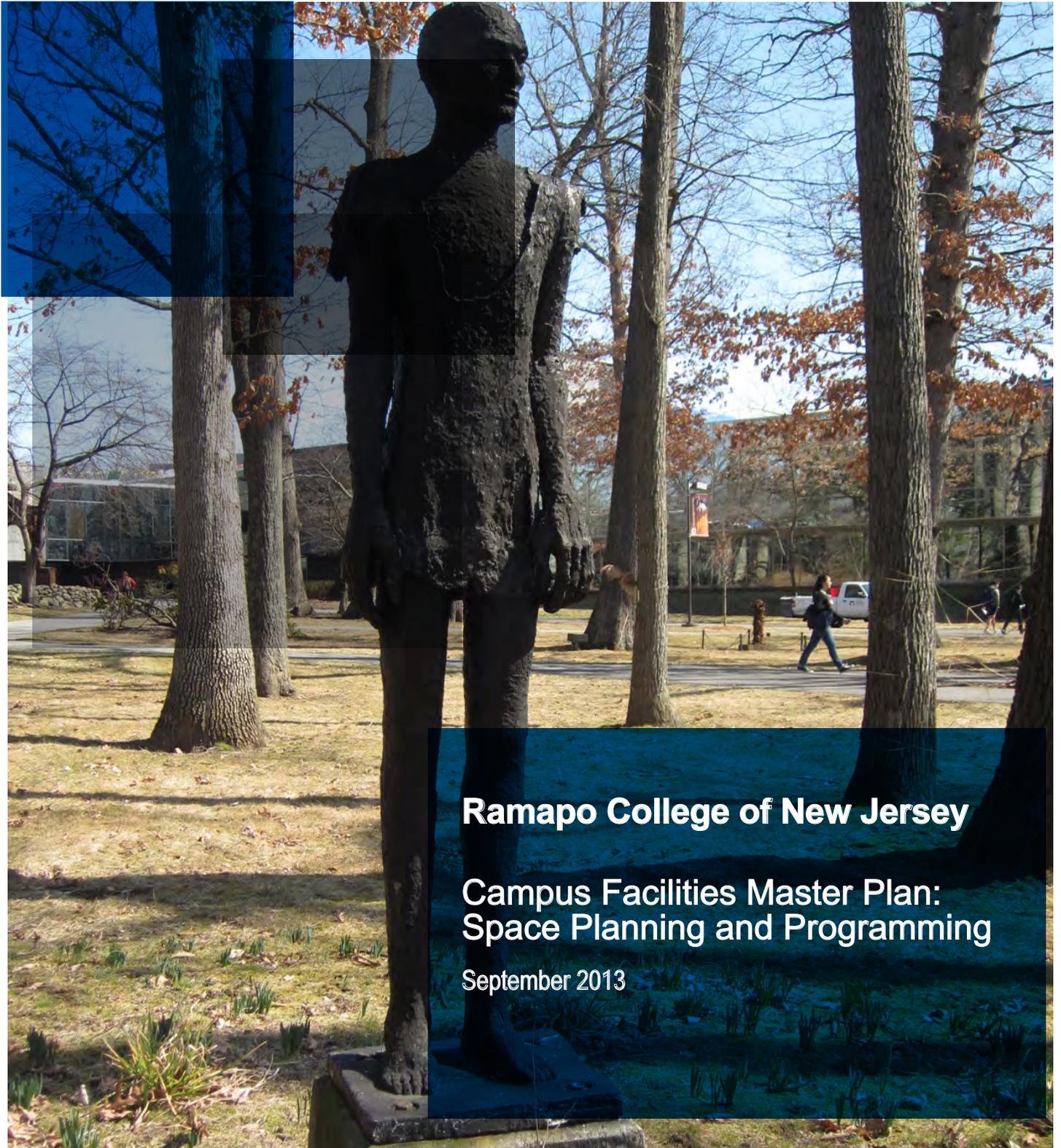




Rickes Associates Inc.
Excellence in Higher Education Planning



Ramapo College of New Jersey

Campus Facilities Master Plan: Space Planning and Programming

September 2013

EXECUTIVE SUMMARY



Executive Summary

OVERVIEW AND KEY FINDINGS

To support the revision and development of the ongoing Master Plan for Ramapo College of New Jersey, Rickes Associates (RA), in conjunction with Urban Strategies (USI), conducted a comprehensive analysis of space allocation. A quantitative analysis of the College's space inventory, an assessment of building characteristics ("fit to function"), and reviews of current and projected enrollment and personnel were conducted. This information was then informed by qualitative findings gathered during interviews and associated focus groups. Together, review and analysis of these inputs results in a comprehensive picture of current and projected space needs based on two potential full-time equivalent (FTE) enrollment scenarios and related potential growth in personnel.

