



MASTER PLAN 2009
CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS

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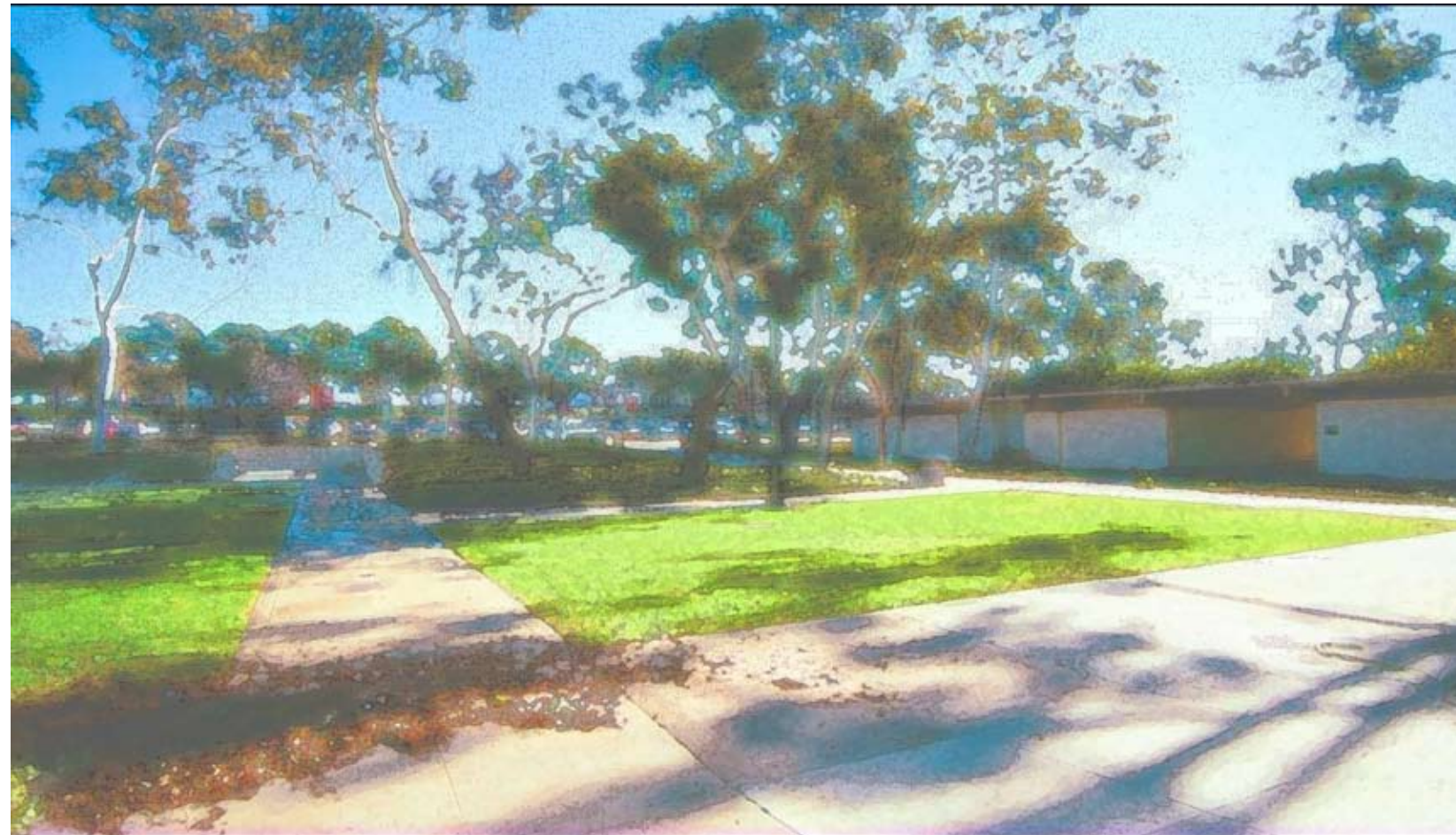
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Introduction and Purpose

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1A CSU Dominguez Hills Aerial View, ca. 2008

1.1 Context of the Master Plan

CSU Dominguez Hills is one of the 23 campuses of the California State University System. The campus serves students from the Los Angeles metropolitan area and other parts of the state. At the time the 2009 Master Plan was developed, enrollment on an annualized basis at the campus was approximately 9,500 full-time equivalent students (FTES)¹, and expected to grow considerably over the next twenty years.

An enrollment cap of 20,000 FTES was established in the original 1967 Master Plan. Enrollment growth over the years had been slow, and for many years the campus had a surplus of undeveloped land for future expansion.

However, in 2002 the University entered into a land lease agreement with the Anschutz Development Company granting it 85 acres of undeveloped campus land for development of the National Soccer Training facility, now referred to as the Home Depot Center. While generating a substantial revenue stream and associated regional recognition, this transaction reduced the amount of campus land available for expansion and new development, raising the question of whether the campus could still meet its projected enrollment cap of 20,000 FTES within the remaining 261-acre campus land area.

To evaluate this question and other long-term planning issues, AC Martin, Inc. was engaged in 2003 to conduct a capacity study and develop land use strategies that would accommodate the University’s enrollment cap of 20,000 FTES within existing campus boundaries. The study also involved analysis of the academic core to determine the most appropriate sites for near-term development projects that would not preclude other long-term development.

Findings from these capacity and central precinct studies (2003) served as a starting point for this Master Plan and included the following:

- Growth required for 20,000 FTES can be achieved within the existing campus boundaries if building densities are increased;
- Four- and five-story buildings for academic and administrative uses would create a more compact campus and still allow for adequate open space, increased housing, and other uses;
- For this level of growth, parking structures will be required to meet the parking needs;
- Revision of the existing internal roadway system is required to accommodate an expanded pedestrian-oriented academic core.

Other strategies recommended in the capacity study concerned near-term campus projects currently being developed by the University. These include:

- The Loker Student Center Expansion (October 2006);
- The Child Care Expansion (October 2008); and
- The Cain Library Expansion (under construction).

In addition to these projects, the University anticipates the need to expand and upgrade several facilities in order to accommodate a student body of more than 9,500 FTES. Finally, a number of temporary buildings from the 1960’s have served the campus beyond their life cycle and now need to be replaced.

1.1.1 State of California Master Plan for Higher Education

The State of California Master Plan for Higher Education was passed in 1960 to help guide the expansion of California’s public higher education system. The Plan seeks to guarantee that all California high school graduates who qualify have access to higher education through a tripartite system.

University of California: Open to the top 12.5% of statewide high school graduates, it is designed as the primary academic research institution in the system, covering undergraduate, graduate, and professional education. It also holds exclusive jurisdiction within the public higher education system for instruction in law, medicine, dentistry, veterinary medicine, and doctoral programs.

California State University: Open to the top 33% of statewide high school graduates, its main mission is to provide undergraduate education and graduate education through masters’ degree programs. Doctorates can only be awarded jointly with UC.

California Community Colleges: Open to everyone capable of benefiting from instruction, the mission of the community colleges is to provide academic and vocational instruction through the first two years of undergraduate education, and to provide remedial instruction such as language courses, workforce training, and community service courses.

The California Master Plan for Higher Education represents a pact between the government of California and its citizens to support higher education through tax dollars. As the population of California has increased exponentially over the past 45 years, the state systems have worked to keep pace by expanding existing campuses and establishing new ones. The pressure from population growth and the demands placed on higher education for a well-trained workforce are both expected to continue through the next 30 years, prompting all campuses to re-evaluate their resources and potentials. In addition, there is an increased demand for higher education for older students.

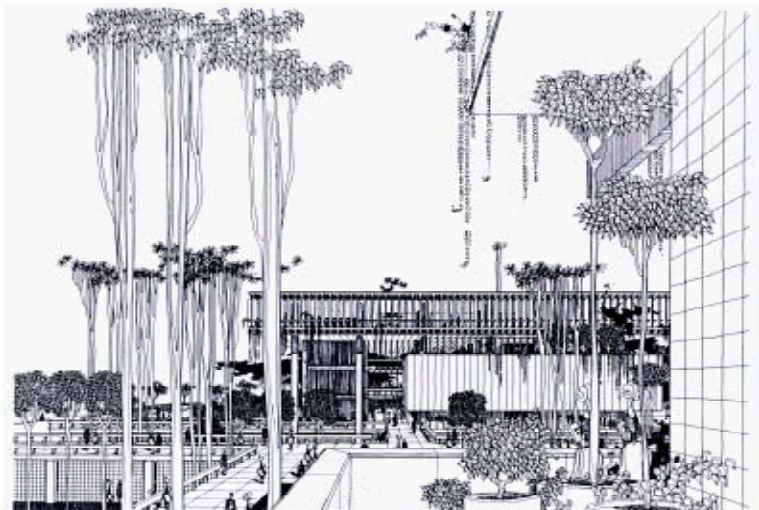
Within the context of these current population conditions, CSU Dominguez Hills must plan to expand its capacity to absorb its share of student population growth.



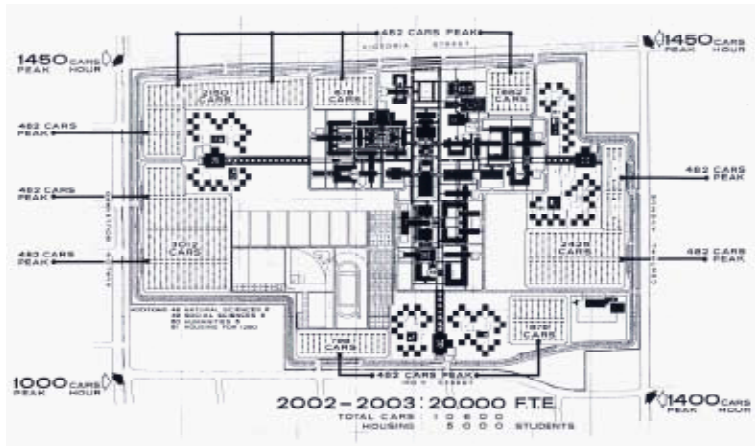
1 CSUDH Institutional Research, Assessment and Planning, 3/12/09



1B CSUDH Library Project (1968)



1C A. Q. Jones Rendering of the CSUDH Library Project (1967)



1D A. Q. Jones Original Master Plan for CSUDH (1967)

CSU Dominguez Hills Mission Statement

California State University, Dominguez Hills is a comprehensive urban university, located in the city of Carson and primarily serving the greater Los Angeles metropolitan area. The University is a multi-cultural, multi-ethnic teaching and learning community dedicated to excellence and committed to educating a student population of unprecedented diversity for leadership roles in the global community of the 21st Century. We invite international perspectives, cultivate programs that serve students from other nations, and encourage our students and faculty to participate in programs in other countries. We are committed to quality and pluralism in higher education to further the goals of a democratic society through wide participation and civic responsibility in community, social, and economic affairs.

California State University, Dominguez Hills realizes the principles of educational opportunity and excellence by providing access to a wide range of educational programs and student-centered services. Building on its core of liberal arts and sciences, the university offers programs in a variety of educational and technological modes that enable students to develop intellectually, personally and professionally. These programs are offered at times and locations convenient for the students we serve.

California State University, Dominguez Hills pursues productive relationships with educational, public sector, and business communities, by developing programs that address contemporary social concerns while fulfilling the University's commitment to teaching and learning, research, scholarship, creative activity and service.

1.1.2 History of the Campus

California State University Dominguez Hills was founded in 1960 as the South Bay State College and re-named in 1962 as the State College at Palos Verdes. In 1966, the college moved to Carson on land that was formerly a part of Rancho Dominguez, a 1784 land grant to Spanish soldier Juan Jose Dominguez. This move was made with the intention of improving access to higher education in the Los Angeles metropolitan area.

In 1966 the school was incorporated into the California State University system and renamed California State College, Dominguez Hills. The current name, California State University Dominguez Hills, was adopted in 1977.

In 1967 an integrated campus master plan and architectural design effort for the first campus buildings was completed by the renowned architect A. Quincy Jones. This significant work remains today as the historic core campus layout, landscaping and buildings such as the Cain Library, Natural Sciences and Mathematics Building, and the Social and Behavioral Sciences Building. The visual and functional pattern set by these design elements is strong and in many ways continue to set the tone for today's campus.

In 2002 the campus signed a long-term land lease with the Anschutz Development Company to develop the Home Depot Center national soccer training facility on 85 acres of land. This effectively reduced the total acreage available to CSUDH for primary University purposes from 344-acres to 261 acres.

Currently the University serves a diverse student population with an enrollment of approximately 9,500 FTES. In the 2007-2008 academic year, the University granted 1,565 Bachelors' degrees and 908 Masters' degrees. Students range in age from 18 to 37, with an average student age of 29.

1.1.3 Mission of the University

The physical campus is a potent instrument and powerful ally of the educational process. The physical campus provides the setting for formal learning experiences and for the informal encounters between students, faculty, staff and visitors that are the hallmark of the university experience. The physical campus can also express the University's status in the educational and surrounding communities, embody its values, and serve as the symbol of excellence for its students, faculty, staff and visitors. The 2009 Master Plan will advance the mission of the University by providing a strategy for development of the physical campus in ways that will further its principles and reinforce its goals.

1.1.4 Strategic Framework

In February 2009 President Mildred Garcia initiated a web-based survey to begin the dialogue about what becoming a “model urban university” might actually mean for Dominguez Hills. Eleven Town Hall meetings were held to engage students, faculty, staff, and community stakeholders in an interactive process to learn about the aspirations of these varied constituencies for CSU Dominguez Hills. Over 800 responses through one or more of these opportunities provided feedback.

This information was synthesized to capture and bring forth the voice of the university community in the development of the key elements of the Strategic Framework. The results of this process provided statements of mission, vision, core values and major themes for CSU Dominguez Hills that will guide the university into the future. The themes include Transformation, Accessibility, and Service are summarized in the CSUDH Strategic Framework shown to the right.

1.1.5 Enrollment Growth

One of the principal forces behind the 2009 Master Plan is the need to accommodate current and anticipated growth. The initial stages of the Master Plan study included a capacity analysis of the campus to examine the balance between significant enrollment increases and the quality of campus life.

On the basis of this capacity analysis and in response to the CSU system’s need to respond to the increasing demand for both part-time and full-time enrollments, it was determined that CSU Dominguez Hills would plan for an increase in its enrollment cap to 20,000 full-time equivalent students (FTES). The 2009 Master Plan evaluates the impact of anticipated new facilities needed to accommodate that level of growth.

CSUDH Strategic Framework

Mission

We provide education, scholarship and service that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.

Vision

By 2015, we are known as a gathering place where:

- Diversity in all its forms is explored, understood, and transformed into knowledge and practice that benefit the world.
- Our use of technology allows us to transcend our boundaries as we reach out to students, both locally and globally.
- Sustainable environmental, social, and economic practices are a way of life.
- Our educational partnerships ensure pathways and support for local students to aspire to and complete a college degree.
- We are engaged in serving the dynamic needs of the surrounding communities.
- Student life is meaningful and vibrant.
- Our accomplishments and those of our alumni are recognized nationally and internationally.

As a result, our students graduate with an exemplary academic education and a genuine commitment to justice and social responsibility.

Core Values

- Collaboration among all segments of the campus community
- Continuous Learning that improves teaching, scholarship, and service
- Rigorous Standards of excellence in all our practices.
- Proactive Partnerships with our communities
- Respect for diversity in all forms
- Responsiveness to the needs of students and society



1.1.6 Student Characteristics

Demographic composition in the area surrounding CSU Dominguez Hills is diverse, with a population that is 34% Hispanic, 22% Asian, 25% African-American and 12% White. This ethnic diversity is reflected in the composition of the University's student population, which is among the most ethnically-diverse universities in the United States. Enrollment statistics as of 2008 indicate that the student population is 39.5% Hispanic, 30.3% African American, 18.5% White, 11.4% Asian and 0.3% American Indian.

The broad majority of the student population at CSU Dominguez Hills is drawn from the Los Angeles metropolitan region. Freshmen are primarily high school graduates from schools in the immediate proximity to the campus including Fremont Senior High School, Compton Senior High School, and Jefferson Senior High School, among others. A significant proportion of students are older students returning to school; in 2007, the average age of undergraduates was 27.6 years, while the average age of graduate students was 36.9 years.

Enrollment by gender surveys conducted by the University show that since the year 2000, female enrollment to undergraduate, as well as graduate programs, has been within the range of 68% to 70%. This percentage rate is constant throughout all levels, including new enrollment and graduating classes.

CSU Dominguez Hills has traditionally been a commuter campus. Data gathered during the initial capacity studies (Appendix A) showed that about 500 of the then-enrolled 8,500 students lived in campus housing facilities at the Pueblo Dominguez student residence.

Currently, the University offers 45 undergraduate majors, 24 master's degrees and a number of certificate and credential programs. The top three undergraduate majors at the University are Business Administration; Liberal Studies, including the teacher education program; and Nursing.

The University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). It is also accredited/approved by other agencies in the fields of Chemistry, Clinical Sciences, Education, Health Science, Music, Nursing, Public Administration, and Theatre Arts.

1.2 Purpose of the 2009 Master Plan

The 2009 Master Plan will allow the University to develop a common vision that will guide land and building development. The Master Plan will serve as a tool to guide decisions on program planning and implementation, resource allocation, setting priorities and other university administrative matters which influence the student educational experience at CSU Dominguez Hills. These daily decisions collectively set a course for the long-term future of the University. The Master Plan will help ensure that such decisions are consistent with the University's central mission.



1.3 Goals of the 2009 Master Plan

The intent of the Master Plan is to map out a trajectory for growth and change that will enhance the physical campus, reinforce the University’s strengths, ameliorate its weaknesses and support the University’s mandate to provide high quality education to a large student body. Specifically, the Master Plan facilitates the University’s ability to:

- Support the faculty and staff with appropriate teaching, research and administrative facilities;
- Reinforce the sense of campus community by providing in-class and out-of-class opportunities for faculty, student and staff collaboration;
- Make available the appropriate facilities for informal recreation and intercollegiate athletics;
- Serve as an accessible, attractive, safe and welcoming campus for students, staff, faculty and the community;
- Serve as a regional center for intellectual, athletic, cultural and life-long learning;
- Adequately manage and maintain all campus facilities;
- Preserve a balance between open space and built structures;
- Maintain its stewardship of campus landscape and natural resources; and
- Continue its good relations with the City of Carson and the surrounding community.

To achieve these goals, the 2009 Master Plan provides the University with a framework for development that updates the 1964 Master Plan. The 2009 Master Plan is a strategic approach to the development of the physical campus that provides support for both immediate and long-term decision-making by:

- Documenting and evaluating existing campus conditions;
- Assembling and recording documentation of future campus needs and requirements;
- Identifying appropriate sites for development of new facilities to support the needs of current and future growth;
- Specifying safe and functional pedestrian and vehicle circulation patterns;
- Quantifying parking requirements and identifying sites for adequate parking facilities;
- Incorporating facilities currently under construction into the campus fabric;
- Incorporating open-space and landscape concepts into the physical master plan; and
- Specifying design guidelines to govern height limits, setbacks, building area and connection with campus open space, pedestrian pathways and vehicle access roads for new structures.

1.4 Planning Process

Recognizing the need to address its long-term future, the University contracted with a professional planning group, AC Martin Partners, Inc., to assist in the development of the 2009 Master Plan. The process of gathering information and developing the CSU Dominguez Hills Master Plan extended over a 4-year period. The work involved full collaboration with the University community and comprised four phases:

- Phase I: Data Collection & Planning Analysis;
- Phase II: Visioning;
- Phase III: Master Plan Alternatives; and
- Phase IV: Draft and Final Master Plan Development.

The planning team collaborated with the University Planning Committee, the University project management team headed by the Vice President for Development, the President’s Cabinet, and a wide range of campus and community groups during the development of the 2009 Master Plan.

The planning process was designed to encourage broad participation by campus groups. Students, faculty, staff, campus and community groups were specifically invited to participate in three campus-wide forum meetings and other information-gathering exercises during the planning process. Campus participation ensured that the planning team received information and opinions from all stakeholder groups throughout the process. Specific groups providing input to the Master Planning process included:

- President’s Cabinet;
- Master Plan Committee;
- Faculty Senate;
- Associated Students, Inc. (ASI);
- Student Affairs;
- Academic Affairs; and
- Administration and Finance.

Input from the campus community was actively sought during the development of Master Plan Alternatives (Phase III) and at the Draft Master Plan stage (Phase IV). In order to spread information widely among the campus community, all materials developed in the Master Planning process were made available on the campus web site.



1E Community Group in Visioning Exercise



1F Facilities Expansion: Rendering of Library Expansion Project



1G Computer-generated View of Master Plan Alternative (presented in one of three Master Plan Forums)



1.5 Scope of the Master Plan

The scope of the Master Plan comprises three specific areas of concern: growth accommodation; functional modification; and aesthetic enhancements to the campus.

The initial campus capacity and central precinct studies memorandum (2003) analyzed the facilities that would be required for the University to grow to a 20,000 FTES level of enrollment. The study made recommendations for the development of new facilities, the modification of existing facilities, and modification of some landscape, pedestrian and vehicle circulation systems to accommodate this growth in enrollment. These recommendations have been incorporated into the 2009 Master Plan.



Existing Conditions

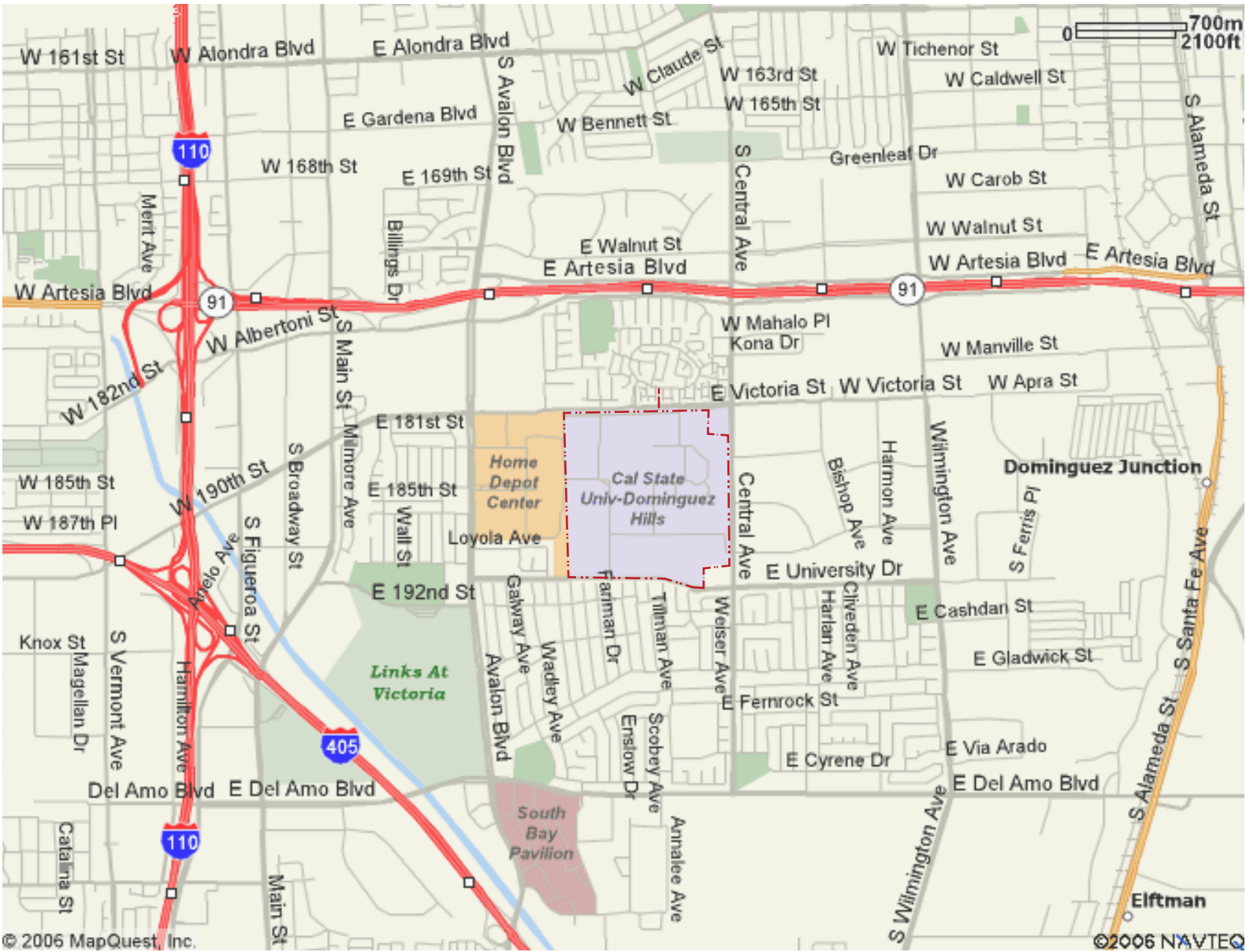


As the 2009 CSUDH Master plan was developed over a period of years, the existing conditions discussed in this section do not reflect the most recent campus configuration which was changing even as the final draft of the Master Plan was being prepared. Figure 6A contained in Chapter 6 reflects the Fall 2008 campus that included several projects either just completed or nearing completion.

