

A photograph of a campus scene featuring large green trees in the foreground and a modern building with a prominent triangular roof structure in the background under a clear blue sky.

# California State Polytechnic University, Pomona

## Master Plan Update

### Provost's Council

A photograph showing a group of students walking along a paved path on a sunny day. The path is lined with green trees and bushes, and a large stone monument is visible in the background.

20 February 2019

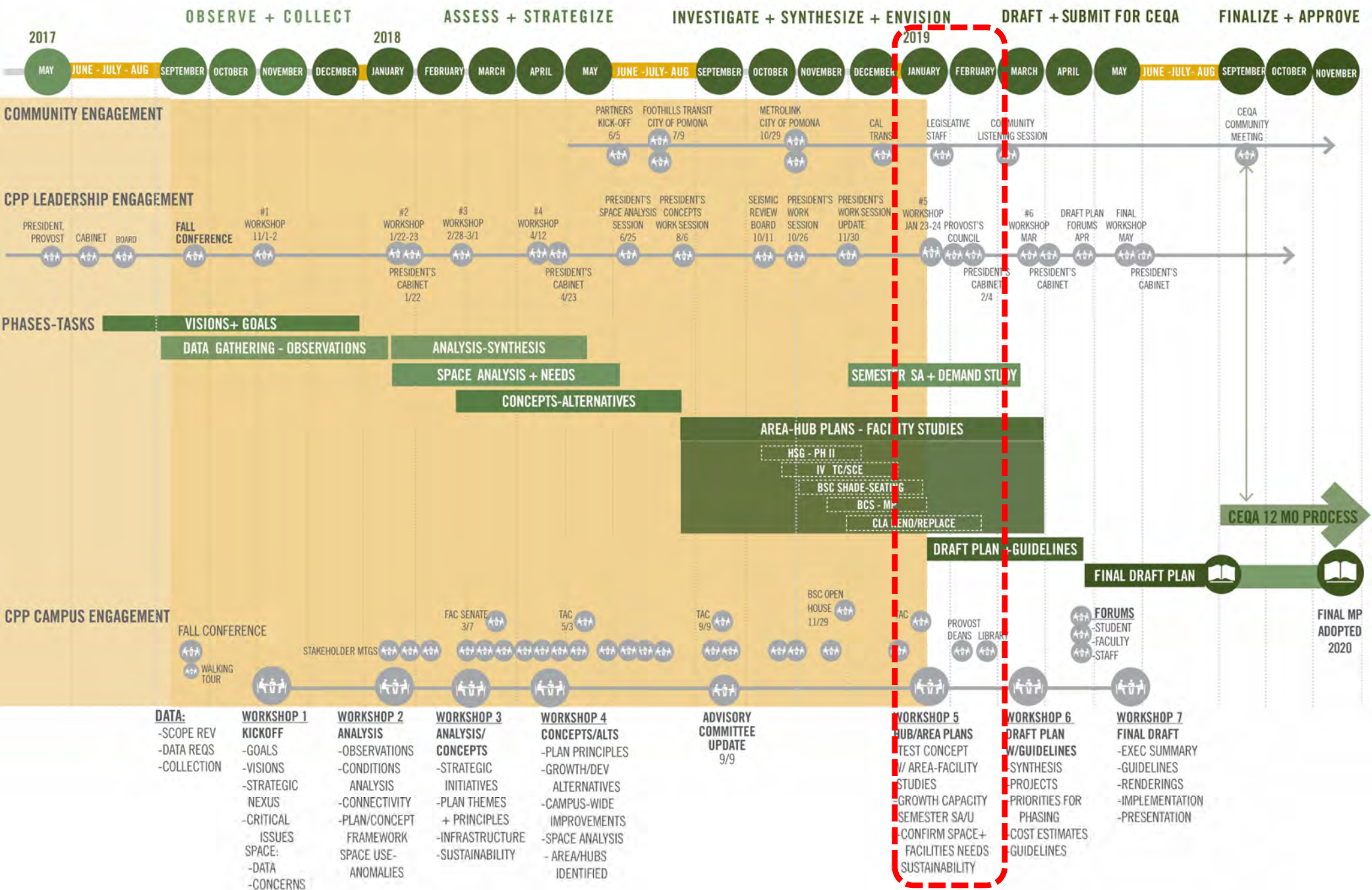
# AGENDA

20 February 2019

## Part I:

- 1) Master planning process and schedule to completion
- 2) Themes
- 3) Area-Hub Studies In-Progress *(towards a preliminary draft plan)*
  - a. campus wide improvement concepts *(transportation, parking)*
  - b. specific area + facility studies *(student housing replacement, Health & Wellness Center, Childcare Center, BSC, academic hubs, new academic resources?, Bldg 98-CLA studies)*
- 4) Next Steps





# Five Themes

emerged from  
stakeholder  
engagement +  
CPP Strategic  
Academic plans

1

## Student Experience Above All

All decisions put student experience at the forefront, from physical facilities and accessibility (*including the online environment*) to Cal Poly Pomona programs and policies.

2

## Polytechnic Approach

The campus is a laboratory which supports teaching and learning by doing, inside and outside of the traditional educational settings.

3

## Connectivity is Key

Connectivity is key to orientation/wayfinding and ease of circulation for a safe, inclusive and universally accessible campus.

4

## Pedestrian Campus in a Commuter Reality

Campus has to be safe, accessible and convenient (*by multiple modes of transportation*), and walkable - bikeable for all students, faculty, staff and visitors.

5

## Sustainable in All Aspects

Decisions must be sustainable environmentally, economically, socially and consistent with Cal Poly's values, commitments, goals.



# Campus-wide systems

## Concepts to Draft Plan

# Synthesis + Study-Analysis

- **Campus Entry-Gateways** – Kellogg entrance from I-10 modified to route traffic around the campus
- **Pedestrian/bike way** - extend north to University + across South Campus Dr
- **Campus Transit** – dedicated lane for shuttle bus loop on University, transit ‘hub’
- **Transit Center/Hub** – connect to routes on Temple, South Campus Dr and I-10
- **Parking:** new structure locations, projections for current/future needs, demand management strategies

# CAMPUS ENTRY

Today all traffic is routed through the campus

I-10  
Inbound

I-10

Plan is to route 'through traffic' around the campus

Kellogg Dr

## Goal is to Improve:

- Campus identity
- Arrival, access
- Wayfinding
- Ease of circulation
- Safety

Temple Ave

Inbound



# ELEMENTS OF A PEDESTRIAN ENVIRONMENT



Plan for Safety + Wayfinding



Seating/Gathering Spaces



Address Topography Accessibility Challenges



Provide Shade + Lighting at night



# PEDESTRIAN-PRIORITY ZONE CONFLICT AREAS

## Strategies:

- Shift vehicles + parking to campus perimeter
- Transform University Dr for shuttles, bikes, pedestrians
- Transform internal 'streets' to multi-modal malls
- Make campus transit a better connectivity option
- Put Kellogg on a 'road diet', narrower + pedestrian enhancements
- Dedicated bike/skateboard paths (crossings)
- Better defined accessible routes (use aps?)
- Provide shade, lighting, signage, seating





# PED/BIKE-WAY





# BIKE PATHS

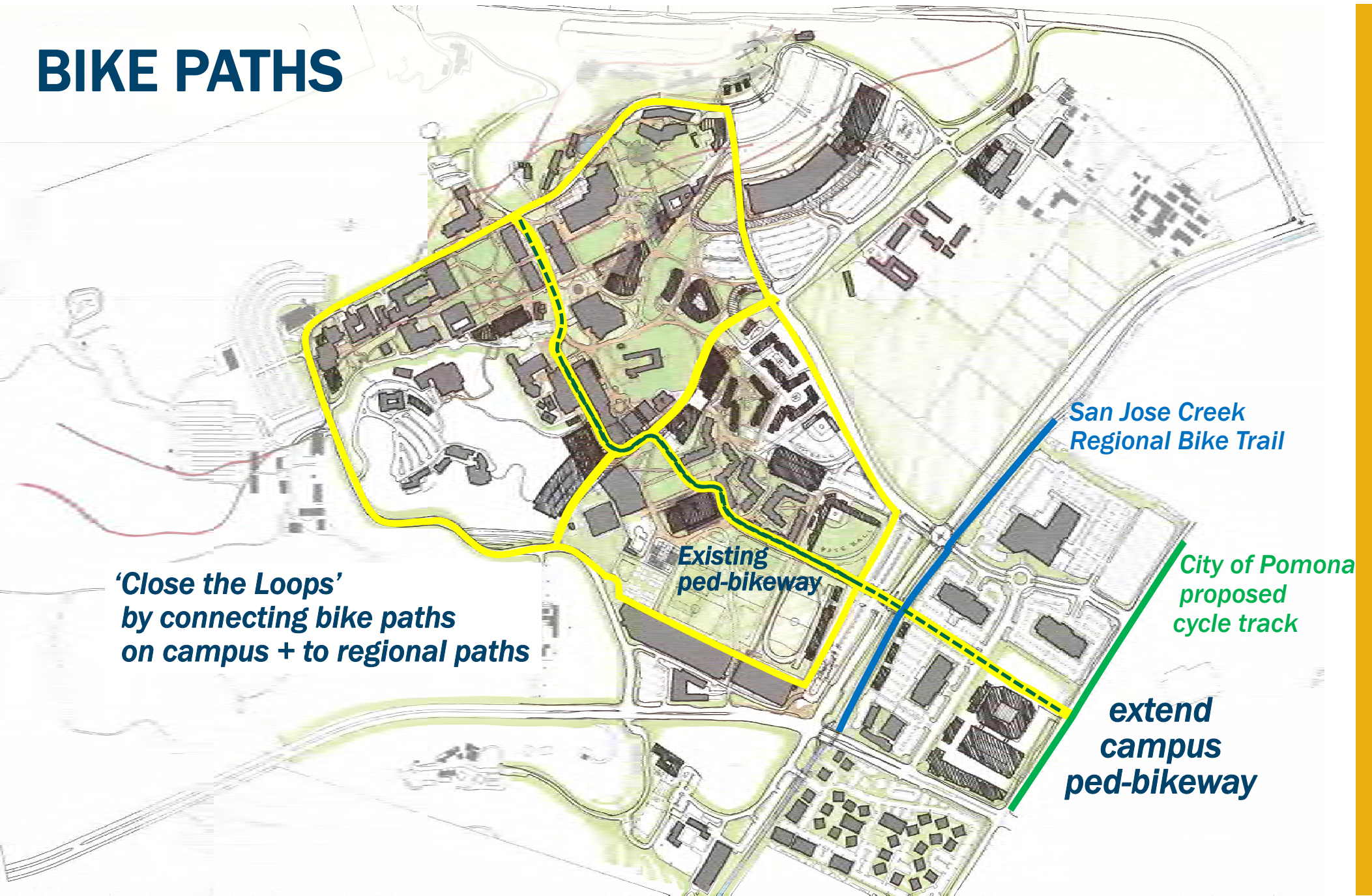
**'Close the Loops'**  
by connecting bike paths  
on campus + to regional paths

Existing  
ped-bikeway

San Jose Creek  
Regional Bike Trail

City of Pomona  
proposed  
cycle track

extend  
campus  
ped-bikeway





## Precedent: Northern Arizona University Ped-Bike Path



***Cross Campus Connections  
(BEFORE)***



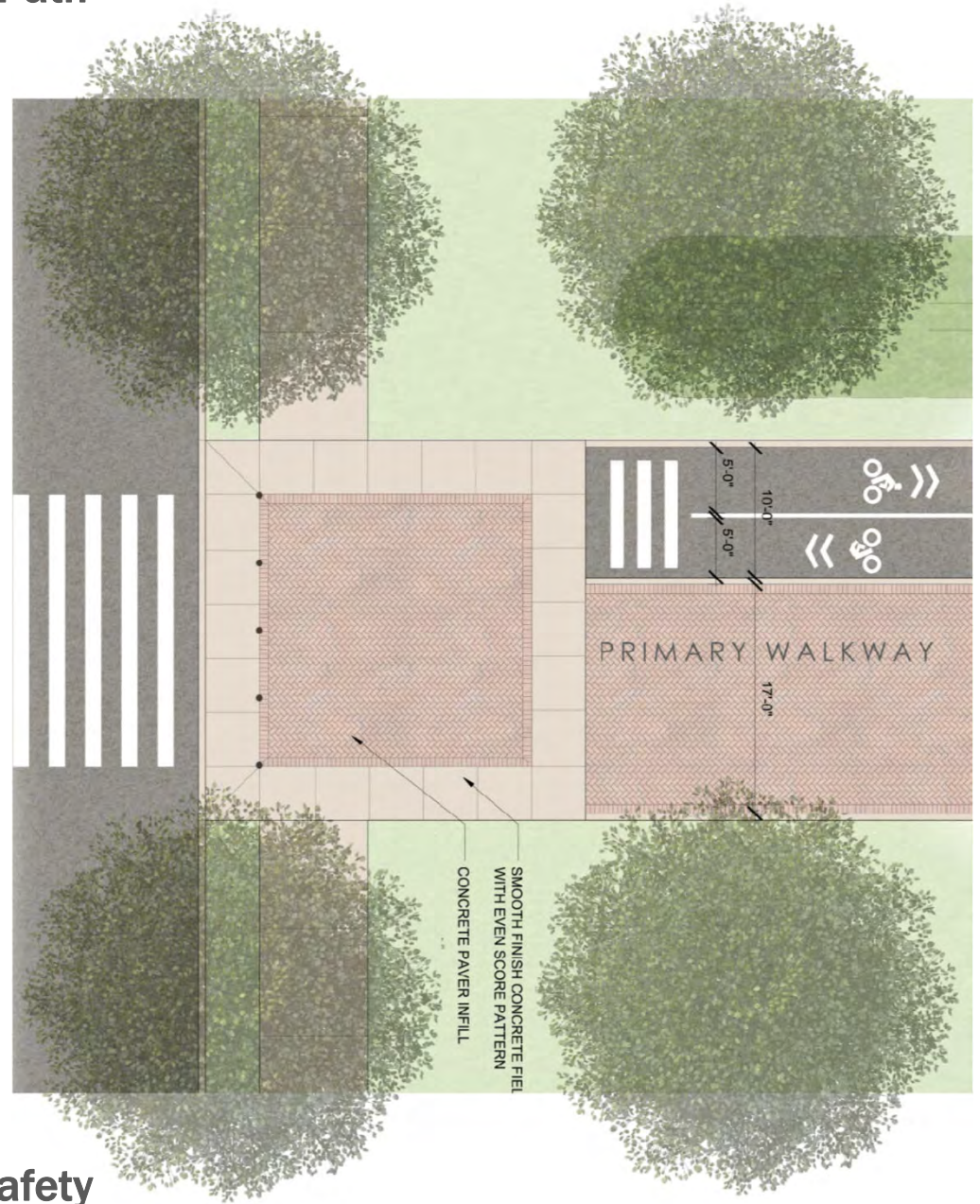
## Precedent: Northern Arizona University Ped-Bike Path