Overall findings identified a need for an additional 138,000 ASF of space needed to accommodate the current population, above the existing 450,000 ASF. In concert with modest prospective enrollment and personnel growth as currently envisioned, calculated additional space needs yield an overall need for a campus of up to 650,000 ASF in total (+200,000 ASF).

The campus space needs are categorized according to the National Center for Educational Statistics (i.e.: instructional, office, library, student services, etc). With the exception of classroom space, Ramapo has a current deficit in each space type category on campus. RA's analysis explores how additional space needs could be allocated, as well as planning implications associated with enrollment shifts.

The full report contains detailed analysis and explains the methodology for each. The major findings of the report are summarized here.

EXISTING SPACE

Existing space at Ramapo was reviewed by building, space type, and unit to understand the current distribution of space on campus. The space inventory created and provided by Ramapo was the basis for this analysis.

Space by Building

Within the auspices of this study, Ramapo's space inventory contains 28 buildings, comprising 448,220 ASF. Assignable Square Feet is defined as the sum of areas on all floors of all buildings intended for occupancy or direct use such as offices, workrooms, instructional spaces, lounges, merchandising, etc. The category excludes all campus spaces that are unassigned or otherwise unavailable (219,799 SF), such as departmental circulation, interior partitions, corridors, stairwells, and restrooms. Also excluded from this figure, for the purposes of this analysis, are all spaces designated for housing (564,962 ASF).

Several construction projects are either planned or underway, including approximately 26,000 ASF of new space. These new areas are not included in existing space totals; however, the impact of these projects is outlined in the Space Projections and Benchmarking section of this document, and detailed in the full report.

Figure 1 lists assignable square footage included within the purview of this analysis by building. Note that assignable areas shown in residence halls reflect non-residential uses housed in these facilities.

Figure 1: Space by Building

Building	ASF	Building	ASF
Anisfield School of Business	47,681	Phase I Academics A-Wing	16,607
Berrie Center for the Fine and Performing Arts	29,485	Phase I Academics B-Wing	16,017
Bradley Sports and Recreation Center	74,620	Phase I Academics C-Wing	14,948
Facilities Complex: Administration Trailers	3,237	Phase I Academics D-Wing	14,554
Facilities Complex: Break Room Trailer	1,265	Phase I Academics E-Wing	17,357
Facilities Complex: Physical Plant	12,417	Phase III Academics G-Wing	53,856
Facilities Complex: Storage Trailer	908	Phase II Academics H-Wing	15,602
Facilities Complex: Trades Offices Trailer	558	Phase IX Residences - Laurel Hall	8,807
George T. Potter Library	45,207	Phase V Residences - Pamela M. Bischoff Hall (Oak)	3,004
Greenhouse	2,544	Phase VI Residences - Nancy Mackin Hall (Maple)	2,624
Health Services Center	1,425	Phase VIII Residences - The Overlook	9,371
Lodge	805	Robert Scott Student Center	38,000
Mansion	12,813	Salameno Spiritual Center	1,006
McBride House	2,337	Sharp Sustainability Education Center	1,165
Grand Total			448,220

Space by Type

Figure 2 presents the distribution of the 448,220 ASF included in this analysis according to the NCES space type classification system. Figures shown include associated support and service spaces for each space type.

Figure 2: Space by Type

Space Type Code	Space Type	Examples	ASF	Percent of Campus ASF
100	Classroom Facilities	Classrooms	55,119	12.3%
200	Laboratory Facilities	Class and Open Laboratories	55,796	12.4%
250	Research Facilities	Research Laboratories	6,299	1.4%
300	Office Facilities	Faculty and Staff Offices, Conference Rooms	105,476	23.5%
400	Study Facilities	Library and Study Facilities	37,620	8.4%
500	Special Use Facilities	Physical Education, Media Production, Greenhouses	68,106	15.2%
600	General Use Facilities	Assembly, Exhibition, Food Facilities, Day Care, Lounges, Merchandising, Recreation, Meeting Rooms	91,098	20.3%
700	Support Facilities	Central Computer, Shop, Central Storage, Central Service	26,878	6.0%
800	Health Care Facilities	Surgery, Nurse Stations, Treatment/Examination, Supplies, Waiting Rooms	1,279	0.3%
Grand Total			448,220	100%

