California State Polytechnic University, Pomona
Master Plan Update

Advisory Committee

22 January 2018

AYERS SAINT GROSS

AGENDA
Advisory Committee

Activity: Strategic and Mission

Progress/Schedule

Overview of Workshop #1

Context and Planning Observations

Mobility

Landscape

Sustainability

Space Analytics

Discussion and Next Steps

22 January, 2018; 12pm

ADVISORY COMMITTEE

Stakeholders & Representatives:

Chair	Vice President Manning
FP&M Staff Support	Walter Marquez, Dan Johnson, Julie Tsang
ASI and Student Government	Farris Hamza and Itzia Salinas
Academic Planning & Student Success	Sep Eskandari and Terri Gomez
Deans	Lisa Kessler and Joseph Rencis
Academic Senate Chair	Julie Shen
Enrollment Mgmt & Services	Meredith Kelley
Student Life & Housing	Chris Chisler and Megan Stang
Dean of Students	Thomas Cruz-Soto
Advancement	Doug Nelson
Campus Health & Wellbeing	Leticia Gutierrez-Lopez
ASI Executive Director	Roosa Millar
City of Pomona	City Planning Director
Disability Resource Center	Tracee Passeggi
Foundation	Aaron Neilson
Police	Chief Robinson
Information Technology Operations	Peter Deutsch
Institutional Risk & Emergency Mgmt	Whitney Fields
Transportation and Parking	John Lloyd and Mike Biagi
Athletics	AD Swanson
Facilities *(Ops, Utilities, Landscape)*	George Lwin, Richard Farmer, Jesse Ochoa
Campus Consulting Architect	HMC (Jim Wurst)

MASTER PLAN GOAL

The 2018 Cal Poly Pomona Master Plan Update will be comprehensive, broad, and intentional about furthering Cal Poly Pomona's place in the future of the country.

Values

STUDENT LEARNING AND SUCCESS
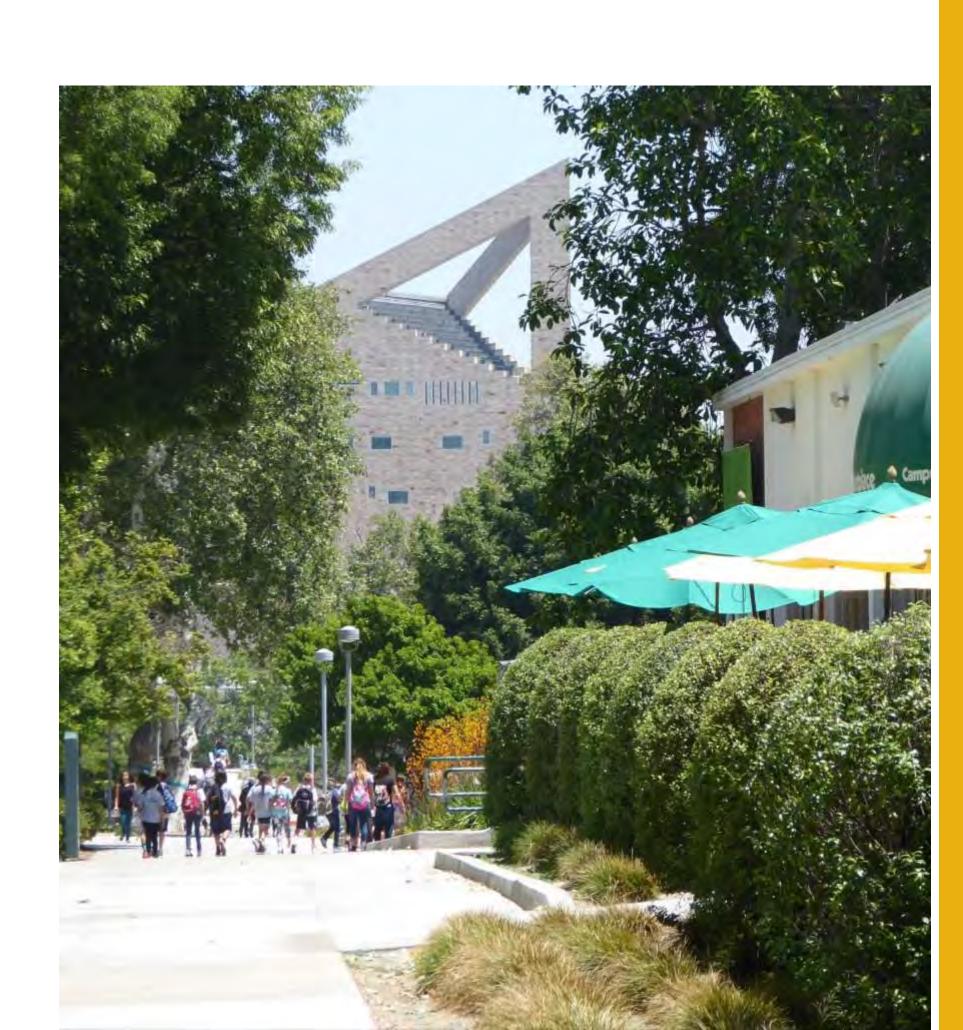
ACADEMIC EXCELLENCE

EXPERIENTIAL LEARNING

INCLUSIVITY

COMMUNITY ENGAGEMENT

SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

Cal Poly Pomona

Strategic Initiatives

Deliver quality programs that promote integrative learning, discovery, and creativity.
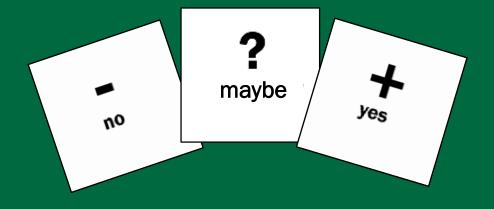
Enhance Student Learning, Development, and Success

Prepare our students for the future of work and civic engagement

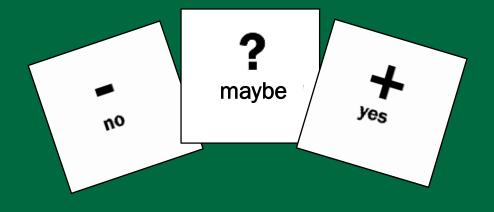Strengthen our Economic Vitality and Impact

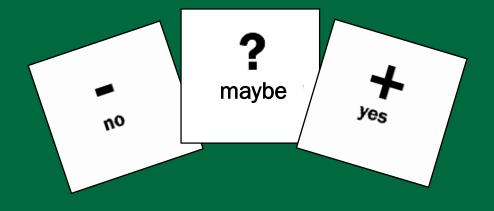Advance Organizational Development and Employee Excellence
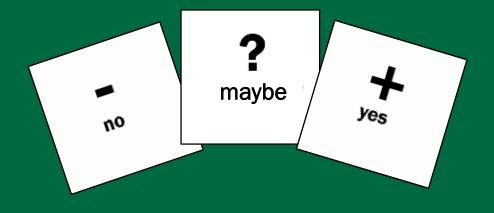
Polytechnic

Exercise: Terminology, Topics, & Definitions

Learning by Doing

Exercise: Terminology, Topics, & Definitions

Integrated Learning

Exercise: Terminology, Topics, & Definitions

Future of Work

Exercise: Terminology, Topics, & Definitions

How well do you know these terms and topics?
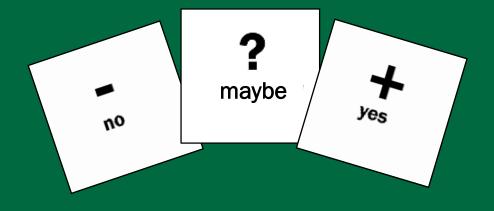
- Student Learning + Success
- Inclusivity
- Experiential Learning
- Integrated Learning
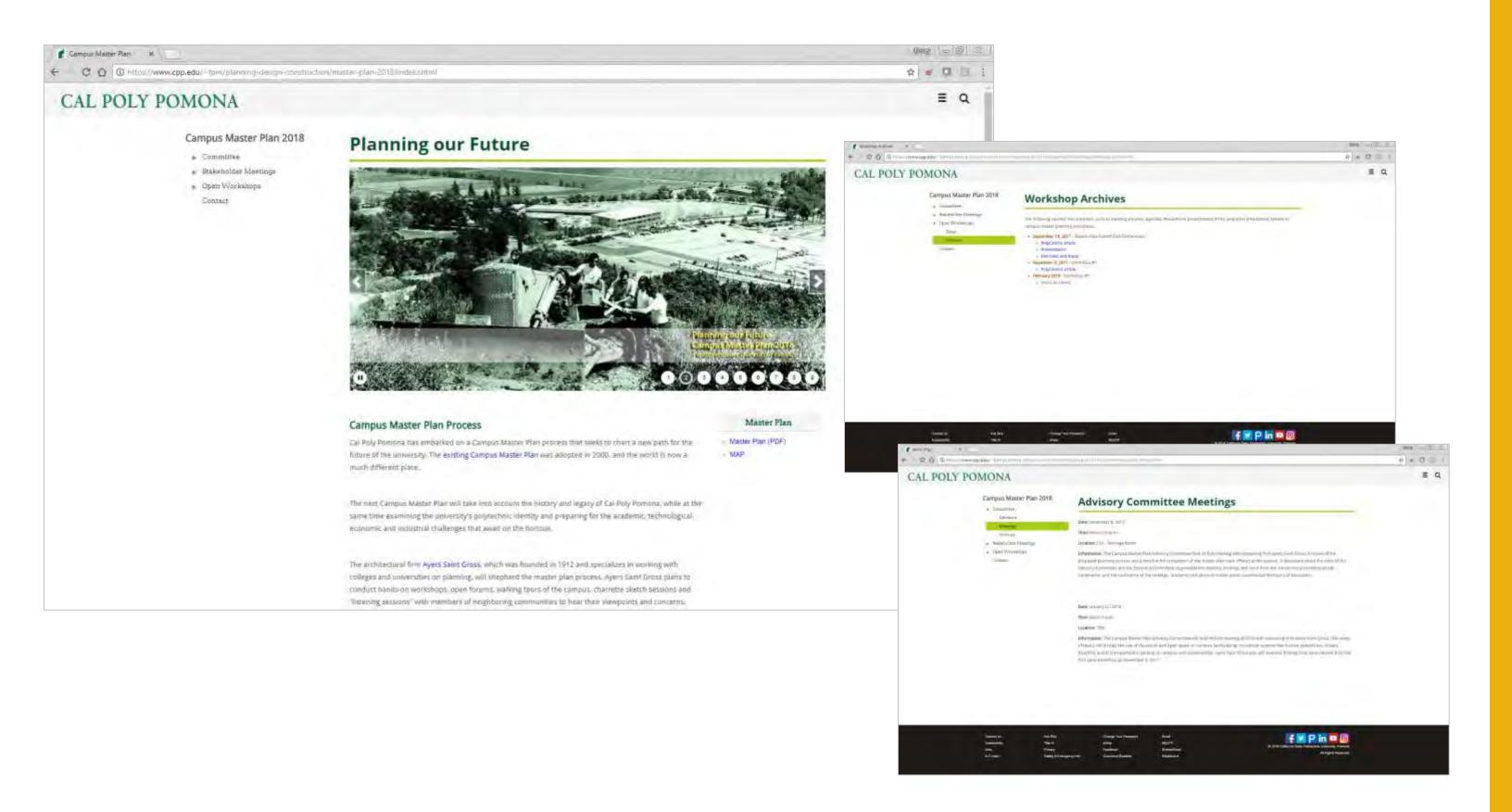- Future of Work
- Organizational Development

Exercise: Terminology, Topics, & Definitions

Discussion Notes:

- ***Polytechnic*** *= holistic, experience-based, productive, work + education, learning that's applied, hands-on projects and labs, essential to CPP identity and commitment -- it's been on the CPP seal since 1938, includes:*

  - *learning by doing*
  - *experiential learning (same as learning from doing/experiencing)*
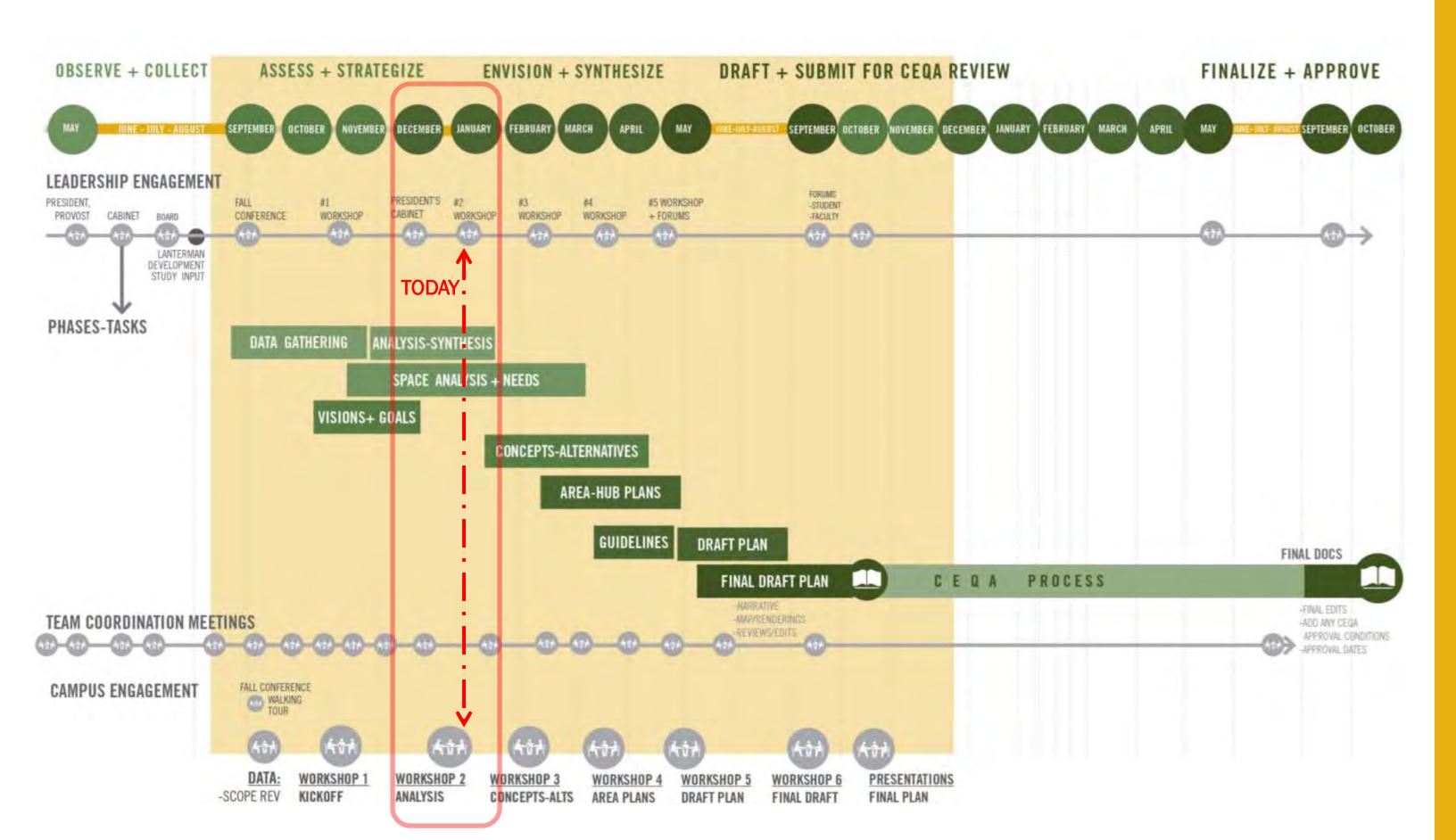 - *integrated learning (incl doing)*

  - *the future of work is polytechnic*
  - *education for the work of tomorrow*
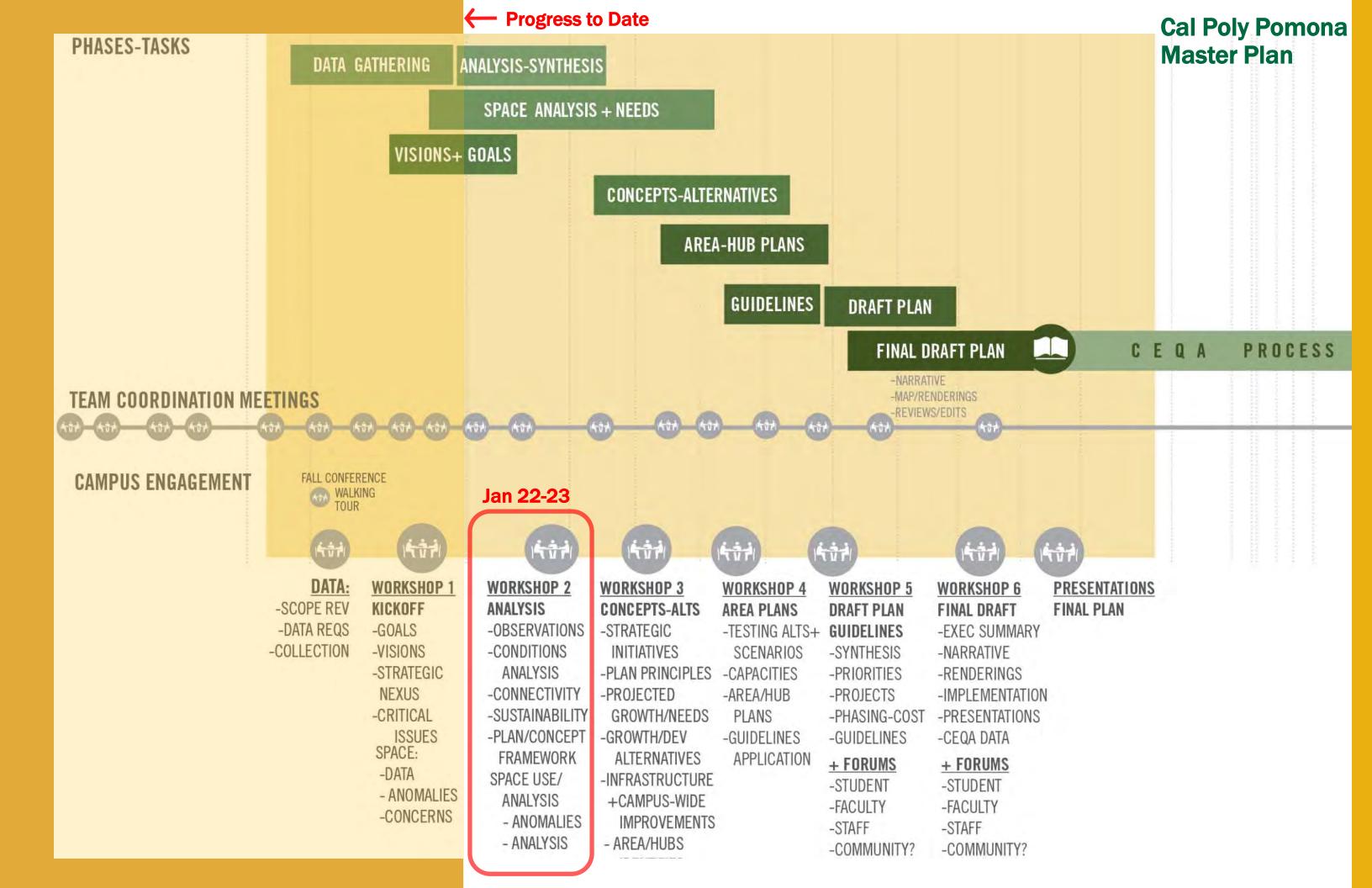 - *'predictive' education*

- ***Student Learning + Success*** *- tracked by graduation rates (in 4 yrs, 5 yrs, etc), retention/persistence rates, but there are other measures of success*

- ***Inclusivity*** *– everyone can SEE themselves here (visibility is critical), at CPP culture and history is expressed in Brick and Stone, can you see the culture even after the individuals are gone; inclusivity raises issues of access and the need for universal design (in all standards) to reduce barriers*

CPP Campus Master Plan Website *(communications)*

Project Timeline – Fall 2017 to Fall 2018

Cal Poly Pomona Master Plan

← Progress to Date

PHASES-TASKS

DATA GATHERING | ANALYSIS-SYNTHESIS

SPACE ANALYSIS + NEEDS

VISIONS+ GOALS

CONCEPTS-ALTERNATIVES

AREA-HUB PLANS

GUIDELINES | DRAFT PLAN

FINAL DRAFT PLAN | C E Q A   P R O C E S S

–NARRATIVE
–MAP/RENDERINGS
–REVIEWS/EDITS

TEAM COORDINATION MEETINGS

CAMPUS ENGAGEMENT

FALL CONFERENCE
WALKING
TOUR

Jan 22-23

DATA:	WORKSHOP 1	WORKSHOP 2	WORKSHOP 3	WORKSHOP 4	WORKSHOP 5	WORKSHOP 6	PRESENTATIONS
-SCOPE REV	**KICKOFF**	**ANALYSIS**	**CONCEPTS-ALTS**	**AREA PLANS**	**DRAFT PLAN**	**FINAL DRAFT**	**FINAL PLAN**
-DATA REQS	-GOALS	-OBSERVATIONS	-STRATEGIC	-TESTING ALTS+	**GUIDELINES**	-EXEC SUMMARY	
-COLLECTION	-VISIONS	-CONDITIONS	INITIATIVES	SCENARIOS	-SYNTHESIS	-NARRATIVE	
	-STRATEGIC	ANALYSIS	-PLAN PRINCIPLES	-CAPACITIES	-PRIORITIES	-RENDERINGS	
	NEXUS	-CONNECTIVITY	-PROJECTED	-AREA/HUB	-PROJECTS	-IMPLEMENTATION	
	-CRITICAL	-SUSTAINABILITY	GROWTH/NEEDS	PLANS	-PHASING-COST	-PRESENTATIONS	
	ISSUES	-PLAN/CONCEPT	-GROWTH/DEV	-GUIDELINES	-GUIDELINES	-CEQA DATA	
	SPACE:	FRAMEWORK	ALTERNATIVES	APPLICATION			
	-DATA	SPACE USE/	-INFRASTRUCTURE		**+ FORUMS**	**+ FORUMS**	
	- ANOMALIES	ANALYSIS	+CAMPUS-WIDE		-STUDENT	-STUDENT	
	-CONCERNS	- ANOMALIES	IMPROVEMENTS		-FACULTY	-FACULTY	
		- ANALYSIS	- AREA/HUBS		-STAFF	-STAFF	
					-COMMUNITY?	-COMMUNITY?	

ADVISORY COMMITTEE EXERCISE: from Workshop #1
Visions for the Future

1) What physical transformations do you want to see?

2) What improvements could enhance the student experience?

3) What should campus do/change to be better prepared for the next 10+ years?

Looking further into the future....

4) How do you envision the campus in 20+ years?

EXERCISE: Visioning Questions
from Workshop #1

Advisory Committee Responses-Discussion

1. What physical transformations do you want to see? *summarized themes - see PDF for all responses*

- **More + Improved Connectivity:** improve experience of coming to campus; improve connections to regional transit, metro-link rail w/transit hub on/near campus; conveniently located, safe, well lit bus shelters w/shade; multi-modal campus transportation options (bus, shuttles, bike paths); routes which make it easy to move around campus and with more remote areas (south campus, Lyle Center, Design Studio, etc.).

- **Pedestrian, Bike and Board Friendly:** more pedestrian-only accessible walkways, incl under/over roadways; more dedicated bike paths; wider, safer campus roads; good lighting, safe, secure; signage/wayfinding; improve space between buildings ;

- **Visibly Active, Engaged/Engaging:** feels like a fully engaged, active campus; see student work, collaboration space, activity areas; more community oriented evening/weekend events, food and retail on campus edge or close by

- **Hubs for Collaboration:** academic hubs to enhance collaboration & multi-disciplinary engagement/synergies; faculty + staff hubs to share how they teach, work, to collaborate, to socialize;

- **Improved Outdoor Space:** more outdoor shaded space; trees provide best natural shading; can be creative about providing shade options; also provide seating, WiFi, power, space for a group to gather/meet

- **Retained Open Space:** retain permanent open space even while campus grows and develops; fewer surface parking lots; more housing; some concerns about how much growth can or should be accommodated

- **Sustainable Development:** more electric car charging stations, solar power (shade parking); existing buildings repurposed, made earthquake proof, not just demolished;

EXERCISE: Visioning Questions
from Workshop #1

Advisory Committee Responses-Discussion

2. What improvements could enhance the student experience? *summarized themes (all responses follow)*

- **Bronco Student Center should be updated**, expanded, more student focused, more space to hang out, to destress *(nap rooms, meditation room),* also more dining options

- **More space for student organizations**, clubs; this is the way that students get involved, especially commuters, helps them to stay on campus and feel involved. The visibility/impact of these groups can be hard to detect, students participating in campus activities should be more visible

- **Provide 24/7 student work-study space and resources**; virtualizing the help desk; providing more 24/7 service opportunities (in process). We ask the students to learn 24/7, but do we provide the services to do so?

- **All majors need spaces for working together** – studio environments, collaborative spaces that are highly visible; multi-disciplinary flexible lab spaces; spaces for hands-on learning, like maker space in the library and BSC; 3D printers for all majors;

- **Greater integration of academic curricular and co-curricular experience** – Rose Bowl float is a great example

- **Live/learn environments**

EXERCISE: Visioning Questions
from Workshop #1

Advisory Committee Responses-Discussion

3. What should campus do/change to be better prepared for the next 10+ years? *summarized themes (all responses follow)*

- **Resources needed to support student success are changing.** Libraries are transforming to provide resources beyond books/archives; 24/7 student support; enhanced digital experience and resources.

- **Embrace what it means to be a polytechnic university**; first University to be a truly polytechnic in the nation... so what does this mean? Take advantage of resources we have (researchers, academics, etc.); engage with area employers

- **Plan for change** - like autonomous self-driving vehicles; will they require more parking or less parking? staging and pick-up/drop-off areas? what will the CO_2 impact be? are they sustainable?

- **Predict how many students can be accommodated**: can come and go (in cars) now and in the future? What is the amount and the type of space needed? How and where to grow? and even ask 'Should we grow?'.

