



Utah System of Higher Education 2021-22 Space Utilization Report

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Introduction

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

As required by the [policy](#), USHE institutions submitted utilization information for the 2021-22 academic year according to prescribed procedures developed by the Office of the Commissioner. Institutions also submitted institutional reports describing utilization goals and accomplishments for 2021-22. This report captures these submissions and organizes the information into two sections:

1. System overview
2. Individual institutional information

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

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

1. The first subsection charts total institution, main campus, and branch campus utilization in classrooms and teaching labs compared to USHE standards. The charts include a comparison with last year's (2021-22) utilization reporting, where available, to show year-over-year trends.
2. The second subsection lists classroom utilization by building and campus and 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 2021-22 utilization report.

This report is intended to be a starting point for continued dialogue and information gathering related to USHE space utilization. Space utilization reported herein refers to credit-bearing courses taught in classrooms and laboratories—the quantifiable portion of the total actual utilization occurring on USHE institution campuses. Instruction occurs in locations outside of classrooms and laboratories, and many other activities besides instruction occur in classroom and laboratory spaces. While utilization information beyond credit-bearing courses is currently difficult to quantify, improvements in data collection systems and methodologies may expand the ability to capture such usage in the future.

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

System Overview

Board of Higher Education Utilization Standards

Higher education institutions traditionally monitor room utilization using two metrics:

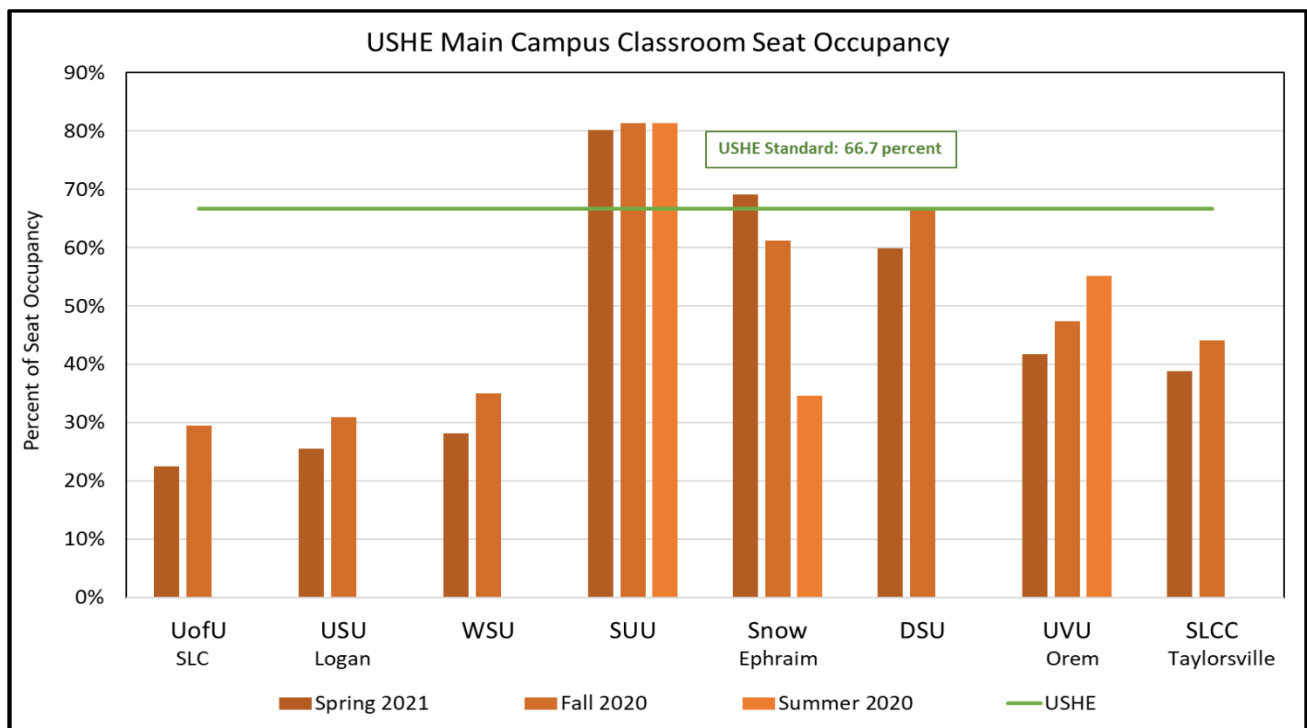
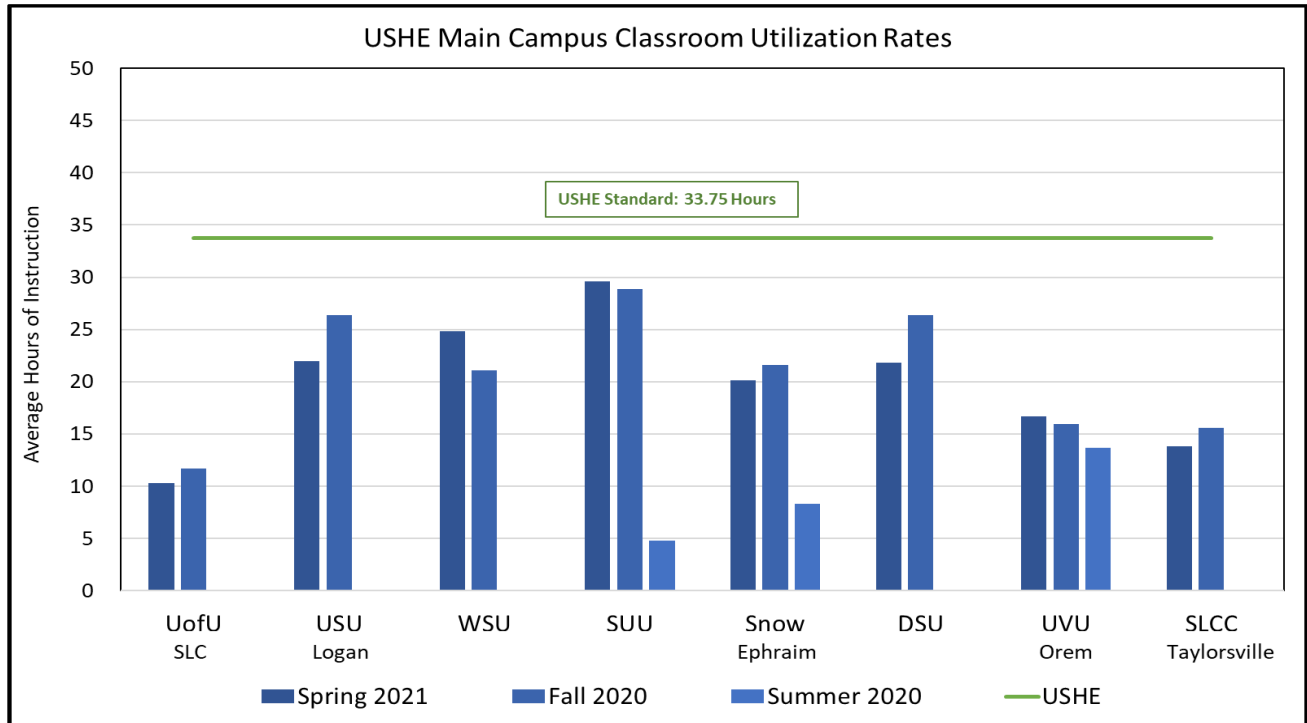
1. Room Utilization Rates (RUR)— measures how many hours a room is scheduled for use in a given time period; and
2. Station Occupancy Rates (SOR)— measures the number of seats or stations occupied as a percent of total capacity.

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

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

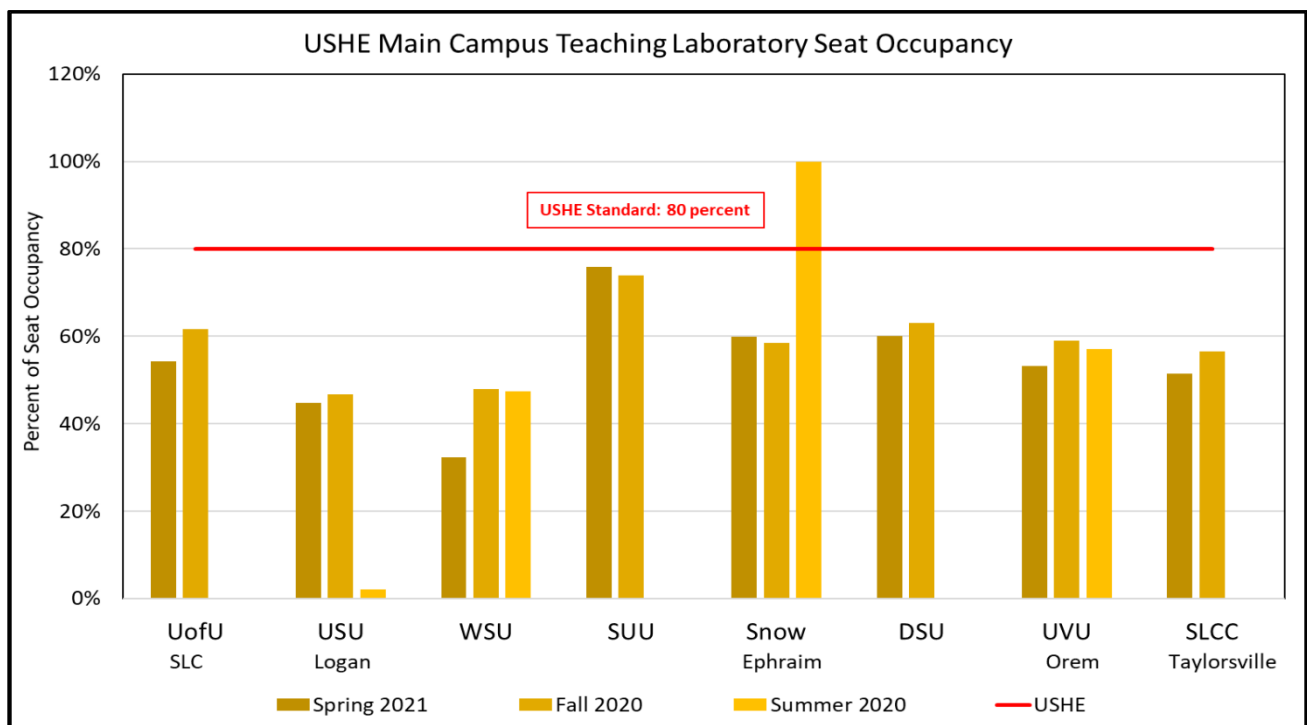
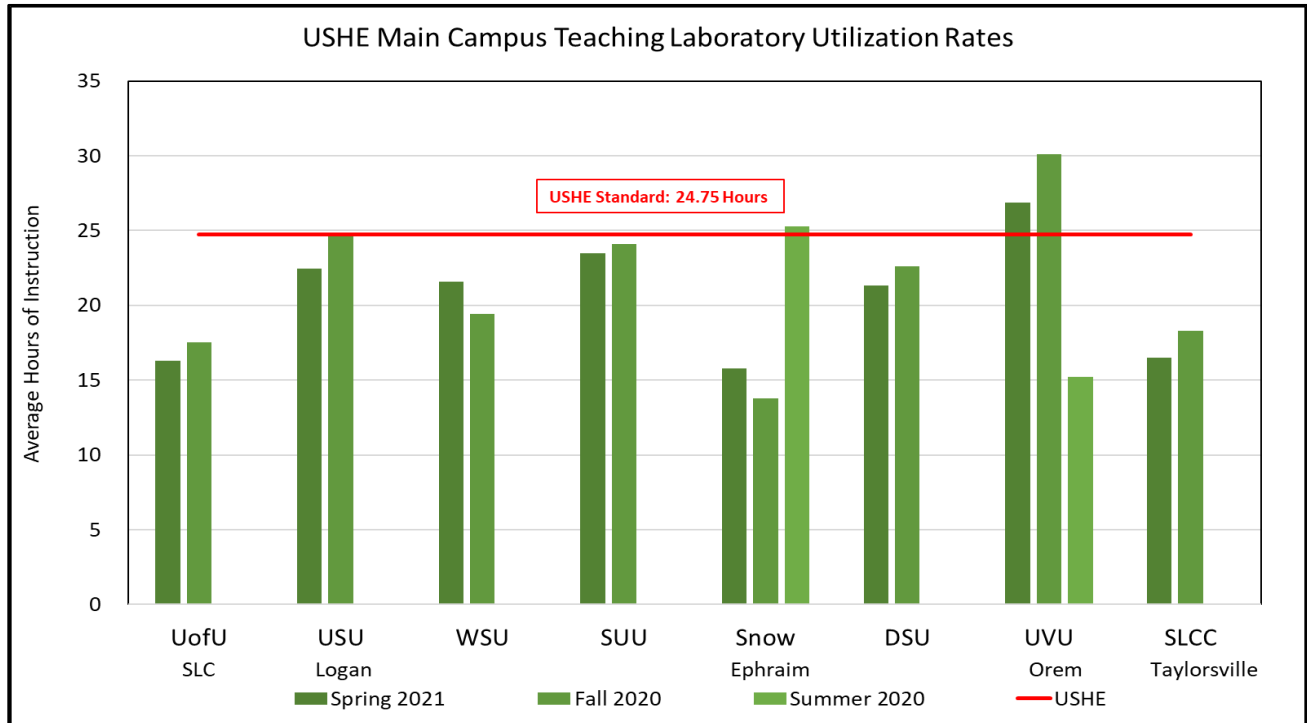
USHE Classroom Utilization 2021-22

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



USHE Teaching Laboratory Utilization 2021-22

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



Institutional Challenges

Factors affecting institutional space utilization include size, quality, and age of facilities. Many institutions have larger inventories of classrooms and laboratories that exceed their useful life or are functionally obsolete. While legislative funding allows the renovation or replacement of some space, the needed renovations historically exceed funding. Technologically, pedagogically, or structurally deficient classrooms and laboratories do not receive the level of demand from students or faculty needed to meet utilization standards. Additionally, older facilities that do not meet the Americans with Disability Act (ADA) requirements make central scheduling difficult when a student's 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 spaces, especially laboratories, prevents open scheduling of the rooms despite the criticality of the space needed for specialized instruction (i.e., chemistry labs, anatomy labs, high-bay automotive, etc.).

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

Likewise, the summer term historically fails to attract students for various reasons. Some students need to work to save for the coming academic year, and 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.

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

Central Scheduling

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

- University of Utah (UU)
- Utah State University (USU)
- Weber State University (WSU)
- Southern Utah University (SUU)
- Utah Tech University (UTU)
- Utah Valley University (UVU)
- Salt Lake Community College (SLCC)

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

Institutional Utilization Policies

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

Summer Term

Students traditionally enroll far less in summer terms than spring and fall terms. As noted previously, student choice is one of the largest obstacles to overcome in increasing summer enrollment. 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, the utilization of facilities.

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

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

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

Changes to the Capital Development Prioritization Process

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

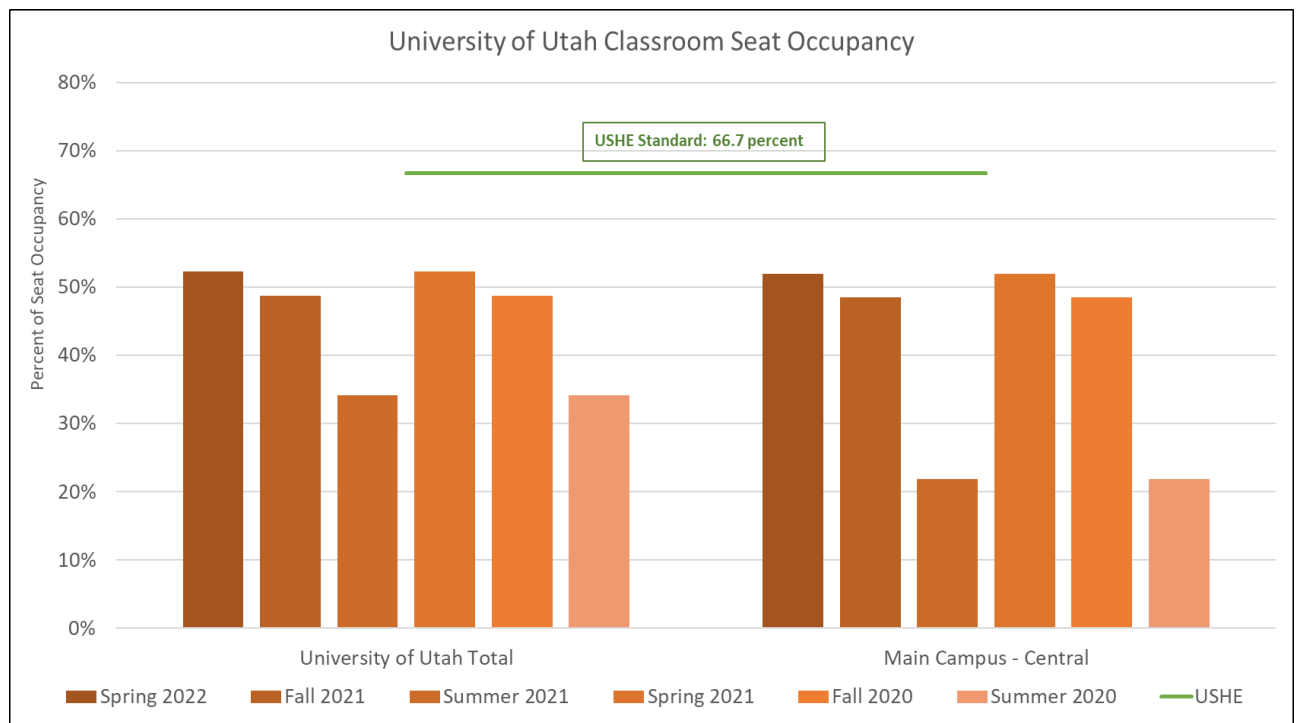
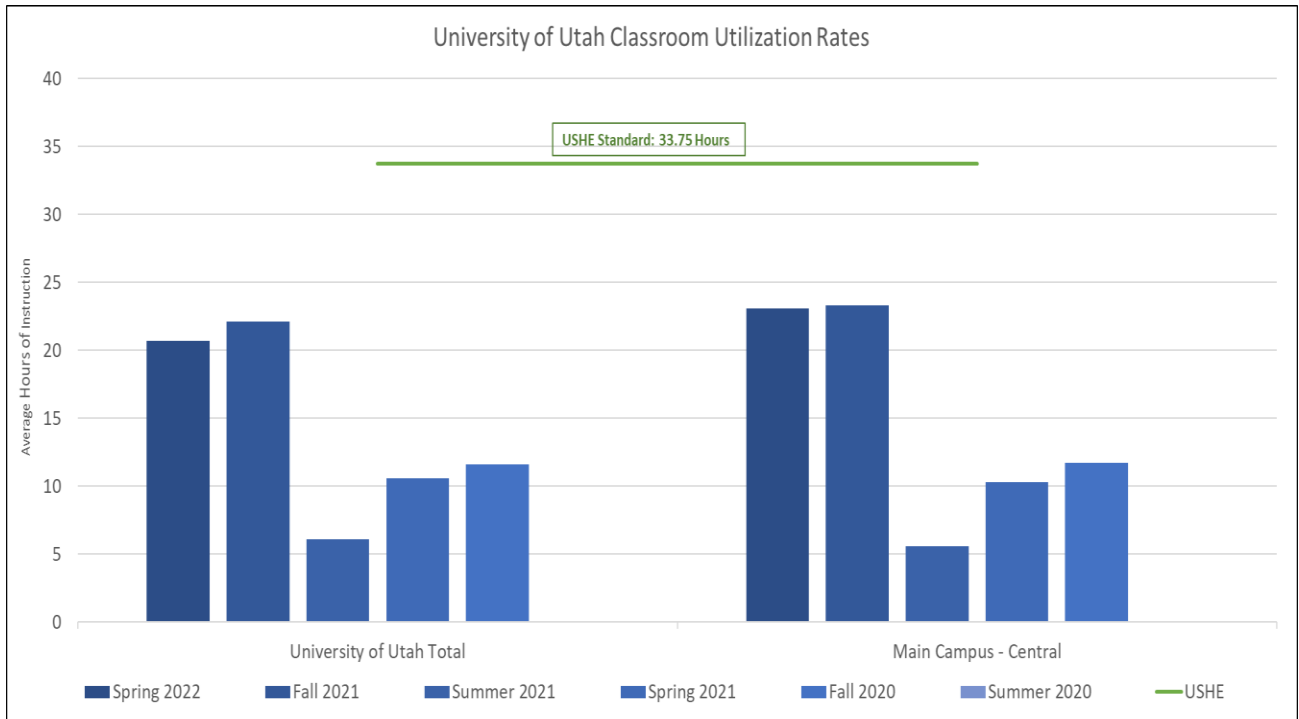
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Institution Utilization Information

