

# CSU Fullerton

Master Plan

Executive Committee Meeting

June 21<sup>st</sup> 2018



# Introductions – Today's Team

## **Flad**

Andrew Cunningham – PIC and Master Plan Architect

Brad Leathley – Academic Market Segment Leader

Kim Swanson – Project Manager



## **WRT**

John Gibbs – Campus Planner

## **Mode**

Stacey White – Program Planner



## **Nelson\Nygaard**

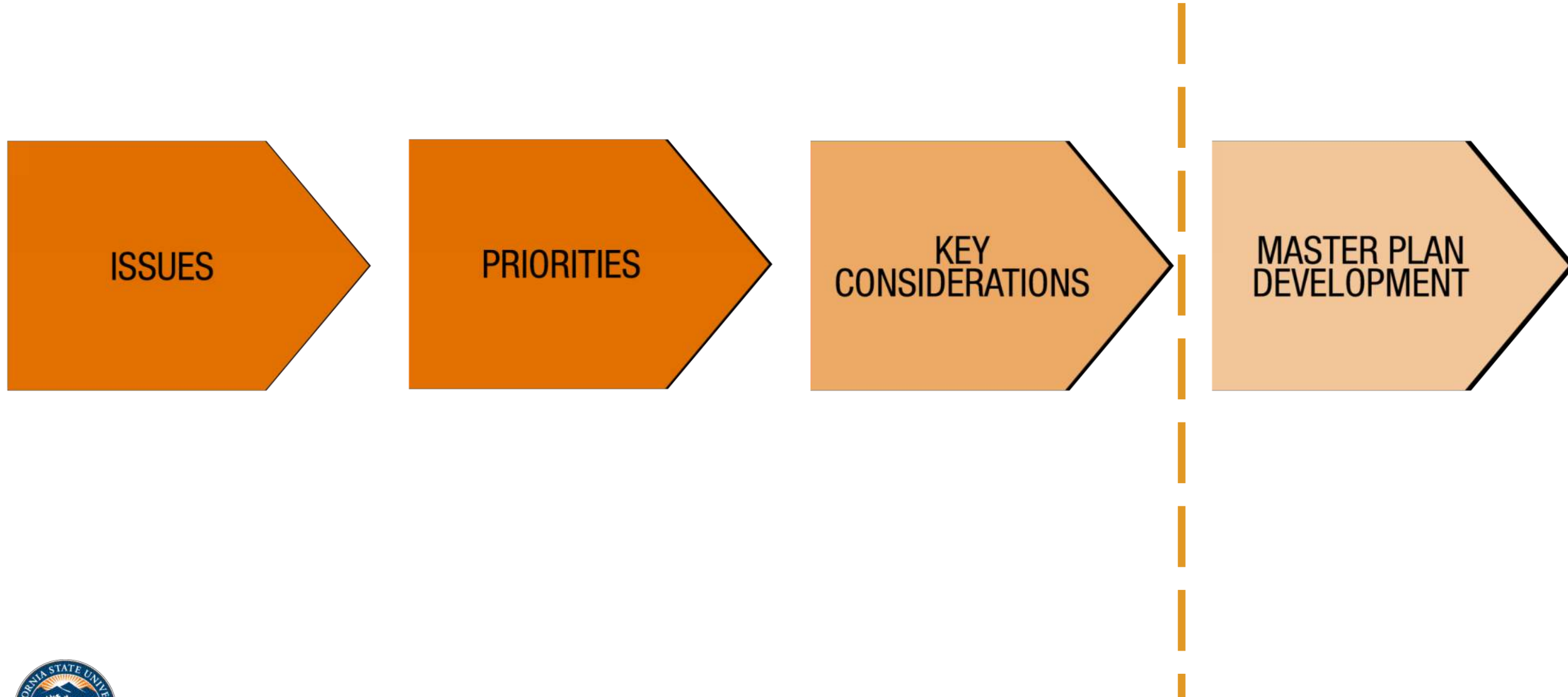
Lauren Mattern – Transportation Planner

## **Atelier Ten**

Brian Meinrath - Sustainability



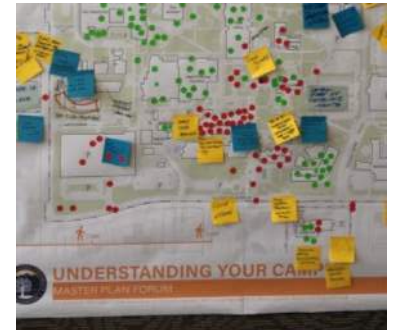
# Goals for the Meeting



# Agenda

## Part 1 (1:00 – 2:30)

- 1.1 Introductions and Process
- 1.2 Highlights of Recent Progress
- 1.3 Givens
- 1.4 Discussion of what we don't know – important questions to the campus
- 1.5 Presentation of Findings and Analysis
- 1.6 Questions and Discussion





# Agenda

## Part 2 (2:30 – 4:20)

2.1 Break-Out Sessions  
5 Tables, moderators, 3x20

### **15 Minute Break**

2.2 Report-Out from Groups + Moderated Discussion –  
Prioritization of Takeaways

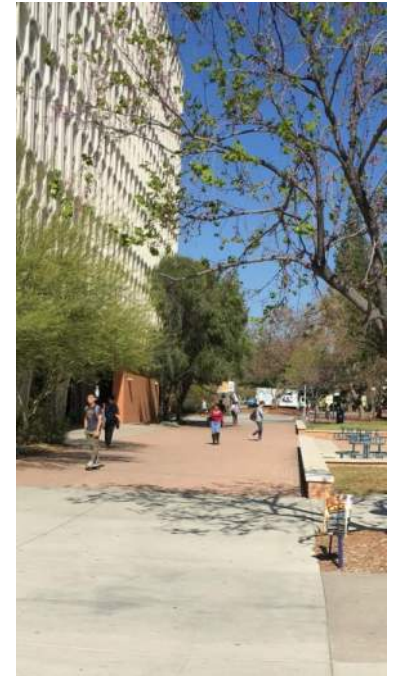
2.3 Summary of Session



# Agenda

## Part 3 (4:20 – 4:45)

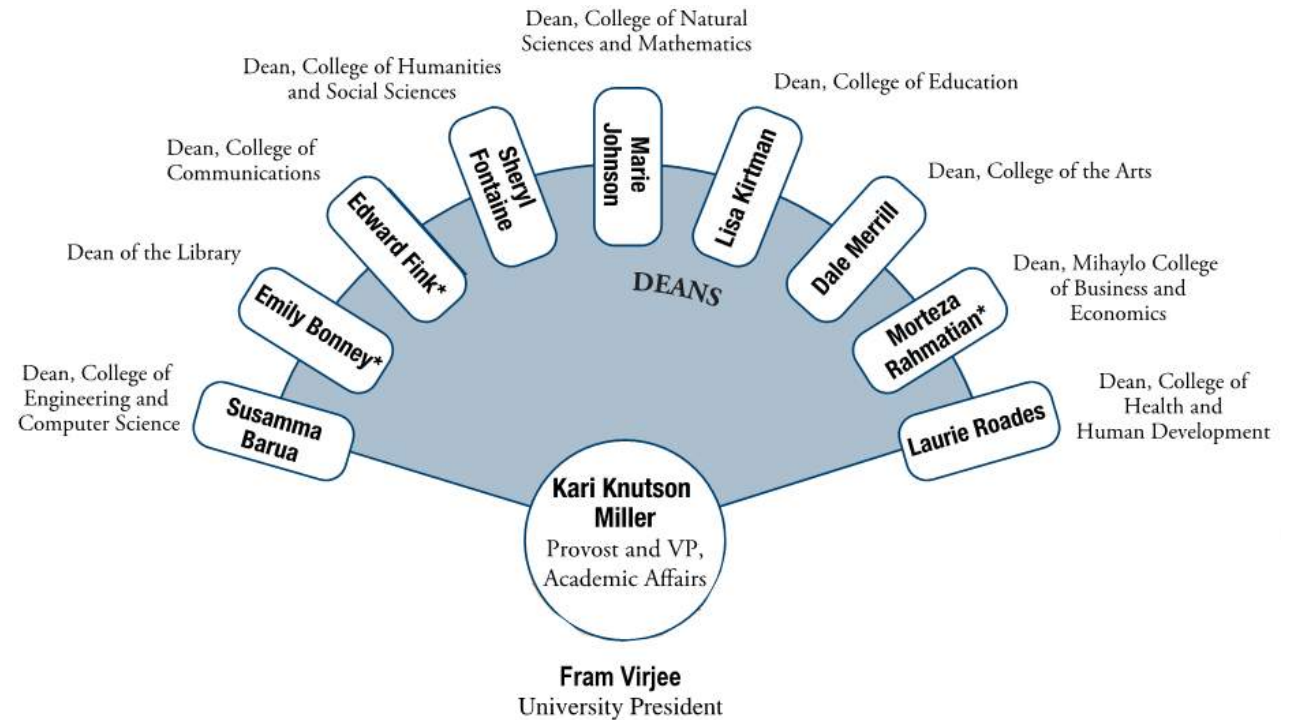
- 3.1 Revisit of what we don't know – important questions to the campus, how has our session influenced thinking?
- 3.2 Approach to Master Plan Alternatives + Next Steps



# Surveys and Interviews

2,173 Survey Responses  
Students, Faculty, Staff

## Leadership Interviews



### Vice Presidents

**Amir Dabirian**, Information Technology  
**David Forgues**, Human Resources, Diversity & Inclusion  
**Greg Saks**, University Advancement



