



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB G

January 13, 2022

Space Utilization Report 2020-21

Policy R751, *Institutional Facilities Space Utilization*, requires USHE degree-granting institutions to submit annual classroom and laboratory utilization information and report goals and accomplishments in meeting Board-adopted utilization standards. The attached report for the academic year 2020-2021 fulfills this requirement. While technical colleges are not currently included in the policy or the requirement to report utilization, the Commissioner's Office is working with them to develop utilization reporting and standards to include in the reporting.

USHE degree-granting institutions submitted utilization information for the 2020-2021 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 2020- 2021. The attached report contains a system-wide overview of USHE classroom and teaching laboratory utilization and institutional-specific sections providing utilization information and reporting for the required degree-granting institutions. This report is intended to be a starting point for continued discussion relating to USHE space utilization.

Commissioner's Recommendation

This is an information item only; no action is needed.

Attachment



GENERAL REPORT

March 2022

Malin Francis

USHE—Space Utilization Report, 2020-21

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Introduction

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

As required by the [policy](#), USHE institutions submitted utilization information for the 2020-21 academic year according to prescribed procedures developed by the Office of the Commissioner. Institutions also submitted institutional reports describing utilization goals and accomplishments for 2020-21. This report captures these submissions and organizes the information into two sections:

1. System overview
2. Individual institutional information

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

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

1. The first subsection charts total institution, main campus, and branch campus utilization in classrooms and teaching labs compared to USHE standards. The charts include a comparison with last year's (2020-21) utilization reporting, where available, to show year-over-year trends.
2. The second subsection lists classroom utilization by building and campus as well as by term (spring, fall, summer), including the number of rooms and seats available for scheduling in a building.
3. The third subsection shows a similar table for teaching laboratories.
4. The final section records institutional answers to the questions asked by the Office of the Commissioner for the 2020-21 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

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

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

System Overview

Board of Higher Education Utilization Standards

Higher education institutions traditionally monitor room utilization using two metrics:

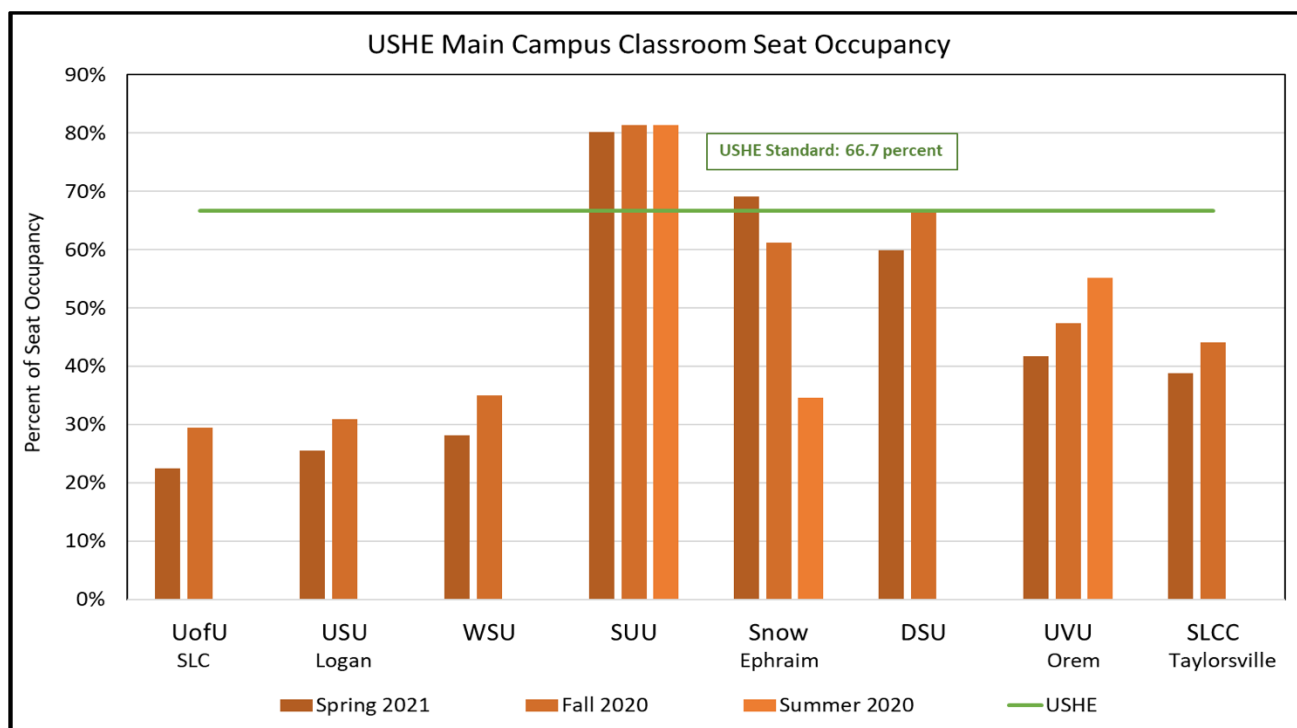
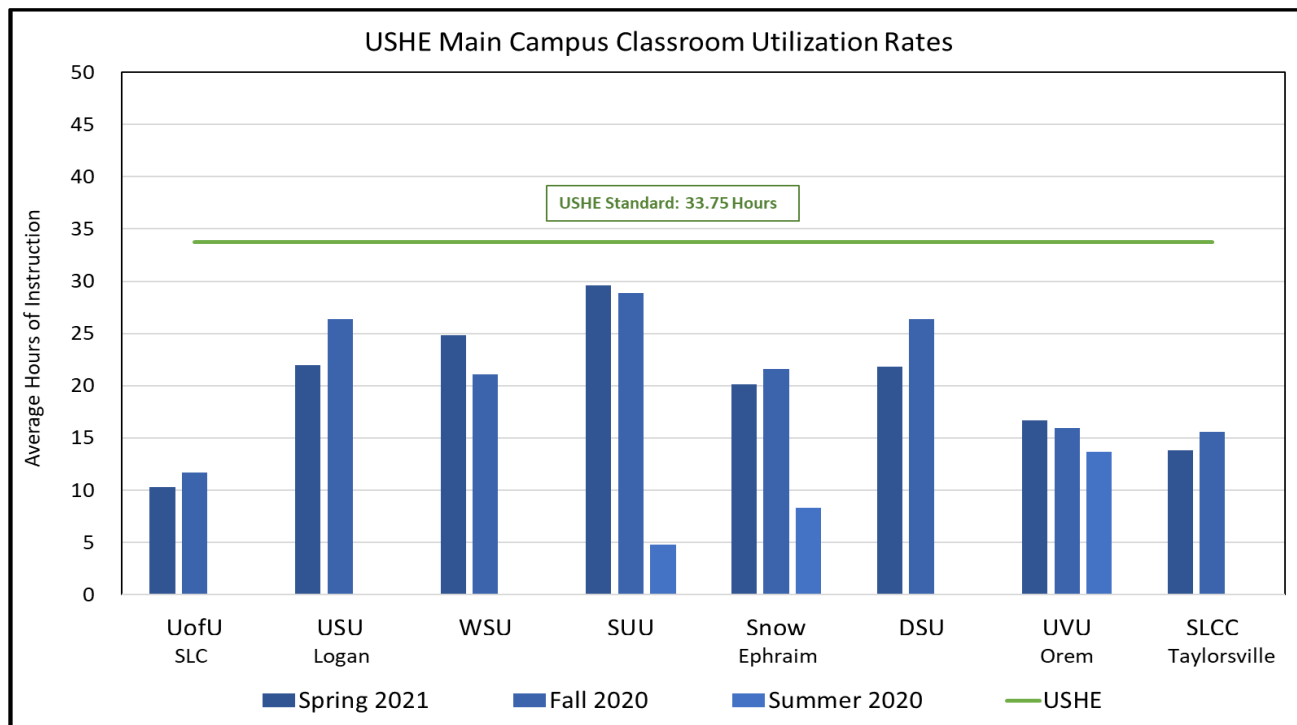
1. Room Utilization Rates (RUR)—which measures how many hours a room is scheduled for use in a given time period; and
2. Station Occupancy Rates (SOR)—which measures the number of seats or stations occupied as a percent of total capacity.

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

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

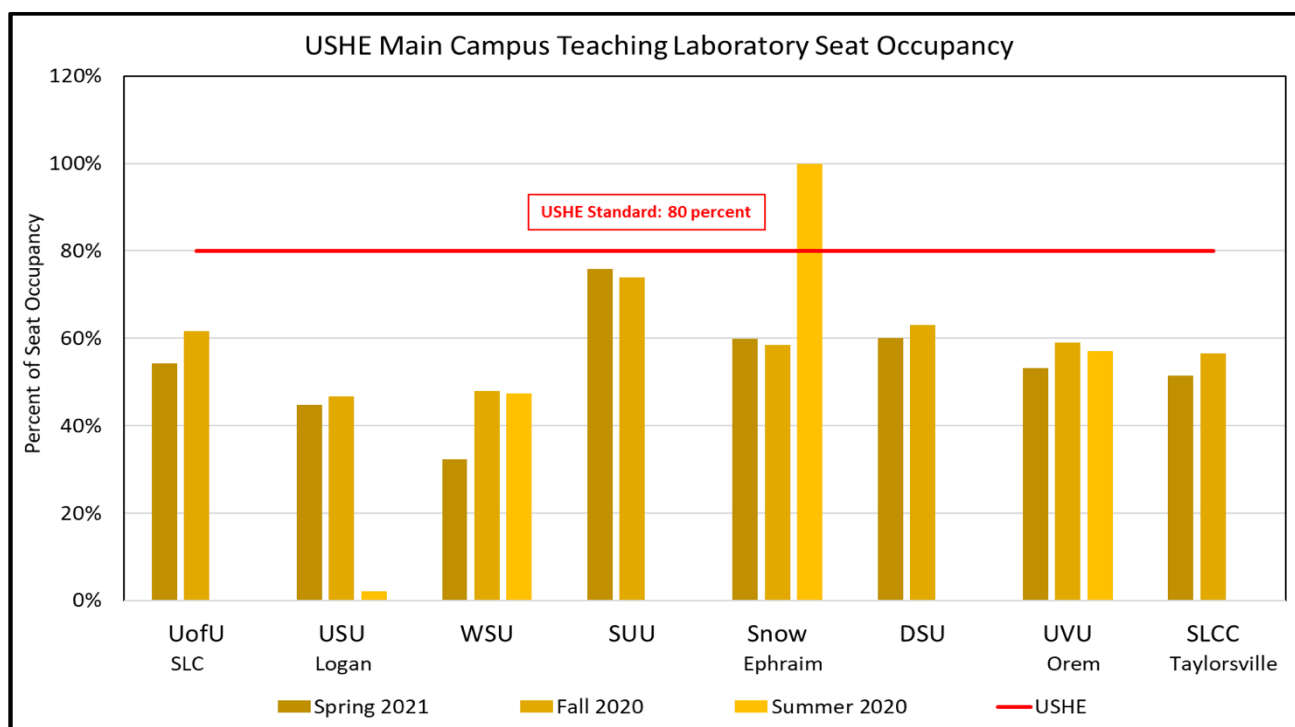
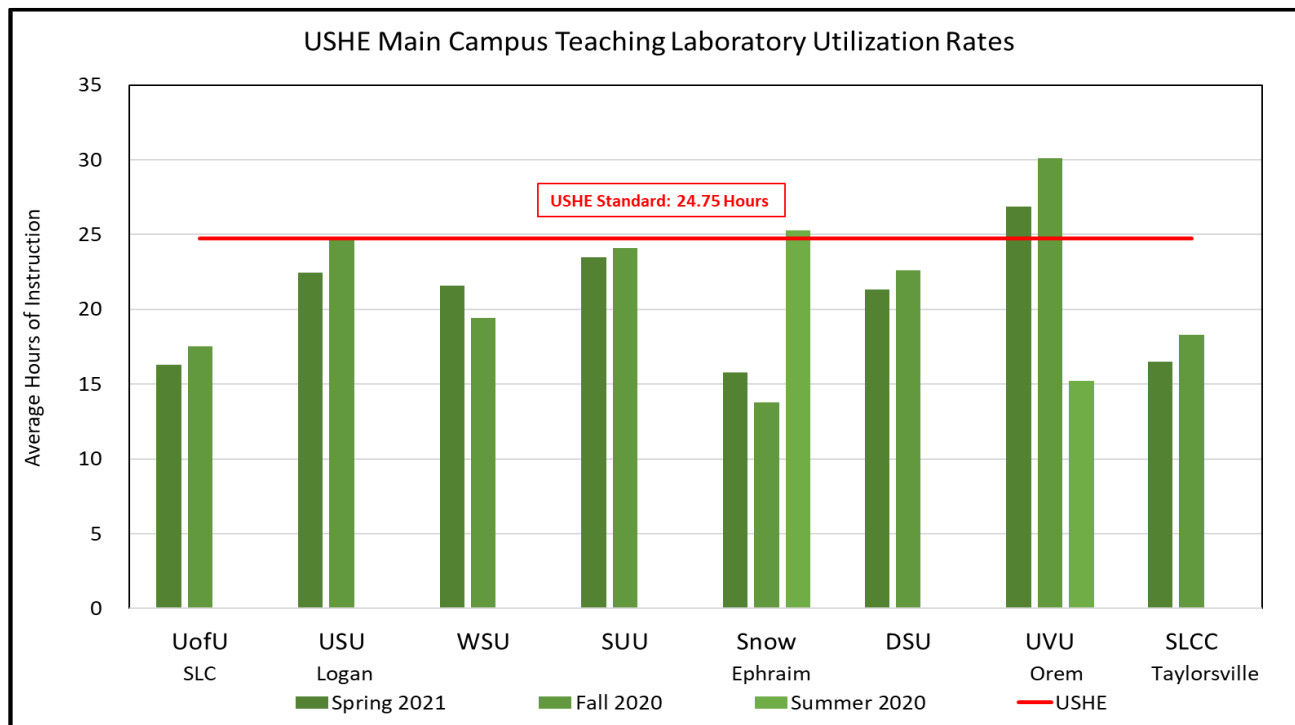
USHE Classroom Utilization 2020-21

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 2020-21

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



Institutional Challenges

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

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

Global Pandemic

The global coronavirus pandemic dramatically affected space utilization for academic year 2020-21. Most USHE institutions closed their campuses during the summer 2020 semester, which is reflected in the absences of information in the charts and information presented in this report. The institutions opened their campuses for Fall 2020 at lower capacity and offered more hybrid and online course offerings.

Central Scheduling

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

Institutional Utilization Policies

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

Summer Term

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

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

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

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

Changes to the Capital Development Prioritization Process

The Office of the Commissioner revised the current USHE prioritization process for capital development projects to incorporate institutional utilization. This detailed prioritization process is currently in use.

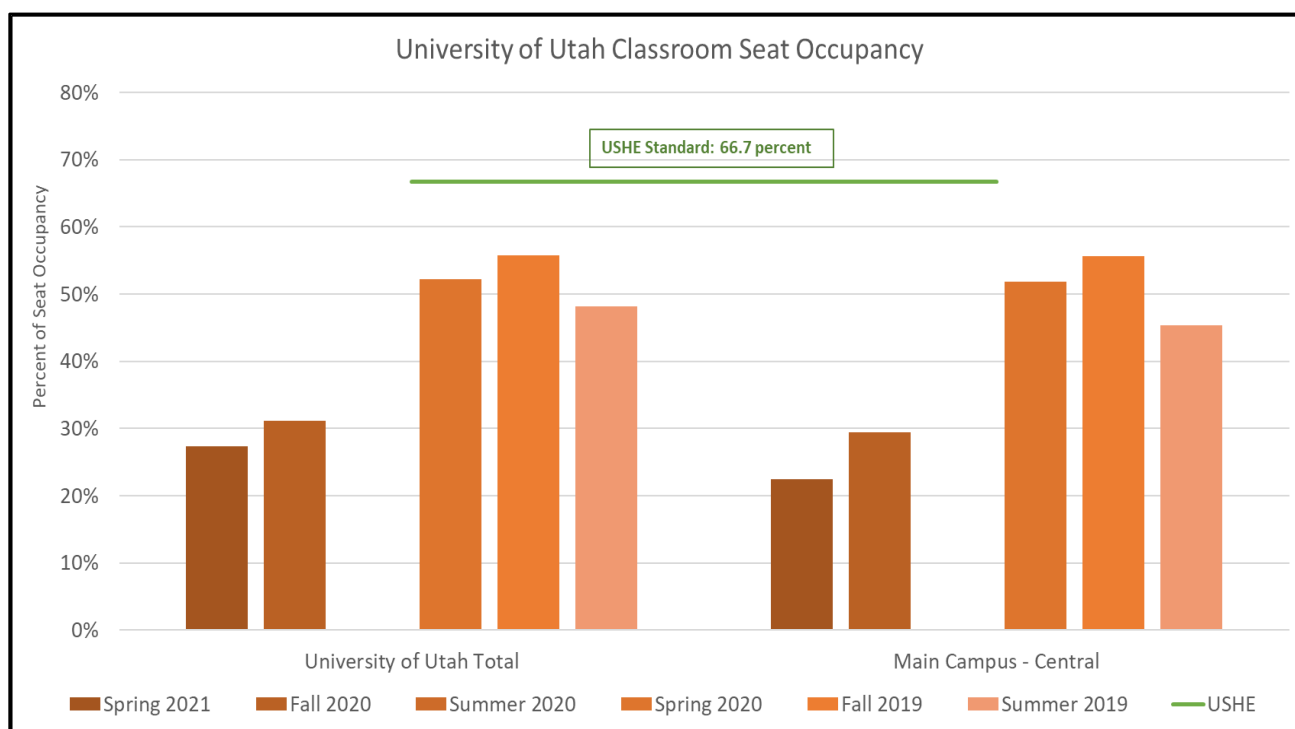
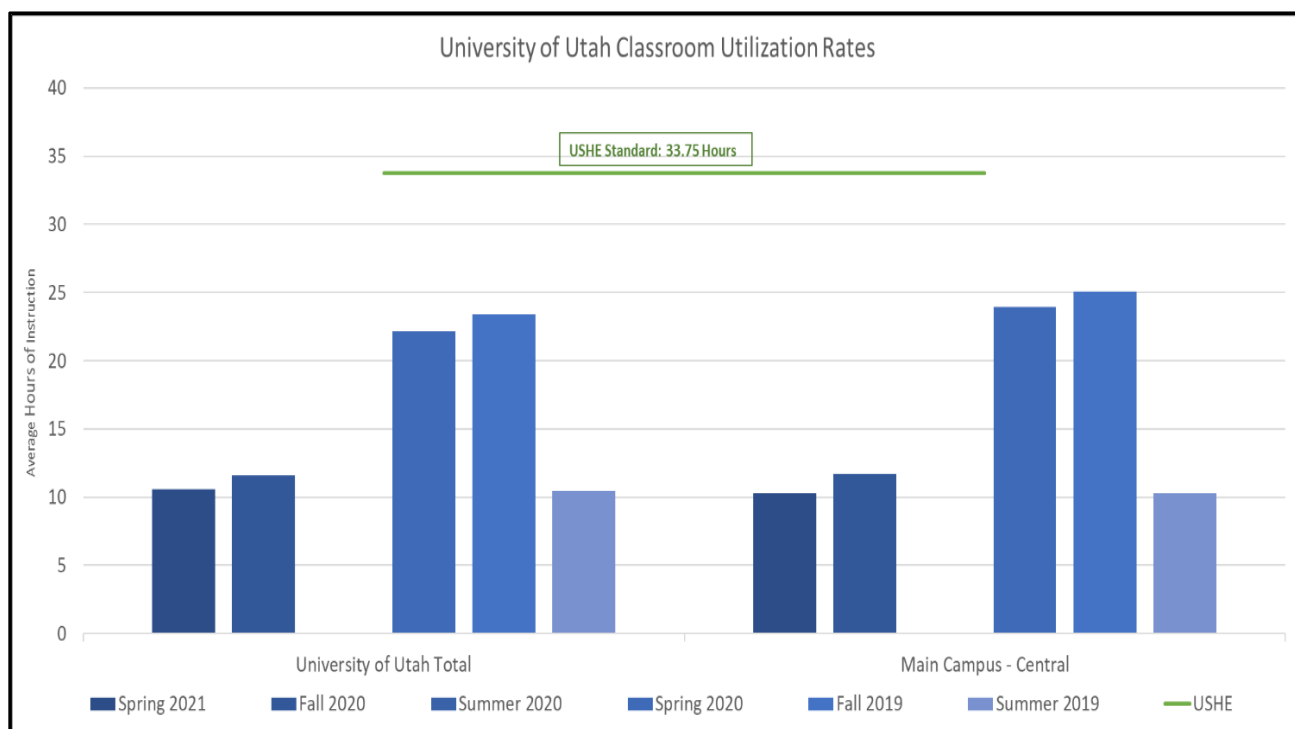
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Institution Utilization Information

