

APPENDIX II-R: CLASSROOM UTILIZATION RATES

The following table summarizes classroom utilization rates over the past several years.

Table A(II-R).1:

Classroom Utilization Rates

	Gen Assignment Classrooms			Department Classrooms			Department Labs		
	# Rms	% Hrs Used	% Seats Used	# Rms	% Hrs Used	% Seats Used	# Rms	% Hrs Used	% Seats Used
Fall:									
2000	200	63.24	62.00	76	31.08	49.72	98	32.83	67.70
2001	199	72.39	62.35	88	31.09	53.87	110	37.21	71.60
2002	199	73.49	62.24	74	33.85	52.88	101	38.87	73.68
2003	198	75.46	62.17	96	31.47	51.57	109	38.49	71.10
2004	<i>Not available</i>								
2005	214	69.03	60.35	130	29.16	47.77	122	32.69	69.97
2006	210	64.62	58.19	116	27.64	48.57	111	38.63	71.65

% Hrs Used: the percentage of 50 available daytime hours that are scheduled.

% Seats Used: the percentage of seats that are used during daytime hours when classes are scheduled.

The reported number of rooms includes any room where 5+ hours of instruction were scheduled per week. Some rooms may not be scheduled for this much instruction each year.

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The general assignment classroom pool has increased in size since 2003. As a result, the overall utilization rate has dropped slightly, from as high as 75% to below 70%, which is directly in line with target utilization levels. A room scheduled 32 to 34 hours per week out of 50 yields a utilization rate between 64% and 68%, which is considered full use at Iowa and among our peers in the Big Ten. Hours not scheduled for classes are required to maintain flexibility in scheduling, and also meet other needs such as scheduling exams, review sessions, and public meetings.

With the increase in classroom availability, seat fill rates have dropped slightly, but generally remain at about 60%. This suggests that the classroom pool may be able to absorb increases in class sizes without a significant increase in overall utilization of classroom hours. Seat fill rates as high as 80% may be acceptable.

Departmental classrooms, overall, remain underused. This category includes departmental conference rooms in which courses are scheduled for five or more hours per week, and this skews results downward somewhat for this room category. But it is fair to observe that departmental classrooms are used about half as much as general assignment classrooms, and that when in use, the typical departmental classroom fills only about half its seats.

Departmental labs are scheduled more heavily than departmental classrooms, but their use rate also is lower than the rate for general assignment classrooms. The functions of these rooms are so specific that some rooms are not needed for more than a few sections per week—but rooms that serve these functions may be absolutely necessary for the curriculum. Seat fill rate is consistently high for labs, demonstrating that departments are effectively managing course enrollments based on available lab seats.