

# Ohlone Fremont Campus 15 Year Facilities Master Plan

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## **Introduction**

The California Community College system of two-year public institutions is composed of 110 colleges statewide organized into 72 districts. Enrollment at the California Community Colleges for the 2008-09 academic year skyrocketed to 2.9 million. Ohlone College, established in 1965, serves the cities of Fremont, Newark, and part of Union City which comprise the Ohlone Community College District.

The Ohlone College Fremont campus is located in the southeast section of the San Francisco Bay area. The 534-acre campus sits on the previous Huddleston Ranch property. Due to the hillside topography of the site only about 118 acres of the site are usable by the College. The remaining property provides a buffer for the College. Funding for the site and the first permanent buildings was provided by a District Bond and from State and Federal sources.

Ohlone College offers 180 degrees and academic programs. The College enrolls 19,000 students per year at the Fremont and Newark campuses and online. Every year more than 500 students transfer from Ohlone College to four-year colleges and universities and about 600 students graduate with degrees or earn vocational certificates.

Ohlone College employs about 465 part-time and full-time faculty and 235 support and management personnel.

This Ohlone College facilities master plan is a roadway to the future development of the campus. It is a living document that will change over time. It enhances but does not alter the historic character of the campus.

The facilities master plan sets forth a land use plan for the physical development of the campus that is guided by the District's Mission, Vision, and Values. The plan focuses on the efficient use of the land, existing facilities, and future needs of the College. The plan acts as a tool to assist in the District's decision-making and in exploring State and local options for funding.

## **Directions from the College Planning Processes**

The Ohlone College Fremont Campus 15-Year Facilities Master Plan is the shared vision of the College community. The master plan is the result of a shared-governance process. The College community studied the needs, existing facilities, opportunities, and enrollment forecasts to create the vision expressed in the master plan.

The inclusive and interactive planning process enabled many stakeholders to participate and comment on the development of the plan. The goal of the planning process was to prepare a plan for the future of the Fremont campus to increase and modernize building space to best serve the future student population and growth of the District.

The Fremont Campus Facilities Master Plan has been developed within the framework of the District's general planning processes and takes particular direction from:

1. Ohlone College 2010-2015 Strategic Plan
2. Ohlone College 2010-2025 Educational Master Plan
3. Facilities Committee Fremont Campus Planning Assumptions
4. Assessments of Existing Conditions
5. District Identified Capital Improvements Projects

The resulting plan covers a 15-year period envisioned to be implemented in four phases.

## **Direction from College Strategic Plan**

Strategic planning at Ohlone occurs on a cyclical basis every five years and has three main components: Assessment, Goal Setting, and Goal Implementation. These three components are comprised of specific activities. The elements of the assessment component include the following:

- An environmental scan (community needs and college outcomes in meeting those needs, expressed in a data-oriented document),
- Accreditation planning agendas from the most recent Self Study,
- Results of Program & Service Reviews, and
- A thorough evaluation of the status of the college goals and objectives from the cycle that is concluding.

With the benefit of the assessment, the College analyzes the degree to which it is fulfilling its mission and meeting community needs. Following this work, the College determines new goals and objectives to be achieved during the next cycle. The 2010-2015 Strategic Plan contains as an objective:

- Upgrade the Fremont campus, including functionality, sustainability, healthiness, accessibility, cleanliness, and aesthetics.

This Facilities Master Plan for the Fremont campus provides specific direction for the future campus.

Other strategic goals and college objectives that guide this plan include the following:

- Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement

Implement systematic updating of technology to support college-wide effectiveness.

- Advance and maintain a technical infrastructure for administration and academic instruction that will provide for state-of-the-art technologies.
- Design flexible educational buildings that accept and incorporate new and changing wireless networking technologies in classrooms, meeting rooms and gathering areas.

Develop College assets to support the facility needs of the District.

- Maximize the use of campus property and develop the Mission Boulevard frontage property as an income source for facilities improvement while promoting efficient and responsible use of the land.

Achieve long-term maintenance and capital improvements necessary to increase effectiveness of learning support services.

