A look ahead

This annual report is an account of how well we met our charge during the past year. I also want to highlight a few trends that I expect will influence decision making and services in the Office of Classroom Management (OCM) through the next year and beyond:

1) Investing in study spaces

The work required to maintain, upgrade, and innovate in these spaces may be limited by budget to a “refresh” model, with spaces receiving minimal care required to support their use. However, OCM will explore different models and partnerships that may allow us to increase our investment.

2) Expansion of technology support

The expanding use of mobile devices for teaching and learning means OCM will need to expand our paradigm of technology support. Robust interaction with digital content enables an engaged learning experience, and we must develop a model for supporting the technology.

3) Creating new partnerships

We acknowledge that the University is facing severe resource constraints. In order for OCM to fulfill our mission, we must continue to build and establish trusting partnerships with individuals and departments across the institution. We must find ways to partner with solutions providers to bring new models and ideas to the University and to extend our services.

I hope you find this report useful in demonstrating OCM’s commitment to developing and supporting exceptional learning environments. I look forward to the opportunities and challenges ahead.

Jeremy Todd
Director, Office of Classroom Management
OCM’s functions

Scheduling
• Course Guide and Class Schedule
• Inventory requirements
• General purpose classroom utilization data

Operations, maintenance, & project coordination
• Learning environment standards and performance monitoring
• Capital planning
• Physical design and planning
• Student study space

Classroom support
• Instructor support (e.g., Classroom Hotline)
• Problem response, resolution, and evaluation
• Budgets
• Lifecycles

Classroom Technical Services (ISO)
• Tech standards
• Design
• Installation
• Maintenance
Introduction

OCM is designated by charter as the advocate and managing agent for the Provost’s general purpose classrooms and student study space. This annual report continues the positive work and metrics provided in the four previous Balanced Scorecard reports.

Created in 1999 to significantly improve all aspects of general purpose classroom activity, the OCM model creates an academically focused perspective on classroom teaching and learning. This perspective allows OCM to leverage information and function as the primary subject matter resource and accountable entity for all classroom issues.

During the 2011 fiscal year, OCM has successfully:

Revised the class scheduling policy for Twin Cities, Crookston, Morris and Rochester campuses, reducing classroom demand during peak days and times, increasing scheduling flexibility for departments, and facilitating class access for students. The goal of the new policy for the Twin Cities campus is to reduce classroom demand during peak days and times, increase scheduling flexibility for departments, and facilitate class access for students. OCM also created the Class Scheduling Distribution Summary, a simple online tool that helps departments and colleges track if classes are being scheduled in compliance with new policy parameters.

Upheld its charge to serve as the single point of contact for general purpose learning environments on the Twin Cities campus. OCM used student feedback in its plans for renovating student study space by incorporating the ideas of interior design students into furniture and fixture updates in several student study spaces. OCM also worked with University Services to add study space as a theme to the interactive campus maps, created new General Purpose Study (GPS) signage, and provided study space location maps.

Worked with Energy Management to have occupancy sensors installed in 88 classrooms, resulting in a recurring annual cost savings of $10,000. OCM also worked with Facilities Management to develop an improved markerboard supply process which will save the University $48,000 each year.

Renovated or upgraded many general purpose classrooms. Detailed project information is available on the OCM website, but here are a few classroom projects completed:

- **Folwell Hall** reopened with an entirely new interior, featuring 28 general purpose classrooms and four student study spaces.
- **Humphrey Center** classrooms 20 and 30 were renovated, with new carpet, paint, and furniture. An OCM, OIT, and Public Affairs partnership added video conference capability to classroom 25.
- **Akerman Hall** reopened with a new HVAC system.
- **Auditorium Lighting**: In partnership with Energy Management, lighting was replaced in three auditoriums across campus: Murphy Hall 130, Ralph Rapson Hall 100, and Molecular Cellular Biology 3-120.

The annual report informs stakeholders and the University community of the performance of general purpose classrooms and study spaces in 53 buildings on the Twin Cities campus. This report, along with the information in the OCM website, www.classroom.umn.edu, is part of the effort to continue dialogue with the University community regarding its general purpose classroom and study space resources.