2.1 Regional and Community Setting

The CSU Dominguez Hills campus is located in the City of Carson, 16 miles south of downtown Los Angeles, and 13 miles northwest of downtown Long Beach (Exhibit 2A). The area was part of a large Spanish Rancho covering most of the South Bay region and owned by the Dominguez family. By the late 1800’s the Rancho had been divided among the Dominguez heirs and subdivided for partial development and exploitation of its oil fields. By the 20th century the area had become a part of the sprawling Los Angeles metropolitan area. As a previously unincorporated area, it was known as Dominguez Hills until 1968, when it was incorporated as the City of Carson.

CSU Dominguez Hills moved to its current location in 1966. The campus is accessible to the greater Los Angeles region through three major freeways: I-405, I-110 and SR-91; four local streets that frame the campus - Victoria Street, Central Avenue, East University Drive and Avalon Boulevard; and through public transit provided by the Metropolitan Transit Authority (MTA) bus routes and the Carson Circuit Transit System (CCTS) of shuttles and buses.



2A CSU Dominguez Hills Location and Regional Setting



2B CSU Dominguez Hills Existing Campus (2008)

2.2 Location and Topography

Exhibit 2B shows the existing conditions of the CSU Dominguez Hills campus. The University’s original campus consisted of a 346-acre site bounded by Victoria Street, Central Avenue, University Avenue, and Avalon Boulevard. As of 2002, 85 acres on the west end of the University’s land have been leased to the Anschutz Development Company for development of the Home Depot Center, a privately-operated national soccer training facility containing a soccer stadium, tennis stadium, velodrome, parking facilities, and practice fields. The remaining 261 acres contain the existing CSUDH campus facilities, along with portions of undeveloped land.

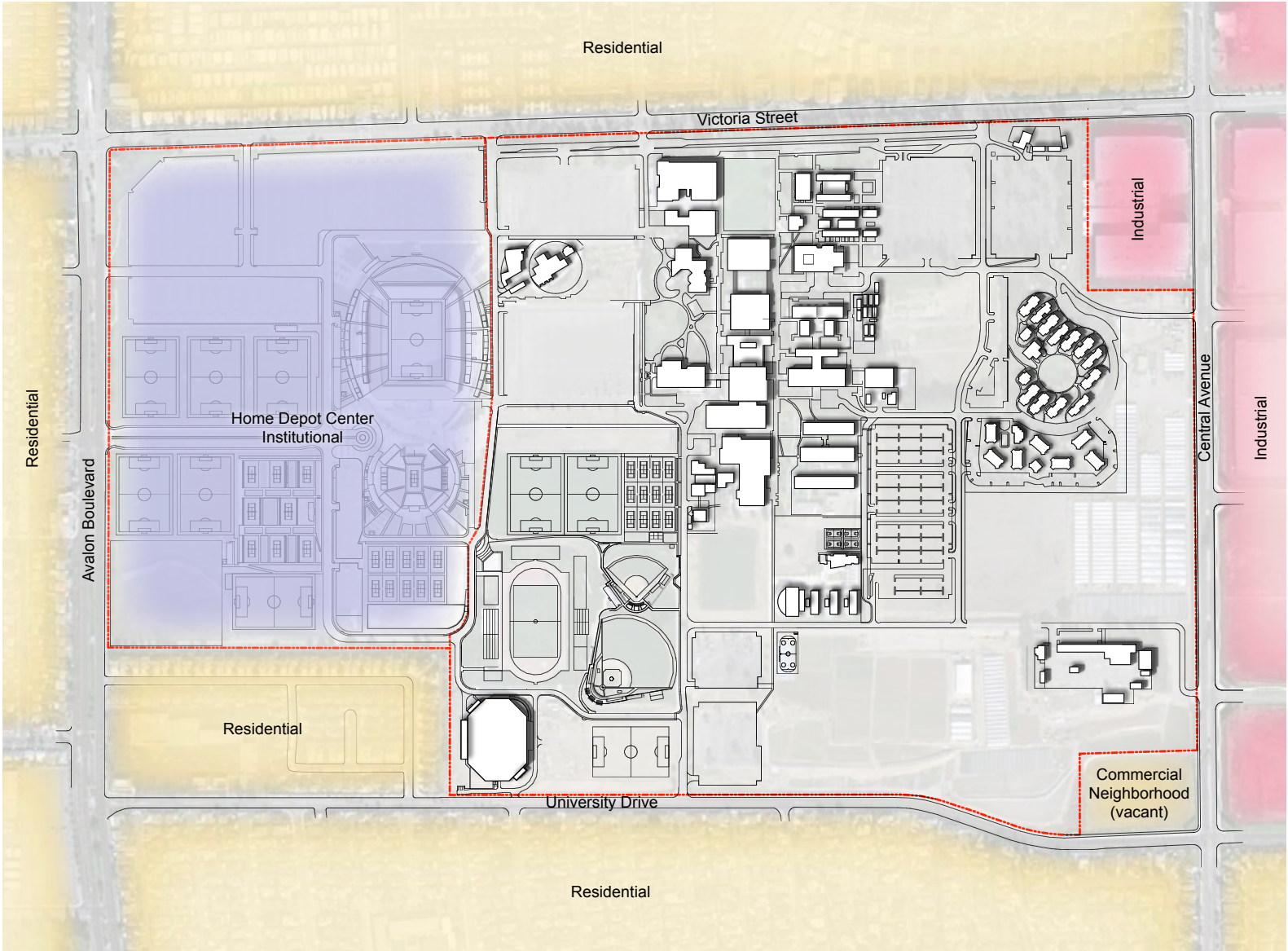
The topography of the CSU Dominguez Hills campus is characterized by changes in grade and irregular slopes. Within the academic core, these grade changes have been incorporated into the design of buildings and open spaces, creating multilevel patios, berms, and sunken courtyards. As a concept these grade changes can be positive features, as designed and in practice they are disruptive of pedestrian flow, and make handicapped accessibility difficult. The resulting open spaces are fragmented and lack a functional sequence.

2.3 Campus Boundaries and Edge Conditions

The Dominguez Hills campus sits on the eastern half of a superblock defined by Victoria Street, University Avenue, Central Avenue, and Avalon Boulevard. Three of the four corner parcels on this block have been developed as private residential or industrial properties. The northeast corner has industrial park uses, the southeast corner lot is vacant, and the southwest corner is a single-family-home development.

The immediate boundary of the campus to the north is Victoria Street, a collector road; to the west, it is bounded by the adjacent Home Depot Center; to the south, the campus boundary is University Drive, a collector road; and to the east, Central Avenue, an arterial roadway.

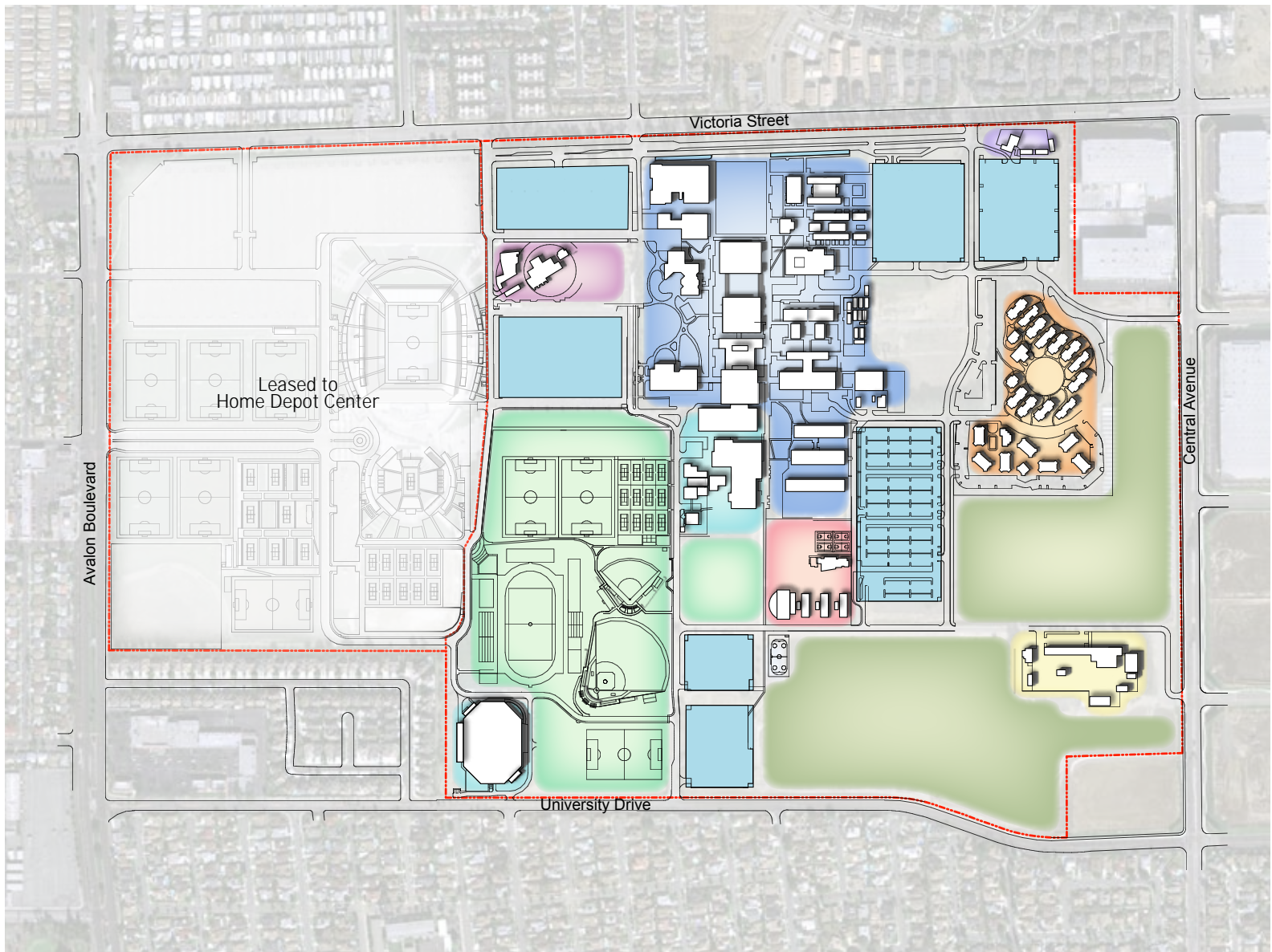
Exhibit 2C shows the context surrounding the campus with its variety of land uses. To the north, across Victoria Street, is a residential community; west of campus and immediately adjacent to its boundary is Home Depot Center, now zoned institutional; to the south, along University Drive, is another residential community; and to the east, along Central Avenue, are industrial uses.



2C Surrounding Land Uses

LEGEND

- Institutional
- Residential
- Industrial
- Campus Boundary



2D Campus Land Uses



LEGEND

- Academic Core
- CAMS
- Playfields
- Athletic Facilities
- Extended Education
- Student Housing
- Physical Plant
- Leased to Nursery
- Undeveloped Land
- Parking Lots
- Campus Boundary

2.4 Land Use and Functional Organization

Exhibit 2D shows land use and functional organization of the campus. The academic core is located to the central north portion of the site and surface parking facilities are distributed around this core. Student housing is located away from the academic core, as a contained development on the east end of the campus. Athletic facilities are located on the south-west portion of the campus, adjacent to the Home Depot Center. The campus maintenance area/corporation and physical plant is located on the far southeast corner of the site.

A portion of the south-central part of the campus land is occupied by the California Academy of Mathematics (CAMS), a special high school level program whose students visit CSUDH food service and library facilities.

Remaining undeveloped land on the south and southeast of the campus is currently leased to a commercial nursery for geranium farming.

Student support facilities such as the Cain Education Center (library), and the Loker Student Center are located in the heart of the academic core, at the center of the campus. A campus map showing existing facilities is included as Exhibit 2E.

2.5 Existing Facilities

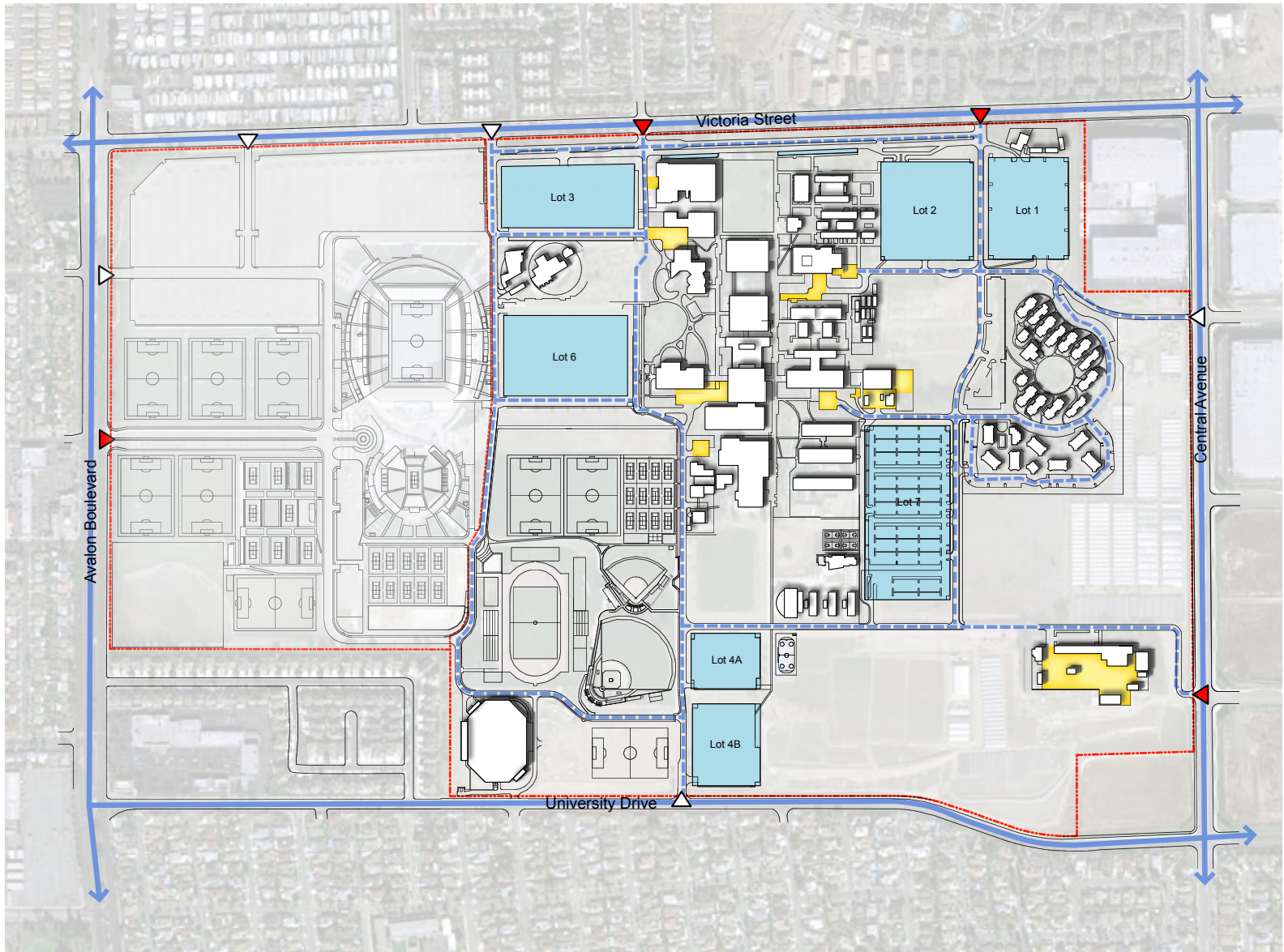
- 1 Admissions Office
- 2 Police/Cashier
- 3 Computer Center Annex
- 4 Computer Room Annex
- 5 Extended Education/EOP/Financial Aid
- 6 Classrooms
- 7 Classrooms
- 8 Classrooms
- 9 Classrooms
- 10 Orthotics/Prosthetics
- 11 Classrooms/Faculty Offices
- 13 Registrar's Office
- 14 School of Education
- 20 Education Resource Center
- 20a ERC Expansion
- 23 Welch Hall
- 25 Student Health Center
- 26 University Student Union
- 26a Loker Student Union Expansion
- 30 Social & Behavioral Sciences
- 40 LaCorte Hall
- 45 University Theater
- 50 Natural Sciences/Math
- 60 Gymnasium
- 61 Field House
- 63 Swimming Pool
- 70 Residence Hall: Pueblo Dominguez 1
- 71 Residence Hall: Pueblo Dominguez 2
- 80-84 Physical Plant
- 87 Central Plant
- 100 Classrooms: SAC-1
- 102 Classrooms: SAC-2
- 103 Classrooms: SAC-3
- 104 CAMS Lab
- 106 Extended Education
- 107 C.A.M.S. High School
- 107a C.A.M.S. Expansion
- 115 Velodrome
- 120 Child Development Center
- 121 Infant Toddler Center



2E Existing Facilities

LEGEND

- Campus Buildings
- Parking Lots
- Campus Boundary



2F Existing Vehicle Access, Circulation and Parking

⬆ NORTH

- LEGEND
- Campus Loading & Service Areas
 - Campus Vehicle Access
 - Main Roadways
 - Internal Campus Roadways
 - Parking Lots
 - Campus Boundary

2.6 Vehicle Access, Circulation and Parking

Exhibit 2F shows the existing conditions of vehicle access, circulation and parking. Main vehicular access points to the campus are located off of Victoria Street. Service access points are also located off of Central Avenue and University Drive.

The original 1967 A. Quincy Jones Master Plan called for a formal peripheral road to serve parking lots and feed into internal service roads. This ring road was never completed, leaving the campus with a series of interconnecting service roads that serve as access for campus service vehicles, as well as for those seeking campus parking spots. The resulting campus roadway system has become difficult to comprehend and navigate.

Parking for a total of 4,533 cars is provided on surface lots located around the periphery of the academic core. The current parking system utilizes non-assigned spaces. While a traffic and parking study has not yet been conducted, informal observation indicates that parking Lots 2 and 3 appear completely full during peak-hour day periods. The University currently uses a “first come, first served” parking system which requires that drivers search from lot to lot for available spaces.

2.7 Open Space and Pedestrian Circulation

Exhibit 2G illustrates the campus open space and pedestrian circulation systems, which taken together, serve as the campus organizing framework.


Open space on the campus can be placed into the following four categories.

- **Main Quads** are major, landscaped and defined open spaces in the campus, such as the quad at Victoria Street or the Sculpture Garden.
- **Courtyards** are smaller in scale than quads, but also framed by buildings and, in some cases, located within a single building or multiple-building complex.
- **Undeveloped Areas** are currently dedicated to geranium farming -- these areas do not present opportunities for active learning in the way that quads and courtyards would, however, if incorporated as part of the University's curriculum, they could serve as useful learning tools.
- **Playfields** are dedicated to specific athletic uses -- these areas form a large component of the open space on campus.


The CSU Dominguez Hills campus has a well developed pedestrian system within the academic core. It is primarily articulated by two main pedestrian pathways running parallel to each other and connecting the north and south areas of the campus. This north-south system is intersected by four minor pathways connecting east and west parts of the academic core. These pathways are part of the pedestrian system in the original A. Quincy Jones Master Plan which was never completed. Under existing conditions, primary pedestrian access to areas outside the academic core is only possible on vehicle service roads.





2G Open Space and Pedestrian Circulation


 NORTH


LEGEND

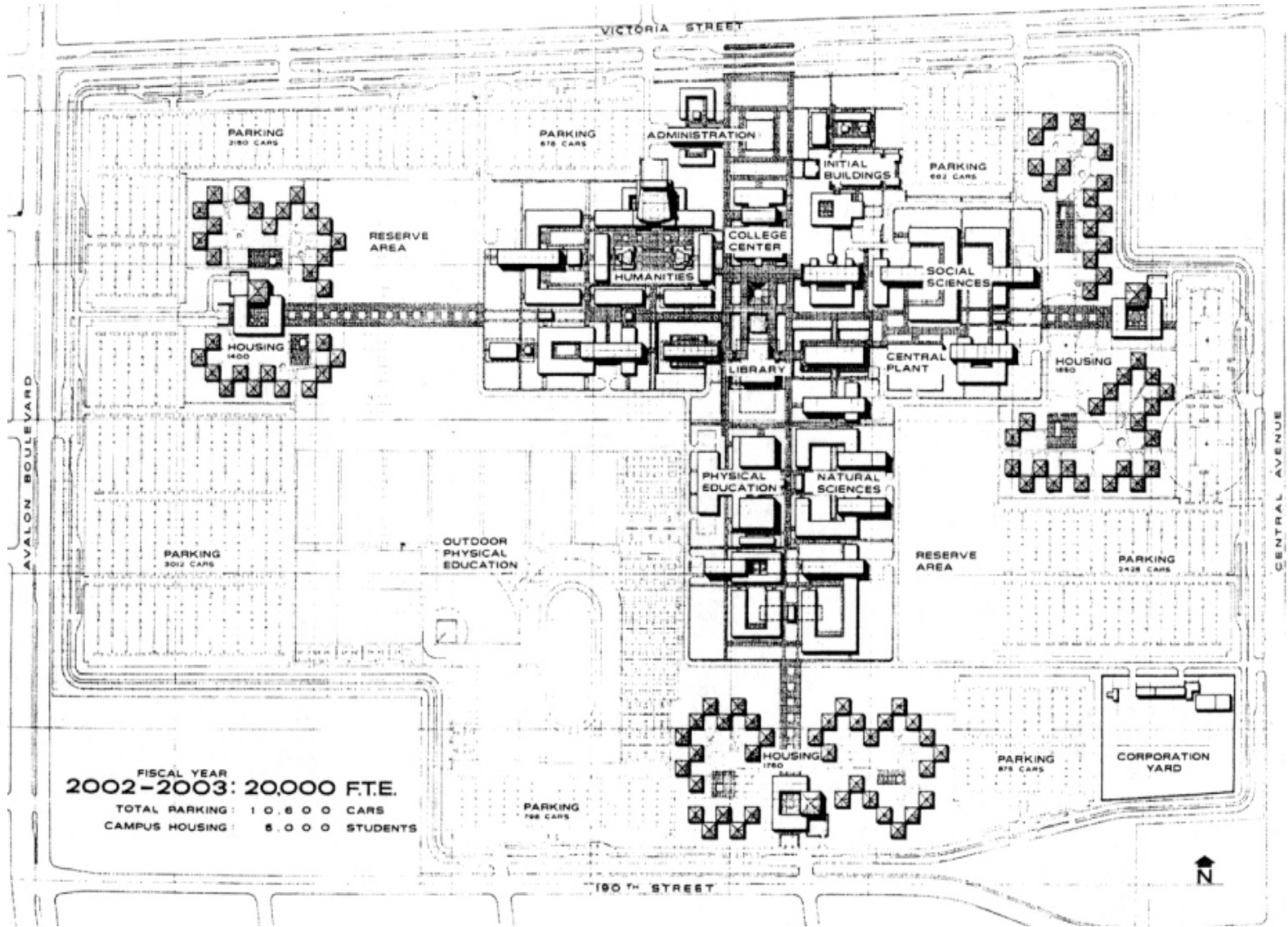
 Campus Open Space

 Playfields

 Leased to Nursery

 Pedestrian Pathways

 Campus Boundary



2H 1967 A. Quincy Jones Master Plan

2.8 Original A. Quincy Jones Master Plan

The A. Quincy Jones Master Plan, was approved by the Trustees of the California State Colleges April 26, 1967¹. It was a comprehensive vision of the physical development of the campus (Exhibit 2H). It created an integrated environment in which all essential elements were coordinated with a clarity that established a benchmark for subsequent development. The plan is notable for its continuous and interrelated open space system; its continuity of pedestrian circulation, including a pedestrian circulation grid much like that of a city street grid; its separation of pedestrian and vehicular movement; an integrated and consistent concept of architectural form; grade-separated pedestrian paths and landscaped garden levels; a grade-separated utilities and service system; and building configurations which take advantage of garden level (below grade) areas and provide entry on intermediary levels of buildings. It is interesting to note that the plan anticipated the University as having a significant student residential component directly accessible to the campus along strong axes.

