



Supporting Documents

Action Plan:

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| Goal #1 | Improve Classroom Utilization |
| Evidence | THECB SUE scores indicate perfect scores for classroom demand and percent fill; however, utilization scores do not meet the metric standard of 38 hrs. per week. |
| Action | Develop a classroom scheduling policy and enforce compliance by all departments to standardize classroom scheduling and maximize utilization. |
| Responsible Parties | VP for Enrollment & Registrar |
| Timeline | Policy to be completed by May 2016 and implemented Fall 2016 |
| Budget | N/A |

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| Goal #2 | Reduce Underutilization of Classrooms |
| Evidence | Almost 35% of UNT's classrooms have a room cap of 29 or less (63 classrooms out of 184). Of those 63 classrooms, only 6 meet THECB utilization requirements. |
| Action | Identify which classrooms need to be re-purposed for other needs including consideration of combining rooms that are adjacent to one another to create larger classrooms or taking others offline to create other types of spaces such as teaching labs (where we have a significant deficit), smaller active learning classrooms (see goal #2a), graduate bullpens, meeting spaces, etc. Will also develop the plan and phasing schedule for renovations. |
| Responsible Parties | Space Management and Planning & Facilities |
| Timeline | Recommendations and renovation timeline submitted to SPMC by June 2016 |
| Budget | Facilities to identify budget. |

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| Goal #2a | Create Active Learning Classrooms |
| Evidence | One out of 3 faculty members indicated the "worst" classroom they were teaching in this semester didn't support their styles of pedagogy. Very few classrooms currently support anything other than lecturing (passive learning). |
| Action | Identify classrooms that could be renovated to produce active learning classrooms of the sizes needed by our faculty. Also, consider the need for some large enrollment courses (100+) to have access to active learning classrooms for some sessions during the semester while using lecture-style classrooms for other sessions. Closely involved faculty in the design of active learning classrooms. Implementation plan will include a prioritized list of suitable classrooms for renovation. |
| Responsible Parties | Space Management and Planning, Facilities, & CLEAR |
| Timeline | Annual priority list before May 31 with renovations scheduled for Summer |
| Budget | Approximately \$75,000 per classroom |

Classroom Optimization Group

December 18, 2015

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| Goal #3 | Create Classrooms Standards |
| Evidence | Data analysis of classrooms identified multiple variances in room quality, consistency, and classroom attributes such as white boards vs. chalk boards, flexible furniture configurations, types of seating (fixed seating, arm tablets, tables & chairs), computers, etc. |
| Action | Implement a collection of classroom standards for furniture, flooring, paint, sound attenuation, and writing/projection surfaces for both lecture style and/or the active learning style classroom characteristics. Add classroom attributes to the scheduling process so instructors can request desired attributes based on teaching pedagogy. Information will be regularly provided to chairs, administrative coordinators involved in scheduling, and faculty regarding how to request specific classroom attributes in AdAstra. Room designs and standards are dependent upon #2 and #2a. |
| Responsible Parties | Facilities & Registrar |
| Timeline | Classroom Standards pallet will be finalized by January 30, 2016 |
| Budget | Approximately \$35,000 per classroom |

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| Goal #4 | Increase Classroom Technology |
| Evidence | Data analysis identified classrooms with technology variations such as single vs. dual projectors and monitors and document cameras vs. overhead projectors |
| Action | Upgrade technology in classrooms that currently do not support this standardization when appropriate for the instructional space. Sightlines will be reviewed to determine if dual projectors vs. single ones are appropriate and to ensure that projection surfaces do not diminish writable surface areas. |
| Responsible Parties | Classroom Support, CLEAR, and Facilities |
| Timeline | Classrooms identified before May 2016 and installed Summer 2016 |
| Budget | Approximately \$7,500 per classroom |

