

**NEVADA SYSTEM OF HIGHER EDUCATION
UTILIZATION OF INSTRUCTIONAL SPACE
FALL 2005**

INTRODUCTION

The Nevada System of Higher Education (NSHE) produces a summary of instructional space utilization every two years as part of the effort to quantify the extent to which effective scheduling of classroom space maximizes the availability of instructional space for an institution. The report is not intended to be used as an indicator of an institution's need for new space.

Utilization data is reported in both narrative and statistical formats for each of the NSHE institutions, with the exception of the Desert Research Institute, whose mission does not include the delivery of formal classroom instruction to a student population. Utilization data is provided for the following institutions:

- Community College of Southern Nevada
- Great Basin College
- Nevada State College, Henderson
- Truckee Meadows Community College
- University of Nevada, Las Vegas
- University of Nevada, Reno
- Western Nevada Community College

REPORTING METHODOLOGY

The *Space Standards and Procedures* were approved by the Board of Regents in 1967, and were subsequently revised in 1984, 1999, and 2002, and include the *Reporting Guidelines for Instructional Space* updated by System Administration in April of 2005. A copy of the Reporting Guidelines is provided in Appendix A of this report. As prescribed by the established guidelines, the utilization of instructional space is reported for classrooms and classroom labs owned or leased by the NSHE institutions. Data presented in the report is collected for the Fall Semester of 2005, and represents only the regularly scheduled, credit-producing classes and class laboratories as defined by the National Center for Education Statistics, U.S. Department of Education. Enrollments used in the calculations of space statistics are as of the Registrar' First Reports for the universities, and as of October 15 for the colleges. The rates are calculated for morning, afternoon and evening classes and class labs.

Prior to 1999 courses taught at non-traditional times, such as weekends, were not included in the statistical portion of the report. This practice was modified, and the current report addresses each day of the week including weekends. Prior to 2002 utilization was only reported for daytime and the evening. In 2002, the Board requested a breakdown of space utilization by morning, afternoon and evening, and as a result of the request, the reporting change was implemented and has been incorporated into the report format.

Class laboratory utilization data do not reflect the multi-purpose usage generated by these facilities. Laboratories often contain specialized equipment often used for irregularly scheduled instructional purposes, such as individual student instruction and independent student research. For example, open computer labs may not be scheduled for specific courses, but students

working on class assignments and research heavily utilize them. An open computer lab is included in the report only when the lab is scheduled for at least one regularly scheduled class.

All institutions use their instructional space for a variety of non-credit classes as well. Workshops, courses, and testing are offered as part of the institutions' respective community service mission. Government and community organizations often use the NSHE facilities for meetings and special events.

In addition, many types of instructional space utilization are not evaluated by typical space standards, and therefore, campus instructional spaces may be more heavily utilized than would be indicated by this report. For example, instructional activity conducted on an irregularly scheduled basis is not included in the space utilization formula calculations. Thus, the wide range of short term special projects classes, field laboratory classes, independent study classes, and special problems classes offered by all NSHE campuses are not reflected in the statistical portion of the space utilization report. A more detailed discussion of these considerations and the associated impacts is presented in the campus narratives that follow.

OBSERVATIONS

The matter of short-term courses is noteworthy. Subsequent publication of the 2003 Space Utilization Report, it became apparent that two of the institutions did not comply with the literal interpretation of Item 4 of the Reporting Guidelines, which states that courses not regularly scheduled throughout the entire semester must be excluded from the statistical portion of the report. While the institutions were instructed to address this type of usage in the narrative portion of the report, UNLV and GBC modified their formula calculations to include short-term courses in the statistical portion of their reports for the 2003 space study. Specifically, when short-term classes are scheduled during the census period, UNLV reported the space as utilized, and assumed the occupancy as representative of the entire semester. GBC included short-term classes, and calculated the utilization as a percentage of the weeks the classroom was occupied in the duration of the semester.

To maintain the integrity of the 2005 Space Utilization Report, and ensure each of the NSHE institutions are reporting the results in a consistent manner, System Administration recommended that UNLV and GBC conform to the literal interpretation of the Reporting Guidelines, and remove short-term classes from the statistical portion of their report. Effective with the publication of the Fall 2005 results, institutional data presented by UNLV and GBC may not be comparable to previous years.

It should be noted, the methodologies suggested by the UNLV and GBC with respect to the reporting of short-term courses may have merit, and System Administration will continue to work with the institutions to further study possible changes to the Reporting Guidelines which could be implemented for future space studies. For example, the statistical portion of the report does not account for the inherently different missions of research institutions, community colleges, and state colleges. The current methodology is particularly troublesome for community colleges, where the mission to respond to community-based needs may result in the scheduling of classes which are typically of a shorter duration than a full semester. Further, by excluding short-term classes from the statistical calculation, the report does not give credit to institutions that schedule a series of short-term classes over numerous weeks of the semester in a manner that essentially mirrors the classroom utilization for a single course held over the entire semester.

ANALYSIS OF FALL 2005 UTILIZATION RESULTS

Overall, classrooms and class laboratories for the institutions show a high rate of utilization when compared to the Regents standards (meaning, classrooms scheduled for 67% of available time, with 60% occupancy of the available student stations; and laboratories scheduled for 44% of available time, with 80% percent occupancy of the student stations). Utilization rates for the universities and the state college are typically higher for the morning hours, and the community utilization rates show greater utilization during the evening hours. UNLV continues a trend of higher utilization for afternoon and evening classes. CCSN utilization continues a trend of higher overall utilization for all time periods as FTE student growth continues to outpace the addition of instructional space.

Each of the NSHE institutions faces a different space utilization challenge. Several factors including growth, size and condition of the facility, size, configuration and condition of the classroom or class lab, the class size, the program mix of curricula, and the mission of the institution influence utilization rates.

The space utilization rates for the institutions are presented in Appendix B.

