



## Utah System of Higher Education 2022-23 Space Utilization Report

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# Introduction

In March 2018, the Utah Board of Higher Education adopted [Board Policy R751, Institutional Facilities Space Utilization](#) 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. Since the policy was adopted prior to the addition of the technical colleges into USHE, and due to the unique characteristics and needs for technical education space, application of the policy is currently limited to the degree-granting institutions pending development of appropriate technical college data collection and analysis standards.

As required by the [policy](#), USHE degree-granting institutions submitted utilization information for the 2022-23 academic year according to prescribed procedures developed by the Office of the Commissioner. Institutions also submitted reports describing utilization goals and accomplishments for 2022-23. 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 and opportunities 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.
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 2022-23 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 currently 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 measures are currently not available to adequately quantify utilization information beyond credit-bearing courses,

improvements in data collection systems and methodologies may expand the ability to capture such usage in the future.

# System Overview

## Higher Education Space 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 credit-bearing 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](#) specifies the following standards for classroom and teaching laboratory utilization for fall and spring semesters on main campuses, which are used throughout this report:

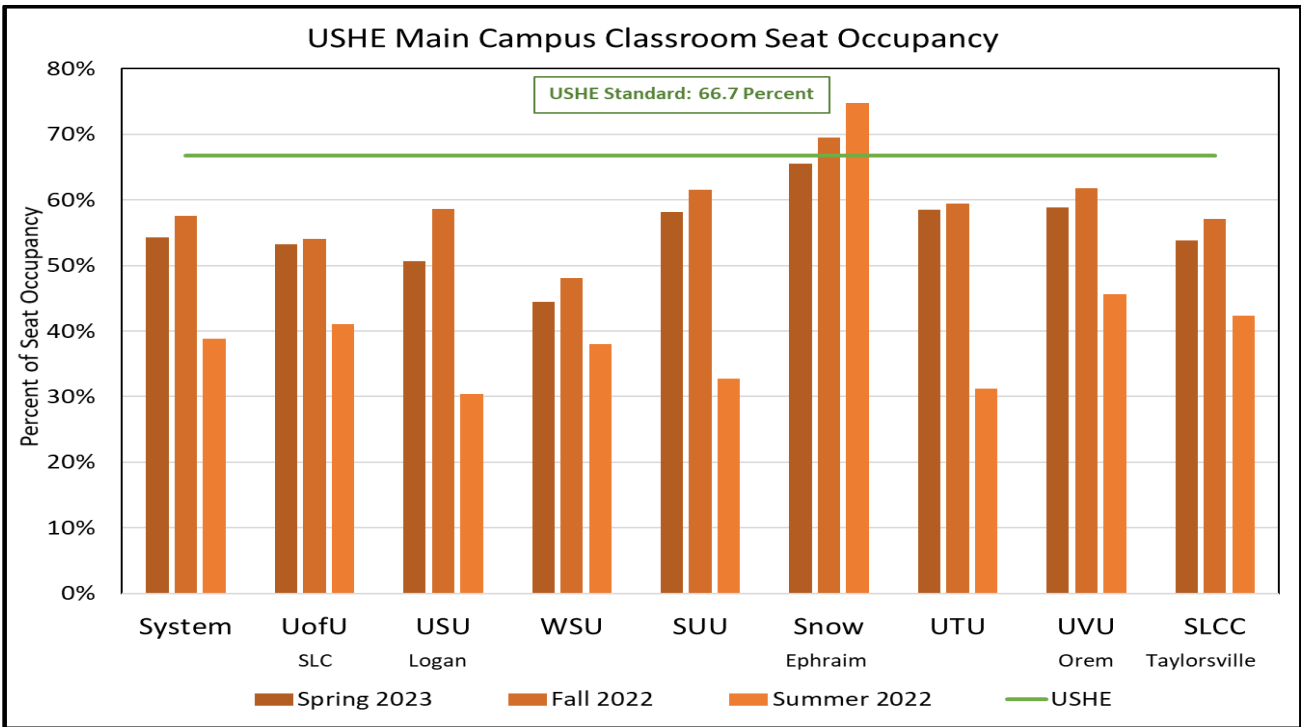
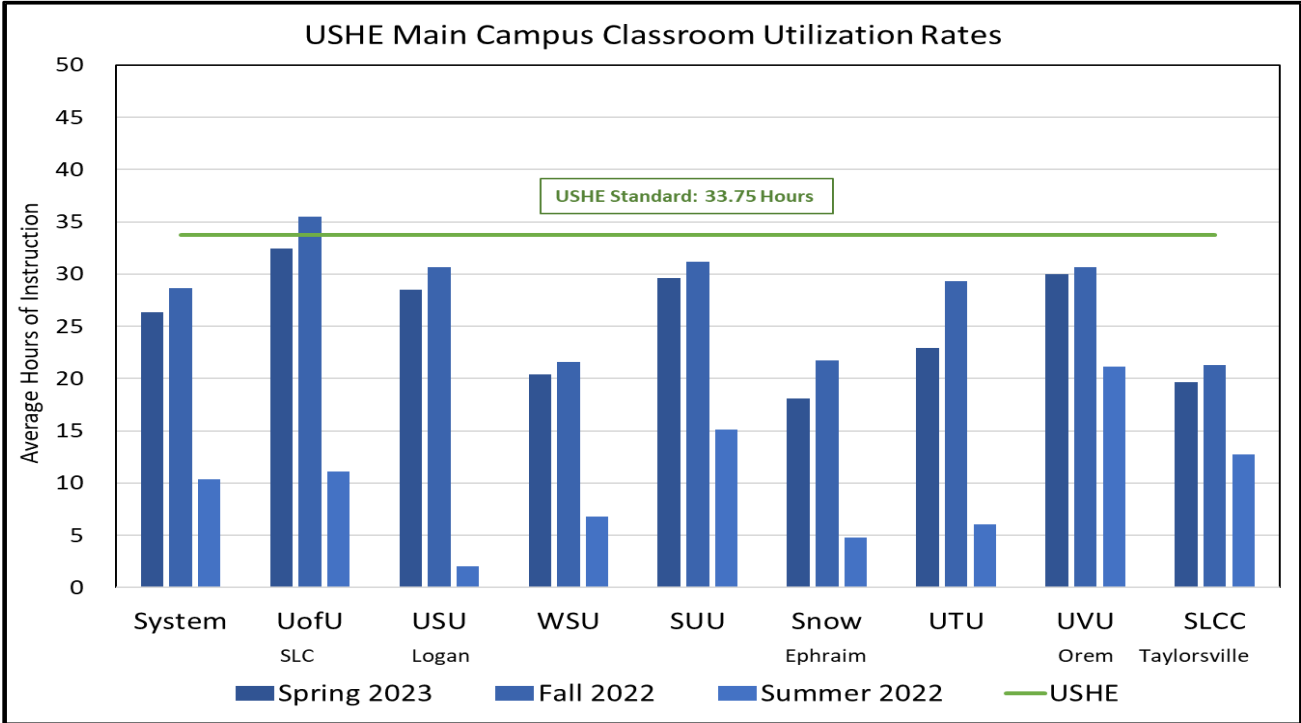
- Classroom RUR: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week
- Classroom SOR: 66.7% seat occupancy
- Teaching Lab RUR: 50% scheduling of all labs during a 45-hour week—24.75 hours per week
- Teaching Lab SOR: 80% station occupancy

For capital development projects funded in the 2024 General Session, the Legislature also “*intends that prior to committing funds for construction that DFCM, the institution, and the Board of Higher Education shall certify to the [Infrastructure and General Government and the Higher Education Appropriations sub]committees that the institution (1) has developed a plan that will utilize each classroom space in the building an average of 33.75 hours of instruction per week for spring and fall semesters with 66.7 percent seat occupancy, and will work to increase utilization of classroom space during the summer; and (2) has presented a plan to implement space utilization of non-classroom areas as per industry standards.*” ([House Bill 2, Item 47](#))

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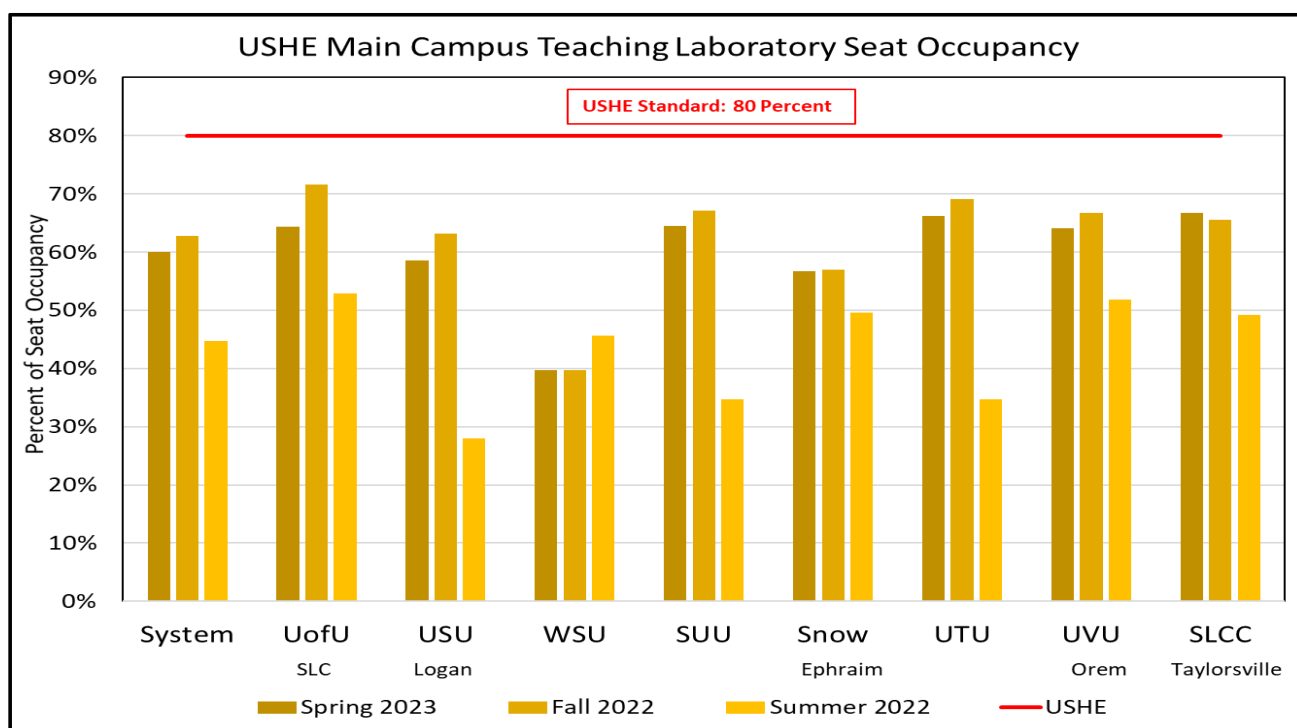
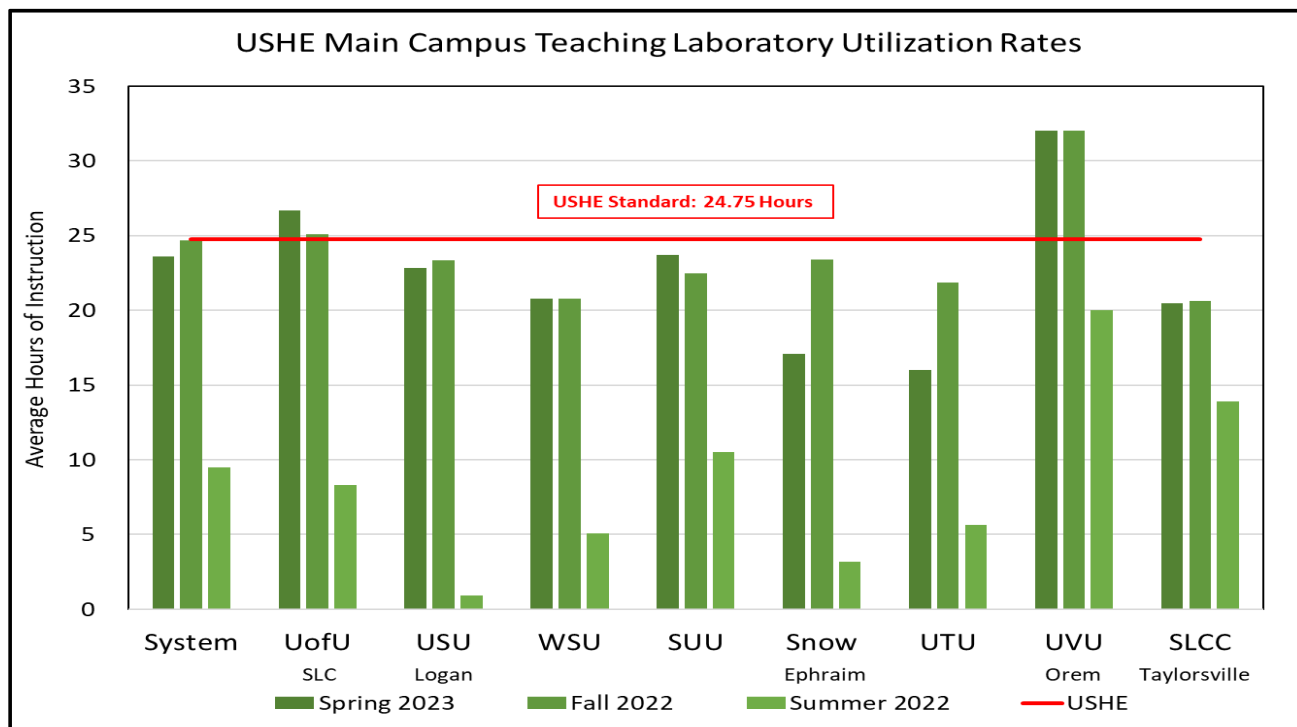
# USHE Classroom Utilization 2022-23

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



# USHE Teaching Laboratory Utilization 2022-23

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





## **Institutional Opportunities**

Institutions reported that factors affecting 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 needed for renovations historically exceeds funding. Technologically, pedagogically, or structurally deficient classrooms and laboratories do not receive the level of utilization from students or faculty needed to meet 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 with 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 for some schedules prevents significant improvement.

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

## 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. All USHE degree-granting institutions except Weber State University now schedule 100% of their instructional spaces centrally:

Weber State University has historically decentralized scheduling to academic departments that largely maintain and operate the rooms at their expense. To that end, Weber State has purchased and implemented a centralized scheduling software, EMS that will help them to optimize the use of all classroom, lab, and event spaces on campus.

## Institutional Utilization Policies

Recognizing that USHE institutions vary by size and mission, [Board Policy R751](#) provides for each institution to develop its own space use policy and requires the institution to file its policy with the Commissioner's Office. All institutions have implemented a policy that conforms to the [Board Policy R751](#) requirement.

## Summer Terms

Students traditionally enroll far less in summer terms than in 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 objectives, including future recruitment, community goodwill, 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.

### **Recommendations from the SmithGroup eConsulting Team**

As directed by the Legislature, the state Division of Facilities Construction and Management engaged private consulting services to study institutional space utilization and provide recommendations for improvement. The selected consultant, the SmithGroup, is expected to issue a final report with findings and recommendations in April 2024. Preliminary SmithGroup study results include the following:

- Elevate USHE's role in standardizing and calculating institution space utilization rates as there are identified inconsistencies in process and practices at the institutional level.
- Establish protocols for improvement for institutions that do not meet space utilization standards.
- Establish ranges for acceptable space utilization rates and evaluate institutional space utilization in the context of the institution role and mission.
- Consider expanding the scope of days and hours for room utilization metrics (i.e. the 45-hour denominator in the RUR equation represents 5 days a week 9 hours a day and does not capture evening or weekend utilization).
- Consider supplementing existing RUR and SOR measures with a single blended efficiency metric.
- Revise room classification taxonomy to better capture how space is utilized at technical colleges

Once published, OCHE will review and evaluate the SmithGroup final report and work toward incorporating report recommendations where feasible and appropriate.

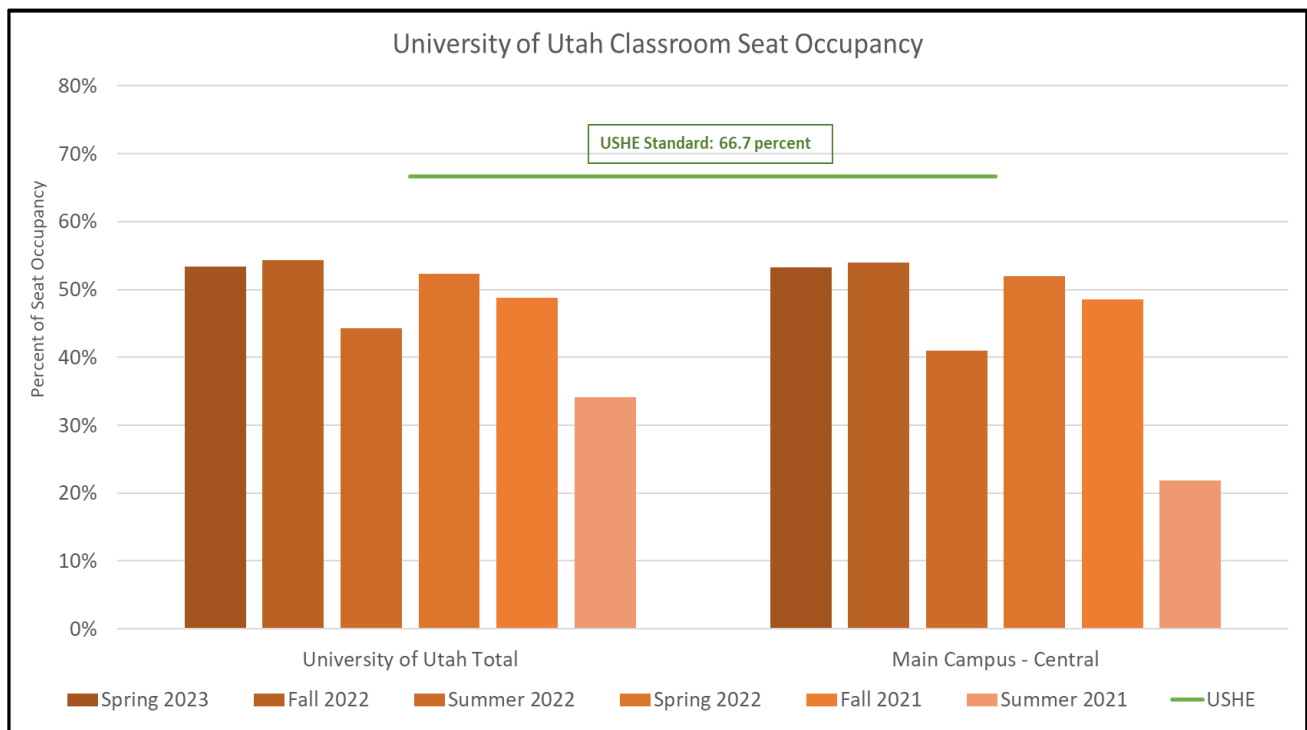
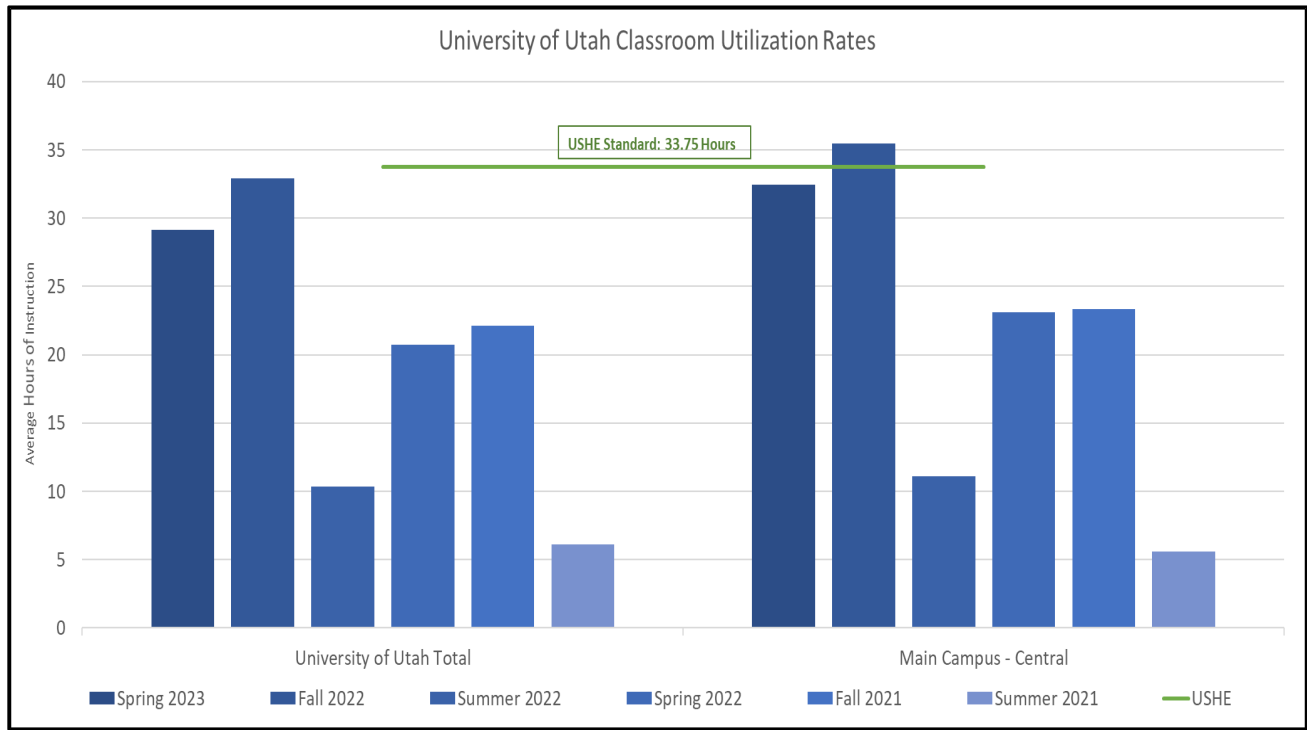
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## Institution Utilization Information

