1 in its current location.

The new facility will be designed to serve as an identifiable entry on the south side of campus and play a key role in creating an important connection to the campus core.



Renovation of Building 5, Library and Learning Resource Center

The existing Library/Learning Resource Center will be renovated to incorporate state-of-the-art technologies to address changes in the ways students, faculty, and staff access information, collaborate with one another on group projects, and provide and receive tutoring. The exterior landscape around the Library will be reconfigured to create a welcoming entry and clear pedestrian pathways to Building 4, Administration, Cosmetology, and Multicultural Center, and the Main Quad.

Renovation of Building 2, Student Services

Building 2 currently houses the Information/One Stop Student Services Center, Technology Labs, Disabled Students Programs and Services (DSP&S), and the Veterans' Center. The Information/One Stop Student Services Center has outgrown the space available, while DSP&S and the Veterans' Center are housed in former cafeteria space that has not been renovated to meet these program needs.



Removal of Portable Buildings 3A through 3E

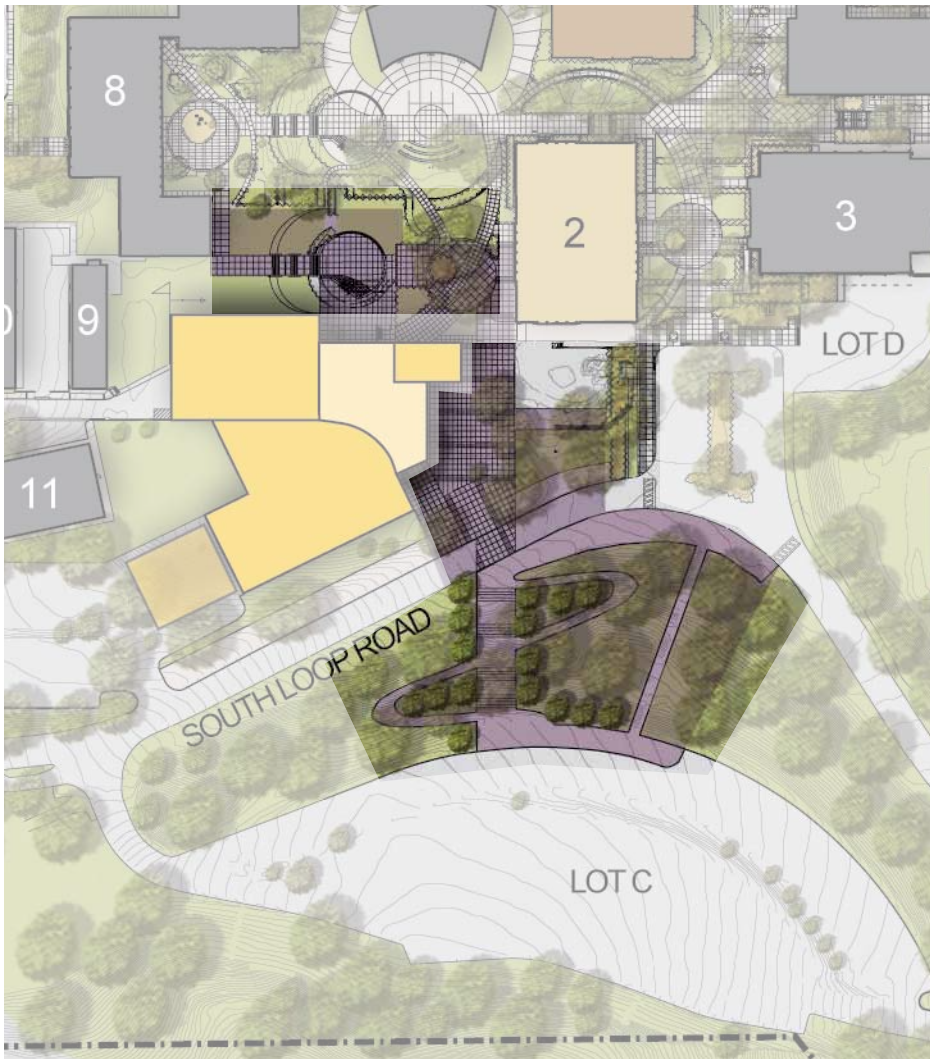
Portables 3A through 3E have been serving as temporary instructional space for programs the campus has been unable to house in permanent locations. They will be removed from campus once there is permanent space available to accommodate these programs.