INSTITUTIONAL NARRATIVES

Community College of Southern Nevada

Summarized below are the factors that impact the utilization of CCSN classroom and lab space, which are not taken into account by space utilization formula calculations.

Irregular Start Times

CCSN offered 4125 traditional classes in Fall 2005. Nearly 700 (17%) of these classes had irregular start times. Many of these classes are offered consecutively in the same classroom and are not included in this analysis. There were an additional 283 classes excluded from the space utilization report based on irregular start/end dates. Thirty-nine percent of these part-term classes were held at the Cheyenne Campus. Similarly, Western, Green Valley, Summerlin/PaloVerde, and Pahrump Campuses are physically located on the high school property for which they are named. CCSN has agreements with the Clark County School District (CCCD) to allow the facilities to be used by the high school during school hours. As a result, many of the rooms in these facilities are unavailable during the morning hours.

Classroom Capacity

Classroom configuration on campuses affects space utilization rates. There are 39 classrooms that have a seat capacity over 50. This represents 17% of the total classroom pool. However, only about 2% of sections taught have enrollments over 50. The relatively small number of classes containing enrollments greater than 50 negatively affects overall utilization rates. Moreover, this impact is not distributed equally across campuses. Thirteen percent of the classrooms at the Cheyenne Campus have a capacity over 50 and 2% of sections taught at Cheyenne have enrollments over 50. Twenty-six percent of the classrooms at Charleston have a capacity over 50 while about 1% of sections taught at Charleston have enrollments over 50. Six percent of the classrooms at Henderson have a capacity over 50 and 2% of sections taught at Henderson have enrollments over 50. While it is necessary to maintain a pool of large capacity

classrooms, the CCSN curriculum contains a majority of classes that are best delivered in instructional formats that limit the size of the classes. The Cheyenne Campus contains 38% of its total classroom pool with a seat capacity of 10 to 29 and 70% of sections taught at Cheyenne have enrollments of 10-29. However, the Charleston Campus has 10% of its classroom pool with capacities of 10-29 and 60% of sections taught with enrollments of 10-29. Henderson Campus has 14% of its classroom pool with capacities of 10-29 and 60% of sections taught with enrollments of 10-29. Clearly, there is a need for increased medium capacity classroom space. Some of this problem can be ameliorated by reconfiguring individual campus classroom pools with additional renovation funds.

Classroom Quality

Eighteen percent of the total classroom pool is Smart Classrooms. Of these, 13% are located on the Charleston Campus and six percent are about equally divided between the Henderson and Cheyenne campuses. Overall, 51% of classrooms do not have Internet access. This includes 36% of Charleston classrooms; 43% of Henderson classrooms; and 82% of Cheyenne classrooms. The lack of technology in many classrooms makes them less preferred instructional facilities by faculty and impacts utilization rates.

Multipurpose/Ad Hoc Use

Multipurpose uses of classrooms, including continuing education, testing, professional development, ad hoc meetings, cultural and other special events are not reflected in space utilization reports. It should be noted that over 3,500 events requiring the use of classroom space were scheduled in Fall 2005 across the campuses.

Great Basin College

Great Basin College's facilities at the Elko campus for Fall Semester of 2005 include 18 classrooms and 28 class laboratories. The Ely center has 4 classrooms and 2 class laboratories, and the Winnemucca center has 5 classrooms and 2 class laboratories.

A deviation in reporting methodology is noted between the 2003 and the 2005 utilization studies. Specifically, many of the classrooms and lab classes for credit were not able to be counted in 2005, since we were only allowed to include full-term classes in the statistical portion of the report. This ruling greatly affects GBC, since we teach many compressed classes and programs that are condensed, and do not run a full semester; thus allowing us to actually teach as many as 4 to 5 courses in the semester term. The scheduling practice allows our students to complete their studies more rapidly, and enter the workforce in less time than at the universities. The current guidelines, therefore, favors the universities and state college, since they most traditionally offer all full-term classes.

The 2005 report accounts for 43% of the credit students in labs and only 66% of the credit students in classrooms. All weekend classes and labs during the reporting period were part-term classes, and as such were not included in the statistical portion of the report. As you review GBC's summary, you will note that Saturday and Sunday usage is zero (0).

To illustrate why this reporting methodology affects GBC so significantly, we have listed three labs and the classes with their associated enrollments that were not counted in the statistical portion of the report, since they have a majority of part-term classes scheduled.

Diesel Lab:

