

DiscoverSLO

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San Luis Obispo

Title: DiscoverSLO Initial Report

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Date Submitted: June 12, 2014

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Vision

DiscoverSLO is focused on motivating members of the San Luis Obispo community to interact with and experience all of the amazing historic and special places that San Luis Obispo has to offer, and to start an active community conversation about what is special about the place that they love.

What is DiscoverSLO?

DiscoverSLO is a Senior Project in collaboration with the City and Regional Planning Department at California Polytechnic State University San Luis Obispo. It was created as an educational tool for residents, students, business owners, employees, and visitors of San Luis Obispo (San Luis Obispo) to learn more about the city they love, motivate them to interact with places that they may not know about, and share their experiences with places they are like spending time. San Luis Obispo is a multifaceted city with a rich history that not many people are aware of. Many of the places that people interact with on a daily basis have a strong tie to the history of the city, and they do not even know it. The goal of DiscoverSLO is to bring to light some of these historical places that people interact with everyday and provide information about them and other interesting places in San Luis Obispo as well as provide an outlet for conversations about these places.

Why is it Important?

Why is this project important? It is important because San Luis Obispo is a beautiful city with a many interesting activities and places to offer, many of which people are unaware of, especially when it comes to historical places. DiscoverSLO aims at targeting people who are active community members but wish to understand and learn more about their home and the places that they find special. By educating people on interesting and historical spaces, DiscoverSLO can motivate them to become more involved with San Luis Obispo by getting them excited about what it has to offer as well as allow them to share information about places they love to go with other members of the community as well.

Another reason that the DiscoverSLO project is important is because it is focused on encouraging the importance of how history can shape a city into what it is today. When surveying community members about historical places in San Luis Obispo, many could only name one or two, the primary one being Mission San Luis Obispo. Many people do not realize that everyday they are interacting with San Luis Obispo's rich history by doing something as simple as taking a walk downtown or seeing a movie at Fremont Theater. It is unfortunate that people are not more aware of how history is all around them and has shaped the city as it evolved over the years. DiscoverSLO is focused on sparking interest in people who want to learn more about the exciting historical places in they live, have a business, or go to school.

Project Process

The DiscoverSLO project involved various steps leading up to the final product, an interactive and informative website educating community members about San Luis Obispo. The process included performing background research on relevant topics, case studies on similar project, reaching out to the community, and developing the DiscoverSLO website.

Organization and Contents of Report

This report has been broken up into a series of chapters that reflect the process that was followed in order to accomplish the team's vision. The report organization is as follows:

Methods (Chapter 2)

This chapter covers the methods that the team used to complete the project. It gives a summary of all steps taken and documents used in order to accomplish the project.

Background Research (Chapter 3)

The Background Research chapter covers in-depth information regarding was learned through research of historic preservation, community outreach, similar projects, and website development. The chapter details the relevance of the topics and the implications each held for DiscoverSLO.

Findings (Chapter 4)

This chapter covers the information that was received through interviews and surveys, and responses that were gathered from the community surveys. An introduction to each of the processes is given along with a detailed discussion of the findings and implications for the project.

Conclusions (Chapter 5)

Both team members have different experiences with the overall senior project process. In the Conclusions chapter, each team member discusses their own experiences on the project including challenges, favorite aspects, and what they are most proud, and the limitations of the project. Also, included in this chapter is major project findings, and recommendations for future work.

Website Description and How-To Guide (Chapter 6)

Developing the DiscoverSLO website was the culminating experience of this senior project. DiscoverSLO includes information regarding the senior project, featured places, an interactive conversation section, and more. This chapter gives a detailed description of each of the website pages, as well as a How-To Guide the development of the website and instructions for its' maintenance.

Bibliography

A list of all sources used for this project can be found in the Bibliography.

Appendices

Additional information relevant to the development and completion of this senior project can be found in the Appendices.

Purpose

The senior project was broken down into a series of methods that were relevant to historic preservation, community outreach, and involved finding out more information on projects similar to DiscoverSLO. The tasks included:

- Background research
 - Literature and Article Review
 - a. Historic preservation
 - b. Community Outreach
 - Website review
 - Case studies of relevant projects
- Interviews with San Luis Obispo staff and LA Survey staff
- Community surveys
- Creation of the DiscoverSLO website which showcases information that was gained from performing the process tasks

Background Research

The first step in the DiscoverSLO project was to complete research on topics that would helping the team gain further knowledge on approaching the project in a successful manner. Research was conducted on literature relating to historic preservation, community outreach, and how to conducting interviews.

Literature and Article Review

a. Historic Preservation

Historic preservation is very relatable to this project and necessary to research because the driving factor behind DiscoverSLO is recognizing the importance of a city's unique history. The history of a city sets the foundation for future development and growth, all the while providing the character and atmosphere of the area. Researching historic preservation played a vital role in learning more about the value of history, why historic sites should be preserved, and how to involve community members in the process. General information on historic preservation was studied, as well at the

existing historical conditions currently in San Luis Obispo. Researching historical information was very important to the project so that the team understood what it means for a building or place to be historical, and learn about the historical places in San Luis Obispo.

b. Community Outreach

Conducting research on community outreach was crucial to the project because that was the main way feedback on what people in San Luis Obispo are interested in and what places they would like to learn more about was received. Community involvement and input is the most important aspect of the DiscoverSLO website, where viewers can see what places people hold special and interact with each other to learn more. Community outreach research included learning about how to conduct interviews and surveys. This section reflects research on surveys and interviews, covering topics such as learning how to reach a large population of people, asking unbiased questions, and asking questions that gleaned meaningful and helpful answers to the ultimate goal.

Webpage Design and Development

The team performed research on how to create, design, and manage a successful webpage. Seeing as neither team member had designed a website prior to DiscoverSLO, there was a lot to be learned in this field. Website research was based around finding out why websites are important to a project, how they can be helpful, and what web development program would be the most suited and the best fit for DiscoverSLO. Many different web design portals were researched, and multiple tutorials were completed, to lead to the ultimate decision on which program would be used for DiscoverSLO.

Case Studies

In order to gain more insight on how to make DiscoverSLO a successful project, the team performed research on case studies of similar projects. After reviewing a variety of projects, the team narrowed it down to three that they felt were the most relevant to DiscoverSLO and covered topics that the team found important to their project. The case studies include:

- Place Matters
- The Bold Italic
- LA Survey

Each of the case studies varied slightly from the others, making them each useful to DiscoverSLO for its' unique characteristics. Case study research was imperative to the project because it helped the team define and develop the goal of the project and figure out how to accomplish it.

Interviews

Interviews were conducted to gain more insight on how to make this project a success. Topics discussed include community involvement, successes and failures of similar projects, information on the history of San Luis Obispo, and general guidance on the ins and outs of an interactive project such as this. Interviews were held with Janet Hansen of LA Survey and Senior Planner Phillip Dunsmore, of the City of San Luis Obispo Community Development Department. From the literature review, the team determined that it was best to interview Dunsmore in person. This proved to be the best option so that the interview could play out as an informal discussion, rather than a simple Q and A. The team was able to freely get feedback from Dunsmore and gain a basic understanding of the City's preservation resources. The interview with Hansen was conducted over the phone and proved to be incredibly helpful. During the conversation, Hansen answered all of the teams' questions without even being to being asked. She provided very helpful information on what the successes and failures of LA Survey were, and tips on how the team could approach their project.

Surveys

Surveys were conducted to gain feedback from individuals on what their favorite places in San Luis Obispo are, what they know about the history, what more they would like to know, and how they would like to learn it. The surveys were one of the most important aspects of the project as it was the beginning of the interactive portion. Surveys gave the team valuable information on personal views of people living and working in San Luis Obispo regarding what they know about San Luis Obispo history and what they love about it. Gathering this information was imperative to DiscoverSLO so that it could be evaluated and used in the production of the webpage.

It was determined what methods of survey distribution the team would use and what audiences the team would need to target in order to get results from all types of community members. The team decided to distribute the survey in person, online and through advertisement to classes and clubs. The audience would be Cal Poly students, community members and local historians because this would give the team a wide variety of responses from people who have varying levels of local historical knowledge.

The team brainstormed and created a survey design and questions that would fulfill the purpose of the survey. The team was limited to ten survey questions so in some cases participants were allowed to choose more than one option, which is why there is more than 100% total responses shown in some of the question results. The questions included topics on historic resources in San Luis Obispo, feedback on the idea of an informational website, and general demographic information.



Image 1: Team Member, Shelby Messner interacting with survey participant in the University Union

The team went out into the community to conduct outreach. On Wednesday, May 14th the team had a tent at the Cal Poly University Union from 11am-1pm and on Thursday, May 15th the team had a tent set up on Cal Poly's Dexter Lawn from 11am-1pm (Image 1). At these tents the team provided the survey in both paper and digital form, flavored ice-water, and business cards with our project's email address, website, and survey link. In addition to reaching out to people walking around campus, the team spoke to classes and clubs about the project and encouraged them to take the survey. Specifically the team reached out to the Associated Students in Planning (ASP) and Cal Poly class CRP 470: Web Technologies. From speaking to these classes and clubs the team received a lot of valuable feedback and a general interest in the topic of the project. Aside from in-person outreach the team advertised the survey on their personal Facebook Pages, as well as the DiscoverSLO Facebook Page.

Literature and Article Review

Historic Preservation

Historic preservation has been around for centuries and is constantly evolving. Various issues regarding historic resources are always being reevaluated and challenged. This can be seen when determining what is considered historic, when protecting historic sites, and when integrating historic resources into an ever-changing community. These issues become present when developing historic preservation programs, legislations, and projects for a city, state or nation. It is important to know and understand the current conditions of historic preservation and how it has been shaped into what it is today. By knowing that information it allows for a better understanding of the choices made during the current decision making process. Within this review is a background of the historic preservation movement, present conditions in the United States, the relevance of this research to the DiscoverSLO project, and the importance of historic preservation and public participation and implications for the DiscoverSLO project.

Historic Preservation Vocabulary

When educating oneself on the history of historic preservation one must start with understanding frequently used terms. The vocabulary about to be defined are used by professionals with experience in historic preservation efforts. These terms are from the book, *Keeping Time: The History and Theory of Preservation in America* by author, William Murtagh. Although this book was published in 1997 it still serves as a solid foundation for general knowledge regarding historic preservation. In his book, Murtagh summarizes the history of preservation, analyzes relevant data, and discusses recurring issues for preservationist. For this literature review, the history of preservation will be looked at more closely and critically than the other main themes. Murtagh starts with common vocabulary words used when discussing historic resources, which will prove to be useful when learning about preservation in the United States in San Luis Obispo.

The four basics that are defined in this review are preservation, restoration, reconstruction, and rehabilitation. These terms are important to understand especially for the DiscoverSLO project because after the team identifies places that are significant to community members the next step is working to save those historic resources and there are different ways to do just that. Collaboration between the community, professionals and preservationist could be more successful if the different ways historic resources can be saved are defined and understood clearly and by everyone.

Starting with the term preservation, it is important to understand this term because it is used so frequently when discussing historic resources. The term preservation serves as an umbrella term as it encompasses all sorts of meanings, including, to save. It is crucial to understand that this term is constantly evolving and so is the interaction between historic resources, the public and professionals. Murtagh (1997) defines the term preservation as:

The act or process of applying measures to sustain the existing form, integrity, and material of a building or structure, and the existing form and vegetative cover of a site. It may include initial stabilization work, where necessary, as well as ongoing maintenance of the historic building materials. (p. 19)

After understanding the term preservation it is important to know the meanings of restoration and reconstruction. The difference between the two terms is necessary because they are two actions that are often confused with each other. Murtagh (1997) defines the term restoration as:

The act or process of accurately recovering the form and details of a property and its setting as it appeared at a particular period of time by means of the removal of later work or by the replacement of missing earlier work. (p. 20)

Murtagh then defines reconstruction as “the act or process of reproducing by new construction the exact form and detail of a vanished building, structure, or object, or a part thereof, as it appeared at a specific period of time” (Murtagh, 1997, p. 20).

The last term that will be defined is rehabilitation. While the term is extremely similar to restoration it acts as almost a combination of the terms restoration and reconstruction. Murtagh (1997) defines rehabilitation as:

The act or process of returning a property to a state of utility through repair or alteration which makes possible an efficient contemporary use while preserving those portions or features of the property which are significant to its historical, architectural, and cultural values (p. 22-23).

Now that these basic terms have been identified it allows for comprehension of how these terms became so complex. These terms set a foundation so that further knowledge can be acquired of how historic preservation came to be so prevalent in the United States today.

Historic Preservation Movement

How was the preservation movement shaped and who was involved? The two kinds of groups that helped to shape the historic preservation movement include private-sector organizations and all levels of government agencies. These two groups had different roles and shared contrasting ideas of how best to classify a historic resource and how best to preserve that resource. “Private-sector activities tended to revolve around important historical figures and associated landmark structures, whereas government involvement was limited to preserving natural features and establishing national parks” (Ligibel, 2009, p. 27). There wasn’t much collaboration or overlap between the two groups until the National Park Service was established in 1916, which now takes on more roles regarding building and site preservation. Other events that worked to merge the two agencies together was the establishment of the National Trust for Historic Preservation in 1949 and the National Historic Preservation Act in 1966. The National Trust for Historic Preservation is “a privately funded nonprofit organization [that] works to save America’s historic places” and the National Historic Preservation Act is a law that “establishes a national preservation program and a system of procedural protections which encourage the identification and protection of cultural and historic resources of national, state, tribal and local significance” (<http://www.preservationnation.org/>). Programs, legislations, project, and organizations have created the current conditions of

historic preservation from a public agency's point of view, but the way the public can interact with historic places is constantly challenged and evolving.

The way the preservation movement took form has allowed organizations and governments to innovatively create ways to think outside the box in terms of how best to involve a community in preserving and cherishing historic resources. One example is the emergence of restoration in Williamsburg, Virginia. The way the town was developed and planned was historical in and of it so historic districts were first established to preserve whole areas and neighborhoods. This type of historic resource is now used everywhere even in San Luis Obispo. Another example is the way historic preservation and public participation can assist and collaborate with each other. During the Great Depression architecture students, historians and unemployed workers all collaborated together to document historic structures. During this difficult time, having these different groups of people work together helped to unite the community. It also expanded the criteria for classifying historic resources to include architectural features. From these examples it is clear that historic preservation almost relies on public participation because without the care and interest of community members how do public agencies know what specific sites are important and significant to those who constantly come in contact with them?

Current Conditions of Historic Preservation

The United States currently has three levels of historic preservation in direct relation to the three levels of government meaning national, state and local. On the national level, the National Park Service keeps document of the National Register of Historic Places, which is a list of all historic sites that have been nominated and selected as a historic resource. In the state of California there is a department designated to providing assistance to cities in regards to historic preservation. The Office of Historic Preservation offers a large amount of information regarding various laws, acts, and basic guidelines of historic preservation in California. "The mission of the Office of Historic Preservation (OHP) and the State Historical Resources Commission (SHRC) is to



provide leadership and promote the preservation of California’s irreplaceable and diverse cultural heritage” (<http://ohp.parks.ca.gov/>). On a local government level it depends on the city resources and involvement with historic preservation. Currently, cities are developing ordinances, programs, and citywide context statements to provide guidance for the historic preservation movement. These three levels of historic preservation in relation to the City of San Luis Obispo is defined in more detail in the San Luis Obispo Existing Characteristics section of this documents chapter.

By looking at the difference and changes between the past and current conditions of historic preservation, nothing would have been achieved if the limits had not been challenged. This was shown through the creation of historic districts and the collaboration of various groups during the Great Depression. Innovation and change is still happening today and can be seen through organizations and planning articles.

As defined in the Historic Preservation Vocabulary section, author William Murtagh, defined the term preservation in 1997 along with other important historic resource terms. While these definitions are still prevalent today, they are being redefined. The National Trust for Historic Preservation now defines preservation as being:

[Much] more than saving old buildings! Historic preservation champions and protects places that tell the stories of our past. It enhances our sense of community and brings us closer together: saving the places where we take our children to school, buy our groceries, and stop for coffee – preserving the stories of ancient cultures found in landmarks and landscapes we visit – protecting the memories of people, places, and events honored in our national monuments. Historic preservation is also about getting involved in saving these monuments, landscapes, and neighborhoods. It doesn’t have to be complicated – it can be fun! (<http://www.preservationnation.org/>).

This definition is the perfect example of how organizations are working to create a way to educate and involve people in a fun and interactive way. By redefining the word preservation the National

Trust for Historic Preservation is making the topic of historic preservation more relatable and enjoyable as it works to incorporate peoples experiences.

Community members are getting more involved, are becoming aware and are questioning historic preservation everyday. On the planning website, Planetizen, Hough wrote an article about the preservation of plazas and work done by landscape architects called “Save that Funky Plaza?” Hough argues that urban landscapes don’t seem to have a level of significance high enough to be considered as a historic resource. The argument continues with Hough stating:

Less conventional places, such as hardscape-heavy urban parks, plazas, and squares present more of a challenge. The problem is more basic than just convincing people that a place is worthy of preservation. What it really comes down to is whether landscapes in ever-evolving cities can – or should – be preserved at all. (<http://www.planetizen.com/node/66865>).

This argument Hough presents is a good example of how historic preservation is being challenged by professionals and nonprofessionals. Listening and addressing issues like these will only help to improve and make historic preservation and public involvement stronger and seamless.

National Register

To have a site listed on the National Register, the site has to be nominated through the State Historic Preservation Office. There is an application process and a set of criteria that must be met. The National Register Criteria for Evaluation is defined on the National Register Bulletin and is described as the following:

The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

A. That are associated with events that have made a significant contribution to the broad patterns of our history; or

- B. That are associated with the lives of significant persons in or past; or
- C. That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D. That have yielded or may be likely to yield, information important in history or prehistory (http://www.cr.nps.gov/nr/publications/bulletins/nrb15/nrb15_2.htm).
Along with the criteria for evaluation there is a criteria for considerations which basically covers any type of historic site or resource that is unique in its situation or one that doesn't necessarily have the same elements as a traditional historic site.

The National Register Criteria for Considerations is as follows:

Ordinarily cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past 50 years shall not be considered eligible for the National Register. However, such properties will qualify if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- A. A religious property deriving primary significance from architectural or artistic distinction or historical importance; or
- B. A building or structure removed from its original location but which is primarily significant for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or
- C. A birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building associated with his or her productive life; or
- D. A cemetery that derives its primary importance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or
- E. A reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or
- F. A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or

G. A property achieving significance within the past 50 years if it is of exceptional importance (http://www.cr.nps.gov/nr/publications/bulletins/nrb15/nrb15_2.htm).

California Register

The California State Parks Office of Historic Preservation offers four different registration programs for historic resources. These programs are the National Register of Historic Resources, California Register of Historic Resources, California Historical Points of Historical Interest, and California Historical Landmark. If a property is listed on the National Register than it is automatically listed on the California Register. Below is a description from the Office of Historic Preservation describing what is included in the California Register, as well as, criteria sites have to meet in order to be listed.

“The California Register of Historical Resources includes buildings, sites, structures, objects and districts significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California” (<http://ohp.parks.ca.gov/listedresources/>).

The process for a property to be listed on the California Register is extremely similar to that of the National Register. It involves a nomination and application process, as well as, fitting into the criteria of evaluation by the Office of Historic Preservation. The standards for the California Register includes four general criterion that are as follows:

Criterion 1: Associated with events that have made a significant contribution to the broad patterns of local or regional history or the cultural heritage of California or the United States.

Criterion 2: Associated with the lives of persons important to local, California or national history.

Criterion 3: Embodies the distinctive characteristics of a type, period, region or method of construction or represents the work of a master or possesses high artistic values.

Criterion 4: Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California or the nation (http://ohp.parks.ca.gov/?page_id=21238).

All of the properties from the National Register List are included at this database (<http://ohp.parks.ca.gov/ListedResources/?view=county&criteria=40>) and are classified as being listed on the National Register, but not the California Register. The link to the database provided is not a comprehensive list of resources on the California Register and does not reflect the resources listed in the California Register by consensus determination. To obtain a list it is necessary to contact the office's information center.

California Historical Points of Historical Interest is another category showcased on the Office of Historic Preservation database and includes two sites from San Luis Obispo. Points of Historical Interest "are buildings, sites, features, or events that are of local (city or county) significance and have anthropological, cultural, military, political, architectural, economic, scientific or technical, religious, experimental, or other historical value" (<http://ohp.parks.ca.gov/listedresources/>). The following are the criterion a site must follow in order to be listed as a California Historical Point of Interest:

Criterion 1: The first, last, only, or most significant of its type within the local geographic region (City or County).

Criterion 2: Associated with an individual or group having a profound influence on the history of the local area.

Criterion 3: A prototype of, or an outstanding example of, a period, style, architectural movement or construction or is one of the more notable works or the best surviving work in the local region of a pioneer architect, designer or master builder (http://ohp.parks.ca.gov/?page_id=21750).

The last program that a historic resource can be classified as is a California Historical Landmark, which is defined as “buildings, sites, features, or events that are of statewide significance and have anthropological, cultural, military, political, architectural, economic, scientific or technical, religious, experimental, or other historical value” (http://ohp.parks.ca.gov/?page_id=21747). The criteria is as follows:

Criterion 1: The first, last, only, or most significant of its type in the state or within a large geographic region (Northern, Central, or Southern California).

Criterion 2: Associated with an individual or group having a profound influence on the history of California.

Criterion 3: A prototype of, or an outstanding example of, a period, style, architectural movement or construction or is one of the more notable works or the best surviving work in a region of a pioneer architect, designer or master builder (http://ohp.parks.ca.gov/?page_id=21747).

Local Context

On the local level of historic preservation, each city has their own criteria, programs, and classifications for historic resources. What is a historic resource for a city may not be considered a national or state resource, but nonetheless it is an important place for community members and the city.

Historic Preservation and Public Participation

It is crucial to have constant collaboration when it comes to historic preservation as seen with the work done during the Great Depression and even the arguments made by the blogger from “Save that Funky Plaza?” Article. Historic preservation affects all community members and it is important to strive to have constant participation. The reason behind the need to achieve a high level of public participation is to gain local support because it opens up a vast amount of opportunities for the city, its historic resources and its community members. When something is receiving attention and is significant to the public it can stir up a large amount of political and public support. The

more public support the more opportunities present themselves. This is known for a number of public agencies and has become a focus and desire of the DiscoverSLO project.

Reaching Out, Reaching In: A Guide to Creating Effective Public Participation for State Historic Preservation Programs is from the Heritage Preservation Services that goes in depth on how public agencies and organizations can effectively get people interacting with historic preservation. The most important concept for historic preservationists that is expressed constantly on this webpage is context and there are two types of context that join historic preservation and public participation together. “One is technical planning context that public participation can support and enhance. The second is the community, region, or state to which you will be reaching out” (Lawson, 1993). Deciding on who should be involved in the planning participation process is crucial because it determines the success of the ongoing exchange of information.

Besides gaining support, the guide also provides two other ways to effectively reach out to the public and to effectively gather information. One way is information dissemination, which usually comes in the form of public meetings. By holding these public meetings it will be determined who should be informed regularly and will develop information sharing activities with those who are truly interested in all of the work that is being done. The other way is public consultation which is done by holding some form of workshop. Having a small workshop with interactive activities and information will allow for a better connection with those truly interested in historic preservation. This type of workshop could also become mobile so that more groups of people can be reached.

Lastly, the Heritage Preservation Services discusses why there is such a high value of public participation in regards to historic preservation. The most important of these to keep in mind especially for the DiscoverSLO project are the opportunity for more support and appreciation that will be created for local preservation initiatives, more acceptance and support that can be mustered for historic preservation efforts, more support for a particular subject can be used to leverage

support from other government agencies, and involving the next generation in understanding the importance of preserving heritage and historic places will provide an effective force for a tradition of preservation.

Implications

The following are implications that were made based on the information that was gathered in this literature and article review:

- There is a strong foundation of historic preservation in regard to government policy, but personal testimonies and experiences will make this project unique
- Public outreach is needed
- It is important to showcase historic resources
- A need for comprehension of the historic preservation movement
- Public education should be made interactive and fun
- Historic or not it is important to know what places are important to community members

Community Outreach

Community outreach is a key component in any planning project that involves collaboration with the public. It is important to know and understand the community's needs and desires in order to effectively plan for a city's future. One subject in planning that almost completely relies on effective outreach is historic preservation and as stated in the last section Historic Preservation and Public Participation the two go hand in hand. After identifying the need to conduct outreach the next step is to understand the different methods that could be used and to pick techniques that would be the most compatible for the project at hand. It is important to know how to successfully use the methods, as well in order to gather the best quality information. Further discussed below is more information and knowledge gathered from various literature and article sources on how to conduct and develop research interviews and community surveys in addition to the pros and cons of using printed materials to help with reaching out to the public.

