Space: A design brief for the AMS Nest

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COMM 388

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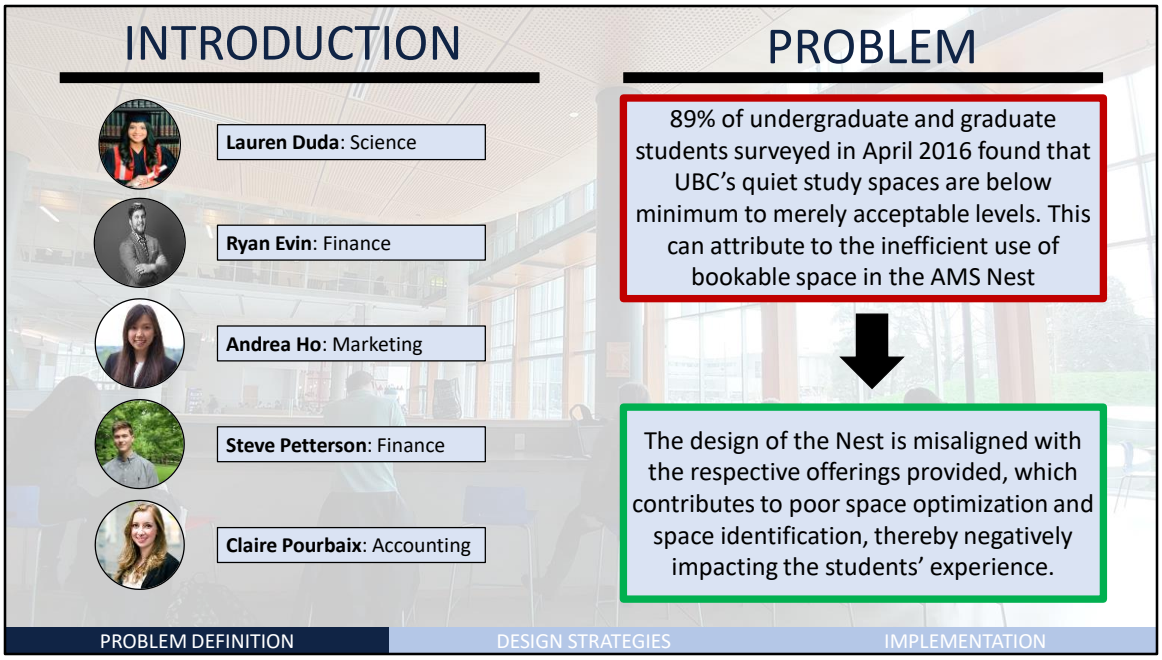
SPACE

A design brief for the AMS Nest

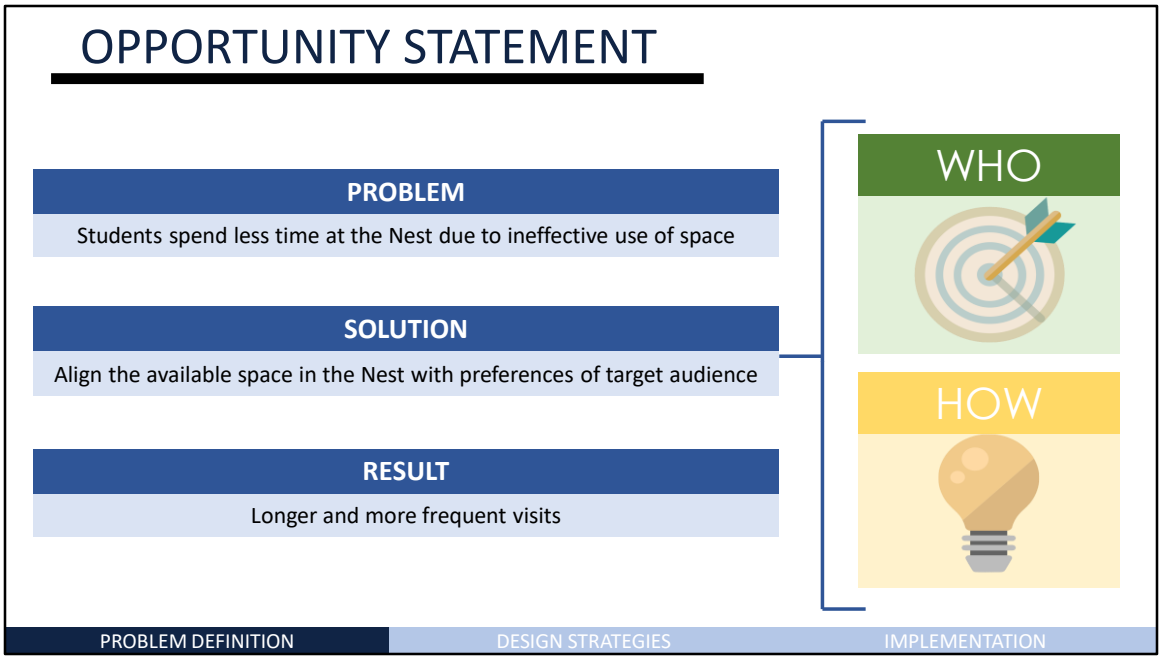
Presented by Passive Powerhouse



Introduction/Overarching Problem

In our first design brief presentation we brought a very specified problem to the Nest representatives. We believed that there was an issue with how the bookable club spaces were utilized. Upon hearing from the representatives we realized that our proposed problem was too nuanced and acute. The Nest representatives understood that there may be issues with how space is used, but they believed a sharp focus on only bookable club rooms would not be the best way forward.

So, we went back to the drawing board. Our underlying belief remained the same: space in the Nest is not used as it should be. After going through various iterations of primary and secondary research, as well as problem identification methods learned through COMM 388, we have arrived our new problem statement – as seen above. We understand the offerings that the Nest wants to provide, but we believe the way they have designed and laid out their space does not align with those said offerings. This problem statement represents the framework for which we will operate throughout the remainder of this design brief.



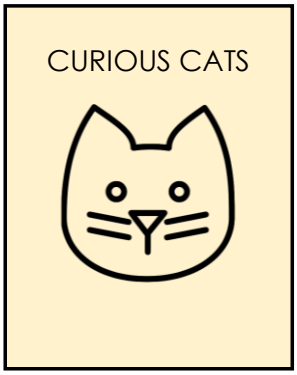
Opportunity Statement

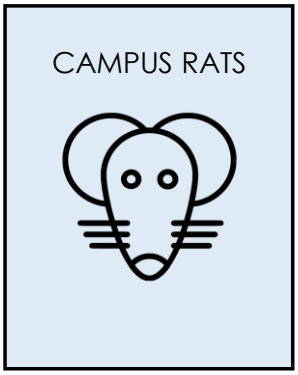
Since students are spending less time at the Nest as a result of inefficient use of space, rectifying this issue will improve the students' experience, which will result in longer and more frequent visits. Longer visits have been proven to lead to more transactions, thus it can be expected that AMS Food Services will see more transactions as a result of design change (Brinded). However, to effectively capitalize on this opportunity, we must understand our target audience. The target audience will be composed of students who are most impacted by this problem. Upon understanding the target audience, we can explore design methods to create unique and tailored solutions.