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| Goal #5 | Increase Instructor Awareness of Classroom Resources |
| Evidence | All instructor stations have a desktop "help" icon and a posted list of contacts when technical issues or problems arise with a classroom |
| Action | Review and make necessary improvements to the online help function and printed contact list, as well as create an educational plan so that all instructors are aware of these resources and how to use them. Develop a work flow process that allows end users to receive updates and issues registered/resolved, and administrative reporting where problem resolution has improved over time. Inform faculty and building representatives about the reporting system on a recurring basis prior to each semester. The work flow process will be put into place to "close the loop" with reporting issues. |
| Responsible Parties | Classroom Support & Facilities |
| Timeline | Summer 2016 |
| Budget | N/A |

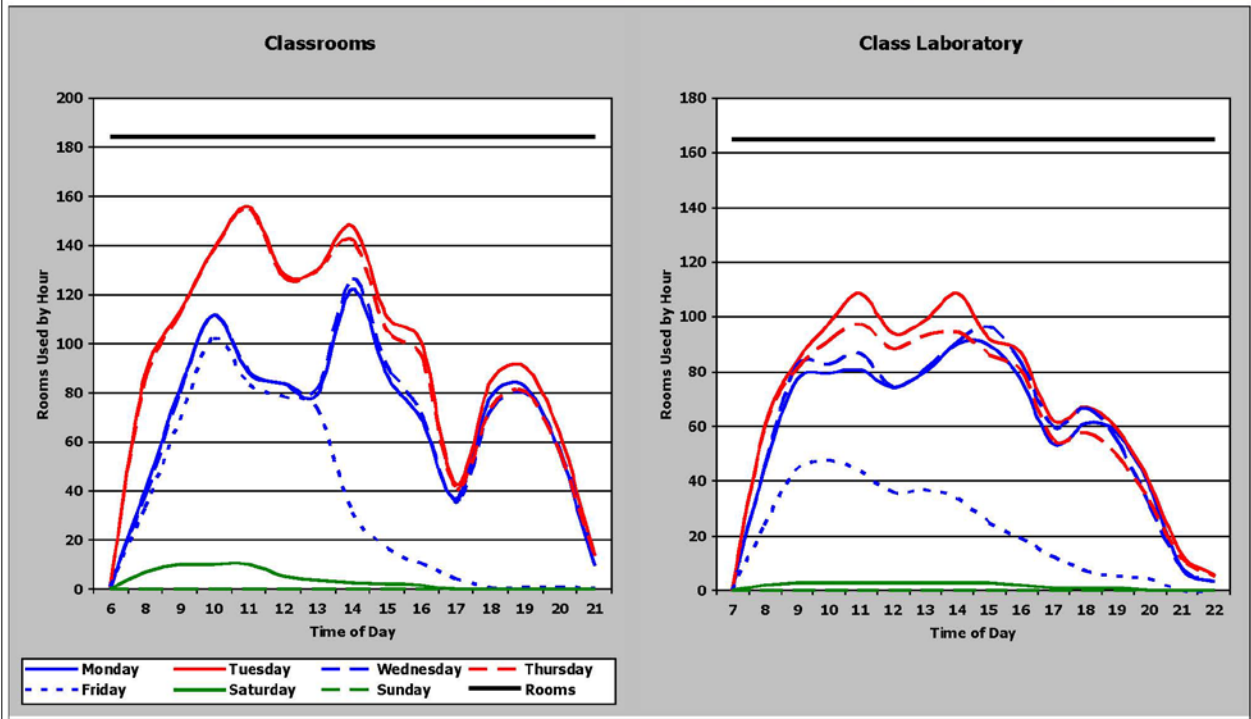
Appendix A

2015 SUE Scores for UNT

The THECB calculates the activity, need, and usage of classrooms using three variables: 1) Facilities Demand, 2) Utilization Rate, and 3) Percent Fill. These three variables (and associated algorithms) are the components of the Space Utilization Efficiency (SUE) scores received every fall semester. The results are used as part of the Space Projection Model calculation and as one criterion in the request for Tuition Revenue Bonds (TRBs).

