

CAL POLY CAMPUS MASTER PLAN

ABRIDGED
ADOPTED MAY 2020



CAL POLY

A Note from the President

On behalf of Cal Poly, I would like to acknowledge that the land that we live, learn, and work on carries the heritage and culture of the indigenous people of San Luis Obispo County, the yakʔ titʔu titʔu yak tiʔhini, Northern Chumash tribe. We honor the indigenous people's connection to these territories and respect this land.

I am delighted to see the publication of Cal Poly's Master Plan. Using the guiding principles of Vision 2022, our community engaged in a thoughtful process to develop this dynamic Master Plan, which will serve as a road map for the university's future. While we are unwavering in our commitment to create a more residential, diverse and inclusive community, we have produced a plan that over the next 20 years can adjust to changing needs and circumstances.

This final version of the Master Plan reflects changes made in response to feedback on earlier drafts from both the campus community and external parties. The Master Plan now reflects an increased emphasis on developing the campus core and avoiding impacts on other resources to the extent possible. Cal Poly extends gratitude to everyone who has helped us make the best possible Master Plan.

Implementing the Master Plan will enhance our ability to provide Learn by Doing opportunities for our students. We will build state of the art facilities in which our faculty and students will innovate, learn, and grow as life-long learners. Our new infrastructure will enhance Learn by Doing not only in our classrooms, labs, and creative spaces, but also in work on senior projects, undergraduate research, and for student clubs and organizations. With spaces designed to meet their needs, faculty and staff will be able to more easily focus on their important needs.

We will support educational activities by providing an inclusive, on-campus, residential lifestyle for all first- and second-year undergraduates, and for faculty and staff. Our buildings will meet the highest standards we possibly can, and their on-going care will support the environment. Our buildings will not only be sustainable, they will be designed to serve all members of our campus community. They will encourage and support diversity through the careful selection of decorative aspects such as art, thoughtful and purposeful design of internal facilities and amenities, and, when appropriate, food services and vendors.

Cal Poly's academic programs are in high demand and are poised to be in even more demand over the next 20 years as our programs continuously improve and as the work-force needs of California change. Cal Poly will be ready to grow with those work-force needs. Over recent years the number of applicants to Cal Poly has increased steadily. Today we are able to enroll only one in ten applicants, making Cal Poly one of the most selective public universities in the country. The students who attend Cal Poly are highly motivated individuals. Our faculty and staff are committed to ensuring that we are providing them with an environment in which they can thrive.

We will put our land to the best possible use for a diverse and inclusive faculty, staff and student body, and for the environment. Implementing the Master Plan will allow us to host even more events open to the wider community, increase our ability to have an impact on the local economy and provide students with more on-campus jobs and co-curricular activities. It will also allow us to increase our capacity to graduate resourceful professionals and caring, contributing, inter-culturally adept members of society.

– **President Jeff Armstrong**



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INTRODUCTION

California Polytechnic State University, Cal Poly, founded in 1901, is a comprehensive polytechnic university with a unique tradition of Learn by Doing education. The university occupies about 6,500 acres in San Luis Obispo County, and approximately 3,200 acres in Santa Cruz County. These lands provide hands-on opportunities for students to apply their classroom knowledge to real-life situations.

As the future of Cal Poly unfolds, the university must take advantage of opportunities to enhance academic programs and increase student success by creating contemporary learning spaces and inclusive support facilities for a more diverse student, faculty, and staff population.

The campus has completed most of the development anticipated in the 2001 Master Plan, and currently teaches over 20,000 students (headcount). A Cal Poly education continues to be in great demand, so this Master Plan update accommodates academic and supporting space needs to serve a future student enrollment of approximately 25,000 students (headcount).

The Cal Poly Campus Master Plan (Master Plan) is a long-range planning document that guides the development and use of the university's main campus – the 1,321 acres adjacent to the City of San Luis Obispo that include most of the university's academic, administrative, and support facilities. Approximately five years of planning went into this effort through an inclusive process that engaged students, faculty, staff, and the broader San Luis Obispo community. Six Advisory Committees developed a set of Guiding Principles that set the direction for the Plan (see page 24). Cal Poly's leadership incorporated input from several preliminary concept maps, circulated widely during the process, in making decisions on where and how to grow both academically and physically, and identifying campus priorities.

The Abridged Cal Poly Campus Master Plan is intended to provide an initial overview of the comprehensive Master Plan document. Reference to the comprehensive Master Plan <https://masterplan.calpoly.edu/> is required to fully understand the process, context, concepts, and implementation of the planning vision for the Cal Poly campus to 2035.

The California State University Board of Trustees approved the Cal Poly Campus Master Plan and accompanying Final Environmental Impact Report (EIR) on May 12, 2020

*Communitas Architects, Inc.
RRM Design Group
Linda Dalton, Planning Consultant
Al Forster, Architectural Illustrator*



Illustrative Master Plan. Refer to page 27 for larger scale map.

The Master Plan Goals help shape Cal Poly's future image within the academic setting, the community, and the environment.

MASTER PLAN GOALS

THE MASTER PLAN SUPPORTS THE UNIVERSITY'S INTENTION TO:

- 01 LAY OUT THE LAND USE, CIRCULATION, AND PHYSICAL DEVELOPMENT OF THE CAMPUS TO ACCOMMODATE A FUTURE STUDENT ENROLLMENT OF 25,000 HEADCOUNT (22,500 NET FULL-TIME EQUIVALENT STUDENTS [FTES]).
- 02 ENHANCE ACADEMIC QUALITY AND STUDENT SUCCESS THROUGH LEARN BY DOING;
- 03 INCREASE THE DIVERSITY OF STUDENTS, FACULTY, AND STAFF;
- 04 STRENGTHEN THE CAMPUS' COMPACT, CROSS-DISCIPLINARY ACADEMIC CORE;
- 05 HOUSE MORE STUDENTS IN RESIDENTIAL COMMUNITIES ON CAMPUS;
- 06 OFFER MORE VIBRANT EVENING AND WEEKEND EVENTS AND ACTIVITIES ON CAMPUS;
- 07 ATTAIN A MODAL SHIFT FROM CARS TO MORE PEDESTRIAN, BICYCLE, AND TRANSIT USE;
- 08 REINFORCE CAMPUS-WIDE ENVIRONMENTAL; AND
- 09 GENERATE REVENUES FROM PUBLIC AND PRIVATE SOURCES TO REALIZE THE ABOVE GOALS.



Community Master Plan Open House



Campus Master Plan Open House



College of Liberal Arts Learn by Doing Learning Lab

CAL POLY'S FUTURE IMAGE

The Master Plan addresses academic program demand, physical and environmental constraints and opportunities, and capital and operating budget requirements to support a future student enrollment of an approximate 25,000 headcount (22,500 net FTES). The plan intensifies development within the Academic Core, and phases new growth north 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 campus.

California leads the U.S. in demographic change – with people from diverse backgrounds and a large aging population. Cal Poly seeks to achieve a more representative student body as well as to increase faculty and staff diversity. The physical environment can contribute to Cal Poly becoming a more inclusive community of scholars and creative thinkers by providing space and facilities for living and learning that are inviting to people from various social and economic backgrounds and cultures.

The baseline year for the Master Plan is 2015. The following table summarizes the changes from 2015 to 2035, including an increase in the campus population from just over 24,000 to nearly 29,000 people (25,000 students and nearly 4,000 faculty and staff) and an increase in student housing on campus to nearly 15,000 beds.

The Master Plan will increase the instructional capacity of the campus to 22,500 net Full-time Equivalent Students, which will require construction of approximately 1.29 million Gross Square Feet (GSF) of new academic, administrative, and support buildings and 455,000 GSF of replacement space, mostly located within the Academic Core.

The CSU Board of Trustees approves the future Master Plan capacity as a round number representing the capacity of campus facilities to support instruction. FTES is a measure of total enrollment based on a 15-unit course load for undergraduates and 12-unit course load for graduate students. The Master Plan uses the term net FTES to refer to regularly scheduled face-to-face instruction on campus, excluding independent study, senior project and thesis, remote or asynchronous instruction, and off-campus programs. The newly approved future capacity for Cal Poly is 22,500 net FTES.

SUMMARY OF SPACE NEEDS

	Baseline Fall 2015	Master Plan 2035	Net Change
Student Housing (beds)	7,758*	14,958	7,200
Academic & Related Space			
Academic and Support GSF (estimated)	2,200,000	3,015,000	815,000
Replacement GSF (estimated)	---	365,000	365,000
Administrative & Support Space			
Academic and Support GSF (estimated)	290,000	500,000	210,000
Student Support GSF (non-State funded) (estimated)	<u>385,000</u>	<u>650,000</u>	<u>265,000</u>
Total New Administrative and Student Support Space	675,000	1,150,000	475,000
Replacement GSF (estimated)	---	90,000	90,000
Total Academic, Administrative, and Support Space (excluding housing, event venues, temporary structures, and outbuildings)			
Total Academic, Administrative, and Support Space (estimated GSF)	2,875,000	4,165,000	1,290,000
Total Replacement GSF (estimated)	---	455,000	455,000
Outdoor Recreation (acres)**			
	63.9	82.5	18.6
Total Parking Spaces**			
	8,019	8,193	174.0

*Note, new beds in yak?it?ut?u added to 2015 baseline

**In addition, to a net increase, the Master Plan will rearrange recreation and parking areas.



Connective walkway to Poly Canyon Village apartments

CAL POLY POPULATION, HOUSING, AND FACILITY CAPACITY

	Baseline Fall 2015	Master Plan 2035	Net Change
Student Headcount	20,944	25,000	4,056
Faculty	1,166	1,522	356
Staff and Administrators*	<u>1,982</u>	<u>2,413</u>	<u>431</u>
Total Campus Population	24,092	28,935	4,843
Student Housing (beds)			
New beds in yak?ityutyu and minor adjustments to Inventory	<u>1,519</u>		
Revised Baseline (2018)**	7,758*	14,958	7,200
Master Plan Instructional Capacity (Full-time Equivalent Students or net FTES)			
	17,500	22,500	5,000

*Includes ASI and Cal Poly Corporation

MASTER PLAN DEVELOPMENT AREAS

The Master Plan focuses on the 1,321 acre Main Campus, and provides development direction for each of four distinct areas: the Academic Core, East Campus, North Campus, and West Campus.

ACADEMIC CORE: The Academic Core is roughly defined by Brizzolara Creek to the north, the edge of campus to the south, Grand Avenue and Perimeter Road to the east, and the Union Pacific Railroad tracks to the west.

The Academic Core remains the most densely developed area of campus focused on academic land uses, with related service and support functions.

