

Effective Methods of Marketing an On-Campus  
Resource to College Students

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Spring 2017

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## **Abstract**

The problem this research is attempting to solve is how to market an on-campus resource to college students. Through conducting surveys, gathering research, reviewing case studies, and analyzing data, the author has found that the answer is to not segment college students by major. It is more effective to figure out what a typical student's needs are and address them by providing a solution to their problems. By strategically placing printed posters around campus that capitalized on student's needs for study breaks and outlets to tap in to their ideas, the author found that more students respond to this than to targeted department announcements or *Facebook* ads.

## **Chapter 1: The Reason Behind the Research**

### **Project Statement**

The *Innovation Sandbox* is an on-campus resource for all Cal Poly students that offer many cutting edge technologies for students to use. This includes 3D printing, Virtual Reality, infra-red motion controls, *iPads* and *iPhones* for app development and testing, and rapid prototyping and modeling software. All of these resources are available to students for free. The *Sandbox* also offers funding for students who have an innovative idea and want to turn that into a real marketable product. While all of this is offered, hardly any students are utilizing these resources because they are unaware that the *Innovation Sandbox* exists. The reason for this lack of exposure is poor marketing.

The *Innovation Sandbox* does not utilize any marketing tactics to garner interest from the students. If the *Sandbox* continues to carry on in this way, there will be a loss of funding as donors begin to see that nothing is happening in the space, thus causing the *Sandbox* to lose their space in the library. If this happens, Cal Poly students will have lost a powerful resource that they never knew they had. Researching effective marketing strategies of new businesses and their implementation will provide a solution to the visibility problem the *Innovation Sandbox* faces and give them the tools to launch a campus-wide campaign to increase student interest.

### **Project Significance**

The research done in this project can not only be applied to the *Innovation Sandbox*, but also other on campus resources, such as *University Graphic Systems* (UGS).

It can extend off campuses and into startups as well. Even businesses who were once successful but now are scraping by could benefit from this research. The main audience is the *Innovation Sandbox*, as they are the ones in need of assistance. Knowing how to market a new business effectively in an environment undoubtedly saturated with other businesses can mean all the difference between surviving and thriving.

### **Project Interest**

The reason that I am interested in doing this research is because I love this space. I am the sole web and graphic designer for the *Innovation Sandbox*. I am not paid for my time or my work, in fact, no one at the *Sandbox* is. We volunteer there because we love the space, we love helping people, and we love turning foggy ideas into a tangible product. My favorite part about this job is seeing someone's face light up as they experience virtual reality for the first time. Fostering a space for this kind of amazement is incredible. The fact that it might disappear spurred me into action. My hope is that this research will to turn the *Innovation Sandbox* into a gathering place where innovators and creators want to be.

## **Chapter Two: Literature Review**

### **Defining Millennials**

To develop a strategy, a review of the research already done on the topic was conducted. To appeal to college students of this generation, an examination of how millennials are targeted by advertisements will give key insights into the mind of a 18-25 year old. Millennials are known as,

“..the generational cohort constituted by people born after 1981. The main generational mark for this cohort is the fact that it is the first to grow up in the digital world. It’s also highly influenced by economic well-being, and the globalization phenomenon. ... A series of characteristics that help define the Millennial individual: familiar with high-tech, consumption-oriented, socially and ecologically aware, acceptant of multiculturalism, objective, goal-oriented, and values relationships. (Santos 2013)”

Millennials values are different from their parents, Generation X or the Baby Boomers. They are the first cohort to see themselves as global citizens. (Silva 2013) Their values are linked with ambition, loyalty, “multicultural ease”, environmental awareness, and networking savvy. Silva also states that millennials are, “confident and self-reliant; technologically savvy and connected; open to change and diversity; closely connected to family and social organizations; service oriented; effective at multitasking; and expectant of immediate access to information”.

