

# RECOMMENDATIONS FOR REVIEW OF SPACE NEED CALCULATION METHODOLOGY

## APPENDIX A





October 9, 2019

Ms. Lisa Cook  
 Director, Facilities Planning & Budgeting  
 Division of Florida Colleges

Dear Lisa:

At the most recent COBA meeting a task force was created to evaluate and make recommendations about space usage pursuant to FS 1013.31, to “incorporate improvements, efficiencies or changes.” In that regard we are responding collectively from this subset to you, noting that each individual College will also respond to your survey under separate cover. Please also note that the issues herein are broad strokes and may not apply to all institutions in the System.

There is a direct correlation between space needs and enrollment growth goals. The decline in capital funding and capped tuition dollars constrain strategic missions as well as space planning by limiting the ability to construct or renovate spaces to meet modern teaching pedagogies. Specific issues include:

- Need for suitable lab space, particularly facilities that do not have modern equipment to facilitate lab instruction or for new workforce programs requiring vocational labs;
- Need for advanced technology in many classrooms to allow maximization of course offerings and scheduling;
- Need for flexible, large sized classrooms to facilitate modern teaching platforms;
- Poor quality space that has not been maintained due to limitations in PECO and operational funding;
- Need for collaborative student and learning spaces;
- Location of some campuses in older, established areas that do not match service area migration patterns over the past 50 or 60 years; and
- Work schedules/transportation/childcare issues of the nontraditional students we serve to take classes during evening and weekend time slots.

As the FCS, OPPAGA and the Legislature consider the funding issues related to space utilization we suggest that the process of review and allocation for the Educational Plant Survey and Capital Improvement Plan processes to address these issues may include:

- Expansion of the space utilization model to include use of space for CTE, use of space by other College and Universities, and space used for other required purposes;

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Ms. Lisa Cook  
 October 10, 2019  
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- Evaluation of mission-driven location and co-location;
- Student and faculty retention;
- Consideration of space condition (such as use of a facility condition index) and the related useful life of older facilities;
- Evaluation of the need by headcount in addition to FTE to reflect service demand such as parking, tutoring, advising, etc. that are not reduced when a student attends part-time. The space and costs to run such support services are equal regardless of student credit hour. As primarily commuter campuses, this is an important part of who we serve; and
- Comparison to regional/national norms for 2-year college students to include the support of non-traditional and geographically dispersed (often rural) student populations as reflected in our statutory mission, "In order to maximize open access for students, respond to community needs for postsecondary academic education and career degree education..." (FL Statute 1001.60(1)).

Noting that the Colleges received a request from OPPAGA on Monday for input into capital outlay facilities space needs, we offer to participate in any study or workgroup for the FCS or COP as needed as you prepare to respond to the requirements of HB 190. Please let us know if you have questions or need additional information.

Sincerely,



Julie Jakway  
 State College of Florida, Manatee-Sarasota

Gina Doeble  
 Florida Southwestern State College

John Dunnuck  
 Broward College

Gean Ann Emond  
 Pensacola State College

Al Erdman  
 Hillsborough Community College

Brian Miles  
 St. Petersburg College

Barbara Wills  
 Tallahassee Community College

# APPENDIX B



**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals. **The Board of Trustees does have an existing policy on the prioritization and assignment of space. Section 203 of the College’s Procedure Manual is entitled “Overview of Use of College Facilities” and subsection 203.1 addresses the space utilization priorities by program and/or tenant. The Board’s Policy Governance Manual can be accessed via the following link: <https://www.easternflorida.edu/administration-departments/board-of-trustees/documents/efsc-trustees-governance-manual.pdf>**

**Additionally, construction and space standards are contained in the Facilities Construction Standard Procedure Manual. That document can be accessed via the following link:**

**<https://www.easternflorida.edu/administration-departments/facilities/documents/construction-standards.pdf>**

2. Describe any technological tools that are used to monitor the use of academic space. **EFSC utilizes a program developed through an Access Database to input and monitor the use of academic space.**
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage. **EFSC is in need of updated and replacement facilities in various program areas.**

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process? **The assignment of space is coordinated with the Vice Presidents, Campus Provosts, the Facilities Assistant Vice President and the Facilities Manager of Planning and Construction.**
5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale. **The Assistant Vice President for Facilities and the Facilities Manager of Planning and Construction are new to their positions and have not gone through a Plant Survey cycle. Therefore, EFSC is not recommending any changes to current system or procedures currently.**

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution. **The EPS findings and recommendations are utilized in assigning space and planning and requesting funding for facilities construction, remodeling and renovation via the Capital Improvement Plan.**

#### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful. **EFSC does not have any additional comments or recommendations at this time.**

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).



**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “*review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.*” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

No. There is a general policy that all space will be created in accordance with State Statute and SREF but there is no specific policy regarding how we schedule academic space. It does state that “This policy also insures that the College meets its reporting and forecasting requirements concerning student enrollment and facility occupancy in order to determine Broward College's need for additional or renovated space”.

The goal of the academic scheduling units is to efficiently schedule space based on program and capacity. All scheduling is done by the Academic Associate Deans and the Campus Schedulers. Instructional space is selected based on the most efficient use. Class assignments are reviewed by the Campus Schedulers to ensure proper class placement and appropriate use of room capacity. Schedules are reviewed by the Campus Business Deans and Provost office to ensure efficiency.

2. Describe any technological tools that are used to monitor the use of academic space.  
The College currently uses an ERP system that was initially developed as part of a consortium consisting of eight Florida Colleges. This system will provide reports of rooms with their enrollment count as well as displaying a schedule for room use. The Institutional Effectiveness Department has access to third party reporting software that can produce a host of reports based on either pre-defined or ad hoc criteria.

We also utilize the reports that are sent back from the State as a result of our integrated database submittal where we can see how effectively we have maintained and scheduled our instructional space. We follow up with the Deans from each campus and review utilization of instructional space.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

The current ERP system is outdated, and reporting is somewhat limited. The actual schedule process is still labor intensive and requires constant review of space and need for assigning classrooms. We recently procured a system called Schedule25 by CollegeNet. The implementation is underway, and we plan on having it in production by Spring of 2020. Schedule25 will efficiently match classes to instructional space based on program requirements, required room layout, features, and capacity.

This is done by an optimization process that once set up can be managed by one person at each campus. Schedule25 is being used by several other Colleges in Florida. In a parallel path, we are moving away from current ERP system to managing student records in a system called Workday. These two systems will be totally integrated and will provide a robust reporting system of how space is utilized. Schedule25 will attach classes to rooms, Workday is where the student would register for the class. Schedule25 also provides an event scheduling function where we can recognize revenue producing opportunities by renting facility space to interested parties.

### **Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

The office of Facilities Planning determines needs, qualifications and accommodations, per SREF as relating to space assignments. Non-academic space that is not used for events is assigned by the Facilities Planning staff. The scheduling of instructional space is performed by the Academic Associate Deans and the Campus Scheduler on each campus. This process will change with the implementation of Schedule25. Event scheduling is currently managed by the Campus Scheduler and Business Dean.

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

The current Plant Survey is a manual process. An upgrade would utilize the data transmitted to the State each term. It should encompass the data used in the utilization reports and prioritize recommendations based on the life expectancy and condition of the buildings. Analysis by the automated survey process would automatically create recommendations which would alleviate the need to manually add in recommendations for remodel and renovation.

Being that the College System is required to report on changes or renovations, that data should also be incorporated into EFIS so that the system can give recommendations based on what the College has been reporting for the past 5 years.

Well written instructions are needed. If the new system is more user friendly it should eliminate some of the guess work. Clear direction should be provided based on best practices for producing appropriate recommendations for current and future space needs.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

“The mission of Facilities Management is to support and stimulate the educational goals of the College by constructing and maintaining safe, sustainable and inspirational environments while balancing our financial resources, leveraging the talent of local engineering, design, and construction professionals and maintaining relationships with the communities that support us”. In that light, the recommendations generated by the Survey fuel the State mandated Capital Improvement Plan as well as the College’s internal five-year Capital Plan. The Survey

Recommendations are required for any project listed in the CIP and drive projects included in the College's five-year plan that will utilize local funding. During our budget preparation cycle in February – March, local funds are allocated based on our condition assessment survey which is reflected in the remodeling/renovation recommendations in the Survey. If there were to be funding for new construction, the quantity of space would be dictated by needs identified in the Survey.

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

There has been some discussion regarding the removal of COFTE for online education. Since most of our classes are blended, I don't think removing the entire COFTE for online is reasonable since we still need to maintain facilities to support those programs. It would make more sense to provide a percentage of the COFTE that could be utilized. There was also an indication that the formula used for determining utilization was going to be changed to favor less unmet need. As we know, over utilization of space creates problems in maintaining the quality of the educational space. Any space that is overutilized produces maintenance issues as constant use takes a toll on building systems and eventual failures. Overall cost to maintain facilities will go up with higher utilization numbers.

**Space Needs Calculation Methodology  
Florida College System – College of Central Florida  
2019 Survey**

**Policy/Efficiency Questions**

1. Does board of trustees or institutional policies exist relating to space assignment and usage?
  - ***Currently the College of Central Florida does not have in place a written Best Practice, College Policy or Administrative Procedure in regards to space assignment or usage.***

Are there institutional goals relating to optimizing the use of space?

- ***The Vice President of Academic Affairs along with the Instructional Deans have an unwritten standard operating procedure to review course sections to ensure that at least 18 students are enrolled; otherwise the section is canceled or under further review for exception approval. Examples of approved exceptions are for: courses that are only offered once per year to ensure that a cohort of students can graduate on time and to allow students at the rural campuses to enroll in a degree program as long as the district-wide average course section counts remain at least 18. Additionally, the college Coordinator of Curriculum Services along with the Facilities Department work together to support our academic programs and optimize our facilities.***
2. Describe any technological tools that are used to monitor the use of academic space.
    - ***Use of Ad Astra Room Scheduling Software and Review of Student Information System Reports***
    - ***To maximize the efficiency in the use of classroom and conference room space, CF uses Astra Schedule room scheduling software from Ad Astra. All courses on all campuses are scheduled using this software. Astra Schedule communicates with Jenzabar via regularly scheduled imports and exports to ensure timely updates of room data. Astra Schedule is used by the coordinator of Curriculum Services, college staff and departmental staff assistants to schedule rooms for classes and events such as club meetings, performances and college events. Plant Operations staff utilize reports from the software to determine heating, cooling and building opening/closing needs for the college. Public Safety uses these reports as well to know when events are happening on campus. The software is also used by Conference Services to schedule events in spaces on all campuses that are available for use by the public.***
    - ***Each term, as part of the course scheduling process (see Building a Credit Course Schedule in CF Management Calendar) the coordinator of Curriculum Services uses Astra Schedule to schedule courses in classrooms and educational spaces on all campuses. Appropriate locations are based upon enrollment for the course, seating capacity for the space, and instructional equipment and personnel needs. These needs are communicated to the coordinator of Curriculum Services by each department. This process is called Schedule Optimization, and it is completed prior to registration for each term. Courses may also be scheduled individually by department staff assistants as needed.***

- ***Additional the Vice President of Academic Affairs and the Instructional Deans review faculty loads and course section student headcounts for a minimum number as described in Answer #1. These reports come directly from our student information system, Jenzabar, and review and approval of these courses is made directly on those reports.***
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.
- ***Even with the recent addition of new instructional spaces in Levy County, there are programs that are inadequately housed on the Ocala Campus. In addition, classroom space during peak instructional hours is at a premium. The College still lacks space to house students and programs and continues to adapt instruction to fit the constraints of some obsolete, inadequate or inappropriate facilities. Scheduling classes is restricted because adequate specialized laboratory facilities for some courses are not available. Lab portions of some programs are taught through cooperative education programs with area employers. This also limits accessibility for students depending on bus transportation or without time to travel.***

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?
- ***The college wide site, facility, and room inventory are reviewed as needed with the Presidents Staff that includes the following:***
    - College President***
    - Vice President, Student Affairs***
    - Vice President, Administration & Finance***
    - Vice President, Academic Affairs***
    - Vice President, Regional Campuses***
    - Vice President, Institutional Effectiveness & College Relations***

***Any changes, renovations, or remodeling to the college wide inventory are requested through the Facilities Department with the college wide Renovation / Remodeling Form and approved by the requesting Divisions VP and approved by the President. All facility changes are reported to the District Board of Trustees annually.***

    - ***All academic disciplines use of classrooms, labs, and support spaces are assigned by the Vice President of Academic Affairs / Coordinator Curriculum Services. This also includes Day Care, Learning Resource Facilities, Clinic and Animal Facilities.***
    - ***All office space, departmental meeting room, and conference rooms are assigned by the Vice President, Administration & Finance / Business Analyst. This also includes Network and***

***Central Computer / Telecommunications, Plant Operations, Central Storage, Merchandising, and Central Service Support.***

- ***All assembly, exhibition, food service spaces are assigned by the Vice President, Administration & Finance / Manager Conference Services.***
- ***All athletic facilities, student services, enrollment services, student assessment and testing areas are assigned by the Vice President of Student Affairs.***

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.
- ***The survey process as it exists today seems to be outdated and does not reflect our current educational institutions practices and the demands of our district. For example the Space Inventory by Room Use Categories is outdated. The current office and support space calculations do not meet the needs of our district.***

**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

- ***I have always thought that space need calculation should be more specific to the school and district needs rather than one model for the FCS. For example Marion, Citrus, and Levy Counties workforce needs are not the same as Miami, Orlando, or Jacksonville.***

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals. [We have several policies established regarding space. We also attempt to meet the needs of our students, community, and accrediting bodies when assigning space for classes and activities. \[1.010, The District Board of Trustees; 6.070, Building Program-Uniform Building Code Compliance; and 3.070, Fee Waivers and Exemptions.\]](#)
  
2. Describe any technological tools that are used to monitor the use of academic space. [Reports are available to Deans through the College’s Enterprise Resource Platform \(ERP\) System \(i.e. Jenzabar EX\). Room schedules report offers customizable options for viewing course room assignments by location, building, room, evening/daytime, instructor or institutional division. Room schedule inquiry provides on-screen details of all courses assigned to a specific room. The Florida Department of Education provides space utilization reports based on data submitted through the database submission process each term.](#)
  
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage. [A\) The design of older buildings that have not been renovated constrict current usage. B\) The number of discipline-specific labs is limited causing challenges in scheduling. C\) Our student demographic yields the highest demand form courses between 8:00 a.m. and 1:00 p.m. We operate in an economically disadvantaged rural area that often necessitates our students having jobs during afternoon and evening hours. These factors complicate the assignment of space.](#)

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process? [The college Executive Staff, Administrative Council, and Governance Council determine priorities for facility use based on program, student, and employee needs. The decision to consolidate evening classes in fewer buildings for cost savings in utilities and security is an example of our group process. These groups also determine priorities for construction and renovation.](#)
  
5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale. [Though the age of buildings and need to renovate and remodel is reflected on the EPS, these factors do not seem to carry as much weight as space](#)

utilization. Even though some Colleges may have overall adequate space lack of funding for renovation and remodeling limits our ability to offer high quality programs in some areas.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution. 1) Expand and maintain student access is our first institutional goal and the EPS findings drive us toward determining how to maintain facilities to accomplish this primary goal. 2) Institutional goal #6 pushes us to provide a safe and secure campus environment partly by providing an aesthetically pleasing campus and a safe environment. 3) Institutional goal # 7 requires us to manage resources efficiently; therefore, maintaining our physical assets is paramount.