Interviews

From the article, "Conducting Research Interviews", author Jennifer Rowley (2012) discussed that "interviews are generally used in conducting qualitative research, in which the researcher is interested in collecting 'facts', or gaining insights into our understanding of opinions, attitudes, experiences, processes, behaviors, or predictions." Interviews are a good method of outreach to use when the goal is to receive information from someone with expertise on a specific topic. By conducting interviews the response rate increases and allows for a deeper analysis and understanding of the interview results. Rowley (2012) also discusses three points that describe why interviews are useful during the research development and analysis process:

1. The research objectives center on understanding experiences, opinions, attitudes, values, and processes.
2. There is insufficient known about the subject to be able to draft a questionnaire.
3. The potential interviewees might be more receptive to an interview than other data gathering approaches (p. 3).

Once it is established who the interviewees will be the next step is to decide on the interview structure. This includes the questions that will be asked, and the method used to conduct the interview.

When creating an interview there are three different types of structures described in the Rowley reading. The interview structure that is most applicable to the project is the semi-structured interview as it includes varying numbers of questions and degrees of adaptation and order. The semi-structured interview is the middle option between the two other types of interview structures. The semi-structured interview is composed of a set of questions and sub questions, but ultimately there is opportunity to be flexible with what questions are asked and when to ask them. This invokes conversation more freely between the two parties and allows for more deeper and thought provoking discussions.

In addition to the structure of the interview itself it is important to determine how the interview will be conducted. The interview can be done in-person, over the phone, through email or through some form of instant messaging or chat application. Each one of these methods have various pros and cons, but it ultimately comes down to what is easiest for the interviewer and participant situation. The Purdue Owl Interview Webpage provides basic key information on the methods of conducting an interview, how to set up an interview and the do's and don'ts when conducting an interview. The section regarding how to set up an interview discusses how to first introduce yourself as an interviewer and to introduce the project, which requires receiving insight into their knowledge. Explaining the purpose of the interview to the participant is important so that they know why they were picked and what information is most important for the project. It is also important to be polite and respectful of the person being interviewed by making sure the interview is conducted in a comfortable setting and that the participant doesn't feel pressured to answer anything they do not want to. Included below are additional Do's and Don'ts discussed on the Purdue Owl Interview Webpage that have not been presented thus far (2010):

Do be careful of the types of questions you ask.

Do start the interview with some small talk to give both yourself and the person you are interviewing a chance to get comfortable.

Do bring redundant recording equipment in case something happens to one of your recording devices.

Do pay attention to what is being said during the interview and follow up responses that sound interesting.

Do come to the interview prepared. You should learn as much as you can about the person you are going to interview before the interview takes place so that you can tailor your questions to them.

Don't stick to your questions rigidly. If an interesting subject comes up that relates to your research, feel free to ask additional questions about it.

Don't allow the person you are interviewing to continually get off topic. If the conversation drifts, ask follow-up questions to redirect the conversation to the subject at hand.

Once the interview is completed it is important to do the necessary steps to best analyze the data collected and to use it in the most useful way.

Surveys

The other form of outreach that was researched and will be used as a main component to the DiscoverSLO project is a community survey. This method was chosen for research because surveys allow for a quicker way to target larger groups of people in a community. Also, “conducting surveys can help [to] understand the opinions and attitudes of citizens beyond those of vocal citizens or special interest groups” (Utah State University). By conducting a survey, a project would be able to obtain data and public opinion from a large population. This way the amount of data received will be substantial and will provide those who take the survey an element of anonymity while participating in a public project as no personal information would be necessary to collect. If designed correctly the survey will include standardized questions that will be able to

show which group of people is most responsive to community surveys. This type of survey result is called a composite profile of the community members surveyed.

On a Purdue Owl Web Page and in a short article published by Utah State University information regarding how to make a survey successful is discussed and provided. In order to do this it is important to first figure out the intent behind the survey and create the survey in a way that is engaging and comprehensible. The intent behind a survey should be approached as a well thought out plan. This plan should include questions like, “what is the target audience?” following with where and when to conduct surveys. Making a plan for the survey will allow for more accurate results and will narrow the team’s focus on the main purpose of the survey. Purdue Owl has information regarding how to plan out where, when and how to conduct surveys, which is useful when creating a survey plan because it determines the overall atmosphere of how the survey will be received by participants. Questions on the Purdue Owl Survey Web Page (2010) that should be answered when first determining the purpose of the survey include:

- Who are you planning on surveying?
- How many people are you going to survey?
- How are you going to survey people?
- How long is your survey going to be?

The article, “Do’s and Don’ts of Community Surveys,” lays out a step by step process covering information based on how to make a survey successful. This article, allowed for a better understanding of what types of questions to ask in a survey in order to keep the audience engaged. The suggestions included incorporating both closed-ended and open-ended questions, avoiding double-barrel questions, using unbiased questions to encourage respondents to use their personal opinion, and keeping away from using the word “not”. The article also shares that the survey itself should be relatively short and should include concise and consistent instructions on how to fill out the survey and how to answer each question. This will not only help keep the respondents attention, but also eliminate the number of errors that could occur when taking the survey.

How to Analyze Interview and Survey Results

The analysis of the information collected from interviews and surveys will serve as the most important information received as it will be extremely useful when creating an information and interactive website as well as putting together project findings.

When analyzing the interview responses the team should look over the collected notes and make sure all of the most important questions were answered and to get familiar with the information that was received. More notes should be made to understand the main points of the interview and to save time later on by not having to refer to the detailed transcript to figure out the main themes of the discussion. There are several steps to organizing and analyzing the interview data that should be used to guide when conducting an analysis of the project. Step one is organizing the data set on a MicrosoftWord document, this can be done by moving questions around to follow a more comprehensive structure. Step two is getting acquainted with the data by determining how it will be reported and identifying what kind of information was found. The last step is classifying, coding and interpreting the data so the researcher will not cloud their vision of the interview themes by constantly reflecting on their own personal assumptions and potential bias. All of the information from the interviews will then be reported in the findings section of the report to show how it guided and shaped the project's purpose and intent.

Analyzing survey results follows a similar structure to the analysis of an interview except survey information can be presented visually through illustrations. After all of the responses have been collected it is good to interpret and illustrate the data on some sort of visual presentation whether it is a pie chart, a bar graph, or a word cloud. This way it is easier for people to visually see the results of a question. Interpretation of the data still needs to be present as it can not be expected for readers to assume what information was taken away from survey results. Usually the interpretation includes finding a need or desire for a specific activity or amenity. Along with

this analysis information themes should be created and the questions of the survey should be reorganized in order to fit the themes found.

Printed Materials

In addition to interviews and surveys, the team thought it was important to research ways to successfully notify community members of the project's process through printed materials. This could range from fact sheets to business cards. The International Association for Public Participation created a Public Participation Toolbox that includes all kinds of "passive public information techniques," included in this toolbox is printed public information materials. The toolbox has three different categories when describing each technique and tool. These categories include "always think it through", "what can go right", and "what can go wrong" (IAP2). For printed materials the general information is to keep the document or flyer short and simple, and to make it visually interesting and appealing. Things that can go right are that the materials can reach a large audience, it allows for technical reviews, and it sometimes can encourage written responses. Lastly, the things that can go wrong are that there is a limited capability to communicate directly with people and there is no guarantee that people will actually read the materials or give feedback.

Implications

The following are implications for the project based on the information that was gathered in this literature and article review:

- The purpose of conducting interviews for the project will be to gain insights from those who have done similar work and who have experience with the city of San Luis Obispo.
- The purpose of conducting surveys for the project will be to receive information regarding community member's favorite places in San Luis Obispo.
- The team will determine who will be the target audience for both the interview and survey based on who is accessible and willing.

- The team chose a target number of 50 survey responses to not only set a goal, but also to determine how many survey entries will be needed to get an accurate amount of data.
- The team determined that the best way to administer the survey would be through a paper handout version and an electronic version to allow for those being surveyed to have plenty of time to fill it out and to give their full opinion.
- The team wants to determine whether or not there is a need for people in the community to experience historic resources.
- The team wants to determine whether or not community members are educated on historic resources in San Luis Obispo.

Website Review

Websites can be a very valuable tool when it comes to public participation. They allow you to create a forum of information that is available to all people with access to the internet. Websites can be used to keep the public informed on upcoming events, provide information about a specific topic, and give them an outlet to reach out to other members of the public.

The Public Participation Toolbox outlines a few simple tips and things to be aware of when considering using a website as a form of public participation.

Always Think It Through:

- Keep it simple and easy to navigate
- Use logical site organization
- Always keep site up to date

What Can Go Right:

- Capable of reaching very large audiences with enormous amounts of information
- Can be very low cost way of distributing larger documents

What Can Go Wrong:

- Many people still cannot access the web
- Information overload and poor design can prevent people from finding what they need

After considering these ideas regarding using a website for public participation, the team concluded that it would be important for community members to have an interactive, informational website to both describe their own “favorite places” and to learn more about other community members’ favorite places. In order to determine the program that would be the most beneficial and useful in creating the web page component of the DiscoverSLO project, the team researched various programs, took part in tutorials, and reviewed tool guides for designing websites. Eventually the hunt was narrowed down to four programs: Dreamweaver, Muse, Squarespace, and Wordpress. The team chose between these four because of positive reviews they read through research as well as heard from various friends and colleagues. Each of the programs differ slightly from one another, allowing the team to weigh the differences in order to decide what aspects were most important to the DiscoverSLO project.

Dreamweaver

Adobe Dreamweaver is a website development program aimed at creating high quality web pages. Dreamweaver is marketed to the inexperienced beginner all the way to very skilled web designers as a great tool to develop an intriguing and aesthetically appealing website. Being a fairly advanced design program, Dreamweaver involves the use of HTML coding to create all of the elements of a web page, allowing the designer to have complete control over their web page.

Adobe offers various helpful tutorials and guides on how to create a web page using this program. The video tutorials break down each step on starting from scratch on a web page. The tutorials include downloadable training files which make following along and learning the program fairly easy. The How to Make and Style a Web Page in Adobe Dreamweaver tutorial offers step by step instruction in creating a web page, using HTML coding, adding images to the page, and tips on design and style.

Muse

Adobe Muse can be considered as a sister-program to Adobe Dreamweaver. It works very similarly to Dreamweaver, however it does not require any knowledge or use of HTML coding, Muse takes care of that for the user. Muse is focused more on the design and development of a web page, rather than the coding that allows each of the steps in the design process to happen. For this reason, Muse is easier to use for someone who is at the beginning stage of their web page design career.

Similar to the tutorials for Dreamweaver, Adobe offers a variety of helpful tutorials and training guides on how to use this program. Video tutorials offer tips on how to create home page, using widgets, embedding links to the site, and publishing your web page. In addition, the Adobe Muse

web page has a blog that people post to daily regarding different tips and advice on using the program. Reading posts from real people using Muse is very helpful because oftentimes people come across the same problems, and a forum can allow people to work together to solve them.

Squarespace

Squarespace is quite different from both Adobe Dreamweaver and Adobe Muse. Squarespace is an online program that includes a variety of themes the user can choose from and customize to create their web page. Example websites allow the user to see what each of the themes could look like if implemented in their web page. Once a template is chosen by the creator, Squarespace offers a short, basic tutorial on how to use the program and design your own web page. The team found this web program helpful because it would eliminate the need to come up with a layout from scratch, which would be necessary if Dreamweaver or Muse were used.

Though the program is not difficult to use in any sense once the web designer gets the hang of it, the quick tutorial at the beginning was not entirely helpful. The tutorial offered just the very basics on how to get started with the program, and instructed any further questions to their staff, otherwise, the user is on their own to figure out how to use the program or find more tutorials elsewhere.

WordPress

Similar to Squarespace, WordPress is an online-based program that allows the web page creator to start with a basic theme and create their site from there. The program is very user-friendly and gives step by step instruction on how to get started creating a web page. After picking a theme (which can be customized at the users liking), the user can add pages to their website, define content, add images, and more. As in the case of Squarespace, starting a website with a basic theme already designed was appealing to the team so that the site would be aesthetically pleasing to visitors. In addition, the team was intrigued by the simplicity of this program.

Implications

After conducting research on each of these four webpage design programs, the team decided on using Wordpress, due to it's ease and user-friendly nature for the following reasons:

- Creativity
 - o Wordpress offers a positive balance of pre-designed themes and layouts while still allowing the web developer to remain creative and make the web page their own.
- Design
 - o Design and aesthetic appeal were very important to the team.
 - o It offers a variety of themes for the designer to choose from, yet the designer is able to customize the theme to their liking.
 - o The themes are clean and easy to navigate, as well as eye-catching.
- Ease
 - o After attempting to create various mock-up web pages in each of the four design programs, the team found that they understood and enjoyed WordPress the best, felt the most comfortable with it, and believed that their best work would come from using this program.
 - Instructions were easy to follow
 - Website gave step-by-step guidelines on getting started
 - Working with different media contact in collaboration with the website was very simple

These three aspects were very important to the team and WordPress succeeded in meeting the criteria, which is why the project team felt it would be the right fit for DiscoverSLO. It only took a small learning curve to get the hang of using the WordPress program, but any issues were simple to work through with a little bit of instruction or trial and error. WordPress ended being a great outlet for creating the DiscoverSLO website and helped the project succeed.

Case Studies

Place Matters

Place Matters is an online, interactive tool guide for visitors and residents to help them learn more about special places in New York City. This website inspired the DiscoverSLO project by having a goal focused on enhancing community engagement and pride, two values that the team see as imperative to successful community life. This is an ongoing program with a strong history in New York City, and acts as a very good guide in development of the DiscoverSLO program.

Mission

Place Matters' mission is focused on conserving historically and culturally significant places in New York City through surveying individuals and community members. They believe that often times important places go unnoticed and are forgotten about. However, they are all important to the history and traditions of the city and need to be taken notice of. In order to gain an understanding of what all of the historically and culturally significant places in New York City are, Place Matters surveys residents about what places are important to them through a census. They like to host places that may not automatically come to mind when someone thinks of New York City, however they hold some kind of meaning to each of the residents. Creating this inventory and making it public then allows others to learn about all of these places that they may not have been aware of at first. Place Matters helps share with residents all of the wonder that its city has to offer.

Methodology - Census: Places That Matter

"Place Matters conducts a citywide survey called the Census of Places that Matter to discover places that evoke associations with history, memory, and tradition. Hundreds of New Yorkers have nominated places to the Census" (About section <http://placematters.net>). The Census helps Place Matters identify which places in New York hold public significance as well as helps them understand what makes the place special to different people. The Census helps to give New York

residents a bank of knowledge on places in their home that hold value and foster tradition. The Census involves a survey with questions about certain places and why they may be significant to others. Using a Census was a successful way of involving community members to take part in the program because it was not difficult for people to join in on, and allowed Place Matters to reach a wide variety of people.

Another way that Place Matters receives information on special places is through nominations. Anyone can go on the website and nominate a place that has meaning for them, include photos, narratives, and history about the place. Nominations are another way that keeps Place Matters an ever-growing project because even if the program is not holding surveys at a certain time, the web page is always available for people to nominate new meaningful spaces. Place Matters staff review the nominations and tries to add more photos and fuller detailed descriptions of each place when they get the chance, so that those who do not know the area can learn more about it and each space has a full and thorough description.

History

Place Matters was created through collaboration with a Municipal Arts Society taskforce and City Lore's Endangered Spaces project, which was focused on protecting places in New York City that hold historic or meaningful value for people, however they might not be "architecturally distinguished" (<http://placematters.net>). The two groups held a conference in 1996 to motivate residents to help their cause, and the outcome was so positive that the Place Matters project continues today, helping "...to promote and advocate for special places" (<http://placematters.net>). The Place Matters project continues to thrive today, and now has a constantly expanding knowledge bank of meaningful places in New York City.

Place Matters has been the inspiration for various similar projects aimed at preserving meaningful places, such as the Registry of Very Special Places (RSVP) based in upstate New York and the Cornerstones project that identifies meaningful places in Canada.

Relevance of the Case Study to Project

Place Matters is relevant to this senior project because it uses community outreach techniques to gain information about historic and meaningful resources and showcases them on an interactive map. Place Matters is based on preserving what places are meaningful to people to keep the history and character of a city alive. DiscoverSLO is aimed at achieving the same sort of goal, though it is slightly more education based. This project was the inspiration for DiscoverSLO and the original idea was based very much off of their web design of showcasing the historical and special places on an informational map shown in Image 2. It is not only relevant to the project, it is the reason that DiscoverSLO was created.

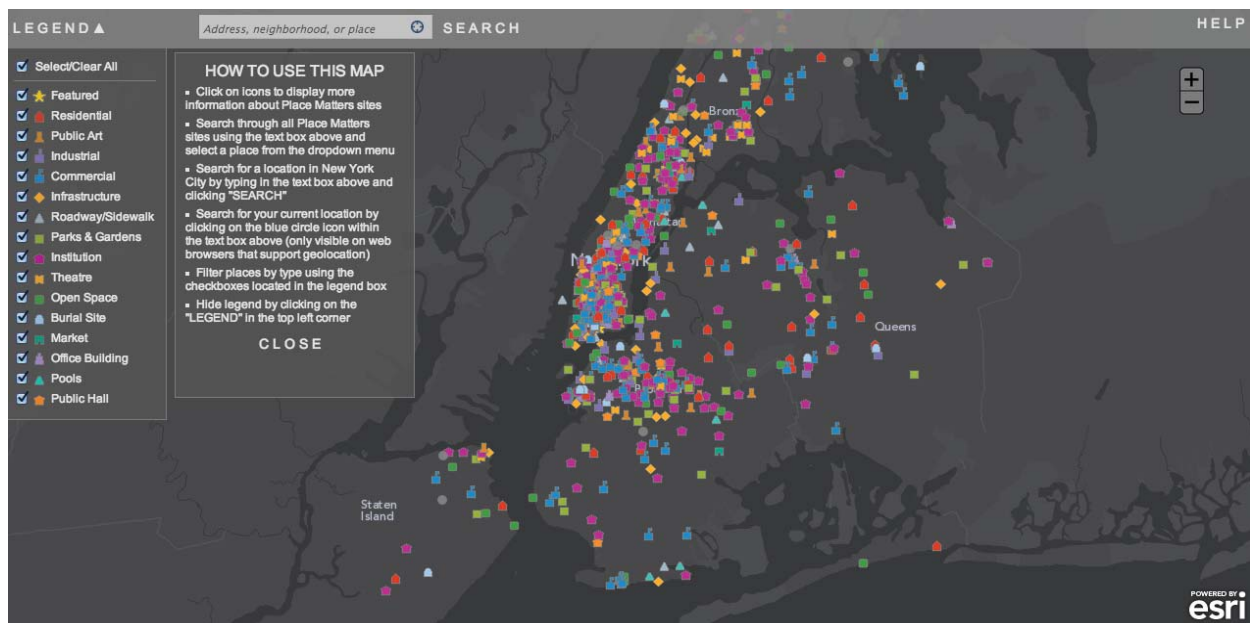


Image 2: Place Matters Interactive Map

Implications

Place Matters had a number of implications for DiscoverSLO because it contains all aspects that the team incorporated in development of the DiscoverSLO website, which are:

- Historical and meaningful places
- Community outreach
- Map with the locations of important places
- Interactive aspect to keep people involved in the project

Place Matters was the inspiration for the DiscoverSLO project, it sparked interest for the team to create a similar program in their community. Everyone has places that they love for different reasons, and sharing them with the rest of the community can help enhance community involvement and appreciation of the place they call home. Place Matters created the backbone for the DiscoverSLO program to follow. It is focused on preserving:

- Art
- History
- Nature
- And many more aspects that make up the character of New York City.

At its heart is the idea that places are important to people for various reasons, and they should be preserved and treated as so. There are currently no programs in San Luis Obispo aimed at preservation of meaningful places. The Historic Department does make an effort to try and document historic districts and homes in the City by marking them with a sign or plaque. However, there is no inventory of places that may not be categorized as historical, but still have meaning and are special to people. Between this and stumbling upon the Place Matters project, the inspiration for DiscoverSLO was born.

In order to follow the guide of Place Matters, the team performed a series of tasks very similar to how Place Matters gets their information, to gain more knowledge of the City, encourage community involvement, and create the web page to display their findings.

The Bold Italic

“The Bold Italic is an online magazine, shop, and events hub in San Francisco. [It] celebrate[s] the free-wheeling spirit of the city” (<http://www.thebolditalic.com/about>). The Bold Italic is an online resource for people living in or visiting San Francisco to be able to learn about the City, where they should visit, what they should do, and even where they should eat when taking a trip there, or just wanting to change up their daily routine. It is host to a variety of articles, blogs, photo journals, food guides, and more that help people discover all of the amazing aspects of the city. The website is divided into three different categories; Stories, Events, and Shop, and each of those have several subcategories that apply to them. These three categories really define what is important to the goal of The Bold Italic. It is focused on encompassing all there is to see and experience in San Francisco, which can be done through attending various events, enjoying the array of food from different cultures, or hitting all of the best shopping spots.

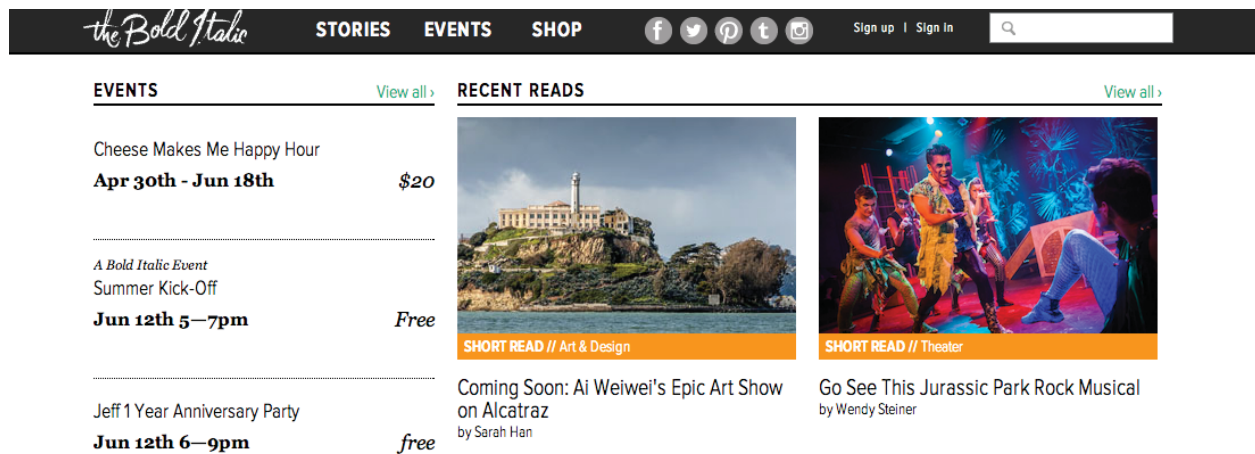


Image 3: The Bold Italic Recent Reads

Mission - “We are a Chorus of Voices”

The Bold Italic only publishes first person stories written by San Francisco locals on hot topics that are important to San Franciscans. The views portrayed in the articles may not always be supported by every person, they may be somewhat alternative or outlandish in their ideas, but all of them will make you think and learn about the experiences and lives of others. The editorials are always true, without an ounce of fiction to be found in them (Image 3). The stories are aimed at sparking thought and conversation among locals to create new opinions and perspectives on

compelling topics. The Bold Italic accepts stories from anyone who wishes to share them, as long as they meet a few of their standards, the main one being that the story must be attention-grabbing. The goal is not to shock people with each story that is displayed on the site, but to bring to light the differences in peoples lives who live in the City and allow others to gain valuable information through the experiences of others.

Methodology - "We Support Businesses"

"The merchants, food carts, coffee shops, galleries, bars, and bookstores we patronize everyday are an undeniable part of how we understand and define our lives, personal spaces, and communities" (<http://www.thebolditalic.com/about>). The Bold Italic is focused on sharing all of the wonderful places in the city where people can eat, shop, and spend their free time and money. San Francisco is built around thousands of businesses that are the foundation to the city and make it what it is, and The Bold Italic helps to bring all of these places into the public eye. Just walking around a few blocks in the City you can spot numerous restaurants and food vendors from around the world, and there are so many more amazing eateries to dine at, there is no way a person could just stumble upon all of them. That is where The Bold Italic steps in. By taking a look at the 'Hood Guide, visitors of the website can click on any neighborhood they wish to visit and learn not only where the best places to eat in that area are, but also the best places to shop and some interesting places to see as well. This guide does as successful job at encompassing the true nature of each of the neighborhoods within the City. Descriptions are written by people living and working in the areas, so readers are given a firsthand look at what life is really like there.

