



## USHE—Space Utilization Report, 2019-20

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# Introduction

In March 2018, the USHE Board of Higher Education adopted [Board Policy R751, Institutional Facilities Space Utilization](#)<sup>1</sup> to provide systemwide standards for the utilization of classrooms and teaching laboratories, as well as an annual reporting requirement. The policy encourages the optimization of institutional space and more efficient allocation of institutional resources in the assignment and utilization of available space.

As required by the [policy](#), USHE institutions submitted utilization information for the 2019-20 academic year according to prescribed procedures developed by the Office of the Commissioner. Institutions also submitted institutional reports describing utilization goals and accomplishments for 2019-20. This report captures these submissions and organizes the information into two sections:

1. System overview
2. Individual institutional information

The systemwide overview provides institutional main campus utilization for both classrooms and teaching laboratories. The overview includes a summary of institutional challenges relating to utilization, institutional progress in centralizing scheduling and creating policy, and actions taken to improve summer utilization.

Individual institution utilization information comprises the majority of this report and includes four major subsections.

1. The first subsection charts total institution, main campus, and branch campus utilization in classrooms and teaching labs compared to USHE standards. The charts include a comparison with last year's (2018-19) utilization reporting, where available, to show year-over-year trends.
2. The second subsection lists classroom utilization by building and campus as well as by term (spring, fall, summer), including the number of rooms and seats available for scheduling in a building.
3. The third subsection shows a similar table for teaching laboratories.
4. The final section records institutional answers to the questions asked by the Office of the Commissioner for the 2019-20 utilization report.

This report is intended to be a starting point for continued dialogue and information gathering related to USHE space utilization. Space utilization reported herein refers to credit-bearing courses taught in classrooms and laboratories—the quantifiable portion of the total actual utilization occurring on USHE institution campuses. Instruction occurs in locations outside of classrooms and laboratories, and many other activities besides instruction occur in classroom and laboratory space. While utilization information

<sup>1</sup> R751, *Institutional Facilities Space Utilization*, <https://ushe.edu/ushe-policies/r751/>

beyond credit-bearing courses is currently difficult to quantify, improvements in data collection systems and methodologies may expand the ability to capture such usage in the future.

# System Overview

## Board of Higher Education Utilization Standards

Higher education institutions traditionally monitor room utilization using two metrics:

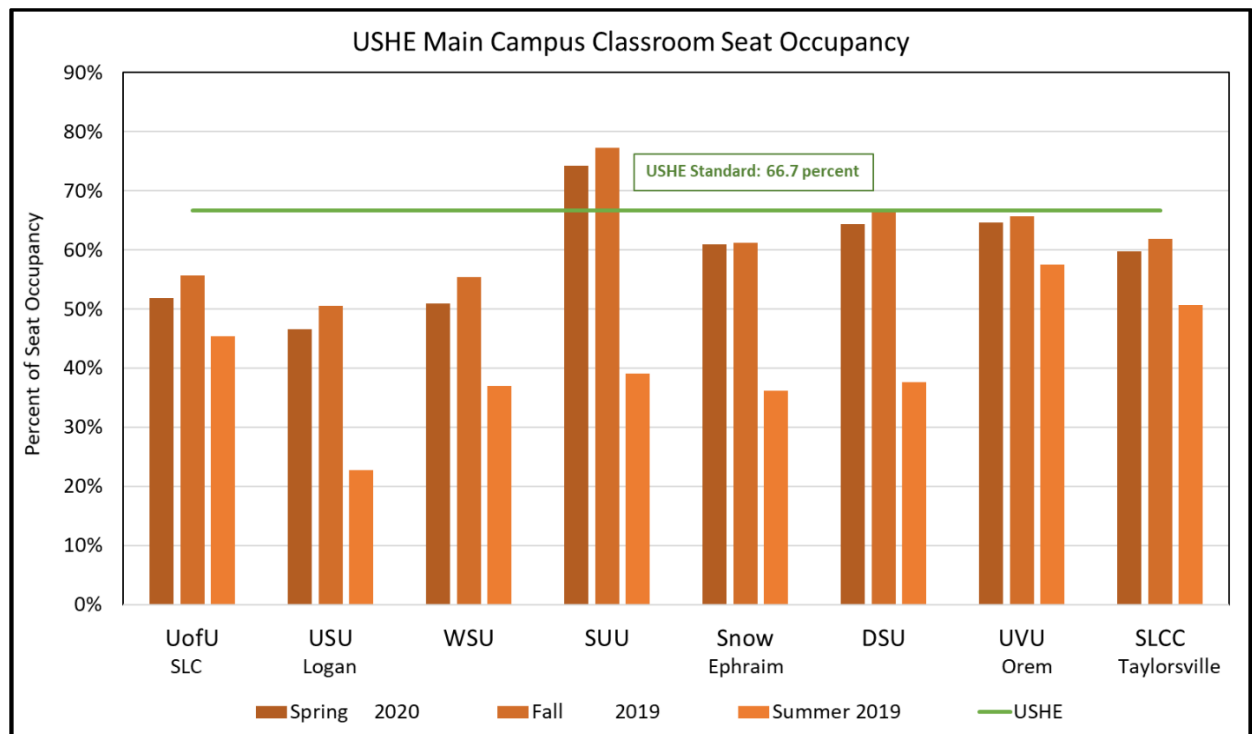
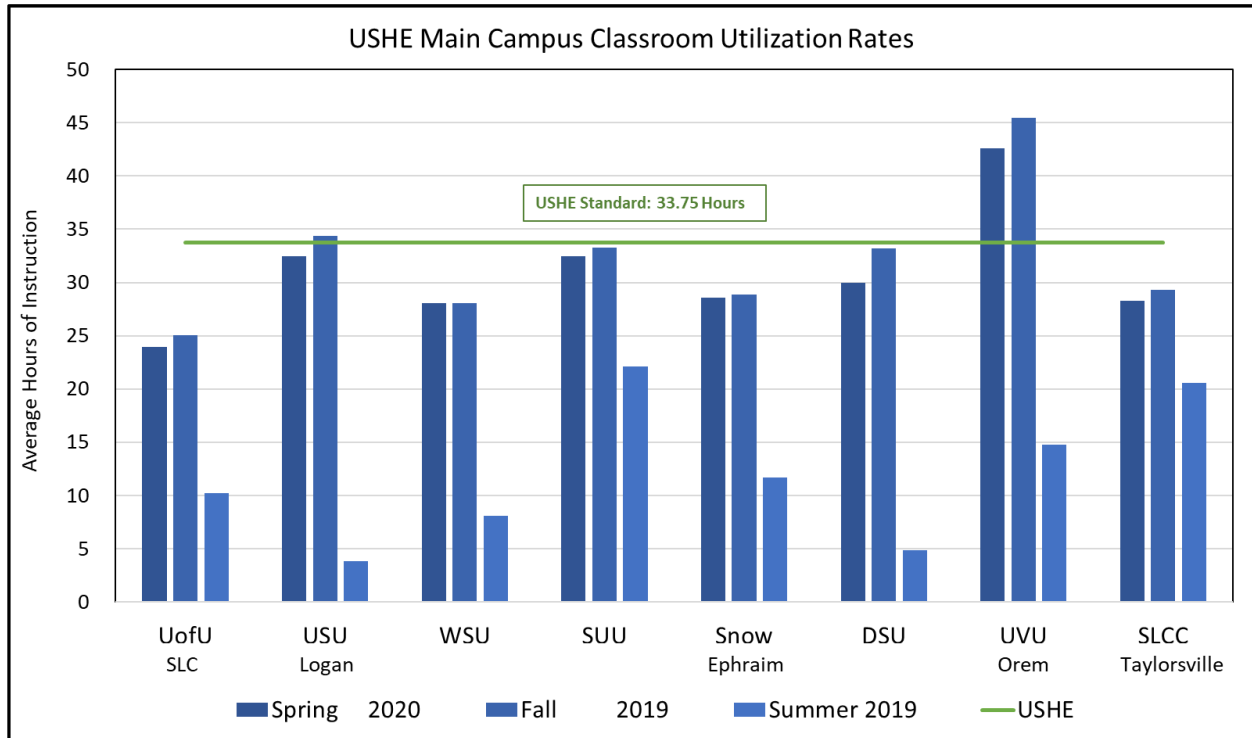
1. Room Utilization Rates (RUR)—which measures how many hours a room is scheduled for use in a given time period; and
2. Station Occupancy Rates (SOR)—which measures the number of seats or stations occupied as a percent of total capacity.

[Board Policy R751](#) adopts the following standards for classroom and teaching laboratory utilization for fall and spring semesters on main campuses, which are used throughout this report:

- Classroom RUR: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week
- Classroom SOR: 66.7% seat occupancy
- Teaching Lab RUR: 50% scheduling of all labs during a 45-hour week—24.75 hours per week
- Teaching Lab SOR: 80% station occupancy

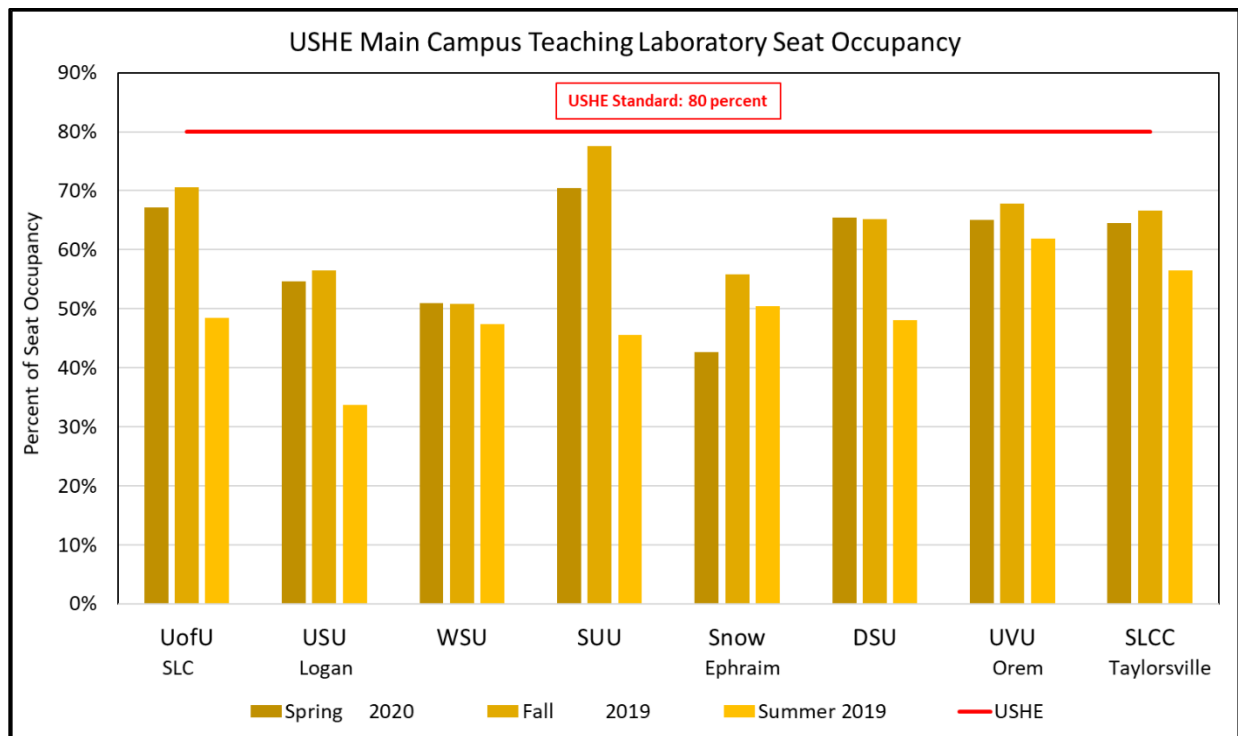
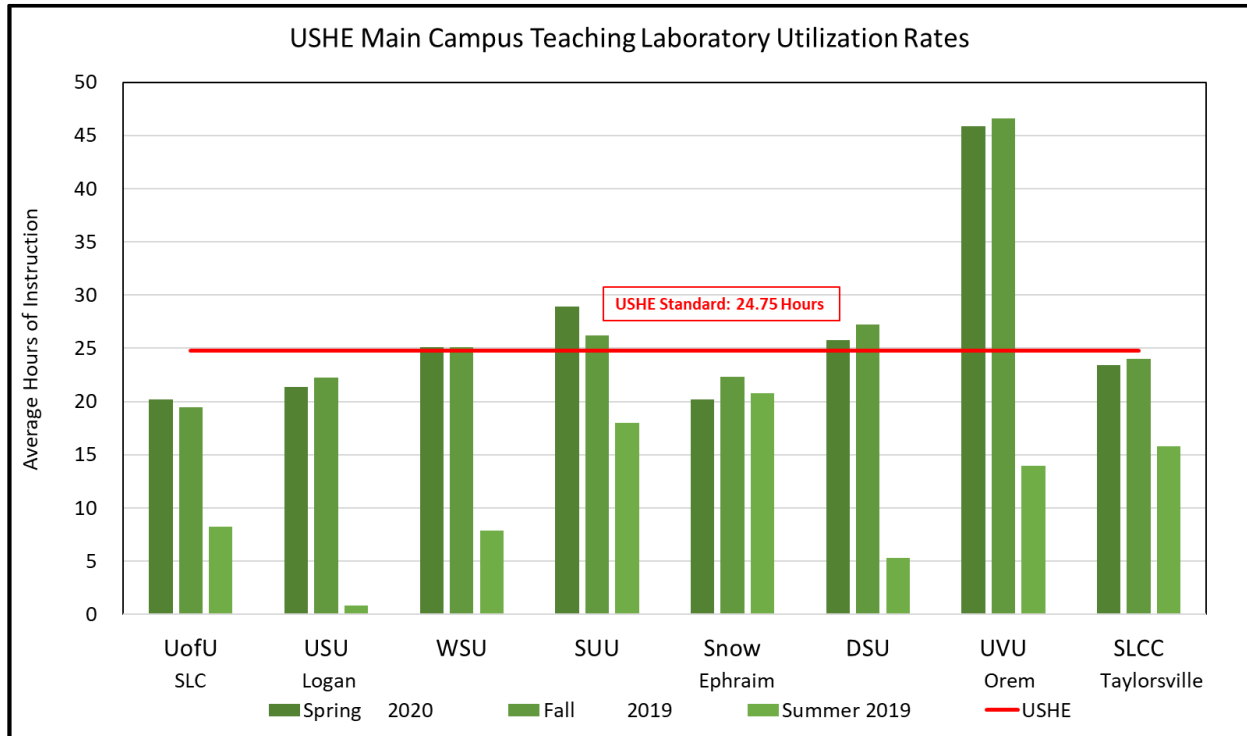
## USHE Classroom Utilization 2019-20

The following charts show institutional classroom utilization compared to USHE standards for main campuses. Weber State University numbers include both the Ogden and Davis campuses. More detailed information is provided in subsequent sections for each institution.



## USHE Teaching Laboratory Utilization 2019-20

The following charts show institutional teaching laboratory utilization compared to USHE standards for main campuses. Weber State University numbers include both the Ogden and Davis campuses. More detailed information is provided in subsequent sections for each institution.



## **Institutional Challenges**

Factors affecting institutional space utilization include size, quality, and age of facilities. Many institutions have larger inventories of classrooms and laboratories that exceed their useful life or are functionally obsolete. While legislative funding allows the renovation or replacement of some space, the amount of needed renovations historically exceeds funding. Technologically, pedagogically, or structurally deficient classrooms and laboratories do not receive the level of demand from students or faculty needed to meet utilization standards. Additionally, older facilities that do not meet the Americans with Disability Act (ADA) requirements make central scheduling difficult when student needs for accommodations are unknown. The size of some USHE campuses likewise affects the ability of central scheduling to effectively schedule space in certain buildings located on the periphery of campus or away from central cores. Finally, the specialization of some space, especially laboratories, prevents open scheduling of the rooms despite the criticality of the space needed for specialized instruction (i.e., chemistry labs, anatomy labs, high-bay automotive, etc.).

Student demand strongly affects room utilization. USHE institutions that are open-admission (sometimes referred to as open-enrollment or non-selective admissions) and nontraditional students face the challenge of meeting student demand for classes throughout the day. These institutions find high demand for classes in the morning before work begins and in the evening after work hours. Midday scheduling often conflicts with student work schedules. Even more traditional, on-campus students also work during the school year and have conflicting schedules and preferences. While institutions continue to experiment with additional course offerings to improve utilization, low demand prevents significant improvement.

Likewise, summer term historically fails to attract students for various reasons. Some students need to work to save for the coming academic year. Others find jobs and internships to improve career opportunities after graduation. Summer months also show decreased instructional utilization as institutions use many classrooms and some laboratories for summer youth programs not captured in the current utilization numbers. As institutions' ability to capture those programs in scheduling systems improves, summer utilization will markedly improve as well.

Prior to March 2018, no statewide policy mandated central scheduling. While every USHE institution is committed to central scheduling, the institutions with historically decentralized scheduling require time to fully implement the new policy. Utilization numbers for those institutions will lag.

## **Central Scheduling**

[Board Policy R751](#) requires all USHE institutions to centrally schedule classrooms and teaching laboratories. The policy allows for departmental preferences in scheduling but requires institutions to centrally manage the space. The following USHE institutions schedule 100% of their instructional spaces centrally:

UTAH SYSTEM OF HIGHER EDUCATION



- University of Utah
- Utah State University
- Weber State University
- Southern Utah University
- Dixie State University
- Utah Valley University
- Salt Lake Community College

Weber State University has historically decentralized scheduling to academic departments who largely maintain and operate the rooms at their expense. To that end, Weber State has purchased and implemented a centralized scheduling software, EMS. This software and associated process will allow them to optimize the use of all classroom, lab, and event spaces on campus. Snow College currently schedules approximately 60% of classrooms and labs centrally.

### **Institutional Utilization Policies**

Recognizing that USHE institutions vary by size and mission, [Board Policy R751](#) allows institutions to develop their own space use policies and requires institutions to finalize those policies by March 2019. All institutions have implemented a space use policy that conforms to the [Board Policy R751](#) requirements.

### **Summer Term**

Students traditionally enroll far less in summer terms than spring and fall terms. As noted previously, one of the largest obstacles to overcome in increasing summer enrollment is student choice. Summers are often used for work and internships that increase student success in the fall and spring terms. Students also often return home in the summer to be with family. While noting the challenges in attracting students to the summer term, institutions are working on a variety of strategies to improve summer enrollment and, therefore, utilization of facilities.

WSU operates on a tri-term schedule offering a full schedule during the summer months. WSU and most other USHE institutions encourage departments and faculty to offer more courses during the summer months. Course offerings in summer for high-demand degrees and waitlisted classes are especially encouraged. In addition, Southern Utah University has developed three-year bachelor's degree plans that fully utilize the summer term.

All institutions engage with their communities during the summer by offering summer camps for junior and senior high school students. These programs utilize classroom and laboratory space on campus and serve multiple missions, including future recruitment, community good-will, outreach, and development. While these programs utilize classroom and laboratory facilities, the utilization is not currently tracked.

Not all strategies attracting students to summer enrollment improve physical classroom and lab utilization. Institutions increasingly turn to online content delivery to provide students with flexible options. Online content especially helps attract students in the summer term.

### **Changes to the Capital Development Prioritization Process**

The Office of the Commissioner has proposed revisions to the current USHE Prioritization process for capital development projects, known as the CDP, to incorporate institutional utilization. This detailed prioritization process is currently in use.

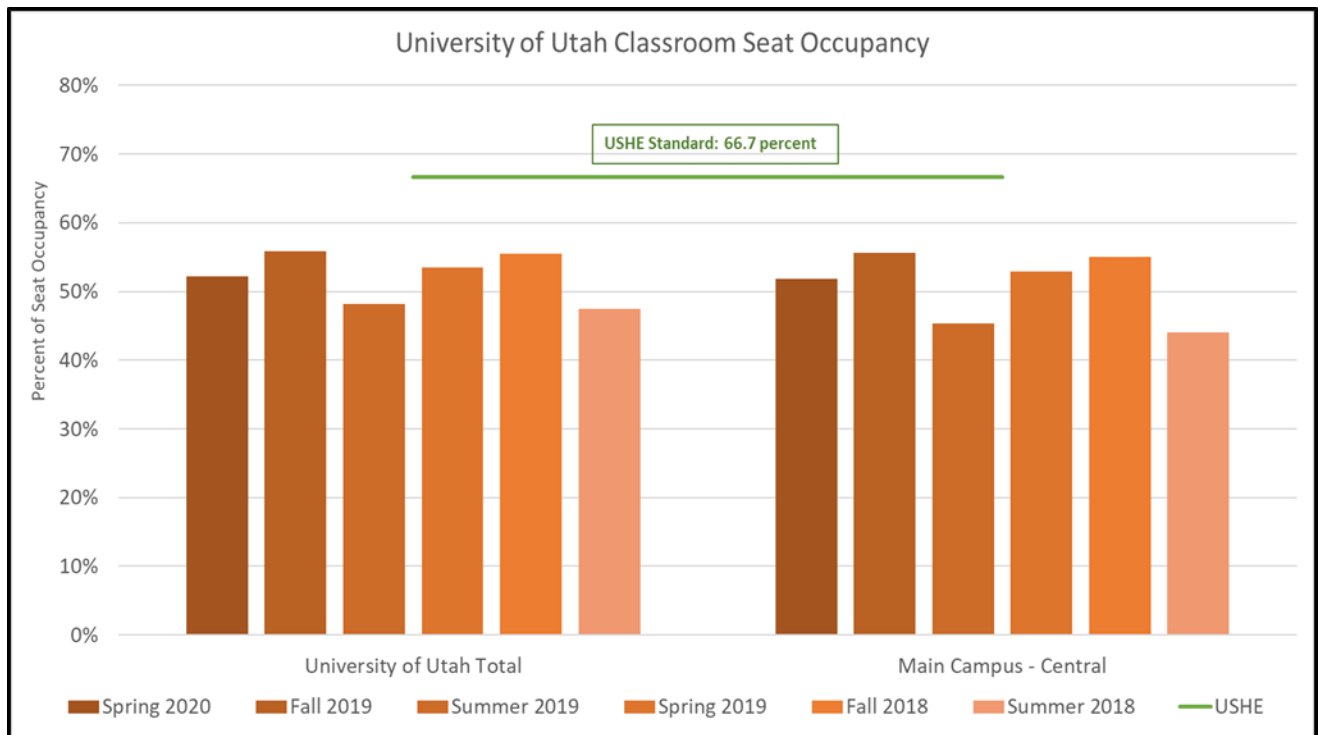
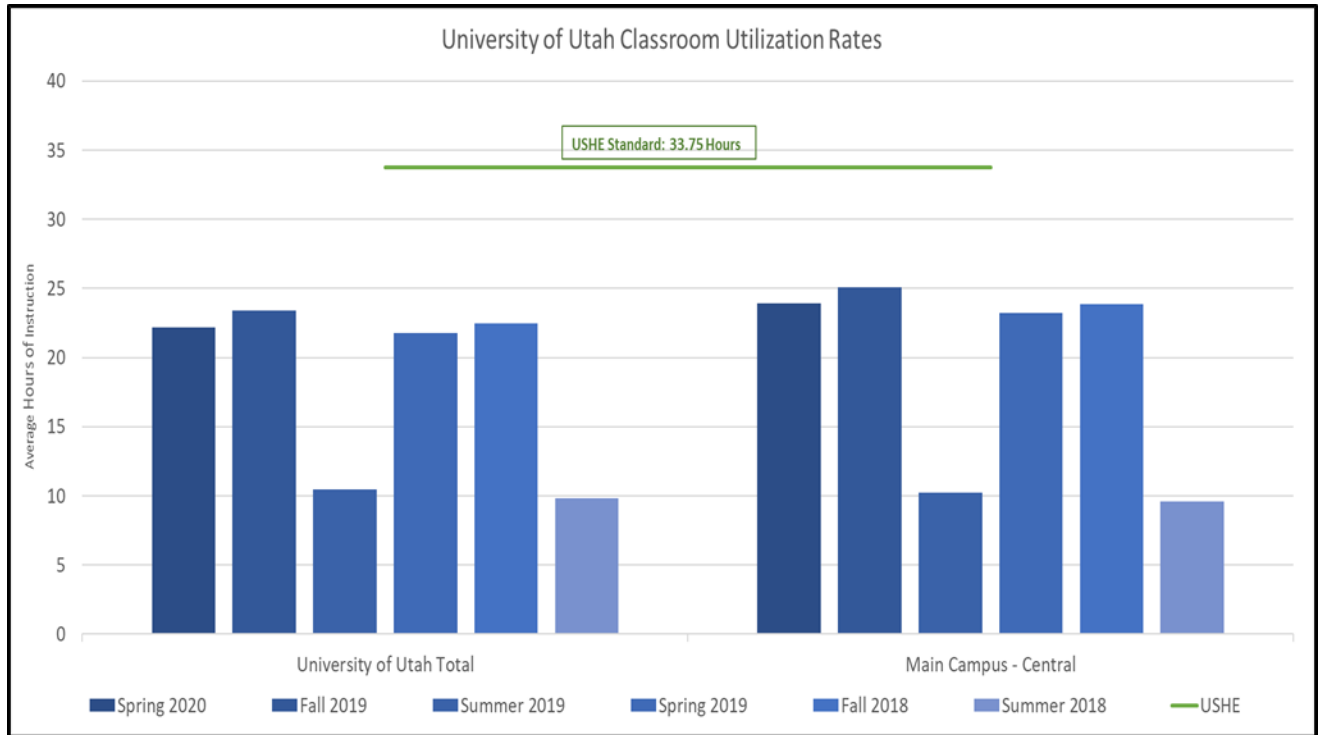
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## Institution Utilization Information

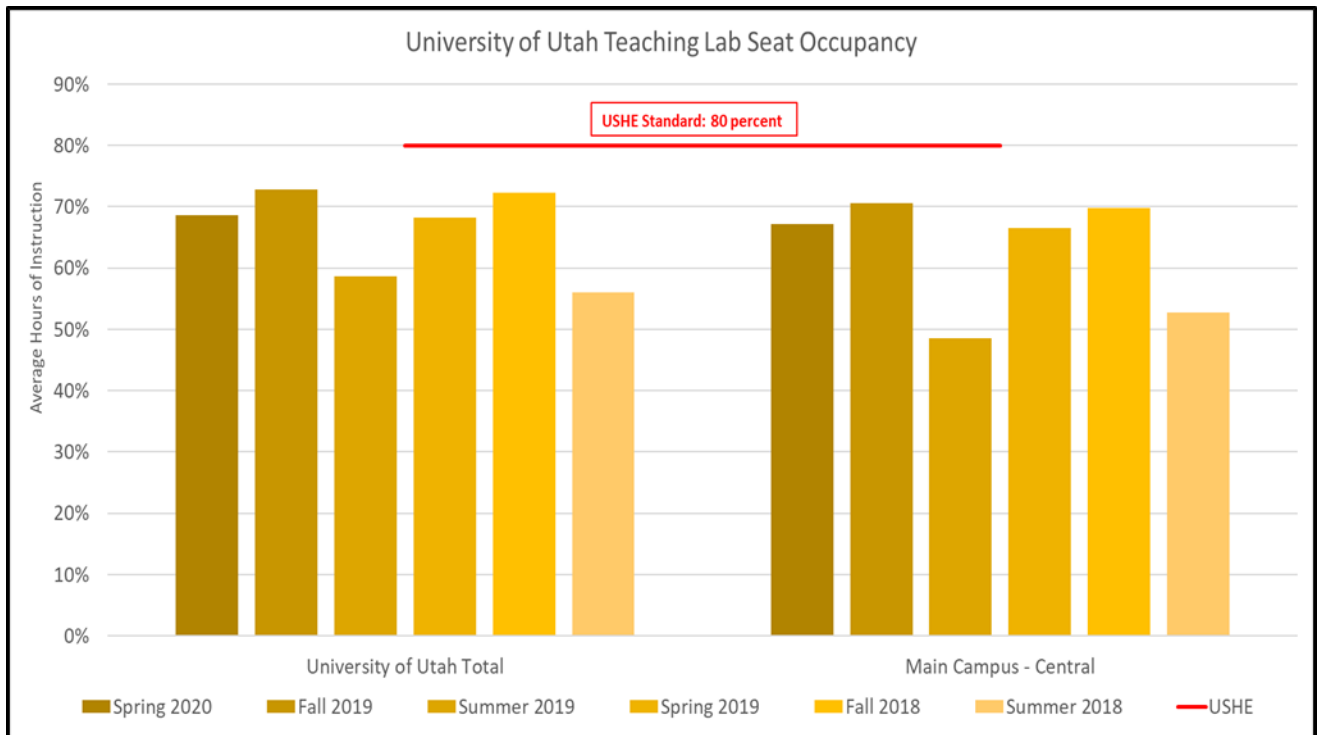
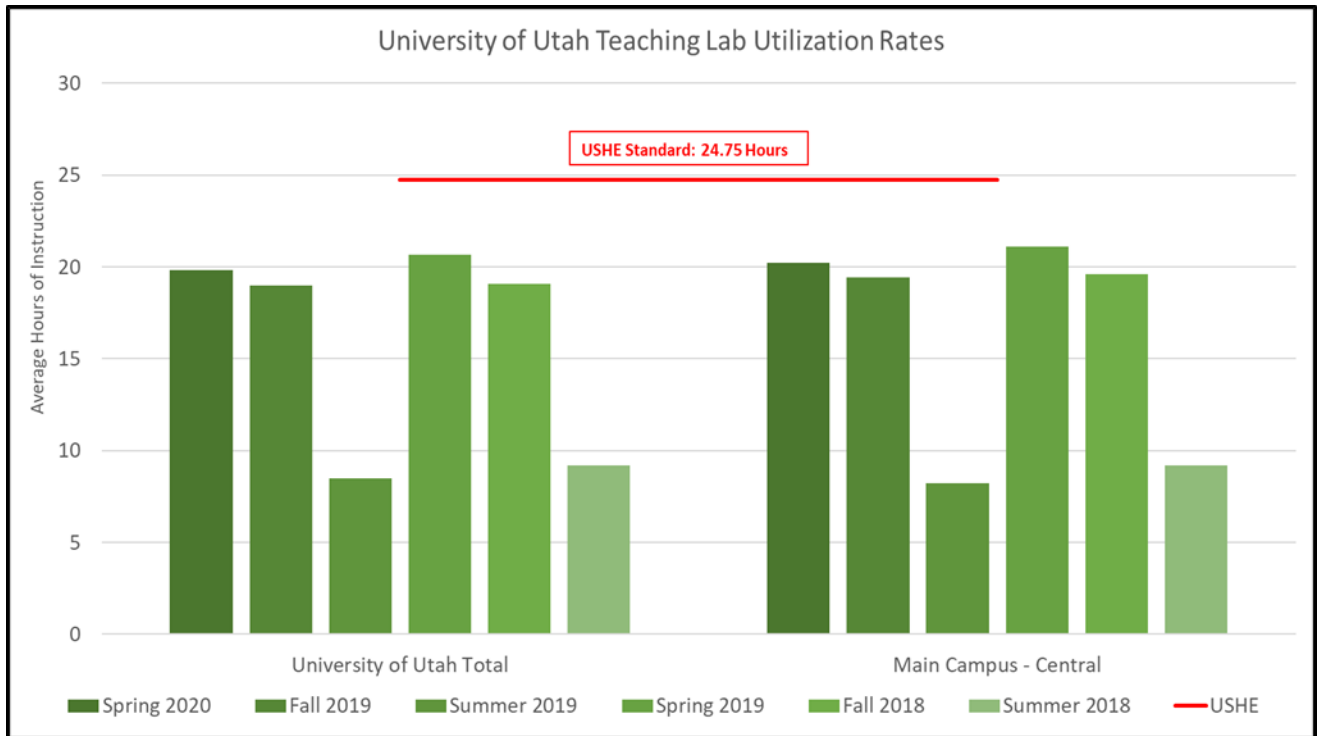
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# University of Utah Utilization 2019-20

