Enhanced Campus Life

Enhanced Campus Life Working Group
California Polytechnic State University
June 2013

Table of Contents

Introduction

The Enhanced Campus Life Working Group was formed by President Armstrong who identified an opportunity to create a culture for 24/7 campus life that meets the academic and social needs of the students, whether living on or off campus. Emerging as the largest residential program in the California State University System, Cal Poly is poised to create a dynamic and innovative educational platform that serves the university community on a 24/7 basis.

The charge as directed by President Armstrong is to:

- Transform campus operations in which the campus service delivery systems and learning approaches are blended and become complementary.
- Rethink the delivery system of services to meet the technology needs of the current undergraduates.
- Make decisions to create housing opportunities based upon the strategic objectives of accessibility, technology and best interest of students.
- Create a highly functioning, vibrant and comprehensive 24/7 campus life environment through multi-phased dialogue, consultation and collaboration.

Working Group Initiatives and Objectives

- Foster an environment that encourages students to stay on campus – days, nights and weekends.
- Create attractions that blend social and academic connections.
- Create a highly functioning and comprehensive living and learning campus life environment through multi-phased dialogue, consultation and implementation of resulting recommendations.

24/7 Campus Life "Action Group" original membership

- Rick Johnson - Executive Director, Associated Students Inc. (Co- chair)
- Preston Allen - Associate Vice President for Student Affairs (Co-chair)
- Bonnie Murphy - Associate Vice President and Executive Director, Cal Poly Corporation
- Carter Hammett McGarry – Assistant Vice Provost for University Advising
- Michael Miller- Vice Provost for Information Services & Chief Information Officer
- Cindy Campbell – Associate Director, University Police
- Katie Morrow – ASI President 2012-13
- Rachel Fernflores – Senate Chair (or designee)

The original group members revised the action group name from "24/7 Campus Life" to "Enhanced Campus Life" as they felt it was a more accurate representation of the mission of the group, as not all aspects of campus life operate on a 24/7 basis. The goal was an enhancement of the overall campus experience.

Current Enhanced Campus Life Working Group

- Preston Allen - Associate Vice President for Student Affairs (Co-chair)
- Marcy Maloney - Executive Director, Associated Students Inc. (Co- chair)
- Bonnie Murphy - Associate Vice President and Executive Director, Cal Poly Corporation
- Michael Miller- Vice Provost for Information Services & Chief Information Officer
- Cindy Campbell – Associate Director, University Police
- Jason Colombini – ASI President 2013-14
- Rachel Fernflores – Senate Chair (or designee)

Phased Approach

The group was directed to take a phased approach to the tasks associated with the charge outlined by President Armstrong.

> Phase I
> Fall 2011

Phase I involved student customer vetting which was completed by conducting extensive surveys, research and follow-up activities, and engagement of campus personnel and students. The initial student survey was developed and administered in fall 2011. A parent survey and a follow-up student survey was sent in January 2012. In winter quarter the Campus Life Action Group met to review the feedback and overall survey data.

> Phase II
> Fall 2011-
> Spring 2012

Phase II was the development phase in which the group reviewed and analyzed data and utilized tools to facilitate a focused approach to coordinating the initiatives with the derived data. A zoning map was introduced to facilitate analysis of feedback by campus area.

The concept of evaluating campus enhancements by "zones" evolved in the concept of "campus neighborhoods". The committee agreed that the term "neighborhood" more accurately represented the intent of creating a campus community. Combining the neighborhood concept with the priority themes provided the basis for further outreach and communication efforts to the campus community.

Additional student engagement was prescribed to allow a more thorough understanding of the feedback and data received. Refinement of the initiatives was the goal of the supplemental fact finding. This additional research was conducted by committee members and data gathering and review activities continued in spring quarter 2012.

Phase III included sharing information with campus constituents and gathering additional input and feedback on the findings of the group. In summer quarter 2012, Katie Morrow began a series of information sharing and gathering activities which continued into fall 2012. The rollout of the neighborhood concept provided an opportunity to engage resources to share information but more importantly to solicit feedback, ideas and customer specifications from the campus community. Creating a neighborhood connection was important in the development of campus support. A collaborative pride of ownership could be realized by those who would benefit from enhancements to the neighborhoods they work in and frequent. Committee members provided additional focused research and analysis on the consistent themes that emerged from the data gathering activities. The additional research and analysis resulted in the development of the plan for action.

Phase IV is the vehicle for information sharing back to the President. This document represents the culmination of extensive research and information presented in a consolidated format that includes recommendations to positively impact the campus environment and support a 24/7 student lifestyle.

Phase V is the recommendation to action phase that involves reviewing recommendations and determining resources necessary to implement change. Collaboration and inclusion of campus resources is critical to effective change.

Phase I: Gathering /Examining Data

Methodology

Data gathering was conducted via three survey deployments (over 2000 respondents) with follow-up focus group conversations and walking tours of campus. Additional data was derived from campus interviews with students, faculty and staff.

Data Gathering

A student survey was sent to more than 1,700 students asking them to indicate the importance/desirability of potential initiatives for improvements to the campus environment. Responses were tabulated and prioritized. The survey was sent to College Ambassadors, College Councils, Student Life and Leadership students, IFC and Panhellenic leaders, Poly Reps, Student Government members, and WOW Leaders.

