

REACH Physical Space

Needs Assessment

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REACH PHYSICAL SPACE NEEDS

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Executive Summary

REACH was created in 2000 as an initiative to help undergraduate students. According to the REACH website, the mission of REACH is to assist the diverse undergraduate student population at the University of Louisville (UofL) to reach their individual academic goals. Since 2000, REACH has greatly changed and its development has been the result of the university's focus on strengthening the academic support for all undergraduate students. Today, REACH is the home of multiple academic support services and retention programs. With the increase in students utilizing the REACH services over the past 15 years, the current space for the REACH programs is reaching its maximum capacity. REACH was recently informed that they will be transitioning to a new academic building in fall 2018. The needs assessment examined REACH's current space to determine if the space is currently meeting the needs of the students and student staff.

There are three phases of the needs analysis: pre-assessment, assessment, and recommendations for implementation for change. Data was gathered by a variety of methods including: review of TutorTrac student usage database and focus groups with student tutors and student users of REACH services.

The data collection identified the gap between the REACH space and an ideal space. The review of TutorTrac data and focus group identified several reasons the the current REACH space is not ideal. Some of these reasons noise level in the different REACH centers, crowded spaces, lack of electrical plugs, and insufficient hours of operation. A fishbone analysis was conducted to determine the needs and causes for these needs while identifying the criticality and difficulty of closing these gaps.

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The needs were analyzed to determine the best course of action. The Needs Assessment Committee has identified four recommendations for changes based the collected data. These changes will help hold REACH over until the new location is ready in 2018.

The four proposed recommendations for change are:

1. Create table subject signs for the REACH drop-in centers.
2. Invest in portable whiteboards and whiteboard paint.
3. Examine the possibility of expanded hours for some of the REACH Centers.
4. Develop a list of potential satellite locations

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Pre-Assessment and Planning

Scope

The Needs Assessment (NA) focused on the physical space needs of Resources for Academic Achievement (REACH) at the University of Louisville. REACH was created in 2000 as an initiative to help undergraduate students. According to the REACH website, the mission of REACH is to assist the diverse undergraduate student population at the University of Louisville (UofL) to reach their individual academic goals. REACH began as a unit organized under the Academic Provost's Office. The initial offerings by REACH included: onsite support for developmental mathematics and reading courses for any enrolled UofL student with mathematics or reading deficiencies; a math lab for drop-in support for developmental math classes offered by a joint partnership with the local community college; and advising for all students enrolled in the continuing studies program and those that were undecided; and the Learning Resources Center. Since 2000, REACH has greatly changed and its development has been the result of the university's focus on strengthening the academic support for all undergraduate students.

Today, REACH is the home of multiple academic support services and retention programs. The following academic services are offered to all undergraduate students: the Math Resource Center (MRC) in Strickler Hall, the Virtual Math Center (VMC) online, the Computer Resource Centers in Ekstrom Library and MITC, the Delphi Digital Media Suite in Ekstrom Library, the Learning Resource Center (small group tutoring) (LRC) (both onsite and online) in Strickler Hall, and Supplemental Instruction and

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Learning Assistance (Large group tutoring) in Strickler Hall and other campus locations. The following retention programs are offered to all undergraduate students: the REACH Ambassador Peer Mentoring program in Strickler Hall, GEN 103 and 104 Supplemental Mathematics in Strickler Hall, GEN 105 Supplemental College Reading in Strickler Hall, and the REACH Student Success Seminars in Strickler Hall.

With the increase in students utilizing the REACH services over the past 15 years, the current space for the REACH programs is reaching its maximum capacity. REACH has recently been informed that a new academic building is being built on the Belknap campus and that REACH will have significant space in the new building. The needs assessment will examine REACH's current space and determine if the space is currently meeting the needs of the students and student staff. The needs and recommendations will be used to close any gaps in the physical space until the new academic building is ready.

Process

Three phases will be conducted in the needs assessment project.

1. Pre-Assessment – In this phase, the gap (or need) is identified as REACH is operating at or near physical space capacity with the programs it currently offers.

Included in this first step, is identifying the following:

- The current physical space of the department including a break down by REACH Center.
- The desired physical space needs of REACH and the specific REACH centers.

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- How to use the above information to reallocate space around REACH to maximize student usage?
2. Assessment – the physical space utilized by REACH will be reexamined utilizing current student usage data, previous academic year student usage data, interviews with students, student staff, professional staff, and direct observations. This information will be used to establish the current physical space needs.
 3. Post- Assessment – recommendations will be made for physical space improvements using the data collected from the first two phases.

Pre-Assessment Planning

Two meetings were held with the REACH Executive Director to introduce the needs assessment. The meetings occurred on September 6th and September 24th. The first meeting revolved around outlining the introduction of the project and the information needed for the Needs Assessment. The second meeting consisted of the Executive Director providing usage data from the previous academic year, a current inventory of space available in REACH, and the ideal amount of space needed by REACH.

Powerful Questions

1. Does Strickler Hall provide REACH with enough space for continued growth?
2. Is there a particular REACH Center that has a certain amount of space allocated to it that is being used?
3. Which of the REACH Centers are at maximum space capacity?
4. What do students want in a Learning Center/Learning space?

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Frames

According to Bolman & Deal (2008), there are four frames that help to better understand organizations. The frames are structural, human resource, political, and symbolic. The political frame helps to understand REACH and the issues with physical space needs of the department. According to Bolman & Deal (2008), the political frame sees organizations as jungles, arenas, or contests. This frame looks at competing interests, struggles for power, and who gets what and how is one way to describe the political frame. The struggle of power, and who gets what and how is of the biggest issues related to the physical space needs in REACH. As the department has grown and added different programs over the last 15 years, space has become ever more important to each of the different REACH centers. In the last few years, it has become more apparent that REACH is running out of space. There has been tension between two of the REACH centers regarding some shared space.