## **Millennials as Consumers**

Now that ‘millennials’ have been defined and given characteristics, it will be easier to get into the mindset of someone who is part of this generation. Most importantly, focusing in on millennial buying habits. As stated previously, millennials are tech-savvy, ecologically aware, objective, and deeply social. Translating this into how they spend their money is relatively simple. However, the most perplexing habit of millennials is called “status consumption” (Santos 2013). This is the need to relate to brands and to have a tendency to use social media outlets to better define this behavior. In other words, this is a behavior that puts the good or service up as a beacon of social prestige and ownership.

## **Marketing to the Millennials**

Social media outlets like *Facebook*, *Instagram*, *Snapchat*, and *Twitter* have massive numbers of millennials using their service at all hours of the day. This is a prime space to target millennials. Santos states, based on empirical evidence, that digital ads are more effective on this cohort than any other type of ad. The author goes on to say that 56% of millennials talk about goods and services online more than other generations. To effectively engage with this generation, the traditional TV or radio ad should be overlooked in favor of a digital ad on a social media platform. However, tread lightly, as many studies show that pop-up ads are despised by millennials and quickly ignored. (Simpson 2016) This has given rise to web browser plug-ins like “Ad Blocker Pro” and many similar alternatives. Bold and creative ads or personal and organic ads get the highest watch rates among millennials (Tanyel 2013).

## **Marketing to Millennial College Students**

While at first glance, one might think that there is no logical segmentation when



marketing to millennials, when analyzed with more detail, millennial college students exist in a tightly packed community that is exploding with different cultures, incomes, and social depth. It is best not to assume that one size fits all with this segment of the cohort. College is where the extremes on all sides of the social hierarchy intermingle, where the ‘rich kids’ sit side by side with the students who need financial aid, and the transfer student from Germany is assigned to a group project with the locals. This can create a very confusing and overwhelming assignment for a marketing professional. A simple way to look at this is to use the 3 C’s model proposed by Silva and Santos (2013). It works like this:

“Our understanding is that the more creative the communication efforts are, the more interesting the content becomes, and therefore customers become more engaged with the brand. ... Creativity should be extended to both the content creation process and the way that it is delivered to the target. Ultimately, it is proposed that digital marketing efforts aimed at millennials should look to create creative and interesting content, by leveraging user-generated content, and look for innovative ways to deliver it.”

Using the 3 C’s model to produce an effective ad will not only make it easy to target college age millennials, but millennials as a whole. The craving for social interaction both in person and online creates a need that can be leveraged to build loyalty.

### **Brand Loyalty and Millennials - A Case Study**

When NASA was struggling to reach out to a millennial audience, they drafted a research report on how to ‘Market Mars to Millennials’. In their research, they found that the millennial generation did not feel connected to NASA in the same way that those of previous generations did. The reason for the disconnect was the mode of advertising. NASA is not actually allowed to do any advertising for themselves as they are a government agency (Leahy 2007). They relied on the television and newspapers to report

on their findings and launches. When the Apollo missions were happening, an entire generation watched a man walk on the moon. This created deep ties to the organization (or the brand) throughout the generation. However, up until recently, no NASA related event of that magnitude has captured the attention of the millennial generation. So how did NASA create some buzz in the millennial community?

On July 14th, 2015, NASA released an article called, “New Horizons Spacecraft Displays Pluto’s Big Heart”. This instantly went viral. All NASA had to do was release a picture and a small article on their website and the media ate it up. Articles about the new photo of Pluto saturated social media outlets and just like that, Pluto and NASA became the top trending thing that day. Google Search Trends shows the blue line is for the word ‘Pluto’ the red is for the phrase ‘NASA’. The spike of blue occurs on the day when NASA released the image of Pluto.