A follow-up questionnaire was then sent to the student survey participants, giving them the results of the earlier survey. The students were asked to identify the differences that these improvements would make in their lives. They were also asked to identify any missing opportunities for enhancements.

A questionnaire was also sent to the Student Affairs Parent & Family Program Advisory Council requesting input on the same possible campus life improvements.

Katie Morrow took an active role in gathering additional student feedback. Outreach efforts included walking tours, dialogue and focus group engagement of students from all areas of campus. Focus group input confirmed the priorities identified in the survey.

Survey Results

The following chart represents a summary of student responses for desired campus enhancements, which identified clear thematic priorities.
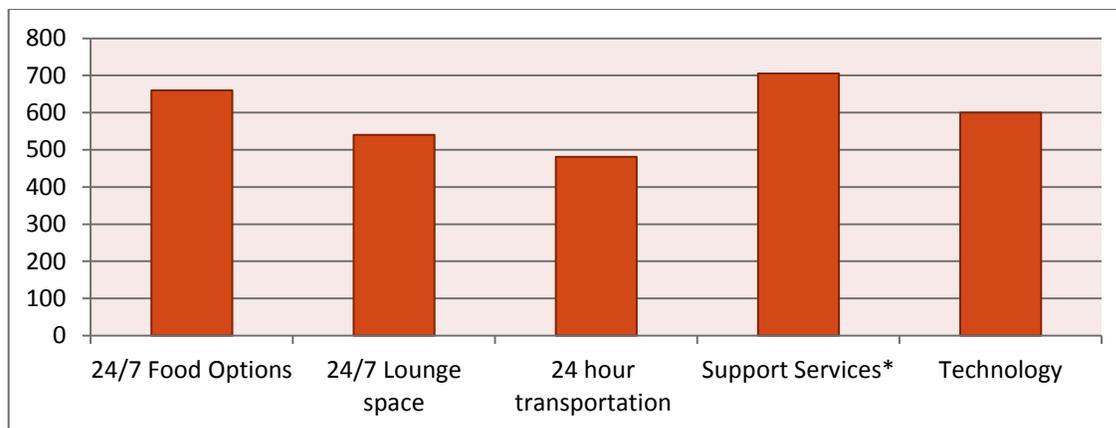
*Health Services, Counseling Services, Career Services, and Advising Services

Phase II: Working Group Review and Development

The Enhanced Campus Life Working Group based their review and development efforts on the core initiatives identified which were correlated with the supporting student survey data. The establishment of campus zones provided an opportunity to evaluate where comprehensive services could be delivered with extended hours, while enabling basic student needs to be met close to classrooms, housing and recreation areas. Four zones were selected for further study. As requested by students, the desired outcome is to have each zone contain student resources including: 24/7 food options, lounge and study space, and transportation and support services.

Neighborhood Concept

In evaluating the needs of the campus as a whole, the concept of zones evolved into the creation of campus neighborhoods. This neighborhood distinction allowed for services and enhancements to be considered in specific areas of campus and consequently created a sense of ownership, responsibility and enthusiasm from campus personnel who felt a connection to a certain neighborhood.

The neighborhoods are defined as:

1) **Center of Campus** (University Union, Performing Arts Center, Recreation Center, Administration Building, Dining Complex, University Store, UU Plaza, Music Building, Mott Gym)
2) **Lower Campus** (Spanos Stadium, Construction Innovation Center, Health Center, Business Building, University House, Children's Center)
3) **Dexter Library Area** (Library, Dexter Building, Dexter Lawn, Math and Sciences Building, Campus Market)
4) **Poly Canyon Village**

Not all geographic areas of campus are included in the neighborhood evaluations. The physical areas selected for study focuses on the student-centric core of campus.