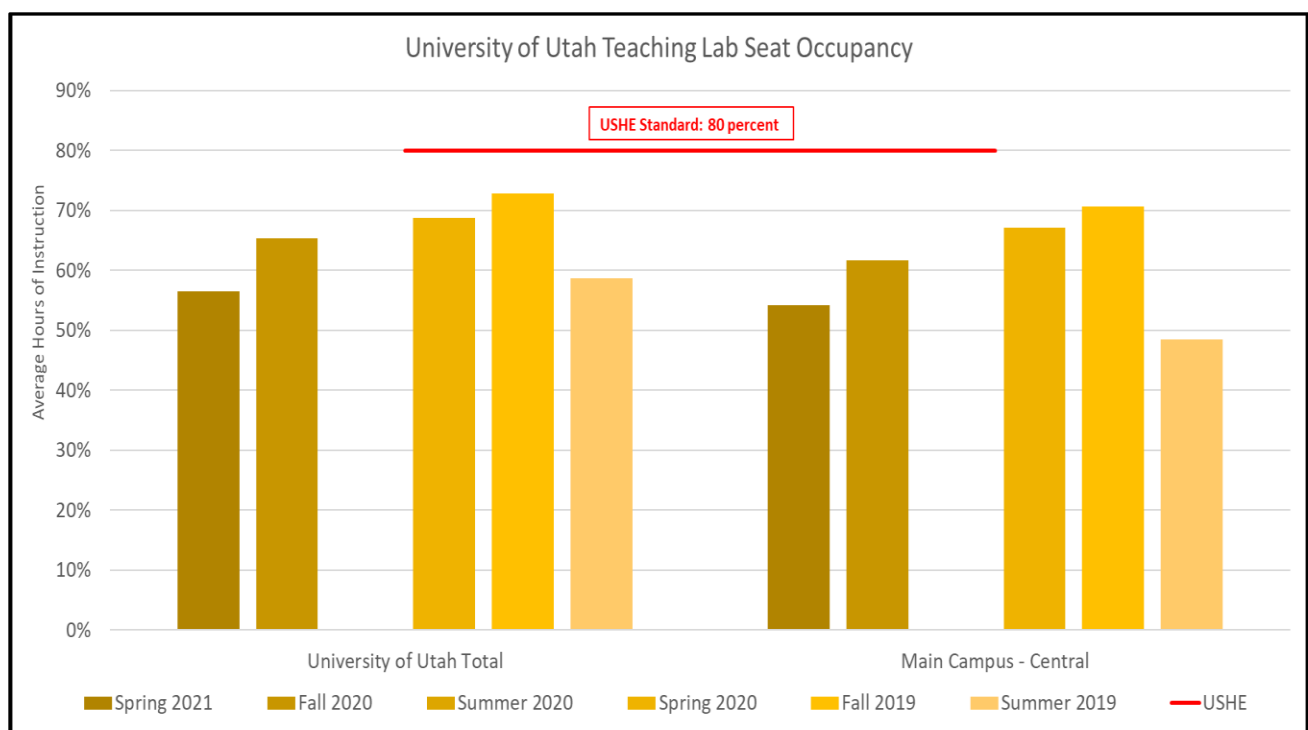
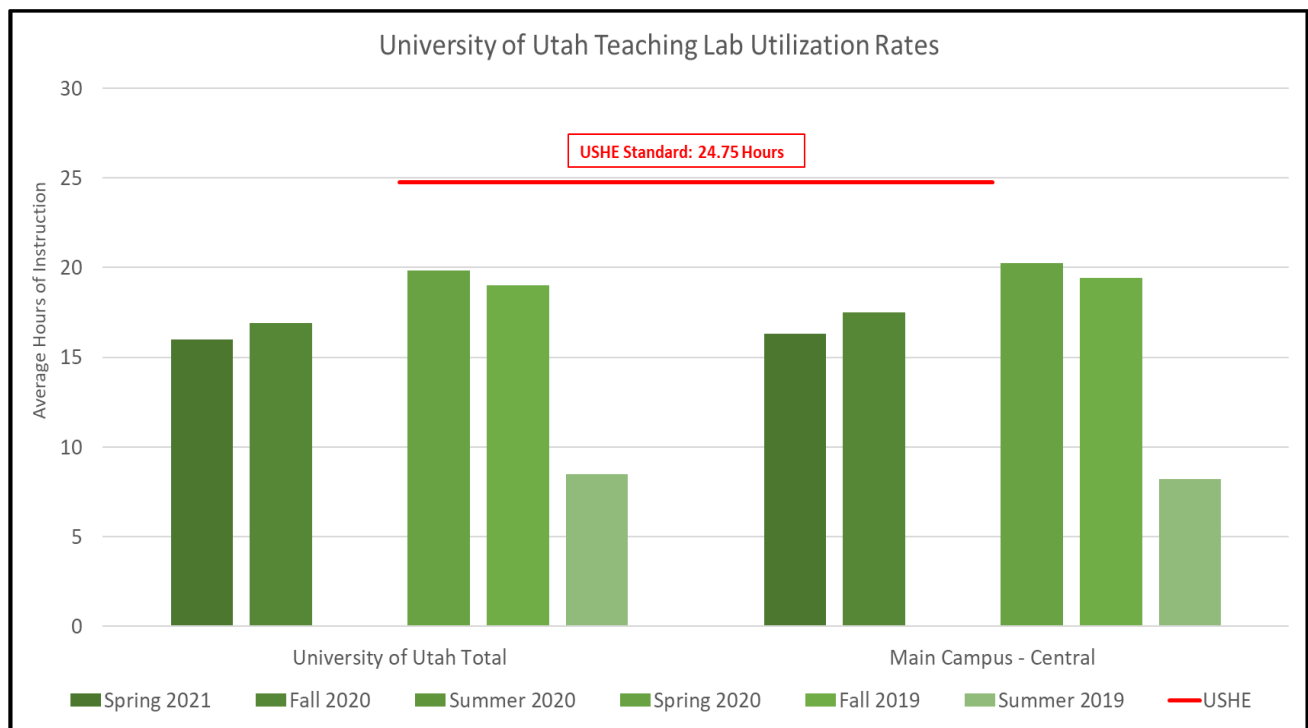
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University of Utah Utilization 2020-21

Overview of UU Classroom Utilization



Overview of UU Lab Utilization



UU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	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	10.6	131	27.4%	11,524	11.6	155	31.1%	12,602				
Main Campus - Central	10.3	115	22.5%	10,579	11.7	139	29.4%	11,639				
Olpin Union												
Emery Building	0.9	2	21.0%	114	4.8	2	21.8%	114				
Marriott Center for Dance					9.0	1	15.6%	30				
Skaggs Biology Building	9.3	2	11.9%	471	4.5	1	6.2%	348				
Annex General Office					3.3	2	26.7%	70				
Architecture Building	7.8	1	17.6%	93	12.8	1	21.4%	93				
Art Building					4.5	1	30.7%	83				
Sorenson Arts & Ed Complex	4.8	4	17.8%	150	5.1	6	24.8%	325				
Business Classroom Building	6.0	5	31.0%	216	9.3	10	34.9%	486				
Roland Christensen Center	12.6	5	23.0%	409	20.2	5	26.4%	409				
Gardner Commons	9.6	19	22.2%	1,226	12.0	22	31.2%	1,256				
Irish Humanities Building	8.2	2	9.9%	245	10.1	2	20.1%	245				
College of Social Work					36.8	1	43.8%	50				
Garff Marriott Residential Scholars												
Film and Media Arts Building	20.3	2	24.1%	476	31.2	2	21.8%	476				
Meldrum Civil Engineering Building					3.0	1	83.3%	42				
Sutton Building	2.5	2	44.4%	112	6.0	1	37.5%	36				
Eyring Chemistry Building	8.8	2	10.9%	551	10.0	2	13.6%	551				
HPER East	10.7	1	6.2%	186	21.9	1	11.9%	186				
HPER North	2.4	2	6.3%	80	3.3	3	26.8%	108				
HPER West												
Marriott Library	6.5	4	26.5%	246	7.8	5	27.3%	296				
Fletcher Building	5.1	3	8.8%	496	7.1	3	13.7%	496				
Price Theatre Arts Building												
Talmage Building	5.6	3	9.8%	462	11.3	3	13.1%	462				
Widtsoe Building	3.0	1	5.7%	141	3.0	1	16.3%	141				
Warnock Engineering Building	8.5	7	22.7%	410	12.6	7	31.2%	410				
Warnock Eng. Building (L)	8.5	7	12.3%	964	10.8	9	18.7%	1,064				
Kahlert Village South	5.3	1	48.1%	36	6.0	1	63.9%	36				
Language & Comm. Bldg	29.7	1	10.0%	135	19.3	2	15.6%	159				
Cowles Building	5.3	2	13.4%	78	6.0	1	50.0%	50				
Life Science Building					3.8	3	37.2%	93				
Naval Science Building												
Performing Arts Building												
Kennecott Mechanical Eng.	14.0	1	19.1%	183	18.0	1	23.6%	183				
Garff Executive Ed. Bldg	11.2	7	26.8%	598	14.7	7	34.3%	578				
Quinney College of Law	7.9	10	40.0%	404	4.5	6	40.0%	310				
Social & Behavioral Sciences												
Social Beh. Science Lecture Hall	12.0	1	9.0%	399	9.0	1	17.0%	399				
Eccles Business Building	21.3	14	25.3%	1,430	22.5	15	37.2%	1,470				
Thatcher Bldg Bio Chemistry					6.0	1	6.8%	98				
Crocker Science Building	17.1	3	25.6%	218	11.9	4	45.4%	242				
Browning Building												
Stewart Building	5.2	1	20.0%	50	5.3	5	28.4%	244				
Main Campus - Ft Douglas	7.7	3	250.8%	114	11.1	3	36.1%	114				
Fort Douglas PX	7.7	3	25.8%	114	11.1	3	36.1%	114				
Main Campus - Health Science	7.4	5	55.3%	349	5.4	6	31.4%	499				
Cumming College of Nursing	7.4	5	55.3%	349	6.9	4	34.7%	274				
Eccles Institute of Human Genetics					2.7	1	6.7%	150				
Eccles Health Sciences Ed.					2.2	1	22.7%	75				
Main Campus - Research Park	18.2	8	79.9%	482	13.6	7	70.3%	350				
375 Chipeta Way	3.0	1	2.1%	48	4.1	1	13.8%	40				
421 Wakara Way	25.9	2	55.0%	140	18.2	3	61.2%	164				
Dumke Health Professions	17.8	1	56.0%	50	22.3	1	85.7%	50				
Noorda Oral Health Sciences	18.2	4	105.8%	244	7.1	2	100.9%	96				

UU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
			Station				Station				Station	
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
University of Utah Total	16.0	93	56.5%	3,044	16.9	97	65.3%	3,021				
Main Campus - Central	16.3	88	54.2%	2,912	17.5	91	61.6%	2,821				
Sheets Marriott Cntr. Dance	33.2	6	55.0%	240	29.5	6	59.4%	240				
Art Building	20.8	10	56.1%	223	18.1	10	70.2%	223				
Biology Building	7.3	3	75.0%	88	7.4	3	64.1%	96				
Building 72												
Business Classroom Building	7.8	2	28.1%	99								
Gardner Commons	12.0	3	36.1%	111	10.4	3	41.3%	111				
Gardner Hall	4.3	5	11.7%	394	6.7	5	17.2%	389				
Nielsen Fieldhouse												
Film and Media Arts Building	17.7	1	28.8%	40	6.8	2	77.5%	50				
Fine Arts West	8.0	2	48.4%	32	12.0	1	54.2%	16				
Sutton Building	4.4	5	121.2%	88	6.1	4	75.6%	64				
Hedco Building	7.9	2	40.0%	48	7.6	4	40.7%	82				
Eyring Chemistry Building	38.7	3	64.4%	72	33.1	9	71.6%	216				
HPER East	4.0	2	25.2%	52								
HPER North												
HPER West	17.0	1	38.0%	25	21.2	1	36.0%	25				
Marriott Library	10.2	4	34.4%	165	10.7	4	56.9%	165				
Fletcher Building	19.0	2	73.1%	60	17.4	2	76.7%	60				
Talmage Building	8.5	2	62.5%	48	7.1	2	51.0%	60				
Price Theatre Arts Building	15.1	7	32.1%	280	13.1	6	28.2%	265				
Merrill Engineering Building	17.8	12	56.0%	356	17.0	15	56.1%	406				
Language & Comm. Bldg	1.5	1	26.7%	30	5.1	1	53.3%	30				
Cowles Building												
Performing Arts Building	9.3	1	13.0%	115								
Physics Building												
Pioneer Memorial Theatre					3.2	1	23.3%	30				
Sculpture Building	20.5	4	50.5%	93	17.9	4	85.4%	93				
Social & Behavioral Sciences	3.2	1	17.5%	40								
Thatcher Bldg. Bio. Chemistry	18.9	2	61.1%	36	33.7	1	49.0%	24				
Crocker Science Building	30.0	4	74.5%	92	33.5	5	90.1%	116				
Browning Building	1.6	1	60.0%	25								
Stewart Building	24.6	2	47.2%	60	21.4	2	31.1%	60				
Main Campus - Research Park	11.3	5	108.3%	132	7.8	6	158.4%	200				
Dumke Health Professions	11.3	5	108.3%	132	8.8	5	162.1%	147				
Noorda Oral Health Sciences					2.6	1	94.3%	53				

University of Utah 2020-21 Utilization Report

Required Question 1: Meeting Board Standards

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

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

The COVID Pandemic forced the University of Utah to adopt remote learning plans that impacted the ability to use classroom and lab space across campus. Many space utilization efforts were placed on hold for the year as we worked to ensure our students could continue their studies in a safe remote environment. Classroom rates dropped dramatically as we shifted class online, however, we were fortunate to have the capacity to still offer the critical lab courses essential to our research teaching mission in a safe and in person format.

Although the pandemic changed the emphasis of our efforts to improve utilization rates, it did not derail them completely and the University of Utah continues our commitment to using both classroom and laboratory space as effectively as possible. We continue to be 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. The pandemic has amplified our work engaging college deans, department chairs, faculty and staff charged with scheduling courses in discussions regarding how to schedule and use space more wisely and in response to the pandemic safely as well.

We continue to work to broaden the times that classes are offered, continue to develop and use major maps which help coordinate courses and have used conference rooms for smaller graduate seminars. There are often challenges matching appropriate class sizes with appropriate space available for classes. We will continue to work hard to find the appropriate balance to meet both course demand and appropriate classrooms for the topic being taught. There are also quality issues that may preclude certain spaces available for some classes. We will continue to invest resources each year to improve older 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.

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

Many of the same challenges noted above in question # 1 related to classroom utilization also relate to efficient use of lab space. We feel fortunate to have had adequate lab space during the pandemic to allow us to continue to offer these courses to our students while maintaining a healthy and safe environment. 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 policymakers to understand about the utilization data submitted by your institution?

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

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

Required Question 3: Central Scheduling

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

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

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

Hours of operation vary greatly by facility type. Classrooms are available for scheduling starting at 7 am and concluding by 10 pm. Although institutional facilities are available during the entire day, we have found that students tend to want classes available during a much narrower time frame. This leaves capacity available during some hours of the day while at the same time creates scheduling challenges during peak demand times. We believe we have an opportunity to find ways to shift courses and student interest to hours of operation that are currently under-utilized. We are actively exploring additional ways to shift student demand to take advantage of under-utilized time slots.

The University of Utah continues to experience enrollment growth and we will benefit from current unused capacity to continue to support additional student demand.

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 area where we have found success in this regard is through Summer bridge programs. These programs should help not only grow overall enrollments, but will also help increase summer utilization rates. These programs will generally target students who may not be academically qualified to attend the University of Utah, but are very close. The Bridge programs 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 successful full-time students who will then enroll full-time the following Fall semester.

Optional Question 1: Monitoring Methods

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

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

Optional Question 2: Off-Peak Student Enrollment

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

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

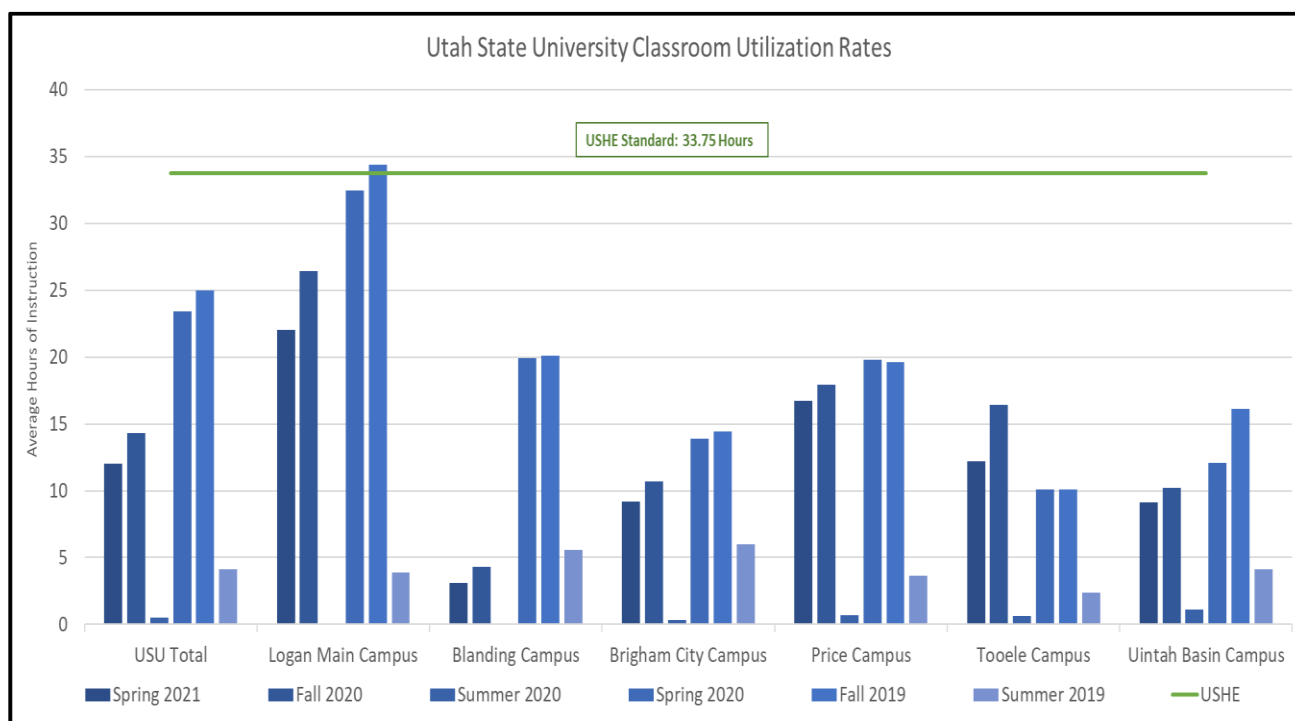
Optional Question 3: Non-Instructional Room Utilization

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

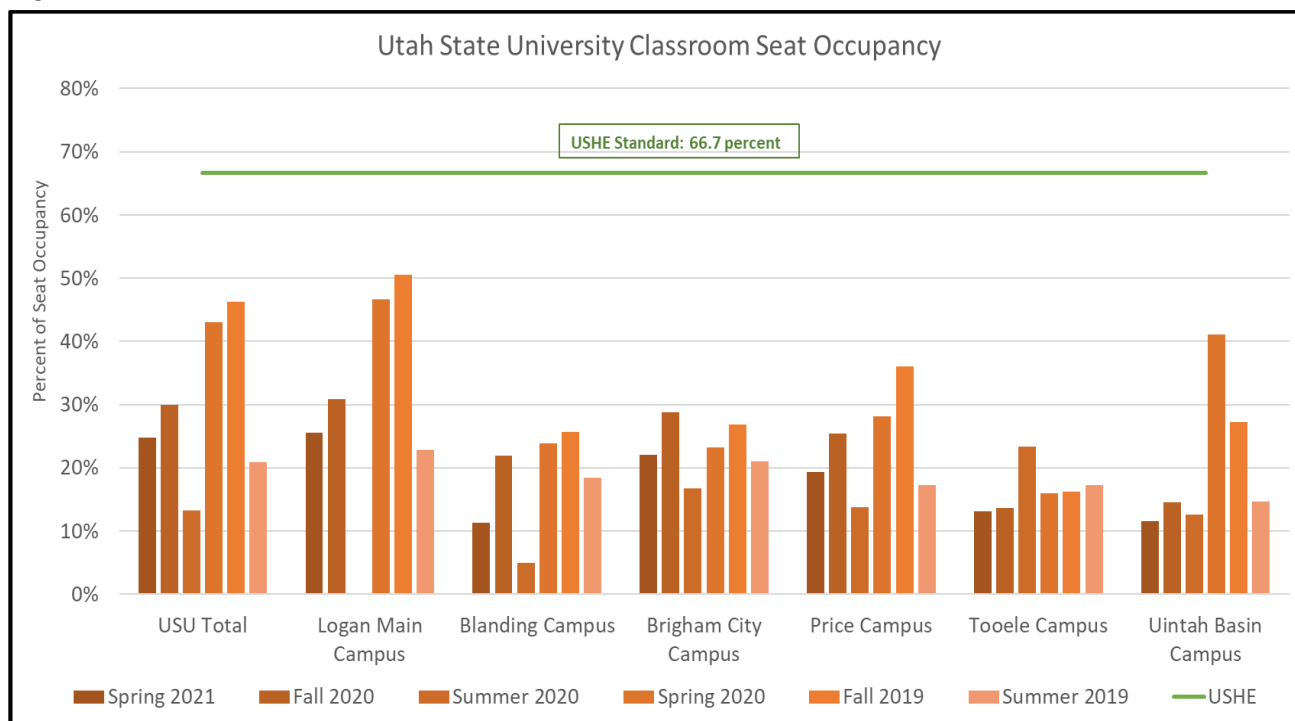
All dedicated classroom spaces are prioritized for instruction without exception. Similar to class labs, non-class lab use is calculated by affiliated total project expense per square foot. Often, personnel expenses are for students in an affiliated discipline.