- Position the College to maximize State funding for new facilities and facilities improvement.
- Incorporate a Total Cost of Ownership model when planning to inform decisions/options.

## **Direction from College Educational Master Plan**

### Pursuing Academic Excellence

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, and university transfer. Our focus is on students and learning, and we identify ourselves as members of a learning college. To guide our efforts to provide quality educational programs, we engage in an educational planning process, the product of which is an Educational Master Plan. This plan provides a comprehensive and strategic framework for planning, implementing and evaluating the learning programs and services at the college, in accordance with the college mission, values, goals and institutional planning processes.

The Strategic Plan and the Educational Master Plan are integrated in providing direction for facilities and other resource planning in support of academic excellence and student learning.

The most recent review of the Educational Master Plan offered the following implications for facilities development:

Encourage collaboration by clustering similar campus uses into concentrated cores:

- Relocate and group together the Deaf Studies program into Building 6.
- Demolish Building 8 and construct a new Science Complex near the existing site to cluster the science programs.
- Create a Fine and Performing Arts District by constructing a new building north of the existing Building 2 and connecting it to the Smith Center.

Redesign the Fremont campus to create learning environments to support the Learning College model using the design of the Newark Center as a planning framework: The following are guidelines for the development of new and refurbished learning spaces to support the Learning College model with a focus on active and collaborative learning and individual student success. Students and faculty will be able to:

- Engage with each other (student-student, student-faculty, faculty-faculty)
- Operate in teams and groups of varying size
- Work in learning communities
- Compare, contrast, analyze, and debate concepts and information
- Construct information and knowledge
- Present reports and project results
- Project audio and visual images in digital, film, and printed formats
- Connect with outside information sources
- Communicate with outside resource people
- Students can participate from other locations
- Students with disabilities can participate easily
- Capture learning activities for future reference
- Work in informal learning spaces nearby
- Work in virtual learning space, 24-7
- Flexibility in the use of space, furniture, materials and technology

In addition to these “verb statements” there are physical environment standards that must be met. Qualitative feedback received from students, faculty, staff and visitors to the Newark Campus has reinforced the significance of promoting a culture focused on learning, academic excellence, innovation and green building principles. Important considerations for formal and informal learning spaces need to include color, lighting (preferably natural light), sound quality, healthy ergonomics, healthy air quality, and the use of non-toxic building materials and cleaning products. Using sustainability principles of the U.S. Green Building Council can ensure high quality learning environments. Although adequate budgetary commitments are needed to maintain our learning spaces, the cost can be lessened by creating spaces with higher quality and longer lasting components that are easier to maintain.

Strategically align enrollment planning for Fremont Campus, Newark Center, and E-College and plan facilities accordingly.

Incorporate the needs of evening and weekend students to ensure that the facilities meet the needs of students attending classes at those times.

#### 15-Year Enrollment Growth Assumptions: 2010-2025

There are two major factors affecting enrollment growth at community colleges:

- Student demand can ebb and flow with the economy local population trends
- State funding sets enrollment caps or growth rates

The average annual growth rate for Ohlone has been approximately 1.5% since the college opened in 1967. This 42-year history of the interaction between student demand and state funding levels is a solid bell-weather metric for strategic enrollment planning.

Often more state funding is available when the economy is good but the good economy can decrease student demand for classes because employment rates are up. Conversely, a poor economy leads to less state funding when unemployment and student demand is up.

The Educational Master Plan for the Newark Campus was updated and approved by the Board on December 10, 2003. This Educational Master Plan contained a rationale for a projected 15-year (2003-2018) annual growth rate of 1.5% for the District. This plan can be accessed at:

<http://www.ohlone.edu/org/academicaffairs/docs/20031210educmstrplannewark.pdf>

Additional explanations of the rationale for the 1.5% annual growth rate, including K-12 enrollment trends, are presented on pages 5-9.

Using the 1.5% annual growth rate the college would grow from 8,600 FTES in 2009-10 to 10,752 in 2024-25. Because the growth rate is compounded annually the effective growth rate for the 15-year period would be 25%.

