

# ***Bridging the Gaps:*** ***on and off campus***



***Presentation by: Gabby, Ana, Elizabeth and Shelly***

# Research Question

What are some of the resources and/or factors that allows students to connect to the university and the city?

How do we create and reinforce bridges between Oakes students with the university and the city?



# Research Goals

By the end of our research project, we will have a map that Oakes residents can have access to where they will be able to see where resources are allocated within the university and in the city of Santa Cruz. We hope that this map can serve as a connector and help bridge a relationship between Oakes residents with the university and the city.

# Research Methods

## Outreach

- Facebook
- E-mails
- Personal Networks
- In-person interactions

## Focus Group

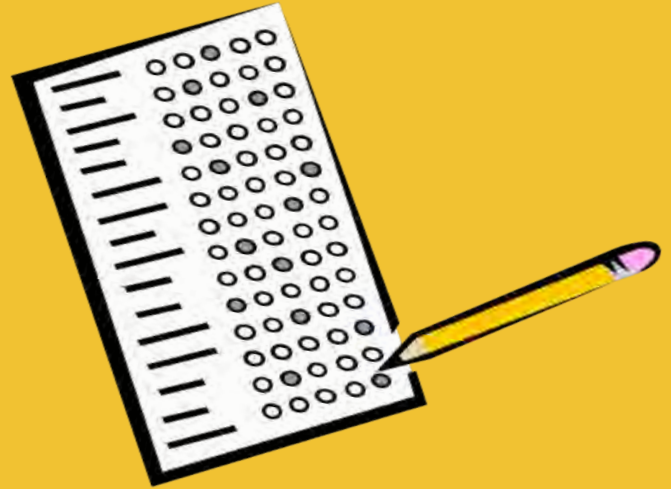
- Survey distribution
- Description Exercise
- Photo Recognition
  - Discussion

# Survey Information

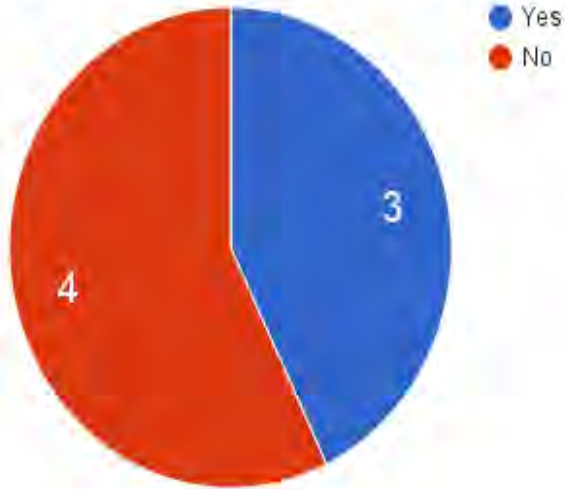
Data was collected from responses by  
7 residents from Oakes

Surveys were kept anonymous

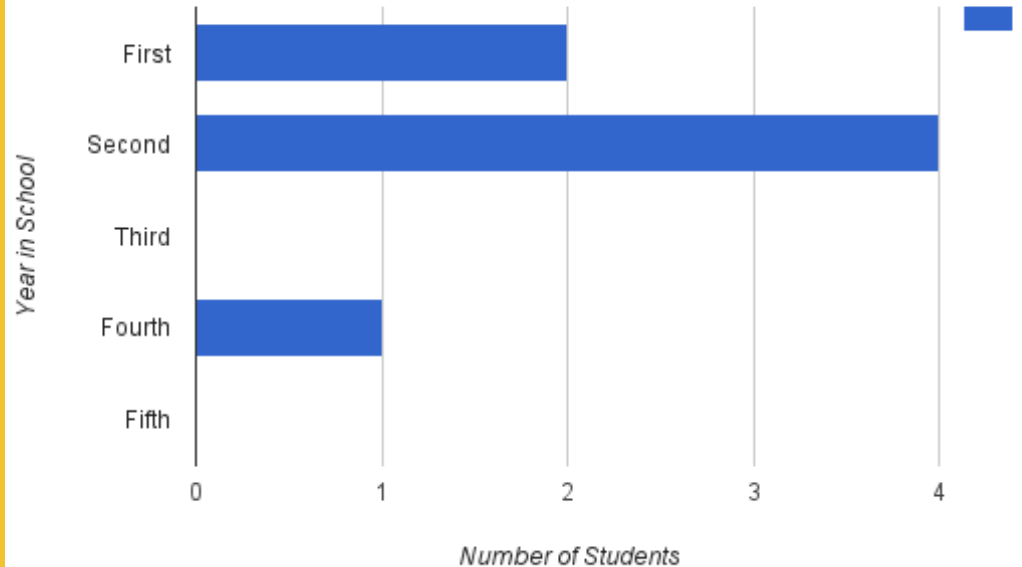
The following charts were obtained  
from the survey responses.