Although some key elements of the academic core and some of the pedestrian circulation and vehicle circulation elements were developed to follow the original Master Plan, significant aspects of subsequent campus development departed from the vision established in the A. Quincy Jones Plan. As the campus moves forward with a plan to accommodate up to 20,000 FTES, the original Plan should be reinterpreted and updated.

1 A. Quincy Jones CSUDH Master Plan; page 15

2.9 Existing Architectural Character

The A. Quincy Jones Master Plan incorporated a distinct type of modernist architecture whose intent was illustrated by such core area buildings as the Cain Educational Resources Center (Exhibit 2I), the Social and Behavioral Science building, LaCorte Hall and the Natural Sciences and Mathematics building. These buildings are characterized by:

- Concrete construction with waffle slab roofs;
- Three-story structures entered at the middle level;
- Articulation of exterior forms and the deliberate creation of architecturally rhythmic elements;
- The use of garden level patios;
- Continuation of exterior pedestrian circulation paths through the interior of the buildings; and
- Construction of academic space underneath pedestrian paths and the Central Plaza.

The campus also contains other buildings not designed by A.Q. Jones which do not present many of the elements listed above such as waffle slabs or rhythmic elements. However, these buildings of varied geometries and materials still preserve the modern and contemporary spirit that the original A.Q. Jones Plan intended for the campus. Example are the University Theater (Exhibit 2J) and the Loker Student Union (Exhibit 2K).

Analysis of the existing campus and its facilities indicates that utilizing some of these elements for future construction will present significant problems. The concrete waffle slab, garden levels and a grade-separated pedestrian system are highly expensive to construct in today’s economy. Further, the split level pedestrian pathway system, in practice, has proven to be disruptive of free and efficient pedestrian flow among campus buildings and open space areas. Finally, the limitation of academic buildings to three levels will not make best use of campus land and resources as was demonstrated in the campus capacity study (see Section 1.1)



2I Cain Educational Center (original project from the A. Quincy Jones Master Plan)



2J University Theater (a more recent project that utilizes concrete and contemporary geometries)



2K Recently completed Loker Student Union is detailed with a grid of metal panels complementing the Cain Library beyond.



2L Double Canopy Concept (achieved juxtaposition of tall Eucalyptus trees, and shorter floral trees)



2M Section from the 1967 A. Quincy Jones Master Plan illustrating landscape concept for CSU Dominguez Hills campus.



2N Campus Roadway Lined with Eucalyptus Trees

2.10 Landscape

The A. Quincy Jones Master Plan incorporated a strong landscape concept as an integral component of the intended campus environment. This concept had four key elements:

- A high tree canopy which establishes a particular scale and microclimate;
- The use of a dual-level tree canopy created by the high eucalyptus (predominately Eucalyptus citriodora) and lower canopy trees composed often of Coral trees (Exhibit 2K);
- A garden level below the primary campus open space and circulation system, which can be entered directly from Victoria Street (Exhibit 2L); and
- Rows of Eucalyptus trees along Victoria Street creating both a buffer and a campus identity as viewed from the community (Exhibit 2M).

The strengths of this landscape concept are that it fosters a distinct climatic environment, establishes a high “roof” or canopy level which buildings themselves could not create, and creates a strong visual component that contributes to the unique identity of the campus.

The landscape treatment has not been uniformly applied throughout the campus, but concentrated only within the Central Precinct. The campus areas to the west and south have not followed the earlier plan. An equally important issue addressed in the 2009 Master Plan concerns the age and health of the existing eucalyptus trees, which may be near or at the end of their life cycle. They were all planted at one time and subsequent plantings have not occurred. As a result, there is a possibility that if large numbers of old trees need to be removed, major parts of the canopy could be lost. Finally, the western parking lots have few if any trees and as a result have little sun protection or visual interest.

2.11 Needs Assessment

The University has a number of unmet facilities needs based in part on its reconfirmed goal to achieve an enrollment of 20,000 FTES. These include the need for:

- Additional academic buildings;
- Additional parking facilities;
- New student-life facilities, including food services, recreation facilities, expansion of the Loker Student Union, and new student housing;
- Expansion of the Extended Education facilities;
- Construction of specialized facilities like a Performing Arts Center;
- Faculty and staff housing;
- Replacement, repair and/or expansion of all temporary buildings; and
- Facilities for campus infrastructure and other campus physical plant requirements.

The original A. Quincy Jones Master Plan has been only partially realized. Additionally, some buildings and portions of circulation facilities and open spaces have been developed in locations not specified by the Plan. In the current era of campus development, with the reduction of campus area due to the development of the Home Depot Center, the need for a new Campus Master Plan has become clear. The 2009 Master Plan incorporates the best of previous planning work, resolves existing problems, meets future growth needs and accommodates irreversible changes to the previous Master Plan. The 2009 Master Plan is the University’s primary guide that supports its goals of improving the quality of campus life, enhancing diversity, clarifying campus identity and providing collegial space for faculty, staff and students.

The 2009 Master Plan incorporates recently completed projects including the expansion of the Loker Student Union and Cain Educational Resource Center, the Child Development Center and expansion of CAMs facilities.

The University also seeks to develop other facilities in the near term:

- A new Performing Arts Center of 1,200 seats or greater required to meet University needs and State of California standards
- A 20,000 square foot expansion of the Extended Education building
- A Student Fitness Center
- Science and Health Professions Building

The campus capacity and central precinct studies completed in 2003 indicate that the University has sufficient land to develop the facilities needed to accommodate 20,000 FTES.



20 The Loker Student Union Expansion

Master Plan Principles



The original 1967 A. Quincy Jones Master Plan for CSU Dominguez Hills envisioned an ultimate student enrollment of 20,000 Full Time Equivalent Students (FTES). At the time the original plan was designed, the surrounding context of the campus consisted primarily of oil fields and undeveloped land. Within this context, the A. Quincy Jones Plan envisioned the campus as an introverted environment/oasis surrounded by parking lots. The plan made a clear distinction between campus roadways, service roadways, and pedestrian circulation systems creating a central pedestrian zone as the academic core. Taking advantage of grade changes on the site, much of the campus core was developed with two circulation levels. Up on the higher areas of the grade changes are the main pedestrian pathways (figures 3B & C) while on the lower areas are service roadways and loading areas (figure 3A). The plan solved intersections between pedestrian paths and service roads with bridges, keeping pedestrian activity up above and service areas down below.

In regards to open space, the 1967 plan called for a double tree canopy by planting tall eucalyptus trees alongside floral trees of a lower stature. The result can still be observed in the campus, where these eucalyptus trees provide a dappled shade backdrop to many of the campus buildings. This landscape environment also helps to create a shaded microclimate in parts of the campus with dense foliage.

In developing the planning principles for the 2009 Master Plan, elements present in the 1967 A. Quincy Jones Plan were considered and, where applicable, preserved and enhanced to serve as a guide for the next decades.

The primary principles guiding the 2009 Master Plan are listed below:

- Campus designed to reinforce educational mission;
- Open space as a campus organizing tool;
- Campus character defined and harmonized by landscape;
- Reinforcing pedestrian character of the campus core; and
- Overcoming grade changes and strengthening the campus fabric and identity.
- Enhance the University image within the community



3A Core Campus: Service Access Plan



3B Core Campus: Ground Level Circulation Plan



3C Core Campus: Mid/Upper Level Circulation Plan





3.1 Campus Designed to Reinforce Educational Mission

One of the main goals of this Master Plan is to locate and organize the necessary facilities for a campus population of up to 20,000 FTES. Based upon this campus size, the 2009 Master Plan allocates sufficient space for classrooms, labs, and administrative functions which are key elements of proper operations of the campus.

In addition, the Master Plan introduces concepts of active learning where non-classroom interactions provide important opportunities for student development and campus life. Below are a set of principles included in this Master Plan which follow this philosophy:

- Gathering places promote chance and structured interactions between students and faculty;
- A pedestrian-oriented core reduces noise and distractions related to motorized vehicles and promotes face to face interaction, as well as safety;
- Quads, plazas, courtyards, and other open spaces are “crossroads” where people see and meet each other acting to create familiarity among students, faculty, and staff; and
- Various areas of the campus provide forums for exhibition of public art, performances, and other academic and student activities.

3.2 Open Space as a Campus Organizing Tool

Campus open spaces are clearly defined and articulated by the buildings surrounding them. Open space provides the functional space for pedestrian and outdoor activities. The Master Plan seeks to achieve a symbiotic relationship between buildings and open spaces as complements of each other to promote active learning. Principles of open space in the campus are as follows:

- Define and interconnect the campus by a continuum of open spaces and through a pedestrian pathway system;
- Create a variety of open spaces in size, scale, and functions that serve different curricular and non-curricular aspects of campus life including quads, courtyards, and plazas; and
- Create a clear link between buildings and open space by locating building entries, facing quads, courtyards, and plaza.

3.3 Campus Character Defined and Harmonized by Landscape

Mature landscaping enriches the campus environment by enveloping the campus experience with natural elements. It also works as a design element in the campus, giving a sense of continuity and cohesiveness despite the diverse architectural styles present in the campus. Principles of the landscape include:

- Landscape works jointly with Open Space Principles as an element that helps define and organize open space;
- Landscape works as an element for way-finding creating visual corridors as trees are planted lining pathways and roads;
- Landscape works as a design element that brings cohesiveness to the diverse architectural styles and materials palette;
- Maintaining and replacing eucalyptus and other robust trees is necessary to preserve the campus’ micro climate; and
- The original double-canopy concept developed in the original 1967 A. Quincy Jones Master Plan is to be preserved and enhanced as it is a landmark element of the campus

3.4 Reinforcing Pedestrian Character of the Campus

Preserving and expanding an exclusively pedestrian academic core allows for greater opportunities for active learning and interaction among students and faculty. Principles regarding pedestrian character of the campus are listed below:

- Keep vehicular roadways to the periphery of the academic core;
- Improve the network of pedestrian pathways reaching out to areas of new development; and
- Aim at creating a tight academic core where existing and new facilities are within reasonable walking distance from each other.

3.5 Overcoming Grade Changes and Strengthening the Campus Fabric

The CSU Dominguez Hills campus was built on a sloping site. Thus far, grade changes in the campus have been treated in a manner that does not strengthen pedestrian connectivity, and fragments the campus fabric. Furthermore a series of sunken courtyards in the campus core located in front of some of the main buildings represent a wasted opportunity to strengthen linkages between academic buildings and open spaces. In dealing with grade changes and strengthening the campus fabric, the guiding principles are as follows:

- Placement of new buildings should occur, where possible, in areas with no major grade changes to strengthen connections between outdoor space and indoors;
- Pedestrian pathways should extend beyond grade changes utilizing easily accessible and clearly defined ramps and steps; and
- When grade differences are unavoidable, place buildings so that their internal stairways and elevators can be used to facilitate external vertical circulation.

3.6 Enhance University Image within the Community

From its inception, CSU Dominguez Hills was seen as a campus located in and accessible to an urban area that included southern and central Los Angeles stretching from the Santa Monica Mountains to San Pedro. Although the campus land holdings are of sufficient size for a major California State University and its location is near three freeways, the actual CSUDH site is somewhat isolated from major population centers and local through roads. Historically this factor has led to a lack of public awareness about the location of CSUDH and how to access the campus. Public knowledge and visibility of CSUDH has improved as the campus became the velodrome site for the 1984 Olympic Games and more recently with the development of the The Home Depot Center which in addition to its soccer and other sports events is designated as an Official U.S. Olympic Training Site.

- Reinforce CSUDH as a model urban university creating an accessible, attractive, safe, welcoming campus for students, staff, faculty and community;
- Create a sense of place and strengthen University identity through out the campus;
- Create a pedestrian friendly campus within an urban environment;
- Provide easily identifiable campus gateways with particular attention to improving the image, campus identity and entry experiences along Victoria Street;
- Create a sustainable campus using Site Development and Building Design Guidelines (see 5.6).

Beyond CSUDH’s physical location, the campus itself historically had also lacked a strong public presence as viewed from surrounding streets – notably Victoria Street, the primary street from which the public can currently see and enter the site. Added to this was a lack of sign visibility as viewed from Victoria complicated by a dense row of mature eucalyptus trees forming the edge of the campus behind which little of the campus itself was clearly visible. The Home Depot/CSUDH sign at Avalon Blvd., planned entry signs for the campus, as well as the recent construction of Welch Hall adjacent to Victoria which carries major University identification signs, together have given new and improved visibility of the campus within the community.

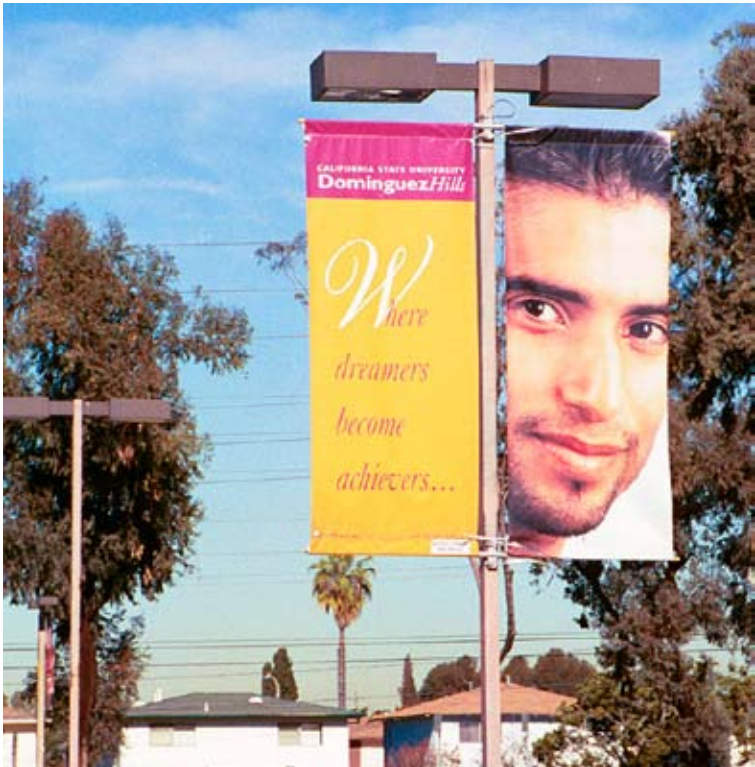
Additional design principles intended to continue the process to better integrate the campus into the local and regional community are given here:

- View corridors into the campus from surrounding streets invite the community into the campus;
- Multiple design systems including landscaping, signage, lighting and hardscape can work together to enhance the visibility and beauty of campus entries;
- Community-wide signs placed to enhance community wayfinding to campus;
- Architecturally significant campus buildings visible from surrounding areas act as landmarks in the community;
- Pathways from adjacent commercial and activity areas promote public access to the campus, while connecting University students, faculty and staff with the community.



Illustrative Master Plan





The 2009 Master Plan is a comprehensive and coordinated series of proposals that configure and guide the physical development of the California State University Dominguez Hills campus for the near and distant future.

The Illustrative Master Plan, shown in Exhibit 4A, and described in detail below, represents a strategy for locating buildings, open spaces, pedestrian pathways, roadways, parking, and other facilities to accommodate student population growth and replacement of facilities reaching the end of their useful life cycle.

4.1 Master Plan Summary

The 2009 Master Plan for California State University Dominguez Hills outlines the future campus physical development necessary to accommodate increased enrollment up to 20,000 full-time equivalent students (FTES). At the same time, the master plan responds to the evolving pedagogic needs and plans developed by the University's individual academic, student-support and campus support departments and programs. In addition, the master plan seeks to improve a number of functional and aesthetic conditions on the campus identified through a series of studies as described in Chapter 2.

Work on the 2009 Master Plan began as a capacity and central precinct study conducted by AC Martin, Inc. This study identified strategies for campus expansion in the mid and short term that would not preclude the opportunity for further expansion in the future as required to accommodate a student population of up to 20,000 FTES.

The recommendations and proposals derived from this Central Precinct Study are incorporated into the Campus Master Plan. Since the master plan process extended over a five year period, many of the near- and mid-term projects that were confirmed by the Central Precinct Study have been completed. These include:

- Cain Educational Center Expansion;
- Loker Student Center Expansion;
- Child Development Center/Infant Toddler Center;

Long term strategies and proposals to accommodate future growth are outlined in Section 1.1 and described in more detail within this Chapter. These proposals show sites for academic/administrative facilities, student support and recreation facilities, parking, campus operation and support facilities, along with open space, pedestrian pathways and a campus vehicle circulation system.

Functional modifications and expansion of University and affiliated facilities are illustrated in exhibits 4A and 4J and include the following:

- Academic/Administrative Facilities;
- Campus Life and Support;
- Child Development Center/Infant Toddler Center;
- Performing Arts Center;
- Vehicle Access, Circulation and Parking;
- Extended Education Complex;
- Physical Plant Corporation Yard;
- California Academy of Mathematics and Science;
- Student Housing;
- Faculty/Staff Housing; and
- Athletic Facilities and Playfields.

Phasing for the 2009 Master Plan are described in Chapter 6.

4.1.1 Major Features of the 2009 Master Plan

Exhibits 4A and 4B illustrate details of the new academic/administrative, student support, student housing, faculty/staff housing, parking, playfields, and campus support facilities proposed in the 2009 Master Plan.

Exhibit 4I also shows that the proposed Master Plan facilities comprise a total of 1,318,850 asf of new long-term academic and administrative space. The Master Plan includes Academic Quadrants (figure 4G) for the clustering of approximately 21 new academic/administrative and student support buildings around newly created quad spaces. These academic/administrative buildings provide expansion space for all projected academic and administrative programs.

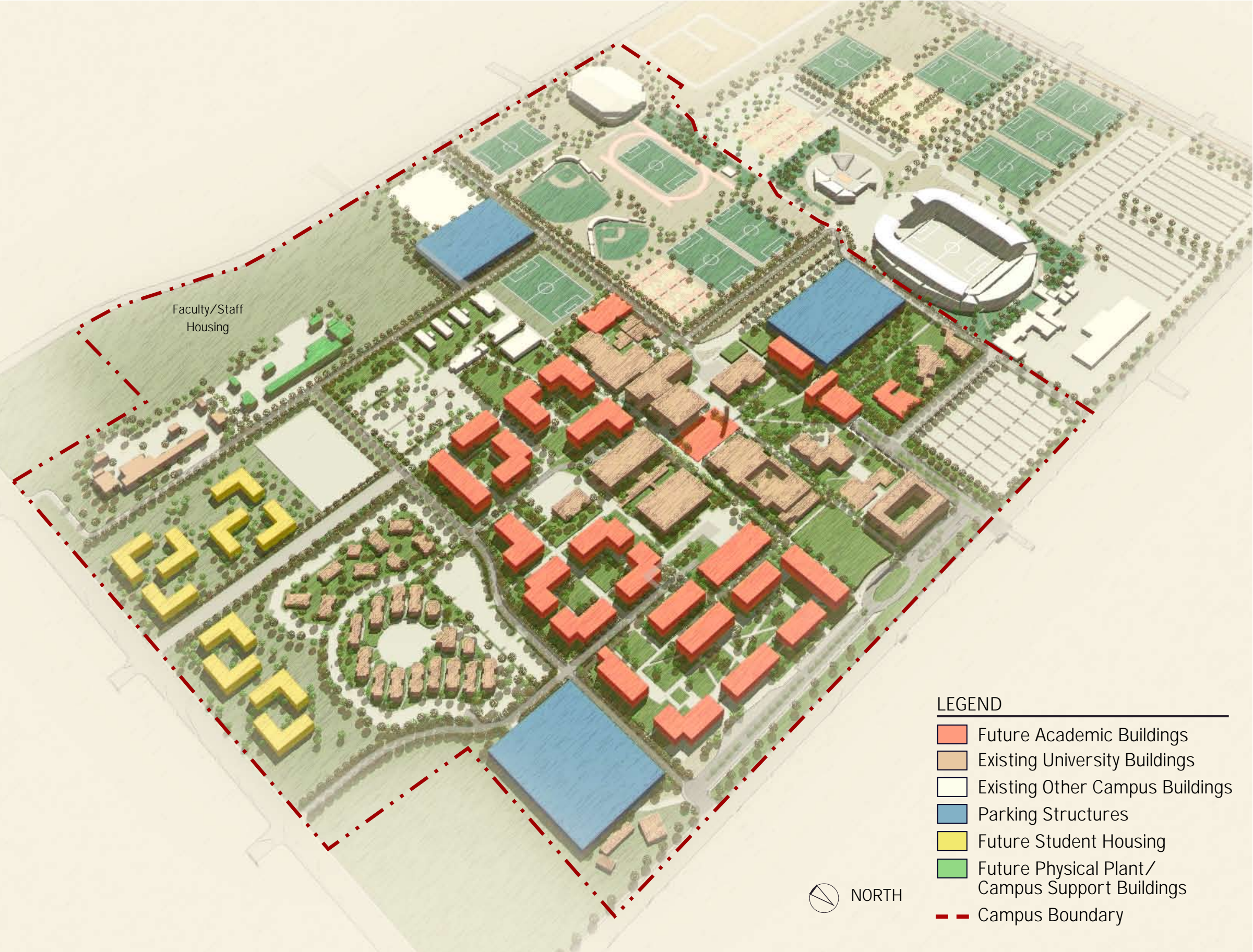
Important improvements to the CSUDH pedestrian and vehicular circulation systems are also proposed to enhance ease of access as one moves from the exterior of the campus on through to the academic core. All existing and proposed vehicular entries to the campus will receive sign and landscape improvements identifying them as campus entry points. Dominguez Hills Parkway will be modified to accommodate an elliptical drop-off area and provide an enhanced public “window” into the main campus quad focusing on the new Loker Student Union expansion. The existing El Toro Center Drive will be widened to create a gracious entry into the campus with median landscaping and a new Campus Information Center. This newly enhanced entry drive will terminate with a turn-around/drop-off facility at the planned new Performing Arts Center (PAC) site. An enhanced pedestrian pathway and sculpture garden will connect the drop-off facility with West Campus Walk via a new stair-ramp at the fore court of the Educational Resource Center (ERC).

The 2009 Master Plan upon build-out, would provide over 10,000 commuter parking spaces in 3 new parking structures and 4 existing or modified surface parking lots.

The Plan also includes accommodation for new student housing (600 beds in the near term plan) and a 23-acre area set aside for faculty/staff housing which could translate into from 230 to 350 housing units (assuming an overall average density of 10 to 15 units per acre).

New facilities dedicated to student support functions which were identified early in the master plan process have now been completed and include an expansion of the Loker Student Union and the construction of a new Child Development Center (CDC) – now functioning as a day care center open to students, faculty and staff.