Motivation - "We Inspire You to Live in the City"

It is no secret that San Francisco is a bustling city, and a coveted home by many. The Bold Italic wants to motivate people to move to the city to experience all the wonders and opportunities available there. Presenting personal stories and advertising local shops, cafes, and businesses helps to give people the travel bug to come visit (and hopefully not leave) the City. It is hard to

check out all that The Bold Italic has to offer, and not immediately get in your car and drive up to the City to experience it first hand. Just reading the stories of people who live, work, and spend their time in San Francisco is inspiring enough to motivate people to make the journey over there, which is exactly what they want to do. The Bold Italic aims at inspiring others to take a walk down a neighborhood in San Francisco that they may not have known about prior to visiting the site, and really experience it as if they were a native to this area.

Relevance of the Case Study to Project

The Bold Italic is relevant to the DiscoverSLO senior project because it is aimed at mobilizing community members to see and experience special places in their city. Though DiscoverSLO is focusing mainly on motivating residents to become more involved and learn about historic places, the general concept of the two is the same. Both DiscoverSLO and The Bold Italic are focused on getting people excited about what their community has to offer by showcasing hidden gems and places that not everyone may be aware of.

Implications

The Bold Italic website has a variety of implications to this senior project because it has a very similar central goal. Though The Bold Italic is not based around historical places, and focuses on the City as a whole, it still can be used as a guide because it has the same general goal as DiscoverSLO, which is to motivate people to get involved with their community whether it is through visiting a new restaurant, going to a museum, or simply taking a walk in a park that you may not have known existed prior to visiting the web page.

- Involvement: The Bold Italic focuses on articles and events happening at any given time in San Francisco to keep members and visitors of the community involved and active in their area.
- Values: It promotes community values by providing knowledge of everything happening at any given time in the City, remaining up to date on events and

activities, and exposing the hottest (and sometimes least well-known) places to visit

- Interactive: The Bold Italic keeps community members involved by giving them an outlet to share their knowledge and experiences.
 - o DiscoverSLO hosts an interactive portion in which members of the community can share their stories about some of their favorite places and why they hold them dear.

For these reasons, The Bold Italic seemed to be a strong guide to follow in how to present information, get people enthralled with their home, and promote community values and involvement.

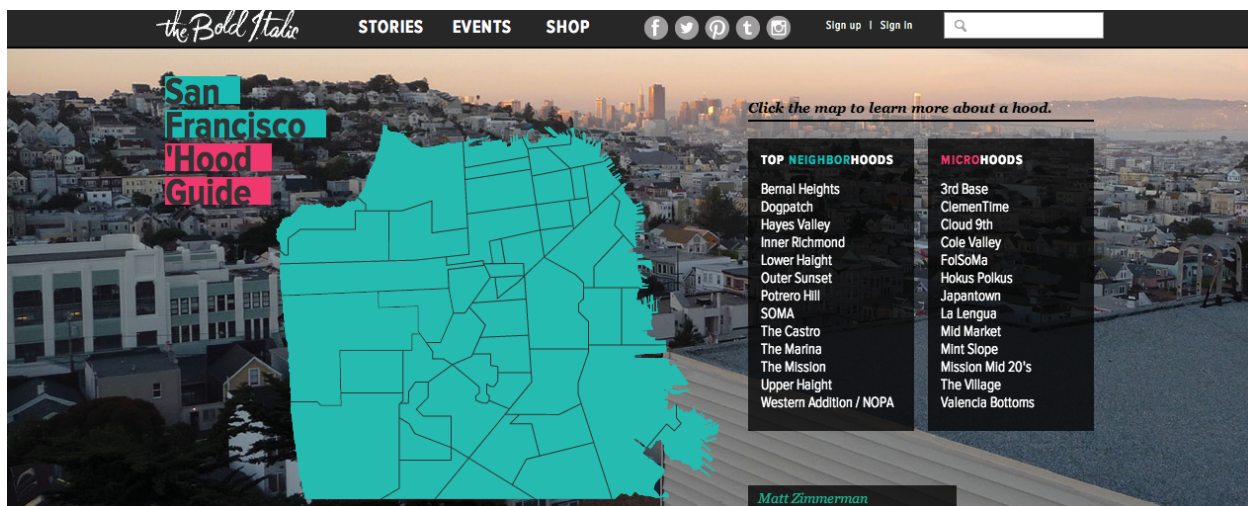


Image 4: The Bold Italic San Francisco Hood Guide

The Bold Italic website can also be utilized for its' aesthetic quality and design aspects, which are some of the main reasons it has been used as a case study. When the team members stumbled upon this website, they automatically knew they wanted to utilize some of its design aspects because it is so interesting that readers do not want to leave the site, instead, they stick around and keep exploring. The design is appealing and eye catching as well as easy to navigate. Having it broken up into three simple sections is a clean and easy way of encompassing all aspects of the sites' goal, while remaining stress free for visitors of the web page. The Hood Guide, see Image 4, hosts a map of the San Francisco area that depicts it well in an understandable manner. The Bold Italic shall be used as somewhat of a framework for design to follow in website development of Discover San Luis Obispo.

SurveyLA

History - “First-Ever!”

“SurveyLA – the Los Angeles Historic Resources Survey – is Los Angeles’ first-ever comprehensive program to identify significant historic resources throughout [the] city” (Office of Historic Resources). Before the SurveyLA program, there was no Office of Historic Resources for Los Angeles. The program began in 2007 and the surveys started in 2010. In order to receive information from all neighborhoods and districts in Los Angeles, a phasing plan was created which is shown in Figure 1 on the next page. The surveys conducted will act as the main component for Los Angeles’ comprehensive preservation program. The city has created consultant teams to conduct field surveys of the city’s historic resources. “While Los Angeles has over 1,000 Historic-Cultural Monuments (local landmarks) and 29 Historic Preservation Overlay Zones (historic districts), before SurveyLA only about 15% of the city had been surveyed” (Office of Historic Resources). Currently, the third and final phase of surveys are being conducted throughout the city.

Methodology

In order to successfully create this program, the SurveyLA team has conducted extensive community outreach and publicity in a variety of different forms. “The Office of Historic Resources has developed a comprehensive and award-winning outreach program to elicit meaningful community input on the survey project. The program considers multi-lingual needs, inclusion of traditionally underrepresented groups, and focuses on resources of social and cultural significance” (<http://www.preservation.lacity.org/survey/description>). To put all of the work done into categories, SurveyLA has produced social media, community involvement, and field work methodology.

For social media and publicity methods, SurveyLA created a Facebook Page, a video, and a SurveyLA Blog. The SurveyLA Facebook Page is frequently updated with upcoming events and where the survey team would be conducting surveys next. Currently, the page has 298 likes. The

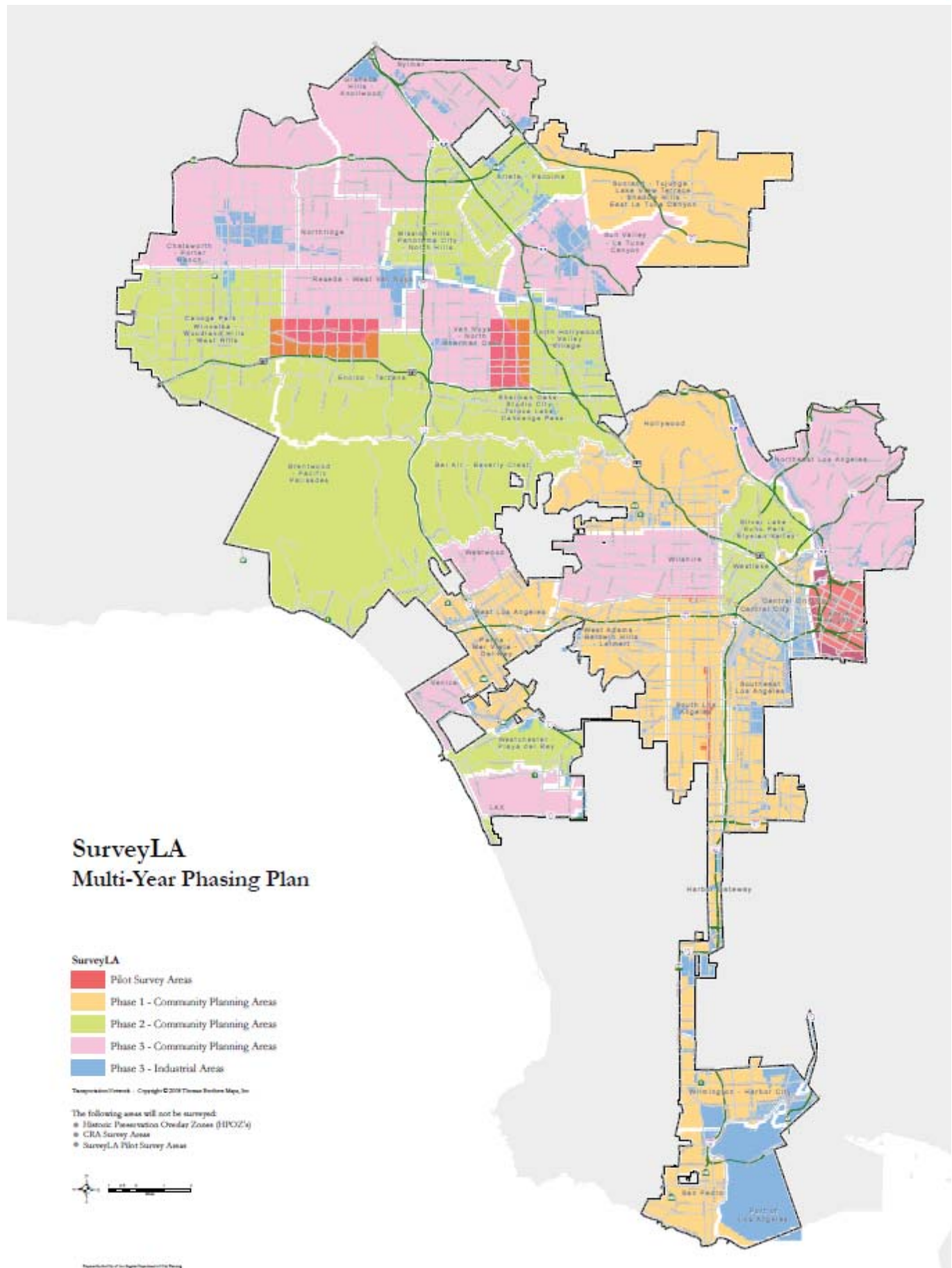


Figure 1: SurveyLA Multi-Year Phasing Plan

video that was created showcases the program itself, its collaboration with the J. Paul Getty Trust, and a closer look at specific historic places in Los Angeles. This video is on their website and is also shown on the Los Angeles local TV Channel. The SurveyLA Blog is a WordPress site is run by David J. Barboza and includes insider looks on the SurveyLA process and survey findings.

Community involvement and public education is one of the programs biggest methods of outreach. The combination of the SurveyLA website, the MyHistoricGuide, and the MyHistoricLA MindMixer give the program a huge outreach component. Each one of these methods is extremely different and offer very valuable ways to receive community member's input and feedback on the project. The SurveyLA website is extremely easy to navigate and its main purpose seems to be to educate users on the program. From the website, users can gain access to the MyHistoricGuide which empowers community members "to help gather and organize information on important historic resources in [their] community" (<http://www.preservation.lacity.org/node/457>). The MyHistoric Guide is broken down into three sections. These three sections include MyNeighborhood, MyStory, and MyPlace. Each section contains instructions on how to conduct various activities that will gather information that can be directly inputted into the program's surveys. Each section is defined on the SurveyLA Website as follows:

"In the 'MyNeighborhood' section, the Guide contains detailed instructions on how your community can organize a 'Neighborhood Walkabout' - a fun event that can gather and energize neighbors to help identify significant individual resources or potential historic districts in your area ... 'MyStory' aims to capture the stories associated with places in your neighborhood, particularly seeking to capture the social, historic, and cultural significance that may not be immediately obvious to the survey professionals documenting the visible architectural history of your neighborhood ... 'MyPlace' builds upon the information collected in 'MyNeighborhood' and 'MyStory' activities by seeking to collect more detailed information on specific buildings or neighborhoods. (<http://www.preservation.lacity.org/node/457>).

Each of these sections involves some form of community collaboration whether it be groups of people or one-on-one interviews. The MyHistoricLA MindMixer site (Image 5) is similar to the MyHistoricLA Guide in the way it involves the public contributing insight and input to a variety of different questions regarding categories of historic resources in Los Angeles. For example,

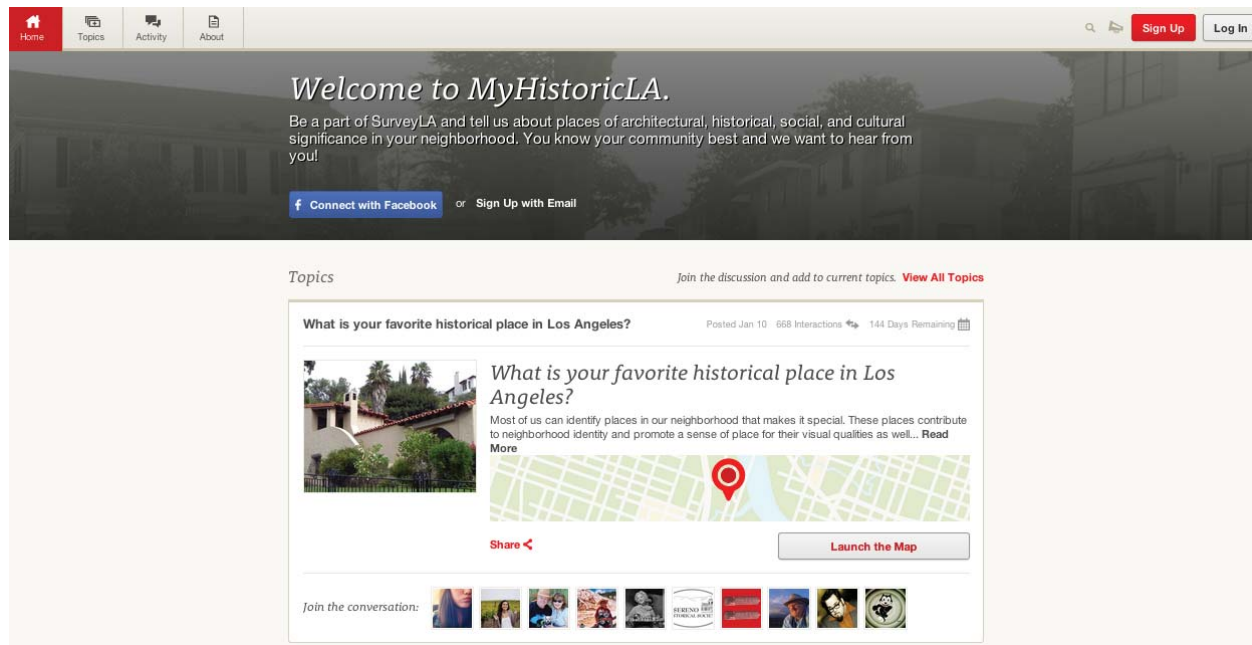


Image 5: MyHistoricLA Website

one of the questions asks, "What is your favorite food-related place in Los Angeles?" or "What places show the impact of women on the history of Los Angeles?" (<http://www.myhistoricla.org/>). Participants are allowed to comment on these questions, as well as other ideas and topics other community members post. The MindMixer also allows for community members to build up points and then receive prizes for however many points they receive. This serves as an incentive and an award for participating community members.

Lastly, the program has an extensive amount of field work conducted by the SurveyLA team. Included in field work are various presentations put on at different community groups meetings and the surveys themselves. The SurveyLA team has put on several community meetings, as well as, physically going out into the community and presenting at different community groups in the city. This allowed the SurveyLA team to reach more of the population in an impactful way. By going out

to the different community groups it shows that the program wants to build trust and support from members in the city. In addition to presentations, the surveys themselves involve a large amount of field work. Under the direction of the Office of Historic Resources, the team identifies individual resources including “buildings structures, objects, natural features and cultural landscapes as well as areas and districts” covering the period from 1865 to 1980 (<http://www.preservation.lacity.org/survey/description>). After all of the surveys have been conducted and recorded the findings will be used to illustrate the details found for each resource and the product will be the SurveyLA Survey Results Master Report, which will be used as a cover document for each Community Plan Area report. The resources that the consult teams are identifying and surveying are helping the city reflect on the important themes in regards to the city’s development. By identifying these resources the city not only achieves having a detailed analysis of each historic resource, but is also showcasing the resources significance and importance to the city’s past.

Relevance of Case Study to Project

The SurveyLA project provided a lot of insight to how a public agency is utilizing public outreach methods to showcase the city’s historic resources. This project also allows for an example of a survey that could be used for the DiscoverSLO project. The intention behind SurveyLA is also one that is similar to DiscoverSLO as the team wants to connect the historic resources in San Luis Obispo to the city’s history and growth, as well as include community members throughout the outreach and project development.

Implications

The following are implications that were made based on the information that was gathered in this case study report:

- SurveyLA’s outreach program will serve as a model for the DiscoverSLO project. Specifically, the MyHistoricLA MindMixer and field surveys.
- The DiscoverSLO project will differ from the SurveyLA program because it will be intended to be more of a community based enjoyment.

San Luis Obispo's Historical Context

In order to develop an understanding of historic resources in the City of San Luis Obispo, it was important to obtain an understanding of the history of the area. The following is a report on the background history of the City of San Luis Obispo along with information regarding national, state and local levels of historic preservation standards.

History of San Luis Obispo County

San Luis Obispo has undergone several cultural changes in the past 200 years. This history is extremely significant because past events have shaped the city into what it is today. The following is an excerpt from the city's Historic Preservation Program Guidelines (2010), specifically the Section 1.2 Our Town - San Luis Obispo, which gives a brief overview of the City's heritage:

The transition of California from Indian to Spanish to Mexican to American control also brought many changes in construction methods, architectural styles and uses of materials. Many of these cultural periods are still represented in San Luis Obispo's architectural heritage. As the early community grew, people from around the globe brought their culture, skills and ways of life. Consequently, San Luis Obispo's diversity in architectural styles and heritage reflects that diversity and enhances our quality of life (p. 2).

As stated in the excerpt above, there were a variety of different cultures that had control and influence in San Luis Obispo at one time or another. These cultural impacts can be laid out in six time eras. These time eras are discussed in more detail on the City's website, but are briefly explained in this report in order to create background information of the City's history and existing conditions for the project.

The first time era that is important in the historical development of San Luis Obispo is the Native American Period through the Mission Era (to 1822). Around 1585, Salinan and Chumash Indian Tribes inhabited the San Luis Obispo area. European explorers came in the late 1500's and started to integrate and establish control over the area. One of the biggest identifiers of the European explorer time era is the 5th mission to be established in California, Mission San Luis Obispo de Tolosa, which was established on September 1, 1772 by Father Junípero Serra (Image 6). During the Mission Era, there was also formation of assistant mission ranchos, which were established throughout the area along with Mission San Miguel Arcángel.



Image 6: Mission San Luis Obispo de Tolosa

The next time era occurred between the years 1822 and 1868 with the establishment of Mexican Territory and then the early days of U.S. Statehood. During the Rancho Period, nearly ½ million acres of Mission land was distributed to Mexican citizens and was a time of prosperity for the Mexican population. Then, the frenzy of the Gold Rush brought isolation and lawlessness to the state. Change happened quickly and many new materials, industries and cultures were being introduced into the area. After the Gold Rush, many of the Mexican cattle ranchers had to sell their land to Anglo newcomers because of a large drought throughout the area. This transformed the hide-and-tallow industry to that of beef-and-dairy-cattle production.

Following the transformation of the cattle industry, came the founding of the San Luis Obispo Tribune in 1869. This signaled the U.S. Consolidation time era from 1869-1882, which included the creation and introduction of various materials, maritime commerce, alternative modes of transportation, etc. Next came the Boom and Bust between the years 1883-1915. During this time two major milestones were accomplished. In 1894, the Southern Pacific Railroad became established in San Luis Obispo and in 1901 Cal Poly was founded by historian and tribune editor Myron Angel (Image 7).

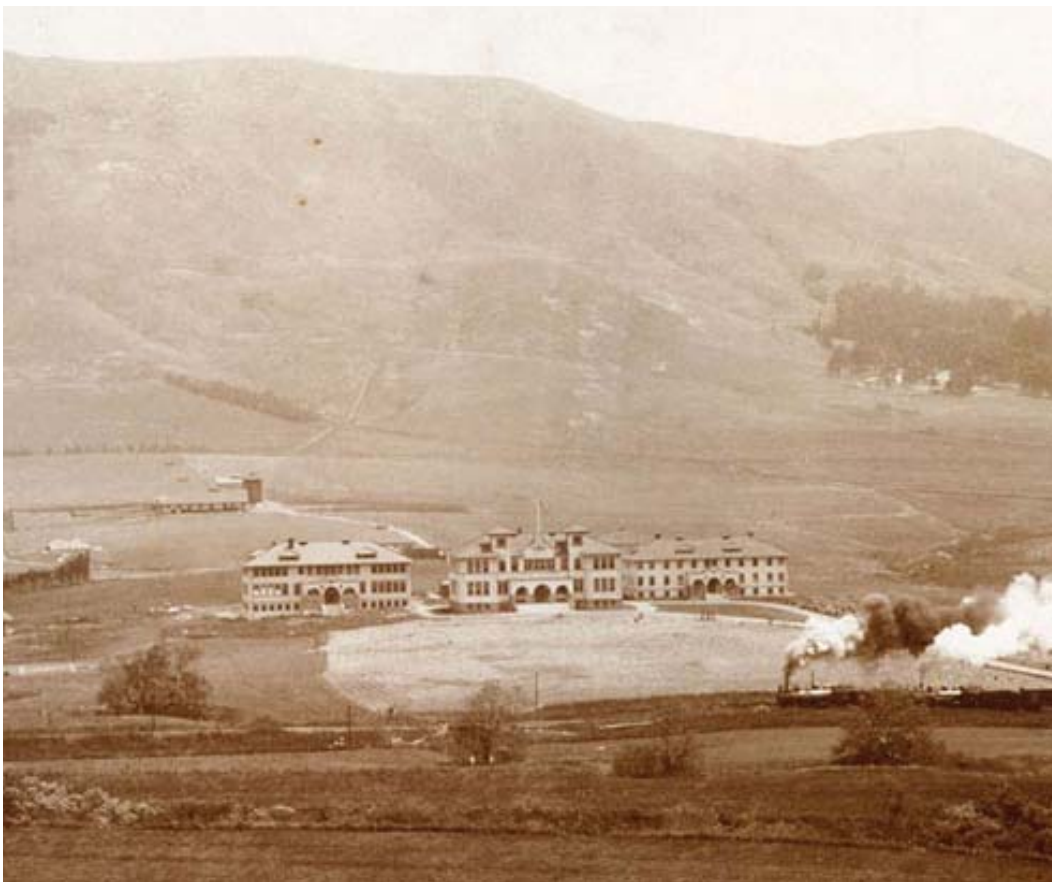


Image 7: Cal Poly in the 1900's

Following the Boom and Bust era are the two World Wars. During World War I, the navy bean production became extremely prominent and was subsidized by the War Relief Administration. In addition to navy beans, San Luis Obispo County became one of the leading dairy and produce centers. Lastly, during the 1920's three Hollywood movies were shot in the San Luis Obispo area including the movies *The Sheik*, *The Ten Commandments*, and *Diamond Jim Brady*. During the

second World War, four training camps were established in the area. The various transportation and open land opportunities were useful for the U.S. War Department and with the installation of the camps, nearly 100,000 military personnel were moved into the area. After World War II, the city and county grew rapidly, increasing the need for water so dams were created at Santa Margarita, Nacimiento, San Antonia and Lopez Lakes. Since the county was growing at such a rapid pace, tourism increased with attractions such as clam digging at Pismo beach, Hearst Castle tours, and the opening of various wineries. Along with the enhancement of attractions, Cal Poly and Cuesta College began to flourish since more and more people were attracted to the area. The rapid growth continues even today and currently, “The City of San Luis Obispo serves as the commercial, governmental and cultural hub of California’s Central Coast” (<http://www.slocity.org/briefhistory.asp>).

