



MEMORANDUM

TAB C

January 17, 2020

USHE – Space Utilization Report 2018-19

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 2018-2019 fulfills this requirement.

USHE institutions submitted utilization information for the 2018-2019 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 2018-2019. 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 informational item; no action is required.

Attachment



GENERAL REPORT

January 2020

Malin Francis

USHE—Space Utilization Report, 2018-19

Table of Contents

Introduction.....	3
System Overview	4
Board of Regents Utilization Standards	4
USHE Classroom Utilization 2018-19	5
USHE Teaching Laboratory Utilization 2018-19	6
Institutional Challenges	7
Central Scheduling	7
Institutional Utilization Policies	8
Summer Term	8
Changes to the Capital Development Prioritization Process	9
Institution Utilization Information	11
University of Utah Utilization 2018-19	13
Overview of UU Classroom Utilization.....	13
Overview of UU Lab Utilization.....	14
UU Classroom (110) Utilization.....	15
UU Teaching Lab (210) Utilization.....	16
University of Utah 2018-19 Utilization Report.....	17
Utah State University Utilization 2018-19.....	21
Overview of USU Classroom Utilization	21
Overview of USU Lab Utilization	22
USU Classroom (110) Utilization	23
USU Teaching Lab (210) Utilization.....	24
Utah State University 2018-19 Utilization Report	25
Weber State University Utilization 2018-19.....	29
Overview of WSU Classroom Utilization	29
Overview of WSU Lab Utilization	30
WSU Classroom (110) Utilization.....	31
WSU Teaching Lab (210) Utilization.....	31
Weber State University 2018-19 Utilization Report	32
Southern Utah University Utilization 2018-19.....	37
Overview of SUU Classroom Utilization	37
Overview of SUU Lab Utilization	38
SUU Classroom (110) Utilization	39
SUU Teaching Lab (210) Utilization.....	39
Southern Utah University 2018-19 Utilization Report	40
Snow College Utilization 2018-19.....	43
Overview of Snow Classroom Utilization	43

Overview of Snow Lab Utilization	44
Snow Classroom (110) Utilization	45
Snow Teaching Lab (210) Utilization	45
Snow College 2018-19 Utilization Report	46
Dixie State University Utilization 2018-19	53
Overview of DSU Classroom Utilization	53
Overview of DSU Lab Utilization	54
DSU Classroom (110) Utilization	55
DSU Teaching Lab (210) Utilization	55
Dixie State University 2018-19 Utilization Report	56
Utah Valley University Utilization 2018-19	61
Overview of UVU Classroom Utilization	61
Overview of UVU Lab Utilization	62
UVU Classroom (110) Utilization	63
UVU Teaching Lab (210) Utilization	63
Utah Valley University 2018-19 Utilization Report	64
Salt Lake Community College Utilization 2018-19	69
Overview of SLCC Classroom Utilization	69
Overview of SLCC Lab Utilization	70
SLCC Classroom (110) Utilization	71
SLCC Teaching Lab (210) Utilization	71
SLCC College 2018-19 Utilization Report	72

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

Introduction

In March 2018, the USHE Board of Regents adopted [policy R751, *Institutional Facilities Space Utilization*](#)¹ 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 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 2018-19 academic year according to prescribed procedures developed by the Office of the Commissioner. Institutions also submitted institutional reports describing utilization goals and accomplishments for 2018-19. This report captures these submissions and organizes the information into two sections:

1. System overview
2. 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 institution utilization information comprises the majority of this report and includes four major subsections.

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

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

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

System Overview

Board of Regents Utilization Standards

Higher education institutions traditionally monitor room utilization using two metrics:

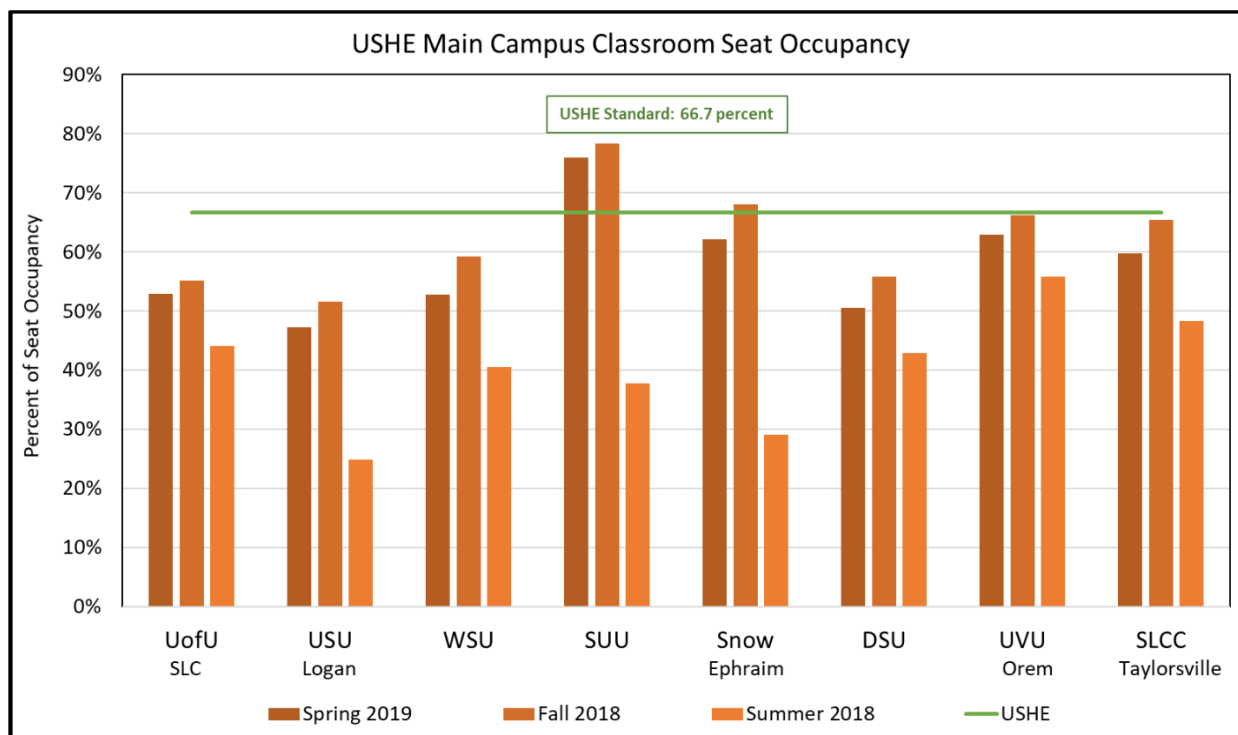
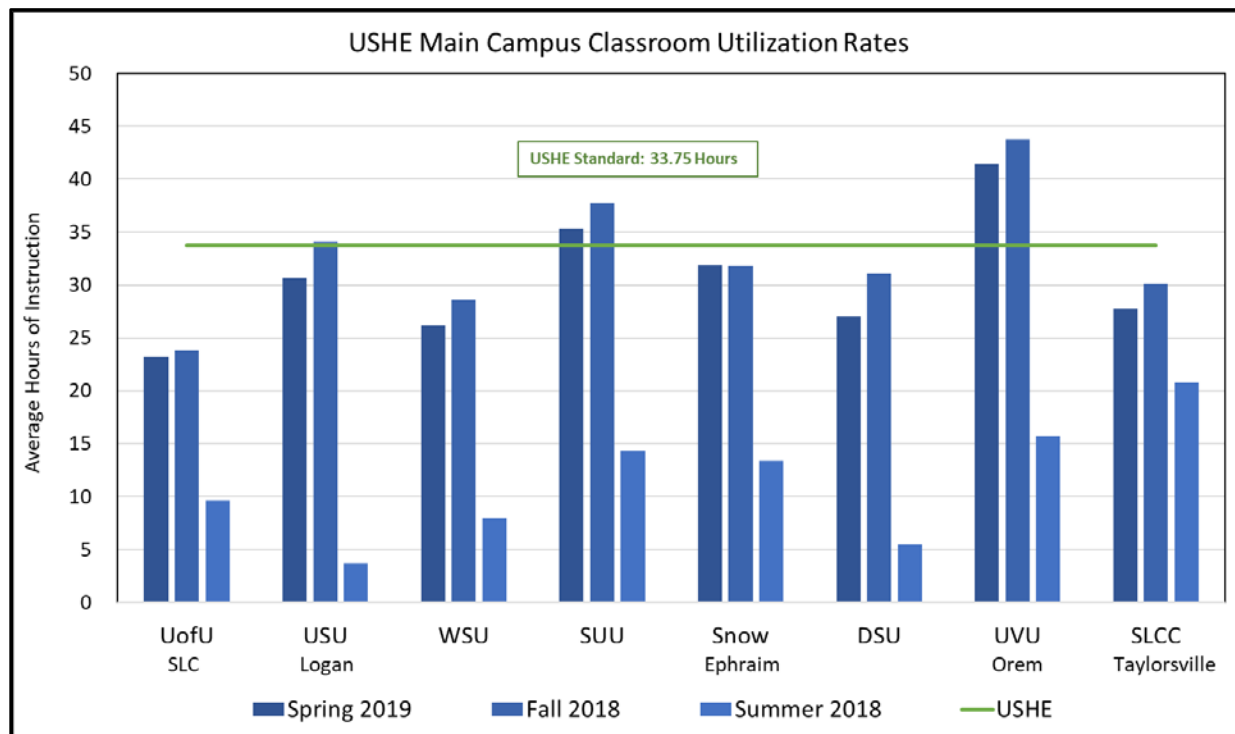
1. Room Utilization Rates (RUR) —which measures how many hours a room is scheduled for use in a given time period; and
2. Station Occupancy Rates (SOR) —which measures the number of seats or stations occupied as a percent of total capacity.

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

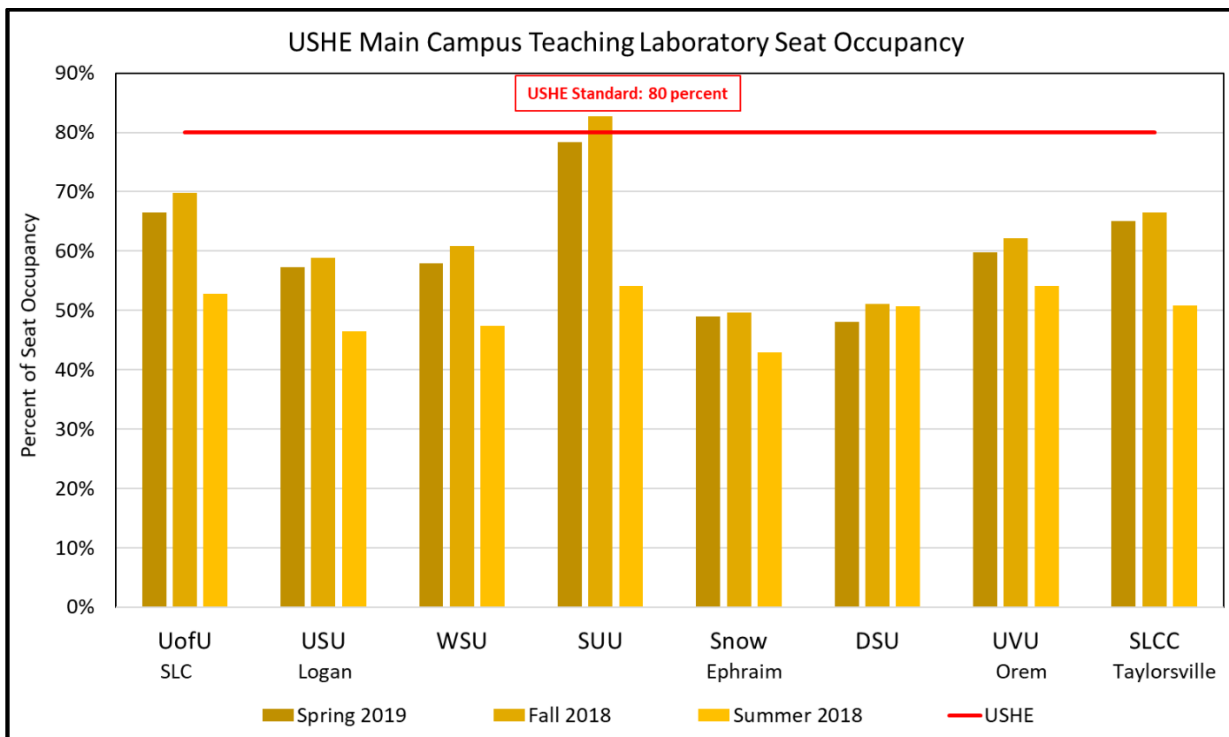
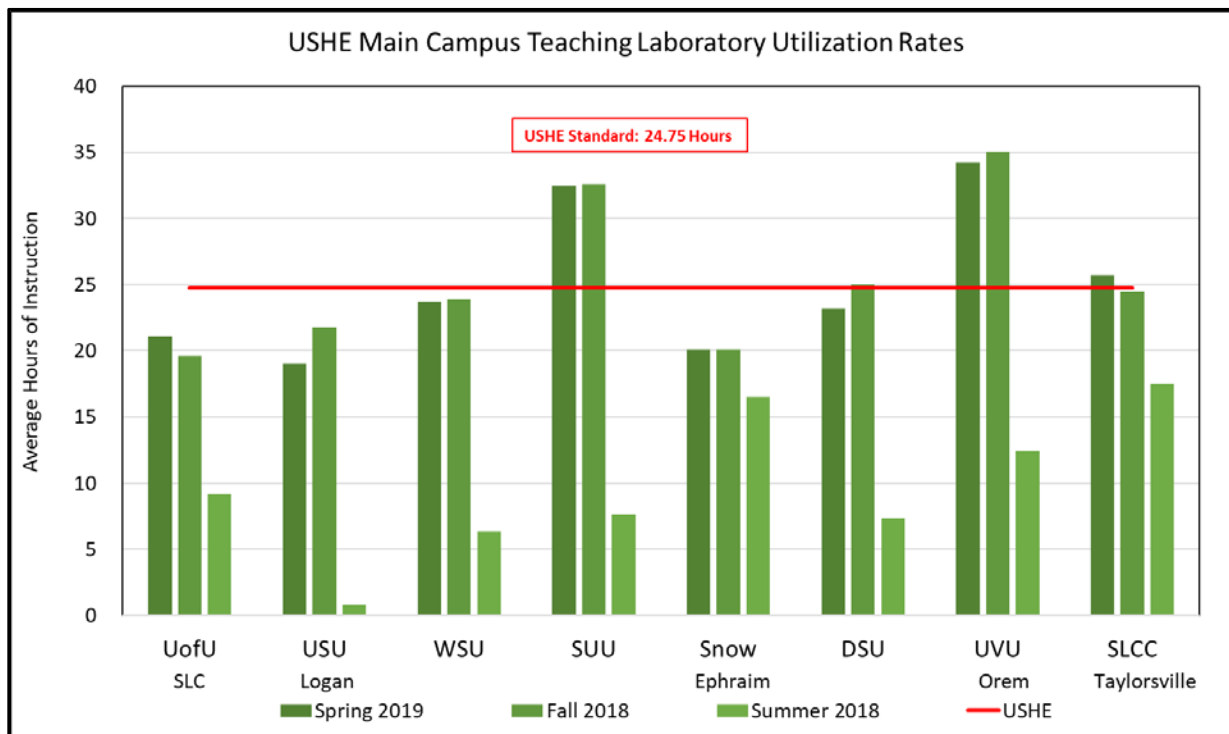
USHE Classroom Utilization 2018-19

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



USHE Teaching Laboratory Utilization 2018-19

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



Institutional Challenges

Factors affecting institutional space utilization include size, quality, and age of facilities. Many institutions have larger inventories of classrooms and laboratories that exceed their useful life or are functionally obsolete. While legislative funding allows the renovation or replacement of some space, the amount of needed renovations historically exceeds funding. Technologically, pedagogically, or structurally deficient classrooms and laboratories do not receive the level of demand from students or faculty needed to meet utilization standards. Additionally, older facilities that do not meet the Americans with Disability Act (ADA) requirements make central scheduling difficult when student needs for accommodations are unknown. The size of some USHE campuses likewise affect 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-admission missions (sometimes referred to as open-enrollment or non-selective admissions) and nontraditional students face the challenge of meeting student demand for classes throughout the day. These institutions find high demand for classes in the morning before work begins and in the evening after work hours. Midday scheduling often conflicts with student work schedules. Even more traditional, on-campus students also work during the school year and have conflicting schedules and preferences. While institutions continue to experiment with additional course offerings to improve utilization, low demand prevents significant improvement.

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

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

Central Scheduling

[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% of their instructional spaces centrally:

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

Utah State University centrally schedules approximately 95% 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% of classrooms and labs centrally. Weber State University has historically decentralized scheduling where academic departments largely maintain and operate the rooms at their expense. Beginning in summer of 2019, WSU implemented 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 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 terms than spring and fall terms. As noted previously, one of the largest obstacles to overcome in increasing summer enrollment is student choice. Summers are often used for work and internships that increase student success in the fall and spring terms. Students also often return home in the summer to be with family. While noting the challenges in attracting students to summer term, institutions are working on a variety of strategies to improve summer enrollment and therefore utilization of facilities.

WSU operates on a tri-term schedule offering a full schedule during the summer months. WSU and most other USHE institutions encourage departments and faculty to offer more courses during the summer months. Course offerings in summer for high-demand degrees and waitlisted classes are especially encouraged. In addition, Southern Utah University 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 by offering summer camps for junior and senior high school students. These programs utilize classroom and laboratory space on campus and serve multiple missions including future recruitment, community good-will, outreach, and development. While these programs utilize classroom and laboratory facilities, the utilization is not currently tracked.

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

Changes to the Capital Development Prioritization Process

The Office of the Commissioner has proposed revisions to the current Regent Prioritization process for capital development projects, known as the CDP, to incorporate institutional utilization. Details of the proposed process are currently in use and under review for adaptation and refinement.

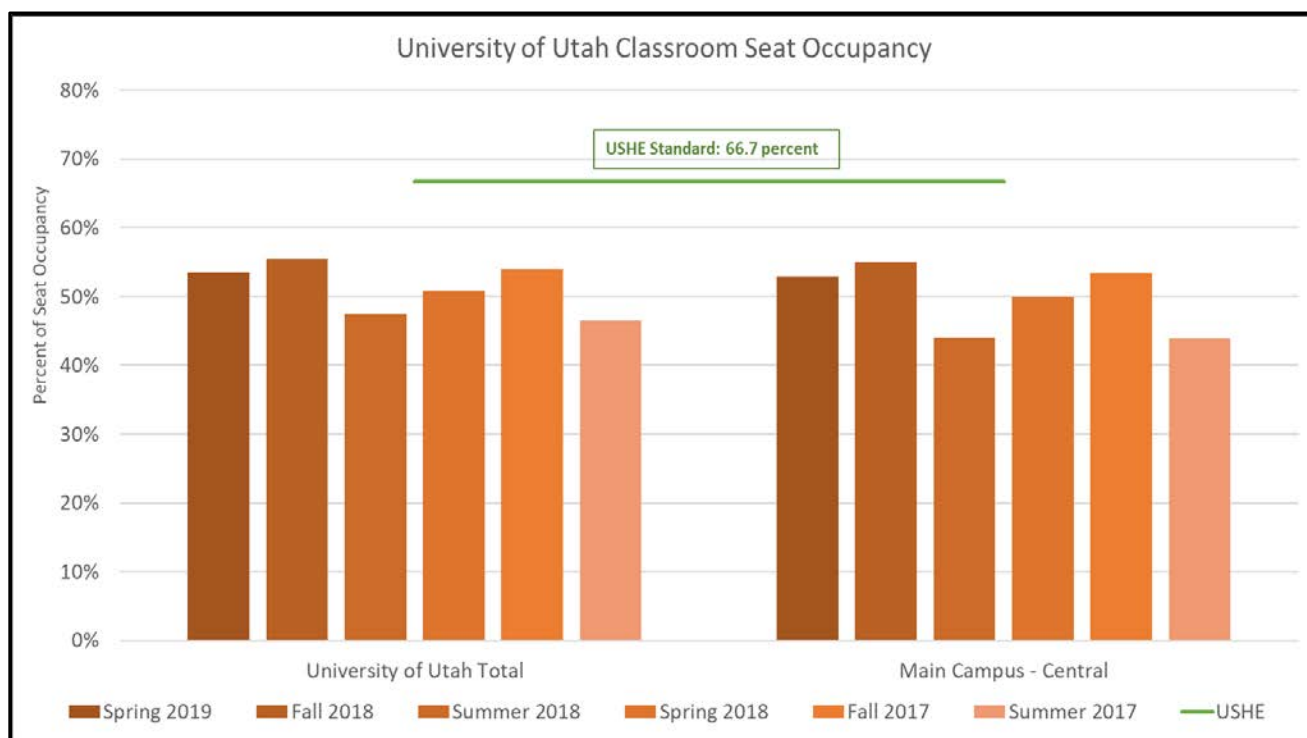
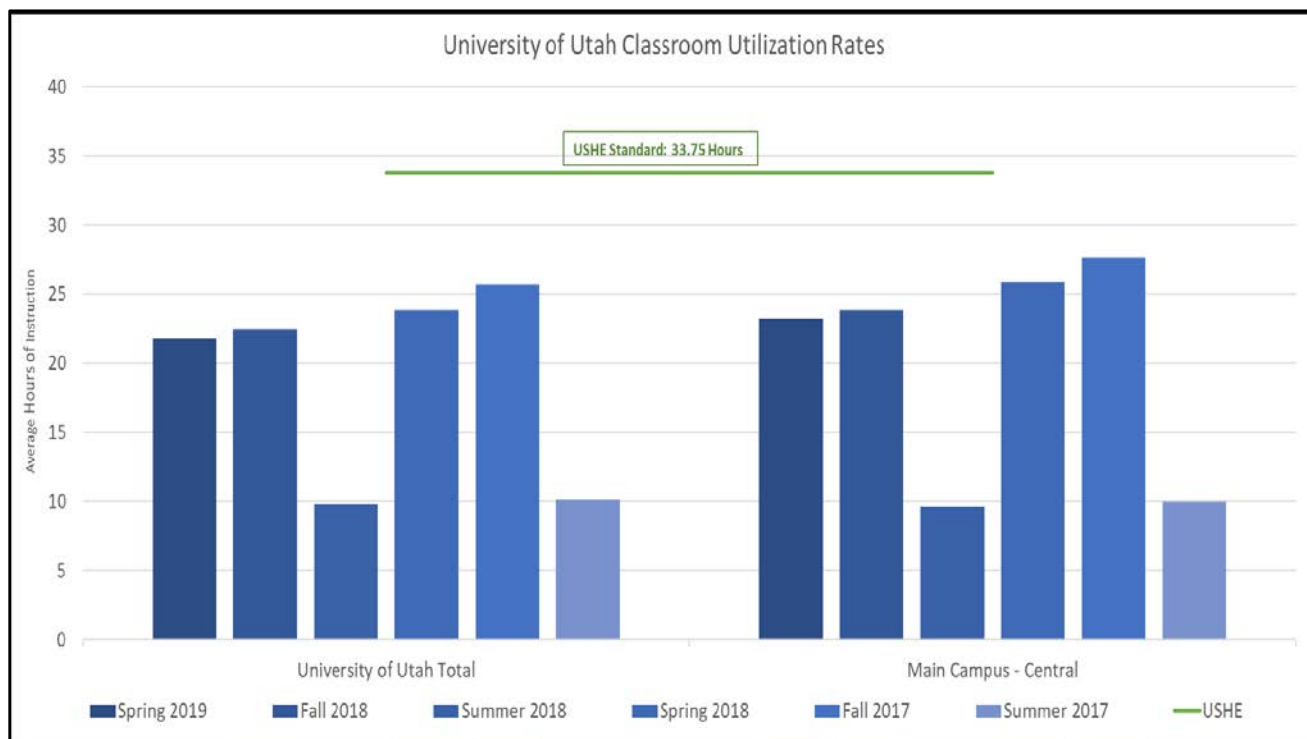
This page intentionally left blank