15-Year Annual 1.5% Growth Scenario Equals 23.5% Compounded Growth			
Current	09-10		8,600
1	10-11	8,600	8,729
2	11-12	8,729	8,860
3	12-13	8,860	8,993
4	13-14	8,993	9,128
5	14-15	9,128	9,265
6	15-16	9,265	9,404
7	16-17	9,404	9,545
8	17-18	9,545	9,688
9	18-19	9,688	9,833
10	19-20	9,833	9,981
11	20-21	9,981	10,130
12	21-22	10,130	10,282
13	22-23	10,282	10,437
14	23-24	10,437	10,593
15	24-25	10,593	10,752
Growth in FTES			2,152
Effective growth rate			25.0%

Based on enrollment trends, environmental scan data, program reviews, and dialogue amongst faculty and Deans, the following general assumptions are being made about the average growth in academic programs over the next 15 years:

- English and math with grow at 1.75%
- Chemistry and Biology with grow at 1.5%
- ESL will grow at 1.25%
- Core Transfer and General Education will grow at 1%
- Heath Science will remain at current levels

- All other areas will grow an average of .75%

Another important facilities planning factor is our assumption about growth at the major instructional locations. The following is the current thinking on enrollment patterns over the next 15 years by location, assuming no building on the Newark Campus during that time:

Location	Current Levels		24-25		Growth	
	Percent	Count	Percent	Count	Count	Percent
Fremont	63%	5,418	58%	6,236	818	15%
Newark	18%	1,548	20%	2,150	602	39%
Online	11%	946	15%	1,613	667	70%
OOO*	8%	688	7%	753	65	9%
OOO	100%	8,600	100%	10,752	2,152	100%

Fremont Campus:

FTES will grow by 15%  
Percent of total FTES will drop from 62% to 58%

Newark Campus:

FTES will grow by 39%  
Percent of total will grow from 18% to 20%

E-Campus:

FTES will grow by 70%  
Percent of total will grow from 11% to 15%

Other Off Campus\*:

HS Dual Enrollment Partnerships, Public Safety Consortium and Other Off-Campus  
FTES will grow by 15%  
Percent of total will decrease from 8% to 7%

**Direction from Facilities Committee**

Ohlone College has in place a Facilities Committee comprised of representatives from each building and each consultative group—the Faculty Senate, each employee group, and the Associated Students of Ohlone College. This body is a subcommittee of the College Council, the College’s primary shared governance committee. These bodies have worked over the past several years to develop and build consensus for a list of planning assumptions to guide Ohlone’s future facilities. This list has been organized around key themes important to the college community and the larger public community. It also serves as a structure for organizing identified improvement projects.

Accessibility and Safety

- Improve campus pedestrian and vehicular circulation. Provide east/west gateways into the campus, accessible pathways, increased parking on the upper levels, with maps and signage.
- Provide convenient, adequate parking for students, faculty, staff and visitors by shifting 50% of the campus parking to the mid and upper campus levels.
- Establish a hierarchical system of pedestrian pathways with clear destination points by knitting the Fremont campus together: east/west uphill and north/south across the main levels.
- Develop the Mission Boulevard historic east/west path as the primary pedestrian circulation path connecting to secondary pathways.

- Improve visibility of vertical circulation for pedestrian connections between buildings and at elevator locations.
- Provide for convenient interior and exterior pedestrian connections between existing buildings on different levels such as between Building 1 and Building 8.
- Provide a pedestrian pathway that connects Building 9 to the core of the campus and establishes a clearly defined pathway from parking lot M.
- Ensure the Ohlone College Fremont campus plan incorporates safety measures and Universal Design concepts to improve accessibility for all students, staff and faculty during day and nighttime campus hours.
- Ensure a safe and accessible campus day and night with clearly defined and lighted pathways.
- Provide for the relocation and upgrading of athletic facilities to improve playability and address ongoing safety issues.
- City bus transportation will remain as currently routed on campus.