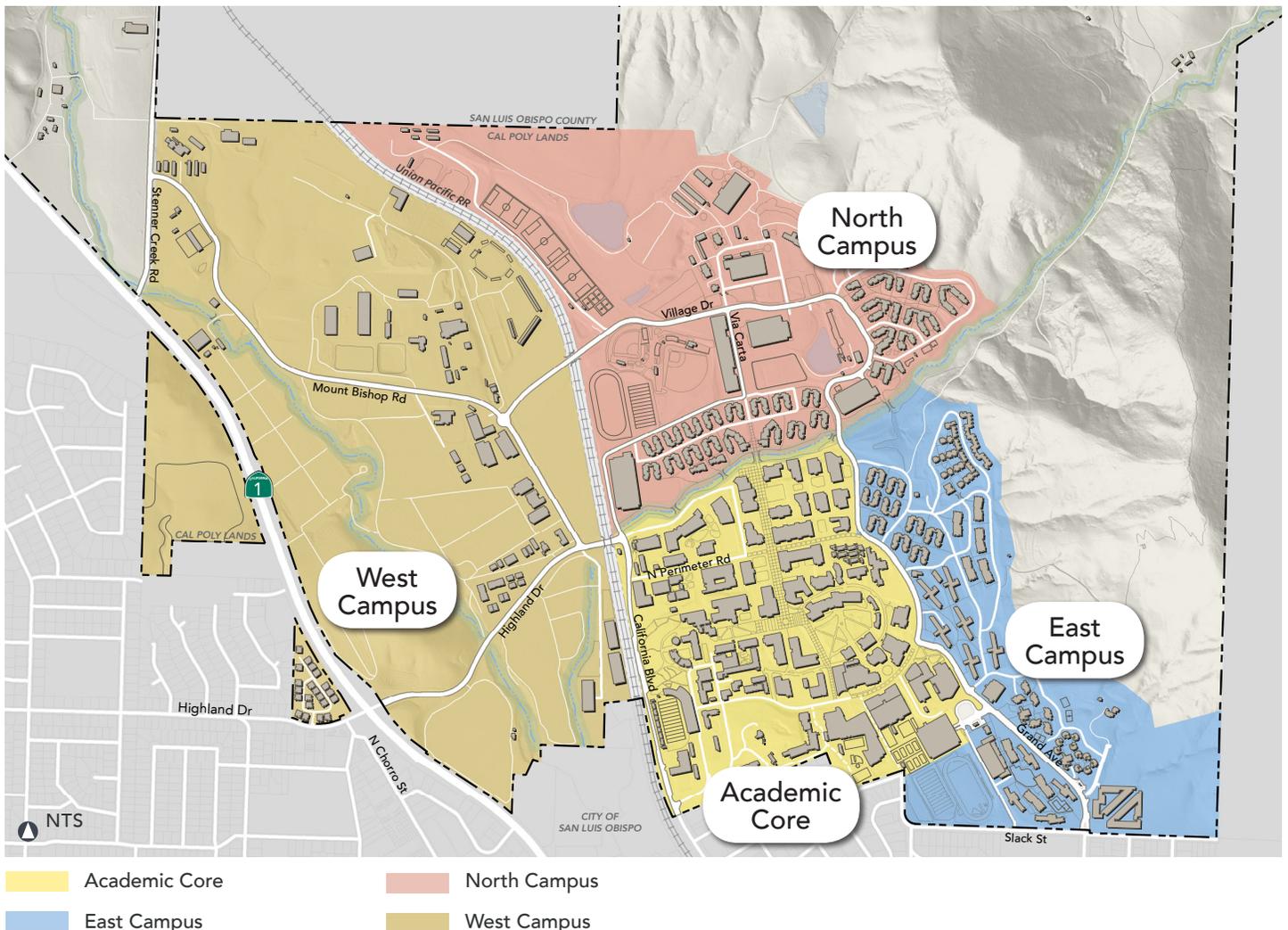
EAST CAMPUS: The East Campus encompasses most first-year student housing and other existing student housing to the east and south of the Academic Core.

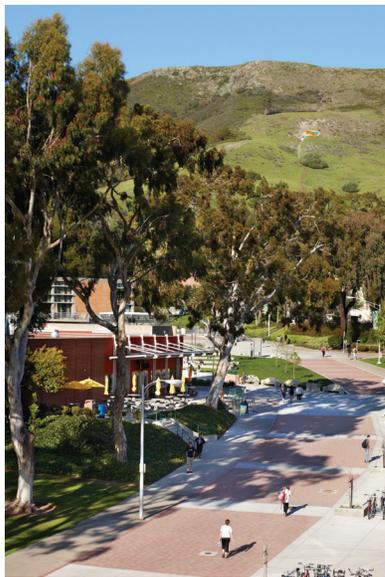
NORTH CAMPUS: Development in the Master Plan extends across Brizzolara Creek from the Academic Core to form the North Campus, which will encompass future student housing, recreation and athletic fields, parking facilities, and outdoor labs.



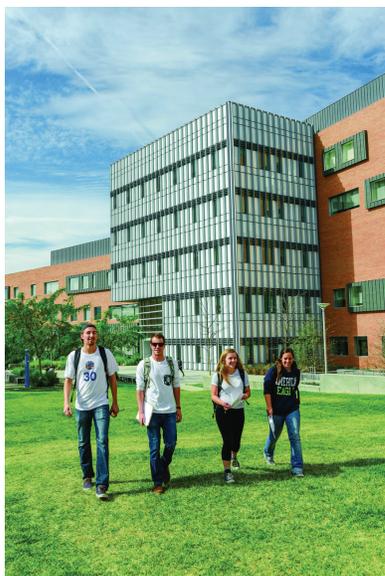
Cal Poly Rodeo

MASTER PLAN DEVELOPMENT AREAS





Mustang Way



Site of future Centennial Meadow

WEST CAMPUS: The West Campus is between the Union Pacific Railroad tracks and Highway 1, with an additional parcel west of Highway 1. It is predominantly agricultural, with some of the university's richest agricultural soils along Stenner Creek and lower Brizzolara Creek. The West Campus also includes supporting land uses along Mt. Bishop Road, including the Technology Park, agricultural facilities and Cal Poly Corporation warehouse.

Academic Core

The Academic Core encompasses the majority of academic teaching and learning facilities. Two activity hubs frame the Academic Core – Julian A. McPhee University Union (UU), and a new area referred to as Creekside Village at the northern edge of the Academic Core at Via Carta and Brizzolara Creek. Creekside Village will house a mix of uses, including teaching and office spaces, recreation, retail and food services, lounge and study spaces, the campus Transit Center and more.

Via Carta, which is already the primary north/south pedestrian and bicycle route for the Academic Core will become the central spine of campus, providing access to a variety of interactive gathering places, open spaces of numerous types and sizes, and will provide a framework for incorporating new buildings in an integrated, unifying and welcoming manner.

A major focus of the Academic Core land use is to create a true heart of campus at the confluence of two spaces, Dexter Lawn and Centennial Meadow. This area is anticipated to be a gathering space, a meeting place, a space for organized activities, casual interaction and a convergence of campus life.

East Campus

Student housing is concentrated on the east side of campus, primarily along Grand Avenue, at the base of the eastern hills. The campus now provides enough space for all first-year students to live on campus, in traditional, dormitory-style housing.

A Residential Neighborhood is proposed east of the Grand Avenue campus entrance and is designated predominately for workforce housing for those with a Cal Poly affiliation.

North Campus

The North Campus contains land uses and facilities across Brizzolara Creek from the Academic Core and is the focus of the physical expansion in the Master Plan.

Developing student housing in the North Campus will enable Cal Poly to house all first- and second-year students, as well as nearly 40 percent of upper division students on campus as enrollment grows. Cal Poly plans to house 63 percent of undergraduates on campus. This requires adding approximately 7,200 new student beds and new recreation facilities. Two parking structures are also proposed, one at Highland Drive east of the railroad tracks, and one at Via Carta near Baggett Stadium.

West Campus

The West Campus includes prime agricultural lands, which are preserved for the most part under this plan. A new Farm Shop is proposed near Highway 1 and Stenner Creek, and the Facilities Operations Complex is also relocated west of the railroad tracks to free up key space within the Academic Core.

ACADEMIC CORE AND NORTH CAMPUS HOUSING





Student collaboration

CAMPUS POPULATION

The Master Plan uses 2015 as the baseline year for all student enrollment and campus population analysis and projects future enrollment and population to the year 2035.

Enrollment

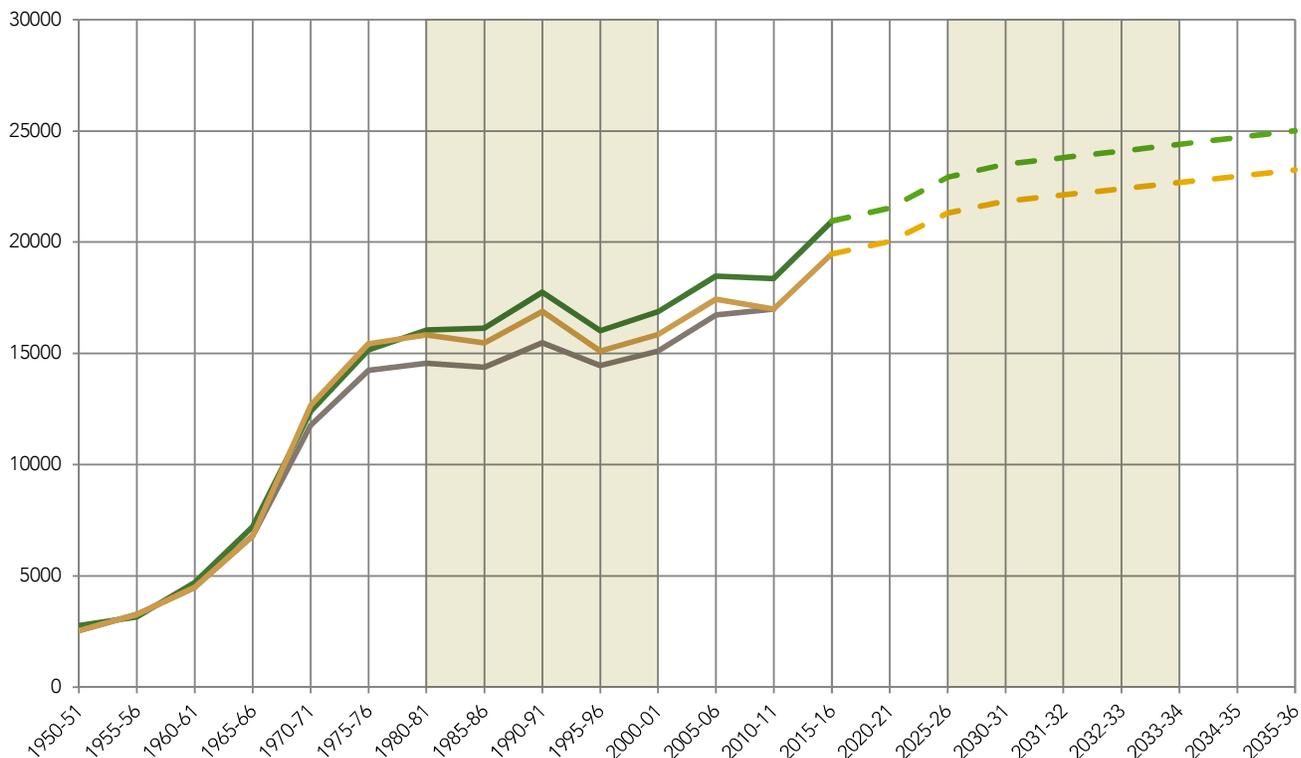
Despite some annual ups and downs, enrollment growth during the past twenty-five years averaged about 200 students per year. This approximate rate is projected for the next twenty years – to 2035 – anticipating annual variation as suggested by the dashed lines in the chart.

The green line on the chart represents fall student headcount, which is higher than Full-Time Equivalent (FTES) because not all students take a full course load each term.

Population Profile

Cal Poly’s student profile is dominantly undergraduate (about 95 percent) with about 85 percent of the new undergraduate students entering as freshmen. The percentages of women and students of color have increased yet men still constitute more than half of the student body. The faculty and staff are also becoming more diverse although the majority still self-identify as white.

STUDENT ENROLLMENT, 1950-PRESENT, WITH PROJECTIONS TO 2035



Source for historical enrollment data: CSU Statistical Abstracts

- AY FTES
- CY FTES
- Estimated Fall Headcount
- Estimated CY FTES

ACADEMIC MISSION AND LEARN BY DOING

ACADEMIC PLAN

Cal Poly's Academic Plan focuses on the university's future leadership role as a premier, comprehensive polytechnic university. Elaborating on the values in the university's Vision 2022, the Academic Plan addresses the overall character of Cal Poly as an inclusive academic community, its Learn by Doing educational philosophy, the academic programs it offers, its commitment to student success, and its approach to scholarship and creative activity. The Plan then lays out the implications for future enrollment, and teaching and learning space.

University Character and Academic Plan Goals

Cal Poly has determined (1) to reinforce its identity as a premier undergraduate, Learn by Doing community of the 21st Century and also (2) to expand its visibility as a leader in higher education at the same time.

