

CLASSROOM SPACE UTILIZATION STUDY FALL TERM 2007

The Fall Term 2007 Classroom Space Utilization Study is an analysis of total and average scheduled hours of occupancy per week of classrooms/seminar rooms and classroom student stations. Class labs are not analyzed in this study; however, the exhibits and appendices include data on room use and student-station use of class labs. Utilization data are based on student registration data (Student Centralized Administrative Reporting File, or SCARF) from the fourth week of fall term with a pull date of October 19, 2007.

In comparison to fall 2006 we again had a slight decrease in student FTE (-.58%); we decreased the classroom pool by seven (Peterson Hall renovation) and decreased scheduled occupancy of rooms by 22 hours (-.42%). With the (temporary) loss of the Peterson Hall classrooms, the total number of student stations decreased by 187 (-1.97%), which resulted in an increase both in total hours of student-station occupancy (+1,767, or .80%) and in average student-station occupancy (+.7 hours, or 2.83%).

The following table lists the minimum objectives established by the State Board of Higher Education and compares fall 2006 and fall 2007 rates of use for classrooms, class labs, and student stations.

<u>Average Hours of Scheduled Occupancy Per Week</u> ¹			
	<u>Fall 2006</u>	<u>Fall 2007</u>	<u>Board Objectives</u>
<u>Room Utilization</u>			
Classrooms	32.5	33.8	33.0
Lower-Division Laboratories	21.0	19.2	22.0
Upper-Division Laboratories	19.2	17.5	16.0
<u>Student Station Utilization</u>			
Classroom Student Stations	23.2	23.8	20.0
Lower-Division Lab Stations	16.1	14.5	18.0
Upper-Division Lab Stations	12.2	11.6	12.0

¹ The average number of hours each room or each student station was used per week, based on the total scheduled hours per week divided by the total rooms or stations available (e.g., total student-station hours scheduled per week divided by total number of stations: 221,965/9,319 = 23.8 hours of scheduled occupancy per student station per week).

CLASSROOM USE

The figures related to utilization of full-time classroom facilities are based on a dataset of 153 classrooms—general university, joint-controlled, and departmentally controlled rooms—that were available for scheduling during fall term 2007. This number compares to 160 during fall 2006.

Rooms added to the pool are 115 Lawrence (remodel completed; the remodel resulted in a loss of 18 student stations), Earl "1" (B108 Earl) and Earl "2" (D108 Earl). Rooms deleted from the pool are 311 ECS at 1761 Alder (Education Additions &

Alterations project), 202 and 204 Villard (combined and transferred to "Temporary Classroom" during the Miller Theatre Expansion project), 147 Willamette (not scheduled in Banner; used for drop-in and overflow); and the six Peterson Hall classrooms, which will be returned to active use beginning winter term 2008.

A five-year history of the newly remodeled 115 Lawrence shows very little change in room use and a slight decline in student-station use (but a much more pleasant ambiance!):

	<u>Room Use Per Week</u>	<u>Station Use % of Minimum</u>
Fall 2007: (Fall 2006: off line)	36 hrs @ 109%	105%
Fall 2005:	36 hrs @ 109%	121%
Fall 2004:	30 hrs @ 91%	90%
Fall 2003:	37 hrs. @ 112%	145%

General-university, joint-controlled, and departmentally controlled classrooms
(see Attachment 3):

One hundred three of the 153 classrooms (67%) met or exceeded the 33 hours per week minimum standard (as compared to 59% last fall). In spite of the loss of seven classrooms, the number of courses scheduled in the classroom pool increased by 22 to 1,819. Thirteen classrooms had very heavy use, scheduled for 45 hours or more per week (see Attachment 4.) Of these thirteen, ten were general-university classrooms (10% of the 105 general-university classroom pool); two were joint-controlled (9% of the 23-room pool); and one was departmentally controlled (4% of the 25-room pool).

An analysis of room use by hour and day shows that 10 A.M., 11 A.M., and 2 P.M. carried the highest room use, from 84% to 75% of the classroom pool; and Wednesdays had the highest number of scheduled hours (74% daytime; 83% total). Fridays dropped to 49%. This pattern is consistent with past years.

General-university classrooms: Of the 153 classrooms studied, 105 were general-university classrooms scheduled by the Office of the Registrar. During the study term those rooms, combined, were scheduled an average of 35 hours per week, 106% of the minimum standard, a two-hour increase over the fall 2006 average. Seventy-nine rooms, or 75%, met or exceeded the minimum standard. Ten fell below 75% of the minimum standard (less than 25 hours per week). 345 McKenzie, a 273 square-foot seminar room, was not scheduled in Banner during the study term.

Joint-controlled classrooms: These twenty-three classrooms, combined, were scheduled an average of 36 hours per week, two hours less than fall 2006. Seventeen rooms, or 74%, met or exceeded the minimum standard. Two fell below 75% of the minimum standard (less than 25 hours per week). 307 Chapman, a General University/Honors College joint-controlled room, had the most intensively scheduled use at 58 hours/week, or 176% of the minimum standard.

Departmentally controlled classrooms: The twenty-five departmentally controlled classrooms were scheduled an average of 24 hours per week, 2 hours less than fall 2006. Seven (28%) met or exceeded the minimum standard. Twelve (52%) fell below 75% of the minimum standard (less than 25 hours per week).