The Plan also proposes two additional playfield areas to provide for future expansion of physical education and recreational fields. At least one new soccer field is expected as part of this expansion (indicated as PF-2 on exhibit 4I).



- LEGEND
- Future Academic Buildings
 - Existing University Buildings
 - Existing Other Campus Buildings
 - Parking Structures
 - Future Student Housing
 - Future Physical Plant/
Campus Support Buildings
 - Campus Boundary

4A Illustrative Master Plan (axon view from north)

4.1.2 Master Planning Concepts

From a physical planning point of view, and under its existing conditions, the CSU Dominguez Hills campus has a series of unique characteristics that the 2009 Master Plan attempts to respect and enhance. These include:

- A clearly identifiable modern architectural style in its main buildings;
- The thematic double tree canopy composed of tall eucalyptus trees and shorter floral trees;
- A compact and exclusively pedestrian campus core; and
- A sloping campus with changes in grade and topography.

The 2009 Master Plan seeks to strengthen these concepts as new development occurs. Architectural styles and a palette of campus materials are discussed further in Chapter 5; however, based on the existing aesthetics of the campus, new buildings are to be of a contemporary formal language compatible with the existing original architecture.

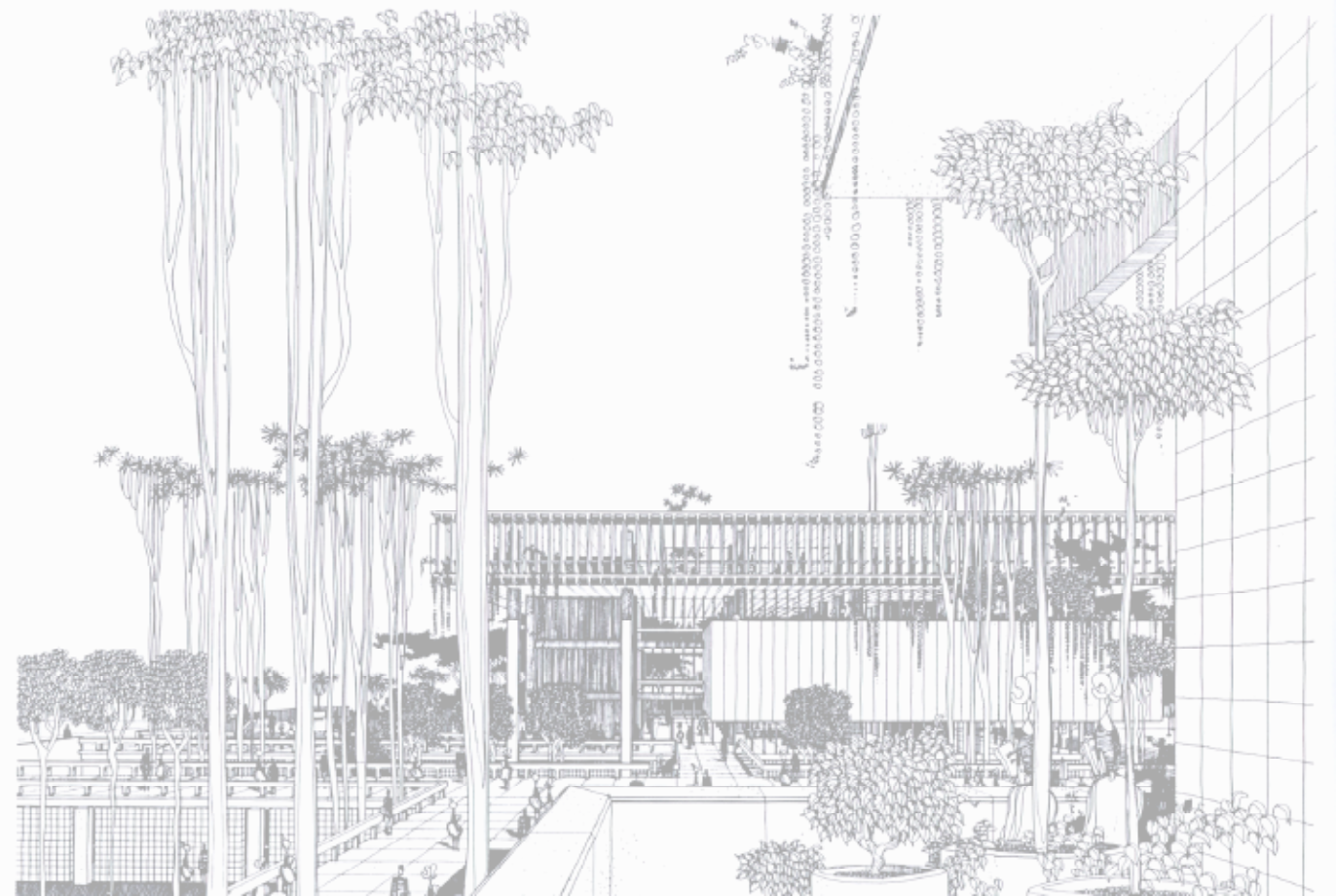
The concept of the double tree canopy should be incorporated in the areas where newer development occurs. A replanting program should also be explored for the existing campus core as many of the existing trees (the eucalyptus species in particular) are reaching the end of their life-cycle. If the trees are not replaced they will die out and the campus will potentially lose an important element that contributes to the unique aesthetic, micro-climate, views, and way finding within the CSUDH campus.

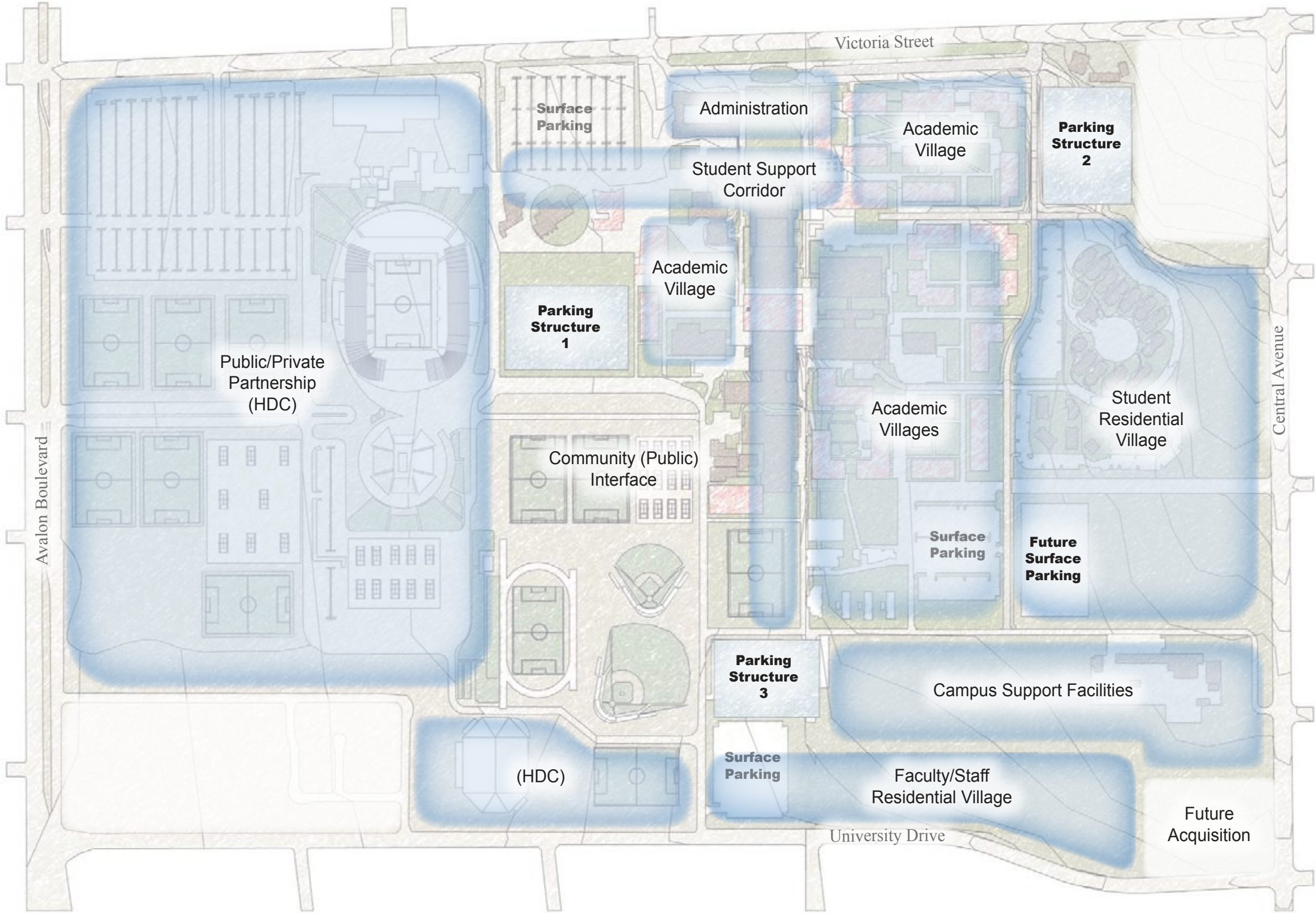
The campus site has a series of topographic grade changes. In the original development of the A. Quincy Jones Master Plan, these topographic variations were incorporated in the design of buildings and open spaces. Several of the original buildings in the campus have sunken courtyards, and/or berms. Some of these spaces provide for interesting visual aesthetics; however from a functional point of view, they tend to fragment and interfere with pedestrian circulation, because they lack adequate access to main pedestrian pathways. The 2009 Master Plan seeks to overcome changes in grade within areas of new development in a more cost effective fashion that will provide for interesting visual aesthetics without compromising functionality and pedestrian activity. Therefore new sunken courtyards will not be incorporated, instead ramps, and sloped esplanades will be used to address pedestrian circulation.

The pedestrian character of the campus core is another existing characteristic that shall be preserved and enhanced. In areas of new development, open spaces are designed in a manner that is pedestrian friendly, keeping vehicles outside the academic core on the peripheral roads.

The master plan builds upon the existing campus pedestrian network organizing new development on the campus into a series of academic quadrangles. Each of these quads will be composed by groupings of buildings framing open spaces. Within this organizational structure the main quad, opened to Victoria Street and at the head of the campus core, is to become the heart of the campus, a central organizing element and primary public face of the campus. The majority of the new classroom/lab and faculty offices to accommodate the anticipated campus enrollment growth will be built within these new academic clusters. It should be noted that, as recommended in the Initial Central Precinct and Capacity Studies completed in 2003, to achieve the stated campus enrollment capacity of 20,000 FTES, campus development must be built at a higher density than has been seen at the campus up until this point (e.g. 3-4 stories as opposed to 1-2 stories). This increase in building intensity represented by a 4 floor building prototype, will be needed to achieve future enrollments given the presence of the Home Depot Center which now utilizes 85 acres of the campus site.

New and existing quads are planned to work as “neighborhoods” within the campus. The academic quads concept provides flexibility in the type of academic use for each facility (or quad) while still achieving well articulated open spaces and a sense of place. The illustrative plan indicates the creation of three to four new quads formed by the placement of new buildings.





4B Land Use Plan

4.2 Functional Organization

The Master Plan provides a strong framework for campus development that builds upon the existing campus structure. As shown in the Land Use Plan (exhibit 4B), student support functions form a “T” at the heart of the campus surrounded by academic villages. Peripheral to this academic core are student residential villages, Parking and recreational/playfield uses. Surrounding these functional areas are campus-wide support areas, designated areas for future faculty/staff housing and the Home Depot Center. This organizational structure allows the University to have a significant amount of flexibility as the campus grows and at the same time permits alterations to reflect the needs of changing pedagogy and University priorities over the long term.

As discussed in the section above, the selection of new building sites has been done with an emphasis on expanding the campus core through a series of quadrangles immediately adjacent to, and radiating from the campus core.

Final decisions as to the use of these new building sites will be subject to enrollment growth and the expansion needs of specific academic and administrative programs. The building configuration on each site will depend upon, among other things, the programming of the individual facility in the pre-design phase of the project. By identifying a range of building sites, the 2009 Master Plan allows the University flexibility in the final choice of sites for new academic/administrative facilities. Further, the identified sites may not all be used within the 20 to 30-year planning horizon of the 2009 Master Plan subject to actual growth in student enrollment or conversely if the campus needs to expand beyond the current cap of 20,000 FTES the master plans offers some flexibility in that regard.

As each new academic facility is designed, in addition to addressing specific functional requirements, it should take note of its specific location within the campus and contribute to creating clearly defined and functional open spaces that promote collegiality and the notion of “active learning.”

4.3 Land Use Structure

The general approach to land use of the 2009 Master Plan is to develop facilities in groupings of buildings framing open space. These clusters of buildings are planned to be developed along extensions of the existing campus pedestrian network in areas immediately surrounding the campus core to provide a continuous fabric of academic facilities.

In order to maintain a balance between open space and built-up space, most of the expansion of academic facilities on campus is to occur in areas currently dedicated to surface parking surrounding the campus core. At the same time, buildings reaching the end of their life cycle will be replaced with newer facilities with higher floor to area ratios, allowing for more assignable space while preserving much of the existing open space in the campus core.

Over time, most of the parking will be re-located to three parking structures on the periphery of the expanded campus core. This strategy will free up land currently dedicated to surface parking, for new development, while increasing the parking capacity of the campus to meet the needs of an increasing student population.

The functional organization or land use element of the 2009 Master Plan is illustrated in exhibit 4B. This diagram illustrates the functional organization in terms of the use of land and facilities and is intended to build upon the existing core campus. The main concepts encompassing the land use component of the plan include:

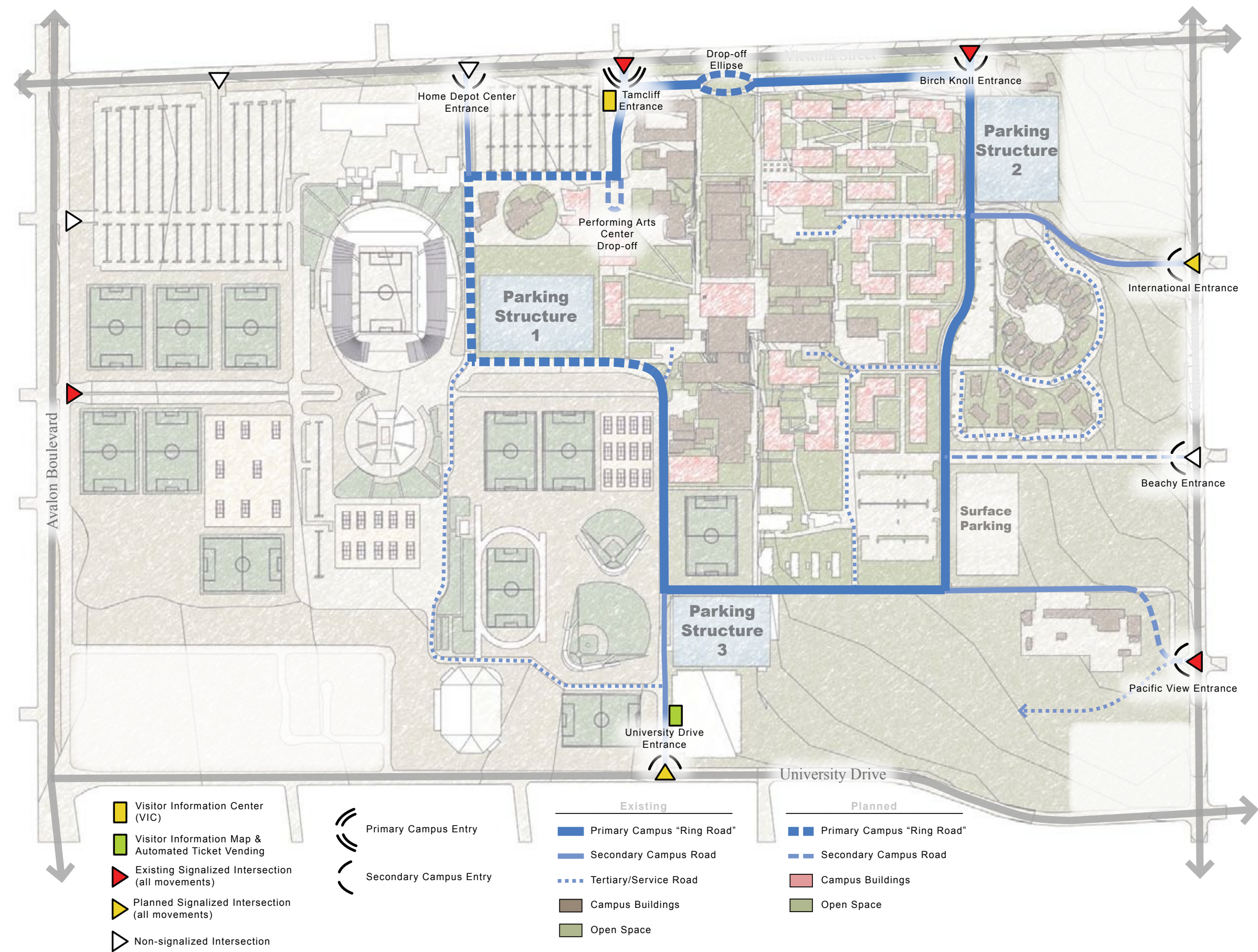
- Separation of on-campus vehicle circulation from pedestrian circulation;
- Distributing parking facilities to the periphery of the campus core for convenient access from surrounding roads; and
- Maintaining the campus academic core as a pedestrian zone by reducing general use of campus through-roads and providing access to thorough-roads mainly for accessible (Americans with Disabilities Act: ADA) parking, service and emergency vehicles.

4.3.1 Changes in Existing Land Uses

A significant portion of the CSU Dominguez Hills campus is composed of undeveloped land, mostly concentrated to the east and south-east edges of the campus. Currently, this land is currently leased for geranium farming.

These open space lands are the other primary resource for achieving a future 20,000 FTES enrollment on the campus, in addition to the intensification of building space in the campus core area as described in previous sections. In the 2009 Master Plan these open space lands are largely designated for future student housing and faculty and staff housing.





4C Vehicle Circulation and Parking Plan

4.4 Vehicle Access, Circulation and Parking

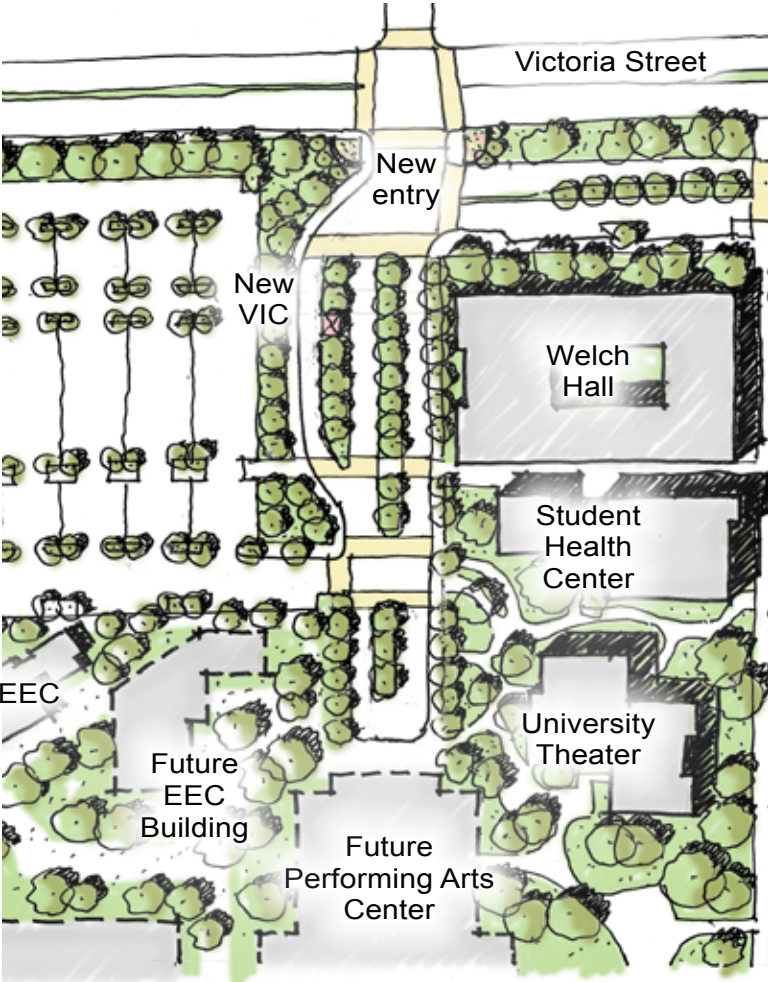
The master plan provides a re configured vehicular circulation plan that creates a peripheral loop road with access to all designated parking areas with interconnecting entries and exits connecting to Victoria Street, Central Avenue and University Drive. Entry points would be visually reinforced with new signage and landscape improvements with the circulation drives themselves clearly marked by directional signs (See Chapter 5 Design Guidelines). In order to establish this loop road, the master plan recommends the closure of Toro Center Drive south of the existing Performing Arts Theater and shifting the campus internal road to the west thereby completing an internal campus loop. The loop system is formed on the west by the Dominguez Hills Parkway West entrance and then proceeds south and then east to Toro Center Drive-Pacific View Drive. Traveling along Pacific View Drive, one can then proceed north along Birchknoll Drive back to Victoria Street. The existing Toro Center Drive will be terminated to create a turn-around/drop-off facility at the planned new Performing Arts Center (PAC).

At campus build-out as shown on the Illustrative Plan, the 2009 Master Plan expands parking principally through the development of 3 parking structures located on existing surface parking lots at strategic locations directly accessible to the campus periphery. Two existing surface lots also located at the periphery are retained in the Plan. A new surface lot of approximately 750-1,000 spaces is also planned just south of the existing student housing to provide flexibility to the campus in the timing of construction of the first parking structure. In total the new parking configuration accommodates about 10,000 automobiles, based upon a rate of 0.5 spaces/FTES for 20,000 FTES.

Currently the campus has 4,533 parking places. Given the probable growth of the campus in the mid- term to an enrollment of 10,500 FTES estimated to occur in the year 2017, an increase of 750 additional spaces would be needed to address the estimated demand. In the short term, this demand this would be met with the construction of the 750-1,000 space surface lot mentioned above.

The Home Depot Center currently has 3,731 spaces some of which are located adjacent to campus parking facilities (e.g. Lot 16). If some of these spaces were used to address campus peak demand periods, the need to build the first parking structure could be postponed. It should also be noted that as the campus develops Lot 2 (678 spaces) and lot 4A (269 spaces) would be removed from the parking inventory to be developed for academic buildings and Playfield 2 (PF-2), respectively. Assuming that Lot 2 and Lot 4A remained until later build-out, the first parking structure anticipated as PS-1 would be needed when the campus reached an enrollment of about 13,600 FTES.

