

OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN

April 2010



OHLONE COMMUNITY COLLEGE DISTRICT

Letter from the President

Ohlone College has served the Tri-Cities area since 1965 and has provided higher education to over 300,000 of its citizens. Most of the Fremont campus was built in the 1970's and is in need of updating to meet today's teaching and learning innovations. As we plan to serve our community in the future, we want to make sure the Fremont campus is up to the task.

The Facilities Master Plan for the Fremont Campus provides a long term view of the college that will enable us to address our facility needs strategically and effectively. The plan will serve as a guide to keeping the needs of our students and the learning environment central to our facilities decisions while allowing the flexibility needed to adjust to changing conditions.

This plan is the product of the whole college working through the framework of the District's general planning processes. The plan takes particular direction from the Ohlone College 2010-2015 Strategic Plan and is grounded in the current Educational Master Plan. Key factors include projected changes in the needs of the community and the ever-changing student body.

It is our hope that Ohlone College and the community we serve will embrace this vision of the Fremont campus as an optimal learning environment that is safe, sustainable, accessible, healthy, and beautiful.



Gari Browning, Ph.D.
President/Superintendent
Ohlone Community College District

OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN

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OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN

OHLONE COMMUNITY COLLEGE DISTRICT

LIST OF PARTICIPANTS

BOARD OF TRUSTEES

Richard Watters, Board Chair
Nick Nardolillo, Board Vice Chair
John Weed, member
Bill McMillin, member
Greg Bonaccorsi, member
Garrett Yee, member
Teresa Cox, member
Lauren Baca, student Board member

PRESIDENT/SUPERINTENDENT

Dr. Gari Browning

COLLEGE ADMINISTRATION

OHLONE COLLEGE PRESIDENT'S COUNCIL

COLLEGE FACILITIES COMMITTEE

Prepared in Cooperation with
Faculty, Staff, and Administration by:

tBP/Architecture, College Planning Consultant

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**OHLONE COMMUNITY COLLEGE DISTRICT
OHLONE COLLEGE**

A World of Cultures United in Learning.



COLLEGE MISSION STATEMENT

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported, and continually assessed.

COLLEGE VISION STATEMENT

Ohlone College will be known throughout California for our inclusiveness, innovation, and superior rates of student success.

INTRODUCTION

The Community College System

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 Local Bond Measure 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 be massaged and changed 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 PROCESS

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:

Ohlone College 2010-2015 Strategic Plan
Ohlone College 2010-2025 Educational Master Plan
Facilities Committee Fremont Campus Planning Assumptions
Assessment of Existing Conditions
District Identified Capital Improvements Projects

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



Fremont Campus Hillside Pedestrian Entry



Fremont Campus Hillside Pedestrian Entry Concept

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 and 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. Learning spaces must be easy to maintain and budgetary commitments are needed for ongoing maintenance.

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.



Ohlone Fremont Campus View of Palm Bosque

PLANNING DATA

Overview

The facilities master planning process in part, is based upon the collection and analysis of data and information, to project future growth rates in instructional programs and enrollment. The basis of the facilities master planning data is the Ohlone Community College District Educational Master Plan 2010-2015, which provides the qualitative and quantitative information upon which the Facilities Master plan for the Fremont campus is founded.

ENROLLMENT AND WSCH FORECASTS

The planning team worked closely with the College to review past actual enrollment data and trends, as well as future year's enrollment growth assumptions, based on the State Chancellor's Office Enrollment and WSCH Forecast 2010-11, as well as the Fremont Campus Environmental Scan and Program Review key indicators.

A prescribed model for determining facilities space needs is provided for within statute and is utilized by the California Community Colleges to assess current and future facility capacities for the College.

The primary metric utilized for projecting future space needs for facilities is referred to as "Weekly Student Contact Hours" (WSCH). WSCH is the number of hours a student attends a program of instruction of the College each week.

The following tables summarize the enrollment and WSCH forecasts for the Fremont campus of Ohlone College. Enrollment for the fall term is used as the primary determinant to define facility space needs for instructional and instructional support programs. Day enrollment is used to determine Library facility space needs.

Headcount Enrollment

Based on actual enrollments, the District has projected the future headcount enrollment on the Fremont campus.

Actual 2008 Fall Headcount Enrollment - Fremont Campus	9,712
Projected 2018 Fall Headcount Enrollment - Fremont Campus	11,271
Projected 2023 Fall Headcount Enrollment - Fremont Campus	12,143

Source: Ohlone Community College District

Day Enrollment

Day Enrollment is a workload measure used to help quantify certain facilities space needs such as Library. Based on actual enrollments, the District has projected the District-wide Day Enrollment and the proportion of Day Enrollment at the Fremont campus.

	Total Campus WSCH	% of Total	Day Graded Equivalent
2008 Actual	9,712	0.756	7,342
2018 Projected	11,271	0.756	8,521
2023 Projected	12,143	0.756	9,180

Source: Ohlone Community College District, Five Year Construction

PLANNING DATA continued:

FREMONT CAMPUS WSCH

Facility space needs for the future cannot be projected without first determining the facility space needs of the instructional programs. The current instructional program WSCH of the College provides the best benchmark for predicting what the instructional program facility space needs will most likely be in the future. The following table displays the actual and projected WSCH for instructional programs at the Fremont campus, for the base period of fall 2008; as well as for the target periods of fall 2018 and fall 2023.

WSCH Projections by Instructional Program

TOPS Group	Division, Discipline	2008FA WSCH	2018FA WSCH	2023FA WSCH
COUNSELING				
4900	Personal Development	588	662	735
DEAF STUDIES				
0800	American Sign Language	1,671	1,940	2,089
0800	Interpreter Training	346	402	433
4900	Deaf Preparatory Program	663	769	829
4900	Learning Skills Program	202	235	253
FINE ARTS, BUSINESS, AND COMMUNICATIONS STUDIES				
0500	Business Administration	3,783	4,391	4,730
0500	Business Supervision Management	52	60	64
0500	Real Estate	201	233	251
1500	Speech and Communication Studies	2,844	3,300	3,556
0600	Broadcasting	1,036	1,203	1,296
0600	Journalism	311	360	388
0600	Multimedia	827	959	1,034
1000	Art	4,271	4,956	5,339
1000	Graphic Arts	833	967	1,042
1000	Theater and Dance	3,652	4,238	4,565
1004	Music	3,384	3,928	4,231
1300	Interior Design	379	440	474
4900	Interdisciplinary Studies	535	620	668

PLANNING DATA continued:

HEALTH SCIENCE AND ENVIRONMENTAL STUDIES				
0300	Environmental Studies	0	0	0
0800	Health	0	0	0
1200	Allied Health	0	0	0
1200	Nursing	0	0	0
1200	Physical Therapist Assistant	0	0	0
1200	Respiratory Therapist	0	0	0
1300	Consumer Family Sciences	0	0	0
TOPS Group	Division, Discipline	2008FA WSCH	2018FA WSCH	2023FA WSCH
HUMANITIES, SOCIAL SCIENCES AND MATHEMATICS				
0800	Education	21	24	26
1100	Arabic	163	189	204
1100	Chinese	2,844	3,301	3,556
1100	French	208	241	260
1100	Italian	0	0	0
1100	Japanese	417	484	522
1100	Spanish	649	753	811
1100	Tagalog	126	146	157
1300	Early Childhood Studies	1,209	1,403	1,512
1500	English	14,139	16,409	17,677
1500	Philosophy	1,269	1,472	1,586
1700	Mathematics	10,388	12,056	12,987
2000	Psychology	2,231	2,589	2,789
2100	Administration of Justice	868	1,007	1,085
2200	Chicano Studies	93	108	116
2200	History	3,640	4,224	4,551
2200	Political Science	669	777	837
2200	Sociology	1,328	1,541	1,661
2200	Women's Studies			
4900	English as a Second Language	2,123	2,463	2,654
LEARNING RESOURCES AND ACADEMIC TECHNOLOGY				
0500	Computer Applications and Occupational Technology	495	574	618
1600	Library Science	19	22	24
SCIENCE, TECHNOLOGY & ENGINEERING				
0400	Biology	4,315	5,007	5,394
0400	Biotechnology	129	150	161
0700	Computer Science	1,685	1,955	2,106
0700	Computers, Networks and Emerging Technology	2,837	3,293	3,547
0901	Engineering	387	450	484
0954	Chemical Technology			
1900	Astronomy	153	178	191
1900	Chemistry	2,749	3,190	3,437
1900	Geology	555	644	694
1900	Physics	878	1,019	1,098
2200	Anthropology	1,312	1,523	1,640
2200	Geography	308	357	385

PLANNING DATA continued:

TOPS Group	Division, Discipline	2008FA WSCH	2018FA WSCH	2023FA WSCH
EXERCISE SCIENCES AND ATHLETICS				
0800	Athletics	2,005	2,327	2,506
0800	Kinesiology	371	431	464
0800	Physical Education	3,610	4,189	4,513
TOTAL ON CAMPUS		89,769	104,180	112,232
OFF CAMPUS				
	Public Safety Consortium	--	--	--
4900	Work Experience Education	208	241	260
TOTAL CAMPUS WSCH		89,976	104,421	112,491
			16%	25%

PLANNING DATA continued:

FREMONT CAMPUS SPACE NEEDS

Space Inventory

The District maintains a detailed inventory of all buildings on the Fremont campus according to the requirements of the State Chancellor's Space Inventory Handbook. It is required to update and submit the Space Inventory to the State Chancellor's office annually. The inventory contains data about every building and room according to space code, space type name and Assignable Square Feet (ASF).

Space Type	Type of Space	2009 Space Inventory ASF
050	Inactive	1,870
CAPACITY LOAD CATEGORIES		
100s	Classroom	32,747
210-255	Dedicated and Flexible Labs	67,957
300s	Office/Conference	58,083
400s	Library/Study	25,527
530-535	Instructional Media (AV/TV)	7,145
NON-CAPACITY LOAD CATEGORIES		107,514
TOTAL CAMPUS ASF		300,843

Source: Ohlone CCD Report 17 Certification, Certification of Inventory for Fiscal Year: 2009-10

Capacity Load Ratios

Capacity Load Ratios indicate whether the campus has sufficient facilities space capacity to accommodate campus functions in key types of space as compared to actual enrollment and state space guidelines. Ratios under 100% show that there is a need for more space in that particular category. Ratios over 100% suggest that there is an excess of a type of space compared to enrollment and the state standards.

Space Type	Type of Space	2009 Space Inventory ASF	Capacity Load Ratio
050	Inactive	1,870	--
CAPACITY LOAD CATEGORIES			
100s	Classroom	32,747	123%
210-255	Dedicated and Flexible Labs	67,957	66%
300s	Office/Conference	58,083	171%
400s	Library/Study	25,527	27%
530-535	Instructional Media (AV/TV)	7,145	49%
NON-CAPACITY LOAD CATEGORIES		107,514	--
TOTAL CAMPUS ASF		300,843	

Sources: Ohlone CCD Report 17 Certification, Certification of Inventory for Fiscal Year: 2009-10 and
Ohlone Community College District Five Year Construction Plan

PLANNING DATA continued:

Instructional Space Needs

Title 5 of the California Administrative Code prescribes a set of benchmark standards for space utilization at California Community Colleges. These standards utilize WSCH to define the total facility space capacity requirement for lecture and laboratory course delivery, expressed in assignable square feet (ASF)

General Classroom (Lecture) space is defined by the State Chancellor's office as a room used for classes that do not require special purpose equipment for student use. State-supportable classroom space need is calculated by total projected lecture WSCH according to the state standards. The lecture space standard is the same for all TOPS codes and instructional programs.

Lab space is defined as a room used primarily for instruction that requires special-purpose equipment for student participation, experimentation, observation or practice in a field of study. The Title 5 space standards define different allowable state supportable quantities for lab space according to each instructional TOPS code. The same standard applies to each instructional program within the same TOPS code category.

These standards were applied to the 2018 and 2023 WSCH projections for instructional TOPS categories to calculate the future projected space needs for lecture and lab facilities. The projected space needs are presented in the following table:

TOPS Group	Division, Discipline	2018FA Lecture Need ASF	2018FA Lab Need ASF	2023FA Lecture Need ASF	2023FA Lab Need ASF
COUNSELING					
4900	Personal Development	252	382	272	412
DEAF STUDIES					
0800	American Sign Language	743	1,183	801	1,274
0800	Interpreter Training	83	725	90	781
4900	Deaf Preparatory Program	250	621	269	669
4900	Learning Skills Program	59	280	64	301
FINE ARTS, BUSINESS, AND COMMUNICATIONS STUDIES					
0500	Business Administration	1,994	225	2,148	242
0500	Business Supervision Management	28	0	30	0
0500	Real Estate	110	0	119	0
1500	Speech and Communication Studies	1,152	1,297	1,241	1,397
0600	Broadcasting	159	1,110	171	1,196
0600	Journalism	56	309	61	333
0600	Multimedia	197	695	212	749
1000	Art	638	9,273	687	9,990
1000	Graphic Arts	106	1,909	114	2,056
1000	Theater and Dance	325	9,127	350	9,832
1004	Music	628	6,682	676	7,199
1300	Interior Design	101	583	109	628
4900	Interdisciplinary Studies	280	72	302	77

PLANNING DATA continued:

Instructional Space Needs continued:

HEALTH SCIENCE AND ENVIRONMENTAL STUDIES					
0300	Environmental Studies	0	0	0	0
0800	Health	0	0	0	0
1200	Allied Health	0	0	0	0
1200	Nursing	0	0	0	0
1200	Physical Therapist Assistant	0	0	0	0
1200	Respiratory Therapist	0	0	0	0
1300	Consumer Family Sciences	0	0	0	0
HUMANITIES, SOCIAL SCIENCES AND MATHEMATICS					
0800	Education	11	0	12	0
1100	Arabic	76	36	82	38
1100	Chinese	1,316	663	1,418	715
1100	French	97	46	105	49
1100	Italian	0	0	0	0
1100	Japanese	195	92	210	99
1100	Spanish	305	137	329	147
1100	Tagalog	69	0	74	0
1300	Early Childhood Studies	453	1,147	488	1,235
1500	English	4,269	11,076	4,599	11,932
1500	Philosophy	696	0	750	0
1700	Mathematics	5,491	669	5,916	721
2000	Psychology	1,225	0	1,319	0
2100	Administration of Justice	476	0	513	0
2200	Chicano Studies	51	0	55	0
2200	History	1,998	0	2,152	0
2200	Political Science	367	0	396	0
2200	Sociology	729	0	785	0
2200	Women's Studies	0	0	0	0
4900	English as a Second Language	1,098	367	1,182	396
LEARNING RESOURCES AND ACADEMIC TECHNOLOGY					
0500	Computer Applications and Occupational Technology	86	503	92	541
1600	Library Science	11	0	11	0

PLANNING DATA continued:

Instructional Space Needs continued:

SCIENCE, TECHNOLOGY & ENGINEERING					
0400	Biology	1,021	6,695	1,100	7,213
0400	Biotechnology	25	227	27	244
0700	Computer Science	431	1,785	464	1,923
0700	Computers, Networks and Emerging Technology	645	3,300	695	3,555
0901	Engineering	102	751	110	809
0954	Chemical Technology	--	--	0	0
1900	Astronomy	56	152	60	164
1900	Chemistry	579	5,051	624	5,441
1900	Geology	112	1,049	120	1,131
1900	Physics	235	1,341	253	1,445
2200	Anthropology	483	751	521	809
2200	Geography	63	335	68	361

TOPS Group	Division, Discipline	2018FA Lecture Need ASF	2018FA Lab Need ASF	2238FA Lecture Need ASF	2023FA Lab Need ASF
STUDENT SERVICES					
0800	Athletics	35	0	38	0
0800	Kinesiology	81	832	87	896
0800	Physical Education	52	0	56	0
TOTAL ON CAMPUS		30,102	71,476	32,429	77,000

PLANNING DATA continued:

Projected Fremont Campus Space Needs

Using the information presented previously, the future facility space needs of the Fremont campus have been determined for instructional and support service space categories. The following table identifies the current space inventory of the Fremont campus, total future space needs for the horizon years of 2018 and 2023 and the net facilities space need by space category.

Space Code	Type of Space	2009 Space Inventory ASF	2018 Forecast Space Needs ASF	Net Difference between 2009, 2018 ASF	2023 Forecast Space Needs ASF	Net Difference between 2009, 2023 ASF
050	Inactive	1,870	0	0	0	0
CAPACITY LOAD CATEGORIES						
100s	Classroom	32,747	30,102	2,645	32,429	318
210-255	Dedicated and Flexible Labs	67,957	71,476	-3,519	77,000	-9,043
300s	Office/Conference	58,083	44,800	13,283	46,760	11,323
400s	Library/Study	25,527	34,001	-8,474	36,236	-10,709
530-535	Instructional Media (AV/TV)	7,145	12,141	-4,996	12,635	-5,490
NON-CAPACITY LOAD CATEGORIES						
520-525	Physical Education (Teaching Gym)	23,675	14,993	8,683	16,151	7,524
550-555	Demonstration	7,109	6,000	1,109	6,000	1,109
610-625	Assembly/Exhibition	22,439	11,271	11,168	12,143	10,296
630-635	Food Service	8,024	6,763	1,261	7,286	738
650-655	Lounge	5,882	4,018	1,864	4,329	1,553
660-665	Merchandise Facility	6,574	2,518	4,056	2,829	3,745
670-690	Meeting/Recreation	5,948	3,753	2,195	4,044	1,904
710-715	Data Processing	5,115	5,000	115	5,000	115
720-770	Physical Plant	18,794	12,402	6,392	13,202	5,592
800	Health Service	0	1,200	-1,200	1,200	-1,200
	Other	3,954	6,511	-2,557	6,931	-2,977
TOTAL		300,843	266,948	30,025	284,174	14,798
Non Cap-Load Categories		107,514	74,428	33,086	79,114	28,400

Source: Ohlone CCD Report 17 Certification, Certification of Inventory for Fiscal Year: 2009-10

PLANNING DATA

OBSERVATIONS

The following observations summarize the qualitative information gathered and presented in the previous tables:

1. In accordance with state standard guidelines, the base reference year of 2008 indicates an excess of 2,645 ASF of Classroom/Lecture space in horizon year 2018 and 318 ASF in horizon year 2023. The campus does not need to construct additional Classroom/Lecture space.
2. Also, for the base year 2008, there is a shortage of flexible Laboratory space of 3,519 ASF for horizon year 2018 and 9,043 ASF for year 2023. Additional flexible Laboratory space is needed at the campus.
3. For the base year 2008, there is an excess of 13,283 ASF of Conference and Office space for the year 2018 and 11,323 ASF for year 2023. The campus needs to examine ways to better utilize or reduce space within this category.
4. As compared to the base year of 2008, there is a need for 13,470 ASF of Library/AV space for year 2018 and 16,199 ASF for year 2023. The need for additional Library/AV space should be carefully reviewed in relation to increased use of technology.
5. In reviewing the current space inventory and projecting space needs for the campus for the next 15 years, it is apparent that the campus will continue to exceed state guidelines for non-capacity load categories for some time into the future. However, these space categories are very dependent upon local campus needs and services.
6. A review of the current campus Space Inventory indicates there are a number of temporary facilities located on the campus. These temporary buildings are aged and dysfunctional and should be replaced with permanent space and the temporary buildings eliminated from the campus.
7. Lastly, many of the permanent buildings on the campus are aged, outdated and near the end of their useful life cycle. These buildings must be modernized, with a least cost strategy and approach of renovation or replacement, determined on a building by building basis.