Utah State University Utilization 2020-21

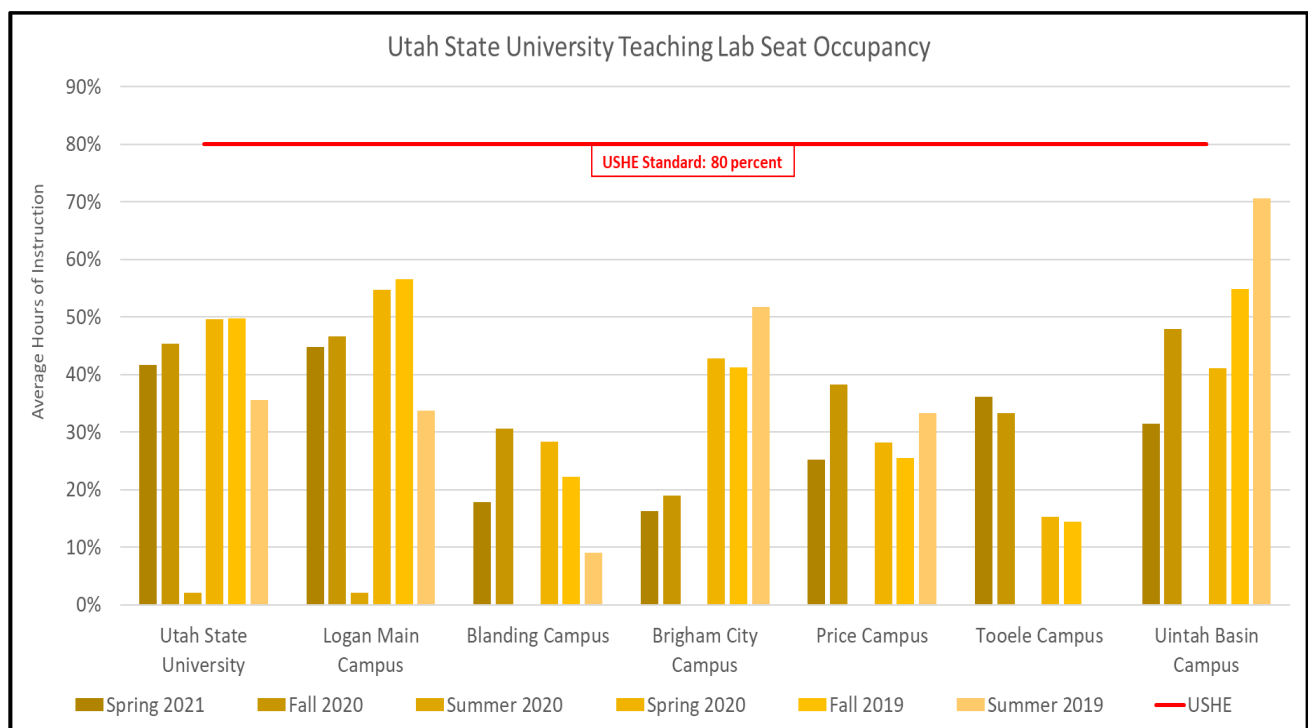
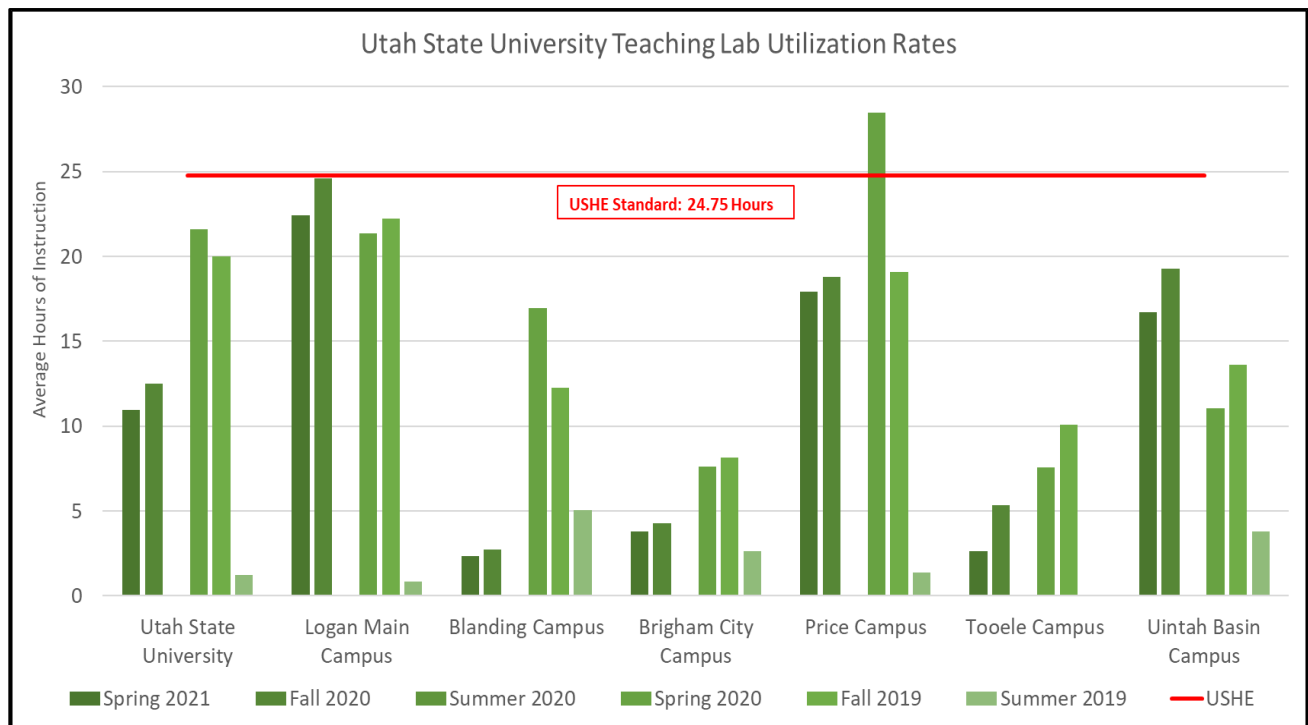
Overview of USU Classroom Utilization



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Overview of USU Lab Utilization



USU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station		Station		Station		Station		Station		Station	
	Room	#	Occupancy	#	Room	#	Occupancy	#	Room	#	Occupancy	#
	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats
Utah State University	12.0	300	24.7%	12,580	14.3	299	29.9%	12,556	0.5	299	13.2%	12,556
Logan Main Campus	22.0	151	25.5%	9,144	26.4	150	30.9%	9,120	0.0	150	0.0%	9,120
Agriculture Sys Tech & Ed	7.3	3	21.3%	104	11.3	3	36.3%	104	0.0	3	0.0%	104
Agricultural Sciences Bldg.	48.1	3	37.0%	197	46.9	3	33.0%	197	0.0	3	0.0%	197
Animal Science Bldg.	5.0	2	42.4%	72	10.5	2	78.5%	72	0.0	2	0.0%	72
Peterson Engineering Lab	27.6	6	19.7%	504	0.0	6	0.0%	504	0.0	6	0.0%	504
Distance Education Building	8.5	6	23.1%	233	30.9	6	42.3%	233	0.0	6	0.0%	233
Early Childhood Building	20.3	12	30.7%	320	13.1	12	27.8%	320	0.0	12	0.0%	320
Eccles Business Building	23.5	2	86.5%	41	50.1	2	47.1%	41	0.0	2	0.0%	41
Eccles Science Learning Center	12.1	6	28.5%	468	13.9	6	53.9%	468	0.0	6	0.0%	468
Bowen Building	55.4	3	20.3%	699	52.8	3	25.1%	699	0.0	3	0.0%	699
Education Building	14.7	8	16.8%	333	16.2	8	20.5%	333	0.0	8	0.0%	333
Engineering Building	35.5	15	20.0%	1,171	39.1	15	26.2%	1,171	0.0	15	0.0%	1,171
Family Life Building	13.9	6	34.9%	265	12.8	6	28.4%	265	0.0	6	0.0%	265
Fine Arts Center	4.4	1	37.5%	16	1.9	1	25.0%	16	0.0	1	0.0%	16
Fine Arts-Visual Building	37.0	4	18.0%	378	47.0	4	22.3%	378	0.0	4	0.0%	378
Geology Building	17.9	6	28.5%	302	25.9	6	20.0%	302	0.0	6	0.0%	302
HPER Building	38.1	5	20.0%	304	47.9	5	23.2%	304	0.0	5	0.0%	304
Huntsman Hall	47.1	20	43.6%	1,103	50.5	20	47.5%	1,103	0.0	20	0.0%	1,103
Industrial Science Building	4.1	2	45.0%	60	25.2	2	37.1%	60	0.0	2	0.0%	60
Life Sciences Building	26.2	3	23.3%	431	25.1	3	37.6%	431	0.0	3	0.0%	431
Lillywhite Building	0.0	2	0.0%	56	12.3	2	53.8%	56	0.0	2	0.0%	56
Merrill-Cazier Library	18.8	4	30.6%	177	19.7	4	22.0%	177	0.0	4	0.0%	177
Natural Resources Building	39.1	1	19.6%	98	56.6	1	26.8%	98	0.0	1	0.0%	98
Nutrition & Food Sciences	29.1	3	16.8%	154	27.8	3	22.7%	154	0.0	3	0.0%	154
Old Main	27.0	13	17.4%	930	32.6	12	20.0%	906	0.0	12	0.0%	906
Ray B. West Building	8.5	5	69.6%	133	16.9	5	47.0%	133	0.0	5	0.0%	133
Science Engineering Research	0.0	1	0.0%	24	0.0	1	0.0%	24	0.0	1	0.0%	24
Sorsenson Cntr. for Clinical Excl.	22.3	2	17.4%	109	24.4	2	37.1%	109	0.0	2	0.0%	109
Teaching Greenhouse	10.0	1	81.3%	24	15.6	1	33.3%	24	0.0	1	0.0%	24
Technology Building	21.1	3	52.0%	104	19.1	3	56.0%	104	0.0	3	0.0%	104
University Reserve Building	0.0	1	0.0%	28	0.0	1	0.0%	28	0.0	1	0.0%	28
Veterinary Science & Biology	31.7	1	16.9%	126	41.1	1	16.3%	126	0.0	1	0.0%	126
Widtsoe Hall	48.0	1	25.0%	180	57.9	1	22.3%	180	0.0	1	0.0%	180
Blanding Campus	3.1	17	11.3%	481	4.3	17	21.9%	481	0.1	17	5.0%	481
Bradford Lee Tech. Building	8.0	10	10.8%	236	11.3	10	26.1%	236	0.0	10	0.0%	236
Health Science Library	16.8	5	11.9%	190	12.7	5	14.9%	190	1.2	5	5.0%	190
Heavy Equipment & Trucking	0.0	1	0.0%	25	3.5	1	8.0%	25	0.0	1	0.0%	25
Native Americans Studies	0.0	1	0.0%	30	6.7	1	36.7%	30	0.0	1	0.0%	30
Se Learning Cntr., Montezuma												
Brigham Campus	9.2	36	22.0%	794	10.7	36	28.8%	794	0.3	36	16.7%	794
Academic Building	10.3	24	21.0%	430	13.2	24	31.4%	430	0.6	24	16.7%	430
Miller Building	8.1	12	25.0%	364	8.2	12	21.7%	364	0.0	12	0.0%	364
Price Campus	16.7	33	19.3%	997	17.9	33	25.4%	997	0.7	33	13.7%	997
Central Instructional Building	17.4	6	25.2%	168	13.7	6	22.4%	168	0.7	6	3.1%	168
Mcdonald Career Center	25.1	3	27.0%	88	29.6	3	28.8%	88	0.0	3	0.0%	88
Reeves Building	18.4	14	16.8%	430	20.7	14	22.9%	430	2.0	14	15.7%	430
West Instructional Building	5.8	10	14.6%	311	7.7	10	34.9%	311	0.0	10	0.0%	311
Tooele Campus	12.2	21	13.1%	486	16.4	21	13.6%	486	0.6	21	23.3%	486
Science & Technology Building	18.8	2	20.7%	56	23.4	2	29.3%	56	0.0	2	0.0%	56
Academic Building	5.6	19	10.2%	430	9.4	19	11.8%	430	1.3	19	23.3%	430
Uintah Basin Campus	9.1	42	11.5%	678	10.2	42	14.5%	678	1.1	42	12.6%	678
BEERC	8.8	21	12.8%	288	9.8	21	16.6%	288	1.5	21	15.9%	288
Roosevelt - Student Center	17.8	8	9.6%	252	20.7	8	12.4%	252	1.7	8	9.4%	252
Roosevelt - Classroom	0.6	13	71.4%	138	0.0	13	0.0%	138	0.0	13	0.0%	138

USU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
			Station				Station				Station	
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah State University	11.0	119	41.6%	3,180	12.5	119	45.3%	3,180	0.0	119	2.0%	3,180
Logan Main Campus	22.4	73	44.7%	2,101	24.6	73	46.6%	2,101	0.0	73	2.0%	2,101
Agricultural Sciences Bldg.	50.7	2	33.2%	48	80.7	2	29.0%	48	0.0	2	0.0%	48
Animal, Teaching & Research Ctr	9.4	2	90.0%	32	13.8	2	129.3%	32	0.0	2	0.0%	32
Art Sculpture Lab	0.0	1	0.0%	15	37.0	1	38.3%	15	0.0	1	0.0%	15
Biological-Nat Resources	28.7	1	25.7%	30	16.0	1	27.8%	30	0.0	1	0.0%	30
Biotech Lab	10.9	1	62.5%	12	0.0	1	0.0%	12	0.0	1	0.0%	12
Peterson Engineering Lab	0.0	1	0.0%	30	0.0	1	0.0%	30	0.0	1	0.0%	30
Eccles Business Building	6.8	2	19.0%	74	10.3	2	34.5%	74	0.0	2	0.0%	74
Education Building	9.2	2	40.0%	55	10.1	2	26.7%	55	0.0	2	0.0%	55
Engineering Building	52.6	2	75.4%	50	24.7	2	80.8%	50	0.0	2	0.0%	50
Family Life Building	13.7	3	79.4%	76	19.9	3	81.4%	76	0.0	3	0.0%	76
Fine Arts Center	31.7	9	21.0%	443	28.5	9	24.6%	443	0.1	9	2.0%	443
Fine Arts Center Visual	41.8	4	53.7%	100	70.3	4	48.0%	100	0.0	4	0.0%	100
Geology Building	25.5	2	49.2%	40	30.4	2	45.0%	40	0.0	2	0.0%	40
Huntsman Hall	16.5	1	35.8%	66	19.4	1	37.4%	66	0.0	1	0.0%	66
Industrial Science Building	26.9	2	28.9%	90	23.7	2	21.7%	90	0.0	2	0.0%	90
Life Sciences Building	28.4	13	42.2%	368	29.5	13	52.5%	368	0.0	13	0.0%	368
Maeser Lab	15.2	7	54.6%	96	1.4	7	93.8%	96	0.0	7	0.0%	96
Military Science Building	0.0	1	0.0%	30	0.0	1	0.0%	30	0.0	1	0.0%	30
Natural Resources Building	34.7	1	17.3%	50	61.6	1	34.7%	50	0.0	1	0.0%	50
Old Main	0.0	1	0.0%	15	0.0	1	0.0%	15	0.0	1	0.0%	15
Quinney Library	0.0	1	0.0%	32	4.2	1	84.4%	32	0.0	1	0.0%	32
Science Engineering Research	49.6	4	92.9%	64	52.2	4	91.2%	64	0.0	4	0.0%	64
Sorenson Cntr. for Clinical Excl.	12.9	1	97.3%	30	22.2	1	100.0%	30	0.0	1	0.0%	30
Veterinary Science & Biology	45.1	4	90.3%	135	1.3	4	77.5%	135	0.0	4	0.0%	135
Widtsoe Hall	50.9	5	87.0%	120	57.6	5	90.4%	120	0.0	5	0.0%	120
Blanding Campus	2.4	6	17.8%	115	2.7	6	30.6%	115	0.0	6	0.0%	115
Bradford Lee Technology	0.0	1	0.0%	12	0.0	1	0.0%	12	0.0	1	0.0%	12
Trucking Offices	0	1	0	6	0	1	0	6	0	1	0	6
Health Science Library	7.1	4	17.8%	97	8.1	4	30.6%	97	0.0	4	0.0%	97
Brigham Total	3.8	2	16.2%	37	4.3	2	18.9%	37	0.0	2	0.0%	37
Milton P Miller Building	3.8	2	16.2%	37	4.3	2	18.9%	37	0.0	2	0.0%	37
Price Campus	17.9	29	25.2%	757	18.8	29	38.2%	757	0.0	29	0.0%	757
BDAC Athletic Building	49.3	1	25.4%	35	58.9	1	61.8%	35	0.0	1	0.0%	35
Central Instructional Building	13.4	7	25.0%	275	10.1	7	24.1%	275	0.0	7	0.0%	275
Industrial Park Building	27.6	2	4.2%	48	27.3	2	33.3%	48	0.0	2	0.0%	48
Mcdonald Career Center	3.1	7	25.8%	161	3.8	7	27.2%	161	0.0	7	0.0%	161
Reeves Building	5.5	9	32.1%	195	6.7	9	42.6%	195	0.0	9	0.0%	195
West Instructional Building	8.7	3	24.6%	43	5.9	3	16.7%	43	0.0	3	0.0%	43
Tooele Campus	2.6	5	36.1%	90	5.4	5	33.3%	90	0.0	5	0.0%	90
Academic Building	2.6	5	36.1%	90	5.4	5	33.3%	90	0.0	5	0.0%	90
Uintah Basin Campus	16.7	4	31.4%	80	19.3	4	47.9%	80	0.0	4	0.0%	80
BEERC	16.7	4	31.4%	80	19.3	4	47.9%	80	0.0	4	0.0%	80

Utah State University 2020-21 Utilization Report

**Answers are for Logan campus unless otherwise noted*

Required Question 1: Meeting Board Standards

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

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

We continue to focus our efforts on meeting current instructional needs. As COVID19 wanes, our collaborative group with representatives from Facilities, Academic and Instructional Services (Central Scheduling), Space Management, and Business and Finance will continue to identify opportunities to right-size courses and classrooms and update classroom inventory while considering instructional needs. Since USU does not have buildings that are dedicated to classrooms only, we try to accommodate faculty as much as possible by letting them teach classes in or near the buildings where they office.

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

The primary change that offers the best opportunity to reach the standard was for class laboratories to be centrally scheduled. Although achieving our goals may be delayed due to the COVID19 pandemic, using the same evaluation process noted with classrooms and working with individual colleges to utilize specialized classroom laboratory space, we are more confident in our ability to meet the standard.

Required Question 2: Local Conditions Affecting Utilization

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

COVID19 has highlighted USU's 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 social distancing, on-line, hybrid instruction, 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 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. It is important to note that during COVID-19 these larger capacity spaces have become important in meeting face to face courses while maintaining social distancing.

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

Required Question 3: Central Scheduling

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

All classrooms and class laboratories are centrally scheduled. Academic and Instructional Services (central scheduling) collaborates with departments on a regular basis. Although some challenges and concerns for department-paid specialized equipment exist in class laboratories, the Academic and Instructional Services division continues to work through departmental situation to establish acceptable agreements to preserve the department interests and

investments - while working to increase the utilization of the classroom laboratories. As previously stated, COVID19 created especially challenging circumstances respecting face-to-face and hybrid instruction, departmental needs, and social distancing requirements.

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

Under non-COVID19 circumstances 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?

During COVID19, USU increased on-line opportunities during summer term. USU has tried a variety of strategies over the past several years to encourage more students to take summer classes, particularly on the Logan campus. Each strategy attracts different students but has not made a significant change in face-to-face summer enrollment. As a residential campus and under normal conditions, 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.

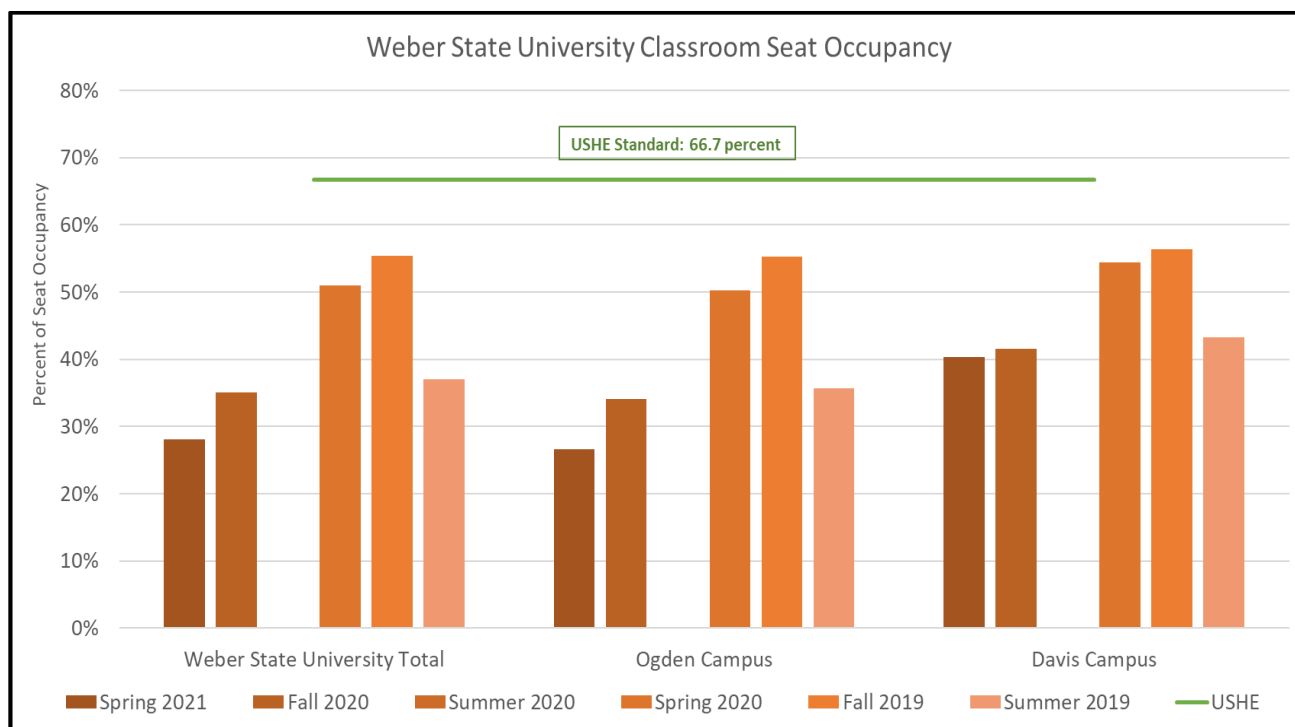
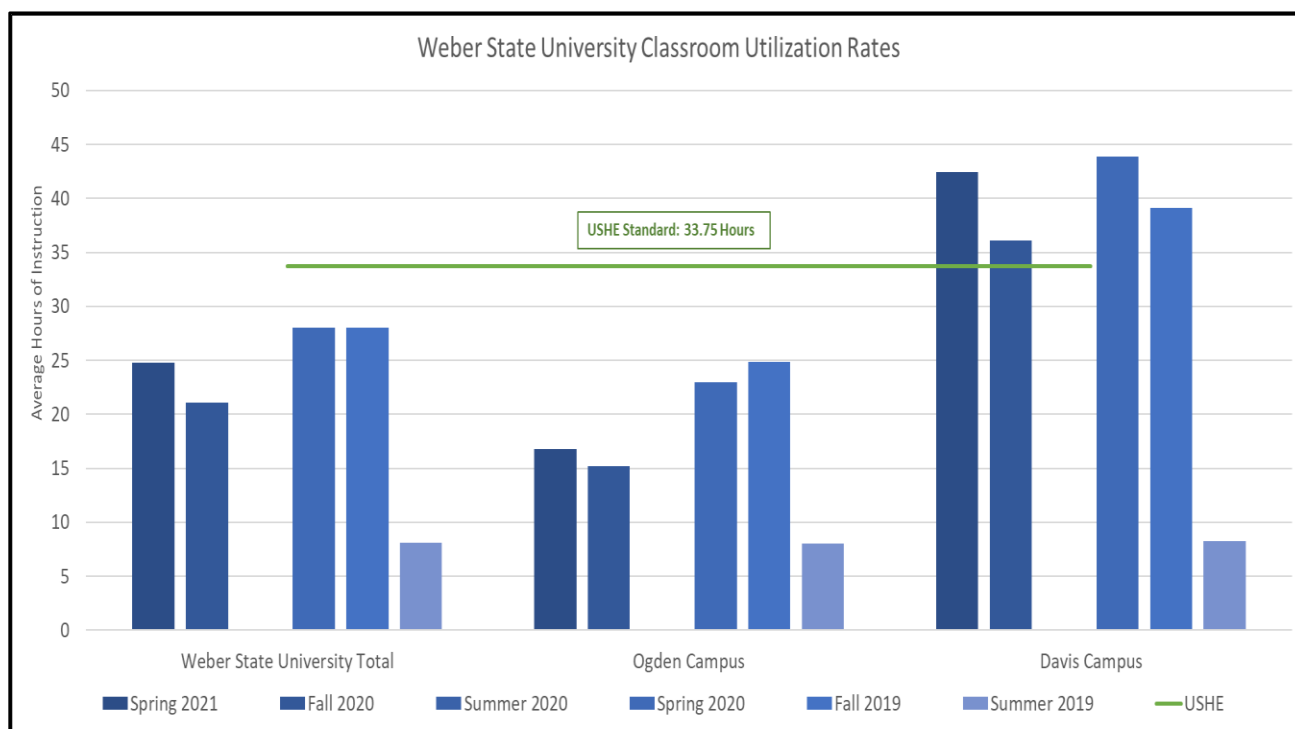
USU is continually evolving to meet the needs of our students. Student behavior and data indicates students increased summer scheduling of online courses to off-set COVID19 challenges and increase academic flexibility in the summer rather than face-to-face courses.