- **Engage with surrounding communities**; partner with other agencies like the City of Pomona (many students live downtown); improve connectivity with bike trail connections (LA County Greenway Master Plan for trail along San Jose Floodway), and with transit, Metrolink,

- **Be a model for sustainability success** – Carbon Neutral buildings and campus, infrastructure to support resilience

EXERCISE: Visioning Questions
from Workshop #1

Advisory Committee Responses-Discussion

4. How do you envision the campus in 20+ years? *summarized themes (all responses follow)*

- **Leaders in Sustainability –** it takes a large commitment from the university to become net-zero energy, and CPP could become a leader among it's peers

- **Improved Transit –** through mass transit, alternative transit options and improved on-campus mobility that emphasize consideration of climate change, convenience for transit users, access to campus from surrounding region, and safety

- **Enhanced Sense of Place –** Improve the overall physical beauty of the campus through landscape, open spaces, and building replacements

- **Enrollment –** responses vary from maintaining existing enrollment to significant growth opportunities

- **Focus on Student Experience -** Transform the campus from a commuter campus to an engaged and vibrant student body and campus experience

- **Embracing Polytechnic –** emphasize learning by doing, improve interdisciplinary education, and student services

- **Expanded Partnerships –** connect to City, industry, and near by educational institutions

Workshop #1: *Open Session*

WHAT: **MASTER PLANNING WORKSHOP**
WHO: All students, faculty, staff are invited
WHEN: Thursday November 9, 9 -11 am
WHERE: Bronco Student Center
Andromeda Suites, #2341-2345

Are you wondering about the campus master plan?
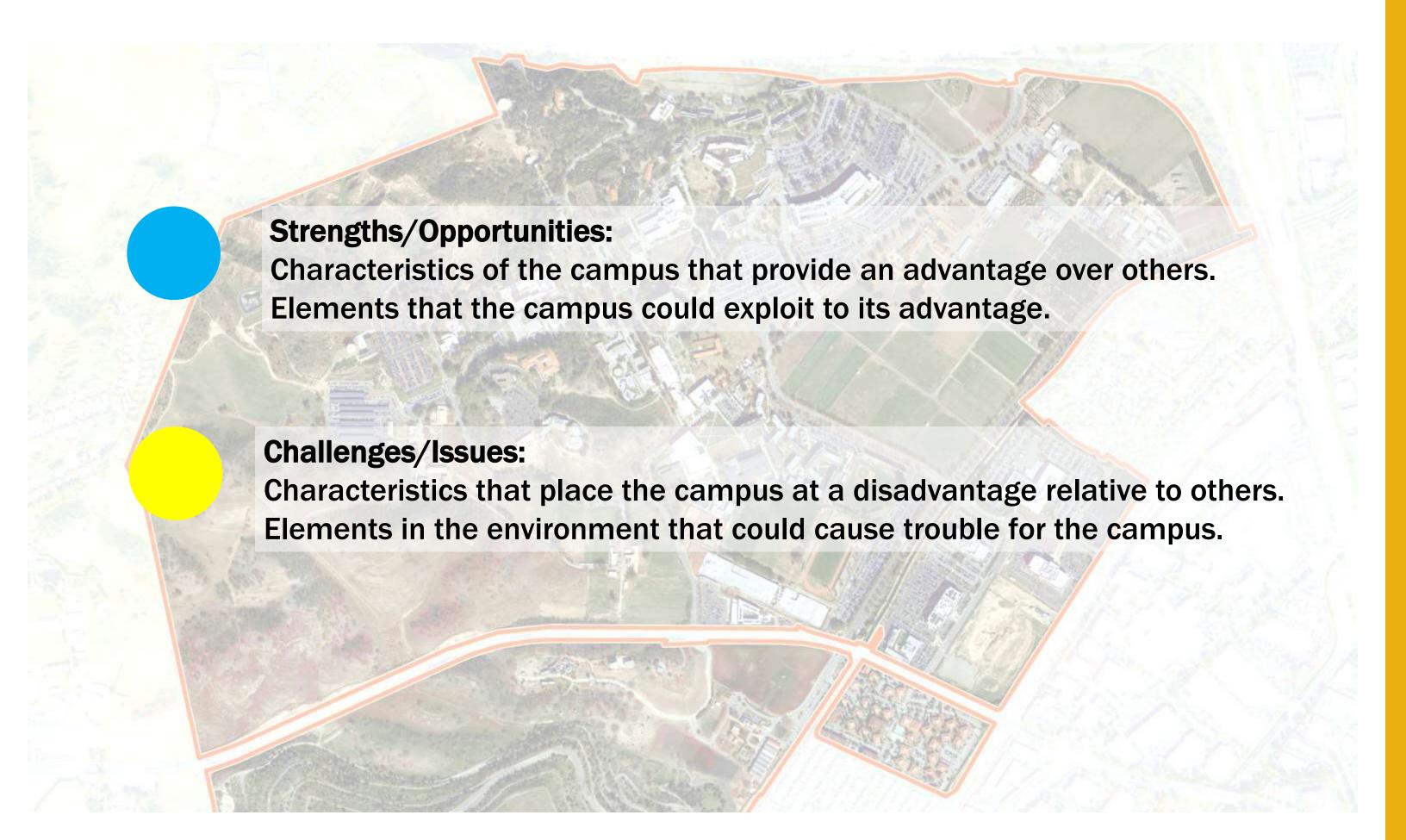
PLEASE join us in an ongoing conversation about the future of this campus. The master planning process is starting and we want to hear from YOU! The planning team will lead a workshop sharing observations about the campus and engaging in VISIONING for the future.

Exercises: SWOT Dot Analysis Map

Strengths/Opportunities:
Characteristics of the campus that provide an advantage over others.
Elements that the campus could exploit to its advantage.

Challenges/Issues:
Characteristics that place the campus at a disadvantage relative to others.
Elements in the environment that could cause trouble for the campus.
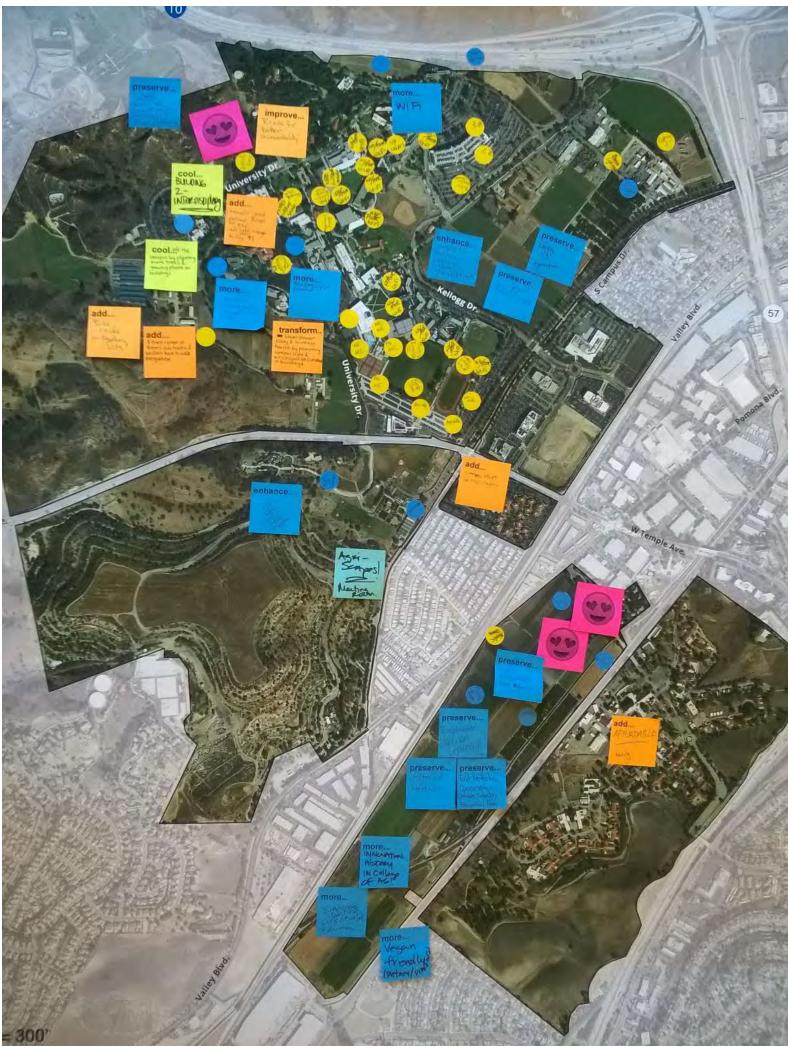
Exercises: SWOT Dot Analysis Map

Exercises:
SWOT Dot Analysis Map

Update on Process/Progress
from Workshop #1
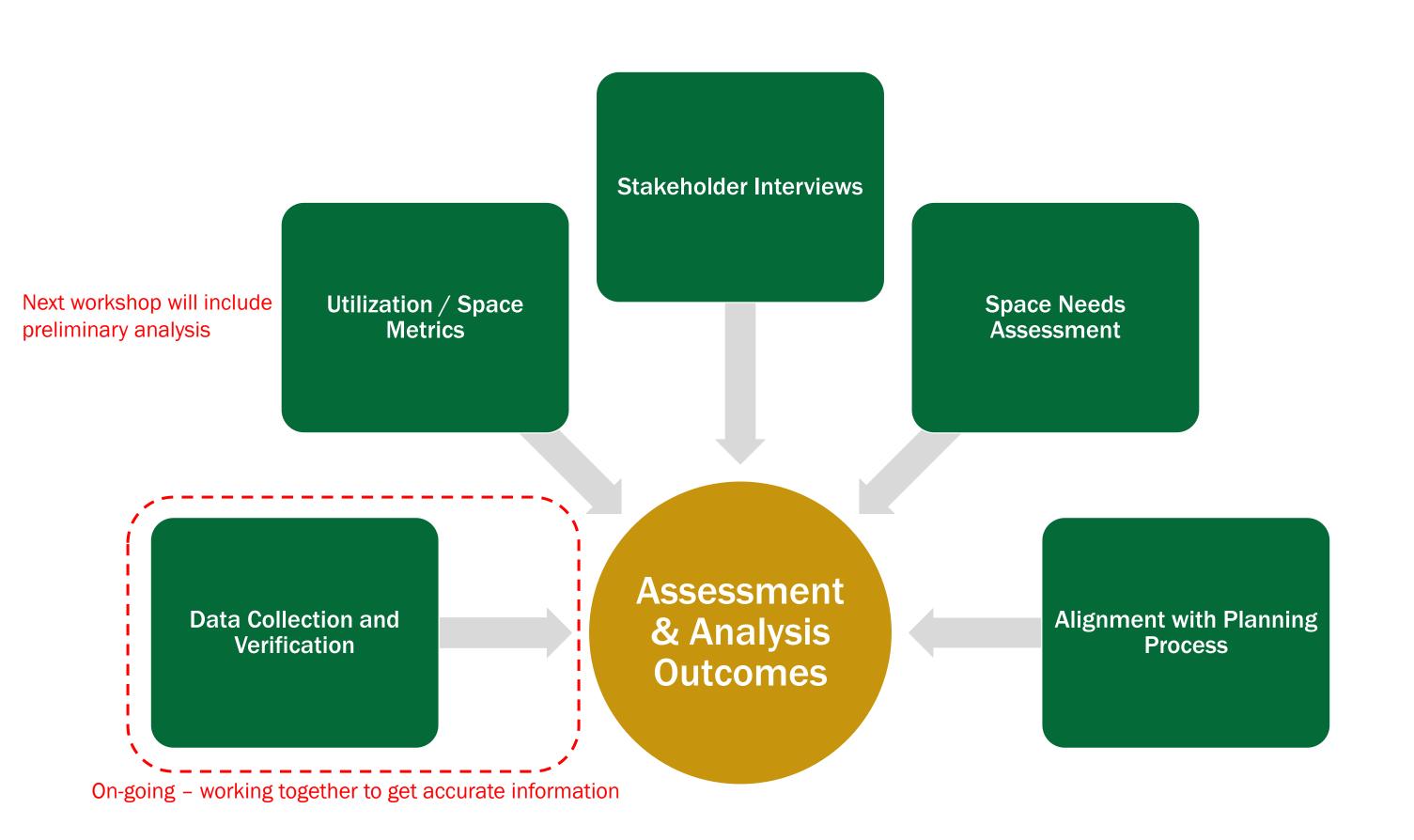
Workshop #1: *Provost + Deans*
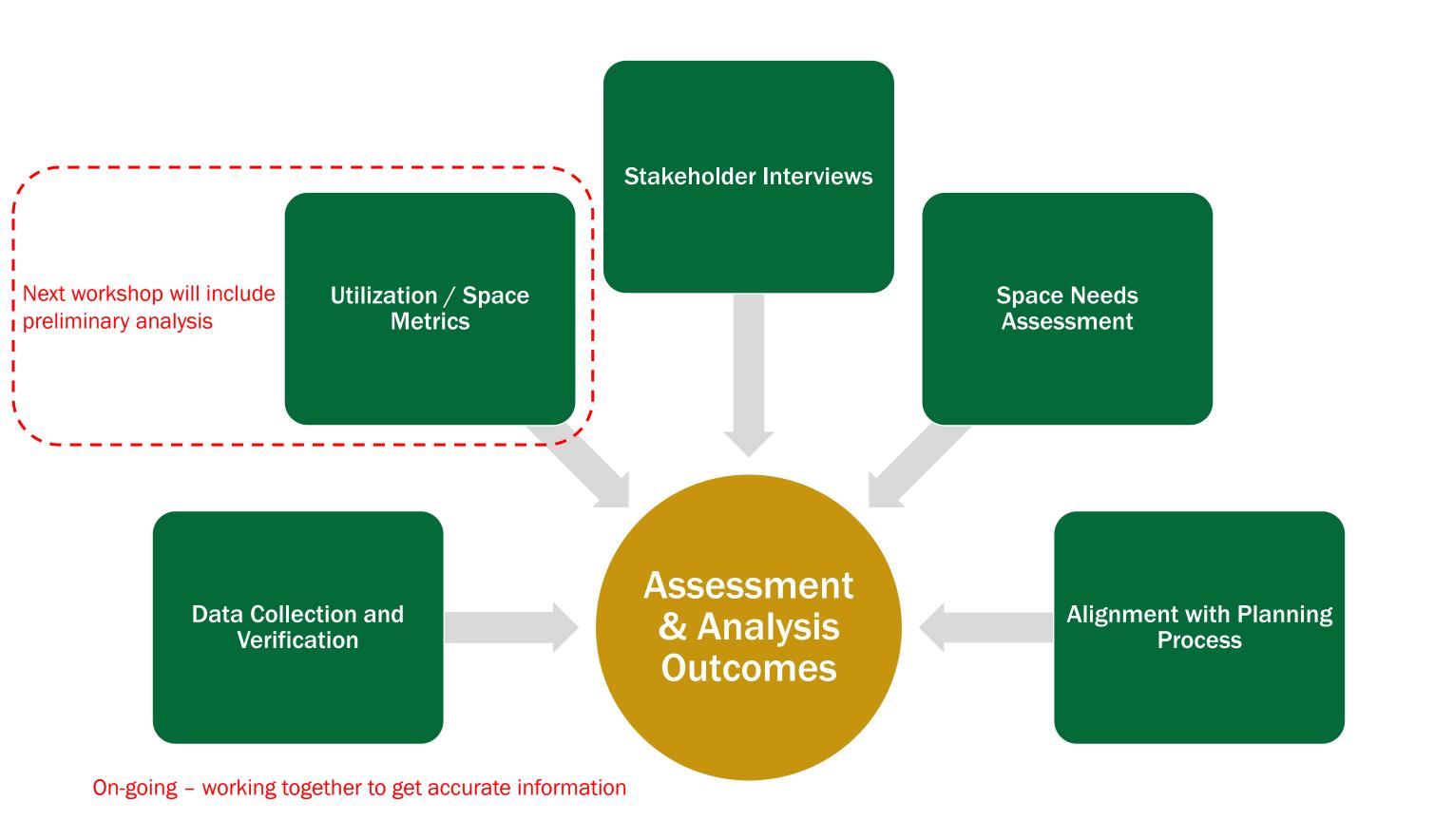
AGENDA

- **Introductions**
- **Master Planning Process**
- **Space Analytics Process**
- **Master Plan- Strategic Plan - Academic Plan Nexus**
- **Campus Master Goals + Priorities**
- **Q+A, Discussion**
- **Next Steps**

Components of the Space Study

Stakeholder Interviews

Utilization / Space Metrics

Space Needs Assessment

Next workshop will include preliminary analysis

Data Collection and Verification

Assessment & Analysis Outcomes

Alignment with Planning Process

On-going – working together to get accurate information

Components of the Space Study

Stakeholder Interviews

Utilization / Space Metrics

Space Needs Assessment

Next workshop will include preliminary analysis

Data Collection and Verification

Assessment & Analysis Outcomes

Alignment with Planning Process

On-going – working together to get accurate information

Components of the Space Study

Future sessions will include meetings with specific stakeholders to verify information

Stakeholder Interviews

Utilization / Space Metrics

Space Needs Assessment

Assessment – what are the future needs? Is it more buildings, or should we use space better?

Data Collection and Verification

Assessment & Analysis Outcomes

Alignment with Planning Process

Campuses have unique needs – CPP has a polytechnic mission + large Ag component. What space types are needed for polytechnic learning?

Academic Plan Elements
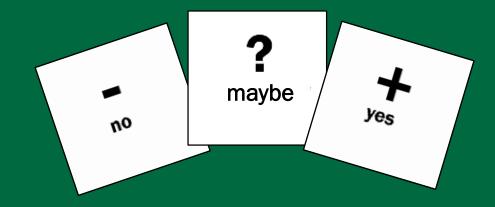
Academic Plan Elements
Nexus with Master Plan

using the campus as a laboratory

studios, maker spaces, resources

identifying partners in industry

resource centers pilot projects

identifying opportunities for engagement

flexible, shared facilities

making places for collaboration

application of knowledge

creativity, discovery, innovation

professional + career readiness

critical thinking + problem solving

community + global engagement

inclusive polytechnic university

collaborative learning

diverse + multi-disciplinary

integrated technology

infrastructure

Context and Planning Observations

- o **Mobility**

- o **Landscape**

- o **Sustainability**

- o **Space Analytics**

How well do you know these terms and topics?

- **Land uses, Density**
- **Mobility**
- **Connectivity**
- **Wayfinding**
- **Pedestrian-oriented vs Pedestrian priority**
- **Multi-modal**
- **Sharrows**

- no

? maybe

+ yes

Exercise: Terminology, Topics, & Definitions *from PPT diagrams*

Discussion Notes:
- *land uses, density –* *how we use what we have (land, buildings), some concern about density being associated with height and large buildings too close together so maintaining open spaces is important*

    – *planners noted the same density is achieved with 2 story buildings covering an entire site or 4 story buildings preserving half the site for open space*

- *wayfinding –* *how you orient yourself or it tells you where to go; CPP has plenty of signs, but needs greater emphasis on orientation and communicating major routes through the campus (naming these could also help)*

- *sharrows –* *indicates the road is to be shared by bikes and cars, usually where it's not possible to continue a bike lane or where it's too narrow for bikes to expected to use the shoulder; intended to make drivers more aware of cyclists and that they are allowed to use the full road width*
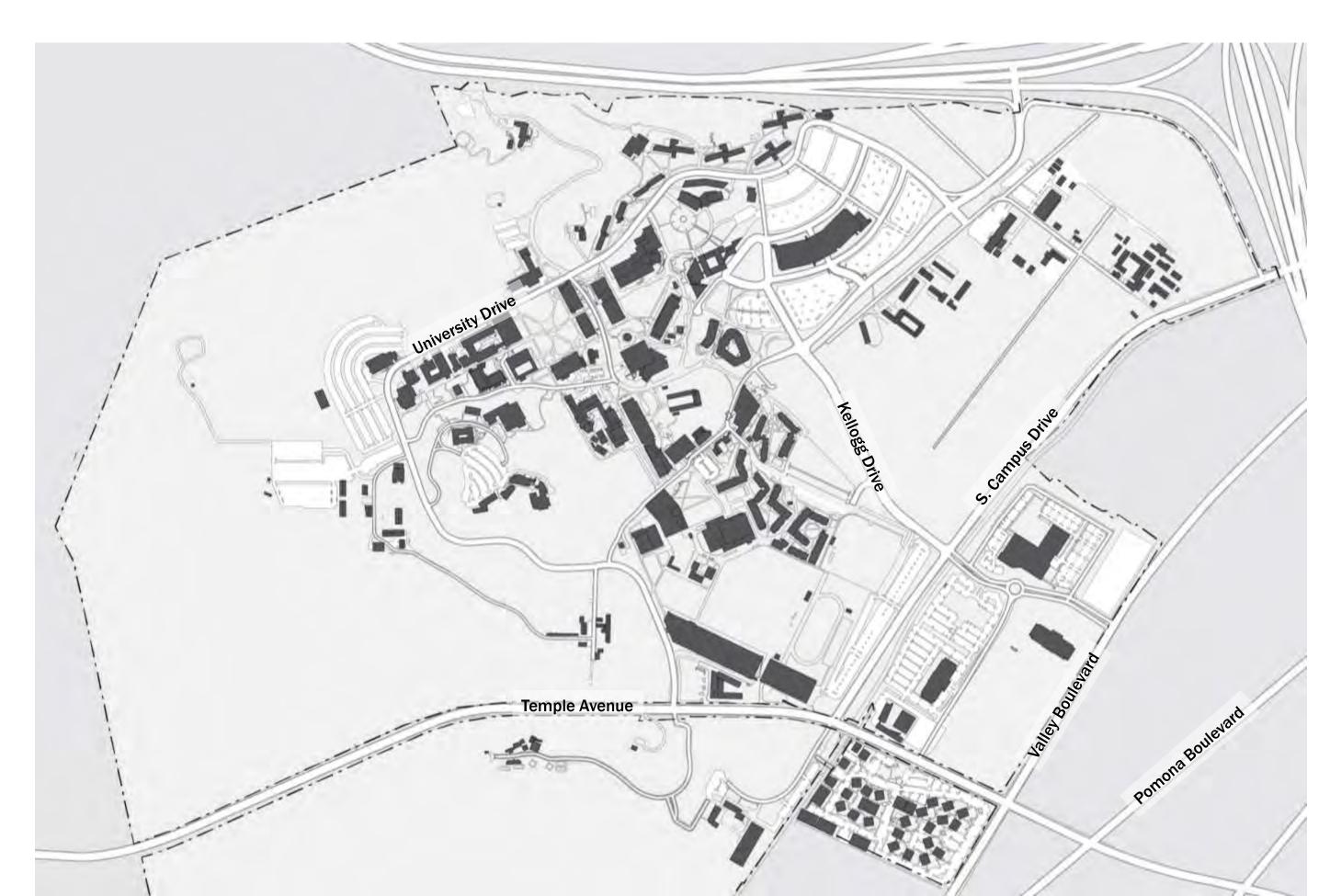
Context: California State University System

Humbolt State

Chico State

Sacramento State

Sonoma State

Cal Maritime Academy

San Francisco State

East Bay

San Jose State

Stanislaus

Fresno State

Monterey Bay

Cal Poly (San Luis Obispo)

Bakersfield

Cal Poly Pomona

Channel Islands

San Bernadino

Fullerton

San Marcos

San Diego State
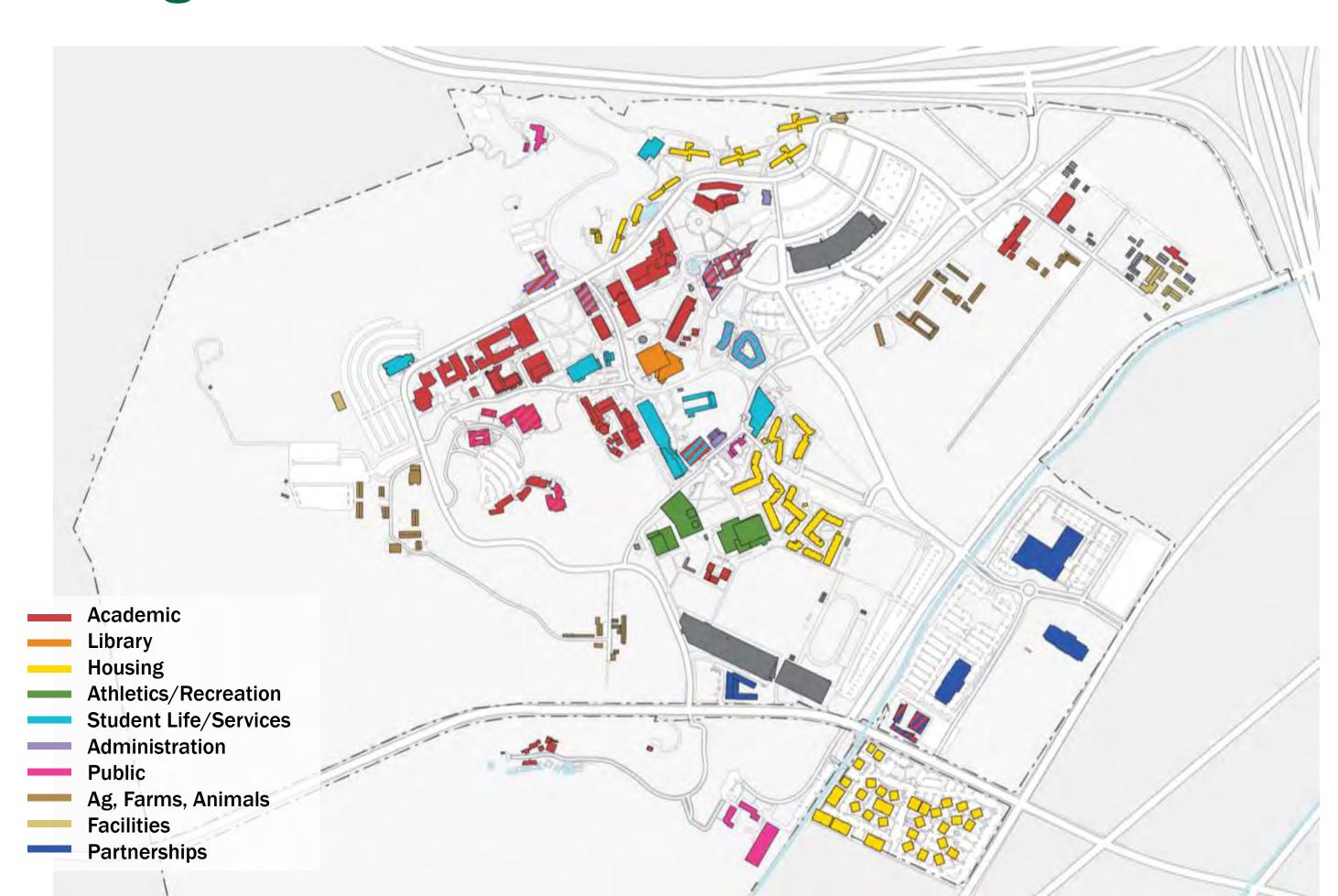
Context

City of
Pomona

Cal Poly
Pomona

Mt San
Antonio
College

Existing Campus Plan

University Drive

Kellogg Drive

S. Campus Drive

Valley Boulevard

Pomona Boulevard

Temple Avenue

Building Uses

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services
- Administration
- Public
- Ag, Farms, Animals
- Facilities
- Partnerships

Program Distribution - Academic

CONNECT?

