

CALIFORNIA STATE
POLYTECHNIC UNIVERSITY,
POMONA



CAMPUS MASTER PLAN
JULY 2000



CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA CAMPUS MASTER PLAN

PREPARED BY:

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
FACILITIES PLANNING

AND

ROBBINS JORGENSEN CHRISTOPHER
19100 VON KARMEN, SUITE 480
IRVINE, CALIFORNIA 92612

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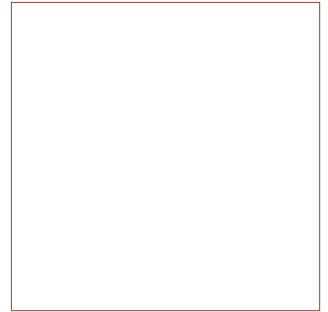
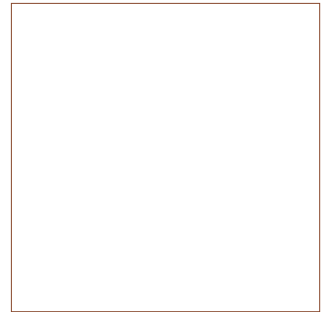
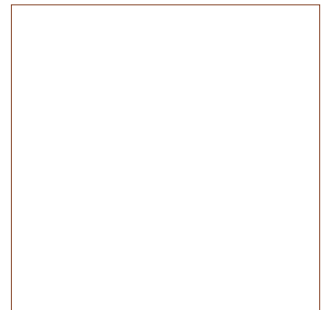
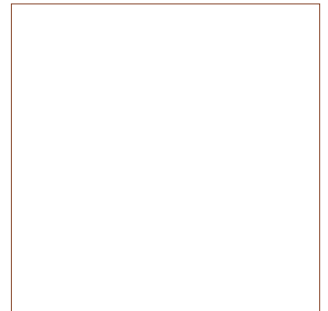
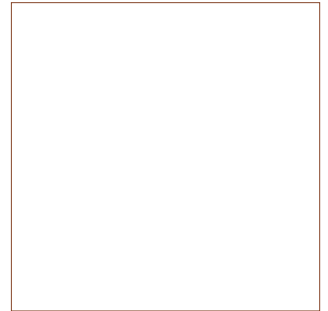
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ACKNOWLEDGEMENTS 1.0



I.0 ACKNOWLEDGEMENT OF PARTICIPANTS

The creation of a new Campus Master Plan for Cal Poly Pomona is a direct result of the active participation of the University community. The Cal Poly Pomona campus is multicultural, diverse and dynamic with many different, as well as complimentary, viewpoints. The Campus Master Plan and its vision for the campus reflect the successful collaboration and dedicated involvement of the members of the Cal Poly Pomona family.

The Campus Master Plan and its unanimous approval by the Campus Planning Committee would not have been possible without the valuable contributions and hard work of the following members of the University:

January 1999 Campus Master Plan Workshop Participants

Dr. Bob H. Suzuki	President, Cal Poly Pomona
Ms. Patricia L. Farris	Vice President, Administrative Affairs
Ms. Gail A. Pipal	Director, Facilities Planning
Mr. Chris K. McAlary	Associate Vice President, Facilities Planning & Management
Mr. Ray C. Morrison	Senior Facilities Planner, Facilities Planning
Ms. Carol Hendrickson	Liaison, Chancellor's Office
Dr. Ed A. Barnes III	Associate Vice President for Executive Affairs
Mr. Steve Frieze	Director, Institutional Research and Planning
Mr. Gary D. Montgomery	Associate Director, Development for Annual Giving
Ms. Carrie E. Rohlfing	Executive Director, University Advancement Services
Dr. Lev S. Gonick	Dean, Instructional Research & Planning
Mr. Paul G. Storey	Executive Director, Cal Poly Pomona Foundation
Ms. Brenda K. Briggs	Chief Financial Officer, Cal Poly Pomona Foundation
Mr. Harold B. Schleifer	Director, University Library
Ms. Danette A. Cook Adamson	Special Collections Librarian, Library
Mr. Bruce L. Emerton	Reference Librarian, Library
Mr. James Robbins	Architect, Robbins Jorgensen Christopher
Dr. Roger L. Morehouse	Professor, Physics
Dr. Ky E. Kugler	Head Athletic Trainer, Athletics
Dr. Wayne Bidlack	Dean, College of Agriculture
Dr. Dan Hostetler	Professor, Chair Horticulture, College of Agriculture
Dr. Lynn H. Turner	Associate Dean, College of Business Administration
Dr. Gary A. Crester	Chair & Professor, Behavioral Science
Dr. Perky Stromer	Chair & Professor, Kinesiology & Health Promotion
Dr. Ed C. Hohmann	Dean, College of Engineering
Ms. Linda W. Sanders	Dean, College of Environmental Design
Dr. Richard W. Willson	Chair & Professor, Urban Research & Planning
Mr. Kip A. Dickson	Lecturer, College of Environmental Design
Mr. Phil N. Pregill	Associate Professor, Landscape Architecture Department
Ms. Anna Marie Whitaker	Professor, Urban Research & Planning
Ms. Joan Safford	Acting Professor, Urban Research & Planning
Mr. Mark Von Wodtke	Professor, Landscape Architecture
Dr. Victor P. Abegg	Associate Dean, College of Science

Dr. Keith A. Howard	Professor, Chair Chemistry Department, College of Science
Dr. Joe S. Block	Professor, Chair Liberal Studies Department
Dr. Van H. Garner	Dean, College of the Extended University
Ms. Julie Holland	Director, JPL Incubator Project
Ms. Maryann Tolano	Student, ASI Student Government
Mr. Paul Sabado	Student, ASI Student Government
Ms. Heather Davis	Student, ASI Student Government
Mr. Jonathon Chu	Student, Urban Research & Planning
Mr. Jose Rubio	Student, Urban Research & Planning
Ms. Mary Creith	Student, Urban Research & Planning

April 1999 Campus Master Plan Review Participants

Mr. Harold B. Schleifer	Director, University Library
Dr. Ed C. Hohmann	Dean, College of Engineering
Mr. Mark Von Wodtke	Professor, Landscape Architecture
Mr. Bruce E. Coulter	Professor, Kinesiology & Health Promotions
Dr. Carl E. Rathmann	Interim Dean, College of Engineering
Mr. Chris K. McAlary	Associate Vice President, Facilities Planning & Management
Ms. Patricia L. Farris	Vice President, Administrative Affairs
Ms. Linda W. Sanders	Dean, College of Environmental Design
Dr. Marvin C. Abrams	Coordination Tech Initiatives, College of Engineering
Mr. Kip A. Dickson	Lecturer, College of Environmental Design
Mr. Norberto Nardi	Professor, Architecture Department
Mr. Rick Corsini	Lecturer, Architecture Department
Dr. Van H. Garner	Dean, College of the Extended University
Mr. Paul G. Storey	Executive Director, Cal Poly Pomona Foundation
Mr. Art E. Hacker	Professor, Architecture Department
Dr. Richard W. Willson	Chair & Professor, Urban Research & Planning
Ms. Carolyn A. Dias	Project Manager, Capital Planning & Project Development
Ms. Roberta W. Jorgensen	Architect, Robbins Jorgensen Christopher
Mr. Seung Paek	Designer, Robbins Jorgensen Christopher
Mr. Noah Hamman	Designer, Robbins Jorgensen Christopher
Mr. Don Rohel	Director, Conference & Event Services, ASI
Ms. Gail A. Pipal	Director, Facilities Planning
Mr. Ray C. Morrison	Senior Facilities Planner, Facilities Planning

Campus Planning Committee

Mr. Bob H. Suzuki	President, Cal Poly Pomona
Dr. Gene I. Awakuni	Vice President, Student Affairs
Dr. Wayne Bidlack	Dean, College of Agriculture
Mr. Arturo Carmona	Student, President ASI
Ms. Patricia L. Farris	Vice President, Administrative Affairs
Ms. Carol Hendrickson	Liaison, Chancellor's Office
Ms. Roberta W. Jorgensen	Architect, Robbins Jorgensen Christopher
Mr. Chris K. McAlary	Associate Vice President, Facilities Planning & Management
Mr. Ken S. Nakaba	Chair & Professor, Landscape Architecture Department
Ms. Gail A. Pipal	Director, Facilities Planning
Ms. Linda Sanders	Dean, College of Environmental Design
Dr. Richard Santillan	Vice President, Academic Affairs
Ms. Judith Sheine	Associate Professor, Department of Architecture
Dr. Esteban Soriano	Vice President, University Advancement
Dr. Rochelle Kellner	Vice Chair, Academic Senate

Additional Contributing University Community Members

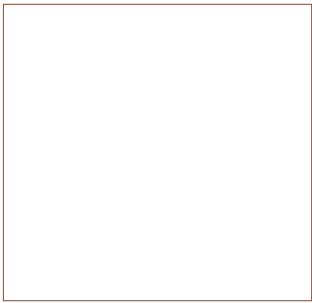
Mr. Bob L. Charles	Interim Associate Vice President, Academic Resources, Planning Administration
Mr. Steve Frieze	Director, Institutional Research & Planning
Dr. Donna I. Tillman	Vice Chair, Academic Senate
Mr. Doug R. Freer	Interim Director, University Housing Services
Mr. Charles W. Holt	Parking Manager

Campus Master Plan Working Group

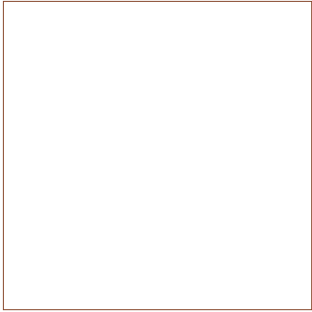
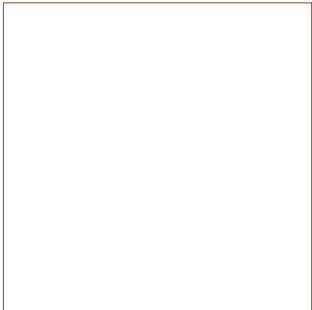
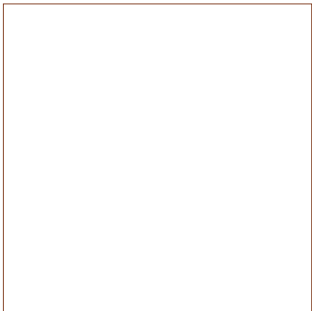
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Mr. Ray C. Morrison	Senior Facilities Planner, Facilities Planning
Ms. Roberta W. Jorgensen	Architect, Robbins Jorgensen Christopher

Campus Master Plan Architect – Robbins Jorgensen Christopher

Ms. Roberta W. Jorgensen, FAIA
 Mr. Noah Hamman
 Ms. Judie Lai, AIA
 Ms. Maria Long
 Mr. Seung Paek
 Mr. James Robbins, AIA
 Ms. Patricia Trauth, ASLA



EXECUTIVE SUMMARY 2.0





2.0 CAL POLY POMONA CAMPUS MASTER PLAN SUMMARY

The vision for this Campus Master Plan is to create an Academic Community supporting the University's mission by providing a physical framework "to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership and careers in a changing multicultural world". The Campus Master Plan supports the Strategic Plan. The *Cal Poly Pomona, Strategic Planning Guidelines, Toward the 21st Century*, Spring 1997, is the basis for the development of the vision for the Campus Master Plan.

The University's strategic planning goals have been reflected in the Campus Master Plan. They include:

- 1) Promoting excellence in teaching, learning and educational programs;**
- 2) Enhancing effective acquisition, planning and management of resources;**
- 3) Promoting and enhancing research, scholarly, professional, and creative activities;**
- 4) Enhancing support for students;**
- 5) Improving the campus environment;**
- 6) Increasing community involvement.**

These goals will be made more achievable by implementation of this Campus Master Plan.

The Campus Master Plan provides a baseline for future decision-making regarding the development of the Cal Poly Pomona campus. Each decision for the future development of Cal Poly Pomona can utilize the Campus Master Plan as a measurement for determining its relationship to the whole, rather than as an isolated action. In the past, decisions affecting physical improvements and changes to the campus were often made on an individual basis, without a comprehensive planning guide for reference. The future decision making process will have the Campus Master Plan as a reference so that the benefit to the University as a whole can be collectively considered.

Key elements of the Campus Master Plan:

2.1 INTEGRATED LAND USES ENHANCING THE ACADEMIC COMMUNITY

A multi-disciplinary campus center will be created with the Library as the core. The campus center will be a neighborhood where the Library is the preeminent facility. Located in the physical center of the campus core, the campus center will include the Library, the University Union, bookstore, theater, gallery, the Pavilion and the open spaces surrounding those buildings. The open spaces will be improved to elevate the pedestrian as the primary user, and to provide outdoor study, activity, and interaction areas of varying sizes and types. Pedestrian axes will organize the central campus between parking, college neighborhoods, support facilities, student housing and the multidisciplinary campus center. Support services and housing will be synthesized into the central campus. Support services including a visitor center, alumni house, faculty club, food service, bookstore outlets, coffee houses, convenience retail services, etc. have been incorporated within the campus core area. Parking Structure I, for example, is envisioned to provide these types of services in a transition facility from the parking structure to the new academic neighborhood. University support functions such as parking services and safety have been identified to relocate to this centrally located facility.



2.2 COLLEGE NEIGHBORHOODS AS AN ORGANIZING ELEMENT

Academic identity will be enhanced by College Neighborhoods. While the early academic buildings on the campus were organized by academic discipline, the growth in size and number of programs and the addition of Colleges and Schools has resulted in programs that are physically disconnected, sometimes at considerable distance. This has resulted in lost opportunities for structured as well as casual development of programs and intellectual camaraderie, as well as difficulty in administration and governance. The various elements of each College and School will be located in close proximity, and each will be defined as an identifiable neighborhood.



2.3 A CONCENTRATED, PEDESTRIAN CAMPUS SURROUNDED BY LARGE OPEN SPACES

The historical development of the campus was a concentrated building development organized by a pedestrian axis and a formal quad. Many of the early educational buildings were built around a courtyard. Surrounding the densely built campus were the agricultural and other open spaces. As the adjoining communities have developed, the concept of the open spaces surrounding the central academic campus remains. The open spaces provide a separate identity for the academic university, while also providing specific opportunities to invite the public to become involved in the Cal Poly Pomona campus.

2.4 A PEDESTRIAN CAMPUS IN A COMMUTER ENVIRONMENT

The University will become a commuter destination culminating in a pedestrian campus. Once the commuter's car has been parked for the day, the experience of a pedestrian campus will be enhanced by clearly defining pedestrian ways, reducing service/pedestrian conflicts, and developing plazas, lawns, paths, and "pedestrian streets". Defined pathways from University Village/Temple Avenue and from the campus core to the college of Agriculture/equestrian facilities will serve to better integrate outlying areas of the campus to the campus core.

Structured parking will reflect the demand and the increasing value of open land. Cal Poly Pomona will remain primarily a commuter campus, even though the Campus Master Plan incorporates additional student housing within the central campus. Parking structures have been sited at three locations close into the campus core, yet accessible from the primary entrances to campus. From each of



Conceptual Diagram of the Master Plan
Illustrating the Key Planning Elements



the parking structures, one can walk to any point in the campus core area in less than ten minutes, thus eliminating the need move one's car during the day.

2.5 PUBLIC PRIVATE PARTNERSHIPS

The Master Plan designates areas for public/private partnerships, creating knowledge enterprise zones where students, faculty and industry can interact in multi-disciplinary programs. Public/private partnerships address a component of knowledge based uses in support of the University's goals. In particular, public/private partnerships focus on the development and relationship ventures between public institutions, private industry and the University. These partnerships promote the education mission, community involvement and outreach, create income generating opportunities, and provide diversity in services to support a living/learning/working environment.

Examples of such arrangements include employment relationships in high technology or research. Other possible relationships could provide shared facilities and capital improvements that serve the long-term educational needs of Cal Poly Pomona. Such public/private partnerships could not only provide teaching opportunities to Cal Poly Pomona through applied technology and research environments, but the campus could provide reciprocal learning opportunities for continuing education through the College of Extended University.

Prior to proceeding with public/private opportunities, the important attributes needed for successful joint public/private development for Cal Poly Pomona will need evaluation and Specific Plans will need to be developed, reviewed, and approved.

2.6 SPECIFIC SITE PLAN AREAS

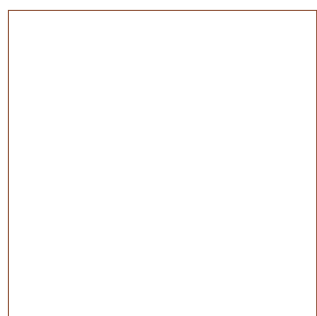
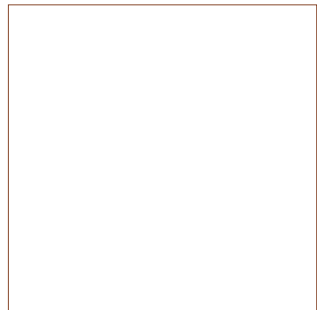
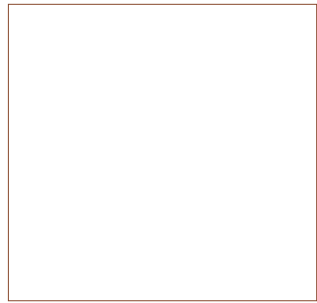
Development of the campus has been generally defined by the Campus Master Plan, but future projects will require more detailed study and decision making. Many of the Land Use areas in the Master Plan have been designated as Specific Site Plan areas, requiring the development and review and approval of a planning and site document before review, decision making, and development can occur. Specific Site Plan studies will be required for future siting and development decisions.

The Campus Master Plan is the baseline for future decision making regarding growth and development of the Cal Poly Pomona campus. Discussion, review and decision making for future specific proposals will need to occur, but this plan will serve as the comprehensive planning guide from which future decisions can be made.





Aerial View of Cal Poly Pomona



3.0 INTRODUCTION

California State Polytechnic University, Pomona (Cal Poly Pomona) will experience the most dramatic growth in its history in the next ten years due to the demand for education from the population increase of college age individuals as identified by the California Post Secondary Education Commission. In 1997, the University authored "*Toward the 21st Century: Cal Poly Pomona Strategic Planning Guidelines*" which provided the context and direction for long range planning for the campus. The Campus Master Plan constitutes the next step in this strategic planning effort and provides the University community with the unparalleled opportunity of implementing a vision for the campus community and setting the first official guidelines for campus growth since 1991.

The Campus Master Plan's purpose is to further the University's mission and to establish a vision for the campus environment. This Campus Master Plan document provides a broad framework for land use, open space, development and circulation. This is a conceptual framework within which the University will prepare and update specific capital outlay improvement and development plans. These specific plans will provide detailed strategies for implementing the Campus Master Plan.

This Campus Master Plan guides the future development of the University in the coming years. It will be useful in making important decisions concerning the University's allocation and management of resources as well as capital outlay programs and construction planning. Cal Poly Pomona is a growing institution and will change dramatically as major increases in enrollment occur. As the enrollment increases to 20,000 FTE, the Campus Master Plan must remain flexible, allowing for and encouraging the changes needed to address new and unforeseen challenges in education. Since the planning process is an on-going one, the Campus Master Plan will continue to undergo revisions as the campus community gains experience in using it and as additional comments and suggestions are received on ways of improving it.

The master plan process has produced a realistic and feasible plan for the University to start the next century. The ideas illustrated and documented were conceived and developed by many members of the Cal Poly Pomona community. This inclusive and collaborative methodology has created a Campus Master Plan that advocates the mission, visions, and values of the University and articulates actions to achieve Cal Poly Pomona's goals.



3.1 STRATEGIC PLANNING GUIDELINES

The *Cal Poly Pomona Strategic Planning Guidelines* document and clearly express the University's mission, visions and values.

The University's **mission** statement is:

Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership and careers in a changing multicultural world.

The vision statement for the University reflects the Mission Statement and Statements of Goals and Strategies.

The **vision** statement is:

Cal Poly Pomona will be a national model of a polytechnic university education distinguished as:

- An institution that mirrors and benefits from the diversity of Southern California;
- An institution that provides the nation's most diverse urban area access to its educational resources and that takes advantage of that urban area as an educational resource itself;
- An institution that embraces a global perspective;
- An institution that provides an extraordinary education by blending theory with practice, maximizing the contact and accessibility of faculty to students, and providing a strong foundation in general education;
- A community which encourages the free flow of information and open communication, which promotes vigorous debate, and in which all members are empowered and work well together;
- An institution that addresses societal needs through its educational, research, and community service activities;
- An institution that has an integrated technology strategy to support teaching and learning;
- An institution that has substantial funding from sources other than the State.

The character of Cal Poly Pomona is distinctively determined by its **values**, to which the University is committed:

- **Focus on Student Achievement, Satisfaction and Success**
Cal Poly Pomona's highest priority is to ensure the intellectual and social development of its students. A campus environment supportive of learning should convey the message that all students are capable and that their success is of paramount importance.
- **Commitment to Learning, Research, Scholarship, Creativity and Service**
Cal Poly Pomona values the synergy of learning, research, scholarship, creativity and service as it contributes to the educational process.
- **Appreciation for Differences and Diversity; Respect for All**
Cal Poly Pomona believes in the unity of society, and is committed to being reflective of a national and global diversity.
- **An Atmosphere of Honesty and Integrity**
The University shares a strong commitment to honesty and integrity, and is determined to teach it.
- **Commitment to an Open, Democratic Community including Shared Governance**
The University should be an open, democratic forum for a diversity of thoughts, ideas and opinions.
- **Leadership, Social Responsibilities and Community Involvement**
As an institution of higher education and as a public university, Cal Poly Pomona has a responsibility to help solve some of the more pressing problems of society.



3.2 UNIVERSITY GOALS

As a result of the University's strategic planning effort, six major University **goals** were reaffirmed. *Each goal has the following related Master Plan strategies:*

Goal 1. To promote excellence in teaching, learning, and educational programs.

Cal Poly Pomona's primary mission is teaching, and will continue to improve teaching effectiveness and curricula, to implement effective learning outcome assessments, to develop and support programs of excellence, and to place increasing emphasis on conducting research on the teaching and learning process.

The Master Plan supports an environment that allows curriculum development and instructional improvements in educational programs where students are engaged in interdisciplinary teamwork, collaboration, and outcome-based learning activities. Cal Poly Pomona will function in an educational environment described as an "academic community," emphasizing excellence in learning while providing a variety of educational and social interactions.

Goal 2. To enhance effective acquisition, planning and management of resources.

Among the University's highest priorities is to become more creative and entrepreneurial in finding ways of generating supplementary income from non-State sources in an era in which State resources are likely to continue to be scarce.

The Master Plan will:

- *Upgrade and maintain the University's infrastructure to provide a high-quality instructional environment by using State and non-State funding and creative partnerships with other campuses and industry.*
- *Support the creation of enterprises that further the school's educational mission and generate revenue by forming partnerships with public and private organizations. The University, through public private partnership developments, will also serve as a catalyst of economic development within the region, supporting and creating employment.*
- *Support funding from other public and private sector sources by utilizing property assets as a financial resource, augmenting the fundraising efforts of colleges, and by pursuing greater entrepreneurial initiatives.*



The Master Plan strives to develop a creative environment that provides facilities for research and instructional classrooms for teaching. A guiding principle of the Master Plan is to foster an academic community with supportive college neighborhoods promoting research, teaching and learning activities.

Goal 3. To promote and enhance research, scholarly, professional, and creative activities.

The University directly supports the research, scholarly, professional, and creative activities of the faculty, and creates a more supportive environment for such activities.

A strategy for enhancing support for students includes improving the quality of student life on campus. The Master Plan's community concept of providing a complete and diverse environment by integrating activities and uses generates opportunities for academic, social and personal development for each student.

Goal 4. To enhance support for students.

As society becomes more complex and the student population more diverse, the University must provide a wide array of supportive services that will ensure the academic, social and personal development of each student.

Goal 5. To improve the campus environment.

Cal Poly Pomona must strive to maintain an open, democratic community through the participation of faculty, staff and students in the governance of the University and through an empowering approach to management. A greater sense of community must also be promoted by improving communication on campus and by developing a campus climate in which everyone feels welcome and comfortable.



Goal 6. To increase community involvement.

The University must bring its considerable human and material resources to bear in helping the broader community solve pressing societal needs in such areas as economic development and environmental improvement.