DIRECTION FROM FACILITIES COMMITTEE FREMONT CAMPUS PLANNING ASSUMPTIONS

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 ASOC. This body is a subcommittee of the College Council, the College’s 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. Construct a new lower north/south loop road. 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.
- The Ohlone Anthropological and Paleontological Museum houses a collection of artifacts from the Ohlone people, as well as fossils from the Irvingtonian Era. The college is committed to finding an appropriate location for the museum. The selected location will be accessible for Ohlone students and the general public, so that the museum can serve as a source of information about the native peoples of this region, The Ohlone, as well as provide Irvingtonian fossil specimens for study.

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.

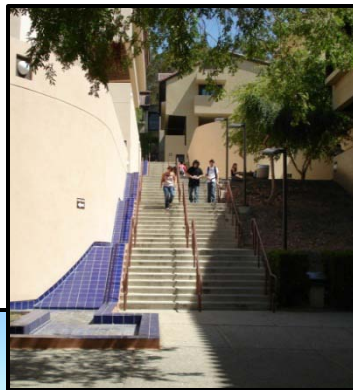
ASSESSMENT OF EXISTING CONDITIONS

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 not all issues could be resolved by the physical plan. The physical plan addresses the recommended solution for Plan Drivers and Existing Conditions.

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), SSB (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 are the original College buildings dating from 1974-1975. These buildings are deteriorating due to age and water infiltration.

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.



Difficult Access



Portable Buildings to be Removed



Lack of Quality Exterior Space

Parking is located at the bottom of the campus, and existing internal roads don't 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 lined 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 seldom frequented by students. At the same time, students do not have a large 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.

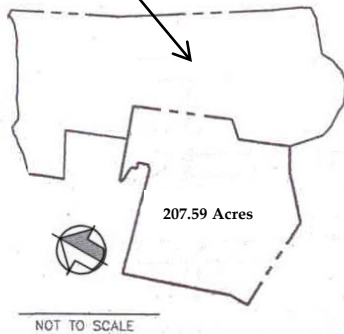
Ohlone College field athletics are an important participatory educational driver on campus. Physical education and athletics are important aspects of human performance and wellness. A significant number of students and the community participate in the physical education class offerings of the college. The existing athletic fields do not meet minimal standards required to conduct classes and competition. Some fields have drainage problems, and a mid-field drop off in the baseball fields creates a safety hazard. The natural turf field grass is high maintenance; and a fieldhouse is needed for Title 9 compliance.

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

- Local climate—adapt to rainfall, humidity; take advantage of solar radiation
- Topography—steep hillside accessibility issues; preservation of the olive trees; north-south potential for plateaus; and development limitations due to undetermined fault line location, “Toe of the Hill” restrictions, and easements such as transmission lines, water, gas, and roadways.
- Other transportation—2 bus stops at middle and top of hill off Pine; bike traffic is limited by the hill; no campus shuttles to BART or NCHST

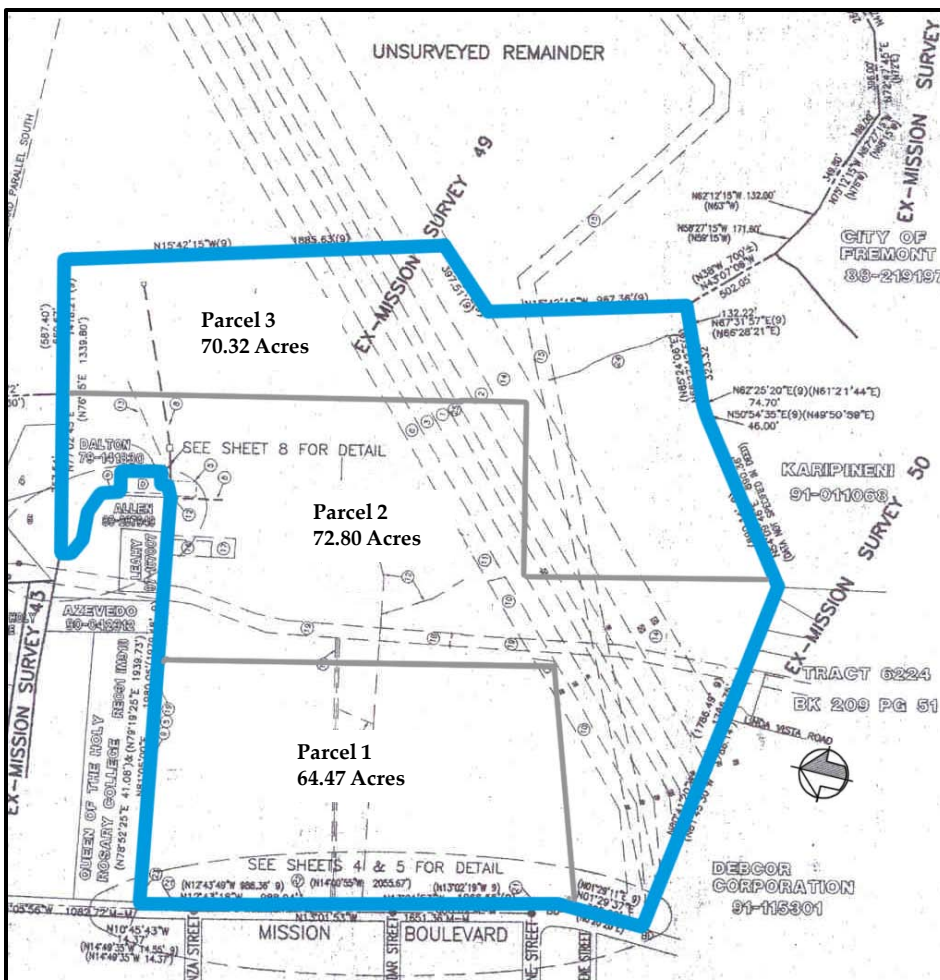
OHLONE COLLEGE FREMONT PROPERTY

UNSURVEYED



The Ohlone College property in Fremont is illustrated on the small map to the left. The portion of the property that has not been surveyed for this parcel map has been leased by the College to East Bay Regional Park District.

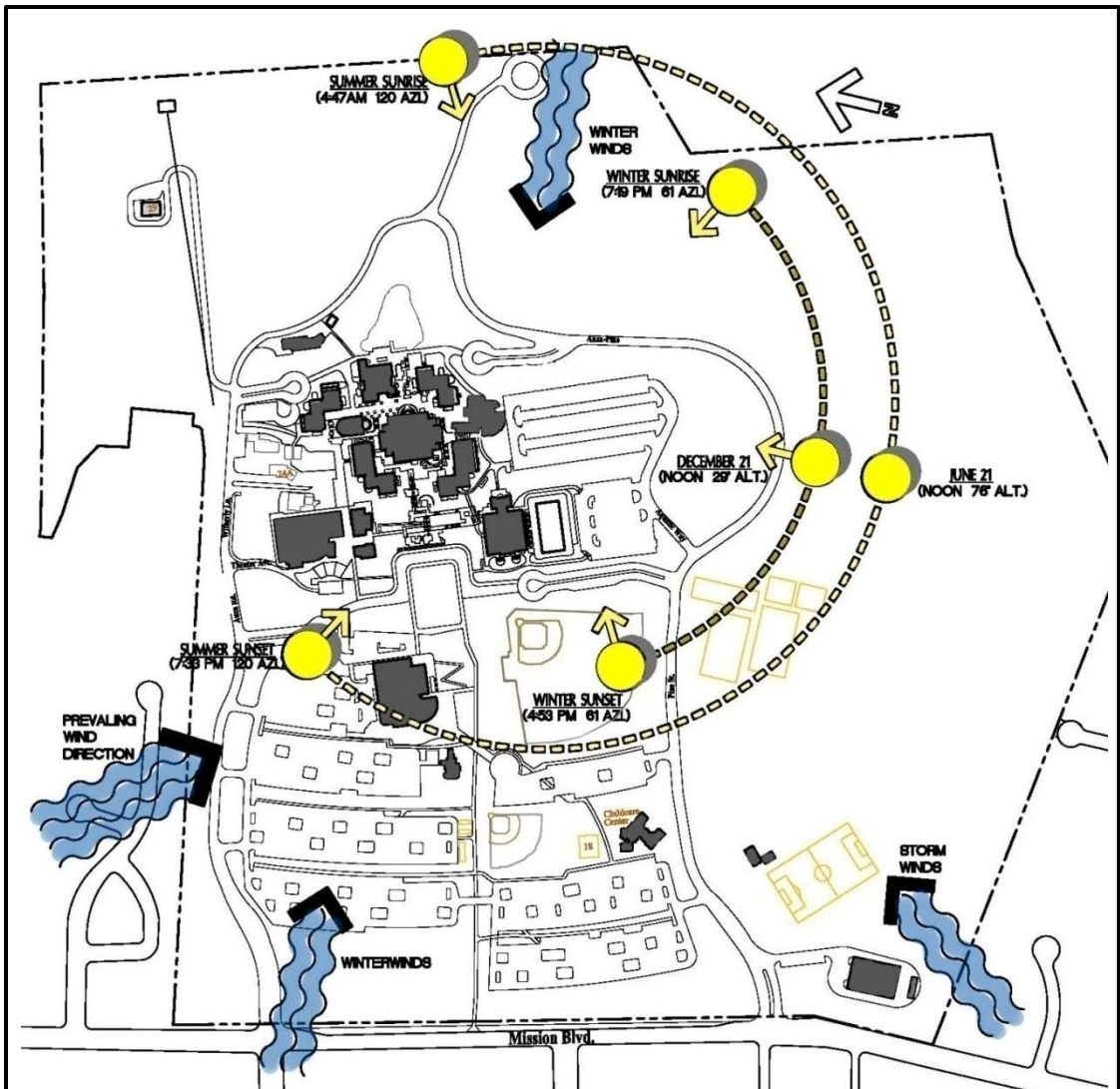
The Ohlone Fremont Campus 15 Year Facilities Master Plan has been written for the land area shown on the map below - **207.59 acres.**



Ohlone College
City of Fremont
Alameda County, CA

Creegan + D'Angelo
Consulting Engineers
August 1997

LOCAL CLIMATE



North

LOCAL CLIMATE

The following climatological data is approximate and derived from various sources for the Alameda County area. California Climate Zone 3. Solar data from the National Renewable Energy Laboratory Resource Assessment Program.

Latitude 37.53 degrees North

Longitude 121.91 degrees West

Elevation at site 480 ft.

Rain Average – Annual 14.3 to 18 inches

Number of days with measurable participation is 55 days a year

Temperature Range – 19 degrees, High 80 degrees, Low 44 degrees

Average Humidity 74 %

Prevailing Wind Direction - West

Summer 8-10 mph WNW

Winter 6-7 mph E and W

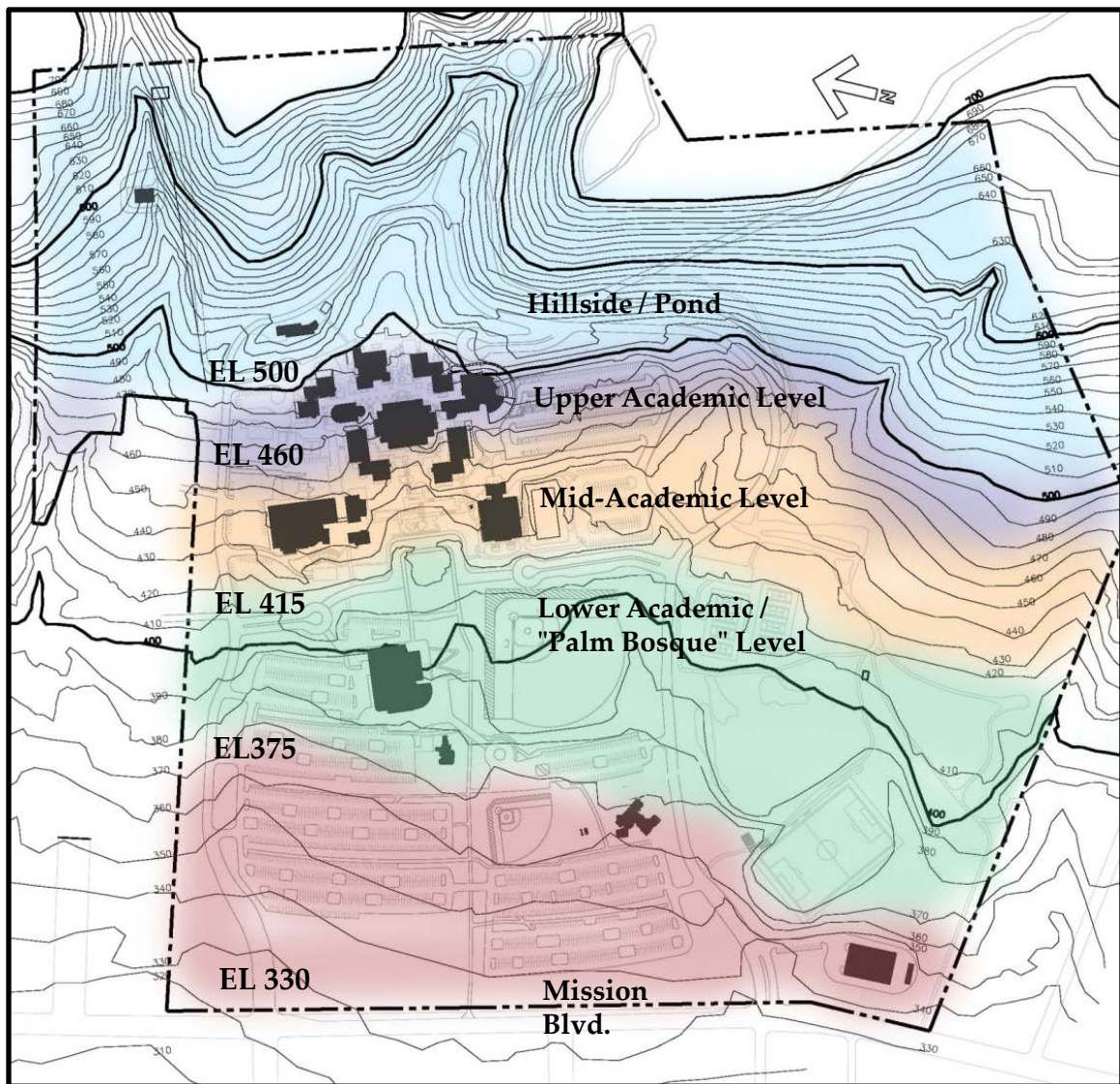
Solar

Average of 264 sunny days a year

Annual daily solar radiation per month - 5-6 kWh/m²/day with flat plate tilted south at latitude of site.



FREMONT CAMPUS TOPOGRAPHY



- Lower Mission Blvd. Level
- Lower Academic / "Palm Bosque" Level
- Mid-Academic Level
- Upper Academic Level
- Pond / Hillside Level

FREMONT CAMPUS TOPOGRAPHY

The Ohlone College Fremont campus is located on a hillside at the east edge of the City of Fremont, CA. There is a 170 foot difference in elevation from Mission Boulevard to the pond. The elevation at Mission Boulevard at the beginning of the historic olive tree walk is 330 feet above sea level. The average elevation at the pond terrace is 500 feet.

The vertical rise of the campus is as follows:

Walking from Mission Boulevard to the Orchard House is a vertical distance of 45 ft.
– (from El. 330 to El. 375)

Orchard House to “Palm Bosque” is a vertical distance of 40 ft.
– (El. 375 to El. 415)

“Palm Bosque” to Entry plaza at Building 1 is a vertical distance of 45 ft.
– (El. 415 to El. 460)

Building 1 to upper pond level is a vertical distance of 40 ft.
– (El. 460 to El. 500)

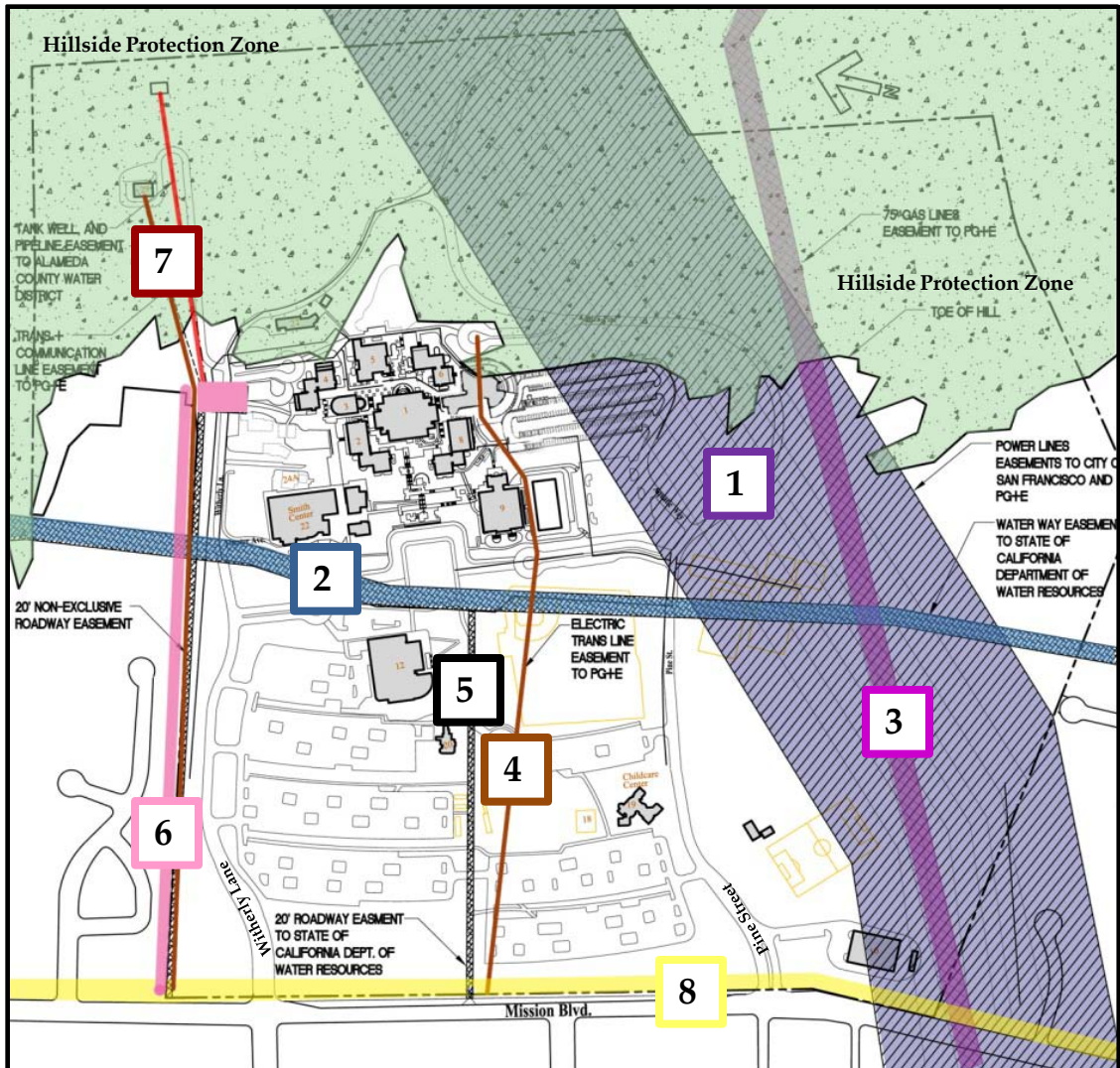
The pond at the upper end of the campus proper is at Elevation 500 and the Foundation House, the highest structure on the campus, is at Elevation 530.

