Space Use 2013 ART Team Final Report

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ABSTRACT

Space is limited at UCLA and as such we need to find a way to accommodate our growing population with the limited space we have. This task require campus planner to understand how space is being used and find innovative way of maximize space utilization. We have identified that the key to maximum space utilization are a matter or a spaces repurposability, and ability to be accessed by students, staff, and faculty. Spaces need to be flexible in scheduling, and accommodations in order to meet the maximum amount of purposes. the most sustainable building is the building that doesn't need to be built, therefore by understanding how to maximize space use on campus, we can increase sustainability.

EXECUTIVE SUMMARY

At UCLA, space is a hot commodity. Capital Programs, the department in charge of coordinating new development projects, has a progressive view of space use in the sense that it embraces space efficiency. This means two things: repurposability and accessibility. Repurposability means spaces should have the amenities to serve a wide range of purposes and be available and usable for as much time as is demanded. Accessibility means that students should physically be allowed to enter and use the space, be capable of booking spaces both in advance and on short notice, and be aware that the spaces exist.

This efficient space use links in to sustainability because as our stakeholder Todd Lynch put it, "the most sustainable building is the building that doesn't need to be built." Not only does UCLA not have the property or space to expand, but it is resource intensive and unsustainable to do so.

This was the first year of the Space Use ART Team, so we mainly focused on research. We have begun to research student space use patterns, functional needs, and student "likeability" of spaces, to discover what spaces should be created for students. We've done this through a student survey, a video interviewing students about space, and a map we had participants create at UCLA's Earth Day fair. We have also researched space use efficiency, in terms of repurposability (amenities and time open) and accessibility (physical access, scheduling, and awareness).

We've found that repurposable spaces can be achieved by providing a variety of amenities and times of opening to support a variety of functions and events in a given room. We've also found that the best access can be facilitated with online booking systems were students schedule their time.

We highly recommend that this team continue and pursue improving space use efficiency, working on our space traffic app, and collaborating with student-oriented buildings to satisfy student space needs.

Overview/Objectives/Project Goals

Within the University of California system, UCLA has the smallest campus (419 acres) and the largest university population (nearly 60,000 people). In addition to limited campus space, creating new buildings is both expensive and unsustainable because it is highly resource intensive. Because of these factors, Capital Programs, the department responsible for designing and constructing new buildings and renovation projects at UCLA, aims to ensure that existing space is used efficiently and comprehensively, and that student needs and the student voice are addressed and incorporated into understanding what spaces are needed at UCLA. Therefore, for

the first time this year, Capital Programs has become a stakeholder for an ESLP and created the Space Use ART Team.

Since the beginning of winter quarter, because this was the first year of our ART team and because of the nature of the ART program, our objectives have changed. In winter quarter, we began with the objectives of (a) surveying students and assessing their space use patterns and needs, (b) making recommendations based on survey results, (c) find unused or underused space on the UCLA campus and create a database of this space, and (d) pilot a repurposing project for an unused space at UCLA.

During winter quarter, we reassessed and realized the need to change some of these goals and add new ones. The first two the objectives we worked on throughout the two quarters. For the third goal, we realized that our objective of finding underused space required not only physically finding the space, but also conceptualizing the issues that lead to and assess the level of underuse of a space. Through interviews with UCLA space managers and our stakeholders, we determined that assessing underuse required assessing how a space is managed, in terms of repurposability (or the times and purposes a space can serve) and access. This third objective therefore changed to (c) study how space is inefficiently or underused in terms of its repurposability (meaning the range of times and purposes it can serve), and access (in terms of physical access, scheduling, and awareness).

Our last objective from winter quarter also changed, going from a pilot repurposing project to addressing student space needs through a space traffic mobile app. We changed this because during winter quarter, we could not find an unused space to repurpose, nor did we have enough data on what kind of space students would like for the repurposed area, and decided it would be more realistic to pursue the app. Through this app, we aimed to improve student

awareness of different locaitons and deal with the overcrowding and lack of indoor seating we found to be an issue in our survey, thereby improving space use efficiency for students.

SIGNIFICANCE/BACKGROUND

Currently, our stakeholders feel that space is an undervalued resource at UCLA, and that the way that the campus sees space must change. Spaces need not only have one function, one time of day during which they are opened, or one population that they serve. Not only is this an inefficient use of space, but it is an inefficient use of money and other resources put into constructing a building. For UCLA to meet current and future space needs given the lack of land and desire to preserve open spaces on campus, we must embrace the ideas of space use efficiency, in terms of repurposable (or multipurpose) and highly accessible spaces. Furthermore, Capital Programs lacks student voice and research on student space use patterns and space needs. Understanding what spaces are needed is critical for creating the most efficient and effective spaces.