The Master Plan will:

- *Guide decisions for full compliance with Americans with Disabilities Act (ADA) guidelines.*
- *Increase the sense of identity of the campus and colleges by creating an academic environment of college neighborhoods.*
- *Develop an environment that encourages and increases the number of faculty/student interactions.*
- *Maintain a safe and beautiful campus by providing adequate security and safety measures, and controlling and planning development.*
- *Develop and support a sense of community and establish a mix of activities on the campus. The Master Plan integrates residential elements and supporting auxiliary uses to promote a living, working and learning environment.*
- *Develop the University in a sustainable and environmentally responsible manner.*
- *Celebrate the University's rich natural and cultural history through maintaining open space, restoration of historic facilities, and documentation of the University's past.*
- *Commit to the full integration of technology into its learning, living and working environments.*

The campus Master Plan encourages interaction between the University and surrounding and regional communities and institutions, and expands and strengthens partnerships with business and industry. This goal enhances the educational, physical, social and cultural connections through the use of educational programs and economic development such as business incubators and College of Extended University's programs. The land use strategy allocates land use in a way that creates a transition between the surrounding communities and the core campus.

3.3 HISTORY AND METHODOLOGY

The development of a new Campus Master Plan for Cal Poly Pomona began in 1997.

The master planning process was a collaborative, iterative process of testing and confirming ideas and concepts generated by members of the University community during interviews and workshops with faculty, students, administrators and others. Several significant ideas for the campus were evaluated and discussed. These ideas were explored as to their implementation of a campus design revolving around a 1) commuter campus, 2) academic campus, 3) regenerative campus, 4) life long learning campus, and 5) technology campus. All of these ideas are incorporated into the University's Strategic Planning Guidelines and support the University's mission.

In March of 1998, the College of Environmental Design, working with Facilities Planning and Management with support of the President, developed recommendations for inclusion into the Campus Master Plan. Many of these recommendations are incorporated into the Campus Master Plan. Specifically, recommended ideas include: 1) an expanded collaborative planning process; 2) an enhanced pedestrian campus; 3) an integrated land use approach – such as student housing located at the academic core; 4) development of pedestrian circulation and landscaped open space; and 5) preservation of the historic and cultural aspects of the campus.

Additionally, at a Master Plan workshop held in January 1999, participants from the University community identified major planning ideas and principles that are valued by the campus. These ideas have been incorporated into the Master Plan, most significantly the idea of an academic community. Other major contributions of the workshop are the concentrated campus core with open space, the need for visual separation from surrounding areas by maintaining open space, and preserving the natural landscape of the campus.

During the master planning process, interviews were held with key individuals of the university leadership. These individuals repeatedly communicated their desire for strong college identities and facilities that supported their academic programs and missions. The idea of neighborhoods is a direct result of this desire to consolidate faculty and students into identifiable colleges.

A Campus Master Plan Committee comprised of faculty, administration and the professional design consultant was created to address the development of the Campus Master Plan. This committee met on a regular basis and actively sought input from the campus community. Specific methods of information gathering included:

- Programming interviews were conducted with Deans, academic program directors, Vice Presidents, support services directors, Cal Poly Pomona Foundations, ASI, the campus librarian, and the University Housing Services



- A questionnaire was developed and distributed to faculty, staff and students of Cal Poly Pomona, soliciting opinions on elements of the existing physical campus, identifying the character of the campus, and identifying the values of Cal Poly Pomona that are important to the campus community. Questionnaires were distributed, returned and evaluated.
- At the 1997 Fall Conference, a series of display boards presenting the analysis to date of existing conditions, programming interview information, and questionnaire results were displayed for all attendees to view. Additionally, presentation boards were provided for interactive participation with attendees. Also, a workshop was conducted to provide informal discussion opportunities for attendees to offer their ideas and evaluations of the needs of the campus, concepts for planning, and to comment on the planning analysis completed to date.

Subsequent to incorporating the input from the Fall Conference, a series of one-hour presentations and discussions were held with the Colleges, Schools, Academic Senate, and ASI. Additionally, other information gathering meetings and presentations were held:

- A meeting was called by President Suzuki in the spring of 1998 with the College of Environmental Design. Comments on the Campus Master Plan and the process were received from campus representatives. At that meeting, President Suzuki invited faculty to participate in the further development of the Campus Master Plan.
- At the 1998 Fall Conference, open campus workshops were held to discuss the visions of the Master Plan and options for the Spadra Landfill area.
- In January 1999, a Friday evening and all day Saturday workshop was held with approximately 40 members of the university community. Five Campus Visions for the campus were reviewed, and groups developed several conceptual "master plans". Specific planning issues were identified as important to the University.
- In May 1999, the results of the January Workshop and a draft Master Plan were presented to the workshop participants and campus community. The draft plan was reviewed and comments received.
- Additionally, in May 1999, a presentation of the draft Campus Master Plan was made to the Deans Action Council for their comments and input.
- The Master Plan was unanimously approved by the Campus Planning Committee in June 1999.
- The Master Plan was unanimously approved by the CSU Board of Trustees in July 2000.

This collaborative process has led to a Campus Master Plan that is reflective of the campus community's values and visions. The Campus Master Plan earns its credibility due to its history and methodology.

3.4 IMPLEMENTATION PROCESS

The benefits of achieving Cal Poly Pomona's goals as set forth by the University's mission as described in *"Toward the 21st Century: Cal Poly Pomona Strategic Planning Guidelines"*, are envisioned by the Campus Master Plan. Success of the University's mission is incumbent upon the achievement of these goals. The University's Campus Master Plan can either contribute to or constrain the process of teaching and learning. The ideas included in this Campus Master Plan can enhance opportunities for learning and social interaction. On the other hand, the lack of coordinated comprehensive planning can waste resources, misdirect energy, and negatively impact the educational mission. To ensure that campus' capital improvement programs and facilities support the University's academic mission, particularly in light of greatly increasing enrollment and limited resources, Cal Poly Pomona will:

- Develop an inclusive and coordinated planning process that evaluates and prioritizes projects in consultation with the University community;
- Monitor and update the Campus Master Plan to respond to future needs,
- Develop policies and procedures for decision making concerning planning; and
- Measure the University's performance in achieving the goals established by the "Strategic Planning Guidelines" as envisioned by the Campus Master Plan.

Cal Poly Pomona is a growing, diverse and multicultural University operating in an environment of limited resources. The dynamic nature of this community affects the University's method for determin-



ing priorities and financing. The Master Plan's vision is to create a diverse academic community that supports the University's mission. If the campus is to implement the vision of the Master Plan, then the procedures for decision making are critical to the process.

While the Master Plan is founded on strategic planning principles and identifies capital improvements, the Master Plan cannot anticipate all future issues and their detailed solutions. To achieve success, the University must actively support and evaluate the goals of the Campus Master Plan. As with the development of the Campus Master Plan, this process must be inclusive of the Cal Poly Pomona community, involving individuals representing diverse and specific interests and whose contributions will be guided by their understanding of the interrelated aspects of the Campus Master Plan.

The successful development of the Cal Poly Pomona campus requires a procedure that recognizes the University's dynamic nature. This Campus Master Plan is a "working document" shaping the campus development that establishes the campus environment. In this way, the Campus Master Plan will reflect the University's goal to assure continued improvement, seeking increasing quality and effectiveness in achieving the educational mission.

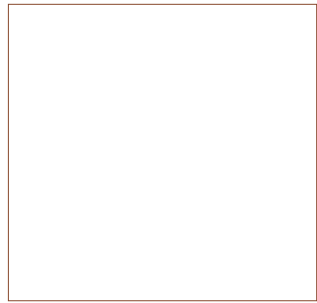
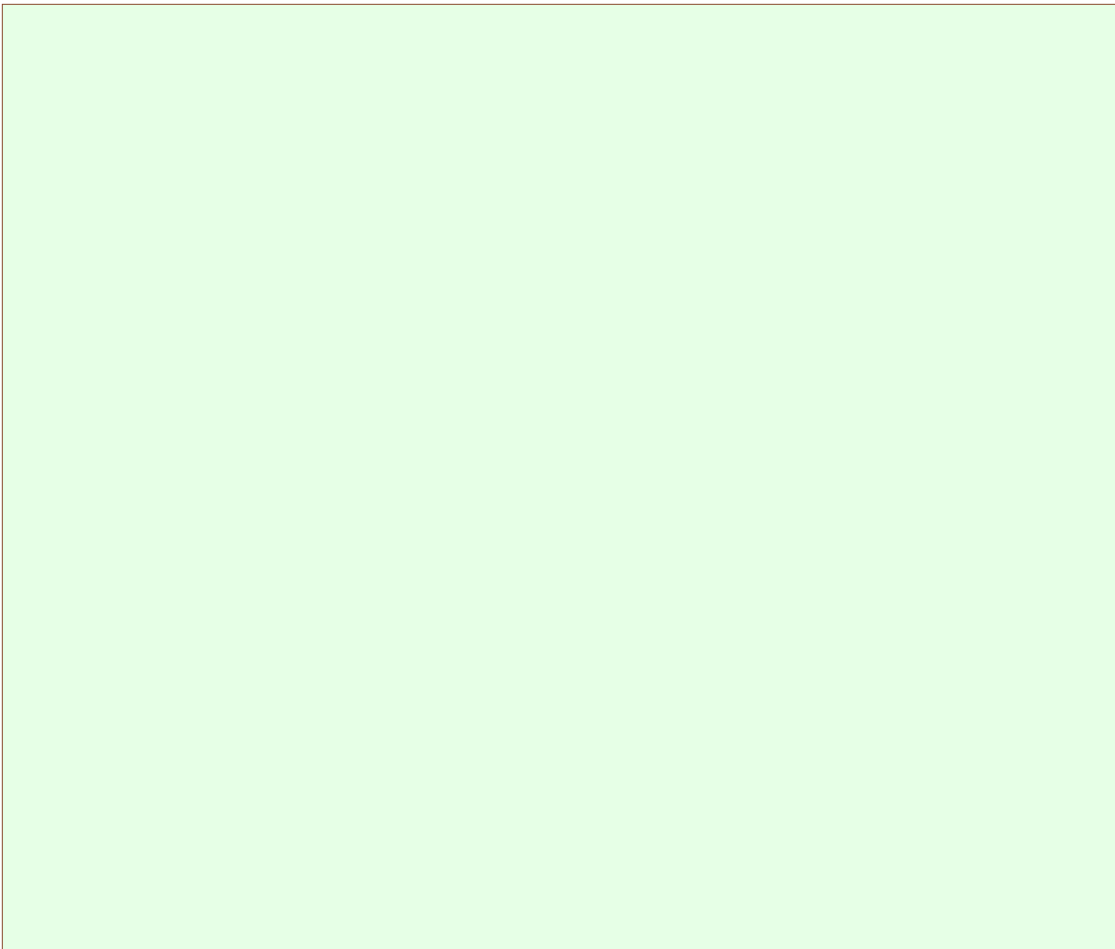
The Campus Master Plan contains the long-term vision of the University and the planning principles of that vision. The dynamic nature of the University requires regular review and evaluation and occasional comprehensive updates to remain a viable, up-to-date document. Additionally, the CSU system mandates its campuses to review their master plans every five years, and The California State University Board of Trustees retains overall authority for the Campus Master Plan. Although it is not expected that formal amendments to the Campus Master Plan will be needed on an annual basis, Facilities Planning and Management, and the Campus Planning Committee will regularly evaluate the Campus Master Plan to measure implementation processes and changes. This on-going review will provide accurate and current data to the University's leadership.

The authority to establish the Campus Master Plan and overall development strategy of the campus is the role of the Campus Planning Committee, and Facilities Planning and Management is responsible for its implementation. This consists of the following actions:

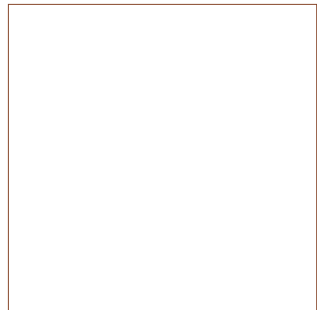
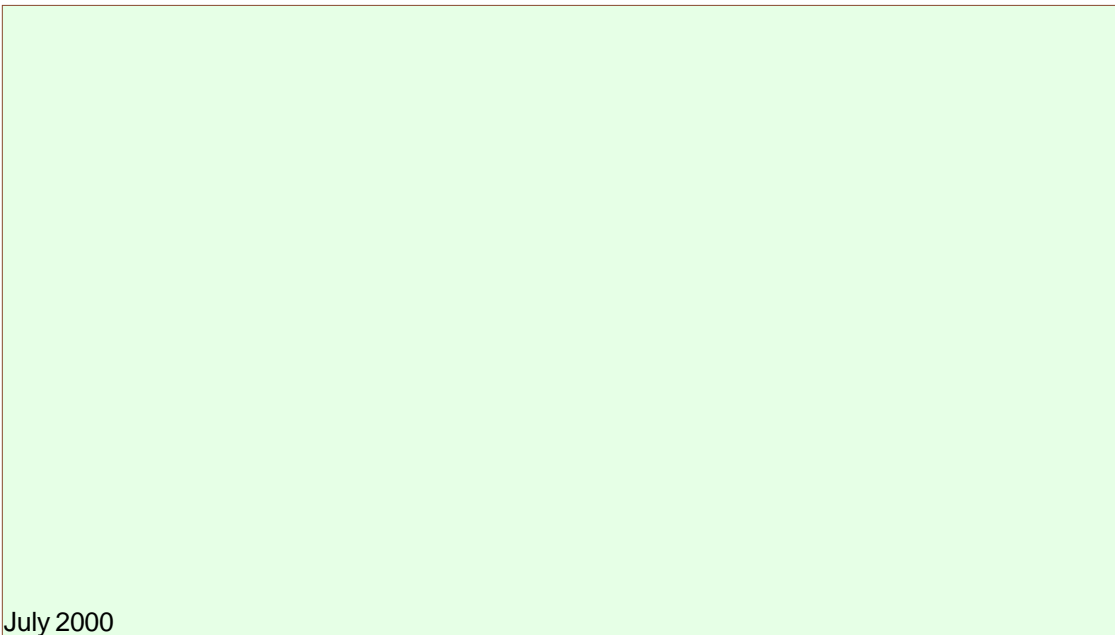
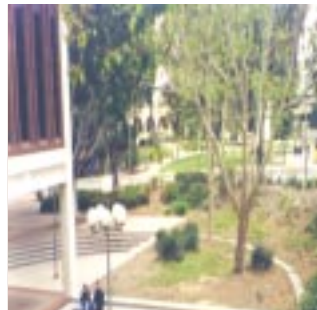
- Approves the University's Campus Master Plan and develops policies for supporting the approved Campus Master Plan.
- Reviews and approves major outlay projects.
- Communicates to and comprehensively represents the Cal Poly Pomona community concerning project planning and development.

The following policies will assist the University in achieving success with the goals of the Campus Master Plan:

- Regularly evaluate the effectiveness of the Campus Master Plan and measure implementation progress.
- Abide by the land use, density, and development parcels as delineated and illustrated in the Campus Master Plan. The purpose of this is to maintain the compatibility of uses, to achieve and maintain an efficient use of resources, to create a vital and dynamic community, and to promote a pedestrian oriented environment.
- Monitor the University's responsiveness and effectiveness in meeting the planning principles set forth in the Campus Master Plan.
- Assess new projects and determine the appropriate site locations and consistency with land use and Campus Master Plan planning principles.
- Review the status of land use and capital improvement program development, identifying trends or the need to change use patterns and density.
- Undertake further detailed studies and definitions of the Master Plan to guide its implementation, design guidelines, neighborhood studies and master landscape plans.
- Prepare specific area site plans in order to advance the goals and objectives of the Master Plan.
- Include improvements to adjacent site areas in all development projects, ensuring development of buildings and landscape that integrate with the surrounding context.
- Establish and maintain a regular procedure of assessing the suitability of proposed capital improvements as they relate to the Master Plan.
- Develop criteria to evaluate and prioritize capital improvement projects.
- Establish a mechanism to fund campus-wide common areas improvements.
- Establish a review process to assure an effective and efficient project review, including financial feasibility.



EXISTING CONDITIONS 4.0





4.0 EXISTING CONDITIONS

This section discusses the existing facilities and conditions as they relate to land use, community context, physical attributes, utilities and academic programs. This baseline condition includes seven buildings and facilities that the university considers existing for planning purposes, although these projects are in the process of being implemented. These projects include the Chilled Water Plant, the Science Addition, the Technology and Training Center, Agriscapes, Phase II of the University Union, Phase II of the Collins Center, and the Engineering Laboratory.

The previous campus Master Plan was prepared in 1991. The existing buildings at that time totaled 2,120,180 gross square feet (GSF). The 1991 Master Plan approved a total of 3,549,930 GSF.

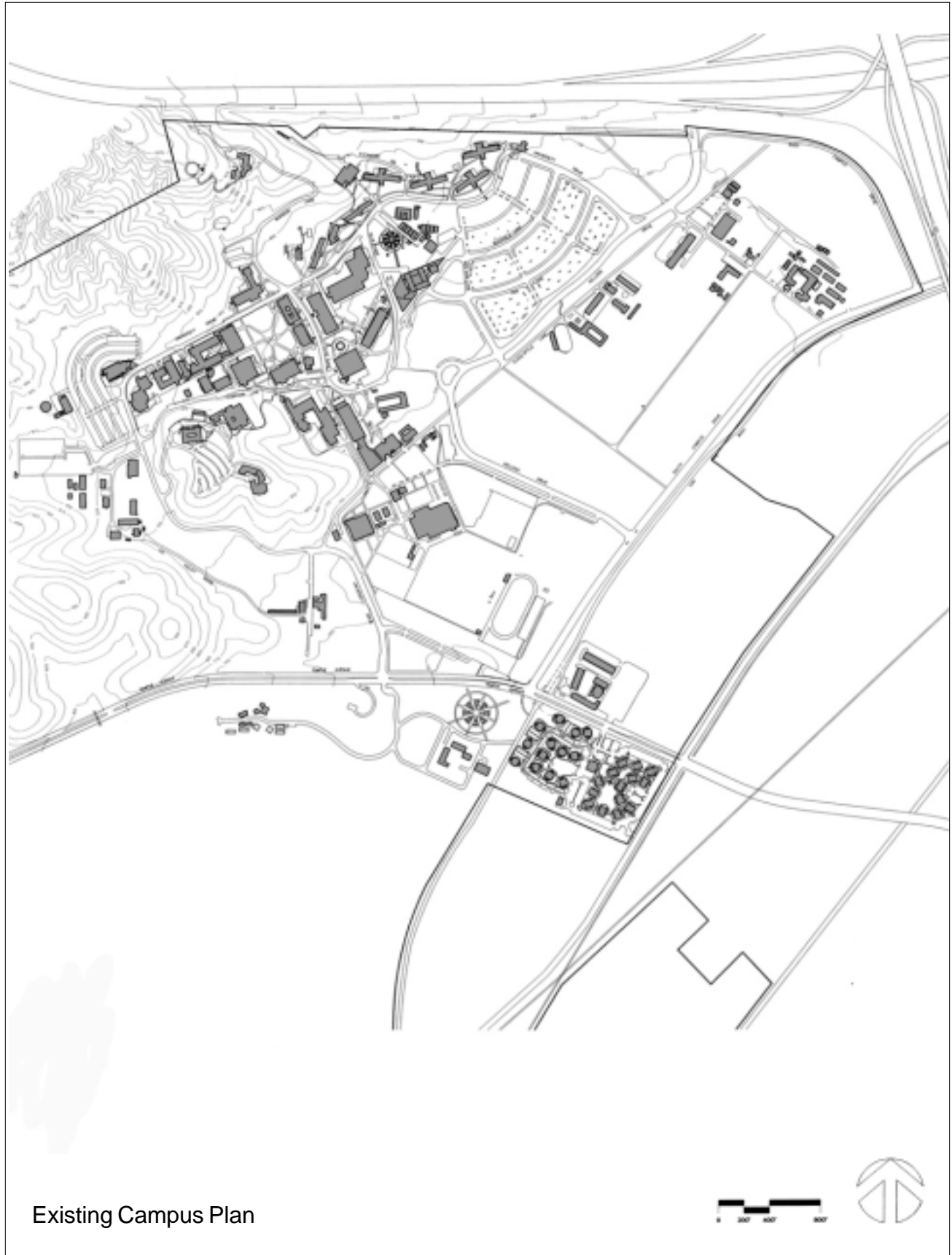
The current campus contains 3,022,000 GSF for all facilities including agricultural fields and storage structures. This number is considered the baseline square footage for master planning purposes. The entire 3,500,000 GSF approved by previous master plan was not implemented. Some projects were approved under the previous master plan or as minor master plan changes. The campus site plan indicates all buildings and facilities which currently exist and campus projects that are in progress.

The previous Master Plan had projected an enrollment of 20,000 full time students with a total enrollment of 25,500. Projections included 1,457 faculty and 1,400 staff.

In the Fall of 1998, there were 14,378 full time equivalent (FTE) students with a total student enrollment of 17,677, 972 faculty and 929 staff. Campus housing accommodates 1,184 students in six coed residence halls and 800 students at the University Village apartments.



Photos this page, Kellogg Ranch ca. 1920's



Existing Campus Plan

4.1 HISTORY OF CAL POLY POMONA

In the fall of 1938, as the Voorhis Unit of the California Polytechnic School, Cal Poly Pomona opened with an all-male enrollment of 110 students. The campus was located on the 150-acre site of the former Voorhis School for Boys in San Dimas.

In 1949, breakfast cereal magnate W. K. Kellogg deeded 813 acres of land located three miles south of the Voorhis campus to the State of California. In 1956, 550 students and 30 faculty members moved to the Kellogg campus. The student body included women for the first time in 1961, when 322 women enrolled.

In 1966, Cal Poly Pomona separated from the San Luis Obispo campus to become California's 16th state college. University status was granted in 1972.

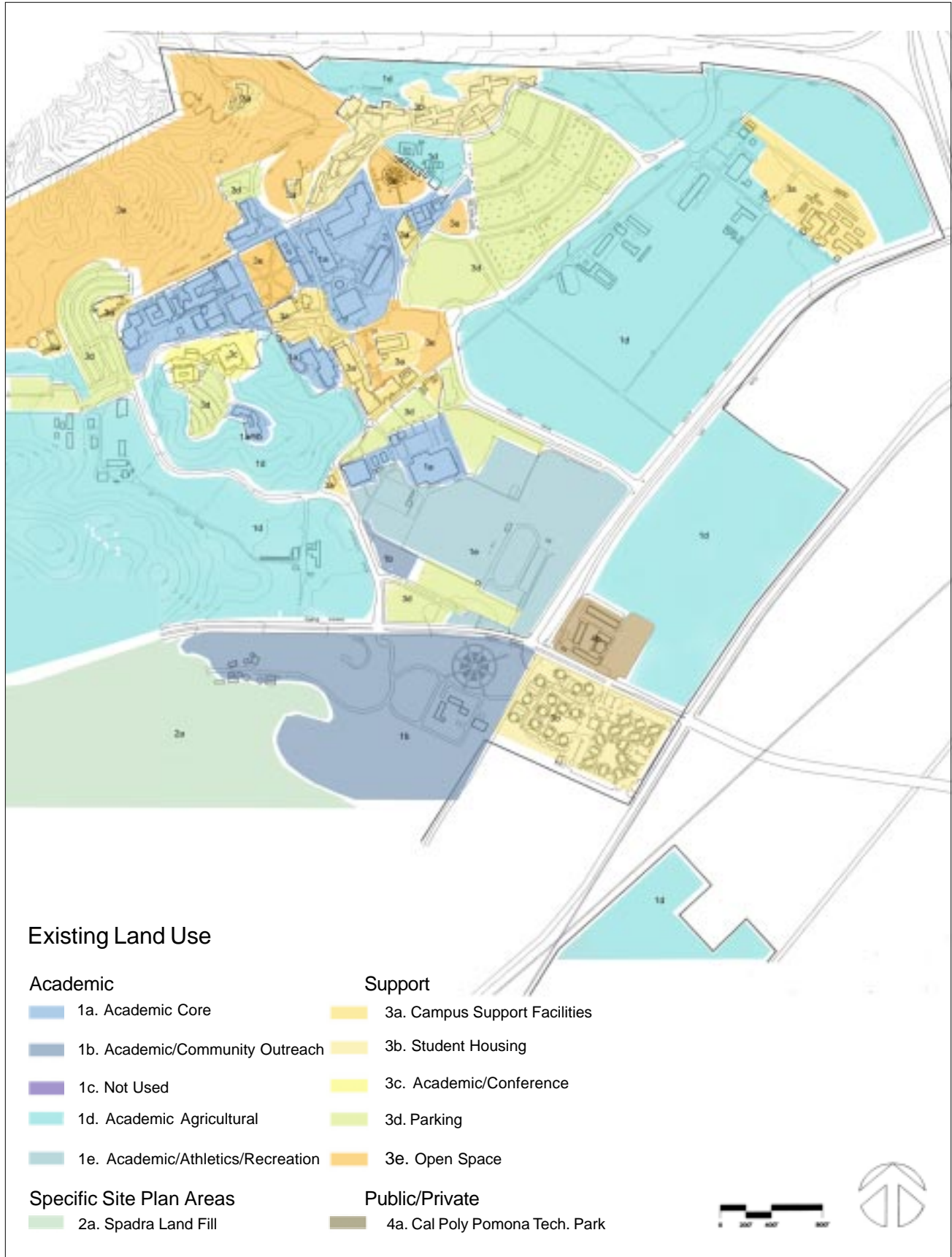
Today, the campus covers about 1,438 acres and is the second largest in area of the California State University's campuses. Development has continually occurred on campus for the past seventy years. Five historic buildings date back to the 1920's when the Pomona valley property was an Arabian horse ranch owned by Kellogg. Between the years 1930 and 1965, 23% of the buildings were built. The largest number of facilities (32%) were built between 1966 and 1985, and 28% of the facilities were constructed between 1986 and the present.