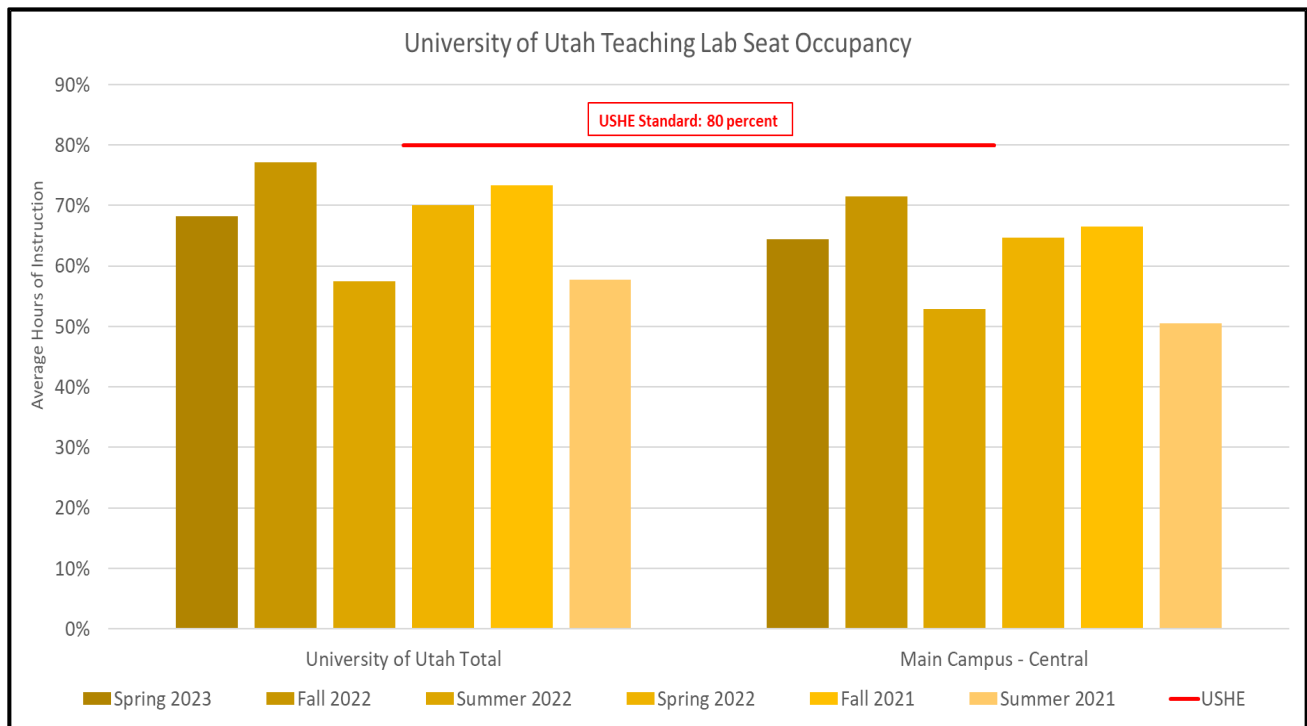
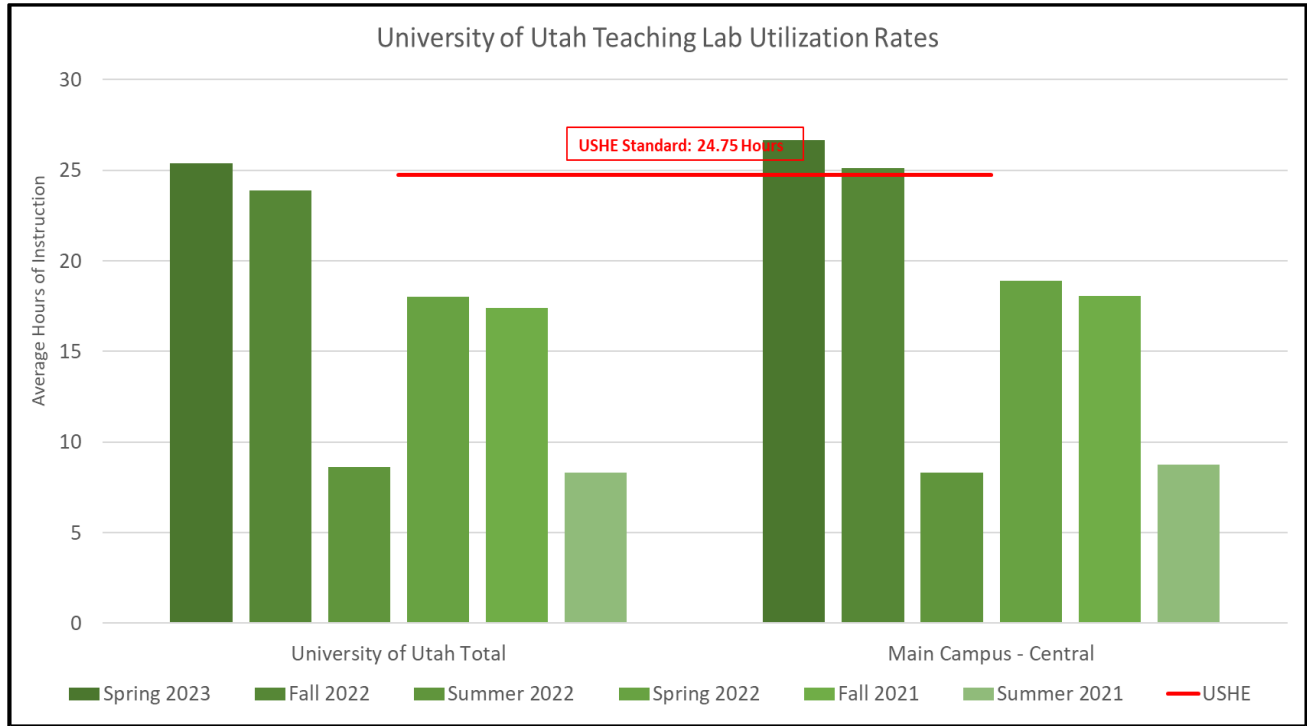
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# University of Utah Utilization 2022-23

## Overview of UU Classroom Utilization



## Overview of UU Lab Utilization





## UU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>University of Utah Total</b>	<b>29.1</b>	<b>283</b>	<b>53.4%</b>	<b>18,091</b>	<b>32.9</b>	<b>277</b>	<b>54.4%</b>	<b>17,828</b>	<b>10.3</b>	<b>139</b>	<b>44.2%</b>	<b>8,443</b>
<b>Main Campus - Central</b>	<b>32.4</b>	<b>229</b>	<b>53.3%</b>	<b>15,449</b>	<b>35.5</b>	<b>232</b>	<b>54.0%</b>	<b>15,436</b>	<b>11.1</b>	<b>115</b>	<b>41.0%</b>	<b>7,358</b>
A. Ray Olpin Union (53)	12.9	2	57.0%	150	17.5	2	55.3%	150				
Alfred C. Emery Building (8)	37.9	6	52.5%	293	35.3	6	68.1%	293				
Alice Sheets Marriott Center for Dance	24.1	2	44.7%	60	27.7	2	43.8%	60				
Aline Wilmot Skaggs Biology Building	30.7	2	59.4%	471	33.9	2	53.1%	471	8.3	2	23.3%	471
Architecture Building (37)	28.6	3	49.5%	174	31.0	3	40.2%	174	5.4	2	37.6%	129
Art Building (38)	31.0	1	29.9%	83	38.7	1	42.5%	83				
Beverly Taylor Sorenson Arts and E	41.8	6	47.2%	250	42.4	6	43.1%	250	24.1	7	32.4%	350
Business Classroom Building (74)	31.7	15	44.9%	684	33.4	14	48.3%	654	16.8	6	21.6%	252
C. Roland Christensen Center (77)	46.8	6	44.8%	454	50.1	6	57.4%	454	3.2	1	15.3%	85
Carolyn and Kem Gardner Commons	40.3	34	57.1%	1,641	42.4	34	58.1%	1,641	7.8	20	46.2%	659
Carolyn Tanner Irish Humanities Bui	35.1	2	52.2%	245	25.9	2	59.6%	245				
College of Social Work (26)	34.2	8	58.3%	510	34.4	8	50.4%	510	11.7	6	58.0%	254
Donna Garff Marriott Residential Sch	40.2	3	55.3%	100	49.7	3	62.8%	100	12.5	1	28.1%	40
Film and Media Arts Building (36)	27.3	1	28.5%	416	38.5	1	35.2%	416				
Floyd and Jeri Meldrum Civil Enginee	13.4	1	49.2%	42	27.7	1	50.4%	42				
Frederick Albert Sutton Building (12)	27.1	3	63.0%	142	30.6	3	53.2%	142	6.7	1	23.7%	76
Henry Eyring Chemistry Building (85)	30.7	5	55.5%	678	27.9	5	50.6%	678				
HPER East (91)	4.0	1	70.4%	186	32.4	1	28.7%	186				
HPER North (92)	37.1	4	60.5%	158	35.3	4	42.6%	158	3.1	4	46.5%	158
HPER West (94)	47.9	1	20.7%	78	50.5	1	34.6%	78	32.2	1	10.3%	78
J. Willard Marriott Library (86)	27.0	7	64.7%	371	30.1	7	54.5%	371	2.3	1	25.8%	93
James C. Fletcher Building (83)	33.9	5	47.3%	593	32.9	6	46.0%	608	9.7	4	48.0%	548
James Talmage Building (14)	27.8	5	52.8%	546	36.8	6	69.1%	588	5.3	6	32.7%	588
John & Marcia Price Theatre Arts Bui	28.8	1	59.5%	30	25.2	1	72.8%	30	3.2	1	96.7%	30
John A. Widtsoe Building (9)	21.6	4	34.0%	227	25.7	4	38.3%	227	10.9	1	21.5%	141
John and Marva Warnock Engineering	36.2	9	50.7%	446	36.7	9	49.6%	446	7.3	4	34.0%	274
John and Marva Warnock Engineering	32.9	11	53.2%	1,164	40.6	11	49.3%	1,164	9.1	7	41.8%	613
Joseph F. Merrill Engineering Building	19.5	2	61.4%	96	26.1	2	59.9%	96				
Kahlert Village South Campus Studen	20.4	3	50.5%	92	14.0	3	52.5%	92				
Language & Communication Building	29.5	4	61.9%	257	29.9	4	64.2%	257	2.4	2	73.2%	49
LeRoy E. Cowles Building (13)	33.7	6	62.8%	273	38.9	6	60.0%	273	10.3	6	38.1%	273
Naval Science Building (43)	13.4	1	29.4%	17	5.5	1	29.4%	17				
Performing Arts Building (17)	24.2	1	42.2%	99					73.1	1	32.3%	99
Rio Tinto Kennecott Mechanical Engi	32.3	1	41.5%	183	56.3	1	40.5%	183	22.4	1	12.7%	183
Robert H. and Katharine B. Garff Exe	23.2	8	37.1%	520	24.4	8	36.4%	520	4.9	6	47.9%	400
S.J. Quinney College of Law (70)	20.2	12	36.2%	411	18.9	14	46.0%	446	5.6	5	14.9%	243
Social & Behavioral Sciences (25)	20.6	13	58.5%	741	31.8	13	54.1%	741				
Social Beh. Science Lecture Hall (27	29.6	1	59.4%	399	43.1	1	63.9%	399				
Spencer Fox Eccles Business Buildin	46.5	17	54.7%	1,590	50.0	17	54.8%	1,590	17.8	13	35.3%	1,020
Thatcher Building for Biological and E	6.7	1	4.1%	98	6.2	1	5.1%	98				
The Gary L. and Ann T. Crocker Scie	33.2	7	73.9%	336	46.0	8	69.2%	360	8.6	4	80.5%	182
William C. Browning Building (11)	21.8	4	41.5%	145	19.5	4	48.5%	145	9.2	2	111.8%	70
<b>Main Campus - Ft Douglas</b>	<b>12.2</b>	<b>2</b>	<b>26.6%</b>	<b>79</b>	<b>14.1</b>	<b>3</b>	<b>54.8%</b>	<b>114</b>				
Fort Douglas PX (638)	12.2	2	26.6%	79	14.1	3	54.8%	114				
<b>Main Campus - Health Science</b>	<b>12.9</b>	<b>30</b>	<b>51.1%</b>	<b>1,398</b>	<b>16.9</b>	<b>19</b>	<b>48.1%</b>	<b>1,079</b>	<b>6.4</b>	<b>11</b>	<b>44.2%</b>	<b>456</b>
Annette Poulson Cumming College of	21.6	5	44.7%	349	24.3	5	52.1%	349	9.4	5	41.0%	349
Spencer F. and Cleone P. Eccles He	11.2	25	52.9%	1,049	14.3	14	46.3%	730	4.0	6	50.6%	107
<b>Main Campus - OffSite</b>	<b>12.3</b>	<b>10</b>	<b>64.0%</b>	<b>433</b>	<b>12.2</b>	<b>11</b>	<b>63.8%</b>	<b>467</b>	<b>4.6</b>	<b>7</b>	<b>42.6%</b>	<b>325</b>
CECE Sandy (3487)	12.3	10	64.0%	433	12.2	11	63.8%	467	4.6	7	42.6%	325
<b>Main Campus - Research Park</b>	<b>23.1</b>	<b>12</b>	<b>61.3%</b>	<b>732</b>	<b>32.6</b>	<b>12</b>	<b>67.8%</b>	<b>732</b>	<b>10.0</b>	<b>6</b>	<b>86.5%</b>	<b>304</b>
375 Chipeta Way (876)	23.3	2	32.7%	138	27.9	2	41.3%	138	4.7	1	10.4%	48
417 Wakara Way (860)	14.9	1	50.9%	70	34.9	1	37.0%	70	3.0	1	10.0%	70
421 Wakara Way (857)	37.2	2	50.6%	140	35.9	2	59.4%	140				
Dr. Ezekiel R. and Edna Wattis Dumk	26.1	3	61.5%	140	30.3	3	70.5%	140	16.1	3	92.8%	140
Ray & Tye Noorda Oral Health Scie	15.6	4	97.3%	244	34.5	4	97.3%	244	3.9	1	106.5%	46

## UU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room	#	Occupancy	#	Room	#	Occupancy	#	Room	#	Occupancy	#
Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	
<b>University of Utah Total</b>	<b>25.4</b>	<b>131</b>	<b>68.3%</b>	<b>4,154</b>	<b>23.9</b>	<b>131</b>	<b>77.2%</b>	<b>4,134</b>	<b>8.6</b>	<b>38</b>	<b>57.4%</b>	<b>1,206</b>
<b>Main Campus - Central</b>	<b>26.7</b>	<b>119</b>	<b>64.4%</b>	<b>3,862</b>	<b>25.1</b>	<b>119</b>	<b>71.5%</b>	<b>3,828</b>	<b>8.3</b>	<b>35</b>	<b>52.9%</b>	<b>1,058</b>
Alan W. Layton Engineering Building	8.5	3	62.5%	72	8.7	3	56.3%	72				
Alice Sheets Marriott Center for Dance	51.0	6	47.4%	240	33.6	6	45.9%	240	8.3	2	62.5%	80
Architecture Building (37)	21.0	1	33.3%	96	18.9	1		96	5.8	1	12.0%	96
Art Building (38)	36.2	10	73.7%	223	33.8	10	85.1%	223	7.9	4	102.5%	84
Biology Building (84)	15.1	4	104.0%	120	15.9	4	97.2%	120	8.7	1	77.3%	32
Building 72 (72)	57.3	2	81.8%	80	41.6	2	94.6%	80	5.4	2	93.3%	80
Business Classroom Building (74)	33.7	4	44.2%	179	22.5	4	58.9%	179				
Carolyn and Kem Gardner Commons	23.1	3	39.3%	111	18.2	3	35.9%	111				
David P. Gardner Hall (3)	25.3	8	32.1%	479	27.1	8	36.6%	479				
Film and Media Arts Building (36)	53.2	1	62.8%	40	58.9	2	119.5%	50				
Fine Arts West (170)	12.5	3	57.8%	52	14.1	3	60.6%	52				
Floyd and Jeri Meldrum Civil Engineering Building (61)					9.4	2	32.7%	60				
Frederick Albert Sutton Building (12)	13.4	5	89.7%	88	11.9	5	118.9%	88	20.3	1	77.5%	20
Henry Eyring Chemistry Building (85)	39.3	9	90.8%	216	43.8	9	90.1%	216	9.2	9	41.1%	216
HPER East (91)	16.1	1	22.0%	30					2.0	1	20.0%	30
HPER North (92)	11.8	2	34.6%	58	21.0	1	32.0%	30	3.2	1	33.3%	30
HPER West (94)	33.4	2	58.0%	55	35.2	2	50.8%	55	13.8	2	34.7%	55
J. Willard Marriott Library (86)	21.1	4	46.0%	165	15.9	4	53.8%	165				
James C. Fletcher Building (83)	25.5	2	70.0%	60	4.3	1	53.3%	30				
James Talmage Building (14)	13.6	3	78.5%	84	12.1	4	92.4%	108	4.0	1	69.4%	36
John & Marcia Price Theatre Arts Building	20.0	7	32.4%	280	21.4	6	28.5%	265				
Joseph F. Merrill Engineering Building	23.1	14	65.5%	431	23.3	16	73.3%	428	3.3	1	44.4%	36
Language & Communication Building	16.6	3	68.6%	66	15.7	1	61.1%	30	9.4	1	43.3%	30
LeRoy E. Cowles Building (13)	18.8	1	37.1%	35	13.7	1	62.4%	35	2.7	1	31.4%	35
Naval Science Building (43)	16.1	1	12.8%	45	9.6	1		45				
Performing Arts Building (17)	28.2	2	43.0%	155	16.2	2	58.9%	155	6.6	1	38.8%	40
Physics Building (10)	14.2	3	70.4%	54	9.1	4	59.8%	68	8.7	1	8.3%	36
Rio Tinto Kennecott Mechanical Engineering	25.5	1	172.9%	8	21.7	1	79.0%	20				
Roy W. & Elizabeth E. Simmons Pioneer	11.4	1	14.4%	30	19.8	1	18.7%	30				
Sculpture Building (39)	35.4	3	81.1%	69	20.9	4	106.1%	93	7.8	1	70.0%	30
Social & Behavioral Sciences (25)	9.9	1	42.5%	40	10.4	1	44.0%	40				
Thatcher Building for Biological and Earth	19.4	2	68.3%	36	46.0	1	30.2%	24	16.7	1	39.6%	24
The Gary L. and Ann T. Crocker Science	40.5	6	77.4%	140	52.4	5	92.2%	116	7.5	3	82.1%	68
William C. Browning Building (11)	2.2	1	84.0%	25	2.9	1	104.0%	25				
<b>Main Campus - Health Science</b>	<b>1.9</b>	<b>4</b>	<b>602.1%</b>	<b>42</b>	<b>3.9</b>	<b>5</b>	<b>409.5%</b>	<b>48</b>				
Spencer F. and Cleone P. Eccles Health	1.9	4	602.1%	42	3.9	5	409.5%	48				
<b>Main Campus - Research Park</b>	<b>17.7</b>	<b>8</b>	<b>91.3%</b>	<b>250</b>	<b>17.5</b>	<b>7</b>	<b>128.0%</b>	<b>258</b>	<b>12.5</b>	<b>3</b>	<b>93.5%</b>	<b>148</b>
Dr. Ezekiel R. and Edna Wattis Dumka	16.1	7	91.1%	197	22.6	5	130.8%	152	6.9	2	95.0%	95
Ray & Tye Noorda Oral Health Science	29.3	1	92.5%	53	4.9	2	93.4%	106	23.7	1	92.5%	53

# University of Utah 2022-23 Utilization Report

## Required Question 1: Meeting Board Standards

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

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

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

We have worked to broaden the times that classes are offered, continue to develop and use major maps which help coordinate courses and have used conference rooms for smaller graduate seminars. There are often challenges matching appropriate class sizes with appropriate space available for classes. We will continue to work hard to find the appropriate balance to meet both course demand and appropriate classrooms for the topic being taught. There are also quality issues that may preclude certain spaces available for some classes. We will continue to invest resources each year to improve older classrooms 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 the efficient use of lab space. The use of lab space is being analyzed and considered hand in hand with our efforts to increase utilization of classroom space and the efforts noted above also apply in regards to meeting the thresholds for lab space. There are of course additional challenges in meeting the rates for lab space because the space is often specialized in nature and there is less flexibility in simply rescheduling the use of the space. Often labs are designed to function more

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

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

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

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

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

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

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

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

One hundred percent 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 the 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.

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

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

Our efforts are centered on growing year-round enrollment. One new program that we believe will help not only grow overall enrollments but will also help increase summer utilization rates is through a new bridge program we implemented in the Summer of 2020. This program targets students who may not be academically qualified to attend the University of Utah but are very close. The Bridge program will consist of a series of courses and other specialized assistance to try and move the students' academic performance that is still needed 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.

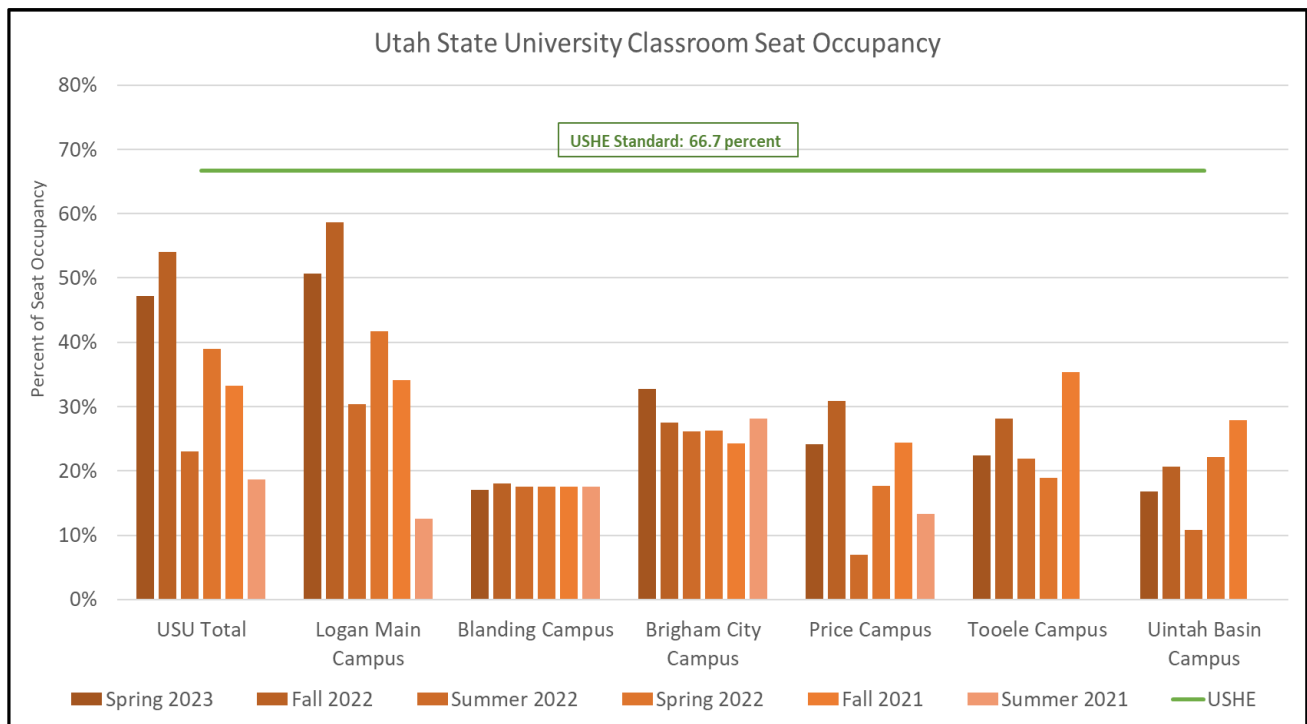
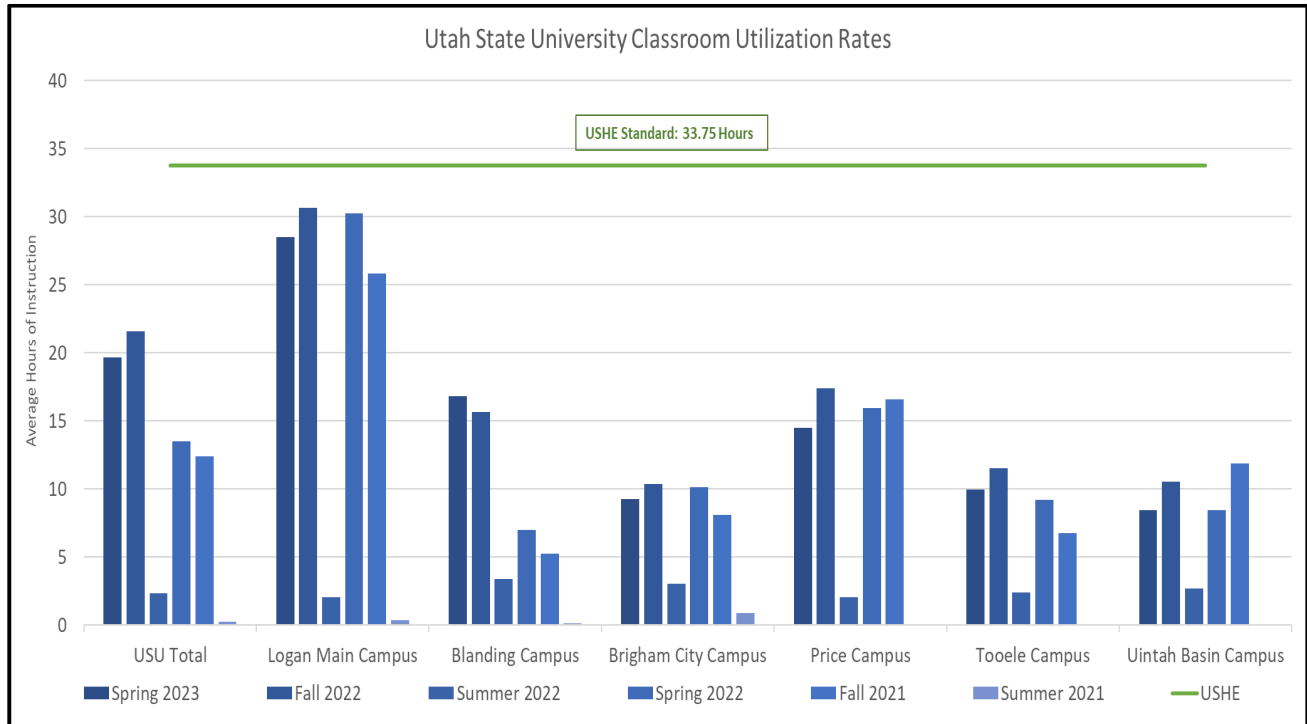
### **Optional Question 3: Non-Instructional Room Utilization**