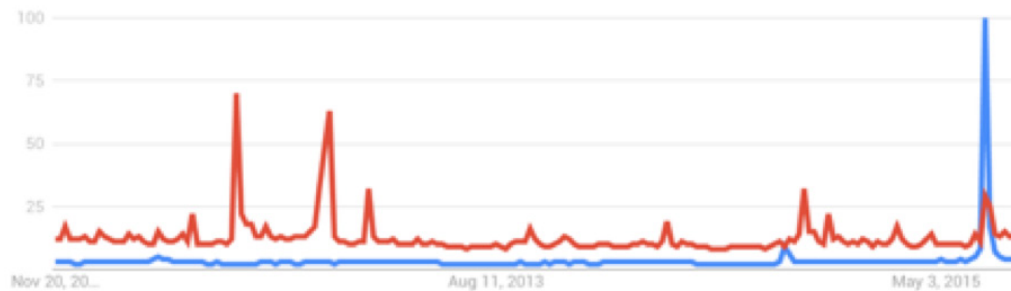


Fig 1. Chart generated using Google Trends

NASA managed to appeal to millennials by giving Pluto, a clump of rock flying millions of miles away from Earth, an attractive quality. Something that quite a large number of people wanted to see for themselves. But as stated above, millennials like personalized ads. While this is not an ad, NASA made Pluto into something adorable and popular to talk about. It created a resurgence of support for NASA and ‘brand loyalty’ among millennials. This shows that using the right wordage can draw an

entire generations attention. Had NASA titled the article, “New Horizons Spacecraft Displays New Photo of Pluto”, there would not have been this level of engagement from millennials.

### **Brand Loyalty and Millennials – Explained**

Brand loyalty among millennials is hard to understand and difficult to maintain. Millennials have a strong sense of loyalty however, one wrong step and they will immediately shift their attention somewhere else. A perfect example of this is *Aeropostale*, a retail clothing store. They offer mid range clothing prices, similar to *Abercrombie and Fitch* and *American Eagle*, however they have been losing millennial shoppers at a rapid rate. (Schlossberg 2016) Why? Millennials are rapidly shying away from logos. This can be confusing, as mentioned earlier, millennials love showing off status symbol items. However, according to an article from Business Insider Magazine, millennials are turning away from clothing items that have large and obvious logos on them. The article states,

“While their parents and grandparents derived status from brand [clothing] names, these shoppers prefer to spend on food, technology, and vacations. ... Millennials love brands that are useful — and some of these brands have strong usefulness in terms of their design and functionality, and millennials also love things that are [a] good value, off-the beaten-path kind of stuff.”

Using this information, it can be inferred that Millennials love branding on technology such as *Apple* laptops, *Samsung* Galaxy phones. Companies like these market strongly to millennials, cementing their brand loyalty and continuing to create new content that their customers can share and get ‘likes’ with.

## **Chapter 3: Research Methods**

### **I. Introduction**

The *Innovation Sandbox* at Cal Poly is in dire need of a marketing overhaul. As the only maker-space on campus that is open to students of all majors, it is an invaluable resource. The *Sandbox* facilitates creativity and project funding for students who want to see their ideas become a reality. To make this as effective as possible, different methods of marketing will be tested. The research will be conducted by making business cards, printing t-shirts, working on their website and *Facebook*, and creating printed advertisements.

### **II. Purpose**

The purpose of this project is to find the most effective method to gain and keep students attention for this on-campus resource. This will assist the *Sandbox* in staying in the students eye, as well as keep a steady stream of funding from both donations and all departments on campus.

### **III. Objective**

By comparing different methods of marketing to the millennial generation, the most effective marketing methods as determined by research, will be used as part of a campus-wide marketing campaign. This will be further tested and measured to test increases or decreases of foot traffic into the space.

#### **IV. Sample**

Millennial college age students are the main focus of this study. Since the purpose of this project is to solve a problem for an on-campus organization, it is best to use the demographic that most college campuses consist of. The *Innovation Sandbox* caters to all Cal Poly students and faculty, however this would be far too large and broad of a sample to test.