This is the most significant opportunity since the use of space is central to the Nest's ability to provide the students with various services. More students stand to gain from rectifying this problem, which will undoubtedly see larger gains in financial metrics.

TARGET AUDIENCE

*We believe our proposed solutions will **positively affect all stakeholders**, but we focused on **two student types** that we believe are most likely to benefit from the changes:*





PROBLEM DEFINITION | DESIGN STRATEGIES | IMPLEMENTATION

Target Audience

We have identified two major groups that we will target, the Curious Cats and the Campus Rats. We analyzed how each of these groups interact with the Nest in the following stages: pre-engagement, during, and post-engagement.

Curious Cats
The pre-engagement stage looks at how students in this group interact with Nest prior to entering the building. Thus, the curious cats will hear about the Nest through social media, word of mouth, and their respective friend groups. The during stage includes the following tendencies: willingness to try new things, going to more social events, higher expectations, hanging out with friends, and more likely to visit Nest with friends. A good experience at the Nest is characterized by when they see someone they know, engaged by something at the Nest, or learned something new. A bad experience at the Nest is characterized by when they are bored or experience a dull atmosphere. Finally, the post-engagement stage largely consists of giving indirect feedback about their experience to their respective friend groups, social media, and other channels.

Campus Rats
The campus rats are largely unaffected by others' opinions about the Nest, and instead form their opinions from their own experience. They are very willing to visit the Nest on their own for a variety of purposes and fully understand UBC's campus and its offerings. Thus, the pre-engagement stage is composed of advertising of one-time events at the Nest, which the campus rats are not aware of. The during stage includes looking for spaces to spend long periods of time, which are often quieter and near food and beverage services. Finally, the post-engagement stage largely consists of giving indirect feedback about their experience to their respective close friends.

EVIDENCE OF PROBLEM

PRIMARY RESEARCH

- 4 person tables had 1 occupant
- Many couldn't find a seat
- Spend 0.5-1 hour in the Nest
- 25 bookable rooms through email

SECONDARY RESEARCH

- Spending more in a place positively correlates with spending more money
- Individuals take shortest amount of time to look for place to sit
- Tables around perimeter of room more valuable

PROBLEM DEFINITION | DESIGN STRATEGIES | IMPLEMENTATION

We employed the usage of primary and secondary research to arrive at the conclusion that the spaces within the AMS Nest are not being utilized properly. It is evident that the spaces within the Nest are misaligned with the purposes of said space and this should be changed to effectively use the space. Our problem statement highlights the problem that the design of the Nest is asymmetrical with the activities and offerings that the Nest seeks to provide, leading to less use of space overall and shorter visits.

We applied various types of primary research to reach this conclusion. On multiple occasions, our group members entered the Nest and took photographic evidence of this problem. As a bystander looking at the seating in the Nest, there are a multitude of four-person tables that are surrounded by four chairs. However, at any given time, these tables are not being fully utilized. Most of the time, these tables have one occupant, and others may feel intimated or awkward to sit at a smaller intimate table with a stranger. Since individual consumers are sitting at tables designed for groups of people, this leads to less overall seating in the Nest, with many people attempting to find somewhere to sit. It could mean that since students are unable to find a seat within the Nest, they are leaving to spend their time and eating their food elsewhere, which results in the students spending less money. To further explore this observation, we also employed a simple three question survey to gather people's opinions about their experience in the Nest. The survey revealed that the vast majority of people go to the Nest to buy food. When asked for their purpose, if they were able to access everything they needed, most students replied yes but finding a place to sit was difficult. The majority of answers included responses such as "No, not enough places to sit," and "I was looking for a table but everything was taken so I decided to just sit here instead." These students are going to the Nest to buy food but are having a hard time actually finding a place to eat this food which leaves them annoyed and frustrated. Moreover, the larger part of participants indicated that they spent between 30 minutes to an hour in the Nest, implying that they do not simply buy their food and leave. However, we did not figure out how this time was spent, but likely due to waiting in line for food, looking for a place to sit and consuming their food. The conclusion of our survey indicated that students are spending more time in the Nest than simply to just buy food, which is their main reason to enter the Nest in the first place.

We also talked to Ricardo Bortolon, the AMS Student Booking Representation, who is responsible for arranging room bookings and rentals. There is a total of 30 bookable rooms in the Nest, not including the art gallery, the performance theatre, the Great Hall (North and South), the Lev Bukhman Lounge on level 3 and the Micheal Kingsmill Forum and rooftop garden both on Level 4, which are all generally booked for events. Out of the 30 rooms, 5 are indefinitely reserved as non-bookable space. That leaves 25 rooms available for the students to book for various uses. The majority of these bookable rooms are board rooms (13), which are the smallest type of bookable space, ranging anywhere from $89ft^2$ to $150ft^2$. Bortolon stated that rooms are only assigned when all requests first made by clubs are completed and he tries to accommodate preferences when organizing the bookings. Although the Nest's main premise is to provide spaces for clubs, it is inefficient for all booking inquiries to be approved and assigned through one person. It is also improficient that all club requests need to be completed first before students want to book the room for outside purposes, such as for study spaces or meetings that are not club related. This entire method for room booking is quite slow. Not only is this booking method timely but it is also difficult to make last minute requests to book a room as one has to wait for Bortolon to approve the booking.

We want students to spend more time in the Nest as this would lead to them spending more money, increasing the profit for the AMS. There is a correlation between the amount of time one spends in a place and the amount of money spent, such that the longer a person spends in a store, the more money they will spend. In a retail store situation, spending 30-40 minutes inside results in an average of $72 being spent while spending more than 2 hours in a store, a person spends about $200 (Bryon, 2015). Although this data is from a retail store, this can easily be transferred to a restaurant situation, where it would beneficial for the business to employ various techniques to get customers to stay longer, ultimately making more of a profit. With this information in mind, it is extremely valuable for businesses to create atmospheres in which people want to spend more time in. A primary example of this situation is in the case of casinos. Casinos employ dozens of techniques to get their patrons to stay longer, where they will gamble more and spend more money. But the casinos' atmosphere is the most influential. Casinos use colourful carpets, comfy seating that are strategically placed only at slot machines or at tables and a maze like layout so it is hard to leave the area without being further tempted by a slot machine (Griffiths, 2015). This is evidence that casinos use techniques to get people to stay inside longer which ultimately leads to consumers spending more money.