# Campus Forum – May 3, 2018



Tell us what is missing



Make a mark on your Campus

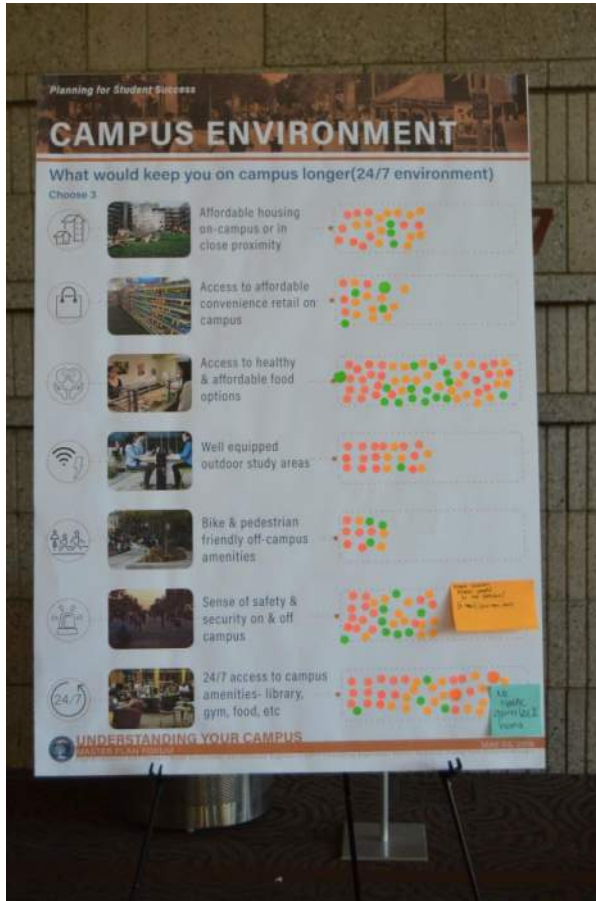


Take the online Survey





# Campus Forum – May 3, 2018

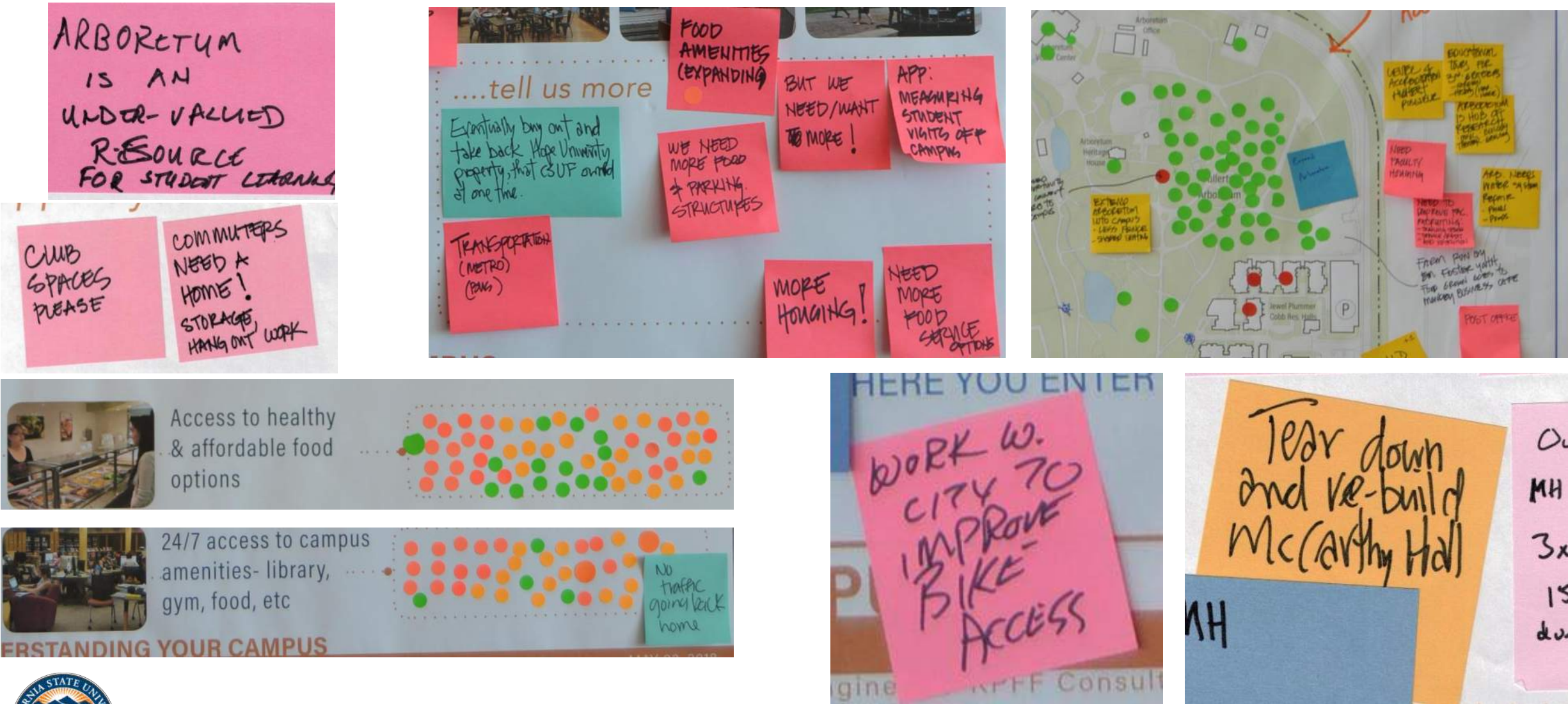


We heard a lot....





# Campus Forum – May 3, 2018



# Your Mission and Goals

**Learning** is preeminent at California State University, Fullerton. We aspire to combine the **best qualities** of teaching and research universities where **actively engaged** students, faculty and staff work in close **collaboration** to **expand knowledge**.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research, and **integrate** professional studies with preparation in the arts and sciences. Through **experiences in and out of the classroom**, students develop the habit of intellectual inquiry, prepare for challenging professions, **strengthen relationships to their communities** and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and **catalyst for partnerships** with public and private organizations. We strive to be a **center of activity** essential to the intellectual, cultural and economic development of our region.

- To ensure the preeminence of learning
- To provide high-quality programs that meet the evolving needs of our students, community and region
- To enhance scholarly and creative activity
- To make collaboration integral to our activities
- To create an environment where all students have the opportunity to succeed
- To increase external support for University programs and priorities
- To expand connections and partnerships with our region
- To strengthen institutional effectiveness, collegial governance and our sense of community





# CSU Fullerton in the CSU

TS

FALL 2017 ENROLLMENT BY CAMPUS

BAKERSFIELD 9,863	LOS ANGELES 28,253	SAN JOSÉ 33,409
CHANNEL ISLANDS 7,053	MARITIME ACADEMY 1,050	SAN LUIS OBISPO 22,188
CHICO 17,789	MONTEREY BAY 7,131	SAN MARCOS 13,893
DOMINGUEZ HILLS 15,179	NORTHRIDGE 39,816	SONOMA 9,223
EAST BAY 15,435	POMONA 25,894	STANISLAUS 10,003
FRESNO 25,168	SACRAMENTO 30,661	INTERNATIONAL PROGRAMS 509
FULLERTON 40,439	SAN BERNARDINO 20,461	CALSTATE TEACH 1,033
HUMBOLDT 8,347	SAN DIEGO 34,828	TOTAL 484,297
LONG BEACH 37,065	SAN FRANCISCO 29,607	

Applicant Type	Applicants	Acceptance Rate
First Time Freshman	45,808	48%
Transfers	24,784	35%
Total	78,282	42%

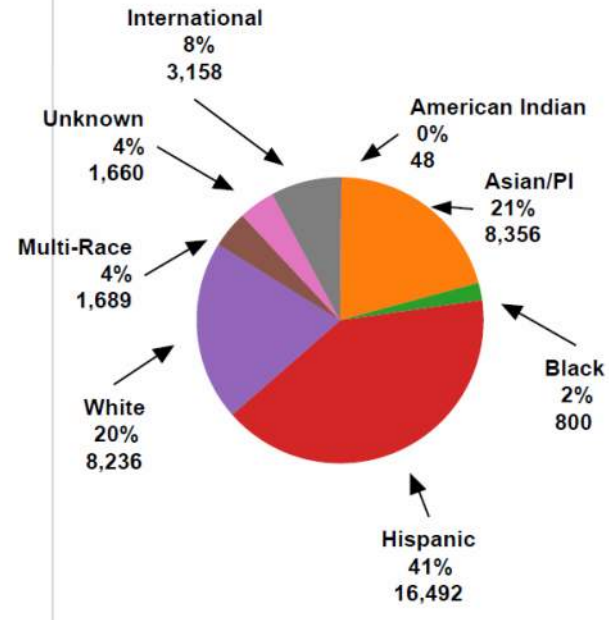
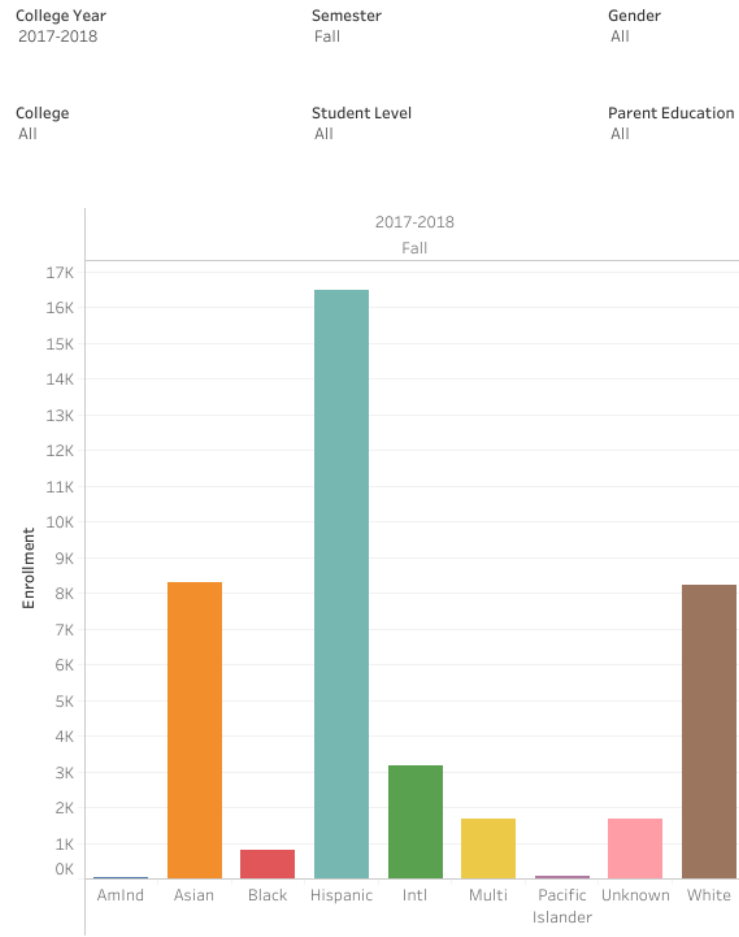
<https://www2.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Documents/facts2018.pdf>





# CSU Fullerton

DEMOGRAPHICS - Headcount by Gender and Ethnicity



Upto Fall 2016, Asian category includes the Pacific Islander too.