**Cross Campus Connections  
(AFTER)**



Precedent: Northern Arizona University Ped-Bike Path



Implementation: develop Design Standards for safety

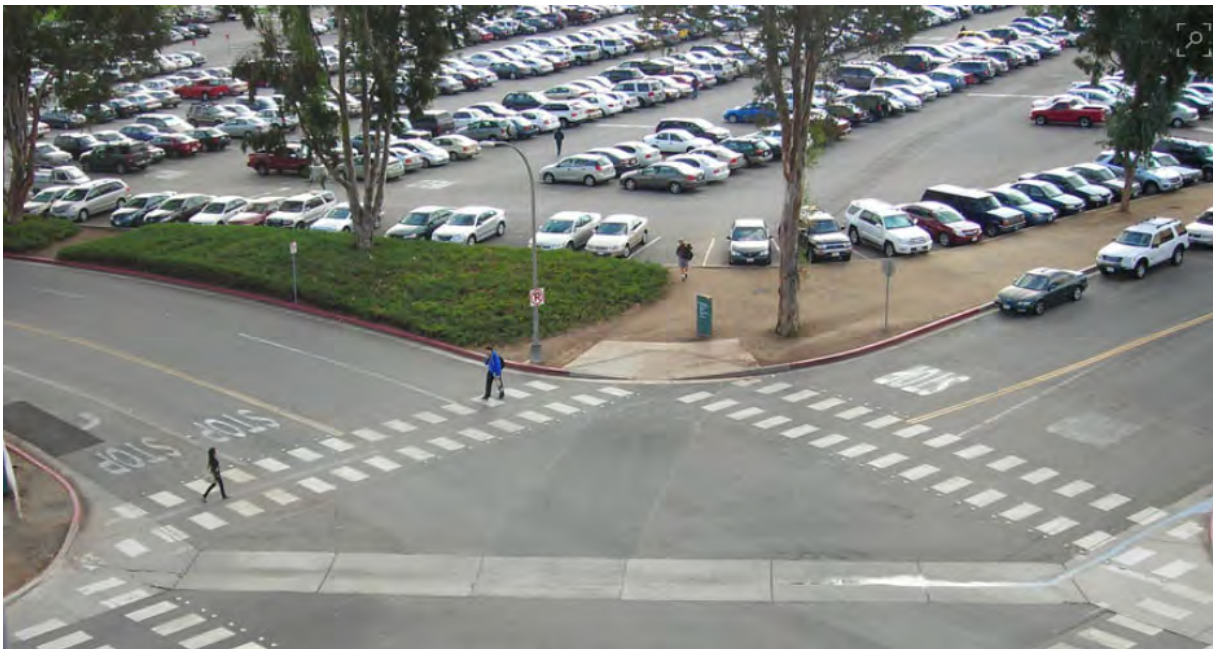


# TRANSPORTATION – 2009 CAP GOALS

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



Scope 3 Emissions



Students:  
80% Drive Alone  
8.5% Carpool  
4.3% Transit

2009 Data



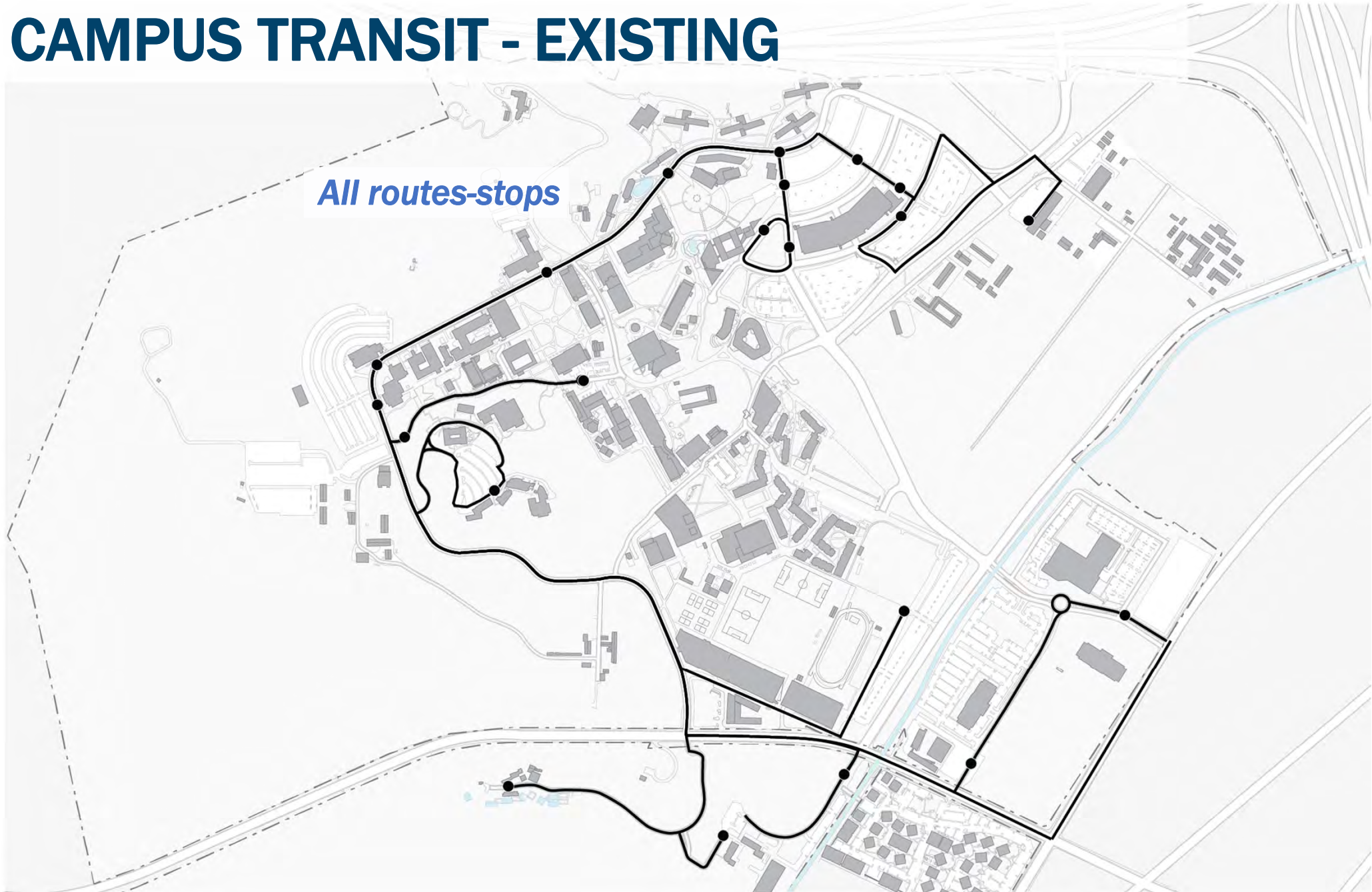
# TRANSPORTATION – 2009 CAP GOALS

## Strategies:

- ❑ Incentivize alternatives to parking with policies + pricing
  - Use technology – *real-time ride-matching/sharing aps, transit route apps*
  - More housing on-campus + *policies to discourage residents bringing cars*
  - More student employment on/near campus – *Innovation Village, Lanterman*
  - Provide robust information + hands-on experience during orientation
- ❑ Increase use of alternative modes of transportation
  - Transit Center to improve transit convenience and connections
  - Foothills Transit ‘class pass’ - *free to users, annual cost to university after 1<sup>st</sup> year*
  - Silver Steak stop – *need to demonstrate rider demand*
  - Metrolink connections
    - *shuttles to Pomona North Station (San Bernardino line)*
    - *lobby for new stop on Valley Blvd (Riverside line)*
- ❑ Increase efficiency, utilization, structures to reduce land used by parking

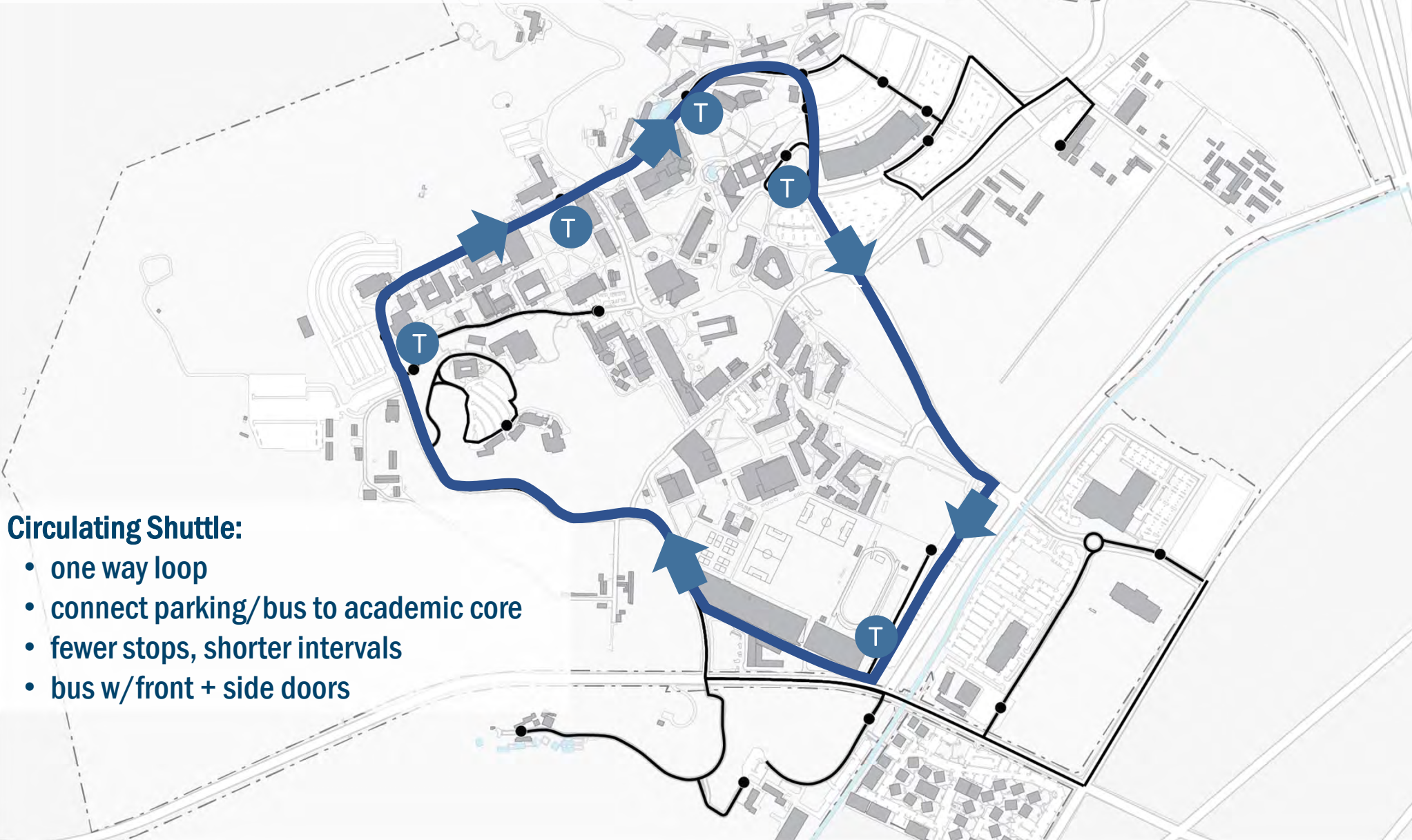
# CAMPUS TRANSIT - EXISTING

*All routes-stops*





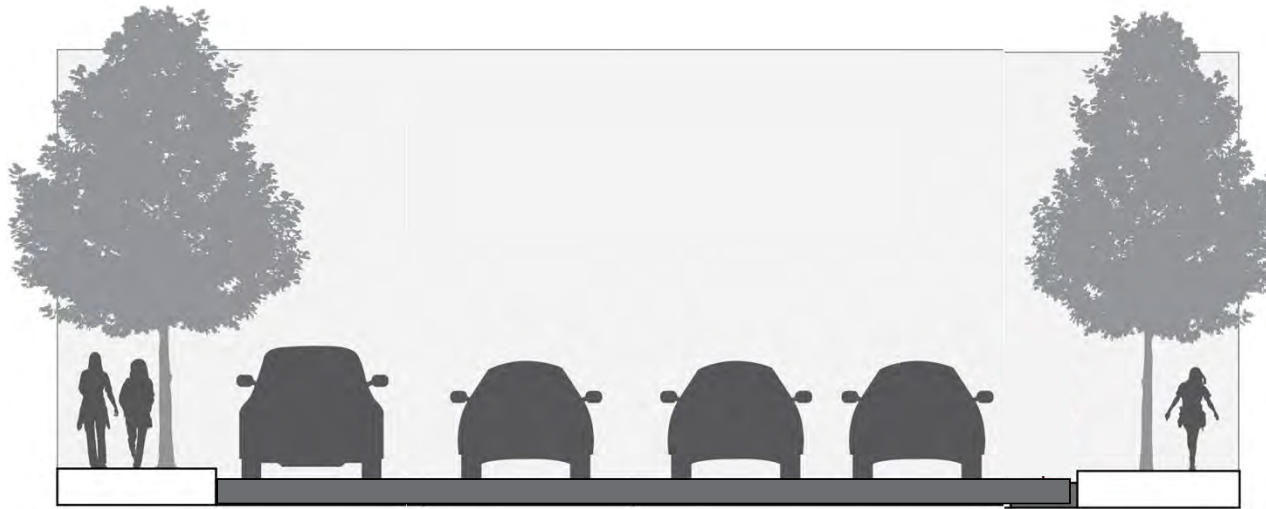
# CAMPUS TRANSIT - PROPOSED



## Circulating Shuttle:

- one way loop
- connect parking/bus to academic core
- fewer stops, shorter intervals
- bus w/front + side doors