Thus, the millennial college student sample will be used. It is the least understood and most lucrative generation to market to. Finding a successful strategy for this elusive generation might prove difficult as there is a dearth of information related to marketing to millennials.

#### **V. Procedure**

Traffic will be tracked to both the *Facebook* and the *Innovation Sandbox* website, as well as the number of projects that the *Sandbox* gains in a certain time frame. Both *Facebook* and *WordPress* use analytics within their site to measure traffic or ‘clicks’. This will help document the changes over time as the analytics can track both new posts and pages independently. The *Innovation Sandbox* is a place for student projects. This is an important aspect to measure as it is one of the founding principles of the organization.

As an executive at the space, the researcher has access to all of the project data and student contacts. This provides the opportunity to reach out to students and ask them specifically why they chose this space to assist them with their project. They will also be asked how they found the space to get a better understanding of what lead them to choose the *Sandbox*. One of the *Innovation Sandbox*’s main struggles is to attract other majors outside of the Engineering and Architecture colleges. To attract other majors, new strategies will have to be developed to garner interest in the space.

## VI. Analysis

The raw data from the *Facebook* page, the website, and the projects will be used to prove which marketing method was most effective. The *Facebook* provides data on what types of posts are most effective with the number of people reached, and the amount of likes per post. The types of posts can range from plain text, to videos and photos. The website analytics provide data on what pages most people are visiting and how they discovered the website. It will also show how long they spend on the page and what the user is drawn to.

A limitation with these two sources is that age cannot be filtered out. However, since the *Innovation Sandbox* is an on-campus organization and the majority of people who both visit the website and the *Facebook* page are college age millennials, an assumption can be made that all students that access these two platforms are millennials. The number of faculty that take advantage of this space is negligible when data shows that out of 500 3D print orders, only 2 were from faculty, or 0.4%. While print orders do not necessarily equate to space usage, as the *Sandbox* offers more than just 3D printing, it can be used to show who is actually using the space, and in turn, the target market.

The printed collateral (business cards, fliers, and posters) will be in a separate category, this can be measured with a survey that can be handed out to students when they walk in and pick up their 3D printed parts. The survey will ask how they heard about the space (*Facebook*, website, word of mouth, poster, event, t-shirt, etc.). Then the data will all be added up and graphed out. This will grant statistical data on the most effective way to market an on-campus resource to college students. The following term, a marketing campaign will be developed and monitored further using the top three methods found in the data and formulate a strategy to launch. This will leave the *Innovation Sandbox* with a strong presence and the ability to continue to thrive.

## Chapter 4: Research Methods

Before drafting a marketing campaign, data was required on how many people enter the *Innovation Sandbox* daily and how they heard about the space. In a given day, approximately 25 people enter the *Innovation Sandbox*. This number does not include class tours which would easily bring the number up to 60 or more given the average class size that tours the space. This means that on a weekly basis, the *Sandbox* gets an average of 125 students entering the space a week.

25 students (avg.) x 5 (days of the week open) = 125 students

The next question that needed to be answered was how the students heard about the space. A survey was sent out to students who had requested 3D prints from the *Sandbox* as this is the largest driver of traffic to the space. It is also the most popular

### 5. Would you use our services again?

69 responses

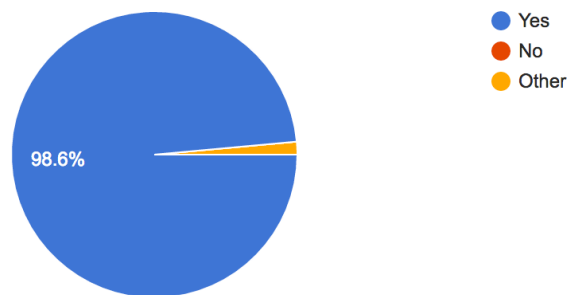


Fig 2. Pie chart generated with data taken from Google Forms survey.