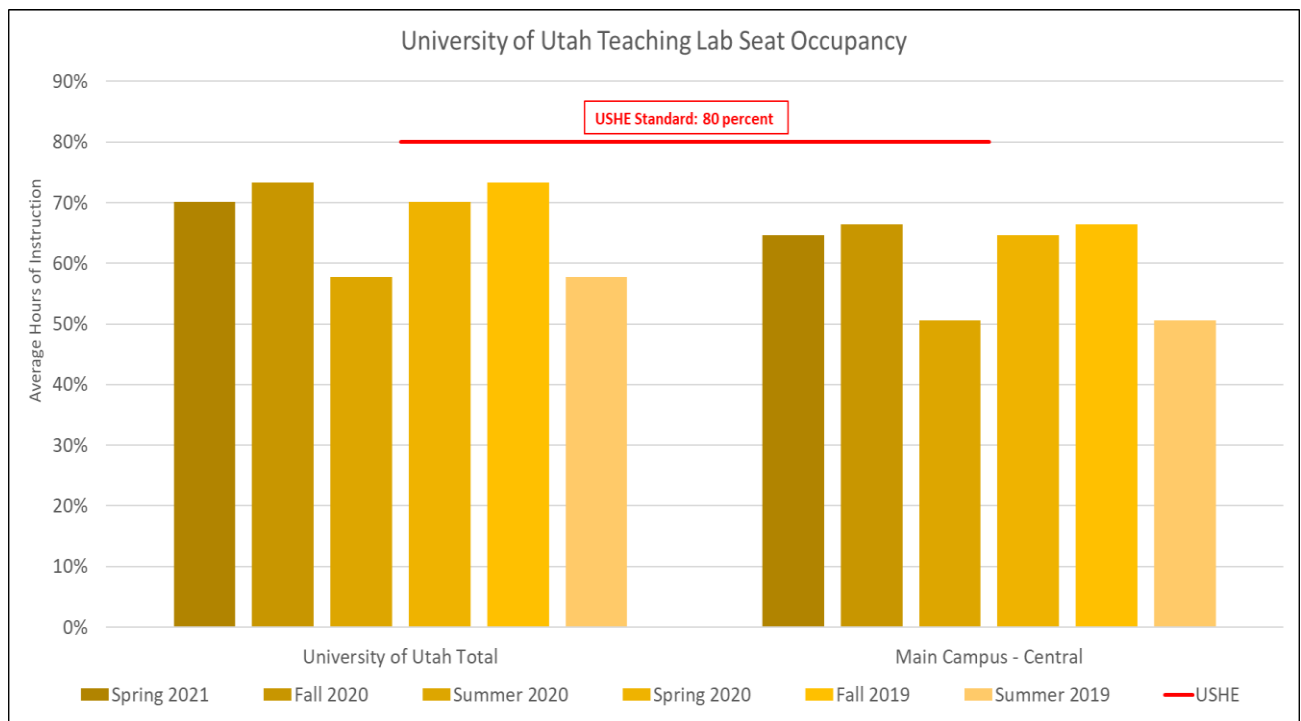
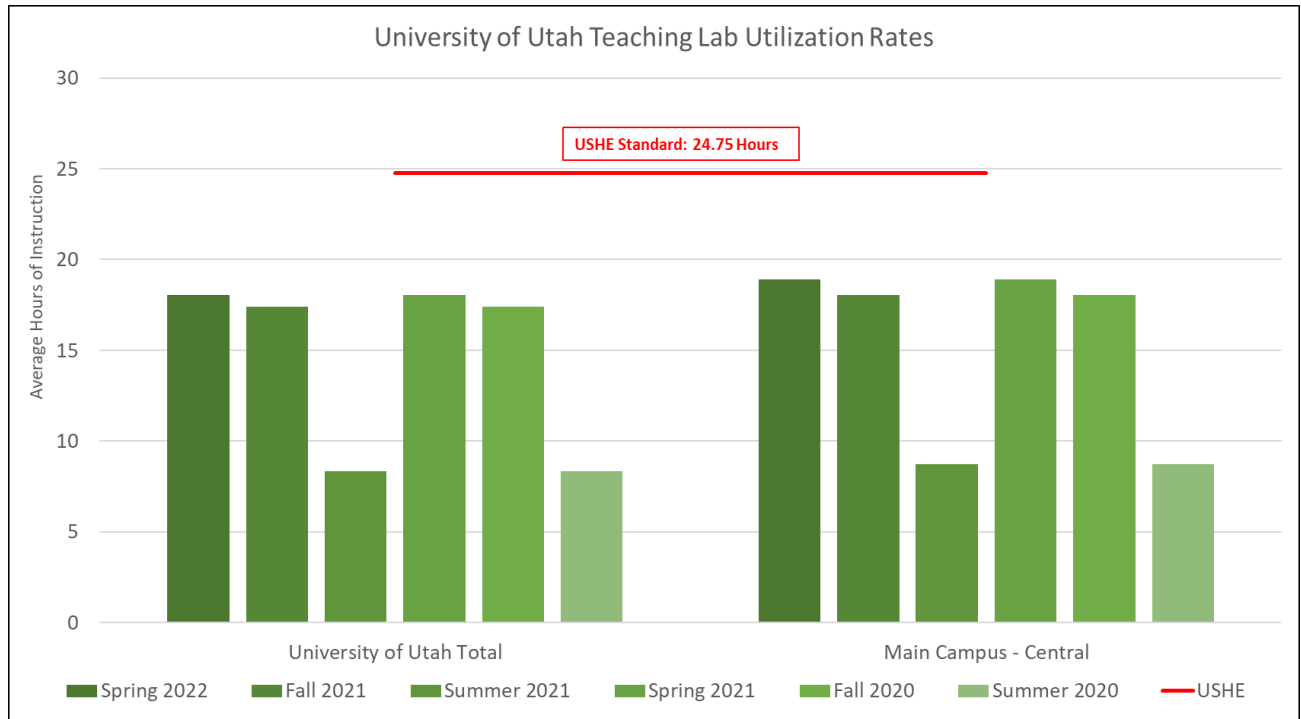
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University of Utah Utilization 2021-22

Overview of UU Classroom Utilization



Overview of UU Lab Utilization



UU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room	#	Occupancy	#	Room	#	Occupancy	#	Room	#	Occupancy	#
Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	
University of Utah Total	20.7	287	52.3%	18,188	22.1	256	48.7%	17,517	6.1	57	34.1%	4,965
<i>Main Campus - Central</i>	23.1	233	51.9%	15,590	23.3	224	48.5%	15,714	5.6	50	21.9%	4,643
Olpin Union	10.6	2	48.2%	150	11.0	2	52.1%	150				
Emery Building	25.5	6	50.0%	293	21.7	6	56.6%	293				
Marriott Center for Dance	15.3	2	48.2%	60	8.8	2	32.2%	60				
Skaggs Biology Building	12.8	2	48.5%	471	20.6	2	36.9%	471				
Architecture Building	25.7	3	44.7%	174	16.6	3	36.2%	174	3.2	1	9.7%	93
Art Building	21.2	1	60.6%	83	24.2	1	43.2%	83				
Sorenson Arts & Ed Complex	27.3	6	45.4%	250	25.4	7	40.9%	350	6.6	5	29.6%	200
Business Classroom Building	22.1	15	52.2%	684	20.2	14	34.3%	654	1.5	1	15.6%	32
Roland Christensen Center	34.1	6	52.7%	454	33.4	6	51.7%	454	3.7	1	49.4%	85
Gardner Commons	29.1	34	57.0%	1,641	28.7	33	50.5%	1,611	3.2	11	20.8%	911
Irish Humanities Building	20.1	2	54.2%	245	25.5	2	40.4%	245	8.7	2	15.8%	245
College of Social Work	24.1	8	51.2%	510	23.6	5	54.0%	402	7.3	1	8.5%	232
Garff Marriott Residential Scholars	31.1	2	61.0%	70	41.8	2	62.5%	70	3.8	1	5.0%	40
Film and Media Arts Building	29.0	2	33.6%	476	24.0	2	38.9%	476				
Meldrum Civil Engineering Building	22.0	1	32.5%	42	11.3	1	55.6%	42				
Sutton Building	22.4	3	37.9%	142	15.8	3	45.3%	142	6.9	1	22.4%	76
Eyring Chemistry Building	16.5	2	44.9%	374	21.4	2	52.7%	551				
HPER East	12.8	1	60.1%	186	22.0	1	15.1%	186	0.5	1	7.5%	186
HPER North	25.6	4	44.7%	158	20.1	6	48.8%	319	0.4	1	25.0%	40
HPER West	19.7	1	44.1%	78	15.2	1	61.2%	78				
Marriott Library	17.7	7	51.7%	371	24.2	7	48.9%	371	2.1	2	45.5%	75
Fletcher Building	18.5	6	51.8%	608	24.0	5	37.8%	593				
Price Theatre Arts Building	17.3	6	46.3%	588	29.6	6	57.9%	588	1.1	1	13.3%	128
Talmage Building	23.7	1	35.4%	30								
Widtsoe Building	13.4	4	36.6%	227	24.3	1	64.7%	141				
Warnock Engineering Building	26.3	9	49.4%	446	23.3	9	44.8%	446	1.4	2	25.9%	180
Warnock Eng. Building (L)	24.3	11	50.4%	1,164	28.0	11	50.0%	1,164	9.7	3	25.8%	298
Kahlert Village South	16.5	2	58.7%	96	31.6	1	38.5%	50				
Language & Comm. Bldg	14.5	3	67.3%	92	12.8	2	48.9%	72				
Cowles Building	17.7	5	58.9%	282	18.7	5	52.4%	282	3.3	1	17.0%	135
Life Science Building	28.9	6	65.6%	273	26.8	6	55.5%	273				
Naval Science Building	4.0	1	29.4%	17	6.8	2	19.6%	62				
Performing Arts Building	17.0	1	44.1%	99	7.5	1	32.3%	99				
Kennecott Mechanical Eng.	30.0	1	43.7%	183	44.2	1	37.3%	183				
Garff Executive Ed. Bldg	15.6	9	35.7%	718	18.0	9	43.1%	718	13.0	2	24.2%	278
Quinney College of Law	13.3	14	37.5%	446	12.6	13	47.7%	434	11.1	2	20.3%	110
Social & Behavioral Sciences	23.2	13	52.8%	741	6.1	8	59.1%	555				
Social Beh. Science Lecture Hall	12.0	1	49.1%	399	22.5	1	41.7%	399	3.4	1	9.4%	399
Eccles Business Building	33.5	17	51.3%	1,590	34.4	17	48.5%	1,590	7.7	9	23.0%	800
Thatcher Bldg Bio Chemistry	3.5	1	3.6%	98	7.5	1	10.7%	98				
Crocker Science Building	25.3	7	80.1%	336	28.5	7	60.8%	336				
Browning Building	11.9	4	35.3%	145	17.2	3	46.8%	120				
Stewart Building	2.6	1	38.0%	100	20.3	7	51.4%	329	4.7	1	9.0%	100
<i>Main Campus - Ft Douglas</i>	11.8	2	23.4%	79	10.3	3	53.3%	114				
Fort Douglas PX (638)	11.8	2	23.4%	79	10.3	3	53.3%	114				
<i>Main Campus - Health Science</i>	9.0	31	52.3%	1,484	9.9	18	43.9%	1,023	4.8	3	22.0%	130
Cumming College of Nursing	15.5	5	46.3%	349	18.3	5	44.2%	349	7.3	1	19.3%	75
Eccles Health Sciences Ed.	7.7	26	53.9%	1,135	6.7	13	43.7%	674	3.5	2	24.6%	55
<i>Main Campus - OffSite</i>	9.2	12	69.4%	521								
CECE Sandy (3487)	9.2	12	69.4%	521								
<i>Main Campus - Research Park</i>	23.3	5	101.9%	232	28.2	6	90.4%	334	20.5	5	93.1%	232
375 Chipeta Way	10.3	2	15.2%	138	17.1	2	15.8%	138				
417 Wakara Way	3.6	1	61.4%	70	29.1	1	30.7%	70				
421 Wakara Way	21.7	3	45.9%	164	26.3	2	57.4%	140				
540 Arapeen Drive					4.3	1	100.0%	24				
Dumke Health Professions	20.7	1	71.7%	50	24.3	1	57.1%	50	5.3	1	76.0%	50
Noorda Oral Health Sciences	21.9	2	108.0%	92	21.1	4	98.7%	244	16.5	3	107.5%	142

UU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
University of Utah Total	18.0	133	70.1%	4,225	17.4	126	73.4%	4,021	8.3	25	57.8%	786
<i>Main Campus - Central</i>	<i>18.9</i>	<i>120</i>	<i>64.6%</i>	<i>3,858</i>	<i>18.0</i>	<i>116</i>	<i>66.5%</i>	<i>3,730</i>	<i>8.7</i>	<i>22</i>	<i>50.6%</i>	<i>686</i>
Sheets Marriott Cntr. Dance	32.3	6	46.7%	240	28.0	6	52.1%	240	5.0	2	55.0%	80
Architecture Building	3.0	1	42.7%	96	3.2	1	9.4%	96	3.1	1	2.1%	96
Art Building	23.1	10	77.2%	223	23.6	10	70.5%	223	6.9	5	83.5%	123
Biology Building	11.2	4	95.9%	120	5.9	4	63.8%	120				
Building 72	36.9	2	70.3%	80	30.1	2	91.4%	80				
Business Classroom Building	28.6	4	50.6%	179	18.3	4	47.0%	179				
Gardner Commons	16.2	3	46.0%	111	10.8	3	42.3%	111				
Gardner Hall	16.9	8	30.0%	479	17.5	8	32.9%	479				
Film and Media Arts Building	25.1	1	54.2%	40								
Fine Arts West	9.3	3	52.4%	52	11.0	2	54.0%	32				
Meldrum Civil Engineering					6.8	2	32.7%	60				
Sutton Building	11.6	5	90.4%	88	8.1	5	106.0%	88	1.7	1	10.0%	20
Hedco Building	9.5	2	68.8%	48	9.4	3	39.4%	72				
Eyring Chemistry Building	27.7	9	91.8%	216	33.8	9	89.3%	216	16.7	2	48.4%	48
HPER East	6.0	1	16.7%	30	4.0	1	21.7%	30				
HPER North	15.3	1	32.7%	30	12.0	1	32.5%	30				
HPER West	21.1	2	39.2%	55	22.3	2	45.5%	55	9.1	2	31.3%	55
Marriott Library	14.5	4	39.6%	165	15.0	4	50.1%	165				
Fletcher Building	19.0	2	65.8%	60	3.2	1	30.0%	30				
Talmage Building	11.8	3	76.5%	84	6.7	4	94.3%	108	4.2	1	30.6%	36
Price Theatre Arts Building	13.5	7	33.3%	280	17.5	6	37.3%	265				
Merrill Engineering Building	17.9	15	70.4%	415	17.8	18	76.6%	450	1.8	2	11.6%	86
Language & Comm. Bldg	12.7	4	73.8%	88	7.5	1	49.2%	30				
Cowles Building	13.0	1	45.0%	35	7.0	1	61.1%	35				
Naval Science Building	15.0	1	12.9%	45								
Performing Arts Building	14.7	2	35.8%	155	13.5	2	71.4%	155				
Physics Building	7.6	4	73.5%	68	8.4	3	79.7%	58	15.0	1	87.5%	8
Pioneer Memorial Theatre	15.0	1	30.0%	30	21.3	1	15.6%	30				
Sculpture Building	24.3	3	82.3%	69	13.2	4	101.7%	93	6.2	1	53.3%	30
Social & Behavioral Sciences	10.5	1	43.8%	40								
Thatcher Bldg. Bio. Chemistry	20.4	2	70.8%	36	33.7	1	47.9%	24	25.0	1	40.6%	24
Crocker Science Building	29.8	5	99.7%	116	30.9	5	82.3%	116	12.7	1	83.8%	20
Browning Building	6.3	1	56.0%	25								
Stewart Building	25.9	2	42.0%	60	21.4	2	39.3%	60	12.5	2	43.4%	60
<i>Main Campus - Health Science</i>	<i>3.8</i>	<i>4</i>	<i>521.4%</i>	<i>42</i>	<i>6.0</i>	<i>3</i>	<i>480.6%</i>	<i>36</i>				
Eccles Health Sciences Ed.	3.8	4	521.4%	42	6.0	3	480.6%	36				
<i>Main Campus - Research Park</i>	<i>12.9</i>	<i>9</i>	<i>91.3%</i>	<i>325</i>	<i>11.4</i>	<i>7</i>	<i>105.1%</i>	<i>255</i>	<i>5.3</i>	<i>3</i>	<i>144.3%</i>	<i>100</i>
Dumke Health Professions	11.8	8	90.6%	272	12.8	6	105.4%	202	5.3	3	144.3%	100
Noorda Oral Health Sciences	21.9	1	95.8%	53	2.5	1	96.2%	53				

University of Utah 2021-22 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 classroom and lab space to improve the ability so they can be used as broadly as possible. We are also continually looking at different ways of modifying our scheduling of classes to increase the flexibility of offering classes at high demand times without creating bottlenecks between competing high demand courses.

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

Many of the same challenges noted above in question # 1 related to classroom utilization also relate to efficient use of lab space. 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 building that are many years old and were built and designed before the advent of many of the latest teaching technologies. It can be difficult as well as expensive to try and bring these spaces up to the standards needed to accommodate the latest teaching methodologies. Often the equipment is relatively inexpensive and can be added, but the overall design of the classroom/lab does not allow effective use of simply adding equipment and thus a 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.

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

Our efforts are centered upon growing year-round enrollment. One new program that we believe will help not only grow overall enrollments, but will also help increase summer utilization rates is through a new bridge program we 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 in order to be successful full-time students who will then enroll full-time the following Fall semester.

Optional Question 1: Monitoring Methods

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

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

Optional Question 2: Off-Peak Student Enrollment

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

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

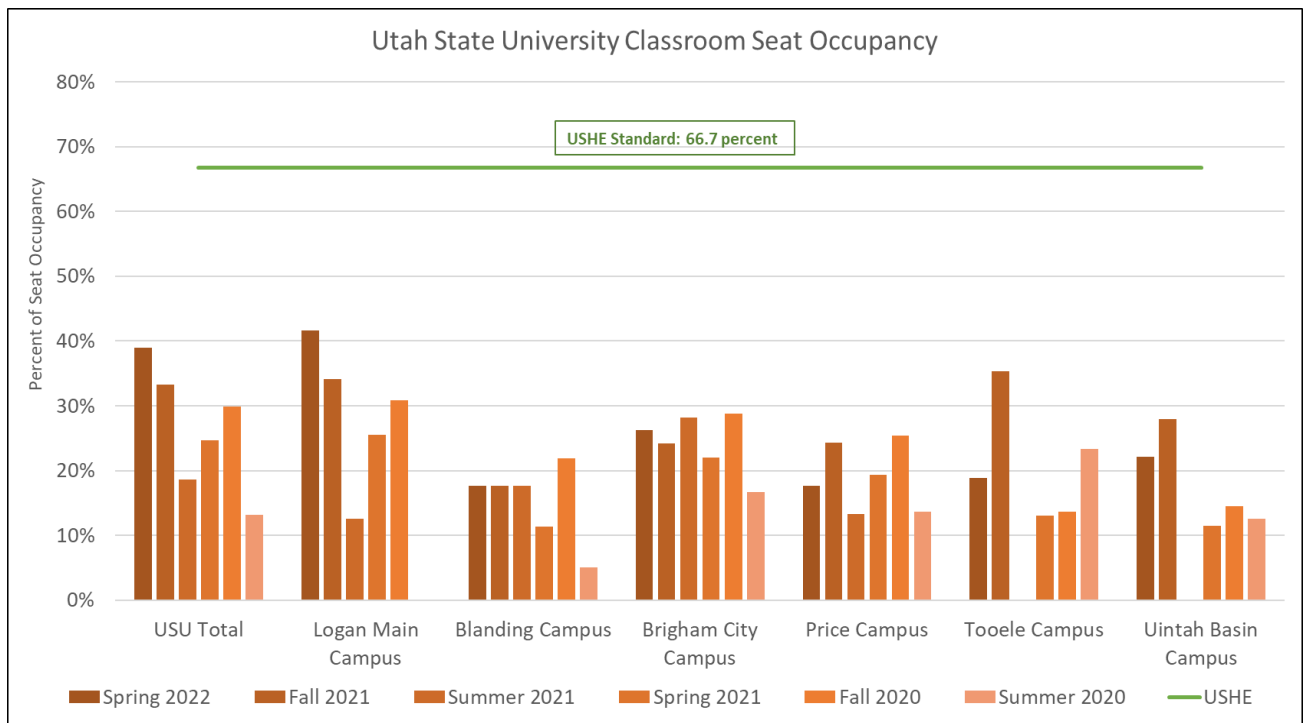
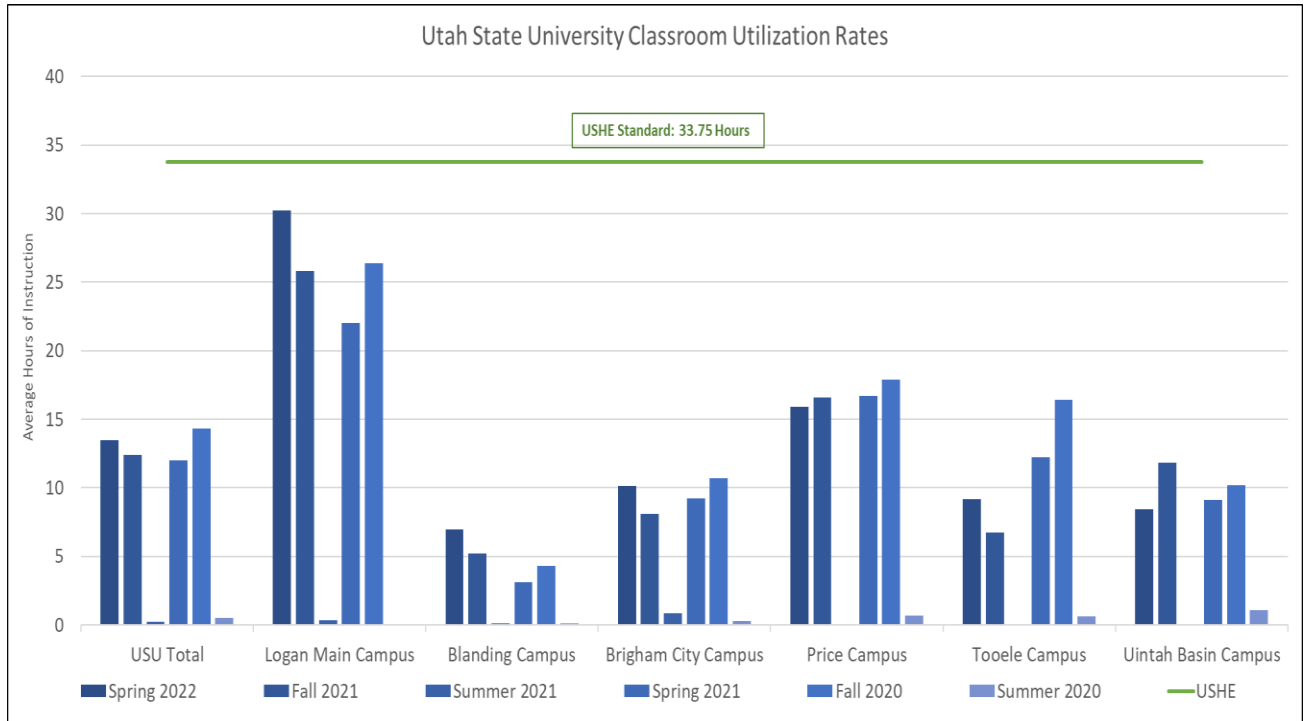
Optional Question 3: Non-Instructional Room Utilization