Neighborhood #1 – Center of Campus

Neighborhood #1 is considered the primary hub of activities for the university and serves the majority of student needs for social, recreational, food, lounge and study space. Students have requested additional lounge and study space with enhanced technology offerings in this neighborhood. The information indicates that students would like to see expanded food service options.
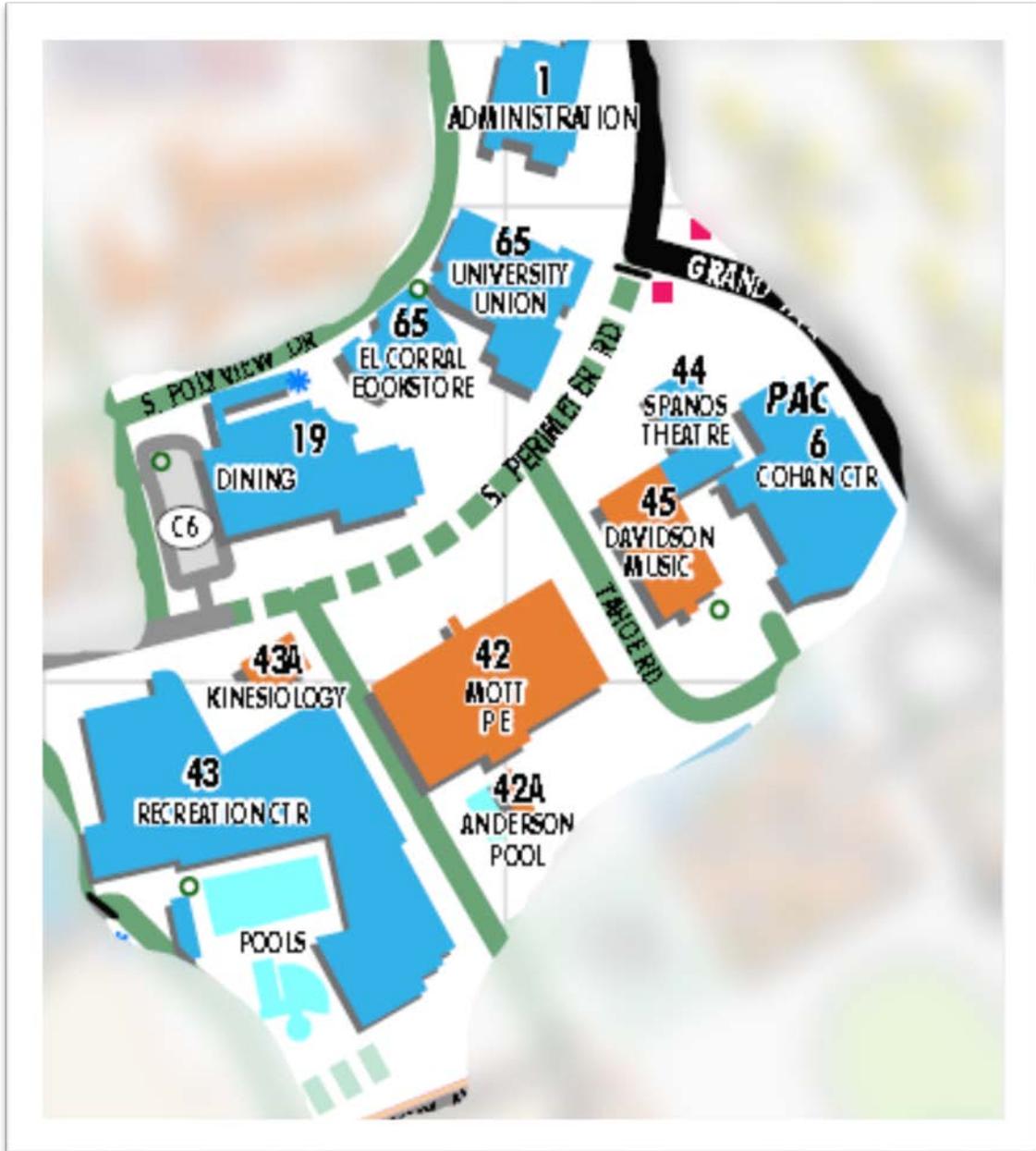
Neighborhood #2 – Lower Campus

This campus neighborhood is a thoroughfare for students and faculty crossing campus. In response to student input, this area has been reviewed for lounge and study space, safety and food service offerings. The Construction Management lounge and study space and Architecture Resource Center are considered benchmarks, and students would like to see these types of resources be made available for other majors as well. This neighborhood could be a primary focus for an overall City and Regional Planning enhancement plan.

Neighborhood #3 – Dexter Library Area

Neighborhood #3 is also considered a hub of activity for many students on campus. Dexter Lawn and Kennedy Library are popular spots for students to congregate. In response to student input, this area has been reviewed for lounge and study space, technology and food service offerings.

Cal Poly students continue to express a strong degree of interest in expanding library hours to 24/7 (or 24/5) during the regular academic quarters. Cal Poly students have also expressed strong interest in the library being open longer hours on Friday and Saturday nights.