4.2 EXISTING LAND USE

Existing land uses are divided into three categories: Academic, Support, and Specific Site Plan Areas.

Academic land use is comprised of four subcategories: 1) Academic Core, which generally includes the central campus that has developed around the east-west pedestrian mall, the academic buildings around the Quad, and the Library area. 2) Academic Community Outreach Areas, which include Agriscapes which is an academic facility as well as a publicly oriented "edutainment" development,





Center for Regenerative Studies, and the College of Extended Studies which provides opportunities for lifelong learning. 3) Academic Agricultural Areas including crop and animal outdoor laboratories as well as research and production facilities for the College of Agriculture. This designation includes the Spadra Farm property that is used for academic agricultural production. 4) Academic Athletic and Recreation Areas which are used by physical education, kinesiology, athletics and student staff and community recreation activities.

Support land use includes campus support facilities such as Facilities Management, food services, student activity centers and retail. Other Support services include student housing at the residence halls and University Village, the academic conference area of Kellogg West, and open support areas used for parking lots and open spaces used by the campus community.

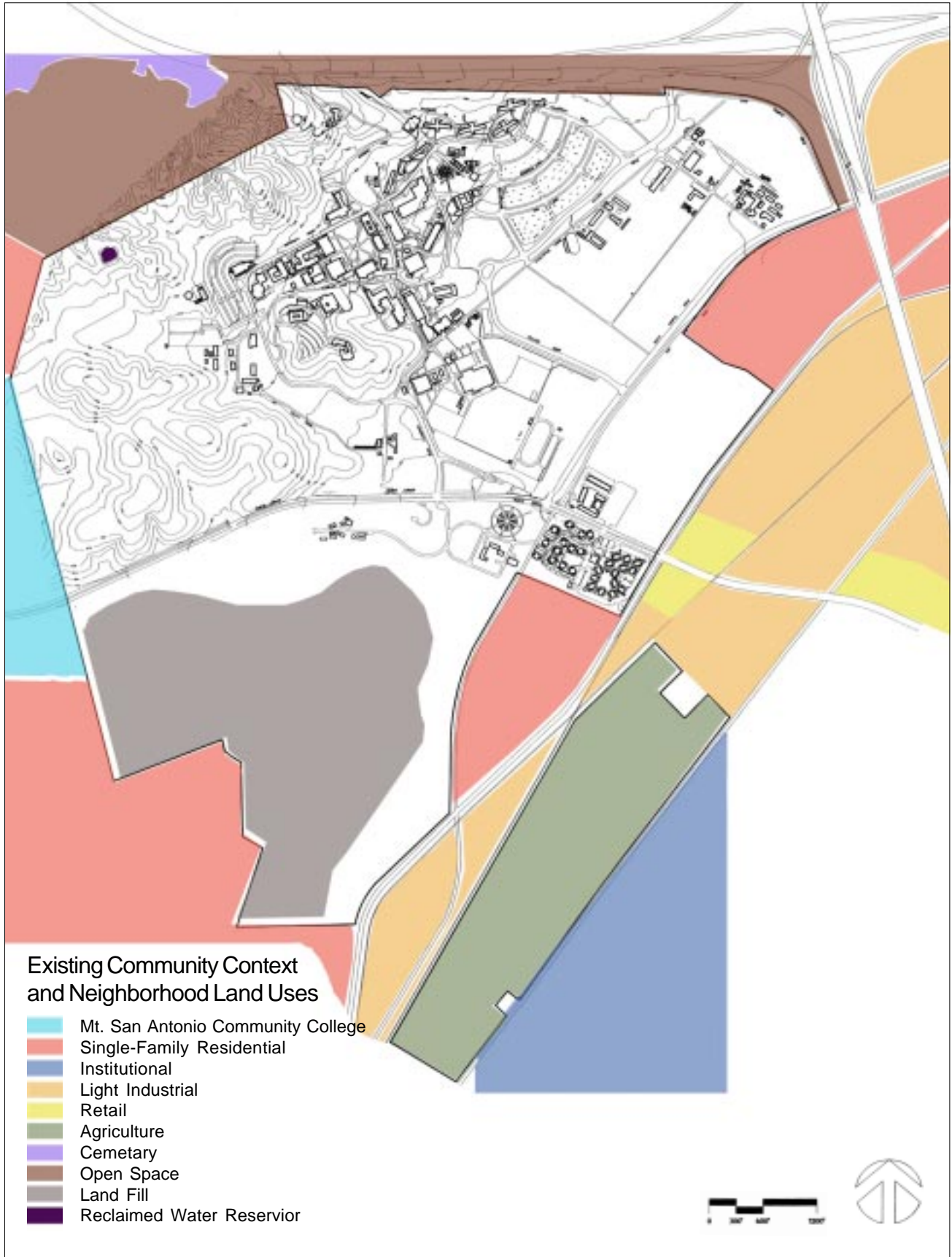
Specific Site Plan Area includes the Spadra Landfill which will require planning to determine implementation of mitigation requirements and use of the land after the property is taken over by Cal Poly Pomona.

The Existing Land Use Plan illustrates in general terms the occupancy and functional purpose of the campus at Cal Poly Pomona. The land uses are similar to the designations in a city's general plan. These broadly identified areas are intended to begin to define the current purpose, type of use, intensity of use, and relationship of land uses within the campus.

4.3 COMMUNITY CONTEXT

Cal Poly Pomona has a unique rural setting in an urbanized environment. Along with the historic structures from its former days as an Arabian horse ranch, the majority of the campus land is identified for agricultural research and open space areas that reinforce this rural setting. The urbanized areas that surround the campus are delineated by the freeways and arterial roadway system. The general character of these communities is a mixed-use low-density development. This rural/ urban context is found throughout the Inland Empire and is consistent with Southern California's reliance on the automobile.

A portion of the eastern Cal Poly Pomona campus is within the City of Pomona. It is also adjacent at certain boundaries to the City of Walnut, the City of Industry and the County of Los Angeles. This master plan recognizes the complexity of planning for expansion while respecting the adjacent existing land uses in these cities.



4.3.1 NEIGHBORHOOD LAND USE

The Cal Poly Pomona Campus once isolated and rural, has been encircled by a variety of adjacent land uses. Served by two major freeways, the campus is conveniently accessed from surrounding regions. The Santa Monica Freeway (Interstate 10) defines the northern campus boundary. The 57 Freeway is southeast of Cal Poly Pomona, providing access via Temple Avenue.

Although Mt. San Antonio Community College borders Cal Poly Pomona to the west, both campus edges are defined by open space, and there is presently no physical connection between the developed areas of either campus.

Single family "executive" residences border a portion of the northwest edge of campus at an elevation that provides a view of the campus core. The Forest Lawn Cemetery, also to the northwest of the campus, has been developed along the ridgeline above Cal Poly Pomona. That portion of the cemetery is visible from the campus.

A light industrial park has been privately developed to the northeast of Cal Poly Pomona and the 57 freeway. Parts of the industrial development border South Campus Drive. An older neighborhood of single family residences is located east of South Campus Drive, and south of University Village is a mobile home residential community.

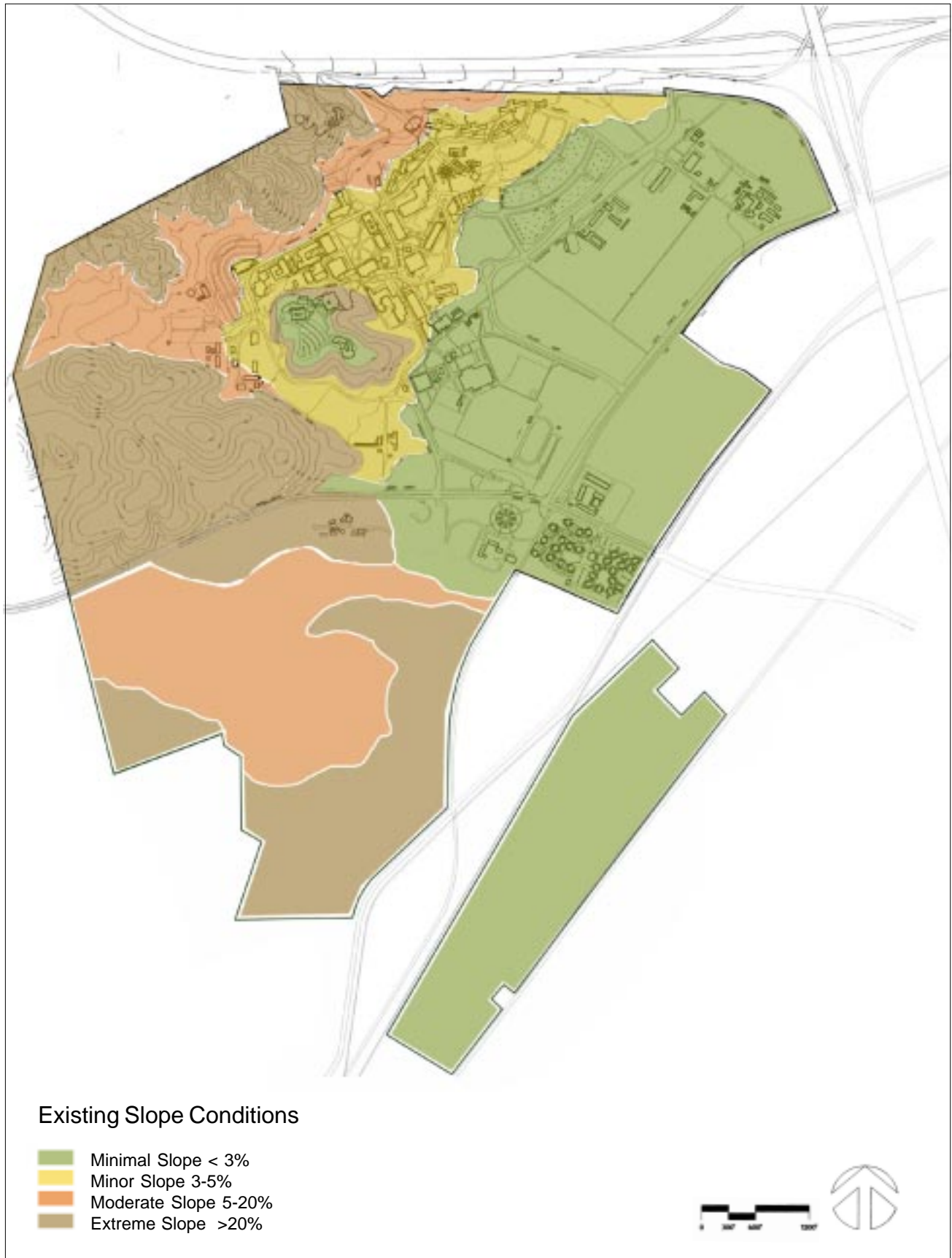
The Spadra Landfill and Spadra Farm are located south of Temple Avenue. Further to the southeast is the State of California Landerman Center for the Developmentally Disabled. Discussions have occurred on occasion at the State level to close that campus sometime in the future. Additional light industrial and retail centers are located east of the campus across Valley Boulevard.

Existing retail and commercial developments along Temple Avenue supports student as well as neighborhood populations. The railway that dissects Temple Avenue near the eastern boundary of campus, creates a pedestrian / vehicular conflict that interferes with local and campus traffic

4.4. PHYSICAL CONDITIONS

4.4.1 EXISTING TOPOGRAPHY

The topography of the Cal Poly Pomona campus ranges from 900' above sea level within the agricultural hills northwest of Temple Avenue and drops 175 feet to a relatively flat expanse of land along the eastern edge of the campus near Valley Boulevard. The hills provide a backdrop for the central campus that creates an atmosphere of seclusion that belies its urbanized location. A natural underground water system originating in the hills above Cal Poly Pomona, flows under the campus, and is visible at the ponds near the student residences and the Classroom / Laboratory / Administration Building (CLA).



The surrounding hills limit the amount of land available for development. The campus consists of 1438 acres with steep slopes consuming approximately 30% of the site. While a third of the campus land uses are developed as academic, administrative, residential and support facilities, considerable land is available for infill development.

The San Jose drainage channel runs approximately north-south adjacent to South Campus Drive. It is separated by the stand of Sycamore trees that line the Cal Poly Pomona entrance roads. The drainage channel effectively divides the Cal Poly Pomona Technology Research park from the central campus. The channel continues under Temple Avenue, and divides Agriscapes from University Village.

4.4.2 GEOTECHNICAL CONDITIONS

The Division of Mines and Geology (CDMG), Department of Conservation maintains maps for active and potentially active fault zones within the State. These maps and associated designations are regularly revised as new information becomes available. As of March, 1995 Cal Poly Pomona is believed to lie outside any currently mapped Alquist-Priolo Special Studies Zones.

The University has a proactive policy of requiring detailed fault investigation prior to implementing new development. Campus policy dictates that each project requires a geotechnical study and a site specific fault investigation to identify potential locations of faults.

A fault study was prepared by Geocon, Inc. in 1999 to attempt to locate the San Jose fault within the campus property. The study addressed recent activity, recurrence interval and contribution to overall seismic risk to the campus. The results of the study indicate that there is a shallow north-dipping thrust fault with probable Holocene activity at the base of the knoll near the northeast edge of the Cal Poly Pomona campus. There is another steeply north-dipping fault with more questionable activity in the hills to the west of Ag Valley. Additional study is required to locate the fault more precisely in the central part of campus and to obtain additional evidence pertinent to the recency of faulting and recurrence intervals.

The CSU Seismic Review Board (SRB) has been involved in reviewing the potential impact of the San Jose fault since 1995. At that time the SRB placed on its CSU priority list some existing Cal Poly Pomona buildings which, because of their location and structural system, were identified as appropriate to be investigated to determine whether they posed a safety problem. Each of the buildings was accessed for ground motions and found to be acceptable by the SRB, although the issue of whether the San Jose fault was active or not remained open because of a lack of existing technical information.

In 1998 the SRB contracted with Geocon, Inc. to conduct the aforementioned field study of the San Jose fault. Trenching occurred at various sites on campus in 1999. The Geocon investigation was undertaken to provide the SRB with technical information and to advise the SRB on its course of action in assessing the vulnerability of Cal Poly Pomona buildings. After considering those results of the exploratory investigation, the SRB concluded in 1999 that there are locations to the east and west of the campus where movement has occurred. There is inferential data suggesting that the fault passes through the campus, but the trace and possible splay locations of the fault have not been determined. The SRB has allocated resources to conduct additional investigations in order to prepare a more detailed map of any fault traces through the central campus. Further structural investigation of existing structures will occur as additional information becomes available.

All new construction projects will include detailed and appropriate geotechnical and fault investigations.

4.4.3 ENVIRONMENTAL ISSUES

An Environmental Impact Report was prepared for the Master Plan (June 2000). The results of this EIR identified potentially unavoidable and significant environmental issues.

Unavoidable impacts include:

- Off-campus and on-campus traffic at some intersections
- Short term impact on air quality due to construction
- Conversion of 65 acres of land with characteristics of Prime Farm land to non-agricultural use
- Solid waste

Potentially significant impacts include:

- Traffic at some intersections
- Noise
- San Jose fault
- Gnatcatcher habitat (only if construction occurs in these areas)
- Short term construction impacts on water quality, traffic, and noise

The EIR evaluated four alternatives to the Master Plan and developed mitigation measures to reduce or avoid these impacts. The University has taken an active role in mitigating construction-related issues such as soil erosion, noise and air quality through Division 1 Specifications.

Additionally, several previous environmental studies for university projects have identified other specific project-related environmental issues.

- Traffic as it relates to transportation, circulation and parking has been identified as an issue. The University has documented these issues in the Linscott Law and Greenspan study, Walker study and is actively addressing this in a traffic and parking

study by KAKU Associates (June 2000).

- The Chilled Water Plant EIR identified a potential problem with the operational noise level of the facility that could affect gnatcatcher breeding north of the site. Since the area of the gnatcatcher is local to the Central Plant on campus, this issue was mitigated in the project design and construction.
- The California Black Walnut (*Juglans hindsii*) can be found in the Southern California interior valleys to the coastal areas. This species has been identified in several locations on campus as a small tree or shrub massing and may require mitigation if this specie is impacted.

The Master Plan does not propose projects in known locations of the gnatcatcher or black walnuts.

4.5 UTILITIES

Utilities that were documented as part of this Master Plan include the water system, sewer system, telecommunications, electrical service, the natural gas system and the reclaimed water system. This documentation is based on campus utility maps compiled by Cal Poly Pomona, Facilities Management.

The University owns, operates and maintains its own independent potable water system. The water system consists of four storage tanks, two booster stations, two wells, pipelines (3-inch to 12-inch diameter pipe) and one connection to the Metropolitan Water District pipeline system. The mainline distribution system on campus was upgraded in 1992 in numerous locations to correct deficient fire flow conditions.

The water system does not have any areas that have been experiencing recurring main breaks. The well pumps are currently able to supply enough water to meet campus demands.

Reclaimed water is used to irrigate 90 percent of the campus landscape and agricultural fields. The irrigation system utilizing reclaimed water operates in the evening and early morning hours, crop irrigation and livestock demands occur throughout the day.

A significant portion of this reclaimed water distribution system was originally part of the potable water system. When the reclaimed system was constructed in 1983, portions of the potable system were disconnected and incorporated into the reclaimed system. The system also has operational problems where the reclaimed water reservoir will periodically overflow.

A sewer infrastructure improvement project will be replacing undersized pipe in approximately half of the buildings and the lift station on campus. This project will provide the necessary capacity to support campus facility needs and provide for the elimination of health and safety hazards with the existing sanitary sewer system. The

project will replace 34 deficient sections of main sanitary sewer piping to convey existing and projected demand. A consultant has been selected for designing this upgrade and design development should begin shortly.

A telecommunications project is underway to upgrade the wiring throughout the campus to category 5 cable to meet CSU Telecommunications Infrastructure Planning Guidelines. The project is in the preliminary phase and no schedule for implementation has been determined.

The electrical system is adequate at this time, however, there are periods of time where the system is over-utilized. Facilities Management department anticipates that a new substation will be needed in the next three years for expanded campus development.

The natural gas distribution system on campus is at maximum capacity according to the maintenance staff. The pressure in the system was increased in order to accommodate the CLA Building 98 several years ago. The campus-owned gas system is separate from the lines owned by Southern California Gas Company. The University plans to consolidate these systems onto one meter instead of the twelve existing meters, which would give the University a lower rate structure.

4.6 ACADEMIC PROGRAMS AND FACILITIES

4.6.1 ENROLLMENT

Cal Poly Pomona is a multicultural institution that represents the diversity of Southern California. The student profile for the 1998 academic year consisted of 32 percent white, 30 percent Asian, 25 percent Hispanic, 7 percent Filipino, 4 percent African American and 1 percent American Indian/Alaskan Native. Eighty-nine percent of all students were undergraduates (23% freshman, 11% sophomores, 16% juniors and 39% seniors). There were 55% men and 45% women attending the university and 94% of the enrolled are from California with 1% out-of-state students and 5% international students. Fifty-one percent of the students are from Los Angeles County, 13 percent from San Bernardino County, 10 percent from Orange County, 4 percent from Riverside County and 2 percent from San Diego County.

4.6.2 ACADEMIC COLLEGES

The University's highest priority is to ensure the educational development of its students and providing a learning environment to accomplish this objective. One of the principle foundations of the Master Plan is to the development of college neighborhoods to support this priority. Cal Poly Pomona offers its academic programs to its students through seven colleges.

4.6.2.1 COLLEGE OF AGRICULTURE

The College of Agriculture offers the only four-year agriculture programs in Southern California leading to careers in animal sciences, landscape horticulture, sustainable agriculture, apparel technology and landscape irrigation science. Animal production flocks and herbs are maintained for undergraduate instruction and graduate research. Special centers like the Equine Research Center, Center for Antimicrobial Research, Agriscapes, and the National Color Resource Center provide additional opportunities for hands-on learning and research.

The College of Agriculture consists of the following academic programs:

- Vocational Agriculture
- International Agriculture
- AGS
- Agronomy
- Soil Science
- Animal Science
- Veterinary Science
- Poultry Science
- Fruit Industries
- Ornamental Horticulture
- Food Market & Agriculture Business Management
- Agriculture Biology
- Landscape Irrigation Science
- Agriculture
- Home Economics
- Apparel Technology
- Food & Nutrition
- Park Administration



4.6.2.2 COLLEGE OF BUSINESS ADMINISTRATION

The College of Business Administration has received worldwide recognition for its undergraduate programs in accounting; computer information systems; finance, real estate & law; international business; marketing management; management & human resources; and operations management; and for its graduate programs in business administration and EDP auditing. The international business and marketing department offers one of the widest course selections in the country.

The College of Business Administration consists of the following academic programs:

- Graduate Business Administration
- Business Management
- Accounting
- Finance, Real Estate & Law
- Management & Human Resources
- Operations Management
- Marketing Management
- International Business
- Computer Information Systems

4.6.2.3 COLLEGE OF ENGINEERING

The College of Engineering has one of the largest undergraduate engineering enrollments of any university west of the Rocky Mountains and graduates one of every 14 new engineers in California. It offers programs in aerospace, chemical, civil, electrical, industrial, materials and mechanical engineering, as well as engineering technology. It also offers the only accredited manufacturing engineering program in Southern California.

The College of Engineering consists of the following academic programs:

- Graduate Engineering
- Aerospace
- Chemical
- Civil
- Electrical
- Mechanical
- Industrial
- Manufacturing Processes
- Materials
- Technology
- Construction
- Metallurgical
- Production
- Industrial & Manufacturing

4.6.2.4 COLLEGE OF ENVIRONMENTAL DESIGN

The College of Environmental Design offers programs in architecture, art, environmental studies, landscape architecture, and urban & regional planning. Cal Poly Pomona students have captured major national and international prizes in design competitions, making the program one of the most highly respected in the nation.

The College of Environmental Design consists of the following academic programs:

- Architecture
- Landscape Architecture
- Urban & Regional Planning
- Art
- Environmental Studies
- Regenerative Studies



4.6.2.5 COLLEGE OF LETTERS, ARTS & SOCIAL SCIENCES

The College of Letters, Arts & Social Sciences offers bachelor's degree programs and minors in a wide range of disciplines in the behavioral and social sciences, humanities, performing arts and kinesiology. Master's degrees are offered in economics, English, kinesiology and public administration. The college offers a wide range of support programs, including the Center for Community Affairs, Colorful Flags program, Institute for Regional and International Studies, Motor Development Clinic and the 4 Mobil Diagnostic Outreach program.

The College of Letters, Arts & Social Sciences consists of the following academic programs:

- American Civilization
- American Studies
- Communication
- Physical Education
- Music
- Theater
- Dance
- Foreign Language
- English
- Speech
- Philosophy
- Humanities
- Psychology
- Behavioral Science
- Recreation
- Social Work
- Social Science
- Anthropology
- Economics
- History
- Geography
- Political Science
- Sociology
- School of Arts

4.6.2.6 COLLEGE OF SCIENCE

The College of Science offers majors in ten fields, from botany to computer science to zoology, as well as pre-professional programs for students preparing for medical, dental, veterinary or other health career schools. Biology science is the largest department in the college and offers a biotechnology major – the only one of its kinds in California.

The College of Science consists of the following academic programs:

- Biology
- Botany
- Zoology
- Microbiology
- Biotechnology
- Computer Science
- Mathematics
- Statistics
- Physics
- Chemistry
- Geology
- School of Science



4.6.2.7 SCHOOL OF EDUCATION & INTEGRATIVE STUDIES

The School of Education & Integrative Studies consists of five programs: general education through the Interdisciplinary General Education program; a major in ethnic & women's studies; a baccalaureate degree in liberal studies; graduate studies leading to a Master of Arts in Education with several emphases; and studies leading to state teaching certification.