Institution Utilization Information

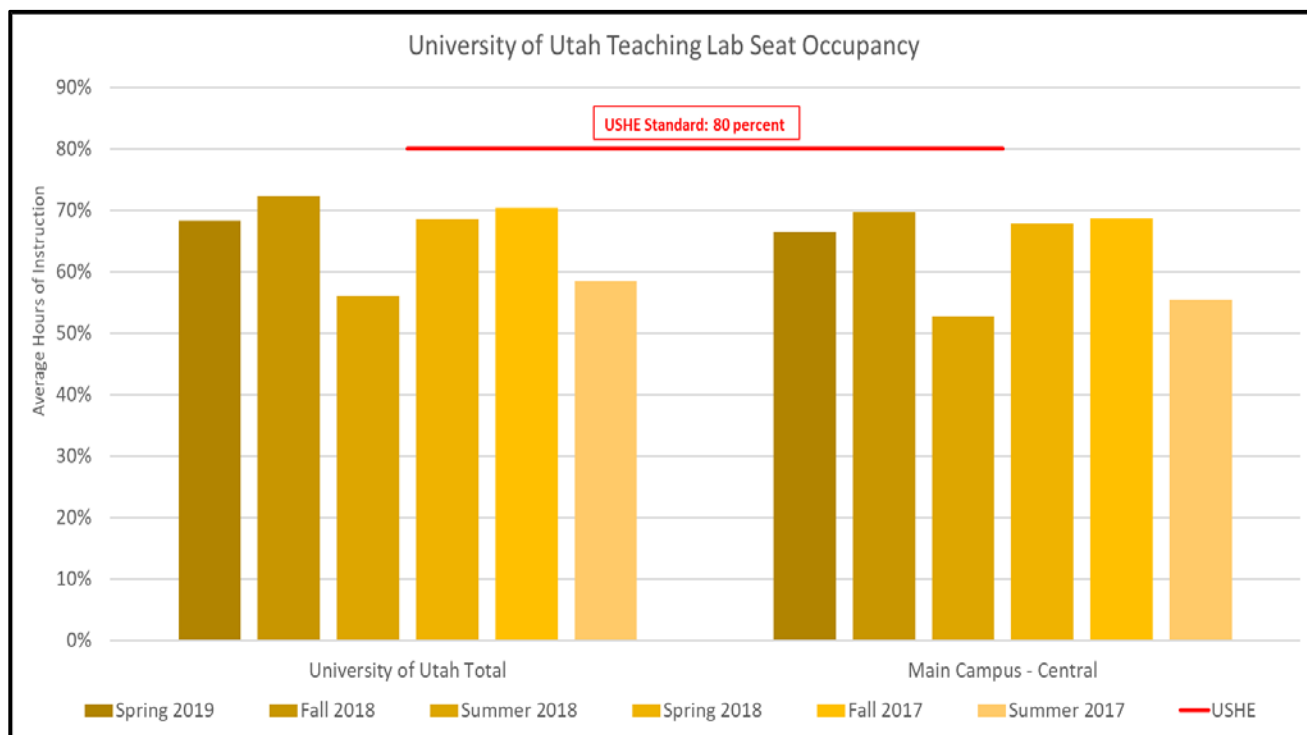
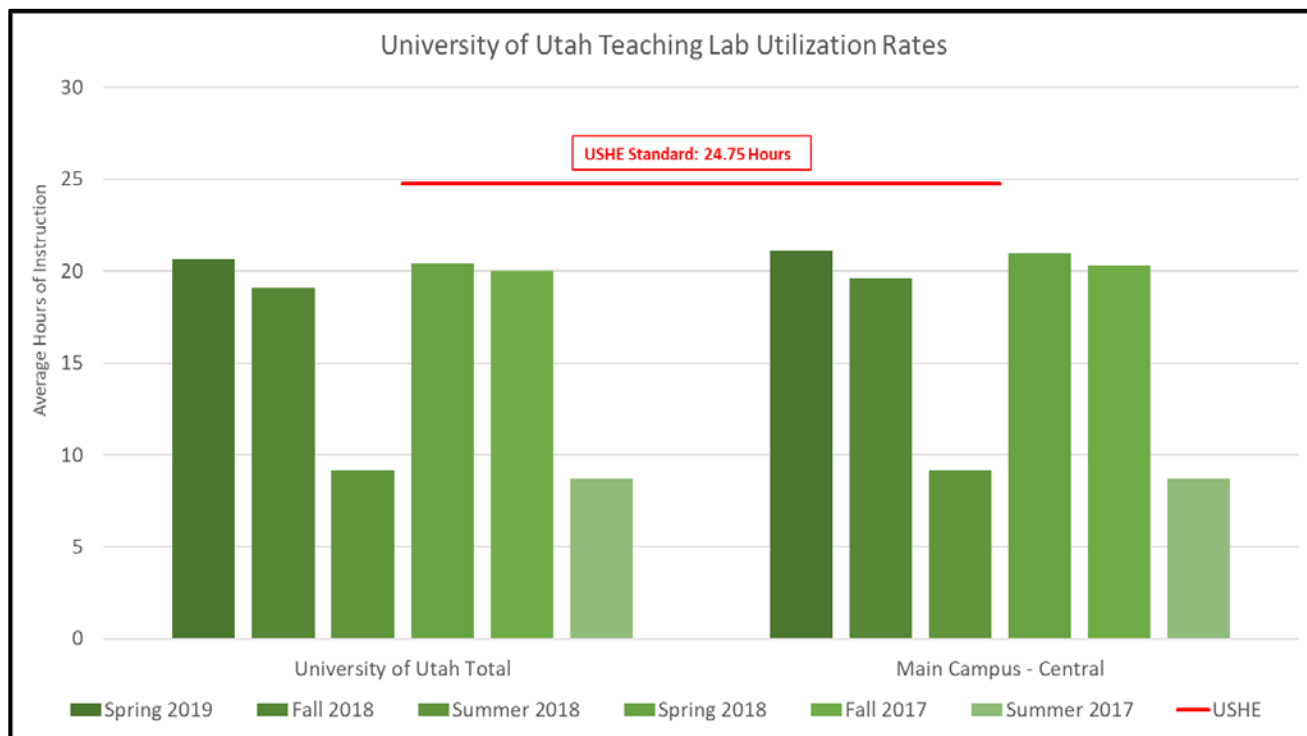
This page intentionally left blank

University of Utah Utilization 2018-19

Overview of UU Classroom Utilization



Overview of UU Lab Utilization



UU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station				Station				Station			
	Room	#	Occupancy	# Seats	Room	#	Occupancy	# Seats	Room	#	Occupancy	# Seats
University of Utah Total	Utilization	Rooms	Rate		Utilization	Rooms	Rate		Utilization	Rooms	Rate	
	21.8	291	53.4%	18,394	22.5	301	55.5%	19,004	9.8	165	47.4%	11,603
Main Campus - Central	23.2	254	52.9%	16,541	23.8	264	55.1%	17,098	9.6	149	44.1%	10,831
Olpin Union	14.2	2	46.2%	150	10.8	2	45.3%	150				
Emery Building	22.0	6	56.5%	293	25.4	6	63.7%	293	7.6	5	36.3%	243
Marriott Center for Dance	13.8	2	50.6%	60	13.4	2	43.3%	60	2.2	1	90.0%	30
Skaggs Biology Building	19.7	2	57.8%	471	20.0	2	50.0%	471	4.6	2	19.0%	471
Annex General Office	16.9	6	46.4%	188	12.3	6	45.8%	188	9.8	4	49.0%	118
Architecture Building	22.4	4	47.8%	270	31.3	3	46.6%	174	3.7	2	18.2%	129
Art Building	27.2	1	54.2%	83	30.3	1	46.6%	83	5.9	1	22.3%	83
Sorenson Arts & Ed Complex	23.6	6	38.8%	250	31.6	6	41.3%	250	27.9	6	36.8%	250
Building 72					33.3	1	63.6%	40	12.8	2	72.4%	64
Building 73					13.8	5	47.9%	472	10.0	5	39.0%	298
Business Classroom Building	23.9	15	47.3%	694	24.9	15	46.2%	694	10.0	9	42.5%	422
Roland Christensen Center	31.6	5	46.5%	409	24.1	6	52.5%	454	11.6	4	50.1%	374
Gardner Commons	27.5	34	60.0%	1,641	29.8	36	61.0%	1,724				
Irish Humanities Building	20.9	2	59.9%	245	19.3	2	67.8%	245	5.6	2	29.3%	245
College of Social Work	26.9	10	56.5%	590	23.2	11	57.6%	618	11.1	9	45.5%	538
Garff Marriott Residential Scholars	27.7	3	60.9%	100	29.1	3	63.0%	100	12.5	1	53.8%	40
Film and Media Arts Building	35.8	2	31.6%	476	35.8	2	39.5%	476	6.4	2	37.3%	476
Meldrum Civil Engineering Building	8.8	1	48.8%	42	17.0	1	38.7%	42	10.7	1	28.6%	42
Sutton Building	19.4	3	43.6%	142	22.9	3	40.1%	142	4.2	2	43.0%	112
Eyring Chemistry Building	23.9	5	44.7%	678	27.2	5	48.3%	678	7.4	3	35.2%	626
HPER East	17.1	1	46.0%	186	25.3	1	36.0%	186	2.7	1	20.4%	186
HPER North	23.1	6	51.5%	319	28.0	6	59.7%	319	9.3	6	48.4%	319
HPER West	27.7	1	34.5%	78	24.5	1	48.1%	78	9.2	1	35.5%	78
Marriott Library	20.9	7	56.5%	371	26.0	7	58.8%	371	5.4	6	28.2%	326
Fletcher Building	24.8	5	45.1%	563	26.1	5	52.5%	563	11.8	4	47.9%	548
Talmage Building	23.0	6	50.7%	588	21.3	6	55.3%	588	8.2	6	45.8%	588
Widtsoe Building	21.3	4	52.3%	227	20.6	4	54.0%	227	8.4	2	27.2%	171
Warnock Engineering Building	26.6	9	47.5%	446	26.2	9	50.8%	446	7.3	5	40.0%	366
Warnock Eng. Building (L)	27.4	11	53.5%	1,164	30.8	11	57.5%	1,164	6.7	6	52.8%	320
Merrill Engineering Building	15.6	2	67.8%	75	13.0	2	35.6%	75				
Language & Comm. Bldg	18.4	4	70.6%	257	22.9	4	75.3%	257	9.2	3	62.2%	122
Cowles Building	28.8	6	56.9%	273	25.7	6	65.3%	273	13.6	5	57.9%	241
Life Science Building	17.7	4	56.7%	122	16.0	4	62.7%	122				
Naval Science Building	4.4	4	11.0%	162	3.9	3	16.4%	117				
Performing Arts Building	10.0	1	37.1%	99	19.5	1	28.9%	99				
Kennecott Mechanical Eng.	27.0	1	57.5%	183	38.2	1	45.3%	183	4.3	1	21.3%	183
Garff Executive Ed. Bldg	14.4	8	64.8%	520	18.4	7	60.8%	460				
Quinney College of Law	15.0	13	50.1%	434	12.6	15	51.6%	496	4.4	6	40.2%	216
Social & Behavioral Sciences	21.9	14	55.5%	777	23.5	14	55.3%	777	6.3	9	42.3%	493
Social Beh. Science Lecture Hall	15.0	1	30.3%	399	12.0	1	55.3%	399				
Eccles Business Building	37.7	17	52.6%	1,590	36.0	17	54.9%	1,590	14.0	17	40.8%	1,590
Thatcher Bldg Bio Chemistry	5.0	1	7.5%	98	6.0	1	18.7%	98				
Crocker Science Building	17.5	9	55.6%	378	18.3	10	54.9%	406	7.2	6	83.0%	308
Browning Building	16.0	4	32.7%	145	16.8	4	43.8%	145	5.8	1	44.4%	45
Stewart Building	14.0	6	68.3%	305	8.2	6	73.6%	305	5.0	3	22.9%	170
Main Campus - Ft Douglas	7.7	3	23.3%	114	11.8	3	20.2%	114				
Fort Douglas PX	7.7	3	23.3%	114	11.8	3	20.2%	114				
Main Campus - Health Science	9.4	26	52.6%	1,333	9.8	26	55.5%	1,386	7.3	10	52.3%	492
Cumming College of Nursing	17.3	4	56.0%	324	19.1	5	66.4%	349	10.5	5	58.6%	349
Eccles Health Sciences Ed.	8.0	22	52.0%	1,009	7.6	21	53.1%	1,037	4.2	5	46.0%	143
Main Campus - Research Park	21.5	8	81.8%	406	22.0	8	82.8%	406	18.4	6	96.2%	280
375 Chipeta Way	38.8	2	60.1%	88	34.8	2	65.5%	88	23.3	2	98.9%	88
421 Wakara Way	6.3	1	55.6%	24	1.7	1	54.2%	24				
Dumke Health Professions	19.7	1	75.1%	50	35.0	1	93.6%	50	18.1	1	68.0%	50
Noorda Oral Health Sciences	17.1	4	106.1%	244	17.5	4	92.0%	244	15.1	3	103.6%	142

UU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room #		Station Occupancy		Room #		Station Occupancy		Room #		Station Occupancy	
	Utilization	Rooms	Rate	# Seats	Utilization	Rooms	Rate	# Seats	Utilization	Rooms	Rate	# Seats
University of Utah Total	20.7	109	68.3%	3,365	19.1	115	72.3%	3,459	9.2	39	56.1%	1,371
<i>Main Campus - Central</i>	<i>21.1</i>	<i>104</i>	<i>66.5%</i>	<i>3,223</i>	<i>19.6</i>	<i>109</i>	<i>69.8%</i>	<i>3,231</i>	<i>9.2</i>	<i>37</i>	<i>52.7%</i>	<i>1,296</i>
Sheets Marriott Cntr. Dance	41.7	6	53.0%	240	35.1	6	57.3%	240	2.6	2	47.5%	80
Art Building	26.7	10	70.4%	223	26.3	10	70.8%	223	9.9	3	116.3%	64
Biology Building	6.3	2	57.8%	64	5.9	4	70.9%	109	7.5	1	93.8%	32
Building 72	37.5	2	72.5%	80								
Business Classroom Building	23.4	2	63.8%	79	19.3	2	73.2%	79				
Gardner Commons	16.0	3	36.7%	111	22.7	1	105.6%	31				
Gardner Hall	18.8	8	40.7%	479	22.9	8	43.0%	479	4.9	3	28.0%	229
Nielsen Fieldhouse	22.2	4	87.7%	80	25.6	3	95.8%	60				
Film and Media Arts Building	11.6	2	78.5%	50	5.8	2	92.5%	50	6.3	1	25.0%	40
Fine Arts West	15.5	5	68.8%	92	14.5	6	66.2%	112				
Sutton Building	11.4	4	79.2%	80	12.2	5	85.5%	88	3.3	1	90.0%	20
Hedco Building	6.3	1	45.8%	24	4.2	2	82.8%	34				
Eyring Chemistry Building	29.4	9	88.3%	216	29.7	9	93.0%	216	14.0	8	64.7%	192
HPER East	13.3	2	67.7%	52	16.5	2	64.6%	52	7.0	1	12.2%	30
HPER West	36.8	1	82.4%	25	40.1	1	83.8%	25	17.6	1	36.9%	25
Marriott Library	14.5	5	50.5%	186	18.3	6	56.5%	207	3.0	1	17.8%	45
Fletcher Building	17.4	2	58.8%	60								
Talmage Building	6.3	2	83.8%	60	9.4	3	54.6%	84	3.9	1	69.4%	36
Merrill Engineering Building	22.9	9	68.2%	324	19.6	12	72.7%	384	10.8	2	36.0%	85
Language & Comm. Bldg	22.4	4	81.3%	88	21.3	4	72.4%	88	6.7	2	37.5%	52
Cowles Building	14.0	1	37.8%	35	11.0	1	41.2%	35	1.8	1	25.7%	35
Performing Arts Building	21.8	4	48.7%	215	22.1	4	57.0%	215	10.0	2	14.2%	155
Physics Building	7.2	4	73.6%	68	9.3	5	54.7%	92	6.3	4	86.6%	82
Pioneer Memorial Theatre	15.0	1	32.7%	30	18.0	1	19.4%	30				
Sculpture Building	18.6	4	74.6%	93	19.4	4	78.3%	93	7.8	1	53.3%	30
Social & Behavioral Sciences	21.3	1	39.8%	40	13.8	1	47.9%	40	6.7	1	26.7%	40
Thatcher Bldg. Bio. Chemistry	24.7	2	74.5%	36	33.5	1	53.1%	24	33.3	1	36.5%	24
Crocker Science Building	21.5	3	95.4%	68	12.0	5	94.8%	116				
Browning Building	2.9	1	32.0%	25	1.3	1	80.0%	25				
<i>Main Campus - Research Park</i>	<i>11.9</i>	<i>5</i>	<i>124.0%</i>	<i>142</i>	<i>9.6</i>	<i>6</i>	<i>143.1%</i>	<i>228</i>	<i>9.0</i>	<i>2</i>	<i>129.5%</i>	<i>75</i>
Dumke Health Professions	11.9	5	124.0%	142	13.3	4	147.9%	122	9.0	2	129.5%	75
Noorda Oral Health Sciences					2.3	2	93.4%	106				

University of Utah 2018-19 Utilization Report

Required Question 1: Meeting Regent Standards

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

The University of Utah continues our commitment to using both classroom and laboratory space as effectively as possible. We have spent significant time engaged in our efforts to meet or exceed the utilization standards through dedicated committees and groups analyzing space usage and making suggestions to improve the use of existing lab and classroom space. We also continue to engage college deans, department chairs, faculty, and staff charged with scheduling courses in discussions regarding how to schedule and use space more wisely.

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

Many of the same challenges noted above in question # 1 related to classroom utilization also relate to efficient use of lab space. Use of lab space is being analyzed and considered hand in hand with our efforts to increase utilization of classroom space and the efforts noted above also apply in regards to meeting the thresholds for lab space. There are of course additional challenges in meeting the rates for lab space because the space is often specialized in nature and there is less flexibility in simply rescheduling the use of the space. Often labs are designed to function more effectively for a specific program utilizing them and it is not always possible to broaden the use beyond specific types of courses. We also want to insure all of our lab space is safe for our students and faculty and have spent a significant amount of time ensuring that existing space is not only being used effectively, but is also a safe environment for use.

Required Question 2: Local Conditions Affecting Utilization

What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like 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.

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

Required Question 3: Central Scheduling

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

Scheduling practices implemented in 2015 were founded on Regent Policy R751 and instituted within our scheduling office.

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

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

Optional Question 1: Monitoring Methods

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

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

Optional Question 2: Off-Peak Student Enrollment

What strategies 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 at off-peak hours to allow greater access for students who may be in a high-demand course. We are also looking at changing the days/times available for course scheduling to make better use of high-demand times.

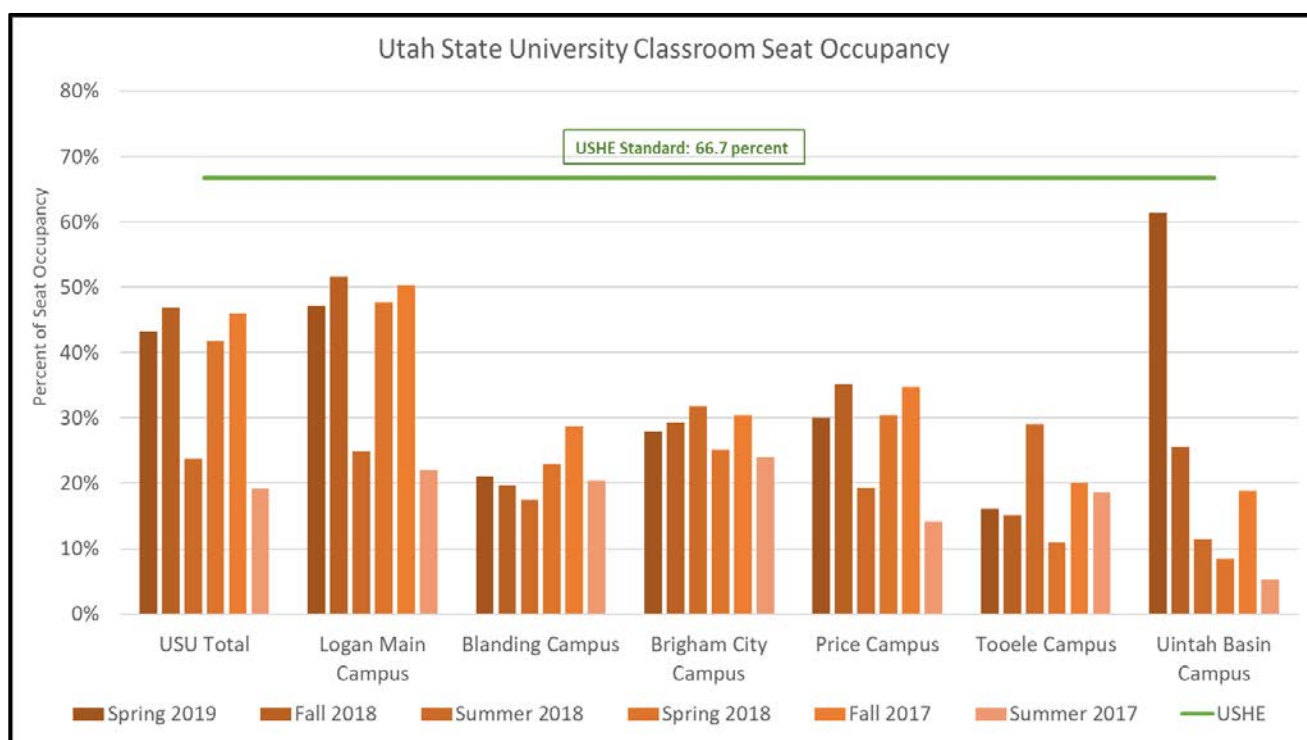
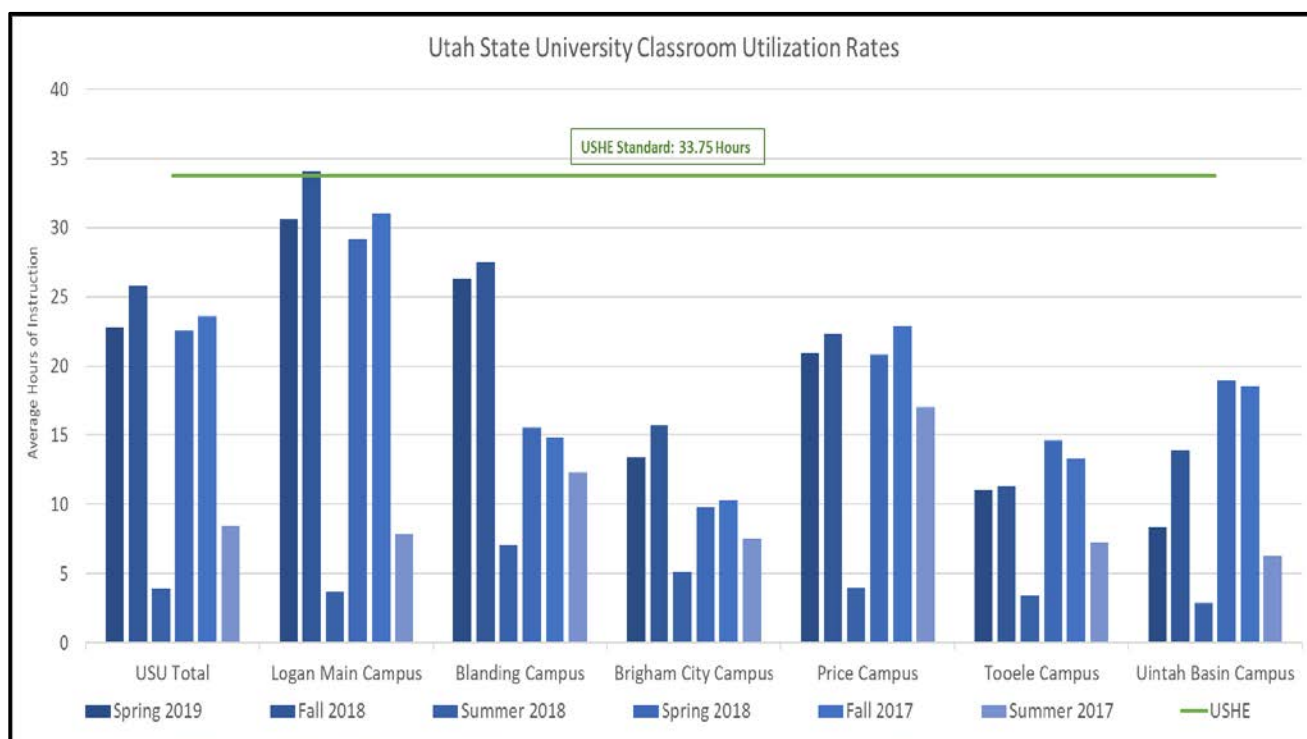
Optional Question 3: Non-Instructional Room Utilization

