

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Space Utilization Report 2017-18

Issue

Regent policy R751, *Institutional Facilities Space Utilization* requires USHE institutions to submit annual classroom and laboratory utilization information as well as to report goals and accomplishments in meeting Regent-adopted utilization standards. The attached report for the academic year 2017-2018 fulfills this requirement.

Background

USHE institutions submitted utilization information for the 2017-2018 academic year according to prescribed procedures developed by the Commissioner's Office. Institutions also submitted answers to questions asked by the Commissioner's Office describing utilization goals and accomplishments for 2017-2018. The attached report contains both a system-wide overview of USHE classroom and teaching laboratory utilization and institutional-specific sections providing utilization information and reporting. This report is intended to be a starting point for continued discussion relating to USHE space utilization.

Commissioner's Recommendation

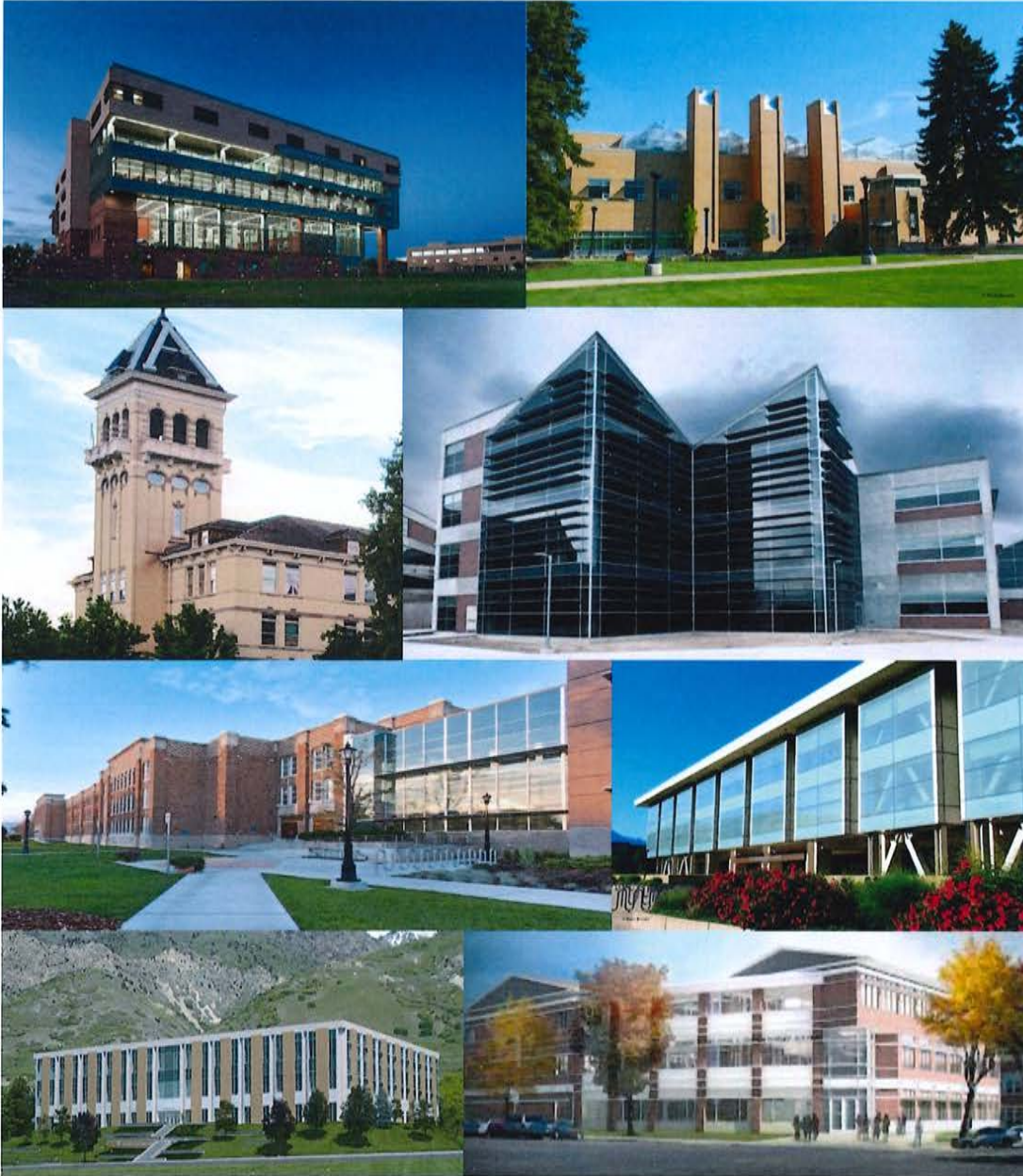
This is an information item; no action is required.



David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment

## USHE Space Utilization Report 2017-18



January 25, 2019

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Prepared by  
 The Office of the Commissioner of Higher Education  
 60 South 400 West  
 Salt Lake City, UT 84101

## Introduction

In March 2018 the Utah State Board of Regents adopted policy R751, *Institutional Facilities Space Utilization* to provide system-wide 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 the 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 2017-2018 academic year according to prescribed procedures developed by the Commissioner's Office. Institutions also submitted institutional reports describing utilization goals and accomplishments for 2017-2018. This report captures these submissions and organizes the information into two sections: a System overview and individual institutional information.

The System-wide 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 institutional utilization information comprises the majority of this report and includes four major subsections. 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 (2016-2017) utilization reporting where available to show year-over-year trends, though the 2016-2017 data was collected under different reporting requirements. The second subsection lists classroom utilization by building and campus as well as term (spring, fall, summer) including the number of rooms and seats available for scheduling in a building. The third subsection shows a similar table for teaching laboratories. The final section records institutional answers to the questions asked by the Commissioner's Office for the 2017-2018 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 institutional 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 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

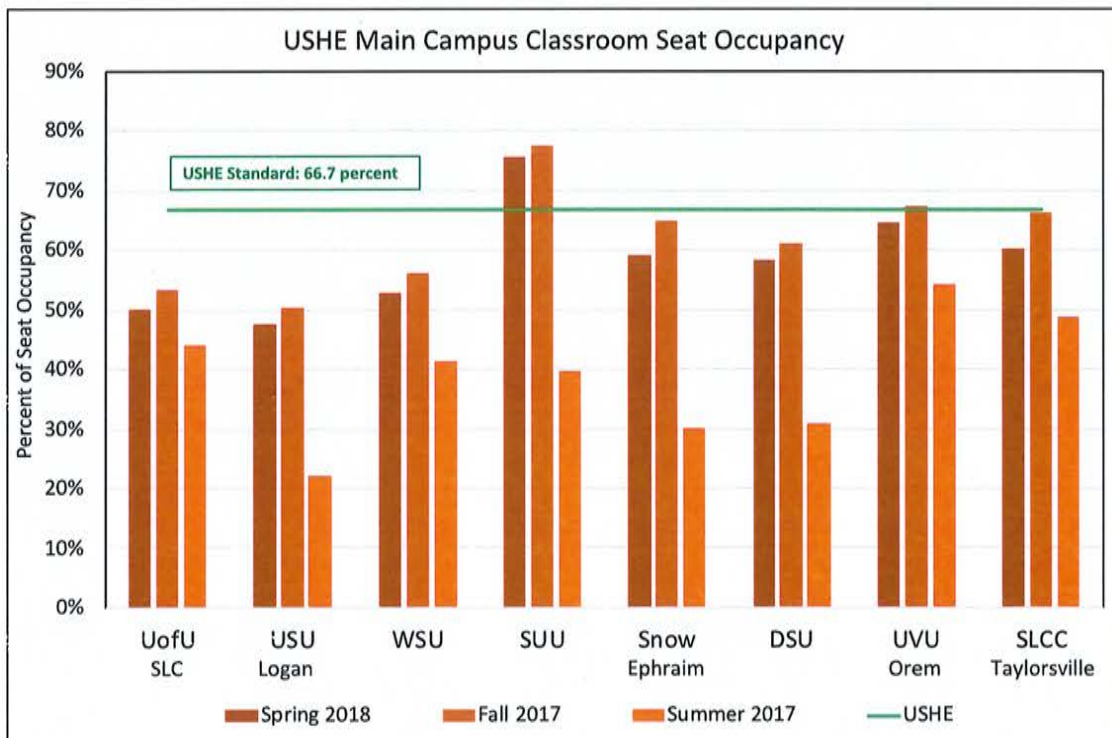
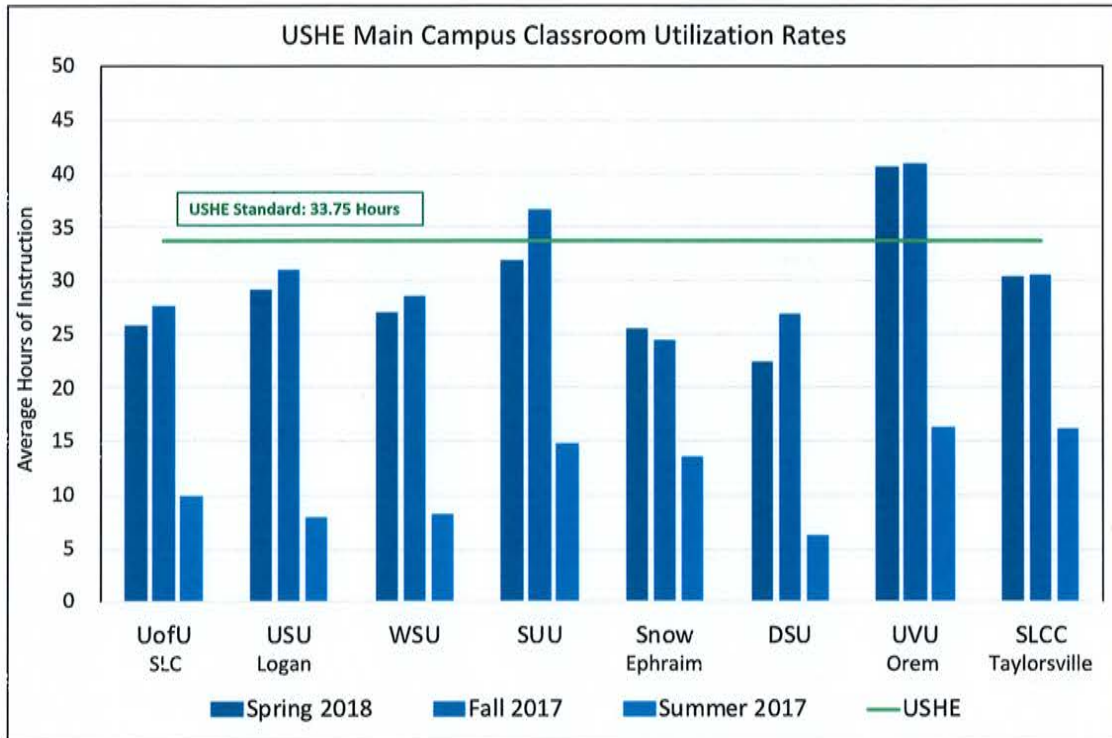
### *Board of Regents Utilization Standards*

Higher education institutions traditionally monitor room utilization using two metrics: Room Utilization Rates (RUR) and Station Occupancy Rates (SOR). RUR measures how many hours a room is scheduled for use in given time period and SOR measures the number of seats or stations occupied as a percent of total capacity. Regent 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

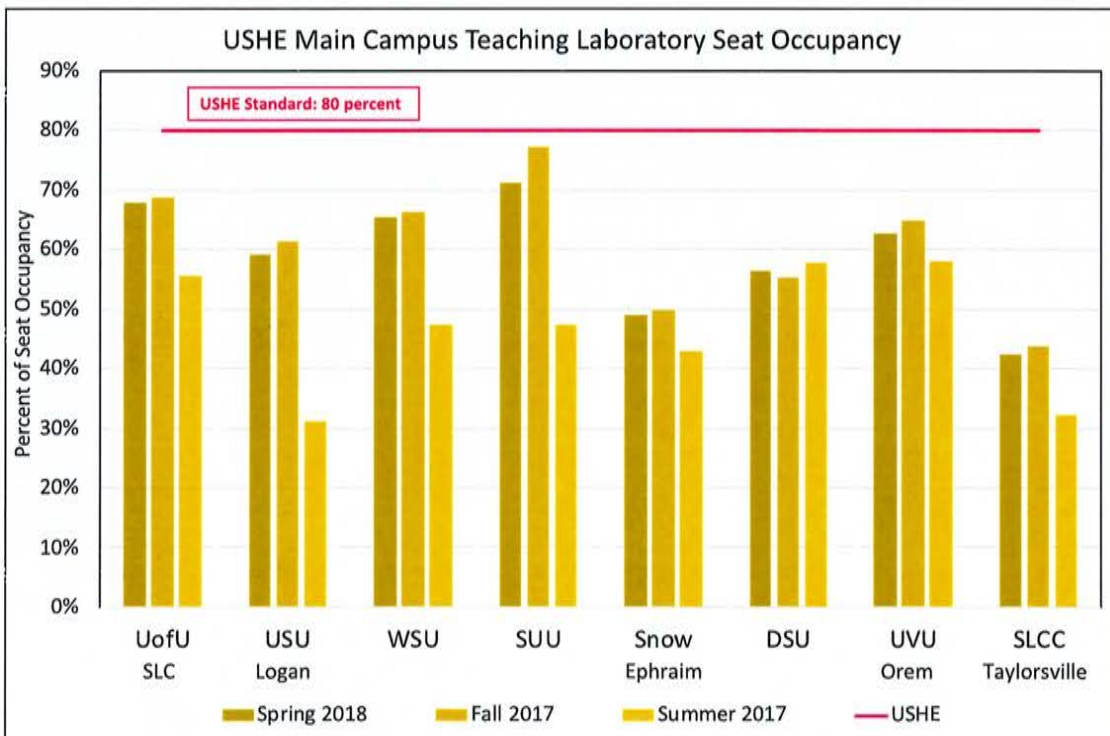
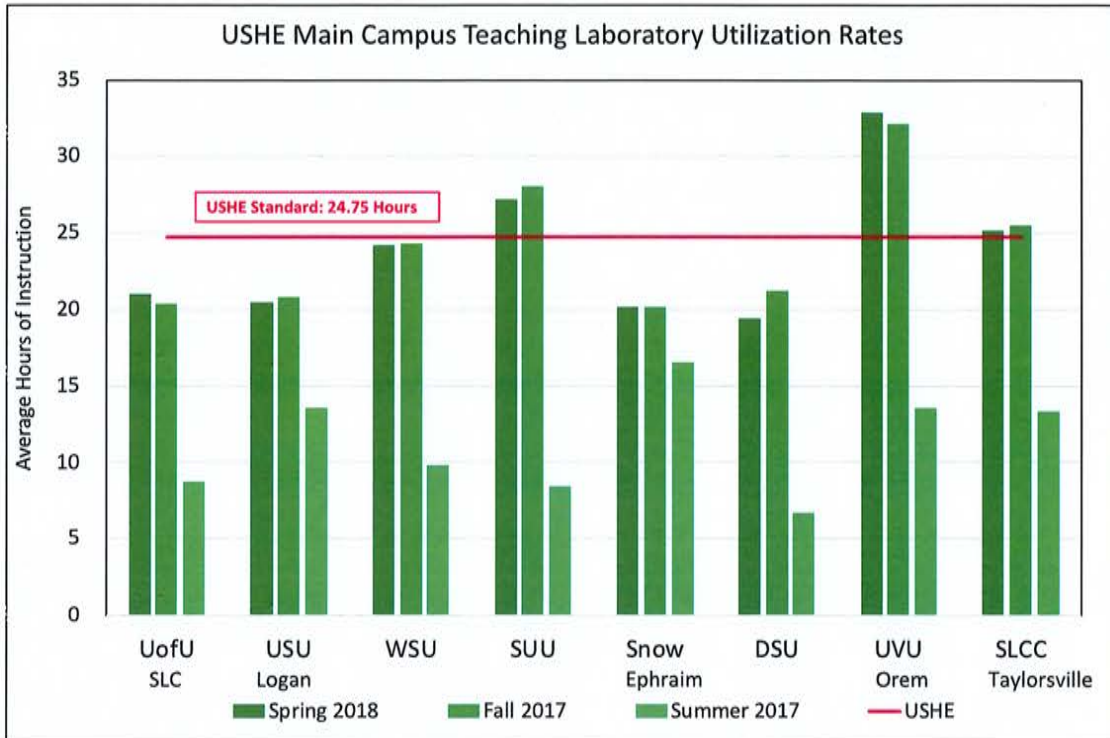
### USHE Classroom Utilization 2017-18