National Register

As noted in the literature review on historic preservation, the “National Register of Historic Resources includes buildings, structures, objects, sites, and districts of local, state, or national significance in architecture, archeology, engineering, and culture” (<http://ohp.parks.ca.gov/listedresources/>).

The City of San Luis Obispo has eleven historic sites listed on the National Register of Historic Places. These sites were nominated and then chosen to be on the national register. Once on the national register, properties receive various benefits including tax incentives and deductions, limited protection, code alternatives, and automatic listing on the California Register of Historic Resources.

Listed below are all properties in San Luis Obispo that are included on the National Register for

Historic Resources:

- Ah Louis Store added in 2008 (800 Palm St, San Luis Obispo) (Image 8)
- Angel, Myron House added in 1982 (714 Buchon St, San Luis Obispo)
- Corral de Pierda added in 1978 (South of San Luis Obispo on Price Canyon Road)
- Jack House added in 1992 (536 Marsh Street, San Luis Obispo) (Image 9)
- Pacific Coast Railway Company Grain Warehouse added in 1988 (65 Higuera Street, San Luis Obispo)
- Port San Luis Site added in 1978 (address restricted)
- Powerhouse added in 1993 (Jct. of S. Perimeter Rd. and Cuesta Ave., NE corner, San Luis Obispo)
- Rancho Canada de los Osos y Pecho y Islay “Marre Rach” added in 1975 (address restricted)
- San Luis Obispo Carnegie Library aka San Luis County Historical Museum added in 1995 (696 Monterey St, San Luis Obispo)
- Tribune--Republic Building aka Laughery House Annex aka Shaw House added in 1993 (1763 Santa Barbara Street, San Luis Obispo)
- William Shipsey House added 2010 (1266 Mill Street, San Luis Obispo) (<http://www.nationalregisterofhistoricplaces.com/ca/San+Luis+Obispo/state.html>)



Image 8: Ah Louis Store



Image 9: Jack House

California Register

As noted in the literature review section on historic preservation, the California State Parks Office of Historic Preservation offers four different registration programs for historic resources. These programs are the National Register of Historic Resources, California Register of Historic Resources, California Historical Points of Historical Interest, and California Historical Landmark. As stated before if a property is listed on the National Register than it is automatically listed on the California Register. Below is a description from the Office of Historic Preservation describing what is included in the California Register, as well as, criteria sites have to meet in order to be listed.

The two sites located in San Luis Obispo that are listed as a Point are Camp San Luis Obispo, which was added in 1990 (Image 10) and Hollister Adobe, which was added in 1972.



Image 10: Camp San Luis taken February 1952

The last program that a historic resource can be classified as is a California Historical Landmark, which as noted previously, is defined as “buildings, sites, features, or events that are of statewide significance and have anthropological, cultural, military, political, architectural, economic, scientific

or technical, religious, experimental, or other historical value” (http://ohp.parks.ca.gov/?page_id=21747). Currently, there are no resources in San Luis Obispo listed as historical landmarks.

San Luis Obispo

As noted previously, on the local level of historic preservation, each city has their own criteria, programs, and classifications for historic resources. What is a historic resource for a city may not be considered a national or state resource, but nonetheless it is an important place for community members and the city. For San Luis Obispo, there is a master list of historic resources and a map of the city’s historic districts. The master list includes 177 historic properties and can be found in Appendix B. The city also has five historic districts, which can be seen in Figure 2 on the next page. Historic districts are “areas or neighborhoods with a collection or concentration of listed or potentially contributing historic properties or archaeologically significant sites, where historic properties help define the area or neighborhood’s unique architectural, cultural, and historic character or sense of place” (City of San Luis Obispo, 2010, p. 4-5). San Luis Obispo’s five historic districts include China Town, Mill Street, Downtown, Old Town and Railroad Districts.

In order to have the City of San Luis Obispo classify a resource as historic an application needs to be filled out and submitted to the Community Development Department. After the application is reviewed and approved, the resource will move on to the review process, which is where the Cultural Heritage Commission and City Council will determine whether or not the property is historic. This decision is based off of the City’s Historic Preservation Ordinance and standards defined by the State Historic Preservation Office. The full criteria for determining whether or not a resource can be deemed historic is lengthy and is included in this report as Appendix C. To summarize the criteria, the resource shall exhibit a high level of historic integrity, be at least fifty years old, and satisfy at least one of the listed criteria category. The categories include Architectural, Historic and Integrity Criteria and each one has a separate list of criterion and characteristics.

This map of San Luis Obispo, California, illustrates the city's layout with color-coded neighborhoods and a detailed street grid. The neighborhoods are: Mill Street (blue), China Town (yellow), Downtown (green), Old Town (red), and the Railroad area (orange). The map includes a scale bar from 0 to 0.8 miles and a north arrow. Major streets and landmarks are labeled, including the Santa Barbara River and the San Luis Obispo River.

Figure 2: City of San Luis Obispo Historic Districts

Other San Luis Obispo Historic Resources

In addition to the Historic Preservation Ordinance, the City of San Luis Obispo has several other documents that relay information about historic preservation and resources. One being the Historic Preservation Program Guidelines, which serves as a guide for community members and professionals to successfully be apart of the preservation process and to become more educated on the City's regulations and standards. "Property owners, developers, builders, design professionals and others involved in public or private development can use these guidelines to anticipate concerns and to design their projects to protect important historic resources and avoid delays during development review and construction" (City of San Luis Obispo, Nov. 2010, p. 4).

Another important document is the Historic Context Statement, which is information about the history of the city. Different historic trends and properties are grouped by themes. These themes are organized to connect historic properties to important historic trends throughout the local community, state and nation. This provides a framework for designating and determining whether or not a property is significant. The historic context is highlights trends and patterns that is critical to understanding the city's built environment. It also identifies factors that have shaped the development of the area and serves as a guide to all of the history involved with San Luis Obispo.

Last, The City of San Luis Obispo has an existing GIS map with data on the location of all of the existing historic properties in San Luis Obispo. Besides the location of each site there is a brief sentence on how the resource was created along with pictures. This site doesn't go into any more depth than the location and pictures.

Implications

The following are implications that were made based on the information that was gathered in this existing characteristics review:

- San Luis Obispo has over a hundred historic resources on the master list that should be showcased.
- There are clear standards to follow in regards to designate a resource as historic outlined in the Historic Preservation Ordinance.
- The City's current GIS map will help the team map out the resources that will be showcased on the website.

This chapter covers the findings that emerged from the interviews and surveys conducted by the team.

Interview Findings

The team conducted two interviews. To learn more about the historical context of the City of San Luis Obispo, the team interviewed someone who is well versed with historic preservation in the City of San Luis Obispo, Phillip Dunsmore, a Senior Planner in the City's Community Development Department. To learn about the successes and challenges of developing a project similar to the DiscoverSLO website, the team interviewed a city staff member and the project manager of SurveyLA, Janet Hansen. Findings from both of these interviews follow.

Phillip Dunsmore - City of San Luis Obispo

Phillip Dunsmore is a Senior Planner for the City of San Luis Obispo Community Development Department. Within the Community Development Department Dunsmore works in the Long Range Planning Department and is in charge of historic resources and preservation for the City.

Purpose

As stated earlier the team found that it was essential to interview someone who is well versed with historic preservation in the City. The team felt that there was so much research that could be done online and a further understanding of the City's current conditions was necessary. By interviewing Dunsmore the team members were able to gain a familiarity of what is currently being done in the City in regards to historic preservation, as well as finding out if a similar project has ever been done in the City. Another significant aspect of this interview was to gain an outside point of view on the project from someone who is an expert on historic preservation.

Methods

From the literature review, the team determined that it was best to interview Dunsmore in person. This proved to be the best option because the interview was conducted as a more informal discussion. This way the team was able to freely get feedback from Dunsmore and gain a basic understanding of the City's preservation resources.

Findings

From this interview with Dunsmore, the team was able to get more familiar with the City's current historic preservation efforts and projects. Dunsmore helped the team get started by providing various resources and contact information of other preservationists and historians. Currently, the City is working on compiling all names of historic places and people in San Luis Obispo County. By being put on this list the names could potentially become street names. Lastly, Dunsmore gave the team guidance and personal insight on how best to approach the project from a planner's point of view.

Implications

Mr. Dunsmore:

- Offered the support of city staff to move forward with the project
- Confirmed that public outreach would be the main component of the project's success
- Provided insight into the City's current historic preservation efforts (see San Luis Obispo's Historic Context Section in Chapter 3)

Janet Hansen - SurveyLA

Janet Hansen is the Deputy Manager of the Office of Historic Resources in the Los Angeles Department of City Planning. She was hired as the Project Manager of the SurveyLA project. "SurveyLA – the Los Angeles Historic Resources Survey – is Los Angeles' first-ever comprehensive program to identify significant historic resources throughout [the] city" (Office of Historic Resources). Before the SurveyLA program, there was no Office of Historic Resources for Los Angeles. Her work started in 2006 and the project was initiated in 2007. Before SurveyLA, there was no Office of Historic Resources for the City of Los Angeles.

Purpose

As stated earlier, the purpose in interviewing Ms. Hansen was to gain knowledge from someone who has worked on a city-wide, website-based outreach project regarding historic resources. SurveyLA specifically appealed to the team because of their successes at collecting neighborhood historic resources and the diversity of their outreach program. The SurveyLA Website has several outreach elements that are a very creative and interactive way for visitors to the website to get involved with the project. The creativity of this project is shown in the many different ways the public can become informed, participate and ultimately become leaders in the survey findings with the project.

Methods

Because Ms. Hansen works in Los Angeles, the team conducted the interview with Ms. Hansen over the phone. Questions were developed in advance because of the slightly more formal nature of the interview process.

Findings

All of the components of the SurveyLA Program are described in the SurveyLA case study, but the findings provided here describe Hansen's personal experience with the project, as well as

the project's successes and failures. During the interview, Hansen took the team through all of the stages of the SurveyLA program. As Hansen was discussing the SurveyLA program and all of its elements, the team was able to pinpoint certain components of the project that would be most useful to the DiscoverSLO project, as well as components that were not possible to replicate in the time frame provided for a Senior Project. The components include the SurveyLA website, the SurveyLA video, the MyHistoricGuide, the MyHistoricLA MindMixer site, and the SurveyLA WordPress Blog, the usefulness of each is described below.

The SurveyLA website was described by Hansen to be a general and official site, one of the purposes of which is to inform people about the SurveyLA project. The website offers information regarding public meeting times and locations for the SurveyLA project, and the involvement of public officials with the project. Hansen expressed that it was very important for staff to attend as many different city public meetings as possible to get the word out. Staff members were sent to different public groups to spread the word about the project and to receive as much feedback as possible from various different community groups. It was a goal to reach both a significant number of people and a diversity of community groups.

An element of the program that proved to be challenging, but was a creative concept was the MyHistoricLA Guide to Public Participation. An interactive part of the website was designed to allow neighborhoods to document different levels of information and for people who wanted to contribute to the project through individual research. As stated earlier, staff members presented the guide and project information throughout the city and as Hansen put it, the City got "very little bang for [their] buck." She shared her thoughts about the guide as being too for people to complete in an area as large and populated as the Los Angeles area. People seemed to be excited about the idea, but not enough people followed up on their progress.

The MyHistoricLA MindMixer was an element that Hansen discussed and served as an inspiration for the DiscoverSLO outreach survey and website information. Hansen stated that the MyHistoricLA site is interactive to solicit specific information from community members and came from the MyHistoricGuide being unsuccessful. The MindMixer site was an easy and affordable way to get people involved through social media. There were, however, mixed results in the quality of the feedback from community members because there were a handful of people who contributed a lot and some who were trying to use the site for advocacy. Some advice given to the team from Hansen regarding creating a form of creative questionnaire for historic resources was to be very direct in the message in terms of the information you are gathering. She shared that it is difficult for people who don't quite understand historic preservation to relate to the information being solicited. It is important to be patient and try to get the message across in a comprehensive and easy way.

The SurveyLA Blog is another element of the project that was important to the DiscoverSLO team because the program that was used was WordPress and the team decided to use WordPress to create their project website. For SurveyLA, Hansen shared that she was not directly involved in creating the WordPress blog, but rather they hired a social media coordinator who handled the Facebook, Twitter and blog accounts. She did share that the blog and other social media elements proved to be useful as it served as another informational resource for the public.

Implications

The following are implications found from the interview with Janet Hansen, SurveyLA Project Manager:

- An issue for SurveyLA was reaching all of Los Angeles' community members because of the large amount of diversity in the City. The teams thoughts are that San Luis Obispo community members would be easier to reach because the area is much smaller than Los Angeles.
 - o Hansen shared that it was difficult to reach everyone in such a big city since there are so many different neighborhoods and various language barriers.
- The team learned that interaction with community members needs to be simple and easy to understand.
- It is important to ask simple to answer questions and to not ask question about information the team already knows, resources the City doesn't have a lot of and places that aren't there anymore.
- It will be useful to get in touch with local historians, groups and societies.
- Important to find the want to learn more about historic resources from community members.

Survey Findings

After conducting outreach, the team collected 176 survey responses. Next the team analyzed the results and developed a number of findings from the survey responses.

Purposes

The purpose of developing and conducting a survey for the DiscoverSLO project are as follows:

- To document historic/non-historic places important to people in the community
- To find out whether or not there is a need for public education of historic places in San Luis Obispo
- To connect historic resources to fun activities and other meaningful places in San Luis Obispo
- To find the need for an interactive website on historic places by receiving input from community members.

Following these purposes are the survey findings, which includes questions regarding historic resources in San Luis Obispo, the public's feedback on the idea of an informational website, and general demographic information of survey participants.

Participants

As stated earlier we had very successful survey responses. Unfortunately, the team was not able to attend Farmer's Market to distribute information on the survey to community members. As shown in the bar graphs below, because the majority of the people surveyed were physically on the Cal Poly campus, and the survey was advertised on the Cal Poly campus in classes and through contacts of Cal Poly students, the majority of survey participants were current and past Cal Poly students. As a result, the team collected very limited information from San Luis Obispo community members. The team did find that Cal Poly students had a limited knowledge of historical resources, since a majority of them were only able to name the "Mission" or "old church" as a historic resource.

What is your age and what gender do you identify with?

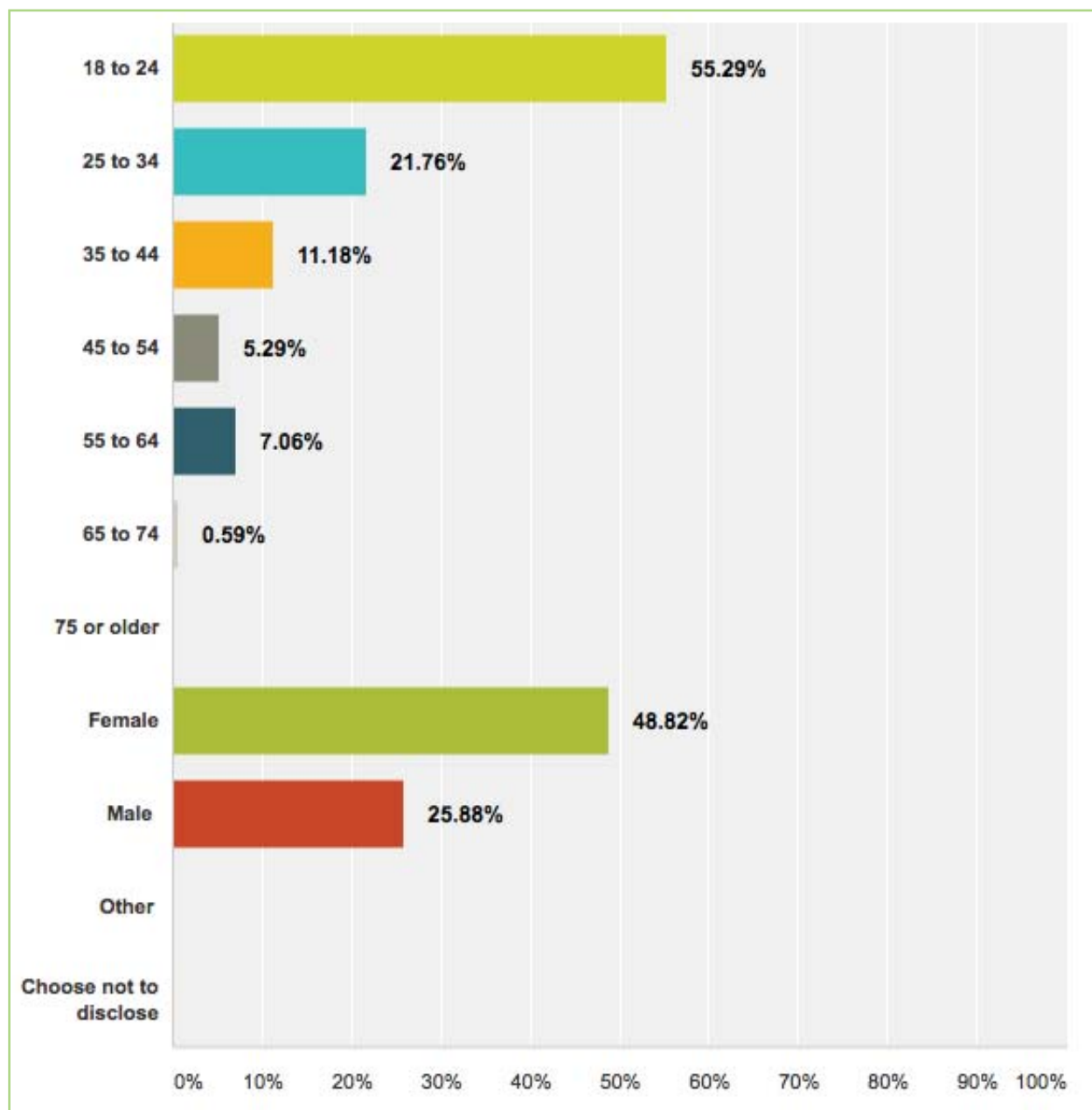


Figure 3: 170 Total Respondents

- The majority of those who participated in the survey identified themselves as **female**.
- The majority of participants were under the age of 35.

Check all that apply... Are you a...

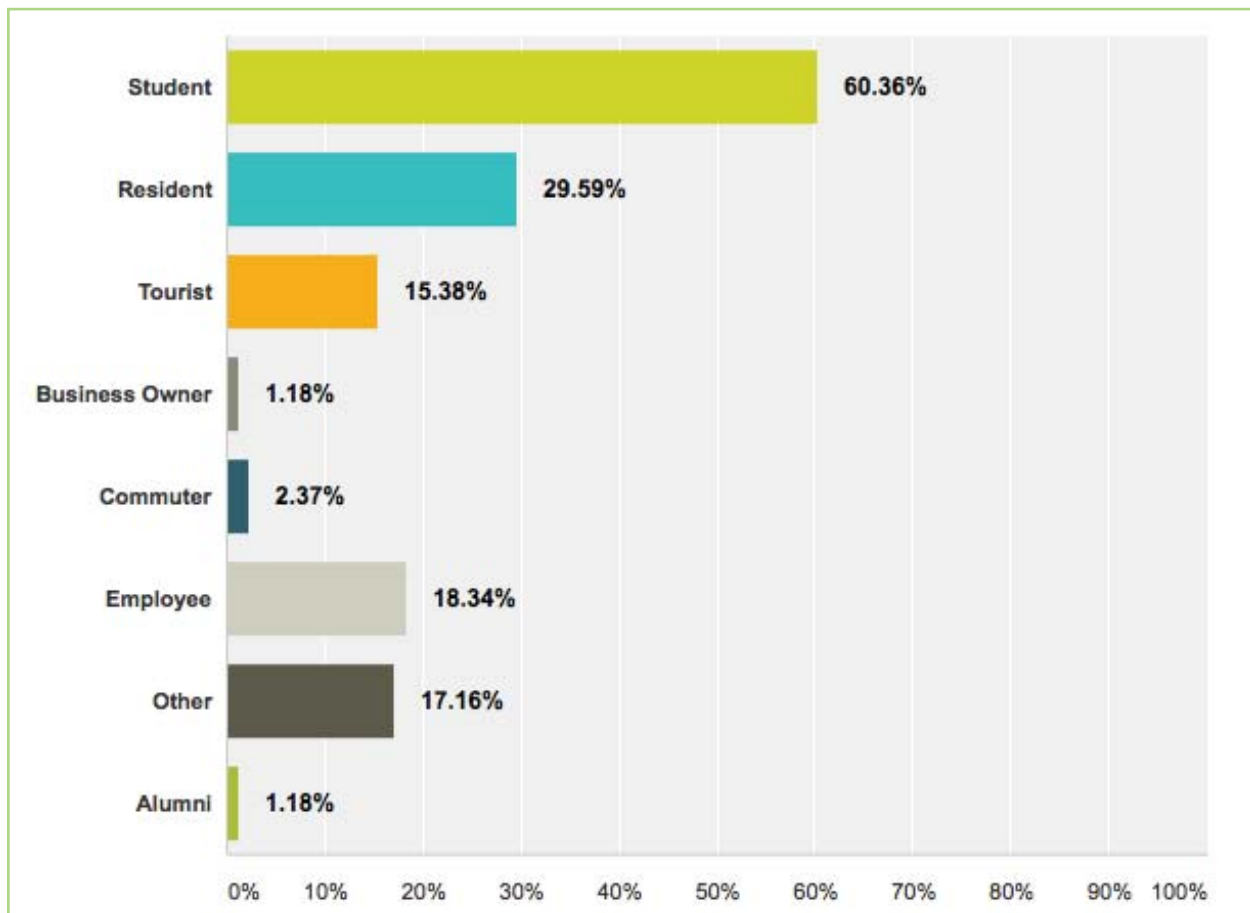


Figure 4: 169 Total Respondents

- From the Figure 4, it is seen that a majority of survey participants were students and residents of San Luis Obispo.
- There is a need to reach out past the Cal Poly population and to the long time residents and community members of San Luis Obispo to increase their percentage of participation.
- Since the majority of participants were Cal Poly students (60.36%), the results can illustrate the needs and desires of the Cal Poly Community (including current and past students).

The Need for DiscoverSLO

Analysis of the survey results revealed three relevant findings related to the need for/use of the website:

1. Survey participants had a significant number of favorite places in San Luis Obispo;
2. Survey participants have a limited knowledge of San Luis Obispo's history and historical places;
3. Survey participants would use an informational and interactive website to find out more about San Luis Obispo.

Survey results related to each of the above three findings are explored in more detail in the following pages.

Favorite Places

Survey participants favorite places were determined from three questions that were on the survey: Participants were asked to pick their favorite activities in San Luis Obispo and they were allowed to pick more than one option. From this question the team was able to conclude that it is important for the project to target the most popular activities, as well as, work to introduce new activities in an entertaining and interactive way.

What are some of your favorite activities to do in San Luis Obispo?

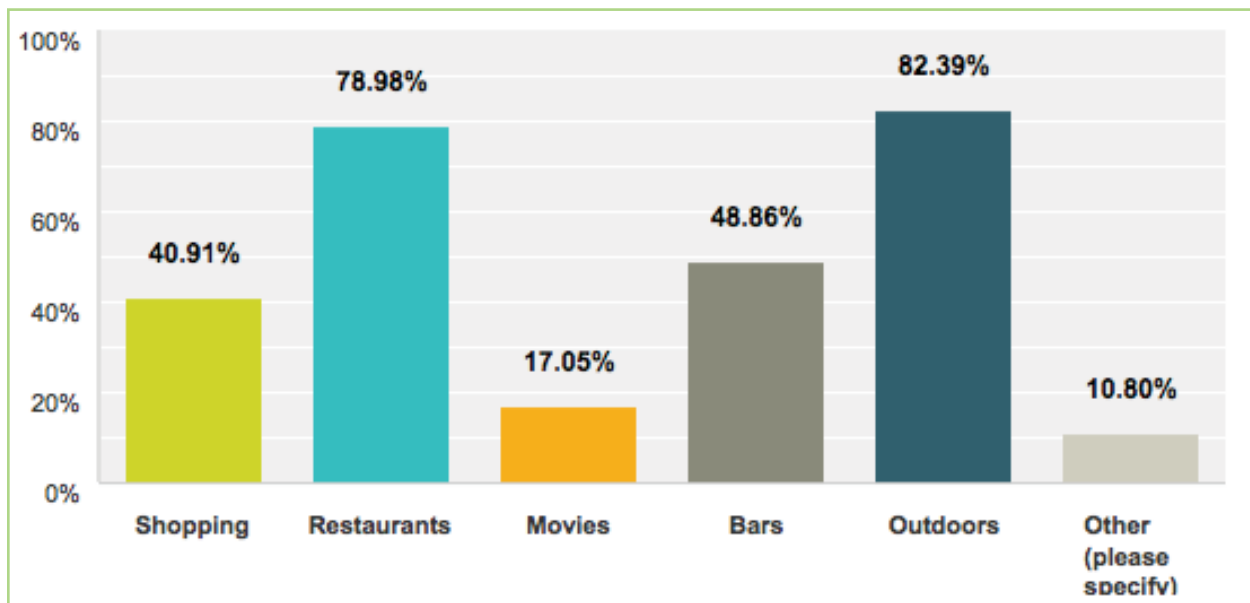


Figure 5: 176 Total Respondents | Participants were allowed to pick more than one option

- The majority of participants chose the Outdoors and Restaurants as their favorite activities to do in San Luis Obispo.
- This shows that people have a lot of favorite activities in San Luis Obispo.
- 10.80% of participants picked the option other and included various responses such as, “markets (farmers), wine tasting, festivals (music, food, drink), athletic events, visit Cal Poly Campus, working out, and gaming.”