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

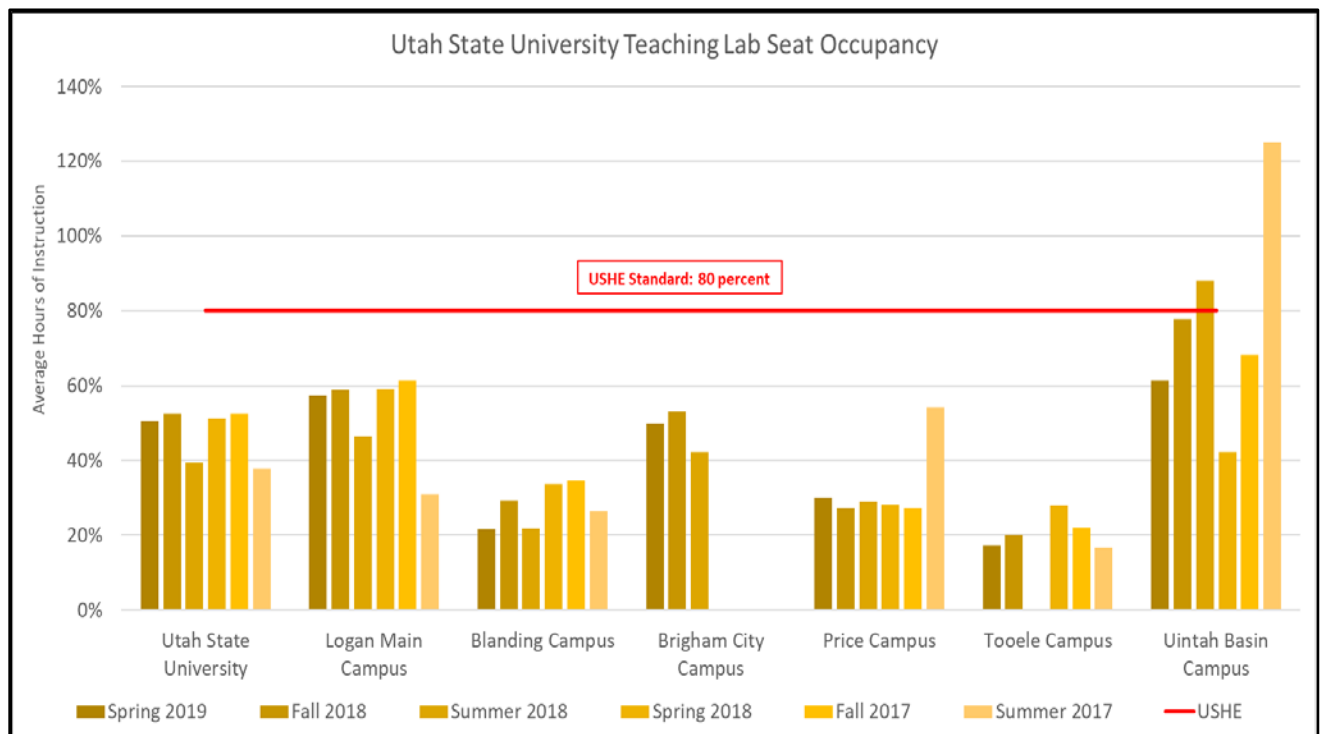
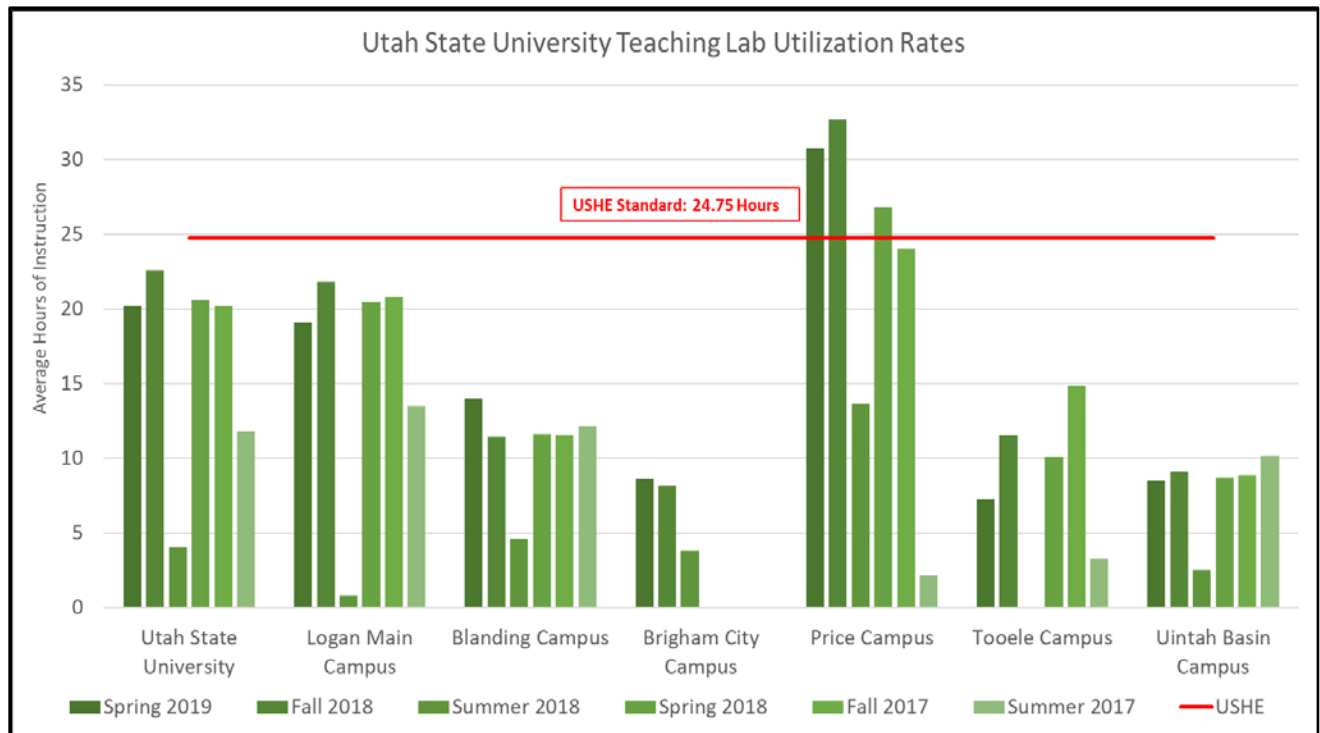
All dedicated classroom spaces are prioritized for instruction without exception. Similar to class labs, non-class lab use is calculated by affiliated total project expense per square foot. Often, personnel expenses are for students in an affiliated discipline.

Utah State University Utilization 2018-19

Overview of USU Classroom Utilization



Overview of USU Lab Utilization



USU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station		Station		Station		Station		Station		Station	
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah State University	22.8	304	43.2%	12,955	25.8	300	46.8%	12,470	3.9	300	23.8%	12,470
Logan Main Campus	30.6	155	47.2%	9,503	34.1	151	51.6%	9,018	3.7	151	24.8%	9,018
Agriculture Sys Tech & Ed	7.8	3	75.9%	104	11.9	3	49.4%	104	0.0	3		104
Agricultural Sciences Bldg.	41.4	3	39.1%	197	44.0	3	44.8%	197	5.3	3	14.5%	197
Animal Science Bldg.	30.4	3	46.1%	172	28.3	3	55.4%	172	0.0	3		172
Biological-Nat Resources	27.7	6	46.2%	511	33.0	6	47.0%	511	1.2	6	8.3%	511
Peterson Engineering Lab	28.7	6	37.5%	246	35.8	6	37.7%	246	1.4	6	61.9%	246
Distance Education Building	27.1	12	36.7%	320	28.7	12	42.4%	320	9.2	12	23.6%	320
Early Childhood Building	21.8	2	68.7%	41	25.7	2	63.6%	41	2.6	2	9.5%	41
Eccles Business Building	33.5	6	55.3%	468	38.6	6	54.5%	468	0.9	6	22.5%	468
Eccles Science Learning Center	30.0	3	52.8%	699	33.9	3	60.0%	699	5.0	3	23.1%	699
Bowen Building	26.5	1	43.8%	32	25.7	1	45.5%	32	5.5	1	23.4%	32
Education Building	24.4	8	46.5%	343	26.4	8	57.3%	343	2.4	8	11.7%	343
Engineering Building	35.2	15	48.7%	1,171	37.5	15	57.4%	1,171	1.2	15	26.8%	1,171
Family Life Building	31.4	6	49.1%	292	28.5	6	50.4%	292	0.0	6		292
Fine Arts Center	31.7	1	43.8%	16	17.3	1	71.9%	16	0.0	1		16
Fine Arts-Visual Building	27.5	4	55.1%	378	39.7	4	45.5%	378	0.0	4		378
Geology Building	28.3	5	44.2%	254	37.2	5	63.4%	254	1.9	5	35.7%	254
HPER Building	31.4	7	39.7%	362	34.2	7	43.8%	362	3.4	7	23.4%	362
Huntsman Hall	32.8	20	51.0%	1,103	35.5	20	52.3%	1,103	4.2	20	28.8%	1,103
Industrial Science Building	27.4	2	57.5%	60	25.9	2	55.3%	60	10.2	2	31.1%	60
Life Sciences Building	25.8	2	52.8%	406								
Lillywhite Building	16.2	2	30.7%	79								
Merrill-Cazier Library	35.7	4	39.5%	177	44.1	4	46.2%	177	9.3	4	22.4%	177
Natural Resources Building	36.9	1	31.6%	98	45.2	1	36.5%	98	7.8	1	59.2%	98
Nutrition & Food Sciences	22.4	3	39.7%	154	27.9	3	41.6%	154	0.0	3		154
Old Main	38.6	14	45.7%	1,012	40.3	14	50.1%	1,012	10.8	14	26.1%	1,012
Ray B. West Building	39.1	5	52.3%	183	42.9	5	51.5%	183	0.0	5		183
Science Engineering Research	24.8	1	31.0%	24	28.2	1	25.4%	24	0.0	1		24
Sorsenson Cntr. for Clinical Excl.	34.7	2	32.6%	109	38.5	2	54.3%	109	4.9	2	13.6%	109
Teaching Greenhouse	5.8	1	79.2%	24	9.5	1	52.8%	24	0.0	1		24
Technology Building	29.9	3	51.0%	104	31.3	3	58.4%	104	0.0	3		104
University Reserve Building	8.8	1	72.2%	18	11.5	1	66.7%	18	0.0	1		18
Veterinary Science & Biology	31.3	2	58.0%	166	30.8	2	55.9%	166	0.0	2		166
Widtsoe Hall	33.2	1	56.2%	180	41.8	1	61.7%	180	0.0	1		180
Blanding Campus	26.3	18	21.1%	511	27.5	18	19.6%	511	7.1	18	17.5%	511
Bradford Lee Tech. Building	24.7	9	18.6%	216	25.5	9	21.9%	216	2.6	9	28.9%	216
Health Science Library	29.4	6	23.1%	215	34.4	6	16.8%	215	12.8	6	11.3%	215
Heavy Equipment & Trucking	29.8	1	42.0%	25	28.7	1	24.0%	25	28.7	1	60.0%	25
Native Americans Studies	4.0	1	66.7%	30	4.3	1	93.3%	30	0.0	1		30
Se Learning Cntr., Montezuma	40.5	1	17.6%	25	27.4	1	26.9%	25	0.0	1		25
Brigham Campus	13.4	36	28.0%	794	15.7	36	29.3%	794	5.1	36	31.8%	794
Academic Building	15.0	24	29.8%	430	19.0	24	27.6%	430	6.6	24	28.6%	430
Miller Building	10.2	12	24.4%	364	9.1	12	34.4%	364	2.1	12	46.5%	364
Price Campus	21.0	31	29.7%	975	22.4	31	35.2%	975	4.0	31	19.4%	975
Central Instructional Building	27.4	6	31.9%	168	23.0	6	36.2%	168	2.6	6	20.6%	168
Modonald Career Center	26.0	3	37.9%	88	30.9	3	30.1%	88	0.0	3		88
Reeves Building	24.0	13	32.3%	435	25.6	13	29.9%	435	8.3	13	19.3%	435
West Instructional Building	10.6	9	23.1%	284	14.5	9	58.4%	284	0.0	9		284
Tooele Campus	11.1	22	16.1%	494	11.3	22	15.1%	494	3.4	22	29.1%	494
Science & Technology Building	16.0	3	22.9%	64	9.8	3	15.3%	64	0.0	3		64
Academic Building	10.3	19	15.3%	430	11.6	19	15.1%	430	3.9	19	29.1%	430
Uintah Basin Campus	8.3	42	18.1%	678	13.9	42	25.6%	678	2.9	42	11.4%	678
BEERC	6.4	21	14.2%	288	14.3	21	27.8%	288	3.7	21	13.9%	288
Roosevelt - Student Center	14.5	8	16.9%	252	20.5	8	21.3%	252	1.9	8	5.1%	252
Roosevelt - Classroom	7.8	13	31.4%	138	9.3	13	29.4%	138	2.2	13	17.5%	138

USU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station		Station		Station		Station		Station		Station	
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah State University	20.2	117	50.5%	3,183	22.6	105	52.4%	2,839	4.0	105	39.5%	2,839
Logan Main Campus	19.1	77	57.3%	2,145	21.8	65	58.8%	1,801	0.8	65	46.5%	1,801
Agricultural Sciences Bldg.	28.7	2	37.5%	48	24.5	2	47.5%	48	0.0	2	0.0%	48
Art Sculpture Lab	17.5	1	37.8%	15	11.7	1	46.7%	15	0.0	1	0.0%	15
Biological-Nat Resources	7.0	7	86.0%	176	21.7	7	82.5%	176	0.9	7	131.3%	176
Biotech Lab	10.0	1	38.9%	12	0.0	1	0.0%	12	0.0	1	0.0%	12
Peterson Engineering Lab	2.6	2	130.0%	60	4.7	2	13.3%	60	0.0	2	0.0%	60
Eccles Business Building	20.5	2	72.3%	74	23.7	2	78.5%	74	0.0	2	0.0%	74
Education Building	25.9	2	40.4%	55	20.2	2	55.5%	55	8.5	2	26.1%	55
Engineering Building	32.1	2	79.9%	50	19.2	2	72.8%	50	0.0	2	0.0%	50
Family Life Building	12.6	3	57.1%	76	15.5	3	60.3%	76	0.0	3	0.0%	76
Fine Arts Center	27.0	9	36.0%	385	27.8	9	38.8%	385	0.0	9	0.0%	385
Fine Arts Center Visual	36.7	4	51.2%	100	53.6	4	53.3%	100	0.0	4	0.0%	100
Geology Building	16.8	2	53.2%	40	13.8	2	60.4%	40	0.0	2	0.0%	40
Huntsman Hall	28.7	1	50.5%	66	40.4	1	45.2%	66	5.9	1	9.8%	66
Industrial Science Building	30.5	2	36.8%	90	26.7	2	30.0%	90	0.0	2	0.0%	90
Life Sciences Building	18.2	12	63.4%	344					0.0			
Old Main	11.7	1	36.7%	15	5.3	1	100.0%	15	0.0	1	0.0%	15
Maeser Lab	9.9	7	93.8%	96	1.7	7	105.0%	96	0.4	7	87.5%	96
Military Science Building	6.0	1	38.3%	30	3.3	1	50.0%	30	0.0	1	0.0%	30
Natural Resources Building	10.2	1	39.0%	50	37.7	1	48.6%	50	0.0	1	0.0%	50
Quinney Library	2.8	2	34.4%	54	11.1	2	49.4%	54	0.0	2	0.0%	54
Science Engineering Research	30.0	4	97.6%	64	32.5	4	94.5%	64	1.6	4	84.4%	64
Sorenson Cntr. for Clinical Excl.	13.1	1	110.0%	30	15.3	1	110.0%	30	0.0	1	0.0%	30
Veterinary Science & Biology	3.8	3	84.3%	95	17.3	3	83.0%	95	0.0	3	0.0%	95
Widtsoe Hall	31.0	5	89.2%	120	31.8	5	95.0%	120	2.9	5	46.7%	120
Blanding Campus	13.9	5	21.5%	127	11.4	5	29.2%	127	4.6	5	21.8%	127
Bradford Lee Tech. Building	0.0	1	0.0%	12	2.3	1	16.7%	12	0.0	1	0.0%	12
Health Science Library	17.4	4	21.5%	115	13.7	4	29.4%	115	5.8	4	21.8%	115
Brigham Total	8.6	2	50.0%	37	8.2	2	53.1%	37	3.8	2	42.2%	37
Milton P Miller Building	17.3	2	50.0%	37	16.3	2	53.1%	37	7.7	2	42.2%	37
Price Campus	30.8	24	30.0%	704	32.7	24	27.2%	704	13.6	24	29.1%	704
BDAC Athletic Building	19.7	1	28.6%	35	12.5	1	25.1%	35	0.0	1	0.0%	35
Central Instructional Building	11.8	7	27.2%	275	13.0	7	22.4%	275	0.0	7	0.0%	275
Industrial Park Building	147.0	2	32.4%	48	161.0	2	25.5%	48	161.0	2	21.3%	48
Mcdonald Career Center	38.8	6	24.6%	155	45.0	6	23.1%	155	0.2	6	61.4%	155
Reeves Building	7.2	6	41.6%	148	6.3	6	47.1%	148	0.4	6	50.0%	148
West Instructional Building	0.0	2	0.0%	43	16.5	2	0.0%	43	0.3	2	20.0%	43
Tooele Campus	7.3	5	17.2%	90	11.6	5	20.2%	90	0.0	5	0.0%	90
Academic Building	7.3	5	17.2%	90	18.1	5	20.2%	90	0.0	5	0.0%	90
Uintah Basin Campus	8.5	4	61.4%	80	9.1	4	77.9%	80	2.5	4	88.0%	80
BEERC	8.5	4	61.4%	80	9.1	4	77.9%	80	2.5	4	88.0%	80

Utah State University 2018-19 Utilization Report

*Answers are for Logan campus unless otherwise noted

Required Question 1: Meeting Regent Standards

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

We have organized a collaborative group with representatives from Facilities, Academic and Instructional Services (Central Scheduling), Space Management, and Business and Finance to identify opportunities to right-size courses and classrooms and update classroom inventory while considering instructional needs. Since USU does not have buildings that are dedicated to classrooms only, we try to accommodate faculty as much as possible by letting them teach classes in or near the buildings where they have offices. This can create some inefficiencies when seat capacity and enrolled students don't match as well as they might if faculty proximity concerns were not considered. We are evaluating classroom spaces in relation to effective and efficient use, instructional purposes, and classroom location/enrollment patterns. These efforts are producing various ideas and recommendations that are being implemented incrementally.

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

Required Question 2: Local Conditions Affecting Utilization

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

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

For example:

- Several classrooms are located in buildings around the perimeter of the campus where the program function needs to exist, but the distance from the central core is too far to be effectively included in general scheduling. Students cannot make it to those buildings and back within class breaks.

- Some classrooms exist in buildings where elementary or pre-school-aged children are present and the university has made a conscious decision to limit only those students whose programs require them to work with the young children into those buildings.
- Some classrooms are in older buildings that are not ADA compliant. However, the departments housed in those buildings still use the classrooms because of the convenience. Classrooms that are not ADA compliant cannot be used for general scheduling and therefore have limited usage.
- Some classrooms have poor technology, which make them undesirable for most faculty and students. However, the departments housed in those buildings use the classrooms because they feel that convenience outweighs the classroom conditions.
- Some older, higher capacity classrooms are less desirable for smaller course enrollment; however, due to location, the room is scheduled and the station occupancy rate fails to achieve the desired metric.

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

Required Question 3: Central Scheduling

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

In 2018, academic departments were informed that all classrooms and class laboratories would be centrally scheduled beginning FY20. Academic and Instructional Services (central scheduling) collaborates with departments on a regular basis. Although some challenges and concerns for department-paid specialized equipment exist, found in class laboratories, the Academic and Instructional Services division continues to work through departmental situations to establish acceptable agreements to preserve departmental interests and investments—while working to increase the utilization of the classroom laboratories.