### Functionality and Infrastructure

- Create a master plan that maximizes functional spaces and eliminates existing non-functional spaces.
- Provide enhanced student focal points by incorporating food services into gathering spaces on different levels of the campus for evening and daytime student use.
- Develop a “Main Street Concept” that includes a Cyber Café, adjacent cafeteria, bookstore, and student gathering spaces to be anchored on the south end by the location of the Student Center and anchored on the north end by a future second anchor building.
- Develop the “Palm Bosque” as a significant, formal and historic campus open space. Design the Mission Boulevard pathway to travel through the center of the Bosque with small integral sculpture and seating areas.
- Open up the north/south portion of Anza Pine Road east of the “Palm Bosque” and design a new north/south road on the lower level of the campus connecting Witherly Lane and Anza Pine Road to form a vehicular loop road around the campus.
- Renovate existing buildings to meet future and changing campus needs and reconfigure buildings to improve internal circulation.
- Activate and improve existing hallways and balconies as informal learning/gathering spaces and design casual gathering and study spaces within all new educational buildings.
- Renovate and modernize the interior of Building 1 as the prominent building on campus for administration, library and student uses realizing the opportunities the location of the building provides.
- The Fremont campus maintenance warehouse will remain in the current location and plans will be pursued to improve efficiencies of maintenance operations.
- The upper loop road will remain closed to traffic circulation.

### Sustainability

- Establish and maintain a high quality, locally sustainable, natural landscape standard for the campus.
- Continue to advance the policies of sustainability for the campus with sustainable construction practices for buildings, athletics and site amenities.
- Promote welcoming environments that inspire stewardship and instill pride and ownership.
- Preserve the historic olive trees on the central pedestrian walkway from Mission Boulevard.
- Enhance the pond and create improved gathering spaces around the pond.
- Reassess the existing fountains, study the original concept and provide a sustainable solution that enhances the aesthetics of the campus.
- Design landscape to aid in building energy efficiency by slowing winter winds and shading the summer sun.
- Promote the use of cost effective renewable, non-depleting, energy sources wherever possible in new construction and existing facilities.
- Achieve a minimum of United States Green Building Council Leadership in Energy and Environmental Design (LEED) Silver Certification for new construction and major remodeling projects on the Fremont campus.

- Orient new buildings on campus, when possible, to maximize nature’s ability to light the building and preserve energy.

### Aesthetics

- Celebrate the topographical opportunities of the Ohlone College Fremont campus by enhancing the central hillside pathway and expanding view portals to maximize the magnificent 180 degree western views.
- Create an identifiable campus edge along Mission Boulevard with enhanced gateways onto the campus that create a “sense of arrival.”
- Create an image of a vibrant hillside campus that is a landmark within the community.
- Design the central path from Mission Boulevard as a significant view corridor.
- Protect and enhance campus views from buildings and the proposed “Library Plaza”.
- Enhance Building 1’s image as a visual landmark in the center of the campus.
- Identify within the campus framework reserved open space and create one large gathering space at the center of the campus.
- Open up views on campus by creating a new large gathering space on the west side of Building 1 to be used for future campus events and enjoyed by students and staff.
- Provide a variety of gathering spaces with seating along the pedestrian path system.
- Modernize the campus architecture while respecting the intent of the original building architecture.
- Celebrate the two prominent entry drives on Mission Boulevard with enhanced landscaping and lighting.
- Position trees along pathways to reinforce views of significant buildings, line portals into community spaces and prevent important view corridors from being visually obscured.

### **Directions from the Assessment of Existing Conditions**

A study of the existing conditions was the first step in the physical planning for the campus. The Facilities Committee and tBP/Architecture reviewed the physical aspects of the campus and perceived limitations, and looked for untapped opportunities. The campus was viewed through critical eyes, laying all issues on the table. In the end many but not all issues could be resolved by the physical plan.

The campus was constructed over 35 years ago. Most of the campus buildings were constructed in 1974-75 except the Smith Center (1995), Hyman Hall (2001), the Student Services Building (2009); the Orchard House was constructed in 1890. From the 1970’s to today many changes have taken place in college campus development. For example, Building Codes, including seismic standards, have become more rigorous, the Americans with Disabilities Act became law, State funding rules have changed, and California has adopted new sustainability policies. Additionally, Buildings 1-9, which were constructed in 1974-1975, are deteriorating due to age and water infiltration. Ventilation in aging science laboratories is inadequate and adversely affects student learning.