- **Facilities Demand** is calculated on the total number of course hours divided by the total number of classrooms
 - THECB performance measure: 45 hours per week
 - UNT Facilities Demand Score: 55 hours per week
- **Utilization Rate** is calculated on the total number of course hours taught in each classroom
 - THECB performance measure: 38 hours per week
 - UNT Utilization Rate Score: 35 hours per week
- **Percent Fill** is calculated on the total number of seats occupied divided by the room cap
 - THECB performance measure: 65% of seats occupied
 - UNT Percent Fill Score: 81% of seats occupied

| Institution | Overall Score | Classroom Score | Class Lab Score | Classroom | | | | | | Class Laboratory | | | | | |
|-------------|---------------|-----------------|-----------------|----------------------------|--------------------|--------------------|--------------------|----------------------|--------------------|-----------------------------------|--------------------|--------------------|--------------------|----------------------|--------------------|
| | | | | Demand | Weighted Score | Utilization | Weighted Score | Average Percent Fill | Weighted Score | Demand | Weighted Score | Utilization | Weighted Score | Average Percent Fill | Weighted Score |
| UNT | 192 | 92 | 100 | 55 | 36 | 35 | 24 | 81% | 32 | 46 | 36 | 31 | 32 | 76% | 32 |
| | | | | Classroom Weighted Scoring | | | | | | Class Laboratory Weighted Scoring | | | | | |
| | | | | Score (weight = 9) | Score (weight = 8) | Score (weight = 8) | Score (weight = 8) | Score (weight = 8) | Score (weight = 8) | Score (weight = 9) | Score (weight = 8) | Score (weight = 8) | Score (weight = 8) | Score (weight = 8) | Score (weight = 8) |
| | | | | 45 or > | 36 | 38 or > | 32 | 65% or > | 32 | 35 or > | 36 | 25 or > | 32 | 75% or > | 32 |
| | | | | 38 - 44.9 | 27 | 34 - 37.9 | 24 | 55 - 64.9 | 24 | 30 - 34.9 | 27 | 20 - 24.9 | 24 | 65 - 74.9 | 24 |
| | | | | 31 - 37.9 | 18 | 30 - 33.9 | 16 | 45 - 54.9 | 16 | 25 - 29.9 | 18 | 15 - 19.9 | 16 | 55 - 64.9 | 16 |
| | | | | < 31 | 9 | < 30 | 8 | < 45% | 8 | < 25 | 9 | < 15 | 8 | < 55% | 8 |



Appendix B

Student Survey Results

The Qualtrics student classroom survey was emailed to all students enrolled in at least one course scheduled in a 110-type classroom in the Fall 2015 semester. Of the 30,786 students who were sent the survey, 859 completed it for a response rate of 2.8%. Individuals were asked to focus on a single classroom that was least suited to meeting their needs as a student learner. Students were provided an opportunity to comment on each survey item and they provided textual information about specific rooms and their perceived defects. The student survey results may have a bias related to classroom size, i.e., a larger classroom would have more students who may complete the survey about it than a small classroom would.

| Student Classroom Survey Summary Results | | | | | | |
|---|--|-------------------|---------|----------|-----------|-----------|
| Short Description | Student Survey Item | Disagree (SORTED) | Neutral | Agree | N/A | Total |
| Classroom Furniture Easily Rearranged | The classroom furnishings could easily be rearranged. | 57% | 11% | 27% | 4% | 99% |
| Adequate Desk/Table Workspace | The desk/table has adequate working space. | 49% | 6% | 45% | 0% | 100% |
| Comfortable Seating | Seating in this room was comfortable. | 43% | 14% | 42% | 0% | 99% |
| Distracting Noises in the Room* | There were distracting noises in this room. | 49% | 18% | 31%* | 2% | 69% |
| Room Size was Right for this Class | The room size seemed right for this class. | 29% | 9% | 62% | 0% | 100% |
| Comfortable Room Temperature | The temperature in the classroom was comfortable to me. | 27% | 16% | 56% | 0% | 99% |
| Board was Readable | I could read the board from where I sat. | 16% | 6% | 74% | 4% | 100% |
| Adequate Lighting | The lighting was adequate for my learning activities. | 9% | 9% | 82% | 0% | 100% |
| Screen was Viewable | I could view the screen from where I sat. | 8% | 5% | 85% | 2% | 100% |
| *The question regarding "distracting noises in the room" was worded negatively so agreement with this item indicated dissatisfaction. | | | | | | |
| | | Poor | Fair | Adequate | Very Good | Excellent |
| Overall Quality of Particular Room | On a scale of poor to excellent, please rate the overall quality of this classroom for supporting your learning. | 21% | 24% | 30% | 19% | 6% |