The Needs Assessment Committee (NAC) could reframe the physical space needs by examining the issue through the structural and human resource frames. The structural frame focuses on the architecture of the organization. This can include the organizations goals, structure, technology, roles, relationships, and coordination of these relationships. By looking at the structure of REACH and the different centers perhaps the NAC can reframe the space needs by looking to see there overlapping space needs that can be restructured by the different centers. The NAC could also reframe the issue by utilizing the Human Resources frame. This frame looks at people and their relationships. By reframing the space needs issue through the Human

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Resource frame, the NAC can look to see if any of the space needs are related to the professional staff and/or student staff of REACH.

Stakeholders

The primary client of the Needs Assessment is Resources for Academic Achievement (REACH), specifically the REACH Executive Director.

According to Altschuld & Kumar (2010), Level 1 stakeholders are the direct recipients of the service. The Level 1 stakeholders are the different REACH Centers. By completing this needs assessment, the different centers in REACH will benefit from possible changes in physical space. This level will be the primary focus of the needs assessment.

Altschuld & Kumar (2010) state that the Level 2 stakeholders are the “individual or groups who deliver products or services to Level 1” (Altschuld & Kumar, 2010, p. 23). Students deliver the product aka “visits” to the different REACH centers and the spaces in the department.

Level 3 stakeholders are the student staff members who hold sessions in each of the different physical spaces around REACH. Through the needs assessment student staff will be asked to identify any issues they have with physical space needs of REACH.

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Memorandum of Agreement (See Appendix A)

Analysis Tools

For this needs assessment, several data collection techniques will be used to ensure that comprehensive data is collected. These techniques will include: reviewing archival data from the REACH TutorTrac System and focus group interviews with student employees and students who utilize REACH. Since multiple data collection techniques will be employed, there will be an increase in reliability of the data. The data collected will be both quantitative and qualitative.

Archival data

To gain a perspective of past physical space needs of REACH, the needs assessor will review archival data stored in the REACH TutorTrac System. This system will provide insight into peak hours, days, and days. The data collected and reviewed from TutorTrac archival records will provide quantitative data and will shed light on the current state of physical space usage at REACH. This data will help guide further research regarding physical space usage.

Focus Groups

The needs assessor will conduct focus group interviews with student employees (tutors and mentors) and student users (tutees/mentors) of REACH. Two focus group interviews will be conducted as part of this needs assessment. The first focus group consists of the student users (tutees/mentors) of REACH. The first focus group will focus on the primary users of the REACH space. The student users will be able to

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provide the needs assessor with first hand knowledge of the issues they see with the space at REACH. The second focus group will consist of the REACH student employees. The student employees of REACH work with the student users of the REACH services. They will be able to provide a behind the scenes look at the space issues.

The coordinators from the Learning Resource Center, Math Resource Center, Computer Resource Center, REACH Ambassadors, and Supplemental Instruction will provide the needs assessor with 3-4 student users and 3-4 student employees from their center to participate in the focus groups. The student users and student employees will participate in separate focus group interviews because they will have different perspectives on the REACH physical space needs. The interview will follow a structured format to allow for comparison between the two different groups of respondents. The interviews, however, will be structured to allow for the questions to be asked in a manner that will allow each of the respondents to expound upon their answers. The focus group interviews will be recorded using the Livescribe SmartPen. The pen will allow the needs assessor the ability to write notes and record the audio of the interview simultaneously. If the needs assessor needs to review data collected in the focus groups, he/she will be able to access the audio recordings based on the notes written during the focus groups.

The focus groups will take place in the REACH conference room. The REACH Executive Director has agreed to provide lunch for the focus group interviews.

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Data Gathering Tools

The script for the focus groups can be found in Appendix B. An example of invitation that will be sent to the students and student employees can be found in Appendix C.

Workplan and Timeline

Phase 1: Pre-Assessment	Completion Date
Identify the the current physical space of the department including a break down by REACH Center.	09/30/2015
Identify the desired physical space needs of REACH and the specific REACH centers.	09/30/2015
Phase 2 - Assessment	Completion Date
Review TutorTrac to determine when and if any REACH Centers were at capacity.	11/17/2015
Complete Student Staff Focus Group	11/17/2015
Complete Student User Focus Group	11/17/2015
Phase 3: Post-Assessment	Completion Date
Develop and communicate potential physical space solutions for client	11/24/2015
Create step-by-step action plan for implementation of solution	11/24/2015

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Findings

Pre-assessment findings

During the pre-assessment phase data was gathered from each of the different REACH centers regarding the current space in each center and the desired space in each center. Data from the pre-assessment can be found in Appendix D. One of the primary takeaways from the pre-assessment findings is the way in which each of the REACH centers count space. For example, in the Learning Resource Center (LRC), they have 71 chairs in the center. This would imply that the LRC could have 71 students utilizing the center at a given time. However, upon discussion with the LRC Coordinator, she explained that with the group tutoring in the LRC there may be 6 seats at a particular table, but they can only have 1 group tutoring session at that table. Therefore, if the session has 1 tutor and 1-2 students, the other 3 seats are lost for that hour.

Archival Data

Data regarding student visits into the different REACH centers is stored in the REACH TutorTrac System. TutorTrac records the center, date, time in and time out, as well as the reason for the student visit. Due to the vast amount of data stored in TutorTrac, the needs assessor was not able to look at every week during the fall semester. Working with the center directors, they each picked a week that they thought would be a normal week during the semester. Data for the Learning Resource Center (LRC) and Math Resource Center (MRC) was examined.

The LRC works on an appointment based schedule. Students must have an appointment with a tutor and a particular class for their group tutoring session. The

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appointments for the week of November 9-13th were pulled from TutorTrac. Based on the data gathered in the pre-assessment phase, the LRC has the capacity to offer between 10-11 group tutoring sessions at one particular time. Figure 1 shows the LRC appointments by hour and day of the week.