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



### USHE Teaching Laboratory Utilization 2017-18

The following charts show institutional teaching laboratory utilization compared to the System standards for main campuses. The Weber State University (WSU) numbers include both the Ogden and the 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 Americans with Disability Act (ADA) requirements make central scheduling difficult when student need 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 with open-enrollment missions and non-traditional 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 hours after work. Mid-day scheduling often conflicts with student work schedules. Even the 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 institutional ability to capture those programs in scheduling systems improves, summer utilization will markedly improve.

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

### *Central Scheduling*

Regent 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 percent of their instructional spaces centrally: the University of Utah, Southern Utah University, Dixie State University, Utah Valley University, and Salt Lake Community College.

Utah State University currently schedules approximately 95 percent of classrooms and is in the process of transitioning laboratories from departmental control to central control by fiscal year 2020. Snow College currently schedules approximately 60 percent of classrooms and labs centrally. Weber State University has historically decentralized scheduling to academic departments who largely maintain and operate the rooms at their expense. Beginning in the summer of 2019 WSU will implement a new software solution allowing central control of facilities, while still allowing departmental preferences.

### *Institutional Utilization Policies*

Recognizing that USHE institutions vary by size and mission, Regent Policy R751 allows institutions to develop their own space use policies and requires institutions to finalize those policies by March 2019. The University of Utah implemented a space use policy in 2015 that conforms to the R751 requirement and Dixie State University recently adopted such a policy. Southern Utah University and Utah Valley University also currently have space utilization policies, but are both in the process of updating their policies to better align with the R751. Utah State University, Weber State University, Snow College, and Salt Lake Community College are in the process of creating a space use policy and are on track for implementation in 2019.

### *Summer Term*

Students traditionally enroll far less in summer term than spring and fall terms. As noted previously, one of the largest obstacles to overcome in increasing summer enrollment is student choice with summers 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 summer term, institutions are working on a variety of strategies to improve summer enrollment and therefore utilization of facilities.

Weber State University operates on a tri-term schedule offering a full schedule during the summer months. WSU and most of the 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 is currently developing plans to offer a three-year Bachelor's degree requiring year-round enrollment.

All institutions engage with their communities during the summer to offer summer camps for senior and junior 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 Commissioner's Office will be proposing revisions to the current Regent Prioritization process for capital development projects (known as the CDP) to incorporate institutional utilization. Details of the proposed process are currently under development and will receive institutional review and formal Regent approval before adoption.

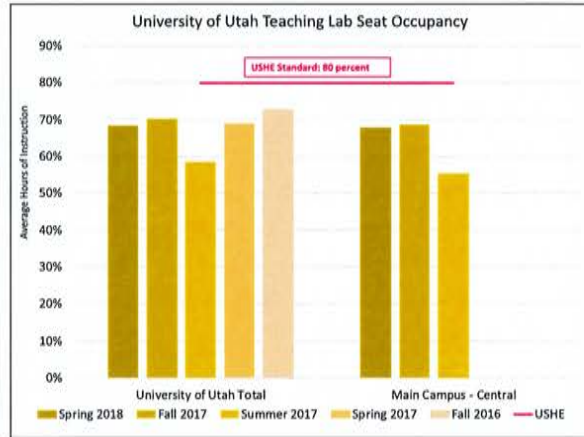
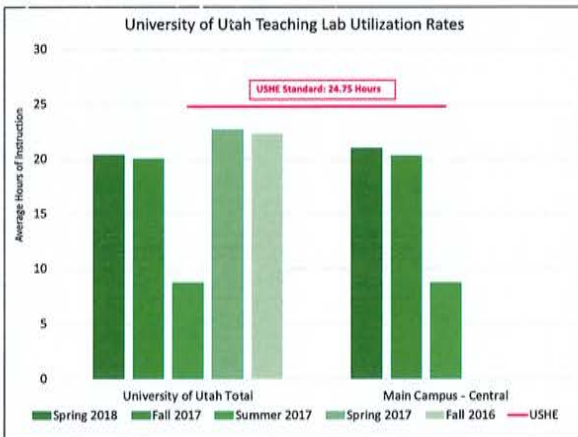
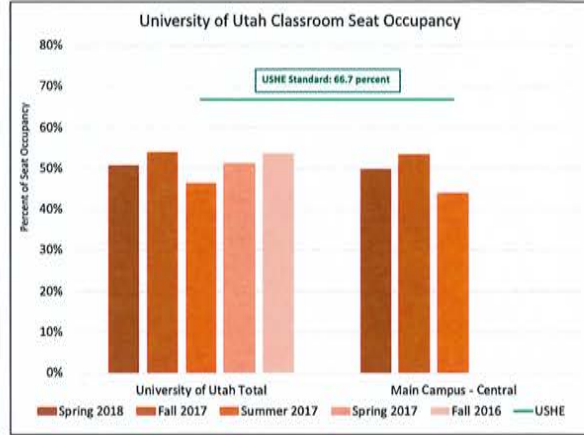
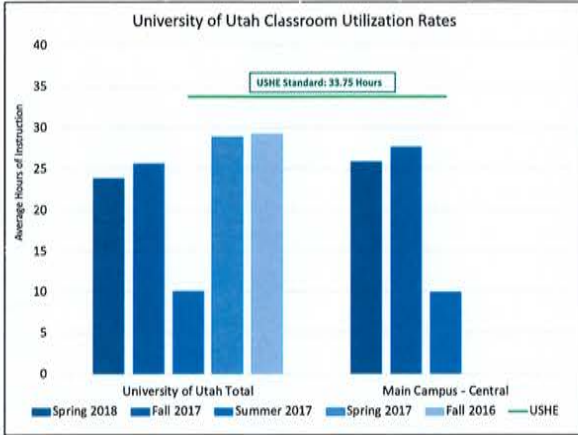
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## Institution Utilization Information

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# University of Utah Utilization 2017-18

## Overview of U Utilization



## U Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Rate	# Seats	Utilization	# Rooms	Rate	# Seats	Utilization	# Rooms	Rate	# Seats
<b>University of Utah Total</b>	<b>23.8</b>	<b>265</b>	<b>50.8%</b>	<b>16,659</b>	<b>25.7</b>	<b>254</b>	<b>53.9%</b>	<b>16,529</b>	<b>10.1</b>	<b>162</b>	<b>46.4%</b>	<b>11,902</b>
<i>Main Campus - Central</i>	<i>25.8</i>	<i>229</i>	<i>49.9%</i>	<i>15,105</i>	<i>27.6</i>	<i>220</i>	<i>53.4%</i>	<i>14,769</i>	<i>10.0</i>	<i>145</i>	<i>43.9%</i>	<i>10,953</i>
Olpin Union	18.7	2	46.1%	150	17.4	2	51.8%	150				
Emery Building	28.0	6	56.4%	293	26.4	6	57.6%	293	7.5	6	42.1%	293
Sheets Marriott Cntr. Dance	19.3	2	52.7%	60	22.1	2	47.1%	60	2.2	1	76.7%	30
Skaggs Biology Building	19.8	2	57.7%	471	21.9	2	55.1%	471	7.5	2	22.3%	471
Annex General Office	12.6	10	49.5%	267	12.0	9	54.7%	237	13.3	4	50.0%	118
Architecture Building	30.4	3	43.9%	174	40.0	3	52.1%	174	4.7	3	26.9%	174
Art Building	27.2	1	51.3%	83	25.5	1	43.5%	83	3.0	1	27.7%	83
Sorenson Arts & Ed. Complex	27.3	6	43.4%	250	34.0	6	41.7%	250	16.5	6	40.8%	250
Building 72	36.7	3	62.5%	94	32.3	3	64.8%	94	11.6	2	100.7%	54
Building 73	28.7	7	47.7%	526	28.6	7	49.9%	526	9.7	6	38.9%	512
Business Classroom Building	31.7	17	45.0%	784	30.8	17	45.6%	784	11.8	8	33.2%	382
Roland Christensen Center	44.6	4	49.5%	374	37.2	4	47.6%	374	11.9	3	50.4%	272
Irish Humanities Building	27.1	2	50.6%	245	21.4	2	53.4%	245	4.2	2	37.6%	245
College of Social Work	27.4	11	60.5%	618	29.4	11	55.5%	618	9.9	9	49.5%	570
Garff Marriott Resident. Scholar	28.1	3	62.8%	100	28.6	3	67.3%	100	16.5	2	61.9%	70
Film and Media Arts Building	31.4	2	36.2%	476	43.0	2	45.3%	476	9.6	2	45.9%	476
Meldrum Civil Engineering Bldg.	15.2	1	53.6%	42	26.7	1	49.0%	42	16.9	1	28.6%	42
Sutton Building	27.0	3	50.6%	142	30.0	3	53.8%	142	9.3	3	58.5%	142
Eyring Chemistry Building	24.5	5	43.5%	678	27.4	5	55.4%	678	9.4	3	25.7%	626
HPER East	26.8	1	39.3%	186	32.3	1	46.6%	186	2.7	1	29.0%	186
HPER North	29.4	6	44.9%	319	31.8	6	60.0%	319	11.7	6	43.7%	319
HPER West	23.7	1	50.9%	78	19.4	1	46.2%	78	9.2	1	36.3%	78
Marriott Library	25.7	7	56.6%	371	28.9	7	61.2%	371	6.6	6	48.2%	243
Fletcher Building	25.6	5	45.1%	563	38.8	4	52.7%	548	10.9	4	44.1%	548
Talmage Building	28.1	6	47.8%	588	27.8	6	58.5%	588	9.8	6	40.8%	588
Widtsoe Building	21.5	4	50.9%	227	22.6	4	58.6%	227	18.8	1	20.7%	141
Wamock Engineering Building	32.4	9	49.5%	446	26.9	9	51.1%	446	5.5	6	36.2%	314
Wamock Eng. Building (L)	27.7	11	51.0%	1,164	31.7	11	58.7%	1,164	5.7	9	44.8%	842
Memill Engineering Building	14.4	2	37.5%	75	15.6	2	36.2%	75				
Language & Comm. Bldg.	21.6	4	65.7%	232	26.5	4	67.4%	257	17.3	2	49.3%	97
Cowles Building	29.8	6	56.5%	273	30.8	6	64.6%	273	13.4	5	50.7%	241
Life Science Building	21.0	4	55.5%	122	18.2	4	62.9%	122				
Naval Science Building	11.3	6	36.3%	232	8.1	6	45.3%	232				
Performing Arts Building	19.0	1	34.2%	99	25.5	1	27.3%	99				
Kennecott Mechanical Eng.	37.3	1	47.4%	183	39.2	1	44.0%	183	10.6	1	17.5%	183
Quinney College of Law	17.0	12	45.7%	398	13.0	14	49.0%	460	3.8	5	39.5%	203
Social & Behavioral Sciences	26.5	14	48.4%	777	31.5	14	50.1%	777	5.0	5	49.3%	275
Social Beh. Science Lecture Hall	24.2	1	26.0%	399	26.0	1	49.1%	399				
Eccles Business Building	39.1	17	50.2%	1,590	40.3	17	52.2%	1,590	15.3	17	40.7%	1,590
Thatcher Bldg. Bio.Chemistry	5.0	1	7.1%	98	6.0	1	11.2%	98				
Browning Building	15.9	5	44.6%	175	24.8	5	54.0%	175	4.9	2	61.1%	75
Stewart Building	20.7	6	54.4%	305	26.7	6	53.2%	305	6.8	4	99.2%	220
Crocker Science Building	12.8	9	62.7%	378								
<i>Main Campus - Ft Douglas</i>												
Fort Douglas PX	8.5	3	23.5%	114	9.5	3	27.0%	114				
<i>Main Campus - Health Science</i>	<i>9.3</i>	<i>28</i>	<i>55.7%</i>	<i>1,208</i>	<i>9.7</i>	<i>25</i>	<i>52.3%</i>	<i>1,312</i>	<i>7.8</i>	<i>12</i>	<i>47.2%</i>	<i>717</i>
Cumming College of Nursing	16.6	5	68.3%	324	15.3	5	61.9%	349	5.8	4	56.4%	249
Eccles Health Sciences Ed.	7.7	23	53.0%	884	8.3	20	49.9%	963	8.8	8	44.9%	468
<i>Main Campus - Research Park</i>	<i>23.3</i>	<i>5</i>	<i>101.9%</i>	<i>232</i>	<i>28.2</i>	<i>6</i>	<i>90.4%</i>	<i>334</i>	<i>20.5</i>	<i>5</i>	<i>93.1%</i>	<i>232</i>
375 Chipeta Way	35.7	1	110.0%	40	33.5	1	110.0%	40	43.0	1	112.5%	40
Dumke Health Professions	16.0	1	73.6%	50	31.3	1	91.7%	50	18.1	1	64.0%	50
Noorda Oral Health Sciences	21.6	3	106.7%	142	26.0	4	86.3%	244	13.8	3	89.6%	142