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful. Current space needs calculations appear to place all the emphasis on maximizing the use of space over a rather long time period which benefits larger urban Colleges where surrounding populations are higher. The primary factors that affect needs of small rural Colleges are not reflected in these calculation. Often the quality of our spaces are inferior to larger Colleges but this is not reflected in the current calculation. Though measuring quality is somewhat subjective emphasizing the age of a facility to a higher extent is perhaps one way to help. Even better would be to subdivide Colleges by size similar to the funding model and make comparisons within tiers. The K-12 system recognizes the inability of small rural counties to produce the student counts that larger Districts have, but has special funding categories to meet the needs of smaller School Districts. If the current space utilization weighting does not change smaller Colleges will far never show the need that larger Colleges have and will fall further behind in the quality of our facilities.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).



## CHIPOLA COLLEGE

<b><u>TITLE:</u></b> 1.010 The District Board of Trustees	<b><u>NUMBER:</u></b> 1.010
<b><u>AUTHORITY:</u></b> Florida Constitution Article IV, Section 7; Chapter 112, Part V: 1001.61 FS; 1001.63 FS; 1001.64 FS; 1001.65 FS; 1007.24 FS; 120.525 FS; 120.54 FS; 120.81 FS; 6A-14.024 FAC	<b><u>PAGE:</u></b> 1 of 5
<b><u>DATE ADOPTED:</u></b> 2/1997; 10/26/2004; 9/18/2007; 2/21/2017	

### **POLICY:**

#### I. Powers and Responsibilities

The District Board of Trustees of Chipola College, after considering recommendations submitted by the President, is authorized to establish rules in accordance with the Administrative Procedures Act, Chapter 120 F.S., that insure the proper operation, improvement, and management of the College consistent with rules adopted by the State Board of Education.

#### II. The Philosophy of the Board

In exercising its responsibility as the policy-making body of the College, the Board shall seek to fulfill the following philosophical goals:

- A. Foster a spirit of partnership and cooperation among the Board and officials and agencies of the State.
- B. Foster a spirit of partnership and cooperation among the Board and the County School Boards, their superintendents and staff, and other county and local officials and agencies.
- C. Promote cooperation with individuals and organizations within the district.
- D. Establish effective and efficient plans for achieving the long-range goals of the College in the following areas: a) quality educational programs: academic and workforce development b) marketing, recruitment and enrollment; c) student retention, satisfaction and completion; d) **responsible resource management**; e) staff and organizational development; f) community involvement and development; g) post-Chipola student satisfaction and success.
- E. **Seek maximum use and efficiency of all resources of the College - physical, fiscal, and human.**

- F. Provide equal opportunity for employment without regard to race, color, creed, national origin, age, sex, veteran's status, disability, or marital status.
  - G. Provide equal opportunity for admissions to students without regard to race, color, creed, national origin, sex, veteran's status, disability, or marital status.
  - H. Conform to all applicable laws and rules of the federal, state, and local governments and agencies.
- III. Code of Ethics of the Board  
In carrying out their responsibilities, the members of the Board shall perform the following:
- A. Acquaint themselves with laws, rules, and policies relating to public education and observe and enforce them.
  - B. Understand that the basic function of the members of the Board is to make policy - not to administer - and discriminate between these two functions.
  - C. Represent the entire College community.
  - D. Transact College business in Board meetings only. Individual members have no legal status to bind the Board outside such meetings.
  - E. Give the President full administrative authority for properly discharging his or her professional duties and hold him or her responsible for acceptable results.
  - F. Accept all Board decisions once they are made and assist in carrying them out effectively.
  - G. Attempt to provide the best instructional programs possible within the means available.
  - H. Attempt to procure adequate financial support for the College.
  - I. Bring any possible conflict of interest to the attention of the other members of the Board and the President.
- IV. Appointment, Dismissal, Practices, and Procedures of the Board
- A. Appointment -The nine members of the Board are appointed by the Governor, and confirmed by the Florida Senate in regular session. Regular terms are four years in length.
  - B. Dismissal – The members of the District Board of Trustees of Chipola College may only be dismissed for cause and by due process. Florida law provides for dismissal and the process for dismissal for malfeasance, misfeasance, neglect of duty, drunkenness, incompetence, permanent inability to perform official duties, commission of a felony or failure to attend three consecutive meetings in a fiscal year.

- C. Organizational Meeting - At the first regular meeting after July 1 of each year, the Board shall organize by electing a chairman whose duty is to preside at all meetings of the Board, and a vice-chairman whose duty is to act as chairman during the absence or disability of the chairman. The President shall act as the executive officer and corporate secretary to the Board.
- D. Meeting of the Board - Regular meetings, special meetings, and workshops of the Board shall be held at the administrative headquarters of the College unless the Board designates another location. If another location is designated, public notice must be given at least ten days prior to the time of the meeting unless an emergency situation arises that requires immediate attention.
- Emergency meetings, special meetings and workshops of the Board can be called by the Chair of the Board. The call of an emergency meeting shall comply with the requirement of Section 120.525(3) FS, pursuant to which the Board must find that there is an immediate danger to the public health, safety or welfare. Workshops may be held by the Board to study specific items related to the College. Meetings of the Board shall comply with the relevant provisions of Chapters 120 and 286 Florida Statutes.
- E. Quorum - A majority shall constitute a quorum for any meeting of the Board. No business may be transacted at any meeting unless a quorum is present.
- F. Agenda – Except with regard to the timeframe for calling emergency meetings, the President, in consultation with the Chair, shall prepare an agenda for all meetings of the Board at such time as to insure that a copy of the agenda may be received at least seven days before the event by any person in the state who requests a copy.
- G. Minutes - The President, as secretary, shall keep and disseminate official copies of the minutes from each meeting.
- H. Voting - Voting shall be by voice unless a written ballot is requested by the Chairman of the Board. In any event, the vote of every member of the Board shall be publicly recorded. If the Chairman wishes to make a motion or wishes to participate in the discussion on a question before the Board, the Chairman may relinquish the gavel to the Vice-Chairman or, in the Vice-Chairman's absence, to any other Board member to act as a temporary presiding officer.
- I. Parliamentary Authority - Robert's Rules of Order, Newly Revised, shall constitute the parliamentary authority of the Board.
- J. Attendance at Meetings - The Board encourages the attendance at Board meetings of employees, representatives of the press, and other interested citizens.
- K. Committees - At the request of the President or the majority of the Board, the Chairman may appoint special committees to investigate specific College policies or procedures and to report their findings and recommendations to the Board. All committees shall serve in an advisory capacity to the Board.

- L. Hearings, Non-Rule Making - The following procedure shall apply to those organizations and individuals desiring a hearing before the Board.
1. A request in writing must be submitted to the President at least ten days prior to the scheduled Board meeting and must include the following:
    - a. Name and address of individual or organization
    - b. General nature of the subject to be presented
    - c. Written data supporting or opposing the subject
  2. The President, in consultation with the Chair, must determine if the request is the proper subject matter for consideration by the Board.
  3. The President must report all individuals and organizations whose requests were rejected.
  4. If determined to be appropriate for consideration, the matter will be placed on the agenda for the next Board meeting.
  5. The hearing must follow immediately after the report of the President.
  6. If a committee or delegation is present, the committee or delegation shall be represented by one spokesman authorized to speak for five minutes for the group although other members of the committee or delegation shall then be given an opportunity to amplify the spokesman's remarks up to two minutes each to a total of ten minutes. More time may be granted by unanimous consent of the Board.
  7. The Board shall defer action on petitions of individuals and delegations until the next regular meeting of the Board. Exceptions to this policy are made only when time is of the essence or when the issue is of small import and further consideration and deliberation is obviously unnecessary. Unanimous consent of the Board members present is required to effect the exceptions.
  8. The Board shall grant only those hearings that appear on the agenda.
- M. Hearings, Rule Making- Hearings held on the adoption, modification, or repeal of a rule and hearings held on an administrative determination relative to a rule must follow procedures applicable to community colleges as set forth in the Administrative Procedures Act, Chapter 120, F.S. Materials presented at such a hearing must be considered and must be made a part of the record.
- N. Bonds - The Board must provide at College expense for the bonding of its members.
- O. Reimbursement of Expenses - Board members may be reimbursed for expenses as provided in 112.061 F.S., including mileage to and from official Board meetings.

P. Facsimile Signatures - The Board authorizes the Chairman, the President and designees to use facsimile signatures as appropriate.

V. Employment and Dismissal of the President

The following procedures apply to the employment and dismissal of the President:

A. In the event of a vacancy, or anticipated vacancy, in the office of the President, the Board must appoint a search committee to seek qualified candidates for the office and to recommend to the Board those deemed most qualified

B. If a vacancy occurs in the office of the President, an acting President may be appointed by the Board, following the same procedures as for the appointment of a President, except that a search committee need not be created or utilized.

C. The President may be suspended or dismissed by the Board in accordance with the terms of the contract with the President.

D. The President shall be entitled to a written contract.

VI. Delegation to the President

The Board delegates to an appointed President the responsibility and authority for the administration of the College in accordance with its established policies and the applicable rules and laws of the State of Florida.

The general duties and powers of the Board of Trustees are those prescribed in 1001.64 F.S. and 1004.73 F.S. The Board of Trustees and the President shall extend to each other the fullest cooperation and recognition of the responsibilities that evolve upon the Board as a rule-making body and upon the President as the chief executive.

VII. College Catalog Approval

The Board shall approve the College Catalog and ratify changes in curriculum, courses, programs, services, fees, and other requirements not specifically found in the College policies. Annually, the courses will be reviewed to determine those that have not been taught for five years. In compliance with state rules, such courses will be deleted unless there is sufficient reason to expect that they will be offered in the next five years.

**CHIPOLA COLLEGE**

<b><u>TITLE:</u></b> 3.070 Fee Waivers and Exemptions	<b><u>NUMBER:</u></b> 3.070
<b><u>AUTHORITY:</u></b> 1009.26 FS; 1009.265 FS; 6A-14.054 FAC	<b><u>PAGE:</u></b> 1 of 1
<b><u>DATE ADOPTED:</u></b> 3/1997; 3/13/2007; 2/21/2017	

**POLICY:**

The President or the President's designee is authorized to grant fee waivers and exemptions as specifically established by law. Use of the following waivers and exemptions are allowed only on a space-available basis: Chipola College Employee Fee Waiver; State Employee Fee Waiver; Senior Citizen Fee Waiver.



## CHIPOLA COLLEGE

<b><u>TITLE:</u></b> 6.070 Building Program-Uniform Building Code Compliance	<b><u>NUMBER:</u></b> 6.070
<b><u>AUTHORITY:</u></b> 235.017 FS – Florida Building Code; Florida Fire Prevention Code	<b><u>PAGE:</u></b> 1 of 1
<b><u>DATE ADOPTED:</u></b> 1/21/2003; 2/21/2017	

**POLICY:**

The District Board of Trustees will ensure compliance with the above referenced statute by requiring that the President, or his/her designee, adhere to the requirements of the referenced statute with respect to the design, plan review and construction inspection of all renovation, remodeling, and construction activity. Detailed procedures are contained, and updated as required due to changes in code, in the Policies and Procedures Manual within the facilities department of the College.

Please note the definitions of the following:

- I. Renovation – The refurbishment of space while maintaining the same functional use.
- II. Remodel – Making modifications to space in order to change the functional use.
- III. Construction – The fabrication of new space.



**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “*review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.*” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

Policy 8.11, related to Florida Statute 1001.64, allows the president to designate to a vice president the responsibility of scheduling/assigning space, prioritizing educational activity above all other uses. One of the four priorities of the DSC Strategic Plan is to Emphasize Institutional Effectiveness, which includes the intent to use college facilities in the most efficient way possible to support student success.

2. Describe any technological tools that are used to monitor the use of academic space.

PeopleSoft Campus Solutions is used to schedule space on each of our five campuses and two centers. Campus Solutions prevents the double use of space and shows space availability and room capacity to department schedulers which maximizes efficient use. At two major meetings per year schedulers meet to discuss schedule efficiencies across all campuses; this meeting is referred to as the Scheduling Summit.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

Specialized programs that require unique space mean that if enrollment fluctuates with job market demands the space cannot be easily reassigned to other programs – examples include Welding, HVAC and Machining. These spaces also require unique features in terms of ventilation and electrical wiring, making them harder to replicate in times of enrollment expansion. The downside to Campus Solutions is that it doesn’t “talk to” the facilities inventory so that re-coding a classroom space is a manual process and is sometimes missed, making a classroom invisible to the scheduler.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process? Categorization of space by usage allowed is handled by our Facilities Department. Overall usage of space is covered by the Master Plan. The Academic side enters the schedules by using PeopleSoft Campus Solutions once facilities enters the spaces into the system. We meet once a semester to review facility use and facility categorization (IR, Academic Affairs, Facilities).

## 5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

When the college requests programs of study the numerous course descriptions need to be updated and or removed from ICS codes description in the Facilities/Capital outlay Data Base Manual. This would make it much easier when Facilities Planning works with the academic side to determine what we will add and or remove in the EPS when selecting programs.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

All departments, including Facilities, creates an annual Unit Plan and reports on this plan at Mid-Year and End-of-Year processes. Every three years each administrative (non-instructional) department conducts an Administrative Unit Review which examines maximization of resources in all areas.

### **Space Needs Calculation Methodology**

## 6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

- a. Some programs must use more than one space but can only count the classroom they are scheduled to meet in, such as allied health classes that meet in a lecture space and then use an auxiliary space to practice skills.
- b. Programs that require clinical hours meet in specialized lecture space (such as simulation labs) but must spend a good deal of class time off campus in clinicals, which shows low usage in the reports but is necessary.
- c. We can't count portable space but need to use it because in some cases the portables have been customized for specific programs (like Cosmetology).
- d. Science lecture halls are large (70+ students) but each of those students must take a lab, which can only be taught in smaller numbers for safety reasons (18-20). Therefore it looks like we underuse the lecture space but that is limited by how many labs we can run. Ironically, the larger lecture halls are a more efficient use of faculty (\$). So we could maximize space by holding more (smaller) lecture classes but would have to pay more faculty to teach them.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

Florida SouthWestern State College’s Strategic Directions and Policies support the growth of students and communities within Lee, Collier, Charlotte, Hendry, and Glades Counties. Strategic initiatives include developing new space for workforce programs, the development of innovative facilities to support curricular and student success, innovation through processes and procedures, and enhanced college experiences supported by facility development and management. College procedures guide the development and use of facilities.