Some CALA students love the Design Center, some express feeling disconnected, difficult when they have classes or need to see faculty in Bldg 1 and 7

CONNECT?

What programs are located here? Maybe more CE, extended Ed, graduate students?

▬ Academic

Program Distribution – Academic - Transit

University Drive

Kellogg Drive

S. Campus Drive

Valley Boulevard

Pomona Boulevard

Temple Avenue

Academic
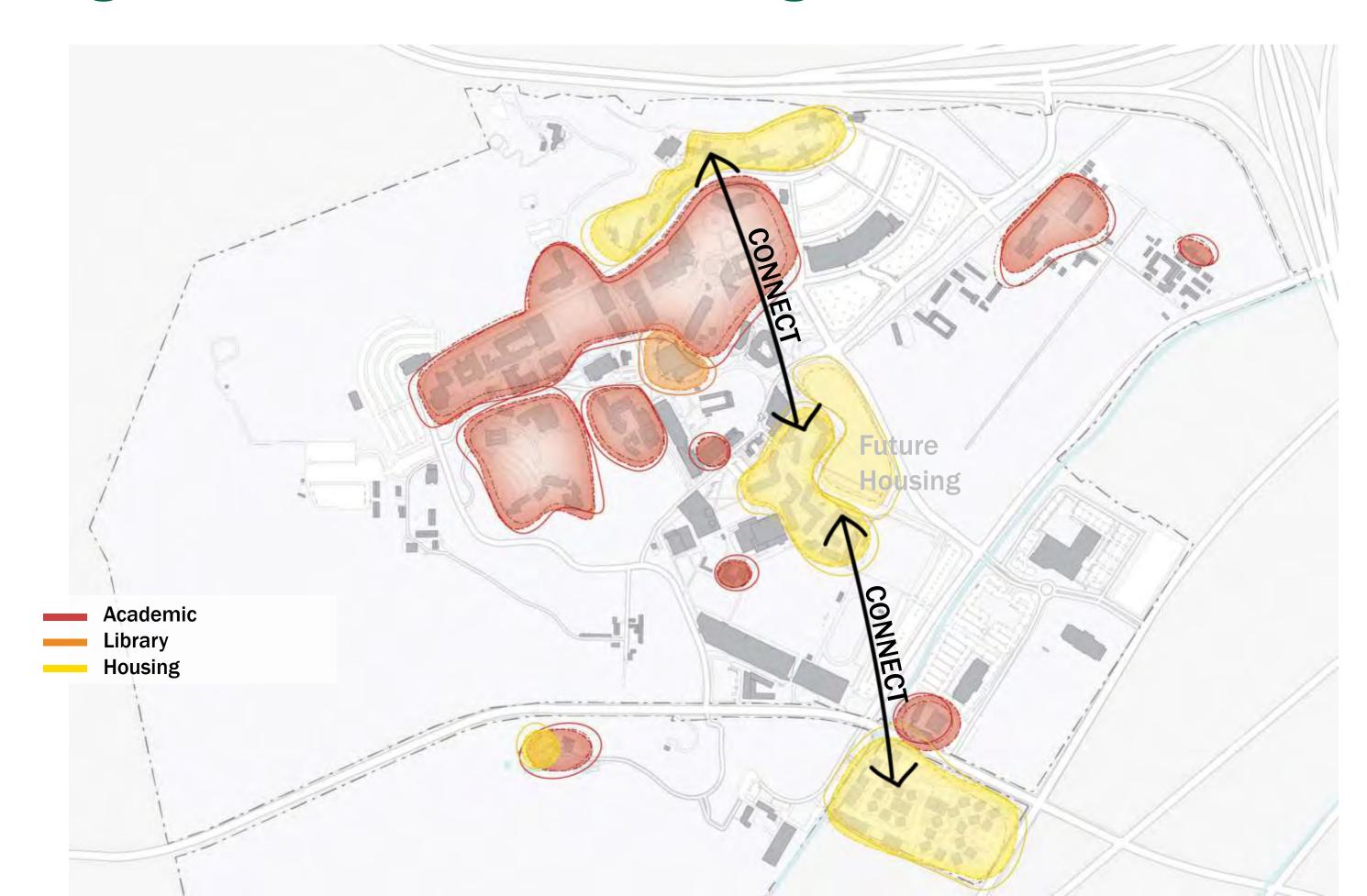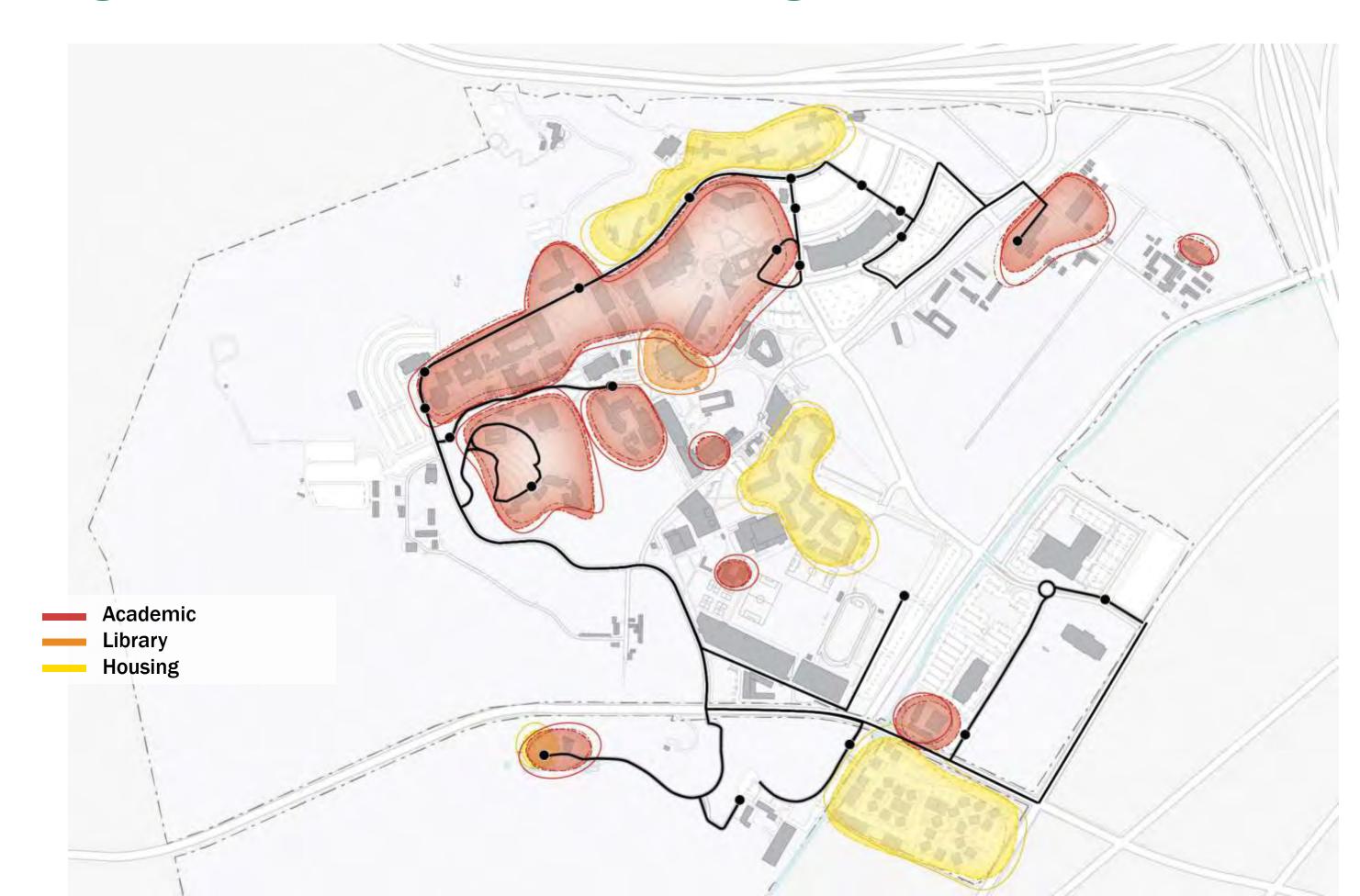
Program Distribution - Library
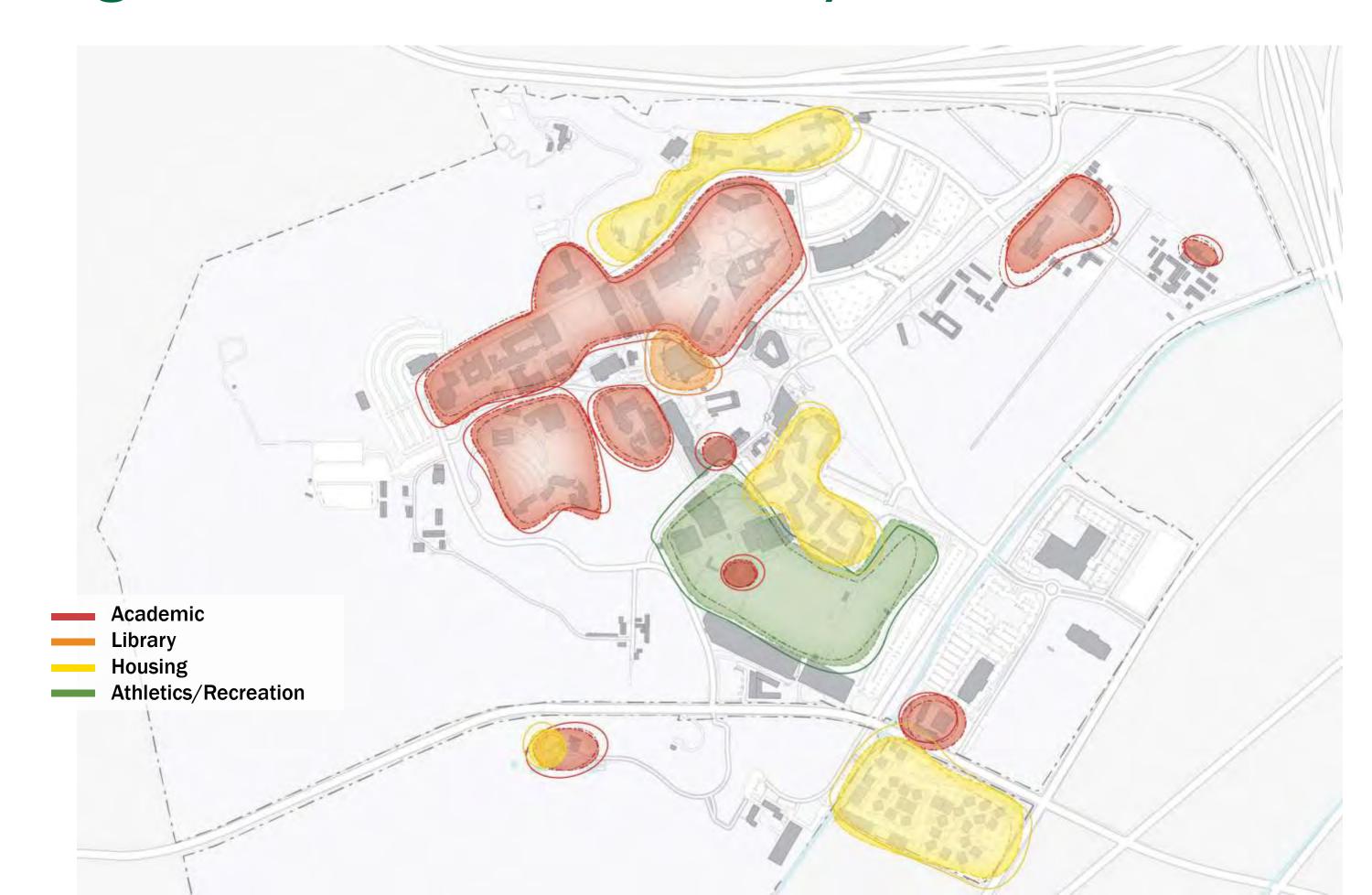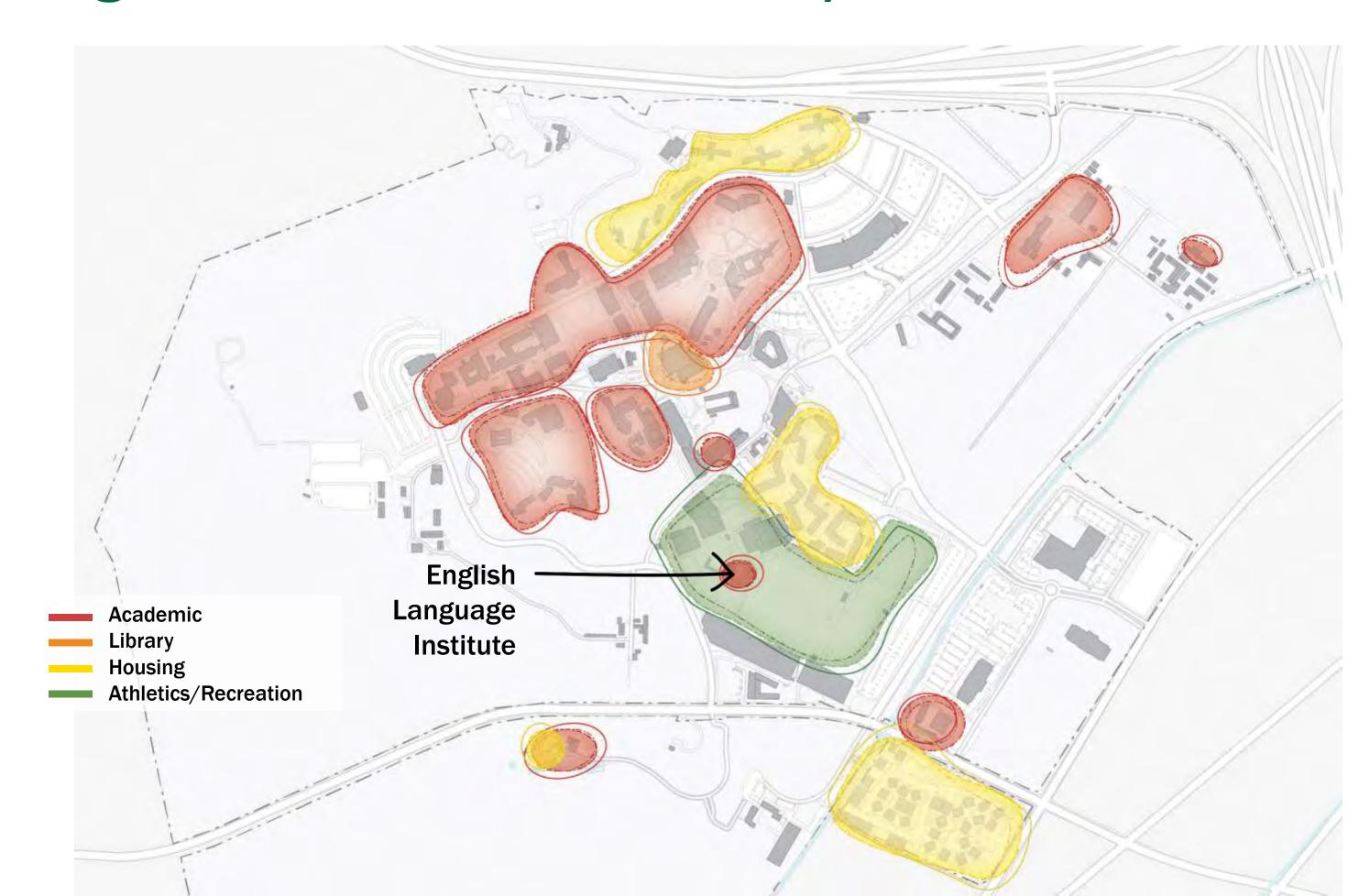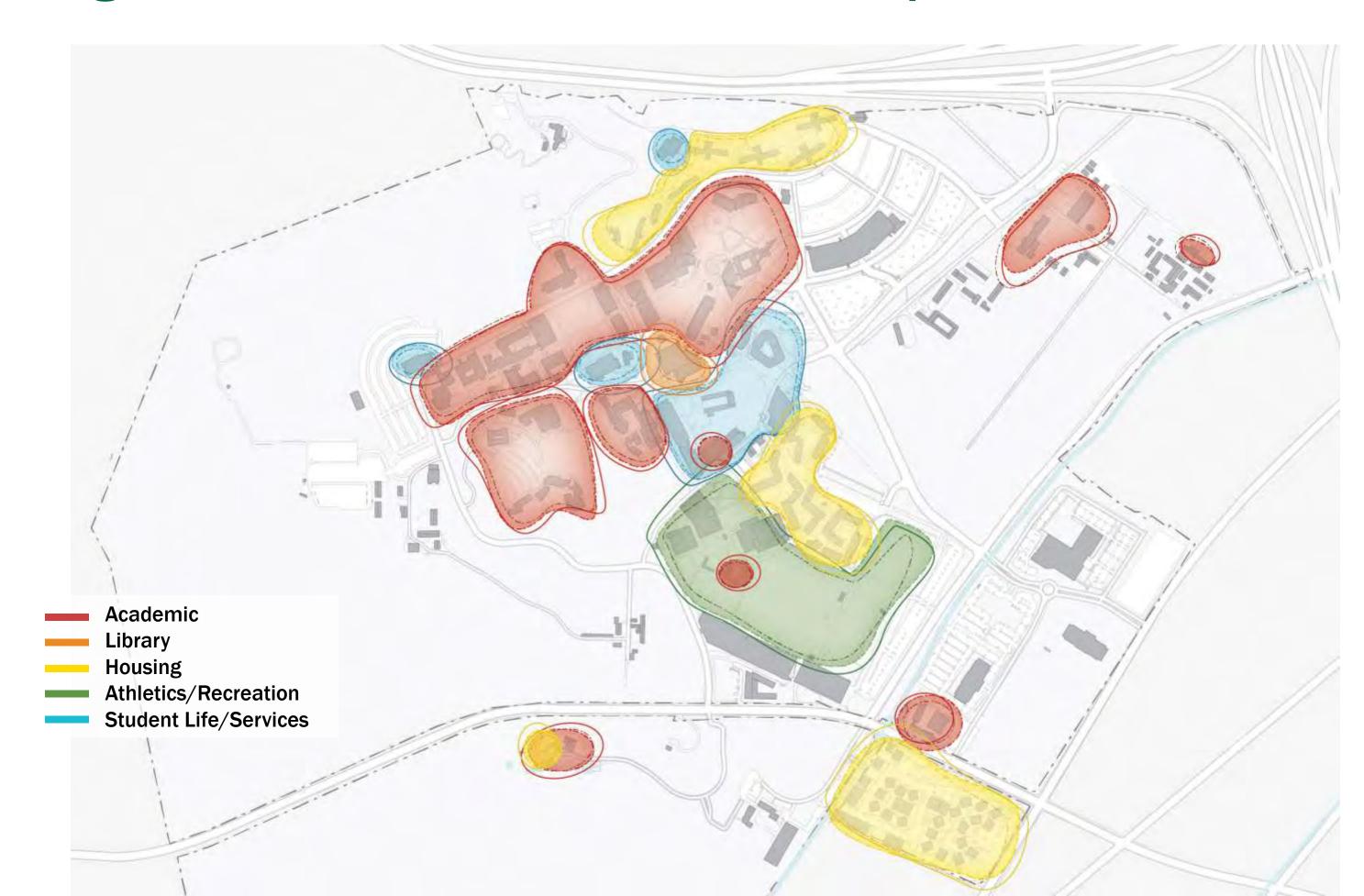
Academic
Library

Program Distribution – Housing

Academic
Library
Housing

Program Distribution – Housing

Future Housing

Academic
Library
Housing

Program Distribution – Housing

CONNECT

CONNECT

Future Housing

Academic
Library
Housing

Program Distribution – Housing

Academic
Library
Housing

Program Distribution – Athletics/Recreation

Academic
Library
Housing
Athletics/Recreation

Program Distribution – Athletics/Recreation

English Language Institute

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation

Program Distribution – Student Life/Services

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services

Program Distribution - Administration

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services
- Administration

Program Distribution – Public Use

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services
- Administration
- Public

Program Distribution – Public Use

Popular Destinations create challenges

Music Recital Hall

Campus Tour and Admissions (Now and Future)

Child Care Center

Hospitality Buildings

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services
- Administration
- Public

Program Distribution – Ag, Farms, Animals

58% of campus land area is dedicated to agriculture, farm and animal uses

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services
- Administration
- Public
- Ag, Farms, Animals
- Facilities

Program Distribution - Partnerships

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services
- Administration
- Public
- Ag, Farms, Animals
- Facilities
- Partnerships

Program Distribution – Campus Wide

Legend:
- Academic
- Library
- Housing
- Athletics/Recreation
- Student Life/Services
- Administration
- Public
- Ag, Farms, Animals
- Facilities
- Partnerships

Existing Campus Plan *(zoomed in)*

University Drive

Kellogg Drive

S. Campus Drive

Valley Boulevard

Pomona Boulevard

Temple Avenue

Fault Line – Affected Buildings

Building Age – Partial Data Available

Legend:
- Pre 1950
- 1950-1969
- 1970-1989
- 1990-2009
- 2010+

Building Age + Fault Line

CLA
Building

![red]	Pre 1950
![orange]	1950-1969
![green]	1970-1989
![blue]	1990-1999
![purple]	2000-2009
![salmon]	2010+

2011 CAL Building Study

CLA REPLACEMENT AND MASTER INFILL
CALIFORNIA STATE POLYTECHNIC UNIVERSITY
POMONA, CALIFORNIA

APPROX. SCALE: 1" = 200'

GEOCON LEGEND

APPROX. LOCATION OF CONTINUOUS SAMPLE BORING

APPROX. LOCATION OF CPT SOUNDING

B — B' — APPROX. LOCATION OF GEOLOGIC CROSS SECTION

APPROX. LOCATION OF FAULT
(Queried Where Uncertain)

MASTER
IN FILL

GEOCON
INCORPORATED
GEOTECHNICAL CONSULTANTS
6960 FLANDERS DRIVE · SAN DIEGO, CALIFORNIA 92121 - 2974
PHONE 858-558-6900 · FAX 858-558-6159
PROJECT NO. G1351 - 42 - 01
FIGURE 2
SITE PLAN DATE 09 - 12 - 2011

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2011 CAL Building Study

GEOLOGIC MAP

CLA REPLACEMENT AND MASTER INFILL
CALIFORNIA STATE POLYTECHNIC UNIVERSITY
POMONA, CALIFORNIA

Building Age – Heritage Buildings

Kellogg House

University Plaza

Legend:
- Pre 1950
- 1950-1969
- 1970-1989
- 1990-1999
- 2000-2009
- 2010+

Mobility

Pedestrian
- Safety and Convenience
- Signage and Wayfinding
- Pedestals Malls and University Park
- Sidewalks
- Trails

Bicycle
- Types of Bike Lanes
- More Bike Lanes
- Connections to City

Transit
- Stop Locations
- Routes and Schedule
- Shuttles
- Light Rail Connection
- Connection to Public Transportation
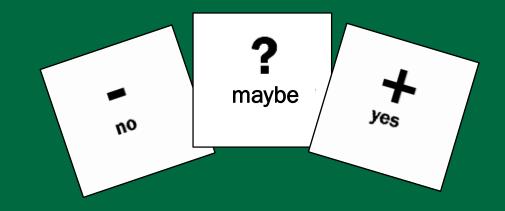
Vehicular
- Congestion
- Signage and Wayfinding
- Drop-off areas
- Car Charging
- Roundabouts
- Parking

How well do you know these terms and topics?