The findings suggest there is active interest in providing safe, sociable, study-friendly spaces for Cal Poly students, including both on-campus and off-campus residents.
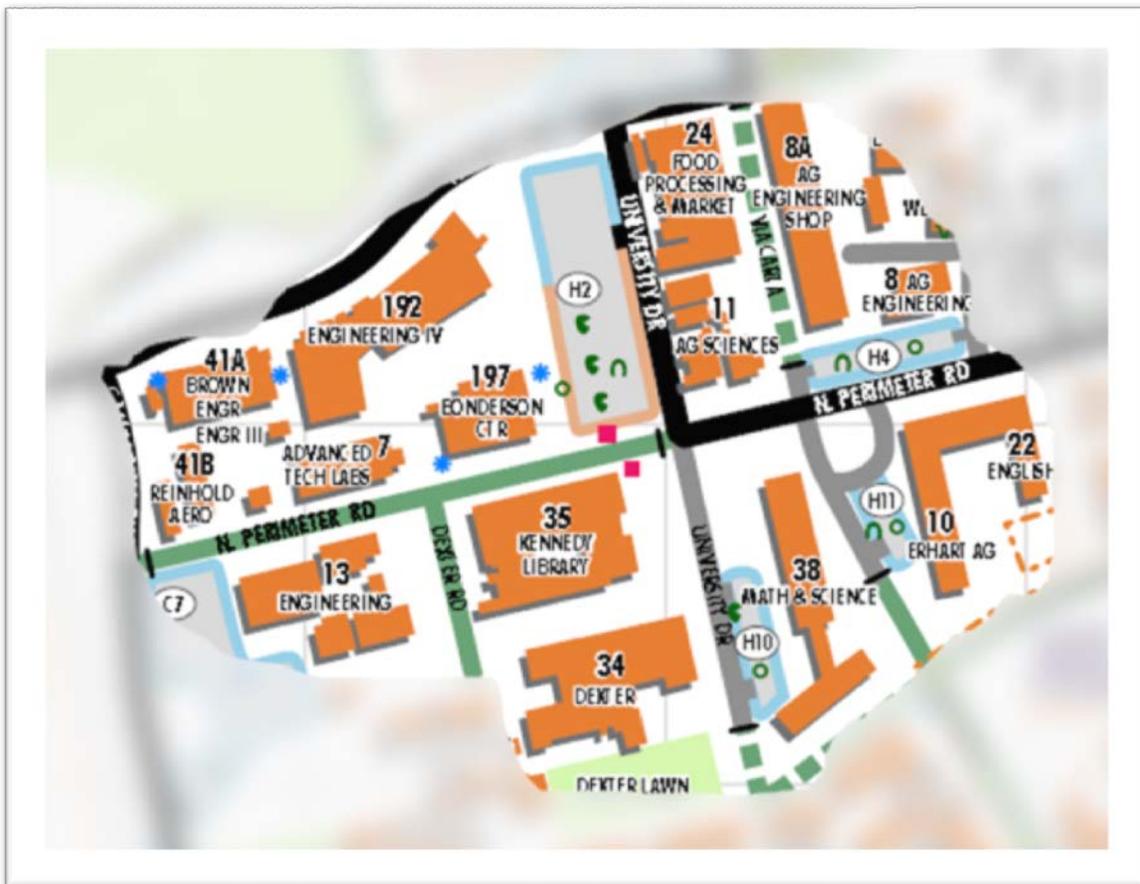
Neighborhood #4 – Poly Canyon Village

Poly Canyon Village is truly a "neighborhood" as it offers housing, food services, lounge and study space and other amenities in a village environment. In response to student input, additional food service options are being offered for fall 2013. Technology enhancements have also been made in campus wireless services. The infrastructure updates are planned to be installed and wireless connectivity will be available in the Poly Canyon Village - fall 2013.
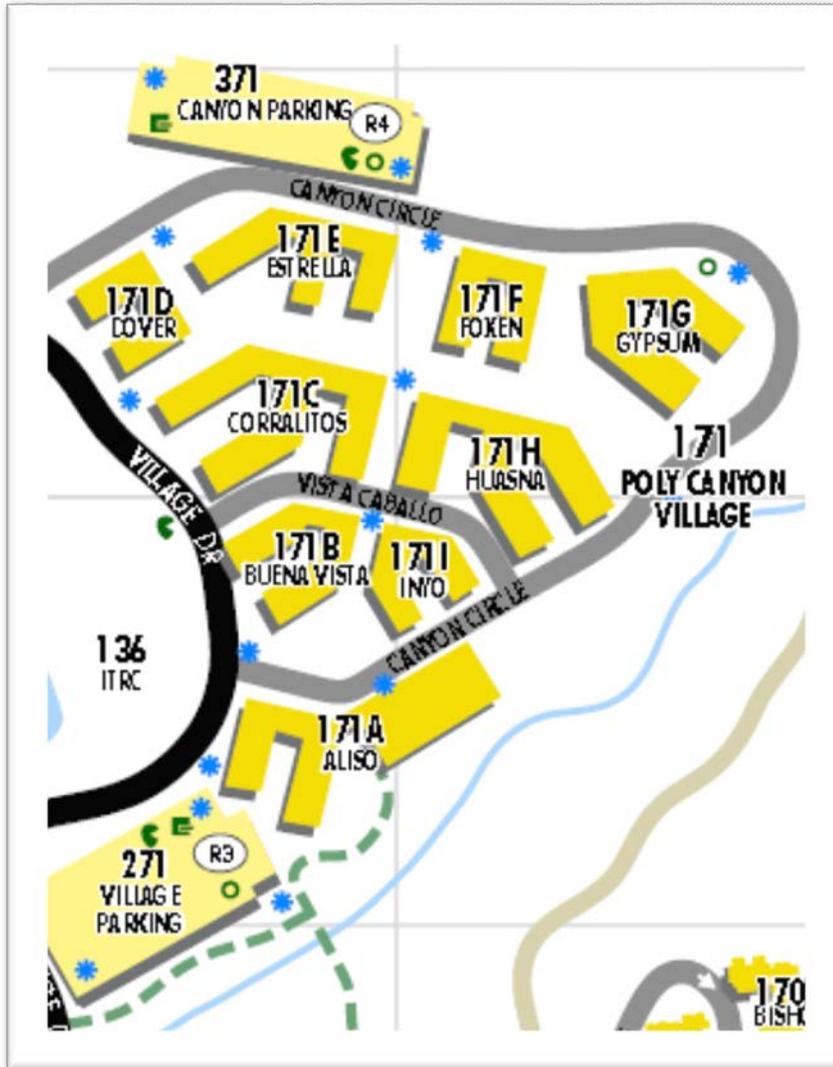
Consistent Neighborhood Themes

Each member of the working group was assigned a theme for further exploration and data gathering. Outreach efforts were made to engage additional resources including: Health Services, Career Services, Kennedy Library, Facilities, Housing, and Student Affairs. Committee members conducted interviews and reviewed area independent survey data from student service providers. Additional in-depth campus walking tours were conducted. As a result of these efforts, a neighborhood themed report was generated by individual committee members who are subject matter experts or had contacts and resources to provide detailed information.