Are you a first generation college student?

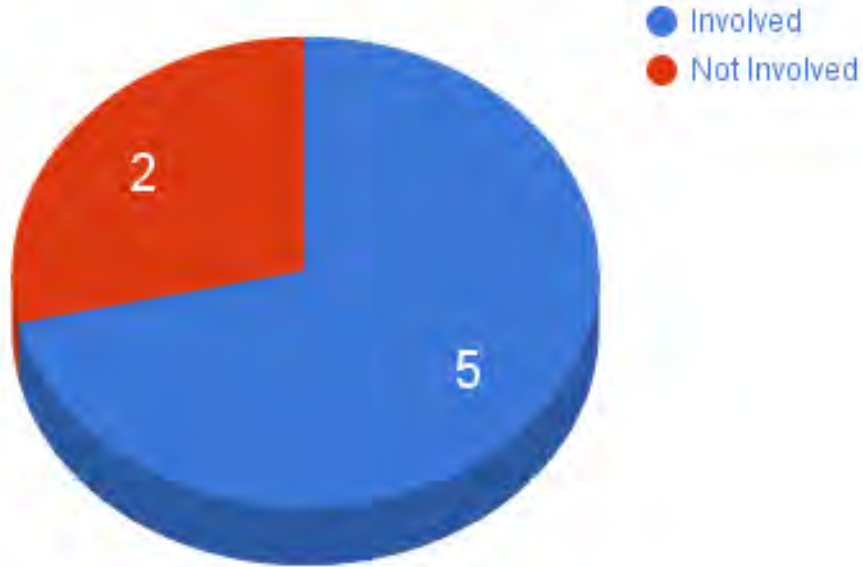


Year in School



**Demographical data collected from our 7-person focus group**

## Student Involvement in Clubs/Orgs



- MESH
- MECHA
- LEAD
- EQUAL

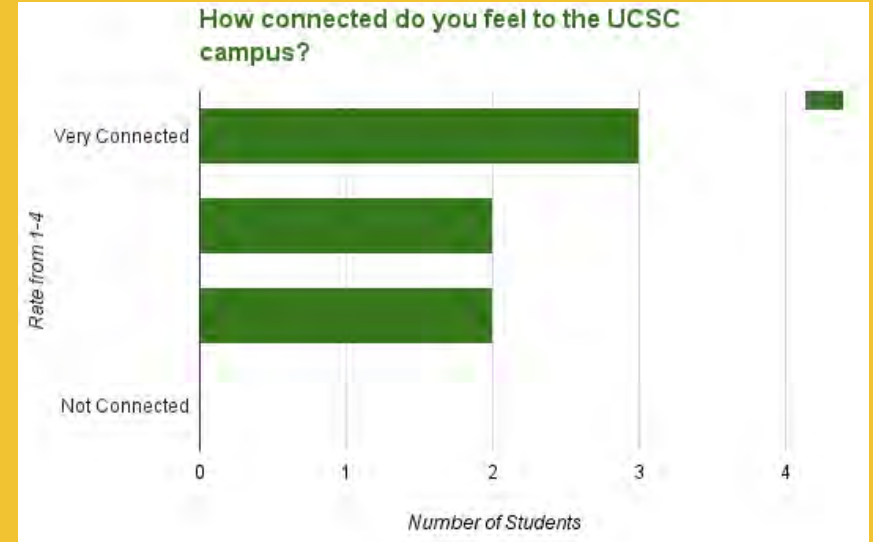
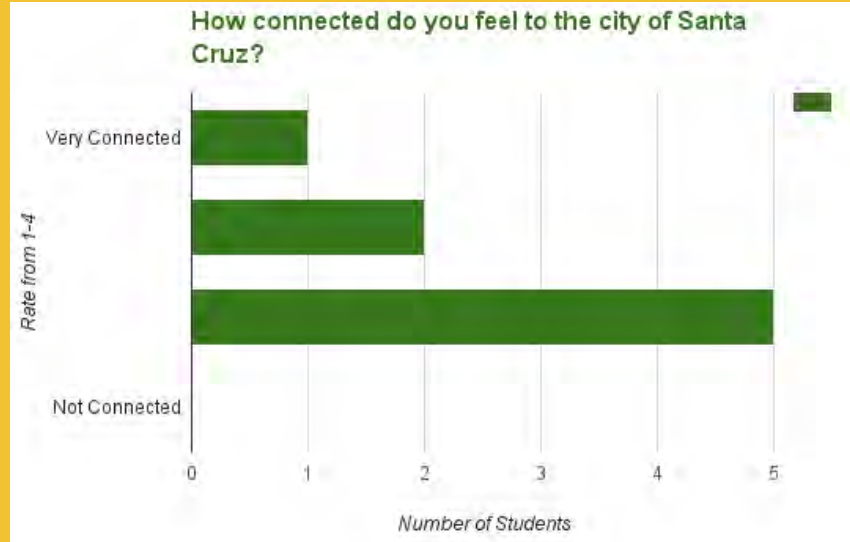
- Rainbow Theater
- Intervarsity
- Oakes Senate
- Medical Emergency Slug Club