*U Teaching Lab (210) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>University of Utah Total</b>	<b>20.4</b>	<b>102</b>	<b>68.5%</b>	<b>3,112</b>	<b>20.0</b>	<b>99</b>	<b>70.4%</b>	<b>2,961</b>	<b>8.7</b>	<b>41</b>	<b>58.4%</b>	<b>1,399</b>
<i>Main Campus - Central</i>	21.0	97	67.8%	2,970	20.3	95	68.6%	2,839	8.7	39	55.5%	1,324
Sheets Marriott Cntr. Dance	40.1	6	57.4%	240	35.9	6	60.2%	240	1.5	2	41.3%	80
Art Building	28.0	10	68.5%	223	25.6	10	71.7%	223	8.1	5	87.3%	112
Biology Building	4.8	2	85.4%	64	10.3	5	70.3%	141				
Business Classroom Building	15.2	3	63.6%	103	9.5	2	67.0%	73				
Gardner Hall	19.4	8	39.8%	479	21.7	8	43.5%	479	5.0	3	29.4%	234
Film and Media Arts Building	13.6	2	120.3%	50	9.7	2	57.8%	50	6.3	1	20.0%	40
Fine Arts West	16.3	6	69.1%	112	12.9	7	62.4%	132	3.0	1	60.0%	20
Sutton Building	11.1	5	66.8%	88	12.6	5	83.3%	88	3.3	1	90.0%	20
Hedco Building	3.2	1	62.5%	24	6.3	1	83.3%	24				
Eyring Chemistry Building	30.7	9	86.2%	216	31.9	10	91.0%	231	13.2	9	66.0%	207
HPER East	13.6	2	77.5%	52	16.3	2	60.8%	52	13.0	1	13.3%	30
HPER West	40.4	1	80.8%	25	40.6	1	99.2%	25	13.8	1	47.3%	25
Marriott Library	18.2	6	61.3%	207	22.6	6	54.1%	207	3.7	4	41.5%	156
Talmage Building	7.3	2	93.8%	60	9.4	3	61.1%	84	7.3	2	66.2%	60
Merrill Engineering Building	22.4	9	71.6%	324	14.0	4	87.7%	134				
Language & Comm. Bldg.	21.7	4	78.9%	88	19.6	5	72.8%	93	9.3	2	88.7%	52
Cowles Building	11.0	1	44.3%	35	8.2	1	52.9%	35	1.8	1	68.6%	35
Performing Arts Building	23.9	4	44.3%	215	25.1	4	47.6%	215	13.1	2	10.6%	155
Physics Building	16.4	6	75.0%	116	19.9	6	78.6%	116	6.3	2	60.6%	44
Pioneer Memorial Theatre	16.5	1	56.1%	30	18.0	1	54.4%	30				
Sculpture Building	14.8	2	50.5%	54	14.5	3	39.8%	78	7.8	1	50.0%	30
Social & Behavioral Sciences	18.8	1	41.0%	40	10.2	1	37.1%	40				
Thatcher Bldg. Bio.Chemistry	22.7	2	59.5%	36	25.2	1	45.8%	24	25.0	1	47.2%	24
Browning Building	9.1	1	56.0%	25	1.5	1	60.0%	25				
Crocker Science Center	13.2	2	93.3%	44								
Nielsen Fieldhouse	10.8	1	110.0%	20								
<i>Main Campus - Research Park</i>	9.3	5	96.8%	142	12.8	4	124.1%	122	9.0	2	127.5%	75
Dumke Health Professions	9.3	5	96.8%	142	12.8	4	124.1%	122	9.0	2	127.5%	75



## *University of Utah 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

The University of Utah is committed to using both classroom and laboratory space as effectively as possible. This means that we engage college deans, department chairs and faculty in discussions about how to schedule and use space more wisely. The recent building projects of Gardner Commons and Garff Executive Business Education buildings meant that we needed to take two of our most heavily used classroom buildings (Orson Spencer Hall and Milton Bennion Hall) off line at the same time. We were able to do this because of strategic decisions made in consultation with academic deans to broaden the times that classes were offered, develop major maps to help coordinate courses and to use conference rooms for smaller graduate seminars. We will continue this discipline as we bring these new buildings on line. There is a balance between appropriate class sizes for certain courses and what appropriate classroom space is available. There are also quality issues that may preclude certain spaces being available for classes. We continue to invest funding each year to improve older classroom and lab space. We will also continue to expand when online courses are appropriate.

### *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 policy-makers 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.

### *Required Question 3: Central Scheduling*

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

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 right of first refusal before being opened to other credit bearing activities.

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

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

Scheduling practices implemented in 2015 were founded on R751 and instituted within our scheduling office can be referenced here: <https://registrar.utah.edu/scheduling/classes/OSH.php>

### *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 from starting at 7am and concluding by 10 pm.

### *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?*

Growing year-round enrollment.

### *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 combine enrollment data files over space data per term to trend utilization and physical fill rates. Reporting is available to individual units from the section to location level as well as through a college.

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

*What strategies do 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 off peak to allow greater access for students who may be in a high demand course.

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

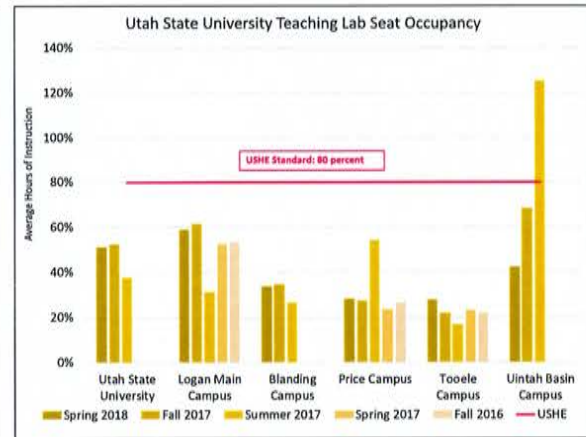
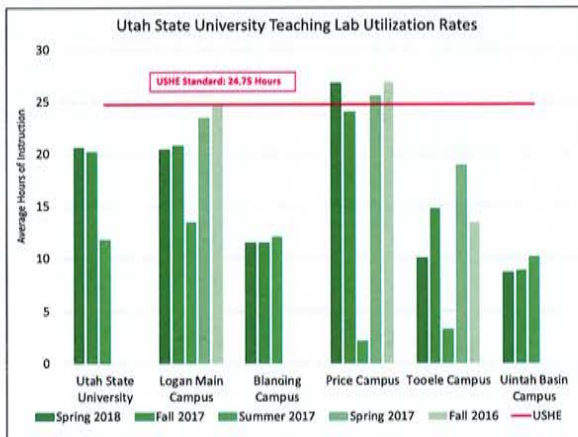
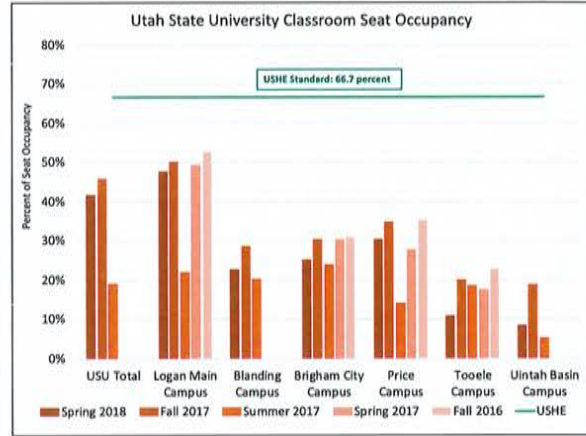
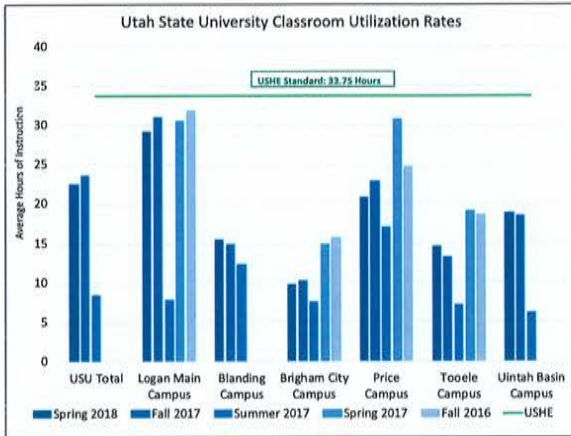
*What strategies do your institution employ to capture non-instructional classroom and laboratory utilization?*

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

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# Utah State University Utilization 2017-18

## Overview of USU Utilization



USU Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
Utah State University	22.6	316	41.8%	13,110	23.6	327	46.0%	13,219	8.4	164	19.2%	6,484
<b>Logan Main Campus</b>	<b>29.2</b>	<b>163</b>	<b>47.7%</b>	<b>9,401</b>	<b>31.0</b>	<b>165</b>	<b>50.3%</b>	<b>9,441</b>	<b>7.9</b>	<b>78</b>	<b>22.1%</b>	<b>4,515</b>
Agriculture Sys Tech & Ed	9.1	4	113.0%	115	12.4	4	92.0%	115				
Agricultural Sciences Bldg.	30.9	3	41.8%	197	45.7	3	44.5%	197	8.2	2	11.4%	159
Animal Science Bldg.	31.4	3	55.5%	172	31.4	3	53.0%	172				
Athletics Academics Complex					1.9	1	37.5%	16	3.3	1	93.8%	16
Biological-Nat Resources	32.6	6	51.8%	506	32.6	6	53.8%	506	6.6	2	20.6%	352
Peterson Engineering Lab	28.6	7	43.1%	282	28.6	7	42.4%	282	4.3	1	83.7%	49
Distance Education Building	33.5	12	34.3%	322	29.9	12	36.9%	322	10.2	11	25.1%	292
Early Childhood Building	26.7	2	44.6%	41	27.3	2	90.7%	41	5.2	1	9.5%	21
Eccles Business Building	31.5	6	51.8%	468	32.9	6	51.5%	468	4.4	2	28.2%	70
Eccles Science Learning Center	33.5	3	54.3%	699	34.8	3	52.2%	699	7.5	2	17.8%	210
Bowen Building	19.2	1	36.8%	32	23.2	1	38.3%	32	3.9	1	14.1%	32
Education Building	26.4	8	43.1%	343	27.4	8	45.2%	343	3.4	6	18.2%	276
Engineering Building	33.5	15	47.1%	1,171	36.3	15	54.7%	1,171	3.3	7	37.3%	421
Family Life Building	21.3	1	48.3%	20	14.3	1	48.0%	20	3.0	1	20.0%	20
Family Life Center	31.4	6	47.0%	292	26.8	6	58.5%	292	3.3	1	10.6%	113
Fine Arts Center	20.1	3	29.0%	112	19.7	3	25.3%	112				
Fine Arts-Visual Building	30.4	4	50.8%	378	40.9	4	43.8%	378	3.3	1	22.5%	80
Geology Building	20.9	5	44.7%	254	26.8	5	45.5%	254	7.6	2	22.1%	149
Gun Shed	18.0	1	26.3%	25	7.2	1	45.0%	25				
HPER Building	35.5	6	33.8%	325	35.7	6	44.5%	325	6.7	4	20.3%	267
Huntsman Hall	31.4	21	56.9%	1,139	34.1	21	52.5%	1,139	8.2	12	26.3%	755
Industrial Science Building	15.1	2	70.2%	52	18.1	2	71.2%	52	11.0	2	37.9%	52
Lawson Building	1.7	2	25.0%	44	5.9	2	31.9%	44				
Lillywhite Building	29.1	2	30.7%	79	33.4	2	47.4%	79	45.8	1	10.0%	30
Merrill-Cazier Library	32.8	4	47.2%	177	45.4	4	41.7%	177	11.0	3	24.4%	138
Military Science Building	13.0	3	25.3%	120	11.8	3	24.2%	120				
Natural Resources Building	36.1	2	27.5%	148	31.1	2	41.4%	148				
Nutrition & Food Sciences	25.3	3	40.1%	159	26.3	3	41.7%	159				
Old Main	41.4	14	45.8%	1,012	41.2	14	50.8%	1,012	11.5	10	12.8%	673
Ray B. West Building	41.4	5	59.6%	183	45.5	5	56.2%	183	3.6	4	47.7%	160
Science Engineering Research	16.2	2	32.4%	66	15.2	2	38.8%	66				
Teaching Greenhouse					6.6	1	85.4%	24				
Technology Building	27.1	3	49.2%	104	28.6	3	59.8%	104				
University Reserve Building	7.3	1	41.7%	18	18.2	1	59.3%	18				
Veterinary Science & Biology	32.8	2	52.1%	166	38.7	2	51.8%	166				
Widtsoe Hall	39.8	1	62.0%	180	38.2	1	68.7%	180	4.3	1	7.8%	180
<b>Blanding Campus</b>	<b>15.5</b>	<b>18</b>	<b>22.9%</b>	<b>534</b>	<b>14.9</b>	<b>25</b>	<b>28.6%</b>	<b>555</b>	<b>12.3</b>	<b>13</b>	<b>20.4%</b>	<b>414</b>
Bradford Lee Tech. Building	22.2	10	24.5%	264	20.5	10	34.6%	264	9.6	6	33.6%	174
Health Science Library	29.8	6	21.6%	215	29.8	6	23.1%	215	12.3	6	13.9%	215
Heavy Equipment & Trucking	28.7	1	36.0%	25	20.7	1	24.0%	25	28.7	1	32.0%	25
Native Americans Studies	6.3	1	13.3%	30								
Se Learning Cntr., Montezuma					1.4	8	26.9%	51				
<b>Brigham City Campus</b>	<b>9.8</b>	<b>41</b>	<b>25.1%</b>	<b>847</b>	<b>10.3</b>	<b>41</b>	<b>30.4%</b>	<b>847</b>	<b>7.5</b>	<b>16</b>	<b>24.0%</b>	<b>221</b>
Academic Building	11.9	28	30.9%	443	13.5	28	30.9%	443	8.1	14	30.9%	193
Miller Building	5.1	13	27.0%	404	3.5	13	31.9%	404	3.8	2	36.8%	28
<b>Price Campus</b>	<b>20.8</b>	<b>31</b>	<b>30.4%</b>	<b>1,020</b>	<b>22.9</b>	<b>32</b>	<b>34.7%</b>	<b>1,044</b>	<b>17.0</b>	<b>11</b>	<b>14.1%</b>	<b>343</b>
Central Instructional Building	22.8	6	25.9%	176	18.7	6	30.6%	176	5.8	3	27.3%	64
Industrial Park Building					65.3	1	22.2%	24	65.3	1	25.0%	24
Mcdonald Career Center	28.4	3	29.7%	88	27.8	3	26.4%	88				
Reeves Building	26.5	11	28.9%	418	24.8	11	35.0%	418	15.0	7	10.9%	255
West Instructional Building	13.9	11	37.7%	338	18.1	11	40.4%	338				
<b>Tooele Campus</b>	<b>14.6</b>	<b>21</b>	<b>11.0%</b>	<b>454</b>	<b>13.3</b>	<b>21</b>	<b>20.0%</b>	<b>454</b>	<b>7.2</b>	<b>14</b>	<b>18.6%</b>	<b>316</b>
Academic Building	15.4	19	10.8%	422	13.4	19	17.6%	422	7.6	13	18.9%	296
Science & Technology Building	6.7	2	21.3%	32	12.7	2	37.3%	32	2.9	1	10.0%	20
<b>Uintah Basin Campus</b>	<b>18.9</b>	<b>42</b>	<b>8.5%</b>	<b>854</b>	<b>18.5</b>	<b>43</b>	<b>18.8%</b>	<b>878</b>	<b>6.3</b>	<b>32</b>	<b>5.2%</b>	<b>675</b>
BEERC	18.3	21	6.3%	464	18.1	21	20.2%	464	7.3	15	5.4%	327
Distance Education Building					3.5	1	4.2%	24				
Roosevelt-Classroom	14.8	13	10.7%	138	12.0	13	35.9%	138	4.5	10	8.9%	126
Roosevelt-Education	29.6	8	10.8%	252	32.1	8	15.2%	252	6.8	7	3.5%	222