**POLICIES**

- [6Hx6:7.01 Use of College Facilities](#)
- [03-0603 Class Scheduling](#)

2. Describe any technological tools that are used to monitor the use of academic space.

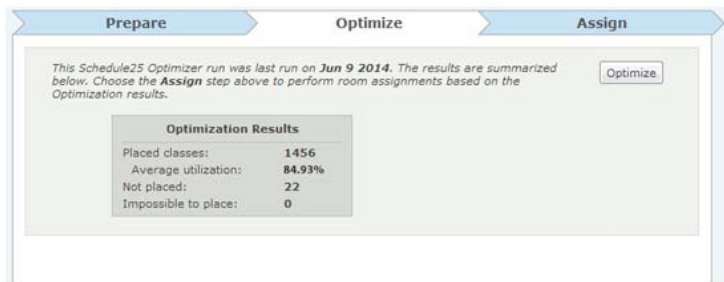
Multiple software solutions and processes are used to monitor and create plans that optimize the use of space and highlight areas for improvement. Ellucian Banner, CollegeNet 25Live, College Net Schedule 25, and AutoCAD are repositories for data and assist in the management and scheduling of space. Implementation is underway for Archibus, a next-generation drawing and graphical analysis tool. CollegeNet X25 is also under review for its ability to benchmark and provide additional information on scheduling. The overall goal for all these systems is to analyze and highlight areas for improvement to maximize the use of space for stakeholders while reducing costs to upkeep facilities.

- **Banner 9** is a database that stores and processes college information relating to courses, human resources, students, finances, and facilities.

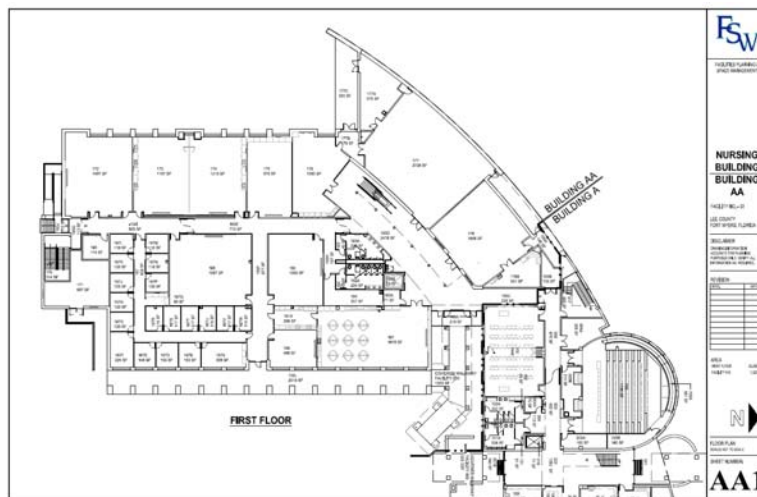
- **25Live** is a management tool to determine the availability of rooms, event scheduling, room assets, and utilization rates reporting for credit and non-credit spaces.



- **Schedule 25:** automatically optimize the use of space according to student capacity, schedule, and room features.



- **AutoCAD / Revit:** architectural and engineering planning, design, and construction drawing software



- **Archibus** is a facility planning database and visualization software that improves the efficiency of space through the use of performance metrics including department stack plans, gap, and scenario-based analysis.



- **X25** provides enhanced master planning that highlights areas for improvement by benchmarking and detailing the overall picture of space use.



3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

- Older buildings/facilities, with poor quality and unsuitable, inefficient classroom space.
- Lack of adequate office space as new academic programs are established and additional faculty are hired.
- Increasing demand for work and study space, as well as collaborative learning space for students lack of suitable space for student services such as advising for one on one interaction.
- Ongoing backlog of deferred maintenance needs and lack of funding to renovate, repurpose, or refresh academic student space.
- Lack of suitable lab space, particularly facilities that do not have modern equipment to facilitate lab instruction or for new workforce programs requiring vocational labs.
- Lack of advanced technology in many classrooms to allow maximization of course offerings and scheduling.
- Lack of flexible, large sized classrooms to facilitate modern teaching platforms.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

Administration, Deans, Registration, schedulers, faculty, Budget and Financial Planning, Facilities Construction, Facilities Planning, and Auxiliary Services are instrumental in the assignment of space. Each area's engagement varies throughout the overall process. Strategic planning, education specification, design, construction, facility inventory control, scheduling, and analysis are milestones within the process.

### **Academic Scheduling**

Prior to the academic term, Deans, Registration, schedulers, and faculty develop the academic schedule and room assignments. The information is then transferred to Auxiliary Services for the scheduling of internal and external events as well as conflict space resolutions.

#### **The policies for optimizing space assignment and usage.**

- The schedule is finalized by the Dean of each School in terms of subject, instructor and day/time patterns.
- The class schedules for each campus are put through a computer program in 25Live, Optimizer, that assigns classroom space for each class.
  - The Optimizer program will find the most effective use of a given classroom space, after binding the instructors for back-to-back classes that should be scheduled in the same room.
- The schedule is then checked for errors that may need correction.

#### [03-0603 Class Scheduling](#)

This is a continual process requiring review every term. Through the use of various reports, areas are analyzed and stakeholders meet to address changes in operation, construction, programmatic changes and additional space needs during which facility inventory control is updated to provide an accurate picture of space use.

#### 5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.
  - A review of guidelines is necessary to update and address changes to building, lifesafety, and accessibility codes, security, changes within academic programming, and alignment with academic programming Information Classification Structure (ICS).
  - Instead of a five-year survey cycle, the EPS should be conducted on demand, when needed. In light of the rapid pace of higher education, the EPS should be more dynamic to allow for "real time" changes.
  - The EPS should recognize the quality, suitability, and effectiveness of space.
  - The EPS should consider headcount enrollment in addition to FTE enrollment.

- The EPS should be utilized to identify unsatisfactory space and space limitations that are impacting instructional activities.
  - The space validation process in the EPS should be expanded to include the validation of unsatisfactory space as well as new space.
  - Implement a “Facility Condition Index” as defined by the National Association of College and University Business Officers (NACUBO).
- 
- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

Non-Applicable

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

The space needs calculations were designed with the intent to be flexible and meet the challenges of space then and into the future. Technology and programs not previously conceived have changed the landscape and permeated the lives of our students, college, communities, and the globe. A committee to review space trends and needs may be beneficial to analyze the calculations and determine their ability to project necessary space that addresses building, lifesafety, security, accessibility, accreditation, and community needs.

- Implement a “Facility Condition Index” as defined by the National Association of College and University Business Officers (NACUBO).
- Expansion of the space utilization model to include use of space for CTE, use of space by other College and Universities, and space used for other required purposes.
- Consideration of space condition (such as use of a facility condition index) and the related useful life of older facilities;
- Evaluation of the need by headcount in addition to FTE to reflect service demand such as parking, tutoring, advising, etc. that are not reduced when a student attends part-time. The space and costs to run such support services are equal regardless of student credit hour. As primarily commuter campuses, this is an important part of who we serve.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “*review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.*” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

There are currently no District Board of Trustee rules or Administrative Procedures specifically related to space assignment and usage, however they do outline high level processes. The institutional goal is the standard utilization goal for the college system.

2. Describe any technological tools that are used to monitor the use of academic space.

FSCJ utilizes 25Live as a class scheduling software to monitor the use of academic space along with meeting and conference space. 25Live is integrated with PeopleSoft Campus Solutions and other software packages as well. The Trane Building Automation System integrates with 25Live to pull the class schedules and automate the HVAC to operate for scheduled academic spaces. 25Live is equipped with schedule optimization features that are planned for implementation in the coming semesters.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

There are several challenges that exist related to optimization and assignment of space. The need for specialized labs, such as a medical simulation lab for nursing, limits the usage of the room for non-related courses.

Academic scheduling has created a priority scheduling matrix by discipline by campus for the assignment of academic spaces. During the scheduling period, only those listed on the priority matrix can schedule in the space. Once the initial scheduling period has ended, the spaces are opened for additional usage. This results in utilization of more spaces during the prime times of demand.

Professors are defensive about where they teach and have become accustomed to certain classrooms and times. It is a challenge, but doesn't mean we can't overcome it.

**Process/Educational Plant Survey Questions**



4. In the assignment of space at your institution, who is involved and what is the process?

The Cabinet reviews and updates procedures on an ongoing basis, and the Deans are responsible for the detailed work. FSCJ schedules all academic classes by term in a college wide scheduling event. The scheduling event brings all schedulers into a common meeting space for a 4-hour block of time each morning for 2 weeks. The room assignments and priority matrix are provided by the Deans to the schedulers, making sure that the assigned room is a proper space for the class. The schedulers input the schedule into PeopleSoft Campus Solutions and pull it into 25Live. Any conflicts or changes are handled real time with each afternoon of the scheduling event for research and resolution of conflicts.

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

The existing Educational Plant Survey needs to take into account the condition and age of the spaces. For example, FSCJ has some existing spaces that were constructed in the late 1970s with limited renovation funding available to update. The condition may be “acceptable” (in other words, the ceiling isn’t falling in), however the quality of the environment is not fully captured. The space needs in these old legacy buildings are changing and it is more costly to bring these spaces up to current quality needs.

The EPS should document not only renovation needs but also the infrastructure needs. The quality of the infrastructure is often overlooked. Cost of maintaining and upgrading infrastructure is one of the most overlooked problems that we have. SOD money is the only funding that we currently have, and is not close to enough. The EPS does not document our stringent need for maintenance and upgrade of infrastructures.

The system needs to improve the relevancy of building/space age and conditions into the determining factors to need. In some cases, increased usage cannot be achieved in academic spaces that are in need of update.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

FSCJ uses the data from the EPS to generate our capital improvement plan and project priority list for Board of Trustees approval. The College strategic plan emphasizes student success, and the deteriorating quality of buildings due to lack of funding hamper the College’s ability to offer effective learning spaces for our students.

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

The current calculation methodology is not inherently flawed. The standards should be periodically reviewed and tweaked as appropriate. Examples could be how much library space is needed given the proliferation of online resources, how much open computer lab space is needed since many students bring their own devices, and how many square feet per student is needed in the classroom given a large proliferation of overweight students.

The proposed space need changes that looked like they would be approved, but were walked back at the last moment, were troublesome. Those changes appeared to be a reaction from someone who believes the system as a whole has far too much space, and wanted to change the calculation to make sure few (if any) projects for new construction would come forward in the future. We respect the perspective that our system has too much space, and in some cases see where that is accurate. There are some institutions, however, that do need additional space in order to teach classes on campus at a time when the students can attend.

Institutions in the Florida College System serve a far different clientele than the private universities or Florida's State University System. Our students most often work jobs while balancing either a part-time or full-time class load. Our typical student is not 19 years old. They are 26 years old, with a family to raise and feed. We can schedule all kinds of classes at 2:00, 3:00, 4:00, and 5:00 PM, but many students are working those hours and we can't afford to let classes move forward with 4 or 5 students. In a great number of cases, the students take morning classes, then go to work in the afternoon, or they work during the day and take evening classes.

Significantly increasing the percentages for full utilization creates an unachievable target. It would greatly restrict new construction requests from funding consideration, but it would also prevent institutions from effectively documenting their true need. The fact is, if an institution is not able to run classes at times when students are willing to take them due to a lack of room, then there is a true space need. The institution is unable to meet student demand due to lack of space. We understand if the legislature wants to turn down every new construction request, but we need to have our standards set to appropriate levels for our type of institutions, and not to be lumped in with universities filled with resident students who can take (and may prefer) classes in the afternoon hours.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

The College does not have a board policy related to space assignment and usage.

The College does not have institutional goals related to the optimizing the use of space.

2. Describe any technological tools that are used to monitor the use of academic space.

The College uses Banner software to schedule classroom space.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

Challenges do exist because of the Community demands for space that are not always in concert with the College’s educational mission, example rental of space for various organizations. The local collegiate high school leased 5300 square feet for 8 years.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

The classrooms are schedule by the Academic Coordinators for each of the instructional areas. The Academic Affairs staff tour the campus every spring to assess the condition of classrooms and ensure all are being adequately used.

5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

The College has no comment at this time.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.  
Not applicable.

**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

The College would like to use 75 square feet per student as a measurement.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

The college and its leadership are focused on the most efficient utilization of its faculty and facilities. Program reviews for every instructional and support area of the college requires justification of space needs and utilization.

2. Describe any technological tools that are used to monitor the use of academic space.

The college utilizes the space utilization reports provided by the Florida College System, as well as a software product named Ad Astra, for scheduling and review of college space.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

The college’s academic schedule is driven by the needs of our students and the community. A skewed pattern of attendance has been further exacerbated by the devastation resulting from Hurricane Michael and its impact on the workforce needs of the community. Bay County government predicts five to ten more years of recovery due to a loss of 30 percent of housing in the area and \$1 billion dollars in property damage. In addition, there are certain specialized areas in existing facilities, such as science, occupational, and health science/nursing labs, where demand often exceeds available space.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

Each college building in the last 30 years has been purpose-built for a specific academic or support function in accordance with the State Requirements for Educational Facilities (SREF). Instructional space is assigned by academic Division Chairs, who serve as building managers in their respective academic areas, and the VP, Academic Affairs. Support spaces are generally assigned by building managers and department heads in collaboration with the VP, Administration & Finance and the Director of Facilities Management.

## 5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

Currently, the college has to plan academic schedules around infrastructure outages such as HVAC issues in several buildings that are now 60 years of age. This becomes very problematic in purpose-built space like chemistry, biology and physical science labs. In addition, due to the age of these facilities, life/safety requirements often fall short of current recommendations. Although not tied directly to traditional academic instruction, the Florida College System mission also includes responding to the economic development needs and opportunities in our service districts. Enhanced recognition and financial support of this aspect of the college mission would be beneficial in job creation and expansion within our service district.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

Allocation of funding of potential projects identified in the Educational Plant Survey, included in the Capital Improvement Program, and included in the college budget, are thoroughly vetted by senior management as part of the college's strategic planning and budgeting processes. Projects consistent with the current goals of the institution are prioritized based on relative need, those that are not consistent with current institutional goals are not pursued.

