



# California Polytechnic State University, San Luis Obispo Student Affairs and University Housing

## **Market Analysis**

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# Executive Summary

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## Research Purpose

Our research aims to help Cal Poly Campus Housing improve student housing retention rates by answering the following research questions. *What incentivizes first years to continue living on-campus their second year? What factors drive these students to continue staying on-campus? What are some aspects of on-campus living that could be changed?* Each of these questions examines the different aspects that positively and negatively affect the overall student housing experience. We have created a report that can comprehensively answer these questions by conducting primary and secondary research ranging from interviews to field research.

## Research Questions

1. *What incentivizes first years to continue living on-campus their second year?*
2. *What are the biggest deciding factors that persuade a student from choosing to live on or off campus for their second year and beyond?*
3. *What are some aspects of on-campus living that you could change?*

## Methodology

Over the quarter, our team conducted primary and secondary research to gain a comprehensive perspective on the needs of the client's customers, the competition affecting student housing decisions, and overall student sentiment. The primary research involved multiple in-person interviews, extensive survey research, and detailed field research. These approaches allowed us to gain an in-depth view of what the client needs to do to improve student housing retention rates, and by using these methods, we have accurate data that could not be acquired through secondary research. Our secondary research involved multiple outside sources and helped us understand the client's position concerning their competitors, environment, and other factors. (see appendix A). After conducting each research type as individuals, our team synthesized the results into cohesive presentations to analyze underlying themes and trends.

## Conclusions

We have obtained three conclusions that reflect the behavior and thoughts of our customers as it pertains to deciding whether or not to live on campus after their first year.



They are as follows: first year students are incentivized to continue living on campus their second year because of the social accessibility, provided amenities, and proximity to campus; students decide where to live for their third and fourth years of school based on price, accessibility to the city, and amenities like groceries and parking; some aspects of on-campus living that students would change include improving amenities, the transportation system, and an expansion of food offerings.

Through our research, we have concluded that Cal Poly Student Affairs' potential customers value the social aspects fostered by the first year and continuing housing options. From first to second year, these students are mostly happy with the current amenities offered by the second year housing options. Proximity to campus is a big incentive for first year students when looking for housing as they focus on their studies. Second, our research shows that three significant factors persuade whether or not they continue living on campus. Students look at housing prices when determining where to live because there is a significant difference between the different housing options around the city. Accessibility to the city is also significant because students value activities they can do off campus, like hiking, shopping, and restaurants. Amenities also play a big part in students' decision process because of the lack of food options, the high prices of on-campus dining, and the trouble parking when students want to bring their cars. Lastly, we have determined through our research that there are three significant changes students want to see Campus Housing and Student Affairs improve so they will consider staying on campus for subsequent years. They believe that improved amenities like updated furniture and closet space are necessary. They voiced that an improved transportation system is something they are looking for as those with parking spots still have a 10-20 minute walk to their apartments. They also believe that food offerings must be expanded because our data shows that students do not have enough options, and the prices are too high.

## Recommendations

Through our methods of research and observation, respondents feel strongly about price, proximity to campus and the city, amenities, social life, parking/transportation, and food options when deciding where to live. Through our findings, we have a few recommendations for Cal Poly Student Affairs in order for them to attract more students to live on campus for more than their first year of college. The first recommendation is for Student Affairs to change their housing fees to match that of the surrounding area and make the housing agreement a full 12 months. We also recommend that Student Affairs update their in-apartment amenities like furniture and overall space per student to be competitive. Another recommendation is for Student Affairs to work with Transportation and Parking Services to improve parking proximity to the apartment complexes. Finally, we recommend that Student Affairs works with Campus Dining to provide a wider variety of





food options for students who live on campus. This includes dine-in, take-out, and the prices and variety of food in the two markets. These recommendations were all pulled from the information we gathered over the quarter. These improvements will set in motion more student residents in future years for Student Affairs to obtain the goal of 66% of students living on campus.

# Research Brief

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## Research Questions

1. *What incentivizes first years to continue living on campus their second year?*
2. *What are the biggest deciding factors that persuade a student from choosing to live on or off campus for their second year and beyond?*
3. *What are some aspects of on-campus living that you could change?*

## Research Purpose

Our research aimed to help Cal Poly Housing increase their student housing retention rates, to improve the existing student housing experience, and assess the feasibility of building more student housing. Research questions were developed to construct a foundational setting based on the project. With the questions produced, our team sought to depict more considerable advancements that can be useful in determining resulting factors.

Cal Poly Student housing has provided experiences that will stay with students for the rest of their lives—maintaining an adequate system where everyone involved is satisfied with their living environment. This association is trusting this specific business course to elaborate on key themes present and should be addressed sooner rather than later.

By conducting secondary research, we were able to determine which claims correlated with the hypothetical probes. These insights are fundamental in paving the way for maximizing their marketing efforts.

## Cal Poly University Housing's Current Situation

Cal Poly University Housing is a category under the representation of Student Affairs. When meeting with the board over the past quarter, we continued to inform them about developing issues. Though there are other categories apart from housing, to reach a broader range of students requires further analysis. In order to attract upper-level students, the association must cater to its potential clients.

Students are busy between school and the majority are employed. To make the lifestyle of on-campus living appeal more to continuing students, the board needs to see the influences affecting the population percentage. Communicating with the representatives of

student affairs at Cal Poly permitted the class to analyze further arguments presented by the secondary evidence gathered.

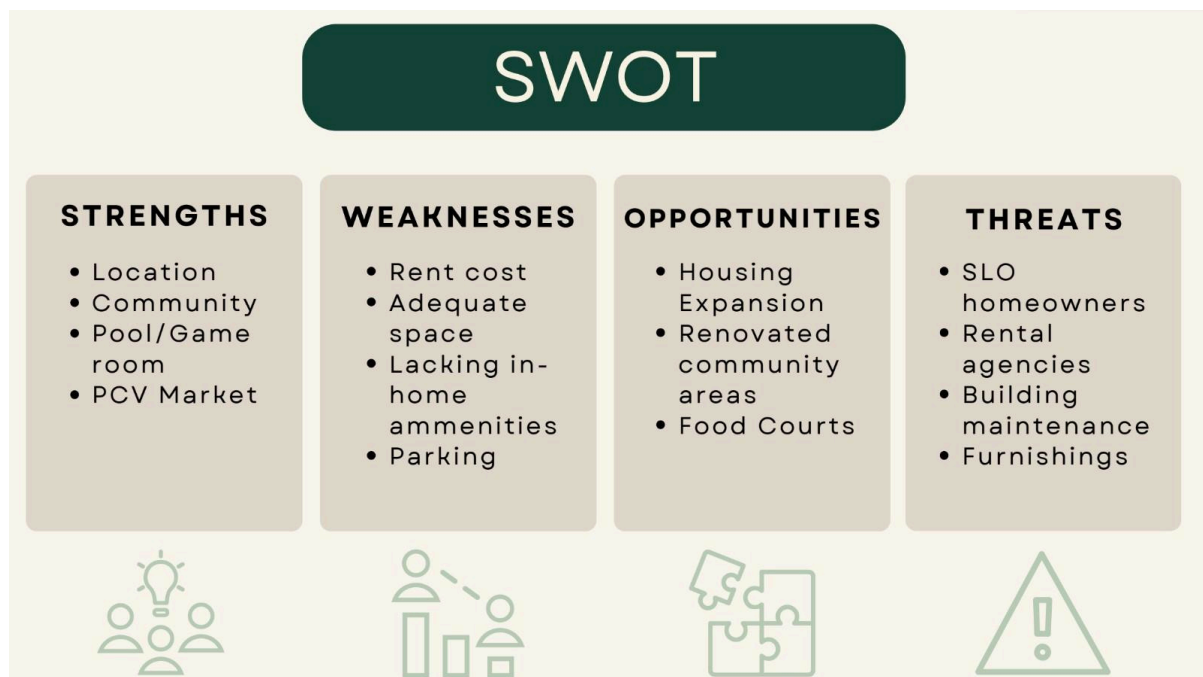
Now that Cal Poly's enrollment is growing, student housing is a huge proponent in fulfilling the number of incoming students. This may impact the applicants in the future if they see that Student Affairs is not cooperating. To build a stronger community, actions are required.

Knowledge Gaps in our research include the following:

1. It is difficult to gauge whether students in on-campus housing have a preference between keycards and standard keys.
2. The amount of students actually attend on-campus community events in comparison to the students who attend social events their off-campus complexes hold.
3. How much the average Cal Poly student makes if they are employed, or the amount of students have their parents paying for rent/expenses.
4. While there is data on the overall average price of rent in SLO, there isn't enough data on the average rent costs for local student housing.

Our team was tasked with exploring perceptions from peers and general concerns. From there, crafting a detailed representation of data collected.

**Below are Cal Poly Student Housing strengths, weaknesses, opportunities, and threats:**



## Methodology

### *Overview*

Four varying research methods were used to collect critical insights surrounding student housing on campus. The processes applied are summarized in the detailed appendices in this paper. They are explicitly appearing in Appendix A-E.

### *Secondary Research (Appendix A)*

We conducted secondary research to collect insights about the organization, competing outsiders, and suggesting integral factors relevant to the present market. Our team formulated a SWOT analysis, competitor analysis, and surveys regarding the subject of interest. This is located in Appendix A: Secondary Materials.

### *Focus Groups (Appendix B)*

The class conducted two differing focus groups where participants were asked questions regarding student housing on campus. Valuable insights arose about the importance of housing options. All participants were chosen based on convenience to the team members and their living situations. We wanted to aim toward upper-level students currently living on-campus or others that chose to live in nearby communities off-campus. Both of these characteristics are vital in expanding living areas and tending to the necessary accommodations.

### *Ethnographic Research (Appendix C)*

#### *Observations*

Our team's observations were sampled by observing residential students and pedestrians who spent time at two locations of Poly Canyon Village Plaza (PVC) or Dexter Lawn picnic tables in front of Subway. We documented and created an analysis by designing a short but effective interview to draw conclusions regarding our research questions. The observation guide we created was a list of questions used to gain further insight during our ethnographic research. The questions were "How many people are walking through?", "Are people meeting outside of their building?", "Are people utilizing the food plaza next to their buildings?", and "What food/cafes are available in the courtyard?". For additional ethnographic research, including full observational notes and overall synthesis, please refer to Appendix C.

#### *In-depth Interview*

For our in-depth interviews, our team randomly selected five individuals currently utilizing the campus area space. There were three types of observations: resident observation, customer observation, and pedestrian observation. We all had recording methods of taking photographs using our phones and taking notes through handwritten or

digital devices. During our analysis, many aspects of our team's themes of social/community, convenience/isolation, and amenities/utilities have played a considerable role in the reasons why people prefer to live off-campus. See Appendix C for additional conclusions regarding the key themes and overall interview.

Some key questions our team asked our interviewees:

1. What's your name, major, and year?
2. How long have you been living on-campus?
3. Rate your current living situation out of ten. Explain why?
4. What is your favorite part about living on campus?
5. Have you used any of the provided amenities regarding mental health and educational assistance, and were they beneficial?
6. If certain factors were changed, would they actually make you reconsider reliving on-campus?
7. How often would you say you use the resources provided on-campus?
8. If you plan to live off-campus next year, what are your reasons?
9. Would you say if you were paying for your housing, PCVs price would have been a major factor?

### ***Questionnaire Research (Appendix D)***

To continue gaining more insight and detailed analysis, our team designed and created a Qualtrics survey with a series of short, intentional questions to effectively provide information and feedback to our client(s). The primary purpose of this research study is to better understand and examine students' perception of Cal Poly Housing affairs—to dive deeper into students' experiences who are/have lived on-campus. We designed this survey to be electronically distributed to current and former campus housing residents through social media platforms such as Instagram, Snapchat, and, most prominently, the Cal Poly 2023-2025 Facebook groups. Through this survey, we needed to ensure that we were compliant to ethical standards by securing all personal information to be kept confidential through our analysis and data-collecting process. For further analysis, purpose, and conclusions, see Appendix D.

Questions on our Qualtrics Questionnaire:

1. How far away from campus are you currently living?
2. Select all campus housing places that you have lived in the past.
3. How satisfied were/are you with your \_\_\_\_\_ housing experience?
4. How likely would you live on campus next year?
5. Please rate how important each of these factors are to you for a housing experience:



6. Please rate your satisfaction with \_\_\_\_\_ housing factors.
7. What year in school are you?
8. What college are you in?
9. Do your parents pay for your housing?

## Conclusions

**Question #1:** *What incentivizes first years to continue living on-campus their second year?*

**Conclusion #1:** First year students are incentivized to live on campus for a second year by the social accessibility, provided amenities, and proximity to campus.

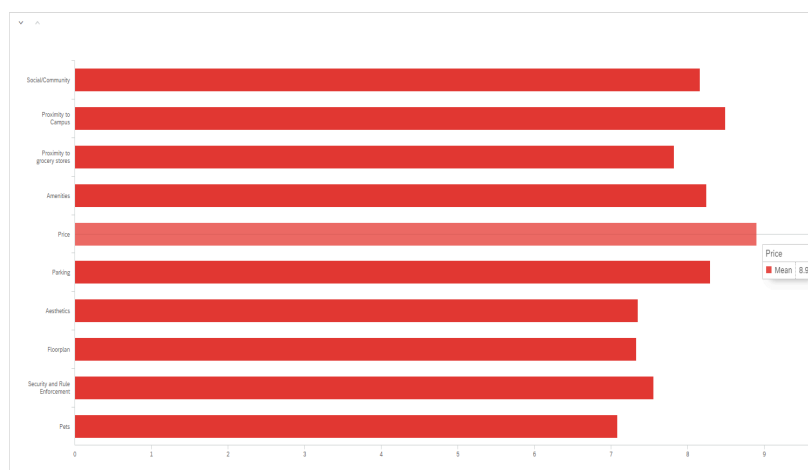
Throughout our team's ethnographic and focus group research, we found that many students were attracted to live on campus second year because of the ease of social interaction, the provided amenities such as the gym and free laundry, and the accessibility to campus as their top priority is their education. In an in-depth interview conducted by

Matthew G, he asks

participant Austin C, "what is your favorite part about living on campus?". Austin stated that he would "probably say the social aspect of it. It is pretty nice being able to walk next door and hang out with my neighbors or make friends. It's pretty convenient being near everyone...[adding that he]

also like(s) having the kitchen

Q10 - Please rate how important each of these factors are to you for a housing experience?



in PCV, making food in the dorms was really hard" (Austin C). Clearly, students enjoy and require social interaction within college, and student housing fosters these interactions through the PCV and Cerro Vista housing layout. Through conducting a questionnaire that was released via social media to 83 Cal Poly students in response to rating the importance of a variety of living factors, students selected social/community as most important, followed by proximity to campus, proximity to grocery stores, and amenities. As students move into their second year, it is crucial that student housing emphasizes these core advantages while improving supporting factors such as food options and transportation. The accessibility to ample food and grocery options is becoming increasingly important as many parents pay for their child's education, valuing their ability to eat healthily and be close to campus so they can focus on their education. First year students are incentivized to live on campus as social interactions are fostered by student housing, many amenities such



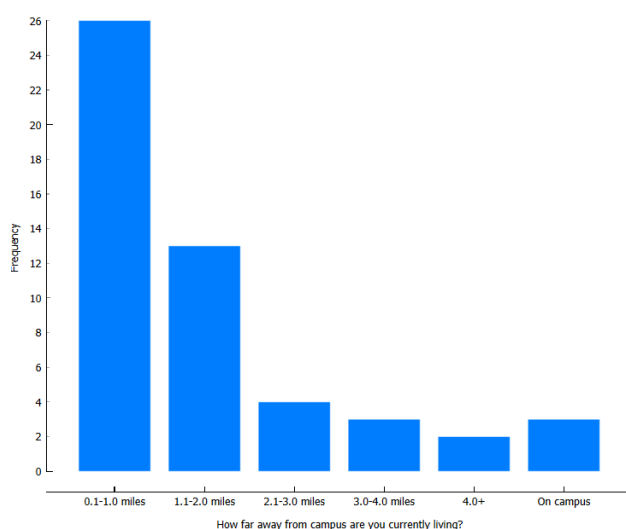
as laundry and the gym are close and free, and studious students can be near campus to focus on their studies.

**Question #2:** *What are the biggest deciding factors that persuade a student from choosing to live on or off campus for their second year and beyond?*

**Conclusion #2:** Students decide to live on or off campus for third or fourth year based on price, accessibility to San Luis Obispo, and amenities like groceries and parking.

## PARKING/CLOSENESS

Students have expressed an intense desire for an increase in parking spots for continuing students or an efficient and reliable transportation system into San Luis Obispo.



Joshua states during the focus group conducted at 10 am on October 18th, “For me, it is really important to not be worried about finding a parking spot...and being able to park close to your apartment” (10:48:28am). We can see that isolation and the ability to see the surrounding town are essential for students. Not only do they desire the experience of exploration, but access to the city would also provide the students with more dining and shopping options, meaning Cal Poly would not have to open new on-campus restaurants. We can see that most students live within 1 mile of

campus, so if a transportation system is created, it would not need to extend far to satisfy student needs.

## PRICING

Housing price is one of the most significant factors affecting a student’s decision to continue living on campus. Even though most students surveyed have their parents paying for their housing, price ranked as the most important factor affecting student housing. (see graph in conclusion 1). When students look for new housing for their second year, the high price of on-campus housing puts off-campus competitors at an advantage. Of those surveyed, most of those who had lived or were currently living in PCV responded that they

were dissatisfied with PCV’s price for the experience they received. One interviewee responded, “I mean, the price to stay on-campus is a little much,

Q8 - Do your parents pay for your housing?



especially when I have to pay some of the tuition.”