ROOM	DAY	TIME	CLASS	ENRL	START-END
GTA 111	TUE	07:00A-04:00P	DT 299 E01	9	09/13-09/15
GTA 111	TUE	07:00A-04:00P	DT 299 E02	8	10/04-10/06
GTA 111	TUE	07:00A-04:00P	DT 299 E03	11	11/29-12/01
GTA 111	WED	07:00A-04:00P	DT 299 E01	9	09/13-09/15
GTA 111	WED	07:00A-04:00P	DT 299 E02	8	10/04-10/06
GTA 111	WED	07:00A-04:00P	DT 299 E03	11	11/29-12/01
GTA 111	THR	07:00A-04:00P	DT 299 E01	9	09/13-09/15
GTA 111	THR	07:00A-04:00P	DT 299 E02	8	10/04-10/06
GTA 111	THR	07:00A-04:00P	DT 299 E03	11	11/29-12/01
GTA 111,113	MON	12:30P-05:30P	DT 100 E02	6	08/15-08/18
GTA 111,113	MON	12:30P-05:30P	DT 101 E01	9	08/22-09/12
GTA 111,113	MON	12:30P-05:30P	DT 202 E01	11	09/13-10/06
GTA 111,113	MON	12:30P-05:30P	DT 210 E01	11	11/03-11/23
GTA 111,113	MON	12:30P-05:30P	DT 215 E01	10	10/10-11/02
GTA 111,113	TUE	12:30P-05:30P	DT 100 E02	6	08/15-08/18
GTA 111,113	TUE	12:30P-05:30P	DT 101 E01	9	08/22-09/12
GTA 111,113	TUE	12:30P-05:30P	DT 202 E01	11	09/13-10/06
GTA 111,113	TUE	12:30P-05:30P	DT 210 E01	11	11/03-11/23
GTA 111,113	TUE	12:30P-05:30P	DT 215 E01	10	10/10-11/02
GTA 111,113	WED	12:30P-05:30P	DT 100 E02	6	08/15-08/18
GTA 111,113	WED	12:30P-05:30P	DT 101 E01	9	08/22-09/12
GTA 111,113	WED	12:30P-05:30P	DT 202 E01	11	09/13-10/06
GTA 111,113	WED	12:30P-05:30P	DT 210 E01	11	11/03-11/23
GTA 111,113	WED	12:30P-05:30P	DT 215 E01	10	10/10-11/02
GTA 111,113	THR	12:30P-05:30P	DT 100 E02	6	08/15-08/18
GTA 111,113	THR	12:30P-05:30P	DT 101 E01	9	08/22-09/12
GTA 111,113	THR	12:30P-05:30P	DT 202 E01	11	09/13-10/06
GTA 111,113	THR	12:30P-05:30P	DT 210 E01	11	11/03-11/23
GTA 111,113	THR	12:30P-05:30P	DT 215 E01	10	10/10-11/02
GTA 112	MON	07:00A-12:00P	DT 100 E01	12	08/15-08/18
GTA 112	MON	07:00A-12:00P	DT 102 E01	13	09/19-10/20
GTA 112	MON	07:00A-12:00P	DT 201 E01	13	10/24-11/10
GTA 112	MON	07:00A-12:00P	IT 208 E01	10	08/22-09/15
GTA 112	MON	07:00A-12:30P	DT 203 E01	10	11/14-11/17
GTA 112	TUE	07:00A-12:00P	DT 100 E01	12	08/15-08/18
GTA 112	TUE	07:00A-12:00P	DT 102 E01	13	09/19-10/20
GTA 112	TUE	07:00A-12:00P	DT 201 E01	13	10/24-11/10
GTA 112	TUE	07:00A-12:00P	IT 208 E01	10	08/22-09/15
GTA 112	TUE	07:00A-12:30P	DT 203 E01	10	11/14-11/17
GTA 112	TUE	06:00P-09:00P	AUTO251 E01	6	08/27-12/16
GTA 112	WED	07:00A-12:00P	DT 100 E01	12	08/15-08/18
GTA 112	WED	07:00A-12:00P	DT 102 E01	13	09/19-10/20
GTA 112	WED	07:00A-12:00P	DT 201 E01	13	10/24-11/10
GTA 112	WED	07:00A-12:00P	IT 208 E01	10	08/22-09/15
GTA 112	WED	07:00A-12:30P	DT 203 E01	10	11/14-11/17
GTA 112	THR	07:00A-12:00P	DT 100 E01	12	08/15-08/18
GTA 112	THR	07:00A-12:00P	DT 102 E01	13	09/19-10/20

GTA 112	THR	07:00A-12:00P	DT 201 E01	13	10/24-11/10
GTA 112	THR	07:00A-12:00P	IT 208 E01	10	08/22-09/15
GTA 112	THR	07:00A-12:30P	DT 203 E01	10	11/14-11/17

As you can see, the Diesel Mechanics lab was in use from 7 A.M. to 5 P.M. Monday through Thursday, and did not contribute to any room use since all classes were part-term classes.

Welding Lab:

ROOM	DAY	TIME	CLASS	ENRL	START-END
WELDCCLASS	TUE	01:30P-03:30P	MTL 105 E01	12	08/16-10/27
WELDCCLASS	THR	01:30P-03:30P	MTL 105 E01	12	08/16-10/27
WELDSHOP	MON	07:00A-12:00P	MTL 110 E01	11	08/15-09/08
WELDSHOP	MON	07:00A-12:00P	MTL 210 E01	11	09/12-10/06
WELDSHOP	MON	07:00A-12:00P	MTL 260 E01	10	10/10-11/17
WELDSHOP	MON	07:00P-10:00P	MTL 212 E01	12	08/29-12/12
WELDSHOP	TUE	07:00A-04:00P	MTL 299 E05	6	11/29-12/01
WELDSHOP	TUE	07:00A-04:00P	MTL 299 E06	10	12/13-12/15
WELDSHOP	TUE	07:00A-04:00P	MTL 299 E07	0	12/20-12/22
WELDSHOP	TUE	07:00A-12:00P	MTL 110 E01	11	08/15-09/08
WELDSHOP	TUE	07:00A-12:00P	MTL 210 E01	11	09/12-10/06
WELDSHOP	TUE	07:00A-12:00P	MTL 260 E01	10	10/10-11/17
WELDSHOP	WED	07:00A-04:00P	MTL 299 E05	6	11/29-12/01
WELDSHOP	WED	07:00A-04:00P	MTL 299 E06	10	12/13-12/15
WELDSHOP	WED	07:00A-04:00P	MTL 299 E07	0	12/20-12/22
WELDSHOP	WED	07:00A-12:00P	MTL 110 E01	11	08/15-09/08
WELDSHOP	WED	07:00A-12:00P	MTL 210 E01	11	09/12-10/06
WELDSHOP	WED	07:00A-12:00P	MTL 260 E01	10	10/10-11/17
WELDSHOP	WED	07:00P-10:00P	MTL 212 E02	13	08/17-11/23
WELDSHOP	THR	07:00A-04:00P	MTL 299 E05	6	11/29-12/01
WELDSHOP	THR	07:00A-04:00P	MTL 299 E06	10	12/13-12/15
WELDSHOP	THR	07:00A-04:00P	MTL 299 E07	0	12/20-12/22
WELDSHOP	THR	07:00A-12:00P	MTL 110 E01	11	08/15-09/08
WELDSHOP	THR	07:00A-12:00P	MTL 210 E01	11	09/12-10/06
WELDSHOP	THR	07:00A-12:00P	MTL 260 E01	10	10/10-11/17
WELDSHOP	THR	07:00P-10:00P	MTL 217 E01	3	08/25-12/01
WELDSHOP	THR	07:00P-10:00P	MTL 296 E01	2	08/27-12/16
WELDSHOP	FRI	08:00A-12:00P	MTL 212 E03	5	08/19-10/28
WELDSHOP	FRI	08:00A-12:00P	MTL 213 E01	1	08/19-11/04

The Welding lab was in use from 7 A.M. to 4 P.M. Monday through Thursday, and Friday mornings, and was only counted for room use for three classes in the evenings. Note the highlighted classes in the list.