- **Transit**
- **Transit Coverage**
- **Multi-modal**
- **Active Transportation**
- **Parking Utilization**
- **Streets: local, collector, arterial (major, minor)**
- **Peak Demand, Demand Management**

Exercise: Terminology, Topics, & Definitions *from PPT diagrams*

Discussion Notes:

- *active transportation:* transportation solutions intended to get people out of their cars, promote activity, health and wellness

Elements of a Pedestrian Environment

Ample Seating/Gathering

Plan for Safety

Address Topography Challenges

Provide Shade

Existing Challenges

Crossings

- Raised cross walks

- Close off roads from vehicle access

- Pedestrians in the roadways

- **Innovation Village / Temple Mid Block**
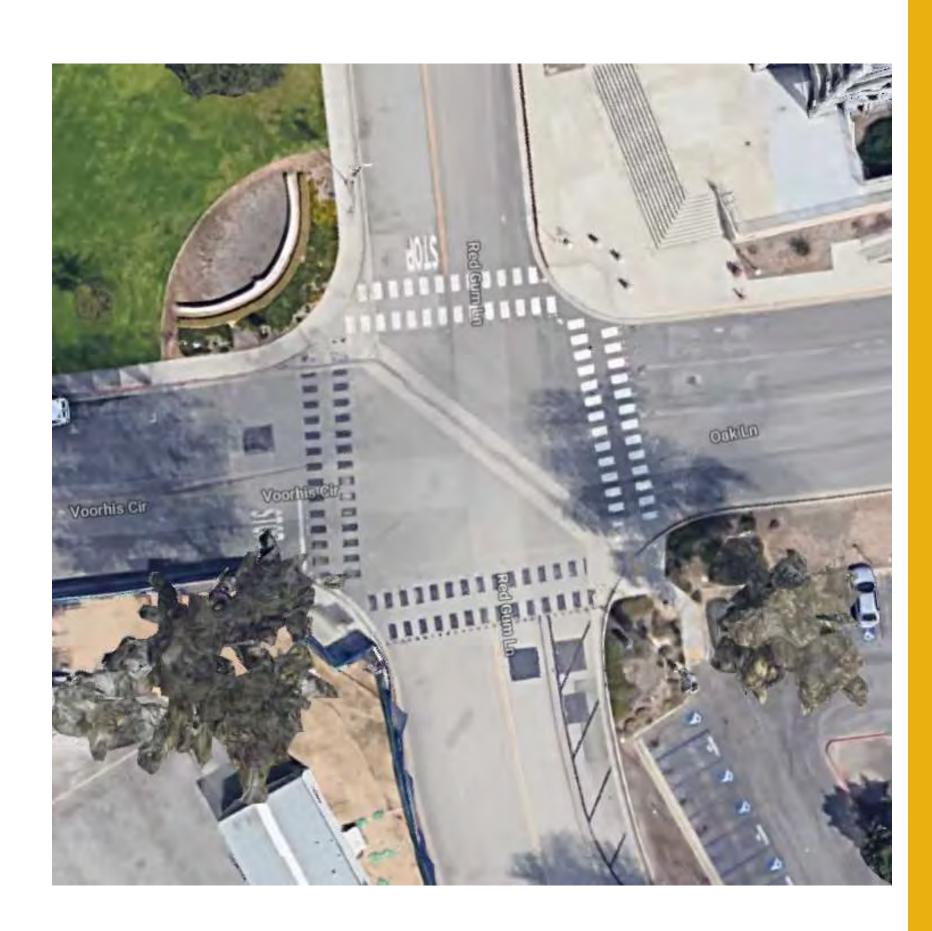
Connectivity to Edge facilities / Agriscapes

Lighting

- Walking alone on campus at night is a common scenario and we should feel safe

Speeding

- University, Temple, Kellogg

Existing Pedestrian-Priority Zone

University Drive

Kellogg Drive

S. Campus Drive

Valley Boulevard

Pomona Boulevard

Temple Avenue
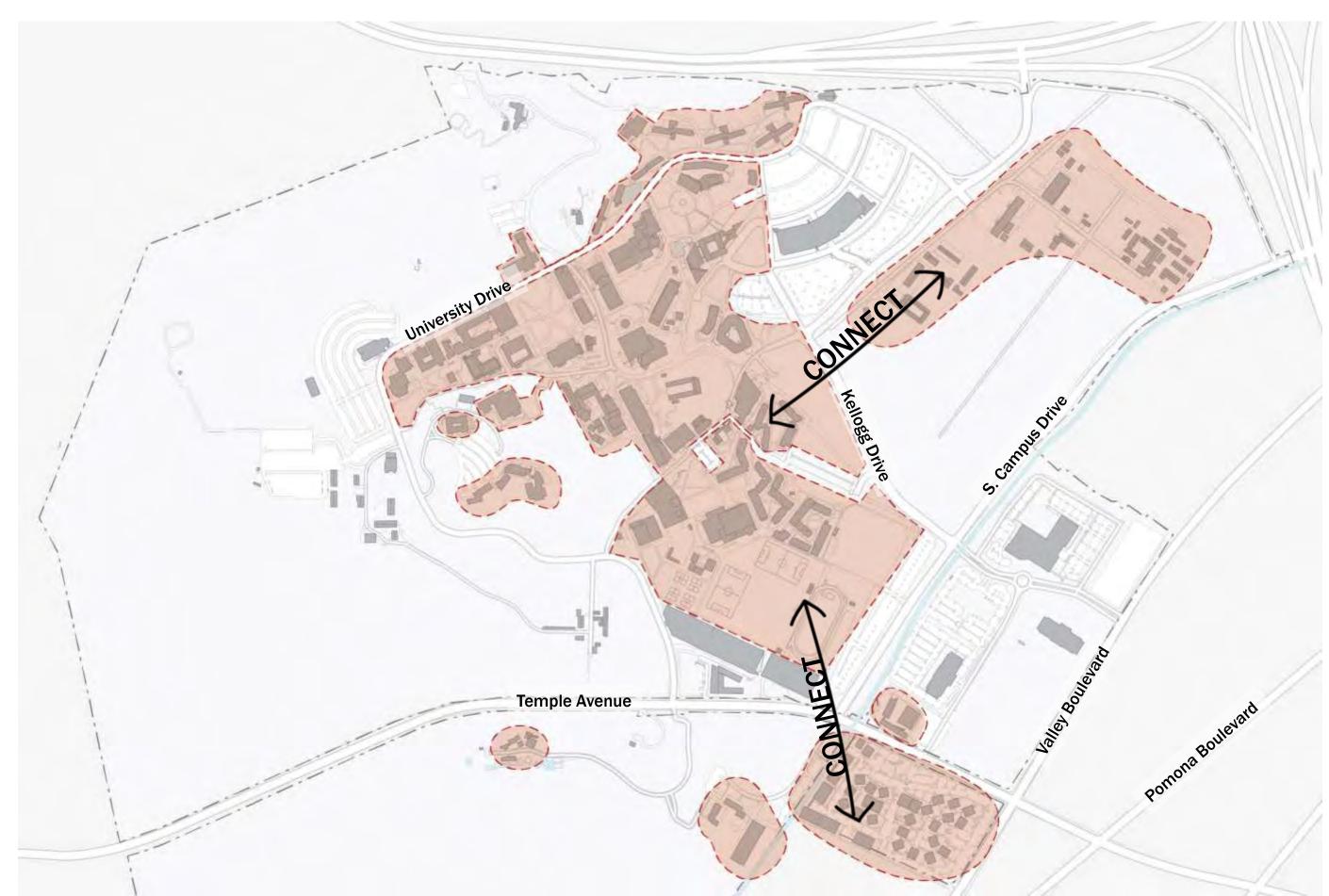
Pedestrian-Priority Zone - Connectivity

Pedestrian-Priority Zone Conflicts

University Drive

Kellogg Drive

S. Campus Drive

Valley Boulevard

Pomona Boulevard

Temple Avenue
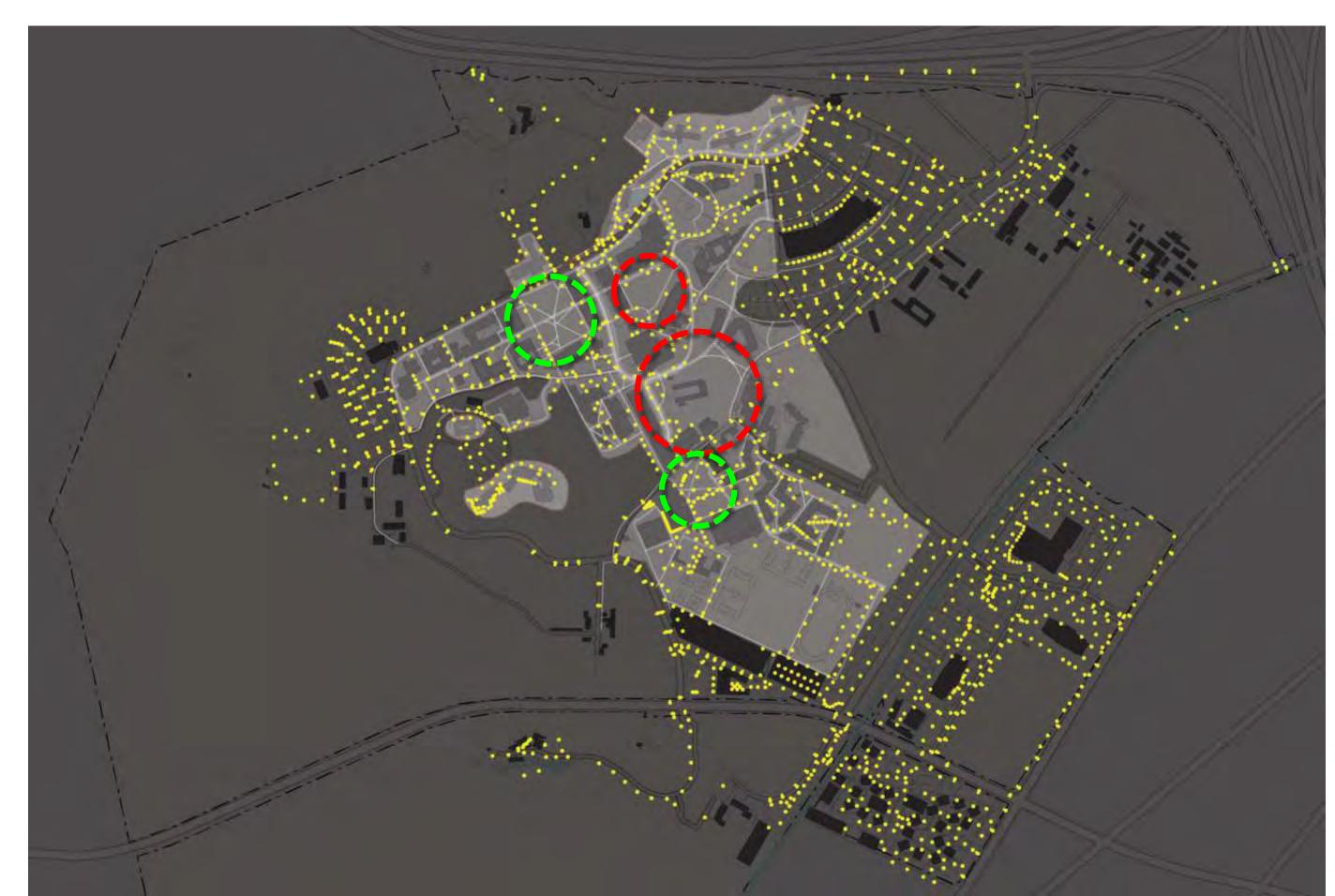
Pedestrian-Priority Zone Conflict Areas

Site Lighting
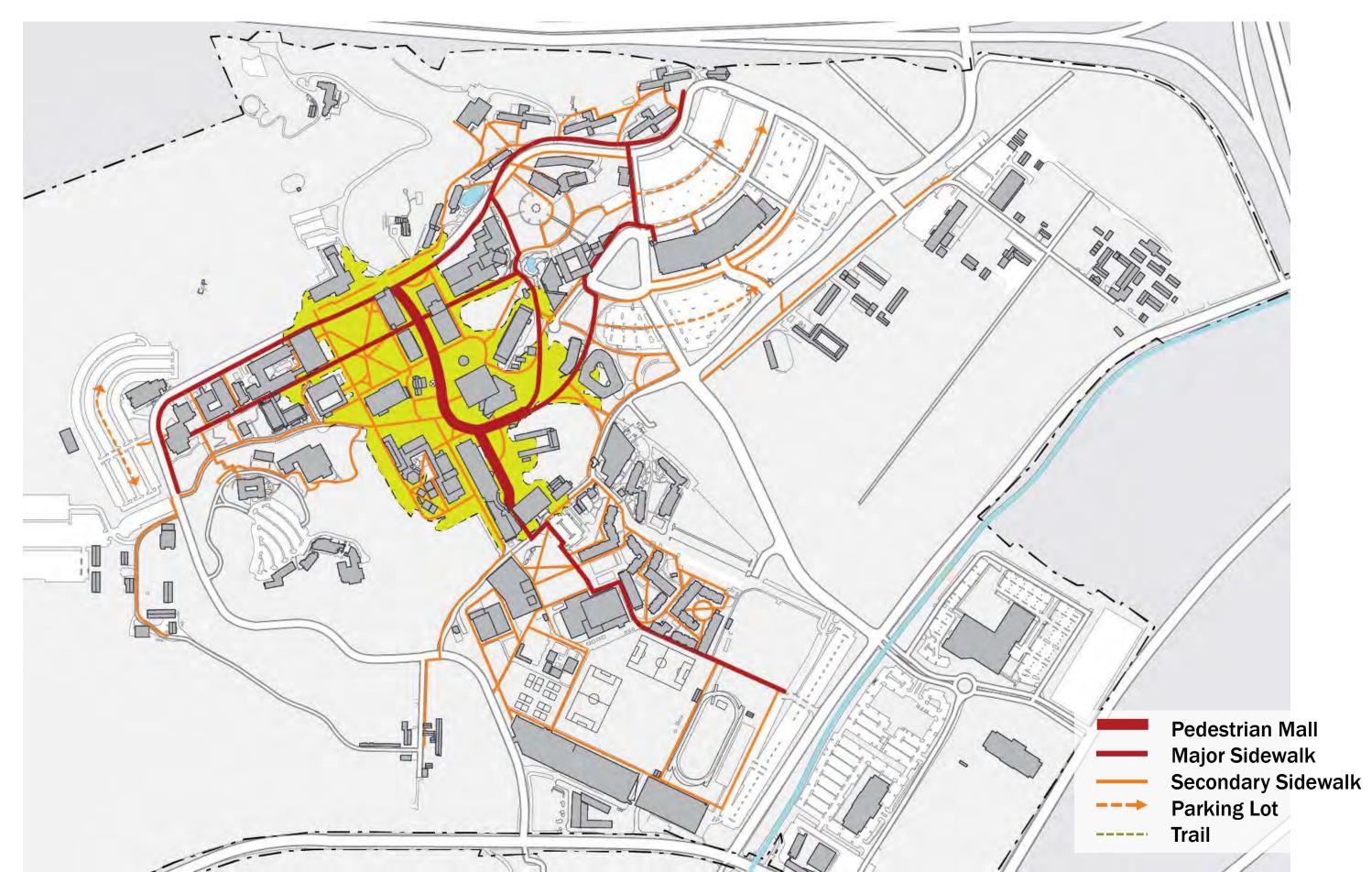
5-Minute Walk (Campus Core)
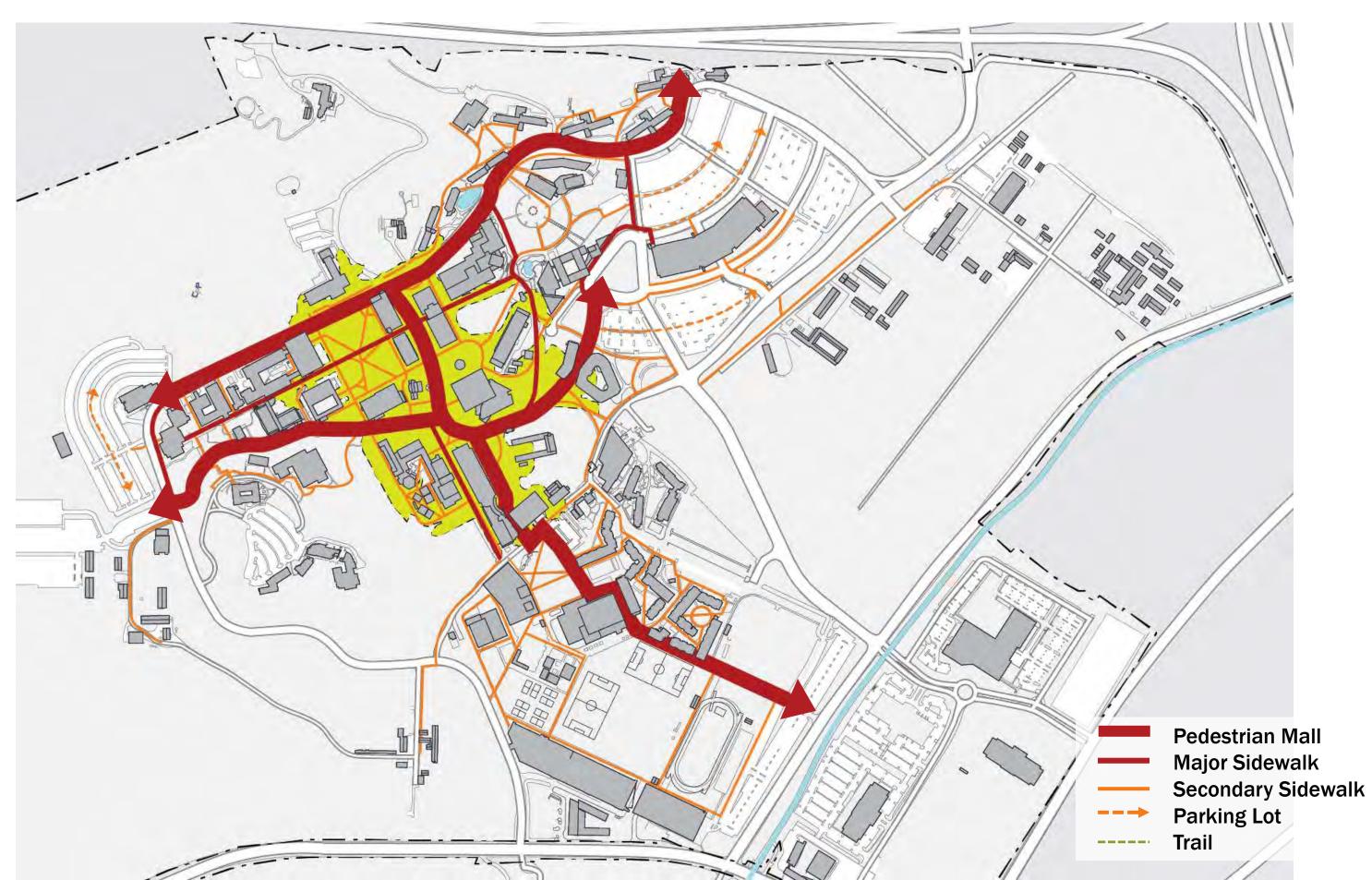
Existing Pedestrian Network

Legend:
- **Pedestrian Mall**
- **Major Sidewalk**
- **Secondary Sidewalk**
- **Parking Lot**
- **Trail**

Enhanced Pedestrian Network

Legend:
- **Pedestrian Mall**
- **Major Sidewalk**
- Secondary Sidewalk
- Parking Lot
- Trail

Types of Bicycle Lanes

Class I: Multiuse Path– Shared path between bikes and pedestrians

Class II: Bicycle Lane – Separated Lane on Roadway

Class III: Shared Lane– Shared path between bike and cars

Class IV: Cycle Track– Separated Lane on Roadway with physical separation (curb, landscape, pilons, etc.)