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

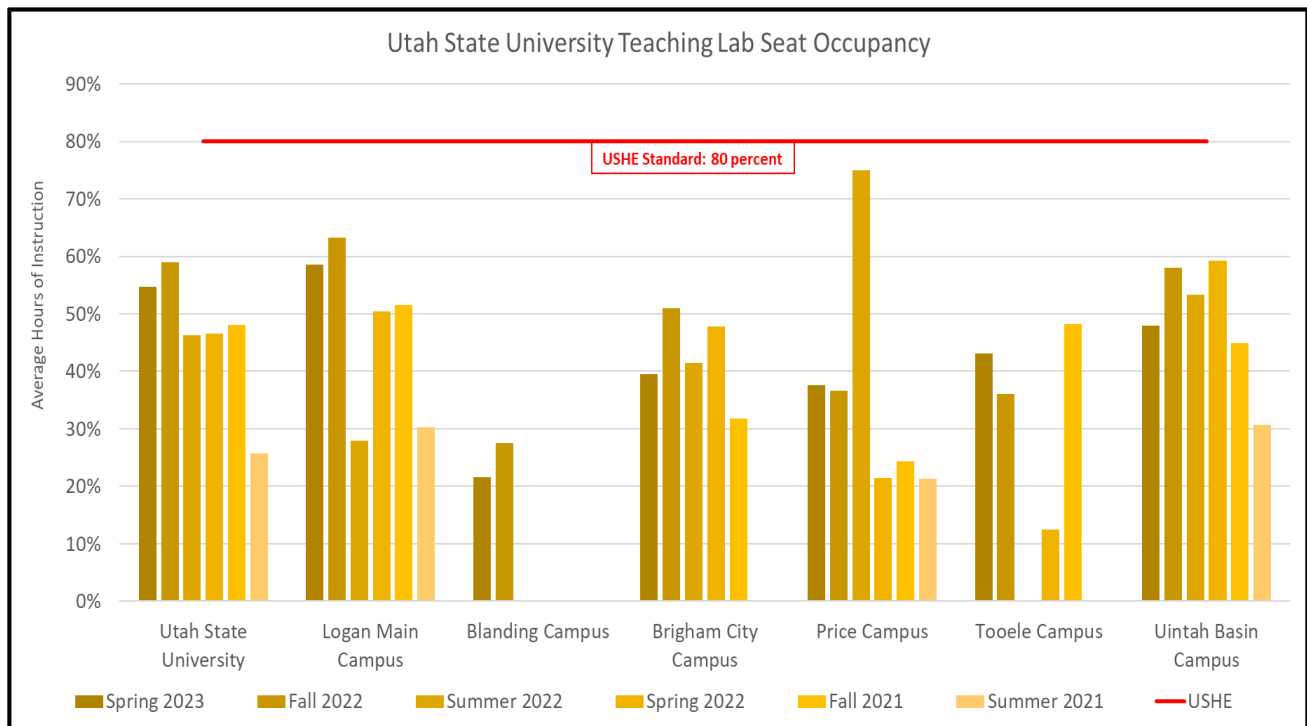
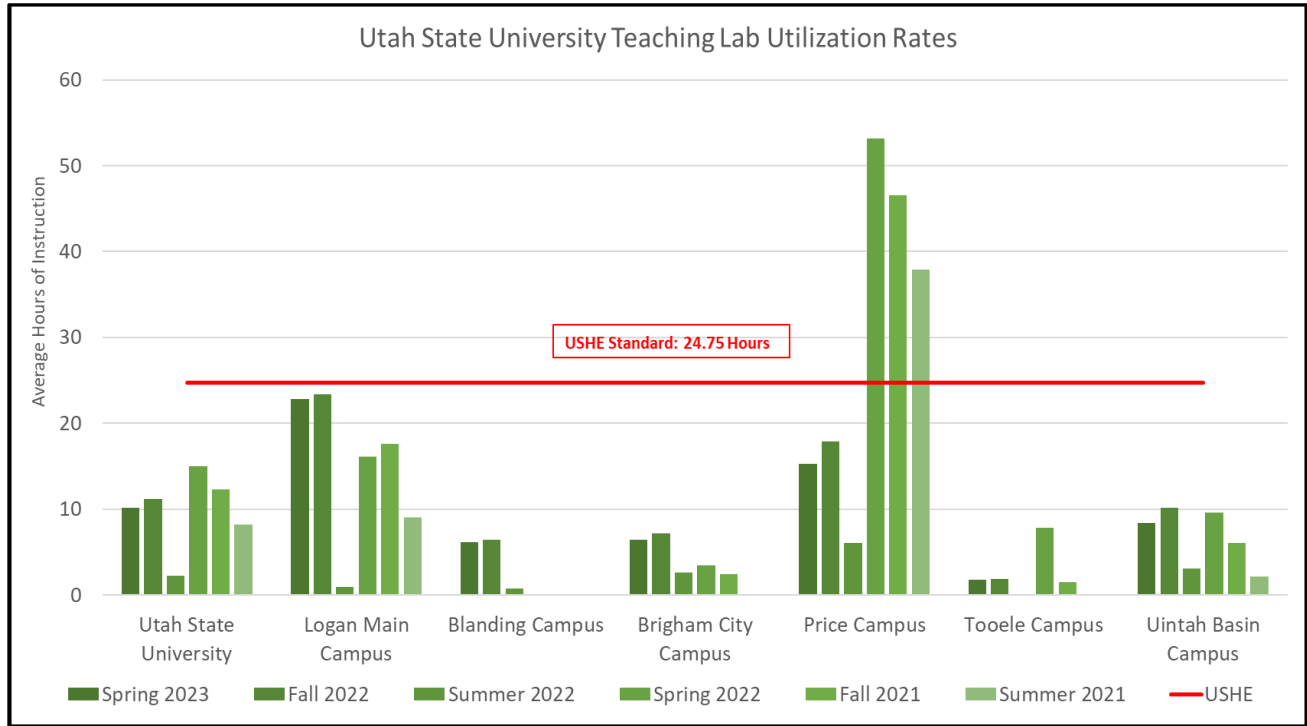
All dedicated classroom spaces are prioritized for instruction without exception. Similar to class labs, non-class lab use is calculated by affiliated total project expense per square foot. Often, personnel expenses are for students in an affiliated discipline.

# Utah State University Utilization 2022-23

## Overview of USU Classroom Utilization



## Overview of USU Lab Utilization





## USU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah State University</b>	19.7	290	47.2%	12,021	21.5	290	54.0%	12,021	2.4	290	23.1%	12,021
<b>Logan Main Campus</b>	28.5	143	50.7%	8,623	30.6	143	58.7%	8,623	2.0	143	30.4%	8,623
Agriculture Sys Tech & Ed	7.1	3	52.2%	104	6.3	3	48.8%	104	0.3	3	5.8%	104
Animal Science Bldg.	35.0	1	42.1%	32	27.9	1	55.9%	32	-	1	0.0%	32
Biology-Natural Resources	20.0	4	55.8%	390	25.9	4	63.9%	390	-	4	0.0%	390
Dean F. Peterson Engineering Lab	27.7	6	41.8%	241	32.1	6	49.4%	241	-	6	0.0%	241
Distance Education Building	29.4	12	52.4%	320	30.3	12	57.1%	320	10.6	12	36.9%	320
Early Childhood Building	40.7	2	79.9%	46	41.0	2	84.8%	46	-	2	0.0%	46
Eccles Business Building	29.1	5	58.8%	438	37.2	5	61.0%	438	1.9	5	17.5%	438
Eccles Science Learning Center	31.5	3	43.7%	699	30.6	3	59.3%	699	-	3	0.0%	699
Education Building	27.8	8	55.3%	328	28.8	8	54.8%	328	3.2	8	23.9%	328
Engineering Building	30.4	14	49.8%	1,130	28.9	14	60.1%	1,130	1.6	14	14.1%	1,130
Family Life Building	30.6	2	49.4%	143	26.1	2	65.0%	143	-	2	0.0%	143
Fine Arts Center	8.0	1	25.9%	18	19.7	1	30.0%	18	-	1	0.0%	18
Fine Arts-Visual Building	25.0	3	52.2%	342	32.2	3	54.3%	342	-	3	0.0%	342
Geology Building	28.2	8	53.8%	297	27.4	8	57.7%	297	-	8	0.0%	297
HPER Building	30.3	4	48.1%	177	35.6	4	53.5%	177	1.1	4	22.9%	177
Huntsman Hall	29.5	20	54.2%	1,103	32.6	20	59.6%	1,103	1.1	20	29.8%	1,103
Industrial Science Building	29.0	1	50.2%	40	32.5	1	51.5%	40	11.2	1	29.4%	40
Lillywhite Building	26.5	2	72.0%	51	30.9	2	86.9%	51	2.4	2	89.3%	51
Merrill-Cazier Library	27.5	3	61.7%	127	40.0	3	62.6%	127	3.7	3	33.8%	127
Natural Resources Building	23.3	1	55.0%	98	27.2	1	61.7%	98	-	1	0.0%	98
Noelle E. Cockett Life Sciences Bldg	31.1	4	41.6%	497	29.8	4	50.3%	497	-	4	0.0%	497
Nutrition & Food Sciences	18.7	3	42.7%	154	20.3	3	44.4%	154	-	3	0.0%	154
Old Main	34.5	15	48.2%	947	34.7	15	59.5%	947	1.9	15	38.8%	947
Ray B. West Building	28.1	6	73.8%	148	36.4	6	73.7%	148	-	6	0.0%	148
Science Engineering Research	18.2	1	38.2%	24	20.8	1	53.0%	24	-	1	0.0%	24
Sorsenson Cntr. for Clinical Excl.	27.3	2	61.0%	109	35.7	2	46.4%	109	1.7	2	11.1%	109
Stan L. Albrecht Agricultural Sciences	33.5	3	45.0%	194	32.5	3	54.2%	194	3.4	3	52.0%	194
Teaching Greenhouse	17.8	1	68.3%	24	25.5	1	62.5%	24	-	1	0.0%	24
Technology Building	30.8	2	47.4%	68	30.6	2	66.8%	68	5.6	2	25.0%	68
University Reserve Building	17.8	1	60.0%	28	11.8	1	34.8%	28	-	1	0.0%	28
Veterinary Science & Biology	19.2	1	37.6%	126	21.0	1	66.8%	126	-	1	0.0%	126
Widtsøe Hall	24.3	1	43.8%	180	27.5	1	70.2%	180	-	1	0.0%	180
<b>Blanding Campus</b>	16.8	16	17.0%	451	15.7	16	18.0%	451	3.4	16	17.6%	451
Bradford Lee Tech. Building	17.9	10	19.3%	236	14.6	10	21.3%	236	3.2	10	12.2%	236
Health Science Library	14.9	6	14.7%	215	17.5	6	15.7%	215	3.8	6	22.5%	215
<b>Brigham Campus</b>	9.2	36	32.7%	794	10.3	36	27.5%	794	3.0	36	26.1%	794
Academic Building	10.9	24	33.2%	430	11.6	24	28.1%	430	3.8	24	27.1%	430
Miller Building	5.8	12	31.9%	364	7.7	12	26.6%	364	1.5	12	24.1%	364
<b>Tooele Campus</b>	10.0	21	22.4%	486	11.5	21	28.2%	486	2.4	21	21.9%	486
Science & Technology Building	16.6	2	22.2%	56	15.0	2	25.0%	56	-	2	0.0%	56
Academic Building	9.3	19	22.5%	430	11.2	19	28.7%	430	2.6	19	21.9%	430
<b>Uintah Basin Campus</b>	8.4	41	16.8%	670	10.5	41	20.6%	670	2.7	41	10.8%	670
BEERC	9.7	20	22.4%	282	11.1	20	25.4%	282	2.8	20	20.1%	282
Roosevelt - Student Center	16.4	8	11.2%	252	21.7	8	16.1%	252	6.8	8	6.6%	252
Roosevelt - Classroom	1.6	13	31.3%	136	2.8	13	29.2%	136	-	13	0.0%	136
<b>Price Campus</b>	14.5	33	24.2%	997	17.4	33	30.9%	997	2.1	33	6.9%	997
Central Instructional Building	15.1	6	23.8%	168	14.2	6	30.7%	168	1.4	6	20.4%	168
Mcdonald Career Center	21.7	3	39.8%	88	41.7	3	47.4%	88	-	3	0.0%	88
Reeves Building	18.3	14	18.3%	430	19.6	14	24.6%	430	4.3	14	5.4%	430
West Instructional Building	6.5	10	0.3	311	8.9	10	39.7%	311	-	10	0.0%	311

## USU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah State University</b>	<b>10.1</b>	<b>89</b>	<b>54.8%</b>	<b>2,497</b>	<b>11.1</b>	<b>89</b>	<b>58.9%</b>	<b>2,497</b>	<b>2.2</b>	<b>89</b>	<b>46.3%</b>	<b>2,497</b>
<b>Logan Main Campus</b>	22.8	46	58.5%	1,410	23.3	46	63.2%	1,410	0.9	46	28.0%	1,410
Education Building	29.4	1	51.0%	30	20.5	1	65.6%	30	-	1	0.0%	30
Engineering Building	23.1	1	120.0%	30	20.2	1	73.8%	30	-	1	0.0%	30
Family Life Building	16.4	3	67.4%	76	10.7	3	68.5%	76	-	3	0.0%	76
Fine Arts Center	22.7	8	33.3%	393	22.0	8	38.3%	393	0.7	8	0.8%	393
Fine Arts Center Visual	30.2	3	72.6%	70	33.4	3	77.1%	70	3.9	3	30.0%	70
Geology Building	17.5	2	67.3%	40	13.4	2	69.6%	40	-	2	0.0%	40
Huntsman Hall	13.4	1	35.1%	66	10.5	1	35.2%	66	-	1	0.0%	66
Industrial Science Building	20.7	1	23.0%	50	19.7	1	29.2%	50	-	1	0.0%	50
Noelle E. Cockett Life Sciences	20.1	8	76.2%	192	24.6	8	83.5%	192	-	8	0.0%	192
Maeser Lab	39.0	1	67.8%	16	-	1	0.0%	16	3.0	1	93.8%	16
Natural Resources Building	20.4	1	46.0%	50	26.7	1	37.4%	50	-	1	0.0%	50
Science Engineering Research	30.5	4	79.9%	64	33.2	4	80.8%	64	1.6	4	54.7%	64
Sorenson Cntr. for Clinical Excl.	13.8	1	98.9%	30	11.0	1	100.0%	30	-	1	0.0%	30
Stan L Albrecht Agricultural Sciences	14.9	2	41.3%	48	19.0	2	48.8%	48	-	2	0.0%	48
Veterinary Science & Biology	17.2	4	77.0%	135	25.0	4	90.2%	135	-	4	0.0%	135
Widtsoe Hall	30.4	5	82.6%	120	32.4	5	92.1%	120	3.0	5	30.8%	120
<b>Blanding Campus</b>	6.1	5	21.6%	127	6.4	5	27.6%	127	0.7	5	0.0%	127
Bradford Lee Technology	-	1	0.0%	12	-	1	0.0%	12	3.6	1	0.0%	12
Health Science Library	7.6	4	21.6%	115	8.0	4	27.6%	115	-	4	0.0%	115
<b>Brigham Total</b>	6.4	2	39.5%	37	7.2	2	51.0%	37	2.6	2	41.4%	37
Milton P Miller Building	6.4	2	39.5%	37	7.2	2	51.0%	37	2.6	2	41.4%	37
<b>Tooele Campus</b>	1.7	5	43.1%	90	1.8	5	36.1%	90	-	5	0.0%	90
Tooele Science & Technology	1.7	5	43.1%	90	1.8	5	36.1%	90	-	5	0.0%	90
<b>Uintah Basin Campus</b>	8.4	5	47.9%	104	10.1	5	58.0%	104	3.0	5	53.3%	104
BEERC	10.4	4	41.0%	80	12.6	4	52.7%	80	3.8	4	53.3%	80
UBBC Roosevelt - Class	6.5	1	91.7%	24	10.2	1	81.9%	24	-	1	0.0%	24
<b>Price Campus</b>	15.2	26	37.5%	729	17.9	26	36.6%	729	6.1	26	75.0%	729
BDAC Athletic Building	34.2	1	21.9%	35	1.7	1	8.6%	35	-	1	0.0%	35
Central Instructional Building	14.3	7	24.9%	275	13.6	7	32.4%	275	-	7	0.0%	275
Industrial Park Bldg-Trucking	32.7	2	281.3%	48	35.0	2	156.3%	48	69.4	2	127.1%	48
Mcdonald Career Center	23.3	6	32.1%	159	32.5	6	34.6%	159	0.8	6	54.2%	159
Reeves Building	5.4	8	40.0%	169	4.8	8	33.3%	169	0.3	8	12.5%	169
West Instructional Building	6.6	2	16.7%	43	32.7	2	30.6%	43	6.3	2	33.3%	43

# Utah State University 2022-23 Utilization Report

*\*Answers are for the 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. Our collaborative group with representatives from Facilities, Registrar's Office (Academic Scheduling), Space Management, and Finance and Administrative Services continues 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. Using the same evaluation process noted with classrooms and working with individual colleges to utilize specialized classroom laboratory space, we work to reach the standard.

## Required Question 2: Local Conditions Affecting Utilization

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

USU's campus layout creates circumstances where classrooms are needed or exist in certain locations but cannot be utilized at the calculated standard. Factors leading to these circumstances include on-line, hybrid instruction, the nature of some programs, 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 older, higher capacity classrooms are less desirable for smaller course enrollment; however, due to location, the room is scheduled and the station occupancy rate fails to achieve the desired metric.

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

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

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

All classrooms and class laboratories are centrally scheduled. The Registrar's Office (Academic Scheduling) collaborates with departments on a regular basis. Although some challenges and concerns over department-paid specialized equipment exist in class laboratories, the Registrar's Office (Academic Scheduling) 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.

### **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.

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

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

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

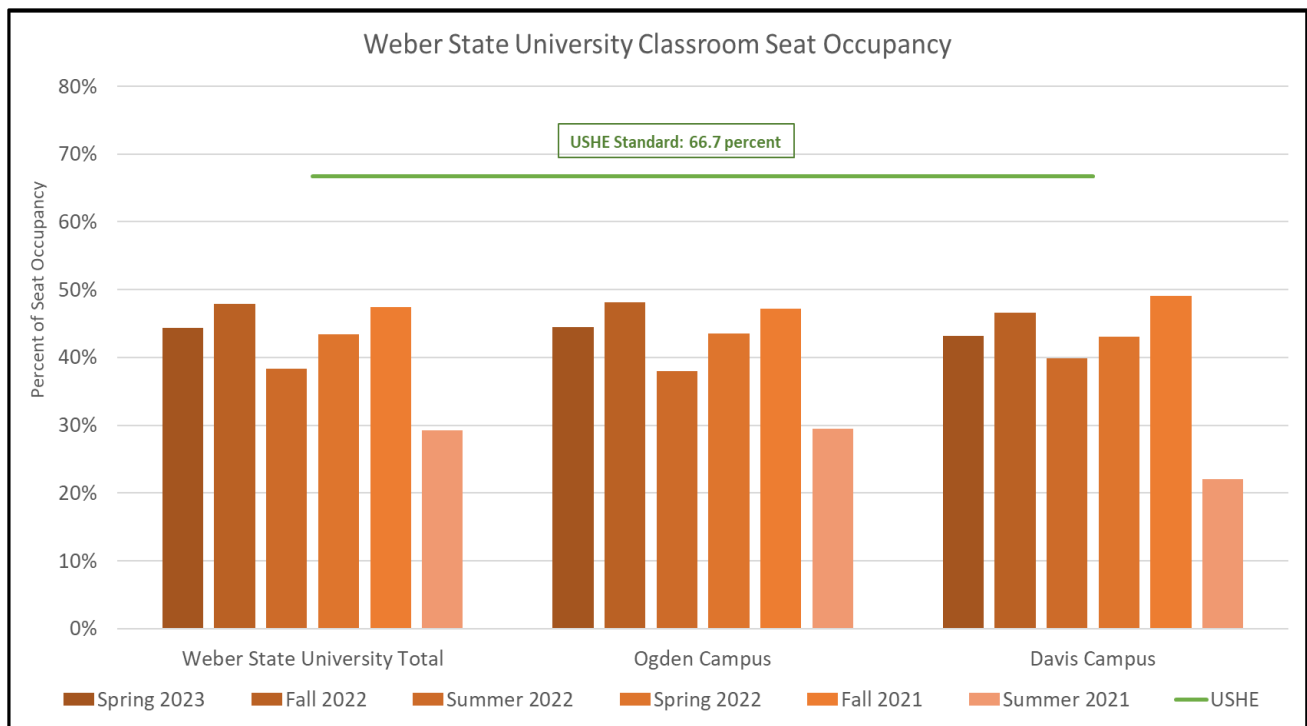
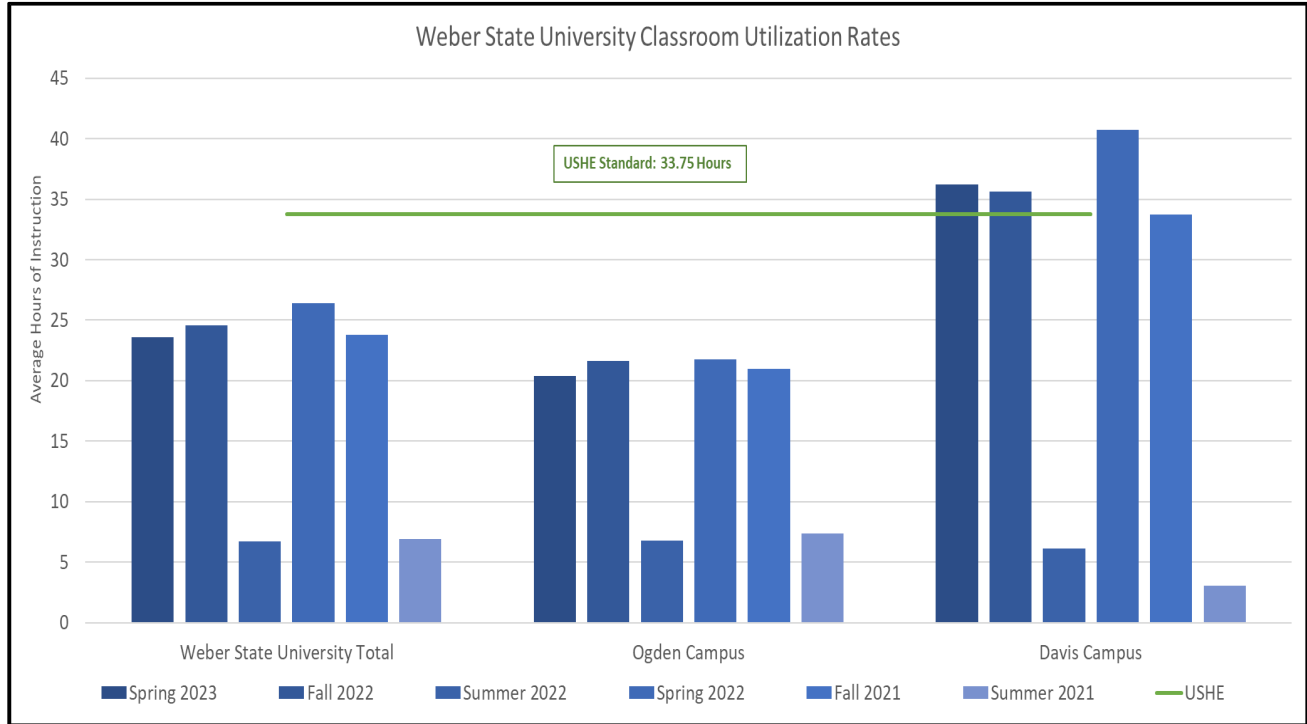
USU has tried a variety of strategies over the past several years to encourage more students to take summer classes, particularly on the Logan campus. Each strategy attracts different students but has not made a significant change in face-to-face summer enrollment. As a residential campus and under normal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