What are the organizations/ clubs you are a part of on campus?

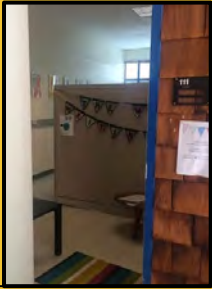


# Level of Connection to Santa Cruz vs. UCSC





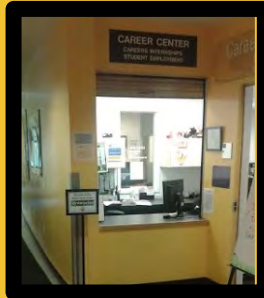
**On-campus Resources:** The following photographs were shown to focus group members and they were asked to identify which of the photographed resources they recognized. In comparison to the off-campus resources, focus group members were able to easily recognize the resources in the photographs. It is interesting to note that the resources most recognized were those that had strong cultural, ethnic, and artistic ties. Another finding was that even though focus group members all easily recognized the Oakes facilities and resources, the Westside Writing Center was the least recognized out of all on-campus resources (although it is located at Oakes).



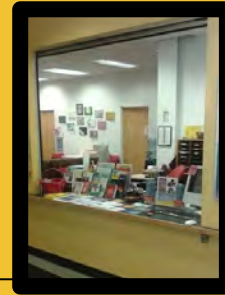
Westside Writing Center



Lionel Cantú Queer Center



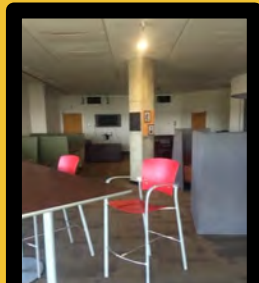
Career Center



Ethnic Resources Center



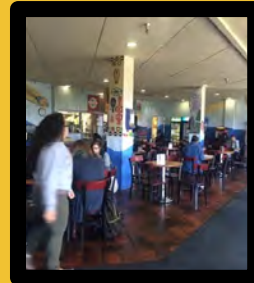
The ARCenter



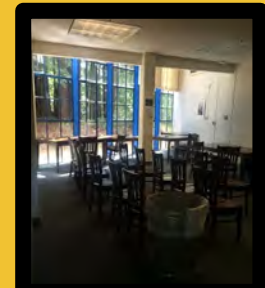
Guzman Room



Oakes Learning Center



Oakes Cafe



Oakes Library

**Off-campus Resources:** The following photographs were shown to focus group members and they were asked to identify which of the photographed resources they recognized. It seemed to be that the resources that were most recognized were those found within a short radius from the downtown strip. Based on the follow-up discussion of this activity, it seemed to be that for focus group members the city is not so much a place that is experienced but rather a place to take a break or use when shopping for necessities. Their relationship to the city was that of a person touring a city with many of our focus group members stating that they only went to the city once or twice a month.