Our Space Use ART Team is contributing research on student space patterns and needs, student preference in terms of space likeability, and spaces are managed and how this affects the efficiency of space use. All of these aid Capital Programs in figuring out how to create the most efficient spaces that will satisfy space needs of the UCLA community.

As our stakeholder Todd Lynch puts it, "the most sustainable building is the building that need not be built." Building off of this principle, maximizing the efficiency of existing UCLA spaces and figuring out what spaces students need and feel could be improved upon will help Capital Programs figure out how to modify existing buildings rather than constructing new ones. The resources saved by not erecting new buildings therefore contributes to UCLA sustainability.

Initial Conditions

Pressure is on the limited physical space at UCLA as the population of the campus foreseeably expands in the coming years. Providing the necessary space for the number of people that study, work, live at UCLA is a complex problem to tackle. Currently space is undervalued as the campus continue to demolish and build bigger buildings. Eventually we will need to invent solutions to accommodate more people without physically creating more buildings because the most sustainable building is the building that doesn't need to be built.

Research Methodology

To accomplish our objectives, our team undertook a number of projects, including (1) a literature review of space repurposing and efficiency projects at other campuses, (2) meeting with department building heads to find unused space and research their space use patterns, (3) conducting a survey on student space use patterns and needs, (4) creating a video on space use, (5) analyzing our Earth Day fair map, and (6) interviewing space use officials to assess space use efficiency and determine what issues affect space use at UCLA.

1. Literature Review

   During winter quarter, we performed a literature review on space repurposing projects that have been conducted at universities to see if there were examples that we could model our potential pilot space repurposing project after.

2. Meeting with Department Building Managers

   Also during winter quarter, we emailed the building managers of 25 different academic departments to conduct research on underused spaces in academic buildings. Only two of those replied, and we only met with one because the second to reply did so after we had realized we wouldn't get far with finding space for students in academic

buildings, and therefore did not meet with her. The first building manager to reply was from Dodd. She brought in individuals in charge of space from the Law, Humanities, and Philosphy departments, all of which have allocated rooms within Dodd. In this meeting we discussed their space use patterns and space resources available for students.

3. Student Survey: Space Use Patterns and Needs

In order to assess space use patterns and preferences of students, we conducted a survey which we distributed online. (see Appendix B) One of our objectives was to see if there was a difference between how students who lived on campus use spaces compared to students who live off of campus. Therefore, we asked students living in the dorms a series of questions specific to residential spaces, and why they choose to live on campus; while we asked students living off campus why they chose to live off campus. Both demographics answered the same series of questions:

1. How many weekends in a aquarter do you go to campus?
2. When you go to campus on weekends, how long are you there?
3. What are the main reasons you go to campus on the weekend?
4. What would motivate you to come on campus on the weekends?
5. What deters you from going to campus on the weekend?
6. How many hours per week do you spend on campus while not in class or working?
7. Where do you spend this time?
8. What do you do during this tim?
9. How satisfied are you with spaces offered on campus?

10. Which spaces are you dissatisfied with?
11. What about these spaces are you dissatisfied with?
12. At what time are you usually on campus while not in class or at work?
13. What are the most important amenities you need more of in a space on campus?
14. What kind of space would encourage you to spend more time on campus?
15. If you could add one space to UCLA, describe what it would be like

In total we asked the on campus residents 24 questions and off campus residents 19 questions. We used Google survey to create and manage our survey. In order to achieve a diverse range of responses we solicited department advisors to send our survey to their departmental listserves, and advertised the survey using online social media.

4. Space Interview Video

The goal of our space video interviews were to study student space use patterns and how students feel about different spaces. We made sure to use a diverse spectrum of student types, taking into consideration race, age, and academic major. We met with students at the Bruin Bear, then asked the student to take us their favorite and least favorite space on campus, where we filmed and asked further questions to uncover their reasoning for certain preferences, such as outdoors and indoors. The interviews typically lasted about 30 to 40 minutes, depending on how in depth students were willing to explain. We included general questions so that students would have more freedom to answer with their personal opinions in a relaxed atmosphere; the interviews were not rehearsed. Students were asked the following set of questions:

1. Overall questions:

a. How do you feel about sspace on campus?

b. What space defines UCLA?

c. What space defines your experience at UCLA?