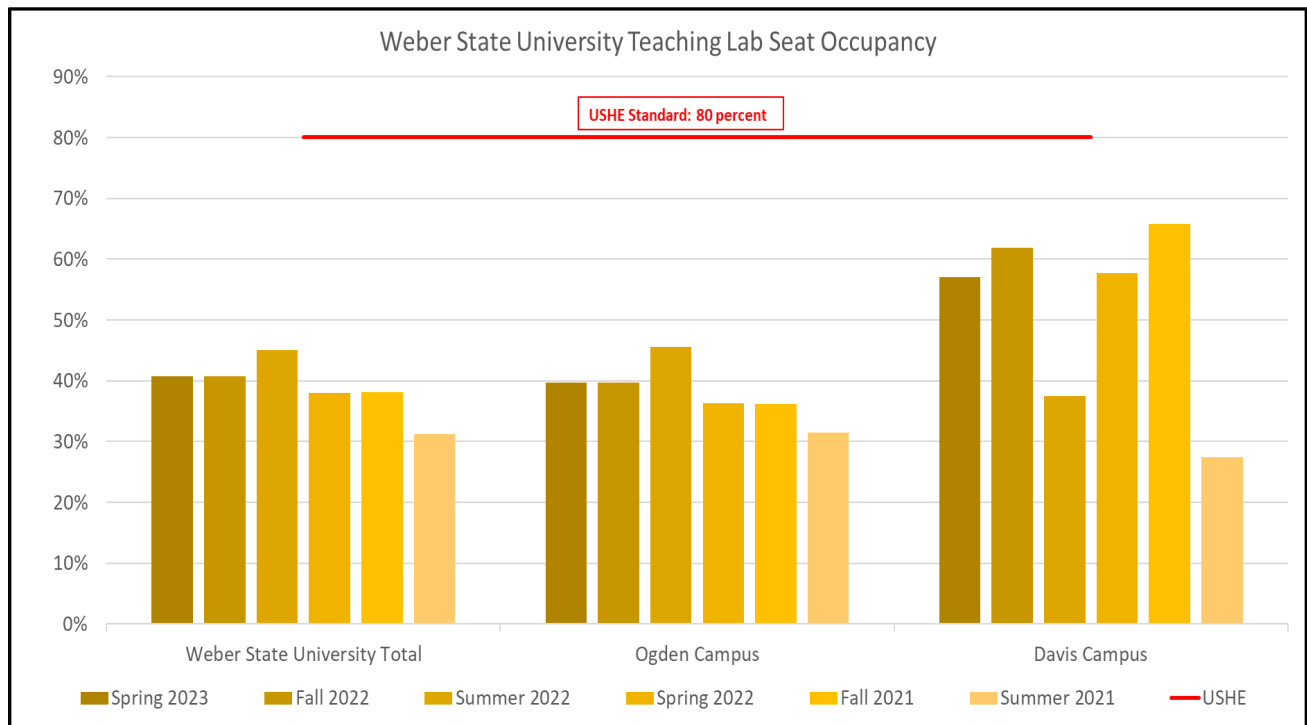
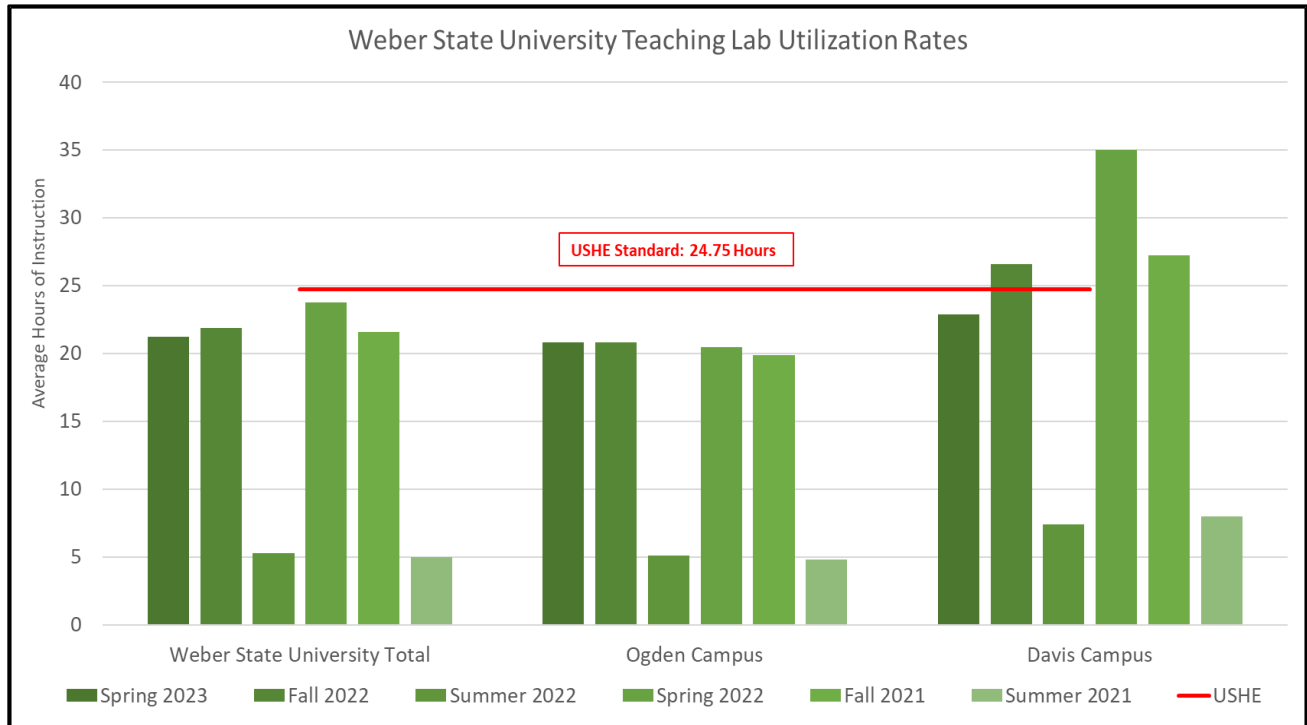
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# Weber State University Utilization 2022-23

## Overview of WSU Classroom Utilization



## Overview of WSU Lab Utilization





## WSU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Weber State University Total</b>	<b>23.6</b>	<b>199</b>	<b>44.3%</b>	<b>8,291</b>	<b>24.6</b>	<b>205</b>	<b>47.9%</b>	<b>8,478</b>	<b>6.7</b>	<b>70</b>	<b>38.3%</b>	<b>2,917</b>
<b>Ogden Campus</b>	<b>20.4</b>	<b>158</b>	<b>44.5%</b>	<b>6,842</b>	<b>21.6</b>	<b>161</b>	<b>48.1%</b>	<b>6,904</b>	<b>6.8</b>	<b>57</b>	<b>38.0%</b>	<b>2,389</b>
Browning Center	15.2	3	38.6%	109	16.5	3	51.5%	109	2.8	1	34.4%	32
Elizabeth Hall	17.0	27	55.5%	800	20.5	27	60.0%	800	4.3	16	42.3%	484
Engineering Technology	20.3	4	33.0%	108	24.5	4	34.6%	108	4.3	2	25.0%	56
Interprofessional Education	37.7	2	57.4%	68	6.0	1	55.7%	35				
Kimbal Visual Art	17.5	1	43.3%	20	29.2	1	67.0%	20				
Lind Lecture Hall*	24.5	14	39.8%	989	26.2	15	47.1%	1,006	9.7	1	25.0%	100
Lindquist Hall	17.1	31	35.4%	1,630	17.6	32	42.7%	1,646	3.5	11	31.4%	615
Marriott Allied Health	26.8	9	49.2%	430	29.4	10	44.7%	464	21.3	6	38.1%	289
McKay Education	28.4	11	50.3%	456	28.9	13	51.2%	518	5.6	4	33.6%	142
Noorda Building*	22.9	19	52.7%	565	23.4	18	56.0%	531				
Stewart Library	24.4	1	33.5%	20	22.9	1	41.5%	20				
Student Service Center	10.1	1	97.8%	18	20.9	1	117.7%	18	1.4	1	100.0%	18
Swenson Building	13.7	6	32.8%	290	14.5	6	36.9%	290	2.4	3	13.9%	174
Tracy Hall	24.8	15	57.6%	508	23.7	15	57.3%	508	8.9	10	53.9%	374
Wattis Business	13.8	14	40.1%	831	15.1	14	41.3%	831	6.0	2	33.5%	105
<b>Davis Campus</b>	<b>36.2</b>	<b>41</b>	<b>43.2%</b>	<b>1,449</b>	<b>35.6</b>	<b>44</b>	<b>46.6%</b>	<b>1,574</b>	<b>6.1</b>	<b>13</b>	<b>39.9%</b>	<b>528</b>
Davis Campus Bldg 13 - NUAMES*	53.2	6	75.0%	160	45.0	10	65.6%	320				
Davis Campus Building 2*	28.7	17	39.5%	732	28.1	17	42.7%	732	5.9	10	31.5%	432
Stewart Center*	37.7	18	47.4%	557	37.7	17	50.6%	522	6.7	3	60.3%	96

## WSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Weber State University Total</b>	<b>21.2</b>	<b>68</b>	<b>40.8%</b>	<b>2,409</b>	<b>21.9</b>	<b>74</b>	<b>40.7%</b>	<b>2,458</b>	<b>5.3</b>	<b>26</b>	<b>45.1%</b>	<b>889</b>
<b>Ogden Campus</b>	<b>20.8</b>	<b>55</b>	<b>39.7%</b>	<b>2,037</b>	<b>20.8</b>	<b>60</b>	<b>39.7%</b>	<b>2,058</b>	<b>5.1</b>	<b>24</b>	<b>45.6%</b>	<b>831</b>
Browning Center	27.5	4	24.0%	289	29.6	4	26.2%	289	0.6	1	36.7%	30
Elizabeth Hall	11.8	4	52.7%	123	10.6	4	65.6%	123	5.7	3	45.0%	93
Engineering Technology	7.3	3	45.2%	64	12.6	3	39.2%	64	6.2	1	27.8%	18
Kimbal Visual Art	19.0	9	68.4%	231	19.6	9	77.3%	231	5.6	2	33.9%	40
Lampros Hall	4.0	1	32.8%	67	11.5	1	26.4%	67				
Lind Lecture Hall*					40.9	1	105.0%	20				
Marriott Allied Health	31.1	5	72.4%	103	21.4	9	69.4%	104	9.4	3	88.8%	69
McKay Education	34.5	1	55.7%	30	34.5	1	60.5%	30				
Swenson Building	32.7	5	19.3%	356	29.8	5	19.1%	356	5.9	3	41.7%	116
Tracy Hall	17.6	20	77.3%	508	18.3	20	71.5%	508	3.8	10	92.5%	265
Wattis Business	14.2	1	35.0%	36	8.5	1	39.8%	36				
Wildcat Center	35.3	2	13.6%	230	35.7	2	15.9%	230	3.9	1	4.8%	200
<b>Davis Campus</b>	<b>22.9</b>	<b>13</b>	<b>57.0%</b>	<b>372</b>	<b>26.6</b>	<b>14</b>	<b>61.9%</b>	<b>400</b>	<b>7.4</b>	<b>2</b>	<b>37.5%</b>	<b>58</b>
Computer & Auto Engineering	11.7	5	55.9%	144	9.4	5	59.2%	144	7.4	2	37.5%	58
Davis Campus Bldg 13 - NUAMES*					45.0	3	78.8%	80				
Davis Campus Building 2*	29.8	4	49.6%	128	30.9	3	51.0%	96				
Stewart Center*	30.0	4	68.2%	100	32.6	3	67.8%	80				

\* 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 2022-23 Utilization Report

## Required Question 1: Meeting Board Standards

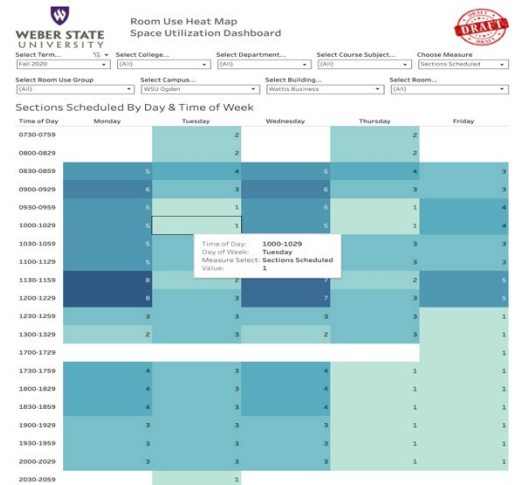
Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:

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

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. Some colleges are starting to respond to efforts towards centralizing scheduling and opening access of classroom scheduling. Additional solutions are being explored and developed for requiring all scheduling for 110 classrooms to be done through the Registrar’s Office. Currently there are some technological challenges with the Banner system for restructuring access to enforce centralized 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. Enforce Scheduling Blocks – A number of classes and labs at the University still use non-standard meeting times and durations that create problems for integration with use by other campus entities. A process is being started for reviewing and updating the use of meeting time and class duration, followed up by enforcing colleges to use standardized meeting times and duration of classes and labs.
- vi. 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.
- vii. 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 of dramatically until the evening when it climbs again. The university has found that scheduling classes outside of those peak demand times receives very poor enrollment. There are some exceptions. Weber State is working with students, faculty, and the Office of the Registrar to determine which classes can be taught during the low demand afternoon times and begin to schedule classes outside of our traditional hours.

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

### **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.

The University has tried to implement centralized scheduling using EMS software and CourseDog, both attempts had limited success. As an intermediary step college level centralized scheduling has been started in a few colleges. 30-40% of colleges have been able to implement college level centralized scheduling. The Davis Campus has been able to implement full centralized scheduling which account for about 5-10% of campus 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 are 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**

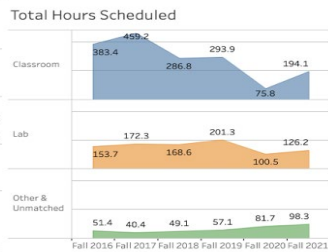
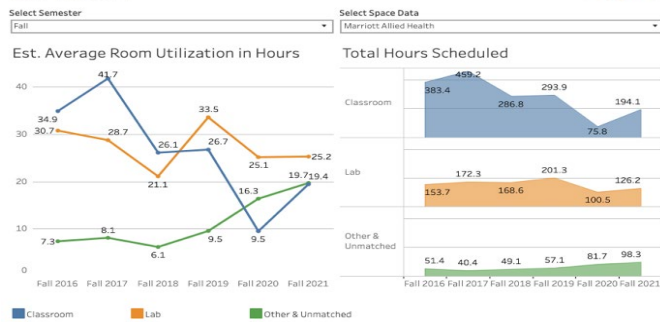
*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

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 shown, 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**

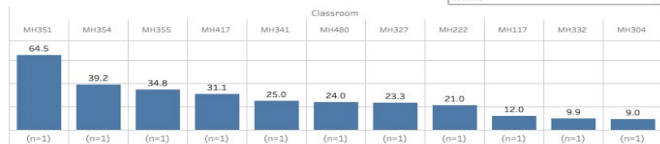
*What strategies does your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*



**Room Utilization Details**

Term Label	Classroom				Lab				Other & Unmatched			
	Rooms	Sections	Total Ho.	Avg. Ho.	Rooms	Sections	Total Ho.	Avg. Ho.	Rooms	Sections	Total Ho.	Avg. Ho.
Fall 2016	11	207	383.4	34.9	5	85	152.7	30.7	7	24	51.4	7.3
Fall 2017	11	270	459.2	41.7	6	99	172.3	28.7	5	15	40.4	8.1
Fall 2018	11	182	286.8	26.1	8	84	168.6	21.1	8	19	49.1	6.1
Fall 2019	11	174	293.9	26.7	6	104	201.3	33.5	6	17	57.1	9.5
Fall 2020	8	94	75.8	9.5	4	58	100.5	25.1	5	69	81.7	16.3
Fall 2021	10	158	194.1	19.4	5	65	126.2	25.2	5	42	98.3	19.7

**Most Recent Fall Semester Results**



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?*

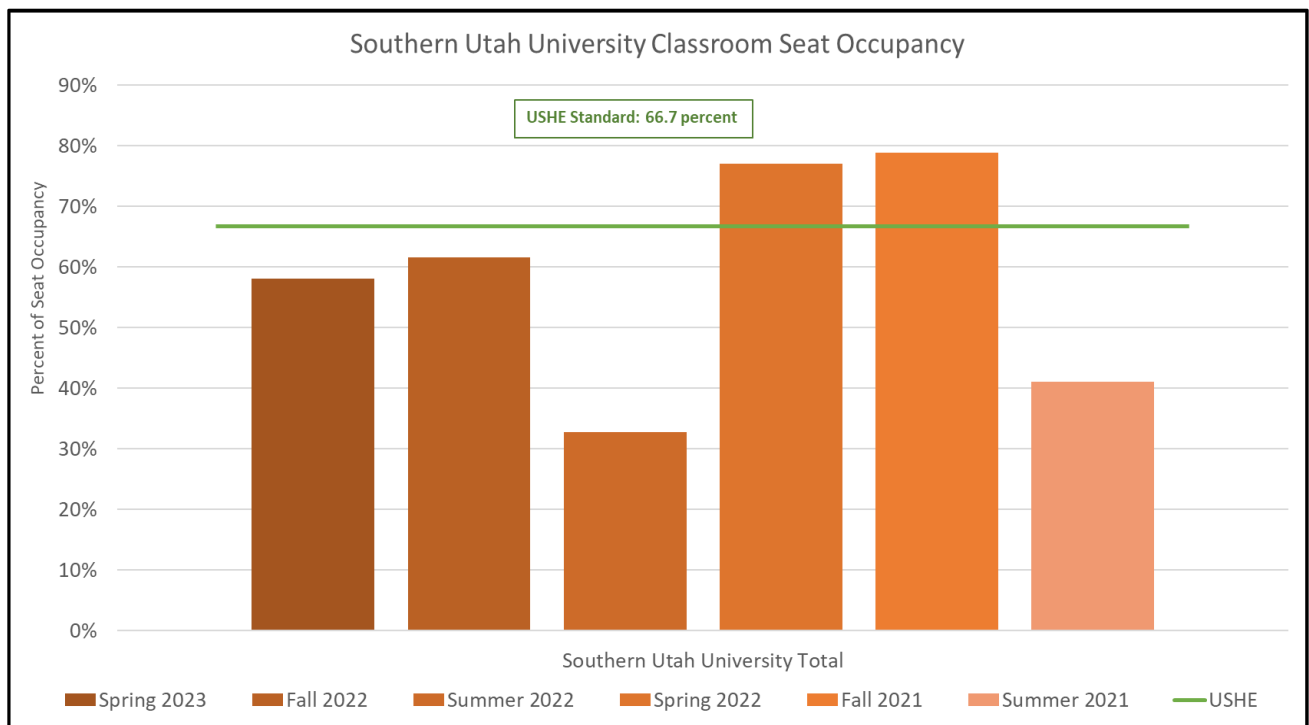
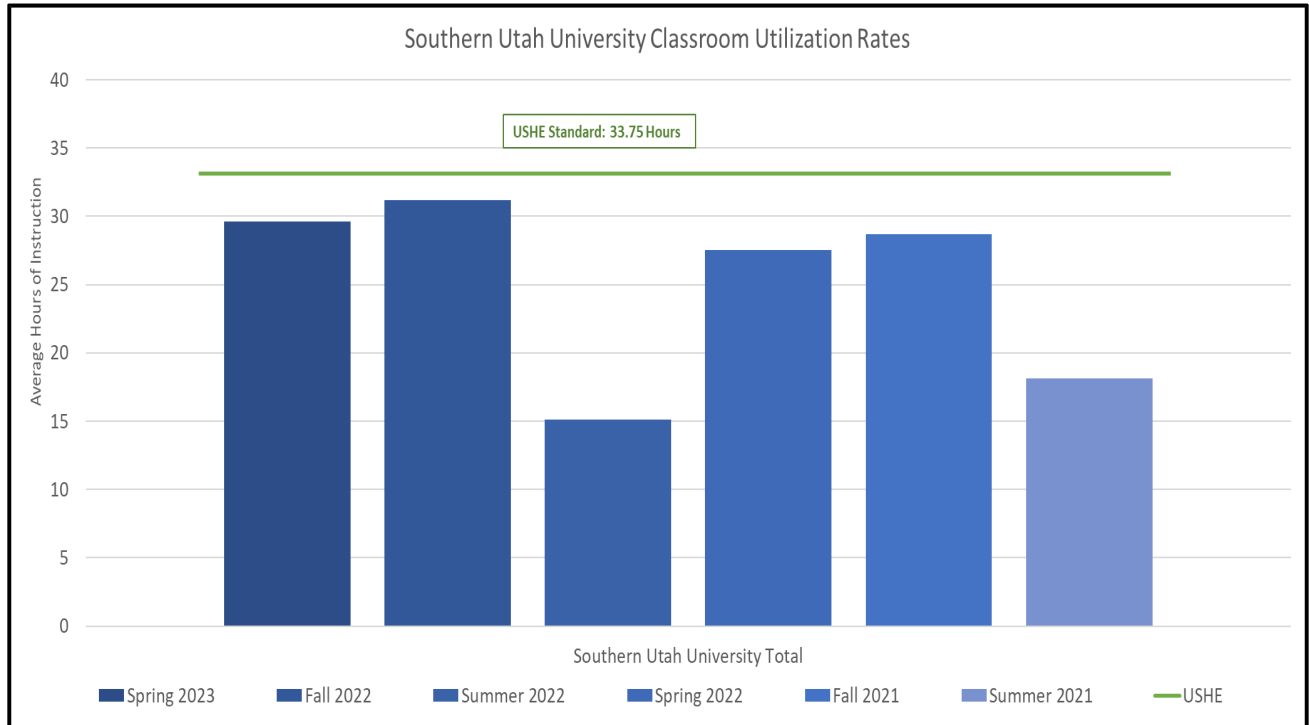
The EMS software is an academic and event scheduling software. For the last several years, WSU has used EMS as an event scheduling software. In the most recent year, WSU purchased the academic scheduling component of the software suite. Therefore, WSU has software that can capture non-instructional classroom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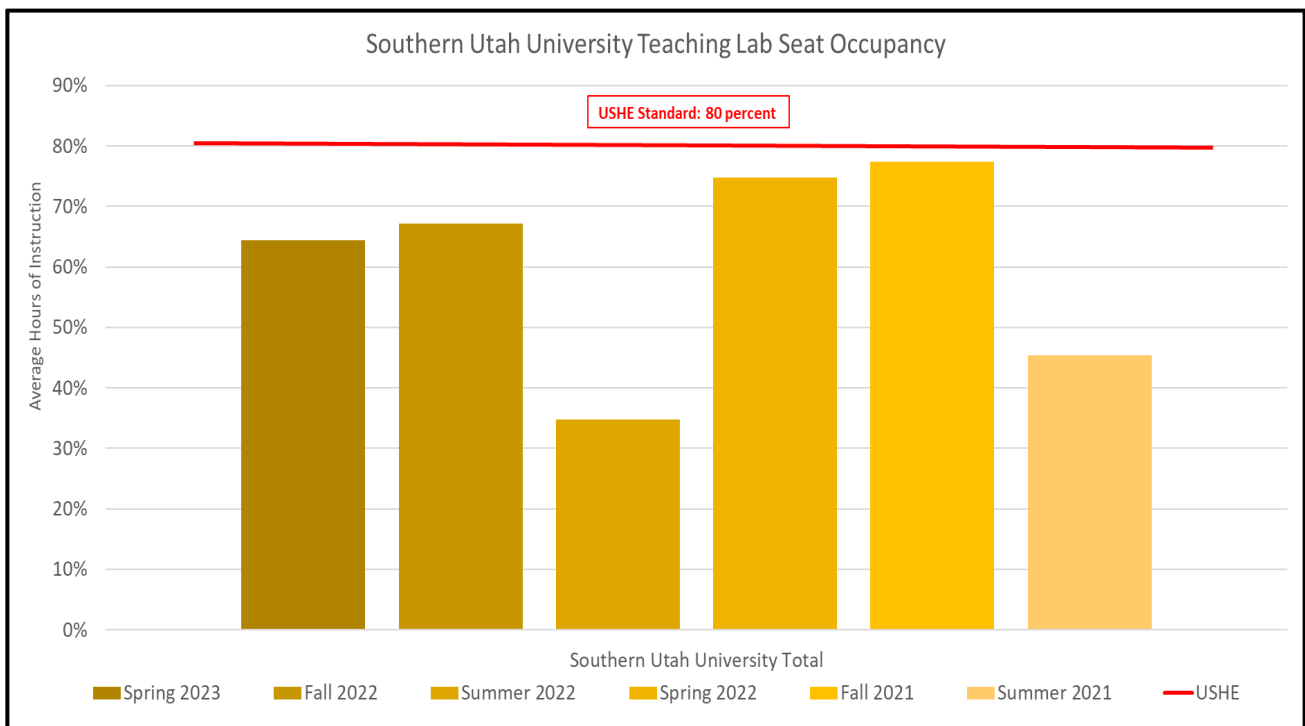
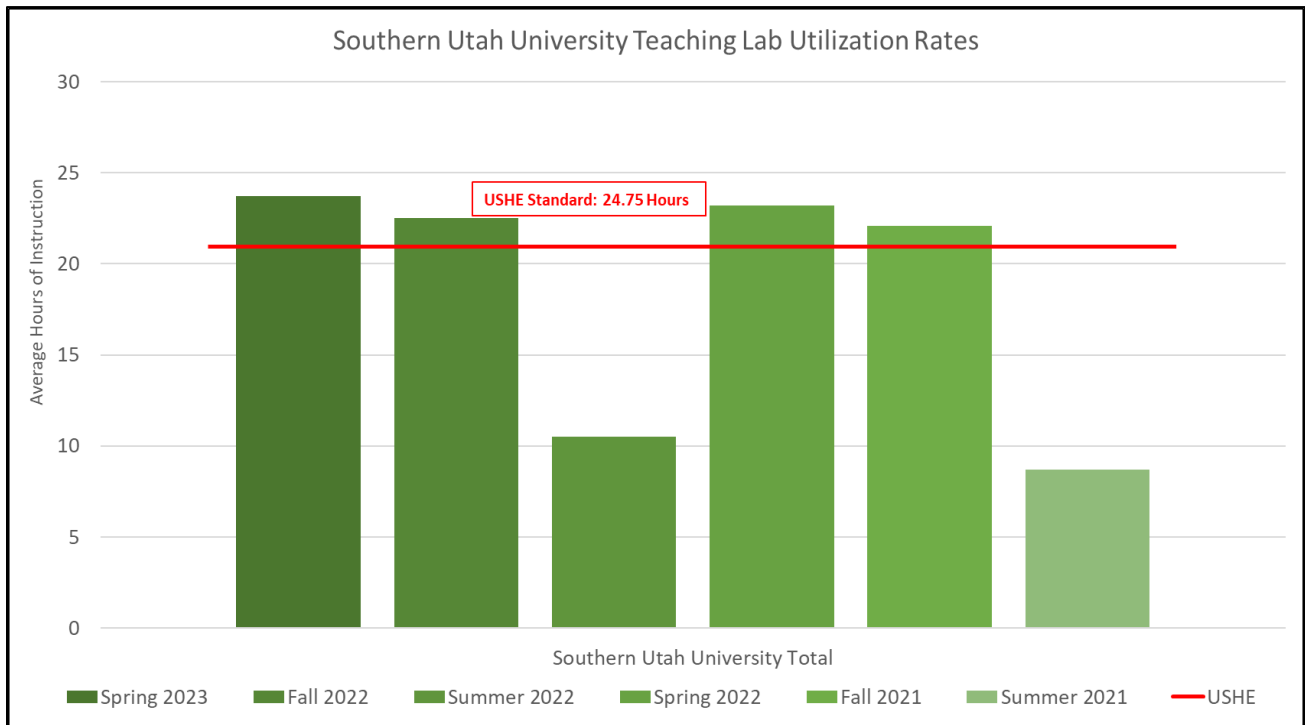