Types of Bicycle Lanes

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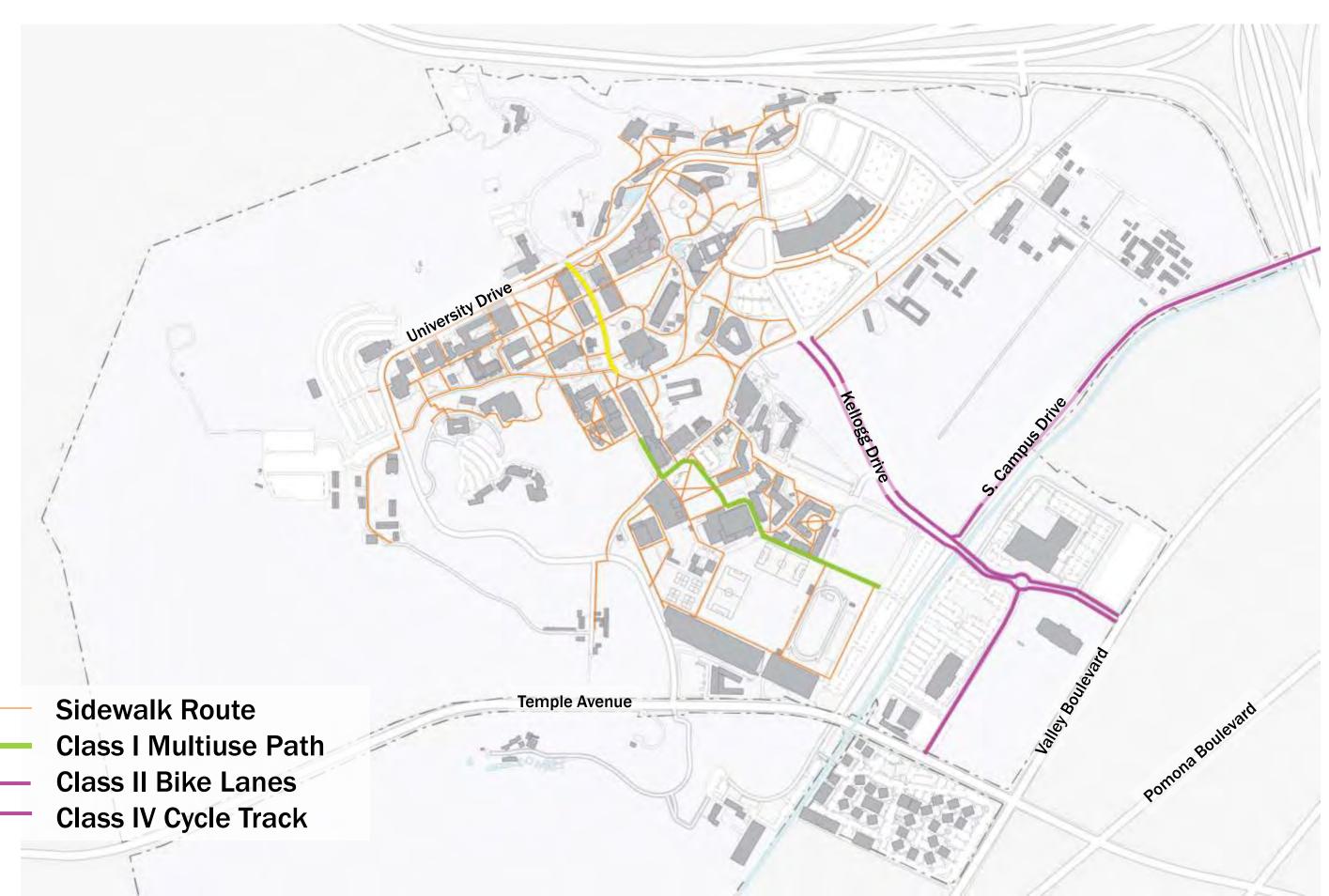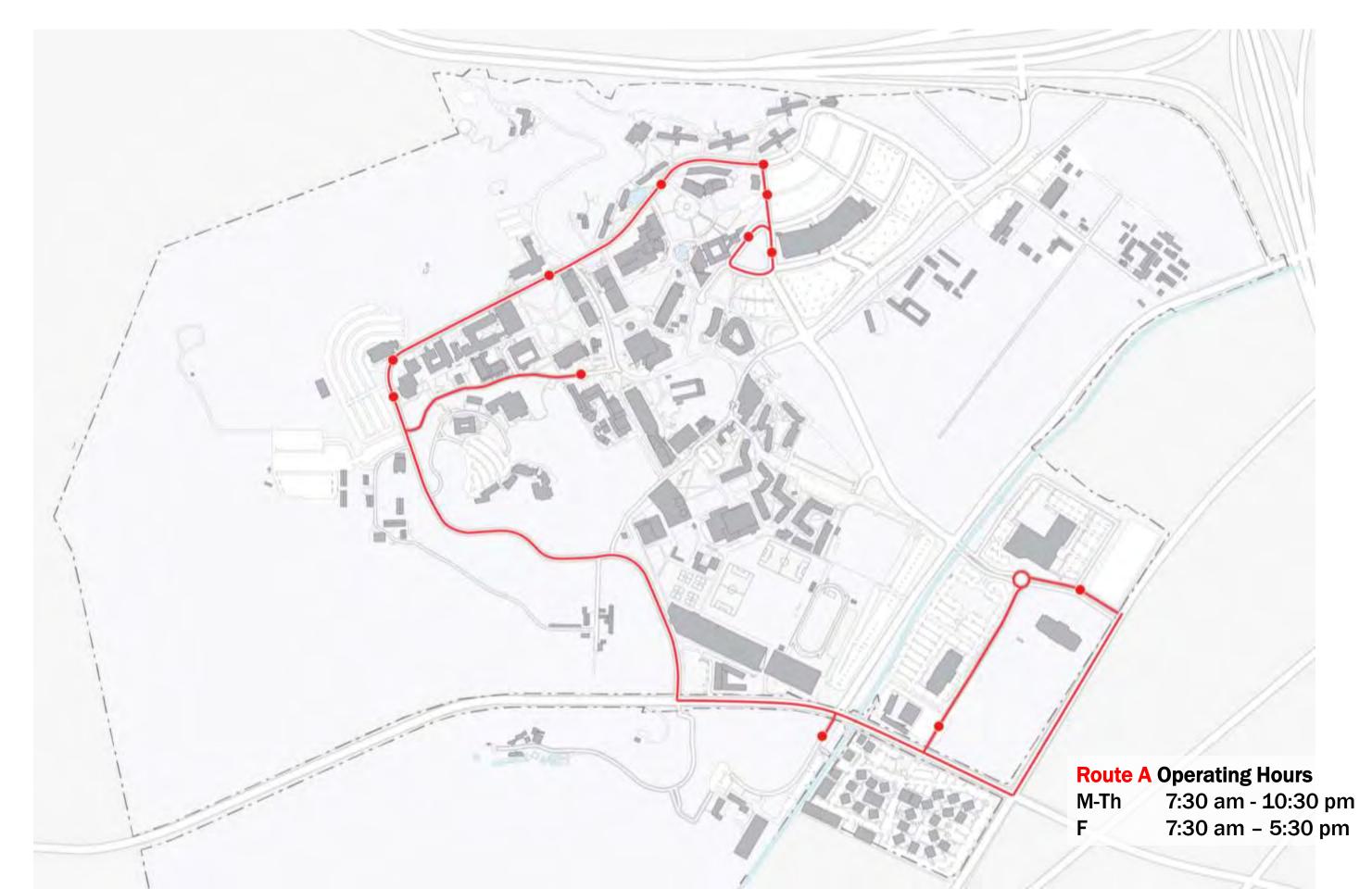
Class IV: Cycle Track– Separated Lane on Roadway with physical separation (curb, landscape, pilons, etc.)
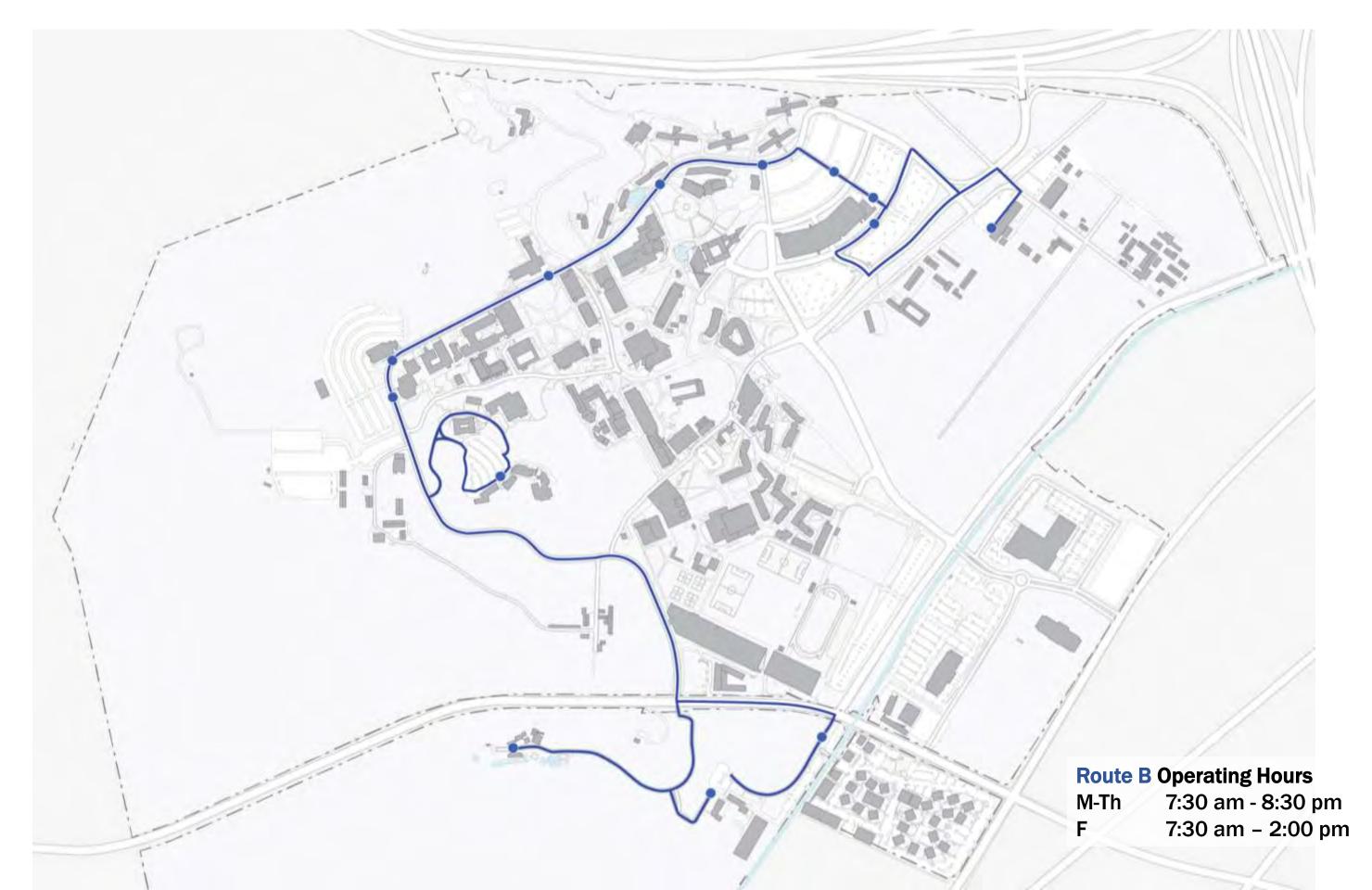
Existing Bicycle Network
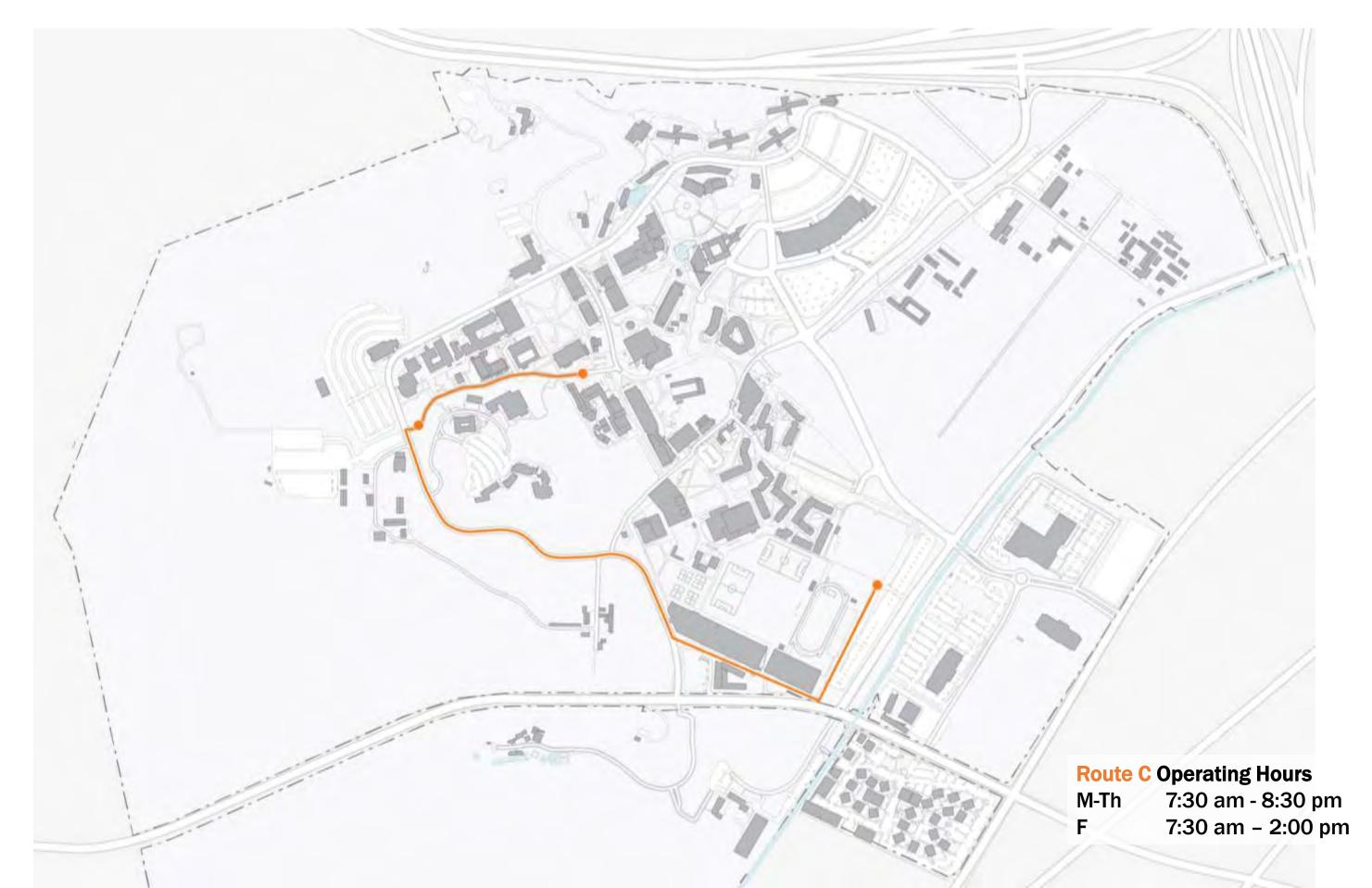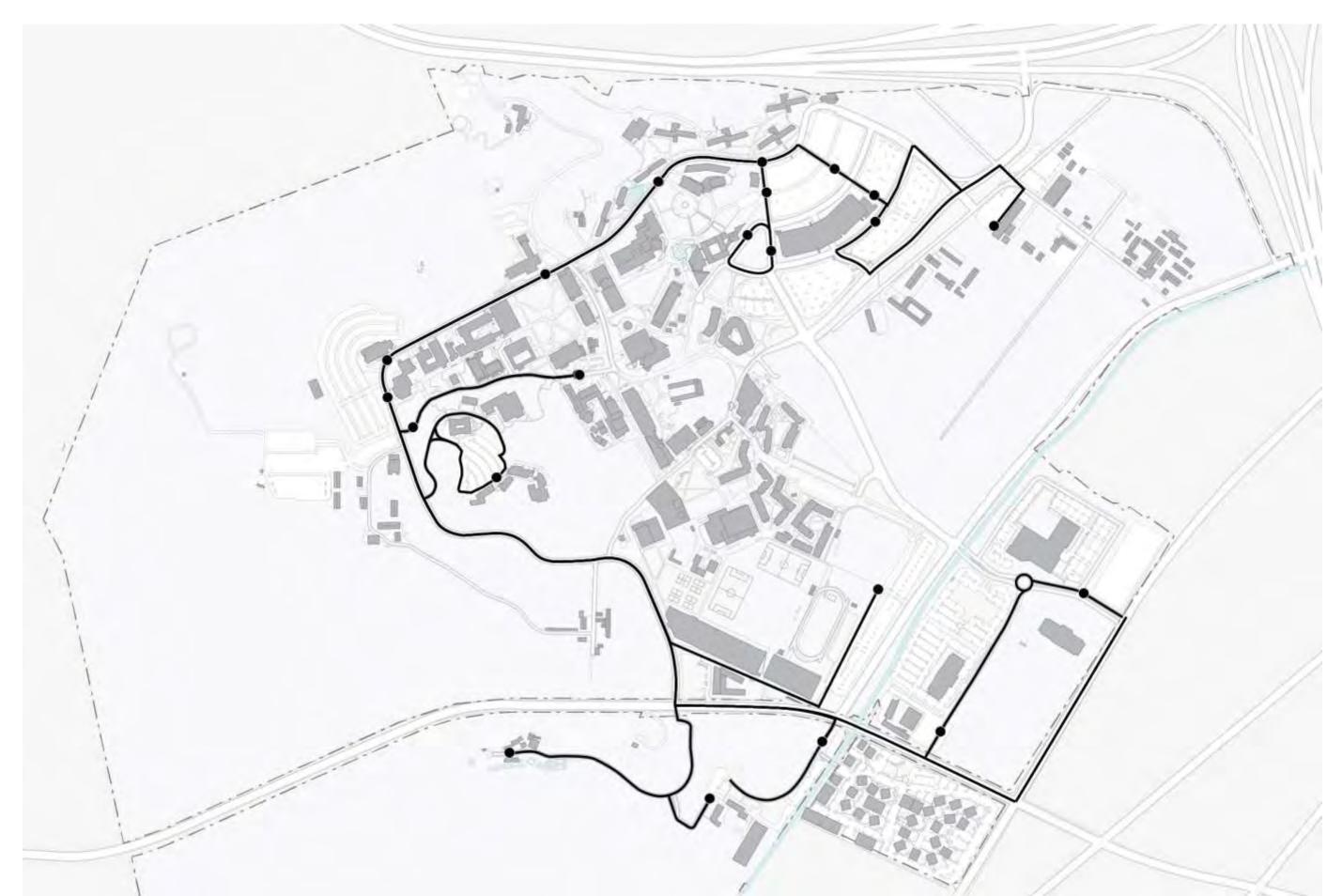
Legend:
- Sidewalk Route
- Class I Multiuse Path
- Class II Bike Lanes
- Class IV Cycle Track

University Drive
Kellogg Drive
S. Campus Drive
Valley Boulevard
Pomona Boulevard
Temple Avenue

Transit Route A

Route A Operating Hours
M-Th   7:30 am - 10:30 pm
F   7:30 am – 5:30 pm

Transit Route B

Route B Operating Hours
M-Th 7:30 am - 8:30 pm
F 7:30 am – 2:00 pm

Transit Route C

Route C Operating Hours
M-Th   7:30 am - 8:30 pm
F   7:30 am – 2:00 pm

5 min walk circles should be adjusted to reflect the grades. 'gap' in coverage around the BRIC might be even larger?
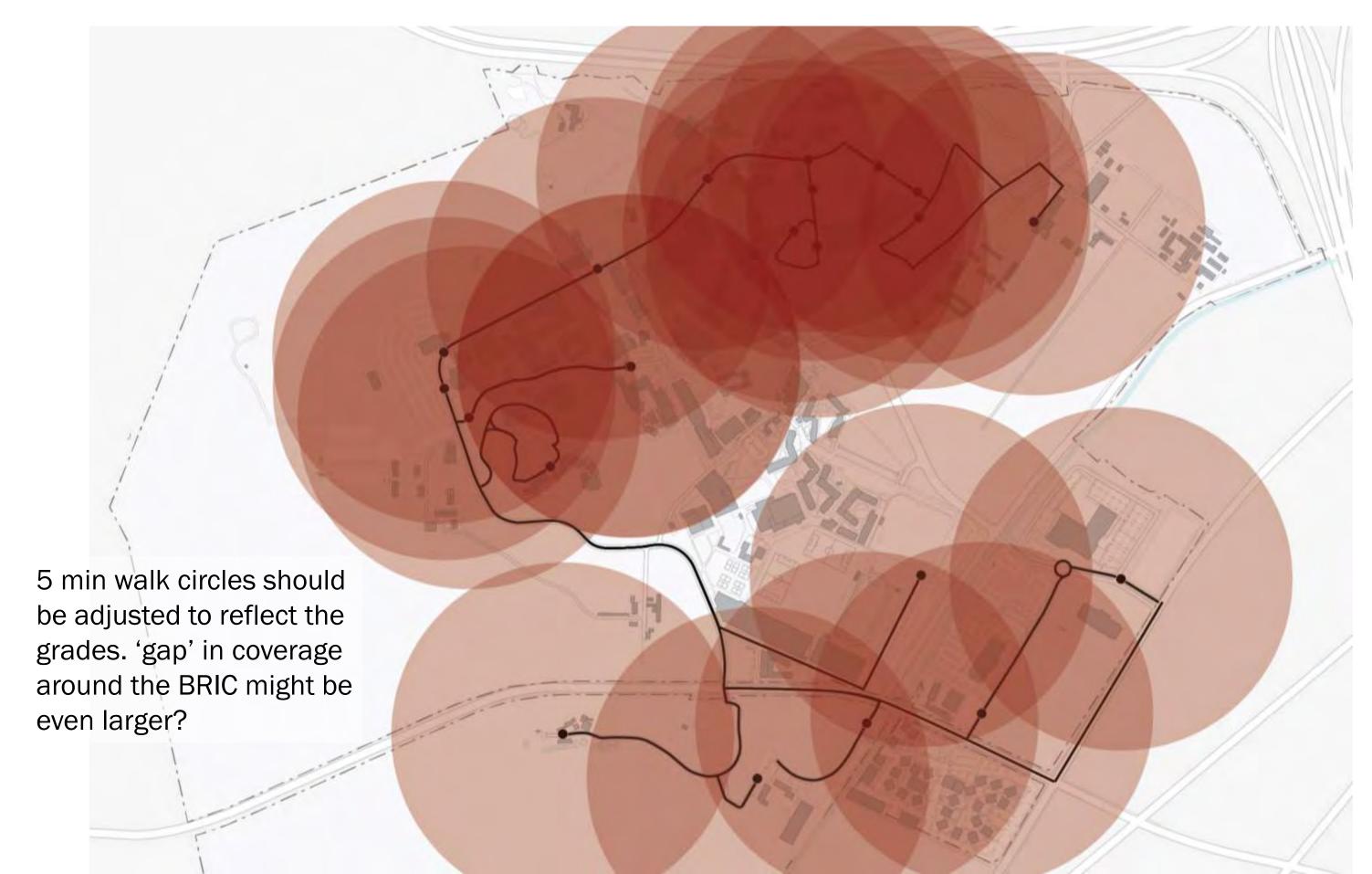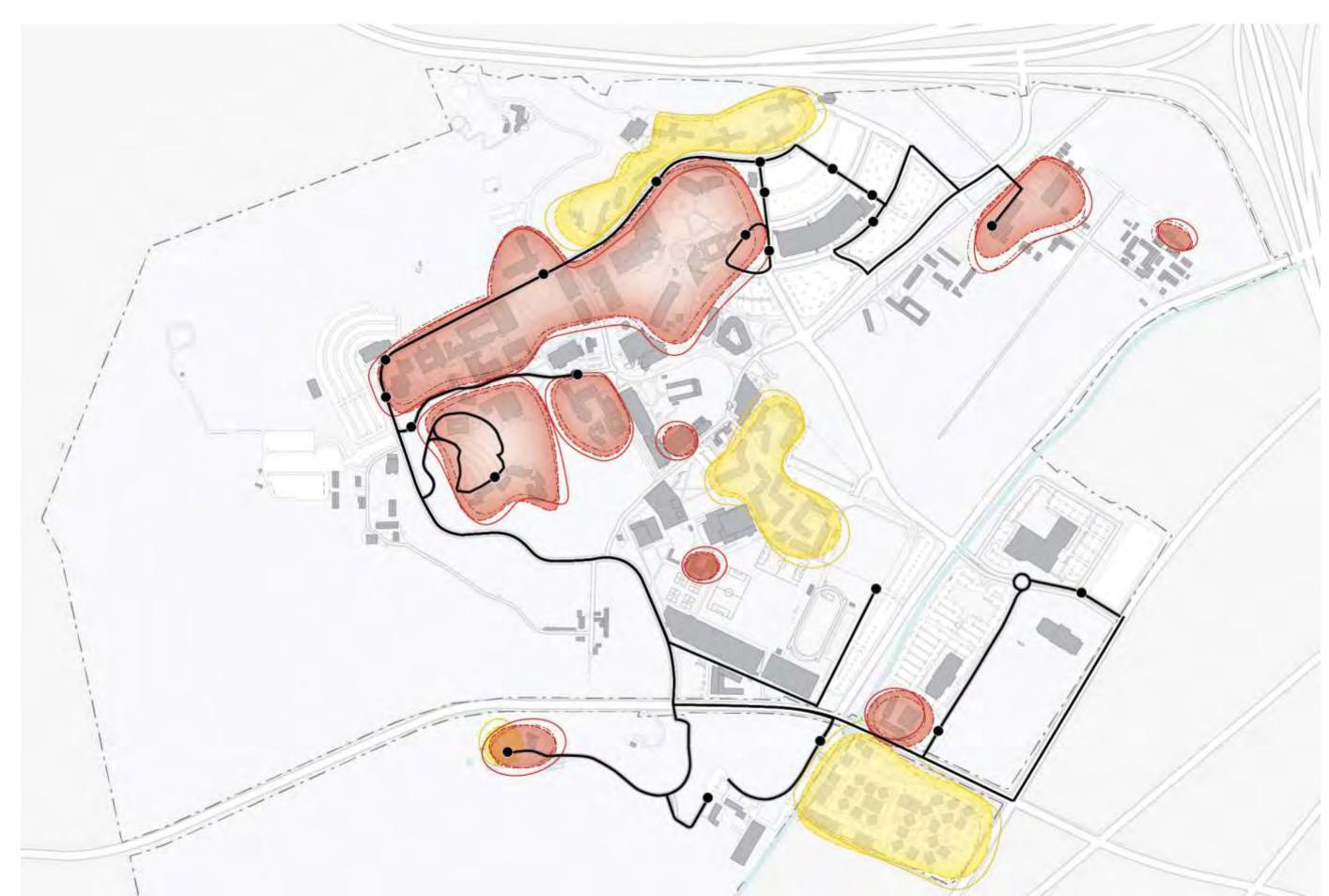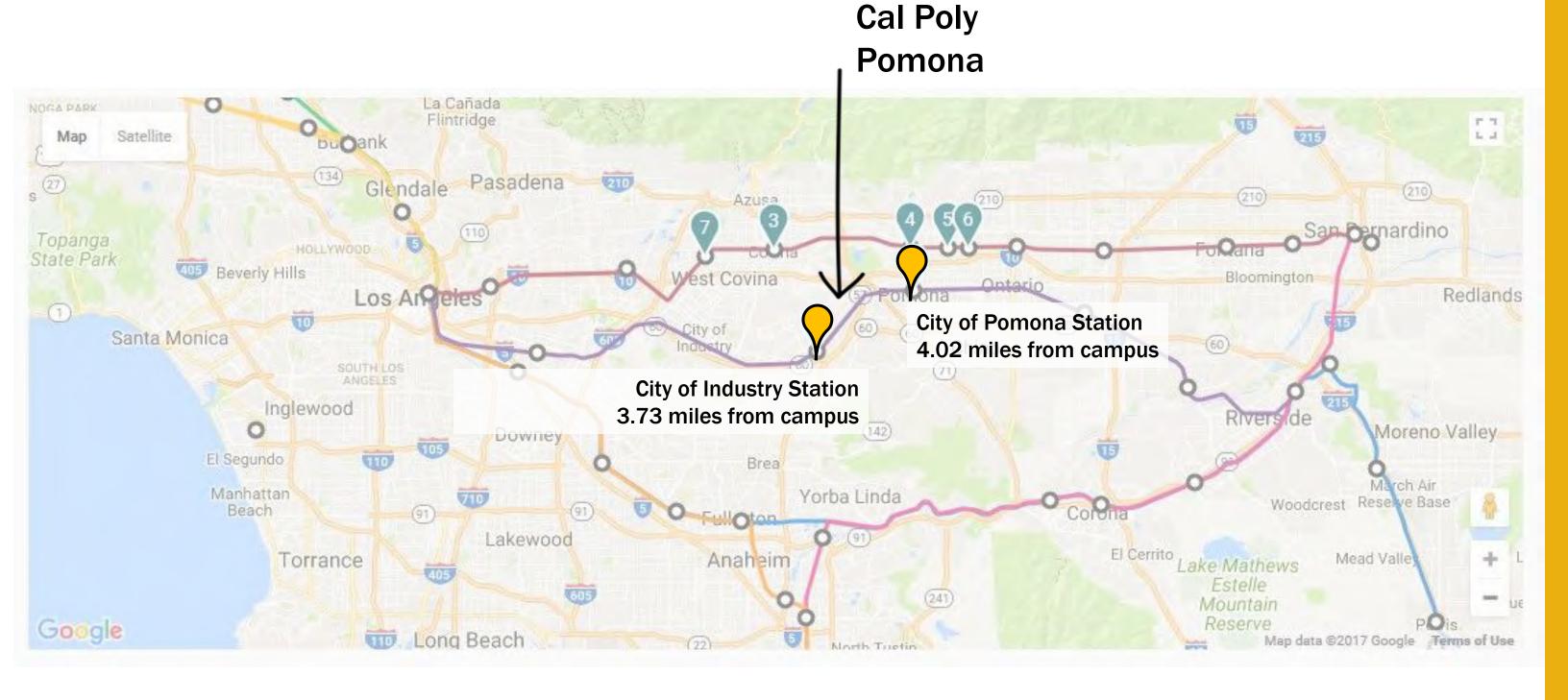
Campus Transit– How do we plan for the future?
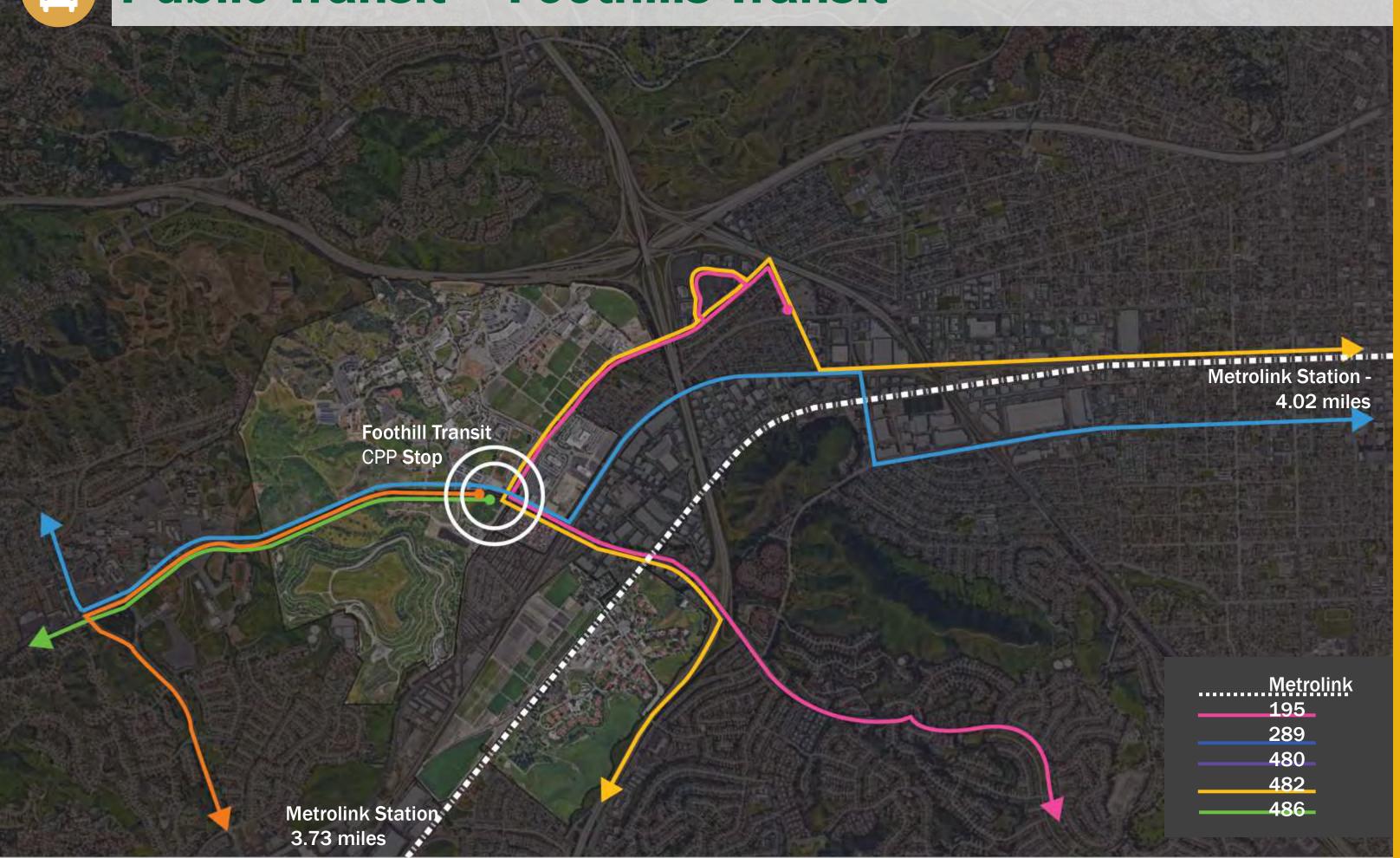
Public Transit - Metrolink Routes