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

Perhaps one formula that addresses and compares the space utilization needs of multiple areas of public concern – i.e. the State University System, the Florida College System, public school districts, and state government – would provide greater transparency and adherence to areas of public interest or concern. And, we should return to the five-year Educational Plant Survey being conducted by Florida Department of Education Office of Educational Facilities personnel to insure state-wide consistency and accuracy in all educationally-related delivery systems.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

**Hillsborough Community College**

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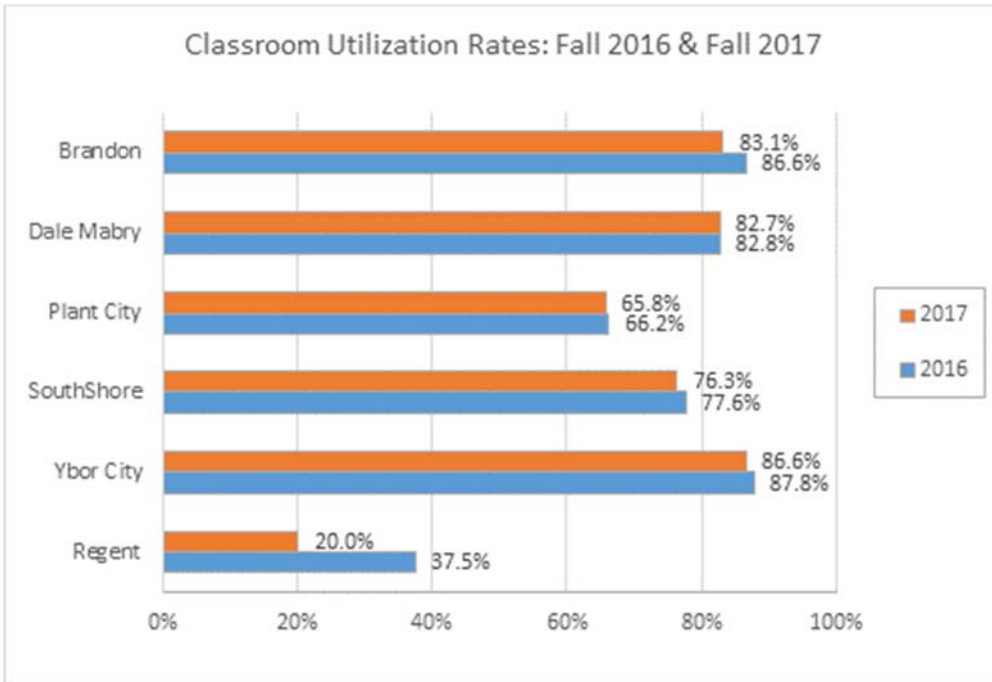
**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

**As adopted by the Board of Trustees, College goal #3 “Sustainable Operations” includes an initiative to “Improve efficiency and resilience of facilities and infrastructure.” As required in Florida statute, progress toward the college strategic plan is included in the president’s annual appraisal by the Board. The narrative below was included in the 2018-19 appraisal document. This reporting is as long-standing as the strategic initiative has been in place since approximately 2006.**

Improve efficiency and resilience of facilities and infrastructure.									
Instructional facilities usage is matched against utilization criteria stated in the HCC Educational Plant Survey indicating a desired level of utilization. The table displays the average percent of room usage each week in the 2017 fall term against the criterion of full utilization. Also shown are the average number of hours a classroom / lab is used per week. The data within the graph compares class utilization rates from fall 2016 to fall 2017. The college as a whole falls below utilization criteria with the exception of the Brandon campus and workforce laboratory usage.									
	Criteria	Brandon	Dale Mabry	Plant City	South Shore	Ybor City	Workforce	HCC @ Regent	College
# of Classrooms	---	49	104	25	21	49	0	4	253
Classroom utilization rate	---	83.11	82.69	65.80	76.31	86.63	0	20.00	84.63
Weekly hours per room	40	33.24	33.08	26.32	30.52	34.65	0	8.00	33.85
# of Labs	---	15	52	15	11	25	5	0	137
Lab utilization rate	---	103.76	72.05	62.00	96.06	85.20	239.33	N/A	89.03

Weekly hours per lab 30 31.13 21.62 18.60 28.82 25.56 71.80 N/A 26.71



2. Describe any technological tools that are used to monitor the use of academic space.

HCC uses 25Live Scheduling Software to assign academic and non-academic spaces for efficient utilization. Once the academic sections are ran through the optimizer to assign rooms, non-academic events can utilize the academic spaces. In addition to 25 Live, the Course Scheduling Efficiency application built in SAS Business Intelligence analyses class efficiency from both pedagogical and space efficiency applying methods. It is used by Division Chairs to further optimize efficiency in building the class schedule within institutional facilities. The application supports College Goad #5, Continuous Improvement that includes the strategic initiative to “Implement a coordinated college-wide, data-driven approach to class scheduling to optimize the time, location, and delivery methods for courses and programs across campuses.” An illustration is provided below. Note also the tab Schedule Cost Analysis.



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Class Schedule Efficiency Report

Class Schedule Efficiency Course Schedule by Campus Capacity Graph by Dean Course Schedule by Dean Map Schedule Cost Analysis Section Comments

Reporting Year Term Dean Division Chair Discipline Campus Location Course Prefix

Reporting Year	Seats Used	Maximum Capacity	% Seats Used of Maximum Capacity	Average Seats Used	Total Sections	% Sections under 50% Capacity	% Sections 51-79% Capacity	% Sections 80-99% Capacity	% Sections 100% or over Capacity	Sections under Minimum Class Size	% Section with less than Minimum size
2018-19	89,461	99,107	90.27%	22.3	4,020	14.63%	10.42%	17.96%	56.99%	474	11.79%
2017-18	88,092	101,645	86.67%	22.3	3,943	16.36%	11.13%	19.55%	52.95%	499	12.66%
2016-17	86,434	97,869	88.32%	22.5	3,845	16.36%	10.92%	19.17%	53.55%	455	11.83%
2015-16	83,328	98,174	84.88%	21.6	3,851	17.32%	12.46%	23.81%	46.40%	614	15.94%
2014-15	86,207	101,010	85.35%	22.3	3,858	16.87%	10.81%	27.01%	45.31%	524	13.58%

Select Minimum Class Size 17

12

- Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

**Based on current SREF, space square footage listed is often too small to meet actual student needs especially in labs. Sections may be moved after optimizer assigns them for convenience and not efficiency. Each term, Facilities and Institutional Research work on State reports to accurately track sections in a general purpose Classroom (110), Computer Classroom (120) or a Laboratory (210).**

**Process/Educational Plant Survey Questions**

- In the assignment of space at your institution, who is involved and what is the process?

**The deans/program managers create sections – Student Services runs the optimizer process to assign academic spaces to the sections – once sections are assigned for academic purpose, the space can be utilized for other events. Each Campus/Center has a designated scheduler that approves use of all spaces at that location once the academic schedule is complete. Reports can be run for actual utilization of all events using academic space using the software.**

- The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

**The data that is loaded in to the EFIS system from SREF needs to accurately reflect space needs for programs. Currently, some of the program related spaces are not reflected in the EFIS system.**

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

**HCC uses the Educational Plant Survey (EPS) results to request PECO funding for new construction and renovation/remodel of space needs to meet student needs, especially in the shortage of student support services based on previous EPS.**

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

**No**

2. Describe any technological tools that are used to monitor the use of academic space.

***We use facility management system to manage building maintenance and workflow; however, this system does not track space assignment and utilization. We are reviewing other software options for tracking these items.***

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

***Enrollment fluctuations and changes in modality are our current challenges. We are constantly making changes to course designs and schedules, such as using hybrid online/face-to-face courses to meet student demands.***

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

***The President’s Cabinet determines spaces assignments on a case-by-case basis. Provosts are also included when determinations are made at branch campuses.***

5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

***None at this time.***

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

***The Educational Plant Survey affects our Facilities Master Plan and our Capital Improvement Plan. Cabinet uses the Educational Plant Survey during discussions about how we use our facilities now and in the future.***

**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

***We have no recommendations on space needs calculation methodology at this time.***

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals. [No](#).
2. Describe any technological tools that are used to monitor the use of academic space. [Excel, Sequel, Access and AutoCad](#).
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage. [Student’s typically want early mid-morning classes which leads to a large usage in the early part of the day and less usage in the late afternoon, nights and weekend. We have older buildings with inefficient classroom space. Space utilization could also be improved if we had more flexible instructional space such as active learning classrooms. FGC also has a long list of deferred maintenance needs and decreasing PECO funds.](#)

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process? [Director of Facilities, Dean of Academics, Reports Coordinator, VP of Business](#).
5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.
    - [The EPS should recognize the quality, suitability, and effectiveness of the space and not base adequacy off of size of existing space.](#)
    - [The EPS should consider head count in addition to FTE](#)
  - Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

[Goal 5, objective 2 of our Strategic Plan is “Build and maintain accessible facilities, infrastructure, and grounds that functionally and aesthetically meet institutional needs.”](#)

**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

We would appreciate a better understanding of how the calculations are derived in the space needs calculation.

Note: As you consider recommendations and changes, please use the 2006 edition of the [\*Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)\*](#) for definitional references, in addition to the latest online version of the [\*State Requirements for Educational Facilities\*](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

**Lake-Sumter State College**

The 2019 Legislature directed the State Board of Education to “*review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.*” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.
  - a. LSSC has an Administrative Procedure related to College Facilities and Equipment (attached).
  - b. The 2019-2024 Strategic Plan includes an objective to, “Establish planning methods to improve college facilities”, and includes the following initiatives: create and implement a facilities master plan, create a deferred maintenance plan. In support of this objective, the LSSC Facilities Committee of the Board of Trustees recently charged members of the administration with the task of conducting a review of its current space utilization and developing recommendations for consolidating and repurposing space on the Leesburg campus. The committee will review recommendations at the end of October.
2. Describe any technological tools that are used to monitor the use of academic space.
  - a. LSSC uses a combination of tools including a room scheduling product called, “Meeting Room Manager”, the Banner ERP system, and a Business Intelligence reporting tool.
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.
  - a. LSSC is efficient in the assignment of space and actively working on optimizing space utilization to abandon buildings for which funding is unavailable to maintain or renovate to current educational standards.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?
  - a. The President delegates space utilization to the Executive Vice President, who works with the Associate Vice President of General Studies, Registrar, Executive Director of Athletics, and Events Coordinator.
  - b. The Executive Vice President delegates the effective assignment and coordination of instructional spaces to the Associate Vice President of General Studies.
  - c. The Executive Vice President delegates the assignment and coordination of spaces that are rented to other parties to the Events Coordinator.

- d. All spaces used on a more permanent basis by educational partners are coordinated through the Office of the Executive Vice President and outlined in appropriate Facility Use Agreements.
  - e. The Executive Director of Athletics coordinates the use of athletic facilities.
5. The Educational Plant Survey (EPS):
- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.
    - LSSC recommends reducing the weight on workforce related usage as it unfairly penalizes schools with smaller workforce programs.
  - Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.
    - There is no correlation between the facilities funding and the EPS.

#### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).



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**LAKE-SUMTER STATE COLLEGE  
ADMINISTRATIVE PROCEDURE**

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TITLE: USE OF COLLEGE FACILITIES AND EQUIPMENT

NUMBER: PRO 7-01

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REFERENCE: 6A-2.0111, Florida Administrative Code (SREF)  
6A-14.0262, Florida Administrative Code  
Board Rule 2.13 (Games of Chance; Raffles)  
Board Rule 2.14 (Alcoholic Beverages)  
Board Rule 2.15 (Smoking Regulations)  
Board Rule 6.12 (College Property)  
Board Rule 7.01 (Use of College Facilities & Equipment)

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ENCLOSURES: Fee Schedule A  
Fee Schedule B  
Fee Schedule C  
Request for Use of Building Facilities (7.01/1)  
Equipment Request/Check-Out Form  
Facility/Equipment Rental Contract and Indemnity Agreement (7.01/3)  
Florida Community College Risk Management Consortium  
Facilities Use/Special Events Liability Coverage  
Program Reporting Form

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**I. PURPOSE**

To establish procedures for the scheduling and use of College facilities and/or equipment by both College and non-College personnel, departments, groups, agencies, and organizations.

**II. BACKGROUND**

- a. 6A-2.0111, Florida Administrative Code (SREF) establishes operating standards for community College facilities.
- b. 6A-14.0262, Florida Administrative Code provides authority for the College President to ensure such standards are maintained.
- c. The remainder of the References assign responsibility to the President, or his/her designee, with ensuring the proper utilization of College facilities and equipment, and establishes policy and conditions for the use thereof by College or non-College personnel. Those procedures deemed necessary and essential for the administration of these requirements are set forth herein.

**III. DEFINITIONS**

- a. Agency - A commercial or government bureau furnishing some form of service for the public.
- b. Classroom - An instructional space having no special design or equipment and normally utilized for academic programs.
- c. College Sponsored Event/Activity - An event/activity organized and conducted by LSSC with the support of other individuals, groups, agencies and/or organizations to varying degrees.
- d. College Co-Sponsored Event/Activity - An event/activity organized and conducted by an individual, group, agency and/or organization with LSSC support such as:
- e. A non-student event/activity in which a faculty or staff member is active and that has been approved by the President as job related to a specific course curriculum.
- f. A co-sponsorship of an event/activity between the College and another agency, group or organization in which there is a benefit to the College and the co- sponsorship is approved by the President.
- g. Open recreational time for faculty/staff, students and/or the general public when approved by the President and directly supervised by a faculty/staff member.
- h. Department - A division with the LSSC organizational structure to which a funding account number has been assigned (Fiscal Operations, Music Department, etc.).
- i. Educational Facilities - The buildings and equipment that are built, installed or established to serve educational purposes and which may be lawfully used.
- j. Educational Plant - The buildings, equipment and grounds necessary to accommodate students, faculty, administrators, staff and the activities of the educational program at LSSC.
- k. Grounds - That area which includes, but is not necessarily limited to, all patios, exterior walls, grassed areas, playing fields and parking areas located within the legal boundaries of the educational plant.
- l. Group - A number of persons arranged or considered together as being related in some way but not having a formal organizational structure.
- m. Instructional Space - Any area used primarily for study or instructional purposes.
- n. Maintenance - Those activities that are concerned with keeping the grounds, buildings and equipment at an acceptable level of efficiency.

- o. Normal Classroom Hours - 8:00 AM. through 10:00 P.M. Monday through Thursday; 8:00 AM. through 5:00 P.M. Friday and 8:00 AM. through 5:00 P.M. Saturday.
- p. Normal Working Hours - 7:30 AM. through 11:00 P.M. Monday through Friday.
- q. Operations - Those activities concerned with keeping the educational plant open and ready for use such as cleaning, disinfecting, heating, cooling, lighting, power, communications, set- up/tear-down, grounds care and security.
- r. Organization - A licensed body of persons organized for some purpose or work.
- s. Place of Assembly - Portions of buildings which can accommodate a gathering of 50 or more persons.

#### IV. SCHEDULING AUTHORITY

Scheduling authority is delegated to the Executive Vice President and he/she shall be responsible for the scheduling and coordination of all but athletic facilities, to include both instructional and non-instructional spaces. Athletic facilities will be coordinated by the Head of Athletics, in accordance with these procedures.

#### V. SCHEDULING PROCEDURES

- a. College Facilities - All requests to use College facilities shall be submitted to the scheduling authority by means of the Request for Use of Building Facilities Form (7.01/1) (Enclosure (4) which must be received not less than ten (10) full working days prior to the date/time needed). The following additional instructions apply:
  - 1. Requests must be in writing and must be complete to be considered. Tentative scheduling or booking ("Penciling in") shall not be permitted.
  - 2. Incomplete requests will be returned to the originator for further action.
  - 3. Requests received less than ten full working days prior to the date/time needed will be returned to the originator disapproved.
- b. To be complete, requests must contain all required information and all required signatures. In addition, non-College sponsored individuals, groups, agencies or organizations must provide:
  - 1. A Florida Community College Risk Management Consortium Facilities Use/Special Events Liability Coverage Program Reporting Form (Enclosure 7).
  - 2. Proof of State of Florida-approved non-profit status (if applicable).
  - 3. A rental contract (Enclosure 6).
  - 4. A Cashier's Check made out to LSSC in an amount sufficient to cover all fees/costs involved (See Paragraph 7.C)).