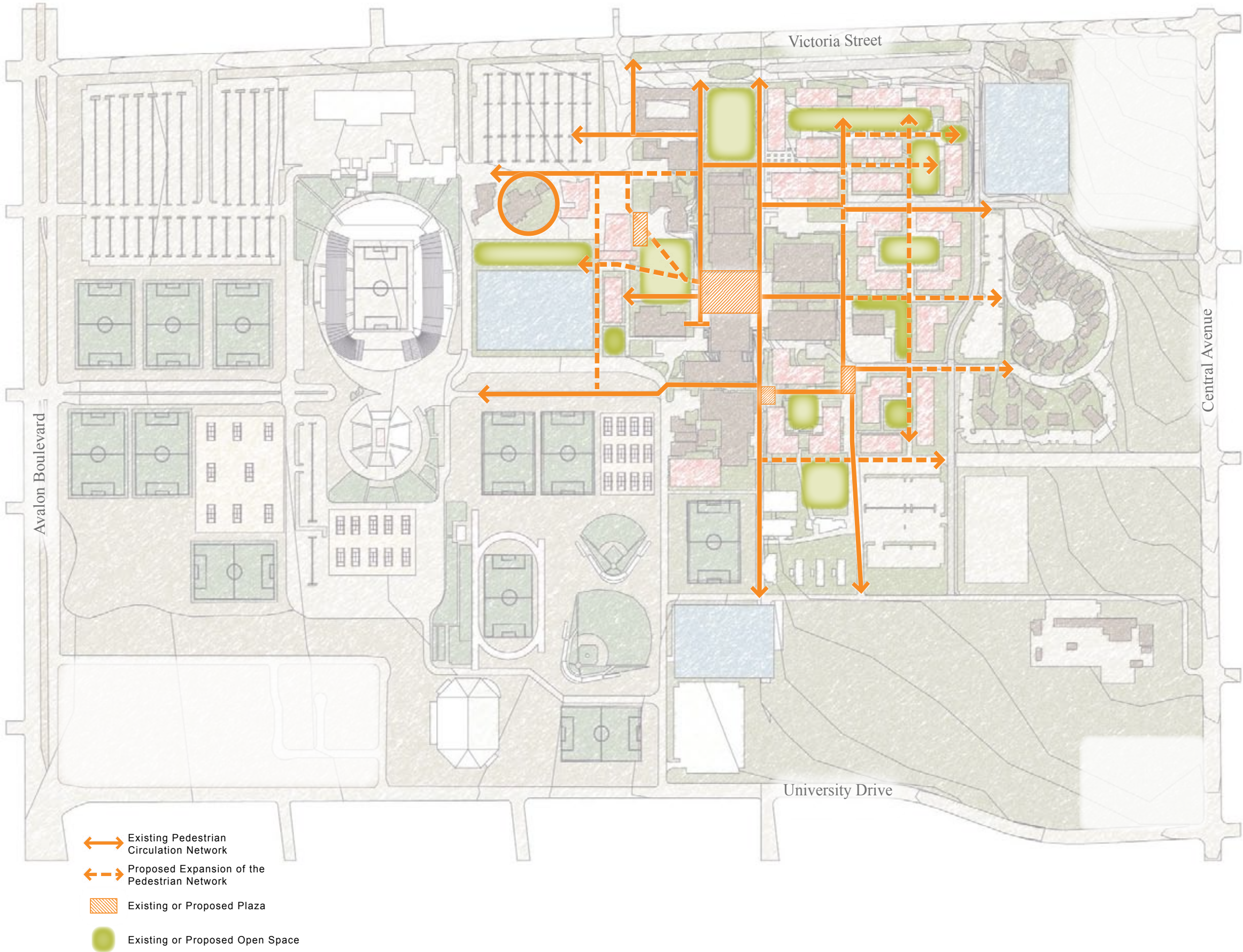
The 2009 Master Plan increases campus parking capacity without significantly expanding land needed for parking by recommending the construction of parking structures on existing surface lots.



4D Plan view of new Tamcliff Entry



4E View of new Tamcliff Entry with Visitor Information Center



4F Pedestrian Circulation and Open Space Plan

4.5 Open Space and Pedestrian Circulation

The recently completed new campus buildings and those proposed in the Master Plan are integrated into the campus through a network of new pedestrian pathways, quads, plazas, courtyards and open space areas that create links within the academic core. At the periphery of the academic core, this open space and pedestrian circulation network also connects to campus parking facilities, playfields, and student housing areas.

In the past, pedestrian circulation walkways planned for the campus did not entirely adapt to grade changes, ending abruptly or extending as elevated pathways in areas where the ground level dropped. New pedestrian circulation paths on the campus as proposed in this 2009 Master Plan would adapt to the terrain and provide continuity despite grade changes.

The Master Plan preserves most of the existing open spaces within the campus core. In areas of new development, new buildings are placed strategically to frame quadrangles and courtyards. Access to these buildings should be placed in such a way that they activate the open spaces they frame.

Open space in the campus includes lawns, hardscape or paved areas, landscaped areas, playfields, and undeveloped land. Most of these areas (with the exception of playfields, and undeveloped land) will have, where possible, seating areas, shaded areas, and outdoor furniture such as benches, trash receptacles, bicycle racks and other elements as required.

4.6 Campus Landscape

The campus landscape is a vital part of the campus image and function. The Eucalyptus, Coral and other flowering understory trees were part of the original campus plan conceived by the architect A. Quincy Jones and should serve as the basis for an updated campus Landscape Master Plan that would look at the campus from a comprehensive landscape-function-aesthetics-maintenance perspective. A tree survey to identify the location and health of all campus trees is needed as part of the Landscape Master Plan effort as it would determine the best approach for treating the potential replacement of those campus Eucalyptus trees that may need to be removed to prevent damage from falling branches. An evaluation of the campus irrigation system should also be incorporated into the Landscape Master Plan.

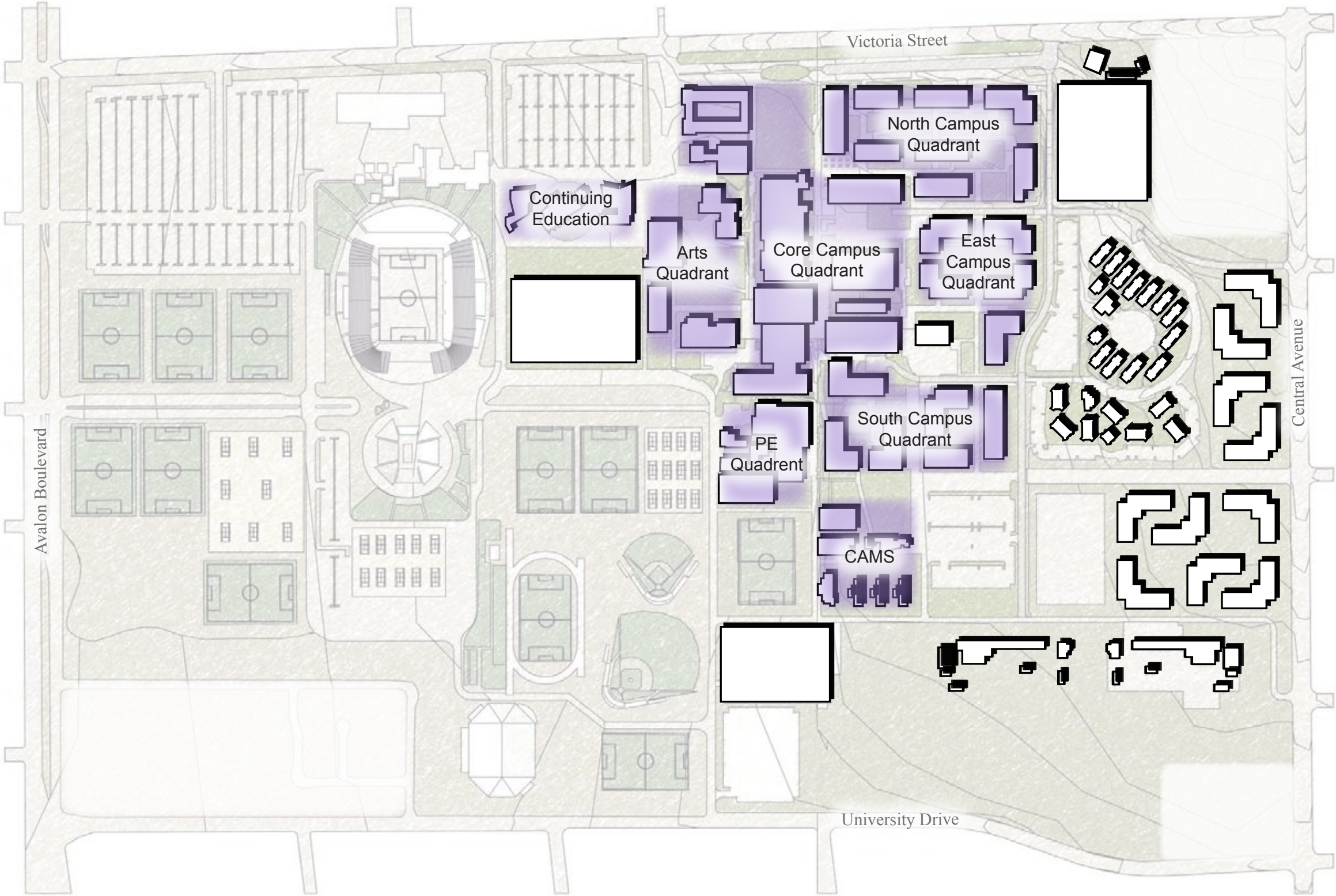
One project identified in the 2009 Master Plan would be the visual softening and reinforcement of West and East Campus Walks through the addition of landscaping possibly as containerized plantings flanking the walks.

See also Section 5.5, Landscape Guidelines.

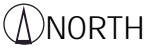


Pedestrian paths will be extended into new campus open spaces.



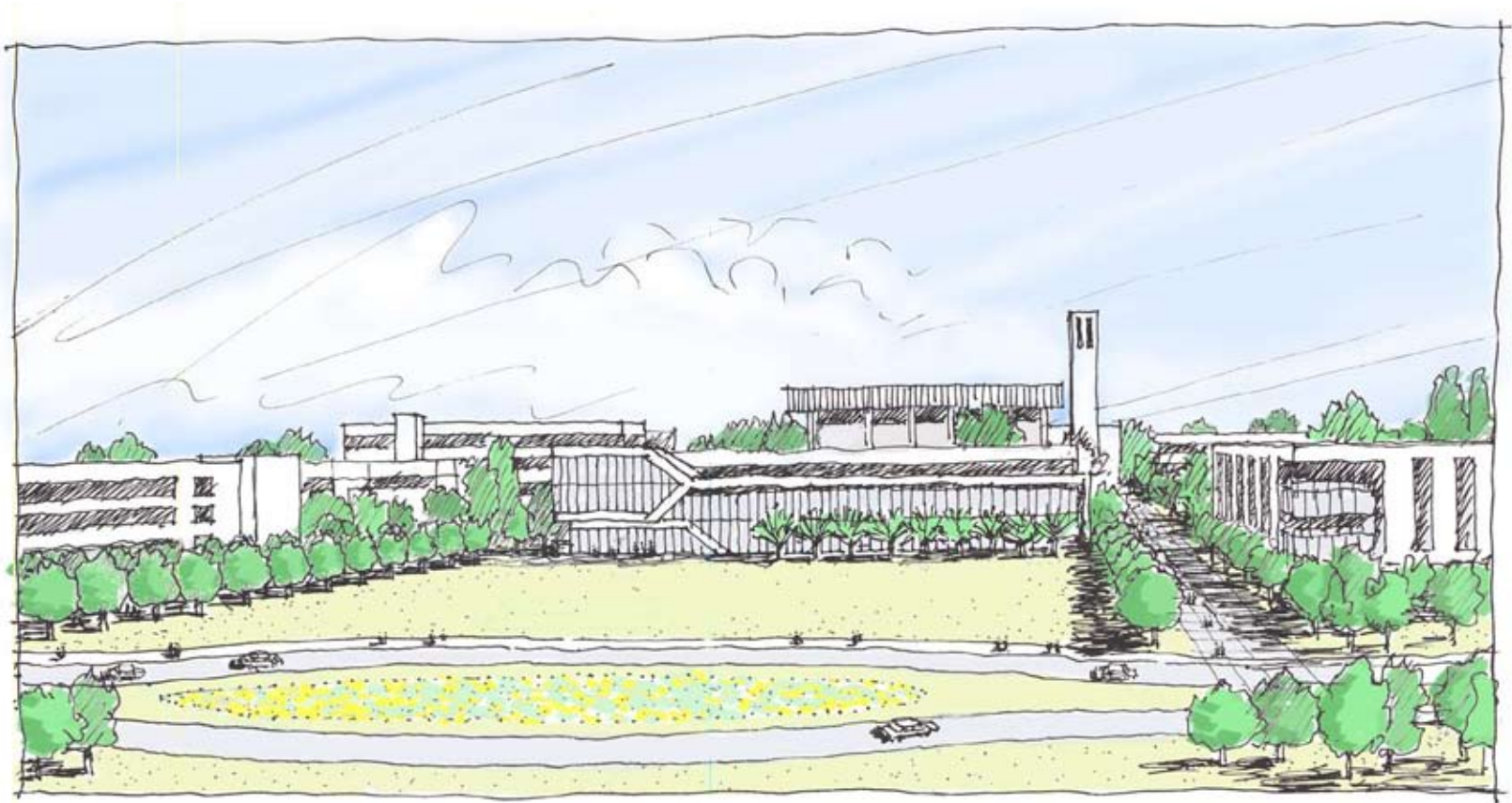


4G Campus Quadrant Plan

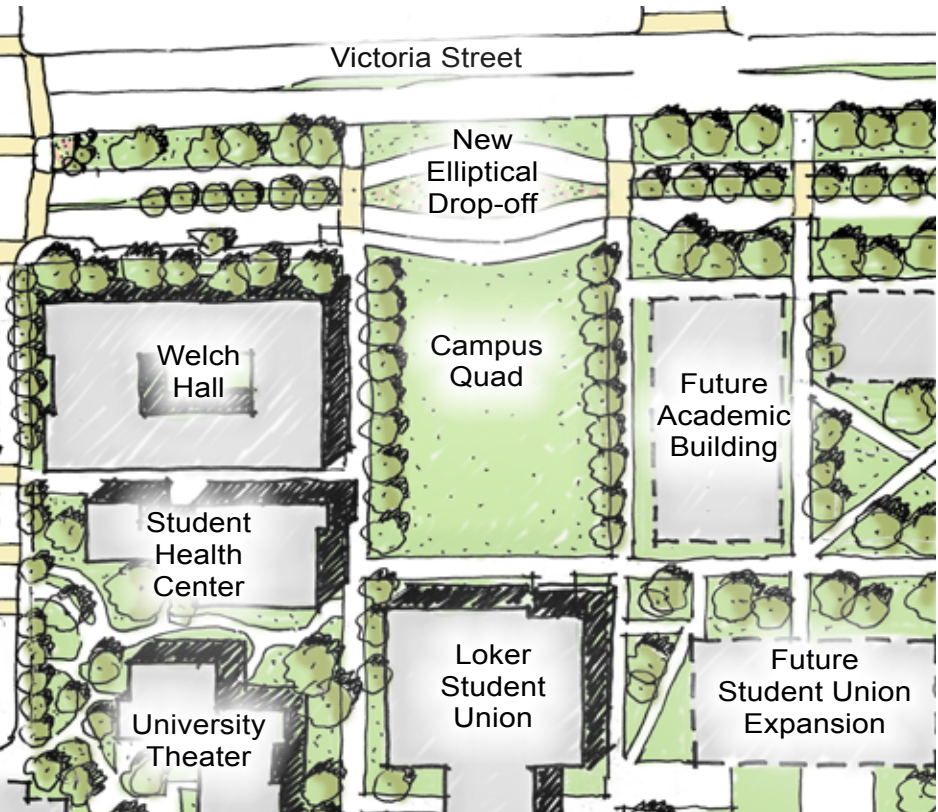


4.6.1 Campus Quadrants

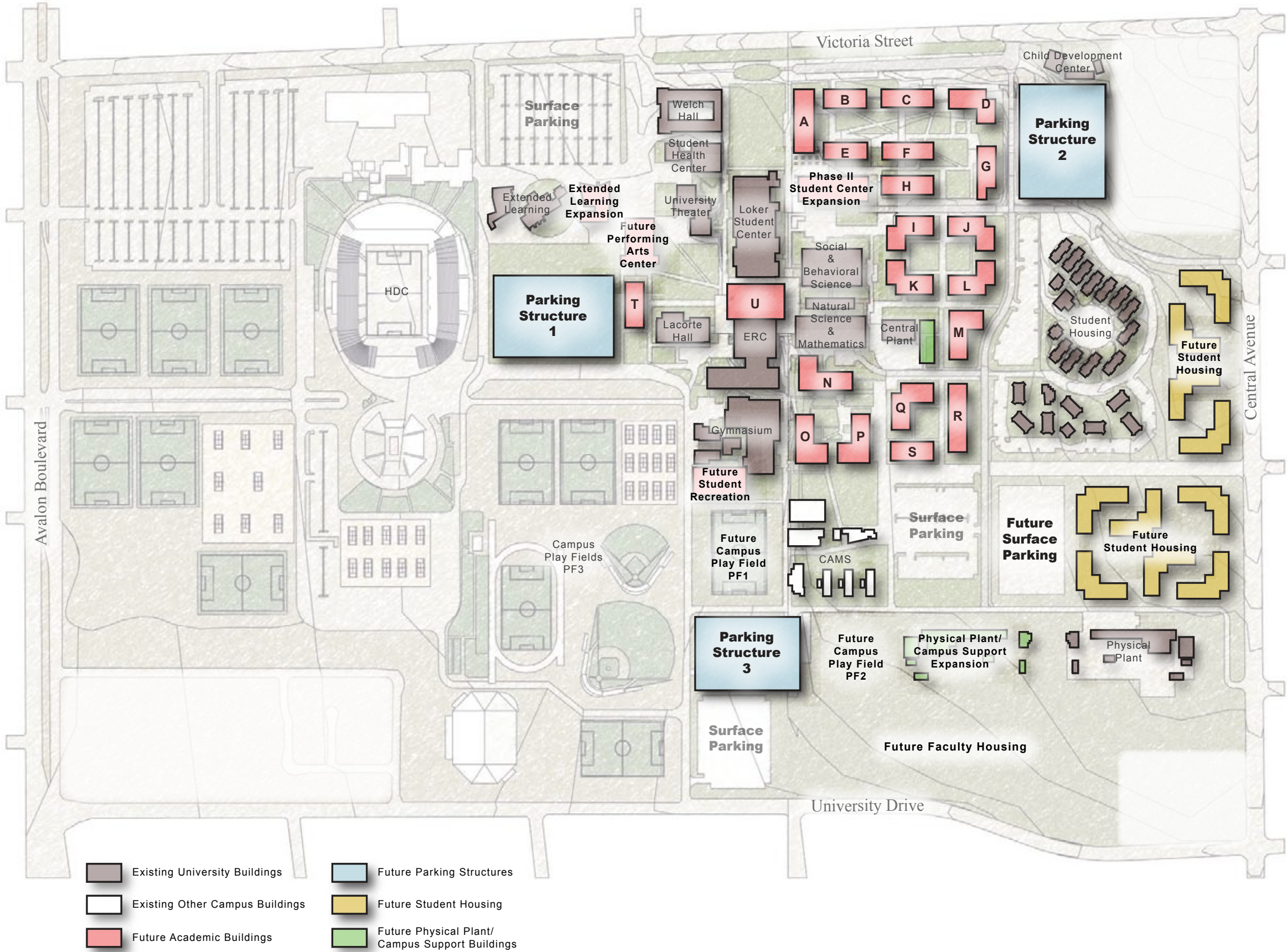
The Master Plan can also be considered as a group of academic quadrants (Exhibit 4G). Each quadrant is a cluster of buildings articulated around a common open space or series of open spaces. Quadrants are not delimited by predominant uses or functions but rather by shared physical characteristics, proximity, and synergies.



4H Artist's Sketch of New elliptical drop-off [viewed from Victoria]



4I Plan of new Drop-off and Campus Quad with Flanking Buildings



4J Illustrative Master Plan Build-out

CSUDH Master Plan Facilities Summary

Facility	Quadrant	Building Use	Floor Plate	Floors	GSF	ASF (65%)
A	North Campus	Academic	25,000	4	100,000	65,000
B	North Campus	Academic	20,000	4	80,000	52,000
C	North Campus	Academic	20,000	4	80,000	52,000
E	North Campus	Academic	20,000	4	80,000	52,000
F	North Campus	Academic	20,000	4	80,000	52,000
H	North Campus	Academic	22,000	4	88,000	57,200
D	North Campus	Academic	25,000	4	100,000	65,000
G	North Campus	Academic	20,000	4	80,000	52,000
I	East Campus	Academic	25,000	4	100,000	65,000
J	East Campus	Academic	25,000	4	100,000	65,000
K	East Campus	Academic	25,000	4	100,000	65,000
L	East Campus	Academic	25,000	4	100,000	65,000
M	East Campus	Academic	25,000	4	100,000	65,000
N	South Campus	Academic	25,000	5	125,000	81,250
O	South Campus	Academic	25,000	5	125,000	81,250
P	South Campus	Academic	25,000	5	125,000	81,250
Q	South Campus	Academic	25,000	4	100,000	65,000
R	South Campus	Academic	27,500	4	110,000	71,500
S	South Campus	Academic	20,000	4	80,000	52,000
T	Arts	Academic	25,000	4	100,000	65,000
U	Core Campus	Phase II Library Expansion	38,000	2	76,000	49,400
					2,029,000	1,318,850

ACADEMIC / ADMINISTRATIVE (NEAR TERM)						
Quadrants	Facility Type	Floor Plate	Levels	Total GSF	Total ASF (@65%)	
Core Campus	Library Expansion	32,300	4	129,200	83,980	
South Campus	Student Rec. Center	27,600	4	110,400	71,760	
CAMS	Academic/Admin	10,811	4	43,244	28,109	
Core Campus	Co-Gen Plant	4,000	4	4,000	4,000	
West Campus	Extended Education	13,600	4	54,400	35,360	
Core Campus	Student Union Expansion	67,164	4	268,656	174,626	
				609,900	397,835	

PARKING STRUCTURES

Facility	Facility Type	Spaces (@300sf/ps)	Floor Plate	Levels	Total GSF
PS-1	parking structure	3,000	180,000	5	900,000
PS-2	parking structure	2,400	144,000	5	720,000
PS-3	parking structure	1,800	135,000	4	540,000
		7,200			2,160,000

PARKING LOTS

Facility	Facility Type	Spaces (@350sf/ps)	Floor Plate	Levels	Total GSF
L-1	parking lot	524	183,310	1	183,310
L-2	parking lot	400	140,060	1	140,060
L-3	parking lot	781	273,307	1	273,307
L-4	parking lot	217	76,258	1	76,258
		1,922	672,935		672,935

CAMPUS SUPPORT

Facility Type		ASF	Total GSF
Campus Police		4,648	7,140
Physical Plant		8,233	12,666
		12,881	19,806

STUDENT HOUSING

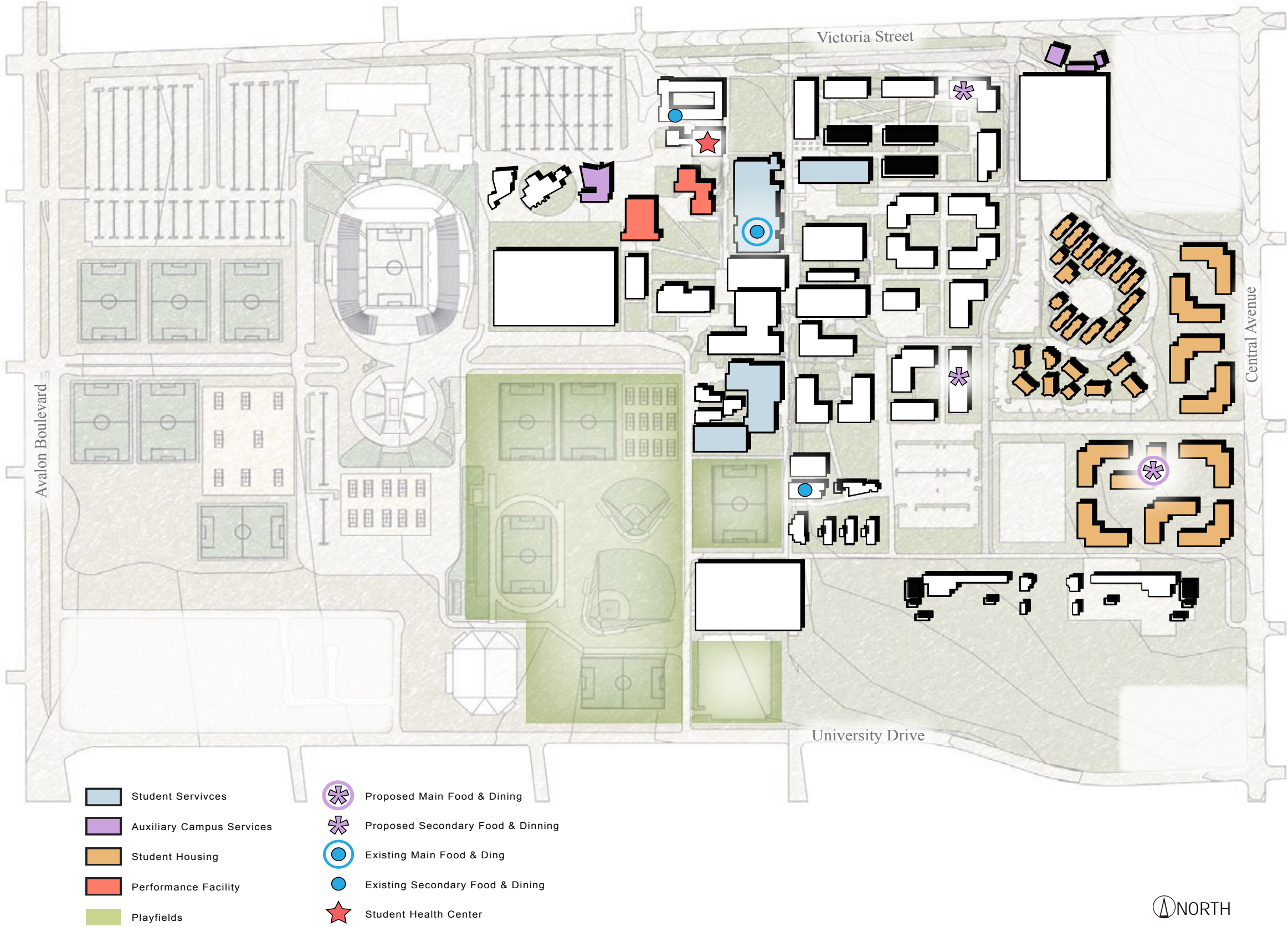
Facility	Facility Type	# Acres	SF	Total GSF
SH-1	housing	5.63	245,288	245,288
SH-2	housing	12.69	552,992	552,992
		18.32		798,280

FACULTY HOUSING

Facility	Facility Type	# Acres	SF	Total GSF
FH-1	housing	22.93	998,757	998,757
* Estimated 230-350 units				
		22.93		998,757

PLAYFIELDS

Facility	Facility Type	# Acres	SF	Levels	Total GSF
PF-1	playfield	3.99	173,965	1	173,965
PF-2	playfield	2.04	88,816	1	88,816
PF-3	playfield	30.89	1,345,451	1	1,345,451
		36.92			1,608,232



4K Campus Life and Student Support Services

4.7 Master Plan Elements

4.7.1 Academic/Administrative Facilities

Three to four new academic quadrangles or clusters have been planned to the east of the current academic core area. These quadrangles are to be formed through the placement of new academic classroom, laboratory, faculty office or other administrative office buildings. The buildings projected to form these quadrangles are based upon a four floor prototype building with an average 40,000 to 60,000 ASF (60,000 to 90,000 GSF) academic/administrative floor area. The layout illustrated in Figure 4I accommodates 21 of these buildings which total some 1,318,000 ASF/2,029,000 GSF of floor area, sufficient to accommodate the additional FTES. The plan actually provides more building sites than would be required to meet its enrollment cap, in order to offer the campus flexibility in meeting its needs over the extended time period of planned implementation.