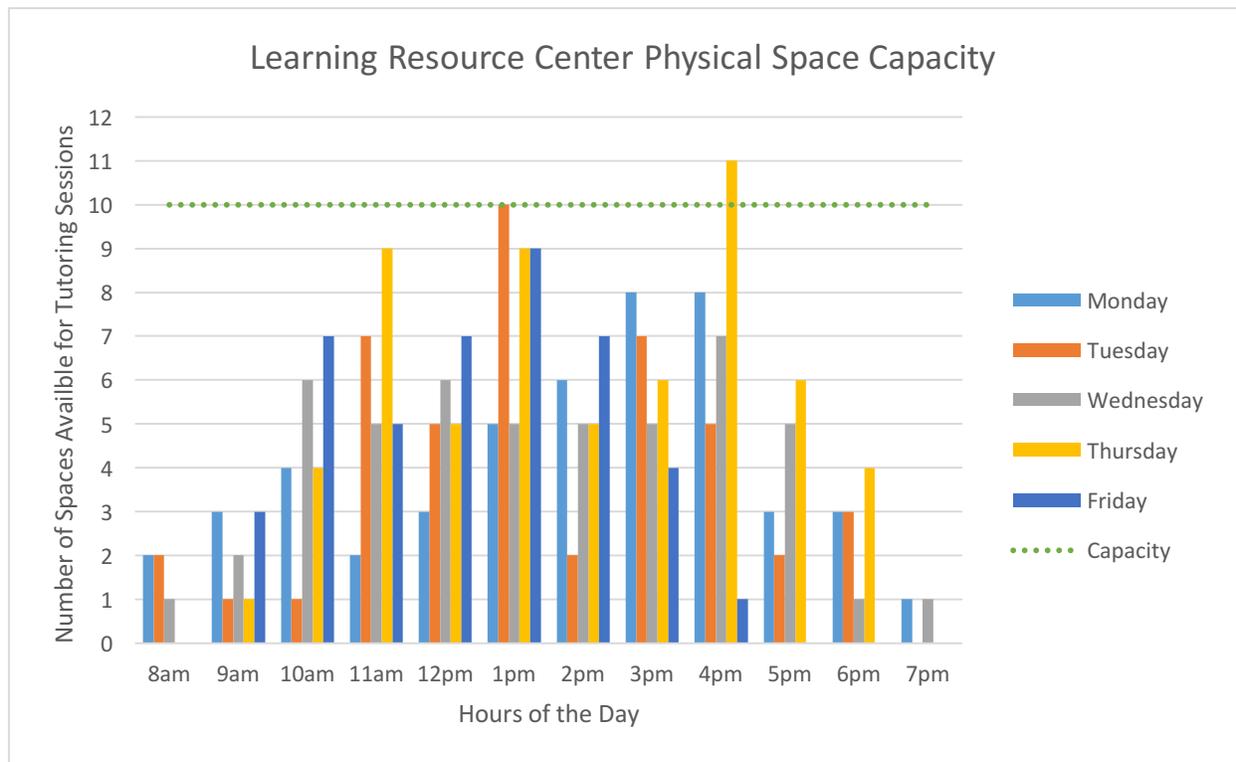


Figure 1. Learning Resource Center Physical Space Capacity

On most days the LRC was not at full capacity during any hour of the day. However, there were two particular days that did see the LRC reach capacity. On Tuesdays at 1pm and Thursdays at 4pm the LRC was at capacity with 10 and 11 group appointments. On Tuesdays at 11am, they were near capacity with 9 scheduled group appointments. They were also near capacity on Tuesdays and Fridays at 1pm.

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TutorTrac data for student visits was also examined for the Math Resource Center (MRC). The MRC works on a drop in schedule. Students drop in during the day for tutoring from tutors that are in the MRC. To examine the TutorTrac data for the MRC and determine the number of students in the MRC at each hour, we pulled visits the MRC for week of September 21 through September 25. Using a formula of +1 or -1 in Microsoft Excel, the number of students checked in at a given time for each hour of the day was determined. Using the data from the pre-assessment on actual space in the different REACH Centers, the number of seats available for drop-in tutoring in the MRC is 52 seats (see Appendix D). There was only one day in which the amount of students checked in were over the 52 seat threshold. Figure 2 shows the check-ins for Thursday. The chart shows the average number of students in the center each hour, as well as the minimum number checked in during that hour as well as the maximum number checked in. On Thursdays between 1pm and 4pm the MRC was either above, at, or near capacity. At 2pm there were a maximum number of 70 students in the center with an average number of 55.3. At 3pm there were a maximum number of 70 students in the center with an average number of 62.5 students in the center during that hour.