service offered. The survey had a dual purpose; find out how their experience was so

that the *Sandbox* can iterate on their business model, and to also find out how they heard about the *Sandbox*'s services. The data (Fig. 2) showed that out of 69 responses, 100% would return. The 1.4% 'Other' response was "Without a doubt! Absolutely." This incredible response rate serves to assist the *Sandbox* in showing other departments how useful it is to their students. An important question for this research paper, was asking how students had heard about the *Sandbox*. As a surprise to the author, 66.7% of students heard about the space through their professors. (Fig. 3) With 91% of the students surveyed hailing from the College of Engineering, it is safe to say that Engineering professors are aware of the space and what is offered to students.

#### 4. How did you hear about us?

69 responses

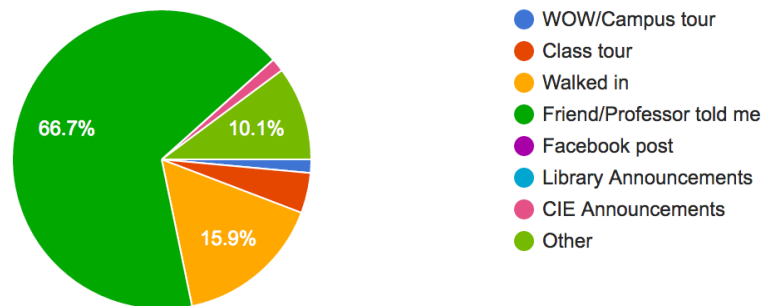


Fig 3. Pie chart generated with data taken from Google Forms survey

Facebook posts did not earn any attention, receiving 0% on the survey. The *Center for Innovation and Entrepreneurship* (CIE) announcements about the *Sandbox* are also not effective with only 1.4% of students hearing about us this way. Class tours are not as effective as the author thought they would be. The most effective way to get students to check out the *Sandbox* is by getting professors and other students to promote it. The solution to this problem was to reach out to prospective colleges and see if a



newsletter or ad about the *Sandbox* could be spread to the faculty. After talking to the Architecture department, they informed the author that they have their own 3D printing services and that students would not want to go to another service across campus to get their models printed. The Business department was also targeted. They informed the author that CIE would handle the ad, however it was already shown in the data that CIE announcements are not effective.


It was also in this time that the *Innovation Sandbox* found out they would no longer be moving to the library. Because of this change, the author was required to modify her marketing plan. The *Sandbox* had gained a lot of traction with a recent article in the *Mustang News* titled, “*Innovation Sandbox moves to library to create more diverse environment*”. Now that the *Sandbox* is no longer making the move, all the PR has caused confusion with students. In order to combat this, the *Sandbox* elected to begin using posters as a method of advertising.

These posters were not targeting a specific group of students, but targeting students as a whole. All students study, and this means they need study breaks. Advertising adventurous or calming study breaks in virtual reality has proven to be effective as many students who enter the space have never tried VR before and are blown away. The next poster was meant to target students with new and innovative ideas. College is the time when students get together in their dorms late at night and come up with crazy ideas on how to make something, but usually it stops there. However, by showing that the *Innovation Sandbox* is ready to help with the next steps of ideation, it gives students a place to go test their ideas in a risk-free environment.

After the posters (see *Fig. 4*) went up around campus, there was a small, but significant rise in the daily numbers of students who entered the space. From an average of 25 a day, it was raised to an average of 29 per day. This is a net increase of about 20 students a week. Most students who came in were looking for a study break but they left with a business card and an experience they won't soon forget.


Fig 4. Posters designed for Virtual Reality Demos and Ideation


**INNOVATION  
SANDBOX**




**RUN BY STUDENTS.  
FOR STUDENTS.**

We are a space that fosters learning, creativity, and innovation for all students on campus.