4.7.2 Campus Life and Student Support

Most student support facilities are centrally located in the campus core, making them easily accessible to students from different parts of the campus. Exhibit 4K illustrates the array of campus facilities that support campus life and student activities. These are described briefly as follows:

Dining: The main dining facilities serving full meals to students and visitors are provided in the expanded Loker Student Union. This facility also provides meal plans for resident students. As additional on-campus student housing is completed, additional food service will need to be developed, preferably within the housing complex. Other secondary dining facilities will also be scattered throughout the campus serving ready to eat meals and beverages.

Student Services/Recreation: These spaces serve functions directly related to students' life on campus such as admissions, recreation, student government, special programs offices, meeting spaces, lounges, etc. The master plan calls for a new student recreation facility located near the existing Gymnasium and additional playfields.

Performance Spaces: In addition to their academic purpose, these spaces make up an important part of campus life, where entertainment and cultural events can be held catering to the campus and regional community. An important addition to the campus is a planned 1,500 seat Performing Arts Center located nearby the existing theater and directly accessible from the enhanced Tamcliff Entry Drive to the campus.

Playfields: These outdoor areas make up a large part of the campus open space, and serve the Physical Education programs, athletics, as well as providing spaces for student recreation. New playfields are planned and noted on Exhibit 4K.

Student Housing: Currently CSU Dominguez Hills is largely a commuter campus. By increasing its housing stock, improving its student service facilities, and linking these facilities to student residential areas, the campus has the potential to attract a greater number of residential students which in turn will contribute to creating a stable student community and a more active campus. Future student housing, dining facilities and related parking facilities are located on the east end of the campus in areas adjacent to the existing housing at Pueblo Dominguez. (See separate description below.)

4.7.3 Child Development Center / Infant Toddler Center (CDC/ITC)

A combined Child Development Center/Infant Toddler Center (CDC/ITC) has been completed on a site adjacent to Victoria Street east of the Birchknoll Drive entrance to the campus. This location will assist users of the CDC drop off and pick up children in route to campus parking facilities or in route to non-campus off site locations. The CDC/ITC will serve as a facility for childhood education and child care open to students, faculty and staff at CSUDH. The Infant Toddler Center is a specialized facility for children from 14 to 36 months of age with developmental delays who are referred by the Regional Centers for the Developmentally Disabled. The children range from the severely and profoundly disabled to those at risk for developmental delays. In association with the School of Education the center will also serve as a practical site for education students.

4.7.4 Performing Arts Center

The planned CSUDH Performing Arts Center (PAC) will become an important campus and community asset, supporting the CSUDH Theater Arts and Music Departments and open as a community performance venue. The facility is envisioned as a 1,500-seat facility.

4.7.5 Extended Education Complex

The Extended Education complex is planning for a new facility that will house range of professional programs. These include distance-learning, international student studies, abroad, skills and life-long learning type programs. It is the largest such program in the State and continues to grow. Because many of these programs are open to the community, the Extended Education complex is visible from and has direct access to Victoria Street with convenient parking provided in Lot 3.

4.7.6 Physical Plant / Corporation Yard

The Physical Plant/Corporation Yard located at the southeast corner of the campus accessible through Pacific View Drive at Central Avenue, is the center for all CSUDH maintenance activities and campus receiving. The current facility occupies approximately 3.4 acres. The 2009 Master Plan allows for future expansion of the facility to the west with some 4.2 additional acres in reserve for future expansion as the campus grows. Police and University Parking Departments will be located within this complex.

At the time of Master Plan publication the campus was entering into an arrangement with a third party that would build a cogeneration facility in the Central Plant area. This facility would, over time, pay for itself in energy savings and thereafter add positively to the operational budget of the campus.

4.7.7 California Academy of Mathematics and Science (CAMS)

CAMS is a successful 4-year magnet high school offering an innovative college-preparatory curriculum which is available to school districts throughout the region and nation. CAMS has been physically and academically integrated into the CSUDH campus enabling its students to attend university classes. A recently completed building will provide 14 additional classrooms/labs, food service facilities, a dance/art studio, courtyard space, and activity fields. The completion of this phase significantly reduces the use of various university facilities by CAMS students. A new Gymnasium is also planned.





4L Student Housing Precinct

4.7.8 Student Housing

Two areas east and southeast of the existing Pueblo Dominguez student housing areas totalling approximately 18.3 acres have been designated as future student housing. A current student housing plan anticipates the development of the accommodation of 600 additional student beds. A coordinated plan for the development of student housing is needed that would document the need and strategy for the development of student housing at CSUDH. Provision of affordable student housing is increasingly being evaluated as part of an overall strategy to better link students with higher educational institutions and thereby increase student outcomes and retention.

4.7.9 Faculty/Staff Housing

An approximately 23 acre area in the southern portion of the campus along University Drive has been set aside for future development of faculty and staff housing. With high housing costs prevalent in Southern California, the provision of housing at a subsidized cost to faculty has become an important recruitment and retention tool employed by various CSU campuses. University drive would serve as the primary entry into the future faculty/staff housing area. A range of housing types could be built ranging from 2 floor attached town home type units to apartment/condo type units that could be built up to 4 floors. Depending on the mix and size of units the site could accommodate up to an estimated 230 to 350 units (assuming an overall average density of 10 to 15 units per acre). The entire expected demand for housing and housing types, the proposed subsidy program and possible construction scenarios including the use of third party builders/operators should be the subject of a focused future feasibility study.

Development of this component of the plan should incorporate high-quality community design, and sufficient green open spaces. Parking should be provided within garages or covered carports.

4.7.10 Athletic Facilities and Playfields

The Plan proposes two additional play field areas to provide for future expansion of physical education and recreational fields. At least one new soccer field is expected as part of this expansion These future play fields are indicated as PF-1 and PF-2 on illustration 4J.

Campus Design Guidelines



The Design Guidelines for CSU Dominguez Hills represent one of the primary implementation tools for integrating the Planning Principles described in Chapter 3 into the CSUDH Master Plan. The Design Guidelines serve as basic instructions to architects, landscape architects, civil engineers and other design professionals who will design and develop future projects that will be built on the campus. The Design Guidelines address essential physical features such as building site layout and orientation, building forms, materials and colors, open space configurations, circulation pathway characteristics and landscape character that will create the campus as envisioned in the Planning Principles. In general they assume the basic plan configuration and elements as described in Chapter 4, the Illustrative Campus Master Plan, and as such, they act as an additional layer of direction as to how the campus should be formed. Further, the Design Guidelines address some of the over arching design approaches that can be used to create a more sustainable campus—one that conserves natural resources, reduces harm to the environment and that achieves lower long term operational costs.

The Design Guidelines attempt to address campus, precinct and site specific design issues to insure that characteristics present or planned for are respected and continue to be viewed as appropriate. In this regard, characteristics of the A. Quincy Jones plan are incorporated in areas directly linked and adjacent to the core campus. Alternatively, the low-density housing spread across the campus as envisioned by A. Quincy Jones conflicts with the density demands and student oriented residential design criteria.



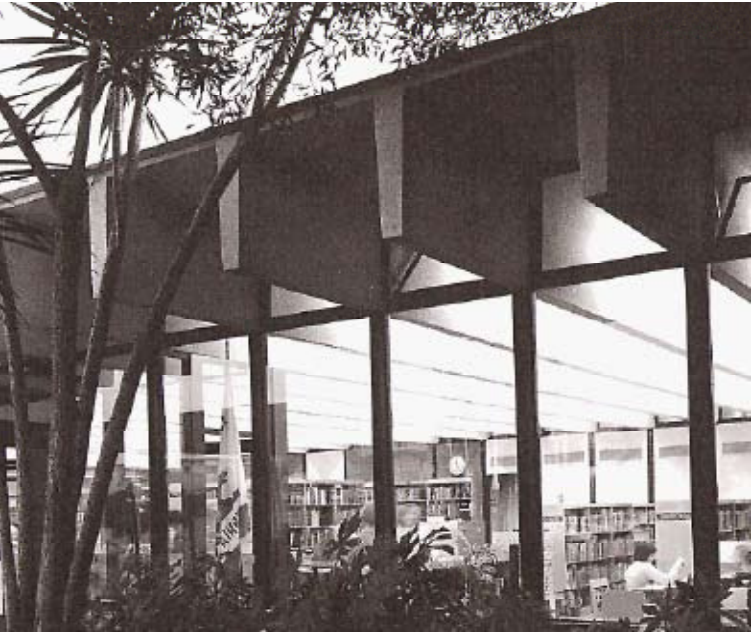
5A Indoor-outdoor environments from the A. Q. Jones Plan will continue as a major design direction for CSUDH.

5.1 Building Sites and Orientation

The A. Quincy Jones plan for CSU Dominguez Hills embraced the pleasant outdoor climate of Southern California by integrating it into the campus layout and the design of the buildings themselves. This design approach is often conceptualized as creating an ‘indoor-outdoor’ environment – usually accomplished by devoting large building wall areas to glass doors and windows adjacent to outdoor patios and gardens. This concept highlights the experience of simultaneous living in both indoor and outdoor spaces. The indoor-outdoor concept is one that the Master Plan seeks to retain for the future campus and has contributed in part to the basic planning approach of grouping new academic and administrative buildings around a series of courtyards as depicted on the Illustrative Plan in Chapter 4. The formation of new outdoor open spaces when linked with pedestrian pathways provides a protected outdoor system of landscaped courtyards, greens and commons.

Each of the buildings making up the courtyard-building clusters would, depending on other campus orientation factors, typically have a primary entry onto these open spaces. Building floor plates would typically be developed as rectangle, “L” or “U” forms serving to frame and therefore create campus open spaces.

Exhibit 4G illustrates a series of quadrants, each with a central organizing courtyard surrounded and defined by multiple building facades. This organization reinforces the existing campus building patterns as well as creating uniform and ordered series of open space and building development. Each grouping can be designed with its own identity and building hierarchy.



5.2 Building Forms, Materials and Colors

New buildings to be designed and built at CSUDH should have some visual reference to the architectural context of the campus. When built they should promote an overall unity and harmony to the campus. This will be accomplished through the use of a combination of building forms, materials and colors currently expressed on the campus. In general, the overriding architectural context is the one created by the original set of buildings that express a unique form of concrete exterior construction linked together according to the elevated pathway-garden system as delineated in the A. Quincy Jones plan. The concrete waffle slab used extensively by A. Quincy Jones was a state of the art structural system that expressed structure and building form harmoniously. Today that same system is extraordinarily expensive and limits the flexibility that modern building programs require. The spirit and rigor of these historic campus buildings are a testament to design excellence and should be a inspiration for future designers to build upon using contemporary materials and construction techniques. Other elements of architectural vocabulary established by the Quincy Jones buildings typically consisted of flat roofs with large continuous overhangs and vertical window ‘fin’ devices provided for sun shading. Window openings are for the most part, vertically oriented with height to width ratios ranging from 1:2 to 1:4 creating a visual rhythm. Design directions that recall and abstractly reference these elements are appropriate for most new buildings as they would occur in areas adjacent to the campus historic core. As a result of the Campus Capacity Study (AC Martin Partners, 2003) and decisions made as part of the Master Plan development process, most campus academic and administrative buildings will be 4 floors with some 3 floor buildings to be located in areas of the campus where a lower scale is more appropriate.





5B The proposed Library Expansion recalls the original campus buildings integrating the indoor-outdoor environment, native concrete exterior and window units that emphasize the vertical dimension.

Beyond creating buildings that relate to the existing architectural context, campus buildings can be classified as either foreground or signature buildings or background buildings. Foreground buildings, such as those that may have a special visual function on campus or that may have a strong visible position as viewed from the community should be treated with particular attention in terms of their design. An example of a planned signature type building might be the proposed Performing Arts building which given its public function and location will be both visible from and a destination for, the community. Other, more typical buildings such as classrooms or even laboratory buildings might appear as background buildings tending to blend into the campus fabric or are part of a larger composition. Background buildings are duplicative rather than singular with architectural features that are more restrained. Taken as parts of the whole, the buildings will help to unify the general architectural ambience of the campus. The categorization of a building as a background building does not suggest that such a building is less valuable to the campus or that it should lack any architectural features or distinction. Rather, these are buildings whose features support the larger campus.

Foreground buildings include those located at public entries or highly visible points on the campus, and those accommodating a unique use directly related to the University's mission. Foreground buildings form the campus fabric by upholding a high level of aesthetic quality. Foreground buildings may be distinguished from background buildings by their size, their form and massing, their architectural features, their building materials and/or their detailing. Foreground buildings are those meant to stand out and serve as points of reference on the campus, and to incorporate a significant level of architectural distinction. Foreground buildings are expected to define campus edges or enclose open space to form courtyards, plazas and quads.

Examples of foreground buildings are Loker Student Union expansion and the Phase 1 expansion of the Cain Library. The designers of foreground buildings have an obligation to acknowledge and address the design of neighboring or nearby buildings which serve as partners in enclosing shared open space, quads or courtyards. Although the design for a new foreground building should not attempt to match the form or details of adjacent buildings, the design should skillfully accommodate those forms and details rather than ignoring or clashing with them.

Signature buildings are those which serve as campus landmarks, those whose functions are singular or unique, or those whose sites place them at important points of visual access from the outside of the campus. These features dictate that signature buildings should be architecturally distinctive and serve as dramatic focal points on the campus. Their form should serve to punctuate the physical campus environment and capture visual attention as a person moves through the campus. Signature buildings are meant to be readily identifiable even by those not familiar with the campus and to contribute special qualities such as dignity or dynamism to the overall campus ambiance. The massing of a signature building may be articulated with expressive architectural features and large public space areas that may be identifiable on the exterior of the building. A signature building will have one significant entry among potentially multiple entries; the main entry should address an important pedestrian path and should give access to important public spaces within the building.

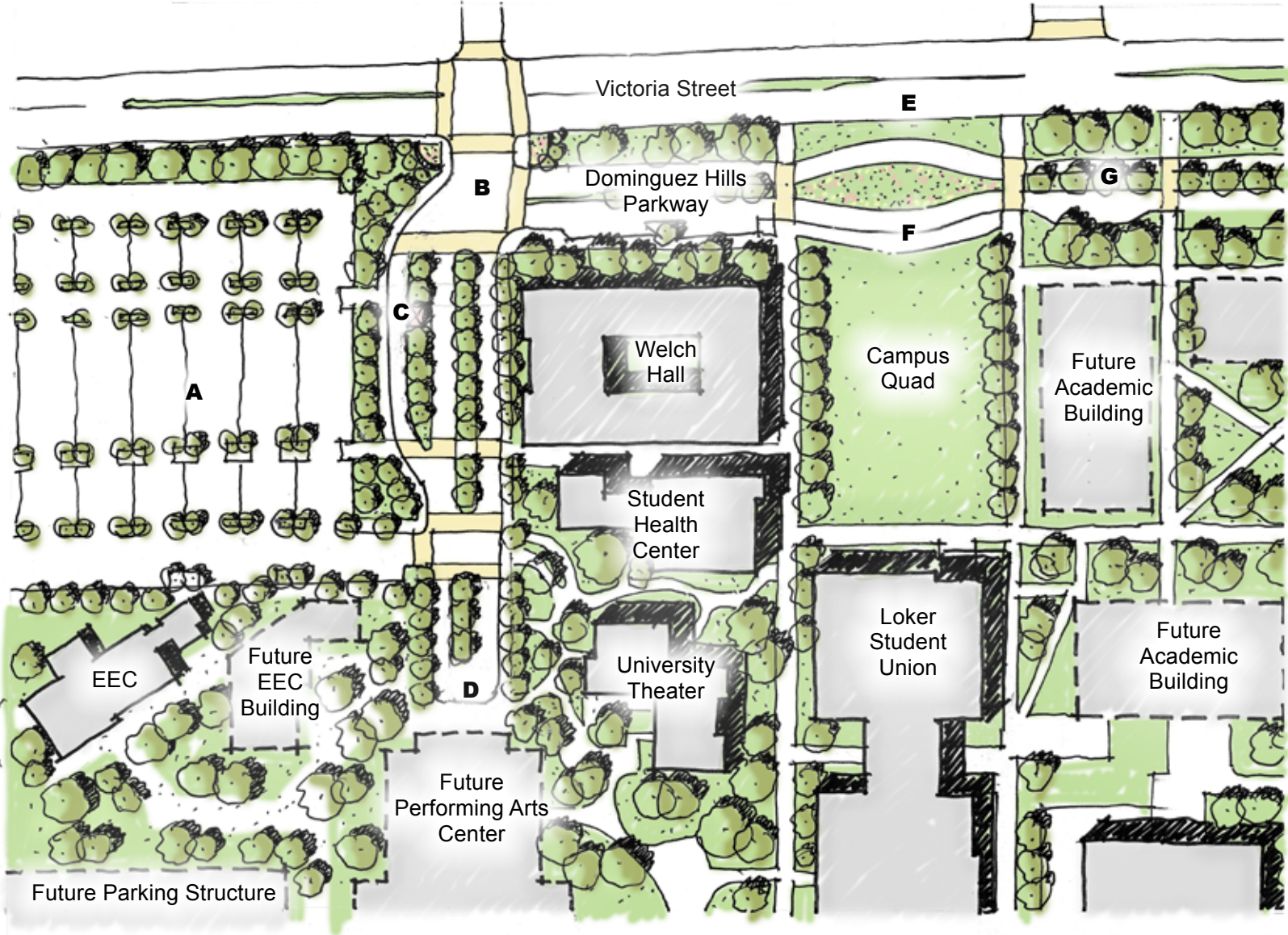
5.3 Design Focus Areas

The CSUDH Master Plan recognizes several areas of the campus where multiple planning proposals converge and/or where a number of planning elements must come together to create the desired result. These areas may include the elements of building design, site layout, pedestrian path, landscaping, lighting, signage and circulation improvements, all of which reinforce each other to create a coordinated set of campus features that will have a major impact upon the functioning and appearance of the campus. The sections that follow identify several of these Design Focus Areas and delineate a comprehensive concept for their physical development. These Design Focus areas should become the subject of specific design projects leading towards their implementation. The location of these areas on the campus is illustrated on Exhibit 5C.



5C Design Focus Areas

- LEGEND
- Campus Entry Gateway
 - Campus Walk Enhancements
 - Performance Arts West Entry- Sculpture Garden
 - Student Housing Area
 - Campus Boundary



5D University Visitor Entrance Enhancement Plan

- A Lot 3 access moved south near Extended Education Center (EE)
- B Reduced decision points simplify movements at Tamcliff Visitor Entrance
- C Visitor Information Center (VIC)
- D Performing Arts Center/ visitor drop-off and turn-a-round
- E Removal of on-street parking on Victoria at quad to enhance view to campus
- F Drop-off Ellipse
- G Single lane in each direction on Dominguez Hills Parkway

5.3.1 Performing Arts-West Entry (Tamcliff Entry) and Victoria Campus Frontage

The CSUDH Master Plan calls for the reconfiguration of the campus vehicular entry (at Tamcliff Street) immediately west of Welch Hall to become the primary campus entry leading immediately south towards the proposed Performing Arts Center (PAC). The existing Toro Center Drive will be widened to four travel lanes in order to create a gracious entry into the campus with median landscaping and a new Visitor Information Center (VIC) offering directions and information for campus visitors. This entry road, after proceeding south will turn west to permit access to surface parking Lot 3 and will also have a segment that terminates in a turn around and drop-off area north of the Performing Arts Center. This turn around and drop-off area will become a major pedestrian entry portal into the campus. From this point visitors to the campus can directly access the PAC or proceed southeast passing through the Sculpture garden to access either the University Theater or further on to the planned Central Plaza facility and Library. An enhanced pedestrian pathway and sculpture garden will connect the drop-off facility with the West Campus Walk via a new stair-ramp at the forecourt of the Educational Resource Center (ERC) or Library.

