EXECUTIVE SUMMARY

Cal Poly

California Polytechnic State University, founded in 1901, is a predominantly undergraduate, teaching university specializing in applied technical and professional fields. With its unique tradition of “learn-by-doing” education, Cal Poly students receive both theoretical knowledge in the classroom and practical experience in laboratories and fields, ensuring that graduates are prepared for careers in the 21st century.

About 70 percent of Cal Poly’s students major in engineering, agriculture, business, architecture or related fields. Programs in the liberal arts, science and mathematics, and teacher-education build on the University’s polytechnic character. More than 90 percent are undergraduates; the rest are in master’s degree or teaching credential programs.

The campus occupies over 6,000 acres in San Luis Obispo County and 3,200 acres in Santa Cruz County. These lands provide hands-on opportunities for students, especially those studying agriculture, biological sciences, architecture, and engineering, to apply their classroom knowledge to real-life situations.

Cal Poly, with its national reputation for excellence and its desirable location on the Central Coast, receives many more student applications than can be accommodated. The University is only able to enroll about one in five undergraduate applicants.

In Fall 1999, the average GPA and SAT scores for incoming freshmen were 3.64 and 1162.
Cal Poly is regularly included in “best colleges” lists. In its past eight surveys, U.S. News and World Report has ranked Cal Poly as the top public undergraduate university in the western United States. The magazine rates the College of Engineering’s Computer Science Department as the best in the country.

**Master Plan Background**

Cal Poly’s new Master Plan provides principles and guidelines for the physical development of Cal Poly so that the University can sustain its distinctive mission as a polytechnic university into the 21st century. The Plan is designed to meet the educational needs of the campus, respond to the growing demand for higher education - particularly in scientific and technical fields - and address the role of the University as a member of its larger community.

The architectural firm of Allison and Rible prepared the first formal Master Plan for Cal Poly in 1949, based on a projected enrollment of 4,080. In 1958 the California Department of Education dictated that all non-metropolitan state college campuses plan for an enrollment of 12,000 Full-Time Equivalent Students (FTES). This led to the next Master Plan, prepared by the architectural firm of Falk and Booth in 1962, and approved by the California State University Board of Trustees in May 1963. In 1970, the 4th revision to this Master Plan increased the enrollment capacity to 15,000 FTES. Subsequent revisions to add or change building sites resulted from piecemeal planning for new projects - thus, a major review was long overdue.

The projected increase in college-bound students in California referred to as ‘Tidal Wave II’ expands the need for higher education. The high...
demand for a Cal Poly education, particularly in programs not generally available at other public universities in California, brings that pressure to San Luis Obispo. The existing investment in specialized programs, the number and quality of applications, and the economic and societal contributions of graduates all contribute to the perception of Cal Poly as a candidate for growth.

This Master Plan update represents the culmination of a four-year planning process at Cal Poly. The process began with academic strategic planning in the 1997-1998 academic year; involved campus and community task forces in identifying issues during 1998-1999; and invited public comment on a Preliminary Draft in the spring of 2000 and on the Master Plan and Draft Environmental Impact Report in fall 2000. The concluding step will be submission of the Master Plan and Final Environmental Impact Report for approval by the California State University Board of Trustees.

**Master Plan Summary**

As guidance for approximately the next 20 years, the Master Plan addresses academic program demand, physical and environmental constraints and opportunities, and capital and operating budget requirements to support a future enrollment of 17,500 net academic year and 2,500 summer full-time equivalent students (FTES). The Plan also anticipates a modest increase in technology-supported instruction and enhancements to curricula and advising to accelerate student progress to degree completion. Together these operational changes designed to increase summer enrollment, apply technology and facilitate student progress are expected to increase college year enrollment by about 9 percent without increasing fall headcount.

The physical development portion of the Master Plan focuses on land use and circulation issues associated with increasing enrollment during the academic year, as this scenario involves the most extensive change on campus. Enrollment growth projections translate into a Fall headcount of approximately 20,900 students and about 3,200 regular faculty and staff - an increase of about 17 percent over present capacity - to be accomplished in phases over approximately 20 years. Because demographers expect the demand for higher education to increase rapidly through about 2010, the earlier phases of the Master Plan may need to accommodate more enrollment than later phases.
EXECUTIVE SUMMARY

LAND USE

San Luis Obispo Creek Watershed

LEGEND

- Campus Instructional Core
- Residential Communities
- Public Facilities and Utilities
- Areas Suitable for Ancillary Activities and Facilities
- CDF Lease Property
- Parking (surface & structure)
- Remote Parking Options
- Outdoor Teaching and Learning
  Includes:
  - Recreation, Athletics and Physical Education
  - Natural Environment
  - Preserves
The Master Plan redevelops and consolidates academic facilities within an expanded instructional core south of Brizzolara Creek. At the same time, the Plan is designed to protect natural environmental features and prime agricultural lands that form the character of the campus. A central feature of the plan involves creating new student residential communities accommodating approximately 3,000 additional students and provision of faculty and staff housing. Student services and recreational facilities will be expanded commensurate with increased enrollment. Although parking will increase over existing numbers, the ratio of parking to students is planned to decrease during the planning period.