Center for Kinesiology and Human Performance/Potential Environmental Science Building

The Master Plan proposes a new building or buildings to house the College's Center for Kinesiology and Human Performance and Environmental Science programs. The proposed location is partially on currently vacant land adjacent to the new Building 4 and partially on the site of the existing Portable Buildings. The building will be designed to support the following goals:

- Provide increased access for students and the community to health and wellness programs and provide classroom spaces that support transfer programs currently housed in the existing Portable Buildings and/or Building 3, Gymnasium.
- Generate space and create a centralized home for the College's rapidly expanding Environmental Sciences Program, which is currently housed in scattered locations around the campus.
- Serve as a model for sustainability for the programs and the campus.
- Create a building destination that anchors the pedestrian east/west axis defining the campus.

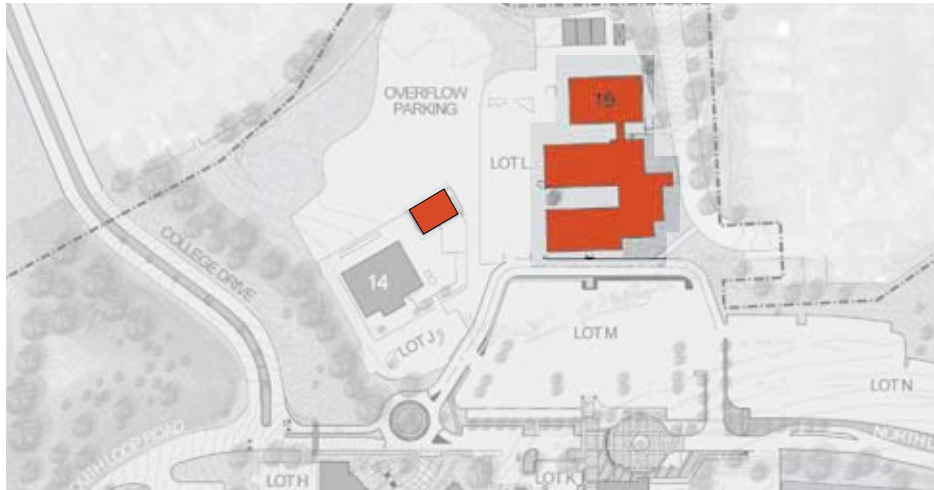


South Pedestrian Gateway

A new gateway will be designed in conjunction with the proposed new Building 1, Social Science/Creative Arts Complex, to define a clear point of entry leading into the campus core from the south. The new entry will gracefully accommodate the grade changes between the loop road and the campus core and be designed to accommodate those arriving in cars or on foot from Parking Lot C.

Wind Turbines

As part of a Districtwide effort to explore opportunities to improve sustainability of operations, reduce utility expenditures, and model environmental stewardship for students and to the community, the District has commissioned a report to identify possible locations for wind turbines on Skyline's campus. While the results of this study will not be available in time to incorporate into this Facilities Master Plan, a wind farm may eventually be incorporated into the campus plan. The location will be selected to provide maximum return on investment to the District.



Demolition of Building 19, Pacific Heights

In early 2000, the District acquired a former middle school site and buildings from the San Bruno Park School District with the intention to use it as temporary swing space during upcoming construction projects. Pacific Heights will, in the short term, continue to provide temporary instructional space, including lab functions for the College's Alternative Energy/Sustainability programs.

The Master Plan ultimately envisions the removal of these buildings, as well as the adjacent portable building that previously housed the Child Development Center, in favor of future campus development.