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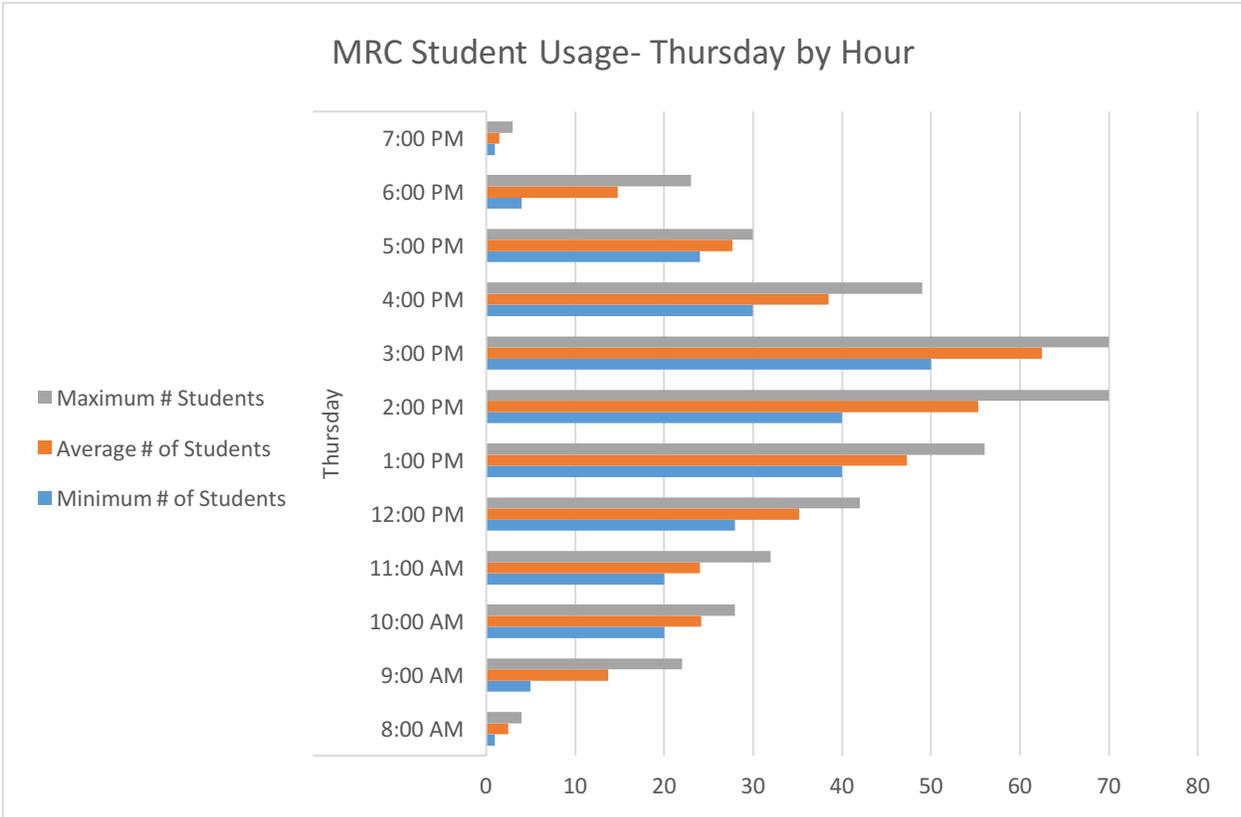


Figure 2. MRC Student Usage- Thursday by Hour

Focus Groups

Two focus group interviews were conducted as part of this needs assessment. The first focus group consisted of the student users (tutees/mentees) of REACH. The second focus group consisted of the REACH student employees. Each REACH coordinator was asked to provide the names of 3-4 student staff members and 3-4 student users of their services. A total of 13 student staff members participated in the focus group and 8 students from different REACH centers participated. Table 2 shows the participants from the focus groups by REACH center.

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Table 1.

Focus Group Participants by Center

Focus Group Type	Center	Number of Participants
Student Staff		
	Learning Resource Center	2
	Math Resource Center	2
	Computer Resource Center	0
	Supplemental Instruction/Learning Assistance	4
	REACH Ambassadors	3
	GEN 105	1
	GEN 103/104	0
	Welcome center	1
Students		
	Learning Resource Center	3
	Math Resource Center	5
	Computer Resource Center	0
	Supplemental Instruction/Learning Assistance	2
	REACH Ambassadors	0
	GEN 105	0
	GEN 103/104	1

One of the first questions asked in the focus group was “What do you like best about REACH?” Multiple staff respondents stated that they liked the fact that REACH had open space and whiteboards throughout the different REACH centers. Student respondents did not talk about the physical space of REACH in this question. They primarily mentioned they liked that REACH was available to help when they need it.

One of the primary issues the NAC felt needed to be addressed in the NA was the noise levels in REACH. The following questions were asked to both the student staff

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and student focus groups: “How would you describe the noise level in (Center you work in/use) What could REACH do to improve the noise level? If you have a concern about the noise level in (Center you work in/use) do you believe that it affects your ability to learn?” Student staff identified the LRC has a noisy space. They primarily felt it was noisy due to the lack of space for the group tutoring appointments. They also identified the REACH Welcome Center as noisy when the REACH Ambassadors are using the space. Student staff who felt noise was an issue also stated that the noise levels were distracting to students and their learning process. Student users of REACH also felt that the LRC was noisy and that students cannot focus when the space is loud.

The focus groups were also asked to describe a comfortable learning environment and then discuss whether or not they felt REACH meets their definition of a comfortable learning environment. Some of the primary words that student staff used to describe a comfortable learning environment were quiet and spacious. Student staff felt that REACH and its different centers were comfortable. They felt that some locations for SI/LA were dark and not well lit. Student users of REACH also felt that quiet and spacious described a comfortable learning environment. They also felt that REACH was a comfortable place to learn.

When asked about breakout rooms vs. large open spaces in REACH, both the student staff and student focus groups responded very similarly. Both groups felt that it depended on the different REACH centers. For example, those who worked in the LRC and those who use the LRC both stated they felt breakout rooms would be beneficial, especially with the noise level. Many also stated they felt the LRC was bigger breakout rooms would not be necessary. Those who work in and use the MRC stated

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that the large open room was good for the MRC; however, some did say it would be helpful if the MRC had tables that were assigned to specific subjects such as pre-calculus or calculus. Focus group participants were very open to the idea of REACH having satellite locations around campus for some of the different REACH services. Those who participated that attended classes in the J.B. Speed School of Engineering stated they would like some REACH services to be located to the Speed. Quite a few of the focus group participants did state that they felt the current location of REACH was central to most of campus. Other locations suggested included the College of Education and Human Development, the Student Activities Center, and the Natural Sciences building.

When asked about what types of things they would include in the perfect learning space, there were several things that were mentioned by multiple focus group participants. Most felt that the perfect learning space would include lots of whiteboards, outlets, and good lighting. Student staff also suggested that the perfect learning space include the ability to connect their computers, iPads, and other tablets to multimedia screens to demonstrate concepts to their tutees.

Causal Analysis

In an informal discussion, the NAC and needs assessor reviewed the data collected and conducted an informal causal analysis. A fishbone diagram (Figure 3) was constructed to provide a visual representation of the potential causes pertaining to the need.