Q11 - Please rate your satisfaction with Poly Canyon Village's price

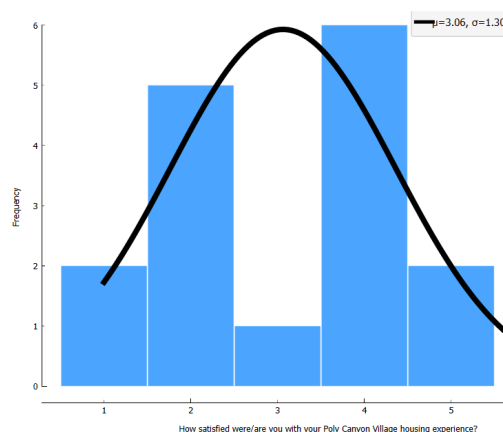
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**Question #3:** *What are some aspects of on-campus living that you could change?*

**Conclusion #3:** Students require improved amenities, an improved transportation system, and an expansion of food offerings.

The Poly Canyon Village Housing community routinely received low scores and reviews in multiple areas compared to other living communities. Some aspects that need changing are amenities, transportation, and expanded grocery and food options. In our interviews and Qualtrics questionnaire research, students were either relatively satisfied or relatively dissatisfied with PCV, as evidenced by this bar chart. If Cal Poly Student housing wants to increase the number of third and fourth years living on campus, improving the second year housing is crucial to making third and fourth years believe that on-campus housing is worth the money and sacrifices associated with living on campus.



Of the third and fourth year students interviewed and questioned, Poly Canyon Village scored the lowest of all the housing communities in the Qualtrics research for satisfaction with social accessibility, with the majority of the respondents dissatisfied in some way. Compared to the second year interviewees who were actively living at PCV, the upperclassmen reviewed these factors less favorably.

Q11 - Please rate your satisfaction with Poly Canyon Village's social accessibility

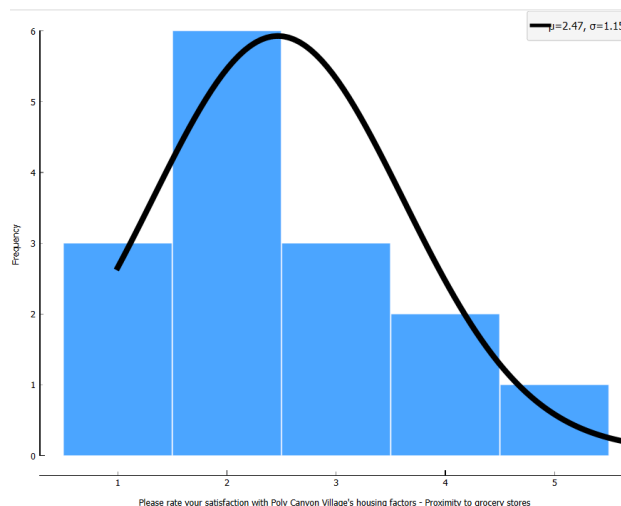
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One interviewee responded, “... everything is kind of meh. There is no social life there compared to the dorms. So yeah. I kind of just stay in a room.” (see ethnographic research).

However, many of the other focus group participants and interviewees positively rated PCV's social aspect, so it would appear that the social aspect of PCV varies from respondent to respondent. However, if Campus Housing wants to improve the student housing experience in an impactful way, social accessibility will need to improve.

Amenities were frequently expressed as lacking in Poly Canyon Village or crucial to the housing experience. Of these amenities, grocery/food access was stressed as lacking in PCV. One student in the focus group stated, "But as for going grocery shopping or going to stuff off campus, it is pretty isolated." The majority of responses in the qualtrics survey were dissatisfied with the grocery options that PCV offered, as evidenced by the low-scoring distribution of responses in this graph, with one being extremely dissatisfied and five being extremely satisfied.

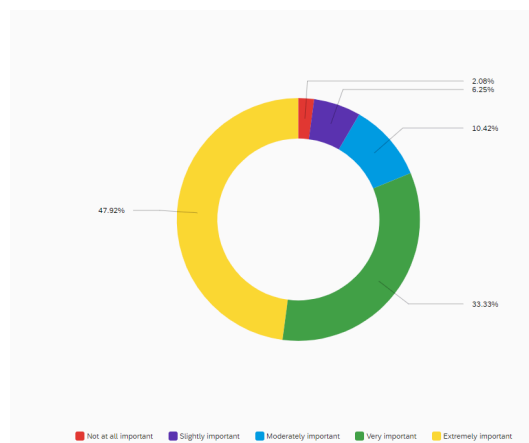


Another aspect of Poly Canyon Village is transportation. A more convenient way to arrive at destinations where it is populated at certain times throughout the week. Student Affairs should observe the number of residents stopping at specific grocery stores or restaurants. Especially for disabled students, setting up virtual appointments for a chauffeur would aid their situation more. This also goes for first year students, who do not know their way around San Luis Obispo as much. Shuttles on campus may consider venturing off campus more for the safety of students. Ensuring students' well-being is crucial, and ensuring they will get home is essential.

## Recommendations

**Recommendation #1: Student Affairs should change their housing fees to match that of the surrounding area and make the housing agreement a full 12 months**

For the majority of students, price is the main factor that decides whether or not they choose to live somewhere. As this chart states, almost 50% of students rated price as an extremely important factor in deciding housing. At the current price point that Cal Poly Campus housing charges, the on-campus apartments are on the more expensive side for student housing, and many of the amenities and freedoms that



other housing communities offer aren't as common with on-campus housing. From past experience and informal interviews, our team has also concluded that providing year-round housing would also be advantageous to Cal Poly housing's market position. By forcing students to move out of their apartments over summer Cal Poly Housing loses appeal to out of students who would want a more permanent residence in the event they work over summer, or simply don't want to go home yet. By potentially lowering prices to more accurately reflect the quality of on-campus housing, campus housing can greatly improve the appeal to the many students who are concerned with the price of living on campus.

**Recommendation #2: Update in-apartment amenities like furniture and overall space per student to be competitive with SLO homes.**

We determined that an increase in the quality of amenities within PCV and Cerro Vista need to be improved. Students state that the furniture is uncomfortable and inadequate, the laundry rooms not being in-house, and the kitchens needing updating. These standards are compared to that of the surround SLO area and the amenities included at such houses. Students that tend to choose off campus living have access to large kitchens, full living rooms with comfortable couches, in home laundry, and available parking spaces. These are all aspects that the surrounding community excels in that Cal Poly could improve in order to attract continuing students.

**Recommendation #3: Work with Transportation and Parking Services to improve parking proximity to the apartment complexes.**

Cal Poly is at a shortage of parking spaces; causing students to leave their vehicles at home spend the majority of their time on campus. It is extremely important to provide students with parking spaces so that they have the freedom to leave campus and explore SLO. Many students throughout the focus groups and ethnographic research stated that they felt isolated on campus. Students are consistently drawn away from living on campus because of the isolation it entails. Cal Poly can react to this and attract more students to on campus living by either providing more parking spaces for on campus students, or creating a reliable and efficient public transport that students can use to get to and from downtown SLO and the surrounding areas.

Q11 - Please rate your satisfaction with Poly Canyon Village's parking

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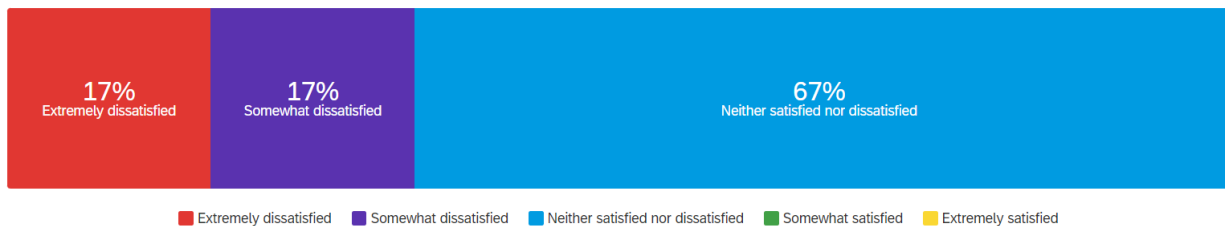
■ Extremely dissatisfied 
 ■ Somewhat dissatisfied 
 ■ Neither satisfied nor dissatisfied 
 ■ Somewhat satisfied 
 ■ Extremely satisfied

**Recommendation #4: Student Affairs should work with Campus Dining to provide a wider variety of food options for students who live on campus. This includes dine-in, take-out, and the prices and variety of food in the two markets.**

Food is necessary to fuel the bodies of students. Having various options across campus allows residents who have certain food restrictions access to more variety. Since Covid-19 occurred, people are still skeptical about leaving their rooms even for classes. Generation Z is also advocating towards vegetarian alternatives and healthy substitutions. Prices surrounding food have increased with the inflation and leaves students scavenging for money. Lowering prices to affordable amounts will benefit residents in the long run and contributes to a better mental state with not worrying about money.

Q20 - Please rate your satisfaction with Cerro Vista's proximity to grocery stores/restaraunts

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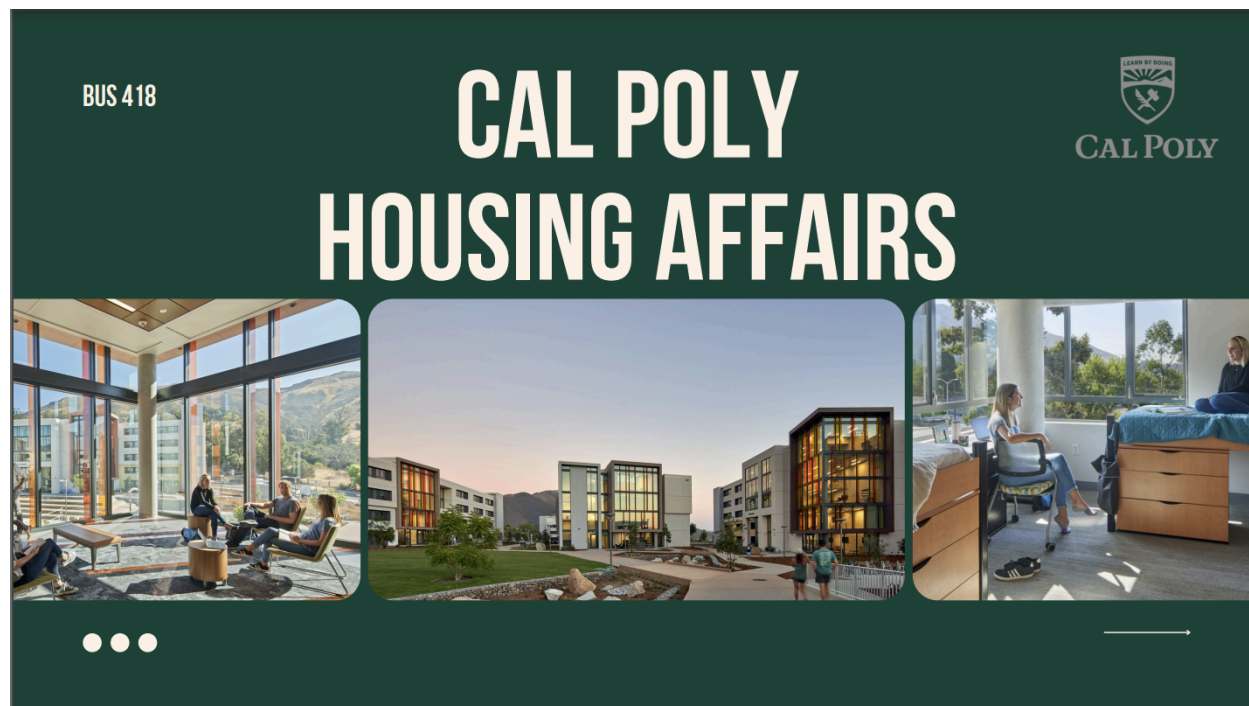
## Appendix and Support Materials

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## Appendix A: Secondary Materials

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## Current 2nd Year Offerings

### Poly Canyon Village



Study Rooms  
In-apartment Kitchen  
Free Laundry  
Swimming Pool  
Game Room  
Keycard Access  
Bike Racks

### Cerro Vista Apartments



Cost:  
\$13,233/year single  
\$11,802/year double  
  
All units are 4 bedroom  
furnished apartments

Housing info is available at  
[www.housing.calpoly.edu](http://www.housing.calpoly.edu)  
  
Instagram @cp\_housing

## Learning Communities

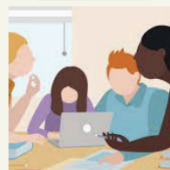
### CULTURE & IDENTITY



### PRIDE



### ENGAGE



### SUBSTANCE FREE



### CAED



### CENG



### CAFES



Cerro Vista and Poly Canyon Village are separated into a variety of learning communities, students are placed with others that have similar interests and majors

# SWOT

## STRENGTHS

- Location
- Community
- Pool/Game room
- PCV Market



## WEAKNESSES

- Rent cost
- Adequate space
- Lacking in-home amenities
- Parking



## OPPORTUNITIES

- Housing Expansion
- Renovated community areas
- Food Courts



## THREATS

- SLO homeowners
- Rental agencies
- Building maintenance
- Furnishings



Strengths	M	I	R	Opportunities	M	I	R
Location	3	3	9	Housing Expansion	3	2	6
Community	2	1	2	Renovated community areas	2	1	2
Pool/Game Room	1	1	1	Food Courts	3	2	6
PCV Market	2	2	4				
Weaknesses				Threats			
Rent Cost	3	3	9	SLO homeowners	1	1	1
Adequate Space	3	3	9	rental agencies	2	2	4
Lacking in-home amenities	2	1	2	building maintenance	2	1	2
Parking	3	3	9	furnishings	1	1	1

## WEAKNESSES TO IMPROVE

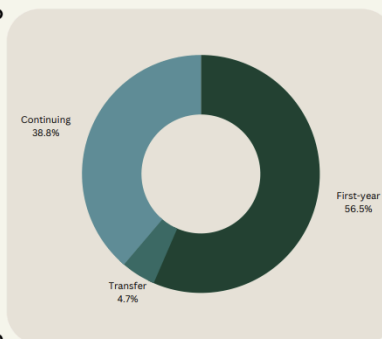
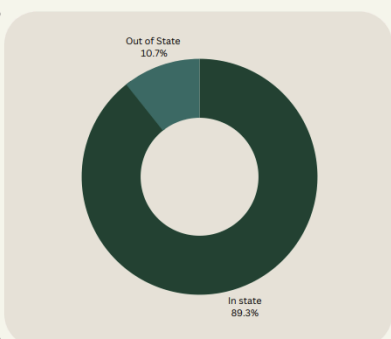
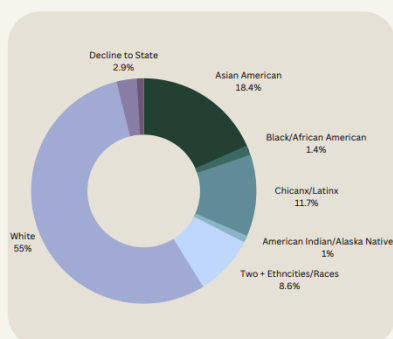
- Rental cost
- Housing expansion
- adequate parking

## STRENGTHS TO PROMOTE

- Location
- Markets/food courts
- Community

# Customer

## DEMOGRAPHICS



The most popular customer demographic for on-campus housing at California Polytechnic State University, San Luis Obispo are students--mainly in-state first years and it's required for certain students for two years.

51% Male  
49% Female  
>1% Gender X

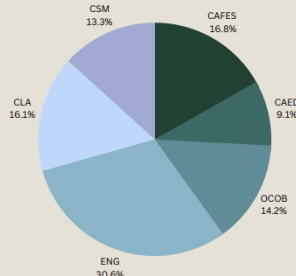


# Two-Year Housing Requirement

## DEMOGRAPHICS

Although after the first year, it's optional for students to live on campus, it is mandatory for students within certain colleges.

- College of Architecture & Environmental Design
- College of Agriculture, Food, & Environmental Sciences
- College of Engineering
- The Cal Poly Scholars Program
- Student-Athletes



# Customer

## PSYCHOGRAPHICS

### FIRST-YEAR INTEREST-BASED PROGRAMS

- Collaborative Leadership
- TRIO Achievers
- Educational Opportunity Program
- Cultural and Identity Communities
- Entrepreneur iCommunity
- Pride Community
- Global Living
- Honors
- Mindful Living
- Poly Tech
- Pre-Med and Health
- Substance Free
- Cal Poly Scholars



# Customer

## PSYCHOGRAPHICS

### LIFESTYLE

With over 7,000 rack spaces and 252 secure bike lockers, Bicyclists are very apparent on Cal Poly Slo's campus. In 2019, Cal Poly states that **57% of students live within 5 minutes** of the campus--considering an easy and convenient commute.

### DIFFERENT WAYS TO GET ON CAMPUS

- |                    |                      |
|--------------------|----------------------|
| • Rideshare        | • Zip Car            |
| • Mustang Express  | • Bicycles           |
| • Carpool          | • Vanpool            |
| • Amtrak           | • Electrical Vehicle |
| • Transit Services | Charging             |





## Customer Personas

### OUT OF STATE RESIDENT



Lyla is a 3rd year studying Architecture, originally from Pennsylvania. She's currently President of Design Village and a huge advocate for sustainable practices; She bikes to school everyday from her off-campus apartment on Grand Avenue.

### CALIFORNIA RESIDENT



Sevastian is a 1st year, student-athlete from the Bay Area. On-campus, he is currently dorming in the Yakitutu university housing. He has swim practices every day and tries to make healthy meals; expect he drinks coffee daily.

