CALIFORNIA STATE UNIVERSITY, LONG BEACH

2035 CAMPUS MASTER PLAN UPDATE

APRIL 2022

CALIFORNIA STATE UNIVERSITY

LONG BEACH

CONSULTANT TEAM

DLR Group, Master Planning

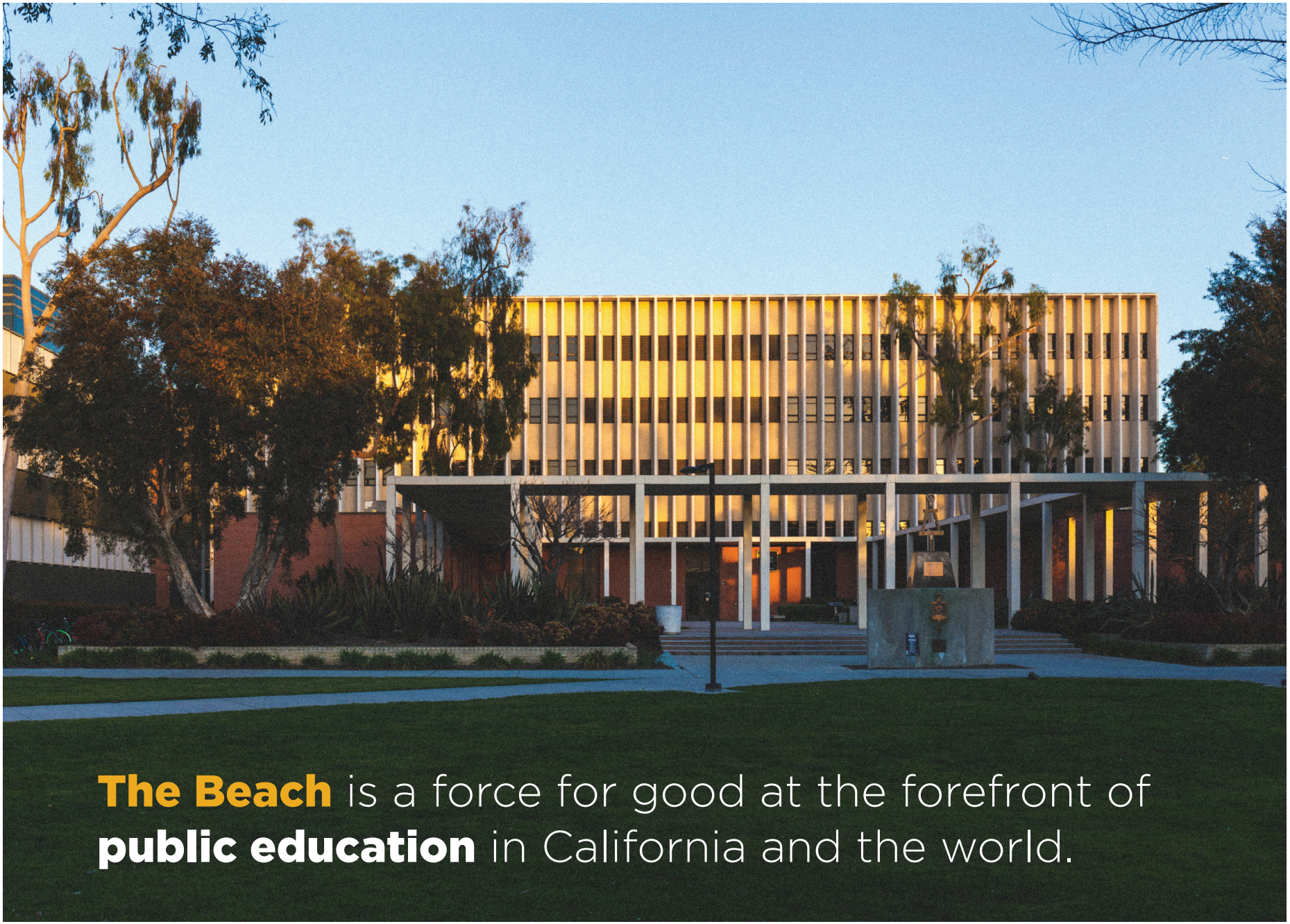
SWA, Landscape Architecture

Fehr & Peers, Multi-Mobility

HLCM, Cost Estimation

CALIFORNIA STATE UNIVERSITY, LONG BEACH

2035 CAMPUS MASTER PLAN UPDATE



The Beach is a force for good at the forefront of **public education** in California and the world.

VIVIAN ENGINEERING CENTER

CALIFORNIA STATE UNIVERSITY, LONG BEACH

California State University, Long Beach (CSULB) is a teaching-intensive, research-driven University committed to providing esteemed higher education critical for success in the globally-minded 21st century. Known nationally as “The Beach”, the University is annually ranked among the best universities in the West and considered one of the best values in the entire nation. Over 37,500 students attend the University’s eight colleges. The campus is recognized for its rich educational opportunities and positive contributions from students, faculty, staff, and more than 300,000 alumni. The achievements of the University are based on excellent faculty and staff, exceptional degree programs, diversity of its student body, and fiduciary and administrative responsibility.

#4

NATIONALLY IN AWARDING BACHELOR’S DEGREES TO MINORITY STUDENTS

(DIVERSE ISSUES - HIGHER ED’S ANNUAL LIST - TOP 100 DEGREE PRODUCERS, 2020)

#4

NATIONALLY FOR CAMPUS DIVERSITY

(WALL STREET JOURNAL/ TIMES HIGHER EDUCATION, 2020)

#10

BEST PUBLIC UNIVERSITY IN THE NATION

(EDUCATIONREFORMNOW.ORG, 2020)

#1

NATIONALLY IN UPWARD SOCIAL MOBILITY

(EDUCATIONREFORMNOW.ORG, 2020)

#8

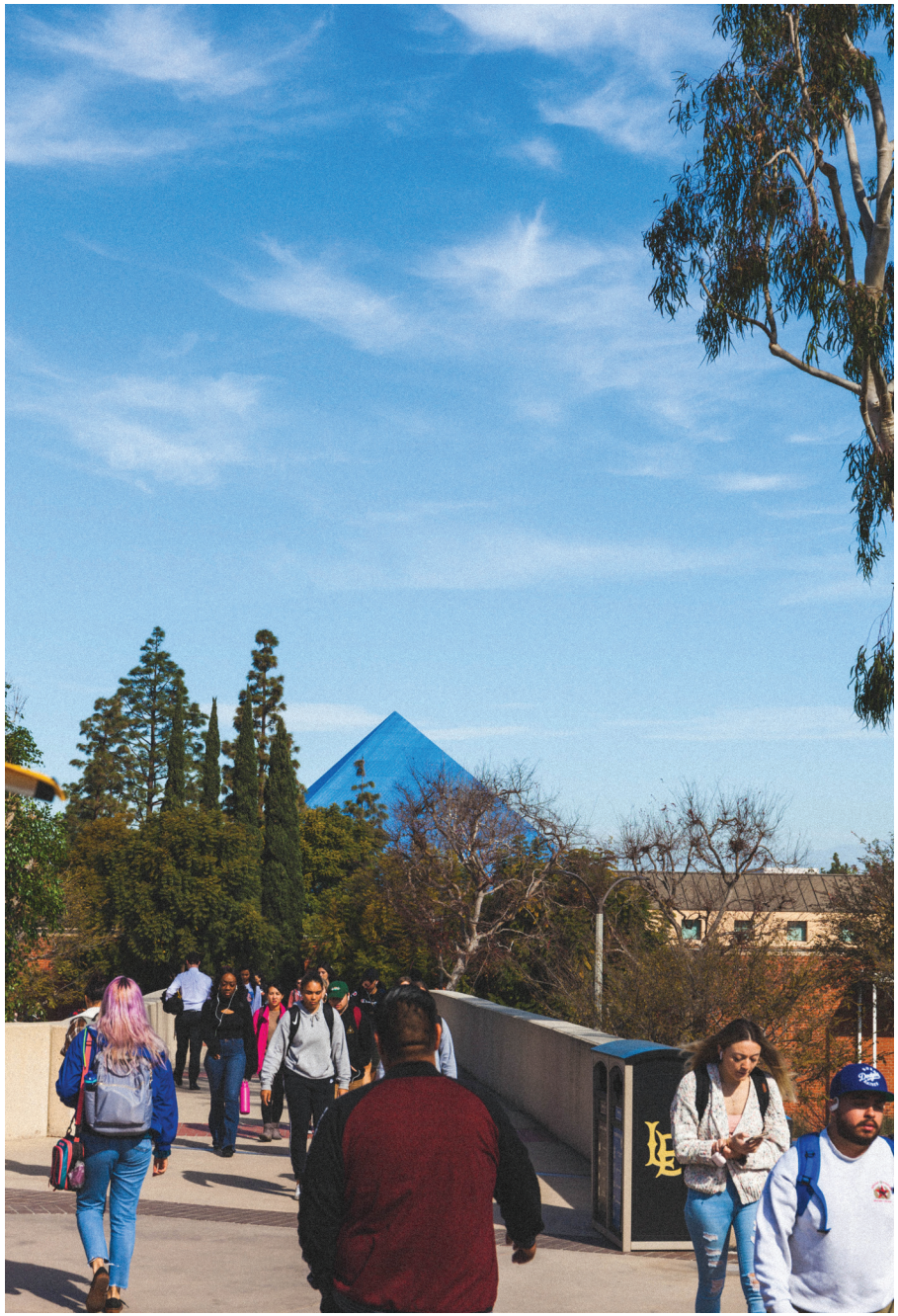
TOP DESTINATION FOR TRANSFER STUDENTS

(US NEWS AND WORLD REPORT, 2020)

#1

NATIONALLY IN AWARDING THE MOST MASTER’S DEGREES IN PHYSICS TO UNDERREPRESENTED MINORITIES

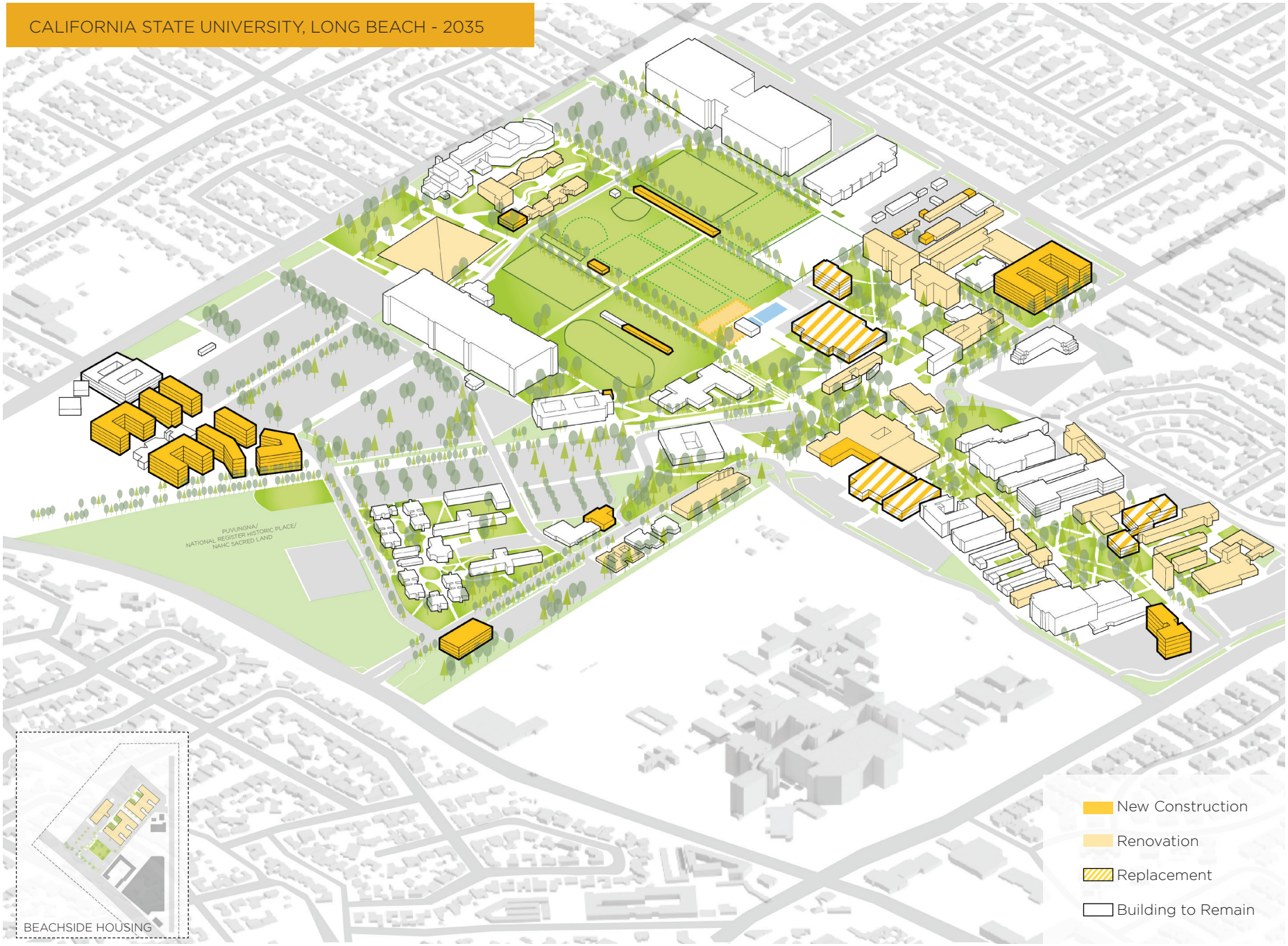
(EDUCATIONREFORMNOW.ORG, 2020)



THE WALTER PYRAMID SEEN FROM BROTMAN HALL

CALIFORNIA STATE UNIVERSITY, LONG BEACH - 2021

CALIFORNIA STATE UNIVERSITY, LONG BEACH - 2035



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WHEN YOU SEE THIS ICON

PROJECT INTRODUCTION


01

A VISIONARY ROAD MAP

CSULB is home to an 18-story bright blue pyramid soaring above the campus.

The structure is **bold**; it is **memorable**; it is **iconic**. The process of the Campus Master Plan Update sought to understand:

"WHAT ARE THE BOLD IDEAS OUR CAMPUS NEEDS TODAY TO MEET THE NEEDS OF SOCIETY AND PREPARE OUR STUDENTS FOR THE DECADE AHEAD?"

This Master Plan answers that question through its **bold actions** that respond directly to the University's strategic priorities.

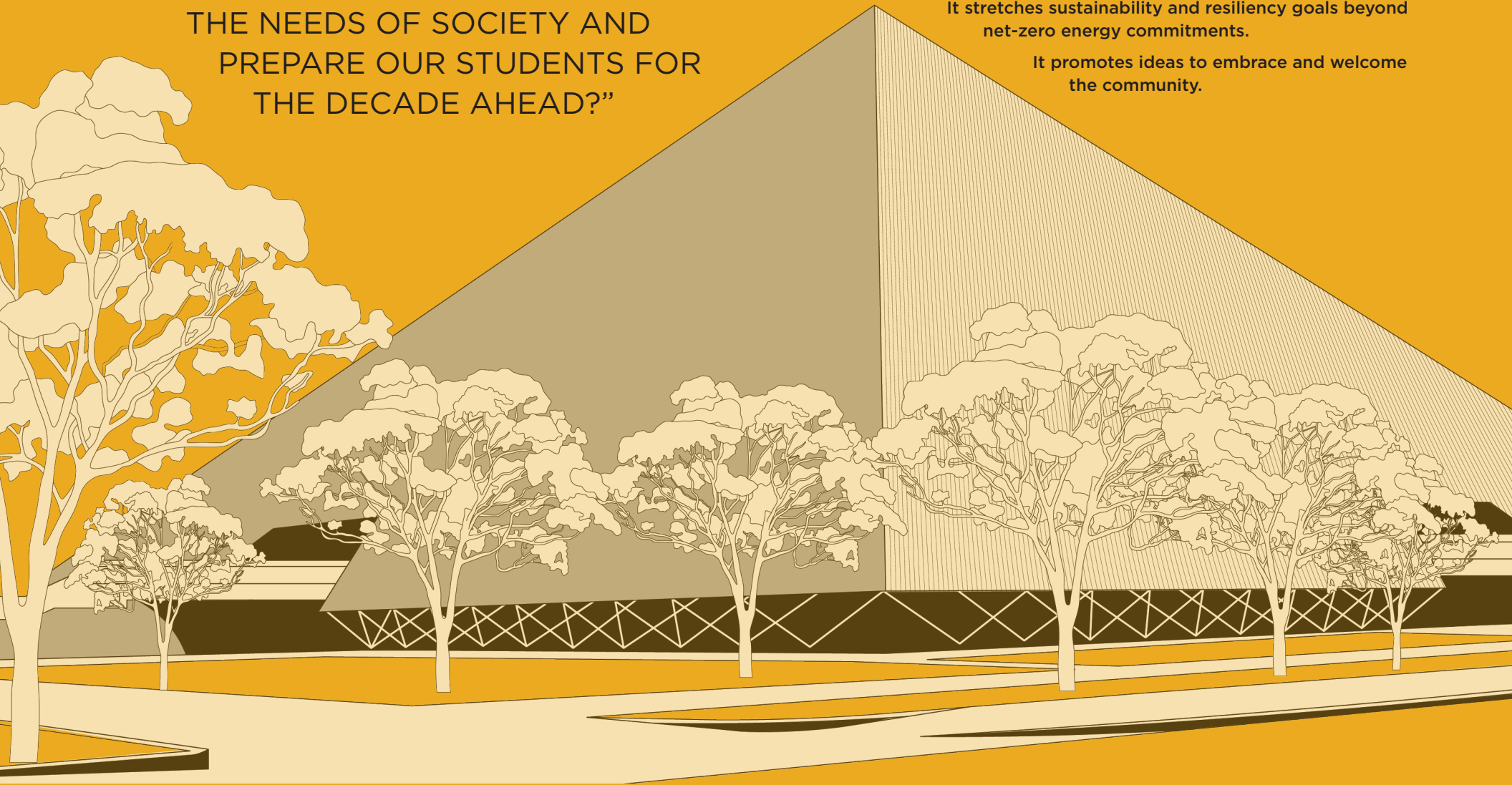
It focuses on the students who are on campus today and promises to embrace the students of the future.

It promotes an inclusive campus environment.

It is a collection of passionate voices and innovative ideas.

It stretches sustainability and resiliency goals beyond net-zero energy commitments.

It promotes ideas to embrace and welcome the community.



The **drivers** of the 2035 Campus Master Plan Update are:

REFLECTION OF USER IDEAS

The Plan was crafted by **listening to the needs of campus and community stakeholders**. The campus engagement process informed the themes, goals, and principles of the plan and guided us when determining project priorities.

OPTIMIZATION

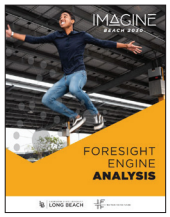
State support of campus growth and maintenance is limited, but the need for higher education in our student population is greater than ever. Therefore **the plan's focus is less about physical growth and more about optimizing the existing campus over the next decade.**

EVOLVING THE CAMPUS

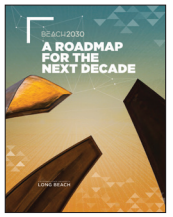
This campus is a hub for learning, discovery, innovation, and societal change. The plan seeks to **adapt the campus environment to meet academic and student needs of the future**. The plan also focuses on supporting all members of our diverse student body so they feel welcomed, supported, comforted, and safe. Our campus of the future will reflect social justice, equity, and inclusion.

BEACH2030

A ROADMAP FOR THE NEXT DECADE



IMAGINE BEACH FORESIGHT ENGINE ANALYSIS



BEACH 2030 STRATEGIC PLAN DOCUMENT

Beach 2030 is the roadmap for orienting, one and all, toward a shared vision of the future, the synchronization of efforts across campus, and the exploration of nontraditional and innovative modes of operation. It is a conversation that values and integrates the expertise of all members of the Beach family. It takes a bold new approach to break down barriers and rebuild with fresh new ideas.

In 2018, the University began the BEACH 2030 Vision Planning process— a two-year strategic planning effort that bought together all of CSULB's stakeholders to collectively imagine the future of the University. BEACH 2030 immersed the entire campus community in a collaborative and inclusive, long-term foresight process, not only to uncover unexpected ideas but also to transform the campus through the insights and passions of its constituencies.

The Imagine Beach 2030 event invited thousands of stakeholders — students, faculty, staff, and community members — to participate in a unique two-day forum designed to elevate our collective voice on an unprecedented scale. The goal was to catalyze CSULB's legacy of inclusivity and impetus for the public good into a grassroots movement, a future-focused zeitgeist that would unite and fortify our institution as a national leader at the dawn of a tempestuous era. Participants from all social strata and academic and professional disciplines contributed their expertise, identifying known drivers of change and imagining the consequences of different courses of action. The Imagine Beach 2030 platform enabled real-time conversation tracking, using algorithmic analysis to elevate vibrant discussions among tens of thousands of submissions. The immense data was synthesized into summaries of key themes and their relationships to University outcomes, creating a synopsis of the best foresight and wisdom of our constituents.

In the two years following the Imagine Beach 2030 event, dozens of planning committees representing stakeholders from every area of operation convened to continue the discussion. Students, faculty, staff and community members considered both the challenges and the opportunities illuminated by the Imagine event and translated this wealth of data into recommendations for comprehensive and transformative action.

The result was five Strategic Priorities which will align all planning efforts with CSULB's Mission, Vision, and Values, and a framework for seven ambitious University Action Plans which will guide the work of the University for the next 10 years.

BEACH 2030 STRATEGIC PRIORITIES

ENGAGE ALL STUDENTS

Prepare students for their journeys to success in a fast-changing world with a rapidly shifting economy and labor market.

EXPAND ACCESS

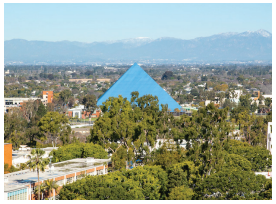
Commit to students' socioeconomic mobility by removing barriers to higher education.

PROMOTE INTELLECTUAL ACHIEVEMENT

Rigor, relevance and data-informed decision making are hallmarks of our campus community and enrich our development of knowledge and talent for California and beyond.

BUILD COMMUNITY

Support a compassionate community that is characterized by a strong sense of belonging and shared governance with shared responsibility.



CULTIVATE RESILIENCE

Implement innovative, entrepreneurial, and forward-looking actions to strengthen the institution and support the aspirations of community members.

ALIGNING BEACH 2030 WITH THE CAMPUS ENVIRONMENT

The 2035 Campus Master Plan Update is the physical manifestation of the BEACH 2030 strategic visioning process and the academic mission of the University.

Achieving the vision set forth in BEACH 2030 will require changes to the physical campus. The Campus Master Plan Update furthers the University's long-standing mission and documents the vision for the physical campus environment.

The 2035 Campus Master Plan Update is an ambitious, yet realistic, shared vision that will guide the physical development of CSULB over the next decade and beyond.

Decisions regarding the prioritization of needs are outlined, including all the strategic planning methods that have gone into its development. Within the plan are recommendations for the physical campus environment, including land use, open space, infrastructure, and circulation.

THE ROLE OF THE CAMPUS MASTER PLAN UPDATE

The 2035 Campus Master Plan Update is the principal planning document for CSULB's physical campus. As the primary source, it defines and sets the direction for the ongoing development of the campus environment that supports the mission, core values, and heritage of the institution.

The purpose of the 2035 Campus Master Plan Update is to:

- Craft a vision for the future that aligns with the strategic direction of the University.
- Create a guide for physical development over time.
- Establish a basis for informed decision-making going forward.
- Strengthen relationships across the campus and within the community.
- Provide a road map and tools for implementation.

Planning is an ongoing process and a flexible framework must be in place that can respond to current and future needs. While the goals, principles, and values of the Master Plan may remain consistent over time, the physical implementation of these may need to evolve to meet any unanticipated changes. The Campus Master Plan Update is developed with the intent to be adaptable to the changing needs of the institution.

SHAKARIAN FAMILY STUDENT SUCCESS CENTER

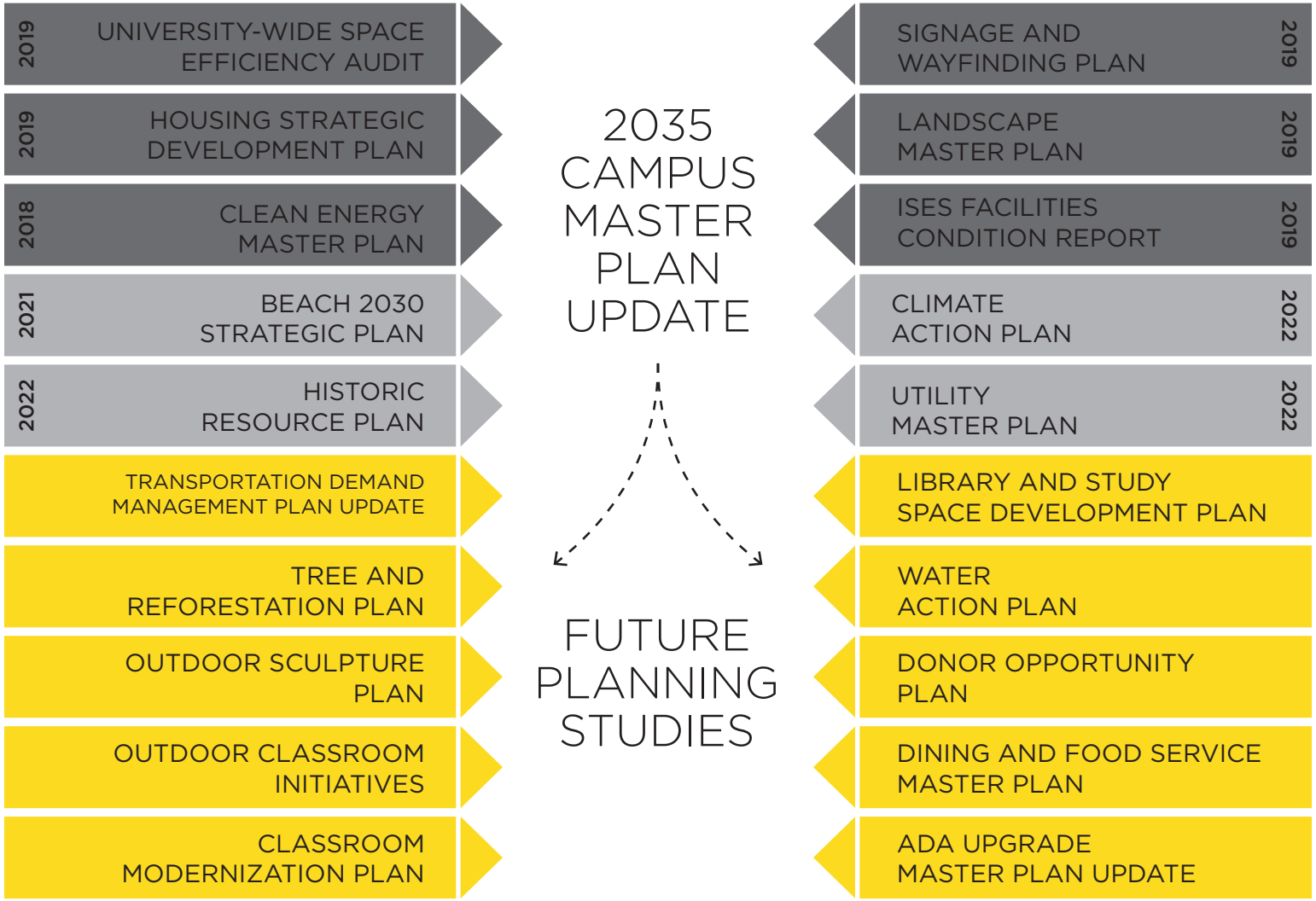
INTEGRATED PLANNING

This Master Plan Update incorporates the past and current planning efforts as part of this plan, bringing elements together into a single comprehensive document. The diagram below describes the relation of past, current and future planning efforts to the Campus Master Plan Update. To support the 2035 Campus Master Plan Update, multiple recommended planning studies will enhance and expand upon the direction of this document. These future plans will provide more detail around specific elements and campus programs.

COMPLETED PLAN / STUDY

ON-GOING PLAN / STUDY DURING CAMPUS MASTER PLAN UPDATE

RECOMMENDED FUTURE PLAN / STUDY



THE 2008 MASTER PLAN

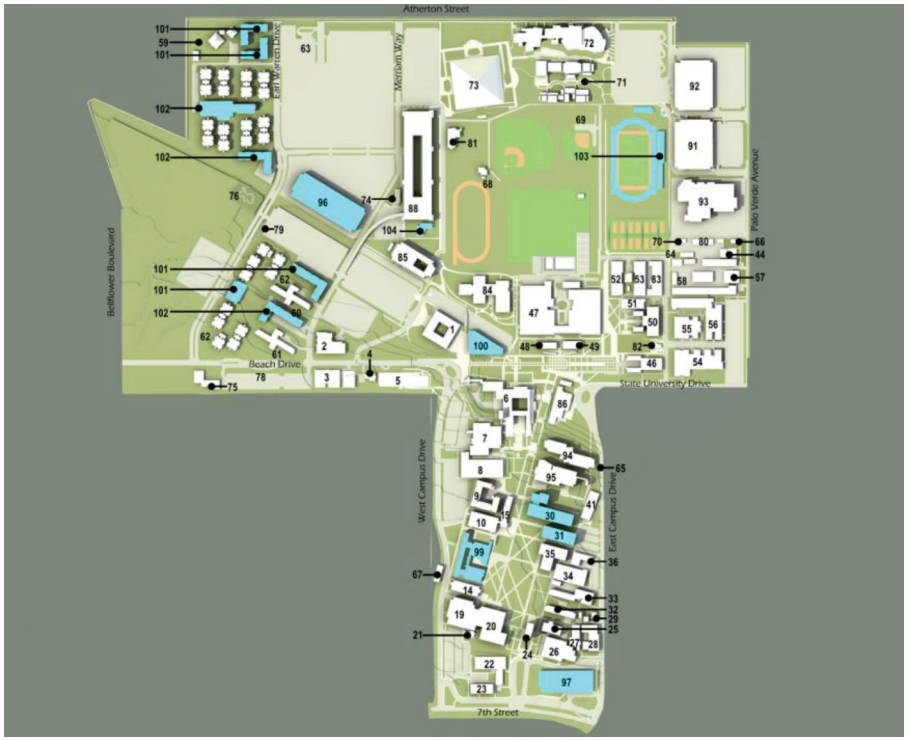
The 2008 Master Plan Update guided the development of the campus and reevaluated existing facilities to ensure that the campus continued to modernize as education evolves.

The plan provided a framework for land use, open space, development, and circulation. Within this framework, the University prepared and updated capital outlay improvement and development plans for specific projects. The 2008 plan demonstrated the purpose and flexibility of a master plan as the campus was able to build most all of the proposed projects.

The 2008 Master Plan accommodated a growth to 31,000 FTE students on site.

Proposed projects included:

- Liberal Arts Building Replacement
- Peterson Hall 1 and 2 Replacement
- Upgrade to the utilities infrastructure
- Addition to Brotman Hall
- Soccer Complex
- Addition of 2,000 Student Housing Beds
- Addition of 3,000 Parking Spaces
- Food service building



2008 MASTER PLAN PROPOSED PROJECTS

<< THE 2008 MASTER PLAN FURTHERED THE UNIVERSITY'S MISSION TO DOCUMENT THE VISION FOR THE PHYSICAL ENVIRONMENT

IMPLEMENTATION THROUGH 2019

Multiple projects from the 2008 Master Plan have been implemented either as stated in the 2008 plan, or as alternatives.

Completed:

- Hall of Science was completed in 2010
- The student housing project was completed in 2021
- Peterson Hall 1 replacement building projected for a 2025 completion

Completed as an Alternative:

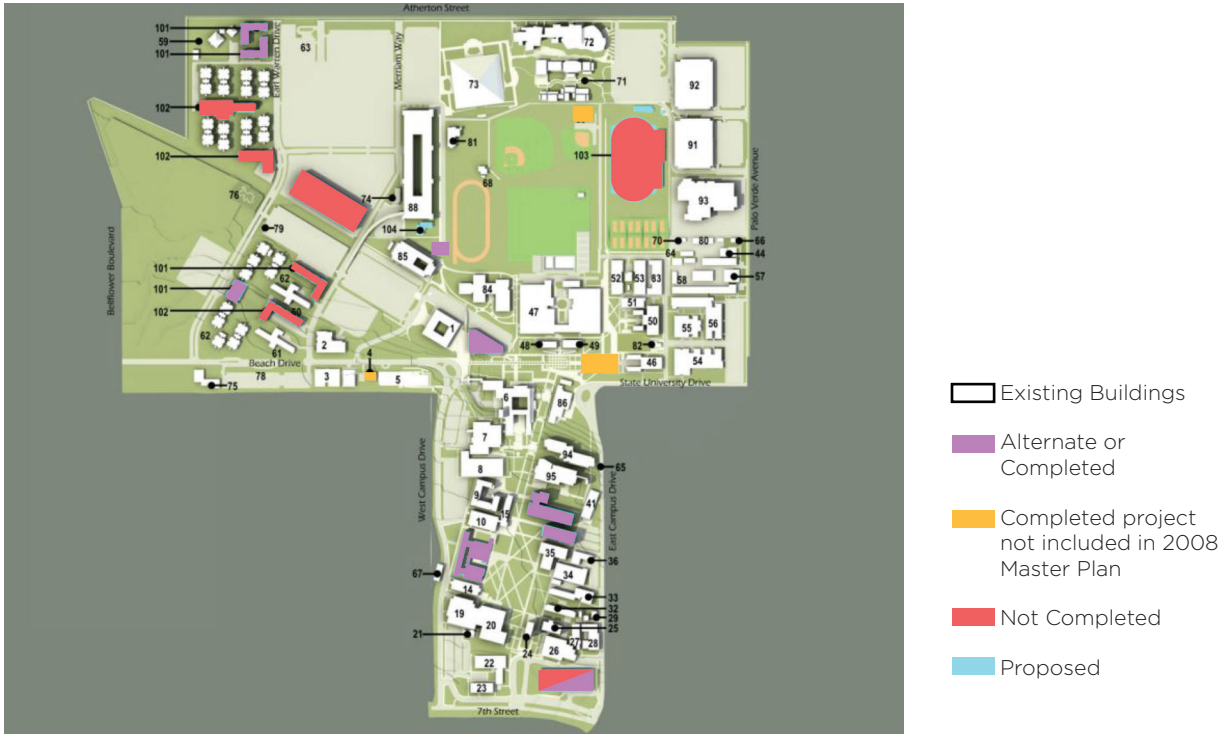
- Peterson Hall 2 was renovated in 2019
- Proposed south parking structure was instead constructed as a surface lot
- Proposed Liberal Arts Building Replacement was a series of renovations to existing buildings

Buildings constructed not proposed in the 2008 Master Plan:

- Soccer/Softball Clubhouse
- CPIE Building
- Alumni Center

Unbuilt projects:

- Soccer stadium
- Additional parking structure remains a parking lot
- The proposed student housing strategy described an additional 2,000 beds. Since 2008, 600 have been renovated, with 475 new beds recently completed.



2008 MASTER PLAN PROPOSED PROJECTS

THE PLANNING PROCESS

Together, we created a prioritized road map for the future with a focus on program, place-making, community, and investment.

Campuses greatly benefit from the genuine, equitable, and far-reaching engagement that occurs throughout the planning process. A Master Plan is strengthened by the inclusion of participants who have a vested interest in the future success of the campus. A collaborative approach provides opportunities for the campus and community stakeholders to envision a campus through a dynamic process that establishes a sense of community and crafts a shared vision for the future.

PROCESS AND SCHEDULE

The project kicked-off in September 2019, with the initial completion date of December 2020. However, due to COVID-19 and delayed planning workshops between March and October 2020, the schedule was extended six months. The planning resumed in the Fall of 2020, and the project will be submitted for approval by the Board of Trustees in Spring 2023 following the completion of the Environmental Impact Report.

SEPT. 2019 - MARCH 2020

PHASE 01:
ANALYSIS AND ASSESSMENT

Gather existing data and information

Host kick-off meetings and listening sessions

Physical campus analysis (buildings, open space, circulation, utilities)

Determine issues and opportunities

Establish goals and principles

APRIL 2020 - SEPT. 2020

PLAN DELAYED DUE TO COVID-19

Sustainability Planning

Campus Experience Guidelines

APRIL 2020 - DEC. 2020

PHASE 02:
BIG IDEAS AND CONCEPTS

Ideate for the future

Integrate sustainability planning

Create campus experience guidelines

Develop concepts and alternatives

JAN. 2021- APRIL 2021

PHASE 03:
PRIORITIZATION AND IMPLEMENTATION

Determine priority projects

Determine project prioritization and implementation (phasing plans)

Develop cost estimates for priority projects and campus infrastructure improvements

MAY 2021 - DECEMBER 2021

PHASE 04:
DOCUMENTATION AND APPROVALS

Develop final presentations and obtain feedback

Deliver final report

Begin Environmental Impact Report (CEQA)

JANUARY 2022 - SPRING 2023

COMPLETION OF THE ENVIRONMENTAL IMPACT REPORT

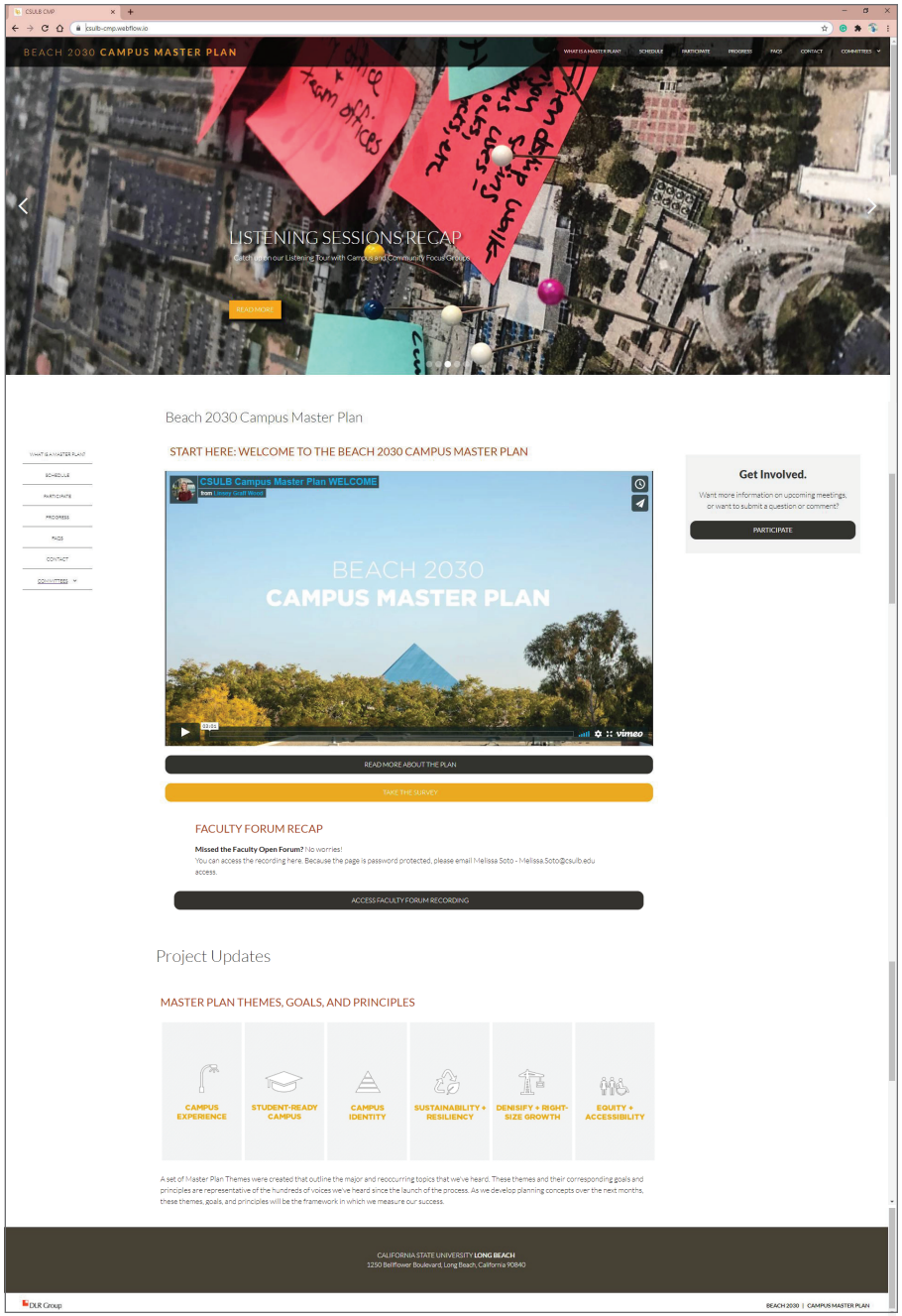
CAMPUS ENGAGEMENT

Through stakeholder engagement, the planning process defines goals, prioritizes planning solutions, and encourages participatory decision-making. The Beach 2035 Campus Master Plan Update was developed in partnership with campus stakeholders through a variety of tools and mediums.

Listening sessions, focus group workshops, open houses, and presentations were methods used to connect with campus users. Most of these interactions included interactive components where stakeholders worked alongside the planning team to advance the plan in real-time. Over 100 meetings plus a campus-wide survey were the venues in which more than 5,000 campus users participated throughout the process.

Comments, ideas, and feedback received through both in-person and digital mediums were a vital part of the planning process, as they helped to shape and refine the plan.

STUDENT AFFAIRS WORKSHOP



MASTER PLAN WEBSITE

DIGITAL ENGAGEMENT

Digital communication through a project website and social media accounts complemented in-person sessions by providing easy access to presentation materials and a conduit for stakeholders to ask questions and provide input. These methods became critical to the project during the COVID-19 pandemic when in-person workshops and meetings were not possible.

PROJECT WEBSITE

A project website was developed for the 2035 Campus Master Plan Update and served as an active homepage that charted the schedule and progress while providing a platform in order to transfer information and communication to the campus community. Throughout the planning process, the project website included workshop reminders, updates, and reports.

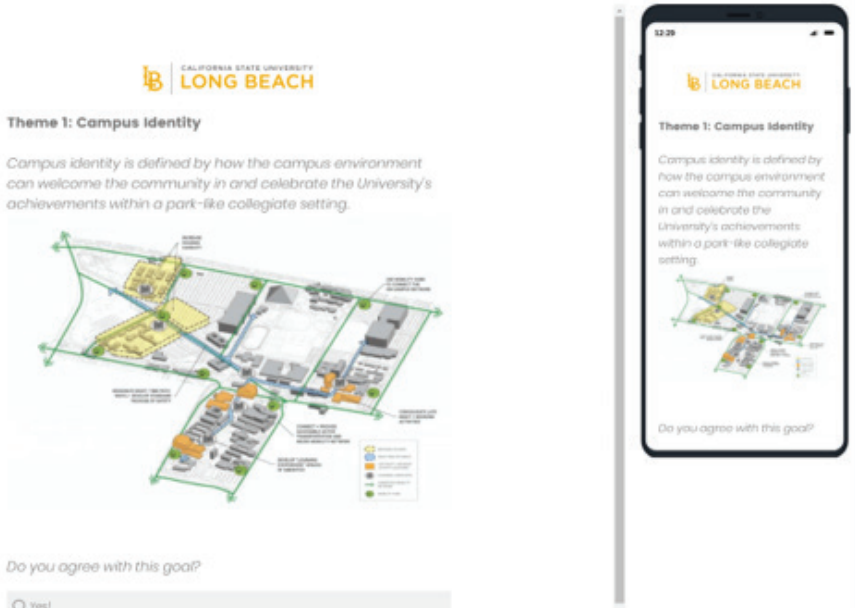
SURVEY

A survey of CSULB students, faculty and staff, alumni, and community members was conducted to better understand the experiences of individuals and their ideas for a future campus. Topics focused on Services and Resources, Circulation Patterns, Wellness, Dining and Retail, and Points of Interest. In total, 4,500 individuals participated in the survey.

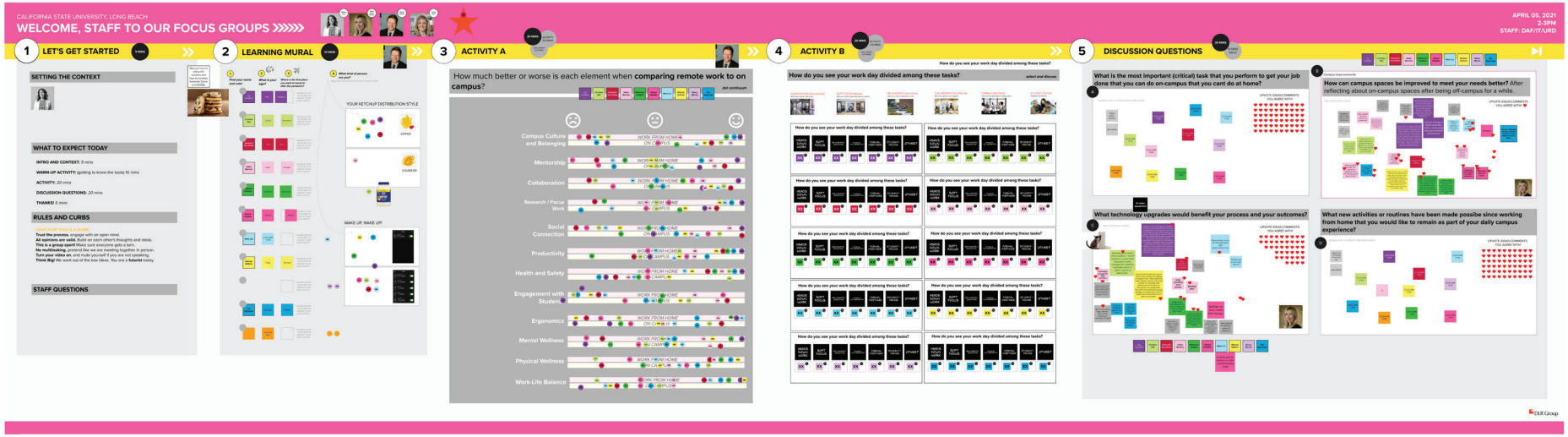
The results of this survey and all engagement can be found in the Campus Engagement Report located in the Appendix.

MURAL

Because the pandemic hindered the ability of stakeholders to collaborate face-to-face, the planning team pivoted to using digital engagement platforms such as MURAL to allow the campus to engage virtually (both synchronously and asynchronously) with the same powerful outcomes as in-person participation. For a majority of the planning process, MURAL was the primary tool for our interactive engagement. MURAL is an online visual collaboration space much like a whiteboard. Paired with Zoom, the planning team engaged with stakeholders and collaborated throughout the project.

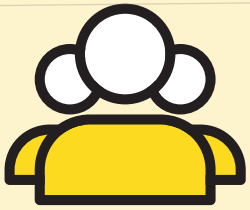


CAMPUS-WIDE SURVEY



FOCUS GROUP MURAL

ENGAGEMENT OVERVIEW



5,000+
CAMPUS USERS

Interacted in our planning process through workshops, focus groups, listening sessions, and surveys

50
ADVISORY COMMITTEE MEMBERS

The Advisory Committee is comprised of campus users representing students, faculty and staff, and all administrative divisions and academic colleges

300
FACULTY MEMBERS INVOLVED

Faculty participated during our process in a multitude of ways including three open house sessions, faculty senate report outs, and five focus groups

15,000+
STUDENT COMMENTS

Over the process of the plan, we collected over 15,000 comments from students within focus groups, workshops, surveys, and listening sessions

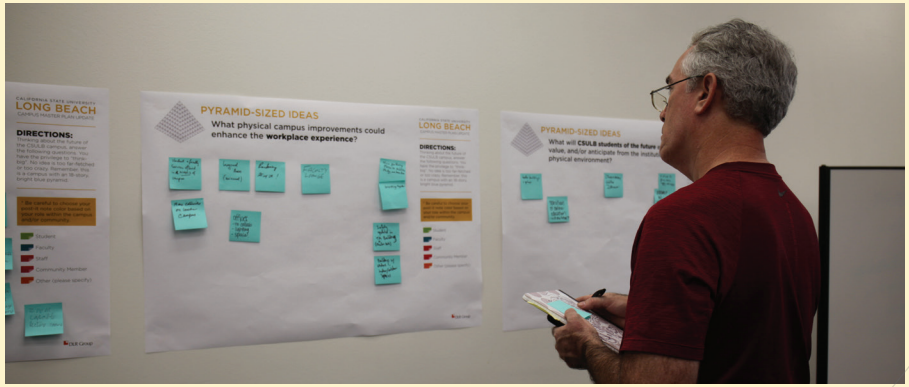
25
LISTENING SESSIONS

Conducted to gain a better understanding of the needs and desires of the campus users

1,300+
FACULTY COMMENTS

Over 250 faculty participated in the survey which resulted in over 1,300 comments

ADVISORY COMMITTEE WORKSHOP



FACULTY OPEN HOUSE

MOBILITY WORKSHOP

ACTIVE LEARNING WORKSHOP

ADVISORY COMMITTEE WORKSHOP

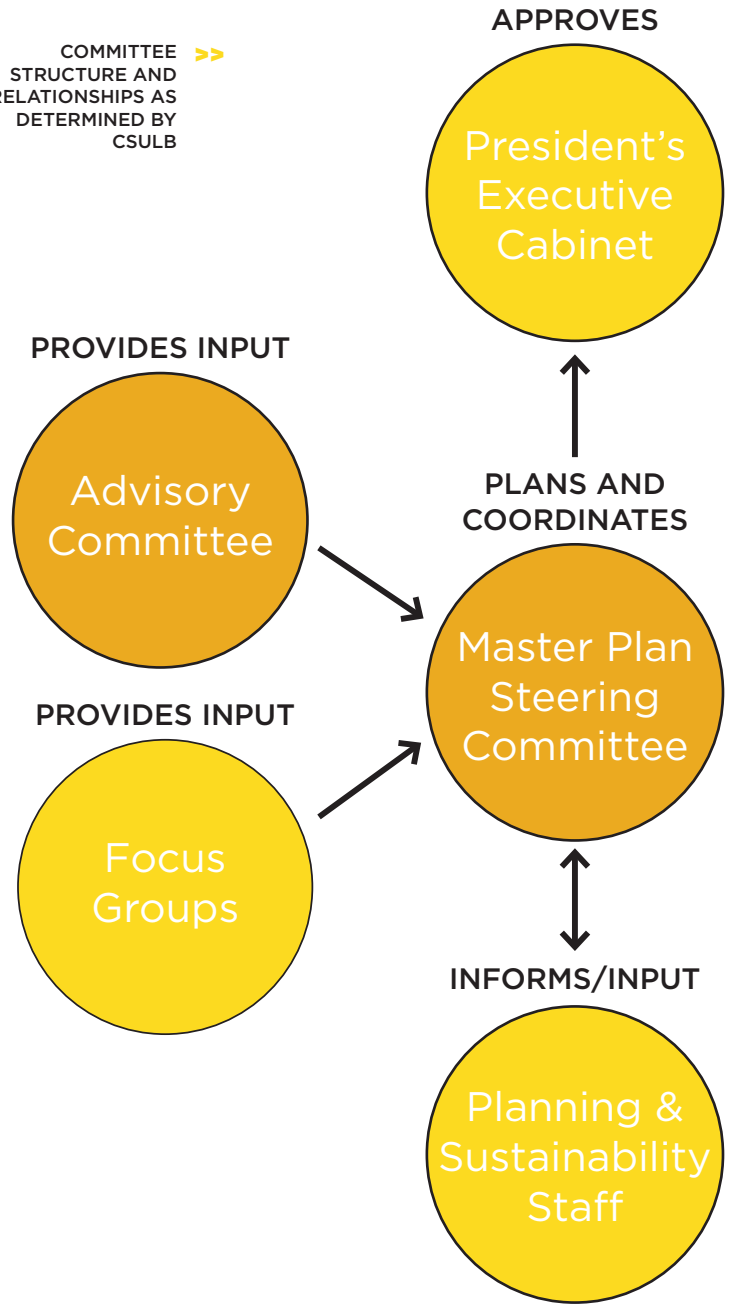
FACULTY OPEN HOUSE

COMMITTEE STRUCTURE

A structure for planning and approvals was established at the beginning of the project to establish roles, responsibilities, and focus to standing committees, project-based committees, and departments. This structure allowed for comprehensive input from the campus as well as coordination with concurrent planning efforts.

Membership lists for each committee are located in the Appendix.

COMMITTEE STRUCTURE AND RELATIONSHIPS AS DETERMINED BY CSULB >>



COMMITTEE	RESPONSIBILITIES
President's Executive Cabinet	• Final decision regarding the direction of the plan • Approve the Final Master Plan prior to Board of Trustees Approval
Advisory Committee Scott Apel, Chair	• Broad representation of campus users—including administration, faculty, staff, students, community, CSU system, and City of Long Beach representative • Advocate for the plan during the process and through implementation • Provide input and direction throughout the process • Elevate recommendations to the President's Cabinet
Master Plan Steering Committee	• Selected representatives from Planning and Design, Student Affairs, and Academic Affairs • Coordinate the planning process • Participate in monthly touchstone meetings with DLR Group Planning Team to review process • Engage actively in public outreach and communications
Planning and Sustainability Staff	• Coordinate the Master Plan effort • Oversee project scope, schedule, and budget
Beach Building Services	• Evaluate recommendations at various stages of the planning process • Advise on recommendations pertaining to the physical campus inventory, grounds, and capital projects
Beach 2030 Committee	• Coordinate strategic planning elements with the Campus Master Plan Update
Focus Groups*	• Provide insight pertaining to specific topic areas and user groups

COMMITTEE AND STAFF ROLES AND RESPONSIBILITIES

*2035 CAMPUS MASTER PLAN UPDATE FOCUS GROUPS

1. Associated Students
2. Athletics
3. Active Learning Spaces
4. Historic Resources
5. Events/Scheduling
6. Facilities Operations
7. Grounds and Landscape
8. 49er Shops
9. University Student Union Dining and Retail
10. Disability Services (BMAC)
11. Student Affairs
12. Health and Wellness
13. Institutional Sustainability
14. Environmental Sustainability
15. Circulation and Parking
16. Student Cultural Groups
17. On-Campus Housing
18. City of Long Beach
19. Greek Life Organizations
20. Information Technology
21. Club Sports
22. Child Care

ABOUT THIS DOCUMENT

The remainder of this document is organized into chapters that align with the process and scope of the plan:

This primary document is augmented by an Executive Summary and a series of appendices that include an overview of campus engagement, data sources, and recommendations for learning and working environments.

THEMES, GOALS, AND PRINCIPLES


02

SETTING THE VISION FOR THE PHYSICAL CAMPUS ENVIRONMENT

The Campus Vision Statement was developed to reflect primary intent and ethos for the physical transformation of the University.

The primary source for the CSULB vision was the extensive process of engagement with the Advisory Committee and campus community. Working with the Advisory Committee, a series of vision statements were created at the beginning of the planning process, and narrowed down through consensus.

The resulting vision statement supports the continued development of the University with a re-energized focus on community, connection, and commitment to the environment. The vision focuses on positioning the University as a leader in academics and innovation within a setting that celebrates and honors the diversity of its students.

The vision is further translated into Goals and Principles, organized by high-level themes that inform the development and evaluation of planning concepts and the final site plan.

- **THEMES** are broad and were defined by reoccurring conversations with campus and community.
- **GOALS** provide a planning framework. Many of the goals were predefined by previous studies and others were updated in our planning process.
- **PRINCIPLES** are specific to CSULB, they define HOW CSULB will achieve the vision. They are a measurable target for success, provide the steps for identifying the required improvements to the campus environment, facilities, and infrastructure.

VISION STATEMENT

The CSULB campus is a **welcoming, inspirational,** and **inclusive** place.