2. Take us to/answer questions about:

a. The space you most frequent and how yo feel about it

b. Favorite study space and why

c. Favorite overall space and why

d. Least favorite study space and why

e. Least favorite space and why

f. What would you improve upon in your favorite/least favorite spaces?

5. Earth Day Map

At the April 24th Earth Day Fair, our team had set up a table to collect data on campus space utilization. We collected our data in two ways. We first asked participants to mark their favorite places on campus and the places that they frequent the most on a poster board map of UCLA's campus. They marked their favorite places with a colored push pin and the places they most frequent with a clear push-pin. We then asked the participants to write down in a notebook what their favorite places were and why they liked them. The goal for doing this was to get a better understanding and visualization of the spaces that students liked or spent most of their time in on campus.

Though the research method was not scientific as we did not have a random sample of people and many participants were not from our group of interest, undergraduate students, the Earth Day Map was a great visual of what spaces were most prefered on campus versus the spaces that people had spent most of their time at. Additionally, the

comments provided us with qualitative data about what students specifically liked about their listed spaces.

6. Interview with Space Officials

To study the efficiency of space use and help us conceptualize how to assess space use efficiency and underuse, we interviewed a number of individuals who manage space at UCLA. We spoke with Mick Deluca, the director of UCLA Recreation; Angela Marciano, Aliana Lungo-Schapiro, and Robert Gilbert from Housing and Hospitality Services; and Jesse Herring from the Office of Residential Life and Housing. During these we began by discussing space use patterns, or who used the space, during what times of day, how intensively the space was used. These questions led to discussing how the spaces were managed, meaning what amenities were provided in the spaces, what times the spaces were open, who was allowed to use or physically access the space, how that was decided, how one could schedule space use, and how students could become aware of the space.

Data/Cost Analysis

We performed our data analyses by project.

1. Literature Review

   No data analysis was involved in this project.

2. Meeting with Department Building Managers

   No data analysis was involved in this project.

3. Student Survey: Space Use Patterns and Needs

   Our Survey received 165 responses; 49 students living on campus and 116 students living off campus. The response from students who lived on the hill and who

lived off the hill were very similar, indicating that the two demographics use space on campus in similar manners and at similar frequencies.

The main objective of our survey was to determine what the space use patterns and needs of students was in order to make recommendations for future spaces. We were able to determine that most students spend 4 to 7 hours a week on campus outside of class or work, and most of this time they are in libraries like Powell and YRL, or places central to campus like Kerckhoff, Wooden, or Ackerman (Figure 6). Opposingly, students identified Powell, Kerckhoff, and Ackerman as the places with which they are most dissatisfied (Figure 9). They are dissatisfied with these places because of limited seating, availability, and electrical outlet (Figure 10). Students identified outlets, the ability to eat and drink, and water fountains as the most important amenities in a space (Figure 12).

Our survey asked a series of questions specifically to understand how often and the purpose of student space use on the weekends. We concluded that 68% of students go to campus 5 or less weekends a quarter, and when they do, they are usually studying individually for a few hours (Figure 3, Figure 14, & Figure 2). Despite, students rating studying as their most motivating reason for going on campus during the weekend, 61% of students indicated that they didn't go on campus on the weekends because they felt that they already had the space that they needed elsewhere (Figure 4).

Most students who live on the hill chose to live there because it provided an easy transition to the college lifestyle, while students who live off the hill chose to do so to transition into an adult lifestyle(Figure 16 & Figure 20). 57% of the hill residents who

responded to our survey live in a triple, and 70% would prefer having a double (Figure 17 & Figure 18). A majority of students have the 14 premium meal plan and 94% of students responding to our survey would like to be able to use their meal swipes at restaurants on campus (Figure 19).

4. Space Interview Video

For the video, we analyzed the transcripts and footage and came up with commonalities and differences that existed between the interviewees.

5. Earth Day Map

From the Earth Day map we analyzed both where the push pins were put down and the comments that individuals wrote on our notebook regarding their favorite and most frequented places.

6. Interview with Space Officials

Regarding our study the efficiency of space use, we used information from our interviews with space managers and from online resources. From discussing space use with space mangers and our stakeholders, we devised a system to assess space use efficiency. Within efficiency, we concluded that there are two main categories (1) repurposability and (2) accessibility, and within these categories are subcategories. (See Figure 1)

We defined repurposability as the range of functions and times that a space can be used, as determined by the amenities within the space and the times during which it is open for use. For instance, in Europe, many restaurants are open as cafés during the day and become bars at night, and therefore serve multiple functions and during

multiple times of day. Therefore, the subcategories within repurposability are (a) purposes and amenities, and (b) time available for use.