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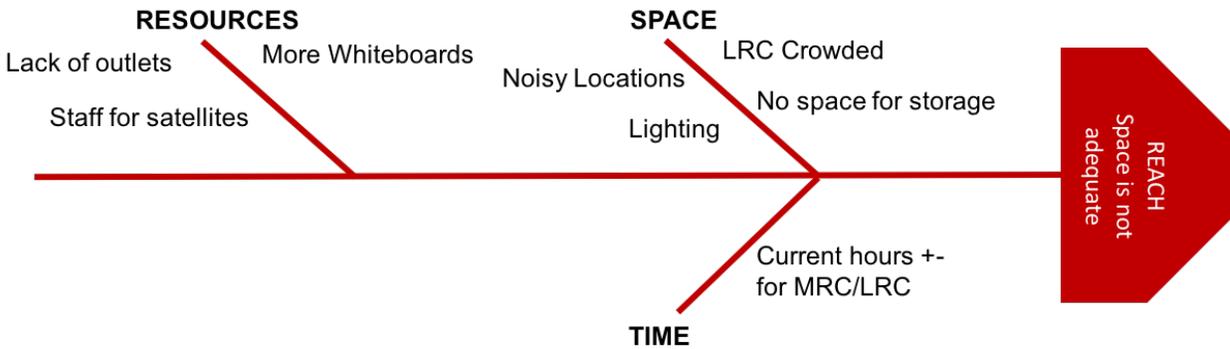


Figure 3. Fishbone Diagram

Recommendations for Implementation for Change

Based on the collected data, the needs assessor and the needs assessment committee have developed four recommendations for improving the physical spaces and how they are utilized around REACH. The data collected in the focus groups and review of TutorTrac data strongly support the recommendations.

The four recommendations for improving the physical space are:

5. Create table subject signs for the REACH drop-in centers.
6. Invest in portable whiteboards and whiteboard paint.
7. Examine the possibility of expanded hours for some of the REACH Centers.
8. Develop a list of potential satellite locations

The first recommendation for REACH is to create table subject signs for the REACH drop-in centers. During the focus group several participants mentioned they would like breakout rooms for different subjects. Since REACH cannot change the room layout of its current space, the NAC and needs assessor believe that signs placed on

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tables in the drop-in centers such as the MRC would provide a short term solution to this need until the new academic building is built. The NAC suggested that the table signs could be based on subjects such as pre-calculus or calculus, or by actual classes. They felt the subjects would be better for limited space REACH currently has in Strickler Hall.

The second recommendation proposed is to invest in portable whiteboards and/or whiteboard paint. Both student staff and students who participated in the focus groups mentioned that they would like more whiteboards in the REACH centers. Whiteboards were also one of the “perfect learning space” features requested by the focus group participants. The NAC also suggested that portable whiteboards could help create the feel of breakout rooms in REACH centers such as the Learning Resource Center (LRC) and the Welcome Center REACH Ambassador area.

The third recommendation proposed is to examine the possibility of expanded hours in the various REACH centers. When reviewing the TutorTrac data several of the REACH centers were at or near capacity. Both student staff and student focus group participants suggest that REACH also have expanded hours. The NAC believes expanded hours are possible, however, they cautioned that a further review of hours that students would be willing to come in and the financial side of being open more hours needs to be considered.

The fourth and final recommendation proposed by the NAC is to develop a list of potential satellite locations around campus for the possibility of moving some REACH services to those locations. The NAC believes this could help relieve some of the capacity issues discovered in the review of the TutorTrac data. This proposed

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recommendation would also help with the political and structure frames of the organization. Perhaps there are satellite locations or other locations in REACH that could be utilized to overcoming some of the space issues some of the centers are experiencing. This proposed recommendation is already being examined by the REACH LRC in conjunction with the REACH iTech Zone and the physics department. The LRC will be utilizing unused space in the iTech Zone to provide tutoring in physics. The physics department is also helping with this new satellite location by providing staff for the location.

Force Field Analysis

A force field analysis was conducted to examine the restraining and driving forces of the change process (Figure 3). In comparing the two forces, it appears that the urgency of the driving forces is equal to those of the restraining forces. The biggest restraining force will be the existing space in REACH. Many of the needs expressed in the focus groups and the review of TutorTrac data, suggests that REACH does need more space, however the existing space will cause some issues. The restraining force associated with existing space can be lessened by possible expansion of satellite locations on campus. Even more so, the existing space issues can be lessened by the construction of the new academic building. The cost of hiring more tutors for the satellite locations is also a restraining factor.

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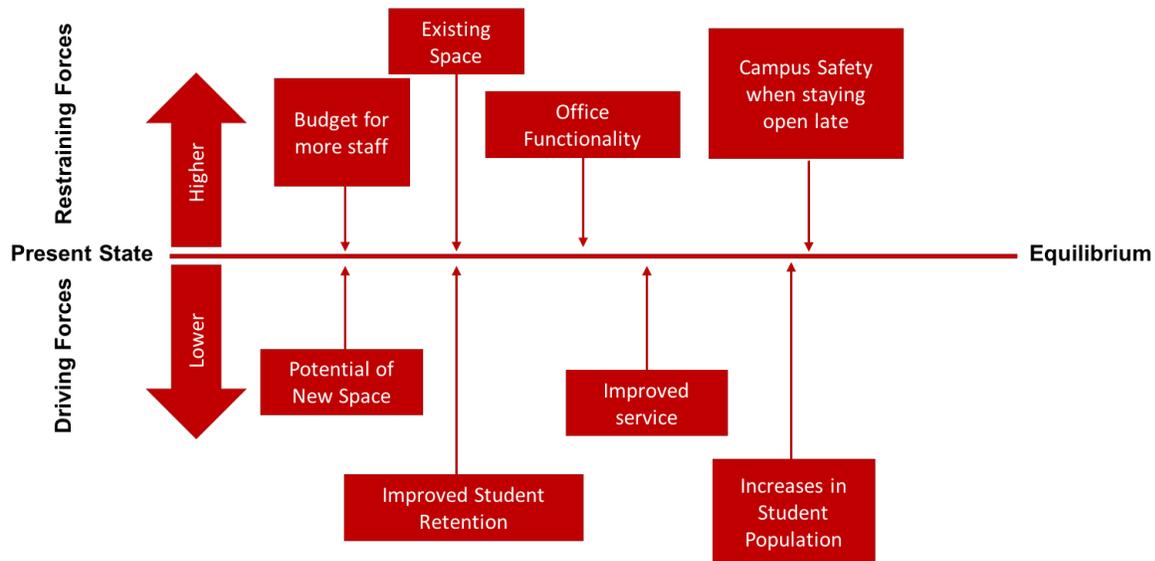