Through our physical environment we demonstrate the valued **connection with our communities,** our commitment to **sustainable excellence,** and our core values of **access, equity, and wellness.**

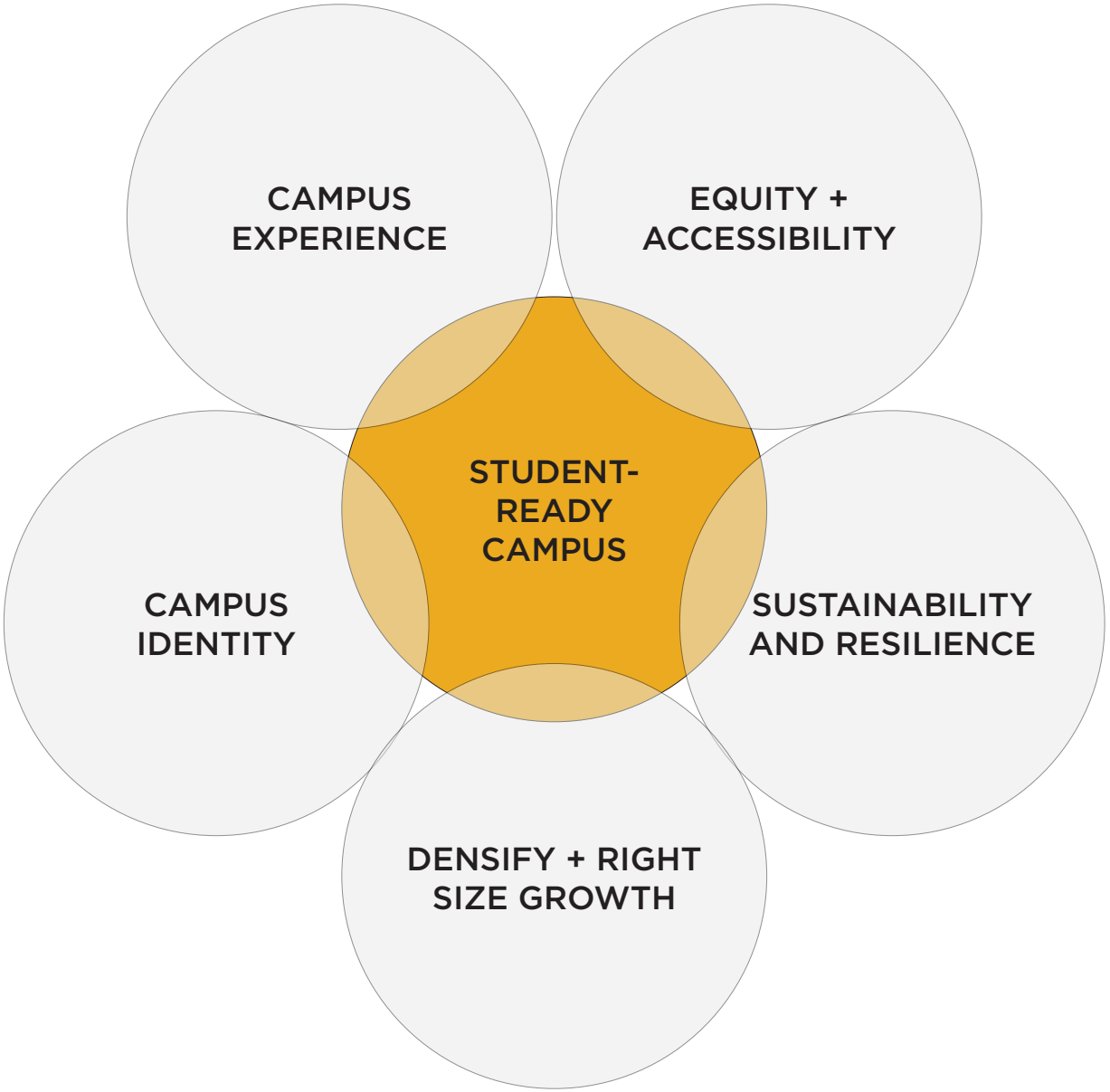
As a hub for **innovation and learning,** our campus provides the setting in which we work to **solve the intellectual challenges** of our time.

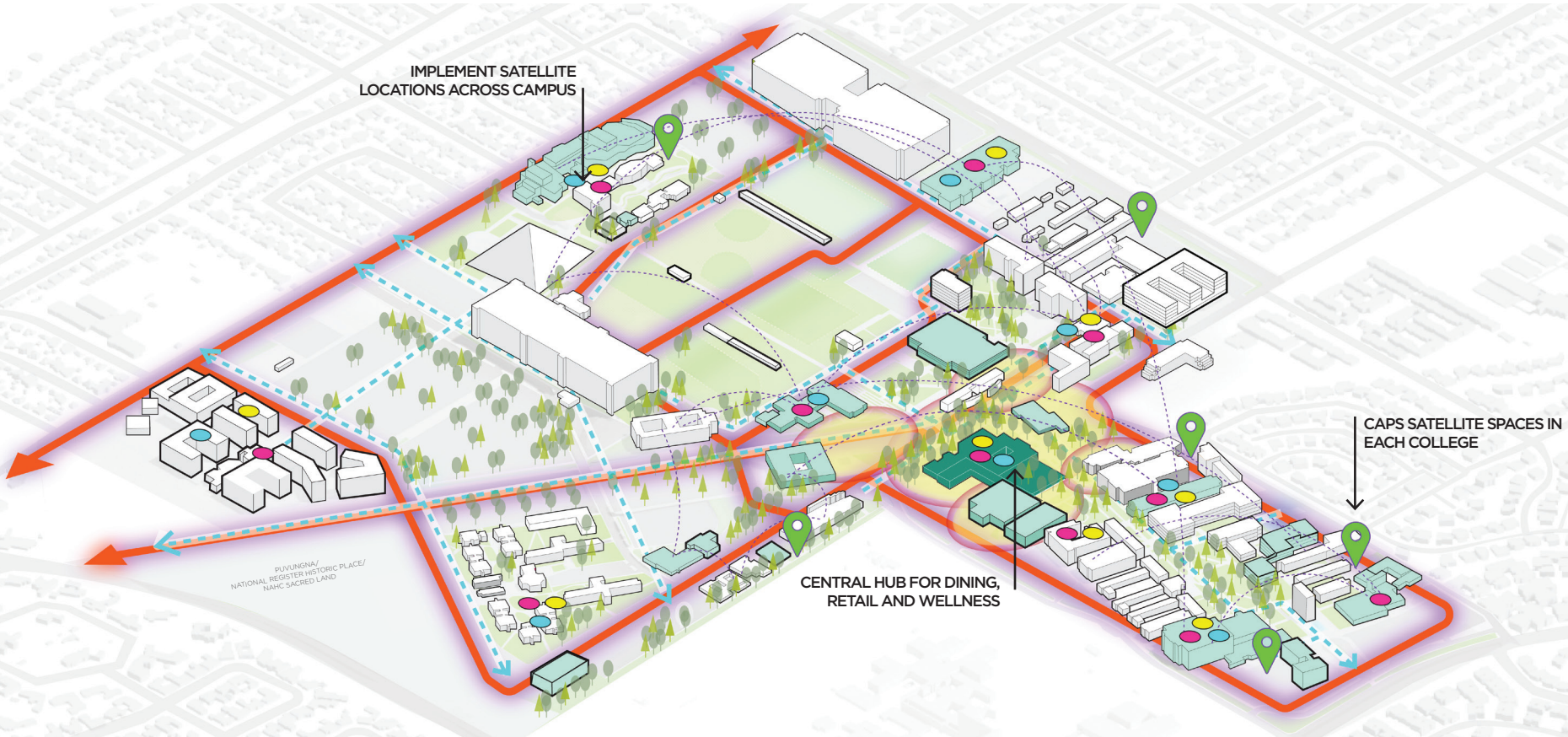
PLANNING THEMES

The six planning themes reflect the conversations had with the campus community. They represent the topics that users focused most on and support the optimization and evolution of the campus environment.

As an academic institution, it is important to center the theme of the Student-Ready Campus. All goals, principles, recommendations, and actions should place the student experience, student support, and student wellness as a driver.

The following section outlines each theme, and its supportive goals and principles.




IMPLEMENT SATELLITE LOCATIONS ACROSS CAMPUS
CAPS SATELLITE SPACES IN EACH COLLEGE
CENTRAL HUB FOR DINING, RETAIL AND WELLNESS
PUVUNGNA/ NATIONAL REGISTER HISTORIC PLACE/ NAHC SACRED LAND
Central Hub
Dining Location
Retail Location
Wellness Location
Night Time Pathways
Collab Space Network
CAPS Satellite Space
Wellness Walks

THEME 01:
STUDENT READY CAMPUS

GOAL:

BRING THE SERVICES TO THE STUDENTS

PLANNING PRINCIPLES:

- Implement a central hub for dining, retail, and wellness functions, with defined satellites distributed startegically across the campus.
- Distribute satellite locations that include additional dining, retail, or wellness functions across the campus and around each College.

GOAL:

TRANSITION TO ACTIVE LEARNING

PLANNING PRINCIPLES:

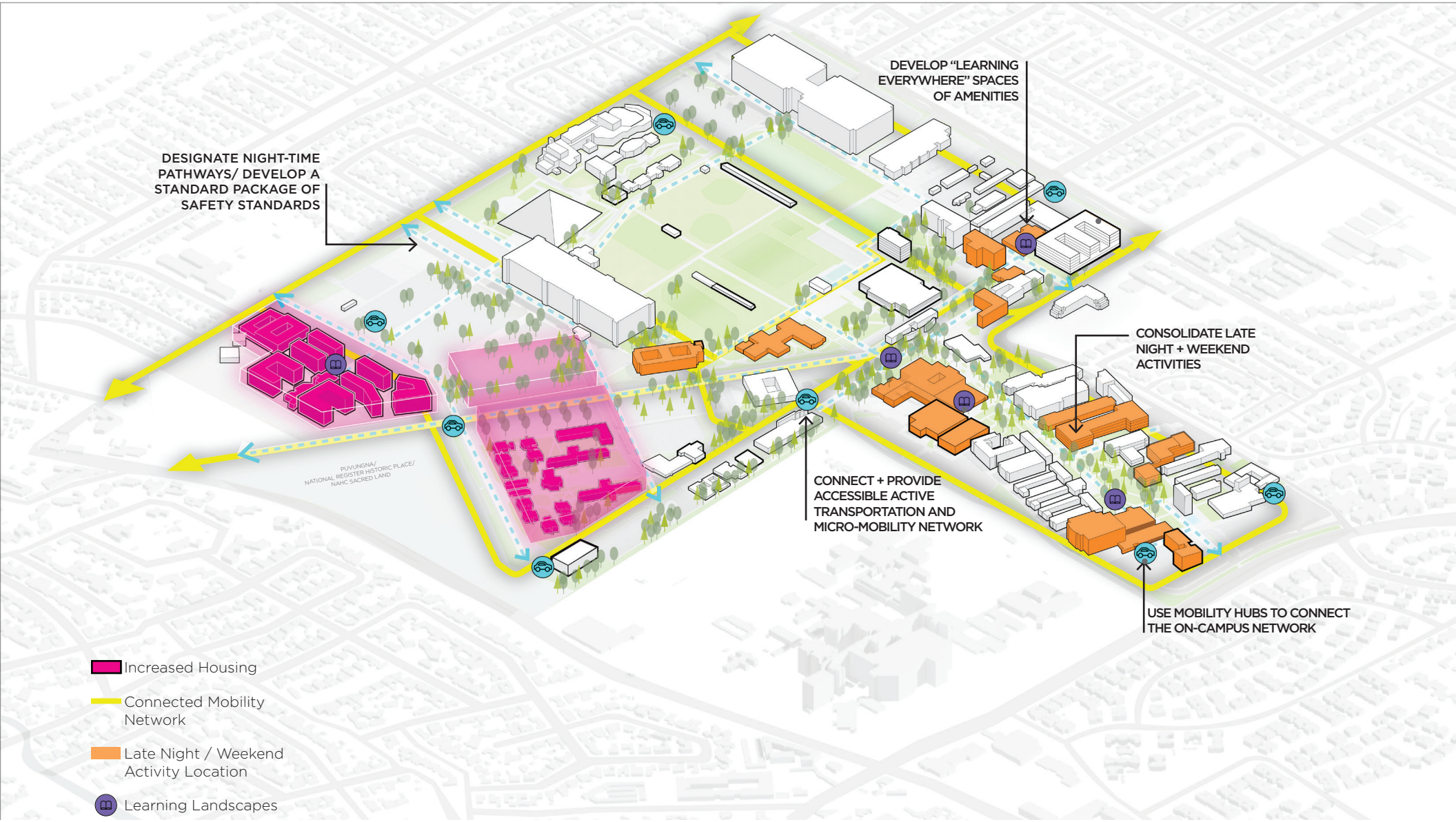
- Increase flexible and accessible classroom environments throughout all academic buildings.
- Increase multiple types of collaboration spaces throughout all buildings on campus and implement visible spaces for colleges to work together.
- Provide shareable outdoor spaces for increased collaboration.
- Stay on pace with technology to keep classrooms and distance learning initiatives current.

GOAL:

CREATE SPACE AND PLACE FOR WELLNESS-FOCUSED PROGRAMS

PLANNING PRINCIPLES:

- Develop branded wellness spaces across campus.
- Provide accessible spaces for student rejuvenation, self-reflection, or spiritual purposes.
- Provide Counseling and Psychological Services (CAPS) satellite spaces in each college.
- Relocate CAPS office to integrate wth Student Health Services


DESIGNATE NIGHT-TIME PATHWAYS/ DEVELOP A STANDARD PACKAGE OF SAFETY STANDARDS
DEVELOP "LEARNING EVERYWHERE" SPACES OF AMENITIES
CONSOLIDATE LATE NIGHT + WEEKEND ACTIVITIES
CONNECT + PROVIDE ACCESSIBLE ACTIVE TRANSPORTATION AND MICRO-MOBILITY NETWORK
USE MOBILITY HUBS TO CONNECT THE ON-CAMPUS NETWORK
PUVUNGNA/ NATIONAL REGISTER HISTORIC PLACE/ NAHC SACRED LAND
Increased Housing
Connected Mobility Network
Late Night / Weekend Activity Location
Learning Landscapes
Mobility Hubs
Night Time Pathways

THEME 02:
CAMPUS EXPERIENCE

GOAL:
BECOME A DESTINATION AND 24/7 CAMPUS

PLANNING PRINCIPLES:

- Increase housing capacity from 3,000 beds to approximately 4,000 beds.
- Offer more vibrant evening and weekend amenities- including support services, dining, and events.
- Provide inviting social environments that are easily accessible in the evenings and on the weekend to encourage interaction between students and the community.
- Develop 'learning everywhere' areas creating spaces for students to stay on campus.

GOAL:
ADDRESS SAFETY INFRASTRUCTURE

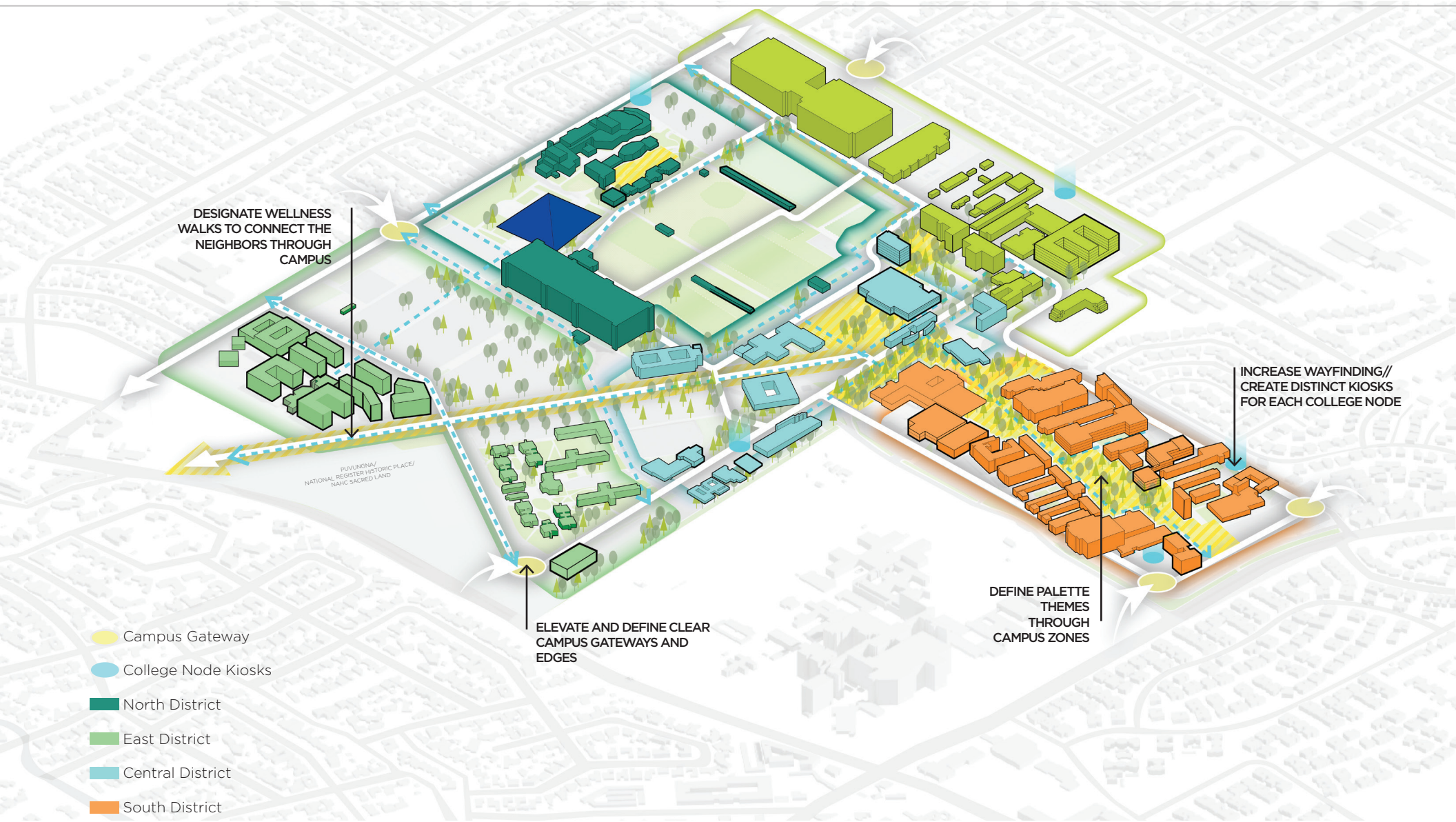
PLANNING PRINCIPLES:

- Increase site lighting across campus.
- Designate night- time pathways.
- Develop a safe, comprehensive campus plan and continue to improve safety measures such as annual night and safety walks with students

GOAL:
COMPLETE THE CONTINUOUS MOBILITY NETWORK

PLANNING PRINCIPLES:

- Use Mobility Hubs to connect the on-campus and off-campus transportation networks.
- Enhance pedestrian connections between North and South Campus.
- Develop a culture less reliant on vehicular mobility.
- Provide accessibility to active transportation options and connect to off-campus micro-mobility networks.


DESIGNATE WELLNESS WALKS TO CONNECT THE NEIGHBORS THROUGH CAMPUS
PUVUNGNA/ NATIONAL REGISTER HISTORIC PLACE/ NAHC SACRED LAND
INCREASE WAYFINDING// CREATE DISTINCT KIOSKS FOR EACH COLLEGE NODE
ELEVATE AND DEFINE CLEAR CAMPUS GATEWAYS AND EDGES
DEFINE PALETTE THEMES THROUGH CAMPUS ZONES
Campus Gateway
College Node Kiosks
North District
East District
Central District
South District
West District
Key Open Spaces

THEME 03:
CAMPUS IDENTITY

GOAL:

FOSTER A WELCOMING AND ACCEPTING ATMOSPHERE

PLANNING PRINCIPLES:

- Provide convenient access and parking for community uses.
- Elevate and define clear campus gateways and edges with increased wayfinding and signage to highlight resources for the community.
- Designate pathways to connect the neighboring communities through campus.
- Provide flexible, various sized outdoor spaces that encourage social gatherings.

GOAL:

ENHANCE THE EXISTING CAMPUS AESTHETIC

PLANNING PRINCIPLES:

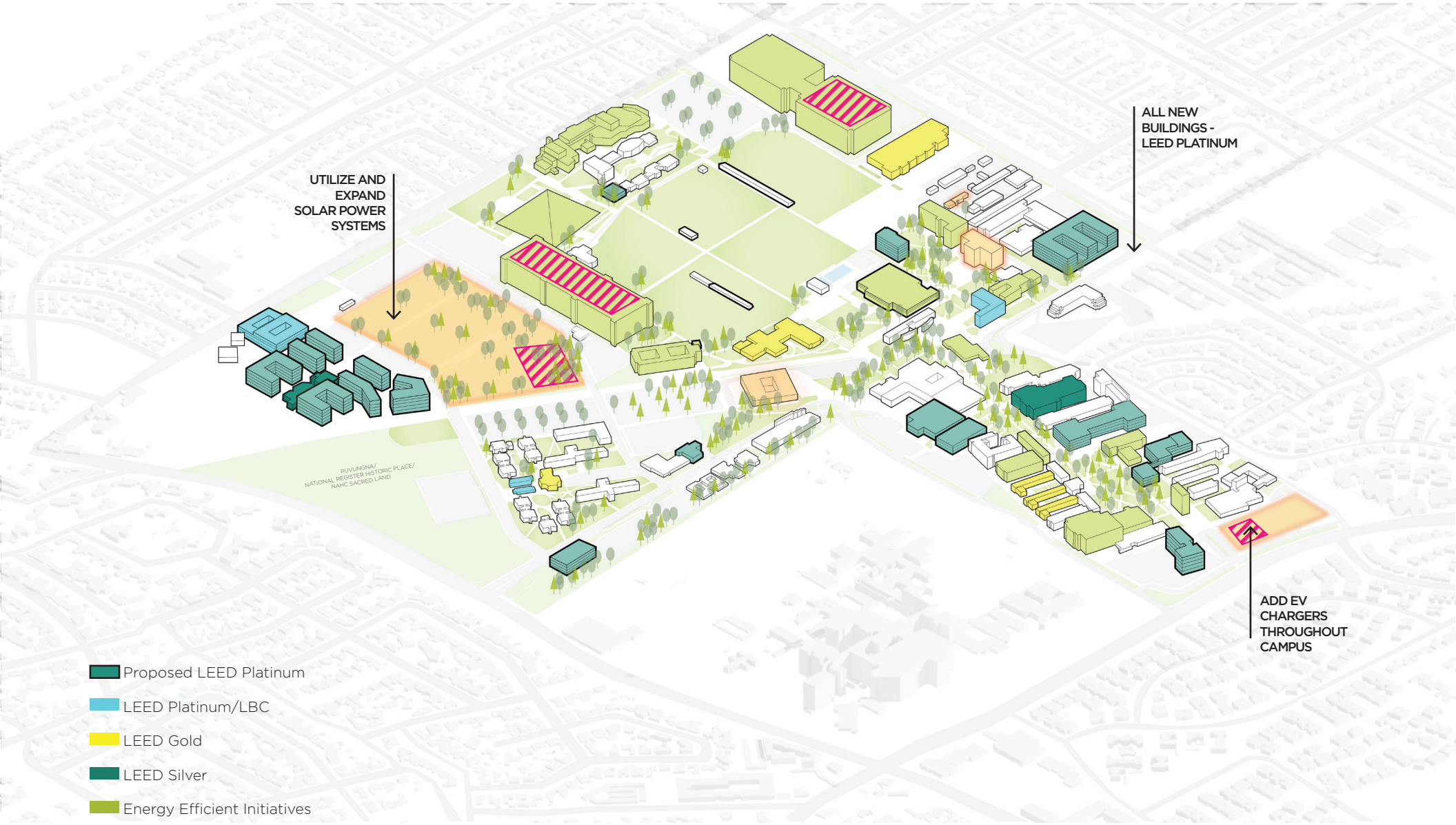
- Develop campus standards to enhance the campus' park-like vernacular.
- Maintain design standards to complement historical architecture on campus.
- Invest in the tree canopy and shaded areas.
- Use design guidelines to create a unique environment for each campus district.

GOAL:

PORTRAY CAMPUS PRIDE

PLANNING PRINCIPLES:

- Display academic and athletic achievements.
- Strengthen interior/exterior visibility through all ground floors, emphasizing learning and research on display.
- Create a branded, distinct, and welcoming "front-door" for each college entry node.
- Establish naming opportunities for iconic campus places.


UTILIZE AND EXPAND SOLAR POWER SYSTEMS
ALL NEW BUILDINGS - LEED PLATINUM
ADD EV CHARGERS THROUGHOUT CAMPUS
PUVUNGNA/ NATIONAL REGISTER HISTORIC PLACE/ NAHC SACRED LAND
Proposed LEED Platinum
LEED Platinum/LBC
LEED Gold
LEED Silver
Energy Efficient Initiatives
Solar Power Systems
EV Chargers

THEME 04:
SUSTAINABILITY + RESILIENCE

GOAL:

BECOME A NET-ZERO CAMPUS

PLANNING PRINCIPLES:

- Implement the Climate Action & Adaptation Plan.
- All new and replacement facilities will be designed as net-zero or net-positive structures.
- Implement initiatives around renewable energy.
- Boiler upgrades and other electrification recommendations per Campus Infrastructure Study.

GOAL:

PLAN FOR NO-GROWTH PARKING

PLANNING PRINCIPLES:

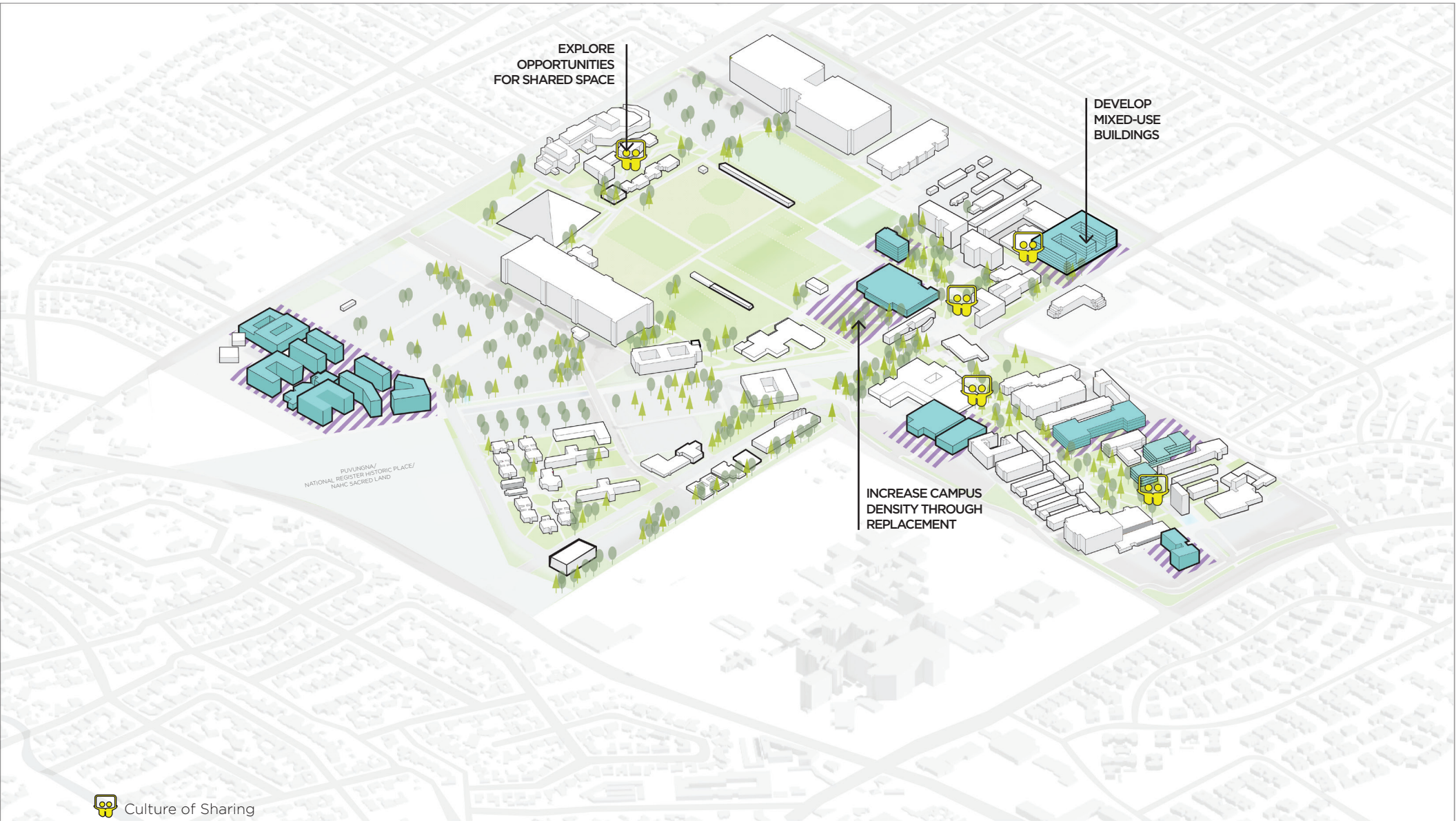
- Evaluate the multi-modal transportation network.
- Provide support and resources for a full variety of transportation modes.
- Grow the network of off-campus shuttles.
- Evolve parking pricing and policies to lessen parking demand for single occupancy vehicles and encourage alternative modes of transportation.

GOAL:

UTILIZE CAMPUS LANDSCAPE TO ELEVATE SUSTAINABILITY GOALS

PLANNING PRINCIPLES:

- Implement and enforce tree-replacement standards for new construction projects.
- Address water use reduction goals through irrigation and stormwater strategies
- Use campus landscape as a “living lab” where projects teach students that beautiful landscapes are possible with less water consumption


EXPLORE
OPPORTUNITIES
FOR SHARED SPACE
DEVELOP
MIXED-USE
BUILDINGS
INCREASE CAMPUS
DENSITY THROUGH
REPLACEMENT
PUVUNGNA/
NATIONAL REGISTER HISTORIC PLACE/
NAHC SACRED LAND
Culture of Sharing
New Buildings

THEME 05:
DENSIFY + RIGHT SIZE GROWTH

GOAL:

ADDRESS CRITICAL DEFERRED MAINTENANCE PROJECTS

PLANNING PRINCIPLES:

- Reduce the quantity of buildings by removing facilities that are inefficient or in poor condition.
- Allocate funding based on strategic replacement opportunities.
- Prioritize capital projects to address safety and health issues.
- Replacement systems and facilities should be designed to use less energy and water their predessors, thereby reducing or eliminating the need to expand campus infrastructure.

GOAL:

OPTIMIZE THE UTILIZATION OF CAMPUS SPACE

PLANNING PRINCIPLES:

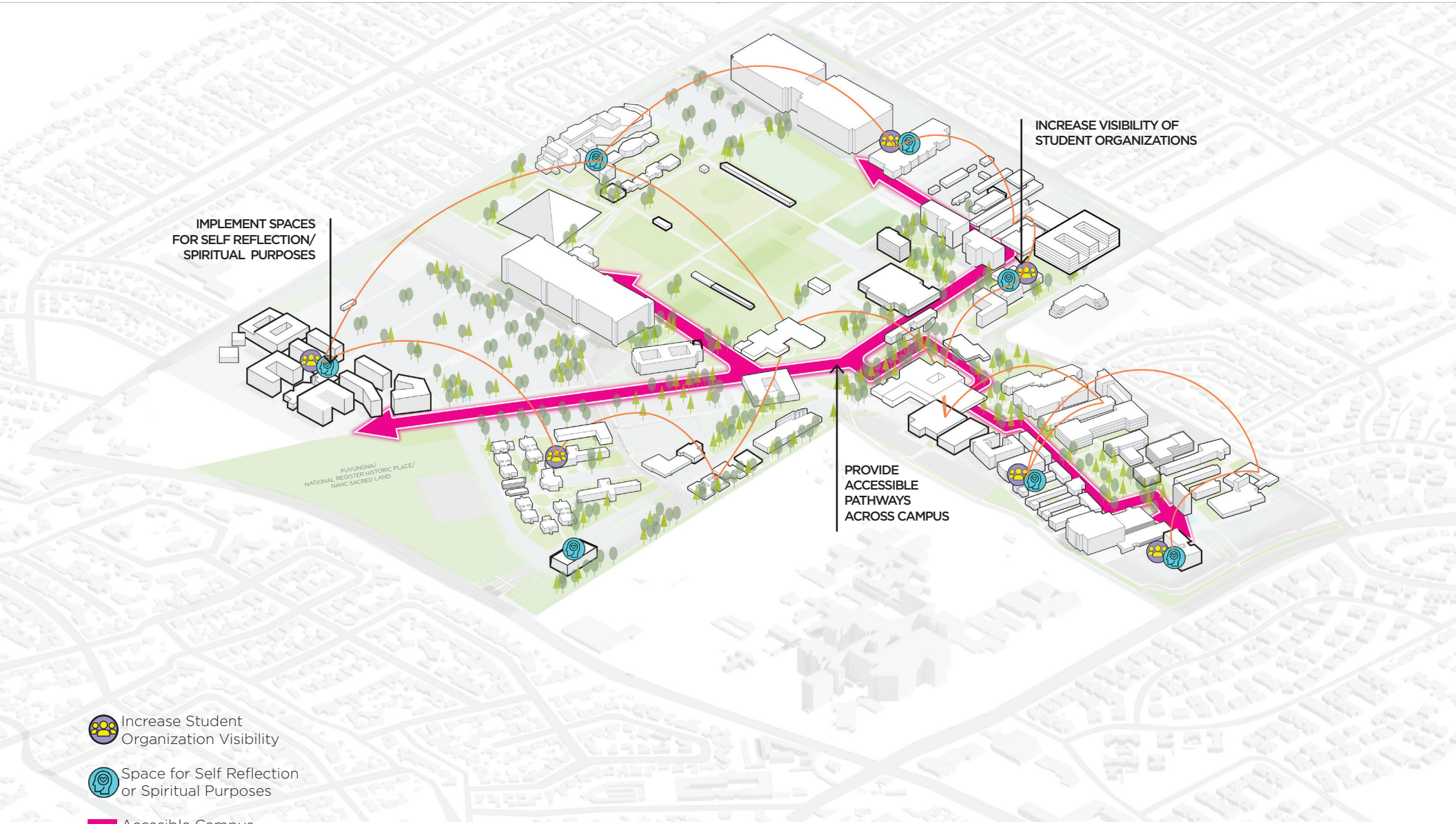
- Reevaluate space standards and develop a space optimization culture.
- Decrease culture of siloed academics and research.
- Evaluate the need for space on campus in light of work from home possibilities.
- Increase sharing of real-time space usage data to facilitate sharing of resources such as conference rooms.

GOAL:

DEVELOP MIXED-USE BUILDINGS WITH FLEXIBLE SPACE

PLANNING PRINCIPLES:

- Prioritize projects that focus on consolidation and integration.
- Utilize consistent yet flexible building design parameters to create unity and character across campus.
- Design and plan with intentional purpose, considering maintenance and life cycle costs.


IMPLEMENT SPACES FOR SELF REFLECTION/ SPIRITUAL PURPOSES
INCREASE VISIBILITY OF STUDENT ORGANIZATIONS
PROVIDE ACCESSIBLE PATHWAYS ACROSS CAMPUS
PUVUNGNA/
NATIONAL REGISTER HISTORIC PLACE/
NAHC SACRED LAND
Increase Student Organization Visibility
Space for Self Reflection or Spiritual Purposes
Accesible Campus Pathway
Public Art Network

THEME 06:
EQUITY + ACCESSIBILITY

GOAL:

SUPPORT AN EQUITABLE EXPERIENCE FOR ALL

PLANNING PRINCIPLES:

- Ensure all spaces throughout campus are equipped with furniture and technology to assist those with disabilities, including learning spaces and outdoor pathways.
- Address campus connections that are not accessible or create barriers for those with mobility limitations.
- Ensure all main entrances are accessible.
- Ensure equitable access to all student success resources.

GOAL:

BE A CAMPUS FOR EVERYONE

PLANNING PRINCIPLES:

- Implement welcoming, safe, and accessible spaces for individuals to use for self-reflection or spiritual purposes.
- Increase visibility and access to resources for student organizations of underrepresented populations.
- Create a network of public art that reflects the community and culture.
- Provide information technology, resources, and services easily accessible to all students, faculty, and staff.

GOAL:

SET PROACTIVE ACCESSIBILITY GUIDELINES

PLANNING PRINCIPLES:

- Utilize a campus accessibility officer and student accessibility committee to develop policies and recommendations.
- Develop a comprehensive phased campus accessibility plan leading to full accessibility over time.
- Maintain a process to continuously improve equity through capital improvement projects.

CAMPUS VISION PLAN


03

CAMPUS VISION PLAN

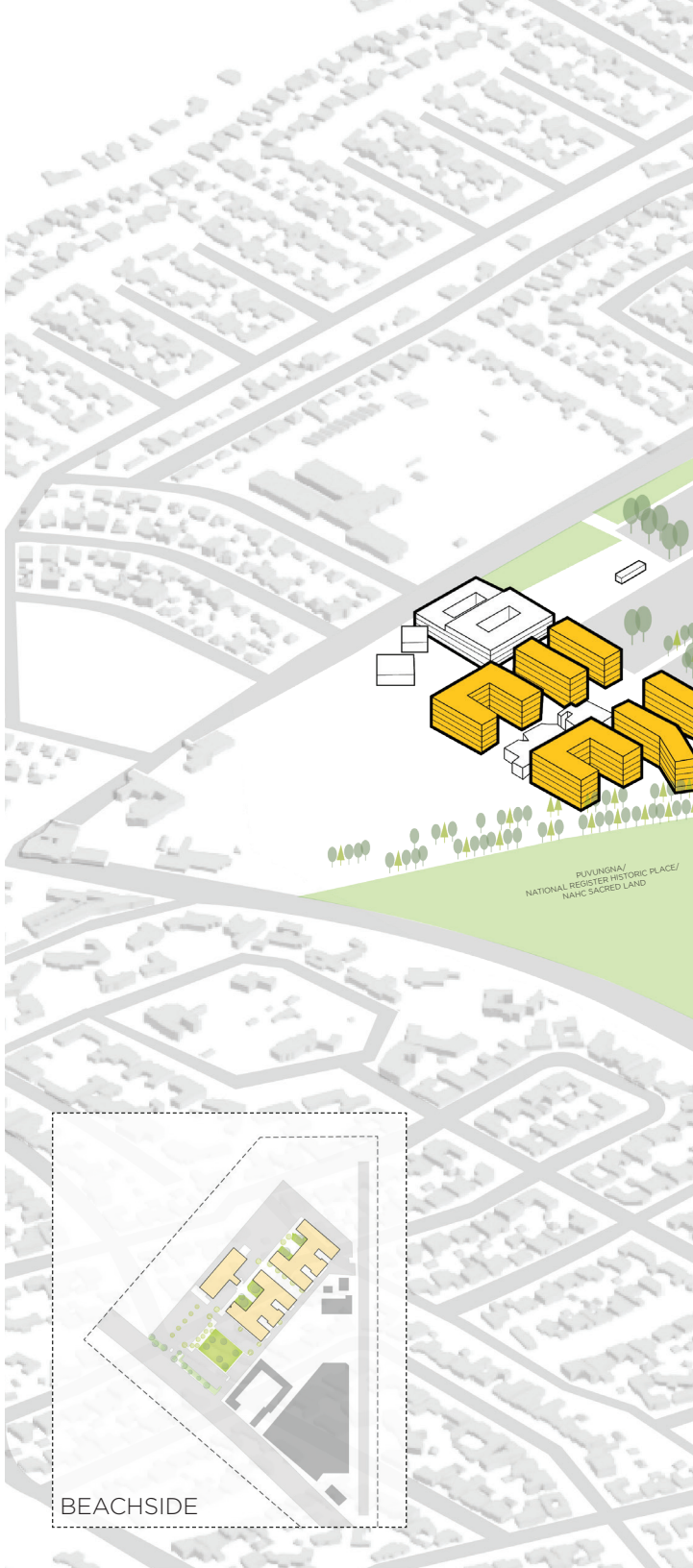
THE 2035 CAMPUS MASTER PLAN UPDATE ESTABLISHES A VISION FOR A VIBRANT CAMPUS.

The Master Plan addresses the University's current and future needs, evolves the campus into a hub for discovery, innovation, societal change, and learning while focusing less on physical growth and more on optimizing the existing physical assets of the campus.

The Plan's vision is based on the strategic priorities established for the University in the Beach 2030 Strategic Plan and responds to the Campus Master Plan Update themes, goals, and principles.

The Plan establishes priority facility projects that will be implemented over the next decade and beyond. The projects include strategies for maintaining and reusing existing buildings as well as proposing new and replacement buildings.

The Plan is unified with a unique and distinctive landscape strategy, a comprehensive sustainability framework, forward-looking infrastructure and utilities planning, and a comprehensive transportation strategy covering the full range of movement throughout the campus.




ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
PETERMAN DRIVE
BEACH DRIVE
WEST CAMPUS DRIVE
EAST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

RENOVATIONS AND DEMOLITIONS

A GOAL OF THE MASTER PLAN IS TO PROVIDE CRITICAL RECOMMENDATIONS ABOUT THE FUTURE OF EACH BUILDING, INCLUDING STRATEGIC DEMOLITIONS AND RENOVATIONS.

Decisions around building demolition and renovations were made based upon three factors:

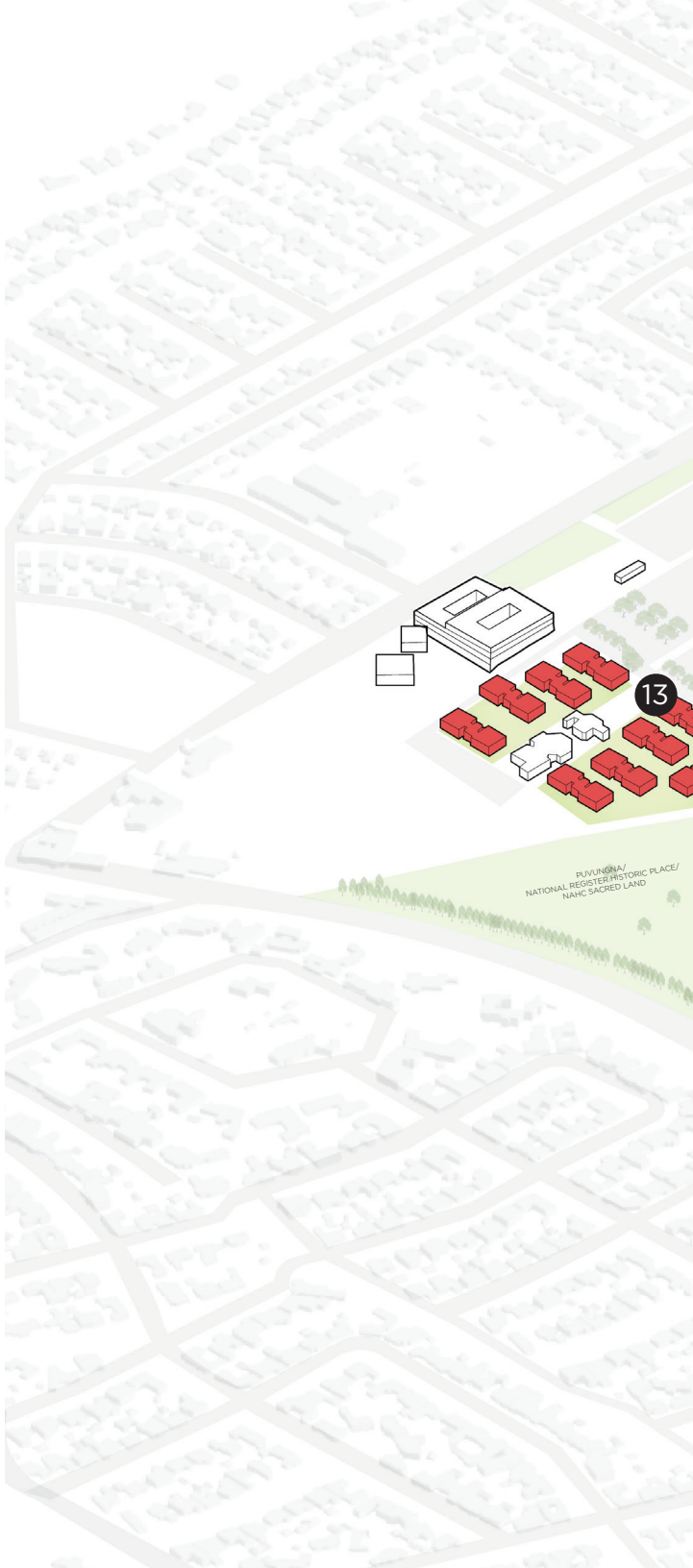
Building Age: Facilities dating to the 1960s or earlier display generally inept functionality in terms of operation, maintenance, and user comfort. A major issue these older buildings pose is that they are inefficient for the manner in which campus users teach, learn, and work today.

Building Condition: Buildings that are currently assessed below average and have critical deferred maintenance issues will be removed, replaced, or renovated over the next decade.

Historic Resources: In 2019, the University conducted a Historic Resources Assessment which resulted in a Historical Context Statement for the campus. The findings of that report raised awarness and have guided conversations around the future of historical assets on the campus.

	PRPOSED BUILDING	YEAR CONSTRUCTED	CONDITION
1	Bookstore	1975	Below Avg.
2	Cafeteria	1960	Replace
3	Design Building	1960	Below Avg.
4	Education 2 Building	1961	Below Avg.
5	Ellis Education Building	1957	Fair
6	Engineering 2	1962	Poor
7	Engineering 3	1962	Poor
8	Engineering 4	1962	Poor
9	Faculty Office 4	1969	Below Avg.
10	Fine Arts 3	1958	Poor
11	International House	1987	Below Avg.
12	Kinesiology Building	1958	Below Avg.
13	Parkside Housing Village	1983	Below Avg.
14	Peterson Hall 1	1959	Poor

PROPOSED DEMOLITION LIST



Proposed Demolition

Proposed Renovation

Buildings to Remain


ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET
1
2
3
4
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8
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11
12
14

BUILDING AGE AND CONDITION

The campus experienced most of its growth in the 1950s and 1960s. And now in 2021, many of the facilities are now or near the time for major investment or demolition.

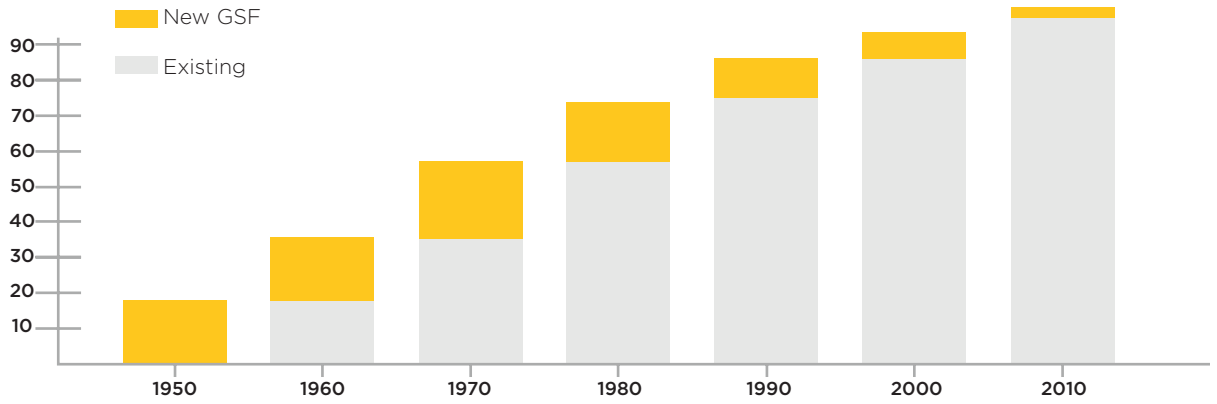
An ISES facility condition report was generated to support the facilities condition analysis and guide the development of the Beach 2035 Master Plan Update.

The analysis classified the existing facilities into six condition categories, ranging from "Excellent," with little to no maintenance required, to a designation of "Replacement," which includes many maintenance tasks ranging from plumbing, to seismic, to accessibility upgrades.

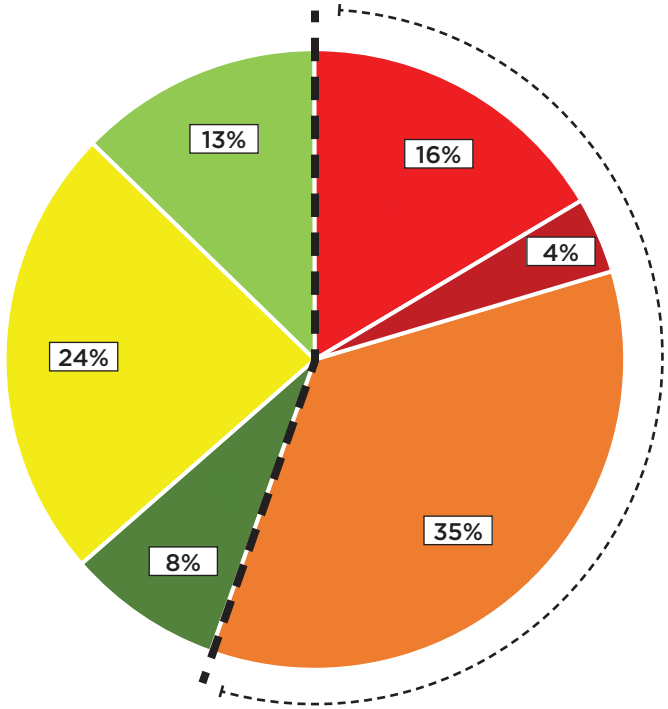
OVER ONE-HALF OF THE EXISTING BUILDING INVENTORY WAS CATEGORIZED AS BELOW AVERAGE OR WORSE.

Buildings with critical deferred maintenance issues that were assessed to be below average or worse will be removed, replaced, or renovated over the next decade.

Buildings in fair, good, and excellent conditions require moderate investment now, but will also require strategic investments over the next two decades in maintenance and projects to keep them functioning at least at the level and condition that they exist today.



CAMPUS GROWTH OVER TIME (BUILDINGS PER AGE)



55%

OF CAMPUS BUILDINGS WERE RATED BELOW AVERAGE OR WORSE

(DOES NOT INCLUDE PARKING STRUCTURES)

- Excellent
- Good
- Fair
- Below Average
- Poor
- Replacement

HISTORIC RESOURCES

In 2019, the University conducted a Historic Resource Assessment of the campus to document the campus' history and heritage resources as many of the campus buildings and built features had neared or reached 50 years of age. The Historic Resources Assessment resulted in a Historical Context Statement.

The assessment evaluated all elements of the built environment including buildings, landscape, sculptures and public art for eligibility for the National Register of Historic Places and the California Register of Historical Resources. Findings informed current and future planning decisions by identifying areas of opportunity and constraints relating to historic resources on campus.

The survey identified two historic districts as eligible for listing in the California Register and National Register: the Upper Campus Historic District (1953-1972) and the Hillside College Historic District (1966-1969). However, the Hillside District was removed from the list due to modifications in the housing community.

Upper Campus Historic District is unique in its characteristics of a historic time and period and embodies the tenets of the Master Plans (1953 and 1963) adopted. The district displays unique blends of site and landscape that respond to CSULB's characteristic of integrating building and site. The significance of the historic district is seen not in the design of one sole building but instead in the design of the entire area as a whole. Holistically, the districts paint a larger picture of the vision and character that shape the CSULB campus.

While the assessment and statement raised awareness and provided consideration for historical assets, CSULB has the ability to renovate and/or demolish any structures on the campus in alignment with CEQA and SHPO.

CAMPUS DISTRICTS

CAMPUS DISTRICTS WERE IDENTIFIED BY EXISTING CAMPUS DEVELOPMENT, DESIRED CONNECTIVITY, PLACEMAKING OPPORTUNITIES, AND STUDENT-READY PROGRAMMING.

Districts are intentionally not referred to or organized around a particular program, such as academics, student life, or athletics. Today, within each district, there are varied uses planned to remain. Programmatically neutral districts allow new and relocated facilities to be placed through a lens of student readiness and do not seek to silo or isolate programs within the campus. Instead, the districts provide unique opportunities to develop the campus based on each district's distinct needs to build on the existing campus framework, improve connectivity across campus, and balance placemaking.

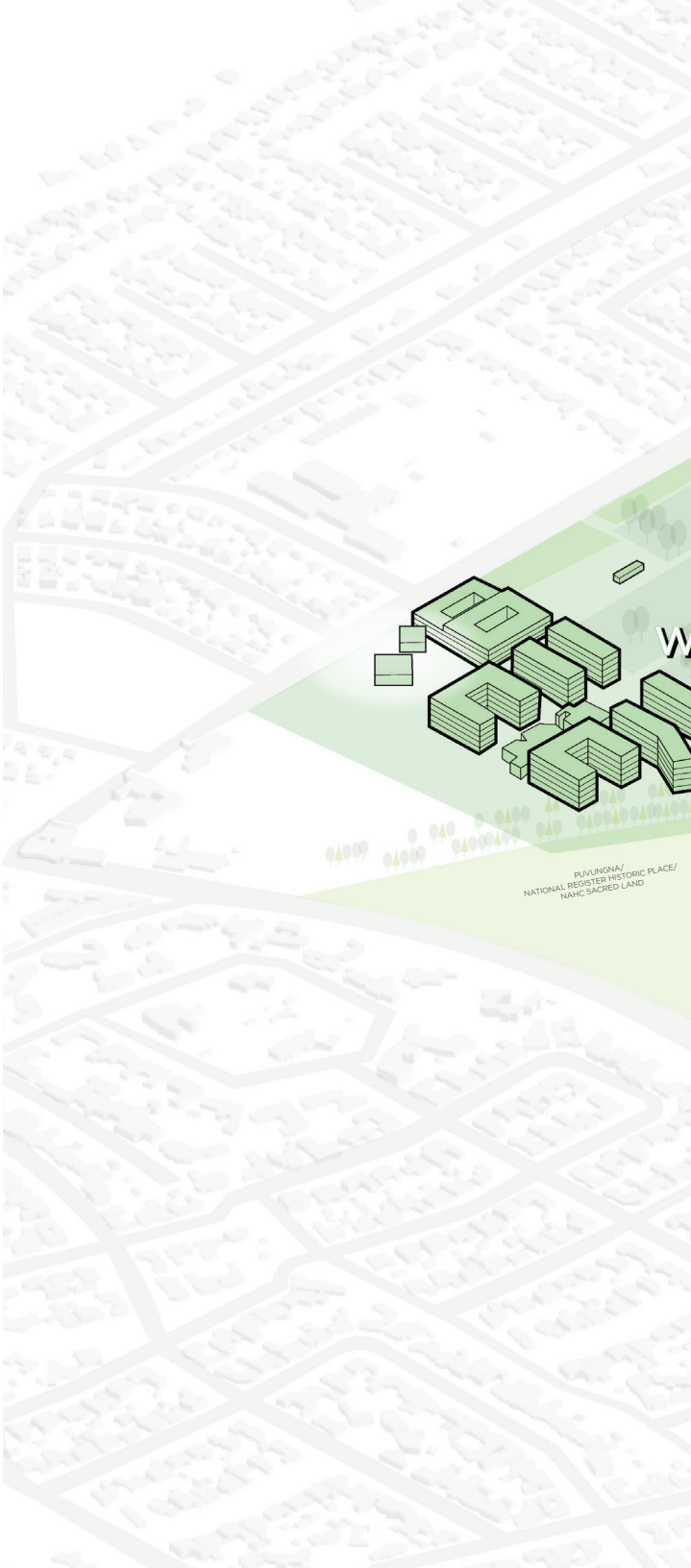
South District: Academic uses will continue to be primarily located in the South District or historic core of campus. Replacement buildings for the College of the Arts and College of Education bring additional academic programs and functions along with a reimagined, vibrant campus quad.