- c. Immediately upon approval, copies of the completed Request Form shall be distributed to all concerned (original to be retained by the Scheduling Authority).
1. College Equipment - Requests to use College equipment shall be submitted to the Scheduling Authority (Vice President of Business Affairs), in writing, using the Equipment Request Check-Out Form (7.01/2) (Enclosure (5)) which must be received not less than five full working days prior to the date/time needed (Non-College sponsored individuals, groups, agencies or organizations must also submit a rental contract). Users shall be responsible for the proper handling and care of equipment borrowed and shall bear the expense for any repairs that may be required as a result of their use. The priorities/fees set forth in Paragraph 7.b below shall apply.
  2. Priorities/Fees - College facilities and equipment shall be scheduled in accordance with the following priorities/fee schedules:
    - i. Priority 1 - Credit classes and those events held in direct support of such classes (Fee Schedule A, Enclosure (1));
    - ii. Priority 2 - Non-credit classes and those events held in direct support of such classes (Fee Schedule A, Enclosure (1));
    - iii. Priority 3 - Student Services/Student Activities support and those events held in direct support of the College's mission/purpose which do not qualify for Priority 1 or 2 scheduling (Fee Schedule A, Enclosure (1));
    - iv. Priority 4 - College sponsored or co-sponsored events/activities, including those events/activities conducted by College direct support organizations (Fee Schedule A, Enclosure (1) during normal working hours. Fee Schedule B, Enclosure (2) after normal working hours);
    - v. Priority 5 - Those events/activities conducted by other local educational institutions (Fee Schedule A, Enclosure (1) during normal working hours. Fee Schedule B, Enclosure (2) after normal working hours);
    - vi. Priority 6 - Non-College sponsored events/activities conducted by State of Florida approved non-profit organizations (Fee Schedule C, Enclosure (3));
    - vii. Priority 7 - Non-College sponsored events/activities conducted by commercial organizations, or by any other individual, group, agency or organization not covered by Priorities 1 through 5 above (Fee Schedule C, Enclosure (3));

NOTE: Although facility assignments may be changed or canceled to accommodate the priorities set forth above, schedules become firm 30 calendar days prior to the scheduled event program and no such changes/cancellations shall be permitted after this date/time regardless of the priority assigned.
  3. Scheduling Considerations - The Scheduling Authority shall ensure that scheduled events/activities do not interfere with, or disrupt, normal classroom activities and, in so doing, shall take into consideration the following:
    - i. Noise levels generated;
    - ii. Pedestrian and/or vehicle traffic conflicts during class breaks, changeovers, etc.;
    - iii. Parking availability;
    - iv. Set-up/tear-down time frames and requirements;
    - v. Loading/unloading requirements;
    - vi. The availability of College security, custodial, maintenance or other required support personnel;

- vii. The College Calendar (Facilities shall not normally be scheduled or utilized during those periods when the campus is closed);
- viii. Board Policy 6.12 which states that, "College property shall not be used on campus or off-campus for private or personal use by employees, other individuals or organizations. The unauthorized use of College property for any benefit other than that of the College or its direct support organizations may be construed as theft for which disciplinary action may be taken."

## VI. OPERATING PROCEDURES

Facilities shall be maintained and operated in accordance with the standards established by the Florida Department of Education in the State Requirements for Educational Facilities (SREF). In addition:

- a. All fire and safety regulations shall be strictly enforced.
- b. Maximum room capacities shall not be exceeded.
- c. All LSSC parking rules and regulations shall be observed.
- d. There will be no smoking in any LSSC building, and there will be no eating or drinking in any classroom, laboratory, auditorium or theater except by prior arrangement and permission.
- e. Gambling is prohibited. Games of chance, such as raffles, may be conducted only by College direct support organizations and then, only if such sale is a donation, and has been previously approved, in writing, by the President, or designee.
- f. Alcoholic beverages are not permitted. NOTE: Board Policy 2.14 provides for certain exceptions. Written permission authorizing any such use must be obtained prior to the approval of the facility request.
- g. An LSSC security guard must be present. Additional security may be required at the discretion of the College and any extra cost involved in this course of action shall be borne by the user.
- h. The sponsor, or his/her designated representative, must be present during all activities to supervise employees, performers and/or the audience as appropriate.
- i. A Paul P. Williams Fine Arts Center theater technician must be present at all times when the theater is in use. In addition, sponsors, or their designated representatives, having College permission to use the Fine Arts Center shall coordinate directly with the Theater/Technical Coordinator to ensure all requirements for space, lighting, sound, piano(s), piano tuning, props, furniture and/or equipment are known no less than five full working days prior to the first scheduled use.
- j. An LSSC theater technician, media technician and/or other appropriate technician shall be present, outside normal classroom use, when any specialized College equipment such as computers, sound systems, TV/teleconferencing equipment, etc. are in use.

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Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

The SCF Board of Trustees annually approves the Capital Improvement Plan and all major construction and renovation projects and reviews information such as the Facility Condition Index, operational cost per square foot, amount of deferred maintenance, etc. As well, SCF Manatee-Sarasota staff work within the parameters of the board-approved Educational Plant Survey and the Capital Improvement Plan guided by SREF to build, renovate and maintain space at the various campuses and centers. The College has a procedure (#1.26.01, copy attached) that assigns local space allocation management to academic departments.

2. Describe any technological tools that are used to monitor the use of academic space.

Current space management occurs in a variety of paper and electronic formats including reporting from the ERP system (Ellucian’s *Banner*) in alignment with FCS space submission requirements from both SREF and the Educational Plant Survey. The College has hired a full-time scheduler and is in the process of purchasing and installing software (*Ad Astra*) that will integrate academic, non-credit and event space management in a single platform to better manage resources across all campuses and sites to ensure positive student experiences and outcomes.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

There is a direct correlation between space needs and enrollment growth goals and it is to be noted that the decline in capital funding and capped tuition dollars have begun to constrain the future strategic mission of the College as well as space assignment and planning by limiting the ability to construct or renovate spaces to meet modern teaching pedagogies. Additionally, space scheduling at SCF is currently conducted on a variety of platforms which complicates integration. See item 2. above, new software has been identified and a position has been created to centralize space management beginning in 2020 which will provide better information for analysis and trending for future space use and building renovation/construction needs at the various SCF locations. It would be helpful if the data gathered and calculations

made for COFTE by the FCS were distributed in a regular, annualized report in order to match institutional priorities with DOE accountability practices.

Specific issues at SCF regarding space allocation include:

- Need for flexible, large-sized classrooms
- Need for collaborative study and learning spaces
- Need for teaching lab spaces
- Location of the main campus in an older, established area of the county when the college-aged population is migrating elsewhere within the service area
- Need for funding for the ongoing maintenance and upgrade of classroom technology

### **Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

Space allocation at SCF is managed by the President's Leadership Team, including the Vice Presidents. Academic space management is delegated to the academic departments as the primary users of classrooms and class laboratories.

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

Additional information should be considered during the Ed. Plant Survey process as follows:

- Expansion of the model to include use of space for CTE, use of space by other Colleges and Universities, and space used for other required purposes
- Mission-driven location and co-location
- Student and faculty retention
- Consideration of space condition
- Evaluation of the need by headcount in addition to FTE
- Regional/national norms for 2-year College students as comparators to include the support of our non-traditional student population

Adding these factors will provide a more meaningful evaluation of space related to the mission of the institution.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

Space use is evaluated on a semester basis to ensure that we are meeting the needs of both academic and community-based programming. In addition, the CIP is reviewed, compared to the Ed. Plant Survey, approved by the Board of Trustees and submitted annually to ensure that construction requests are in alignment, are future driven and are in sync with the Strategic Plan.

When appropriate, goals and strategic priorities are established to align long-term strategies with near future planning. The CIP is compared to the Analysis of Space Needs by Category to ensure continued alignment between the College's priorities and the future planning process.

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

See item #3 above – regular release of comparative space utilization data and COFTE calculations used in the Ed. Plant Survey and CIP would be useful to the Colleges as we plan long-term for capital and infrastructure needs.

Additional information to include in the calculation methodology could include:

- Expansion of the model to include use of space for CTE, use of space by other Colleges and Universities, and space used for other required purposes
- Mission-driven location and co-location
- Faculty and student retention
- Consideration of space condition (such as use of the Facility Condition Index)
- Evaluation of the need by headcount in addition to FTE
- Comparison to regional/national norms for 2-year College students to include the support of our non-traditional student population
- Consideration of the needs of the part-time, non-traditional student to include transportation, campus or site location, child care needs, etc.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).



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Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

Campus Administration and Campus Facilities Planners work to identify the most effective and efficient utilization of space at each campus.

MDC Policy V-5 provides that our planning process emphasize instructional and support needs and be guided by the College’s financial capabilities. When construction projects are created, planning activities and efforts reference and use State Requirements for Educational Facilities (SREF) to inform and guide the Educational Specifications that outline and determine maximum and best use of space. In addition, Trustees review and approve the CIP every year and review space priorities during Board workshops (last held in February 2019).

2. Describe any technological tools that are used to monitor the use of academic space.

Yes, we deploy two systems that assist the College in use/optimization of space:

25Live is a scheduling software that allows users to search and see space availability and assign/schedule courses to instructional spaces. The scheduling software generates utilization reports which the College reviews periodically.

FMI is a web-based application which manages all space (i.e. student services, support services, offices, etc.). The core product of FMI is the Space Management module that allows users to virtually interact and view floor plans, facilities data and space data for facilities.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

Instructional spaces used for non-credit continuing education do not count towards room utilization data.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

Campus Administration and Campus Facilities Planners work with departments in support of space planning activities and work. Collectively and collaboratively, they determine the types of space needed/required and how to allocate space in the most effective and efficient manner.

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

Include all parking facilities within the Support Services space category and use parking space count as the unit of measure rather than area (SF). Parking lots is the prevailing facility type for parking but is not captured or included in ten space categories. However, parking garages are given the facility type and in these cases the Support Service category can be skewed given this method of capturing these spaces.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

The College considers and accounts for EPS findings and recommendations annually when reviewing and approving the Capital Improvement Plan to ensure planned and proposed facilities projects meet the planned and projected educational and ancillary physical plant needs.

**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

No suggested changes or additions at this time.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

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Florida College System  
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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals. *No*
2. Describe any technological tools that are used to monitor the use of academic space. *ERP Banner scheduling.*
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage. *Our IR/IE department runs calculations each semester to determine the utilization rates*

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process? Academic classroom space is coordinated in the Office of Academic Affairs
5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale. *The EPS is comprehensive however the data collection tool could be more user friendly. The results show a large need for resources without any ability to prioritize the need, unless the EPS is directly tied to the CIP in which the CIP represents the most current needs from the EPS. I have not heard this method articulated anywhere but it seems to be a logical connection.*
  - Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution. *All of the North Florida College Findings are to either maintain a safe and modern instructional environment or meet specific workforce demands for our six-county area. This aligns with our mission and strategic goals.*

**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful. I believe COBA has a workgroup assigned to this task. Julie Jakway is the chair of the committee so I will defer to her and the committee as to not provide any conflicting information.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “*review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.*” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals. NWFSC does not currently have a board policy related to space utilization or usage.
2. Describe any technological tools that are used to monitor the use of academic space. NWFSC uses Ellucian 25-Live with Optimizer for scheduling. We’ve only done this on a trial basis, but plan to increase usage quickly over time.
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage. We have difficulty with having the right size space in many instances. In our older buildings, we have some very small and dated classrooms that are difficult to use. We need to update our older buildings to more modern teaching spaces with upgraded technology. Faculty resistance is also an issue. Faculty have their preferred teaching spaces and it is difficult to overcome those preferences sometimes.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process? That depends on what type of space we are talking about. Classroom space is assigned by individual departments in coordination with a specialist in our Teaching and Learning area. She works with each department to fit the semester schedule of classes into the available classrooms, looking at size of the classes and the specific requirements. All other space is assigned by Facilities, based on the concurrence of the VP in charge of the area in question and the President.
5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale. The EPS is very complicated and most of us need training on it to complete it.
  - Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution. NWFSC has two areas where our Strategic Plan directly addresses Physical Resources. They are Institutional Excellence Through Innovative Partnerships and Enhancing Resource Development for Physical, Financial, and Technological Advancement.

We do incorporate our EPS information into the goal setting process for these specific areas by using the priorities revealed through the EPS to determine the outcome.

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

Several things:

1. Count our Collegiate High School Students in FTE
2. Recognize that we have “peak hours” that must be accommodated. Students don’t want to come to school for a class at 8 am or at 8 pm. They mainly want to attend between 10 am and 2 pm. While I do have plenty of capacity at those other class times, it does me no good if the students won’t sign up for classes at those times. The calculation should somehow incorporate how full we are at our peak times, not just across the entire day.
3. Recognize that multiple campuses bring different issues to the calculation. If I have excess capacity at one campus, I can’t just automatically fill that space when it is 30 or more miles from a location where I have enough students to hold a class. A single space use calculation across several campuses can be very misleading as to what the real situation is when broken down by those different locations.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

# Palm Beach State College

## Space Needs Calculation Methodology

10-10-2019

### Policy/Efficiency Questions

- 1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.**

Response: The President and the administration of Palm Beach State College promote the best and most effective use and assignment of its existing classroom and laboratory teaching spaces. A number of the goals and tactics found in the college's Panther Strong 2023: Strategic Plan are focused on engaging students through effective space design and the building of learning environments. The Strategic Plan outlines a planned approach to the evaluation of the college's existing learning spaces, the development of space transformations, establishment of prototype virtual learning environments and assessment of all physical and virtual environments and their impact on learning, engagement and retention of students.

The college's Facilities Planning office is responsible for the required development, obtaining Board approval and the submission to the State Department of Education, of the college's Educational Plant Survey. The college's Educational Plant Survey identifies all of the needed teaching spaces throughout the college and makes specific survey recommendations on how the college will ensure that such identified teaching spaces are available for student use at its various locations. The Facilities Planning office will also review all needed or requested space use revisions and ensure that such recommended changes of space use are approved by administration. When approved by administration, the Facilities Planning office will create a supplemental survey modification for review and approval by the Board of Trustees and submission of these Board approved supplemental survey recommendations to the Department of Education. Such efforts will be made to ensure that the college maintains a current and accurate Educational Plant Survey as required by Section 3.1 of the State Requirements for Educational Facilities and in conformance with 1013.31(1) FS.

The college has evaluated Classroom/Lab Utilization reports for years, as a means of monitoring the effectiveness of their academic space assignments and utilization efforts at its various locations. Although the college currently shows that its overall utilization of teaching spaces is above 97% (see attached report) for the most recent Fall and Spring semester terms, it consistently looks for the best methods to ensure that it is maximizing the utilization in the use of its existing teaching spaces. Recently, the college has invested in College Net, 25Live software to optimize the scheduling of courses and event management collegewide. The use of this specialized software allows the institution to maintain the optimal allocation of its teaching spaces, automatically matching room

features and other selected requirements when scheduling a class, thus improving the college's ability to achieve the highest possible utilization rates for its existing teaching spaces, while achieving class placement satisfaction. This software is in the implementation stage presently and will be fully operational for the scheduling of the college's Spring Term academic courses in 2020.