We defined accessibility as the amount of access that students have to a place. Within access are the subcategories of (a) physical access, meaning how many groups of students are physically allowed to use the space, (b) scheduling, or how easily students can book or schedule to use the space, and (c) awareness, or how well known the space is.

Using this system of assessing space use efficiency, we assessed the space use efficiency of a number of locations on campus using data found from interviewing the space managers and researching UCLA student spaces online.

Key Findings

1. Literature Review

   Unfortunately, we found no papers with examples of repurposing projects similar to what we wanted to do. Our stakeholder, Todd Lynch, did however provide us with an article regarding space use planning at the University of Georgia which gave us an introduction to space planning concepts at universities. (Janks et al., 2012)

2. Meeting with Department Building Managers

   From our meeting with the departments in Dodd, we discovered that academic departments have very little space for there own needs, let alone enough to repurpose and accommodate student space needs. This led us to shift our focus to student-oriented facilities, such as UCLA Recreation, ORL, Housing and Hospitality, Ackerman, SAC, and Kerkhoff.

3. Student Survey: Space Use Patterns and Needs

From our survey we were able to determine first, a criteria for spaces that would be most useful for students, and second, specific examples of places that students are not only highly satisfied with, but also are highly utilized. Students tend to conglomerate in the central locations of campus, yet are dissatisfied with these space because of limited amenities. YRL was identified as a place that students spent the most time, and was also relatively low on the list of places that students are dissatisfied, compared to the other highly trafficked areas like Powell. YRL was recently renovated and has the technology and comfortable environment that students desire. Students usually use space on campus when it is convenient for them to use. This is supported by the fact that most people go onto campus on the weekends to study, yet at the same time do not go on campus on most weekends because they feel they have the spaces they need where they live.

1. On-hill students would most like for dining swipes to be usable on campus
2. Students rarely come to campus on weekends because they feel they have the spaces they need where they live
3. Students spend most time on campus in libraries and studying individually
4. The greatest cause of dissatisfaction with spaces that students have is lack of indoor seating
5. The most important amenities to students are outlets and seating
6. When asked to describe any space they could add to UCLA, many described a study environment with outlets and coffee

4. Space Interview Video

When organizing our findings from our video interviews, we discovered that there were obvious commonalities and differences among student preferences of space on campus. Commonalities include a choice of Dickson Plaza and Jans Steps as places that define UCLA, and a discussion of Kerckhoff and of lighting. Most all students listed Dickson Plaza and Jans Steps as iconic spaces of UCLA's campus. The red brick Romanesque architecture of Powell Library and Royce Hall lend UCLA a unique historic quality, and the beautiful grass hill around Jans Steps allows students to take advantage of Southern California's sunny weather. And additional commonality was a discussion of Kerckhoff. Both the inside coffee shop and the outside patio of Kerckhoff were common favorite samong UCLA students. Students enjoy Kerckhoff for a number of reasons, including its central location, warm study environment, availability of caffeine, and background noise, making it a conducive environment for both studying and socializing. When discussing favorite spaces on campus, the most common theme was a preference of well lit space, particularly with natural lighting. Sophomore Justin Yee, for example, cited the Bombshelter as his favorite space because it is very "open", exposed to natural lighting and outside air, making the environment much more refreshing and enjoyable. In contrast, junior Taylor Edwards discussed the claustrophobic Math and Sciences building, citing 4000A as her least favorite space on campus, due to the lack of windows and tendency to become stuffy and overheated. A discussion of lighting was the most common element of our video interviews.

A main difference amongst the participants was in regards to the perception of Ackerman. Many mentioned it as a focal point of UCLA, but had mixed feelings

towards it personally. Desiree expressed a strong dislike of the area, commenting on its "dungeon-esque" vibe and crowdedness, especially on the second floor eatery where the lighting is dim. Wendy, on the other hand, praised the building, emphasizing its role as a place to eat, study, and get together with others—all necessary for her day-to-day life at school. She also pointed it out as a key part of the campus, which would not be the same without it.