Cal Poly can remain predominantly undergraduate and residential, and still pursue innovative initiatives that expand on the university's mission, particularly Learn by Doing and the Teacher-Scholar model.

A key advantage of Cal Poly's continuing residential emphasis is that it also contributes to a holistic, interdisciplinary educational experience with other students as well as with faculty and staff mentors. At the same time, the university knows that it needs to take significant steps to improve the overall campus climate for students, faculty and staff – particularly to support a more culturally and ethnically diverse community.

The Co-Curriculum, Residential Community and Student Success

Cal Poly's Academic Plan explicitly recognizes that "learning occurs everywhere". National research has demonstrated that undergraduate student success depends upon engagement with activities and support systems that complement and extend the formal curriculum. They include relatively traditional individual and group projects outside the classroom or lab and include internships, service learning, field work and travel study. Faculty members actively sponsor many of these activities, some of which are discipline-specific and others interdisciplinary. For example, the Center for Innovation and Entrepreneurship is cross-disciplinary; and music, theatre and debate at Cal Poly involve students from all colleges.

Research, Creativity and the Teacher-Scholar Model

The Teacher-Scholar Model is a pedagogical archetype that encourages faculty to embrace opportunities for research, scholarship and creative activity within their roles as stewards of student success. The model also encourages interaction among faculty and students, recognizing that the physical environment must be planned, programmed, and designed accordingly.

Learn by Doing

At Cal Poly, Learn by Doing is a deliberate process whereby students, from day one, acquire knowledge and skills through active engagement and self-reflection inside the classroom and beyond.

Academic Senate Resolution on Working Definition of Learn by Doing, AS-727-11



Center for Coastal Marine Sciences

Outdoor Teaching and Learning

Extent of Outdoor Teaching and Learning

Outdoor Teaching and Learning (OTL) should be recognized as important to the University's character, history and ongoing mission and that OTL extends beyond agricultural facilities and across numerous disciplines.

Resolved:

That the Teacher-Scholar model include, when possible, meaningful student engagement in faculty scholarly activity and inclusion of scholarship in teaching to create vibrant learning experiences for students.

Academic Senate Resolution on Defining and adopting the Teacher-Scholar Model, AS-725-11

Academic Program Composition

The specific colleges and majors in which students enroll reflect the mission of the university, as well as the kinds of classrooms, laboratories and other teaching facilities that are needed.

In 2015 the College of Engineering (CENG) enrolled the most student majors (29 percent of all students), and the College of Agriculture, Food, and Environmental Sciences (CAFES) was next (19 percent). However, the colleges of Liberal Arts (CLA) and Science and Mathematics (CSM) provide the most instruction (over 30 percent and 27 percent, respectively) – primarily because most students are admitted as freshmen and take general education and support courses taught by these two colleges.

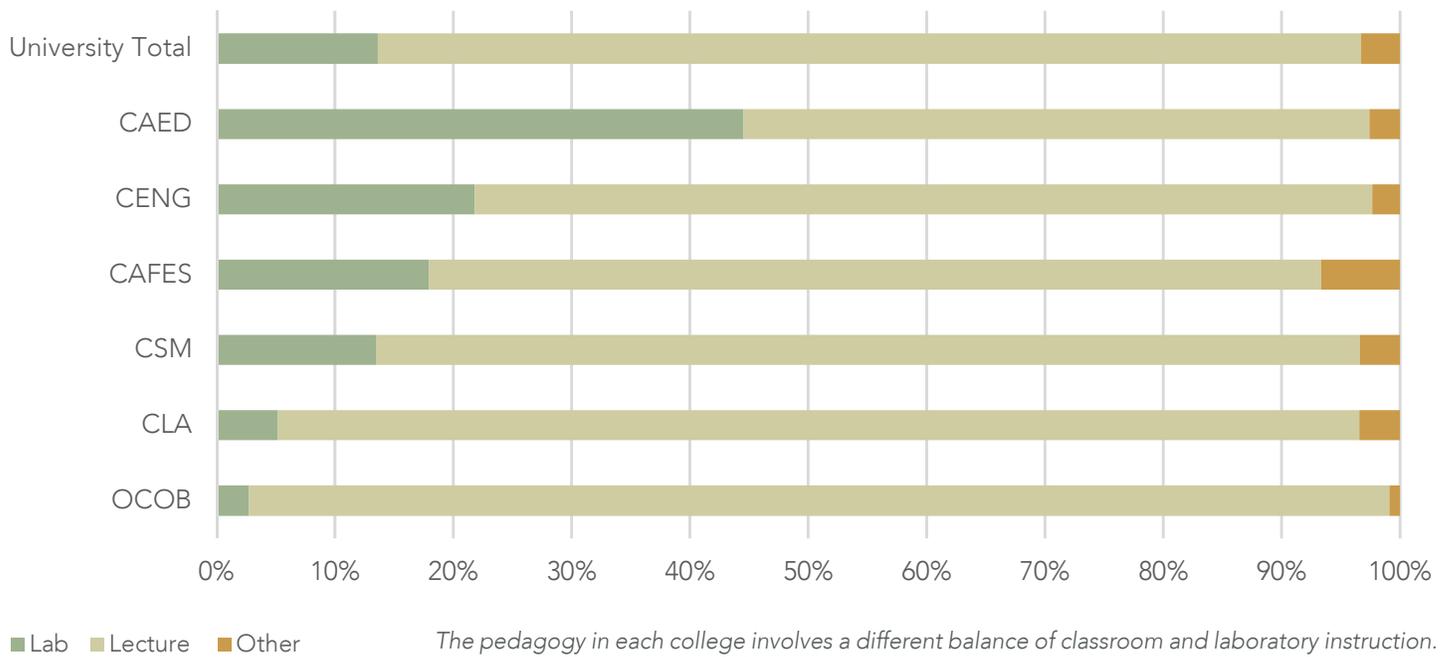
TEACHING AND LEARNING

Academic space encompasses a full range of sites and facilities that support the university mission, from instructional space to all of the functions that directly support teaching and learning, including the library, performance and exhibit space, faculty scholarship and creative activity, and academic advising.

Cal Poly’s Master Plan is designed to reinforce the university’s Learn by Doing approach to education. The university acknowledges the importance of outdoor teaching and learning as well as more traditional classroom and laboratory settings and study areas.

The Master Plan calls for selective renovation, replacement and new construction, particularly in the Academic Core. It also recognizes the value of providing for neutral and unscheduled spaces interspersed with more formal instructional facilities.

MODE OF INSTRUCTION BY COLLEGE (FTES TAUGHT), 2014-15



The pedagogy in each college involves a different balance of classroom and laboratory instruction. For example, the Colleges of Architecture and Environmental Design (CAED) and Engineering teach proportionately more lab classes (including design studios), while the Orfalea College of Business (OCOB) and Liberal Arts teach mostly lecture and seminar classes. The College of Agriculture, Food, and Environmental Science uses the highest proportion of “other” formats – including fieldwork, independent study, and asynchronous instruction. Upper division and graduate students require the most specialized laboratories and equipment.

In the future, Cal Poly sees an expanded need for such flexible areas, in facilities that are clearly welcoming to students and faculty from all disciplines. At Cal Poly, cross-disciplinary learning can progress from the Innovation Sandbox, to the Hatchery, to the SLO Hot House and/or Cal Poly Technology Park as an enterprise matures.

Teaching and Learning in the Academic Core

The redevelopment of the Academic Core is a major feature of the Master Plan, with a major goal to accommodate a variety of functions in addition to and supportive of teaching and learning, including unstructured and informal space for individual and collaborative study.

Outdoor Teaching and Learning Space and Facilities

The Campus Master Plan recognizes the importance of outdoor space for teaching and learning for students in all colleges. This includes the Academic Core, which is a critical location for smaller scale outdoor teaching and learning activity – planned and spontaneous, permanent or temporary.

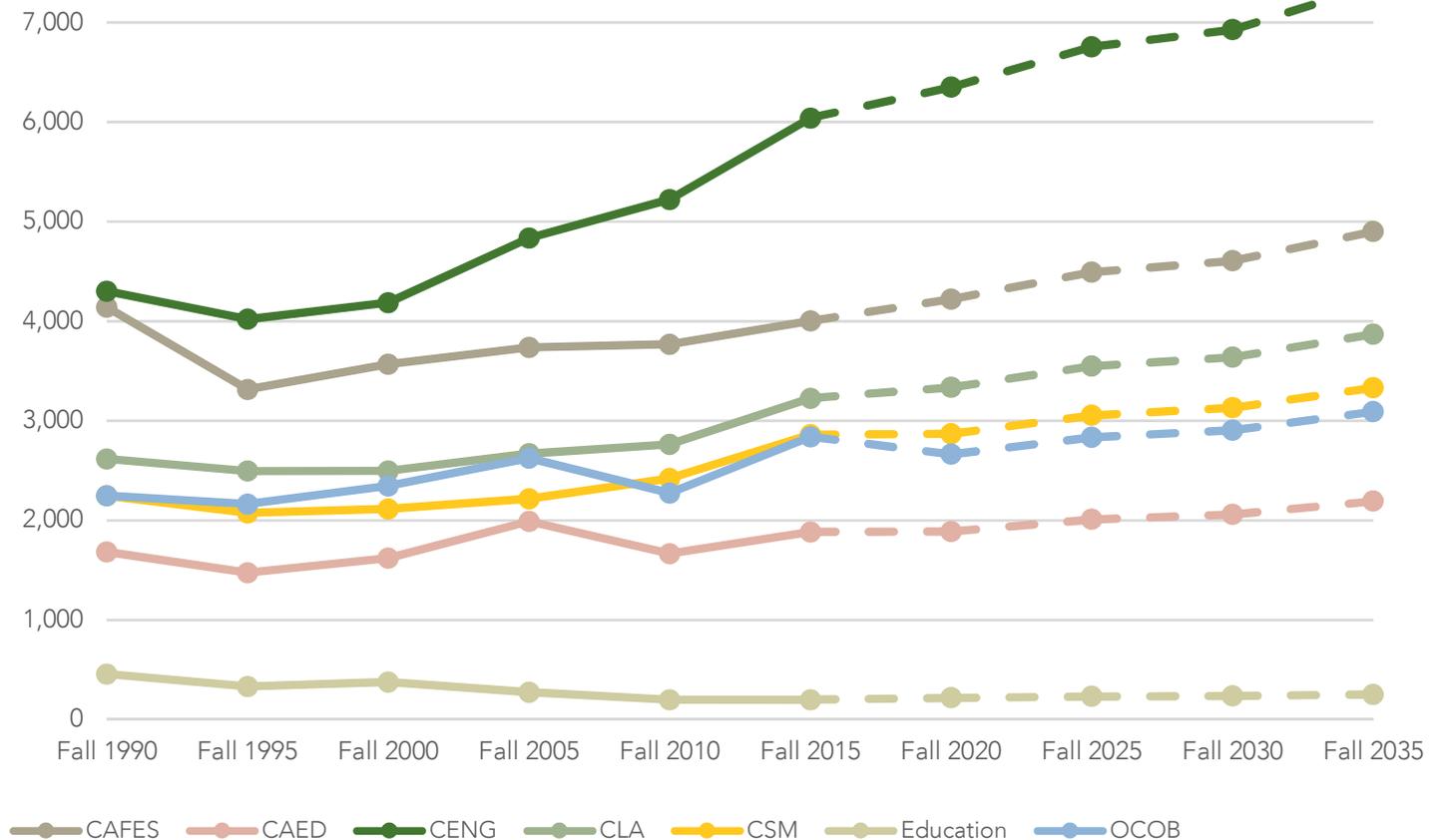


Science lab

Relocation and Replacement of Academic and Instructional Space

The Master Plan necessarily includes redevelopment as well as new development. Some new development will displace existing uses, such as surface parking. Thus, this Master Plan calls for careful phasing and sequencing to minimize disruption of teaching and learning.