USU Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah State University</b>	<b>20.6</b>	<b>118</b>	<b>51.2%</b>	<b>2,949</b>	<b>20.2</b>	<b>111</b>	<b>52.4%</b>	<b>2,837</b>	<b>11.8</b>	<b>18</b>	<b>37.8%</b>	<b>544</b>
<b>Logan Main Campus</b>	<b>20.5</b>	<b>68</b>	<b>59.0%</b>	<b>1,747</b>	<b>20.8</b>	<b>64</b>	<b>61.3%</b>	<b>1,645</b>	<b>13.5</b>	<b>11</b>	<b>31.0%</b>	<b>360</b>
Agriculture Sys Tech & Ed	9.0	1	54.5%	28	18.6	1	46.4%	28				
Agricultural Sciences Bldg.	8.6	2	44.3%	48	19.9	2	58.6%	48				
Art Sculpture Lab	23.3	1	46.7%	15	40.8	1	28.3%	15				
Biological-Nat Resources	19.6	7	81.4%	176	20.4	7	84.6%	176	6.2	1	95.8%	18
Biotech Lab	12.0	1	55.6%	12								
Peterson Engineering Lab	7.5	2	54.2%	60								
Eccles Business Building	23.9	2	79.2%	74	23.8	2	60.4%	74				
Education Building	21.5	2	45.6%	58	23.2	2	46.1%	58	12.0	1	33.3%	30
Engineering Building	25.1	2	63.7%	30	11.4	2	83.6%	30				
Family Life Building	10.6	3	47.4%	76	18.0	3	69.4%	76				
Fine Arts Center	23.4	9	38.5%	305	23.6	9	42.8%	305	10.4	1	7.3%	118
Fine Arts Center Visual	33.8	4	53.1%	100	56.6	4	49.2%	100				
Geology Building	16.2	3	40.8%	88	11.2	3	62.5%	88				
HPER Building	12.8	1	71.4%	24	19.9	1	81.5%	24				
Industrial Science Building	25.2	2	31.8%	90	23.8	2	36.0%	90	5.7	1	12.0%	50
Maeser Lab	11.6	7	89.9%	104	1.7	7	107.4%	104	2.9	1	31.3%	16
Nutrition & Food Sciences	16.0	1	21.4%	21	10.9	1	25.4%	21				
Quinney Library	13.3	2	38.4%	54	11.3	2	35.3%	54				
Ray B. West Building	31.7	1	70.5%	20	32.8	1	80.4%	20				
Science Engineering Research	27.5	4	92.6%	64	29.5	4	92.7%	64	3.1	2	79.7%	32
Sorenson Cntr. for Clinical Excl.	27.8	1	51.1%	30								
Technology Building	28.7	1	38.7%	25	32.0	1	50.9%	25				
Veterinary Science & Biology	17.6	4	79.6%	125	19.1	4	71.6%	125				
Widtsoe Hall	31.0	5	89.9%	120	31.2	5	96.2%	120	3.7	4	41.7%	96
<b>Blanding Campus</b>	<b>11.6</b>	<b>8</b>	<b>33.7%</b>	<b>212</b>	<b>11.5</b>	<b>8</b>	<b>34.5%</b>	<b>212</b>	<b>12.2</b>	<b>4</b>	<b>26.5%</b>	<b>120</b>
Bradford Lee Tech. Building	7.0	1	54.2%	12	6.3	1	8.3%	12				
Health Science Library	9.5	6	33.2%	165	9.5	6	36.0%	165	6.6	3	25.5%	85
Heavy Equipment & Trucking	28.7	1	34.3%	35	28.7	1	20.0%	35	28.7	1	31.4%	35
<b>Price Campus</b>	<b>26.8</b>	<b>32</b>	<b>28.3%</b>	<b>801</b>	<b>24.0</b>	<b>30</b>	<b>27.3%</b>	<b>801</b>	<b>2.1</b>	<b>1</b>	<b>54.2%</b>	<b>24</b>
BDAC Athletic Building	9.2	1	33.6%	35	23.2	1	28.6%	35				
Central Instructional Building	12.2	7	24.2%	275	14.9	7	22.9%	275				
Industrial Park Building	147.0	2	46.5%	32								
Mcdonald Career Center	32.3	11	30.2%	227	50.2	11	29.5%	227				
Reeves Building	9.6	7	27.7%	158	7.7	7	35.0%	158	2.1	1	54.2%	24
West Instructional Building	11.8	4	25.9%	74	9.0	4	33.7%	74				
<b>Tooele Campus</b>	<b>10.1</b>	<b>5</b>	<b>27.9%</b>	<b>90</b>	<b>14.8</b>	<b>5</b>	<b>21.9%</b>	<b>90</b>	<b>3.3</b>	<b>1</b>	<b>16.7%</b>	<b>18</b>
Academic Building	10.1	5	27.9%	90	14.8	5	21.9%	90	3.3	1	16.7%	18
<b>Uintah Basin Campus</b>	<b>8.7</b>	<b>4</b>	<b>42.2%</b>	<b>89</b>	<b>8.8</b>	<b>4</b>	<b>68.2%</b>	<b>89</b>	<b>10.1</b>	<b>1</b>	<b>125.0%</b>	<b>22</b>
BEERC	8.7	4	42.2%	89	8.8	4	68.2%	89	10.1	1	125.0%	22

## *Utah State University 2017-18 Utilization Report*

Answers are for Logan campus unless otherwise noted

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: Approximately 60% of our 165 classrooms are within 90% or greater of this standard. Location and quality of space have the largest impacts on room usage but each of the remaining classrooms below 90% of standard will be specifically reviewed again to identify the driving factors of lower usage so that plans can be made to increase the desirability of those classrooms where possible.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: Seat occupancy rates have greater room for improvement when compared to usage rates as only 25% of classrooms met this standard in Fall 2017. 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 office. 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. However, additional reviews will be performed, starting with the buildings that have the lowest occupancy rates, and discussed with academic departments to identify opportunities for improvement.

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: The primary change that we believe can improve usage rates for class laboratories will be the shift from departmental to central scheduling.

Laboratory Seat Occupancy Rate: 80% station occupancy: The primary change that we believe can improve occupancy rates for class laboratories will be the shift from departmental to central scheduling.

### *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 policy-makers to understand about the utilization data submitted by your institution?*

The large number of classrooms, the large physical size of the campus, and the nature of some programs create unique circumstances where classrooms are needed or exist in certain locations but cannot be utilized at the same standards as other, higher-utilized classrooms. For example:

- Several classrooms are located in buildings around the perimeter of the campus where the functions need to exist, but the distance is too far away from the central core of campus to be effectively included in general scheduling because students can't 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 students in those buildings to only those students whose programs require them to work with the young children.

- Some classrooms are in old buildings and are not ADA compliant but the departments that are housed in those buildings still use the classrooms because of the convenience. However, the rooms are not considered for general scheduling because it is never known which students may have accommodation needs.
- Some classrooms have not yet been upgraded to the highest university standards which make them undesirable for most faculty and students, leaving only the departments housed in those buildings to use the classrooms because the convenience can sometimes be seen as outweighing the classroom conditions.

Classrooms are also used often for non-credit classes. Data for the prior academic year show that classrooms on the Logan campus were used for over 40,000 hours of scheduled events, meetings, etc. that were not related to for-credit classes. This equates to 19% of the total available usage hours for these classrooms over the course of the year that was “used” but not for credit-bearing classes.

### *Required Question 3: Central Scheduling*

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

Academic departments have been informed that all classrooms and class laboratories will be centrally scheduled beginning with fiscal year 2020. Since 95% of classrooms are centrally scheduled, this should be an easy transition. Class laboratories on the other hand have all been scheduled departmentally so the change to central scheduling will require much more cooperation. Although this will create some challenges and concerns for departments that have paid for the specialized equipment that is usually found in class laboratories, the Academic and Instructional Services division, where central classroom scheduling resides, is working through each situation to establish acceptable agreements going forward to preserve the interests and investments of departments while increasing the utilization of the class laboratories

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

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

In progress.

### *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, Price, and Blanding campuses are residential campuses that serve primarily traditional students during weekday, daytime hours. Evening and weekend classes are still delivered on these campuses, but the bulk of credits are taught during the day.

The regional campuses are just the opposite. While some classes are delivered during daytime hours based on student demand, most classes are taught during evenings and weekends as the majority of students are non-traditional students that work during the day and are pursuing degrees at a slower pace over time.



*Required Question 6: Optimizing Summer Term*

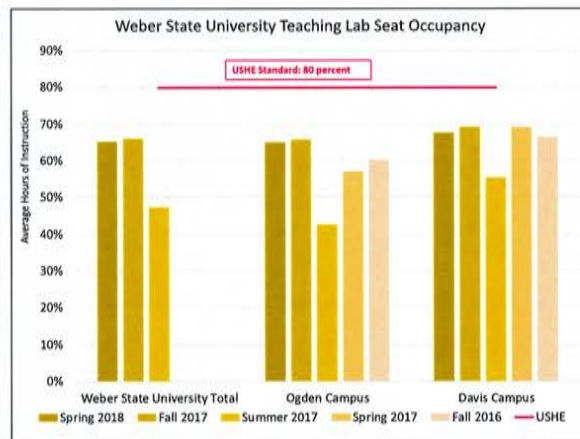
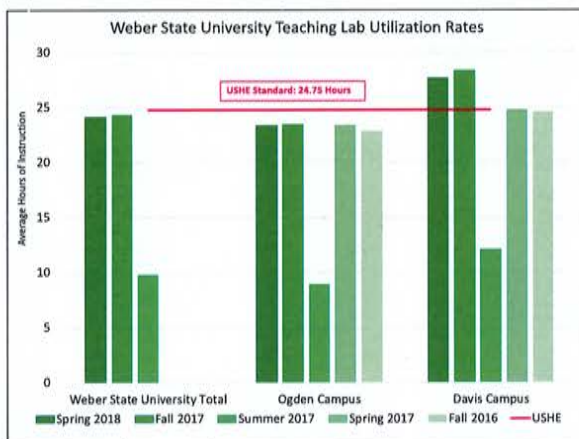
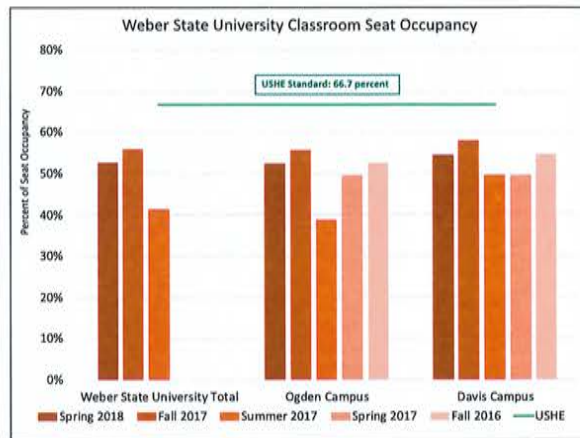
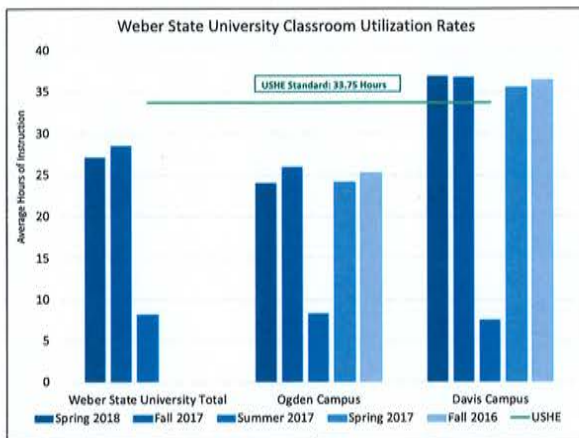
*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

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 return home for the summer to work or spend time with family. Also, many students take internships away from the campus or are employed in the field, especially students in the Colleges of Natural Resources and Agriculture and Applied Sciences.

In addition, USU is scheduling more online courses because data and student behavior indicate an increasing need/desire for the flexibility of online courses in the summer rather than face-to-face courses – this also impacts our Summer classroom usage, but we are continuing to meet the evolving needs of our students.