Required Question 4: Institutional Utilization Policy

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

See Attachment

Required Question 5: Hours of Operation

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

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

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

Required Question 6: Optimizing Summer Term

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

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

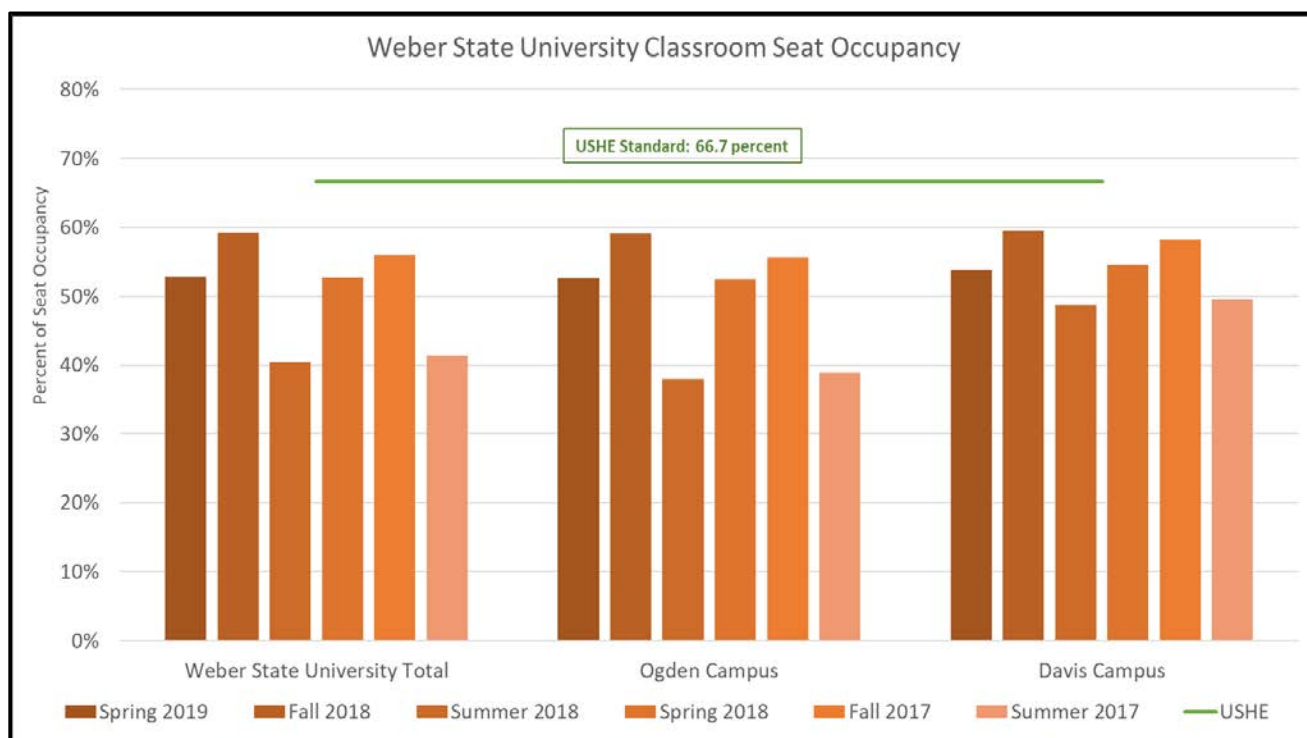
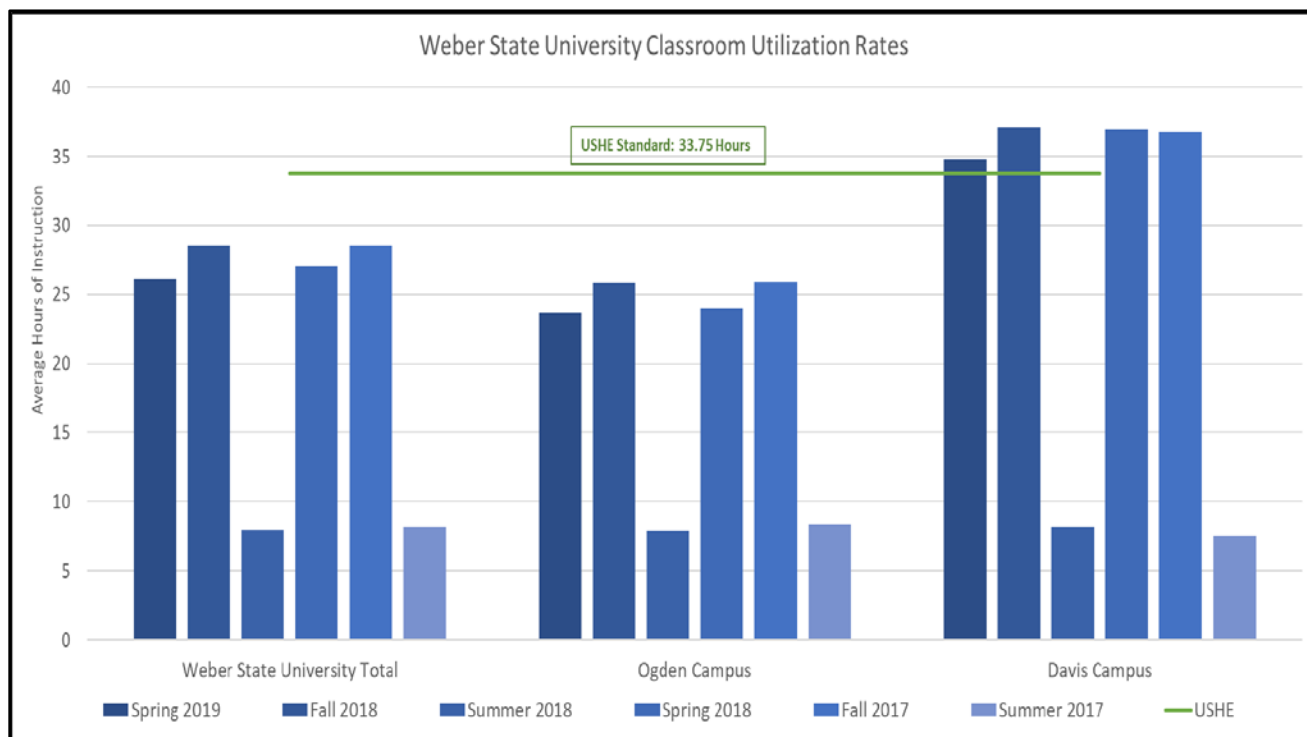
USU is continually evolving to meet the needs of our students. Student behavior and data indicate an increasing need and desire for summer scheduling of online courses to increase academic flexibility in the summer rather than face-to-face courses.

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

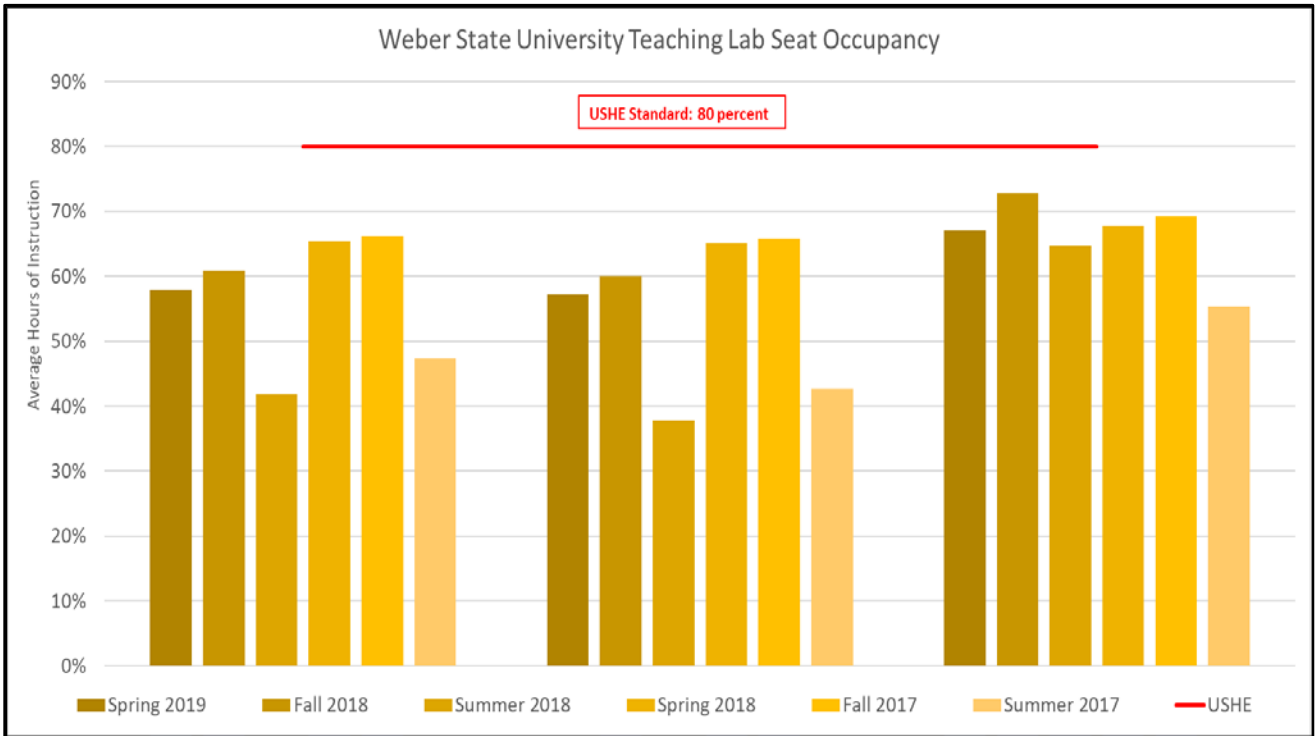
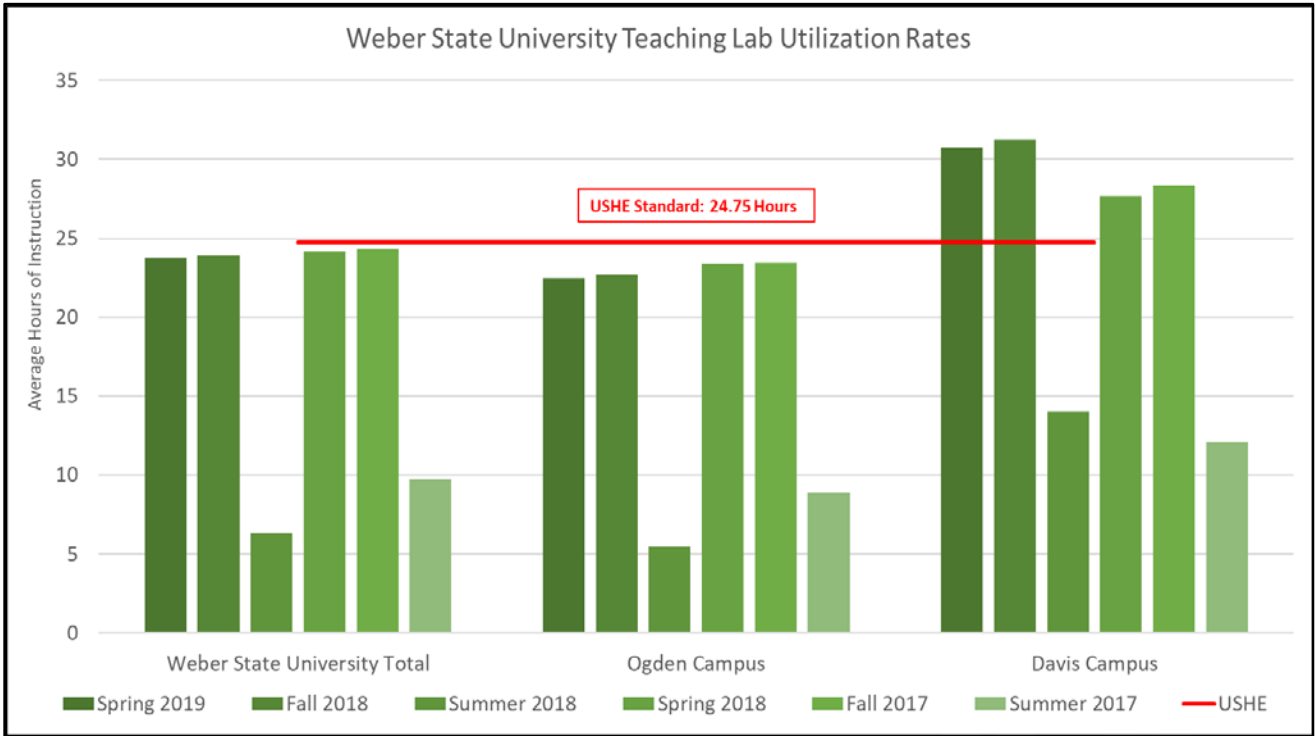
This page intentionally left blank

Weber State University Utilization 2018-19

Overview of WSU Classroom Utilization



Overview of WSU Lab Utilization



WSU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Rate	# Seats	Utilization	# Rooms	Rate	# Seats	Utilization	# Rooms	Rate	# Seats
Weber State University Total	26.1	203	52.8%	8,476	28.5	188	59.2%	7,566	7.9	101	40.5%	4,050
Ogden Campus	23.7	158	52.6%	6,867	25.9	143	59.1%	5,957	7.9	79	38.0%	3,197
Browning Center	17.1	3	42.2%	109	16.8	3	46.0%	109	5.7	1	45.3%	32
Elizabeth Hall*	26.2	28	61.2%	806	28.4	28	66.9%	806	7.9	22	39.9%	646
Engineering Technology	22.9	9	45.0%	304	26.0	9	52.5%	304	2.8	1	34.4%	32
Interprofessional Education	19.8	5	51.8%	209	22.6	4	57.8%	179				
Kimbal Visual Art	29.2	1	92.5%	20	23.4	1	45.0%	20	12.0	1	28.8%	20
Lampros Hall	38.9	2	57.5%	74	39.3	2	55.4%	74	12.4	2	41.8%	74
Lind Lecture Hall*	28.9	14	49.6%	846	26.7	14	62.5%	846	5.4	6	46.8%	452
Lindquist Hall	20.2	32	50.1%	1,646								
Marriott Allied Health	23.0	11	46.6%	504	26.1	11	41.5%	504	21.3	4	23.6%	164
McKay Education	27.8	13	54.1%	518	27.4	13	56.6%	518	6.3	9	33.6%	370
Science Lab					29.4	17	69.9%	746	6.8	11	39.2%	382
Stewart Library	33.0	1	54.6%	20	20.2	1	53.8%	20				
Student Service Center	25.8	1	100.0%	18	40.9	1	124.2%	18				
Swenson Building	18.3	6	45.9%	290	20.4	6	46.7%	290	2.6	4	40.2%	151
Technical Education	20.6	3	41.2%	146	15.3	3	43.5%	146				
Tracy Hall	23.4	15	70.7%	526	24.6	15	76.3%	526	7.6	12	66.6%	464
Wattis Business	21.0	14	48.1%	831	20.7	15	54.6%	851	8.4	6	44.6%	410
Davis Campus	34.8	45	53.9%	1,609	37.1	45	59.5%	1,609	8.2	22	48.7%	853
Davis Campus Building 13*	40.9	10	68.8%	320	43.4	10	68.8%	320				
Davis Campus Building 2*	29.8	17	47.2%	732	31.4	17	53.6%	732	10.0	12	52.5%	540
Davis Campus Building 3*	36.1	18	65.3%	557	39.0	18	68.9%	557	5.9	10	36.8%	313

WSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Rate	# Seats	Utilization	# Rooms	Rate	# Seats	Utilization	# Rooms	Rate	# Seats
Weber State University Total	23.7	78	57.9%	2,273	23.9	82	60.9%	2,408	6.3	40	41.8%	1,326
Ogden Campus	22.5	66	57.2%	1,961	22.7	70	60.0%	2,096	5.5	36	37.7%	1,206
Browning Center	25.5	4	31.7%	289	27.3	4	36.7%	289	1.4	2	6.0%	209
Elizabeth Hall	25.7	4	57.7%	123	25.8	4	58.1%	123	6.8	3	50.0%	93
Engineering Technology	19.1	6	53.9%	152	20.3	6	61.0%	152				
Kimbal Visual Art	22.1	9	63.6%	229	26.3	9	71.2%	229	4.8	5	26.3%	110
Lindquist Hall	14.2	1	68.3%	12								
Marriott Allied Health	31.9	5	63.5%	103	30.6	5	61.4%	103	16.4	1	26.7%	16
McKay Education	69.4	1	49.2%	30	34.7	1	53.8%	30	2.8	1	63.3%	30
Science Lab					22.9	5	49.3%	147	7.0	5	42.7%	147
Stewart Library	8.5	1	48.3%	20	15.4	1	81.4%	20			65.0%	20
Swenson Building	26.3	5	41.1%	186	25.4	5	42.1%	186	6.4	4	29.3%	156
Technical Education	14.4	7	76.2%	178	17.2	7	73.7%	178	6.2	2	33.3%	60
Tracy Hall	19.6	20	82.2%	508	18.4	20	90.1%	508	4.5	9	84.9%	234
Wattis Business	20.2	1	74.2%	36	14.4	1	73.9%	36	2.8	1	52.8%	36
Wildcat Center	34.3	2	43.4%	95	33.7	2	44.1%	95	7.1	2	26.6%	95
Davis Campus	30.7	12	67.0%	312	31.3	12	72.8%	312	14.0	4	64.6%	120
Davis Campus Building 13*	40.9	1	78.6%	28	43.4	1	78.6%	28				
Davis Campus Building 2*	33.4	5	61.5%	160	32.8	5	69.7%	160	13.3	3	52.2%	96
Davis Campus Building 3*	26.9	6	75.2%	124	28.0	6	76.9%	124	16.0	1	85.4%	24

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

Weber State University 2018-19 Utilization Report

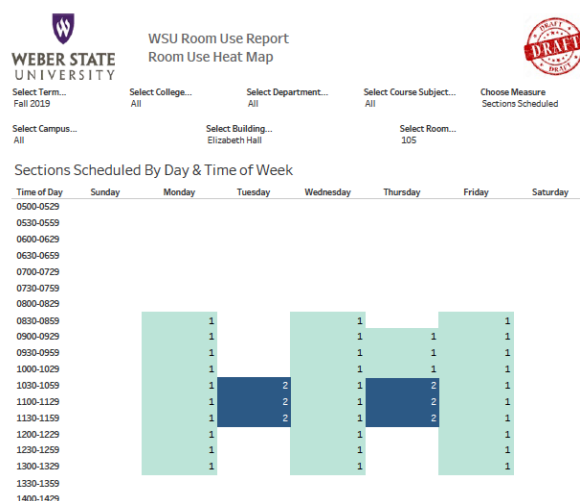
Required Question 1: Meeting Regent Standards

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

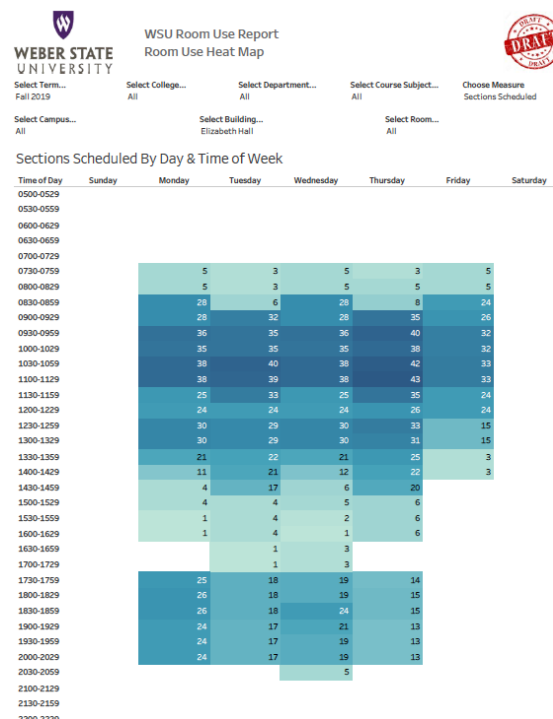
Weber State University plans to improve our space utilization through several avenues. Below is an overview of each strategy being implemented in to order increase both the space utilization and seat occupancy.

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

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



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



4. **Right-Sizing Spaces**—In a decentralized scheduling format, classes with fewer students were forced to schedule their class from the inventory predetermined by their department or college. This meant that it was common to have small upper division or graduate level classes of 18 in a room built to hold 40. Central scheduling will help us put the right class in the right space and even allow us to reassign a room to a class that has fewer or more students than 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.
5. **Annual Evaluation**—The Space Planning Committee is meeting with each college annually to review the least utilized spaces on campus. In past meetings, we have discovered that some underutilized spaces were not being 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.

Weber State is in the process of implementing centralized scheduling and right-sizing spaces in order to get the seat occupancy above the target rate.

Required Question 2: Local Conditions Affecting Utilization

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

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

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

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

Required Question 3: Central Scheduling

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

This policy is currently in process and a copy of the adopted policy will be sent to the Office of the Commissioner as soon as it is complete.

Currently we are in the process of implementing centralizing 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, Weber State currently does not have centralized scheduling.

Required Question 4: Institutional Utilization Policy

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

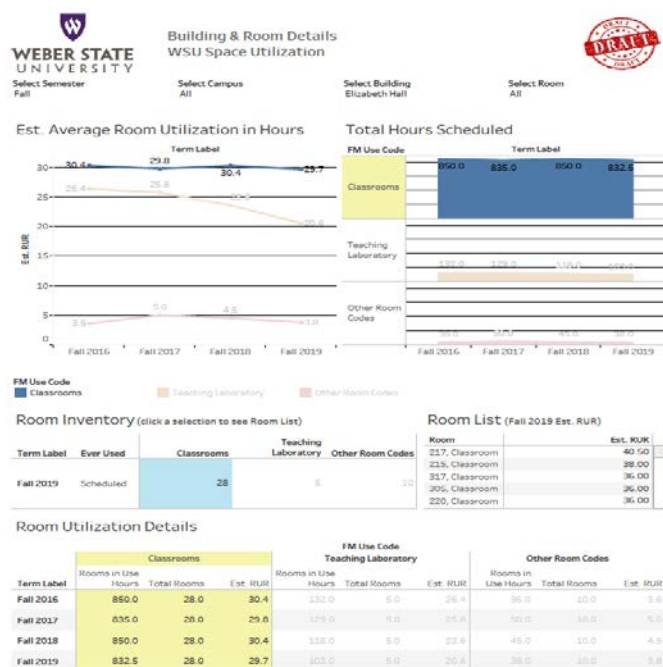
What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?

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

Optional Question 1: Monitoring Methods

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

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



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

Optional Question 2: Off-Peak Student Enrollment

What strategies 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.

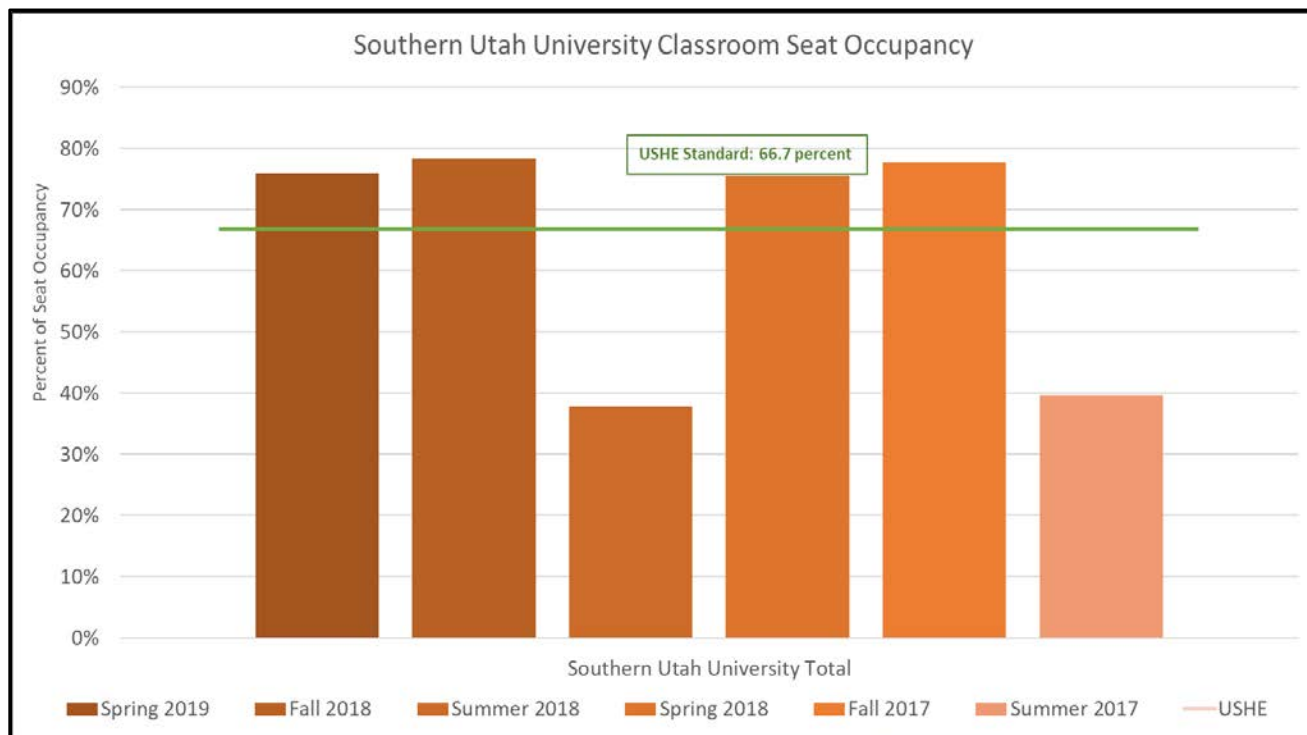
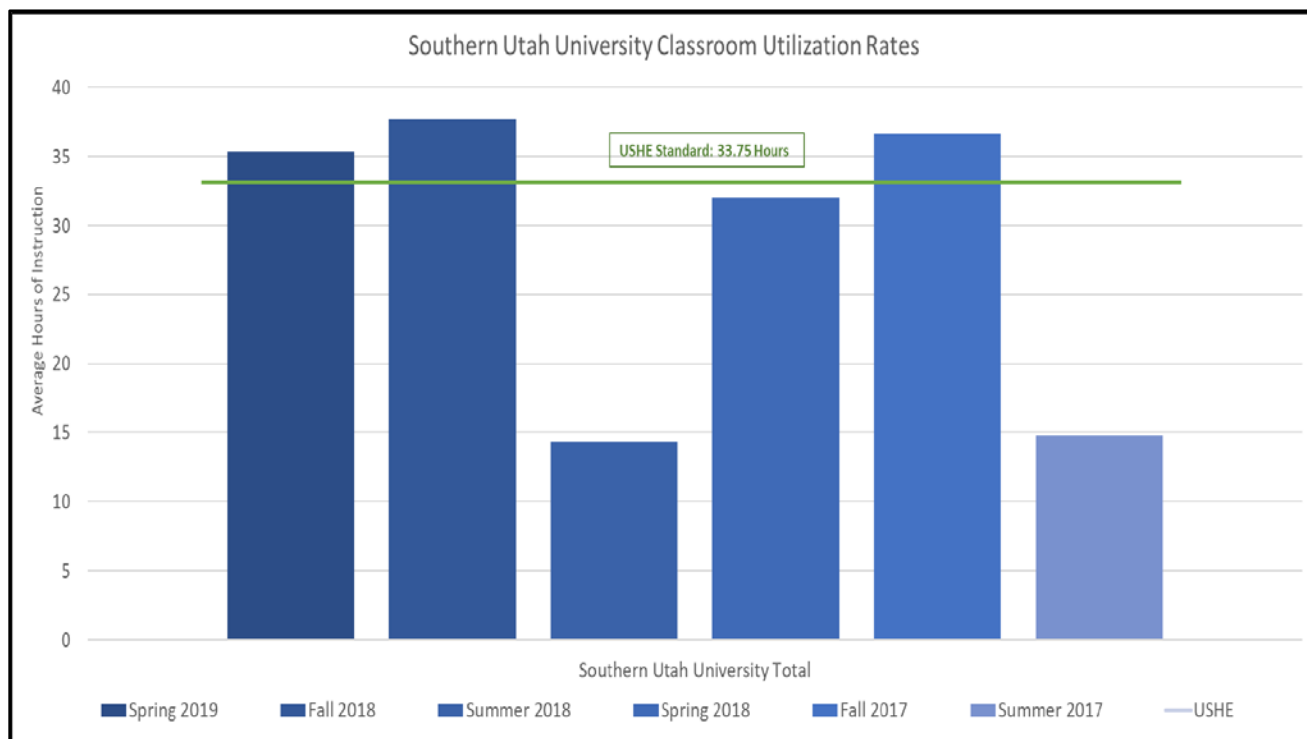
Optional Question 3: Non-Instructional Room Utilization