The Diversity Center



Santa Cruz Public Library



Santa Cruz City Hall



Caffè Pergolesi



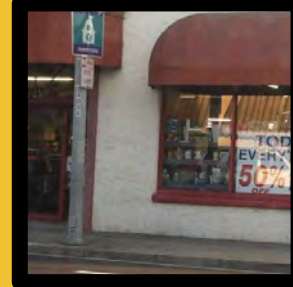
Loudon Nelson Community Center



Santa Cruz Community Garden



Santa Cruz Farmer's Market



Thrift Center



The Literary Guillotine

A word cloud on a light blue background with a pink border. The words are in various shades of purple and blue. The largest word is 'homeless' in the top left. Other large words include 'pretty' in the center and 'nature' in the bottom right. Smaller words are scattered around, including 'belong', 'liberal', 'friendly', 'hippy', 'quiet', 'forest', 'friends', 'personal', 'accepting', 'sunset', 'relaxed', 'skechy', and 'normal'.

homeless belong  
liberal  
friendly hippy quiet  
forest friends personal  
accepting sunset  
pretty relaxed  
skechy  
normal nature

WordItOut

**"Can you use 3 words that describe your SANTA CRUZ COMMUNITY?"**

dangerous separated disconnected  
happiness diverse family  
fresh friends beachy  
farms happy hot  
peaceful city-life  
beautiful belong  
active small

WordItOut

**"Can you use 3 words that describe your HOME COMMUNITY?"**



# Word Cloud Analysis

## Santa Cruz Community

- The descriptive words focused much on the natural beauty of Santa Cruz but these words seemed to point to a detachment from the city.
- Students' relationship to the city was passive and when they did interact to the city it was only to purchase basic necessities or to buy textbooks.
- 'Homeless' was a word used often to describe Santa Cruz, indicating their fear or lack of understanding in the community.

## Home Community

- The descriptions used to describe the home communities of our focus group members revolved around the personal connections they had with other individuals.
- Although some participants did describe their community as 'dangerous,' they still felt in-touch and connected.
- It seemed to be that focus group participants had a very active relationship to their home communities and were well acquainted with various resources/ locations.

## Overall

Theses findings show that there is a lack of connection to Santa Cruz as a community, and it is used as a place to escape from the university but there is a lack of engagement.

Focus group participants were asked to state what would be a resource they would create for their own personal use and/ or for the use of the rest of the community if they had the ability to do so. Each of their responses were then placed into one of the four different categories shown below. Although safety and academic resources were of interest to students, it seem to be that there was more of a need for well-being, recreational, and cultural resources which are resources that are present in their home communities.

### Safety Resources:

- ❖ Better lighting for Oakes path and the West Remote

### Academic Resources:

- ❖ mentoring program and more outreach for existing programs
- ❖ upper classmen to lower classmen support

### Personal Development Resources:

- ❖ homesickness counseling
- ❖ mixed heritage center
- ❖ financing and life skills assistance

### Recreational/ Cultural Resources:

- ❖ More activities in residencies
- ❖ Oakes senate funds for our community
- ❖ Expressive spaces
- ❖ Facilities for leisure
- ❖ More cultural foods

# Findings

- ❖ Oakes residents have a strong connection to the university because of their involvement in student organizations/ clubs.
- ❖ One most important “bridges” that contributes to Oakes students’ connection to the university is transportation-- Upper Campus.
- ❖ The city is not a place that is experienced, it is a transient location.
- ❖ Resources used in the city were places such as coffee shops, convenience stores, and the Literary Guillotine.

[illegible]



# Proposal to Staff and Faculty

Using the example of the resource maps, how can we collaborate to create more intricate maps that depict a variety of resources on and off campus with the goal of changing the discourse and image that Oakes students have of the university and the city?

**Course of action:** We would like staff and faculty to create intricate maps that amplify the resources available to students on and off campus and place them in common areas throughout Oakes College such as lounges, the cafe, the library, laundry rooms, the mailroom, and bulletin boards. This would further connect students to the university and help them get the support and assistance they desire. As far as connecting students to the city, we would like the NA's to educate their residents about the city, aside from Welcome Week, and homelessness so that students would be more willing to go off campus and experience the city of Santa Cruz beyond downtown.