**2. Describe any technological tools that are used to monitor the use of academic space.**

Response: In addition to the above reference to College Net schedule optimizing software, Palm Beach State College has also implemented a variety of Faculty Training and Development Programs to train its faculty in the development of academic courses, including hybrid courses. Hybrid courses provide half of the required course work in a classroom environment, while the other half is available through on-line course offerings. This approach can afford students a variety of scheduling options, assisting them in the earliest possible completion of their AA or AS degree program. The college views the conversion of all evening courses to hybrid courses as one of its overall objectives.

The college also uses a number of different assessment technology tools to help determine if a student is ready for successful engagement in an on-line course. This pre-evaluation method helps to direct students to the pathway, where they will likely find the most successful approach to completing their educational objectives.

The college also uses technology to survey its students. These various survey instruments are used to evaluate student success in their academic courses and to measure student engagement in the academic programs they are involved in.

**3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.**

Response: One of the challenges faced by the college is with some classes that are scheduled to run outside of the normal semester schedule. Because these classes are not completed and reported within the normal semester term, the college is not obtaining the credit for these course completers.

Additionally, because of lifestyles habits or individual working schedules, many of today's students tend to enroll only in courses that are offered at the most desirable times. Although this may be done for understandable reasons, these preferences in class scheduling times stress both resources and usable teaching space at certain times, while leaving classrooms underutilized at other less desirable times, such as late afternoons, Fridays and Saturdays.

Classroom occupancy rates are affected by the furniture styles utilized in these teaching spaces. Whereas 20 SF/student may work for rooms equipped with tablet armchairs, tables with individual chairs will likely require 25 SF/student and movable furniture may require closer to 30 SF/student, to accommodate the flexible seating arrangements desired in



many “active learning” teaching spaces. Many instructors prefer to use classrooms that are equipped with furniture that is capable of being used in alternate and flexible arrangements to better engage the students in the classroom.

The design of certain types of teaching spaces, especially laboratories and teaching space for PSAV programs, tends to be set up with seating and equipment that is specialized to accommodate these specialized programs. These types of spaces do not readily afford themselves to be used by a wide variety of other programs, because of the specialized nature of equipment or configuration required to meet primary educational program requirements. Flexibility in the design of instructional space drives the highest potential for the best utilization of teaching space.

Also, in the college’s PSAV program, the related classrooms for these programs are sized for the number of students in the individual vocational program, which is traditionally less than the number of student stations in an academic course. These “smaller” vocational classrooms are difficult to use for typical academic programs because they are not large enough. This adds to lessening their utilization.

Although all office, classroom and laboratory spaces that are in use by the college are kept in sound operational condition, the aging of buildings tends to make the teaching spaces that they contain to become dated, at times functionally restrictive and erodes their overall desirability for the scheduling of academic classes. Palm Beach State College is the oldest public college in the State of Florida. As such, it is home to some of the oldest buildings in the college system, although many of them have been remodeled over the years to allow them to continue to meet the requirements of the programs that they house. Educational buildings generally have a minimum life expectancy of 50 years, and this length of service can be extended through renovations and proper preventative and deferred maintenance programs. The average age of office and educational buildings on the campuses of Palm Beach State College is over 47 years. On the Lake Worth campus, which is the main and largest of the college’s campuses, the average age of the buildings are in excess of 57 years old. With continued limits on raising tuition and fees and limited availability of State funding for remodeling and deferred maintenance, it becomes an increasing challenge to keep these older buildings in a condition that best meets the needs of today’s students. Without the infusion of additional maintenance funding levels to upgrade and extend the life of many of these structures, this situation will only get worse as time goes on. Alternatively, a number of older college buildings will eventually need to be closed. It is hoped that funding will be available to allow for the replacement of these structures with new facilities.

#### Process/Educational Plant Survey Questions

**4. In the assignment of space at your institution, who is involved and what is the process?**

Response: The pathway to assigning teaching spaces flows from curriculum development, to associate deans, to deans and onto the campus site administrator. The space required for scheduling of academic courses is done with collaboration between the academic vice president, deans, provosts or executive deans and department heads.

Facilities Planning is involved when space repurposing needs are identified or to help resolve competing space need issues. Facilities Planning will also assist in issues involving space use changes, when needed to accommodate academic course offerings or other space planning issues.

The evaluation of Learning spaces is done jointly by Facilities and Information Technology staff, using the Learning Spaces Rating System V2, published by Educause. Facilities is focused on the on section 4, 5 and Information Technology and Facilities are jointly involved in the evaluation of Technology and Tools that are part of section 6 of this evaluation program. The development of desired standards for finishes, equipment, technology and furnishings used in learning spaces, along with the continuing evaluations of learning spaces using this assessment tool, helps the college convert spaces into modern learning spaces that are more flexible and more desirable for scheduling, which leads to overall increases in utilization. These space changes must be coupled with Faculty Training and Development Programs to increase the instructor's capabilities in using all of the various technology that is available in these spaces, to improve the learning outcomes of his students.

5. The Educational Plant Survey (EPS):

- **What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.**

Response: The development of the Five-Year Educational Plant Survey is done on-line currently. The college continues to note that, although there is an instruction manual available, there are no on-line tutorials to demonstrate how to properly use this software.

The interface with this software program, at times, produces erratic reporting information that appears to be related to programming issues. The staffing of the Division, although always professional, are extremely limited in their ability to provide information on the use of this software.

The identification of existing educational programs is limited to what is preloaded into the program. This requires the selection of a similar program at times, since there are no provisions that have been made to allow for the entering of any new educational program descriptions. The more challenging it is to accurately submit our planned and desired programming information, the more difficult it becomes to expect the Educational Plant Survey will accurately reflect the space needs of the college's educational programs.

- **Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.**

Response: The current Educational Plant Survey, that the college has prepared, includes survey recommendations in Section 11. A number of these survey

recommendations are related to renovations or remodeling of learning spaces within existing buildings to bring those learning spaces up to a higher standard by following the outline evaluation process that is part of Learning Spaces Rating System V2, published by Educause. This approach to building Effective Space Design, including the utilization of new and appropriate technology for teaching are two of the listed planned outcomes for the College's Panther Strong 2023 Strategic Plan.

#### Space Needs Calculation Methodology

- 6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.**

Response: Current office space for faculty and staff is calculated using the Size of Space and Occupant Design Criteria Table found in section 6.1 of the State Requirements for Educational Facilities (SREF). This design criteria is dated and is focused on individual offices versus modern trends toward open, shared office and hoteling space planning approaches. The other recognized difficulty in using this design criteria for sizing of teaching spaces is that the trends in more flexible learning space design require more square footage per student than the old tablet chair chairs used in the past.

College Classroom/Lab Utilization (IDB)  
By Term By Campus

Term/Year Reporting Year is Summer, Fall Spring	PB State College Overall Percent Utilization		LW Campus % Site 1		Boca Campus % Site 9		PBG Campus % Site 4		BG Campus % Site 6		Loxahatchee Groves % Site 10	
	Classrooms	Labs	Classrooms	Labs	Classrooms	Labs	Classrooms	Labs	Classrooms	Labs	Classrooms	Labs
Summer RY04-05	41.02%	34.62%	37.82%	34.86%	38.51%	29.26%	51.28%	38.82%	34.32%	13.33%		
Summer RY05-06	42.86%	38.05%	39.40%	37.01%	49.39%	35.19%	53.39%	47.25%	18.33%	13.33%		
Summer RY06-07	44.00%	35.88%	41.94%	35.00%	44.53%	31.11%	51.37%	41.76%	34.83%	41.67%		
Summer RY07-08	41.03%	30.08%	44.84%	34.23%	32.99%	33.33%	40.19%	19.43%	48.57%	36.67%		
Summer RY08-09	42.90%	33.10%	45.82%	37.14%	40.64%	23.64%	41.57%	27.33%	37.14%	28.33%		
Summer RY09-10	43.10%	33.31%	42.74%	30.78%	43.68%	40.56%	44.53%	36.88%	38.21%	31.67%		
Summer RY10-11	45.57%	35.91%	44.59%	38.03%	48.87%	40.00%	48.11%	34.09%	32.97%	19.26%		
Summer RY11-12	49.22%	40.68%	46.73%	41.71%	51.91%	47.88%	53.30%	36.02%	43.28%	39.26%		
Summer RY12-13	39.30%	37.95%	33.88%	39.71%	47.84%	54.85%	45.95%	32.71%	35.31%	20.37%		
Summer RY13-14	39.26%	35.46%	35.81%	36.75%	45.39%	40.30%	45.68%	30.94%	26.41%	34.44%		
Summer RY14-15	37.19%	34.25%	33.03%	32.11%	45.88%	60.61%	42.91%	29.79%	24.38%	36.67%		
Summer RY15-16	39.20%	34.77%	36.27%	34.31%	46.81%	63.67%	43.68%	26.98%	22.97%	33.89%		
Summer RY16-17	40.39%	35.77%	37.73%	36.18%	49.80%	60.00%	43.68%	27.50%	20.16%	34.44%		
Summer RY17-18	40.83%	37.18%	39.73%	38.71%	50.82%	65.67%	43.32%	27.60%	17.66%	21.67%	30.54%	0.00%
Summer RY 18-19	42.77%	32.41%	42.73%	33.69%	58.83%	28.89%	36.35%	30.10%	19.84%	35.00%	36.96%	0.00%
Summer RY 19-20	40.11%	32.81%	40.97%	34.84%	51.79%	43.61%	34.66%	25.21%	10.94%	27.92%	45.96%	0.00%
	0.00%	#DIV/0!	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Fall RY04-05	87.03%	78.23%	82.85%	77.67%	88.72%	79.26%	102.27%	82.16%	54.55%	63.33%		
Fall RY05-06	99.58%	79.31%	99.84%	75.56%	106.69%	88.15%	110.54%	92.16%	49.83%	76.67%		
Fall RY06-07	99.52%	79.65%	96.24%	75.85%	112.36%	97.78%	109.52%	87.25%	60.17%	81.67%		
Fall RY07-08	90.72%	68.12%	103.04%	77.65%	82.55%	90.61%	86.11%	39.81%	57.32%	68.33%		
Fall RY08-09	94.11%	66.33%	94.93%	64.62%	101.47%	100.00%	89.95%	60.10%	77.50%	68.33%		
Fall RY09-10	103.36%	77.16%	104.51%	77.32%	110.20%	101.39%	104.15%	67.53%	66.96%	75.00%		
Fall RY10-11	108.02%	93.57%	109.15%	105.09%	115.83%	99.70%	109.48%	75.27%	70.94%	51.85%		
Fall RY11-12	108.61%	97.51%	106.49%	104.65%	124.71%	112.73%	106.60%	83.55%	77.97%	66.67%		
Fall RY12-13	93.57%	83.48%	83.13%	89.92%	122.40%	110.91%	100.41%	77.81%	66.88%	12.96%		
Fall RY13-14	92.58%	81.92%	83.63%	83.72%	117.89%	95.45%	99.45%	75.21%	62.66%	73.70%		
Fall RY14-15	92.09%	82.15%	84.83%	85.11%	114.75%	96.67%	98.55%	78.75%	57.97%	46.67%		
Fall RY15-16	92.09%	82.15%	92.91%	84.98%	119.90%	112.00%	109.26%	72.81%	56.88%	78.33%		
Fall RY16-17	101.74%	87.38%	95.87%	92.53%	125.10%	105.00%	108.56%	79.78%	49.53%	32.78%		
Fall RY17-18	100.09%	85.19%	96.94%	88.33%	125.53%	112.33%	104.33%	76.77%	44.84%	46.11%	80.00%	0.00%
Fall RY18-19	101.46%	89.47%	97.58%	94.01%	129.29%	93.89%	96.63%	76.04%	50.31%	94.58%	114.04%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Spring RY04-05	88.65%	80.00%	84.80%	74.97%	94.93%	91.85%	101.69%	92.55%	47.27%	116.67%		
Spring RY05-06	92.50%	76.92%	90.74%	69.13%	97.91%	90.00%	103.39%	105.69%	59.33%	76.67%		
Spring RY06-07	93.60%	78.36%	92.77%	75.87%	102.23%	91.85%	99.76%	82.16%	60.17%	83.33%		
Spring RY07-08	88.03%	73.12%	96.22%	77.53%	84.66%	100.30%	83.61%	53.81%	63.57%	90.00%		
Spring RY08-09	92.22%	76.69%	94.00%	74.47%	98.04%	108.18%	89.03%	72.10%	70.18%	68.33%		
Spring RY09-10	101.31%	88.93%	99.83%	88.53%	106.72%	116.67%	103.16%	80.54%	85.54%	68.33%		
Spring RY10-11	103.25%	101.02%	103.98%	104.77%	109.46%	132.12%	103.11%	89.68%	79.22%	70.37%		
Spring RY11-12	104.09%	93.98%	104.83%	101.83%	115.39%	120.30%	99.40%	81.56%	79.06%	38.89%		
Spring RY12-13	88.15%	83.81%	79.61%	89.97%	115.25%	99.39%	93.14%	78.13%	56.25%	30.37%		
Spring RY13-14	85.31%	82.87%	79.34%	84.60%	103.82%	95.76%	90.77%	81.56%	57.19%	56.67%		
Spring RY14-15	88.25%	84.65%	83.26%	89.07%	102.45%	96.67%	95.43%	74.27%	58.59%	62.78%		
Spring RY15-16	92.91%	84.31%	87.38%	85.43%	114.31%	106.67%	96.96%	79.69%	53.91%	57.78%		
Spring RY16-17	88.37%	88.05%	85.97%	93.83%	114.66%	109.33%	95.19%	79.27%	45.63%	27.22%	35.00%	0.00%
Spring RY17-18	93.05%	89.67%	92.16%	96.80%	116.83%	110.00%	87.50%	76.98%	47.50%	35.56%	84.82%	0.00%
Spring RY18-19	92.67%	90.55%	91.27%	92.93%	115.71%	90.56%	83.03%	75.63%	47.97%	127.92%	112.12%	0.00%
	#DIV/0!	#DIV/0!	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	#DIV/0!	#DIV/0!	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

updated: October 2, 2019

\*\* Notes:

Note1: These data are reported on the Reporting Year schedule (Summer, Fall, Spring). \*\* See tabs for particular term data

Note2: These data reflect the FDOE Room Use STANDARDS: CLASSROOMS = 40 HOURS/WEEK AND LABS = 30 HOURS/WEEK

Note3: Weekend use is reported.