If a person was to walk from Mission Boulevard to the Foundation House they would climb vertically 200 ft.



Section of Fremont campus illustrating contours from Hyman Hall to the Foundation House level

EXISTING PROPERTY EASEMENTS



PROPERTY EASEMENTS AFFECTING FREMONT CAMPUS DEVELOPMENT

The Fremont campus site is constrained by the hillside protection zone and several easements.

The zigzag line of the *“Toe of the Hill”* separates the developable land from the hillside protection zone. This area is green on the map.

The easements crossing the property are as follows:

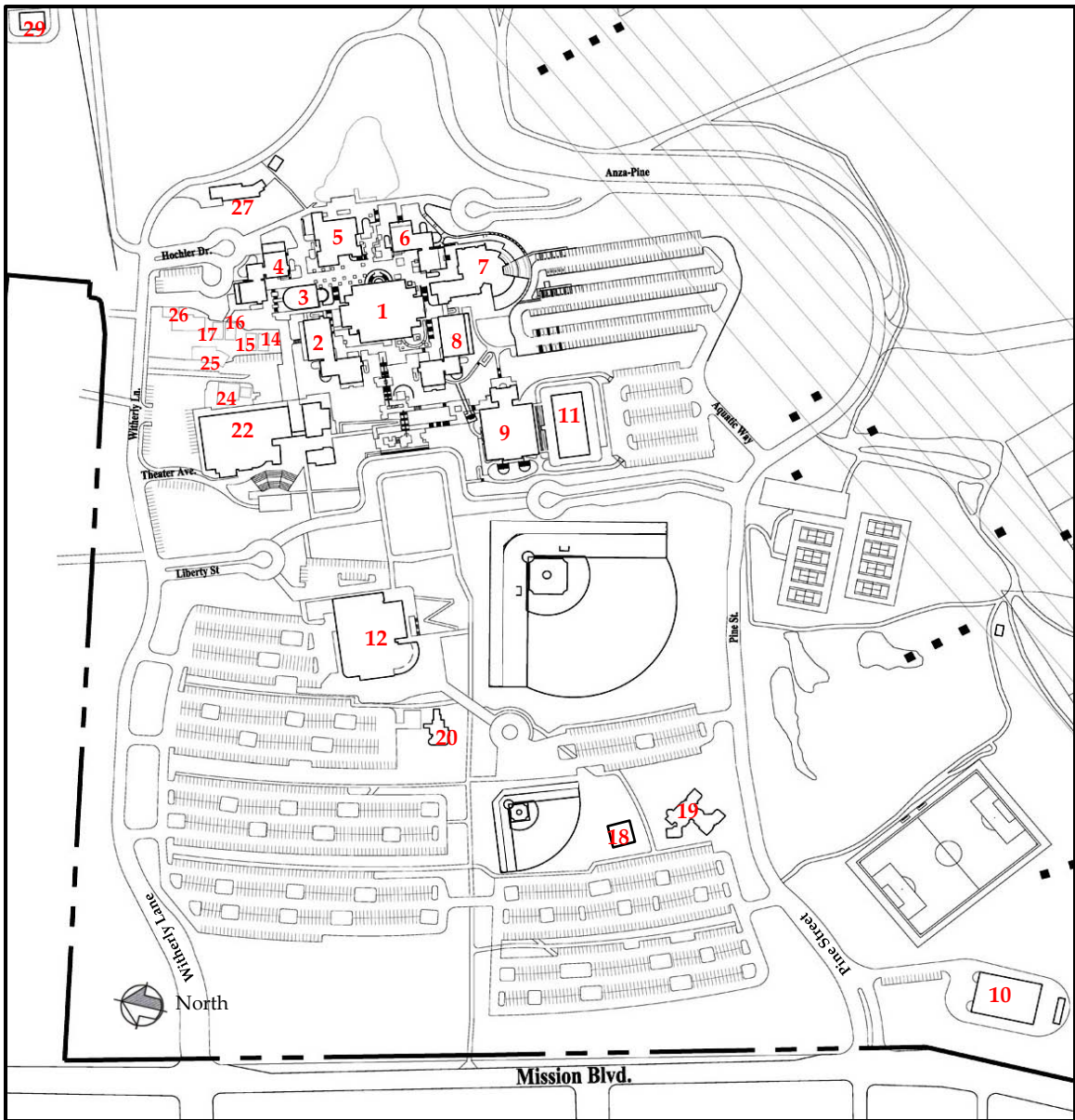
- 1- PG & E and City and County of San Francisco power transmission and communication lines (approx. 675' wide)
- 2- State of California Department of Water Resources waterway – north/south (65' to 75' wide)
- 3- PG & E gas line easement – east/west (75' wide)
- 4- PG & E electric transmission line east to west near center of campus
- 5- State of California Department of Water Resources – 20' wide easement connecting up the center to the north/south water easement line
- 6- City of Fremont non-exclusive roadway easement at the residential edge along the north of the property (20' wide)
- 7- Alameda County Water District tank well and pipeline easement following east/west property line
- 8- State of California Department of Water Resources – 20' roadway easement along Mission Boulevard

The development of the campus is limited due to the easements that cross the property. Because of these easements the academic core was located along the north edge of the property and designed for views to the west.

The land available for development is also restricted by an undetermined fault line crossing the lower south/west part of the property near the Orchard House.

The power lines separate a southern section of the Fremont property making the area less desirable for College uses.

EXISTING OHLONE COLLEGE FREMONT CAMPUS BUILDINGS



BUILDING

- #1 Blanchard Center (1974) 50,796 ASF
- #2 Northwest Classroom (1974) 17,862 ASF
- #3 North Forum (1974) 4,998 ASF
- #4 Northeast Classroom (1974) 14,263 ASF
- #5 Hochler Student Center (1974) 18,696 ASF
- #6 Southeast Classroom (1974) 13,379 ASF
- #7 Student Services Center (2009) 25,604 ASF
- #8 Southwest Classroom (1974) 18,685 ASF
- #9 Epler Gymnasium (1975) 29,479 ASF
- #10 Warehouse Maintenance (1974) 14,035 ASF
- #11 Swimming Pool (1975) 1,525 ASF
- #12 Hyman Hall (2001) 32,865 ASF
- #14 Portable (2001) 960 ASF

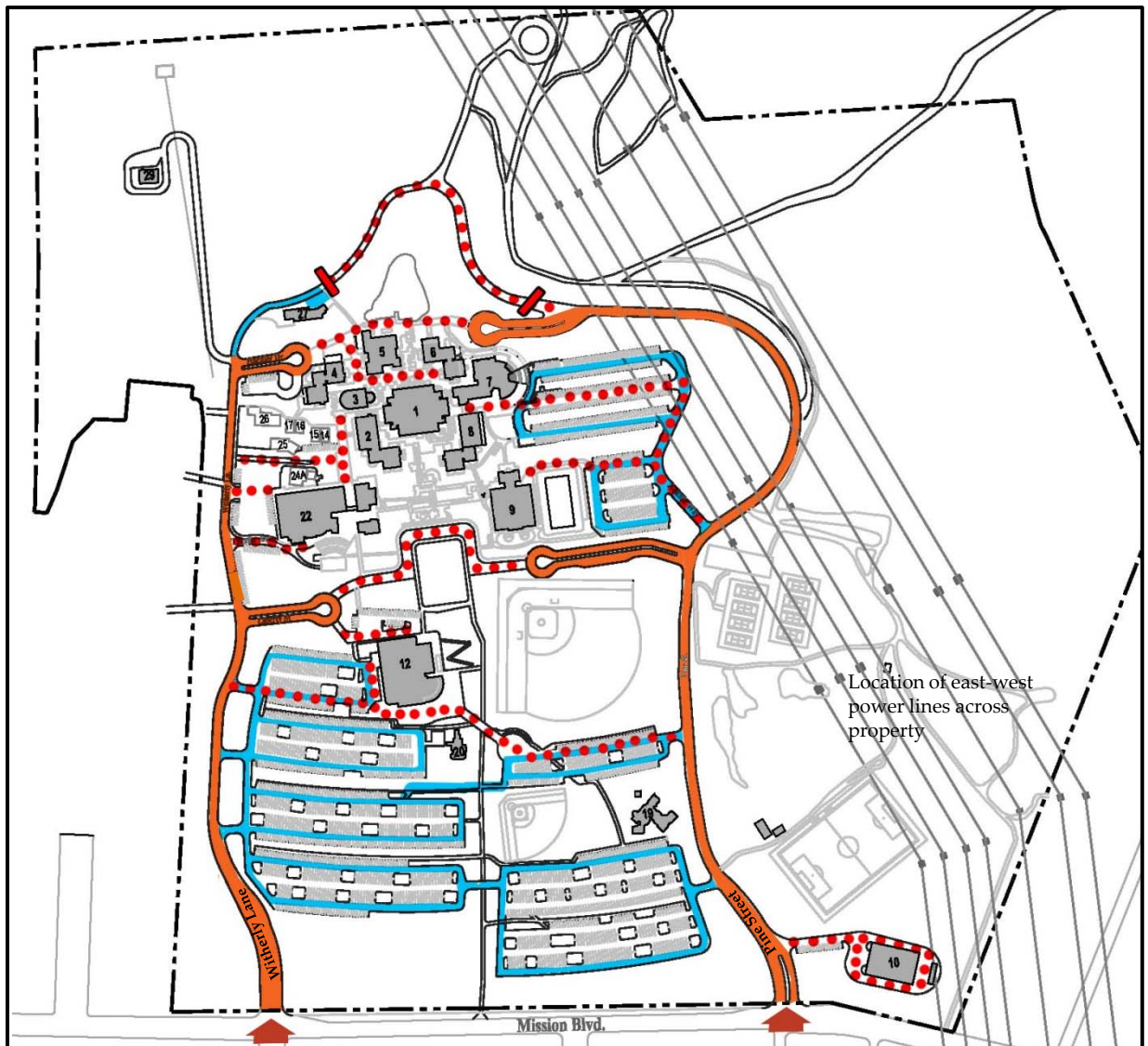
- #15 Deaf Studies (2000) 1,710 ASF
- #16 Student Health Center (1991) 734 ASF
- #17 Student Health (1991) 669 ASF
- #18 Building 18 (1998) 1,682 ASF
- #19 Child Development Center (2004) 8,892 ASF
- #20 Orchard House (1890) 2,545 ASF
- #22 Smith Center (1995) 37,149 ASF
- #24 Community Services (1967) 400 ASF
- #25 Vacated nursing building
- #26 Instructional Administration (1967) 2,186 ASF
- #27 Foundation/Public forum (1962) 2,125 ASF
- #29 Foundation (1944) 1,298 ASF




Total 276,937 ASF

A World of Cultures
United in Learning



EXISTING VEHICULAR CIRCULATION



-  Campus Access Road
-  Campus Parking Access
-  Service and Emergency Access



EXISTING VEHICULAR CIRCULATION

The College has two campus entry roads from Mission Boulevard: Anza Road and Pine Street. The intersections are signalized. Pedestrian movement is limited at these vehicular entries due to the lack of parking on the opposite side of Mission Boulevard. Most of the student parking spaces are in the parking lots on the lower flat area of the campus. This requires pedestrians to hike the steep terrain of the campus to reach the main academic core.

Anza Road on the north edge of campus replaces a section of the original Witherly Lane. The street edge is bordered by residential backyards and access roads to residential properties.

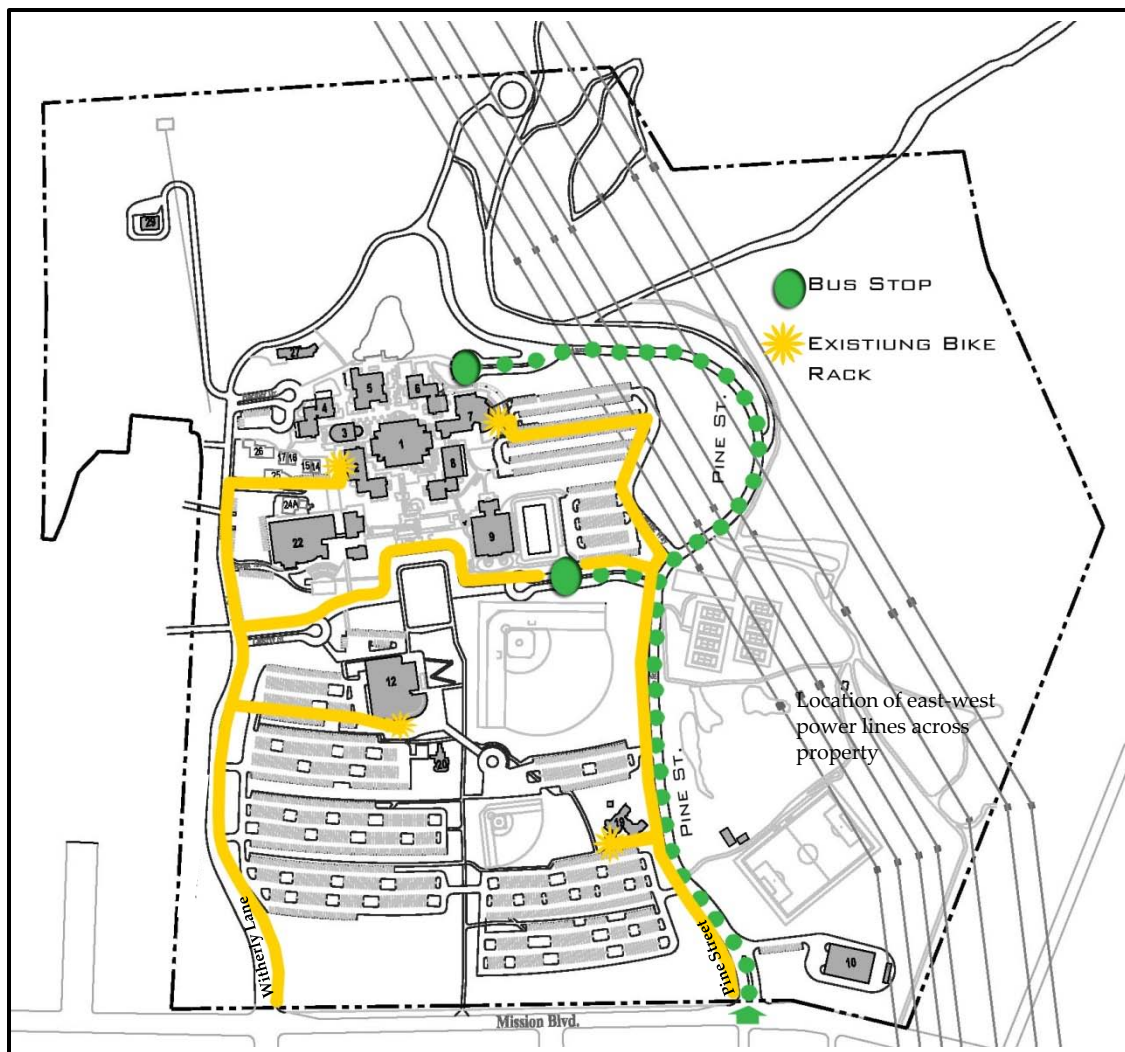
The existing roads do not lead to clearly identified academic core entrance points. Pedestrian gateways from parking into the core area are unclear. In 2008 the parking was restored on the upper level south of the Student Support Services Building.

Existing vehicular circulation on campus is hindered because the roads do not connect north/south. The original north/south connector road at the "Palm Bosque" has been closed to campus circulation but is accessible for emergency vehicles. When changing destinations or seeking a parking space one travels through parking lots to drive from the north side of campus to the south side. This increases traffic movement within parking lots.



Aerial Photo Showing Campus Road Network

EXISTING PUBLIC TRANSIT and BIKE CIRCULATION



Public Transit Route

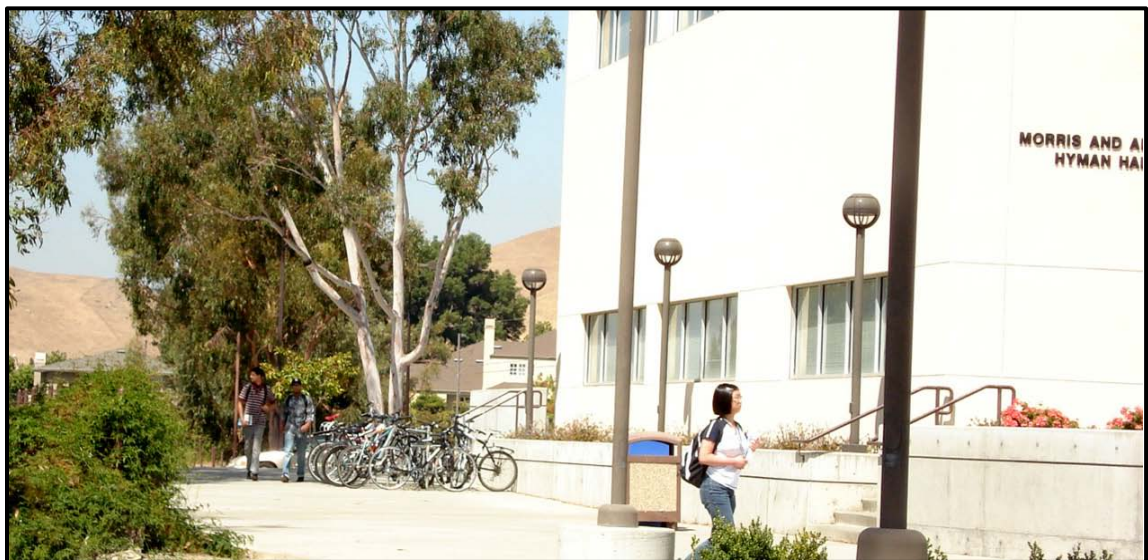


Campus Bicycle Route

EXISTING PUBLIC TRANSIT and BICYCLE CIRCULATION

The Fremont campus is served by AC Transit. There are two public transit bus stops on the campus. The buses enter on Pine Street with a stop at the base of the hill on Anza-Pine Road and another stop at the top of the campus near the pond. The current AC Transit lines connect to the Bart system.

Bike racks exist in several locations. There are racks on the north side of Building 2, west side of Hyman Hall, and on the south side of the Student Support Services Center. Because of the challenging topography of the campus, less students and staff ride bikes to Ohlone College than some other California campuses.



Bike Racks at Hyman Hall

EXISTING PARKING



(10-28-09)



Lot A –	57	Lot O –	93
Lot B –	169	Lot P –	84
Lot C –	286	Lot Q –	14
Lot D –	308	Lot R –	8
Lot E –	289	Lot T –	6
Lot G –	246	Lot U –	18
Lot H –	229	Lot W –	85
Lot K –	162	Bldg 10 –	39
Lot M –	151	Bldg 4 & 5 –	4
Lot N –	92	"Palm Bosque" –	1

Area F on the map is a grass field used for overflow parking. When needed the area can supply 300 additional parking spaces.