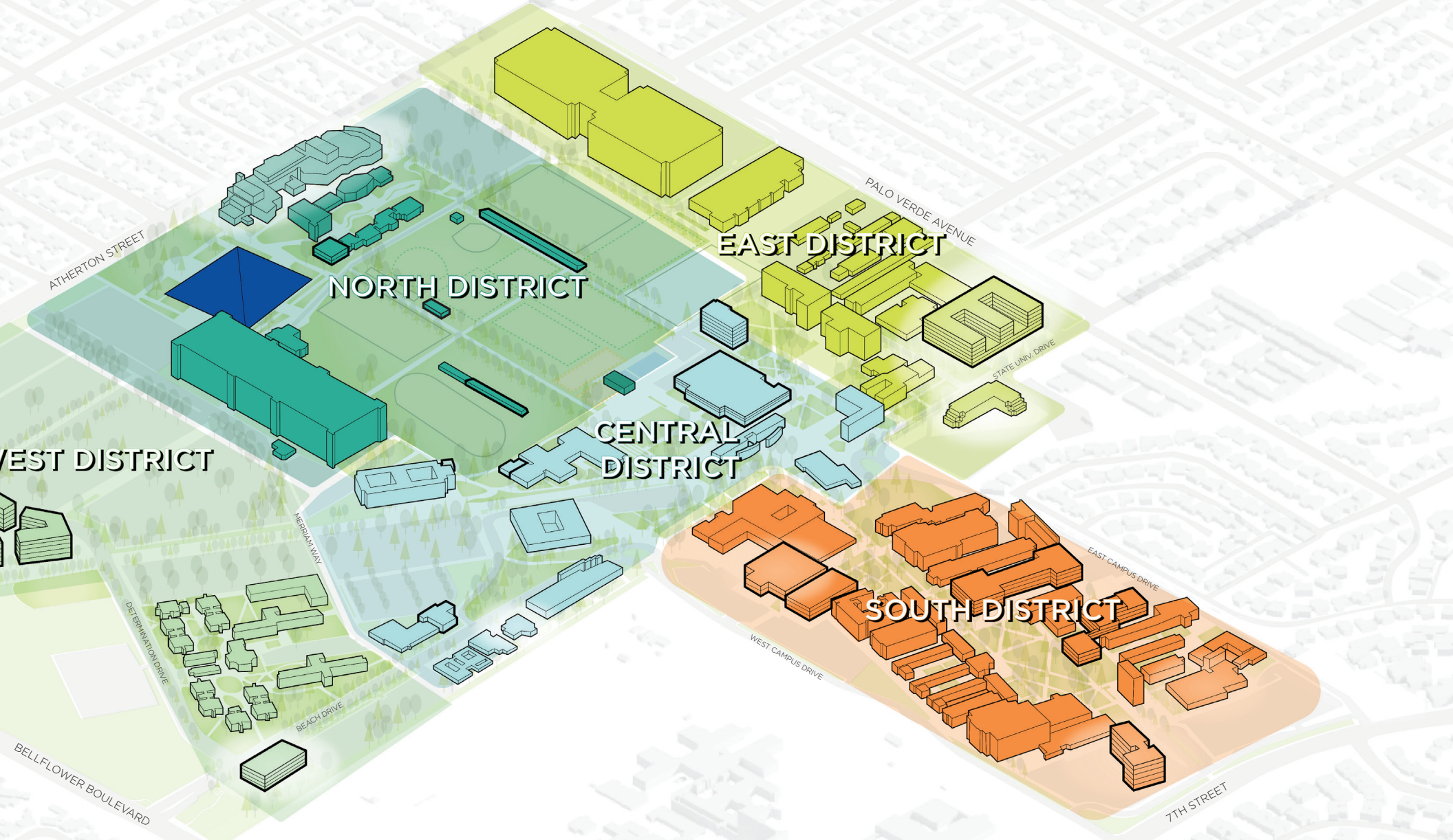
Central District: A goal of the Master Plan is to reimagine the Central District to support vibrant academic and student spaces. The existing Horn Center is one of the campus' major classroom buildings and hosts thousands of students daily. The demolition of the existing Kinesiology building will transform the district into a vibrant student-focused heart of the campus. The removal of the low-density structure makes way for a new campus quad directly adjacent to the Horn Center and a new Kinesiology Replacement Building.

West District: The East District will support most campus residence halls and parking assets. Connecting these functions to other campus districts is critical and supported through various pedestrian and bike network improvement projects.

North District: The North District will continue to support the University's Athletics programs and academic programs in the College of the Arts. A goal of the Master Plan is to create more comfortable and convenient pedestrian connectivity within the block of fields to connect campus functions better. The district is also home to two major visitor functions - the Walter Pyramid and the Carpenter Performing Arts Center. Because visitors so heavily access the district, key gateway and pedestrian improvements are planned.

East District: There is a second concentrated area of academic buildings. A six-story building for the College of Engineering will replace three low-density buildings and provide open space and a future building site for growth beyond this Master Plan. In addition, a housing project located at the campus's edge provides housing for graduate students and employees.




NORTH DISTRICT
EAST DISTRICT
CENTRAL DISTRICT
SOUTH DISTRICT
VEST DISTRICT
ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

ACADEMIC NETWORK

ACADEMIC PROGRAMMATIC RECOMMENDATIONS CONSIDER EXISTING FACILITIES CONDITIONS, ENROLLMENT INCREASES, AND ASPIRATIONAL GOALS SUCH AS THE NEED FOR INTERDISCIPLAINARY COLLABORATIVE, AND INNOVATION SPACE.

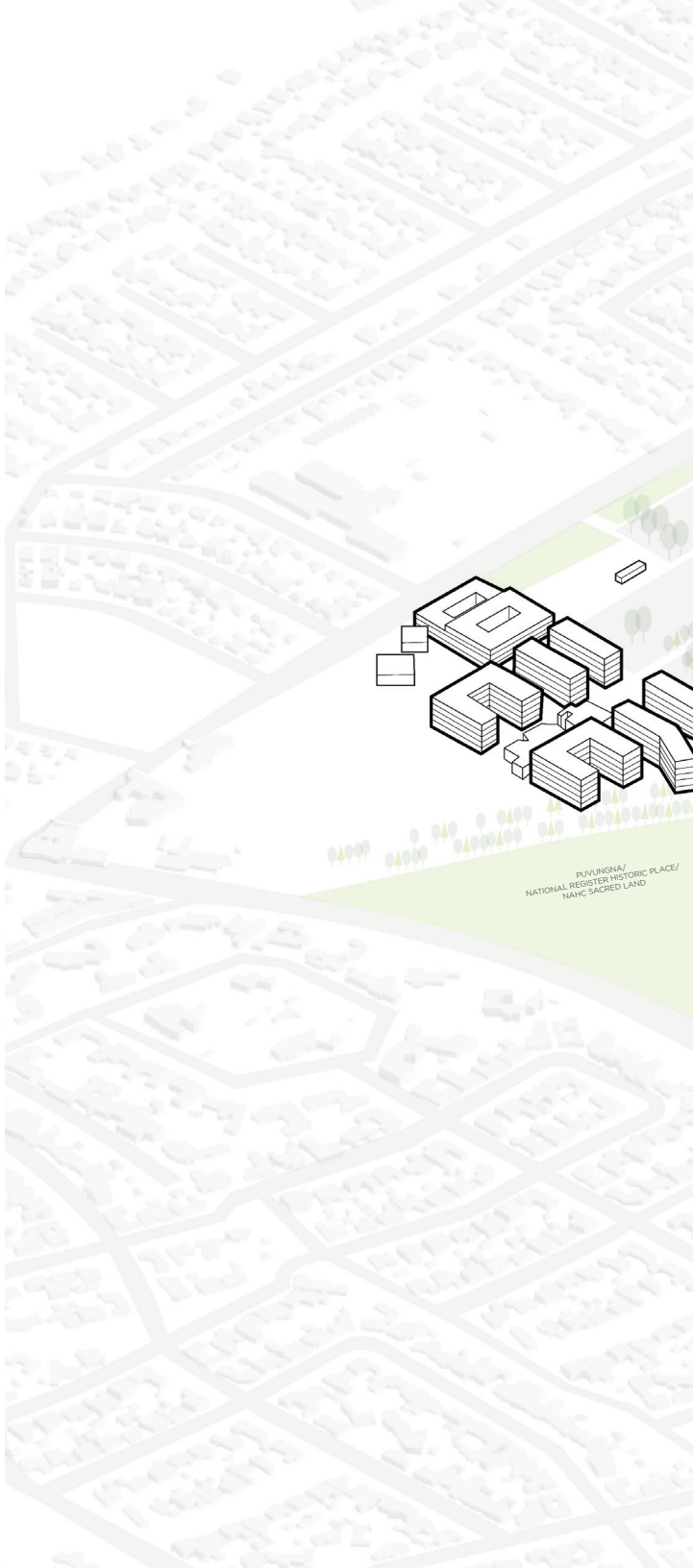
Programmatic recommendations identify facilities needs to support each of eight colleges at CSULB. Through the lens of optimization, the facility recommendations focus on program consolidation and facilitiy replacement projects, as well as key renovations.

COLLEGE OF THE ARTS

The College of the Arts is dispersed throughout the campus which leads to redundancies in programming and support throughout each of the College's departments. A goal of the Master Plan is to further consolidate the College of the Arts and better connect the programs through enhanced pedestrian and multi-modal paths throughout campus.

Program Consolidation and Facility Replacement: FA3 is beyond its useful life and is planned to be demolished. A new replacement building will house the Fine Arts and Design programs, making way for the existing Design Building to be demolished.

Key Renovations: Several key renovations are planned for the College of the Arts buildings as many are considered in poor condition or worse, including the FA4, FA2, FA1, UT, and UTC buildings. In addition, the Theater Arts building, which is a contributing historic building, will also be renovated.



- College of the Arts
- College of Business
- College of Education
- College of Engineering
- College of Health & Human Services
- College of Liberal Arts
- College of Natural Sciences & Mathematics
- College of Professional & International Education
- Shared Resource
- College Front Door


COTA
ENG
COB
NSM
EDU
CHHS
COTA
COTA
CLA
ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

COLLEGE OF BUSINESS

The College of Business is located within the Central District and is situated in a single facility. The building is in good condition, and therefore no major renovation is needed beyond regular and ongoing maintenance.

Facility Addition: As the College continues to grow over time, an addition may be placed onto the building or adjacent to the building to house additional student services, computer labs, and instructional space.

COLLEGE OF EDUCATION

The College of Education is currently located in the two southernmost buildings on the campus. The five-story library building creates a physical and visual separation for the College of Education programs. While fairly close to the campus quad, the programs feel isolated from their academic counterparts.

Program Consolidation and Facility Replacement: A goal of the Master Plan Update is to relocate the College of Education along the campus quad. A new three-story replacement building for the College of Education will be built adjacent to the Psychology Building.

COLLEGE OF ENGINEERING

The College of Engineering is located within the East District across six buildings. The existing engineering buildings are amongst the campus' worst condition facilities, scoring below average or worse. A goal of the Master Plan Update is to address the critical facilities needs for each of the engineering buildings either through replacement or renovation.

Program Consolidation and Facility Replacement: A new Engineering replacement building will demolish three existing buildings with significant deferred maintenance: EN2, EN3, and EN4. These low-density buildings will be replaced with a new six-story academic building making better use of the land within the East District. In addition, an additional expansion site is possible where a new quadrangle is proposed.

Key Renovations: ECS, VEC, and ET buildings are key renovations to address deferred maintenance and programmatic improvements.

COLLEGE OF HEALTH AND HUMAN SERVICES

The College of Health and Human Services is currently distributed across five buildings, including the Peterson Hall Replacement Building, which will be completed in 2025.

Facility Replacement: A new Kinesiology Replacement Building will relocate and right-size the existing CHHS program into a new three-story structure used for academics, athletics, and club sports.

COLLEGE OF LIBERAL ARTS (CLA)

The College of Liberal Arts is the largest College and is located across ten buildings. Many buildings were recently renovated, including LA2, LA3, LA4, and CLA.

Key Renovations: Several key renovations are planned for the College of Liberal Arts buildings as many are considered in poor condition or worse, including LA1, LH, FO2, FO3, and SSPA buildings.

The McIntosh Humanities building, a contributing historic building, will also be renovated to address accessibility and mechanical issues. As the building is primarily faculty offices, the renovation will introduce several co-working spaces for part-time lecturers and teaching assistants.

COLLEGE OF NATURAL SCIENCES & MATHEMATICS

The College of Natural Science and Mathematics is located within the South District across three buildings. MLSC and HSCI are in good and excellent condition, respectively, and therefore no major renovation is needed beyond regular and ongoing maintenance.

Key Renovations: The MIC building is in poor condition and needs renovation. A new Student Success Center is planned for the MIC building, bringing the necessary student support programs into the College's space.

COLLEGE OF PROFESSIONAL & INTERNATIONAL EDUCATION (CPIE)

CPIE serves the specific needs of adult learners and non-traditional students. CPIE is currently located in two buildings, both in fair condition or better. While there are no specific projects planned for CPIE, increasing online learners and hybrid instruction will create a need for support space within the CPIE buildings. This space includes an Online Learning Resource Center, lecture capture spaces, and IT support.

INTERDISCIPLINARY SPACE

As students, faculty, and leadership identified, colleges desire to share resources and collaborate. Currently, there are few spaces on campus for academic collaboration. A goal of the Master Plan Update is to create shared space for interdisciplinary collaboration throughout the campus.

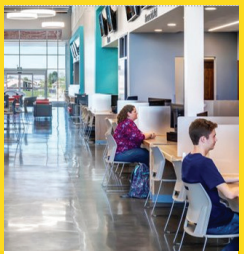
The Master Plan Update identifies opportunities for establishing a network of innovation and collaboration hubs. The proposed framework distributes the hubs to serve key disciplines. Emphasis is placed on building this network over time as new facilities are constructed.

COLLEGE FRONT DOORS

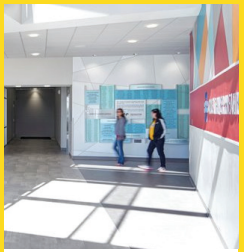
In general, the Colleges lack a visual identity or visual indication of their presence within the complex fabric of the campus. Without identifying anchor points, it can be confusing for students and visitors looking for their destination. A goal of the Master Plan Update is to provide a “front-door” for each of the Colleges that include student-focused spaces, outdoor space, information, and visual branding. These front doors are also a place to display points of pride and achievements.

FRONT DOOR PLACEMAKING


GROUND FLOOR PRESENCE


STUDENT-CENTERED


INDOOR / OUTDOOR SPACE


SENSE OF ARRIVAL

SIGNAGE AND INFO KIOSK


IDENTITY AND BRANDING

WELLNESS AND STUDENT SUPPORT NETWORK

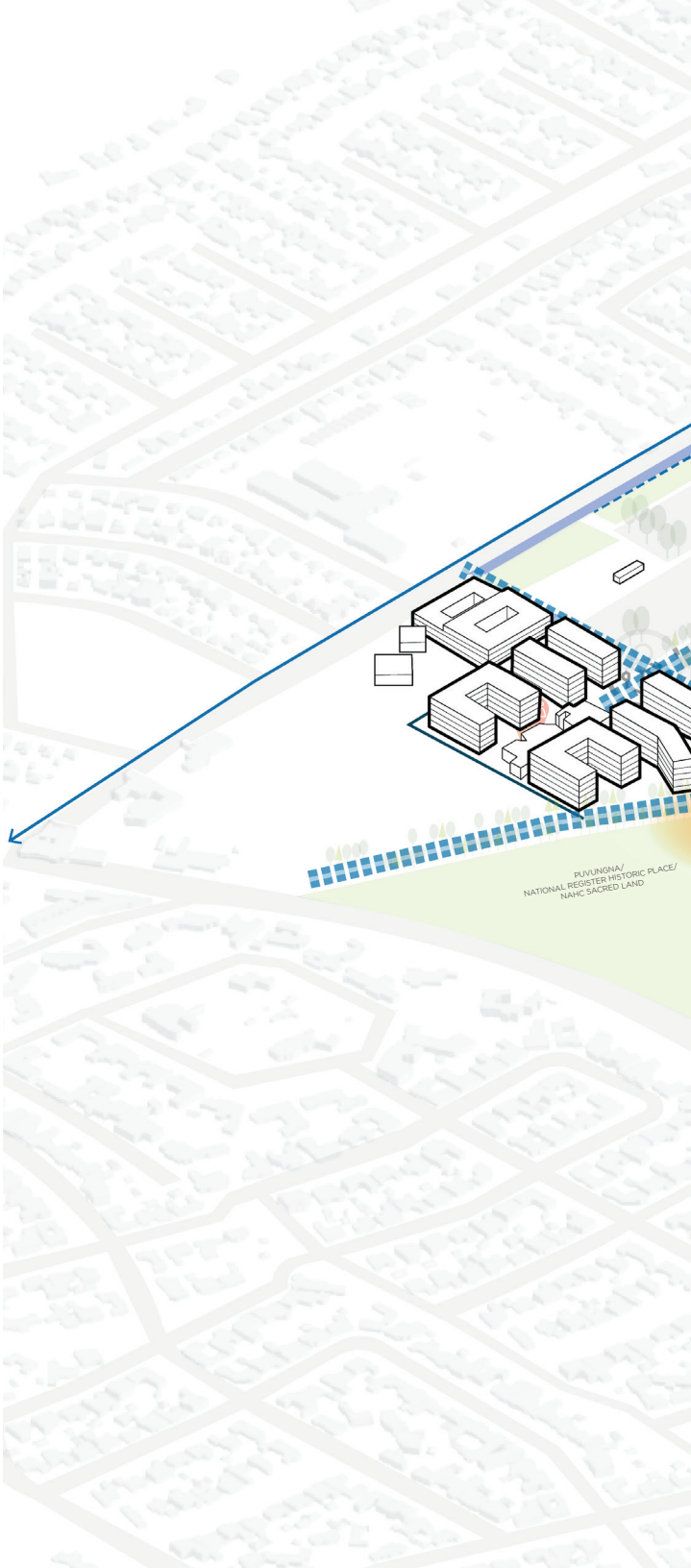
TO BETTER SERVE THE DISTRIBUTED CSULB POPULATION, THE MASTER PLAN UPDATE RECOMMENDS LOCATING STUDENT SUPPORT FACILITIES, PROGRAMS, AND AMENITIES IN MULTIPLE DISTRICTS ACROSS THE CAMPUS, AS WELL AS A CONCENTRATED CENTRAL HUB.

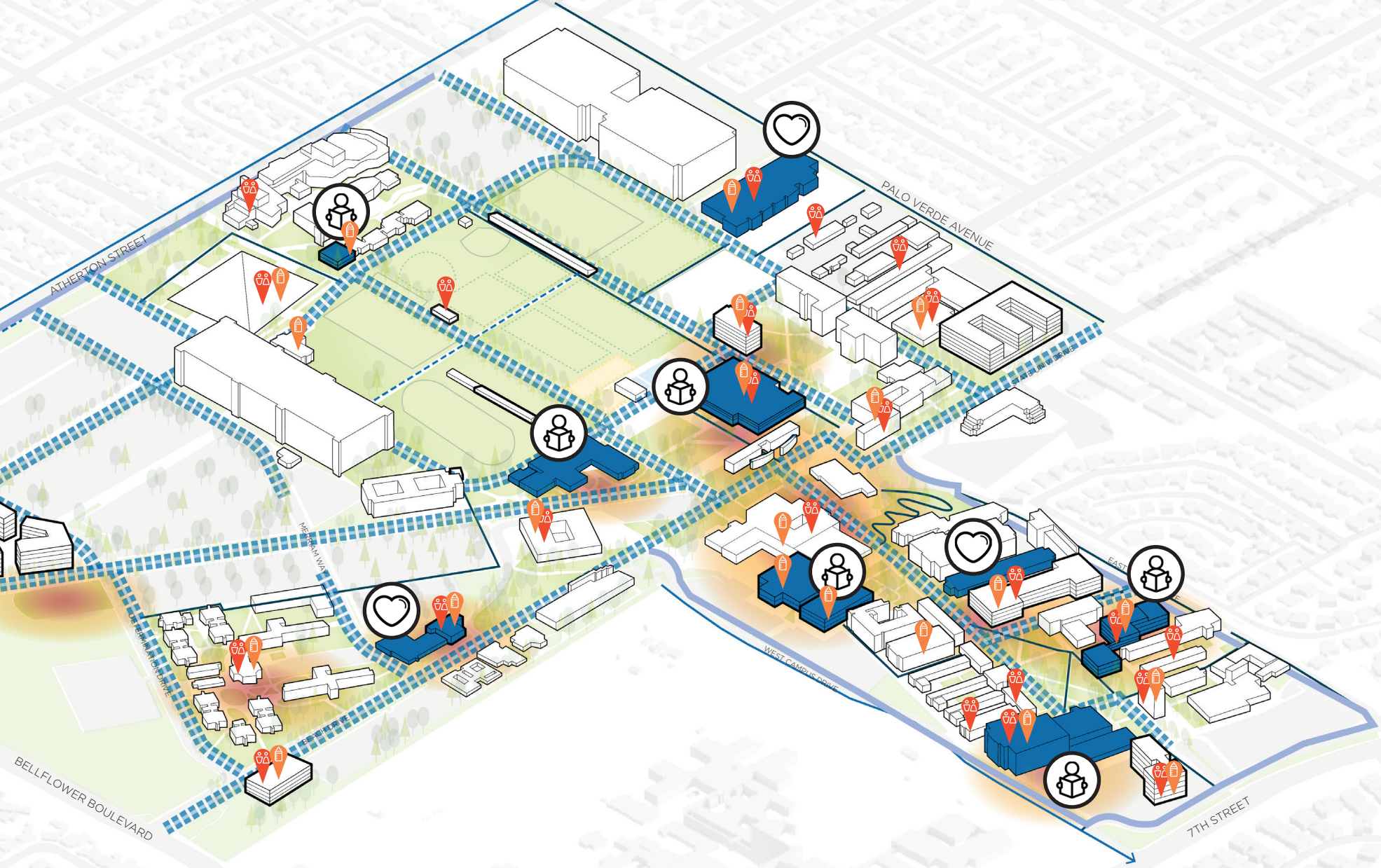
Wellness: A priority of the Master Plan is to prioritize well-being, both physical and mental. The campus recreation center is a central location for wellness on campus; however, a goal of the Master Plan is to place wellness on display throughout the campus. New buildings and major renovations should include spaces for mental rejuvenation and relaxation. Outdoor areas such as the Japanese Garden and other smaller pockets of open space should be planned for important connections to nature. A network of walking paths promotes students, faculty, and staff to move about the campus safely and conveniently while doing unstructured physical activity.

Support Space: A major goal of the Master Plan is to bring the services to where the students are located, including Counseling and Psychology Services (CAPS), advising, tutoring, etc. These functions should be considered part of the building programs for all new and renovated academic and housing buildings.

Inclusive Resources: Lactation stations and gender-neutral restrooms exist today in several campus buildings, including the USU, CPIE, Human Services and Design, and others. Functions and spaces such as gender-neutral restrooms and lactation rooms should be located throughout the campus to ensure equitable campus experiences that are not dependent on location. All new buildings and major renovations should include lactation stations and gender-neutral restrooms as part of the building program.

Study Space: Students reported a need for additional study space on the campus, including group and individual study. While the library is a central location for study, additional study resources should be planned for ground floors of new and renovated academic buildings and outdoor space such as quads and courtyards.




ATHERTON STREET
PALO VERDE AVENUE
BELLFLOWER BOULEVARD
7TH STREET
WEST CAMPUS DRIVE

STUDENT LIFE NETWORK

THE MASTER PLAN UPDATE SEEKS TO CREATE A VIBRANT CAMPUS EXPERIENCE BY PROVIDING AMENITIES AND RESIDENTIAL COMMUNITIES THAT CONTRIBUTE TO AN EQUITABLE EXPERIENCE FOR ALL CSULB STUDENTS.

DINING AND FOOD SERVICE

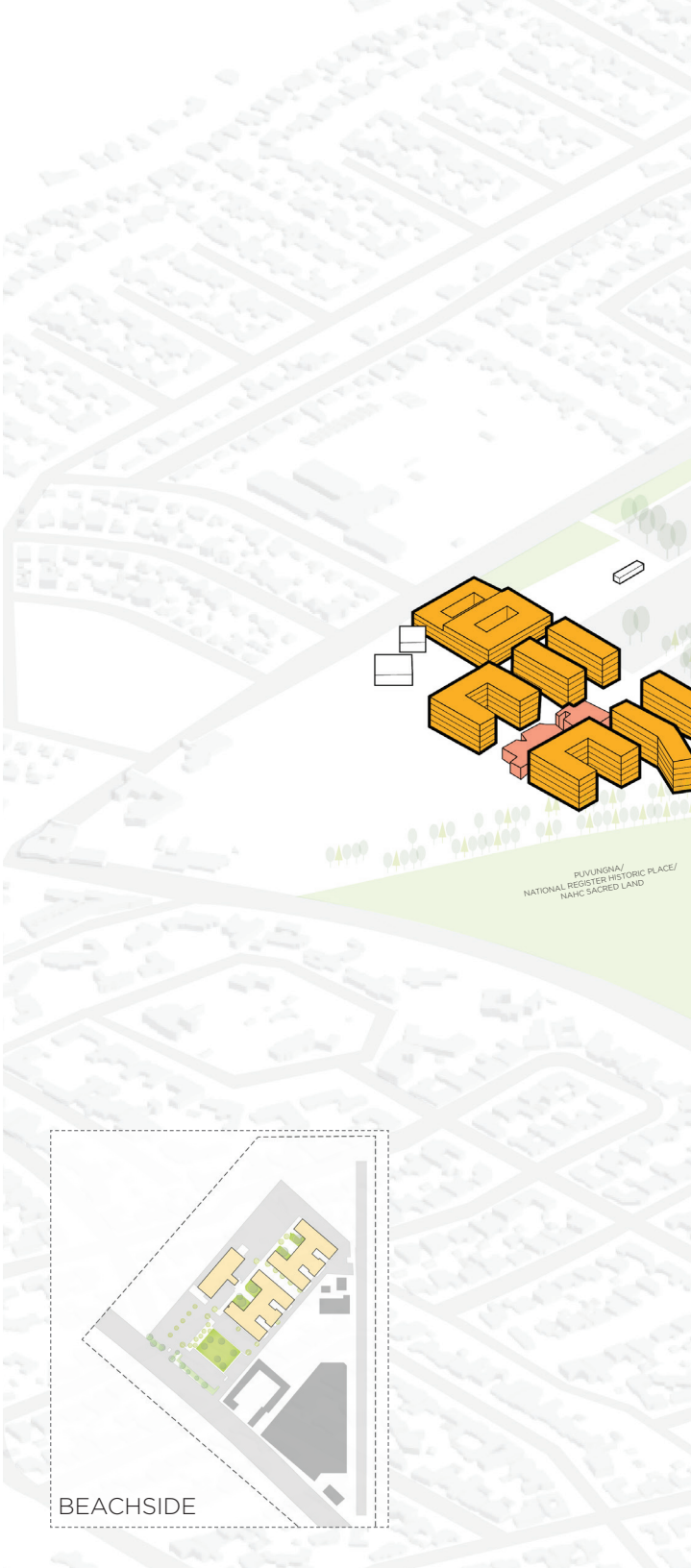
The dining facilities operated by 49er Shops are located in several buildings across the campus, in varying conditions.

The existing University Dining Plaza (UDP) is highly utilized but needs to be renovated or replaced. The building is in poor condition and is at capacity for space for both front and back of house functions. The Master Plan proposes demolishing the existing UDP building and replacing it with a new two-story structure that houses the current food services and the relocated campus bookstore.

The two dining halls within the housing communities have been recently updated and are in good condition. However, as housing is added to the campus, additional dining facilities may be needed to support more residents.

The Outpost is the newest dining facility and is in excellent condition. There are also several small dining functions across the campus, including cafes in the Library and Student Recreation and Wellness Center. However, there are areas under-served by on-campus dining, such as the North District, which lacks adequate dining to support the daytime population. Foodservice program should be located in the new University Music Center addition to provide food to this District.

The Associated Students operate the dining facilities within the University Student Union and is at capacity in terms of space. A major renovation is planned for the University Student Union to be funded through a student referendum. The proposed plan for the building is to increase space for food service.




ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
WEST CAMPUS DRIVE
EAST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

ON-CAMPUS HOUSING

THE MASTER PLAN INCLUDES A HOUSING RENEWAL AND GROWTH STRATEGY TO RENOVATE AND ADD BEDS TO THE CAMPUS OVER TIME.

In 2019, the University completed a Strategic Housing Master Plan that outlined recommendations and justification to grow housing capacity over time. New thinking has been incorporated into this Campus Master Plan Update that aligns with the established goal of supporting an expanded residential environment, but redefines the goal around number of beds. **The goal set-forth within the 15-year timeline of the Master Plan is increase the number of beds on campus from 3,000 to 4,000.** To achieve this updated goal, the University will prioritize:

1. **Right-sizing Units:** The majority of beds across CSULB are traditional doubles, semi-suites, or full-suite designed doubles which have been modified to remove the common living space in the units. The top priority is to right-size existing housing units in Hillside and Beachside Housing Communities to include common space either within the units or shared common space within the building.

HOUSING OCCUPANCY BY TYPE

UNIT TYPE	UNIT TYPE DESCRIPTION	2021	2035
TRADITIONAL DOUBLE	Two beds per unit	825	2,188
	Shared Restrooms and Shower Facilities (one per pod)		
	Shared Kitchen; Shared Lounge; Shared Study (one per pod)		
	Primarily located at Parkside North, Los Alamitos and Los Cerritos		
SEMI-SUITES (Singles and Doubles)	4-5 beds per unit	1,208	0
	Shared Restrooms and Shower Facilities within Unit		
	No kitchen, lounge, or study (priority project)		
	Primarily located in Parkside and Hillside		
FULL-SUITES (Singles and Doubles)	Four beds per unit	968	1,138
	Shared Restrooms and Shower Facilities within Unit		
	Efficiency kitchens within unit; Shared common space within unit		
	Primarily located at Parkside North		
FACULTY AND STAFF APARTMENTS	Mix of Studio, One Bedroom, and Two Bedroom Units	15	300
	Restrooms, Shower, Living and Kitchens within Unit		
	Shared Community Space for the Building; Designated Outdoor Space; Shared Laundry		
	Currently for HRL Employees		

2. **Removing Poor Condition Facilities:** The second priority is to reduce the current inequities in the quality of on-campus housing communities by replacing and renovating the lowest-performing housing buildings.
3. **Increasing Number of Beds:** To maximize the number of beds, the Master Plan Update recommends replacing the planned apartments with pods and suites within Parkside Housing Community.
4. **Providing Apartments of Faculty, Staff, and Graduate Students:** The City of Long Beach is experiencing a housing shortage, which results in limited affordable housing options for CSULB graduate students and employees. This project creates the critical need for more housing units on the campus. In addition, it will help to reduce Vehicle Miles Traveled (VMT), which aligns with the University's sustainability goals to reduce emissions caused by commuting.

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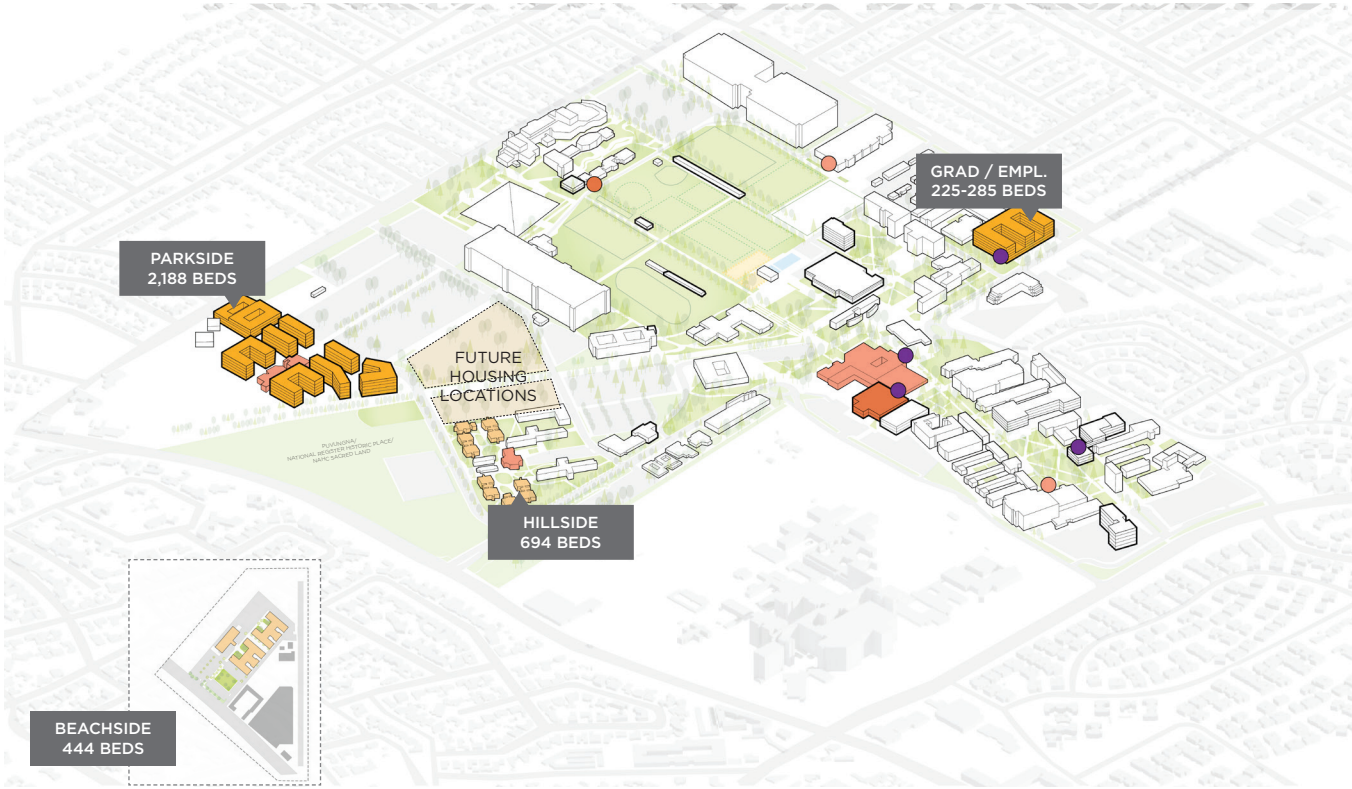
This Master Plan Update does not include the Creekside Housing Community within the timeframe of this Master Plan. The Creekside Housing Community is planned to add an additional 1,284 beds to the campus on existing surface parking lots. A strategy for the replacement of parking must be identified outside the need for a new parking structure.

PROPOSED ON-CAMPUS HOUSING PROJECT PRIORITIZATION



	TODAY'S BEDS	PRIORITY 01 (RIGHT-SIZE)	PRIORITY 02 (REPLACE PARKSIDE)	FUTURE PHASE (BUILD CREEKSIDE) NOT INCLUDED IN THE 2035 CAMPUS MASTER PLAN UPDATE
Parkside	1,387	1,387	2,188	2,188
Hillside	1,005	694	694	694
Beachside	616	444	444	444
Creekside	0	0	0	1,284
Grad/Employee Housing	0	0	285	285
TOTAL	**3,008**	**2,525**	**3,611**	**4,895**
NET GAIN IN PHASE	**-**	**-483**	**+1,086**	**+1,284**

LANDSCAPE AND OPEN SPACE

04

OPEN SPACE FRAMEWORK

Described as a park-like setting, CSULB's campus and its open spaces contribute significantly to its identity and serve many functions, including recreation, outdoor gathering and events, relaxation, and cultural expression.

The proposed Open Space Framework builds upon the existing structure defined by the formal development of the campus. It promotes open spaces that are active and filled with a vibrant lifestyle. These spaces are more organic and unstructured to adapt to student life or the impromptu hangout. The framework is centered around three key themes:

PROVIDE A SENSE OF PLACE

The Master Plan Update seeks to define primary open spaces within each campus district as social centers. The goal is to provide a sense of place within each district to create a connected network of activity across the campus.

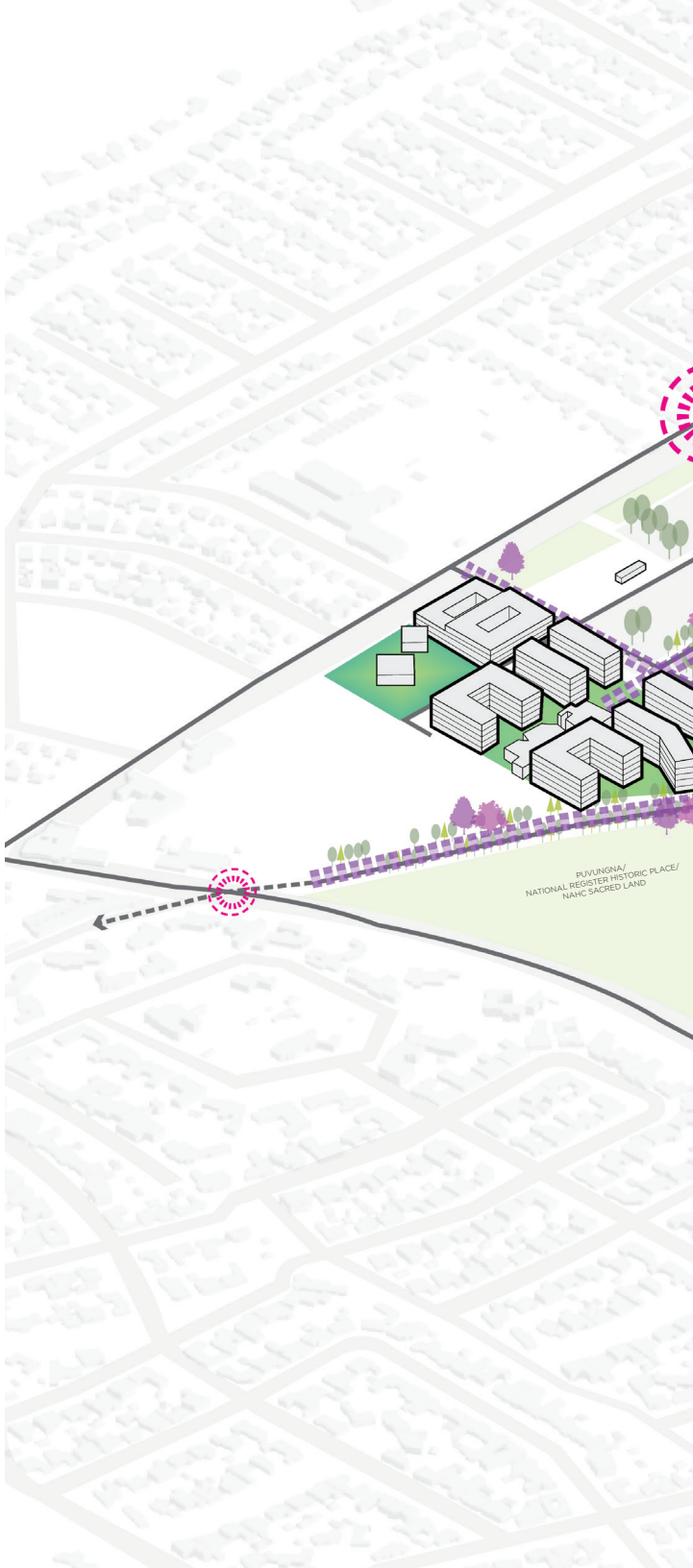
INCREASE PROGRAMMABLE SPACE

The variety of open spaces on the campus is an integral layer for gathering, outdoor learning environments, and campus landmarks. Open spaces should be flexible to adapt to the evolving needs of the campus users and community.

BUILD UPON THE PARK-LIKE SETTING

Tied to the University's resiliency goals is to introduce a strategy to enhance the campus' urban forest, which offers aesthetic, environmental, and wellness benefits.

CSULB's campus open spaces can be broken down into the following major typologies: Quads, Plazas, Courtyards, Edges, Corridors, and Recreation Fields. There are precedents to be continued in each category and opportunity areas that the Master Plan Update addresses.

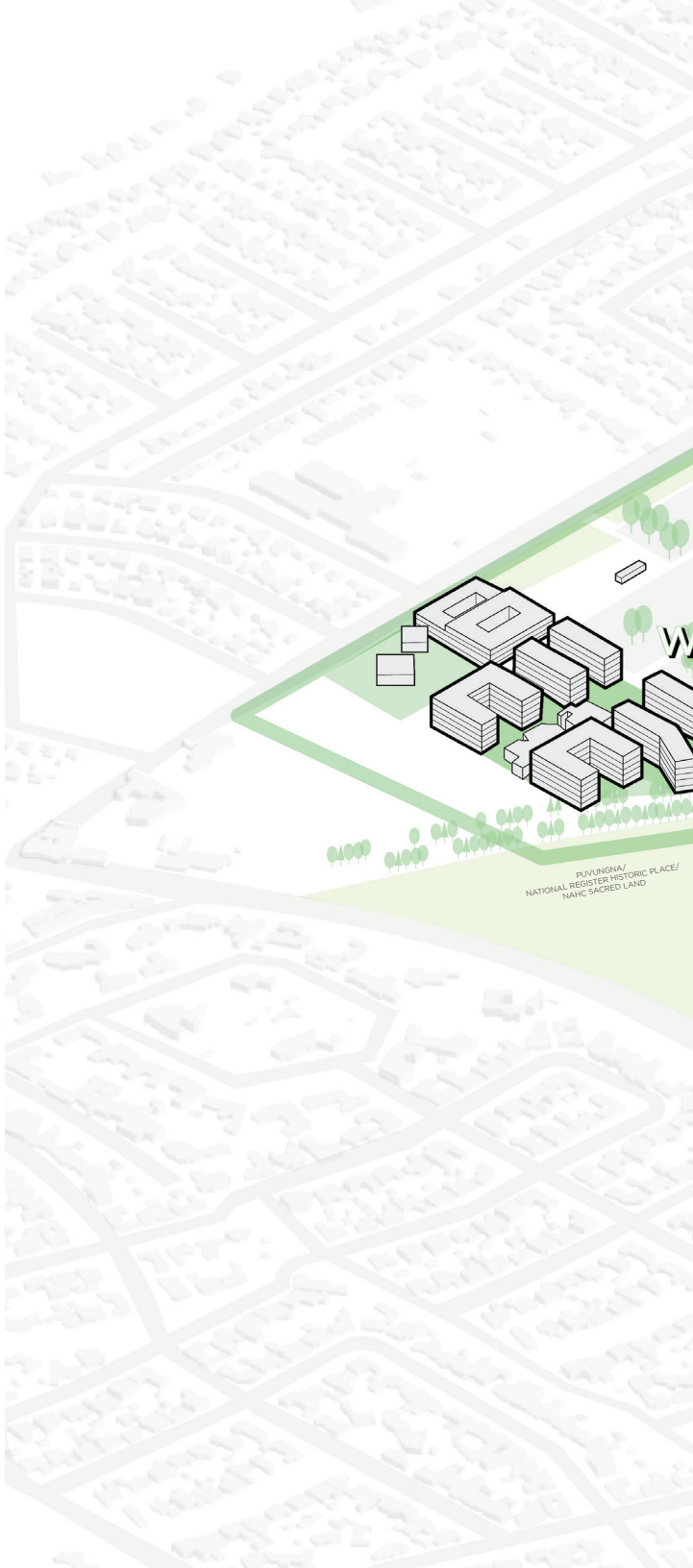


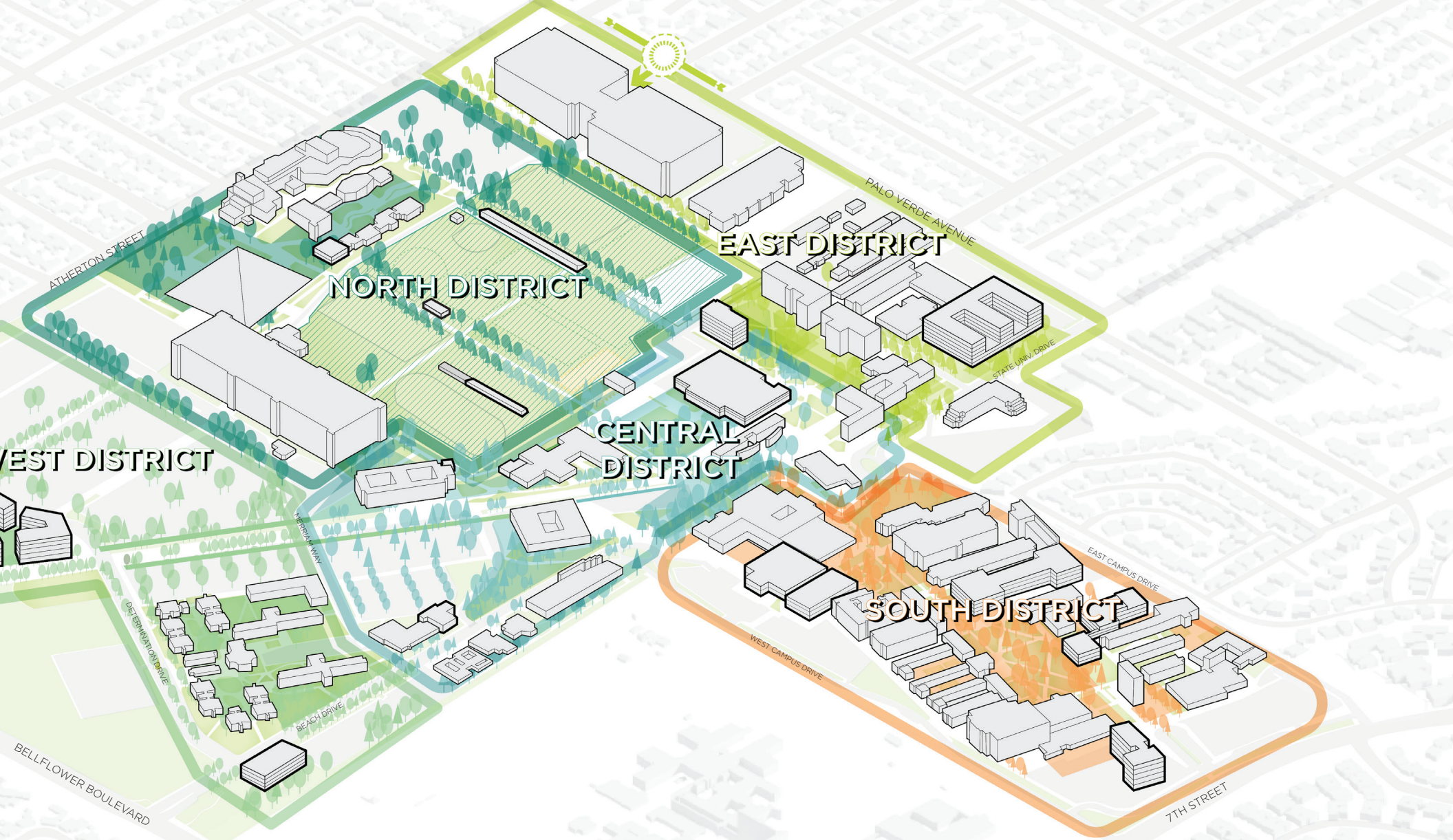

ATHERTON STREET
PALO VERDE AVENUE
BELLFLOWER BOULEVARD
7TH STREET
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BEACH DRIVE

OPEN SPACES BY DISTRICT

The Master Plan Update seeks to define primary open spaces within each campus district as social centers. However, dependent on programs, facility recommendations, and existing conditions, the recommendations within each district are distinct.

- The **South District** is the historic core of the campus, with traditional Quad vernacular complimented by adjacent courtyards and plazas. The South District will continue to be a catalyst for the further articulation of the urban forest and a redefined campus quad that will create various curated outdoor environments that promote learning, socialization, and collaboration.
- The **Central District** serves as the cultural core of the campus where major pedestrian corridors intersect. Friendship Walk and the terraced stairs are key links for pedestrians, and there is an opportunity to establish additional spaces for student collaboration along these key connectors. In addition, with a replacement project planned for the Kinesiology Building, a new quadrangle will support outdoor gatherings at a large scale within the core of campus life.
- The **West District** is predominantly characterized by student housing and shall provide open spaces that encourage community-building. In addition, the planned Bouton Creek Pathway will provide for additional placemaking within the district and improved connectivity between on-campus housing and major academic and student service functions.
- The **North District** comprises active recreational open space and shall integrate a more efficient field layout and new pedestrian corridors to enhance the district's connection to key student life functions. In addition, there are key open space opportunities along the north edge of the campus that align with the visitor-heavy programs for athletics and arts.
- The **East District** supports a variety of programming. With planned facility projects such as the new Engineering Replacement Building and the Graduate/Employee Student Housing there are opportunities to provide additional open space for small-scale gathering and outdoor learning environments within the district.

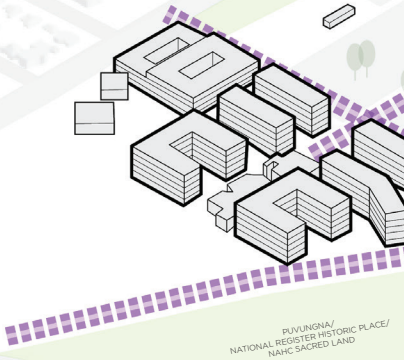



NORTH DISTRICT
EAST DISTRICT
CENTRAL DISTRICT
SOUTH DISTRICT
VEST DISTRICT
ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

OUTDOOR LEARNING ENVIRONMENTS

Outdoor learning spaces have become more common since the pandemic. These outdoor spaces can be scheduled for formal outdoor learning by taking advantage of Long Beach's climate. When not scheduled, these spaces and places provide expanded shaded seating for informal gatherings, studying, and socializing. The spaces should be designed for maximum flexibility with high utilization for scheduled and unscheduled activities. Outdoor learning environments must have ample and reliable wifi and power, be accessible for all, and protect from sun and wind.

OUTDOOR CLASS-ROOM CONCEPT: NEED CREDIT



Primary Landscape Corridors

Proposed Outdoor Learning Space

Existing Outdoor Learning Space

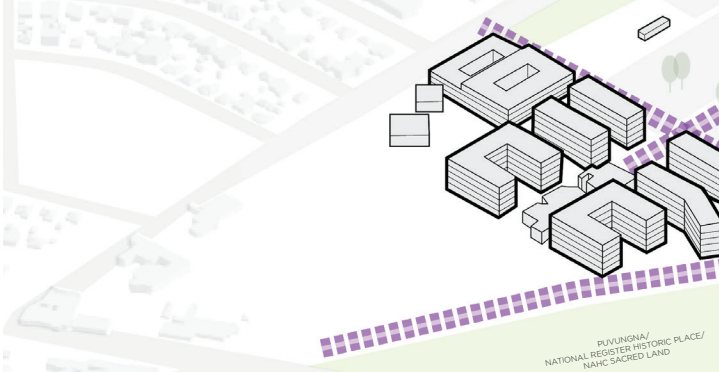

ATHERTON STREET
PALO VERDE AVENUE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

CAMPUS LANDMARKS

Campus landmarks can transform a mere ‘space’ into a meaningful place through placemaking. Creating areas of significance will help campus users interpret their surroundings, develop meaningful connections to the campus environment, and provide inspiring and culturally reflective backdrops for students.

PRECEDENT IMAGES

1. ALLOWING ART TO AMPLIFY WAYFINDING AND PERHAPS SIGNAL TIMES OF DAY
2. EMBRACING THE SUPER-GRAPHIC AND SPRINKLING THEM AROUND CAMPUS
3. AMPLIFYING CAMPUS ELEMENTS THROUGH REPETITION
4. BEAUTIFUL SCULPTURAL MOMENTS THAT ENHANCE PROGRAM
5. ARCHITECTURAL INTERVENTIONS THAT ENHANCE FREE SPEECH AREAS ON CAMPUS
6. GROW BEACH POTENTIAL TO EXPAND TO VARIOUS MICRO-CLIMATES AROUND CAMPUS
7. ‘HEARTHS AT THE HEART’ WHERE STUDENTS CAN GATHER AT CAMPUS HUBS
8. PAVILIONS THAT SPEAK TO SUSTAINABILITY
9. SUPER GRAPHICS WITH A MESSAGE
10. URBAN STYLE INTERVENTIONS THAT AMPLIFY EXISTING INFRASTRUCTURE



Primary landscape corridors

Proposed Landmark

Existing Landmark


ATHERTON STREET
PALO VERDE AVENUE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

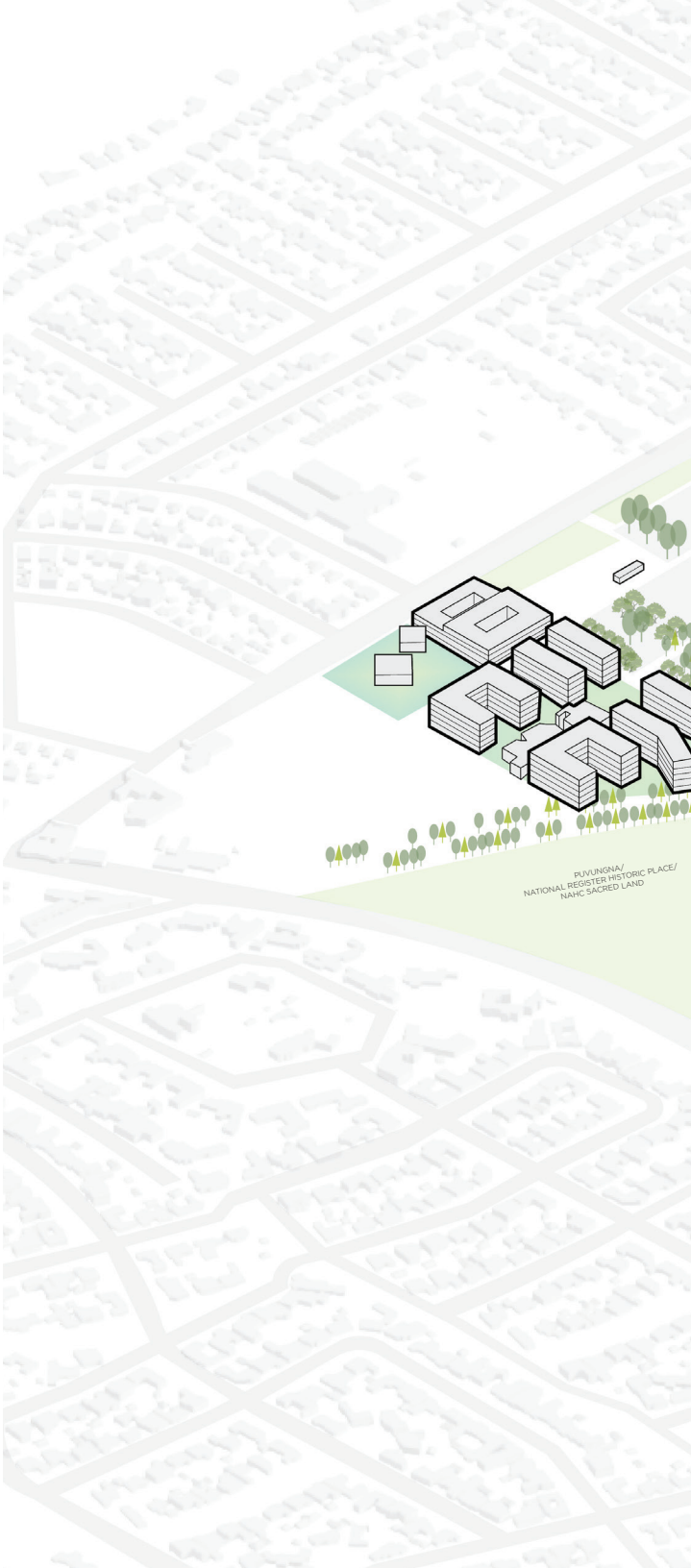
URBAN FOREST

Undoubtedly, the University's Urban Forest is one of the major attributes relative to describing the campus' park-like aesthetic. However, beyond its contributions to beauty, there are many larger goals aligned with reforestation:

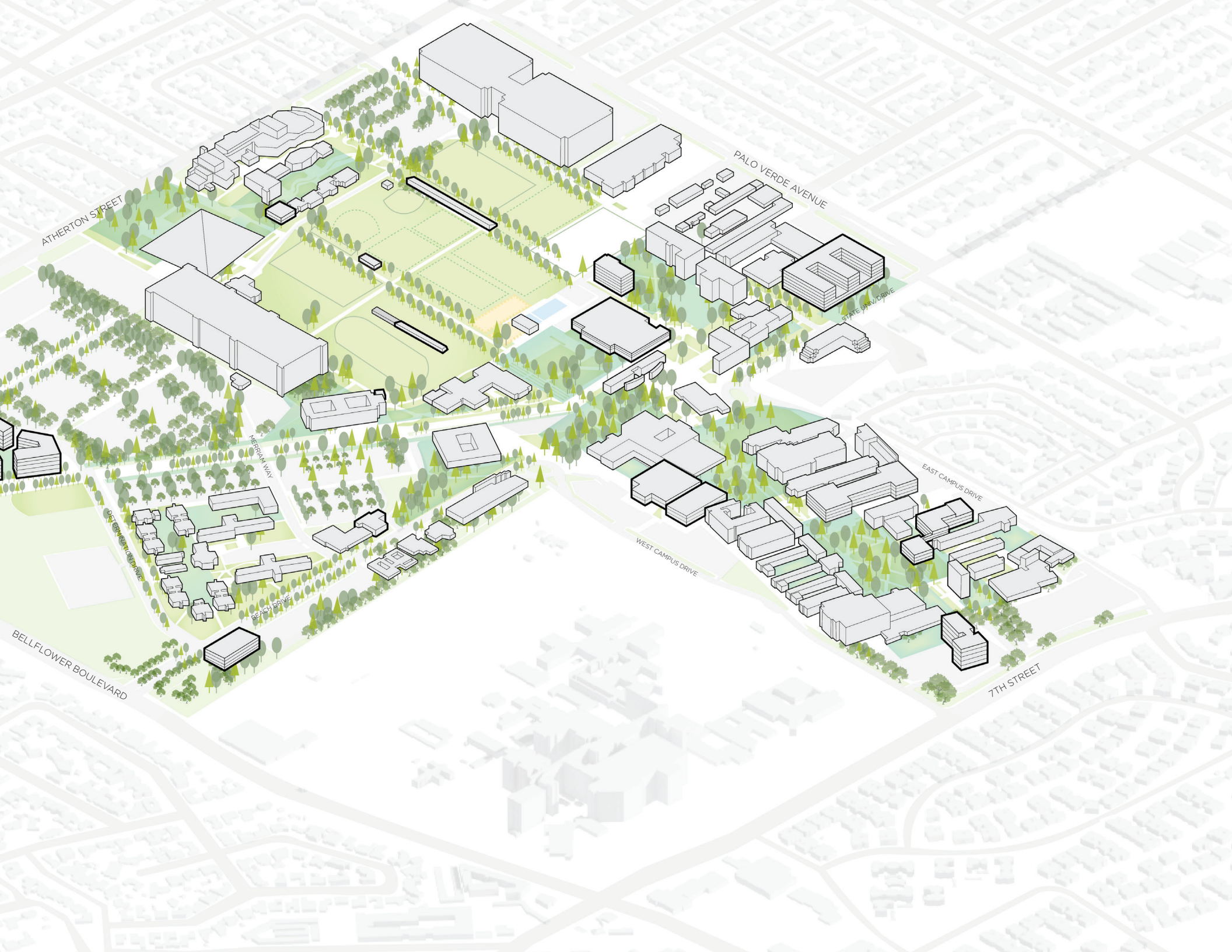
Environmental Benefits: Ability to provide the University and regional contexts with ecological benefits, such as improving air and water quality by removing particulate matter, oxide, and nitrogen dioxide from the air, mitigating flooding and extreme heat, saving energy.