## Overview of UU Classroom Utilization



## Overview of UU Lab Utilization



## UU Classroom (110) Utilization

	Class room (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room Utilization	# Rooms	Station		Room Utilization	# Rooms	Station		Room Utilization	# Rooms	Station	
			Occupancy Rate	# Seats			Occupancy Rate	# Seats			Occupancy Rate	# Seats
<b>University of Utah Total</b>	<b>22.2</b>	<b>290</b>	<b>52.2%</b>	<b>18,340</b>	<b>23.4</b>	<b>292</b>	<b>55.8%</b>	<b>18,510</b>	<b>10.5</b>	<b>162</b>	<b>48.2%</b>	<b>11,049</b>
<i>Main Campus - Central</i>	23.9	249	51.8%	16,298	25.1	254	55.7%	16,525	10.2	145	45.3%	10,027
Olpin Union	9.0	2	48.3%	150	10.9	2	54.6%	150				
Emery Building	21.2	6	55.3%	293	26.8	6	58.9%	293	12.7	3	59.6%	178
Marriott Center for Dance	17.7	2	44.6%	60	15.9	2	27.5%	60				
Skaggs Biology Building	22.3	2	48.9%	471	20.1	2	50.3%	471				
Annex General Office	4.3	2	36.5%	70	3.9	3	43.1%	98	10.1	3	80.0%	83
Architecture Building	26.5	3	44.6%	174	22.4	4	43.8%	270	9.2	1	20.8%	36
Art Building	21.2	1	52.3%	83	25.2	1	43.4%	83	5.9	1	27.1%	83
Sorenson Arts & Ed Complex	23.7	6	40.6%	250	29.2	6	39.3%	250	30.3	7	34.2%	350
Business Classroom Building	24.7	16	46.2%	724	27.2	16	50.1%	724	8.3	5	42.0%	230
Roland Christensen Center	25.8	6	51.3%	454	36.2	6	52.9%	454	4.2	5	50.8%	409
Gardner Commons	30.4	34	58.9%	1,641	31.4	34	62.8%	1,641	10.9	24	47.4%	880
Irish Humanities Building	15.0	2	80.6%	245	16.5	2	72.3%	245	2.5	1	34.5%	165
College of Social Work	27.2	8	54.5%	510	27.2	8	54.2%	510	11.8	6	57.2%	426
Garff Marriott Residential Scholars	33.3	3	59.5%	100	31.3	3	57.5%	100				
Film and Media Arts Building	38.0	1	25.3%	416	21.7	2	26.7%	476	4.3	1	8.7%	416
Meldrum Civil Engineering Building	9.2	1	26.2%	42	17.7	1	24.4%	42				
Sutton Building	22.3	3	42.0%	142	20.9	3	47.1%	142	3.6	2	42.6%	112
Eyring Chemistry Building	25.0	5	43.6%	678	27.8	5	48.8%	678	9.0	3	28.5%	626
HPER East	14.8	1	43.9%	186	9.0	1	64.9%	186	3.5	1	39.8%	186
HPER North	20.6	6	46.1%	319	23.7	6	61.5%	319	6.9	6	31.6%	319
HPER West	24.0	1	41.0%	78	12.0	1	75.6%	78	3.4	1	42.3%	78
Marriott Library	23.2	7	50.4%	371	23.7	7	62.1%	371	4.1	3	34.0%	125
Fletcher Building	21.8	6	43.6%	608	25.3	5	55.2%	593	9.1	4	47.8%	548
Price Theatre Arts Building	23.6	6	53.6%	588	25.9	6	56.6%	588	8.1	6	39.7%	588
Talmage Building	20.7	1	65.2%	30	27.2	1	66.3%	30				
Widtsoe Building	22.0	4	44.1%	227	21.6	4	55.5%	227	10.5	2	29.4%	171
Warnock Engineering Building	26.5	9	46.8%	446	28.3	9	46.4%	446	5.9	4	33.4%	278
Warnock Eng. Building (L)	27.7	11	53.2%	1,164	29.2	11	54.8%	1,164	10.7	5	48.3%	260
Merrill Engineering Building	28.0	1	43.8%	50	27.2	1	45.8%	50				
Language & Comm. Bldg	15.3	5	68.8%	282	16.8	5	68.8%	282	25.6	1	92.3%	24
Cowles Building	30.7	6	52.5%	273	29.0	6	63.2%	273	15.9	5	59.6%	245
Life Science Building	9.6	4	49.4%	122	17.5	4	61.3%	122				
Naval Science Building	4.0	4	14.6%	162	4.2	3	20.9%	117	1.2	1	5.5%	55
Performing Arts Building	15.8	1	37.7%	99	20.7	1	53.1%	99				
Kennecott Mechanical Eng.	35.2	1	48.1%	183	36.2	1	42.7%	183	3.8	1	19.1%	183
Garff Executive Ed. Bldg	19.5	8	61.2%	520	17.6	8	60.7%	520	11.3	3	67.2%	240
Quinney College of Law	14.8	13	45.8%	421	12.5	14	54.0%	446	7.5	6	43.2%	228
Social & Behavioral Sciences	22.6	14	54.1%	777	24.5	14	54.7%	777	3.5	5	44.8%	319
Social Beh. Science Lecture Hall	15.0	1	42.6%	399	17.0	1	49.9%	399				
Eccles Business Building	37.1	17	52.6%	1,590	38.2	17	55.9%	1,590	12.9	17	40.7%	1,590
Thatcher Bldg Bio Chemistry	5.0	1	7.1%	98	6.0	1	15.3%	98				
Crocker Science Building	22.4	7	53.7%	328	20.7	10	65.3%	406	8.7	6	89.5%	302
Browning Building	15.5	4	41.9%	145	21.3	4	47.2%	145				
Stewart Building	18.9	7	53.3%	329	20.3	7	53.6%	329	5.5	6	20.7%	294
<i>Main Campus - Ft Douglas</i>	7.7	3	26.7%	114	11.7	3	33.3%	114				
Fort Douglas PX	7.7	3	26.7%	114	11.7	3	33.3%	114				
<i>Main Campus - Health Science</i>	8.7	28	53.0%	1,382	9.5	25	52.2%	1,325	7.3	9	58.4%	602
Cumming College of Nursing	14.4	5	56.8%	349	17.0	5	51.4%	349	11.0	4	63.0%	324
Eccles Health Sciences Ed.	7.5	23	52.4%	1,033	7.6	20	52.5%	976	4.4	5	53.8%	278
<i>Main Campus - Research Park</i>	20.6	10	70.3%	546	18.9	10	73.7%	546	17.8	8	74.0%	420
375 Chipeta Way	22.8	2	42.8%	88	22.2	2	41.8%	88	8.5	2	11.6%	88
421 Wakara Way	22.9	3	51.6%	164	17.6	3	65.0%	164	29.1	2	62.7%	140
Dumke Health Professions	24.5	1	75.1%	50	21.5	1	90.0%	50	17.7	1	72.0%	50
Noorda Oral Health Sciences	16.8	4	105.4%	244	17.5	4	100.2%	244	16.4	3	102.1%	142



## UU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room	#	Station		Room	#	Station		Room	#	Station	
			Utilization	Rate			Utilization	Rate			Utilization	Rate
<b>University of Utah Total</b>	<b>19.8</b>	<b>121</b>	<b>68.7%</b>	<b>3,772</b>	<b>19.0</b>	<b>124</b>	<b>72.8%</b>	<b>3,891</b>	<b>8.5</b>	<b>50</b>	<b>58.6%</b>	<b>1,677</b>
<i>Main Campus - Central</i>	<i>20.2</i>	<i>115</i>	<i>67.1%</i>	<i>3,615</i>	<i>19.4</i>	<i>118</i>	<i>70.6%</i>	<i>3,696</i>	<i>8.2</i>	<i>46</i>	<i>48.5%</i>	<i>1,557</i>
Sheets Marriott Cntr. Dance	31.5	6	52.0%	240	31.1	6	60.1%	240	3.7	2	20.0%	80
Art Building	28.2	10	69.8%	223	27.6	10	70.0%	223	9.6	4	76.5%	92
Biology Building					7.3	3	83.3%	88				
Building 72	41.6	2	76.3%	80	33.5	2	76.9%	80	8.8	1	89.2%	40
Business Classroom Building	16.1	2	55.5%	99	20.3	2	51.9%	99				
Gardner Commons	15.9	3	43.5%	111	12.5	3	50.8%	111	2.6	2	27.5%	80
Gardner Hall	18.6	8	38.3%	479	21.5	8	39.9%	479	6.5	5	12.7%	289
Nielsen Fieldhouse	25.8	4	85.9%	80	20.1	4	96.0%	80				
Film and Media Arts Building	18.3	2	77.5%	50	22.7	2	75.2%	50				
Fine Arts West	8.3	3	54.8%	52	10.0	3	50.4%	52				
Sutton Building	11.7	5	102.0%	88	11.3	5	119.4%	88	2.9	1	40.0%	20
Hedco Building	6.3	2	85.4%	48	4.2	2	61.9%	34				
Eyring Chemistry Building	29.4	9	88.5%	216	29.7	9	92.9%	216	12.5	8	64.4%	192
HPER East	6.7	2	66.3%	52	12.1	2	53.3%	52	5.4	2	28.5%	52
HPER North	9.5	1	30.0%	30	9.0	1	40.8%	30	2.2	1	36.7%	30
HPER West	40.5	1	67.4%	25	36.2	1	78.4%	25	17.6	1	36.9%	25
Marriott Library	17.2	5	48.7%	186	13.6	6	50.0%	207	4.3	2	48.9%	90
Fletcher Building	19.0	2	61.4%	60	17.4	2	68.5%	60				
Talmage Building	9.8	3	89.2%	84	10.7	2	45.0%	60	3.9	1	77.8%	36
Price Theatre Arts Building	20.3	6	28.6%	265	20.7	5	29.5%	245				
Merrill Engineering Building	18.2	13	75.3%	395	18.6	15	83.0%	451	8.1	3	31.2%	90
Language & Comm. Bldg	17.4	4	85.6%	88	20.5	4	77.1%	88	13.7	2	63.9%	51
Cowles Building	14.0	1	36.2%	35	11.0	1	45.3%	35	5.1	1	34.3%	35
Performing Arts Building	10.4	3	55.0%	185	10.7	3	61.9%	185	10.1	2	14.2%	155
Physics Building	8.0	2	50.0%	44	8.3	3	57.8%	54	4.9	3	51.4%	58
Pioneer Memorial Theatre	15.0	1	32.7%	30	17.8	1	29.4%	30				
Sculpture Building	16.7	4	78.3%	93	15.0	4	89.2%	93	7.8	1	43.3%	30
Social & Behavioral Sciences	10.7	1	47.9%	40	10.7	1	44.0%	40	1.7	1	50.0%	40
Thatcher Bldg. Bio. Chemistry	24.7	2	63.5%	36	33.7	1	50.0%	24	25.0	1	44.4%	24
Crocker Science Building	27.8	5	90.0%	116	23.7	4	96.8%	92	6.7	2	91.7%	48
Browning Building	6.1	1	42.7%	25	5.3	1	46.0%	25				
Stewart Building	24.5	2	44.0%	60	20.4	2	50.2%	60				
<i>Main Campus - Research Park</i>	<i>12.1</i>	<i>6</i>	<i>121.3%</i>	<i>157</i>	<i>10.7</i>	<i>6</i>	<i>141.6%</i>	<i>195</i>	<i>11.7</i>	<i>4</i>	<i>133.3%</i>	<i>120</i>
Dumke Health Professions	12.1	6	121.3%	157	12.3	5	144.1%	142	11.7	4	133.3%	120
Noorda Oral Health Sciences					2.5	1	88.7%	53				

# University of Utah 2019-20 Utilization Report

## Required Question 1: Meeting Board Standards

*Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:*

- a. Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week
- b. Classroom Seat Occupancy Rate: 66.7% seat occupancy

The University of Utah continues its commitment to using both classroom and laboratory space as effectively as possible. We have spent significant time engaged in meeting or exceeding the utilization standards through dedicated committees and groups analyzing space usage and making suggestions to improve the use of existing lab and classroom space. The engagement of college deans, department chairs, faculty, and staff charged with scheduling courses in discussions regarding how to schedule and use space more wisely continues. The fundamental knowledge and practice gained through maximizing utilization have allowed agility when responding to de-densification mandates of the current academic year.

We have worked to broaden the times that classes are offered, continue to develop and use major maps, which help coordinate courses, and have used conference rooms for smaller graduate seminars. There are often challenges matching appropriate class sizes with appropriate space available for classes. We will continue to work hard to find the appropriate balance to meet both course demand and appropriate classrooms for the topic being taught. There are also quality issues that may preclude certain spaces available for some classes. We will continue to invest resources each year to improve older classrooms and lab space to improve the ability to use these as broadly as possible. We are also continually looking at different ways of modifying our scheduling of classes to increase the flexibility of offering classes at high-demand times without creating bottlenecks between competing high-demand courses.

- c. Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week
- d. Laboratory Seat Occupancy Rate: 80% station occupancy

Many of the same challenges noted above related to classroom utilization also relate to the efficient use of lab space. The use of lab space is being analyzed and considered hand-in-hand with our efforts to increase utilization of classroom space and the efforts noted above also apply in regards to meeting the thresholds for lab space. There are of course additional challenges in meeting the rates for lab space because the space is often specialized in nature, and there is less

flexibility in simply rescheduling the use of the space. Often labs are designed to function more effectively for a specific program utilizing them, and it is not always possible to broaden the use beyond specific types of courses. We also want to ensure all of our lab space is safe for our students and faculty and have spent a significant amount of time ensuring that existing space is not only being used effectively but is also a safe environment for use.

### **Required Question 2: Local Conditions Affecting Utilization**

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

For instruction and training, not all facilities are created equal, both in terms of facility performance (age and condition) and requisite functionality of a given discipline.

As a large research institution, we have a large demand for different types of classrooms and labs that other institutions may not experience. A classroom or lab at our institution may be designed and built specifically for one specific discipline, which often makes it more difficult to simply make the space more widely available to other courses. We have worked hard to make all of these spaces and resources as flexible as possible so that they are not limited to specific courses, faculty, or disciplines. Additionally, we have some classrooms and labs in older buildings that are many years old and were built and designed before the advent of many of the latest teaching technologies. It can be difficult, as well as expensive, to try and bring these spaces up to the standards needed to accommodate the latest teaching methodologies. Often the equipment is relatively inexpensive and can be added, but the overall design of the classroom/lab does not allow effective use of simply adding equipment, and thus a more costly redesign is warranted.

### **Required Question 3: Central Scheduling**

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

Scheduling practices implemented in 2015 were founded on [Board Policy R751](#) and instituted within our scheduling office.

100% of instructional spaces are centrally scheduled. Approximately 20% of the classrooms within the University of Utah are held as priority spaces where individual programs are allowed first right of refusal before being opened to other credit-bearing activities.

#### **Required Question 4: Institutional Utilization Policy**

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751*

<https://registrar.utah.edu/scheduling/classes/>

#### **Required Question 5: Hours of Operation**

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Hours of operation vary greatly by facility type. Classrooms are available for scheduling starting at 7 a.m. and concluding by 10 p.m.

#### **Required Question 6: Optimizing Summer Term**

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

Our efforts are centered on growing year-round enrollment. One new program that we believe will help not only grow overall enrollments but will also help increase summer utilization rates is through a new Bridge program we will implement in the summer of 2020. This program will target students who may not be academically qualified to attend the University of Utah but are very close. The Bridge program will consist of a series of courses and other specialized assistance to try and move the students' academic performance that small extra bit needed in order to be a successful full-time student who will then enroll full-time the following fall semester.

#### **Optional Question 1: Monitoring Methods**

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

We are constantly looking at ways to enhance the use of utilization data by key groups across our campus. We combine enrollment data files with space data per semester to trend utilization and physical fill rates. Reporting is shared with deans at a Council of Academic Deans meeting and is also made available to individual units from the section to location level throughout each college.

### **Optional Question 2: Off-Peak Student Enrollment**

*What strategies does your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

We intentionally place historically low-enrollment/cap courses at off-peak hours to allow greater access for students who may be in a high-demand course. We are also looking at changing the days/times available for course scheduling to make better use of high-demand times.

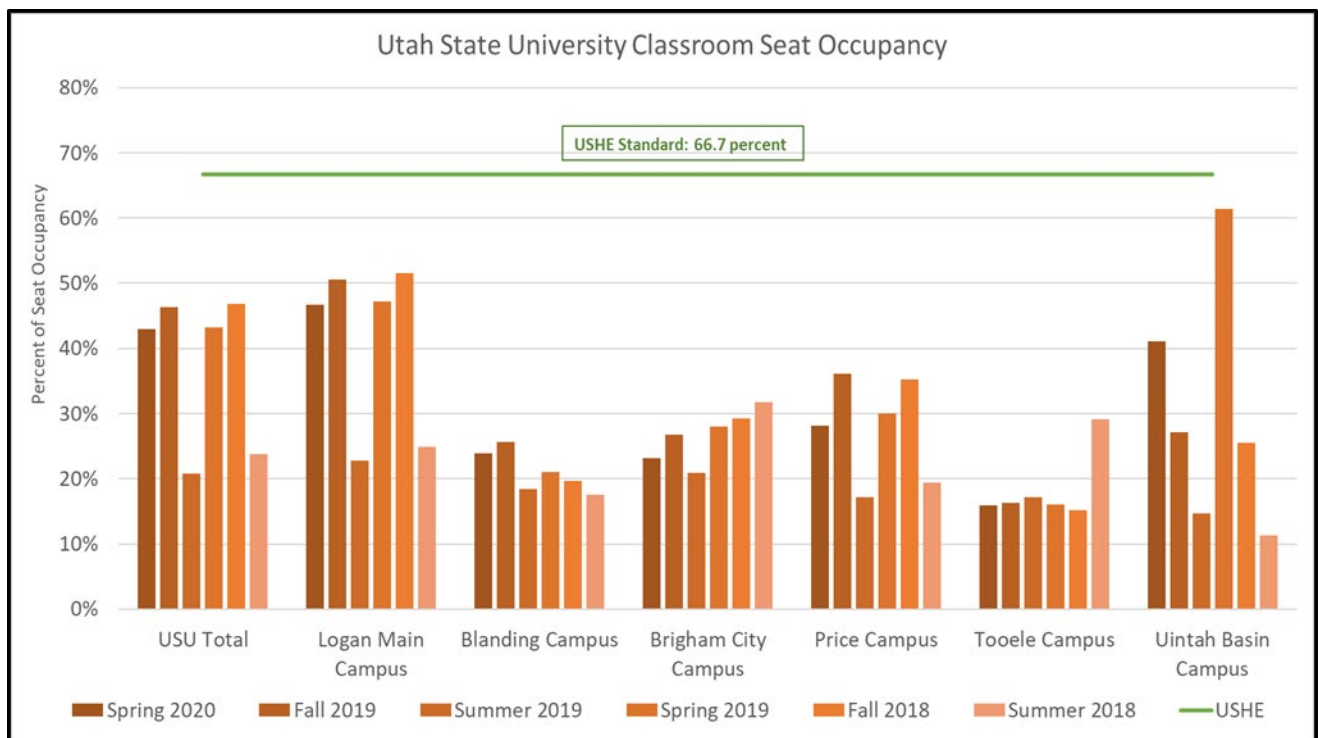
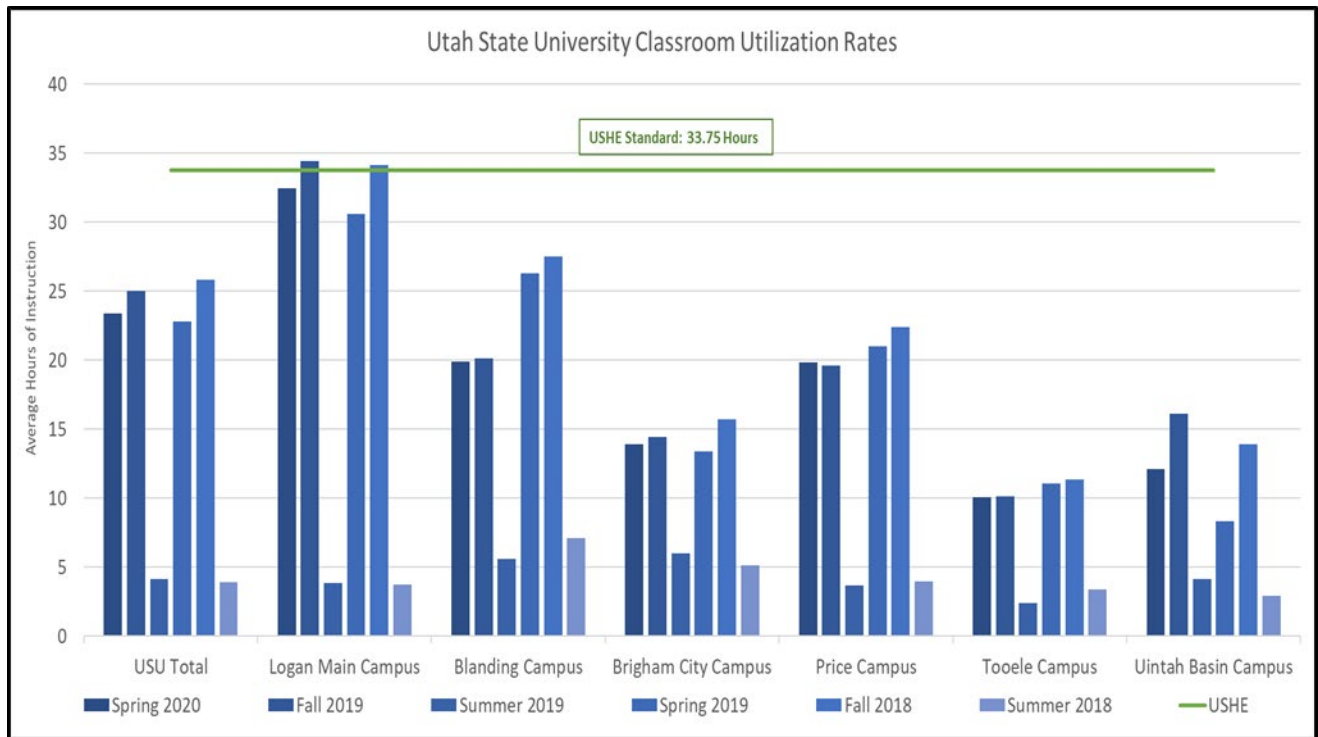
### **Optional Question 3: Non-Instructional Room Utilization**

*What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?*

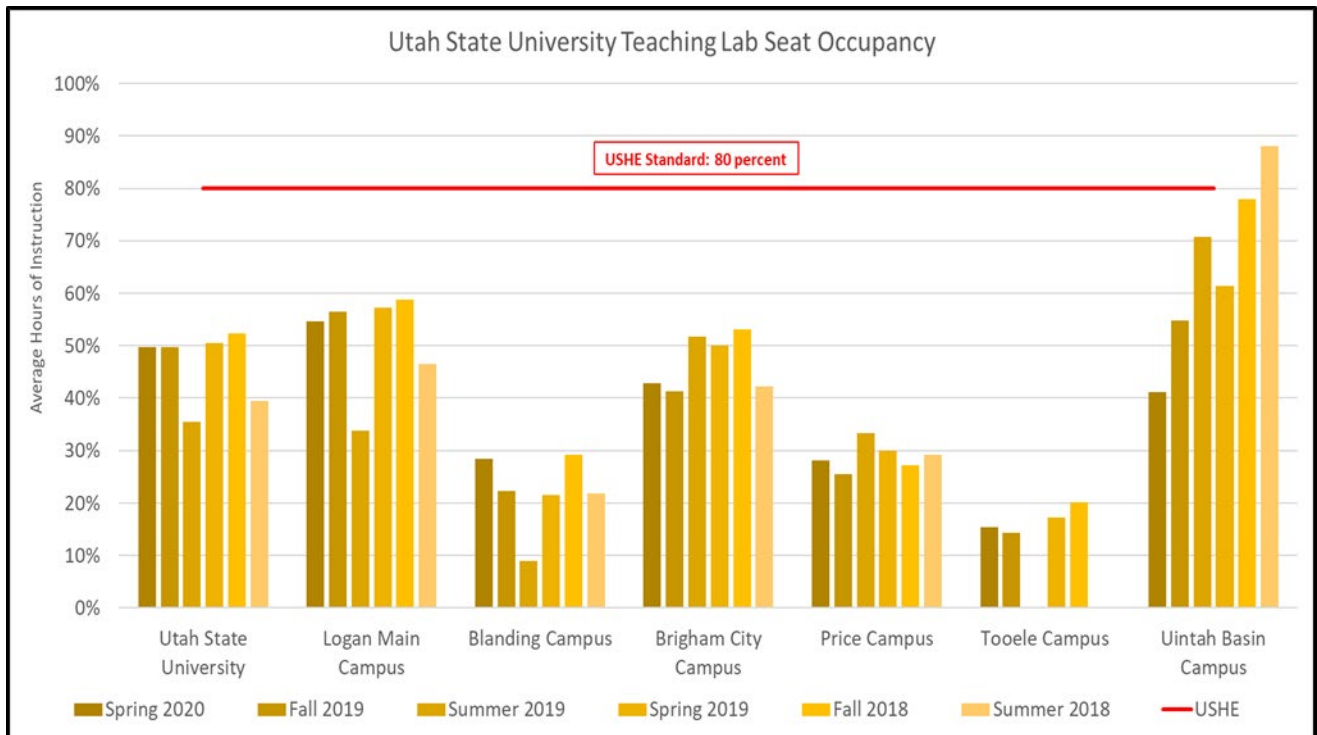
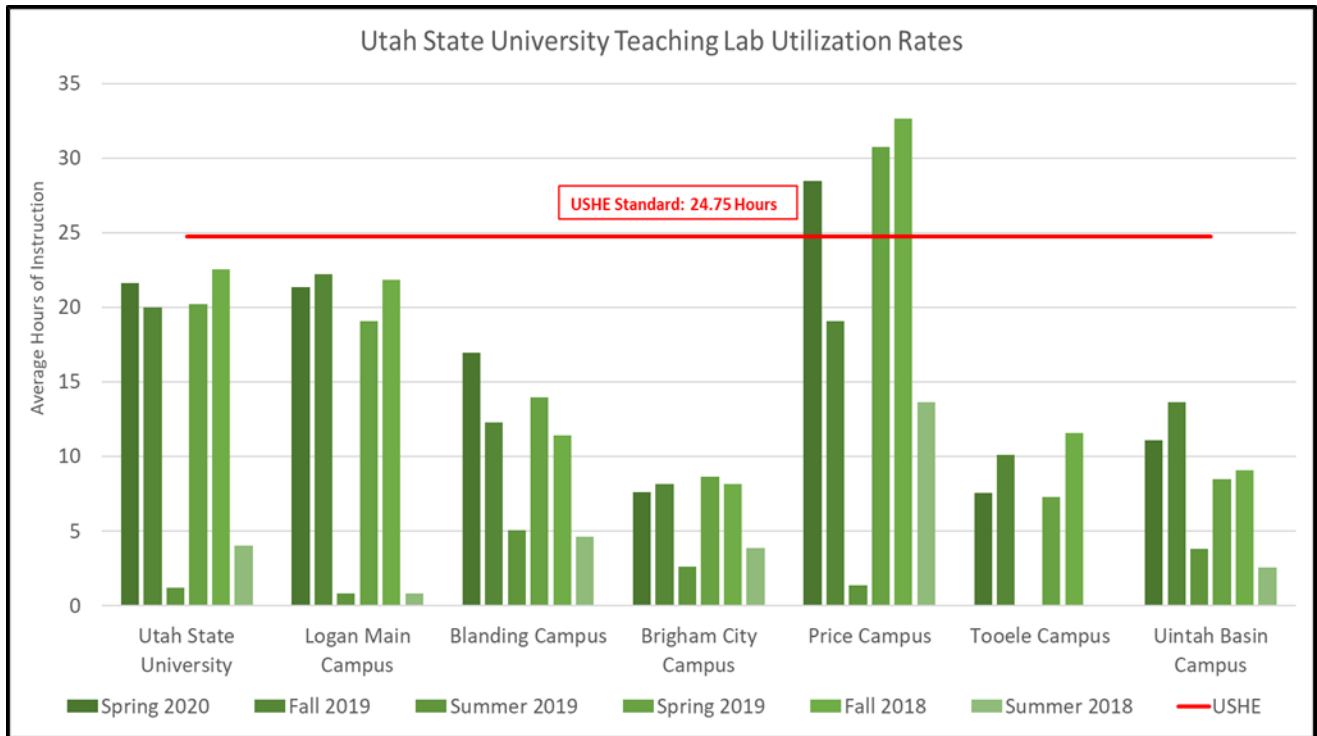
All dedicated classroom spaces are prioritized for instruction without exception. Similar to class labs, non-class lab use is calculated by affiliated total project expense per square foot. Often, personnel expenses are for students in an affiliated discipline.