Total Spaces – 2,341

EXISTING PARKING

The 2009 parking count showed current capacity at that time as 2,341 spaces.

Staff.....	315	Students.....	1,793
Disabled.....	90	Foundation.....	3
Motorcycle.....	8	Loading zones.....	4
Police.....	7	Visitors.....	8
15-minute.....	5	Box office.....	1
Meters.....	16	E-plate.....	5
Maintenance.....	39	Mailroom.....	1
Carpool.....	26	Short-term employee.....	2
KOHL (after 5:00 pm).....	1	President's office.....	1
H.R./visitor to president.....	4	Administrative.....	8
ASOC.....	4		

Parking Availability on the Fremont Campus

As currently stands, there are 1,793 parking spaces available for student parking. Additionally, there are spaces that are available to students and employees. Those spaces are 90 disabled, 8 motorcycle, 16 coin operated meters, and 26 carpool only spaces.

Since the beginning of the academic year on 31 August 2009, Campus Police have monitored the availability of parking spaces each day, especially during the peak usage days and hours. On Mondays through Thursdays between the hours of 9:30 am and 12:30 pm, student attendance is at its highest. The lots closest to the upper campus are used the most heavily and very little parking is available in Lots M, N, O, and P, which is daily parking permit only. The other student lots are for semester or daily parking permit parking. Lots C, D, E, and K are usually filled to capacity. Lot H is usually almost filled and Lot G, with 243 spaces is rarely half filled.



Parking Lot East of Hyman Hall

EXISTING PARKING continued

Many students park off campus on Mission Boulevard and other adjoining streets. These students choose to park off campus in order to avoid the expense of paying for parking not due to the lack of sufficient parking.

The first two weeks of school for both the Fall and Spring semesters have a significant number of students who are trying to add classes or are enrolling late. Although this activity increases the number of students on campus at those times, there have always been parking spaces available during the peak days and hours.

Today there is a sufficient number of parking spaces available to accommodate student parking need.

The previous 2004 Master Plan increased parking on the upper levels of the campus and on the lower flat area, sometimes referred to as the lower plateau or lower level, at Mission Boulevard.

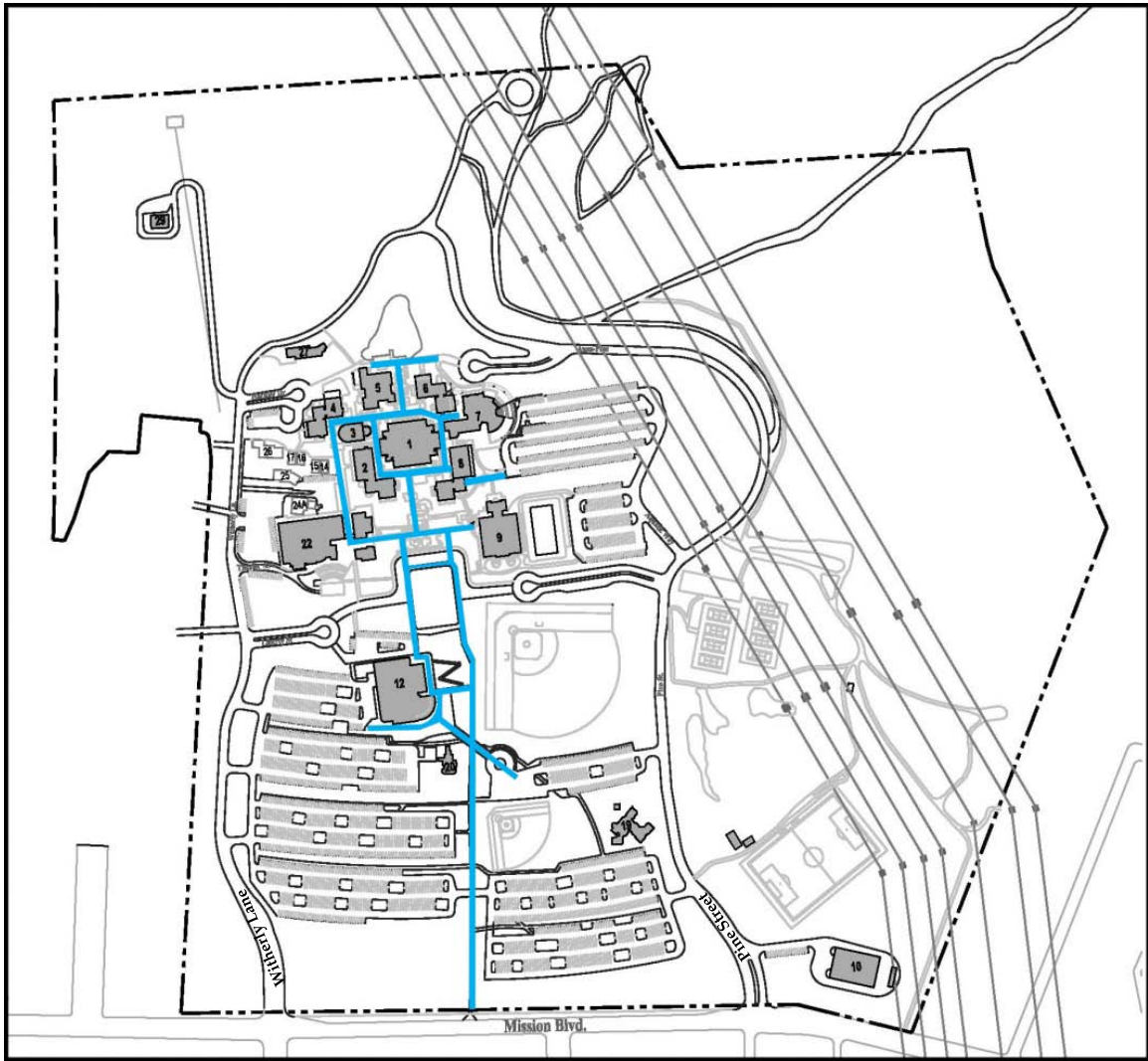
Parking lots are accessed off the two campus perimeter roads. There is no College parking on the opposite side of Mission Boulevard. Most of the available student parking spaces are in the parking lots on the lower flat area of the campus.

Trees provide some shade for parked cars on the lower level of the campus. There are no solar panels over parking on the Fremont campus.



Parking Lot on Lower Level

EXISTING PRIMARY PEDESTRIAN CIRCULATION



Campus Primary Pedestrian Path



North

EXISTING PRIMARY PEDESTRIAN CIRCULATION

The pedestrian pathways on the existing campus are challenging due to the steep terrain. The campus has three development areas: the upper, middle, and lower levels. These levels are connected today by pathways, exterior stairs and building elevators. Accessibility is achieved by the use of the enclosed elevators attached on the outside of buildings and inside Building 1. The elevators are tucked into small dark corners and are not visible to first-time students and visitors.

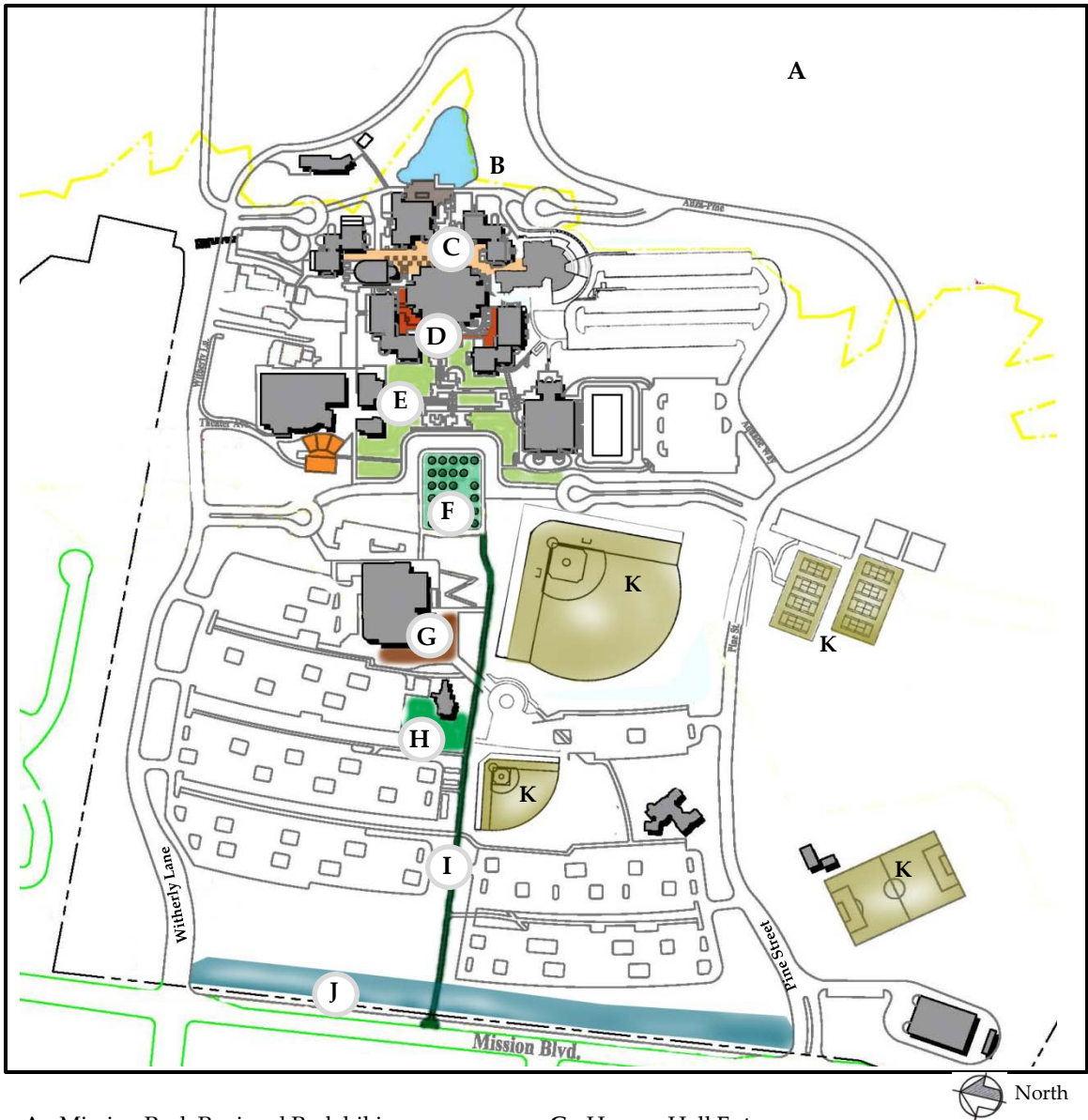
Almost every path requires climbing stairs and moving through buildings. The pathways from one area to another are not self-evident making it confusing for first time visitors. The main west to east pedestrian path from Mission Boulevard is the most direct, with clear and visible destination points. Today it is easier to identify your destination from this main path, than accessing buildings from the north or the south parking lots.

The academic area is tightly compacted on the upper and middle levels making pedestrian destinations closer together. Hyman Hall and the Orchard House are more remote and downhill from the main academic core.



Challenging Pedestrian Pathways

EXISTING CAMPUS OPEN SPACE



A - Mission Peak Regional Park hiking

B - Terrace at the Pond

C - Upper Level Walk

D - Mid-Level Terrace

E - Lower Level Hillside Steps

F - Palm Tree Bosque

G - Hyman Hall Entry

H - Orchard House Lawn

I - Olive Tree Walkway

J - Historic Olive Trees along Mission Blvd.

K - Athletic

EXISTING CAMPUS OPEN SPACE

The campus has several defined spaces for exterior activities, however the quality of the spaces should be improved for enhanced student and public use.

The olive tree walkway from Mission Boulevard is prominent. It retains the historical context that the walk was meant to have. The trees will need replacing as they mature and die. The zone of the walkway should be expanded and emphasized as an open space.

The Orchard House lacks its historical residential identity because of the existing uses. It does not give the College an exterior space to be enjoyed.

The "Palm Bosque" is not well maintained and does not invite people to the interior.

The main hillside contains fountains and water features that are expensive to maintain and do not fit the sustainable practices of today.

The mid-level plaza at Building 1 is small and the water features make it less usable. The swallows when nesting tend to make a mess on the terrace and make it unusable for part of the year.

The existing athletic fields have problems. The soccer, ball fields and tennis courts do not meet current State Standards. The grass requires significant maintenance. Artificial turf fields would be advantageous in the future. Fieldhouse structures are needed for the athletic fields.



Olive Tree Pedestrian Path



Balcony View to Open Space

GUIDING CONCEPTS

Tapping the guidance of the Strategic Plan, the Educational Master Plan, the planning assumptions developed by the Facilities Committee, and the assessment of existing conditions for the Fremont campus, consulting architects, tBP/Architecture, have developed 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 original, dating from 1974-1975, and are now deteriorating due to age and water infiltration.
- The utilities/infrastructure on the campus is aging and is deteriorating.
- Students need to walk up hill to classes.
- Pedestrian and vehicular circulation is poor.
- Parking needs to align with projected enrollment.
- Easements constrain construction.
- Location of existing permanent buildings needs to be considered.
- There are a number of temporary buildings on campus that 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.

The Facilities Master Plan developed by tBP/Architecture addresses the plan drivers and the existing conditions.

OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN OVERVIEW

A Master Plan for a New Age in Challenging Times

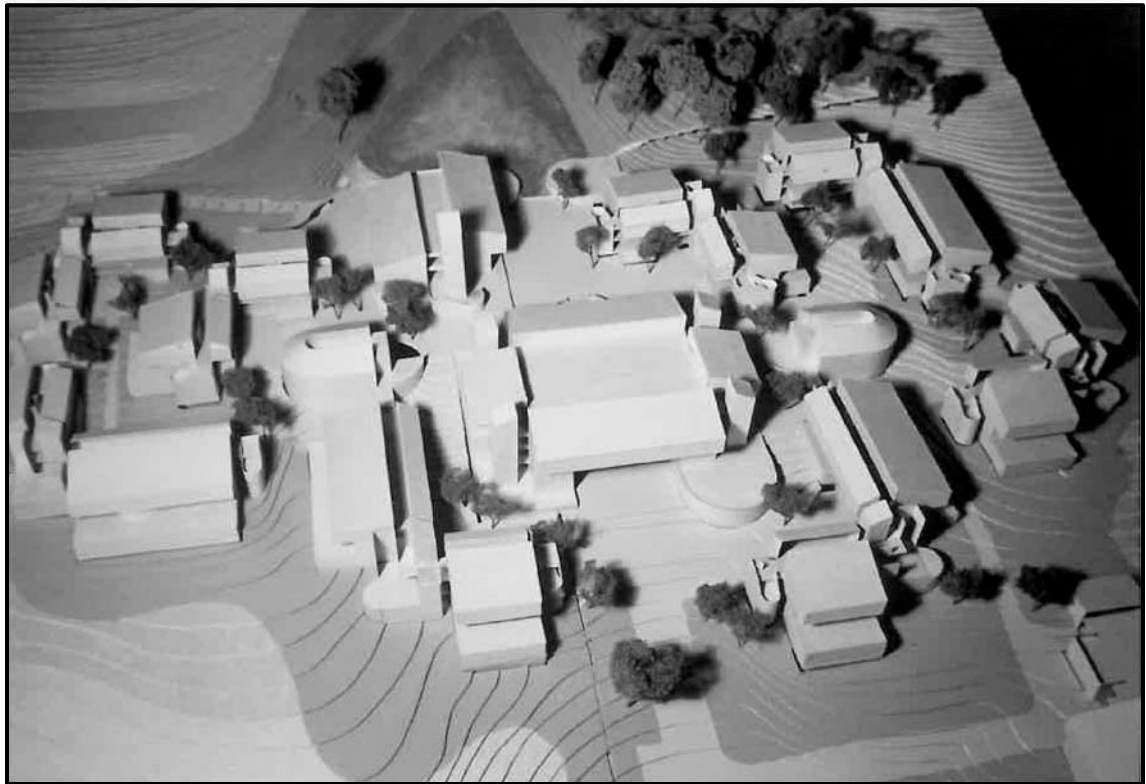
The Ohlone Community College District provides the best possible education for the students and generates economic growth for the area. The 15 Year Facilities Master Plan is based on the directions set by the College Strategic Plan, the College Educational Master Plan, the Facilities Committee Fremont Campus Planning Assumptions, Assessment of the Existing Conditions, and District Identified Capital Improvements Projects.

Ohlone College is facing challenging times. The California community colleges took an eight percent budget cut for the school year 2009-2010, while enrollment at community colleges is increasing. The State is not currently providing any funding for enrollment growth. At the same time, several California State four-year institutions have cut enrollments and raised fees to meet their budgets which increases pressure on the community colleges to meet new enrollment demands and balance budgets.

The master plan graphics and descriptions provide a road map for the future development and implementation sequencing. The plan involves renovation, replacement and expansion of campus facilities and infrastructure. Pedestrian and vehicular circulation on the campus are enhanced to improve access. Academic uses have been studied and relocated to better meet the future needs of the students.

The plan will improve the quality of life and enhance the collegiate sense of place on the Fremont campus. The physical environment plays a significant role in fostering the learning and holistic growth of students and faculty. The traditional design of spaces on campus is being modified to accommodate the student of today. These students are more “plugged-in” than any generation before them and require spaces equipped with different learning tools. The physical design of the campus must also place an importance on fostering community and social networking.

FREMONT CAMPUS – ORIGINAL CONCEPT MODEL



When the Fremont campus was designed, it was referred to as the Huddleston Ranch campus. The image above is a photograph of a model representing the original design concept. The infrastructure for the campus began in the 1960's and the first nine buildings were constructed between 1968 and 1974. All remain today except Building 7. Building 7 was replaced in 2009 by the Student Support Services Center. Building 9, Epler Gymnasium, and the swimming pool were built in 1975.

The Orchard House was built as a residential structure in 1890. Although not shown on the model, the Orchard House was part of the campus at the time of the original design. It is the oldest structure on campus and remains a tie to the past.

The campus was designed as a compact hillside grouping of buildings. The model illustrates that the campus was meant to expand north and south from the center. Most of the building balconies look toward the central spaces while a few take advantage of the distant views.

Within the group of buildings in the model photo above a large gathering space was designed on the upper level of Building 1. The open space at the lower level of Building 1 is more enclosed with limited plaza space because of the hillside topography.

The parking for the campus was placed at the lowest level behind a grove of trees along Mission Boulevard. The academic area was connected to Mission Boulevard and the parking by a pedestrian pathway lined with olive trees; today's historic Olive Tree Walk.



OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN

The 15 Year Facilities Master Plan expands the physical campus academic core north/south and to the west. The future expansion will include parking structures, enhanced open spaces and academic buildings sites.

As the campus core expands, the plan provides opportunity to enlarge and open up the plaza area on the west side of Building 1; taking advantage of the dramatic views from the hillside.

*A World of Cultures
United in Learning*



DEVELOPMENT CONSTRAINTS

The topography and the existing easements on the Fremont campus constrain the site's potential for development. The recommended areas for academic development are depicted in orange on the Development Constraints map. The power line easement is depicted in lavender and is recommended for limited academic development, such as parking and athletics.

Non-academic development areas are depicted as blue on the map. The hillside parcel on the south is physically separated from the academic core by the power line easement.