### CAL POLY PARENT

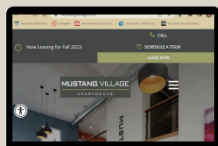


Linda is the mother of a Cal Poly transfer student. She requests her daughter stay on campus at Poly Canyon Village. Her family is originally from Lake Tahoe and they highly enjoy snow activities like skiing and snowboarding.

## Competitors

### MUSTANG VILLAGE

- **Voted #1** off campus student housing
- Best living complex starting at a low price of **\$700**
- All inclusive living
- Path directly to Cal Poly campus



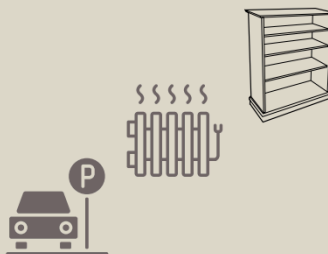
### THE SUMMIT SLO

- Fully furnished apartments
- Rooftop Lounge
- Complimentary Coffee Bar
- Resident Parking Garage
- 24/7 Fitness Center



### SAN LUIS VILLAGE

- **Free Parking**
- Built in bookcases
- Corner of California & Foothill
- Heater included



## Competitor Analysis

	Strengths	Weaknesses	Primary Audience
<u>CP HOUSING</u>	<ul style="list-style-type: none"> <li>On campus access</li> <li>All inclusive amenities</li> <li>Free laundry</li> </ul>	<ul style="list-style-type: none"> <li>Expensive yearly housing cost (\$10,356)</li> <li>No first year parking</li> </ul>	<ul style="list-style-type: none"> <li>First years</li> <li>Second years (athletes, scholarship)</li> </ul>
<u>MUSTANG VILLAGE</u>	<ul style="list-style-type: none"> <li>Spacious floor plans</li> <li>Fitness Equipment</li> <li>Sparkling pools</li> <li>Access to nearby dining and shopping</li> </ul>	<ul style="list-style-type: none"> <li>Limited Parking from \$740</li> <li>Shared rooms approx. \$900 per person</li> <li>Paid laundry (\$2.25 for individual wash &amp; dry)</li> </ul>	<ul style="list-style-type: none"> <li>All persons</li> <li>Someone enrolled at CP who enjoys the convenience of walking to school</li> </ul>
<u>SUMMIT SLO</u>	<ul style="list-style-type: none"> <li>Bike storage w/ controlled access</li> <li>24/7 private &amp; group study lounge</li> </ul>	<ul style="list-style-type: none"> <li>Newly built (not enough reviews)</li> <li>Busy street</li> <li>Pricey rent</li> </ul>	<ul style="list-style-type: none"> <li>College students who don't have a budget</li> <li>Actively on social media</li> </ul>
<u>SAN LUIS VILLAGE</u>	<ul style="list-style-type: none"> <li>Two-compartment sinks</li> <li>Free parking</li> <li>Wall-to-wall parking</li> </ul>	<ul style="list-style-type: none"> <li>Not as well-known</li> <li>Small availability</li> </ul>	<ul style="list-style-type: none"> <li>All years of college</li> <li>Seeking apartment living</li> </ul>

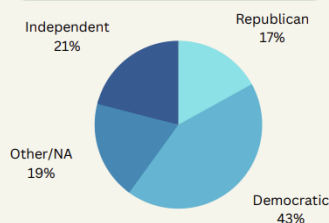
## Political Trends

### VOTING HISTORY



Slo County has voted for the democratic candidate for the **last four presidential elections**. This means the county is relatively liberal aligned.

### POLITICAL MIX



The **largest percentage** of students are **democrats**, with a closely even mix of the other political alignments. How political alignment relates to students' desire to pursue student housing is mostly unknown.

### REGULATIONS



Slo County's policies regarding **noise complaints** or unruly gatherings could encourage or discourage students from living off or on campus.

## Technological Factors

### KEYCARD ACCESS



For safety and security, Cerro Vista and PCV have **secure** keycard access. These cards give residents access to their building, their room, and the laundry room.

### REFILLABLE WATER STATIONS



Cerro Vista and PCV offer several refillable **water stations** to stay within the University's sustainability goals. This lets residents fill up their water bottles with **purified** drinking water whenever they need to.

### REGULATIONS



All continuing student housing offer **free** use of the washing machines in every residential building. With **laundry monitoring**, residents can see how many machines are available and when their laundry is done.

## Social Factors

### RESIDENTIAL LEARNING COMMUNITIES



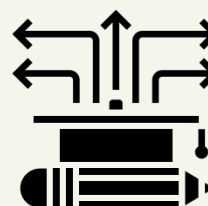
With a multitude of residential learning communities to pick from, **students get a say** on the community they want to be apart of as well as the option to **pick their roommates**.

### COMMUNITY BUILDING EVENTS



There are specifically catered **programmatic offerings** within each of the learning communities as well as **community wide events** residents from any of the communities can attend.

### LEARNING OPPORTUNITIES



Student Affairs provides **easy access to learning opportunities** for residents such as registration workshops, study groups and student-faculty interactions, writing labs, tutoring sessions, and success meetings.

# Environmental Scenario Analysis

## CLIENT

### BEST-CASE

With plans for additional continuing student & transfer housing (approx. 7,200 more beds), Student Affairs will see an increase in upper-division residents in the years to come.

### WORST-CASE

Unforeseen factors preventing the development of new continuing student housing could put Student Affairs' goal of more upper-division residents on hold.

## MARKET

### BEST-CASE

The housing market around the college skyrockets and upper-division students start to really consider living on campus for a 3/4 year as a viable option.

### WORST-CASE

The housing market stays steady or goes into a decline, prompting upper-division students to look off-campus because there are more floor-plan options and longer leases.



## Research Purpose

Our Research Purpose is to **understand the advantages** that living on campus has over off-campus housing, and how these advantages can increase the number of future residents.

## Research Questions

### **STUDENT POLITICAL MIX**

What is the impact of a student's political views on their willingness to stay on campus for additional housing?

### **MOTIVATION TO STAY ON CAMPUS**

What factors make a student who is not required to stay on campus want to stay on campus?

### **STUDENT INCENTIVES**

What incentives, if any, could Student Affairs promote to help retain upper-division residents?

### **TRANSFER STUDENTS OPINIONS**

What are transfer student's opinions who live on campus? Can their opinions lead to a revision of the Student Affairs offerings to retain more residents?

## Research Questions

### **FINANCIAL AID**

What is the average amount of financial students receive and does it affect whether or not students/parents want to remain on-campus?

### **PARTICULAR DORM PREFERENCES**

Would the different amenities per particular dorm change a student's willingness to stay on-campus housing?

### **STUDENT TRANSPORTATION**

Does a certain type of transportation to attend school attract students to stay on campus housing? Bus? Bike? Car? Walking?

### **CUSTOMER BEHAVIOR**

Is there a higher chance that if a student were to do X,Y, or Z, that they would renew their campus housing?

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# Appendix B: Focus Group Research

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**Date: October 18, 2022**

**Time and Location:**

Building 03 Room 341, Cal Poly, SLO

***Focus Group 1: 9:00 am***

***Focust Group 2: 10:00 am***

**Addressed Research Questions**

- What are the needs, wants, pain points, and gain points of upper division students regarding housing?

## Questioning

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### Introduction

When the focus group participants arrived, they were greeted and each took a seat around the table as the moderators introduced themselves and gave some information to the participants on how the focus group was going to run. The moderators encouraged participation, even if it did not directly relate to student housing, such as dining and transportation. They stressed the fact that these focus groups would be kept confidential, and that they would only be used to aid student reports and be turned into CP Student Affairs in the aggregate. The moderators then explained what the focus group was trying to accomplish and discussed the ground rules, like one speaker at a time. The moderators also mentioned that participants were able to get up and grab refreshments during any part of the session. They then ask

*“Did everyone fill out the survey from the QR code?”(which was placed in several locations on the table)*

to which everyone nodded. This is what questions were included in the survey:

Their name, their year in school, which college they are part of, if they are a transfer student, if they are part of Greek Life, Which Residence Hall/Apartment they most recently lived in on campus, if they currently live on-campus, how they pay for housing, and where they are currently living this year (specifically which building, apartment complex, or residential

## Opening Question

The moderators began the focus group session with an “ice breaker” question to make the participants more comfortable. The question (stated below) not only helped the participants feel more comfortable sharing, but also gave some background into each of their habits?

*“Let’s begin by going around and introducing ourselves: First draw musty the mustang, then we’ll all share our first name’s major, and year.”*

## Introductory Question/Mini-Activity

The introductory question asked by the moderators was designed to determine what the participants initially think about when they hear the words “campus life”. This is a valuable question to ask, because it gets participants thinking about what campus life means to them. Having them visually represented allows the moderators to point out interesting words and ask questions like who wrote this, allowing participants to elaborate on their answers. Categorizing them helps the moderators and participants see what underlying themes are formed about campus life.

*“What are three words that you associate with campus life? Put each on a post-it and stick it to the white board.”*

## Transition

The transition question asked by the moderators was designed to move the conversation to the main purpose of the focus group. This is a valuable question to ask, because it allows participants to share a story that evokes positive feelings about living on campus. With probing questions, it could be determined what participants missed about home that they don’t have on campus, if they had any difficulty transitioning to living on campus versus at home, and any other related challenges they faced during their first quarter living on campus.

*“What is a fond memory you have of on-campus life in your first quarter?”*

*“What do you miss most from home? Adjustment to campus life?”*

*“What are some challenges that you experienced?”*

## Key

The main question that Cal Poly Student Affairs wants to determine is “what will we need to attract and serve the students of tomorrow, from a campus facilities, services and amenities perspective?”. This question is important to figure out what services are needed on campus for student logistical needs/wants, as well as any additions, modifications, or developments that may encourage more upper-division students to remain living on-campus. Possible probes for this question could determine what stands out, what is not used, and the reasons why.

*“What do you like about where you currently live? What’s one thing you’d change? Don’t limit yourself to just housing itself.”*

## Ending

To end the focus group, the moderators asked a question that allowed the participants to think about what they would want to have access to if they lived on campus. This question is valuable because it allows the participants to brainstorm which services and amenities they would prefer. This gives real concrete input and suggestions to the moderators on what would keep them on-campus for longer. The visual representation of the answers allows the moderators to point out interesting words and ask questions like who wrote this, allowing participants to elaborate on their answers. Categorizing them helps the moderators and participants see what underlying themes are formed about what general ideal situation encompasses.

*“What is your ideal on-campus living situation? - Post-it notes again?”*

## Focus Group Strategy

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### Moderators

Professor Stern Neill asked the class for volunteers to moderate or manage the focus groups. “Moderators act as a facilitator for the interactions in what are essentially contrived research debates”<sup>1</sup>. Each focus group had two moderators, so there were four moderators in total. Focus Group 1’s moderators were Corinne and Logan, and the moderators for Focus Group 2 were Sam and Lindsey. There were two focus group managers, Katie and Isabelle. The moderators and managers collaborated before the focus groups on October 11th to prepare.

9:00 am Corinne & Logan

10:00 am Sam & Lindsey

### Recruitment Efforts and Sampling Strategy

To get participants, each group was responsible for finding two people who fit Cal Poly Student Affairs’ target market. Each group was looking for one current student who chose to live on campus for their second, third, or fourth year, and one current student who chose to live off campus for their second, third or fourth year. Once the groups found their volunteer participants, the focus group managers emailed the participants the day before to confirm that they were still able to come and to explain what to do when they arrived. Then the participants came to the focus group that was related to whether they lived on campus or off campus, either from 9:00 am-10:00 am or 10:00 am-11:00 am on Tuesday October 18th.

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<sup>1</sup> Hackett, P. M. W., Schwarzenbach, J. B., & Jürgens, U. M. (2016). Focus Groups. In *Consumer Psychology: A Study Guide to Qualitative Research Methods* (1st ed., pp. 51–54). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctvddzsrf.11>

## Incentives

The incentives that we offered to our participants were Coffee, Caprisun, an assortment of SloDoCo donuts, and a \$12 campus gift card. All Cal Poly students like free coffee and the donuts from SloDoCo.

## Focus Group Members

### Focus Group 1 Participants

Timestamp	First Name	What is your year?	What city are you from?	Which college are you in?	Are you a transfer student?	Are you a part of Greek Life?	Which Residence Hall/Apartment have you most recently lived in?	Do you currently live on-campus?	How do you pay for housing?	Where are you currently living this year (specify which building, apartment complex or residential street)?
<i>9AM Session: (On-campus Students)</i>										
10/18/2022 9:06:47	Samantha	3rd Year	San Jose	COSAM	No	No	Cerro Vista	Yes	My parents pay for it	Cabrillo 505, in Cerro vista
10/18/2022 9:06:03	Lexie	2nd Year	Bellevue	CLA	No	Yes	Poly Canyon Village Apartments	Yes	My parents pay for it	Huasna in PCV
10/18/2022 9:06:38	Jacob	3rd Year	Patterson, CA	OCOB	No	No	Poly Canyon Village Apartments	Yes	My parents pay for it	Buena Vista, PCV
10/18/2022 9:05:55	Angelica	4th Year	San Diego	OCOB	Yes	No	Cerro Vista	Yes	I pay for it myself	Cerro Vista - Cabrillo
10/18/2022 9:06:09	Brayden	3rd Year	Ukiah	CAED	No	No	Cerro Vista	Yes	My scholarships cover housing (or	Cabrillo in Cerro Vista

									RA)	
10/18/2022 9:10:52	Christiana	3rd Year	Los Angeles	CLA	Yes	No	Cerro Vista	Yes	My scholarships cover housing (or RA)	Islay

## Focus Group 2 Participants

Timestamp	First Name	What is your year?	What city are you from?	Which college are you in?	Are you a transfer student?	Are you a part of Greek Life?	Which Residence Hall/Apartment have you most recently lived in?	Do you currently live on-campus?	How do you pay for housing?	Where are you currently living this year (specify which building, apartment complex or residential street)?
<i>9AM Session: (On-campus Students)</i>										
10/18/2022 10:00:45	Mara	3rd Year	Fresno	COS AM	No	No	Poly Canyon Village Apartments	No	My parents pay for it	Foothill Commons, Foothill Blvd
10/18/2022 10:01:02	Julia	4th Year	Long Beach, CA	CAF ES	No	No	South Mountain Halls	No	My parents pay for it	In an apartment complex on Couper Drive
10/18/2022 10:03:14	Alexa	2nd Year	Sammamish	OCOB	No	No	Cerro Vista	No	My parents pay for it	Apartment on Mill St (RC Hatch Co.)
10/18/2022 10:04:33	Jonathan	3rd Year	Elk Grove, CA	CEN G	No	No	Poly Canyon Village Apartments	No	My parents pay for it	Devaul Ranch Drive
10/18/2022 10:10:12	Joshua	4th Year	Lompoc, CA	CEN G	No	No	Sierra Madre & Yosemite Residence Halls	No	My parents pay for it	Mustang Village (1 Mustang Dr)
10/18/2022 10:14:44	Sarah	3rd Year	Danville, CA	COS AM	Yes	No	Poly Canyon Village	No	I pay for it myself	Off campus

## Participant Analysis

In the on-campus focus group we had a total of six students. There were two male third years, one female third year, one female third year transfer, one female fourth year transfer and one female second year. Brayden and Christiana both had scholarships that covered their housing costs while the other four participants said that their parents paid for their on-campus apartments. Samantha, Angelica, Brayden, and Christiana all lived in the Cerro Vista complex while Lexie and Jacob lived in the PCV complex. For the off-campus focus group we had a total of six students. There was one female fourth year, one male fourth year, one female third year, one male third year, and one female second year. In this group all but one participant had parents able to pay their rent. Sarah, Alexa, and Jonathan's last on-campus housing spot were the apartment floorplan while the rest of the participants' last on-campus housing spot was the typical dorm style floor plan.

## Limitations of the focus group

One limitation of the focus groups was that there were only 6 people in each group. This was definitely due to the fact some groups found it hard to recruit people to participate and or their participants didn't show up. Another thing to note is that diversity within the focus groups themselves. Although the on-campus focus group had more women than men participate, there were only two people of color who participated. As for the off-campus focus group there were also more women than men but only two people of color as well. With Cal Poly lacking in the diversity aspect as it is, it makes sense that there would be less representation of people of color, but having more diversity within the focus groups would have brought up more diverse experiences and challenges that different student demographics face on campus. Another limitation to the focus group that was witnessed was that "some participants became group opinion leaders while others followed"<sup>2</sup>

## Moderator Findings

The atmosphere of both focus groups was similar in structure but different in the amount and quality of probing questions asked. Probing questions are an integral part of focus groups as they allow participants to really get to the bottom of the real reasons<sup>3</sup> Both sets of moderators emphasized that participants' names would be kept confidential and that these group interviews were meant to give the students in BUS 418 and Cal Poly Student Affairs a clearer picture of what is lacking in what they offer and how they can improve to retain more upper-division students to live on campus. The first set of moderators seemed a little more disorganized than the second set but they were able to ask more open-ended probing questions than the second set of moderators. The

<sup>2</sup> Hackett, P. M. W., Schwarzenbach, J. B., & Jürgens, U. M. (2016). Focus Groups. In *Consumer Psychology: A Study Guide to Qualitative Research Methods* (1st ed., pp. 51–54). Verlag Barbara Budrich.  
<https://doi.org/10.2307/j.ctvddzsrf.11>

<sup>3</sup> "Chapter 5 - Focus Groups" *Interview Techniques for UX Practitioners: A User-Centered Design Method*, by Chauncey Wilson, Morgan Kayfmann, and Imprint of Elsevier, 2014

second set of moderators were more organized in the way they structured their group discussion which allowed for a more free flowing conversation to emerge between the participants of Group 2. Both sets of moderators presented body language that said that they were engaged with the group discussion and cared about what participants had to say.