**University Land Uses**

The Master Plan takes a broad approach to the analysis of the most suitable future use of all Cal Poly’s lands in San Luis Obispo County, including management practices to protect the University’s unique natural environment. The Master Plan team has applied principles from campus and community task forces that met during Spring 1999 to designate future land uses and develop the following physical plan elements.

**Natural Environment**

Environmentally sensitive areas and assets are designated as an overlay, determined by physical and biological features of the land. Principles focus on stewardship, protection, enhancement and sustainability.

**Outdoor Teaching and Learning**

“Living laboratories” (e.g., agricultural fields and units, ecological study areas, and design village) are central to Cal Poly’s mission and must remain integrated with the campus.

**Campus Instructional Core**

Additional enrollment requires about 250,000 s.f. of new instructional space in the campus core. Principles focus on creating a compact, “student-friendly, learner-centered” area with more open space and better pedestrian and bicycle circulation, and which is energy and resource-efficient.
Residential Communities
New student housing complexes are conceived as living/learning communities, directly accessible to the campus instructional core. New undergraduate student housing for 3,000 students on campus will reduce community impacts of enrollment growth.

Recreation
Flexible outdoor recreational fields and indoor facilities will serve the changing student population.

Circulation, Alternative Transportation, and Parking
Circulation systems both provide access to the campus and movement within it. The Master Plan encourages alternative forms of transportation to reduce congestion and parking. Internal circulation focuses on “user-friendly” pedestrian access and increasing vehicle access efficiency. Parking ratios are decreased.

Public Facilities and Utilities
Essential support facilities can be located outside the campus instructional core unless they require a central location to function effectively. The Master Plan encourages a responsible approach to resource and energy use in planning and design.

Support Activities and Services
A wide array of academic and support activities must be available to serve Cal Poly’s diverse student, faculty, staff and visitor populations - in both the instructional core and new residential communities.
Ancillary Activities and Facilities
A number of activities that serve the broader community as well as Cal Poly are complementary to the University’s instructional mission. However, not all of these facilities need to be provided within the campus instructional core.

Key Modifications in Master Plan and Draft EIR published in October 2000
The University circulated the Master Plan and Draft Environmental Impact Report for review and comment from October 10 through December 8, 2000. Nearly sixty individuals and organizations offered comments and suggestions. Many of them are included as editorial changes; others are discussed in the formal response to the EIR as required by the California Environmental Quality Act. In some instances, the Master Plan Team made significant additions to the Plan - these are summarized below, and noted in the margins of the appropriate pages.

• The current approved Master Plan map and a technical map showing the proposed new Master Plan have been added.
• The Introduction adds a section describing the organization of the document.
• The Existing Conditions chapter provides more detail about environmental constraints and opportunities on portions of Cheda Ranch. It also contains a revised analysis of soil conditions using the Natural Resources Conservation Service (NRCS) Capability Classification system rather than the Storie Index.
• The University Land Use element now includes a section on Building and Landscape Design Guidelines.
• The Outdoor Teaching and Learning element includes further discussion of the importance of protecting these lands for instruction and applied research.
• The Residential Communities element contains new sections providing more information on housing conditions in the San Luis Obispo area and expanding on Cal Poly’s commitment to student housing.
• The Public Facilities and Utilities element addresses Sustainable Campus Planning and Design.
• The Alternative Transportation element clarifies campus support for encouraging students, faculty and staff to place less dependence on the private automobile.
• The Parking element shows the net change in parking supply and demand and how reductions in parking demand may be achieved.

• The Support Activities and Services element addresses Commercial Retail Services in more detail.

• The Ancillary Activities and Facilities element defines likely future activities more clearly.

• The Implementation chapter contains new sections on Land Use and Project Review Procedures and Master Plan Monitoring and Review. It also has an expanded list of implementation studies to be completed.

• The Master Plan and Final EIR become Volume I, and the Comments and Responses to the EIR become Volume II.

Environmental Impact Summary

The development of the Master Plan occurred in the context of campus environmental constraints and opportunities. Environmental planners were part of the Master Plan Team from the outset and provided guidance that influenced the location and approach to all of the Master Plan components. This process allowed the team to evaluate a number of alternatives and choose, in most instances, the environmentally superior approach prior to inclusion in the Plan. Throughout the text of the Master Plan marginal notes indicate these choices.

Chapter 6 of the Plan is the draft Environmental Impact Report required by the California Environmental Quality Act (CEQA). It describes in detail the environmental consequences of the Plan and mitigation measures to reduce the severity of the impact. Table 6.1 summarizes impacts and mitigation measures.

Additional information regarding the Master Plan process is available at the following web site:

www.facilities.calpoly.edu/Facilities_Planning/FPDB/mp/

This website is also linked directly from:

www.campusprojects.calpoly.edu