The 15 year plan recommends some limited development in the yellow zone on the map labeled "undefined seismic corridor." No development is planned within the green Hillside Protection Zone.



Power Lines at Upper Campus

FUTURE LAND USE PLAN



- Future Frontage and Hillside Development
- Athletics
- Mission Boulevard Buffer

- Parking and Maintenance
- Hillside Open Space within Campus Development Area
- 1/4 Mile Walk

A – 1.8 Acres
 B1 – 5.5 Acres
 B2 – 8.0 Acres
 B3 – 4.0 Acres
 C – 19.0 Acres

FUTURE LAND USE

The Land Use Plan illustrates the locations of major uses on the property and provides direction for the future development of the Fremont campus. The central academic core is surrounded by parking and open space. The academic uses will be buffered from the future frontage development by the softball field and the future relocated soccer fields.

The District has set aside four parcels of land totaling 38.3 acres. The development parcels will provide additional funds for the College in the future.

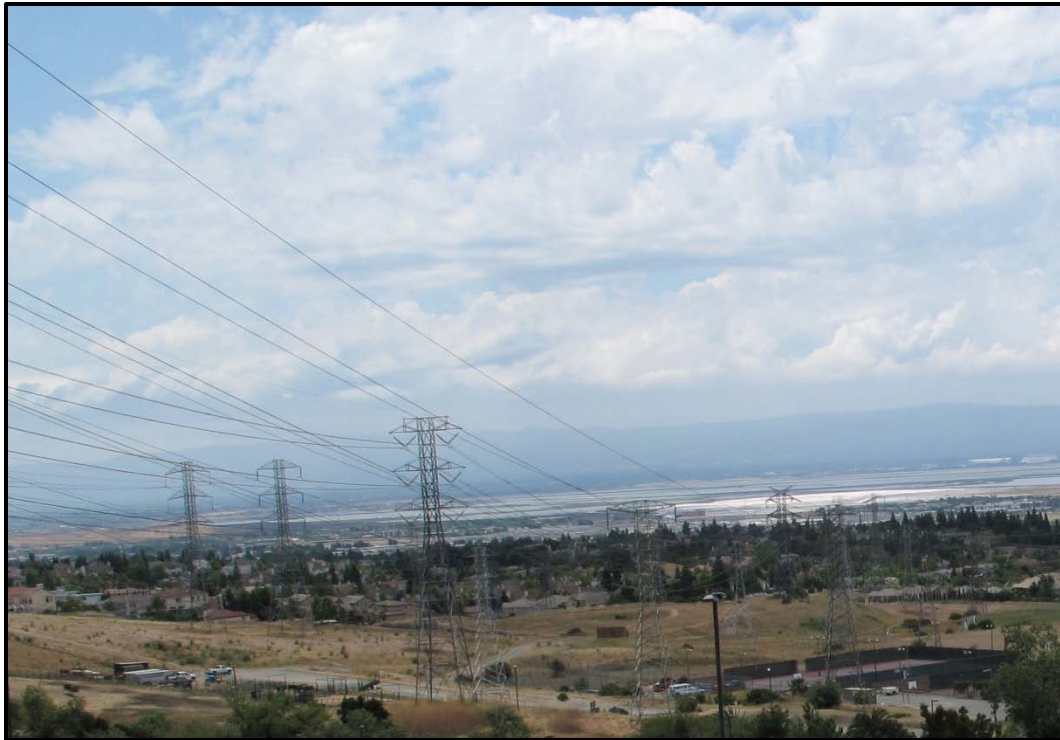
The parcels are:

Development Parcel "A" = 1.8 acres

Development Parcel "B-1, B-2, B-3" = 17.5 acres

Development Parcel "C" = 19 acres

Several campus uses are located within the power line easement. The master plan indicates continued, limited use, of the property. One example is the wetland area which provides an important educational opportunity for the Living/Learning outdoor laboratory. The towers for the power lines are the major physical obstructions for uses under the power lines.



Power Lines near Tennis Courts

Ohlone Fremont Campus 15 Year Facilities Master Plan

Future Campus

PHYSICAL DESIGN CONCEPT



The Design Concept for the future Ohlone College Fremont campus concentrates development around the existing central academic core. The concept emphasizes exterior spaces defined by the placement of buildings. By placing an importance on exterior space, it sets the stage for the *campus sense of place*, and most importantly preserves and enhances the **Image** of the College.

The Design Concept paints the **Vision of the Future**. It is the guide for the future development and the guardian of academic quality spaces.

PHYSICAL DESIGN CONCEPT

The Land Use Plan concentrates on the entire Fremont campus *use of property* while the Physical Design Concept concentrates on the development of the central academic core of the campus. The concept sketch illustrates the future vision of quality exterior spaces within the core and the pedestrian connections to these spaces.

The design concept preserves the historic context of the campus. The olive tree walk from Mission Boulevard is front and center, leading to the academic core. An entry plaza will be constructed along the olive tree walk in the center of the future frontage development to welcome both College and public users. The walk then travels up hill to the “Palm Bosque” passing by the Orchard House which is surrounded by a small historic lawn and a new plaza space for functions held at this historic structure.

Historically, the olive tree walk traveled to the edge of the “Palm Bosque.” The design concept places a new importance on the bosque by placing a path through the center of the palm trees engaging the pedestrian. The “Palm Bosque” is intended to become a familiar campus exterior space inviting students, faculty and staff there for quiet moments during the day. The bosque is envisioned as a grouping of small sculpture gardens with seating surrounding a central open area.

The concept sketch shows one new building location flanking the landscape areas east of Hyman Hall. Easements crossing the property prevent a matching building location to the south. Limited development is allowed within some easements and some easements prohibit construction.

The north/south connector road east of the “Palm Bosque” at the base of the hill is once again opened to vehicular traffic. The road will be designed to slow traffic, while allowing north/south movement across the campus.

The mid-level plaza at Building 1 will be expanded to allow for large campus events and improved student interaction. This future plaza is referred to as “Library Plaza” and will become an important interface for the College with the public.

Above “Library Plaza” the upper level open space is referred to as “Main Street.” The concept envisions this area as a very active academic social space. The space fronts the cafeteria and bookstore and is on the east side of Building 1. It is anchored by the Student Support Services Center on the south. A new anchor building on the north end is envisioned in the future and will help to define this lively exterior space.

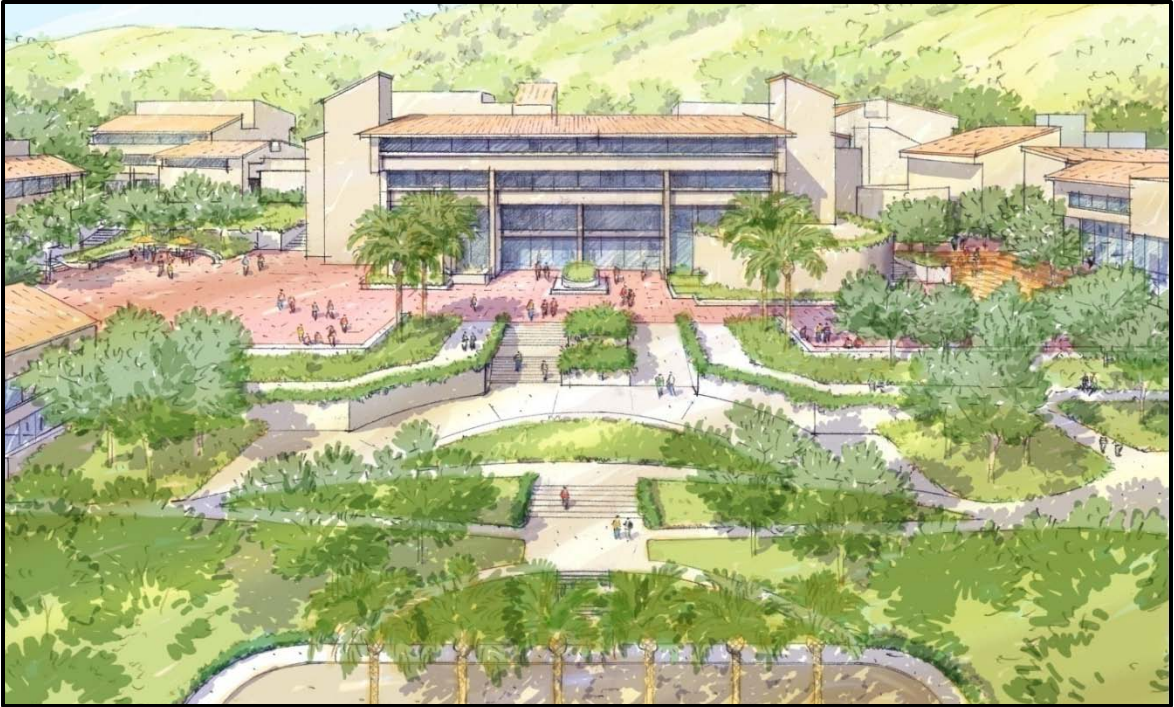
The pond is an important memorable feature of the Fremont campus. The design concept acknowledges this special space and places emphasis on future improvement of the area.

To achieve quality exterior space on the campus, the pedestrian connections are key. The north/south pathways from parking funnel the students, faculty and staff into the dynamic academic core areas.

It is recommended that the College prepare a landscape plan for the hillside improvements enhancing accessibility from the “Palm Bosque” to the middle level.

The concept illustrates increased parking on the middle and upper levels of the campus. During the 15 year plan 50% of the parking will be relocated and additional parking added.

FUTURE IMAGE SKETCH – OHLONE COLLEGE FREMONT CAMPUS



Ohlone College's image begins at Mission Boulevard. The Physical Design Concept for the master plan is a progression of exterior open spaces. Today the most memorable space on campus is the hillside leading to Building 1. The daily uphill climb to the instructional core is the mental image that many students take with them from their days at the Ohlone College Fremont campus.

It is recommended that the hillside be recreated as an significant open space at Ohlone College. A new sustainable landscape plan weaving spaces with accessible pathways, will beautify the hillside. The landscaping will be native and drought resistant plants.

The image sketch illustrates the enlarged mid-level plaza. This space, referred to in the master plan as "Library Plaza", will become the most prominent space on the campus. The plaza will be an energetic social center where students, faculty and public events will be held. The plaza will offer dynamic views to the west and a view of the "Palm Bosque" below. "Library Plaza" over time will become a landmark on the Fremont campus.

“MAIN STREET”



A place to see and be seen.

The creation of a busy pedestrian streetscape referred to as “Main Street” on the upper level will energize the campus. The space is defined on all sides by instructional buildings. This student social center provides a different atmosphere than the open “Library Plaza” concept.

“Main Street” will be active with students and faculty moving between classes. It is a place to meet friends or to just enjoy a few free moments on a nice day. The space will have ample seating for exterior meetings, lunch, waiting for classes or just hanging out.

“Main Street” will have a variety of different food venues including the cafeteria. A café/coffee shop will supply light snacks and beverages and a convenience store within the bookstore could provide packaged snack and drinks.

Landscaping on the street is important to produce a comfortable environment. The existing trees provide shade and should be evaluated and maintained. New trees are required in some areas. It is important to plant sustainable vegetation native to this area of California.



"Library Plaza " Concept Looking West



Ohlone College Hillside Concept

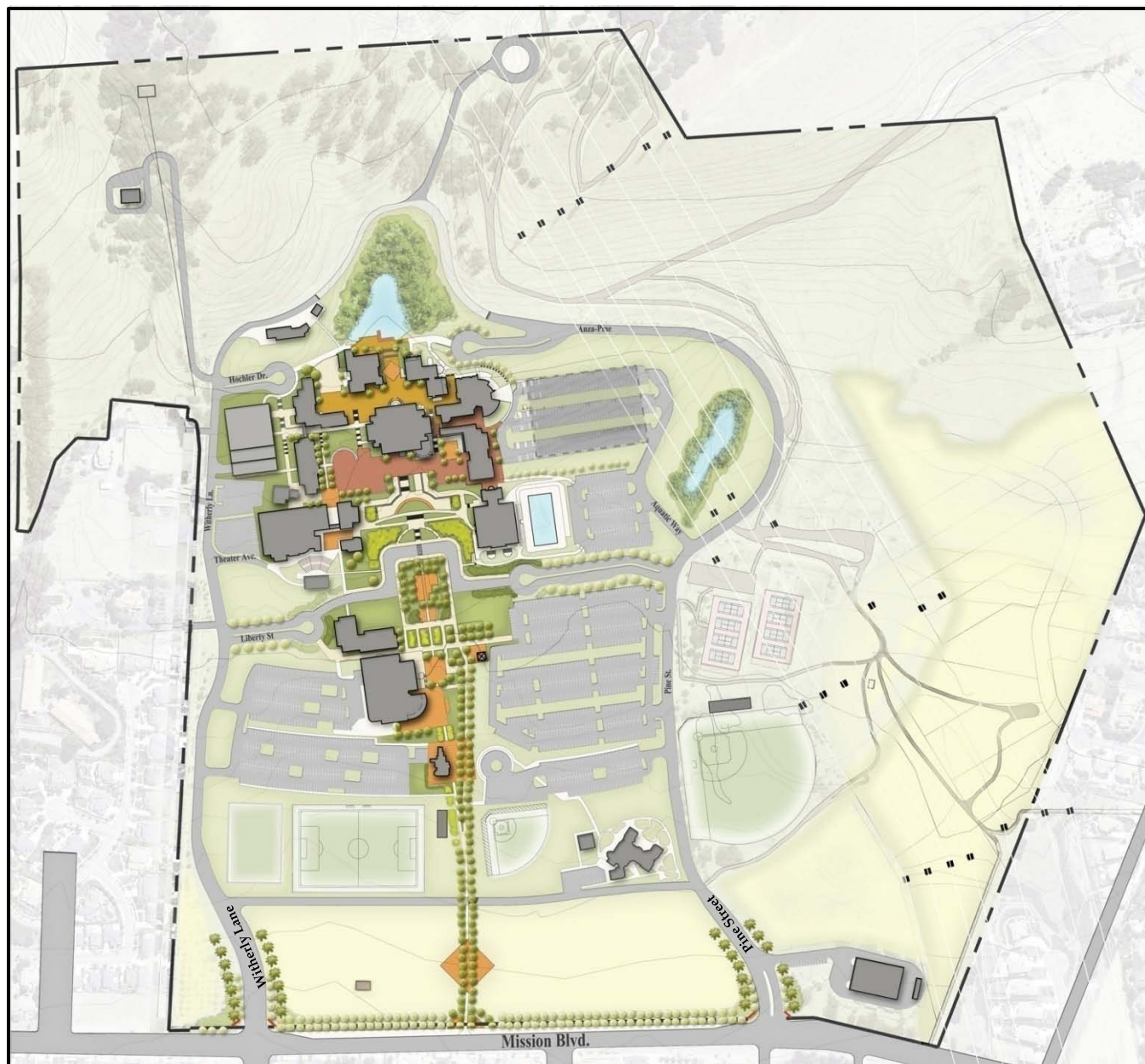


"Main Street" Concept Looking South



"Main Street" Looking North with Cyber Café at Building 1

OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN FUTURE CAMPUS



Many of the Planning Assumptions will make noticeable changes to the physical campus. Others are not physically visible on a map, but still affect the development of the campus and the academic structure of the College. These assumptions along with the Educational Master Plan Drivers are the basis for the new 15 Year Facilities Master Plan and the phasing of the plan.

OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN PHASING



EXISTING CAMPUS- 2009

The original buildings on the Fremont campus are aging and have modernization and water infiltration issues. Several buildings are recommended to be replaced in the plan. As academic buildings are replaced, accessibility will also be improved.

Campus instructional need, parking, athletics, image, social interaction and public interface will be addressed in the four phases of the plan.

15 YEAR FACILITIES MASTER PLAN – PHASE ONE



A – Science Complex

B – Hillside Image & Accessibility Improvements

C – Relocated Baseball Field

D – New Parking Lot “L”

E – Southside Improvements to “Library Plaza”

F – Southside Improvements to “Main Street”

G – Demolish Buildings for Additional Parking

H – Renovate Building 1

I – Modernize Building 3

J – Fieldhouse/Snack Shack

K – Begin Wetland Living/Learning Development

L – Renovate Building 5

M – Modernize Bldg 6 and Cluster Deaf Studies

N – Below Grade Water Intrusion and Pond Terrace

PHASE ONE

Phase One Building Projects will begin to renovate or replace the original aging buildings; address educational planning concepts to cluster similar academic uses – the sciences and deaf studies -- to encourage collegial interaction and collaboration among faculty, staff, and students of like areas of study; realign educational master planning needs to address future student and community needs; address structural, fire and life safety, and accessibility; replace deteriorating building systems with sustainable energy efficient systems; update technology; begin above grade water intrusion repairs; and improve functionality.

Phase One Site Improvement Projects will begin to address below grade water intrusion; deteriorated athletic fields, hillside accessibility; distant parking lots; lack of outdoor student spaces; poor way finding systems; landscaping; and campus image improvements. Phase One also includes a variety of safety and maintenance upgrades within the Building and Site Improvement Projects described above including removal and replacement of unsafe walkways, non-compliant elevators, and deteriorating site utility infrastructure .

Phase One Projects:

A – Science Complex: This project will replace the original Science Building 8 (31,933 GSF/18,695 ASF) which contains the biology and engineering labs, with a new Science Building, 36,055 GSF/24,918 ASF, to consolidate the current science and engineering programs (21,790 ASF), and provide an additional (3,128 ASF) for an Astronomy Lab (625 ASF), Observatory Telescope Storage Room (180 ASF), Self-Paced Computer Lab (2,000 ASF), and increased Cadaver Demonstration Room (460 ASF). Building 8 was built in 1974. The building systems are exceeding their useful life cycle expectancy. The lights, utilities, and ventilation systems are inadequate and in some cases not functioning. The existing elevator systems do not meet current Code. A potential exists that building system failures could result in the need to interrupt programs or put students at risk, at some time in the future. This project will improve the safety of students in these important course offerings by providing modern new science facilities. Replacement of Building 8, rather than renovation, is considered the least cost solution for this project.



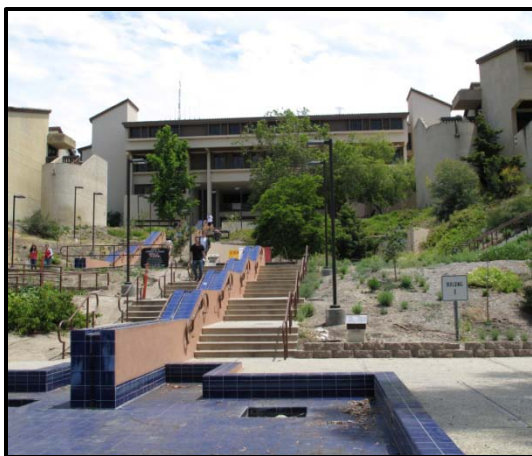
Modernize & Relocate Labs

Phase One Projects continued:

B - Hillside Image and Accessibility Improvements: Phase One of the 15 Year Facilities Master Plan initiates the landscape improvements that will enhance the College's image. Sustainable landscaping will be planted on the hillside from the road at the "Palm Bosque" to the "Library Plaza." The extension of the historic olive tree walk from Mission Boulevard will bisect the "Palm Bosque" providing a pathway through the center of the palm trees. The landscape improvements will include hard surfaces, paved plazas, smaller seating areas, and native, drought-tolerant planting. This project resolves safety and accessibility issues by replacing sidewalks and providing accessible walks and ramps.