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

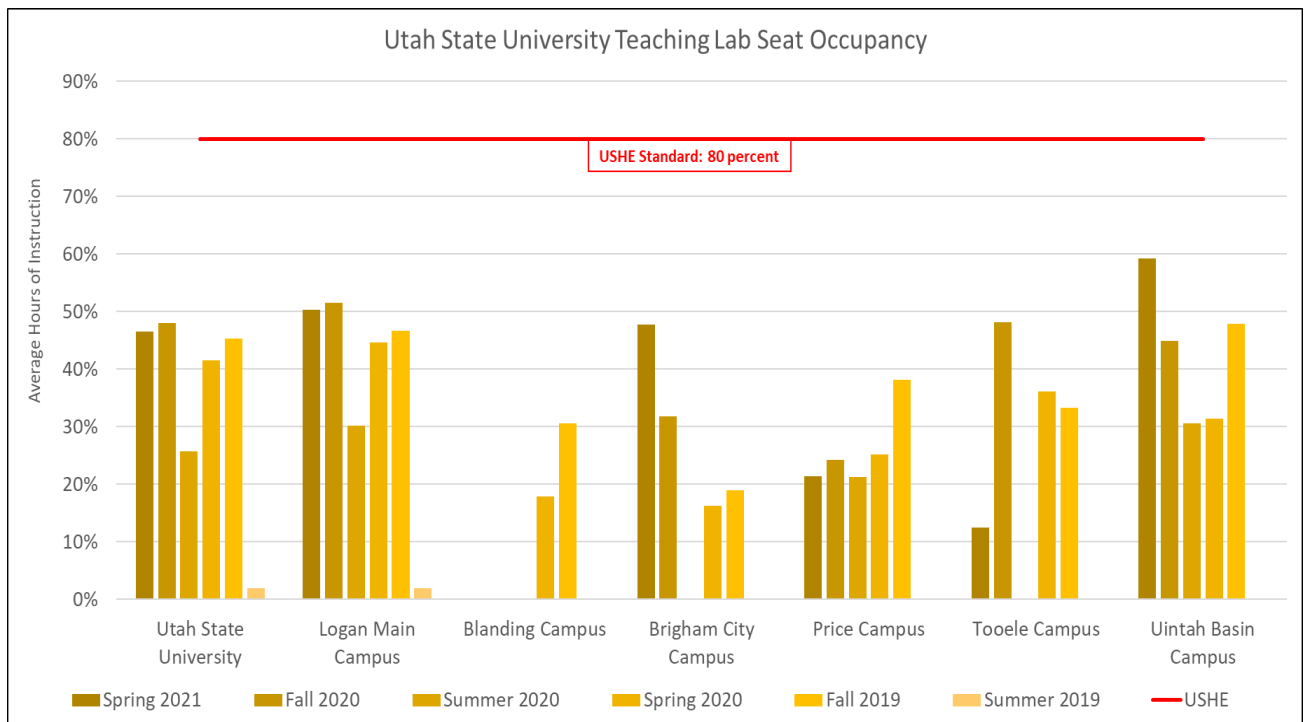
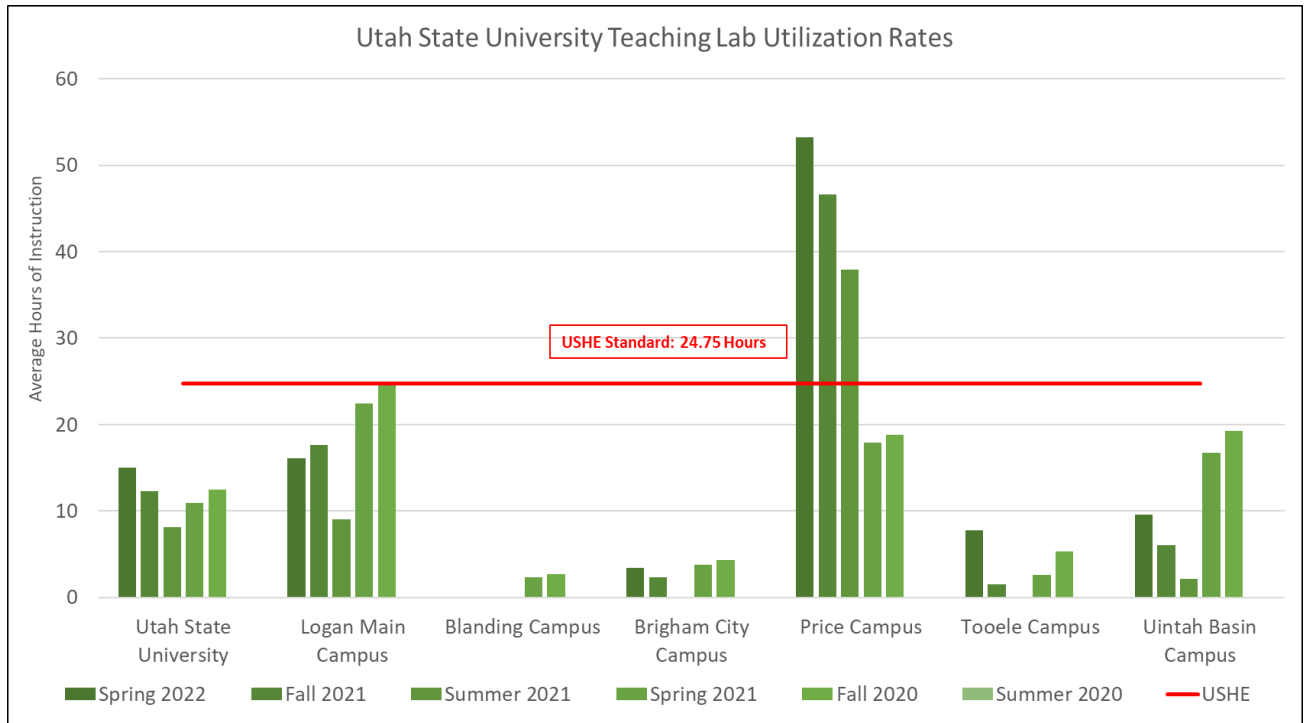
All dedicated classroom spaces are prioritized for instruction without exception. Similar to class labs, non-class lab use is calculated by affiliated total project expense per square foot. Often, personnel expenses are for students in an affiliated discipline.

Utah State University Utilization 2021-22

Overview of USU Classroom Utilization



Overview of USU Lab Utilization



USU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah State University	13.5	294	39.0%	12,222	12.4	294	33.2%	12,222	0.2	294	18.6%	12,222
Logan Main Campus	30.2	145	41.7%	8,780	25.8	145	34.1%	8,780	0.3	145	12.6%	8,780
Agriculture Sys Tech & Ed	8.6	3	45.7%	104	8.9	3	39.9%	104	0.3	3	9.6%	104
Agricultural Sciences Bldg.	44.1	3	45.1%	194	54.8	3	29.4%	194	-	3	0.0%	194
Animal Science Bldg.	58.9	1	36.8%	32	26.8	1	45.5%	32	-	1	0.0%	32
Peterson Engineering Lab	33.1	6	30.2%	241	34.6	6	38.7%	241	-	6	0.0%	241
Distance Education Building	29.6	12	49.9%	320	16.5	12	60.7%	320	-	12	0.0%	320
Early Childhood Building	31.0	2	77.7%	46	15.4	2	51.1%	46	-	2	0.0%	46
Eccles Business Building	30.6	6	49.2%	468	31.1	6	37.6%	468	-	6	0.0%	468
Eccles Science Learning Center	33.1	3	38.4%	699	42.9	3	26.4%	699	-	3	0.0%	699
Bowen Building	17.0	6	48.9%	494	30.5	6	33.5%	494	-	6	0.0%	494
Education Building	32.5	8	39.0%	328	21.0	8	39.7%	328	-	8	0.0%	328
Engineering Building	38.2	15	46.0%	1,169	35.4	15	34.2%	1,169	-	15	0.0%	1,169
Family Life Building	30.8	2	39.5%	143	29.4	2	34.8%	143	-	2	0.0%	143
Fine Arts Center	16.9	1	50.0%	16	-	1	0.0%	16	-	1	0.0%	16
Fine Arts-Visual Building	24.7	4	39.5%	378	23.3	4	29.2%	378	2.2	4	25.6%	378
Geology Building	35.3	6	36.6%	300	36.3	6	34.7%	300	-	6	0.0%	300
HPER Building	34.1	4	34.3%	177	37.6	4	30.9%	177	-	4	0.0%	177
Huntsman Hall	38.4	20	50.7%	1,103	31.5	20	46.8%	1,103	-	20	0.0%	1,103
Industrial Science Building	21.3	1	44.6%	40	24.2	1	64.3%	40	-	1	0.0%	40
Life Sciences Building	33.9	3	19.6%	431	29.2	3	16.6%	431	-	3	0.0%	431
Lillywhite Building	30.8	2	59.5%	51	8.3	2	70.6%	51	-	2	0.0%	51
Merrill-Cazier Library	35.4	4	48.5%	160	34.2	4	47.0%	160	-	4	0.0%	160
Natural Resources Building	48.2	1	25.9%	98	32.8	1	17.7%	98	4.8	1	7.1%	98
Nutrition & Food Sciences	24.8	3	33.9%	154	15.7	3	33.6%	154	-	3	0.0%	154
Old Main	40.0	15	43.5%	947	37.6	15	34.8%	947	3.6	15	6.8%	947
Ray B. West Building	39.2	5	54.9%	128	31.7	5	56.7%	128	-	5	0.0%	128
Science Engineering Research	-	1	0.0%	24	-	1	0.0%	24	-	1	0.0%	24
Sorsenson Cntr. for Clinical Excl.	28.2	2	46.0%	109	24.6	2	24.5%	109	-	2	0.0%	109
Teaching Greenhouse	15.6	1	85.4%	24	10.4	1	37.5%	24	-	1	0.0%	24
Technology Building	34.8	2	41.3%	68	29.3	2	62.1%	68	-	2	0.0%	68
University Reserve Building	20.6	1	48.8%	28	4.9	1	39.3%	28	-	1	0.0%	28
Veterinary Science & Biology	21.5	1	44.2%	126	27.7	1	22.3%	126	-	1	0.0%	126
Widtsoe Hall	36.4	1	42.3%	180	38.9	1	28.3%	180	-	1	0.0%	180
Blanding Campus	7.0	16	17.6%	451	5.2	16	17.6%	451	0.1	16	17.6%	451
Bradford Lee Tech. Building	14.0	10	17.6%	236	10.4	10	17.6%	236	0.3	10	17.6%	236
Health Science Library	-	6	0.0%	215	-	6	0.0%	215	-	6	0.0%	215
Brigham Campus	10.1	36	26.2%	794	8.1	36	24.2%	794	0.9	36	28.2%	794
Academic Building	9.9	24	27.9%	430	7.5	24	26.9%	430	0.4	24	21.2%	430
Miller Building	10.4	12	23.5%	364	8.7	12	22.5%	364	1.3	12	41.5%	364
Price Campus	15.9	34	17.7%	1,033	16.6	34	24.3%	1,033	0.0	34	13.3%	1,033
Central Instructional Building	15.8	6	20.6%	168	15.3	6	28.6%	168	-	6	0.0%	168
Mcdonald Career Center	19.6	3	34.9%	88	30.8	3	33.5%	88	-	3	0.0%	88
Reeves Building	22.7	14	14.5%	430	17.0	14	20.8%	430	0.2	14	13.3%	430
West Instructional Building	5.6	11	0.2	347	3.3	11	35.8%	347	-	11	0.0%	347
Tooele Campus	9.2	21	18.9%	486	6.7	21	35.3%	486	-	21	0.0%	486
Science & Technology Building	11.0	2	18.2%	56	8.3	2	35.3%	56	-	2	0.0%	56
Academic Building	7.4	19	19.0%	430	5.1	19	0.0%	430	-	19	0.0%	430
Uintah Basin Campus	8.4	42	22.1%	678	11.9	42	27.9%	678	-	42	0.0%	678
BEERC	9.6	21	25.9%	288	11.8	21	31.4%	288	-	21	0.0%	288
Roosevelt - Student Center	14.3	8	16.3%	252	23.8	8	24.5%	252	-	8	0.0%	252
Roosevelt - Classroom	1.4	13	23.1%	138	-	13	0.0%	138	-	13	0.0%	138

USU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
Utah State University	15.0	118	46.5%	3,116	12.3	118	48.1%	3,116	8.2	118	25.7%	3,116
Logan Main Campus	16.1	72	50.4%	1,972	17.6	72	51.6%	1,972	9.0	72	30.2%	1,972
Agricultural Sciences Bldg.	14.3	2	36.5%	48	18.7	2	38.8%	48	-	2	0.0%	48
Animal, Teaching & Research Ctr	4.4	3	103.6%	37	6.7	3	112.7%	37	-	3	0.0%	37
Art Sculpture Lab	-	1	-	15	12.6	1	0.0%	15	-	1	0.0%	15
Biological-Nat Resources	13.4	1	36.7%	30	6.2	1	21.7%	30	-	1	0.0%	30
Biotech Lab	8.0	1	83.3%	12	-	1	0.0%	12	-	1	0.0%	12
Peterson Engineering Lab	11.5	3	36.1%	60	10.1	3	53.5%	60	-	3	0.0%	60
Education Building	26.1	2	37.8%	55	4.1	2	50.0%	55	-	2	0.0%	55
Engineering Building	21.0	2	96.6%	40	11.1	3	104.8%	40	-	3	0.0%	40
Family Life Building	23.0	3	65.9%	76	12.3	3	87.3%	76	-	3	0.0%	76
Fine Arts Center	29.2	8	24.7%	393	25.0	8	20.4%	393	0.6	8	0.8%	393
Fine Arts Center Visual	37.9	3	67.0%	70	40.7	3	62.0%	70	2.0	3	28.0%	70
Geology Building	14.2	2	68.8%	40	13.3	2	52.9%	40	-	2	0.0%	40
Huntsman Hall	10.2	1	37.9%	66	8.1	1	40.9%	66	-	1	0.0%	66
Industrial Science Building	21.1	2	15.6%	90	23.6	2	17.7%	90	-	2	0.0%	90
Life Sciences Building	21.6	13	52.1%	368	19.9	13	63.4%	368	-	13	0.0%	368
Maeser Lab	12.4	7	83.0%	96	1.0	7	102.1%	96	0.5	7	50.0%	96
Military Science Building	4.0	1	28.3%	30	4.0	1	38.3%	30	-	1	0.0%	30
Natural Resources Building	17.8	1	48.5%	50	23.7	1	31.7%	50	-	1	0.0%	50
Old Main	2.7	1	60.0%	15	-	1	0.0%	15	-	1	0.0%	15
Quinney Library	-	1	0.0%	32	5.7	1	42.2%	32	-	1	0.0%	32
Science Engineering Research	33.9	4	88.3%	64	54.2	4	62.6%	64	2.7	4	37.5%	64
Sorenson Cntr. for Clinical Excl.	10.5	1	96.7%	30	50.9	1	96.7%	30	-	1	0.0%	30
Veterinary Science & Biology	17.3	4	65.2%	135	28.2	4	68.5%	135	-	4	0.0%	135
Widtsoe Hall	32.7	5	85.1%	120	36.6	5	93.5%	120	3.2	5	47.5%	120
Blanding Campus	-	5	0.0%	127	-	5	0.0%	127	-	5	0.0%	127
Bradford Lee Technology	-	1	0.0%	12	-	1	0.0%	12	-	1	0.0%	12
Health Science Library	-	4	0.0%	115	-	4	0.0%	115	-	4	0.0%	115
Brigham Total	3.4	2	47.8%	37	2.4	2	31.8%	37	-	2	0.0%	37
Milton P Miller Building	6.9	2	47.8%	37	4.8	2	31.8%	37	-	2	0.0%	37
Price Campus	53.2	29	21.4%	762	46.6	29	24.3%	762	37.9	29	21.3%	762
BDAC Athletic Building	12.9	1	12.1%	35	2.0	1	22.9%	35	-	1	0.0%	35
Central Instructional Building	40.5	7	0.0%	275	31.7	7	19.6%	275	-	7	0.0%	275
Industrial Park Building	196.0	2	30.2%	48	196.0	2	42.7%	48	212.8	2	21.4%	48
Mcdonald Career Center	28.8	7	23.1%	161	33.5	7	20.7%	161	4.4	7	19.0%	161
Reeves Building	3.8	9	31.4%	195	4.3	9	31.0%	195	0.2	9	16.7%	195
West Instructional Building	37.2	3	7.4%	48	12.0	3	9.6%	48	10.0	3	24.1%	48
Tooele Campus	7.8	5	12.5%	90	1.5	5	48.1%	90	-	5	0.0%	90
Academic Building	7.8	5	12.5%	90	1.5	5	48.1%	90	-	5	0.0%	90
Uintah Basin Campus	9.6	5	59.2%	128	6.0	5	44.9%	128	2.1	5	30.7%	128
BEERC	12.7	4	49.7%	104	12.1	4	44.9%	104	4.2	4	30.7%	104
USU Classrooms/Bookstore	6.5	1	116.7%	24	-	1	0.0%	24	-	1	0.0%	24

Utah State University 2021-22 Utilization Report

**Answers are for Logan campus unless otherwise noted*

Required Question 1: Meeting Board Standards

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

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

We continue to focus our efforts on meeting current instructional needs. As COVID19 effects linger, achieving our goals may be delayed; however, 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 pandemic guidelines and instructional needs. Since USU does not have buildings that are dedicated to classrooms only, we try to accommodate faculty as much as possible by letting them teach classes in or near the buildings where they office.

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

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

Required Question 2: Local Conditions Affecting Utilization

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

COVID19 has highlighted USU's unique circumstances where classrooms are needed or exist in certain locations but cannot be utilized at the calculated standard. Factors leading to these circumstances include social distancing, on-line, hybrid instruction, the nature of some programs,

the spread-out nature of the campus, the large physical size of some classrooms and the number of classrooms.

For example:

- Several classrooms are in buildings around the perimeter of the campus where the program function needs to exist, but the distance from the central core is too far to be effectively included in general scheduling. Students cannot make it to those buildings and back within class breaks.
- Some classrooms exist in buildings where elementary or pre-school-aged children are present and the university has made a conscious decision to limit only those students whose programs require them to work with the young children into those buildings.
- Some classrooms are in older buildings that are not ADA compliant. However, the departments housed in those buildings still use the classrooms because of the convenience. Classrooms that are not ADA compliant cannot be used for general scheduling and therefore have limited usage.
- Some classrooms have poor technology, which make them undesirable for most faculty and students. However, the departments housed in those buildings use the classrooms because they feel that convenience outweighs the classroom conditions.
- Some older, higher capacity classrooms are less desirable for smaller course enrollment; however, due to location, the room is scheduled and the station occupancy rate fails to achieve the desired metric. It is important to note that during COVID-19 these larger capacity spaces have become important in meeting face to face courses while maintaining social distancing.

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

Required Question 3: Central Scheduling

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

All classrooms and class laboratories are centrally scheduled. The Registrar's Office (Academic Scheduling) collaborates with departments on a regular basis. Although some challenges and concerns for 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. As previously stated, COVID19 created especially challenging circumstances respecting face-to-face and hybrid instruction, departmental needs, and social distancing requirements.

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

Under non-COVID19 circumstances where opportunity and need converge, USU will use classroom space throughout the day and year for institutional conferences, workshops, lectures, meetings, and events that promote the mission of Utah State University and support community engagement.

Required Question 6: Optimizing Summer Term

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

During COVID19, USU increased on-line opportunities during summer term. USU has tried a variety of strategies over the past several years to encourage more students to take summer classes, particularly on the Logan campus. Each strategy attracts different students but has not made a significant change in face-to-face summer enrollment. As a residential campus and under normal conditions, it is very common for students to accept internships away from the campus, engage in fieldwork related to their academic pursuit, return home for the summer to work, or spend time with family.

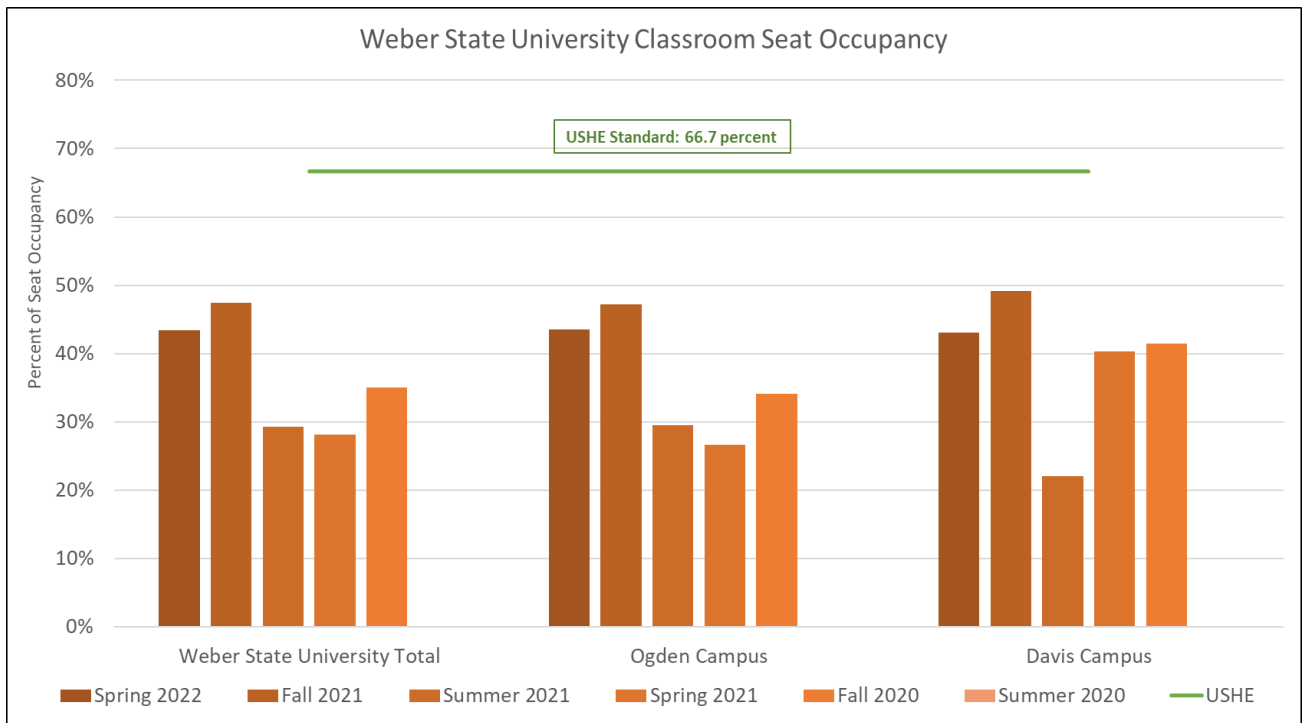
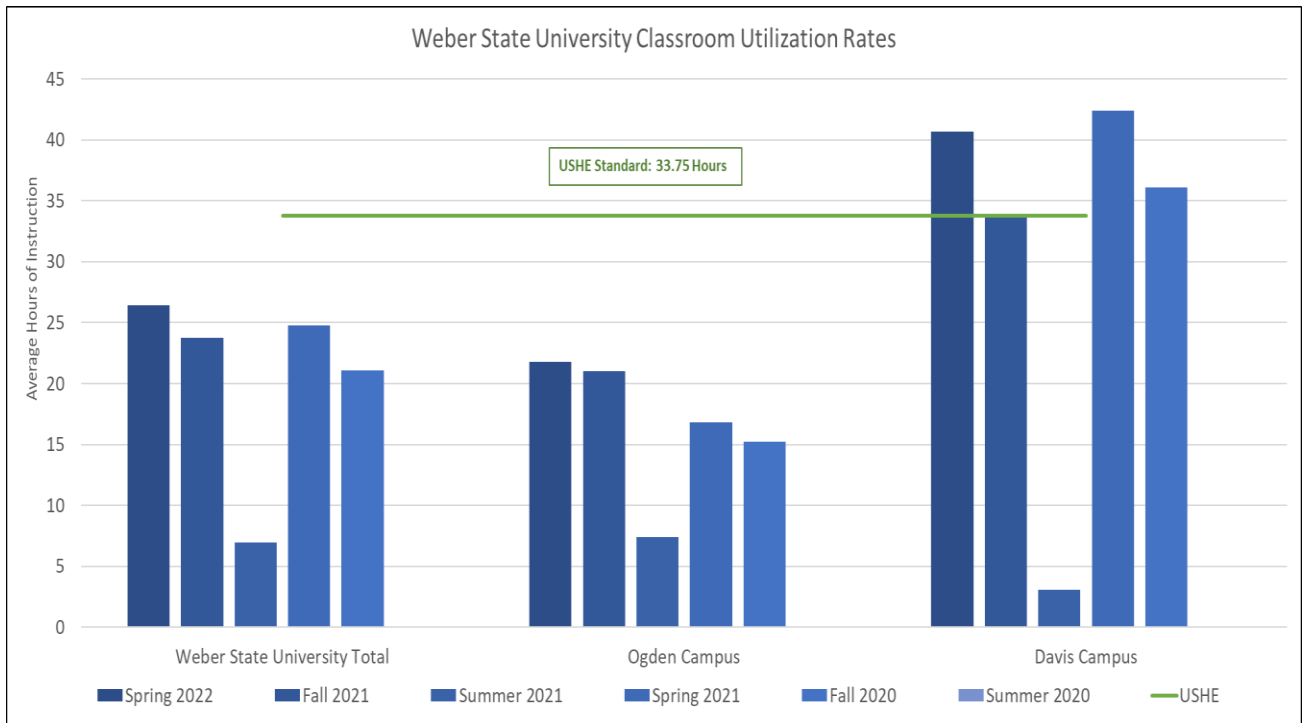
USU is continually evolving to meet the needs of our students. Student behavior and data indicates students increased summer scheduling of online courses to off-set COVID19 challenges and increase academic flexibility in the summer rather than face-to-face courses.