There is also interesting evidence about seat selection conducted by Carstendottir, Gudmundsdottir, Valgardsson and Vilhjalmsson (2011). When an individual is selecting a table to sit at in a public place, they try to take the shortest amount of time as they feel that all attention is on them. They want the table right away and don't want to spend a lot of time looking. It is quite different for a group, however. Those in a group take more time looking for a place to sit and seek approval from the group before finally deciding on a place to sit. Whether people are by themselves or in a group has different implications of the kind of table they sit at and how long they spend looking for said table. This article also highlighted the different values of a table. They suggested that tables around the perimeter are more valuable, especially if the person is alone (Carstendottir et al., 2015). Those that are by themselves do not want to have more attention on them by looking for a table in the center of the room, ergo are more likely to prefer tables along the perimeter. People do take into account of size and number of seats around the table but this is trumped if the table is found along the perimeter and if the individual is alone.

Simply by observing the seating in the Nest and looking at the booking system of rooms, the problem is evident that the space in the Nest is not being fully utilized. Through the use of secondary evidence, we have concluded that spending more time in a place positively correlates with spending more money, through the example of the techniques casinos use to make more money. The seating in the AMS Nest is not handled properly as individuals are choosing to sit at tables designed for groups of up to four people, and this could be due to the fact that individuals do not want to spend a lot of time searching for a single person seat, as the article by Carstendottir et al. highlights. We have found evidence of our problem by incorporating primary and secondary research and this problem, if solved, could have huge implications on the future success of the AMS Nest.

References

Byron, E. (2015). The slower you shop, the more you spend. *The Wall Street Journal*. Retrieved from https://www.wsj.com/articles/the-slower-you-shop-the-more-you-spend-1445359614

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DESIGN METHODS AND CRITERIA FOR SUCCESS

DESIGN METHODS	1.13 Offering-activity-culture map	4.15 User Groups Definition	4.16 Compelling Experience Map
CRITERIA	• Determine all the current uses of the Nest and who is using them • What they are doing • What influences them	• Create a clear set of Nest users • Differentiate between different groups and their needs	• Figure out how our selected groups interact with the Nest at all stages of experience
WHY THIS FITS	• Allowed us to analyze the space and how it was being used	• Allowed us to focus on 2 clear groups, curious cat and campus rat and further analyze them	• Provide scope and understand how each strategy impacts the users experience
OVERARCHING STRATEGY	Redesign the space available at the Nest will allow students to better utilize space available		

PROBLEM DEFINITION | DESIGN STRATEGIES | IMPLEMENTATION

1.13 Offering-activity-culture map
The OAC map is used to sense the intent of the user in the intended problem space. First you analyze the offering, then the activities and lastly the cultural context. In this case we analyzed the offering "bringing students together and creating a sense of community". We then applied this map to our design problem by analyzing who the current users of the AMS Nest are, what they are doing, and what influences them to use the space in this way. From this map we were able to determine what type of people we are dealing with, and better understand their thought processes of these users and their needs when it comes to the Nest, particularly with regards to how they sense community in that area.

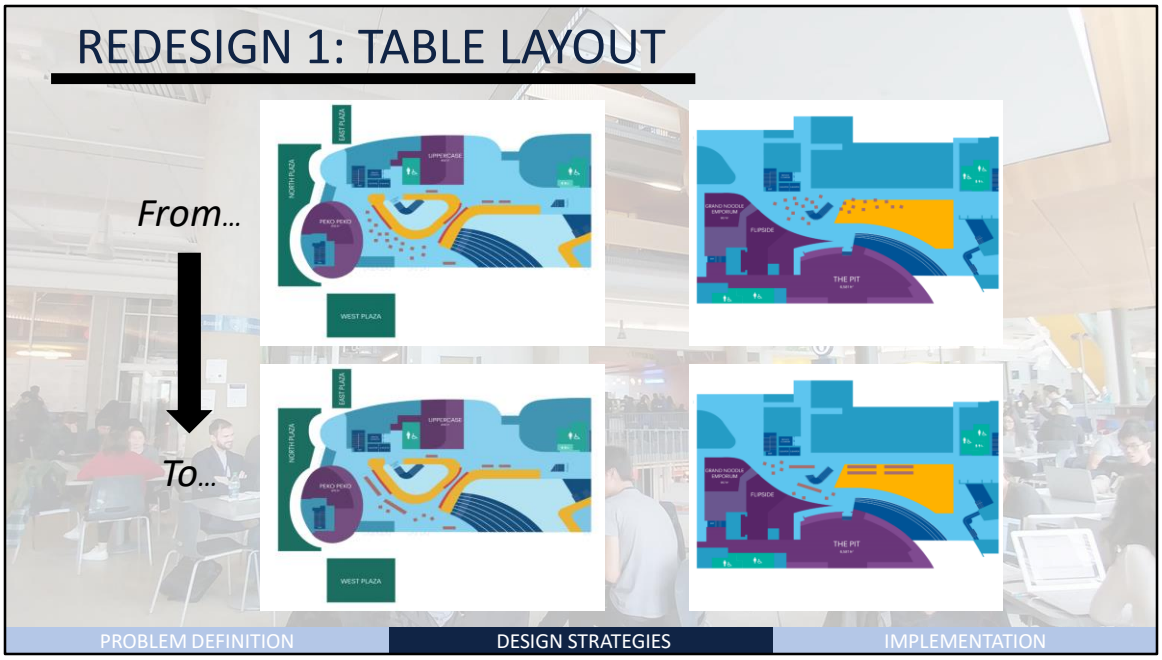
4.15 User Groups Definition
The User Groups Definition grid is used to differentiate different user types according to to a set of key attributes. In this case we used the attributes social vs. antisocial and familiar with campus vs. unfamiliar with campus. From filling out this grid we were then able to define each quadrant into a named user group. The groups we determined are split between Curious Cat, Isolated Iguana, Campus Rat and Social Butterfly. The individual groups are defined below,

Campus Rat : *The campus rat is very familiar with their surroundings, and are aware of offerings, even though they may not take advantage of them. They aren't social, meaning a majority of their time is spent performing independent activities like working or studying.*
Isolated Iguana: *The isolated iguana is someone who keeps to themselves, but is also unfamiliar with the campus and it's offerings. These people are most likely restricted from spending a lot of time on campus to get familiar with the spaces. This group likely works or lives off campus, or else isn't interested in being part of the UBC community.*
Curious Cat: *The curious cat is eager to get involved with campus and other students, but doesn't know what the campus offers or else isn't interested. This group is likely new to campus, like exchange students or first years. This group also includes social groups who don't spend a lot of time on campus.*
Social Butterfly: *The social butterfly is someone who is eager to get involved or already involved and knows what the campus offers. They likely spend a majority of their time on campus due to extracurricular activities and believe that they are a strong part of the UBC community. This group encompasses large social groups like Varsity athletes and members of sororities or fraternities.*

Familiar: *Includes students who spend a majority of their time on campus, familiar with different offerings or know how to navigate the campus.*
Unfamiliar: *Includes students who don't know the offerings of UBC, where to locate parts of UBC or else don't spend much time on campus (outside of classes)*

4.16 Compelling Experience Map
The compelling experience map takes a comprehensive look at a users experience to understand what happens at the pre-engagement stage, engagement stage and post engagement state. We used this map to get a better understanding of how separate groups who interact with the Nest are influenced. We selected the two predetermined user groups, curious cats and campus rats to get a better idea of which touch points they interact. From here we were able to determine the best ways to interact with these users, what motivates them, and how best to follow up with them post Nest experience.