C - Relocated Baseball Field: This project will replace and relocate the existing deteriorated baseball field with a new baseball field, bleacher seating, batting cage, and synthetic turf. This project is a necessary first step to relocate parking closer to the main campus, to remove lower campus parking for the Mission Boulevard Development, and to create a "green belt" athletic buffer zone. The existing baseball field will be relocated to the south side of Pine Road to an area more suited to its use.

D - New Parking Lot "L": The area vacated when the Baseball Field is relocated, will be developed into a new mid-level parking area adding approximately 600 parking spaces. This project will also be considered for inclusion of a photo-voltaic system.



Hillside Pedestrian Path



Relocate Baseball Field

Phase One Projects continued:

E - Southside Improvements to “Library Plaza”: The new Science Building will replace the original Building 8, creating the south portion of the new “Library Plaza”; providing new outdoor interaction space and enhancing view opportunities. The design improves hillside pedestrian access between the mid-level “Library Plaza” and the upper level “Main Street”.

F - Southside Improvements to “Main Street”: These improvements will be coordinated with the Building 3 and Building 6 modernization projects and the Below Grade Water Intrusion project. The “Main Street” connection to the upper level pond area will be improved with a new landscape and pathway design improving accessibility and safety. This project addresses safety and accessibility issues by replacing unsafe and steep plazas, sidewalks and provides new landscaped seating areas for the students.

G – Remove Buildings for Additional Parking: Remove Temporary and Portable Buildings 15, 16, 17, 25, and 26 to provide space for a temporary Chemistry Science Village and additional parking. Building 15, currently used for training, is to be inactivated by the summer of 2010. Buildings 15, 16, 17, and 25 are currently inactive. Building 26, currently used for IT storage, is planned to be inactivated by the summer of 2010. The Chemistry Science Village will consist of a chemistry lab, organic chemistry lab, chemistry support space and two faculty offices. The Chemistry Science Village provides temporary and compliant facilities for students until new chemistry labs are constructed as a part of the Science Complex project. Upon completion of the Science Complex project the temporary Chemistry Science Village will be removed. The area vacated when the Chemistry Science Village is removed will be developed into a new upper-level parking area adding approximately 50 parking spaces. Building 14 could remain, temporarily, to provide swing space.



Limited Plaza Area



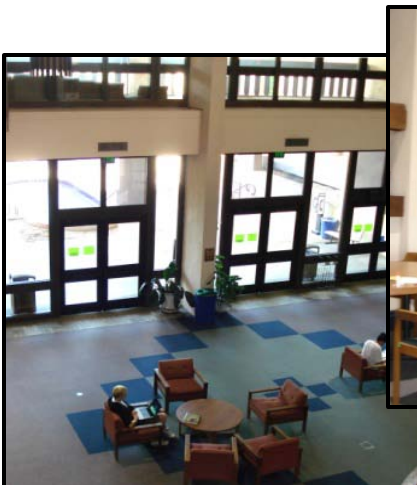
Temporary Buildings

Phase One Projects continued:

H - Renovate Building 1: This project will renovate the interior of Building 1 as the prominent building on campus for Administration, Library/LRC programs, and student uses realizing the opportunities the location of the building provides. The Library/LRC will become an “all resource media center” and a full Math and English “tutorial center”. It will provide collaborative learning rooms. 30,824 ASF of Building 1 will be renovated for the Library/LRC programs. Of this 30,824 ASF, 24,553 ASF will be reconfigured for reuse for the existing Library/LRC programs and 6,271 ASF of vacated space will be reconfigured for new Library/LRC programs. The existing Library/LRC presents significant physical barriers for disabled users and visibility/security challenges to staff. The renovation is necessary to bring the building into conformance with accessibility regulations and eliminate safety and security issues. This renovation will create additional space for computer-based carrels and information commons. The LRC serves as the technology hub of the college. The reconfigured 6,271 ASF will provide 2 computerized library instructional labs (1200 asf ea/35 stations), information commons (1,000 asf), distance learning lab (800 sf/20 stations), student study areas (600 asf/30 stations), computerized student study areas (600 sf/30 stations) and tutorial space (1,317 asf) as well as an Adaptive Technology Lab and office. Consideration will be given to relocating the Ohlone College Museum and Campus Police to Building 1. Temporary classroom and office space could be used temporarily for swing space during construction. Renovation of Building 1 is key to improving accessibility to the academic core. A proposed Cyber Café addition to Building 1 could enliven the building and energize the “Main Street” experience.

I - Modernize Building 3: This project will renovate Building 3. It will provide “smart” classroom facilities, convert two first level classrooms into a single classroom, construct code compliant restrooms accessible to the disabled, new elevator, upgrade building systems, and repair water damaged and delaminated exterior stucco systems. This project is a part of an ongoing State funded A4/Modernization project where the instructional environment has been compromised by water intrusion and outdated building systems. This project has been submitted as an FPP for State funding consideration, if State funds become available.

J – Field House/Snack Shack: A new Field House with snack bar, lockers, toilet facilities, meeting room, press box, and storage will be located adjacent to the new baseball field and serve both the baseball field and the tennis courts.



Building 1 Interior



ADA Access to
Library in Building 1



Building 1 Library

Phase One Projects continued:

K - Begin Wetland Living/Learning Environment: Minor improvements to the living/learning wetland area begin in Phase One. The wetland provides opportunities for outdoor classrooms and science class experimentation.

L - Renovate Building 5: This project will renovate Building 5 which contains the Bookstore, Cafeteria, and Offices. The Bookstore will remain on the First Floor with potential for expansion to the south. Windows added to the solid exterior west walls will provide daylight to the Bookstore and create a visually inviting connection to “Main Street”. The cafeteria will continue to be the main food service on the campus. The kitchen, server, and dining areas will be renovated. A new south entrance to the cafeteria is proposed, eliminating the west entry stair and allow for the west Second Floor balcony to be used for outdoor dining, creating a visual connection to “Main Street” below. The cafeteria dining area will provide a space where students can gather to socialize, work on projects, or surf the web. The Third Floor will be reconfigured for reuse for the International Student Center programs. Renovation of Building 5 will repair the above grade failing and delaminating exterior wall waterproofing and coating systems; replace the out dated electrical, mechanical, plumbing, telecommunications, and security systems; and update the building to current structural, fire and life safety, and accessibility Codes.

M – Modernize Building 6 and Cluster Deaf Studies: This project will renovate Building 6. Renovations in Building 6 will reconfigure teaching spaces to provide for the consolidation of the Deaf Studies program, upgrade building systems, new elevator, code compliant toilets accessible to the disabled, and repair water damaged and delaminated exterior stucco systems. Building 15, a portable, currently used for classrooms and a laboratory for the deaf studies program will be vacated. This project is a part of an on-going State funded A4/Modernization project where the instructional environment has been compromised by water intrusion and outdated building systems. This project has been submitted as an FPP for State funding consideration, if State funds become available.

N - Below Grade Water Intrusion Repair and Pond Terrace: This project will redirect ground water, from rains and underground springs, away from the existing building foundations. This project will repair the existing Pond Terrace, provide accessible ramps connecting the “Pond Terrace” with “Main Street”, remove underground asbestos piping, provide accessible restroom facilities at the second floor of Building 5, and provide new exterior elevator accessibility at the Gymnasium Building 9. The existing fountains/pools reduce much of the plaza space between Building 5 and Building 6. Removing the pools and redesigning the landscaping will allow for a more comfortable gathering space for students. This project is State and District funded and is planned to begin construction the fall of 2010 and complete in 2011.



Pond Terrace



Water Intrusion

PHASE ONE SPECIAL PROJECTS

Modernize Fire Suppression Systems at Buildings 1-6, 8 and 9: The original campus buildings have limited fire suppression capabilities. This project would provide fire department connections, fire hydrants, and fully automatic fire sprinkler systems throughout Buildings 1, 2, 3, 4, 5, 6, 8, and 9. These new systems would be designed to meet current fire and life safety code regulations. Preliminary Design Documents for this project have been submitted for State funding consideration, if State funds become available.

Campus Way finding: This project implements the Campus Signage Master Plan recommendations for providing improved campus-wide way finding signage. It will provide signage compliant with accessibility standards for disabled faculty, staff, and students.

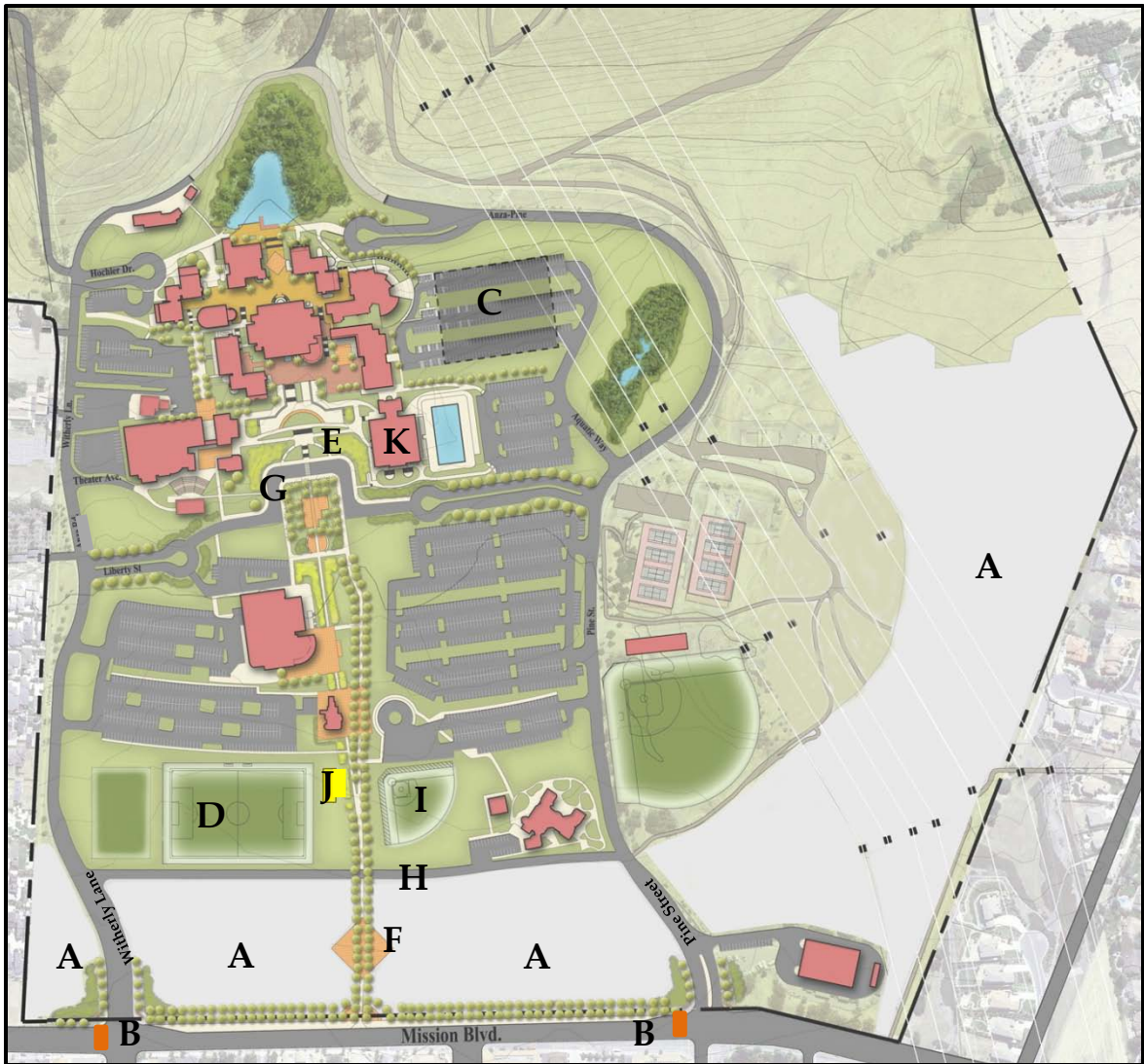
Information Technology Infrastructure/Upgrades: This project will address the need for an information technology infrastructure upgrade. The District's technology infrastructure is past its useful life-cycle and incapable of supporting the projects set forth in this plan. Many classrooms lack sufficient audio/visual technology and network connectivity to support effective teaching and learning. Support for these rooms is inefficient and costly. Some lab and classroom computers can no longer run advanced software needed for instruction. Conduit and cabling is aging, under-capacity and non-functional in some areas. This project will address electrical, telecommunications, and audio visual infrastructure and equipment upgrades for classrooms and labs to accommodate growth in technology. It will also lay a foundation for the future needs of the campus as determined by this plan.

Site Utility Infrastructure/Upgrades: This project would address the need for site utility infrastructure upgrades separate from the identified projects herein. The District's site utility infrastructure is aging and needs to be upgraded. This project would test and replace the campus 12kV electrical distribution system cables as needed; replace the main switchgear; repair and replace electrical vaults and pullboxes which are unsafe and deteriorating from water damage due to flooding; and provide a sectionalizing switch for Hyman Hall. The project would replace all campus fire and domestic water system asbestos cement piping and failing sanitary sewer system piping, storm and gas systems. This project will also repair and replace the aging campus irrigation system and provide a central campus irrigation control system.



Hyman Hall

15 YEAR FACILITIES MASTER PLAN – PHASE TWO



- A – Mission Blvd. Frontage & Hillside Development
- B – Mission Blvd. Crosswalk Improvements
- C – Construct South Parking Structure
- D – Relocate Soccer Field / Construct Multi-Purpose Practice Field
- E – Continue Hillside Image Improvements
- F – Public Plaza within Frontage Development

- G – Open Anza-Pine Road at Hillside
- H – Construct North/South Road behind Mission Blvd. Frontage Development
- I – Softball Field Improvements
- J – Fieldhouse
- K – Modernize Building 9

PHASE TWO

Phase Two Building Projects will continue to renovate or replace the original aging buildings; realign educational master planning needs to address future student and community needs; address structural, fire and life safety, and accessibility; replace deteriorating building systems with sustainable energy efficient systems; update technology; resolve above grade water intrusion; and improve functionality.

Phase Two Site Improvement Projects will continue to address deteriorated athletic fields, hillside accessibility; distant parking lots; north south roadway access; landscaping; and campus image improvements. Phase Two also includes development of the campus property along Mission Boulevard.

Phase Two Projects:

A - Mission Boulevard Frontage and Hillside Development: In 2004, the District Board approved negotiation of an agreement with a private developer to lease the Mission Boulevard frontage property. The development of the property would be beneficial to the College bringing additional income sources to the District. The project would include services needed by faculty, students and local residents. This project could provide additional funding resources for the construction of the South Parking Structure project. This project proposes to remove the lower campus parking Lots D, E, G and H and the overflow parking area.

B - Mission Boulevard Crosswalk Improvements: It is intended that improved crosswalks on Mission Boulevard at the two campus entrances, with enhanced safety features, will be part of the Mission Boulevard Development project. It is intended that this project recognize and respect the historic “olive tree” walkway to the upper campus.

C - South Parking Structure: This project will construct a new multi-story sub-level parking structure south of the Student Services Center Building 7. Current parking lots are at levels that require extensive and sometimes strenuous hiking up hills and steps to reach the primary building entrances on campus. A parking structure at this location will significantly increase available parking on the upper level of the campus which will improve accessibility to the academic core. This project will increase the campus parking count by 573 parking spaces. Height and configuration of parking structure will be coordinated with PG&E and City and County of San Francisco. This project should be considered for inclusion of a photo-voltaic system.

D - Relocated Soccer Field/Multi-Purpose Practice Field: This project will relocate the existing deteriorated soccer field to a new location north of the softball field completing the “green belt” athletic buffer zone between the academic campus and the Mission Boulevard Development. The new soccer field project will include bleacher seating, synthetic turf, and a half-size soccer practice field.

E – Continue Hillside Image Improvements: The image improvements to the historic “olive tree” walkway and the hillside east of the “Palm Bosque” will continue during Phase Two; improving accessibility and safety.

Phase Two Projects continued:

F - Public Plaza within Frontage Development: The prominent entry from Mission Boulevard to the “Olive Tree” walkway provides an important view corridor to the uphill campus. This project creates an open plaza at the center of the Mission Boulevard Development project providing a public open space for both Ohlone College and the citizens of Fremont.

G - Open Anza Pine Road at Hillside: This project opens Anza-Pine Road the east side of the “Palm Bosque.” Traffic slowing devices and safety signage will be put in place along the road. Although the road allows for vehicular circulation, pedestrians will retain the right-of-way.

H – Construct North/South Road behind Mission Boulevard Frontage Development: This project constructs a new north/south road between the campus “green belt” athletic buffer zone and the Mission Boulevard Development. The road provides an access route on the campus to prevent vehicles from re-entering Mission Boulevard in order to circulate from one side of the campus to the other.

I – Softball Field Improvements: This project will upgrade the existing softball field with bleacher seating, batting cage and synthetic turf.

J – Field House: This project will provide a new field house with restroom facilities to serve the soccer and softball fields.

K - Modernize Building 9: This project will renovate Gymnasium Building 9, which contains the Physical Education program. It will repair the above grade failing and delaminating exterior wall waterproofing and coating systems; replace the outdated electrical, mechanical, plumbing, telecommunications, and security systems; and update the building to current structural, fire and life safety, and accessibility codes.