### ***Focus Group 1 Moderators: Corinne and Logan***

Corinne and Logan led the first focus group through our questioning route. Both moderators had the same amount of probing questions, but some of Logan's probing questions were more close-ended, and directed toward one person's previous response versus the group as a whole. Corrine showed active listening skills during the group interview with verbal agreements and non-verbal nods to participants talking. Active listening skills encourage participants to share more because they build a trusting connection<sup>4</sup>.

### ***Focus Group 2 Moderators: Sam and Lindsey***

Sam and Lindsey led the second focus group through our questioning route. Lindsey had more probing questions that asked participants to clarify their responses while Sam asked more of the main question points. There were less signs of verbal active listening than Group 1 moderators but there were more non-verbal head nods than the first group..

## **Focus Group Findings**

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### **Key**

To endure the confidentiality of participants, each focus group member will be referred to by first name only. Group 1 members will be referred to as "Name (1)" and Group 2 members will be referred to as "Name (2)".

### **Restated Research Questions**

Customer experience (needs/wants/painPoints/gainPoints) of upper division students?

### **Common Themes**

The following themes have been identified as consistent between both focus groups and are critical to our research questions.

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<sup>4</sup> "Chapter 5 - Focus Groups" *Interview Techniques for UX Practitioners: A User-Centered Design Method*, by Chauncey Wilson, Morgan Kayfmann, and Imprint of Elsevier, 2014



### ***Theme 1: Central Location***

Time	Participant	Quote
21:49	Lexie (1)	"It's kind of hard to get to places where I felt like trapped on campus"
10:20	Jacob (1)	"But as for going like grocery shopping, or going to stuff off campus, it's pretty isolated"
7:17	Joshua (2)	"because all the residence halls up there are at of the the top of the hill every time you go to class it takes fifteen minutes to go down the long hill, and then all the way back up"
17:10	Mara (2)	"I do have a pretty short walk, but since i'm in all the science buildings like It's a far walk from my apartments compared to PCV"

Location was a major discussion within the two focus groups. Lexie and Jacob, who were both participants of focus group 1, brought up how they felt isolated and trapped on campus, especially if you don't have a car with you. They brought up how it was difficult to get groceries and just go off campus for errands. Joshua and Mara brought up the difficulties with the distance they have to walk to get to campus and even walking throughout campus. They both voiced opinions about how steep the hills on campus were.

### ***Theme 2: Social/Community Aspects***

Time	Participant	Quote
11:29	Lexie (1)	"I put social for my words because I feel like there's always stuff on Dexter lawn, and like clubs, and there's a lot of like good places to meet your friends, and like touch base with them like if you're on campus"
13:37	Samantha (1)	"...running into people in the hallways, chatting like late at night. Everything was so chaotic, but it was such like the

		freshman experience”
8:43	Alexa (2)	“I would say, like I got really close with, like my roommates, and a few other people. And then, like also around me, like everybody was college kids versus like the apartment I live in now is a lot more like adults...”
11:36	Julia (2)	“I think mine ties back into our community in Sequoia like a lot of us would make food in the kitchen and eat in the study room”
13:19	Mara (2)	“It’s just really fun to have a little community inside of our big apartment complex”

Another major factor participants were concerned with was the social aspects of campus life. Participants from both the first on-campus group and the second off-campus group voiced opinions about the social aspects campus provides. Lexie (1) and Samantha (1) both mentioned how being on campus allows them to meet up with friends, catch up, and join clubs that interest them. Alexa (2), Julia (2), and Mara (2) also mentioned that community was important to them when asked about a fond memory they had on campus. Participants from both groups agreed that living on campus their first year allowed them to branch out, meet new people, and get out of their comfort zone.

### ***Theme 3: Amenities***

Time	Participant	Quote
24:21	Samantha (1)	“I’ve noticed a lot of other colleges have open cafeteria type styles”
24:55	Brayden (1)	“Any food option available at 10pm for the night owls, besides Subway”
18:33	Joshua (2)	“For me I feel like the most important things are parking and a kitchen”
33:05	Mara (2)	“...to have more space. So you don’t like you’re like on top of your roommates,,,,and like a bigger fridge”

The third major factor mentioned between the focus groups was the importance of amenities. The first focus group mainly stayed on the topic of food options around campus. Samantha (1) and Brayden (1) both wished for a different food system. Samantha (1) said having a cafeteria style food option would help her feel less like Cal Poly was trying to monopolize on her. Brayden (1) on the other hand wished that the campus offered more late night food options because as an ARCE student, he is always in the studio late and would like to have a place to grab a late dinner or snack that is not Subway. Focus group 2 voiced more concerns around having more space and the option of a kitchen for every floor plan. Joshua (2), Mara (2), and the others all agreed that giving different floor plan options to potential residents is what would be ideal for them. According to an article written by Karen Black, “a typical university only provides enough on-campus housing for roughly one-fifth of its student body”<sup>5</sup>. In terms of Cal Poly however, the University Housing Strategic Plan states that they currently have housing for  $\frac{1}{3}$  of Cal Poly’s student population and are looking to build more housing and renovated outdated housing so that they can potentially serve  $\frac{2}{3}$  of the student population in the future<sup>6</sup>. They just felt like the amount of space & storage space offered per person per room was not adequate. Many students from both sections also had a wide variety of wishes and suggestions to fix the parking situation on campus.

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<sup>5</sup> Black, Karen. “The Role Student Housing Plays in Communities.” Shelterforce, 13 Dec. 2019, <https://shelterforce.org/2019/09/06/the-role-student-housing-plays-in-communities/>

<sup>6</sup> Cal Poly University Housing Follow this publisher - current follower count:2. (2020, January 17). 2018-23 *university housing strategic plan*. Issuu. Retrieved October 25, 2022, from [https://issuu.com/cpslohousing/docs/uh\\_strategic\\_plan\\_final](https://issuu.com/cpslohousing/docs/uh_strategic_plan_final)

# Appendix C: Ethnographic Research

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## Fieldwork Plan

### Ethnography and In-Depth Interview

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#### Introduction

The purpose of our entire Fieldwork Plan is to document our analyses and insight regarding this quarter-long project of student housing affairs. Our goal is to find key concepts worth showing the clientele. Our ethnographic research and corresponding in-depth interviews will focus on discovering what incentivizes first year students to continue to live on campus. Our research will determine what factors drive these students to continue in on-campus housing as well as any aspects they would want to be changed.

#### Research Questions

1. *What incentivizes first years to continue living on-campus their second year?*
2. *What factors drive these students to continue staying on-campus?*
3. *What are some aspects of on-campus living that you could change?*

### Ethnographic Research Plan

#### Sampling Strategy

For the observations, we will observe students who spend time at the Village Plaza (PCV) and Dexter Lawn picnic tables in front of Subway. We will record what students do and where they go within the Village Plaza, and Dexter Lawn Picnic Area. We want to gather an idea of what students do at the Village Plaza and how many students use the in person resources available to them. We will be focusing on observing student demographics of the two areas, how long students spend at the Village Plaza and if they enter the restaurants or market, and what students do at the Dexter Lawn Picnic Area.

#### Ethical Standards

To ensure that we follow all ethical standards and research procedures our group will be following many guidelines when in the field. Firstly we will observe the courtyards and communal areas from a distance in which we do not interfere with the outcome of the research while also respecting the boundaries of others. When discussing with interviewees we will ensure consent from the participant to use any answers given and to be interviewed.

## Justification

By observing the coming-and-going of numerous residents, we hope to gather insight that will explain what services on-campus students use in their daily life, as well as which ones they don't use. We are also observing how students use the Village Plaza area including the restaurants and market. We are paying close attention to what, if anything the students purchase, as well as how long they stay in the area. From this data, we will start to understand what aspects of the Village Plaza students value most, and what questions students want answered by the front desk employee.

## Relevance

We will get a diverse and expansive insight into what students value in the Village Plaza area as well as what services students have questions about related to the on-campus apartments and other Student Services from our observations of student foot traffic. Our observations of students at the Village Plaza gives us helpful insights into why students like staying on campus for more than one year.

## Observation Guide

*Below are the questions we hope to gain insight about during our ethnographic research.*

### **How many people are walking through? (foot traffic)**

*Application:* We would like to see how many students come and go from the chosen observation areas. This will show, on average, how many residents walk through or directly to the Village Market or Dexter Lawn picnic areas.

### **Are people meeting outside of their building?**

*Application:* We would like to see how many residents use the picnic areas as communal meeting spaces for their friends. This will show us whether or not students see value in these spaces and what Student Affairs could possibly do to improve them.

### **Are people utilizing the food plaza next to their buildings?**

*Application:* We would like to see what food options residents utilize the most within their on-campus apartment complex. This will show us which spots residents choose to get food from the most as well as which ones could possibly change to attract more residents.



### **What food/Cafes are available in the courtyard**

*Application:* We would like to see what food options are available within the courtyard as well as what time they are open from. This will give us an idea of what times students tend to grab a quick bite or get groceries as well as whether or not opening food options earlier would attract more residents.

## Observation Characteristics

Observer	Heather	Matthew	Monica	Sara	Zac
Observation Location	Village Plaza, Poly Canyon Village	Village Plaza, Poly Canyon Village	Dexter Lawn, Subway Entrance	Village Plaza, Poly Canyon Village	Village Plaza, Poly Canyon Village
Type of Observation	Resident Observation	Resident Observation	Customer Observation	Resident Observation	Resident Observation
Recording Methods	Photographs & note taking	Photographs & note taking	Photographs & note taking	Photographs & note taking	Photographs & note taking
Time	1:30-2:30 PM	3:45-4:15 PM	1:15-1:30 PM	10:15 -10:35 AM	1:15-1:45 PM

## Observation Period Pictures

Observation Place	Vantage Point
Village Plaza, Poly Canyon Village	
Village Plaza, Poly Canyon Village	
Dexter Lawn, Subway	

Village Plaza, Poly Canyon Village	
Village Plaza, Poly Canyon Village	

*\*Attached are the full copies of each individuals' Ethnographic research Fieldnotes. [CLICK HERE](#)*

## **In-Depth Interview Research Plan:**

### **Sampling Strategy**

For the interviews, our participants will be students living on-campus, who are in their second, third, or fourth year. These participants will live either in the Poly Canyon Village Complex or the Cerro Vista Complex. We will find them by randomly asking people for a short interview during the ethnographic observation portion of our study.



## Interviewee Characteristics

Interviewee	Matthew	Austin	Julia	Taylor	Edward
Year	2nd	2nd	2nd	2nd	2nd
Hometown	Pleasanton, California	Oakland, California	Ojai, California	Los Angeles, California	San Jose, California
Major	Mathematics	ITP	Accounting	Animal Science	Biomedical
Current Housing Building	Aliso, Poly Canyon Village	PCV	Buena Vista, Poly Canyon Village	PCV	PCV

## Question Justification and Relevance

### Opening Questions:

What is your first and last name?

**Application:** *This allows the research team to gather the needed information about each of the participants.*

Please draw a picture of Musty the Mustang.

**Application:** *This acts as an icebreaker for the group to be able to relax and get to know each other a little in a fun way.*

### Introductory Questions:

What did you like about on-campus life and what didn't you like about on-campus life?

**Application:** *This question gets the participants to start thinking about campus life, and allows the research team to gather broad information about the participant's opinions.*

*Potential probe: How much did these factors impact your experience?*

What student affairs services did you use, if any?

**Application:** *This allows the researchers to determine what student services are being used, and how important they are to the overall student experience.*

What is the best and worst thing that happened to you during your time living on campus?

**Application:** *This helps us gain information about the factors that can make or break the campus experience. We can identify the most important issues and benefits that on-campus living has this way.*



*Potential Probe: Did these events greatly change your on-campus experience?*

### **Transition Question:**

What is your favorite memory from your on-campus experience?

***Application: This question transitions the conversation to be focused on the positive parts of on-campus living. It is designed to also help the team understand some of the most important things affecting housing.***

*Potential Probe: What about this memory was enabled by on campus housing that wouldn't have been off-campus?*

### **Key Questions:**

What is the most that you would pay to live on campus?

***Application: This question gives valuable information about the maximum value that students have for housing. By using this question we can understand more about how to improve the current Cal Poly housing situation.***

*Potential Probe: If campus pricing was cheaper, would you be more enticed to live on-campus?*

What amenities does campus need to be more enticing?

***Application: This addresses the core issues that affect the housing experience by letting the researchers understand what is wrong with the participant's housing experiences. By knowing what both on and off campus students would want to change, we can change important things about Cal Poly housing.***

*Potential Probe: What about these amenities would help you the most?*

Would you live on campus a second year if these changes were made?

***This question addresses the best way to improve the rate of on-campus housing retention. By finding out what would make students want to live on-campus, we can better improve the current on-campus experience.***

### **Ending Question:**

What is your ideal on-campus living situation?

***Application: This question finally addresses what the best way to live on-campus would be, and how to improve Cal Poly housing the best to match the participant's opinions. This closing question really helps wrap up the study, and finalizes the information acquired.***

*Potential Probe: What about this situation appeals to you the most?*

# Ethnographic Synthesis

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## Introduction

Based on our interviews and subsequent observation sessions, we found three main themes that we believe will help Cal Poly Student Affairs, as well as Campus Housing, successfully retain more upper-division residents to live on-campus in the years to come.

## Research Questions

1. *What incentivises first years to continue living on-campus their second year?*
2. *What factors drive these students to continue staying on-campus?*
3. *What are some aspects of on-campus living that you could change?*

## Themes from Observational Research and Interviews

1. Most students like the convenience of being close to class and their dorm community; however, being on-campus limits possibilities which feels isolating.
  2. Many students on campus loved the social life and community within students; however, when students moved off-campus, they missed that sense of community.
  3. Many students wished there were more food options within campus but love the amenities in their residential areas.
- 

## Theme 1: Convenience/Isolation

Most students like the convenience of being close to class and their dorm community; however, being on-campus limits possibilities which feels isolating.

**Description:** The on-campus experience is defined by its location and the opportunities that this provides. By being closer to classes, students benefit from their centralized location, but are cut off from easy access to the greater SLO area. Many of the members of the focus group expressed that location is very important for where you are living, and being too far away from necessary stores and amenities can hurt the case for living on-campus.

**Relevance:** This information relates to our questions about what campus housing should improve and the ideal on-campus living situation. The article “The Case for Campus Housing” states that “sophomores who lived more than 10 minutes away from campus were the least likely to persist.” This clearly implies a strong correlation between living close to campus and student success. Being close to campus can greatly improve a student’s academic success, but being too secluded from the town can cause students to feel trapped.

## Evidence

### *Focus Group Findings*

Time	Participant/group	Statement
10:01	Jacob, 9AM	"It's convenient for on-campus like getting food on campus or like the markets here, or getting to class. For going like grocery shopping or getting to stuff off-campus, it's pretty isolated."
18:47	Sam, 9 AM	"...but my dorm was prominently business majors. And so I kind of felt cut off from forming connections with people in my major, especially with things like zoom. And you know the COVID time of everything being online, that was kind of isolating academically
21:27	Lexie, 9 AM	"I think it was a little difficult since you don't have a car. I'd say that was like the biggest, just like frustration, for, like I'd want to go to the grocery store but I would have to go to instacart it or campus market."  "...I felt trapped on campus."
7:17	Joshua. 10 AM	"I was in Yosemite last year, and now I live in Mustang Village, and my walk is like half as far, and also I, because all the rest halls up there. They're at the top of the hill every time you go to class fifteen minutes down the long hill, and then all the way back out."
17:10	Mara, 10AM	"That's what I enjoy. And then the same thing is like a location like I do have like a pretty short walk. But since I'm in. Like all the science buildings like It's a far walk from my apartment compared to PCV."
41:08	Alexa, 10AM	"I also like a twenty-five, thirty minute walk and while that might seem like a really unfavorable thing I actually really like in the mornings I have an eight Am. Class, and so, being able to like, get up and

		just drink my morning, yerba, i'm like walking to class watching the sunrise."
21:49	Lexi, 9AM	"It's kind of hard to get to places where I felt trapped on campus."

***Interview Findings:***

<b>Interviewee/interviewer</b>	<b>Quote</b>
Matthew/Sara	"Mainly out of convenience. All my classes are a closer walk if I were living on-campus versus off-campus. The free laundry and quiet study areas are great bonuses, and my friends who I live with are required to live on campus for a second year."
Austin/Matthew	"I hope to use the pool and the basketball court but ill see"
Austin/Matthew	"right now I don't think my parents would allow it but i definitely want to so that I can be closer in SLO and see the town more"
Julia/Monica	"I mean the price to stay on-campus is a little much, especially when I have to pay some of the tuition. But at least the laundry is free.."
Taylor/Heather	"RA benefits are the only thing keeping me on campus but the thing that would make me leave is the social aspect, which feels very isolating."

***Ethnographic Findings:***

<b>Observer/time</b>	<b>Observation</b>	<b>Notes</b>
Zac, 1:20	The market is busy right now.	The market had many great supplies that helped offset how far away PCV was from everything else.