Electrical lab:

ROOM	DAY	TIME	CLASS	ENRL	START-END
ANNXB12	MON	08:00A-02:00P	ELM 122 E01	13	09/19-10/19
ANNXB12	TUE	08:00A-02:00P	ELM 142 E01	13	08/16-09/06
ANNXB12	TUE	08:00A-12:00P	ELM 121 E01	13	09/08-10/11
ANNXB12	TUE	06:00P-09:00P	ELM 120 E01	14	08/27-12/16
ANNXB12	WED	08:00A-02:00P	ELM 122 E01	13	09/19-10/19

ANNXB12	THR	08:00A-02:00P	ELM 142	E01	13	08/16-09/06
ANNXB12	THR	08:00A-12:00P	ELM 121	E01	13	09/08-10/11
ANNXB13	MON	07:30A-12:00P	ELM 132	E01	12	11/14-01/04
ANNXB13	MON	08:00A-02:00P	ELM 112	E01	13	08/15-09/14
ANNXB13	MON	08:00A-02:00P	ELM 123	E01	13	10/24-11/09
ANNXB13	TUE	08:00A-12:00P	ELM 128	E01	13	10/13-11/22
ANNXB13	TUE	12:00P-02:00P	ELM 141	E01	13	09/08-10/27
ANNXB13	WED	07:30A-12:00P	ELM 132	E01	12	11/14-01/04
ANNXB13	WED	08:00A-02:00P	ELM 112	E01	13	08/15-09/14
ANNXB13	WED	08:00A-02:00P	ELM 123	E01	13	10/24-11/09
ANNXB13	THR	08:00A-12:00P	ELM 128	E01	13	10/13-11/22
ANNXB13	THR	12:00P-02:00P	ELM 141	E01	13	09/08-10/27
ANNXB21	MON	08:00A-10:45A	EIT 233	E01	6	08/29-10/17
ANNXB21	MON	08:00A-10:45A	EIT 333	E01	8	10/19-11/21
ANNXB21	TUE	07:30A-10:30A	EIT 323	E01	7	08/30-09/29
ANNXB21	TUE	07:30A-11:30A	EIT 315	E01	6	10/04-11/10
ANNXB21	WED	08:00A-10:45A	EIT 233	E01	6	08/29-10/17
ANNXB21	WED	08:00A-10:45A	EIT 333	E01	8	10/19-11/21
ANNXB21	THR	07:30A-10:30A	EIT 323	E01	7	08/30-09/29
ANNXB21	THR	07:30A-11:30A	EIT 315	E01	6	10/04-11/10

The Electrical lab was in use from 7:30/8 A.M. through 2 P.M. Monday through Thursday, and only one class was counted in the room usage report.

The above referenced lab spaces represent the three largest labs on the Elko campus, and as a result of the current reporting guidelines, the space utilization report shows little to no room use. Approximately one-half of the computer classes are also part-term classes, and also do not contribute to the space utilization for the campus. The same can be said about the Winnemucca and Ely Centers. As a result of not counting the part-term courses for the 2005 study, room usage is also reduced when compared to the 2003 study, since part-term courses were accounted for during that reporting period.

Due to the mission of community colleges, the practice of including only the full-term classes in the statistical portion of the report does not effectively demonstrate actual room usage. For this reason, GBC objects to this reporting requirement.

Elko Campus - Classrooms

Classroom Quality - The classrooms are all in fair to good condition. Of the 18 classrooms, 4 have distance education capability. Two of these rooms are in good condition, and two are in poor condition and need renovation. Two conference rooms that have video capabilities are also used for classes. However, they are not counted in the space utilization report because they are not labeled as classrooms.

Of the 14 regular classrooms, half are in need of some type of renovation. Due to our rural nature, the Elko campus, along with the Ely and Winnemucca Centers, need to add or convert more classrooms with distance education capabilities. Although all classrooms are used, faculty and students prefer rooms that are more conducive to learning.

Classroom Capacity - The lower utilization rate of classrooms is due to our rural service area and small class size. A positive aspect of smaller class size is that the students receive more personal attention from the instructor. This is evident in the fact that GBC has the highest student retention and completion rate of the community colleges in Nevada. Our rates are comparable to most four-year colleges.

Another reason for the lower classroom utilization rates is the fact that we have two classrooms with a capacity of 50, one with a capacity of 70, and one lecture hall that holds 145. Quite often these rooms only have 15 to 20 students, thus resulting in lower utilization rates. The utilization rate does not truly indicate or measure the total room use.

Non-Credit Instruction - GBC has large enrollments in community service classes, continuing education, and ABE/ESL (adult basic education and English as a second language) classes that are zero credit. These enrollments are not counted in the room utilization report. All of these functions are an integral part of our mission, and they all seriously impact room use. Moreover, several conferences, meetings, and seminars are held on campus, and many times we are forced to turn away local agencies and groups asking to use rooms.

Credit Instruction Not Scheduled in Classroom - GBC uses local school district buildings and other public facilities throughout our service area to teach credit classes. These numbers are not included in the utilization report. Student work coops, internships, and clinical experience are all held off campus.

Elko Campus - Class Laboratories

Class Lab Quality - Of the 28 class labs on the Elko campus, eight are in poor condition, and some of the eight represent safety hazards. The other 20 labs are in fair to good condition. All of the rental space that is included on the Elko campus is in poor condition.