The planned Central Plaza consists of an open space hardscape plaza to be formed between the north side of the future Cain Library expansion and the south side of the Loker Student Union at the main campus pedestrian level. This new plaza (above the planned Phase 2 expansion of the Library) would lie at the heart and 'crossroads' of the campus and as such would become an important outdoor gathering space. To further establish the centrality of this space, a campanile or clock tower feature is planned as a major campus feature. The design goals for the precinct that will be created by the combined elements of the campus turn-around/pedestrian drop-off, the PAC, the Sculpture Garden and their interconnecting system of pathways and open spaces are as follows:

5.3.1.1 Campus Turn-around/Pedestrian Drop-off

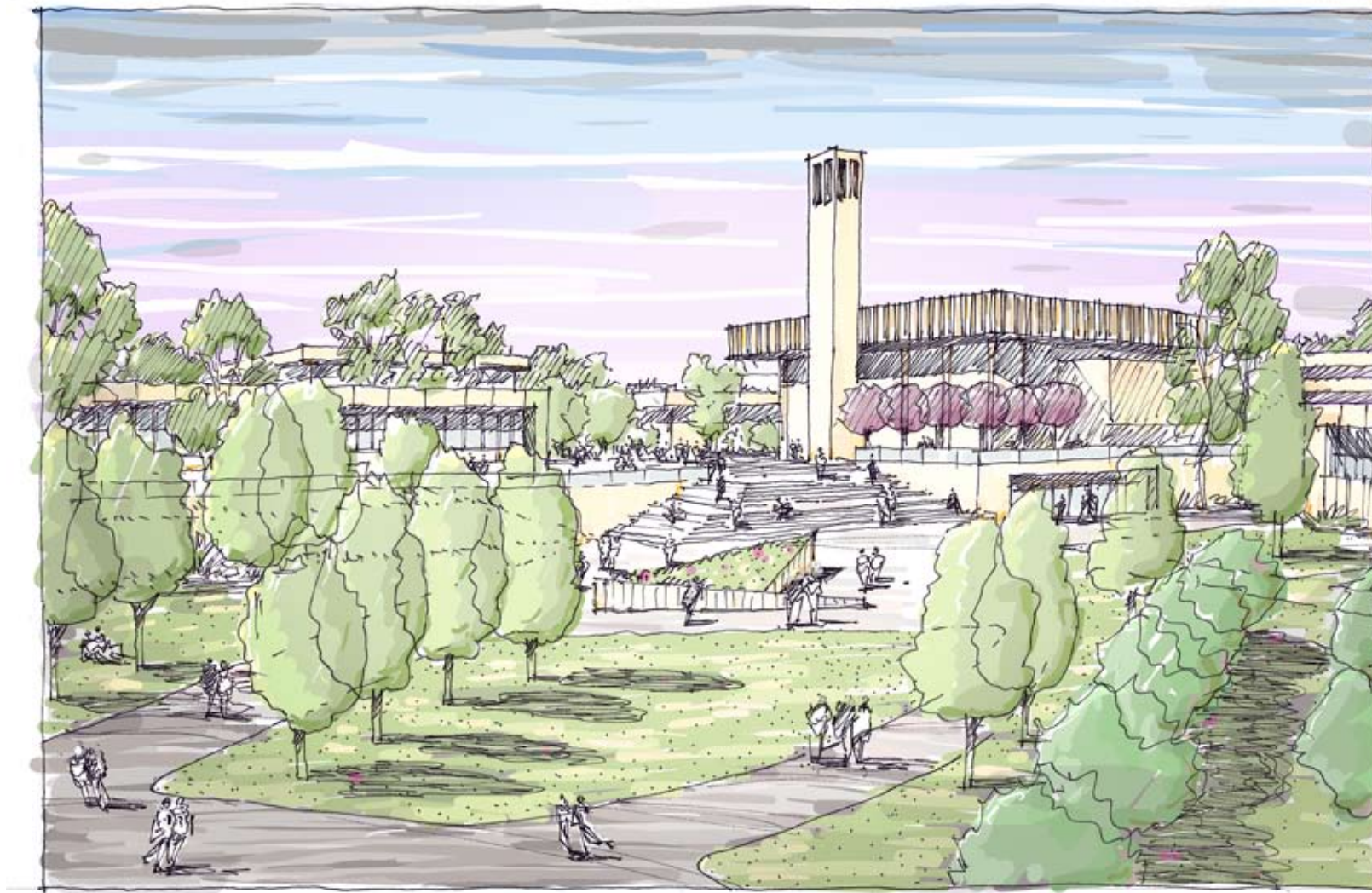
- Provide space for vehicular entry, pedestrian loading/drop-off and emergency vehicle access;
- Provide an easily accessible Visitor Information Center (VIC) for information as to parking and other campus destinations;
- Develop strong formal north-south axial layout reinforced with trees, decorative street lamps and other street furniture such as waste receptacles, light standards and benches;
- Create exterior environment to serve as a campus gateway leading to Performing Arts Center, Sculpture Garden, Central Plaza and Cain Library; and
- Provide pedestrian support infrastructure including benches, lighting, orientation/campus map and trash receptacles.

5.3.1.2 Performing Arts Center (PAC)

- PAC is to become a signature building located on direct north-south access to campus turn-around/pedestrian drop-off;
- The PAC primary entry should be located on the north or northeast part of the site visible from the community drop-off or sculpture garden sides; and
- The PAC stage area should be located towards the south part of the site with the service dock located on the southwest corner where it could gain access in association with Parking Structure 1.



5E Artist's Sketch of Toro Center Drive Entry with Proposed Performing Arts Center beyond



5F Artist's Sketch of New Central Plaza and Campanile with Library Expansion below [viewed from Sculpture Garden]

5.3.1.3 Sculpture Garden

- Develop a pathway system that signals a logical access to the University Theater and the campus interior; use pathway special paving, pedestrian lighting, landscape systems and campus banners to visually identify the pathway connecting the PAC with the grand stairway, the Central Plaza and West Campus Walk;
- Provide branching pathways and pedestrian side areas for placement and viewing of outdoor art installations and benches; and
- Incorporate new grand stairway transition to Central Plaza and West Campus pedestrian walk way.

5.3.1.4 Central Plaza and Campanile

An important feature of the CSUDH Master Plan is the planned development of a major outdoor gathering plaza between Cain Library and the Loker Student Union. This facility, called here 'Central Plaza', because of its adjacency to the two prime campus activity centers, would become the pedestrian 'crossroads' of the campus. The Central Plaza would be located on the main campus pedestrian level and would be directly integrated with West Campus and East Campus Walks as well as being linked to the lower Sculpture Garden-Performing Arts Center area by way of a grand outdoor stair. The Central Plaza project would be built as part of the long term expansion of the Cain Library with the Central Plaza essentially becoming the 'roof' of the new ground level Library expansion space. To demark the Central Plaza and further emphasize its centrality and visibility from other areas of the campus, a campanile tower would be an integral part of the Plaza. The campanile could be the locus of the traditional hourly bell chimes and/or display a clock providing a visual and auditory "way finding" device.

5.3.1.5 West Campus Walk and East Campus Walk

- Reinforce pathway visual identification and differentiation with formal landscape treatment including trees, shrubs and planters and
- Provide pedestrian support infrastructure, such as benches, trash receptacles and enhanced lighting in areas of high pedestrian activity.

5.3.2 Campus Gateways

With the development of the campus as described in the CSUDH Master Plan the campus will have four primary vehicular access points or gateways. These campus gateways will be visually enhanced through a coordinated set of signage, landscape and hardscape elements. These gateways will be hierarchical in nature with the primary gateway being the Tamcliff St. entry which should be designed with special significance to emphasize its importance.

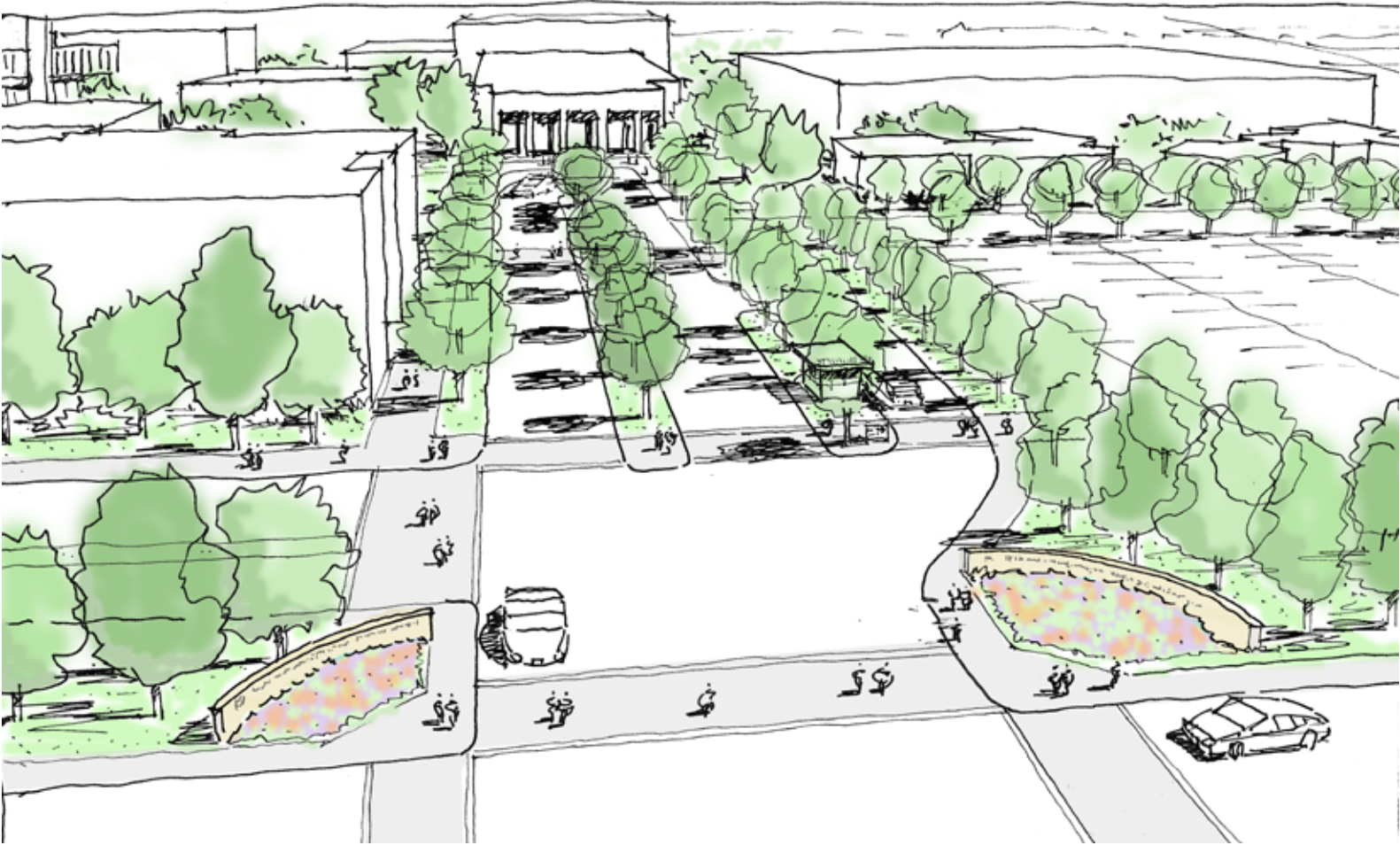
5.3.2.1 Tamcliff and Victoria Street

Located at traffic signal at the intersection of Tamcliff and Victoria this is the primary campus vehicular entry. Special attention should be paid to its design.

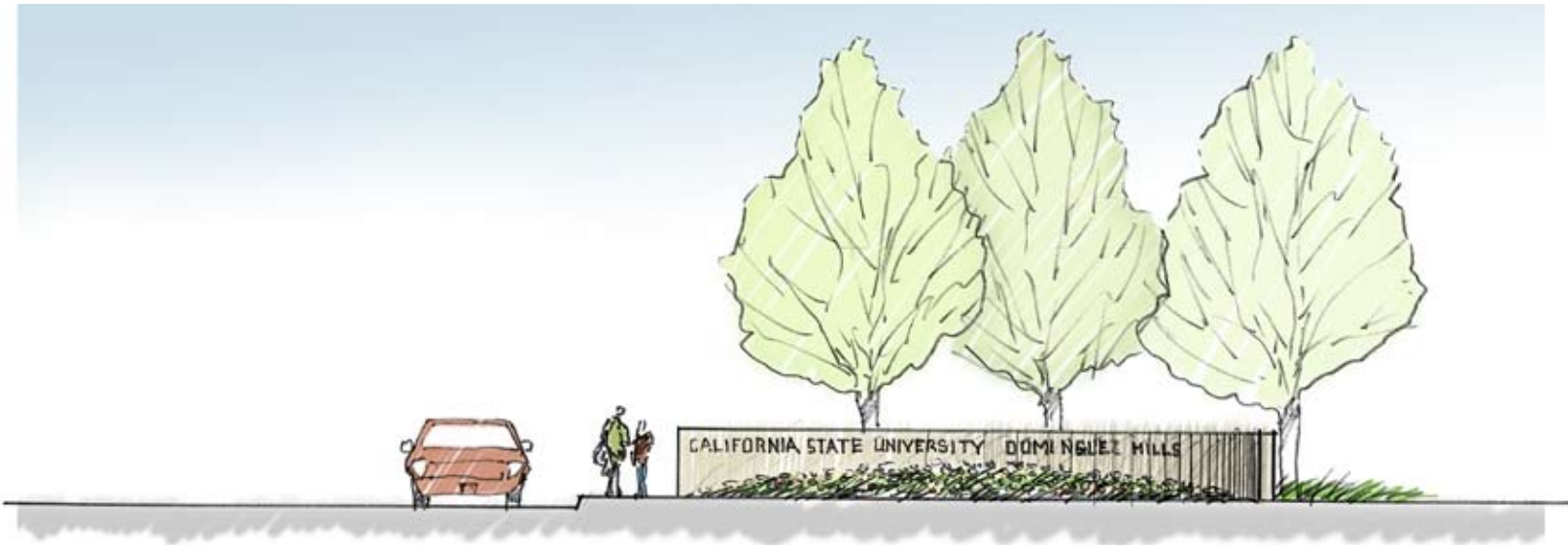
- A low masonry wall with Campus identification signage
- A raised planter bed with colorful annual flowers
- A backdrop of distinctive flowering canopy trees differentiated from the eucalyptus trees
- Landscape lighting systems including up-lighting for signage.

5.3.2.2 Birch Knoll and Victoria Street

- A low masonry wall with Campus identification signage
- A raised planter bed with colorful annual flowers
- A backdrop of distinctive flowering canopy trees differentiated from the eucalyptus trees
- Landscape lighting systems including up-lighting for signage.



5G Artist's Sketch of New Tamcliff Entry



5H Elevation of new campus entry signage



5I Artist's Sketch of New Visitor Information Center



5J Elevation of new Visitor Information Center

5.3.2.3 University Drive

- A low masonry wall with Campus identification signage
- A raised planter bed with colorful annual flowers
- A backdrop of distinctive flowering canopy trees differentiated from the eucalyptus trees
- Landscape lighting systems including up-lighting for signage.
- Campus eucalyptus trees to occur as formal rows on both sides of campus access road and as a visual screen to Parking Structure 2 (PS-2) serving as an introduction to campus theme trees.

5.3.2.4 Central Avenue

- A low masonry wall with Campus identification signage
- A raised planter bed with colorful annual flowers
- A backdrop of distinctive flowering canopy trees differentiated from the eucalyptus trees
- Landscape lighting systems including up-lighting for signage.
- Campus eucalyptus trees to occur as formal rows on both sides of campus access road and as a visual screen to Parking Structure 1 (PS-1) serving as an introduction to campus theme trees.



5K Artist's Sketch of New elliptical drop-off area and window into campus



5L Existing view into campus from Victoria Street



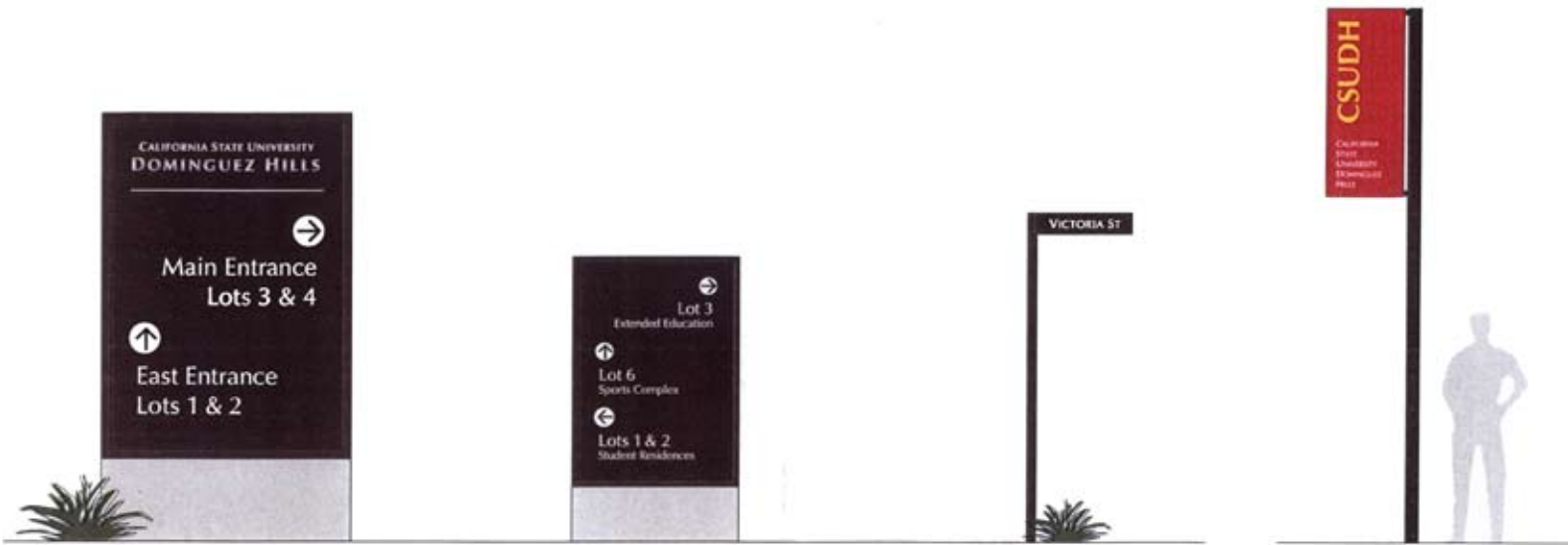
5M New Student Housing Precinct

5.3.3 Student Housing Areas

Reflecting the findings of the Campus Capacity Study, the CSUDH Master Plan proposes that the student housing areas be developed to a higher density than the current campus housing. Student housing is proposed at three or four floors which would provide capacity for CSUDH to offer more students the option to live on campus. Additional student housing is currently being planned at a number of CSU campuses in response to increased demand and the recognition that students living on campus often feel more ‘connected’ to their universities which results in higher levels of student retention. A key to the planning and design of future campus student housing areas would be the creation of a contained residential community where students could live, study, dine and recreate within a comfortable residential environment. These housing environments would be appropriately separated from, but with direct and convenient access to, the academic campus. To help foster these goals, the student housing areas as depicted in the Master Plan are all clustered together on the east side of the campus. A comprehensive student housing master plan should be developed to identify the level and nature of housing needs and goals for future student housing at CSUDH. This study should identify the appropriate configuration of housing needed to achieve the goals as articulated in the study, gaining insight from the recent CSU experience from other similar campuses. Given the current housing picture at CSUDH, it is possible that when future phases of student housing are planned that the existing housing areas may need to be removed in order to make way for newer more efficient and appropriate housing.

5.4 Campus Wayfinding and Sign Design Guidelines

Concurrently with the preparation of the CSUDH Master Plan, Biesek Design was retained by the campus to develop a set of prototypical Campus Sign Standards (2004) for campus identification, building identification and way finding. To better articulate the location, and content of all major campus signs a Master Way Finding/Sign Plan should also be developed. Exhibit 5N identifies the general types of major campus identity signs associated with campus gateways, vehicular circulation systems and pedestrian pathways. The primary orientation signs for campus way finding.



5N Family of CSUDH Campus Signs from California State University Dominguez Hills Campus Sign Standards, 2004



50 CSUDH banners bring interest and information into the pedestrian environment and reinforce pedestrian pathways across the campus.



5P Eucalyptus trees form a major part of the CSUDH campus image. A tree survey and a Landscape Master Plan should be developed to ensure proper management and continuation of these trees as a campus resource. The Coral tree with its orange-red flowers and its spreading canopy is another important identity tree at CSUDH.

5.5 Landscape Guidelines

The development of a master landscape plan for CSU Dominguez Hills is a vital part of the planning for the campus. A set of landscape design guidelines would be a basic part of that landscape master plan. At CSUDH, the Eucalyptus Citriodora as well as a few other Eucalyptus species represent one of the strongest visual design elements on the campus. These plantings were a part of the original campus intent as delineated by A. Quincy Jones and form a major unifying element to the campus. As has been cited elsewhere, the life span and health of these trees has been identified as an issue. A tree survey should be performed as part of the landscape master plan effort upon which a logical replacement plan for all campus trees could be based. Other campus trees such as the Coral trees (Erythrina) and the Melaleuca paper bark trees are also important thematic trees that define the present landscape character at CSUDH.

The lack of sufficient tree planting on the surface parking areas has also been identified as a visual issue for the campus but has implications for the environment as well, because large paved areas form 'heat islands' that contribute to added cooling costs. See also Campus Sustainability Guidelines section below for other suggestions for campus goals related to landscape systems and sustainability.

Coupled with the issues identified here is the need to integrate landscaping, landscape systems and hardscape into the new and enhanced campus entry points, vehicular drives, pedestrian walkways, plazas, quadrangles and other open spaces that are identified in the CSUDH Master Plan.

5.6 Campus Sustainability Guidelines

The California State University and other state institutions are major consumers of energy and natural resources. The CSU Commitment to Sustainability is a wide-ranging series of policies and practices focused on reducing the use of non-renewable resources and increasing energy efficiency. These policies and practices are understood in the context of the CSU’s commitment to promoting the continued economic and ecological viability of the State of California.

In August of 2006, the Chancellor’s Office issued Executive Order No. 987, a policy statement on energy conservation, sustainable building practices and physical plant management for the CSU system consistent with the Governor’s Executive Order S-12-04 on energy conservation and reduction of electrical demand. The Chancellor’s Executive Order encourages campuses to adopt an integrated design approach that includes the use of sustainable materials and practices and requires new goals for energy conservation and the purchase and generation of renewable energy. To that end, the Sustainability Advisory Committee established by the Chancellor’s Office and the CSU Program for Environmental Responsibility (PER) provide guidance and leadership.

5.6.1 Capital Construction and Major Renovations

Among the provisions of the Chancellor’s Executive Order 987 is the mandate that all major new construction projects shall outperform the 2005 Title 24 Standards (California Energy Code) by at least 15% and that all major renovation projects shall at a minimum outperform the 2005 Title 24 Standards by at least 10%.

Sustainable design for capital projects is viewed as a process that balances long-term institutional needs for academic and related programs with environmental concerns. As such, sustainable attributes of a project are understood to include:

- siting and design that optimize proximity to public transportation and maximize use of vistas, micro climate and prevailing winds;
- durable systems and finishes with long life cycles that minimize maintenance and replacement;
- optimizing layouts and designing spaces that can be reconfigured, with the expectation that the facility will be renovated and re-used rather than demolished;
- systems designed to optimize energy, water and other natural resources;
- optimization of indoor environmental quality for occupants;
- use of environmentally preferable products and processes, such as recycled-content materials and recyclable materials;
- procedures that monitor, trend and report operational performance as compared with the optimal design and operating parameters.

New campus construction and major renovations will meet or exceed the minimum requirements of the CSU Sustainability measurement System, equivalent to the US Green Building Council’s (USGBC) LEED™ Certified, striving to achieve a higher standard equivalent to LEED™ Silver within project budget constraints. Where feasible and appropriate, the campus may elect to pursue certification through the LEED™ process, using non-state funding to support that effort.

With particular reference to the design guidelines discussed in an earlier section of this chapter, the roof overhangs and window shading devices used in the earlier A. Quincy Jones buildings and identified here as appropriate design elements for new buildings, can be also be used to achieve building sustainability goals. Water conserving landscape, heat island reduction and on-site storm water run-off treatment system goals should be incorporated into the proposed landscape master plan. In particular, landscape design emphasis incorporating these goals should be directed towards the design of surface and parking structure facilities as they are currently and projected to become large portions of the overall CSUDH use of land.

5.6.2 Campus Operations and Energy Use Reductions

The CSUDH campus will comply with Chancellor’s Executive Order 987 directives for physical plant management including the use of energy resources, equipment operation, standards for outdoor air ventilation, interior and exterior lighting, the use of water resources and the monitoring of energy use and costs.