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

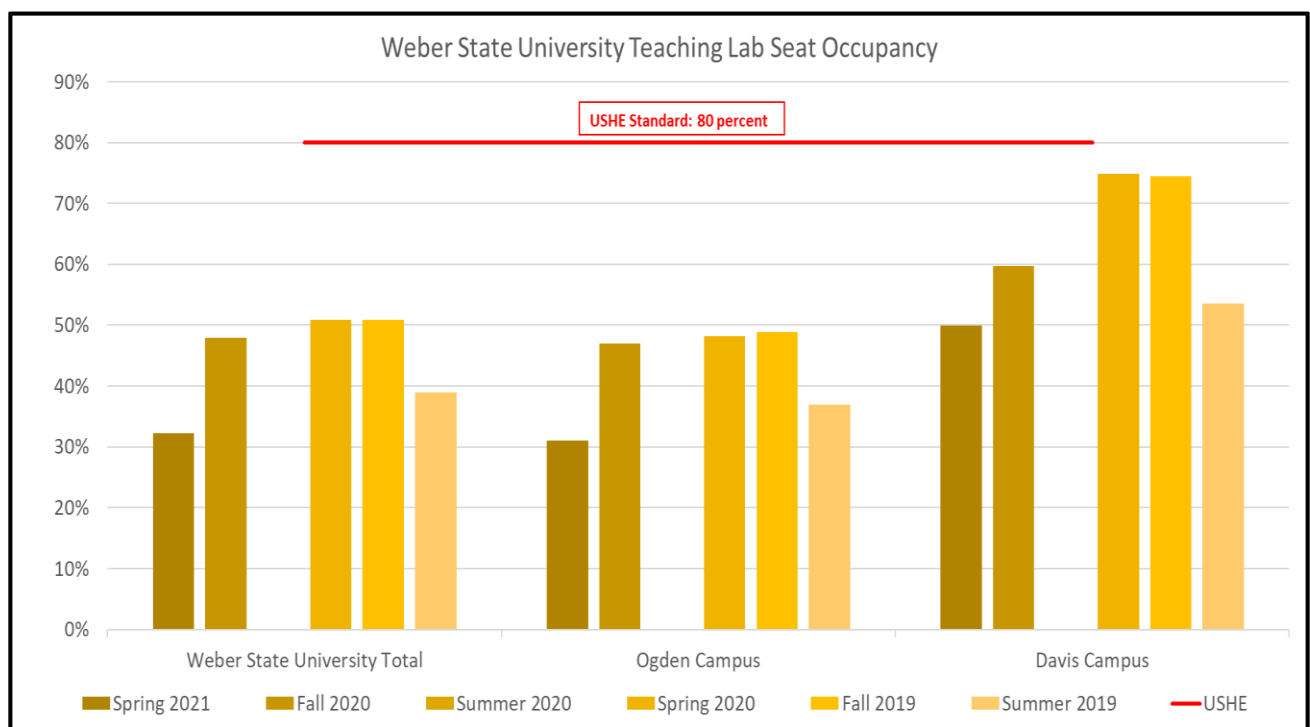
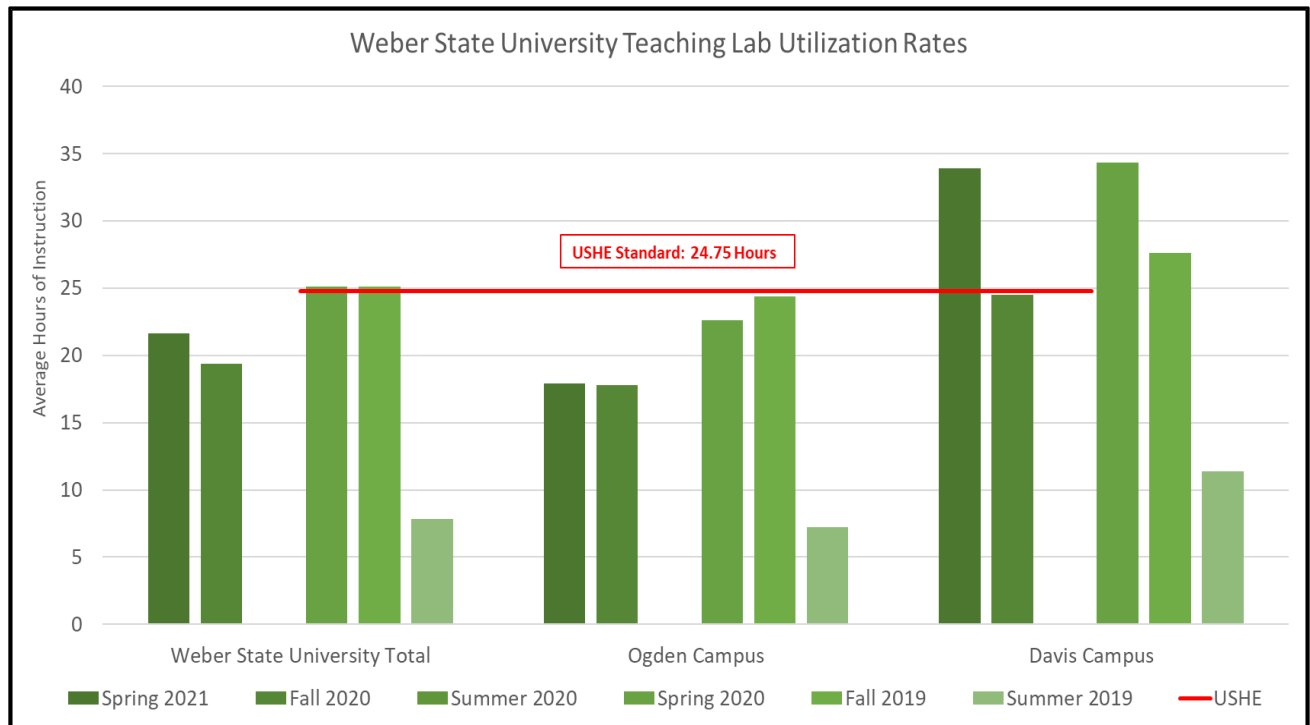
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Weber State University Utilization 2020-21

Overview of WSU Classroom Utilization



Overview of WSU Lab Utilization



WSU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Weber State University Total	24.8	124	28.1%	5,731	21.1	135	35.0%	6,260				
Ogden Campus	16.8	85	26.6%	4,347	15.2	97	34.1%	4,911				
Browning Center	2.0	1	7.7%	39	3.7	2	28.2%	71				
Elizabeth Hall*	9.6	8	31.5%	270	11.4	7	44.5%	242				
Engineering Technology	19.5	9	27.6%	304	20.3	9	34.1%	304				
Interprofessional Education	15.7	1	76.2%	35	3.9	3	52.4%	110				
Kimbal Visual Art	5.8	1	20.0%	20								
Lampros Hall												
Lind Lecture Hall*	31.7	8	29.5%	812	25.7	8	25.5%	812				
Lindquist Hall	17.5	22	20.0%	1,318	16.7	22	25.9%	1,330				
Marriott Allied Health	14.6	4	72.3%	148	10.3	8	43.6%	347				
McKay Education	20.2	13	40.0%	518	22.7	13	49.6%	518				
Stewart Library												
Swenson Building	9.5	4	20.5%	202	6.3	6	30.0%	290				
Technical Education												
Tracy Hall	10.9	9	35.0%	336	10.0	12	36.8%	402				
Wattis Business	10.6	5	17.8%	345	11.7	7	29.1%	485				
Davis Campus	42.4	39	40.3%	1,384	36.1	38	41.5%	1,349				
Davis Campus Building 13*	54.0	10	62.5%	320	43.1	10	59.4%	320				
Davis Campus Building 2*	30.5	15	32.9%	638	28.5	14	36.0%	603				
Stewart Center*	46.8	14	56.8%	426	38.7	14	51.1%	426				

WSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Weber State University Total	21.6	57	32.3%	2,074	19.4	64	47.9%	2,290				
Ogden Campus	17.9	44	31.1%	1,693	17.8	49	47.0%	1,862				
Browning Center	14.9	4	21.3%	289	19.3	4	25.2%	289				
Elizabeth Hall	4.0	1	60.0%	40	6.0	3	68.3%	93				
Engineering Technology	17.7	7	34.8%	176	19.2	7	52.4%	176				
Kimbal Visual Art	11.7	3	57.8%	62	9.7	3	52.8%	58				
Lampros Hall					2.8	1	22.4%	67				
Lind Lecture Hall	54.0	1	70.0%	20	43.5	1	90.0%	20				
Marriott Allied Health	30.0	2	29.4%	42	22.9	3	55.3%	58				
McKay Education	1.1	1	61.7%	30	37.6	1	57.7%	30				
Stewart Library												
Swenson Building	25.9	5	13.0%	356	18.8	5	17.1%	356				
Technical Education												
Tracy Hall	14.7	18	68.9%	448	16.1	19	87.2%	485				
Wattis Business												
Wildcat Center	28.1	2	14.3%	230	31.4	2	25.7%	230				
Davis Campus	33.9	13	49.9%	381	24.5	15	59.7%	428				
Computer & Auto Engineering												
Davis Campus Building 13*	54.0	3	75.0%	80	43.1	3	71.3%	80				
Davis Campus Building 2*	32.2	4	53.9%	128	25.8	4	50.4%	128				
Davis Campus Building 3*	54.0	2	71.4%	56	30.2	3	77.1%	76				

* 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 2020-21 Utilization Report

The utilization report Weber State is submitting covers three semesters that were drastically affected by the Covid-19 pandemic. Starting in March of 2020, all college campuses across the state minimized the number of face-to-face classes in order to protect students and faculty. This meant a large portion of Weber's classes went to an online or virtual format. In the past, Weber State has offered around 83% of courses in a face to face or hybrid format. During the pandemic this number dropped to just under 43%. During the summer semester of 2020 and at the height of the pandemic, Weber taught no face-to-face classes on campus. Now Weber is in the process of reversing this change and evaluating all classes to determine the best method of delivery for the students. By the fall 2021 Weber has double the number of face-to-face course offerings to student. This will put the university with 66% face to face and 34% online or virtual.

Required Question 1: Meeting Board Standards

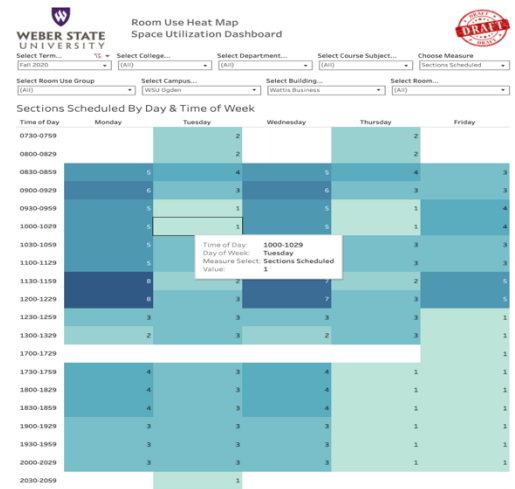
Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:

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

- i. Centralized Scheduling – Weber State University has historically been a de-centralized scheduling institution. Scheduling was primarily done by a building's occupants and then made available to other campus entities. We are working to shift that mentality towards centralized scheduling. To that end, Weber State has purchased and implemented a centralized scheduling software, CourseDog. 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. Additionally, CourseDog scheduling software provides data analytics to the departments as they are scheduling.

ii. 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.



iii. Off-Peak Class Scheduling – Weber State

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



iv. 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. Scheduling software has helped optimize the right class in the right space and even allow us to reassign a room to a class that has fewer or more than the predicted. We

have also made “right sizing” a priority for all new construction and renovations. For the past few years, we have worked to match the inventory of teaching spaces to the class sizes being taught.

- v. Annual Evaluation – The Space Planning Committee is meeting with each college annually to review the least utilized spaces on campus. In the past meetings, we have discovered that some underutilized spaces were not being scheduled 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.
- vi. Format Evaluation – Weber State is looking very closely at all of the delivery options (face-to-face or virtual) and the historical outcomes for students. As recover from the pandemic and transition back to a traditional learning environment, we want to take the lessons learned and provide classes in the formats that best meet the needs of the student and provide the best learning outcomes.
 - a. Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week

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

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

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

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

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

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

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

Required Question 2: Local Conditions Affecting Utilization

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

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

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

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

Required Question 3: Central Scheduling

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

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

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

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

Optional Question 1: Monitoring Methods

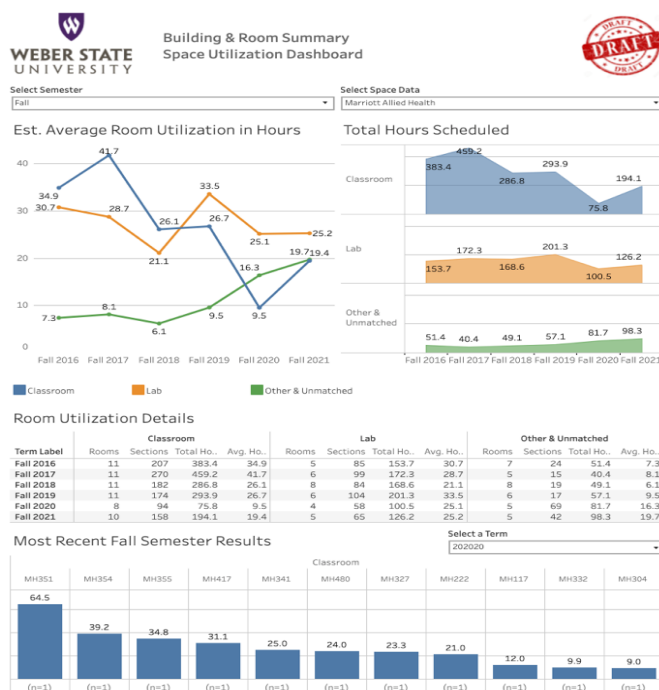
What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?

All room data is monitored and tracked in AIM and utilizes the Postsecondary Education Facilities Inventory and Classification Manual (FICM) for classifying each space. This system is managed by Facilities Management and verified annually. All class scheduling is done in Banner and is managed by the Office of the Registrar. The 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 does your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?



WSU has implemented REGISTER by Digarc 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

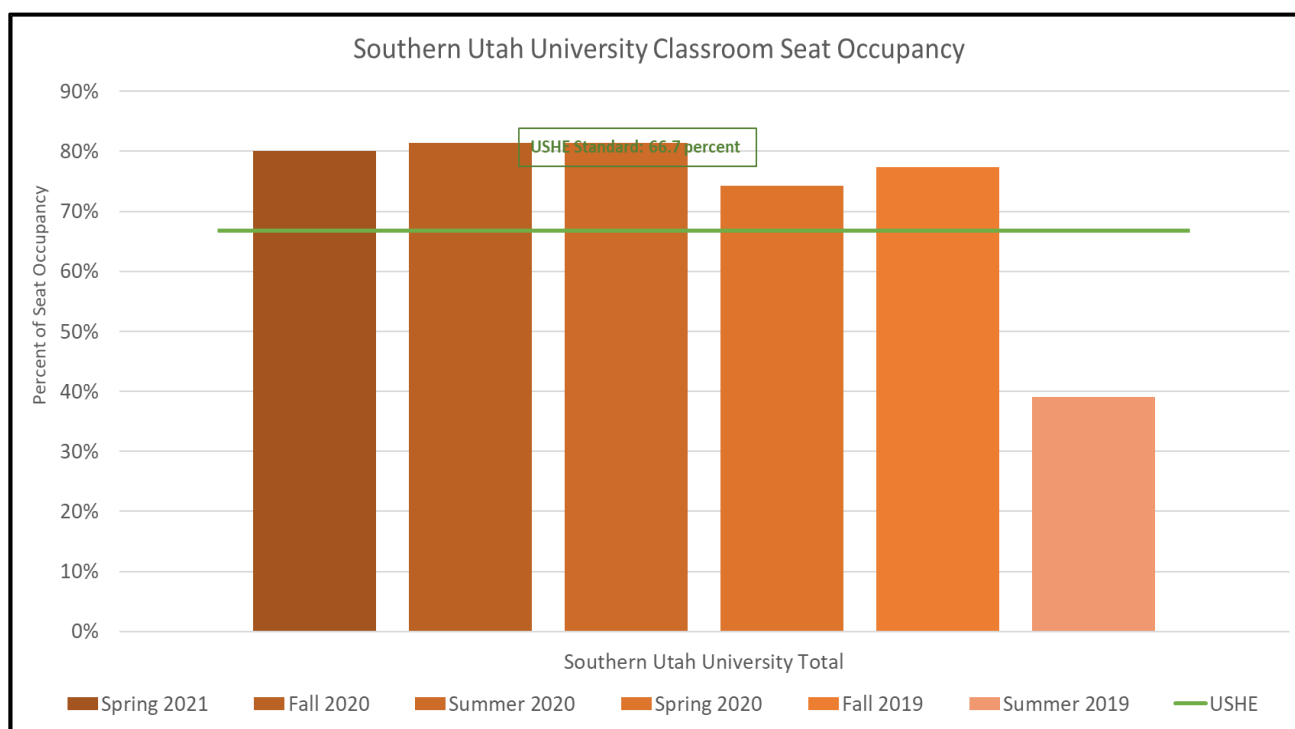
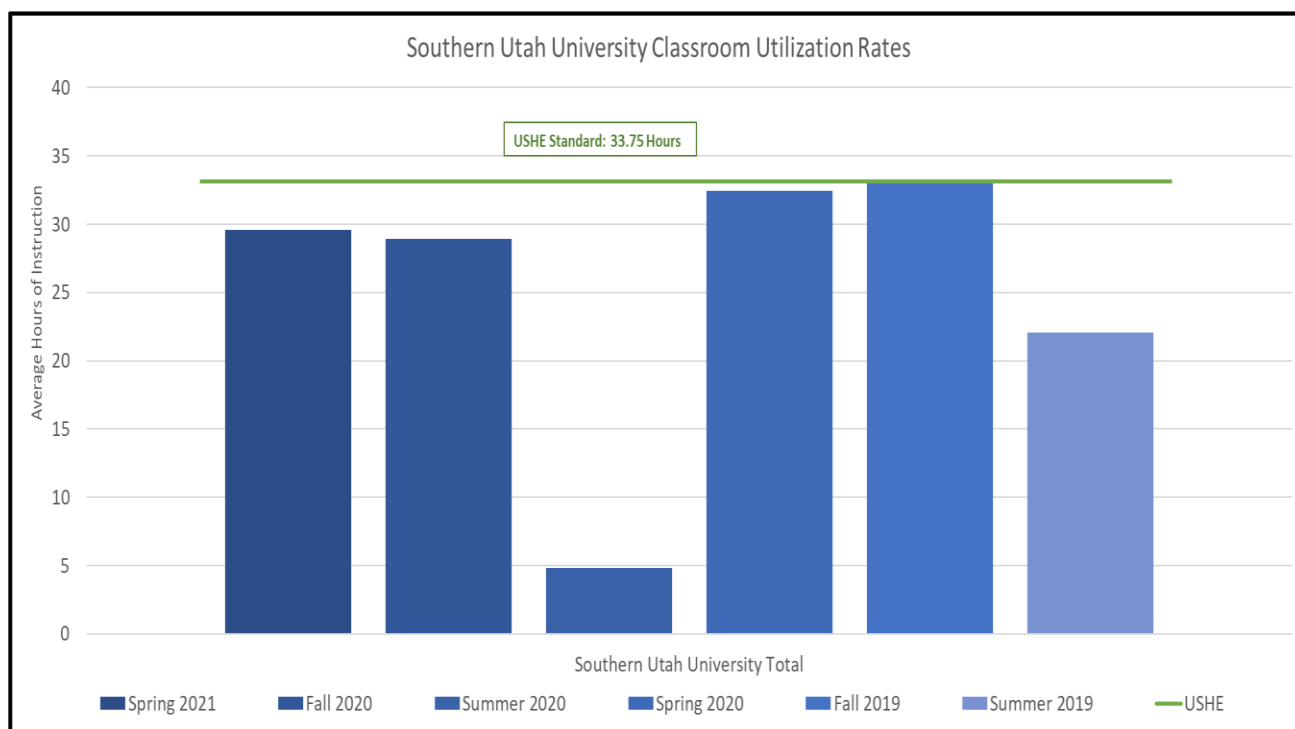
What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?