The College of Education & Integrative Studies consists of the following academic programs:

- Education
- Ethnic and Women's Studies
- Liberal Studies
- Interdisciplinary Studies

4.6.2.8 JAMES & CAROL COLLINS SCHOOL OF HOSPITALITY MANAGEMENT

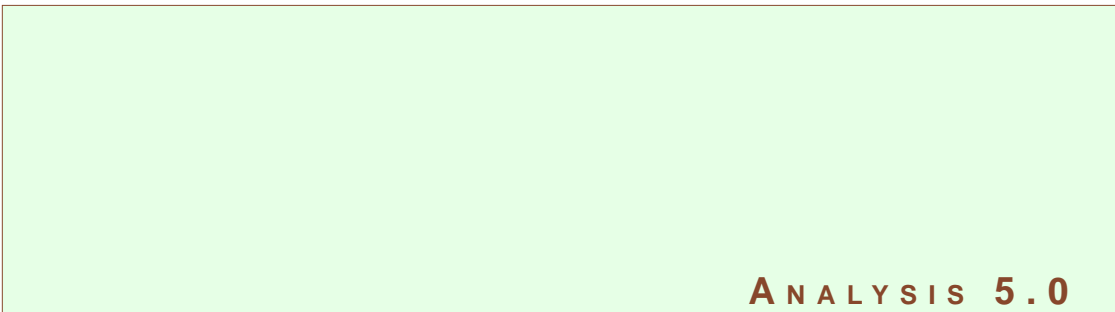
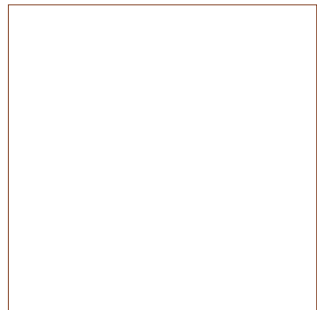
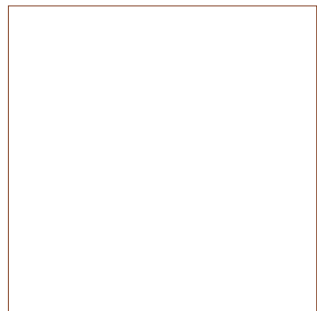
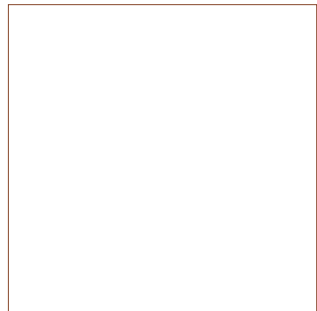
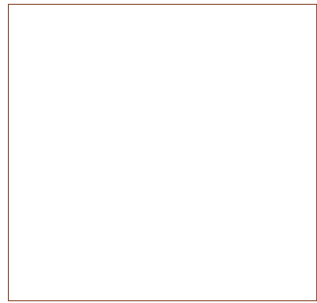
The James & Carol Collins School of Hospitality Management is among the top six hospitality management schools in the United States. It is the largest and only separate program in California that offers a four-year degree. A student-operated fine dining restaurant, The Restaurant at Kellogg Ranch, is located in the James and Carol Collins Center for Hospitality Management.

The James & Carol Collins School of Hospitality Management consists of the following academic programs:

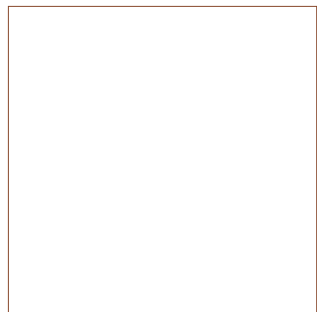
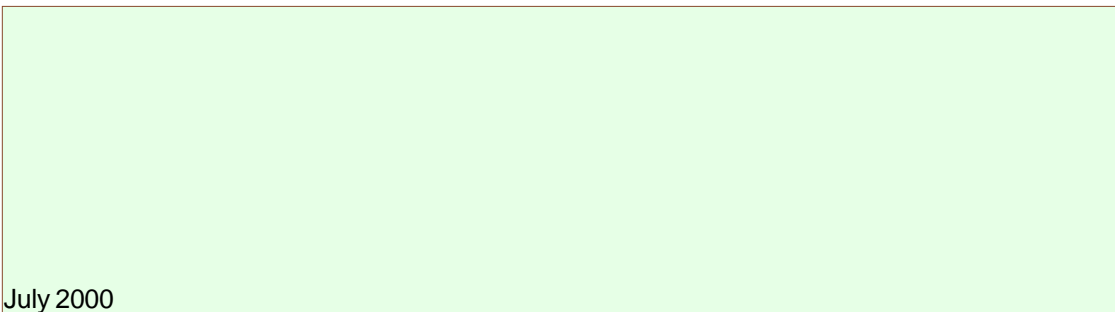
- Hotel & Restaurant Management

4.6.2.9 COLLEGE OF THE EXTENDED UNIVERSITY

The College of the Extended University provides the community with access to traditional extension programs including test preparation, degree programs, and certificates in business and computer technology. The CEU also supports the English Language Institute, NASA Commercialization Center and Kellogg House Pomona.



ANALYSIS 5.0



5.0 ANALYSIS

The growth of Cal Poly Pomona over the last half of this century has resulted in gradual changes to the use of physical facilities and how they are utilized and accessed. The projected growth in the next ten years will require significant changes to the University campus. This section discusses pertinent planning issues and estimates projected growth in enrollment and facilities to support the academic mission of the University and vision of the Master Plan. Campus physical planning issues such as circulation systems, and growth projections were identified during the master planning process.

The methodology for analyzing the existing campus facilities utilized a combination of the California State University Guidelines, existing documentation and reports identified in the appendices, field observations, department interviews and campus workshops. Refer to Section 3.3, History and Methodology for additional discussion of the process utilized to analyze Cal Poly Pomona existing conditions, and planning issues.

5.1 PLANNING AND ISSUES

5.1.1 VEHICULAR SYSTEMS

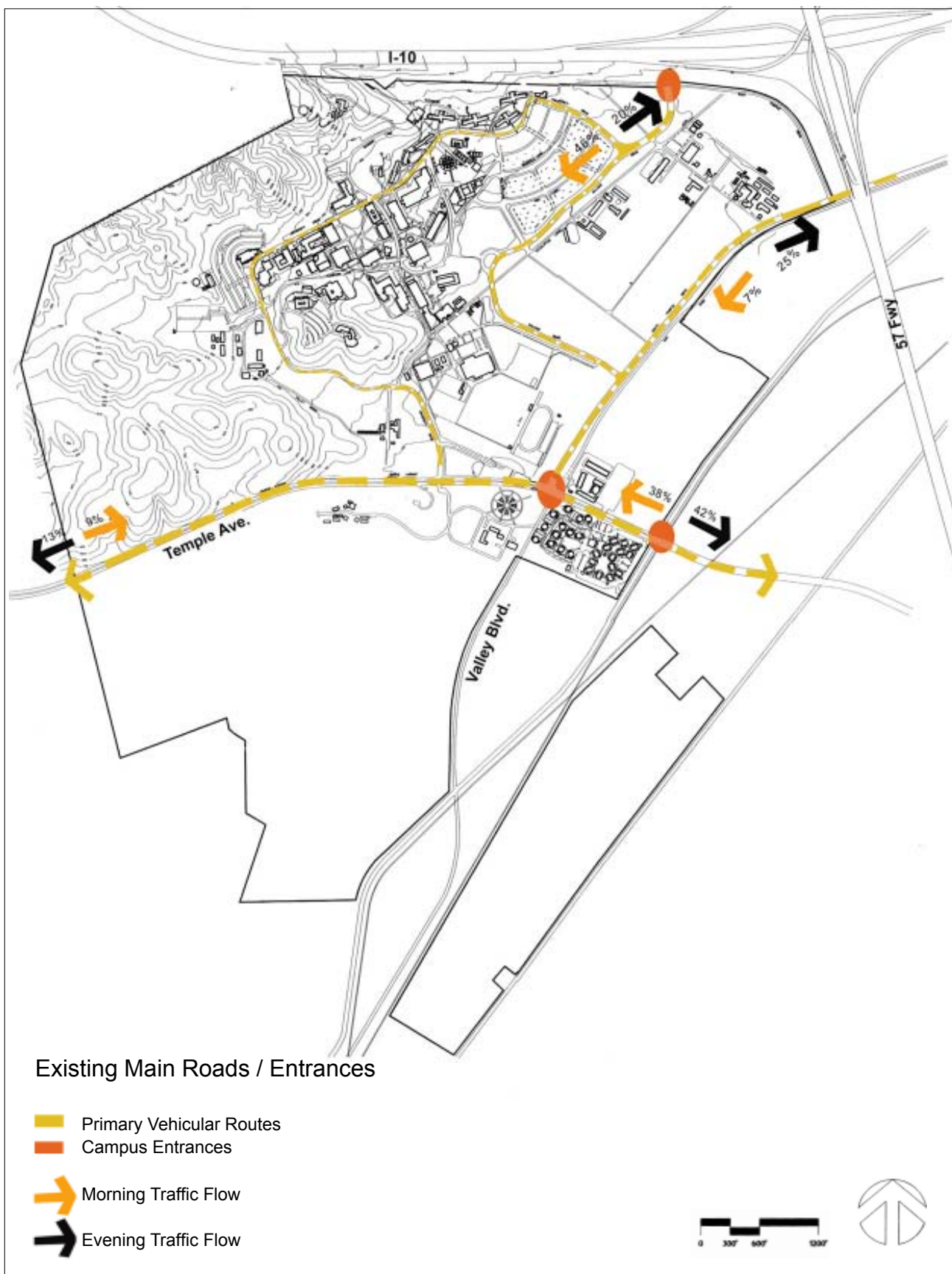
Existing vehicular systems around the campus environment include Interstate 10, the 57 Freeway, the arterial roadway system, and the MTA/Foothill Transit off-campus regional bus service.

Automobiles are the largest vehicular element at Cal Poly Pomona. Eighty-nine percent of the student population arrives on campus via private cars or mass transit. Almost all of the faculty and staff population commute as well. Until a comprehensive regional transportation system encompassing the university is available to the campus community, the automobile will continue to provide the primary access to the campus.

An "Existing Traffic Conditions Report" was developed by Linscott Law and Greenspan Engineers in June, 1997 and updated in June 2000 by KAKU Associates. This study data indicated that the two primary entrances to campus are from I-10 to Kellogg Drive and from Temple Avenues. Many of the drivers who enter campus from I-10 maintain close-to-freeway speeds even after they are driving on campus streets. This is particularly evident for those who turn right onto University Drive from Kellogg Drive. Vehicular speed on University Drive causes frequent unsafe conditions for pedestrians.

Those entering campus onto South Campus Drive from Temple Avenue have likely first endured off-campus traffic delays caused by train traffic crossing Temple Avenue, delays caused by traffic signaling on Temple Avenue, and an inadequate right turn configuration at South Campus Drive.





Existing Main Roads / Entrances

- Primary Vehicular Routes
- Campus Entrances
- Morning Traffic Flow
- Evening Traffic Flow

Streets on and around the campus provide access to buildings and parking areas as well as allow for limited through traffic movements for both University related and visitor use. Through traffic occurs primarily on South Campus Drive and Temple Avenue. Traffic is restricted on several interior streets with the use of parking control gates that allow only those with parking lot access cards and service vehicles to use the roadway. University Drive provides for most of the internal vehicular circulation within the campus by providing access to building and parking facilities.

Vehicular circulation through the campus is confusing for visitors and those not thoroughly familiar with Cal Poly Pomona. Access to the campus core is not readily apparent from South Campus Drive and University Drive. Limited access and deadend roads can “trap” a visitor’s vehicle as the driver attempts to find the campus core.

5.1.1.1 TRANSIT SYSTEMS

Regional transit routes to the Cal Poly Pomona campus are provided by MTA/Foothill Transit. Buses stop at Parking Lot F and there is no provision for shelter, services or ticketing. The service route includes Temple Avenue and South Campus Drive with bus stops predominantly located along Temple Avenue.

On-campus transportation is provided by the University by means of shuttle and tram service to facilitate the movement of people to and from perimeter areas and within the core area of campus. The shuttle provides 11 stops throughout the campus along University Drive to University Village and Kellogg West. It serves parking lot J to the east of the academic core and continues to Temple Avenue. The tram is designed for short distances; it circles around the academic core with 13 stops, and provides service to some parking lots as well.

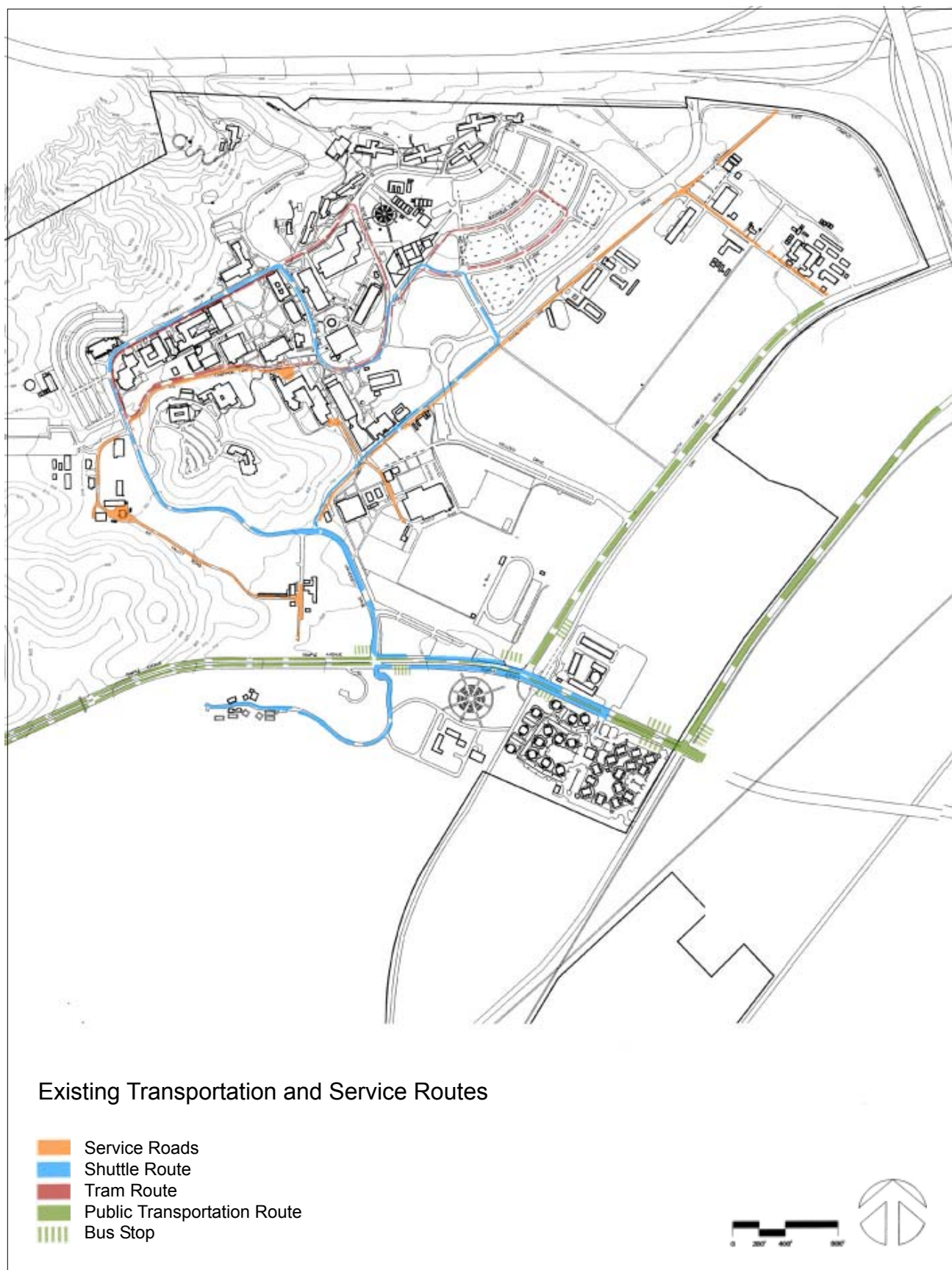


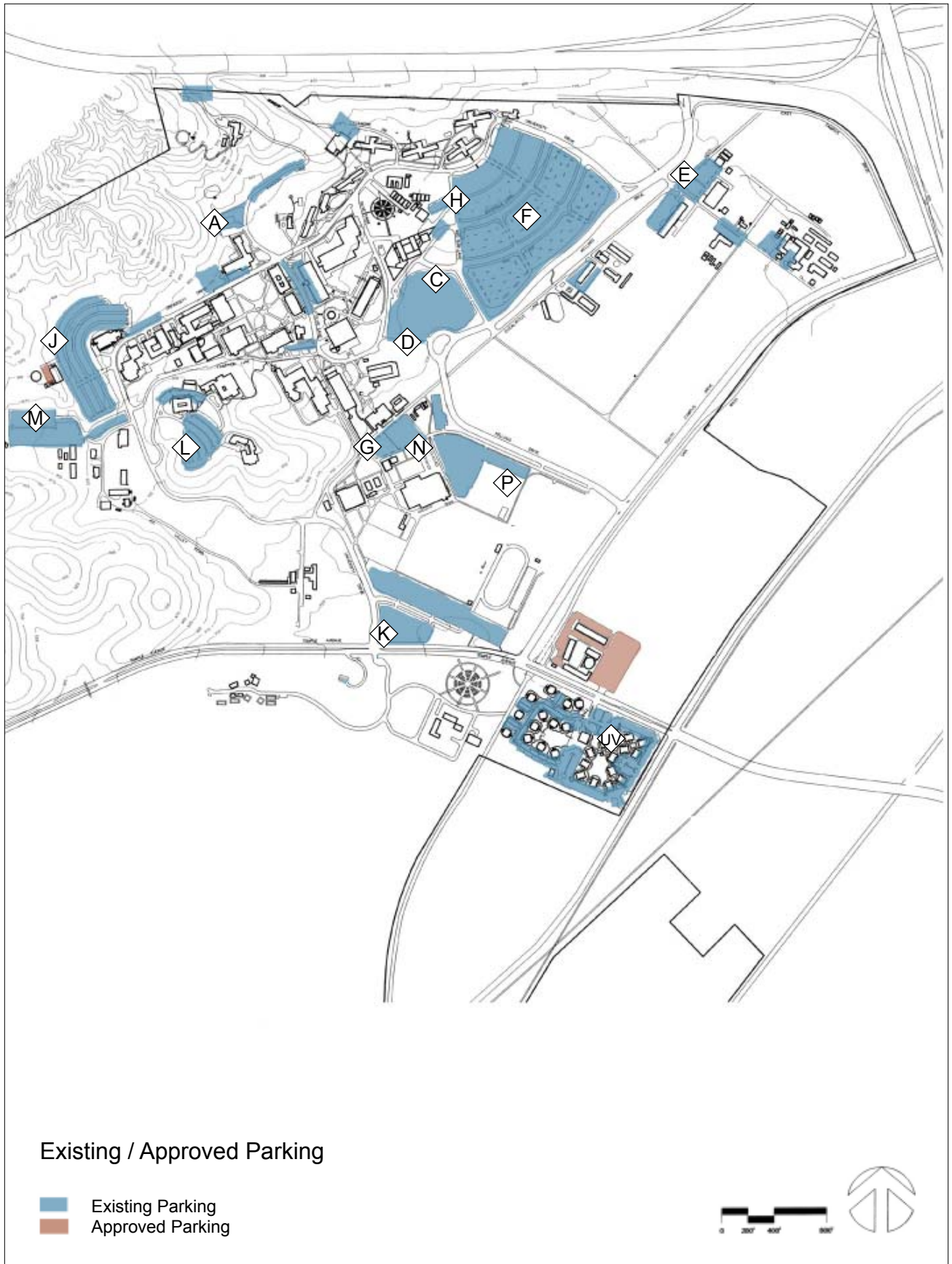
5.1.1.2 SERVICE ROADWAY SYSTEM

Service routes are not consistently separated from pedestrian walkways. In high use locations there are often conflicts between vehicular and pedestrian uses. Some of these conflicted areas include the vicinity of the Library, Camphor Lane, Olive Lane and portions of University Drive. Confusion arises when pedestrians use roadways because separate pathways are not available or convenient. Where crosswalks are not clearly identified or are located in inappropriate locations, pedestrians use the roadway as well. Conversely, there are locations where service vehicles utilize sidewalks and plazas to access facilities.

5.1.1.3 PARKING

Because of the demand for parking and the inconvenient distribution of existing parking lots, many commuters move their cars during the day to reduce their walking distance. This causes additional on-campus traffic congestion on streets and within parking lots as drivers search for a new parking space during the day.





Existing parking lots often are not located where there is the highest demand. The result is long distances for pedestrians to walk, and confusing vehicular patterns as drivers search for convenient parking space.

A preliminary parking study was prepared by KAKU Associates in 1999. The study indicated that there was a shortage of parking spaces on the campus. With the projected student, faculty and staff population growth, the deficit would increase. In order to maintain an effective parking supply, KAKU recommended that additional parking spaces be constructed, and recommended the development of parking structures. (The final report was completed in June 2000).

5.1.2 PEDESTRIAN CIRCULATION

The historical development of the campus was a concentrated building development organized by a pedestrian axis and a formal quad. Many of the early educational buildings were built around a courtyard. Surrounding the densely built campus were the agricultural fields and other open spaces.

As the campus expanded the pedestrian walkways beyond the original campus core became less clear. Pedestrian routes within the campus have not typically been oriented to allow the pedestrian to visually utilize existing landmarks for wayfinding purposes. Often, the multiple uses of circulation routes by pedestrians, service vehicles, and in some cases private vehicles causes confusion and potentially unsafe conditions. The Library, Camphor Lane, University Drive from the residence halls to the Environmental Design Building are areas which are particularly confusing to the pedestrian. Similarly, many of the outlying facilities do not provide clear pedestrian routes from the central campus.

Pedestrian routes from the large parking lots to the campus core have been developed where the pedestrian is not the highest priority user. Parking lots including Lot C to the Library and Lot J to the Environmental Design building present situations that are of particular concern.

Access to outlying areas of campus such as the sports fields, University Village, and Collins Center, have not been planned with the pedestrian in mind. The result is additional vehicle trips within the campus, and potentially unsafe conditions. Outlying areas also become more "socially" disconnected from the central campus than would be the case if a clear pedestrian link existed.

5.1.2.1 BICYCLE CIRCULATION

Bicycle ridership is quite low for a university campus. This is partially a result of the commuter nature of the campus. As additional on-campus housing is built, the demand for more defined bicycle routes and bicycle racks for storage will become apparent. Currently, there are no bike lanes designated on the campus.

5.1.3 SUPPORT FACILITIES

Many support facilities are provided to augment the mission of Cal Poly Pomona. The functions include facilities management, administration, security, food service, convenience services, and recreation and health services. Convenience services, food service and other functions that are utilized by the campus community on a daily basis are predominantly located at the campus activity core, limiting use by those who study, live and work elsewhere on campus.

5.1.4 OPEN SPACE

The Cal Poly Pomona campus is comprised of a central campus surrounded by large areas of open space, primarily of academic agricultural use. The campus is located in an environment that is becoming more urbanized. Therefore, the value of open space to the campus community is significant.

5.1.4.1 ACTIVE OPEN SPACE

Open space areas of various sizes and purposes are located throughout the campus, but the center of campus activity is the area that includes the University Union, bookstore, the old stables (student activities), library, and the outdoor open space enclosed by these activity oriented facilities. The library serves as the heart of the central campus and creates the transition between the activity center and the academic core. The open space around the Library is a random mixture of pedestrians and service vehicles, streets and sidewalks. Utilization of this central area is unorganized, and is limited and ineffective because the area is lacking the amenities that are needed to make the space enjoyable and useful.



Active open space areas also include the sports and kinesiology fields and facilities. These areas do not have clearly defined pedestrian or vehicular access, and the facilities are physically "unattached" to the central campus. Outmoded facilities further hinder the efficient use of this land.

5.1.4.2 PASSIVE OPEN SPACE

Small gardens and courtyards on campus are utilized by individuals and small groups for conversation, reading and contemplation. Passive open space areas include the Campus Quad, the Rose Garden, the lawn area around the old stables and the hills encircling the campus. The campus quad has dual functions as passive open space and an active use area on occasions such as Commencement. Agricultural open space serves a secondary purpose as passive open space for those who view the horses, livestock and crop production without participating in the academic purpose of the land. Open spaces on campus are not well connected by pedestrian circulation route.





5.1.4.3 PRESERVES

The hillside area above Building 1 and west of the Kellogg House is utilized for research purposes. This preserve acts as an outdoor laboratory for students from the College of Science and other departments.