Class Lab Capacity - The capacity of the labs range from 8 to 24 stations with the majority of the vocational labs having 12 to 15 stations. The labs are in use constantly even though the utilization report does not confirm this. The room utilization report does not count many of the labs since the classes are not full term classes as stated at the beginning of this report. Also, learning seminars and training sessions for credit are held in the labs, but the enrollments are not counted in the utilization report.

Non-Credit Instruction - At various times, seminars and special one-to-two day training sessions are held in the labs (mostly computer). These enrollments are not counted in the utilization report.

Self-Study - Lab aids and part-time faculty are hired in the vocational areas to keep the labs open beyond the scheduled times so students can complete their projects. These times are also not counted in the utilization report since the times are not listed on the class schedules.

Ely Campus - Classroom/Class Lab

Classroom/Class Lab Quality - Classrooms, labs, and distance education rooms in Ely are in good condition. There is a definite need for more distance education rooms because the center cannot receive more than two of the five classes offered out of Elko at any given time.

Classroom/Class Lab Capacity - This rural center only has 75 classroom stations and 32 class labs stations. The classroom utilization rate is low because classes are offered with as few as 6 to 8 students. The distance education originating from another location may have as few as 2 students. The class lab utilization is low due to the fact that almost all lab classes are short term classes and are not counted in the report.

Non-Credit Instruction - As in Elko, community service, ABE/ESL and continuing education classes are offered. These enrollments are not reflected in the utilization report.

Credit Instruction Not Scheduled in Classroom - Since the center is next to the White Pine High School, many classes are offered in that facility. Again, the enrollments are not included in the utilization report.

Winnemucca Campus, Classroom/Class Lab

Classroom/Class Lab Quality - Classrooms, labs, and distance education rooms in Winnemucca are in good condition. There is a definite need for more distance ed. rooms because the center cannot receive more than two of the five classes offered out of Elko at any given time.

Classroom/Class Lab Capacity - This center has 90 classroom stations in and 28 class lab stations. The classroom utilization rate is low because classes are offered with as few as 6 to 8 students. The distance education classes originating from another location may have a few as 2 students. The class lab utilization is low due to the fact that almost all lab classes are short term classes and are not counted in the report.

Non-Credit Instruction - As in Elko and Ely, community service, ABE/ESL and continuing education classes are offered. These enrollments are not reflected in the utilization report.

Credit Instruction Not Scheduled in Classroom - Since the center is next to the Lowery High School, many classes are offered in that facility. Again, the enrollments are not included in the utilization report.

Summary

Great Basin College space utilization is affected by our rural nature consisting of 45,000 square miles with approximately 90,000 people. Our classes will always be smaller than the urban areas of the state. The rooms may not be used to capacity, but are used every hour of the day. As noted at the beginning of this narrative, many of our classes and students are not counted in this report. GBC feels strongly that the reporting requirements must be changed so that a more accurate representation of the utilization of the space may be reported.

Nevada State College, Henderson

Nevada State College instructional facilities for the Fall Semester, 2005, included 8 classrooms and 3 laboratories.

Classrooms

Off-Site Courses - Space constraints and partnerships with other institutions resulted in many classes being located off-campus and were not included in this statistical report. These locations

include CCSN Henderson, Green Valley Technical Center, WNCC, Henderson Convention Center, and the University Medical Center. This totals 11% of the sections offered in Fall 2005.

Distance Education - Distance Education tools are being utilized to accommodate the accelerated student enrollment. Approximately 30% off the sections offered were on-line WebCT courses.

Short-term Courses - In an effort to provide flexible and accessible course offerings, the college schedules a variety of courses in a condensed format that run less than one semester. These short-term classes comprised 6% of the total number of sections offered in Fall 2005.

Individualized Credit Instruction - Many programs at NSC offer students the opportunity to enroll in independent studies, internships, or practicums. While these courses are not scheduled in classrooms or laboratories, individualized meetings between faculty and students often occur in space designated for instruction.

Non-Instructional Usage - It should be noted that the 8 existing classrooms were reserved 162 times totaling 454 hours. Examples include professional development; community outreach; professional testing; teleconferences; cultural and special events; students' association meetings and activities; government-sponsored educational activities; and ad hoc single events by the College, government, and community groups.

Summary

NSC will continue to develop strategies to fulfill its state-wide mission and to accommodate the accelerated enrollment growth.

Truckee Meadows Community College

Data Criteria

The data for TMCC's Fall 2005 Instructional Space Utilization Report is comprised of "regularly" scheduled, state-supported, credit-bearing courses taking place on the college's main campus sites: Dandini, Meadowood Center, IGT Edison Technical Institute, Redfield Performing Arts Center and the High Tech Center at Redfield. There are 74 classrooms and 46 laboratories available for instruction within these facilities. Only full-term courses were included in the statistical portion of the report. Any courses that were less than 16 weeks in duration, i.e. part-term courses, were excluded from the report.

Summary Data, Fall 2005

<u>Classroom Utilization:</u>	<u>% of Regent's Standard</u>
Morning Usage (8am-12pm)	98%
Afternoon Usage (12pm-5pm)	52%
Evening Usage (5pm-10pm)	73%
<u>Laboratory Utilization:</u>	<u>% of Regent's Standard</u>
Morning Usage (8am-12pm)	81%
Afternoon Usage (12pm-5pm)	50%
Evening Usage (5pm-10pm)	62%

Factors Influencing Instructional Space Utilization

Continued Growth - Since fall 2003, TMCC's overall student population grew by over 10%. The College continues to increase and diversify its offerings to accommodate student growth and demand for non-traditional courses. Serious efforts are being made to accomplish these goals with the resources and infrastructure currently available.

High Tech Center at Redfield - The opening of the High Tech Center at Redfield took some pressure off the Dandini site by allowing several Allied Health programs and courses to be moved there. The Redfield site was officially opened in fall 2005, and has not been fully available when the college's schedule for fall was being created. The Fall 2005 utilization figures for Redfield reflect that factor. Preliminary assessment suggests that in the Spring 2006 semester the number of classes offered at Redfield will double, when it is compared to Fall 2005.