Note4: Loxahatchee Campus added to term T3E2017

Source: IDB.RCOLMATC and RSITMATC (pdf version)

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

**Pasco-Hernando State College**

**Submitted by: Brian Horn and Tony Rivas**

The 2019 Legislature directed the State Board of Education to “review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

*The College does not currently have a District Board of Trustee Rule or Internal Management Memorandum’s Procedure regarding space utilization. The College has a Master Course Scheduling Committee responsibility for developing the academic schedule of courses for the entire institution that maximizes the use of current facilities.*

2. Describe any technological tools that are used to monitor the use of academic space.

*The College’s Management Information Services (MIS) Department developed a report generated from the College’s Enterprise Resource System (ERP) to create a room utilization schematic (excel spreadsheet) that reflects utilization of classrooms and labs for each campus and building.*

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

*When scheduling courses and assigning classroom space, there are times "classrooms" are not available. The course will then be schedule in a room that are coded as "related space" for our vocational programs. These rooms are not used in the Room utilization report.*

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

*Facilities and MIS are involved in the coding process. The assignment for classrooms is performed by the academic areas. The Vice President, Academic Affairs and Faculty Development/College Provost has focused on creating a master course schedule that focuses on maximizing room utilization. The College has appointed a standing Master Course Schedule Committee tasked with developing the academic schedule of courses for the entire institution. The Committee considers many variables in the development and implementation of the master course schedule, among them balancing online courses with face-to-face courses based on student needs and maximizing face-to-face availability of courses at appropriate times. This affords not only increased space utilization throughout the*

*College's operating hours, but also increased student engagement with the campus culture and resources, thereby increasing retention and completion potential.*

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

*During the planning process conducted at the College historically EMASS is brought in to conduct Blue Sky meeting with college administrators to discuss educational programs, needed in the future at the request of the local community leaders and businesses, as well as area of interest that educators of the institution deem new areas of demand and ways of teaching educational program. A list of these area are compiled and shared with administration and priorities are assigned as allowed by the senior administration which is constrained by the COFTE calculations as allowed by the formulas of State Of Florida Educational Plant Survey System.*

- *Instead of a five-year survey cycle, the EPS should be conducted on demand, when needed. In light of the rapid pace of higher education, the EPS should be more dynamic to allow for "real time" changes.*
  - *The EPS and formula factors should consider each college's specific mission, existing facilities, space challenges, and projected needs. The survey should recognize the distinctive academic programs and pedagogical methods offered at the college..*
  - *Recognize the quality, suitability, and effectiveness of space.*
  - *Consider headcount enrollment in addition to FTE enrollment. Disconnect between five year projection and current enrollment*
  - *Utilized to identify unsatisfactory space and space limitations that are impacting instructional activities.*
  - *The space validation process in the EPS should be expanded to include the validation of unsatisfactory space as well as new space.*
  - *College space needs calculations should emanate from and relate to the institution's Strategic Plan.*
  - *Utilization rates should tie into the plant survey.*
  - *New Construction and Remodel/Renovation should be separate reports and funding.*
- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

*The College Strategic Plan 2018-2021, Goal 1 Strategic Objective 2: Practice the SACSCOC Goals, include Continuous quality improvement and accountability. Also Goal 4 Responsible and Efficient Stewardship. Both of these goals reflect the college ongoing evaluation of facilities to ensure maximum use to support instructional programs of greatest value to our community. Planning is incorporated in the Educational Plant Survey for both remodeling/renovation of current facilities and addition of new facilities.*

### Space Needs Calculation Methodology

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

*The formula's within the EPS are designed on models and methods of the 1950 and 60's when DOE-OEF was responsible for implementation of a planning model for Florida's school and college systems with limited expertise and historic data for planning. The model has remained relatively unchanged.*

- *The growing disconnect between existing, traditional academic facilities and the growing need for "active learning" space due to new and innovative teaching and learning pedagogies that are resulting from how faculty are now delivering instruction and how students most effectively learn. Campuses with older buildings, are recognizing the need to refresh, renovate, and retrofit older classrooms to meet the needs of their faculty and students for interactive, participatory instructional space. This is particularly relevant for "student success" as a priority goal. New and expanded student support programs and services are requiring planning for the redesign classrooms with technological advances and greater space flexibility in order to increase the utilization of their academic space.*
- *The growing focus on student support services has also been identified as an issue in discussions on the current space needs calculation methodology as student services facilities are not recognized in the current formula. As the universities continue to respond to the increasing demand for student support services by adding new or re-purposed space, it will be important to recognize and account for this space in space need calculations.*
- *The distance learning deduction should not apply (or should be adjusted) because faculty who deliver instruction via distance learning require office and access to campus resources, and students are provided the full range of support service as on campus students.*
- *The Room Utilization calculation only looks at how the college is using our facilities for academic reasons. We also have University Partners that use our facility as well as outside agencies that use our space. Their use of Classroom space should also be included in the calculation.*

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

Space Needs Calculation Methodology  
Florida College System  
2019 Survey

## Pensacola State College

The 2019 Legislature directed the State Board of Education to “review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

### Policy/Efficiency Questions

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

**No**

2. Describe any technological tools that are used to monitor the use of academic space.  
**The Academic and Student Services area uses Excel files and an Outlook Calendar for rooms.**
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.  
**Our campus at Pensacola has many classroom buildings that are old and were not set up for using the technology that exists today. There is not sufficient “large capacity” space to provide for some of the new programs that the college needs to start based on community demand. We do not have sufficient funding for renovating and/or repurposing the facilities.**

### Process/Educational Plant Survey Questions

4. In the assignment of space at your institution, who is involved and what is the process?  
**Requests for space are made through our Chain of Command and is ultimately decided by our President.**
5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.  
**There should be additional categories besides the space being satisfactory or unsatisfactory that would indicate technology infrastructure issues. Given the ever changing makeup of our course offerings the survey should be updated as needed not just every five years.**
  - Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.  
**The survey is prepared by our Facilities Director and reviewed and approved by our President and Board of Trustees at a Board Meeting. We do not have a specific accountability plan.**



**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

**Find a way to consider the age of the facility and infrastructure issues.**

**Buildings of a to-be-determined age would be approved for replacement given the lack of maintenance funding for upkeep of the building.**

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

**Polk State College**

The 2019 Legislature directed the State Board of Education to “review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

*The College trustees recognize the importance of space and related costs by embracing the 2019-2022 strategic plan which addresses student success and affordability as a measure of effectiveness.*

2. Describe any technological tools that are used to monitor the use of academic space.

*The college currently utilizes a room scheduling software to allocate resources. However, we have come to recognize challenges in the software regarding room optimization and resource efficiency. We are therefore implementing Jenzabar J1 software, a tool to schedule classrooms and laboratory rooms, which maximizes room utilization, allocates resources more efficiently and helps to reduce operating costs.*

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

*Changing the culture of faculty preferences. Inability to adequately model/report the population we serve as a result of their geographic dispersion. Lack of recognition in circumstances where classroom(s) is/are being used for non-credit education classes and/or charter high school classes in room utilization data. Additionally, lack of recognition of the uniqueness of the population we serve within the utilization data. The decline in capital funding and operational costs directly impacts our ability to assure enrollment growth. As a result, our efforts to update or convert classrooms and laboratory spaces to accommodate changing needs is drastically impeded, and in some instances, our efforts are brought to a complete standstill.*

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

*Academic deans, program coordinators, and facilities managers are actively involved. Yearly the District Director of Facilities meets with key stakeholders to review space needs.*

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

*Space condition, i.e., use of facilities condition index and related useful life of older facilities should be taken into consideration. Evaluation of need by headcount in addition to FTE would better reflect service demands; i.e., parking, etc. particularly in the case of part-time students. Consideration of space condition such as the use of facilities condition index and related useful life of older facilities. Evaluation of the need by headcount in addition to FTE to better reflect service demands such as parking, etc. when student attend part-time. Expanding the utilization space model to include use of space by other institutions; i.e., Universities as well as space used for other required purposes. Additionally, the lack of recognition and inability to capture and display migration patterns that will allow the institution to adequately service non-traditional students in new and emerging service areas.*

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

*The EPS findings align with the multi-year strategic plan of the institution. A goal of that plan is to increase the college-preference rate to Polk State by recent high school graduates from Polk County, through the identification and removal of barriers to post-secondary education programs for targeted, underserved populations, specifically in the Haines city and surrounding community identified as the Northeast Ridge area. To facilitate access, the plan identifies development and construction of a new center on college owned property.*

*An element of the five-year plan calls for Polk State College to create opportunities for economic advancement within Central Florida by training underemployed and unemployed individuals for high-wage, high demand jobs. To achieve this, the EPS calls for expanding our existing Advanced Technology Center, which is dedicated to workforce development, accelerated skills training and related program offerings.*

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.
  - *Consider space conditions and related useful life of older facilities*
  - *Recognize non-credit, continuing education and charter HS spaces in utilization formula*
  - *Reduce utilization target for specialty spaces*
  - *Recognize headcount and FTE of college students in non-traditional spaces; i.e, high school spaces*

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “*review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.*” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals. SJR State Procedure #: 2.13.2 Class Size states that class size is set by considering the reasonable number of students for the course given the available physical/virtual classroom infrastructure as determined by the appropriate dean, director, or vice president. Minimum and maximum class sizes may vary by discipline, campus, and modality. While not specifically related to the optimization of space usage, the College’s strategic plan includes a goal related to high quality academic programs and providing sufficient resources and facilities to support high quality operations.
2. Describe any technological tools that are used to monitor the use of academic space. The College utilizes the state CCTMIS reports to monitor the use of academic space. The College Facilities Department has an automated controls system to heat and cool only occupied spaces. The ERP Calendar Scheduler tool is used to identify available space.
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage. Space utilization decisions and processes are currently decentralized, which sometimes leads to challenges in the optimal usage of certain classrooms. Additionally, certain courses require technology or course-specific equipment so are not easily sharable spaces. We are implementing new technology to maximize utilization and provide a better course planning tool for students.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process? The assignment of space is developed through a collaborative effort of Academic Affairs and Workforce/Career Technical Programs, usually at the Dean or Director Level. Once the academic space is determined, staff inputs the room numbers in to the ERP system.
5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale. Lower FTE counts against the college; unfortunately, the college is aging, and repairs are still needed. Need for repairs should not just be based on FTE.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution. The development of new programs is supported by space need calculations developed through EPS.

#### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful. Colleges with multiple campuses need to provide the same opportunities to students in all represented counties. These opportunities must exist even in cases of small enrollment in order to provide adequate opportunity to all learners. Distance learning is counting against us. If the college is allowing outside educational entities to use their classrooms and labs, the college should be receiving utilization for these classes too (instead of being counted as events). The fact the college may not be utilizing space for educational purposes 7 days a week is seen as a detriment to space needs. It is not feasible at some campus locations. Weekend usage may not be in demand in all communities thus it would not be cost effective to schedule courses on certain days or even at certain times of the day, especially in rural areas.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

Currently, St. Petersburg College (“SPC”) has no board procedure or policy relating to space assignment and usage. However, over the past three years, SPC has been evaluating its physical footprint, considering options and developing goals related to optimizing the use of space. One of these goals, which was recently approved by SPC’s Board of Trustees, is to relocate the administrative functions housed at the District Office (“DO”) property onto campuses and other sites to consolidate space, improve efficiency, and increase collaboration between administrative, academic and student affairs functions for the benefit of SPC students and staff. Once vacated, SPC intends to sell the DO property and use the sale proceeds to finance renovations involved with relocating functions and staff from the DO property, and other future capital improvement projects, including maintaining aging facilities. Other goals are also being developed.

2. Describe any technological tools that are used to monitor the use of academic space.

SPC uses various technological tools to monitor the use of academic space. SPC uses the PeopleSoft enterprise system from which space data is extracted and used to complete State-required and internal reports. Other sources include Excel, Outlook and Sharepoint. Some programs with clinical offerings use the Course Enrollment Dashboard to make course scheduling decisions, which ultimately impacts usage of academic space.

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

Following are various challenges that exist at SPC in the assignment of space and efforts to optimize space usage:

- Expansive growth of online enrollment over the past 10 years.
- Collegewide course scheduling versus scheduling by campus;
- Lack of suitable lab space;
- Insufficient clinical and off-site training and learning opportunities;
- Efforts to optimize space usage

SPC's efforts to optimize include:

- Program enrollment growth;
- Increase on campus course offerings;
- Placement of programs at the right campus locations to serve our students and;
- Utilizing space not filled with academic courses and labs for non-academic/credit courses and programs, student services programming, other college programs, community events, and/or long-term and short-term community partnerships and rentals.

Other recent efforts include a three-year review of SPC's physical footprint, during which multiple value and utilization studies have been performed and recommendations made to SPC leaders and Board members. During this review, SPC has worked with a team of real estate analysts and architects to develop options for relocating functions and staff to consolidate space, improve efficiency and reduce operational and future maintenance costs.

At SPC's September's Board meeting, the Board of Trustees voted to declare SPC's District Office ("DO") property as unnecessary for educational or ancillary purposes and to list the property for sale pending the State's approval or SPC's amended spot survey. SPC intends to use the proceeds of the sale to finance renovations associated with the sale of the DO property and for future capital improvement projects, including maintaining aging infrastructure. The next phase of the DO property relocation project will include engaging architects to develop construction drawings for the sites that will be renovated and which will absorb functions and staff vacating the DO property. Other recommendations to optimize space usage are also being developed.

4. When scheduling classes please describe other optimization efforts that are implemented.

SPC is evaluating its current approach to scheduling classes and considering changing from a collegewide schedule managed by the Deans to a campus-specific schedule managed by the Provosts overseeing each campus. SPC also plans to evaluate various software products to help with scheduling, whether collegewide or by campus or site.

#### **Process/Educational Plant Survey Questions**

5. In the assignment of space at your institution, who is involved and what is the process?

The assignment of classroom and lab space begins at the campus level. The campus department chairs, the academic staff assistants, and other campus staff assistants schedule spaces related to courses that have been designated for their departmental use by the Provost's office. Some spaces are controlled at the department level and not available for usage by other departments or functions. Other spaces are specialized and cannot be used by other departments or functions, such as the music and production studio at SPC. The Provost office schedules use of conference rooms, outdoor events, auditoriums, and special facilities. Some campuses have specific calendars and other campuses maintain Room Charts in a shared drive to account for classroom usage. Typically, a staff assistant designated by the Provost office controls the scheduling for usage of space for internal non-academic functions as well as for external partners and workforce programming occurring at the site. Non-academic and external entity

usage of space is not captured in PeopleSoft, SPC's enterprise system, and does not contribute to SPC's usage of space metrics at the State level.

SPC's Data Management department utilizes the data input in PeopleSoft to complete required State reports and to provide internal reporting metrics. Facilities personnel is responsible for the input of information into the Educational Plant Survey.

6. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

Suggestions:

- Provide detailed instructions for initiating a survey and provide a beginning to end timeline. (E.g. starting one-year prior - gathering site info and meeting with end users to define needs for the 5-year plan.) Possibly provide a template for entering draft data prior to entering into the system.
  - Provide an electronic version set up so a user can complete every category for one site without having to toggle back and forth.
  - Simplify the online process and provide more intuitive automation.
  - Simplify the ICS categories. (Could use the page 24 in from the integrated database as an example or SREF page 106-123 expanded for ICS sections 2 - 9)
  - Auto load State Board of Education Bonds from previous submissions so the college only needs to update fields from date of last survey to present time.
  - Clarify current student stations in the system versus stations allowed.
  - Provide quicker turnaround for survey approval and spot survey approvals.
- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

Goals connecting the Educational Plant Survey findings and recommendations to the College's institutional/strategic goals are in development.