Source:
Kumar, V. (2013). ***101 design methods: a structured approach for driving innovation in your organization*****. Hoboken, NJ: Wiley.**



Our first design solution is simple, yet effective. Currently, four person tables are spread sporadically throughout the upper and lower main Nest areas. While the idea was to create a less-structured, newer-feeling vibe, this layout has done the opposite so far. Only offering tables with four seating spots acts as a double-edged sword:
1) It adds to an already hectic feeling when you enter the Nest. The Nest is a busy place and having no structure for seating arrangement adds to this.
2) It acts as a social barrier for individuals or groups of two to three to find seating. By isolating each table, the first person to sit at a table designed for four effectively 'claims' this table. The majority of individuals or small groups will not go sit at a small table that is occupied by a lone occupant. This leaves a high number of seats unoccupied due to the social awkwardness of going to sit at 'another person's table', despite the reality that there is lots of available seating even at busy times. Through first person research we have witnessed countless individuals wander through the sea of tables, hoping for an empty table, because they refuse to sit at a table with one other person occupying it – for fear of awkward one-on-one social interaction.

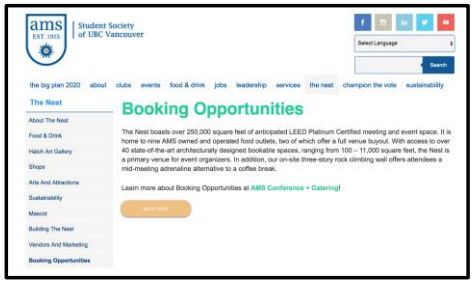
After speaking with individuals it has become clear that communal tables, that are not 'owned' by anyone, are desired. You see examples of this setup in almost any other building on the UBC campus. By making table areas larger, the social awkwardness of sitting beside one person is eliminated. That person does not 'own' the table, he or she is merely taking one seat at a longer table meant for everyone, thus it is natural for another individual to take the seat beside them.

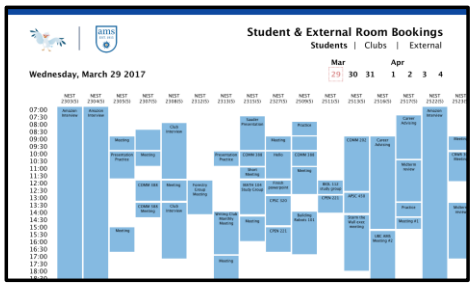
Our proposed design solution is straightforward: Change the layout of both the upper and lower tables by combining the majority of four-person tables into long rows, while leaving a few four-person tables for groups to use. This redesign is a zero-cost solution that will solve both of the aforementioned issues currently present with seating:
1) Having a more structured layout to the tables eliminates some of the hectic feelings that occur when entering the Nest. By seeing long, straight rows it sets the viewer into a more familiar zone, as this is something they are used to seeing throughout any other building they enter.
2) It removes the social barrier, as previously mentioned. AMS Nest aims to build a community vibe within their walls. By creating this layout, we have reason to believe that the sense of community within the Nest will increase. Individual students will be more likely to sit next to a new person with this set-up and a feeling of belonging arises from that. Currently, the siloed lay-out of the tables acts as an exclusionary method for many students. They are highly unlikely to meet anyone new because they are highly unlikely to sit next to someone they do not know.

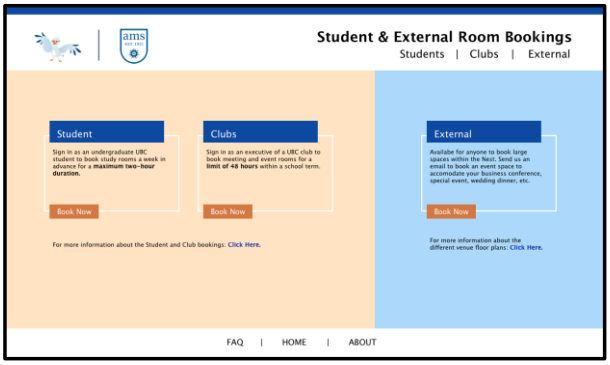
There are 27 tables on the main floor and 46 tables on the lower floor. By combining 75% of these tables into long rows we are able to have a mix of communal seating and the individual table seating. We acknowledge that some seats are lost when tables are combined but we believe the few lost seats are less than the current lost seats.

As the first of our three redesigns we believe this is a crucial change to try. It does not cost anything, has little to no risk, and yet has the potential to change the entire dynamic of how the interior of the Nest is viewed and used by students.

REDESIGN 2: BOOKINGS







PROBLEM DEFINITION | DESIGN STRATEGIES | IMPLEMENTATION

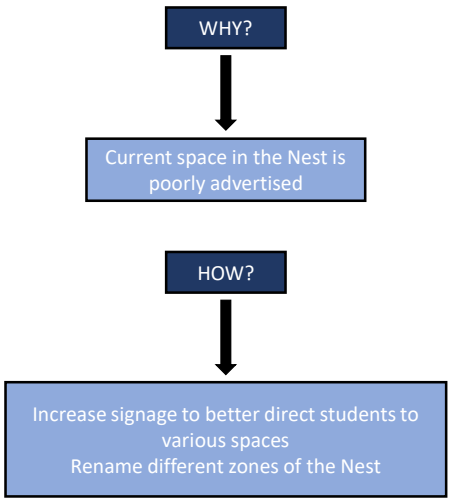
Creating an online booking system will allow students and clubs to quickly book the rooms they need, instead of going through the current email process. After speaking to individuals who are part of clubs where they have regular meetings, most of them have transitioned out of booking the spaces at the Nest. The reason for this is because of the long process it takes to get from emailing the person responsible for booking rooms to the confirmation of the room being booked. Not only that, only the person who booked the meeting room can access the room using their student card.
By implementing an online booking system, this strives for efficiency and coherency. This eliminates all the unnecessary steps the user had to go through and solves the problem of having empty unused rooms, which ultimately caters specifically to students' need for extra studying space.