Biophilia: Studies have shown that a people's connection to nature (also known as biophilia) can profoundly increase mood, happiness, productivity, and reduce stress.

Supporting a Sense of Place: The Urban Forest provides shaded environments for students, faculty, and community members to enjoy. Looking to the future, the University will provide an equitable distribution of shade within courtyards, plazas, open space, and pathways.



Tree Cover


ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
PETERSON LOOP DRIVE
BEACH DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

URBAN FOREST INVENTORY

As part of the 2012 Landscape Master Plan, CSULB performed an inventory of the campus urban forest -- its collection of over 6,800 trees. CSULB has invested in tracking the benefits of its urban forest and prioritizing improvements through the tools such as ArborPro and iTree. By measuring information such as trunk diameter, canopy height and width, maturity, and species, the University can evaluate the amount of carbon sequestered, runoff avoided, cooling benefits, and particulate matter removed from the air by its Urban Forest. Measuring the ecological benefits of existing open spaces will establish a benchmark for the Master Plan Update's open space improvements. This information can be used to evaluate design alternatives, ensuring that ecosystem services are either maintained or increased.

THE CAMPUS QUAD: A CASE STUDY IN QUANTIFYING EXISTING ENVIRONMENTAL METRICS.

This case study has aimed to quantify the environmental metrics associated with the portion of the University's Urban Forest within the campus quad. Future project interventions in the quad can produce projected metrics associated with proposed designs to provide the University with analytics of potential impacts to the Urban Forest.

220 TREES IN TOTAL WITHIN THE CAMPUS QUAD

NOTE: DATA SOURCE FROM ITREE HTTPS://PLANTING.ITREETOOLS.ORG/

TREE CHARACTERISTICS LIKE SPECIES, NUMBERS, DBH (DIAMETER AT BREAST HEIGHT), CONDITION, EXPOSURE TO SUNLIGHT ARE TAKEN INTO ACCOUNT WHEN RUNNING THE SIMULATION

ANNUAL CO2 SEQUESTERED

46,585

(POUND)

ANNUAL RUNOFF AVOIDED

31,498

(GALLON)

ANNUAL AIR BENEFIT

O3 (OZONE) REMOVED	165
NO2 (NITROGEN DIOXIDE) REMOVED	37.2
SO2 (SULFUR DIOXIDE) REMOVED	0.7
PM2.5 (PARTICULATE MATTER SMALLER THAN 2.5 MICROMETERS IN DIAMETER) REMOVED	1.9

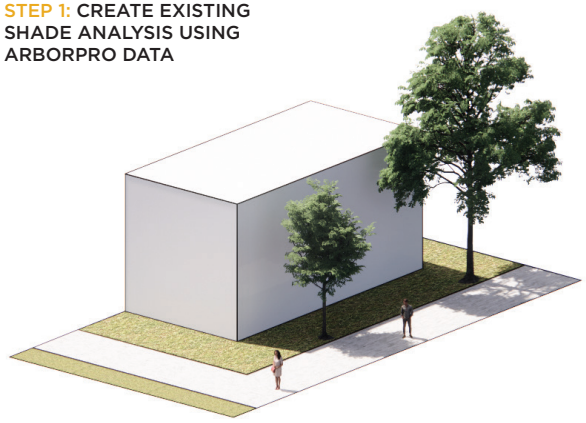
(POUND)

SHADING STUDIES

To begin an analysis of the existing shade provided at various locations on campus, Urban Forest data collected from the Arborpro database, which includes tree height, canopy diameter, and trunk size, shall be modeled within the context of individual project site boundaries. Once an existing shade square footage benchmark is established at various times of the year, a proposed design within the same project boundary shall be modeled to evaluate whether it meets a reasonable distribution of new shade opportunities. The analysis shall be on a project-to-project basis and consider the benefit of providing both sun and shade opportunities for various users of varying shade preferences.

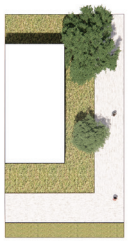
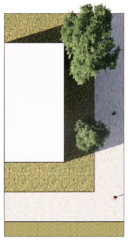
CANOPY SHADE CASE STUDY: DEVELOP SHADE RECOMMENDATIONS FOR WALKWAYS

STEP 1: CREATE EXISTING SHADE ANALYSIS USING ARBORPRO DATA

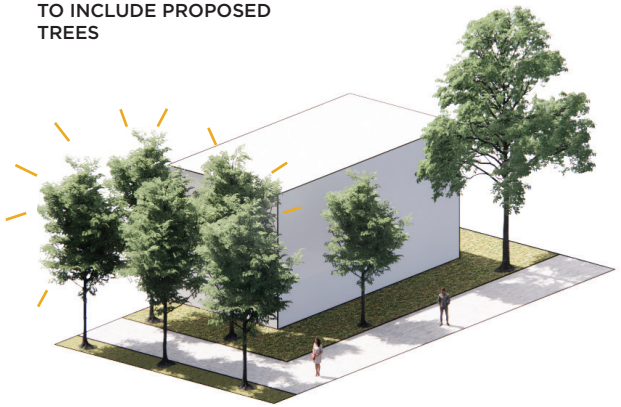


NOTE: Dates and times of analysis per universal standard for evaluating sun and shade.

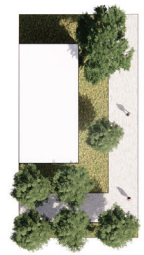
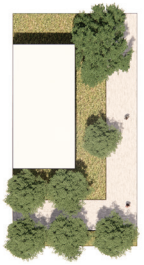
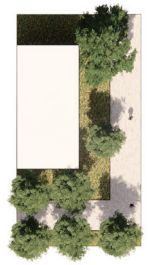
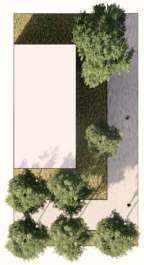
STEP 2: CALCULATE QUANTITY SF OF EXISTING SHADE PROVIDED RELATIVE TO PATHWAYS WITHIN SCOPE

	SUMMER SOLSTICE	WINTER SOLSTICE	VERNAL EQUINOX
10:00 AM	 18% SHADE	 20% SHADE	 20% SHADE
12:00 PM	 25% SHADE	 27% SHADE	 30% SHADE
2:00 PM	 30% SHADE	 40% SHADE	 35% SHADE
4:00 PM	 43% SHADE	 43% SHADE	 50% SHADE

STEP 3: UPDATE ANALYSIS TO INCLUDE PROPOSED TREES



STEP 4: CALCULATE QUANTITY SF OF SHADE PROVIDED RELATIVE TO PATHWAYS WITHIN SCOPE

	SUMMER SOLSTICE	WINTER SOLSTICE	VERNAL EQUINOX
10:00 AM	 49% SHADE	 38% SHADE	 60% SHADE
12:00 PM	 45% SHADE	 60% SHADE	 65% SHADE
2:00 PM	 60% SHADE	 70% SHADE	 75% SHADE
4:00 PM	 80% SHADE	 65% SHADE	 90% SHADE

OPEN SPACE TYPES

QUAD

COURTYARDS

QUAD

As the primary open spaces on campus, quads are predominantly used for socializing and studying, making them popular nodes of activity on campus. As a result, quads are activated, social zones where people gather, linger, relax, and socialize.

Improvements to campus quads should introduce activated, collaborative, and identity-driven social spaces connected by shaded pathways along its edges without interrupting the historical vocabulary of this iconic campus destination. To enhance the traditional campus quad's communal qualities, small-scale spaces should be incorporated to allow people to gather for occasional events and daily relaxing and socialization.

Given that quads are intersections where multiple connectors come together, they must also accommodate large volumes of people at peak passage times. Therefore, properly designed circulation routes are critical to the long-term success of these spaces.

Adequate seating is necessary to ensure the continued success of campus quads. In addition, the after-hours nature of civic spaces requires adequate lighting to ensure usability and safety throughout the evening.

COURTYARDS

Courtyards are areas of open space that are either partially or completely enclosed by walls or buildings. CSULB's campus courtyards vary in size and character. Some courtyards function as a building's entry space while others, like the Liberal Arts Courtyard, serve as outdoor classrooms and an extension of the surrounding buildings' program.

When compared to the University's plaza environments, campus courtyards are more garden-like with emphasis on landscape and more intimate seating arrangements. Design of campus courtyards shall continue to consider scale of pedestrian promenades relative to primary campus corridors, seating arrangements focused on providing variety, shade, and plant selections that maintain continuity with adjacencies while considering opportunities to amplify habitat and biodiversity. Wifi coverage will be provided wherever courtyards are developed.

PLAZAS

PLAZAS

CSULB's plazas serve as gathering spaces for both intimate social connections and large group events. By activating the spaces between buildings, plazas provide the opportunity for interdisciplinary collaboration. Because of the campus' temperate climate, these outdoor spaces are a year-round amenity for students, faculty, staff, and the surrounding community.

Plazas can become compelling "fourth places" on campus - public places beyond class/work and home where students, faculty, and community members can transition and connect. Fourth places encourage in-between activities like walking, waiting, "people watching," informal conversations, and impromptu social encounters, building a sense of community connectedness.

CORRIDORS

CORRIDORS

CSULB's campus corridors are thoroughfares that allow pedestrians to get to and from their destinations. Beyond providing clear routes, corridors give campus users opportunities to stroll, jog, ride a bike, and people-watch.

Campus corridors range from formal to informal in their arrangement and landscaping. Some serve as main pedestrian thoroughfares, incorporating events and programs and functioning as organizational spines for the campus. Others function strictly as pedestrian channels, connecting different areas of the campus.

EDGES

EDGES

The edges of the campus establish an identity and gateway, creating a boundary and acting as a buffer between the surrounding streets, land uses, and the campus. The landscape of campus edges varies from dense screen plantings and natural vegetation to turf areas and manicured planting areas. Edges provide an opportunity to communicate CSULB's values and commitments to the public through design. The 'edges' of the campus establish a sense of identity and gateway for the campus but also reinforce a sense of continuity with the neighborhoods adjacent. While recognizing significant vehicular gateways present opportunities for enhancing wayfinding and identity, pedestrian and micromobility gateways enhance the park-like aesthetic of the campus and shall integrate further promote wayfinding, health and wellness opportunities, safety, and consider accessibility and pedestrian volume during peak hours of the day. Drought tolerant landscaping should be used wherever possible to convey the campus' value of sustainability to the community.

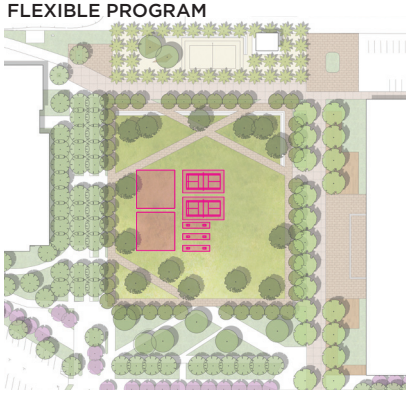
THE NORTH CAMPUS QUAD

With a replacement project planned for the Kinesiology Building, a new quadrangle will support outdoor gatherings at a large scale within the center of campus life.

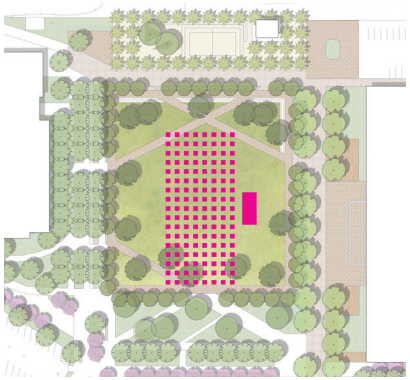



1. Kinesiology Great Lawn
2. “Beach at the Beach” Design Aesthetic
3. Retention Landscape
4. Bike + Micromobility Corridor
5. “Boardwalk”
6. Raised “Pier” Terrace
7. “Friendship Allee”
8. Vehicular + Rideshare Dropoff

FLEXIBLE PROGRAM



RECREATION
OCCUPANCY: DISPLAYING 2 FRISBEE SPACES, 2 BADMINTON COURTS, AND 3 CORNHOLE GAMES



MOVIE NIGHT
OCCUPANCY: 136 6’X6’ BLANKETS AND MOVE SCREEN OR STAGE

EMERGENCY EVACUATION
OCCUPANCY: 5,500 PEOPLE AT 7 SF/PERSON

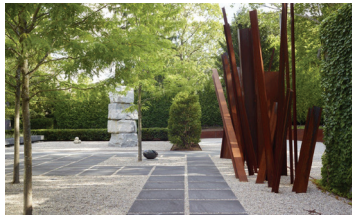
REDEFINING THE QUAD

The Quad is the foremost iconic open space on the campus and serves as the heart of the historic core of the campus. The large open space serves as a gathering area for formal events and everyday moments such as small study groups gathering under trees or a game of frisbee. The campus quad renovation project provides recommendations that define and enhance the edges of the quad into intentional and programmed courtyards that encourage a variety of activities. The next several pages outline each of the diverse courtyards planned for the perimeter of the existing quadrangle.

1. THE STUDY HALL

5. THE FOREST

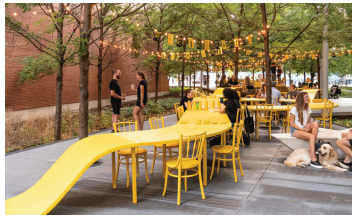
2. THE GARDEN GATEWAY



6. PAINTERLY PORCH

3. ACTIVE ALLEY

7. CALIFORNIA CORRIDOR

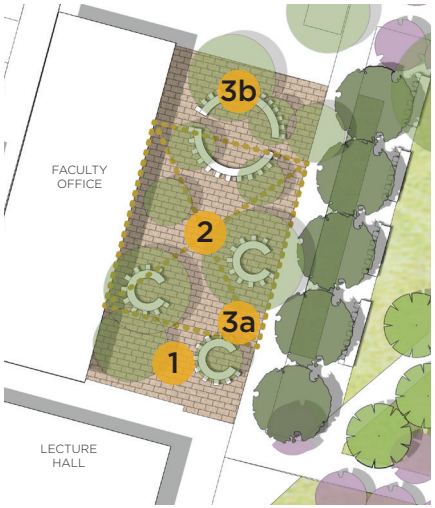


4. THE HANGOUT

Maintain lawn: Redefine the limits of the 'Quad'

People places: New placemaking opportunities

THE STUDY HALL



1 COURTYARD WITH PAVERS

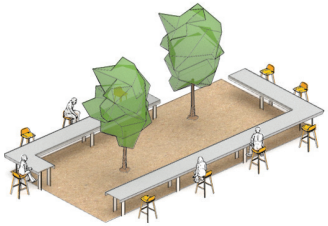
2 CATENARY LIGHTING

COUNTER SEATING

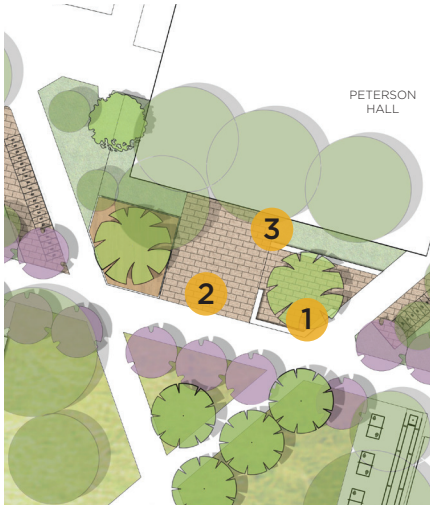
3a SMALL ENCLOSURE

3b OUTDOOR CLASSROOM

Primary Seating Typology:
Counter



THE GARDEN GATEWAY

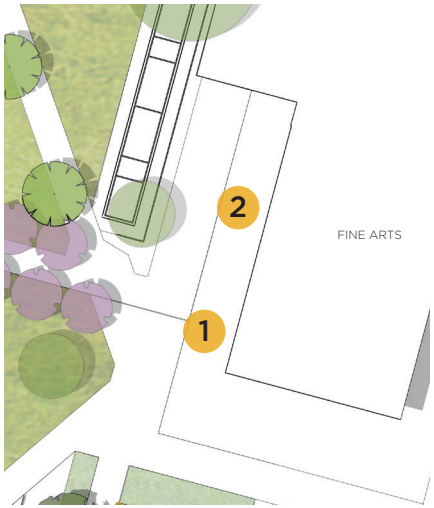


1 HERITAGE TREES

2 PRECAST CONCRETE PAVERS

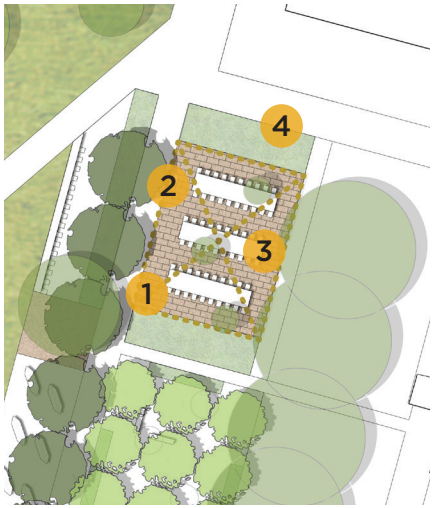
3 EDGE PLANTING

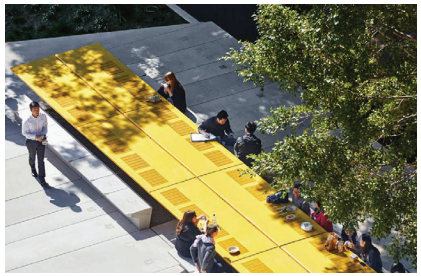
ACTIVE ALLEY



1. PING-PONG
2. FLEXIBLE LAWN SPACE

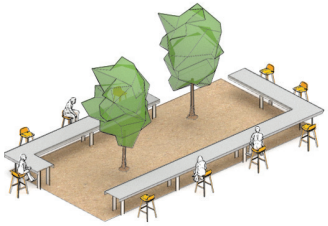
THE HANGOUT





1. CATENARY LIGHTING
2. CONCRETE PAVER COURT
3. TABLES
4. EDGE PLANTING

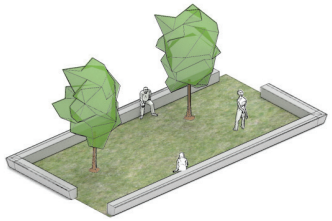
Primary Seating Typology:
Counter



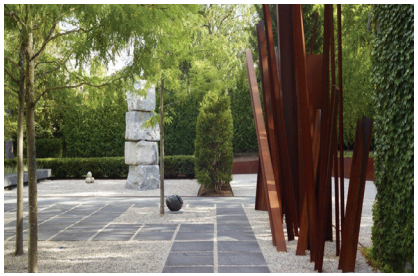
THE FOREST

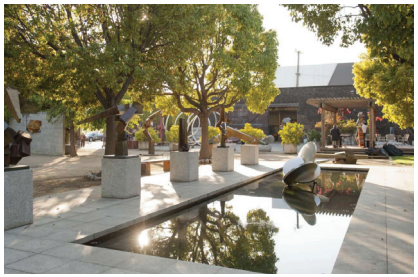
1. BENCHES
2. NEW EVERGREEN TREES
3. LOW HEDGE PERIMETER
4. DECOMPOSED GRANITE COURT

Primary Seating Typology:
Court



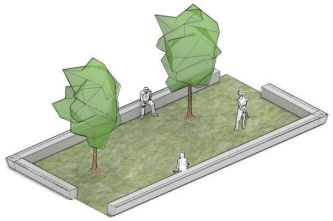
PAINTERLY PORCH





1. ROTATING ART
2. STEPSTONES
3. GRAVEL
4. HEDGES (VARIETY)
5. NEW EVERGREEN TREES

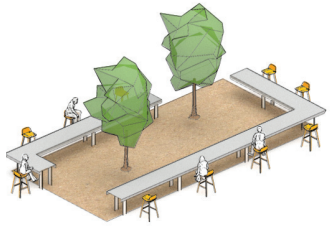
Primary Seating Typology:
Court



CALIFORNIA CORRIDOR

1. BENCH
2. LINEAR COUNTER
3. PAVERS
4. EDGE PLANTING
5. NEW EVERGREEN TREES
6. DECOMPOSED GRANITE PATH

Primary Seating Typology:
Counter

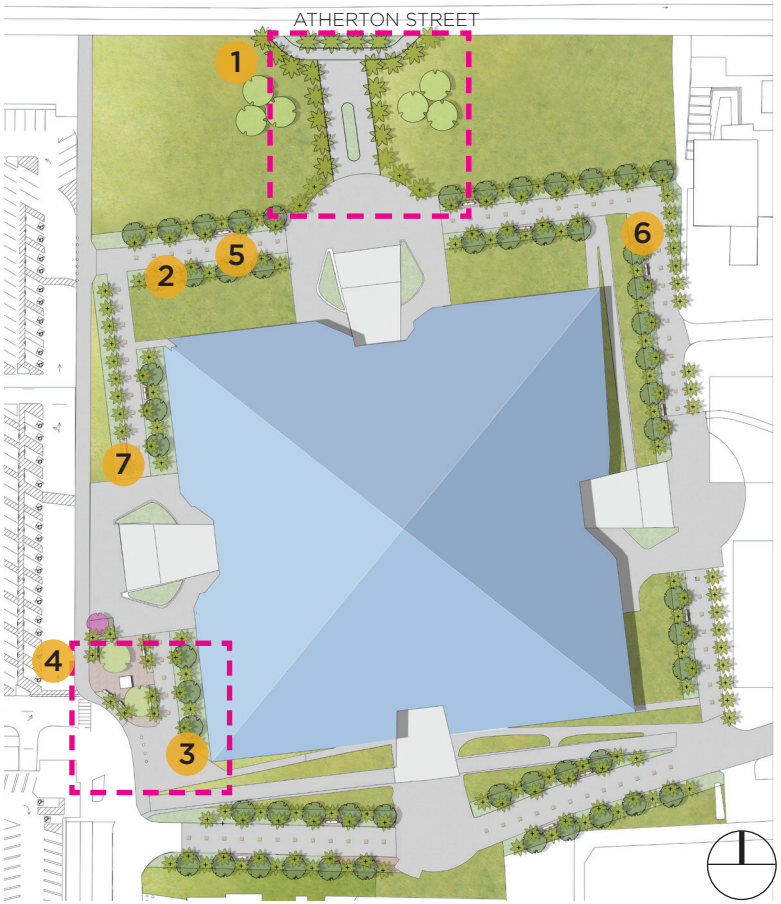


THE PYRAMID ENTRANCE GATEWAYS

The Walter Pyramid is an iconic Long Beach treasure and serves as a primary event destination for the University. Establishing an axial pedestrian promenade from Atherton Street shall promote neighborhood connectivity while reinforcing the architectural drama of the Pyramid.

Considering the primary visitor entry fronts onto Parking Lot G11, creating a vision for an arrival courtyard shall further enhance the identity of the gateway.

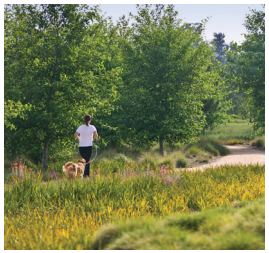
ENHANCED ENTRANCE COURTYARD



PROPOSED DESIGN DIAGRAM LEGEND

1. Proposed pedestrian gateway
2. Palm and understory tree allee
3. Concrete pavers
4. Entrance courtyard
5. Perimeter seating
6. Donor plaques
7. Drought tolerant planting

PRECEDENT IMAGERY




MCHB

VISION FOR BOUTON CREEK

Bouton Creek continues to be an identifiable placemaking opportunity for the University.

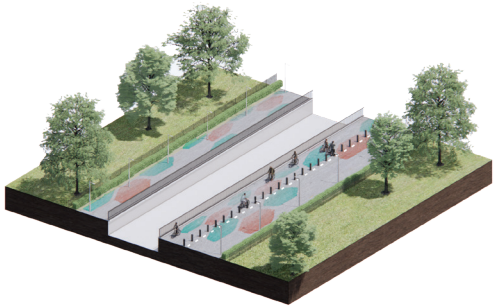
Bouton Creek, a drainage easement that runs through the CSULB campus, serves as a symbol of CSULB's legacy and, thus, represents multiple objectives associated with implementing the project:

Enhancing Campus Identify: Daylighting the creek will create a strong sense of identity, proving to represent the campus and community's commitment to its regional heritage. Providing these interventions can support wellness, inspiration, and a sense of pride in students, staff, faculty, alumni, and community members.

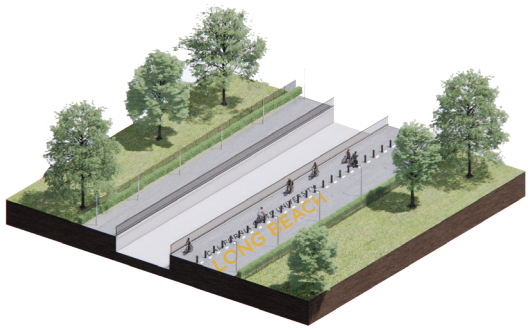
Improving Connectivity: Provide improved connectivity across the campus and into the surrounding neighborhoods through pedestrian and micro-mobility enhancements

Putting Sustainability on Display: The project will provide a connection to nature across the campus and create opportunities to put sustainability on display.

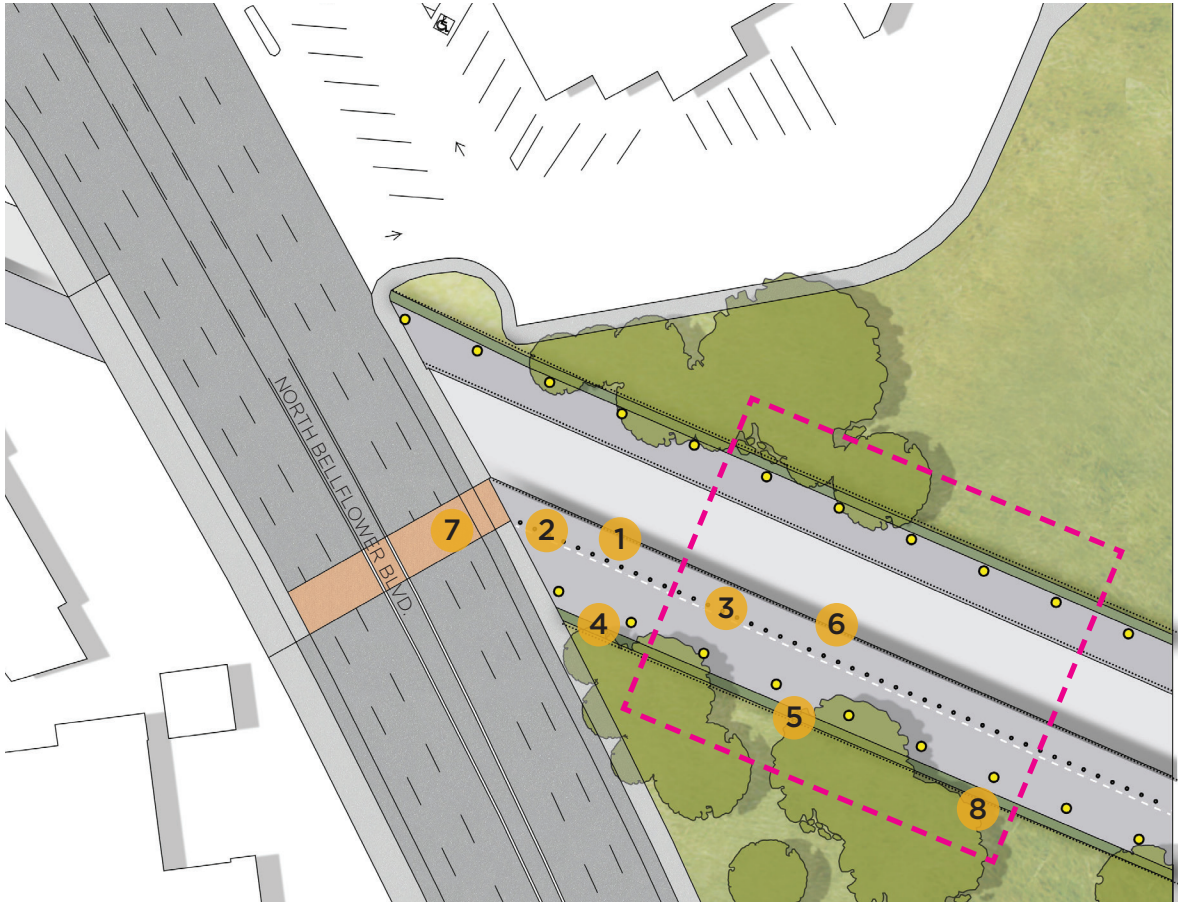
Expand the Urban Forest: This particular project offers a tremendous opportunity to expand the urban forest and establish a benchmark for environmental wayfinding throughout the campus, as this is a primary gateway for students.



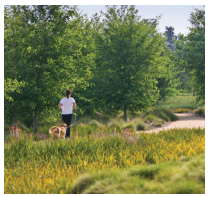
ASPHALT WITH GROUNDPLANE MURAL



ASPHALT WITH UNIVERSITY LOGO



PRECEDENT IMAGERY



PROPOSED DESIGN DIAGRAM LEGEND

1. Redefined 10’ asphalt bike lane
2. Collapsible bollards
3. Striped lanes
4. Pedestrian Lighting
5. 36” tall hedge
6. Updated guardrail
7. Crosswalk connector
8. Perimeter fence

LAWN TERRACE REVITALIZATION

Friendship Walk presents opportunities to integrate placemaking destinations that achieve low water use while establishing additional spaces for student collaboration.

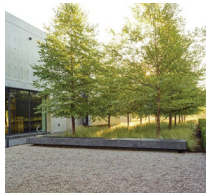
Working with existing vertical transition presents the potential for implementing amphitheater steps for informal outdoor lectures or performances.

Lining the corridor with ornamental shade trees or peach trees offers increased shading of pedestrian walkways while amplifying the contextual history of the University.

LAWN TERRACE REVITALIZATION

PRECEDENT IMAGERY



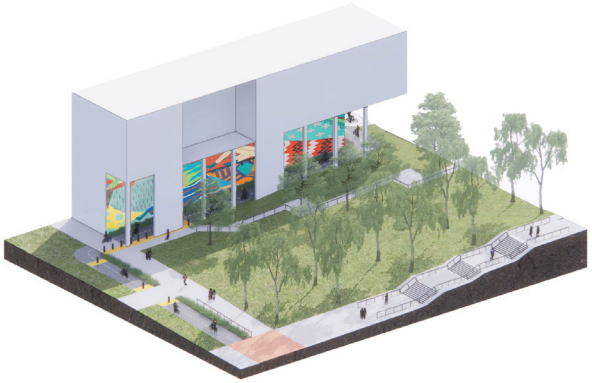



PROPOSED DESIGN DIAGRAM LEGEND

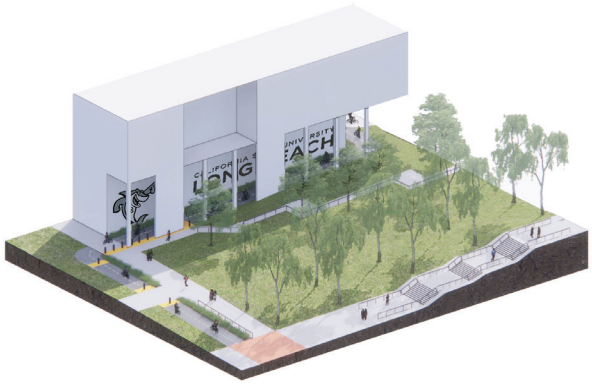
1. Flowering shade trees or peach trees
2. Decomposed granite terraces
3. Concrete benches
4. Planted buffer
5. Amphitheater steps

BIKE LANE AT USU

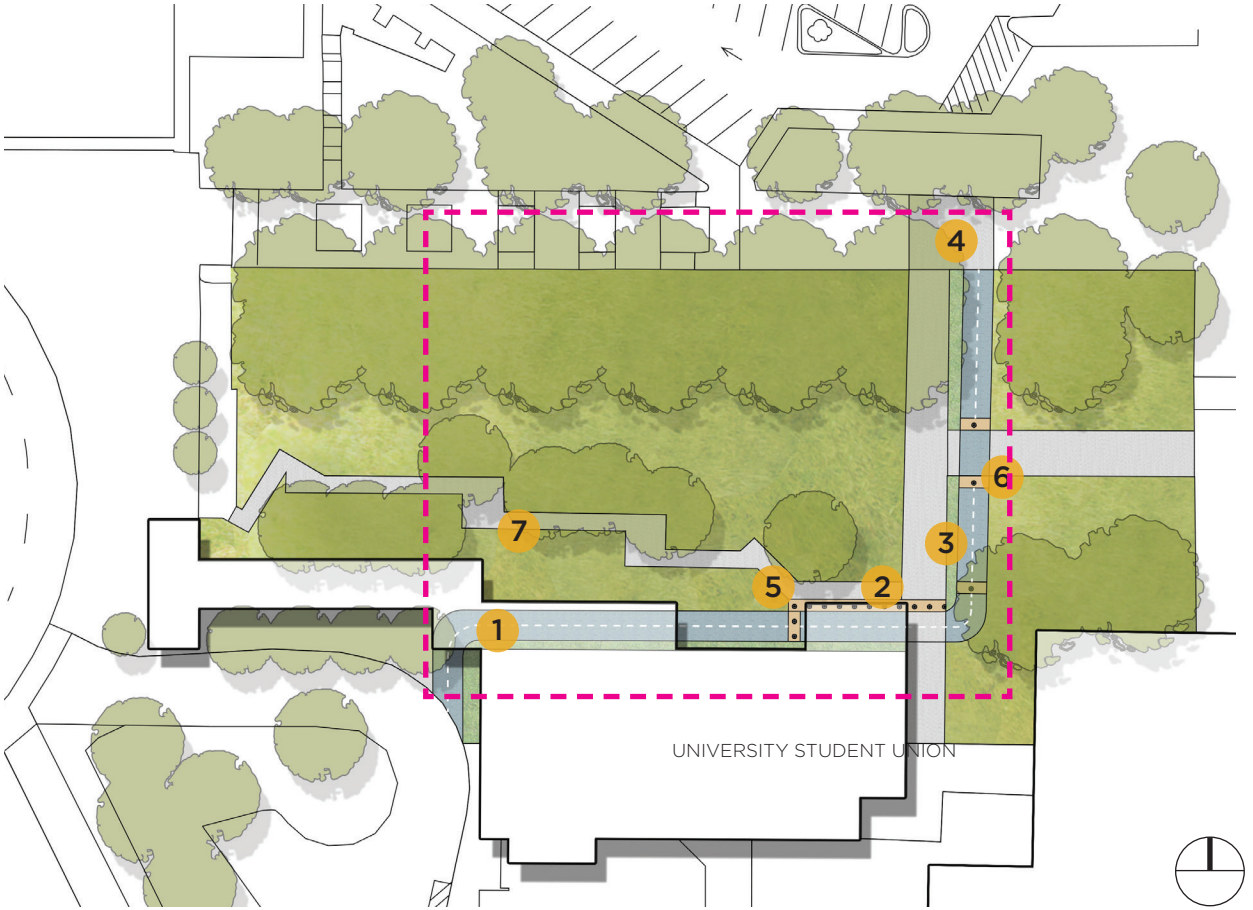
Located in the center of campus, the University Student Union is an ideal location to connect from Beach Drive to Friendship Walk. Grade transition at this particular campus location has established an untapped pedestrian corridor resource with a dimension that allows for a new 2-lane bike lane adjacent to the existing accessible pathway. Tactile warning strips, collapsible bollards, and designated dismount zones shall allow for a secure and comfortable transition from upper to lower campus.



WRAPPING BUILDING MURAL



WRAPPING BUILDING MASCOT AND LOGO



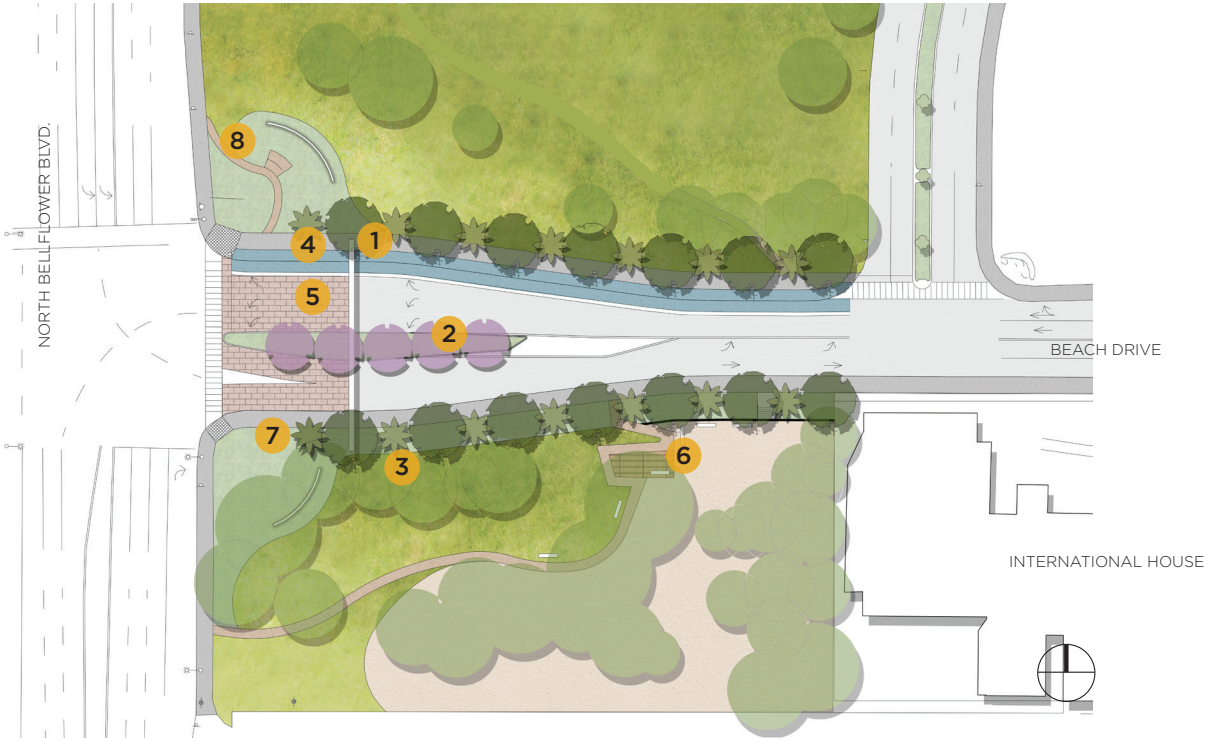
PRECEDENT IMAGERY

PROPOSED DESIGN DIAGRAM LEGEND

1. 2-lane 10’ asphalt bike lane
2. Extended ADA walkway
3. Planted buffer
4. Dismount zone
5. Tactile warning strip
6. Collapsible bollard

THE GATEWAY PROCESSION

The Bellflower Boulevard and Beach Street entrance is a primary gateway into campus. However, the existing design is underwhelming and can benefit from enhanced features. Key updates include introducing a palm and understory tree allee, improving the current signage, and introducing a colorful speed table. These enhancements would make this gateway more iconic and memorable to students and visitors.



PRECEDENT IMAGERY

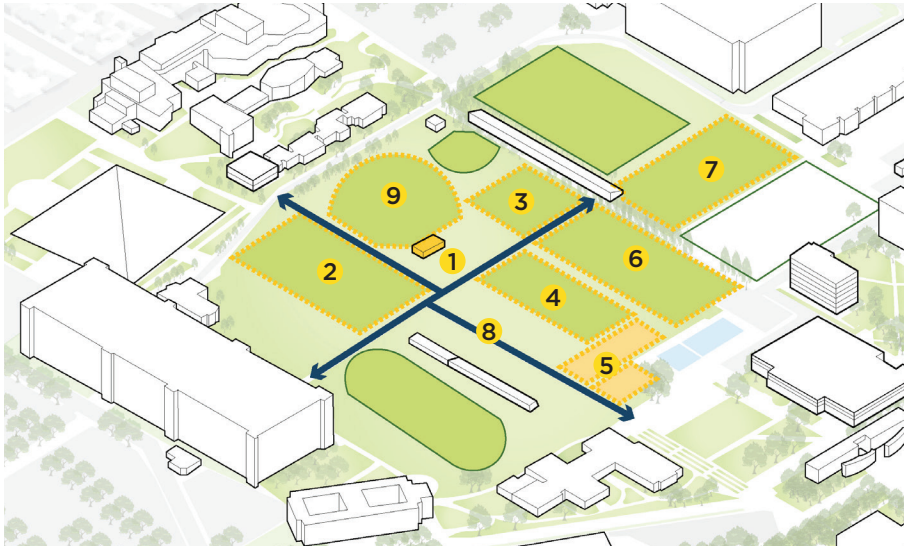
PROPOSED DESIGN DIAGRAM LEGEND

1. Enhanced Signage
2. Focal Trees in Planted Median
3. Palm Tree Allée
4. Bike + Micromobility Lanes
5. Gateway Speed-Table
6. Reflective Space
7. Parkway Planting
8. Amphitheater Steps at Signage

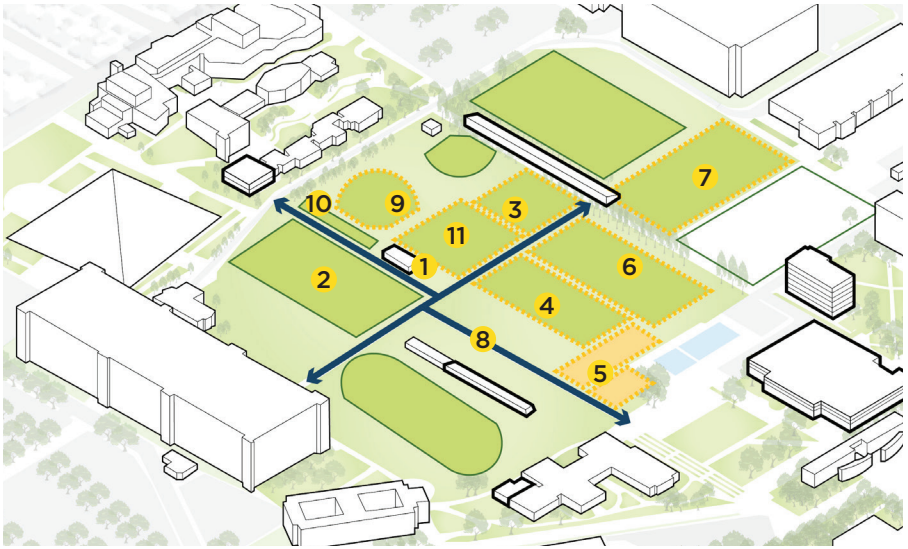
PERSPECTIVE VIEW

ATHLETICS AND SPORTS

New Athletic Area
Existing Athletic Area
New Facility
New Pedestrian Paths



Two options for field layouts were studied for the Master Plan.
In Option A, the existing full-sized baseball field remains in place.



In Option B, the full-sized baseball field is replaced with a smaller baseball practice infield (existing bullpens and batting tunnels to remain in place). This results in an additional multi-purpose recreation field.

SPORTS FIELDS UPDATES - OPT A

1 - CENTRALLY LOCATED TOILET FACILITY. SIZED FOR 5,000 SPECTATORS
2 - EXISTING HAMMER THROW AND SHOT PUT AREA
3 - ARCHERY RANGE
4 - SMALL FIELD SIZED FOR SMALLER SOCCER PITCH
5 - UP TO SEVEN REGULATION BEACH VOLLEYBALL COURTS
6 - FIELD SIZED FOR APPROVED RUGBY FIELD
7 - REGULATION SIZED SOCCER PITCH
8 - NEW PEDESTRIAN PATHWAYS THROUGH ATHLETICS
9 - EXISTING BASEBALL FIELD TO REMAIN

In either option, fencing around the fields will be critical to secure the fields from damage, over use, and maintenance.

SPORTS FIELDS UPDATES - OPT B

1 - CENTRALLY LOCATED TOILET FACILITY. SIZED FOR 5,000 SPECTATORS
2 - EXISTING HAMMER THROW AND SHOT PUT AREA
3 - ARCHERY RANGE
4 - SMALL FIELD SIZED FOR SMALLER SOCCER PITCH
5 - UP TO SEVEN REGULATION BEACH VOLLEYBALL COURTS
6 - FIELD SIZED FOR APPROVED RUGBY FIELD
7 - REGULATION SIZED SOCCER PITCH
8 - NEW PEDESTRIAN PATHWAYS THROUGH ATHLETICS
9 - NEW BASEBALL PRACTICE INFIELD
10 - EXISTING BULLPENS AND BATTING TUNNELS
11 - NEW REC FIELD SIZED FOR REGULATION SOCCER PITCH

SUSTAINABILITY AND RESILIENCE

05

ADDITIONAL INFORMATION
LOCATED IN APPENDIX

SUSTAINABILITY AT CSULB

While the word “sustainability” is often associated primarily with the environment, true sustainability addresses economic and social systems in addition to ecological ones. Together these three pillars form the holistic definition of sustainability embraced by CSULB, one in which sustainable solutions must address all three dimensions while also balancing conflicting needs.

Every pillar of sustainability must consider the future; sustainability is centered around the core idea of meeting current needs while preserving the ability of future generations to do the same. This principle applies across all systems and disciplines, from biological diversity to economic stability to resource allocation.

ECONOMY

Economic systems and processes

In a truly sustainable society, economic stability would not come at the expense of the environment, social justice, or public health. A sustainable economy is one in which every member of society is afforded equitable opportunities to thrive and prosper in ways that protect the well-being of people and the planet.

PEOPLE

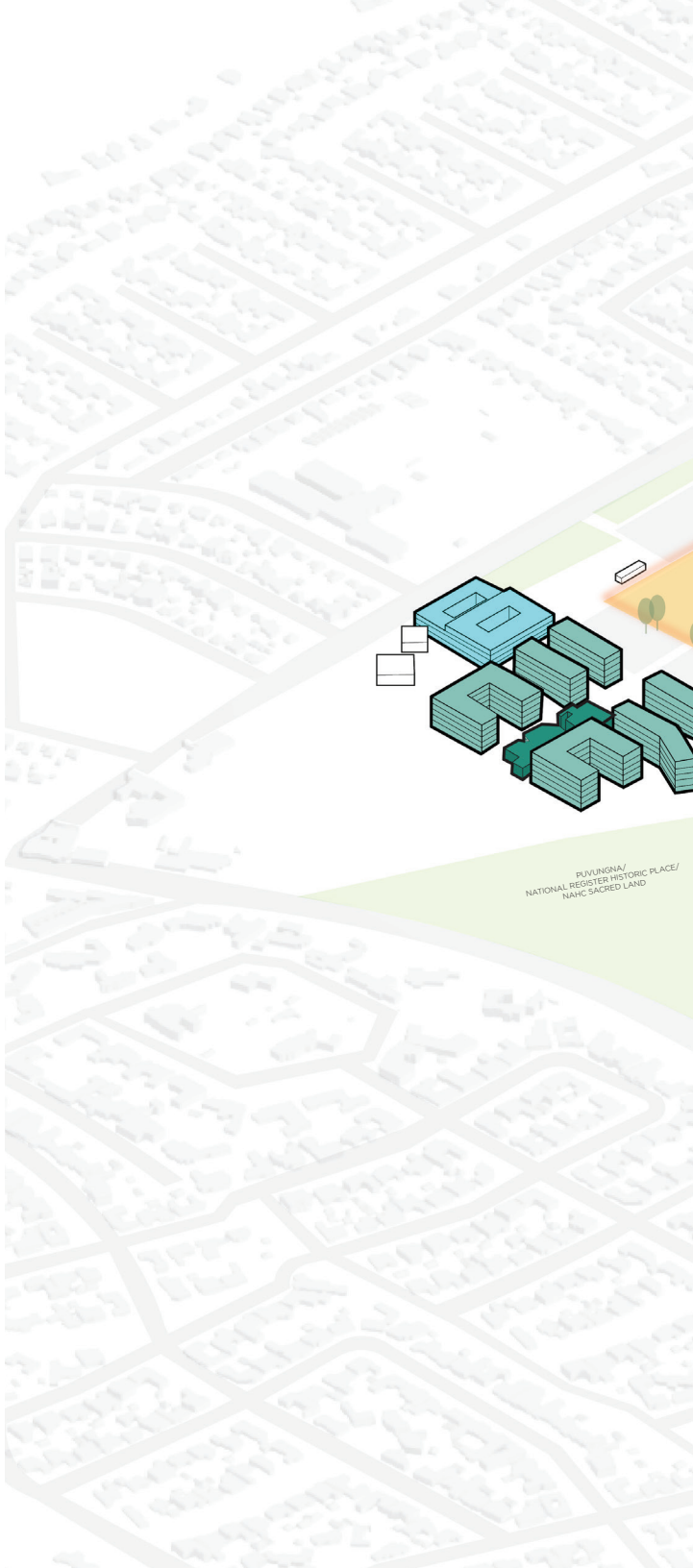
The community and social structures

Social sustainability comes from recognizing, valuing and sustaining the diversity of the people and cultures that make up our communities and our world. Truly sustainable and resilient communities depend upon equitable access to resources and services, protection of human health and well-being, and the guarantee of civil and human rights for all people.

ENVIRONMENT

Our natural world, the environment and natural resources

Environment” encompasses the ecological systems and processes and the natural resources upon which all life on Earth depends. CSULB acknowledges this dependency and is committed to reducing resource use, modeling environmental stewardship, and becoming a carbon neutral campus by 2030 while at the same time promoting research and educational efforts to address climate change and other environmental challenges.




ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
WEST CAMPUS DRIVE
EAST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

CURRENT INITIATIVES

PRESIDENT'S COMMISSION ON SUSTAINABILITY

CSULB is actively working to promote sustainability and address the continuing threats from climate change while simultaneously engaging and educating the student body and the community.

The President's Commission on Sustainability (PCS) was established to integrate sustainability into all aspects of the University. The PCS works to advance the following goals:

- Develop and support initiatives that integrate sustainability into all aspects of campus life.
- Integrate sustainability into the University's Strategic Plan activities and initiatives through active engagement.
- Increase partnerships and collaboration with the City of Long Beach and the greater regional community with the goal of achieving shared sustainability goals.
- Raise the profile of sustainability efforts to meet and surpass University and state commitments and regulatory requirements.
- Elevate the profile of sustainability research, scholarly, and creative activities and leadership at CSULB on a local, regional, national, and international scale.
- Enhance the ability of the campus to attract state, federal, foundation and private funds by leveraging the University's identity as a leader in sustainability action and research.
- Involve and engage faculty, staff and students in sustainability practices and activities through instruction, outreach, and student life activities.

CHARRETTE: INFUSING RESILIENCY INTO SUSTAINABLE ACTION

COMMITMENT TO RESILIENCE

In April of 2016, CSULB signed the Second Nature Climate Commitment, expanding the University's existing climate action commitment from one previously focused primarily on mitigating campus greenhouse gas emissions, to one that also encompasses adaptation and resilience. Second Nature describes a resilient community as "one that isn't just capable of absorbing impacts and change, but using those changes to develop more positive and regenerative capacity. In other words, it has the ability of self-renew even as it becomes better able to prevent disruption." Self-renewal applies not only to environmental systems, but to social and economic systems.

In 2018, the Campus-Community Resilience Charrette was co-organized and co-hosted by The Office of Sustainability and Center for Community Engagement (CCE) at CSULB. The charrette centered on how the University can increase its "ability to survive disruption and to anticipate, adapt, and flourish in the face of change" (Second Nature 2016). Via a day of structured, engaging activities, the charrette sought to resolve conflicts and map solutions across stakeholder groups through cooperation and solution-oriented thinking. The immersive event brought together the diverse perspectives of leaders across departments, centers, and organizations within the University and the Long Beach community.

IDENTIFYING PRIORITIES

Four central priorities emerged as focal areas for moving forward via integrated planning:

- **Community Partners:** Increase community activism and partnerships through enhanced cooperation, collaboration, and coalition-building. Support vulnerable populations and front line communities with focus on equity and strengthening community organizations.

- **Rethinking Energy:** Upgrade and retrofit the electrical grid with innovative technologies (e.g. micro grid capabilities), increase local renewable energy production, decommission vulnerable infrastructure in low-lying coastal areas, and retrofit existing infrastructure to increase energy efficiency.

- **Greenspace:** Increase tree cover and green space on campus and across the City. Focus on programs for planting and maintaining trees and green spaces, expand the urban forest, improve education about caring for trees during droughts, integrate edible fruit trees into tree-planting plans, increase green infrastructure, and improve equitable distribution of green space especially in front line communities.

- **Transportation Alternatives:** Active and electrified transportation, including increasing transit-oriented and mixed used development that is affordable and helps people to live closer to efficient public transportation options and closer to where they work or decrease commute times and number of single passenger vehicle trips. Also, increase student housing near and on campus, and develop more distance learning and telecommuting options.

CELEBRATE:

In 2016, CSULB signed the Second Nature Climate Commitment focusing on resiliency.

COMMITTMENT INTEGRATION

Sustainability planning at CSULB is layered across many plans, priorities, and documents that create a collective vision for the University.