# Southern Utah University Utilization 2022-23

## Overview of SUU Classroom Utilization



## Overview of SUU Lab Utilization



## SUU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Southern Utah University Total</b>	<b>29.6</b>	<b>80</b>	<b>58.1%</b>	<b>3,606</b>	<b>31.2</b>	<b>81</b>	<b>61.6%</b>	<b>3,621</b>	<b>15.1</b>	<b>50</b>	<b>32.7%</b>	<b>2,290</b>
America First Event Center	29.7	3	46.5%	212	31.5	3	49.3%	212	8.5	1	20.5%	96
Burch Mann Home	8.5	1	53.8%	13	8.5	1	55.8%	13	3.5	1	23.1%	13
Dixie Leavitt Business Building	35.1	11	63.4%	477	35.0	12	67.9%	492	12.1	7	41.9%	240
Electronic Learning Center	34.0	1	73.4%	43	39.0	1	81.4%	43				
Emma Eccles Jones Education Build	28.6	10	58.5%	496	31.0	10	66.4%	496	8.8	3	38.1%	199
Engineering & Technology Building	27.5	5	47.5%	225	29.4	5	52.2%	225	5.7	3	18.0%	122
General Classroom Building	29.9	18	64.6%	653	31.3	18	66.9%	653	14.4	13	39.0%	469
Geoscience Building	30.8	2	79.1%	100	34.1	2	69.0%	100				
Gerald R. Sherratt Library	8.1	2	32.1%	90	7.4	2	32.1%	90				
J.L. Sorenson Physical Education Bui	30.6	5	37.8%	360	31.0	5	41.7%	360	13.2	4	16.2%	328
Js & Aline Skaggs Center For Health	20.4	3	80.7%	103	23.9	3	71.2%	103	8.7	3	51.8%	103
Multipurpose Center	29.9	2	63.1%	72	28.9	2	66.7%	72				
Music Center	23.8	1	57.9%	24	18.0	1	91.1%	24	8.0	1	47.9%	24
Rc Braithwaite Liberal Arts Center (f	32.5	2	69.5%	74	30.3	2	73.0%	74	18.4	2	28.1%	74
Science Center	32.1	13	56.4%	649	37.0	13	60.5%	649	25.2	12	32.3%	622
Valley Farm Agriculture Classroom	30.7	1	78.2%	15	21.4	1	72.0%	15				

## SUU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Southern Utah University Total</b>	<b>23.7</b>	<b>43</b>	<b>64.4%</b>	<b>1,175</b>	<b>22.5</b>	<b>43</b>	<b>67.1%</b>	<b>1,175</b>	<b>10.5</b>	<b>22</b>	<b>34.7%</b>	<b>577</b>
America First Event Center	25.5	7	74.3%	166	25.4	7	73.9%	166	19.5	3	41.7%	64
Auditorium	51.5	1	28.2%	50	47.0	1	36.7%	50				
Dixie Leavitt Business Building	32.5	1	46.2%	36	22.9	1	52.5%	36	2.0	1	5.6%	36
Electronic Learning Center	27.8	5	78.2%	144	23.1	5	72.9%	144				
Emma Eccles Jones Education Build	23.5	1	76.1%	30	23.5	1	73.9%	30	11.7	1	13.3%	30
Engineering & Technology Building	16.2	3	59.0%	85	18.8	3	64.2%	85	4.4	2	18.2%	55
General Classroom Building	17.0	2	51.5%	57	13.8	2	63.8%	57	6.0	1	31.8%	22
Geoscience Building	11.0	4	55.7%	104	16.8	4	66.0%	104				
J.L. Sorenson Physical Education Bui	29.0	2	44.4%	71	28.0	2	47.4%	71	15.0	1	29.5%	22
Leadership Engagement Center	20.7	2	87.9%	40	11.8	2	85.0%	40				
Js & Aline Skaggs Center For Health	30.5	2	94.9%	44	28.5	2	93.2%	44	8.3	1	10.0%	20
Music Center	26.9	2	45.9%	74	24.3	2	48.6%	74	17.2	1	13.6%	54
Science Center	23.1	11	70.6%	274	22.4	11	73.6%	274	9.5	11	46.7%	274

# Southern Utah University 2022-23 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.

While SUU did not meet the minimum requirement for fall 2022 and spring 2023, the numbers improved noticeably compared to the previous year (fall 2022 (31.2)/ fall 2021 (28.7) and spring 2023 (29.6)/spring 2022 (27.5)).

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

SUU did not meet the minimum requirement for fall 2021 (61.6%) and spring 2022 (58.1%).

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

While SUU did not meet the minimum requirement for fall 2022 and spring 2023, the numbers improved compared to the previous year (fall 2022 (22.5)/ fall 2021 (22.1) and spring 2023 (23.7)/spring 2022 (23.2)).

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

SUU was below the requirement for fall 2022 (67.1%) and spring 2023 (64.4%).

As shown in the accompanying space utilization report, SUU generally continues to grow in enrollment as measured by total number of seats filled and number of students taking at least one face-to-face class. However, further analysis needs to explore why that growth was not uniform across semesters and by room type.

As directed by Malin Francis (USHE Director of Facilities and Planning), SUU adjusted its methodology for calculating the seat occupancy rate by basing it on the room capacity instead of using the enrollment limit when it was lower than the room capacity. Further analysis is needed to understand to what degree SUU's seat occupancy rate is influenced by enrollment limits, low

enrollment classes, and/or classroom space with a high room capacity. This analysis is fundamental for determining how the seat occupancy rate can be increased.

### **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?*

Listed below are some conditions and issues that affect space utilization and scheduling.

- SUU continues to balance the growth, size, and mix of online and face-to-face classes in light of its commitment to access and student success and in the context of the limited resources that come with being located in a rather small town in a rural setting.
- There is classroom space that needs to be committed to programs with lower class enrollments such as ESL and Honors classes and higher-level classes (junior, senior, and graduate classes).
- Accommodating the class and scheduling needs of students can lead in some cases to low enrollment classes.
- SUU is trying to determine if some classrooms need different furniture and seating configurations to be accessible to individuals with mobility limitations (e.g., disabilities, pregnant students, etc.). In some cases, SUU may need to eliminate some seats to provide more accessible seating using tables and chairs as opposed to desks that conjoin the desk and chair.

There needs to be continuous dialogue about the purposes and use of the space utilization data, including clarifying the methodology for the data that is being reported. Below are some questions/thoughts that might help in this effort.

- Should the actual seat occupancy be measured against the room capacity or against enrollment limits for a given class? Enrollment limits could be grounded in pedagogical reasons, institutional mission, and discipline specific accreditation standards.
- How should online classes be considered for room utilization if an instructor uses a classroom space for synchronous lessons/classes?
- How should classes be treated that have flexible hours, e.g., an open lab in which students can work on a project on their own schedule?

### **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?*

Based on data for classrooms and teaching laboratories for 2022-23, SUU's peak hours were from 8:00 am – 4:00 pm. Although, there were classes that began as early as 6:00 am and classes that ended as late as 9:50 pm.

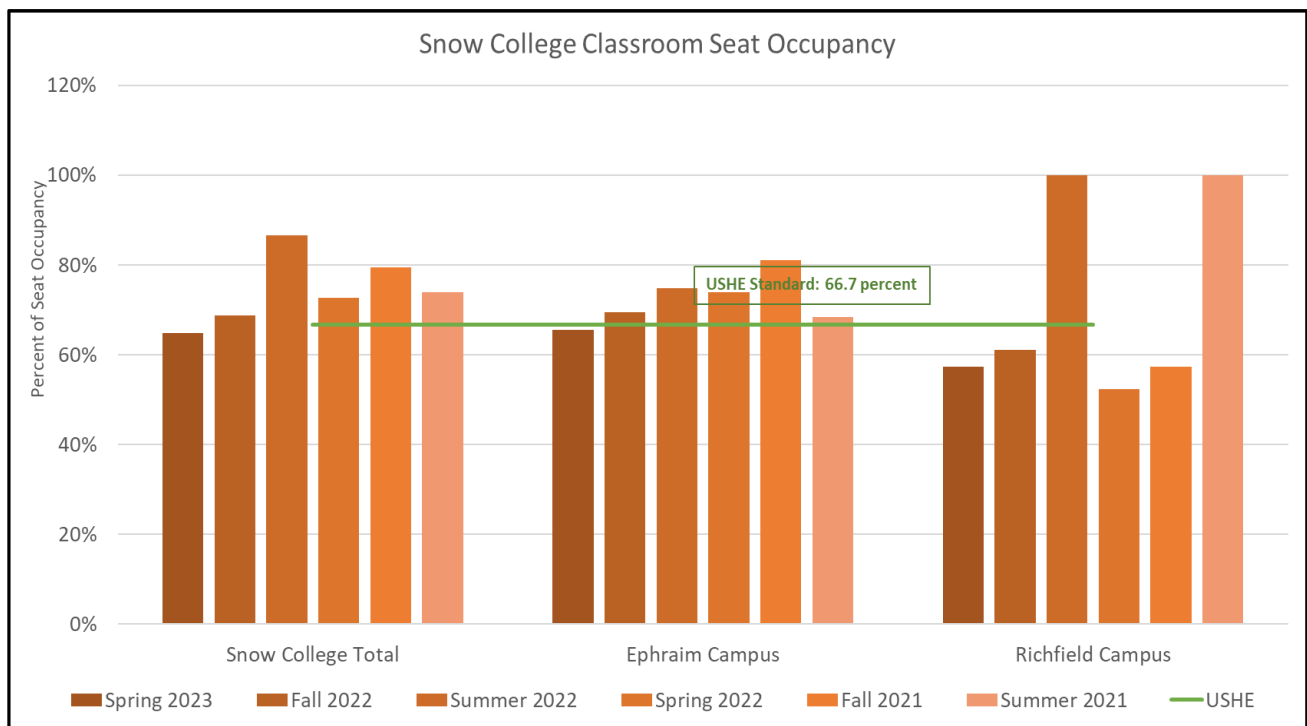
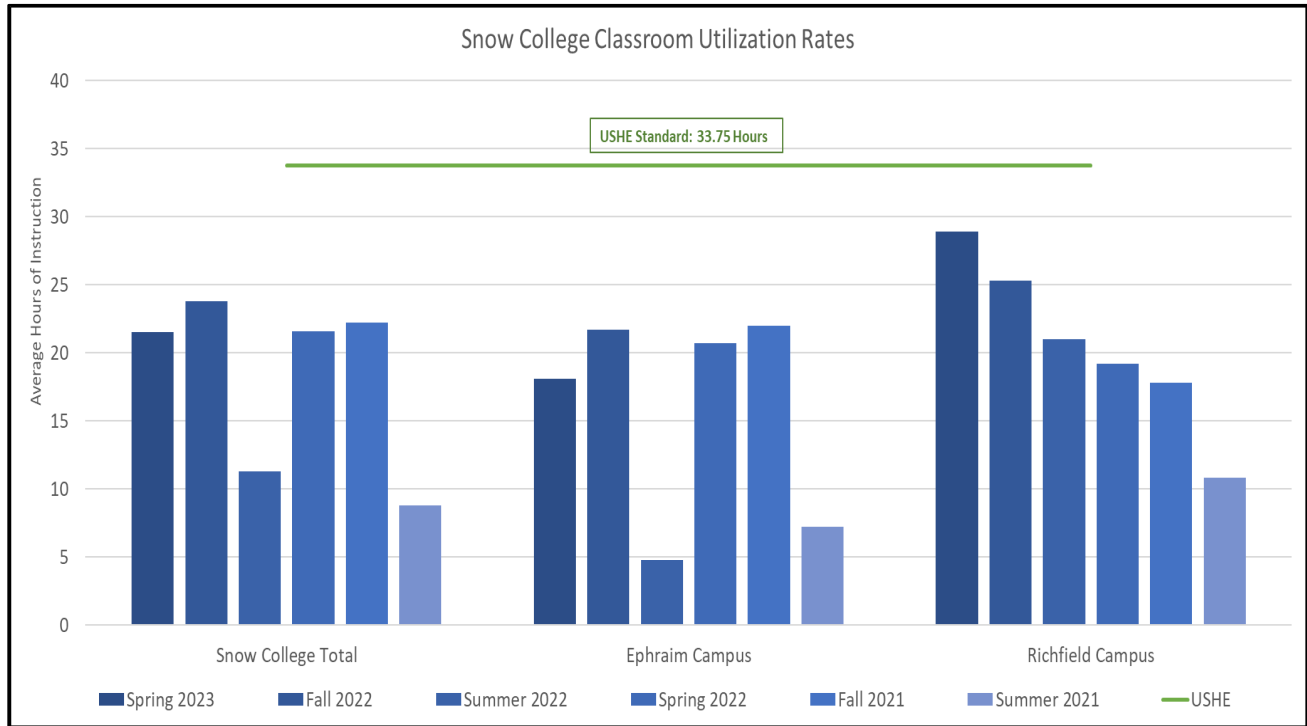
#### **Required Question 6: Optimizing Summer Term**

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

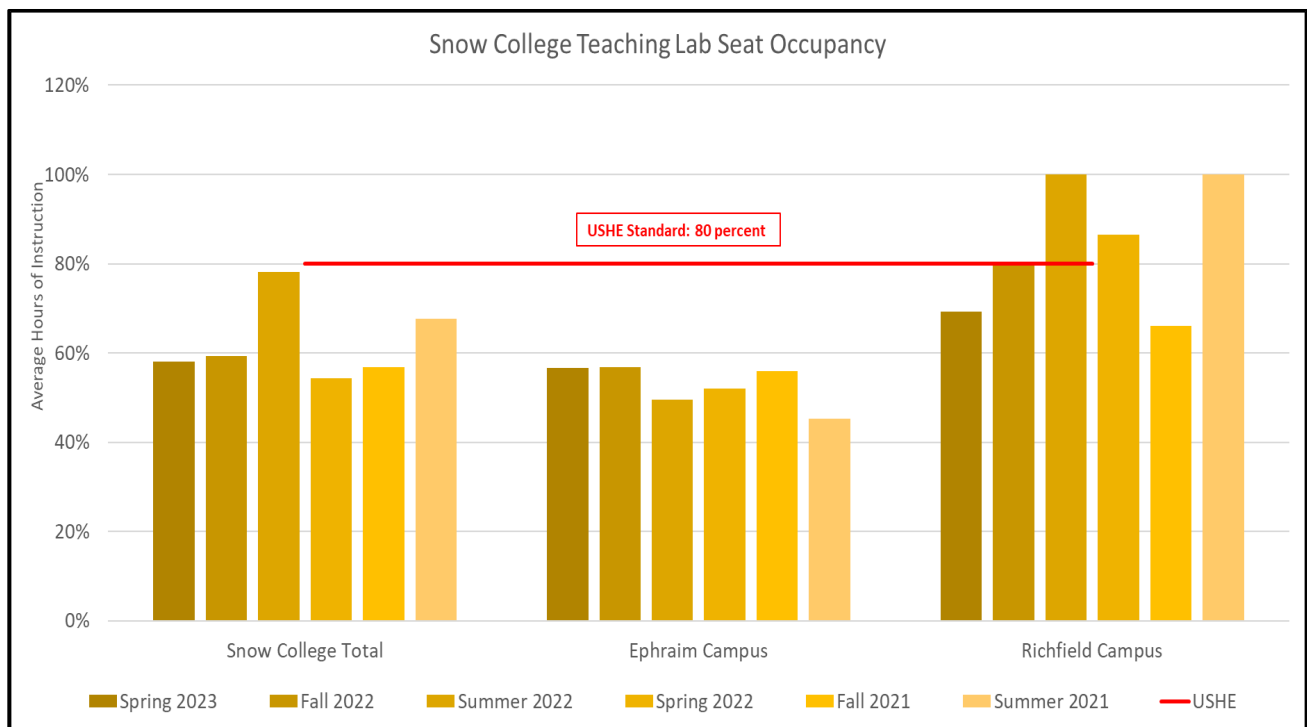
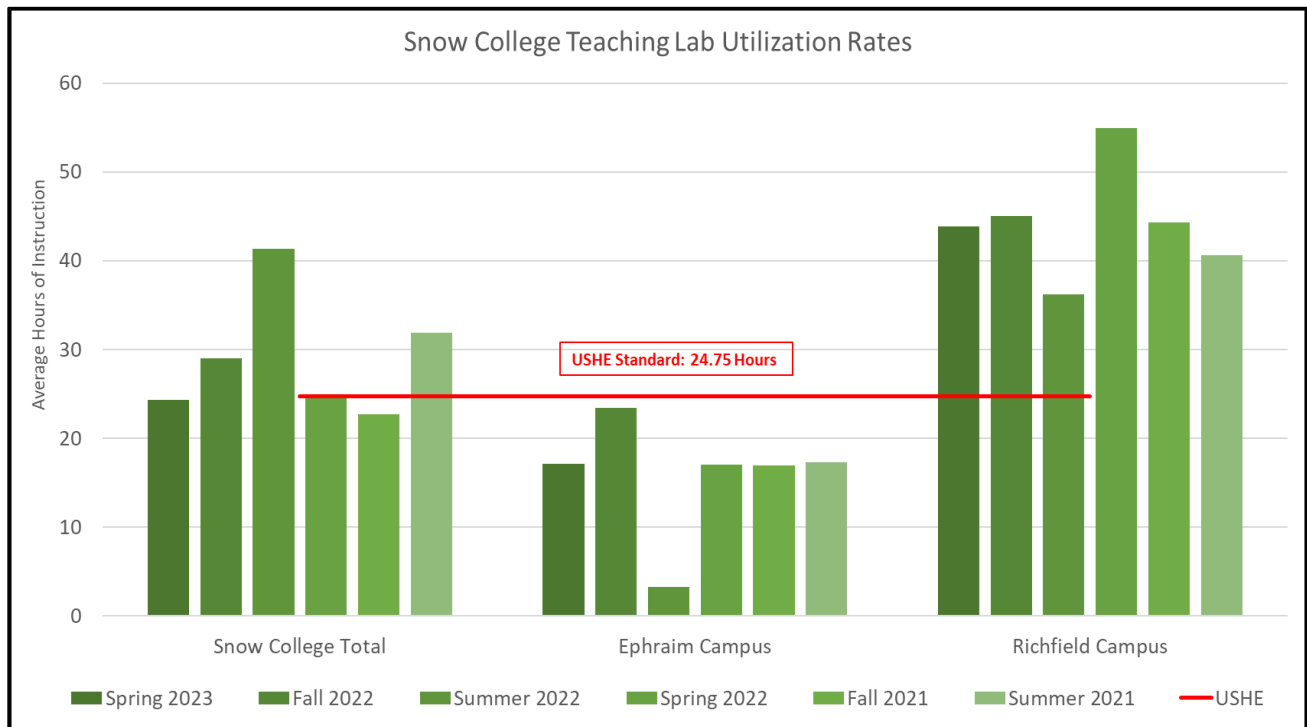
SUU has implemented our three-year degree program. Headcount enrollment for summer has grown from 4,178 in 2019 to 7,774 in 2023 based on end-of-term data. At the same time, while the number of seats filled increased for room type 110 from summer 2022 to summer 2023, the number of seats filled for room type 210 and the number of students taking at least one face-to-face class decreased during the same time period. Further exploration is needed to determine what might have caused these trends.

# Snow College Utilization 2022-23

## Overview of Snow Classroom Utilization



## Overview of Snow Lab Utilization





## Snow Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Snow College Total</b>	<b>21.5</b>	<b>101</b>	<b>64.8%</b>	<b>4,159</b>	<b>23.8</b>	<b>103</b>	<b>68.8%</b>	<b>4,454</b>	<b>11.3</b>	<b>10</b>	<b>86.5%</b>	<b>255</b>
<b>Ephraim Campus</b>	<b>18.1</b>	<b>83</b>	<b>65.5%</b>	<b>3,649</b>	<b>21.7</b>	<b>83</b>	<b>69.5%</b>	<b>3,976</b>	<b>4.8</b>	<b>6</b>	<b>74.8%</b>	<b>147</b>
Home Activity Center	32.6	2	100.0%	92	32.0	2	100.0%	122				
Business Building	12.3	7	82.4%	210	33.2	7	81.9%	210	2.5	1	76.7%	30
Eccles Performing Arts Bldg.	7.1	4	65.8%	264	10.1	5	90.4%	755				
Graham Science Center	15.3	17	62.6%	816	15.8	19	57.5%	912	5.5	1	36.7%	30
Home and Family Studies	9.8	4	65.5%	140	12.3	3	67.8%	105	6.0	1	68.6%	35
Huntsman Library	11.7	4	100.0%	344	15.9	3	100.0%	279	2.5	1	100.0%	23
Health Science Center	9.5	2	100.0%	24	7.5	2	100.0%	26				
Humanities Building	20.2	15	65.9%	765	24.4	14	72.4%	588	7.5	1	100.0%	24
Lucy Phillips Building	15.6	13	57.4%	468	16.0	13	65.1%	468	4.5	1	100.0%	5
Noyes Building	16.8	5	44.3%	200	20.9	4	43.6%	160				
Social Science Building	21.0	5	62.3%	225	25.2	5	63.5%	225				
Trades Building	6.0	4	100.0%	76	7.0	4	100.0%	76				
Bergesen Athletic Center	2.5	1	100.0%	25	2.5	2	92.0%	50				
<b>Richfield Campus</b>	<b>28.9</b>	<b>18</b>	<b>57.3%</b>	<b>510</b>	<b>25.3</b>	<b>20</b>	<b>61.0%</b>	<b>478</b>	<b>21.0</b>	<b>4</b>	<b>100.0%</b>	<b>108</b>
Sorensen Administration Bldg.	7.5	1	4.9%	48	5.8	1	5.2%	48				
Sevier Valley Center	14.1	5	31.3%	150	16.1	5	34.3%	150				
Washburn Building	36.8	12	100.0%	312	30.0	14	100.0%	280	21.0	4	100.0%	108

## Snow Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Snow College Total</b>	<b>24.3</b>	<b>96</b>	<b>58.0%</b>	<b>3,273</b>	<b>29.0</b>	<b>97</b>	<b>59.3%</b>	<b>3,512</b>	<b>41.3</b>	<b>11</b>	<b>78.2%</b>	<b>266</b>
<b>Ephraim Campus</b>	<b>17.1</b>	<b>74</b>	<b>56.7%</b>	<b>2,853</b>	<b>23.4</b>	<b>76</b>	<b>56.9%</b>	<b>3,026</b>	<b>3.2</b>	<b>4</b>	<b>49.6%</b>	<b>77</b>
Home Activity Center	28.5	11	100.0%	506	27.1	10	100.0%	610	1.7	1	100.0%	7
Business Building	15.3	5	44.3%	150	74.0	4	52.4%	80	n/a	1	n/a	20
Eccles Performing Arts Bldg.	16.8	15	39.9%	825	24.2	14	40.4%	770				
Graham Science Center	9.2	14	57.0%	588	11.0	13	57.6%	546	5.3	1	36.7%	30
Home and Family Studies	6.3	4	46.5%	140	5.6	4	53.5%	140	2.5	1	100.0%	20
Huntsman Library	18.3	1	100.0%	14	11.8	2	82.2%	84				
Health Science Center	12.9	4	100.0%	80	13.6	4	100.0%	52				
Humanities Building	17.6	11	50.3%	330	15.6	14	50.1%	420				
Trades Building	16.0	4	100.0%	88	21.6	6	100.0%	192				
Bergesen Athletic Center	6.7	3	100.8%	60	6.7	3	102.1%	60				
Lucy Phillips Building	2.3	2	15.1%	72	1.6	2	28.6%	72				
<b>Richfield Campus</b>	<b>43.9</b>	<b>22</b>	<b>69.3%</b>	<b>420</b>	<b>45.0</b>	<b>21</b>	<b>80.1%</b>	<b>486</b>	<b>36.2</b>	<b>7</b>	<b>100.0%</b>	<b>189</b>
Washburn Building	56.7	16	100.0%	240	55.6	16	100.0%	336	36.2	7	100.0%	189
Sevier Valley Center	9.9	6	20.8%	180	11.0	5	25.6%	150				

# Snow College 2022-23 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:*

Founded in 1888, Snow College is one of the oldest two-year state colleges in the western United States. Snow College is a comprehensive two-year community college offering a Bachelor of Arts degree with emphasis in Commercial Music, a Bachelor of Science degree in Software Engineering, specialized associate degrees in nursing, business, and engineering, general associate degrees, associate of applied science degrees, certificates, and customized training for employers and economic development education. Snow College serves students at two campus locations: Ephraim and Richfield. The Ephraim campus has a total of 36 buildings, 10 of which are dedicated learning spaces. The Richfield campus supports three buildings. All three structures have classroom facilities; however, the Washburn building is the main academic building.