Campus Food Services	•Bonnie Murphy, Associate Vice President Commercial Services and Executive Director, Cal Poly Corporation
Lounge and Study Space	•Katie Morrow, ASI President 2012-13 •Jason Colombini, ASI President 2013-14
Safety and Transportation	•Cindy Campbell, Associate Director University Police
Technology & Power	•Michael Miller, Vice Provost for Information Services & CIO •Preston Allen, Associate VP Student Affairs/Executive Director University Housing
Support Services	•Marcy Maloney, ASI Executive Director •Rachel Fernflores, Faculty, CLA

Campus Food Services

In support of the enhanced campus initiatives, the Corporation is dedicated to providing a variety of quality commercial services to our Cal Poly customers. Campus Dining currently offers eighteen restaurants and markets, including kiosks and mobile venues on campus with late night and flexible business hours. Over the past few years Campus Dining's focus has been on providing enhanced services and conveniences to serve both resident and non-resident students as well as the campus community at large.

Data Sources

Campus Dining's data is derived from a variety of sources: campus-wide surveys, housing surveys, consultant meetings, market analysis and evaluation of campus/industry trends. They consistently benchmark against other campuses with residence programs and compare best practices. Campus Dining strives to facilitate open and constant communication with students, faculty and staff.

Trends and Developments

Campus Dining monitors and surveys customer shopping patterns to enhance business operations and customer services. Student surveys and traffic patterns drove the decisions for Campus Dining to extend hours of operations and enhance venue conveniences at many of the dining locations to support student needs. Campus Dining continues to evolve in its marketing and communication delivery systems to better communicate available services. To meet customer needs and expectations, Campus Dining has made the following improvements:

- Improved marketing and communications to university community
- Invested $160K in 20' salad bars for all major venues
- Incorporated social/community style seating in many venues
- Rolled out a mobile Point of Sale system to accommodate customers in remote locations
- Opened an additional Starbucks in Campus Market to reduce long lines and accommodate additional customers
- Opened a Subway Restaurant in Dexter Library Area to expand food options and to accommodate late night customers
- Extended service hours at four venues to midnight; one to 2:00 a.m. and one to 24-hours
- Budgeted $250K to roll out a Tacos To-Go restaurant at PCV this fall

Recommendations for Action

1. Work closely with students, faculty and staff to determine menu type and proposed convenient locations to increase the number of mobile venues (food carts/trucks)
2. Expand the self-service vending assortment for residence and non-residence students

Lounge and Study Space

Cal Poly is widely recognized for its pedestrian friendly core, which is surrounded by unique landscape and architectural features. Nestled within the structure of campus are many areas that welcome students for lounge and study activities. Data strongly supports the desire and need for additional campus lounge and study space. If given a quiet, convenient lounge or study space, students tend to stay on campus between or after classes to study or socialize. Students gravitate to areas where they feel they can find a space that allows for study or conversation and with convenient access to power for their electronic devices.

Data Sources

Lounge and study space requirements were derived from student survey data and campus walking tours. Students have expressed their desire "that wherever you are on campus, you can find a unique space on campus that meets your needs". Technological advancements have created an increased demand for power outlets near existing campus lounge and study spaces.

Students consistently asked for smaller, more intimate spaces with shade, or shelter. Benches and tables that are located in the wide open spaces are much less popular than seating that has landscape or surroundings which makes the space feel more private. This concept applies to both outdoor and indoor spaces. Close proximity to classrooms and resources are also requirements for successful lounge and study spaces. Focus group findings demonstrate that many students seek out a space near their classrooms or with affiliation to their course of study. An example of this is the "English Major Only" reading room, where students study, meet and discuss literature.

Trends and Developments

A comprehensive evaluation of space in each of the neighborhoods would allow for customized solutions that meet the student's requests for improvements. Increased enrollments create the need for additional lounge and study spaces with network and power sources available for students living on campus. Students are appreciative of the enhancements that have been made to date such as the University Union upgrade of seating and tables and they are looking forward to future enhancements including:

- Planned remodel of University Union space – Summer 2013
- Increased library services hours and offerings

Recommendations for Actions:

1. Increase outdoor study and lounge spaces that provide shelter from sun or rain.
2. Utilize student and academic college resources in "Learn by Doing" activities to evaluate neighborhoods for additional seating options with convenient power sources.
3. Add lounge and study space in lower campus neighborhoods. There is an opportunity for a nook in the bridge gallery.
4. Utilize the Architecture Resource Center as a model for other areas to emulate for additional majors.
5. Coordinate recommendations with Campus Facilities Master Plan.
6. Add seating with landscaping that provides a quiet private study area - including adjacent power sources. Specific areas include the tables outside of the Construction Innovations

Center and the courtyard near the English / Agriculture Buildings. The open air concrete tables need more comfortable, shaded seating options (photo below).