A word cloud of San Diego locations. The words are arranged in a roughly rectangular shape, with 'Downtown' at the top left, 'Cal Poly Campus' at the top right, 'Bishop Peak' in the center, and 'The Mission' at the bottom right. The words are in various shades of green and blue. The font sizes vary, with 'Downtown', 'Cal Poly Campus', 'Bishop Peak', and 'The Mission' being the largest. Other words include 'Madonna', 'San Luis Creek', 'Farmer', 'Montaña de Oro', 'Trails', 'Parks', 'Cove', 'Graveyard', 'Bubblegum Alley', 'Laguna Lake', 'Community Garden on Pismo Street', 'Monday Club', 'Club Sports Fields', 'Sycamore Hot Springs', 'Shell Beach', 'Orcutt Road', 'Airport Graduate', 'SLO Brew', 'Krueberg Cafe', 'Pirate Sheep', 'Churches', 'Mitchell Park', 'Motel Inn', 'Islay Hill', 'Black', 'Creekside', 'Brewing Co', 'SLO High School', 'Lee Arms Apartments', 'Apple Farm', 'Morro Bay', 'Terrace Hill', 'Fremont', 'My Home', 'Splash', 'Throop Park', 'McIntocks', 'High School Hill', 'Cal Poly Agriculture', 'Frank Lloyd Wright Building', 'Court Street', 'Bulls', 'Linnaeus', 'The P', 'Sorority House', 'Firestone', 'Meadow Park', 'Mission Prep High School', 'Sunset Drive Inn', 'Avila', 'Konas', 'Bars', 'None', 'Palm', 'Restaurants', 'Cal Poly Architecture Building', 'Woodstocks', 'Beaches', 'Pismo', 'Dallidet Adobe', 'Train Station', 'Garden Street', 'Prefumo Canyon', 'Sisters', 'Spikes', 'Wineries', 'Market', and 'Graveyard'.

For this question, participants were allowed to write or type in a response. Once all of the responses were collected the team created a wordle (as shown in Figure 6). The more often a word occurred in participants responses, the larger the word appears in Figure 6.

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Why do these places have meaning to you?

After being asked to identify a place, historic or not, that held some form of personal meaning to that person, the participants were then asked to explain why. The responses were all very unique and after reviewing them the team discovered that it was easier to understand the meanings if they were categorized into different themes. Five themes were chosen based on participants responses and each theme contains around five to ten quotes from the collected responses. The theme meanings are related to social, physical-natural, physical-built, cultural, and spiritual aspects of place and are described in more detail below.

The theme, social meaning, can be defined as someone having interpersonal experiences with a specific place. This usually involves some form of socializing whether in large groups of people like a public event, between two people like a marriage proposal or even just sitting in solitude while people watching.

Professor Kelly Main (2013) indicated “research demonstrating the restorative effects of natural areas, among them wilderness areas, may provide a partial explanation for the place meanings.” Physical meaning can be related to places built and natural features. Physical - built is finding that the experience with the place has to do with the existing “man-made” physical form of the site (like the architecture of the building), whereas physical - natural has to do with the existing natural space.

People also associate place with cultural meaning and identity (Main 2013). Cultural experience of a place varies and can encompass a variety of different meanings. This theme includes pop culture, high culture, and ethnic culture just to name a few of the basic meanings. Spiritual meaning can be associated with because of religious significance, but also, natural places are frequently cited as having spiritual meaning (Main 2013). In the following pages are sentences from surveys that have been categorized by meaning.

Social Meaning

“Denny’s - free drink refills -- so this is where we would study... a lot :-)”

“The mission, bars, Montana de Oro - weddings, places my friends and I would have fun and socialize, my now-husband and I would visit/go on dates”

“My husband proposed to me in the Broad St. Bridge over the creek”

“Bull’s Tavern was always a favorite watering hole and one of the first places my husband and I went together”

“I always loved hanging out with friends to play games and drink coffee at Linnaea’s”

“Slow Brew always had the best bands and food too”

“Downtown just reminds me of all the memories and good times I had with friends either at the bars or shopping during the day”

Physical - Natural

“Bishops/Beach - They are unique, iconic cool to explore etc”

“The coastline, Bishop Peak, hiking trails, downtown - They give the city it’s unique natural beauty, small-town feel that makes San Luis Obispo so special”

“The creek - I like that there is nature right in the middle of town. It is a nice place to get away from campus or downtown areas, but still close to everything”

“Cerro San Luis, Bishop Peak, High School Hill - These are relatively secluded outdoor escapes within walking distance, something that is extremely difficult to find elsewhere”

“Bishops Peak and Montana de Oro were always places I would escape to to take a break from studying and enjoy the natural beauty of San Luis Obispo”

“Outdoors, Bishops and other trails and beaches - Connection to nature provides me with happiness”

Physical - Built

“Fremont Theatre -- so cool, old and historic, artistic”

“Downtown - it has a very charming feel, it feels like you are not in a downtown.
Very relaxed”

“Fremont ... Art Deco beauty”

“I’m a chemistry major, but appreciate architecture. I took four years of drafting in high school and I believe it is one of the only, if not the only, contract that Wright did commercially”

Cultural

“Fremont/Mission - Symbols of great eras”

“Bishop Peak, Bubblegum Alley, Madonna Inn, Cerro San Luis/Madonna Peak, Terrace Hill, Downtown, Cal Poly, Poly Canyon - Fun memories, great views, tradition – my parents explored some of these when they went to Cal Poly!”

“Downtown - It’s where most of the culture takes place in San Luis Obispo. Whether it be food, bars, or just hanging out, there is always something to do”

“Downtown - Represent the city lifetime”

“Farmer’s Market - It really shows the “soul” of San Luis Obispo”

“Downtown still holds so much value today, it’s interesting to think about how long it has been established”

Spiritual

“The Mission - Religious reasons”

“The Mission - I attend mass there occasionally”

“The Mission, parks, Downtown - Relaxing calming areas where I can relieve stress or just hang with friends”

Limited Knowledge

When asked to identify historic places, 133 of the 147 people who identified historic places identified the “Mission.” Fewer than 15% identified another historic site. This confirms the need for better public education on historic resources. Other historic sites listed included the Railway Historic District, Historic Downtown District, Fremont Theater, the Adobes, and the Chinatown District. Figure * shows that there is a need for a creative education tool, since a majority of people stated they had difficulty accessing information regarding historic places in San Luis Obispo.

Can you identify any historic places in San Luis Obispo?

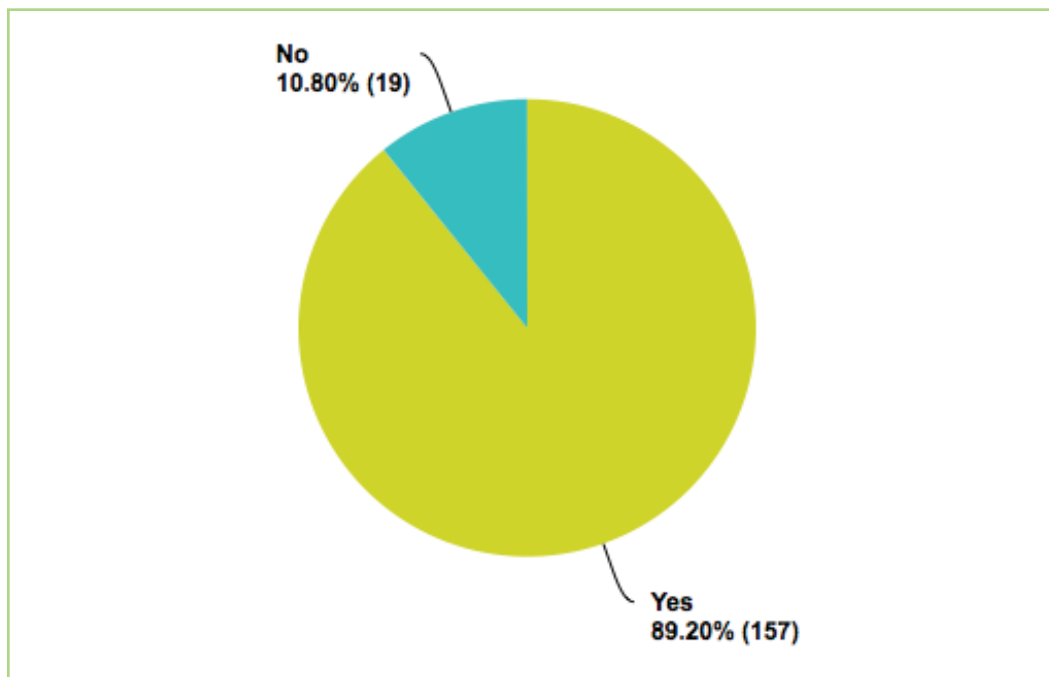


Figure 7: 176 Total Respondents

- 89.11% of those who submitted written responses to this question identified “The Mission.”
- Clearly, there is a limited knowledge of historic resources in San Luis Obispo and a significant need for public education on historic resources.

Have you been able to access information on historic places in San Luis Obispo?

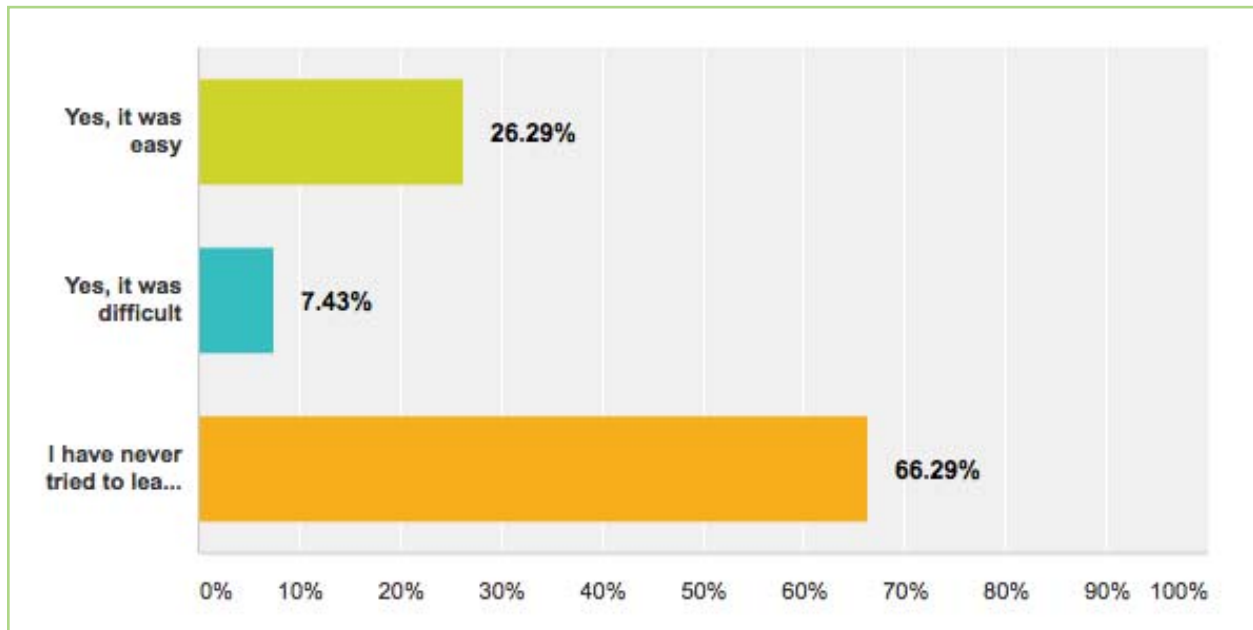


Figure 8: 176 Total Respondents

- As shown above, the majority of participants have never tried to access information on historic places in San Luis Obispo
- This shows the need to make information about historic places easy to access and entertaining so people will be intrigued and want to learn more

Informational and Interactive Website

Since the project's main component is an interactive website it seemed fitting to determine whether there is a need or desire for this type of resource. As seen in Figure 9 on the following page, there is a positive response to the idea of an interactive informational website.

What web or other resources do you use to find out about activities and places in San Luis Obispo?

San Luis Obispo Chamber of Commerce



Figure 9: 156 Total Respondents

A wordle was created to illustrate the participants responses to this question. The more often a word occurred in participants responses, the larger the word appears in Figure 9.

- From looking at the wordle, it is shown that there were two ways people would seek information about activities in San Luis Obispo. One being the internet (Facebook, Yelp, Google etc). and the other interpersonal interactions (word of mouth, friends etc). This suggests that a website that is interactive could be a popular tool for exchanging information about historic and meaningful places.
- A lot of specific resources were also mentioned as a source of information about San Luis Obispo, such as books and specific websites, which confirms that there is not one all encompassing website that people use.

Would you take advantage of an interactive informational website on significant places in San Luis Obispo?

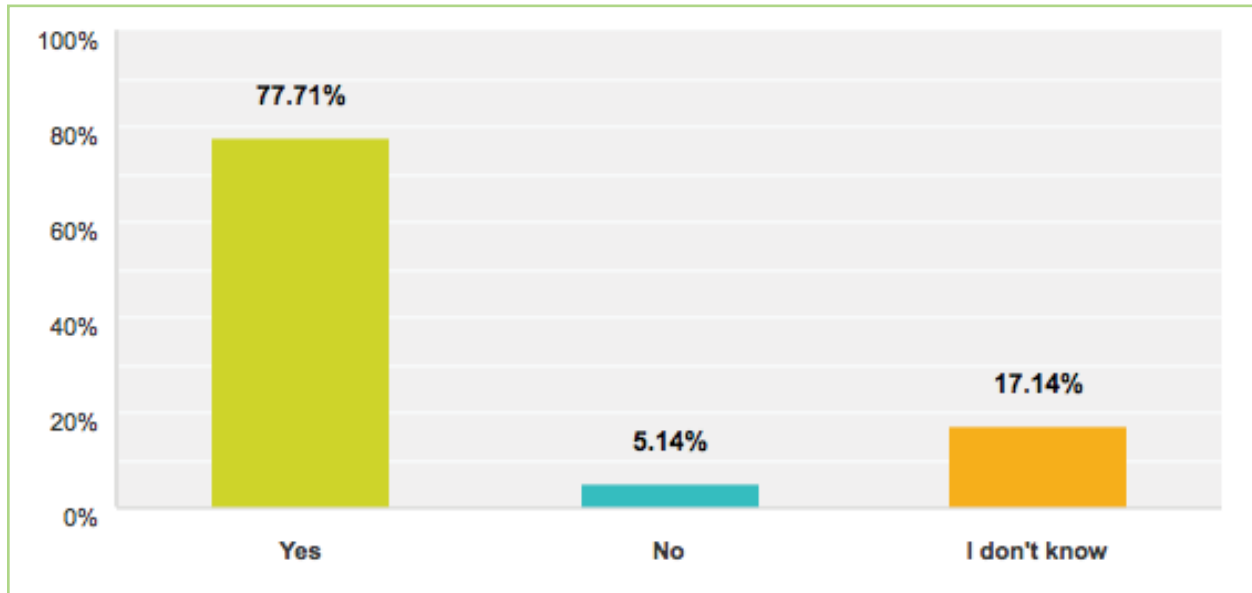


Figure 10: 175 Total Respondents

Also included below are participants written responses to what they would like to see on an interactive informational website if one was to be created.

"Historical significance"	"Local deals"
"New downtown businesses"	"Locations"
"Sustainable practices"	"Hours of operation"
"Hidden Gems"	"Menus and happy hours"
"Events/festivals"	"Hiking trails"

- A majority of the participants responded that they would take advantage of an interactive informational website on significant places in San Luis Obispo
- This shows that there is a desire from the surveyed public for a website showcasing various places in San Luis Obispo

This chapter will cover the major findings of the project, personal reflections, and recommendations for future work.

Major Findings

The team has concluded four major findings from the DiscoverSLO project, which are as follows:

1. Community members do have a significant number of favorite places in San Luis Obispo;
2. Community members have a limited knowledge of San Luis Obispo's history and historical places;
3. People would use an informational and interactive website to find out more about San Luis Obispo;
4. An interactive website that combines fun activities with historic resources could be a successful educational tool.

Personal Reflections

Kimber Gutierrez

One day during my Planning Theory course, Professor Kelly Main discussed and presented a website based in New York City called Place Matters. As stated in this report, Place Matters is a website created by City Lore. The website that maintains an interactive map of historic resources in New York City. Professor Main talked about how innovative and inspirational this website was because it creatively educated the public on historic resources through interaction with a map. At the time of this lecture I was stressing about finding a topic for my senior project and after Professor Main presented this website it all clicked into place. What if the City of San Luis Obispo had an interactive website to showcase all of the historic resources the city had to offer? Personally, I knew I could only name a few historic places in the City of San Luis Obispo at the time. I knew that this was going to be a big project and that I couldn't take it on alone so I immediately asked my classmate and friend Shelby Messner to join me on this adventure. She jumped at the opportunity

and was just as excited, as I am to make this idea into a collaborated senior project. Later that week the two of us went into Professor Main's office and pitched our project idea. She absolutely loved it and quickly agreed to work with us. In just a short week the three of us had formed a team. I was excited to get started especially because historic preservation and community outreach are two of my favorite fields in planning. This project provided an opportunity to bridge the two subjects together.

Reflections on the Project Process

Soon after pitching the idea to Professor Main the project was set in motion and it wasn't long before Shelby and I were signing an agreement and creating a timeline for the next two quarters. I was extremely anxious to get started because I was nervous about the time constraint and getting started proved to be the hardest part of the process. Shelby and I had so many ideas about what to do for the project and didn't realize until we were brainstorming just how difficult it was to narrow down the project's scope. We had to really focus on the most important aspects of the project and work to incorporate planning elements into the website idea. Once the purpose of the project was finally established everything just seemed to fall into place and a formidable amount of work loomed before us. Over the course of the two quarters Shelby and I developed extensive project management skills because we were responsible for determining the project's outcome. Professor Main was there for guidance and advice when we got off track, but for the most part Shelby and I worked through it together.

Favorite Aspects

I have several favorite parts of the project itself and the project process, but my top two were background research on historic preservation and analyzing survey data. I felt that once I an understanding of historic preservation, I had a sense of where the project needed to go. I was extremely interested in everything that is offered nationwide, statewide, and locally in regards to preservation. I loved finding and reading articles about how people wanted to be more creative

with historic preservation by pushing the limits on criteria and evaluation processes. I was grateful to be analyzing survey data because once that was done I felt that the project was finally coming together. I enjoyed reading all of the participant's responses to the question regarding why certain places had meaning for them. It was rewarding to find out that there is a desire for the project website and that we as a team had an idea that would have a purpose in the community. We could not have done the project without the results from the survey and it was truly amazing how many people took it and wanted to participate.

Challenges

The biggest challenge for me personally throughout this project would have to be time management. Procrastination definitely played a role throughout the two quarters, but when it came down to it we were able to complete everything we had hoped to do. Another challenge was having too many ideas and trying to narrow the scope of the project into something that can be achieved in the amount of time we had.

Conclusions

To say the least creating the DiscoverSLO project with my team has truly been a great experience. I could not have done it alone and I am thankful for having my partner Shelby by my side, our advisor Professor Main to steer us in the right direction, the Cal Poly Community to support us. It was an amazing opportunity to start with an idea and run with it. The fact that this project was creative and innovative really made it an even better experience.

Shelby Messner

Working on the DiscoverSLO senior project has been a very rewarding as well as challenging experience. I am proud of the work my partner, Kimber, and I have accomplished and of all the knowledge we have gained through this process. I think that this project has helped us both to grow into more motivated and eager learners, taught us much about the place we have called home for the last four years, as well as given us a lesson in time management and responsibility.

Reflections on the Process

Something I had not expected when entering into this process was how much work it really involved. I think I expected to spend most days of my last quarter senior year laying by the pool, hiking, and spending time at the beach. That is how they make it seem in the movies. It ended up being quite different than I thought. Though I did get to do all of those fun activities and more, I found that my senior project was constantly occupying my mind. I had not realized how intensive the workload related to our project would be, but I learned quickly. My partner and I both spent many hours working on our project in order to make our final product of the best quality.

This project definitely taught me a thing or two about how to manage my time and get work done without being reminded about due dates or with the help of a set class time and professor. Learning to be self-motivated to get the work done was difficult to say the least, as students we are much more used to sitting in classes everyday with strict assignment deadlines. Whereas the senior project process forces us to work on our own time, make our own deadlines, and then meet them. It is much harder to get yourself to sit down and work on an assignment that feels like it is due so far in the future when you do not have to meet in class for it. It was especially difficult at times because we are given two full quarters to finish our project, which sounds like a great deal of time at first, however it is amazing how quickly that time flew by. During the last few weeks of spring quarter it became crucial that most of my free time was spent working on this project in order to get a high quality, finished project.



One of the aspects of this senior project process that I really enjoyed is the fact that I was able to work with not just a great partner, but also a great friend. Having a support system through the whole process was extremely beneficial to keep me motivated, and to the projects' overall success. DiscoverSLO has been an extremely time-consuming project, that would have been difficult to complete alone. Kimber and I came up with the idea for the project together after learning about a similar project in one of our classes. We were thrilled that we were given permission to work on the project together and see our idea fulfilled. Throughout the six or so months that we spent working on our project, it developed and changed as we filtered through our ideas and information on how exactly we wanted the website to look and what we wanted to accomplish. Through all of it, Kimber remained a helpful and responsible partner who always listened to my thoughts on what I thought we could change and how we could make it better. She pushed me to work harder on my portions of our assignment to ensure that it was up to the best possible quality. I do not think I would have enjoyed this experience nearly as much as I did, or have grown to feel very connected to our project, if I had not had Kimber as a partner. She helped make all of the late nights of work and quick deadlines bearable by always being friendly, helpful, and supportive.

Reflections on Project

After the past few months of working on our project, I have grown to feel very attached to DiscoverSLO. I feel this way because it is a project that my partner and I created completely from scratch based on an idea we had one day in class. It is an amazing feeling to have been able to watch our project grow and reach the final stages, where we have been able to share it with people and feel proud of our work. Also the fact that we have an actual working website that will be around even when we are completely done with the project, really gives me a feeling of pride in my work. I am very happy with how our project turned out.

Though I very much enjoyed this project, we definitely had our fair share of ups and downs along the way. For starters, we changed the overall goal of our process constantly after talking to people, getting advice from our advisor, and conducting research. We finally reached a conclusion on what the project would actually look like somewhere in the middle of the process. Something that I found to be difficult was building the DiscoverSLO website. This was a completely new task for Kimber and I, so there was a bit of a learning curve on how to get started. I spent many hours doing research and participating in tutorials until I felt prepared and knowledgeable enough about how to move forward and design our website. I am very happy with how the website turned out and glad that I now know how to build a website from scratch.

Another aspect of the process that proved to be difficult was our community outreach portion. It took a lot of time and thought to figure out exactly how we wanted to approach it, what sort of questions we would ask community members, and how we wanted to reach them. Community involvement is at the heart of our project, so it was crucial that we had success in reaching out to people. I was thrilled with how well it worked out. We received more feedback from our surveys than either of us imagined we would. The Cal Poly community was amazing to us, students just strolling by our booth would stop by to see what we were doing, and graciously offer to help us out and take our survey. We also have to give a big thank you to CRP faculty member Billy Riggs, who tweeted the link to our survey to the Cal Poly alumni group, allowing us to gain so much insight from a wide range of people.