This document is in response to USHE Regent Policy R751-3.5 which states “each president shall annually report to the Board institutional space utilization goals and accomplishments in conjunction with the annual capital facility request cycle in a format prescribed by the Commissioner’s Office.”

Data in this report represent classroom and teaching laboratory room utilization and space occupancy rates for an entire academic year. The academic year is defined as the summer term, fall semester, and spring semester. Data for this report was taken from respective End-of-Term reports as required by *USHE Regent Policy R751*. For definitions and standards associated with this report, please see the Appendix.

The outline of this report is as follows:

- Required Section: Specific Commission questions regarding campus space utilization policy and strategic planning.
- Space Utilization for Classroom Space: Summary data on room utilization and space occupancy rates for classrooms (110) by building, campus, and room.
- Space Utilization for Laboratory Space: Summary data on room utilization and space occupancy rates for teaching laboratories (210) by building, campus, and room.
- Appendix: Report data definitions and standards

- 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
<b>Fall</b>	23.8	22.2	Snow College continues to expand in person offerings to meet demands.
<b>Spring</b>	21.5	21.6	Snow College continues to expand in person offerings to meet demands.
<b>Summer</b>	11.3	8.8	Institutional shift to all online learning during summer terms.
<b>Annualized</b>			<b>Snow has improved RUR from the FY</b>

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 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.
- Enforcing the academic bell schedule has been a focus for the Scheduling Office this 2023 year. This has addressed gaps in room availability.

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

	Current Year	Prior Year	Comment
<b>Fall</b>	68.8%	79.5%	Snow exceeded SOR benchmarks for all terms during the 2021-2022 academic year. Robust summer programs (Learn and Work and Tech Ed) improved summer SOR rates. Snow College has exceeded the SOR classroom benchmark.
<b>Spring</b>	64.8%	72.6%	
<b>Summer</b>	86.5%	74.0%	
<b>Annualized</b>			

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 and we will continue this model moving forward.

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

	<b>Current Year</b>	<b>Prior Year</b>	<b>Comment</b>
<b>Fall</b>	29	22.7	Snow College continues to expand in person offerings to meet demands.
<b>Spring</b>	24.3	24.7	Snow College continues to expand in person offerings to meet demands.
<b>Summer</b>	41.3	31.9	Institutional shift to all online learning during summer terms.
<b>Annualized</b>			Snow College continues to improve the RUR rate for Laboratory space

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
<b>Fall</b>	59.3%	56.8%	Snow College continues to improve the SOR rate for Laboratory space
<b>Spring</b>	58.0%	54.4%	
<b>Summer</b>	78.2%	67.6%	
<b>Annualized</b>			

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.

- Snow College is interested in non-credit offerings and how it utilizes academic space.

### **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.
- In coordination with the internal Argos report that is utilized to identify available classroom space, Snow College's Registrar's Office is implementing Courseleaf CLSS in 2024 that will allow academic space availability to be viewed and scheduled via the CLSS Snapper Tool. Academics can schedule spaces without needing the intervention of the Registrar's Office. This allows for more efficient scheduling of academic spaces.
- 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.

Additionally, Snow College will be implementing Courseleaf CLSS in 2024 which will allow the Scheduling Office to enforce bell schedule policy for course start times. Workflows are set in place to allow for Dean's Council to approve course offerings off bell schedule.

General course scheduling policy is now published at

[https://www.snow.edu/offices/registrar/policy\\_scheduling.html](https://www.snow.edu/offices/registrar/policy_scheduling.html).

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

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

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

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

Snow College recognizes 7:30 a.m. to 5:30 p.m. as our generally accepted hours of operation. However, operational hours vary by building. 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 3<sup>rd</sup> 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).

Snow College will be implementing Courseleaf CLSS in 2024. CLSS is a scheduling solution and we will enforce prime time utilization rules. This will require departments to schedule a percentage of sections outside of prime time to allow for a broader spread of instructional space utilization. Providing students with a spread of opportunities is the first step to encouraging students to enroll during off-peak hours.

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

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

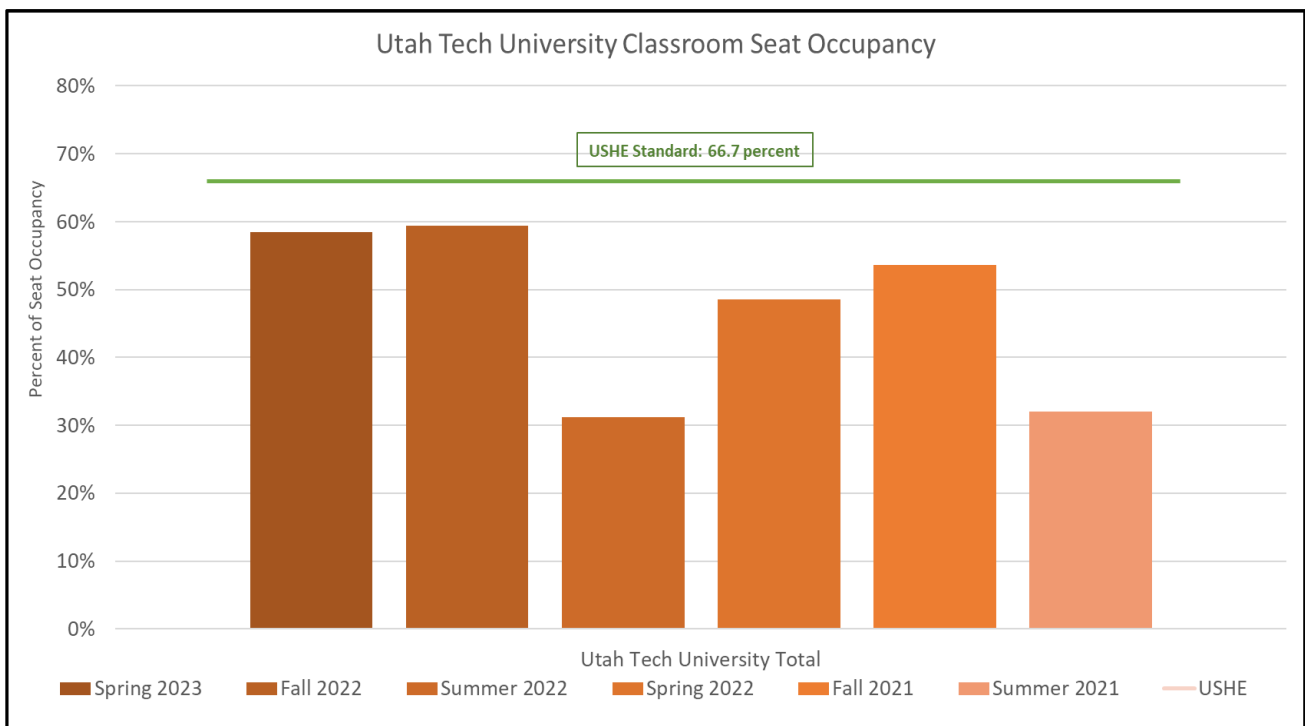
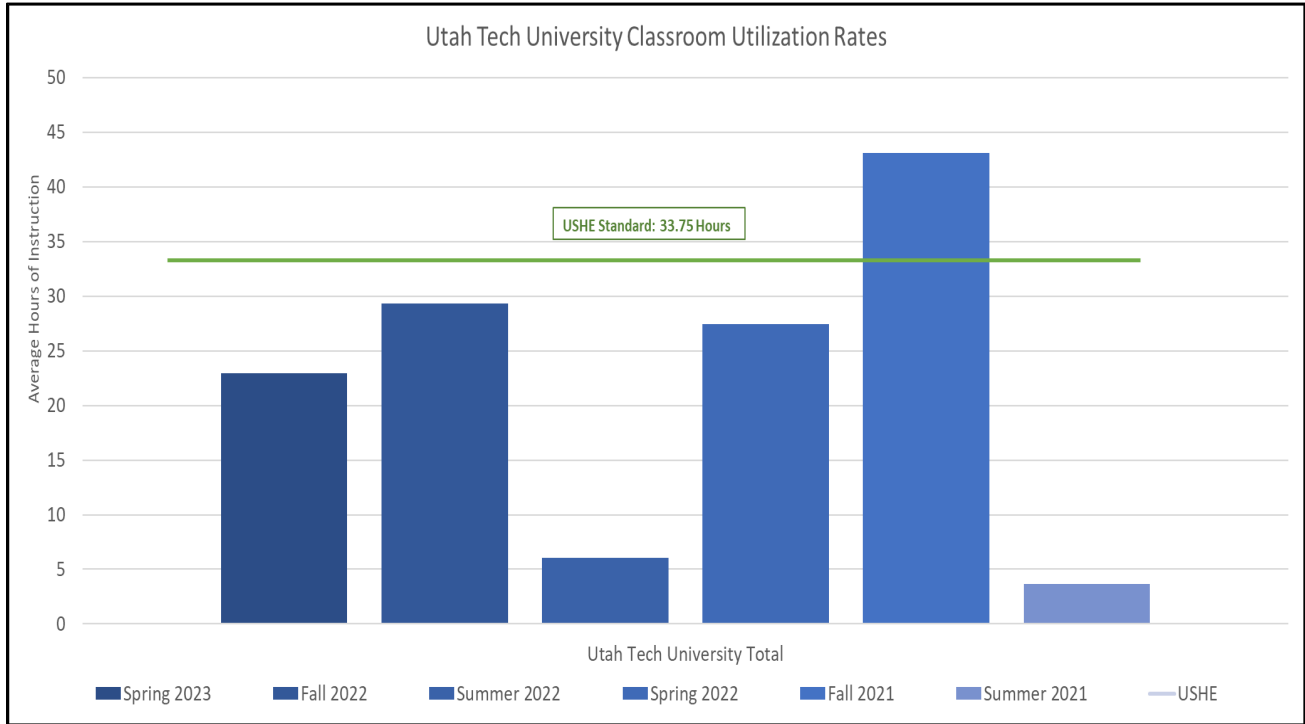
Snow College recognizes that some non-instructional space such as music faculty offices are used for instruction (private music lessons). Snow College intends to address these issues along with open labs for proper space identification with USHE.

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.

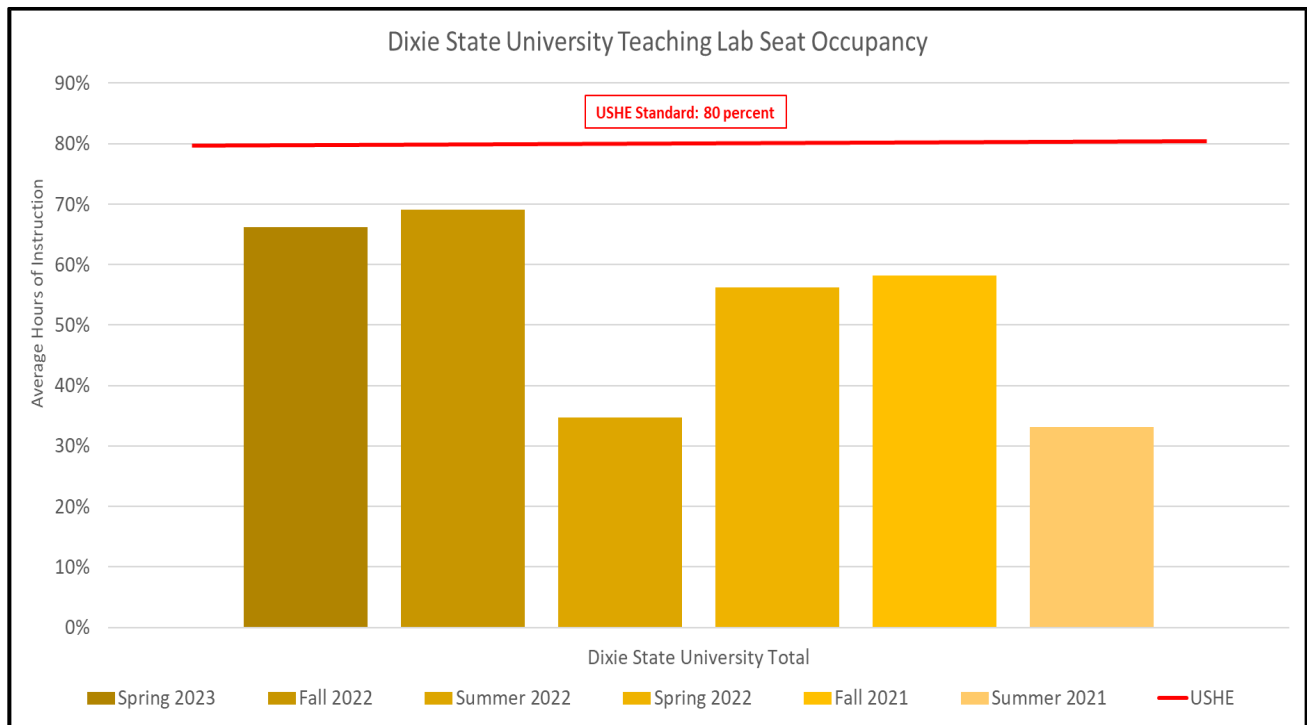
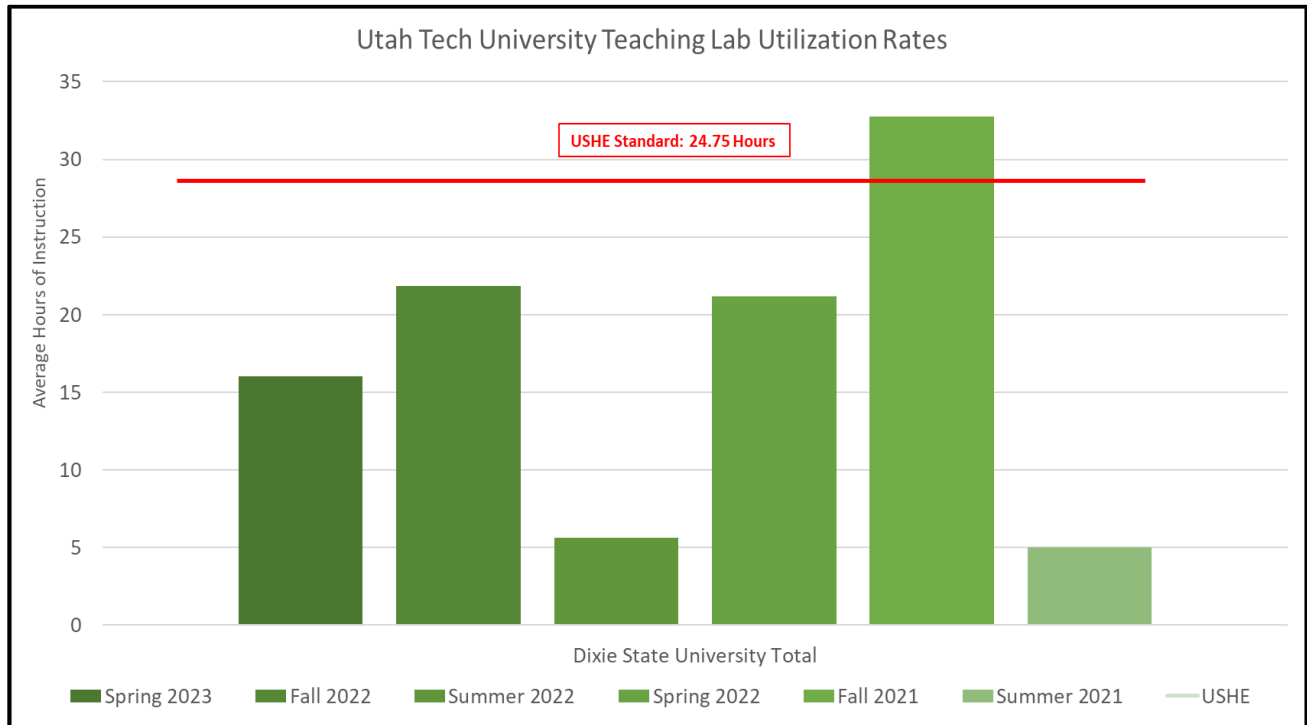
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# Utah Tech University Utilization 2022-23

## Overview of UTU Classroom Utilization



## Overview of UTU Lab Utilization



## UTU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room #		Station Occupancy #		Room #		Station Occupancy #		Room #		Station Occupancy #	
	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats
<b>Utah Tech University Total</b>	<b>23.0</b>	<b>96</b>	<b>58.5%</b>	<b>3,726</b>	<b>29.3</b>	<b>98</b>	<b>59.4%</b>	<b>3,763</b>	<b>6.0</b>	<b>34</b>	<b>31.3%</b>	<b>1,371</b>
College of Education Building	15.9	10	63.3%	432	39.0	10	55.8%	432				
Delores Doré Eccles Fine Arts Center	37.2	1	25.2%	38	36.3	1	40.8%	38	7.0	1	12.5%	38
Holland Centennial Commons	23.2	8	62.7%	257	32.6	8	62.2%	257	3.2	1	47.9%	48
Human Performance Center	21.0	4	60.0%	141	29.0	4	63.0%	145	8.2	2	26.5%	78
Hurricane Education Center	8.7	3	41.6%	100	6.5	4	37.5%	102				
Jennings Communication Bldg	25.7	3	63.2%	81	39.3	3	65.4%	80	6.4	2	44.0%	50
McDonald Center	29.0	10	63.7%	388	34.1	10	71.0%	390	4.9	9	37.0%	342
North Commons Building	27.8	5	75.7%	134	37.1	6	66.8%	164				
North Plaza									3.4	1	37.8%	37
Science, Engineering & Tech	24.3	8	52.9%	555	28.3	8	53.4%	556	8.1	3	28.1%	180
Smith Computer Center	23.6	5	66.2%	172	31.7	5	61.9%	172				
Snow Math & Science Center	25.8	12	62.8%	482	31.4	12	69.5%	493	5.4	4	37.5%	169
Student Activities Center	17.3	1	58.9%	32	20.5	1	67.4%	32				
Taylor Health Sciences Bldg	17.4	6	66.9%	239	20.3	6	59.5%	237	7.0	2	29.6%	98
Udvar-Hazy Business Building	23.1	12	68.7%	450	31.1	12	70.3%	440	4.8	6	31.0%	241
University Plaza Building B	17.5	6	49.0%	144	23.3	6	50.2%	144	8.0	3	11.9%	90
University Plaza Building D	29.5	2	54.7%	81	28.3	2	56.1%	81				

## UTU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room #		Station Occupancy #		Room #		Station Occupancy #		Room #		Station Occupancy #	
	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats
<b>Utah Tech University Total</b>	<b>16.0</b>	<b>66</b>	<b>66.2%</b>	<b>1,668</b>	<b>21.8</b>	<b>69</b>	<b>69.0%</b>	<b>1,753</b>	<b>5.6</b>	<b>22</b>	<b>34.7%</b>	<b>647</b>
College of Education Building	10.0	2	81.5%	36	7.8	2	73.3%	36				
Delores Doré Eccles Fine Arts Center	30.0	2	29.1%	96	41.1	2	37.1%	96	2.3	1	6.7%	75
Holland Centennial Commons	18.5	1	42.5%	40	36.5	1	50.3%	40	1.1	1	22.5%	40
Human Performance Center	14.7	9	48.1%	259	15.8	10	49.6%	284	5.2	5	33.2%	163
Jennings Communication Bldg	17.3	2	83.8%	34	21.1	2	91.9%	34				
McDonald Center	20.3	1	76.4%	24	36.4	1	81.1%	24				
Science, Engineering & Tech	17.0	29	64.7%	701	17.5	29	66.0%	725	5.1	8	58.6%	201
Smith Computer Center	19.9	2	76.6%	48	32.0	2	76.9%	48	6.7	1	54.2%	24
Snow Math & Science Center	13.9	3	46.3%	78	15.7	4	61.1%	94				
Taylor Health Sciences Bldg	15.8	8	55.0%	155	15.9	9	4.8%	175	11.7	3	39.8%	52
Technology Building	6.0	1	103.3%	30	9.0	1	103.3%	30				
Udvar-Hazy Business Building	16.3	5	83.4%	143	21.1	5	79.8%	143	7.4	3	27.7%	92
University Plaza Building D	8.5	1	69.4%	24	14.2	1	72.5%	24				

# Utah Tech University 2022-23 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, Utah Tech 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%, Utah Tech 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, Utah Tech 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, Utah Tech University intends to implement the following strategies:

- Work with departments and programs to ensure they are scheduling homework and individual lab time through UT'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 UT’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, UT’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, UTU 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 [UT Policy 441: Central Scheduling of Campus Facilities and Events](#).<sup>1</sup>

100% of UT’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. UT 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 UT student organizations, followed by college and department mission compliant events” (Section 4.1.2)
3. “UT 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.*

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

- 441 Central Scheduling of Campus Facilities and Events: Currently under revision
- 442 Campus Facilities Space Committee, Facilities Renovations, and Space Allocations: New on 11/30/2018

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

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

Utah Tech 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 UT's Strategic Plan 2025 and the community engagement initiative, UT sponsors and/or partners with community leaders and organizations to host various summer camps for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders interested in STEM fields; POP Rocks for high school students interested in exploring physical and organic properties of rocks and water; Mechanical Engineering Summer Camp for high school students; Gene Girls for girls focused on genetics and biotechnology; EMSART Camp for girls entering 9<sup>th</sup> grade who are interested in STEM related fields; Code Changers for ages 8-18 who are interested in web technology; Design School for students interested in UI/UX design careers; Code School for students interested in web programming careers; and various athletic camps, including football, basketball, soccer, sports performance, baseball, and volleyball.

## Optional Question 1: Monitoring Methods

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

- UT 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.

UT'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.