If you have questions or would like to meet with an OCM representative to discuss any general purpose classroom issue, please email us at classrm@umn.edu or call 612-625-1086.
Demographics

Number of classrooms by capacity

Study space square footage
General purpose classrooms (along with AHC classrooms) are discretely funded in the budget model in the General Purpose Cost Pool, separate from student services or other cost pool requirements. General purpose classroom recurring requirements are documented in a detailed comprehensive lifecycle model. OCM manages $20.3 million of classroom furniture, fixtures, and equipment and $8.7 million of classroom technology.

In addition to classroom responsibilities, OCM has been assigned the management and maintenance of over 29,000 square feet of student study space. These study spaces represent an additional $2.4 million in OCM-managed assets. In January 2011, OCM received one-time funding for the update of multiple study spaces on the St. Paul campus but has not received funding for recurring maintenance and renewal requirements.

The square footage and recurring funding chart highlights recent challenges. Recurring operational funding levels rose to 79% of requirements in FY08, then fell to 37% after budget cuts in FY09, 10, and 12. Concurrently, the amount of managed learning space grew with new buildings and the addition of student study space. Because of low funding levels and increased demand for resources, faculty and students will be required to use facilities and technologies that have outlived their planned lifespan; this will degrade the learning experience.
**Collaboration & engagement**

OCM staff are engaged throughout the campus community and collaborate with departments and others to support the instruction and outreach missions. The following chart was created to reflect these dynamic and wide-ranging efforts.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
<th>Other campus department or external groups</th>
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<tbody>
<tr>
<td>Revise class scheduling policy</td>
<td>Revise the class scheduling policy to add new meeting patterns to standard class meeting times and require colleges to distribute enrollments and classes throughout the day and week.</td>
<td>College of Liberal Arts, College of Science &amp; Engineering, College of Biological Sciences, College of Food, Agricultural and Natural Resource Sciences, College of Design, College of Education &amp; Human Development</td>
</tr>
<tr>
<td>GPS Waypoints (general purpose student study space)</td>
<td>Develop and manage previously unmanaged study space, represent the space to key stakeholders, and build partnerships. Promote study space to students by adding them to campus maps and showcasing them during Welcome Week.</td>
<td>College of Liberal Arts, University Libraries, University Dining Services, Orientation and First-Year Programs, University Services</td>
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<tr>
<td>Provide and support laptops for student use in Active Learning Classrooms (ALCs)</td>
<td>Provide mobile wireless computing carts for instructors to enhance their instruction in Science Teaching &amp; Student Services ALCs. The carts provide one laptop for each group of three students and have wireless Internet access.</td>
<td>Office of Information Technology, College of Biological Sciences, College of Education &amp; Human Development</td>
</tr>
<tr>
<td>Install lighting occupancy sensors in classrooms</td>
<td>Reduced energy consumption for a savings of $10,000 annually by installing occupancy sensors in 88 classrooms.</td>
<td>Energy Management</td>
</tr>
<tr>
<td>Focus weekend classroom usage to fewer buildings</td>
<td>In an effort to provide better service, improve security, reduce energy use, and reduce operational costs, the number of classroom buildings open on Saturdays was reduced from 52 to 11 and hours of availability were extended from 8 a.m.-1 p.m. to 8 a.m.-4 p.m.</td>
<td>Facilities Management</td>
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<tr>
<td>Classroom fan scheduling review</td>
<td>With Energy Management, develop new reports using course/event scheduling software, allowing Energy Management to tighten classroom fan schedules to match actual use. This initiative will reduce general purpose classroom energy demand and costs.</td>
<td>Energy Management</td>
</tr>
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<td>CLA class capture</td>
<td>Add capture equipment to record psychology lectures. Required integration with classroom audio system and remote operation.</td>
<td>College of Liberal Arts</td>
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<td>iPad project</td>
<td>Provide support and consultation for the iPad project, which seeks to discover how use of such devices will alter students’ learning behavior and how classrooms are structured. iPads were incorporated into all College of Education and Human Development first-year courses.</td>
<td>College of Education and Human Development, Office of Informational Technology</td>
</tr>
<tr>
<td>Video conferencing</td>
<td>Add enterprise-level video conferencing capability to Humphrey Center 25, allowing courses to connect to the Learning Network of Minnesota and other connection points.</td>
<td>Office of Information Technology, Humphrey School of Public Affairs</td>
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</table>
The Student Rating of Teaching (SRT) survey is administered by the Office of Measurement Services and asks students to assess instructional performance and the physical environment of their class. Over the past decade, OCM improved classrooms by adding projection capability, updating and improving student furniture, and renovating classrooms. Students have taken note of improvements and scored classrooms consistently higher through the years. Typically, new or recently renovated classrooms score higher than classrooms that have not been recently renovated.