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

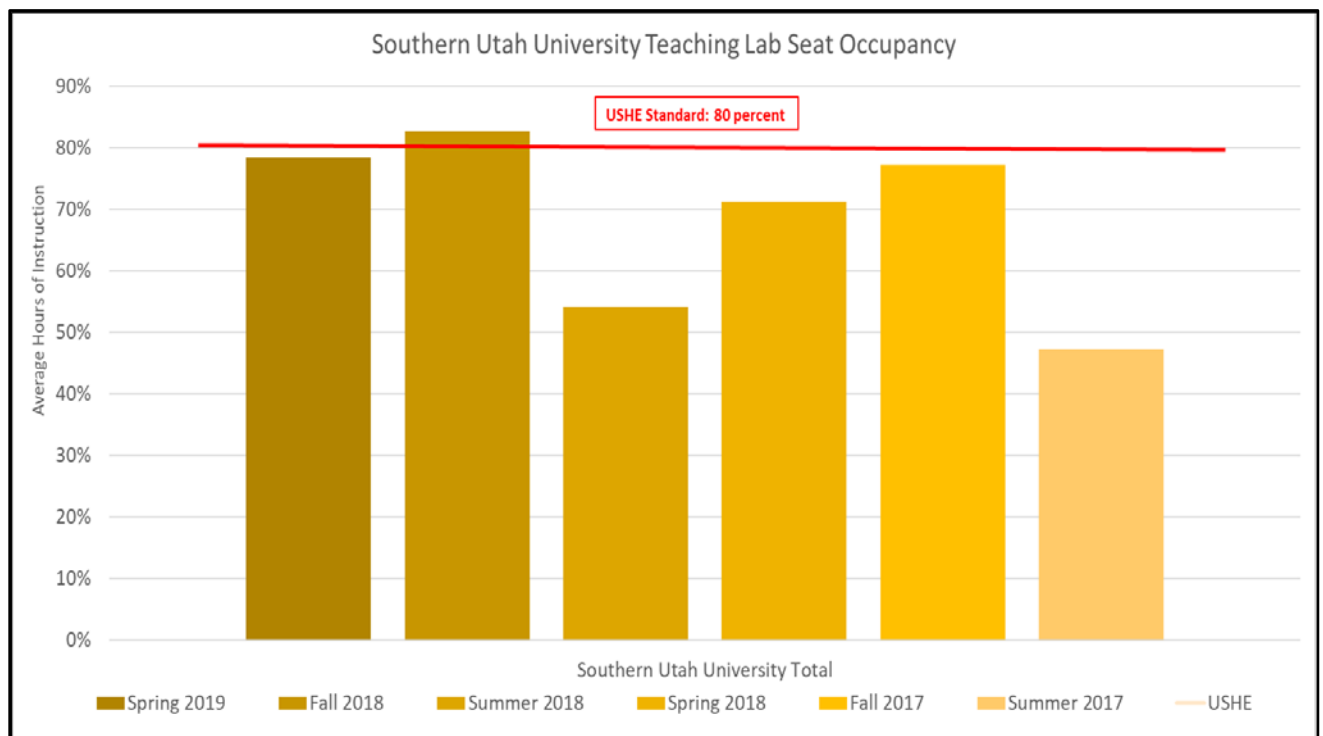
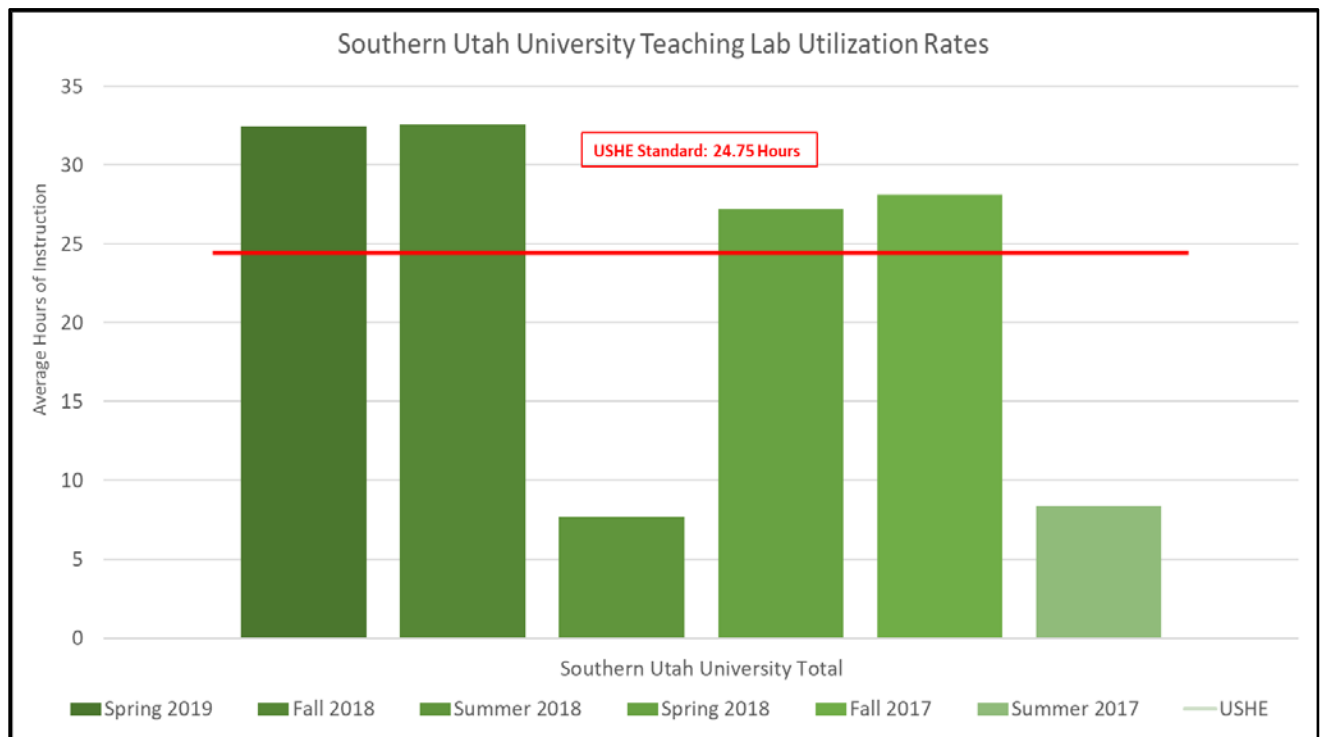
The EMS software is an academic and event scheduling software. For the last several years, WSU has used EMS as an event scheduling software. In the most recent year, WSU purchased the academic scheduling component of the software suite. Therefore, WSU has software that can capture non-instructional classroom 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 2018-19

Overview of SUU Classroom Utilization



Overview of SUU Lab Utilization



SUU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room #		Station Occupancy #		Room #		Station Occupancy #		Room #		Station Occupancy #	
	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats
Southern Utah University Total	35.4	80	76.0%	2,733	37.7	79	78.3%	2,716	14.3	37	37.8%	1,093
America First Event Center	39.5	3	63.4%	163	46.5	3	72.6%	140	13.0	1	38.2%	28
Braithwaite Center	45.0	3	76.7%	86	45.3	3	84.3%	84	5.3	1	18.0%	25
Burch Mann House	12.3	1	91.7%	12	13.0	1	76.9%	13	4.4	1	38.5%	13
Business	35.8	12	77.4%	391	31.1	11	82.0%	382				
Electronic Learning Center	24.5	2	78.2%	62	24.7	2	66.4%	62	17.2	1	40.0%	30
General Classroom Building	38.0	18	78.1%	534	39.4	18	76.9%	519	18.2	14	41.9%	370
Library	10.1	2	81.5%	49	19.5	2	89.6%	48				
Multipurpose Center	23.5	2	81.4%	56	32.5	2	75.9%	59	4.6	1	24.0%	25
Music Hall	16.0	1	70.5%	26	20.0	1	88.9%	26	7.2	1	27.8%	23
Physical Education Building	36.1	5	79.1%	199	44.5	5	77.2%	206	10.8	3	39.4%	88
Science Center	35.3	13	80.2%	514	38.1	13	82.5%	532				
Science Center Addition	34.6	3	88.5%	74	34.1	3	88.2%	78	11.4	3	45.0%	96
Teacher Education Building	42.4	10	70.5%	397	49.1	10	75.8%	387	16.1	9	34.6%	296
Technology Building	30.1	5	66.5%	169	31.3	5	67.9%	181	6.8	2	29.0%	100

SUU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room #		Station Occupancy #		Room #		Station Occupancy #		Room #		Station Occupancy #	
	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats
Southern Utah University Total	32.4	45	78.4%	1,036	32.6	45	82.6%	1,013	7.7	16	54.1%	313
America First Event Center	34.6	5	80.4%	99	32.4	5	82.6%	86	5.4	2	26.7%	48
Auditorium	67.3	1	100.0%	18	95.7	1	100.0%	17	7.4	1	100.0%	12
Business	48.3	1	72.6%	27	40.0	1	69.3%	32				
Electronic Learning Center	39.0	4	79.4%	110	40.8	4	80.5%	108	5.5	3	55.3%	85
General Classroom Building	16.6	3	86.6%	57	24.5	3	78.1%	51	10.1	1	100.0%	11
Leadership Engagement Center	22.3	2	83.3%	34	18.5	2	84.0%	38				
Multipurpose Center	30.9	2	100.0%	33	37.2	2	100.0%	35	4.8	2	100.0%	6
Music Hall	39.3	3	55.1%	93	41.7	3	74.3%	77	0.0	1	25.0%	20
Physical Education Building	12.5	4	95.2%	66	13.6	4	86.2%	70	3.3	1	100.0%	11
Science Center	36.2	9	80.1%	226	34.1	9	83.0%	228	12.8	4	50.8%	96
Science Center Addition	44.3	2	91.8%	48	39.4	2	91.8%	48	13.6	1	44.4%	24
South Hall	27.8	2	60.3%	50	33.1	2	59.1%	46				
Teacher Education Building	36.3	2	73.9%	55	36.2	2	88.5%	52				
Technology Building	29.8	5	67.5%	120	23.2	5	84.8%	125				

Southern Utah University 2018-19 Utilization Report

Required Question 1: Meeting Regent Standards

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

Southern Utah University currently exceeds this standard. We are committed to using state resources efficiently and plan to continue improving our occupancy rate by utilizing optimization software and carefully aligning our course offerings with appropriate laboratories.

Required Question 2: Local Conditions Affecting Utilization

What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like 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. We recognize the importance of efficient and effective use of state resources and plan to continue being good stewards of those resources. We are committed to achieving a 40-hour classroom utilization rate and 80% occupancy rate by 2025.

Required Question 3: Central Scheduling

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

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

SUU has an existing utilization policy that conforms to the new Regent Policy R751. However, in coordination with our 3-year degree plan, we will review and likely adjust that policy.

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

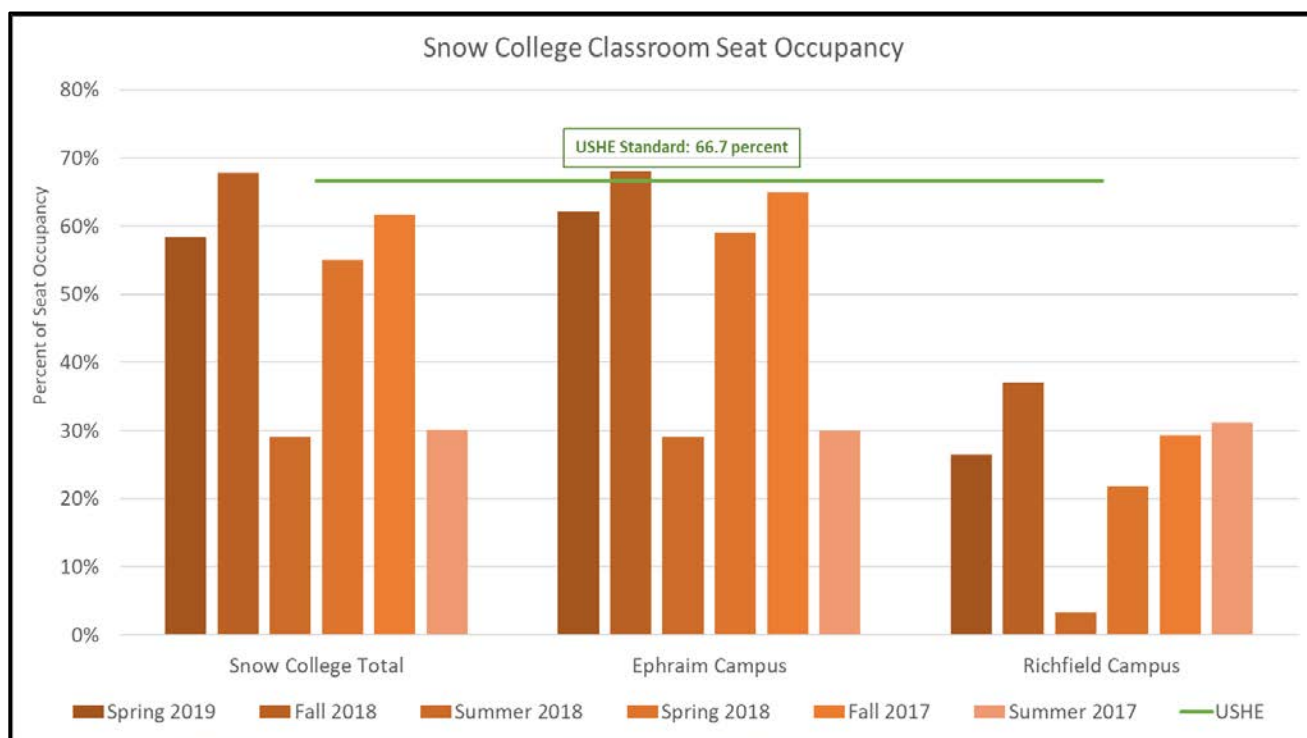
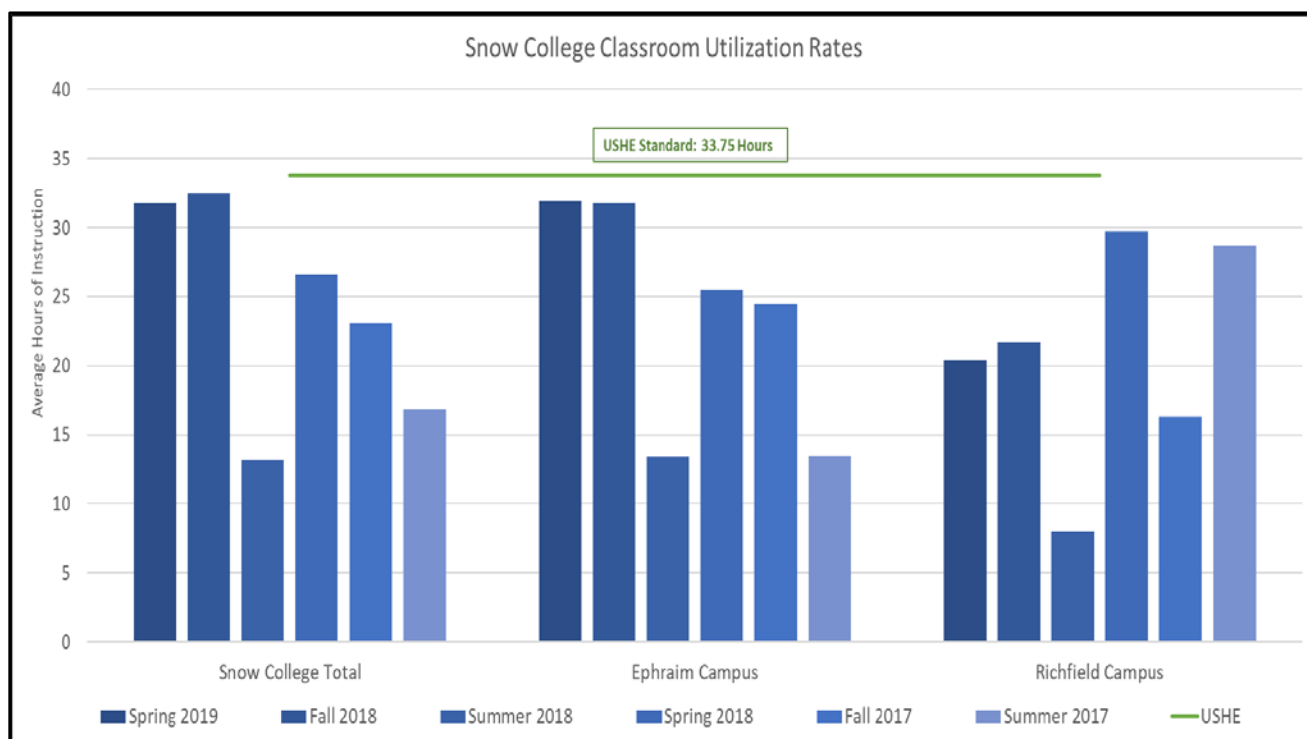
What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?

SUU is rapidly pursuing a 3-year Bachelor's degree. About 83% of our majors will be participating in this program beginning summer 2020. The enrollment within those majors represent over 90% of our declared undergraduate student population and include 26 majors that align with the Department of Workforce Services 4/5 star rated occupations.

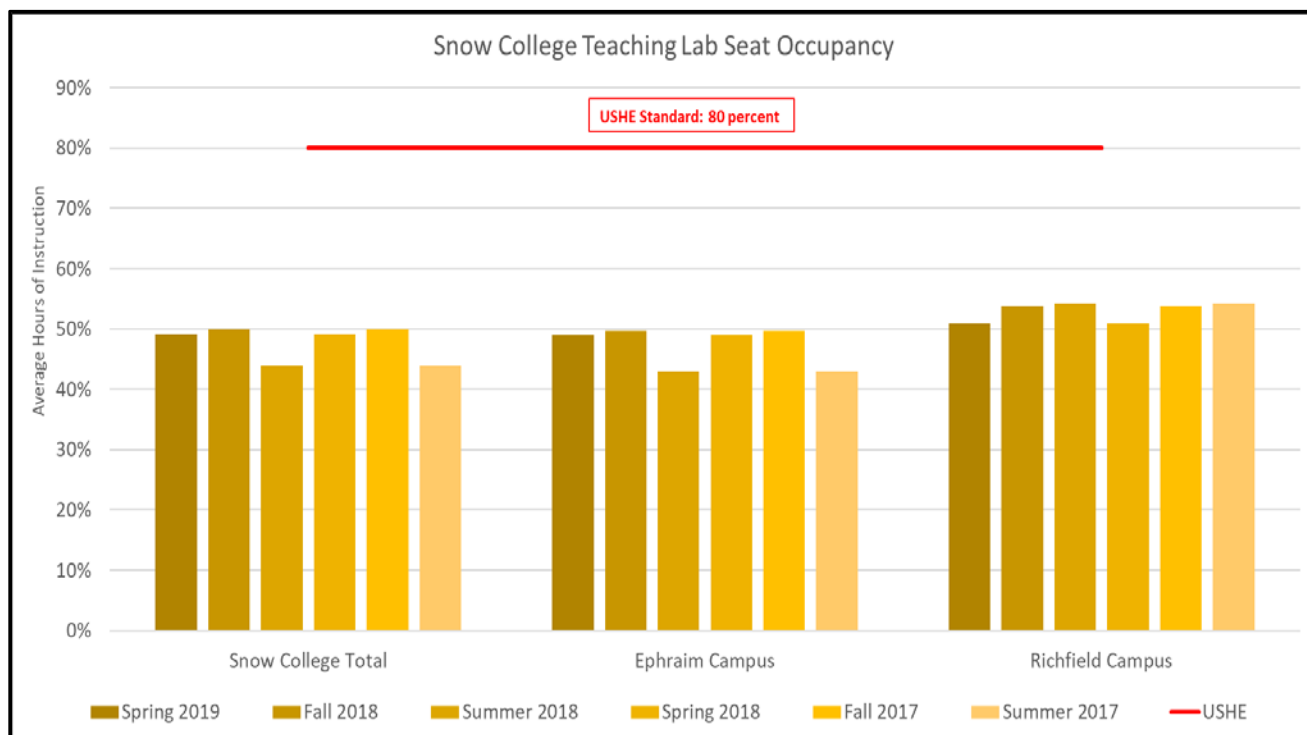
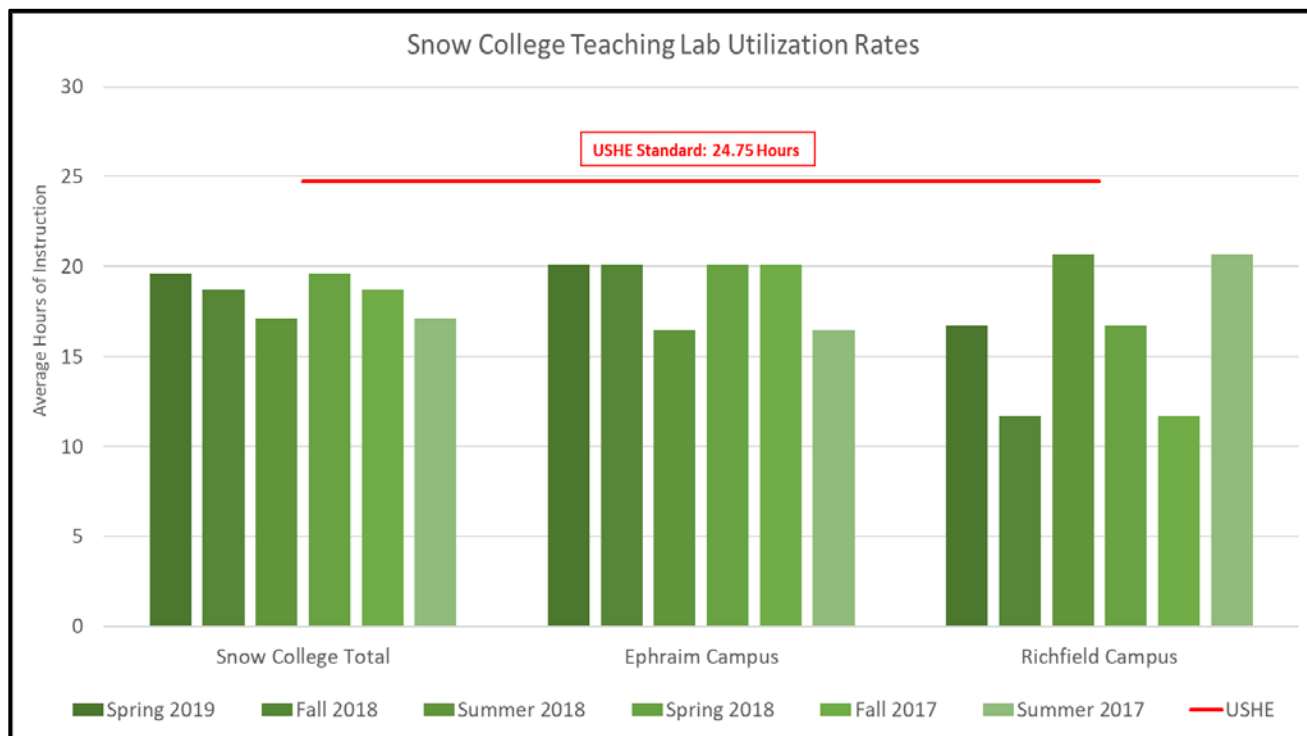
This page intentionally left blank