UT 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**

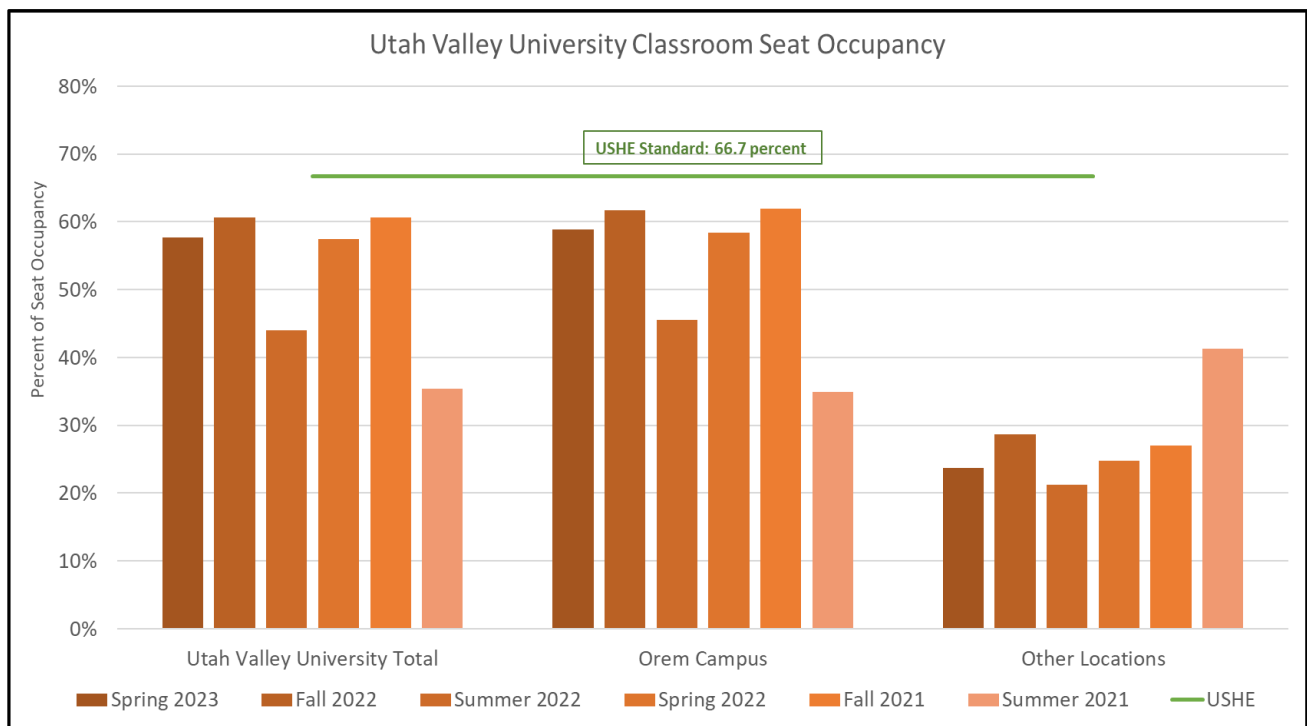
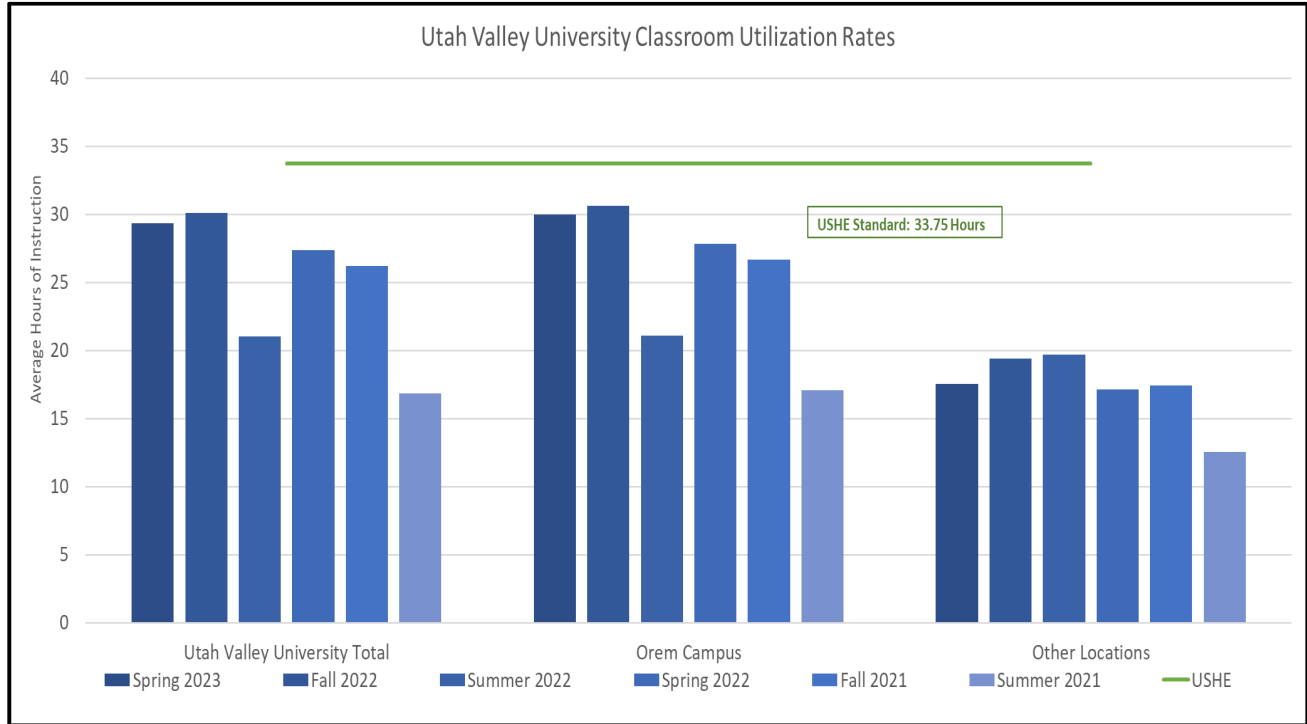
*What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?*

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

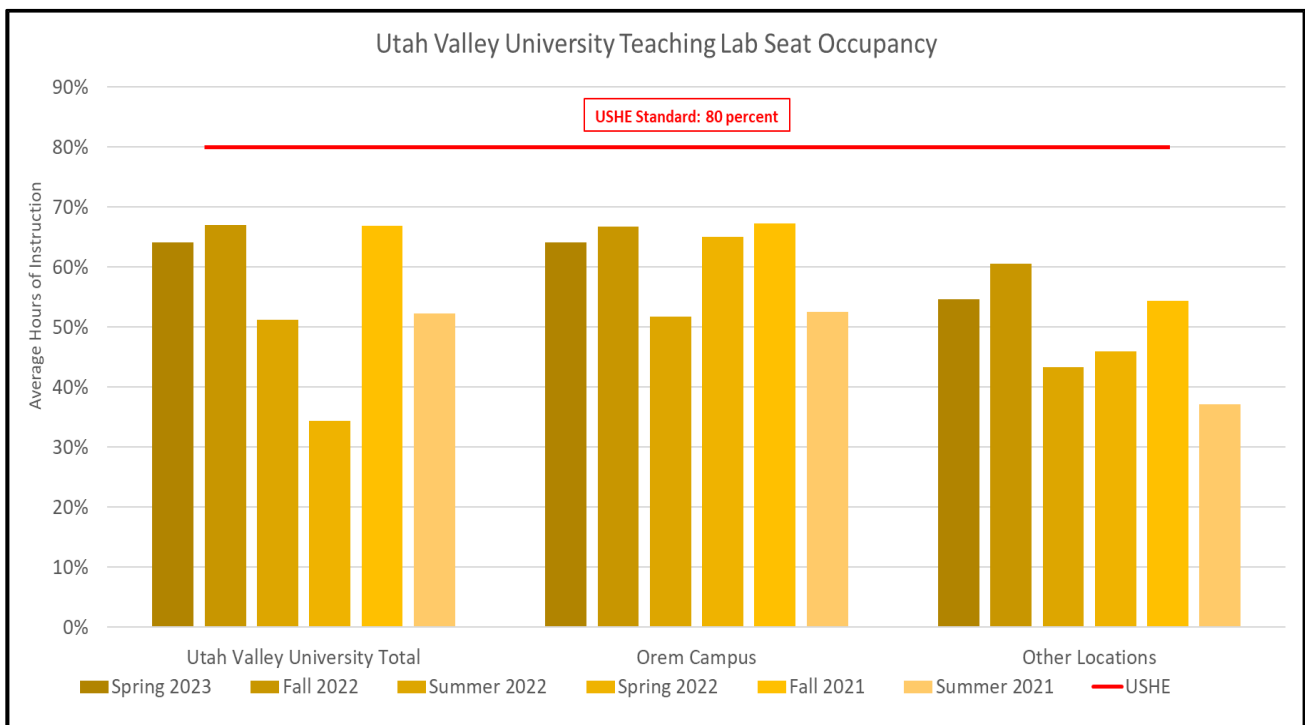
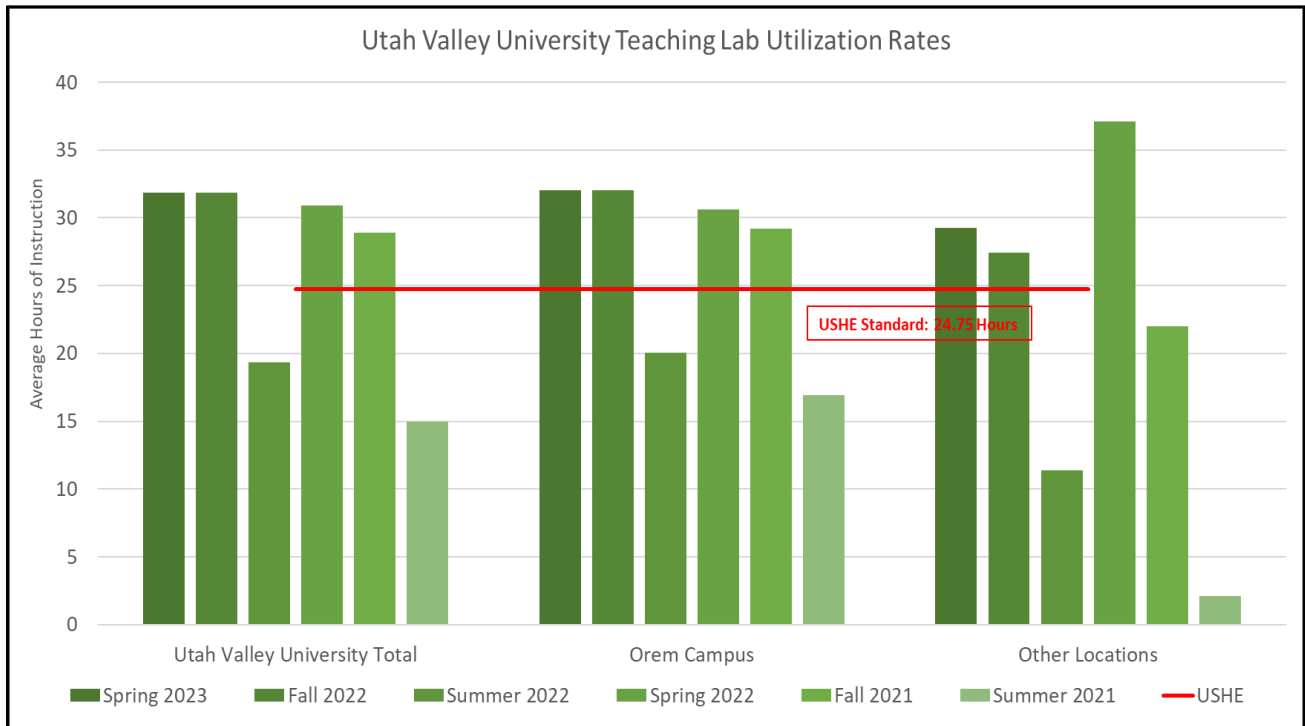
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# Utah Valley University Utilization 2022-23

## Overview of UVU Classroom Utilization



## Overview of UVU Lab Utilization



## UVU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah Valley University Total</b>	<b>29.3</b>	<b>206</b>	<b>57.7%</b>	<b>10,395</b>	<b>30.1</b>	<b>202</b>	<b>60.6%</b>	<b>10,395</b>	<b>21.0</b>	<b>107</b>	<b>44.1%</b>	<b>10,395</b>
<b>Orem Campus</b>	<b>30.0</b>	<b>195</b>	<b>58.8%</b>	<b>9,897</b>	<b>30.6</b>	<b>192</b>	<b>61.7%</b>	<b>9,897</b>	<b>21.1</b>	<b>101</b>	<b>45.6%</b>	<b>9,897</b>
Browning Administration	24.7	2	62.1%	118	22.2	2	69.5%	118	24.0	2	20.6%	118
Clarke Building	30.8	36	52.9%	2,635	29.2	37	57.6%	2,635	26.5	14	45.8%	2,635
Computer Science	37.6	11	56.6%	580	38.2	11	61.8%	580	18.8	5	57.7%	580
Environmental Technology	25.3	2	59.2%	51	33.9	2	60.1%	51				51
Fulton Library	17.8	3	46.2%	90	13.2	3	50.9%	90				90
Gunther Trades	45.8	6	60.4%	159	41.9	6	62.7%	159	21.3	2	58.4%	159
Health Professions	17.6	7	60.4%	245	22.6	7	62.1%	245	9.5	3	61.8%	245
Kelly Building	35.9	18	59.8%	1,086	33.0	18	63.0%	1,086	15.6	13	50.8%	1,086
Liberal Arts	33.0	50	61.4%	1,755	35.0	50	64.0%	1,755	26.0	34	40.3%	1,755
Losee Center	38.8	1	64.2%	30	55.3	1	68.4%	30	10.0	1	43.3%	30
McKay Education	29.6	9	57.6%	315	33.8	9	49.7%	315	15.9	9	51.1%	315
National Guard	10.7	7	76.2%	419	14.8	3	72.8%	419				419
Pope Science	38.7	9	61.6%	529	31.4	9	64.9%	529	19.9	8	48.1%	529
Sparks Automotive	26.0	7	50.6%	236	27.1	7	58.9%	236				236
Science Building	24.4	17	63.0%	1,215	25.7	17	65.7%	1,215	14.9	10	48.4%	1,215
Woodbury Business	15.8	10	57.4%	434	16.4	10	61.5%	434				434
<b>Other Locations</b>	<b>17.5</b>	<b>11</b>	<b>23.7%</b>	<b>498</b>	<b>19.4</b>	<b>10</b>	<b>28.7%</b>	<b>498</b>	<b>19.7</b>	<b>6</b>	<b>21.2%</b>	<b>498</b>
Thanksgiving Point	19.4	6	29.4%	166	16.3	6	39.1%	166	17.2	4	20.6%	166
Wasatch Campus	15.3	5	12.3%	332	24.1	4	15.0%	332	24.8	2	22.1%	332

## UVU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah Valley University Total</b>	<b>31.9</b>	<b>115</b>	<b>64.1%</b>	<b>3,520</b>	<b>31.9</b>	<b>109</b>	<b>67.1%</b>	<b>3,520</b>	<b>19.4</b>	<b>53</b>	<b>51.2%</b>	<b>3,520</b>
<b>Orem Campus</b>	<b>32.0</b>	<b>109</b>	<b>64.1%</b>	<b>3,335</b>	<b>32.0</b>	<b>106</b>	<b>66.7%</b>	<b>3,335</b>	<b>20.0</b>	<b>49</b>	<b>51.8%</b>	<b>3,335</b>
Clarke Building	26.8	1	78.6%	54	6.2	2	81.3%	54				54
Computer Science	26.3	22	62.5%	629	26.2	21	66.2%	629	10.6	6	51.6%	629
Environmental Technology	62.5	1	75.3%	24	41.7	1	67.1%	24				24
Extended Education	34.5	7	49.2%	194	36.3	7	48.1%	194	16.2	3	53.5%	194
Gunther Trades	36.8	32	69.9%	828	40.1	29	72.0%	828	26.0	9	57.4%	828
Health Professions	33.6	5	83.1%	116	20.8	6	84.7%	116	15.0	2	55.9%	116
Keller Building	23.9	3	47.5%	189	14.8	3	42.6%	189	7.5	1	38.3%	189
Liberal Arts	25.5	7	72.9%	206	32.9	6	81.6%	206	17.0	5	41.7%	206
Losee Center	20.3	1	60.7%	80	4.7	2	100.0%	80				80
McKay Education	22.5	7	67.4%	239	23.0	7	67.9%	239	22.7	5	70.6%	239
Nellesen Building	22.5	2	44.8%	77	27.8	2	37.3%	77	11.3	2	25.7%	77
Noorda Center	14.4	3	42.2%	95	25.2	2	44.0%	95				95
Pope Science	37.2	10	59.0%	344	39.2	10	61.0%	344	23.1	9	41.2%	344
Sparks Automotive	28.7	1	62.5%	20	22.5	1	60.0%	20				20
Science Building	45.8	7	64.3%	240	44.9	7	72.7%	240	24.2	7	56.0%	240
<b>Other Locations</b>	<b>29.3</b>	<b>7</b>	<b>54.7%</b>	<b>185</b>	<b>27.4</b>	<b>4</b>	<b>60.6%</b>	<b>185</b>	<b>11.4</b>	<b>4</b>	<b>43.3%</b>	<b>185</b>
Emergency Services	33.5	4	53.4%	99	40.0	1	25.4%	99	8.3	2	32.6%	99
Hangar A - Provo Airport	9.0	1	34.8%	22	13.7	1	54.5%	22				22
Hangar B - Provo Airport	30.9	2	61.1%	64	28.0	2	72.3%	64	14.4	2	46.3%	64

# Utah Valley University 2022-23 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:*

Utah Valley University (UVU) is committed to ensuring effective and efficient use of classroom and teaching laboratory space during the academic year. Below are summaries of classroom and teaching lab utilization rates, as well as classroom and teaching lab space occupancy rates from the Fall 2022 and Spring 2023 semesters.

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

UVU's classroom utilization rate (RUR) in Fall 2022 was 30.08 hours per week, which falls below the USHE standard of 33.75 hours per week (-3.67 hours per week). In the fall semester of this reporting year, we achieved 89.12% of the classroom RUR USHE standard. Compared to the fall semester in the previous reporting year, data reflected a 3.90 hours per week increase in classroom RUR.

UVU's classroom RUR in Spring 2023 was 29.34 hours per week, which falls below the USHE standard of 33.75 hours per week (-4.41 hours per week). In the spring semester of this reporting year, we achieved 86.93% of the classroom RUR USHE standard. Compared to the spring semester in the previous reporting year, data reflected a 1.99 hours per week increase in classroom RUR.

In both the Fall 2022 and Spring 2023 semesters, we saw year-over-year growth in our classroom RUR. To continue along this trajectory, we have engaged executives in multiple divisions (e.g., Academic Affairs Division, Administration and Strategic Relations Division, Digital Transformation Division), academic leadership, and shared governance committees (e.g., Academic Scheduling Committee, University Flexible Learning Council) in focused discussions regarding the optimization of space utilization. These discussions are in alignment with goals and objectives delineated in UVU's master plans (i.e., Academic Master Plan, Completion Plan 3.0, Facilities Master Plan) and strive to identify specific actions and initiatives to meet or exceed the classroom RUR USHE standard in future reporting cycles



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

UVU's classroom seat occupancy rate (SOR) in Fall 2022 was 60.63%, which falls below the USHE standard of 66.7% (-6.07% classroom SOR). In the fall semester of this reporting year, we achieved 90.90% of the classroom SOR USHE standard. Compared to the fall semester in the previous reporting year, data reflected a 0.05% decrease in classroom SOR.

UVU's classroom SOR in Spring 2023 was 57.68%, which falls below the USHE standard of 66.7% (-9.02% classroom SOR). In the spring semester of this reporting year, we achieved 86.48% of the classroom SOR USHE standard. Compared to the spring semester in the previous reporting year, data reflected a 0.17% increase in classroom SOR.

In the Fall 2022 and Spring 2023 semesters, we saw mixed findings concerning our growth in classroom SOR: Fall 2022 showed a slight decrease, while Spring 2023 showed a slight increase. Our goal is to meet or exceed the classroom SOR in future reporting cycles, so we are analyzing these data carefully and engaging in focused discussions with executives in the Academic Affairs Division, academic leadership, and key stakeholder groups (e.g., academic advising). Our goal is to identify specific actions and initiatives to improve classroom SOR.

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

UVU's teaching laboratory utilization rate (RUR) in Fall 2022 was 31.87 hours per week, which exceeds the USHE standard of 24.75 hours per week (+7.12 hours per week). Compared to the fall semester in the previous reporting year, data reflected a 2.99 hours per week increase in teaching laboratory RUR.

UVU's teaching laboratory RUR in Spring 2023 was 31.86 hours per week, which exceeds the USHE standard of 24.75 hours per week (+7.11 hours per week). Compared to the spring semester in the previous reporting year, data reflected a 0.99 hours per week increase in teaching laboratory RUR.

In both the Fall 2022 and Spring 2023 semesters, we exceeded the teaching laboratory RUR USHE standard and saw year-over-year growth. To continue along this trajectory, we strive to continue implementing specific actions and initiatives that facilitate our ability to meet or exceed the teaching laboratory RUR USHE standard in future reporting cycles

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

UVU's teaching laboratory seat occupancy rate (SOR) in Fall 2022 was 67.05%, which falls below the USHE standard of 80% (-12.95% teaching laboratory SOR). In the fall semester of this reporting year, we achieved 83.81% of the teaching laboratory SOR USHE standard. Compared to the fall semester in the previous reporting year, data reflected a 0.13% increase in teaching laboratory SOR.

UVU's teaching laboratory SOR in Spring 2023 was 64.05%, which falls below the USHE standard of 80% (-15.95% teaching laboratory SOR). In the spring semester of this reporting year, we achieved 80.06% of the teaching laboratory SOR USHE standard. Compared to the spring semester in the previous reporting year, data reflected a 0.37% decrease in teaching laboratory SOR.

In the Fall 2022 and Spring 2023 semesters, we saw mixed findings concerning our growth in teaching laboratory SOR: Fall 2022 showed a slight increase, while Spring 2023 showed a slight decrease. Our goal is to meet or exceed the teaching laboratory SOR in future reporting cycles, so we are analyzing these data carefully and engaging in focused discussions with executives in the Academic Affairs Division, academic leadership, and key stakeholder groups (e.g., academic advising) to identify specific actions and initiatives to improve teaching laboratory SOR.

### **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?*

UVU has mission-related issues that affect our ability to utilize space in accordance with the USHE standards. As an open admissions institution, we serve a large student population, many of whom carry familial responsibilities and may work on a part-time or full-time basis. As such, there is a large demand for classes at peak times. We have found that scheduling classes outside of peak times typically results in low enrollment. To serve our student population effectively and utilize our resources efficiently, we have focused on developing and implementing class offerings and entire programs in a flexible manner through mixed and online modalities. These classes often have a high student demand, which facilitates progress towards timely completion for our students. However, this has had an impact on UVU's space utilization.

UVU also has local conditions that affect our ability to utilize space in accordance with the USHE standards. As a teaching-focused institution, UVU has a strong desire to employ evidence-based pedagogical practices in spaces that are conducive for teaching and learning. With this in mind, we offer classes that have specific disciplinary needs (e.g., specialized equipment) and must be scheduled in certain spaces. Additionally, we have 71 programs that are accredited by more than 30 specialized accrediting agencies. Classes in some of these programs must meet maximum class size criteria to comply with their respective accreditation standards.

UVU wants to ensure that students are on a clear path towards timely completion and meet enrollment requirements with which to maximize financial aid award opportunities. We may opt to keep a low enrolled class to maintain our commitment to support timely completion, especially for graduating seniors. Due to lack of other available spaces at the scheduled day and time, this may affect space utilization calculations.

UVU's growth in student enrollment, retention, and academic program offerings has facilitated several remodeled facilities projects. Additionally, UVU strives to maintain its buildings to ensure they remain in good condition and continue to function efficiently. Remodeled facilities and building maintenance for classroom and teaching laboratory spaces should not be counted in the space utilization calculations, but timing mismatches may cause some skewed reporting.

Lastly, UVU does not maintain on-campus housing options for students. With all our students being commuters, we ensure that our scheduling efforts balance campus access and student availability with effective and efficient space utilization.

### **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?*

As required by *Board Policy R751*, all general classrooms and teaching laboratories (i.e., 100%) at UVU are centrally scheduled. UVU's President's Council has designated the Academic Scheduling Office as the unit responsible for scheduling and authorizing the use of all academic spaces.

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

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

UVU has an institutional utilization policy, as required by *Board Policy R751*. UVU Policy 425, Event Scheduling and Authorizing the Use of Campus Facilities is accessible via the following hyperlink:

<https://policy.uvu.edu/getDisplayFile/59a85b3b568009ec588136fe>.

This policy was initially approved via UVU's policy approval process (<https://www.uvu.edu/policies/policy-process.html>) on March 27, 2014 and last updated on October 5, 2021.

### **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?*

Generally, UVU's hours of operation for institutional facilities is Monday through Saturday, from 6 AM until midnight. During the fall and spring semesters, classrooms and teaching laboratories are available for scheduling beginning at 6:00 AM and concluding at 10:15 PM. Saturday scheduling usually begins at 8:00 AM and concludes by 5:00 PM.

During the summer semester, classrooms and teaching laboratories at all UVU locations are available for scheduling on Monday through Saturday beginning at 7:00 AM and concluding at 9:30 PM.

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

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

UVU has implemented several strategies over the past several years to encourage increased in-person student enrollment in summer classes. While some of these strategies have had modest success, we have not noted any significant change to in-person enrollment during the summer term. We have noted, however, that there is a significant increase in student demand for summer classes offered via mixed and online modalities. This is reflected in data for classroom and teaching lab utilization rates, as well as classroom and teaching lab space occupancy rates during the Summer 2022 term:

- UVU's classroom RUR was 21.03 hours per week, which falls below the USHE standard of 33.75 hours per week (-12.72 hours per week). In the summer semester of this reporting year,

we achieved 62.31% of the classroom RUR USHE standard. Compared to the summer semester in the previous reporting year, data reflected a 4.17 hours per week increase in classroom RUR.

- UVU's classroom SOR in Summer 2022 was 44.06%, which falls below the USHE standard of 66.7% (-22.64% classroom SOR). In the summer semester of this reporting year, we achieved 66.06% of the classroom SOR USHE standard. Compared to the summer semester in the previous reporting year, data reflected an 8.66% increase in classroom SOR.
- UVU's teaching laboratory RUR in Summer 2022 was 19.37 hours per week, which falls below the USHE standard of 24.75 hours per week (-5.38 hours per week). Compared to the summer semester in the previous reporting year, data reflected a 3.84 hours per week increase in teaching laboratory RUR.
- UVU's teaching laboratory SOR in Summer 2022 was 51.24%, which falls below the USHE standard of 80% (-28.76% teaching laboratory SOR). In the summer semester of this reporting year, we achieved 64.05% of the teaching laboratory SOR USHE standard. Compared to the summer semester in the previous reporting year, data reflected a -1.03% decrease in teaching laboratory SOR.