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

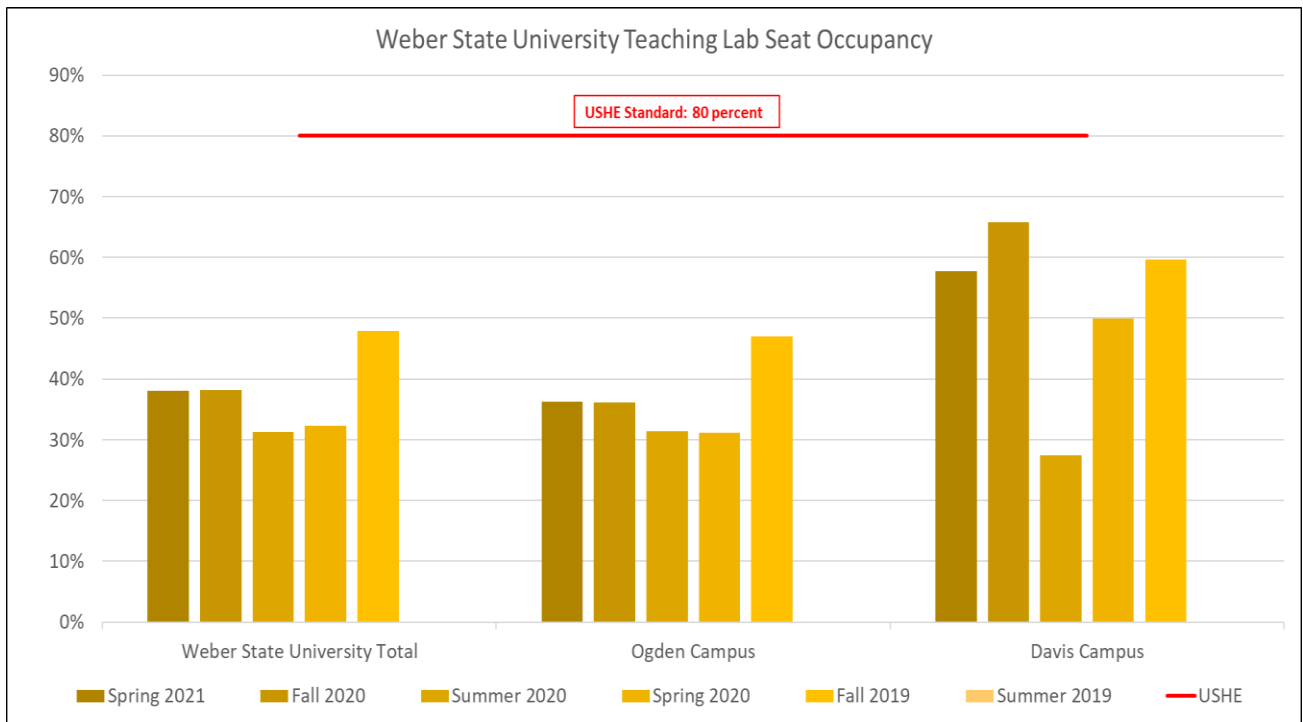
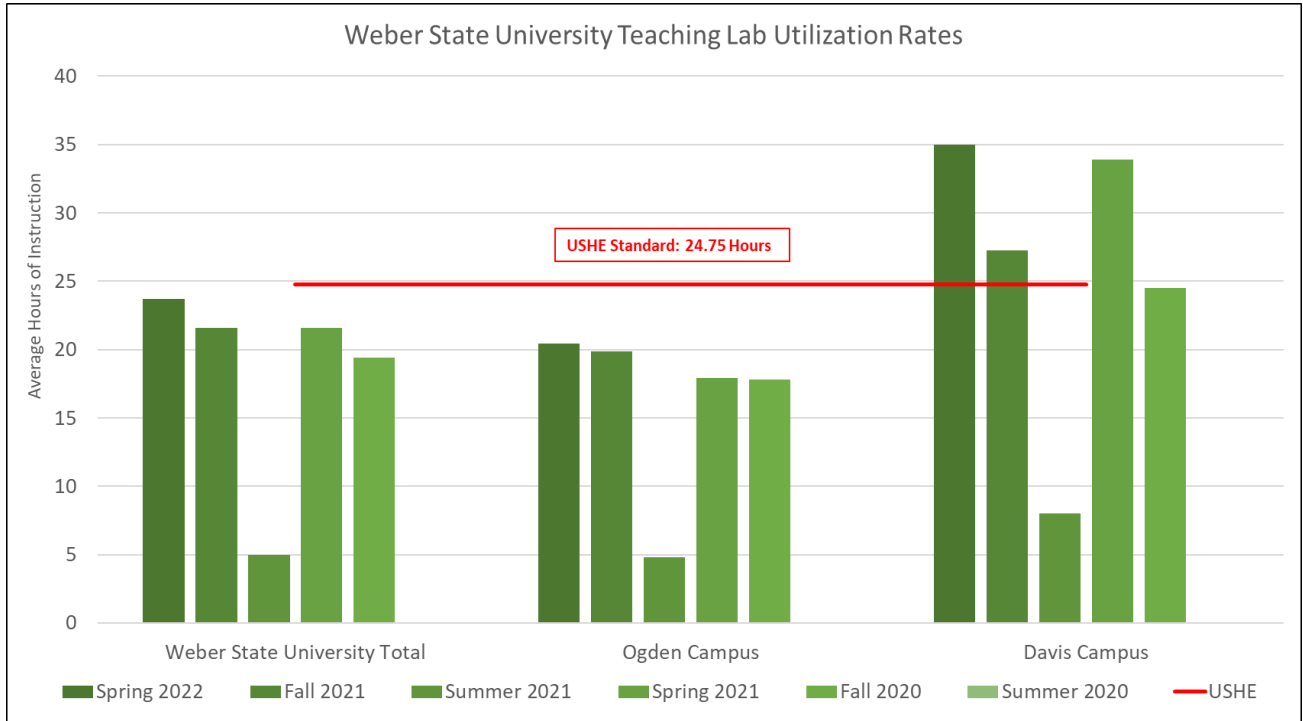
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Weber State University Utilization 2021-22

Overview of WSU Classroom Utilization



Overview of WSU Lab Utilization



WSU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
Weber State University Total	26.4	183	43.4%	7,813	23.8	197	47.5%	8,290	6.9	38	29.3%	1,867
Ogden Campus	21.7	138	43.5%	6,204	21.0	154	47.2%	6,756	7.4	34	29.5%	1,698
Browning Center	14.9	3	43.3%	109	18.4	3	44.0%	109				
Elizabeth Hall*					2.8	1	35.0%	40				
Engineering Technology	18.7	26	54.4%	775	19.6	27	58.4%	800	6.0	4	30.0%	137
Interprofessional Education	30.9	4	35.3%	108	22.5	9	34.5%	304	8.5	2	30.6%	72
Kimbal Visual Art					20.4	4	46.4%	145				
Lampros Hall	27.2	1	48.0%	20	17.5	1	76.7%	20				
Lind Lecture Hall*	24.3	15	35.3%	1,006	28.6	15	42.1%	1,006	4.0	1	32.3%	62
Lindquist Hall	17.6	32	35.7%	1,647	15.4	33	40.9%	1,663	3.9	9	17.4%	582
Marriott Allied Health	31.5	10	48.3%	464	28.0	10	51.7%	464	22.3	5	34.7%	239
McKay Education	29.7	13	51.7%	518	23.7	13	56.6%	518	5.5	3	21.8%	164
Stewart Library	21.2	1	50.0%	20	10.8	1	57.0%	20				
Swenson Building	12.9	1	73.0%	18	32.4	1	110.3%	18	1.4	1	66.7%	18
Technical Education	14.4	5	31.2%	250	11.8	6	35.5%	290	1.4	1	22.5%	40
Tracy Hall	26.5	15	58.6%	508	25.6	15	61.1%	508	6.1	6	37.8%	244
Wattis Business	15.5	12	35.2%	761	21.5	15	36.9%	851	1.4	2	23.8%	140
Davis Campus	40.7	45	43.0%	1,609	33.7	43	49.1%	1,534	3.1	4	22.0%	169
Davis Campus Building 13*	54.0	10	62.5%	320	43.5	9	67.5%	280				
Davis Campus Building 2*	31.9	17	36.1%	732	29.4	16	41.1%	697	3.1	4	22.0%	169
Stewart Center*	41.6	18	52.7%	557	32.7	18	58.6%	557				

WSU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
Weber State University Total	23.7	71	38.0%	2,499	21.6	74	38.1%	2,558	5.0	19	31.3%	697
Ogden Campus	20.5	55	36.3%	2,043	19.9	57	36.1%	2,087	4.8	18	31.4%	666
Browning Center	27.5	4	24.2%	289	28.6	4	25.7%	289	1.1	1	36.7%	30
Elizabeth Hall	10.5	4	51.1%	123	14.2	4	54.7%	123	1.0	1	65.5%	29
Engineering Technology	19.1	3	50.9%	64	17.3	7	46.7%	176				
Kimbal Visual Art	17.8	9	51.4%	231	17.3	7	63.2%	146	10.3	1	33.3%	16
Lampros Hall	2.9	1	21.9%	67	9.4	1	31.7%	67				
Lind Lecture Hall	42.0	1	110.0%	20								
Marriott Allied Health	26.8	4	57.5%	89	22.6	5	53.3%	126	6.8	1	35.9%	16
McKay Education	29.7	1	66.7%	30	35.5	1	51.9%	30				
Swenson Building	28.9	5	17.9%	356	23.5	5	23.2%	356	5.6	3	31.0%	116
Tracy Hall	17.1	20	70.2%	508	17.9	20	65.0%	508	4.7	10	69.2%	259
Wattis Business	12.4	1	42.8%	36	14.2	1	28.3%	36				
Wildcat Center	36.6	2	14.9%	230	36.6	2	11.7%	230	4.0	1	4.5%	200
Davis Campus	35.0	16	57.7%	456	27.2	17	65.8%	471	8.0	1	27.4%	31
Computer & Auto Engineering	19.9	5	56.4%	144	17.4	5	62.4%	144	8.0	1	27.4%	31
Davis Campus Building 13*	54.0	4	76.9%	104	43.5	4	84.8%	99				
Davis Campus Building 2*	31.2	4	65.6%	128	26.4	4	68.4%	128				
Davis Campus Building 3*	40.0	3	44.0%	80	24.1	4	64.5%	100				

* 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 2021-22 Utilization Report

Required Question 1: Meeting Board Standards

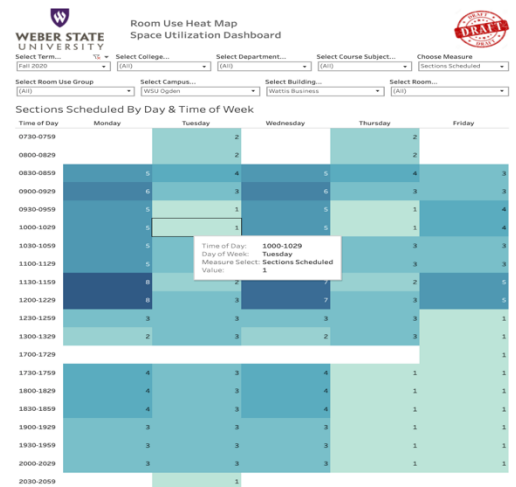
Using the utilization data submitted with this report, explain how your institution intends to meet or exceed the standard by 2025 to meet legislative intent language and Board performance metrics:

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. We are working to shift that mentality towards centralized scheduling. To that end, Weber State has purchased and implemented a centralized scheduling software, CourseDog. This software and associated process will allow us to optimize the use of all classroom, lab, and event space on campus. It will allow the university to find rooms that fit the size and space requirements for each class. Additionally, CourseDog scheduling software provides data analytics to the departments as they are scheduling.

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

iii. **Off-Peak Class Scheduling** – Weber State University has traditionally been a commuter campus with the large proportion of students being nontraditional working student. This demographic has driven the course times and offerings to an early morning or late evening offerings. Our space utilization on campus from 8:00 am to 12:00 pm is very high and drops of dramatically until the



evening when it climbs again. Weber State is working with students, faculty, and the Office of the Registrar to determine which classes can be taught during the low demand afternoon times and begin to schedule classes outside of our traditional hours. This will help to free up space during our peak demand times and allow for better overall daily utilization of the spaces.



- iv. Right Sizing Spaces – In a decentralized scheduling format, classes with fewer students were forced to schedule their class from the inventory predetermined by their department or college. This meant that it was common to have small upper division or graduate level classes of 18 in a room built to hold 40. Scheduling software has helped optimize the right class in the right space and even allow us to reassign a room to a class that has fewer or more than the predicted. We have also made “right sizing” a priority for all new construction and renovations. For the past few years, we have worked to match the inventory of teaching spaces to the class sizes being taught.
- v. Annual Evaluation – The Space Planning Committee is meeting with each college annually to review the least utilized spaces on campus. In the past meetings, we have discovered that some underutilized spaces were not being scheduled because of poor lighting or non-functional AV equipment. These roadblocks can easily be corrected and the space brought back to higher utilization. The committee will also monitor space use changes or renovations that would affect the predominant use and use code assignment.
- vi. Format Evaluation – Weber State is looking very closely at all of the delivery options (face-to-face or virtual) and the historical outcomes for students. As recover from the pandemic and transition back to a traditional learning environment, we want to take the lessons learned and provide classes in the formats that best meet the needs of the student and provide the best learning outcomes.

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

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

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

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

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

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

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

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

Required Question 2: Local Conditions Affecting Utilization

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

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

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

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

Required Question 3: Central Scheduling

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

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

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

Required Question 4: Institutional Utilization Policy

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

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

Optional Question 1: Monitoring Methods

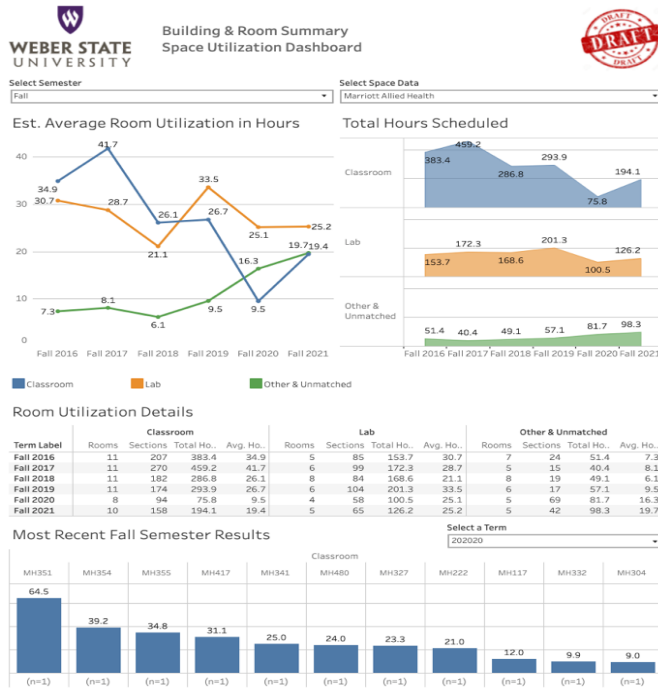
What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?

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

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

Optional Question 2: Off-Peak Student Enrollment

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



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

Optional Question 3: Non-Instructional Room Utilization

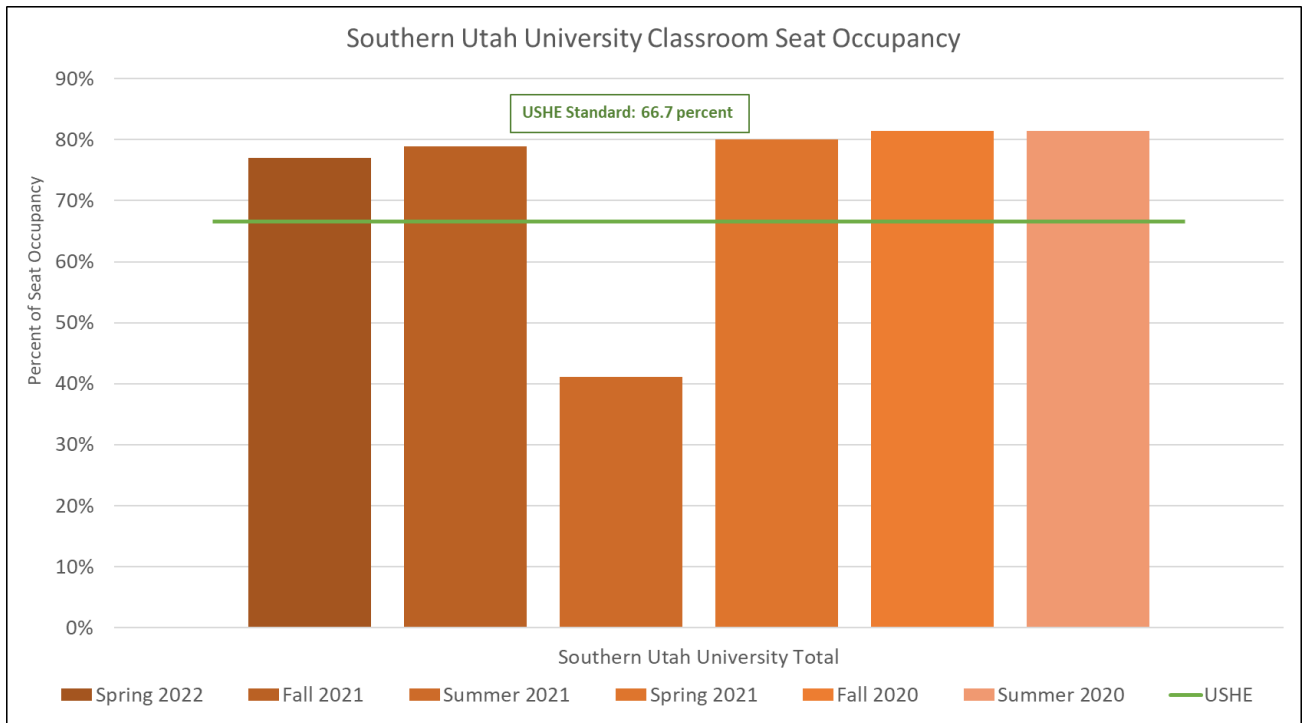
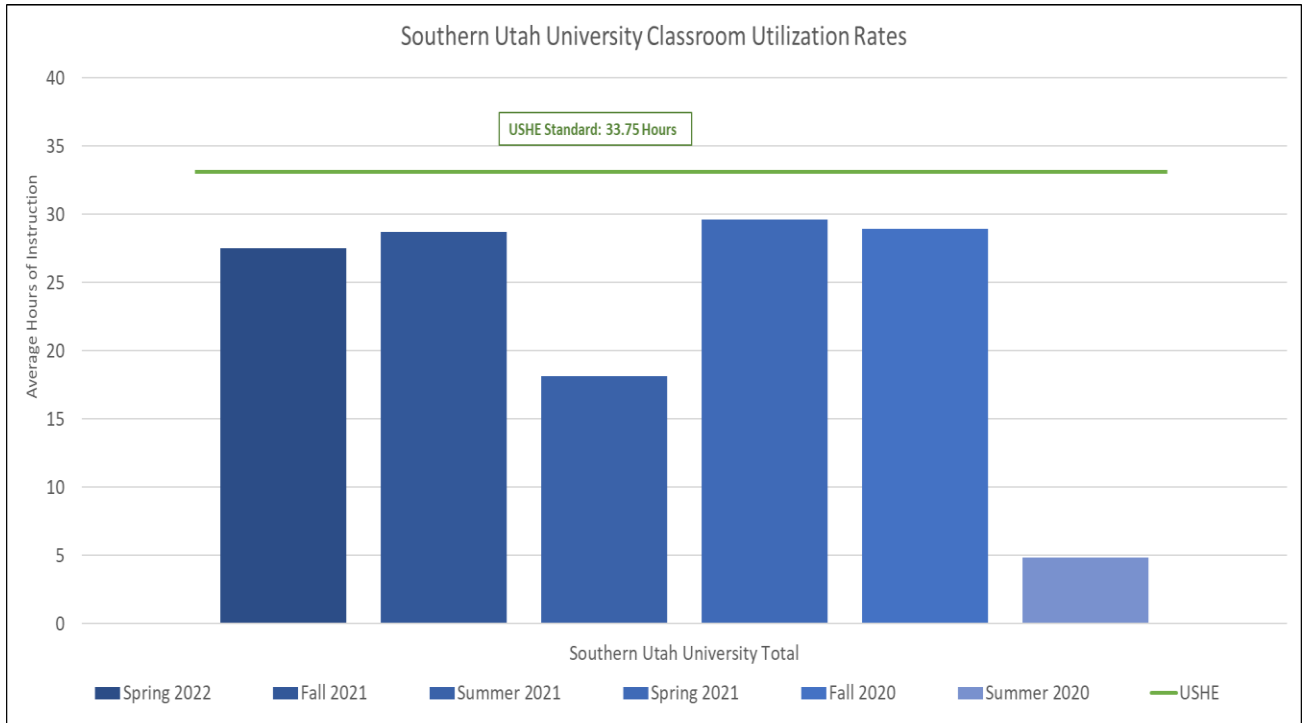
What strategies does your institution employ to capture non-instructional classroom and laboratory utilization?