# Utah State University Utilization 2019-20

## Overview of USU Classroom Utilization



## Overview of USU Lab Utilization



## USU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Station				Station				Station			
	Room	#	Occupancy	#	Room	#	Occupancy	#	Room	#	Occupancy	#
Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	
<b>Utah State University</b>	<b>32.4</b>	<b>294</b>	<b>43.0%</b>	<b>12,038</b>	<b>25.0</b>	<b>294</b>	<b>46.3%</b>	<b>12,038</b>	<b>4.1</b>	<b>294</b>	<b>20.8%</b>	<b>12,038</b>
<b>Logan Main Campus</b>	<b>32.4</b>	<b>143</b>	<b>46.6%</b>	<b>8,575</b>	<b>34.4</b>	<b>143</b>	<b>50.5%</b>	<b>8,575</b>	<b>3.9</b>	<b>143</b>	<b>22.8%</b>	<b>8,575</b>
Agriculture Sys Tech & Ed	7.7	3	62.5%	104	12.6	3	49.4%	104	0.0	3		104
Agricultural Sciences Bldg.	39.5	3	44.0%	197	45.4	3	46.0%	197	2.8	3	23.9%	197
Animal Science Bldg.	40.3	2	52.8%	72	24.7	2	69.9%	72	0.0	2		72
Peterson Engineering Lab	27.4	6	38.5%	233	34.4	6	39.7%	233	0.0	6		233
Distance Education Building	31.5	12	44.9%	320	30.7	12	43.2%	320	4.7	12	15.6%	320
Early Childhood Building	26.1	2	52.6%	41	20.8	2	39.9%	41	8.2	2	35.4%	41
Eccles Business Building	37.0	6	55.5%	468	38.4	6	53.6%	468	0.6	6	37.5%	468
Eccles Science Learning Center	36.6	3	48.9%	699	32.7	3	55.1%	699	8.9	3	18.1%	699
Bowen Building	27.7	1	18.2%	32	30.6	1	35.2%	32	18.6	1	21.9%	32
Education Building	27.7	8	47.3%	333	25.3	8	53.3%	333	2.7	8	18.5%	333
Engineering Building	32.6	15	50.8%	1,171	39.2	15	50.6%	1,171	1.8	15	17.1%	1,171
Family Life Building	34.0	6	51.9%	265	31.2	6	64.4%	265	0.0	6		265
Fine Arts Center	21.0	1	67.7%	16	17.0	1	76.6%	16	0.0	1		16
Fine Arts-Visual Building	31.6	4	50.1%	378	36.4	4	47.5%	378	0.9	4	8.2%	378
Geology Building	35.4	5	42.4%	254	37.4	5	48.3%	254	4.6	5	21.4%	254
HPER Building	36.1	5	35.7%	304	40.2	5	43.7%	304	5.2	5	28.8%	304
Huntsman Hall	33.3	20	51.2%	1,103	34.9	20	52.6%	1,103	6.1	20	24.9%	1,103
Industrial Science Building	20.8	2	68.3%	60	30.0	2	52.8%	60	12.0	2	29.3%	60
Life Sciences Building	37.8	2	23.0%	406	43.4	2	41.8%	406	0.0	2		406
Lillywhite Building	26.4	2	45.3%	56	21.7	2	65.5%	56	0.0	2		56
Merrill-Cazier Library	30.7	4	51.2%	177	45.5	4	48.9%	177	8.5	4	21.6%	177
Natural Resources Building	29.2	1	40.6%	98	48.1	1	37.9%	98	5.0	1	83.7%	98
Nutrition & Food Sciences	25.3	3	33.0%	154	26.3	3	36.1%	154	0.0	3		154
Old Main	42.2	12	47.7%	906	40.2	12	53.1%	906	5.4	12	26.1%	906
Ray B. West Building	42.3	5	70.7%	133	45.2	5	71.8%	133	5.3	5	47.9%	133
Science Engineering Research	23.0	1	32.3%	24	21.7	1	44.8%	24	1.4	1	4.2%	24
Sorsenson Cntr. for Clinical Excl.	31.0	2	42.4%	109	38.5	2	45.8%	109	18.8	2	16.5%	109
Teaching Greenhouse	5.8	1	77.1%	24	17.8	1	71.7%	24	0.0	1		24
Technology Building	32.4	3	50.8%	104	32.2	3	65.6%	104	1.8	3	61.1%	104
University Reserve Building	14.8	1	32.1%	28	12.5	1	48.2%	28	0.0	1		28
Veterinary Science & Biology	20.9	1	69.5%	126	22.7	1	52.2%	126	0.0	1		126
Widtsøe Hall	35.8	1	58.3%	180	37.8	1	54.5%	180	0.0	1		180
<b>Blanding Campus</b>	<b>19.9</b>	<b>19</b>	<b>23.8%</b>	<b>527</b>	<b>20.1</b>	<b>19</b>	<b>25.7%</b>	<b>527</b>	<b>5.6</b>	<b>19</b>	<b>18.4%</b>	<b>527</b>
Bradford Lee Tech. Building	17.1	10	27.6%	232	19.2	10	27.5%	232	2.4	10	26.5%	232
Health Science Library	25.4	6	20.3%	215	26.5	6	23.8%	215	13.6	6	15.9%	215
Heavy Equipment & Trucking	29.8	1	36.0%	25	5.7	1	28.0%	25	0.0	1		25
Native Americans Studies	4.0	1	46.7%	30	4.0	1	60.0%	30	0.0	1		30
Se Learning Cntr., Montezuma	20.8	1	30.7%	25	21.8	1	29.0%	25	0.0	1		25
<b>Brigham Campus</b>	<b>13.9</b>	<b>36</b>	<b>23.2%</b>	<b>794</b>	<b>14.4</b>	<b>36</b>	<b>26.8%</b>	<b>794</b>	<b>6.0</b>	<b>36</b>	<b>20.9%</b>	<b>794</b>
Academic Building	15.9	24	22.8%	430	16.0	24	27.6%	430	6.0	24	19.6%	430
Miller Building	9.9	12	24.3%	364	11.3	12	24.5%	364	6.0	12	23.7%	364
<b>Price Campus</b>	<b>19.8</b>	<b>32</b>	<b>35.8%</b>	<b>970</b>	<b>19.6</b>	<b>32</b>	<b>36.1%</b>	<b>970</b>	<b>3.7</b>	<b>32</b>	<b>17.2%</b>	<b>970</b>
Central Instructional Building	24.2	6	36.1%	168	23.0	6	50.8%	168	7.1	6	22.5%	168
McDonald Career Center	29.9	3	36.0%	88	26.5	3	34.0%	88	0.0	3		88
Reeves Building	22.7	14	34.2%	430	21.6	14	28.1%	430	5.3	14	16.0%	430
West Instructional Building	9.0	9	39.5%	284	11.9	9	53.6%	284	0.0	9		284
<b>Tooele Campus</b>	<b>10.1</b>	<b>22</b>	<b>15.9%</b>	<b>494</b>	<b>10.1</b>	<b>22</b>	<b>16.3%</b>	<b>494</b>	<b>2.4</b>	<b>22</b>	<b>17.2%</b>	<b>494</b>
Science & Technology Building	11.2	3	18.5%	64	12.4	3	21.0%	64	0.0	3		64
Academic Building	9.9	19	15.5%	430	9.8	19	15.4%	430	2.8	19	17.2%	430
<b>Uintah Basin Campus</b>	<b>12.1</b>	<b>42</b>	<b>18.9%</b>	<b>678</b>	<b>16.1</b>	<b>42</b>	<b>27.2%</b>	<b>678</b>	<b>4.1</b>	<b>42</b>	<b>14.6%</b>	<b>678</b>
BEERC	13.4	21	21.6%	288	18.9	21	31.9%	288	5.3	21	16.0%	288
Roosevelt - Student Center	12.6	8	10.8%	252	18.5	8	27.8%	252	5.7	8	12.8%	252
Roosevelt - Classroom	9.8	13	24.4%	138	10.1	13	17.3%	138	1.2	13	12.9%	138



## USU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room Utilization	# Rooms	Station Occupancy		Room Utilization	# Rooms	Station Occupancy		Room Utilization	# Rooms	Station Occupancy	
			Rate	# Seats			Rate	# Seats			Rate	# Seats
<b>Utah State University</b>	<b>21.6</b>	<b>110</b>	<b>49.7%</b>	<b>3,050</b>	<b>20.0</b>	<b>110</b>	<b>49.7%</b>	<b>3,050</b>	<b>1.2</b>	<b>110</b>	<b>35.5%</b>	<b>3,050</b>
<b>Logan Main Campus</b>	<b>21.4</b>	<b>69</b>	<b>54.7%</b>	<b>2,009</b>	<b>22.2</b>	<b>69</b>	<b>56.5%</b>	<b>2,009</b>	<b>0.8</b>	<b>69</b>	<b>33.8%</b>	<b>2,009</b>
Agricultural Sciences Bldg.	11.4	2	51.7%	48	22.9	2	48.2%	48	0.0	2	0.0%	48
Art Sculpture Lab	0.0	1	0.0%	15	23.3	1	48.3%	15	0.0	1	0.0%	15
Biological-Nat Resources	10.8	1	25.0%	30	7.2	1	40.0%	30	0.0	1	0.0%	30
Biotech Lab	8.0	1	87.5%	12	0.0	1	0.0%	12	0.0	1	0.0%	12
Peterson Engineering Lab	2.2	1	23.3%	30	15.3	1	46.7%	30	0.0	1	0.0%	30
Eccles Business Building	22.6	2	70.6%	74	23.5	2	67.4%	74	0.0	2	0.0%	74
Education Building	28.2	2	41.7%	55	20.4	2	46.0%	55	6.9	2	24.8%	55
Engineering Building	29.1	2	85.6%	50	19.4	2	74.5%	50	0.0	2	0.0%	50
Family Life Building	8.6	3	55.6%	76	13.0	3	55.3%	76	0.0	3	0.0%	76
Fine Arts Center	28.0	9	32.1%	443	28.5	9	37.2%	443	0.8	9	0.8%	443
Fine Arts Center Visual	37.9	4	50.9%	100	55.5	4	53.3%	100	0.0	4	0.0%	100
Geology Building	14.3	2	60.0%	40	14.8	2	62.7%	40	0.0	2	0.0%	40
Huntsman Hall	36.5	1	61.7%	66	42.7	1	48.3%	66	6.6	1	13.6%	66
Industrial Science Building	22.5	2	32.5%	90	24.3	2	36.1%	90	0.0	2	0.0%	90
Life Sciences Building	19.8	13	57.9%	368	22.7	13	69.8%	368	0.0	13	0.0%	368
Old Main	8.0	1	28.9%	15	2.7	1	93.3%	15	0.0	1	0.0%	15
Maeser Lab	11.6	7	89.7%	96	0.9	7	108.3%	96	0.5	7	56.3%	96
Military Science Building	12.0	1	30.0%	30	5.2	1	21.7%	30	0.0	1	0.0%	30
Natural Resources Building	31.0	1	30.8%	50	29.3	1	44.0%	50	0.0	1	0.0%	50
Quinney Library	0.0	1	0.0%	32	2.8	1	59.4%	32	0.0	1	0.0%	32
Science Engineering Research	29.6	4	95.1%	64	31.5	4	91.4%	64	1.7	4	79.7%	64
Sorenson Cntr. for Clinical Excl.	40.1	1	106.4%	30	13.8	1	100.8%	30	0.0	1	0.0%	30
Veterinary Science & Biology	19.7	2	75.7%	75	17.4	2	72.4%	75	3.3	2	58.6%	75
Widtsoe Hall	28.6	5	92.8%	120	32.2	5	91.4%	120	2.5	5	44.8%	120
<b>Blanding Campus</b>	<b>16.9</b>	<b>4</b>	<b>28.3%</b>	<b>115</b>	<b>12.3</b>	<b>4</b>	<b>22.2%</b>	<b>115</b>	<b>5.1</b>	<b>4</b>	<b>9.0%</b>	<b>115</b>
Health Science Library	16.9	4	28.3%	115	12.3	4	22.2%	115	5.1	4	9.0%	115
<b>Brigham Total</b>	<b>7.6</b>	<b>2</b>	<b>42.9%</b>	<b>37</b>	<b>8.2</b>	<b>2</b>	<b>41.2%</b>	<b>37</b>	<b>2.6</b>	<b>2</b>	<b>51.7%</b>	<b>37</b>
Milton P Miller Building	7.6	2	42.9%	37	8.2	2	41.2%	37	2.6	2	51.7%	37
<b>Price Campus</b>	<b>28.5</b>	<b>26</b>	<b>28.2%</b>	<b>719</b>	<b>19.1</b>	<b>26</b>	<b>25.5%</b>	<b>719</b>	<b>1.3</b>	<b>26</b>	<b>33.3%</b>	<b>719</b>
BDAC Athletic Building	0.0	1	0.0%	35	6.0	1	24.8%	35	0.0	1	0.0%	35
Central Instructional Building	27.9	7	22.6%	275	18.2	7	19.7%	275	0.0	7	0.0%	275
Industrial Park Building	147.0	2	31.0%	48	32.7	2	25.0%	48	16.3	2	37.5%	48
Mcdonald Career Center	0.0	7	32.7%	161	0.0	7	23.3%	161	0.0	7	0.0%	161
Reeves Building	6.4	7	44.7%	157	5.8	7	46.6%	157	0.3	7	29.2%	157
West Instructional Building	7.8	2	5.6%	43	24.7	2	5.6%	43	0.0	2	0.0%	43
<b>Tooele Campus</b>	<b>7.6</b>	<b>5</b>	<b>15.3%</b>	<b>90</b>	<b>10.1</b>	<b>5</b>	<b>14.4%</b>	<b>90</b>	<b>0.0</b>	<b>5</b>	<b>0.0%</b>	<b>90</b>
Academic Building	7.6	5	15.3%	90	10.1	5	14.4%	90	0.0	5	0.0%	90
<b>Uintah Basin Campus</b>	<b>11.1</b>	<b>4</b>	<b>41.1%</b>	<b>80</b>	<b>13.6</b>	<b>4</b>	<b>54.8%</b>	<b>80</b>	<b>3.8</b>	<b>4</b>	<b>70.7%</b>	<b>80</b>
BEERC	11.1	4	41.1%	80	13.6	4	54.8%	80	3.8	4	70.7%	80

# Utah State University 2019-20 Utilization Report

*\*Answers are for Logan campus unless otherwise noted*

## Required Question 1: Meeting Board Standards

*Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:*

- a. Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week-33.75 hours per week
- b. Classroom Seat Occupancy Rate: 66.7% seat occupancy

Our collaborative group with representatives from Facilities, Academic and Instructional Services (Central Scheduling), Space Management, and Business and Finance continue to identify opportunities to right-size courses and classrooms and update classroom inventory while considering instructional needs. Since USU does not have buildings that are dedicated to classrooms only, we try to accommodate faculty as much as possible by letting them teach classes in or near the buildings where they have offices. This can create some inefficiencies when seat capacity and enrolled students don't match as well as they might if faculty proximity concerns were not considered.

- c. Laboratory Room Utilization Rate: 55% scheduling of all classrooms during a 45-hour week-24.75 hours per week
- d. Laboratory Seat Occupancy Rate: 80% seat occupancy

The primary change that offers the best opportunity to reach the standard was for class laboratories to be centrally scheduled. Using the same evaluation process noted with classrooms and working with individual colleges to utilize specialized classroom laboratory space, we are more confident in our ability to meet the standard.

## Required Question 2: Local Conditions Affecting Utilization

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

USU has unique circumstances where classrooms are needed or exist in certain locations but cannot be utilized at the calculated standard. Factors leading to these circumstances include the nature of some programs, the spread-out nature of the campus, the large physical size of some classrooms, and the number of classrooms.

For example:

- Several classrooms are located in buildings around the perimeter of campus where the program function needs to exist, but the distance from the central core is too far to be effectively included in general scheduling. Students cannot make it to those buildings and back within class breaks.
- Some classrooms exist in buildings where elementary or pre-school-aged children are present, and the university has made a conscious decision to limit only those students whose programs require them to work with the young children into those buildings.
- Some classrooms are in older buildings that are not ADA compliant. However, the departments housed in those buildings still use the classrooms because of the convenience. Classrooms that are not ADA compliant cannot be used for general scheduling and therefore have limited usage.
- Some classrooms have poor technology, which makes them undesirable for most faculty and students. However, the departments housed in those buildings use the classrooms because they feel that convenience outweighs the classroom conditions.
- Some older, higher capacity classrooms are less desirable for smaller course enrollment; however, due to location, the room is scheduled and the station occupancy rate fails to achieve the desired metric.

Non-credit bearing use of classrooms for study groups, meetings, events, etc. are not considered when evaluating the student experience in conjunction with instruction. As noted in previous reports, non-credit bearing uses equate to 19% of the total available usage hours for these classrooms over the course of the year.

### **Required Question 3: Central Scheduling**

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

In 2020, classrooms and class laboratories were centrally scheduled. Academic and Instructional Services (central scheduling) collaborates with departments on a regular basis. Although some challenges and concerns for department-paid specialized equipment exist in class laboratories, the Academic and Instructional Services division continues to work through departmental situations to establish acceptable agreements to preserve the department interests and investments - while working to increase the utilization of the classroom laboratories.

### **Required Question 4: Institutional Utilization Policy**

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751.*

<https://www.usu.edu/policies/537/>

### **Required Question 5: Hours of Operation**

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

The Logan campus is a residential campus that serves primarily traditional students during weekday, daytime hours. Evening and weekend classes are still delivered on this campus, but the bulk of credits are taught during the day.

Where opportunity and need converge, USU will use classroom space throughout the day and year for institutional conferences, workshops, lectures, meetings, and events that promote the mission of Utah State University and support community engagement.

### **Required Question 6: Optimizing Summer Term**

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

USU has tried a variety of strategies over the past several years to encourage more students to take summer classes. Each strategy attracts different students but has not made a significant change in summer enrollment. As a residential campus, it is very common for students to accept internships away from the campus, engage in fieldwork related to their academic pursuits, return home for the summer to work, or spend time with family.

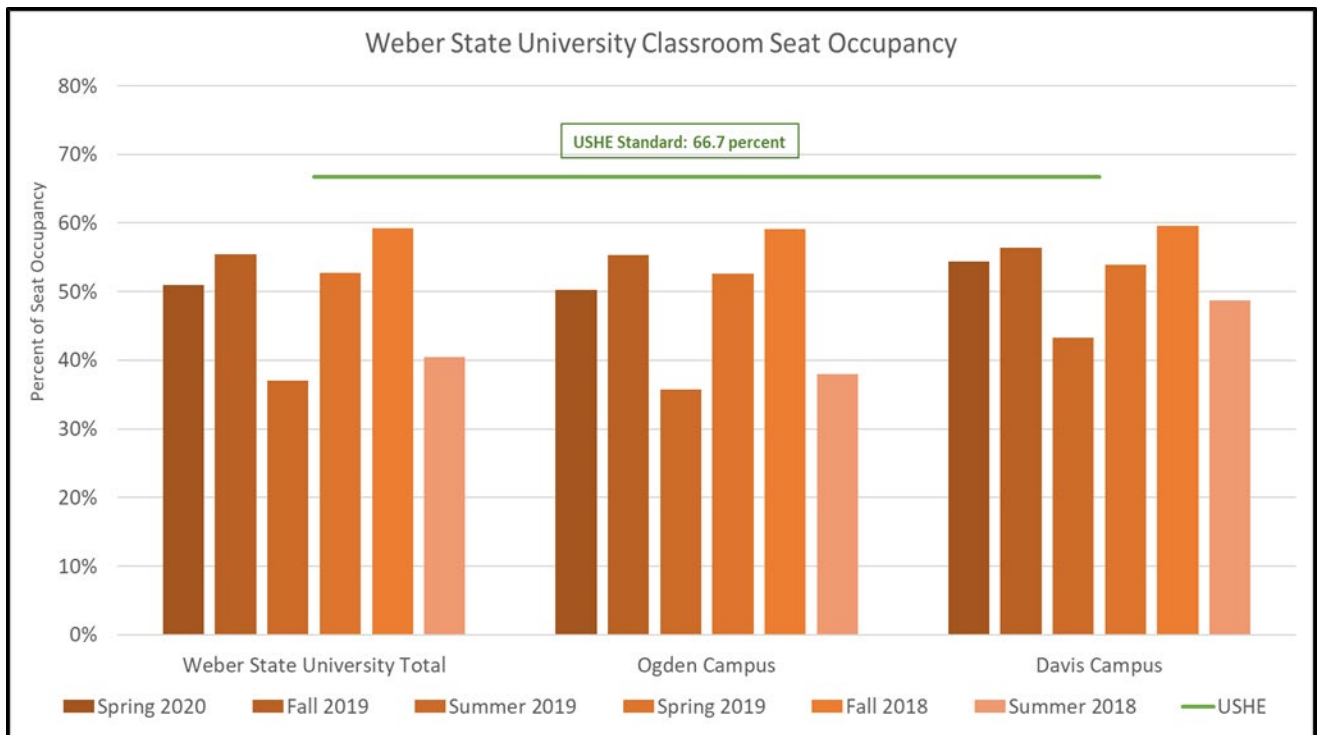
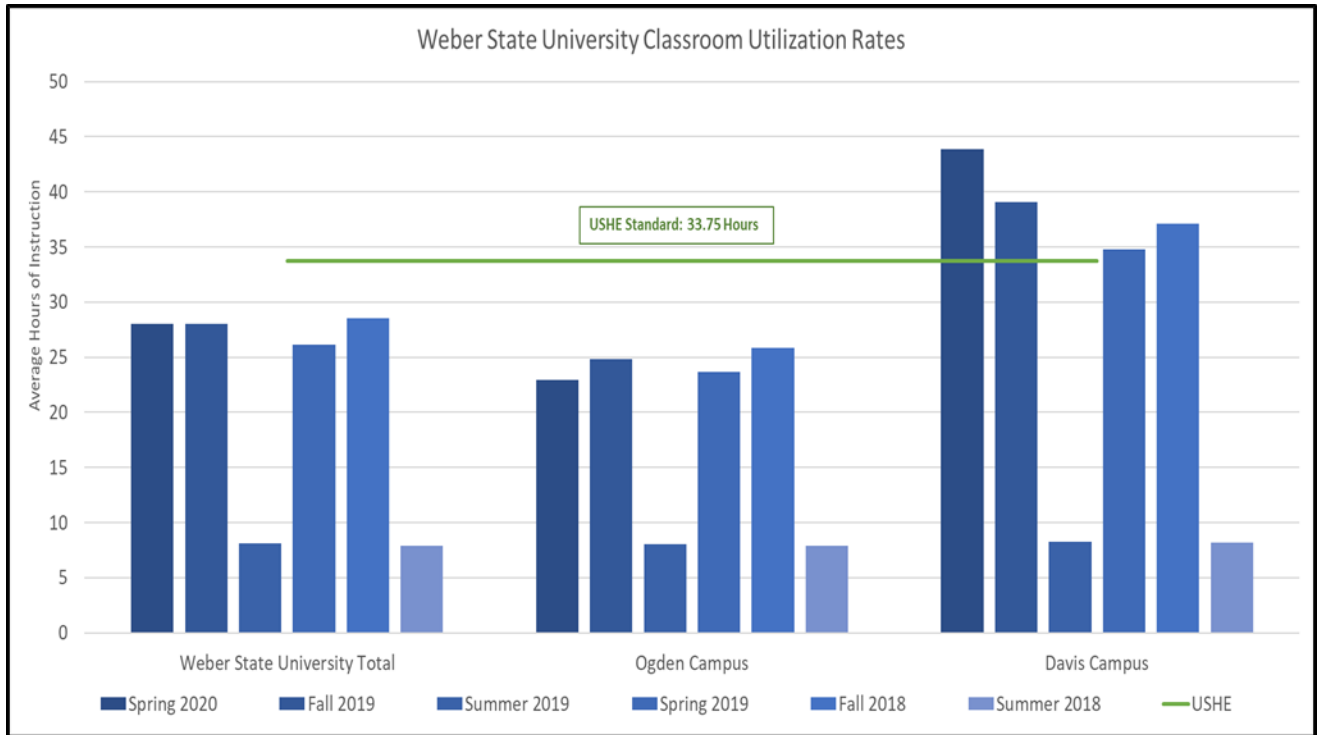
USU is continually evolving to meet the needs of its students. Student behavior and data indicate an increasing need and desire for summer scheduling of online courses to increase academic flexibility in the summer rather than face-to-face courses.

Nevertheless, additional strategies will be discussed and implemented as appropriate to increase the summer utilization of classrooms where possible.