HEADCOUNT ENROLLMENT TRENDS AND PROJECTIONS BY COLLEGE

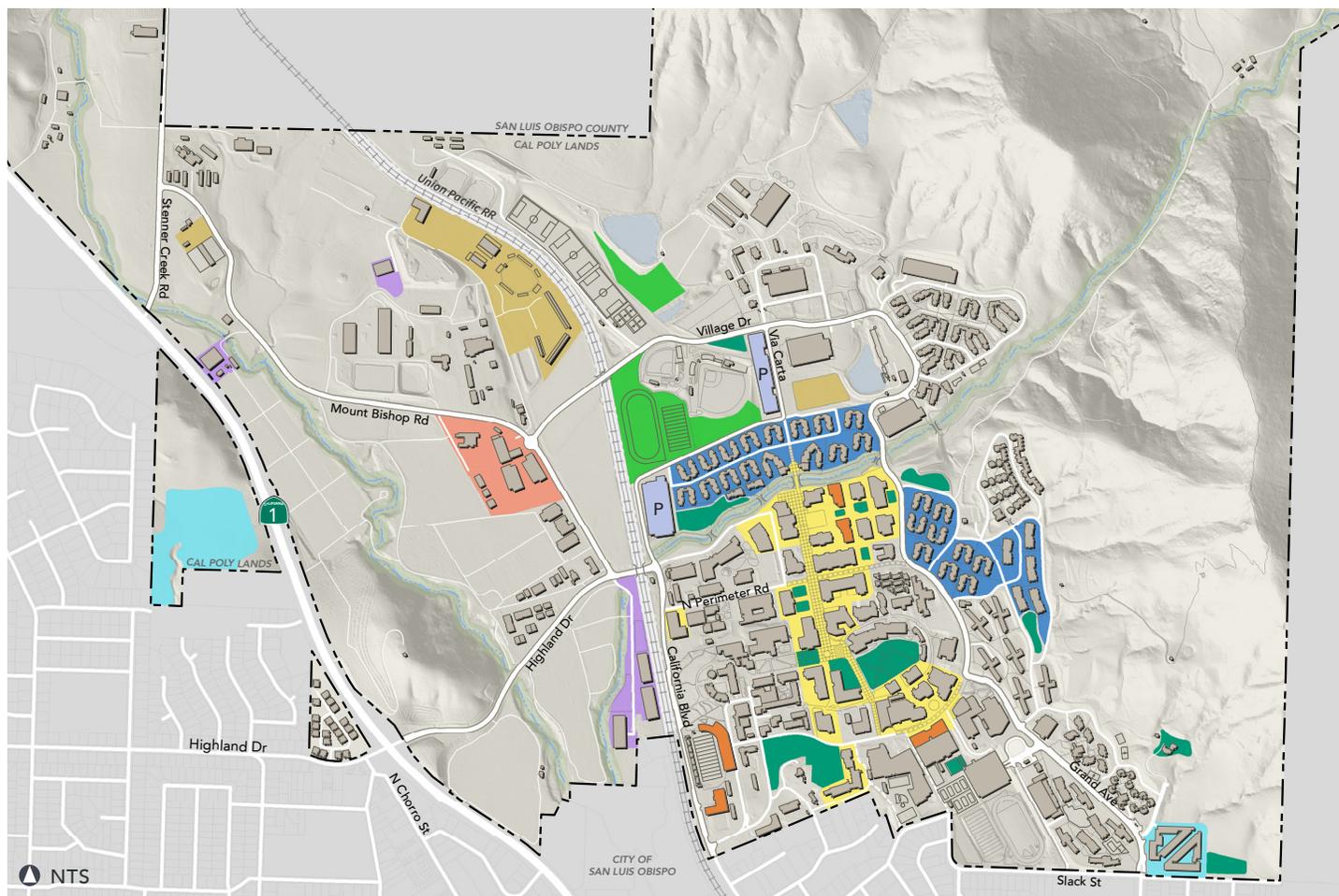


UNIVERSITY LIFE

VIBRANT, ENGAGING, SUPPORTIVE, DIVERSE

Cal Poly stresses the importance of a vibrant campus community – engaging all aspects of university life for students in particular, but also for faculty, staff and visitors. With many more students living on campus, there is a heightened awareness to the needs of a more diverse community and one that addresses the many other aspects of university life, including recreation, dining, entertainment, and retail activities, as well as support services. Only by supporting every student can the university achieve its goals of diversity and inclusion. In the future, many student-centered activities will continue to converge in the Mustang Way activity area. To serve an increase in students, faculty and staff, the Master Plan adds another major center, Creekside Village, connected to the University Union area by a much more active Via Carta corridor. Existing smaller activity centers and other functions will focus in and around the new residential areas, including large land-consuming activities like outdoor recreation and athletics.

DEVELOPMENT PLAN

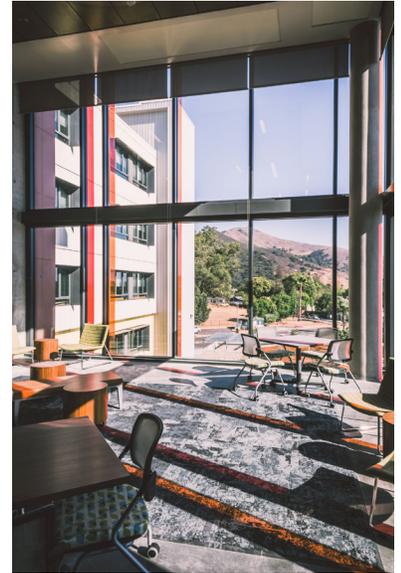


- | | | | | | |
|--|---|---|----------------------------------|---|---|
|  | Facilities Services and Support Facilities Relocation |  | Academic Core Redevelopment Area |  | New Sports Field |
|  | New Residential Neighborhood Area |  | New Student Housing Areas |  | New/Proposed Sports and Recreation Building |
|  | Agricultural Facility Redevelopment |  | Tech Park Expansion |  | |
| | |  | New Informal Recreation Area |  | New Parking Structure |

Services will be integrated in new buildings along Via Carta and in the activity centers – typically, at the ground floor for visibility and access. These buildings could hold a mix of uses, such as academic space, offices, and even residential on upper floors. Dining, entertainment, and commercial services will also be incorporated in the activity centers.

Child care is an increasingly important need for the campus. The Orfalea Family and ASI Children’s Center can remain in its current location. Additional locations can be identified as new projects are programmed. The Health Center site can be expanded to accommodate a wider range of health care services. In addition, ancillary health services may be provided in Creekside Village and/or new student housing north of Brizzolara Creek.

The design for the Academic Core embodies the general University Life principles, along with teaching and learning, campus design, and circulation.



yakʔitʔutʔu Student Housing

VIA CARTA TOWARD NORTH AND CREEKSIDE VILLAGE CONCEPT



Via Carta, the primary north/south artery through the Academic Core, will be enhanced as a lively pedestrian and bicycle oriented street. Both instructional and student support facilities will be oriented to open onto Via Carta, encouraging visual connection and ease of access to the activities inside. Creekside Village will serve as the northern activity hub accessible from Via Carta.

Enhanced Campus Life Working Group:

Charge (excerpt):

Transform campus operations in which the campus service delivery systems and learning approaches are blended and become complementary.

Create a highly functioning, vibrant and comprehensive 24/7 campus life environment through multi-phased dialogue, consultation and collaboration.

Objectives: (excerpt):

Foster an environment that encourages students to stay on campus – days, nights and weekends.

Create attractions that blend social and academic connections.

Enhanced Campus Life Working Group Report, June 2013

Design Principles for Future Housing Projects

Existing campus policies as well as several recommendations and suggestions from the Master Plan advisory committees relate to the design of future housing projects, including the following, which are discussed in other chapters of the Master Plan:

Housing should be designed to be sustainable.

Housing should include services that are affordable to all groups.

Housing should be designed with convenient walking and bicycle access; covered bicycle parking should be provided.

Housing should be designed and managed such that residents can have a sustainable lifestyle.

Faculty/staff housing should be considered for appropriate on-campus sites, but off-campus options may also be suitable.

RESIDENTIAL EXPERIENCE

Student Housing

The Master Plan identifies several areas appropriate for student housing located near to the Academic Core and important services such as dining.

The Master Plan indicates that the area most appropriate for first-year dormitory housing is in the Residential East Campus.

After the first year, a wider variety of living unit types will be provided; this housing is mostly in the North Campus, across Brizzolara Creek, but within easy walking and biking distance of the Academic Core.

Faculty and Staff Housing and Options Primarily for Non-Students

Two locations have been designated on the Master Plan as Residential Neighborhoods primarily for non-students. One of these sites is on the southeastern boundary of the campus and would provide a buffer between the campus itself and adjacent off-campus neighborhoods. It is intended to provide workforce housing with some community facilities and convenience retail, focused first on the Cal Poly community. The other is west of Highway 1 (and was shown in the 2001 Master Plan as H9). The Master Plan designates this site for a University-Based Retirement Community (UBRC).

CREEKSIDE VILLAGE CONCEPT



Creekside Village will be a mixed-use neighborhood comprised of academic, study, recreation, entertainment, food service, market and retail facilities and lounge areas in outdoor and built settings. The Cal Poly Transit Center will be a part of Creekside Village. The buildings and plaza will take advantage of the views and adjacent environment of Brizzolara Creek and will provide a lively 24/7 activity hub for student residents, faculty, staff, and members of the community.

Off-Campus Housing

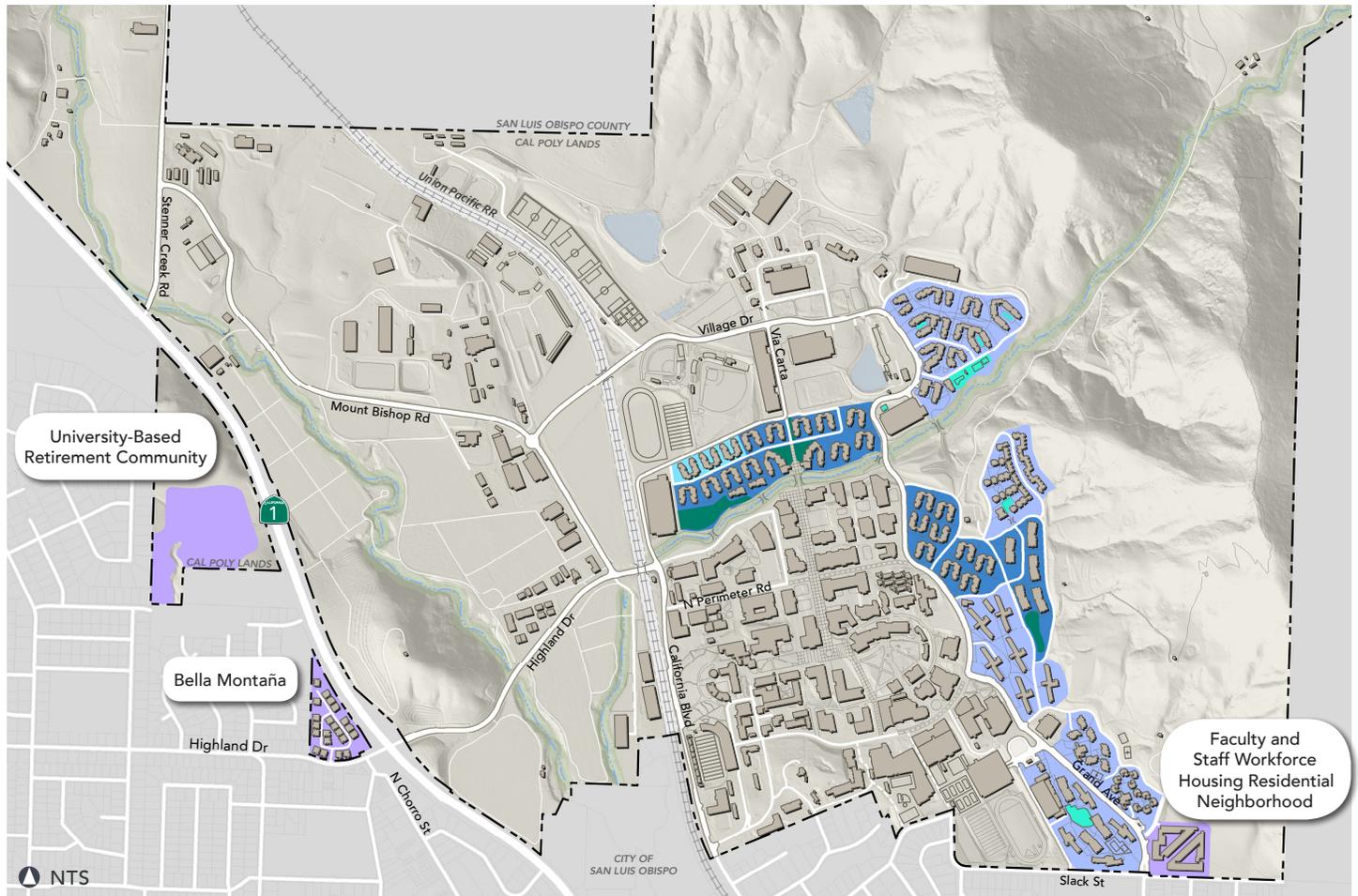
The City and Cal Poly envision the re-integration of non-student and family living into neighborhoods nearest the campus as one element of a broader a healthy “town-gown” relationship.