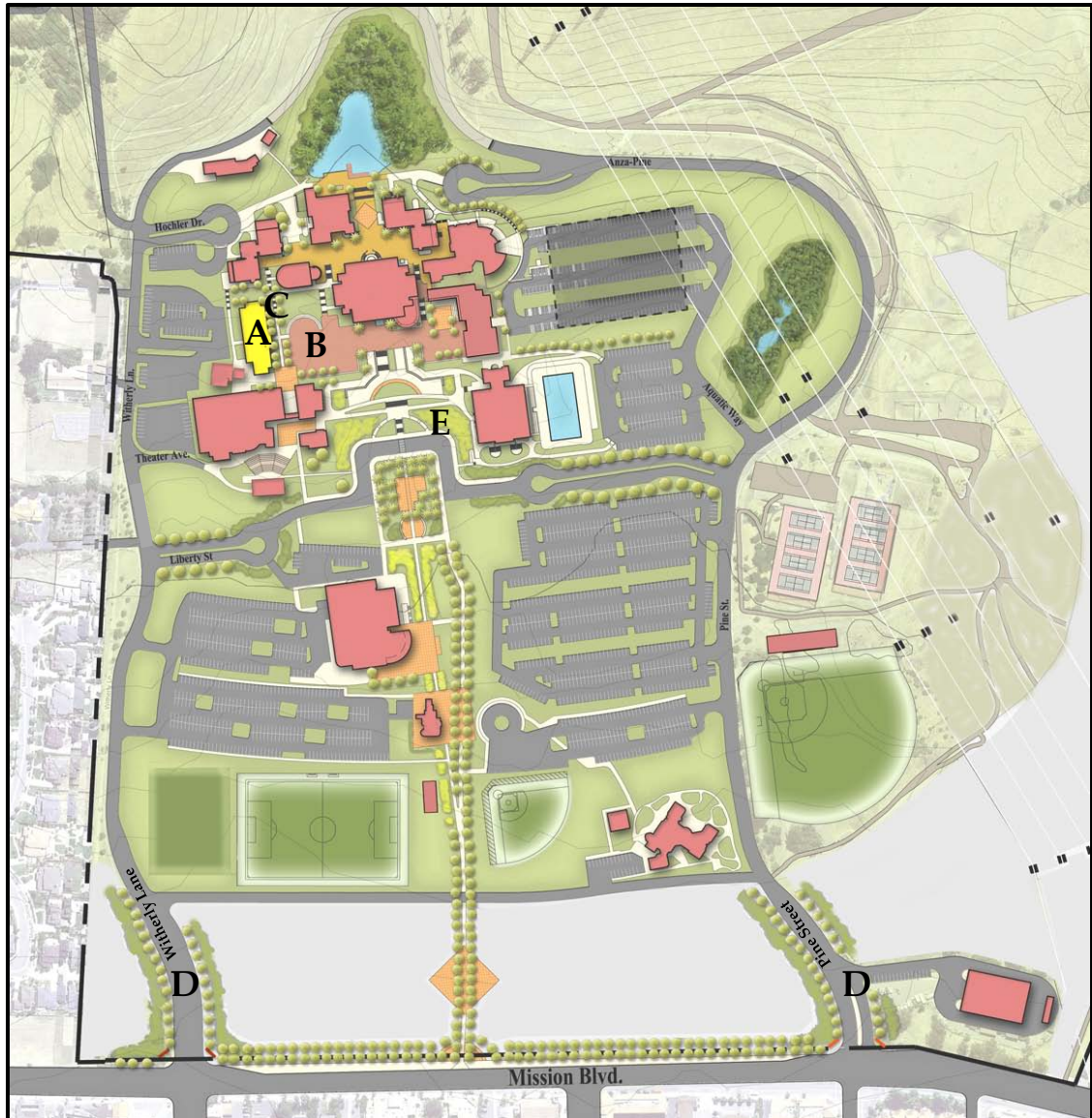


Anza Pine Road at Hillside



Softball Field

15 YEAR FACILITIES MASTER PLAN – PHASE THREE



A – Arts Complex

B – Expand Library Plaza

C – Arts Complex Accessible Walkway

D – Campus Entry Improvements

E – Complete Hillside Image Improvements

PHASE THREE

Phase Three Building Projects will continue to renovate or replace the original aging buildings; address educational planning concepts to cluster similar academic uses – the fine and performing arts -- to encourage collegial interaction and collaboration among faculty, staff, and students of like areas of study; realign educational master planning needs to address future student and community needs; address structural, fire and life safety, and accessibility; replace deteriorating building systems with sustainable energy efficient systems; update technology; resolve above grade water intrusion; and improve functionality.

Phase Three Site Improvement Projects will continue to address hillside accessibility; lack of outdoor student spaces; poor way finding systems; landscaping; and campus image improvements.

Phase Three Projects:

A – Arts Complex: This Project will replace the original Building 2 which contains Offices, Classrooms, Music and Chemistry labs. This project will consolidate the Art (Painting, Drawing, and Sculpture), Music, and Photography programs into an Arts Complex. The replacement building will be located to the north of the existing Building 2. Building 14 will be removed. The relocation will allow for a direct connection to the Smith Center. Instruction that is part of the Arts, currently spread around the campus, will move from other existing buildings into the Arts Complex. This consolidation will open up space in the other buildings for additional instructional and support space. The original Building 2 was built in 1974 and will require substantial renovation and modernization in the future. The building is aging and suffers from water intrusion. The hallways are narrow and dark. The lack of daylight in the building is problematic and not conducive to art instruction. By today's standards, Building 2 does not meet the State's sustainability requirements. Replacement rather than renovation is considered the most economically viable solution for this project.

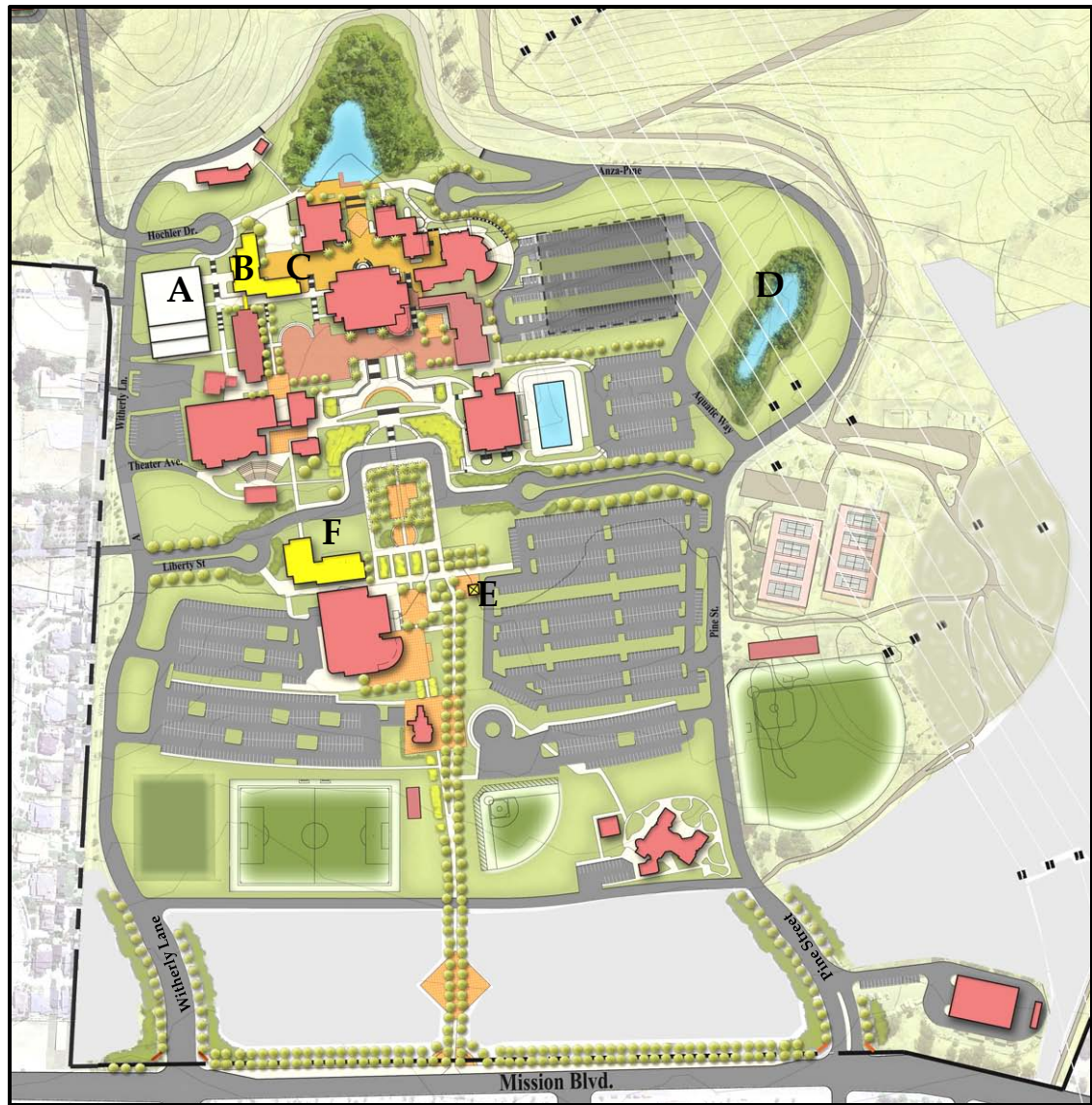
B - Expand "Library Plaza" North Side: This project, in conjunction with the Arts Complex project, allows for the final expansion of the "Library Plaza".

C - Arts Complex Accessible Walkway: This project replaces a non-compliant existing path/service road at Building 2 with a new accessible, east/west pedestrian connection from the upper "Main Street" level to the Smith Center.

D - Campus Entry Improvements: This project improves the two campus entrance roads from Mission Boulevard. These entrances to the campus will become significant symbols of the College. The landscaping and signage improvements will be designed to provide view portals into the campus.

E - Complete Hillside Image Improvements: This project completes the hillside landscaping and pedestrian path improvements.

15 YEAR FACILITIES MASTER PLAN – PHASE FOUR



A – North Parking Structure

**B – New Anchor Building to Replace
Bldgs 3 & 4**

C – Complete “Main Street” Improvements

**D – Complete Wetland Living/Learning
Improvements**

E – Café/Event/Drop Off Structure

F – Future Academic Building

PHASE FOUR

Phase Four Building Projects will complete the renovation or replacement of the original aging buildings; address educational planning concepts to cluster programs; realign educational master planning needs to address future student and community needs; address structural, fire and life safety, and accessibility; replace deteriorating building systems with sustainable energy efficient systems; update technology; resolve above grade water intrusion; and improve functionality.

Phase Four Site Improvement Projects will complete the Facilities Master Plan projects which address hillside accessibility; distant parking lots; lack of outdoor student spaces; landscaping; and campus image improvements. Phase Four also suggests a site for a future academic building.

Phase Four Projects:

A - North Parking Structure: This project will construct a new multi-story parking structure on the northwest side of the Smith Center to improve parking and provide easier access for patrons and students. Current parking lots are at levels that require extensive and sometimes strenuous hiking up hills and steps to reach the primary entrances to many buildings on campus. This project will significantly increase available parking on the upper level of the campus and provide more convenient parking for events at the Smith Center. The parking structure will increase and improve accessibility to the upper “Main Street” level. This project will increase the campus parking count to a total of 2,692 parking spaces. This project should be considered for inclusion of a photo-voltaic system.

B – New Anchor Building to Replace Buildings 3 and 4: This project will replace the original Buildings 3 and 4. This project creates a new anchor building on the north side of “Main Street”. The new building will function as a gateway to the academic core similar to the Student Services Center building on the south side of “Main Street” while opening up views to the “Library Plaza” below. Replacement rather than renovation is considered the most economically viable solution for this project.

C - Complete the “Main Street” Improvements: In conjunction with the new Anchor Building to Replace Buildings 3 and 4, the north side improvements to “Main Street” will be completed. This project removes unsafe and inaccessible pathways. It also provides landscaped seating areas for the students.



“Main Street”

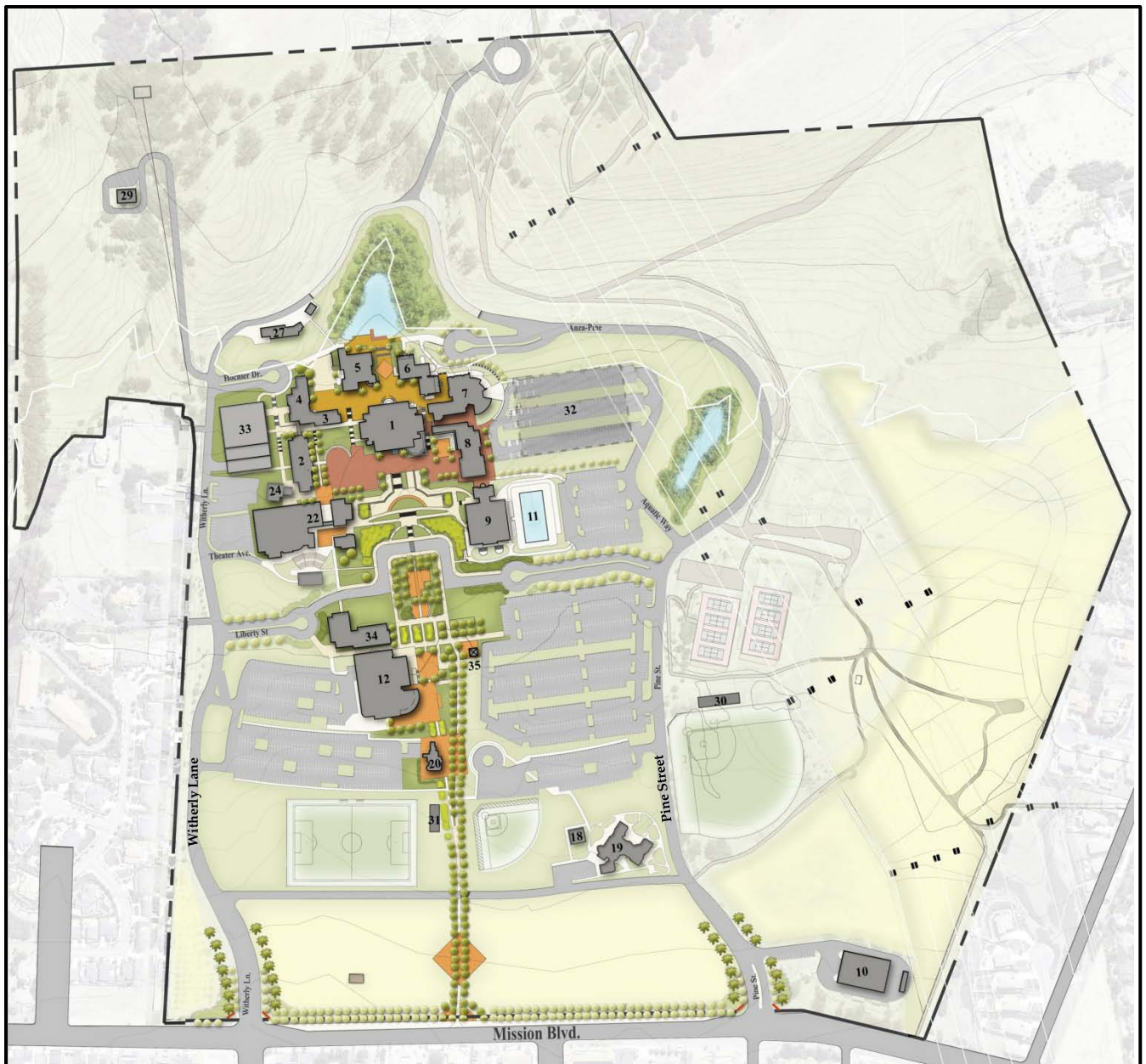
Phase Four Projects continued:

D - Complete Wetland Living/Learning Improvements: This project completes the final improvements to the wetland living/learning area.

E – Café/Event/ Drop Off Structure: This project provides a small outdoor café structure near the “Palm Bosque” for food and beverage on the lower campus near Hyman Hall. The open lawn space to the north of the café will provide seating and areas to lay in the sun on California’s sunny days. As students and faculty make their way up the hill they can stop here for refreshments and morning coffee.

F - Future Academic Building Site: Phase Four also identifies a possible “Future” Academic Building site if required to satisfy future student population growth. This proposed future building site located east of Hyman Hall and north of the “Palm Bosque”, is intended for instructional use, but the future needs of the campus will ultimately determine how the site will be used. A building in this location will define a northern edge to the “Palm Bosque” area of campus.

OHLONE FREMONT CAMPUS 15 YEAR FACILITIES MASTER PLAN FUTURE CAMPUS



BUILDING

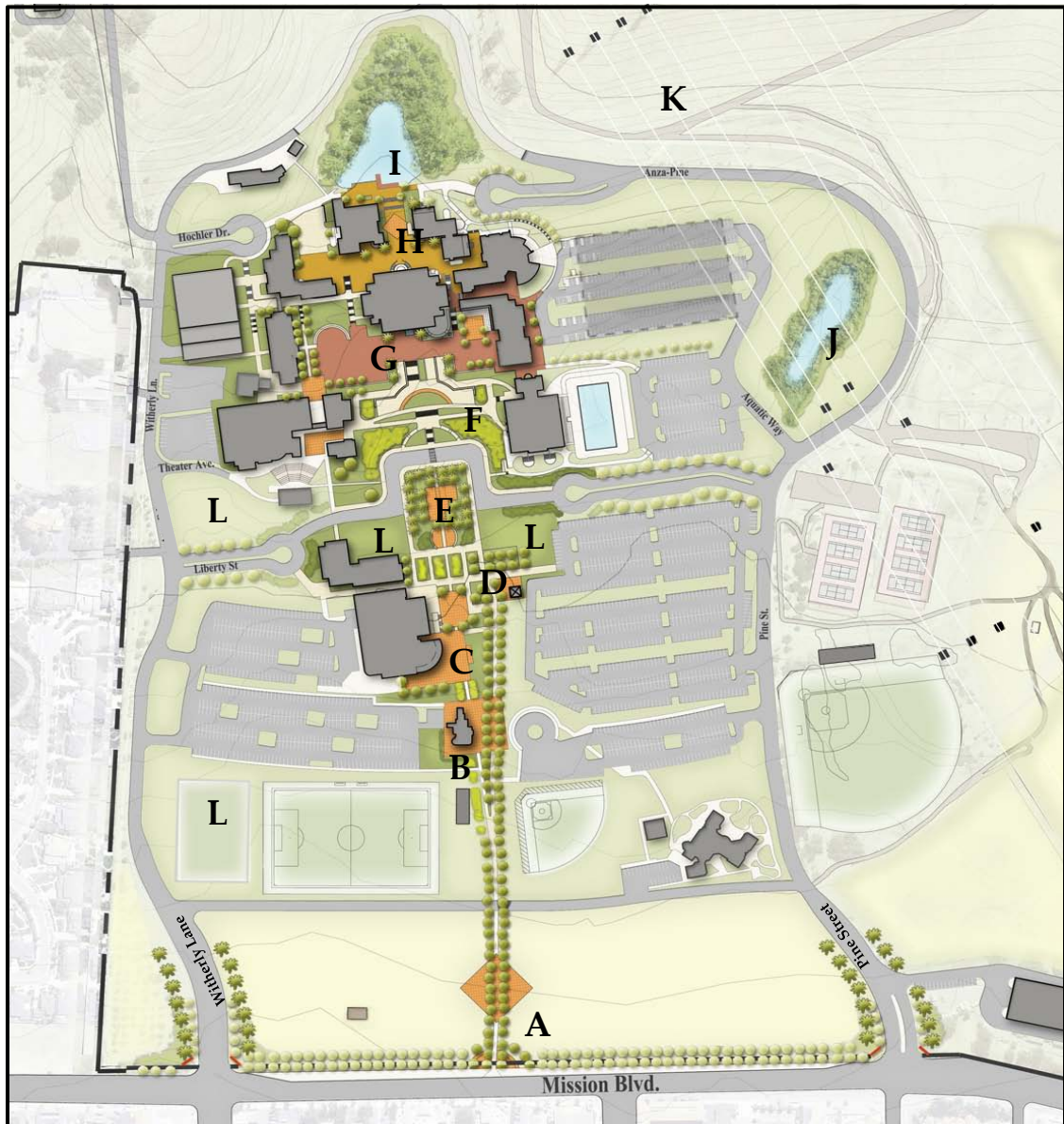
- #1 Blanchard Center
- #2 Arts Complex
- #3 North Forum
- #4 Northeast Classroom
- #5 Hochler Student Center
- #6 Southeast Classroom /Deaf Studies
- #7 Student Services Center
- #8 Science Complex
- #9 Epler Gymnasium
- #10 Warehouse Maintenance
- #11 Swimming Pool
- #12 Hyman Hall

- #18 Building 18
- #19 Child Development Center
- #20 Orchard House
- #22 Smith Center
- #24 Community Services
- #27 Foundation/Public forum
- #29 Foundation
- #30 Fieldhouse
- #31 Fieldhouse
- #32 South Underground Parking Structure
- #33 North Parking Structure
- #34 Future Classroom Building
- #35 Event/Cafe



The following maps illustrate the exterior open space, new buildings, vehicular and pedestrian circulation, parking, and athletics changes for the Fremont campus.