In fall 2010, Science Teaching & Student Services (STSS) opened, replacing Science Classroom Building. The new STSS building received a score almost a full point higher than that of the building it replaced, and contains the ten highest rated classrooms for FY2011.
The General Purpose Classroom Satisfaction & Planning Survey asks instructors to share what they liked and/or disliked about the classroom(s) in which they taught during the fall semester. OCM also asked instructors about their preferred seating type, technology components important to their teaching, and changes in technology, facilities, and services that will have the strongest effect on their teaching.

Overall, instructors were satisfied with the classrooms and technology; 74% of respondents reported they were either completely satisfied or satisfied with services provided by OCM, and only 6% reported they were dissatisfied or completely dissatisfied.

### Physical attributes
Rate your overall satisfaction with the physical attributes of the classroom (i.e., acoustics, lighting, seating/furniture, writing surface, and window coverings)

### Presentation technology
Rate your overall satisfaction with the presentation technology in this classroom (i.e., data/video projection, DVD/VHS player, network connection, and system control panel)

### General purpose classroom overall
Rate your overall satisfaction with this general purpose classroom

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Hotline support requests

The Classroom Support Hotline received 2,272 phone calls, emails, or in-person contacts during FY2011. OCM took an average 2.6 days to resolve issues related to calls requiring escalated action (e.g., adjusting temperatures in classrooms, managing instructor requests to change classrooms, diagnosing and fixing errors with DVD players).

I was very impressed by the efficiency and quality of response. The person on the phone tried the easiest solutions, which did not work, and sent a tech who came very quickly. He, too, was unsuccessful but contacted an engineer who did solve the problem. Although I had to adjust the order of business for the day, I got it all in. Nice to know that the U takes classroom minutes seriously.
The OCM-developed Classroom Performance Index (CPI) correlates 23 critical classroom performance measurements into a relative ranking index. The tool is designed to be a decision aid for allocating scarce classroom project resources into classrooms with the greatest need.

Classrooms on the West Bank, which are in newer buildings and have been more recently renovated, score higher on average. Average scores for classrooms on the East Bank have improved over the last few years with the demolition or renovation of old buildings and the construction of new ones.

The OCM staff is tremendously responsive, and I appreciate very much their accessibility, concern, and service.
General purpose classroom utilization

Utilization data for Twin Cities general purpose classrooms is assessed between the hours of 8 a.m. and 5 p.m. per week that a classroom is occupied. OCM tracks time utilization, projected vs. actual seat utilization, and the mean room size demanded by departments to help determine future classroom inventory and improve efficiency of existing inventory.

Minneapolis classrooms in use by minute (fall 2010)

St. Paul classrooms in use by minute (fall 2010)
Accuracy of scheduling input by departments

Great emphasis has been placed on providing departments with improved tools to accurately submit instructional requirements to the scheduling unit. System upgrades and business process changes provide on-demand information tailored to departmental and collegiate needs and provide users with the ability to rapidly review their scheduling data based on the following four key measures.

The scheduling unit works extensively in Resource 25 (R25), the University’s scheduling software, processing course sections, event reservations requests, and departmental event reservation drafts. During FY2011, the scheduling unit processed 18,868 course sections, 5,584 final exams, and 15,219 event reservation requests and routed 5,744 event reservation requests to departmental schedulers using R25.

Non-conforming course sections

*MEASURE:* Non-conforming course sections  
*TARGET:* 0% non-standard  
*TREND:* Above target  
*IMPACT:* Creates course access problems for students by blocking multiple meeting periods, reduces efficient use of classroom space, and increases number of unplaced course sections.  
*STRATEGY:* Move non-conforming courses to standard times.

Project vs. actual enrollment

*MEASURE:* Projected vs. actual enrollment  
*TARGET:* +/- 10% variation between projected and actual enrollments  
*TREND:* Above target  
*IMPACT:* Over-projected enrollment creates artificial demand, significantly impacting scheduling, room availability, and student access to courses.  
*STRATEGY:* Set enrollment limits and requested room capacities based on previous term’s course enrollment.

