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Utilization of Classrooms in U.S. Colleges and Universities

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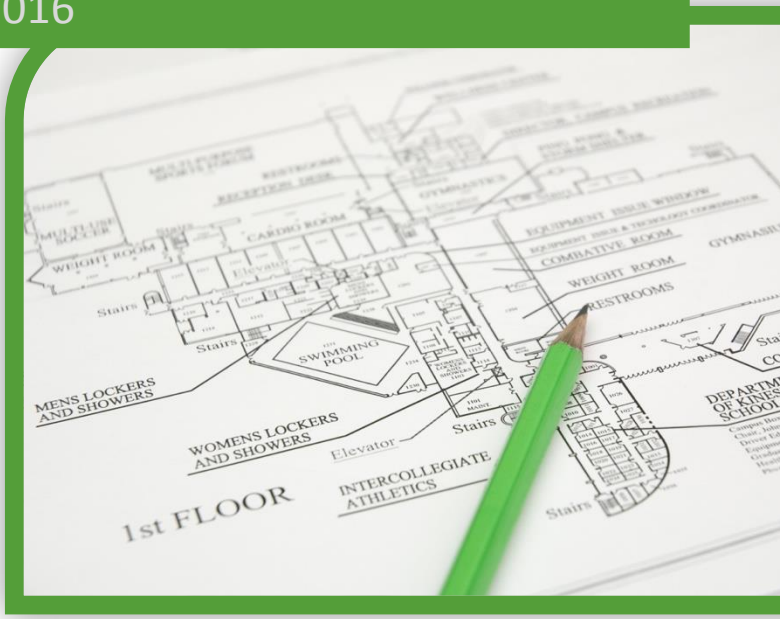

Cheston, D. (2012, October 30). *Students in space: Universities Build a Lot of Classrooms, But Use Them Infrequently*. The John William Pope Center for Higher Education Policy. Downloaded on January 21, 2016 from http://www.popecenter.org/commentaries/article.html?id=2757

> The 17 schools in the UNC system had an average classroom occupancy of 44 percent in 2009, according to a 2010 study by the University of North Carolina. According to a different study by the UNC administration, Facilities Inventory and Utilization Study 2011, North Carolina's community colleges do even worse: the average classroom was used only 18.4 hours per week or 26 percent of the standard school week. (Four private colleges in the state—Campbell, Mars Hill, Barton, and Pfeiffer—were also part of the study, and they averaged 23 percent classroom usage in 2011).

Education Advisory Board. (n.d.). *Maximizing Space Utilization: Measuring, Allocating, and Incentivizing Efficient Use of Facilities*. Downloaded on January 21, 2016 from https://www.eab.com/research-and-insights/academic-affairs-forum/studies/2010/maximizing-space-utilization

> Improving space utilization is becoming a top strategic priority at higher education institutions of all sizes, critical to long-term advancement of mission and stability of finances. The building boom in higher education over the last ten years is over, with construction slowing dramatically on most campuses. Public institutions are seeing freezes on state funds for new buildings, with privates postponing or cancelling new capital projects due to pressure on endowments, annual giving, and debt markets. This study provides an interesting way of assessing classroom utilization and outlines five imperatives for improving space utilization:
>
> - Utilization measurement dashboards
> - Explicit standards for space allocation and exceptions management
> - Unit-level incentives for adhering to allocation targets
> - Central space banks
> - Flexible and collaborative space

Janks, G., Lockhart, M., Travis, A. S. (2012, October-December). *New Metrics for the New Normal: Rethinking Space Utilization Within the University System of Georgia.* Downloaded on January 21, 2016 from http://search.proquest.com.proxygw.wrlc.org/docview/1519532559/C22AF8746AB48DBPQ/5?accountid=11243

> Because of increased pressure to find high-value capital investment opportunities within a climate of declining state support, dissatisfaction with the availability of relevant data to inform management decisions, challenges with integrating space planning components within institutional master plans, and perceived discontinuity between master plans and resulting capital projects, the USG chancellor launched an initiative to rethink the system's approach to space utilization through a study with six pilot institutions. The major space types are classrooms; laboratories (including teaching labs, open or computing labs, and research labs);

offices; study (including library); specialized (a non-thematic collection including athletics, animal, clinical, greenhouse, demonstration, and other spaces); general use (predominantly student-life spaces including assembly, exhibition, dining, lounge, merchandising, and recreation); support (including parking structures); health care; and residential.

