Summary

1. We have enough general purpose classrooms
   - Slide 5

2. We’re not following the faculty-endorsed meeting pattern policy
   - Slide 7 + meeting handout

3. We’re impacting students
   - Slide 9
Methodology: Class/Classroom Space Analysis

- Staff-supported analysis of Fall 2015 class and room scheduling data
- Considered general type* classes in general classroom spaces (flat floor classrooms and tiered lecture halls)
- All classes in undergraduate college facilities
- Normal schedule week, 8:00 AM – 4:25 PM, Monday – Friday

*lecture, discussion, seminar only
Findings: Classroom Space Analysis

1. Excess capacity

2. Manual scheduling that results in:
   - Blocking the nearest room rather than the best fit room
   - Non-standard meeting patterns
   - Inability of the scheduling algorithm to optimize across all events and rooms
Findings: Classroom Space Analysis

Excess capacity

• No rooms are used at target hours per week, although larger rooms (seats >50) come close
• No rooms meet seat fill targets, although smallest (seats < 20) and largest (seats > 300) come close
• 42 of 345 rooms not used for classes during week of interest
• 38 classes in 31 rooms had no enrollees (room held for no reason)
Excess capacity enables units to have the flexibility to customize scheduling

**Manual Scheduling**
- 9.5% meeting patterns are not assigned in R25 at all
- 46.6% meeting patterns in R25 are manually scheduled
- 6.2% meeting patterns are manually adjusted after going through the bulk scheduling

Units choosing rooms based on preferences, rather than best fit of classes to rooms; non-optimal use of algorithm
Excess capacity enables units to have the flexibility to customize scheduling

Non-standard meeting patterns

- 8.2% of all students in all classes on all days of study week were in a class with a non-standard meeting pattern
- 6.1% of all class meetings are at non-standard times

Note: “Standard” meeting pattern is as generously interpreted as possible - defined as any class that starts and ends at faculty approved times/days. In addition:

1. Classes that start on or after the approved time/day, AND end before the approved time/day (e.g., class occurs wholly within an approved time period but ends <=15 min early)
2. Classes that meet on only one (where multiple is standard) of the approved days at an approved time (e.g., meet only on Monday of a Mon/Wed period)
3. Classes that meet on multiple approved days at an approved time (but not an approved standard period with regard to days) (e.g., meet MWRF 9:05-9:55)
Observations: Class/Classroom Space

• Wide variation in use of rooms, reflecting geography, room characteristics, faculty preferences
  – Some rooms are heavily used
  – Sometimes it’s difficult to find a room when and where needed

• Small rooms are the most underutilized, by hours of the week
  – Small classes use bigger rooms

• Difficult to find time in largest rooms
Findings: Class/Classroom Space

Current scheduling practices are likely impacting the student options within the class offerings

• 263 students had known conflicts in Fall 2011
• There is no “measure of discouragement”
  – Frustration at inability to attend desired classes
  – Unwillingness to take on scheduling conflicts
  – Lack of awareness of range of opportunities

Reducing barriers imposed by scheduling practices would result in more capacity without a capital investment
Conclusions: Classroom

Improving utilization of instructional space while also improving the student experience can be achieved through:

- Implementation of a scheduling policy that focuses on consistent and standard scheduling protocols for all undergraduate units
- Bulk scheduling more classes

Capital investments can be made strategically, as renovations and building renewals occur

- Decisions would be best based on data derived after implementation of more standard class scheduling protocols
Next Steps: Classroom Space

• Consider changing the meeting pattern policy to reflect current preferences for teaching
• Require all general-purpose classrooms to be scheduled in one, central tool
• Implement a scheduling policy that promotes:
  – Placing the biggest classes first
  – Placing classes based on desired room typology, as well as seat utilization
  – Using the full day, and the full week
  – Starting and ending classes in compliance with the meeting pattern policy promulgated by the University Faculty
• Implement high standards for justifying the addition of any classroom space on campus
Discussion Questions for the Meeting

1. Should changes to the meeting pattern policy be considered?
2. Should changes to the scheduling process and policy be considered?
3. Should compliance be monitored and/or enforced?
4. Should we do something to further understand the impact on students?