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

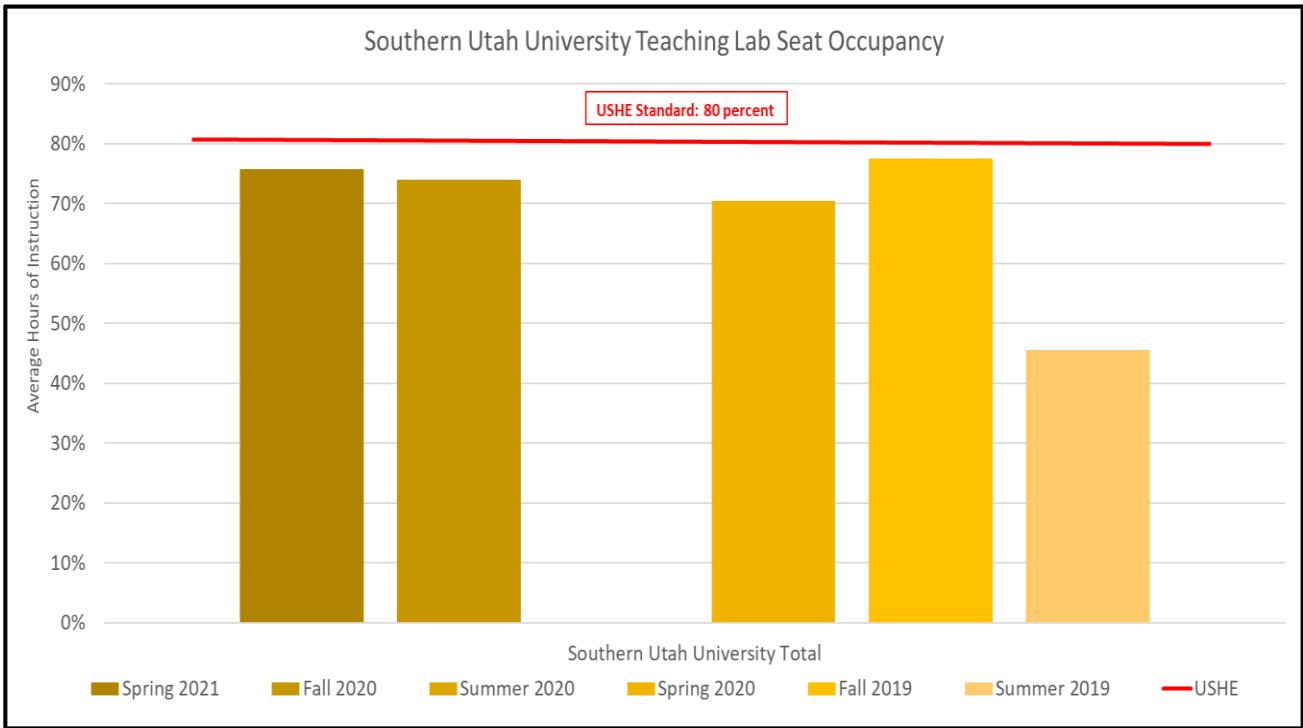
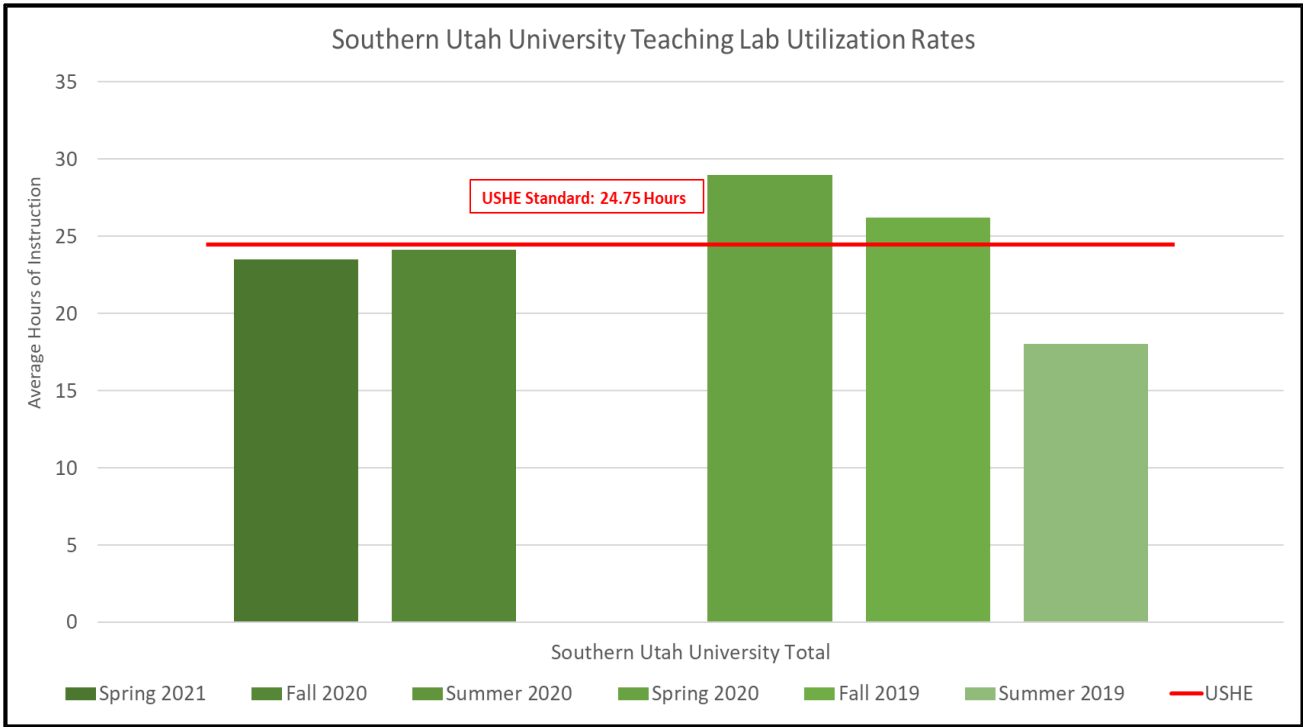
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Southern Utah University Utilization 2020-21

Overview of SUU Classroom Utilization



Overview of SUU Lab Utilization



SUU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Southern Utah University Total	29.6	71	80.1%	2,464	28.9	71	81.4%	2,465	4.8	3	81.4%	70
America First Event Center	32.9	3	90.1%	149	35.6	3	80.8%	138				
Braithwaite Center	40.2	2	82.8%	48	32.5	2	88.6%	43				
Burch Mann House	6.8	1	92.3%	13	11.5	1	82.5%	13				
Business	32.6	12	71.7%	427	31.7	12	74.6%	401				
Electronic Learning Center	35.0	1	90.0%	40	27.0	1	78.5%	33				
General Classroom Building	29.9	15	83.9%	465	27.3	15	84.4%	460				
Library	29.0	2	81.5%	84	24.4	2	86.9%	87				
Multipurpose Center	11.7	1	61.8%	21	14.8	1	67.0%	18				
Music Hall	21.6	2	91.1%	52	17.2	2	95.6%	54				
Physical Education Building	18.0	1	74.0%	25	27.6	1	85.5%	22	8.3	1	75.0%	20
Science Center	31.3	5	77.8%	186	33.7	5	86.4%	194				
Science Center Addition	32.5	11	79.3%	431	30.5	11	79.9%	429	3.0	1	82.5%	40
Southern Utah Museum of Art	26.7	2	88.4%	48	21.5	2	76.7%	53	3.0	1	90.0%	10
Teacher Education Building	25.4	10	81.4%	371	30.2	10	83.6%	402				
Technology Building	28.8	3	77.2%	104	26.7	3	80.4%	118				

SUU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2020				Fall 2019				Summer 2019			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Southern Utah University Total	23.5	33	75.8%	763	24.1	33	74.0%	764				
America First Event Center	29.0	4	75.6%	80	26.7	4	77.9%	81				
Auditorium	46.0	1	84.5%	20	42.0	1	73.2%	21				
Business	30.2	1	58.4%	33	31.2	1	57.3%	34				
Electronic Learning Center	20.6	4	78.4%	110	27.6	4	81.6%	108				
General Classroom Building	23.2	2	82.3%	38	26.8	2	85.1%	39				
Geosciences	12.0	4	57.2%	100	13.4	4	50.9%	92				
Leadership Engagement Center	17.7	2	72.0%	35	17.8	2	96.0%	33				
Multipurpose Center												
Music Hall	18.8	2	75.2%	43	20.3	2	74.2%	46				
Physical Education Building	35.1	2	56.5%	33	30.5	2	69.3%	31				
Science Center	25.5	7	83.5%	174	25.0	7	77.6%	172				
Science Center Addition	31.0	1	92.6%	24	33.0	1	84.6%	24				
South Hall												
Teacher Education Building	15.3	2	74.3%	49	15.3	2	72.9%	60				
Technology Building	23.7	1	60.4%	24	20.2	1	37.0%	23				

Southern Utah University 2020-21 Utilization Report

Required Question 1: Meeting Board Standards

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

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

SUU did not meet the minimum requirement for fall 2020 (28.9) and spring 2021 (29.6). This should not come as a surprise given the adjustment in class delivery methods that had to be made due to the ongoing COVID related challenges. Still, despite those challenges, SUU has managed to grow in enrollment in fall (9.8% growth in headcount from fall 2020 to fall 2021 as of semester week 13) and spring (6.2% growth in headcount from spring 2020 to spring 2021 as of semester week ‘-5’). Moreover, SUU has managed to keep the number of ‘in-person’ classes (as defined in the SB 107 requirements) close to pre COVID numbers (fall 2021 as 94.2% of the fall 2019 number as of week 13 and spring 2022 as 100.6% of the spring 2019 number as of week ‘-5’) showing SUU’s continuous commitment to efficient classroom utilization.

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

As in the previous two years, SUU exceeded this standard for fall 2020 (81.4%) and spring 2021 (80.1%) reflecting SUU’s ongoing commitment to efficient occupancy of classroom space. While the target was also exceeded for summer 2020 (81.4%), this number should be interpreted with caution given the very small number of face-to-face classes in summer 2020 due to the COVID related challenges. Still, SUU’s continuous commitment to growth, including enrollment growth in summer semesters as reflected in a 28.7% growth in headcount from summer 2020 to summer 2021 EOT enrollment, should lay the foundation for increased seat occupancy for summer semesters to come.

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

SUU was slightly below the requirement for fall 2020 (24.1) and spring 2021 (23.5) which may be a result of COVID related challenges given that SUU had exceeded the goal in the previous two years. Still, SUU’s aforementioned commitment to enrollment growth and in-person classes, also reflects SUU’s continuous commitment to efficient utilization of laboratory space.

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

SUU was below the requirement for fall 2020 (74.0%) and spring 2021 (75.8%). While the numbers are close to the goal, a deeper analysis of potential causes and remedies is required given that SUU had also missed the goal in the previous two years except for fall 2018.

Required Question 2: Local Conditions Affecting Utilization

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

SUU has, in our strategic plan, committed to a student to faculty ratio of 18:1 for undergraduate classes, but many of our classrooms have capacity beyond 18 students.

Likewise, commitment of classroom space to programs with lower class enrollments such as ESL and Honors classes, also poses challenges to achieving/maintaining the aimed for utilization and occupancy rates.

SUU has engaged in several efforts to mitigate the adverse effects of COVID on space utilization and to balance space efficiency with enrollment growth and the aimed for student-faculty ratio. These efforts have laid the foundation for achieving some of the goals for the USHE utilization and occupancy rates in 2020-21 and working toward the achievement of the goals not yet met.

Required Question 3: Central Scheduling

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

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

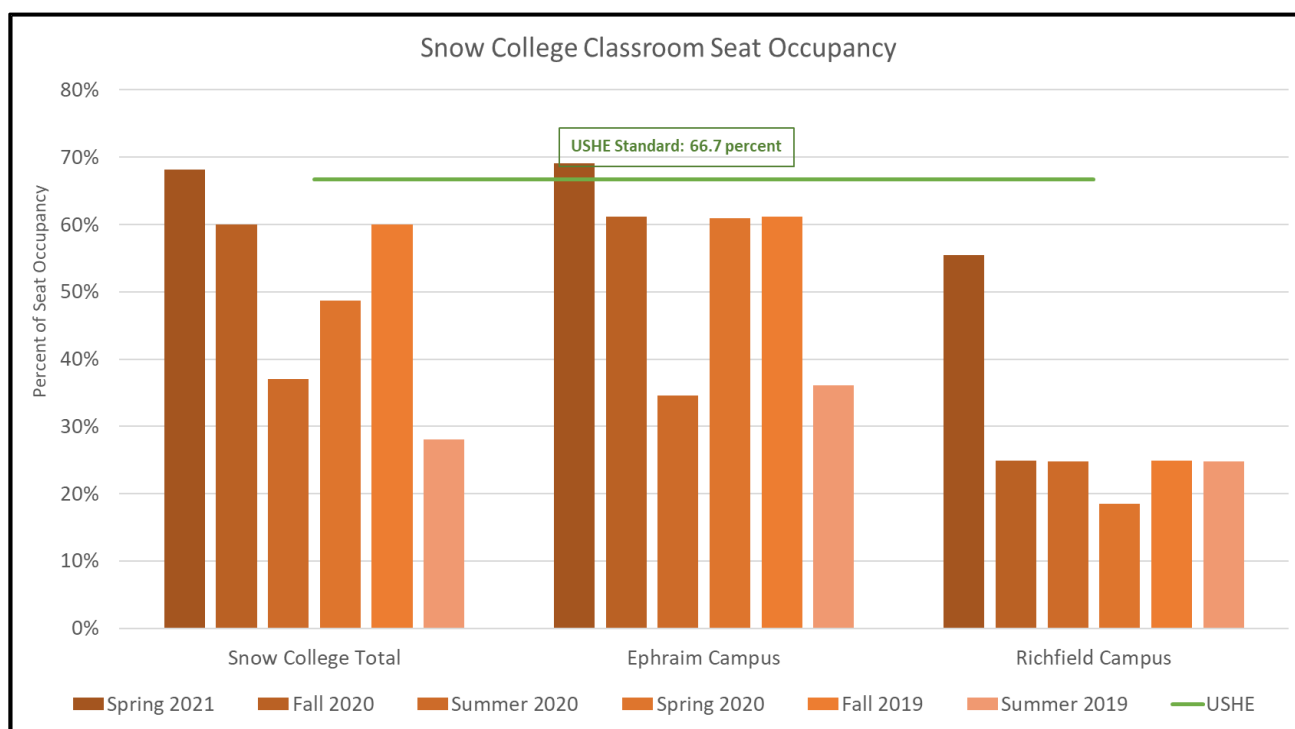
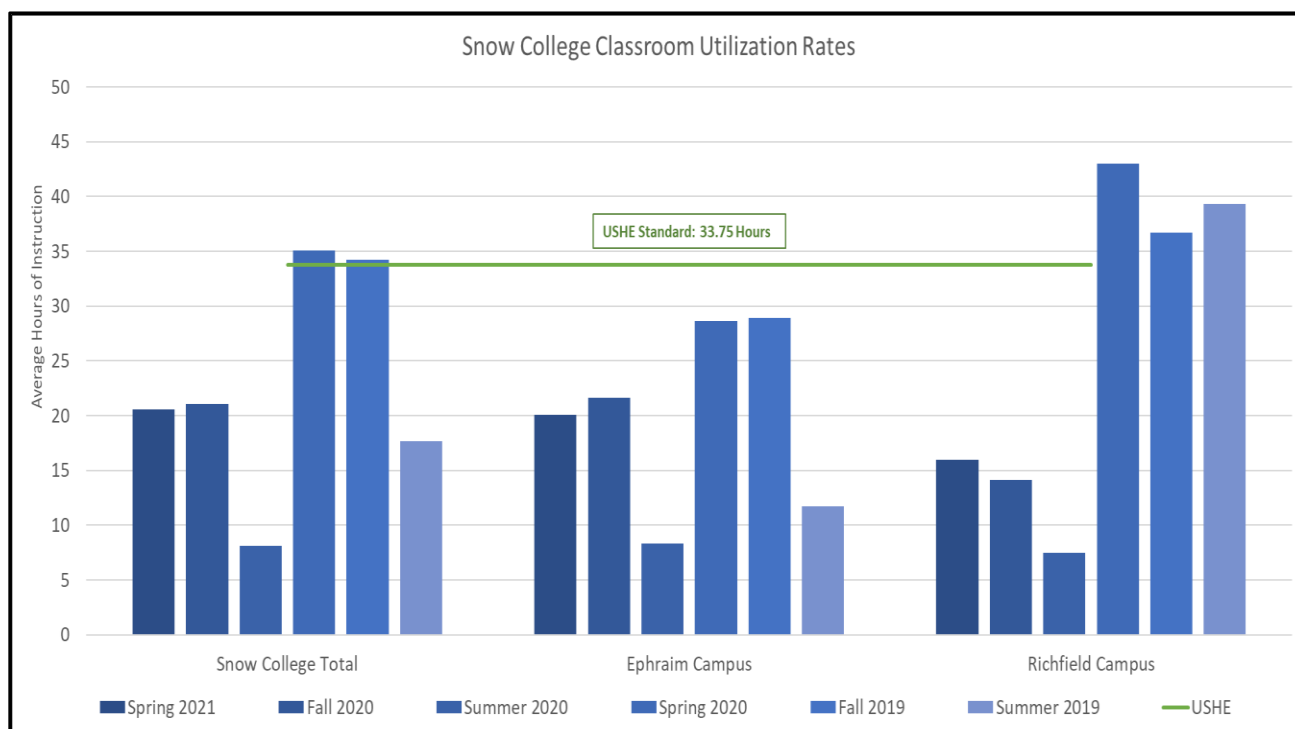
Required Question 6: Optimizing Summer Term

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

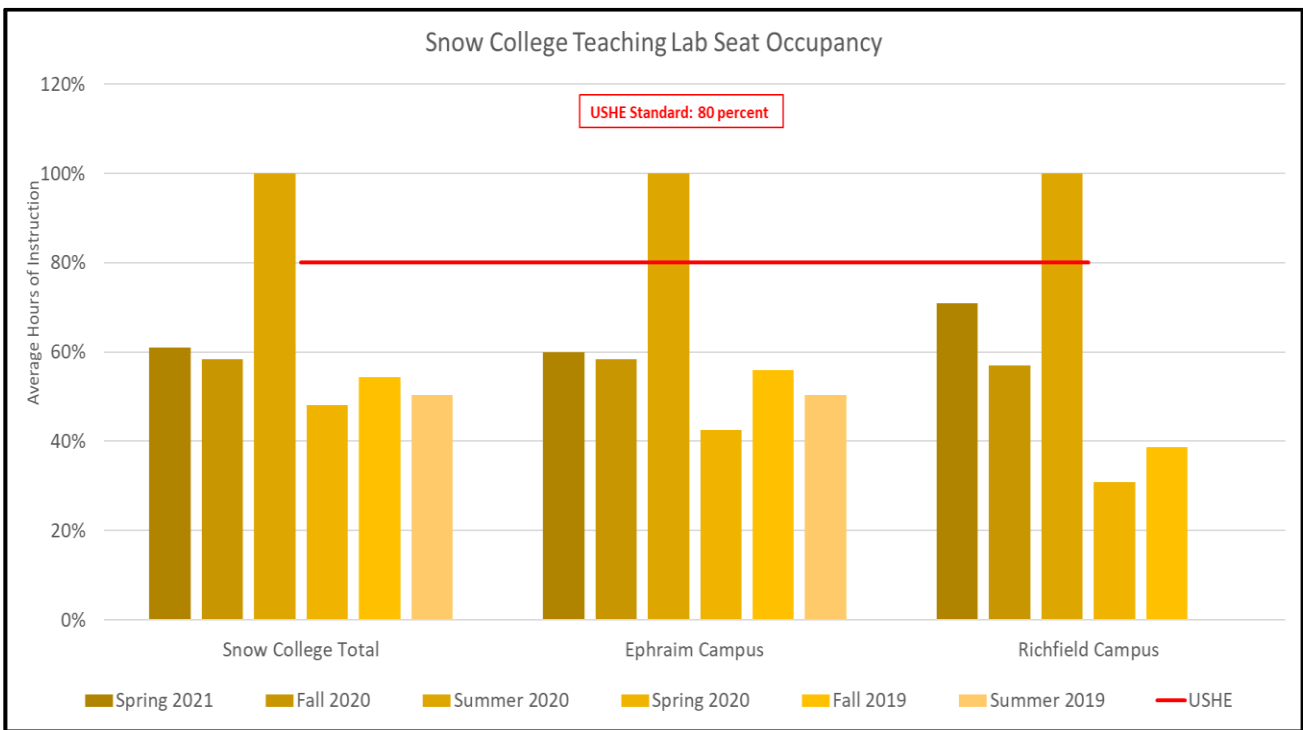
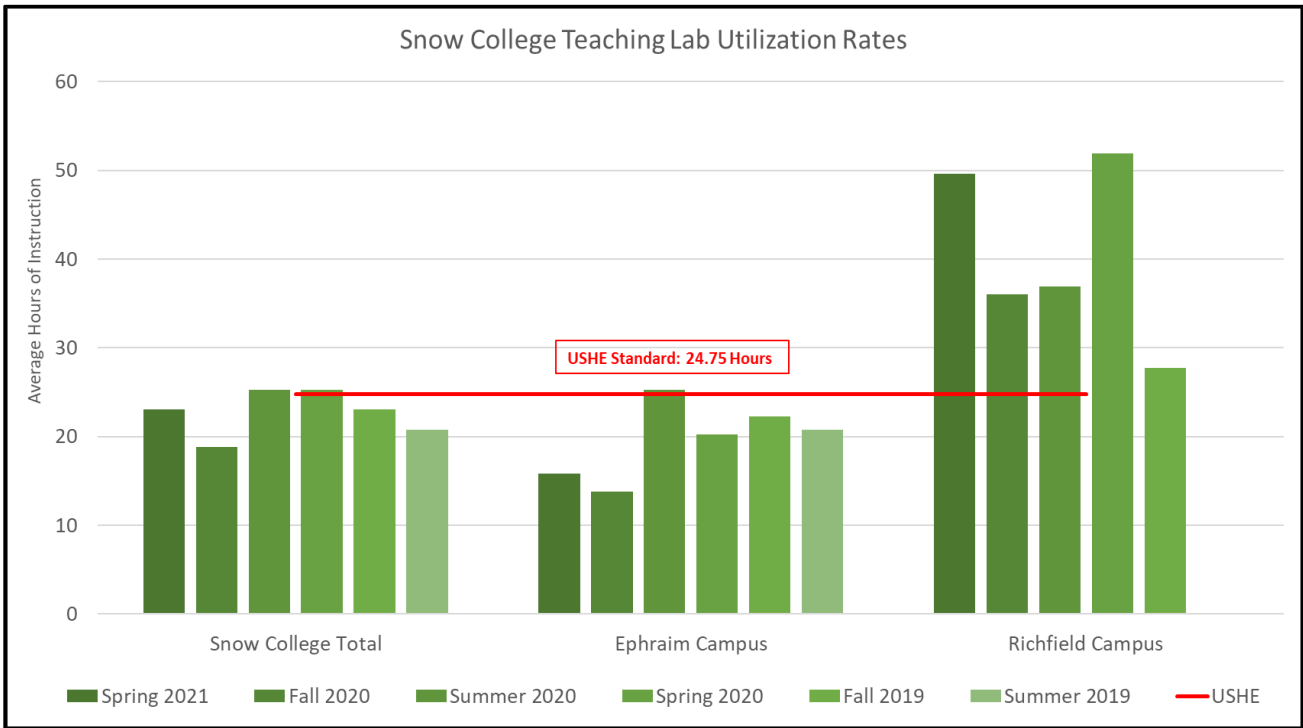
SUU has implemented our three-year degree program. Headcount enrollment for summer has grown from 4,178 in 2019 to 6,621 in 2021 based on EOT data.