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

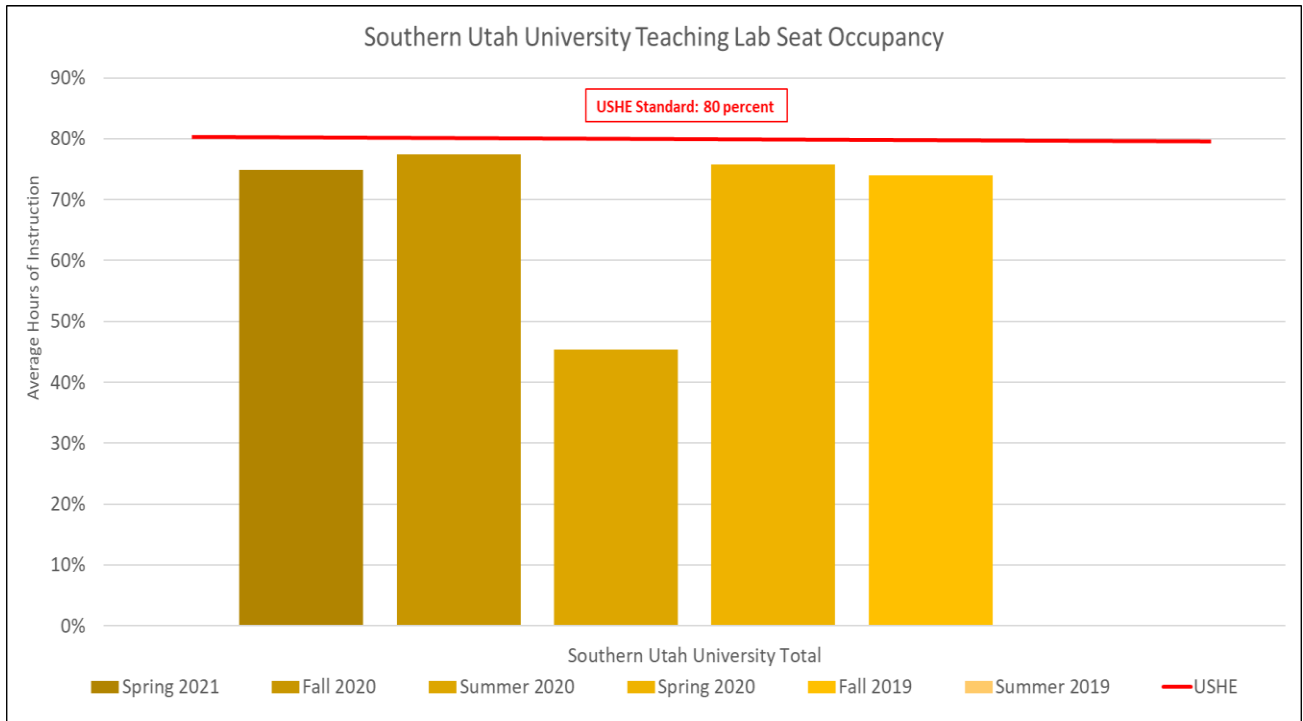
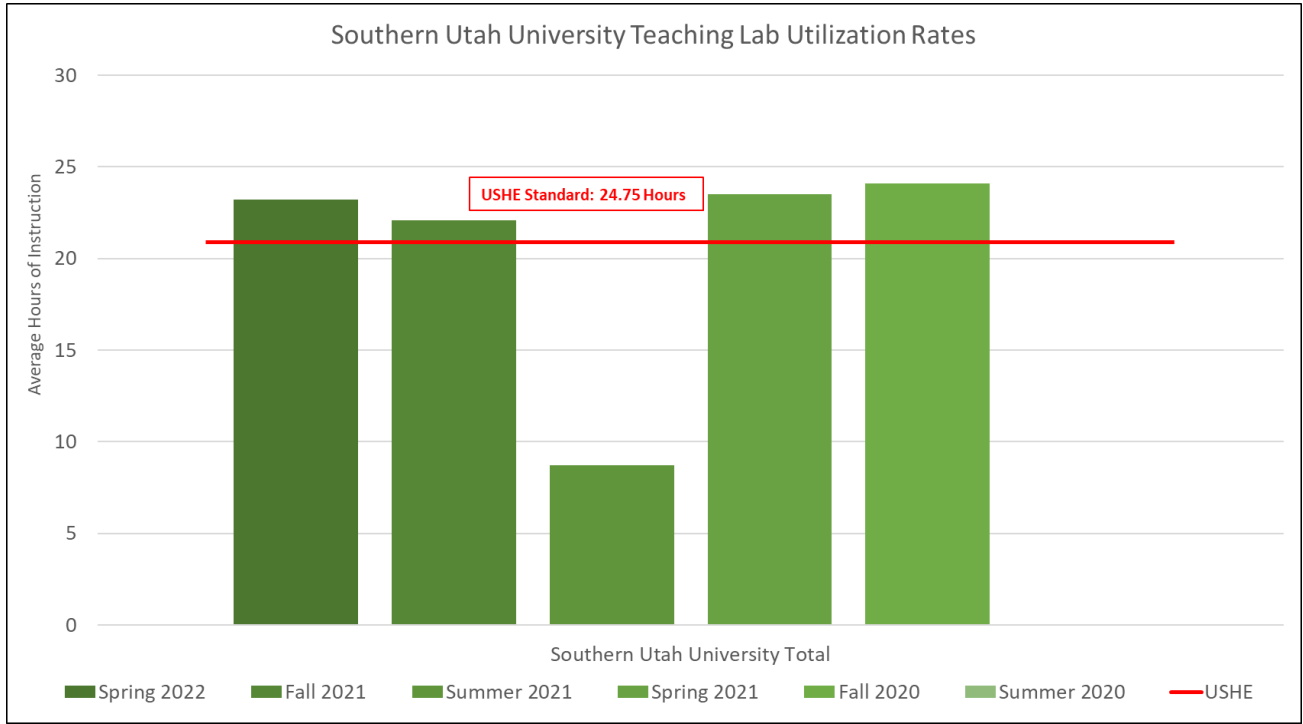
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Southern Utah University Utilization 2021-22

Overview of SUU Classroom Utilization



Overview of SUU Lab Utilization



SUU Classroom (110) Utilization

	Classroom (110) Utilization												
	Spring 2022				Fall 2021				Summer 2021				
	Room		Station		Room		Station		Room		Station		
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	
Southern Utah University Total	27.5	82	77.0%	2,806	28.7	82	78.9%	2,865	18.1	42	41.1%	1,397	
America First Event Center	26.7	3	63.9%	150	27.7	3	73.0%	139	8.5	1	43.6%	37	
Burch Mann Home	8.3	1	75.0%	13	8.5	1	75.6%	11	3.5	1	53.8%	13	
Center For Music Technology (Bradst	3.0	1	66.7%	9									
Dixie Leavitt Business Building	33.5	12	72.4%	438	34.1	12	74.0%	436	16.3	6	31.7%	180	
Electronic Learning Center	35.7	1	69.5%	41	17.5	2	86.2%	72					
Emma Eccles Jones Education Build	25.9	10	76.9%	366	32.4	10	84.3%	414	14.8	7	42.4%	240	
Engineering & Technology Building	24.1	5	71.4%	170	29.5	5	68.6%	172	6.4	3	26.6%	119	
General Classroom Building	28.7	18	82.0%	540	28.7	18	81.2%	539	28.0	3	29.6%	90	
Geoscience Building	32.4	2	87.1%	77	23.7	2	90.6%	85	10.0	1	60.6%	33	
Gerald R. Sherratt Library	5.2	2	32.7%	50	6.8	2	58.6%	49					
J.L. Sorenson Physical Education Bui	30.0	5	74.0%	207	36.3	5	76.8%	213	13.6	2	37.3%	57	
Js & Aline Skaggs Center For Health	24.8	3	90.8%	76	20.3	3	89.2%	83	10.5	2	100.0%	25	
Multipurpose Center	16.5	2	70.8%	54	27.2	2	83.0%	53	10.7	2	41.2%	68	
Music Center	19.0	1	63.8%	24	19.0	1	78.0%	23	29.7	1	62.5%	20	
Rc Braithewaite Liberal Arts Center (35.8	2	98.8%	54	33.0	2	82.0%	47	21.8	1	43.9%	29	
Science Center	29.5	13	76.9%	524	28.5	13	79.2%	517	25.9	12	42.9%	488	
Valley Farm Agriculture Classroom	22.2	1	112.9%	13	14.7	1	92.0%	13					

SUU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization												
	Spring 2022				Fall 2021				Summer 2021				
	Room		Station		Room		Station		Room		Station		
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	
Southern Utah University Total	23.2	44	74.8%	1,043	22.1	44	77.4%	1,038	8.7	19	45.4%	429	
America First Event Center	22.5	7	79.4%	149	21.9	7	80.5%	152	5.7	4	48.2%	83	
Auditorium	48.2	1	58.6%	21	52.2	1	70.1%	20					
Dixie Leavitt Business Building	27.6	1	45.4%	34	22.7	1	54.0%	34	2.0	1	52.0%	25	
Electronic Learning Center	23.8	5	81.7%	136	21.1	5	77.3%	137	5.8	1	10.0%	20	
Emma Eccles Jones Education Build	20.7	2	80.4%	52	13.7	2	85.4%	48					
Engineering & Technology Building	21.1	3	51.8%	78	24.8	3	68.9%	77	3.3	1	24.0%	25	
General Classroom Building	20.2	2	80.1%	39	21.7	2	78.2%	37					
Geoscience Building	12.0	4	64.5%	95	9.8	4	56.5%	101					
J.L. Sorenson Physical Education Bui	26.0	2	76.2%	46	22.7	2	69.9%	45	13.0	1	32.0%	17	
Leadership Engagement Center	17.7	2	88.7%	38	14.7	2	79.0%	40					
Js & Aline Skaggs Center For Health	29.0	2	102.2%	44	28.5	2	93.8%	44	3.0	2	66.0%	33	
Music Center	25.8	2	71.6%	53	21.9	2	93.4%	46	32.7	1	24.7%	25	
Science Center	25.3	11	75.6%	260	25.4	11	79.3%	257	9.9	8	53.0%	202	

Southern Utah University 2021-22 Utilization Report

Required Question 1: Meeting Board Standards

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

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

SUU did not meet the minimum requirement for fall 2021 (28.7) and spring 2022 (27.5).

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

As in the previous two years, SUU exceeded this standard for fall 2021 (78.9%) and spring 2022 (77.0%).

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

SUU was below the requirement for fall 2021 (22.1) and spring 2022 (23.2).

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

SUU was below the requirement for fall 2021 (77.4%) and spring 2022 (74.8%).

As shown in table 1 below, SUU continues to demonstrate commitment to enrollment growth including growth in the number of F2F (Face-to-Face) students. This effort contributes to achieving/maintaining the aimed for utilization and occupancy rates. Moreover, while the number of utilized rooms/laboratories was down in 2020/21 compared to 2019/20, that number was back up in 2021/22 to about where it was in 2019/20.

Table 1: SUU Change in End-of-Term Enrollment

Measure	Spring			Summer			Fall		
	2019	2022	Diff	2019	2022	Diff	2019	2021	Diff
Enrolled	9,919	13,141	3,222	4,178	7,075	2,897	12,210	14,324	2,114
Took at Least One F2F Class	7,648	8,177	529	1,576	1,959	383	9,092	9,491	399
Seats Filled in F2F Classes*	33,903	32,214	-1689	2,649	3,504	855	38,549	36,936	-1613

*F2F classes does not include hybrid classes.

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?

While SUU’s overall enrollment increased as did the number of students who took at least one F2F class, the number of seats filled in F2F classes decreased as shown in table 1 above. This could be indicative of several factors that pose challenges to achieving/maintaining the aimed for utilization and occupancy rates, some of which are listed below.

- SUU has, in our strategic plan, committed to a student to faculty ratio of 18:1 for undergraduate classes.
- Commitment of classroom space to programs with lower class enrollments such as ESL and Honors classes and higher-level classes (junior, senior, and graduate classes).
- The challenges that come with being a rather small town in a rural setting, including adequate housing for students, faculty, and staff and having a sufficient pool of qualified adjuncts to help with teaching F2F classes. Responsive to these challenges, SUU is currently taking a deeper look at what constitutes a sustainable and balanced growth for the number and mix of F2F and online students and classes.
- COVID related hesitancy on the part of faculty and students to engage in F2F classes.

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. For the 2021/22 seat occupancy rate, SUU used the enrollment limit as the measuring stick if it was lower than the room capacity.
- How should online classes be considered for room utilization if an instructor uses a classroom space for synchronous lessons/classes? SUU excluded all online classes for the 2021-22 report.
- 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 2021-22, 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 9:00 pm.

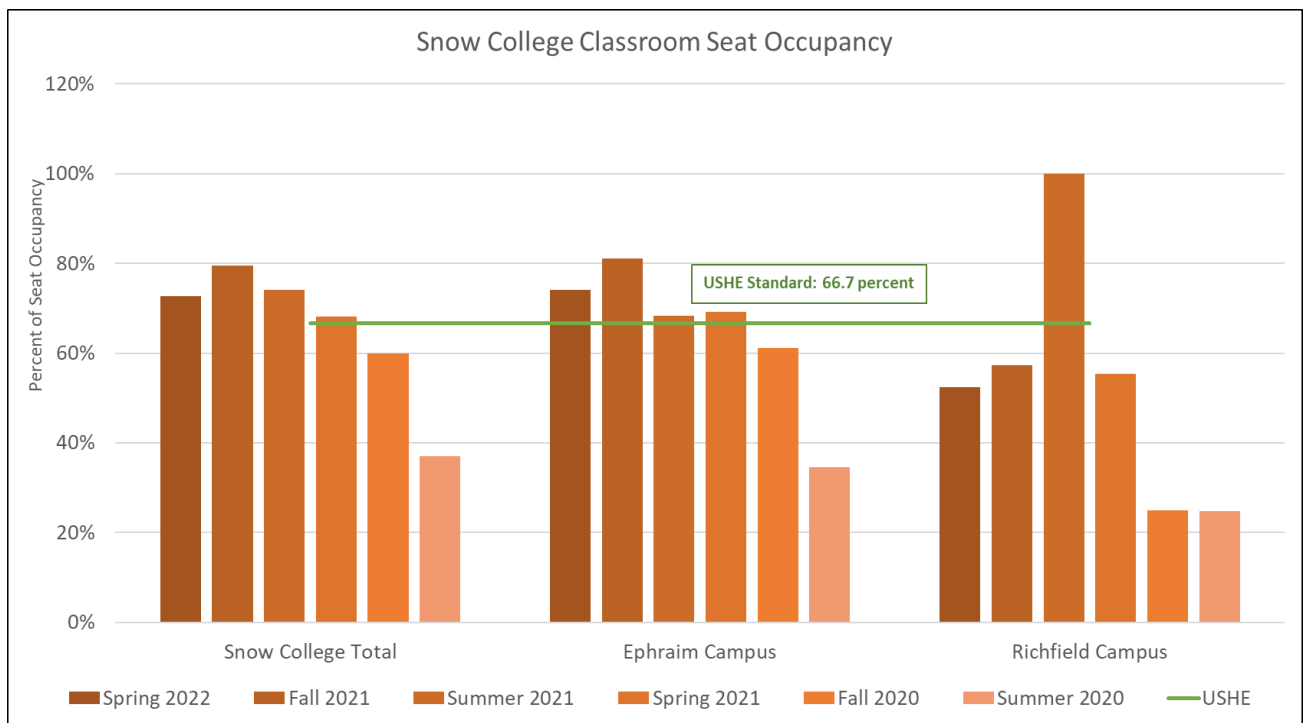
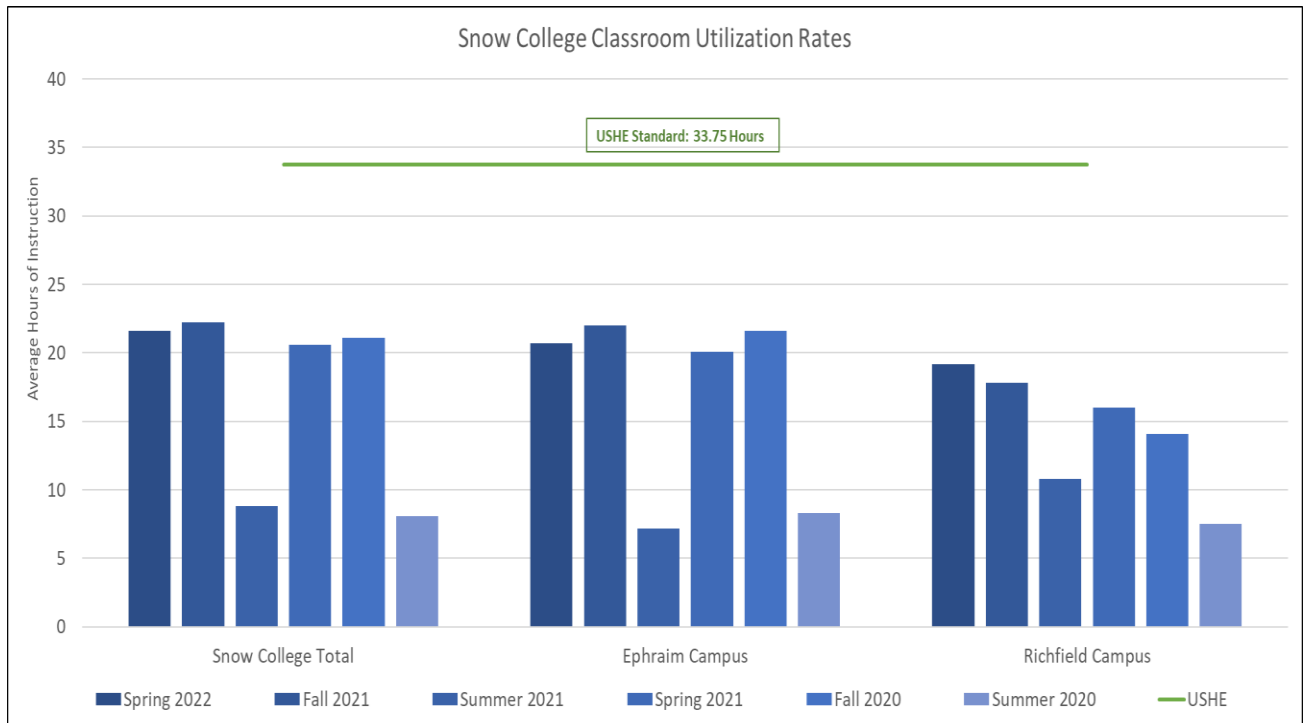
Required Question 6: Optimizing Summer Term