# UNIVERSITY DRIVE TRANSFORMATION



Existing: limited sidewalks    parking    vehicle travel- 2 way    parking    sidewalks (width varies)

Street Sections



# UNIVERSITY DRIVE TRANSFORMATION



Proposed:

travel lanes  
*(eliminate on-street parking  
except pull-outs for  
ADA/Med)*

1 way transit  
Share w/bikes

widen sidewalks  
on south side

Street Sections

## Precedent: Northern Arizona University Transit Mall





## Precedent: Northern Arizona University Transit Mall





# CAMPUS TRANSIT - PROPOSED

*proposed shuttle coverage*

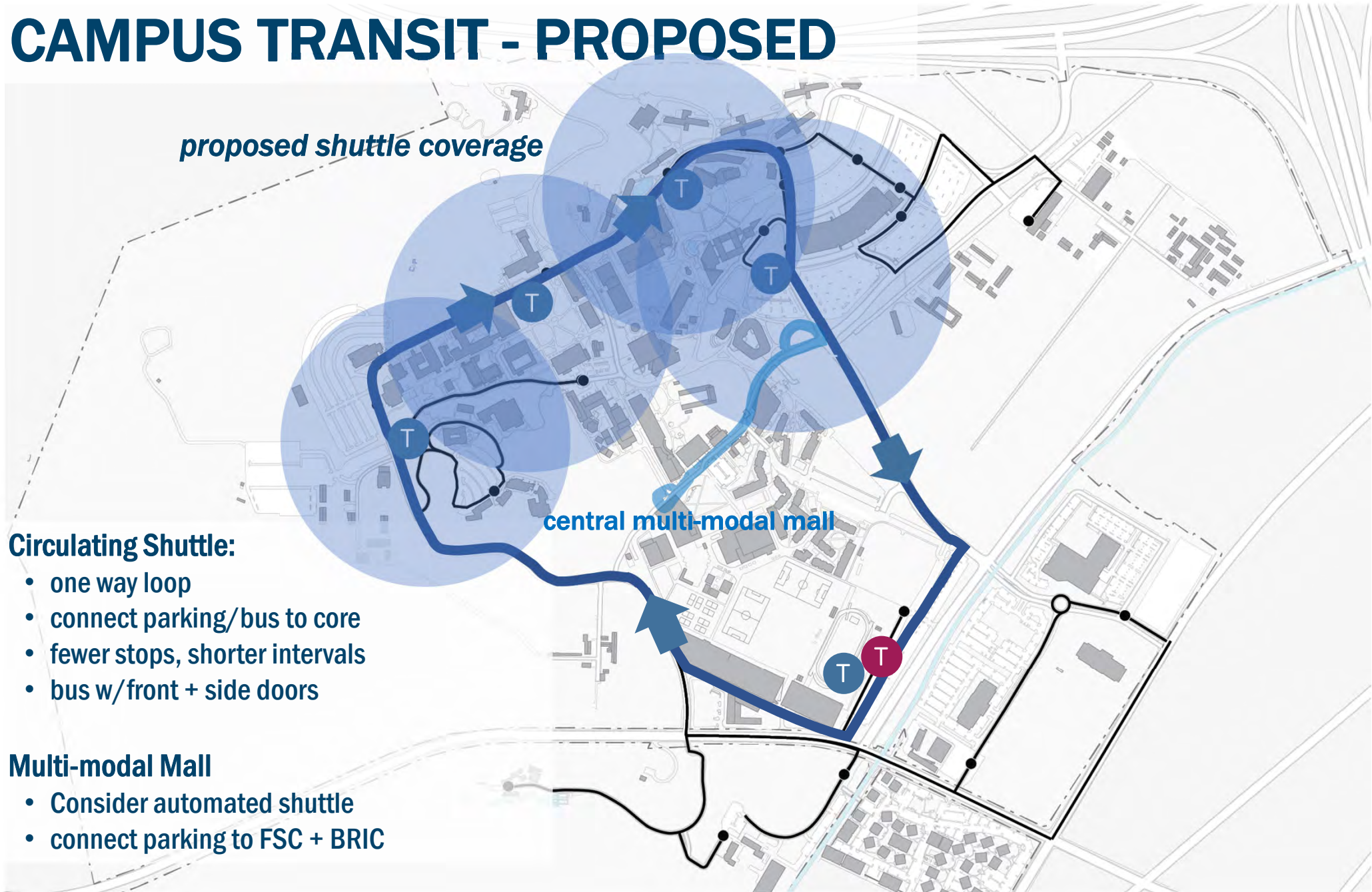
central multi-modal mall

## Circulating Shuttle:

- one way loop
- connect parking/bus to core
- fewer stops, shorter intervals
- bus w/ front + side doors

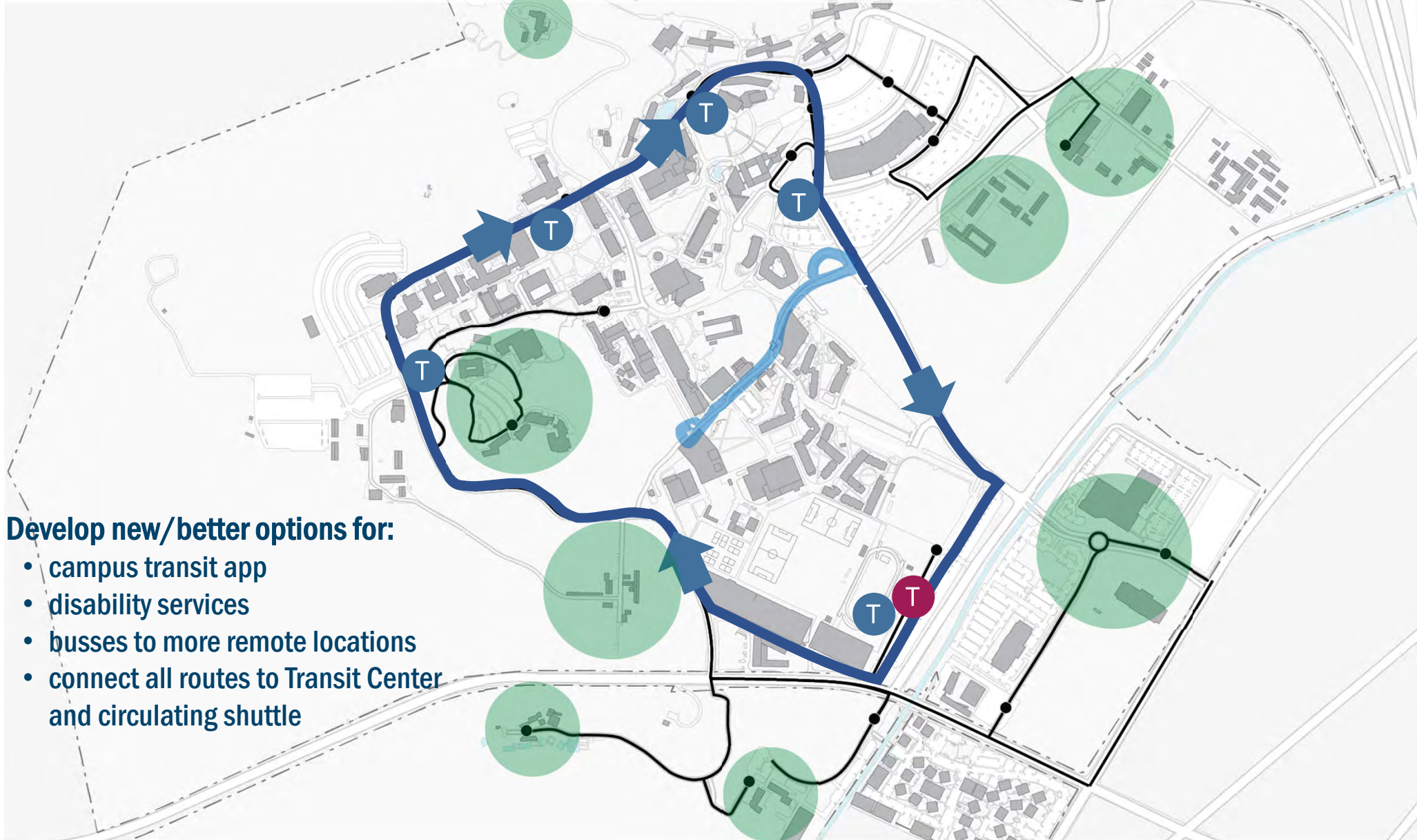
## Multi-modal Mall

- Consider automated shuttle
- connect parking to FSC + BRIC





# CAMPUS TRANSIT - PROPOSED



## Develop new/better options for:

- campus transit app
- disability services
- busses to more remote locations
- connect all routes to Transit Center and circulating shuttle

# TRANSIT + PARKING STRUCTURES

**Parking Structure #1 Expansion  
+ Future Transit Connection to Silver Streak**

**Parking Structure #4  
+ BSC Expansion**

**Parking Structure #3 +  
Campus Transit Center  
w/Connections to FTA busses +  
Metrolink shuttles**

**FTA Routes**

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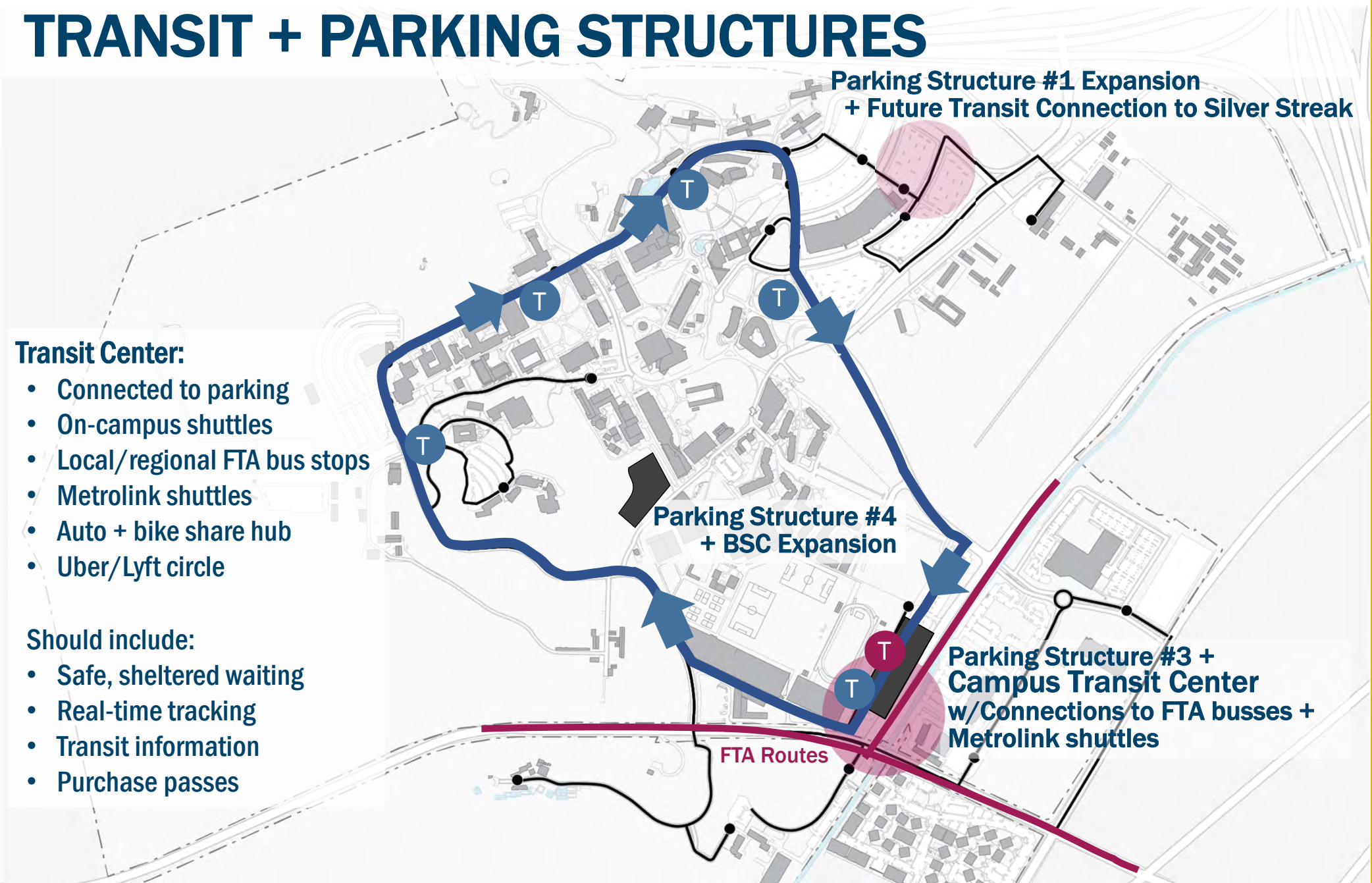
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## Transit Center:

- Connected to parking
- On-campus shuttles
- Local/regional FTA bus stops
- Metrolink shuttles
- Auto + bike share hub
- Uber/Lyft circle

## Should include:

- Safe, sheltered waiting
- Real-time tracking
- Transit information
- Purchase passes

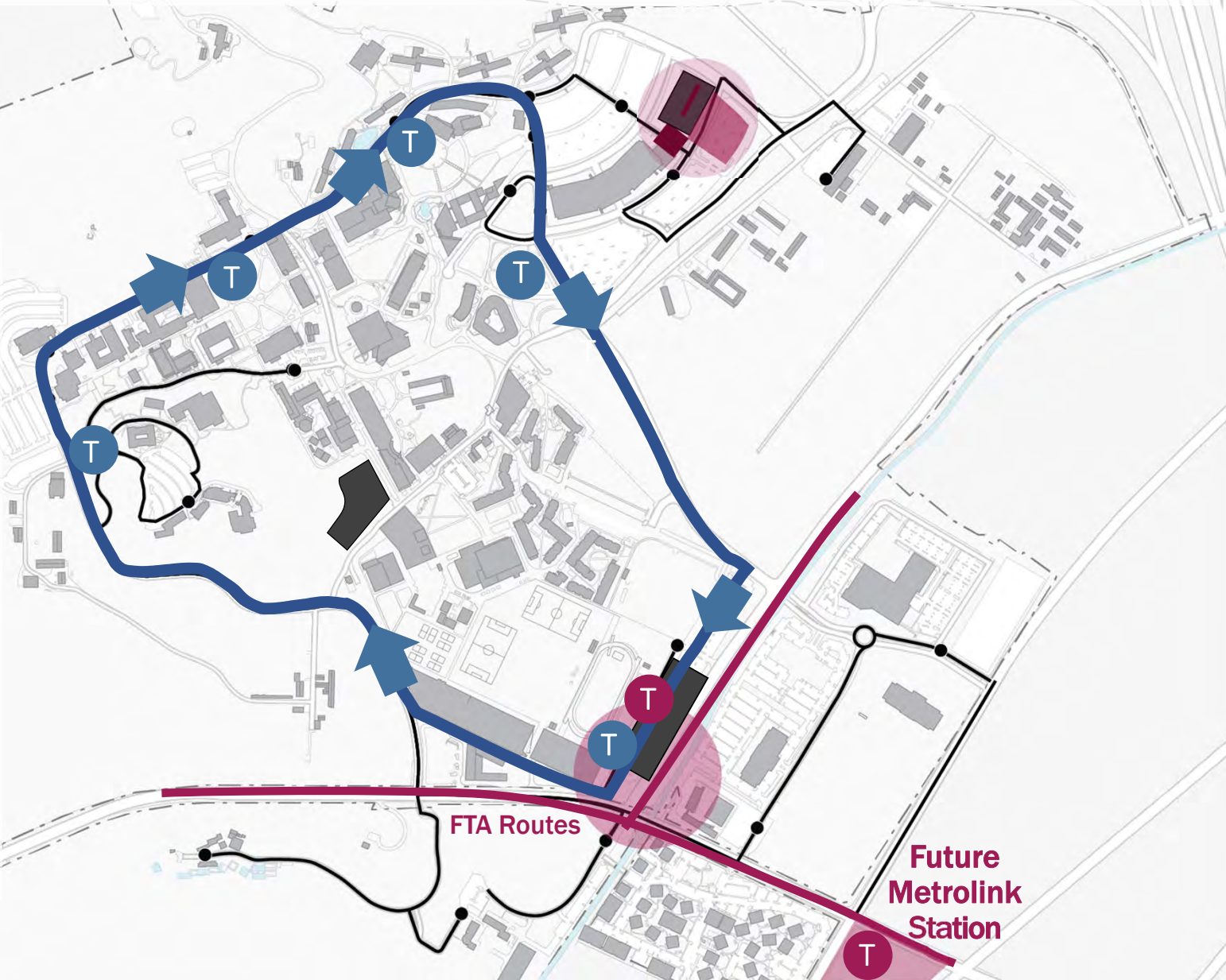




# TRANSIT + PARKING STRUCTURES

## SCORE

- Metrolink Partnership w/BNSF
- 10 yr, \$10 Billion
- Phase 1 funded for SB-Las Dimas line
  - 2 trains/hr both ways, all day
  - target is every 15 min
  - Pomona North Station
- Spadras bypass shifts freight to UP rail corridor opens door for Metrolink on BSNF corridor along Valley Drive



# TRANSIT CENTER + PARKING STRUCTURES



Precedent: rendered view of mixed-use structure



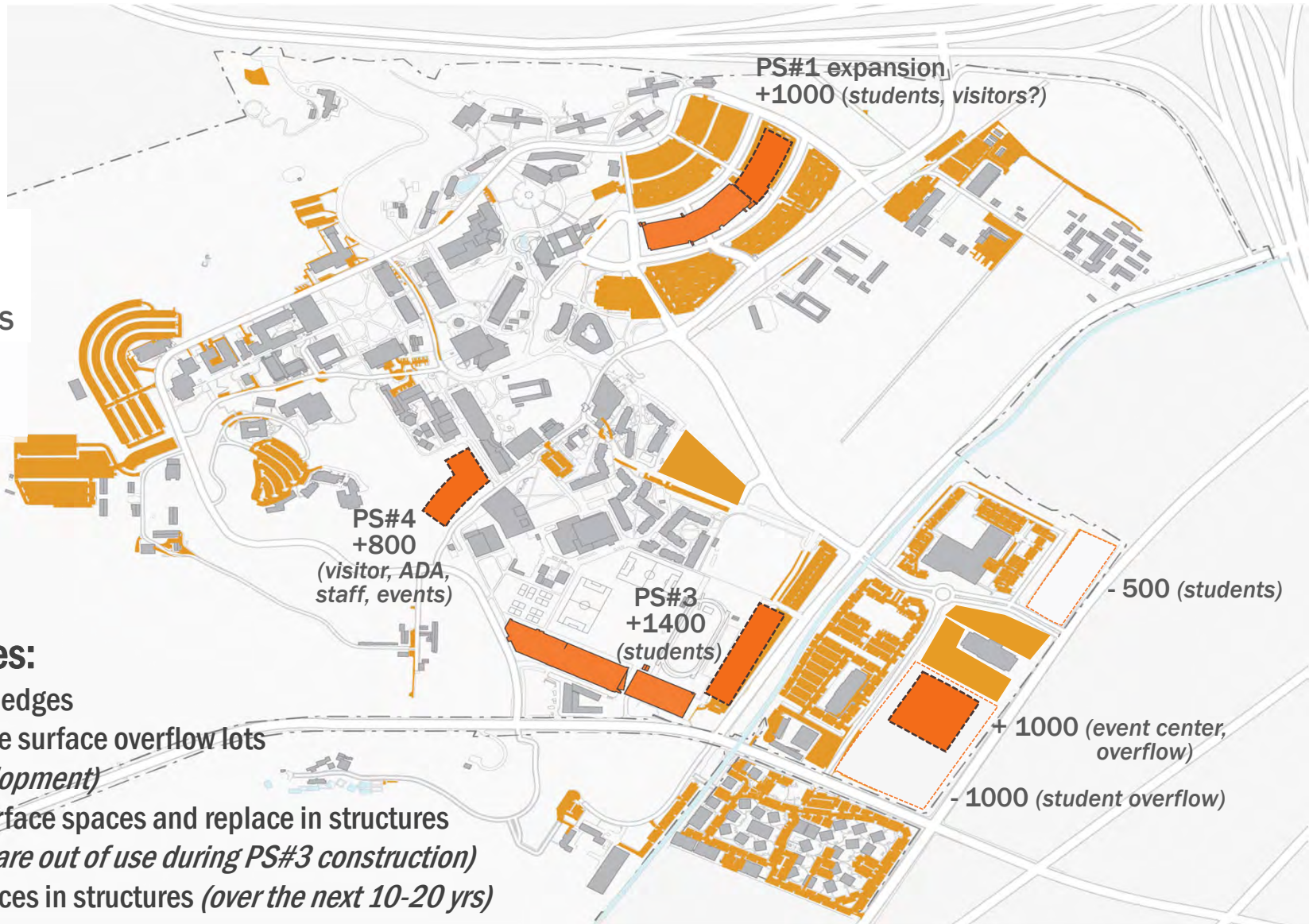
# PARKING DISTRIBUTION

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

**13,217**

TOTAL CAMPUS SPACES

**12 acres**



## Proposed Changes:

- parking on campus edges
- structures to replace surface overflow lots  
*(planned for development)*
- eliminate 1,500 surface spaces and replace in structures  
*(also 400 spaces are out of use during PS#3 construction)*
- add 2,300 new spaces in structures *(over the next 10-20 yrs)*

# Specific Area-Facility Studies

## Concepts

# Synthesis + Study-Analysis

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## Student Life

- *Phased housing replacement project*
- *Relocate Campus Health & Wellness Center, Childcare Center*
- *BSC seating & shade study*
- *Athletics + Recreation*



# STUDENT HOUSING REPLACEMENT PROJECT – PHASE 1

**Student Dining Hall** - *under construction, open Jan 2020*

**Student Housing Phase I** - *under construction, open Jan 2020*





# STUDENT HOUSING REPLACEMENT PROJECT – PHASE 1

## Phase I: *removals*

- Demolish Los Olivos Dining Hall + Greys (- 500 beds)
- Reduce occupancy in Reds to 80% (- 160 beds)

## Phase II: *removals*

- Remaining 700 beds
- Reds to be demolished in 2023-24

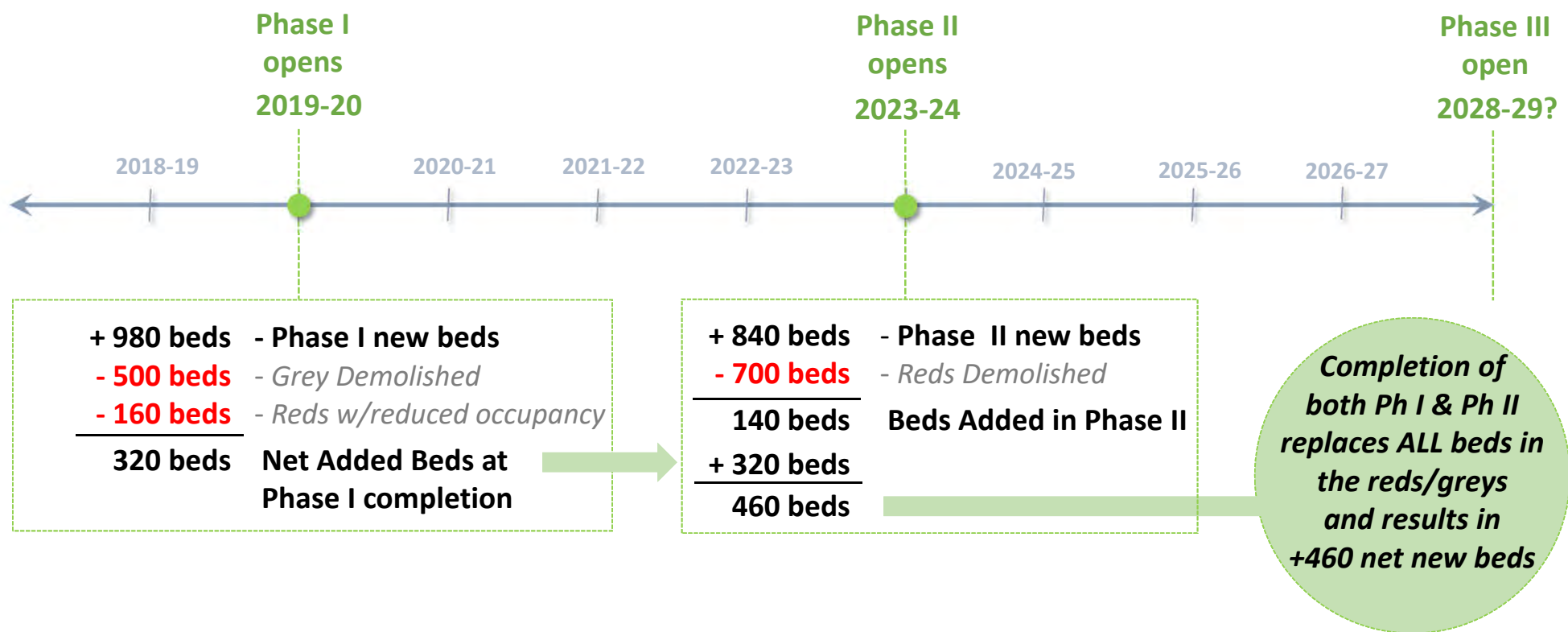
Phase I Housing - 980 beds  
- 320 net new beds