# Weber State University Utilization 2017-18

## Overview of WSU Utilization



### WSU Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Weber State University Total</b>	27.1	182	52.7%	7,277	28.5	183	56.0%	7,317	8.2	100	41.4%	3,855
<b>Ogden Campus</b>	24.0	139	52.4%	5,744	25.9	139	55.6%	5,744	8.4	76	38.9%	2,905
Browning Center	19.2	3	48.2%	109	13.9	3	45.4%	109	1.4	2	19.7%	71
Elizabeth Hall	27.4	28	59.5%	806	28.8	28	63.6%	806	9.1	24	42.4%	725
Engineering Technology	23.2	9	46.0%	304	23.2	9	55.4%	304	3.3	4	50.0%	110
Kimbal Visual Art	29.2	1	30.8%	20	33.0	1	54.2%	20	12.0	1	50.0%	20
Lampros Hall	22.0	2	154.9%	24	36.4	2	181.0%	24	16.3	2	105.8%	24
Lind Lecture Hall	20.0	14	56.3%	846	20.7	14	60.6%	846	5.1	4	33.7%	350
Marriott Allied Health	36.0	11	38.0%	504	41.6	11	38.2%	504	15.3	5	22.7%	198
McKay Education	20.4	13	52.2%	518	23.1	13	59.6%	518	8.1	7	23.7%	296
Science Lab	27.3	17	58.1%	746	31.7	17	64.4%	746				
Stewart Library	23.0	1	50.0%	30	28.5	1	40.9%	30				
Swenson Building	19.8	6	47.1%	290	19.9	6	47.9%	290	3.5	5	43.6%	191
Technical Education	10.5	4	51.2%	170	17.4	4	48.4%	170	2.8	3	34.3%	108
Tracy Hall	23.5	15	69.4%	526	22.5	15	73.2%	526	9.0	14	62.6%	502
Wattis Business	19.3	15	48.4%	851	19.9	15	49.0%	851	9.9	5	42.8%	310
<b>Davis Campus</b>	37.0	43	54.6%	1,533	36.8	44	58.2%	1,573	7.5	24	49.5%	950
Davis Campus Building 13	40.9	10	68.8%	320	40.9	10	68.8%	320				
Davis Campus Building 2	33.2	16	48.2%	692	32.7	17	51.9%	732	9.7	15	48.5%	660
Davis Campus Building 3	38.2	17	64.7%	521	38.4	17	68.7%	521	3.9	9	53.7%	290

### WSU Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Weber State University Total</b>	24.2	87	65.4%	2,162	24.3	88	66.1%	2,168	9.8	32	47.4%	935
<b>Ogden Campus</b>	23.4	71	65.1%	1,771	23.4	72	65.7%	1,773	8.9	23	42.7%	660
Browning Center	31.3	2	49.7%	80	33.2	2	62.8%	80				
Elizabeth Hall	21.6	5	64.2%	139	24.3	5	67.0%	139	9.9	3	42.9%	93
Engineering Technology	18.4	6	55.0%	152	20.4	6	66.1%	152				
Kimbal Visual Art	23.9	9	68.4%	210	24.4	9	70.3%	210	10.0	3	32.1%	70
Marriott Allied Health	34.0	6	61.1%	107	28.7	6	66.4%	107	15.3	1	25.9%	16
McKay Education	38.3	5	46.0%	38	41.4	6	57.2%	40	2.8	1	40.0%	30
Science Lab	23.8	5	63.8%	147	23.2	5	54.7%	147				
Stewart Library	6.8	1	73.3%	20	3.0	1	30.0%	20				
Swenson Building	23.5	3	37.2%	126	34.3	3	37.5%	126	9.1	3	33.3%	126
Technical Education	16.1	7	90.0%	178	17.6	7	84.0%	178	2.7	1	116.7%	24
Tracy Hall	21.2	20	77.0%	508	17.8	20	76.6%	508	10.0	9	60.4%	235
Wattis Business	20.4	1	57.9%	36	14.4	1	45.0%	36	2.8	1	41.7%	36
Wildcat Center	16.7	1	67.9%	30	20.7	1	65.7%	30	3.0	1	56.7%	30
<b>Davis Campus</b>	27.7	16	67.8%	391	28.3	16	69.2%	395	12.1	9	55.4%	275
Davis Campus Building 13	40.9	1	78.6%	28	40.9	1	78.6%	28				
Davis Campus Building 2	28.6	6	62.6%	192	30.9	6	64.3%	192	12.9	7	48.4%	216
Davis Campus Building 3	25.6	9	74.8%	171	25.2	9	77.0%	175	9.0	2	78.4%	59

## *Weber State University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

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:

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.

Room-by-Room Use Evaluation – A facilities 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 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. This reevaluation and possible reclassification will allow us to capture a more accurate reflection of how spaces are used.

Off-Peak Class Scheduling – Weber State University has traditionally been a commuter campus with the large proportion of students being non-traditional working student. 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 am to 12:00 pm is very high and drops of 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.

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 than the 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.

Annual Evaluation – The Space Planning Committee will meet with each college annually to review the least utilized spaces on campus. In the past meetings, we have discovered that some under-utilized spaces were not being schedule because of poor lighting or non-functional AV 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.

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.

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.

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.

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?*

Weber State University has historically been a de-centralized 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 the large majority of students being non-traditional working student. 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 am to 12:00 pm is very high and drops of 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.

*What would you like policy-makers to understand about the utilization data submitted by your institution?*

Weber State takes space utilization very seriously and is working hard to make the best use of every square foot of campus we have. As we design and build new buildings on campus however, we do want to plan for the future growth of departments and the university. We have to anticipate the future space demands and build with those projections in mind. If we build new facilities with only current space needs and current space utilization in mind, we will always have debilitating space limitations.

Weber State has also accommodated NUAMES charter high school into our facilities on the Ogden Campus. The current numbers do not reflect that added utilization as they just began in the fall of 2018. The utilization rates in several buildings will jump once those numbers are incorporated.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751?*

WSU has recently purchased the Event Management System (EMS) software. EMS gives us a technological solution that allows centrally optimization of campus spaces while allowing departments and faculty to set preferences for room features and locations. The implementation of the software is scheduled to be completed for the summer 2019 registration cycle. As a result of the implementation of the software WSU will be able to begin the process of centralizing scheduling in the Office of the Registrar.

*What percent of your classroom and laboratory inventory are centrally scheduled?*

Currently we are in the process of implementing centralized scheduling. Three colleges are centralized within the college but not with the institution. The other four colleges are decentralized and individual departments schedule assigned rooms. Overall, WSU currently does not have centralized scheduling.

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

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

WSU has begun to implement several business process that adhere to the Regents Policy R751. WSU policy language and charges for are currently being developed to be review by the faculty and administration.

### *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?*

WSU 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 the AIM facilities database and utilizes the Postsecondary Education Facilities Inventory and Classification Manual (FICM) 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 the Office of the Registrar pro-actively review ongoing course set ups, working to ensure courses requiring face-to-face instruction are accurately set up in Banner. 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 do 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. These 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.

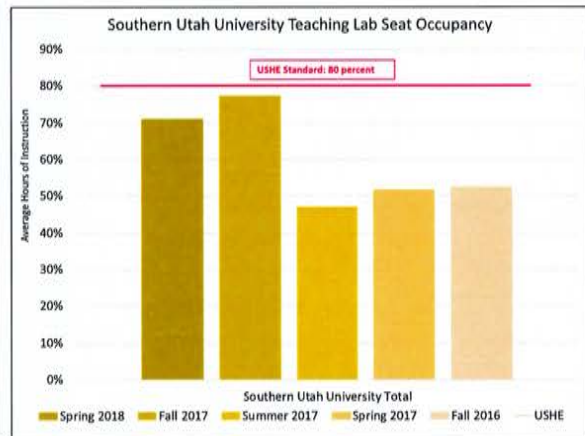
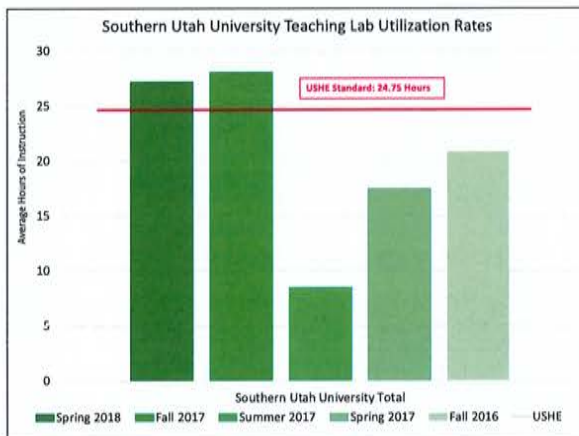
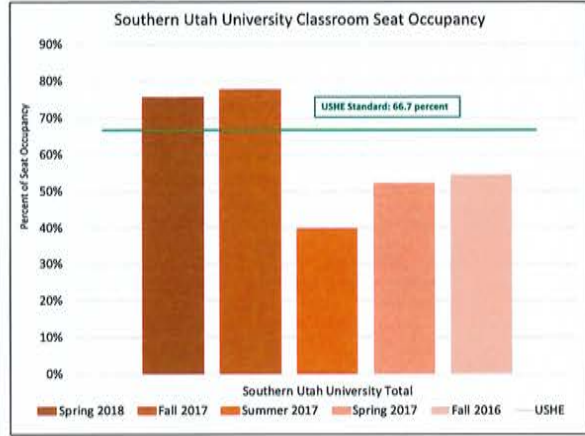
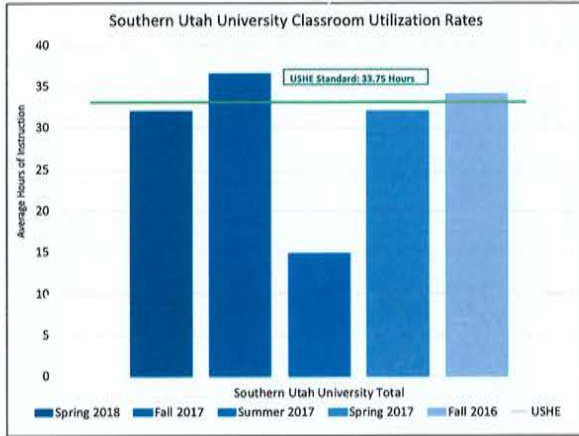
### *Optional Question 3: Non-Instructional Room Utilization*

*What strategies do 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.

# Southern Utah University Utilization 2017-18

## Overview of SUU Utilization





*SUU Classroom (110) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	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>32.0</b>	<b>69</b>	<b>75.5%</b>	<b>2,452</b>	<b>36.6</b>	<b>72</b>	<b>77.6%</b>	<b>2,563</b>	<b>14.8</b>	<b>39</b>	<b>39.6%</b>	<b>1,115</b>
America First Event Center	45.2	3	67.1%	156	47.7	3	77.1%	155	11.9	1	38.2%	28
Braithwaite Center	39.1	2	83.8%	43	48.4	2	84.9%	44	13.8	1	61.2%	21
Business	40.5	8	66.1%	296	41.9	8	67.1%	277	15.1	6	33.5%	162
Electronic Learning Center	30.3	1	80.3%	32	43.5	1	84.8%	34	12.8	1	17.1%	35
General Classroom Building	27.1	15	82.8%	472	33.9	18	80.7%	539	14.8	4	45.3%	109
Library	16.3	1	48.0%	19	25.0	1	75.1%	18				
Multipurpose Center	18.3	2	68.7%	52	27.3	2	79.1%	59	7.8	2	22.7%	50
Music Hall	26.0	1	57.0%	26	21.0	1	64.1%	26	30.1	1	40.0%	21
Physical Education Building	36.4	5	74.8%	196	37.7	5	75.1%	221	15.4	4	39.9%	106
Science Center	34.1	12	79.0%	507	35.2	12	83.7%	511	15.6	12	42.7%	382
Science Center Addition	36.6	3	90.7%	76	40.1	3	89.2%	81	14.3	1	51.7%	20
Teacher Education Building	31.4	11	77.6%	412	40.2	11	76.1%	423	15.2	5	40.4%	156
Technology Building	22.3	5	65.8%	165	26.2	5	71.2%	175	4.0	1	12.0%	25

*SUU Teaching Lab (210) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	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>27.2</b>	<b>43</b>	<b>71.2%</b>	<b>1,128</b>	<b>28.1</b>	<b>43</b>	<b>77.2%</b>	<b>1,102</b>	<b>8.4</b>	<b>19</b>	<b>47.2%</b>	<b>457</b>
America First Event Center	34.4	5	88.6%	104	29.0	5	69.0%	104	10.7	3	36.4%	67
Auditorium	48.8	1	50.0%	30	51.7	1	70.5%	22				
Business	34.7	1	83.0%	27	36.5	1	87.2%	31	16.3	1	40.0%	30
Electronic Learning Center	30.3	4	79.7%	108	35.4	4	80.1%	111	0.9	1	76.7%	30
General Classroom Building	17.7	3	78.7%	54	16.8	3	83.8%	52				
Leadership Engagement Center	18.0	2	92.9%	33	18.0	2	47.5%	40				
Multipurpose Center	35.6	2	47.1%	56	27.7	2	64.6%	50				
Music Hall	23.2	4	40.9%	194	26.2	4	65.9%	173	3.9	2	16.0%	50
Physical Education Building	18.3	2	86.5%	40	14.6	2	86.3%	39	0.8	2	42.9%	35
Science Center	30.7	9	81.0%	230	35.8	9	84.6%	229	11.2	8	53.7%	197
Science Center Addition	35.2	2	92.8%	48	36.7	2	90.1%	48	4.2	1	41.7%	24
South Hall	24.0	2	56.6%	47	36.7	2	56.6%	46				
Teacher Education Building	28.7	1	69.3%	30	16.0	1	73.1%	30				
Technology Building	16.0	5	76.8%	127	14.7	5	77.5%	127	7.4	1	54.2%	24

## *Southern Utah University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: We are using optimization software that allows us to set a target occupancy rate before scheduling courses.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: We are using optimization software that allows us to set a target occupancy rate before scheduling courses.

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

Laboratory Seat Occupancy Rate: 80% station occupancy: We are growing enrollment which will increase the number of students enrolled in our 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 policy-makers 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.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent 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*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

SUU has an existing utilization policy that conforms to the new Regent Policy R751. However, we are undergoing a review of that 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?*

Our peak hours are from 8:00 am – 4:00 pm. Although, we have courses begin as early as 6:00 am and courses, such as Astronomy, that end at midnight.

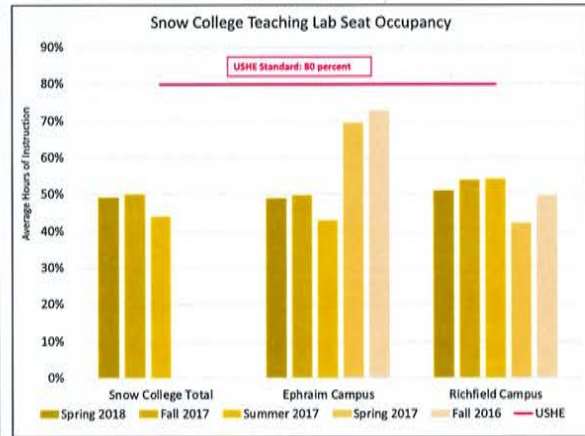
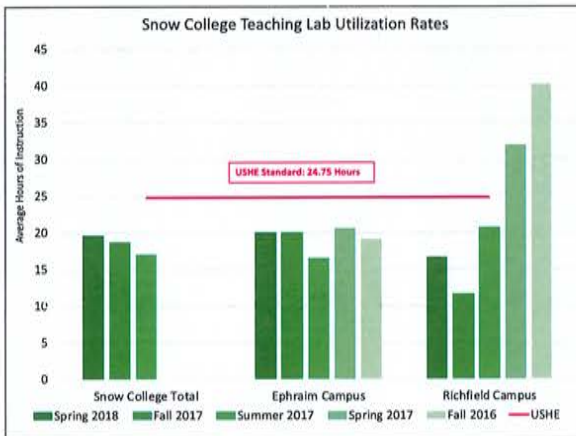
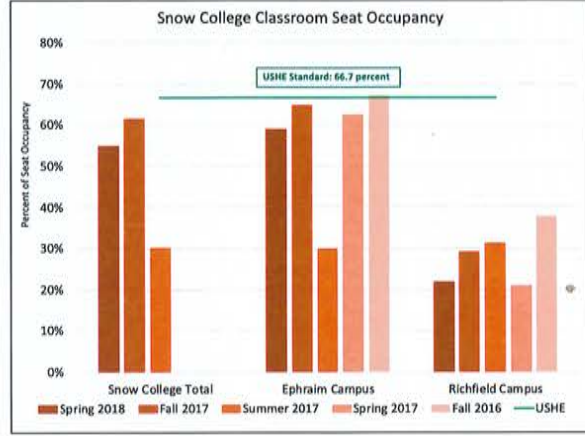
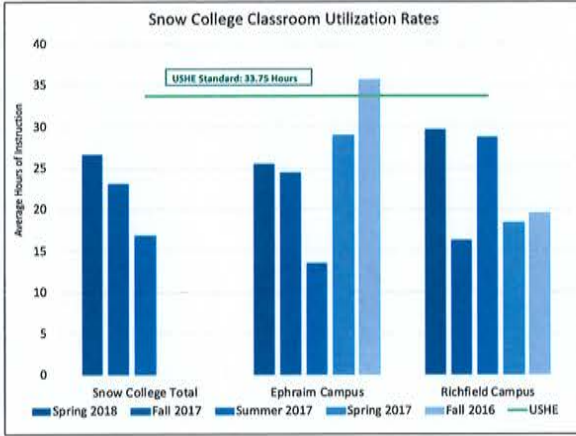
*Required Question 6: Optimizing Summer Term*

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

SUU is rapidly pursuing a path to a 3-year Bachelor's degree. As part of that objective, we will be significantly increasing our summer course offerings.