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

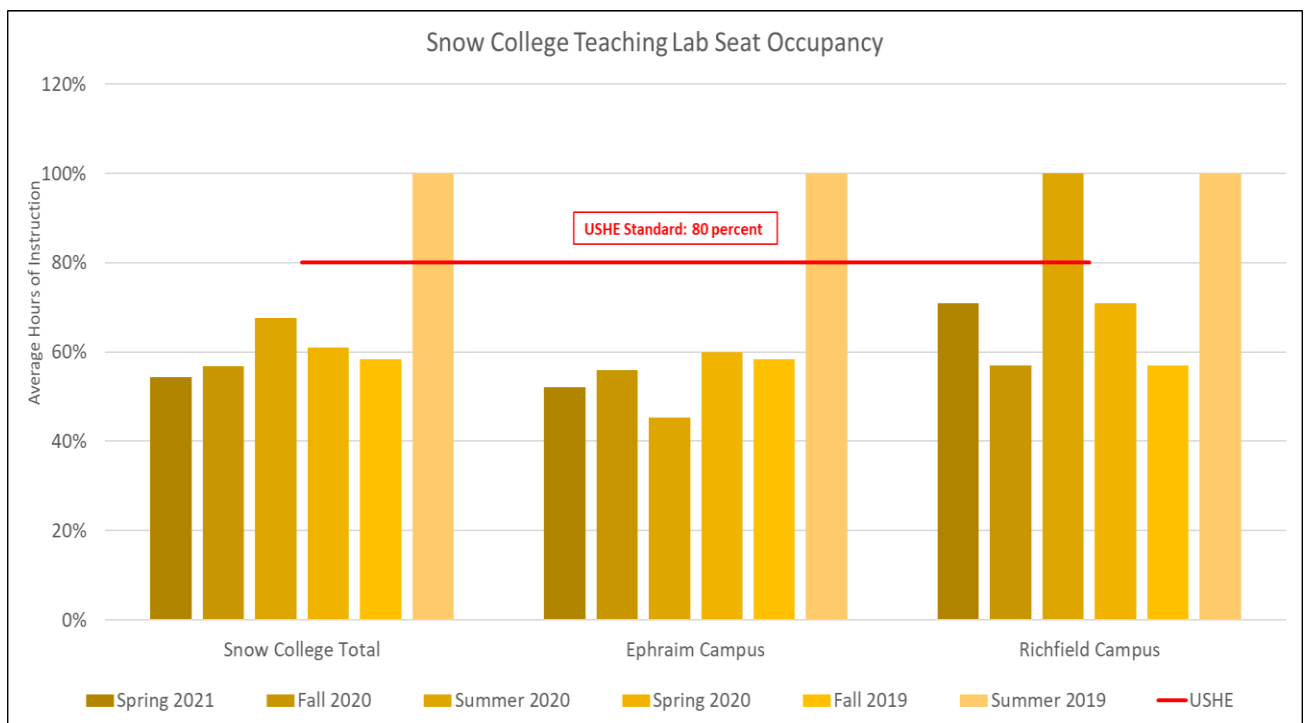
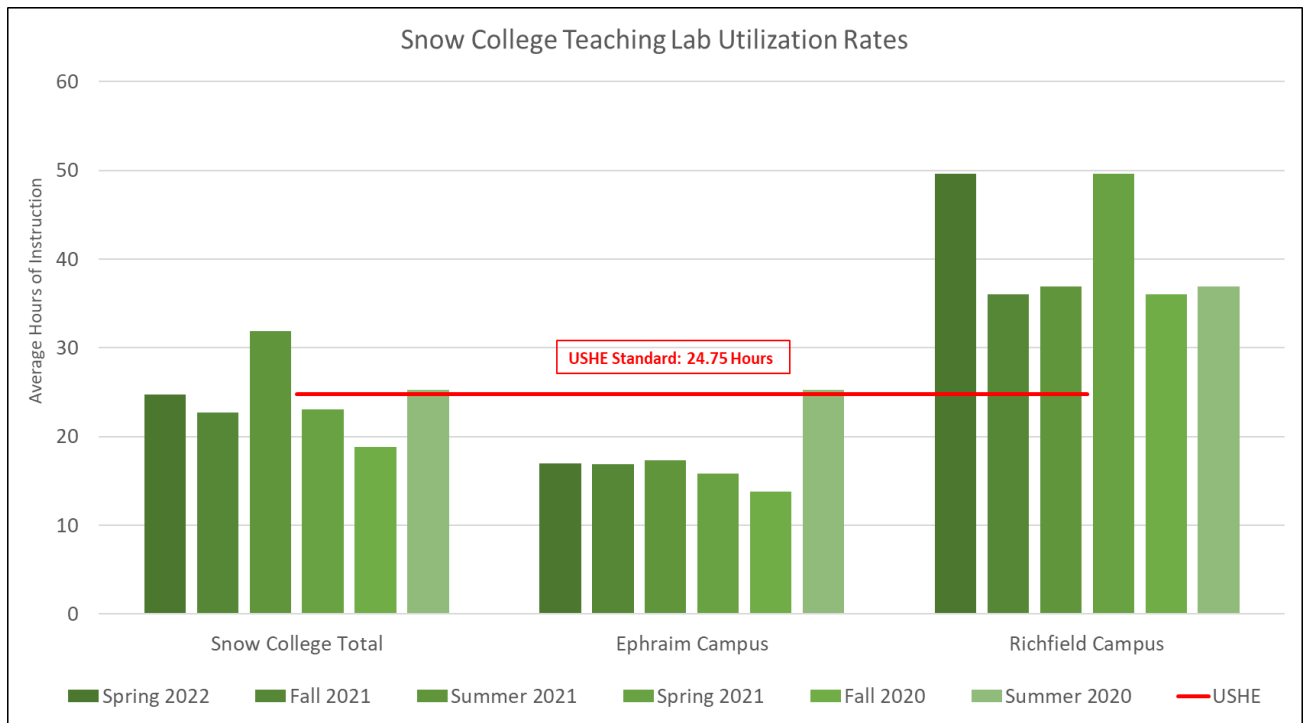
SUU has implemented our three-year degree program. Headcount enrollment for summer has grown from 4,178 in 2019 to 7,075 in 2022 based on EOT data. At the same time, the number of students who took at least one face-to-face class during the summer term has grown from 1,576 in 2019 to 1,959 in 2022 based on EOT data.

Snow College Utilization 2021-22

Overview of Snow Classroom Utilization



Overview of Snow Lab Utilization



Snow Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Snow College Total	21.6	90	72.6%	17,970	22.2	101	79.5%	9,481	8.8	10	74.0%	242
Ephraim Campus	20.7	70	74.0%	17,010	22.0	80	81.1%	8,986	7.2	6	68.3%	186
Home Activity Center	11.8	2	100.0%	56	7.5	5	100.0%	145	8.7	1	100.0%	26
Business Building	15.1	7	79.2%	210	17.7	7	80.8%	210				
Eccles Performing Arts Bldg.	7.3	4	76.7%	568	3.7	11	85.4%	2,079				
Graham Science Center	17.3	18	67.1%	4,374	18.6	19	62.7%	4,617	6.0	1	40.0%	30
Home and Family Studies	16.8	3	76.5%	105	18.2	3	77.9%	105				
Huntsman Library	26.4	2	100.0%	160	15.3	4	100.0%	404				
Health Science Center	7.1	2	100.0%	48	7.3	1	100.0%	24	1.7	1	100.0%	18
Humanities Building	23.8	15	100.0%	675	30.7	14	100.0%	392				
Lucy Phillips Building	18.7	13	54.9%	468	27.1	13	72.5%	468	5.4	2	65.2%	72
Noyes Building	21.0	5	41.2%	245	23.2	5	44.9%	245				
Social Science Building	24.9	5	61.9%	225	30.4	5	77.6%	225	8.7	1	60.0%	40
Trades Building	9.0	3	100.0%	54	6.7	4	100.0%	72				
Bergesen Athletic Center	3.0	1			3.0	1						
Richfield Campus	19.2	20	52.4%	960	17.8	21	57.3%	495	10.8	4	100.0%	56
Sorensen Administration Bldg.	2.8	1	2.1%	48								
Sevier Valley Center	9.9	5	19.8%	150	12.2	6	29.0%	180				
Washburn Building	23.7	14	100.0%	394	20.0	15	100.0%	315	10.8	4	100.0%	56

Snow Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Snow College Total	24.7	94	54.4%	5,821	22.7	102	56.8%	7,311	31.9	8	67.6%	98
Ephraim Campus	17.0	76	52.1%	5,311	16.9	83	55.9%	6,846	17.3	3	45.3%	53
Home Activity Center	25.3	12	100.0%	756	26.3	12	100.0%	804	2.0	1	100.0%	19
Business Building	16.0	5	51.5%	120	62.9	3	49.3%	60				
Eccles Performing Arts Bldg.	18.8	16	34.7%	880	14.0	22	44.5%	1,210				
Graham Science Center	11.8	11	36.7%	2,673	10.4	16	35.5%	3,888	24.7	1	21.7%	30
Home and Family Studies	5.9	4	52.5%	140	6.9	4	48.0%	140				
Huntsman Library	20.0	1	100.0%	14	12.5	2	100.0%	40				
Health Science Center	10.8	5	100.0%	115	12.7	1	100.0%	15	25.3	1	100.0%	4
Humanities Building	16.6	11	100.0%	275	15.7	10	100.0%	280				
Trades Building	15.2	5	100.0%	170	14.3	5	100.0%	165				
Bergesen Athletic Center	8.7	3	30.6%	60	8.7	3	100.0%	60				
Lucy Phillips Building	2.9	3	32.7%	108	3.7	4	36.3%	144				
Social Science Building						1	50.0%	40				
Richfield Campus	54.9	18	86.5%	510	44.3	19	66.1%	465	40.6	5	100.0%	45
Washburn Building	65.3	15	96.3%	420	52.0	15	99.3%	345	40.6	5	100.0%	45
Sevier Valley Center	2.7	3	16.3%	90	15.5	4	12.9%	120				

Snow College 2021-22 Utilization Report

Required Question 1: Meeting Board Standards

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

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

	Current Year	Prior Year	Comment
Fall	22.2	21.1	Snow College continues to re-build face to face instruction in lieu of expanded online instruction during COVID.
Spring	21.6	20.6	Snow College continues to re-build face to face instruction in lieu of expanded online instruction during COVID.
Summer	8.8	8.1	Institutional shift to all online learning during summer terms.
Annualized	26.30	24.9	Snow has improved RUR from the PY

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

- Continue to assess and reassign rooms scheduled for instruction that are open lab space. For example, Humanities 116 is a classroom that is currently being used as an open language tutoring space. Noyes 101 is the open math tutoring lab that is being used for iLearn, self-directed, class instruction. Open lab space for music practice rooms is under consideration for removal from this report. Those rooms are reported in each EOT.
- Continue to implement institutional and distinct curricular changes to better use available space. Fall enrollments indicate that students enrolled in the afternoon courses slots the same as the “preferred” morning offerings. Proposed changes to activity-based instruction classes (such as the Physical Education classes) to include dedicated lecture time continues to be implemented.
- Cares Act funding allowed the College to equip all classrooms with technology suitable to synchronous and asynchronous online learning.

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

	Current Year	Prior Year	Comment
Fall	79.5%	60.0%	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 as exceeded the SOR classroom benchmark.
Spring	72.6%	68.2%	
Summer	74.0%	37.0%	
Annualized	113.05%	82.60%	

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.

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

	Current Year	Prior Year	Comment
Fall	22.7	18.8	Snow College continues to re-build face to face instruction in lieu of expanded online instruction during COVID.
Spring	24.7	23.1	Snow College continues to re-build face to face instruction in lieu of expanded online instruction during COVID.
Summer	31.9	25.3	Snow College continues to re-build face to face instruction in lieu of expanded online instruction during COVID.
Annualized	39.7	33.6	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
Fall	56.8%	58.3%	Despite improving the hourly utilization of space, Snow continues to make sure that scheduled lab space has full enrollments. Snow has declined the SOR rate for lab space but remains above USHE benchmark.
Spring	54.4%	60.9%	
Summer	67.6%	100%	
Annualized	89.40%	109.6%	

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

- Continue to work on lab space given student lecture/lab class drop behavior and DFWI rates. Recently, Snow College looked science class and lab enrollments for general education science classes. Students receive two distinct grades for these classes: one for the lecture class and another for the lab class (two separate enrollments). It was discovered that students are dropping or failing the lecture class while passing the lab class. As a result, students are repeating only the lecture class which increases the classroom SOR and takes away from the lab SOR. Snow College is considering proposals to assuage first-time DFWI rates for the lecture part of these classes and/or implement “remediated” lecture-only course offerings to those students who passed the lab. These efforts are directed to consolidate lab sections and maximize each lab’s SOR.

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

Required Question 2: Local Conditions Affecting Utilization

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

Snow College submits the following for space utilization consideration:

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

Required Question 3: Central Scheduling

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

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

- Created balance between AM and PM course offerings. Over the past two years, Snow College administration has worked collaboratively with faculty to offer the same course and lab sections during the morning hours (preferred by faculty) and the afternoon hours. This has greatly increased our RUR and SOR since the 2012 Space Utilization report.
- Starting Fall 2020, Snow College created a Space Utilization Committee chaired by Leslee Cook, Physical Plant Director. In addition, space inventory data was cleaned and implemented into the institution’s information system (Banner) for better data coordination and reporting.
- Used data to inform better classroom assignment decision-making. Using this report (published as an open access dashboard) and an internal Argos report developed by Snow College’s Registrar, faculty can see available classroom space. This has influenced the

practice of under-utilized program-specific classrooms being open for general class and or lab (as appropriate) scheduling. This practice has positively influenced our SOR efficiencies and has improved faculty accountability over their “proprietary” space.

- Implemented [MIDAS](#) web-based booking system for scheduling and managing non-academic campus space (2021-2022).
- Centralized scheduling via the Registrar controls approximately 60% of Snow College’s classroom and laboratory space. This percent is directly associated with Snow College’s general education mission and traditional student instruction base. Approximately 40% represents collaborative scheduling between faculty, staff and academic administration that is consistent with Snow College’s student-centered pedagogical focus. The implementation of MIDAS will allow a portion of academic space and all non-academic space to be scheduled at will by campus and non-campus constituents (estimated 10% of academic space).

Required Question 4: Institutional Utilization Policy

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

Snow College has

- 1) developed 50/50 morning and afternoon classroom and lab scheduling practices;
- 2) provided assessment and analysis of existing scheduling and capacity rates for more informed decision-making,
- 3) re-designed course offerings to increase the use of existing classrooms and laboratory space, and
- 4) organized the Space Utilization Committee. These activities are part of the College’s on-going efforts toward a campus-wide scheduling policy. As Snow College advances its strategic plan, the formalization of a campus-wide scheduling policy will balance the College’s space efficiency needs with its recruitment, retention, and student-centered philosophies.

General course scheduling policy is now published at

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

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

Foremost, Snow College has gained a better understanding of its summer market in terms of student matriculation, course offerings, type of delivery. The shift to 90% online instruction will help the college more strategically assign academic space for traditional instruction (10%) and accommodate more strategic summer classroom and/or laboratory space improvements/renovations. Additionally, Snow College is actively working with CUES directors and other service-area and statewide agencies to used viable summer space for professional conferences and workshops and public education student learning camps.

Optional Question 1: Monitoring Methods

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

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

time/part-time). Data from the annual space utilization report is also provided for faculty to directly evaluate during Snow College's annual faculty Assessment Day.

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

In addition, the Office of Institutional Research uses USHE 3rd Week reporting to identify active courses that are not assigned classroom or laboratory space. Working with the Snow College Registrar, the physical location and times of these courses are determined by each semester's End-of-Term report.

Optional Question 2: Off-Peak Student Enrollment

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

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

Optional Question 3: Non-Instructional Room Utilization

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

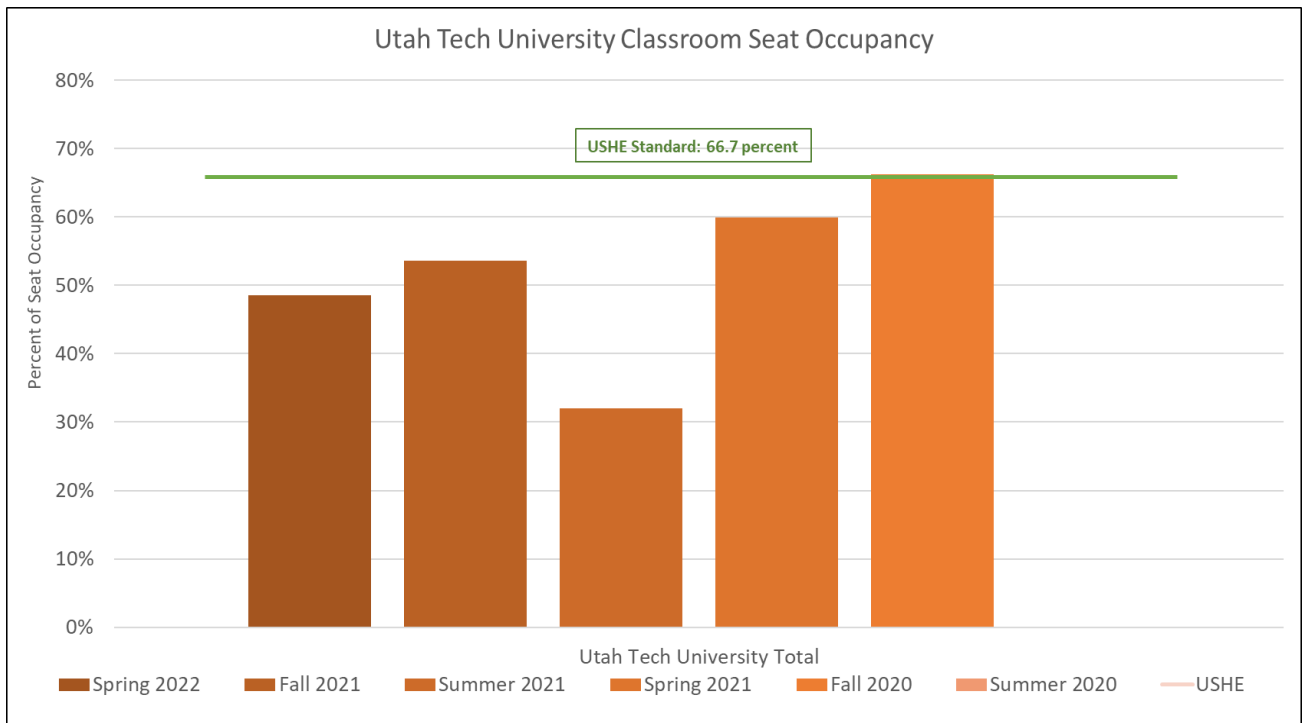
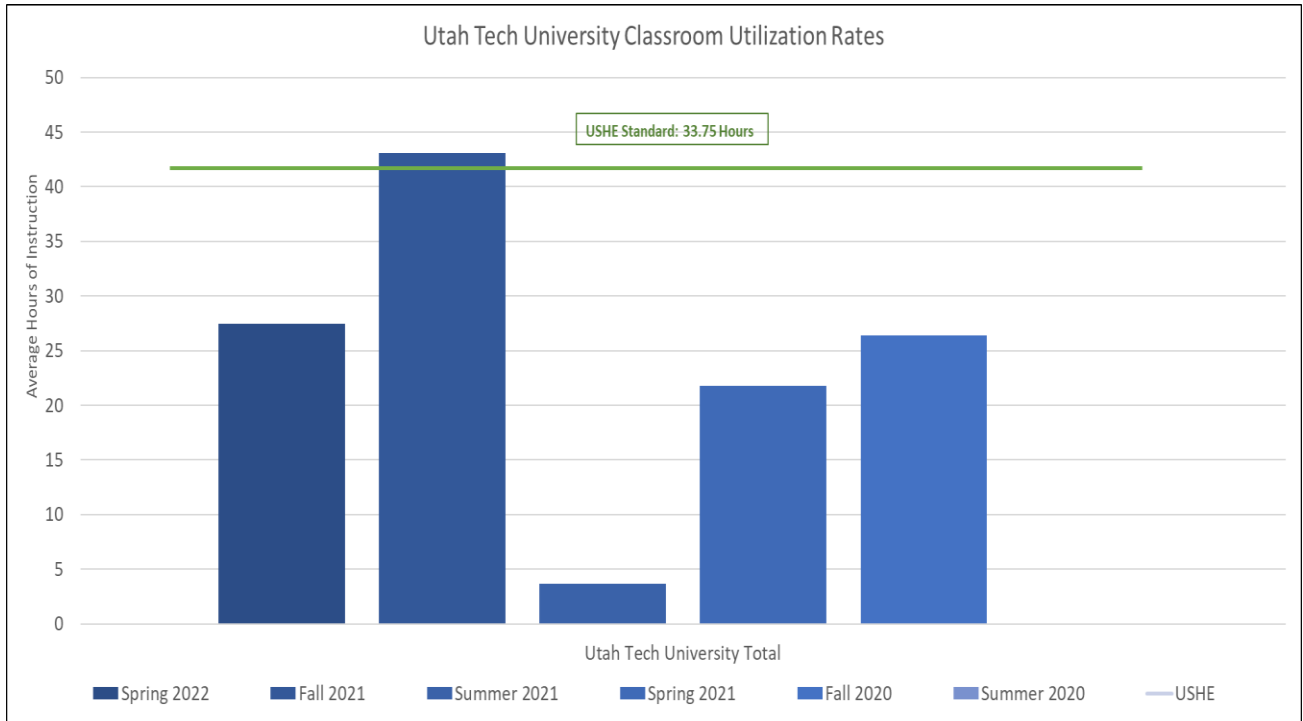
Snow College recognizes that some non-instructional space such as music faculty offices are used for instruction (private music lessons). Snow College intends to address these issues along with open labs for proper space identification with USHE.