Cal Poly Pomona

City of Pomona Station
4.02 miles from campus

City of Industry Station
3.73 miles from campus
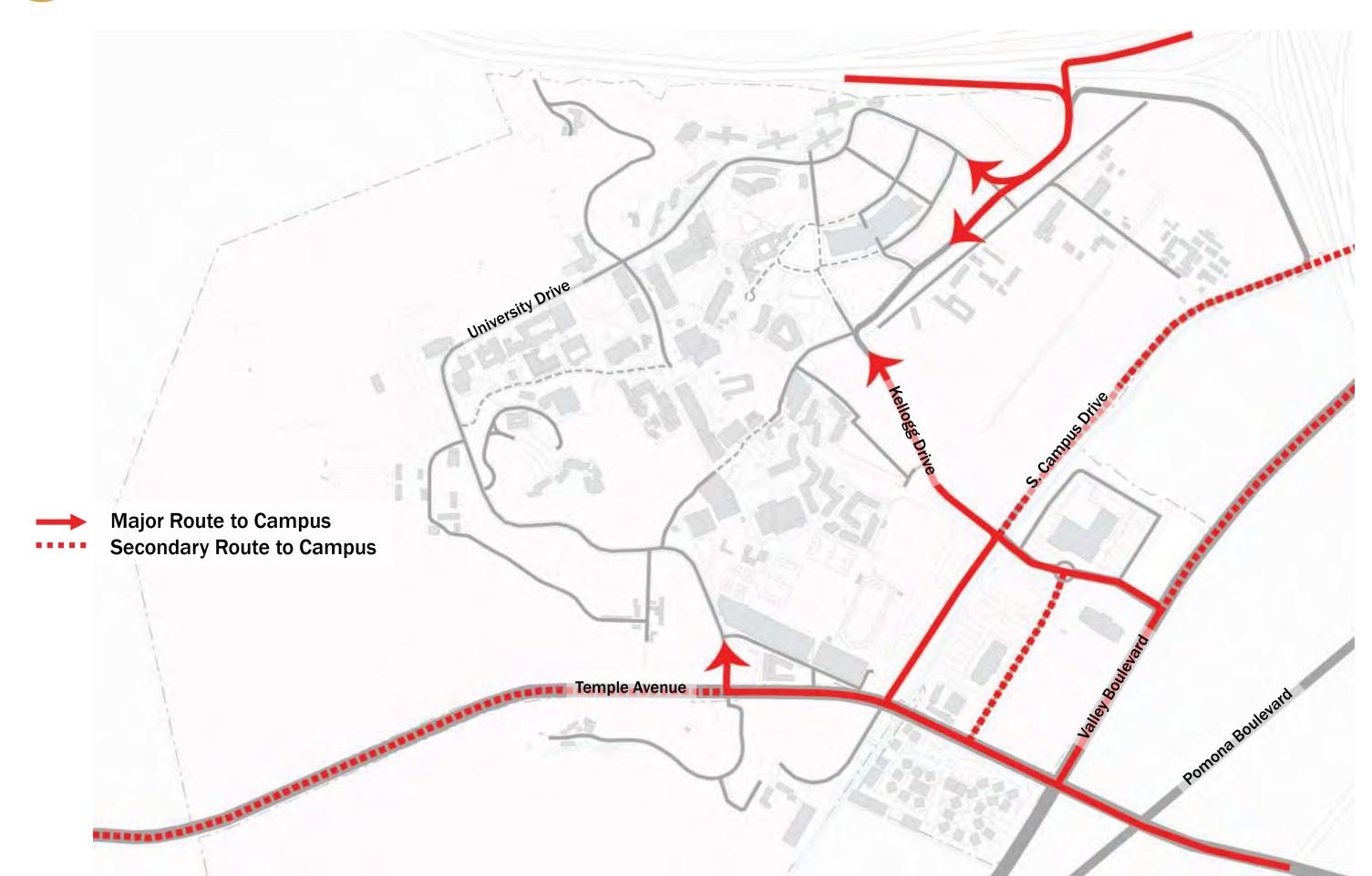
Public Transit – Foothills Transit

Foothill Transit
CPP Stop

Metrolink Station -
4.02 miles

Metrolink Station
3.73 miles

Metrolink
195
289
480
482
486

Roadway Classifications

Legend:
- **Major Arterial** (red)
- **Minor Arterial** (purple)
- **Collector** (blue)
- **Local** (green)
- **Campus Road** (dark gray)
- **Limited Access** (dashed)

Labels: University Drive, Kellogg Drive, S. Campus Drive, Temple Avenue, Valley Boulevard, Pomona Boulevard

Vehicular Entrances

Major Route to Campus
Secondary Route to Campus

University Drive

Kellogg Drive

S. Campus Drive

Temple Avenue

Valley Boulevard

Pomona Boulevard

Gateways

Formal 'gateways' with major identity signage is within the campus not at the edge/perimeter which adds to confusion about what is 'on campus'

University Drive

Kellogg Drive

S. Campus Drive

Valley Boulevard

Pomona Boulevard

Temple Avenue

→ Major Route to Campus
••••• Secondary Route to Campus

Gateways
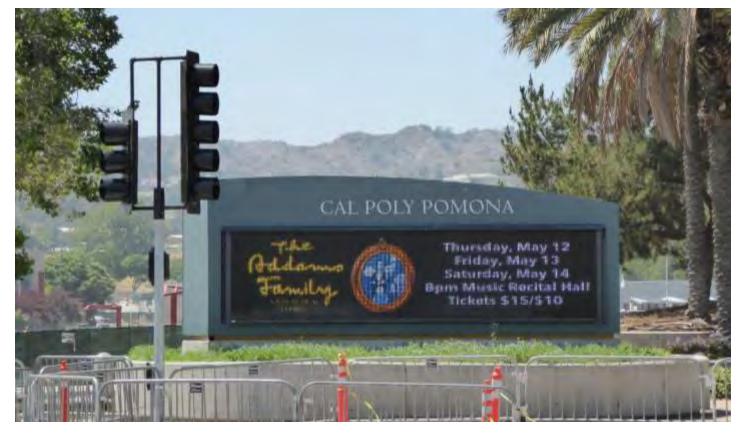
○ Corner Condition

○ Major Entrance

○ Secondary Entrance

Gateways

Directional Signage and Wayfinding

Prior to Trip

- Typically located on Website

Vehicular Directional Signage
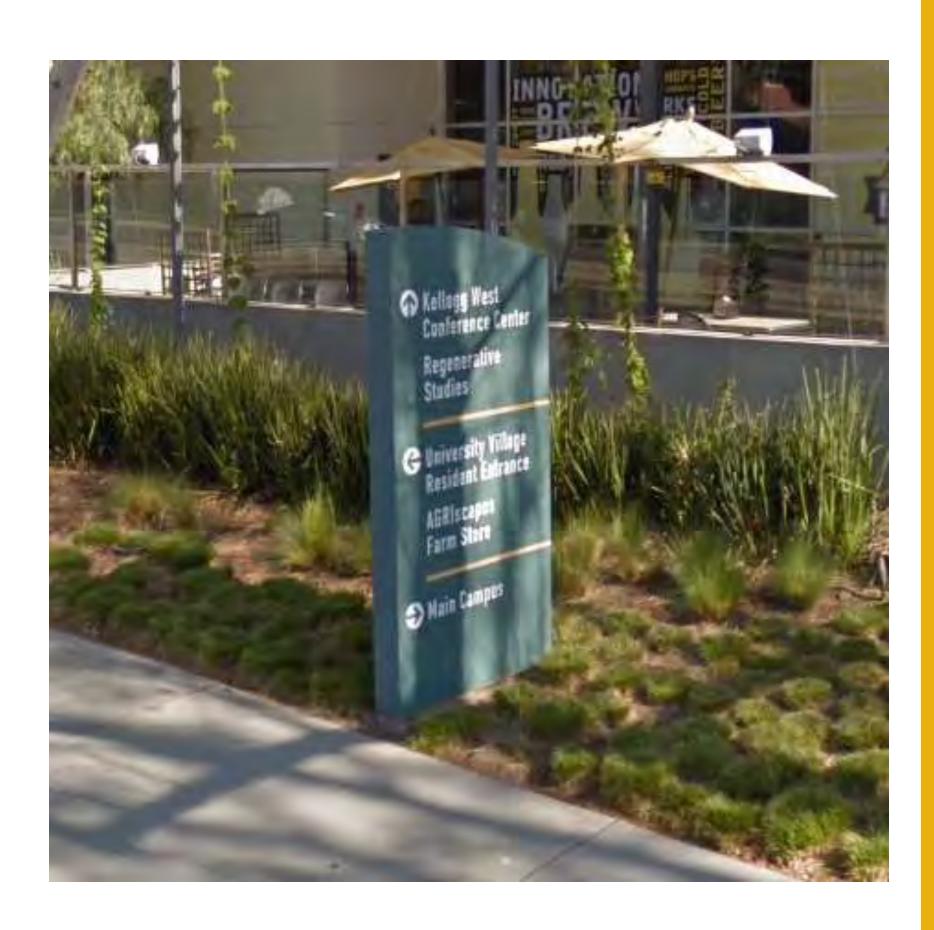
- Gets you from perimeter roadways to parking structures and visitor lots

Pedestrian Directional Signage
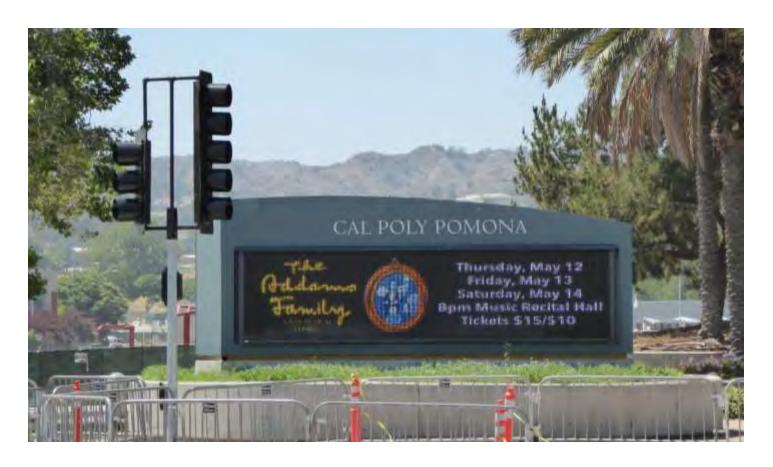
- Gets you from visitor parking to campus core and identified public spaces

- Ie. Music venues, Admissions Office

Other
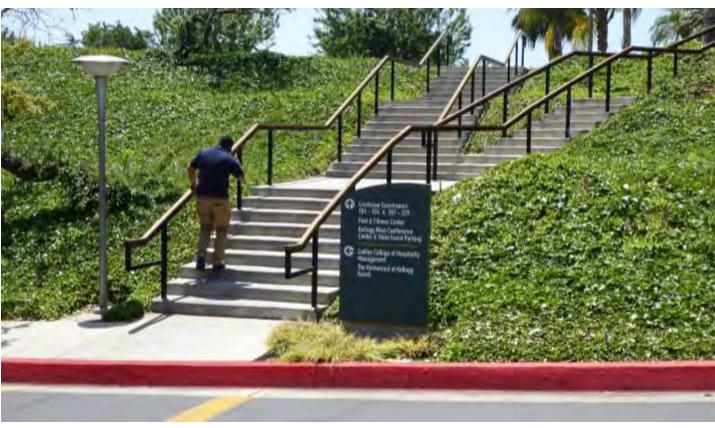
- How do we connect to remote or new areas of the campus?

- Ie. Lyle Center and south campus

Wayfinding and Signage
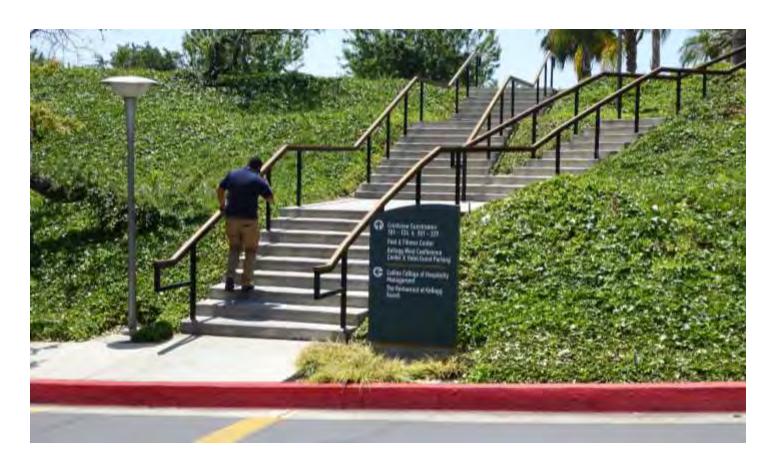
Pedestrian
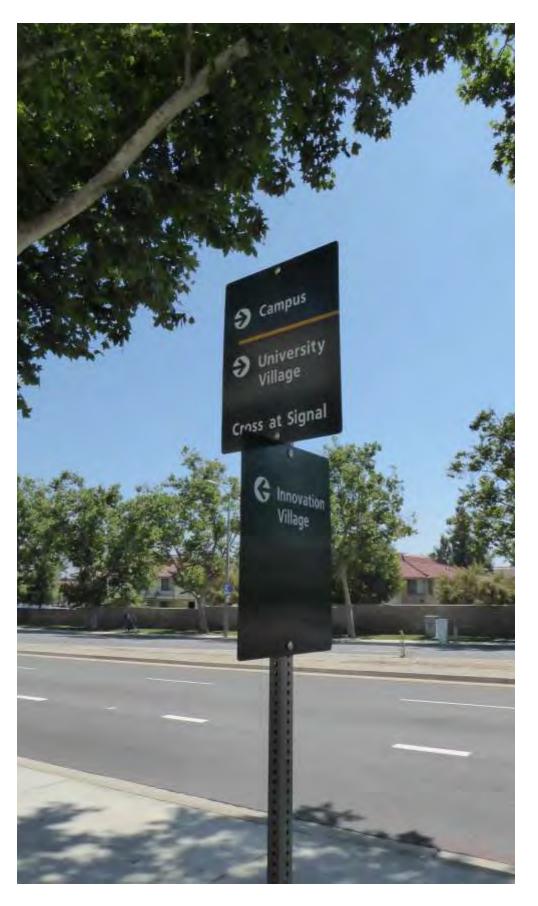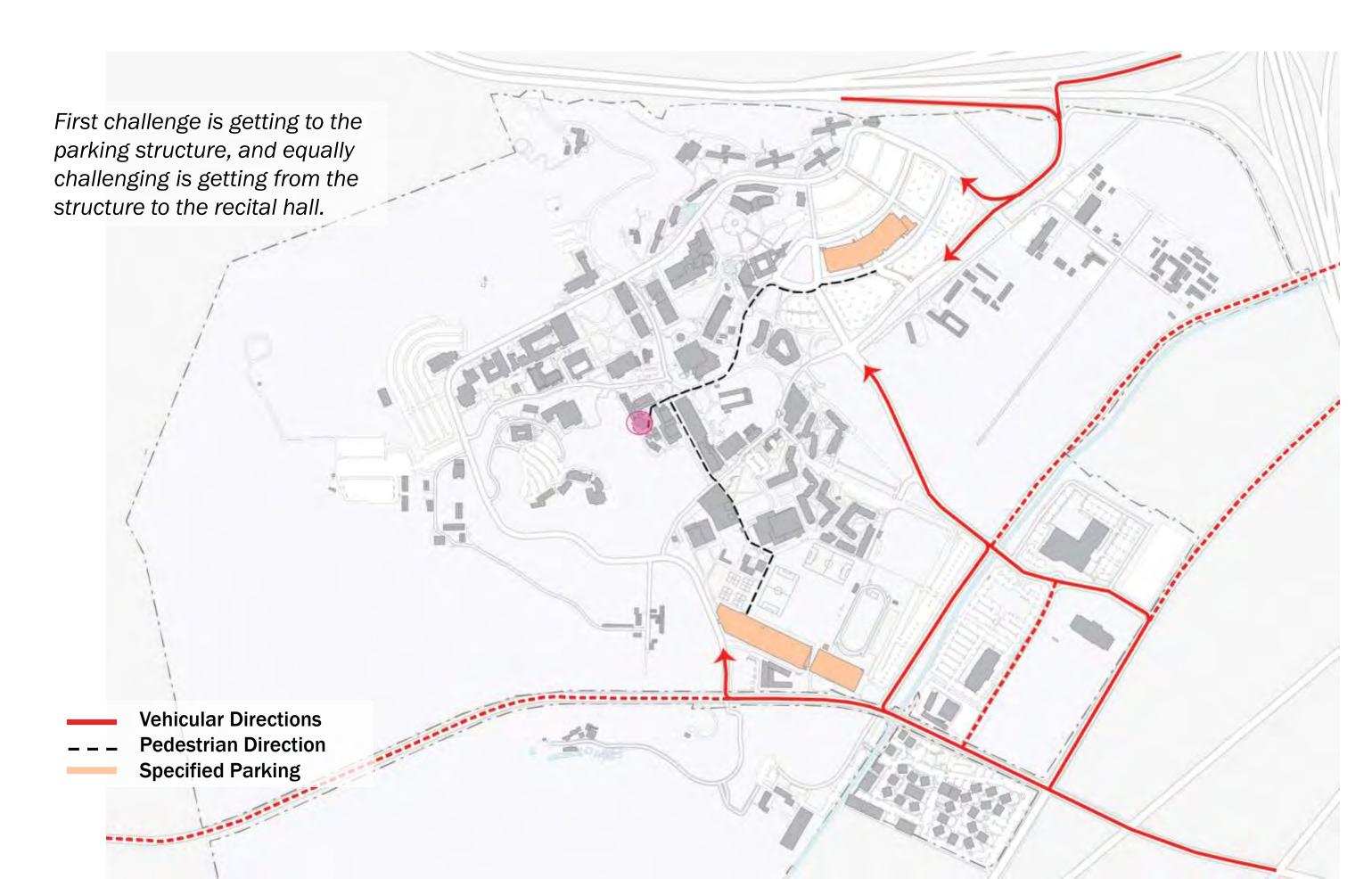
Vehicular and Parking

Destination: Music Recital Hall

First challenge is getting to the parking structure, and equally challenging is getting from the structure to the recital hall.

— Vehicular Directions
- - - Pedestrian Direction
▬ Specified Parking
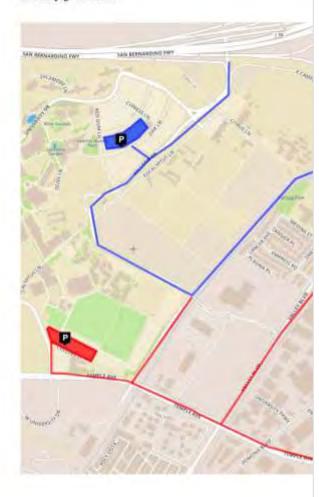
Destination: Music Recital Hall – Prior to Trip

Parking Distribution

Student	8,983
Faculty/Staff	1,356
Disabled	271
Visitor	135
Housing	1,727
Other	745

13,217
TOTAL SPACES ON CAMPUS

Parking Distribution – *related to Academic areas*

Student	8,983
Faculty/Staff	1,356
Disabled	271
Visitor	135
Housing	1,727
Other	745

13,217

TOTAL SPACES ON CAMPUS

Parking Distribution

Land area devoted to parking is substantially exceeds the land area dedicated to the academic core.

12 acres

Student	8,983
Faculty/Staff	1,356
Disabled	271
Visitor	135
Housing	1,727
Other	745

13,217
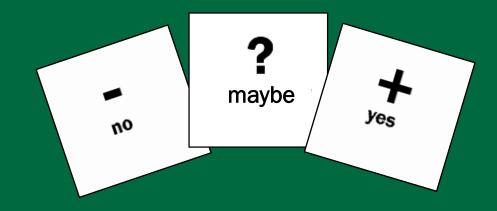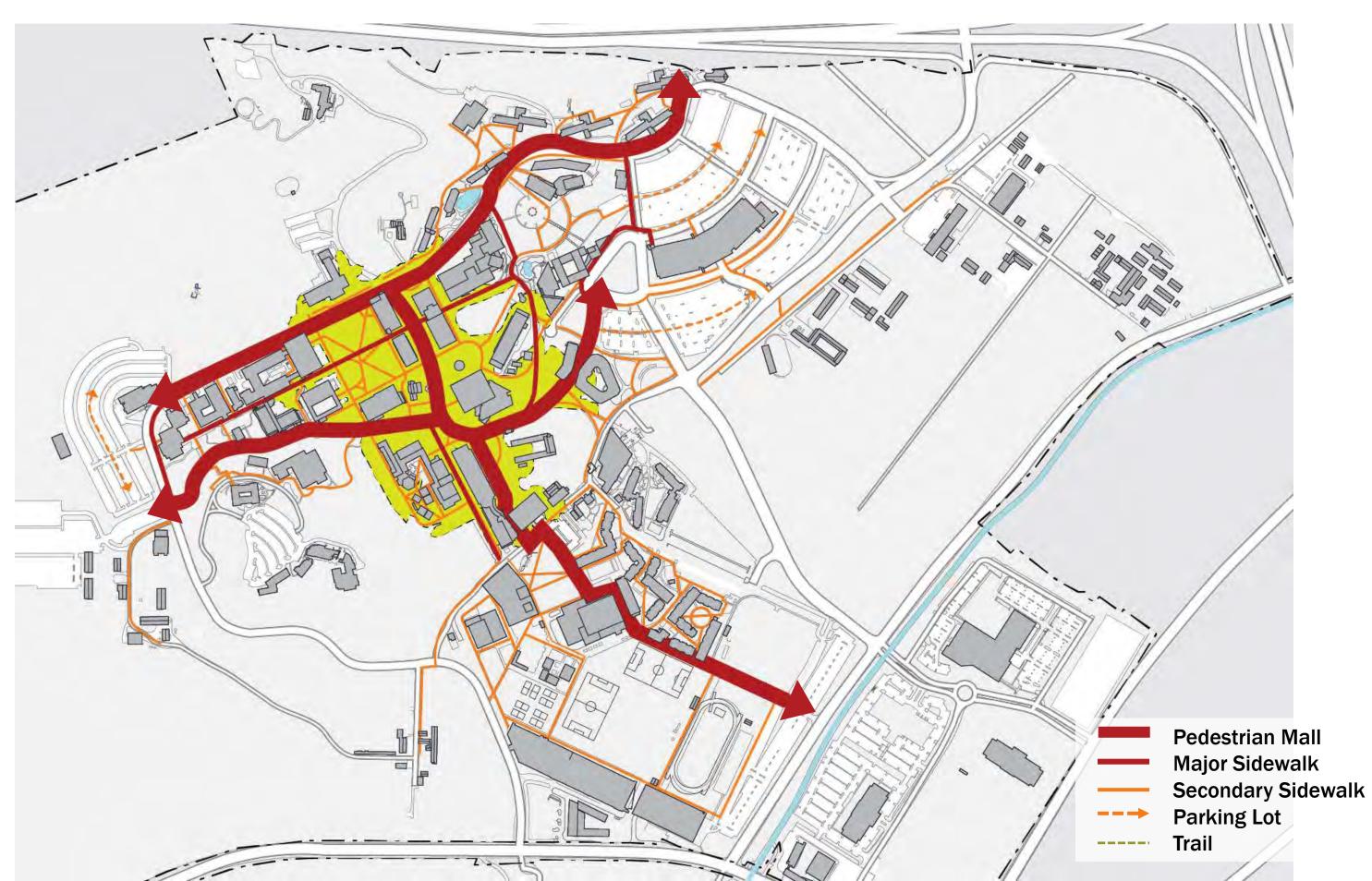### TOTAL SPACES ON CAMPUS

Landscape

How well do you know these terms and topics?