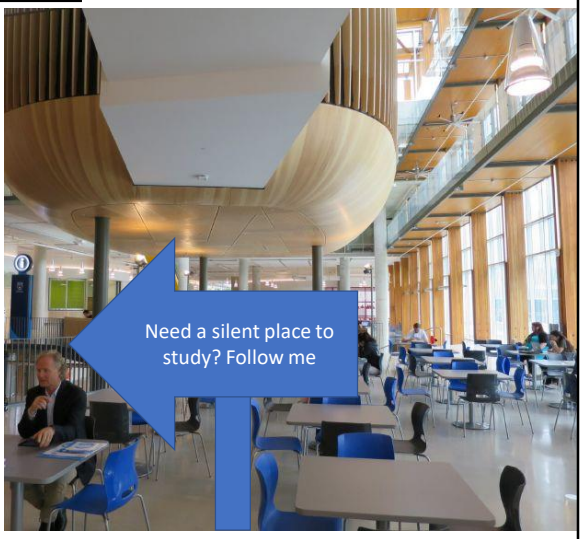
Call-to-Action
Creating a Call-to Action on the Nest's Booking Opportunities page, allows users to find what they are looking for right away. Currently there is no information on how to book the rooms within the Nest. By implementing a Call-to-Action, it will direct the user to the page where it allows them to book for meeting rooms as well as the large venues.

Student & External Room Booking
The Call-to-Action will direct the user to this page. For the Student Booking, undergraduate UBC students are allowed to book the small meeting rooms for a maximum of two hours per week. They are also only allowed to book one week in advance.
As for booking for clubs, they have a priority. They are able to book in advance until the end of the spring term of the following year. Also, they have a limit of 48 hours within a school term. As for the bookable space for clubs, they have access to bigger rooms, unlike the student meeting rooms. These rooms can be used for club activities, club meetings, and executive meetings.
In terms of External booking, this mainly caters to everyone who wants to book a big venue within the Nest. Our team has decided to keep the email booking system for the bigger venues because it allows for a more professional way of communication.

Student Booking
By clicking on the Student's Book Now call-to-action, it will direct them to the schedule of all the bookings for the smaller meeting rooms within the Nest. This page clearly highlights the timeslots where the rooms are not taken. Through this system, the user will be able to book their slot in an organized and clear manner. Also, on the schedule, the user will be able to see rooms that are booked by clubs.

REDESIGN 3: NAVIGATION





PROBLEM DEFINITION | DESIGN STRATEGIES | IMPLEMENTATION

As of now, the space in the Nest is not being properly utilized. While our previous two redesigns address this problem, the third is a simple solution which consists of a two pronged approach which will allow students to gain a better understanding of what the Nest offers and where to find these offerings. According to the Academic Experience Survey, most people visit the Nest to buy food. If we were able to better educate students who may not be aware of other offerings of the Nest, we could potentially increase user visits and time spent. We believe students can he helped to navigate the space of the Nest through two design ideas:

Signage
Our first tactic will help solve this problem by placing internal signage throughout the Nest and directing students to different areas that may be underutilized. We also plan on combining this idea with infrastructure that the Nest already has in place, including the central TV screens to advertise areas that new users to the Nest may be unaware of. These signs will have catchy slogans on them: As an example – 'Need a nap? Check out the couches on the third floor' will allow students to go explore the Nest to become aware of new places and spaces that they previously did not know about.

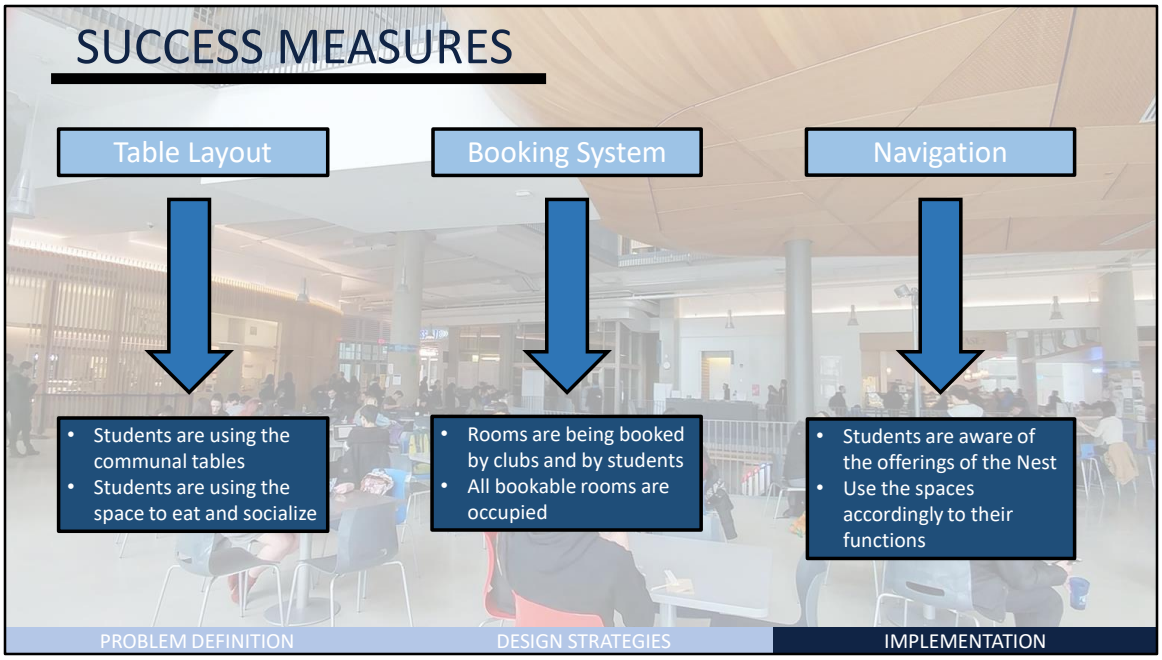
Zones
The second approach is to rename the areas of the Nest to encourage a greater sense of community, as well as improve way finding throughout the Nest. As of now, current study nooks and extra-curricular spaces are unmarked on AMS floor plans, and have generic names on maps within the Nest. We recommend using a "West-coast" related naming convention. As an example, the space east of the stairs, behind the club rooms, could be called Pacific Cove, or something of that nature. This could also open up partnership opportunities to name selected areas after UBC sports teams or First Nations culture to improve overall sense of community and pride within the Nest.

By renaming each area of the Nest, and providing signage to better direct students to spaces, AMS Nest will see two main results:

1) A more organized Nest – as previously mentioned the Nest can feel hectic at times. Providing clear, simple signage and develop commonly used names for different areas, students will be able to navigate the Nest better and will feel more comfortable using the variety of spaces the Nest has to offer.

2) A more friendly Nest – Individuals love using fun names to say where they are heading or where they are hanging out. By designating names to different zones, students will get more delight out of using those areas.