Snow College Utilization 2020-21

Overview of Snow Classroom Utilization



Overview of Snow Lab Utilization



Snow Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Snow College Total	20.6	115	68.2%	9,718	21.1	120	60.0%	12,464	8.1	8	37.0%	181
Ephraim Campus	20.1	96	69.1%	9,304	21.6	97	61.2%	11,813	8.3	6	34.6%	171
Home Activity Center	11.6	2	100.0%	62	8.7	5	100.0%	145	5.5	1	100.0%	5
Business Building	15.8	7	72.7%	210	18.1	7	75.3%	210				
Eccles Performing Arts Bldg.	9.0	19	44.6%	2,546	8.9	17	56.6%	4,692				
Graham Science Center	17.0	19	69.3%	4,617	17.7	19	67.3%	4,617	3.0	1	2.3%	44
Home and Family Studies	9.8	4	82.6%	140	13.1	3	46.7%	105				
Huntsman Library	19.6	3	100.0%	252	23.4	3	100.0%	261				
Health Science Center	3.3	2	100.0%	40	10.5	1	100.0%	24				
Humanities Building	26.8	15	100.0%	450	28.2	14	100.0%	714	12.0	3	42.3%	90
Lucy Philips Building	25.9	13	62.6%	546	27.5	13	64.4%	520				
Noyes Building	21.4	5	59.1%	180	26.4	5	68.1%	180	5.3	1	18.8%	32
Social Science Building	28.4	5	63.5%	225	27.9	5	73.7%	225				
Trades Building	7.8	2	100.0%	36	6.4	5	100.0%	120				
Richfield Campus	16.0	19	55.4%	414	14.1	23	24.9%	651	7.5	2	24.8%	10
Sorensen Administration Bldg.	5.7	1	11.5%	48	3.4	2	23.8%	96				
Sevier Valley Center	12.7	5	32.4%	15	13.1	6	35.1%	180				
Washburn Building	18.0	13	100.0%	351	15.9	15	100.0%	375	7.5	2	100.0%	10

Snow Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Snow College Total	23.1	84	60.9%	6,063	18.8	98	58.3%	7,381	25.3	5	100.0%	47
Ephraim Campus	15.8	73	59.9%	5,693	13.8	78	58.4%	6,920	25.3	1	100.0%	7
Home Activity Center	25.8	12	100.0%	768	24.5	12	100.0%	1,176				
Business Building	17.3	5	45.5%	150	8.4	4	59.4%	96				
Eccles Performing Arts Bldg.	11.1	15	29.3%	825	10.1	18	39.8%	990				
Graham Science Center	11.1	13	47.1%	3,159	9.6	16	38.1%	3,888				
Home and Family Studies	6.0	4	55.0%	140	7.8	4	49.3%	140				
Huntsman Library	20.0	1	100.0%	15	14.4	2	100.0%	52				
Health Science Center	11.2	4	100.0%	80	10.0	3	100.0%	60	25.3	1	100.0%	7
Humanities Building	14.5	12	100.0%	300	15.4	11	100.0%	275				
Lucy Philips Building	3.2	3	32.7%	108	2.5	3	57.5%	108				
Trades Building	12.2	4	100.0%	148	12.6	5	100.0%	135				
Richfield Campus	49.6	11	70.9%	370	36.0	20	57.0%	461	36.9	4	100.0%	40
Sorensen Administration Bldg.					4.3	1	100.0%	11				
Sevier Valley Center	12.6	3	105.0%	90	17.6	4	13.4%	120				
Washburn Building	57.5	14	100.0%	280	43.0	15	100.0%	330	36.9	4	100.0%	40

Snow College 2020-21 Utilization Report

Required Question 1: Meeting Board Standards

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

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

	Current Year	Prior Year	Comment
Fall	21.1	34.2	RUR is one-half the prior year because of COVID-19 health guidelines.
Spring	20.6	35.1	RUR is one-half the prior year because of COVID-19 health guidelines.
Summer	8.1	17.7	Institutional shift to all online learning during summer terms.
Annualized	24.9	29.0	

Snow College seeks to return to or exceed prior pandemic RUR rates as follows:

- 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 for music practice rooms is under consideration for removal from this report. Those rooms are reported in each EOT.
- Continue to implement institutional and distinct curricular changes to better use available space. 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 continues to be implemented.
- Cares Act funding allowed the College to equip all classrooms with technology suitable to synchronous and asynchronous online learning.

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

	Current Year	Prior Year	Comment
Fall	60.0%	60%	Snow maintained F2F instruction under social health restrictions. Masks were required, sanitation stations were provided, and seating spaced students apart by at least 6 feet.
Spring	68.2%	48.7%	
Summer	37.0%	28.1%	
Annualized	82.6%	68.4%	

The impact of COVID-19 restrictions and the switch to all online instruction for the rest of the spring semester significantly impacted Snow College's spring semester SOR. Once the pandemic has eased, Snow College intends to

- Re-assess the instructional designation of dual-purpose rooms. Consistent with the National Science Foundation's recommendations for high-impact teaching and learning environments, Snow College's Graham Science Center has dual purpose lecture and lab rooms. This is where the lab activities are embedded into the lecture. Snow College intends to clarify the space dedicated to this instruction (as either lecture or lab) which will help the College more strategically schedule the embedded lab science classes in the appropriate space.
- COVID accelerated Snow College's shift to 90% online learning and 10% F2F learning for summer terms.

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

	Current Year	Prior Year	Comment
Fall	18.8	34.2	RUR is one-half the prior year because of COVID-19 health guidelines. These data are consistent with Classroom RUR.
Spring	23.1	35.1	RUR is one-half the prior year because of COVID-19 health guidelines. These data are consistent with Classroom RUR.
Summer	25.3	17.7	RUR is one-half the prior year because of COVID-19 health guidelines. These data are consistent with Classroom RUR.
Annualized	33.6	43.5	

Snow College seeks to return to or exceed prior pandemic RUR rates as follows:

- 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 Home and Family Studies building. Snow College will continue to pursue legislative funding for a new rural studies structure that will replace the dismal lab space provided by the aging Home and Family Science Building. Currently, the lab space offered by this structure (which includes a child care lab) is plagued by structural design, sewer, and electrical problems. The annualized RUR for the Home and Family studies building (pre-COVID) was 26.45 (classroom) and 9.85 (laboratory). SOR rates were 83.5%

d. Laboratory Seat Occupancy Rate: 80% station occupancy

	Current Year	Prior Year	Comment
Fall	58.3%	54.4%	Snow maintained F2F instruction under social health restrictions. Masks were required, sanitation stations were provided, and seating spaced students apart by at least 6 feet.
Spring	60.9%	48.1%	
Summer	100%	50.4%	
Annualized	109.6%	76.45%	

Snow College seeks to return to or exceed prior pandemic RUR rates as follows:

- Continue to work on lab space given student lecture/lab class drop behavior and DFWI rates. Recently, Snow College looked science class and lab enrollments for general education science classes. Students receive two distinct grades for these classes: 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 and takes away from the lab SOR. Snow College is considering proposals to assuage first-time DFWI rates for the lecture part of these classes and/or implement “remediated” lecture-only course offerings to those students who passed the lab. These efforts are directed to consolidate lab sections and maximize each lab’s SOR.

- Snow College eliminated open-access labs for classroom scheduling. Humanities 116 is a classroom that is currently being used as an open language tutoring space. Noyes 101 is the open math tutoring lab that is being used for iLearn, self-directed, class instruction. Snow College removed this space from active class scheduling. The proper use of open lab space continues to be considered in Snow College's Space Utilization policy.

Required Question 2: Local Conditions Affecting Utilization

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

Snow College submits the following for space utilization consideration:

- Snow College suggests that the summer academic period be eliminated or have less consideration in overall space utilization considerations. Snow College has transitioned to a 90% online delivery, 10% F2F format for summer. This direction is a part of the institution's strategic enrollment management plan.

Required Question 3: Central Scheduling

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

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

- Created balance between AM and PM course offerings. Over the past two years, Snow College administration has worked collaboratively with faculty to offer the same course and lab sections during the morning hours (preferred by faculty) and the afternoon hours. This has greatly increased our RUR and SOR since the 2012 Space Utilization report.
- Starting Fall 2020, Snow College created a Space Utilization Committee chaired by Leslee Cook, Physical Plant Director. In addition, space inventory data was cleaned and implemented into the institution's information system (Banner) for better data coordination and reporting.
- 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 [MIDAS](#) web-based booking system for scheduling and managing non-academic campus space (2021-2022).
- Centralized scheduling via the Registrar controls approximately 60% of Snow College’s classroom and laboratory space. This percent is directly associated with Snow College’s general education mission and traditional student instruction base. Approximately 40% represents collaborative scheduling between faculty, staff and academic administration that is consistent with Snow College’s student-centered pedagogical focus. The implementation of MIDAS will allow a portion of academic space and all non-academic space to be scheduled at will by campus and non-campus constituents (estimated 10% of academic space).

Required Question 4: Institutional Utilization Policy

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

Snow College has

- 1) developed 50/50 morning and afternoon classroom and lab scheduling practices;
- 2) provided assessment and analysis of existing scheduling and capacity rates for more informed decision-making,
- 3) re-designed course offerings to increase the use of existing classrooms and laboratory space, and
- 4) organized the Space Utilization Committee. These activities are part of the College’s on-going efforts toward a campus-wide scheduling policy. As Snow College advances its strategic plan, 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. 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. The shift to 90% online instruction will help the college more strategically assign academic space for traditional instruction (10%) and accommodate more strategic summer classroom and/or laboratory space improvements/renovations. Additionally, Snow College is actively working with CUES directors and other service-area and state-wide agencies to used viable summer space for professional conferences and workshops and public education student learning camps.

Optional Question 1: Monitoring Methods

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

Snow College has two reports that monitor the use of classroom and laboratory utilization. These two reports also assist with the effective reporting of said spaces. This USHE Space Utilization report, published as a publicly-available dynamic Tableau dashboard allows faculty, staff, and administrators access to annual and academic term space utilization data driven by USHE reporting guidelines and R751 policy. This dashboard reports verified data-driven and user-determined information by campus, building, and classroom and accommodates additional analysis by hours of operation, general education assignment, and faculty designation (full-time/part-time). Data from the annual space utilization report is also provided for faculty to directly evaluate during Snow College's annual faculty Assessment Day.

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

In addition, the Office of Institutional Research uses USHE 3rd 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.

Optional Question 2: Off-Peak Student Enrollment

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

Snow College's 50/50-AM/PM schedule has influenced students consider taking more classes in the afternoon. Snow College also encouraged 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).

Optional Question 3: Non-Instructional Room Utilization

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

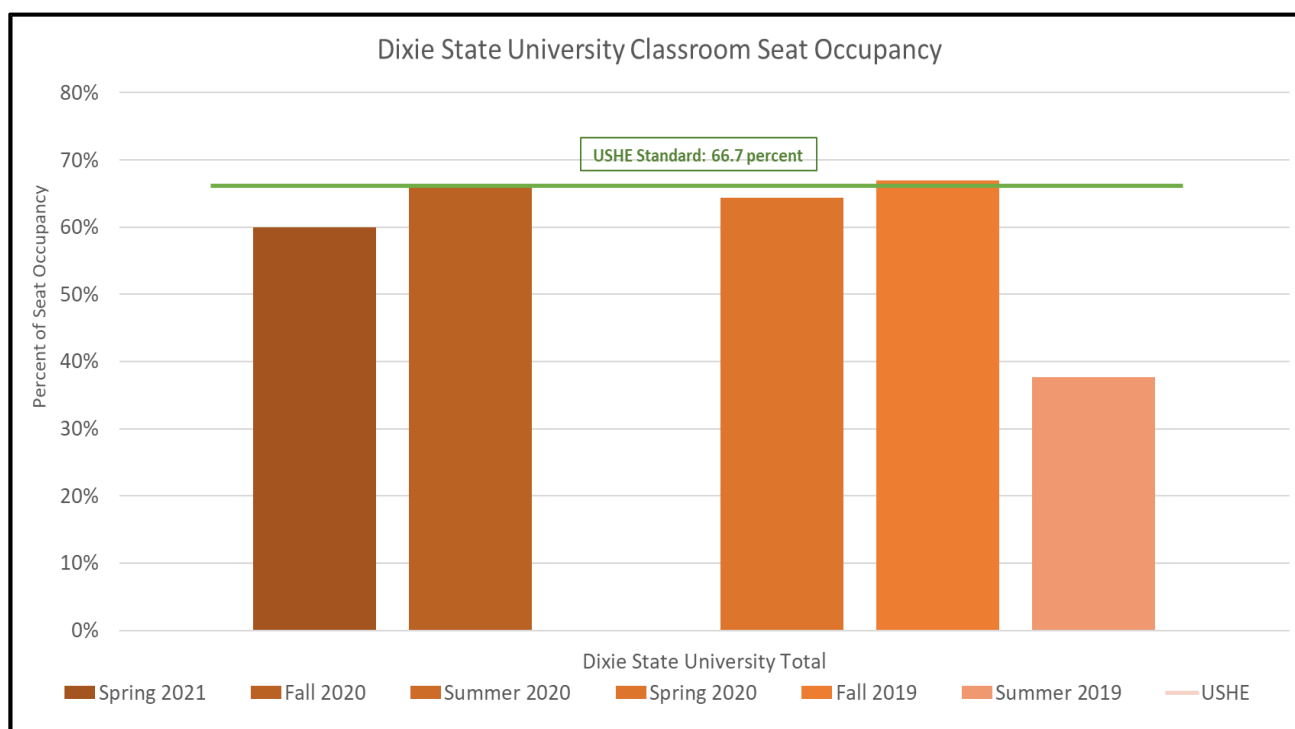
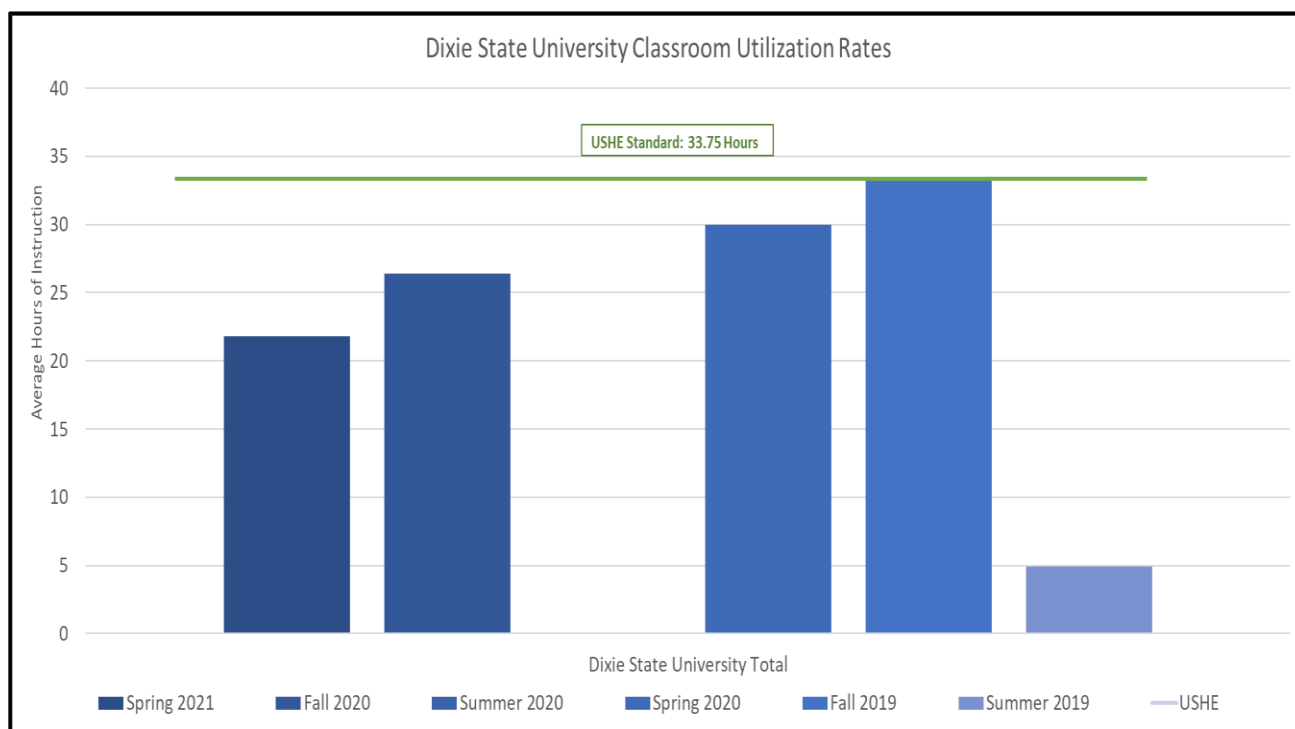
Snow College recognizes that some non-instructional space such as music faculty offices are used for instruction (private music lessons). Snow College intends to address these issues along with open labs for proper space identification with USHE.

Snow College appreciated the new audit scripts that identify unassigned classroom and lab space. These audit reports are used to fix these issues by each end-of-term reporting.

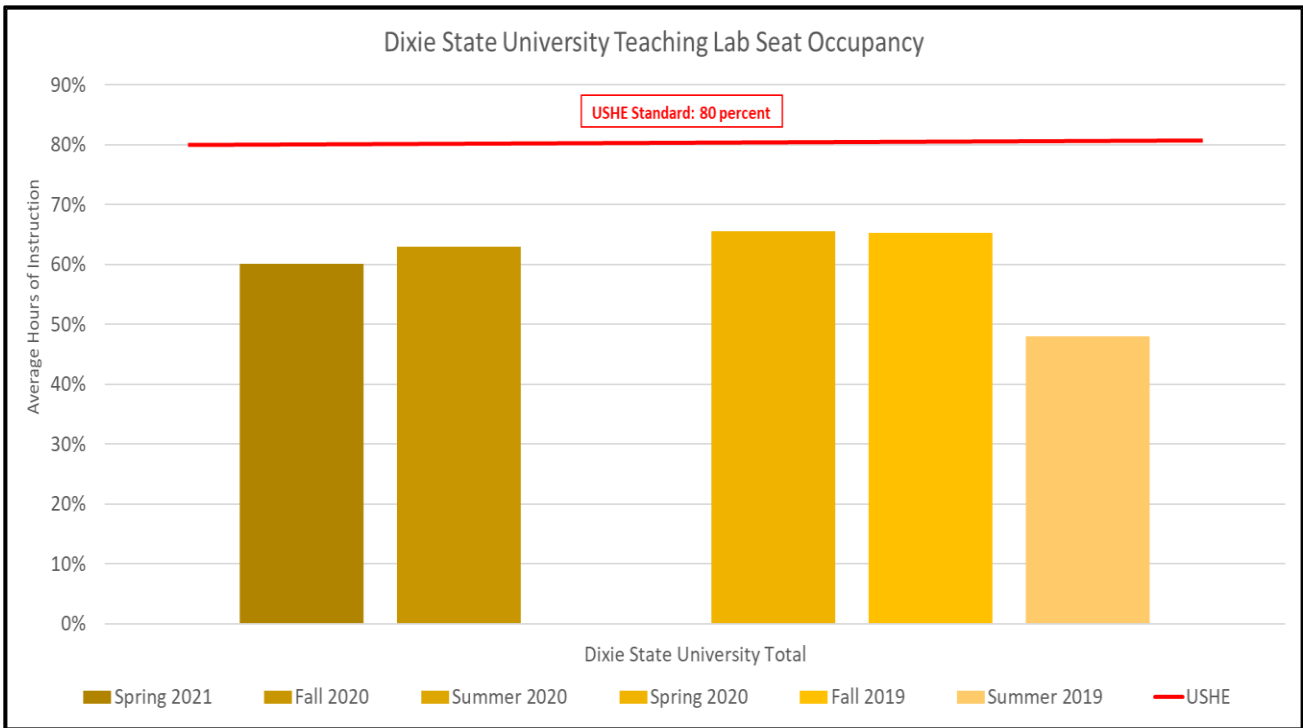
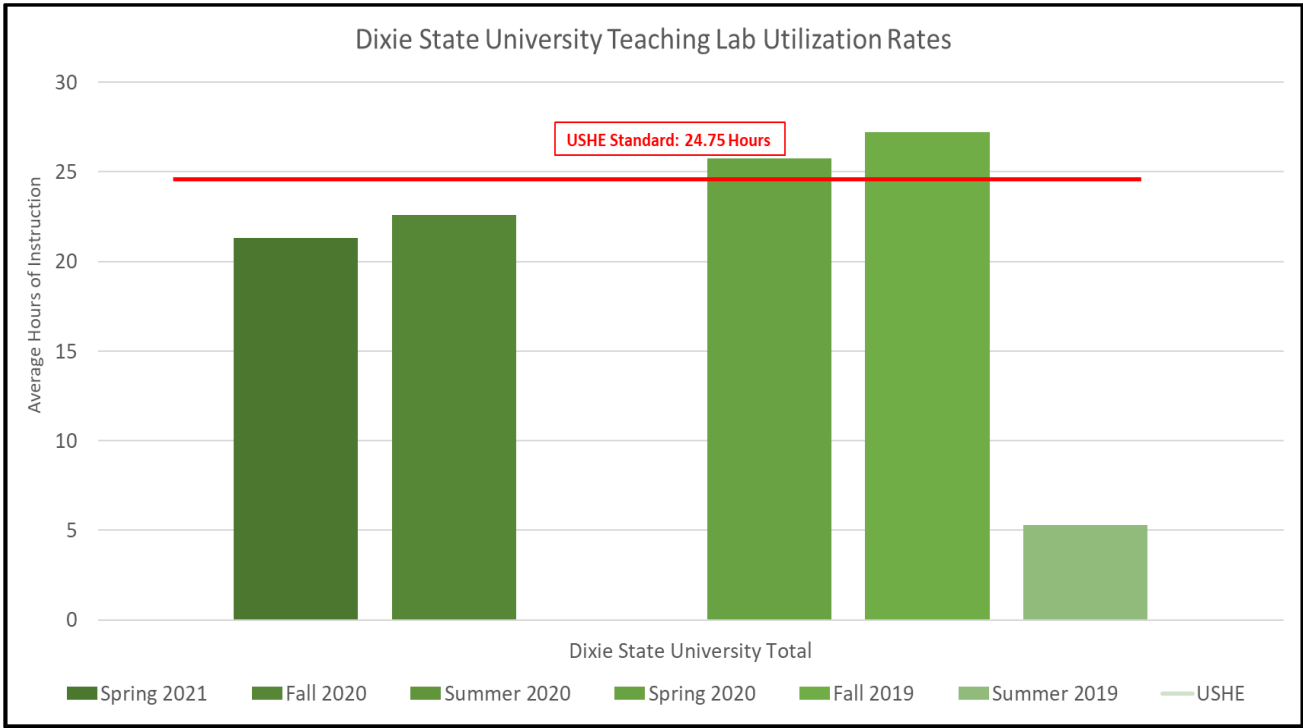
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Dixie State University Utilization 2020-21