- **Open Space Typology**
- **Mall**
- **Tree Canopy**
- **Native vs Native-adapted**
- **Surface Runoff**
- **Stormwater Management**

- no
? maybe
+ yes

Enhanced Pedestrian Network

Legend:
- Pedestrian Mall
- Major Sidewalk
- Secondary Sidewalk
- Parking Lot
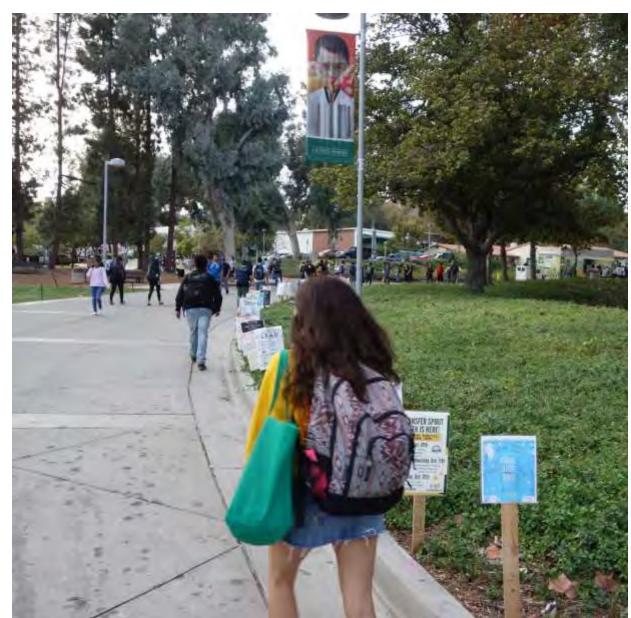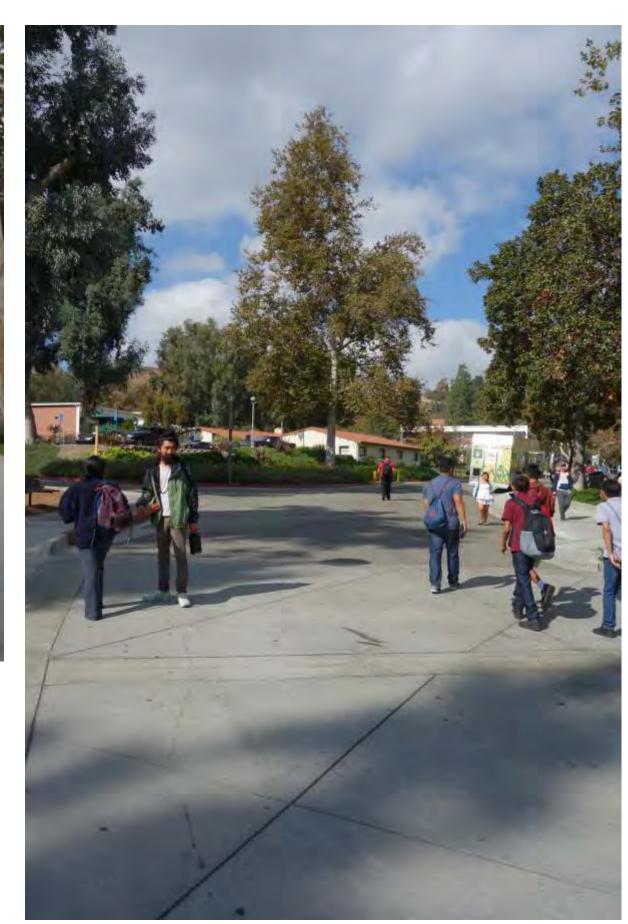- Trail

Pedestrian Circulation

Primary walkways are
vibrant and active

Pedestrian Circulation
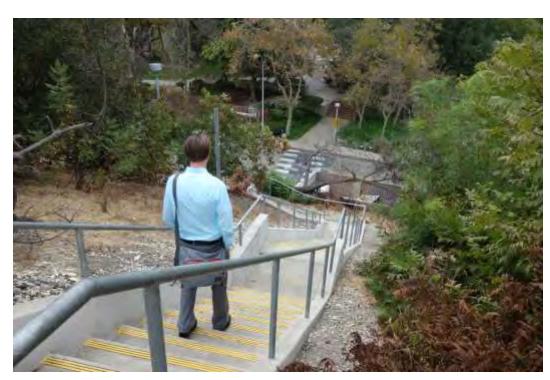
Separation of vehicular (including service) and pedestrian area could be improved
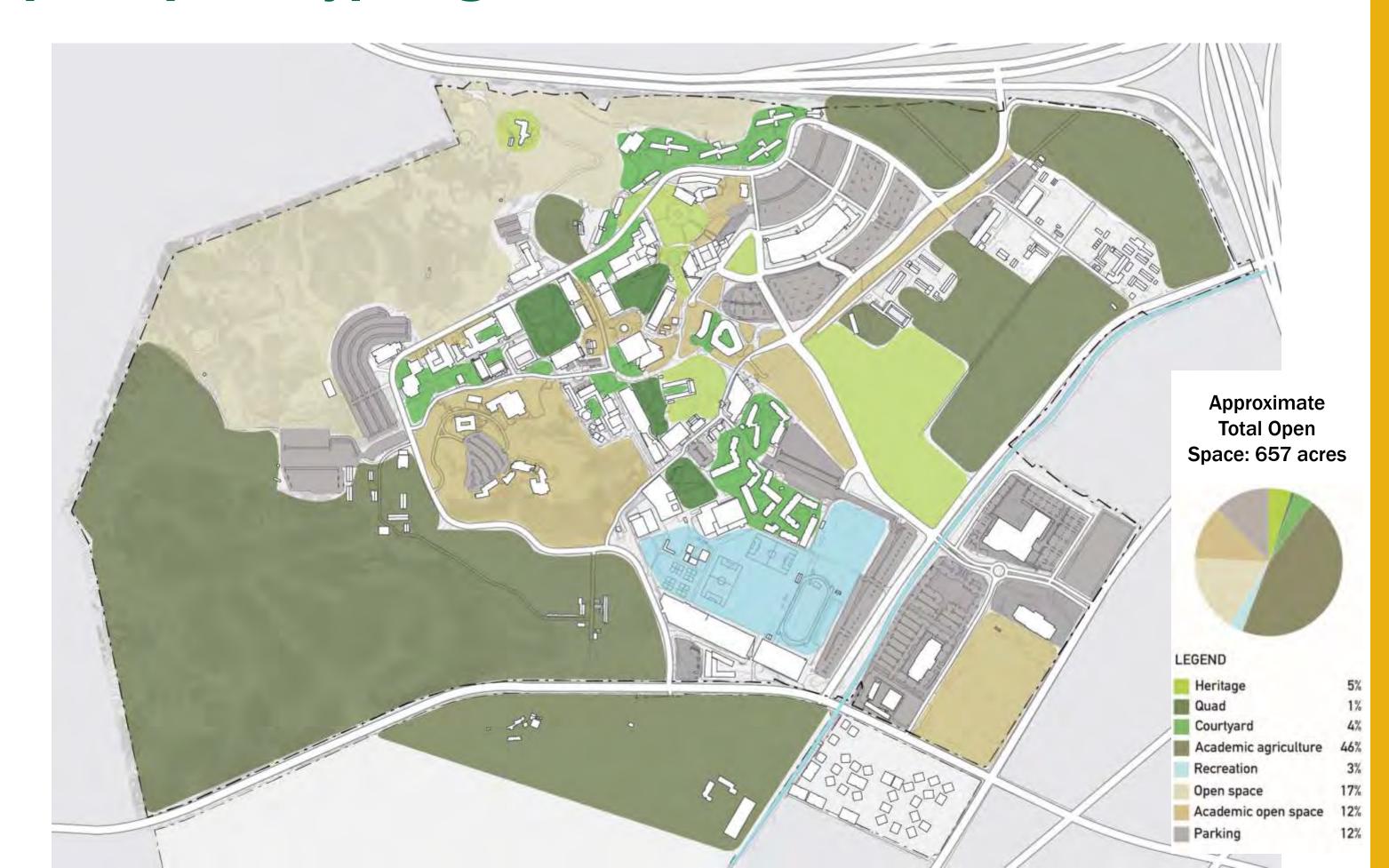
Pedestrian Circulation

Topography & lack of hierarchy in pedestrian circulation are an opportunity

Open Space Typologies

Approximate Total Open Space: 657 acres

LEGEND

Heritage	5%	
Quad	1%	
Courtyard	4%	
Academic agriculture	46%	
Recreation	3%	
Open space	17%	
Academic open space	12%	
Parking	12%	

Open Space

Heritage

Quads

Open Space

Courtyards & Plazas

Academic & Agriculture

Campus Tree Canopy

Pedestrian Zone

20% of Campus Core is covered in tree canopy

LEGEND

Tree Canopy

Tree Canopy in Key Open Spaces

There are still some major open spaces which lack trees.
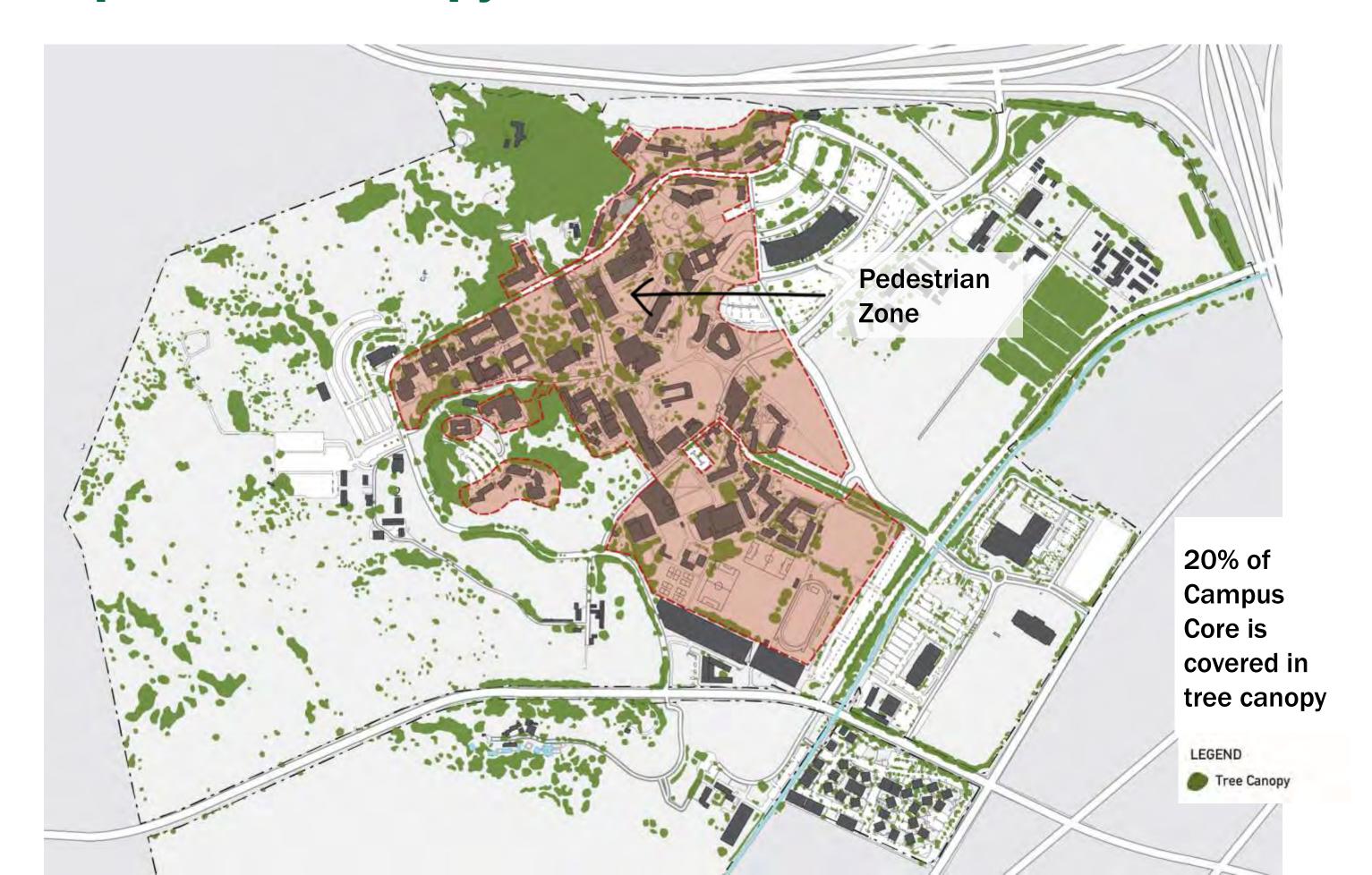
20% of Campus Core is covered in tree canopy

LEGEND

Tree Canopy

University Quad

Engineering Meadow

University Park

Bronco Commons

Site Lighting

Predominant Tree Species

Platanus × hispanica
London Plane Tree (Sycamore)

Lagerstroemia indica
Crape Myrtle

Pinus canariensis
Canary Island Pine

Ulmus parvifolia
Chinese Evergreen Elm

Washingtonia robusta
Mexican Fan Palm

Total Number of Trees: 7,799
Number of Tree Species: 274

Top 5 Tree Species (Qty)
1. Platanus × hispanica (450)
2. Lagerstroemia indica (396)
3. Pinus canariensis (336)
4. Ulmus parvifolia (291)
5. Washingtonia robusta: (258)

Natural Features Diagram

+ 1,070

+ 720

+ 870

+ 1,030

+ 785

+ 960

+ 700

Campus and city of Pomona

Library and ARB

Campus hills and "CPP"

Library and Stables

Horse pastures and Mountains

Campus and Mountains

Horse pastures and Mountains

LEGEND

Internal Viewshed

External Viewshed

Drainage Channel

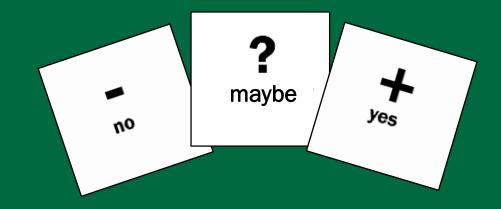Important Vegetation

Natural Features, Views & Drainage

Sustainability

How well do you know these terms and topics?

- **Sustainability**
- **Climate Action Plan (CAP)**
- **Resilience**
- **LEED**
- **AASHE Stars**
- **Net Zero**
- **Grey Water**
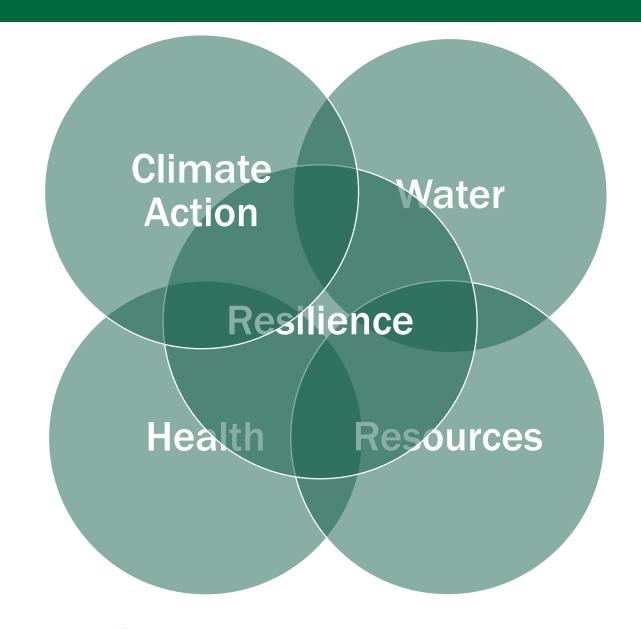
- no

? maybe

+ yes

Exercise: Terminology, Topics, & Definitions *from PPT diagrams*

Discussion Notes:

- **biophilia** – *bio=living organisms, philia = friendship, the affinity of human beings for living things, nature*

- **living building (living building challenge)** – *100% non-toxic, makes more energy that it uses, captures and reuses water, recharges the land/aquafirs*

- *LEED, AASHE Stars are 3rd party certifications or records for measuring, confirming and tracking sustainability, there are many others including Heart Smart Certified*
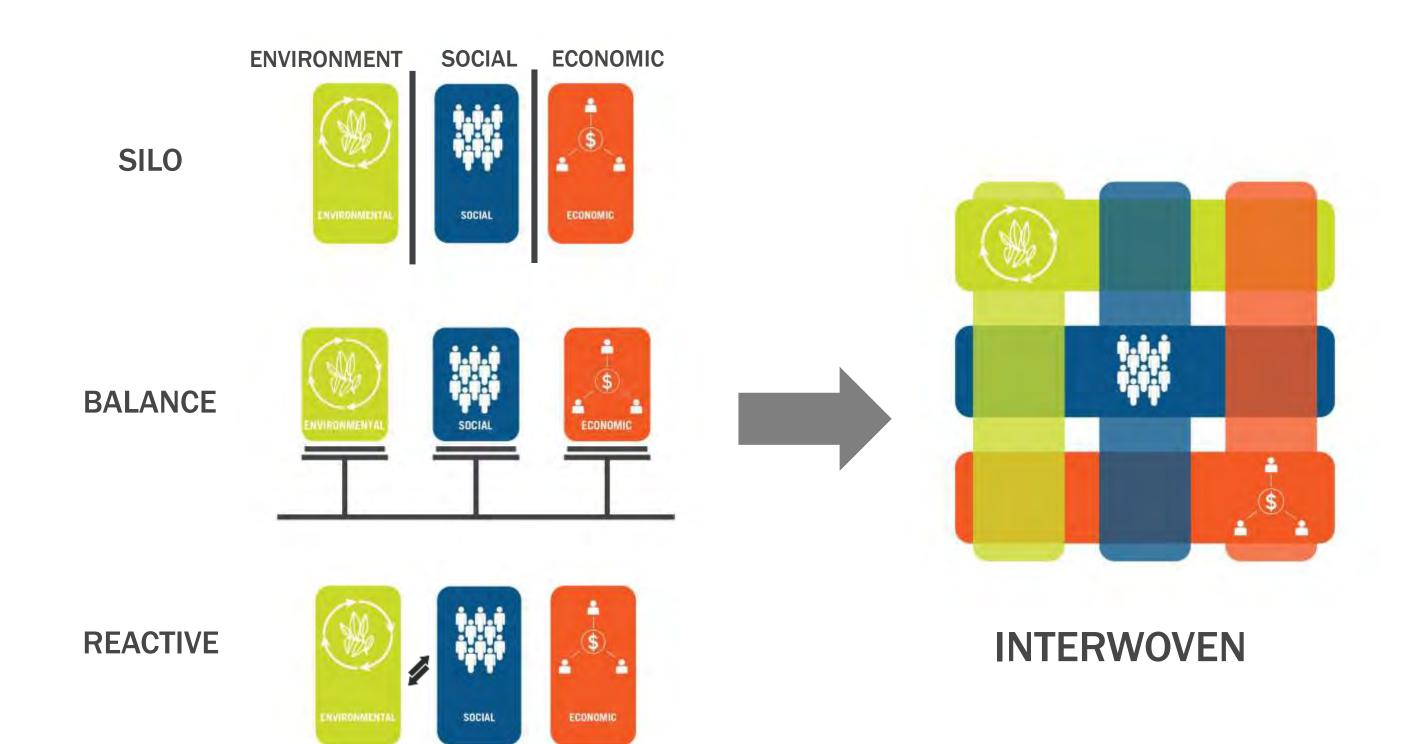
Sustainability + Goal Setting

"**Sustainable** development is the kind of development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Diversity - Leadership - Innovation - Collaboration

Sustainability – Comprehensive Approach

Sustainability – The Big Picture

Operational Matters

Energy Use and Greenhouse Gas Reduction

Campus Mobility

Waste Management

Stormwater Management

Built Environment/ Site Design

Included in the Campus Master Plan

Supported by the Campus Master Plan

Non-Operational Matters

Social Sustainability

Education, Outreach and Engagement

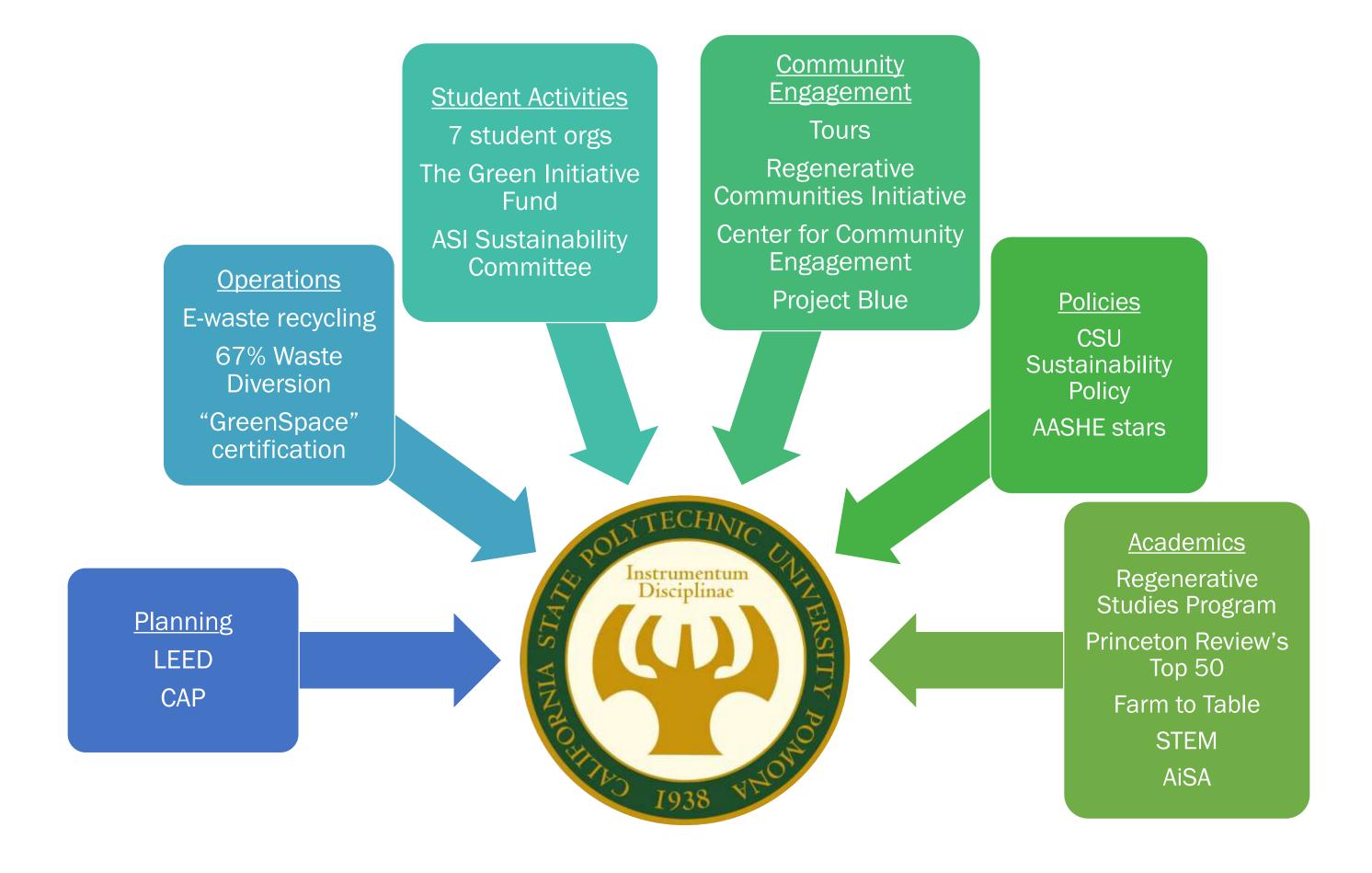### Administrative Support

Pedagogy, Research and Innovation

Reinforced by the Campus Master Plan

Sustainability – The Big Picture

Cal Poly Pomona Sustainability
MISSION STATEMENT

We hope to educate students, faculty, and staff about the various ways of embracing sustainability by incorporating it into the University's **planning**, **policies, academics, operations**, **student activities** and **community engagement.**

Sustainability – The Big Picture

Operations
E-waste recycling

67% Waste Diversion

"GreenSpace" certification

Student Activities
7 student orgs

The Green Initiative Fund

ASI Sustainability Committee

Community Engagement
Tours

Regenerative Communities Initiative

Center for Community Engagement

Project Blue

Policies
CSU Sustainability Policy

AASHE stars

Planning
LEED

CAP

Academics
Regenerative Studies Program

Princeton Review's Top 50

Farm to Table

STEM

AiSA

Sustainability – The Big Picture

How does CalPoly Pomoma Define Success for Sustainability in 2018?

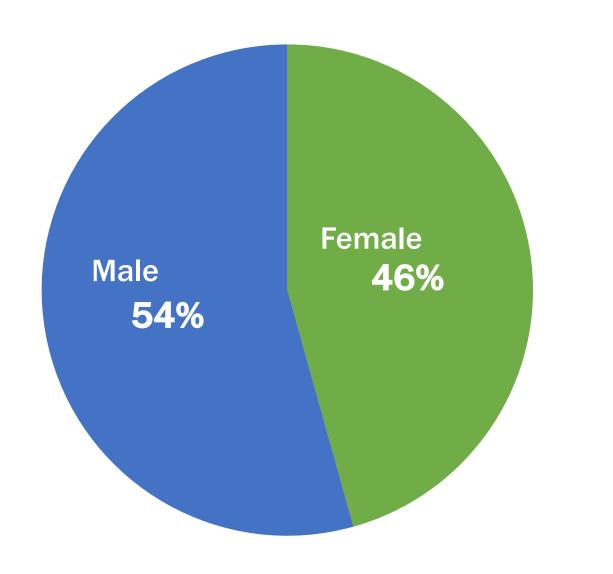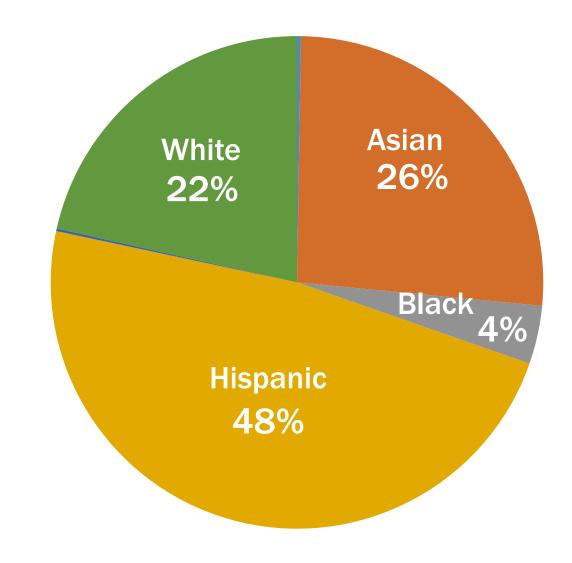## Where are you losing steam?

Equity, Diversity, and Inclusion

Enrollment by gender

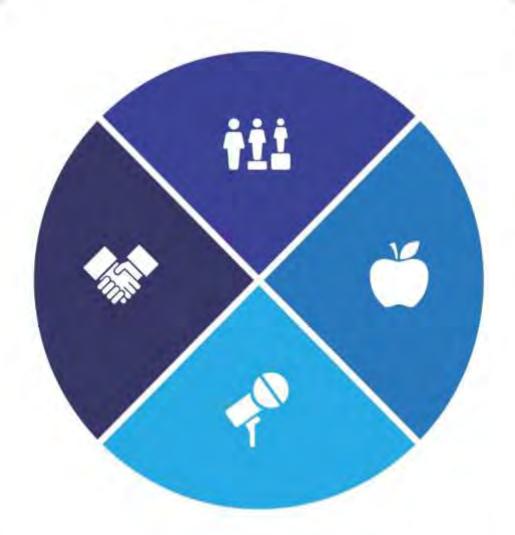Enrollment by ethnic group

Components of Social Sustainability

Equity, Diversity, and Inclusion

- Promotes equal access and opportunity to all populations (today and tomorrow).

- Strives to mitigate/address social justice issues.

External Engagement

- Build social capital and civic responsibility as an individual, and an institution

- Contributes to community wellness

Health and Wellness

- The vitality of a University depends on the health of its people

- Programs strive to enhance the health, productivity, and quality of life of campus users

Voice and Influence

- Representation in decision-making is key

- To create an inclusive, equitable and just campus climate, there need to be many voices at the table
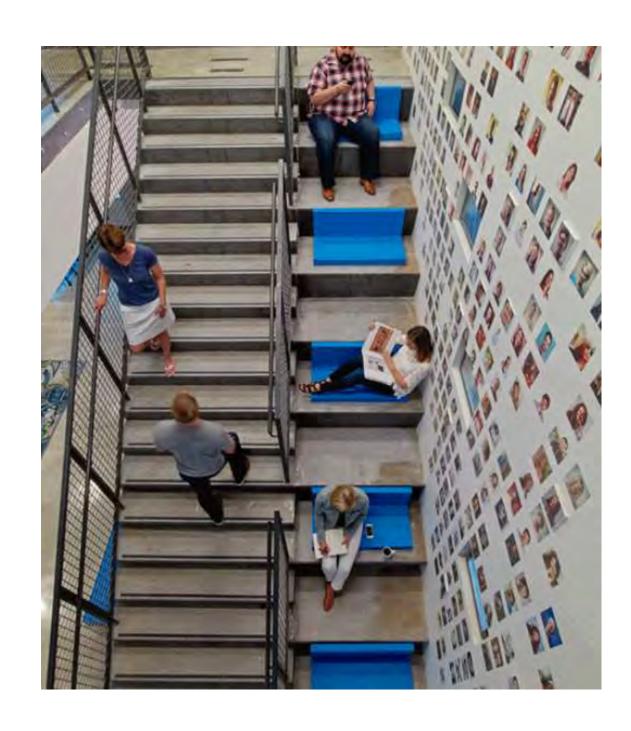
Health & Wellness

Indoor Space

1. Healthy materials for new buildings and renovations
2. Centralize stairwells
3. Maximize daylight where possible
4. Visually interesting design – biophilia?

Outdoor Space

1. Comfortable, inviting outdoor space
2. Shaded walkways
3. Bicycle network through campus
4. Visually interesting design
5. Interactive landscaping
6. Public art

How can the campus built environment facilitate health and wellness?