Phase II - must replace all 700 beds remaining in Reds

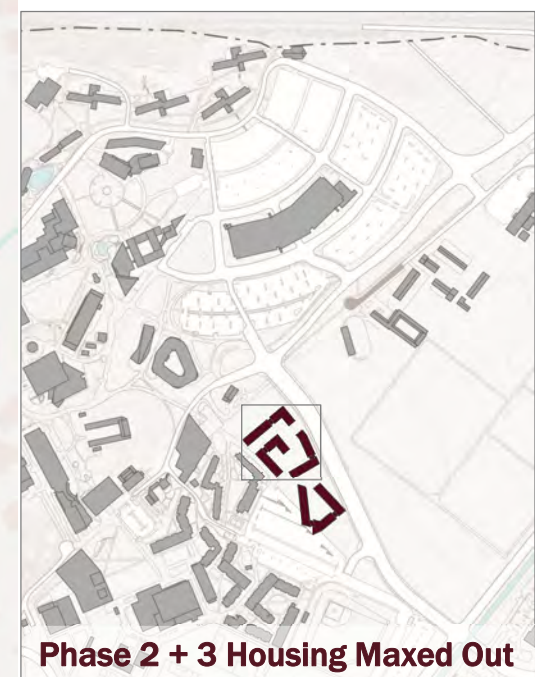
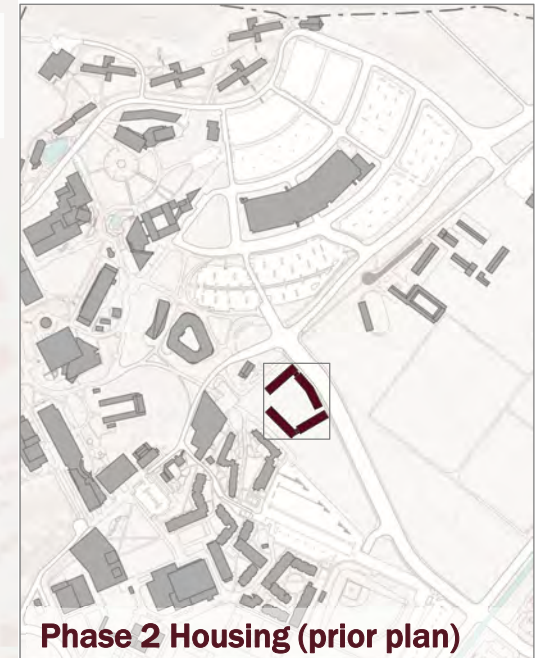
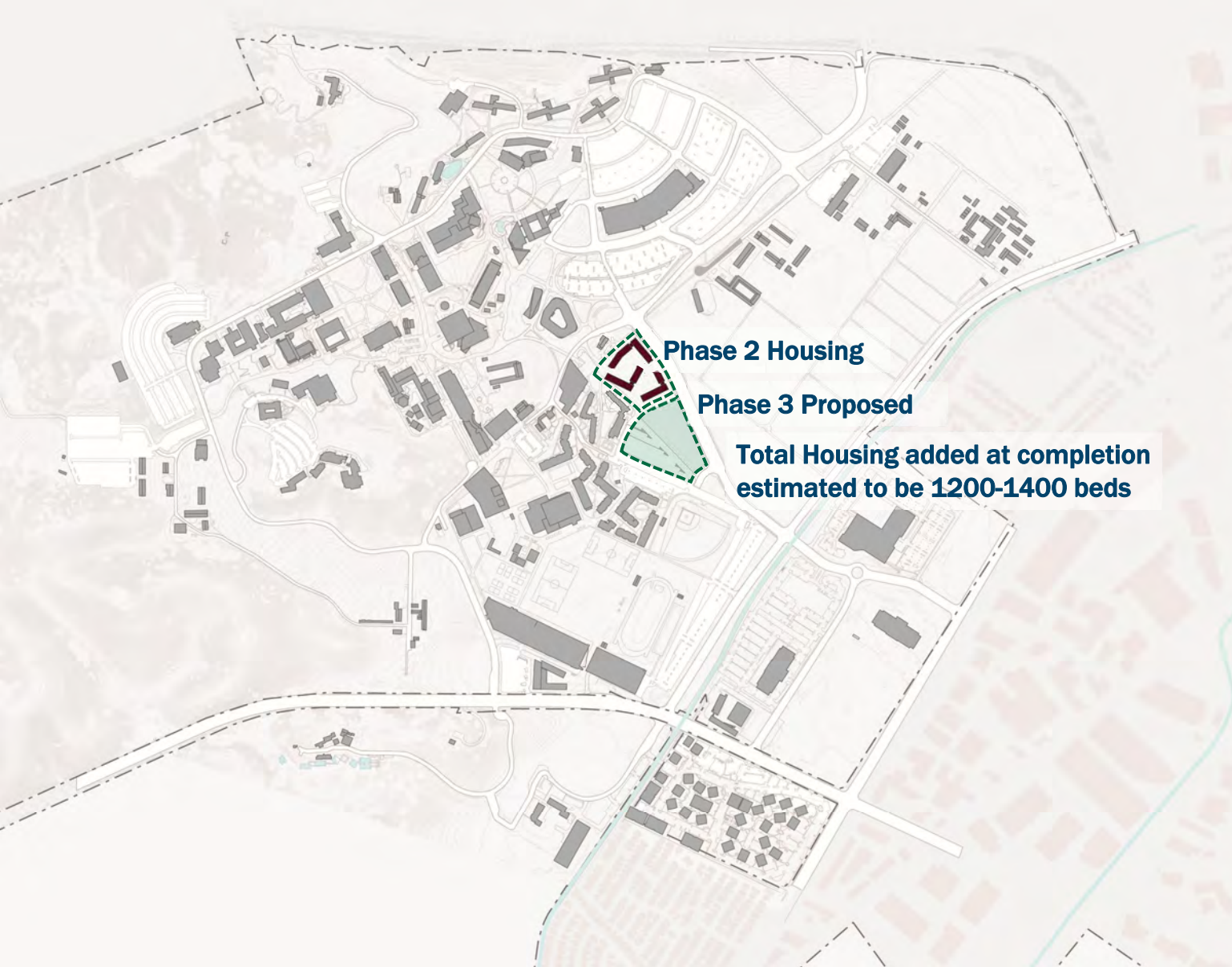
- planned as 2 buildings, 7 and 8 stories (layout to be developed in the design phase)
- requires submittal of updated documents for the Phase I completed project + Phase II plan
- project should proceed ASAP to maintain summer 2023 opening target



# STUDENT HOUSING BED COUNTS



# STUDENT HOUSING MP SITES



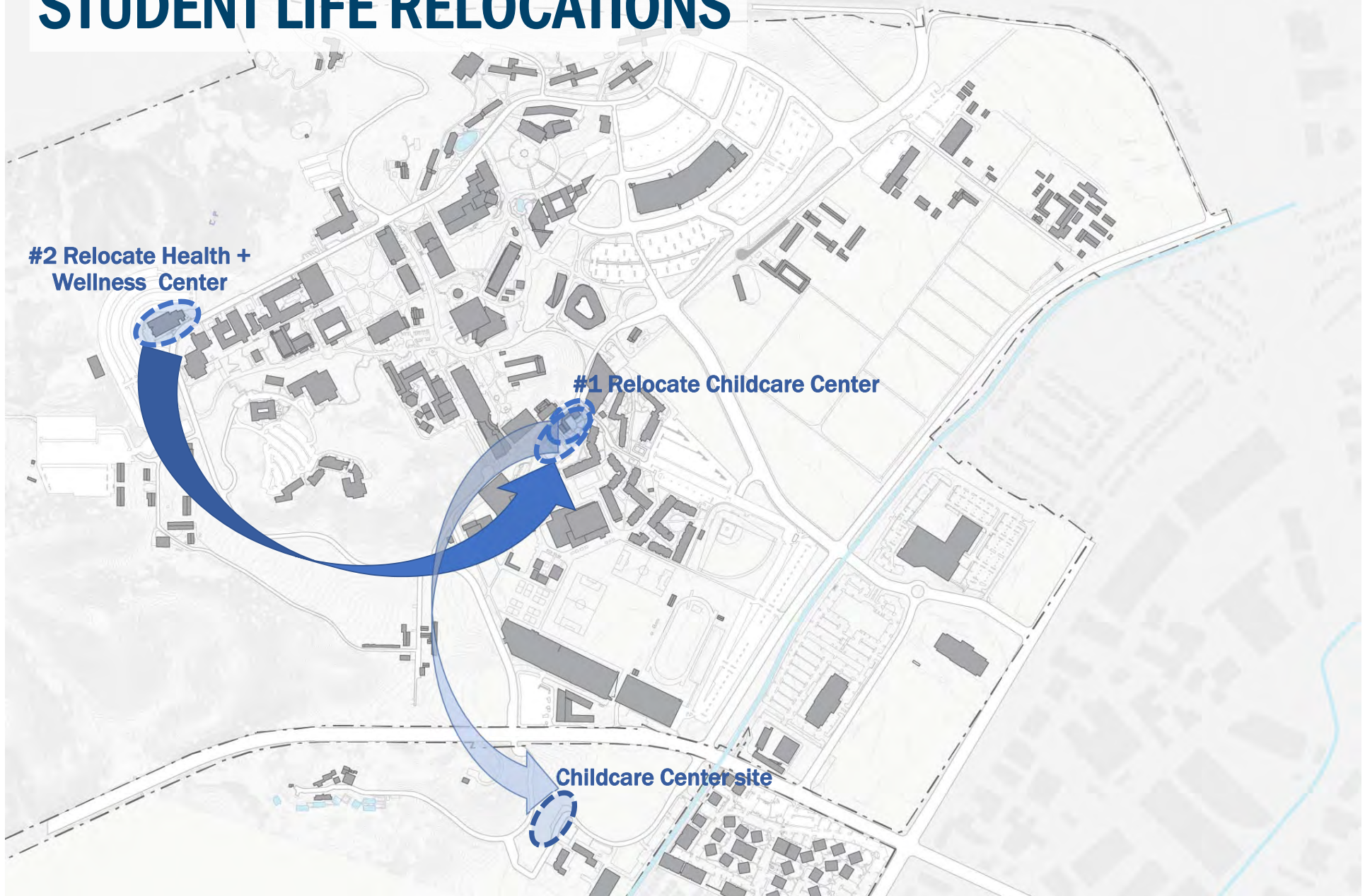


# STUDENT LIFE RELOCATIONS

#2 Relocate Health +  
Wellness Center

#1 Relocate Childcare Center

Childcare Center site





# BSC STUDIES – SEATING, SHADE, SPACE





# STUDENT ENGAGEMENT



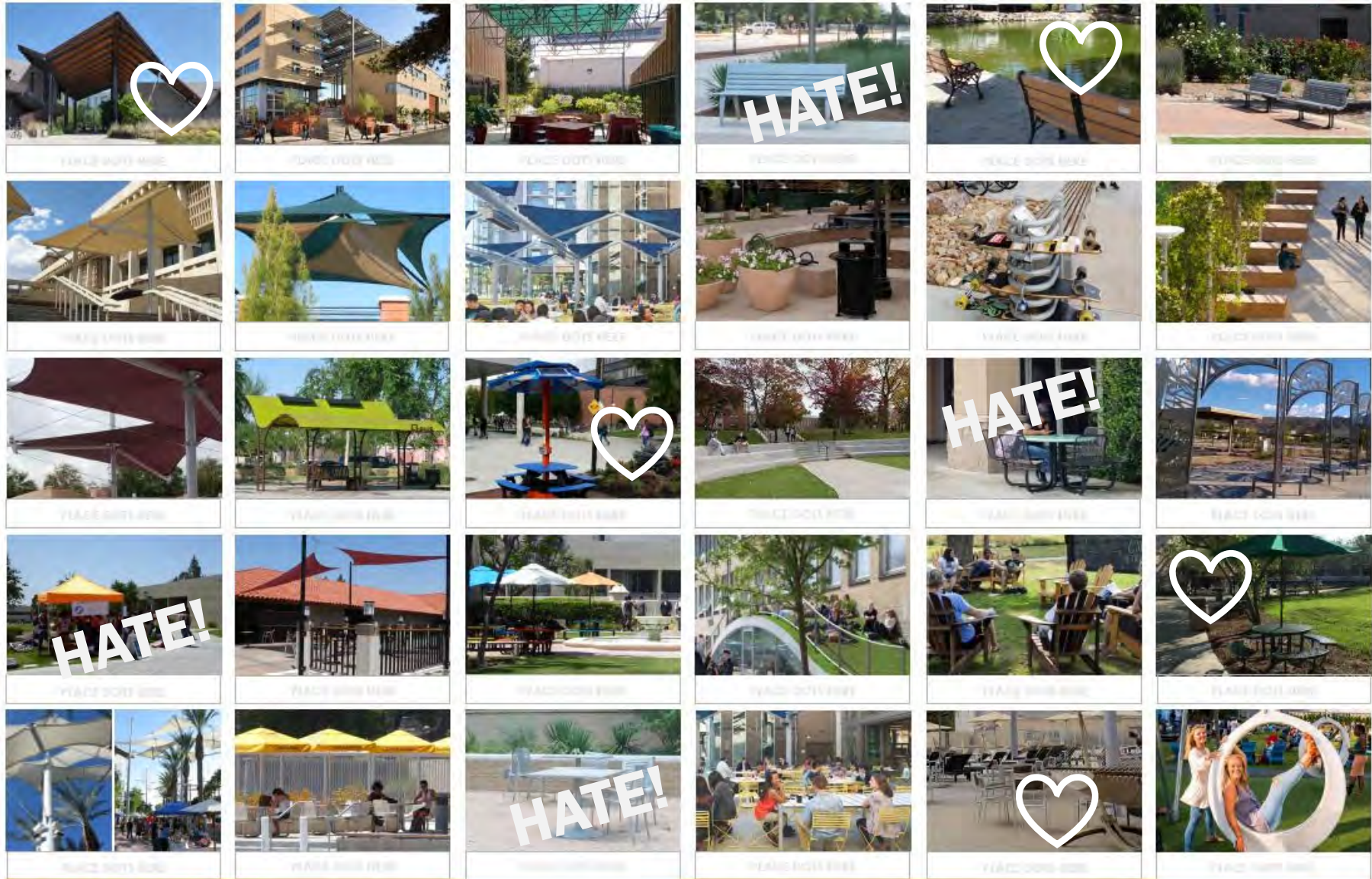
“It’s pretty exciting to see that **our input might actually be implemented** in the university’s **future plans**.