Summary of Fall 2007 by Scheduling Responsibility:

	Room Use: <u>Avg of 33+ hrs /wk</u>	Station Use: <u>Avg of 20+ hrs /wk</u>
105 Gen'l Univ Classrooms	106%	119%
23 Joint Classrooms	109%	123%
25 Department Classrooms	73%	83%
 Totals: 153 Classrooms	 103%	 116%

Non-credit instructional activities (the following information on non-credit events was obtained from Resource 25 data):

Rooms with low use by credit-bearing classes often are used for non-credit instructional activities such as tutorials and breakouts. For example, 345 McKenzie, which was not scheduled for formal credit classes, was used for ALS tutorial support two hours per week and for language discussion groups eight hours per week. During fall 2007, 275 hours per week of those types of activities were scheduled into the classroom pool.² These hours brought the actual average hourly occupancy of classrooms from 33.8 to 35.6 hours per week.

Factors influencing room use:

Classrooms with the highest use share several characteristics. Most have movable chairs. They are in buildings that are centrally located along the perimeter of the core campus, which provides a perception of safety, with greater lighting, foot traffic, and nearby businesses. Oftentimes they offer a centralized larger classroom and smaller proximate rooms to satisfy the need for breakout rooms. Many of the

² The criterion for including non-credit classes in the data is the same as that for including credit classes: if a class or event began on or before October 19, 2007 AND ended on or after October 19, it was counted. Classes or events beginning and ending prior to October 19 and those beginning later than October 19 were not included. Those latter events, along with the non-credit instructional activities, totaled approximately 4,187 additional hours held in classrooms during the 2007 fall term (an increase in total hours of scheduled occupancy per week from 5,171 to 9,358).

rooms have been refurbished and updated with improved equipment and wireless technology. Lillis Hall and McKenzie Hall, for example, provide wireless networking, computer and video projection, and room design and acoustics that enhance interactions and discussions.

The eleven classrooms that were used less than 50% (17 hours) of the minimum standard are likely to have one or more of the following characteristics :

- location: located beyond the campus core;
- condition: less desirable quality, accessibility, environment, or technology, such that faculty or departments prefer not to use them for credit courses;

such rooms often are used extensively for non-credit classes and other activities;

- size: classrooms or seminar rooms that allow twenty or fewer occupants generally have limited course demands (the case for nine of the eleven rooms below); smaller seminar classes often are scheduled in departmental conference or meeting rooms, which, because their prevalent use is not instructional, are categorized as "Temporary Classrooms" and as such are not included in the general classroom pool;
- departmentally controlled: used for department classes that may make them inappropriate, for reasons of teaching requirements or equipment, for general university use (e.g., architecture/allied arts and law).

General University:

Deady 104 (17 stas.): 11 hours
Deady 206 (15 stas.): 10 hours
Friendly 206 (15 stas.): 4 hours
McKenzie 345 (14 stas.): not scheduled
PLC 248 (20 stas.): 13 hours
PLC 361 (20 stas.): 10 hours

Departmental:

Collier House 106 (10 stas.; Music): 2 hours
Condon 204 (30 stas.; Anthropology): 6 hours
Deady 210 (27 stas.; Math): 8 hours
Lawrence 100 (20 stas.; A&AA): 3 hours
PLC 412 (15 stas.; Economics): 12 hours

Student-station use:

With fewer classrooms, student-station occupancy increased slightly from that of fall 2006 (+1,767 total hours). While average hours of room occupancy increased 1.3%, station use increased by only .7%, the effect of factors including the increased number of scheduled courses and the slight decrease in student FTE. Overall we achieved an average of 23.8 hours of student-station occupancy per week, exceeding the 20-hour minimum standard.

General University: Total student-station occupancy of the general-university classrooms during the study term averaged 118% of the minimum standard of 20 hours per week per station, no change from fall 2006.

Joint-controlled: Total station occupancy decreased from 132% to 123% of the 20-hour minimum standard.

Departmentally controlled: Total station occupancy decreased from 84% to 83%.

Factors influencing student-station use:

The current trend to schedule large lecture classes with a number of smaller discussion sections results in these smaller discussion groups meeting in available rooms that may or may not be optimally sized. In these cases, availability becomes

the primary criterion. There is no indication, however, that larger classes are unable to find meeting spaces because they are displaced by smaller classes.

Another factor contributing to student-station use is that larger rooms (more student stations) often contain better AV and technological capabilities than do smaller rooms; thus they are in greater demand, no matter what size the class, than are more suitably sized classrooms. In these cases, technology rather than room size becomes the primary scheduling criterion.

TEMPORARY/PART-TIME CLASSROOMS

In addition to those classes scheduled in the 153 full-time classrooms, a number of formally scheduled classes were held in rooms that are not classified as full-time classrooms. Temporary instructional facilities include such rooms as AV studios, gyms, conference rooms, auditoria, etc. As set forth in the Registrar's Classroom Scheduling Protocols, which states that "[d]epartments with dedicated seminar rooms are required to maximize the use of these rooms for smaller classes and meetings, rather than requesting room assignments from the general pool," many of the temporary-classroom hours are the result of scheduling seminar-type classes in departmental conference rooms or meeting rooms (51 rooms). This has the effect of allowing for more scheduling during prime hours of the day, and it releases many of the regular classrooms for sections that contain more students than the seminar-type courses.

During fall 2007, 73 rooms functioned as part-time classrooms and seminar rooms, providing an additional 771 hours per week of use by formally scheduled courses.

OPTIMIZATION

Fitting enrollment to student stations:

Attachment 7 lists the 1,819 course sections in the dataset and sorts them in descending order by enrollment to student stations. Forty-one percent of the sections reached at least 75% optimization. It is noted that the measurement of enrollment to room size is only one of many scheduling considerations.

Over enrollment:

A few sections (22) showed a higher enrollment than the maximum student-station capacity.

Large sections (over 80):

One hundred fifty-five courses in the dataset had enrollments greater than 80 students. Seventy-two percent of those were at or above 75% optimization.