5.1.4.4 VIEW CORRIDORS

View corridors into campus, from campus, and within campus abound. Because of its height, the CLA Building is the most prominent campus landmark and is visible from off campus. It also serves as a wayfinding element within the campus. The view corridor across the Arabian horse pasture to the hills beyond the Interstate 10 Freeway is a memorable vista that retains the historical character of Cal Poly Pomona.

Other significant view corridors include Ag Valley from Temple Avenue and from University Drive.

Within the central campus, the library is a landmark and acts as a visual terminus from the University Union area, the Lots C and D/CLA area, and from the campus quad. The Library is not entirely effective as the heart of the campus, however, because of the conflicts and confusion of the streets and walkways surrounding the Library.

5.1.5 ACADEMIC FACILITIES

The majority of the academic facilities on the Cal Poly Pomona campus are located within the academic core area. Although primarily located within the core, the Colleges do not have a sense of on-campus individual identity. Programs are divided into various buildings on campus because of the space shortage. The distribution of space for academic colleges and schools has resulted in programs that are physically disconnected, sometimes at considerable distance causing coordination problems. The opportunity for informal communication and the casual sharing of academically related issues by both students and faculty is significantly reduced.

Since the majority of existing academic facilities are greater than 20 years old, they do not reflect or incorporate current teaching methodologies, curriculum changes, advancement in research, nor technology requirements. Additionally, Cal Poly Pomona continues to grow, but capacity and appropriate types of teaching facilities have not been provided to respond to the ever increasing need.

5.1.5.1 FUTURE FACILITIES

The need for expansion of the academic and support facilities requires that long range planning identify future facility locations. Clear access, the distribution of parking and pedestrian linkage to existing facilities are required for future sites.

Long range planning will provide a framework for more efficient campus infrastructure development, leading toward resource conservation, as well as an improved teaching and learning environment.

5.1.6 UTILITIES

Cal Poly Pomona needs to develop a Utility Infrastructure Master Plan based on this Campus Master Plan. Existing utility system capacity and routing should be studied, and system upgrades and extensions proposed to support the planning in this document.

5.2 PLANNING PROJECTIONS

The Cal Poly Pomona Master Plan is based on the Full-Time Equivalent (FTE) student enrollment established by the California State University System. The Master Plan FTE ceiling is 20,000 FTE and estimates a planning time frame of approximately 10 years. The estimates of FTE and time frame are consistent with the California Post Secondary Education Commission’s 1995 report, “A Capacity for Growth” projections. Table 5.A are planning estimates for student Academic Year FTE projections through 2008-09 prepared by the University’s Institutional Research and Planning Department.

Table 5.A
Long Range Planning Estimates

YEAR	2001-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
FTE	14,666	15,253	15,863	16,498	17,158	17,844	18,558	19,300	20,072

For purposes of planning for the program needs of the University, estimates of campus population were based on a projected 20,000 FTE student capacity. Table 5.B illustrates the population assumptions for the Master Plan.

Table 5.B
Master Plan Assumptions

	STUDENT		FACULLTY		ADMIN.
	FTE	Enrollment	FTEF	Act.	Employees
1998 Fall	14,378	17,577	700	972	929
Master Plan	20,000	25,500	1,058	1,469	1,400
Increase	5,622	6,873	358	427	471

5.2.2 SPACE PROGRAM

The Master Plan space program is categorized into the following five uses which support Cal Poly Pomona’s educational mission and its goal to create a vital and active community for the projected FTE and population:

- Academic
- General Administration
- Auxiliary
- Residential
- Public/Private Partnership

The Master Plan space program addresses the University’s goal to create an educational, living, and working community for its students, faculty, and staff. Therefore, an objective of the Master Plan is to establish strong academic, residential and supporting auxiliary components on the campus for students, faculty and staff. Coupled with public/private partnerships, this mixed use approach supports the University’s principle goal to create academic community and is reflected in the space program. At the full 20,000 FTE enrollment, the University’s programs and operations will require approximately:

- 2,396,000 Gross Square Feet (GSF)¹ for academic use
- 359,000 GSF for general administrative space
- 920,000 GSF to support 3, 118 residential beds and support
- 533,000 GSF of auxiliary use
- 1,245,000 GSF parking structure
- 936,000 GSF for public/private partnerships

For a total of 6,389,000 GSF.

¹ Gross Square Feet (GSF) is the total area of a building measured to the outside of exterior walls and includes outdoor covered areas, such as covered balconies or patios, at 50 percent of their actual area. Assignable Square Feet (ASF) is the interior floor area of a building and does not include such items as the thickness of exterior and interior walls, mechanical and electrical spaces, restrooms, maintenance areas and lobby/circulation areas.

Table 5.C
Total Master Plan Projected Growth for Academic, General Administration, Auxiliary, Residential and Public Private Partnership

	TOTAL GSF	TOTAL ASF
1998	3,022,000	1,925,000
Master Plan	6,389,000	3,602,000
Increase	3,367,000	1,678,000

Table 5.C presents a summary of all space projections. A description of the projected Master Plan space requirements for each of the five categories is detailed below.

ACADEMIC SPACE PROGRAM

The educational environment envisioned by the Master Plan reflects that learning occurs in a variety of settings and circumstances. This realization by the Master Plan expresses the change from traditional educational delivery to new and developing teaching pedagogues. These changes not only indicate the need for flexibility in facility planning, but the importance of adaptability of existing physical resources. The Master Plan’s Academic Space Program is based on multiple uses of campus and regional resources and their inte-



gration into the teaching environment. Additionally, instructional activities are expanding beyond the classroom and laboratory. Teaching and learning occur in non-traditional environments via television and computer networks either on or off campus. A direct result of these changes is an increase in the utilization of instructional capacity.

The Fall 1998 student enrollment of 17,577 generated 14,378 full-time equivalent students (FTE). The future Master Plan 20,000 FTE equates to 25,500 student enrollment. This 39% increase in FTE growth will create a major significant impact on the campus' physical capacity to deliver its educational mission, unless the University provides the appropriate and timely capital improvements to respond to this growth. New capital projects when augmented by renovation and modernization of existing facilities that are responsive to changes in the educational environment.

The Academic space program includes educational, agricultural production and research, athletic, library and faculty facilities. The Academic Space Projection for 20,000 FTE student enrollment is identified in Table 5.D. The total space requirements consist of both capacity space and non-capacity space, and include circulation and building system requirements. Capacity Space includes 1) all instruction space such as lecture, teaching laboratory, graduate research lab and faculty space; and 2) instructional activity space such as self-instructional computer labs, art galleries, museums, shops, storage and general and specific support requirements. Non-capacity space is all other space requirements such as non-instructional, green houses, and other miscellaneous spaces. Table 5.D identifies the estimated gross and assignable square footages additional increment for capacity and non-capacity spaces combined. Table 5.E identifies projected growth of instructional and faculty office capacity space.

Table 5.D
Academic Space Projections

	GSF	ASF
1998	1,746,000	1,076,000
Master Plan	2,396,000	1,492,000
Increase	650,000	415,000

Table 5.E
**Instructional and Faculty Office Space Projected
Capacity Space (Assignable Square Feet)**

	Instructional, Instructional Activity & Faculty Offices
1998	763,000
Master Plan	960,000
Increase	197,000



Included in the academic space projections are program requirements for the **Library**. The existing six story library is 215,071 gross square feet (GSF) and has 148,000 Library assignable square feet. The existing facility was designed to support 14,000 full-time equivalent students and is inadequate to support the existing student population and the projected 20,000 FTE student population. The existing building is over 30 years old, needs renovation, and is operationally and functionally inefficient. Building systems are deteriorating and are not technically adequate to provide the infrastructure required to meet the California State University library guidelines for the University to fulfill its mission. The California State University system has identified a new direction in the development of library services. As stated in the Information Resource Facilities for the 21st Century. "In response to dramatically changing information and instructional technologies. CSU libraries are changing their focus from management of printed material to active instructional facilities providing both local and remote access to print, non-print and electronic resources." Table 5.F identifies the library requirements to support 20,000 FTE.

Table 5.F
**Library Space Projections Capacity Space
(Assignable Square Feet)**

1998	148,000
Master Plan	267,000
Increase	119,000

RESIDENTIAL PROGRAM



An essential objective of the Master Plan's vision of an academic community is to increase the amount and types of residential housing on campus. In order to validate the residential needs at Cal Poly Pomona, the University conducted a study ("Residential Housing Study", December 1998) to assess the demand for additional student housing.

The increasing enrollment and distribution of students at Cal Poly Pomona, both now and likely into the future, including both first-time freshmen and new transfer students, is undergoing change which affects and will likely increase the demand for and type of on-campus housing needed. The University, which has historically attracted a large enrollment of transfer students, many of whom are part-time, is attracting a significant number of first-time full-time freshmen. Meeting these enrollment changes requires both different types of housing facilities and additional on-campus housing.

Cal Poly Pomona currently has some variety in its on-campus housing units which includes corridor style residence halls for single students, and shared University Village apartments operated by the Cal Poly Pomona Foundation. The on-campus residence halls provide double student rooms, with a variable meal plan.

In Fall 1997, the University has an on-campus residence hall housing capacity for 1,192 students not including residential assistances, or approximately ten percent of the fall full-time undergraduate enrollment. In Fall 1998, housing occupancy totaled 1,204, or 101 percent of occupancy. Projected occupancy for Fall 1999 is 110%. In addition, the Cal Poly Pomona Foundation operates 212 apartments across the street from the campus, with a capacity of 836 students. In Fall 1997, these apartment units had 732 occupants (88 percent occupancy). Fall 1998 and projected Fall 1999 occupancy is 100%. Table 5.H provides a detailed description of existing on-campus residential beds

Table 5.H
Existing Residential Beds (including Residential Assistance)

BUILDING	NO. OF BEDS
Alamitos Hall	217
Aliso Hall	217
Cedritos Hall	177
Encintas Hall	217
Montecito Hall	217
Palmitas Hall	177
Subtotal	1,222
University Village 1 and 2	792
Total	2,014

Note: Data from Residential Housing Study, December 1998

As a result of the analysis in this study, the Master Plan supports the following conclusions regarding student housing demand:

- Student interest in living in on-campus housing, coupled with projected enrollment increases, will require additional housing to meet future demand. Cal Poly Pomona's increase in residential housing will result in a greater need for student service space.
- There is a preference among students living both on and off campus to live on-campus in university operated residence halls, residence suites, and student shared apartments. This translates into a demand for 350 suite beds and 300 to 400 shared apartment bed spaces above the current units offered by the University. About 42 percent of the demand for on-campus housing is for on-campus apartments.
- A continued variety of student on-campus housing types is needed. (Based on the current Cal Poly Pomona enrollment and housing preference projections, about 55 percent of the campus housing supply should be traditional double-loaded corridor residence halls or suite type housing; 34 percent should be the University Village shared apartments; and 11 percent should be new shared apartments.)

- Based on student housing market preferences, as indicated in the Student Housing Survey, there would be a demand for 350 suite bed spaces on campus above the current 1,222 residence hall bed occupancy, and 300 to 400 more single student shared apartment beds.
- New on-campus housing will result in the realignment of the mix of student living in the residence halls by academic level. The existing, traditional residence halls will become more freshmen-oriented and less upper division.
- New single student housing at Cal Poly Pomona should continue to be more than shelter; it should provide the personal and educational benefits of immersion into campus life.

AUXILIARY PROGRAM



Auxiliary development within the Cal Poly Pomona campus supports the academic mission of the University. The focus of auxiliary uses is to support the creation of a “living-learning-working environment” as expressed in the academic community planning principal. Auxiliary facilities include Cal Poly Pomona Foundation Inc. services such as the Bronco Bookstore; Kellogg West and Campus Center; student and Associated Students Inc. facilities such as University Union; the Student Health Center; Child Care facilities; and Parking. Current auxiliary facilities account for 443,000 square feet and projected growth to 533,000 gross square feet (not including parking structures) for 20,000 FTE. New auxiliary programs support 65,000 assignable square feet of conference and dining facilities; alumni, student and faculty space, cultural and historical museum space and general merchandise service space. New auxiliary facilities are located in the multi-purpose parking garage located at the new college neighborhood east of the CLA building and near the center of the campus core creating part of a multicultural center. Additionally, small auxiliary uses are located in residential areas to support the campus neighborhoods. Table 5.1 identifies the increase in Auxiliary space program.

Table 5.1
**Auxiliary (Non-Parking Structure)
 Capacity and Non-Capacity Space**

	GSF	ASF
1998	443,000	203,000
Master Plan	533,000	268,000
Increase	90,000	65,000

Parking

The Cal Poly Pomona campus is located in a commuter environment, situated at the intersection of two major Southern California regional transportation corridors. Almost 90% of the University's students commute from the five-county regional area. Approximately 70% of the students work off campus requiring students to travel to and from campus. The commuter nature of the University generates parking demand patterns that are unique. Typically, parking demand increases sharply in the early to mid-morning, peaks around late morning, and tails off throughout the afternoon. Since the University has a high commuter population and serves working students, there is another, smaller demand peak in early evening. Table 5.J identifies existing parking supply on campus.

Table 5.J
Existing Parking and Distrubution

Distribution	
Type	Spaces
Student	6569
Faculty/Staff	1075
Handicapped	79
Visitor	130
Housing	812
State	19
SUBTOTAL	8684
Foundation/Auxiliary	300
TOTAL	8984

Parking	
Lot:	Spaces
A	76
C	538
D	599
E	255
F	3272
G	208
H	39
J	876
K	864
L	300
M	637
N	614
P	43
UV	663
TOTAL	8984

Note: Existing parking space count does not include miscellaneous and street parking.



The University commissioned a parking analysis (Kaku Associates, Inc., December 1999) to determine the long range parking demands of the campus. The projections, based on existing patterns of use, assume 0.49 spaces per non-residential on-site FTE student based on the high commuter nature of the University, 0.59 for student residential, 0.64 for faculty/staff and 2% for miscellaneous. Table 5.K identifies recommendations to provide parking for all academic, administrative, and auxiliary and residential uses.

Table 5.K
Parking Demand for 20,000 FTE Master Plan

DESCRIPTION	QUANTITY	FACTOR	SPACES
Student (commuter-on-site)	17,295 FTE	0.49+0.05 Circulation Contingency	8,898
Faculty/Staff	2,869	0.64+0.05 Circulation Contingency	1,928
Misc. Visitor/State	N.A.	N.A.	241
Residential			
Student Housing, Ph. I (Beds)	412	0.59	243
Student Housing Ph. II (Beds)	412	0.59	243
Existing Residence (Beds)	1,222	0.59	721
Subtotal			12,274
University Village I and II (Existing)	N.A.	N.A.	663
University Village III (Beds)	200	0.59	118
Foundation/Auxiliary (Existing)	N.A.	N.A.	300
TOTAL			13,335

Note 1: Estimated parking demand does not include public/private partnerships. Total parking spaces included handicapped requirements.

Source: KAKU Associates, Inc., December 1999

GENERAL ADMINISTRATION

General Administration supports the University's students and faculty in the delivery of educational mission and consists of all administrative functions of the University including facilities maintenance activities. The administration of the University is divided into five divisions. The divisions are 1) Office of the President, 2) Student Affairs, 3) Academic Affairs, 4) Administrative Affairs, and 5) Advancement.

The growth from Fall 1998 to the Master Plan capacity will result in a 39% increase in student FTE; over 400 new additional faculty and new academic, residential and auxiliary facilities; and will impact the University's General Administration operations. In response to this growth and to support the University's mission, additional employees and space requirements will be needed. The Master Plan assumes a ratio of 0.07 employees to student FTE. At full Master Plan 20,000 FTE, 1,400 General Administration employees are projected which is an increase of 471 over the 1998 level. The projected estimate for office space requirements for General Administration is based on an assignable space of approximately 120 square feet per

employee. The assignable area includes all office, conference, work rooms, etc., but does not include building circulation, lobby or mechanical type spaces. Table 5.L is the projection for office space requirements in both gross and assignable square feet.

Table 5.L
General Administration Office Space Requirements

	GSF	ASF
1998	257,000	150,000
Master Plan	261,000	170,000
Increase	4,000	20,000

Currently, General Administration is located throughout the campus and occupies space in several academic facilities. Administrative offices are in Buildings 1, 5, 8, 9, 15, 81 and 98. The distribution of administrative functions in many locations has created inefficiencies in utilization of University resources.

Cal Poly Pomona’s campus encompasses 1,437 acres of land and over 200 buildings. Facilities Management, which is part of the Administrative Affairs Division, is responsible for maintenance and repair of the campus. The existing corporation yard and facilities compound located at the northeast portion of the campus was built in the late 1950’s and early 1960’s, and is adequate to meet existing and future requirements. The corporation yard space includes shops, drafting rooms, offices, warehouse, storage, shipping & receiving, groundsman workroom and campus security quarters.

The California State University standard for corporation yard facility planning is 2.0 ASF/FTE. Based on this criteria, the campus will require a minimum of 40,000 ASF for 20,000 FTE. In addition to this corporation yard space requirement, Facilities Management operates a Chilled Water Central Plant which is not included in the corporation yard square footage, but is included in the existing and projected space requirements. Located also in the Facilities Management’s corporation yard is Environmental Health and Safety’s hazardous material storage and operational facility. Analysis for storage requirements of hazardous materials and EH&S’s operational facilities is 25,000 ASF. Table 5.M is the Master Plan total space requirements for Facilities Management/Corporation Yard, including hazardous material storage.



Table 5.M
Facilities Management Corporation Yard

	GSF	ASF
1998	57,000	40,000
Master Plan	98,000	70,000
Increase	41,000	30,000

PUBLIC / PRIVATE PARTNERSHIPS

The Master Plan designates areas for public/private partnerships creating a knowledge enterprise zone where students, faculty and industry can interact in multi-disciplinary programs. Public/Private Partnership's addresses a component of knowledge-based uses in support of the University's goals. In particular, Public/Private Partnership's focuses on the development and relationship of ventures between public institutions and private industry and the University. These partnerships promote the education mission, community involvement and outreach, create income generating opportunities, and provide diversity in services to support a living/learning/working environment.

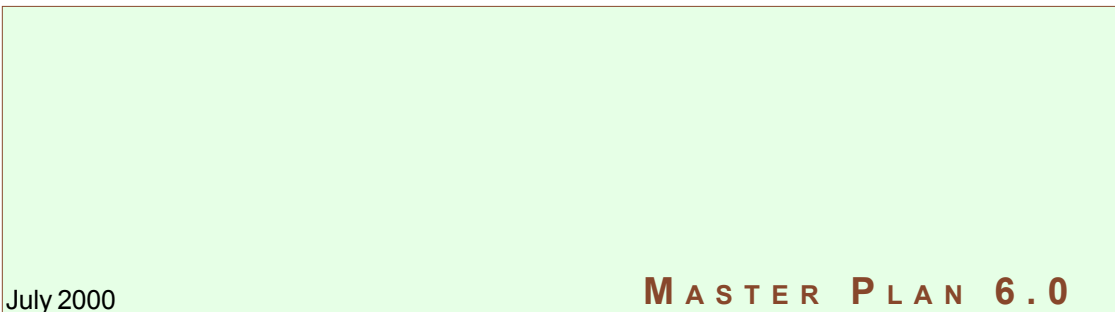
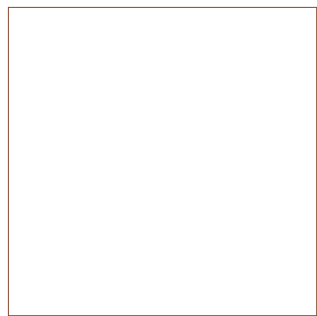
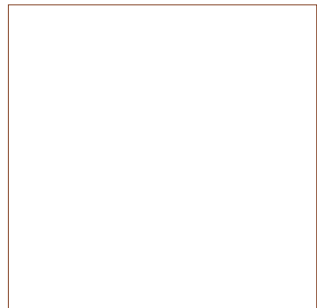
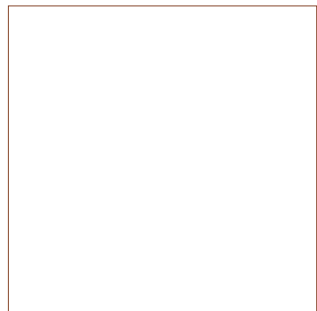
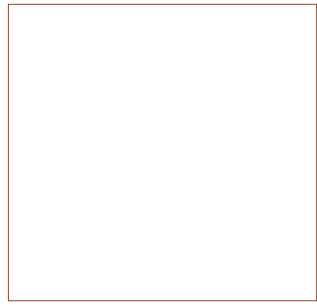
Examples of such arrangements include employment relationships in high technology or research. Other possible relationships could provide shared facilities and capital improvements that serve the long-term educational needs of Cal Poly Pomona. Such public/private partnerships could not only provide teaching opportunities to Cal Poly Pomona through applied technology and research environments, but the campus could provide reciprocal learning opportunities for continuing education through the Extended University.

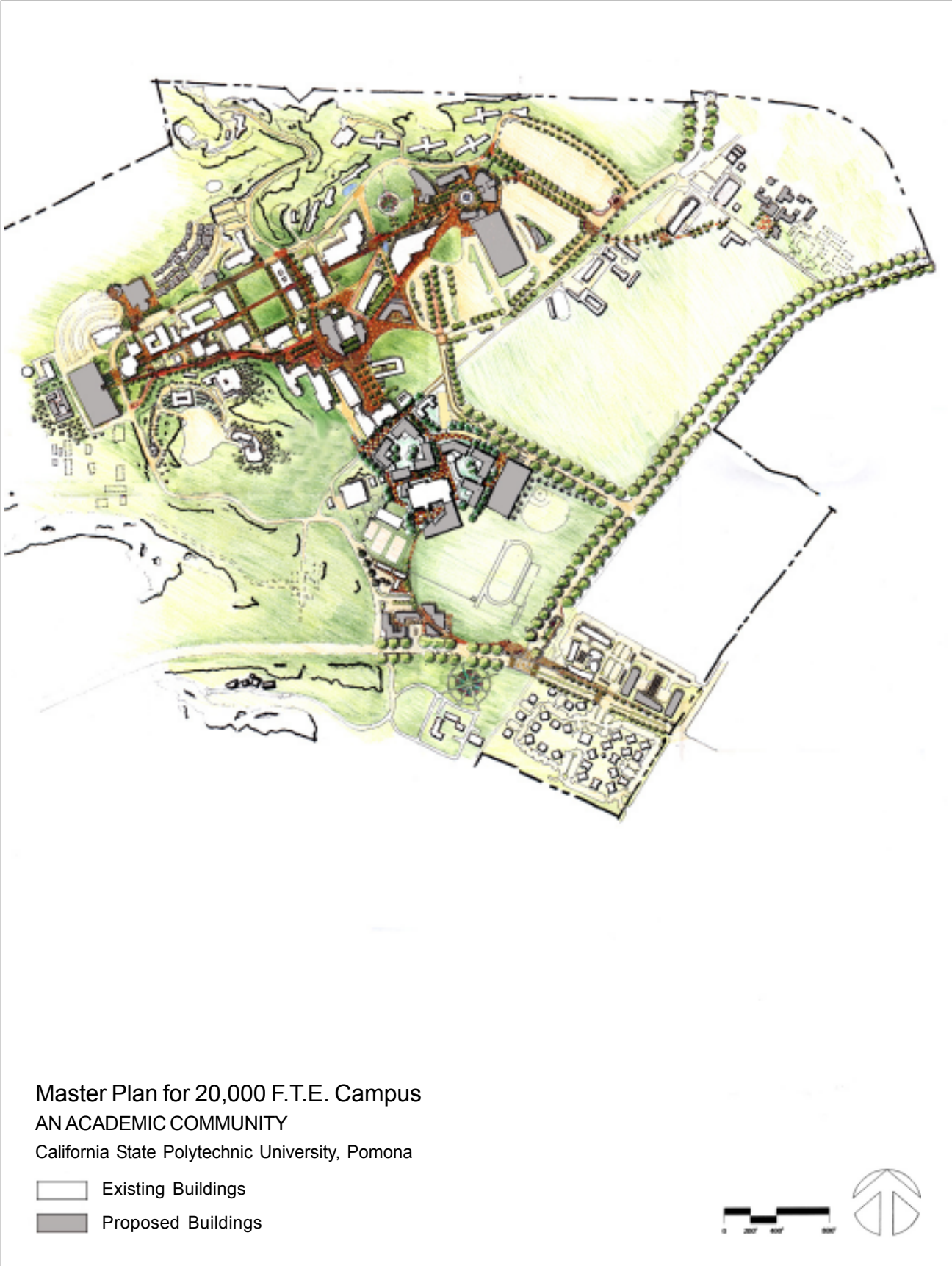
Prior to proceeding with public/private opportunities, important issues, such as those listed below, require study and evaluation by the University community.