**Space Needs Calculation Methodology**

7. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

With less new construction occurring, colleges will be required to consider renovating and remodeling their current sites to meet future educational needs. Many of these sites are aging and being used past their useful life. Additionally, many of these sites have been converted to educational space from a different prior use (e.g. SPC's Health Education Center is a former large department store). We would encourage the State to give weight to the age and efficiency of current facilities when considering a college's request for funding to conduct renovations or remodeling.



Also, computer classrooms are currently treated as regular classrooms for room and space utilization purposes. However, computer classrooms are not typically used with the same frequency or density as regular classrooms due to the nature of their use. Therefore, we would encourage the State to consider treating computer classrooms as labs for room and space utilization purposes.

Note: As you consider recommendations and changes, please use the 2006 edition of the [\*Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)\*](#) for definitional references, in addition to the latest online version of the [\*State Requirements for Educational Facilities\*](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

*Per Rule 6.4, the Santa Fe College (SF) District Board of Trustees prioritizes the use of the College’s facilities for educational and training activities for students and staff. When these needs have been satisfied, College facilities are then made available to student groups and organizations in order to maximize usage of space. When not in conflict with scheduled College events, functions, or business, SF may allow outside groups to use of various facilities. The process for assigning space and scheduling classes, events, and activities is managed by Facilities Services staff in close coordination with the Coordinator of Curriculum and Scheduling.*

2. Describe any technological tools that are used to monitor the use of academic space.

*SF’s ERP system includes Facilities Inquiry, Scheduling, and Database systems utilized by Facilities Services staff, the Coordinator of Curriculum and Scheduling, and Academic Affairs administration to support the assignment and scheduling of space. Reports are generated from these systems to aid in the management of space*

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

*It is an on-going challenge at SF to train staff about the complexities of State of Florida facilities coding, space use, and room utilization reporting system. If staff have a basic understand of the system, they can better aid Facilities staff and the Coordinator of Curriculum and Scheduling with updating and maintaining the facilities data base, scheduling academic courses into appropriate spaces, and capturing the non-academic uses of spaces on the Scheduling system.*

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

*SF’s Director of Facilities Planning and Construction and Coordinator of Curriculum and Scheduling lead the assignment of space process with input and approval from the Provost and the President’s Leadership Team. The Coordinator of Curriculum and Scheduling receives input from the Academic Chairs about classroom and lab space needs, makes recommendations about reassignment of exiting educational spaces with the Provost, and requests that the Director of Facilities Planning and Construction make changes to the Facilities Data Base and Scheduling systems as approved. The assignment and coding of new spaces is an essential part of the Educational Plant Survey and facilities*

*planning processes led by the Director of Facilities Planning & Construction, closely coordinated with the Coordinator of Curriculum and Scheduling, and with input and approval of the President's Leadership Team.*

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

*Within the electronic Educational Plant Survey system, it would be very helpful if the system was more transparent regarding the formulas behind the calculation of student stations needed and the square footages and components included in the student stations for various programs. The program (ICS) codes and the student station sizes within SREF and the data dictionary also need to be updated to better reflect current programs being taught, teaching pedagogies, and technology & equipment being used.*

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

*SF uses the findings and recommendations in its Educational Plant Survey to support its Legislative Budget Requests within its annual Capital Improvement Plan submission and to prioritize the allocation of College resources to update and improve existing facilities and to add space to satisfy unmet needs.*

**Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

*Please see the response to question #5.*

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

- 1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.**

The college currently does not have a board of trustees or institutional policies related to space management. The college is currently developing a strategic plan that will incorporate the optimization of the use of spaces.

- 2. Describe any technological tools that are used to monitor the use of academic space.**

The college currently uses Oracle People Soft (PS) as the Enterprise Resource Planning system to schedule and monitor the use of academic spaces. We also have an internally developed system called TIM, that allows users to reserve the use of non-academic and some approved academic spaces, for events.

Enrollment capacity (the percentage a classroom or laboratory is filled) is reported and monitored daily during registration and enrollment cycles on the Daily Enrollment Report. Seminole State’s Manager of Academic Scheduling populates and uses a series of Excel worksheets each term to visualize and monitor room availability across buildings and campuses. Additionally, the college has a series of reports created with SAS Visual Analytics to view and report space utilization, with drill down and detailed reporting capabilities to the campus, building, and room levels by day of the week and time.

- 3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.**

In some cases, staff make inappropriate use of the spaces due to proximity to offices or historical space assignment, conflicting with the space design criteria. In an effort to optimize the usage of space, the college has developed Space Management Guidelines with the purpose of having a reference document that provides direction on how Seminole State College (SSC) spaces are to be sized, furnished, assigned, and managed with the intent to optimize cost, avoid conflicts and promote efficient utilization.

Another challenge that exists is program location. Some campuses have facilities that are not fully utilized. Other campuses have demands that far exceed capacity. The challenge is how to efficiently utilize staff and specialized equipment when programs have to be distributed over multiple locations.

**Process/Educational Plant Survey Questions****4. In the assignment of space at your institution, who is involved and what is the process?**

The Director of Facilities Management has the responsibility to develop and administer facility plans and coordinate space allocation with the college Executive Team. All space needs requests are coordinated by the Director of Facilities Management and the college Executive Team (President's Cabinet) has the final approval on the assignment of spaces.

The specific room assignment of instructional classrooms is handled primarily within our instructional services area. These classrooms are assigned based on various program needs such as classroom design, classroom capacity, equipment/technology needs, etc.

**The Educational Plant Survey (EPS):****5. What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.**

We would recommend re-evaluating the design criteria for occupancy and how space distribution is calculated for Academic Support, Institutional, Instructional and Sanitation spaces. The current process uses the State Requirements for Educational Facilities (SREF) as a guide to determine the space sizes per student stations for Instructional spaces based on the type of program, which may not be aligned with current needs for the design of the academic spaces.

In recent years, we have noticed an increase in the demand for academic spaces that foster collaboration, during and after classes, among students to improve the learning experience. Teaching concepts such as the Student-Centered Active Learning Environment with Upside-Down Pedagogy (SCALE-UP), developed by Dr. Beichner, encourage the design of classrooms that allow social interaction and foster collaboration among students (SCALE-UP, 2019).

Another suggestion would be to consider how the Education Plant Survey calculates the allocation of Academic Support and Institutional spaces, considering the use of new technology and the type of spaces needed to support the learning experience.

**6. Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.**

Seminole State has four strategic goals (For Our Students, For Our Employees, For Our Partners, For Our Region) with associated priorities that are refreshed with each year's annual assessment, planning, and budgeting cycle. EPS findings and recommendations are used to inform budget managers of identified needs and plans for facility upgrades, to establish planning and budgeting priorities during each cycle, and to evaluate successful completion and impact of upgrades on strategic outcomes. The outcomes and advances in strategic priorities are published in an annual Unit Planning Assessment booklet and used to further inform planning and budget managers for the upcoming planning, budgeting, and improvement cycle.

**Space Needs Calculation Methodology**

- 7. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.**

Recommend supporting the results of the COBA subcommittee that was recently appointed and assigned the responsibility of reviewing the issues regarding space utilization and making effective recommendations.

Note: As you consider recommendations and changes, please use the 2006 edition of the [\*Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)\*](#) for definitional references, in addition to the latest online version of the [\*State Requirements for Educational Facilities\*](#).

**Reference**

SCALE-UP, 2019. SCALE-UP Student-Centered Active Learning Environment with Upside-down pedagogies. Dr. Robert Beichner. [on line]. Available from: <http://scaleup.ncsu.edu/FAQs.html>

[Accessed September 30, 2019]

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

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**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

Answer: We have no institutional policies relating to space assignment and usage. We monitor utilization of available space, but we have nothing to share in written form.

2. Describe any technological tools that are used to monitor the use of academic space.
3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

Answer: We have many Community Education and Continuing Workforce Education courses, all self-sustaining, that need significant space but produce no FTE. We also have many grant-funded programs that require significant amounts of office space and classroom space, but the current formula doesn't take any of this into consideration.

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

Answer: One employee in the Registrar's Office assigns classroom/laboratory space for upcoming courses in cooperation with the area deans of the instructional areas.

5. The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

Answer: The Educational Plant Survey should take into consideration all mission-driven needs of the institution, including grant-funded programs and community-based programs run by each college. We remain the link to our local communities for educational, cultural, and workforce training, and we need the facilities space to support this programming. The current model doesn't adequately address this need.

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

Answer: We are often limited by the space needs determined by the EPS to meet institutional goals for program growth. We are tasked with putting students to work, yet workforce programs require substantial space and specialized space—e.g. we can't put a fire science program in a classroom building designed for lectures.

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

Answer: We are comfortable with the current space needs calculation methodologies, but there needs to be an opportunity to show need for grant-funded and community-based programs run by the college.

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).



**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

*RESPONSE PROVIDED BY: Tallahassee Community College*

The 2019 Legislature directed the State Board of Education to “review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

- Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

*11-02, Scheduling Activities and Facilities*

- Describe any technological tools that are used to monitor the use of academic space.

*CollegeNet is used for managing classroom and campus space. EMS is also used for scheduling and calendaring events and other use of campus space.*

- Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

*Efforts to maximize space usage on campus are hindered by the quality of space more than just sheer square footage.*

- *Lack of suitable lab space, particularly facilities do not have modern equipment to facilitate lab instruction or for new workforce programs requiring vocational labs;*
- *Lack of advanced technology in all classrooms that allow maximization of course offerings and scheduling.*
- *The need for flexible and modular instructional space that meets pedagogical need.*
- *Space has not been adequately maintained.*

*We have not had success in scheduling courses in non-traditional time slots. We may offer the highest demand courses in the earlier and later windows, but still have not had students enroll to fill the slots.*

**Process/Educational Plant Survey Questions**

- In the assignment of space at your institution, who is involved and what is the process?

*Space utilization is largely driven by program need and instructional need. The Office of Institutional Research provides data on College academic programs and student demand and identifies trends*

*and immediate needs. The Provost determines prioritization of these needs based on College priorities, programs and student demands. The Facilities department provides regularly updated information on available space to the Provost for scheduling purposes. Facilities bases annual remodeling, refresh programs and maintenance on both the severity of the facility's condition and the programming and student needs of the College. Based on these factors, the Provost assigns instructional space. After this, the College Vice Presidents collaborate to assign other space needs.*

- The Educational Plant Survey (EPS):
  - What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

*Factor in both FTE and headcount as there are many services, such as parking, tutoring, advising, etc. that are not reduced when a student attends only part-time. The costs to run such support services are equal regardless of student credit hour. As a commuter campus, this is an important part of who we serve.*

*Recognize the variation in the buildings on each campus, as all are not suitable for classroom instruction. Recognize the variation in the buildings on each campus, as all are not suitable for classroom instruction. We have buildings that were acquired or donated at the peak of our enrollment. Due to declining enrollment and cost factors, these buildings were not converted to instructional space. Instead, they have been leased out to cover our costs; however, the square footage is calculated in our available campus space.*

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*Provide a descriptor on a building's condition and suitability for instruction. Due to the age of a building, required maintenance or other factors a building may not be readily convertible for lab instruction or other needs.*

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

*The EPS data is used to inform decisions regarding academic programming and College priorities. Such data contributes to establishing goals of the college, and simultaneously is driven by the goals of the institution.*

### **Space Needs Calculation Methodology**

- You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.

Note: As you consider recommendations and changes, please use the 2006 edition of the [\*Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)\*](#) for definitional references, in addition to the latest online version of the [\*State Requirements for Educational Facilities\*](#).

**Space Needs Calculation Methodology  
Florida College System  
2019 Survey**

The 2019 Legislature directed the State Board of Education to “review its space needs calculation methodology, developed pursuant to section 1013.31, Florida Statutes, to incorporate improvements, efficiencies, or changes.” To assist us in this work, please respond to the following questions. Please add space as necessary to this document.

**Policy/Efficiency Questions**

1. Do board of trustees or institutional policies exist relating to space assignment and usage? Are there institutional goals relating to optimizing the use of space? If yes, provide a brief description and/or a link to the policies and goals.

*Our trustees recognize the importance of space and its related costs, adopting an educational affordability policy (6Hx28:1-12) which addresses the efficiency of space used as a measure of effectiveness.*

2. Describe any technological tools that are used to monitor the use of academic space.

*The college is implementing Ad Astra, a software tool to schedule class rooms that maximizes class room utilization, allocate resources efficiently and reduce operating cost.*

3. Describe any challenges that exist at your institution in the assignment of space and efforts to optimize space usage.

*Changing the culture of faculty preferences, and specialty rooms with restricted uses. No recognition of classrooms being used for not credit continuing education classes in room utilization data. No recognition for time necessary to set up some rooms and limitation of resources to do room set-ups.*

**Process/Educational Plant Survey Questions**

4. In the assignment of space at your institution, who is involved and what is the process?

*College Presidents, Campus Presidents, Deans and campus operations manager are all actively involved. Each year the Assistant Vice President of Facilities meets with key personnel to review space needs.*

5. The Educational Plant Survey (EPS):

- What changes or additions would you make to the Educational Plant Survey and the process to more effectively determine the adequacy of quality space for current and projected student needs? Please explain your rationale.

*The current methodology treats all conventional classrooms the same, one work station per 25 net square feet. It does not take into account that collaborative team classrooms require more*

*space per student. The methodology assumes all the area within a room class room is usable, which is not always the case, like the space behind a column.*

- Describe how the EPS findings and recommendations are reflected in your accountability plan relative to the goals of the institution.

*The EPS findings align with Valencia's 2016-2021 Five Year impact Plan. A goal of the plan is to increase the college-going rate to Valencia by recent high school graduates from Orange and Osceola counties by identifying and removing barriers to postsecondary Education, and Develop programs for targeted underserved populations. To facilitate access the plan identifies creation of two new campuses that are recommended in the EPS.*

*Another element of the plan is for Valencia College to create opportunities for economic advancement within Central Florida by Training unemployed and underemployed individuals for high-wage, high-demand jobs. To achieve this the plans calls for expanding accelerated skill training and the opening of new training facilities and program offerings that are recommended in the EPS.*

### **Space Needs Calculation Methodology**

6. You are invited to provide recommendations regarding the current space needs calculation methodology to make the process more accurate, efficient, and meaningful.
  - *Allow for collaborative classroom configurations*
  - *Increase allocation for Mechanical rooms, restrooms and IT closets*
  - *Look at effective area in space*
  - *Reduce utilization targets for specialty space.*
  - *Recognize non-credit hour continuing education utilization of classrooms*
  - *Allocate space for informal collaborations spaces/areas in a building.*

Note: As you consider recommendations and changes, please use the 2006 edition of the [Postsecondary Education Facilities Inventory and Classification Manual \(FICM\)](#) for definitional references, in addition to the latest online version of the [State Requirements for Educational Facilities](#).