7. Add more lounge and study space to the University Union with enhanced power, printing and food service options available.
8. Expand University Union hours of operation.
9. Enhance lounge and study space for Dexter Lawn and the Business Building Breezeway.
10. Provide outlets and benches near classrooms.
11. Proceed with implementation of Library Expansion plan for space, power outlets, service and hours of operation.

Area between Agriculture (Building 10) and English (Building 22)

Safety & Transportation

The University Police Department strives to meet the highest expectations of the community through quality service. Our efforts contribute to the lower crime rates and high level of safety the campus community enjoys. While crime can occur on campus, it is relatively infrequent. Our emphasis on safety and security for the campus and for the members of our community remains our top priority; as a result we enjoy a low crime rate and high quality of life. As Cal Poly explores opportunities to enhance campus life for our students through expanded hours of operation and enhanced services, safety must remain one of our highest collective priorities.

Data Sources

Safety

- Night lighting survey: Facility Services, UPD, and ASI conduct scheduled walking inspections of lighting levels throughout campus. The most recent walk was conducted on Feb. 28, 2013. While campus lighting levels were generally viewed as sufficient, a list of areas where lighting was not functional was created, submitted and repair requests were submitted to the appropriate departments.

Parking and Transportation

- 24/7 Campus Life Student Questionnaire: As part of the committee's task, student opinion was gathered through a comprehensive written survey. Several of the students surveyed noted that enhancements to late evening transportation should be a priority. Others felt that additional shuttle services were needed to and from the campus core for students living in university housing.

- Transit funding study: The study was conducted by UPD Commuter Services during winter quarter 2013. Based on the 24/7 Campus Life Student Questionnaire and the 2011 UPD Parking Services Customer Satisfaction Survey, identifying expanded transit options is a preference for many students. The objective of the UPD transit funding study was to determine how other comparable universities provide and fund transportation options for students. UPD is in the process of reviewing the collected data and exploring Cal Poly's options.

- UPD Parking Customer Satisfaction Survey: UPD/Parking and Commuter Services periodically conducts customer satisfaction surveys. Many of the questions included in this survey relate to the perception of safety in and around campus parking lots and structures as well as the level of student satisfaction with campus parking options. In the 2011 survey, 81% of the student respondents indicated they felt safe in and around the parking areas and 74% were pleased with the level of lighting in campus parking lots and structures. The survey also indicated that students felt strongly about wanting more self-service and on-line services for parking. In response, parking permit sales were added to on-line options for off-campus and residential students. Additionally, campus parking permit pay stations were updated from a "cash only" system to allow for credit and debit card purchases. The improvements were marketed to the campus community and overall use of on-line service and payments dramatically increased.

The next UPD Parking Customer Satisfaction Survey will be conducted in spring 2013 and will quantify student satisfaction levels as well as assisting to identify the next steps for service improvements.

- UPD Commuter Services-Modes of Transportation Survey: In addition to the student survey conducted for this report, UPD Commuter Services routinely surveys the campus community regarding their use and preferences for alternative transportation. As part of the most recent survey, students were asked about which factors were important to them when using alternative transportation. Topping the list was convenience and flexibility, followed by the cost of parking. Students were also asked about what factors would make them more likely to use alternative transportation. Responses trended toward convenience issues, such as bus scheduling conducive to the students' schedule, bus stops located closer to the off-campus students' housing, and ease of bus transfers.

Trends and Developments

Safety

- Campus emergency "Blue Light" telephones are being installed in association with new construction and with other campus improvements
- New UPD police vehicle markings – traditional markings easily identifies and draws greater attention to police presence
- Crime prevention programs – orientations presentations, alcohol and the law, diversion/educational courses for campus bicycle and skateboard infractions
- Professional development – UPD department members have completed hundreds of hours of training to increase their knowledge, skills, and abilities in various areas
- Partnerships with campus departments and student groups – working collaboratively with various departments such as Housing, Student Rights and Responsibilities, SAFER, the Orientation Committee, and student groups increase proactive educational programs throughout the campus

Parking & Transportation

- Enhanced on-line options for all parking payments and citation appeals
- Improved self-service parking pay stations installed throughout campus. Pay stations offer short-term parking options for students and visitors and accept credit, debit, and cash transactions
- Zip Car (shared vehicle program/short-term vehicle rentals) provided as an additional transportation options for students without a personal vehicle
- Bicycle "fix-it" stations: five free stations now installed on-campus to assist bicyclists to complete minor repairs
- Additional bicycle lockers installed adjacent to University Housing facilities

Recommendations for action

1. Develop a campus-wide transportation plan that includes late night escort or other safe transportation options for students working or studying and returning to residences or parking lots.

2. Continue to monitor lighting along campus transportation paths to and from the library and on-campus residences and parking lots.
3. Provide additional funding for library staff to allow for increased presence overnight, between 2:00 a.m. and 5:00 a.m. This presence would enable more frequent walk-throughs of the library's 24/7 space and other areas where students may be working or studying overnight in the colleges or residences.
4. Provide clear information and support services to the university community regarding medical resources and urgent care facilities for students who become ill after hours on campus.