BEACH 2030

BEACH 2030 is the University's primary strategic planning document. The plan includes strategic priorities which align all planning efforts with CSULB's Mission, Vision, and Values. The plan was created through extensive engagement with the campus community and sets the future of the University as well as CSULB's role in the region and the world. One of the Strategic Priorities of the BEACH 2030 plan is to cultivate resiliency through prioritizing community health and well-being, building infrastructure and adopting policies to promote sustainability and withstand climate uncertainty.

PRESIDENT'S COMMISSION ON SUSTAINABILITY

The President's Commission on Sustainability (PCS) was established prior to Beach 2030, but its mission is to integrate sustainability into all aspects of the University including goals from Beach 2030.

The PCS is focused on the following priority areas:

- Strengthening our Climate Action & Adaptation Plans
- Integrating Sustainability Throughout the Curriculum
- Engaging & Communicating with our Community

The PCS is comprised of four committees:

- Climate Action & Adaptation Plan Update Committee
- Transportation Solutions Committee
- Sustainability in the Curriculum Committee
- Communications & Engagement Committee

CSULB COMMITMENTS

CSULB is a proud member of the Climate Leadership Network and a charter signatory of the Climate Commitment, which comprises two sub-commitments: the Carbon Commitment and the Resilience Commitment. Together these integrate the goal of achieving climate neutrality with the goal of climate resilience.

AASHE STARS

The Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking, Assessment, and Rating System (STARS) is a tool for evaluating sustainability efforts at colleges and universities. STARS is a standardized framework by which higher education institutions measure their progress toward sustainability. Using this self-assessment and rating system, institutions benchmark their sustainability progress over time and compare results with other institutions. **CSULB has been recognized for its achievements in sustainability through the STARS rating on several occasions, including its most recent silver rating in 2020.**

DETAILED PLANS

CSULB has developed and updated various detailed plans to help meet its Climate Commitment. These plans include a recently updated Climate Action Plan (CAP), Water Action Plan, Clean Energy Master Plan, and the Landscape Master Plan. All of these plans contribute directly to the implementation of sustainable strategies on the campus.

BEACH 2035 CAMPUS MASTER PLAN UPDATE

Sustainability strategies laid out in this document consist of both broad recommendations and specific themes aimed at advancing CSULB's sustainability mission through the physical form of the campus. This Master Plan does not duplicate existing plans but collects goals, recommendations, and guidelines from existing detailed plans.

CLICK TO SEE CSULB'S LATEST AASHE STARS REPORT

WATER ACTION PLAN (2017)

CLEAN ENERGY MASTER PLAN (2018)

CLIMATE ACTION PLAN (2022)

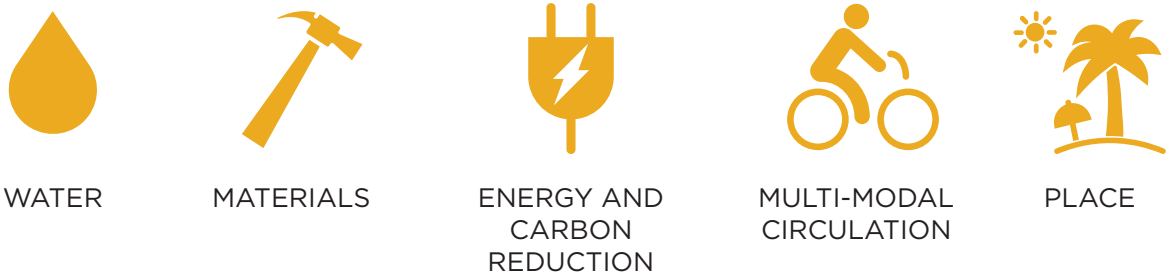
SUSTAINABILITY TOPICS

Sustainability is a multifaceted undertaking that spans a wide range of topic areas. For the purposes of the 2035 Campus Master Plan Update, sustainability topic areas were identified that align most closely with the campus vision and commitments toward climate action and resilience.

These topics are the most relevant to the translation of CSULB's sustainability goals to the physical form of the campus and are built into the plan's recommendations.

The summaries on the following pages highlight:

- Five primary sustainability topics include stretch goals and recommendations for physical interventions. These include water, materials, energy and carbon reduction, multi-modal circulation, and place.
- In addition, to support comprehensive sustainability planning, a summary of current goals and initiatives are included for food, waste, and social equity.

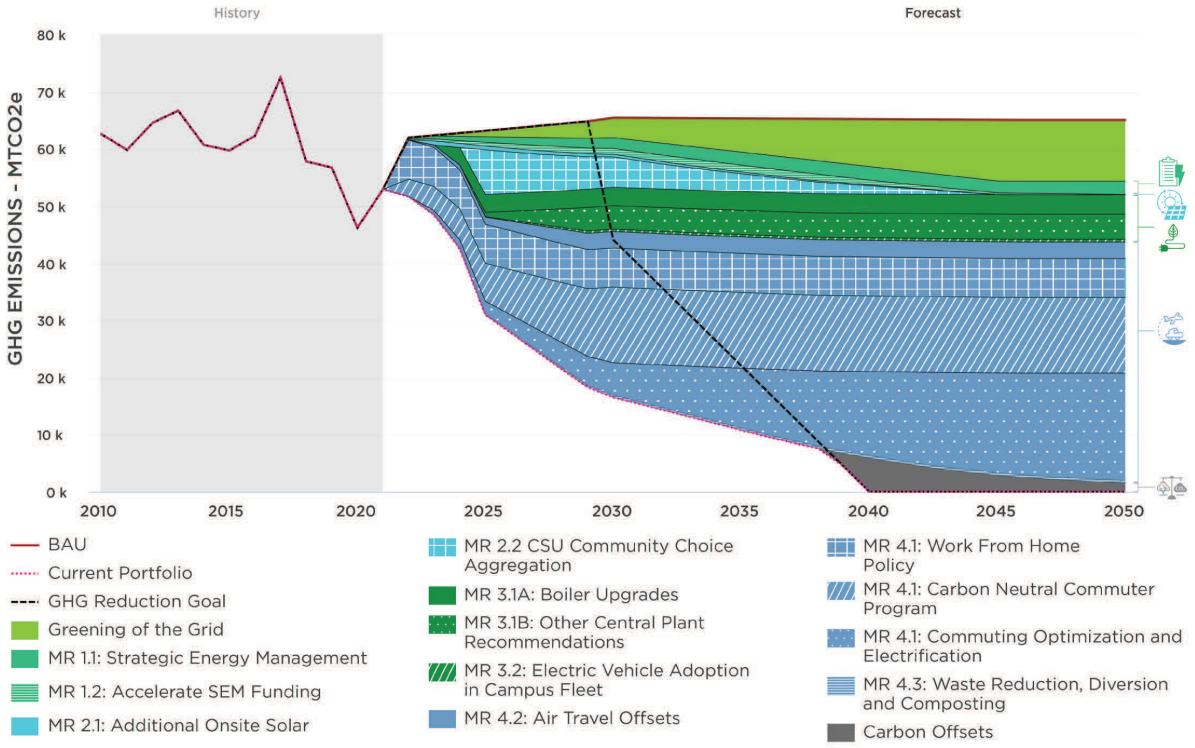


ENERGY & CARBON REDUCTION

CLIMATE ACTION AND ADAPTATION PLAN INITIATIVES

In 2022, the University completed an update to its Climate Action and Adaption Plan (CAAP) with Brailsford and Dunleavy. The goals of the CAAP were to:

- Synthesize existing energy project studies into a climate neutrality roadmap.
- Determine the most feasible and actionable climate resilience strategies.
- Identify appropriate metrics for measuring progress towards resilience goals.
- Leverage other University priorities to ensure optimal CAAP implementation.
- Generate buy-in for CAAP implementation.
- Integrate scope 3 carbon neutrality goal.
- Provide sufficient details to compel and guide campus decision makers.
- Communicate a concise and engaging plan to our diverse community.
- Clarify the approach to carbon offsets
- Understand that targets cannot be met through projects and efficiencies alone
- Outline a road map that is adaptable
- Integrate resilience strategies alongside mitigation strategies.



CARBON REDUCTION IMPACTS BY INITIATIVE SCOPES 1, 2 AND 3
SOURCE: CSULB CAAP - BRAILSFORD AND DUNLEAVY

ALIGNMENT WITH THE CLIMATE ACTION & ADAPTATION PLAN

CAAP - PLAN AT A GLANCE		FOCUS AREA		#	CAAP INITIATIVE, BY NUMBER	2035 CAMPUS MASTER PLAN UPDATE CONNECTION
	MITIGATION ROADMAP	1	STRATEGIC ENERGY MANAGEMENT (SEM)	MR 1.1	CONTINUE EXISTING ENERGY EFFICIENCY PROGRAM	Energy and Carbon Reduction
				MR 1.2	ACCELERATED SEM FUDNING	Energy and Carbon Reduction, Administrative Support
		2	RENEWABLE ENERGY	MR 2.1	ADDITIONAL 2.2 MW OF ONSITE SOLAR	Energy and Carbon Reduction
				MR 2.2	CSU COMMUNITY CHOICE AGGREGATION	Energy and Carbon Reduction
				MR 2.3	ELECTRIC VEHICLE (EV) CHARGING STATIONS	Energy and Carbon Reduction, Multi-Modal Transportation
		3	CAMPUS ENERGY TRANSITION	MR 3.1	BOILER UPGRADES AND OTHER DECARBONIZAITON / ELECTRIFICATION RECOMMENDATIONS	Energy and Carbon Reduction
				MR 3.2	ELECTRICAL VEHICLE ADOPTION IN CAMPUS FLEET	Energy and Carbon Reduction, Multi-Modal Transportation
		4	SCOPE 3 MITIGATION	MR 4.1	COMMUTING OPTIMIZATION AND ELECTRIFICATION	Multi-Modal Transportation
				MR 4.2	AIR TRAVEL OFFSETS	N/A
				MR 4.3	WASTE DIVERSION, REDUCTION, AND COMPOSTING	Sustainability Topics - Waste Management
		5	OFFSETS	MR 5	RESIDUAL DECARBONIZATION	Sustainability Topics - Energy and Carbon Reduction
	ADAPTATION ROADMAP	1	CAPACITY AND AWARENESS	AR 1.1	INCREASE FUNDING EFFORTS FOR PROJECTS AND PROGRAMS	Administrative Support
				AR 1.2	UPDATE EMERGENCYPLANS OPERATIONS	N/A
				AR 1.3	RECRUIT AND TRAIN AT DEPARTMENT LEVEL	Administrative Support
				AR 1.4	EXPAND OUTREACH AND MARKETING	Behavior Modification
		2	PERSONAL RESILIENCE	AR 2.1	IMPROVE STUDENT HOUSING SECURITY	Social Equity
				AR 2.2	IMPROVE STUDENT FOOD SECURITY	Social Equity
				AR 2.3	IMPROVE OVERALL WELLNESS OF CAMPUS COMMUNITY	Social Equity
		3	FACILITIES AND OPERATIONS	AR 3.1	INCREASE SHADING OF WALKWAYS	Placemaking, Landscape and Open Space
				AR 3.2	ESTABLISH TREE REPLACEMENT POLICY AND SPECIES GUIDELINES	Placemaking, Landscape and Open Space
				AR 3.3	IMPLEMENT IRRIGATION WATER SAVINGS PROGRAM	Water, Landscape and Open Space
		4	CURRICULUM	AR 4.1	TRAIN FACULTY TO INTEGRATE RESILIENCE INTO THE CURRICULUM	Research and Curriculum
				AR 4.2	INCREASE STUDENT SUSTAINABILITY AND CLIMATE LITERACY	Behavior Modification
				AR 4.3	INCREASE SUSTAINABILITY AND CLIMATE ACADEMIC PROGRAMS	Research and Curriculum

WATER

As one of the largest water users in the Long Beach area, CSULB is committed to improving its water conservation efforts and building water resiliency. Because there is no centralized location for water goals, this section's purpose is to review all past actions and policies, provide a full picture of CSULB's current initiatives, and make recommendations to build upon these initiatives related to:

- Overall water use
- Landscape and irrigation
- Stormwater management
- Human impact
- Resiliency

The goals outlined in pages to come bridge multiple existing plans and commitments, creating centralized documentation of current goals, progress, and lessons learned. The collection and discussion of these materials provides the foundation for new recommendations.

WATER STORY

CSULB's unique location and water use patterns position the institution to remain a leader in water management strategies. Located adjacent to a former inundation zone at the outlets of the Los Angeles and San Gabriel Rivers, near the convergence of three watersheds, the Long Beach community is susceptible to a range of water issues.

The Long Beach area has been impacted by major changes to Los Angeles County's water systems over the past 85 years. As the County expanded, an alluvial flood plain became a large, impermeable urban area, diverting limited rainfall away from local aquifers. Channelization of the Los Angeles River in 1938, population growth, and increased water use brought Los Angeles County's demand far beyond the capacity of local watersheds, driving the County to rely heavily on imported water.

Despite a county water system strained by droughts and human alteration, CSULB and the City of Long Beach have maintained relative water autonomy. The City of Long Beach draws on local groundwater for 50% of its supply, avoiding Los Angeles County's heavy reliance on imported water. The City manages its own conservation protocols, allowing for incentives and partnerships with institutions like CSULB. This synergy continues to influence CSULB's water strategies; the City provides the University with reclaimed water that accounts for 50% of its water supply. The University has also worked with the Long Beach Water District to install low-flow fixtures at no cost, and continues to investigate other partnerships.

At a campus level, water issues retain high visibility and importance. Water is essential in maintaining campus operations and the student experience. And access to healthy, high quality water free of contaminants is necessary to ensure health and well-being of all campus users. In a geography that experiences limited rainfall and increasingly severe droughts, it is crucial for CSULB to develop an improved campus strategy for reducing water use, repurposing water, maintaining healthy water quality, and ensuring a resilient water supply.

WATERSHEDS + MAJOR RIVERS IN THE LONG BEACH AREA

RIVERS, CHANNELS AND STREAMS NEAR CSULB CAMPUS

OVERALL WATER USE

Overall water use refers to broad policies, goals, and actions that affect multiple aspects at CSULB (including landscape + irrigation, stormwater, human impact, and resiliency). The University's greatest water uses include landscape irrigation, central plant (heating and cooling), domestic water use, dining services, and swimming pools. The goals outlined in this section focus on the first three uses.

In the 2014 Water Action Plan, CSULB set the goal of achieving a 20% water use reduction by 2020 compared to the 2013 water use baseline. Progress was evaluated in 2017 with the update of the Water Action Plan, showing a 10% reduction based on 2014-2016 data. To achieve this reduction, CSULB replaced showerheads and toilets with low-flow fixtures, making use of the Long Beach Water District rebate program. Many other actions were taken, including small-scale indoor interventions, leak detection, and improved irrigation systems (see Landscape + Irrigation Overview).

To reduce water use, the University called for a leak detection program for both buildings and landscape. Some irrigation replacements have been made to mitigate outdoor leaks. Infrared scanning led to replacement of 75% of the hot water piping associated with water leaks, with plans to replace the remaining 25%. The University currently has a leak detection program and a study should be completed to evaluate its efficacy.

To supplement water use reduction programs, CSULB began investigating alternative water sources. After evaluating options such as rainwater harvesting, harvesting moisture from the air, and sourcing water from an on-campus well, the University selected reclaimed water as the most effective non-potable source. The local climate provides insufficient rainfall and humidity to support rainwater and air moisture harvesting. A well would draw from the aquifer that supplies the City of Long Beach with potable water, rendering its benefits obsolete.

This analysis led the University to identify opportunities for the use of reclaimed water in place of potable water. The City of Long Beach partnered with CSULB to provide reclaimed water. This effort has been largely successful, with reclaimed water now accounting for almost 50% of the University's water supply. Reclaimed water is used for some toilets, most irrigation, and all central cooling (one of the largest water uses on campus). Building upon these efforts, there is opportunity to increase the use of reclaimed water through retrofitting and extension of reclaimed lines.

Efforts are underway to expand lines distributing reclaimed water. A pumping station, now under construction, will connect South Campus housing and irrigation to a reclaimed water supply. New campus housing, completed in summer 2021, uses reclaimed water for toilets and urinals.

Despite the success of reclaimed water use, the University faces limitations to universal implementation. The irrigation lines that carry reclaimed water are unable to cross Bouton Creek. Reclaimed water indoors is limited to non-potable uses like toilet flushing, so is only feasible in renovations that encompass bathroom remodels. Reclaimed water indoors must be evaluated on a case-by-case basis.

GOALS

CURRENT GOALS:

- Achieve a 20% water use reduction compared to 2013 water use baseline
- Leak detection systems, monitors, and reporting for both buildings and landscape
- Identify opportunities for the use of reclaimed water in place of potable water

GOAL 1: WATER USE ANALYSIS

Conduct updated water use analysis based on 2019 data in order to further reduction and reclaimed water use targets for next Water Action Plan. Benchmark current practices to establish baseline water consumption and set progressive but achievable targets for water use reduction and reclaimed water use.

GOAL 2: RECLAIMED WATER STANDARD FOR TOILETS

Establish a standard to use reclaimed water for toilets in new construction projects.

GOAL 3: CONNECT TO RECLAIMED WATER LINES

Connect to the reclaimed water lines currently under construction beyond Beach Drive to increase reclaimed water use.

GOAL 4: USE CURRENT LEED FRAMEWORK FOR PROJECT-SPECIFIC WATER TARGETS

Conduct a water system study for each new project using the most current LEED framework to ensure that projects align with established water goals. Evaluate water savings measures that address all facets of water systems.

GOAL 5: ASSESS WATER QUALITY

Study water quality and establish goals to improve water quality on campus.

CELEBRATE:

Almost 50% of CSULB's water is reclaimed.

BOUTON CREEK

BIOSWALE AT HORN CENTER

LANDSCAPE + IRRIGATION

Landscape and Irrigation refers to the outdoor environment of the CSULB campus, including vegetation and the irrigation systems that sustain it. Landscape is essential in shaping the University's identity and sense of place. With approximately 149 acres of landscaping including 155 tree species, the urban forest solidifies CSULB's reputation as a park-like campus. Beyond aesthetic qualities, on-campus open spaces promote human wellness, create gathering and event spaces, and provide vital ecosystem services such as carbon sequestration, air filtration, stormwater filtration, and cooling. Despite its many benefits, CSULB's landscape consumes significant water; irrigation is the second largest water use on campus.

In alignment with its broader water goals, CSULB has transitioned most of its irrigation to reclaimed water. The City of Long Beach supplies reclaimed water, reducing CSULB's potable water consumption. Ongoing extensions of reclaimed water lines to the South Campus and part of the North campus will provide new irrigation connections to areas such as the Earl Burns Miller Japanese Garden.

To reduce water consumption, the University has undertaken efforts to replace turf with softscape. The 2012 Landscape Master Plan proposed a significant turf reduction, from 50% to 29% of the total landscape. CSULB has completed Phase 1 of this project, converting 90,000 square feet of lawn to drought-tolerant softscape. Phase 2 of the project is underway. Building upon the 2012 Landscape Guidelines, the 2015 Water Action Plan and its 2017 update require the use of mulch and site-specific, drought-tolerant softscape. The University encountered social and cultural issues with turf replacement; campus users rely on lawns as social gathering spaces.

To increase water efficiency, the University emphasized irrigation inspection and replacement. In accordance with the 2015 Water Action Plan, the University installed irrigation meters, master valves, and automatic weather-based controllers. As areas are re-landscaped, existing nozzles are being replaced with rotating nozzles to increase water savings. Leak detection and repair is ongoing.

CSULB has identified challenges with their existing mulch, softscape, and irrigation practices. While bark mulch prevents evaporation and mitigates weed growth, it makes irrigation inspection more difficult. Unidentified irrigation leaks or breakages have damaged plant material and caused minor flooding on campus. While rock mulch proved to be more effective than bark in weed control and leak detection, it can only be used in certain areas due to its stark aesthetic quality.

The University must weigh various combinations of drought-tolerant and native softscape, irrigation nozzles, and mulch types. By understanding current landscape and urban forest cover performance, including water use and ecosystem services, CSULB can make more informed decisions about future developments.

GOALS

CURRENT GOALS:

- Reduce turf and replace with drought tolerant landscape and use of mulch
- Irrigation inspection and replacement
- Identify planting areas that experience runoff and remedy by adjusting the irrigation system and/or considering native and drought tolerant plants

GOAL 1: IRRIGATE WITH RECLAIMED WATER

Mandate all new landscape be irrigated with reclaimed water and determine strategy for converting all existing irrigation to reclaimed.

GOAL 2: BENCHMARK LANDSCAPE AND IRRIGATION BEST PRACTICES

Evaluate the existing landscape and irrigation practices to determine the most effective solutions. Re-vist existing practices to incorporate the identified best practices, and implement those solutions on future projects.

GOAL 3: IMPROVE ECOSYSTEM SERVICES

When revising the Water Action Plan, create new landscape standards that ensure the preservation and increase of ecosystem services when any space is modified.

STORMWATER

Stormwater management refers to policies and interventions that promote the capture and cleansing of seasonal rainfall, connecting stormwater back to regional watersheds to improve the health and quality of aquifers and our global ecosystem. The Environmental Protection Agency highlights the necessity of stormwater policies in mitigating runoff, flooding and erosion, and habitat destruction.

CSULB's geographic context makes stormwater management vital. Bouton Creek, which runs through campus, connects to Los Cerritos Channel and feeds unfiltered water into Alamitos Bay. Stormwater runoff from CSULB's landscaping and impermeable surfaces carries pollutants directly into local marine ecosystems, impacting wildlife and human health. The City of Long Beach, and CSULB by extension, rely on the local Long Beach Aquifer for part of their potable water supply. Improving stormwater management practices on campus can increase groundwater infiltration, helping to recharge the Long Beach aquifer and build water resiliency in a climate increasingly susceptible to droughts and water shortages.

The campus's existing conditions pose challenges in managing stormwater. Varied topography creates flooding as water is directed to low-lying areas with poor soil drainage. Limited tree canopy and root structure on steep slopes increase the risk of flooding and erosion. In addition, the clay soil composition on the lower campus prevents natural infiltration of stormwater. While the University planned to implement permeable paving, poor soil drainage rendered initial installations ineffective. In a climate too dry to allow for the harvest of rainfall or air moisture, implementing a variety of stormwater management practices can create a comprehensive strategy for harvesting stormwater and reducing runoff.

Despite these challenges, the University is enthusiastic about the benefits of Stormwater Best Management Practices, and has already started to investigate and implement interventions. Inlet basin filters were installed at Parking Lots G2 and G3. Beyond the implementation of solar panels, the Master Plan for lots G6, G7 and G8 investigates the potential to collect and treat stormwater runoff in bioretention basins along Bouton Creek. Similarly, the Lot 14 Greening Study investigates the use of Low Impact Development (LID) interventions and Stormwater Best Management Practices such as bioretention basins. Ongoing efforts to expand stormwater infrastructure include the construction of extensive bioswales as part of the new Hillside Commons and Parkside Dorms.

The park-like vernacular of the campus presents opportunity to maximize the ecosystem services provided by planting and urban forest cover. The University can expand strategies beyond localized filtration planters or permeable hardscape surfaces, considering expansion of the urban forest, evolving landscape maintenance practices, and evaluating the benefits of existing water-efficient landscape projects (refer to the 2017 Water Action Plan Update). The application of the diverse strategies outlined in the goals to follow will allow CSULB to establish green infrastructure that supports robust stormwater management practices.

GOALS

CURRENT GOALS:

- Create planting zones in drainage areas to comply with Low Impact Development practices
- Filter pollutants to reduce toxic runoff into Bouton Creek

GOAL 1: EXCEED EXISTING CONDITIONS

Ensure that new developments produce less runoff than pre-development conditions or match pre-development conditions at minimum.

GOAL 2: REDUCE SURFACE RUNOFF

Evaluate the impacts of landscape and hardscape practices on runoff. Use this information to develop a strategy for mitigating surface runoff (hardscape, parking lots, pathways, etc).

GOAL 3: REDUCE INCIDENTAL RUNOFF

Develop a strategy for mitigating incidental runoff (building condensate, roof runoff, etc).

RESEARCH + CURRICULUM

The University currently engages students, faculty, and staff in water issues through sustainability-related research and coursework. Faculty and students have conducted water-related research projects including a study of soil infiltration on the upper campus and a campus-wide tree inventory. These efforts allow students, staff, and faculty to contribute valuable decision-making information that can be used in sustainability solutions.

CURRENT GOAL:

Collaborate with faculty and students on water related courses and projects (2017 Water Action Plan)

HUMAN HEALTH AND IMPACT

When addressing any sustainability issue, it is vital to consider how new systems impact the human experience, and how human actions and perceptions can shape solutions. Water systems have a direct impact on human health, wellness, and survival. Access to high-quality water is essential to human well-being, and water is a key resource in maintaining the functionality of the buildings, food systems, waste systems, and outdoor environments that make a CSULB education possible. If campus users understand the role that water plays in supporting their University experience, they will be more motivated to make behavioral changes. Water conservation infrastructure and policies are more effective when supported by community partnerships, widespread awareness, and cultural buy-in.

On occasion, environmental and human benefits conflict. To achieve balance, the University sometimes prioritizes decisions that have long-term human benefit even if there is a slight environmental or economic cost. After an extensive study of the costs and benefits of maintaining water flow in campus fountains, it was determined that the cumulative human benefit of leaving fountains flowing outweighed the environmental and economic costs of fountain water use. Similarly, the University must balance its turf replacement program with the functionality of lawns as social gathering spaces. While replacing turf with drought-tolerant landscaping greatly reduces water use, staff, faculty, and students have expressed the importance of maintaining lawn areas as community gathering spaces.

ADMINISTRATIVE SUPPORT

System-wide change is only possible when administrative systems have the resources they need to implement policies and monitor progress towards goals. Administrative systems require support (goods, funding, human capital, partnerships) to do this important work.

GOAL: COMMUNITY PARTNERS

Identify further strategic community partnerships to raise awareness of water conservation and quality.

CHANGING BEHAVIORS

Some progress has been made in conducting outreach around water use and conservation. During Phase 1 of the landscape conversion project, a communication campaign was developed that included signage on campus and media articles explaining project goals. Currently, the University posts “informational graphics and other outreach information about facility water consumption and water conservation goals” (see 2017 Water Action Plan). Previous efforts involved students in a Water Efficiency & Conservation Working Group and on-campus conservation initiatives. However, there is room for expansion; the 2017 Water Action Plan calls for an updated communication plan.

Beyond communication and engagement efforts, the University can consider the implicit influences of the built environment on perceptions and behavior. An intentionally crafted landscape or building can bring awareness to the issues of water and connect users to the stories behind water use, management, sources, and ecosystems.

CURRENT GOALS:

Develop a communication plan to encourage campus wide water conservation (2017 Water Action Plan)

GOAL: WATER QUALITY AWARENESS

Amend existing communication plan; move beyond campus-wide conservation and bring awareness to importance of and maintenance of water quality.

RESILIENCY + EMERGENCY PREPAREDNESS

CSULB's response to the 2014-2017 drought established the foundation for campus water resiliency policies. Faced with severe water shortages, the University was forced to drastically reduce water consumption and rethink the systems that supplied its water. In the 2017 Water Action Plan CSULB outlined their definition of water resiliency as maintaining maximum water efficiency and identifying areas to eliminate use in case of an emergency. In the event of another drought emergency or similar event, the campus will prioritize the following actions:

- Outreach campaign to campus community to reduce overall use
- Reduce Landscape irrigation in areas still using potable water
- Cut discretionary operations such as pressure washing paved areas and washing vehicles
- Cut off water to decorative fountains

While CSULB's existing water conservation and resiliency policies were reactionary, they laid a strong baseline that can be used to build future water resiliency. Use reductions, more efficient irrigation and water fixture infrastructure, and increased use of reclaimed water have decreased reliance on outside water sources. Water conservation efforts can continue to build economic resiliency by mitigating inevitable rising water costs. Yet these actions are not enough to accommodate a more extreme disaster event.

The Master Plan includes proactive measures proactive measures that protect against future disasters to maintain social, economic, and environmental functionality. Planning for extreme conditions will ensure continued operation of critical systems during emergencies, reduce strain on local water systems, and mitigate the rising cost of water as supplies decline and droughts become more frequent due to climate change. Ultimately, this will allow campus users to maintain their experience and social fabric despite changing external conditions. Building resiliency will require progressive shifts in the design of new projects.

GOALS

CURRENT GOALS:

- Identify areas for water use reduction in the event of a drought
- Plan future campus development for water resiliency

GOAL 1: DROUGHT MANAGEMENT

Amend drought management plan. Determine University water hierarchy to prioritize major potential reductions and alternative water sources in case of a drought.

GOAL 2: CONNECTED SYSTEMS RESILIENCY

Implement holistic, resilient irrigation systems and indoor water systems in all future campus construction projects, especially planned on-campus housing projects.

CELEBRATE:

The new Hillside dorms will incorporate extensive bioswales.

MATERIALS

As students and communities demand sustainable practices, CSULB has committed to a more sustainable way of building. CSULB's Climate Action and Adaptation Plan states that the University will reduce operational emissions to zero by 2030 and achieve full climate neutrality by 2040. The operation of campus buildings and their design elements impact the ability to achieve these commitments.

While some progress has been made towards selecting more sustainable building materials, CSULB does not use a comprehensive method for evaluating materials against their priorities. This section of the Master Plan outlines potential evaluation factors along with suggestions of rating systems that can apply each of the following factors:

- Operational Performance
- Physical Material Performance
- Cost
- Human Impact
- Environmental Impact
- Innovation and Aesthetics

CURRENT PROGRESS

CURRENT GOAL:

Apply Net Zero Energy strategies to all new campus buildings

The University is moving toward its goal of net-zero energy. CSU policy mandates that all new buildings and major renovations meet or exceed the minimum requirements equivalent to the US Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver Level building standard. In addition to adhering to LEED green building standards, CSULB is committed to pursuing the principles of Net Zero Energy for all new campus buildings. These buildings will be designed to not only minimize consumption of energy and other natural resources, but also to limit energy use to the amount of energy they can generate from renewable sources such as solar photovoltaic systems.

Some buildings on campus have already implemented progressive sustainability strategies. Opened in 2018, the CPIE building achieved LEED Platinum certification, and is the first net-zero energy classroom building within the CSU system. Innovative net-positive strategies are being adapted for smaller-scale projects such as the new Housing Administration Building which will become the campus' first Living Building Challenge facility.

MATERIALS AND SUSTAINABILITY

The selection of materials for new construction, major renovation, and interior renovation projects impacts the sustainability goals and commitments of the University. While building materials contribute less emissions to the campus' carbon footprint than other sources such as commuting, they are still a factor and therefore it is important to define the University's priorities when selecting materials. Materials selection can support a holistic ethos of sustainability by integrating performance, aesthetics, and cost factors with environmental and human health impacts.

Materials require energy, water, and other physical resources throughout their life cycle. Environmentally friendly materials are those whose production, installation, maintenance, and disposal have a low environmental impact. Every material has an associated amount of embodied carbon - the greenhouse gas emissions associated with a material's mining, harvesting, processing, manufacturing, transportation, and installation. Once installed, a material may influence a building's energy consumption, resulting in operational carbon. Selecting materials with low embodied carbon and low operational carbon is in line with the University's overall climate neutrality goal.

Beyond embodied carbon, materials impact water systems, human systems, and economic systems throughout their life cycles. By selecting materials that require little water to clean, maintain, and dispose of, the University can work towards its reclaimed water goals. Choosing healthy materials, prioritizing biophilic material qualities, and investigating ethical sourcing can improve human health and well-being for both end users and those who interact with a material's process. Purchasing materials from local sources when possible can infuse local economies with investment to create economic resiliency.

In recent years, there have been sustainability-focused initiatives around the policies and standards for selecting and purchasing materials, including the CSU system's procurement process and evolving building codes.

DEFINING MATERIAL EVALUATION FACTORS

Because material selection influences so many sustainability systems, decision-making requires balancing competing priorities. For example, new buildings can be more energy efficient, use healthier materials, and contain less embodied carbon, but demolishing a building generates more material waste. When selecting materials, the University must consider its priorities surrounding Energy + Carbon Reduction, Water, Waste, and Place. While the University will not be able to meet every goal for every material selection, material selection can prioritize impacts most valued by the University.

The list at right are decision-making factors for choosing materials and their considerations and metrics. Today, materials are selected project-by-project; however, this section, paired with updated design guidelines creates a more streamlined and rigorous guide for best practices when selecting materials for the campus environment.

Decision-making factors were drawn from project experience, sustainable material rating systems such as (Green Globes, Living Building Challenge, LEED, Well Building Standard, and RELi), industry standards, and product approvals. Beneath each factor are the rating systems that address the factor, the baseline recommended system, and the system that would stretch CSULB goals.

OPERATIONAL PERFORMANCE

Operational performance encompasses the ongoing efforts required to maintain the intent and functionality of a material. While not traditionally incorporated into sustainability frameworks or rating systems that evaluate materials, operational performance has a significant human impact. A material with high operational performance requires minimal labor and cost to maintain, and can be cleaned easily without the use of toxic substances.

PHYSICAL MATERIAL PERFORMANCE

Physical material performance encompasses the inherent material qualities that influence a material's functionality and performance. **Durability** measures the longevity of a material: how well it withstands exposure to the elements and extreme weather events, the level of degradation caused by cleaning materials, and product lifespan. **Physical material properties** include product-specific metrics indicating how well a given material meets the requirements of its intended use, such as STC rating and R value. **Recyclability** indicates the degree to which a material can be recycled into the same or a new product.

COST

Cost refers to the short and long term monetary and commodity costs associated with the production, purchase, use, and disposal of materials. In addition to the initial costs of purchase and installation, considerations include the costs of continued maintenance, operation, repair, replacement, and disposal (**Lifecycle Cost**). Some materials can generate new economic value (and associated environmental benefits) through their reuse (**Circular Economy**). Beyond monetary costs, cost considers the value associated with carbon use (**Cost of Carbon**) (see embodied carbon) and a material's end-of-use options.

HUMAN IMPACT

Human impact refers to a material's effects on human health, well-being, and the social systems that interact with a material throughout its lifecycle. Comfort and biophilia influence occupants' perceived wellness in a space, as determined by temperature, acoustics, air quality, lighting, and natural material qualities. Beyond perceived wellness, healthy materials avoid toxic chemicals such as volatile organic compounds (VOCs) that impact users' physical health. A material's "handprint" measures its impacts on all of the humans who interact with a material, from manufacturers to product installers, to communities along the supply chain.

ENVIRONMENTAL IMPACT

Environmental impact refers to a material's impact on ecological systems throughout its lifecycle. Embodied water and embodied carbon encompass a material's total water use and carbon consumption for extraction, manufacturing, transportation, installation, maintenance, and disposal. Embodied Carbon is documented through Environmental Product Declarations. Geographic reach measures the extent of a material's environmental impacts; how far do the benefits or costs reach? Availability indicates whether the material can be locally sourced or manufactured.

INNOVATION AND AESTHETICS

While aesthetics and innovation are important material qualities, they are not scored in the CSULB Materials Framework. The architectural guidelines already outline the types of materials being considered for construction and renovation. By the time an individual material is being evaluated, it has already been selected as a potential for a project based on its functional and aesthetic qualities. Innovation should be a natural outcome of values-based decision-making through the use of the materials framework.

CELEBRATE:

Opened in 2018, the CPIE building was designed to LEED Platinum, and is the first net-zero energy classroom building within the CSU system.

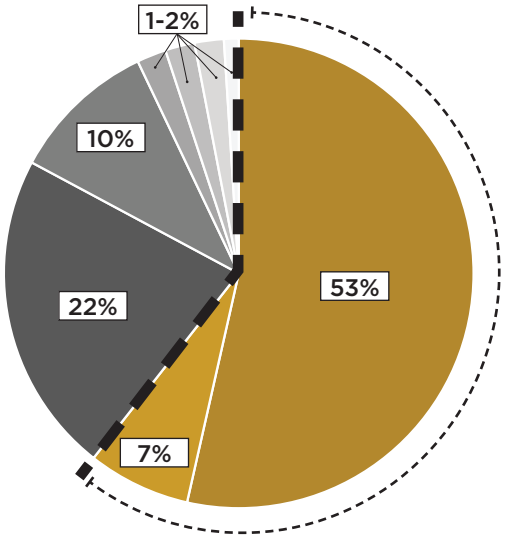
TRANSPORTATION & MULTI-MODAL

In support of reducing all campus emissions to zero by 2040, the mobility recommendations promote a more sustainable approach to transportation. Currently 60% of emissions are a result of faculty, staff, and student commuting.

As illustrated in the charts below, the largest population emitting through commuting is undergraduate students, simply because this is the largest user group on the campus. When looking per capita, staff and faculty are the largest emitters.

Mode split is the suggested metric to gauge progress over time. **Today, 63% of students and 71% of employees commute to campus in a single-occupancy vehicle.** The long-term goal is to shift the modal split to human-powered and transit modes.

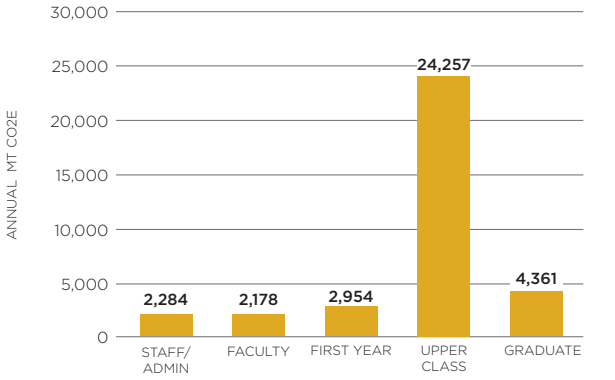
CSULB BASELINE ANNUAL CO2E



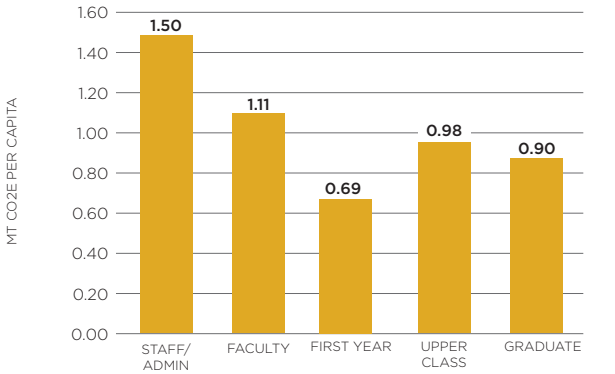
- STUDENT COMMUTING
- FACULTY/STAFF COMMUTING
- PURCHASED ELECTRICITY
- STATIONARY COMBUSTION
- SOLID WASTE
- FUGITIVE EMISSIONS
- AIR TRAVEL
- FLEET FUELS

60%

OF EMISSIONS ARE A RESULT OF FACULTY, STAFF, AND STUDENT COMMUTING



BASELINE ANNUAL CO2E



BASELINE ANNUAL CO2E PER CAPITA

TRANSPORTATION DEMAND MANAGEMENT

The following provides an overview of the key recommendations, all of which align with the 2013 Transportation Demand Management (TDM) strategies. In addition to providing mobility options, the TDM strategies include a range of policy and operational approaches for reducing the reliance on single occupancy vehicles.

HIGH PRIORITY TDM STRATGIES:

The following list reorganizes the strategies identified in the 2013 TDM plan by those that are the highest priority and highest impact:

1. Identify partnerships and grants to fund campus TDM strategies, such as regional VMT bank or transportation impact fees
2. Increase on-campus housing opportunities, with remote parking for on-campus residents; Encouragement programs for students to not have a car on campus
3. Distribute class and work schedules to spread the peak demand on campus; plan for 10-20% future work and learn from home (will improve campus experience, but could increase vehicle travel by making it more convenient)
4. Parking pricing - accelerating the increase of parking fees (this increase was approved in early 2021) and an increase in the differential for on-campus residential parking fees; Consideration of dynamic or congestion-based parking pricing

ADDITIONAL TDM STRATEGIES

- Incentivize ridematching service and carpooling through guaranteed convenient carpool parking spaces at reduced rates (requires management and enforcement to ensure compliance)
- Reinstate 100% subsidy on Long Beach Transit passes
- Establish 100% subsidy on Long Beach bike share (could include e-scooter share)
- Subsidize a set number of ride-hailing rides for members of the campus population (particularly on-campus residents) as a back-up option when other non-auto modes will not work (e.g. late night)
- Change parking pass eligibility (e.g. prohibit people from purchasing on-campus permits that live within a certain radius of campus, with ADA or other populations exempt)
- Cash incentives for not purchasing parking permit
- Subsidize e-bike purchases or provide rentals
- Provide additional on-campus amenities (e.g. childcare, grocery store and post office)
- Transit, shuttle, bicycle and pedestrian enhancement measures recommended as part of this plan can also play a role in TDM
- Increase education and encouragement touch-points for new students at beginning of semester to build mode choice habits (e.g. shuttle information ambassadors, encourage use of Long Beach Transit app)

GOAL: TDM UPDATE

Complete an updated TDM plan that comprehensively plans for the future, with a focus on achieving CSULB's goals of reducing GHG emissions and reliance of vehicle mobility, and mitigating the need for parking.

If effectively implemented, a robust TDM plan will not only reduce the demand for costly future parking, but will also reduce traffic congestion and the related negative environmental impacts of air pollution, greenhouse gas emissions, noise and the consumption of nonrenewable resources.

PLACEMAKING

A major goal of the Master Plan Update is to create places on campus that encourage community engagement and envision places that elevate spirits. Placemaking is the design of public spaces with the local community's needs, desires, interests, and inspirations at heart. The concept of placemaking captures a community's assets and identity to spur public spaces that promote people's health, happiness, and well-being.

The following strategies tie placemaking to sustainable thinking:

GOAL 1: INTRODUCE BIOPHILIA STRATEGIES INTO THE CAMPUS ENVIRONMENT

Biophilia incorporates patterns and influences from nature into the design of the built environment. The presence of natural elements in interior environments increases mood, happiness, and productivity and can reduce stress. Whether it be a visual connection to nature through an open window, a psychological connection via digital media, or a literal connection via architectural interventions that embrace an indoor, outdoor learning environment, the ability to connect within the natural environment shall be an amenity to support the park-like campus.

GOAL 2: BRING "THE BEACH" TO THE BEACH

Creating places that cultivate community should reflect the local community and celebrate the campus's history, character, and uniqueness. An example is Beach at the Beach, an urban beach environment that reflects the unique location of the CSULB campus, which is about 10 miles from the Pacific Ocean, and one of the nation's most populated shore cities.

GOAL 3: CREATE SPACES ON CAMPUS THAT EDUCATE AND CELEBRATE SUSTAINABILITY

Sustainability initiatives are an excellent opportunity for the University to use all 320 acres of campus as a classroom. As the campus environment becomes more sustainable in its operations, it will be important to put those sustainability strategies on display and create places for users to experience and learn. Sustainable features, including renewable energy sources, stormwater management features, and native landscaping, are opportunities for placemaking and interpretive signage.

CELEBRATE:

CSULB's Urban Forest includes over 6,800 trees made up of 155 species.

BEACH AT THE BEACH

PLACEMAKING IN ACTION:
CENTER FOR A SUSTAINABLE FUTURE

Aligned with the renovation of the campus' Central Plant, a renovation to the deck space adjacent to the plant is planned to be the new Center for a Sustainable Future, paired with a sustainability mural, Grow Beach garden, and Hardfact Hill improvements. The mission of the Center is to:

Educate about past, current and future sustainability related issues through a variety of lens (i.e. art, business, environment, etc.)

Instill a Sense of Urgency about our global climate crisis and stress the importance of a need for individual action and systematic change

Motivate students to think and act on solutions at the individual and "bigger" picture level

Empower students to be part of the solution to our global climate crisis through different scales of action

Provide Space to Disconnect from our day to day routines and to connect with each other and our natural surroundings

CENTER FOR A SUSTAINABLE FUTURE

SUSTAINABILITY MURAL

MAIN ENTRANCE

GAME ZONE

MAIN PLAZA

EDUCATIONAL SIGNAGE

FOOD AND DINING

CSULB is working toward building a sustainable food culture on the campus. The University has worked to create strategies that address how on-campus dining impacts the University's sustainability mission, including waste generation and diversion, wellness and well-being of campus users, and water and energy use reduction.

CURRENT STRATEGIES:

COMMITMENT TO LOCAL SUSTAINABLE FOODS
Fair Trade, Seasonal, Local

VEGETARIAN / VEGAN OPTIONS
Recognized by PETA

REAL FOOD CHALLENGE
Achieve 20% Real Food

TRAYLESS RESIDENTIAL DINING
Decreased solid food waste and water consumption by over 30%

COMPOSTING
Over 300 tons per year

FOOD DONATION
In 2018, the 49er Shops donated 6620 pounds of food to Food Finders

SINGLE USE PRODUCTS
Eliminate plastic straws, all to-go container use compostable, recyclable materials.

URBAN GARDENING
Relocate Grow Beach adjacent to the Friendship Walk


The Beach Hut
COME IN FOR COFFEE,
COLD DRINKS, AND SNACKS

WASTE MANAGEMENT

Waste Management addresses the total volume of CSULB's waste stream, how the total volume can be minimized, and how waste can be diverted from landfills. "Waste" at CSULB includes many things: organic materials such as greenwaste from landscaping and food waste from dining facilities; recyclables such as plastic bottles, aluminum cans, and cardboard; hazardous wastes such as lab chemicals; electronic waste such as laptops, cell phones, and batteries; durable goods such as department furniture and student belongings discarded during move-out; and construction waste from campus development.

GOAL: ACHIEVE ZERO WASTE TO LANDFILL BY 2030.

Zero Waste is defined as 90 percent being diverted with 10 percent remaining, as some waste will always be created. Along with sending zero waste to landfill by increasing diversion rates, the University will have to focus on waste minimization (or decreasing the volume of waste generated). Achieving this goal will require significant efforts in University operations as well as the behaviors and actions of individuals.

THE FIVE STREAMS OF WASTE

RECYCLABLES AND WASTE MINIMIZATION

ORGANIC MATERIALS

DURABLE GOODS

CONSTRUCTION WASTE

HAZARDOUS AND E-WASTE

RECYCLABLES AND WASTE MINIMIZATION

Given the rapid rate of construction on campus and the high diversion rate of construction waste, narrowing in on non-construction waste aligns with the University's daily operations and best highlights actions individuals can take to reduce the amount of waste headed to the landfill.

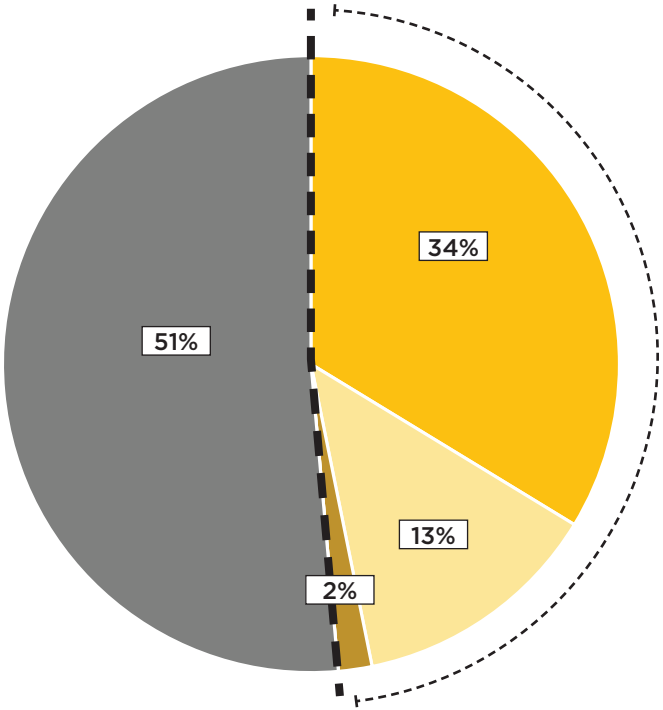
STRATEGIES:

DECREASE WASTE GENERATED:

- Continue to place course catalogs and other campus-wide academic collateral online
- Continue to implement Waste Not program
- Expand and maintain hydration stations to decrease single-use bottle waste generation
- Continue to the shift toward paper-less administrative processes and academic courses

INCREASE DIVERSION RATE:

- Establish a cardboard recycling/foam repurposing center during campus move-in days
- Continue campus dual-stream recycling program
- Investigate the feasibility of compostable or to-go containers



49%

OF WASTE WAS DIVERTED FROM LANDFILL, PER CSULB'S 2021 AASHE STARS REPORT

DIVERSION TYPES 2021 STARS REPORT (V 2.1); TONS OF WASTE

RECOMMENDATIONS:

To create targets and actions that correlate to recyclable waste (which is defined as items that are thrown into the trash that can be recycled), waste audits must be conducted regularly and frequently to understand how much of what is being thrown away can be diverted or replaced with more sustainable alternatives. Waste audits can be used as an educational tool as well as a resource for the University to achieve its diversion goals.

ORGANIC MATERIALS

This waste stream includes landscape wastes and food wastes. It is important this stream is composted in lieu of landfilled because it generates the greenhouse gas methane when buried and has significant nutrient content that can only be re-captured if composted.

STRATEGIES:

DECREASE WASTE GENERATED:

- Continue grass cycling, which is a landscape strategy to leaves clippings on the ground
- Continue to weigh and track pre-consumer trim waste in the dining halls; helps for over-production
- Continue pre-portioned food, trayless dining, Lean Path program in dining halls

INCREASE DIVERSION RATE:

- Ensure campus waste hauler partnership supports University sustainability goals
- Continue to compost pre-consumer food waste
- Continue to monitor composting stations in dining halls
- Educate campus population on composting food waste through clear signage and consistent application, specifically at retail locations where monitoring is more difficult
- Continue to convert landscape to mulch

DURABLE GOODS

This waste stream addresses goods of enduring value such as clothing, furniture, appliances, and textbooks. It is important to keep these goods from the landfill because while their first owner may be finished using them, the goods can retain utility for multiple owners.

STRATEGIES:

DECREASE WASTE GENERATED:

- Provide a University program that creates opportunities for sharing and swapping furniture, supplies, technology, etc. between on-campus departments
- Continue to manage the Property Management Office (PMO) Public Surplus website

INCREASE DIVERSION RATE:

- Continue to provide collection bins for Salvation Army/Goodwill donations during on-campus housing move-out days
- Continue Habitat for Humanity donation program
- Continue Lost and found auction managed by Property Management Office
- Continue to sell used tires and palettes

CONSTRUCTION WASTE

Construction waste includes any disposable material associated with campus development, including wastes generated through renovation and new construction projects. Overall reduction of waste is tied to the development of campus –the more construction, the more waste generated and the more demolition, the more waste generated. The CSU System requires 65% diversion rate.

STRATEGIES:

DECREASE WASTE GENERATED:

- Maximize opportunities to reuse materials and existing structures when undertaking major building renovations

INCREASE DIVERSION RATE:

- Continue University stated goal of 90% diversion rate
- Continue the requirement for contractors to submit a Waste and Recycling Plan to be approved by Construction Administrator
- Continue the requirement for contractor to submit a Reuse, Recycling, and Disposal Report with disposal receipts indicating materials landfilled and diverted

HAZARDOUS AND E-WASTE

Materials such as lead paint, asbestos, and laboratory chemicals are considered hazardous waste. These materials require special handling to ensure they are safely disposed of, and many must meet legal disposal requirements. Materials such as batteries, laptops, and cell phones are known as electronic waste or e-waste. When e-waste is improperly disposed of in landfills it can contaminate land and groundwater resources.

CSULB complies with California's very strict hazardous waste rules and regulations. All chemical waste that is not regulated by the federal Environmental Protection Agency (EPA) is regulated as a California hazardous waste.

STRATEGIES:

DECREASE WASTE GENERATED:

- Continue hazardous materials inventory is managed by CNSM Safety and EHS Office and chemical sharing is encouraged to reduce duplicate or unnecessary purchasing

INCREASE DIVERSION RATE:

- Continue recycling all universal waste, i.e. waste lamps, batteries, electronics, etc.
- Continue collecting oil and grease from Residential Dining and The Outpost
- Continue campus electronic waste program that encourages e-waste to be recycled, reused, and refurbished

SOCIAL EQUITY

Building a sustainable society means ensuring that the experiences, identities, and cultures of all people are honored and everyone has equitable access to resources and opportunities to thrive.

"To provide the highest quality education to the most students, we must embed equity and diversity into the fiber of the University and confront patterns of systemic inequity that affect students, faculty, and staff."

- Beach 2030

Beach 2030 includes several action plans, one being **Building an Equitable and Empowering Culture.** This plan outlines three actions that the University will work toward over the next decade and beyond:

1. Embed equity and diversity into every aspect of University life.
2. Remove barriers to success for all students.
3. Build a compassionate and purposeful campus community.

Translating the goals of Beach 2030 into physical recommendations around equity are outlined in the following goals and principles:

GOAL 1: SUPPORT AN EQUITABLE EXPERIENCE FOR ALL

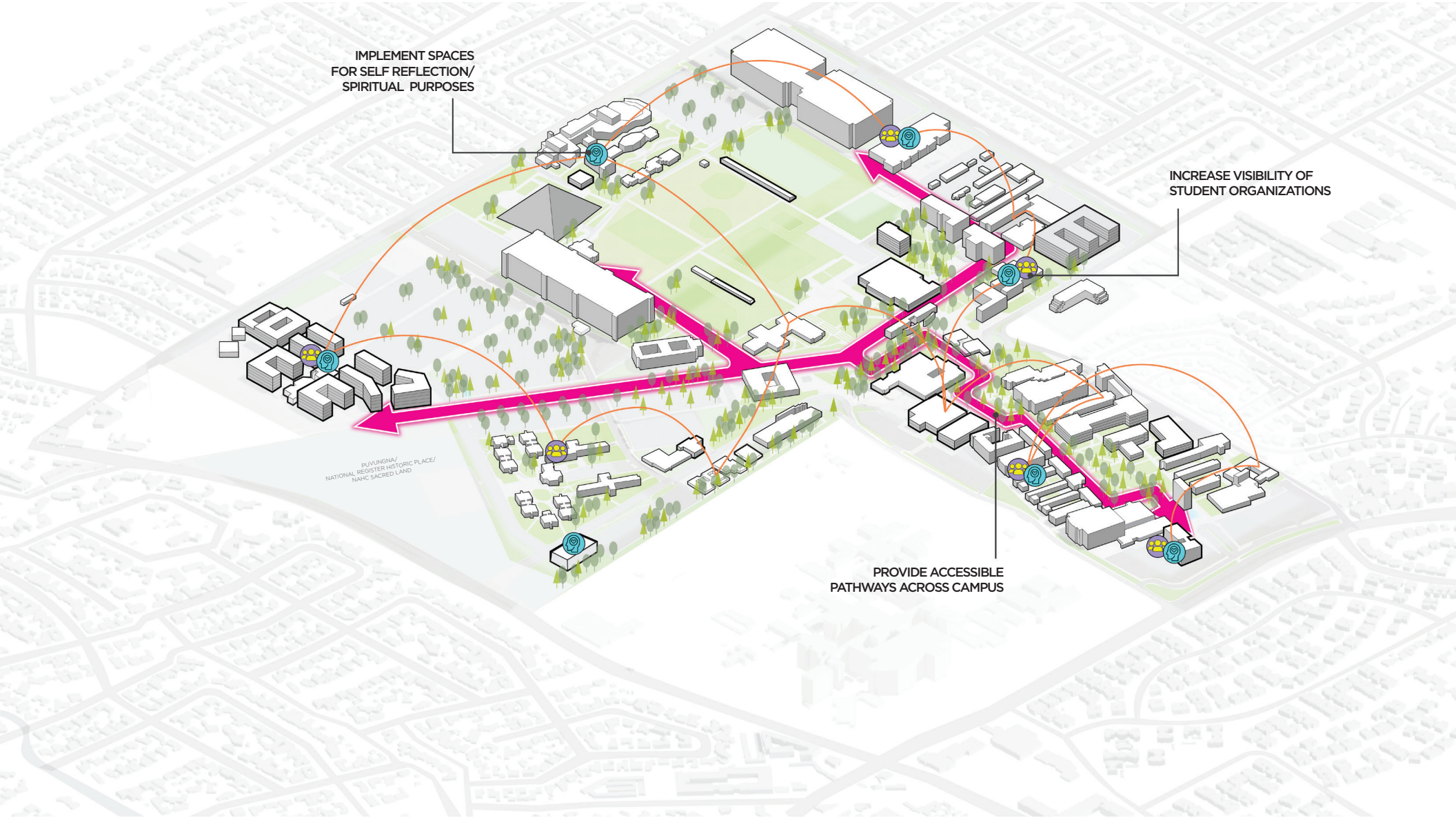
- Ensure all spaces throughout campus are equipped with furniture and technology to assist those with disabilities, including learning spaces and outdoor pathways.
- Address campus connections that are not accessible or create barriers for those with mobility limitations.
- Provide accessible access to all main entrances.
- Ensure equitable access to student success resources.