I would have to say that my very favorite part of our project was creating the DiscoverSLO website. I took the reigns on this portion and it was a completely new and rewarding experience for me. I had never before created a website so I was nervous to start off with, and really did not know how well the final webpage would turn out. Cautiously, I embarked on my web design journey and I could not be happier with the outcome. The feeling of having this website that was designed (almost completely) from scratch, with a little layout help from Wordpress, is wonderful. I love

showing the site off to all of my friends, and seeing how impressed with me they look that we were able to accomplish it. Kimber and I now have this aspect of our project that we are able to look back at and continue to improve upon for years to come. I hope that the site gains popularity and really makes a splash with the San Luis Obispo community. I know that I will continue to try to get more and more people involved with it even though the project is finished, I feel so attached to it that I want to continue to see it thrive.

Something that I wish we could have done differently would have been to start the community survey process sooner in the project. We got such great feedback and responses in this phase of the project that I wish we could have started surveying people sooner so that we got even more responses to use in our website. That being said, I am still overly pleased with the amount of feedback we got and think that is turned out really well.

Conclusion

Overall, my experience with the DiscoverSLO senior project was full of ups and downs, but that is to be expected. I am thrilled with how our project ended up and so proud of my accomplishments. Hearing from community members about what they love about San Luis Obispo and what they are eager to learn more about made this project very fulfilling. I have learned valuable lessons in responsibility, time management, and how to be more self-motivated in all aspects of my life. I could not have asked for a better partner with which to share this experience.

Recommendations for Future Work

The challenges the team faced during the project generated a list of recommendations for anyone who wants to continue or expand upon our work, including:

- Completing additional research on the “sense of place” concept. Originally when we started this project, the website was going to focus entirely on historic resources. By the time we were designing the survey, we realized that our

website might expand to include more than the historic qualities of place; in other words, that wanted to explore the many reasons that people love San Luis Obispo. “Sense of place” was covered a little bit in the survey findings section, but there is a vast amount of information that could be explored and applied to the project.

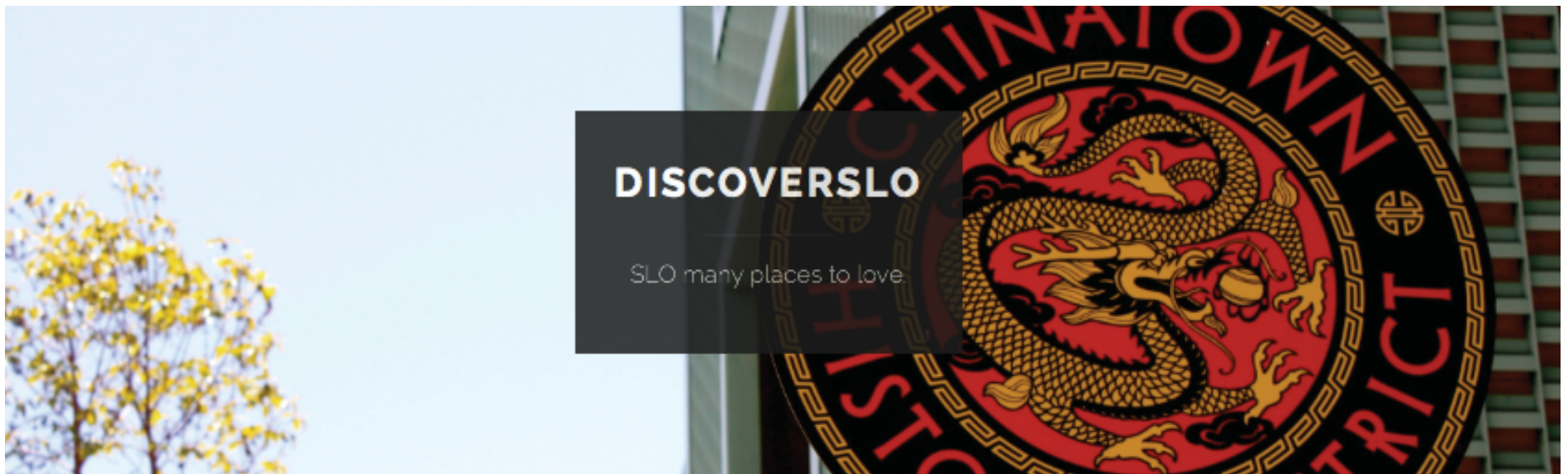
- Expanding on the community outreach. There is an opportunity to utilize and enhance the social media component of the project, as well as interviewing more people like local historians and a more diverse group of residents, business owners, and visitors in the San Luis Obispo community.

CHAPTER 6 – WEBSITE DESCRIPTION AND HOW-TO-GUIDE

DiscoverSLO Webpage Description

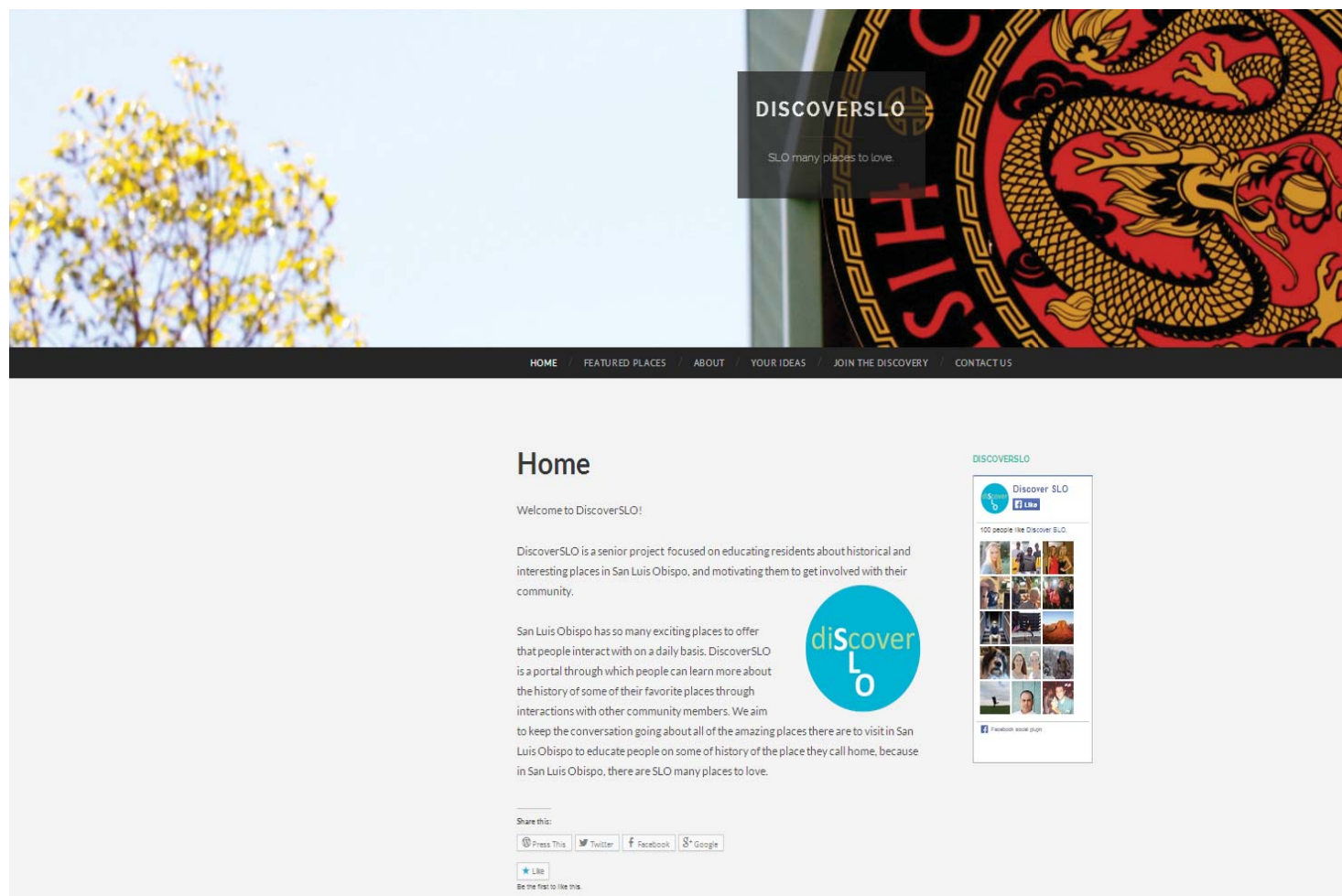
The DiscoverSLO webpage was the culminating step of this senior project. This website hosts the information that the team gained through community surveys and background research. The webpage displays information about interesting places in San Luis Obispo, with a short history of each, so that community members can educate themselves about their home and the places that they love.

The website is broken up into six different sections which work together to fully describe the project and display the information gained from talking to community members. DiscoverSLO is an interactive website which allows visitors of the site to respond to questions, make comments, and hear about other community members experiences as well as provide education regarding the history of places in San Luis Obispo.



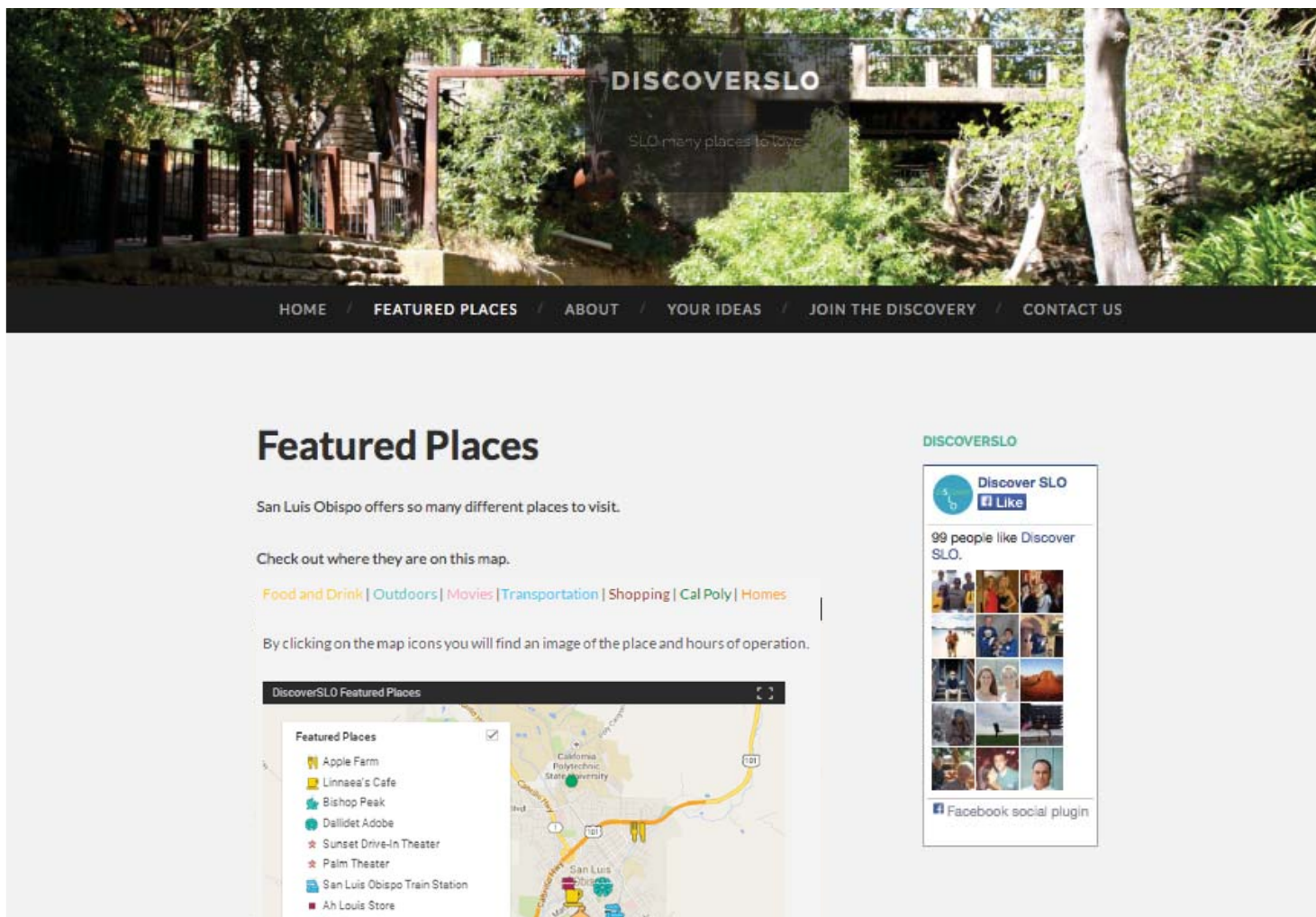
Home

The Home page is the first place visitors will be directed when they enter the DiscoverSLO website. This is a static page that gives a brief description of what the project is, why it is important, and why we want people to join in our effort at raising community awareness of the history of SLO and all of the amazing places it has to offer.



Featured Places

Featured Places is the first community-influenced page of the website. This page hosts a map of 10 places that were mentioned often in community surveys as places that people found special and may have recognized as historical. The places fall into the categories of: Shopping, restaurants, outdoors, movie theaters, and other. These are places that members of the community can go to take part in various activities or sightseeing. Visitors of the site can click on one of the markers on the map, and learn some of the history of each of the places.

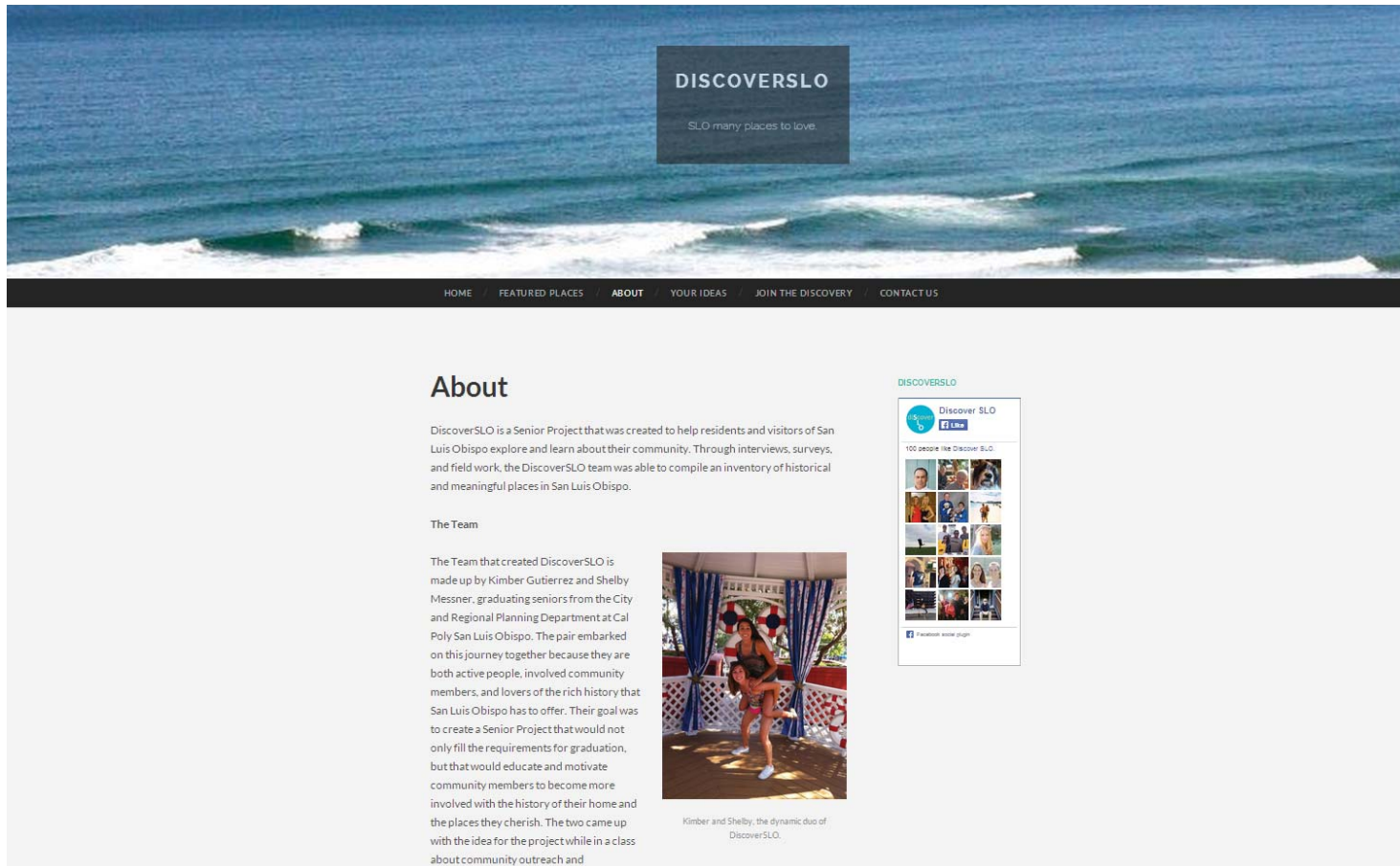


The Featured Places include:

- The Apple Farm
- Linnaea's
- Bishop Peak
- Dallidet Adobe
- Sunset Drive-In
- Palm Theatre
- SLO Train Station
- Ah Louis Store
- Old Powerhouse
- Myron Angel House

About

The About page offers visitors more insight into the process that was followed throughout the entire senior project, leading up to the creation of the website. It gives a description of the project, as well as a short bio about the team members so that visitors can get to know the people behind DiscoverSLO a little bit. The process is broken down into each of the steps that were taken in the process, with a description of each. This page is meant to get people more acquainted with exactly how and why DiscoverSLO was created and understand how the project was achieved.



About

DiscoverSLO is a Senior Project that was created to help residents and visitors of San Luis Obispo explore and learn about their community. Through interviews, surveys, and field work, the DiscoverSLO team was able to compile an inventory of historical and meaningful places in San Luis Obispo.

The Team

The Team that created DiscoverSLO is made up by Kimber Gutierrez and Shelby Messner, graduating seniors from the City and Regional Planning Department at Cal Poly San Luis Obispo. The pair embarked on this journey together because they are both active people, involved community members, and lovers of the rich history that San Luis Obispo has to offer. Their goal was to create a Senior Project that would not only fill the requirements for graduation, but that would educate and motivate community members to become more involved with the history of their home and the places they cherish. The two came up with the idea for the project while in a class about community outreach and collaboration, when their professor (and senior project advisor) Kelly Main, showed them two websites (Place Matters and SurveyLA) that inspired them to create a similar site of their own.



Kimber and Shelby, the dynamic duo of DiscoverSLO.

DISCOVERSLO



The Process

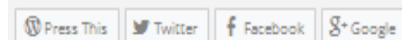
In order to begin the conversation about what places, historical or not, people living in SLO held close to their hearts, the team began with some good old fashioned research.

Research – They hit the books to learn about similar projects taking place in other communities, historical resources and preservation, and how to conduct successful surveys and interviews.

Outreach – Once that was finished they took to the streets to survey community members on what their favorite things to do in SLO are, how they find out about events and activities, what they know about historical resources, and what more they would like to learn. These surveys were wildly successful and reached many more people than the team had ever hoped, providing them a great deal of useful information to work with!

Data Collection + Web Development – The last step involved analyzing all of the results and the implications they held for the project, and creating the DiscoverSLO page. As the final step, the DiscoverSLO webpage acts as a portal for San Luis Obispo residents and visitors to learn more about what the community has to offer and what activities they can partake in. It is in interactive site that allows people to keep the conversation going about the places that they love.

Share this:

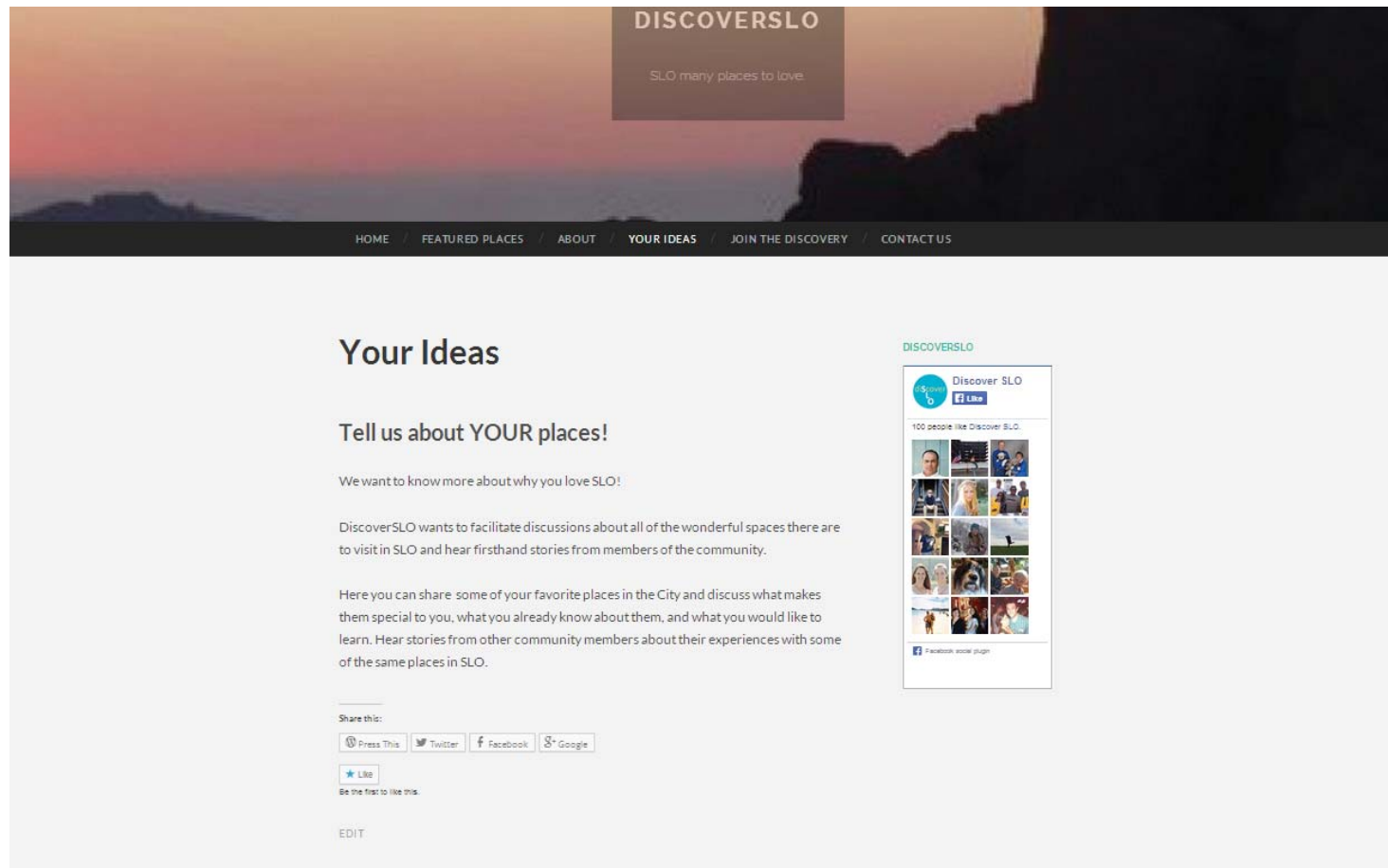


Be the first to like this.

EDIT

Your Ideas

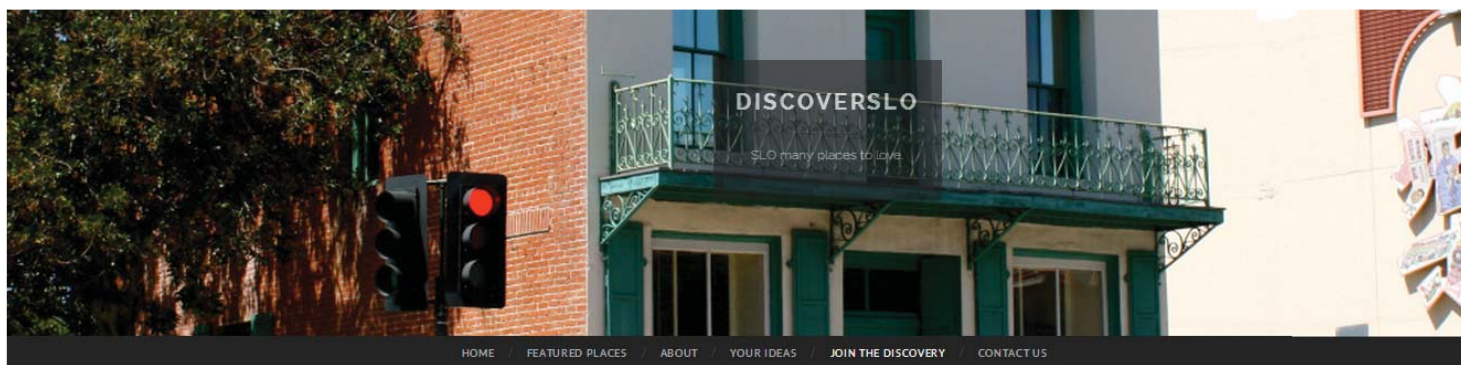
Your Places is where visitors can have conversations with one another about San Luis Obispo and all of its' wonderful places. Topics and questions are posted to this page for visitors to respond to, and, provides visitors with a space to discuss their favorite places, historical or not, in SLO.



