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

1) Academic Scheduling and Calendaring Solution
   OCM requested proposals to implement a web-based academic scheduling and calendaring solution that is robust enough for a large, multi-campus university. The winning respondent will be the most advantageous to the University, and it will be selected to implement a solution for fall 2013 academic scheduling.

2) Engaging faculty and students more deeply
   In order for OCM to fulfill its mission, we must continue to build and establish trusting partnerships with individuals and departments across the institution. We must find ways to work together to further advance support for teaching and learning and to improve the user experience within learning environments.

3) Investing in study spaces
   The work required to maintain, upgrade, and innovate 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.

I hope you find this report useful in demonstrating OCM’s commitment to developing and supporting exceptional learning environments. However, the annual report is not intended to be a one-sided conversation. We would like to know the following: How did we do during 2011-2012? Where do you think we should go from here? What will the next two years bring? We ask you to be a part of the answers and solutions. Whether you are a student, staff member, faculty member, an alumnus, or a donor, we hope you will join us in our vision to support teaching and learning excellence by providing and managing high quality learning environments.

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.

OCM provides specialized learning environment expertise, with an academically focused perspective on classroom teaching and learning, to other University units. This allows OCM to leverage information and to function as the primary subject matter resource for all classroom and study spaces.

During the 2012 fiscal year, OCM has successfully:

**Upheld** its charge to serve as the single point of contact for general purpose learning environments on the Twin Cities campus. OCM used students 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.

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

*Waypoints student study space*: Skok Hall B50, the former Forestry Library, was renovated and converted into student study space. The new space has 150 seats, including lounge seating and group tables. Additional seating was installed in the Willey Hall atrium, increasing the capacity from 81 to 139 seats.

*Vincent*: classroom 16, seats 152 students, was renovated with new fixed furniture and light fixtures.

*Keller Hall*: classrooms 3-111, 115 and 125 were renovated, with new carpet, acoustic wall panels, ceiling tiles, light fixtures, and furniture.

**Technology renewal**: As part of OCM’s commitment to providing instructional technology in general purpose classrooms, OCM updated classroom equipment in more than 50 rooms. The project is expected to minimize breakdowns and maintain the functionality of the classroom’s technology system.

The annual report informs stakeholders and the University community of the performance of general purpose classrooms and study spaces in 54 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 general purpose classrooms by capacity

Study space square footage
Square footage & recurring funding

Square footage of classroom and study space

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Classroom Space (Total square feet)</th>
<th>Study Space (Total square feet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>340,000</td>
<td></td>
</tr>
<tr>
<td>FY 2008</td>
<td>340,000</td>
<td></td>
</tr>
<tr>
<td>FY 2009</td>
<td>355,800</td>
<td></td>
</tr>
<tr>
<td>FY 2010</td>
<td>338,330</td>
<td>26,648</td>
</tr>
<tr>
<td>FY 2011</td>
<td>349,614</td>
<td>29,665</td>
</tr>
<tr>
<td>FY 2012</td>
<td>358,701</td>
<td>34,361</td>
</tr>
</tbody>
</table>

Recurring funding by fiscal year

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 $21.1 million of classroom furniture, fixtures, and equipment and $8.3 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 $1 million in OCM-managed assets. In January 2012, 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 39% 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>
</tr>
</thead>
<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</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>
</tr>
<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>
</tr>
<tr>
<td>Schedule HVAC to classroom usage</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>
<tr>
<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>
</tr>
<tr>
<td>iPad project</td>
<td>Provide support and consultation for the iPad project, which seeks to discover how use of such devices will alter student 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>
</tr>
</tbody>
</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 the spring of 2008, the Office of Measurement Services converted the Student Evaluation of Teaching survey (SET) to the Student Rating of Teaching survey (SRT). The classroom environment question above did not change, but its surrounding questions and layout were modified.
General purpose classroom satisfaction & planning survey

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)

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; 79% of respondents reported they were either completely satisfied or satisfied with services provided by OCM, and only 5% reported they were dissatisfied or completely dissatisfied.
Hotline support requests

The Classroom Support Hotline received 2,279 phone calls, emails, or in-person contacts during academic year 2011-2012. On average, 83% of issues requiring escalated action (e.g., adjusting temperatures in classrooms, managing requests to change classrooms, diagnosing and fixing errors with technology components) were resolved within 1 day.

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.
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.

**Time utilization**
8am-5pm M-F by Location

**Minneapolis classrooms in use by minute**
(fall 2011)

**St. Paul classrooms in use by minute**
(fall 2011)
Accuracy of scheduling input by departments

Classroom scheduling is a dynamic process requiring consistent evaluation of projected enrollments, spreading of classes across the day and week, technology needs, and pedagogical changes each term. Great emphasis has been placed on providing departments with the information and tools they need to review their scheduling data based on the following four key measures.

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.

Class distribution across the week

MEASURE: Class distribution across the week
TARGET: 3% max of course demand scheduled in any one standard time
TREND: Slightly above target
IMPACT: Even distribution promotes access to classes students need while fully utilizing classroom resources. Peak time periods drive inventory needs.
STRATEGY: The new scheduling policy went into effect for fall 2012. Colleges have made significant gains in distributing courses evenly across standard times and weekdays.

Projected vs. actual enrollment

Sections in General Purpose Classrooms

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.

Unplaced course sections count

MEASURE: Unplaced course sections count leading to start of semester
TARGET: Zero unplaced sections at start of registration
TREND: Slightly above target
IMPACT: Early room assignments allow students more information at registration and reduce the number of last minute room changes requested.
STRATEGY: Work with Colleges and departments to identify difficult to place course sections early in the scheduling process.

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 FY2012, the scheduling unit processed 19,145 course sections, 5,669 final exams, and 13,416 event reservation requests. The unit also routed 7,200 event reservation requests to departmental schedulers using R25.
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 FY2012, 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.
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 37% 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>FY 2007</td>
<td>$1,549,358</td>
<td>$371,877</td>
<td>$1,135,133</td>
<td>$3,056,367</td>
</tr>
<tr>
<td>FY 2008</td>
<td>$1,441,417</td>
<td>$1,027,662</td>
<td>$926,893</td>
<td>$3,395,972</td>
</tr>
<tr>
<td>FY 2009</td>
<td>$1,118,574</td>
<td>$766,205</td>
<td>$788,986</td>
<td>$2,673,765</td>
</tr>
<tr>
<td>FY 2010</td>
<td>$863,705</td>
<td>$2,861,936</td>
<td>$1,130,877</td>
<td>$4,856,518</td>
</tr>
<tr>
<td>FY 2011</td>
<td>$1,124,399</td>
<td>$1,468,361</td>
<td>$1,030,165</td>
<td>$3,622,925</td>
</tr>
<tr>
<td>FY 2012</td>
<td>$1,608,888</td>
<td>$249,003</td>
<td>$1,146,630</td>
<td>$3,004,521</td>
</tr>
</tbody>
</table>

6-yr average | $1,284,390 | $1,124,174 | $1,026,447 | $3,435,012

* 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.