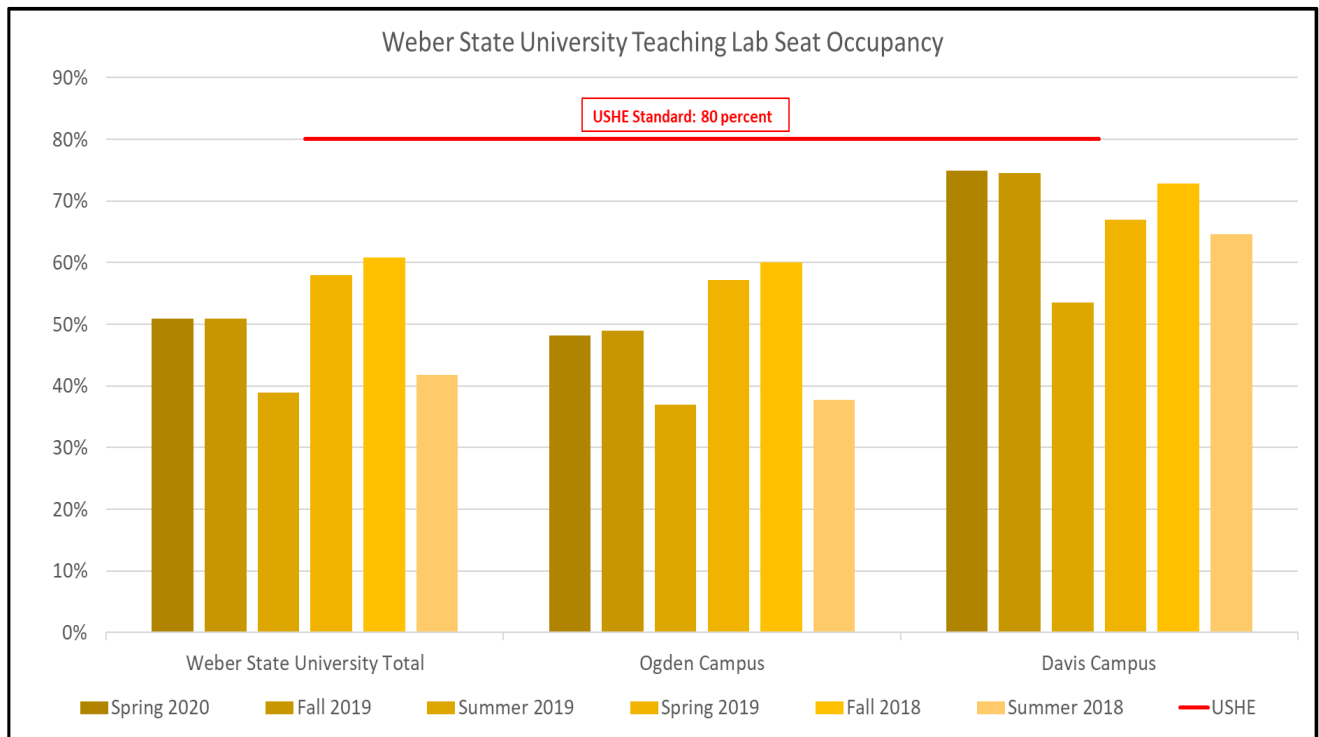
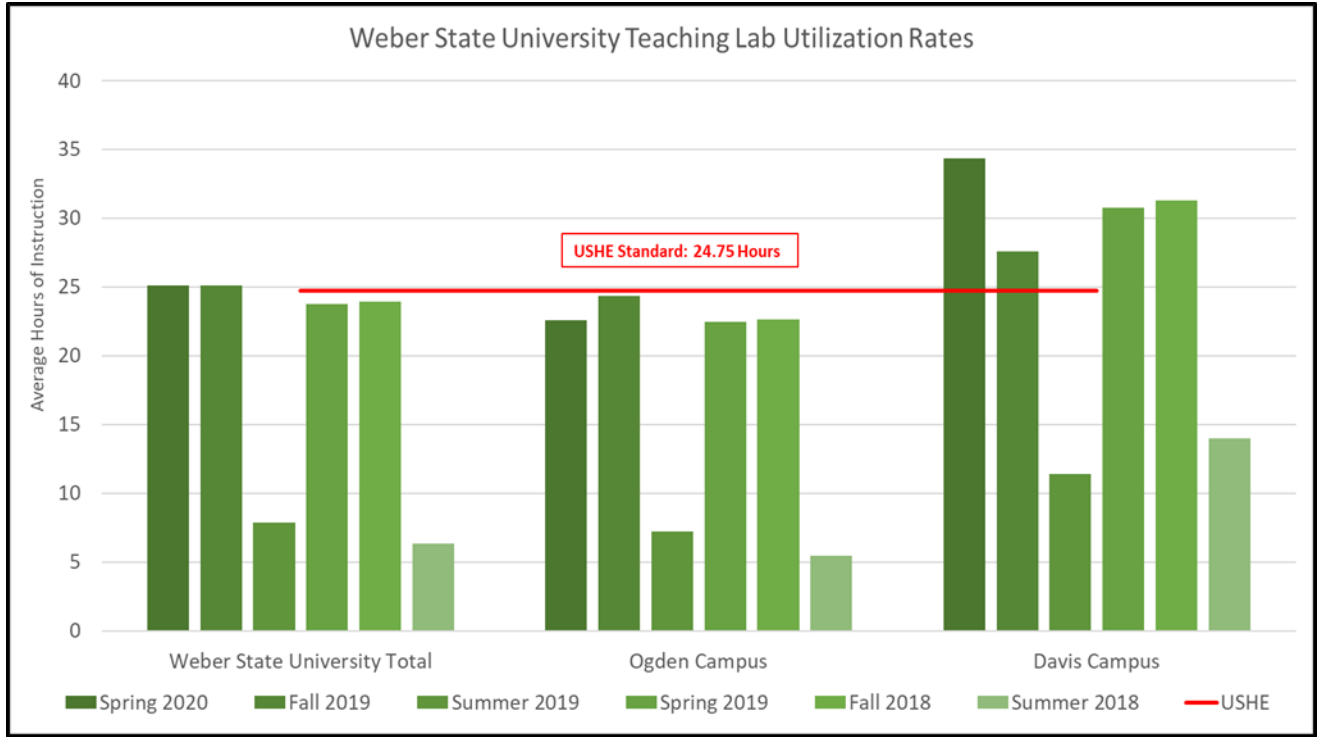
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# Weber State University Utilization 2019-20

## Overview of WSU Classroom Utilization



## Overview of WSU Lab Utilization



## WSU Classroom (110) Utilization

	Class room (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room Utilization	# Rooms	Station		Room Utilization	# Rooms	Station		Room Utilization	# Rooms	Station	
			Occupancy Rate	# Seats			Occupancy Rate	# Seats			Occupancy Rate	# Seats
<b>Weber State University Total</b>	<b>28.0</b>	<b>185</b>	<b>50.9%</b>	<b>7,469</b>	<b>28.0</b>	<b>201</b>	<b>55.4%</b>	<b>8,495</b>	<b>8.1</b>	<b>97</b>	<b>37.0%</b>	<b>4,077</b>
<b>Ogden Campus</b>	<b>22.9</b>	<b>140</b>	<b>50.3%</b>	<b>5,860</b>	<b>24.8</b>	<b>156</b>	<b>55.3%</b>	<b>6,886</b>	<b>8.1</b>	<b>79</b>	<b>35.7%</b>	<b>3,338</b>
Browning Center	14.5	3	45.8%	109	15.8	3	60.5%	109	5.7	1	29.7%	32
Elizabeth Hall*	24.4	27	58.3%	800	29.1	27	61.4%	800	8.6	17	39.5%	526
Engineering Technology	22.6	9	48.3%	304	25.2	9	45.5%	304	5.0	2	44.0%	52
Interprofessional Education	17.9	4	66.6%	145	16.1	4	73.9%	145				
Kimbal Visual Art	23.2	1	34.0%	20	17.5	1	46.3%	20	12.3	1	40.0%	20
Lampros Hall									9.6	1	81.3%	24
Lind Lecture Hall*					31.4	15	57.9%	1,006	4.1	1	26.5%	100
Lindquist Hall	20.4	33	44.7%	1,663	21.3	33	55.3%	1,663	5.9	19	29.2%	942
Marriott Allied Health	18.9	10	43.7%	464	28.2	10	42.6%	464	15.4	8	26.8%	355
McKay Education	29.3	13	49.5%	518	28.1	13	55.0%	518	5.5	9	36.4%	366
Stewart Library	32.0	1	64.5%	20	13.7	1	52.5%	20				
Swenson Building	19.3	6	45.1%	290	19.3	6	42.6%	290	2.6	3	34.5%	123
Technical Education	22.3	3	50.0%	146	19.3	3	44.3%	146	1.8	1	35.4%	48
Tracy Hall	29.0	16	65.9%	550	28.1	16	68.1%	550	10.1	11	65.3%	440
Wattis Business	20.8	14	46.2%	831	18.6	15	51.6%	851	8.6	5	37.6%	310
<b>Davis Campus</b>	<b>43.9</b>	<b>45</b>	<b>54.4%</b>	<b>1,609</b>	<b>39.1</b>	<b>45</b>	<b>56.4%</b>	<b>1,609</b>	<b>8.2</b>	<b>18</b>	<b>43.2%</b>	<b>739</b>
Davis Campus Building 13*	55.5	10	62.5%	320	45.7	10	65.6%	320				
Davis Campus Building 2*	35.8	17	44.3%	732	34.0	17	48.7%	732	9.2	12	40.2%	540
Davis Campus Building 3*	45.0	18	67.3%	557	40.2	18	66.7%	557	6.2	6	53.0%	199

## WSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 201			
	Room Utilization	# Rooms	Station		Room Utilization	# Rooms	Station		Room Utilization	# Rooms	Station	
			Occupancy Rate	# Seats			Occupancy Rate	# Seats			Occupancy Rate	# Seats
<b>Weber State University Total</b>	<b>25.1</b>	<b>79</b>	<b>50.9%</b>	<b>2,542</b>	<b>25.1</b>	<b>80</b>	<b>50.9%</b>	<b>2,566</b>	<b>7.8</b>	<b>33</b>	<b>39.0%</b>	<b>1,342</b>
<b>Ogden Campus</b>	<b>22.6</b>	<b>62</b>	<b>48.2%</b>	<b>2,095</b>	<b>24.4</b>	<b>62</b>	<b>48.9%</b>	<b>2,095</b>	<b>7.2</b>	<b>28</b>	<b>37.0%</b>	<b>1,190</b>
Browning Center	27.5	2	55.8%	80	29.7	2	60.9%	80				
Elizabeth Hall	21.1	4	62.5%	123	22.9	4	55.8%	123	6.8	3	52.6%	83
Engineering Technology	18.9	7	43.0%	176	19.1	7	57.3%	176				
Kimbal Visual Art	23.3	9	66.4%	231	26.9	9	59.6%	231	8.2	3	39.0%	74
Marriott Allied Health	24.7	1	35.3%	67	23.3	1	32.8%	67	20.8	1	23.6%	67
McKay Education	29.3	6	68.7%	144	33.5	6	65.7%	144	16.8	2	47.4%	47
Stewart Library	31.0	1	54.6%	30	37.5	1	58.0%	30				
Swenson Building	27.5	5	22.4%	356	30.7	5	21.0%	356	7.9	5	27.2%	356
Technical Education	18.0	4	79.3%	114	21.0	4	80.6%	114				
Tracy Hall	19.1	20	77.8%	508	19.4	20	81.4%	508	4.3	11	98.3%	297
Wattis Business	23.0	1	64.2%	36	22.7	1	64.2%	36	5.7	1	41.7%	36
Wildcat Center	36.6	2	18.9%	230	36.1	2	17.3%	230	4.8	2	11.2%	230
<b>Davis Campus</b>	<b>34.3</b>	<b>17</b>	<b>74.9%</b>	<b>447</b>	<b>27.6</b>	<b>18</b>	<b>74.5%</b>	<b>471</b>	<b>11.4</b>	<b>5</b>	<b>53.5%</b>	<b>152</b>
Davis Campus Building 13*	55.5	3	75.0%	80	45.7	3	78.8%	80				
Davis Campus Building 2*	33.8	6	63.5%	184	29.6	6	60.4%	184	11.4	5	53.5%	152
Davis Campus Building 3*	26.8	8	90.8%	183	20.2	9	95.0%	207				

\* Indicates building was partially used by NUAMES to hold courses. NUAMES room use was identified on a room-by-room basis and usage & occupancy was factored into the report. See NUAMES tab for additional details.



# Weber State University 2019-20 Utilization Report

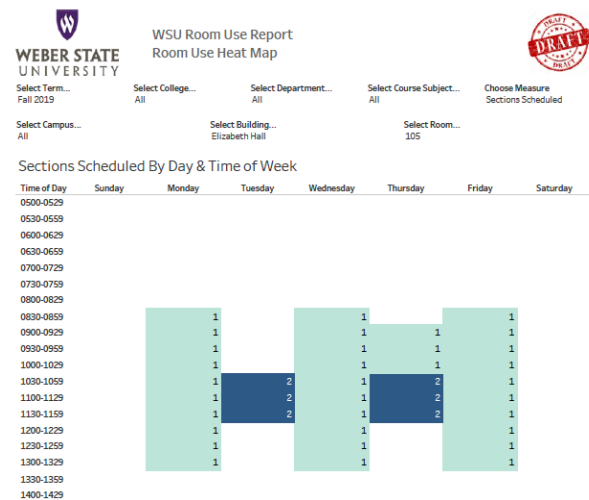
## Required Question 1: Meeting Board Standards

Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:

Weber State University plans to improve our space utilization through several avenues. Below is an overview of each strategy being implemented in to order increase both the space utilization and seat occupancy.

1. **Centralized Scheduling**—Weber State University has historically been a decentralized scheduling institution. Scheduling was primarily done by a building’s occupants and then made available to other campus entities. We are working to shift that mentality towards centralized scheduling. To that end, Weber State has purchased and is in the process of implementing a centralized scheduling software, EMS. This software and associated process will allow us to optimize the use of all classroom, lab, and event space on campus. It will allow the university to find rooms that fit the size and space requirements for each class.

2. **Room-by-Room Use Evaluation**—The FICM space use code is assigned to every space in a building at the time of construction. In the past, the room use codes were infrequently re-evaluated to ensure that the predominant use of the space fit the prescribed definition as per the USHE Standards. Weber State has put together a committee that is meeting with all colleges, departments, and key faculty annually in order to better understand how each space is used to meet the mission of the university. The committee then makes the determination if the use of the room matches the space use code or if there is a more accurate code to classify the use of the space. The report clip above is an example of the type of space use reports that we evaluate as we meet and discuss room classification. This reevaluation and possible reclassification will allow us to capture a more accurate reflection of how spaces are used.



3. **Off-Peak Class Scheduling**—Weber State University has traditionally been a commuter campus with a large proportion of students being nontraditional working students. This demographic has driven the course times and offerings to an early morning or late evening offerings. Our space utilization on campus from 8:00 a.m. to 12:00 p.m. is very high and drops off dramatically until the evening when it climbs again. Weber State is working with students, faculty, and the Office of the Registrar to determine which classes can be taught during the low-demand afternoon times and begin to schedule classes outside of our traditional hours. This will help to free up space during our peak demand times and allow for better overall daily utilization of the spaces



4. **Right-Sizing Spaces**—In a decentralized scheduling format, classes with fewer students were forced to schedule their class from the inventory predetermined by their department or college. This meant that it was common to have small upper division or graduate-level classes of 18 in a room built to hold 40. Central scheduling will help us put the right class in the right space and even allow us to reassign a room to a class that has fewer or more students than predicted. We have also made “right-sizing” a priority for all new construction and renovations. For the past few years, we have worked to match the inventory of teaching spaces to the class sizes being taught.

5. **Annual Evaluation**—The Space Planning Committee is meeting with each college annually to review the least utilized spaces on campus. In past meetings, we have discovered that some underutilized spaces were not being scheduled because of poor lighting or non-functional A/V equipment. These roadblocks can easily be corrected and the space brought back to higher utilization. The committee will also monitor space use changes or renovations that would affect the predominant use and use-code assignment.

- a. Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week

Weber is in the process of implementing Centralized Scheduling, Room-by-Room Use Evaluation, and Off-Peak Class Scheduling to raise the classroom utilization rates.

- b. Classroom Seat Occupancy Rate: 66.7% seat occupancy

Weber is in the process of implementing Centralized Scheduling and Right Sizing Spaces in order to get the seat occupancy above the target rate.

- c. Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week

Weber is in the process of implementing Centralized Scheduling, Room-by-Room Use Evaluation, and Off-Peak Class Scheduling to raise the laboratory utilization rates.

- d. Laboratory Seat Occupancy Rate: 80% station occupancy

Weber is in the process of implementing Centralized Scheduling and Right Sizing Spaces in order to get the seat occupancy above the target rate.

## **Required Question 2: Local Conditions Affecting Utilization**

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

Weber State University has historically been a decentralized scheduling institution. Scheduling was primarily done by a building's occupants and then made available to other campus entities. We are working to shift that mentality towards centralized scheduling.

Weber State University has also traditionally been a commuter campus with a large majority of students being nontraditional working students. This demographic has driven the course times and offerings to an early morning or late evening offerings. Our space utilization on campus from 8:00 a.m. to 12:00 p.m. is very high and drops off dramatically until the evening when it climbs again. The university has found that scheduling classes outside of those peak demand times receives very poor enrollment. There are some exceptions. Weber State is working with students, faculty, and the Office of the Registrar to determine which classes can be taught during the low demand afternoon times and begin to schedule classes outside of our traditional hours.

Weber State has also made strategic efforts to make education more accessible and put more offerings online or in a hybrid format. While this does not help our space utilization, it has been very well received by our students and remains in high demand.

### **Required Question 3: Central Scheduling**

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

Weber State University has historically been a decentralized scheduling institution. Scheduling was primarily done by a building's occupants and then made available to other campus entities. We have made great strides to shift that mentality towards centralized scheduling. To that end, Weber State has purchased and implemented a centralized scheduling software, EMS. This software and associated process will allow us to optimize the use of all classroom, lab, and event space on campus. It will allow the university to find rooms that fit the size and space requirements for each class. In addition to EMS, Weber State is looking to purchase another scheduling software that will provide data analytics to the departments as they are scheduling.

WSU currently has 100% of all teaching spaces centrally scheduled in the EMS software.

### **Required Question 4: Institutional Utilization Policy**

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751.*

[PPM 5-38 - Building Space Allocation and Assignment](#)

### **Required Question 5: Hours of Operation**

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Normal hours of operations for Weber State University is Monday through Friday from 7:00 a.m. to 10:00 p.m.; although these hours do not restrict faculty from scheduling classes or events on weekends or outside normal business hours. Saturday and Sunday facility use is growing as the demand increases for these facilities to be open and available.

### **Required Question 6: Optimizing Summer Term**

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

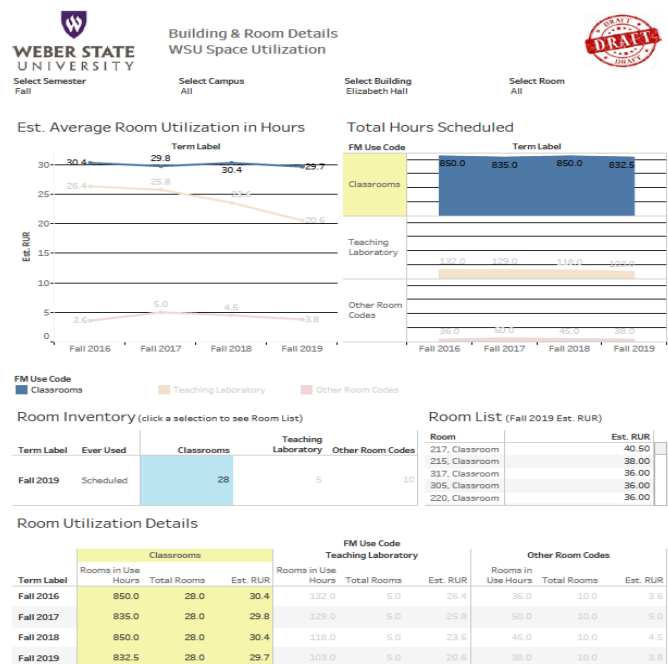
Weber State functions on a tri-term schedule, meaning that we offer a full schedule during the summer months. What’s more, we are encouraging departments to offer more courses during the summer months. In addition to our course offerings, WSU has a number of non-course programming events that happen during the summer to encourage participation in higher education such as Boys and Girls State and STEM related workshops. These events will often utilize a significant portion of our campus spaces during the summer months.

### Optional Question 1: Monitoring Methods

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

All room data is monitored and tracked in AIM and utilizes the Postsecondary Education Facilities Inventory and Classification Manual for classifying each space. This system is managed by Facilities Management and verified annually. All class scheduling is done in Banner and is managed by the Office of the Registrar. The new EMS system will capture both scheduled classes from Banner and unique events that happen in all gathering spaces across campus.

In addition, Institutional Research and Office of the Registrar proactively review ongoing course set ups, working to ensure courses requiring face-to-face instruction are accurately set up in Banner. An online dashboard has also been set up, as shown to the right, for departments to track their own space utilization and history. After the start of the term, Institutional Research, again, reviews the course setups and troubleshoots any incomplete course set ups with the Office of the Registrar prior to the institutions finalizing the census extracts.



### **Optional Question 2: Off-Peak Student Enrollment**

*What strategies does your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

WSU has implemented Visual Schedule Builder as a registration tool to help students identify optimal schedules based on the students' preferences. Visual Schedule Builder provides data analytics that will show when students prefer to schedule class and when they prefer not to schedule courses. This data, in addition to a course offering task force, will be used to identify scheduling alternatives during the off-peak hours. Furthermore, encouraging departments to offer high demand courses during the off-peak hours may also increase enrollment.

### **Optional Question 3: Non-Instructional Room Utilization**

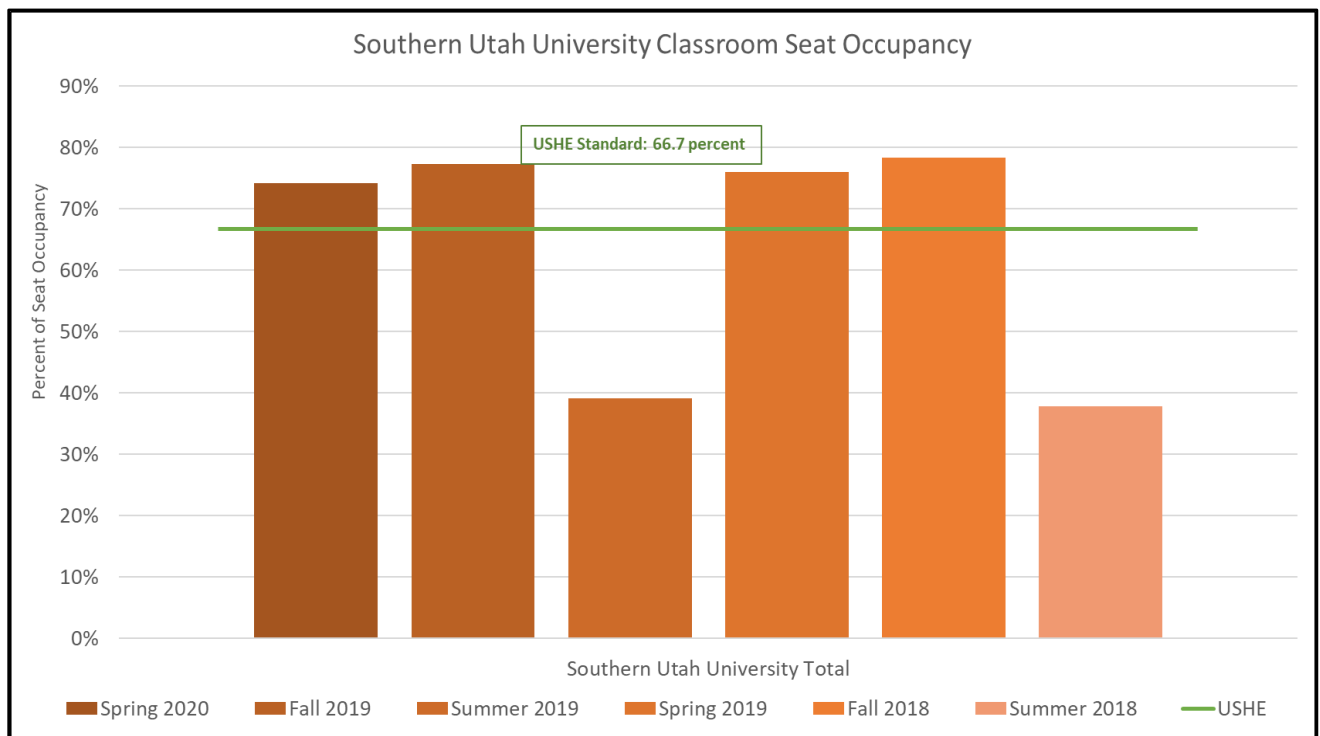
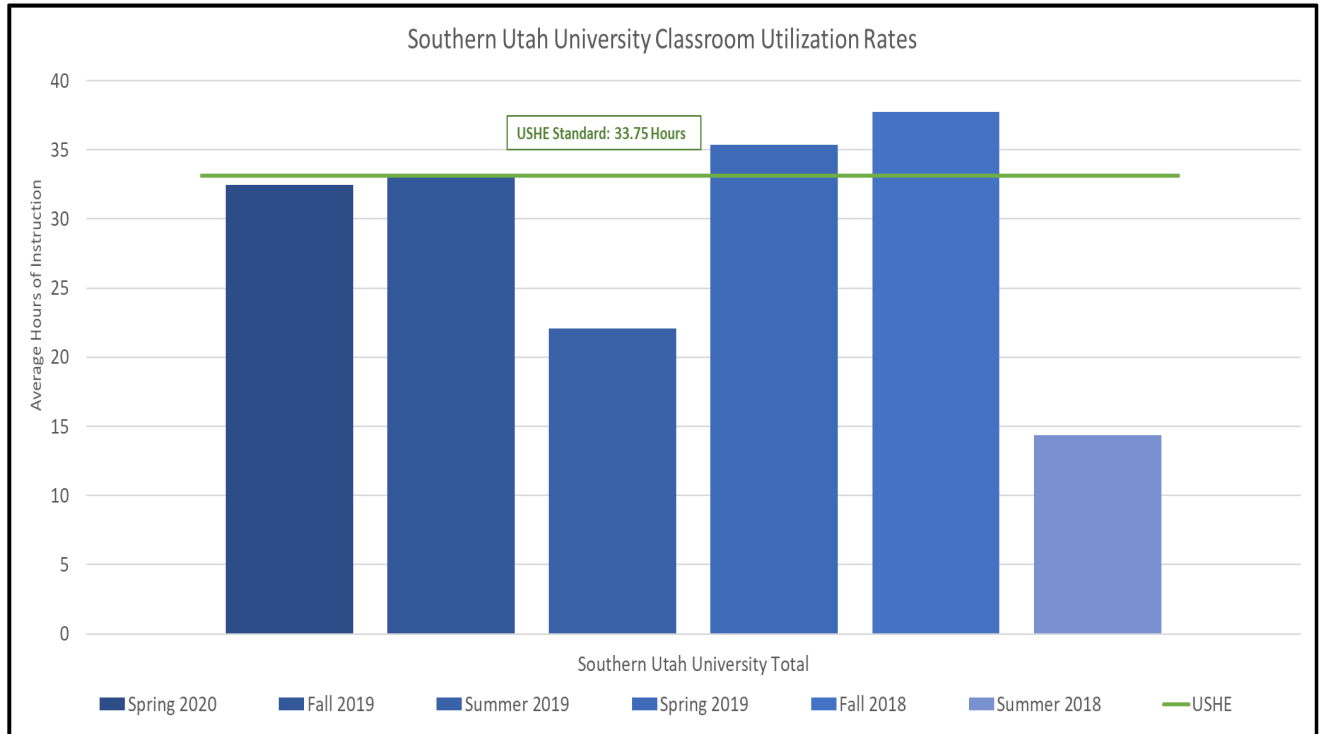
*What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?*

The EMS software is an academic and event scheduling software. For the last several years, WSU has used EMS as an event scheduling software. In the most recent year, WSU purchased the academic scheduling component of the software suite. Therefore, WSU has software that can capture non-instructional classroom and laboratory utilization. However, the event scheduling has not been ubiquitous across campus. With academic software coming online, WSU will use the event software suite to schedule non-instructional events in the academic buildings to further increase our ability to capture non-instructional use of our spaces.