DiscoverSLO will periodically make posts asking questions about historical places in SLO for visitors to respond to. They are able to comment back to these posts by clicking “Leave a Comment.” By doing so they are helping contribute to the evolution of DiscoverSLO.

Join the Discovery

The Join the Discovery page is another way the community members can get involved with the DiscoverSLO project. This page contains a link to the DiscoverSLO Survey that the team uses to gain information from people about their favorite things to do in SLO, what they know about historical places and what more they would like to learn. By taking this survey, visitors can contribute their views and possibly have them incorporated into the site as it gets updated in the future.



Join the Discovery

Want to be part of the DiscoverSLO project?

Help us out!

Fill out our survey so we can learn about the places that are meaningful to you and add them to our inventory!

Click [here](#) to take the DiscoverSLO Survey.

Share this:

[Press This](#) [Twitter](#) [Facebook](#) [Google](#)

[★ Like](#)

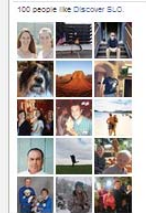
Be the first to like this.

EDIT

DISCOVERSLO

Discover SLO
12 Like

100 people like Discover SLO.



Facebook social plugin

DiscoverSLO

Survey

1. What are some of your favorite activities to do in San Luis Obispo?

- ☐ Shopping
- ☐ Restaurants
- ☐ Movies
- ☐ Bars
- ☐ Outdoors
- ☐ Other (please specify)

2. What web or other resources do you use to find out about activities and places in San Luis Obispo?

3. Would you take advantage of an interactive informational website on significant places in San Luis Obispo?

- ☐ Yes
- ☐ No
- ☐ I don't know

If there were a website that collected information about places in San Luis Obispo what would you like to know?

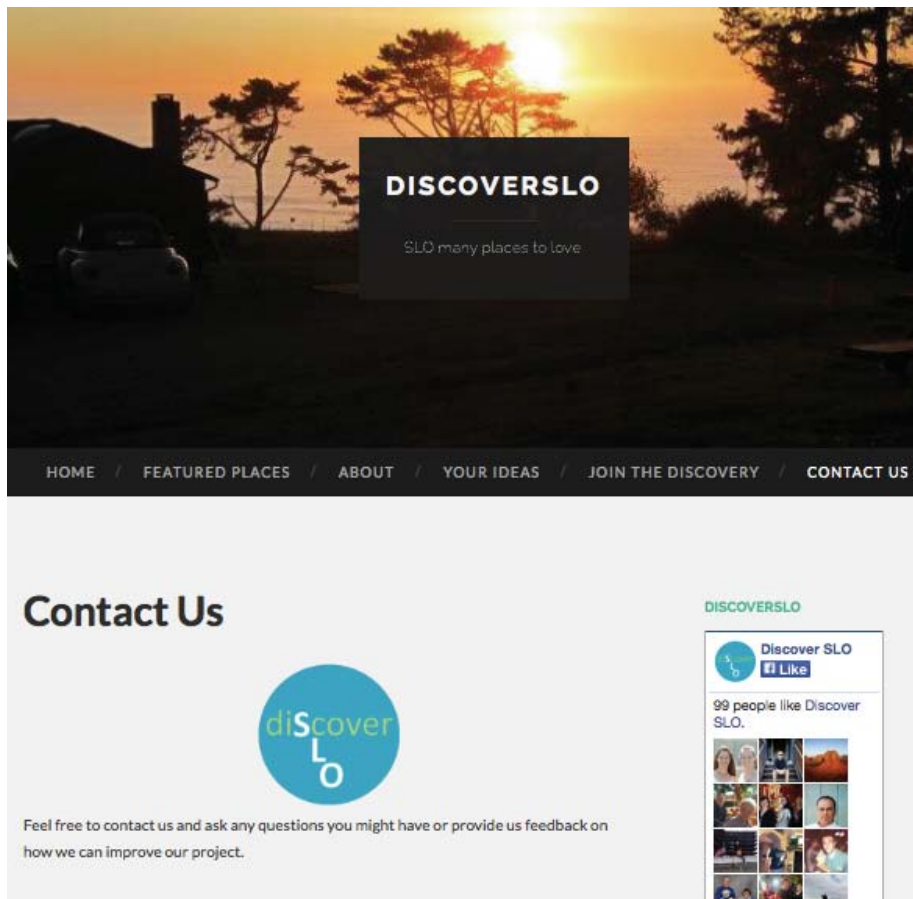
4. Can you identify any historic places in San Luis Obispo?

- ☐ Yes
- ☐ No

If yes, please specify:

Contact Us

The Contact Us page is meant for people to use if they have any questions or comments for the team about the DiscoverSLO project. By just typing in their name, email address, and comment, the team will receive it and be able to get back to them!



Name (required)

Email (required)

Website

Comment (required)

Submit »

DiscoverSLO Webpage How-To Guide

This guide gives step-by-step instructions for creating a website in Wordpress, as well as updating and maintaining the DiscoverSLO webpage.

1. Create Your Account

To create a webpage using Wordpress, start by creating an account and choosing your site title. After you have confirmed the settings you will be sent an email to confirm your blog address and allow you to begin blogging.

The screenshot shows the WordPress.com sign-up page. A blue arrow points to the 'E-MAIL ADDRESS' input field. Another blue arrow points to the 'BLOG ADDRESS' input field, which contains 'discoverslo' and a dropdown menu showing '.wordpress.com Free'. A third blue arrow points to the right side of the page, highlighting the instructions for each field.

WordPress.com

Themes Support News Features Sign Up Log In

Get started with WordPress.com

E-MAIL ADDRESS

We'll send you an email to activate your account, so please **triple-check** that you've typed it correctly.

USERNAME

Your username should be a minimum of four characters and can only include lowercase letters and numbers.

PASSWORD

Great passwords use upper and lower case characters, numbers, and symbols like !"£\$%&. [Generate strong password](#)

BLOG ADDRESS

discoverslo .wordpress.com Free

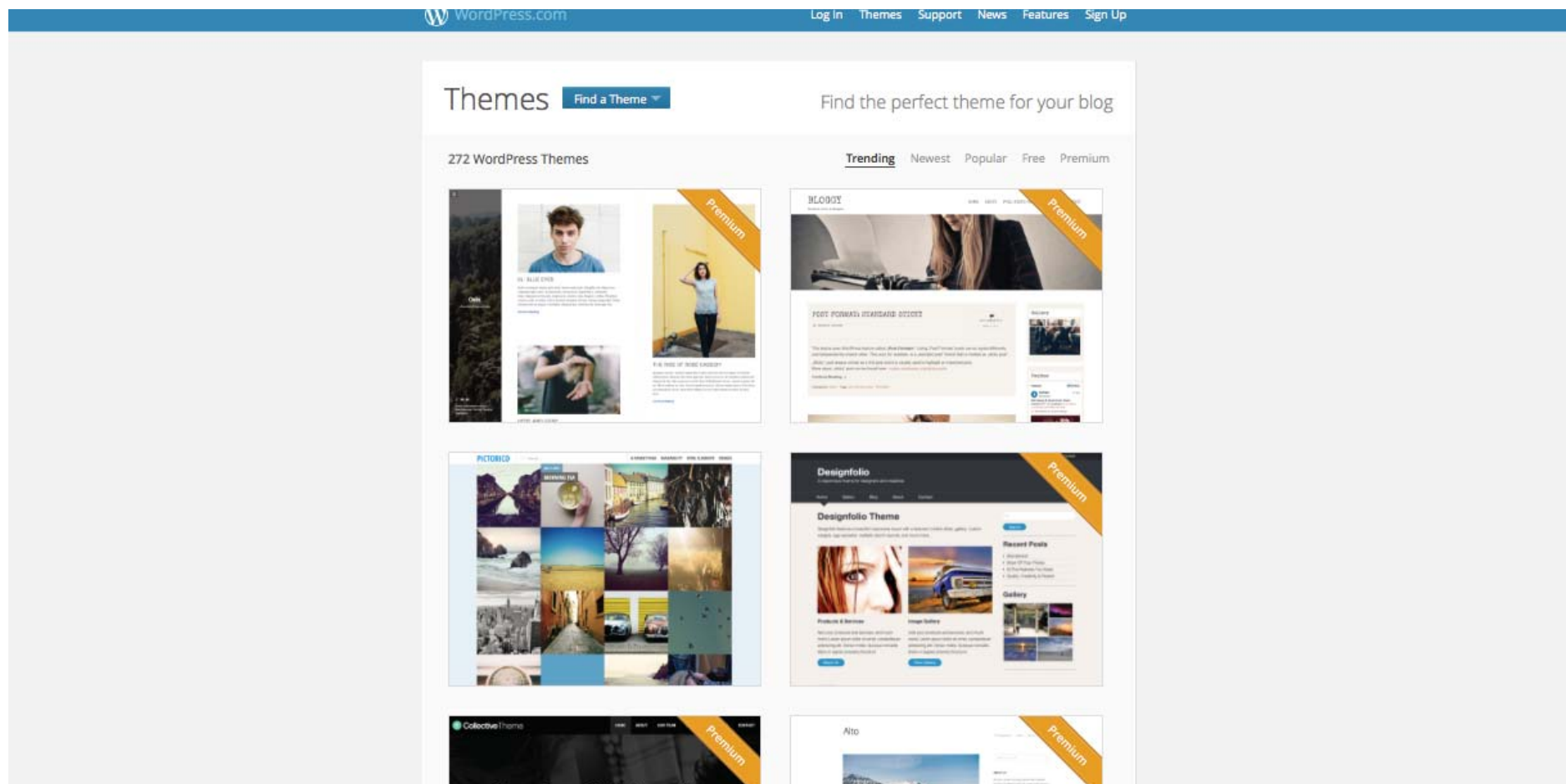
Choose an address for your blog. You can change the WordPress.com address later. If you can sign up for a username.

Sorry, that site already exists!

However the following blog addresses are available:

2. Pick a Theme

The next step is to pick a theme. There are many themes to choose from, which can be customized to the designers liking.



3. Learn the Dashboard

To see the Wordpress Menus select Dashboard.

The screenshot shows the WordPress Dashboard interface. At the top, the site name 'discoverslo' is visible, along with links for 'Go Premium', 'New Post', and the user 'shelbymessner'. A 'Screen Options' dropdown and a 'Help' link are also present. The left sidebar contains a menu with items: Dashboard, Home, Comments I've Made, Site Stats, My Blogs, Blogs I Follow, Akismet Stats, Omniseach, Store, Posts, Media, Links, Pages, Comments, Feedback, Appearance, and Users. The main content area is titled 'Dashboard' and features a 'Welcome to WordPress.com!' message. It includes instructions on how to write new posts and control settings, the dashboard address (discoverslo.wordpress.com/wp-admin/), and links to help guides. A video player titled 'Welcome to WordPress.com Video' is embedded. To the right, 'Some helpful resources' are listed, including 'Write a post', 'General settings', 'Your profile', 'Select your theme', and 'Upgrades store: supercharge your blog'. Below these, 'Elsewhere' links include 'WordPress.tv', '24/7 Support', and 'Learn WordPress.com: Our zero-to-hero guide.' At the bottom, a tip suggests upgrading to a custom domain name like discoverslo.me for \$25 per year. The footer shows 'At a Glance' and 'Quick Draft' sections.

4. Create a New Page

Click on the Pages tab to add new pages and view existing pages on your site. To create a new page, select Add New to begin.

The screenshot shows the WordPress dashboard for a user named 'shelbymessner'. The 'Pages' tab is selected in the left sidebar. The main content area shows a list of pages. A blue arrow points to the 'Add New' button at the top of the 'Pages' section. The list of pages includes 'About', 'Contact Us', 'Featured Places', 'Home', 'Join the Discovery', and 'Your Ideas'. Each page entry shows its title, author (shelbymessner), stats (0 comments, 0 likes), and date.

Title	Author	Stats	Comments	Likes	Date
About	shelbymessner	0	0	0	2014/04/23 Published
Contact Us	shelbymessner	0	0	0	2014/04/24 Published
Featured Places	shelbymessner	0	0	0	2014/04/23 Published
Home	shelbymessner	0	0	0	2014/05/28 Published
Join the Discovery	shelbymessner	0	0	0	2014/04/24 Published
Your Ideas	shelbymessner	0	0	0	2014/05/21 Published

5. Edit Your Page

To edit your page, start by giving it a title, which will be seen in the menu bar. Type the text on your page and format it as you see fit. You can view the changes made to your page by selecting Preview Changes, and it will show you how the page will look on your site.

The screenshot shows the WordPress 'Edit Page' interface. On the left is a dark sidebar with navigation links: Dashboard, Store, Posts, Media, Links, Pages (highlighted), All Pages, Add New, Copy a Page, Comments, Feedback, Appearance, Users, Tools, Settings, and Collapse menu. The main content area is titled 'Edit Page' with an 'Add New' button. Below this is a text input field containing the title 'About'. To the right of the title are buttons for 'Edit', 'View Page', and 'Get Shortlink'. Below the title field are buttons for 'Add Media', 'Add Poll', 'Add Contact Form', and 'Add Location'. A rich text editor toolbar is visible below these buttons. The main text area contains the following content:

DiscoverSLO is a Senior Project that was created to help residents and visitors of San Luis Obispo explore and learn about their community. Through interviews, surveys, and field work, the DiscoverSLO team was able to compile an inventory of historical and meaningful places in San Luis Obispo.

The Team

The Team behind DiscoverSLO is composed of Kimber Gutierrez and Shelby Messner, graduating seniors from the City and Regional Planning Department at Cal Poly San Luis Obispo. The pair embarked on this journey together because they are both active people, involved community members, and lovers of the rich history that San Luis Obispo has to offer. Their goal was to create a Senior Project that would not only fill the requirements for graduation, but that would educate and motivate community members on becoming more involved with the history of their home and the places they cherish.

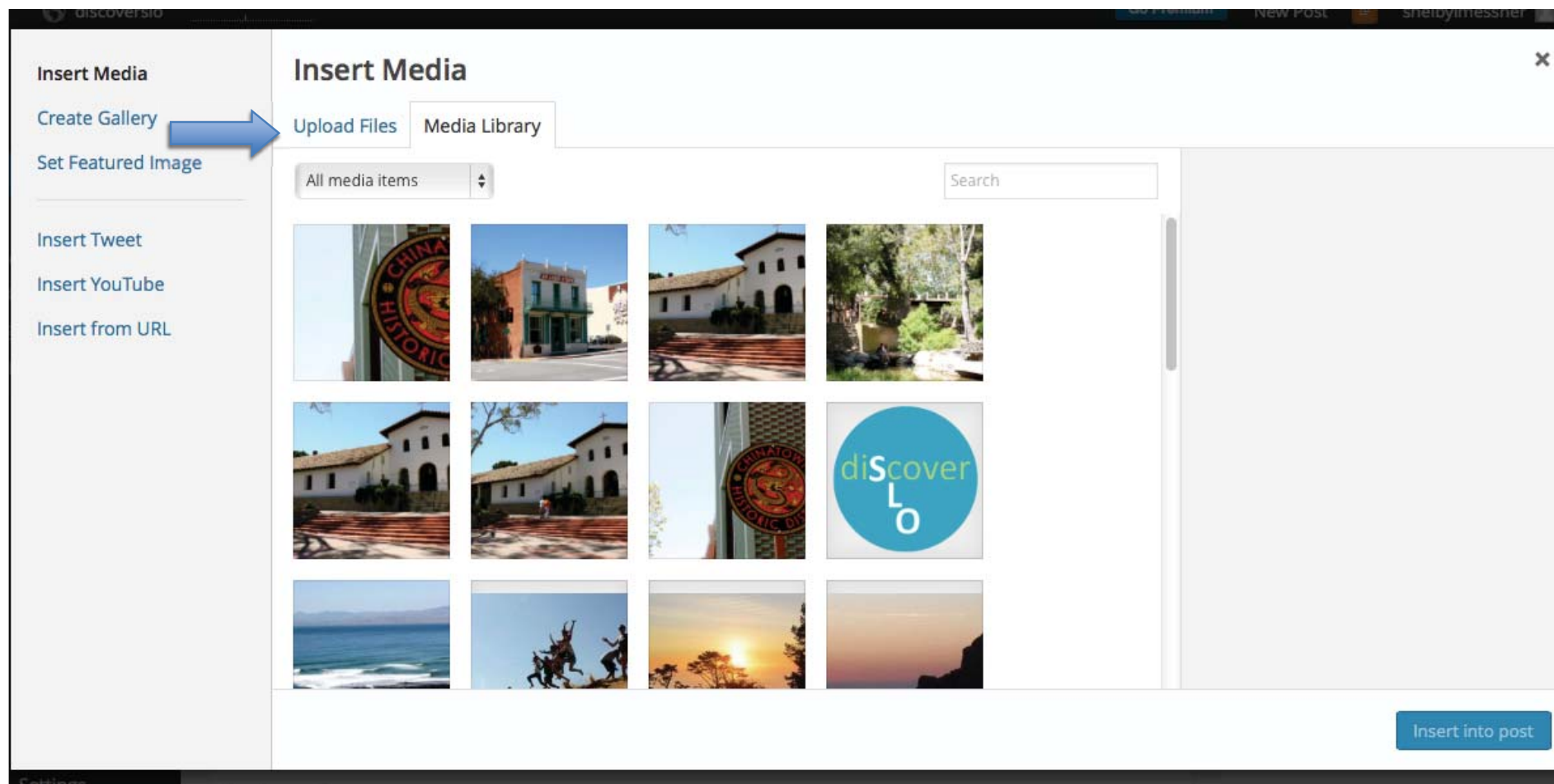
To the right of the text is a placeholder image showing a woman sitting on a bench with red and white striped life preservers in the background.

On the right side of the interface is a 'Publish' sidebar. At the top, the word 'Publish' is shown with a blue arrow pointing to it. Below it is a 'Preview Changes' button with a blue arrow pointing to it. Further down, the status is 'Status: Published' with an 'Edit' link. Below that is 'Visibility: Public' with an 'Edit' link. Then 'Revisions: 8' with a 'Browse' link. The publication date is 'Published on: Apr 23, 2014 @ 18:21' with an 'Edit' link. At the bottom of this section are 'Move to Trash' and 'Update' buttons. Below the 'Publish' sidebar is the 'Page Attributes' section, which includes a 'Parent' dropdown menu set to '(no parent)' and a 'Template' dropdown menu.

Once you have designed your page and it is finished, select “Publish” to make it live on your site.

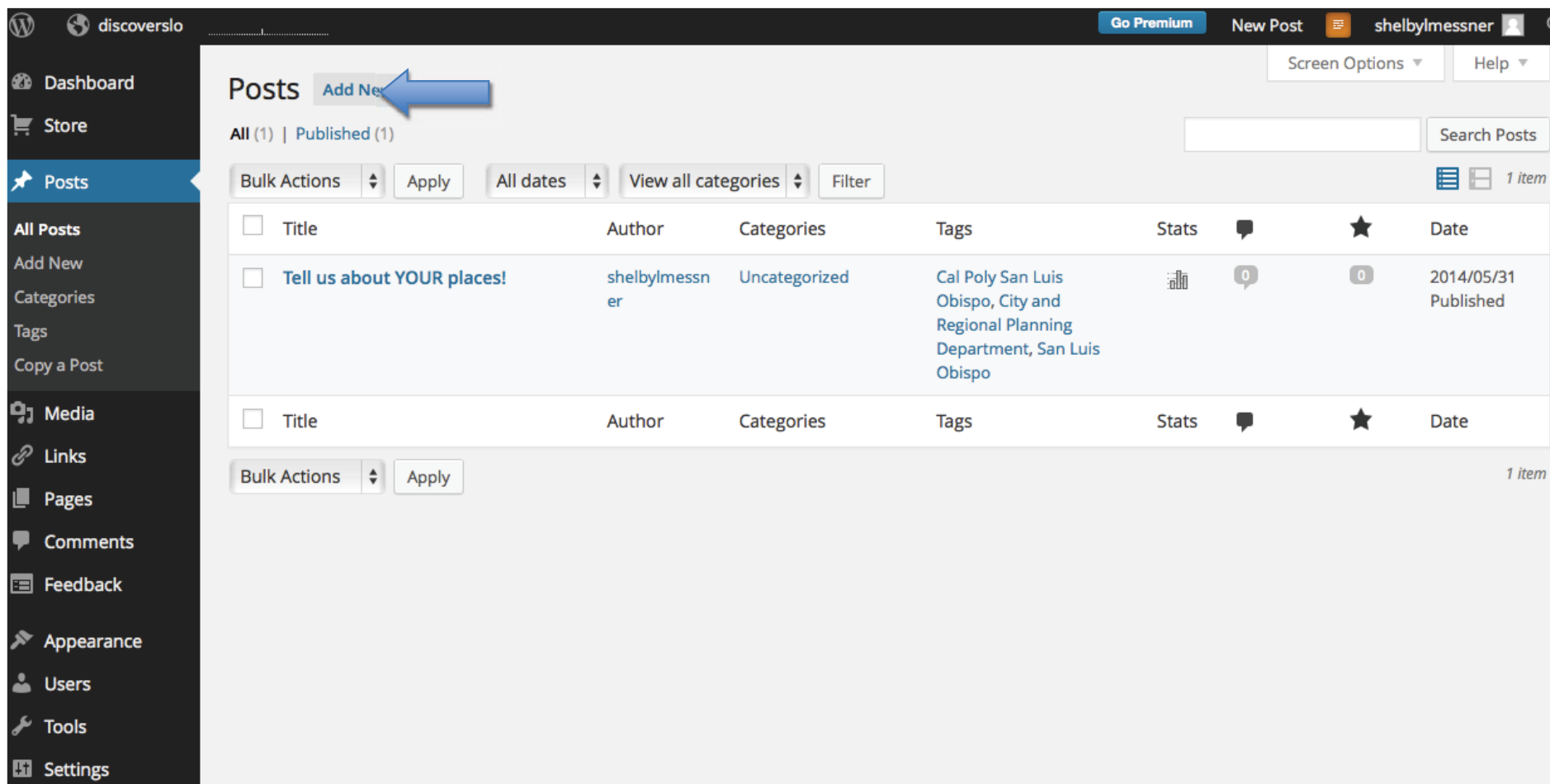
6. Add Media

To add a photo to your page, select Add Media, and choose from your photos. To add new photos, simply upload them to Wordpress.



7. Create a Post

To create a new Post, select Posts from the menu bar and select Add New.”



The screenshot shows the WordPress dashboard for a user named 'shelbymessner'. The left sidebar contains a menu with options: Dashboard, Store, Posts, All Posts, Add New, Categories, Tags, Copy a Post, Media, Links, Pages, Comments, Feedback, Appearance, Users, Tools, and Settings. The 'Posts' menu item is currently selected and highlighted in blue. The main content area displays the 'Posts' section. At the top of this section, there is a header with the word 'Posts' and a button labeled 'Add New', which is pointed to by a blue arrow. Below the header, there are filters for 'All (1)' and 'Published (1)'. A table of posts is shown with columns: Title, Author, Categories, Tags, Stats, and Date. The first post listed is 'Tell us about YOUR places!' by 'shelbymessner' in the 'Uncategorized' category, with tags 'Cal Poly San Luis Obispo, City and Regional Planning Department, San Luis Obispo'. The post is dated '2014/05/31' and is marked as 'Published'. The table also includes icons for comments (0) and a star icon. At the bottom of the table, there are 'Bulk Actions' and 'Apply' buttons.

Writing a post is very similar to creating a page, however, posts allow people to comment on them, are tracked by date, and can be found through various widgets. Start your post by giving it a title, then type your post and add media following the same steps as were used for creating a page.

The screenshot displays the WordPress 'Add New Post' interface. On the left, a dark sidebar contains the dashboard menu, with 'Posts' highlighted. The main content area features a title input field at the top. Below it is a rich text editor with a toolbar including buttons for 'Add Media', 'Add Poll', 'Add Contact Form', and 'Add Location'. The editor also has 'Visual' and 'Text' tabs, and a row of formatting buttons (bold, italic, link, quote, delete, insert, image, unordered list, ordered list, link, code, more, close tags, proofread). A word count of '0' is shown at the bottom left. On the right, the 'Publish' sidebar contains buttons for 'Save Draft', 'Preview', and 'Publish', along with status and visibility information. Below this is the 'Format' section with radio buttons for 'Standard', 'Aside', 'Image', 'Video', 'Quote', and 'Link'.