Despite the constraints, UVU is committed to ensuring effective and efficient use of classroom and teaching laboratory space during the summer term. UVU is engaging in focused conversations with appropriate stakeholders to identify specific actions and initiatives intended to improve the utilization of classroom and teaching laboratory spaces during the summer term. UVU also uses unscheduled classroom and teaching laboratory spaces for outreach programs that target middle and junior high students, such as TRIO, Upward Bound, and UVU PREP. In addition, UVU offers a variety of professional workshops, youth camps, and conferences during the summer term.

### **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?*

At UVU, all credit courses must be scheduled through the Ellucian Banner Student technology solution. Within this student information system, the Academic Scheduling Office in the Academic Affairs Division has stewardship of the accuracy of data in the class scheduling tables.

UVU has integrated the Ellucian Banner Student technology solution with 25Live, the university's scheduling software system. Beyond the scheduling of classroom and teaching laboratory spaces, all university events are scheduled through 25Live by Event Services in the Student Affairs

Division. As such, both the Academic Scheduling Office and Event Services monitor and track space utilization data in 25Live.

### **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?*

Academic advisors encourage students to enroll in open class sections during off-peak times throughout the registration process. Academic advisors also conduct outreach to students who are on waitlists about new course sections added to the schedule. We also engage in focused discussions with key stakeholders in the Academic Affairs Division to encourage academic departments to offer high-demand courses during off-peak hours, where appropriate and where faculty are available. We invest time and effort to communicate these offerings to students and continually monitor these efforts to ensure that use of space during off-peak hours leads to increased student enrollment.

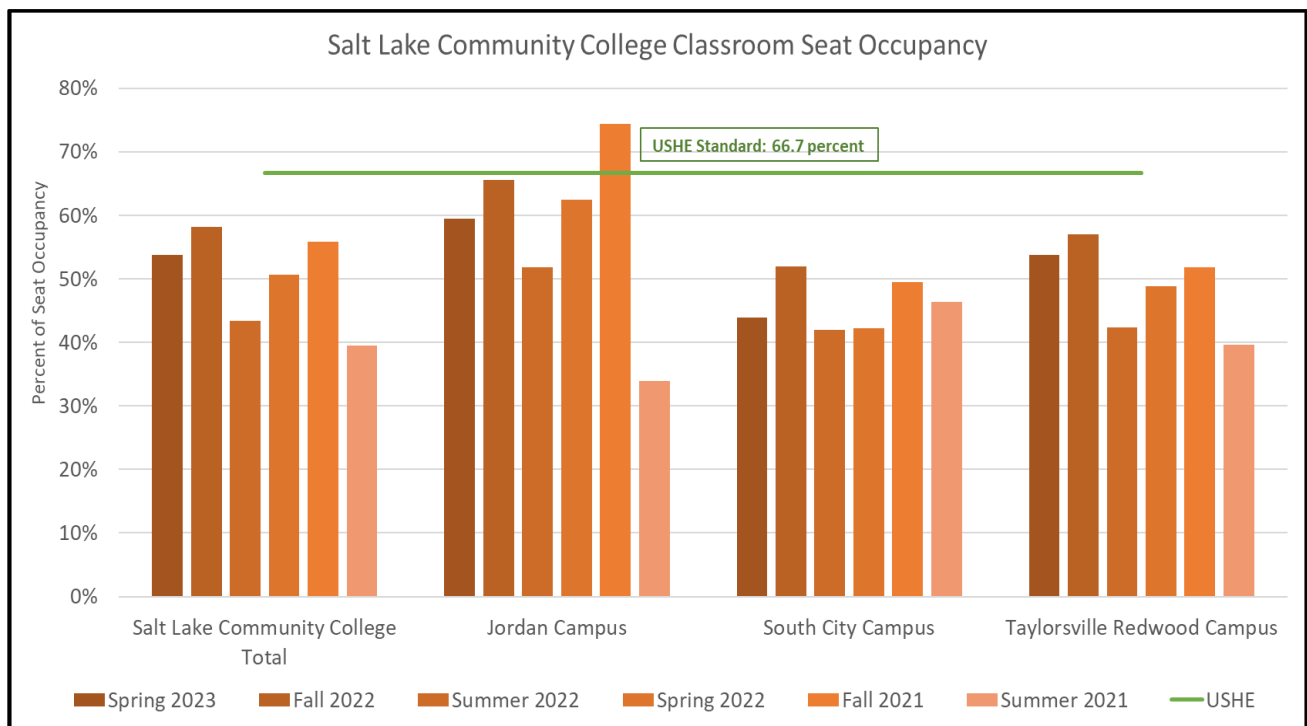
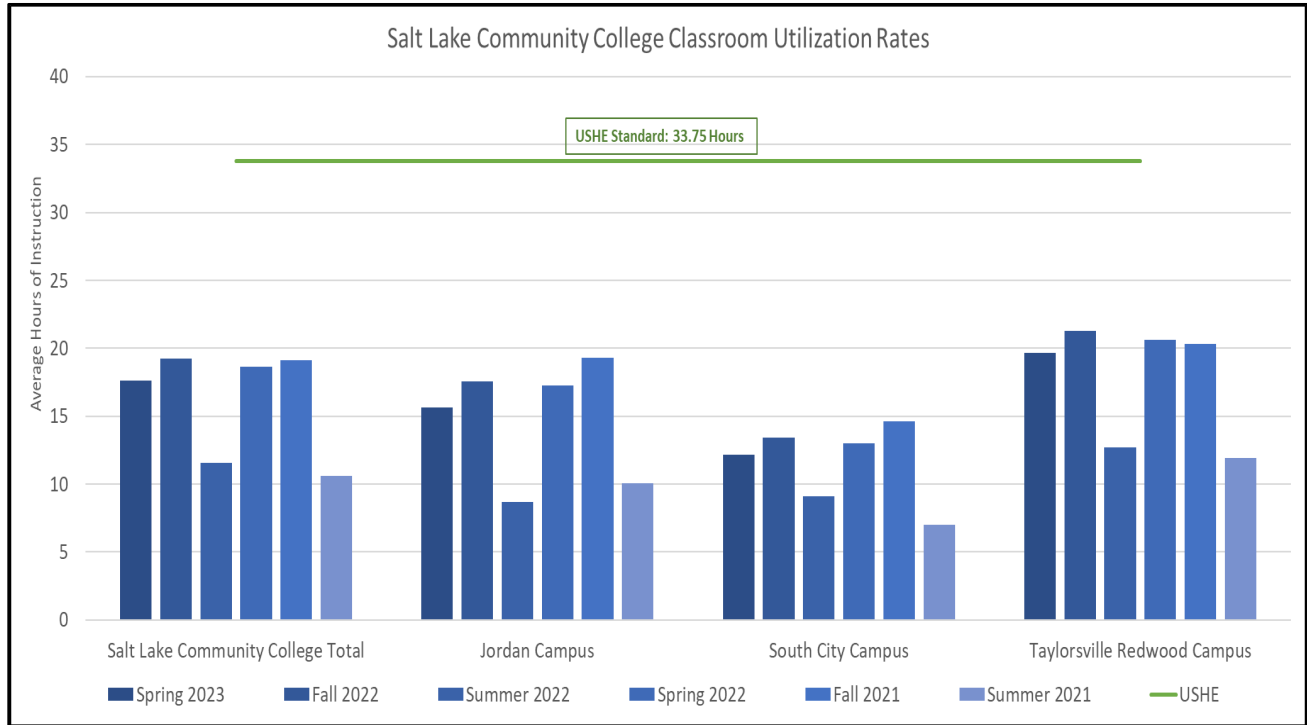
### **Optional Question 3: Non-Instructional Room Utilization**

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

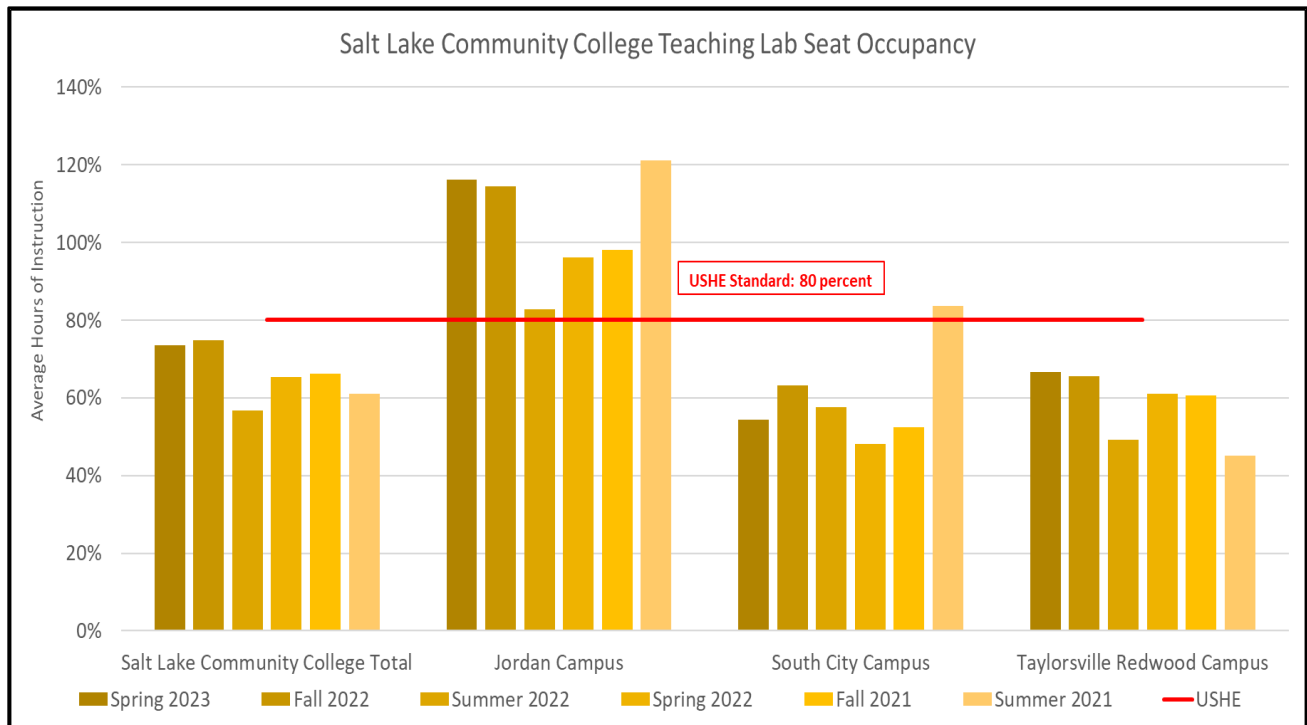
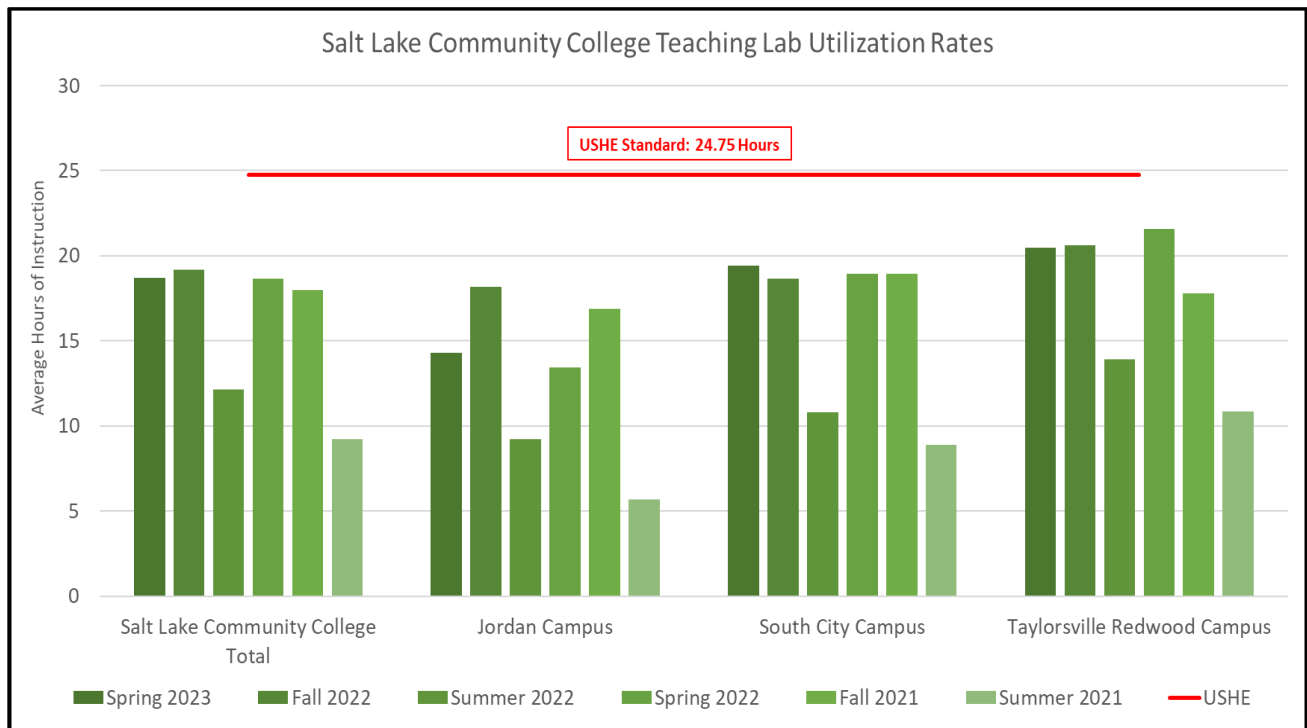
At UVU, credit-bearing classes take precedence over all other requests for academic space. The Academic Scheduling Office in the Academic Affairs Division releases academic space to Event Services in the Student Affairs Division each semester on the following dates: Summer = March 1, Fall = July 15, Spring = November 1. Once released, unused academic spaces may be reserved for temporary non-academic use when properly requested through, and officially confirmed by, Event Services.

# Salt Lake Community College Utilization 2022-23

## Overview of SLCC Classroom Utilization



## Overview of SLCC Lab Utilization





## SLCC Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Salt Lake Community College Total</b>	<b>17.6</b>	<b>172</b>	<b>53.8%</b>	<b>8,431</b>	<b>19.3</b>	<b>170</b>	<b>58.1%</b>	<b>7,695</b>	<b>11.5</b>	<b>116</b>	<b>43.4%</b>	<b>3,893</b>
<b>Jordan Campus</b>	<b>15.7</b>	<b>32</b>	<b>59.5%</b>	<b>1,787</b>	<b>17.6</b>	<b>31</b>	<b>65.6%</b>	<b>1,667</b>	<b>8.7</b>	<b>18</b>	<b>51.8%</b>	<b>642</b>
Jordan High Tech Center	13.7	19	51.0%	1,230	15.7	19	62.1%	1,163	9.3	9	37.9%	313
Jordan Hlth Science Bldg	18.5	13	67.9%	557	20.5	12	69.0%	504	8.0	9	64.4%	329
<b>South City Campus</b>	<b>12.2</b>	<b>30</b>	<b>43.9%</b>	<b>980</b>	<b>13.4</b>	<b>29</b>	<b>52.0%</b>	<b>961</b>	<b>9.1</b>	<b>18</b>	<b>41.9%</b>	<b>602</b>
South City Main Building	12.2	30	43.9%	980	13.4	29	52.0%	961	9.1	18	38.4%	602
<b>Taylorsville Redwood Campus</b>	<b>19.6</b>	<b>110</b>	<b>53.8%</b>	<b>5,664</b>	<b>21.3</b>	<b>110</b>	<b>57.1%</b>	<b>5,067</b>	<b>12.7</b>	<b>80</b>	<b>42.4%</b>	<b>2,649</b>
Acad & Admin Bldg	21.5	37	57.1%	2,118	21.2	37	61.2%	1,818	14.3	32	40.7%	1,087
Business Building	17.4	8	50.5%	364	22.6	8	57.3%	434	12.7	3	26.8%	130
Const. Trades Bldg	12.0	16	61.7%	613	12.4	16	59.0%	636	6.0	9	37.4%	254
Lifetime Actv. Ctr	19.6	8	50.6%	264	19.9	8	64.0%	237	11.0	4	41.4%	114
Science & Ind. Bldg	22.5	14	51.5%	666	26.1	14	51.8%	656	16.1	12	42.2%	420
Technology Building	20.8	27	49.2%	1,639	24.1	27	52.9%	1,286	11.6	20	52.1%	644

## SLCC Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2023				Fall 2022				Summer 2022			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Salt Lake Community College Total</b>	<b>18.7</b>	<b>85</b>	<b>73.6%</b>	<b>2,316</b>	<b>19.2</b>	<b>82</b>	<b>74.8%</b>	<b>2,318</b>	<b>12.2</b>	<b>46</b>	<b>56.6%</b>	<b>1,115</b>
<b>Jordan Campus</b>	<b>14.3</b>	<b>20</b>	<b>116.1%</b>	<b>496</b>	<b>18.2</b>	<b>19</b>	<b>114.5%</b>	<b>541</b>	<b>9.2</b>	<b>10</b>	<b>82.7%</b>	<b>227</b>
Jordan High Tech Center	27.5	2	104.8%	57	16.8	4	84.0%	141	3.0	2	18.4%	52
Jordan Hlth Science Bldg	12.8	18	118.4%	439	18.5	15	124.6%	400	10.8	8	90.0%	175
<b>South City Campus</b>	<b>19.4</b>	<b>27</b>	<b>54.3%</b>	<b>693</b>	<b>18.7</b>	<b>27</b>	<b>63.2%</b>	<b>767</b>	<b>10.8</b>	<b>11</b>	<b>57.5%</b>	<b>250</b>
South City Main Building	25.0	1	41.3%	30	9.0	2	47.8%	55	0.0	0	0.0%	-
Facilities Annex Bldg	19.2	26	54.9%	663	19.4	25	59.1%	712	10.8	11	57.5%	250
<b>Taylorsville Redwood Campus</b>	<b>20.5</b>	<b>38</b>	<b>66.7%</b>	<b>1,127</b>	<b>20.6</b>	<b>36</b>	<b>65.5%</b>	<b>1,010</b>	<b>13.9</b>	<b>25</b>	<b>49.2%</b>	<b>638</b>
Acad & Admin Bldg	9.5	2	71.2%	38	10.0	2	75.0%	38	7.0	1	76.2%	14
Business Building	32.5	6	66.1%	186	29.3	6	66.7%	186	15.8	5	58.0%	135
Const. Trades Bldg	8.2	5	61.9%	143	11.7	3	75.1%	100	6.7	3	50.0%	65
Lifetime Actv. Ctr	18.3	4	44.7%	159	16.8	4	49.3%	159	20.0	2	30.8%	65
Science & Ind. Bldg	23.5	15	71.4%	484	22.7	15	67.4%	386	14.6	13	51.4%	335
Technology Building	16.3	6	78.7%	117	14.2	6	71.7%	141	12.0	1	51.4%	24

# Salt Lake Community College 2022-23 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:*

**Strategic planning:** Salt Lake Community College is entering a new strategic planning cycle. The new plan will direct our collective efforts toward student access and success to ensure the sustainability of the college and the communities we serve.

**Herriman:** We predict the campus in Herriman will mark a resurgence in enrollment growth at Salt Lake Community College not just from its location in a growth area but also from our special partnership with the University of Utah. Though not included in this year's utilization report, we plan to include instructional spaces at SLCC's Herriman, Westpointe, and Miller Campuses to better reflect the utilization at SLCC owned spaced across our multi-campus college. Early enrollment data for the Herriman campus shows the college's investment in the growing Herriman community has paid off with promising enrollment numbers for both the Fall '23 and Spring '24 semesters. As the campus's visibility grows in the area, specifically in surrounding high schools, we expect to see continued enrollment gains at the Herriman campus.

**Program Prioritization:** We are taking a more regular and focused assessment of our program, certificate and degree, offerings. This robust process pays attention to assessing credentials on enrollment, retention, completion, transfer, and workforce metrics to identify underperforming programs to then redirect resources toward programs with growth potential. Academic departments working with facilities can pivot and adjust based on evolving program needs.

**Strategic Scheduling:** Last year, 2022, the Strategic Scheduling Committee was charged to produce a plan for running 8-week terms and running two pilots: (1) pilot 8-week terms in general education program at the South City Campus, and (2) 4-week term courses in the School of Humanities and Social Sciences. It was decided to run the 8-week term pilot program first, evaluate its success, and see how the lessons learned could apply to 4-week term courses. The enrollment data on the 8-week term pilot program showed that there has always been a demand for 8-week courses for student scheduling flexibility, but the pilot program failed to show that students want entire academic degree programs based in 8-week courses. The college does have success with trade and tech programs set up in the 8-week term, a model that was intentionally created to cover substantial amounts of hands-on learning and aimed at quick job placement. Lessons learned from the 8-week pilot program are being applied to further exploration of the 4-

week term courses, which would be directed at specific student population and academic areas of study.

**Salt Lake Technical College (SLTC):** After rebranding technical education offerings under Salt Lake Technical College, instruction will change to a credit model 01 July 2023 which we expect will produce enrollment growth. Making SLTC a more visible and coherent unit of the college should attract more students to our technical education programs. We will see significant changes to room utilization, especially in the teaching laboratories (coded 220).

## **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. SLCC is classified as a community college with a technical college mission to serve both transfer and technical education including our open access policy meet the varied needs of our student body. This has implications for how we schedule classes and utilize space. 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.

- 47% are first generation
- 47% identify as Latinx
- 33% identify as a student of color
- Average age is 22
- 78% work while attending school
- Most of our students take 2 to 3 classes (approx. 8.5 credits) each semester

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)

We also have three campuses that will be included in the 2024 report to reflect teaching spaces more accurately at the college:

- Herriman: General Education and SLCC to UU aligned AS to BS majors
- Westpointe: CTE and SLTC education in Manufacturing, Composites, Diesel Systems, Welding, Electronics, and more
- Miller: Culinary Arts, Automotive, and Criminal Justice

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

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

In addition to piloting 8-week terms (as directed by the President and Provost), the Strategic Scheduling Committee, in partnership with the Scheduling Office, is developed and implemented a set of standardized scheduling protocols that should normalize scheduling practices across different departments at the college. This year, a scheduling handbook, created by the committee, was rolled out to Associated Deans to establish standards for scheduling at the college and provide guidance to ADs during their schedule creation process. The committee continues to collaborate with the Student Affairs Division to build a schedule that meets the needs of an ever-changing and diverse student population. Current initiatives being worked on by the committee include; creating a core schedule to allow for more established and predictable student completion pathways, establishing consistent scheduling definitions and increase their visibility to reduce student confusion during the registration process and participating in the ongoing changes with the Salt Lake Technical College at SLCC.

SLCC completed an RFP process to adopt new scheduling software to provide us better analytics and data to centrally guide our overall course schedule. The RFP process for new scheduling software led the college to purchase and implement 25Live, a CollegeNET product. The software implementation was completed in December 2023. The software has many promising features that we look forward to applying to all aspects of scheduling at the college. The program's

reporting functionality can assist in better space utilization reporting and can provide additional data points to assist in the schedule creation and editing process.

SLCC's *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 (IV.4.B.1-2).

The general prioritization order for use of college facilities:

- 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 regents consistent with its mission that are created or administered by college entities including Salt Lake Community College Student Association (SLCCSA) and registered student organizations;
- c. governmental entity, non-profit organization, community group, or individual(s) events or meeting; then
- d. for-profit business sponsored commercial events.

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

#### **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/Redwood Campus**

**Monday – Thursday** 6:30 a.m. – 10:00 p.m.

**Friday** 7:30 a.m. – 6:00 p.m.

**Saturday** 7:30 a.m. –12:30 p.m.

Faculty Support Center (TB 225B, 801-957-4998)

##### **South City Campus**

**Monday – Thursday** 7:30 a.m. – 10:00 p.m.

**Friday** 8:00 a.m. – 4:00 p.m.

Faculty Support Center (SCM 3-181, 801-957-3220)

## **Jordan Campus**

**Monday – Thursday** 6:30 a.m. – 10:00 p.m.

**Friday** 7:30 a.m. – 6:00 p.m.

**Saturday ONLY JHS Building** - 7:30 a.m. – 3:00 p.m.

Faculty Support Center (HTC 109 Monday – Friday, JHS Atrium Saturday, 801-957-6231)

## **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:

- For programs where summer is required, we are working to make a consistent and predictive course schedule to increase student enrollment.
- Expansion of SLCC Promise to Pell grant-eligible students taking at least 6 credits in the summer.
- Promotion of year-round federal Pell grant and proactive outreach to eligible students.
- Summer Completion Grants have been established to offer tuition waivers for any student within 6 credits of graduation at the end of Spring term.
- Staff are trained to encourage students to take at least one course during the summer.
- All students pay in-state resident tuition rates during the summer term, so there is an incentive for out-of-state non-resident students to enroll in summer courses.
- Promotional materials encouraging students to enroll in the summer term are distributed to all students during the Spring semester via Canvas.