## FALL 2017 ENROLLMENT TOTAL 484,297

BY GRADE

Freshman	18.9%	91,567
Sophomore	12%	58,248
Junior	24.4%	118,262
Senior	33.4%	161,699
Postbaccalaureate	2.6%	12,563
Graduate	8.7%	41,958

BY AGE

17 and under	1.6%	7,597
18-24	73.8%	357,573
25-29	14.7%	71,299
30-34	4.7%	22,581
35-59	5%	24,183
Over 59	0.2%	1,064

BY ETHNICITY

African American	4.1%	19,810
American Indian	0.2%	1,188
Asian/Pacific Islander	16%	77,646
Hispanic/Latino	40%	194,237
White	23.6%	114,029
Other/Unknown	4.8%	22,954
Two or More Races	4.7%	22,524
Nonresident Alien	6.6%	31,909

BY GENDER

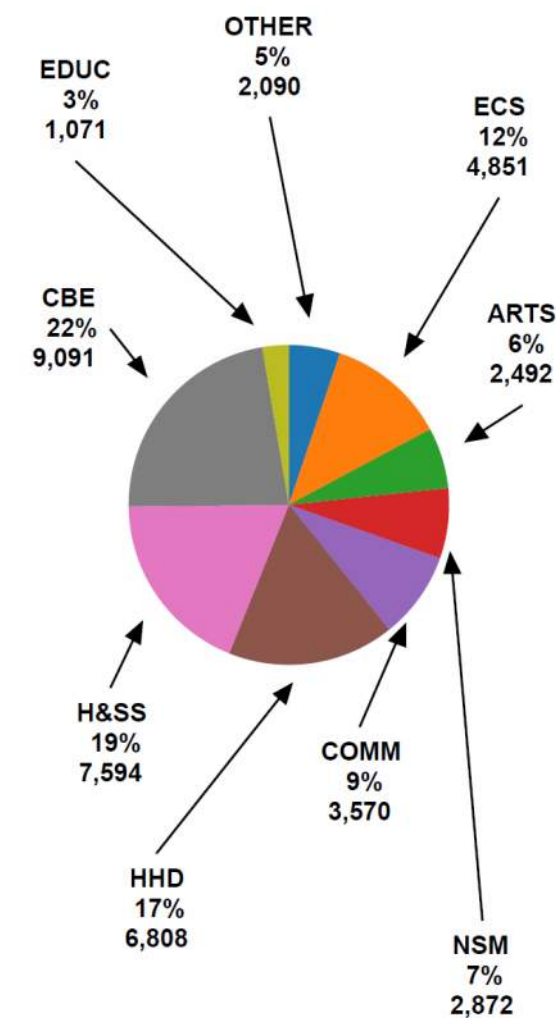
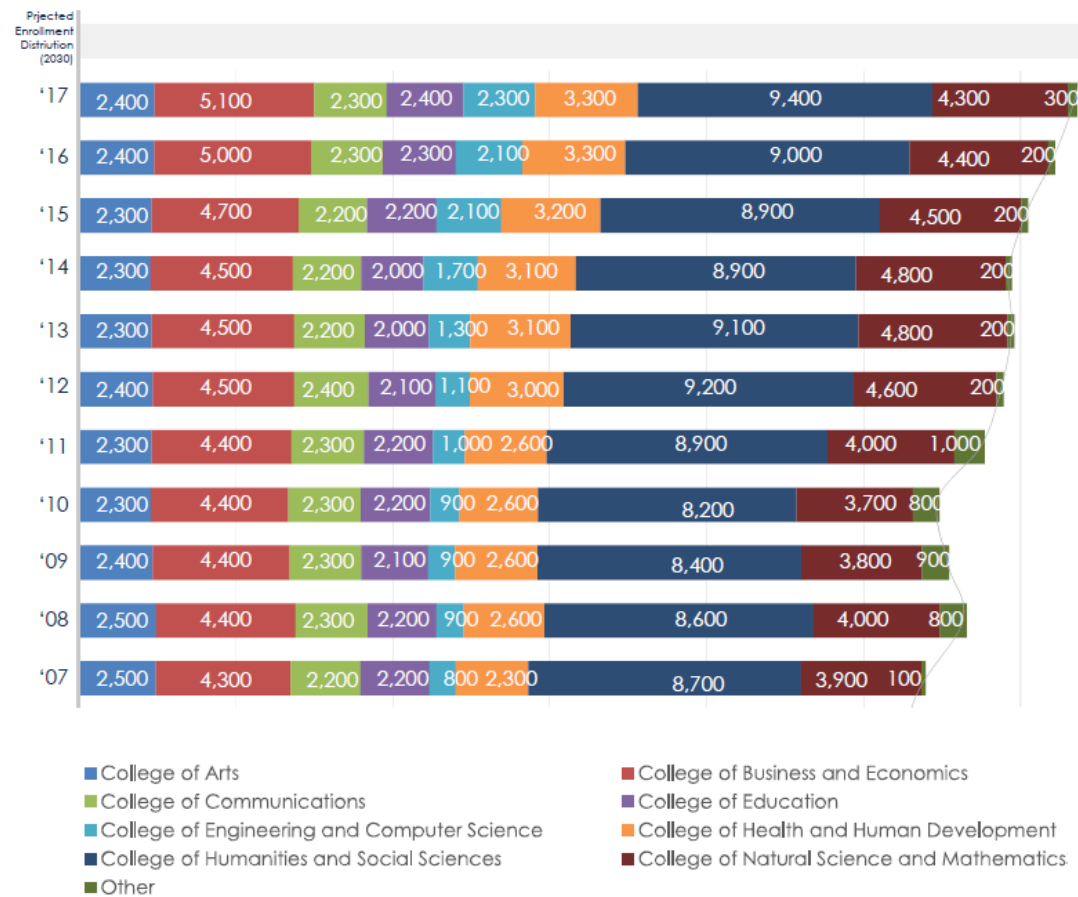
Men	43.5%	210,764
Women	56.5%	273,533



<https://www2.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Documents/facts2018.pdf>

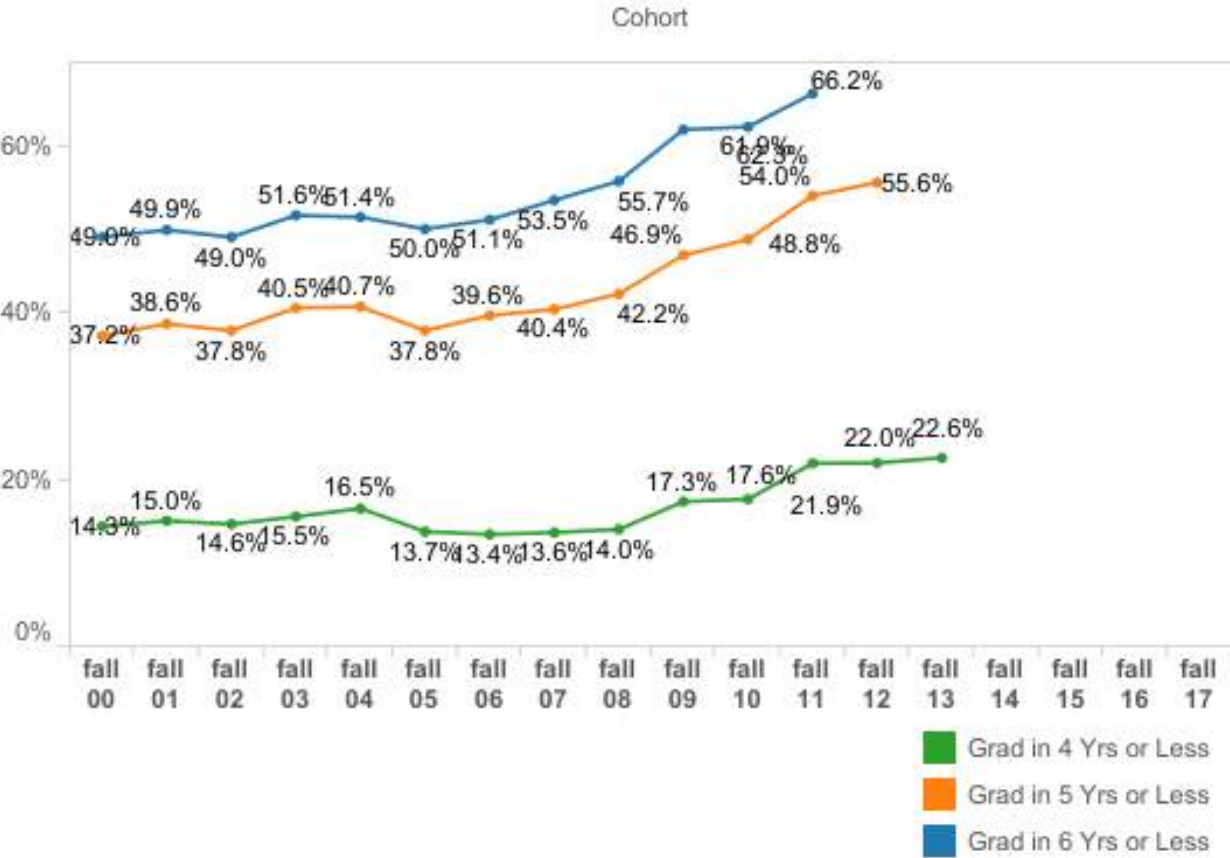
# CSU Fullerton

Fall Enrollment Distribution by College (FTES)



# Graduation Initiative

Graduation/Retention Rates for First-time Full-time Freshman Cohorts



Cohort	Number of Students	Avg. HS GPA	Retained after 1 Yr	Retained after 2 Yrs	Retained after 3 Yrs	Grad in 4 Yrs or Less	Grad in 5 Yrs or Less	Grad in 6 Yrs or Less
fall 00	2,657	3.18	79.7%	70.0%	64.7%	14.3%	37.2%	49.0%
fall 01	2,772	3.20	78.4%	68.7%	63.8%	15.0%	38.6%	49.9%
fall 02	3,292	3.16	80.1%	70.1%	65.2%	14.6%	37.8%	49.0%
fall 03	3,100	3.22	81.1%	70.8%	66.1%	15.5%	40.5%	51.6%
fall 04	3,542	3.23	82.1%	72.9%	67.8%	16.5%	40.7%	51.4%
fall 05	3,820	3.21	77.9%	68.8%	63.8%	13.7%	37.8%	50.0%
fall 06	3,737	3.19	78.7%	69.4%	64.3%	13.4%	39.6%	51.1%
fall 07	4,042	3.18	79.4%	69.7%	65.9%	13.6%	40.4%	53.5%
fall 08	4,519	3.20	80.2%	72.7%	69.0%	14.0%	42.2%	55.7%
fall 09	3,845	3.27	84.4%	78.6%	74.4%	17.3%	46.9%	61.9%
fall 10	3,749	3.27	84.9%	78.2%	75.0%	17.6%	48.8%	62.3%
fall 11	4,091	3.37	88.2%	81.5%	77.8%	21.9%	54.0%	66.2%
fall 12	4,419	3.39	88.5%	82.7%	78.2%	22.0%	55.6%	
fall 13	4,512	3.48	88.5%	81.9%	78.0%	22.6%		
fall 14	4,243	3.53	88.1%	81.7%	77.5%			
fall 15	4,287	3.57	88.7%	82.9%				
fall 16	4,274	3.58	87.3%					
fall 17	4,305	3.63						

NOTES:  
Number of Students in cohort less than 15 show as \* in the table above.  
Multi-race ethnicity category did not exist prior to fall 2009.