Here is an example of what a post would look like on the DiscoverSLO webpage.

Example Post


JUNE 5, 2014 / SHELBYLMESSNER / EDIT

This is an example of a wordpress post.

Posts can be found in Archives, Categories, Recent Posts, and other widgets. They also have a URL that includes the date.



Pages are static and are not listed by date. Pages do not use tags or categories.”

 Uncategorized

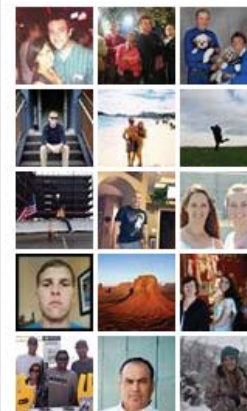
DISCOVERSLO



Discover SLO



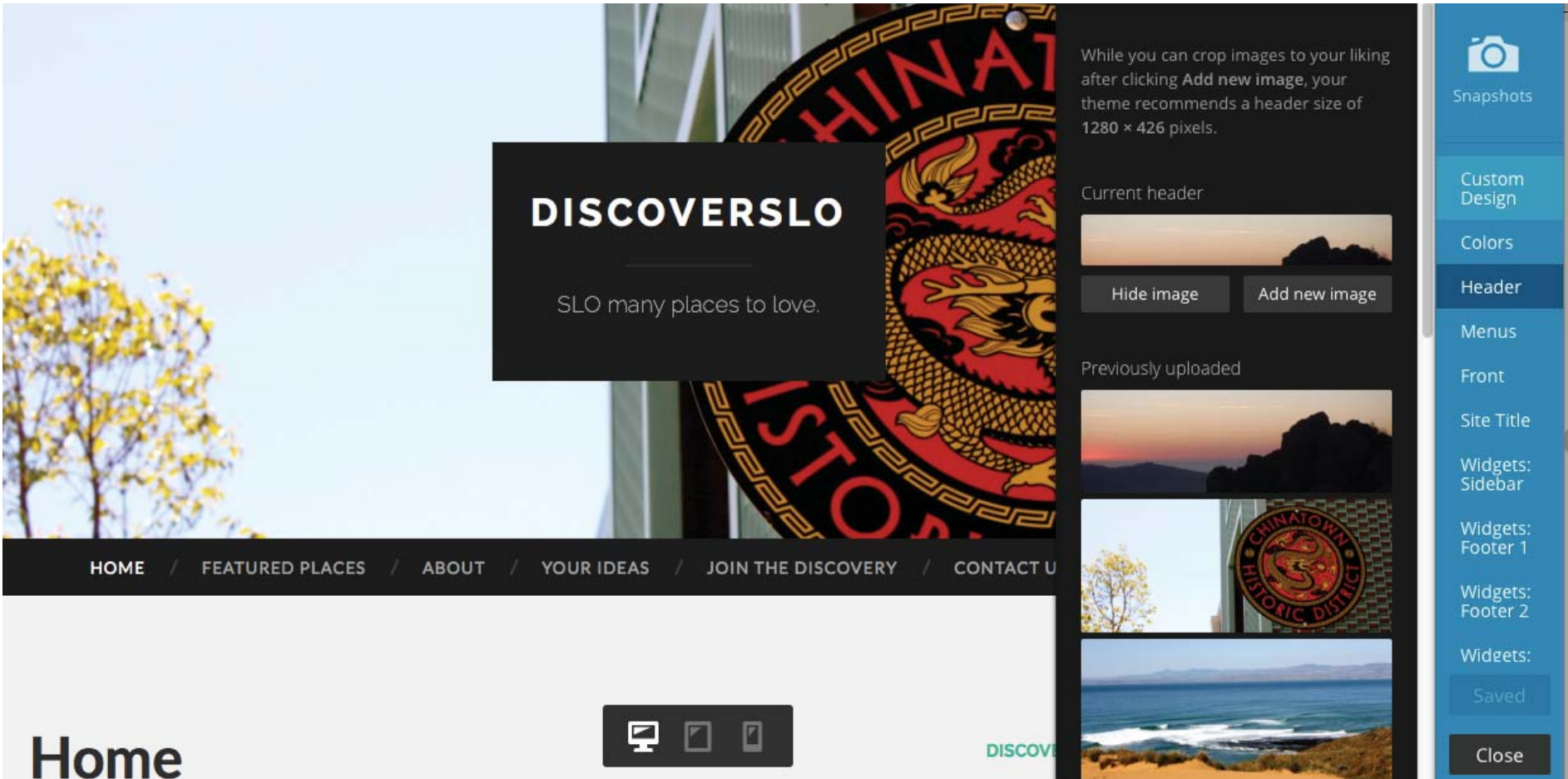
97 people like Discover SLO.



 Facebook social plugin

8. Customize Header

To customize the header that will be shown on your home page, select the Appearance tab on the Dashboard and select “Customize.” Here you can choose from your own photos to create a header.



9. General Settings

To view your webpage settings, select Settings and General Settings from the Dashboard.

The screenshot shows the WordPress dashboard for the 'discoverslo' site. The left sidebar contains a menu with 'Settings' highlighted. The main content area is titled 'General Settings' and contains the following settings:

- Site Title:** discoverslo
- Tagline:** SLO many places to love. (Subtext: In a few words, explain what this site is about.)
- Timezone:** UTC+0 (Subtext: Choose a city in the same timezone as you. UTC time is 2014-06-05 18:52:45)
- Date Format:** June 5, 2014 (Other options: 2014/06/05, 06/05/2014, 05/06/2014, Custom: F, Y June 5, 2014)
- Time Format:** 6:52 pm (Other options: 6:52 PM, 18:52, Custom: g:i a 6:52 pm. Subtext: Documentation on date and time formatting.)
- Week Starts On:** Monday
- Language:** en - English (Subtext: Language this blog is primarily written in. You can also modify the interface language in your profile.)

A blue callout box with white text states: 'Here you can set your website title, tagline, timezone, how the date and time will be displayed, and the language.'

On the right side of the settings page, there is a 'Blog Picture / Icon' section with instructions to upload a picture (jpeg or png) to be used as the blog image across WordPress.com. It includes a 'Choose File' button (labeled 'no file selected') and an 'Upload Image' button.

At the bottom left of the settings area is a 'Save Changes' button.

10. Menu Bar

To edit how your menu bar will look, choose Appearance from the Dashboard and select Menus.

The screenshot displays the WordPress dashboard's 'Menus' editing interface. On the left, the 'Appearance' menu is expanded, and 'Menus' is selected. The main content area is titled 'Edit your menu below, or [create a new menu](#).' It shows a list of 'Pages' with checkboxes for 'Home', 'Your Ideas', 'Contact Us', 'Join the Discovery', 'Featured Places', and 'About'. A blue arrow points to the 'Add to Menu' button next to the 'Pages' list. Below the 'Pages' list are sections for 'Links' and 'Categories'. The 'Menu Structure' section shows a list of menu items: 'Home', 'Featured Places', 'About', 'Your Ideas', 'Join the Discovery', and 'Contact Us', each with a 'Page' dropdown. The 'Menu Settings' section includes options for 'Auto add pages' (unchecked) and 'Theme locations' (checked for 'Primary Menu'). A blue arrow points to the 'Save Menu' button at the bottom right. A text box overlay on the left side of the 'Pages' list reads: 'Choose which pages you would like to have featured in your Menu bar and “Add to Menu.” When finished, do not'.

11. Widgets

To add widgets to your page such as Facebook, Twitter, Intstagram, or other media sites, select Appearance and then choose Widgets from the Dashboard. Here you can choose from a list of widgets to put on your page.

Widgets

Available Widgets

To activate a widget drag it to a sidebar or click on it. To deactivate a widget and delete its settings, drag it back.

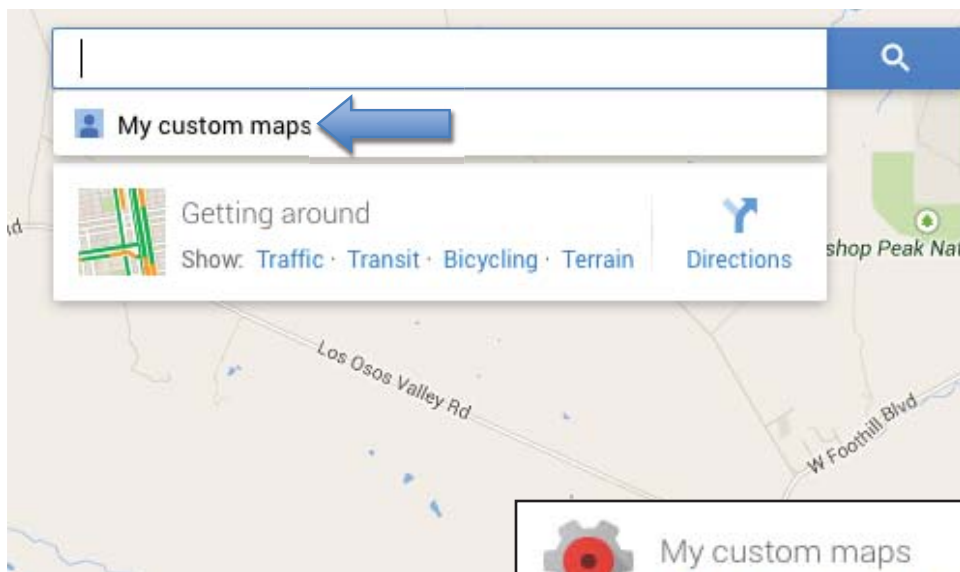
About.me Widget Display your about.me profile with thumbnail	Akismet Widget Display the number of spam comments Akismet has caught
Archives A monthly archive of your site's Posts.	Author Grid Show a grid of author avatar images.
Authors Display blogs authors with avatars and recent posts.	BandPage Display your BandPage content
Blogs I Follow Display linked images for the blogs you follow	Blog Stats Show a hit counter for your blog.
Box File Sharing Share your Box.com uploads with your visitors directly on your blog.	Calendar A calendar of your site's Posts.
Categories A list or dropdown of categories.	Category Cloud Your most used categories in cloud format.

Widget Areas:

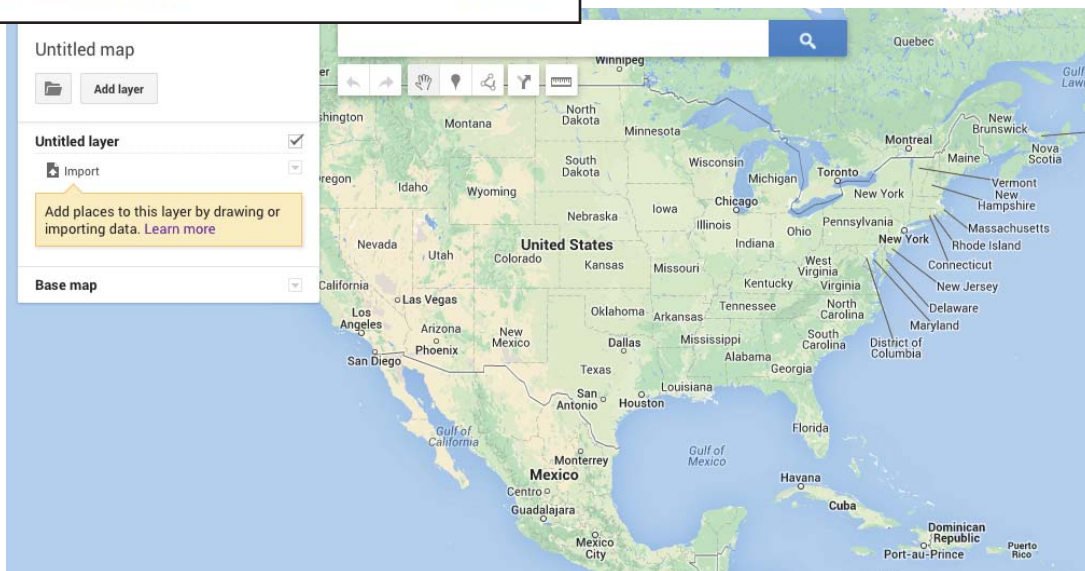
- Sidebar:** Facebook Like Box: DiscoverSLO
- Footer 1:**
- Footer 2:**
- Footer 3:**

12. Embed Map on Your Site

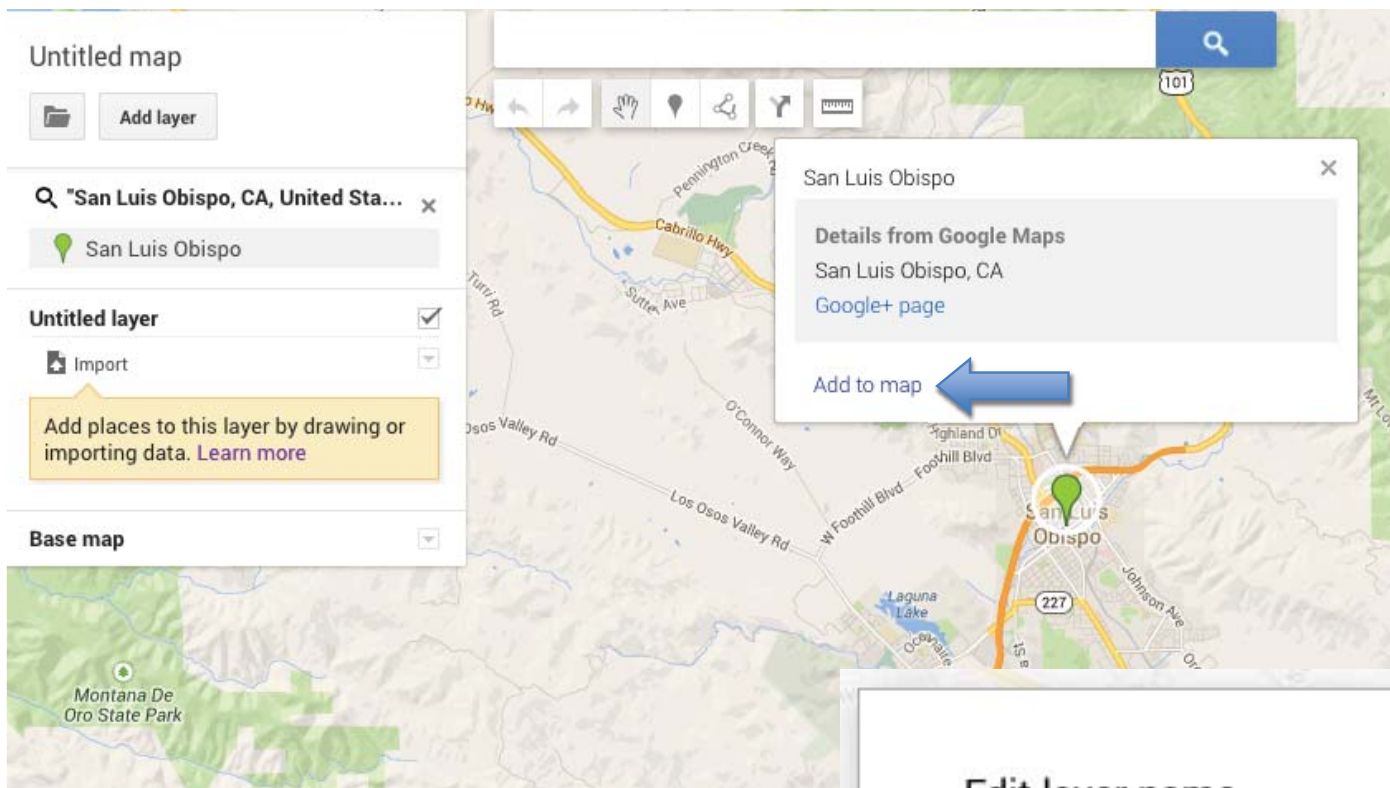
If you want to post a Google Map on your website, start by creating a map in My Custom Maps and then create your map.



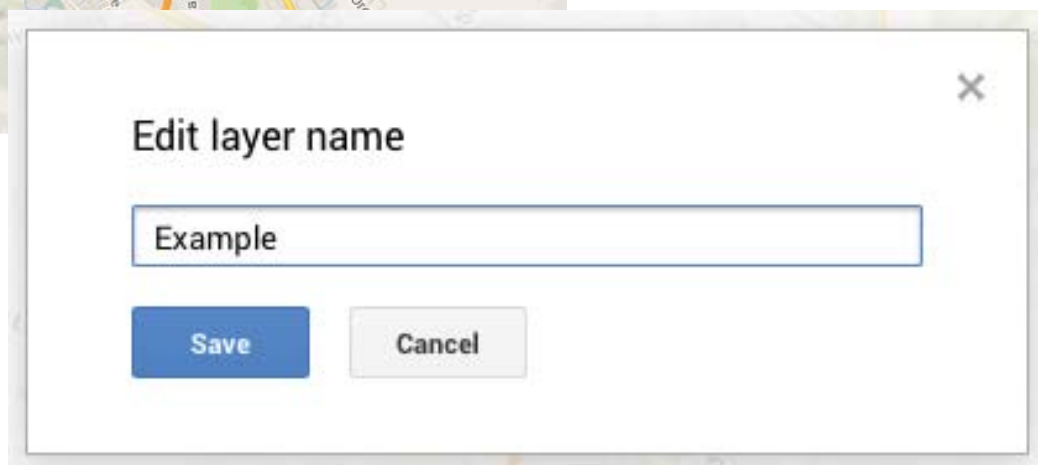
Next, begin typing in the addresses of the places you would like to be showcased on your map.



Once you have found the address of the location you would like on your map, press the Add to Map button, and it will be added to the layer of your choice and saved in your map. (Layers are subcategories of the map that can be used to help organize your locations).



To change the layer name, select
Untitled Layer, and rename it to
how you see fit.



13. Future Updates

In order to keep DiscoverSLO updated in the future, new data should be added to the Featured Places map. This map hosts historical and special places that were mentioned frequently through community surveys and conversations.

This map can be updated by following Step 12, to add new locations to the map.

In addition, a new Post should be created with information about the locations being added. To make a new post, follow Step 7 and make a new Post on the Featured Places page.

Updates should be made periodically in order to keep DiscoverSLO relevant with community interests and to provide more information about historical places in SLO.

Example of a Post about a featured place including the history of the place, photos, and links to more information.

Dallidet Adobe

JUNE 10, 2014 / LEAVE A COMMENT

History:

- San Luis Obispo Historic Resource and State Historical Landmark No. 720 (1960)
- Built in the 1850's by Pierre Hypolite Dallidet and served as home to the Dallidet family for over 100 years
 - The home was built half a floor above ground level for the Frenchman's wine cellar
 - The home still has the original furniture and belongings to the family including art work by the eldest daughter and a library
- During the 1860's, Dallidet built a winery adjacent to the adobe structure
 - Dallidet produced brandy and wine from the variety of grapes that were grown on 14 acres of land next to the adobe
 - The winery was not preserved because of unsafe conditions and it was decided by the San Luis Obispo Historical Society to be removed in 1958
 - The original boards were reused for the construction of the "barn" located behind the house in 1958



The Dallidet Adobe 1954 | Taken from <http://dallidet.org/historic.html>



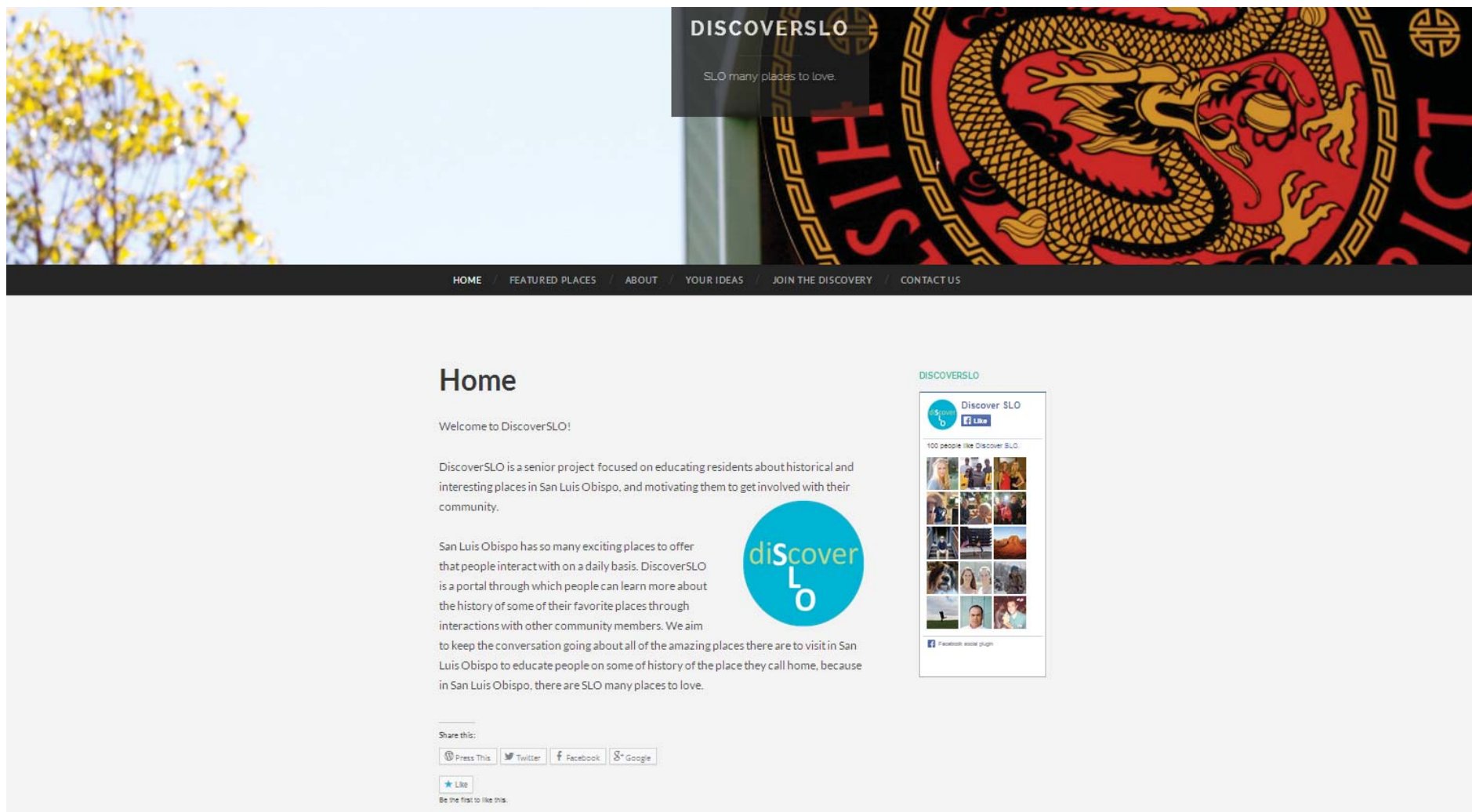
The Dallidet Adobe and Vineyard, 1870 | Taken from dallidet.org/historic.html

See:

- [Historic Garden](#) | consists of native and historic plants

Success!

Congratulations! You have successfully created a website in Wordpress!



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Source: Google search; "heritage preservation"

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Images

Image 1

Taken by Kimber Gutierrez

Image 2

<http://placematters.net/ESRImap/index.html>

Image 3

<http://www.thebolditalic.com/>

Image 4

<http://www.thebolditalic.com/map/?selectedHood=onlyInSf>

Image 5

<http://www.myhistoricala.org/>

Image 6

Taken by Shelby Messner

Image 7

http://lib.calpoly.edu/wp-content/uploads/2013/12/01_cpschool1907.jpg

Image 8

Taken by Shelby Messner

Image 9

<http://sanluisguide.com/uploads/article/1290198040.jpg>

Image 10

<http://sloblogs.thetribunenews.com/slovault/2010/11/camp-san-luis-obispo-during-world-war-ii/>

Figures

Figure 1

<http://www.slocity.org/communitydevelopment/Historic%20Preservation.asp>

Figure 2

<http://preservation.lacity.org/news/surveylas-phasing-plan>

***Appendix A: California State Parks Office of Historic Preservation Program
Spreadsheet***

Appendix B: San Luis Obispo Master List of Historic Resources

Appendix C: San Luis Obispo Historic Preservation Ordinance

Appendix D: DiscoverSLO Survey