The campus terrain and pathways limit accessibility and pose challenges to all students. The majority of the parking spaces on campus are at the lower end of the site near Mission Boulevard. This requires students to walk uphill to classes. The climb in height is equal to a 13-story building.

Hyman Hall and the Orchard House are separated from the rest of the campus; academic programs are spread through many buildings.

Parking is located at the bottom of the campus, and existing internal roads do not lead to buildings. Routes to buildings are unclear, and because cross-campus roads do not connect, traffic moves through parking lots. Neighboring residents travel up and down Witherly Lane.

Currently there are 2341 parking spaces, an appropriate number for the current enrollment of the college; eucalyptus trees provide shade but some also hazard from falling branches. There are no solar panels in the lots.

Pedestrian circulation is problematic. Pathways, stairs, and elevators provide access, but the elevators are small and not easily located by newcomers. Nearly all paths require stair climbing, and they are not well identified or direct. Students have created their own paths.

The campus provides ample open space for students to gather. A prominent Olive Tree path connects Mission Blvd. to the campus. A historic Orchard House lies at the lower end of the campus, but it is not featured as an important aspect of the campus culture. A Palm Bosque is centrally located but is frequented by students. At the same time, the College has not identified a large student gathering space. The campus has a number of connected fountains and water features, but they are not sustainable and are not in use. Swallows create a problem with cleanliness and make some terraces unusable.

Today the campus culture is focused inward. The original buildings were placed close together with most windows and balconies facing the central open spaces. An improved interface with the public and the physical opening up of the campus is recommended.

The uses in the portable/temporary buildings #14, 15, 16, 17, 25 and 26 should be relocated and the buildings removed in the future to make way for more parking on the upper levels.

Ohlone College field athletics are an important participatory educational driver on campus. The existing athletic fields do not meet State Standards. Some fields have drainage problems, and a mid-field drop off in the baseball fields creates a safety hazard. The field grass is high maintenance; and a field house is needed for Title 9 compliance.

An analysis of other existing conditions with detailed maps has been performed. They are listed below.

- Local climate—adapt to rainfall, humidity; take advantage of solar radiation
- Topography—steep hillside to address for accessibility; preserve olive trees; north-south potential for campus plateaus
- Easements—Toe of the Hill identifies developable and non-developable land; power lines, waterway, gas line, water resources, residential and Dept. of Water roadways, tank well and pipeline, fault line
- Other transportation—2 bus stops at middle and top of hill off Pine; bike traffic is limited by the hill; no shuttles to BART or NCHST

## **Synthesis of Directions**

Tapping the guidance of the Strategic Plan, the Educational Master Plan, the recommendations of the Facilities Committee, and the assessment of existing conditions for the Fremont campus, consulting architects tBP, have created a campus plan to develop and upgrade the Fremont campus to be constructed over the next fifteen years. A synthesis of the various sources of input is presented below as Plan Drivers and Existing Conditions.

### **Plan Drivers:**

- Create optimal learning spaces
- Provide for the facility needs of all students
- Plan appropriately for future enrollment at the Fremont, Newark, and E-campuses
- Improve safety
- Improve accessibility
- Improve functionality
- Improve infrastructure
- Update technology
- Use sustainability principles
- Provide for long-term maintenance and capital improvements
- Use resources responsibly, effectively, and efficiently to maximize student learning and achievement

Existing Conditions:

- Most of the campus buildings are deteriorating due to age and water infiltration.
- The utilities/infrastructure on the campus is aging and deteriorating.
- Student access is hampered by the walk up hill to classes.
- Pedestrian and vehicular circulation is poor.
- Parking must align with projected enrollment.
- Easements constrain construction.
- Location of existing permanent buildings needs to be considered.
- A number of temporary buildings on campus have outlived their usefulness.
- The campus is focused inward and does not take advantage of the views.
- The campus has numerous fountains and water features which are difficult and expensive to operate and maintain.
- Athletic fields do not meet State Standards; some are unsafe and difficult and costly to maintain.
- Ventilation in campus laboratories is inadequate and adversely affects student learning.

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