The SLO “Hot House” in San Luis Obispo’s Downtown, with apartment units for 35 students nearby, known as “Cal Poly Lofts,” is a program that encourages entrepreneurship and innovation among students, which creates an environment similar to a live-work style arrangement.



Cal Poly Lofts student residence lounge

STUDENT HOUSING AND RESIDENTIAL NEIGHBORHOODS



- | | | | | | |
|---|--------------------------|---|------------------------------------|---|--|
|  | Existing Student Housing |  | Existing Informal Recreation Area* |  | Proposed Student Housing (Specialty Housing) |
|  | Proposed Student Housing |  | Proposed Informal Recreation Area* |  | Primarily Non-Student Residential Neighborhood |

* Informal recreation areas within student housing areas only.



Outdoor recreation facilities

RECREATION AND INTERCOLLEGIATE ATHLETICS

The Master Plan calls for replacement (as well as renovation) of some recreation and athletic facilities, particularly north of Brizzolara Creek. In cases where an activity must be relocated, new sites should be identified, and replacement facilities developed prior to the move, where applicable. This includes fields and other outdoor facilities as well as buildings.

Because the Master Plan indicates significant campus growth to the north, care must be taken to assure that on-campus residents who live in the southern and eastern parts of campus are provided with adequate informal recreation opportunities and a clear and safe way of getting to and from scheduled activity venues at any hour.

Overall, the Master Plan expands outdoor athletic and recreation space from 68.9 acres to 87.1 acres.

The Master Plan retains some of the existing facilities, particularly those that are new or designated for renovation or expansion – Recreation Center, Mott Athletics Center, Alex G. Spanos Stadium and the softball and baseball fields. While the Recreation Center is very popular, increasing the number of on-campus residents will require additional recreational outlets. Creekside Village is proposed to house a recreation facility for students, faculty and staff that could be a satellite facility to the existing Recreation Center and provide additional recreational opportunities not currently available.

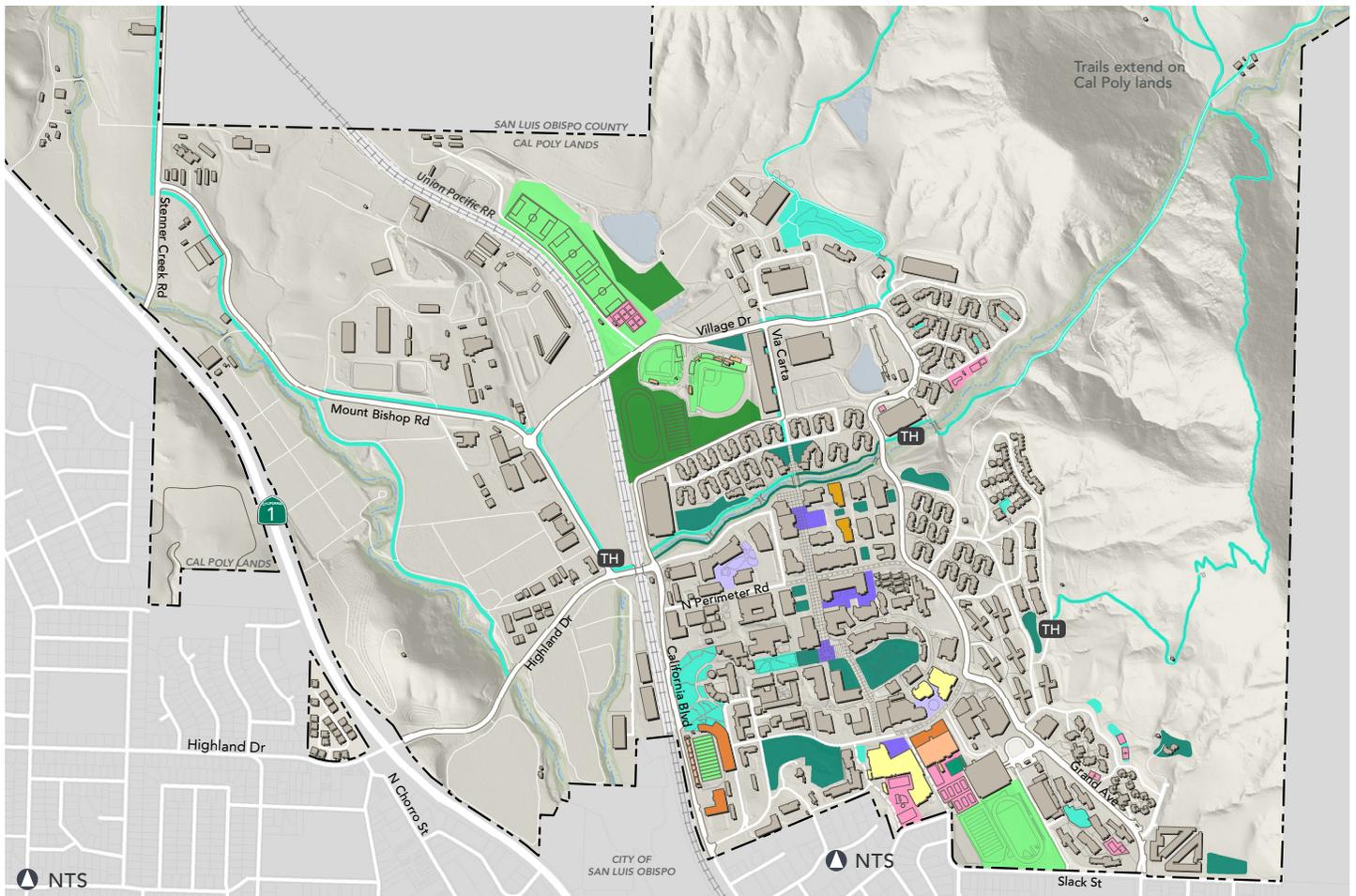


Baggett Stadium



Mott Athletics Center, home to women's and men's basketball

ATHLETIC AND RECREATION FACILITIES



- | | | |
|--|---|---|
|  Existing Sports Building |  Existing Sports Field |  Existing Plaza |
|  Proposed Sports Building |  Proposed Sports Field |  Proposed Plaza |
|  Existing Recreation Building |  Existing Informal Recreation Area |  Existing Sports Court and/or Pool |
|  Proposed Recreation Building |  Proposed Informal Recreation Area |  Existing Unimproved Trailhead |

Design Principles

Safety and Convenience

On-campus residential neighborhoods should be designed with convenient access to the core of campus, including safe and convenient pedestrian and bicycle paths. Consideration should be given to a shuttle service or other intra-campus alternatives when residential developments are beyond convenient walking distance.

Wayfinding

Campus wayfinding should clearly identify places, routes, and destinations; and enable people to orient themselves to find their destination.

ENVIRONMENT AND INFRASTRUCTURE

DESIGN CHARACTER

Natural Setting

Cal Poly is located in a spectacularly beautiful natural setting with dramatic topography and views that include the Nine Sisters volcanic peaks, rolling hills and outcroppings of trees and vegetation. The natural campus setting is remarkable, so the Master Plan emphasizes maintaining and enhancing the visual connection to the surrounding landscape.

The Master Plan has considered the topography of the campus in land use, building siting and open space designations. Incorporating and emphasizing topographic design elements in planning will result in outdoor spaces of varying sizes and character.

Sense of Place

The organization of the Academic Core around significant open spaces, and strong and active circulation routes for pedestrians and bicycles will provide the framework for an iconic sense of place for Cal Poly.

The heart of campus will be realized near the intersection of Via Carta and North Poly View Drive. Dexter Lawn will be expanded as a traditional collegiate grassy quad and will continue to be a major gathering place. Centennial Meadow will become an informal open space with trees and plantings representative of local species interspersed with seating areas of varying size and character. The design and implementation of the central area linking these two major open spaces will be critical to the success of the sense of place of the Academic Core and will create the important collegiate heart of campus that is currently lacking at Cal Poly. The heart of campus will be an iconic place for informal gatherings, individual study and scheduled events. It will be the place where significant and ceremonial university events occur.

Via Carta from Mustang Way to Brizzolara Creek is a major pedestrian thoroughfare. It is important that the manner in which buildings face and access Via Carta and the major and secondary open spaces adjacent to it create a lively, interactive and important place for Cal Poly. Via Carta will have food, student services, indoor and outdoor seating, and transparency to see what students and faculty are making and discussing in the academic and support spaces.

Connectivity

Learning happens everywhere. Spontaneous meeting of colleagues, casual interaction between students working on projects, and the simple action of walking home and pondering new concepts learned in class will all be enhanced by purposeful connectivity between academic, service and residential neighborhoods. New spaces will be designed for planned and spontaneous conversations, individual study and a variety of passive and social interaction as well as walking and cycling.