Redfield Performing Arts Center - Completing renovation of the Redfield Performing Arts Center allowed for a variety of courses to be moved from the Dandini site into a space that is more conducive to music and theater instruction.

IGT Edison Technical Institute - The Fall 2005 semester was a very challenging semester for the Edison facility. Due to the collapse of the roof, most of the building was closed for emergency repairs for the first several weeks of the semester. This resulted in cancellation of classes and made several classrooms and labs inadequate for instruction. In addition, virtually every vocational program housed at Edison utilizes some form of short-term/late-start classes in its curriculum. Exclusion of part-term courses from the report severely understates the amount of instructional activity and space utilization levels at Edison. A total of 1,938 daily student contact hours are excluded from the report, which represents 42 state-supported part-term courses with a total enrollment of 317 FTE.

Specialized Labs (including Allied Health, Culinary Arts Kitchen) - TMCC offers a wide range of specialized programs, including Allied Health, Culinary, and Automotive. These types of programs require uniquely designed spaces/labs equipped with technology and machinery that limit the space to relatively few programs and courses. Safety and technology concerns, as well as physical constraints of program-dedicated labs, prevent utilization of the labs by a wider range of disciplines and programs. Therefore, the utilization rates of labs may not appear to be high, yet the need still exists on campus for science and general use labs.

Part-term Courses - In an effort to provide flexible and accessible course offerings, the college schedules a variety of courses in a condensed format that run anywhere from less than one month to almost the full length of the semester (13.5 weeks). Roughly 13% of all TMCC's instruction is offered in short-term format. After distance education, part-term courses make up the largest layer of regular state-supported credit instruction to be excluded from this space utilization study. Many part-term courses run for more than 50% of the semester and represent a significant portion of the instruction in TMCC's vocational and occupational areas. Student contact hours generated through part-term courses resulted in a 13% loss of FTE and exclusion of 19% of the courses that utilized campus facilities. The current treatment of part-term courses forces a significant amount of instructional activity to be excluded, while keeping the space utilized by those courses, thereby, introducing a serious methodological flaw that artificially lowers the space utilization levels. This practice is especially damaging for community colleges that utilize the part-term courses more frequently. TMCC strongly supports an adjustment to the current reporting methodology to accommodate part-term instruction.

Individualized Credit Instruction - Most programs at TMCC offer students the opportunity to enroll in independent studies, internships, or practicums. While these courses are not scheduled in classrooms or laboratories, individualized meetings between faculty and students often occur in space designated for instruction.

Non-state Supported Instruction and Partnerships - In addition to “regular,” credit-bearing, state-supported courses (courses used in this study), a variety of non-traditional courses, workshops, and scheduling practices influence instructional space utilization at TMCC. The following is a list of the various types of activities that have an additional impact on instructional space usage:

Non-credit Courses: These types of classes are comprised mostly of community service and customized training courses. Non-credit classes on TMCC main campus sites in Fall 2005 represent around 10% of the total number of sections offered.

Workshops and Seminars: The College also makes use of instructional space for workshops, seminars, professional development activities, as well as special events such as orientations, community events, and college meetings. These types of activities are wide spread throughout the campus and generally take advantage of available space that has not already been scheduled for credit classes.

Community ESL program: Several classrooms at Meadowood Center are dedicated to the community ESL program, designed to serve the needs of the growing ESL population. The College considers this effort part of its mission to provide access and basic skills training to populations that otherwise may not be able to enter higher education. The Community ESL program offers classes with varying start and end times, as well as advising throughout the semester on a drop-in basis. Space dedicated to these activities is not available for scheduling of other courses, however, the current structure of the report does not allow for inclusion of this type of instructional activity.

Business and Industry Training: Meadowood Center is a home to TMCC’s Workforce Development and Continuing Education division. This arm of the College works closely with local businesses and industries providing on-demand training to employers, as well as employees wishing to upgrade their skills. These seminars and training sessions do not constitute regular credit-bearing courses, thus are not reflected in the statistical portion of the report. Similar to the community ESL Program, the College dedicates its facilities and resources to serving the needs of the community by providing customized job training that cannot be included in the report under the current methodology.

School District Partnership: TMCC has developed a partnership with the local school district that exercises a facilities usage exchange. The TMCC facility most impacted by this partnership is the IGT Edison Technical Institute. In Fall 2005, the school district was the primary occupant during daytime hours. As a result, morning and afternoon usage at Edison was removed from this study.

Summary

Overall the Regent’s Space Utilization Study accounts for approximately 55% of the instructional activity that occurs at TMCC. The remaining 45% of instructional activity is

comprised of both credit and non-credit instruction. Distance education, late-start/short-term and independent courses, as well as courses not held on the main sites, represent the largest portion of the courses excluded from this report.

University of Nevada, Las Vegas

A primary concern for the UNLV campus, and for other institutions in the system, is the treatment of part-term courses in this reporting model. Part-term courses are excluded from the Weekly Student Contact Hours (WSCH), and this condition of the reporting methodology artificially lowers the real demand for instructional space. While this condition impacts UNLV and UNR, the hardship is even greater for the community colleges, where a larger percentage of the courses are scheduled to meet for less than the full semester.

At UNLV, over 20,000 WSCH were excluded from the 2005 report, since the courses did not meet for the full semester – this includes courses meeting for only a few days to courses meeting for just short of the full Fall Semester. Along with lowering the utilization percentages, these WSCH would generate an additional classroom space requirement of approximately 25,000 assignable square feet.

It should be noted, space generation models used by other states account for part-term courses in their calculations of space needs. For example, it is quite common to count all courses meeting on the census date (on or around October 15) as a typical day. This methodology assumes that campuses are filling in before and after this day with other part-term courses so the “snap-shot” on this date is representative of the space requirements over the course of the semester.