 **VIRTUAL REALITY**

**LASER CUTTER** 

 **3D PRINTING**

**COME VISIT US TODAY**

Bonderson Project Center  
Room 205

[www.theinnovationsandbox.com](http://www.theinnovationsandbox.com)



# Take a study break. Underwater.



Experience a new reality with the Oculus Rift and HTC Vive at the Innovation Sandbox.

**FOR FREE.**

Open from 10am - 6pm  
Monday through Friday  
Building 197, Room 205

## Chapter 5: Conclusion

It turns out, that attempting to break college students down into sub-sections (major, class level, interests) is not effective. When marketing to a college student, this author has found it to be most effective to market the college experience each student will go through. Studying, coming up with crazy ideas, wanting to learn something new, building things, being a part of something, these are all parts of the experience. By using those experiences as marketing ammunition, you can target all students, regardless of their differences.

Because the *Innovation Sandbox* was slated to move to a new space in the library on-campus, a new marketing plan was required. The original idea was to create a plan for each major that would appeal to their students and try to meet their needs. This however was not feasible nor necessary. With the news that the *Innovation Sandbox* would no longer be able to move into the library space, a new plan was required. With some brainstorming and the strategic use of psychology a new marketing plan was drafted that could work for every student. All students study and they all need to take breaks. Why not capitalize on this basic need? With the success of the posters that were distributed around campus, it is clear that while the *Sandbox* won't be in the library, it will still be a prominent space at Cal Poly.

In conclusion, in working to increase the exposure of the *Innovation Sandbox*, the author has found that appealing to students basic needs instead of focusing on their differences is the most effective method. By appealing to a students' needs instead of their major or interests the *Sandbox* can reach out and connect to more students than if they targeted them individually. With the red tape surrounding certain departments on campus, advertising the *Sandbox's* products that compete directly with each departments

labs is not an effective method. The most difficult thing the *Sandbox* has faced is getting students into the space. Once they're there, the most common phrase the author hears students say is, "Why have I never been here before?". Using posters to appeal to students needs on a broad scale has allowed the *Innovation Sandbox* to gain new customers and supporters. Continuing to use this method will yield more positive results for the future and turn this hidden gem on campus into a bustling spot that rivals the University Union.

### **Further Research**

This research provides a great starting point for analyzing the effects of ads on college-age millennials. If given more time and money to work with, the author would like to further examine what ads would be effective on to run on *Facebook* and even *Snapchat*. Millennials use these apps daily. The author believes that ads created in the same style as the printed posters could be run on these platforms and see the same amount or more success.