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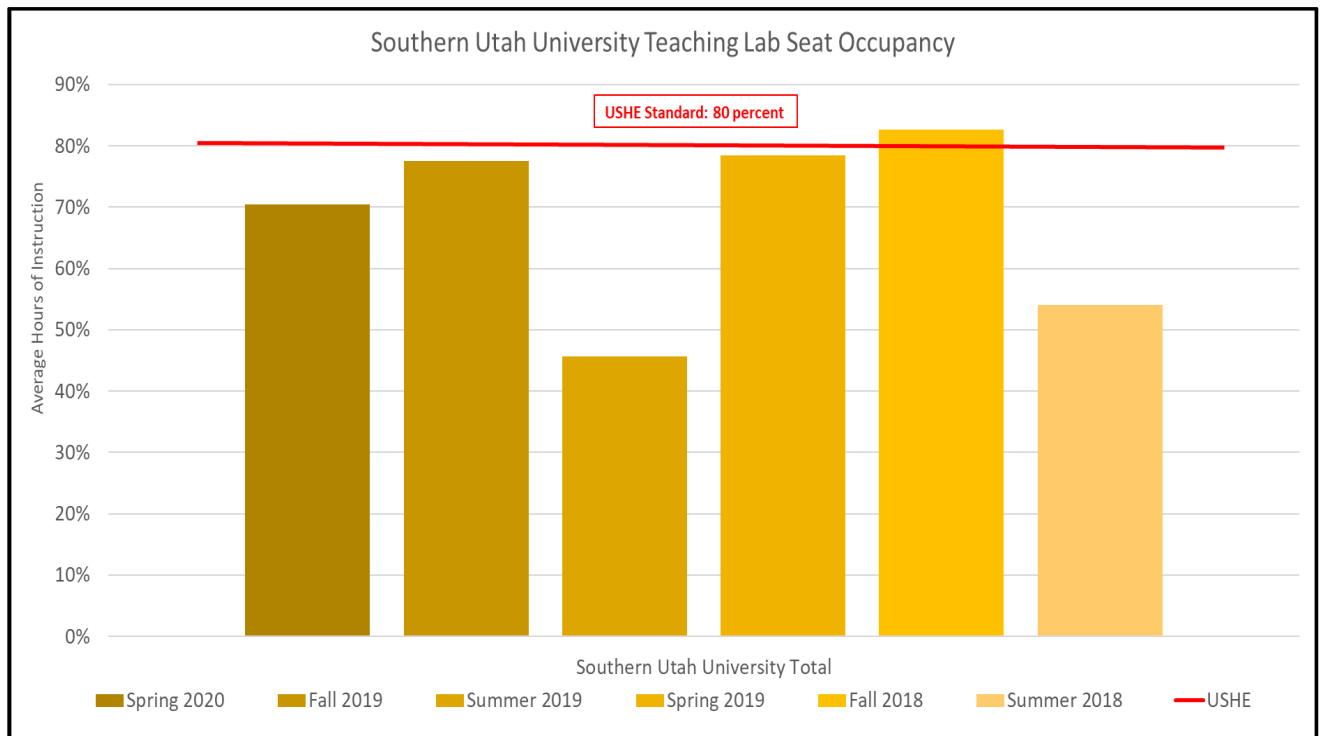
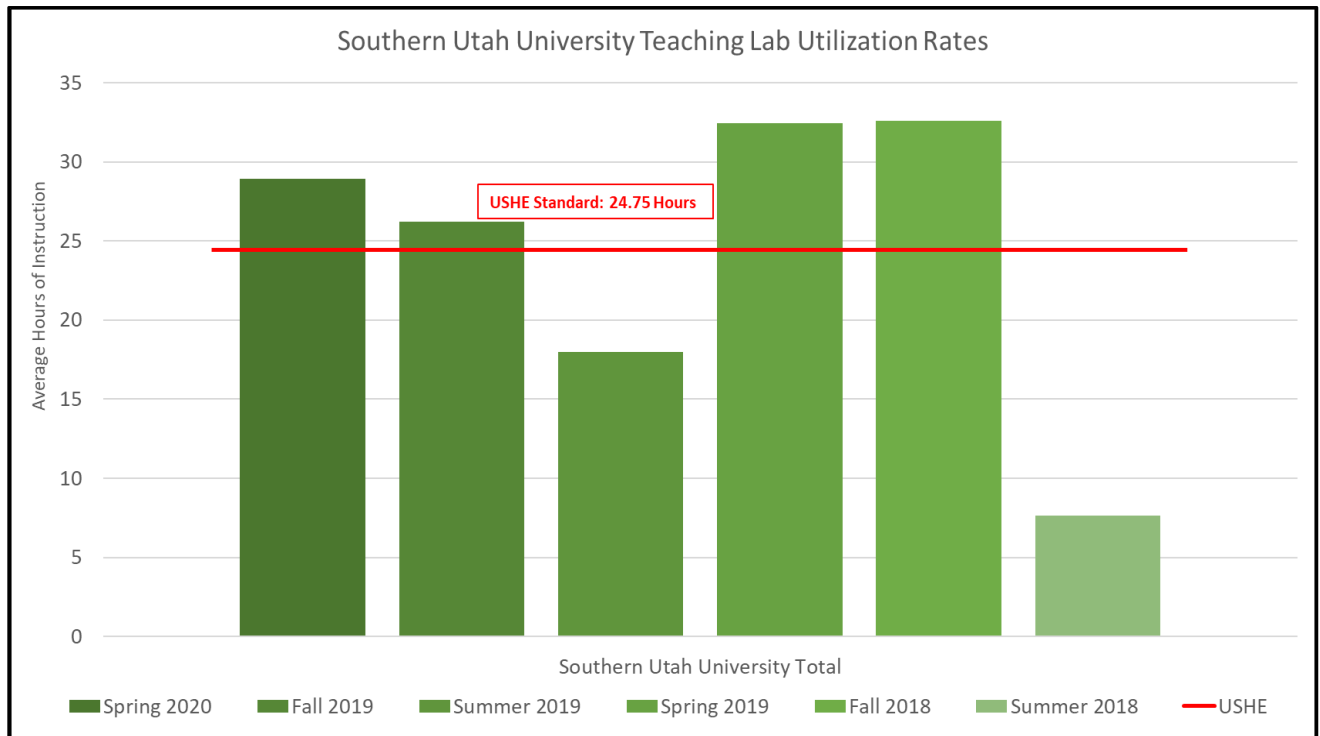
# Southern Utah University Utilization 2019-20

## Overview of SUU Classroom Utilization





## Overview of SUU Lab Utilization



## SUU Classroom (110) Utilization

	Class room (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Southern Utah University Total</b>	<b>32.5</b>	<b>81</b>	<b>74.2%</b>	<b>3,008</b>	<b>33.3</b>	<b>81</b>	<b>77.3%</b>	<b>2,717</b>	<b>22.1</b>	<b>39</b>	<b>39.1%</b>	<b>1,136</b>
America First Event Center	37.9	3	60.2%	165	39.8	3	62.3%	153	9.8	2	45.3%	53
Braithwaite Center	26.1	3	75.1%	100	42.4	3	78.9%	66	30.0	1	82.6%	23
Burch Mann House	11.5	1	87.7%	13	11.1	1	75.0%	12	6.7	1	50.0%	12
Business	34.2	12	74.2%	420	31.7	12	77.8%	410	8.3	3	23.8%	80
Electronic Learning Center	19.7	2	76.7%	63	18.2	2	61.9%	65	49.6	1	48.3%	41
General Classroom Building	38.6	17	77.0%	507	39.7	17	81.5%	515	27.3	13	32.4%	389
Library	5.3	2	43.2%	49	10.8	2	73.7%	47	0.0	0	0.0%	0
Multipurpose Center	28.6	2	75.2%	53	27.5	2	79.0%	57	15.0	1	25.0%	20
Music Hall	20.0	1	68.9%	24	25.0	1	102.3%	24	42.5	1	40.0%	24
Physical Education Building	30.7	5	79.2%	190	34.8	5	77.7%	201	23.3	3	44.2%	73
Science Center	35.4	13	76.3%	503	36.0	13	83.8%	500	29.3	7	43.1%	212
Science Center Addition	23.9	3	88.4%	82	20.3	3	88.3%	82	0.0	0	0.0%	0
Southern Utah Museum of Art	1.4	1	84.3%	300	2.8	1	80.0%	20	0.0	0	0.0%	0
Teacher Education Building	35.9	11	72.7%	421	35.1	11	73.3%	446	7.7	5	36.5%	179
Technology Building	30.2	5	66.2%	118	30.4	5	68.8%	119	5.0	1	13.3%	30

## SUU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Southern Utah University Total</b>	<b>28.9</b>	<b>45</b>	<b>70.4%</b>	<b>1,100</b>	<b>26.2</b>	<b>44</b>	<b>77.6%</b>	<b>1,075</b>	<b>18.0</b>	<b>17</b>	<b>45.6%</b>	<b>378</b>
America First Event Center	32.6	6	74.6%	117	28.9	5	72.1%	104	10.0	2	22.0%	41
Auditorium	66.9	1	69.8%	25	75.8	1	65.3%	25	0.0	0	0.0%	0
Business	23.4	3	54.5%	86	16.8	3	60.0%	79	0.0	0	0.0%	0
Electronic Learning Center	28.8	4	74.5%	111	29.6	4	77.6%	111	12.9	2	49.0%	50
General Classroom Building	13.0	3	79.6%	52	13.0	3	83.4%	49	0.0	0	0.0%	0
Leadership Engagement Center	20.7	2	83.3%	33	11.9	2	83.8%	40	0.0	0	0.0%	0
Multipurpose Center	25.0	2	59.4%	54	29.5	2	65.5%	56	37.5	1	23.3%	20
Music Hall	44.3	4	50.0%	151	33.3	4	72.6%	146	18.3	1	30.0%	15
Physical Education Building	25.3	2	93.4%	30	18.5	2	96.8%	31	13.0	2	59.0%	30
Science Center	27.4	8	80.3%	197	27.6	8	82.6%	197	22.1	7	49.4%	168
Science Center Addition	36.4	2	83.5%	48	31.5	2	90.6%	47	14.0	1	41.7%	24
South Hall	18.7	2	65.6%	48	27.3	2	73.5%	41	0.0	0	0.0%	0
Teacher Education Building	29.3	1	66.7%	29	26.5	1	82.4%	27	10.0	1	53.3%	30
Technology Building	27.4	5	65.3%	119	21.2	5	81.5%	122	0.0	0	0.0%	0

# Southern Utah University 2019-20 Utilization Report

## Required Question 1: Meeting Board Standards

*Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:*

- a. Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week.

This is the first year SUU has not met the minimum standard and the first year our new business building has been online. The addition of the business building allowed us to expand our available seats, temporarily decreasing our room utilization rate in spring and fall. However, with the addition of our three-year degree program, we have been able to increase our summer utilization rate by almost 50%. As that program matures, we will continue to see increases in summer utilization.

- b. Classroom Seat Occupancy Rate: 66.7% seat occupancy.

SUU currently exceeds this standard for fall and spring. Our summer rate remained constant despite a 50% increase in room utilization. As the three-year program matures, we expect to see substantial increases in seat occupancy rates. We are committed to using state resources efficiently and plan to continue improving our occupancy rate by utilizing optimization software and carefully aligning our course offerings with appropriate classrooms.

- c. Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week.

SUU currently exceeds this standard fall and spring terms. However, with the addition of our three-year degree program, we have been able to increase our summer utilization rate by 114%. As that program matures, we will continue to see increases in summer utilization.

- d. Laboratory Seat Occupancy Rate: 80% station occupancy.

We are committed to using state resources efficiently and plan to continue improving our occupancy rate by utilizing optimization software and carefully aligning our course offerings with appropriate laboratories.

## **Required Question 2: Local Conditions Affecting Utilization**

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

SUU has, in our strategic plan, committed to a student to faculty ratio of 18:1, but many of our classrooms have capacity beyond 18 students. We have also committed classrooms for ESL, Concurrent Enrollment and Honors classes, all of which negatively affect our utilization rates. We recognize the importance of efficient and effective use of state resources and plan to continue being good stewards of those resources. We are committed to achieving a 40-hour classroom utilization rate and 80% occupancy rate by 2025.

## **Required Question 3: Central Scheduling**

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

All classrooms and teaching laboratories at SUU are scheduled by the Registrar's office.

## **Required Question 4: Institutional Utilization Policy**

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751.*

<https://help.suu.edu/uploads/attachments/PP646Academic.pdf>

## **Required Question 5: Hours of Operation**

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Our peak hours are from 8:00 a.m. – 4:00 p.m. Although, we have courses begin as early as 6:00 a.m. and courses, such as astronomy, that end at midnight.

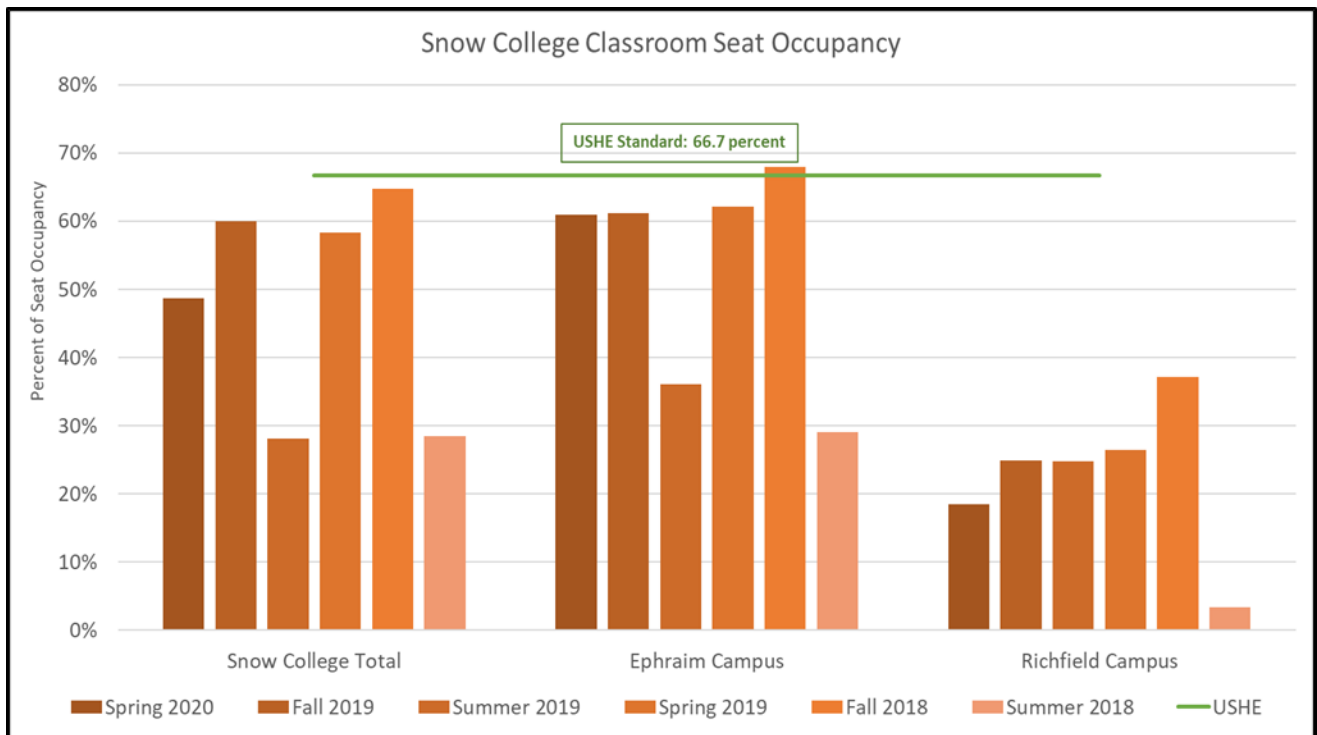
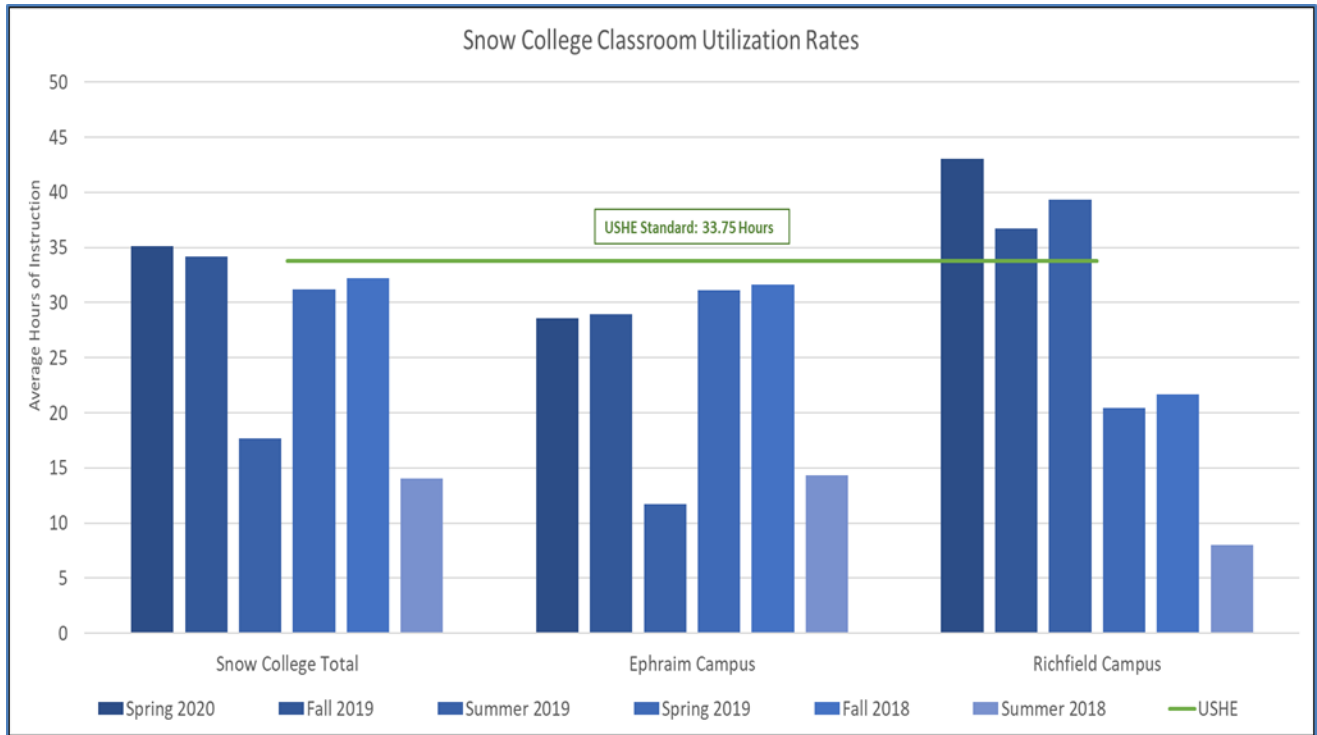
## Required Question 6: Optimizing Summer Term

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

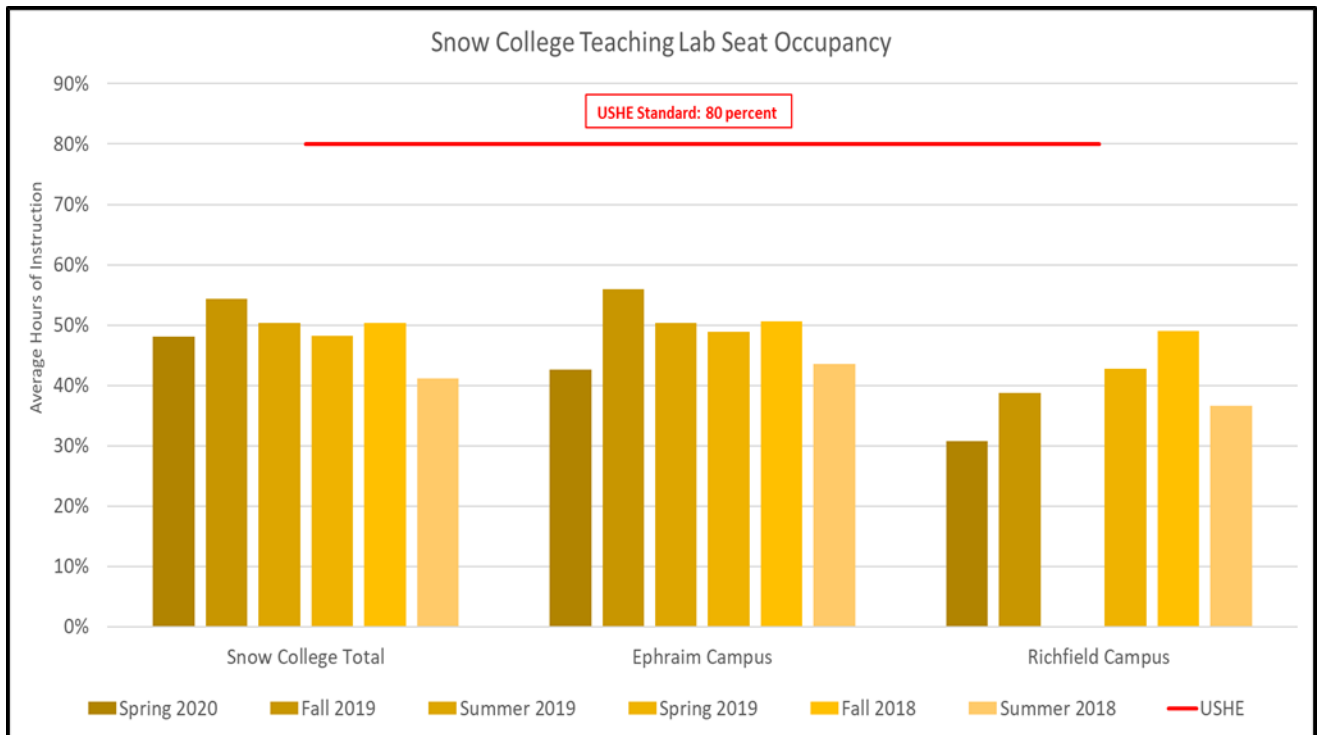
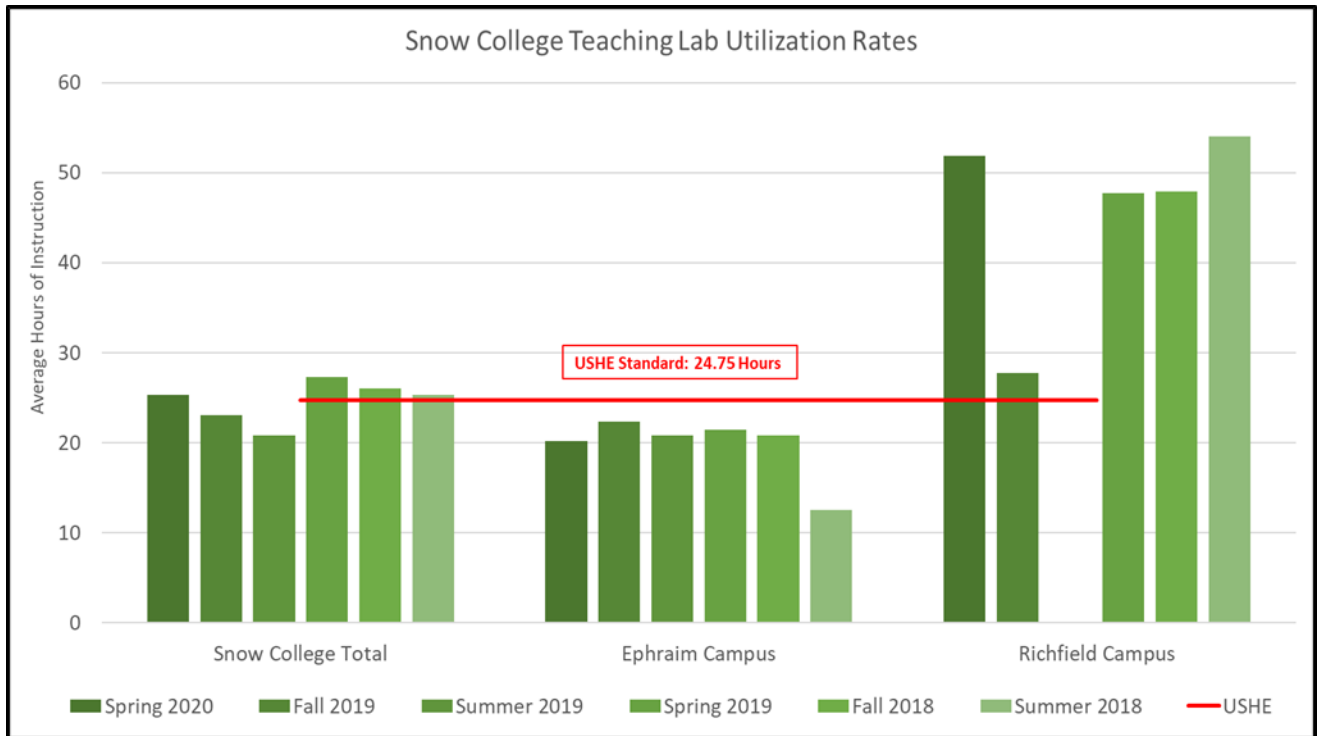
SUU has implemented our three-year degree program. As a result, we saw a substantial increase in the room utilization rate.

# Snow College Utilization 2019-20

## Overview of Snow Classroom Utilization



## Overview of Snow Lab Utilization



## Snow Classroom (110) Utilization

	Class room (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Snow College Total</b>	<b>35.1</b>	<b>91</b>	<b>48.7%</b>	<b>5,079</b>	<b>34.2</b>	<b>91</b>	<b>60.0%</b>	<b>5,663</b>	<b>17.7</b>	<b>23</b>	<b>28.1%</b>	<b>740</b>
<b>Ephraim Campus</b>	<b>28.6</b>	<b>69</b>	<b>60.9%</b>	<b>4,282</b>	<b>28.9</b>	<b>69</b>	<b>61.2%</b>	<b>4,772</b>	<b>11.7</b>	<b>18</b>	<b>36.1%</b>	<b>640</b>
Home Activity Center	14.4	3	54.0%	150	20.3	3	54.4%	120	4.6	2	17.5%	80
Business Building	24.6	8	64.7%	240	22.5	8	67.6%	240				
Eccles Performing Arts Bldg.	5.3	10	34.7%	2,250	6.1	10	55.0%	2,490	13.3	1	14.0%	50
Graham Science Center	30.9	5	55.3%	240	34.3	5	58.2%	240	17.8	2	29.1%	76
Home and Family Studies	26.1	2	84.6%	80	26.8	2	83.1%	80				
Huntsman Library	17.6	3	35.7%	30	24.7	3	37.3%	300				
Health Science Center	14.3	2	49.7%	50	10.5	1	97.9%	24				
Humanities Building	37.6	13	54.7%	390	36.0	13	61.4%	390	11.1	7	35.5%	210
Lucy Philips Building	25.6	13	61.5%	468	22.8	14	69.9%	504	13.0	3	51.9%	108
Noyes Building	28.8	4	58.6%	144	30.0	4	70.4%	144	14.2	1	41.7%	36
Social Science Building	29.8	5	69.9%	200	32.4	5	75.8%	200	10.5	2	35.7%	80
Trades Building	18.0	1	25.0%	40	24.7	1	26.5%	40				
<b>Richfield Campus</b>	<b>43.0</b>	<b>22</b>	<b>18.5%</b>	<b>797</b>	<b>36.7</b>	<b>22</b>	<b>24.9%</b>	<b>891</b>	<b>39.3</b>	<b>5</b>	<b>24.8%</b>	<b>100</b>
Sorensen Administration Bldg.	5.4	3	19.8%	11	6.4	3	52.1%	105				
Sevier Valley Center	16.9	8	30.2%	280	16.2	8	32.3%	280				
Washburn Building	72.2	11	14.7%	506	59.9	11	19.3%	506	39.3	5	24.8%	125

## Snow Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Snow College Total</b>	<b>25.3</b>	<b>72</b>	<b>48.1%</b>	<b>4,108</b>	<b>23.1</b>	<b>70</b>	<b>54.4%</b>	<b>3,956</b>	<b>20.8</b>	<b>9</b>	<b>50.4%</b>	<b>210</b>
<b>Ephraim Campus</b>	<b>20.2</b>	<b>61</b>	<b>42.6%</b>	<b>3,767</b>	<b>22.3</b>	<b>60</b>	<b>55.9%</b>	<b>3,615</b>	<b>20.8</b>	<b>9</b>	<b>50.4%</b>	<b>210</b>
Home Activity Center	25.7	10	28.4%	1,300	26.1	9	69.1%	1,170				
Business Building					50.0	1	60.5%	20	2.0	1	30.0%	20
Eccles Performing Arts Bldg.	16.4	19	26.6%	1,425	19.4	18	36.0%	1,350	43.4	2	22.4%	50
Graham Science Center	22.6	14	70.7%	672	27.3	14	62.8%	672	8.1	3	81.7%	72
Home and Family Studies	11.7	3	80.0%	36	8.0	2	99.0%	24				
Huntsman Library	20.0	1	77.3%	15	30.0	1	84.8%	15	31.7	1	100.0%	16
Health Science Center	15.0	3	35.4%	64	13.3	2	52.8%	64	37.5	1	16.7%	32
Humanities Building	18.1	7	65.8%	175	16.2	8	68.4%	200				
Trades Building	18.5	4	58.9%	80	14.8	5	65.2%	100	5.3	1	27.5%	20
<b>Richfield Campus</b>	<b>51.9</b>	<b>11</b>	<b>30.8%</b>	<b>341</b>	<b>27.7</b>	<b>10</b>	<b>38.7%</b>	<b>341</b>				
Washburn Building	51.9	11	30.8%	341	27.7	11	38.7%	341				



# Snow College 2019-20 Utilization Report

## Required Question 1: Meeting Board Standards

*Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:*

- a. Classroom Room Utilization Rate (RUR): 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week.

RUR rates for Snow College exceeded the USHE standard for both fall and spring semester. Fall semester's aggregated RUR was 34.2 and spring semester's RUR was 35.1. Excluding summer term as an anomaly, the annualized RUR is 34.65. Snow College intends to maintain or increase this RUR through the following:

- Continue to assess and reassign rooms scheduled for instruction that are open lab space. For example, Humanities 116 is a classroom that is currently being used as an open language tutoring space. Noyes 101 is the open math tutoring lab that is being used for iLearn, self-directed, class instruction. Open lab space is also used in the Eccles Performing Art Center and the Graham Science building.
- Continue to implement institutional and distinct curricular changes to better use available space. For example, Snow College's new General Education Foundations course was equitably scheduled for morning and afternoon time slots. Fall enrollments indicate that students enrolled in the afternoon courses slots at the same rate as the "preferred" morning offerings. Proposed changes to activity-based instruction classes (such as the physical education classes) to include dedicated lecture time continued to be implemented.
- Snow College will continue to convert additional rooms to IVC instruction and expand the on-site seating space in these broadcast classrooms.
- Snow College added the classrooms of the Sevier Valley Center to its reporting of lecture space.
- Snow College will continue to use available CARES funding to equip traditional classrooms with broadcast and other interactive technology.