GOAL 2: BE A CAMPUS FOR EVERYONE

- Implement welcoming, safe, and accessible spaces for individuals to use for self-reflection or spiritual purposes.
- Increase visibility and access to resources for student organizations of underrepresented populations.
- Create a network of public art that reflects the community and culture.
- Provide information technology, resources, and services to all students, faculty, and staff.

GOAL 3: SET PROACTIVE ACCESSIBILITY GUIDELINES

- Utilize a campus accessibility officer and student accessibility committee to develop policies and recommendations.
- Develop a comprehensive campus accessibility plan.
- Develop a process to continuously improve equity through capital improvement projects.


IMPLEMENT SPACES
FOR SELF REFLECTION/
SPIRITUAL PURPOSES
INCREASE VISIBILITY OF
STUDENT ORGANIZATIONS
PROVIDE ACCESSIBLE
PATHWAYS ACROSS CAMPUS
PUVUNGNA/
NATIONAL REGISTER HISTORIC PLACE/
NAHC SACRED LAND

MOBILITY AND PARKING

06

ADDITIONAL INFORMATION
LOCATED IN APPENDIX

A MULTI-MODAL CAMPUS

Through observation of existing conditions on campus and feedback collection from a variety of campus stakeholder groups, three key themes emerged that drives multi-modal planning:

IMPROVING ACCESS TO KEY DESTINATIONS

As the campus continues to develop, mobility planning should eliminate mobility barriers to campus services and resources and provide comfortable, safe routes and points of access for academic and student services buildings, no matter one's mode or abilities.

PLANNING FOR EVOLVING COMMUTING PATTERNS

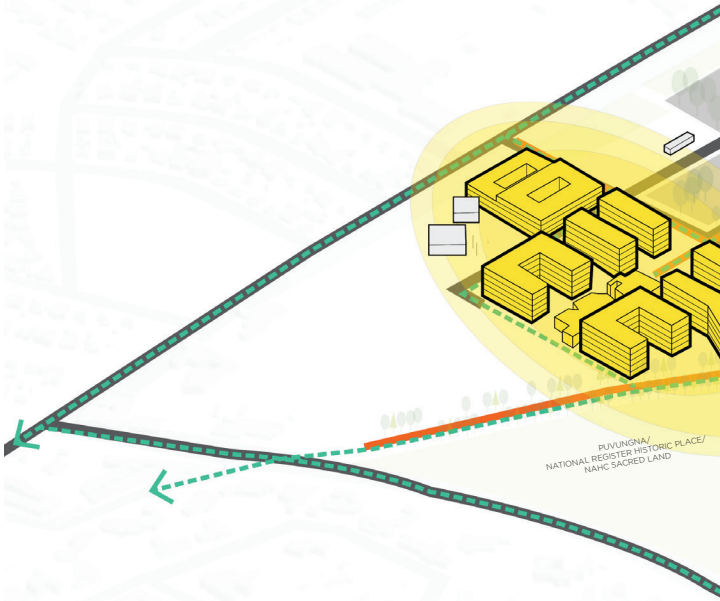
This plan has been developed to support campus users as they return to campus post-pandemic. This return will shift when and how people get to and around campus, including:

- Increasing the share of faculty and staff working and students learning from home
- Modifying class schedules to reduce parking peaks
- Planning for mobility mode shifts due to new habits and preferences
- Reducing the total number of people on campus at a given time.

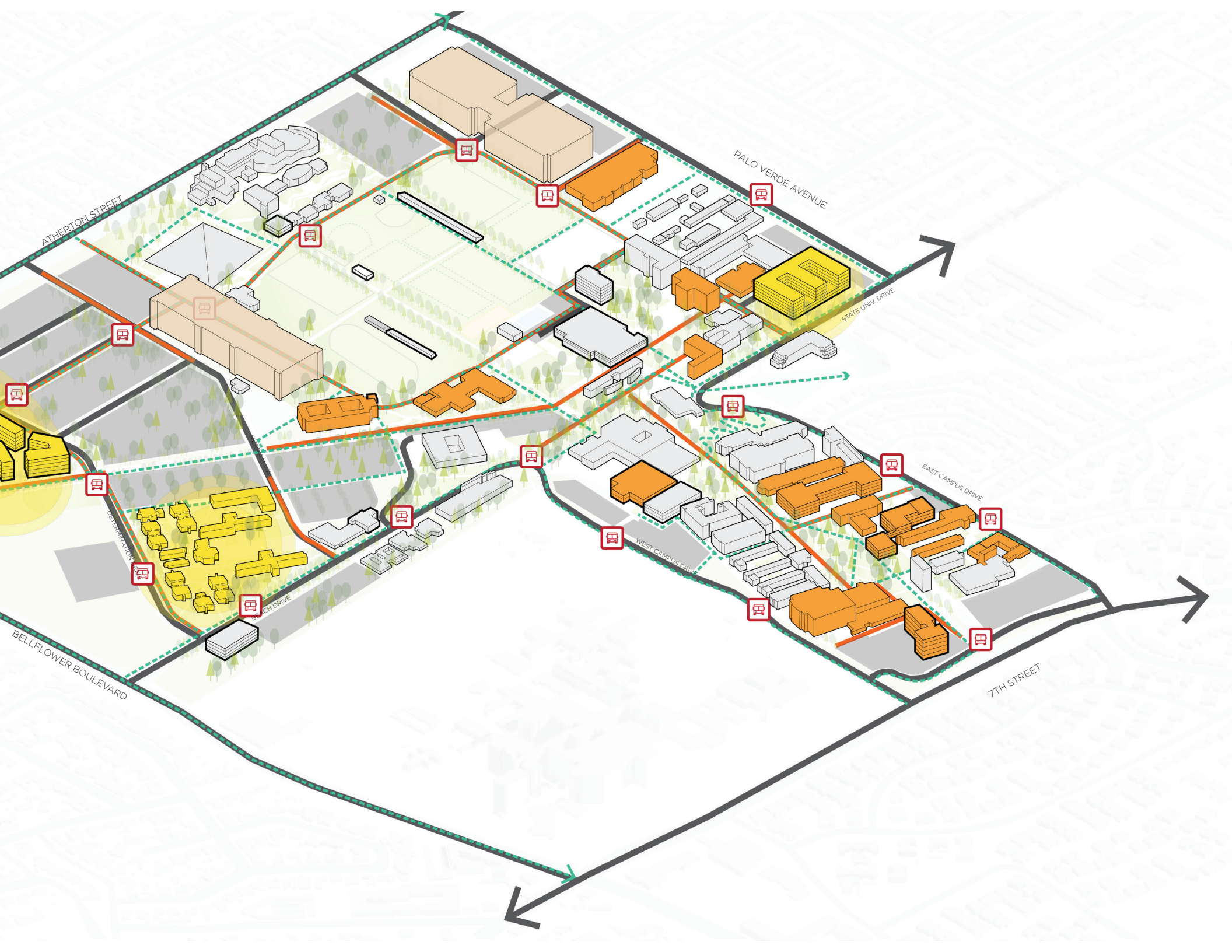
The Master Plan Update accounts for these shifts and accommodates evolving commuting patterns among the CSULB community.

MAINTAINING FLEXIBILITY

Peak demand for roadway space on campus often occurs in a predictable pattern that accounts for a small fraction of the year, such as during move-in and the first few weeks of the fall semester, and in specific areas of campus during special events. This plan prioritizes maintaining flexibility for the campus to accommodate peak vehicular demand when needed but uses the same space for non-vehicular uses all other times. This principle of flexibility is of particular importance as the campus adjusts to new post-pandemic conditions.



- Roadways
- Pedestrian Paths
- Bike Paths
- On-Campus Housing
- Buildings Used After 8pm
- Shuttle Stop
- Parking Lot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PALO VERDE AVENUE
STATE UNIV. DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

PEDESTRIAN NETWORK

CSULB HAS A ROBUST PEDESTRIAN NETWORK, WITH SIDEWALKS AND PATHS PROVIDING KEY CONNECTIONS TO ACADEMIC BUILDINGS, HOUSING AND OTHER STUDENT SERVICES. THIS NETWORK SHOULD BE ENHANCED TO PROMOTE SAFETY, COMFORT, ACCESS, AND DIRECT CONNECTIONS.

FILLING NETWORK GAPS

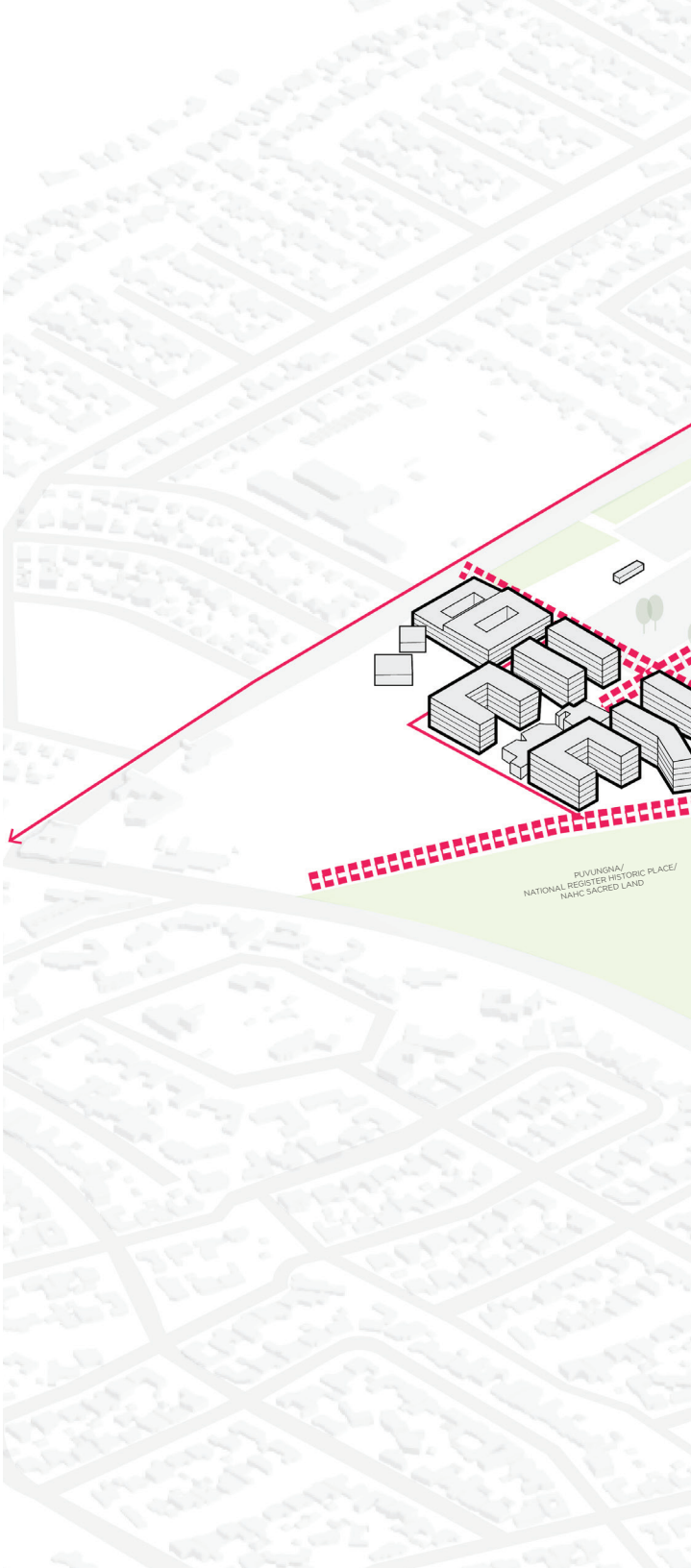
The first set of proposed enhancements to the pedestrian network fill existing gaps, which primarily occur through and adjacent to parking lots, as well as through the sports fields section of campus. In these areas, new sidewalks and paths are recommended. These improvements include:

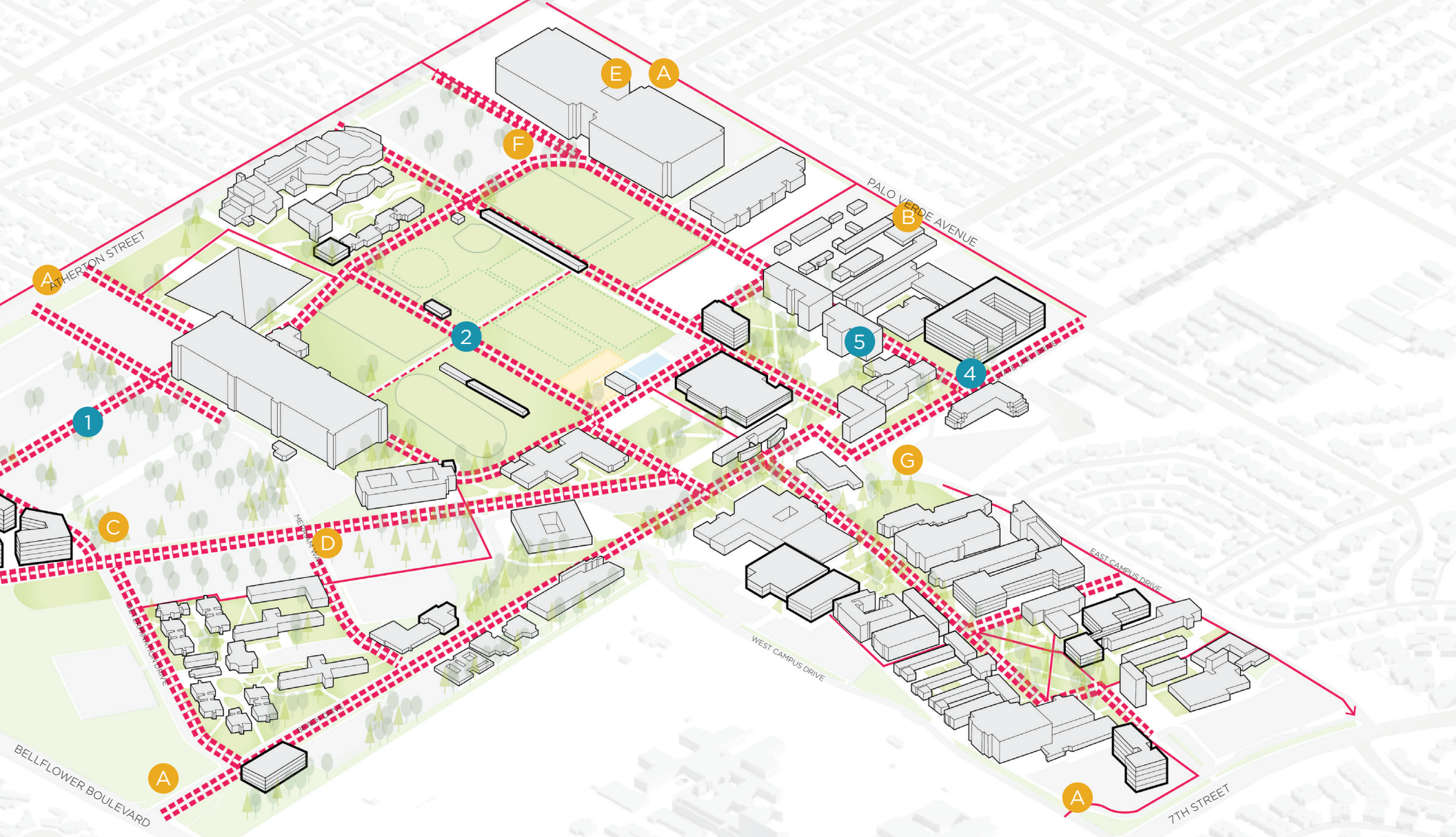
1. A more formalized space for both pedestrians and bicyclists between parking lots G7 and G8, providing safer connections to and through these lots.
2. An additional north-south and east-west pedestrian corridors adjacent to Track and Field and the Baseball Field, to facilitate more direct travel.

PEDESTRIAN NETWORK ENHANCEMENTS

The second set of proposed enhancements provide for widened sidewalks, ADA upgrades, traffic calming to provide shared space for pedestrians, and new paved pathways, supporting new buildings. These include:

3. Opening the north end of the **Bouton Creek Path** to pedestrians, bicycles, scooters and skateboards provides a continuous connection from student housing and parking within West District to the center of campus, with the opportunity to eventually connect to a path built by the City of Long Beach.
4. Enhanced connection between new grad student housing and the center of campus along **State University Drive**.
5. **Conversion of Deukmejian Way to a shared space** (also called a Woonerf), where private vehicles are limited through access controls, and pedestrians, bicyclists, skateboarders, and others can use the full roadway space when vehicle access is limited. This shared space connects the new grad student housing, Engineering, the sports fields, and the new Kinesiology building.

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MEDIA WAY
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
A
A
7TH STREET

PEDESTRIAN CROSSINGS

The third set of recommendations provide improvements at existing crossings or developing new crossings. The targeted crossings are located both internal to campus, as well as along campus edges connecting into the community, which should be considered in conjunction with the City of Long Beach.

A **New crosswalks** where currently missing on legs of campus perimeter signalized intersections: Palo Verde Avenue & Redina Street, Atherton Street & Merriam Way, Bellflower Boulevard & Beach Drive, 7th Street & West Campus Drive

B **New crossings to connect campus with off-campus destinations,** enhanced with safety improvements, such as traffic control and pedestrian refuge islands: Bouton Creek & Bellflower Boulevard, Atherton Street & Determination Drive, Palo Verde Avenue & Deleon Street

C **Determination Drive & Bouton Creek:** Widen crosswalk to facilitate pedestrian and bicyclist diagonal crossing, upgrade crosswalk markings and yield signage, add yield pavement markings, install new lighting, and consider Rectangular Rapid Flashing Beacon or raised crossing as a future phase

D **Merriam Way north of Lot G3:** Upgrade signage and striping at existing crosswalk, add lighting, and consider staffed traffic control to facilitate crossings during peak periods

E **Palo Verde Garages:** Widen crosswalk, add yield to pedestrian signage (post and paddle), yield pavement markings, lighting, and consider a Rectangular Rapid Flashing Beacon as a future phase

F **Palo Verde North Diagonal Crossing:** Upgrade to high-visibility markings, add yield to pedestrian signage (post and paddle), yield pavement markings, lighting, and consider a Rectangular Rapid Flashing Beacon or repositioning the crosswalk to 90 degrees as a future phase

G **East Campus Drive Crossing at Hardfact Hill:** Refresh crosswalk markings and install a Rectangular Rapid Flashing Beacon

NIGHT WALK

The night walk overlays the primary pedestrian pathways and is critical to providing connections between the campus districts after dark. The primary paths are envisioned as distinctive, featuring unique paving materials, lighting, and physical separation of modes where possible. These pathways should be consistently well-lit in the evening hours, connecting buildings, facilities, and programs used past 8pm.

Campus users reported that the campus feels dark at night. Upon walking the campus, it was determined that in many areas reported as dark, they were just underpopulated and thus perceived unsafe. The night walk encourages campus users to congregate and move along the safe, convenient, and intuitive path to create more population density and less isolated or remote circulation.


PUVUNGNA/
NATIONAL REGISTER HISTORIC PLACE/
NAHC SACRED LAND
Night walk pathways
On-campus housing
Buildings used after 8pm
Parking

BIKE AND ALL-WHEEL NETWORK

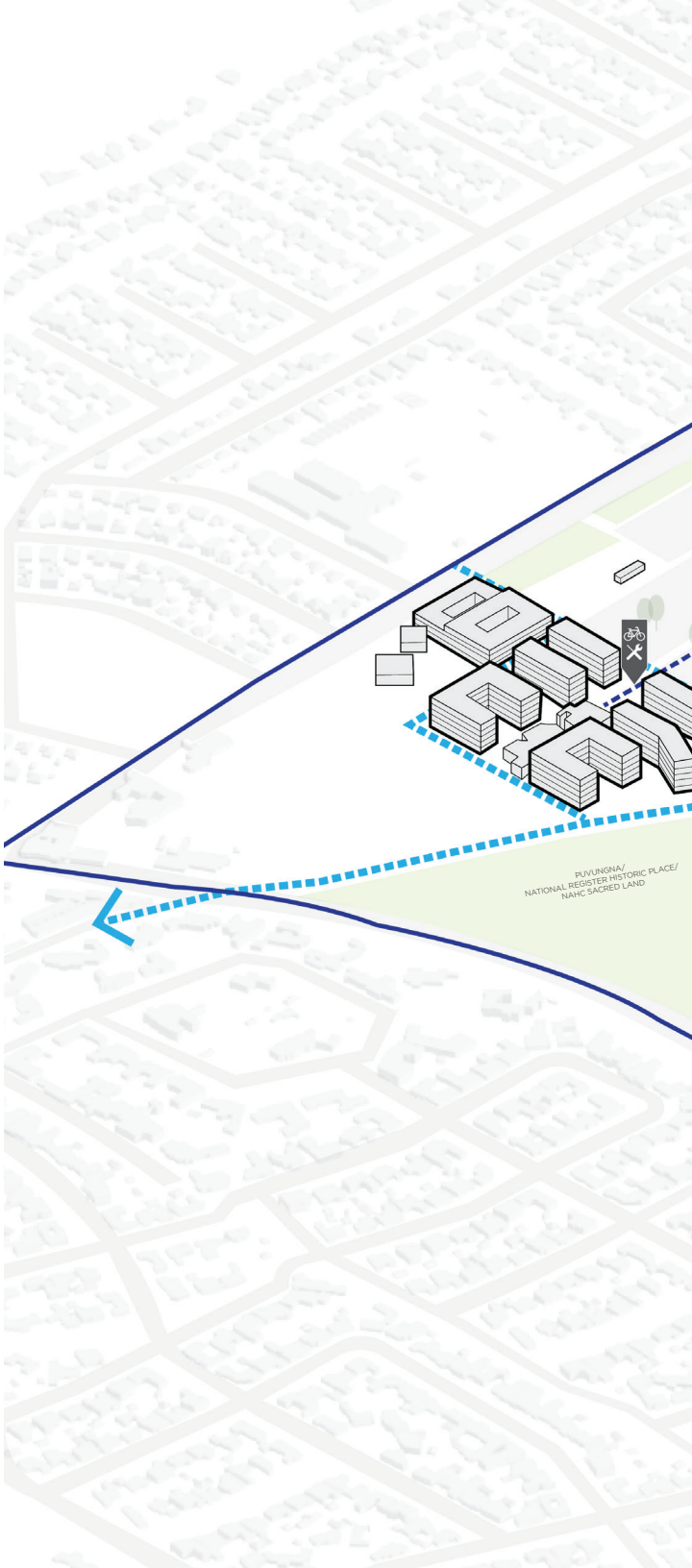
DEVELOPMENT OF NEW BICYCLE FACILITIES IS AN IMPORTANT PART OF HELPING CSULB BECOME A CAMPUS LESS RELIANT ON VEHICULAR MOBILITY.

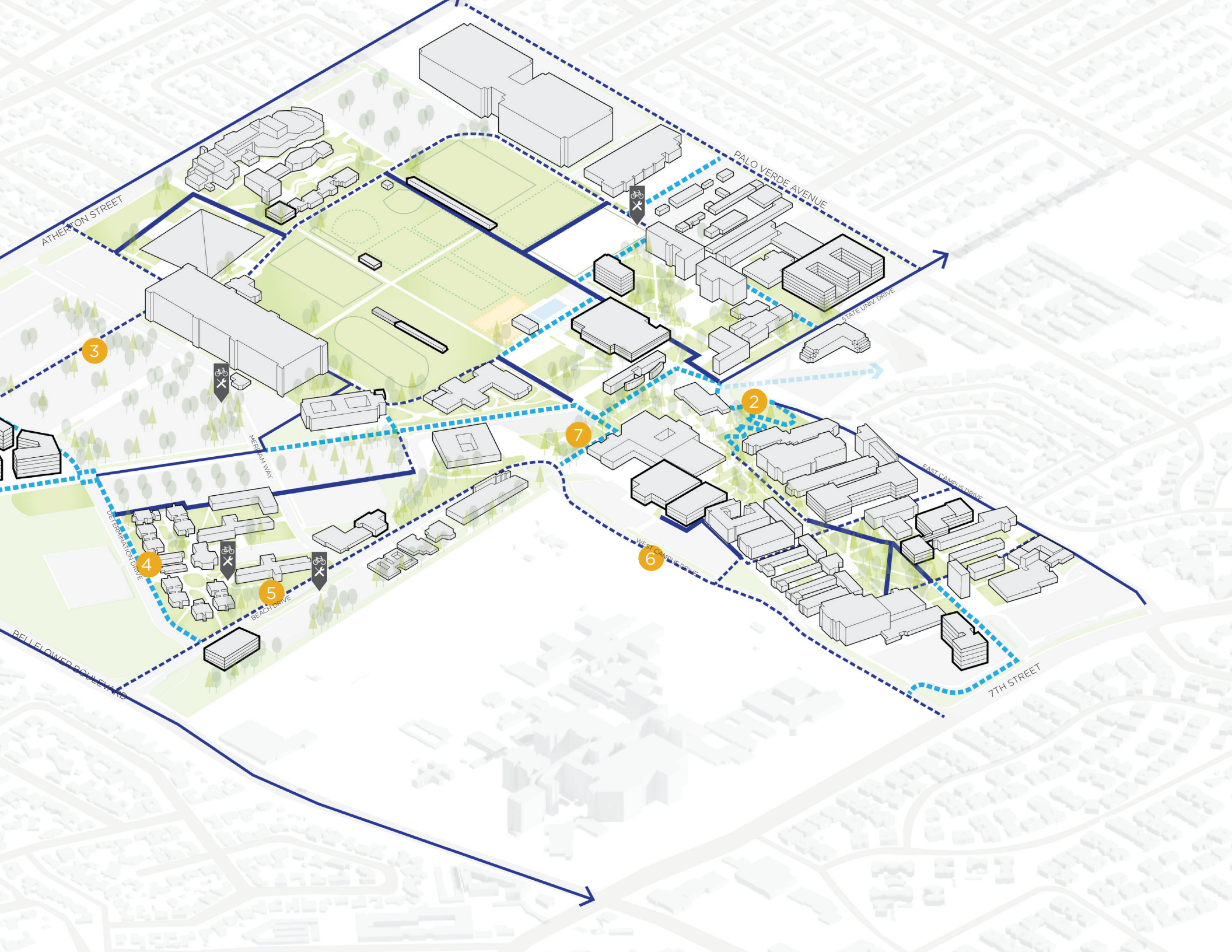
The following recommendations highlight opportunities for new bicycle facilities on campus that provide options that are safer and more comfortable, enabling bicycle use for on-campus trips, and help to make important bicycle network connections for trips to and from campus.

1. **Bouton Creek Path:** A shared use bicycle and pedestrian path is proposed following the route of Bouton Creek diagonally through the campus. An enhanced crossing is proposed at Bellflower Boulevard, to be coordinated with the City of Long Beach. West of Determination Drive, a newly constructed path is proposed south of Bouton Creek. An enhanced diagonal crossing at Determination Drive facilitates crossing from the south side of the creek to the north side. Between Determination Drive and Merriam Way, use of the existing pedestrian path for a shared use facility is proposed, which is recommended to be widened to at least 15 feet. East of Merriam Way, the Bouton Creek bicycle facility would split from the existing pedestrian pathway for a proposed 15' wide bicycle facility within current parking lot space south of the College of Business (some existing parking spaces would be lost while others would be relocated in Lots E1 and E2). A marked bicycle route would continue through the center of campus, with another proposed enhanced crossing across State University Drive. CSULB may choose to continue the path through the CPIE parcel. In the future, a path on the northside of Bouton Creek or a pre-fab bridge may be considered to help enhance connections between the bicycle facility and Parkside housing.

2. **Hardfact Hill Path:** A new switchback shared use path is proposed for Hardfact Hill, providing a bicycle connection between State University Drive and Upper Campus.

3. **G7/G8 Shared Use Pathway:** A 15' shared pedestrian and bike facility, with vertical separation from vehicles, is proposed for the drive aisle space between parking lots G7 and G8 to provide between east/west connections on lower campus. This requires that the road be changed to one way traffic.

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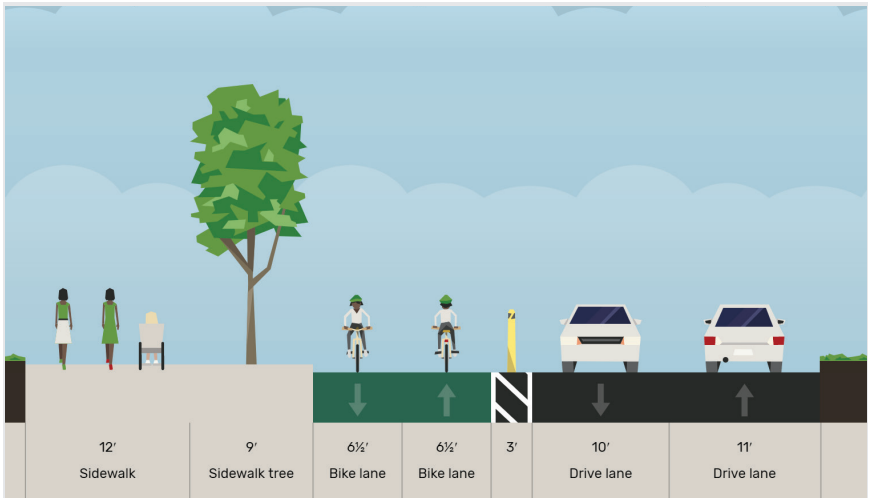
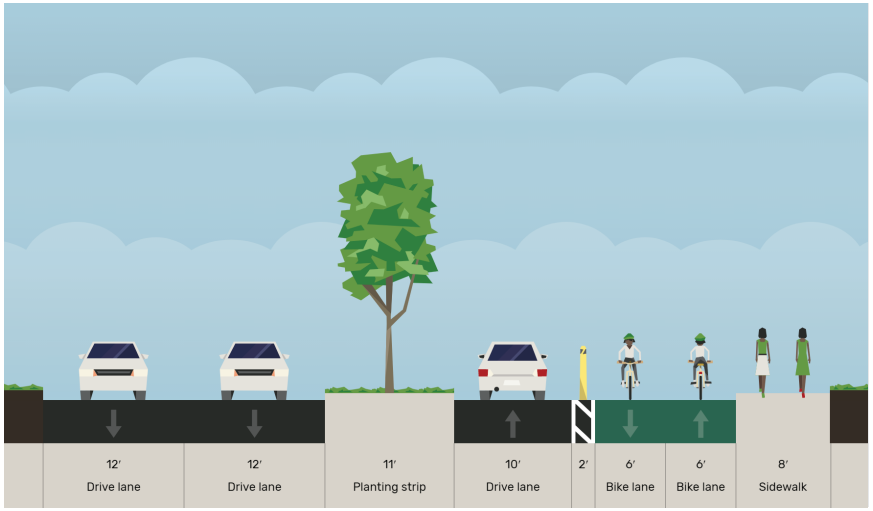
4 **Determination Drive Two-Way On-Street Protected Bike Lane:** This facility is being considered for the east side of the street south of Bouton Creek, (replacing one northbound travel lane) and the west side of the street north of Bouton Creek (replacing one southbound travel lane), with a proposed diagonal crossover point at the Creek crossing. The proposed placement of this facility helps to minimize conflicts at driveways and keeps bicyclists on the side of the street nearest to destinations. Using temporary materials for the vertical separation barrier, such as planters, ensures flexibility if this space is needed for vehicles during move-in days or special events.

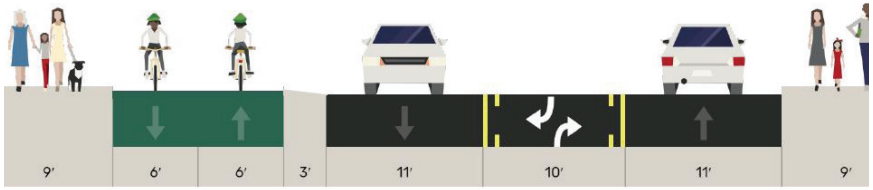


DETERMINATION DRIVE NORTH OF BOUTON CREEK

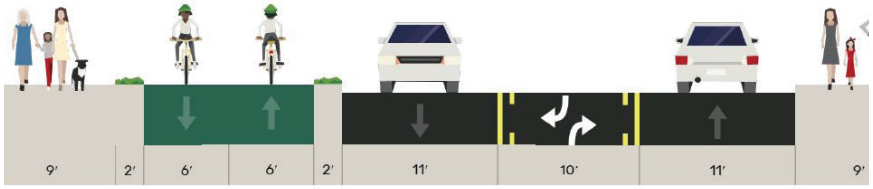


DETERMINATION DRIVE SOUTH OF BOUTON CREEK

5 **Beach Drive Two-Way Off-Street Bike Path:** This facility is being considered for the north side of Beach Drive, and would require widening the north sidewalk in most locations. The project would also include both pedestrian and bicyclist crossing enhancements at Bellflower Boulevard, Determination Drive, Merriam Way, Brotman Drive, and the existing pedestrian crossing signal (to allow bicyclists to access a proposed north/south bike facility on the west side of West Campus Drive). A new bus boarding island at the existing stop is also proposed for the north side of Beach Drive at the stop between Determination Drive and Merriam Way, to help minimize bus and bike conflicts. The bike facility can be built either at a "half step" elevation between the sidewalk and roadway, or at the same elevation of the sidewalk. A third "split elevation" option, with the westbound bike facility at sidewalk height and the eastbound facility at roadway height may be considered.



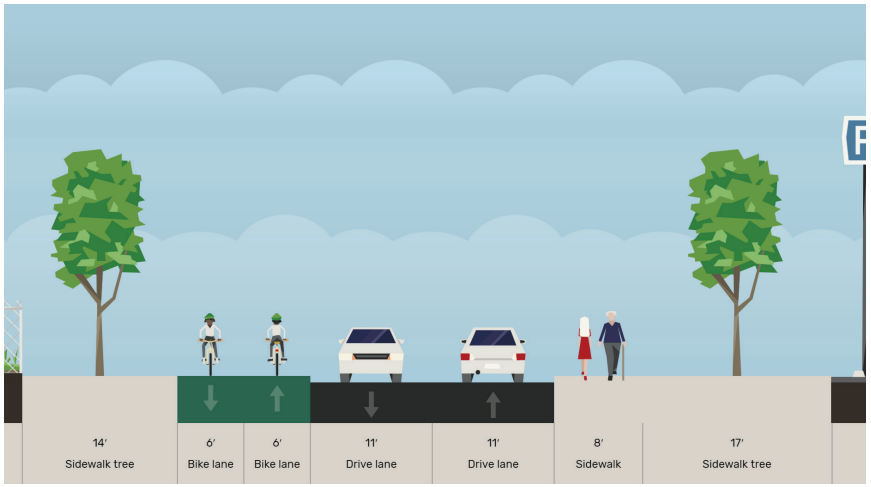
65' Right of Way



66' Right of Way

BEACH BOULEVARD (TWO OPTIONS)

6 **West Campus Drive Two-Way Off-Street Bike Path:** This facility is proposed for the west side of West Campus Drive, providing a new separated bicycle facility option that runs the full length of Upper Campus. In locations with constrained width, narrowing the roadway to the space currently dedicated to a southbound Class II bicycle lane may be necessary.



WEST CAMPUS DRIVE

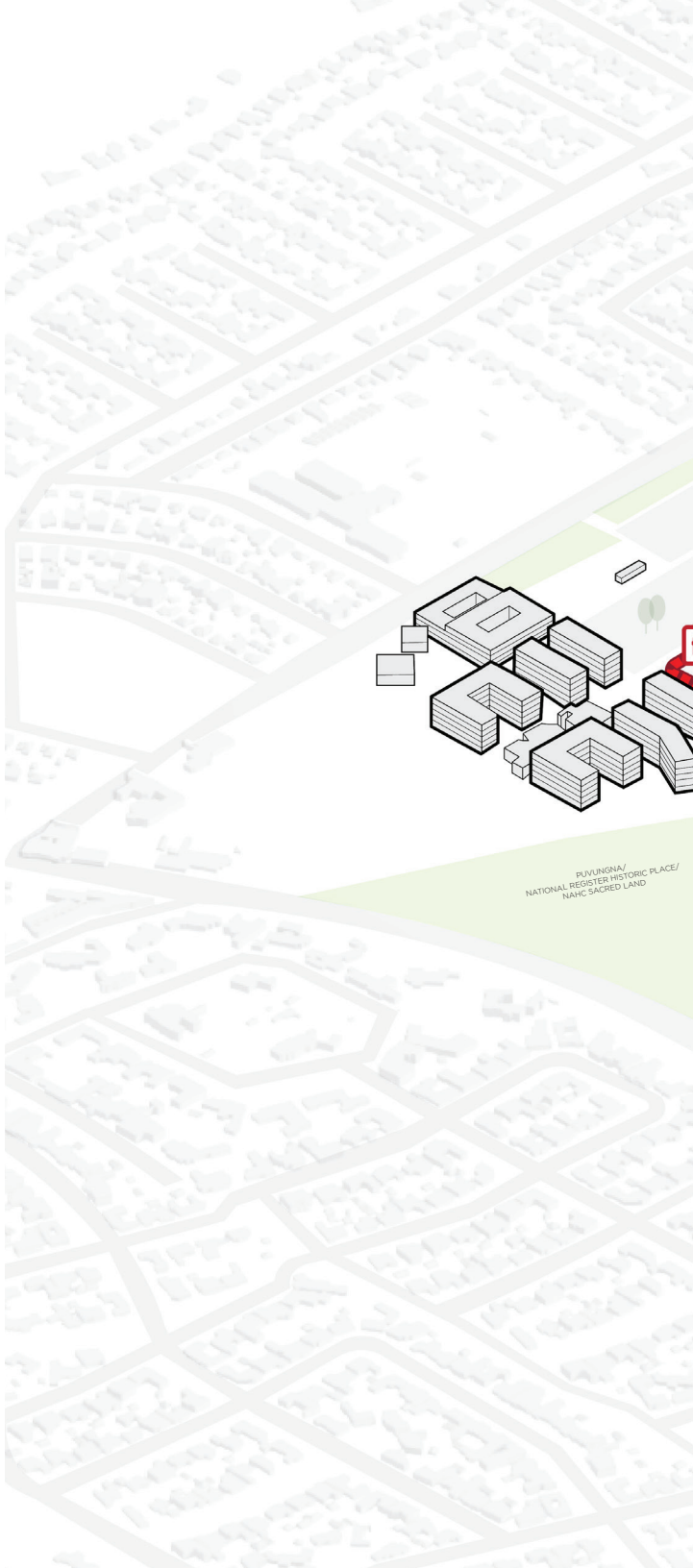
7 **Additional Enhancements** are proposed for the existing network on campus to fill network gaps and provide more direct connections, such as a new path planned for the north side of the USU. These enhancements could include bike route signage, pavement striping and markings, and widening pathways where shared bicycle/pedestrian spaces are narrower than 15' currently.

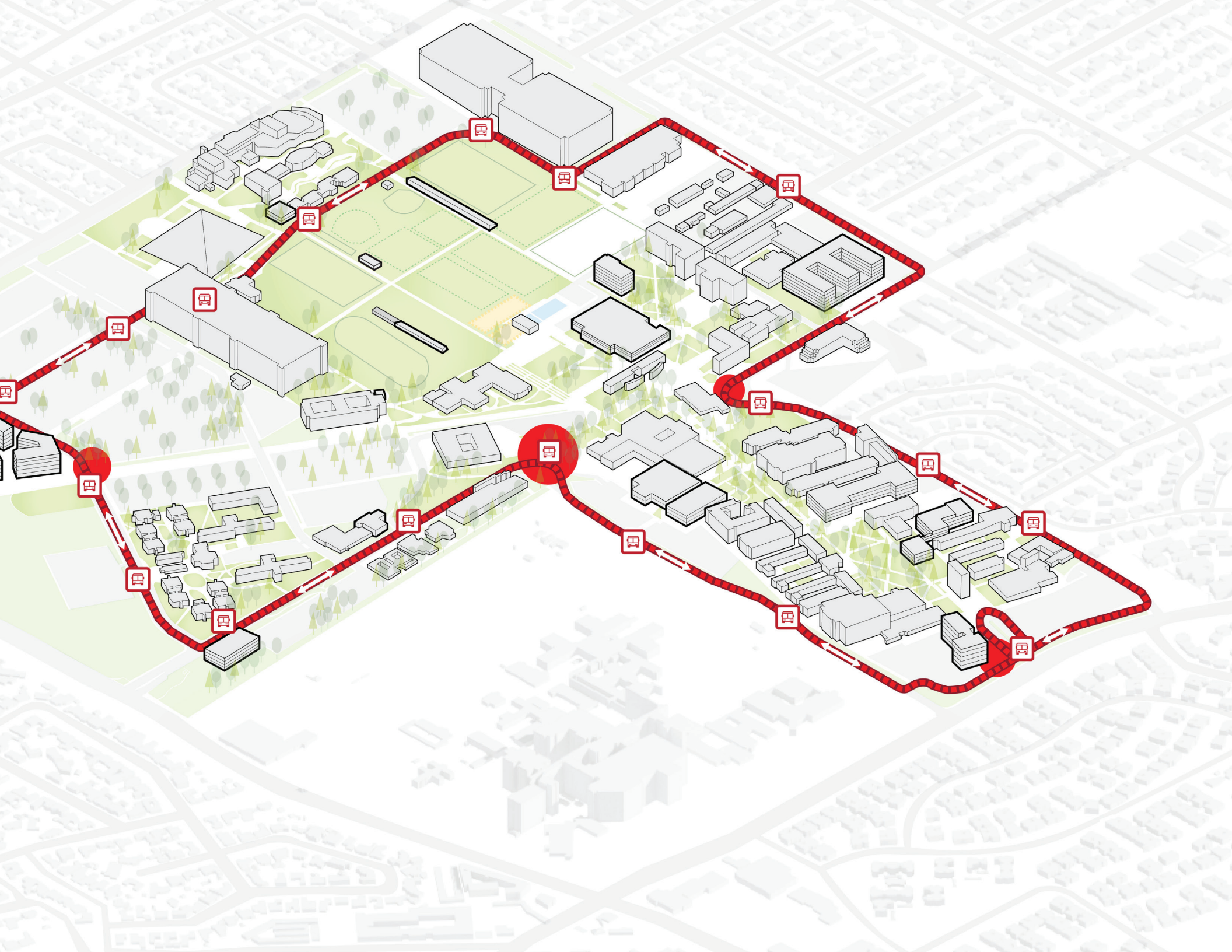
TRANSIT NETWORK

The on-campus shuttle system provides frequent service around the campus. However, student feedback includes confusion on where shuttles go, where to catch shuttles, and concerns about capacity.

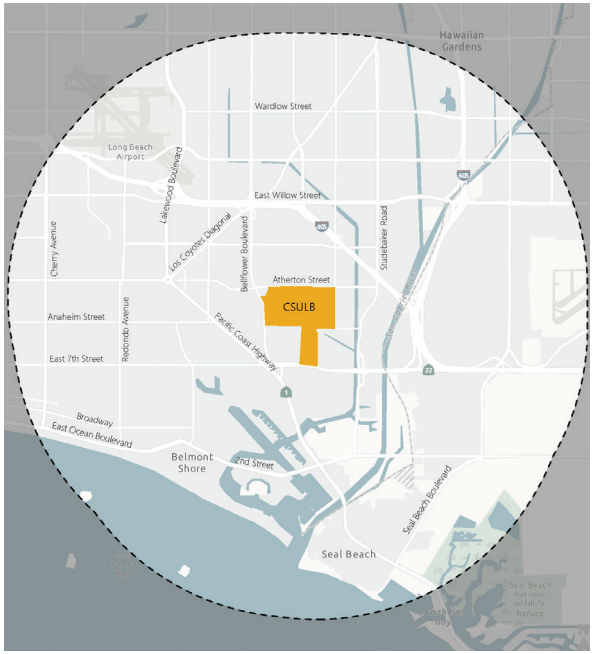
All Campus Tripper provides a full loop around campus. The east and west loops require transfer points at the northern and southern ends of campus if a student gets on one of those routes. To improve and simplify current service, campus shuttle recommendations include:

- **Simplifying campus routes to full clockwise and counter-clockwise loops:** While it may increase back end operational cost and complexity, eliminating the east and west campus loops and introducing both a clockwise and a counter clockwise campus tripper will simplify the shuttle system for users. New stop locations are recommended to serve this proposed model. The implementation of the campus tripper will be based on available funding.
- **Frequencies can be further improved** as funding allows to address capacity concerns, with 15 minute peak headways in each direction.
- **Staffing shuttle stops** at the start of the semester can help alleviate confusion about shuttles and help build ridership among new students.
- **Electric shuttles:** Using an all-electric shuttle fleet could help to support campus sustainability goals. This procurement could be done in conjunction with a pilot program for autonomous shuttles on campus. A fleet transition study is recommended to help the campus better understand the technology options, and constraints such as battery range and carrying capacity, given the campus topography. Peer universities, such as Sacramento State University and the Colorado School of Mines, have seen success in implementing electric and autonomous shuttle pilot programs.
- **Autonomous Shuttles:** Long term, autonomous shuttles could be an effective strategy to scale shuttle service and capacity without substantially increasing staffing costs. Autonomous shuttle pilots have been implemented in similar campus settings, such as national parks and monuments, and large housing developments. All portions of the route other than Palo Verde Avenue would be operating within the campus. A short on-campus route, such as a connection between Upper and Lower campus, could serve as an AV transit pilot.





- **On-demand shuttle service or ride-hailing subsidy** to provide service to Beachside housing and other off-campus locations. Universities have developed partnerships with Uber or Via to provide subsidized night-time ride-hailing services within a geofenced area near campus. This service can also be used as a "safe ride" service for campus community members leaving campus late at night, or as an expansion of CSULB's existing Guaranteed Ride Home service. If a three-mile boundary for a ride-hailing subsidy were established, this service would serve students living on campus or at Beachside, and approximately 10% of off-campus students and 25% of faculty and staff home locations.



APPROXIMATE 3-MILE RADIUS FROM CSULB CAMPUS

MOBILITY HUBS

A mobility hub is an aggregation of multiple travel modes seamlessly combining traditional modes, such as bus and biking, with shared mobility services including bikesharing, carsharing (e.g. Zipcar), and ride-hailing (e.g. Lyft or Uber). In addition to supporting varying transportation modes, a mobility hub can also act as a gathering point for the CSULB community. Mobility hubs may be seen as a flexible variant of the transit center concept: a mobility hub is a place where multimodal travel is both easy and worthwhile.

CSULB may consider multiple mobility hub locations on campus to help serve as key transfer points for different modes, and destinations for services. Mobility hubs on campus should primarily be geared towards serving the CSULB community, but may also be key points of entry and information for campus guests and special events. Mobility hubs do not need to require large investments in infrastructure, but rather can be seen as the co-location of mobility services already provided on campus.

As shown on the diagram on previous page, potential locations for mobility hubs include: Bouton Creek/Determination Drive crossing, West Campus Drive drop-off loop, East Campus Drive drop-off loop, South Campus Road drop-off loop, and Parking Lot G9 (geared towards vehicle and visitor uses with potential future park-and-ride use).

Amenities for CSULB mobility hubs could include:

Transit Amenities

- Real-time information
- Interactive transit map kiosks
- Pass sale information
- Time transfers between regional buses and CSULB shuttles
- Enhanced seating, shelters, electronics charging and WiFi
- Training/information for taking transit and shuttles, with emphasis on start of semester
- Potential partnerships with Long Beach Transit, Metro and OCTA

Bike/Pedestrian/Scooter/Skateboard Amenities

- Bike/scooter share stations
- Bike share pass sales
- Bike shop, mobile bike shop, bike kitchen
- Bike/skateboard fix-it stations
- Bike/e-bike rentals
- Secure long-term bike parking
- Short-term bike, scooter and skateboard parking
- Interactive walking/biking/ADA map kiosks
- Starting point for wellness walk routes and group walks
- Starting point for bike safety classes and group rides
- Showers and changing rooms
- Day lockers
- Potential partnerships with Walk Long Beach and GoActiveLB
- Enhanced pedestrian and bike connections

Vehicle Amenities

- Ride-hailing and passenger loading zones
- Electric car share
- Ride matching services
- Neighborhood electric vehicle (NEV) rentals
- Real-time car share availability and ride matching kiosks
- Parking pass sales
- Short and long term electric vehicle charging stations

Retail and Services

- Retail services (e.g. grocery, post office, banking)
- Food trucks, coffee kiosks, and other mobile retail
- Package delivery lockers
- Seating and gathering spaces

REAL TIME INFORMATION

COFFEE KIOSKS

SHORT-TERM BIKE PARKING

SEATING AND GATHERING SPACE

COVERED SEATING

RIDE-HAILING ZONES

VEHICULAR NETWORK

The following vehicular network changes are proposed, with the primary aim of increasing safety and comfort for people walking and biking on campus:

1. **Determination Drive:** To provide space for the two-way bicycle facility, a reduction to one vehicular travel lane is recommended in the northbound direction south of Bouton Creek and in the southbound direction north of Bouton Creek.

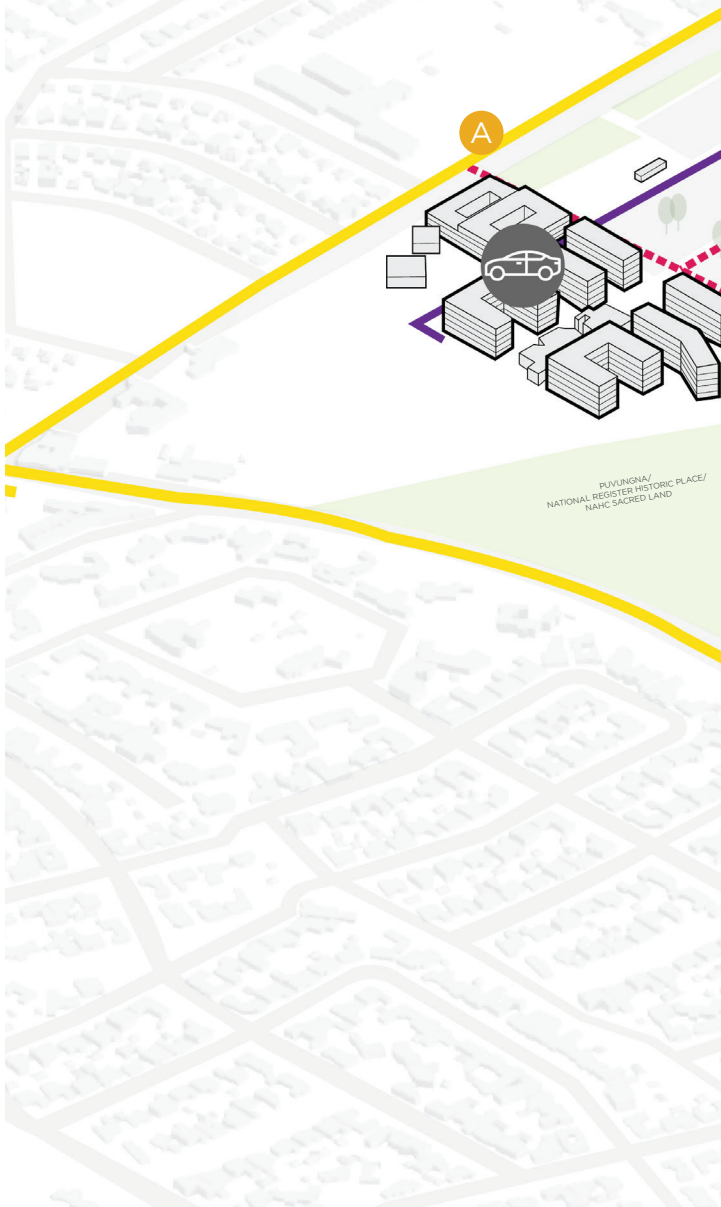
2. **Beach Drive:** To provide space for the two-way bicycle facility, a reduction to one vehicular travel lane is recommended in each direction, with the addition of a center turn-lane.

3. **West Campus Drive:** No change proposed to vehicle travel lanes. Traffic calming elements, such as speed lumps/cushions, are recommended.

4. **East Campus Drive:** No change proposed to vehicle travel lanes. Traffic calming elements, such as speed lumps/cushions, are recommended.

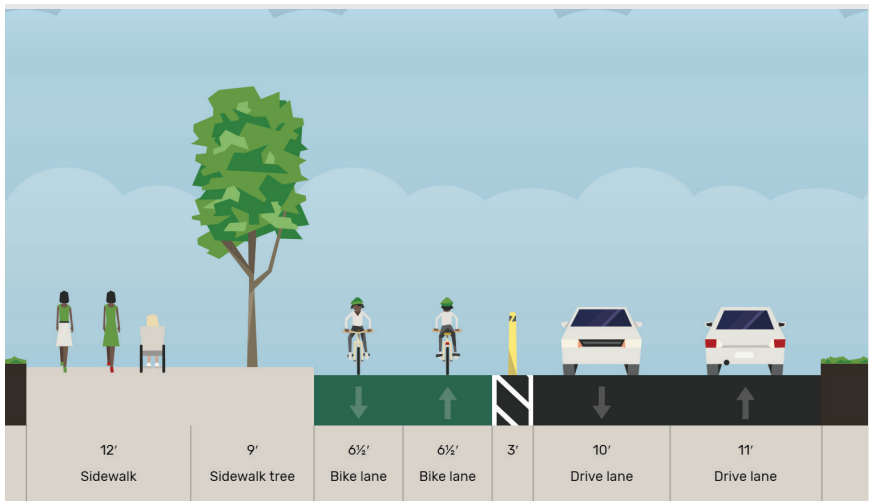
5. **Deukmejian Way:** Limit vehicle access to parking pass holders, pick-up/drop-off, and campus vehicles to create a shared use road. At the intersection of Deukmejian Way, consider simplifying intersection geometry through moving crosswalk and stop sign west of south leg driveway and limiting south leg driveway to right-in/right-out vehicular circulation only. Vehicle access restrictions could start north of housing driveway.

6. **Palo Verde Avenue:** The City of Long Beach preliminary plan along Palo Verde Avenue includes the reduction of one vehicular travel lane in each direction, providing a parking-protected bicycle lane in the northbound direction and angled parking with a bike lane in the southbound direction. The provision of angled parking on the campus-side of the street provides a greater opportunity for on-street parking serving campus, without people needing to cross Palo Verde Avenue. The City's preliminary plans also call for lane reductions and safety enhancements, such as a protected corner, at the intersection with Anaheim Road/State University Drive. In planning for the housing project proposed for this location, a traffic study and traffic signal warrant should be completed. This intersection is currently all-way stop controlled.