Appendix C

Faculty Survey Results

The Qualtrics faculty classroom survey was emailed to all instructors teaching in a 110-type classroom in the Fall 2015 semester. Of the 1,136 instructors who were sent the survey, 287 completed it for a response rate of 25.3%. Individuals were asked to focus on a single classroom that was least suited to meeting their needs as a teaching and learning space. Faculty were provided an opportunity to comment on each survey item and they provided textual information about specific rooms and their perceived defects.

| Faculty Classroom Survey Summary Results | | | | | | |
|---|--|-------------------|---------|----------|-----------|-----------|
| Short Description | Faculty Survey Item | Disagree (SORTED) | Neutral | Agree | N/A | Total |
| Easily Circulate in Room | I could easily circulate through the room among the desks or tables, as needed. | 54% | 8% | 37% | 1% | 100% |
| Furniture Rearrangible | I could easily rearrange the furniture for discussions or group work. | 48% | 11% | 31% | 11% | 100% |
| Classroom Orientation (Egress near Teacher) | The classroom was oriented to minimize disruptions from students entering late. | 42% | 16% | 42% | 0% | 100% |
| Adequate Writing Surface | I had an adequate writing surface even when the projection screen was down. | 41% | 6% | 48% | 5% | 100% |
| Furniture for Group Work | Furniture in the room facilitated my needs for group work or small group discussions. | 40% | 14% | 33% | 13% | 100% |
| Flexibility of Room Configuration | The room configuration was flexible enough to support my styles of pedagogy. | 33% | 15% | 52% | 0% | 100% |
| Adequate Student Workspace | The students' desks or tables had adequate space for classwork. | 26% | 10% | 65% | 0% | 100% |
| Instructional Technologies | The instructional technologies I wanted to use were available and supported. | 21% | 7% | 71% | 1% | 100% |
| Room Acoustics | The acoustics in the classroom allow me to clearly hear and be heard. | 16% | 9% | 74% | 0% | 100% |
| Visibility around Computer/Lectern | Student could easily see around the classroom computer/podium/lectern. | 16% | 8% | 75% | 1% | 100% |
| Mobility in Front of the Classroom | I could easily move around the front of the classroom. | 14% | 8% | 78% | 0% | 100% |
| Computer Conveniently Located | The classroom computer was conveniently located for my use during the class. | 13% | 5% | 82% | 1% | 100% |
| Adequate Space for Teacher's Materials | There was adequate space for the notes/materials I brought to class. | 12% | 5% | 82% | 0% | 100% |
| Adequate Lighting | The lighting met my needs for instructional activities. | 11% | 6% | 83% | 0% | 100% |
| Size of the Projection Screen | The size of the projection screen(s) was appropriate for my instruction. | 9% | 5% | 84% | 1% | 100% |
| Preference for Wide and Shallow | In general, I prefer classrooms that are "wide and shallow" to classrooms that are "narrow and deep." | 8% | 28% | 63% | 1% | 100% |
| | | | | | | |
| | | Poor | Fair | Adequate | Very Good | Excellent |
| Overall Quality of Particular Room | On a scale of poor to excellent, please rate the overall quality of this classroom for teaching your course. | 16% | 21% | 34% | 24% | 5% |