- b. Classroom Seat Occupancy Rate (SOR): 66.7% seat occupancy

Snow College's SOR improved from the previous year but remains below the USHE rate. Fall semester remained the same as the previous year at 60% while spring semester was lower (48.7% compared to 55.2%).

Snow College intends to:

- Re-assess the instructional designation of dual-purpose rooms. Consistent with the National Science Foundation’s recommendations for high-impact teaching and learning environments, Snow College’s Graham Science Center has dual-purpose lecture and lab rooms. This is where the lab activities are embedded into the lecture. Snow College intends to clarify the space dedicated to this instruction (as either lecture or lab) which will help the college more strategically schedule the embedded lab science classes in the appropriate space.
  - Re-define Snow College’s summer term schedule and academic offerings. As a part of the College’s strategic enrollment management plan, Snow College intends to “develop and market” a more viable summer on-line curriculum. With the lack of student summer jobs and the fact that the majority of our students return home to work for the summer, Snow College aims to re-purpose summer term as a robust online presence. Academic space during the summer will be re-dedicated to (1) planned classroom and laboratory renovations and (2) statewide, six-county service area and community-based conferencing, workshops, and secondary student camp instruction. As Snow College continues to improve its summer online presence, the RUR and SOR rates will likely not increase.
  - Snow College added the classrooms of the Sevier Valley Center to its reporting of lecture space.
- c. Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week

Snow College increased its laboratory RUR for all three academic periods: fall semester was 23.1 (previous was 20.6), spring semester was 25.3 (previous was 21.9) and summer term was 20.8 (previous was 14.6). Annualized (excluding summer term), the institution’s laboratory RUR was 24.2—barely lower than the USHE standard. To maintain and increase the laboratory RUR, Snow College will:

- Continue to re-assess the instructional designation of dual-purpose rooms. Consistent with the National Science Foundation’s recommendations for high-impact teaching and learning environments, Snow College’s Graham Science Center has dual-purpose lecture and lab rooms. This is where the lab activities are embedded into the lecture. Snow College intends to clarify the space dedicated to this instruction (as either lecture or lab) which will help the college more strategically schedule the embedded lab science classes in the appropriate space. For example, some of the institution’s science pre-requisite classes with the embedded lab instruction offered during fall semester should be re-classified as lab instruction and assigned the more appropriate laboratory space. The same re-classification is suggested for practice rooms in the Eccles Performing Arts Center and dual-purpose rooms on Richfield campus’ Washburn Building (e.g. Cosmetology courses).

- Obtain funding for a new social science academic building. Snow College will continue to pursue legislative funding for a new social science building that will replace the dismal lab space provided by the aging Home and Family Science building. Currently, the lab space offered by this structure (which includes a child care lab) is plagued with structural design and maintenance problems and cannot accommodate the student demand for social science-based lab instruction. It is noted that the annualized RUR rate for the Home and Family Sciences building is 27.3 with an SOR of 87.5%. The RUR for the Social Science building is 20.5 with an SOR of 72.3%.

d. Laboratory Seat Occupancy Rate: 80% station occupancy

Snow College significantly improved the laboratory SOR for fall semester to 54.4% (previous was 49.7%) and summer term to 50.4% (previous was 38.2). Spring semester remained the same at 48.1%. Snow College is making progress on better occupancy use of the clinical and technical education laboratory spaces located in Richfield and Ephraim's West Campus. Annualized, laboratory SOR remains well below the USHE standard at 51.25% Snow College will continue to advance the following:

- Continue to work on lab space given student lecture/lab class drop behavior and DFWI rates. Recently, Snow College looked at science class and lab enrollments for general education science classes. Students receive two distinct grades for these classes: one for the lecture class and another for the lab class (two separate enrollments). It was discovered that students are dropping or failing the lecture class while passing the lab class. As a result, students are repeating only the lecture class which increases the classroom SOR but diminishes the associated lab SOR. Snow College is considering proposals to assuage first-time DFWI rates for the lecture part of these classes and/or implement "remediated" lecture-only course offerings to those students who passed the lab. These efforts are directed to consolidate lab sections and maximize each lab's SOR.
- Snow College eliminated open-access labs for classroom scheduling. Humanities 116 is a classroom that is currently being used as an open language tutoring space. Noyes 101 is the open math tutoring lab that is being used for iLearn, self-directed, class instruction. Snow College removed this space from active class scheduling. The proper use of open lab space continues to be considered in Snow College's Space Utilization policy.

### Required Question 2: Local Conditions Affecting Utilization

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

Snow College submits the following for space utilization consideration:

- RUR and SOR reporting should consider annual or annualized aggregates. The discrete academic period reporting of these rates is very helpful to the institution. However, since the data analyzed is annual space utilization and curricular offerings vary from one academic period to another, some terms offering more than other terms, Snow College petitions the Commissioner to explore RUR and SOR rates for the academic year. This data can be delineated by campus, building, and room.
- Snow College suggests that the summer academic period be eliminated or have less consideration in overall space utilization considerations. Snow College does not have a robust summer academic program. We have summer course offerings that appear to be a mismatch with current market demands. The majority of our students will leave for the summer to go work and save money living at home. Sanpete and the surrounding counties do not offer a lot of temporary employment during the summer months for these students to stay and take traditionally-delivered coursework. Snow College intends to make summer a strong, distance-delivered (or online) academic period and re-purpose academic space for non-curricular conferences, camps, and workshops. This direction is a part of the institution's strategic enrollment management plan.

### **Required Question 3: Central Scheduling**

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

Snow College has completed the following steps toward a centralized scheduling:

- Created balance between a.m. and p.m. course offerings. Over the past two years, Snow College administration has worked collaboratively with faculty to offer the same course and lab sections during the morning hours (preferred by faculty) and the afternoon hours. This has greatly increased our RUR and SOR since the 2012 Space Utilization report.
- Used data to inform better classroom assignment decision-making. Using this report, published as an open access dashboard, and an internal Argos report developed by Snow College's registrar, faculty can see available classroom space. This has influenced the practice of under-utilized program-specific classrooms being open for general class and or lab (as appropriate) scheduling. This practice has positively influenced our SOR efficiencies and has improved faculty accountability over their "proprietary" space.

- Implemented a comprehensive general education redesign that
  1. Required the use of additional classroom space for incoming students required to enroll in the institution’s Foundations course;
  2. Eliminated the additional lab requirement that is not consistent with statewide general education curriculums; and
  3. Scheduled course sections throughout the instructional day. Student feedback data will be used to influence the equitable a.m./p.m. scheduling of other general education courses (e.g., ENGL 1010 and/or 2010, MATH 1030 and/or 1040 and/or 1050, and social science classes.

Starting fall 2020, Snow College created a Space Utilization Committee chaired by Leslee Cook, Physical Plant Director. In addition, space inventory data was cleaned and implemented into the institution’s information system, Banner, for better data coordination and reporting.

Centralized scheduling controls approximately 60% of Snow College’s classroom and laboratory space. This percent is attributed to curriculum associated with Snow College’s general education mission and traditional student instruction base. The remaining 40% represents collaborative scheduling between faculty, staff, and academic administration that is consistent with Snow College’s student-centered pedagogical focus.

#### **Required Question 4: Institutional Utilization Policy**

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751.*

Snow College has:

1. Developed 50/50 morning and afternoon classroom and lab scheduling practices
2. Provided assessment and analysis of existing scheduling and capacity rates for more informed decision-making
3. Re-designed the general education program to increase the use of existing classroom and eliminate unnecessary lab requirements to maximize the scheduling and capacity of lab space.

These activities are part of the college’s on-going efforts toward a campus-wide scheduling policy. As Snow College advances its strategic enrollment management plan and completes the hiring of a full-time Associate Vice President for Student Success—Enrollment Management Director (December 2018), the formalization of a campus-wide scheduling policy will balance the college’s space efficiency needs with its recruitment, retention, and student-centered philosophies.

General course scheduling policy is now published at  
[https://www.snow.edu/offices/registrar/policy\\_scheduling.html](https://www.snow.edu/offices/registrar/policy_scheduling.html)

Campus personnel or external agencies can schedule campus facilities by contacting the appropriate building supervisor. This information is located at  
<https://www.snow.edu/general/scheduling.html>

### **Required Question 5: Hours of Operation**

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Snow College recognizes 7:30 a.m. to 5:30 p.m. as our generally accepted hours of operation. However, operational hours vary by building depending program-specific activities. For example, Snow College's art program provides 24-hour lab access throughout the semester. The theatre and music programs have extended hours due to private instruction, rehearsals, and live performances. The Graham Science Center offers evening science lab/tutoring sessions.

### **Required Question 6: Optimizing Summer Term**

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

Foremost, Snow College has gained a better understanding of its summer market in terms of student matriculation, course offerings, type of delivery, and their impact on summer space utilization. Snow College intends to offer more online/distance delivery or hybrid instructional options. This will help the college more strategically assign academic space for traditional instruction and accommodate more systematic classroom and/or laboratory space improvements and renovations. Additionally, Snow College is actively working with Central Utah Educational Services (CUES) directors and other service-area and statewide agencies to use viable space for professional conferences and workshops and public education student learning camps.

### **Optional Question 1: Monitoring Methods**

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

Snow College has two reports that monitor the use of classroom and laboratory utilization. These two reports also assist with the effective reporting of said spaces. This USHE Space Utilization report, published as a publicly-available dynamic Tableau dashboard allows faculty, staff, and administrator's access to annual and academic term space utilization data driven by USHE reporting guidelines and [Board Policy R751](#). This dashboard reports verified data-driven and user-determined information by campus, building, and classroom and accommodates additional analysis by hours of operation, general education assignment, and faculty designation (full-time/part-time). Given that new metrics for space utilization have been determined using existing USHE end-of-term reports, similar space utilization reports can be developed and used to evaluate RUR and SOR trends.

The second report is an Argos report used internally (password protected) to alert faculty and staff to existing useable space prior to each academic period. This unassigned space is then offered to other programs in order to maximize RUR and SOR in a spirit of academic collaboration.

In addition, the Office of Institutional Research uses USHE third-week reporting to identify active courses that are not assigned classroom or laboratory space. Working with the Snow College Registrar, the physical location and times of these courses are determined by each semester's end-of-term report. This improvement is a direct result of information obtained from last year's space utilization report.

### **Optional Question 2: Off-Peak Student Enrollment**

*What strategies does your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

Snow College's 50/50-a.m./p.m. schedule has influenced students considering taking more classes in the afternoon. Snow College is also encouraging staff who provide part-time instruction to teach either in the early morning or in the afternoon/late evening hours (hours outside the full-time work day). The equitable a.m./p.m. scheduling of the GE Foundations course has significantly influenced afternoon course enrollment behavior.

### **Optional Question 3: Non-Instructional Room Utilization**

*What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?*

Snow College recognizes that some non-instructional space such as music faculty offices are used for instruction (i.e., private music lessons). Snow College intends to address these issues along with open labs with course assignments and activity-based classes with no assigned academic-designated space (previously discussed) by assigning determined classroom space to said instruction.

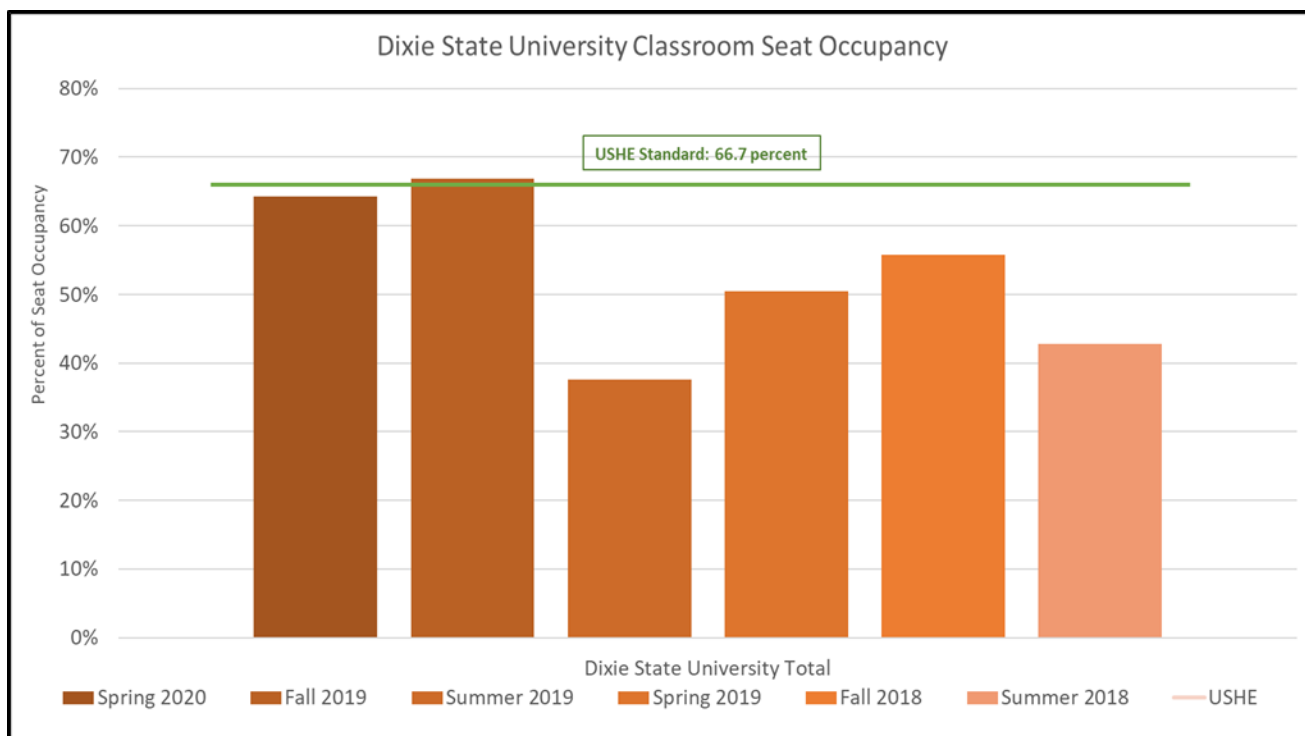
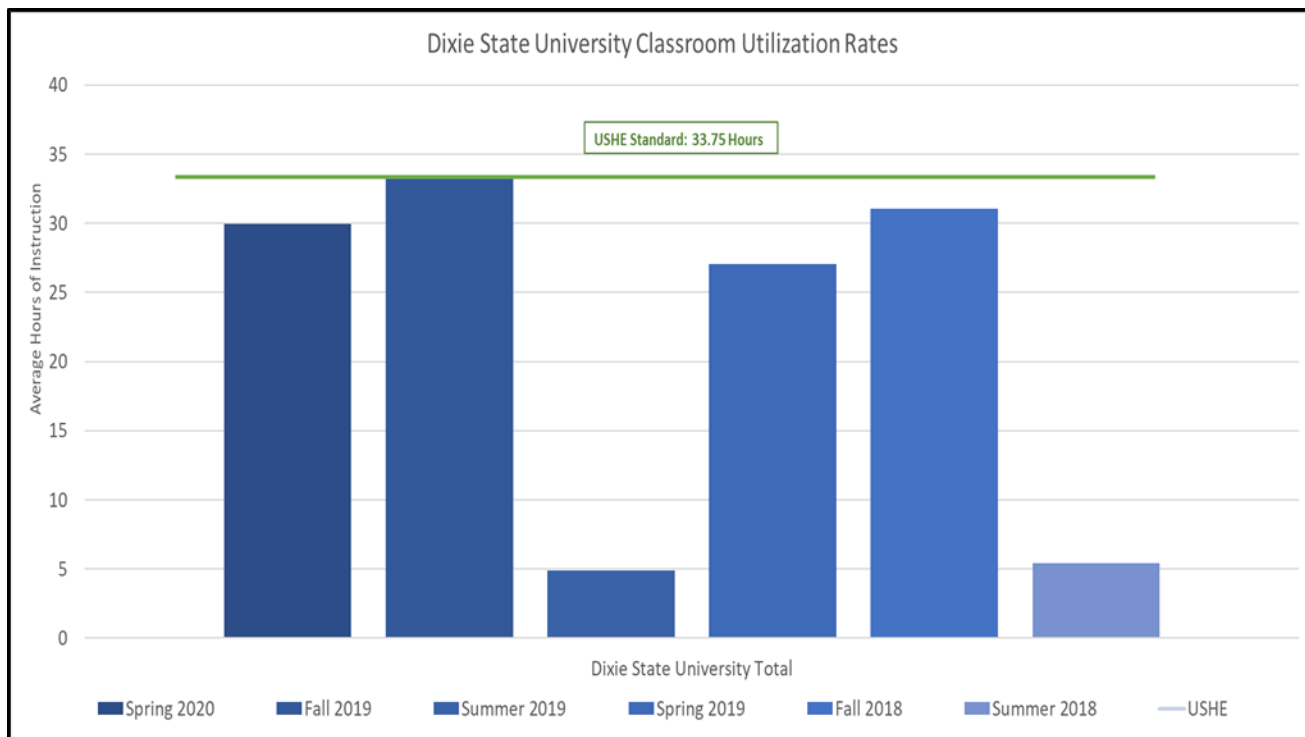
In the preparation of this report, Snow College identified several courses with active student enrollments but no determined start/stop times or locations (all were null values). It has been recommended that Snow College's space utilization policy consider practice and/or procedure that disallows null values in these fields by the end of the academic period—start/stop times and building/room assignments must be made by the end of the semester preparatory to the collection and reporting of the academic period's end-of-term report.



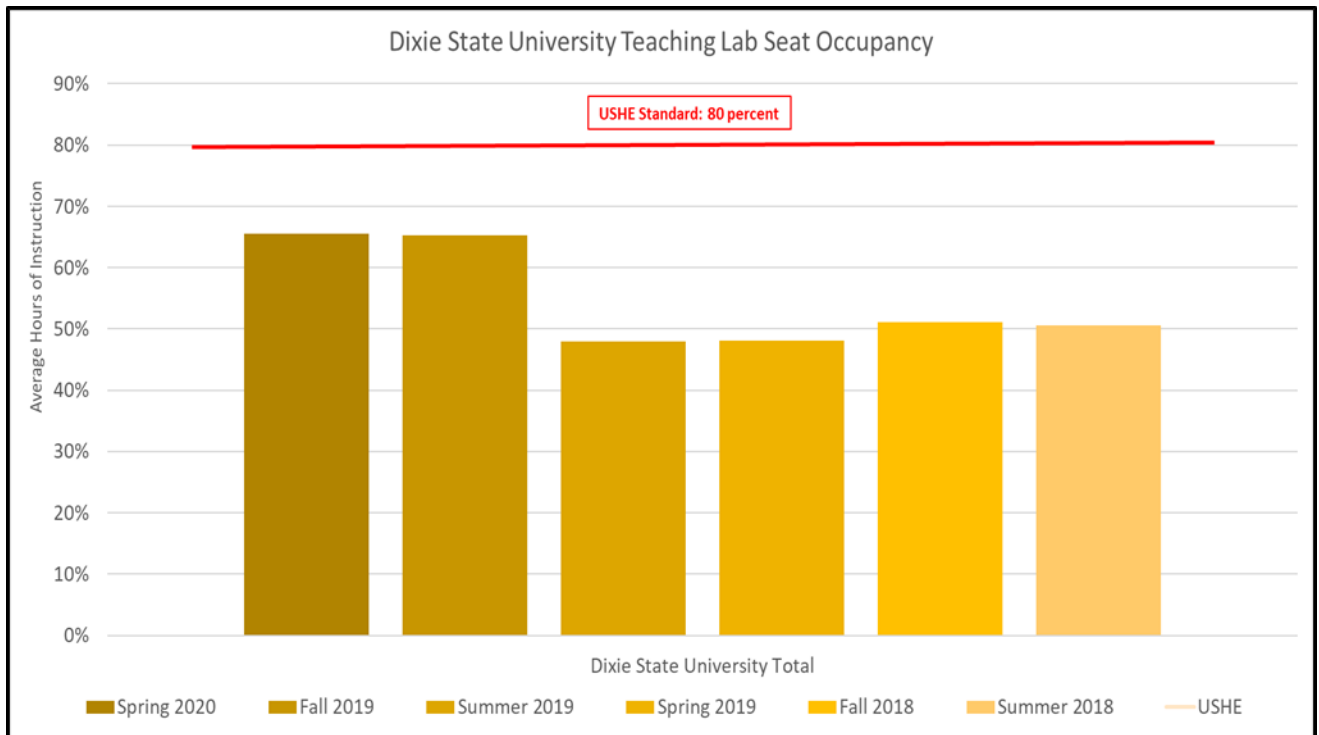
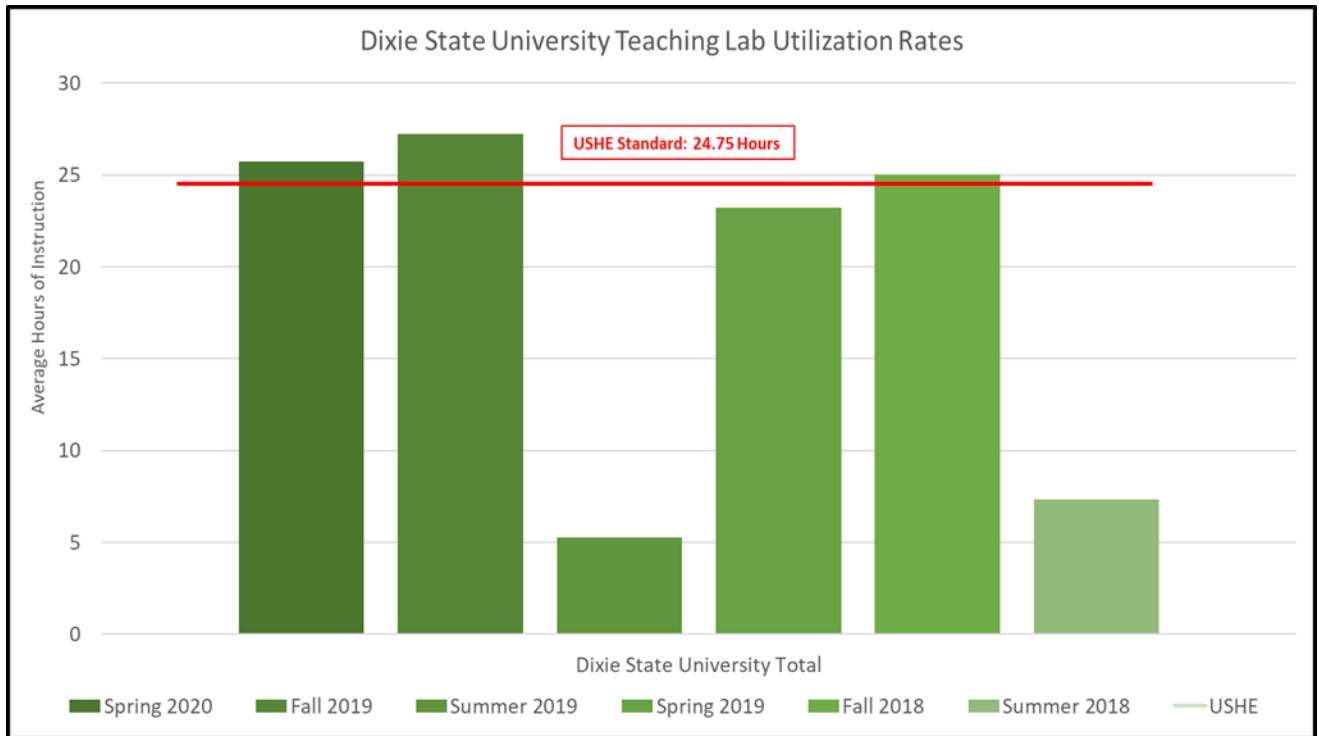
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# Dixie State University Utilization 2019-20

## Overview of DSU Classroom Utilization



## Overview of DSU Lab Utilization



## DSU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Dixie State University Total</b>	<b>30.0</b>	<b>74</b>	<b>64.3%</b>	<b>3,296</b>	<b>33.2</b>	<b>74</b>	<b>66.9%</b>	<b>3,296</b>	<b>4.9</b>	<b>44</b>	<b>37.7%</b>	<b>1,916</b>
Eccles Fine Arts Building	30.3	1	32.2%	38	37.8	1	40.9%	38	2.3	1	26.3%	38
Hazy School of Business	25.2	12	76.4%	444	29.9	12	71.5%	444	3.8	9	42.8%	361
Holland Centennial Commons	22.7	8	63.0%	271	29.4	8	63.6%	271	6.4	4	46.1%	157
HPC	20.4	5	65.4%	171	23.2	5	65.5%	171				
Innovation Plaza	21.0	1	57.0%	30	16.0	1	48.1%	30				
Jennings Communications	32.8	3	62.2%	80	33.1	3	67.2%	80	6.8	3	36.8%	80
McDonald Center	30.9	10	69.1%	391	32.0	10	70.9%	391	3.5	9	40.1%	341
North Plaza	26.6	5	69.5%	143	22.5	5	77.4%	143	3.0	1	33.8%	37
Science Building	32.2	4	53.1%	354	35.2	4	53.1%	354	7.1	3	27.1%	304
Smith Computer Center	24.2	5	71.2%	172	27.6	5	69.3%	172	4.7	1	30.3%	38
Snow Math & Sceinces Center	28.6	12	63.9%	476	30.5	12	75.2%	476	4.5	10	42.4%	396
Taylor Health Science Center	22.5	6	47.2%	239	18.8	6	56.2%	239				
University Plaza Bldg B	17.5	6	57.7%	144	21.4	6	60.1%	144	4.8	5	22.3%	134
University Plaza Bldg D	33.4	2	55.0%	81	32.1	2	52.3%	81				
Whitehead Education Building	20.0	7	63.5%	262	29.9	7	65.1%	262	2.2	1	40.0%	30

## DSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Dixie State University Total</b>	<b>25.7</b>	<b>41</b>	<b>65.5%</b>	<b>1,385</b>	<b>27.2</b>	<b>40</b>	<b>65.2%</b>	<b>1,336</b>	<b>5.3</b>	<b>17</b>	<b>48.0%</b>	<b>430</b>
Eccles Fine Arts Building	29.4	2	36.7%	99	21.2	2	34.6%	99				
Hazy School of Business	18.1	5	73.5%	150	26.2	5	70.2%	150	4.6	3	26.1%	78
Holland Centennial Commons	8.3	1	61.9%	40	30.7	1	49.8%	40	3.0	1	31.3%	40
Innovation Plaza	13.3	8	69.3%	262	13.6	6	68.0%	197				
Jennings Communications	15.0	3	59.1%	86	7.9	3	70.5%	86	3.6	1	23.3%	30
McDonald Center	15.1	2	56.0%	34	11.0	2	74.2%	34	7.0	1	10.0%	20
North Plaza	23.7	1	78.1%	24	27.4	1	77.5%	24				
Performing Arts Building												
Science Building	25.3	11	68.9%	272	24.9	11	69.2%	272	4.5	6	53.8%	146
Smith Computer Center	31.0	2	88.1%	48	26.4	2	73.8%	48				
Snow Math & Sceinces Center	29.6	5	68.6%	96	29.0	5	71.9%	96	8.9	1	50.0%	24
Taylor Health Science Center	20.1	8	58.9%	165	25.1	8	55.0%	165	6.7	3	77.5%	52
University Plaza Bldg B					4.8	1	62.5%	16				
University Plaza Bldg D	5.7	1	56.3%	24	11.3	1	74.0%	24				
Whitehead Education Building	19.2	2	41.3%	85	20.9	2	47.4%	85	6.3	1	60.0%	40

# Dixie State University 2019-20 Utilization Report

## Required Question 1: Meeting Board Standards

*Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:*

- a. Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week.

To meet or exceed the standard classroom room utilization rate of 75% and/or the total use per room of 33.75 hours per week, Dixie State University intends to implement the following strategies:

- a. Increase enrollment to 15,000 students
  - b. Continue to work collaboratively across campus divisions to increase student retention rates
  - c. Offer more early morning, late afternoon, and evening courses
  - d. Implement a new bell schedule across campus
  - e. All exceptions to the bell schedule must be reviewed and approved by a committee
  - f. Expand graduate-level course offerings and programs
  - g. Designate specific classrooms for use by Community Education
- b. Classroom Seat Occupancy Rate: 66.7% seat occupancy.

To meet or exceed classroom occupancy rates of 66.7%, Dixie State University intends to implement the following strategies:

- a. Align classroom occupancy rates with past enrollment rates to ensure smaller courses are not being taught in larger capacity rooms
  - b. Analyze data produced by EAB's software to forecast enrollment rates for specific courses
  - c. Ensure collaboration between Central Scheduling and Academic Colleges in scheduling courses in rooms with seat capacities that match established enrollment rates for those specific courses
- c. Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week.