Source:
So, S., & Doering, K. (2016, January 1). ***2016 Academic Experience Survey Report*** **[Survey].**



For our problem, we identified that the design of the Nest is misaligned with the respective offerings that the Nest provides, which contributes to poor space optimization and space identification. We developed three redesign tactics that we believe will improve this problem and rectify the current situation. Our first redesign was changing the layout of the tables within the Nest to better suit the needs of the students. If successful, this could be observed as students using the communal tables, whether they are by themselves or as a group. This would also be successful if students are using the space as a place to eat and socialize, which can be observed simply by seeing what the students are doing at these tables, instead of using this spaces to study by themselves. Hopefully, with the change of the table layout and the addition of more communal seating, the previous four person tables will be used to their advantage, with groups sitting at them, rather than a single student. There will not be individuals sitting by themselves at tables intended for groups of four. We could also measure the success of this new table layout by simply talking to students and asking their opinions about the new layout, which hopefully will be a positive one.

Our second redesign tactic is the creation of an online booking system as the current method is slow and timely. If successful, this would manifest as both clubs and students booking these rooms for various reasons, whether it be for a meeting or a silent place to study with friends. There would be a decreased amount of time that a bookable room is not being used, as many of the current bookable rooms lay empty as students both do not know they can book these rooms and go through the tedious process to do so. Moreover, if successful, students would be more aware of the bookable spaces and more inclined to book these spaces if our online booking system is useful.

Our third and final design tactic is improving navigation throughout the Nest. The main success measure of this tactic would be observing how the students are using the spaces within the Nest. If they are now aware of the different spaces within the Nest that have different functions, they will spend less time using the space for the wrong reasons. For example, if successful, this can be seen be students using the tables on the lower level and level 1 for food and socializing. Currently, many students use these tables to finish homework and to study. But if our tactic is successful, these students will be aware of quiet study areas within the Nest and will spend more time in those areas, using the spaces as intended. Moreover, this can also be measured by surveying students if they are aware of these spaces and if they are making use of said space.

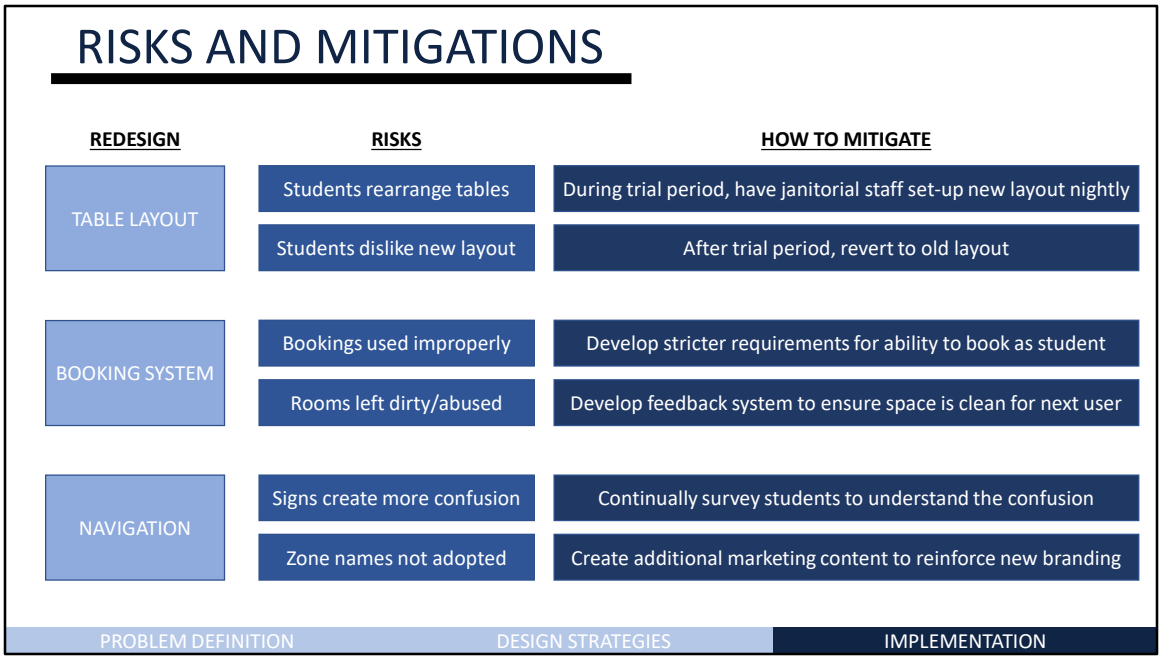


Table Layout: Risks and Mitigations

There are very few risks with our first redesign. As discussed previously this solution is low risk and zero-cost. Our suggestion is to trial this new layout for the first semester of the 2017/2018 school year. The only negatives that we see are if students take it upon themselves to revert tables back to the previous layout or use the new layout, but generally dislike it. By trialing it in one semester, it will not have a lasting negative impact if either of these situations occur, as the tables can be re-positioned in the old layout ease. For the trial period we suggest that if tables do get moved, the janitorial staff be instructed to set-up the new layout again each night. This adds approximately 5-10 minutes more work for them, but allows a fair trial period to see if students eventually adopt the new arrangement.

Booking System: Risks and Mitigations

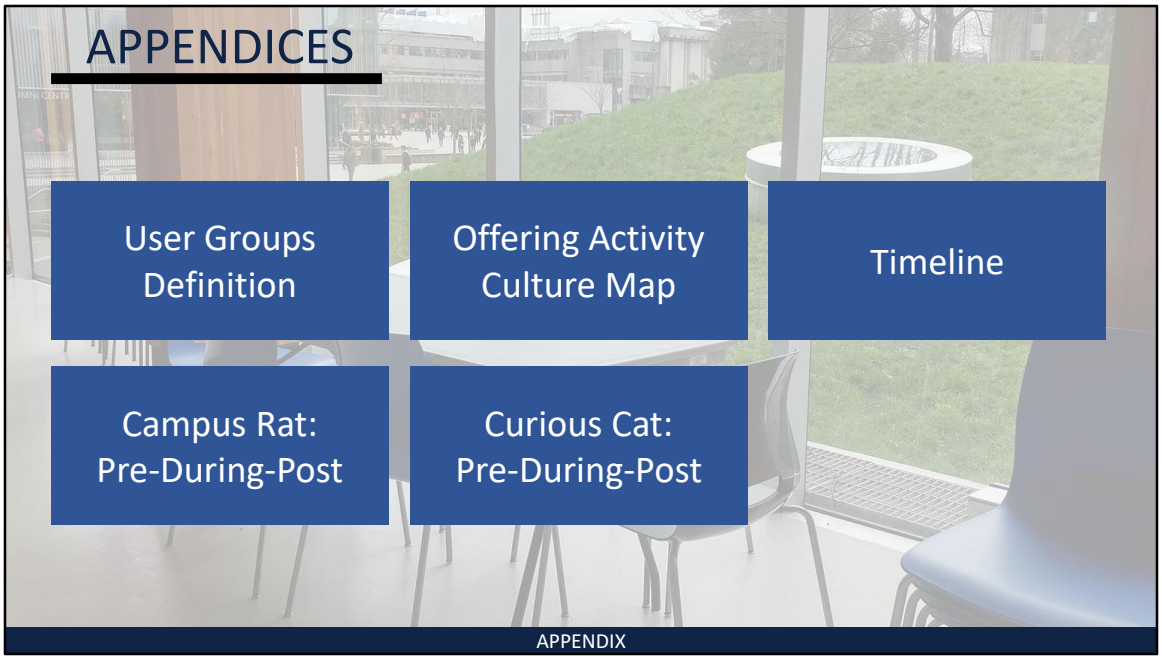
There are certainly legitimate risks when implementing a new online booking system:

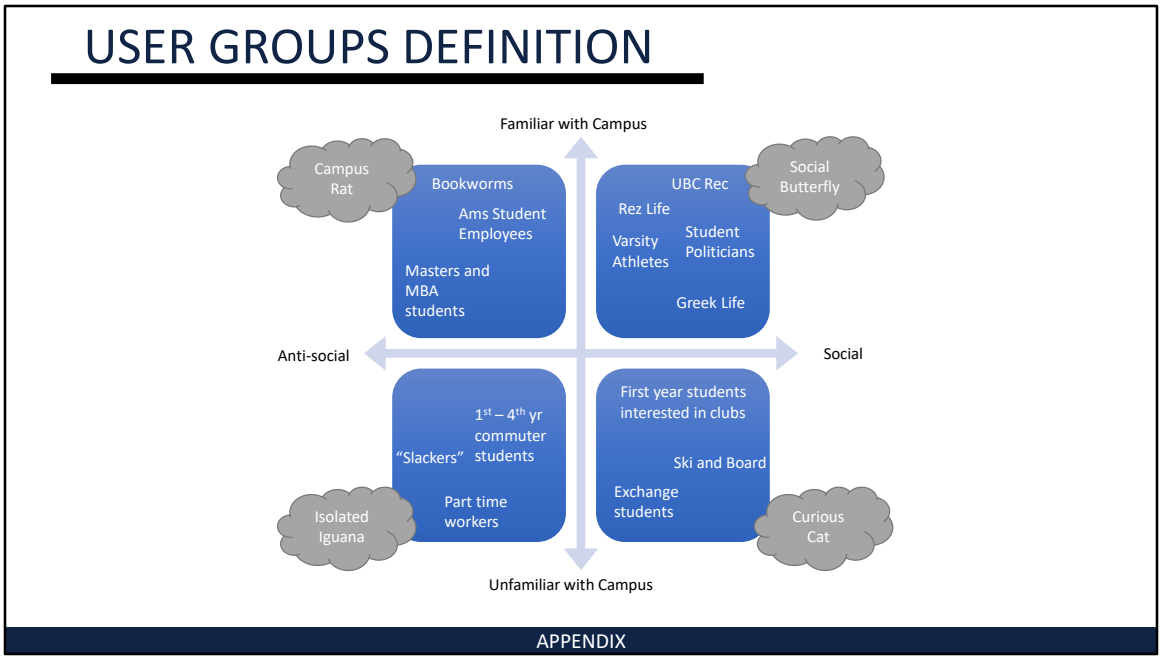
1) Students and/or clubs will abuse the new system and book more space than they actual need or intend to use. Previously, we have mentioned ways to prevent this, but it is worth discussing again. Placing a limit on the amount of hours an individual can book in a week, month, or semester forces individuals to be careful that they only book the necessary time they actually need. This also allows for more students and/or clubs to have a chance to use these newly-available rooms.

2) Students abusing the rooms or leaving them messy for the next users. This is absolutely a concern and we assume is one of the reasons the doors currently remain locked throughout the day. We would hope that the UBC community respects eachother and leaves the areas clean after use, but this will sometimes not be the case. The best possible mitigation solution would be to implement a feedback form into the room bookings. Asking a simple question, “Was the room clean when you entered?” would do two things. First, it would place emphasis on the current users to leave it clean, so that the next users do not answer that question with a No. Second, it would allow AMS Nest to learn who is responsible for the mess, and prevent them from further use.

Navigation: Risks and Mitigations

Similar to the table layout, there are few risks involved with this redesign. The major risk would be that signs and names for different areas creates more confusion than already exists. While we believe this to be unlikely, it is still certainly a possibility. To ensure this doesn’t happen, it will be important to send out several surveys to get a better sense of whether or not the signs and names are being adopted effectively. If they are not, slight adjustments to the layout or marketing of these items can be made. It will be an iterative process, with low cost to fix.

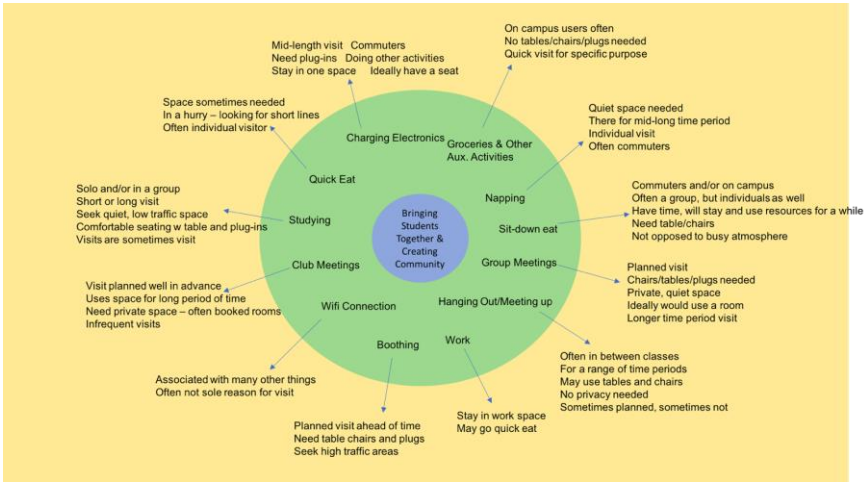

APPENDICES
User Groups Definition
Offering Activity Culture Map
Timeline
Campus Rat: Pre-During-Post
Curious Cat: Pre-During-Post
APPENDIX



4.15 User Groups Definition

Here you can see our user group chart in detail. By using this chart we were able to see the different types of people who are both familiar and unfamiliar with campus, and social and anti-social. We used our own perceptions of the groups, and individuals who are present on campus and may use the Nest as well as asked other current UBC students. From here we were then able to sort the groups of people based on the the degree to which they fit into the attributes listed above. We however restricted our groups selected to only include students (undergraduate and graduate), although we do acknowledge that there are other people, for example visitors who may visit the Nest. We believe that anyone who is a "non-student" would likely fit into the isolated iguana group or curious cat group depending on their purpose, and therefore do not risk skewing our chart. This then allowed us to direct our focus to two opposite ends of the spectrum and dive into further analysis of the campus rat and curious cat user group, as we determined that of the groups, they were two that could greatly benefit from the Nest's offerings