- Office Facilities (300) encompasses almost 24 percent of space on campus, making it the largest single space type represented.
- Instructional spaces (100 and 200) constitute roughly 25 percent of all campus space.
- The proportions of the space allocation suggested by these figures broadly reflect larger trends across many four-year liberal arts institutions. Offices are often the largest single space group on a campus, typically comprising 25 to 30 percent of campus space. Taken together, classrooms, laboratories, and research space often comprise nearly half of all assignable campus space.

Building Characteristics Assessment

As part of its analysis of existing space distribution, RA assigned an “adequate,” “challenged” or “inadequate” rating to each of the buildings included in the College’s current space inventory. These ratings were derived from several broad variables:

- “Fit to function” – appropriateness of the building to its use
- Fragmentation of organizational units
- Upkeep, maintenance, aesthetics, and environmental and comfort conditions
- Views from the campus community on all of the above.

This analysis was not a comprehensive and systematic assessment of space, but more an observationally-oriented examination that can help inform future planning and policy directions. The findings from this analysis supported the project team’s broader efforts to identify future capital priorities for the College.

Overall, 26 percent of the assignable space on campus was rated as “inadequate,” (118,167 ASF) while 57 percent (253,851 ASF) earned a “challenged” rating. Only 17 percent (76,202 ASF) garnered an “acceptable” rating.

The Building Characteristics Assessment analysis, including a matrix grouping the College’s buildings by rating, is detailed in the full report.

ENROLLMENT AND PERSONNEL

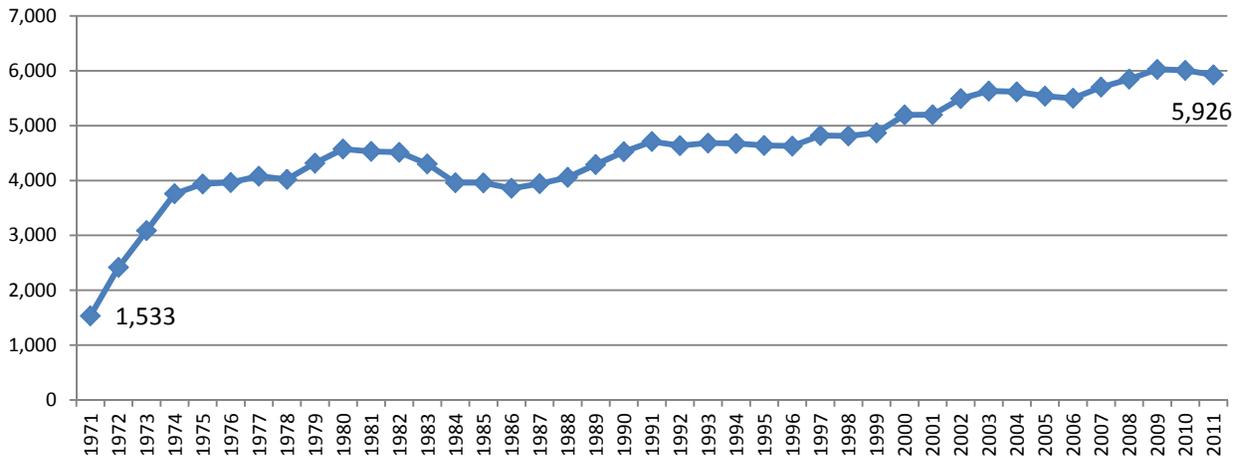
Historical, current, and projected enrollment and personnel figures were reviewed to understand trends in the population of campus over time and inform the development of the space projections.

Enrollment

Historical and Current Enrollment

The figure below shows historical unduplicated headcount data for both undergraduate and graduate full- and part-time enrollment, from the college’s establishment in 1971 to the present.