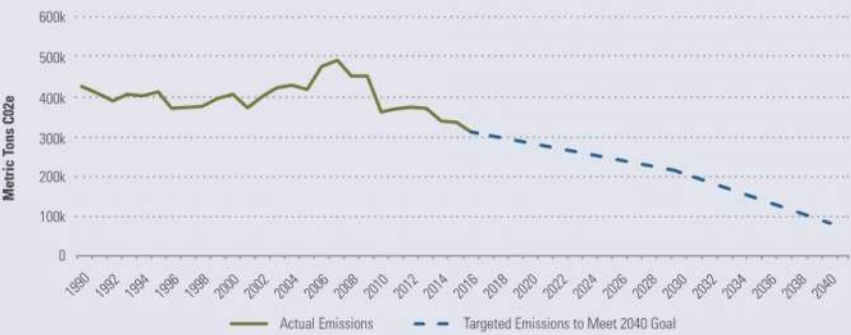
<http://www.fullerton.edu/data/institutionalresearch/student/graduationrates/freshman.php>



# Standards



Systemwide Greenhouse Gas Emissions 1990-2016



30



## SUSTAINABILITY IN THE CALIFORNIA STATE UNIVERSITY

The First Assessment of the 2014 Sustainability Policy

2014 – 2017



### Sustainability in Higher Education: Beyond Facilities Management

The origins of the current CSU Sustainability Policy are in energy management guidelines developed in response to the 1990 energy crisis, and in many ways sustainability is still viewed as residing primarily in the realm of facilities management. However, the 2014 Sustainability Policy expanded the scope of the policy to cover all areas of university operations. This introduced new challenges as well as new opportunities to broaden the impact of the CSU's sustainability programs.

The CSU has made significant strides towards many of the system's sustainability goals. A wide range of departments participate in sustainability programs at most CSU campuses to institutionalize these values and practices throughout university operations. In order to successfully implement the CSU Sustainability Policy, all campus departments need to take ownership of the policy goals, including program implementation, monitoring, and reporting.



**Channel Islands**  
an innovative campus sustainability plan to be "Green" a strategically involved entity a constant loop a sustainability, in- faculty supervision, a laboratory to regularly

**Sustainability in Higher Education: Beyond Facilities Management**

**ability**  
or Sustainable  
hosts "This Way to a the target student- up in the nation. Now annual event is jointly Academic Affairs, the of Environmental solents, Inc. of CSU munity partners diverse audience of a community and els to develop common sustainable society that social equity, and

**This Way to Sustainability, CSU Chico**





# Strategic Questions

**Non-Academic Campus Functions**

**The Arboretum**

**Transportation**

**Growth**

**Stakeholders and Partnerships**



# Statements – what we heard

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Identity

Connections

Activation

Learning

Values



# Identity



The campus wants a **clear identity** and to be a place of **inclusion**. Identity for a campus can include graphic and visual identity throughout the campus, to buildings and departments, and to site features, and also includes **a sense of belonging and pride**.





# Identity

## Sense of Place





# Identity

**Unique reflection of activities & disciplines in landscape and at buildings**

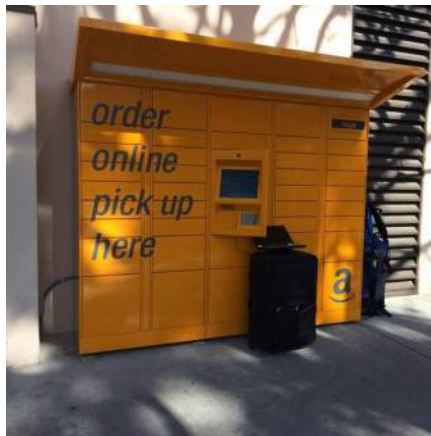


# Identity

## Place for all types of students to call home

All three groups express their need to have a home that they belong to and come in contact with on daily basis. People want to feel connected and a part of something special to them. There is a sense of pride and a desire to show off the work and culture.

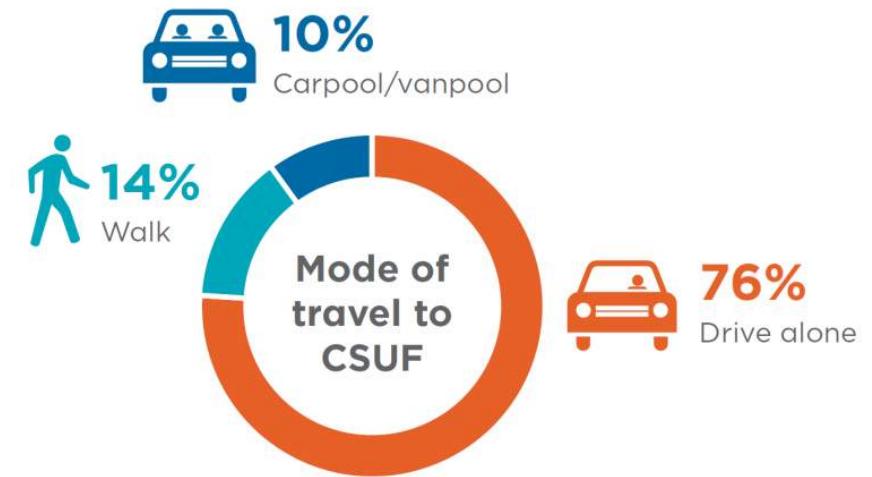
- surveys





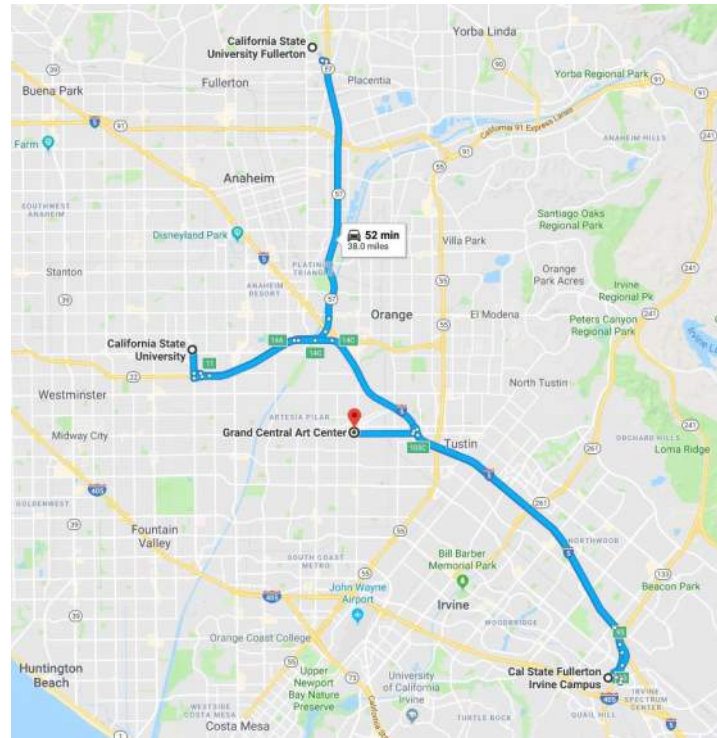
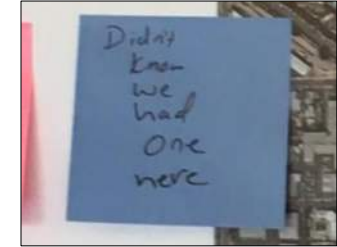
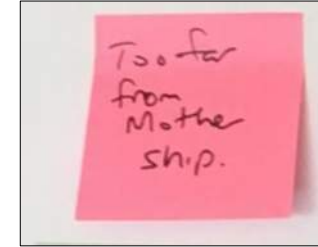
# Identity

**Shift campus to student-centric focus, not car-centric**



# Identity

## Identity and connection to remote campuses





# Connections

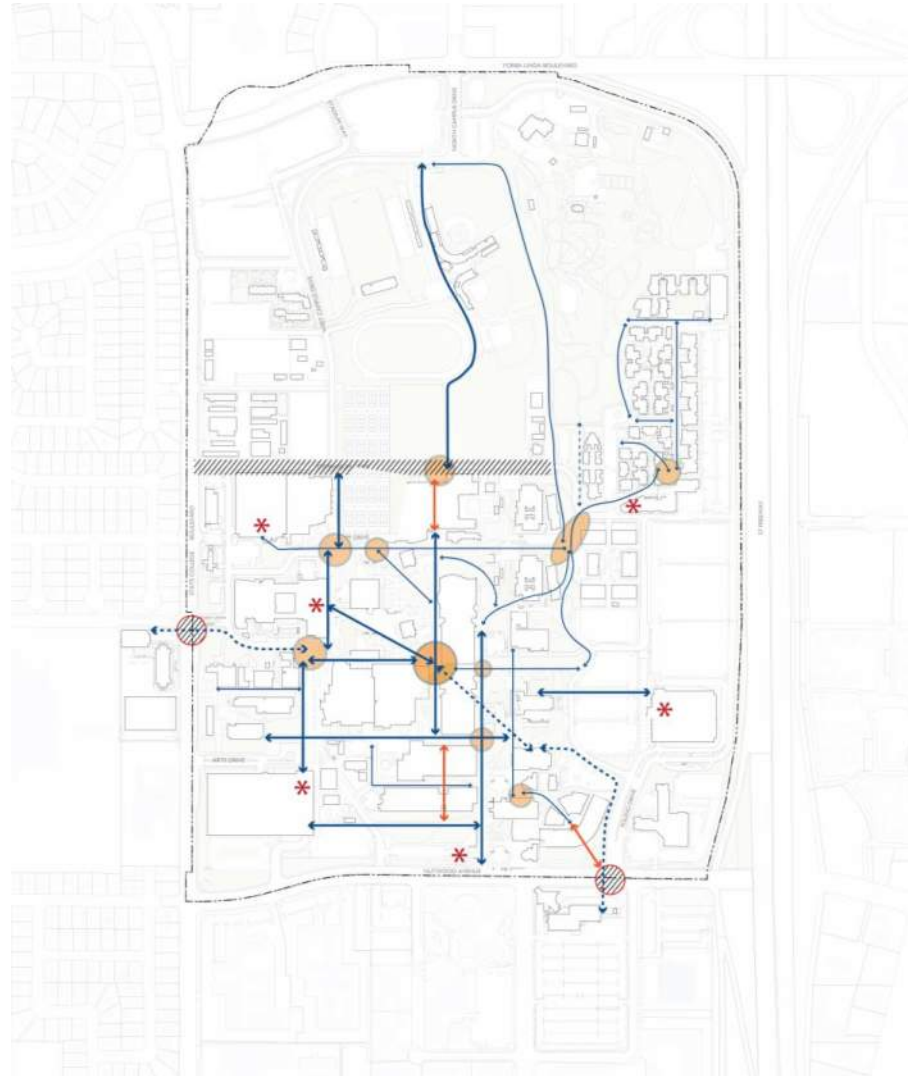


**Strong physical connections** foster important relationships and educational opportunities. Connections on a campus can mean feeling that all regions of a campus are **part of a whole**, that getting from one part of campus to another is without boundaries, and that traversing across campus is **clear and safe and inviting**. Connections can also mean how the **campus connects with the broader community**.