Overview of DSU Classroom Utilization



Overview of DSU Lab Utilization



DSU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	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	21.8	86	59.9%	3,285	26.4	86	66.3%	3,257				
Eccles Fine Arts Building	29.5	1	28.3%	38	37.3	1	39.9%	38				
Hazy School of Business	23.9	12	68.8%	440	29.0	12	74.2%	440				
Holland Centennial Commons	17.1	8	55.2%	257	19.4	8	60.6%	257				
HPC	16.4	5	66.1%	177	23.0	5	70.3%	177				
Innovation Plaza	2.8	1	2.6%	38								
Jennings Communications	22.1	3	66.4%	80	27.1	3	72.9%	80				
McDonald Center	22.5	10	70.2%	390	30.1	10	72.6%	390				
North Plaza	20.7	5	60.8%	139	27.0	5	73.6%	139				
Science Building	23.8	4	47.2%	354	31.5	4	61.2%	354				
Smith Computer Center	29.5	5	50.8%	172	27.2	5	63.9%	172				
Snow Math & Sciences Center	23.7	12	64.1%	501	28.2	12	70.2%	501				
Taylor Health Science Center	21.9	6	47.0%	237	26.9	6	54.9%	237				
University Plaza Bldg B	18.8	5	49.0%	134	17.2	6	56.8%	144				
University Plaza Bldg D	28.0	2	58.5%	81	28.4	2	59.5%	81				
Whitehead Education Building	18.8	7	71.8%	247	25.3	7	68.1%	247				

DSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	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	21.3	51	60.1%	1,395	22.6	50	63.0%	1,331				
Eccles Fine Arts Building	23.1	2	29.7%	96	19.9	2	47.9%	96				
Hazy School of Business	15.5	5	75.3%	143	18.4	5	76.9%	143				
Holland Centennial Commons	21.3	1	47.5%	40	20.1	1	52.7%	40				
HPC	14.0	9	51.8%	268	13.2	7	70.5%	184				
Innovation Plaza												
Jennings Communications	18.7	2	61.1%	34	13.8	2	70.9%	34				
McDonald Center	24.7	1	77.6%	24	20.4	1	82.1%	24				
North Plaza												
Science Building	23.7	11	70.0%	326	24.1	11	68.5%	326				
Smith Computer Center	29.1	2	85.9%	48	32.3	2	78.7%	48				
Snow Math & Sciences Center	26.4	6	69.2%	136	26.6	6	72.4%	136				
Taylor Health Science Center	28.9	8	70.1%	155	31.4	9	57.9%	175				
University Plaza Bldg B	3.0	1	12.5%	16	5.6	1	15.6%	16				
University Plaza Bldg D	11.5	1	80.2%	24	13.3	1	82.5%	24				
Whitehead Education Building	15.7	2	43.2%	85	23.0	2	44.5%	85				

Dixie State University 2020-21 Utilization Report

Required Question 1: Meeting Board Standards

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

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

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

- Increase enrollment to 15,000 students
- Continue to work collaboratively across campus divisions to increase student retention rates
- Offer more early morning, late afternoon, and evening courses
- Implement a new bell schedule across campus
- All exceptions to the bell schedule must be reviewed and approved by a committee
- Expand graduate level course offerings and programs

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

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

- Align classroom occupancy rates with past enrollment rates to ensure smaller courses are not being taught in larger capacity classrooms
- Analyze data produced by EAB's software to forecast enrollment rates for specific courses
- Ensure collaboration between Central Scheduling and Academic Colleges in scheduling courses in rooms with seat capacities that match established enrollment rates for those specific courses

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

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

- Increase enrollment to 15,000 students

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

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

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

Required Question 2: Local Conditions Affecting Utilization

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

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

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

- With the addition of online-only courses and new online degrees, DSU’s classroom utilization may be negatively impacted
- With the pandemic of COVID-19, a lot of classes were moved to remote. In fact, for summer 2020, DSU was completely remote. This negatively impacts the space utilization numbers.

Required Question 3: Central Scheduling

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

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

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

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

As part of DSU's Strategic Plan 2020 and the community engagement initiative, DSU sponsors and/or partners with community leaders and organizations to host various summer camps, such as Dixie Prep for 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
 - Aligning course offerings with enrollments
- The Internal Audit Office completes an annual audit of the EMS (Central Scheduling) system.
- Central Scheduling conducts an annual space/seat count audit that ensures seat count and facilities usage is up-to-date and mirrors the institution's registration software program. The audit assists central schedulers in placing academic classes efficiently, with the highest classroom seat occupancy rate as possible. Furthermore, the audit ensures campus space is categorized correctly. Audit data is forwarded to Institutional Research for consistency in reporting.

Optional Question 2: Off-Peak Student Enrollment

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

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

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

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

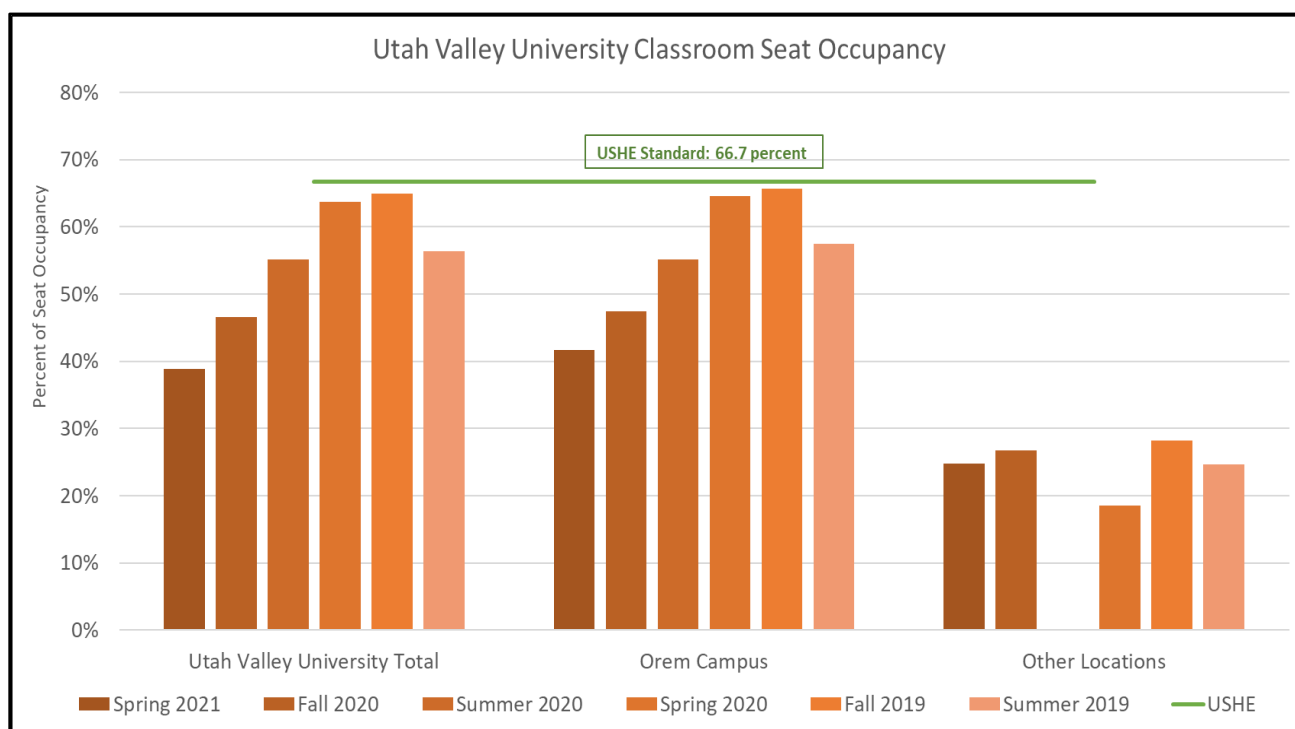
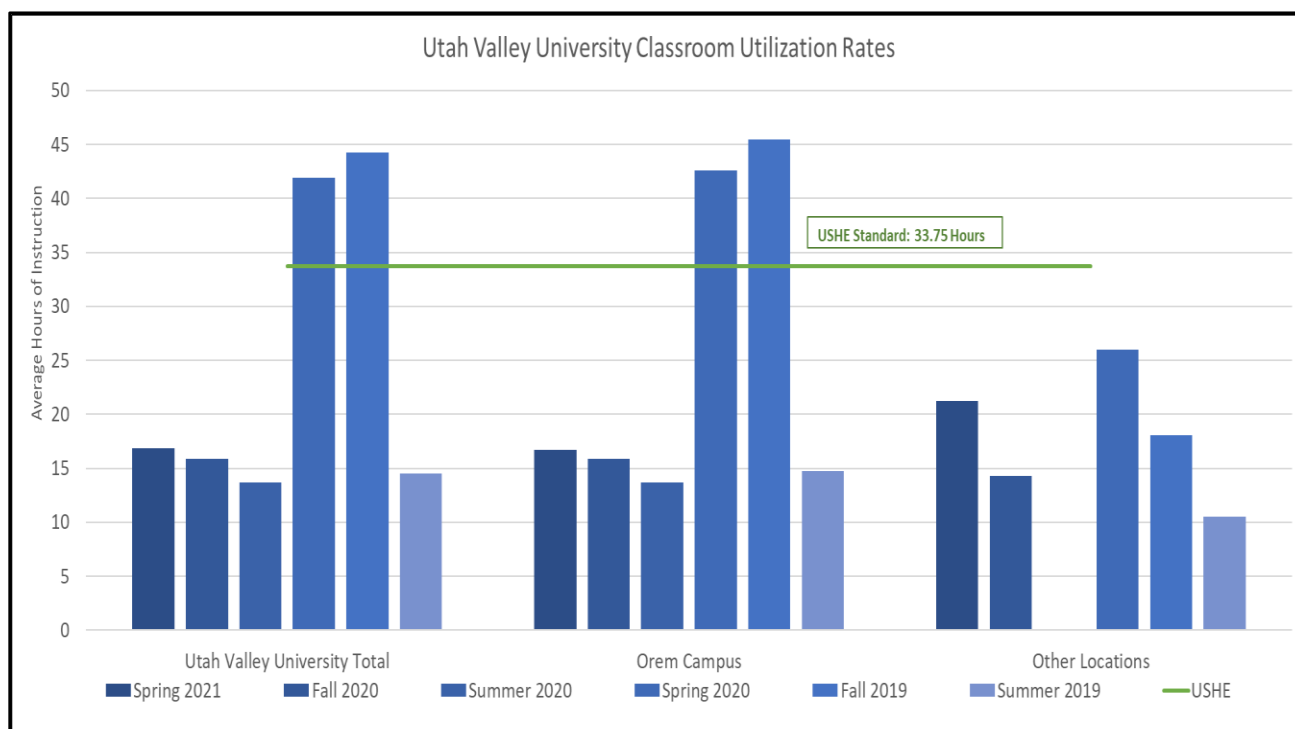
Optional Question 3: Non-Instructional Room Utilization

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

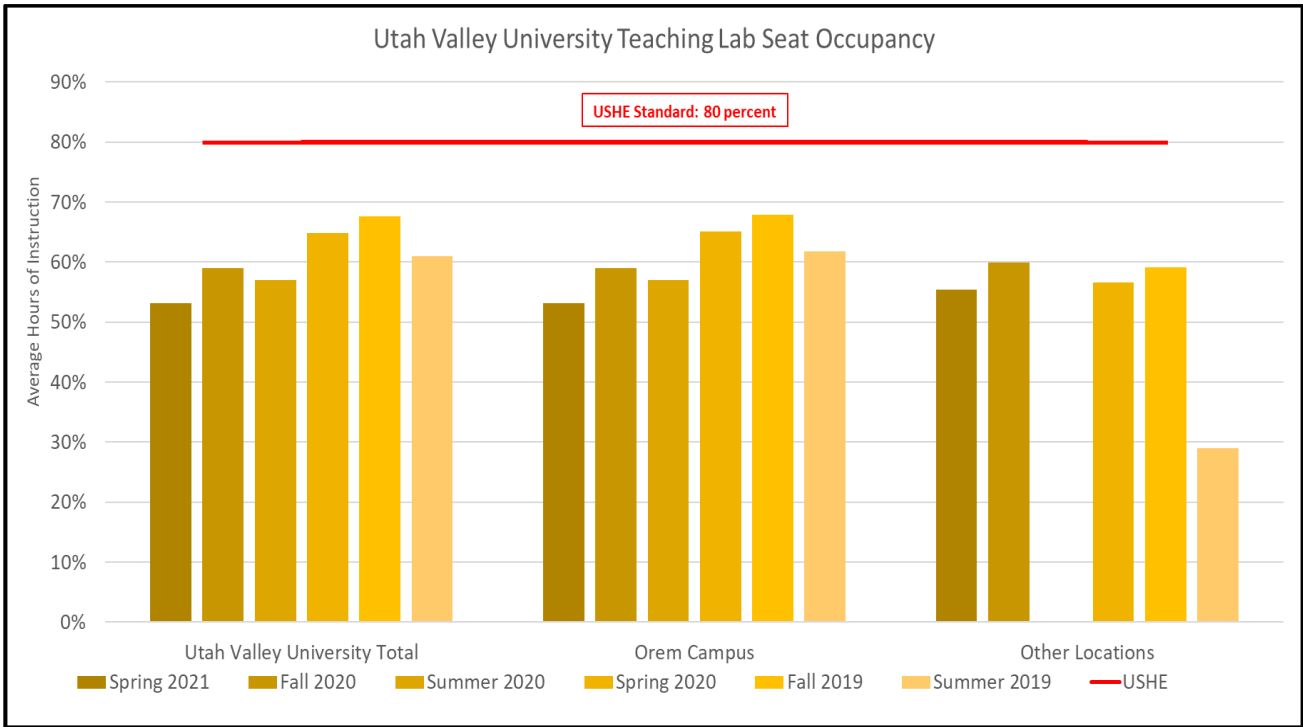
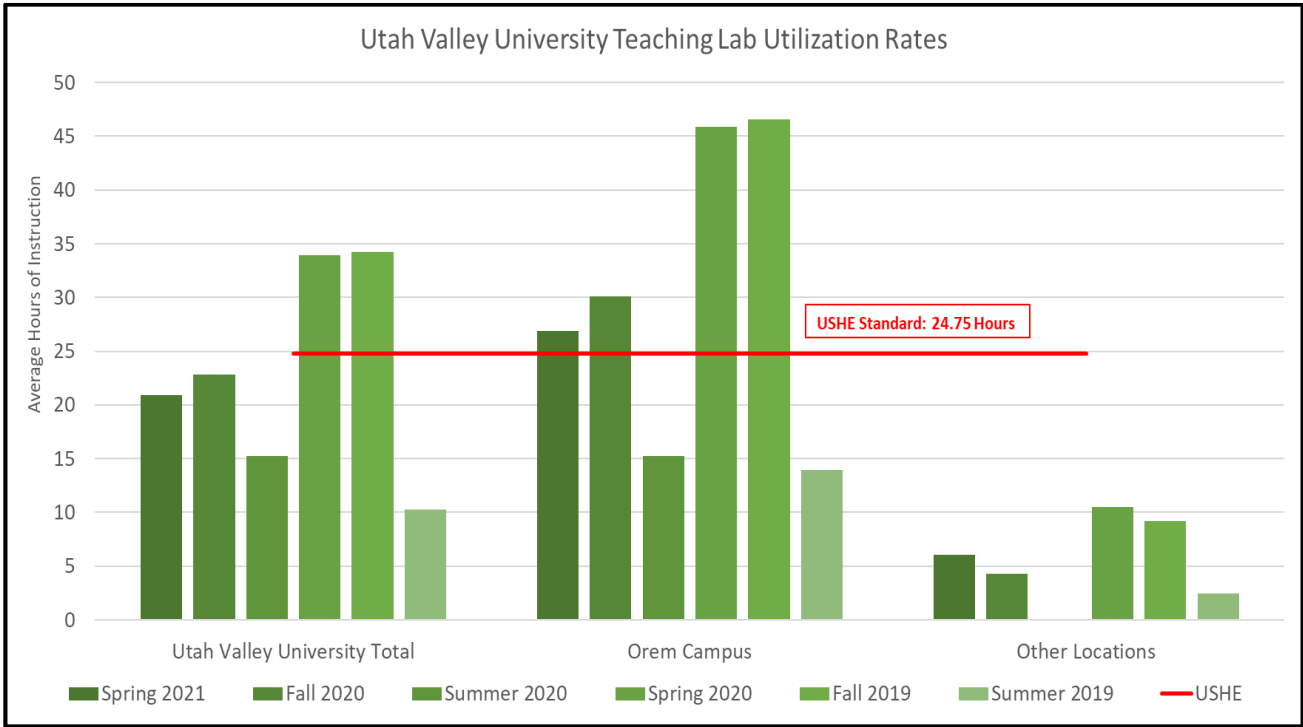
To capture non-instructional classroom and laboratory utilization, DSU utilizes its central scheduling software, EMS, to run reports and analyze data.

Utah Valley University Utilization 2020-21

Overview of UVU Classroom Utilization



Overview of UVU Lab Utilization



UVU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
			Station				Station				Station	
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah Valley University Total	16.9	161	38.8%	10,110	15.8	162	46.6%	10,110	13.7	13	55.2%	10,110
Orem Campus	16.7	154	41.6%	9,586	15.9	155	47.4%	9,586	13.7	13	55.2%	9,586
Browning Administration	46.4	2	41.3%	118	31.8	2	65.6%	118				118
Clarke Building	22.1	23	37.4%	2,613	16.0	25	37.7%	2,613				2,613
Computer Science	14.1	13	47.5%	683	18.0	14	52.9%	683				683
Extended Education				74				74				74
Environmental Technology	6.2	2	33.2%	51	9.1	2	32.7%	51				51
Fulton Library				90				90				90
Gunther Trades	11.5	8	48.0%	329	10.5	8	50.5%	329	14.3	1	57.1%	329
Health Professions	25.4	6	46.6%	270	28.6	5	50.0%	270				270
Liberal Arts	12.9	36	39.4%	1,816	12.2	35	48.2%	1,816	14.2	11	56.0%	1,816
Losee Center	15.3	2	30.9%	70	8.0	2	46.0%	70				70
McKay Education	15.9	10	49.4%	420	16.4	10	47.2%	420				420
National Guard	11.9	6	27.1%	419	9.8	4	39.3%	419				419
Pope Science	18.3	9	34.2%	542	25.0	8	45.3%	542				542
Sparks Automotive	13.4	8	49.4%	306	13.6	8	49.1%	306				306
Science Building	13.8	15	37.5%	1,215	15.1	17	41.8%	1,215	7.5	1	40.0%	1,215
Woodbury Business	22.7	14	47.4%	570	19.5	15	55.2%	570				570
Other Locations	21.2	7	24.8%	524	14.3	7	26.8%	524				524
Thanksgiving Point	21.4	2	28.6%	192				192				192
Wasatch Campus	21.8	5	23.1%	332	14.3	7	26.8%	332				332

UVU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
			Station				Station				Station	
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah Valley University Total	20.9	93	53.2%	3,819	22.8	95	58.9%	3,819	15.2	13	57.0%	3,819
Orem Campus	26.9	91	53.1%	3,655	30.1	93	58.9%	3,655	15.2	13	57.0%	3,655
Clarke Building				100				100				100
Canyon Park				56				56				56
Computer Science	17.6	16	62.1%	532	20.0	17	68.7%	532	17.7	2	49.6%	532
Extended Education	27.8	4	29.7%	120	33.3	4	34.5%	120				120
Environmental Technology	5.8	1	12.5%	24	5.8	1	62.5%	24				24
Gunther Trades	18.9	21	66.6%	663	22.2	21	74.1%	663	18.1	5	58.8%	663
Health Professions	9.3	4	77.8%	84	14.1	3	92.2%	84	9.7	1	53.3%	84
Liberal Arts	13.8	4	45.2%	271	19.5	5	60.1%	271	15.0	2	73.6%	271
Losee Center	8.4	2	53.3%	70	3.8	1	45.0%	70				70
McKay Education	18.2	4	75.5%	143	18.4	4	69.2%	143	10.8	1	61.2%	143
Nielsen Building	9.2	1	40.0%	77	10.9	3	52.9%	77				77
Noorda Center	21.0	9	33.6%	416	24.7	8	36.8%	416	0.9	1	2.0%	416
Pope Science	20.3	9	53.5%	344	22.2	8	55.8%	344				344
Rebecca Lockhart Arena	40.2	6	22.7%	335	32.6	7	26.3%	335	20.4	1	20.4%	335
Sparks Automotive	27.0	1	63.3%	20	20.0	1	61.7%	20				20
Science Building	43.2	5	62.3%	240	38.9	6	70.2%	240				240
Woodbury Business	16.5	4	61.5%	160	21.3	4	63.5%	160				160
Other Locations	6.1	2	55.4%	164	4.3	2	59.9%	164				164
Emergency Services	32.5	1	57.6%	36	16.7	1	84.7%	36				36
Hangar A - Provo Airport				20				20				20
Hangar B - Provo Airport				78				78				78
Wasatch Campus	3.8	1	46.7%	30	13.5	1	43.3%	30				30

Utah Valley University 2020-21 Utilization Report

Required Question 1: Meeting Board Standards

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

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

- a. Starting mid-March of 2020, UVU operated on a modified schedule due to COVID-19. This modified remote teaching schedule continued through both reporting periods. Due to the pandemic and abundance of care for students, faculty, and staff, the USHE standards were not met during this reporting cycle.

Fall 2020 and spring 2021 RUR rates were 46.9% and 49.9% of the USHE standard, respectively. Fall 2020 RUR was 15.84 hours; spring 2021RUR was 16.87 hours. Due to spacing requirements and the number of classes that met for instruction online, classroom hours were reduced in response to the pandemic and our understanding of the virus at the time.

As we emerge from the pandemic, returning our hours of utilization to be in line with the standard is our priority. Hybrid course offerings will continue as they have proven effective in delivering course content.

- b. Classroom seat occupancy rate: 66.7% seat occupancy
Fall 2020 SOR was 69.8% of the standard at only 46.59% full, and spring 2021 SOR was 58.18% of the standard at 38.8%. Due to COVID-19 spacing and loading requirements, the station count for these reporting semesters was well below standard.

Strategies for improving our fill rate by 2025 include verifying the seating capacity of each classroom against information stored in data files; scheduling section sizes into rooms of appropriate seat count; offering standby and waitlists for students wishing to enroll in classes; and offering extra course sessions in rooms with associated seat counts.