To meet or exceed a standard laboratory room utilization rate of 55% and 24.75 hours per week, Dixie State University intends to implement the following strategies:

- a. Increase enrollment to 15,000 students

- b. Continue to work collaboratively across campus divisions to increase student retention rates
  - c. Increase afternoon and evening lab courses to effectively utilize laboratory facilities
  - d. Expand graduate-level programs across campus
- d. Laboratory Seat Occupancy Rate: 80% station occupancy.

To meet or exceed an 80% laboratory seat occupancy rate Dixie State University intends to implement the following strategies:

- a. Work with departments and programs to ensure they are scheduling homework and individual lab time through DSU's Central Scheduling EMS software
- b. Reclassify, when appropriate, laboratory facility classifications to open lab hours (OLB) for assigned independent and homework use of labs

### **Required Question 2: Local Conditions Affecting Utilization**

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

Local institutional conditions and mission-related issues that affect space utilization and scheduling include:

- Central Scheduling uses a holistic approach to scheduling for summer, fall, and spring semesters, but toward the end of the scheduling process special circumstances related to scheduling sometimes occur:
  - New classes open due to the institution's open student enrollment dual mission
  - Americans with Disabilities (ADA) faculty and/or staffing requests may require changing classrooms and or building locations for specific courses.
  - New or newly-opened courses taught by adjunct faculty may require adjustment of room schedules to accommodate adjunct faculty schedules
- With limited lab facilities on campus, Central Scheduling struggles to place labs limited-in-class-size per instruction specifications into labs with similar capacity levels. When instruction specification limits enrollment to 20 students, but the only available lab holds up to 45 students, Central Scheduling will schedule the 20-person lab course into the 45-student lab facility
- With an open enrollment mission, many of DSU's students work full- and or part-time jobs, including during evening and weekend hours, making those class times less accessible for students
- Demand for summer courses is typically low

- With the addition of online-only courses and new online degrees, DSU’s classroom utilization may be negatively impacted

### **Required Question 3: Central Scheduling**

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

Scheduling of university venues, buildings, classrooms, and grounds is governed by [Board Policy R751](#) and [DSU Policy 441: Central Scheduling of Campus Facilities and Events](#).<sup>2</sup>

100% of DSU’s classroom and laboratory inventory is scheduled through the Central Scheduling Office. The Central Scheduling Office utilizes EMS scheduling software to schedule all venues, buildings, classrooms, and grounds owned by the university for both academic and non-academic functions. DSU Policy 441 states, “Campus Scheduling must be done through the Central Scheduling Office” (Section 6.1.1).

Central Scheduling follows Policy 441 in prioritizing scheduling requests:

1. “Advancement of educational mission, specifically academic classes and curricular program requirements” (Section 4.1.1)
2. “Official DSU student organizations, followed by college and department mission compliant events” (Section 4.1.2)
3. “DSU colleges, departments, or committees approved (Co) sponsored faculty and staff events” (Section 4.1.3)
4. “Community events, followed by public and commercial events” (Section 4.1.4)

### **Required Question 4: Institutional Utilization Policy**

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751.*

<https://dixie.edu/wp-content/uploads/formidable/52/441.pdf>

<sup>2</sup> Dixie State University Policy Library, R441: Central Scheduling of Campus Facilities and Events, <https://dixie.edu/wp-content/uploads/formidable/52/441.pdf>

## Required Question 5: Hours of Operation

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Dixie State University matches its hours of operation to academic needs and community requests by offering services and or facilities seven days a week, as necessary to accommodate needs.

## Required Question 6: Optimizing Summer Term

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

To optimize the use of classrooms and teaching laboratories during the summer term, academic departments are working to build additional summer offerings, incentivizing faculty to teach summer courses, and designing new programs with summer components that speed up completion and graduation rate times.

As part of DSU's Strategic Plan 2020 and the community engagement initiative, DSU sponsors and/or partners with community leaders and organizations to host various summer camps, such as Dixie Prep for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders interested in STEM fields; POP Rocks for high school students interested in exploring physical and organic properties of rocks and water; Mechanical Engineering Summer Camp for high school students; Gene Girls for girls focused on genetics and biotechnology; EMSART Camp for girls entering 9<sup>th</sup> grade who are interested in STEM related fields; Code Changers for ages 8-18 who are interested in web technology; Design School for students interested in UI/UX design careers; Code School for students interested in web programming careers; and various athletic camps, including football, basketball, soccer, sports performance, baseball, and volleyball.

## Optional Question 1: Monitoring Methods

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

- DSU monitors and collects data with EAB's Academic Performance Solutions software. EAB is accessible to department chairs, deans, and other key decision makers on campus, providing key performance indicators, such as:
  - Median section size
  - Percent of classes with fewer than ten students enrolled
  - Median section fill rate and number of collapsible sections
- The EAB software also provides data on the following:



- Course offerings
- Course bottlenecks
- Section consolidation opportunities
- Aligning course offerings with enrollments
- The Internal Audit Office completes an annual audit of the EMS (Central Scheduling) system.
- Central Scheduling conducts an annual space/seat count audit that ensures seat count and facilities usage is up-to-date and mirrors the institution's registration software program. The audit assists central schedulers in placing academic classes efficiently, with the highest classroom seat occupancy rate as possible. Furthermore, the audit ensures campus space is categorized correctly. Audit data is forwarded to Institutional Research for consistency in reporting.

### **Optional Question 2: Off-Peak Student Enrollment**

*What strategies does your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

To encourage student enrollment in off-peak hours courses, university colleges partner with academic advisors in offering course times that accommodate the most students. In addition, academic advisors work closely with students to announce new course offerings opening during off-peak hours, encourage students to enroll in off-peak hour courses, and provide feedback to colleges on student preferences.

DSU's Institutional Research utilizes EAB's software to align student enrollments with available space by generating reports, such as section consolidation opportunities and aligning course offerings with enrollments. These reports look at total capacity, compared to total enrollment and number of times offered per year, and utilize analytics to determine if there are possible collapsible sections. Institutional Research shares these reports with departments and colleges to increase utilization efficiencies.

DSU has hired an Assistant Provost for Adult and Professional Learning. This will help to ensure that the university is meeting the needs and demands of the community. We will be able to determine which off-peak hours would be more successful for students to enroll in.

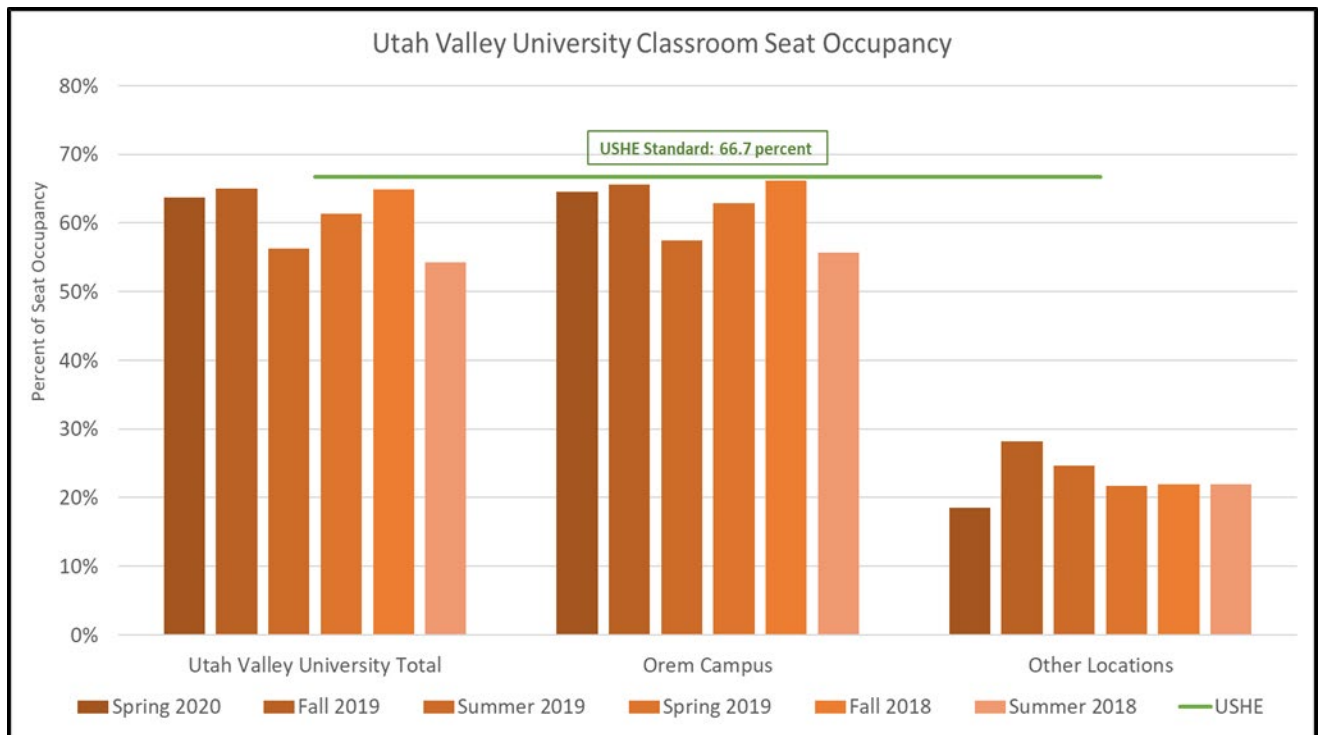
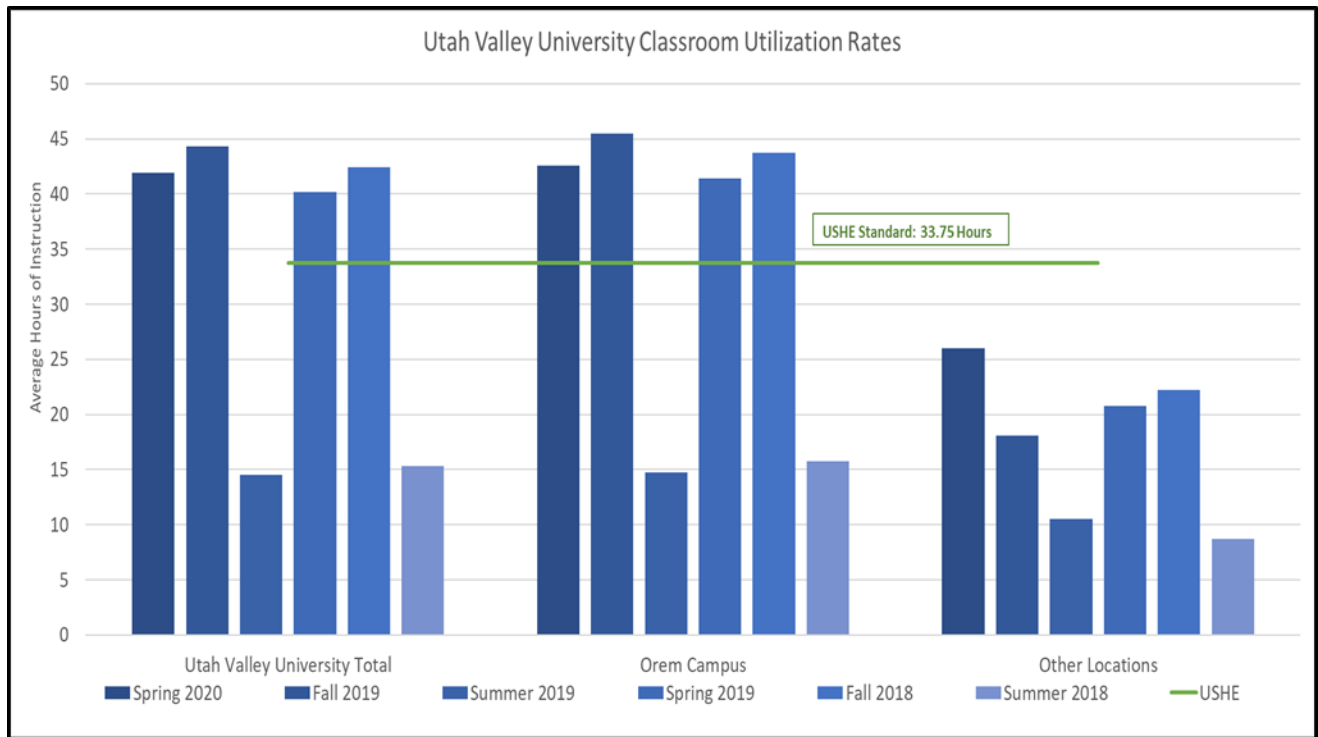
### **Optional Question 3: Non-Instructional Room Utilization**

*What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?*

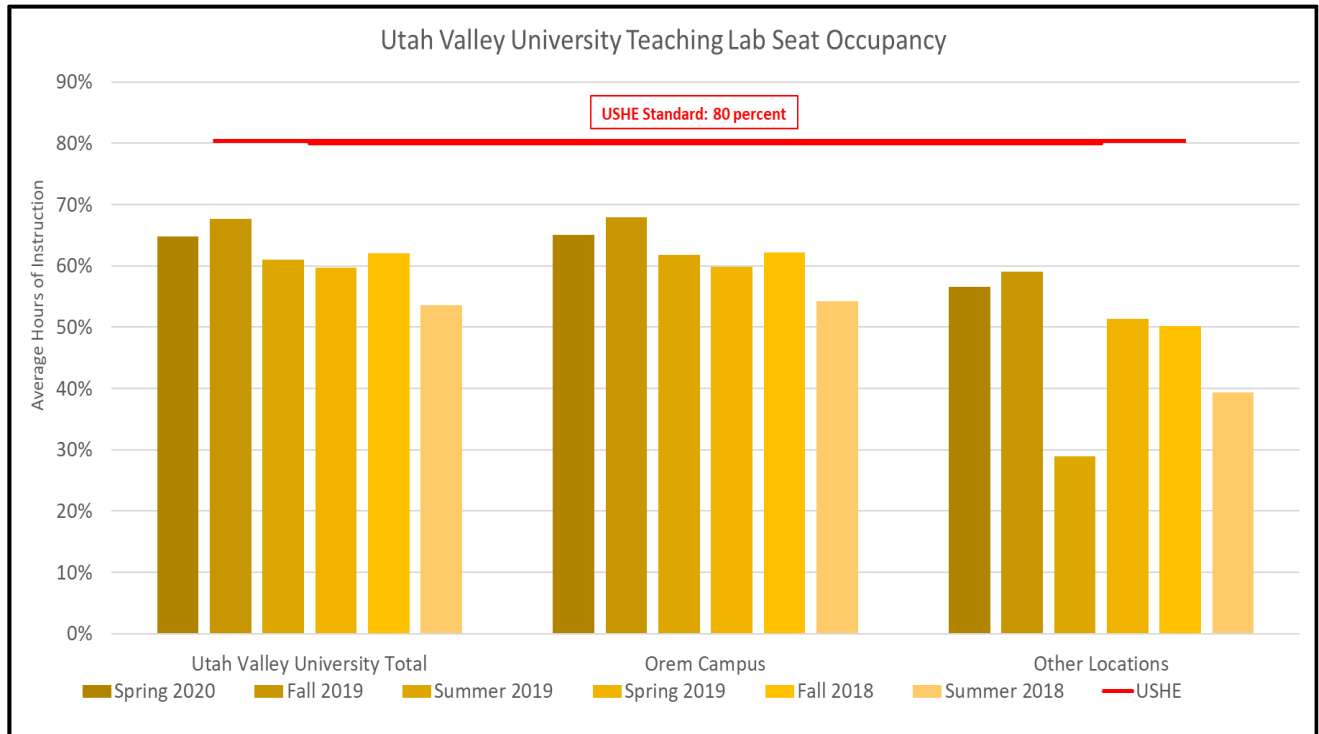
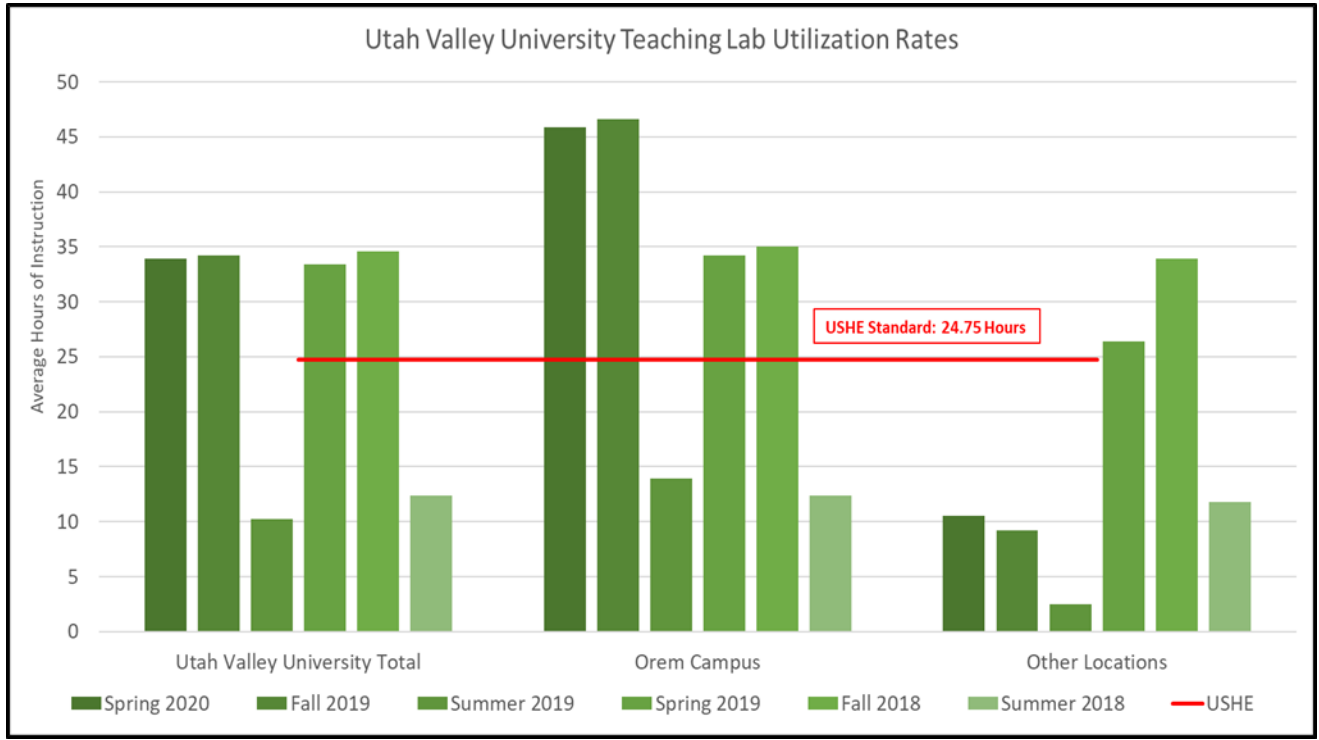
To capture non-instructional classroom and laboratory utilization, DSU utilizes its central scheduling software, EMS, to run reports and analyze data.

# Utah Valley University Utilization 2019-20

## Overview of UVU Classroom Utilization



## Overview of UVU Lab Utilization



## UVU Classroom (110) Utilization

	Class room (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah Valley University Total</b>	<b>41.9</b>	<b>207</b>	<b>63.7%</b>	<b>9,839</b>	<b>44.3</b>	<b>210</b>	<b>65.0%</b>	<b>9,918</b>	<b>14.5</b>	<b>144</b>	<b>56.3%</b>	<b>9,573</b>
<b>Orem Campus</b>	<b>42.6</b>	<b>199</b>	<b>64.6%</b>	<b>9,507</b>	<b>45.5</b>	<b>201</b>	<b>65.7%</b>	<b>9,586</b>	<b>14.8</b>	<b>137</b>	<b>57.5%</b>	<b>9,049</b>
Browning Administration	42.3	2	61.9%	113	62.7	2	62.3%	118				
Clarke Building	49.2	36	62.1%	2,613	48.2	37	61.8%	2,613	20.5	23	53.7%	2,613
Computer Science	45.3	14	65.5%	683	54.4	14	68.9%	683	10.7	8	64.9%	683
Extended Education					7.8	2	81.9%	74	27.8	1	32.9%	74
Environmental Technology	58.1	2	53.8%	51	57.7	2	59.1%	51	14.5	2	37.5%	51
Fulton Library	50.1	3	58.7%	90	52.3	3	76.1%	90	4.0	1	63.3%	90
Gunther Trades	54.4	10	69.0%	329	56.7	10	70.5%	329	5.8	5	66.6%	329
Health Professions	29.9	8	72.1%	270	34.2	8	68.0%	270	9.8	6	45.4%	270
Liberal Arts	44.5	52	65.0%	1,816	46.4	52	65.7%	1,816	15.4	36	58.5%	1,816
Losee Center	42.0	2	69.0%	70	51.7	2	70.1%	70	7.4	2	68.1%	70
McKay Education	29.8	12	55.1%	420	32.3	12	56.0%	420	10.3	11	48.9%	420
National Guard	10.6	8	64.9%	419	7.4	7	69.3%	419				
Pope Science	48.9	9	70.9%	542	46.6	9	68.7%	542	13.1	9	59.7%	542
Sparks Automotive	28.3	9	52.1%	306	41.7	9	60.4%	306	8.2	4	37.1%	306
Science Building	40.3	17	71.6%	1,215	45.7	17	70.2%	1,215	16.4	14	61.6%	1,215
Woodbury Business	47.3	15	65.7%	570	54.0	15	67.9%	570	16.8	15	66.0%	570
<b>Other Locations</b>	<b>26.0</b>	<b>8</b>	<b>18.5%</b>	<b>332</b>	<b>18.1</b>	<b>9</b>	<b>28.2%</b>	<b>332</b>	<b>10.5</b>	<b>7</b>	<b>24.7%</b>	<b>524</b>
Thanksgiving Point									16.7	2	43.0%	192
Wasatch Campus	26.0	8	18.5%	332	18.1	9	28.2%	332	8.0	5	15.6%	332

## UVU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah Valley University Total</b>	<b>33.9</b>	<b>108</b>	<b>64.8%</b>	<b>3,579</b>	<b>34.2</b>	<b>111</b>	<b>67.7%</b>	<b>3,423</b>	<b>10.3</b>	<b>64</b>	<b>61.0%</b>	<b>3,327</b>
<b>Orem Campus</b>	<b>45.9</b>	<b>78</b>	<b>65.0%</b>	<b>3,415</b>	<b>46.6</b>	<b>80</b>	<b>67.9%</b>	<b>3,295</b>	<b>14.0</b>	<b>46</b>	<b>61.8%</b>	<b>3,219</b>
Clarke Building	19.3	1	32.0%	100	17.0	2	37.2%	100	12.0	1	19.5%	100
Canyon Park	14.9	1	52.0%	56	12.1	1	65.0%	56				
Computer Science	39.3	20	69.8%	532	39.1	20	71.1%	532	11.0	11	69.0%	532
Extended Education	34.2	1	22.9%	120								
Environmental Technology	32.7	1	54.7%	24	44.6	1	64.9%	24	2.7	1	95.8%	24
Gunther Trades	21.2	19	77.5%	423	23.3	20	80.5%	423	7.6	10	75.0%	423
Health Professions	23.4	4	75.1%	84	19.1	5	88.6%	84	9.3	1	57.5%	84
Liberal Arts	48.6	9	74.0%	271	53.3	9	75.2%	271	17.5	7	62.0%	271
Losee Center	26.3	2	76.9%	70	20.7	3	74.8%	70	4.3	1	75.0%	70
McKay Education	19.7	4	65.8%	143	26.0	4	72.1%	143	9.1	4	73.9%	143
Nielsen Building	21.3	2	75.1%	77	25.7	3	62.2%	77	4.1	3	43.4%	77
Noorda Center	40.4	10	46.8%	416	40.7	9	50.8%	416	5.9	4	41.2%	416
Pope Science	39.9	10	64.3%	344	39.1	10	65.7%	344	13.1	8	51.1%	344
Rebecca Lockhart Arena	35.1	7	35.8%	335	29.9	8	39.6%	335	4.3	2	25.5%	335
Sparks Automotive	4.3	1	62.5%	20	17.6	1	67.5%	20				
Science Building	39.3	7	70.3%	240	41.1	7	71.6%	240	13.0	6	61.0%	240
Woodbury Business	63.2	4	65.5%	160	66.5	4	68.3%	160	10.5	3	75.3%	160
<b>Other Locations</b>	<b>10.5</b>	<b>8</b>	<b>56.6%</b>	<b>164</b>	<b>9.2</b>	<b>8</b>	<b>59.1%</b>	<b>128</b>	<b>2.5</b>	<b>6</b>	<b>28.9%</b>	<b>108</b>
Emergency Services	8.3	1	76.4%	36								
Hangar A - Provo Airport	24.5	1	78.3%	20	13.2	1	81.3%	20				
Hangar B - Provo Airport	19.5	2	48.6%	78	27.9	2	56.4%	78	7.4	2	28.9%	78
Wasatch Campus	12.2	1	51.1%	30	4.6	1	44.4%	30				

# Utah Valley University 2019-20 Utilization Report

## Required Question 1: Meeting Board Standards

*Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:*

- a. Classroom utilization rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week

Fall 2019 and spring 2020 RUR rates exceed the USHE standard for this reporting period. Fall 2019 RUR was 44.25 hours, spring 2020 RUR was 41.92 hours. RUR rates for these semesters were increased over the previous reporting year. UVU is committed to continue to meet or exceed the state RUR guidelines in future years.

Implementation of a standardized bell schedule across the university has been postponed. It is anticipated that the new schedule will distribute classes through the day, allowing better utilization and more access to classes for our students. Utilization data is used by many committees on campus and has become a topic of continuous discussion.

- b. Classroom seat occupancy rate: 66.7% seat occupancy

Fall 2019 SOR was 97.4% of standard at 64.9%, and spring 2020 SOR was 95.5% of standard at 63.7%. Both semesters were below the USHE standard of 66.7% for this reporting period. Strategies for improving our fill rate by 2025 include verifying the seating capacity of each classroom against information stored in data files and scheduling section sizes into rooms of appropriate seat count, and offering standby and waitlists for students wishing to enroll in classes and offering extra course sessions in rooms with associated seat counts.

- c. Laboratory room utilization rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week

Fall 2019 had a laboratory RUR of 34.2 hours, and spring 2020 had an RUR of 33.9 hours. Both semesters had rates exceeding the USHE standard of 24.75 hours. We are performing further analysis to identify pressure points or high-demand areas and their characteristics. This information will be used by the Faculty Senate class scheduling committee as they finalize scheduling guidelines. Continuing analysis and proper room coding verification help us keep our data accurate.

- d. Laboratory seat occupancy rate: 80% station occupancy

Fall and spring SOR are well below the USHE standard for this reporting period. Fall 2019 had an SOR of 67.7%, or 84.6% of standard. Spring 2020 had a SOR of 64.8%, or 81% of standard. UVU will review laboratory usage and inventory information to ensure that all teaching labs are appropriately identified. Station counts for labs will be closely analyzed. The Faculty Senate guidelines for course section fill rate standards will include the identification of standards for teaching labs. Student enrollment for the best learning outcomes will be monitored against lab size and occupancy rates being achieved.

### **Required Question 2: Local Conditions Affecting Utilization**

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

Due to scheduling pressures to teach the number of needed sections of some courses and the desire to keep class sizes manageable for proper pedagogy, some sections may be taught in classrooms with a higher seat count. This practice of offering needed sections for students has a negative impact on seat occupancy. This is balanced against our desire to help students complete their degrees in the shortest time needed. Some smaller sections will always be offered to help with completion.

This data relates to the portion of UVU's mission to deliver credit-bearing programming. Our stewardship of physical resources has focused on priority scheduling for these programs above all other types of events, as it should. However, most institutions seek to maximize the use of their facilities and resources by making them available for programming that supports the economic and cultural needs of their service area. UVU has done this, and we are focusing on processes that will help us to better measure the space utilization of these additional events. To improve student completion rates, smaller sections of some courses may be required, this will reduce our SOR.

### **Required Question 3: Central Scheduling**

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

UVU has used a campus system for batch room assignments and the storage of all space scheduling data for many years. UVU has also centrally managed the class schedule and room assignments for many years, with the exception of priority room scheduling. Monitoring of the

correct application of priority room assignments has also been done in the Academic Scheduling office (now the Registrar's Office). The Registrar's Office works closely with Academic Affairs and the newly formed Faculty Senate Committee on class scheduling to ensure guidelines and processes meet Board Policy R751 requirements.

Classroom Inventory: 100% Centrally Scheduled  
Teaching Laboratory: 96.6% Centrally Scheduled  
Total: 98.64% Centrally Scheduled

#### **Required Question 4: Institutional Utilization Policy**

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751.*

#### **Policy 425: Event Scheduling and Authorizing the Use of Campus Facilities**

Policy 425 is available at this link:

<https://policy.uvu.edu/getDisplayFile/56392c1765db23201153c22f>

The policy is being revised and is currently in the first stage of our process. The writing committee is including the R751 language in the revision.