# Connections

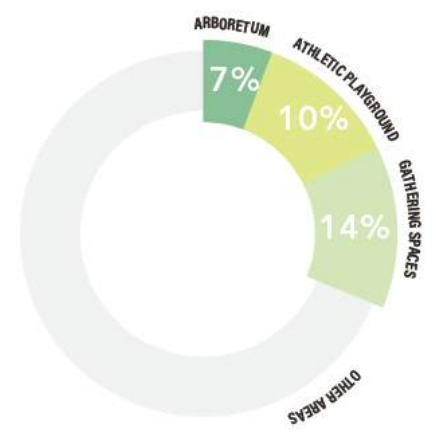
Improve  
wayfinding  
and legibility of  
campus  
internally and  
at the  
intersections  
to the  
community





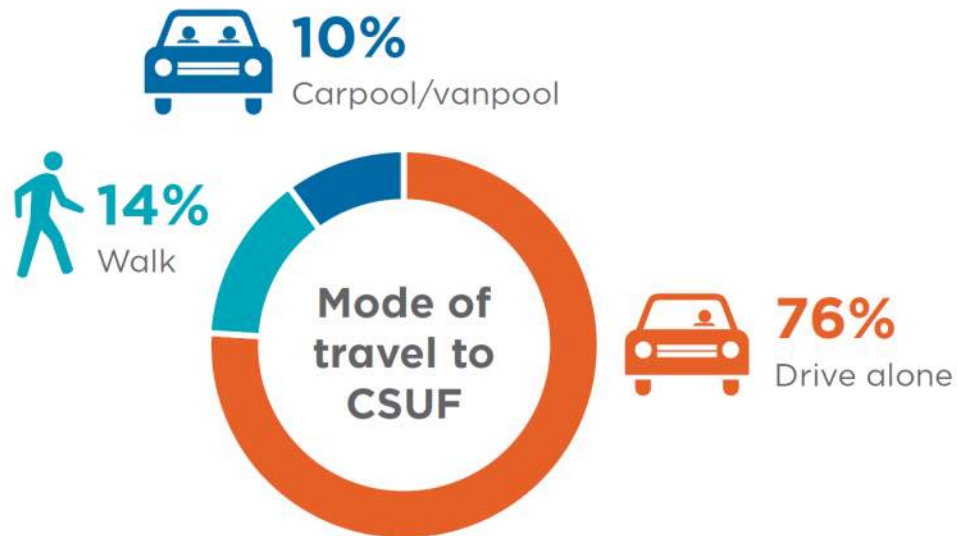
# Connections

Improve connectivity and cohesion of physical spaces on campus

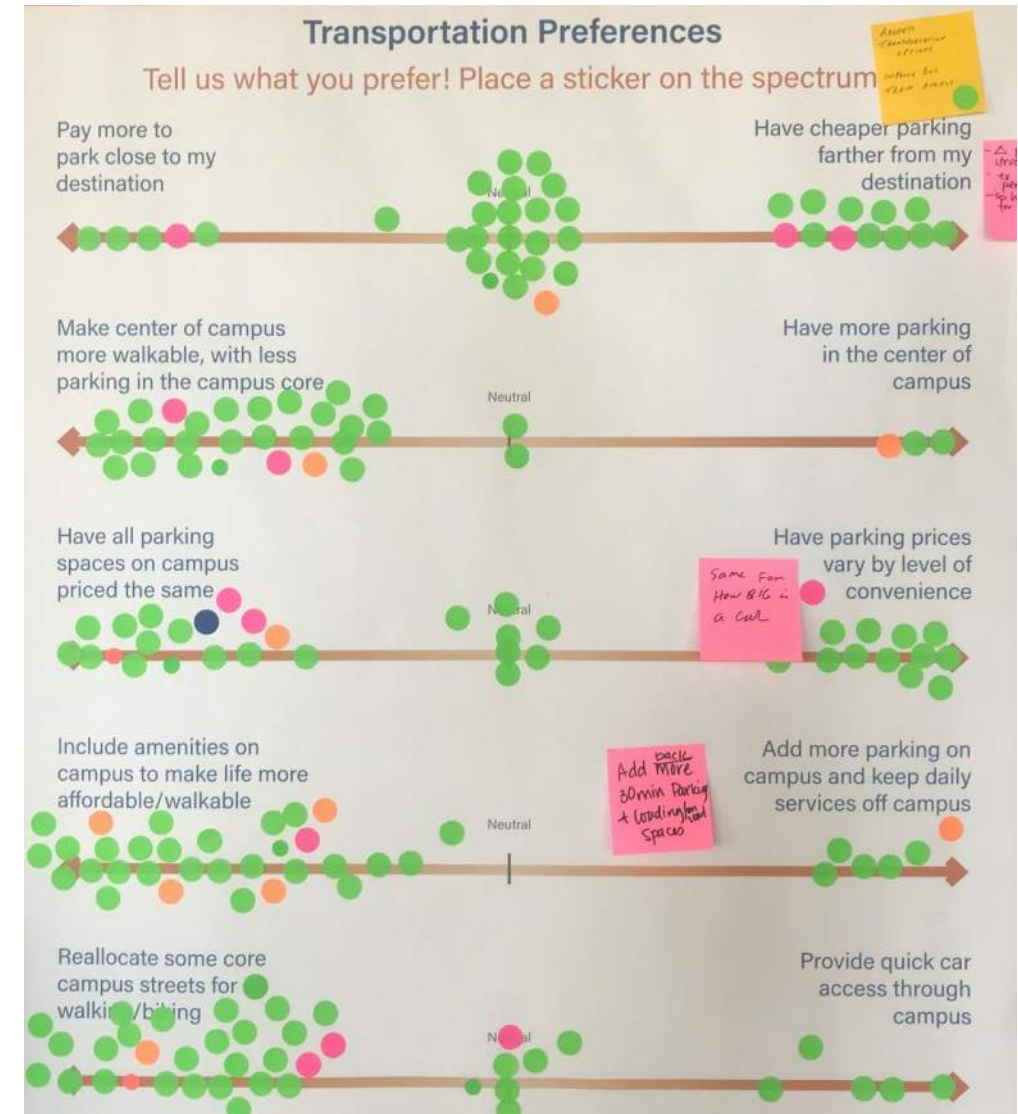


# Connections

Provide  
framework for  
diverse modes of  
transport



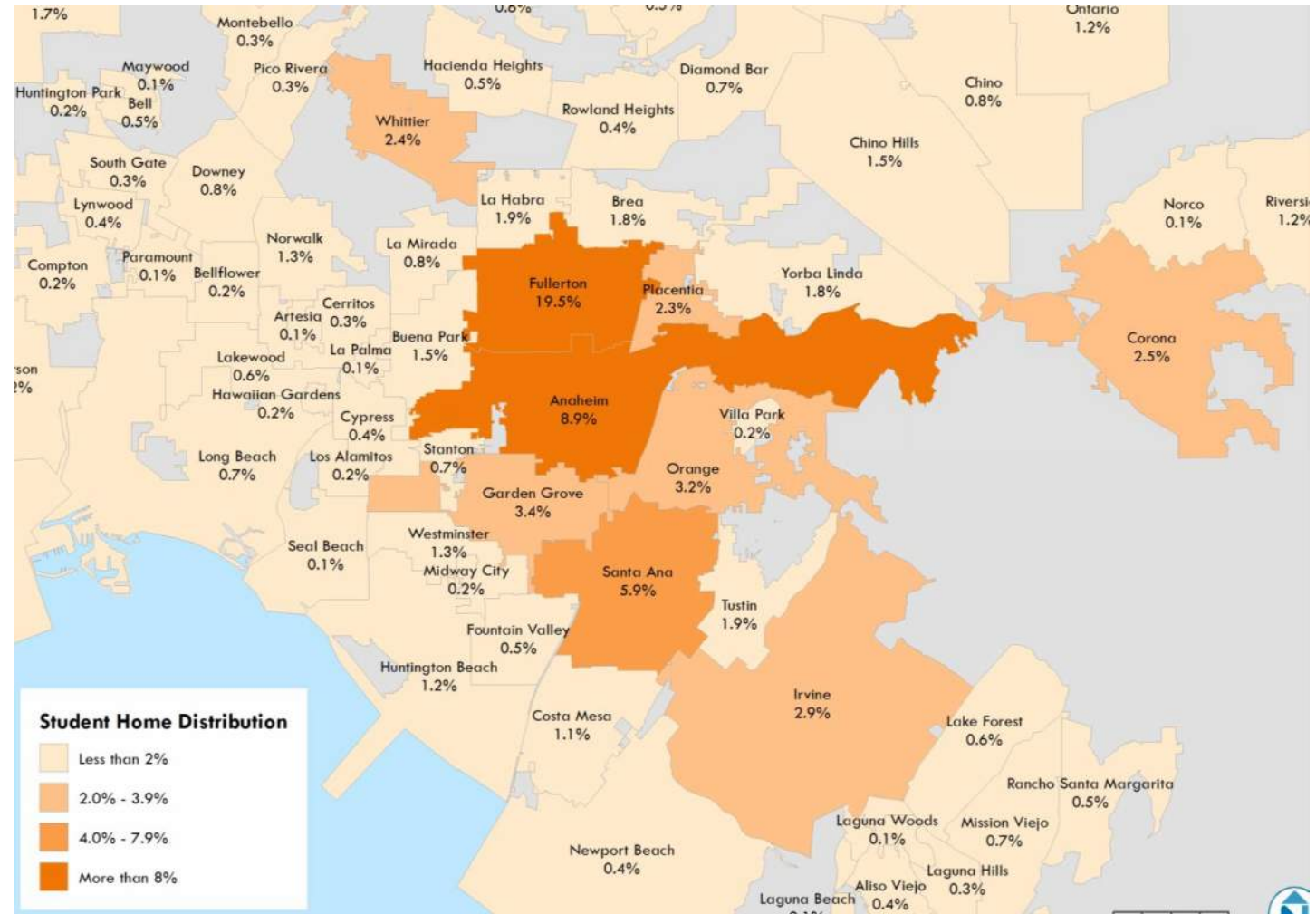
*How are they getting here?*





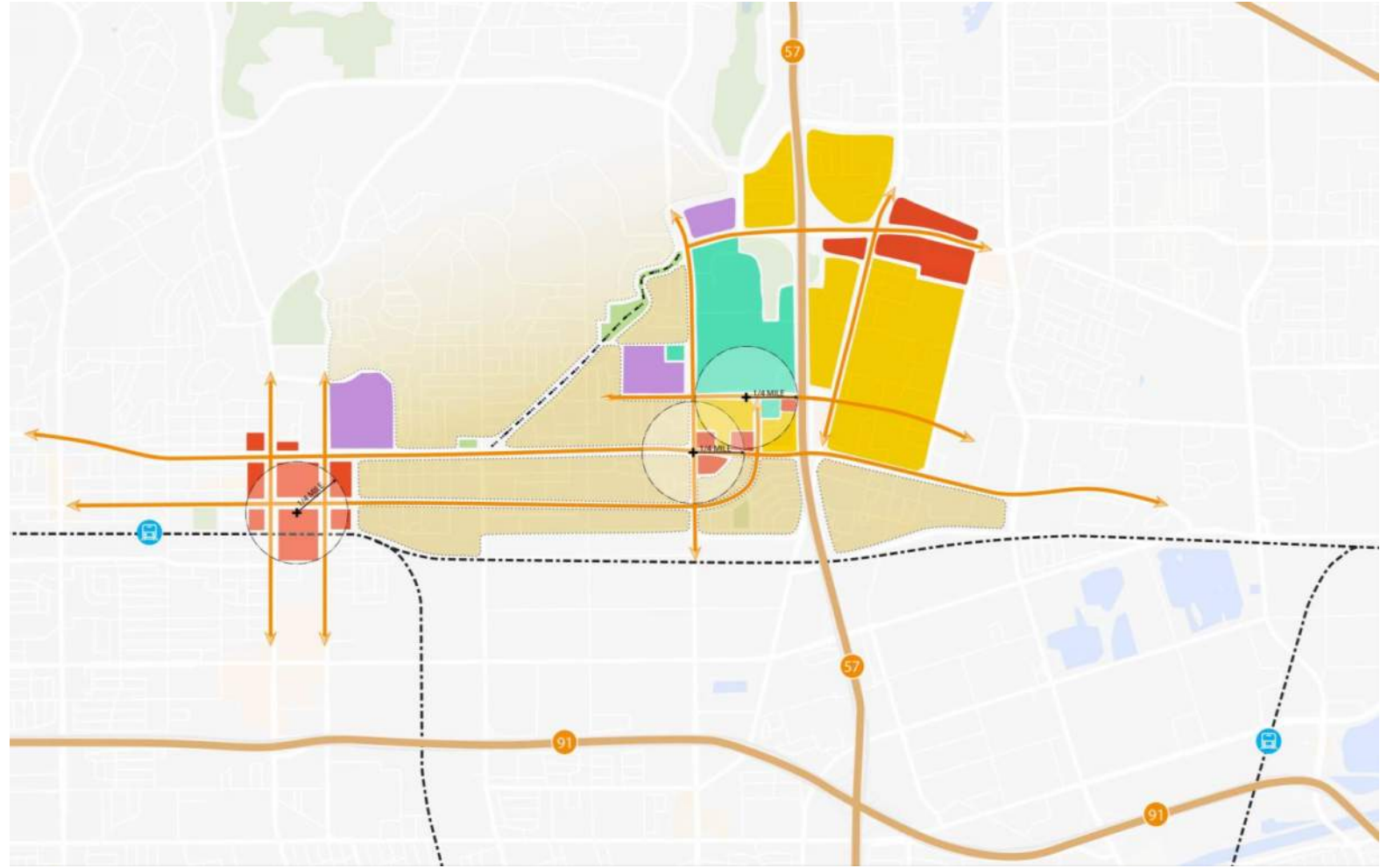