Zac, 1:45	A lot of students can be seen walking to class now.	PCV is far enough away that it would make sense that people would leave 25 minutes early to get to class on time.
Sara, 10:20	One guy enters the market and leaves 30 seconds later.	Likely used GrubHub pickup out of convenience.
Sara, 10:27	One guy enters and exits the market.	Likely also used GrubHub pickup out of convenience.
Sara, 10:29	One girl enters Subway and exits at 10:33 with a sandwich.	She likely also used Grubhub pickup, as she was headed to the main part of campus afterwards.
Matthew, 3:54pm	The two females exit Village market holding yerba Mates, and one with oreos as well	Use of the market! How can we attract more?
Matthew, 4:10pm	A female student exits PCV housing, passing the above male student, and exits the courtyard towards the path to campus	She has a backpack with her, assuming she is going to the library
Heather, 1:45 PM	Guy is walking to Subway with AirPods on	Picked it up and left the plaza, very convenient
Heather, 2:01 PM	One of the same guys that was eating earlier went back into MPC to grab new food	Got a new sandwich with a drink
Monica 1:18 PM	They both started laughing at the phone screen yet still kept eating. I could see from a distance that their water bottles had the same stickers on them from a club.	I wonder if they are watching a movie or tv show? What club are they in? Did they get the same sandwich?
Monica 1:30 PM	James & Thomas both finished their sandwiches and chips in the matter	They appear to be in a rush or have to start

	of 15 minutes and walked towards the direction of the library afterwards.	homework for the week.
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## Theme 2: Social/Community

Many students on campus loved the social life and community within students; however, when students moved off-campus, they missed that sense of community.

**Description:** Within the college experience, the social/community aspect is essential to providing opportunities for students. By having more events and places where people can build community, the more lively and happy the people are.

**Relevance:** This information relates to our questions about what campus housing should improve and the ideal on-campus living situation. Having a strong sense of community is important to students because college is a place of growth and development. As humans, we yearn to connect and socialize with those around us. According to the article “Why Students Want To Belong to Communities in Their School,” it states, “Students who are part of communities are more likely to succeed in college. Being part of a community is a key market of student success, perhaps even more so than academic aptitude. Community helps breed academic success, from classroom communities to clubs and organizations.” Having more opportunities to connect and create community is essential to a student’s developmental growth within college. Creating that space for them is just as important.

## Evidence

### *Focus Group Findings:*

Time	Participant/group	Statement
10:45	Christiana, 9 AM	“Have, like, a bunch of ways for people to get to know each other, and there will also be events on campus as well.”
11:29	Lexi, 9AM	“I put social for my words because I feel like there's always stuff like Dexter Lawn, and like clubs, and I see, like there's a lot of good places like your friends, and like touch base with them like if you're on camp.”
13:37	Sam, 9AM	“It's like one of my favorite things like running into people during the holiday is chatting like late at night, and I don't know I just feel like. They were still chaotic, but it was such a freshman experience like getting really comfortable with everyone.”



14:48	Angelica, 9AM	"So I think that's why my first year was pretty enjoyable, because we got along so well."
18:00	Christiana, 9 AM	"We were at a restaurant and random people were coming up to us, because we had our Cal Poly sweaters on, and they were telling us their stories about being at Cal Poly, or like they were alumni."
8:43	Alexa, 10AM	"Living on campus, I would say, like I got really close with, like my roommates, I'll do three other people. And then, like also around me, like everybody was college kids versus like the apartment I live in now is a lot more like adults and like families."
13:05	Julia, 10AM	"Um, mine was from last year's like the first day I moved into my apartment on campus, and, like um, meeting, like all my roommates, was so fun."
29:16	Sarah, 10AM	"But while I'm here at school I like trying to push myself to be more extroverted, so that I can meet people and like, be more social."

***Interview Findings:***

<b>Interviewee/interviewer</b>	<b>Quote</b>
Eddie/Zac	"...everything's kind of meh. There's no social life there compared to the dorms. So yeah. I kind of just stay in a room."
Austin/Matthew	"I'd probably say the social aspect of it. It's pretty nice being able to walk next door and hangout with my neighbors or make friends. It's pretty convenient being near everyone."
Julia/Monica	"Good I kinda just got into a routine with classes and stuff but the walk from PCV to classes is a struggle for me personally."
Taylor/Heather	"No, because it's so far from everything SLO related: classes, events, downtown. I really want to be closer to the community aspects of SLO. Yeah PVC is a community but

	you are so disconnected from everyone. They would really need to create a huge shift within PCV for people to want to stay.”
Matthew/Sara	“I plan to live off-campus so I can continue living with my friends. They want to get a house, and I agree, so that we are closer to downtown and the center of the city. We also will be trying to get jobs which will be a little harder if we live on-campus due to the crazy traffic around school...”

***Ethnographic Findings:***

<b>Observer/time</b>	<b>Observation</b>	<b>Notes</b>
Zac, 1:23	I noticed a couple sitting down at a table and started talking.	The tables seemed like a nice spot to socialize with friends or do homework.
Zac, 1:17	I saw a large group of students go into the subway and order.	Maybe the subway is a place for students to gather like a community?
Sara, 10:18	Two friends enter market & exit at 10:37 with coffee and bagels	Possibly roommates who wanted to grab breakfast together in the morning.
Sara, 10:21	Two girls enter market	Possibly grabbing a quick bite to eat before heading down to the main part of campus.
Sara, 10:24	Four people sitting together at a table	All came back from morning class, grabbing a quick breakfast before they head into their apartments.
Sara, 10:35	Two groups of two people sitting at the picnic tables	Sat and ate breakfast together, working on computers so likely doing some early morning studying.
Matthew, 3:47pm	Two female students walk from the housing entrance of PCV and enter the market	Could be either friends or roommates

Matthew, 3:57pm	Two students walk back to their rooms through the walkway between campus and PCV	Presuming they are coming from the library as both have backpacks on - friends
Heather, 1:52 PM	Parents are walking with their daughter to Market Poly Canyon (MPC)	Daughter is holding her dog; they decide to sit at a table after
Heather, 1:57 PM	Two girls are leaving from MPC	Coming from the the high staircase
Heather, 2:03 PM	Two girls are walking across holding their laundry	
Monica, 1:23 PM	James got up to use the restroom and left his backpack on the table.	I see Thomas pause the content and adjust the umbrella.
Monica, 1:25 PM	James came back and proceeded to finish his meal with Thomas while watching their show.	It seems that they are eating fast & have a lot on their plate as far as work.

### Theme 3: Amenities/Utilities

Many students wished there were more food options within campus but love the amenities in their residential areas.

**Description:** Although there are many aspects to create a better environment for students, amenities/utilities are another essential factor to making a positive experience for students living on-campus. Without the basic needs, it's difficult for students to want to stay on-campus when they can find better places that can meet their needs, especially when rent is probably cheaper off-campus with different amenities/utilities? *What makes on-campus better?*

**Relevance:** This information relates to our questions about what campus housing should improve and the ideal on-campus living situation. Students understand that not all housing complexes can accommodate crazy amenities like water slides or rock climbing walls, but they are expecting good communal study spaces, good internet, open kitchens, good furniture, etc. According to the article "Student Housing Amenities Your Building Needs Right Now," it states the 9 main student housing amenities: fast internet, package management system, smart temperature control, shared communal space, study spaces, video intercom system, hassle-free laundry, outdoor amenities, and fitness center.

## Evidence

### *Focus Group Findings:*

Time	Participant/group	Statement
24:55	Brayden, 9 AM	"Any food option available at 10 PM for the night owls, besides Subway"
18:33	Joshua, 10AM	"For me I feel like the most important things are parking and a kitchen."
18:54	Julia, 10AM	"I agree, because I know that living on campus, like we had free laundry units, and just compared to my apartment complex like they were so much cleaner here on campus, and they are like in my apartment complex."
19:37	Alexa, 10AM	"My apartment came unfurnished, and so we had to buy a bunch of stuff which for me, I'm out of state, was really inconvenient."
20:15	Alexa, 10AM	"And so, if, like you want any of those amenities, it's about like going to campus as opposed to having them like they're there with you."
38:05	Mara, 10AM	"For the dorms I just said to have more space. So you don't like you're like on top of your roommates, and then also just have more amenities, and like a bigger fridge."

### *Interview Findings:*

Interviewee/interviewer	Quote
Eddie/Zac	"Like I feel like they cover every base. It's just kind of not the best way. It's just like covering all the bases in the most minimal way possible. It's just if you have no other option, it's fine."
Eddie/Zac	"Like the quality isn't bad, everything functions as well as I would expect it to. There's bathrooms, a sink, everything works well. It's just extremely ugly and also it's just very drab. It's just not a nice building. "

Matthew/Sara	"Yes, I use the free laundry, the small gym, and the study rooms. I went to the pool once with some friends when we first moved in, but now it's getting colder and we are all so busy with midterms."
Matthew/Sara	"They are weekly tutoring sessions that I go to in one of the study rooms sometimes. The tutors there have helped me with my writing skills for my English class. As for health services, I've only ever gone to the health center for Covid tests and the food pantry. It's near one of my classes so I stop by afterwards to see if there are any fun snacks I can take back to my place."
Austin, Matthew	[Silent Probe] Also I like having the kitchen in PCV, making food in the dorms was really hard"
Julia, Monica	"The first thing coming to mind is probably the parking. It's expensive and sometimes there aren't even accessible spots. You can't even park around campus without paying money additionally and get parking tickets too."
Taylor, Heather	"Furniture is sturdy. Couches had stains though. The Broom was gross. Maintenance was quick. No ac so it gets hot. No kitchen fan so my fire alarm went off a lot so cooking was difficult, poor ventilation."
Taylor, Heather	"Everybody uses the laundry. People don't really use the communal study rooms. It's not inviting to study in. People don't come to events that RA sponsors. Everyone uses the elevator like basic stuff like furniture."

**Observation Findings:**

Observer/time	Observation	Notes
Zac, 1:38	A car pulled up and someone got out with a laundry basket and headed to the building with the laundry.	They were definitely an off campus student who was here to do their laundry. Maybe a friend let them in?
Monica, 1:15 PM	Thomas (left) and James (right) both purchased footlong sandwiches and barbeque lays to	It's interesting that they got the same meals and are sharing a device.

Observer/time	Observation	Notes
Zac, 1:38	A car pulled up and someone got out with a laundry basket and headed to the building with the laundry.	They were definitely an off campus student who was here to do their laundry. Maybe a friend let them in?
	eat for lunch. Each person has one airpod in and appears to be watching something on the phone.	Seems like they have similar tastes in many aspects.
Heather, 2:03 PM	Two girls are walking across holding their laundry	Both were holding separate laundry bins but they were filled with clothes.

# Appendix D: Questionnaire Findings

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## Research Questions

1. *What incentivizes first years to continue living on-campus their second year?*
2. *What are the biggest deciding factors that persuade a student from choosing to live on or off campus for their second year and beyond?*
3. *What are some aspects of on-campus living that you could change?*

## Sampling Strategy

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### Criteria & Characteristics of Sample

Our group created a Qualtrics survey in order to solve our three research questions. Our team distributed the link through social media; including Instagram, Snapchat, and most prominently the Cal Poly 2023-2025 Facebook groups. The questions provide insight on the current living situation of many students. We will be focusing on respondents that are Cal Poly students and have experience living on campus. We will also observe the responses from off-campus students to determine what aspects of off-campus living are more appealing than on-campus.

### Ethical Standards

To comply with ethical standards, our team will keep the survey responses of every participant and the demographic information anonymous. This is to ensure any personal information is kept private during the data-collecting process. Transparency is a high priority for our team, which is why we provide this disclaimer about the purpose of the questionnaire and its importance to us while also providing the respondents with confidence that their data will not be used outside of the classroom.

***“Please keep in mind that the following survey was created by California Polytechnic State University students in order to gather insight and important data to better understand and examine students’ perception of Cal Poly SLO student housing affairs. We guarantee that your response to this survey is anonymous; No personal identification information is collected and any data collected will be used solely for these research purposes. Thank you so much for your contribution!”***

### Data Collection and Distribution Strategy

Our team created a Qualtrics survey to be electronically distributed to current and former residents of campus housing. The key questions will be asked first, and the demographics questions will be asked last in case the demographics questions discourage responses. In order for our



information to be easily graphed and analyzed, our team strategically made short and succinct questions.

**The questionnaire was distributed via the following digital platforms:**

1. Personal Facebook
2. Personal Instagram
3. Personal Snapchat
4. Personal Contacts via iMessage
5. Cal Poly Class of 2023, 2024, 2025 Facebook Group

## Sample Size

The survey was open from Sunday at 10 am to Tuesday at 10 am, allowing 48 hours for individuals to complete the survey. We received 56 respondents during this time frame which was what we were expecting.

## Respondent Instructions

Before we shared our survey, our team curated certain messages that we accompanied with the survey link. We strategically made these messages to easily grab the attention of Cal Poly students and to ensure that they would want to do our survey. Our team specified the purpose of our survey and that we would appreciate/value their input for our research project.

**The following are the messages we provided to our target demographic:**

*"Have any information/opinions about your experience living on/off campus? For my BUS 418: Listening to the Customer class, my team and I have been working on a quarter-long project to gain further insight regarding student's perceptions on Cal Poly SLO's student housing affairs. We are working to better understand our customers and care to hear about your opinions. We would really appreciate it if y'all could take this quick survey!"*

*"HELP US LEARN BY DOING!*

*Hi everyone! My team and I have been developing this survey that aims to gain insight and better understand the Cal Poly SLO demographic who has lived on campus. We have provided a survey down below, we would really appreciate your insight to our research project! Thank you!"*

*"IF YOU HAVE LIVED ON CAMPUS, we need your help! My BUS 418 team and I have been working on a quarter-long project to better understand the experiences of students living on/off campus. If you have some free time, we would highly value your input for our research project! Thank you so much :)"*

# Question Sequencing and Purpose

## Question Sequencing Overview

We began our Campus Housing questionnaire with a screening question asking how far the respondent lived from campus. This gave us a simple way to begin understanding the differences in responses to the rest of the questions based on their current residence. Questions 2-4 also required simple answers based on where they have lived on campus, how satisfied they were with their experience, and how likely they would live on campus next year. Questions 5 and 6 were our key questions that pertained to our research questions. These required more thought than the other 7 questions in the survey. The last two questions were personal questions about the respondents' demographics which gave us insight as to who was answering our questionnaire. These demographic questions also allowed us to sort out data more efficiently. Below is an outline of each question we asked and the purpose behind those questions.

### 1. How far away from campus are you currently living?

- a. 0.1-1.0 miles (between campus, the 101 and Foothill residential areas)
- b. 1.1-2.0 miles (between 101 and South St.)
- c. 2.1-3.0 miles (between South St and DMV)
- d. 3.1-4.0 miles (between DMV and southern edge of SLO)
- e. 4.0+ miles (Outside of the city)
- f. On campus → **if selected (Display this question): Which community are you currently living in?**
  - i. PCV
  - ii. Red Bricks (South Mountain)
  - iii. Yosemite/Sierra Madre (Towers)
  - iv. North Mountain
  - v. Cerro Vista
  - vi. Yak?ityutyu

**Purpose:** This question helps us depict the distance that the participants are currently situated in. If they choose the option for on-campus, from there it provides options within the communities. This will show the most highly impacted areas for living on-campus. In addition, these possible answers (along with the answers to the following questions) will give us a better idea of where our respondents are currently located at.

### 2. Select all campus housing places that you have lived in the past.

- a. PCV
- b. Red Bricks (South Mountain)
- c. Yosemite/Sierra Madre (Towers)
- d. North Mountain
- e. Cerro Vista

f. Yak?ityutyu

**Purpose:** This question contributes to past housing experiences, which can greatly impact a student's opinions about their current situation. Without asking about the student's prior housing, we would not be able to figure out which housing communities are the most likely to discourage students. This also overall increases the information that we can receive, as limiting ourselves to just those currently living on campus would greatly reduce the sample size.

### 3. How satisfied were/are you with your \_\_\_\_\_ housing experience?

- a. Likert scale for all options a respondent selects from question 2^
  - i. Extremely dissatisfied
  - ii. Somewhat dissatisfied
  - iii. Neither satisfied nor dissatisfied
  - iv. Somewhat satisfied
  - v. Extremely satisfied

**Purpose:** This provides us with a brief overview of the level of overall satisfaction with each housing community. This gives an easier to understand metric on satisfaction than some of the other questions, which can be a little too broad. This can also help us determine which housing communities are the most or least likely to be dissatisfied. Using this information we can plot the level of dissatisfaction against the factors that they were dissatisfied the most with and determine the most important factors.

### 4. How likely would you live on campus next year?

- a. Likert scale
  - i. Extremely unlikely
  - ii. Somewhat unlikely
  - iii. Neither likely nor unlikely
  - iv. Somewhat likely
  - v. Extremely likely

**Purpose:** This allows us to draw conclusions by contrasting the responses that this creates to other questions regarding satisfaction. This way we can also determine which housing communities are the most likely to discourage continuing students. We are able to understand the scale of which respondents would be likely to live on campus next year.

### 5. Please rate how important each of these factors are to you for a housing experience:

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Social/Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity to Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity to grocery stores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amenities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Floorplan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security and Rule Enforcement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Purpose:** For our first rating question, the purpose of this question was to gain insight regarding how respondents ranked different housing factors on different levels of importance (from not-at-all important to extremely important). From different factors to closely examine, such as social/community, amenities, price, floorplan, pets, etc., respondents gauge their experiences to how important each factor is.

#### 6. Please rate your satisfaction with \_\_\_\_\_ housing factors

	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied
Social/Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity to Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proximity to grocery stores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amenities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Price	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Floorplan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security and Rule Enforcement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Purpose:** To follow with question 5, the purpose of this question is to depict respondent's satisfaction regarding a list of housing factors such as social/community, proximity to campus, amenities, parking, security and rule enforcement, etc. From the last question, the purpose was to rate the different housing factors, and now we can connect the

importance to the satisfaction. By using the scale from extremely dissatisfied to extremely satisfied, we can easily analyze the gauge of which factor creates different levels of satisfaction. Our team is also able to attain insight on which areas the student housing affair should pay more or less attention towards. We are able to collect so much data just from this one question alone.