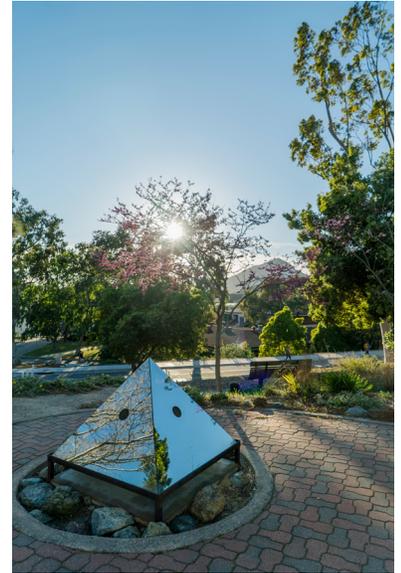


Ag lands

Character Continuity

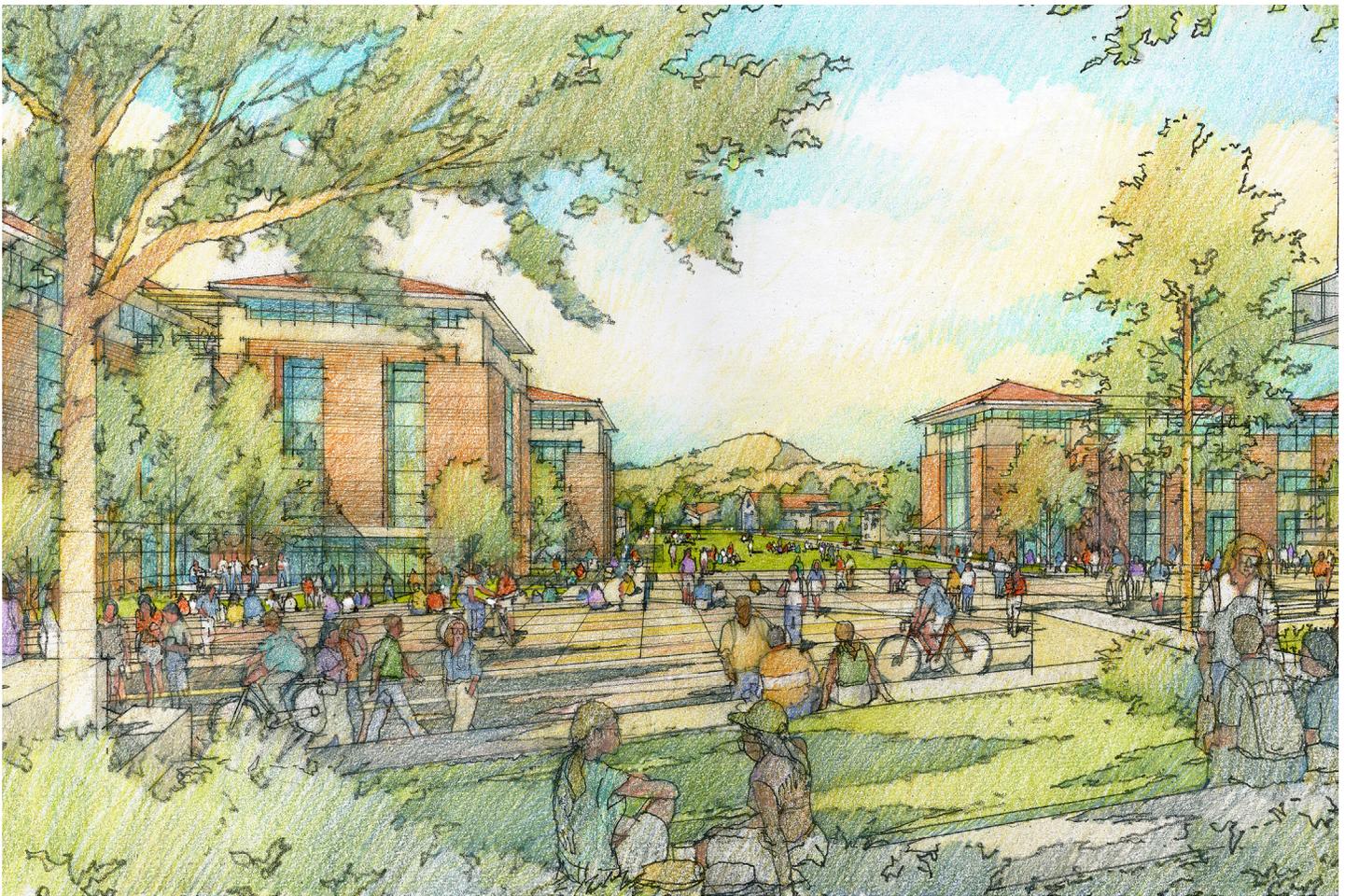
Scale, materials and fenestration need to be appropriate and complementary to the Cal Poly campus and the specific neighborhood in which the building is located. Many buildings incorporate terra cotta color brick, concrete panels and other modular material systems.

While Cal Poly does not have a prescribed architectural vocabulary, a site-specific modern vernacular is befitting to the Academic Core area around Via Carta. New neighborhoods such as Creekside Village and residential neighborhoods should exhibit a high standard of contemporary architectural excellence.

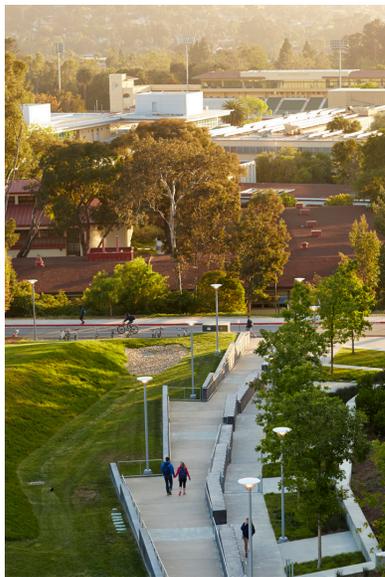


View toward Bishop Peak

HEART OF CAMPUS CONCEPT



The area where the expanded Dexter Lawn and Centennial Meadow converge at Via Carta is planned to emerge as the heart of campus open space. This area will eventually include activity space for major events that might include speakers, concerts, and Commencement ceremonies. The more traditionally formal Dexter Lawn will gradually terrace toward Via Carta, contrasting with the natural landscape of Centennial Meadow. An informal amphitheater and other places for small and large gatherings will highlight this iconic and symbolic convergence of activity and memories.



Walkway adjacent to future site of Centennial Meadow

Open Space

Various open space conditions arise; each calling for a distinct planning and design approach.

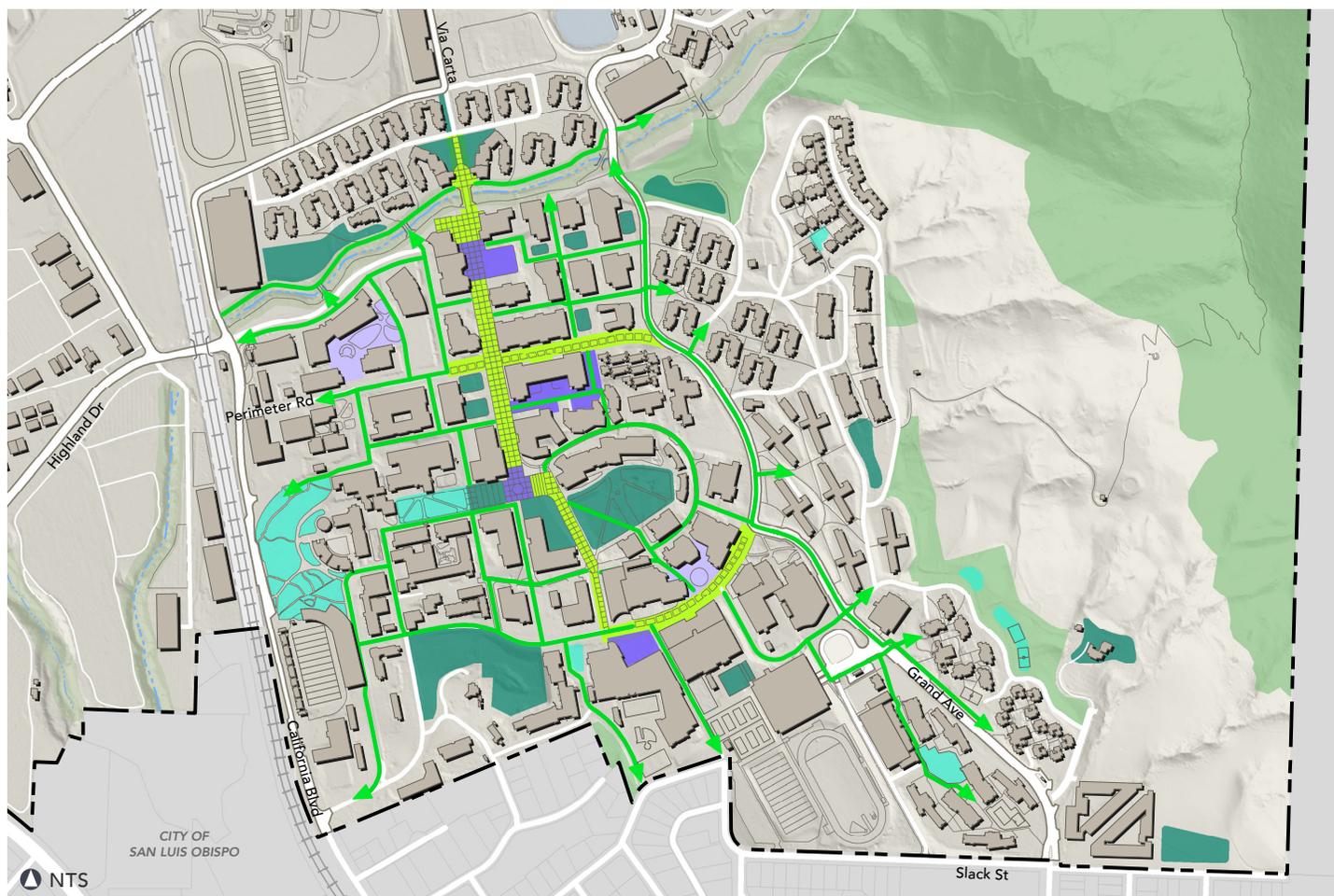
DEXTER LAWN EXPANSION AND HEART OF CAMPUS: As part of the heart of campus, the formal, traditional collegiate green expanse of Dexter Lawn will be extended to the east. The extended lawn will culminate at the realigned intersection of North Poly View Drive and Via Carta.

CENTENNIAL MEADOW: This open space will be informal with numerous and varied seating areas to attract use of the area. This space will require clearly defined pedestrian access ways and connect the University Union activity area to the Academic Core.

SMALLER OPEN SPACES: Each new building project will include adjacent open spaces that provide quality seating and study areas. These spaces will relate to the building and also be inviting to those walking or biking past.

VIEW PRESERVATION: Preservation of views to the Cal Poly outer lands and surrounding hills is an important consideration from open spaces, circulation ways and building windows.

GREEN SPACE AND LANDSCAPE FRAMEWORK



- | | | |
|--|---|--|
|  Existing Campus Green |  Primary Connective Pedestrian Way |  Existing Plaza |
|  Proposed Campus Green |  Pedestrian Interstitial Network |  Proposed Plaza |
| |  Open Space Area | |

SUSTAINABILITY

Cal Poly is committed to being a leader in sustainability in its facilities and operations, and views sustainability as an essential element of its academic mission.

Accordingly, the Master Plan is guided by overarching sustainability principles, and the goal of wise resource management is reflected in features and policies throughout the plan. All of the Advisory Committees – as well as many other contributors – emphasized sustainability in their recommendations. Further, the Master Plan supports using the campus as a living laboratory to integrate sustainability with the academic mission of the university, and its Learn by Doing approach to education.

The plan strives to protect important environmental resources, keeping most prime agricultural land open, creating protective buffers around creeks, and preserving open space and scenic resources. It also requires that new facilities and campus infrastructure be environmentally responsible, energy efficient, and showcase advancements in sustainable technology. New buildings are designed to meet LEED (Leadership in Energy and Environmental Design) standards.

The plan also emphasizes a pronounced shift away from cars toward active transportation modes including walking, bikes and transit. To do so, the plan incorporates “smart growth” measures such as the compact form around the core and mixed uses, which improve the efficiency of infrastructure and energy use as well as reducing reliance on cars. Furthermore, and importantly, the plan calls for increased housing on campus which will reduce commuting and related impacts.



Waste sorting at campus event

Cal Poly's Sustainability Milestones

Talliores Declaration, 2004

Second Nature Climate Commitment, 2016

Association for the Advancement of Sustainability in Higher Education (AASHE), STARS Silver Rating, 2017

Biennial Progress Reports for Sustainability, beginning in 2006

Sustainability Principles

The Natural Resources and Advisory Committee recommended several specific actions that would help implement this policy:

Cal Poly should strive to be a net zero campus by investing in renewable power and prioritizing on campus generation. Cal Poly should continue its program of identifying areas for solar and other forms of renewable energy.

Cal Poly should continue its program of retrofitting older buildings for energy and water efficiency.

Cal Poly should investigate the use of reclaimed water and the use of grey water systems; turf should be limited to high use areas only.

Multi-Modal and Active Transportation Principles

Cal Poly is an exemplar in reducing automobile use and encouraging alternative modes, especially in the Central Coast area. The University’s Learn by Doing philosophy and polytechnic emphasis make for a fertile environment for research and implementation related to best transportation practices. Cal Poly should strengthen its position as a leader in the evolving and expanding field of multi-modal and active transportation.