# Snow College Utilization 2017-18

## Overview of Snow Utilization



### Snow Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	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>26.6</b>	<b>84</b>	<b>55.0%</b>	<b>6,544</b>	<b>23.1</b>	<b>87</b>	<b>61.6%</b>	<b>7,346</b>	<b>16.8</b>	<b>23</b>	<b>30.1%</b>	<b>761</b>
<b>Ephraim Campus</b>	<b>25.5</b>	<b>70</b>	<b>59.0%</b>	<b>5,944</b>	<b>24.5</b>	<b>71</b>	<b>64.9%</b>	<b>6,340</b>	<b>13.5</b>	<b>18</b>	<b>30.0%</b>	<b>636</b>
Home Activity Center	22.9	3	56.9%	120	23.4	3	67.0%	120	7.3	3	38.3%	120
Business Building	16.3	8	58.0%	240	16.6	8	58.9%	240				
Eccles Performing Arts Bldg.	11.0	9	43.0%	3,600	12.1	9	46.3%	3,618	13.3	1	10.0%	50
Graham Science Center	26.8	5	68.7%	240	22.7	6	68.2%	288				
Home and Family Studies	30.4	2	76.8%	80	23.1	2	87.6%	80				
Huntsman Library	21.2	3	40.7%	300	15.8	3	69.0%	300				
Health Science Center	5.7	2	61.2%	50	21.2	1	75.0%	24				
Humanities Building	27.4	13	62.4%	390	21.2	13	67.0%	390	15.1	7	32.4%	210
Lucy Philips Building	20.6	15	68.2%	540	23.1	15	66.4%	540	15.4	3	31.1%	108
Noyes Building	33.6	4	60.7%	144	27.5	5	75.7%	500	17.0	3	15.9%	108
Social Science Building	28.2	5	65.2%	200	30.1	5	71.4%	200	5.2	1	47.5%	40
Trades Building	20.0	1	30.0%	40	18.8	1	34.2%	40				
<b>Richfield Campus</b>	<b>29.7</b>	<b>14</b>	<b>21.9%</b>	<b>600</b>	<b>16.3</b>	<b>16</b>	<b>29.3%</b>	<b>1,006</b>	<b>28.7</b>	<b>5</b>	<b>31.2%</b>	<b>125</b>
Sorensen Administration Bldg.	7.7	4	14.6%	140	2.7	5	37.2%	500				
Washburn Building	38.5	10	23.5%	460	22.5	11	28.1%	506	28.7	5	31.2%	125

### Snow Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	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>19.6</b>	<b>76</b>	<b>49.1%</b>	<b>4,288</b>	<b>18.7</b>	<b>76</b>	<b>50.0%</b>	<b>4,245</b>	<b>17.1</b>	<b>8</b>	<b>43.9%</b>	<b>186</b>
<b>Ephraim Campus</b>	<b>20.1</b>	<b>65</b>	<b>49.0%</b>	<b>3,947</b>	<b>20.1</b>	<b>64</b>	<b>49.7%</b>	<b>3,873</b>	<b>16.5</b>	<b>7</b>	<b>42.9%</b>	<b>162</b>
Home Activity Center	20.2	10	30.1%	1,300	19.4	10	32.2%	1,300				
Business Building	44.0	1	71.7%	20	37.3	1	88.3%	20	6.7	1	95.0%	20
Eccles Performing Arts Bldg.	21.0	20	32.0%	1,500	23.9	18	34.7%	1,350	28.4	2	39.8%	50
Graham Science Center	21.2	14	71.4%	672	18.6	16	69.1%	768				
Home and Family Studies	10.3	3	81.3%	36	12.3	3	66.4%	36				
Huntsman Library	20.0	1	96.0%	15	24.0	1	83.3%	15				
Health Science Center	11.7	2	43.5%	64	15.2	2	37.9%	64	31.3	1	46.9%	32
Humanities Building	17.9	8	63.9%	200	15.8	8	71.5%	200	9.3	2	19.4%	40
Noyes Building	5.0	1	100.0%	40	5.0	1	100.0%	40				
Trades Building	12.0	5	79.2%	100	10.4	4	63.8%	80	2.3	1	35.0%	20
<b>Richfield Campus</b>	<b>16.7</b>	<b>11</b>	<b>50.9%</b>	<b>341</b>	<b>11.7</b>	<b>12</b>	<b>53.8%</b>	<b>372</b>	<b>20.7</b>	<b>1</b>	<b>54.2%</b>	<b>24</b>
Washburn Building	16.7	11	50.9%	341	11.7	12	53.8%	372	20.7	1	54.2%	24

## *Snow College 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

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

The current Room Utilization Rate (RUR) for all three academic periods is below the Regent standard. Summer term is 16.8 hours per week for summer term, 23.1 hours per week for fall semester, and 26.6 hours per week for spring semester. However, when combined—all three academic periods aggregated—the annual hours per week is 51.7, which more than exceeds the 33.75 hours per week standard. In order to increase each academic period's RUR, Snow College intends to do the following:

- Assess and reassign rooms scheduled for instruction that are really 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.
- Convert additional rooms to IVC instruction such as Humanities 166. This is a 58 auditorium-style seat room. The College intends to maximize its use by adding IVC instruction to the regular face-to-face schedule.
- Implement institutional and distinct curricular changes to better use available space. The College intends to change the nature of activity-based instruction (physical education courses) to include dedicated lecture time to the field-based activity time. This will potentially increase use of the classrooms associated with physical education instruction. Additionally, Snow College is in the implementation stage of a comprehensive general education re-design. The Foundation courses associated with this re-design will require additional and/or better use of existing classroom space.

#### Classroom Seat Occupancy Rate: 66.7% seat occupancy:

Snow College's Seat Occupancy Rate (SOR) is below the Regent rate for each academic period—summer term is 30.1%, fall semester is 61.6%, spring semester is 55.0%. Collectively, this rate is 57.5% for the academic year. In order to increase the academic period's SOR, Snow College intends to do the following:

- 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 on-line presence. Academic space during the summer will be

re-dedicated to (1) planned classroom and laboratory renovations and (2) state-wide, six-county service area and community-based conferencing, workshops, and secondary student camp instruction

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

Snow College's laboratory Room Utilization Rate (RUR) is below the Regent rate of 24.75. Summer term's RUR is 17.1; Fall semester's RUR is at 18.7; and spring semester's RUR is at 19.6. This is attributed to some natural and physical science programs that schedule lab courses in the morning hours and then leave the lab space available for open lab throughout the day. Collectively, this rate is 38.1 for the academic year, which is well above the Regent standard. In order to address each academic period's RUR, Snow College intends to do the following:

- 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.
- 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) plagued with structural design and maintenance problems and cannot accommodate the student demand for social science-based lab instruction.

Laboratory Seat Occupancy Rate: 80% station occupancy:

Snow College's laboratory Seat Occupancy Rate (SOR) collectively is at 49.5% which is a little over half the Regent standard of 80% occupancy. For summer term, the SOR is 43.9%. The fall semester rate is 50.0% and the spring semester rate is 49.1%. In order to address each academic period's SOR, Snow College intends to do the following:

- Re-determine lab space given student lecture/lab class drop behavior and DFWI rates. Recently, Snow College looked science class and lab enrollments for general education science classes. Students receive two distinct grades for these classes: once 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 diminished 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.
- Eliminate 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 intends to better

define academically usable space on campus. Space predominately used for open lab instruction should not be considered as academically available and should not have assigned courses or labs. This is an active consideration for 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 policy-makers to understand about the utilization data submitted by your institution?*

Snow College submits the following for space utilization consideration:

- Room utilization rate (RUR) and seat occupancy rate (SOR) reporting should consider annual aggregates. The discrete academic period reporting of these rates is very helpful to the institution. However, since the data analyzes annual space utilization and curricular offerings vary from one academic period to another (some terms offering more than other terms), Snow College petitions the Commission to explore RUR and SOR rates for the academic year. This data can be delineated by campus, building and room (see Appendix).
- 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 Regent Policy R751?*

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

- Created balance between AM and PM 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 and 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 re-design that (1) requires the use of additional classroom space for incoming students required to enroll in the institution's Foundations course and (2) eliminates the additional lab requirement that is not consistent with state-wide general education curriculums. Both the Foundations course and the lab



requirement reduction will positively influence Snow College's RUR and SOR rates for fall and spring semesters. These curricular changes are scheduled for fall semester 2019.

*What percent of your classroom and laboratory inventory are centrally scheduled?*

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*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

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 and (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.

#### *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.

#### *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 on-line/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 state-wide 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 administrators access to annual and academic term space utilization data driven by USHE reporting guidelines and R751 policy. 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 determine 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.

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

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

Snow College's 50/50-AM/PM schedule has influenced students to consider taking more classes in the afternoon. Snow College also encourages staff who provide part-time instruction to teach either in the early morning or in the afternoon/late evening hours (outside the full-time work day).

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

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

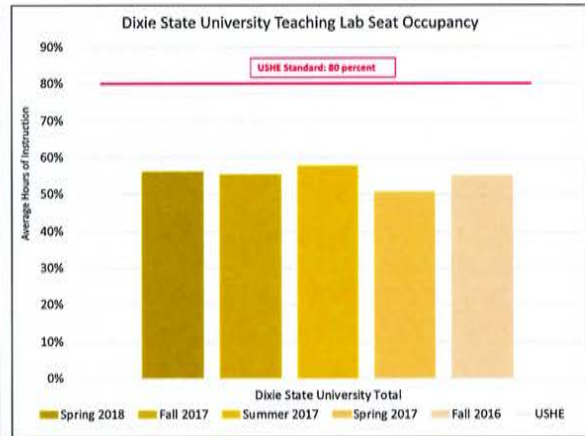
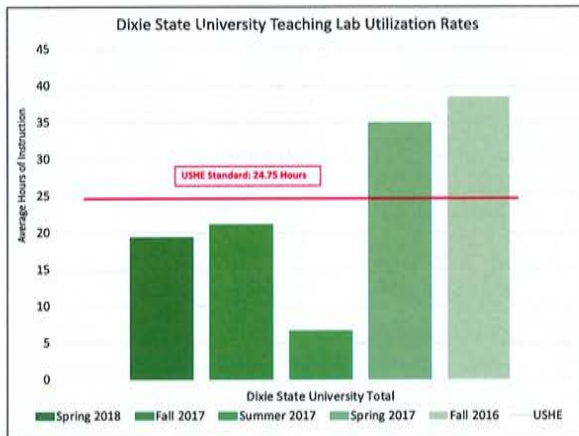
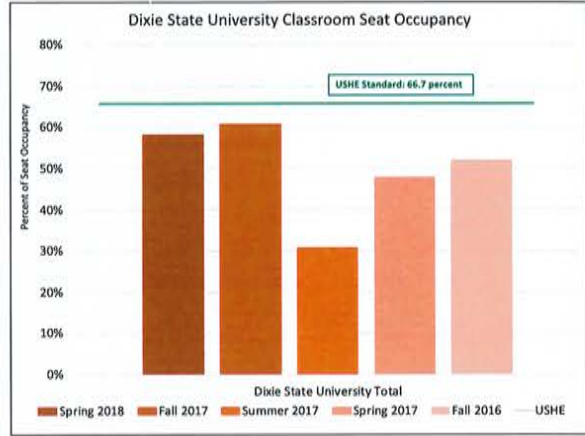
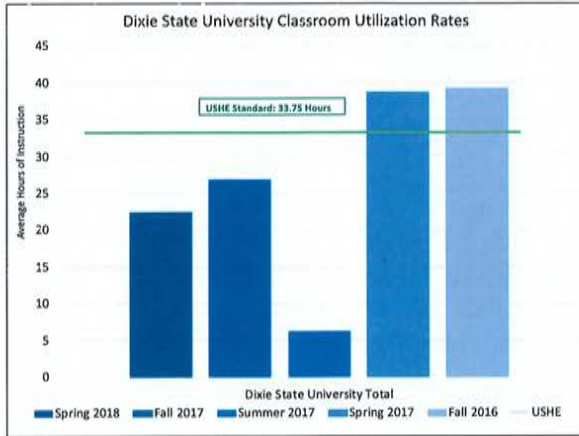
Snow College recognizes that some non-instructional space such as music faculty offices are used for instruction (private music lessons). Snow College intends to address these issues along with open labs with course assignments and activity-based classes with not assigned academic-designated space (previously 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 2017-18

## Overview of DSU Utilization



*DSU Classroom (110) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	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>22.5</b>	<b>93</b>	<b>58.4%</b>	<b>3,511</b>	<b>26.9</b>	<b>93</b>	<b>60.9%</b>	<b>3,511</b>	<b>6.2</b>	<b>41</b>	<b>30.9%</b>	<b>1,692</b>
Eccles Fine Arts Building	20.2	2	30.9%	72	17.3	2	40.6%	72	2.6	1	20.0%	35
Hazy School of Business	26.8	17	58.7%	586	27.8	17	59.8%	586	6.3	11	32.5%	407
Holland Centennial Commons	20.2	8	49.0%	285	24.5	8	51.3%	285	7.9	5	26.1%	196
Jennings Communications	25.5	4	60.5%	112	28.1	4	61.9%	112	4.4	4	28.4%	112
McDonald Center	26.5	11	61.9%	436	29.4	11	66.3%	436				
North Plaza	14.2	5	70.8%	151	27.4	5	68.2%	151	2.6	1	62.9%	35
Performing Arts Building	23.2	4	44.4%	129	28.6	4	56.6%	129				
Science Building	26.8	4	50.2%	342	32.2	4	51.7%	342	5.9	4	29.9%	342
Smith Computer Center	18.3	9	65.4%	254	21.4	9	70.1%	254	5.1	1	35.4%	24
Snow Math & Sciences Center	25.6	12	74.4%	467	32.5	12	78.5%	467	8.2	8	37.5%	315
Taylor Health Science Center	15.8	7	40.2%	295	21.8	7	41.3%	295	5.6	2	25.8%	80
Whitehead Education Building	18.6	10	57.7%	382	24.4	10	59.6%	382	4.0	4	18.0%	146