Use of the 9-2 peak time period

*MEASURE:* Peak time usage (60/40% rule)  
*TARGET:* Max 60% of course meeting times scheduled during peak  
*TREND:* At global target  
*IMPACT:* Peak demand drives inventory, especially for certain times on Tuesday and Thursday. Use of global 60/40 metric masks spot shortages.  
*STRATEGY:* New scheduling policy will go into effect for fall 2012, dropping the 60/40 rule and requiring colleges to distribute courses evenly across standard times and weekdays.

Excess course cancellation

*MEASURE:* Excess course cancellation  
*TARGET:* 5%  
*TREND:* Above target  
*IMPACT:* Requesting classrooms above actual need causes inefficient use of classroom space and reduces classroom availability.  
*STRATEGY:* Reduce submission of courses that are not going to be taught.
General purpose classrooms/study space inspections & readiness

OCM’s Readiness Inspection (RI) program provides quality assurance by collecting observation data of OCM’s physical space to deliver a measurement of daily performance. Readiness is defined as having systems fully functional and ready for use per established expectations and service level agreements.

In the last year, OCM has expanded the RI program to include GPS Waypoints. Over the last year, the data collection method has also transitioned from paper to electronic - an effort to offset reduced full-time staffing - saving time and simplifying data dissemination and communication with service delivery partners.

Over the last two years, OCM has seen a decrease in observed service levels from Facilities Management. As of August 2011, FM began a new way to clean University spaces, (the green cleaning initiative). OCM is hopeful that changes to custodial service delivery will result in higher service levels and improved cleanliness in the near future.

OCM also monitors the condition of classroom technology by using the Classroom Automated Monitoring System (CAMS). During FY2011, 99% of general purpose classrooms were monitored by CAMS and the technology systems were ready for each day’s first class 99.99% of the time.

I have always found OCM very responsive to needs and emergencies. The spaces they maintain and the technology they support are typically top-notch.
Breakdown of Classroom Technical Services sales

Classroom Technical Services (CTS) provides technology design, installation, and support to the entire University community. CTS has received national recognition for the implementation of its classroom presentation technology control systems and its centralized presentation system remote monitoring.

CTS operates under an Internal Service Organization (ISO) business model (non-supported; self-funded through internal sales). The ISO business model is predicated on the premise that a technology support unit operates best when it has the internal resources to achieve a critical mass capable of providing services in a timely, efficient, and independently funded manner.

The unique OCM-CTS relationship is highlighted through the six-year average of OCM revenue generating 36% of total CTS revenues.

<table>
<thead>
<tr>
<th></th>
<th>OCM</th>
<th>CPPM*</th>
<th>Other departments</th>
<th>Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2006</td>
<td>$1,264,762</td>
<td>$864,185</td>
<td>$749,006</td>
<td>$2,877,953</td>
</tr>
<tr>
<td>FY2007</td>
<td>$1,549,358</td>
<td>$371,877</td>
<td>$1,135,133</td>
<td>$3,056,367</td>
</tr>
<tr>
<td>FY2008</td>
<td>$1,441,417</td>
<td>$1,027,662</td>
<td>$926,893</td>
<td>$3,395,972</td>
</tr>
<tr>
<td>FY2009</td>
<td>$1,118,574</td>
<td>$766,205</td>
<td>$788,986</td>
<td>$2,673,765</td>
</tr>
<tr>
<td>FY2010</td>
<td>$863,705</td>
<td>$2,861,936</td>
<td>$1,130,877</td>
<td>$4,856,518</td>
</tr>
<tr>
<td>FY2011</td>
<td>$1,124,399</td>
<td>$1,468,361</td>
<td>$1,030,165</td>
<td>$3,622,925</td>
</tr>
<tr>
<td>6-yr average</td>
<td>$1,227,036</td>
<td>$1,226,704</td>
<td>$960,177</td>
<td>$3,413,917</td>
</tr>
</tbody>
</table>

* Capital Planning and Project Management (CPPM)
Office of Classroom Management

Vision
To support teaching and learning excellence by providing and managing high quality learning environments.

Mission
Manage and develop formal and informal learning environments as the primary point of contact and single point of responsibility for centrally managed learning spaces.
Advocate for student and faculty needs within learning environments as the provost’s agent and primary subject matter resource.
Support the University’s teaching and learning, research and outreach missions by collecting, utilizing and distributing data to promote the efficient use of resources.