# Connections

Streamline commute and transportation less time in their cars more time teaching



# Connections

Connect to Fullerton  
Downtown & regional  
transportation



# Activation



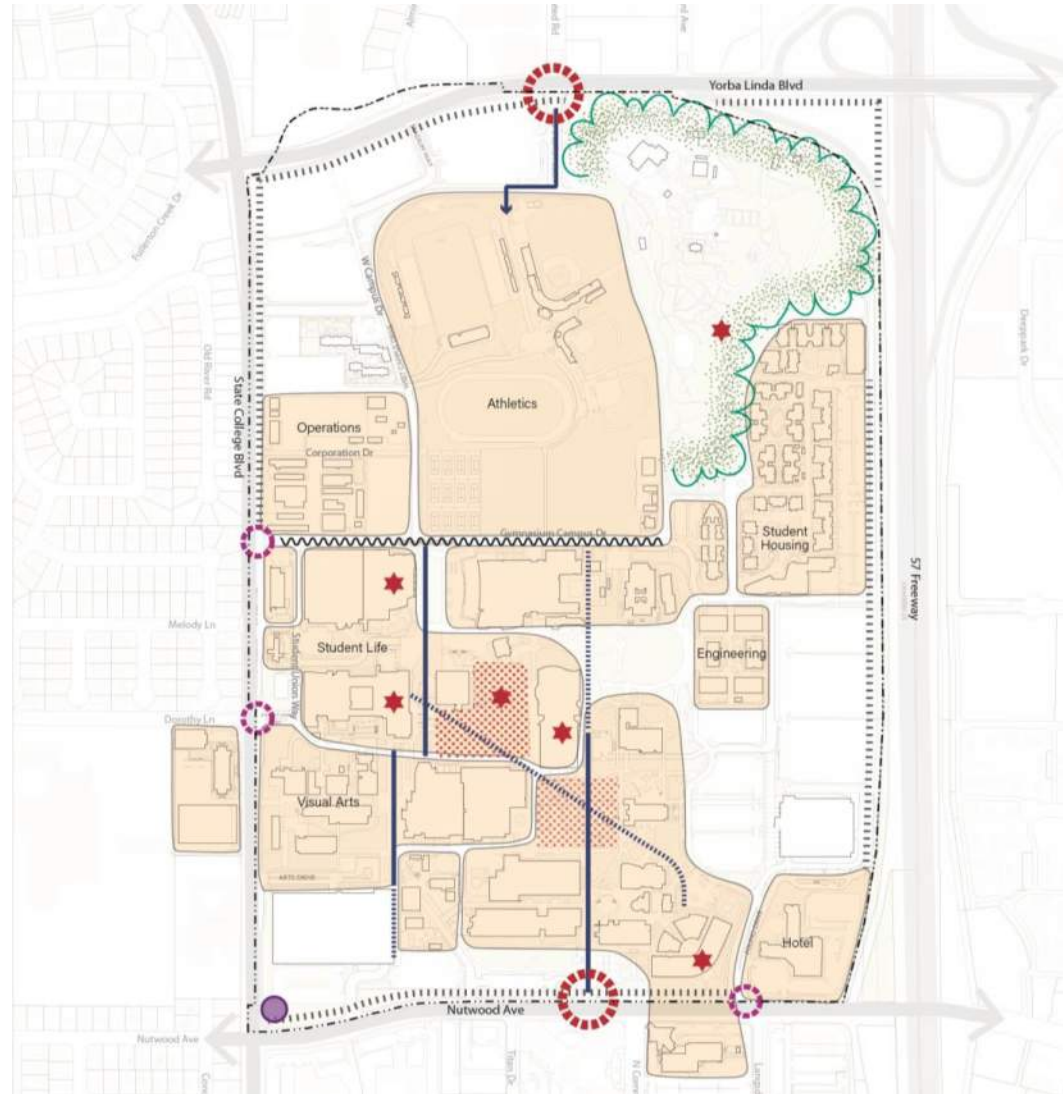
Activation in the context of a campus environment means **extending the life** of the campus beyond typical class hours, and **making the campus accessible** for its diverse population of students and the community at large. It means the campus is a **place where things are happening** and can happen, and that **people want to be there.**