*DSU Teaching Lab (210) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	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>19.4</b>	<b>31</b>	<b>56.3%</b>	<b>898</b>	<b>21.2</b>	<b>32</b>	<b>55.4%</b>	<b>928</b>	<b>6.7</b>	<b>13</b>	<b>57.8%</b>	<b>308</b>
Eccles Fine Arts Building	20.0	2	22.9%	124	23.3	2	20.8%	124				
Graff Fine Arts Building	28.1	2	31.2%	83	27.7	2	34.2%	83				
Jennings Communications					13.7	1	25.3%	30				
North Plaza	28.2	3	83.0%	64	27.6	3	79.9%	64	8.9	3	42.6%	64
Performing Arts Building	10.8	2	48.5%	46	10.0	2	51.8%	46				
Science Building	22.7	9	75.1%	222	25.6	9	80.0%	222	4.9	6	62.9%	144
Snow Math & Sciences Center	21.8	5	73.2%	106	23.2	5	76.8%	106	7.3	2	61.4%	44
Taylor Health Science Center	10.7	8	41.5%	253	14.2	8	42.8%	253	8.1	2	54.6%	56

## *Dixie State University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

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:

- Increase enrollment to 15,000 students
- Continue to work collaboratively across campus divisions to increase student retention rates
- Offer more early morning, late afternoon, and evening courses
- Expand graduate level course offerings and programs
- Designate specific classrooms for use by Community Education

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:

- Align classroom occupancy rates with past enrollment rates to ensure smaller courses are not being taught in larger capacity classrooms
- Analyze data produced by EAB's software to forecast enrollment rates for specific courses
- 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

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: To meet or exceed the standardized laboratory room utilization rate of 55% and 24.75 hours per week, Dixie State University intends to implement the following strategies:

- Increase enrollment to 15,000 students
- Continue to work collaboratively across campus divisions to increase student retention rates
- Increase afternoon and evening lab courses to effectively utilize laboratory facilities
- Expand graduate-level programs across campus

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:

- Work with departments and programs to ensure they are scheduling homework and individual lab time through DSU's Central Scheduling EMS software
- Reclassify, when appropriate, laboratory facility classifications to OLB or open lab hours 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 policy-makers 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 Regent Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

Scheduling of University venues, buildings, classrooms, and grounds is governed by Regent Policy R751 and DSU Policy 441 Central Scheduling of Campus Facilities and Events.

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*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

Dixie State University stakeholders, including University Council, Academic Council, and the Board of Trustees adopted the following policies related to scheduling and institutional utilization of space:

- 441 Central Scheduling of Campus Facilities and Events: Revised on 04/28/2017
- 442 Campus Facilities Space Committee, Facilities Renovations, and Space Allocations: New on 11/30/2018

#### *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-per-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 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 less than ten students enrolled
- median section fill rate and number of collapsible sections



EAB software also provides data on the following:

- course offerings
- course bottlenecks
- section consolidation opportunities, and
- 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 do 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.

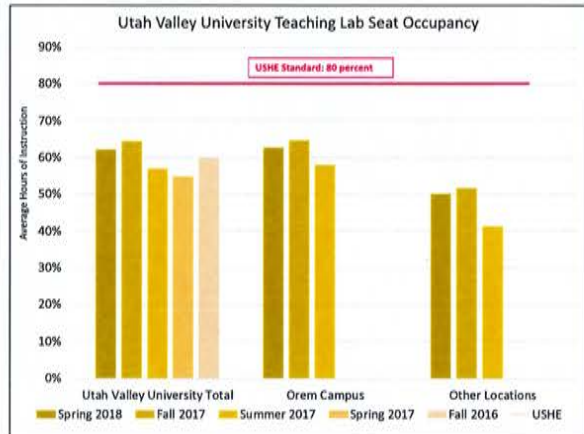
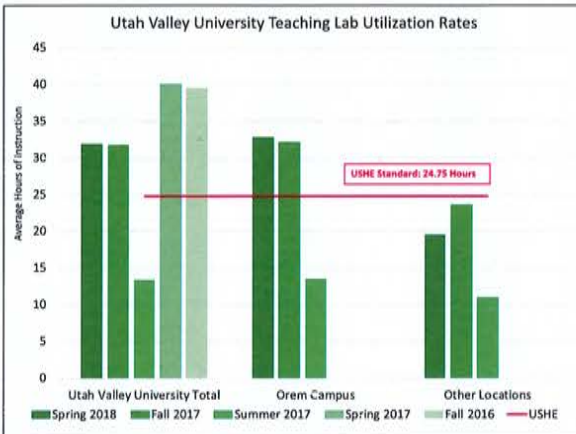
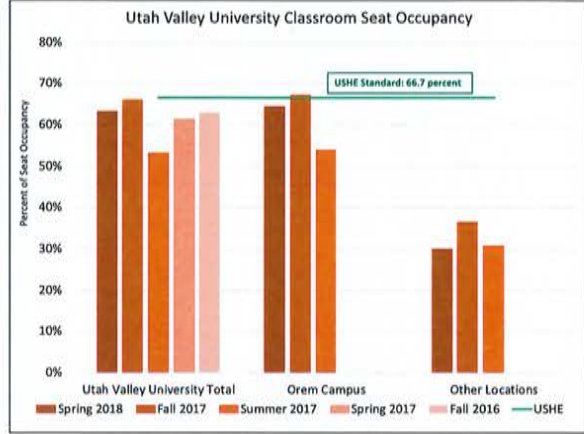
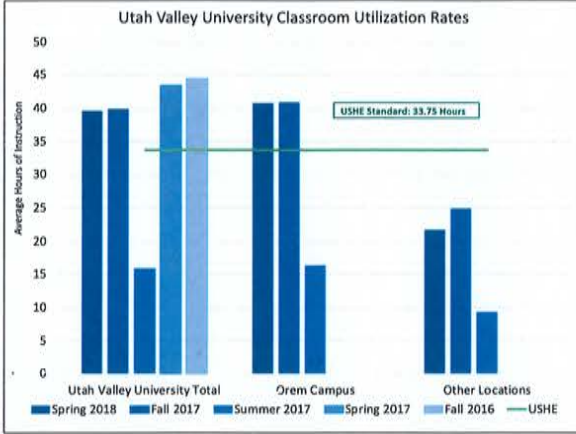
#### *Optional Question 3: Non-Instructional Room Utilization*

*What strategies do 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 2017-18

## Overview of UVU Utilization



### UVU Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah Valley University Total	39.6	220	63.4%	10,158	40.0	225	66.3%	10,322	15.9	160	53.2%	6,204
Orem Campus	40.7	207	64.6%	9,757	40.9	212	67.4%	9,921	16.4	150	54.1%	5,897
Browning Administration	38.8	2	70.6%	118	34.5	2	84.2%	118				
Clarke Building	40.2	37	64.5%	2,623	42.2	37	63.9%	2,623	19.9	29	48.0%	1,292
Computer Science	45.7	16	63.2%	785	44.6	16	66.1%	785	11.7	8	63.2%	322
Environmental Technology	27.6	2	51.1%	51	45.4	2	62.5%	51	6.0	2	62.3%	51
Fulton Library	28.7	3	62.1%	90	29.8	3	66.1%	90	4.0	1	16.7%	24
Gunther Trades	40.6	10	59.3%	329	35.4	15	66.5%	491	8.3	5	61.1%	140
Health Professions	25.4	10	67.8%	323	26.3	11	72.8%	347	11.5	7	53.8%	247
Liberal Arts	48.1	53	64.4%	1,860	49.0	53	68.6%	1,860	17.4	48	51.7%	1,506
Losee Center	38.5	2	71.5%	70	39.5	2	68.4%	70	4.4	2	67.1%	70
McKay Education	36.7	13	58.0%	479	32.6	13	56.4%	479	17.2	8	39.9%	280
National Guard	6.5	9	69.5%	385	4.8	8	59.7%	363	6.3	4	67.8%	231
Pope Science	48.0	9	67.6%	548	47.0	9	71.6%	548	11.7	8	48.2%	483
Sparks Automotive	29.9	9	53.4%	301	32.9	9	61.3%	301				
Science Building	40.0	17	70.8%	1,215	35.5	17	71.6%	1,215	15.1	14	64.4%	695
Woodbury Business	53.0	15	66.7%	580	57.5	15	70.6%	580	23.8	14	64.1%	556
Other Locations	21.8	13	30.2%	401	25.0	13	36.7%	401	9.3	10	30.7%	307
Thanksgiving Point	21.2	5	37.9%	184	23.1	5	41.8%	184	7.9	3	48.3%	120
Wasatch Campus	22.1	8	25.9%	217	26.1	8	33.9%	217	9.9	7	24.1%	187

### UVU Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah Valley University Total	31.8	133	62.2%	4,492	31.7	133	64.5%	4,039	13.3	66	57.0%	2,168
Orem Campus	32.8	123	62.6%	4,134	32.2	126	64.9%	3,749	13.5	60	58.0%	1,935
Clarke Building	19.1	5	47.8%	238	16.1	5	46.4%	238	7.0	3	31.3%	144
Computer Science	34.5	25	67.8%	716	36.0	25	70.7%	716	13.3	14	58.9%	422
Events Center	3.2	1	42.5%	40	3.7	1	51.3%	40				
Extended Education	34.5	2	58.1%	84	31.7	2	67.2%	84	29.7	1	25.7%	60
Environmental Technology	28.7	1	66.7%	24	25.3	1	73.3%	24	2.7	1	75.0%	24
Fulton Library	8.3	1	58.3%	18	8.8	1	52.8%	18				
Gunther Trades	33.3	40	63.9%	1,013	34.8	39	64.3%	1,032	13.5	13	58.9%	346
Health Professions	13.1	3	64.0%	72	6.8	5	62.6%	112				
Liberal Arts	34.2	8	74.2%	211	36.9	8	73.5%	211	16.0	8	62.8%	211
Losee Center	28.5	3	69.5%	80	26.3	3	65.7%	80				
McKay Education	22.1	4	78.0%	131	17.0	5	76.4%	143	5.6	4	53.8%	131
Nielsen Building	28.3	2	73.6%	53	20.3	3	58.9%	77	5.6	1	108.0%	25
National Guard	17.3	1	4.2%	500								
Pope Science	36.0	10	61.6%	344	33.4	11	65.6%	364	17.1	6	57.5%	198
Rebecca Lockhart Arena	56.9	6	38.2%	276	53.7	6	38.9%	276	8.6	4	27.0%	178
Sparks Automotive	19.3	4	53.8%	90	16.5	4	48.4%	90				
Science Building	34.0	4	47.5%	120	29.6	4	61.9%	120	19.2	2	59.4%	72
Woodbury Business	55.2	3	63.6%	124	61.9	3	62.0%	124	21.1	3	68.6%	124
Other Locations	19.6	10	50.3%	358	23.5	7	51.8%	290	10.9	6	41.2%	233
Emergency Services	25.8	4	38.6%	184	30.7	3	44.2%	154	11.5	2	40.5%	105
Hangar A - Provo Airport	7.5	1	65.0%	20					1.1	1	85.0%	20
Hangar B - Provo Airport	23.2	2	57.1%	78	21.7	2	56.1%	78	16.4	2	33.6%	78
Thanksgiving Point	6.7	2	71.8%	46	9.8	1	83.9%	28				
Wasatch Campus	25.5	1	46.1%	30	19.3	1	45.8%	30	8.5	1	46.7%	30

## *Utah Valley University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: Fall and Spring Room Utilization Rates (RUR) exceed the USHE standard for this reporting period. 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.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: Fall and Spring Seat Occupancy Rates (SOR) are just below the USHE standard for this reporting period. The strategies included in the scheduling guidelines that are being drafted by the Faculty Senate committee on Class Scheduling include course section fill rate standards.

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: Fall and Spring Room Utilization Rates exceed the USHE standard for this reporting period. 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.

Laboratory Seat Occupancy Rate: 80% station occupancy: Fall and Spring Seat Occupancy Rates are well below the USHE standard for this reporting period. UVU will review laboratory usage and inventory information to ensure that all teaching labs are appropriately identified. The Faculty Senate guidelines for course section fill rate standards will include the identification of standards for teaching 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 policy-makers to understand about the utilization data submitted by your institution?*

This data relates to that 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 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.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751?*

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 Regent's Policy R752 requirements.

*What percent of your classroom and laboratory inventory are centrally scheduled?*

Classrooms: 100% Teaching Labs: 96.6% Total: 98.6%.

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

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

UVU policy 425 established central control for Academic Scheduling, with priority scheduling in May of 2014. We are revising this institutional scheduling policy, including the addition of reference to Regent's policy R751 for goals and targets. This revision is on track to move to stage 2 (Institutional Entity Review) in late January 2019. Click here for information on UVU's Institutional Policies & Procedures Approval Process: <https://www.uvu.edu/policies/docs/flowchart.pdf>

A new department, Event Services, was established in August 2017 which serves as centralized scheduling for all non-academic (non-credit bearing) room requests. Academic scheduling and Event Services uses the same platform, 25 Live, to schedule.

#### *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 AM until 12 midnight. Credit courses for UVU's Summer semester began at 7:00 AM and concluded at 9:30 pm. Fall and Spring semesters expand the start and end times of credit courses, with the earliest start time being 6 AM. The last class concluded at 10:15 PM. This is typical of the scheduling range of credit courses Monday through Friday. Saturday courses usually begin at 8 AM and conclude by 5 PM.

#### *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, UVU Prep) and for professional workshops, camps, and conferences. These events are not measured in the USHE report standard, and therefore are not included in this report.

#### *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 have 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 do 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 match process takes class size and room size (fit), as well as department preference for various buildings into account.

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 to 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 GE 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.

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 who are dependent on others for pre-requisite and other offerings for their programs.

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

*What strategies do 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.