“I think it’s cool that you’re **exploring** some of the **spaces around the BSC**, like the Childcare Services building. It’s really important to cater to **students’ and staff’s familial needs** as well.”



# SHADE/SEATING PREFERENCES



LOVE/HATE

LOVE ●

HATE ●



# MOST HATED!





# SHADE PREFERENCES

- shades a larger area
- shapes a space
- plaza + landscape
- work surface / table
- groups or individuals





# SHADE/SEATING PREFERENCES

## #1♡

- charging outlets
- solar powered
- wifi booster
- shade built-in
- plaza + landscape
- benches not chairs
- work surface / table
- for groups or individuals
- student designed + built





# BSC PRIORITIES SURVEY - TOP 5



1. more/better + variety of study spaces  
(individual/group study rooms, quiet space informal study)
2. more / better food options + more seating/tables in the food court area
3. improve indoor/outdoor connectivity w/ more/better outdoor space for study, groups, activities
4. state-of-the-art facilities & technology supporting instruction & events/activities
5. expand types of activity & socializing offerings  
(gaming, bowling, arcade, movie theater, etc.)



# **BSC PRIORITIES SURVEY - TOP 5**

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- 1) more/better study spaces**
- 2) more/better food options, seating in food court**
- 3) indoor/outdoor connectivity w/more outdoor space for study, activities**
- 4) state of the art facilities & technology to support events, activities, instruction**
- 5) expand activities & socializing options**

# Specific Area-Facility Studies

## Concepts

# Synthesis + Study-Analysis

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## Academic

- *opportunities for hubs, shared space and new/replacement bldgs*
- *shared instruction + student success resources*
- *needed upgrades, replace temporaries?*
- *library-learning commons, student study space*



# 2

## Transform Neighborhoods into Hubs.

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**With college neighborhoods as anchors, create interdisciplinary hubs and commons with opportunities for collaboration.**



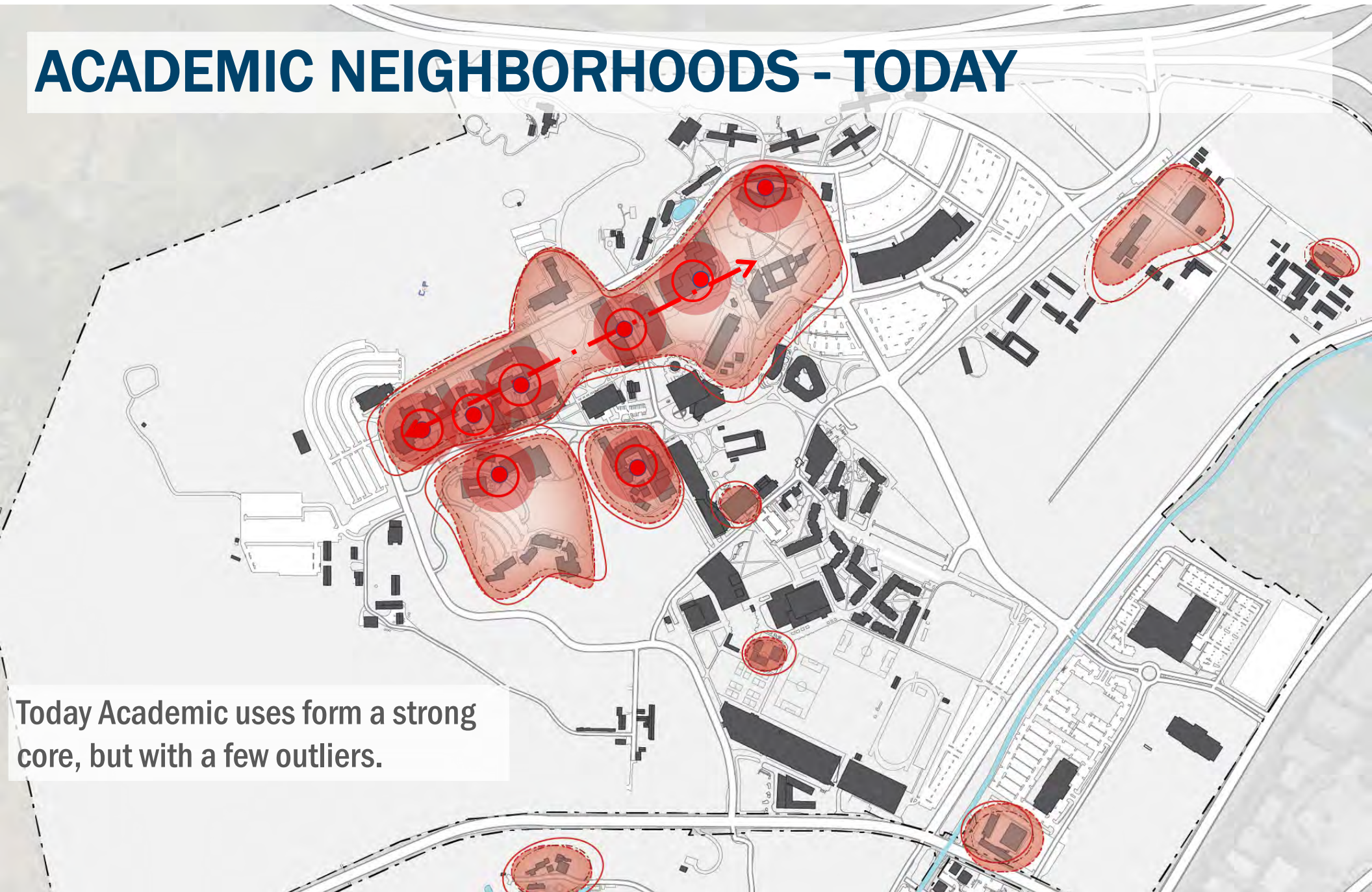
# ACADEMIC NEIGHBORHOODS – 2000 MP





# ACADEMIC NEIGHBORHOODS - TODAY

Today Academic uses form a strong core, but with a few outliers.





# ACADEMIC NEIGHBORHOODS - TODAY

A stylized map of a campus with various buildings represented by black and white shapes. Three specific areas are highlighted in yellow: a cluster on the left, a cluster in the upper center, and a single building on the right. These yellow areas are connected by a series of thin, curved yellow lines, suggesting a network or path. The map also shows roads, parking lots, and other campus features.

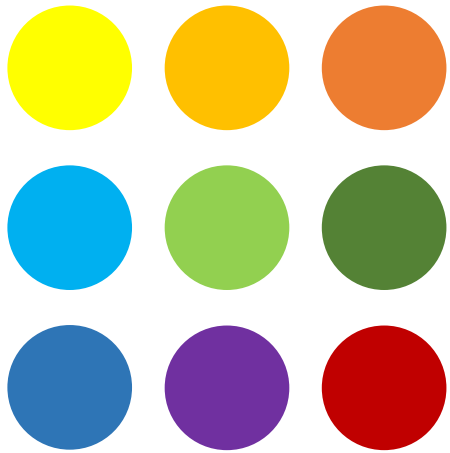
Architecture student's  
'neighborhood'

The neighborhood concept may  
have been outgrown.

Many programs are dispersed  
across multiple buildings with no  
intuitive connections.



# NEIGHBORHOODS CONNECTING AROUND HUBS

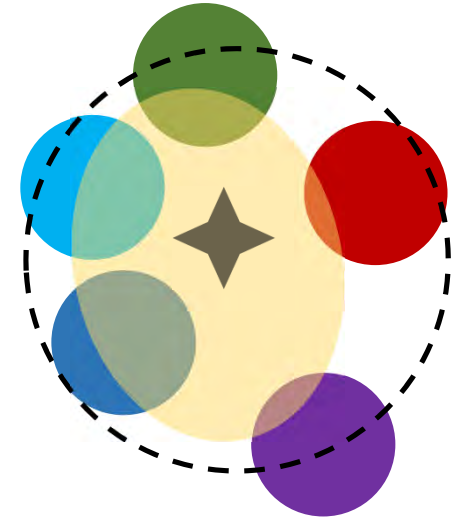


**Neighborhoods**



**Intersections:**

Sponsor interdisciplinary activity  
+ opportunities for collaboration



**Hubs:**

Non-siloed space  
resources w/ample  
interdisciplinary space

*Identify opportunities for HUBS  
in smaller, intermediary  
spaces, perhaps creating  
'connecting' spaces between  
existing academic buildings?*

# Physical Implications of Hubs + Commons



**“Meet me in the Middle”**

Ample interdisciplinary space is the key to making this work

- Interior, ground floor spaces
- Small study and gathering areas
- Large incubator/collaboration spaces
- Open Spaces





# Physical Implications of Hubs + Commons



## Non Siloed Resources

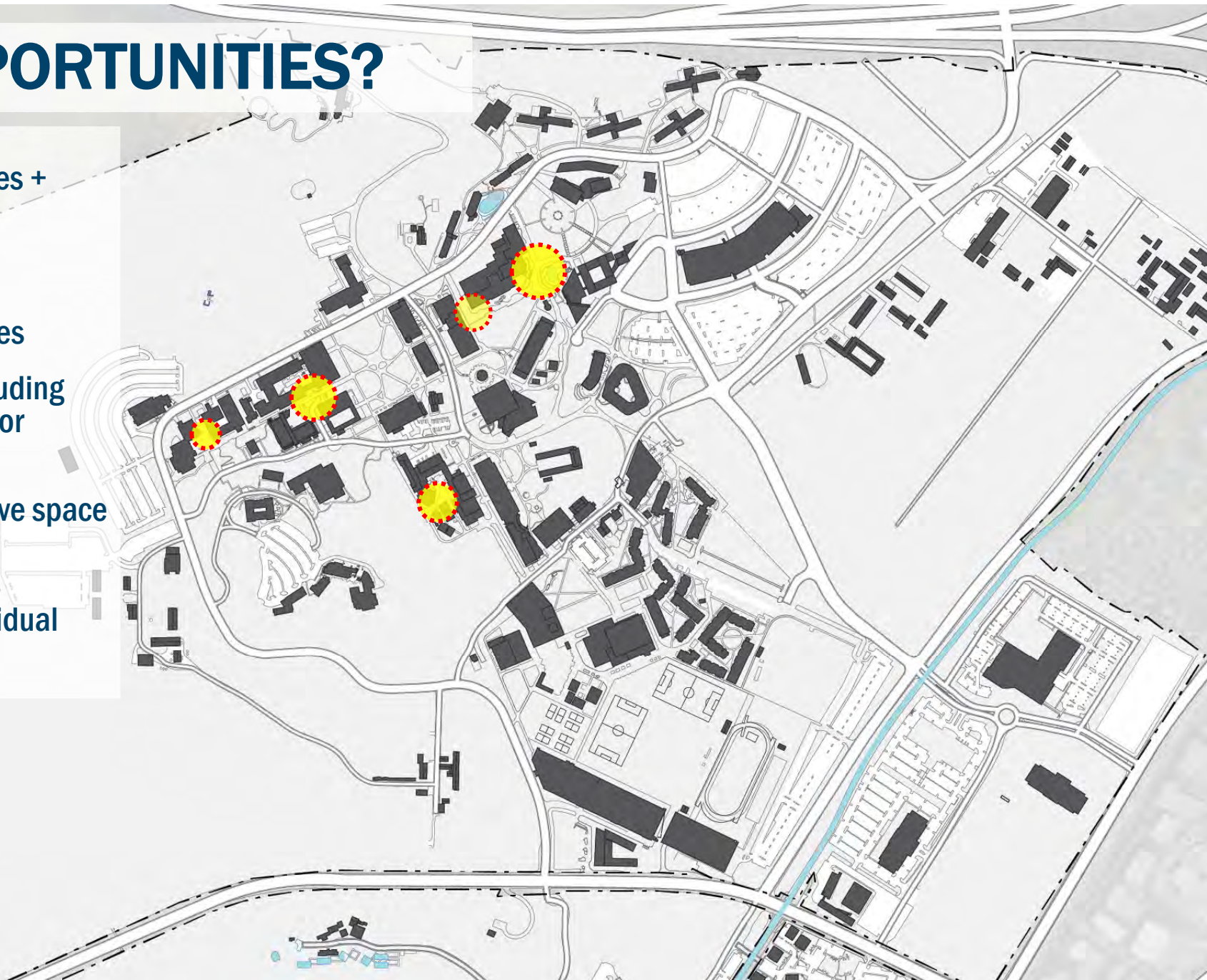
Consolidated resources (academic and service) for students located at various hubs across campus