University of Nevada, Reno

University of Nevada, Reno, instructional facilities for the Fall Semester of 2005 includes 131 classrooms and 81 class laboratories.

Classrooms

Classroom Quality - Modest progress has been made in the area of classroom quality in the last two years. A total of 13 new classrooms have been brought on line, representing 9.8% of the classroom pool. A total of 13 classrooms on campus have been renovated since 2003, representing 9.8% of the classroom pool. Technology has been upgraded in a total of 80 classrooms, making 60.6% of the classroom resources on the campus high technology, or “smart” classrooms. Distance education origination sites (DE classrooms) now total 3, representing another 2.3% of the classroom pool, and making a total of 62.9% of the total classroom resources on the campus fitted with high technology.

All of these upgrades however, have not been able to keep pace with the ravages of time. Short life cycles for installed classroom technology, which is 3-4 years at best, and a lack of budgets to replace the equipment in a timely manner has endangered the functionality of the installed technology infrastructure in the classrooms on the campus. In addition, 49 classrooms, representing 37.1% of the classroom resources on the campus still do not contain this type of technology, which is increasingly expected by our faculty and students in this day and age. This problem has been somewhat reduced with the use of 6-10 portable “smart carts” that are assigned to this group of rooms on a request basis each semester.

Over 26.5% of the classroom pool (35 of 132 classrooms) are more than twenty years of age, or have not been renovated in the last twenty years. Many are not well suited to modern teaching techniques because of the lack of technology, and are therefore less desirable as preferred instructional facilities by faculty, which is reflected in the utilization rates of the campus. The newest renovated “smart” classrooms average a utilization rate of more than 111% of Regent’s standard, while at the same time, the un-renovated low technology classrooms on the campus average a utilization rate of 88% of Regent’s standard.

The physical condition of classrooms on campus also produces a dramatic impact on utilization rates as well. This phenomenon appears to be separate and apart from user demands for technology. For example, the average utilization rate of 12 classrooms in relatively poor physical condition averaged a utilization rate of 82%, which is substantially lower than the overall campus utilization rate of 99% of Regent’s standard during the daytime hours of the week.

This type of information clearly indicates that there is a causal relationship between the level of technology in classrooms on the campus, as well as their physical condition, and the ability of the institution to effectively utilize the classroom resources on the campus

Classroom Capacity - The configuration of the classroom resources on the campus also negatively impacts the utilization rate for the campus. There are 29 classrooms that have a station capacity of 50 student stations or more on campus, representing 21.9% of the classroom pool. At the same time, only 6.3% of the total class meetings (112 of 1,765) have enrollment levels of fifty or more students. The curriculum contains a high percentage of upper level, graduate and doctoral classes that are best delivered in instructional formats that limit the size of the classes. The result is that a small number of classes contain enrollments greater than 50 students, which negatively impacts overall utilization rates for the campus.

Over time, reconfiguring the classroom pool to contain a larger percentage of medium-to-small-sized classrooms, which will require substantial renovation funds, can mitigate this situation.

Growth - The most glaring impact to utilization of classrooms over the last four years at this institution has been growth, which can be attributed mostly to the Millennium Scholarship Program. The university has grown from 10,449 Student FTE in Fall 2001 to 12,252 Student FTE in Fall 2005, which represents a 17.3% increase in the number of students. This unprecedented increase in Student FTE has resulted in an increase in the overall utilization rate in classrooms during daytime hours from 86.6% of Regent’s standard in Fall 2001 to 99% of Regent’s standard in Fall 2005. This growth is expected to continue to increase substantially over the next several years.

Non-Credit Instruction - One layer of activity not reflected by the space utilization formulas includes non-credit instruction, such as intensive English classes for foreign students, professional development and continuing education seminars, professional testing, teleconferences, cultural and special events, and ad hoc single event meeting activities by university, governmental and community groups. This layer of activity represents over 4,500 events per year, or about 2,250 events per semester. These events range from 1 hour per event to as much as several days per event. These activities, in addition to the average credit generating instructional activity of more than 32.7 hours per week, result in more than 1.5 hours additional time in use per week during the daytime hours, and 2.5 hours per week on evenings and weekends. This generated an additional 15% of activity in the classrooms on campus.

Credit Instruction Not Scheduled in Classrooms - Approximately 59.9% of the total course/section offerings on this campus (4,272 of 7,134) are taught in locations other than classrooms or class labs. This represents approximately 8.9% of the total enrollment (5,971 of 66,954) of all classes offered. These course offerings include field lab classes, thesis, dissertations, comprehensive exams, independent study, directed problems, internships, and clinical practicums. Many of these course offerings are upper level or graduate level courses.

Class Laboratories

Non-Instructional Usage - Many class laboratory facilities are used by graduate students and faculty for individual project study, research assistant training, graduate assistant training, and project research, particularly within graduate programs. These categories of necessary activities tend to limit the number of hours per week that class laboratory facilities are available for more formalized, quantifiable types of instructional activities, and are not reflected in standard utilization data.

Self Directed Study - Much individual instruction is conducted in class laboratories using teaching methodologies that are not reflected in data generated by regularly scheduled classes. These laboratories contain specialized equipment, which is often also used for non-regular instructional purposes, such as individualized student instruction and independent student learning. A case in point would be computer labs that are heavily utilized by scheduled classes, and are also used as open labs when they are not scheduled for specific courses.

Summary

Classroom utilization is impacted by the growth of the student body, the size, quality, and configuration of the room, as well as the class size, and program mix of the curriculum. Informal, irregularly scheduled, non-credit, ad hoc and distance education instructional activities, which are not evaluated in this report, also impact the utilization of instructional facilities. Class laboratory utilization data does not reflect the multipurpose usage that is conducted within these types of facilities.

Western Nevada Community College

The narrative that follows provides a description of the Western Nevada Community College instructional facilities, which include 55 classrooms and 34 class laboratories located in three geographically diverse communities. Included in this report are the rooms available at the Carson Hi-Tech Center after 3:00 p.m. Omitted from the report are instructional facilities that may be leased, donated or used for clinical sites, apprenticeship programs, or cooperative work situations.