#### 7. What year in school are you?

- a. 1st
- b. 2nd
- c. 3rd
- d. 4th
- e. 5th+

**Purpose:** This question helps us differentiate what year students are currently in. Then, we are able to analyze if students within the same year are submitting similar or different responses based on all questions. If more respondents mark a certain year, it shows us to continue targeting our audience and which year we should start targeting more.

#### 8. What college are you in?

- a. CAFES
- b. CAED
- c. CENG
- d. CLA
- e. COSAM
- f. OCOB

**Purpose:** Similarly to question 7, this question provides our team another form of demographic information. By seeing which colleges these students are in, they might have similar or different experiences. By classifying these respondents into their specified college, our team is able to easily pinpoint the specific percentage of students in which college. This question allows us to easily gauge that information.

#### 9. Do your parents pay for your housing?

- a. Entirely
- b. Partially
- c. Not at all

**Purpose:** Parental support regarding financial expenses could be a huge factor to whether students are staying on or off-campus. This question will allow us to analyze the three different choices of “entirely, partially, or not at all” and document whether this plays a role. Especially with the higher expenses required for on-campus housing, students do tend to move off-campus to lower their housing cost whether or not their parents are

paying for them. Knowing the amount of financial parental support students receive helps us analyze where our students are located on and off-campus as well.

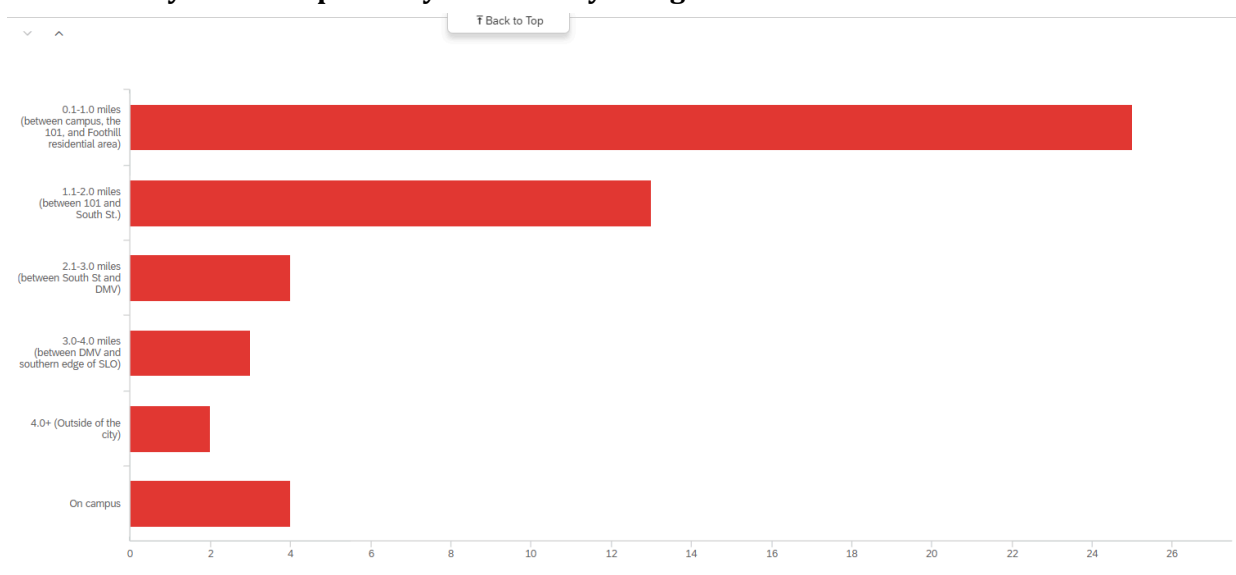
## Question Response Analysis

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### Analysis Overview

As we reviewed our data, we found patterns and obtained some information on aspects of housing factors that influence students to live on and off campus for another year. Our demographic data shows us that most of the respondents were either third or fourth years, from CENG, CLA, and OCOB, who had their parents pay for housing entirely. Respondents who lived in Red Bricks had the most “Extremely dissatisfied” data when asked how they liked their living experience in that community. This tells us that those who lived in the Red Bricks their first year more likely than not, chose to move off campus for the next years of their schooling. Our first research question, *“What incentivises first years to continue living on-campus their second year?”* was answered by question 5 of our survey. The responses to question 5 lead us to believe that those who lived in Yak?ityutyu or North Mountain would have likely stayed on campus for a second year based on their overall satisfaction rating. Our second research question *“What are the biggest deciding factors that persuade a student from choosing to live on or off campus for their second year and beyond?”* was answered by question 6 of our survey. The responses given lead us to believe that proximity to campus and grocery stores, price, parking, pets, and aesthetics were the biggest deciding factors that persuade a student. Our third research question *“What are some aspects of on-campus living that you could change?”* was not blatantly asked in any of our survey questions but our 6th survey question assisted in helping us find insight to this question. We believe that the parking, price, and aesthetics are where Student Housing should focus on improving to retain more upper-division students to live on campus.

## 1. How far away from campus are you currently living?

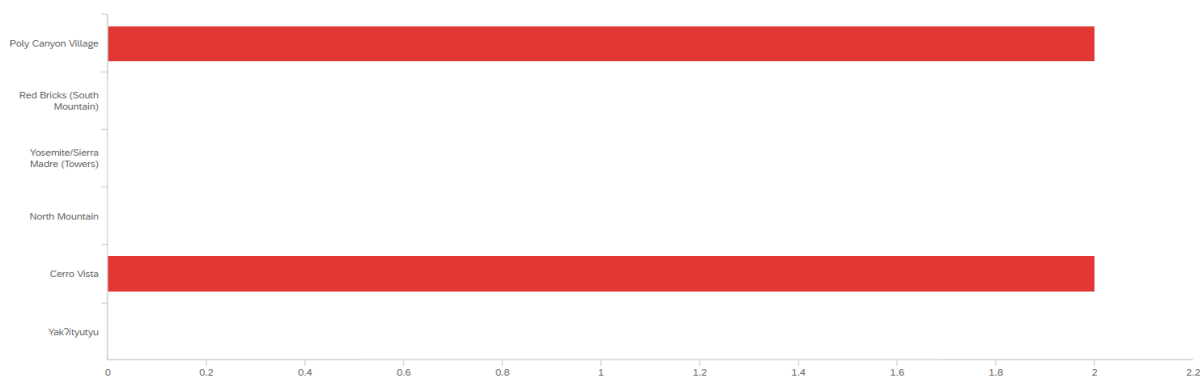


**Analysis:** The majority of the respondents lived very close to campus, implying that being close to campus is a very favorable factor for deciding housing, or that there was some sort of bias in the sampling method.

### a. Which living community are you currently living in?

Q21 - Which living community are you currently living in?

Page Options ▾

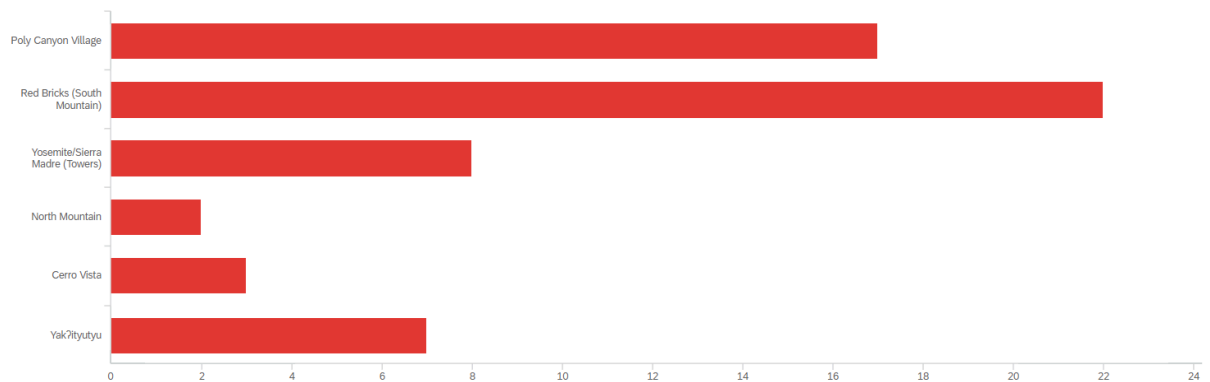


**Analysis:** The majority of those who responded to the survey and were living on campus were living in either PCV or Cerro Vista. This is because the majority of the students that responded were fourth or fifth years. This could potentially skew the information that we receive because of the biases that these students have.

## 2. Select all campus housing places that you have lived in the past.

Q1 - Select all campus housing places that you have lived in the past.

Page Options ▾

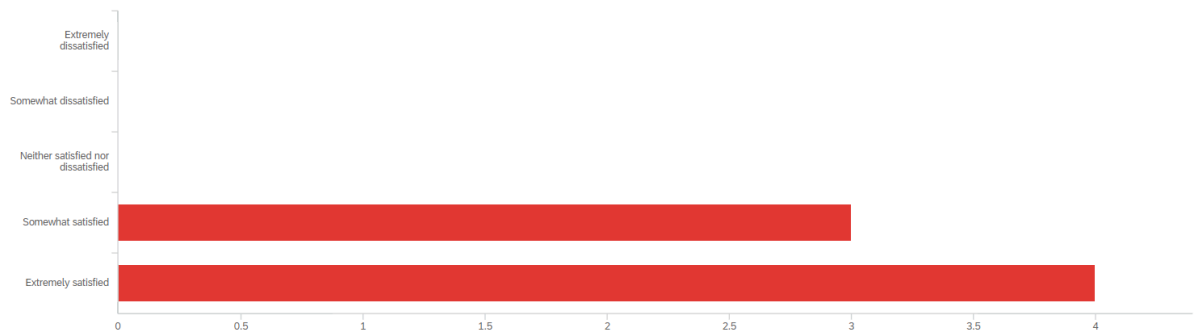


**Analysis:** The majority of those who responded had either lived in the Red Bricks, or Poly Canyon Village. This could be because of the size of both of these communities, or just the respondents chosen. Additionally, it is possible that PCV had so many respondents because students of multiple different years can live there.

### 3. How satisfied were/are you with your \_\_\_\_\_ housing experience?

Q22 - How satisfied were/are you with your Yak?ityutyu housing experience?

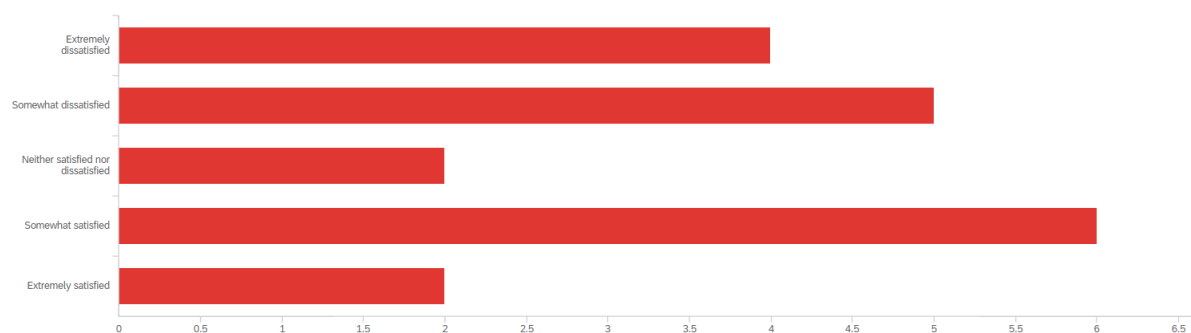
Page Options ▾





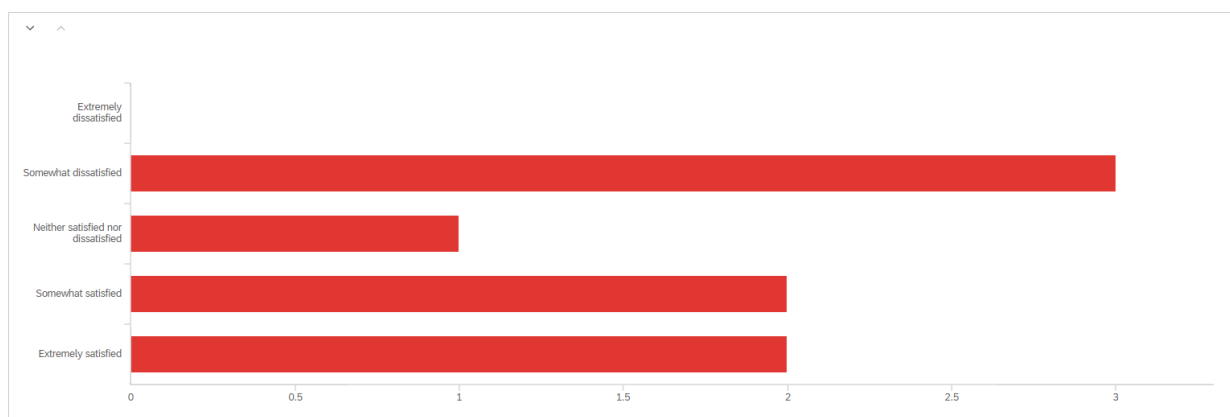
Q2 - How satisfied were/are you with your Poly Canyon Village housing experience?

Page Options ▾



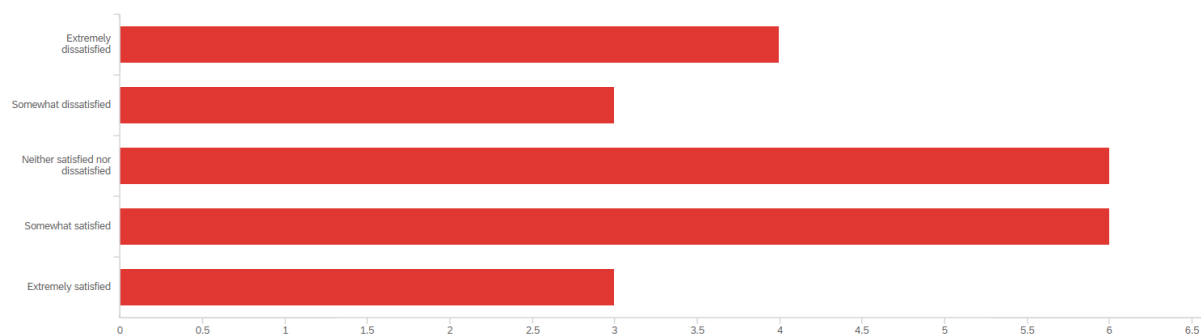
Q4 - How satisfied were/are you with your Yosemite/Sierra Madre (Towers) housing experience?

Page Options ▾



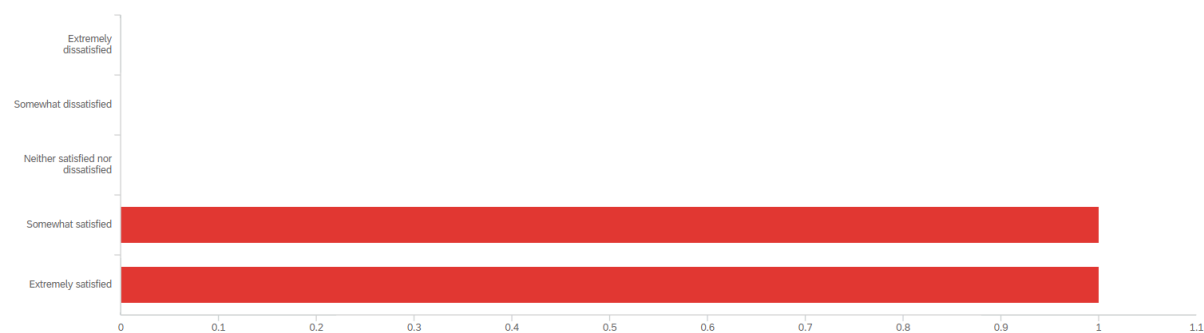
Q3 - How satisfied were/are you with your Red Bricks (South Mountain) housing experience?

Page Options ▾



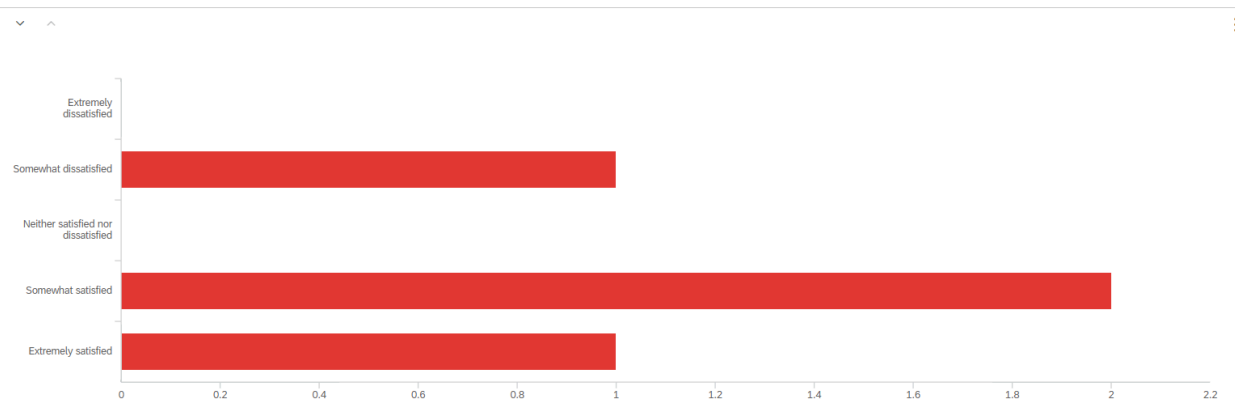
Q6 - How satisfied were/are you with your North Mountain housing experience?