TRANSPORTATION AND CIRCULATION

The Master Plan calls for circulation infrastructure and related policies and programs that together are intended to provide for the safe and efficient movement of people and things around the campus while also encouraging a more complete shift to an active transportation approach – one that emphasizes walking, bikes and buses over cars. Alternative transportation is important because transportation (largely commuting) accounts for nearly half of Green House Gas emissions generated at Cal Poly.

Key Features of the Circulation System

The proposed circulation system reflects Master Plan principles that aim to address current deficiencies, provide for future needs and continue Cal Poly’s movement away from cars to other modes. The following summarizes key features and related principles.

NEW ROADS

As the campus continues to develop northward, the more intensive uses planned north of Brizzolara Creek will require new roads and parking facilities. Two new roads are proposed: the northernmost one connects Village Drive to Mt. Bishop Road (utilizing in part Sports Complex Road). This would require a grade-separated railroad crossing. Another new road would extend from the California Boulevard and Highland Drive intersection north of the creek and east to Via Carta to access new residential projects in this vicinity. These new routes would not only accommodate vehicles, but also pedestrians and bicycles.

REDESIGNING AND MANAGING ACCESS ON EXISTING ROADS IN THE CORE

The plan calls for the redesign of North and South Perimeter Roads, University Drive, and the eastern end of Highland Drive to restrict through traffic, to create a stronger pedestrian ambiance and to encourage bicycle use. North Perimeter Drive in particular currently divides the Academic Core and creates significant intermodal conflicts.

PARKING

A new parking structure would be developed east of the railroad tracks near Highland Drive to “intercept” most car traffic outside the Academic Core. Another structure is envisioned on Via Carta to serve the entire campus, particularly the sports facilities, Equestrian Center, and the adjacent Agricultural Pavilion. Both structures are located proximate to the new student residential areas so that some of this parking could be incorporated into those projects.

BICYCLES, E-BIKES AND RELATED MODES

The plan calls for more bike paths penetrating into and through the campus and a significant increase in bike parking nearer to destinations in the core. The campus’ circulation systems connect to infrastructure within the City and County of San Luis Obispo.



Bicycle parking adjacent to North Mountain residence hall

TRANSIT

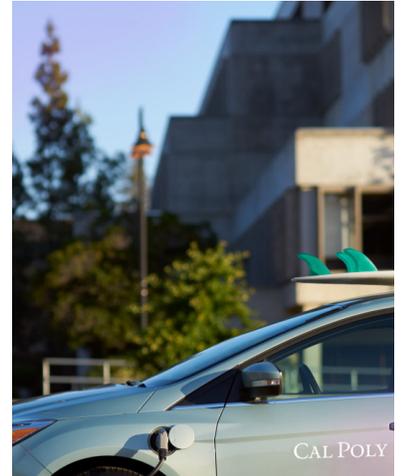
A multi-modal transit center is identified in Creekside Village near the terminus of Highland Drive at University Drive. A new transit stop would be included near the southwest corner of campus to serve the new residential neighborhood.

DROP-OFF AND PICK-UP LOCATIONS

Cal Poly already sponsors van pools and encourages ride sharing, which result in the need for drop-off/pick-up locations. The expansion of ride-hailing services is expected to increase this demand.

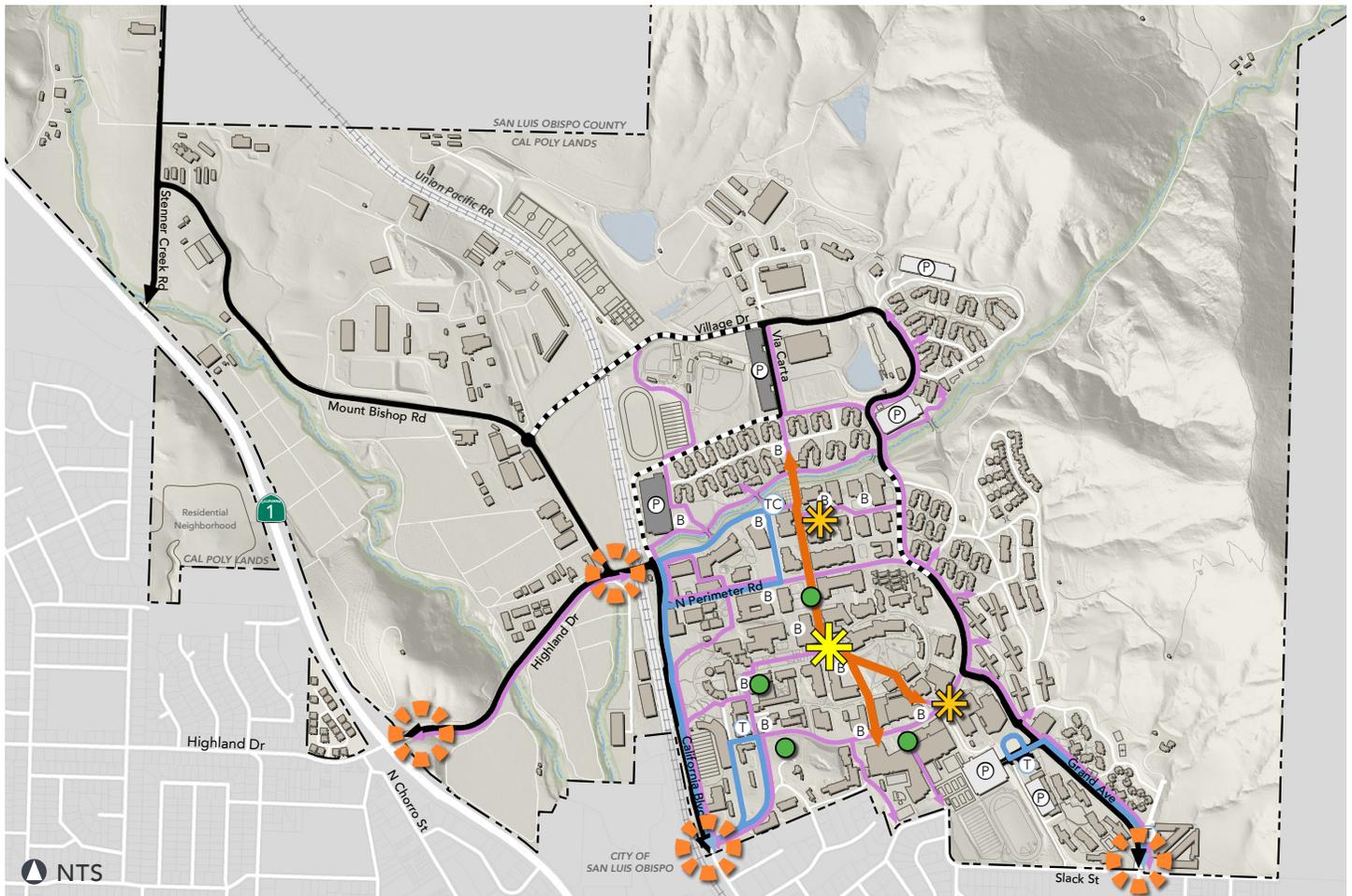
MODAL SHIFT

Effecting the desired modal shift requires new or modified plans and policies, new management approaches and technologies, the installation of specific improvements and the commitment of resources to these ends.



Electric vehicle

MAIN CAMPUS CIRCULATION



- | | | | |
|--|------------------------------------|------------------------|-------------------|
| Roads with Cars, Transit and Class II Bike Lanes | Primary Bicycle/Pedestrian Route | Campus Gateways | Parking Structure |
| Proposed Roads with Cars, Transit and Class II Bike Lanes | Secondary Bicycle/Pedestrian Route | Heart of Campus | Bike Station |
| Roads with Restricted Access, Transit, and Class II Bike Lanes | Proposed Parking Structure | Campus Activity Center | Transit Center |
| Via Carta Walk | Existing Parking Structure | Activity Area | Transit Stop |



CAED Lab

GUIDING PRINCIPLES

The concepts in a physical Master Plan are most easily seen in maps and accompanying diagrams that are based on numerous ideas about what a campus should look like and how it should function. These ideas have been largely articulated in Cal Poly's Master Plan as principles – including more general Guiding Principles and more detailed principles for critical planning topics including the academic mission, residential community, design, , transportation and circulation, and implementation.

These Guiding Principles can be thought of both as starting points for the planning process as well as overarching directives relevant to all or most Master Plan topics.

More detailed principles, implementation programs, and ongoing administrative policies largely came from the six Master Plan Advisory Committees appointed by the President. The Master Plan professional team considered these recommendations throughout the plan development. This Abridged Master Plan includes some of these principles in sidebars. Please refer to the comprehensive Campus Master Plan for a complete list of Master Plan principles.



Outdoor Teaching Lab (OTL)

GP ACADEMIC MISSION AND LEARN BY DOING

01 Cal Poly's land and resource uses should advance the university's academic mission.

GP 02 Planning should preserve and encourage the Learn by Doing approach to Cal Poly's academic curriculum and reflect that approach in the overall campus character, including outdoor teaching and learning (OTL).

GP 03 Planning should consider not only current needs and trends, but also changing academic priorities and new pedagogical techniques.

GP RESIDENTIAL COMMUNITY AND UNIVERSITY LIFE

04 The percentage of students living in on-campus housing should be increased and Cal Poly should continue to develop into a livable residential campus, where academic facilities, housing, recreation, social places, and other support facilities and activities are integrated.

GP DESIGN CHARACTER

05 Cal Poly's scenic setting – a campus surrounded by open spaces – should be preserved. Its open lands and the surrounding natural environment are highly valued and should be considered in campus planning efforts

GP 06 Open space should be incorporated into the campus core and integrated into the scope of every new building project, for aesthetics, leisure, social interactions, and activities contributing to a healthy lifestyle.

GP 07 Land uses should be suitable to their locations considering the environmental features of the proposed sites.

GP 08 The siting of new land uses and buildings should always be considered within the context of the greater campus. Functional connections among related activities should be considered, including the nature of activities, “adjacencies” and paths of travel.

GP 09 The siting and design of campus buildings and other features should reflect and enhance visual and physical connections to the surrounding natural environment and outdoor spaces on-campus, and should maintain, enhance or create aesthetically pleasing views and vistas.

GP 10 Campus buildings should incorporate the best design elements regarding massing, human scale, materials, articulation, architectural interest, and connections with surrounding buildings and spaces. Design should reflect authenticity and attention to details in materials, historical context and architectural style.

GP 11 Cal Poly should be sustainable with regard to its land and resource planning, as well as site and building design, and operations. Cal Poly should meet or exceed all state and system-wide policies.

GP 12 As an important element of Cal Poly’s academic mission, the university should be a proactive leader in wise and sustainable land and resource management.

GP 13 **TRANSPORTATION AND CIRCULATION**

Access to and around campus should be safe, efficient and effective for all modes, while shifting to an active transportation system that gives priority to walking, bicycles, emerging mobility technologies, and transit over cars.

GP 14 **IMPLEMENTATION**

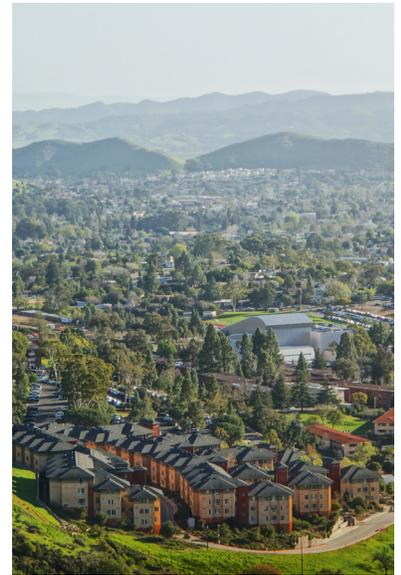
Cal Poly should evaluate both past investment and the need for future expansion when planning for new and redeveloped facilities.

GP 15 In cases where an activity must be relocated, new sites should be identified and replacement facilities developed prior to the move, where applicable.