- Determine consistency with the University's Strategic Planning Guidelines and Master Plan
- Evaluate highest and best use
- Balance revenue generation, good will, and community involvement objectives
- Structure an effective decision process
- Establish guidelines and criteria for acceptable on-campus uses
- Establish relationship with the campus non-profit foundation
- Select the appropriate development approach
- Understand ground lease and other return options
- Take long term view on land lease revenue

After the evaluation is completed, public/private projects are required to develop specific plans and their approval is required by the University.

In 1997, the University undertook a review of its assets management program (Goodell Associates, 1997) and identified strategic opportunities for public-private developments. The following year the University examined the feasibility of commercial public-private development (Goodell Associates, 1998). This study included market and financial analysis as well as recommendations for development strategy. The analysis concluded that the public-private market could support 960,000 GSF of mixed-use development.







6.0 PLANNING PRINCIPLES

The Master Plan's vision of an academic community is founded on significant planning principles that delineate and organize the physical environment of the campus. In developing the campus Master Plan, four planning principles guided the overall conceptual strategy for design. These planning principles are 1) integrated land uses enhancing an academic community, 2) college neighborhoods as an organizing element, 3) concentration of the Campus Center with surrounding open space, and 4) a pedestrian campus in a commuter environment.

- **Integrated Land Uses Enhancing an Academic Community.** The Master Plan establishes a plan for the creation of an academic community that encourages a dynamic educational, living and working environment. This principle is founded on developing diverse and mixed land use integrating housing, academic and supporting facilities that encourages interaction between members of the University community. The development of an academic community supports sustainable and regenerative ideas by facilitating lifestyle changes for the campus community and re-use of existing resources. The Master Plan renovates existing facilities and re-captures land used for parking and encourages pedestrian and bicycle circulation.
- **College Neighborhoods as an Organizing Element.** The Master Plan capitalizes on each College's desire to consolidate and strengthen their identities and programs. College neighborhoods create identifiable places that provide research, teaching and faculty office space for individual colleges and organizes the University campus. Within neighborhoods, colleges can plan for their own growth within a defined campus area, thus enabling academic uses to integrate their programs and to locate in appropriate functional relationships.

An outcome of the physical plans establishing college neighborhoods is the preservation and improvement of the existing landscape nature and "scale" of the campus by organizing buildings, open spaces, pedestrian walkways and circulation to create a "sense of place". This clustering of buildings around landscaped

open space allows student and faculty interaction between programs and provides more gathering places to support the interdisciplinary nature of Cal Poly Pomona's educational mission.

- **A Concentrated Campus Center Surrounded by Large Open Space.** The Master Plan preserves Cal Poly Pomona's open space and agricultural character by maximizing the use of existing resources, increasing the density of development at the campus core, and minimizing the impact of growth on large open space. Existing undisturbed open space areas are important organizing elements of the Master Plan. The Master Plan identifies and preserves undisturbed open space areas that have lasting and critical value to the University while identifying other areas for future development. As the surrounding community urbanizes, the preserved campus open space will provide recreational, agricultural and environmental habitats. These large open spaces provide natural transition areas from the campus perimeter defining the University's character through vistas to the buildings at campus center.

This planning strategy concentrates development in specific locations creating a sustainable active campus environment and a strong campus community identity. Academic, administrative, auxiliary and housing are concentrated at the center of the campus, establishing the density and diversity of uses needed to foster the development of campus community. Developing new student residential housing with supporting services and auxiliary uses at locations of academic and social activity will facilitate pedestrian and bicycle transportation, reducing vehicular transportation and parking land requirements. Land uses that support public/private partnerships are concentrated along Temple Avenue and east of South Campus Drive to augment community outreach and income generation activities.

- **A Pedestrian Campus in a Commuter Environment.** This sustainable design principle is to develop a strong pedestrian character as part of the campus identity. The plan acknowledges the commuter nature of the campus and addresses the traffic and parking issues. The Master Plan strategy is to get cars parked quickly and encourage pedestrian circulation. The Master Plan uses the landscaped open space to establish a pedestrian campus based on three ideas. First, create an environment for walking; second, reduce distances; and last, organize pedestrian circulation patterns. A network of landscaped and pedestrian circulation spaces provides an organizing element to the Master Plan and connects places and spaces. The Master Plan links together college neighborhoods on the existing open space and pedestrian circulation system by organizing and enhancing the existing landscaping and courtyards, to create a strong open space/pedestrian circulation system. The open space/pedestrian system establishes the identifiable but open boundaries for college neighborhood development by providing localized settings for community interaction and connecting colleges. A continuous pedestrian open space promenade



unites and extends the academic core from the College of Environmental Design to the new College of Agricultural and Business neighborhood creating an academic community of education, housing and recreational uses.

6.1 THE PLAN

The Master Plan sets forth a vision and a structure for developing a diverse academic community based on principals of integrated land use, college neighborhoods, concentrated development and open space. Cal Poly Pomona has the opportunity to implement this vision with specific projects identified in the Five Year Capital Outlay Program. A first step toward realization of this vision is the Library Renovation and Addition. The Library and the site area around the building becomes the community and educational center of the campus as well as the geographic center. This keystone project provides the University a significant start in achieving its vision.

The creation of an academic community starts with the conceptual idea of diverse and integrated land uses and activities on the campus and, specifically within the academic core. Currently, the campus has distinct districts that prevent the fulfillment of this idea. Essential to the creation of an academic community as envisioned by Master Plan are: 1) consolidating colleges into identifiable neighborhoods; 2) the construction of a new college neighborhood east of the CLA; 3) locating new student housing projects close to campus academic and social activities; 4) providing supporting services and facilities as integrated elements of a complete campus; and 5) developing public/private partnership projects that provide educational, employment and income generation opportunities for the University, and its students and faculty. The major initiatives of the Master Plan are:

- A primary foundation of the academic community is the creation of **college neighborhoods**. These neighborhoods are areas where students and faculty learn and teach specific disciplines, not separate from other college neighborhoods, but connected and integrated to the entire academic community. Implementation of this concept requires matching increases in space demands with existing buildings and the coordination of new academic development projects. Outlined below are Master Plan developments to implement college neighborhoods. Table 6.A estimates the increases for each college in total assignable space requirements for 20,000 FTE.

Table 6.A
College Neighborhoods

College	Neighborhoods
Agriculture	Agriculture relocates from Building 2 to a new college neighborhood (Building 127) and Center for Animal & Veterinary Science (Building 155).
Environmental Design	ENV remains in Buildings 7 and 209, expands into Building 2, constructs a new Environmental Design Center (Building 74), and expands into Building 3 and 94. ENV relocates from Building 89 and 13.
Science	Science consolidates into Buildings 69, 8, 3 and 94.
Business (Note 2)	Business relocates to Building 1 and constructs an addition (or constructs a new building).
Education (Note 2)	Education consolidates into Building 5 (or 6 and 94).
Engineering	Engineering consolidates & remains in Buildings 6, 9,13,17 and 94.
Letters, Arts & Social Sciences (Note 1, Note 2)	Class consolidates and expands into a new building in the new college neighborhood, and remains in Building 24 and 25.
Collins School of Hospitality Management	CHSM remains in Buildings 79 and 279

Note 1: Although Physical Education is part of the College of Letters, Arts, & Social Science, its ASF is not included in this table.

Note 2: Alternative college neighborhoods if College of Business constructs a new facility.

- The Master Plan supports the educational and strategic plans of the academic colleges by consolidating facilities and providing places that are identifiable as specific college neighborhoods. As in a community, these “college neighborhoods” are interconnected and create a fabric for interaction between individuals and academic programs. **Renovation of Buildings 1 and 3** will return these facilities to academic uses that support the growth in the Colleges of Business (or CLASS), Environmental Design, and Science. Additional new construction for an **Environmental Design Center** facility across from Building 7 on University Drive will provide necessary design lab and teaching space for the College of Environmental Design.
- Creating a new college neighborhood consisting of the **College of Agriculture** and a new academic building (Business or CLASS) east of the CLA where the present Horticultural Unit is located, will extend the academic core near existing student housing and incorporate the existing CLA into the fabric of the campus. Additionally, bringing academic classrooms and support facilities to this portion of the campus will diversify land uses and activities and eliminate the current isolation of housing and administrative activities. This revitalized area will also assist in redistributing the parking demand on campus and bring classrooms closer to existing parking areas.

- The Master Plan creates a multi-disciplinary campus center with the Library as the preeminent building. This project renovates and expands the existing Library based on the CSU library space standards and planning guidelines calculated for the projected enrollment ceiling of 20,000 FTES. The CSU standards and guidelines require library space allocation as follows:
 - Total Volume – 1,500,000 documents
 - Library Space – 207,250 ASF
 - Instructional Technology Space – 59,920 ASF
 - Total Library / Instructional Technology Space – 267,170

The existing library has 161,990 ASF. This project consists of adding 105,180 ASF of new library area to correct projected space deficiencies and a major renovation of the existing library. There is 13,569 ASF of non-library space that will require relocation. The Master Plan criteria reflect design requirements according to Information Resource Facilities for the 21st Century dated April 1996, which incorporates the 1991 CSU library planning standards. Library space type requirements to accommodate the demand and support the academic mission are collection storage, non-book material storage, reader stations and technical processing/public service. The existing deficiencies in area and infrastructure affect the University's ability to fulfill its educational mission. A major goal for the project is to correct existing program deficiencies by: 1) providing space for the growth of traditional print collections by providing additional open stack and movable aisle compact storage; 2) providing space for non-traditional materials, such as video, audio disc, software, etc.; 3) providing spaces and facilities for computer based information systems; and 4) providing space for information / technology instructions. Additionally, major modifications are required to the infrastructure to provide capabilities for portable computers, networks and telecommunication in support of the library's mission.

- A major expansion for the Physical Education Department will compliment the existing facilities of the Kellogg Gym (Building 43), Poly Gym (Building 41), swimming pools, handball courts, basketball and tennis courts, and outdoor athletic areas. This project provides classroom and instructional activity areas required to support the department's academic programs.
- The **College of Agriculture** has identified new opportunities to support their educational mission and improve their academic programs. As Southern California becomes more urbanized and the industry more technology-driven, the College of Agriculture will reflect these changes through new academic and research programs and partnerships. The Master Plan incorporates and supports these educational goals and establishes a new agricultural research and technology component of the campus located at the northeast portion of the campus. **The Center for**



Animal and Veterinary Science Education (CAVSE) consolidates scattered and obsolete agricultural facilities into a modern and efficient research and teaching facility. CAVSE provides the following facilities:

- A central food animal livestock and fiber facility supporting: 1) the educational and research missions of the department's undergraduate and graduate majors; 2) contractual and partnership opportunities; and 3) AALAC accreditation standards.
- A food animal biomedical and biotechnology teaching and research center.
- A modern teaching small companion animal health clinic.
- An urban waste to food animal recycling facility to demonstrate the feasibility of food animal production based on the concept of feeding urban waste to farm animals.
- A meat science and processing laboratory supporting: 1) the interdisciplinary educational and research missions of not only the Department of Animal and Veterinary Sciences, but also the Food Science and Technology major within the Department of Foods, Nutrition and Consumer Sciences; and 2) contractual and partnership opportunities with industrial and other educational institutions.
- The integration of residential student housing into the structure of the campus supports the idea of an academic community. The Master Plan identifies areas of the campus core that allows housing opportunities. An immediate implementation project of this Master Plan is **Student Housing Phase I**, a 400-bed housing project increasing the total student residential population on campus. The Master Plan includes the development of three additional housing projects that significantly increase the residential student and faculty housing on campus. **Student Housing Phase II** is an additional 400-bed project; **University Village Phase III** adds 200 beds; and the Center for Regenerative Studies Phase III provides 80 beds. The Master Plan increases the number of residential beds on campus over 50% from 2,014 to 3,118. At 20,000 FTE campus build-out, the proposed additional residential housing is outlined in Table 6.B.

Table 6.B
Proposed Additional Residential Beds (includes RA)

Project	No.of Beds
Center for Regenerative Studies	80
Housing Phase I	412
Housing Phase II	412
University Village Phase II	200
Total	1,104

- Like any community, the Cal Poly Pomona community is not sustainable without supporting activities and facilities. Already, existing parking demand is a problem and will only get worse as the enrollment increases. The Master Plan balances parking supply with demand. This balance occurs by developing a comprehensive community approach and diversifying the generators of parking demand. Classrooms and residential housing are distributed within the campus core and new parking structures are sited reflecting demand in these areas. Parking Structures I, II and III are planned at the terminus of major pedestrian circulation systems and are located at sites to facilitate vehicular access from main roadway systems. These parking structures are located on sites of existing parking reflecting the Master Plan’s principle of concentrating the campus core and maintaining open space. These parking structures incorporate other supporting uses in addition to parking such as food services, bookstores and retail, administrative offices, and a public transit station. The Master Plan provides new parking structures directly from the three main vehicular access entries to the campus at 1) Interstate 10 / Kellogg Drive; 2) South Campus Drive / Kellogg Drive; and 3) University Drive / Temple Avenue. Table 9.9 states the number of parking spaces and square footage for three new parking structures located at sites close and adjacent to academic, residential, auxiliary, and administrative destinations. The plan encourages walking by locating the new parking structures at the intersections of pedestrian circulation patterns. Typical walking time from any parking structure to the center of campus is approximately 6 to 7 minutes.

Table 6.C
Proposed Parking Structures

	GSF	ASF	Parking Spaces
1998	0	0	0
Master Plan	1,245,000	30,000	3,900
Increase	1,245,000	30,000	3,900

Additionally, 604 parking spaces required for the new student housing projects will be located as part of each housing site development. Total additional parking on campus is 4,351 spaces, above 1998 levels, for a total of 13,335. This total does not include the parking for public/private partnership projects since these developments will provide their necessary required parking.

- Additionally, auxiliary projects such as the new “Pavilion”, provide multicultural and conferencing facilities. This project brings to the academic community, alumni participation with the students and faculty on campus, while providing facilities that exhibit the cultural and educational history of the University.

- The Master Plan identifies two projects for public/private development. The first project is the development of the Technology Village. This public/private opportunity will be a 65-acre master planned community of technology-based enterprises, including incubator facilities for start-up companies, research and development facilities, corporate offices, and retail. It is also envisioned that the development would provide housing for University faculty and researchers. The Technology Village can expand the University's research and technology base, develop new business and industry relationships, and be a catalyst for joint academic industry projects. The second public/private partnership development within the Cal Poly Pomona campus focuses on commercial/retail auxiliary uses that support the creation of a residential-learning-working campus environmental as envisioned by the Master Plan. An objective of the academic community component of the Master Plan is to increase the number of residential student housing facilities on campus and provide the necessary auxiliary facilities for new and existing residential housing. The purpose of this Mixed-Use Commercial/Retail development is to provide a variety of facilities needed for the campus community as it grows from an enrollment of 17,500 to 25,500 students. The site for this public/private development is located on the Temple Avenue corridor and is part of a pedestrian and bicycle circulation system connecting to the existing University Village III residential housing near Temple Avenue and South Campus Drive. Specific site plans are required for these projects.

6.2 MASTER PLAN DESIGN CONCEPTS

This section discusses overall design concepts within the master Plan. These are not design guidelines. Design Guidelines for Cal Poly Pomona based on this Master Plan should be developed in the future.

6.2.1 CAMPUS ENTRANCES

6.2.1.1 IDENTITY

The two primary campus vehicular entrances are South Campus Drive from Temple Avenue, and Kellogg Drive from I-10. A secondary entrance is to University Drive from Temple Avenue. Each of these entrance areas will be designed to provide a clear visual message of arriving at the Cal Poly Pomona campus community, and that one is passing through an entry onto the campus. Each of the entrances will be enhanced with articulated paving, pedestrian promenades and crosswalks, and landscaping that emphasizes a sense of place for each of the entry intersections. Monument signage, possibly with changeable message boards, will be incorporated as an integral element in the entrance area designs.

6.2.1.2 DECISION MAKING AND WAYFINDING

Decision making begins when one is driving either on the I-10, or on Temple Avenue approaching Valley Blvd. Signage on the I-10 and 57 freeways instruct one where to exit, but after that, decision making is often unclear. Campus identification will need to be provided at the corner of Temple Avenue and Valley Blvd. as this is the actual boundary of the Cal Poly Pomona campus. The point at which most people on Temple Avenue will need to make a decision about entering the campus, will not occur until the South Campus Drive intersection where more specific instructions will need to be provided. Decision making will be clarified through the establishment of entrance intersection identity systems discussed above. Visitor information will be available at Information Booths on South Campus Drive near Temple Avenue and on Kellogg Drive near the I-10.

The CLA Building is a landmark that can be seen beyond the boundaries of the campus, as well as from many locations on campus. It assists in wayfinding for drivers and pedestrians. Other visual landmarks will be created and accentuated through this Master Plan, including the Library Addition, College of Business Administration, College of Agriculture and the Pavilion.

The development of a signage program will need to be coordinated with this Master Plan to assure planning continuity.

6.2.2 CIRCULATION

6.2.2.1 VEHICULAR CIRCULATION

Vehicular circulation routes to the Cal Poly Pomona campus will remain substantially unchanged, but vehicle access into the campus will be improved by alterations to better accommodate the existing and projected traffic demand. The primary circulation routes are Kellogg Drive, South Campus Drive and University Drive from Temple Avenue to Parking Structure III at Lot J. Emphasis on these as the primary vehicular routes will clarify wayfinding for drivers on the campus.

KELLOGG DRIVE ENTRANCE

The entrance to Cal Poly Pomona from the I-10 freeway onto Kellogg Drive will be modified by relocating the right turn onto University Drive. The new route for a right turn onto University Drive will be by way of a right turn pocket lane, at an intersection with stop signs, further south on Kellogg Drive. This intersection will receive articulated paving treatment, landscape, clearly defined pedestrian crosswalks, monument changeable-message sign, and will clearly become one of the two primary entrances to the Cal Poly Pomona campus. A visitor/parking information kiosk will be constructed with a pull-out lane parallel to Kellogg Drive immediately north of the intersection. Visitors will be able to ask directions and purchase a permit prior to entering the central campus and reaching decision-making points.

The construction of a right turn lane on Kellogg Drive, the addition of stop signs, the enhancement of the intersection with special paving and crosswalks, will slow traffic and remind drivers that they have entered the “campus community”. The avoidance of some of the existing curves on University Drive near the Residence Halls should provide a more pedestrian oriented environment in front of the student residences. The existing northern extension of University Drive will remain, but will be restricted to “local” traffic for service and residence hall access.

SOUTH CAMPUS DRIVE ENTRANCE

The other primary entrance to campus is from Temple Avenue onto South Campus Drive. The approach to this entrance actually begins at the boundary of Cal Poly Pomona property at Valley Blvd. Enhancements to this block will include landscaping of both sides of Temple Avenue with the Sycamore trees that are symbolic of Cal Poly Pomona’s main roadways. This will begin to visually incorporate University Village and the Cal Poly Pomona Technology Research Park into the main campus. Temple Avenue will need to be widened east of South Campus Drive to accommodate a right turn lane pocket. The presence of the San Jose drainage channel will require consideration as this road improvement is designed. Driveway access to the Cal Poly Pomona Technology Research Park will be located off of Temple Avenue approximately mid-block between Valley Blvd. and South Campus Drive. This will be located opposite the existing entrance to University Village.



The Temple Avenue and South Campus Drive signaled intersection will have pedestrian crosswalks clearly defined and the intersection paving articulated to both slow traffic and define the decision-making point and entrance to Cal Poly Pomona. A monument changeable message sign will be located on the north west corner.

The intersection of Temple Avenue and South Campus Drive will be improved to clearly define this as the formal entrance to Cal Poly Pomona. The intersection should be designed as a unifying landscape that brings together the four functional activities located at the four corners of the intersection into one statement for Cal Poly Pomona. 1) The vista into the sports fields and across to the central campus should be preserved, while development of pedestrian and bicycle pathways around the perimeter of the sports fields will link the campus to this entrance, University Village, and the community beyond. Academic related commercial development is planned along Temple Avenue west of the intersection. 2) The landscaped fields and buildings of Agriscapes will be clearly visible from the intersection, although the access to this part of the campus is farther west on Temple Avenue. Views of the Spadra reclaimed landfill site will be visible beyond Agriscapes. 3) University Village will become more “connected” to the campus at the west end of the Village, and the pedestrian access to campus will be at this enhanced intersection location, leading directly to the pathways by the sports fields. 4) Cal Poly Pomona Technology Research Park will have pedestrian pathways leading to the campus at this corner. A visitor/parking information kiosk will be constructed with a pull-out lane behind the Sycamore trees, parallel to South Campus Drive immediately north of the intersection. Visitors will be able to ask directions and purchase a permit prior to entering the central campus and reaching other decision-making points.

The construction of a right turn lane on Temple Avenue, the addition of special intersection paving and clearly defined crosswalks, and unifying landscape and walkway designs on all sides should define the campus entrance and also provide a more pedestrian oriented environment leading into Cal Poly Pomona.

TRAFFIC CALMING

Pedestrian safety and urban design should take precedence over traffic speeds within the campus core. Traffic-calming techniques should be implemented that turn streets into pedestrian areas where vehicles are slowed. Landscaping and seating create pedestrian streets and outdoor courtyards. This pedestrian street concept will particularly benefit pedestrian areas that must also provide service access, including the area around the Library, and Eucalyptus Lane between the University Union, Bookstore and the proposed Student Housing community, Olive and Camphor Lanes.

Other traffic calming techniques that would be appropriate for the Cal Poly Pomona campus include traditional speed bumps, and raised, highly textured paving at intersections and other key locations. Speed bumps are simple, inexpensive improvements that have proven to be quite effective. Modified speed bumps that are very gradual in elevation change slow traffic speeds while minimizing the negative effects on the driver. Narrowing the roadway and allowing parallel parking also effectively slows traffic. These methods of traffic calming will particularly benefit University Drive from the Student Residences past the Environmental Design Building.

University Drive also should have additional stop signs placed at periodic locations throughout the central campus route. Each stop sign should also have a pedestrian crosswalk. Some existing crosswalks may need to be redesigned and more prominent and distinguishable materials utilized.

KELLOGG DRIVE

Kellogg Drive will be reconfigured where the road turns in front of the Kellogg stables. The specific configuration and signage for this reconfiguration will be developed by engineering studies to determine the best solutions to improve safety, but not produce vehicle backup at peak hours. Additionally, the entrance to the visitor parking lot between the CLA and the Pavilion will be accessed from Kellogg Drive at this location. The visitor entrance should be “ceremonial” in design, with a tree lined driveway leading toward the CLA Building that ends with the option to turn left to a drop off pick-up area by the Pavilion and Library, or right to additional parking.

6.2.2.2 PUBLIC TRANSIT

Regional transit routes to the Cal Poly Pomona campus are provided by Metropolitan Transportation Authority (MTA) and Foothill Transit. The Master Plan calls for a new Transportation Center to be located in the vicinity of the new Parking Structure 1 and near the new academic plaza. The Transportation Center will be the primary point of campus arrival and departure for public transportation riders, and will provide regional transfer opportunities. The facility will include a covered waiting area and ticketing. Stacking for 4-6 buses will be provided at the passenger loading area.

Local transportation service within the campus and to University Village will continue by trams and shuttle. The new Transportation Center will be served by the trams and shuttle to provide a complete transportation system to and within the campus. The routes for the trams and shuttle will need to be specifically studied and modified as the Master Plan is implemented. Routes for the tram will, in limited locations, be the same as pedestrian pathways. The design of those locations should clearly provide for the safety and primary importance of the pedestrian, while allowing convenient service of tram riders to campus buildings. The shuttle will continue to utilize vehicular streets and parking lots for its circulation.



6.2.2.3 SERVICES AND DELIVERIES

The campus service system is organized to provide a central receiving depot and distribution system to the various campus facilities. The new Facilities Management site will allow for more efficiency and control in the central delivery, storage and dissemination of goods throughout the Cal Poly Pomona campus. Vehicular services should, whenever possible, be scheduled for early morning hours and not during class hours since pedestrian activity needs to attain the highest level of importance in the circulation and hierarchy of the central campus.

Service routes and emergency vehicle access will exist throughout the campus. By designing specific, direct access routes to serve each area of campus, and by incorporating the location and design of bollards and gates in limited areas of the pedestrian pathway routes, the hierarchy of pedestrian prominence can be maintained. Paving materials that are visually attractive and which slow traffic speed will still accommodate delivery, service and emergency vehicles. The elimination of curbs and gutters that divide streets from sidewalks will improve the pedestrian character of the campus while maintaining service access.

Removable bollards or card activated gates will be used tools to control vehicular access. Bollards will be located where service roads are used only on a limited basis and may be designed as “break away” to accommodate emergency response if necessary. Service and emergency vehicle access areas, will incorporate the use of articulated and enhanced paving. These service routes will be designed to function as a pedestrian space, while meeting the needs of large vehicles that access the area. Sidewalks, curbs and gutters that currently exist will be replaced on a single level with enhanced paving or decorative pavers to visually perform as a pedestrian activity area.