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

Laboratory learning opportunities and skills are necessary for our students. The pandemic created issues for our students and faculty as they worked within limitations. The safety of our students, faculty, and staff was paramount in our operations.

Fall 2020 had a laboratory RUR of 22.83 hours, and spring 2021 had an RUR of 20.92 hours. Fall 2020 usage was 92.23% of standard, while spring 2021 had a rate of 84.54%. These hours show the dedication to training our students during this troubling time.

As we move forward, we are performing further analysis to identify pressure points for high-demand areas and their characteristics. This information will be used by the Campus Scheduling Committee as they finalize scheduling guidelines. Continuing analysis and proper room coding verification help us keep our data accurate.

d. Laboratory seat occupancy rate: 80% station occupancy

In response to COVID-19 protocols, student spacing and loading of labs were limited for both reporting semesters. Fall 2020 had an SOR of 58.94%, which is 73.68% of the standard. Spring 2021 had a SOR of 53.17%, which is 66.46% of the standard. UVU will continue the review of laboratory usage to ensure that all teaching labs are appropriately identified. Station counts for labs will be closely analyzed. As we move into the future, our lab training will be the focus of discussion. Continuing safety and learning outcomes will be at the forefront of these talks. The Faculty Senate guidelines for course section fill rate standards will include the identification of standards for teaching labs. Student enrollment for the best learning outcomes will be monitored against lab size and occupancy rates being achieved.

Required Question 2: Local Conditions Affecting Utilization

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

Safety concerns may be part of the new normal that prevents institutions from achieving high levels of station occupancy. We will continue to balance scheduling pressures to teach the number of needed sections of some courses and the desire to keep class sizes manageable for proper pedagogy and student and faculty safety. Some sections may be taught in classrooms with a higher seat count. This practice of offering needed sections for students has a negative impact on seat occupancy. This is balanced against our desire to help students complete their degrees in the shortest time needed. Some smaller sections will always be offered to help with completion.

Policymakers and other administrators should recall the anxiety created by the pandemic and the early measures taken to provide for the safety of our campus community. As more was learned about the virus and vaccines created to protect against severe symptoms, a new normal was

achieved. A long vision is now needed to justify the standards that were established in the past. Hybrid and online teaching are part of the new normal. Classroom and laboratory teaching will remain but may cover more hours with fewer seats being filled.

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

Required Question 3: Central Scheduling

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

UVU has used a campus system for batch room assignments and the storage of all space scheduling data for many years. UVU has also centrally managed the class schedule and room assignments for many years, with the exception of priority room scheduling. Monitoring of the correct application of priority room assignments has also been done in the Academic Scheduling Office (now the Registrar's Office). The Registrar's Office works closely with Academic Affairs and the newly formed Faculty Senate Committee on class scheduling to ensure guidelines and processes meet the requirements of Regent Policy R752.

Classroom inventory: 100% centrally scheduled

Teaching laboratory: 96.6% centrally scheduled

Total: 98.64% centrally scheduled

Required Question 4: Institutional Utilization Policy

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

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

Policy 425 is available at this link:

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

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

Required Question 5: Hours of Operation

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

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

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

Fall and spring semesters expand the start and end times of credit courses, with the earliest start time being 6:00 a.m. The last class concluded at 10:15 p.m. This is typical of the scheduling range of credit courses Monday through Friday. Saturday courses usually begin at 8:00 a.m. and conclude by 5:00 p.m.

Required Question 6: Optimizing Summer Term

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

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

Optional Question 1: Monitoring Methods

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

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

Optional Question 2: Off-Peak Student Enrollment

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

- After limited priority room scheduling is entered, UVU's space scheduling system, 25Live, is used to process academic credit course space scheduling requests to find the best match in our space inventory and make room assignments. This includes filling the additional time available in priority rooms. The matching process takes into account class size and room size (fit), as well as department preference for various buildings.
- UVU's Faculty Senate formed a committee for Academic Scheduling last year. This committee was charged with developing formal scheduling guidelines beyond the policy that will reduce the course schedule conflicts for students and maximize academic classroom and teaching lab utilization. The committee has met regularly and has completed the first draft of the guidelines. They include:
 - Support for a simplified day/time meeting pattern for General Education and core courses
 - Common course schedule blocks or clusters
 - Priority scheduling for high-demand areas and high-impact courses
 - Course section fill-rate standards
- Academic Affairs has developed additional analytics/dashboards that show fill rates for courses, including the identification of low-enrolled courses. This helps to drive conversations related to the cancellation or addition of class sections.
- Waitlisted students are emailed and encouraged to enroll in open sections outside of peak times. These students receive an email notifying them when new sections open.
- The university partnered with Ad Astra to leverage the academic schedule to improve efficiency and better meet students' course needs at registration.
- The university is expanding FLEX delivery efforts to make more online and hybrid options available to students.
- Several colleges/schools have been working to finalize either two- or four-year course schedule offerings. These will be posted, and students can then plan accordingly as they look to the future. This will also help to enable better coordination between departments that are dependent on others for prerequisites and other offerings for their programs.

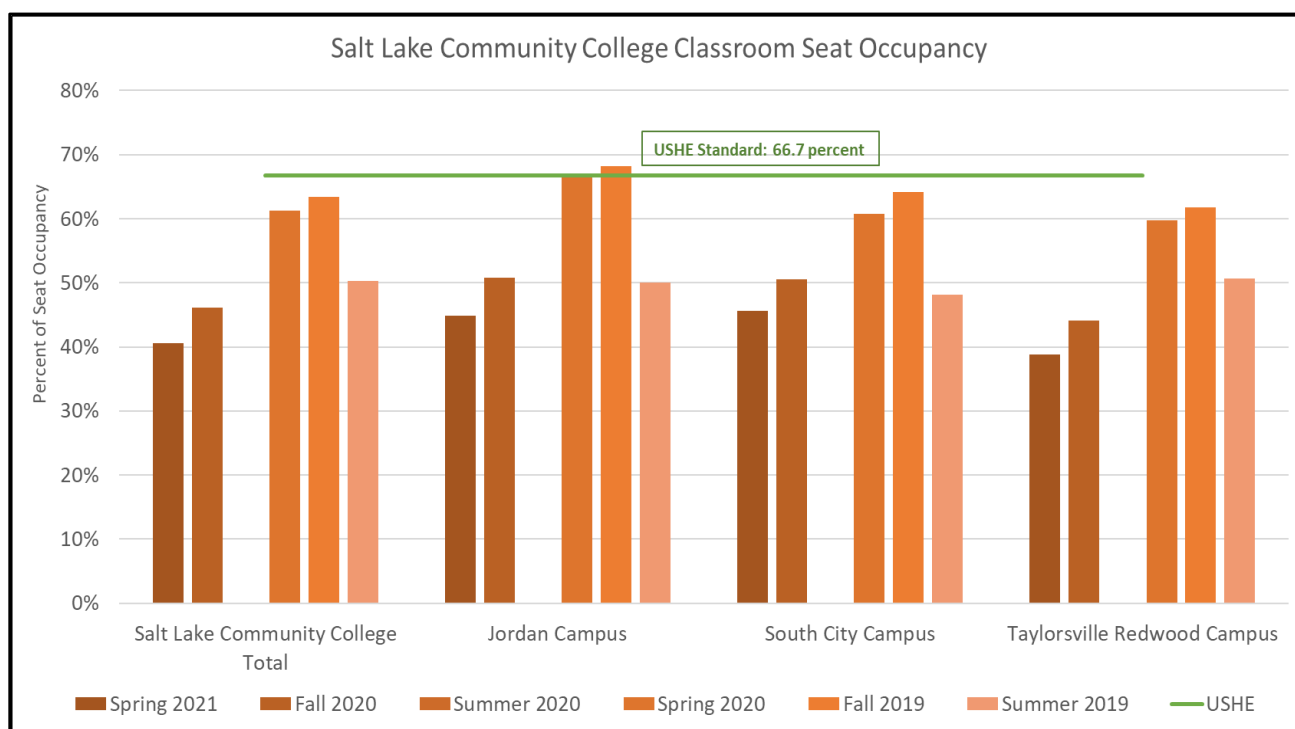
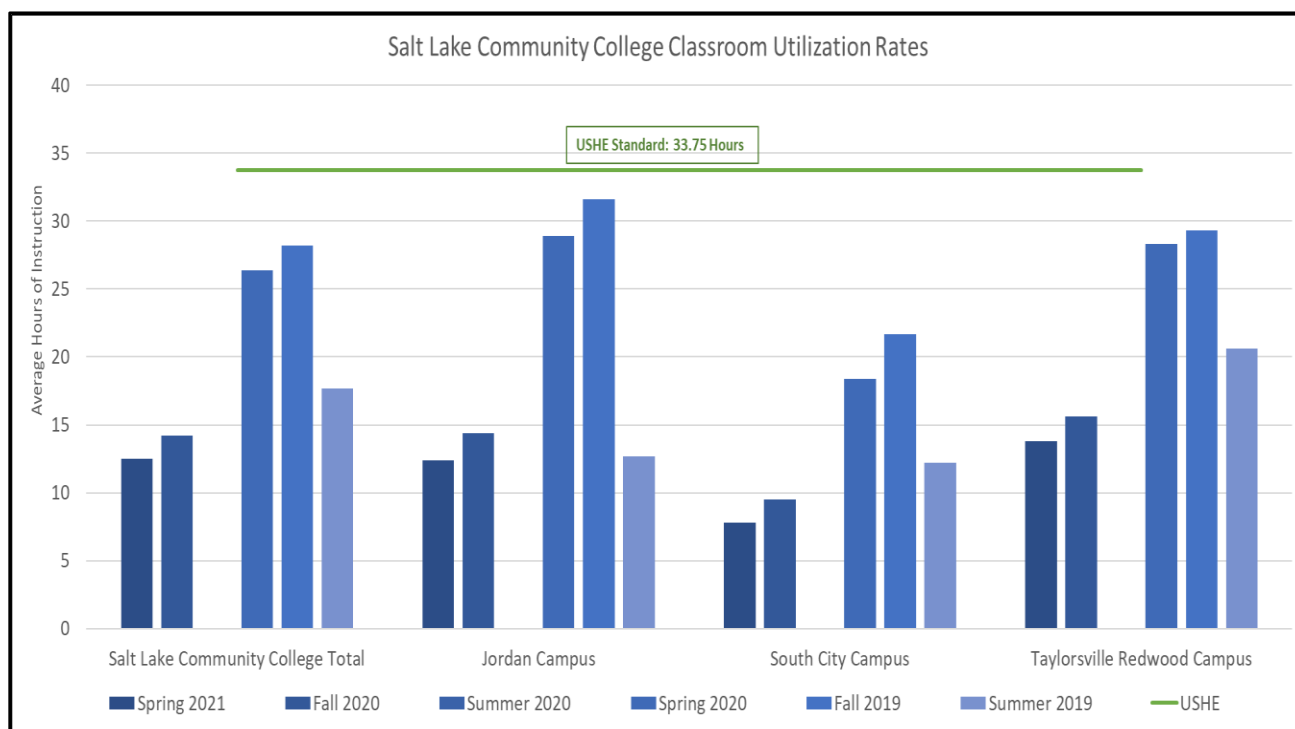
Optional Question 3: Non-Instructional Room Utilization

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

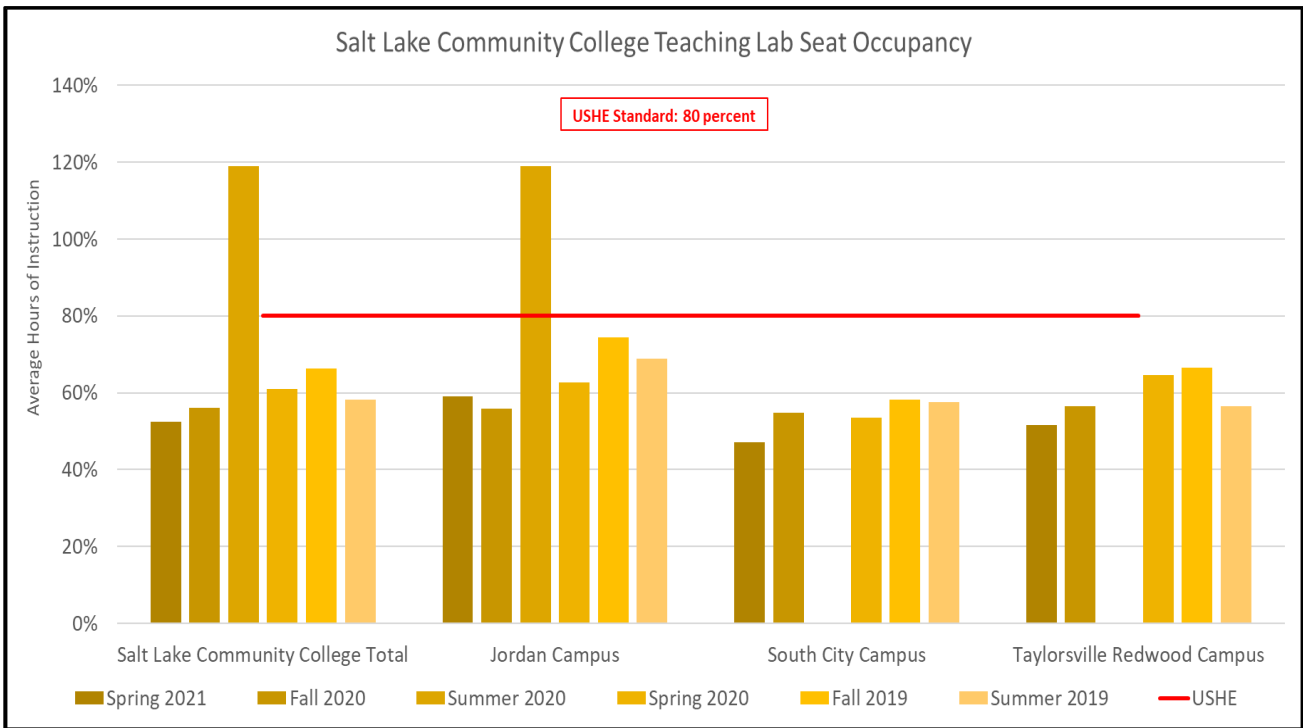
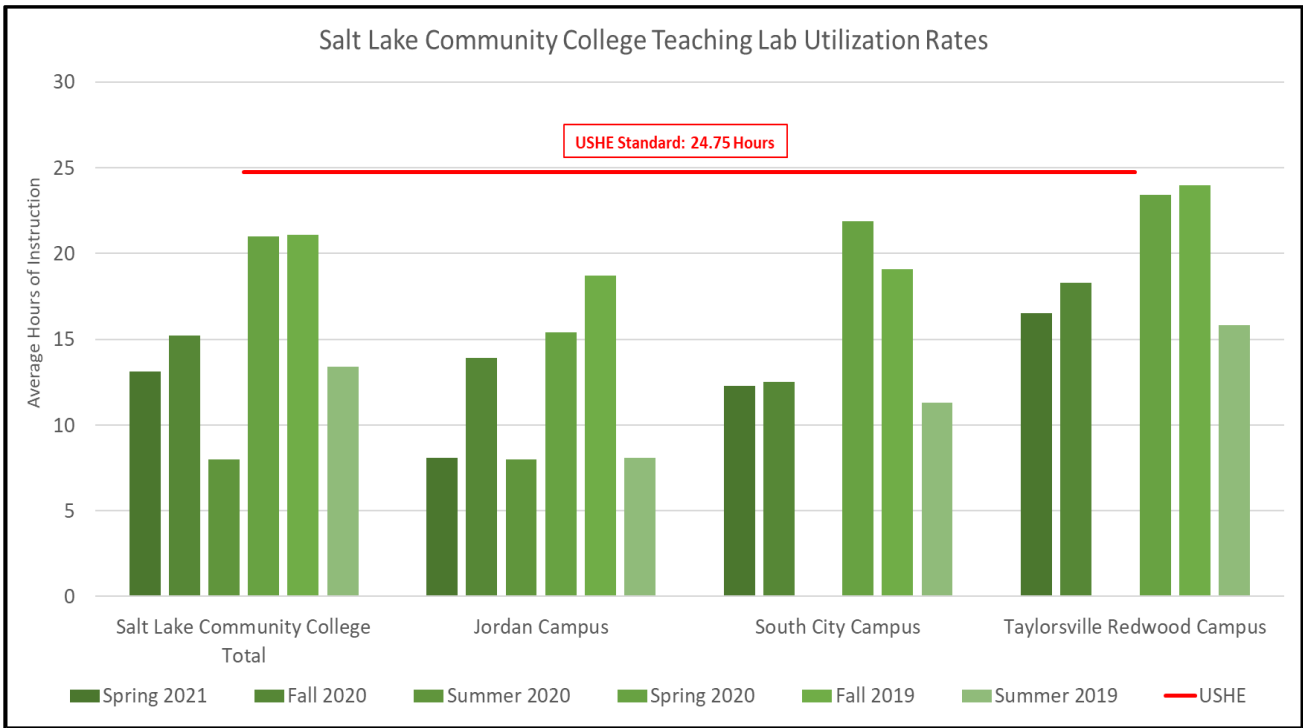
- UVU uses a central scheduling system for all events (e.g., credit, non-credit, community events). We have invested in an analytics add-on for this system, which has provided insights into credit course scheduling for several years.
- A cross-functional team is in the process of reviewing the comprehensive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

Salt Lake Community College Utilization 2020-21

Overview of SLCC Classroom Utilization



Overview of SLCC Lab Utilization



SLCC Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station		Station		Station		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	12.5	122	40.6%	4,275	14.2	128	46.1%	4,484	0.0	0	0.0%	0
Jordan Campus	12.4	20	44.8%	752	14.4	23	50.8%	846	0.0	0	0.0%	0
Jordan High Tech Center	14.8	10	43.1%	398	12.1	15	50.3%	548				
Jordan Hlth Science Bldg	9.9	10	47.8%	354	18.9	8	52.1%	298				
South City Campus	7.8	22	45.6%	720	9.5	25	50.5%	835	0.0	0	0.0%	0
South City Main Building	7.8	22	45.6%	720	9.5	25	50.5%	835				
Taylorsville Redwood Campus	13.8	80	38.8%	2,803	15.6	80	44.1%	2,803	0.0	0	0.0%	0
Acad & Admin Bldg	17.1	36	43.5%	1,221	16.3	36	52.3%	1,221				
Applied Tech Ctr												
Business Building	10.9	16	36.7%	447	16.4	11	34.4%	324				
Const. Trades Bldg	13.6	6	35.4%	225	13.0	6	42.1%	225				
Lifetime Actv. Ctr	5.6	5	29.2%	135	6.8	4	51.6%	112				
Science & Ind. Bldg	19.1	9	36.9%	338	19.5	7	37.1%	262				
Technology Building	11.7	3	23.1%	299	15.0	16	35.1%	659				

SLCC Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2021				Fall 2020				Summer 2020			
	Station		Station		Station		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	13.1	65	52.4%	1,714	15.2	66	56.0%	1,709	8.0	1	119.0%	21
Jordan Campus	8.1	15	59.0%	391	13.9	13	55.8%	351	8.0	1	119.0%	21
Jordan High Tech Center	13.0	4	103.0%	102	13.1	4	85.0%	96	0.0	0	0.0%	0
Jordan Hlth Science Bldg	6.4	11	49.0%	289	14.2	9	50.0%	255	8.0	1	119.0%	21
South City Campus	12.3	23	47.2%	599	12.5	25	54.9%	659	0.0	0	0.0%	0
South City Main Building	12.1	22	48.3%	569	13.0	23	55.5%	604	0.0	0	0.0%	0
Facilities Annex Bldg	15.0	1	26.7%	30	6.5	2	40.0%	55				
Taylorsville Redwood Campus	16.5	27	51.5%	724	18.3	28	56.6%	699	0.0	0	0.0%	0
Acad & Admin Bldg	10.3	2	100.7%	38	10.0	2	115.6%	38	0.0	0	0.0%	0
Applied Tech Ctr												
Business Building	9.5	4	41.3%	95	9.0	4	50.6%	95	0.0	0	0.0%	0
Const. Trades Bldg	30.8	6	56.4%	161	35.2	6	68.5%	161	0.0	0	0.0%	0
Lifetime Actv. Ctr	8.5	3	18.2%	134	19.6	2	40.2%	69	0.0	0	0.0%	0
Science & Ind. Bldg	14.6	9	54.6%	237	15.5	8	48.5%	219	0.0	0	0.0%	0
Technology Building	15.0	3	59.4%	59	13.7	6	69.7%	117	0.0	0	0.0%	0

Salt Lake Community College 2020-21 Utilization Report

Required Question 1: Meeting Board Standards

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

The COVID pandemic has only accelerated enrollment challenges faced by community colleges nationally. Our main strategy for meeting space utilization performance metrics is to increase enrollment. Goal five of the SLCC Strategic Plan is to secure institutional sustainability and capacity. Our core strategy for this goal is to increase college participation in our service region. Salt Lake County participation in the public system of higher education has been decreasing for several years. This is due mostly to historically low unemployment rates, rising wages, shifting demographics, and the increased competition from non-traditional educational providers (e.g., Western Governor's University). SLCC is developing a strategy to strengthen the college-going pipeline in Salt Lake County, re-engage former students, and strengthen our outreach to older, non-traditional learners. Some specific plans under this strategy include:

- Use Enrollment RX (college admission management software) to gather better data on high school students participating in search and choice activities (timeline: Summer 2020)
- Build an app to gather information from middle school students participating in predisposition activities (timeline: Spring 2020)
- Create predisposition metrics such that participants can opt into providing personally identifiable information
- Identify who will create and communicate the report for Cabinet and leadership and other stakeholders

SLCC is also rededicating itself to its mission of engaging underserved students in educational opportunities through a series of West Side initiatives designed to enroll students who may not see themselves as college-going. Uniting our affiliated West Side initiatives is SLCC's goal of becoming a Hispanic Serving Institution.

Finally, SLCC continues to work on strategic scheduling through its strategic scheduling team. Currently, the team is helping department chairs pilot a new scheduling handbook designed to assist academic units in making better decisions on when to run or cancel or course.

Required Question 2: Local Conditions Affecting Utilization

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

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

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

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

Creating an efficient class schedule for an underserved, part-time student population with both transfer and CTE needs at three large campuses across the valley means that SLCC is constantly striving to balance its mission of access with the 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.

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 Board Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?

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

100%-- All classrooms and laboratories are centrally scheduled through the EMS scheduling software.

Required Question 4: Institutional Utilization Policy

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

[SLCC 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. – 1:00 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. – 1:00 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 the use of college facilities will be as follows:

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

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

Required Question 6: Optimizing Summer Term

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

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

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