Sightlines. (2015, November 11). *Decline in Student Enrollment Creating Shortfall of Students to Fill New Space on College Campuses, According to Sightlines Report*. Downloaded on January 21, 2016 from http://proxygw.wrlc.org/login?url=http://search.proquest.com.proxygw.wrlc.org/docview/1667754610?accountid=11243

Sightlines was engaged by the University of Maine System Board of Trustees to conduct an independent review of space utilization at its various campuses and university-owned properties throughout the state. Building upon the findings from the prior *State of Facilities in Higher Education* reports, the 2015 report analyzes new trends and benchmarks, provides insight into the challenges impacting higher education, and shares best practices for how campus leaders can fund and manage their facilities in light of these challenges. The full report can be downloaded at: http://www.sightlines.com/insight/state-of-facilities-2015/.

Workgroup on Space Utilization at Maryland Community Colleges. (2008, April). *Maryland Community College Space Utilization Report*. Downloaded on January 21, 2016 from www.mhec.state.md.us/higherEd/about/Meetings/FinancePolicyMeetings/5-28-08/MDCCSpaceUtilRepVol1Report.pdf

The workgroup recognized that while Maryland has standards that can be compared to other states, the State does not currently collect actual utilization data from the community college or public four-year college and university segments. The workgroup recommended that each institution should establish utilization goals and identify efficiencies in use of space based on mission and develop and implement strategies to increase utilization to reflect the growing diversity in the format, times of instructional courses, programs and changes in student demand. They should also develop a method of reporting goals and utilization rates annually. Development of utilization goals, strategies and reporting should be made in consultation with the Maryland Higher Education Commission. Utilizations statistics from Maryland and other states were shared.

The University System of Georgia. (2013, July). *The University System of Georgia Space Utilization Initiative*. Downloaded on January 21, 2016 from http://www.usg.edu/facilities/documents/USG_SpaceUtilizationInitiative_July2013.pdf

The University System of Georgia (USG) presents a new approach to considerations of college and university space. The approach is primarily motivated by the belief that improved efficiency in space use represents a significant strategic advantage to the system, particularly in a climate

of reduced access to traditional funding sources and because of dissatisfaction with traditional space use approaches which have had limited success in helpfully informing either master planning activity or capital allocations.

The Association for the Advancement of Sustainability in Higher Education. (N.D.). *Maximize Space Utilization to Minimize or Avoid New Construction. Retrieved January 19, 2016 from* http://www.aashe.org/wiki/cool-campus-how-guide-college-and-university-climate-action-planning/55-maximize-space-utilizat

> Colleges and universities committed to reducing their carbon footprints need to look at new construction in a new way. They can save energy dollars and reduce carbon emissions by maximizing the utilization of existing space and avoiding new construction. While it may be difficult to imagine a president of a college or university resisting new construction (since new buildings are often viewed as legacy accomplishments), that's what is needed.

University of Illinois (2010). *Review of Space Utilization*. Retrieved January 19, 2016 from http://www.oc.illinois.edu/budget/Space_Utilization_Report.pdf

> Space management is one of the most important, most challenging, and perhaps most contentious issues facing major universities. Although this did not come as a surprise to any of us on the committee, we were constantly reminded of this throughout the process. The core of the problem is the complexity of balancing the diverse interests of the many users of space on and off the campus and the diverse types and qualities of space on the campus.

Office of Program Analysis & Government Accountability (OPPAGA) (2006). *State Higher Education Facility Planning Process is Designed Reasonably Well; Current Formulas May Inaccurately Portray Projected Needs.* Retrieved from January 19, 2016 from http://www.ods.usf.edu/plans/CapitalImprovePECO/OPPAGA0630rpt.pdf

> OPPAGA conducted this project in response to a legislative request to identify steps public universities, community colleges, and the Department of Education could take to improve cost efficiencies in postsecondary education construction programs. This report examines the efficiency and effectiveness of the postsecondary facility planning process. A separate OPPAGA report examines the reasonableness of postsecondary facility construction costs and how well postsecondary institutions use existing facility space.