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## Appendix

### Survey Results (Page 1)

3D Print Survey (Responses) - Form Responses 1

Timestamp	1. What is your major?	2. How was your experience with us?	3. How quickly did we resp?	4. How did you hear about us?	5. Would you use our ser
1/25/2017 11:34:13	Electrical engineering	Great	Within 2-3 days	Friend/Professor told me	Yes
1/27/2017 12:04:35	Mech E	Amazing	Within 2-3 days	Walked in	Yes
1/30/2017 9:50:53	Mechanical Engineering	Dark	Within hours	CIE Announcements	Yes
2/1/2017 9:33:49	Biomedical Engineering	Excellent! I walked in to discuss my design and everyone was very helpful and friendly.	Within hours	Class tour	Yes
2/1/2017 12:20:55	Mechanical Engineering	Incredibly Smooth	Within 2-3 days	Friend/Professor told me	Yes
2/1/2017 15:34:40	CPE	Printing was great quality, but the turn-around time seemed longer than I would have expected given the number of printers.	Within 2-3 days	Friend/Professor told me	Yes
2/1/2017 16:14:43	ME	Excellent. Great service, quick turnaround.	Within a week	I work there lol	Yes
2/2/2017 18:27:41	ENVE	Excellent	Within hours	Friend/Professor told me	Yes
2/6/2017 19:18:43	BMED	Amazing	Within hours	Friend/Professor told me	Yes
2/7/2017 14:58:31	Computer Engineering	Great!	Within a day	Friend/Professor told me	Yes
2/9/2017 15:48:42	CPE	Amazing. An dedicated team that accommodates for all majors for 3D printing.	Within 2-3 days	Friend/Professor told me	Yes
2/13/2017 14:09:19	Biomedical Engineering	Fantastic	Within a day	Friend/Professor told me	Yes
2/14/2017 7:26:43	ME/BMED	Good. would be improved with a quick email confirming when parts files are received and an estimate of time for print completion.	Within a week	Walked in	Yes
2/14/2017 10:30:45	Journalism	Wonderful.	Within a day	Walked in	Yes
2/15/2017 9:23:03	Environmental Engineering	Great	Within a week	Walked in	Yes
2/15/2017 10:18:07	Materials Engineering	Excellent	Within a week	Friend/Professor told me	Yes
2/16/2017 11:25:16	Biomedical Engineering	Wonderful. Print came out great!	Within hours	Friend/Professor told me	Yes
2/17/2017 12:34:37	ME	Awesome	Within a day	Friend/Professor told me	Yes
2/18/2017 17:59:18	mechanical engineering	good	Within a week	Walked in	Yes
2/20/2017 21:55:25	Computer Engineering	My experience with the 3d printing at the innovation sandbox has been fantastic. I have learned a lot about designing items for printer	Within a week	Walked in	Yes
2/22/2017 13:31:06	Dairy Science	Good, informative	Within a week	Friend/Professor told me	Yes
2/23/2017 12:42:13	ME	Great, parts printed quickly with no issues	Within a week	I'm not sure when they saw	Friend/Professor told me
2/27/2017 9:55:20	Biomedical Engineering	Relatively painless and efficient. Thank you!	Within a week	Friend/Professor told me	Yes
2/27/2017 18:00:06	CPE	Pretty good	Within a week	Friend/Professor told me	Yes
3/1/2017 14:26:30	architecture	good	Within a week	Friend/Professor told me	Yes
3/1/2017 18:57:55	BMED	Good	Within a week	Class tour	Yes
3/2/2017 10:16:39	Aerospace engineering	Great!	Within a day	Friend/Professor told me	Yes
3/6/2017 11:16:00	Mechanical Engineering	Great	Within a week	Friend/Professor told me	Yes
3/9/2017 11:31:15	ME	Good	About 10 days	Friend/Professor told me	Yes
3/9/2017 12:38:23	Software Engineering	Awsome, really great printers and friendly students working	Shortly over a week	Cal Poly Startup Weekend 2016	Yes
3/10/2017 10:52:41	Industrial engineering	Great	I had a large print they were	Walked in	Yes
3/11/2017 13:45:23	Mechanical Engineering	GRRRRRRREAT	Within hours	I work there	Yes
3/12/2017 17:19:33	Mechanical Engineering (faculty)	Excellent!	Within a week	Walked in	Yes
3/14/2017 9:16:58	Biomedical Engineering	Great! My part got printed in a very timely manner	Within a day	Class tour	Yes
3/14/2017 20:15:22	Computer Engineering	Fabulous	Within a week	Friend/Professor told me	Yes
4/11/2017 15:27:24	Aerospace Engineering	Awsome! It was a huge part but it came out nicely. I am very happy with the finished product. One thing I'm going to point out though	Within a day	Friend/Professor told me	Yes
4/13/2017 11:42:24	ME	Extraordinary. I love visiting the Innovation Sandbox!	Within a week	Walked in	Yes
4/14/2017 9:18:42	Mechanical engineering	Awsome!	Within a day	Friend/Professor told me	Yes
4/17/2017 10:15:06	Mechanical engineering	Very helpful and informative	Within a week	Walked in	Yes
4/19/2017 10:24:25	Mechanical Engineering	Good	Within a day	Friend/Professor told me	Yes
4/21/2017 10:51:25	Mechanical Engineering	Quite well. I got the part back way ahead of when I was planning on getting it back	Within hours	Im a ME	Yes
4/21/2017 11:09:41	Mechanical engineering	great	Within a day	Friend/Professor told me	Yes
4/22/2017 16:21:37	Landscape Architecture	Swift and helpful	Within a week	Friend/Professor told me	Yes
4/24/2017 9:13:27	Mechanical Engineering	FANTASTIC!!!	Within a day	Friend/Professor told me	Yes
4/24/2017 9:42:36	Materials Engineering	I would say pretty well. There was some issues, but they chalked up into being my errors.	Within a week	WOW/Campus tour	Yes
4/24/2017 10:08:34	Aerospace engineering	Great	Within a week	Friend/Professor told me	Yes
4/25/2017 11:51:46	ME	Pretty dank	Within hours	Callaghan	Yes
4/25/2017 12:13:06	Me	Great	Within hours	Friend/Professor told me	Yes
4/25/2017 13:43:36	Kinesiology	excellent	Within 2-3 days	Friend/Professor told me	Yes
4/25/2017 15:11:07	BMED	very helpful and easy	Within 2-3 days	Friend/Professor told me	Yes
4/27/2017 7:27:43	Mechanical Engineering	FANTASTIC	Within hours	Friend/Professor told me	Yes