# Activation

Create campus heart – quality hang-out places





# Activation

Provide 24/7 amenities



Sports and Recreation



Library and Study Area



Labs and Workshops

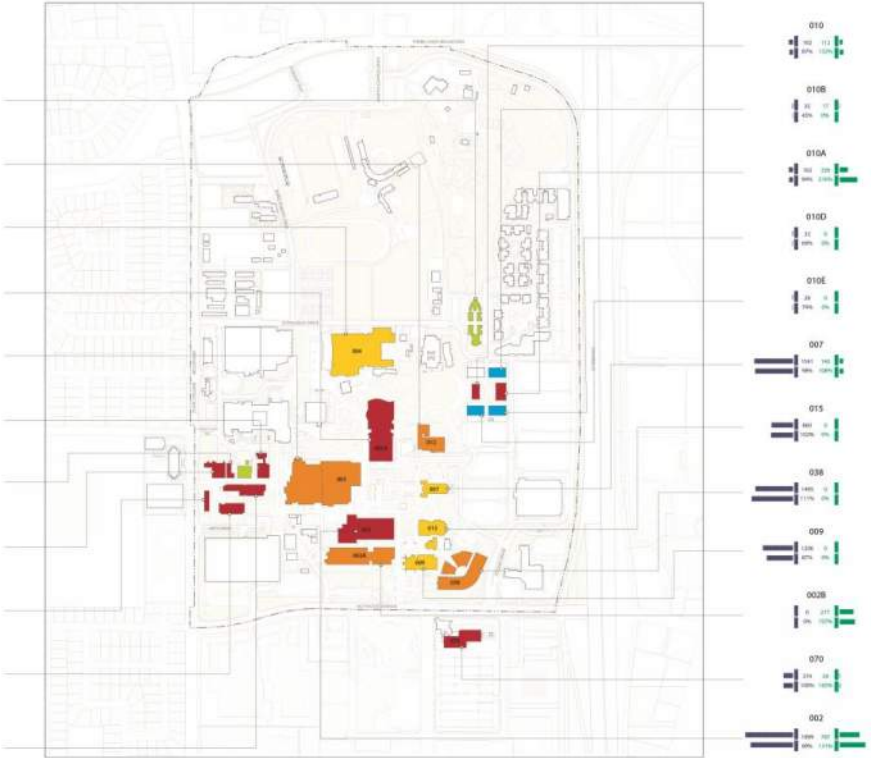


Food and Retail

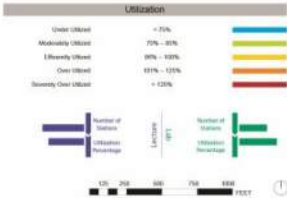


# Activation

Increase utilization  
of campus land



001A	FACILITIES OPERATIONS MAIN	010B	ENGINEERING B (NORTHEAST WING)	027	TRAIN HOUSE
001B	TBSS	010C	ENGINEERING C (NORTHWEST WING)	030	STUDENT HEALTH CENTER EAST
001L	ANTHROPOLOGY STORAGE	010D	ENGINEERING D (SOUTHWEST WING)	031	STUDENT RECREATION CENTER
001M	FACILITIES MANAGEMENT	010E	ENGINEERING E (SOUTH EAST WING)	036	TRAIN STADIUM PRESS BOX
002	WILLIS MCCARTHY HALL	011	STUDENT HEALTH CENTER WEST	036A	TRAIN STADIUM CONCOURSE
002B	DAN BLACK HALL	012	EDUCATION CLASSROOM BUILDING	036B	TRAIN STADIUM LOCKER ROOMS
003	CLAYTON PERFORMANCE ARTS CENTER	014	TRAIN STUDENT UNION	036C	GOODWIN FIELD PRESS BOX
004	KINNEBROOK AND HEALTH SCIENCE BUILDING	015	UNIVERSITY HALL	036D	SPORTS COMPLEX MAINTENANCE
005	POLLACK LIBRARY	016	RUTWOOD PARKING STRUCTURE	036E	BASISBALL/SOFTBALL CLUBHOUSE
006	TRAIN BOOKSTORE	023	PLANT GROWTH FACILITIES	036F	AMERICAN FARMER FIELD PRESS BOX
007	HUMANITIES AND SOCIAL SCIENCE BUILDING	024A	COBB RESIDENCE HALL - CITYVIEW	036G	SOUTH SOFTBALL RESTROOMS
008A	VISUAL ARTS - A	024B	COBB RESIDENCE HALL - SVC ANCHOR	037	RUBY GERMONT CENTER
008B	VISUAL ARTS - B	024C	COBB RESIDENCE HALL - VALDIZCA	038	STEVEN C. WARMAN HALL
008C	VISUAL ARTS - C	024D	COBB PARKING STRUCTURE	048	UNIVERSITY POLICE
008D	VISUAL ARTS - D	024E	STUDENT HOUSING - ACACIA	050	GOLDEN ALUMNA HOUSE
008E	VISUAL ARTS - E	024F	STUDENT HOUSING - BIRCH	052A	CHILDREN'S CENTER - ADMINISTRATIVE
008F	VISUAL ARTS - F	025C	STUDENT HOUSING - MANZANITA	052B	CHILDREN'S CENTER - INFANTS
009	LANDSCAPE HALL	025D	STUDENT HOUSING - GAE	052C	CHILDREN'S CENTER - TODDLERS
010	ENGINEERING TOWER	025E	STUDENT HOUSING - WILLOW	052A	EASTSIDE PARKING STRUCTURE
010A	ENGINEERING A COMPUTER SCI ADDITION	026	STATE COLLEGE PARKING STRUCTURE	070	SPEECH LEARNING AND HEARING CLINICS

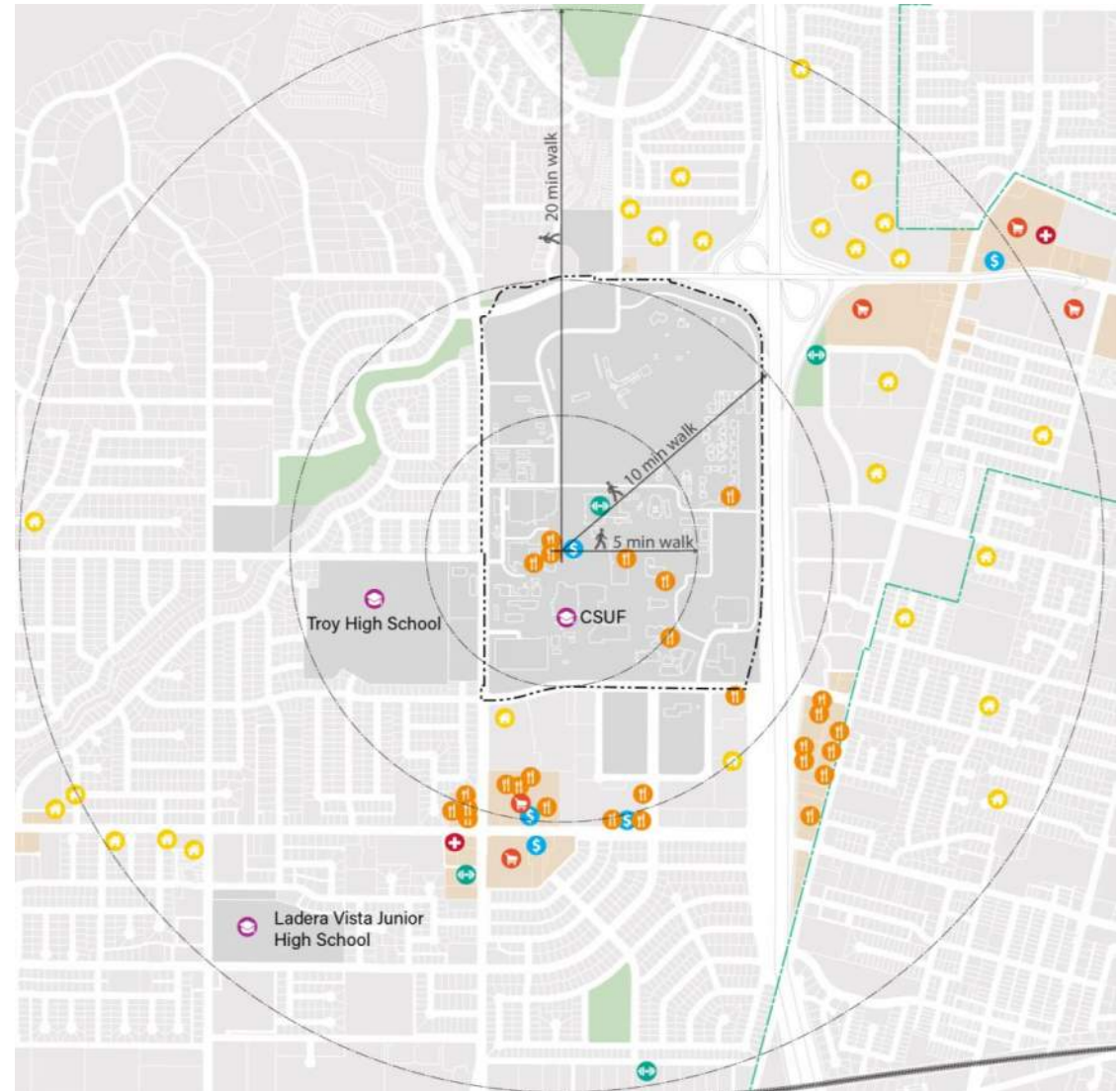




# Activation

## Housing

- on campus vs off campus
- lifestyle amenities





# Activation

## Safety



Pedestrian Crossings



Bicycles Access



Theft



CPTED



# Learning



Core to the function of a campus, the **physical environment must support academic programs**, instill the desire to be there and to learn, and provide the means to **teach and learn in the most effective and contemporary ways**. This includes removing distractions, allowing for spontaneous interaction, having safe and comfortable spaces to think and decompress – for students and faculty alike.



# Learning

**Create spaces that foster interdisciplinary collaboration, learning, & innovation**

Nearly every dean saw there to be benefit if they could drive exceptional scholarships through multi-disciplinary collaborations and innovation through the use of student focused “innovation hub”, a kind of special projects/simulations/immersive/making place that would be used by all colleges

*-interviews*





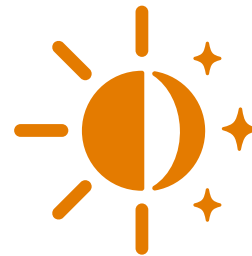
# Learning

## Flexible spaces for after-hour use



The idea of 24/7 campus was strongly presented by both students and faculty seeking more amenities to support current lifestyle and to increase the feeling of vitality on campus

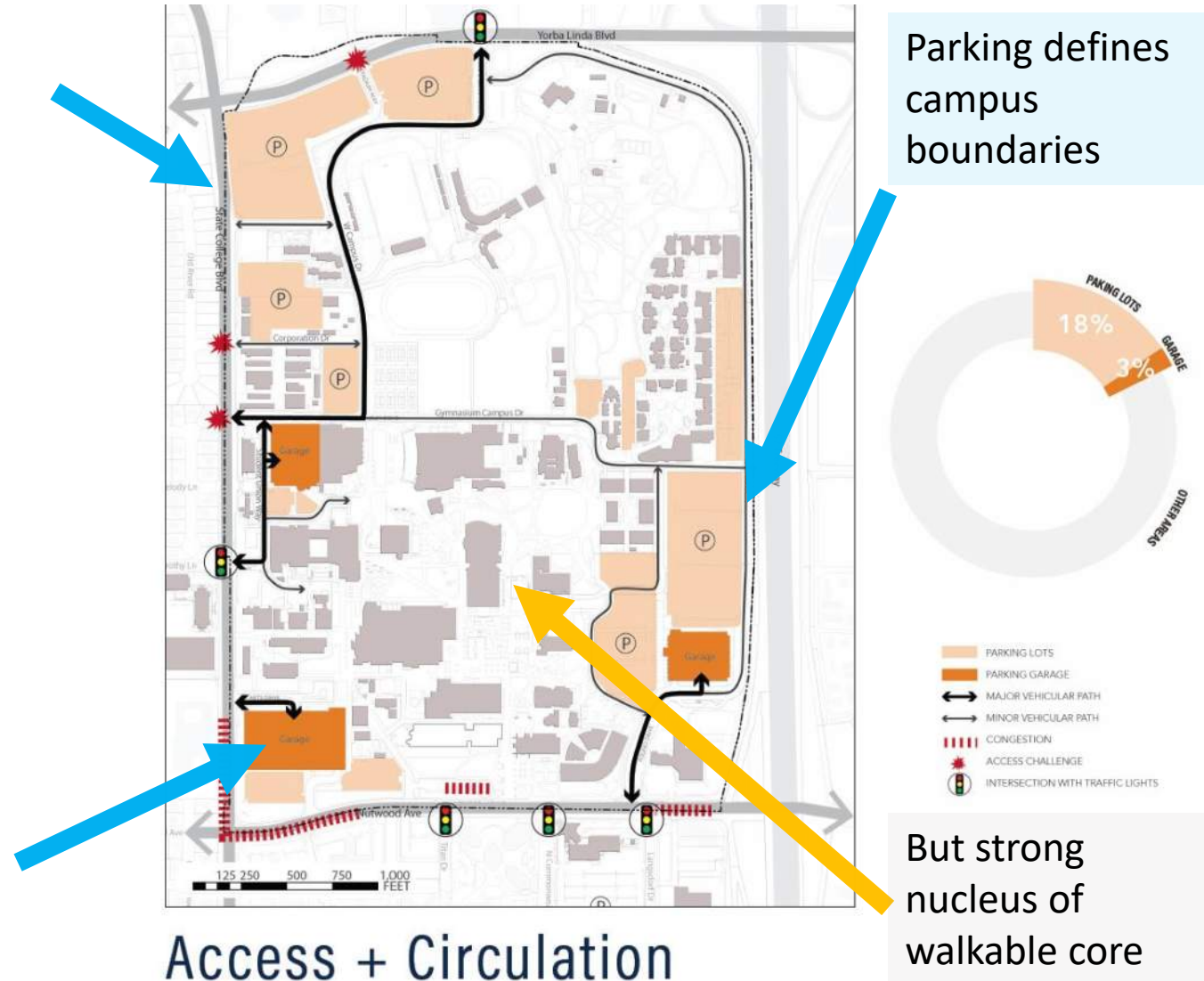
*-surveys*



# Learning

## Streamline parking – more time to learn

- Traffic and parking ingress/egress back-ups, lost time
- Acknowledgment has gotten better (remote parking)
- Use parking structures to be more space efficient
- Lot-specific parking permits to make parking easier
- Make parking easier
- Input on pricing options suggests some element of variable pricing may be of interest
- No parking in core
- On-campus shuttle service to connect to peripheral lots