Service roads, loading docks and other industrial-looking site improvements that are located in high profile areas will have a landscape buffer. Landscaping in the form of a garden wall or dense hedge will mitigate the visual effects of the service areas.

6.2.2.4 PARKING

Parking will be generally external to the campus academic core. Parking structures will be provided at three primary locations at the terminus of the pedestrian circulation axes. Existing surface parking lots in these areas will eventually become parking structures as identified in the auxiliary master plan projects list. The Master plan consolidates parking into structures to reduce the consumption of open space for surface parking. These proposed parking structures are to be sited close to the campus core, yet accessible from the primary entrances onto campus. From each of the proposed parking structures, most people will be able to walk to the center of the campus core area in less than 8 minutes, thus eliminating the need to move one’s car during the day.



Disabled parking is provided adjacent to facilities. These local parking areas will comply with Title 24 and the Americans with Disabilities Act (ADA) requirements. These local parking areas will be limited with regard to the number of parking spaces, but will also provide service and specially permitted spaces.

On-street parallel parking will be provided in some areas. Parallel parking is suitable along perimeter streets such as University Drive and Mansion Lane.

6.2.2.5 PEDESTRIAN CIRCULATION

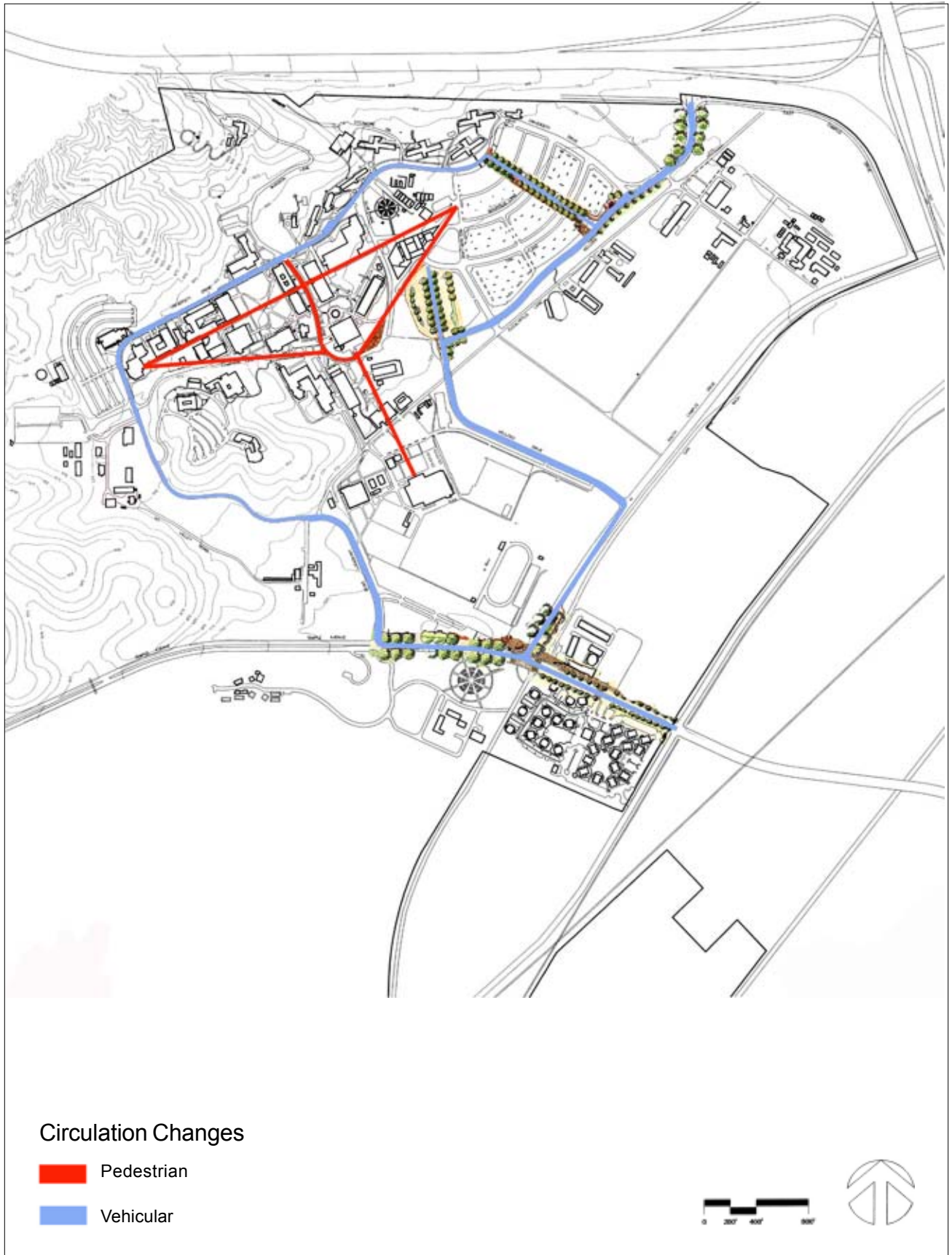
One of the Planning Principles of this Master Plan states that Cal Poly Pomona shall be a pedestrian campus in a commuter environment. The pedestrian circulation structure has been organized in a simple and clear manner to facilitate pedestrian use of the campus.

Pedestrian access routes have been organized as primary and secondary pathways. The Cal Poly Pomona central campus core is hierarchically organized along four primary pedestrian circulation axes. The axes include the existing academic mall that runs from Building 7 east-west through the Quad to Building 9. College Neighborhoods are organized from the pedestrian axes. The academic mall will be extended to the east to the new academic plaza that will be home to new neighborhoods for the College of Agriculture, College of Business Administration, Administration, and Parking Structure I and its support services. The master plan reinforces the concept of a concentrated pedestrian campus surrounded by large open spaces. Landmarks and plazas occur at intersections and terminus that facilitate way finding and social interaction

The pedestrian axes are triangulated to provide circulation to all areas of the central campus core from the three new parking structures, and from Temple Avenue and University Village beyond. The primary convergence of the pedestrian pathway axes occurs at the Library plaza. This area will be improved to clearly serve as the multidisciplinary center of the campus for students, and those spending time on the campus between classes. This will not only clarify wayfinding for those walking in the central campus, but will create an important campus identity in an area that needs to be more clearly defined, structured and better utilized.

The pedestrian axes will utilize existing infrastructure but will, over time, be enhanced to improve the pedestrian circulation and Title 24 and ADA accessibility.

Secondary pedestrian circulation pathways will be developed between the central campus and University Village and the campus entrance at Temple Avenue and South Campus Drive; the Cal Poly Pomona Research Technology Campus; and between the new College of Agriculture building and the other agriculture facilities at the northeast portion of campus.



The experience of a pedestrian campus should be enhanced by clearly delineated pedestrian walkways. Once commuters have parked their vehicles, they should enter a defined outdoor environment at human scale with landscaping, enhanced paved walks and appropriate site furnishings. A consistent palette of materials, colors and textures should be selected and implemented over time for walkways within the academic core of campus. Site furnishings such as benches, drinking fountains and trash and recycling receptacles that compliment the landscape materials should be specified as capital improvement projects are implemented.

The pedestrian circulation system is a unifying feature in this master plan. The academic neighborhoods and central campus core are defined and organized along pedestrian circulation axes that are emphasized by contrasting paving materials. Pedestrian circulation axes and links help to define the academic core and reinforce the existing walkway system.

6.2.2.6 BICYCLE CIRCULATION

Bicycle circulation within the campus will be primarily on vehicular roadways. A new pedestrian and bicycle pathway will lead from University Village, through the enhanced entrance intersection of Temple Avenue and South Campus Drive, through the mixed use commercial development along Temple Avenue, along the edge of the sports fields, and will enter the central campus in the vicinity of Eucalyptus Drive and the University Union.

Bicycle access should be provided around and through the campus neighborhoods. With the constraints that are unique to a campus setting, bicycles should be encouraged and accommodated via the existing vehicular circulation system. Bicycle lanes should be designed according to Class II bicycle route standards and denote the route with painted striping on streets.

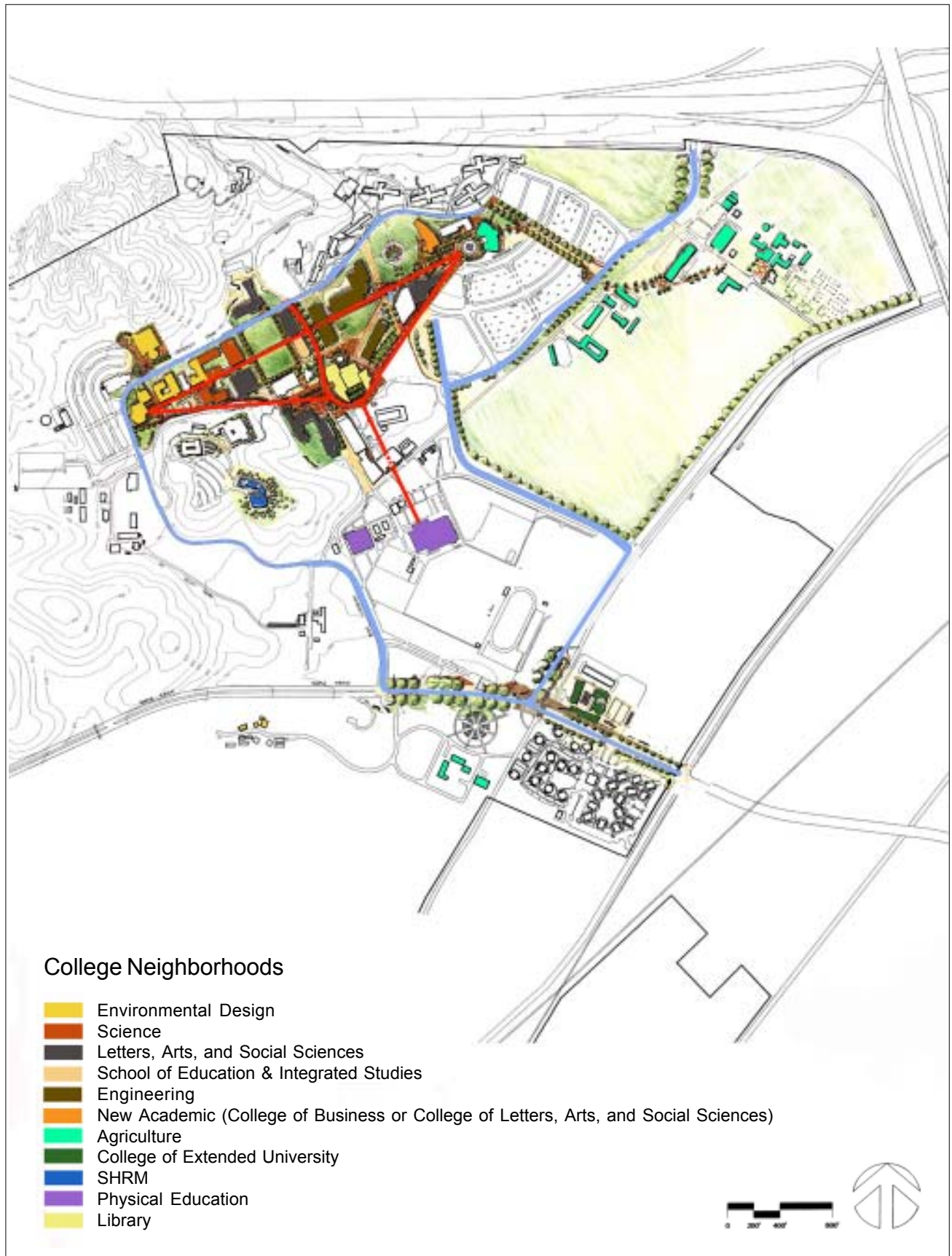
A paved bicycle path located along the campus edge should be designed to accommodate pedestrians, joggers, maintenance and security personnel, as well as cyclists. This type of multi-purpose improvement would be for recreational uses as well as aiding maintenance and security personnel. When feasible, bike paths should connect to existing designated City of Pomona and other neighboring bikelane systems.



6.2.3 INTEGRATED AND DIVERSE USES

6.2.3.1 COLLEGE NEIGHBORHOODS

One of the form giving concepts of the Campus Master Plan is to organize the physical facilities College Neighborhoods. Each College and School will, over time, have the majority of it's facilities located in close proximity. This will allow the opportunity for enhanced communication, more efficient use of time during the day, and the development of a collegial atmosphere that can help to provide the opportunity to strengthen the academic identity of each of the Colleges and Schools.



College Neighborhoods for the College of Environmental Design, College of Science, School of Education and Integrative Studies, College of Business, and College of Letters, Arts and Social Sciences will be located along the pedestrian mall that extends from University Drive on the west to the Quad. From the Quad east along the pedestrian mall will be the Academic Neighborhood for the College of Engineering. A new extension of the mall to the east will create the opportunity for new academic buildings to be constructed around a central plaza. At this new location, College Neighborhoods will be developed for the College of Agriculture and a new academic facility (College of Business or College of Letters, Arts, and Social Sciences). The College Neighborhood for the School of Hotel and Restaurant Management will remain on Kellogg Hill.

Each of the College Neighborhoods will have a distinct but complimentary exterior identity created by paving, landscaping, outdoor seating areas, plazas, courtyards and other functional enhancements. Each of the College Neighborhoods will also have multidisciplinary spaces, support areas and social gathering places to encourage and augment multidisciplinary studies and interaction.

6.2.3.2 HOUSING NEIGHBORHOODS

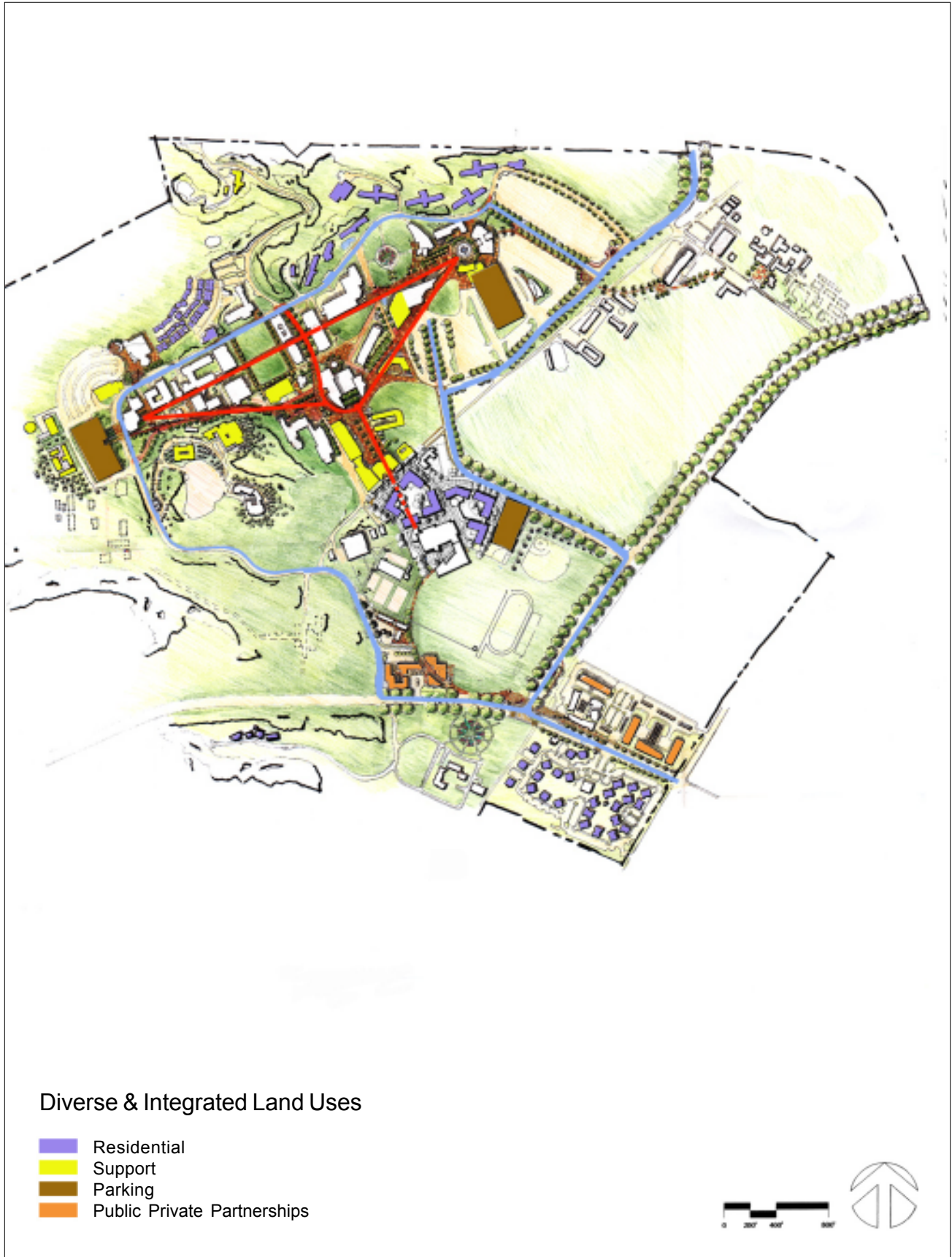
Proposed sites for development of additional on-campus student housing are as close to the central campus as possible. The two identified sites are located (1) on University Drive, across from the College of Environmental Design, and (2) on Eucalyptus Drive next to the gymnasium and across from the Bookstore and University Union. These sites are closer to the center of campus than the existing student residences. The integration of student housing within the academic campus will create a 24 hour community, and will enhance the opportunity for academic advantages, superior technological opportunities, convenience to campus and parking, and increased utilization of campus amenities.

Each of the new Housing Neighborhoods will accommodate approximately 400 students in each of 2 phases of construction. A Common building at each of the sites will provide a variety of lounge, office, recreation and academic support facilities. The new housing is envisioned to be 2 to 3 stories in height. At the hillside site on University Drive across from the College of Environmental Design, the housing may be constructed over one level of structured parking.

6.2.3.3 SUPPORT FACILITIES

Convenience Support Facilities

The Master Plan has added a support services location for ease of access by the campus community. Satellite branches of these services should be sited at places where people gather, and where they walk every day.



In addition to existing retail convenience locations at the Bookstore, University Union, and food service at the Campus Center, an outlet has been planned at the parking structure located at the new north-eastern academic plaza. The new location may include retail, a bookstore satellite facility, food service and convenience services such as dry cleaning and banking. Since most food service and points of sale are presently located near the center of campus, this additional location will allow those people parking in the northeast structure, and those in the CLA and the new academic buildings to have convenient access on a daily basis to services.

Campus Support Facilities

The Facilities Management buildings will be relocated from antiquated buildings at the northeastern portion of campus to new facilities west of University Drive, near the Chilled Water Plant. This new "corporation yard" will be the centralized location for maintenance and physical management of the Cal Poly Pomona infrastructure. Hazardous Materials will be temporarily contained at this location until removed from the property.

6.2.3.4 FUTURE BUILDING SITES

The identification of future building sites is based on proposed land use designations, academic neighborhoods, circulation patterns, and academic and support services needs. The central campus academic core will be extended to the northeast to provide sites for a new College of Agriculture building, College of Business building, another major academic building, and a parking structure with convenience facilities and office space. Other building sites in the central campus include new College of Agriculture and College of Environmental Design facilities, student housing, parking structures, and The Pavilion.

Infill development and close-in expansion of the central campus will encourage activity, interaction and vitality. A denser campus development will also reduce the incidences of commuting between parking lots during the day by creating a more pedestrian oriented campus environment.

The Master plan has identified future building sites in the central campus, as well sites located near the surrounding community. Central campus building sites includes include:

- The extension of the academic mall to the northeast. This new area will include sites for buildings for the College of Agriculture, an academic building (Business or CLASS), campus administration, and parking structure with convenience services. The new buildings will be sited around a new plaza. The site for the new academic building will have views of and access to the Rose Garden, as well as the new plaza because of the relocation of Ornamental Horticulture to Agriscapes. The College of Agriculture building will be sited at the end of the academic mall, and the east side of the building will look onto and access the College's agricultural fields, orchards, pastures and the other College of Agriculture buildings to the east.

- The Pavilion site is located east of the Library and south of the CLA. This new building will serve as the visitor information center for Cal Poly Pomona. It will also house the Arabian Horse Museum, and administrative office functions including parking services and campus security. Visitor parking will be located between the pavilion and the CLA, providing the visitor ease of access and clear wayfinding to these two buildings where they can receive more specific information regarding their visit.
- The area surrounding the Pavilion from parking lots C and D, to the Library and on to the Academic Mall and the University Union plaza will be improved and will clearly function as the “front door” to the central campus. This will be the area where the academic campus, the activity neighborhood, and the visitor entrance converge. The main campus pedestrian pathways will converge at this location, and provide the opportunity for interchange and convenient pedestrian wayfinding and information dissemination.
- Student housing communities adjacent to Building 1, and between the Gymnasium and the Bookstore.
- Facilities Management complex adjacent to the Chilled Water Plant at the west end of the central campus, adjacent to the Chilled Water Plant, thus allowing all maintenance services to be housed in newer more appropriate facilities outside of, but convenient to the central campus. The land presently housing Physical Plant will become a portion of the College of Agriculture.
- Future building sites have been identified for public/private partnership opportunities along Temple Avenue between South Campus Drive and University Drive. These sites are for the development of mixed-use commercial/academic functions. They will benefit residents of University Village, and the new student housing community at Eucalyptus Road, as well as users of the Cal Poly Pomona Technology Research Campus, campus commuters, and other travelers along temple Avenue. Commercial development presently exists on Temple Avenue to the east and west of the campus boundaries.
- Other possible sites on the Cal Poly Pomona campus may be identified in the future and considered for development by development and approval of a Specific Plan.

6.2.4 OPEN SPACES

6.2.4.1 ACTIVE USE AREAS

Active use areas of the campus include:

- The University Union Plaza located between the Union, the Library, Bookstore and the stables. This area is used by organized and informal student groups for lively occasions including music, speakers, retail booths, and campus activity booths. This area will be enhanced by the improvements to the central campus surrounding the Library.

- The area surrounding the Library will be improved to become an important plaza and multidisciplinary center of the campus where the College Neighborhoods converge with the activity neighborhood. Seating and gathering areas will be created and the campus experience enhanced. This plaza will be the convergence of the main pedestrian pathways on the campus, as well as the primary entrance for visitors. Future expansion of the library and site development of the open space adjacent to it at the campus core will enhance this area's role as the physical link between campus life activities and the academic mission of Cal Poly Pomona.
- Improved pedestrian and vehicular circulation to the sports facilities, and the proximity of student housing will enliven this area as the sports and recreation center of the campus. Development of pedestrian and bicycle linkage from Temple Avenue adjacent to the fields to the central campus will assist in better incorporating the sports fields with the central campus. Construction of student housing between the gymnasium and the University Union and bookstore will further revitalize the sports fields through use by residents and associated group activities.
- The academic mall, while not a destination active area, is certainly lively with pedestrians moving between buildings and waiting for classes to start. Creation of courtyards and landscape paving enhancements to the mall and the other primary pedestrian pathways will make these areas more active when more clearly defined and articulated.

6.2.4.2 PASSIVE OPEN SPACE USE AREAS AND PRESERVES

A Planning principle of this Master Plan is that Cal Poly Pomona shall be a concentrated campus center surrounded by large open space. The Master Plan maintains this principle by retaining and accentuating the open spaces of the campus.

There are many significant passive open space use areas at Cal Poly Pomona. They vary in size and use and this list cannot include all of the small, quiet retreat areas of the campus. The enhancing and defining of academic neighborhoods will provide additional opportunities to develop areas of varying scale for quiet outdoor use. Major passive use areas include:

- The Quad, a lawn area that bisects the academic mall and provides a window into the central campus from University Drive. The Quad becomes an active area when utilized for commencement and other large gatherings, but most of the time it is a pedestrian oriented, quiet retreat. Pathways surrounding the Quad will be more clearly defined so as to create clearer definition of edges to the Quad.
- The Biological Reserve is located in the hills north of the central campus. This area is utilized by some academic programs as an outdoor laboratory. This portion of the campus is to be preserved as outdoor laboratory space and left undeveloped.



- Horse Hill, while in part developed, provides passive open space along its slopes.
- Many areas that are actively utilized by the College of Agriculture for outdoor laboratories, are considered passive open space by the University community. These areas include the Arabian horse pastures, Ag Valley, and the agricultural fields and orchards at the north side of the campus. Spadra Farm, while not part of the central campus is also passive open space.
- Spadra Landfill is passive open space that must meet land fill mitigation and development requirements and restrictions.

