Preface

As we proceed with this discussion, we should keep two important things in mind. First, a considerable amount of the facilities work at the Fremont Campus will not be able to be done until the new Center in Newark and new Student Services Building are finished. So, there is plenty of time for review, particularly once architects are chosen for the Fremont Campus work. Second, it is our intent to maintain appropriate levels of classroom space to meet the needs of the Fremont Campus for the next 15 years, in line with the enrollment projections developed as part of the Newark Center Master Plan.

1. Planning for the Long Term

The Fremont Campus of Ohlone College has provided high quality education and service to the greater Fremont-Newark region for nearly forty years. As we move forward into the next forty years, we must take a long-term perspective with our programs of instruction and student services. Already many new ideas and approaches are being discussed and this document is an attempt to capture some of the significant educational master planning concepts as they related to facilities planning.

Facilities Implications: For the Fremont Campus to provide superior programs and services, we must make significant re-investments into our existing classrooms, offices and exterior facilities. The District should attempt to maximize the use of bonds funds to bring our facilities to a level of excellence equal to the expectations we have for excellence in student success.

2. Emphasis on the Transfer Function and Student Success

The Fremont Campus will be increasing its emphasis on the transfer function. This will also include an increased emphasis on the ESL and basic skills programs that assist under prepared students to move successfully into transfer-level coursework. A major strategy being explored is to work with students in cohort groups, or learning communities. We will also be pursuing course scheduling and student service adjustments to support an increase in the number of students attending Ohlone on a full time basis (12 units or more). We would like to develop the campus to be more aligned with the organization of four-year schools.

Student Services provide learning experiences for students that expand classroom boundaries by offering experiences that help prepare students for leadership and citizenship roles in our communities. Student Services must support the academic focus on transfer through the creation of learning environments focused on personal growth and discovery for the student's development of life skills through a variety of mediums including workshops, classes and one to one advisement.

Facilities Implications: Locating the new Student Services Center on the upper level of the campus behind Building 7 rather than on the lower, Palm Bosque level, opens new thinking and new possibilities. The razing of Buildings 25 and 26 and the removal of temporary Buildings 14 and 15 will allow for additional parking on the north side of the campus. This will create a new orientation of the campus having a south to north (flat) pedestrian flow with two prominent entrances (one at the south side, one at the north side) in addition to the current west to east (up and down) flow. The south to north orientation will lend itself to a “Main Street” design concept running from each entrance and through the current Upper Quad.
An increased emphasis on transfer programs and accommodating more full time students will require more larger-sized lecture classrooms. It is strongly recommended that the larger lecture halls in Buildings 3 and 7 that were cut up into smaller spaces over a decade ago be returned to their original size. We should also explore the use of movable walls to increase the flexibility of those spaces.

The new student services facility must allow for appropriate spaces to host such activities and events as guest speakers, student leadership conferences, work experiences, transfer institution visits, and the entrance activities such as orientations, assessments, advising, and registration. The new facilities plan must support college community gatherings and provide improved amenities through upgraded food service and bookstore spaces. Student life meeting and study will be enhanced and enrich the student everyday experience of Ohlone College.

3. Clustering of Instructional Spaces

There is a growing recognition of the cost, efficiency, and instructional advantages to having certain disciplines, especially those that are lab space intensive, to be located in close proximity to one another. This is not aimed at rearranging faculty office spaces, which would require separate discussion and consultation with the Faculty Senate. However, some faculty may prefer to be located close to the spaces that they use the most.

We are also interested in exploring the four-year university model of organizing the institution around different “schools” such as the School of Liberal Arts, School of Science, etc. We may look at this as a way of establishing “Centers of Excellence” as an organizational format.

Facilities Implications:
The following clustering projects having implications for facilities are currently under consideration. Since there may need to be a combination of bond funding and other resource development to make these projects feasible, an estimated goal for each is projected.

Science and Engineering Center: Building 8

The science and engineering faculty and staff have been exploring the advantages of centralizing the location of the science and engineering labs which are currently distributed between Buildings 2, 6 and 8. The plan being considered would move the Chemistry Lab from Building 2 and the Physics and Engineering Labs from Building 6 to Building 8 to join the Biology and Geography/Geology/Anthropology Labs to form a Science and Engineering Center. The Science and Engineering Center will include sufficient spaces for students to study and gather throughout the day. The plan also includes an expanded Science and Engineering Learning Center for drop in tutoring. In addition, the closer proximity of the science and engineering laboratories will make possible the sharing of laboratory equipment and facilities between these disciplines and support the development of more interdisciplinary programs.

Fine, Performing, Broadcasting and Media Arts Institute/Center
Building 2 and Relationship with Smith Center

Faculty in the Division of Fine Arts, Business and Broadcasting are exploring the benefits of adjacencies of the Smith Center and Building 2 as a setting for what could be viewed as a Fine, Performing and Media Arts program cluster. The new Commercial Music program will join forces with Television and Radio Broadcasting, Multimedia Studies, Graphic Arts and Computer Graphics, Entertainment Design Technology, Theater, Dance, and Art to form an interdisciplinary institute or center that should be attractive to students for some time to come. Another important goal is to further fulfill the promise of the Smith Center as a premier instructional laboratory for the various arts.
Currently the classrooms and labs associated with the Division of Deaf Studies and Special Services are distributed in several areas. The ASL Lab is located on the fourth floor of 1, a classroom and staff offices are located on the third floor of Building 5, and four classrooms are located in Portable Building 15. Faculty and staff in the Division are discussing how bringing these resources together in a unified setting would benefit students and staff. Since the first floor of Building 6 will be vacated upon the move of Network Technology to the Newark Center and the Physics Lab to the Building 8 Science and Engineering Center, it seems like a logical spot for the Division, particularly as it will be right on the “Main Street” level. The classrooms on the second floor of Building 6 would be ideal for the Division's course offerings.

4. International and/or Multicultural Center

The vision is that this facility would be located on near the current baseball field and join Hyman Hall as a mid-zone community center and gathering place. The themes of international and multicultural education would reflect the great diversity of the region.

5. Mobile Technology and Wireless LANs

We are seeing the beginnings of what we think will be a major shift in the relationship between student and faculty computing and the college’s technology role. To date, students and faculty have come to the college to “get” at technology, mostly in the form of computer labs and faculty office desktop workstations. Given the advancements in mobile technology and wireless networks, we expect to see more and more students and faculty “bringing” their technology to the college and wanting access to the wired Internet through wireless local area networks (LANs) throughout the campus.

Facilities Implications: We need to rethink our concepts of computer labs and classrooms. These new technologies will create a convergence that will challenge our traditional thinking not to mention the new concepts of classroom space created by online instruction. We need to be continually scanning mobile and wireless technology developments so that as computer labs and classrooms are upgraded, we will be able to make the most appropriate technology design and use decisions.

6. Flexible/Alternative Scheduling

We will be increasing our emphasis on working with cohorts or learning communities of students in our ESL, basic skills and transfer programs. A related goal is to develop individual student education plans for all students and to make the scheduling of classes more responsive to those needs. Also, faculty in various disciplines are looking at alternative scheduling patterns to better meet students needs and to promote student success.

Facilities Implications: In our remodeling and upgrading projects we should look to maximizing the flexibility of our spaces. For instance, when the lecture halls in Buildings 3 and 7 are reinstated to their original state, it would be advisable to explore how moving wall technology might be installed to make the rooms smaller when needed.