The CSU energy policy directs the campus to continue reducing energy consumption; to promote energy independence using available economically feasible technology for renewable energy sources such as solar, wind and biomass; and to consider installing cogeneration plants or other energy generation technologies to reduce greenhouse gas emissions and improve campus energy efficiency.

Implementation and Phasing



During the six year period during which the CSUDH 2009 Master Plan was being prepared a number of projects were identified, defined, developed or constructed on the campus. In several cases these projects were developed in direct response to the analysis activities that went into the creation of the Master Plan. As a context for understanding the phasing of the various projects identified in the Master Plan, Figure 6A depicts the status of campus development at the time of Master Plan publication. In particular, projects developed during the time of Master Plan preparation include the expansion and renovation of Loker Student Center, expansion of the Cain Library, the construction of the Child Development Center, Phase 2 of the Extended Education facility and the construction of parking Lot 7 with its related realignment and improvements to Birchknoll Drive.



6A Existing Facilities 2009

LEGEND

- Campus Buildings
- Parking Lots
- Campus Boundary

6.1 Existing Facilities

- 1 Admissions Office
- 2 Police/Cashier
- 3 Computer Center Annex
- 4 Computer Room Annex
- 5 Extended Education/EOP/Financial Aid
- 6 Classrooms
- 7 Classrooms
- 8 Classrooms
- 9 Classrooms
- 10 Orthotics/Prosthetics
- 11 Classrooms/Faculty Offices
- 13 Registrar's Office
- 14 School of Education
- 20 Education Resource Center
- 20a ERC Expansion
- 23 Welch Hall
- 25 Student Health Center
- 26 University Student Union
- 26a Loker Student Union Expansion
- 30 Social & Behavioral Sciences
- 40 LaCorte Hall
- 45 University Theater
- 50 Natural Sciences/Math
- 60 Gymnasium
- 61 Field House
- 63 Swimming Pool
- 70 Residence Hall: Pueblo Dominguez 1
- 71 Residence Hall: Pueblo Dominguez 2
- 80-84 Physical Plant
- 87 Central Plant
- 100 Classrooms: SAC-1
- 102 Classrooms: SAC-2
- 103 Classrooms: SAC-3
- 104 CAMS Lab
- 106 Extended Education
- 107 C.A.M.S. High School
- 107a C.A.M.S. Expansion
- 115 Velodrome
- 120 Child Development Center
- 121 Infant Toddler Center

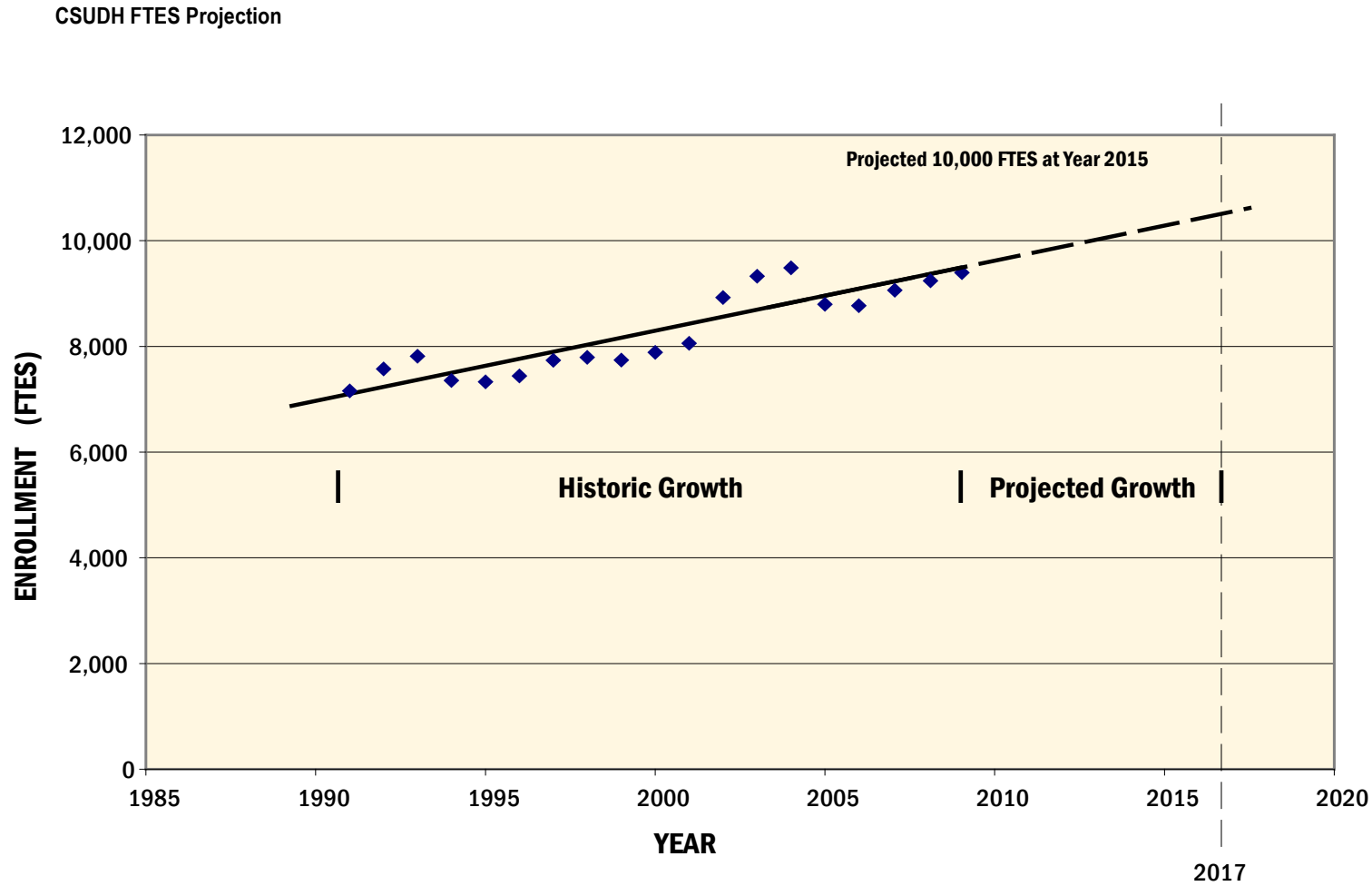
6.2 Capital Projects Phasing Plan

In order to effectively implement the CSUDH 2009 Master Plan a logical and sequential phasing plan must be developed. There are several interrelated reasons for this:

- Some projects are not justified until the actual need has developed and can be demonstrated, for example: Classroom/laboratory buildings are funded based upon the student enrollment demand existing or projected for the classroom space required of that building. This need based requirement is usually analyzed in terms of the space capacity level that is needed to match a given enrollment or 'load'.
- Some projects can not be constructed until other projects upon which they depend are constructed for example: If proposed development sites lack basic infrastructure such as water, sewer or drainage, that infrastructure must be in constructed before or as part of the primary building project itself;
- Some projects may require long lead times needed to obtain sufficient funds and other resources. for example: Various projects require a combination of State and non-State funds that need to be available at the same time in order for the entire construction project to proceed. Articulation of the project in terms of the availability of the funds is critical -- requiring an estimated time line for funding and development;
- Some projects due to any of the reasons given above may best be constructed in phases, for example: A classroom/ laboratory building may be built in two phases that occur over time with the first phase meeting the current demand for space and the future phase meeting the future demand and/or being built as funds become available.

6.3 Enrollment Trends

Figure 6B depicts the last 15 years of enrollment history at CSUDH using Annualized Full Time Equivalent Student (FTES) as the statistic for enrollment. As the campus over this period had exhibited a pattern of growth, a trend line was added to the history chart to estimate probable future growth. Using this chart, figure 6B, it is estimated that a future benchmark of 10,000 FTES will occurs between the years 2014 and 2015. This estimate was used to help understand the parking and other campus needs over roughly a ten year period. The assumed campus 'build-out' or planned enrollment, is 20,000 FTES. The 2009 CSUDH Master Plan described in Chapter 4 was based upon this ultimate campus enrollment of 20,000 FTES.



6B CSU Dominguez Hills FTES Enrollment History and Projected Growth

Five-Year Capital Improvement Program 2010/11 through 2014/15
(Dollars in 000's)

DOMINGUEZ HILLS
State Funded

	Project	FTE	CAT	2010/11		2011/12		2012/13		2013/14		2014/15		Funds to Complete	
	Capital Renewal	N/A	IA	PWC	4,000	PWC	4,000	PWC	4,000	PWC	4,000	PWC	4,000		
①	Cain Library Remodel (Seismic)	N/A	IB	P	1,088	WC	26,518			E	1,623				
②	Natural Sciences and Mathematics Building Remodel	0	IB			P	1,458	WC	45,306			E	2,003		
③	LaCorte Hall Addition	58	II					PWC	41,848					E	1,346
	Site Development	N/A	IB									PWC	3,184		
④	Social and Behavioral Sciences Building Remodel	0	IB									PWC	30,044	E	959
	Totals	\$173,072	58		\$5,088		\$31,976		\$91,154		\$5,623		\$39,231		\$2,305

Non-State Funded

	Project	CAT	2010/11		2011/12		2012/13		2013/14		2014/15		Funds to Complete	
⑤	Student Housing, Phase III (300 Beds)	Hou			PWCE	27,592								
⑥	Student Fitness Center *	Stu			PWCE	15,994								
⑦	Student Housing, Phase IV (300 Beds)	Hou							PWCE	32,694				
	Totals			\$0		\$43,586		\$0		\$32,694		\$0		\$0

* Pending approval of Master Plan Revision.
All out year projects require review and comparison to the CSU cost guide.
A = Acquisition P = Preliminary Plans W = Working Drawings C = Construction E = Equipment
Non-State CAT codes: Aux = Auxiliary/Foundation Hou = Housing Oth = Other Pkg = Parking Stu = Student Union

6C Five-Year Capital Improvement Program

6.4 Near Term Project Phasing: The 5 Year Plan

Figure 6D lists and illustrates the State and Non-State funded projects that CSUDH has identified as its priority projects for the next five years. Table 6C below shows the estimated years that State funded projects are projected for planning and development followed by construction subject to future State bond funding. Some of these projects have been directly informed in their definition as a result of the 2009 Master Plan analyses and recommendations whereas others had been under study and definition at the time the Master Plan was being formulated.



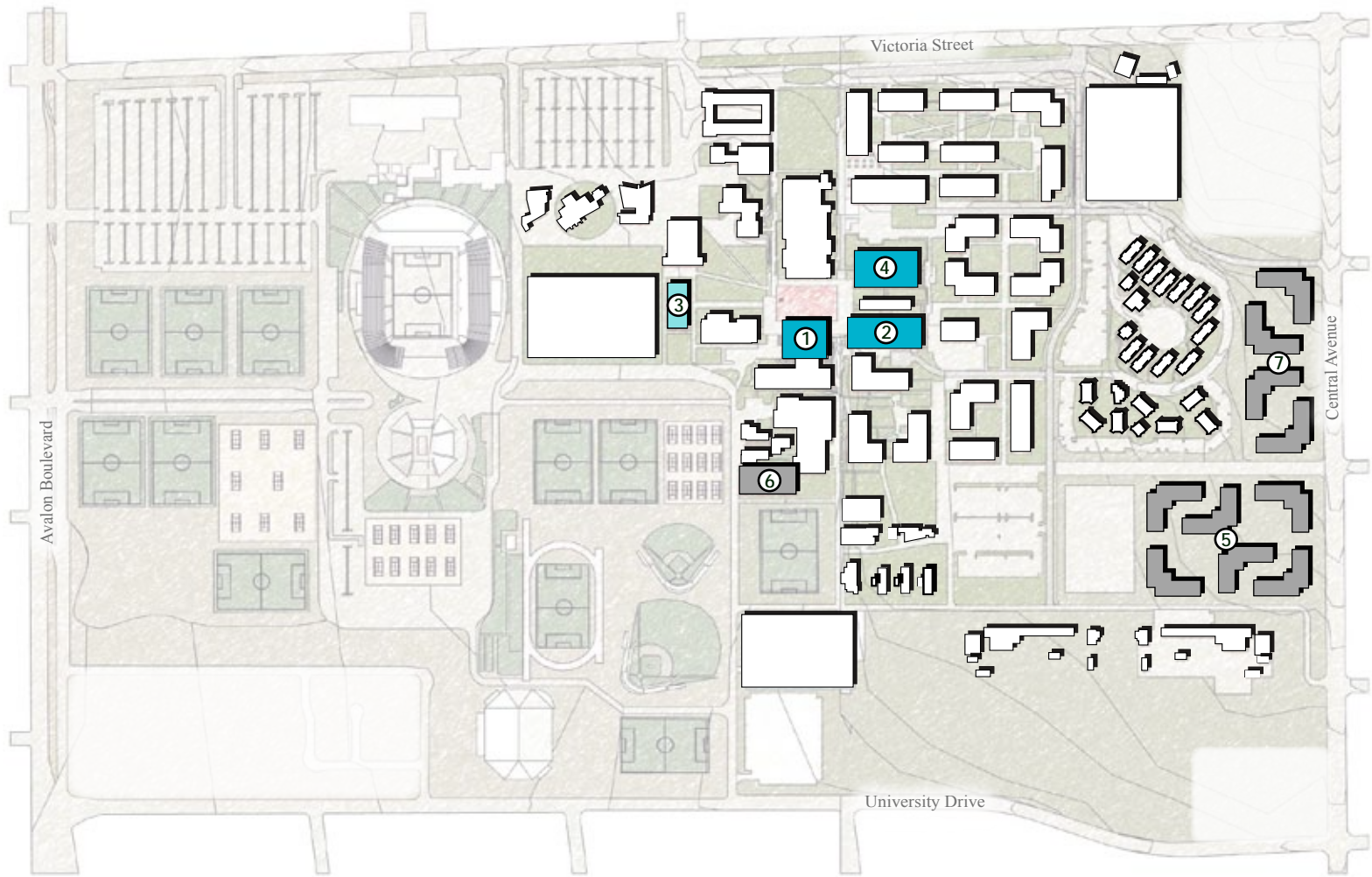
STATE SUPPORTED PROJECTS

- 1 Cain Library Seismic Upgrade/Remodel
- 2 Natural Sciences and Mathematics Building Remodel
- 3 LaCorte Hall Addition
- 4 Social and Behavioral Sciences Building Remodel

NON-STATE SUPPORTED PROJECTS

- 5 Student Housing, Phase III (300 beds)
- 6 Student Fitness Center
- 7 Student Housing, Phase IV (300 beds)

6C Five-year Plan Projects



6D CSU Dominguez Hills Near Term Projects

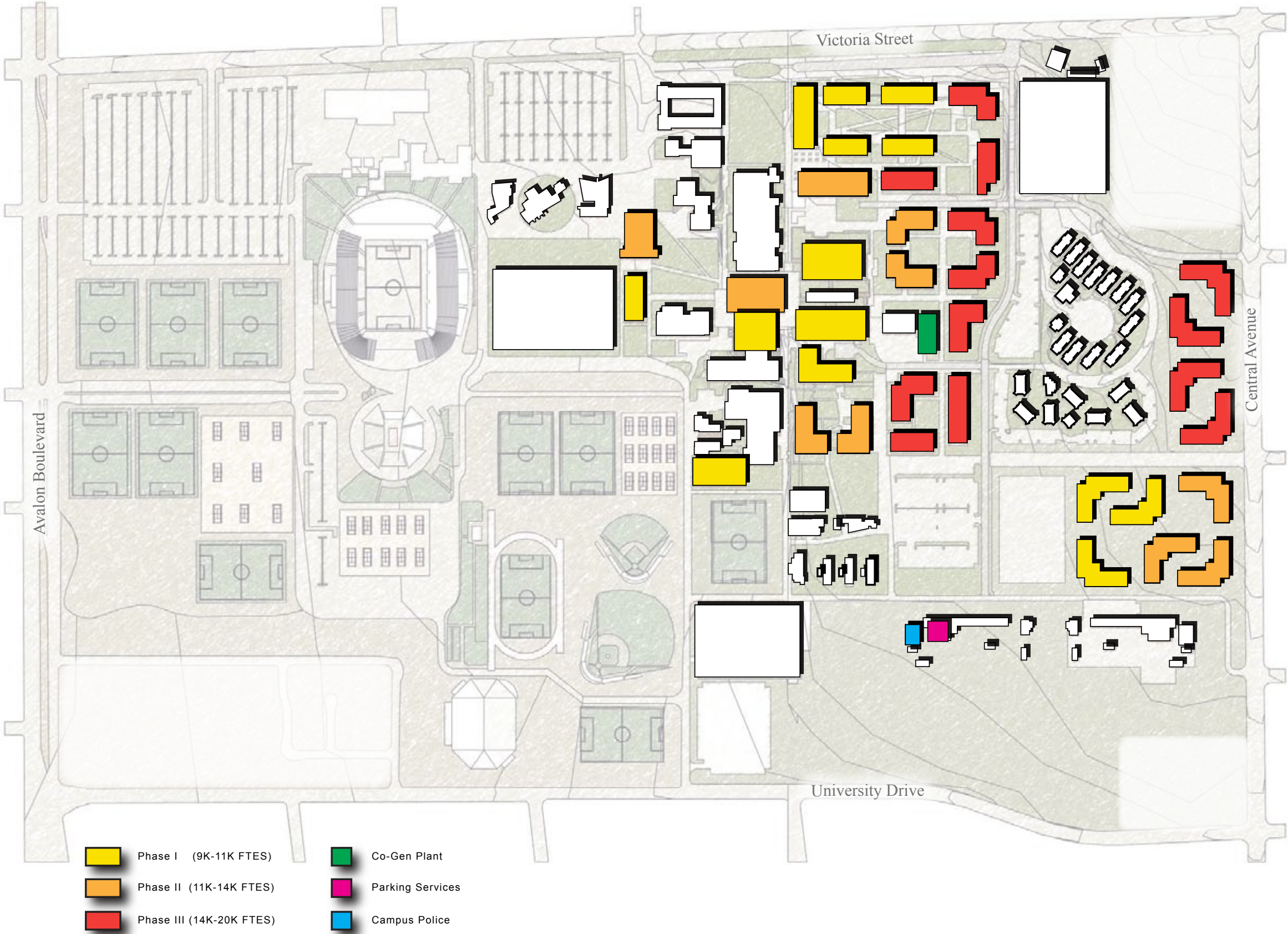
NORTH

LEGEND

State Supported New Construction

State Supported Remodel Project

Non State Supported New Construction



6E CSU Dominguez Hills Phasing Plan

6.5 Long Term Phasing of the 2009 Master Plan

Chapter 4 identifies major long term facilities needed to accommodate a projected 20,000 FTES build out for the campus. These facilities include future classroom/laboratory/office buildings, parking structures and student and faculty housing. The actual phasing of the construction of these facilities will be developed as the demand for the various facility grows in response to student enrollments and funding availability. Since some of the proposed classroom/laboratory/office buildings and all of the proposed parking structures will be built upon existing parking areas there are interrelated issues of the demands placed upon both of these types of facilities.

6.5.1 Phasing of Classroom/Laboratory/Office Buildings

Classroom/laboratory/office buildings are identified as structures A-U on the Master Plan map, Figure 4J. A generalized phasing plan is shown in Figure 6E and illustrates 3 phases through build-out of the campus.

Several factors have been taken into account in preparing the phasing approach:

1. Initial academic buildings have been clustered around the existing academic core so that the campus will grow outward from that core, maintaining campus walkability.
2. Phase 1 buildings have been located so as to replace temporary buildings and buildings which have reached the end of their life cycle. This is particularly important with regard to the “Small College” buildings (Building numbers 1-12). These buildings are one story, inefficient, costly to maintain and are approaching 50 years in age. Furthermore, since these buildings were part of the original campus designed by A. Quincy Jones, it is likely that historic preservation groups will advocate for their retention which would not be in the University’s best interest since they occupy prime land for academic development at a very low density and will continue to require extensive and costly maintenance. This is also true for temporary Buildings 100-104 which should be replaced over time although they are not historic in character and their demolition will not likely face opposition.
3. In general phase 1 and 2 buildings have been located so as to preserve existing surface parking lots for as long as possible in order to postpone the need for structured parking. Without specific dates for enrollment growth phase 3 is somewhat speculative but generally speaking when buildings in phase 3 are required parking structure 1 will also be needed to meet parking demands and provide replacement parking for the surface lots.

6.5.2 Phasing of Parking Facilities

An understanding of and planning for campus parking provision is important for several reasons. Not only is availability of parking of vital importance to a predominantly commuter campus such as CSUDH, but the funding of parking must be paid for from non-state sources which in general are more difficult to secure. In the case of CSUDH, most future parking envisioned for the campus will be supplied in parking structures (identified as PS-1, PS-2 and PS-3 on figure 6E) which are significantly more expensive to build than surface parking. Another factor related to the provision of parking particularly when provided in parking structures, is the desire to distribute traffic around the periphery of the campus in such a way that no particular campus entry is overburdened. Finally, because the Home Depot Center (HDC) is such a large user of CSUDH parking and as a local provider of parking, the existing and future cooperative arrangement between CSUDH and HDC needs to be examined to insure that the needs of the campus are met. This articulation of common parking facilities extends to the possibility of the campus using HDC parking to meet peak demands and for those ‘ramp-up’ periods where campus parking is needed but the entire demand for a new structure has not developed. All of these factors to a greater or lesser degree will influence the timing of when additional parking will be added (and removed) as the Master Plan is implemented.

Table 6F depicts one possible scenario for the long range phasing of parking for CSUDH based upon the Master Plan, projected enrollment growth and a logical sequence of development. The related levels of student enrollment that would be supported given the progressive development of parking over time are also estimated. It should be noted that the identified level of support represents the total number of students (FTES) accommodated with the completion of each parking facility. However, due to the large sizes of the 3 proposed parking structures and depending on when a structure would be built relative to the parking demand, there could be a period of time when the parking structure may not be fully utilized.



Table 6F: Parking Growth Analysis
California State University Dominguez Hills

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2021	2030	2040	2050	Build-out 2089
Projected FTES (1)	9,458	9,591	9,723	9,856	9,988	10,121	10,253	10,386	10,518	11,048	12,240	13,565	14,890	20,056
Projected Parking Need (2)	4,729	4,795	4,862	4,928	4,994	5,060	5,127	5,193	5,259	5,524	6,120	6,782	7,445	10,028
Projected Supply	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533	4,533	3,535	3,535	2,992
Surplus/Deficit(3)	-196	-262	-329	-395	-461	-527	-594	-660	-726	-991	-1,587	-2,247	-3,910	-7,299
Parking Actions														
New Surface Lot 8									750(3)	750	750	750	750	(4)
Projected Supply with Surface Lot 8									5,283	5,283	5,283	4,285	4,285	2,729
Surplus/Deficit with Surface Lot 8									24	-241	-837	-2,497	-3,160	-7,299
New PS-1 Structure												3,000	3,000	3000
Projected Supply with PS-1												7,285	7,285	5,729
Surplus/Deficit with PS-1												503	-160	-4,299
New PS-2 & 3														4,200
Projected Supply with all structures														9,929
Surplus/Deficit with all structures														-99
Main Existing Surface Lots	Number of Spaces, 2009													
1	537													
2	678													
3	646													
4A	269													
4B	249													
5A Housing	162(4)													
5B Housing	101(4)													
6	998													
7	987													
Other Lots	169													
TOTAL	4,533													
Future Surface Parking Lot 8	750-1,000													
Future Parking Structures	Number of Spaces													
PS-1 (Replace Lot 6)	3,000													
PS-2 (Replace Lot 1)	2,400													
PS-3 (Replace Lot 4A)	1,800													
TOTAL	7,200													

(1) FTES projection from extrapolated long term CSUDH growth trend.

(2) Parking need assumed at 0.5 spaces per FTES.

(3) Parking deficit in 2017 (-463 spaces) could be handled with a new 700-1,000 space surface lot as shown on the Master Plan. 750 spaces in this table are for tabulation purposes only.

(4) Counted as resident's parking spaces.