EXTERIOR OPEN SPACE



A – Mission Blvd. Entry Plaza & Historic Walk

B – Orchard House Garden & Courtyard

C – Hyman Hall Plaza

D – “Palm Bosque” Gardens

E – “Palm Bosque”

F – College Hillside

G – “Library Plaza”

H – “Main Street”

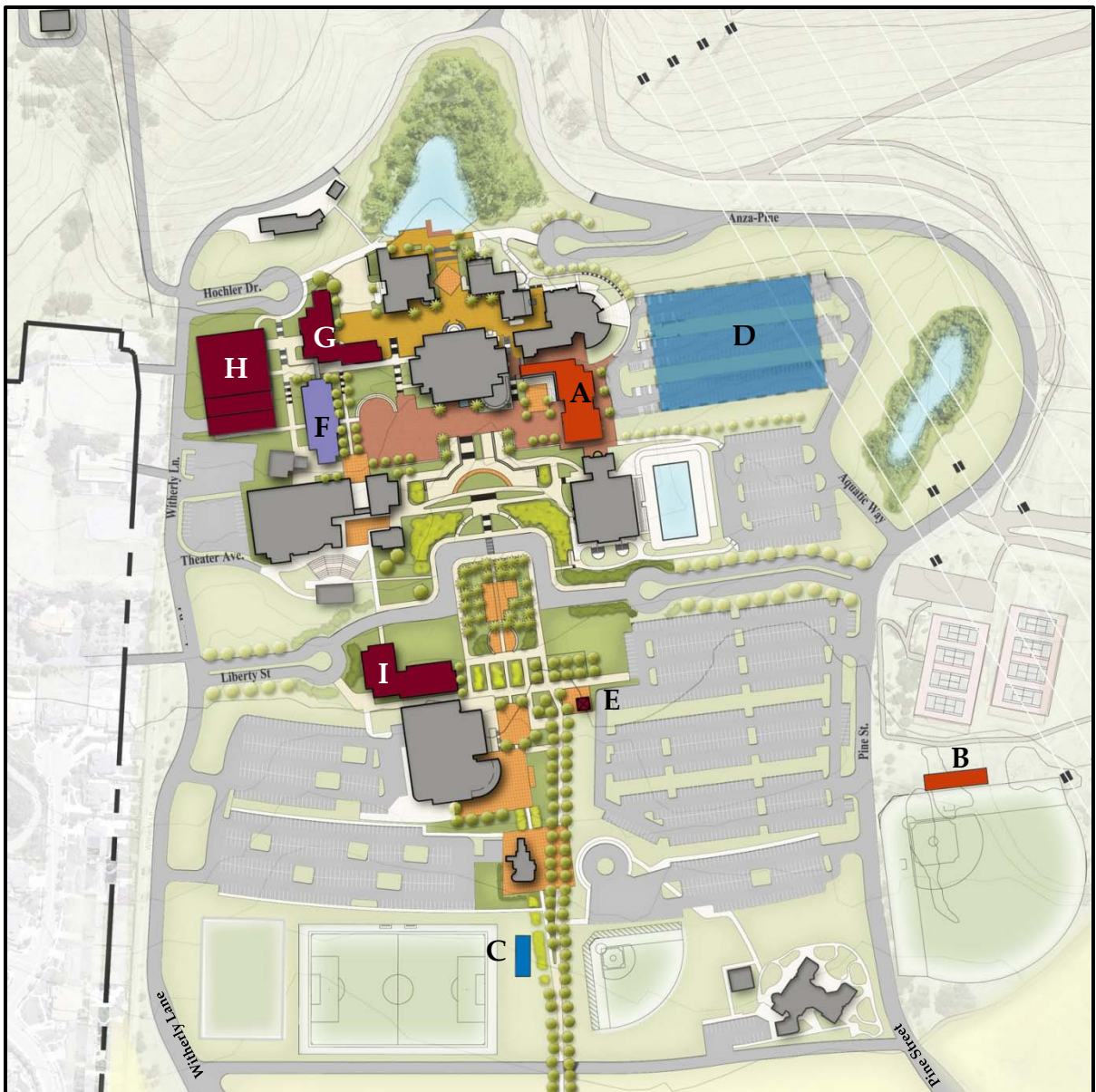
I – Pond Terrace

J – Wetland Living/Learning

K – Preserve Open Space

L – Informal Open Green Space
Multi-Purpose Field

NEW BUILDINGS



A – Science Complex (Phase One)

B – Field House/Snack Shack (Phase One)

C – Field House (Phase Two)

D – South Parking Structure (Phase Two)

E – Café/Event Structure /Drop Off (Phase Four)

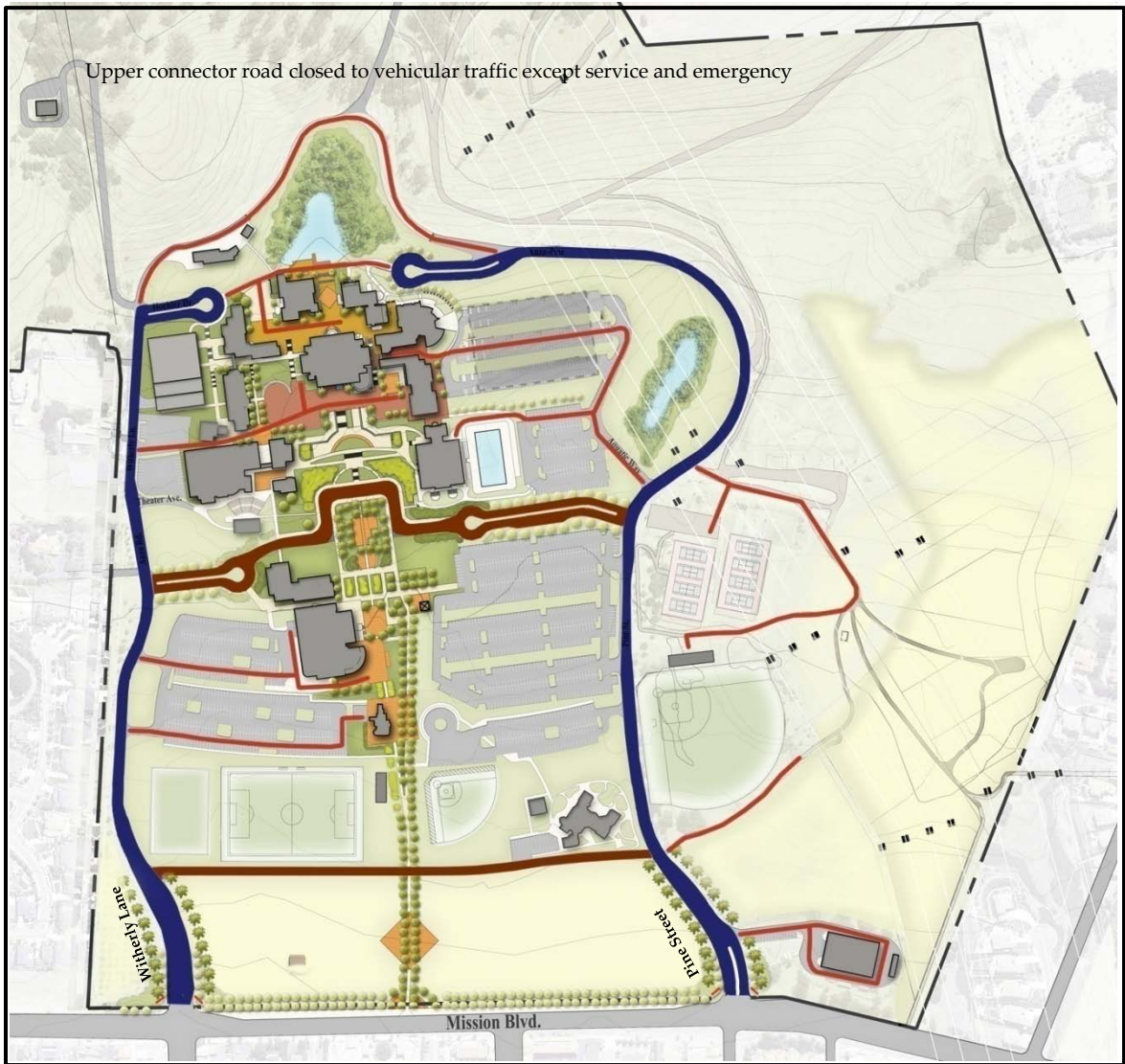
F – Arts Complex (Phase Three)

G – “Main Street” Anchor Building (Phase Four)

H – North Parking Structure (Phase Four)

I – Future Academic Building (Phase Four)

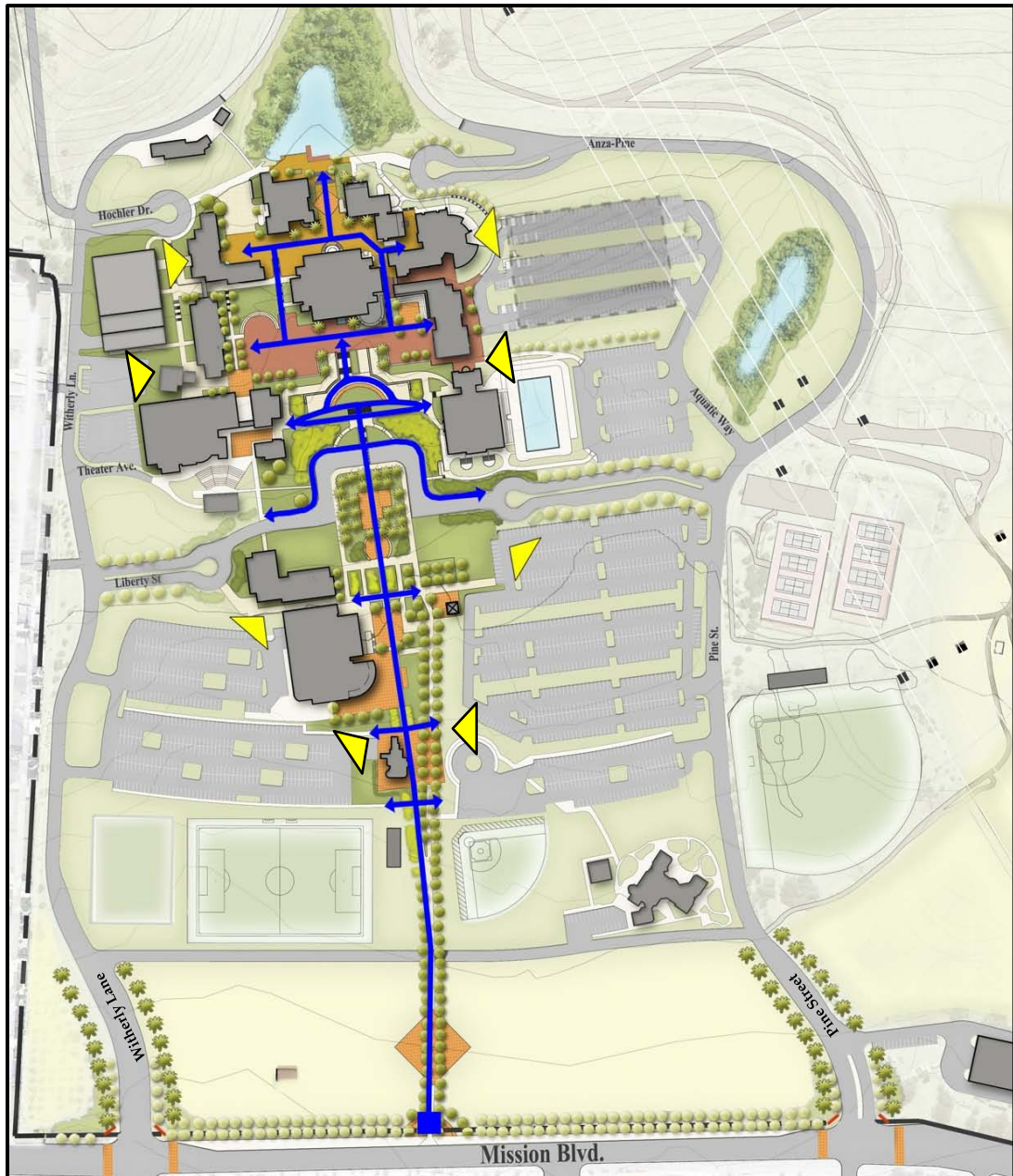
VEHICULAR CIRCULATION



- East/West Campus Entry Roads
- Service and Emergency Access

- North/South Campus Connector Roads

PEDESTRIAN CIRCULATION PRIMARY PATHWAY



Primary Pedestrian Pathways

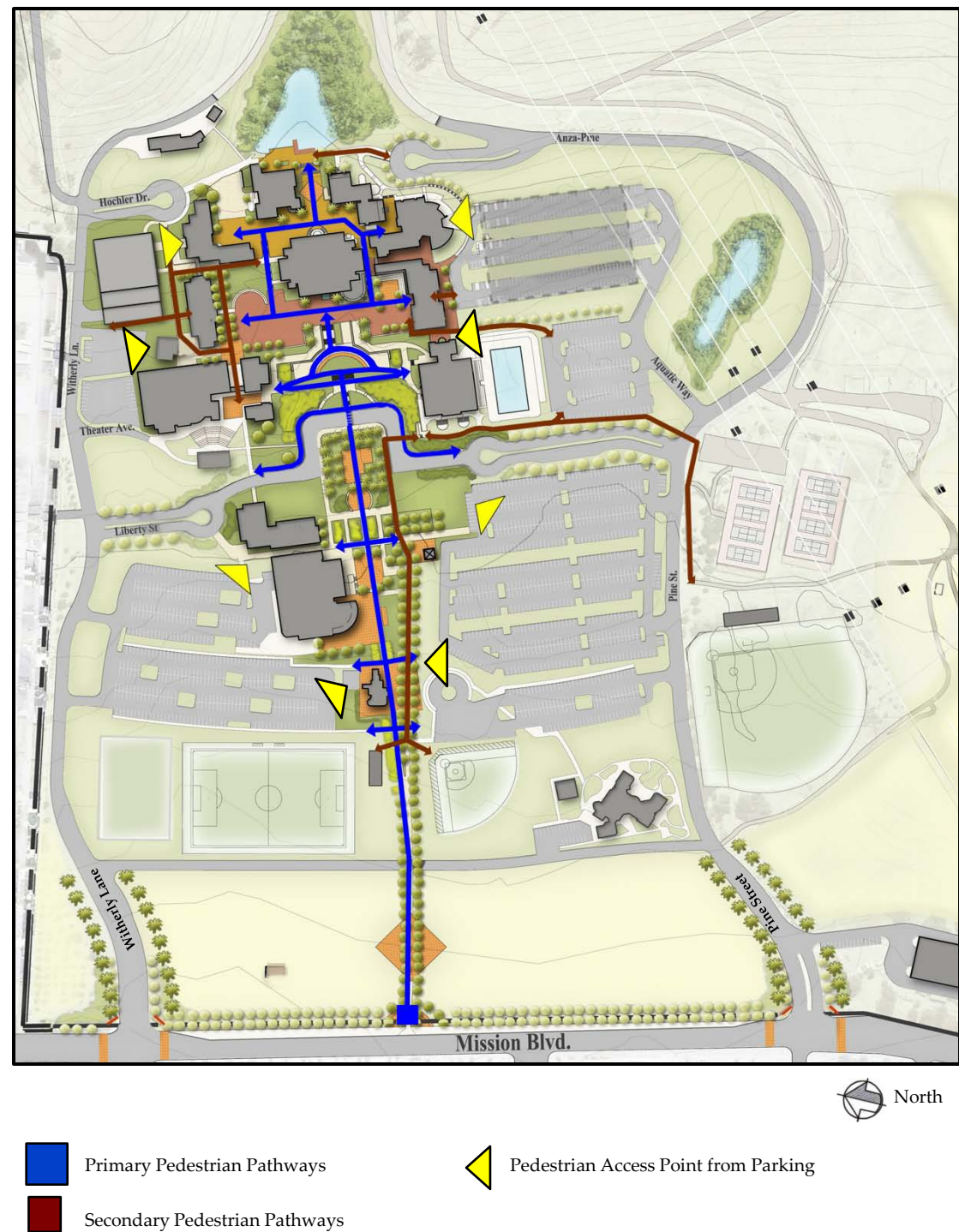


Pedestrian Access Point from Parking



North

PEDESTRIAN CIRCULATION SECONDARY PATHWAYS



PARKING



Total Campus Parking Spaces = 2,692

(2,692 + 765 = 3,457 potential future parking spaces)

ATHLETICS



SUSTAINABILITY

OVERVIEW

The California Community Colleges Board of Governors adopted an Energy and Sustainability Policy in January 2008. This policy recommends energy efficiency and sustainability goals and procedures for California Community Colleges. It suggests that each campus develop strategic plans for energy and sustainability. To that end, Ohlone Community College District will actively participate in statewide energy conservation and reduced electrical demand efforts. In accordance with Gov. Code Sec. 15814.30, all new public buildings will be models of energy efficiency, and designed, constructed and equipped with energy efficiency measures, materials and devices that are feasible and cost-effective; and Gov. Code Sec. 15814.31 requires that renovations meet the current energy code.

ENERGY GOALS

The Ohlone Community College District will promote the use of cost effective renewable non-depleting energy sources wherever possible in new construction and existing buildings and facilities. The District will seek available sources of funding for implementing energy efficiency improvement and utilities infrastructure renewal projects.

SUSTAINABILITY GOALS

Future District construction, remodeling, renovation and repair projects will be designed with optimizing energy utilization, low life cycle operating costs and compliance with all applicable energy codes and regulations. In an effort to reduce the creation of greenhouse gases, capital planning for District facilities and infrastructure may consider features of a sustainable and durable design to achieve a low life cycle cost. New District construction and major remodeling projects may be designed to achieve at least a United States Green Building Council Leadership in Energy and Environmental Design (LEED) Certification for new construction and major renovation projects.

ELEMENTS TO BE CONSIDERED IN DESIGN OF FACILITIES

- Siting that optimizes geographic features to improve sustainability, such as proximity to public transportation and maximizing vistas, microclimate and prevailing winds
- Durable systems and finishes with long life cycles that minimize maintenance and replacement
- Optimization of layouts and designing spaces that are flexible and include space to support recycling and reuse of materials
- Systems that optimize energy, water and other natural resources
- Optimize indoor environmental quality for occupants
- Utilize environmentally preferred products and processes such as recycled content materials and recyclable materials

The 15 Year Facilities Master Plan recommends an energy efficiency and solar program aimed at making its facilities more efficient to reduce energy costs and exposure to utility price fluctuations.

Energy Efficiency

High-efficiency heating and lighting

New energy management systems

Solar Power

“Solar Trees” over campus parking on the lower and middle level of the Fremont campus
The high-tech sun-shade solar cells generate clean power during daylight hours when it is most needed by the College.

The District will identify the economic and environmental performance measure of a sustainable building goal, determine cost savings, use extended life cycle costing, and adopt an integrated systems approach. This type of approach recognizes that individual building features, such as lighting, windows, heating and cooling systems or control systems are not stand-alone systems.



“Solar Tree” Over Parking



Solar Cells Over Parking