

SECTION III

PART G REPORT TO THE JOINT BUDGET COMMITTEE OF THE GENERAL ASSEMBLY ON RECOMMENDATIONS FOR ENHANCING THE EFFICIENCY OF CLASSROOM UTILIZATION

1.00 Opportunities for Improved Levels of Utilization

1.01 Central Scheduling and Space Allocation

The actual improvement in the levels of utilization of existing classroom facilities is a feasible and economic alternative to construction of new facilities at most Colorado campuses. The actual reported use of available rooms for single periods and multiple-hour segments of the day, as well as the week long hourly use of rooms, indicates that a significant improvement in classroom use/efficiency is possible. While student and program characteristics restrict the gains in efficiency of such scheduling actions for many institutions, if scheduled instruction were distributed more evenly over the day and school week, additional enrollments and class offerings could be accommodated with existing facilities.

1.02 Conversion and Consolidation of Space

Colorado's largest campuses have facility master plans and capital improvements schedules for realigning existing space inventories with projected program and enrollment profiles while converting existing surplus classrooms to more effective and efficient room needs. Such renovation strategies involve a "domino-effect" series of space changes among several buildings over a five to ten-year period. These space consolidation and remodeling projects are currently reported in the CCHE recommended capital construction program¹ for the next five fiscal years.

1.03 Alternative Time Block Planning

The traditional schedule of room use for predominantly lecture modes of instruction has been one-hour per day, three days per week. Alternatives to the traditional schedules are being evaluated by

California State University. A promising alternative appears to be to supplement the traditional schedules with a three-hour block schedule, one-day per week, during the traditionally low utilization afternoon hours (similar to evening program schedules of three-hour time blocks); or two evenings of 1 1/2 hour time blocks for lecture modes of instruction. Differences in instructional methods may allow alternative scheduling plans by the different academic disciplines at the same institution.

¹ "Effective Scheduling Techniques", Jon H. Regnier, Director, Physical Planning and Development, California State University; Prepared for the Space Management and Utilization Seminar, July 28-29, 1982, Los Angeles, California.

Integrated cost studies of personnel, maintenance and utility costs have encouraged California State University to develop plans for a six day per week institutional schedule, combined with a staggered four-day work week employee schedule, with the potential for a two-day class schedule for urban institutions and an extended school day for institutions which are residential in character.

A comparison between capital and operating costs should be developed for the most cost-effective solutions to new classroom construction needs. If "forced scheduling" results in smaller student class sizes, the teaching workloads may not be cost-effective. Changes in institutional patterns can also provide a more appropriate program offering for attracting and maintaining student enrollment.

2.00 CCHE Recommendations for Enhancing the Efficiency of Classroom Utilization

2.01 No construction of additional classroom space should be authorized to meet peak-load use when better class scheduling and space allocations can be capital and operating cost-effective options.

- When the institution must accommodate MORE STUDENTS, the first option should be to fully employ under-used campus space, both percent of seating occupied when the classrooms are in use, as well as the room use potential, in a manner consistent with education requirements.
- Where new classroom facilities are needed for EMERGING PROGRAM NEEDS, compatible space which is not being used to potential should be more efficiently employed to meet those needs.
- Where the program need is for SPECIALIZED SPACE, under-used space in other program areas may be converted to the required program use.
- Leased off-campus facilities may be an alternative to expanded classroom space inventories, especially for meeting peak hour use.

2.02 Implementation Actions

Continue the legislative policy to authorize capital construction requests only upon certification by CCHE that such appropriations conform with facility master plans and facility program plans as approved by the Commission, or as reviewed by the Commission, and modified by action of the General Assembly (23-1-106(4), CRS 1973).

Continue the Commission's facility program plan review and approval process for evaluating the appropriateness, necessity and sufficiency of proposed capital construction in accord with findings of fact concerning consistency with the Commission's space utilization criteria and, as appropriate, life-cycle costs of analyses of alternatives.

Continue the Commission's policies for establishing a recommended priority of funding for capital construction, which includes an evaluation of space utilization efficiencies.

Establish a Capital Construction Budget Request Addendum for classroom space renovation or construction projects, to provide for justifications of space efficiencies, and reporting of:

- Weekly room hours, hourly room use, and student station use of campus-wide classroom space for the preceding academic year;
- Contingency plans for scheduling instructional space in the event that funds are not available to implement the project in the Request Year;
- Master Space Scheduling Guidelines, Policies, and Procedures, as adopted by the institutions, for centrally scheduling and assigning general assignment classrooms and departmental first preference classrooms.

3.00 Institutional Responsibilities

Each institution should develop, adopt, and implement local policies, procedures, and organization necessary to establish master scheduling and assignment of all campus lecture/discussion room facilities to achieve efficient use of available classrooms to serve faculty and students, to meet personal security needs of evening students, to conserve energy costs, and to meet CCHE space utilization criteria.

3.01 Implementation

Master Class Scheduling and Room Assignment policies should provide for courses scheduled evenly throughout the day and the days of the week, and encourage the use of off-peak hours, particularly when multiple-section classes are offered.

When specialized facilities with fixed equipment are needed in courses offered by an academic unit (e.g., special wall maps for geography classes, special chalkboards for music classes, etc.), that classroom may be assigned to a department, subject to annual review, and the Department First Preference assignment may be continued if sufficient use is maintained.

Programs requiring computer-terminal equipment and fixed audio-visual classroom equipment or other instructional technologies should be designated in the master scheduling and assignment policies.

An improvement program for upgrading the quality of classrooms in need of remodeling and/or additional equipment to facilitate teaching and room acceptability should be developed to complement the master scheduling and room assignment policies.