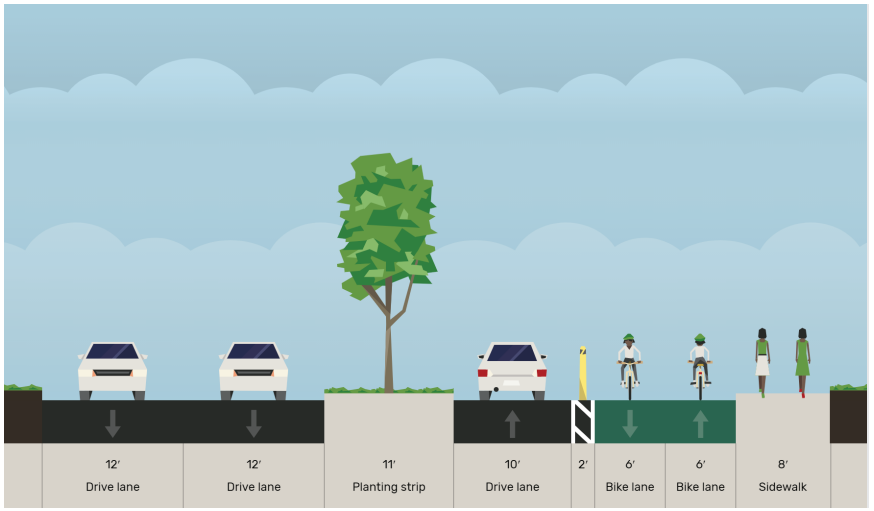



C
B
ATHERTON STREET
6
PALO VERDE AVENUE
5
4
2
1
3
BELLFLOWER BOULEVARD
7TH STREET

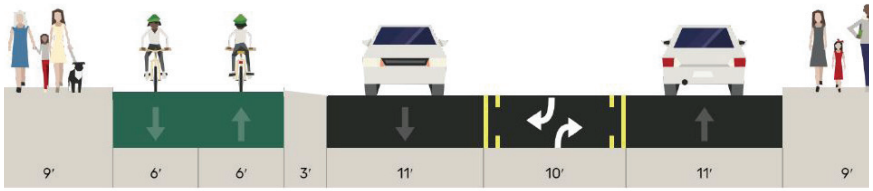
PROPOSED STREET CHANGES: STREET SECTIONS



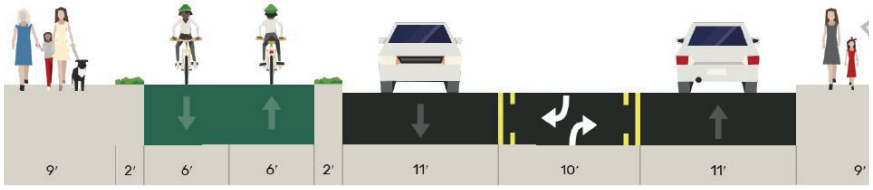
1 DETERMINATION DRIVE NORTH OF BOUTON CREEK



1 DETERMINATION DRIVE SOUTH OF BOUTON CREEK

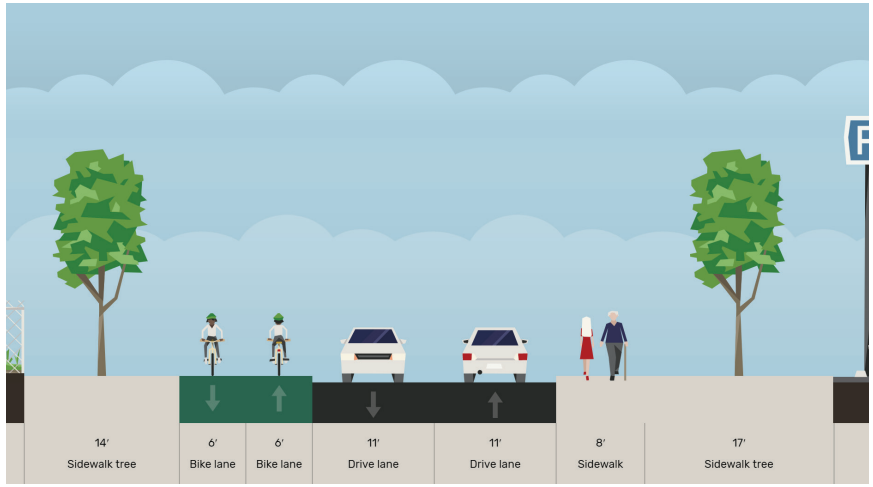


65' Right of Way



66' Right of Way

2 BEACH BOULEVARD (TWO OPTIONS)



3 WEST CAMPUS DRIVE

CAMPUS ENTRY POINTS

Pedestrian and bicycle focused gateway enhancements are proposed for campus entry points along Bellflower Boulevard, 7th Street, Palo Verde Avenue, and Atherton Street. Additionally, due to its proximity to campus surface lots, Atherton Street is envisioned as the vehicular priority entry point for campus, particularly at Merriam Way and Carfax Avenue. The entry point at Determination Drive is proposed to be deprioritized for vehicles, due to the recommended bike facility and new crossing. The following enhancements are proposed:

A **At Determination Drive:** Consider right-in/ right-out only

B **At Merriam Way:** Work with City on potential signalization improvements and install advanced vehicle wayfinding signage

C **At Carfax Avenue:** Upgrade pavement markings and consider right-in/right-out only or signal warrant with City

PARKING & TRANSPORTATION DEMAND MANAGEMENT

Proposed changes related to building and other facility locations in the Master Plan will require the shifting of some existing parking space locations. No net change in parking spaces is planned, and new parking lots at the current sites of the Education and International House buildings allow for additional space for bicycle and pedestrian amenities. Parking demand and location will be considered when adding new and replacement buildings to the campus.

Parking location changes will include the following:

1. **Education building site:** Up to 210 parking spaces added
2. **International House building site:** Up to 92 parking spaces added
3. **Parking Lot E1:** Approximately 49 spaces removed
4. **Parking Lot E2:** Approximately 28 spaces removed (and angled parking location shifted due to Bouton Creek path)
5. **Parking Lot E3:** Approximately 32 spaces removed
6. **Parking Lot E4:** Approximately 52 spaces removed
7. **Parking Lot R2:** Approximately 73 spaces removed
8. **Department of Design:** Approximately 20 spaces removed

Surface Lot

Parking Structure

Roadways


ATHERTON STREET
PALO VERDE AVENUE
BELLFLOWER BOULEVARD
7TH STREET
1
2
3
4
5
6
7
8

PARKING INVENTORY AND PROPOSED CHANGES

LOT NAME	EV LEVEL II	CARPOOL/VAN	GUEST	SPEC. PERMIT	TIME LIMITED	OTHERS	TOTAL	ADDED	REMOVED	NEW TOTAL
BEACHSIDE PARKING	0	0	0	0	17	0	317			317
DEUKMEJIAN WAY	0	0	0	0	0	0	5			5
EAST CAMPUS DRIVE	0	0	0	0	0	0	4			4
EMPLOYEE LOT 1	0	0	0	0	39	0	536		49	487
EMPLOYEE LOT 10	0	0	0	0	0	0	212			212
EMPLOYEE LOT 11	0	0	0	0	0	0	120			120
EMPLOYEE LOT 2	0	0	0	10	0	2	285		28	257
EMPLOYEE LOT 3	0	0	0	0	0	1	60		32	28
EMPLOYEE LOT 4	0	0	0	40	0	0	83		52	30
EMPLOYEE LOT 5	0	0	0	0	12	8	66			66
EMPLOYEE LOT 6	0	1	0	4	0	4	258		20	238
EMPLOYEE LOT 7	0	0	0	0	6	0	91			91
EMPLOYEE LOT 8	8	0	0	0	0	0	391			391
EMPLOYEE LOT 9	0	0	0	8	0	0	182	162		392
GENERAL LOT 1	0	0	0	0	30	0	261	92		353
GENERAL LOT 10	0	0	0	0	0	0	33			33
GENERAL LOT 11	0	0	0	0	2	0	341			341
GENERAL LOT 12	0	0	0	0	2	0	628			628
GENERAL LOT 13	0	0	0	0	0	0	304			304
GENERAL LOT 14	0	0	0	0	0	0	264			264
GENERAL LOT 15	0	0	0	0	29	0	36			36
GENERAL LOT 2	0	0	0	0	0	0	415			415
GENERAL LOT 3	0	0	0	0	0	0	232			232
GENERAL LOT 4	0	0	0	0	10	0	451			451
GENERAL LOT 5	0	0	0	0	4	0	119			119
GENERAL LOT 6	0	0	0	0	0	2	844			844
GENERAL LOT 7	30	0	0	0	0	0	746			746
GENERAL LOT 8	0	0	0	0	0	0	727			727
GENERAL LOT 9	0	0	0	0	0	0	371			371
PALO VERDE NORTH PARKING STRUCTURE	0	0	0	0	0	0	1,298			1,298
PALO VERDE SOUTH PARKING STRUCTURE	2	0	0	0	0	0	1,268			1,268
PARKSIDE HOUSING	0	0	0	5	0	0	18			18
PPFM LOTS	0	0	0	0	4	0	7			7
PYRAMID PARKING STRUCTURE	2	0	0	0	0	0	2,729			2,729
RESIDENT LOT 1	0	0	0	0	0	0	83			83
RESIDENT LOT 2	0	0	0	0	0	0	73		73	0
RESIDENT LOT 3	0	0	0	0	0	0	161			161
SOUTH TURNAROUND	0	0	3	0	11	8	27			27
STATE UNIVERSITY DR	0	0	0	0	33	0	33			33
VENDOR LOT (11A)	0	0	0	4	0	4	10			10
NEW PARKING AT GRAD/EMPLOYEE HOUSING	-	-	-	-	-	-	-	360		360
TOTALS	**42**	**1**	**3**	**71**	**199**	**29**	**14,089**	**614**	**254**	**14,449**

PARKING DEMAND AND REMOTE LEARNING

The COVID-19 pandemic and the resulting shift to online learning had a substantial effect on campus parking demand since so few employees and students were traveling to campus.

With the buildout of the online infrastructure needed to facilitate remote teaching and learning, CSULB has the opportunity to use remote learning to manage activity on campus, including parking demand, even as the campus population grows to an expected 33,000 full time equivalent (FTE) student commuters, and 3,826 FTE faculty/staff.

On-campus residential students (both undergrad and graduate) are expected to grow to approximately 3,000 students, but parking demand from this campus population is not expected to be affected by remote learning.

Given the magnitude of parking needed to accommodate FTE growth, remote learning will play an important role in managing the need for increases in future parking supply on campus. While the remote learning model and the expected level of adoption has not been fully defined, to calculate the potential benefit, future parking demand estimates are shown in the following table.

Assuming that 20% of the future FTEs for student commuters and faculty/staff would be accommodated remotely, the resulting need for additional parking supply would be reduced to 65 additional spaces. Combining some level of remote learning with the implementation of additional or more aggressive TDM measures will further reduce parking demand and achieve the campus' goal of no net increase in parking supply (with the exception of on-campus residential students).

	CURRENT ON-CAMPUS FTES	FUTURE ON-CAMPUS FTES	CURRENT SPACES	PARKING RATIO (SPACE/FTE)	FUTURE TOTAL PARKING NEEDED	FUTURE ADDITIONAL SPACES NEEDED	FUTURE TOTAL + 7% SUPPLY CUSHION	PARKING NEED WITH SUPPLY CUSHION
STUDENT COMMUTERS	28,809	26,666 (80%)	10,178	0.35	9,421	-757	10,081	-97
ON-CAMPUS RESIDENTS	2,533	3,167	1,300	0.51	1,625	+325	1,625	+325
EMPLOYEES (FACULTY AND STAFF)	3,295	3,060	2,284	0.69	2,121	-163	2,121	-163
TOTALS			**13,762**		**13,504**	**-594**	**13,827**	**+65**

20% REDUCTION TO ON-CAMPUS POPULATION

BASED ON 2015 WALKER PARKING STUDY, PEAK UTILIZATION FOR STUDENT COMMUTERS ASSUMED TO BE 100%.

STUDENT COMMUTERS = TOTAL STUDENT FTES - ON-CAMPUS UNDERGRAD BEDS.

PARKING RATIO FOR ON-CAMPUS STUDENTS AND EMPLOYEES BASED ON SUPPLY, NOT DEMAND.

7% SUPPLY CUSHION ADDED ONLY TO STUDENT COMMUTER SPACES.

GRAD STUDENT HOUSING ASSUMES 200 UNITS FOR 300 FTES. PARKING RATIO ASSUMED TO BE 2/3 SPACE PER FTE.

CURRENT AND FUTURE ON-CAMPUS RESIDENTIAL FTE NUMBERS PROVIDED BY DLR, 7/21/21.

BEACHSIDE NOT INCLUDED IN TOTAL.

EXISTING PARKING INVENTORY PROVIDED BY CSULB, REFLECTIVE OF JUNE 2020 CONDITIONS. BEACHSIDE AND VENDOR LOT NOT INCLUDED IN TOTAL.

ESTIMATED PARKING PERMIT INFORMATION PROVIDED BY CSULB JULY 2021.

TRANSPORTATION DEMAND MANAGEMENT POLICIES

Campus parking is currently at capacity, and expected FTE growth would require the construction of additional parking structures if use of private vehicles is not proportionally reduced. **To offset the need for this investment in increased parking supply, transportation demand management (TDM) measures will need to be implemented.** If effectively implemented, a robust TDM plan will not only reduce the demand for costly future parking, but will also reduce traffic congestion and the related negative environmental impacts of air pollution, greenhouse gas emissions, noise and the consumption of nonrenewable resources. While CSULB has implemented many TDM strategies, additional TDM strategies to be considered include:

- Complete an updated TDM plan that comprehensively plans for the future, with a focus on achieving CSULB's goals of reducing GHG emissions and reliance of vehicle mobility, and mitigating the need for parking
- Identify partnerships and grants to fund campus TDM strategies, such as regional VMT bank or transportation impact fees
- Increase on-campus housing opportunities,
- Incentive programs for residential students to not have a car on campus
- Distribute class and work schedules to spread the peak demand on campus such as Fridays; plan for 20% future work and learn from home (will improve campus experience, but could increase vehicle travel by making it more convenient to park)
- Parking pricing - accelerating the increase of parking fees (this increase was approved in early 2021) and an increase in the differential for on-campus residential parking fees; Consider dynamic or congestion-based parking pricing
- Incentivize ridematching service and carpooling through guaranteed convenient carpool parking spaces at reduced rates (requires management and enforcement to ensure compliance)
- Reinstate 100% subsidy on Long Beach Transit passes
- 100% subsidy on Long Beach bike share (could include e-scooter share)
- Subsidize a set number of ride-hailing rides for members of the campus population (particularly on-campus residents) as a back-up option when other non-auto modes will not work (e.g. late night)
- Change parking pass eligibility (e.g. prohibit people from purchasing on-campus permits that live within a certain radius of campus, with ADA or other populations exempt)
- Cash incentives for not purchasing parking permit
- Subsidize e-bike purchases or provide rentals
- Provide additional on-campus amenities (e.g. childcare, grocery store and post office)
- Transit, shuttle, bicycle and pedestrian enhancement measures recommended as part of this plan can also play a role in TDM
- Increase education and encouragement touch-points for new students at beginning of semester to build mode choice habits (e.g. shuttle information ambassadors, encourage use of Long Beach Transit app)

Note: Implementing any TDM strategies will be dependent on available funding and resources above and beyond solely parking revenue.

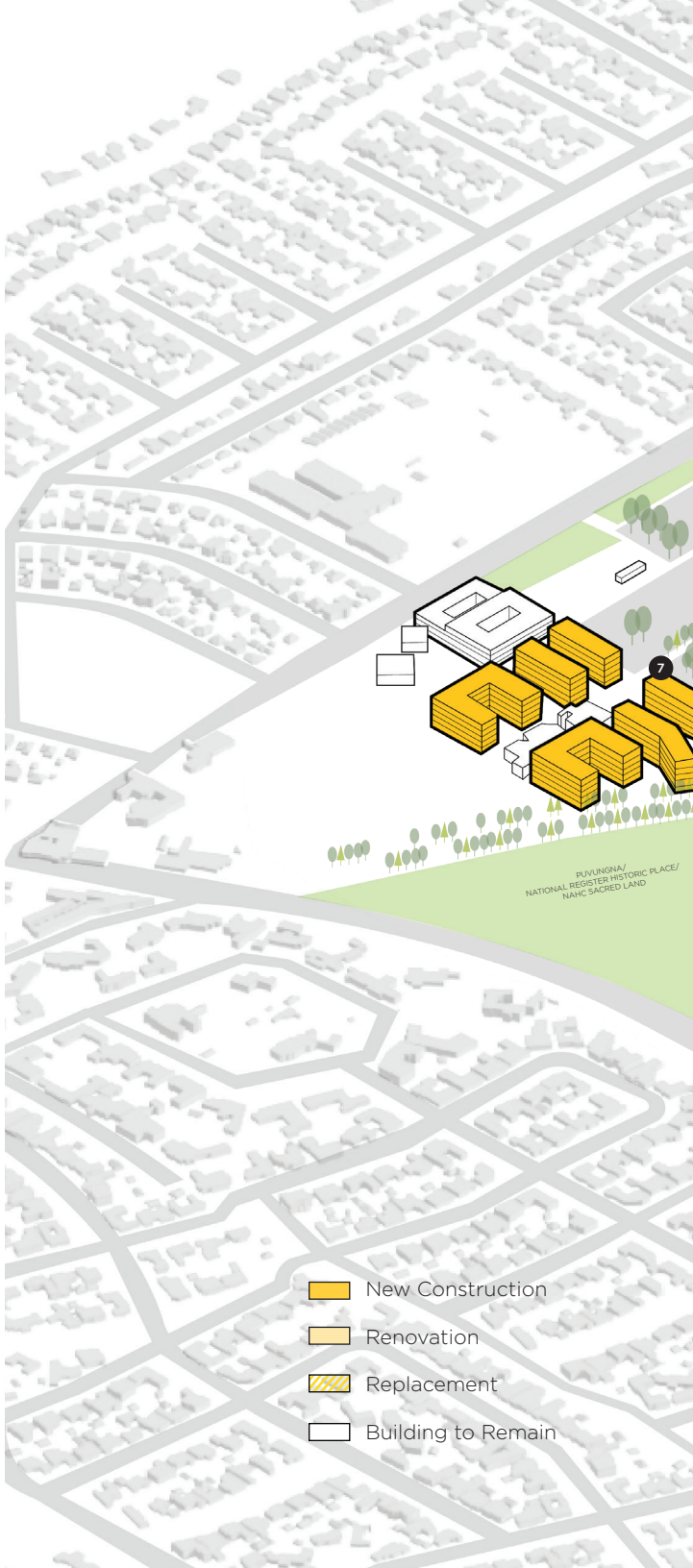
IMPLEMENTATION AND PHASING

07

BEACH 2035 CAMPUS MASTER PLAN

REPLACEMENT BUILDINGS	
1	Peterson Hall 1 Replacement Building
2	Education Replacement Building
3	Kinesiology Replacement Building + Quad
4	Engineering Replacement Building
5	College of the Arts Replacement Building
6	Cafeteria + Bookstore Replacement Building
NEW BUILDINGS	
7	New Parkside Housing Village
8	New Graduate Student + Employee Housing
9	New 7th St. Community Outreach Facility
10	International House Replacement Building
ADDITIONS	
11	Student Health Services Addition
12	Univ. Music Center Renovation/ Addition
13	Corporation Yard Renovations / Additions
14	USU Renovation / Addition
15	College of Business Addition
RENOVATIONS	
16	Hillside College Renovations
17	McIntosh Humanities Building Renovation
18	Central Plant Decarbonization/Sustainability Center
19	SSPA Office Renovation
20	Microbiology Student Success Center Reno.
21	Lecture Hall 150-151 Renovation
22	Nursing Building Renovation (CAPS)
23	Fine Arts 1 / 2 Renovation
24	FO3 Renovation
25	Liberal Arts 5 Renovation
26	Theater Arts Renovation
27	University Theatre Renovation
28	Engineering Tech Renovation
29	Vivian Engineering Center Renovation
30	HHS 1 / 2 Renovation

RENOVATIONS, CONTINUED	
31	Engineering Computer Science Renovation
32	Language Arts Building Renovation
33	Faculty Office Building #2
34	Family and Consumer Sciences
35	Fine Arts 4 Renovation
36	Liberal Arts 1
37	Beachside Housing
38	University Telecommunications Center
SPORTS PROJECTS	
39	Walter Pyramid Renovation
40	George Allen Field Improvements
41	New Recreation Field
42	Jack Rose Track / Commencement Facilities
43	Baseball Field Conversion to Multi-Use Field
44	New Baseball Infield
45	New Beach Volleyball Competition Area
46	Aquatics Center + Pool Renovation
47	Relocated Archery Field
48	Blair Fleld Upgrades
OPEN SPACE	
49	Redefining the Campus Quad
50	Pyramid Outdoor Seating / Landscape
51	Friendship Walk Stairs Revitalization
52	Hardfact Hill Outdoor Classroom
53	Engineering Quad
54	North Campus (Kinesiology) Quad / Beach at the Beach
55	Fine Arts Courtyard
CIRCULATION	
56	Improved Campus Entrance and Gateway
57	Pedestrian/Bike Lane Improvements
58	Future Mobility Hub




ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
MERRIAM WAY
PETERMAN LOOP DRIVE
BEACH DRIVE
BELLFLOWER BOULEVARD
7TH STREET
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BLAIR FIELD
37
BEACHSIDE

PROJECT PRIORITIZATION

NEAR-TERM PROJECTS	
1	Peterson Hall 1 Replacement Building
10	International House Replacement Building
11	Student Health Services Addition
13	Corporation Yard Renovations / Additions
14	USU Renovation / Addition
15	College of Business Addition
16	Hillside College Renovations
18	Central Plant Decarbonization/Sustainability Center
19	SSPA Office Renovation
20	Microbiology Student Success Center Reno.
21	Lecture Hall 150-151 Renovation
24	Faculty Office Building #3 Renovation
33	Faculty Office Building #2
34	Family and Consumer Sciences
36	Liberal Arts
37	Beachside Housing
38	University Telecommunications Center
46	Aquatic Center + Pool Renovation/Replacement
48	Blair Field Upgrades
50	Pyramid Outdoor Seating / Landscape
51	Friendship Walk Stairs Revitalization
56	Improved Campus Entrance and Gateway
MID-TERM PROJECTS	
4	Engineering Replacement Building
5	College of the Arts Replacement Building
7	New Parkside Housing Village
8	New Graduate Student + Employee Housing
9	New 7th St. Community Outreach Facility
12	Univ. Music Center Renovation/ Addition
22	Nursing Building Renovation (CAPS)
25	Liberal Arts 5 Renovation

MID-TERM PROJECTS, CONTINUED	
23	Fine Arts 1 / 2 Renovation
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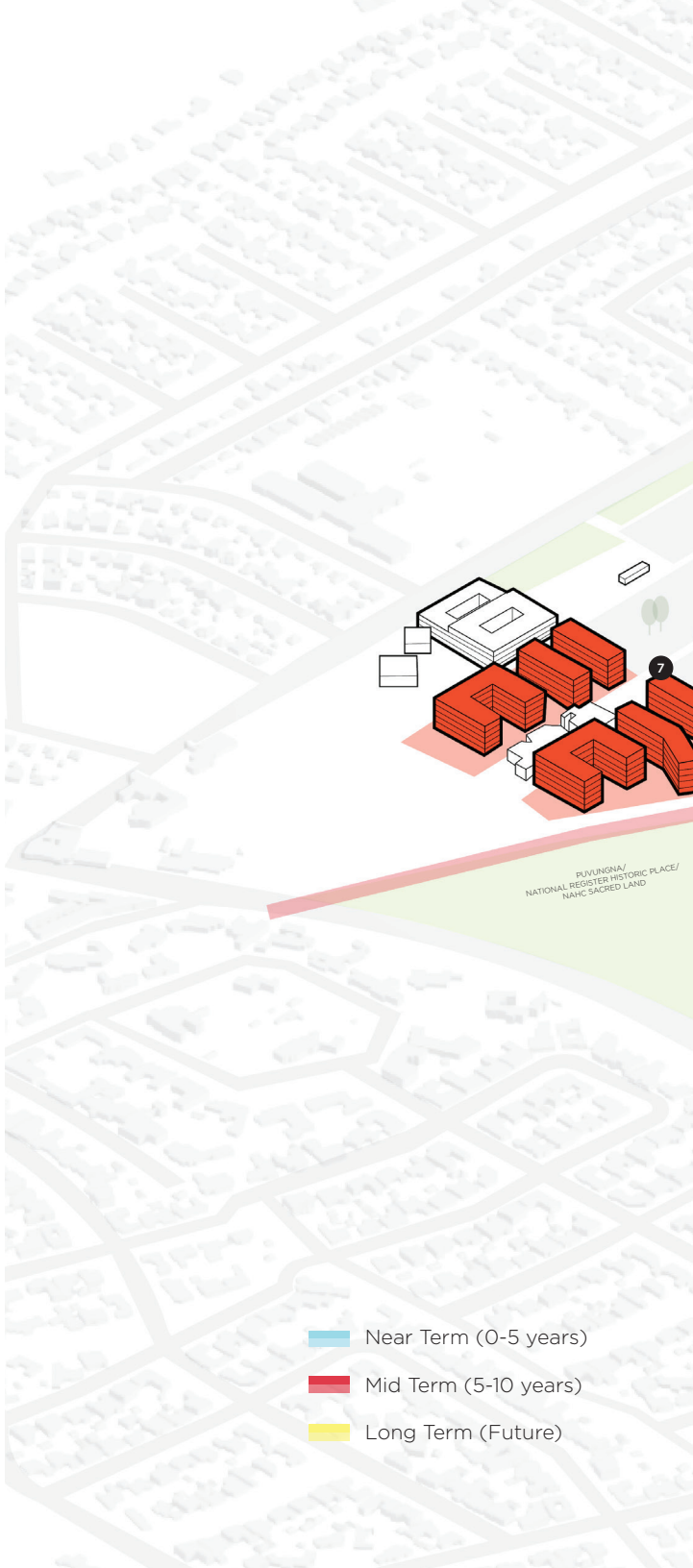
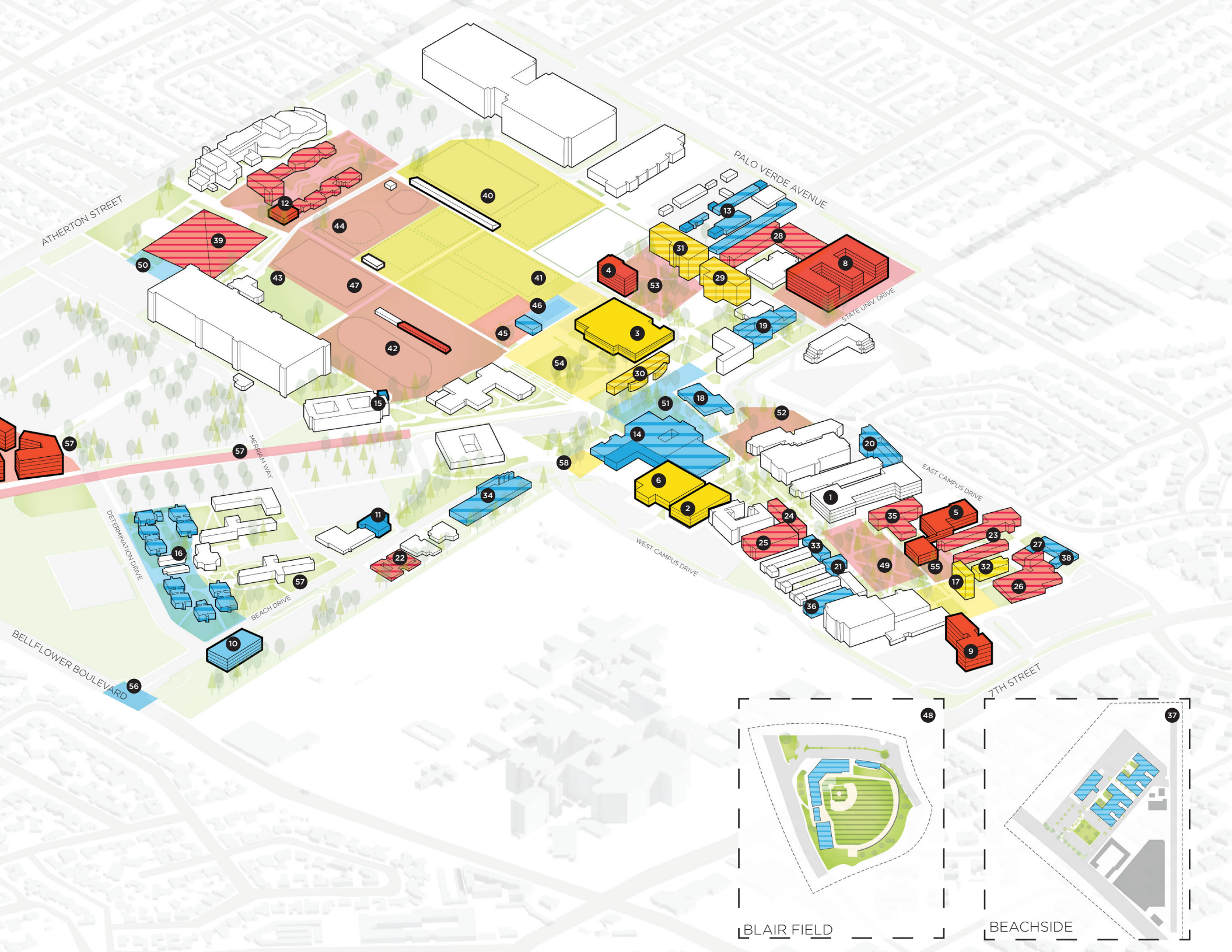
47	Relocated Archery Field
49	Redefining the Campus Quad
52	Hardfact Hill Outdoor Classroom
53	Engineering Quad
55	Fine Arts Courtyard
57	Pedestrian/Bike Lane Improvements
LONG-TERM PROJECTS	
2	Education Replacement Building
3	Kinesiology Replacement Building + Quad
6	Cafeteria + Bookstore Replacement Building
17	McIntosh Humanities Building Renovation
29	Vivian Engineering Center Renovation
30	HHS 1 / 2 Renovation
31	Engineering Computer Science Renovation
32	Language Arts Building Renovation
40	George Allen Field Improvements
41	New Recreation Field
54	North Campus (Kinesiology) Quad / Beach at the Beach
58	Future Mobility Hub

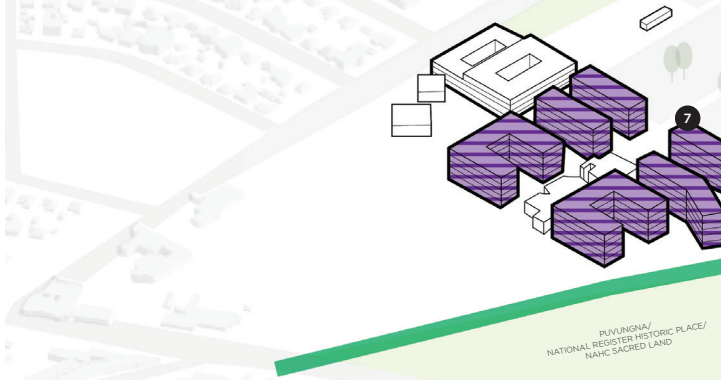



ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
BELLFLOWER BOULEVARD
7TH STREET
BLAIR FIELD
BEACHSIDE

PROJECT FUNDING

CAPITAL PROJECTS OUTSIDE OF MASTER PLAN EIR	
1	Peterson Hall 1 Replacement Building
12	Univ. Music Center Renovation/ Addition
34	Family and Consumer Sciences
STATE FUNDED PROJECTS - PRIORITY LIST (ACADEMIC PROJECTS)	
2	Education Replacement Building
3	Kinesiology Replacement Building + Quad
4	Engineering Replacement Building
5	College of the Arts Replacement Building
30	HHS 1 / 2 Renovation
35	Fine Arts 4 Renovation
46	Aquatics Center + Pool Renovation
53	Engineering Quad
54	North Campus (Kinesiology) Quad / Beach at the Beach
55	Fine Arts Courtyard
DEFERRED MAINTENANCE, RENEWAL AND IMPROVEMENTS	
19	SSPA Office Renovation
20	Microbiology Student Success Center Reno.
21	Lecture Hall 150-151 Renovation
22	Nursing Building Renovation (CAPS)
23	Fine Arts 1 / 2 Renovation
24	FO3 Renovation
25	Liberal Arts 5 Renovation
26	Theater Arts Renovation
27	University Theatre Renovation
28	Engineering Tech Renovation
29	Vivian Engineering Center Renovation
31	Engineering Computer Science Renovation
32	Language Arts Building Renovation
33	Faculty Office Building #2
36	Liberal Arts 1
38	University Telecommunications Center
39	Walter Pyramid Renovation

DEFERRED MAINTENANCE, CONTINUED	
49	Redefining the Campus Quad
51	Friendship Walk Stairs Revitalization
FUTURE MAJOR PROJECTS - TBD	
13	Corporation Yard Renovations / Additions
17	McIntosh Humanities Building Renovation
41	New Recreation Field
42	Jack Rose Track / Commencement Facilities
43	Baseball Field Conversion to Multi-Use Field
44	New Baseball Infield
45	New Beach Volleyball Competition Area
57	Pedestrian/Bike Lane Improvements
58	Future Mobility Hub
DONOR/P3/SELF-FUNDED PROJECTS	
6	Cafeteria + Bookstore Replacement Building
7	New Parkside Housing Village
8	New Graduate Student + Employee Housing
9	New 7th St. Community Outreach Facility
10	International House Replacement Building
11	Student Health Services Addition
14	USU Renovation / Addition
15	College of Business Addition
16	Hillside College Renovations
18	Central Plant Decarbonization/Sustainability Center
37	Beachside Housing
40	George Allen Field Improvements
47	Relocated Archery Field
48	Blair FIeld Upgrades
50	Pyramid Outdoor Seating / Landscape
52	Hardfact Hill Outdoor Classroom
56	Improved Campus Entrance and Gateway



- Capital Projects Outside of Master Plan EIR
- State Funded Projects - Priority List
- Deferred Maintenance
- Future Major Projects
- Donor/P3/Self-Funded

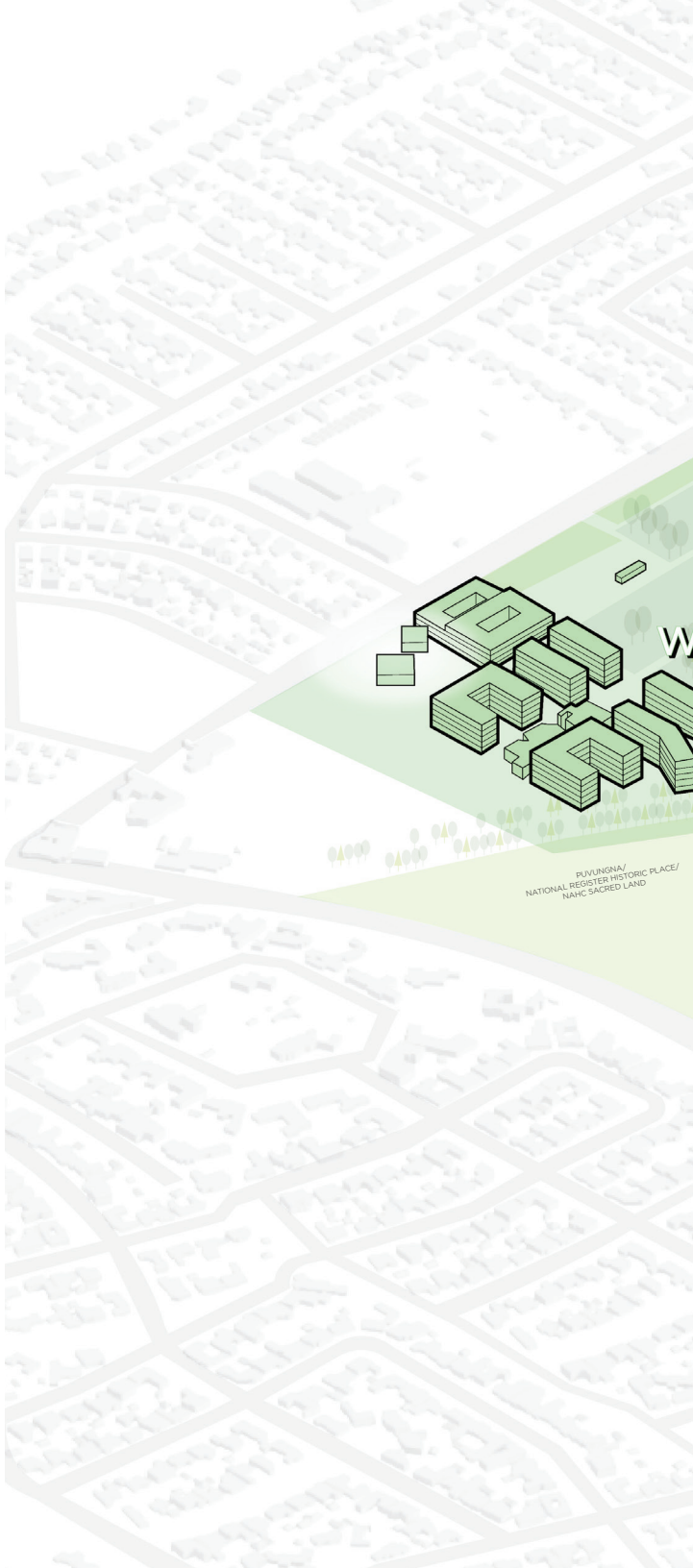

ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
BELLFLOWER BOULEVARD
7TH STREET
BLAIR FIELD
BEACHSIDE

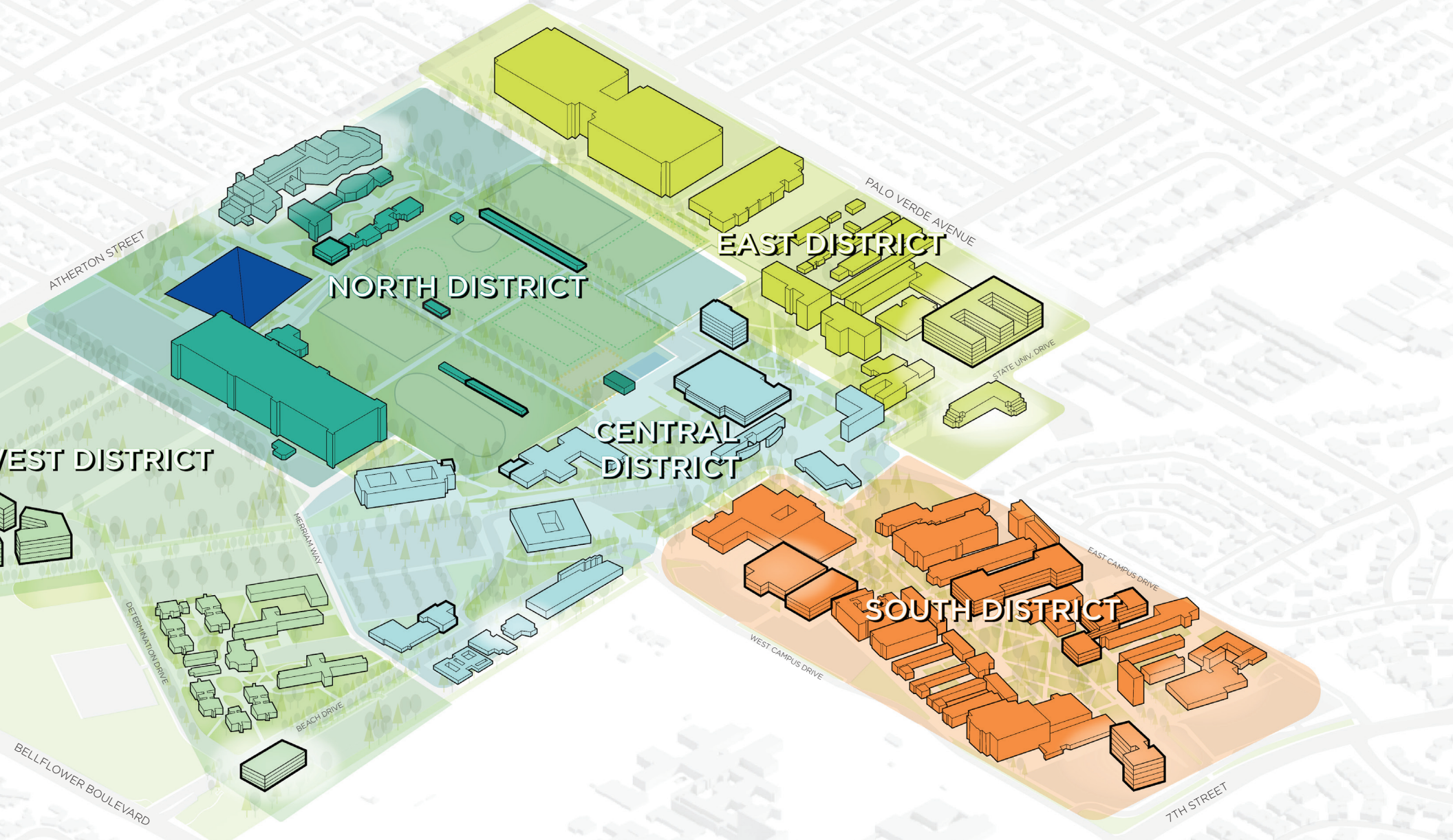
CAMPUS DISTRICTS

THE CAMPUS MASTER PLAN UPDATE PROVIDES DIRECTION FOR DEVELOPING AND ENHANCING THE CHARACTER WITHIN A FRAMEWORK OF CAMPUS DISTRICTS.

Districts are intentionally not referred to or organized around a particular program, such as academics, student life, or athletics. Today, within each district, there are varied uses planned to remain. Programmatically neutral districts allow new and relocated facilities to be placed through a lens of student readiness and do not seek to silo or isolate programs within the campus. Instead, the districts provide unique opportunities to develop the campus based on each district's distinct needs to build on the existing campus framework, improve connectivity across campus, and balance placemaking.

The remainder of this chapter outlines the vision for each District and enumerates the proposed development.




NORTH DISTRICT
EAST DISTRICT
CENTRAL DISTRICT
SOUTH DISTRICT
VEST DISTRICT
ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
DETERMINATION DRIVE
BEACH DRIVE
EAST CAMPUS DRIVE
WEST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET

SOUTH DISTRICT

The South District primarily comprises the historic core and is the densest area of learning and student experience. The District defines the formal campus framework and exemplifies the desired density and organization for the campus.

Most of the campus' academic buildings are located within the South District. Therefore, most faculty offices, study space, and instructional space are located here. In addition, seven out of the eight Colleges are located within this District, and the main student-centered buildings, including the University Student Union, Cafeteria, and Student Services Building.

The South District is comprised of some of the most iconic buildings on the campus, including the McIntosh Humanities Building, University Theater, Psychology Building, and University Student Union, which are all considered individually eligible historic resources. Academic buildings edge a large traditional collegiate quadrangle. New development supports the historical framework, focusing on replacing aging and low-density buildings.

The Master Plan focuses on enhancing this area of campus by:

1. Relocating and consolidating academic and student-centered programs currently located in poor condition buildings into renovated space or new high-density replacement buildings
2. Providing ground-level student-focused space for additional study seats and informal interdisciplinary collaboration
3. Activating the traditional campus quadrangle with active outdoor programming

1	Peterson Hall 1 Replacement Building
2	Education Replacement Building
5	College of the Arts Replacement Building
6	Cafeteria + Bookstore Replacement Building
9	New 7th St. Community Outreach Facility
14	USU Renovation / Addition
17	McIntosh Humanities Building Renovation
18	Central Plant Decarbonization/Sustainability Center
20	Microbiology Student Success Center Reno.
21	Lecture Hall 150-151 Renovation
23	Fine Arts 1 / 2 Renovation
24	FO3 Renovation
25	Liberal Arts 5 Renovation
26	Theater Arts Renovation
27	University Theatre Renovation
32	Language Arts Building Renovation
49	Redefining the Campus Quad
33	Faculty Office Building #2
35	Fine Arts 4 Renovation
36	Liberal Arts 1
38	University Telecommunications Center
52	Hardfact Hill Outdoor Classroom
55	Fine Arts Courtyard
58	Future Mobility Hub

New Construction

Renovation

Replacement

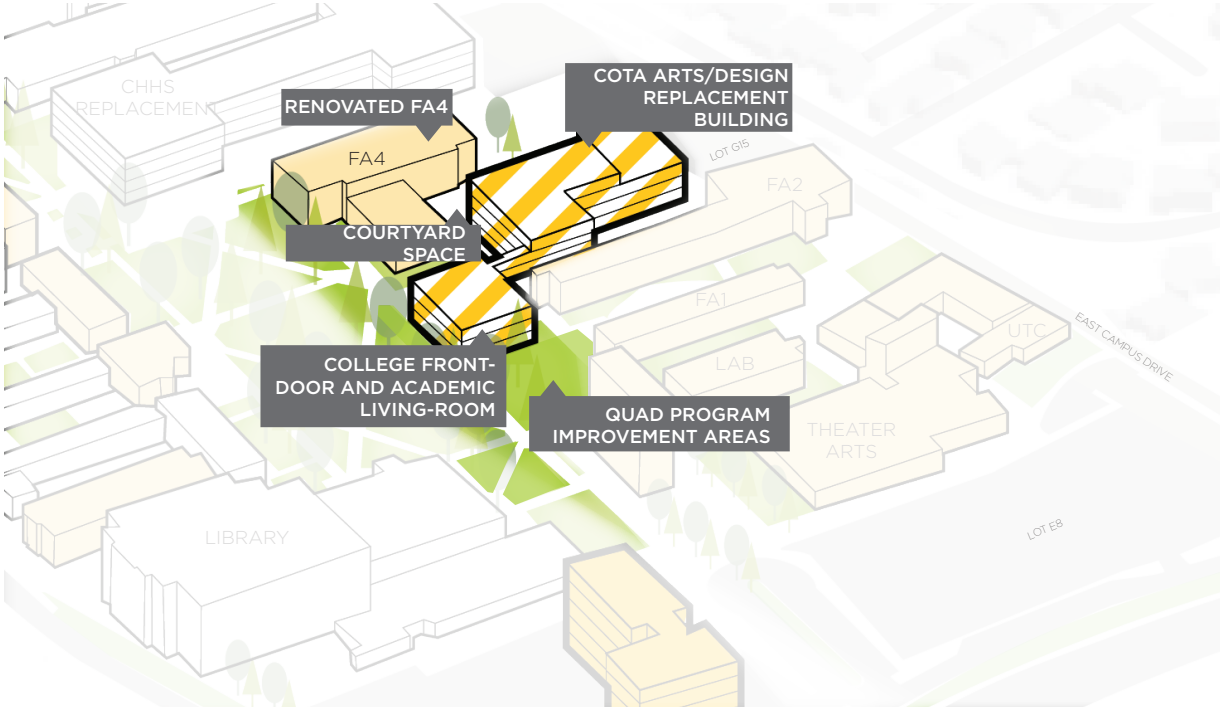
Building to Remain

COTA FINE ARTS / DESIGN REPLACEMENT BUILDING

A new replacement building is planned for Fine Arts 3, a poor condition, low-density structure. The new building will house Fine Arts programs and the relocation of the Design Department. This project will enable the College of the Arts to consolidate its programs further while providing additional space for program growth. The new building is proposed on Fine Arts 3, and an important location along with the Campus Quad.

In design terms, the building is positioned to define the east side of the Quad with a vibrant front-door space/academic living room. Its design will also create an internal courtyard space for outdoor learning, study, gallery space, and gathering. The building is imagined as an architectural statement featuring studio and maker spaces, classrooms, offices, and gallery spaces.

The new facility should also contain shared studios, collaboration spaces, and innovation spaces supporting interdisciplinary initiatives within the college of the arts. This shared space allows for collaboration between the College of the Arts, College of Engineering, and other creative individuals.



PROJECT INFORMATION

Building Size: 85,000 GSF
Number of Floors: 03-04

Building Program and/or Occupants: College of the Arts (Fine Arts and Design)

Timeline Horizon: Mid-Term

Potential Funding Sources: State Funded

Connected/Linked Projects or Secondary Effects:
Demolition of Fine Arts 3
Renovation of Fine Arts 4
Fine Arts Courtyard

- New Construction
- Renovation
- Replacement
- Building to Remain

Scenario One:

School of Art & Design Department Replacement Facility

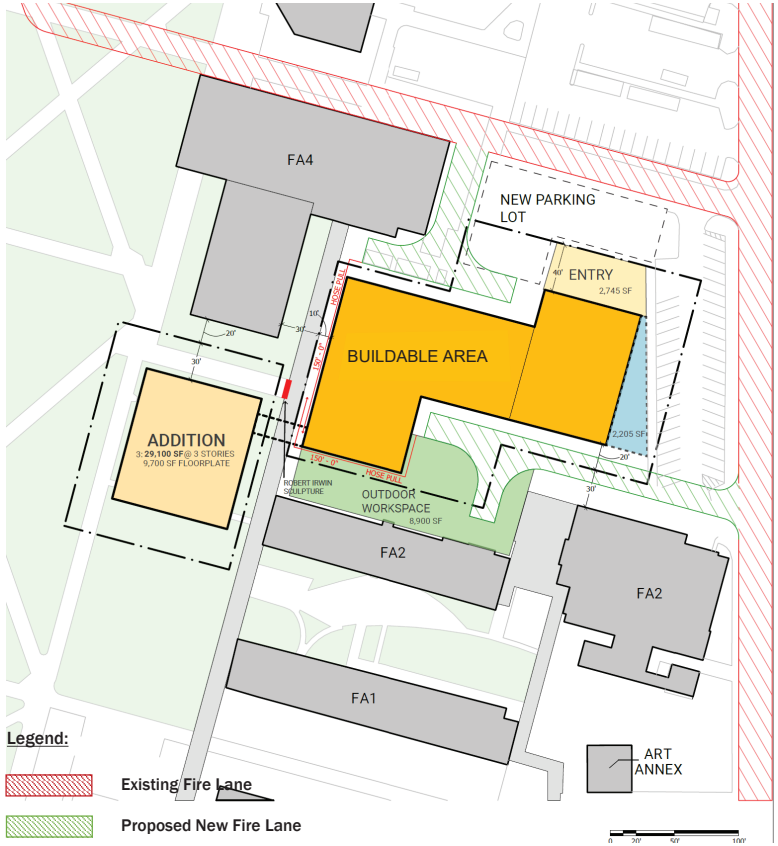
- Replaces School of Art square footage at FA3. New space will address safety, building systems and functionality.
- Replaces Design Department square footage at Design and Human Services & Design buildings. New space allows for a "re-thinking" and "futurist" approach to types of spaces.
- Building: 85,000 SF
- Building Footprint: 23,800 SF
- 3 to 4 Story Building

Scenario Two:

FA3 Replacement Facility plus an Addition

- Includes Scenario 1:
  - Replaces School of Art square footage at FA3. Replaces Design Department square footage at Design and Human Services & Design buildings.
- Addition: 9,700 SF Footprint / 29,100 SF Area / 3-Stories / Connecting Bridge to new FA3 Replacement
- Allows for expansion of College of the Arts space. Could include: additional School of Art space, an Industry Partner incubator space, shared studio spaces, maker spaces, etc.

Scenario One Site Massing Study:



MASSING STUDY OPTIONS FINE ARTS 3 REPLACEMENT BUILDING & FINE ARTS 4 RENOVATION FEASIBILITY STUDY- AC MARTIN 2021

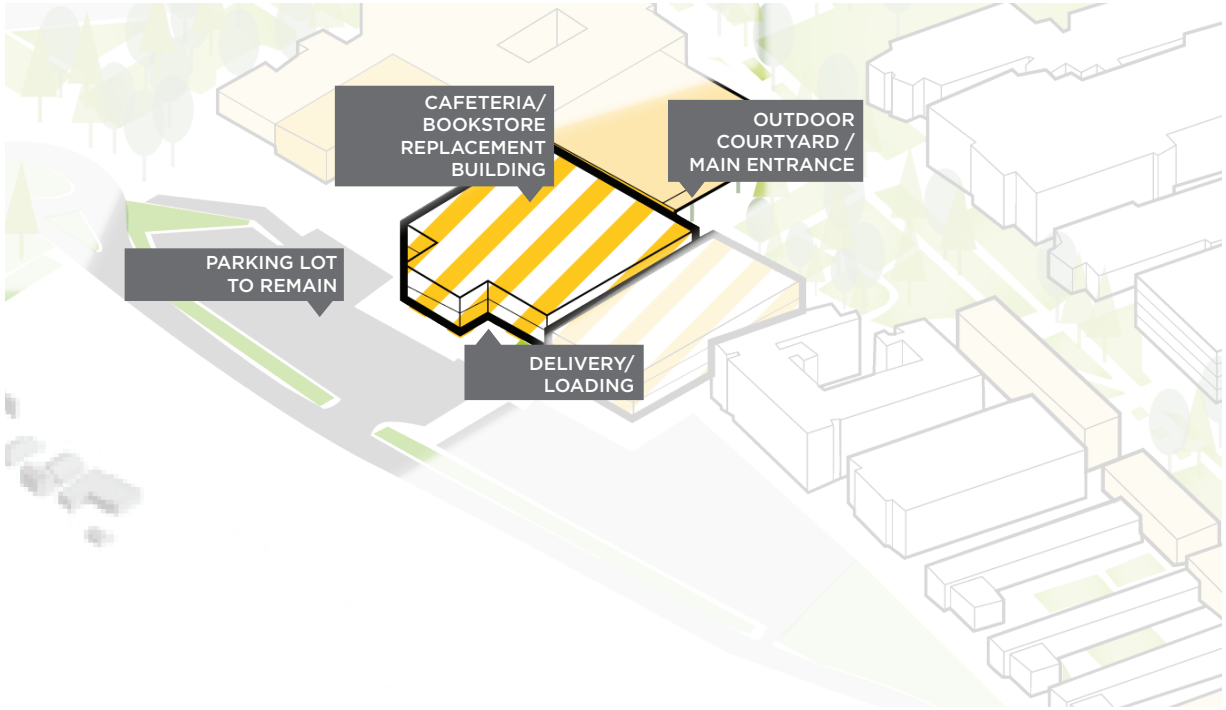
CAFE/BOOKSTORE REPLACEMENT BUILDING

A replacement building is proposed for the cafeteria and bookstore to provide a more contemporary, flexible, efficient dining and retail complex that addresses a broader range of campus and student engagement objectives. The proposed facility is programmed to include full-service dining, retail, student gathering, and meeting spaces that serve the entire campus population within the heart of the campus.

The new building is imagined as three stories with ground floor dining, retail space, and back-of-house support for dining/retail. In addition, the upper floors are planned for student support spaces such as gathering areas, meeting rooms, study space, active-learning classrooms, and staff workspace.

The new building should respond to the topographic conditions of the site and incorporate an accessible main entrance off of the campus quad or the east side of the building and loading and delivery on the west side of the building.

An outdoor courtyard at the building's entry point will provide additional dining seating and gathering space for students outdoors. In addition, the courtyard should provide shaded seating areas, outdoor power, and wifi, as well as art or murals that celebrate and honor the culture and heritage of students.



PROJECT INFORMATION

Building Size: 86,000 GSF
Number of Floors: 03

Building Program and/or Occupants: 49er Shops

Timeline Horizon: Mid-Term

Potential Funding Sources: Donor/P3/Self-Funded

Connected/Linked Projects or Secondary Effects:
Demolition of existing Cafeteria

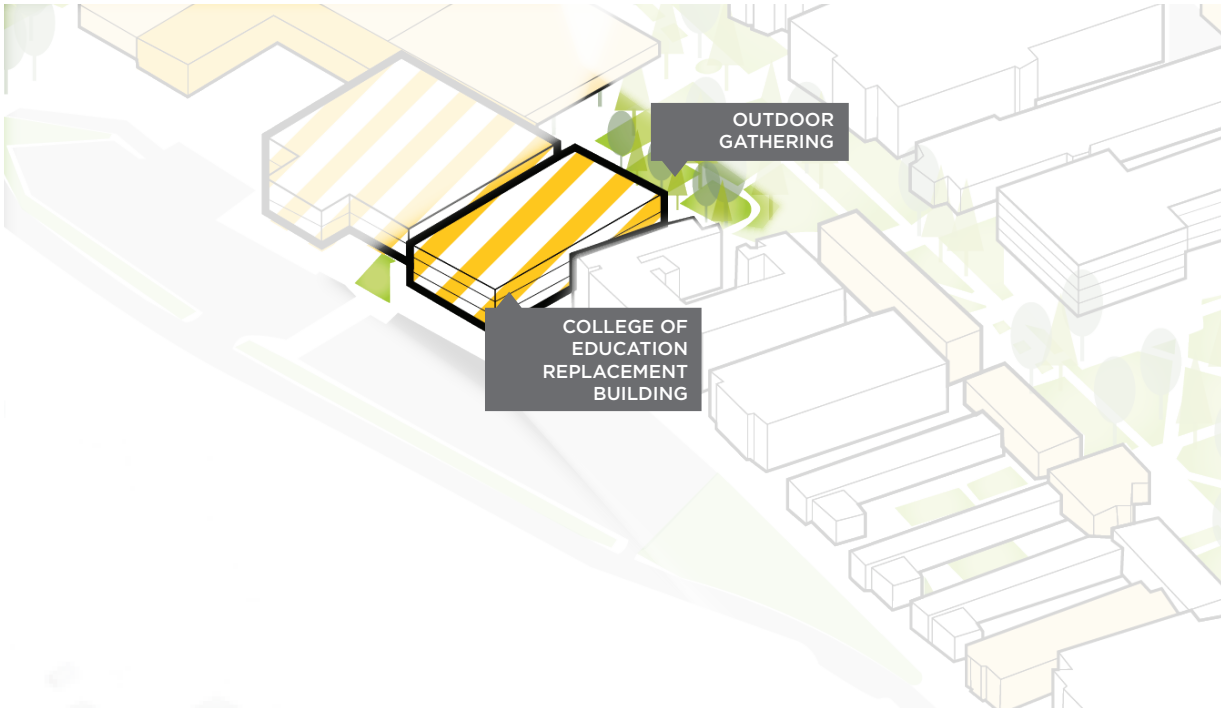
- New Construction
- Renovation
- Replacement
- Building to Remain

EDUCATION REPLACEMENT BUILDING

The College of Education is currently located in the two southernmost buildings on the campus. The five-story library building creates a physical and visual separation for the College of Education programs. While fairly close to the campus quad, the programs feel isolated from their academic counterparts. A goal of the Master Plan Update is to relocate the College of Education into one building, one learning community, along with the campus quad, bringing students, faculty, and staff into the core of academic programming and closer to the College of Liberal Arts. A new three-story replacement building for the College of Education will be built adjacent to the Psychology Building.