Figure 3: Historical Headcount Enrollment, 1971-2011



- Since its opening in Fall of 1971, Ramapo’s enrollment has grown nearly 300 percent, or more than 4,300 students, with the most rapid growth occurring in the first ten years of operation and steady growth from the mid-1980s on.
- Since 2007, total headcount enrollment has grown 3.9 percent from 5,702 in Fall 2007 to 5,926 in Fall 2011. FTE grew 6.5 percent in the same period, from 5,043 FTE to 5,373 FTE.
- Between Fall 2007 and Fall 2011, the number of undergraduate full-time students has increased by more than 300 students, or 6.8 percent.
- During this same period, the number of graduate full-time students has increased slightly, while the number of part-time graduate students has decreased by 35 percent, or just over 100 students. However, graduate enrollment is expected to experience modest growth in the future.

Projected Enrollment

In lieu of detailed enrollment projections, the following general guidelines provided by the College were used to inform the master planning process:

- In keeping with institutional desires to increase selectivity, undergraduate enrollment will remain flat for the entirety of the timeframe described by this Master Plan.

- Graduate enrollment will experience modest increases. These will be mostly limited to additional enrollment in the Anisfield School of Business’s graduate programs, as well as several new graduate programs elsewhere in the College in development and/or pending approval. Exact magnitude of this growth is still being determined.

RA established two FTE enrollment “milestones” in response to this direction: a near-term milestone of +250 graduate FTE and a long-term milestone of +500 graduate FTE over Fall 2011 FTE enrollment, resulting in respective overall enrollment figures of 5,623 FTE and 5,873 FTE. These figures provide a quantitative framework for the determination of future space needs.

Personnel

To establish overall personnel projections, RA solicited each administrative unit of the College to gather five- and ten-year personnel projections from all departments and offices under their purview. Together, these data establish a broad-brush picture of projected need for faculty and staff office and work spaces.

All FTE figures shown are estimated based on typical conversion factors for various employment categories.

Current Personnel

Figure 4: Headcount and FTE Personnel, Fall 2011

Employee Type	Full-Time	Part-Time	Adjunct	Totals, Headcount	Totals, FTE	Student Worker
Executive/Administrative/Manager	125			125	125	
Faculty	229		233	462	287.25	
Professional	167	98	2	267	216.25	
Secretary/Clerk	56			56	56	
Service/Maintenance	87			87	87	
Tech/Paraprofessional	13	11		24	18.5	
Student Worker						629
Grand Totals	677	109	235	1,021	790	629

- As of Fall 2011, 1,021 headcount personnel were employed (790 FTE), excluding student workers.
- Roughly half of the faculty are adjuncts. However, this category should be viewed with care, since it encompasses faculty whose course loads vary considerably.
- 43.9 percent of all personnel (excluding adjuncts and student workers) are full-time.

Projected Personnel

Initial personnel targets were collected from each of Ramapo’s four administrative areas (the Provost, the Chief Planning Officer, the Vice President for Institutional Advancement, and the President), and are summarized below. In lieu of detailed projections for student workers, figures for these have been escalated in proportion with personnel growth by unit. Refer to the full report for additional information regarding personnel work space needs.

Figure 5: Summary, Current and Projected Personnel, Headcount and FTE

	Current Actual, Headcount	Near-Term Projected Totals, Headcount	Projected Change, Near-Term vs. Actual Headcount	Projected Change, Near-Term vs. Actual, FTE	Long-Term Projected Totals, Headcount	Projected Change, Long-Term vs. Actual, Headcount	Projected Change, Long-Term vs. Actual, FTE
Full-Time	677	808	131	131	869	192	192
Part-Time	109	109	0	0	115	6	3
Adjunct	235	271	36	9	305	70	17.5
Totals	1,021	1,187	166	140	1,288	267	212.5
Student Workers	629	734	105	n/a	797	168	n/a

- Ramapo’s various units propose to add approximately 70 adjunct positions in the long-term, an increase of nearly 30 percent over current totals.

- In terms of absolute numbers, full-time personnel shows the largest projected increase, with the potential addition of nearly 200 full-time faculty and staff in the future, an increase of over 28 percent over current totals.
- It must be noted that figures shown are preliminary and should be reviewed and refined as time progresses.

INSTRUCTIONAL SPACE UTILIZATION ANALYSIS

Findings associated with the instructional space utilization analysis are presented here. The methodology is explained in detail in the full report.

Utilization Findings: General-Purpose Classrooms

The analysis encompassed 58 Registrar-controlled general-purpose classrooms. The following provides a summary of findings regarding these rooms. These figures exclude the associated support spaces.