Resiliency

What are the major threats that CPP faces?

- Earthquake
- Fire
- Drought
- Mudslide
- Extreme Heat

How can they be addressed on campus?

2009 Climate Action Plan (CAP)

Scope 1
Emissions from sources controlled by **Cal Poly Pomona,** primarily from building and campus scale energy equipment.

Scope 2
Emissions from the consumption of **purchased electricity,** steam, or other energy sources generated upstream.

Scope 3
Emissions that are a consequence of **Cal Poly Pomona's operations that are not owned or controlled** by the organizations, primarily commuting, University-related travel, and purchased goods.

2009 Climate Action Plan (CAP)

Goal: Climate Neutrality by 2030/ 50% by 2020

Scope 1 & 2 Emissions (MTCO2e)

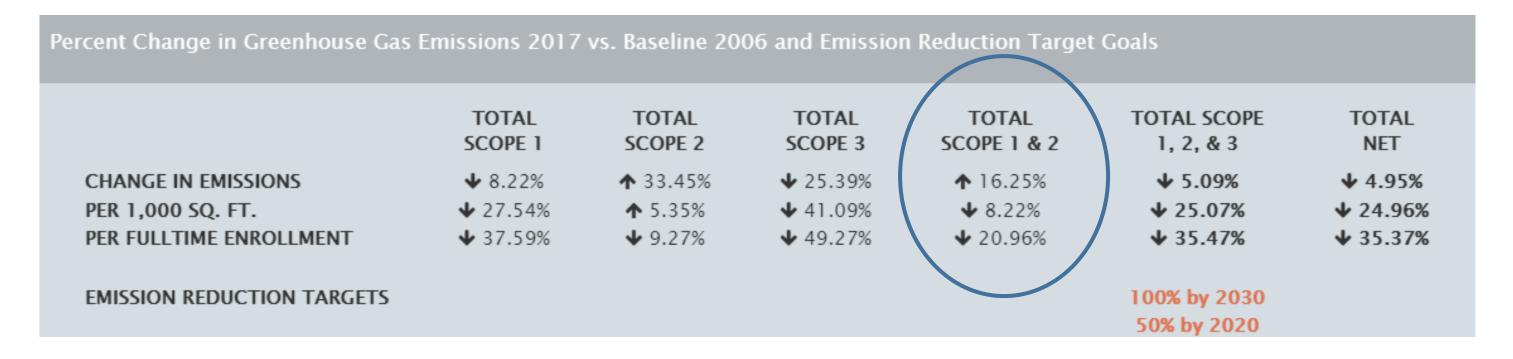2005/06 Emissions = **31,526**

Current Emissions = **36,652**

2020 Target Emissions = 25,763

2030 Target Emissions = 20,000

Scope 1,2 &3 Emissions (MTCO2e)

2005/06 Emissions = **62,688**

Current Emissions = **61,394**

Percent Change in Greenhouse Gas Emissions 2017 vs. Baseline 2006 and Emission Reduction Target Goals						
	TOTAL SCOPE 1	TOTAL SCOPE 2	TOTAL SCOPE 3	TOTAL SCOPE 1 & 2	TOTAL SCOPE 1, 2, & 3	TOTAL NET
CHANGE IN EMISSIONS	↓ 8.22%	↑ 33.45%	↓ 25.39%	↑ 16.25%	↓ 5.09%	↓ 4.95%
PER 1,000 SQ. FT.	↓ 27.54%	↑ 5.35%	↓ 41.09%	↓ 8.22%	↓ 25.07%	↓ 24.96%
PER FULLTIME ENROLLMENT	↓ 37.59%	↓ 9.27%	↓ 49.27%	↓ 20.96%	↓ 35.47%	↓ 35.37%
EMISSION REDUCTION TARGETS					100% by 2030 50% by 2020	

Info taken from

Specific CAP Emissions Goals

1. 50% increase in carbon sequestration through landscaping

2. Zero emissions associated with refrigerant use

Energy– 2009 CAP Goals

1. 10% reduction in energy use of existing buildings
2. New Buildings are Net Zero
3. 5% Reduction in building plug loads
4. 100% Renewable for campus generated electricity
5. 50% reduction in emissions associated with natural gas
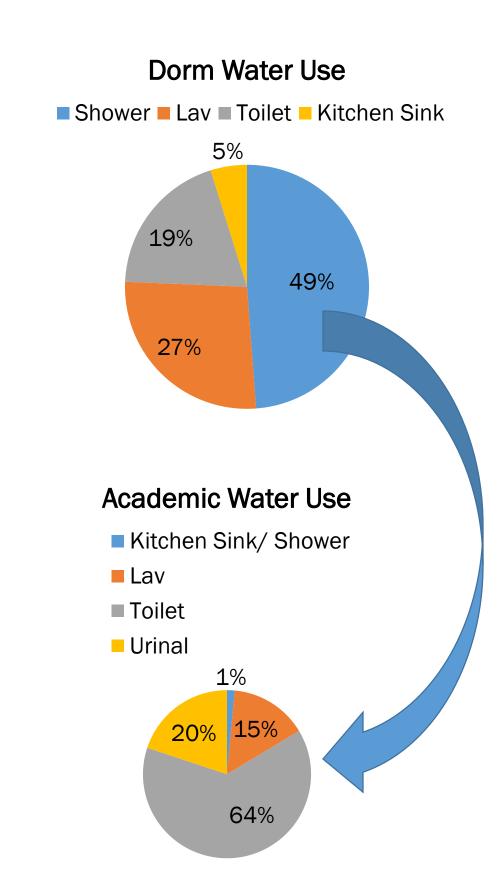
Are we closing the gap on accomplishing these?

John T Lyle Center for Regenerative Studies – first carbon neutral building
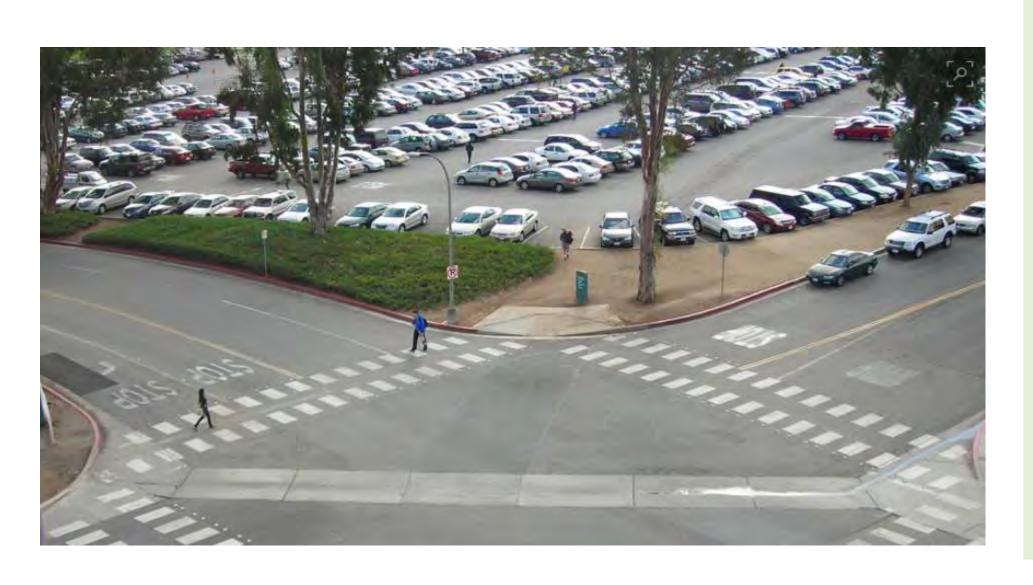
Water – 2009 CAP Goals

1. 100% of stormwater is managed on-site

2. Reduce potable water use for landscaping by 100%

3. Reduce indoor water use by 45% in new buildings

4. Reduce indoor water use in existing buildings by 35%

Is CPP measuring, managing, accomplishing?

Dorm Water Use

■ Shower ■ Lav ■ Toilet ■ Kitchen Sink

- 5%
- 19%
- 49%
- 27%

Academic Water Use

■ Kitchen Sink/ Shower
■ Lav
■ Toilet
■ Urinal

- 1%
- 15%
- 20%
- 64%

Transportation – 2009 CAP Goals

1. Reduce student commuting population from 88% to 73%
2. Reduce faculty and staff commuting by 10%
3. 40% of population uses alternatives to SOV's to commute

How can CPP further encourage active transportation?

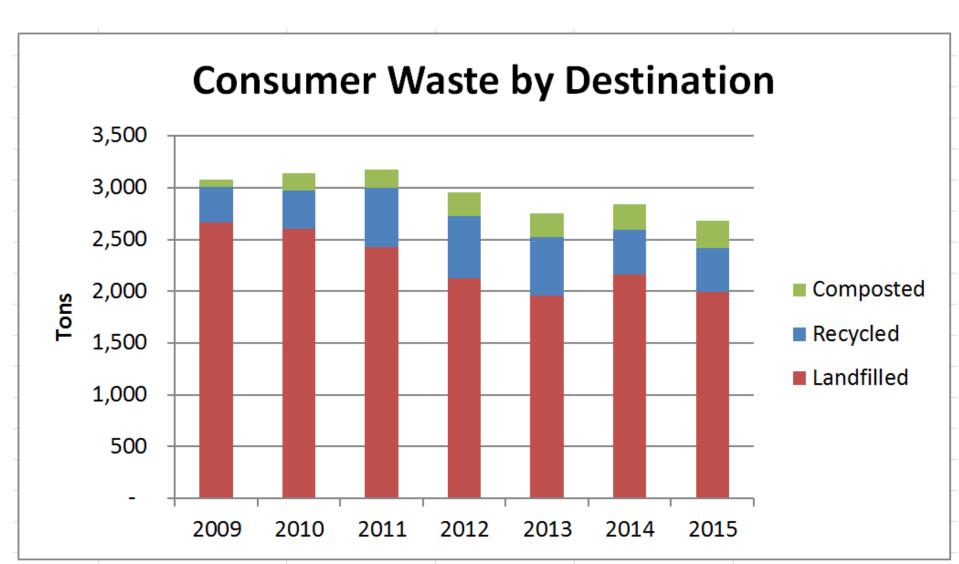Students – Automobile – 80% Drive Alone

8.5% Carpool

4.3% Transit

2009 Data

Waste – 2009 CAP Goals

1. 50% reduction in solid waste = 1,500 tons

CAL POLY
ZERO WASTE
IT'S IN YOUR HANDS

Consumer Waste by Destination

- Composted
- Recycled
- Landfilled

2009

Waste: 3,007 tons

Diversion Rate: 56.9%

2015

Waste: 2,686 tons

Diversion Rate: 61.5%

2017

Diversion Rate: 67%

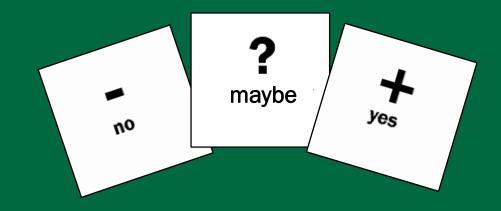# Space Analytics

Existing Space
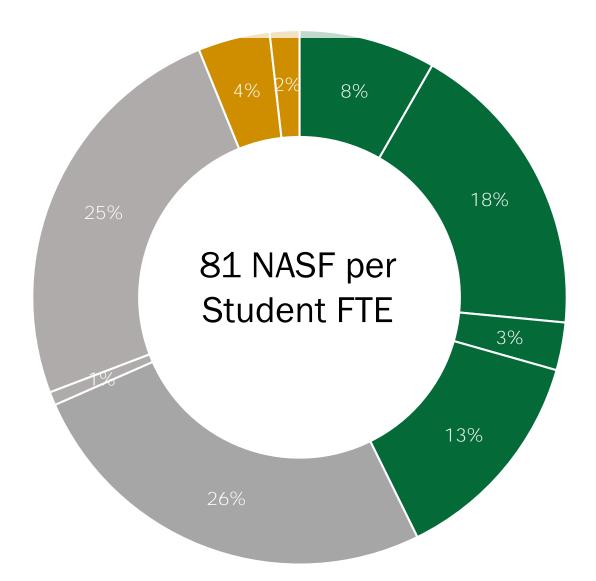
Preliminary Utilization Findings

SAMi Demo

Next Steps

How well do you know these terms and topics?

- **Instructional Labs (class lab, open lab)**
- **Space Utilization**
- **Utilization Target**
- **Seat count, Capacity**
- **Section count**
- **Seat fill**
- **Weekly room hours**
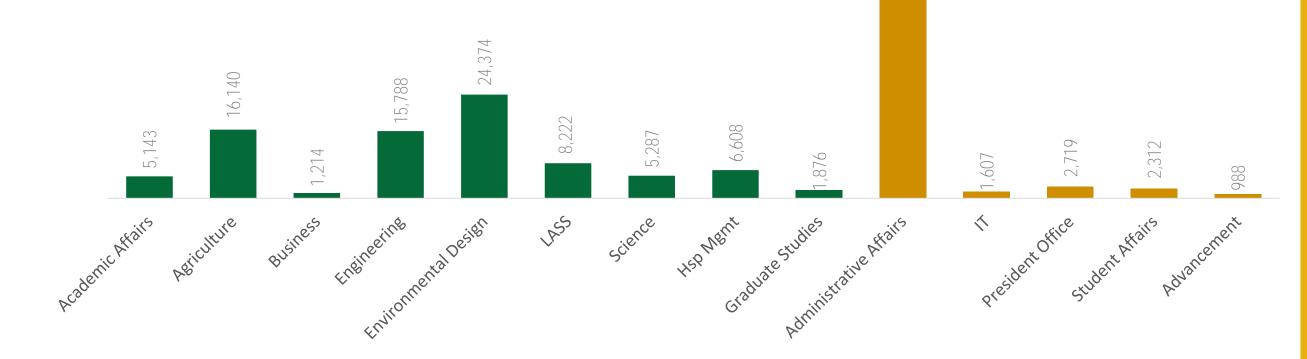- **Weekly seat hours**

Existing Space

- **1,620,081 NASF total**
- **Offices at 26% of total space is typical**
- **Instructional Labs – which includes Class and Open Labs – at 18% is relatively high, though this is not surprising for an institution like Cal Poly Pomona**
- **Physical Plant is quite low – 3 to 5% of total space is typical**
- **Significant amount of space in the "Other Space" category – 256,831 NASF of 'other' was coded as 590 Space Use Code**

81 NASF per Student FTE

Classrooms	134,074
Instructional Labs	295,404
Research Labs	46,813
Library & Study Space	215,984
Offices	415,908
Physical Plant	13,151
Other Space	399,245
Athletics and Recreation	70,451
Student Space	29,051
TOTAL	1,620,081

Space Use Code - 590

- The Space Use Code 590 is defined as "Other – All Purpose"

- 'Other' represents 256,831 NASF – or 16% of all space on campus

- 'Other' is included in all areas, but mostly in Administrative Affairs

- The planning team may want to identify the current use and update space records and coding to increase reporting accuracy

Category	Value
Academic Affairs	5,143
Agriculture	16,140
Business	1,214
Engineering	15,788
Environmental Design	24,374
LASS	8,222
Science	5,287
Hsp Mgmt	6,608
Graduate Studies	1,876
Administrative Affairs	164,553
IT	1,607
President Office	2,719
Student Affairs	2,312
Advancement	988

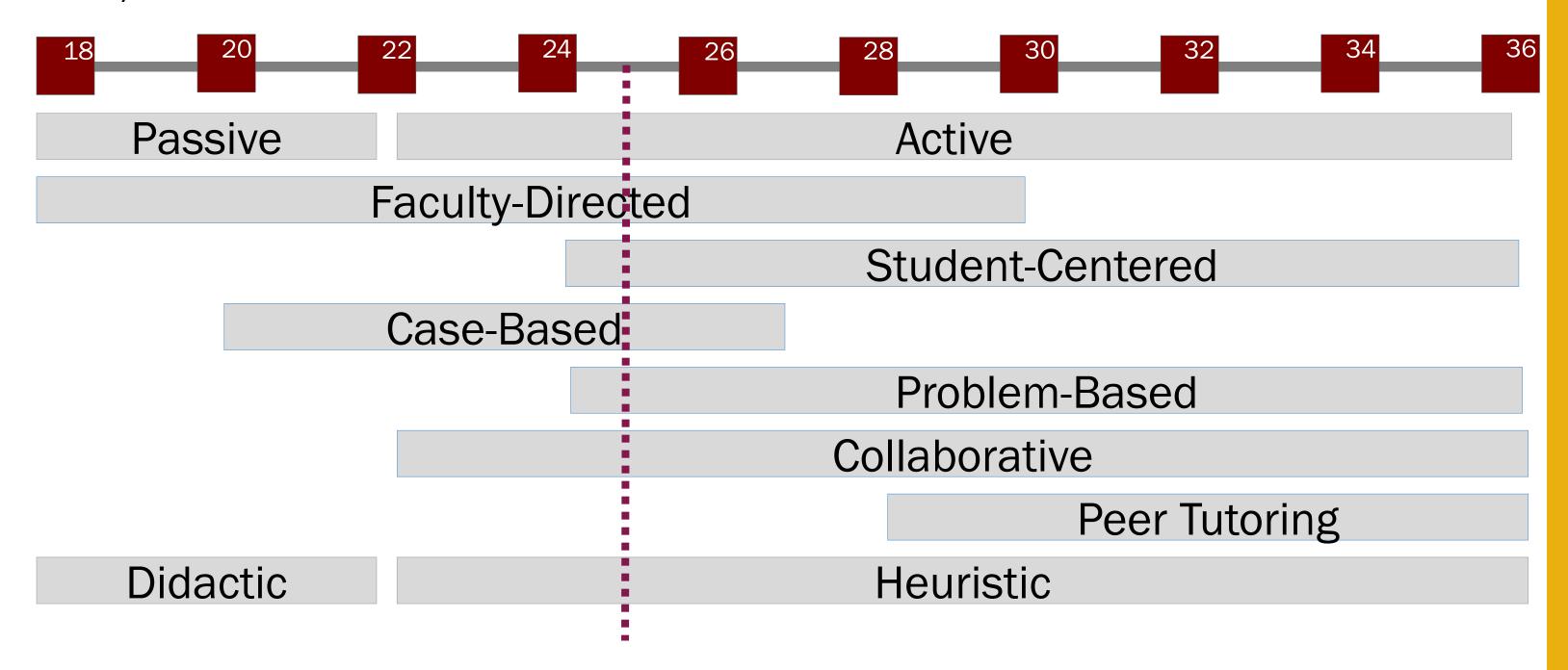# Utilization Facts and Figures

- **165 Classrooms**
  - Campus-wide Average: 38 Weekly Room Hours at 74% Seat Fill for 30 Weekly Seat hours
  - 7,739 total seats
  - 8 of the 165 Classrooms were unscheduled for Fall 2017

- **166 Class Laboratories**
  - Campus-wide Average: 21 Weekly Room Hours at 81% Seat Fill for 20 Weekly Seat Hours
  - 3,281 total seats
  - 34 of the 166 Class Laboratories were unscheduled for Fall 2017

- **25 Buildings contain instructional space (a classroom or class laboratory)**

Peers in ASG Database

NASF/Student Seat

Classroom Utilization

Classroom Utilization by Capacity Summary - All Hours   Fall 2017

| Classroom Capacity | Room Characteristics | | | | Average Utilization | | | |
| | TOTAL | | AVERAGE | | | | | |
	No. of Rooms	No. of Seats	NASF per Room	NASF per Seat	Course Enrollment	Weekly Room Hours	Percent of Seats Filled	Weekly Seat Hours
24 and Under	6	104	361	22	5	6	27%	5.5
25 - 30	16	463	520	18	23	36	79%	30.6
31 - 35	19	627	498	15	29	39	87%	33.8
36 - 40	26	985	588	15	30	38	80%	32.2
41 - 45	12	527	737	17	31	36	72%	25.8
46 - 50	46	2,239	826	17	35	41	72%	29.9
51 - 60	19	1,107	923	16	42	35	74%	26.9
61 - 80	9	628	1,241	18	52	41	75%	30.9
81 - 100	6	505	1,532	18	50	37	58%	21.5
101 and Over	6	787	2,128	16	99	47	77%	35.1
Totals / Averages:	**165**	**7,972**	**804**	**17**	**35**	**38**	**74%**	**29.6**

Largest # or classrooms are 46-50 and 51- 60 seat capacity
Classrooms are highly utilized with high seat fill
NASF per seat isn't ideal for active learning or experiential classrooms or studios
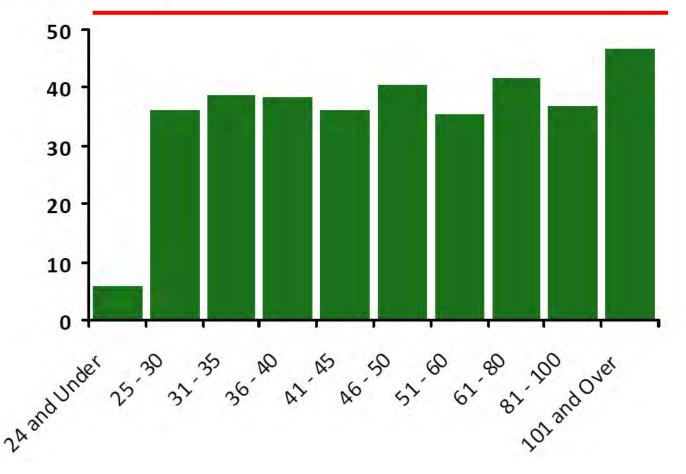
Classroom Utilization

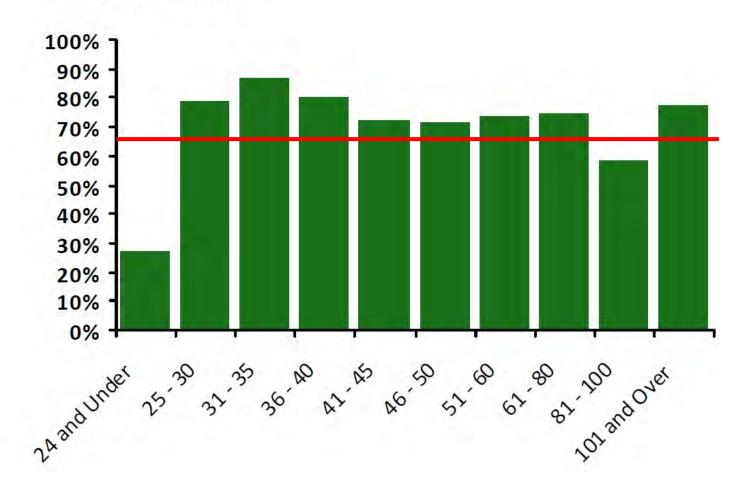|	WRH	SFR	WSH
CSU	53	66%	35
CPP	38	74%	30

Weekly Room Hours
Seat Fill Rate
Weekly Seat Hours

CSU targets vs CPP averages
CSU target for scheduled room hours is very high

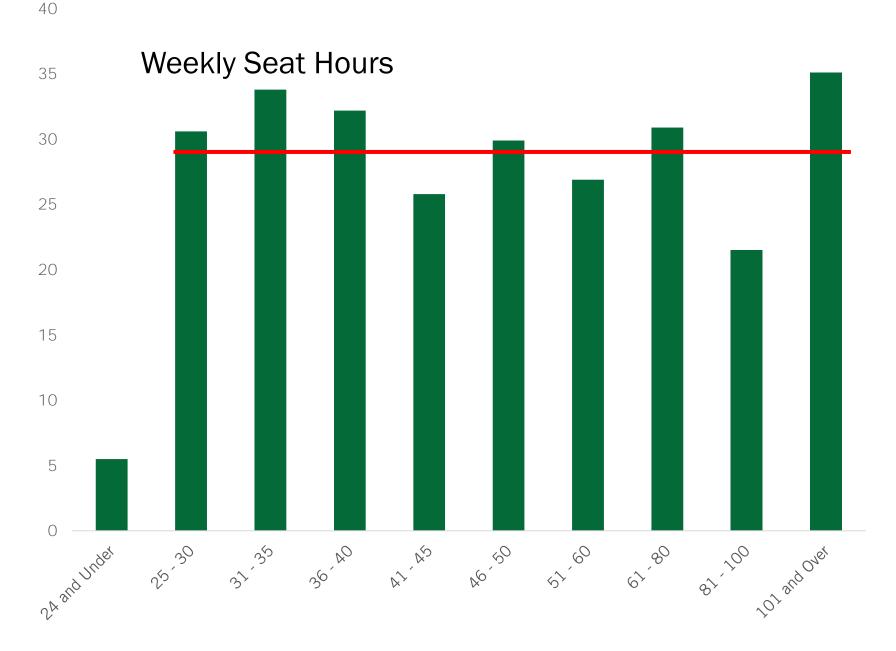Weekly Room Hours:

Seats Filled:

Red Lines represent CSU targets

Classroom Utilization

	WRH	SFR	WSH
CSU	53	66%	35
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Weekly Room Hours
Seat Fill Rate
Weekly Seat Hours

CSU targets vs CPP averages
CSU target for scheduled room hours is very high

Weekly Seat Hours

Red Lines represent CSU targets

SAMi

www.thesamiapp.com

Space Analytics - Next Steps

SITE: www.thesamiapp.com
CPP ID: Working Committee
CPP PASSWORD: CPPBroncos18

- explore SAMi to verify that instructional spaces are captured and understand instructional space utilization analysis

- verify facilities inventory, especially '590 or Other' spaces

- begin preliminary space needs analysis and projections

Workshop #2 – 2nd day

Tuesday 1/23 Stakeholder Meetings

- Student Organizations
- Transportation Committee incl parking
- Housing, Dining, Foundation
- Athletics and Recreation
- ASI
- Health Services and Childcare Center

Q/A - Discussion

- Sustainability goals are critical, but need to make a business case for it.

- If there were no people here, would you still be able to see, to know the great cultural diversity of this institution?

- Looking for the campus to express the institutional culture – food options using CPP produce? farmers market? student run co-op?

- Los Olivos dining hall buys local, offers affordable options, what are the plans for Los Olivos when the new dining facility opens?

- Resiliency is a concern – what are the perceived campus 'threats' or risks? drought, power outages

Next Steps:

Workshop # 3

- space analysis expanded beyond instructional space
  - *may include stakeholder interviews*

- campus framework, concepts and planning principles
- infrastructure, services, utilities support
- identify hubs/areas for more detailed study