Snow College Utilization 2018-19

Overview of Snow Classroom Utilization



Overview of Snow Lab Utilization



Snow Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Snow College Total	31.2	79	58.3%	3,287	32.2	80	64.8%	3,364	14.0	22	28.5%	731
Ephraim Campus	31.1	62	62.1%	2,620	31.6	62	67.9%	2,657	14.3	21	29.0%	730
Home Activity Center	22.3	3	57.4%	120	25.7	3	60.5%	120	4.6	2	26.3%	80
Business Building	23.3	7	61.5%	210	16.9	8	75.6%	240				
Eccles Performing Arts Bldg.	1.0	1	100.0%	268	1.0	1	100.0%	303				
Graham Science Center	32.3	5	68.2%	240	31.8	5	62.6%	240	15.9	2	16.1%	80
Home and Family Studies	27.3	2	92.2%	80	27.3	2	87.7%	80				
Huntsman Library	17.5	3	40.3%	300	17.5	3	54.4%	300				
Health Science Center	11.4	5	74.6%	160	17.2	3	65.0%	96	32.0	1	28.1%	32
Humanities Building	32.1	13	58.0%	390	34.3	13	68.1%	390	14.3	7	25.5%	210
Lucy Philips Building	25.3	13	63.3%	468	27.6	14	68.1%	504	13.2	5	46.4%	180
Noyes Building	29.5	4	59.1%	144	26.8	4	78.2%	144	20.1	2	27.6%	68
Social Science Building	29.9	5	74.1%	200	30.6	5	73.3%	200	10.5	2	24.1%	80
Trades Building	18.0	1	26.6%	40	18.8	1	41.7%	40				
Richfield Campus	20.4	17	26.4%	667	21.7	18	37.1%	707	8.0	1	3.3%	1
Sorensen Administration Bldg.	4.4	3	23.1%	111	6.3	3	63.3%	105				
Sevier Valley Center	15.8	8	43.4%	280	21.1	8	44.0%	280				
Washburn Building	34.5	6	17.8%	276	29.0	7	28.9%	322	8.0	1	3.3%	30

Snow Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Snow College Total	27.3	73	48.2%	4,106	26.0	75	50.4%	4,120	25.3	7	41.1%	382
Ephraim Campus	21.4	57	48.9%	3,546	20.8	61	50.6%	3,686	12.5	6	43.5%	282
Home Activity Center	23.6	9	28.8%	1,170	22.5	9	30.8%	1,170				
Business Building	51.0	1	53.3%	20	50.0	1	66.2%	20				
Eccles Performing Arts Bldg.	18.3	19	34.6%	1,425	20.1	19	38.0%	1,425	20.3	1	23.5%	150
Graham Science Center	23.2	14	73.5%	672	21.5	15	73.7%	720	8.2	2	35.5%	96
Home and Family Studies	11.0	2	91.7%	24	9.1	3	83.6%	36				
Huntsman Library	20.0	1	78.7%	15	32.8	1	73.3%	15				
Humanities Building	17.2	8	66.3%	200	17.7	8	68.0%	200	16.7	2	50.0%	16
Trades Building	21.2	3	78.4%	20	13.2	5	70.5%	100	2.3	1	15.0%	20
Richfield Campus	47.7	16	42.7%	560	47.9	14	49.0%	434	54.0	1	36.6%	100
Washburn Building	47.7	16	72.7%	560	47.9	14	49.0%	434	54.0	1	36.3%	100

Snow College 2018-19 Utilization Report

Required Question 1: Meeting Regent Standards

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

The current RUR for all three academic periods improved significantly from the prior year but remains below the Regent standard. Fall semester is 32.5 hours per week (up from 23.1 from the prior year) and spring semester is at 31.8 hours per week (up from 26.6 from the prior year). Summer term decreased to 13.2 hours per week (down from 16.8 for the prior year). However, if annualized—all three academic periods aggregated and divided by two (for two academic terms)—the annual hours per week is 33.35 (up from 25.85 for the prior year), which nearly meets the 33.75 hours per week standard. In order to increase each academic period's RUR, Snow College intends to do the following:

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

Snow College's SOR improved from the previous year but remains below the Regent rate for each academic period—summer term is 28.5% (down from the previous year), fall semester is 64.8% (up from the previous year), spring semester is 58.3% (up from the previous year). Collectively, this rate is 60.5% for the academic year, which is up by 2% from the previous year. Given the fact that Snow College's overall headcount enrollment remained flat, this increase indicates important improvements to the institution's SOR. In order to continue this increase, 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 online curriculum. With the lack of student summer jobs and the fact that the majority of our students return home to work for the summer, Snow College aims to re-purpose summer term as a robust online presence. Academic space during the summer will be re-dedicated to 1. planned classroom and laboratory renovations and 2. statewide, six-county service area and community-based conferencing, workshops, and secondary student camp instruction. As Snow College continues to improve its summer online presence, the RUR and SOR rates will likely not increase.
- Snow College added the classrooms of the Sevier Valley Center to its reporting of lecture space.

Snow College's laboratory RUR now meets or exceeds the Regent rate of 25.74. Summer term's RUR is 25.8; fall semester's RUR is at 25.6; and spring semester's RUR is at 26.3. Annualized, this rate is 26.23 for the academic year, which is well above the Regent standard. Much of the increase was a re-classification of previous lecture rooms as laboratory instructional space. To continue these improvements, Snow College intends to do the following:

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

space provided by the aging Home and Family Science Building. Currently, the lab space offered by this structure, which includes a child care lab, plagued with structural design and maintenance problems and cannot accommodate the student demand for social science-based lab instruction. It is noted that the annualized RUR rate for the Home and Family Studies building is 27.3 with an SOR of 87.5%. The RUR for the Social Science building is 20.5 with an SOR of 72.3%.

Snow College's laboratory SOR collectively is at 49.4% which is a little less than half the Regent standard of 80% occupancy with no increase from the prior year (49.5%). For summer term, the SOR is 43.3%. The fall semester rate is 50.6% and the spring semester rate is 48.6%. In order to address each academic period's RUR, Snow College intends to do the following:

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

Required Question 2: Local Conditions Affecting Utilization

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

Snow College submits the following for space utilization consideration:

- RUR and SOR reporting should consider annual or annualized aggregates. The discrete academic period reporting of these rates is very helpful to the institution. However, since the data 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.

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

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

- Created balance between a.m. and p.m. course offerings. Over the past two years, Snow College administration has worked collaboratively with faculty to offer the same course and lab sections during the morning hours (preferred by faculty) and the afternoon hours. This has greatly increased our RUR and SOR since the 2012 Space Utilization report.
- Used data to inform better classroom assignment decision-making. Using this report, published as an open access dashboard, and an internal Argos report developed by Snow College's Registrar, faculty can see available classroom space. This has influenced the practice of under-utilized program-specific classrooms being open for general class and or lab (as appropriate) scheduling. This practice has positively influenced our SOR efficiencies and has improved faculty accountability over their "proprietary" space.
- Implemented a comprehensive general education redesign that 1. Required the use of additional classroom space for incoming students required to enroll in the institution's Foundations course, 2. Eliminated the additional lab requirement that is not consistent with state-wide general education curriculums, and 3. Scheduled course sections throughout the instructional day. Student feedback data will be used to influence the

equitable a.m. /p.m. scheduling of other general education courses (e.g. ENGL 1010 and/or 2010, MATH 1030 and/or 1040 and/or 1050, and social science classes.

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

Required Question 4: Institutional Utilization Policy

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

Snow College has:

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

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

General course scheduling policy is now published at

https://www.snow.edu/offices/registrar/policy_scheduling.html

Campus personnel or external agencies can schedule campus facilities by contacting the appropriate building supervisor. This information is located at

<https://www.snow.edu/general/scheduling.html>

Required Question 5: Hours of Operation

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

Snow College recognizes 7:30 a.m. to 5:30 p.m. as our generally accepted hours of operation.

However, operational hours vary by building depending program-specific activities. For example,

Snow College's art program provides 24-hour lab access throughout the semester. The theatre and music programs have extended hours due to private instruction, rehearsals, and live performances. The Graham Science Center offers evening science lab/tutoring sessions.

Required Question 6: Optimizing Summer Term

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

Foremost, Snow College has gained a better understanding of its summer market in terms of student matriculation, course offerings, type of delivery and their impact on summer space utilization. Snow College intends to offer more online/distance delivery or hybrid instructional options. This will help the college more strategically assign academic space for traditional instruction and accommodate more systematic classroom and/or laboratory space improvements and renovations. Additionally, Snow College is actively working with Central Utah Educational Services (CUES) directors and other service-area and 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 administrator's 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 determined using existing USHE end-of-term reports, similar space utilization reports can be developed and used to evaluate RUR and SOR trends.

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

In addition, the Office of Institutional Research uses USHE third-week reporting to identify active courses that are not assigned classroom or laboratory space. Working with the Snow College

Registrar, the physical location and times of these courses are determined by each semester's End-of-Term report. This improvement is a direct result of information obtained from last year's space utilization report.

Optional Question 2: Off-Peak Student Enrollment

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

Optional Question 3: Non-Instructional Room Utilization

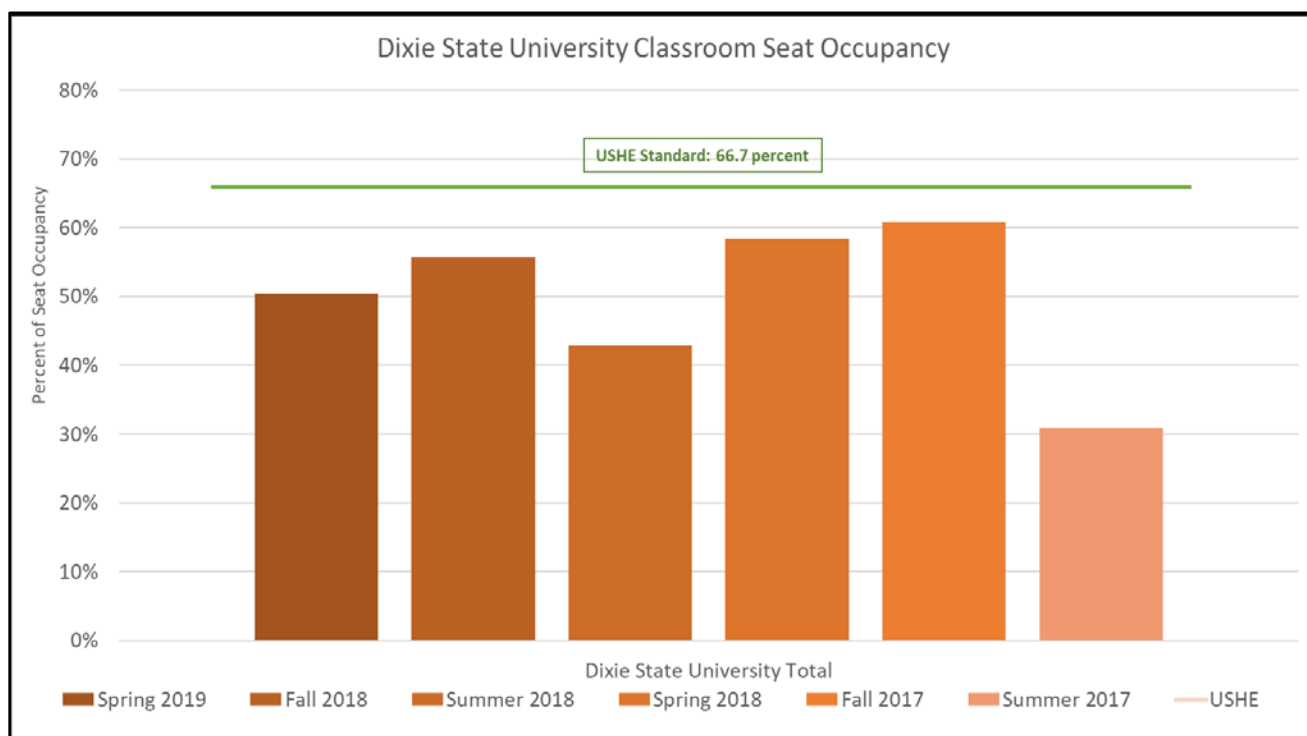
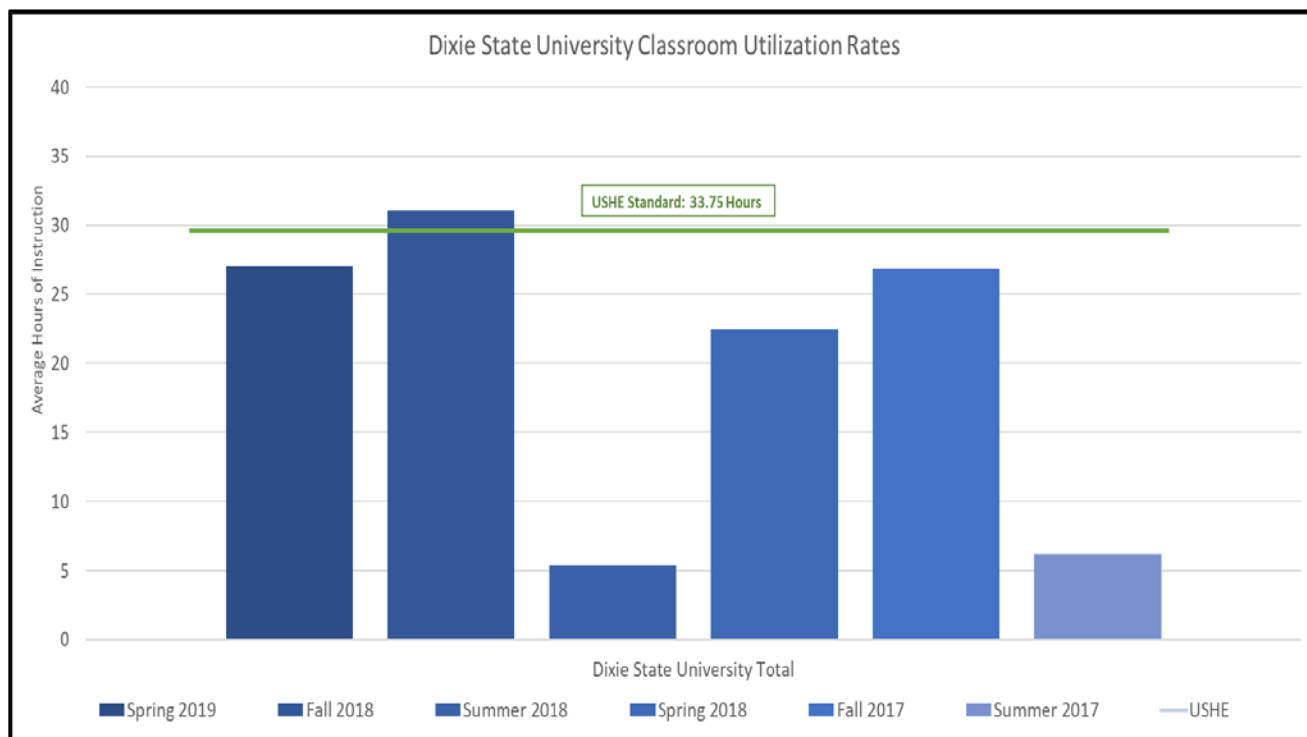
What strategies do your institution employ to capture non-instructional classroom and laboratory utilization?

Snow College recognizes that some non-instructional space such as music faculty offices are used for instruction (i.e., 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.

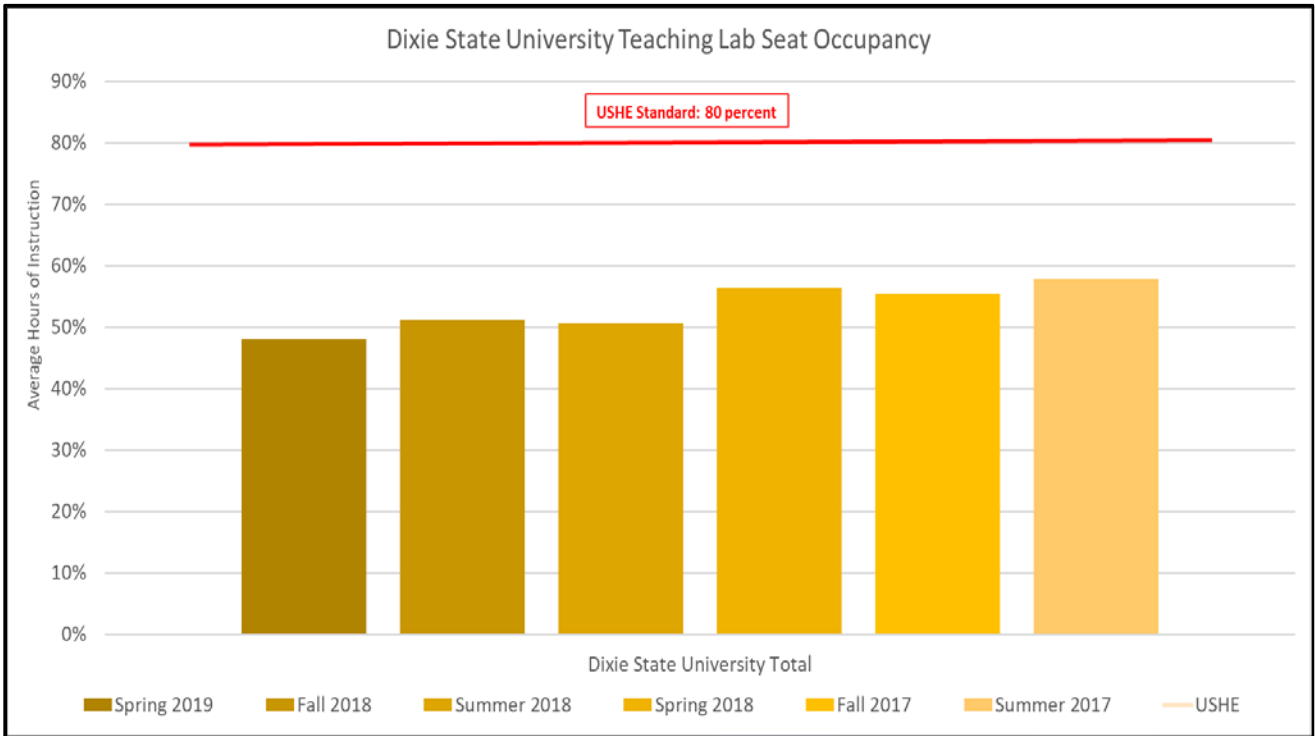
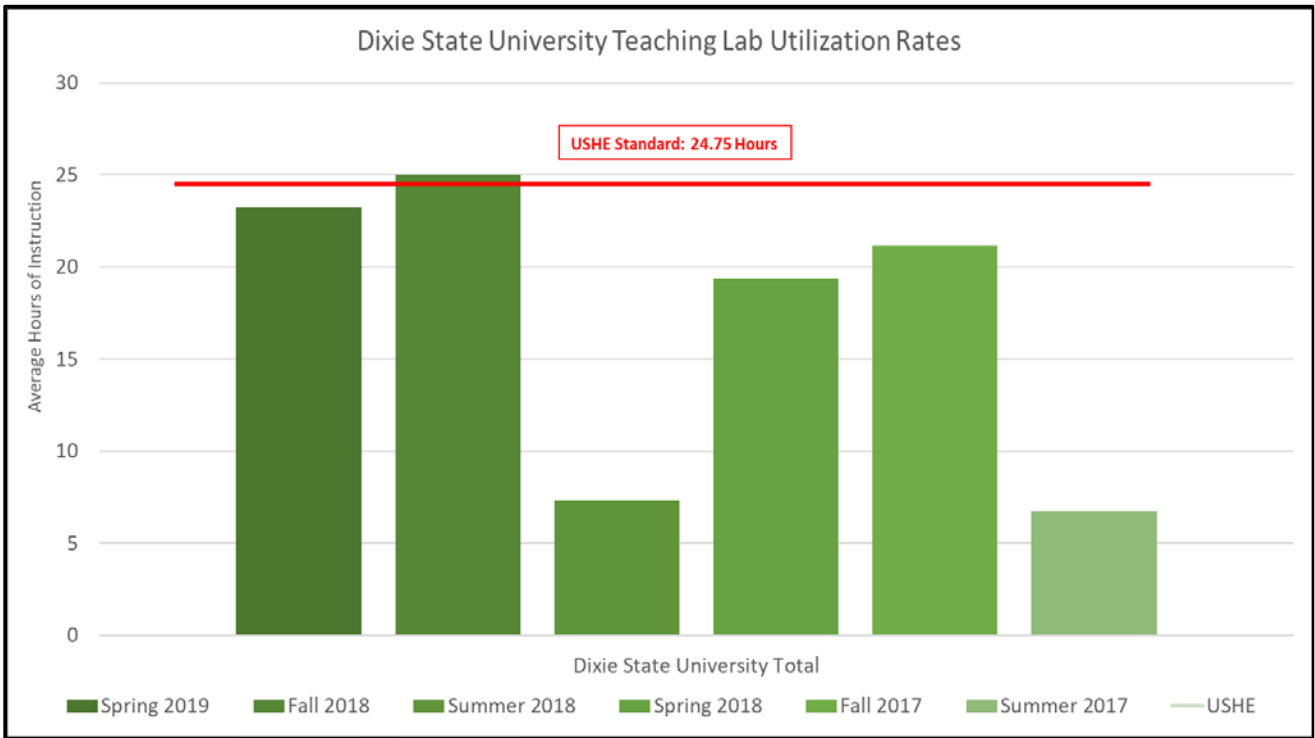
In the preparation of this report, Snow College identified several courses with active student enrollments but no determined start/stop times or locations (all were null values). It has been recommended that Snow College's space utilization policy consider practice and/or procedure that disallows null 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.