Technology & Power

Cal Poly Students are tech savvy and have access to a variety of technology offerings on campus. Easy access, high data rate connectivity, workstation availability, and seamless resource utilization are all important to student success and satisfaction with university technology services. Success with technology means students perceive that access to technology is ubiquitous and comfortable, hardware is state-of-the art, and applications are cool and useful. As campus expands its student population and service offerings, the trend will continue for increased technology infrastructure to support the technological needs and desires of the students. With technology enhancements comes the inherent need for additional power resources. Students have requested more power sources be made available for device charging and operation.

Data Sources

Technology

Student information sources for technology requirements were provided by the student focus group feedback and campus questionnaires. Campus technology and infrastructure specialists were consulted to provide insight into technical offerings including, Polycard evaluations, wireless coverage plans and neighborhood mappings.

Power

Facilities resources were engaged to determine existing power sources available to students and to assess areas of potential opportunity. Recommendations and considerations for power expansion options were discussed by location. A map of existing power resources within each neighborhood was developed from site visits and consultation with the campus Electric Shop. The mapping identifies power resources in proximity to student gathering spaces.

Trends and Developments

Technology

Students consistently ask for easier, faster, convenient access to campus technology resources. As facilities are constructed or renovated, the opportunities to include technological enhancements should be a primary consideration. The trend for increased technology services and support will continue to escalate.

- All state buildings and most non-state buildings have wireless coverage.
- Common areas within residential living are served with wireless access.
- A project is underway to install wireless access to dorm rooms and apartment (private) living areas throughout all residential living buildings.
- Plans are being developed to expand coverage to weak locations including active open spaces.

Power

Adding power outlets to facilitate low wattage demand of wireless devices is possible in most campus neighborhoods.   Variables exist in load limitations, proximity to power sources, and existing wiring condition. The trend for increased power outlets or charging stations is expected to continue. As campus facilities, hardscapes and landscapes are constructed or renovated, opportunities to include power resources should be evaluated.

- Expanding access to power outlets in older buildings is expensive and difficult due to limitations from building construction type, electrical code changes, upsizing power panels, and physical access into hidden spaces.
- Projects expanding power outlets access have largely been completed in the Library, University Union and Recreation Center.
- Current electrical codes require a higher frequency of power outlets within a building and require a minimal amount of exterior power outlets.
- Poly Canyon Village exterior plaza and interior retail areas were intentionally designed with additional power outlets in proximity to public seating.

Recommendations for action

1. Student computers need improved access to resources. Virtualize access to software.
2. Replace existing physical ID cards, and other Cal Poly cards carried by students with a single smartphone ID.
3. Continue to expand access to power outlets in as many student-gathering places as possible.
4. Explore a loaner program for external battery pack portable power bank chargers at primary circulation desks. (possibilities include: Jackery, Mophie Julice, Lenmar PowerPort, http://www.youtube.com/watch?v=PLvv1gNnK1E
5. Continue to expand wireless access so that the connected experience is seamless across campus.
6. Add charging stations for phones/devices in prime campus locations, including food venues. Stations allow for multiple devices to be charged through a single power outlet.
   a. Interior charging stations were piloted in the University Union (manufacturer examples: KwikBoost, NV3 Technologies, goCharge).
   b. Exterior charging stations, particularly solar powered, in high-use gathering areas. Recently installed in New York Central Park are the solar 'Street Charge' by Pensa. http://freshersmag.com/the-street-charge-by-industrial-design-firm-pensa/
7. Add more Polycard printers in prime campus locations.
8. Upgrade workstations in the University Union.
9. Further analysis of the power requirements, use patterns and conventions particular to each neighborhood habitat is recommended.
10. Where feasible, incorporate power outlets into existing walkway light poles.
11. Research and planning should integrate increased consumption and future power outlet demand with the development of lounge and study space throughout each neighborhood renovation and construction.

Support Services

Support Services are critical to the students' overall experience at Cal Poly. From orientation to graduation, support services provide Cal Poly students the necessary tools and resources to have a successful college experience. Support Services include career services, advising services, recreational activities and programs, counseling and health services and more.

Data Sources

Support service information was determined by evaluation of the 24/7 campus life questionnaire, the focus group follow-up survey and the ASI Outreach and Communication Survey. Information came from additional resources in Health Services, Career Services, Advising and Library Services. Advising began a comprehensive evaluation of services in 2006 when Academic Affairs gathered data to learn of institutional impediments students experience in making progress to degree. Data came from the Office of the Registrar, Information Technology, Institutional Research, and other collaborative exchanges with the colleges.

Trends and Developments

Data clearly supports that students want access to expanded services, but often the service delivery methods have evolved from traditional methods. Trends for convenient web and application based services are evident as students seek information on their electronic devices. Career Services has responded to the increased requirements for career guidance, interview and resume services by providing resources online in addition to offering different hours and operating locations for in-person services. In the area of health services, the Health Center has been responding to increased needs for mental health support. They are evaluating and implementing different health service delivery methods and are collaborating with the Recreation Center to offer additional wellness based activities. Important trends were identified as areas for student academic success around the area of advising and those were: Change of Major; Academic Probation and Disqualification; Expected Student Progress.