Another difference involves indoor/outdoor preferences for studying. Justin, a biology major, preferred to study outside or in open places as it makes him feel less claustrophobic or cramped, which would inhibit his focus. Samir, as a computer sciences major, in contrast preferred indoor study spaces, due to the need for a computer lab. If windows were a possibility, he would enjoy that. A student's major (quite obviously) determines to some extent their ideal study space and thus should be considered when developing a room for all types of majors. One last difference was the crowdedness versus the isolation of students' favorite spots on campus. Some preferred more bustling areas like Kerckhoff and the bombshelter, while others preferred quiet places like the stone bench within the trees behind Royce.

5. Earth Day Map

We had 341 push-pins on the board, with 175 marking favorite places and 166 marking places most frequented. This data was collected over the span of the entire Earth Day Fair, from 10 am to 3 pm. Quantitatively, the top six "favorite" locations from our board, meaning that they got over seven colored push-pins, were Janss Steps, Botanical Gardens, Powell, YRL, Royce Hall, and the Wooden Center. The five locations that were most frequented on campus and had more than seven push

pins were Ackerman Union, Rieber Hall, Boelter Hall, Math Sciences, and YRL. For the purposes of this team and our focus on campus space utilization, we will not analyze Rieber Hall.

Though the top six favorite spots are very diverse and represent both outdoor and indoor spaces, they share some commonalities: high degree of open access, well-maintained, and iconic of UCLA (some of the oldest buildings on campus, most recognizable). Of the five most frequented spots, four are on the main campus. Two are academic buildings that house many discussion and lab sections for undergraduate students. Ackerman Union serves many diverse needs of students from study space to eating and socializing space. YRL is primarily a research and study area.

Qualitatively, the board provides a strong visual of what overall areas participants consider to be their favorite on-campus locations. Many colored push-pins are clustered in outdoor areas, like Janss Steps, Wilson Plaza, Botanical Gardens, and the Sculpture Gardens. Colored Push-pins were also located in many north campus buildings like Powell library, YRL, and Ackerman Union. Most frequented, clear push-pins, were primarily clustered around residential areas, like the Hill, and academic buildings in south campus, like Math Sciences, Bolter, and Young Hall.

In the notebook portion of this data collection, As the majority of the "most frequented" places stated in the notebook represented places of residence, we will only be analyzing the stated "favorite places." The top three reasons behind our participants favorite spots (spots ranging from Ackerman and Boelter Hall to Jann Steps and general outdoor spaces) were that each of these locations provided the following: a space with aesthetic value, a relaxing/comfortable space, and/or an open

space. Twenty-seven individuals noted that a space that was "pretty," had attractive architecture and overall aesthetic value contributed to their appreciation for a space, while twenty-three individuals noted that how relaxing and comfortable a space was influenced their opinions. While seventeen participants noted that outdoor spaces, such as open fields or grassy areas, were important to them, several participants cited spaces such as the Murphy Sculpture Garden, Sunset Recreation, Wilson Plaza, and general "outdoor spaces" as their favorite on campus spaces.

Other important contributing factors to student space favoritism and preference included food and coffee, people (both for more crowded areas and less crowded areas), study space availability, how quiet a space was, the "vibe" or feel, and the potential and ability to socialize in that space. In general, the most favorited spaces (Jann Steps, Botanical Gardens, Murphy Sculpture Garden, and Ackerman/Kerchoff Patio) all encompass a regard for aesthetics, comfortability (assumed by noise levels and/or lounge seating) and open space.

6. Interview with Space Officials

From the interviews and researching online resources, we discovered that in terms of access, including physical access, scheduling, and awareness, YRL has the best system. Theirs is an online one which students can easily use to schedule time in study rooms. Other systems, including Housing and Recreation, are less accessible to students. In terms of physical access and student awareness, both Housing and Recreation do well. However, in terms of scheduling, Housing only allows for ORL and outside paid programs to book larger rooms, while individual student groups are not allowed to do so. Recreation uses a lottery system for many of their private

rooms, (eg. Dynasty Room) preventing student clubs from using the commodities as regular, reliable practice locations.

Regarding repurposability, we found that UCLA Recreation has the greatest variety of amenities and time flexibility, which accommodates different recreational activities throughout the day within single rooms. Housing also has a program during Finals week where the dining halls are kept open late into the night with tea and snacks, allowing students to study in them. This program embodies the repurposability goals that Capital Programs supports, given that it is multipurpose (both a dining hall and a study hall) and open around the clock (throughout the morning, afternoon, and evening for dining, and through the late night for studying).