Dixie State University Utilization 2018-19

Overview of DSU Classroom Utilization



Overview of DSU Lab Utilization



DSU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Dixie State University Total	27.1	89	50.5%	3,339	31.1	90	55.7%	3,369	5.4	44	42.8%	1,801
Eccles Fine Arts Building	23.1	1	26.6%	38	36.8	1	39.8%	38	2.6	1	29.0%	38
Hazy School of Business	28.4	13	57.9%	476	30.5	13	58.0%	476	4.9	9	38.3%	359
Holland Centennial Commons	25.9	7	44.1%	244	28.9	7	49.5%	244	6.7	4	45.1%	130
Innovation Plaza	19.8	3	51.2%	92	25.3	4	54.4%	122	0.0	0	0.0%	0
Jennings Communications	22.1	3	60.3%	80	30.6	3	61.9%	80	3.2	3	41.4%	80
McDonald Center	33.4	10	53.6%	391	35.1	10	61.9%	391	5.8	5	50.9%	182
North Plaza	31.0	5	47.6%	143	32.7	5	54.3%	143	2.9	1	78.4%	37
Performing Arts Building	31.8	4	34.6%	128	30.2	4	55.4%	128	0.0	0	0.0%	0
Science Building	39.8	4	37.5%	354	41.7	4	46.3%	354	5.5	4	38.0%	354
Smith Computer Center	30.1	5	50.4%	165	34.0	5	53.3%	165	5.1	1	42.2%	32
Snow Math & Sciences Center	33.1	12	56.8%	476	38.0	12	64.2%	476	7.7	7	50.1%	276
Taylor Health Science Center	12.6	7	54.5%	265	17.8	7	50.4%	265	3.7	3	34.2%	111
University Plaza Bldg B	17.8	6	46.2%	144	22.5	6	58.4%	144	6.0	4	40.8%	122
University Plaza Bldg D	27.2	2	62.0%	81	27.7	2	58.8%	81	0.0	0	0.0%	0
Whitehead Education Building	19.6	7	54.8%	262	31.9	7	52.6%	262	3.7	2	30.8%	80

DSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Dixie State University Total	23.2	51	48.1%	1,476	25.0	54	51.1%	1,532	7.3	18	50.6%	479
Eccles Fine Arts Building	26.2	3	19.8%	208	26.1	3	21.2%	208	0.0	0	0.0%	0
Graff Fine Arts Center	38.6	2	27.4%	90	33.4	2	31.4%	90	0.0	0	0.0%	0
Hazy School of Business	19.9	4	59.7%	118	29.1	4	62.1%	118	9.8	3	41.6%	91
Holland Centennial Commons	26.4	1	42.9%	40	32.8	1	53.6%	40	6.0	1	7.5%	40
Innovation Plaza	7.5	2	52.2%	60	6.8	2	54.3%	56	6.9	1	61.7%	30
Jennings Communications	20.0	1	51.3%	20	12.3	2	72.0%	34	5.6	1	15.0%	20
McDonald Center	22.9	1	70.3%	24	27.6	1	64.2%	24	0.0	0	0.0%	0
North Plaza	24.9	6	56.4%	157	31.4	6	58.3%	157	8.6	3	39.7%	76
Performing Arts Building	13.6	2	40.7%	51	15.0	2	38.3%	51	0.0	0	0.0%	0
Science Building	26.1	10	62.5%	242	28.1	11	64.5%	272	6.6	5	66.0%	114
Smith Computer Center	32.1	2	64.9%	48	27.3	2	67.8%	48	2.6	1	91.7%	24
Snow Math & Sciences Center	28.2	5	60.2%	120	30.8	5	66.4%	120	7.7	1	51.0%	24
Taylor Health Science Center	20.0	9	55.5%	189	20.8	9	57.1%	189	12.4	1	75.0%	20
University Plaza Bldg B	0.0	0	0.0%	0	4.0	1	31.3%	16	0.0	0	0.0%	0
University Plaza Bldg D	10.6	1	39.6%	24	5.7	1	41.7%	24	0.0	0	0.0%	0
Whitehead Education Building	16.0	2	35.1%	85	29.5	2	34.0%	85	2.6	1	40.0%	40

Dixie State University 2018-19 Utilization Report

Required Question 1: Meeting Regent Standards

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

1. Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week
 - a. Increase enrollment to 15,000 students
 - b. Continue to work collaboratively across campus divisions to increase student retention rates
 - c. Offer more early morning, late afternoon, and evening courses
 - d. Designate specific classrooms for use by Community Education
 - e. Create a task force to establish and enforce a bell schedule
2. Classroom Seat Occupancy Rate: 66.7% seat occupancy
 - a. Align classroom occupancy rates with past enrollment rates to ensure smaller courses are not being taught in larger capacity rooms
 - b. Analyze data produced by EAB's software to forecast enrollment rates for specific courses
 - c. Ensure collaboration between Central Scheduling and Academic Colleges in scheduling courses in rooms with seat capacities that match established enrollment rates for those specific courses
 - d. Reclassify, when appropriate, any facilities that may not be classified accurately and ensure the seat count is correct
3. Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week
 - a. Increase enrollment to 15,000 students
 - b. Continue to work collaboratively across campus divisions to increase student retention rates
 - c. Increase afternoon and evening lab courses to effectively utilize laboratory facilities
 - d. Expand graduate-level programs across campus
 - e. Create a task force to establish and enforce a bell schedule
4. Laboratory Seat Occupancy Rate: 80% station occupancy
 - a. Work with departments and programs to ensure they are scheduling homework and individual lab time through DSU's Central Scheduling EMS software
 - b. Reclassify, when appropriate, laboratory facility classifications to 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](#)².

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

Central Scheduling follows Policy 441 in prioritizing scheduling requests:

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

To optimize use of classrooms and teaching laboratories during the summer term, academic departments are working to build additional summer offerings, incentivizing faculty to teach

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

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 7th, 8th, and 9th 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 9th grade who are interested in STEM related fields; Code Changers for ages 8-18 who are interested in web technology; Design School for students interested in UI/UX design careers; Code School for students interested in web programming careers; and various athletic camps, including football, basketball, soccer, sports performance, baseball, and volleyball.

Optional Question 1: Monitoring Methods

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

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

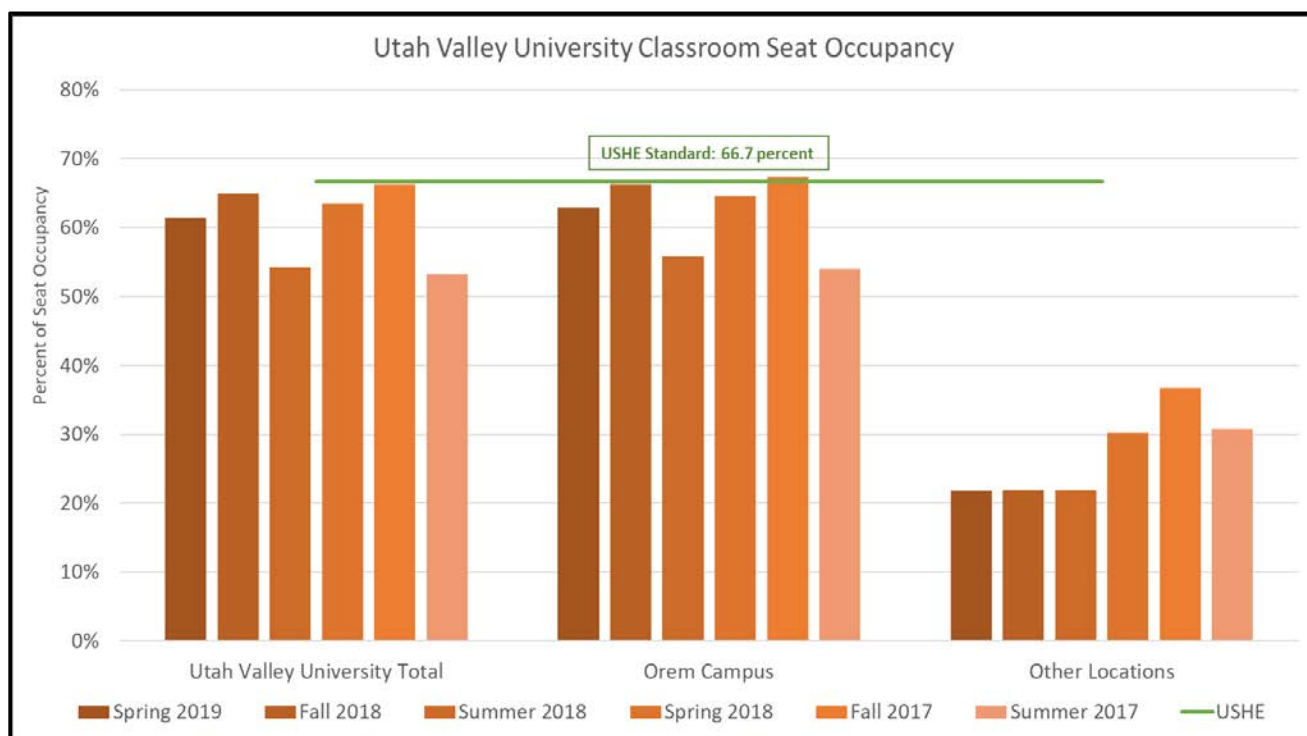
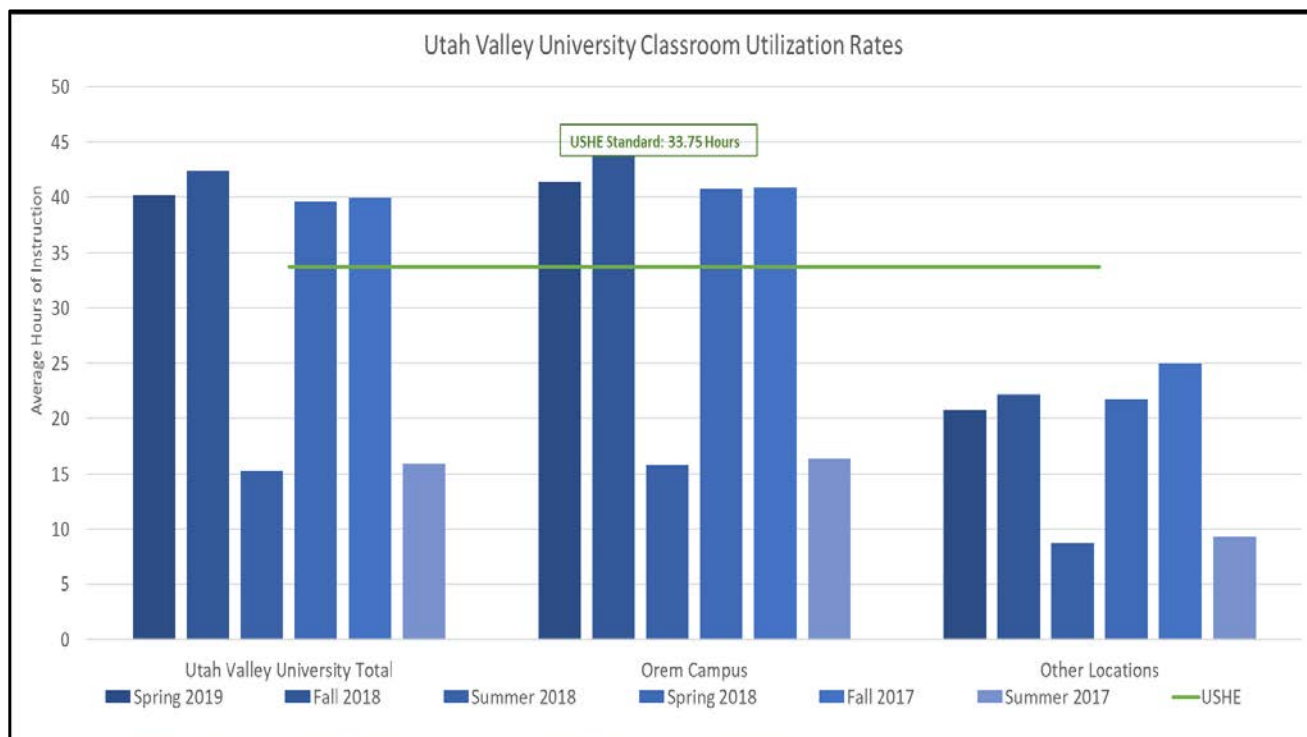
Optional Question 3: Non-Instructional Room Utilization

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

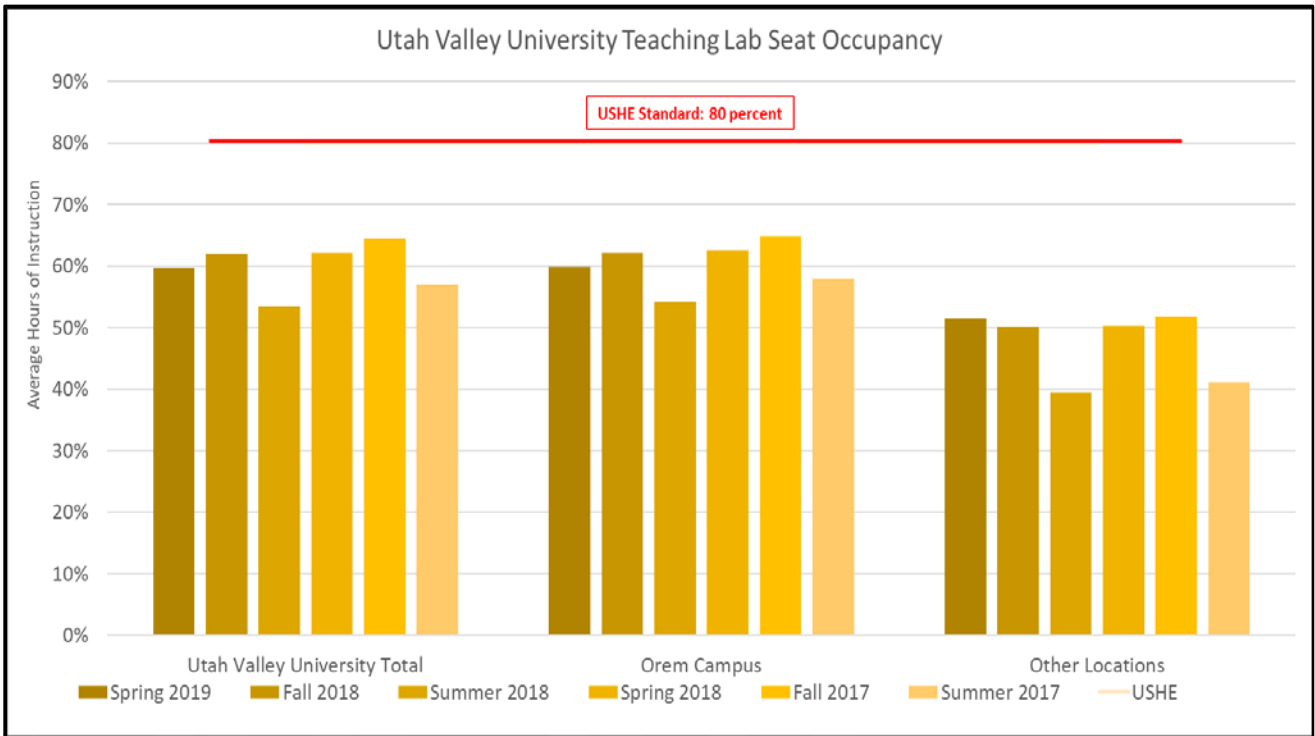
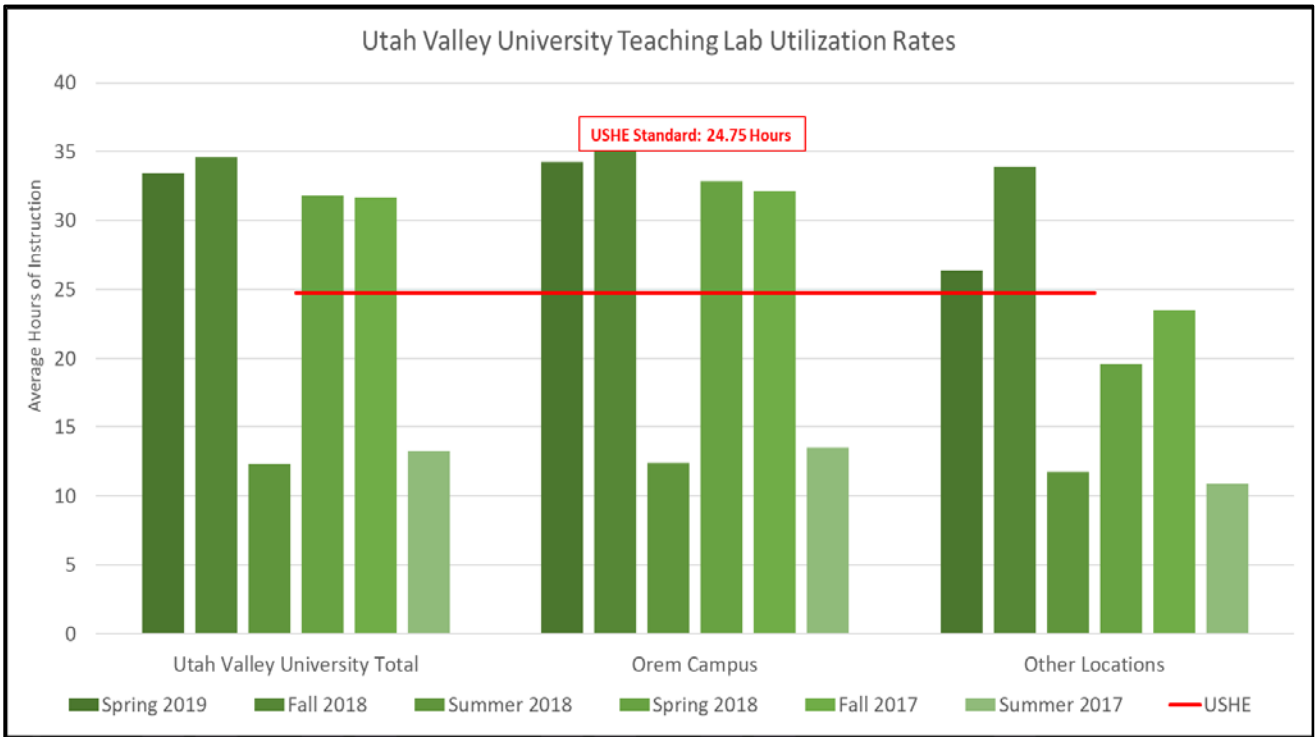
To capture non-instructional classroom and laboratory utilization, DSU utilizes its central scheduling software, EMS, to run reports and analyze data.

Utah Valley University Utilization 2018-19

Overview of UVU Classroom Utilization



Overview of UVU Lab Utilization



UVU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room #		Station Occupancy #		Room #		Station Occupancy #		Room #		Station Occupancy #	
	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats
Utah Valley University Total	40.2	214	61.4%	9,899	42.4	213	64.9%	9,893	15.3	155	54.3%	5,948
Orem Campus	41.4	201	62.9%	9,498	43.7	200	66.3%	9,492	15.8	145	55.7%	5,647
Browning Administration	35.4	2	67.6%	118	41.0	2	70.5%	118				
Clarke Building	43.4	36	60.3%	2,569	43.5	37	63.1%	2,623	19.5	24	55.2%	1,016
Computer Science	40.5	16	62.0%	764	46.6	16	70.6%	764	11.9	8	61.0%	311
Environmental Technology	24.8	2	54.9%	51	40.2	2	65.9%	51	10.0	2	48.5%	51
Fulton Library	30.9	2	60.2%	54	36.8	2	69.0%	54	5.3	3	50.2%	120
Gunther Trades	35.6	9	57.7%	294	36.6	9	60.2%	294	9.2	6	63.7%	209
Health Professions	34.5	7	70.1%	218	26.3	10	74.6%	317	9.6	8	56.2%	267
Liberal Arts	46.2	52	63.5%	1,818	50.6	52	66.0%	1,818	18.2	40	57.2%	1,264
Losee Center	33.7	2	58.6%	70	37.0	2	66.5%	70	6.4	2	77.5%	70
McKay Education	48.6	13	54.5%	479	46.1	13	57.1%	479	13.3	10	32.8%	369
National Guard	6.7	10	66.3%	419	6.3	5	65.0%	260	5.3	4	68.9%	131
Pope Science	42.9	9	65.5%	548	48.2	9	68.8%	548	17.9	9	54.9%	548
Sparks Automotive	31.5	9	54.3%	301	30.7	9	62.2%	301	4.0	2	51.4%	70
Science Building	40.2	17	68.7%	1,215	40.9	17	70.6%	1,215	13.1	13	65.9%	665
Woodbury Business	56.6	15	68.3%	580	54.7	15	70.0%	580	22.8	14	54.0%	556
Other Locations	20.8	13	21.7%	401	22.2	13	21.9%	401	8.7	10	21.9%	301
Thanksgiving Point	22.8	5	22.0%	184	21.6	5	27.4%	184	11.6	4	23.4%	144
Wasatch Campus	19.4	8	21.5%	217	22.6	8	27.8%	217	6.8	6	20.3%	157

UVU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Room #		Station Occupancy #		Room #		Station Occupancy #		Room #		Station Occupancy #	
	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats
Utah Valley University Total	33.4	123	59.8%	3,858	34.6	124	62.1%	3,747	12.3	71	53.6%	2,338
Orem Campus	34.2	118	59.8%	3,690	35.1	119	62.2%	3,579	12.4	67	54.2%	2,202
Clarke Building	17.9	2	46.0%	100	15.8	2	47.5%	100	12.0	1	20.0%	70
Computer Science	35.0	24	71.7%	688	37.8	24	69.8%	688	9.3	18	63.8%	516
Extended Education	39.3	2	60.2%	84	32.2	2	62.5%	84	29.2	1	23.6%	60
Environmental Technology	31.5	1	63.7%	24	31.5	1	71.5%	24	2.7	1	54.2%	24
Fulton Library	2.1	1	77.8%	18	2.1	1	72.2%	18				
Gunther Trades	34.7	32	61.8%	811	37.7	36	61.6%	982	12.7	13	48.2%	434
Health Professions	16.9	2	71.2%	54	11.3	6	54.3%	142	19.9	1	46.7%	30
Liberal Arts	39.8	8	70.3%	239	41.5	8	77.6%	239	13.5	7	64.7%	201
Losee Center	27.1	3	64.7%	80	30.1	3	62.8%	80	7.3	2	56.7%	60
McKay Education	22.6	4	65.1%	131	18.6	5	78.1%	143	8.2	5	47.9%	143
Nielsen Building	22.4	2	80.3%	53	18.4	3	61.8%	77	8.9	2	44.8%	53
Noorda Center	30.9	9	46.4%	406								
Pope Science	37.5	10	64.0%	344	39.6	10	65.6%	344	15.4	8	52.6%	278
Rebecca Lockhart Arena	50.4	6	31.6%	276	55.5	6	31.5%	276	15.9	2	32.7%	89
Sparks Automotive	18.2	4	50.2%	90	17.6	4	44.8%	90				
Science Building	39.0	5	35.7%	168	36.5	5	39.0%	168	19.4	3	55.6%	120
Woodbury Business	50.0	3	68.2%	124	52.6	3	67.7%	124	17.0	3	58.3%	124
Other Locations	26.4	5	51.4%	168	33.9	5	50.2%	168	11.8	4	39.4%	136
Emergency Services	13.7	1	32.5%	40	44.6	1	26.3%	40	12.3	1	55.0%	40
Hangar A - Provo Airport	29.8	1	61.1%	20	19.5	1	71.0%	20	1.1	1	80.0%	20
Hangar B - Provo Airport	36.0	2	48.7%	78	41.0	2	53.6%	78	25.1	1	33.9%	46
Wasatch Campus	16.3	1	46.7%	30	23.5	1	33.3%	30	8.5	1	25.0%	30

Utah Valley University 2018-19 Utilization Report

Required Question 1: Meeting Regent Standards

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

- Fall and spring RUR rates for classrooms 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. Other campus committees will use this data to ensure future compliance. Beginning with the fall semester of 2020, a standardized bell schedule will be implemented across the university. This new schedule will distribute classes through the day allowing better utilization and more access to classes for our students.
- Fall and spring SOR for classrooms are 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. We will verify the seating capacity of each classroom against information stored in data files.
- Fall and spring RUR rates for labs 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.
- Fall and spring SOR for labs 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. Verification of seats in each lab will also be conducted to ensure accuracy of our counts.

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?

Due to scheduling pressures to teach the number of needed sections of some courses and the desire to keep class sizes manageable for proper pedagogy, some sections may be taught in

classrooms with a higher seat count. This practice of offering needed sections for students has a negative impact on seat occupancy.