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

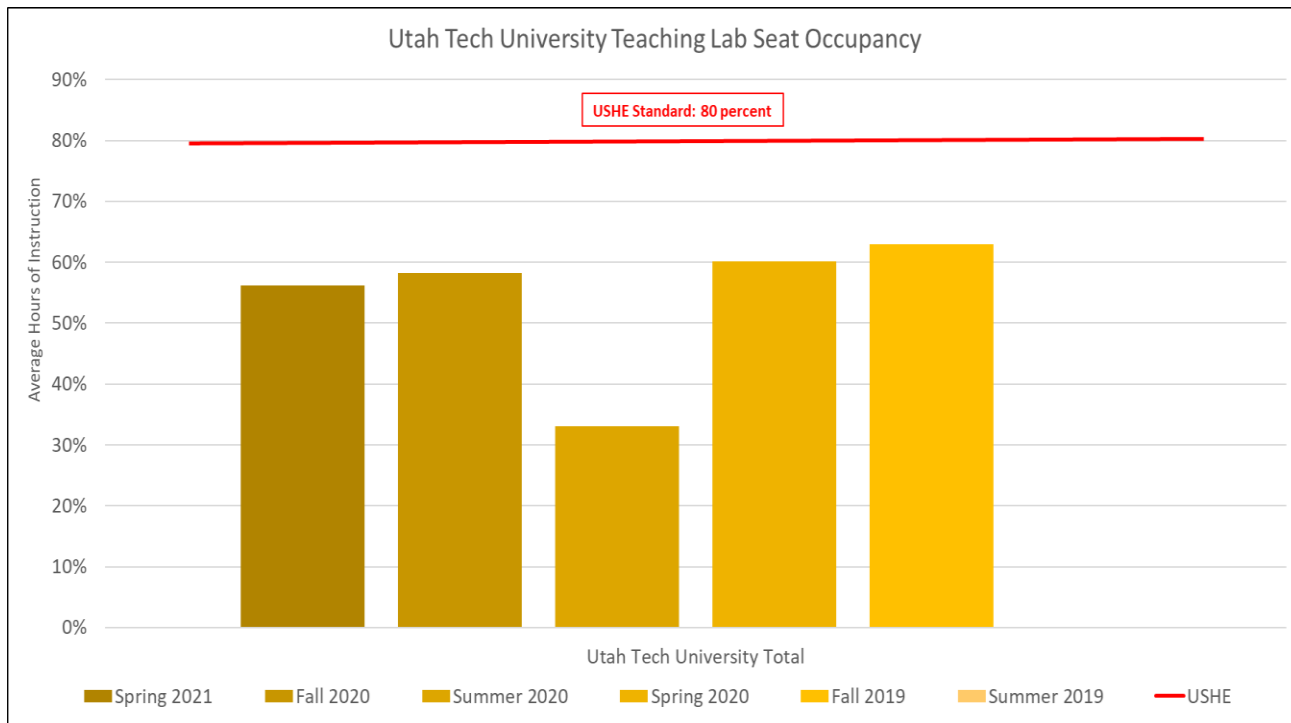
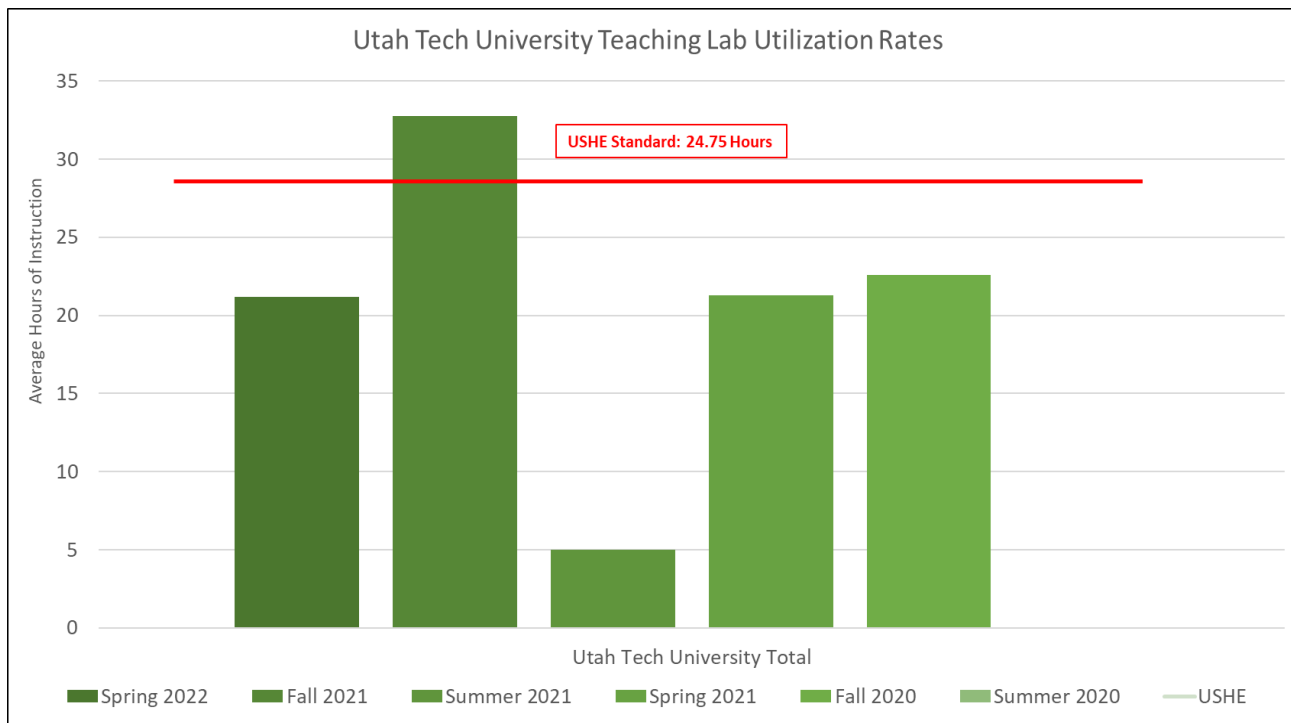
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Utah Tech University Utilization 2021-22

Overview of UTU Classroom Utilization



Overview of UTU Lab Utilization



UTU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room	#	Occupancy	#	Room	#	Occupancy	#	Room	#	Occupancy	#
Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	
Utah Tech University Total	27.4	88	48.5%	3,385	43.1	89	53.6%	3,449	3.7	39	32.0%	1,664
Delores Doré Eccles Fine Arts Center	31.7	1	25.2%	38	48.8	1	35.1%	38	2.3	1	29.0%	38
Edith S. Whitehead Education Building	32.8	5	55.7%	175	47.5	7	54.1%	247				
Holland Centennial Commons	24.9	8	53.1%	257	36.3	8	51.6%	257	1.9	2	34.5%	84
Human Performance Center	22.8	4	62.5%	137	39.1	5	64.1%	177	3.8	3	23.0%	118
Hurricane Education Center	3.7	1	13.2%	38								
Jennings Communication Bldg	27.9	3	53.0%	80	49.4	3	64.4%	80	4.5	3	22.4%	80
McDonald Center	37.1	10	55.9%	390	52.9	10	55.3%	390	3.6	7	44.9%	276
North Plaza	30.0	5	55.6%	139	53.6	5	58.1%	139	2.7	2	40.0%	65
Russell C. Taylor Health Sciences Building	24.6	6	45.8%	237	24.1	6	48.4%	237	3.1	1	36.4%	22
Science, Engineering & Tech Science Building	31.1	8	40.5%	556	33.0	8	36.8%	556				
Smith Computer Center	28.0	5	49.7%	172	44.0	5	49.4%	172				
Snow Math & Science Center	33.9	12	46.0%	501	46.2	12	52.5%	501	4.3	5	39.6%	214
Udvar-Hazy Business Building	30.9	12	64.7%	440	50.0	12	65.3%	440	4.2	10	34.1%	387
University Plaza Building B	22.8	6	46.1%	144	36.5	5	56.5%	134	5.3	1	21.2%	26
University Plaza Building D	29.5	2	61.0%	81	41.8	2	59.2%	81				

UTU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room	#	Occupancy	#	Room	#	Occupancy	#	Room	#	Occupancy	#
Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	Utilization	Rooms	Rate	Seats	
Utah Tech University Total	21.2	64	56.2%	1,684	32.8	63	58.2%	1,661	5.0	27	33.1%	838
Delores Doré Eccles Fine Arts Center	26.8	2	23.5%	96	37.0	2	24.7%	96	2.2	1	1.3%	75
Edith S. Whitehead Education Building	23.6	2	32.2%	85	37.5	2	44.7%	85	12.7	1	23.8%	40
Holland Centennial Commons	22.6	1	51.4%	40	34.0	1	40.8%	40	0.8	1	20.0%	40
Human Performance Center	17.0	9	42.8%	268	17.3	8	47.4%	233	5.3	4	23.3%	143
Jennings Communication Bldg	15.9	2	71.4%	34	27.9	2	59.9%	34	3.0	1	6.7%	20
McDonald Center	23.3	1	77.3%	24	45.0	1	83.3%	24	2.4	1	70.8%	24
Russell C. Taylor Health Sciences Building	34.1	8	56.9%	155	36.5	9	55.5%	175	7.6	5	47.5%	92
Science, Engineering & Tech Science Building	21.9	27	55.0%	673	20.5	27	57.9%	679				
Smith Computer Center	23.1	2	78.1%	48	48.8	2	54.3%	48	5.1	6	55.5%	200
Snow Math & Science Center	16.1	4	53.3%	94	16.3	3	78.7%	80	4.7	1	56.3%	24
Udvar-Hazy Business Building	21.2	5	77.4%	143	44.0	5	67.1%	143	7.1	2	31.9%	64
University Plaza Building B									4.3	4	27.1%	116
University Plaza Building D	8.5	1	55.6%	24	28.8	1	84.7%	24				

Utah Tech University 2021-22 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](#).²

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 7th, 8th, and 9th graders interested in STEM fields; POP Rocks for high school students interested in exploring physical and organic properties of rocks and water; Mechanical Engineering Summer Camp for high school students; Gene Girls for girls focused on genetics and biotechnology; EMSART Camp for girls entering 9th grade who are interested in STEM related fields; Code Changers for ages 8-18 who are interested in web technology; Design School for students interested in UI/UX design careers; Code School for students interested in web programming careers; and various athletic camps, including football, basketball, soccer, sports performance, baseball, and volleyball.

Optional Question 1: Monitoring Methods

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

- 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.

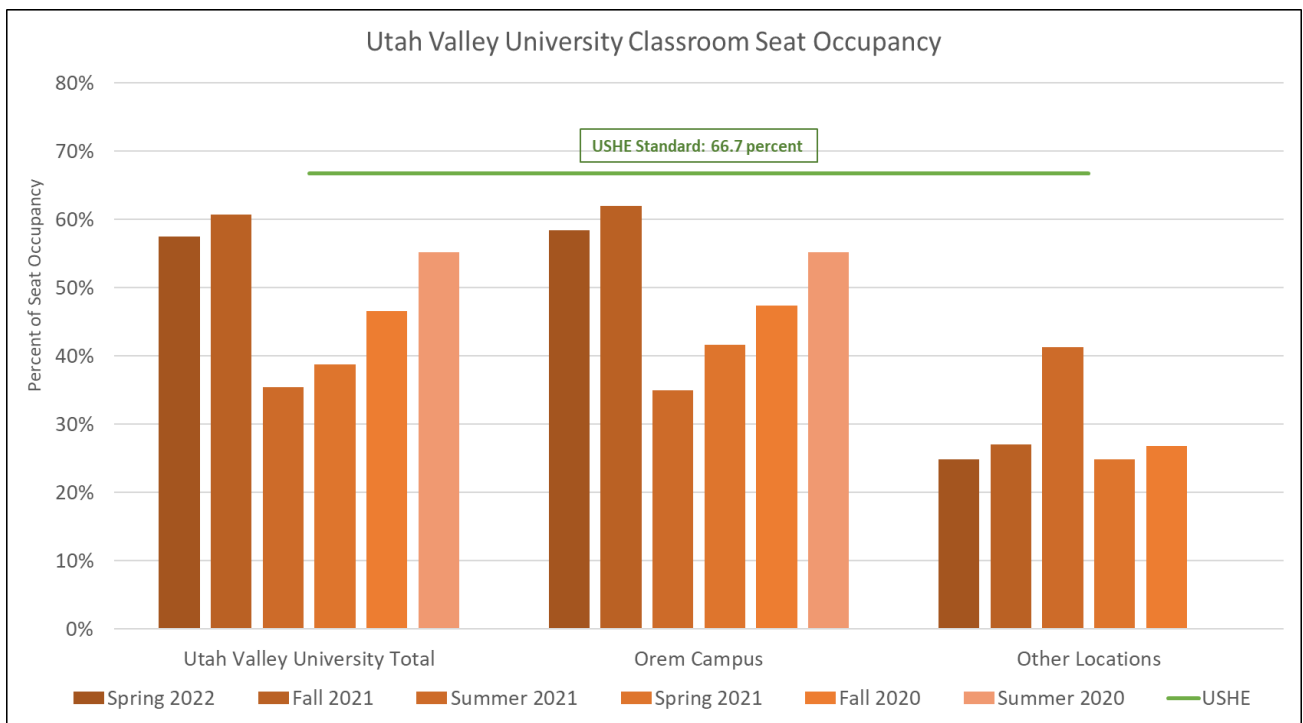
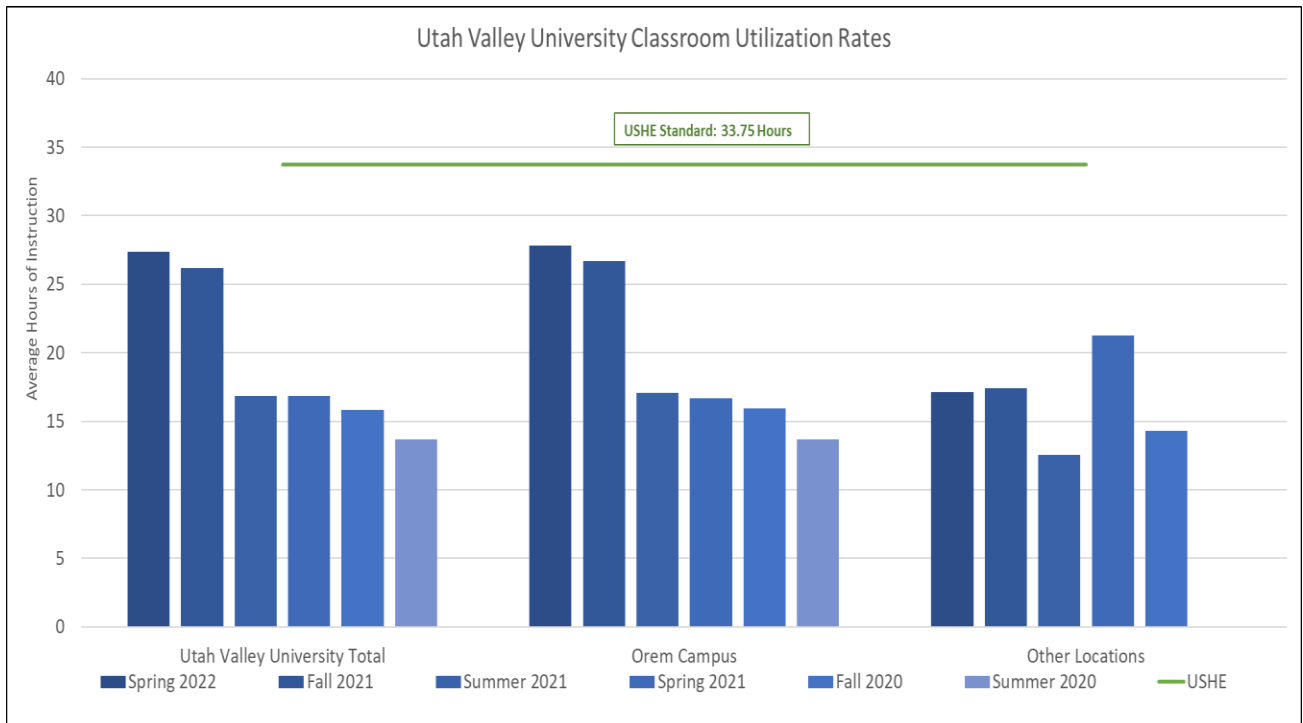
Optional Question 3: Non-Instructional Room Utilization

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

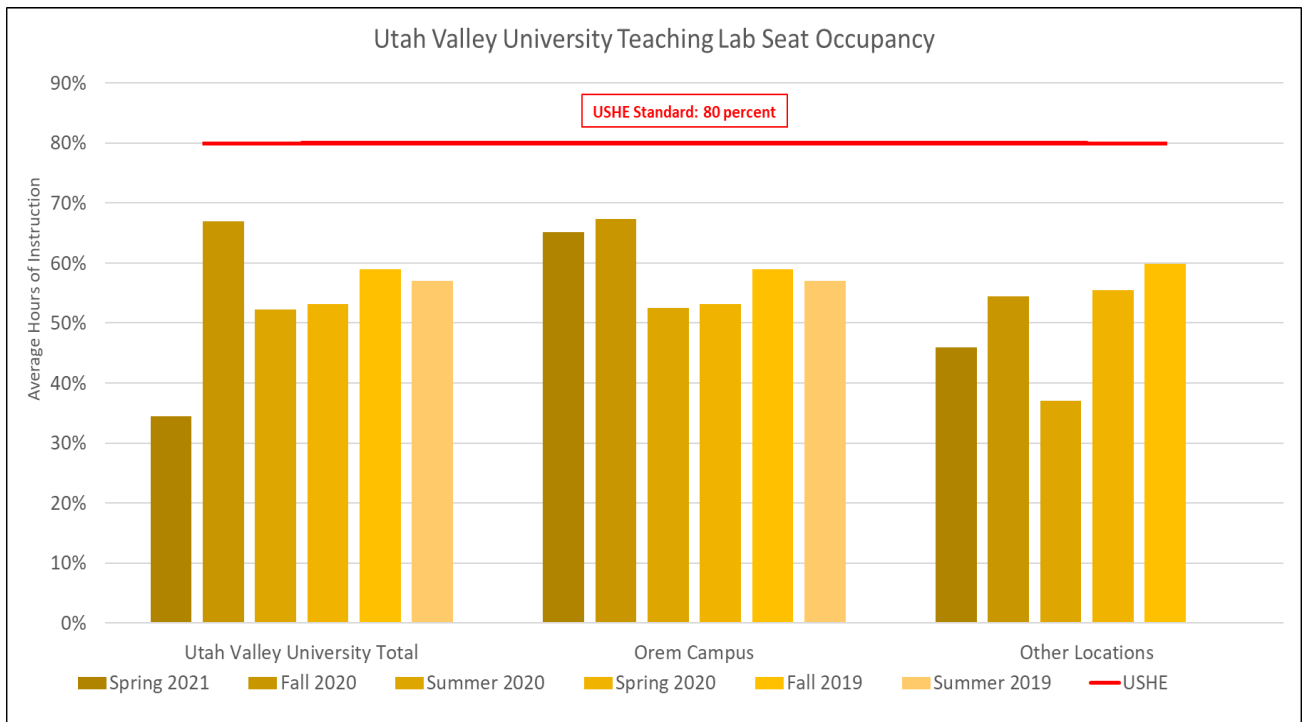
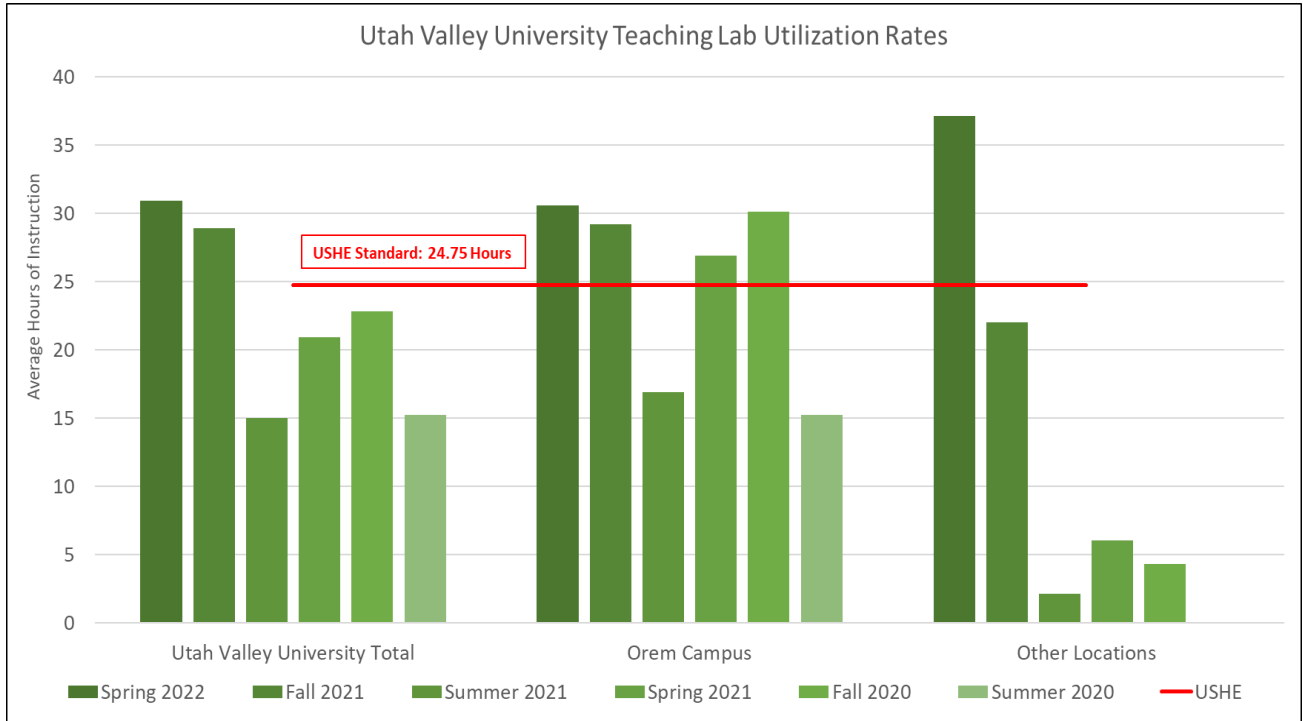
To capture non-instructional classroom and laboratory utilization, UT utilizes its central scheduling software, EMS, to run reports and analyze data.

Utah Valley University Utilization 2021-22

Overview of UVU Classroom Utilization



Overview of UVU Lab Utilization



UVU Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah Valley University Total	27.4	206	57.5%	11,697	26.2	194	60.7%	10,611	16.9	83	35.4%	10,611
Orem Campus	27.8	197	58.4%	11,199	26.7	184	61.9%	10,113	17.1	79	35.0%	10,113
Browning Administration	24.0	2	64.7%	118	35.0	2	64.7%	118	27.3	2	13.6%	118
Clarke Building	28.7	37	53.3%	2,639	23.7	37	63.1%	2,639	16.2	17	27.9%	2,639
Computer Science	34.4	12	58.1%	620	35.4	12	61.7%	620	15.7	5	39.2%	620
Environmental Technology	13.6	2	40.3%	51	10.5	2	46.8%	51				51
Fulton Library	16.5	3	46.9%	90	13.9	3	53.4%	90				90
Gunther Trades	34.7	10	61.6%	329	24.9	10	63.3%	329	18.0	2	40.6%	329
Health Professions	25.2	7	55.6%	245	27.9	6	54.7%	245	4.6	4	20.7%	245
Kelly Building	33.9	16	63.7%	1,086								
Liberal Arts	31.3	52	60.2%	1,815	28.4	51	64.9%	1,815	19.9	15	37.8%	1,815
Losee Center	41.8	1	67.7%	30	32.1	1	59.3%	30				30
McKay Education	25.5	9	50.0%	315	27.0	9	53.2%	315	22.9	8	44.3%	315
National Guard	11.6	4	75.9%	419	11.0	7	63.2%	419	17.5	1	8.2%	419
Pope Science	30.4	9	54.5%	542	32.9	9	62.9%	542	13.7	4	31.3%	542
Rebecca Lockhart Arena				1,000				1,000				1,000
Sparks Automotive	18.7	7	56.5%	236	20.9	7	51.1%	236				236
Science Building	23.9	17	61.0%	1,215	25.9	17	64.7%	1,215	13.3	12	32.8%	1,215
Woodbury Business	6.6	9	53.0%	449	33.7	11	56.8%	449	19.1	9	41.4%	449
Other Locations	17.1	9	24.8%	498	17.4	10	27.0%	498	12.5	4	41.2%	498
Thanksgiving Point	17.5	5	30.3%	166	14.4	4	38.7%	166	12.5	4	41.2%	166
Wasatch Campus	16.7	4	15.7%	332	19.4	6	21.2%	332				

UVU Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
Utah Valley University Total	30.9	106	34.4%	3,741	28.9	104	66.9%	3,741	15.0	42	52.3%	3,741
Orem Campus	30.6	101	65.1%	3,450	29.2	100	67.3%	3,450	16.9	38	52.5%	3,450
Clarke Building	11.5	1	66.7%	54	21.7	1	70.8%	54				54
Computer Science	27.9	21	63.8%	589	26.7	21	68.6%	589	9.4	5	57.5%	589
Environmental Technology	58.3	1	68.8%	24	41.7	1	61.3%	24				24
Extended Education	29.0	6	50.1%	204	34.3	5	53.9%	204	12.9	3	51.9%	204
Gunther Trades	32.3	29	73.5%	709	31.1	26	73.0%	709	20.5	8	66.5%	709
Health Professions	34.6	4	83.5%	116	20.2	5	89.7%	116	18.0	1	52.2%	116
Keller Building	24.6	2	47.8%	202				202				202
Liberal Arts	24.2	7	71.9%	246	22.0	8	70.6%	246	7.2	1	50.0%	246
Losee Center	11.0	1	60.0%	80	3.8	1	75.0%	80				80
McKay Education	22.0	7	67.7%	239	26.1	7	67.5%	239	26.1	5	51.5%	239
Nellesen Building	20.8	2	44.5%	77	18.5	2	34.7%	77	10.5	2	38.0%	77
Noorda Center	25.3	2	40.2%	156	28.7	2	44.4%	156				156
Pope Science	37.5	10	60.5%	344	38.4	10	61.4%	344	16.2	6	41.3%	344
Rebecca Lockhart Arena				30				30				30
Sparks Automotive	27.0	1	51.7%	20	20.0	1	60.0%	20				20
Science Building	43.5	7	64.9%	240	41.0	7	75.0%	240	20.6	5	53.4%	240
Woodbury Business				120	20.5	3	61.5%	120	8.8	2	47.3%	120
Other Locations	37.1	5	46.0%	291	22.0	4	54.4%	291	2.1	4	37.1%	291
Canyon Park				56				56				56
Emergency Services	58.3	2	32.0%	99	30.0	1	31.1%	99	8.3	1	37.1%	99
Hangar A - Provo Airport	8.7	1	58.8%	20	13.2	1	68.8%	20				20
Hangar B - Provo Airport	30.0	2	52.0%	78	22.5	2	57.3%	78				78
Wasatch Campus				38				38				38

Utah Valley University 2021-22 Utilization Report

Required Question 1: Meeting Board Standards

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

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

a. Classroom Utilization Rate

UVU's utilization dropped from 41.92 hours/week to 15.84 hours/week. This can be attributed to the COVID-19 pandemic and the push to utilize distance-education during this time.