6.2.4.3 VIEW CORRIDORS

Significant view opportunities are present at Cal Poly Pomona. These view corridors are external and internal to the campus, meaning that the surrounding community can view the campus, the community can be viewed from the campus, and the campus can be internally from many vantage points. The Master Plan maintains and maximizes these view corridors.

While not possible to include all of the significant view corridors of the campus some of the primary views and vistas include:

- View of the CLA building from various locations as one approaches the campus. This landmark is a significant symbol of Cal Poly Pomona from the surrounding community and roads.
- View of Ag Valley from Temple Avenue and University Drive.
- View of the Arabian horse pasture from Kellogg Drive, and the vista of the mountains beyond when traveling west.
- View of the pastures when entering the campus from I-10.
- View of the Agriscapes site and the Spadra Landfill site beyond. The landfill site will reclaimed in the future.
- View of the Quad from University Drive provides a window into the central campus.
- View of the Kellogg Stables and the surrounding lawn as one enters the central campus area.
- Views from University Drive of the heavily vegetated hills north of the campus.
- Views of the Rose garden from University Drive, the central campus and CLA.
- View of the campus from the Kellogg House.
- Views along the various pedestrian pathways, including views to the Library which acts as a central landmark within the academic center of campus. Expansion and improvements to the Library will further accentuate it's position as the symbolic and functional campus center.



6.2.4.4 CAMPUS "TREASURED" PLACES

Areas of the campus that are especially enjoyed by the campus community have been called "treasures", "sacred places", and other nomenclature. These sites have, whenever possible, been retained or enhanced in the Master plan. They provide continuity and texture to the Cal Poly Pomona experience that is unlikely to be artificially recreated. These collective sites are many and varied in size and character, but based on campus surveys and workshops the following were identified often as "special places" to be respected.

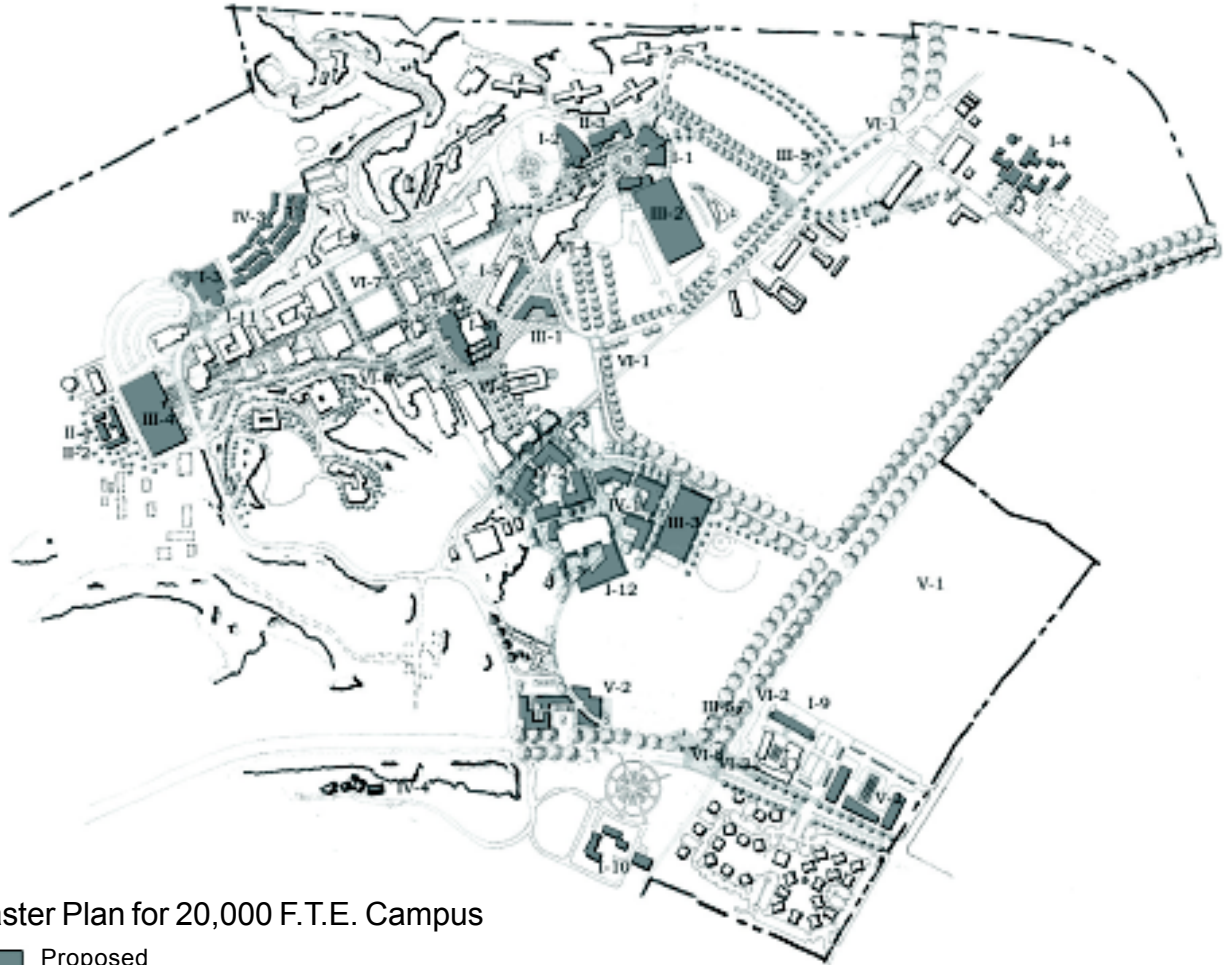
- The Arabian horses and pastures throughout the campus are appreciated for their beauty, heritage, and the connection to an agrarian society that is increasingly difficult to experience in developed areas of Southern California.
- The Kellogg Ranch buildings and facilities including the Kellogg House and grounds, Kellogg Mansion, stables and lawn, and the rose garden. The heritage of the Cal Poly Pomona campus is consistently viewed as a rich resource.
- The Quad, although issues are often raised about the actual design and function of the Quad, the lawn and open area are considered an important treasure.
- Ag Valley and the vistas across the open space to the hills beyond.
- Horse Hill, the open space of it's slopes and trees.
- The hills surrounding the central campus.
- The sycamore trees that line the entrance roads.

Many other special places exist on campus that have special meaning to individuals and groups. Opportunities for informal outdoor seating are needed throughout the campus and as specific planning continues, intimate areas of different sizes and personality should be developed or enhanced to continue to provide small scale "special places" on the Cal Poly Pomona campus.



6.3 MASTER PLAN PROJECTS

Major Master Plan projects are sorted into six categories: 1) Academic, 2) General Administration, 3) Auxiliary, 4) Residential, 5) Public Private, and 6) Site. The projects are not listed in priority and generally indicate the proposed scope and time frames for master planning purposes. As each project goes into development, specific programming and planning is required to achieve the goals of the project and its detailed integration into the Master Plan.



Master Plan for 20,000 F.T.E. Campus

- Proposed
- Existing

- | | |
|---|--|
| I-1) Academic Building | IV-1) University Village III |
| I-2) Academic Building | IV-2) Student Housing I |
| I-3) Environmental Design Center | IV-3) Student Housing II |
| I-4) Center for Animal Science & Veterinary Education | IV-4) Center for Regenerative Studies Phase III |
| I-5) Building 13 Addition | V-1) Innovation Village |
| I-6) C/L/A Renovation (Building 1) | V-2) Mixed Use Commercial / Academic Center |
| I-7) Science Building 3 Renovation | VI-1) Kellogg Drive Improvements |
| I-8) Library Renovation and Addition | VI-2) Bus Stop at South Campus Drive |
| I-9) Technology and Training Center Phase II | VI-3) Rt. turn lane on Temple @ S. Campus |
| I-10) Agriscapes Horticultural Unit Replacement | VI-4) Re-configure Olive Lane. |
| I-11) Building 2 Renovation | VI-5) Develop pedestrian walkway from bookstore |
| I-12) Physical Education Expansion | VI-6) Develop pedestrian walkway along Camphor Lane |
| II-1) Hazardous Waste Storage | VI-7) Develop pedestrian walkway from Bldg. 7 to CLA |
| II-2) Facilities Management/ Administrative | VI-8) "Gateway" improvements Temple / S. Campus |
| II-3) Administration | |
| III-1) Pavilion Building | |
| III-2) Parking Structure I / Transit Center / Mixed use | |
| III-3) Parking Structure II | |
| III-4) Parking Structure III | |
| III-5) Visitor Information | |

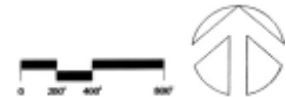


Table 6.D
Master Plan Projects

	Bldg.	I. ACADEMIC	ASF	GSF	YEAR	REMARK
1)	127	College of Agriculture Building: A new College of Agriculture facility consisting of classrooms and laboratories, lecture rooms, faculty and administrative offices.	70,000	100,000	2006-2010	New project which provides expansion space for College of Environmental Design.
2)	126	New Academic Building: A new facility incorporating classrooms, lecture halls, faculty offices and administrative offices.	120,000	179,000	2000-2005	
3)	74	Environmental Design Center: Construction of additional design/laboratory facilities for the College of Environmental Design.	25,000	32,000	2000-2005	Construction of building. Provides for relocation of ENV programs from the Interim Design Center Building 89.
4)	155	Center for Animal Science & Veterinary Education Replacement Facilities: Consolidation & relocation of existing agriculture animal facilities to a central food animal livestock & fiber facilities, biomedical/biotechnology teaching & research center & small companion animal clinic.	50,000	115,000	2006-2010	This project replaces 78,000 GSF of existing outdated animal production & research facilities and consolidates into one location.
5)	13A	Building 13 Addition: Requires the addition of 4,500 GSF for a wind tunnel laboratory.	3,500	4,500	2000-2005	Replacement for existing Building 14.
6)	1	C/L/A Renovation (Building 1): Renovation of existing Building 1 to classrooms and faculty offices and addition of 20,000 ASF	67,119	112,012	2000-2005	Existing building has 82,012 GSF and 47,119 ASF.

Table 6.D (Continued)

	Bldg.	I. ACADEMIC (Cont.)	ASF	GSF	YEAR	REMARK
7)	3	Science Building 3 Renovation: Renovation of existing Building 3 to classrooms, laboratories and faculty offices for College of Science and College of Environmental Design.	46,259	72,230	2000-2005	Existing building/no new square footage. This project has approval in the previous master plan.
8)	15A	Library Renovation and Addition: Renovation of existing 215,071 GSF (161,990 ASF) library and new addition 166,600 GSF (105,180 ASF).	105,180	166,600	2000-2005	Keystone project for the Master Plan. Existing library undersized for present FTE (1998/99).
9)	221	Technology and Training Center Phase II: The second phase of the Technology & Training Center relocating the English Language Institute into a 12,000 GSF building and a 300 person recital/lecture hall (6,000 GSF).	12,000	18,000	2000-2005	This project has approval in the previous master plan and Technology and Training Center project.
10)	211	Agriscapes Horticultural Unit Replacement: The existing horticultural unit located near the "Rose Garden" will be relocated to the Agriscapes project site and consists of 9 replacement greenhouses.	19,961	26,348	2000-2005	Replacement facility/no new square footage. This project has approval in the previous master plan and Agriscapes Project.
11)	2	Building 2 Renovation: This project is the renovation of Building 2 to accommodate the growth and space demands of Environmental Design. This renovation allows the relocation of ENV departments from the Interim Design Center.	28,384	43,155	2006-2010	Existing building/no new square footage constructed.



Table 6.D (Continued)

	Bldg.	I. ACADEMIC (Cont.)	ASF	GSF	YEAR	REMARK
12)	152	Physical Education Expansion and Classroom Facility: Construction of additional classroom and instructional activity areas required for 20,000 FTE.	55,000	80,000	2000-2005	Additional area per CSU Guidelines
	Bldg.	II. ADMINISTRATIVE	ASF	GSF	YEAR	REMARKS
1)	118	Hazardous Waste Storage: Replacement of the existing facility for the storage of hazardous material.	25,000	27,300	2000-2005	
2)	88	Facilities Management / Corporate Yard: Relocation and consolidation of existing facilities management buildings and service yards.	45,000	65,000	2006-2010	Replacement facilities for existing buildings 56,401 (GSF). Consolidated facilities near Chilled Water Central Plant.
3)		Administrative: Consolidation of administrative and support services from various locations on campus.	83,000	110,000		Replaces square footage reassigned from administrative to academic use in Bldgs. 1, 8, 9 and 15 (100,00 GSF, 62,000 ASF).



Table 6.D (Continued)

	Bldg.	III. AUXILIARY	ASF	GSF	YEAR	REMARKS
1)	110	Pavilion Building: A new mixed-use alumni center, faculty club, museum and cultural/conference center.	35,000	45,000	2006-2010	Multi-cultural and multi-purpose facility located near the center of the campus encouraging interaction between members of the community and welcoming visitors.
2)	106	Parking Structure I / Transit Center / Mixed Use: A mixed-use parking structure for approximately 2,500 spaces including 1) transit center for public bus transportation, 2) food service and retail convenience service facility, and 3) Parking and Safety Administrative Offices.	20,000	800,000	2000-2005	
3)	107	Parking Structure II: A 800 space parking garage	5,000	280,000	2006-2010	This project has approval in the previous master plan.
4)	108	Parking Structure III: A 600 space parking garage or parking lot	5,000	210,000	2006-2010	This project has approval in the previous master plan.
5)		Visitor Information: Located at Temple Ave./South Campus and at Kellogg Drive near I10 intersection.	500	600	2006-2010	This kiosk/bulletin centers at the main gateways to campus.

Table 6.D (Continued)

	Bldg.	IV. RESIDENTIAL	ASF	GSF	YEAR	REMARKS
1)	201	University Village III: 200-bed student/faculty housing.	90,000	120,000	2006-2010	This project has approval in the previous master plan.
2)	130	Student Housing Phase I: 412-bed student housing with recreational facilities.	138,000	163,000	2000-2005	This project has approval in the previous master plan.
3)	131	Student Housing II: 412-bed student housing.	130,000	150,000	2000-2005	
4)	208	Center for Regenerative Studies Phase III: A new addition for 80 student residences, dining room & kitchen, reference and reception rooms, greenhouse and utility structures.	21,980	27,600	2006-2010	This project has approval in the previous master plan.
	Bldg.	V. PUBLIC/PRIVATE PARTNERSHIP	ASF	GSF	YEAR	REMARKS
1)	217	Innovation Village: A new public/private partnership technology research campus consisting of office, retail, research and development facilities.	750,000	850,000	2001-2011	Parking for 3,000 cars. Multiple low scale buildings ranging from 120,000 GSF to 80,000 GSF approximately. Development of the Innovation Village is projected over a ten-year time frame.
2)	214	Mixed Use Commercial/Academic Center: A new public/private partnership commercial/academic center consisting of University supporting retail and service providers.	40,000	50,000	2000-2005	Multiple low scale buildings.

Table 6.D (Continued)

	VI. SITE	REMARKS
1)	Kellogg Drive Improvements: Delete non-stop right turn at University; reconfigure Kellogg Drive and delete traffic circle, Parking Lot C; and connect Camphor Lane with right turn at Kellogg Drive.	Improves traffic safety and slow speeds on campus. Organizes vehicular circulation, eliminating dangerous traffic situations.
2)	Add bus stop at South Campus Drive	Relocates bus stop to South Campus Drive reducing traffic congestion, and provides public transportation to Technology and Training Center.
3)	Add right turn lane on Temple Ave. at South Campus Drive.	Improves traffic circulation and access.
4)	Reconfigure Olive Lane, Parking Lot C & D, and construction of new pedestrian walkway from CLA Building to the Library.	Major pedestrian and vehicular circulation renovation improving safety. The improvement will create a new building site for the "Pavilion" project and provides new visitor parking.
5)	Develop Pedestrian Walkway from Bookstore to Building 1 along Olive Drive.	Major pedestrian circulation on campus.
6)	Develop Pedestrian Walkway/Vehicular Street from Building 7 to Library along Camphor Lane.	Site and infrastructure improvements to existing street providing major pedestrian and service vehicular circulation..
7)	Develop Pedestrian Walkway from Building 7 to CLA including re-design of Quad.	Major pedestrian circulation on campus and facilitates development of college neighborhood.
8)	"Gateway" improvements to Temple Avenue/South Campus Drive intersection.	Includes construction of landscape walkway, traffic improvement and identity signage, including an electronic message board.
9)	"Gateway" improvements to Kellogg Drive (near I-10)	Includes construction of landscape walkway, traffic improvement and identity signage, including an electronic message board.
10)	Surface parking at South Campus Drive	900 Parking spaces

6.4 LAND USE

The Land Use Plan illustrates in general terms the occupancy and functional purpose of the various areas of the Cal Poly Pomona campus. The land uses are similar to the designations in a city's general plan. These broadly identified areas are intended to begin to define the purpose, type of use, intensity of use, and hierarchy of each area within the campus.

The land use designations identify general concepts rather than specific detail or planning solutions. The land use area boundaries have been only generally located because of the conceptual nature of the Land Use Plan. Those edges will evolve to exact locations as future planning, review and approval processes occur based on specific site plan studies.

When a new project or a change in use of an existing facility or land resource is proposed, the Land Use Plan should be utilized as a tool to begin to identify potential appropriate locations for the project. Further study, planning and site identification will then need to occur based on the needs and projections of the University, while incorporating the specific programmatic requirements of the project. Refinements to the Land Use Plan designations and approximate boundaries will occur as additional planning studies and project specific programmatic information is formulated.

Many of the land use areas have been identified as requiring the future development of a Specific Site Plan. A Specific Site Plan varies from this general Land Use Plan in that it will identify in more detail and refinement how the general concepts of the Land Use Plan might be implemented for a particular site. The Specific Site Plan will study options for an area, and present advantages and disadvantages for future consideration and decision making by the University. Although some of the land use area designations state that a Specific Site Plan is required, the University may determine that a Specific Site Plan should be developed for any of the areas of campus. Development decisions are not intended to be made based solely on the Land Use Plan, rather overall planning strategy is provided by the Land Use Plan. Decisions will be considered individually by the Campus, with the Master Plan as the foundation for decision making. The planning decisions will then be implemented by the University (Refer to 3.3, Implementation Process).

6.4.1 GENERAL LAND USE CATEGORIES

The Campus Master Plan Land Use designations are organized in four general categories. The designations reinforce and support the Cal Poly Pomona Strategic Planning Guidelines. Subcategories of each of the four general categories are described later in this section.

ACADEMIC LAND USE

The Academic category includes all uses that are directly academic in function. The Academic category includes the central core of the campus which is densely developed and pedestrian in nature, as well as some of the open space areas of campus. Many of the open space areas are utilized by agriculture, science and other disciplines as outdoor labs.

SPECIFIC SITE PLAN LAND USE

Specific Site Plan Areas category includes especially those areas that must have a Specific Site Plan developed before design can proceed. The generally intended uses of these areas are identified on the Land Use Plan, but future discussion, option development, and decision making processes to review Specific Site Plan recommendations will need to occur before any functional use is finalized, or exact area boundaries are adapted by the University.

SUPPORT LAND USE

Support category includes areas that while not directly academic in function, are required for campus operations, including auxiliary facilities, maintenance, utilities, University Union, bookstore, convenience services, food service, general parking and specially designated parking.

PUBLIC/PRIVATE LAND USE

The Public/Private category designates those areas where the opportunity for partnerships with private industry, commerce and research entities may be encouraged. Activities may include academically driven functions where Cal Poly Pomona students and faculty may participate in work/study/research partnerships with private industry. Revenue generation may occur in these areas. The inclusion of the surrounding community in the University's activities may be encouraged through services that may include child care, specialty retail, "edutainment" and other activities that benefit the university and neighboring communities. The type, location and intensity of possible revenue generation will need to be determined through the development, review and approval by the University of Specific Plans. The Land Use Plan simply identifies possible areas for consideration for the implementation public/private partnerships.

The relative intensity of controlled revenue generation has been indicated on the Land Use Plan. The intensity is only a relative comparison between the three categories, and does not include any definition, nor is it quantifiable. Significant additional study will be required to identify, review and approve any future proposed revenue generation options at Cal Poly Pomona.

6.4.1 SPECIFIC LAND USE DESIGNATIONS

6.4.1.1 ACADEMIC LAND USE

ACADEMIC CORE

The academic core is the central academic neighborhood of the campus. This land use area includes those classrooms, labs, research facilities, faculty offices, department offices, library, and outdoor academic sites located in the campus center. This area is rather densely developed and pedestrian in nature. The Library serves as the central point of the Academic Core. Outdoor plazas, pedestrian axes, courtyards, the quad and grassy open spaces will be strengthened and designed as more function areas including more seating. College neighborhoods will be strengthened within the Academic Core to provide identity and improved communication through proximity of the people and programs within each College and School. Infill development will increase density in the Academic Core providing opportunities for college neighborhoods and strengthening the pedestrian axes and parking concepts of this master plan.

ACADEMIC/COMMUNITY OUTREACH

Academic programs with student labs and research facilities that utilize community participation as a learning tool. The facilities are oriented to community outreach to inform and include the community in interactive learning opportunities. This category includes the College of Extended University, Agriscapes and the English language Institute.

ACADEMIC AGRICULTURAL CROP PRODUCTION

The Spadra Farm area is an outdoor academic crops laboratory. It may be utilized for potential crop related income generation. Future regional transportation planning may include a Metrolink Station for a portion of this site. If that proposal occurs, a Specific Site Plan will need to be developed.

ACADEMIC AGRICULTURAL

Animal, crop, lab, support facilities and research related uses. Pastures will be utilized as grazing land. This area includes outdoor crop and animal laboratories as well as indoor academic laboratories.

ACADEMIC/ATHLETICS/RECREATION

Indoor and outdoor facilities that are utilized for academic programs (including physical education and kinesiology), athletic programs, intramural and casual recreation, as well as community recreation are classified under the academic land use designation. The type and location of sports facilities will require examination in order to accommodate changing and projected recreation choices. The use of sports facilities by the community provides revenue generation for Cal Poly Pomona.

6.4.2 SPECIFIC PLAN AREA LAND USE

SPADRA LAND FILL

Reclaimed landfill site that must comply with all landfill requirements. Outdoor uses will be community and campus based. Structures are not allowed. Revenue generation may be considered. Methane gas production rights are not retained by Cal Poly Pomona. This area needs a future Specific Site Plan.

AGRICULTURAL ANIMAL PRODUCTION

The agricultural animal production area may be an environmentally sensitive mixed-use area. Portions of this land use area may be considered for low-impact revenue generation. This area needs a future specific plan.

HORSE HILL (KELLOGG HILL)

This hillside area may be environmentally sensitive. It requires a future Specific Site Plan to determine an appropriate land use designation.

6.4.1.3 SUPPORT LAND USE

CAMPUS SUPPORT FACILITIES

Campus support facilities are buildings and outdoor areas that support the academic mission of the University. Includes student activity facilities, administration, Cal Poly Pomona Foundation, Kellogg House and Kellogg Mansion, as well as maintenance and utility facilities.

STUDENT HOUSING

Student housing, including apartments, suites, residence halls, commons and support facilities directly supporting student housing and designated housing parking lots are included in the student housing land use designation. New student housing locations have been incorporated within the central campus to improve the academic and residence life opportunities for on-campus residents. This will further serve to increase the after hours activity on campus.

ACADEMIC/CONFERENCE

The Kellogg West Conference Center and Lodge is included in this land use area. It provides academic programs and revenue generating visitor opportunities. Community outreach and support can result from these functions.

PARKING

Surface and structured parking facilities are included in the parking land use designation. (Small, special designation parking areas have been included within other land use designations.) Three parking structures have been located on the campus at triangulated locations, providing convenient parking for those entering the campus from the various entrances. Each parking structure is close to the central campus, thus allowing one to park, with a convenient walking time and distance to other locations throughout the central campus.

OPEN SPACE

Open spaces within the campus are those areas that have been identified as passive or active open areas when development should not occur. The open spaces may be left natural, landscaped, or paved as individually appropriate. Open spaces include spaces such as the plaza at the campus core, Voorhis Park, the Quad, and the natural hillside north of the academic campus center. Clearly these spaces have very different characters, materials and uses, but they all are designated to remain open spaces.

6.4.1.4 PUBLIC/PRIVATE LAND USE

CAL POLY POMONA INNOVATION VILLAGE

A public/private partnership opportunity, this area will provide revenue generation through academically related development opportunities that benefit the campus community. A future Specific Site Plan needs to be developed.

PUBLIC/PRIVATE PARTNERSHIP

Retail, commercial, child care and housing development opportunities are possible uses within this public/private land use area. Uses may serve both the campus community and the surrounding community. The intensity of possible revenue generation development may vary by specific site location. A future Specific Site Plan needs to be developed.



