CSU Fullerton
Master Plan
Executive Committee Meeting
June 21\textsuperscript{st} 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
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
Campus Forum – May 3, 2018

Tell us what is missing
Make a mark on your Campus
Take the online Survey
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

FALL 2017 ENROLLMENT BY CAMPUS

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Applicant Type

- **First Time Freshman**: 45,808 applicants, 48% acceptance rate
- **Transfers**: 24,784 applicants, 35% acceptance rate
- **Total**: 78,282 applicants, 42% acceptance rate

CSU Fullerton

DEMOGRAPHICS - Headcount by Gender and Ethnicity

College Year: 2017-2018
Semester: Fall
Gender: All

College: All
Student Level: All
Parent Education: All

International: 8%
Unknown: 4%
American Indian: 0%
Asian/PI: 21%
Black: 2%
Hispanic: 41%
Multi-Race: 4%
White: 20%

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

Graduation Initiative

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

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

NOTES:
- Number of Students in cohort less than 15 show as asterisk in the table above.
- Multi-race ethnicity category did not exist prior to fall 2000.
Standards
Strategic Questions

Non-Academic Campus Functions

The Arboretum

Transportation

Growth

Stakeholders and Partnerships
Statements – what we heard

- 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
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 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
Activation

Housing
• on campus vs off campus
• lifestyle amenities
Activation

Safety

Pedestrian Crossings

Bicycles Access

Theft

CPTED
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.

-survey
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

Parking defines campus boundaries

But strong nucleus of walkable core
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”.

-survey results
Learning

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

21st 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

What resonates about what we’ve presented?

What doesn’t sound right or belong here?

What did we miss?
Break-Out Sessions + Report-Out

- 5 Tables, 5 Groups
- 20 min/table then rotate - 3 Tables total
- Stationary Moderator per Table

- Values
- Learning
- Activation
- Connections
- Identity
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. 21st 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
Summary of Sessions
Strategic Questions

Non-Academic Campus Functions

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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