Figure 4. Force Field Analysis

The expansion of hours in the REACH centers is strained by several of the forces in Figure 4. In order to expand the hours, REACH would need to hire more staff. The hiring of more staff will require additional monies/budget. Campus safety is also an issue with expanded hours. While the University has done much over the last few years to improve campus safety this is an issue that needs to be considered if hours are to be expanded into later in the evening.

When addressing the issue of table signs with the Math Resource Center (MRC) director, she liked the idea of the table signs but felt that the addition of the signs would limit the functionality of the space. For example, with all of the different math courses tutored in the MRC, there would be no tables left for students who are using the center to study and do homework. She believes that with the possible move to the new academic building that the table signs will be a good idea.

During the focus groups one of the needs that arose was the need for more whiteboards in REACH, particularly the need for portable whiteboards. One restraint to

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the addition of the portable whiteboards is budgeting for the extra cost of the whiteboards. A second restraint is the space to store the whiteboards. There is no space available in the existing space for storage.

There are quite a few driving forces that will help the changing process. One of the biggest driving forces is the potential new space for REACH in the new academic building. REACH currently has a seat at the table in regards to the design and functionality of the space. Many of the recommendations presented in the assessment can easily be included in the design. For example, the new space can be designed with whiteboards, space for breakout rooms, tables for class or subject tables, new lighting, and lots of plugins. The improve services provided by REACH, as well as improved student retention rates at the University are also driving forces. Lastly, the increase in the student population at the University of Louisville and the increase in students that use REACH will help with bring about change.

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References

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Appendix A

Memorandum of Agreement

September 22, 2015

To: Geoff Bailey, Executive Director, REACH (Resources for Academic Achievement,
University of Louisville

Mark A. Woolwine, Needs Assessor

Purpose

The purpose of this agreement is to establish an understanding between the client, REACH (Resources for Academic Achievement) and the needs assessor, Mark A. Woolwine regarding a needs assessment that will be conducted in REACH. The purpose of this needs assessment will be to examine the physical needs of REACH and make suggestions regarding the use of physical needs based on the future growth of the department.

Objective

Data in the form of interviews with professional staff, student staff, and students, TutorTrac attendance records, and observations of spaces being utilized will be collected. A needs assessment will identify any gaps in the physical space needs and the demands of the student demographics. The needs assessor will recommend solutions based on the needs assessment.

Obligations of the Needs Assessor

The needs assessor will complete all duties in a timely manner as outlined in the agreement. The needs assessor will keep the lines of communication open throughout the needs assessment. Findings and recommendations will be presented at the end of the needs assessment.

Obligations of the Client

The client will assist the needs assessor gain access to the necessary resources such as staff and students for interviews, records for the TutorTrac database, and access to observe the physical space of REACH. The client will also make recommendations regarding individuals to serve on the Needs Assessment Committee. After the needs

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assessment is complete, the client and needs assessor will meet to discuss the findings and possible recommendations.

Date of Completion

The needs assessment will be completed by December 8, 2015. For a detailed outline of dates involved with this needs assessment see the Work Plan/Timeline.

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Appendix B.

Focus Group/Structured Interview Guide

- 1) Introduction
 - a) Greet focus group
 - b) Reiterate the purpose of the focus group: This focus group will help gain knowledge of the REACH Physical Space usage and needs. All of your answers will remain anonymous and confidential. The data collected will be combined with other information and presented to the REACH Executive Director and Instructional Team, so they can make decisions that take your ideas into account.
 - c) Today I will ask you questions related to your experience as a REACH Tutee/Mentee (or REACH Tutor/Mentor).

- 2) Questions (Probe and clarify when necessary and conducive to gaining useful information)

1. Please tell me a little the services you utilize at REACH?
2. What do you like best about REACH?

We are interested in your experience with the space at REACH, so the next few questions will be related to the _____ (insert the REACH center they are visiting or working in)

3. How would you describe the noise level in the _____? What could REACH do to improve the noise level?
4. If you have a concern about the noise level in the _____ do you believe that it affects your ability to learn in the _____.
5. How do you define a comfortable learning environment? Based on your definition do you think REACH satisfies that? Why?
6. Do you believe that the _____ is a comfortable place to learn? Please explain why you answered this way.
7. Thinking about your time spent in _____ would you have preferred that your learning take place in a small area such as a breakout room or a large open space? Please explain why you answered this way.
8. Thinking about the services you utilize at REACH, would you prefer to have satellite locations around campus where you could get help from REACH? If so where would you like to see these satellite locations?
9. If you could design the perfect learning space at UofL, what features would you include? Why?
10. Are the operating hours for the _____ sufficient for your academic needs? If not what times would work for you?

- 3) Closing

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- a) Thank the interviewee for their time and explain that the data will be compared and compiled into a comprehensive report presented to the REACH staff.

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Appendix C

Focus Group – Email

TO: REACH Student Staff (Tutors) & Student Users of REACH Centers (individual emails)

FROM: mark.woolwine@louisville.edu

DATE: 11/2/15

RE: REACH Physical Space Needs – Focus Group

Hello, My name is Mark Woolwine. I have been asked by the REACH Executive Director to conduct a needs assessment on the physical space needs of REACH. We will be holding two focus groups one for REACH Student Staff and one for Student Users of REACH on **Insert Dates**. The different REACH Coordinators have put your name forward as someone to invite to the focus groups. Because of your position and knowledge of the REACH, you are invited to participate in these focus groups to share your thoughts on the physical space of REACH.