Page Options ▾



Q7 - How satisfied were/are you with your Cerro Vista housing experience?

Page Options ▾



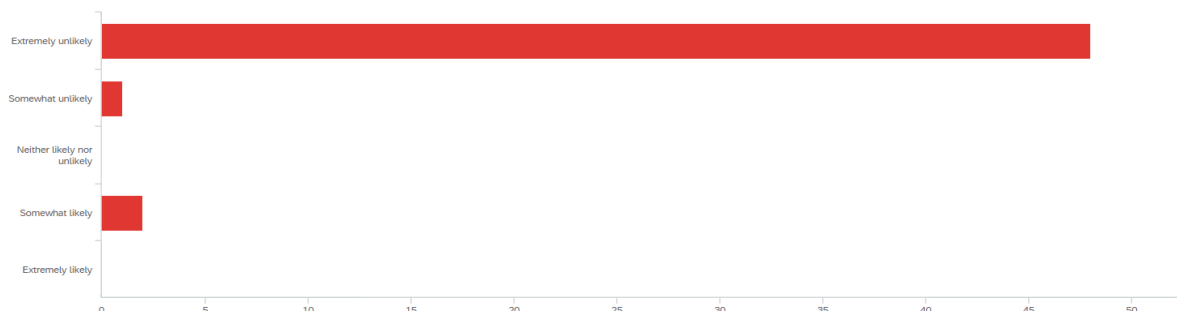
**Analysis:** Those who lived in PCV and Red Bricks either had relatively positive experiences or negative experiences, with those two housing areas receiving the most negative comments. Cerro Vista and Sierra Madre received slightly higher results, with less extreme

dissatisfaction than the other communities. Finally, North Mountain and yak?ityutyu received only positive reviews. While this could be because the experiences there were overall better, it is much more likely because of the low numbers of surveyors who had lived there.

#### 4. How likely are you to live on campus next year?

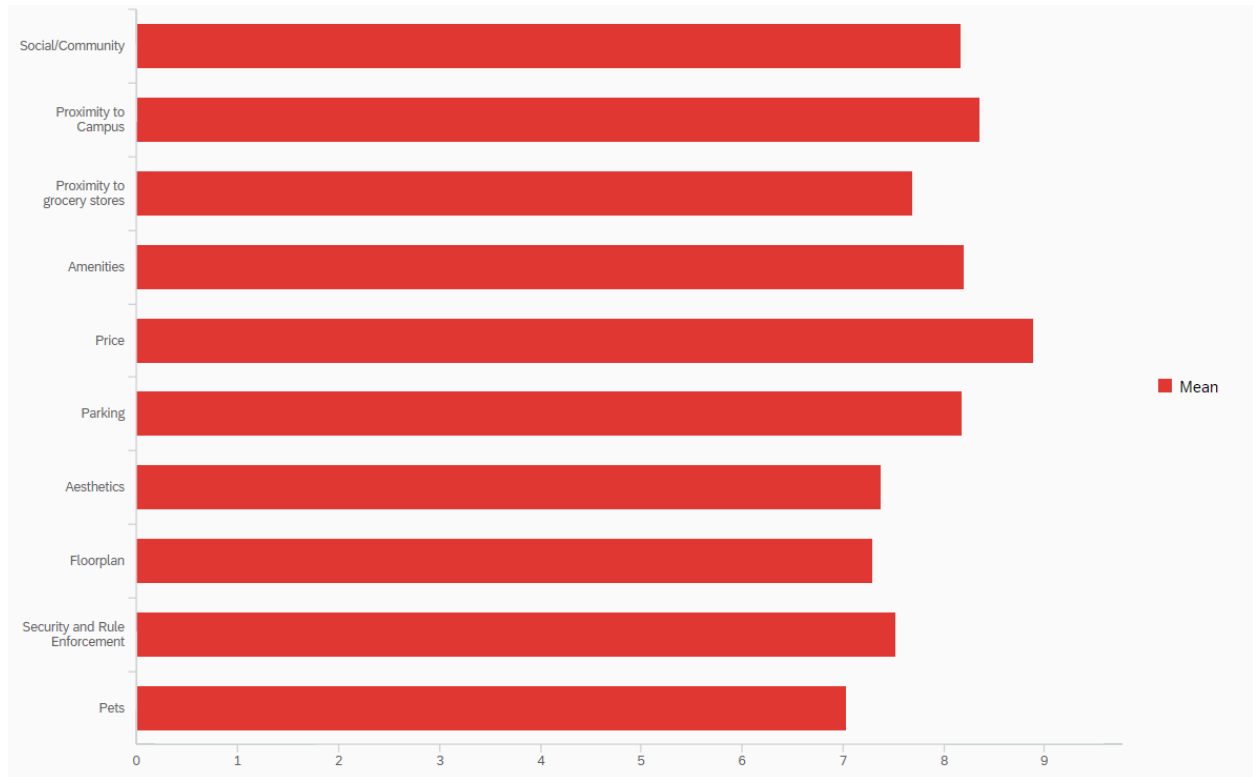
Q8 - How likely are you to live on campus next year?

Page Options ▾



**Analysis:** These results show that the majority of students are extremely unlikely to be living on campus next year, which is likely being influenced by the sheer volume of the participants that are currently in their third or fourth years. However, almost fifty percent of those currently living on campus thought it was somewhat likely that they would live on campus next year. Approximately 48 of the respondents chose extremely unlikely.

#### 5. Please rate how important each of these factors are to you for a housing experience.



**Analysis:** The results shown above convey that all of the aspects of housing matter yet students communicate that price and convenience are the most important. With this information, we can compare the survey and in-person interviews to find correlation between them. The fact that all were on the larger side of the scale, means there are several adjustments needed.

6. Please rate your satisfaction with \_\_\_\_\_ housing factors.

## Q11 - Please rate your satisfaction with Poly Canyon Village's housing factors

Page Options ▾

#	Field	Mean
1	Social/Community	2.25
2	Proximity to Campus	3.63
3	Proximity to grocery stores	2.50
4	Amenities	3.00
5	Price	2.13
6	Parking	2.20
7	Aesthetics	2.38
8	Floorplan	3.27
9	Security and Rule Enforcement	3.00
10	Pets	2.73

## Q12 - Please rate your satisfaction with Red Bricks (South Mountain)'s housing factors

Page Options ▾

#	Field	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied	Total
1	Social/Community	9.52% 2	0.00% 0	0.00% 0	38.10% 8	52.38% 11	21
2	Proximity to Campus	4.76% 1	0.00% 0	0.00% 0	19.05% 4	76.19% 16	21
3	Proximity to grocery stores	14.29% 3	61.90% 13	19.05% 4	4.76% 1	0.00% 0	21
4	Amenities	14.29% 3	28.57% 6	38.10% 8	14.29% 3	4.76% 1	21
5	Price	9.52% 2	52.38% 11	28.57% 6	9.52% 2	0.00% 0	21
6	Parking	42.86% 9	19.05% 4	23.81% 5	14.29% 3	0.00% 0	21
7	Aesthetics	19.05% 4	47.62% 10	23.81% 5	9.52% 2	0.00% 0	21
8	Floorplan	19.05% 4	33.33% 7	28.57% 6	19.05% 4	0.00% 0	21
9	Security and Rule Enforcement	9.09% 2	9.09% 2	45.45% 10	36.36% 8	0.00% 0	22
10	Pets	19.05% 4	4.76% 1	66.67% 14	9.52% 2	0.00% 0	21

Q18 - Please rate your satisfaction with the Yosemite/S

[Back to Top](#)

ivers' housing factors

Page Options ▾

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Social/Community	3.00	5.00	3.83	0.69	0.47	6
9	Security and Rule Enforcement	2.00	4.00	3.20	0.75	0.56	5
3	Proximity to grocery stores	1.00	4.00	2.40	1.02	1.04	5
2	Proximity to Campus	3.00	5.00	4.40	0.80	0.64	5
5	Price	2.00	4.00	3.00	0.89	0.80	5
10	Pets	2.00	3.00	2.80	0.40	0.16	5
6	Parking	1.00	3.00	1.80	0.75	0.56	5
8	Floorplan	2.00	4.00	3.00	0.89	0.80	5
4	Amenities	1.00	3.00	2.40	0.80	0.64	5
7	Aesthetics	1.00	4.00	3.00	1.26	1.60	5

## Q19 - Please rate your satisfaction with North Mountain's housing factors

Page Options ▾

#	Field	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied	Total
1	Social/Community	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2
2	Proximity to Campus	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 2	2
3	Proximity to grocery stores	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
4	Amenities	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
5	Price	0.00% 0	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
6	Parking	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
7	Aesthetics	0.00% 0	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
8	Floorplan	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2
9	Security and Rule Enforcement	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
10	Pets	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2

Showing rows 1 - 10 of 10

## Q20 - Please rate your satisfaction with Cerro Vista's housing factors

Page Options

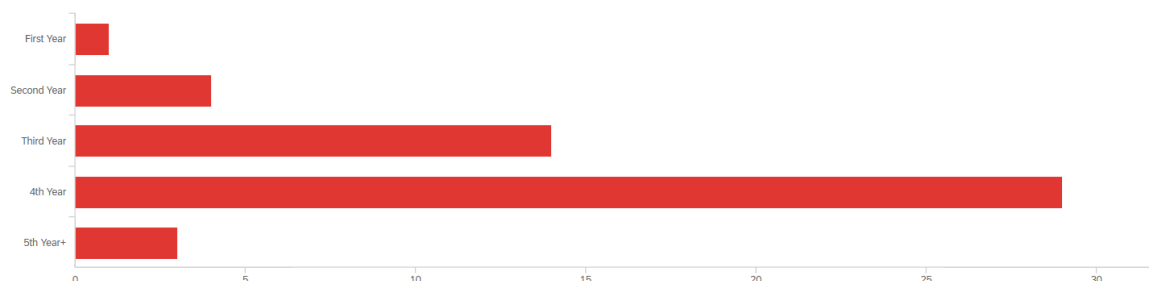
#	Field	Extremely dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Extremely satisfied	Total
1	Social/Community	0.00% 0	0.00% 0	100.00% 4	0.00% 0	0.00% 0	4
2	Proximity to Campus	0.00% 0	0.00% 0	0.00% 0	50.00% 2	50.00% 2	4
3	Proximity to grocery stores	25.00% 1	25.00% 1	50.00% 2	0.00% 0	0.00% 0	4
4	Amenities	0.00% 0	25.00% 1	25.00% 1	50.00% 2	0.00% 0	4
5	Price	50.00% 2	50.00% 2	0.00% 0	0.00% 0	0.00% 0	4
6	Parking	0.00% 0	25.00% 1	50.00% 2	0.00% 0	25.00% 1	4
7	Aesthetics	0.00% 0	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4
8	Floorplan	0.00% 0	0.00% 0	0.00% 0	75.00% 3	25.00% 1	4
9	Security and Rule Enforcement	0.00% 0	25.00% 1	0.00% 0	50.00% 2	25.00% 1	4
10	Pets	50.00% 2	0.00% 0	25.00% 1	25.00% 1	0.00% 0	4

**Analysis:** These grouping components in the survey determine the range of satisfactory elements within characteristics of student housing. This lets the surveyors decide based on their past living environment, what weighed on them during the time. Majority of answers consisted of price, pets, and proximity to grocery shopping.

## 7. What year in school are you?

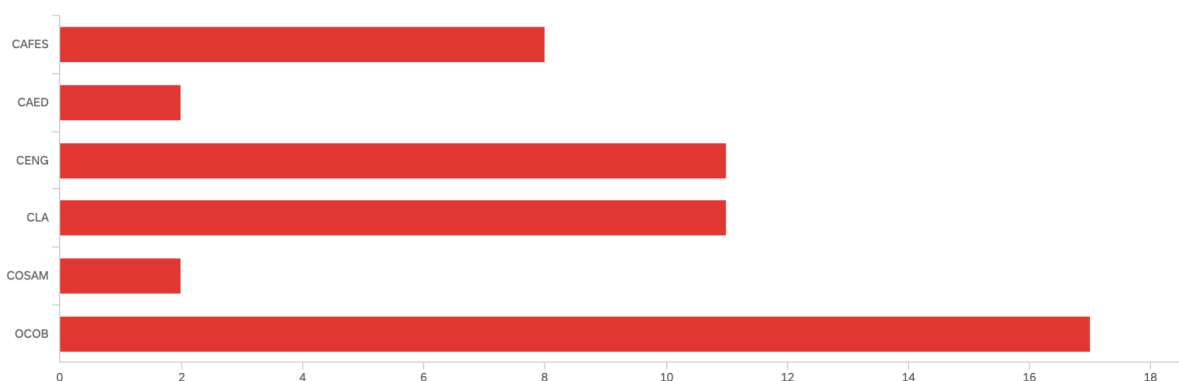
Q9 - What year in school are you?

Page Options ▾



**Analysis:** This is a general question to distinguish the year of surveyors. As presented above, many of them are 3rd and 4th years. Having this knowledge is important to cross reference the living experiences supplied in the questionnaire.

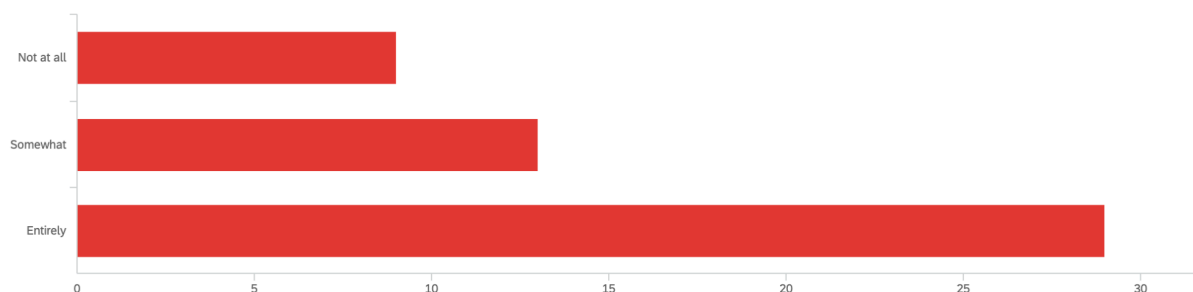
## 8. What college are you in?



**Analysis:** This question examines the abundance of colleges in Cal Poly and the amount of participants that are in them. The Orfalea College of Business is the leading number in this question. Approximately 17 respondents are in OCOB, the others close in volume are CENG and CLA.

## 9. Do your parents pay for your housing?





**Analysis:** Knowing if parents are contributing to payments is a huge factor in determining where students live over the course of their degree. Parents may determine where their child will stay depending on the perception of either on-campus housing or off-campus. Close to 30 respondents chose entirely.

## Summary of Key Insights

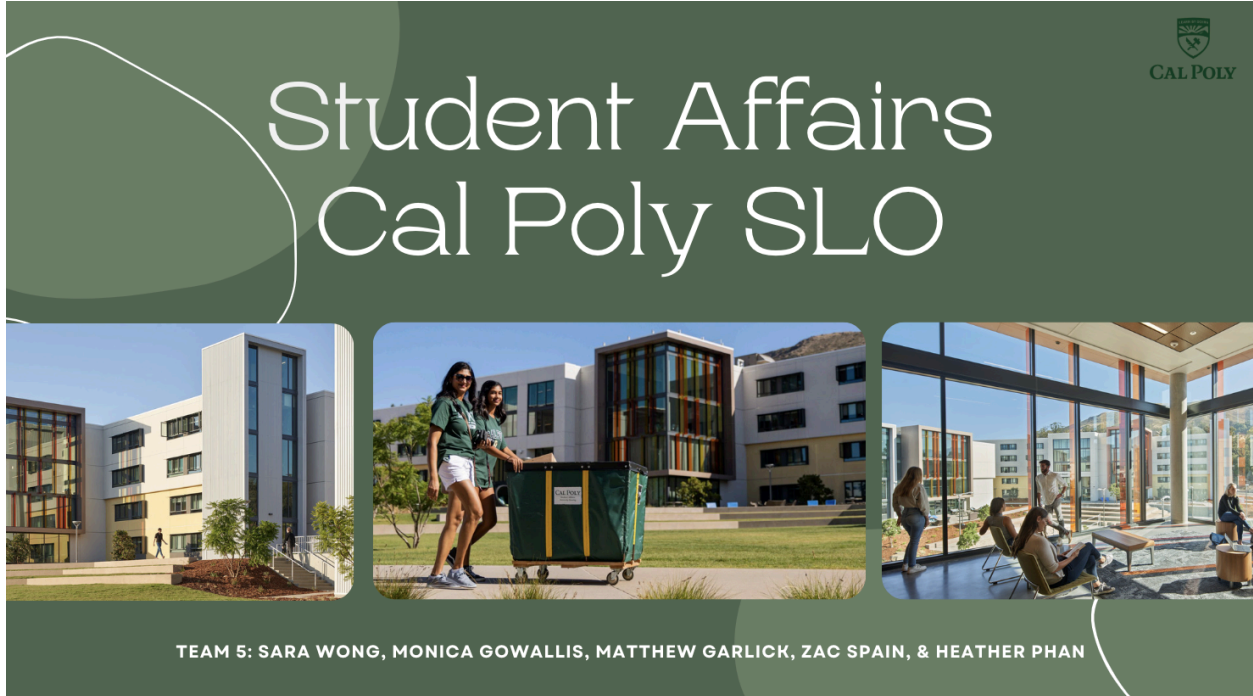
The following is a restatement of key insights found in our data analysis:

- Students across campus who have experienced living on campus provided us answers on their living experience. We determined that students found the amenities provided in on-campus living fall short on three main aspects; price, pets, and proximity to grocery shopping. We believe that these are the most important to students because many of them have sentimental attachment to pets, need a wider variety of food options, and also need to be cautious about their rent cost.
- It has become clear that many students are not drawn towards on-campus housing because of a lack of accessibility to San Luis Obispo and a larger variety of stores. We found that students rate amenities, social/interactions, floorplan, price, and more attributes at the same level, meaning that Cal Poly must improve their offerings to the level of off-campus housing or better, if they plan to continue with the same pricing.
- Overall, our survey conveyed the thoughts of many upperclassmen students and displayed that student housing needs to improve the amenities provided; such as the kitchen units, couches, and beds. As well, there is a strong desire for accessibility off campus which can be solved with a shuttle system or an expansion of Cal Poly's parking areas surrounding student housing.