Programmatically, the building will promote a highly collaborative environment, enriching teaching and learning across all departments. The building's program is planned to include active-learning and technology-rich instructional spaces, computer labs, study space, student support, gathering space, and faculty and staff workspace. The building's design should create an inspiring place to work, learn, and educate.

The east side of the building should activate the adjacent open space by intentionally creating outdoor gathering spaces. These outdoor spaces should include shaded seating, lush landscape, and outdoor power and wifi.



PROJECT INFORMATION

Building Size: 77,000 GSF
Number of Floors: 03

Building Program and/or Occupants: College of Education

Timeline Horizon: Long-Term

Potential Funding Sources: State Funded

Connected/Linked Projects or Secondary Effects: Demolition of existing Bookstore

- New Construction
- Renovation
- Replacement
- Building to Remain

MCINTOSH HUMANITIES BUILDING

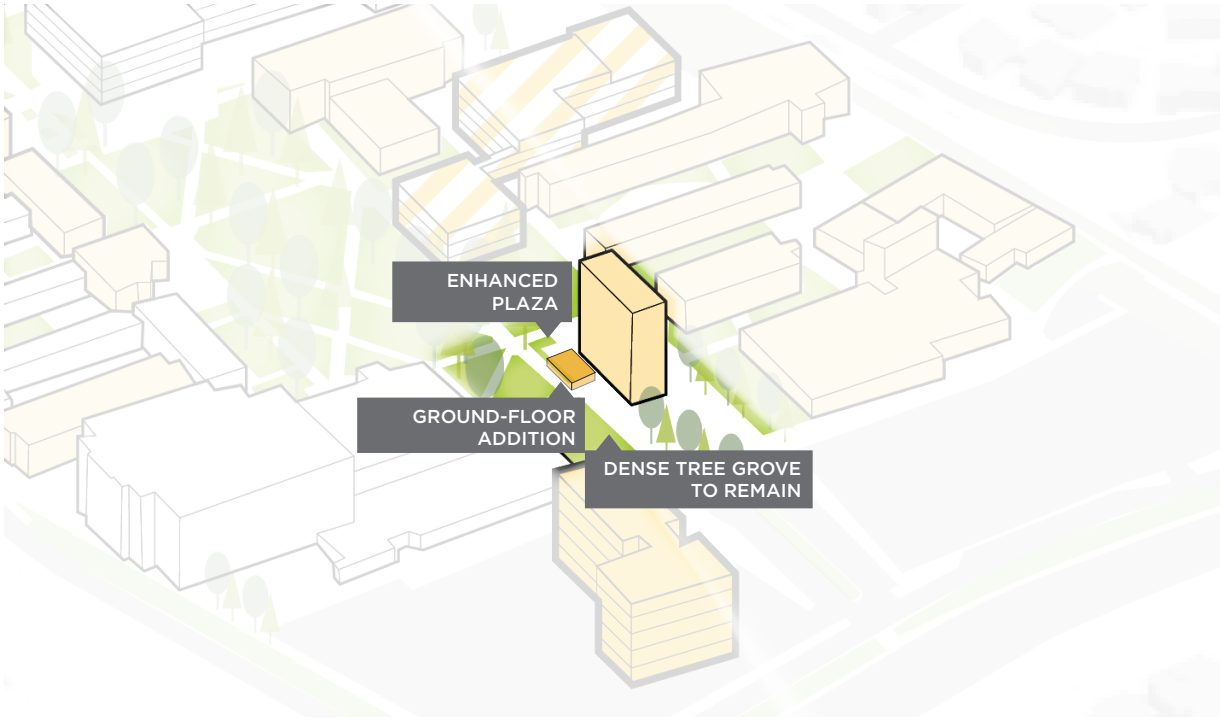
The McIntosh Humanities building, an iconic and contributing historic building, will be renovated to address accessibility and mechanical issues. In addition, as the building is primarily faculty offices, the renovation will introduce several co-working spaces for part-time lecturers, graduate students, and teaching assistants. Overall, the goal is to improve the user experience for students and faculty within the building.

In terms of accessibility, the University is interested in configuring restrooms to include men's and women's facilities on each building floor. In addition, the University should also consider gender-neutral restroom facilities.

Due to the building's outdated configuration, there is no available space for socialization and collaboration among faculty and students. The University will investigate creating a more welcoming ground floor to support interdisciplinary collaboration. Options include an addition to the ground floor or an enhanced outdoor plaza with a covered element.

Per the 2019 Space Optimization Study, the McIntosh Humanities Building was recognized as a significant opportunity area where large-scale space gains can be made. The study acknowledges two opportunities:

- "Right-size" and/or reconfigure large-sized office spaces/office suites for optimization, which is a result of outdated building configuration
- Optimize utilization of conference rooms by centralizing and sharing



PROJECT INFORMATION

Building Size: 42,510 GSF
Number of Floors: 09

Building Program and/or Occupants: College of Liberal Arts

Timeline Horizon: Long-Term

Potential Funding Sources: Future Major Project

Connected/Linked Projects or Secondary Effects: n/a

- New Construction
- Renovation
- Replacement
- Building to Remain

EXAMPLE FLOOR PLATE:

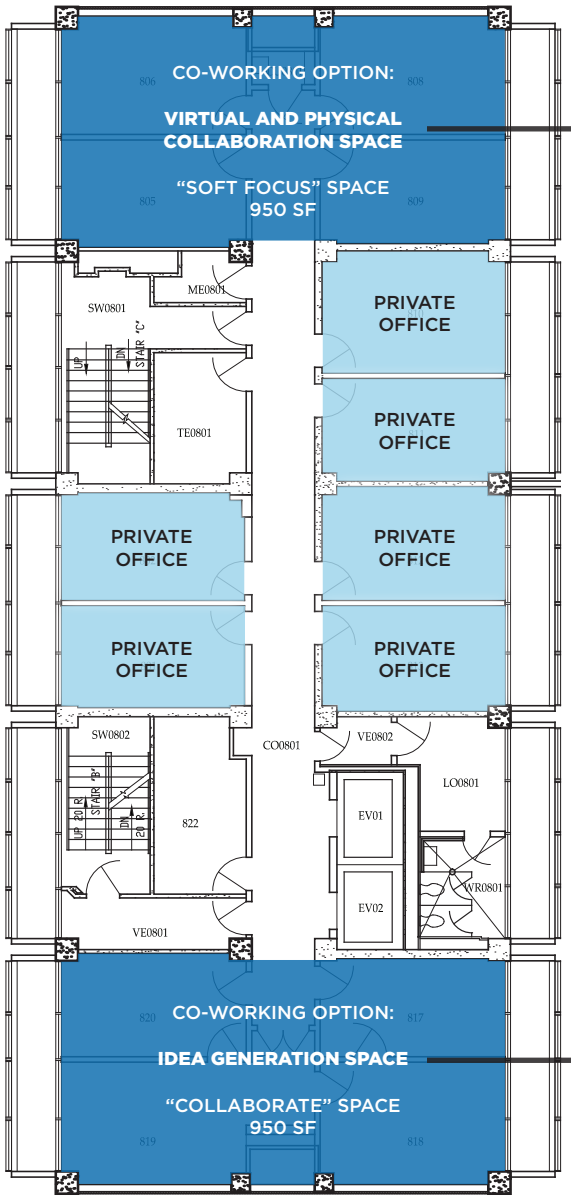
There is a priority across Campus to create more functional hoteling space to increase the utilization and serve more faculty.

Today, each level of MHB has approximately 14 private offices. By converting some of the offices on each level into co-working or hoteling space, part-time lecturers, graduate students, and teaching assistants will have access to expanded, multi-use space to work from. As a result, the building's space can be better utilized.

These spaces should be designed to support many activities such as meetings, independent work, virtual collaboration, printing, production, etc. In addition, many students and faculty now prefer office hours remotely; therefore, co-working spaces should have 'zoom rooms' for faculty to have private and confidential conversations with students.

Instead of assigning each co-working space per department, it is recommended that the spaces be shared among all departments within the building. This strategy allows all users to find the room that best fits their needs regardless of affiliation and will also support increased collaboration between departments and increase the spaces' utilization.

While the hoteling spaces will not be assigned to specific departments, each department within the building should have a reception area and private offices for full-time, tenure-track faculty.



TYPICAL MCINTOSH HUMANITIES BUILDING FLOOR PLAN (LEVEL 8)

VIRTUAL + PHYSICAL COLLABORATION HUB:

- Open and close collaboration
- Technology built-in
- Architectural wall systems with flexible furniture

IDEA GENERATION HUB:

- Multiple shared work surfaces
- Shared technology
- Active environment

CENTRAL DISTRICT

The Central District is envisioned to be a vibrant academic and student-focused hub within the center of the campus where the South District/ Historic Quad (“upper campus”) connects to “lower campus” programs of housing, athletics, and recreation.

The district encompasses a range of existing programming and facilities, including the University’s main Administration Building - Brotman Hall, College of Business, College of Health and Human Professions’ Kinesiology Program, and key student services such as Student Health Services and Counseling. With the recently completed Horn Center classroom building, the day-to-day population of this area will increase significantly.

The Master Plan focuses on transforming this area of campus into a vibrant and active district by:

1. Replacing programs into higher density facilities
2. Improving connectivity with new open spaces and enhanced pedestrian links
3. Establishing a new public realm featuring large outdoor gathering spaces, public art, and active ground floor programs

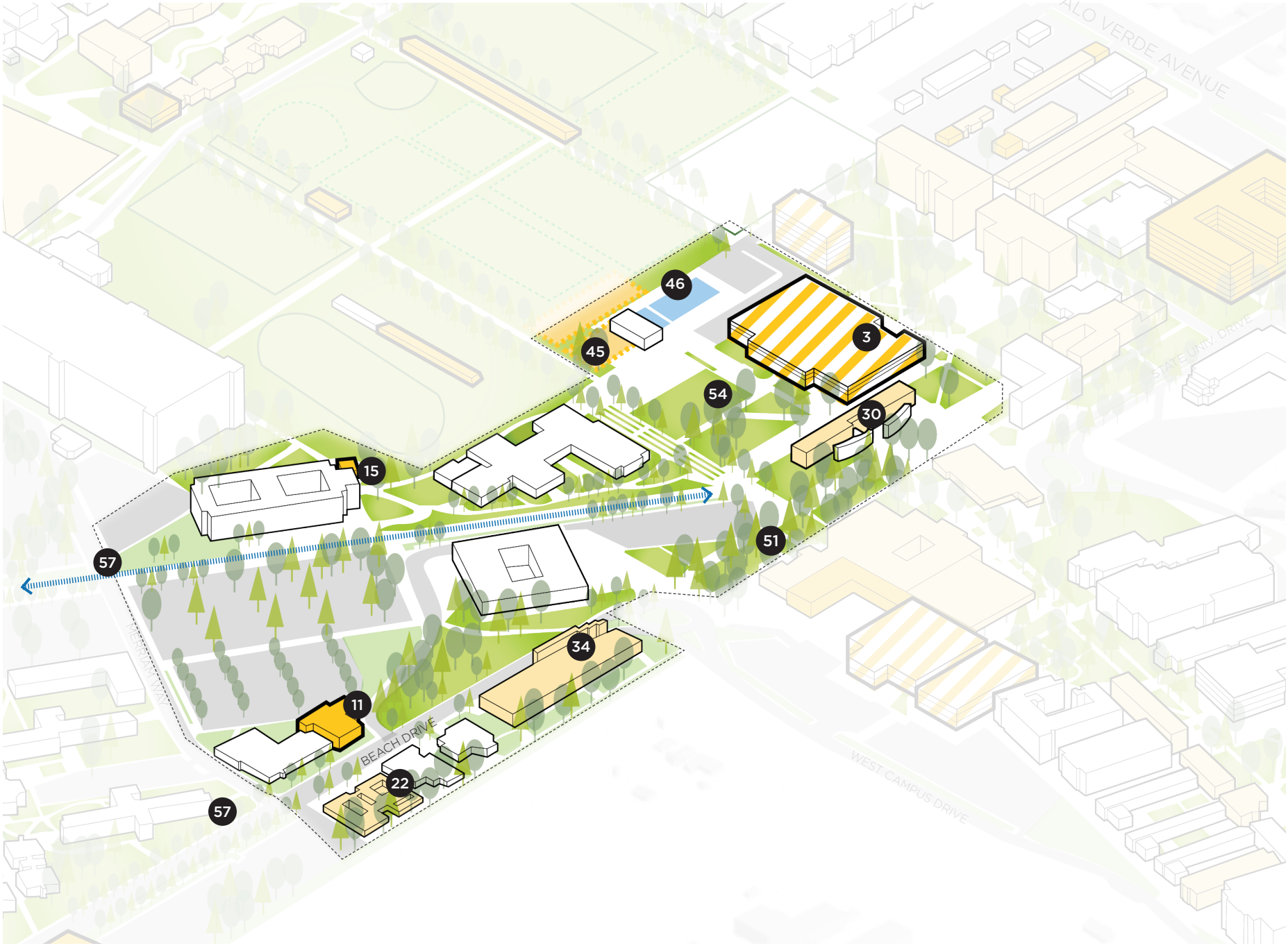
3	Kinesiology Replacement Building + Quad
11	Student Health Services Addition
15	College of Business Addition
22	Nursing Building Renovation (CAPS)
30	HHS 1 / 2 Renovation
34	Family and Consumer Sciences
45	New Beach Volleyball Competition Area
46	Aquatics Center + Pool Renovation
51	Friendship Walk Stairs Revitalization
54	North Campus (Kinesiology) Quad / Beach at the Beach
57	Pedestrian/Bike Lane Improvements

New Construction

Renovation

Replacement

Building to Remain


PALO VERDE AVENUE
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KINESIOLOGY REPLACEMENT BUILDING

The Central District is reimagined with a new replacement Kinesiology Building. The new Kinesiology Building will transform the Central District into a vibrant hub of activity through active ground floor programs, a new quad, and improved pedestrian circulation.

The existing single-story Kinesiology Building encompasses a large land area, and the central site is an ideal location for densification. The current building is in poor condition and requires significant investment to renovate.

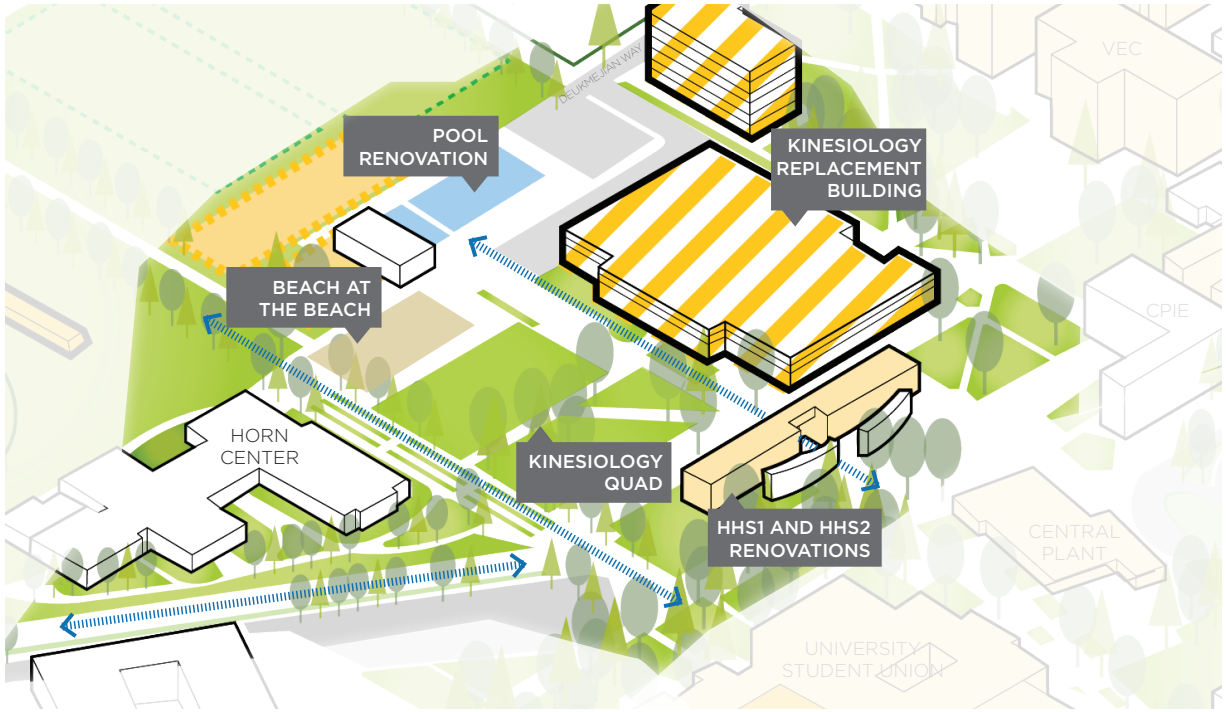
The new three-story structure is planned to replace and expand upon existing programs for CHHS, Club Sports, and Athletics.

The project should be completed in phases. The east wing of the building will be demolished first, with the west wing acting as surge space for a majority of the existing programs. Next, the new three-story building will be constructed, followed by the demolition of the east wing.

As a complement to the new Kinesiology Building, HHS1 and HHS2 should be renovated and programmed to house highly visible student spaces such as clubs and organizations, study spaces, or student services.

The removal of the low-density structure makes way for a new North Campus quad directly adjacent to the Horn Center and a new Kinesiology Replacement Building. The new campus quad provides an outdoor anchor for outdoor gatherings, events, and programming within the center of campus life. The North Campus quad should reflect the local community and celebrate the campus's history, character, and uniqueness. 'Beach at the Beach' is an urban beach environment that includes beach volleyball courts and a beach-town aesthetic reflecting the unique location of the CSULB campus.

The pool is one of the most over-utilized facilities as it is shared by Athletics, Academics, Club Sports, and Community. In addition, the pool was constructed in the early 1970s and requries significant investment to repair and upgrade.



NORTH CAMPUS QUAD - MOVIE NIGHT

NORTH CAMPUS QUAD - BEACH AT THE BEACH

EAST DISTRICT

The East District is envisioned to be enhanced to create an intentional connection into the Central District through improved academic facilities and new housing programs.

Today, the East District uses vary from academic programs such as the College of Engineering and departments within the College of the Arts to Campus Facilities and Operations and the Student Recreation Center. As the District is enhanced to create a more cohesive and connected District, key projects adjacent to the core and along the edge of campus are critical to success.

The Master Plan focuses on transforming this area of campus into a cohesive and connected District by:

1. Replacing and renovating low density, aging, and underutilized facilities
2. Creating opportunities for new partnership facilities that promote activity, vibrancy, and density
3. Establishing a connected public realm featuring large outdoor gathering spaces, enhanced pedestrian connections, and active ground floor programs

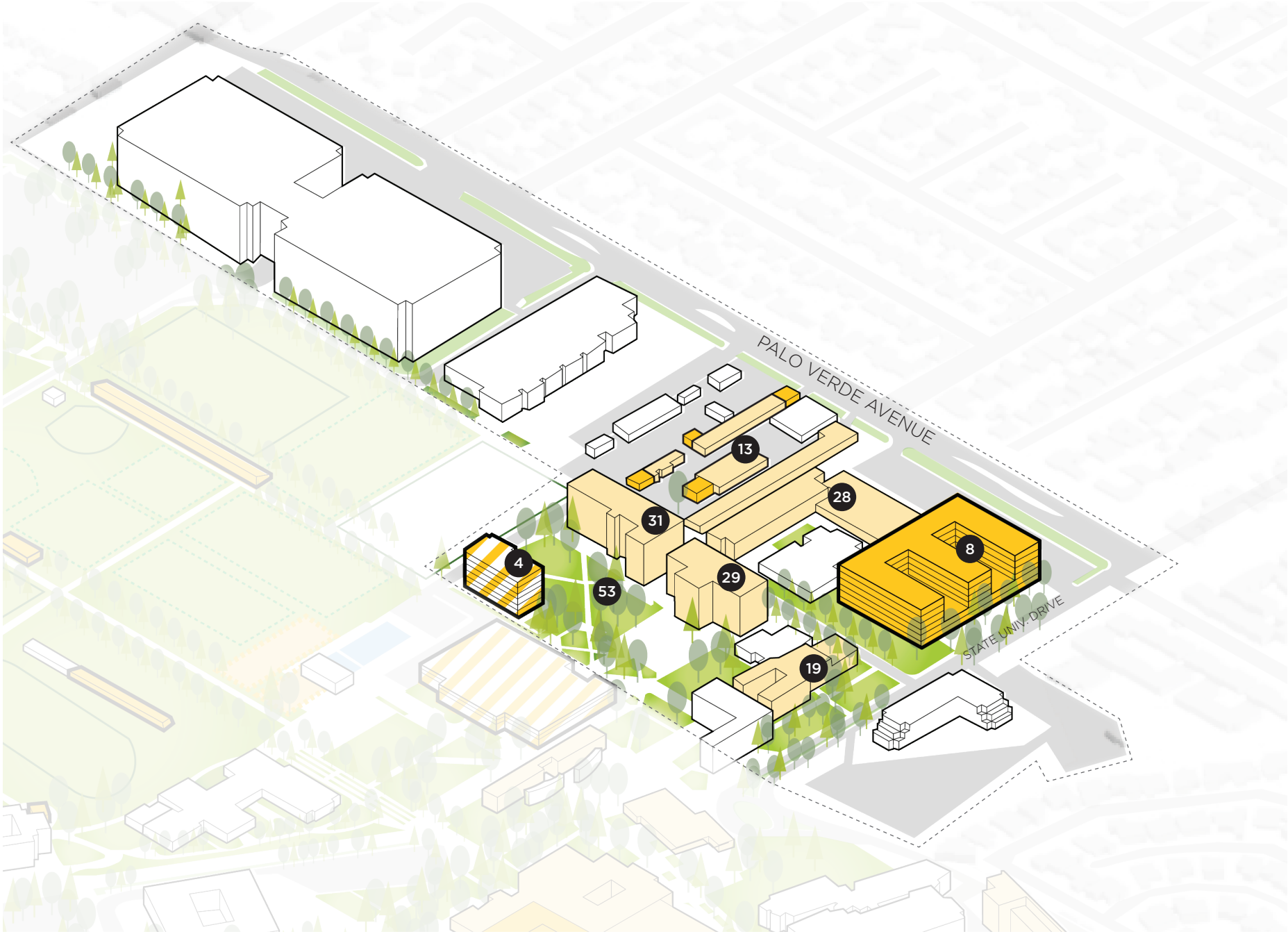
4	Engineering Replacement Building
8	New Graduate Student + Employee Housing
13	Corporation Yard Renovations / Additions
19	SSPA Office Renovation
28	Engineering Tech Renovation
29	Vivian Engineering Center Renovation
31	Engineering Computer Science Renovation
53	Engineering Quad

New Construction

Renovation

Replacement

Building to Remain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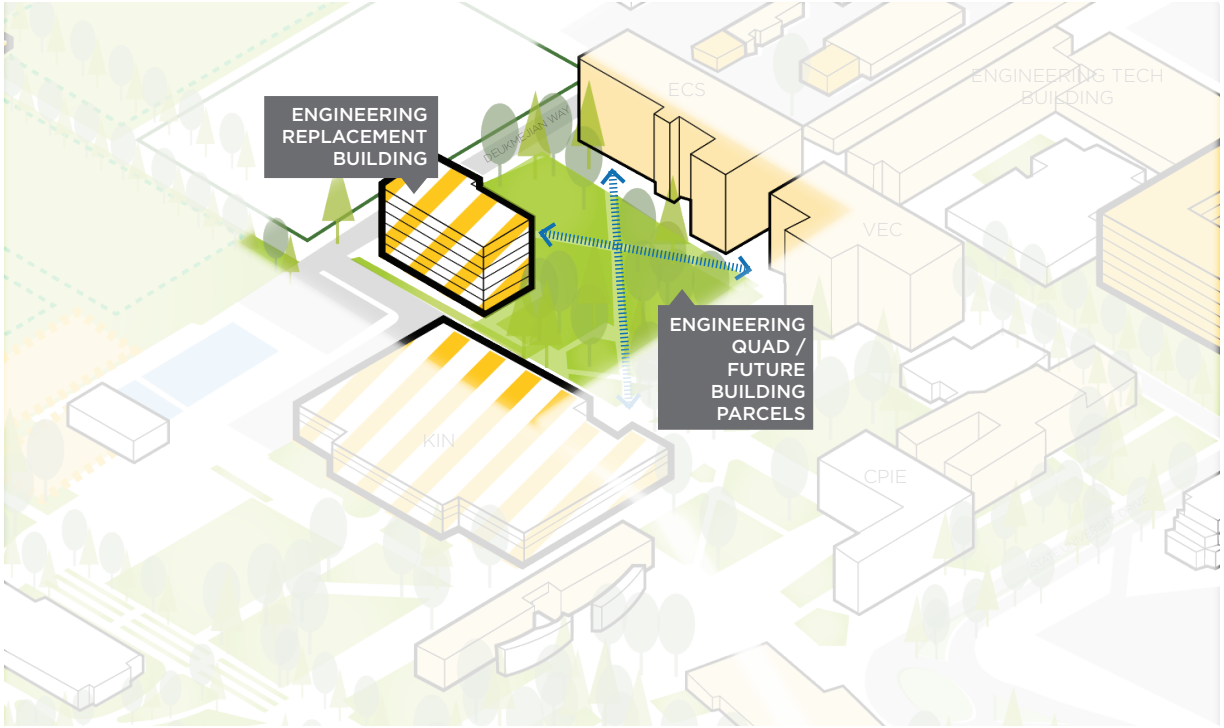
ENGINEERING REPLACEMENT BUILDING

A new replacement facility is planned for the College of Engineering to replace EN 2, 3, and 4. The new building is driven to remove three poor condition, low-density buildings and consolidate existing programs into a single higher density facility from a site planning perspective. In addition, the new structure allows the College of Engineering to modernize and right-size classrooms, teaching labs, and faculty and staff workspaces from a programmatic perspective. Prominently located in the center of the campus, the new building will strengthen, expand and showcase the University's commitment to interdisciplinary collaboration and innovation through shared spaces such as fabrication labs and maker spaces.

Future lab renovations will create flexible, non-specific space where ever possible. By creating flexible labs space–without a high level of faculty customization– the University and its Colleges will re-allocate space with minimal improvements. In addition, student spaces should be dispersed throughout the building to promote student collaboration outside of dedicated instructional and lab spaces.

The new facility is planned to be six stories, which in the short term creates new open space, and in the long-term are future building parcels as the College continues to grow over time.



PROJECT INFORMATION

Building Size: 71,000 GSF
Number of Floors: 06

Building Program and/or Occupants: College of Engineering

Timeline Horizon: Mid-Term

Potential Funding Sources: State Funded

Connected/Linked Projects or Secondary Effects: Demolition of EN2, EN3, and EN4

- New Construction
- Renovation
- Replacement
- Building to Remain

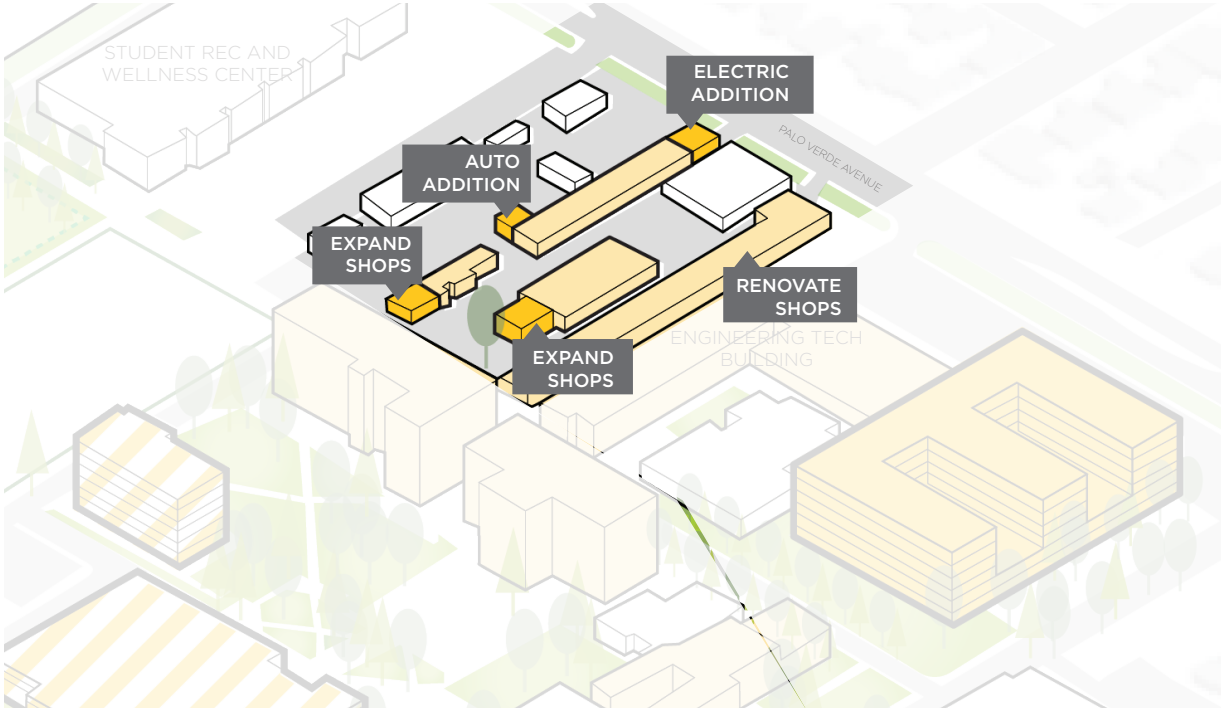
CORPORATION YARD RENOVATION / ADDITIONS

The current Corporation Yard facilities are outdated and in poor condition and need renovation and growth space.

The project is planned to occur in phases, organized by priority level.

- The highest priority is to expand the shops on the west side of the complex. This project will require relocating the current storage facility to the recycling center. In addition, this area of the yard will need utility connections.
- The second priority is to renovate and place an addition onto the custodial shops. This will require the relocation of the shipping containers.
- The next priority is to renovate the current automotive, plumbing, and electrical shops. To accomodate needed growth, two additions are proposed, one on the northside for the automotive shops, and one to the east for the electric shop.
- The final priority is to renovate the southernmost shops - including the paint shop, lock shop, sign shop, and carpenter shop.

Additional storage and warehousing space may be needed as well. To maximize the Corporation Yard use, shops, storage, and warehousing facilities should be relocated to the former recycling center.



PROJECT INFORMATION

Building Size: 43,000 GSF (Renovation); 5,200 (Additions)
Number of Floors: 01

Building Program and/or Occupants: Facilities and Operations

Timeline Horizon: Near-Term

Potential Funding Sources: Future Major Project

Connected/Linked Projects or Secondary Effects: n/a

New Construction

Renovation

Replacement

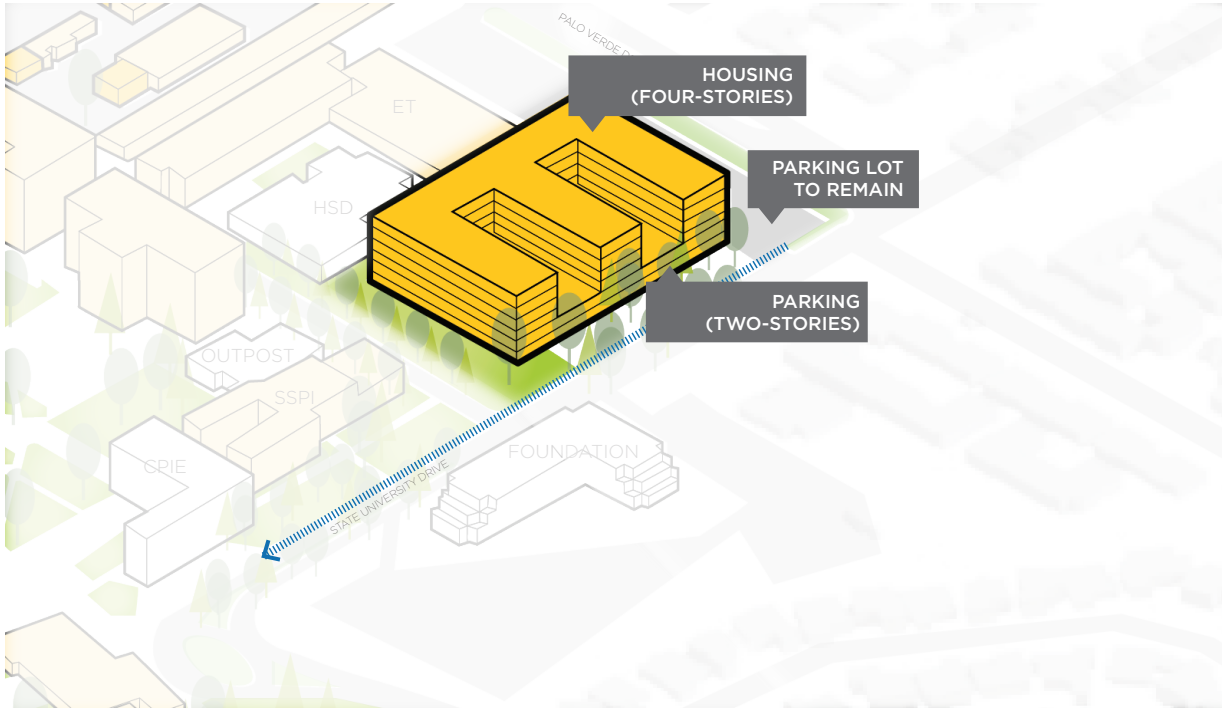
Building to Remain

GRADUATE STUDENT AND EMPLOYEE HOUSING

The City of Long Beach is experiencing a housing shortage, which results in limited affordable housing options for CSULB graduate students and employees. This project solves the critical need for more housing units on the campus. In addition, it will help to reduce Vehicle Miles Traveled (VMT), which aligns with the University's sustainability goals to reduce emissions caused by commuting.

The building is along State University Drive, on the current Design Building site. Parking Lot E9 remains, resulting in a setback of approximately 180 feet from Palo Verde Drive and 55 feet from State University Drive. With the proposed housing building across State University Drive from the Bixby Hill Apartment Complex, the location extends the existing townscape character. There are planned improvements to State University Drive to support pedestrian safety, including enhanced pedestrian crossings and widened sidewalks.

The University is interested in a Public Private Partnership delivery method for the project. Planned programming in-cludes four stories of studios and one-and two-bedroom apartment-style unit ranging between 225-285 beds. Parking for residents will be located on the first two levels of the building, which preliminarily is planned to be approximately 360 spaces. It is important to note that residential parking is more stationary than commuter parking, resulting in fewer "in-and-out trips" from the garage. A more in-depth study will need to be conducted to understand the impacts on the intersection of Palo Verde and State University Drives. There is also an opportunity for ground level retail and din-ing to serve campus and community.



PROJECT INFORMATION

Building Size: 228,000 GSF (Living Floors)
Number of Floors: 04 (Housing); 02 (Parking)

Building Program and/or Occupants: graduate student housing, employee housing, parking, ground-level retail

Timeline Horizon: Mid-Term

Potential Funding Sources: Donor/P3/Self-Funded

Connected/Linked Projects or Secondary Effects: Demolition of Design Building, pedestrian circulation improvements along State University Drive

- New Construction
- Renovation
- Replacement
- Building to Remain


California
State
University
Long Beach
B Army ROTC
1200
1201
1311
1140
1112
6430

WEST DISTRICT

The West District is the established housing zone of the campus defined by a majority of the residence halls. **The improvements within the District will enhance the CSULB residential experience by accommodating additional beds, introducing missing social and collaboration spaces, and improving connectivity within the District and beyond.**

To support on-campus residents, the West District is also home to two dining facilities that also serve as community commons buildings: Parkside Commons and the Hillside Dining Building. In addition, two major vehicular entrances to the campus are located within the District and a majority of the student parking resources. Because of its purpose as starting and ending point to many students' days (for both residents and commuters), connectivity into the core of the campus is critical to enhancing a convenient and safe experience for students.

The Master Plan focuses on transforming this area of campus into a vibrant and active district by:

1. Expanding housing into higher density facilities
2. Improving connectivity with enhanced pedestrian links and nighttime lighting
3. Establishing iconic gateways

7	New Parkside Housing Village
10	International House Replacement Building
16	Hillside College Renovations
56	Improved Campus Entrance and Gateway
57	Pedestrian/Bike Lane Improvements

New Construction

Renovation

Replacement

Building to Remain


ATHERTON STREET
7
57
57
MERRIAM WAY
DETERMINATION DRIVE
16
16
BEACH DRIVE
10
PUVUNGNA/
NATIONAL REGISTER HISTORIC PLACE/
NAHC SACRED LAND
BELLFLOWER BOULEVARD
56

PARKSIDE HOUSING VILLAGE

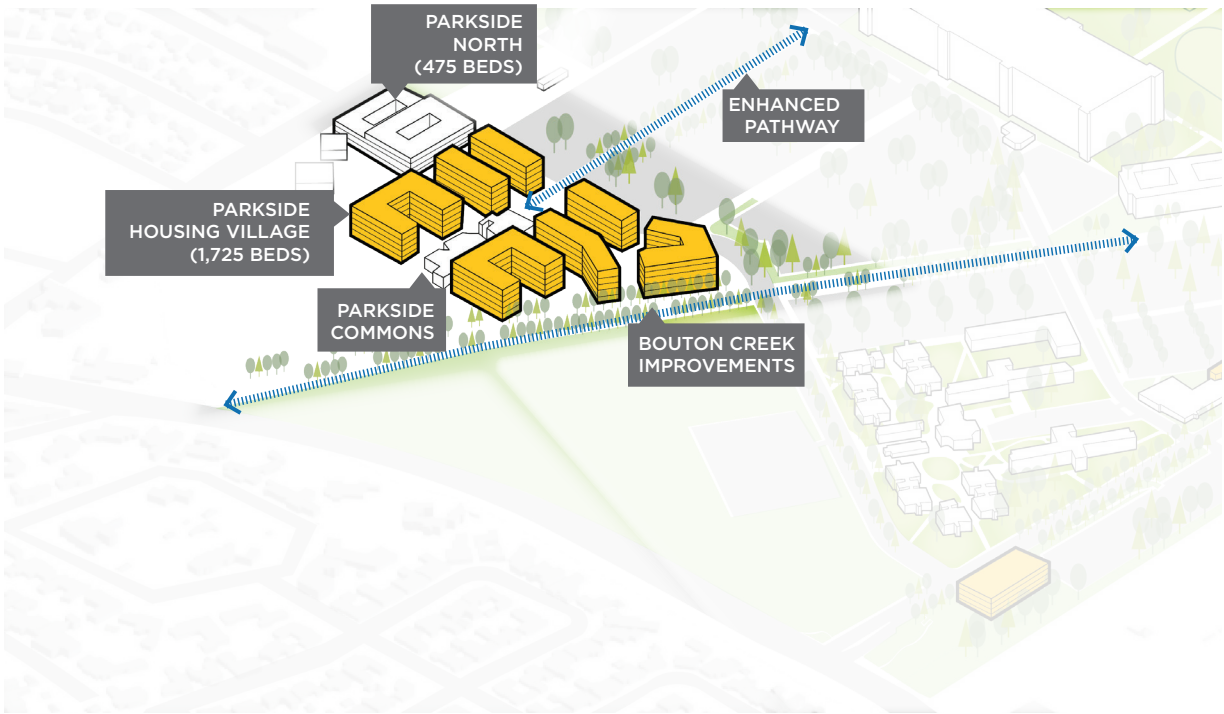
The need for quality, affordable campus housing to handle current and future enrollment makes housing expansion and modernization strategies essential. This project will focus on increasing the density and quality of housing stock.

The vision for the Parkside Housing Village is to establish a new residential community of approximately 2,200 students. The driver to complete the remainder of the new Parkside Housing Village is to reduce the current inequities in the quality of on-campus housing communities. This project will demolish all 900 existing beds, the lowest-performing housing buildings, and rebuild six new housing buildings with approximately 1,725 new beds in pod and suite-style. In addition, the University recently completed the Parkside North Building, which includes 475 beds.

The buildings will incorporate active lounges to support student experiences, connect and socialize, and use passive lounges for studying and shared kitchens to encourage community and student services.

The building massing will create courtyards that offer students outdoor social areas. The community should support connectivity between the courtyards not to create socially isolated spaces. In addition, the exterior gathering and social environments should be coordinated with social spaces on the lower levels of the buildings.

To facilitate safer circulation and connect housing with core campus, the Bouton Creek Improvement project is critical to complete with the new housing development and the planned enhanced pathway through Parking Lots G7/G8.



PROJECT INFORMATION

Building Size: 605,000 GSF (total across seven buildings)

Number of Floors: 05 each

Building Program and/or Occupants: undergraduate housing

Timeline Horizon: Mid-Term

Potential Funding Sources: Donor/P3/Self-Funded

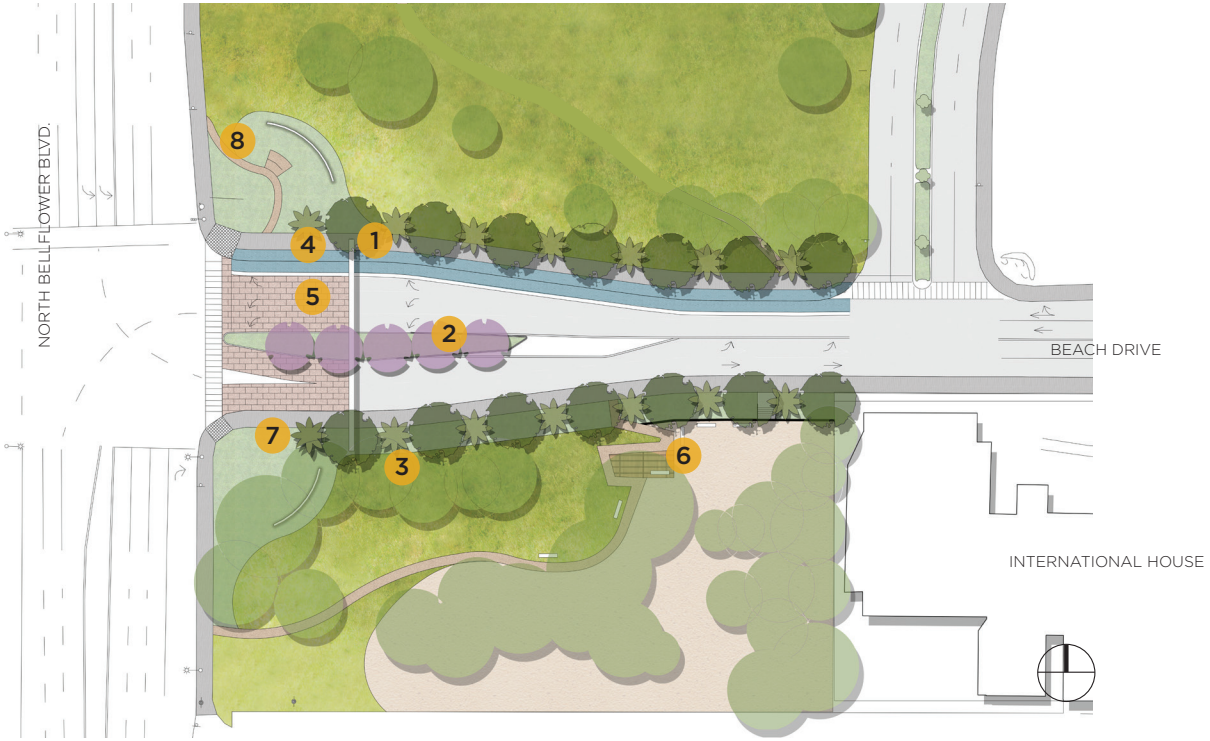
Connected/Linked Projects or Secondary Effects: Demolition of existing Parkside Residence Halls (G, H, I, J, K, L, M, N, P, Q, R, S, T, V)

- New Construction
- Renovation
- Replacement
- Building to Remain

RENDERING - PERKINS + WILL 2019 HOUSING STUDY

BEACH AND BELLFLOWER ENTRANCE

The Bellflower Boulevard and Beach Street entrance is a primary gateway into campus. However, the existing design is underwhelming and can benefit from enhanced features. Key updates include introducing a palm and understory tree allee, improving the current signage, and introducing a colorful speed table. These enhancements would make this gateway more iconic and memorable to students and visitors.



PRECEDENT IMAGERY

PROPOSED DESIGN DIAGRAM LEGEND

1. Enhanced Signage
2. Focal Trees in Planted Median
3. Palm Tree Allée
4. Bike + Micromobility Lanes
5. Gateway Speed-Table
6. Reflective Space
7. Parkway Planting
8. Amphitheater Steps at Signage

PERSPECTIVE VIEW


CALIFORNIA STATE UNIVERSITY
LONG BEACH
BEACH ENTRY
CSULB

NORTH DISTRICT

The North District is a public front-door to the University with many public-facing programs, including most Athletics venues and the Carpenter Performing Arts Center.

The District encompasses a diverse range of existing programming and facilities, including the Walter Pyramid, the Carpenter Performing Arts Center, and the College of the Arts, Music, and Dance departments. These programs are located on the northside of a large land area of athletics and sports fields, and subsequently, they are disconnected from many campus services and amenities.

The vision for the District is to better serve and connect the programs to the remainder of campus.

The Master Plan focuses on enhancing this area of campus into a vibrant and active district by:

1. Creating new and enhanced pedestrian connections into and through the district
2. Expanding amenities in the district for campus users and visitors
3. Establishing an enhanced public realm featuring large outdoor gathering spaces, public art, and active ground floor programs

12	Univ. Music Center Renovation/ Addition
39	Walter Pyramid Renovation
40	George Allen Field Improvements
41	New Recreation Field
42	Jack Rose Track / Commencement Facilities
43	Baseball Field Conversion to Multi-Use Field
44	New Baseball Infield
47	Relocated Archery Field
50	Pyramid Outdoor Seating / Landscape
56	Improved Campus Entrance and Gateway
57	Pedestrian/Bike Lane Improvements

New Construction

Renovation

Replacement

Building to Remain


ATHERTON STREET
PALO VERDE AVENUE
MERRIAM WAY
56
50
12
39
40
44
47
43
57
41
57
42

ATHLETICS/SPORTS PROJECTS

The Master Plan Update includes several Athletics and Recreation projects that build upon the current framework of the North District but focus on better utilizing land area and improving connections to and through the sports precinct.

New Recreation Fields

The recreation fields are highly utilized at all hours of the day and throughout the year. The recreation fields are shared among Athletics, College of Human and Health Services (CHHS) departments, and Club Sports during the academic semesters. In addition, during summers, several sports hold youth campuses and tournaments that generate revenue. To serve club sports and intramurals better, additional multi-use recreational fields will be added by reconfiguring the existing field space.

- **Baseball Field Conversion:** The existing baseball field is used primarily for practice and converted to a recreation field. A new practice infield will be placed adjacent to the softball stadium. This project is feasible as long as the University maintains its lease with the City of Long Beach to continue using Blair Field as the primary facility for baseball.
- **Removal of Lot E4:** It was determined that removing a portion of Lot E4 and forming an additional full-size recreation field is the highest and best use for the land.

To increase the utilization of the fields after hours, permanent lighting will be added. In addition, several pedestrian pathways will be added throughout the fields to increase connectivity throughout the precinct.

Grounds and Athletics staff reported that because of the high demand for the fields and little downtime in scheduling, it is challenging to keep up with the conditions of the fields. Therefore, the University should consider converting natural grass fields to synthetic turf. This investment would significantly reduce the maintenance and downtime needed to upkeep the natural fields, thus increasing utilization. Turf fields could also lead to expanded revenue opportunities from outside groups.

Athletic Venues

- **George Allen Field Improvements:** As an update to the project identified in the 2008 Master Plan, several improvements are planned for George Allen Field, including new seating for up to 2,500 spectators, a formal press box, and outdoor wi-fi. In addition, a new entryway into the venue would allow for concessions and a better path of travel for fans. Some minor renovations and alignment adjustments are needed to the existing Tennis Courts.
- **Jack Rose Track and Commencement Facilities:** To provide amenities for both Athletics track events and Commencement, improvements to the Jack Rose Stadium include expanded bleachers on the east side of the stadium, permanent lighting, and permanent concessions that could double as a food venue for academic programs nearby. In 2015, some upgrades were completed at the track by relocating commencement ceremonies from the quad to the track. If further upgrades are made, the University could host additional large-scale events generating significant revenue. There is also a need for locker room space for Track and Field and Cross Country.
- **Beach Volleyball Competition Area:** A new Beach Volleyball competition area brings more visibility for the program and Athletics Department. By relocating the outdoor facility closer to the campus core, adjacent to the new North Campus Quad and Beach at the Beach, the program can expand from three courts to six. Locker rooms for Beach Volleyball will be located within the Kinesiology Replacement Building.
- **Softball Stadium Improvements:** Improvements for the softball stadium would include permanent lighting, additional seating, sunken dugouts, batting cages, a formal press box, and outdoor wi-fi. To maintain Title IX compliance, any renovations made to Blair Field would likely trigger investments needed for the softball program. Planning for funding for each project should recognize this connection.

- **Telecommunication Improvements:** With streaming services providing access to games more often, there are space needs surrounding broadcast spaces at each sporting competition venue. A telecommunications hub is needed at all competitive venues mandated by the conference.

Walter Pyramid Renovation

Because of its dramatic appearance, the Walter Pyramid has become one of the most recognizable collegiate athletic facilities in the United States. However, the Pyramid is at a point in its lifespan where major investments are needed - primarily a new roof and interior improvements to serve student-athletes and fans better. The needs have been identified are upgrading the sound system, replacing the existing elevators, expanding concession stands, adding storage, and updating the restrooms. In addition, the open spaces around the Pyramid are planned to be enhanced for informal seating and gathering areas for campus users and visitors.

Blair Field

Blair Field is a top priority for capital improvements. The facility is located within aCity-owned park at the corner of 10th Street and Park Avenue in the City of Long Beach. CSULB operates Blair Field under an extended lease from the City of Long Beach. The facility is critical, and significant resources are spent addressing deferred maintenance. The Athletics Department is working to determine the future of Blair Field and where ultimately the Baseball program should be located, whether it is off-campus or a return to the main campus.

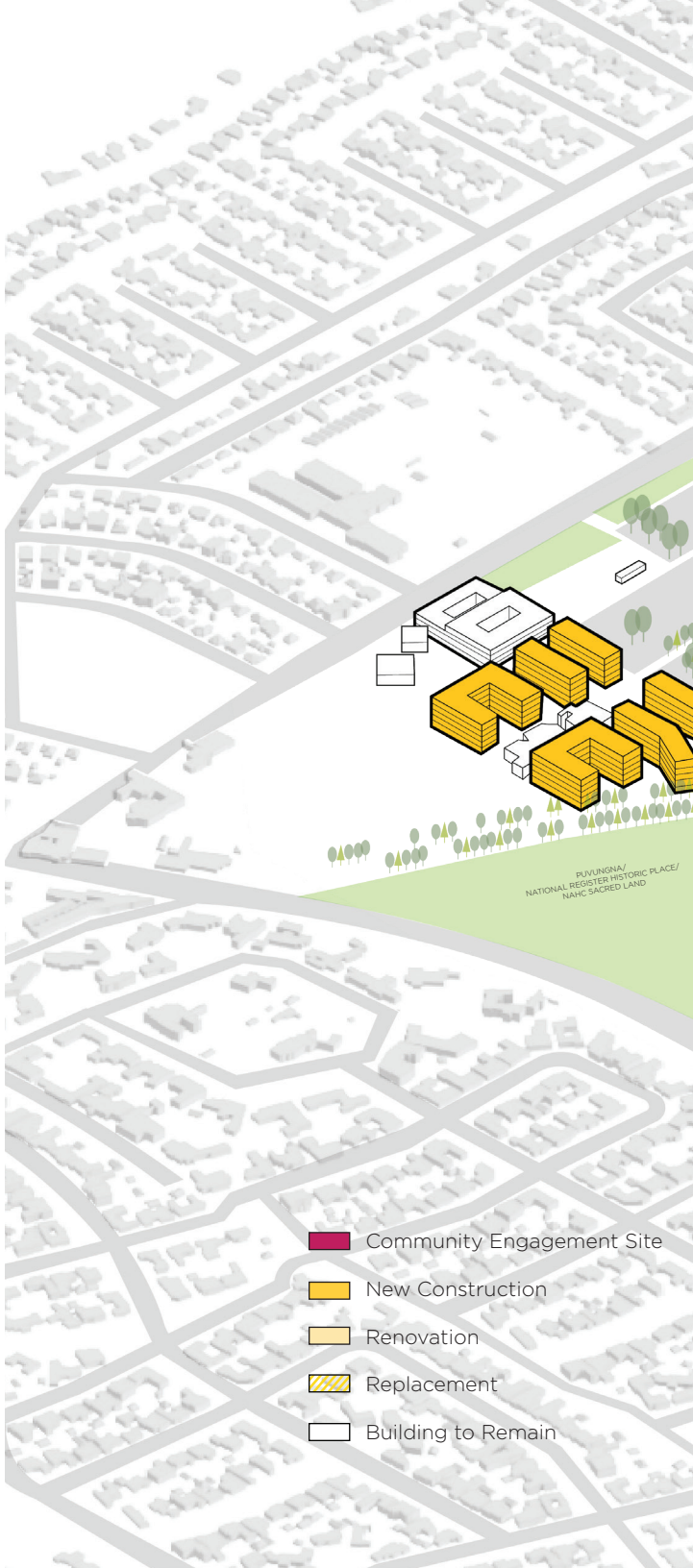
COMMUNITY ENGAGEMENT SITES

Partnerships with industry, businesses, and local organizations are central to the vision for CSULB. The Master Plan Update highlights several sites for accommodating partners on the campus.

This outward focus for the University is reinforced in the Master Plan Update by the proposed sites designed to facilitate engagement and collaboration between CSULB, private sector business partners, outside organizations, and public sector agencies.

CSULB seeks to attract strong relationships with partners, and these partnerships will be crucial to maximizing investments, promoting collaboration, and increasing opportunities for students.

Two sites are identified for Community Engagement functions. These sites are located at the campus perimeter and are prime opportunities for programming that invite partners onto the campus.




ATHERTON STREET
PALO VERDE AVENUE
STATE UNIV. DRIVE
MERRIAM WAY
PETERMAN LOOP DRIVE
BEACH DRIVE
WEST CAMPUS DRIVE
EAST CAMPUS DRIVE
BELLFLOWER BOULEVARD
7TH STREET