- All REACH Student staff are asked to participate on **Insert Date and Time**.
- All Student Users are asked to participate on **Insert Date and Time**.

The intent of the focus groups is to gather specific feedback regarding the physical space needs of REACH. This information will be analyzed and suggestions on how to better use REACH space will be provided to the REACH Executive Director.

Lunch will be provided to those who participate in the focus groups. We strongly encourage everyone invited to attend the focus groups. If you are unable to attend the session for your group and would like to share your thoughts for the needs assessment, please let me know, and I will send you a list of questions/topics to be discussed. You will have the option of either responding to those questions via email, or we can schedule a face to face interview. However, all feedback must be received by **Insert Date**.

Both sessions will be held in REACH Conference Room- Strickler Hall Room 126B. Please join us!

Thank you!

Mark Woolwine

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REACH PHYSICAL SPACE NEEDS

Appendix D

REACH SPACE INVENTORY OF STUDENT SPACES

SUPPLEMENTAL INSTRUCTION / LEARNING ASSISTANCE

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer stations	3	Math Testing & SI/LA Office	248
Computer chairs	3	Math Testing & SI/LA Office	248
Table	1	Math Testing & SI/LA Office	248
Chairs	2	Math Testing & SI/LA Office	248

SI/LA LEADER OFFICE (CURRENT):

SI/LA CLASS SPACE (CURRENT):

Typically, beginning at noon and throughout the day to 8pm we use approximately 4 rooms. The rooms sizes vary on the hour typically to these four sizes from 40 students, 60 students, 80 students, 100 students as well as attendance varies as well. I try to plan a room size based on previous semesters highest number attending at any given time. Currently, we utilize over 30 different classrooms around the course meeting times. Attached are the SI/LA Sessions as sorted by Location and then sorted by day of the week and time.

SI/LA SPACE (IDEAL):

It would be great to have four classrooms holding between 60-80 students with (smart board system) internet access & screen and it would be great to have a partition that could be opened allowing for attendance of between 120-160 for a test reviews on occasion. One can always utilize a classroom that is a little too large a lot better than a classroom that is too small (Fire Marshall).

REACH PHYSICAL SPACE NEEDS

LEARNING RESOURCE CENTER

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Chairs at tables	26	Tutoring	107 (main)
Tables	6	Tutoring	107 (main)
Computer stations (with chairs)	10	Tutoring/Studying	107 (main)
Soft seating (sofas or lounge chairs)	5	Waiting area	107 (main)
Chairs at tables	8	Tutoring	109
Tables	4 (2-people)	Tutoring	109
Chairs at tables	10	Tutoring	109A
Tables	5 (2-people)	Tutoring	109A
Chairs at tables	17	Tutoring	109B
Tables	9 (2-people)	Tutoring	109B

IDEAL:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Chairs at tables	5 at each (40-50)	Tutoring	Main
Tables	8-10	Tutoring	Main
Computer stations (with chairs)	5	Tutoring/Studying	Main
Soft seating (sofas or lounge chairs)	6	Waiting area	Main
Chairs at tables	5	Tutoring	Side Room 1
Tables	1	Tutoring	Side Room 1
Chairs at tables	5	Tutoring	Side Room 2
Tables	1	Tutoring	Side Room 2
Chairs at tables	5	Tutoring	Side Room 3
Tables	1	Tutoring	Side Room 3
Chairs at tables	5	Tutoring	Side Room 4
Tables	1	Tutoring	Side Room 4

REACH PHYSICAL SPACE NEEDS

MATH RESOURCE CENTER

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
chairs	52	Tutoring	SK 226
Rectangular tables	15	Tutoring	SK 226
Round Tables	1	Tutoring	SK 226
Computer Stations	11	Tutoring and Sign in station	SK 226

IDEAL: *(Satellite Room in a different location across campus or library)*

TYPE	#	PURPOSE/FUNCTION	LOCATION
Chairs	34	Tutoring	Another building
Tables	8	Tutoring	Another building
Computer Stations	3	Sign in and class work	Another building

VIRTUAL MATH CENTER

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer Tables (holds 2 computers)	18	Class and Tutoring	SK 331
Computer Tables (holds 1 computer)	2	Class and Sign in station	SK 331
Chairs	37	Class and Tutoring	SK 331

IDEAL: *(Additional classroom space)*

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer tables (holds 2 computers)	20	Class and Tutoring	Another building/room
Computer tables (holds 1 computer)	1	Sign in station	Another building/room
chairs	40	Class and Tutoring	Another building/room

REACH PHYSICAL SPACE NEEDS

AMBASSADORS (Peer Mentoring) and WELCOME CENTER

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Small Round Table	6	Individual/Group work	126 (main)
Large Round Tables	4	Individual/Group work	126 (main)
Long Table for Computers (4 PCs per table)	2	Computer Access	126 (main)
Chairs	42	Chairs for ALL tables	126 (main)
Soft seating	4	Lounge chairs	126 (main)
Ottoman	1	For lounge chairs	126 (main)
Coffee chest	1	Coffee stand and supply storage	126 (main)
Front Desk	1	Front Desk Operations	126 (main)

IDEAL:

To create viable space that is distinctive for the Ambassadors to meet with their mentees (we serve all first-year students [up to 2,800], transfers under 60 credit hours, and military veterans. The ideal below will reflect only the Ambassadors and not the Welcome Center. Ideally, we would keep the Welcome Center space and furniture solely for the purpose of informal student meeting space.