### Survey Results (Page 2)

3D Print Survey (Responses) - Form Responses 1

4/27/2017 14:50:10	Business	Could be better	Within quarters	Cal Poly Entrepreneurs	Yes
4/28/2017 13:27:47	CPE	Awsome. Only thing I would recommend is giving a time estimate when we submit via email.	Within 2-3 days	Friend/Professor told me	Yes
4/28/2017 14:50:15	ME/BMED	Great	Within 2-3 days	Friend/Professor told me	Yes
5/1/2017 10:20:08	Mechanical Engineering	Great!	Within a week	Friend/Professor told me	Yes
5/10/2017 9:27:15	Mechanical engineering	FABULOUS	Within hours	Friend/Professor told me	Yes
5/10/2017 13:08:39	Mechanical Engineering	Great!	Within hours	Friend/Professor told me	Yes
5/15/2017 16:33:41	Mechanical Engineering	Excellent	Within hours	Walked in	Yes
5/23/2017 11:41:43	Manufacturing Engineering	Fantastic, you guys checked a unit conversion error	Within a day	Was a shop tech, helped you guys w/without a doubt! absolute	Yes
5/25/2017 12:20:26	Mechanical Engineering	Fantastic	Within hours	Friend/Professor told me	Yes
5/26/2017 10:45:22	Mechanical engineering	Great, thank you!	Within hours	Friend/Professor told me	Yes
5/26/2017 17:49:47	Mechanical Engineering	Pretty good! Looking forward to printing more things.	Within hours	Friend/Professor told me	Yes
5/26/2017 21:06:56	ME	Great	Within a week	Friend/Professor told me	Yes
5/30/2017 10:09:09	ME	Great	Within a day	Friend/Professor told me	Yes
5/30/2017 10:12:06	ME	Great	Within 2-3 days	Friend/Professor told me	Yes
5/31/2017 0:26:10	Computer Engineering	Pretty good, this last print was really hard.	Within a week	Friend/Professor told me	Yes
5/31/2017 11:07:39	me	great	Within a day	Friend/Professor told me	Yes
6/1/2017 15:36:35	ME	Great!	Within a day	Friend/Professor told me	Yes
6/2/2017 14:19:17	Biomedical Engineering	Great	Within a week	Friend/Professor told me	Yes
6/4/2017 1:54:05	Electrical Engineering	Great!	Within 2-3 days	Friend/Professor told me	Yes
6/6/2017 12:15:10	Architecture	Great!	Within a week	Friend/Professor told me	Yes