OFFERING ACTIVITY CULTURE MAP

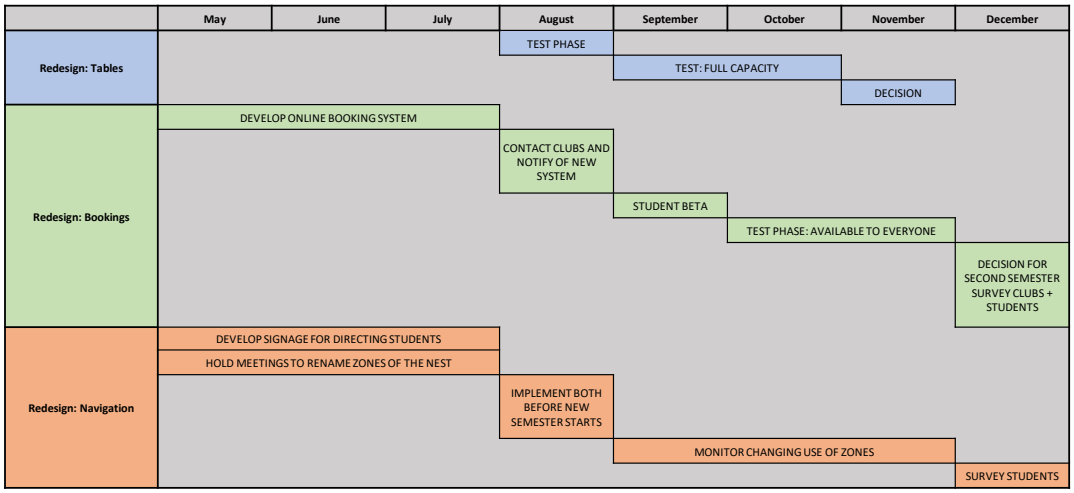


APPENDIX

1.13 Offering-activity-culture map

From this map we were able to gain a better understanding the ways users could use the Nest. From here we identified the culture surrounding these activities. This lead us to begin to analyze different features like time spend for each activity and what infrastructure (ex. chairs, tables, plugs) each user required in the Nest for each activity. We determined that the Nest could benefit from improved convenience in areas like club meetings, eating and studying as these 3 activities required the use of certain Nest spaces.

TIMELINE



APPENDIX

Redesign: Tables
Since this is a relatively simple change to undergo, we suggest not acting on this until August. At the beginning of August, make a single move to the new layout. This will allow you to test students reactions with a small sample size before the semester starts. Keep the tables in the new format at the beginning of September, when the Nest sees its capacity quickly rise with the influx of students. Keep this layout for two months and monitor how the students perceive the change. After two months there will be a general consensus as to whether this has improved people's perception of the Nest's seating. At that time decide to A) keep new layout, or B) revert to old layout

Redesign: Bookings
Developing the online booking system will take time and should be started immediately (we are aware you have begun to think about this). Ideally you are able to complete the new booking system by the end of July. This allows August to be a month where you let UBC clubs adopt to the new system and work out any bugs. In September, we suggest allowing a certain percentage of students to use the booking system, as another test phase. As long as everything goes smoothly, and issues are able to be solved, release the option to book space at the Nest through the new booking space to the remainder of the student body in October. In December, review the implementation of the booking system and plan for second system.

Redesign: Navigation
Over the summer, till the end of July, develop creative signs for re-directing students to different areas of the Nest for the difference uses they are seeking. At the same time, create new names for each zone. In the August implementation time period, it is important to integrate the new zones into any first-year student material, online, on maps in the Nest, etc. Throughout first semester it is important to monitor how these new zones and signs affect students. At the end of the semester, survey students to understand if awareness has grown about different areas of the Nest.

CAMPUS RAT – PRE-DURING-POST

Pre-Engagement	Engagement	Post-Engagement
• Learning through posters, ads, announcements, emails, social media • Messages: Checkout events + services in the Nest • Familiar already with the services (already have well defined spaces that they life) • Anti-social so keep to themselves • Not influenced by others perceptions about the Nest	• Engaging: looking for places to spend long amounts of time • Have specific spots /food they enjoy • Looking for quieter places (away from other people) • Positive: Needs motivated, if visit satisfied need then it's considered a good experience • Negative: thrown off by random big event that disrupts them, poor service, if can't find a seat	• Following up by surveys (more likely to do, have more time) • No follow up message communication • Don't say anything to friends/ family but more prone to complaining if had a bad experience • May talk about experience with close friends but mainly through anonymous social (ex. reddit / yik yak)

APPENDIX

4.16 Compelling Experience Map – Campus Rat

Through this map we were able to gain a better understanding of the "campus rat'" and their involvement with the Nest,. From this map we were able to analyze how they interact with the Nest during all stages of their visit. What we learned from this is that they are likely fairly familiar with their surroundings, but they require places where they could potentially spend long periods of time. We also made the assumption that they would prefer a quiet place to work as they are independent by nature. Our solutions to tackle our problem statement help make the campus rat's experience better because if students were directed to various Nest offerings, space may be cleared up for the campus rat. The purpose of the Nest for the campus rat is to satisfy a need, and if the need to find seating, or a quiet place is met, then that experience is considered a "good' experience.

CURIOUS CAT – PRE-DURING-POST

Pre-Engagement	Engagement	Post-Engagement
• Through friends, social media, interactions with strangers (parties), alumni, emails/ announcements • Message: come have a fun, positive experience, hangout, engage with UBC community • Social gatherings and events messaged to them more • Friends and family communicate activities, events, clubs (get involved) • Hear more extreme stories (very positive or very negative)	• Willing to try things, asks questions, doesn't need prompting • Going to more social events, more social setting, hanging out with friends • Higher expectations • In the event, will attend with friends, won't visit Nest by themselves (Pit, club events • Good experience: learns something new, has a story, sees someone they know, engaged with • Bad experience: dull, boring, done by themselves	• Follow up with surveys • Through social media, shares or likes posts/ photos • Very vocal about their experiences (whether positive or negative) • Sharing and communicating through conversation and social media

APPENDIX

4.16 Compelling Experience Map – Curious cat

Through this map we were able to gain a better understanding of the "curious cat'" and their involvement with the Nest. After conducting this analysis we were able to see how the curious cat engages with their surroundings. A typical curious cat would likely share, post or like pictures taken at the Nest, and be very vocal about their experiences. Therefore, it is extremely important that this user group is satisfied with what the Nest offers. It is considered a positive experience if they meet someone they know, have a good time with a friend, or else make a new friend. For this reason our recommendation regarding seating applies directly to this user group. A curious cat would likely not be satisfied being seen sitting along at a table, therefore a "long table" or something similar would be much more compatible with what the curious cat is looking for.