TYPE	#	PURPOSE/FUNCTION	LOCATION
Break out rooms	2	Group meetings, trainings, and planning space	
Group tables for break out rooms	4-5 per room	Group meetings, trainings, and planning space	
Chairs for break out rooms	6 per table	Group meetings and planning space	
Small group tables	10	Small group and individual mentoring	
Chairs for small group tables	4 per table	Small group and individual mentoring	
Couches or other comfortable furniture	Vary depending upon size of space	Reception area for students to meet and/or wait for their session	

REACH PHYSICAL SPACE NEEDS

DIGITAL MEDIA SUITE

Note: This space is a joint collaboration between the Delphi Center, REACH, and Ekstrom Library and will probably not move from its current location in Ekstrom

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer Workstation	9	Digital Media Tutoring	Ekstrom 114
Conference Table (large)	1	Class Instruction	Ekstrom 114
Tutor Workstation w/ Storage	1	Staff Workstation	Ekstrom 114
Additional Chairs	7	Seating to accommodate larger groups	Ekstrom 114
GSA Workstation w/ Storage	3	GSA Manager Office	Ekstrom 114A
Sign-in Kiosk	1	Student sign in & out	Ekstrom 114

IDEAL:

TYPE	#	PURPOSE/FUNCTION	LOCATION
<u>Computer Workstation</u>	<u>9</u>	<u>Digital Media Tutoring</u>	
<u>Conference Table (small)</u>	<u>3</u>	<u>Class Instruction</u>	
<u>Tutor Workstation w/ Storage</u>	<u>1</u>	<u>Staff Workstation</u>	
<u>Additional Chairs</u>	<u>30</u>	<u>Seating to accommodate larger groups</u>	
<u>GSA Workstation w/ Storage</u>	<u>1</u>	<u>GSA Manager Office</u>	
<u>Sign-in Kiosk</u>	<u>1</u>	<u>Student sign in & out</u>	

REACH PHYSICAL SPACE NEEDS

COMPUTER RESOURCE CENTER - Ekstrom

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer Workstation	32	Student computer usage/tutoring	Ekstrom 117
Individual Study Table	4	Student computer usage/tutoring	Ekstrom 117
Tutor Workstation w/ storage	2	Staff Workstation	Ekstrom 117
GSA Workstation w/ Storage	0	GSA Manager Office	Ekstrom 117
Staff Technical Workstation	0	Imaging/SmartControl/Tech Troubleshooting	Ekstrom 117
Sign-in Kiosk	1	Student sign in & out	Ekstrom 117
Small Round Table w/ 4 chairs		Student Group projects with Laptop support	Ekstrom 117
Soft Seating Area – seats 5	3	Student Group or Individual projects	Ekstrom 117

IDEAL:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer Workstation	34	Student computer usage/tutoring	
Individual Study Table	4	Student computer usage/tutoring	
Tutor Workstation w/ storage	2	Staff Workstation	
Individual Study Station w/out computer (pod)	4	Student laptop usage/tutoring	
GSA Workstation w/ Storage	2	GSA Manager Office	
Staff Technical Workstation	1	Imaging/SmartControl/Tech Troubleshooting	
Sign-in Kiosk	1	Student sign in & out	
Small Round Table w/ 4 chairs	2	Student Group projects with Laptop support	
Soft Seating Area – seats 5	3	Student Group or Individual projects	

REACH PHYSICAL SPACE NEEDS

COMPUTER RESOURCE CENTER – iTech Zone (MITC Building)

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer Workstation	25	Student computer usage/tutoring	MITC
Individual Study Station w/out computer (pod)	4	Student laptop usage/tutoring	MITC
Tutor Workstation w/ storage	2	Staff Workstation	MITC
GSA Workstation w/ Storage	1	GSA Manager Office	MITC
Staff Technical Workstation	1	Imaging/SmartControl/Tech Troubleshooting	MITC
Sign-in Kiosk	1	Student sign in & out	MITC
Workstation Seating w/out Computers & w/out Chairs (Bench style)	10	Student laptop usage/tutoring	MITC
Group Collaboration Area – 1 table, 5 chairs, smartboard)	1	Student Group projects	MITC
Small Round Table w/ 4 chairs	3	Student Group projects with Laptop support	MITC
Large Conference Table with 10 chairs	1	Large Group Project or Meeting	MITC
Soft Seating Area – seats 5	1	Student Group or Individual projects	MITC
Barstools at Tutor Counter	7	Student seating	MITC

IDEAL:

TYPE	#	PURPOSE/FUNCTION	LOCATION
Computer Workstation	25	Student computer usage/tutoring	
Individual Study Station w/out computer (pod)	4	Student laptop usage/tutoring	
Tutor Workstation w/ storage	2	Staff Workstation	
GSA Workstation w/ Storage	2	GSA Manager Office	
Staff Technical Workstation	1	Imaging/SmartControl/Tech Troubleshooting	
Sign-in Kiosk	1	Student sign in & out	

REACH PHYSICAL SPACE NEEDS

Workstation Seating w/out Computers & w/out Chairs (Bench style)	0	Student laptop usage/tutoring	
Group Collaboration Area – 1 table, 5 chairs, smartboard)	2	Student Group projects	
Small Round Table w/ 4 chairs	4	Student Group projects with Laptop support	
Large Conference Table with 10 chairs	0	Large Group Project or Meeting	
Soft Seating Area – seats 5	3	Student Group or Individual projects	
Barstools at Tutor Counter	0	Student seating	

REACH PHYSICAL SPACE NEEDS

GEN/105 and SUCCESS SEMINARS

CURRENT:

TYPE	#	PURPOSE/FUNCTION	LOCATION
chairs	30	GEN/105 reading course instruction and Student Success Seminars	SK/111
Rectangular tables	15	GEN/105 reading course instruction and Student Success Seminars	SK/111

IDEAL:

TYPE	#	PURPOSE/FUNCTION	LOCATION
chairs	40	GEN/105 reading course instruction and Student Success Seminars	TBD
Rectangular tables	18-20	GEN/105 reading course instruction and Student Success Seminars	TBD