- Can eliminate redundancies
- Larger, more flexible, and better utilized space



# HUB OPPORTUNITIES?

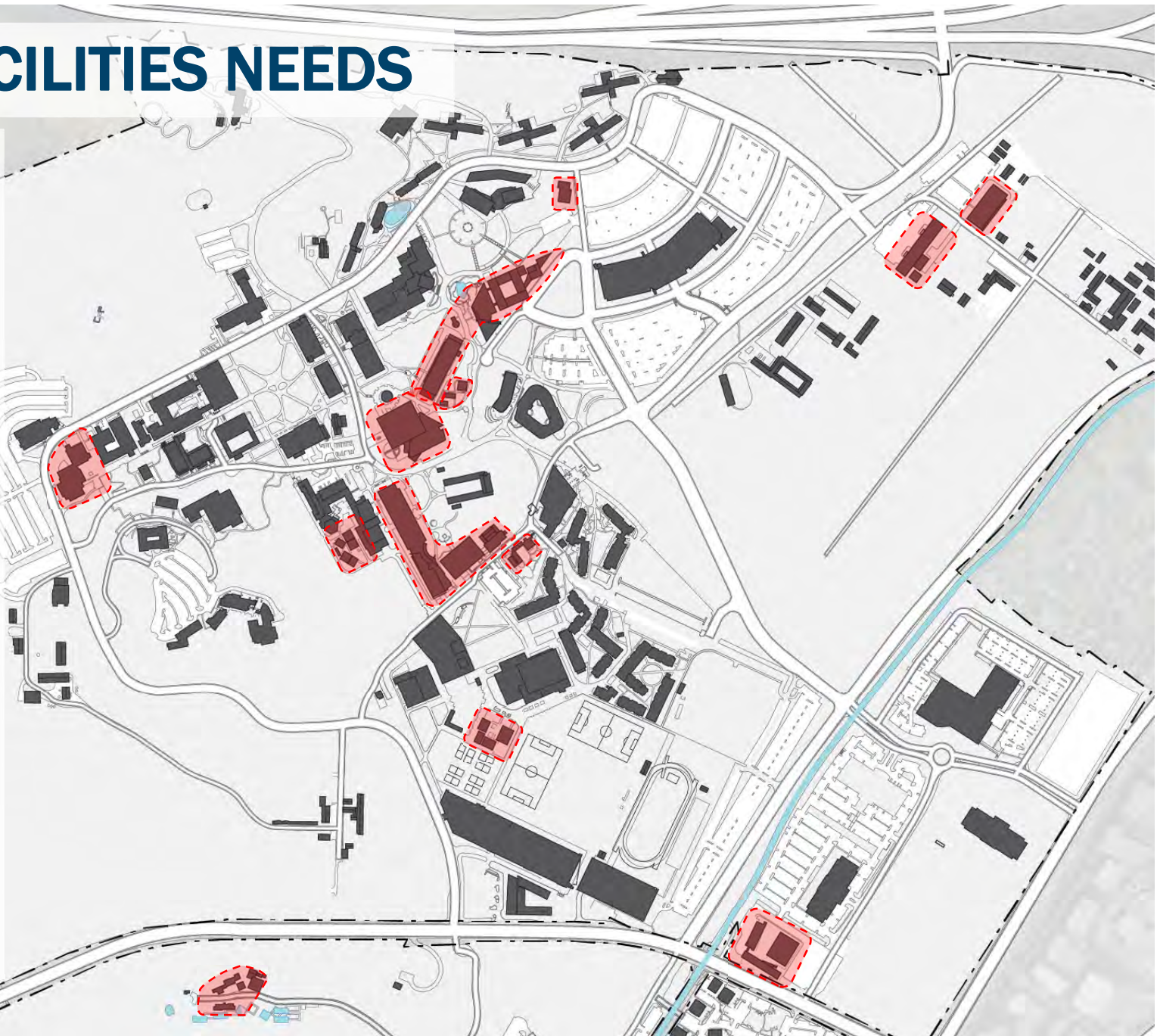
- Hubs with shared academic resources + opportunities for collaboration
- active learning instructional spaces
- project space including flex studios, exterior project yards
- faculty collaborative space
- AV/IT 'sandbox'
- study space, individual and group spaces





# ACADEMIC FACILITIES NEEDS

- Instructional Space, especially labs, flex studios, and shared project space resources
- CLA – renovate or replace?
- Eng/ Art Annex – renovate, expand? or replace?
- Interim Design Center – expand or reconsider, consolidate?
- Environmental Design improve, expand?
- Expanded study space, and Library learning commons
- CTTi needs more space
- Solutions to eliminate ‘temporaries’ for instructional space





# CONSTRAINTS

## Site for Mixed-Use building?

- 1<sup>st</sup> fl - food, retail, student activities
- 2<sup>nd</sup> fl - study space, student resources
- 3<sup>rd</sup> fl - instructional space
- 4<sup>th</sup> fl - instructional space
- 5<sup>th</sup> fl - instructional + faculty resources

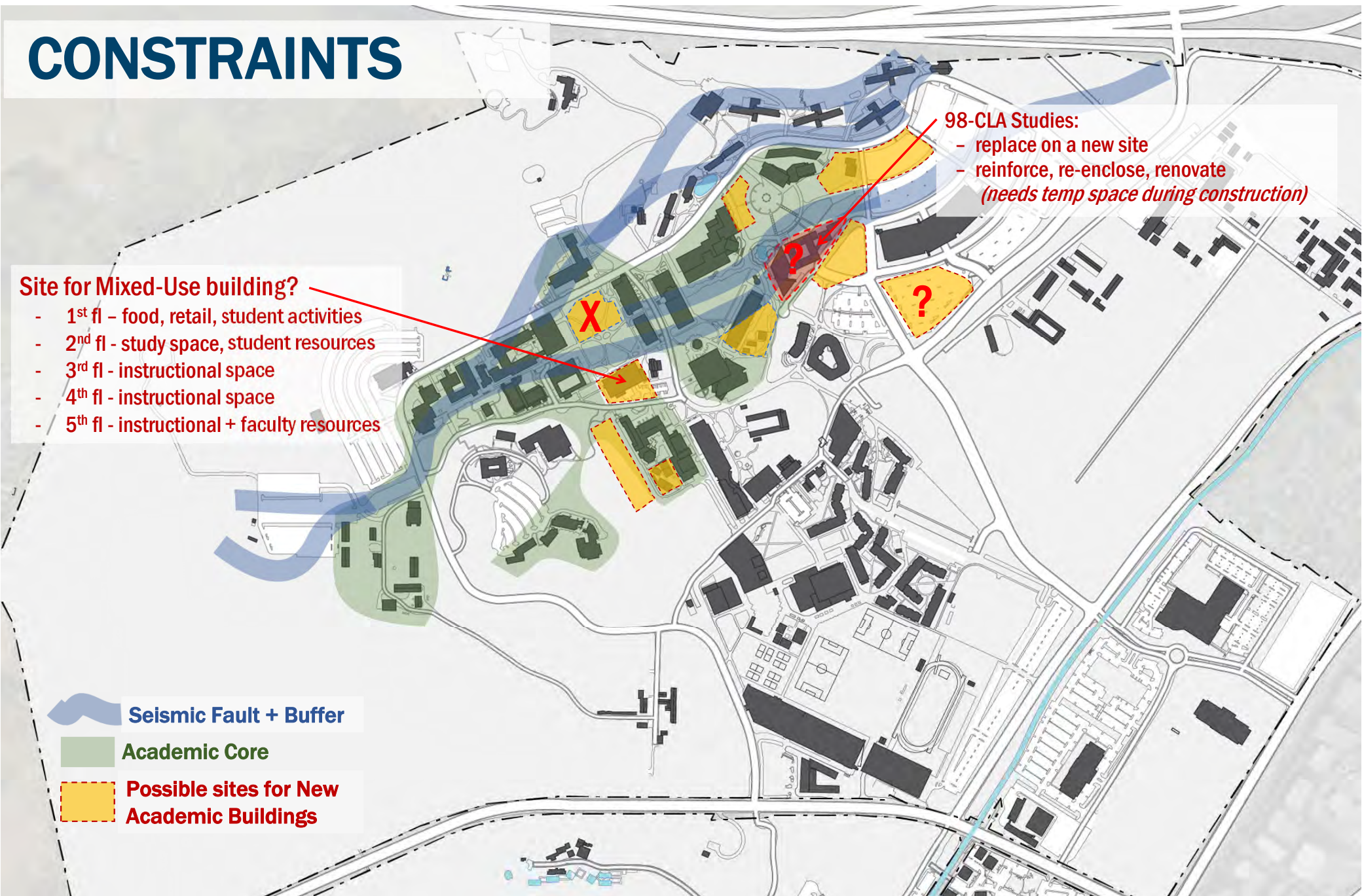
## 98-CLA Studies:

- replace on a new site
- reinforce, re-enclose, renovate  
(needs temp space during construction)

 Seismic Fault + Buffer

 Academic Core

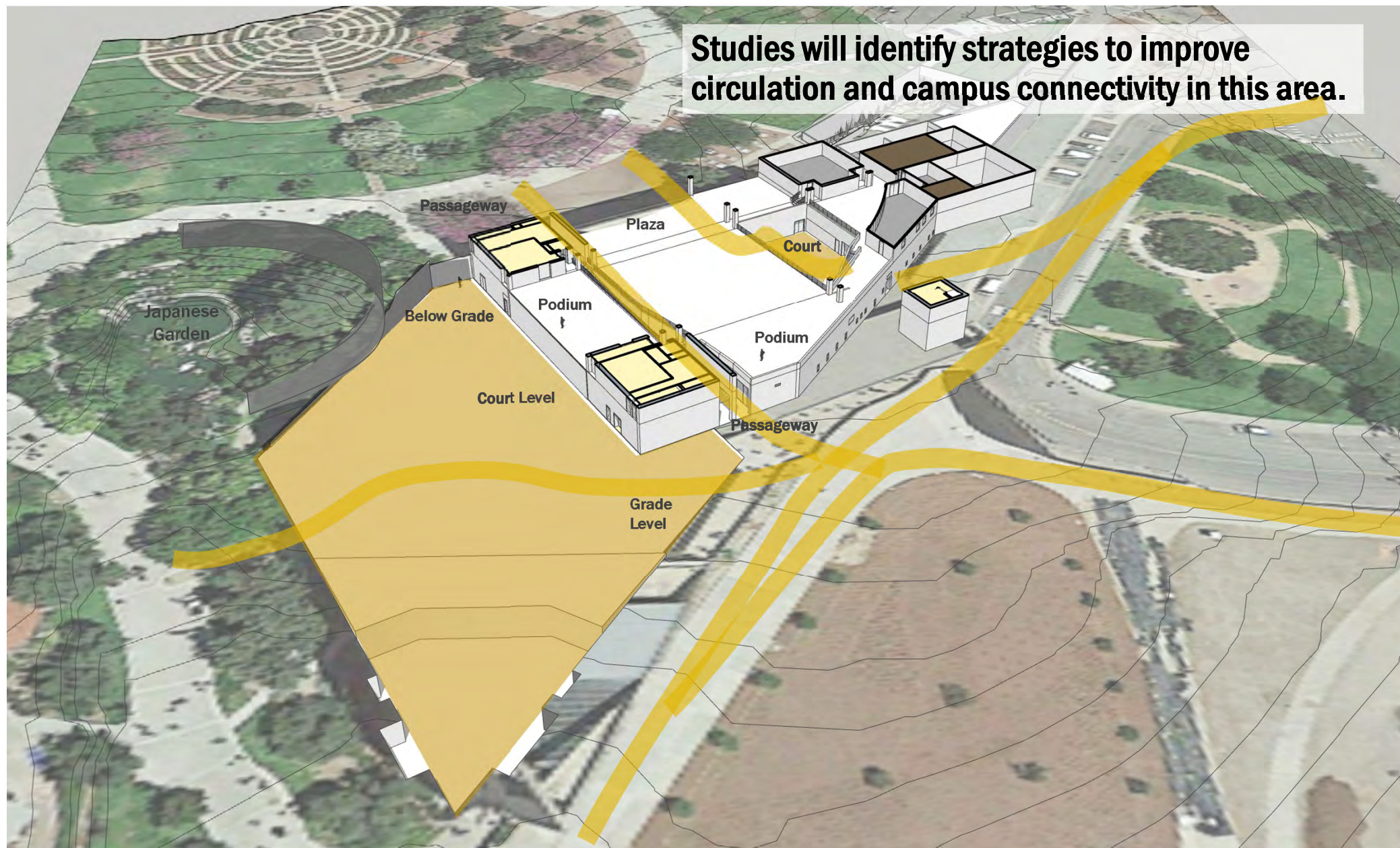
 Possible sites for New Academic Buildings