#### **Required Question 5: Hours of Operation**

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

- UVU's campus is open Monday through Saturday, generally from 6 a.m. until midnight.
- Credit courses for UVU's summer semester began at 7:00 a.m. and concluded at 9:30 p.m.
- Fall and spring semesters expand the start and end times of credit courses, with the earliest start time being 6:00 a.m. The last class concluded at 10:15 p.m. This is typical of the scheduling range of credit courses Monday through Friday. Saturday courses usually begin at 8:00 a.m. and conclude by 5:00 p.m.



## Required Question 6: Optimizing Summer Term

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

In addition to a robust and growing summer semester for credit-bearing courses, UVU utilizes classroom and laboratory space for outreach programs (such as Trio, Upward Bound, and UVU Prep) and professional workshops, camps, and conferences.

## Optional Question 1: Monitoring Methods

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

All credit courses must be scheduled through Banner (SIS). Banner is integrated with 25Live, and the centralized academic scheduling office has stewardship for the accuracy of the data within the Banner class scheduling tables. All other events are scheduled through requests in the 25Live system, and those are monitored by the Student Affairs scheduling office staff.

## Optional Question 2: Off-Peak Student Enrollment

*What strategies does your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

- After limited priority room scheduling is entered, UVU's space scheduling system, 25Live, is used to process academic credit course space scheduling requests to find the best match in our space inventory and make room assignments. This includes filling the additional time available in priority rooms. The matching process takes into account class size and room size (fit), as well as department preference for various buildings.
- UVU's Faculty Senate formed a committee for Academic Scheduling last year. This committee was charged with developing formal scheduling guidelines beyond the policy that will reduce the course schedule conflicts for students and maximize academic classroom and teaching lab utilization. The committee has met regularly and has completed the first draft of the guidelines. They include:
  - Support for a simplified day/time meeting pattern for General Education and core courses
  - Common course schedule blocks or clusters
  - Priority scheduling for high-demand areas and high-impact courses
  - Course section fill-rate standards

- Academic Affairs has developed additional analytics/dashboards that show fill rates for courses, including the identification of low-enrolled courses. This helps to drive conversations related to the cancellation or addition of class sections.
- Waitlisted students are emailed and encouraged to enroll in open sections outside of peak times. These students receive an email notifying them when new sections open.
- The university partnered with Ad Astra to leverage the academic schedule to improve efficiency and better meet students' course needs at registration.
- The university is expanding FLEX delivery efforts to make more online and hybrid options available to students.
- Several colleges/schools have been working to finalize either two- or four-year course schedule offerings. These will be posted, and students can then plan accordingly as they look to the future. This will also help to enable better coordination between departments that are dependent on others for prerequisites and other offerings for their programs.

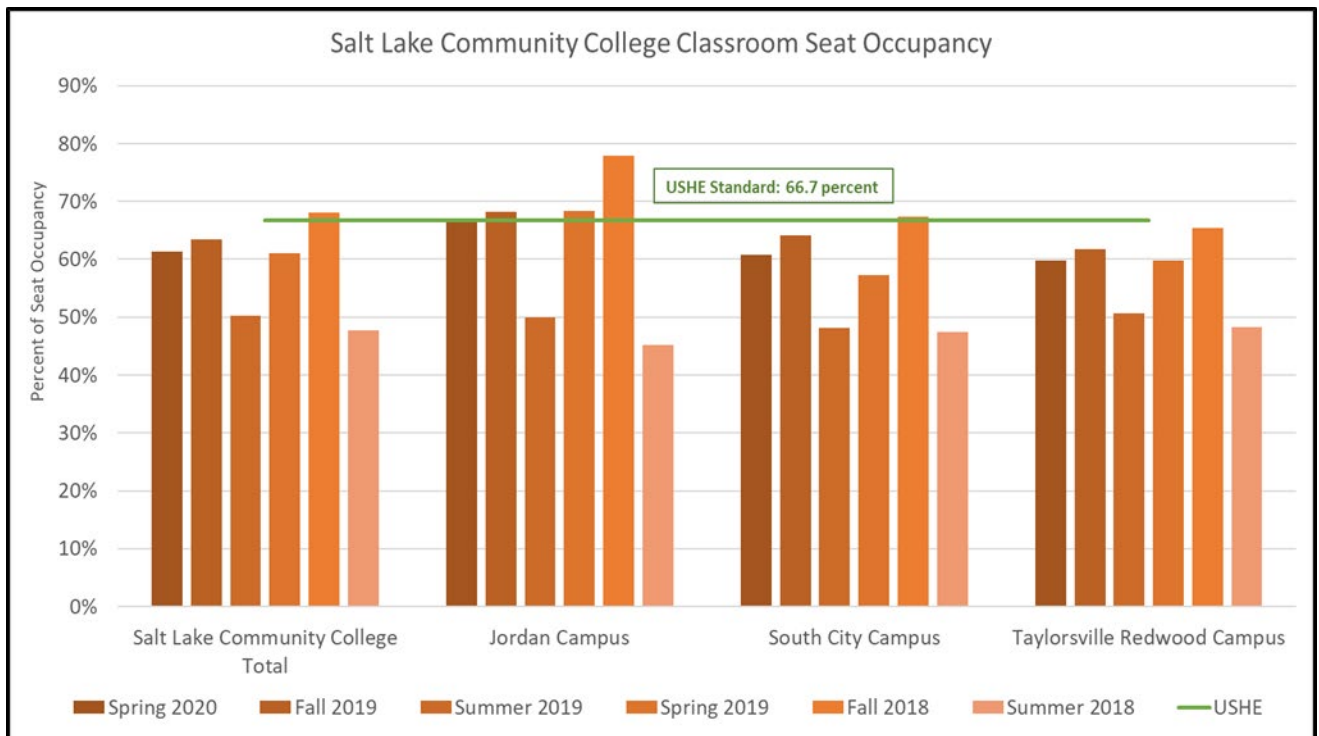
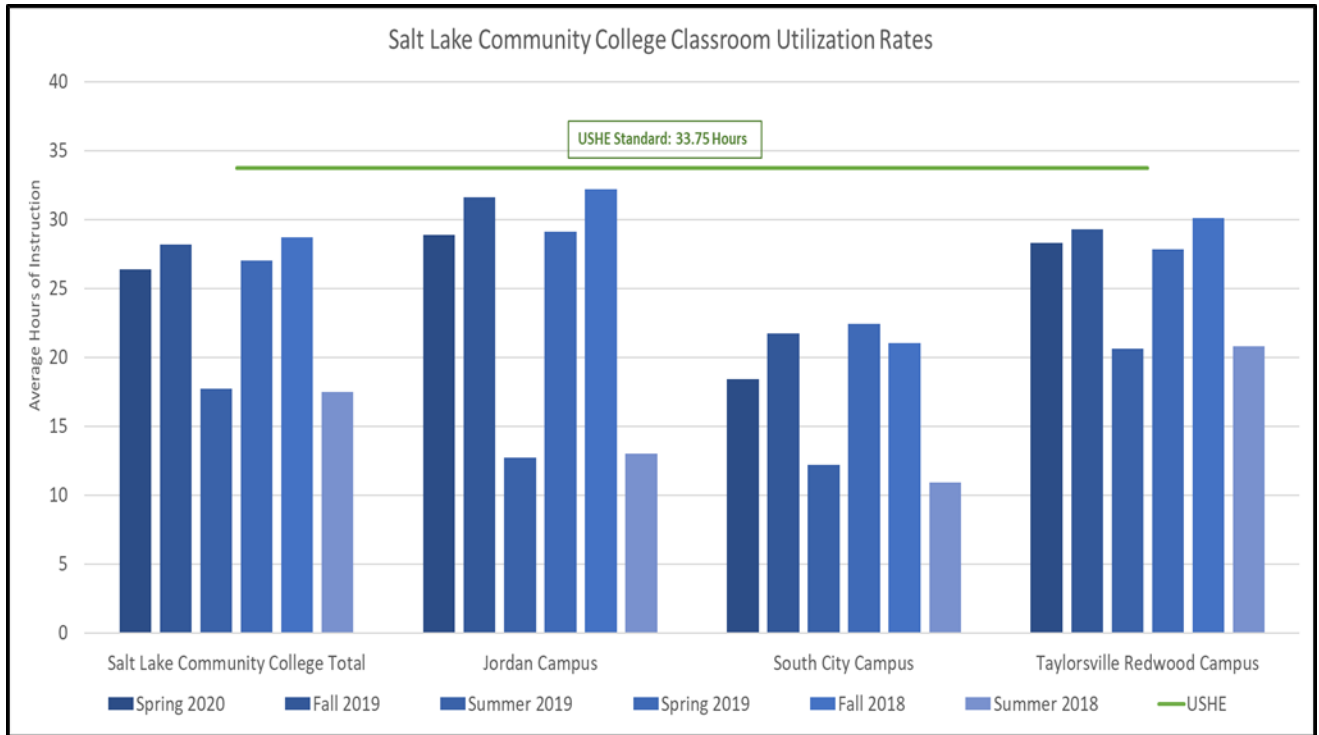
### **Optional Question 3: Non-Instructional Room Utilization**

*What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?*

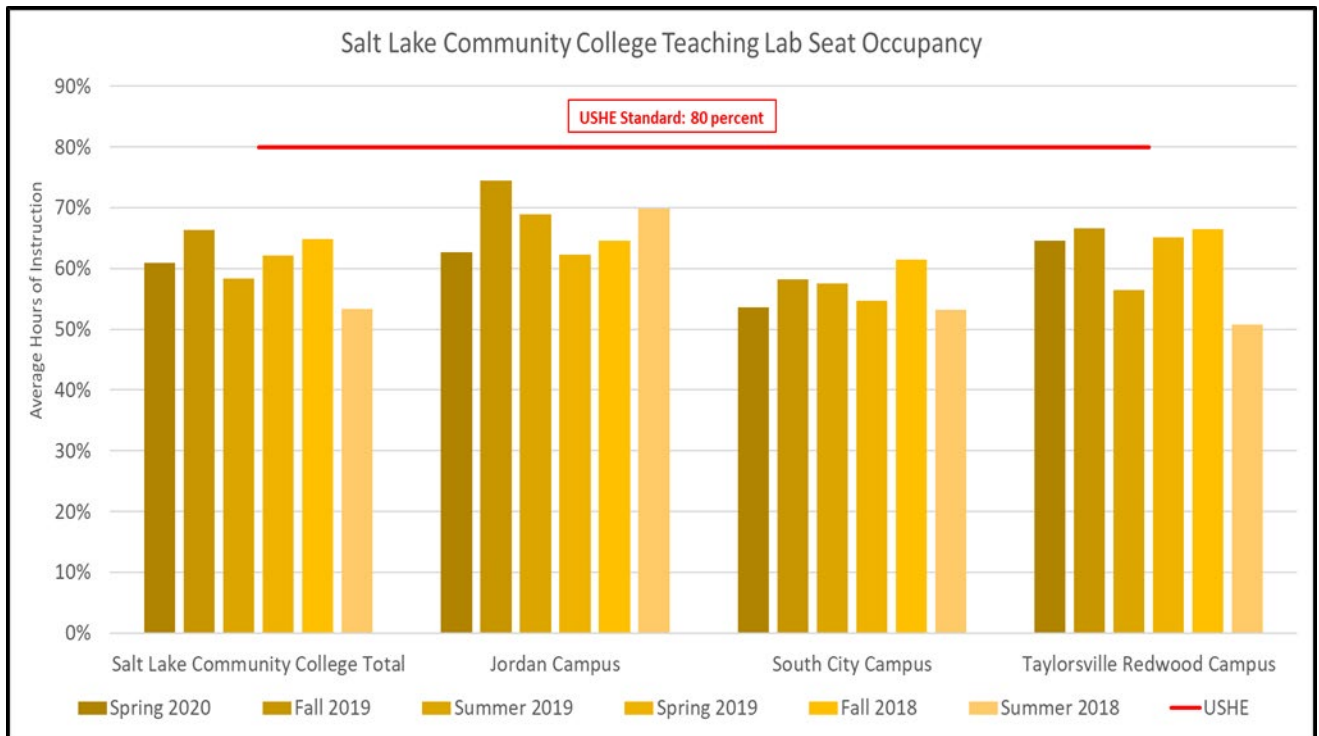
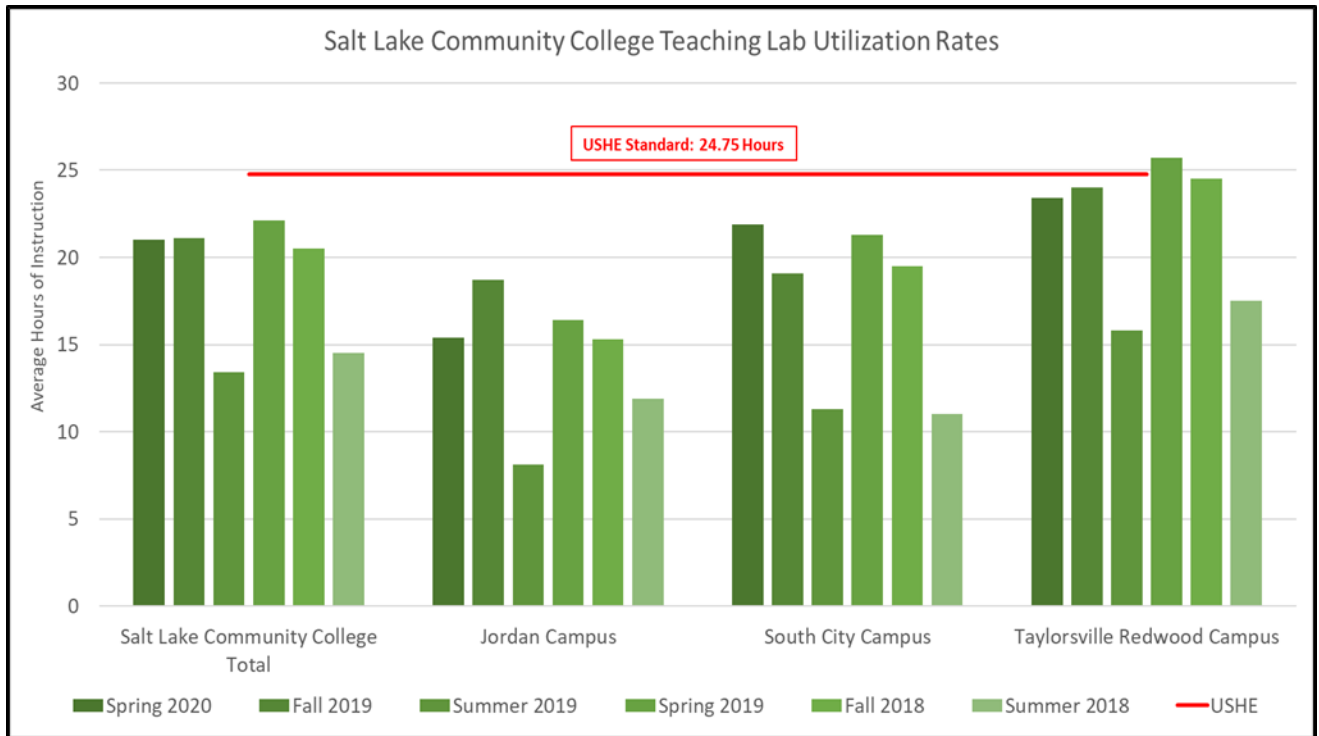
- UVU uses a central scheduling system for all events (e.g., credit, non-credit, community events). We have invested in an analytics add-on for this system, which has provided insights into credit course scheduling for several years.
- A cross-functional team is in the process of reviewing the comprehensive institutional business process for space inventory accounting, academic scheduling, and event scheduling. This team includes representatives from Academic Affairs, Academic IT, Facilities, and Student Affairs. This team is:
  - Reviewing the institutional policy related to scheduling to ensure business processes support it.
  - Working with consultants from CollegeNet to review our implementation of 25Live and X25 analytics and make changes where necessary to allow for the capture of additional data related to non-credit activities.
  - Documenting the business process.
  - Recommending quality assurance steps in the process and implementing those that are approved.

# Salt Lake Community College Utilization 2019-20

## Overview of SLCC Classroom Utilization



## Overview of SLCC Lab Utilization



## SLCC Classroom (110) Utilization

	Class room (110) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Salt Lake Community College Total</b>	<b>26.4</b>	<b>169</b>	<b>61.3%</b>	<b>5,750</b>	<b>28.2</b>	<b>171</b>	<b>63.4%</b>	<b>5,792</b>	<b>17.7</b>	<b>117</b>	<b>50.3%</b>	<b>3,986</b>
<b>Jordan Campus</b>	<b>28.9</b>	<b>29</b>	<b>66.5%</b>	<b>1,062</b>	<b>31.6</b>	<b>29</b>	<b>68.2%</b>	<b>1,062</b>	<b>12.7</b>	<b>23</b>	<b>50.0%</b>	<b>810</b>
Jordan High Tech Center	31.5	15	63.7%	548	31.8	15	64.9%	548	13.6	13	43.0%	476
Jordan Hlth Science Bldg	26.0	14	69.3%	514	31.3	14	72.0%	514	11.6	10	59.2%	334
<b>South City Campus</b>	<b>18.4</b>	<b>34</b>	<b>60.7%</b>	<b>1,107</b>	<b>21.7</b>	<b>33</b>	<b>64.1%</b>	<b>1,086</b>	<b>12.2</b>	<b>19</b>	<b>48.2%</b>	<b>625</b>
South City Main Building	18.4	34	60.7%	1,107	21.7	33	64.1%	1,086	12.2	19	48.2%	625
<b>Taylorsville Redwood Campus</b>	<b>28.3</b>	<b>106</b>	<b>59.8%</b>	<b>3,581</b>	<b>29.3</b>	<b>109</b>	<b>61.8%</b>	<b>3,644</b>	<b>20.6</b>	<b>75</b>	<b>50.6%</b>	<b>2,551</b>
Acad & Admin Bldg	33.2	37	64.1%	1,254	33.6	38	69.5%	1,294	25.9	38	50.0%	1,294
Applied Tech Ctr					3.0	1	70.0%	20	25.3	1	152.8%	18
Business Building	19.7	16	59.1%	447	22.8	17	58.8%	479	12.5	14	44.0%	392
Const. Trades Bldg	17.5	8	59.7%	271	13.7	7	62.9%	239	15.2	2	24.7%	95
Lifetime Actv. Ctr	21.9	8	72.5%	212	20.1	8	76.0%	212	9.7	6	70.6%	162
Science & Ind. Bldg	38.2	9	47.6%	338	36.5	9	49.4%	338	26.4	8	47.6%	303
Technology Building	28.4	28	57.7%	1,059	32.4	29	55.5%	1,062	10.7	6	62.9%	287

## SLCC Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Salt Lake Community College Total</b>	<b>21.0</b>	<b>80</b>	<b>60.9%</b>	<b>2,096</b>	<b>21.1</b>	<b>87</b>	<b>66.3%</b>	<b>2,318</b>	<b>13.4</b>	<b>61</b>	<b>58.3%</b>	<b>1,604</b>
<b>Jordan Campus</b>	<b>15.4</b>	<b>19</b>	<b>62.6%</b>	<b>534</b>	<b>18.7</b>	<b>19</b>	<b>74.5%</b>	<b>503</b>	<b>8.1</b>	<b>9</b>	<b>68.9%</b>	<b>248</b>
Jordan High Tech Center	18.3	5	61.2%	127	19.7	5	45.5%	121	4.0	2	34.9%	54
Jordan Hlth Science Bldg	14.4	14	62.8%	407	18.3	14	81.3%	382	9.2	7	73.2%	194
<b>South City Campus</b>	<b>21.9</b>	<b>27</b>	<b>53.6%</b>	<b>691</b>	<b>19.1</b>	<b>30</b>	<b>58.2%</b>	<b>777</b>	<b>11.3</b>	<b>18</b>	<b>57.5%</b>	<b>427</b>
South City Main Building	22.0	26	54.3%	661	20.0	28	58.2%	722	11.3	18	57.5%	427
Facilities Annex Bldg	18.0	1	30.0%	30	6.5	2	55.3%	55				
<b>Taylorsville Redwood Campus</b>	<b>23.4</b>	<b>34</b>	<b>64.5%</b>	<b>871</b>	<b>24.0</b>	<b>38</b>	<b>66.6%</b>	<b>1,038</b>	<b>15.8</b>	<b>34</b>	<b>56.5%</b>	<b>929</b>
Acad & Admin Bldg	8.8	2	94.3%	38	11.0	2	95.3%	38	6.0	1	76.2%	14
Applied Tech Ctr					30.0	1	18.1%	95	16.9	3	34.4%	133
Business Building	14.5	4	71.2%	95	15.8	4	68.4%	95	9.8	4	50.0%	95
Const. Trades Bldg	33.5	6	65.9%	161	33.0	6	80.2%	161	13.1	6	65.5%	155
Lifetime Actv. Ctr	18.3	4	47.3%	159	12.4	4	57.0%	159	13.8	3	37.4%	130
Science & Ind. Bldg	26.0	12	66.6%	301	26.2	15	69.7%	373	19.6	13	65.1%	325
Technology Building	22.1	6	73.6%	117	25.7	6	74.8%	117	16.9	4	56.4%	77

# Salt Lake Community College 2019-20 Utilization Report

## Required Question 1: Meeting Board Standards

*Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:*

Salt Lake Community College is engaging in a number of initiatives designed to help us meet Board performance metrics and better understand and serve student needs.

- A. Pathways reform: “SLCC Pathways provides a guided program of study intentionally designed to enhance learning and clarify a student’s route to program completion.”  
Moving toward a pathways model at the college—where we provide clear area of study and program maps—will help us in proactively determining what a student needs. Pathways, in other words, give us more information about a student’s intentions because the college is playing a greater role in influencing those intentions. In a pathways model, the most important student choices take place at the area of study and program level. Once a student chooses a program, SLCC provides both the recommended courses and sequence of courses for the student to take to complete the degree. Even “exploratory” students are provided a recommended “first 15 credits” to prepare them for college and assist them in choosing a program in their area.
- B. University Partnerships: In the coming year, we are planning on reorganizing our university partnership support. A Director of University Partnerships will be hired soon who will lead SLCC’s efforts to grow our university partnership programs. Growth in university partnership programs should lead to increased use of our classroom spaces.
- C. Strategic Scheduling CWT: This academic year, Salt Lake Community College formed a Strategic Scheduling Collaborative Work Team (CWT) charged by the executive cabinet with analyzing and maximizing scheduling effectiveness and enrollment for all SLCC sites by:
- Establishing scheduling guiding principles, policies, and procedures, including timelines for class schedule review by academic term, and timely decision making for schedule optimization and resource allocation;
  - Recommending improved scheduling technologies (if appropriate);
  - Identifying and monitor measures for the effectiveness of the academic schedule;
  - Recommending adjustments; and
  - Providing general oversight of the scheduling process.

This year the CWT is looking into existing scheduling practices (and where greater efficiencies may be found) and emerging scheduling practices and technologies that may assist SLCC in producing class schedules that 1) meet student need and 2) maximize space utilization.

Short-term recommendations from the CWT will include:

- Improving campus mission definitions and creating class schedules according to those missions. In other words, we better match class schedules to the stated program interests of students at specific campuses.
- Making some modest revisions to the Banner scheduling interface to improve the student user experience. Our current interface doesn't allow for enough filtering on the front end and forces users to through too many click-through options.
- Improve scheduling workflow to ensure that edited schedules from departments return to the central scheduling office on time.

Long-term recommendations from the CWT will include:

- Adopt technology that provides a better scheduling user experience to assist students in building a schedule that meets their needs and recommends courses.
- Provide course recommendations to students.
- Adopt technologies to gather better data about student intentions.

SLCC views the use of laboratory spaces in the context of the CTE component of our mission. The third goal in our SLCC Strategic Plan is to: "Align with and respond to workforce needs." By focusing our CTE efforts around "high-wage, high-demand" programs, we aim to both increase space utilization and, more importantly, make the learning happening in those spaces worth it for our students. We want to make sure that the college and our students realize a return on investment in our CTE programs.

Unlike classroom spaces, laboratory spaces cannot be mixed and matched. Whereas a single classroom space can accommodate philosophy, mathematics, and English courses, laboratory spaces are typically specialized and can accommodate only one program need. In addition, with CTE lab spaces, there are often safety and security concerns that affect space utilization. Welding or woodworking laboratory spaces require additional space and special care. These realities present the college with specific challenges when it comes to the efficient use of laboratory spaces.

## Required Question 2: Local Conditions Affecting Utilization

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policymakers to understand about the utilization data submitted by your institution?*

**Our mission:** Salt Lake Community College is an open-access, comprehensive community college that serves the most diverse student body in USHE. Our mission includes both transfer and career and technical education. Our dual-mission of transfer and CTE and our open-access policy meets the varied needs of our student body. This has implications for how we schedule classes. We schedule classes throughout the day and into the evening, and we schedule Friday/Saturday classes at our three main locations of South City, Taylorsville, and Jordan to accommodate working students. We are also committed to extending the opportunity of online education to our nontraditional students.

**Our students:** SLCC has the most diverse student body in USHE.

- 54% are first-generation
- 27% are minority
- Our median age is 23
- The majority of our students take 2 to 3 classes.

Creating an efficient class schedule for an underserved, part-time student population with both transfer and CTE needs at three large campuses across the valley means that SLCC is constantly striving to balance its mission of access with the need to use space efficiently. In addition, we know that proximity is important for our students. We cannot always expect our underserved students to come to us. To fully realize our mission of access, we must go to them.

**Our campuses:** Salt Lake Community College is committed to efficient use of its space. We have continued to refine the specific missions of each of our main campuses. Our goal is that students can build entire schedules at one campus instead of needing to build schedules across multiple campuses. This both fulfills our mission of access and should increase space utilization.

- Jordan: Health Sciences
- South City: Arts and Media
- Taylorsville: Main Campus (with both transfer and specific workforce programs)



### Required Question 3: Central Scheduling

*What steps has your institution taken to implement centralized scheduling as required by Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

The SLCC Board of Trustees recently approved the Use of College Facilities and Properties Policy, which establishes college-wide procedures for scheduling facilities. This policy establishes common definitions for space prioritization and designates a process for scheduling that is centralized. As this policy was implemented, we also provided college-wide trainings to develop a shared understanding of the new processes and procedures in relation to scheduling facilities at SLCC.

The college utilizes the Event Management System (EMS) software for scheduling all academic and non-academic spaces, which is administered by the Scheduling & Academic Support Services office. Not only does EMS ensure centralized scheduling, but it also allows the electronic schedule to be effectively monitored and administered.

100%—all classrooms and laboratories are centrally scheduled through the EMS scheduling software.

### Required Question 4: Institutional Utilization Policy

*Provide a link or attach a copy of your institutional utilization policy required by Board Policy R751.*

[Use of College Facilities and Properties Policy](#)

### Required Question 5: Hours of Operation

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

<b>Taylorville Campus:</b>	Monday – Thursday: 6:00 a.m. – 10:00 p.m.; Friday: 8:00 a.m. – 4:30 p.m.; Saturday: 9:00 a.m. – 1:00 p.m.
<b>Jordan Campus:</b>	Monday – Thursday: 7:00 a.m. – 10:00 p.m.; Friday: 8:00 a.m. – 4:30 p.m.; Saturday: 9:00 a.m. – 1:00 p.m.
<b>South City Campus:</b>	Monday – Thursday: 7:00 a.m. – 10:00 p.m.; Friday: 8:00 a.m. – 4:30 p.m.; Saturday: Closed

Our *Use of College Facilities and Properties Policy* lays out expectations for facility use throughout the day. In the policy, the college identifies the priorities for use of the space.

The general prioritization order for the use of college facilities will be as follows:

- a. regularly scheduled college courses;
- b. college student, staff, faculty and administrative functions, events, or meetings that are central to supporting the roles assigned to the college by the state board of higher education consistent with its mission that are created or administered by college entities, including Salt Lake Community College Student Association (SLCCSA) and registered student organizations;
- c. governmental entity, nonprofit organization, community group, or individual(s) events or meeting; then
- d. for-profit, business-sponsored commercial events.

Beyond having a policy that privileges courses, the college expects courses to be scheduled throughout the day and into the evening to meet the needs of our students.

### **Required Question 6: Optimizing Summer Term**

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

SLCC continually encourages summer-term attendance in a variety of ways, including:

- Increasing the number and variety of summer term course offerings
- Expansion of SLCC Promise to Pell Grant-eligible students taking at least six credits in the summer
- Promotion of year-round federal Pell Grant and proactive outreach to eligible students
- Summer Completion Grants have been established to offer tuition waivers for any student within six credits of graduation at the end of the spring term.
- Staff are trained to encourage students to take at least one course during the summer.
- All students pay in-state resident tuition rates during the summer term, so there is an incentive for out-of-state non-resident students to enroll in summer courses.
- Promotional materials encouraging students to enroll in the summer term are distributed to all students during the spring semester via Canvas.