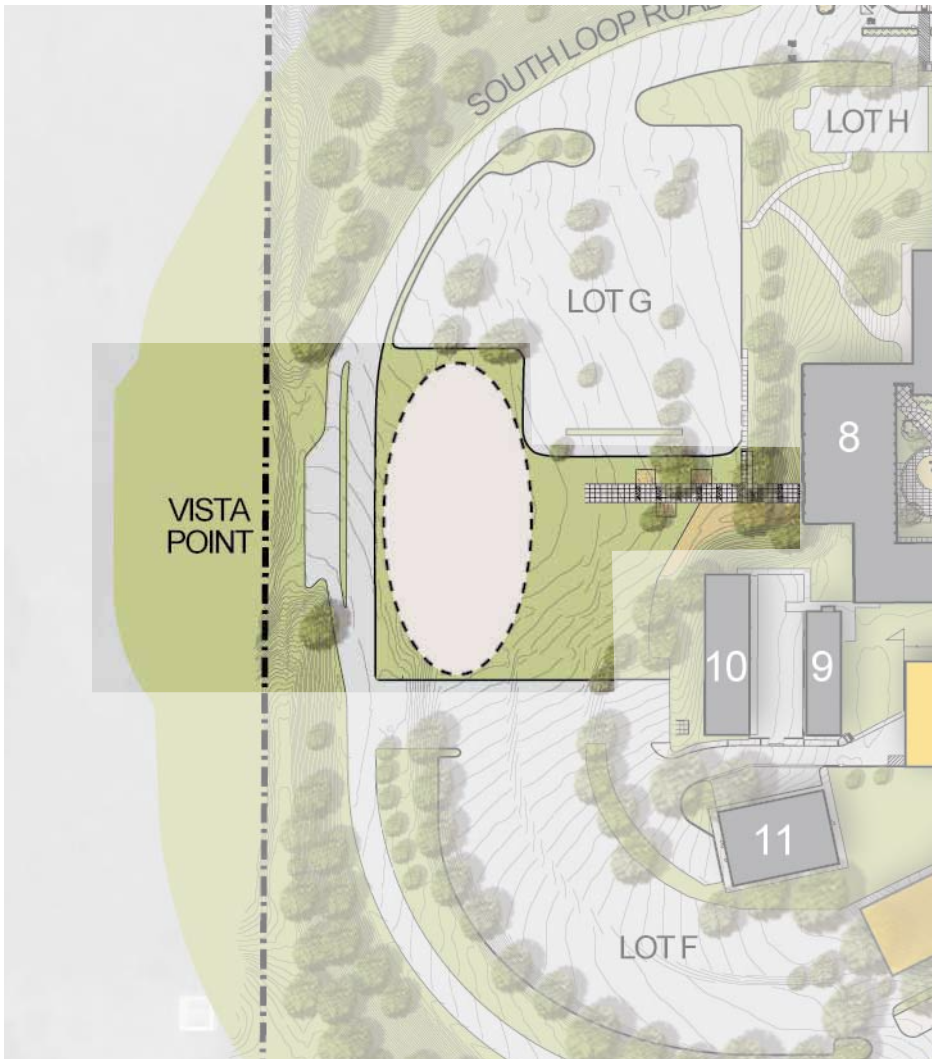


Parking Expansion

Once the demolition of Building 19, Pacific Heights, is complete, the area will be converted to additional parking.

Potential Faculty/Staff Housing

The Master Plan calls for the reservation of land in the north campus area for potential development as Faculty/Staff Housing, as has been developed at the other two colleges. Currently, there is not enough demand among faculty and staff to warrant construction of a third Faculty/Staff housing project. Should demand change, this north campus site is the designated location.



Potential Building at Vista Point

The Master Plan recommends the College consider the feasibility of constructing a new building at Vista Point to take advantage of the spectacular views of the Pacific Ocean.

The potential for a new building is illustrated here with the recognition that additional analysis will need to be done to determine the financial feasibility based on program needs and within the context of state and local revenue.

Recommendations

Proposed Vehicular Circulation //

Improvements to vehicular circulation patterns over the past several years include the development of the gateway campus entrances, bus routes, transit stops, and additional parking.

When the demolition of Building 19, Pacific Heights, is complete, the area will provide additional parking.

The construction of the Health and Wellness/ Environmental Science Building will increase the need to create additional parking spaces with the expansion of Parking Lot P.

- 1 Entry signage from Skyline Boulevard
- 2 Entry signage from Sharp Park Road
- 3 Proposed location for additional parking
- 4 Proposed location for Environmental Sciences and Health and Wellness Building



Recommendations

Proposed Pedestrian Circulation //

The pedestrian circulation patterns developed and refined over the past several years include a series of pedestrian paths and stairs that help to tie the different areas of the campus together.

As part of the additional parking on former Building 19, Pacific Heights, site, pedestrian pathways will be developed to create clear and safe thresholds into the main campus.

Another area designated for improvement is the pedestrian connection from Parking Lot C into the campus core. The developed pathway will provide a clearly identifiable, safe, and code-compliant stairway that ties into the proposed new Social Science/Creative Arts Complex and the new South Pedestrian Gateway.

All new projects will clearly address accessibility issues.

- 1 Pedestrian campus entry from bus drop-off area
- 2 Pedestrian walkway between Building 6, Student Services, and Building 7A, Science
- 3 Amphitheater at Main Quad
- 4 Pedestrian pathway from Lot C to campus core





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