This 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 and resources by making them available for programming that supports the economic and cultural needs of their service area. UVU has done this, and we are focusing on processes that will help us to better measure the space utilization of these additional events.

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?

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 R751 requirements.

Classroom Inventory: 100% Centrally Scheduled

Teaching Laboratory: 96.6% Centrally Scheduled

Total: 98.64% Centrally Scheduled

Required Question 4: Institutional Utilization Policy

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

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

Policy 425 is currently in stage 1. The writing committee has been working with the UVU policy office for final edits to move forward with stage 2. The purpose of the policy states: The Utah State Board of Regents has directed that each institution develop policies that provide convenient and appropriate means for approving and scheduling the use of campus facilities for credit and non-credit use. Utah Valley University strives to serve its campus community and the community at large by offering its facilities for use when possible. This policy governs how requests for the use of UVU facilities are approved, what requirements those using UVU facilities must meet, and

what types of fees are charged for university and external entities. The policy will include the metrics cited in R751 for classroom and lab use. The current policy 425: Scheduling Campus Facilities is still in effect while the revised policy is processed through the policy stages.”

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

<https://www.uvu.edu/policies/docs/flowchart.pdf>

Required Question 5: Hours of Operation

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

UVU’s campus is open Monday through Saturday, generally from 6 a.m. until midnight.

Credit courses for UVU’s summer semester began at 7:00 a.m. and concluded at 9:30 p.m.

Fall and spring semesters expand the start and end times of credit courses, with the earliest start time being 6 a.m. The last class concluded at 10:15 p.m. This is typical of the scheduling range of credit courses Monday through Friday. Saturday courses usually begin at 8 a.m. and conclude by 5 p.m.

Required Question 6: Optimizing Summer Term

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

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

Optional Question 1: Monitoring Methods

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

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

Optional Question 2: Off-Peak Student Enrollment

What strategies 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 into account class size and room size (fit), as well as department preference for various buildings.
- UVU's Faculty Senate formed a committee for Academic Scheduling last year. This committee was charged with developing formal scheduling guidelines beyond the policy that will reduce the course schedule conflicts for students and 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.
- Waitlisted students are emailed and encouraged to enroll in open sections outside of peak times. These students receive an email notifying them when new sections open.
- The university partnered with Ad Astra to leverage the academic schedule to improve efficiency and better meet students' course needs at registration.
- The university is expanding FLEX delivery efforts to make more online and hybrid options available to students.
- Several colleges/schools have been working to finalize either two- or four-year course schedule offerings. These will be posted, and students can then plan accordingly as they look to the future. This will also help to enable better coordination between departments that are dependent on others for prerequisites and other offerings for their programs.

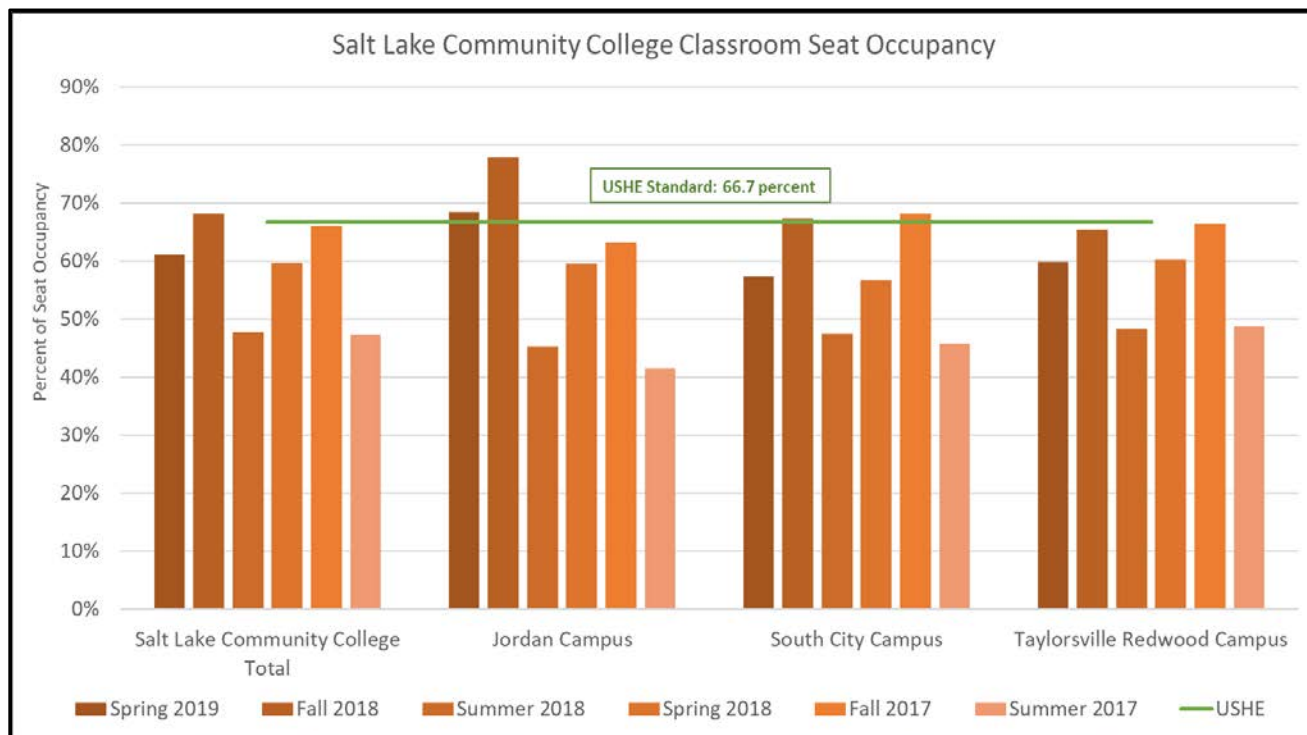
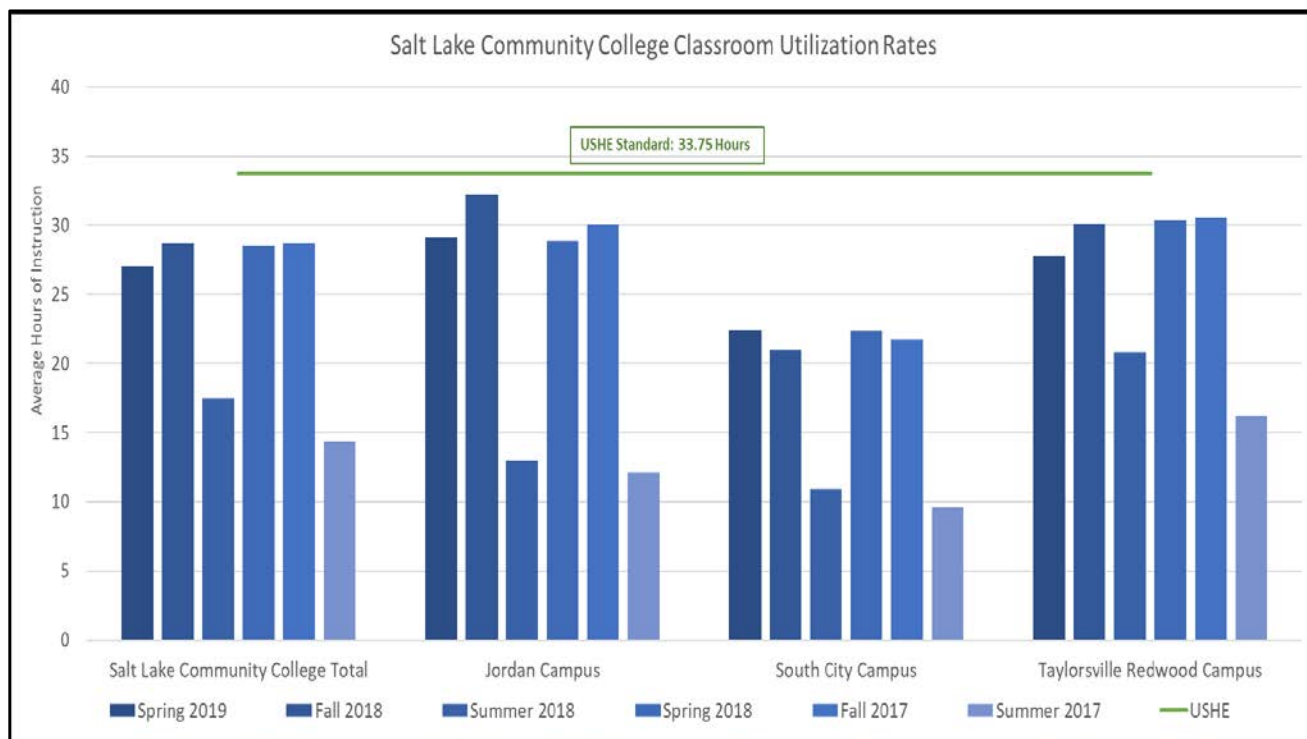
Optional Question 3: Non-Instructional Room Utilization

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

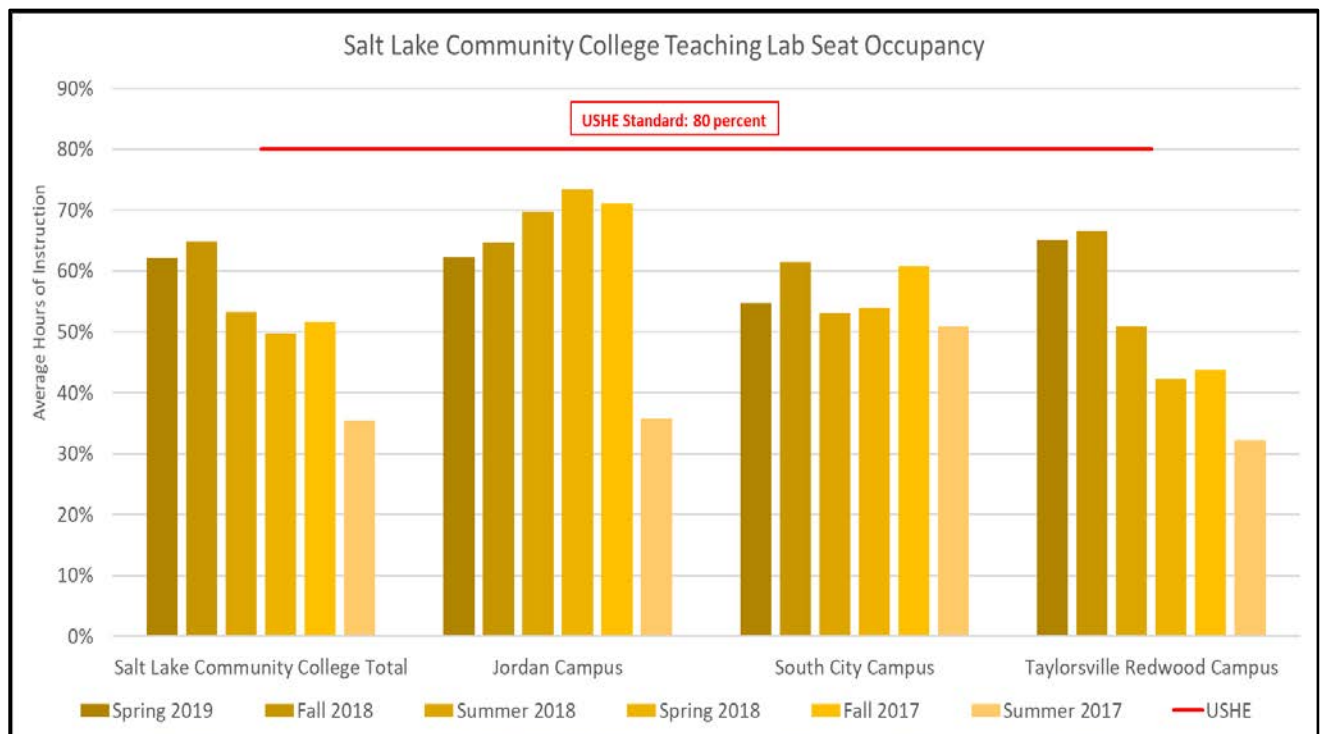
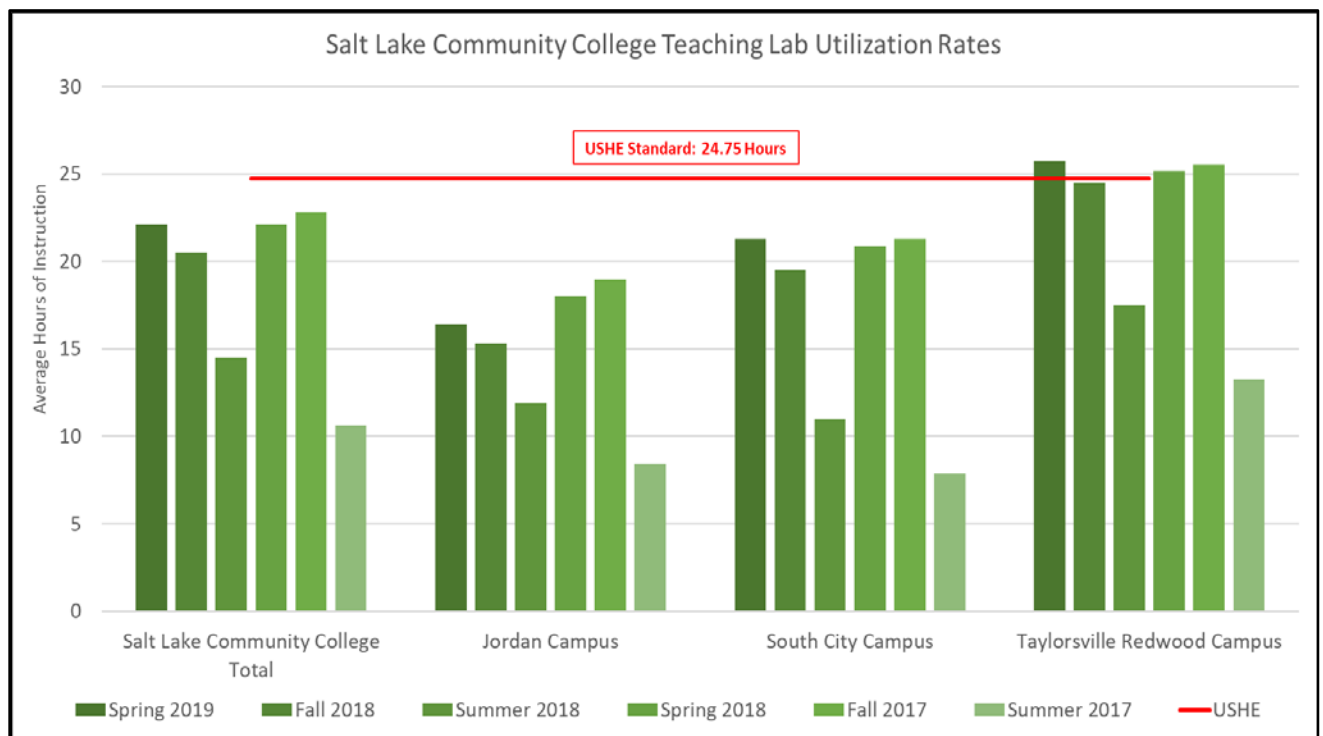
- UVU uses a central scheduling system for all events (e.g., credit, non-credit, community events). We have invested in an analytics add-on for this system, which has provided insights into credit course scheduling for several years.
- A cross-functional team is in the process of reviewing the comprehensive 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.

Salt Lake Community College Utilization 2018-19

Overview of SLCC Classroom Utilization



Overview of SLCC Lab Utilization



SLCC Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Salt Lake Community College Total	27.0	174	61.1%	5,874	28.7	175	68.1%	5,877	17.5	140	47.7%	4,811
Jordan Campus	29.1	29	68.4%	1,062	32.2	28	77.9%	1,022	13.0	27	45.2%	962
Jordan High Tech Center	30.8	15	62.6%	548	31.7	15	65.9%	548	12.8	15	43.2%	548
Jordan Hlth Science Bldg	27.2	14	75.1%	514	32.7	13	91.6%	474	13.4	12	47.9%	414
South City Campus	22.4	33	57.3%	1,082	21.0	35	67.3%	1,133	10.9	25	47.4%	819
South City Main Building	22.4	33	57.3%	1,082	21.0	35	67.3%	1,133	10.9	25	47.4%	819
Taylorsville Redwood Campus	27.8	112	59.8%	3,730	30.1	112	65.4%	3,722	20.8	88	48.3%	3,030
Acad & Admin Bldg	29.3	38	65.7%	1,294	34.5	38	40.5%	1,294	24.7	38	54.6%	1,294
Applied Tech Ctr	23.0	2	96.6%	38	17.5	2	208.3%	30	12.7	2	105.4%	38
Business Building	24.9	17	58.6%	479	23.1	17	61.3%	479	20.0	2	29.9%	43
Const. Trades Bldg	27.8	8	58.9%	271	25.4	8	63.1%	271	17.8	8	42.0%	271
Lifetime Actv. Ctr	22.2	8	68.1%	212	23.1	8	69.4%	212	13.5	7	47.1%	185
Science & Ind. Bldg	34.9	9	49.7%	338	30.9	9	52.2%	338	26.8	9	44.8%	338
Technology Building	27.3	30	54.3%	1,098	32.4	30	63.1%	1,098	15.7	22	39.2%	861

SLCC Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2019				Fall 2018				Summer 2018			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Salt Lake Community College Total	22.1	83	62.1%	2,204	20.5	90	64.8%	2,415	14.5	62	53.3%	1,744
Jordan Campus	16.4	20	62.2%	538	15.3	22	64.6%	573	11.9	10	69.8%	284
Jordan High Tech Center	22.3	5	68.7%	121	15.7	5	50.8%	121	2.0	1	58.6%	29
Jordan Hlth Science Bldg	14.5	15	60.5%	417	15.2	17	67.5%	452	13.0	9	70.4%	255
South City Campus	21.3	26	54.7%	671	19.5	31	61.4%	806	11.0	20	53.2%	526
South City Main Building	21.5	25	55.2%	641	19.8	30	61.9%	776	11.0	20	53.2%	526
Facilities Annex Bldg	15.0	1	36.7%	30	10.0	1	31.7%	30				
Taylorsville Redwood Campus	25.7	37	65.1%	995	24.5	37	66.5%	1,036	17.5	32	50.8%	934
Acad & Admin Bldg	8.8	2	77.0%	38	19.0	1	79.4%	14	6.0	1	47.6%	14
Applied Tech Ctr	30.0	1	17.0%	95	30.0	1	32.8%	95	23.1	4	19.7%	190
Business Building	18.0	4	69.3%	95	19.9	4	67.8%	95				
Const. Trades Bldg	34.8	6	76.4%	161	29.5	6	81.5%	161	18.9	5	53.0%	135
Lifetime Actv. Ctr	20.2	3	50.0%	94	15.8	4	49.8%	159	13.3	4	34.9%	159
Science & Ind. Bldg	27.7	15	70.0%	395	25.0	15	69.4%	395	19.2	13	62.5%	339
Technology Building	24.5	6	76.1%	117	27.0	6	80.4%	117	12.9	5	52.3%	97

Salt Lake Community College 2018-19 Utilization Report

Required Question 1: Meeting Regent Standards

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

Salt Lake Community College is undertaking two initiatives that will help in improving space utilization.

1. **Pathways reform:** “SLCC Pathways provides a guided program of study intentionally designed to enhance learning and clarify a student’s route to program completion. “Moving toward a Pathways model at the College—where we provide clear area of study and program maps—will help us in proactively determining student needs. Pathways, in other words, gives us more information about a student’s intentions because the college is playing a greater role in influencing those intentions. In a Pathways model, the most important student choices take place at the area of study and program level. Once a student chooses a program, SLCC provides both the recommended courses and sequence of courses for the student to take to complete the degree. Even “exploratory” students are provided a recommended “first 15 credits” to prepare them for college and assist them in choosing a program in their area. This information will help SLCC optimize and more consistently manage our space utilization practices and performance.
2. **Strategic Scheduling CWT:** This academic year, SLCC formed a Strategic Scheduling Collaborative Work Team (CWT) charged by the Executive Cabinet with analyzing and maximizing scheduling effectiveness and enrollment for all SLCC sites by:
 - a. Establishing scheduling guiding principles, policies and procedures including timelines for class schedule review by academic term, and timely decision making for schedule optimization and resource allocation;
 - b. Recommending improved scheduling technologies (if appropriate);
 - c. Identifying and monitor measures for the effectiveness of the academic schedule;
 - d. Recommending adjustments; and
 - e. Providing general oversight of the scheduling process.

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

Short term recommendations from the CWT will include:

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

Long term recommendations from the CWT will include:

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

SLCC views the use of laboratory spaces primarily within the context of the Career and Technical Education component of our mission. The third goal in our SLCC Strategic Plan is to “Align with and respond to workforce needs.” By focusing our CTE efforts around “high-wage, high-demand” programs, we aim to both increase space utilization and, more importantly, make the learning happening in those spaces worth it for our students. We want to make sure that the college and our students realize a return on investment in our CTE programs. (Note that laboratory spaces associated with our transfer programs [e.g. chemistry and biology] are also major suppliers for our CTE programs, particularly in health sciences).

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

Required Question 2: Local Conditions Affecting Utilization

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

Our mission: Salt Lake Community College is an open-access, comprehensive community college that serves the most diverse student body in the USHE system. As ‘the community’s college’, serving the population-dense, multicultural Salt Lake County region, we value strategic geographic presence as key to our vision to be a model for inclusive and transformative education, strengthening communities through the students we serve. Our distribution of campuses and sites meets the needs of students who balance their higher education goals with very complex life situations—note that significant, if not majority, proportions of our student body are first-generation college students who continue to work because they are also the primary income providers for their households. Therefore, it is of paramount importance that SLCC be physically present in our communities. While we understand that the current USHE space utilization model prioritizes efficiency, and that the USHE model was developed from aggregate system examples from other states (e.g., California), the current USHE model design applies a “one size fits all” approach which disproportionately favors traditional (i.e., highly centralized, “main campus”) classroom instructional delivery. Our students are overwhelmingly nontraditional in many ways. Therefore, a more appropriate model for assessing SLCC space utilization should more fully take our distinctive mission and operational features into account in ways similar to multi-site community colleges (e.g., districts) in other states.

Our mission includes both transfer and Career and Technical Education. Our dual-mission of transfer and CTE and our open access policy meets the varied needs of our student body. This has implications for our how we schedule classes. We schedule classes throughout the day and into the evening, and we schedule Friday/Saturday classes at main locations of Taylorsville-Redwood, and Jordan to accommodate working students. We are also committed to extending the opportunity of online education to our nontraditional students.

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

- 54% are first generation
- 27% are minority
- Our median age is 23
- The majority of our students take two to three classes (only 8% are full time).

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

Because our students come to campus for only one or two courses there are times when our campuses are completely full. Between the hours of 9:00 a.m. and noon, the campus is often at or

near capacity. We schedule every room we have because this is when students want to take classes. Then in the afternoons we have very few students on campus. They go to work, take care of family, and otherwise live their lives. Unlike universities which have large populations of full-time students who take classes throughout the day, SLCC students come for an hour or so and leave immediately. This presents a challenge for space utilization. During those peak hours, we need all the classroom space we have. But for the other eight hours of the day, that space could be utilized for other purposes. This space formula does not recognize nor incentivize the use of such flexible space.

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

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

Required Question 3: Central Scheduling

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

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

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

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

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

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

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

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

Required Question 6: Optimizing Summer Term

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

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

- Increasing the number and variety of summer term course offerings
- Expansion of SLCC Promise to Pell Grant-eligible students taking at least 6 credits in the summer
- Promotion of year-round federal Pell Grant and proactive outreach to eligible students
- Summer Completion Grants have been established to offer tuition waivers for any student within six credits of graduation at the end of spring term.
- Staff are trained to encourage students to take at least one course during the summer.
- All students pay in-state resident tuition rates during the summer term, so there is an incentive for out-of-state non-resident students to enroll in summer courses.
- Promotional materials encouraging students to enroll in the summer term are distributed to all students during the spring semester via Canvas.