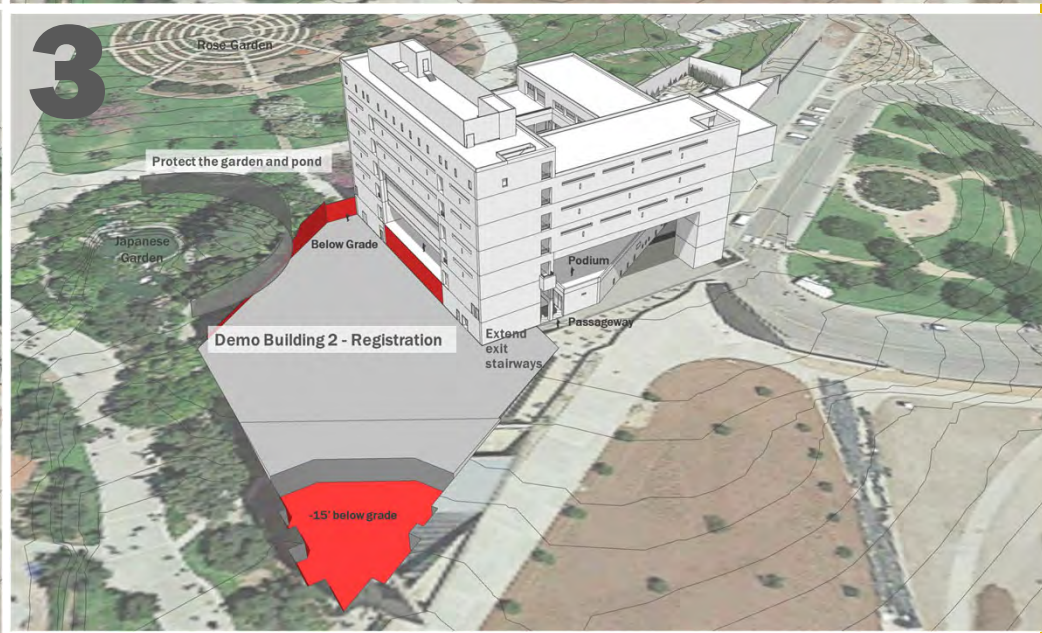
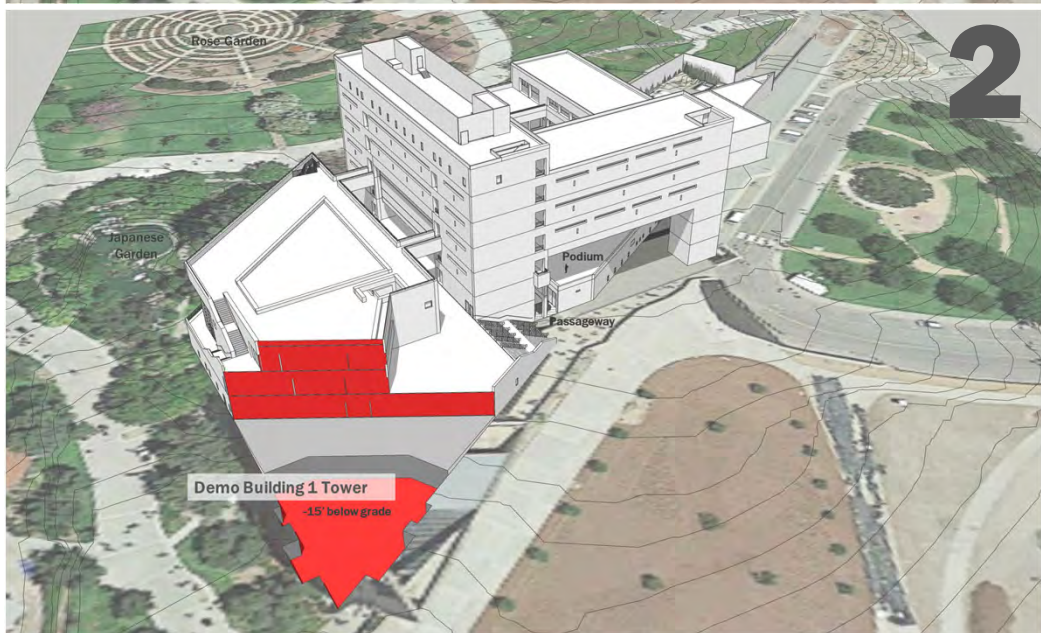
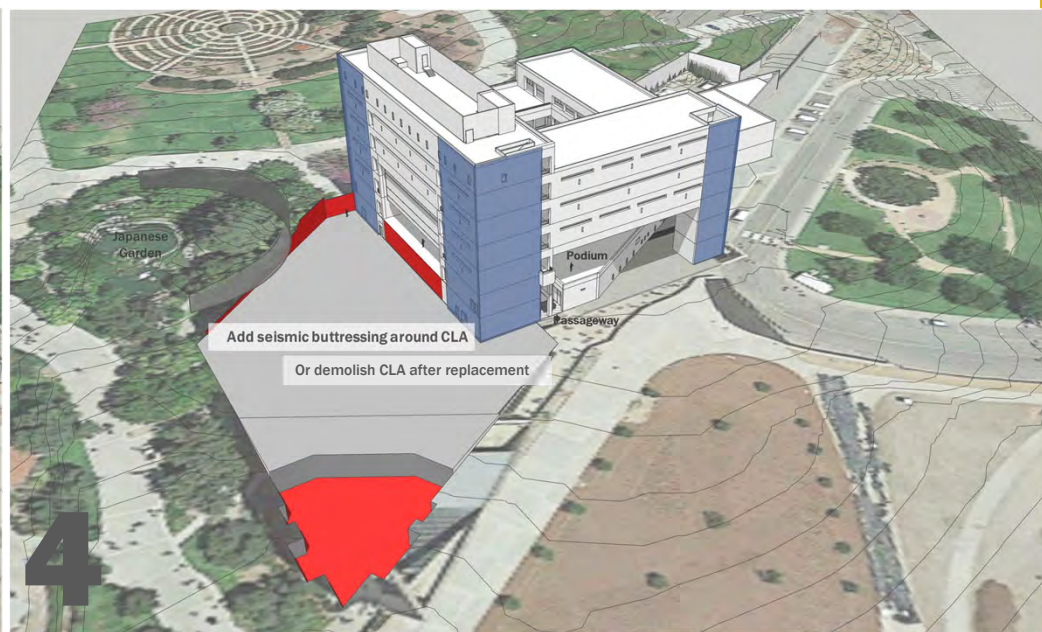
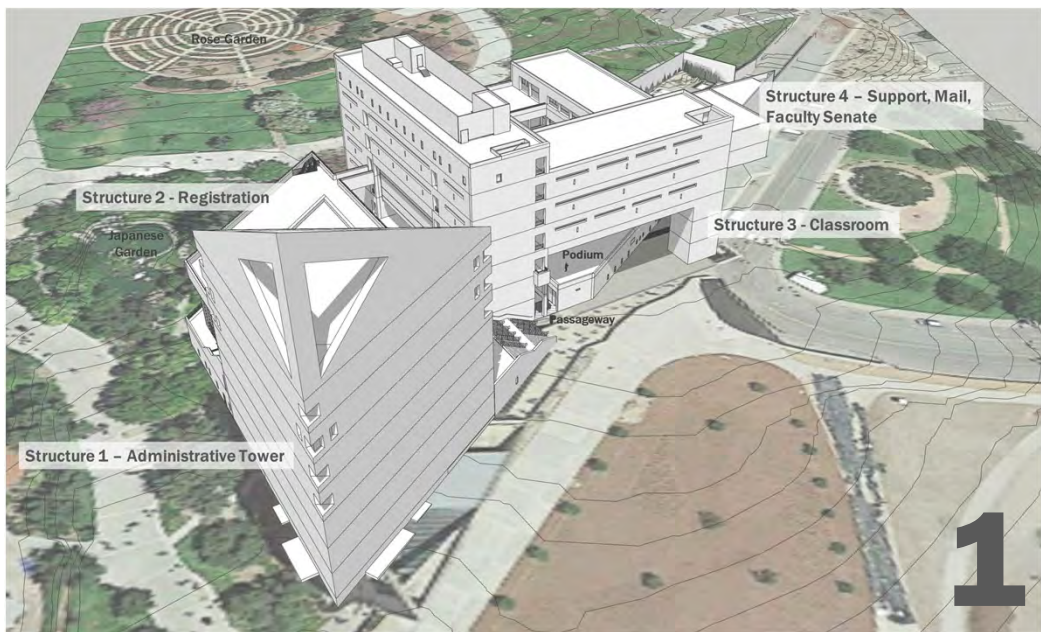
# BLDG 98-CLA STUDIES: AT GRADE

Studies will identify strategies to improve circulation and campus connectivity in this area.



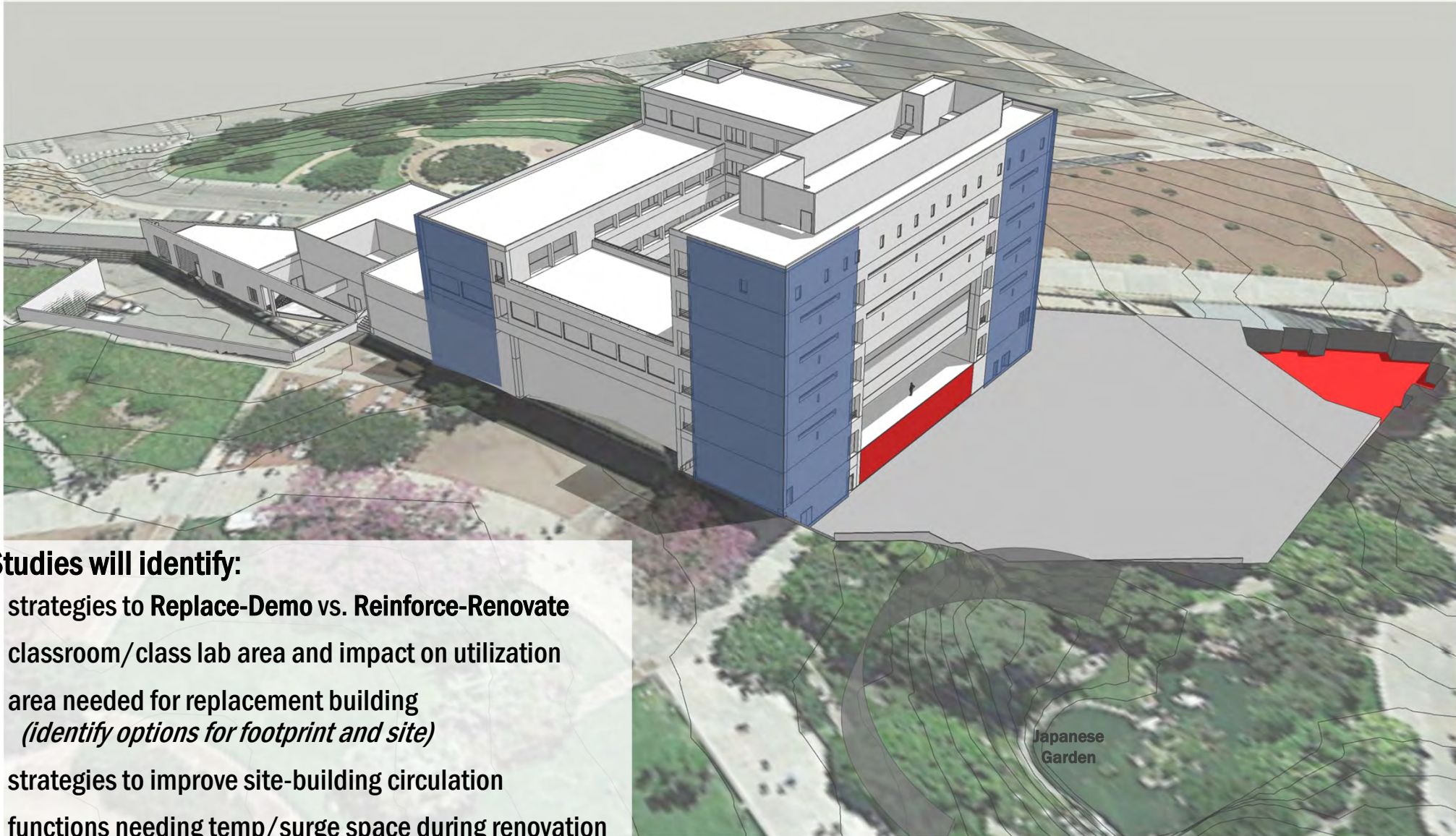


# BLDG 98-CLA STUDIES: DEMO TOWER





# BLDG 98-CLA STUDIES:



## Studies will identify:

- strategies to **Replace-Demo vs. Reinforce-Renovate**
- classroom/class lab area and impact on utilization
- area needed for replacement building  
*(identify options for footprint and site)*
- strategies to improve site-building circulation
- functions needing temp/surge space during renovation
- pro-cons + est cost of each strategy and option



# Q+A / Discussion

## Discussion Comments:

- What about a pedestrian bridge over South Campus Drive (close to Temple corner)?  
*can be challenging to make a bridge ADA compliant (long ramps or exterior elevator) unless it could connect from the 2<sup>nd</sup> level of the transit center/parking ramp to a building on the south side of the street*
- See Project Blue (north of Bldg #1) for another solar shade/seating option
- Need more 24hr lab space, flexible for all classes/disciplines; if software is cloud-based, students can access from any location (result is fewer dedicated computer labs)
- Look into why there are so many 'lecture classes' in lab space – lack of classroom space? Lecture related to lab so more efficient in one space? Or a course code problem?
- Should there be more classrooms in new student housing?  
*yes and no – multi-purpose rms can be used for classes and for res life meetings or activities; but if they are coded as classrooms they add 'capacity' and penalize 'utilization'; need doors from the exterior and resident security provisions*
- Academic new facilities need to be developed in more detail – working session with the Dean's?  
*Agree!! Focus session is planned as part of Workshop 6, could be a charrette format – we'll get this scheduled*



# Master Plan Next Steps:

- **Workshop #6: Draft Plan + Phasing + Guidelines** *March?*
  - **Focus Sessions:**
    - Academic Space-Resources incl library, study space (charrette session?)*
    - Sustainability – guidelines + recommendations*
- **Community Listening Session** *late March?*
- **Campus Forums** *April*
- **Final Workshop on Draft Plan** *May*
- **Final Draft Plan CEQA – EIR**
- **Final Master Plan to CSU** *adopted late 2020*