# Appendix E: Supporting Materials

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## Slides for Presentation



The slide features a dark green background with a white curved line on the left. The title "Student Affairs Cal Poly SLO" is written in white serif font. The Cal Poly logo is in the top right corner. Below the title are three images: a modern building, two students with a green cart, and a student lounge. The team name is at the bottom.

Student Affairs  
Cal Poly SLO

CAL POLY

TEAM 5: SARA WONG, MONICA GOWALLIS, MATTHEW GARLICK, ZAC SPAIN, & HEATHER PHAN

## MEET TEAM FIVE

**HEATHER  
PHAN**



**BUSINESS  
ADMINISTRATION  
MARKETING**

**SARA  
WONG**



**BUSINESS  
ADMINISTRATION  
ENTREPRENEURSHIP**

**MONICA  
GOWALLIS**



**BUSINESS  
ADMINISTRATION  
MARKETING**

**MATTHEW  
GARLICK**



**BUSINESS  
ADMINISTRATION  
MARKETING**

**ZACHARY  
SPAIN**



**BUSINESS  
ADMINISTRATION  
MARKETING**



## RESEARCH PURPOSE

- to improve student housing retention rates
- to improve the existing student housing experience
- assess the feasibility of building more student housing



## RESEARCH QUESTIONS

1. What incentivizes first years to continue living on campus their second year?
2. What are the biggest deciding factors that persuade a student from choosing to live on or off campus for their second year and beyond?
3. What are some aspects of on-campus living that you could change?

## SECONDARY SYNTHESIS

Cal Poly Offerings:  
Cerro Vista & Poly  
Canyon Village

- \$13,233/yr  
single
- \$11,802/year  
double
- 4B 2B,  
Furnished

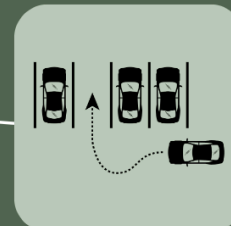
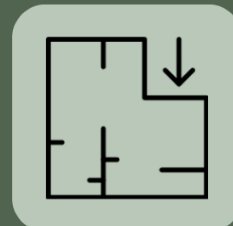


<http://www.housing.calpoly.edu/student-housing/residence-halls-and-apartments/cerro-vista-apartments>  
<http://www.housing.calpoly.edu/student-housing/residence-halls-and-apartments/poly-canyon-village-apartments>

## SECONDARY SYNTHESIS

The Competition:

- 19+ apartment  
complexes within  
a 1 mile radius of  
the school
- Rental houses



<https://www.google.com/maps/search/Apartments/@35.2973498,-120.6682201,15z/data=!4m2!2m1!6e1>  
<https://mustangvillage.com/>  
<https://www.valenciaapartments.com/>  
<https://www.theacademychorro.com/>  
<https://www.summitslo.com/>  
<https://calwestbridge.apptfolio.com/listings/detail/556d88da-5285-46ab-b57a-bb885eaa523e>  
<http://www.slorealty.com/foothill-gardens>

## METHODOLOGY SUMMARY

### OVERVIEW: FOUR VARYING RESEARCH METHODS

#### SECONDARY RESEARCH

- SWOT ANALYSIS
- CUSTOMER DEMOGRAPHICS
- COMPETITORS
- RESEARCH QUESTIONS

#### FOCUS GROUPS

- FOCUS GROUP PARTICIPANT DATA

#### ETHNOGRAPHIC RESEARCH

- OBSERVATIONAL STUDIES

#### QUESTIONNAIRE RESEARCH

- QUALTRICS SURVEY

## SAY HELLO TO KATE!

- Kate is a second-year Business Administration major
- Originally from Los Angeles
- Trying to decide where she wants to live as an upperclassman
- She enjoys walking to class and using the recreation center
- Kate loves eating healthy



## RESEARCH EVIDENCE

### CONVENIENCE/ISOLATION

#### ON-CAMPUS

"RA BENEFITS ARE THE ONLY THING KEEPING ME ON CAMPUS BUT THE THING THAT WOULD MAKE ME LEAVE IS THE SOCIAL ASPECT LIKE IT FEELS VERY ISOLATING."

#### OFF-CAMPUS

"I MEAN THE PRICE TO STAY ON-CAMPUS IS A LITTLE MUCH, ESPECIALLY WHEN I HAVE TO PAY SOME OF THE TUITION. BUT AT LEAST THE LAUNDRY IS FREE.."

### SOCIAL/COMMUNITY

#### ON-CAMPUS

"NO, BECAUSE IT'S SO FAR FROM EVERYTHING SLO RELATED: CLASSES, EVENTS, DOWNTOWN. I REALLY WANT TO BE CLOSER TO THE COMMUNITY ASPECTS OF SLO. YEAH PCV IS A COMMUNITY BUT YOU ARE SO DISCONNECTED FROM EVERYONE. THEY WOULD REALLY NEED TO CREATE A HUGE SHIFT WITHIN PCV FOR PEOPLE TO WANT TO STAY."

#### OFF-CAMPUS

"BUT WHILE I'M HERE AT SCHOOL I LIKE TRYING TO PUSH MYSELF TO BE MORE EXTROVERTED, SO THAT I CAN MEET PEOPLE AND LIKE, BE MORE SOCIAL."

### AMENITIES/UTILITIES





#### ON-CAMPUS

"LIKE I FEEL LIKE THEY COVER EVERY BASE. IT'S JUST KIND OF NOT THE BEST WAY. IT'S JUST LIKE COVERING ALL THE BASES IN THE MOST MINIMAL WAY POSSIBLE. IT'S JUST IF YOU HAVE NO OTHER OPTION, IT'S FINE."

#### OFF-CAMPUS

"THE FIRST THING COMING TO MIND IS PROBABLY THE PARKING. IT'S EXPENSIVE AND SOMETIMES THERE AREN'T EVEN ACCESSIBLE SPOTS. YOU CAN'T EVEN PARK AROUND CAMPUS WITHOUT PAYING MONEY ADDITIONALLY AND GET PARKING TICKETS TOO."

## SAMPLE CHARACTERISTICS

INTERVIEWEE 	Matthew	Austin	Julia	Taylor	Edward
YEAR 	2nd	2nd	2nd	2nd	2nd
HOMETOWN 	Pleasanton, California	Oakland, California	Ojai, California	Los Angeles, California	San Jose, California
MAJOR 	Mathematics	ITP	Accounting	Animal Science	Biomedical
CURRENT HOUSING BUILDING 	Alliso, Poly Canyon Village	PCV	Buena Vista, Poly Canyon Village	PCV	PCV

## CONCLUSION #1

### QUESTION:

- WHAT INCENTIVIZES 1ST YEARS TO CONTINUE LIVING ON-CAMPUS THEIR SECOND YEAR?

### CONCLUSION:

- 1ST YEAR STUDENTS ARE INCENTIVIZED TO LIVE ON CAMPUS FOR A 2ND YEAR BY THE SOCIAL ACCESSIBILITY, PROVIDED AMENITIES, AND PROXIMITY TO CAMPUS.



## CONCLUSION #2

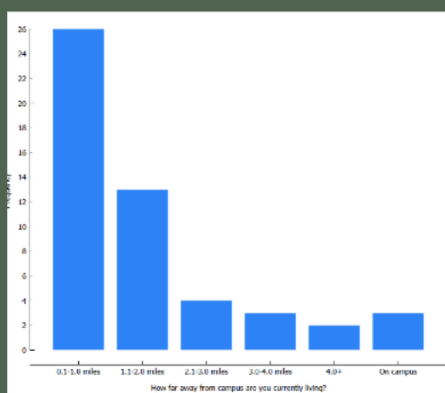
### QUESTION:

- WHAT ARE THE BIGGEST DECIDING FACTORS THAT PERSUADE A STUDENT FROM CHOOSING TO LIVE ON OR OFF CAMPUS FOR THEIR SECOND YEAR AND BEYOND?

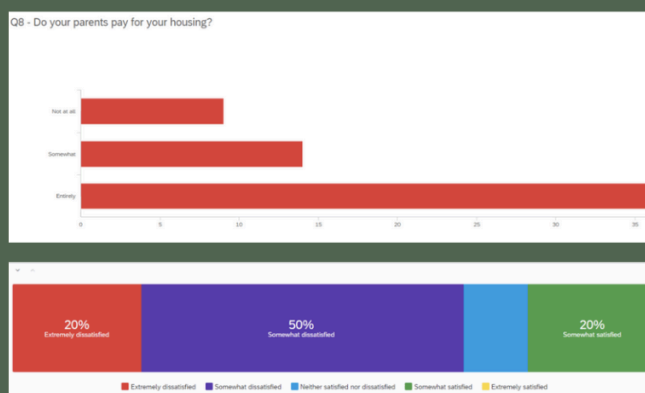
### CONCLUSION:

- STUDENTS DECIDE TO LIVE ON OR OFF CAMPUS FOR THIRD OR FOURTH YEAR BASED ON PRICE, ACCESSIBILITY TO SAN LUIS OBISPO, AND AMENITIES LIKE GROCERIES AND PARKING.

#### PARKING/TRANSPORTATION



#### PRICING



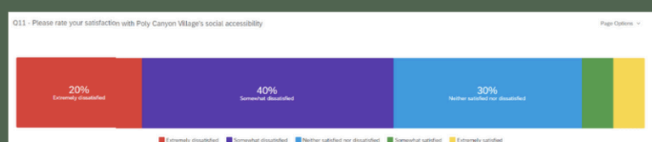
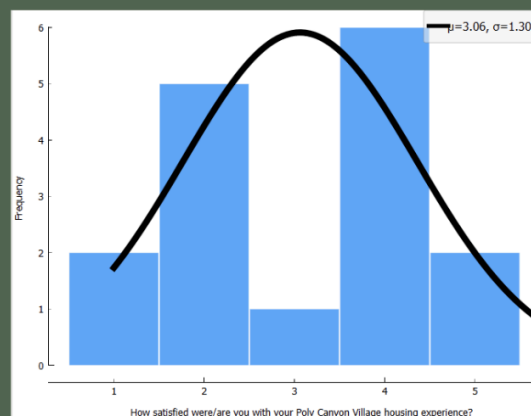
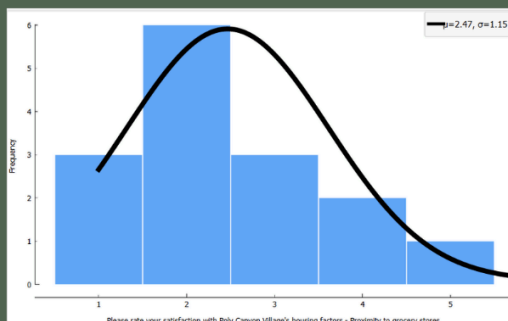
## CONCLUSION #3

### QUESTION:

- WHAT ARE SOME ASPECTS OF ON-CAMPUS LIVING THAT YOU COULD CHANGE?

### CONCLUSION:

- STUDENTS REQUIRE IMPROVED AMENITIES, AN IMPROVED TRANSPORTATION SYSTEM, AND AN EXPANSION OF FOOD OFFERINGS.



## RECOMMENDATIONS (1 & 2)

### RECOMMENDATION #1



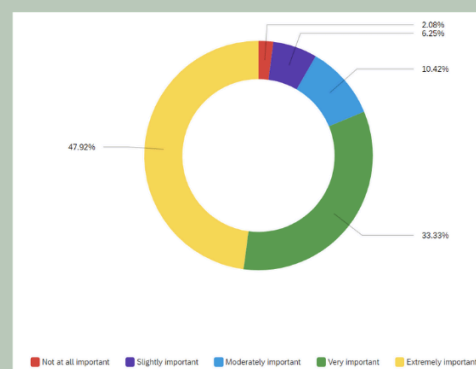
STUDENT AFFAIRS SHOULD CHANGE THEIR HOUSING FEES TO MATCH THAT OF THE SURROUNDING AREA AND MAKE THE HOUSING AGREEMENT A FULL 12 MONTHS

### RECOMMENDATION #2



UPDATE IN-APARTMENT AMENITIES LIKE FURNITURE AND OVERALL SPACE PER STUDENT TO BE COMPETITIVE WITH SLO HOMES.

### IMPORTANCE OF PRICE





## RECOMMENDATIONS (3 & 4)

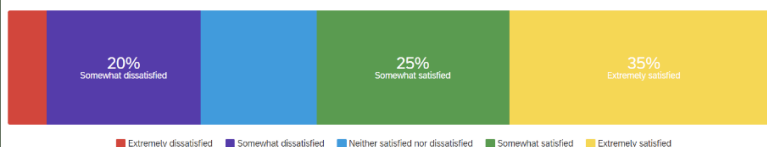
### RECOMMENDATION #3



**WORK WITH TRANSPORTATION AND PARKING SERVICES TO IMPROVE PARKING PROXIMITY TO THE ON-CAMPUS APARTMENT COMPLEXES.**

Q11 - Please rate your satisfaction with Poly Canyon Village's parking

Page Options ▾



### RECOMMENDATION #4:

**STUDENT AFFAIRS SHOULD WORK WITH CAMPUS DINING TO PROVIDE A WIDER VARIETY OF FOOD OPTIONS FOR STUDENTS WHO LIVE ON CAMPUS. THIS INCLUDES DINE-IN, TAKE-OUT, AND THE PRICES AND VARIETY OF FOOD IN THE TWO MARKETS.**

Q20 - Please rate your satisfaction with Cerro Vista's proximity to grocery stores/restaurants

Page Options ▾



# THANK YOU!

## ANY QUESTIONS?

## Works Cited

### Zoom Recordings

[https://calpoly.zoom.us/rec/play/TADNa0DUUnVRoil72ir5cKCbki-5vS12wJl9pQxveGzLXRcIppQsj3PynnFq45nsjDuGg3EsylVW4pM97.SNKXaR1ywb6w6JU-?startTime=1666113278000&\\_x\\_zm\\_rtaid=LXAKek9sTuK51ZpavelWrA.1666574618247.7e93b1c445b050ee75cd79afcbe50aaa&\\_x\\_zm\\_rhtaid=964](https://calpoly.zoom.us/rec/play/TADNa0DUUnVRoil72ir5cKCbki-5vS12wJl9pQxveGzLXRcIppQsj3PynnFq45nsjDuGg3EsylVW4pM97.SNKXaR1ywb6w6JU-?startTime=1666113278000&_x_zm_rtaid=LXAKek9sTuK51ZpavelWrA.1666574618247.7e93b1c445b050ee75cd79afcbe50aaa&_x_zm_rhtaid=964)

[https://calpoly.zoom.us/rec/play/Kg7VW9nmw7I\\_D4dbbW0KCt1SDcuqWS-BUKUBcEo\\_8KaAxe9y7TALmGBEvIHtBfNKNDNTkN2TZrWL8rbU.-R8WnZFp7wtPC5Dj?startTime=1666109437000&\\_x\\_zm\\_rtaid=TmSMnx5\\_R06Dtj94RZ0h-w.1666551885369.9301d3a7c3163786e289caa2d71ac3e7&\\_x\\_zm\\_rhtaid=234](https://calpoly.zoom.us/rec/play/Kg7VW9nmw7I_D4dbbW0KCt1SDcuqWS-BUKUBcEo_8KaAxe9y7TALmGBEvIHtBfNKNDNTkN2TZrWL8rbU.-R8WnZFp7wtPC5Dj?startTime=1666109437000&_x_zm_rtaid=TmSMnx5_R06Dtj94RZ0h-w.1666551885369.9301d3a7c3163786e289caa2d71ac3e7&_x_zm_rhtaid=234)

### Secondary Resources

Black, Karen. "The Role Student Housing Plays in Communities." Shelterforce, 13 Dec. 2019, <https://shelterforce.org/2019/09/06/the-role-student-housing-plays-in-communities/>

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"Chapter 5 - Focus Groups" *Interview Techniques for UX Practitioners: A User-Centered Design Method*, by Chauncey Wilson, Morgan Kayfmann, and Imprint of Elsevier, 2014

Hackett, P. M. W., Schwarzenbach, J. B., & Jürgens, U. M. (2016). Focus Groups. In *Consumer Psychology: A Study Guide to Qualitative Research Methods* (1st ed., pp. 51–54). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctvddzsrf.11>

Borland, K. (2022, April 21). *Student housing amenities come back to reality*. GlobeSt. Retrieved November 6, 2022, from <https://www.globest.com/2022/04/21/student-housing-amenities-come-back-to-reality/?slreturn=20221007024918>

Manzollilo, N. (2022, October 21). *9 student housing amenities your building needs right now*. ButterflyMX. Retrieved November 6, 2022, from <https://butterflymx.com/blog/student-housing-amenities/>

"The Case for Campus Housing." *ACUHO*, <http://www.acuho-i.org/home/portalid/0>. *Why students want to belong to communities in their schools* · Pronto. Pronto. (2021, July 2). Retrieved November 6, 2022, from <https://pronto.io/students-belong-communities-schools/#:~:text=Students%20who%20are%20part%20of,communities%20to%20clubs%20and%20organizations.>