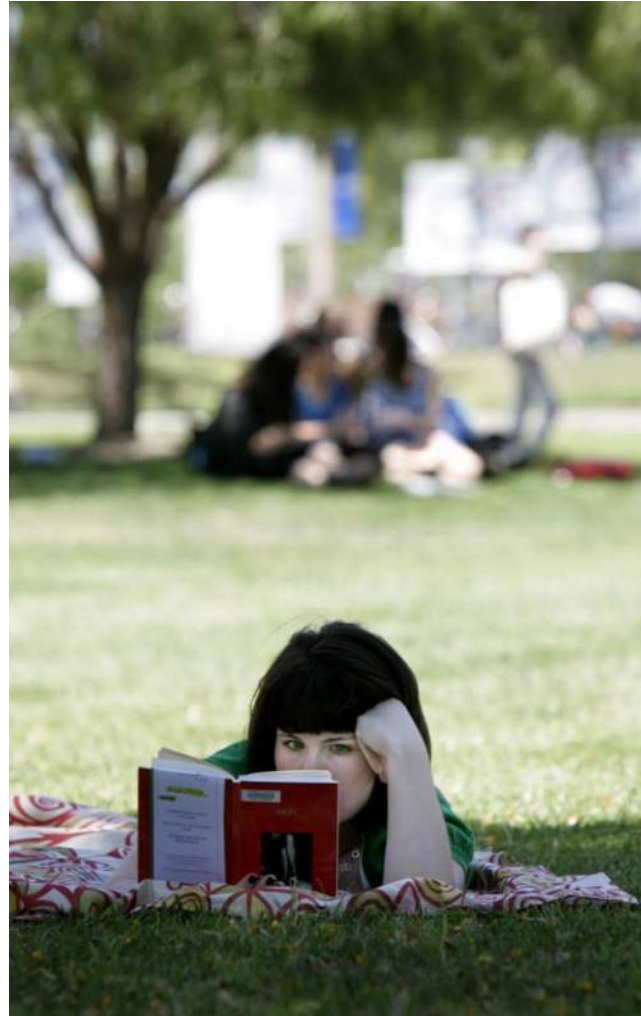


# Learning

## Create spaces for informal learning

Focused attention on creating more gathering spaces, inside and outside, is important to all three groups. Students want informal study space and seem inadequately served by their current two choices: TSU and the library. Faculty prefer this kind of space for meeting colleagues and the same is true for staff. A huge request is simply for more “quiet”.

-surveys





# Learning

**Create spaces that support staff who are working to meet the needs & expectations of students**



# Values



Putting on display the **values** of the student body and of the faculty and staff is a priority. This includes **celebrating** the diversity of campus, **sharing** its commitment to sustainability and social equity, and to having the **campus reflect out the value** that is placed on the students by faculty and staff.





# Values

**Create spaces that reflect students' contribution to student life**





# Values

**21<sup>st</sup> Century infrastructure – like  
us (students)**



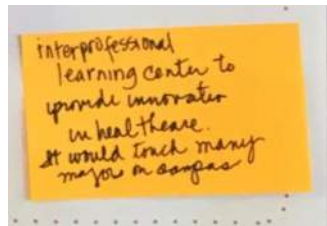
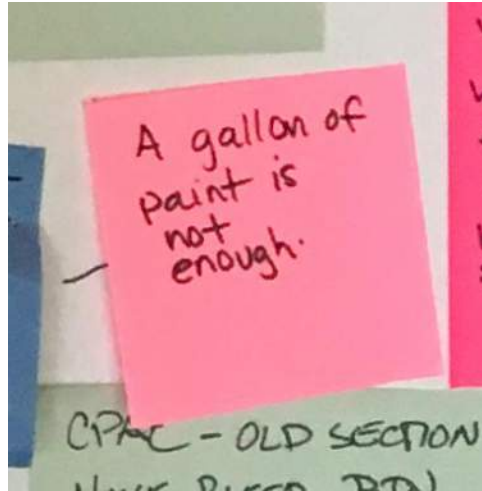
“All you need is shade, power & data, and coffee”

*-interviews*



# Values

## Quality Formal Learning Environments



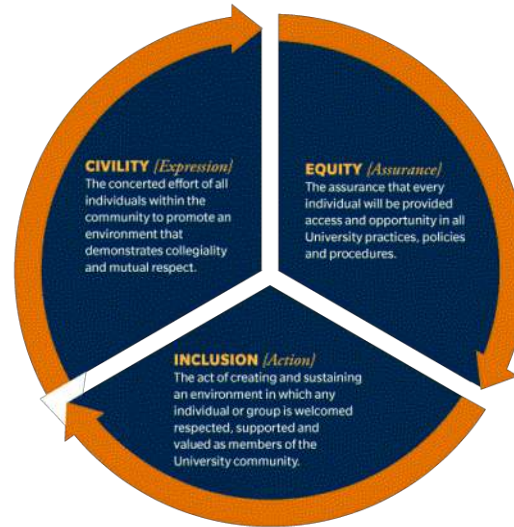


# Values

## Reflections of sustainability, social equity, diversity values on campus

There is a desire to galvanize the diversity that is represented on campus. The campus should be looked at as a “crucible of the future of California”

-interviews





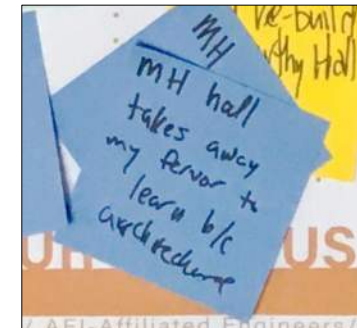
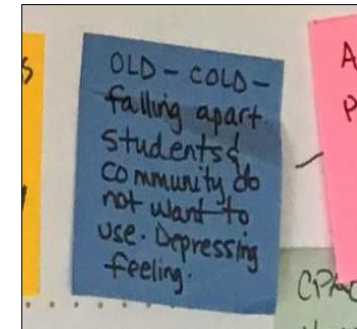
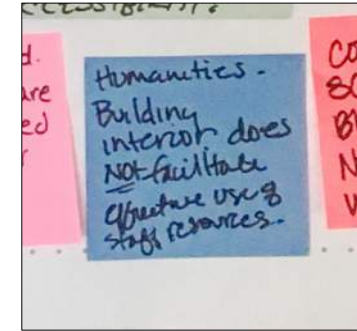
# Values

## Campus environment reflects value placed on students

60's era and some other buildings cannot support today's models for teaching and learning, and they do not reflect the value that the CSUF wants to express of its students.

"Old buildings send a message that students aren't worth much more than this"

-interviews



# Questions and Discussion

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What resonates about what we've presented?

What doesn't sound right or belong here?

What did we miss?

Identity

Connections

Activation

Learning

Values



# Break-Out Sessions + Report-Out

5 Tables, 5 Groups

20 min/table then rotate – 3 Tables total

Stationary Moderator per Table

Identity

Connections

Activation

Learning

Values





# Break-Out Sessions + Report-Out

- A-1. sense of place
- A-2. unique reflection of activities and disciplines in landscape and at buildings
- A-3. place for all types of students to call home
- A-4. shift campus to student-centric not car-centric
- A-5. identity and connection to remote campuses
  
- B-1. improve wayfinding and legibility of campus internally and at the intersections to the neighboring community
- B-2. improve connectivity and cohesion of physical spaces on campus
- B-3. provide framework for diverse modes of transport (scooters, bikes, avoiding electric carts, peds)
- B-4. streamline commute and transportation less time in their cars more time teaching
- B-5. Connect to DT and regional transport
  
- C-1. safety – pedestrian/wheels and night-time
- C-2. create campus heart – quality hang-out places
- C-3. provide 24/7 amenities
- C-4. increase utilization of campus land
- C-5. housing
  
- D-1. create spaces that foster interdisciplinary collaboration, learning, innovation,
- D-2. flexible spaces for after-hour use
- D-3. streamline parking – more time to learn
- D-4. create spaces for informal learning
- D-5. create spaces that support staff who are working to meet the needs and expectations of students
  
- E-1. create spaces that reflect students' contributions to student life
- E-2. 21<sup>st</sup> century infrastructure – like us (students)
- E-3. quality formal learning environments
- E-4. reflections of sustainability, social equity, diversity values on campus
- E-5. campus environment reflects value placed on students

Identity - A

Connections - B

Activation - C

Learning - D

Values - E



# Summary of Sessions



# Strategic Questions

**Non-Academic Campus Functions**

**The Arboretum**

**Transportation**

**Growth**

**Stakeholders and Partnerships**





# Approach to Master Plan Alternatives

## QUALITY & QUANTITY

**“Focus on What We Have”:** Increase efficiency in our existing buildings and campus through renovations. Identify low cost, high impact infrastructure transportation enhancements. Assumes minimal growth in ASF and FTE enrollment.

**“Build on What We Have”:** Combine strategic new construction with renovations to address critical needs of today and tomorrow. The scheme will accommodate modest ASF and FTE growth in balance with a transportation and housing program.

**“Grow the University”:** This alternative explores the greatest amount of change on the campus and growth in enrollment. Special attention will be taken to balance increased FTE with transportation and on campus/College Park student housing.



# Next Steps

When are we on campus next?

Connect with faculty, departments, facilities, other stakeholders

Develop Options over Summer

EIR

Internal Workshop – Aug/Sept 2018

Task Force Workshop to Review Options – Mid-Fall 2018