The number of sections offered by UVU decreased slightly (1.4%, excluding Concurrent Enrollment sections), which suggests that in normal circumstances, UVU would have been nearer to the previous year's value.

b. Laboratory room utilization rate:

Lab utilization rates were at 22.83 hours/week, a drop from 24.75 hours/week. This drop was much smaller than classrooms usage. This is slightly larger than the overall drop rate in total enrollment as labs need to be conducted in person.

c. Classroom seat occupancy rate:

Seat utilization rate for classrooms was 46.59%, which was a drop of 66.7% from the previous year. The Covid-19 pandemic was the main cause for this decrease. Overall, there was a drop in non-concurrent enrollment credits of 5.3%.

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?

With the COVID pandemic, most of UVU's instruction was moved online, and we've learned that there is a demand among students for distance education. Compared to Fall 2019, online sections are up 115%, and enrollments are up 100%.

Due to scheduling pressures to teach the number of needed sections of some courses and the desire to keep class sizes manageable for proper pedagogy, some sections may be taught in classrooms with a higher seat count. This practice of offering needed sections for students has a

negative impact on seat occupancy. This is balanced against our desire to help students complete their degrees in the shortest time needed. Some smaller sections will always be offered to help with completion.

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

Required Question 3: Central Scheduling

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

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

All academic room scheduling is centralized through one office. "Priority" (or "Prescheduling") authority simply means some departments can schedule rooms ahead of the batch process, but everything is still captured in 25Live and Banner through my office.

Monitoring of the correct application of priority room assignments has also been done in the Academic Scheduling office, Academic Affairs and the Faculty Senate Committee oversee the Academic Scheduling Committee to ensure guidelines and processes meet Board Policy R751 requirements.

Required Question 4: Institutional Utilization Policy

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

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

Policy 425 is available at this link:

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

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

Required Question 5: Hours of Operation

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

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

Required Question 6: Optimizing Summer Term

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

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

UVU also conducts comprehensive marketing campaigns which promote the summer semester as a regular academic semester. In the last 5 years, at least 85% of UVU students have attended at least 1 summer 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?

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

Optional Question 2: Off-Peak Student Enrollment

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

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

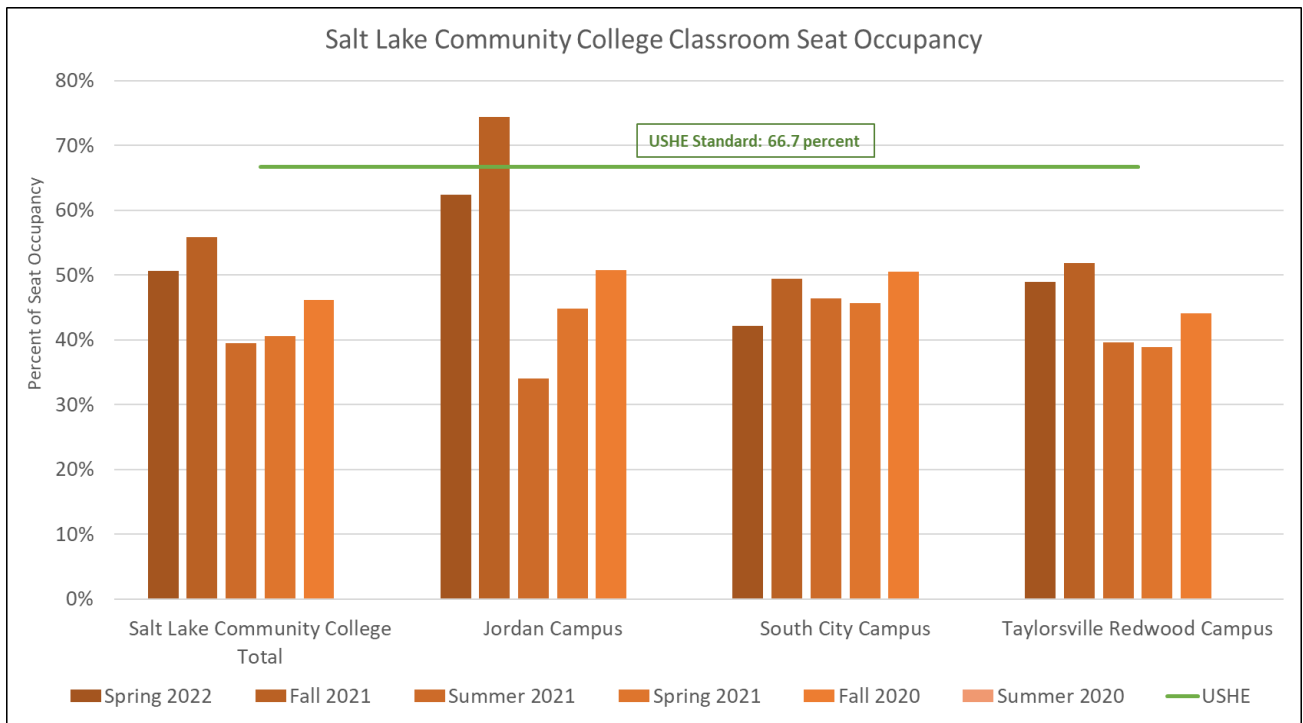
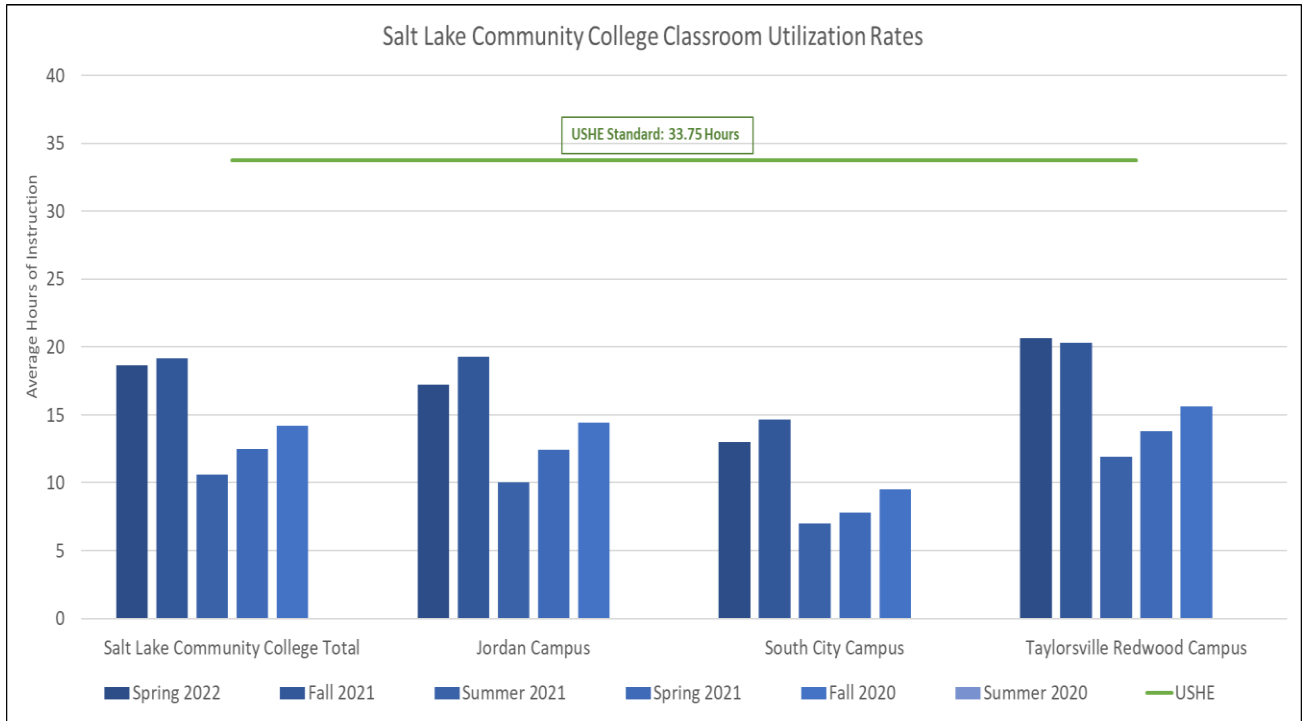
Optional Question 3: Non-Instructional Room Utilization

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

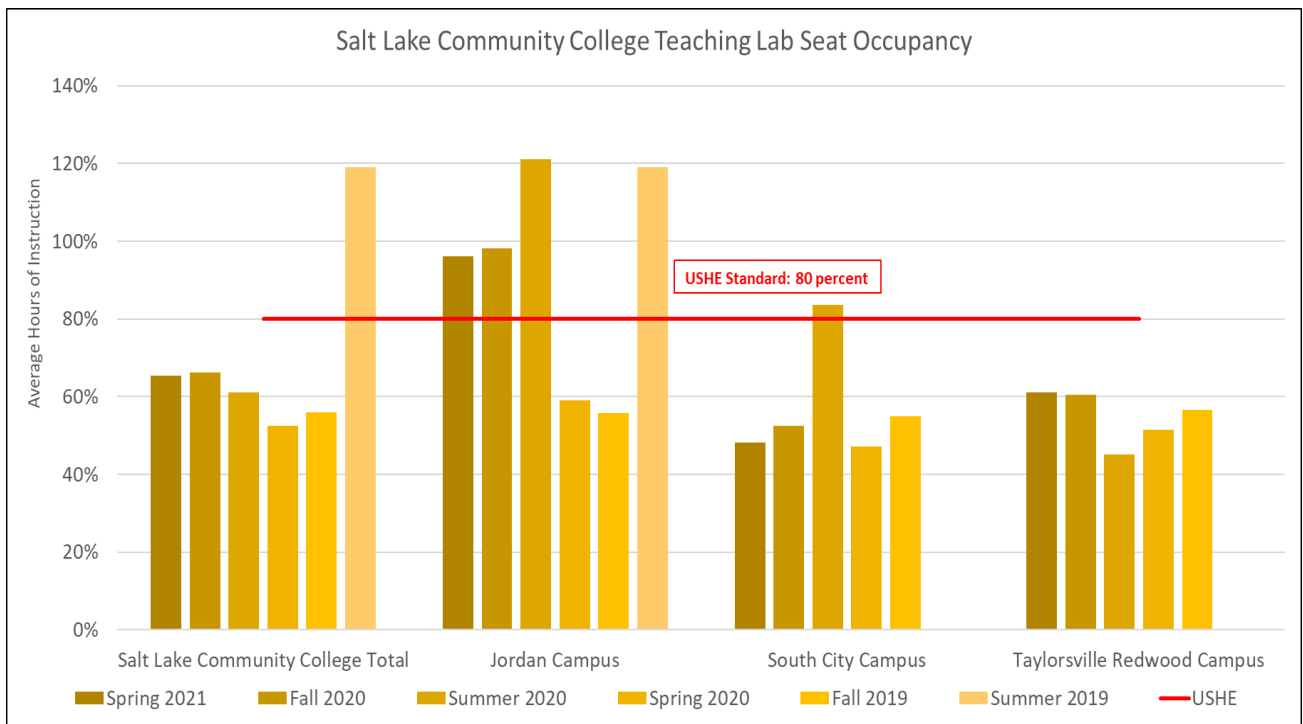
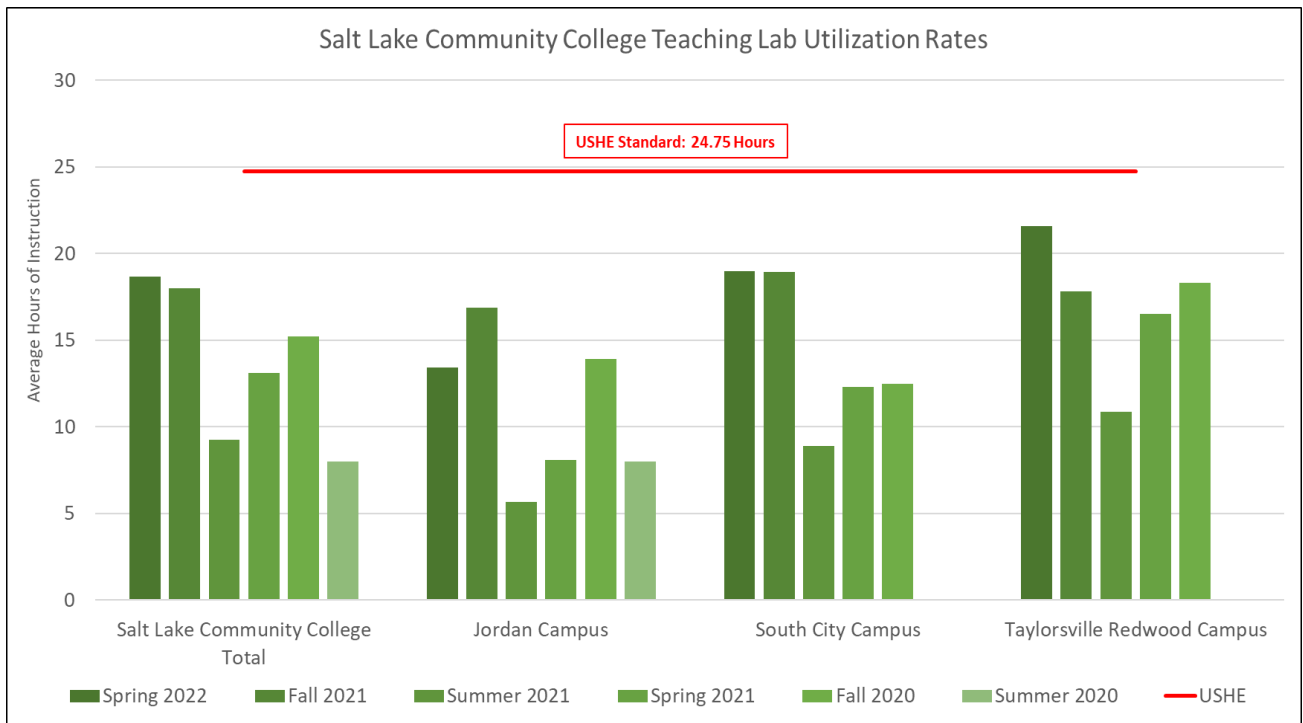
- UVU uses a central scheduling system for all events (e.g., credit, non-credit, community events). We have invested in an analytics add-on for this system, which has provided insights into credit course scheduling for several years.
- A cross-functional team is in the process of reviewing the comprehensive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

Salt Lake Community College Utilization 2021-22

Overview of SLCC Classroom Utilization



Overview of SLCC Lab Utilization



SLCC Classroom (110) Utilization

	Classroom (110) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
Salt Lake Community College Total	18.6	173	50.6%	5,915	19.1	166	55.8%	5,653	10.6	70	39.5%	2,488
Jordan Campus	17.2	32	62.4%	1,179	19.3	27	74.4%	982	10.1	10	34.0%	427
Jordan High Tech Center	14.7	19	47.5%	694	21.1	15	53.4%	537	8.6	6	32.6%	255
Jordan Hlth Science Bldg	20.9	13	77.4%	485	17.0	12	105.6%	445	12.2	4	35.0%	172
South City Campus	13.0	31	42.2%	1,024	14.6	29	49.4%	970	7.0	15	46.4%	492
South City Main Building	13.0	31	42.2%	1,024	14.6	29	49.4%	970	7.0	15	46.4%	492
Taylorsville Redwood Campus	20.6	110	48.9%	3,712	20.3	110	51.8%	3,701	11.9	45	39.6%	1,569
Acad & Admin Bldg	23.4	37	48.2%	1,249	21.2	36	54.8%	1,221	11.4	16	36.0%	568
Applied Tech Ctr												
Business Building	13.0	17	51.0%	479	12.4	17	52.7%	479	6.2	10	42.7%	306
Const. Trades Bldg	19.6	8	46.4%	271	22.1	8	55.1%	271	18.3	7	47.4%	251
Lifetime Actv. Ctr	15.8	8	56.4%	212	12.4	8	65.0%	212	8.0	2	49.2%	62
Science & Ind. Bldg	22.9	14	52.0%	501	28.2	15	47.7%	524	15.7	7	37.2%	275
Technology Building	22.2	26	47.0%	1,000	21.5	26	47.3%	994	12.7	3	31.4%	107

SLCC Teaching Lab (210) Utilization

	Teaching Labs (210) Utilization											
	Spring 2022				Fall 2021				Summer 2021			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
Salt Lake Community College Total	18.7	83	65.4%	2,043	18.0	77	66.2%	1,918	9.2	32	61.1%	782
Jordan Campus	13.4	21	96.1%	472	16.9	17	98.1%	371	5.7	7	121.1%	151
Jordan High Tech Center	18.8	4	67.1%	109	13.7	5	77.5%	119	-	-	0.0%	-
Jordan Hlth Science Bldg	12.2	17	104.1%	363	18.2	12	106.6%	252	5.7	7	121.1%	151
South City Campus	19.0	27	48.1%	691	18.9	26	52.5%	666	8.9	8	83.6%	188
South City Main Building	18.9	26	48.6%	661	19.5	25	52.5%	636	8.9	8	83.6%	188
Facilities Annex Bldg	20.0	1	35.0%	30	5.0	1	50.0%	30	0.0	-	0.0%	-
Taylorsville Redwood Campus	21.6	35	61.0%	880	17.8	34	60.5%	881	10.9	17	45.2%	443
Acad & Admin Bldg	11.8	2	54.1%	38	10.3	2	46.6%	38	6.0	1	66.7%	14
Applied Tech Ctr												
Business Building	10.2	3	66.2%	75	8.6	4	63.3%	95	5.0	1	48.0%	25
Const. Trades Bldg	34.7	6	56.2%	161	29.3	6	72.5%	161	11.6	5	46.8%	135
Lifetime Actv. Ctr	18.4	3	43.0%	94	11.6	4	41.3%	159	16.0	1	30.0%	40
Science & Ind. Bldg	22.7	16	64.8%	415	19.6	12	60.3%	311	11.6	8	45.2%	205
Technology Building	15.1	5	73.1%	97	15.3	6	70.4%	117	7.2	1	68.8%	24

Salt Lake Community College 2021-22 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 new Herriman building will mark a resurgence in enrollment growth at Salt Lake Community College. Located within five miles of five high schools that collectively graduate over 4,000 seniors a year, the Herriman campus should enjoy strong enrollment for years to come. That enrollment growth will come not just from its location in a growth area but also from our special partnership with the University of Utah. Students will be able to start an associate's degree at SLCC and complete a bachelor's degree at the University of Utah at the same location. The prospect of being able to start and complete an entire four-year degree in a handful of high-demand programs (Business, Engineering, Software Development, Education, Psychology, and others) combined with increasing congestion in the valley will provide a strong incentive for students in the area to attend the Herriman campus.

Program Prioritization: We are taking a hard look at our program offerings. This year, we're undergoing a robust process of program prioritization with an eye toward discontinuing underperforming programs and redirecting resources toward programs with growth potential.

Strategic Scheduling: The Strategic Scheduling Committee was charged this academic year with producing a plan for running 8-week terms. Other community colleges have found enrollment and retention wins through the deployment of shorter terms. We plan on doing a significant pilot of 8-week terms in our general education program at the South City Campus beginning Fall 2024. The School of Humanities and Social Sciences is also entertaining a pilot of 4-week terms.

Salt Lake Technical College (SLTC): We believe the rebranding of our technical education offerings under Salt Lake Technical College with the concurrent move from a clock hour to a technical credit model will produce enrollment growth. Making SLTC a more visible and coherent unit of the college should attract more students to our technical education programs.

Required Question 2: Local Conditions Affecting Utilization

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

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

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

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

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

Our campuses:

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

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

Required Question 3: Central Scheduling

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

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 developing a set of more standardized scheduling protocols that should normalize scheduling practices across different departments at the college.

SLCC is in the final stages of an RFP process to adopt new scheduling software. We're hoping a new scheduling platform can provide us better analytics and data to centrally guide our overall course schedule.

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. – 8:30 p.m., Friday 7:30 a.m. – 6:00 p.m., 801-957-4998 (Faculty Support, TB 225A). **Saturday ONLY - SI 220 - 7:30 a.m. – 12:30 p.m. – 801-957-4998.**

South City Campus: Monday – Thursday 7:30 a.m. – 7:30 p.m., Friday 8:00 a.m. – 4:00 p.m. – 801-957-3220 – Faculty Support (SCM 3-181)

Jordan Campus: HTC 109 - Monday – Thursday 6:30 a.m. – 7:30 p.m., Friday 7:30 a.m. – 6:00 p.m., Saturday (HTC109) Closed, Saturday ONLY – JHS Atrium - 7:30 a.m. – 3:00 p.m. 801-957-6231

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

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

- 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 courses, the College expects courses to be scheduled throughout the day and into the evening to meet the needs of our students.

Required Question 6: Optimizing Summer Term

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

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

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