One important note is that there exists a dichotomy between what we found at the Earth Day Fair and the Space Video, versus our findings in the space use survey. While both asked about student preferences regarding space, they each elicited different responses. At the Earth Day Fair and in the video, we asked what were students' "favorite" and "least favorite" spaces on campus. Students tended to describe their "favorite place" as one to which they had positive emotional connections. In the survey, we asked students how satisfied they were with certain places, and though "high satisfaction" could be equated to "favorite" in some contexts, our data indicated that students did not indicate that their favorite spaces were the same as those with which they were highly satisfied. Our survey questions asked students about the amenities and accessibility that they were provided with and felt they needed in various spaces. Because of this, while our Earth Day Fair and Space Video gave us data on student likeability and emotional regard for

spaces, our survey gave us data on how well spaces performed their intended function and what sorts of repurposability and accessibility issues exist.

Recommendations

In terms of recommendations for physical attributes of buildings, we have a few. From our survey we know that students like places that they can interact with other student like YRL and Kerckhoff, and are open and available when students need to use them. Based upon our video responses, there are a number of places on campus that could be adjusted to have more natural lighting/windows and therefore increase student likeability of these areas. Theses spaces specifically include the Ackerman dining area, Math and Science Building, and Moore Hall, and most likely other spaces with similar qualities. Both the survey and the video indicate that the amenities that students value highly are outlets, coffee, and food and drink.

If further research on student space use patterns is desired, we would encouraged getting a larger base for the survey and conducting focus groups to answer questions more in depth. However, I would encourage future groups to focus less on student space use patterns and more on space use efficiency.

Regarding space use efficiency, we strongly encourage that teams follow up on investigating repurposability and accessibility in other buildings, particularly student-oriented ones (such as Ackerman, Kerkhoff, SAC, etc.) as opposed to department buildings (Math Science, Boelter, Dodd, etc.) on campus. We would emphasize looking into access, particularly investigating scheduling systems and how they can be updated to be more similar to YRL's online system, enabling students to schedule events ahead of time and use them on short notice. We also encourage investigating physical access in terms of granting students access to various

locations that are normally off-limits to students (for example allowing club dance teams to practice in Kauffman at night after WAC classes have finished).

Furthermore, we have been collaborating with the Daily Bruin and the incoming USAC Facilities officer on a space traffic mobile app. We highly encourage that you contact both individuals and pursue this project, as it could help students know which spaces are available or crowded at which times, as it would be updated hourly with student feedback.

Another possibility is to speak with department heads and counselors to see which departments might be willing to create undergraduate student lounges for their department. As we had discussed this topic with one participant in our space interview video, having more undergraduate lounges may foster a greater sense of unity and identification with the major and it can also solve the issue of having limited "white noise" casual space. Our stakeholder, Sue Santon, was interested in seeing whether students had enough on-campus spaces to function as "homes away from home," and we think that undergraduate student lounges for departments would be an interesting way to foster that.

CONCLUSION

We can conclude that there are aspects of UCLA that are innovatively meeting the needs of students as space becomes more limited, yet there is still much room to progress. Places on campus that are able to attract students are places that are multifunctional like YRL and Kerckhoff. These places provide the relaxed atmosphere and multiple amenities such as outlets, food, coffee, and a variety of seating. The optimal places for UCLA have to meet a gamut of needs in order to become the most multifunctional space.

In conclusion, our Earth Day poster data collection does not provide very reliable quantitative data as the sample size was not random and also included many administrators and

graduate students from different areas of campus. However, it does provide quite a bit of qualitative data as one can visually see which broad areas on campus the UCLA community enjoys and which areas they often spend most of their time at. It also yields provided an opportunity for members of the UCLA community to show and share areas that the community may not typically frequent. The data gathered from the notebook proved to be equally biased data, as the sample size, as well as those sampled, were not controlled for. But, like the data collected from the poster, the reasons behind participants' choices in favorite campus spaces provides us with some insight into what administrators should consider when developing campus space.

REFERENCES

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APPENDICES

Appendix A: Tables

Table 1. Space Use Efficiency Chart

Category	**Category Description**	**Subcategory**	**Subcategory Description**
Repurposability	Range of functions and times that a space can serve	Purposes and Amenities	Number of purposes the space can serve based on it's amenities and features
		Time Available	Range of time over which the space is available (eg. 7am-5pm, 24/7, etc.)
Accessibility	Amount of access that students have	Physical	Whether students are allowed to physically use the space
		Scheduling	How easily students can book or schedule in advance to use the space
		Awareness	How well known or well publicized the space is