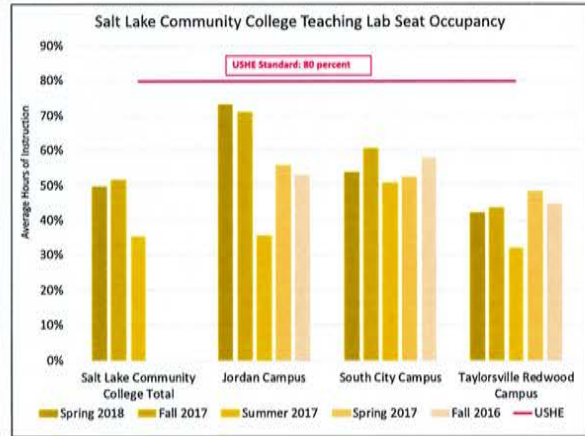
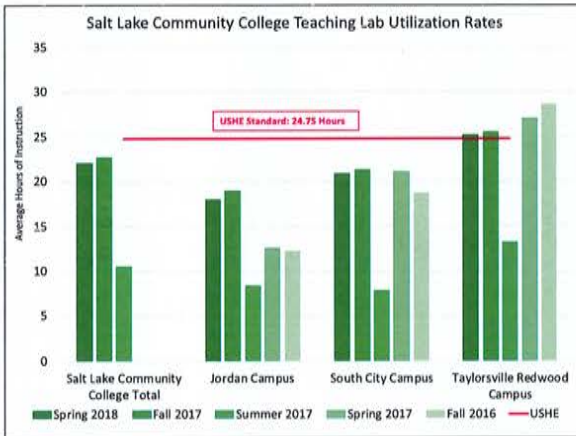
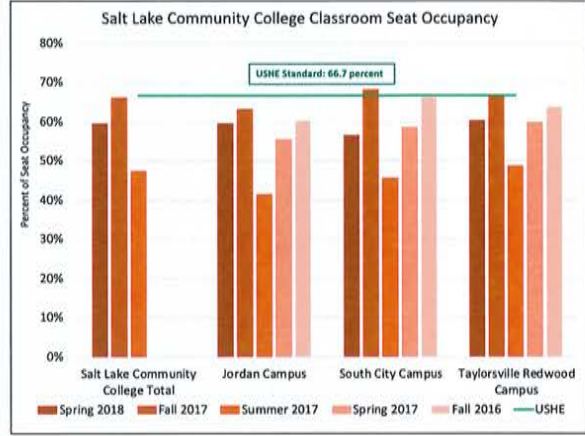
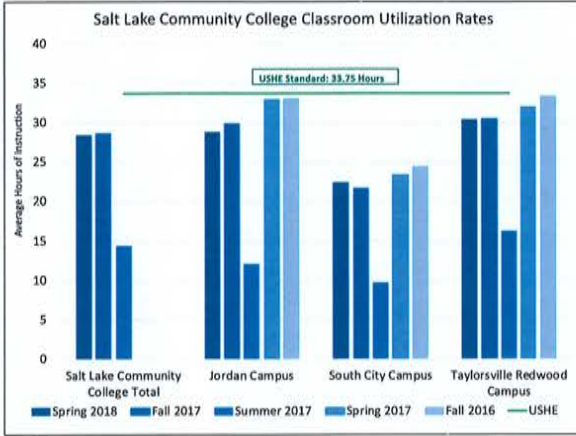
A cross-functional team is in the process of reviewing the comprehensive institutional business process for the space inventory accounting, academic scheduling, and event scheduling. This team includes representatives from Academic Affairs, Academic IT, Facilities, and Student Affairs. This team is:

- 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.

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# Salt Lake Community College Utilization 2017-18

## Overview of SLCC Utilization





*SLCC Classroom (110) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	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>28.5</b>	<b>180</b>	<b>59.6%</b>	<b>6,088</b>	<b>28.7</b>	<b>182</b>	<b>66.1%</b>	<b>6,105</b>	<b>14.4</b>	<b>155</b>	<b>47.4%</b>	<b>5,359</b>
<b>Jordan Campus</b>	<b>28.9</b>	<b>29</b>	<b>59.5%</b>	<b>1,052</b>	<b>30.0</b>	<b>28</b>	<b>63.2%</b>	<b>1,022</b>	<b>12.1</b>	<b>27</b>	<b>41.5%</b>	<b>998</b>
Jordan High Tech Center	33.0	15	58.4%	548	31.2	15	65.1%	548	11.6	15	43.2%	548
Jordan Hlth Science Bldg	24.5	14	61.9%	504	28.6	13	59.7%	474	12.7	12	38.7%	450
<b>South City Campus</b>	<b>22.4</b>	<b>36</b>	<b>56.6%</b>	<b>1,187</b>	<b>21.7</b>	<b>36</b>	<b>68.1%</b>	<b>1,187</b>	<b>9.6</b>	<b>27</b>	<b>45.8%</b>	<b>886</b>
South City Main Building	22.4	36	56.6%	1,187	21.7	36	68.1%	1,187	9.6	27	45.8%	886
<b>Taylorsville Redwood Campus</b>	<b>30.4</b>	<b>115</b>	<b>60.3%</b>	<b>3,849</b>	<b>30.6</b>	<b>118</b>	<b>66.4%</b>	<b>3,896</b>	<b>16.2</b>	<b>101</b>	<b>48.7%</b>	<b>3,475</b>
Acad & Admin Bldg	35.8	38	63.0%	1,305	35.8	38	69.9%	1,305	17.6	36	53.7%	1,235
Applied Tech Ctr	22.7	2	93.1%	38	21.7	3	91.6%	50	15.8	1	63.8%	20
Business Building	23.1	17	63.9%	489	23.1	18	67.2%	508	12.3	16	45.1%	464
Const. Trades Bldg	21.6	8	60.9%	271	26.1	8	68.3%	271	12.9	6	46.5%	218
Lifetime Actv. Ctr	22.1	8	60.2%	212	24.4	8	77.8%	212	13.7	7	42.4%	185
Markosian Library	10.0	1	74.7%	40	39.0	1	66.9%	40	2.7	1	2.5%	40
Science & Ind. Bldg	32.0	12	50.4%	436	29.8	13	58.6%	452	20.4	12	41.4%	436
Technology Building	33.0	29	58.2%	1,058	32.2	29	62.1%	1,058	16.8	22	48.9%	877

*SLCC Teaching Lab (210) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	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>22.1</b>	<b>94</b>	<b>49.8%</b>	<b>2,723</b>	<b>22.8</b>	<b>94</b>	<b>51.6%</b>	<b>2,874</b>	<b>10.6</b>	<b>59</b>	<b>35.5%</b>	<b>1,794</b>
<b>Jordan Campus</b>	<b>18.0</b>	<b>22</b>	<b>73.4%</b>	<b>585</b>	<b>19.0</b>	<b>19</b>	<b>71.2%</b>	<b>530</b>	<b>8.4</b>	<b>12</b>	<b>35.8%</b>	<b>287</b>
Jordan High Tech Center	10.4	7	65.3%	160	13.5	4	71.1%	114	2.3	5	50.3%	119
Jordan Hlth Science Bldg	21.6	15	75.3%	425	20.3	15	71.2%	416	12.3	7	32.5%	168
<b>South City Campus</b>	<b>20.9</b>	<b>31</b>	<b>54.0%</b>	<b>780</b>	<b>21.3</b>	<b>31</b>	<b>60.8%</b>	<b>790</b>	<b>7.9</b>	<b>16</b>	<b>50.9%</b>	<b>388</b>
South City Main Building	21.2	30	54.1%	750	22.4	29	61.3%	735	7.9	16	50.9%	388
Facilities Annex Bldg	10.0	1	42.2%	30	5.0	2	37.5%	55				
<b>Taylorsville Redwood Campus</b>	<b>25.2</b>	<b>41</b>	<b>42.3%</b>	<b>1,358</b>	<b>25.5</b>	<b>44</b>	<b>43.7%</b>	<b>1,554</b>	<b>13.3</b>	<b>31</b>	<b>32.2%</b>	<b>1,119</b>
Acad & Admin Bldg	14.5	1	54.8%	14	11.8	2	60.4%	38	2.8	1	60.7%	14
Applied Tech Ctr	31.5	8	20.4%	315	31.7	8	21.2%	315	17.3	4	15.2%	190
Business Building	15.6	4	76.7%	95	21.3	4	73.2%	95	14.0	4	45.7%	95
Const. Trades Bldg	23.8	5	29.2%	305	25.5	7	29.1%	477	12.1	5	30.0%	343
Lifetime Actv. Ctr	22.0	4	42.4%	159	20.9	4	43.5%	159	8.9	4	25.2%	159
Science & Ind. Bldg	29.5	12	67.3%	321	28.3	12	66.0%	321	17.1	8	39.9%	207
Technology Building	20.5	7	61.4%	149	22.8	7	66.9%	149	10.6	5	45.3%	111

## *SLCC College 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: SLCC continues to work to increase total FTE, which will naturally increase room utilization and seat occupancy. This increase in total FTE is being approached through efforts to both increase new enrollments as well as increase persistence/retention rates of current students. Some of the initiatives underway include:

- Transition to a Pathways/Case Management Advising Model. The student advising experience is being redesigned to accommodate and support students in selecting a program and creating a degree plan within one semester of initial registration.
- Creation of SLCC Promise. SLCC Promise helps eligible, full-time students pay for their education by covering the cost of tuition and fees when federal grants fall short. The SLCC Promise is intended to remove economic barriers and to provide a pathway for SLCC students to persist and complete their degrees.
- Implementation of CampusLogic, a system that allows all financial aid forms to be submitted electronically, including via smart phone. This allows new and continuing students to complete federal financial aid quickly, efficiently, and accurately, thus removing potential financial barriers for students.
- Creation of the Enrollment Tracker, a one-stop spot on the MySLCC portal where students can obtain all necessary information regarding their current enrollment status and next steps to prepare for upcoming semesters.
- Adoption of a Customer Relationship Management (CRM) system for SLCC Admissions. SLCC is implementing Enrollment Rx as its dedicated admissions CRM to improve tracking and nurturing of potential students through the enrollment process, ultimately improving the enrollment experience and increasing yield rate of prospective student inquiries.
- Launch of a new online New Student Orientation aimed at better preparing incoming SLCC students and improving the first-year experience.
- Creation of the P-20 Pipeline Collaborate Work Team. This team is tasked with assessing the impact of current K-12 practices and developing strategies to increase admission and enrollment of individuals from middle schools and high schools with low rates of college participation.
- Expansion of virtual and remote student services to improve accessibility and availability for SLCC students, regardless of time or location.
- Dedicated Online Success Coaches, who are working to improve academic performance, retention, and graduation rates of SLCC online students.
- Introduction of the Concurrent Enrollment Transition Scholarship (\$1,000 over two semesters) to encourage Concurrent Enrollments students to matriculate to SLCC upon high school graduation.

- An additional \$500,000 in funding to support need-based grants, scholarships, and waivers.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: In July 2016, SLCC was awarded a USHE Affordable Participation & Timely Completion grant to conduct a comprehensive review of its scheduling practices and better align class offerings with student needs. A side benefit of the scheduling recommendations will be better utilization of its academic space and improving the classroom seat occupancy rate. The following recommendations have been implemented to improve these rates:

- Move to MW/TTh/FS or M-Th default meeting patterns instead of MWF/TTh (Phase I beginning Fall 2018, with additional phased implementation of scheduling recommendations, including Friday/Saturday offerings to build a weekend college model that meets the needs of working adults.)
- Increase the number of sections of overloaded courses and decrease the number of sections of underutilized courses (beginning Fall 2018).
- Spread out schedule offerings (fully implemented by Fall 2018).
- Intentionally schedule programs at particular campuses and times of day to ensure that students can get all the classes they need without traveling far or being forced to attend both day and night classes in order to complete requirements (fully implemented by Fall 2018).
- Roll-out semester schedule midway through each term and immediately hold schedule debriefings with each academic school and other stakeholders to incorporate lessons learned into schedule edits (beginning immediately).
- Ensure that schedule construction is a collaborative activity between academic administrators, faculty, program advisors, and site coordinators by establishing and disseminating clear schedule building procedures (fully implemented by Fall 2018).
- Release entire year schedule for students to view when Fall semester registration begins (beginning Fall 2019).
- Establish an Academic Scheduling Committee (one year in duration) composed of representatives from the various internal stakeholders to further define and integrate scheduling policies and procedures, monitor the effectiveness of the academic schedule and recommend adjustments, and provide general oversight of academic scheduling (committee meets beginning Fall 2018).
- Provide dynamic scheduling reports (Class Status App, Enrollment Dashboard, Pre-Enrollment Dashboard, etc.) so, faculty and academic administrators are better be able to segment and filter their unique schedule data and view it in a graphical format (available Fall 2018).

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: The above-outlined initiatives and efforts are also aimed at improving laboratory room utilization rates at Salt Lake Community College.

Laboratory Seat Occupancy Rate: 80% station occupancy: The above-outlined initiatives and efforts are also aimed at improving laboratory seat occupancy rates at Salt Lake Community College.

### *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 policy-makers to understand about the utilization data submitted by your institution?*

SLCC has many academic spaces that are configured for specialty courses and programs, such as welding, auto, diesel mechanics, HVAC, etc. As such, a typical lab utilization policy of 50 sq. ft. or less per person does not accurately reflect true capacity or space utilization. Similarly, a smaller percentage of SLCC's classrooms currently consist of tablet arm chair furniture, where previously 15 sq. ft. per person was adequate. Needs for flex-space, mobile furnishings and group-work settings impede the ability to meet space utilization goals as currently defined.

Additionally, many lab and classroom spaces within the School of Applied Technology and Technical Specialties (SATTS) are intentionally scheduled and dedicated to competency-based education (CBE). By nature, these CBE classrooms and labs are utilized only when students choose to come to campus for instruction or demonstration of mastery of competencies. This leads to lower room utilization and seat occupancy for these academic spaces.

SLCC continues to have a growing, thriving Online campus - second in student count only to the Taylorsville Redwood campus. In previous years, the vast majority of these online students would likely have been solely campus-based. Now, they take a blend of campus-based and online-based courses, leading to less physical room usage and seat occupancy.

### *Required Question 3: Central Scheduling*

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

SLCC has a dedicated academic scheduling office which handles all scheduling and rooming of academic spaces. 100% - all classrooms and labs are scheduled through the academic scheduling department.

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

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

The Academic Scheduling Committee is working on the development of the institutional utilization policy as part of their charge, which will be reviewed by the faculty and administration throughout the upcoming year.

### *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?*

Taylorsville Campus: 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 p.m.

Jordan Campus: 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 p.m.

South City Campus: Monday – Thursday 7:00 a.m. – 10:00 p.m. Friday 8:00 a.m. – 4:30 p.m.  
Saturday – Closed

### *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 continues to encourage 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 6 credits.
- Promotion of year-round federal Pell grant and proactive outreach to eligible students.
- Creation of a Summer Completion Grant, which offers a potential tuition waiver for any student within 6 credits of graduation at the end of Spring term.
- Internal training of all staff to encourage students to take at least one course during the summer.
- Continued promotion of SLCC guest student admission, which accounted for 698 students during Summer 2018.
- Scheduling of two separate eight-week summer terms. This allows a student to take a summer break but still take courses during the summer term.