GP 16 Cal Poly should consider potential impacts – including but not limited to traffic, parking, noise and glare – on surrounding areas, especially nearby single-family residential neighborhoods, in its land use planning, building and site design, and operations.

GP 17 Cal Poly should inform local agencies and the community prior to amending the Master Plan or developing major new projects and provide opportunities for comments.

GP 18 Cal Poly should maintain open communication with neighbors, stakeholders, and local public agencies, respecting the community context and potential impacts of campus development.



Cerro Vista Apartments



Walkway to Academic Core

MAPS

ILLUSTRATIVE MASTER PLAN



Rendering by Al Forster. Awarded the Award of Excellence by the American Society of Architectural Renderers.

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LAND USE

The Land Use map for the campus designates the kinds of development suitable for different areas. All areas of campus have a land use designation that reflects the existing or future use.

 **Academic Core (AC)** is the most densely developed area of campus, where instructional spaces are concentrated along with many related service and support functions.

 **Student Housing (SH)** is focused in the East Campus, with a first-year student neighborhood, with new housing for older students located in the North Campus.

 **Residential Neighborhoods (RN)** are designated predominately for workforce housing, including some community facilities and convenience retail, designed for those with a Cal Poly affiliation.

 **Venues (V)** include the Performing Arts Center, Cal Poly Athletics formal sport facilities such as Alex G. Spanos Stadium or Baggett Stadium.

 **Sports Fields (SF)** include active recreation space, such as intramural softball and soccer fields, athletics practice fields, and tennis courts, as well as swimming pools.

 **Services (S)** designates non-academic space used for student support facilities such as the Administration Building and food and retail outlets.

 **Operational (OP)** land use designation covers facilities and infrastructure essential to the day- to-day operation of the university.

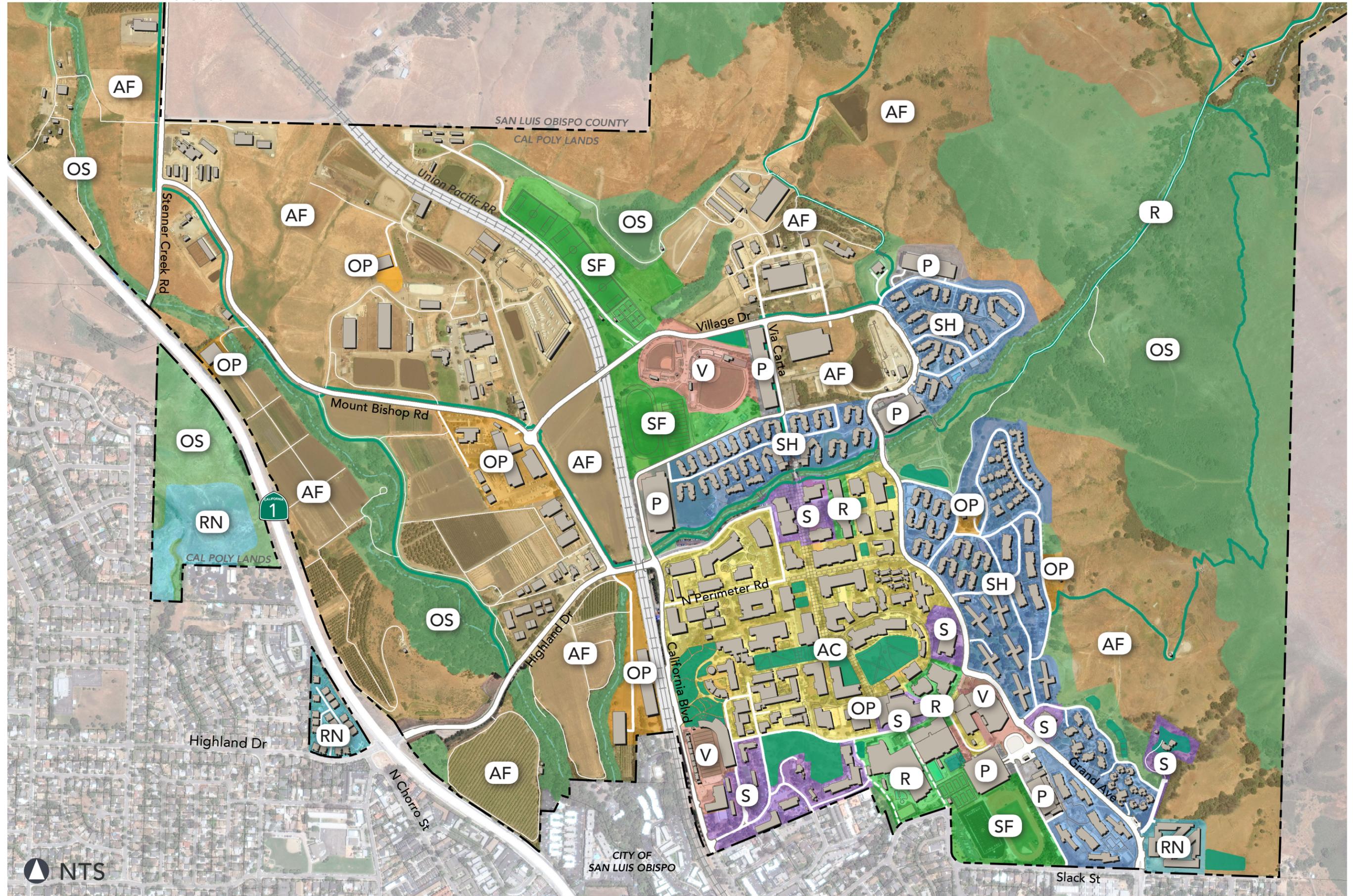
 **Agriculture Facility (AF)** includes uses and facilities that are supportive to the campus' agricultural operations.

 **Open Space (OS)** includes natural areas surrounding main campus, such as Poly Canyon, the eastern Cal Poly "P" hillside, creek riparian corridors, and some areas within North Campus.

 **Recreation (R)** designates the Recreation Center, a proposed additional recreation facility in Creekside Village and areas used for informal recreation.

 **Parking (P)** land use designation identifies existing and future parking facilities, both surface and in structures. Only parking structures are labeled "P".

LAND USE WITH AERIAL BACKGROUND



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CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Master Plan Enrollment: 22,500 FTE

BUILDING LEGEND

01	Administration	114	Yosemite Hall
02	Cotchett Education	115	Chase Hall
03	Business	116	Jespersen Hall
05	Architecture and Environmental Design	117	Heron Hall
06	Christopher Cohan Center	121	Cheda Ranch
07	Advanced Technology Laboratories	122	Parker Ranch
11	Agricultural Sciences	123	Peterson Ranch
13	Engineering	124	Student Services
15	Cal Poly Corporation Administration	128	<Water Reclamation Facility>
17	Crop Science/Farm Store	129	Avila House
17J	Crop Science Lab	130	Grand Avenue Parking Structure
18	Dairy Science	131	yak?it?ut?u Residential Community Parking Structure
18A	Leprino Foods Dairy Innovation Institute	132	<Northwest Campus Parking Structure>
19	Dining Complex	133	Orfalea Family and ASI Children's Center
19A	<Dining Commons Addition>	133F	<Orfalea Family and ASI Children's Center Expansion>
21	Engineering West	136	Irrigation and Training Research Center (ITRC)
25	Faculty Offices East	136B	<Irrigation and Training Research Center (ITRC) Practice Fields>
27	Health and Wellbeing Center	138	<Via Carta Parking Structure>
27A	<Health and Wellbeing Center Addition>	142A	<Creekside Village>
28	Albert B. Smith Alumni and Conference Center	142B	<Creekside Village>
31	University Housing	142C	<Creekside Village>
32	Oppenheimer Family Equine Center	142D	<Transit Center>
33	Clyde P. Fisher Science Hall	143A	<Northeast Academic Complex>
34	Walter F. Dexter Building	143B	<Northeast Academic Complex>
35	Robert E. Kennedy Library	143C	<Northeast Academic Complex>
35A	< Academic Center Library Addition>	143D	<Northeast Academic Complex>
40	Engineering South	143E	<Northeast Academic Complex>
41A	Grant M. Brown Engineering	143F	<Northeast Academic Complex>
41B	Baldwin and Mary Reinhold Aerospace Engineering Laboratories	143G	<Northeast Academic Complex>
41C	Aero Propulsion Lab	144A	<Math and Science>
42	Robert A. Mott Athletics Center	144B	<Math and Science>
42A	Anderson Aquatic Center	144C	<Math and Science>
42B	<Robert A. Mott Athletics Center Expansion>	150	Poultry Science Instructional Center
43	Recreation Center	151	<Facilities Operations Complex>
44	Alex and Faye Spanos Theatre	152	<University-Based Retirement Community>
45	H. P. Davidson Music Center	153	Bella Montaña
45A	<Davidson Music Center Renovation/Addition>	154A	Animal Nutrition Center
46	Old Natatorium	155	J and G Lau Family Meat Processing Center
47	Faculty Offices North	156	Fermentation Science
48X	Leaning Pine Arboretum	159	Environmental Horticulture Science
49	<Farm Shop>	160	Baggett Stadium
50J	Mount Bishop Warehouse	160A	Dignity Health Baseball Clubhouse
50K	Communications Services Storage	161	Bob Janssen Field
50L	Rose Float Lab	163	Sports Complex Lower Fields
51	University House	164	Oppenheimer Equestrian Center
53	Science North	170	Cerro Vista Apartments
55	Beef Cattle Evaluation Center (BCEC)	171	Poly Canyon Village Apartments
55E	Beef Cattle Evaluation Center (BCEC) Expansion	172	yak?it?ut?u Residential Community
56	Swine Unit	173	<Student Housing>
57	Veterinary Hospital	174	<Student Housing>
60	Crandall Gymnasium	175	<Student Housing>
61	Alex G. Spanos Stadium	176	<Faculty and Staff Workforce Housing>
61A	<Alex G. Spanos Stadium Expansion>	177	<Student Housing>
62	<Spanos Athletic Facility>	178	<Student Housing>
65	Julian A. McPhee University Union	179	<Student Housing>
75	Mustang Substation	180	Warren J. Baker Center for Science and Mathematics
76	Old Power House	181	Agricultural Science Research and Teaching Complex
77	Rodeo Facilities	182A	<Student Support Services>
77A	<Rodeo Support Facilities>	182B	<Student Support Services>
81	Hillcrest	184A	<South Via Carta Academic Complex>
82	Cal Poly Corporation Warehouse	184B	<South Via Carta Academic Complex>
82D	<IT Services Consolidation>	184C	<South Via Carta Academic Complex>
83	Technology Park	186	Construction Innovations Center
84	<Technology Park Expansion>	187	Simpson Strong-Tie Material Demonstration Lab
105	Trinity Hall	191	<Engineering Projects Building>
106	Santa Lucia Hall	192	Engineering IV
107	Muir Hall	193	<Northwest Polytechnic Center>
108	Sequoia Hall	197	Bonderson Engineering Project Center
109	Fremont Hall	271	Village Drive Parking Structure
110	Tenaya Hall	371	Canyon Circle Parking Structure
112	Vista Grande Complex	371B	University Housing Depot
113	Sierra Madre Hall		

<> indicates proposed facilities

MASTER PLAN TECHNICAL MAP - MAIN CAMPUS



MASTER PLAN ENROLLMENT: 22,500 NET FTES

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MASTER PLAN TECHNICAL MAP - ACADEMIC CORE



**MASTER PLAN MAP
CALIFORNIA POLYTECHNIC
STATE UNIVERSITY
SAN LUIS OBISPO**

BUILDING

- Existing
- ▭ Future
- ⊠ To Be Removed

PARKING

- Ⓟ Existing Lot
- Ⓟ Future Lot
- ⬢ Existing Parking Structure
- ⬢ Future Parking Structure

OTHER

- - - Existing Property Line

MASTER PLAN ENROLLMENT: 22,500 NET FTES

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CAL POLY

<https://masterplan.calpoly.edu/>