Classrooms

Since the publication of the 2003 utilization report, WNCC has increased the number of mediated classrooms for enhanced technology and distance education. The institution has added no classrooms, but has continued with efforts to efficiently schedule courses, assuring students the availability of core courses necessary for graduation in four semesters. This scheduling effort has shifted some courses to afternoon time slots, which in turn affects the utilization for morning and evening classes. Current scheduling practices are continuously reviewed.

The physical condition of classrooms remains excellent, although the size of desks and tables, as well as the room configuration, and necessary instructional equipment, cause a variance in the number of students who can be reasonably taught in one classroom or lab. While the college can easily change desks and tables, moving permanent stations, such as required sinks or auto body paint booths, creates a bigger problem for sharing facilities or maximizing student utilization.

A considerable increase in the number of courses delivered through distance education has caused an 11.5% increase in web course delivery, as well as an overall increase in the ability for students residing in rural Nevada to complete an Associate's Degree while continuing their residence in rural Nevada. Without the use of interactive video and computer technology, the college would be unable to provide all courses to rural students. With the use of technicians and local facilitators, instructors can provide interactive video courses to students across a large geographic distance. While web courses are not tied to a classroom for the entire semester, most of the courses continue to require on-campus facilities for student meetings, study groups, and testing. Each interactive video course may also require the use of one classroom by a small number of students at three to four individual campus sites.

Through the use of an Academic Scheduler, WNCC can match enrollment history and current enrollment numbers with an appropriately sized classroom. This practice encourages efficiency and increases the number of students that can be taught at one time.

Non-credit instruction is critical to the mission of a community college, but is not reported in this study. WNCC places the priority on credit classes, but allows all available space to be used for community education, including College for Kids, Senior College, WNCC Business and Industry Contract Education, and courses offered by NSHE sister institutions.

Two percent of the WNCC instruction occurs at off-campus sites such as local hospitals, donated community space, public schools, and leased facilities. Non-traditional course offerings such as open-entry/open-exit, short term/accelerated courses, and late start classes demand classroom and laboratory space, but are not included in this report. The elimination of the above classes results in the non-reporting of 49% of the college student contact hours.

While WNCC is one college, the college classrooms and labs are divided over a 70,000 square mile service area. The college buildings are located in Carson City, Douglas, and Fallon. Instruction can be brought to many other campus sites with the use of interactive video, web technology, and the use of full-time and part-time instructors who live in rural Nevada or agree to travel to teach at rural centers.

Class Laboratories

Disciplines share lab facilities to increase the overall usage and to compensate for the limitations on the current labs and the requirements of each discipline. Instruction for some subject areas, such as Emergency Medical Services, may occur in a classroom situated in a building or on a floor that is inconvenient for immediate access to the lab, lab supplies, and equipment needed for instruction. Instructors would like dual access to labs and classrooms to accommodate moving a group of students between the two facilities, but space availability may not allow for this type of convenience.

The college computer labs remain consolidated. Instructors from various disciplines may teach part of their courses in the computer lab. Textbooks frequently include software for testing,

experiments, or hands-on group work. Partial use of a computer lab will not be reflected in the numbers in this study when the majority of lecture hours occur in a separate classroom.

Laboratories that contain specialized equipment, such as the automotive or machine tool machinery, are limited in the type of instruction and the required supervision for those facilities. Projects required by many occupational programs require extensive supervised practice and hands-on use of equipment each week. These projects are outside the quantifiable scheduled activities, and are not included in standard utilization data.

Many courses include self-directed study. Students can use the laboratories to learn individual modules, skills, and competencies through computer programs, individualized assignments, and hands-on assignments. These teaching methodologies will not be reflected in the same manner as regularly scheduled classes taught in the traditional lecture mode. Labs are utilized outside the normally scheduled instruction with the use of teaching assistants and lab assistants.

WNCC labs were built to accommodate a small, but appropriate number of students, but the institution's number of pre-nursing and surgical technology students has drastically increased since the science labs were designed. Some college labs limit the number of students and the type of lab experiments that an instructor can handle at one time. One lab on the Fallon campus needs extensive remodeling. The college has taken immediate steps to increase the efficiency and safety in the lab, but also recognizes that to continue its efforts to increase the number of math, science, engineering, and nursing graduates; it will need to increase the availability of lab stations.

Exclusive of science labs, many disciplines encourage regular student use of open labs. This practice allows students to drop into labs to complete assignments, improve skills, or master competencies. Tutorial centers are open at the Carson and Fallon campuses for all students. These centers also invite students who exclusively attend courses through Web instruction to drop in to the centers to meet with tutors, talk with instructors, or use the available computers. Occupational labs remain open for student practice and supervised completion of projects.

Summary

Western Nevada Community College has initiated scheduling changes, completed a few remodeling projects, and used enrollment data to increase enrollment and maximize the efficiency of the small number of classrooms and labs that are owned by the college. The institution continues to work on the configuration of classrooms, the safety of all labs, and an appropriate academic schedule to provide enrolled students the excellent instructional opportunities they expect from a NSHE institution.

Academic scheduling has moved away from the availability of all morning or evening courses by adding labs and instruction throughout the afternoon. The College has added Friday and Saturday instructional sections. Growth continues in interactive video instruction and Web courses.

Fewer classrooms are designated for single purpose usage while additional multi-purpose classrooms are available for academic scheduling. Academic instruction remains the scheduling priority, but as space is available for non-credit courses or community events, the college remains committed to those activities.

Western is presenting an accurate report based on the required instructions. Again, it may be important to point out that 49% of the student contact hours cannot be included in the report because they fall outside of the traditional full semester schedule or occur at an off-campus instructional site. As Western plans for long term growth in the number of enrolled students and scheduled courses, instructional facilities will need to incorporate average class size, multi-purpose use, and efficient academic class scheduling.