- Recreation Center facility and policies have been updated to in response to student, faculty and staff input. Hours of operation reflect the student's desires to engage in healthy activity based recreation, including late at night and on weekends.
- Health Services has expanded their offerings and personnel in support of mental health services and have added a nurse line.
- Career Services has expanded their first year outreach initiatives, and increased on-line resources in response to student preferences and needs.
- Career Counseling is offering extended hours and new satellite locations.
- Advising enhancements were made in:
    - Improvements to evaluations of transfer students
    - New change of major policy
    - New academic probation and disqualification policy
    - Development of expected student progress standards

- o Confirmation and coding of prerequisites to ensure more accurate and consistent advising
- o Accurate, published, progress to degree academic flowcharts in a common format
- o Accurate, published, advisor approved electives lists
- o Establishment of the Assistant Vice Provost for University Advising position
- Advisors continue to work on the development of strategies to improve on our ability to identify "at risk" students. In addition, they are working on the development of advising strategies to "coach" students about making good choices to ensure progress to degree. In 2011-2012, the campus agreed that in order to make great strides in advising, students would benefit from a Mustang Success Center.

Recommendations for Action

1. Evaluate Health Services satellite or expanded hours of operation – phone or web-line options could be explored.
2. Review recommended library service expansion to provide satellite services.
3. Increase student awareness of service offerings utilizing web and application based information sources.
4. Implement the Mustang Success Center. The Mustang Success Center will be located in the center of campus in Building 52 and should open toward the end of the 2013-14 academic year. The Mustang Success Center will have a satellite presence on campus in fall 2013 in advance of the Center opening. The Center will serve first and second year students from every major to ensure that all students have access to consistent, accurate, and appropriate advice. The Center will also serve first year transfer students and provide resources to assist with :
   - Academic services (including policies and timelines)
   - Referrals to campus resources (e.g., health professionals, Disability Resource Center)
   - Development of foundational academic skills
   - Student registration and degree tracking tools (e.g., PASS, degree progress report)
   - Support for students on academic probation
   - Development of intervention programs for students struggling academically
   - Development and support for productive relationships with college advisors (professional advisors and faculty advisors)
   - Affirmation of good decision-making practices, civic responsibility actions from students

   Future initiatives will include:
   - Early Alert Systems
   - Expansion of tutoring and supplemental workshops/study groups
   - Academic Probation Support
   - Transition Support for new students
   - Systemic practice of sharing advisor notes/files
   - Assist in closing achievement gap for first generation students
   - Improve second year retention

Phase III: Concept Rollout /Review / Feedback

Members of the Enhanced Campus Life Working Group participated in campus outreach by providing campus constituents with an overview of findings to date and the development of the neighborhood concept. Katie Morrow shared the neighborhood concept and committee findings with the President's Office, Cal Poly Corporation staff, Administration & Finance, and Facilities Planning & Services, at the SAC meeting and with student focus groups.   Committee members consulted with campus department personnel to discuss the concepts of enhanced campus life and gathered feedback from these key campus resources. The overall feedback was positive and participants were appreciative of the communication efforts and progress to date.

Phase V: Next Steps

This document includes the executive summary, supporting data, research findings, and progress to date, consolidated findings and recommendations for action. The themes identified in this document were consistently recognized as important to the student experience on campus. The consistent messaging the committee received warrants the following recommendations be considered for action.

1) **Further explore identified themes with campus constituents.** Additional focused study and data gathering activities are recommended, especially from the campus neighborhoods where opportunities for enhancements have been identified. Data derived from this detailed study could be pertinent to the development of Campus Facilities Master Plan.

2) **Integrate themes into campus planning activities.** This document reflects the voice of the students and the themes have been consistent. Integrating these themes in campus expansion and growth conversations would incorporate the voice of the students as an influence in decision-making.

3) **Commit resources to bring the enhanced themes to the requested service levels.** This commitment may involve financial, policy and organizational support.

4) **Consider "Learn by Doing" opportunities in the further development of the neighborhood concept.** From City and Regional Planning to Landscape Architecture, the opportunities for student and academic college engagement and collaboration are significant. Project planning and implementation activities centered on neighborhood concepts offer the potential to "showcase" the Cal Poly philosophy.

The neighborhood concept is a foundation for the enhancement of the Cal Poly community. We are one community and each neighborhood should represent the best Cal Poly has to offer in a campus experience.

This committee has appreciated the opportunity to work on this project to solicit, analyze, and share the student voice. It is our hope that this information can add value and be incorporated into strategic planning initiatives, and campus facilities master planning for an enhanced campus life.

Reference Documentation

The following supporting data sources are available for review:

- 24/7 Campus Life Questionnaire / Data

- 24/7 Campus Life Follow-up Student Questionnaire / Data

- Enhanced Campus Life Survey Matrix

- Focus Group Finding Report

Enhanced Campus Life Themed Reports:

- Support Services: Marcy Maloney, Rachel Fernflores

    o ASI Outreach and Communication Survey Report (fall 2013)

- Power and Technology: Michael Miler, Preston Allen

    o Power location maps

- Campus Transportation and Safety: Cindy Campbell

    o 24/7 Library use and campus health and safety memo

- Food Services: Bonnie Murphy

- Lounge and Study Space: Jason Colombini