Figure 6: Actual and Recommended Target Measures Based on Current Enrollment in Registrar-Controlled General-Purpose Classrooms

Target Measure	Actual	Recommended
Station Size, ASF		
Combined	21.7	22
<70	21.6	22
>70	22.8	20
Weekly Room Hour Utilization Rate		
Combined	59%	67%
<70	59%	67%
>70	42%	67%
Average Station Occupancy Rate		
Combined	67%	67%
<70	68%	67%
>70	32%	67-80%
Number of Stations	2,183	1,800
Number of Classrooms	58	51
Total ASF	47,447	41,400

- On average, the 58 general-purpose classrooms are scheduled for fewer hours than is recommended.
- Although the Ramapo campus currently has enough assignable square footage devoted to general-purpose instructional space, the distribution of room capacities differs slightly from current demand.
- Overall, 383 fewer stations, seven fewer general-purpose instructional spaces, and 6,047 ASF less space is needed to accommodate current course offerings under the conditions defined in the report.

The following figure compares existing classrooms by capacity, “right-sized” overall square footage, and current need. The “right-sized” column shows the slight shifts in capacity that would occur if square feet per seat were hypothetically adjusted to reflect contemporary planning guidelines of 22 ASF/seat, on average.

Figure 7: Existing Classrooms Compared to Right-Sized Classrooms and Current Need by Room Capacity

Capacity Ranges	Current Actual			Right-Sized	Proposed Current Optimal Need		
	Count	Stations	ASF	Count	Count	Stations	ASF
1-10	n/a	n/a	n/a		1	10	250
11-20	2	40	1,219	2	10	200	5,000
21-30	14	381	8,738	15	13	390	9,750
31-40	31	1,146	24,083	30	16	640	14,080
41-50	7	3090	6,553	8	10	500	11,000
51-60	1	52	1,036	n/a	1	60	1,320
61-70	n/a		n/a	1	n/a	n/a	n/a
>70	3	255	5,818	2	n/a	n/a	n/a
Totals	58	2,183	47,447	58	51	1,800	41,400

The proposed current optimal need assumes appropriately sized spaces and the application of space planning guidelines to generate a “pool” of classroom space. For example, there are currently 31 general-purpose classrooms seating between 31 and 40, occupying 24,083 ASF. Right-sizing these spaces results in a total of 30 rooms in this range. In comparison, given utilization of rooms in this range, there is a current optimal need for 16 classrooms seating between 31 and 40 students, occupying 14,080 ASF of space. This illustrates a mismatch between current facilities and current needs and indicates that the exercise of right-sizing will not alleviate that overage.

Common Hour Analysis

As an additional part of the analysis of current need for general-purpose classroom space, RA evaluated how demand for these spaces would shift if Ramapo were to eliminate the “Common Hour,” which occurs from 1:00 PM to 2:00 PM on Mondays, Tuesdays, Thursdays, and Fridays. Note this analysis reflects the hypothetical elimination of the Common Hour only, otherwise retaining Ramapo’s current scheduling practices.

The chart below illustrates potential overall current need for general-purpose instructional space based on the elimination of the Common Hour, and the subsequent expansion of the daytime scheduling window to 50.25 hours to accommodate new 1.5 hour scheduling blocks, driven by the analysis of general-purpose classrooms detailed earlier. The current daytime scheduling window equates to 43.25 hours (extending from 8:00 AM to 5:15 PM on Mondays, Tuesdays, Thursdays, and Fridays, and from 8:00 AM to 6:15 PM on Wednesdays, excluding the Common Hour).

Figure 8: Common Hour Analysis, Sample Daily Schedules

	# of Classrooms	ASF	Delta vs. Existing
Existing (43.25 Hours)	58	47,447	0
Proposed (43.25 Hours)	51	41,400	-6,047
Proposed (No Common Hour, 50.25 Hours)	44	36,040	-11,407

- Because the instructional space analysis determined that current instructional space was sufficient to satisfy existing demand, there is no justification to remove the Common Hour because of an unmet need for classroom spaces.
- If the Common Hour is removed and the scheduling window is expanded, it is hypothetically possible that less classroom square footage would be needed than that which is proposed vis-à-vis current scheduling practices.
- The hypothetical removal of the Common Hour and the subsequent expansion of the weekly daytime scheduling window assumes no other major scheduling changes are made, and Ramapo’s traditional schedule of predominantly two-day courses is maintained.
- It must be noted that this analysis of the Common Hour is focused on resulting need for space. Cultural and operational effects of changes to the Common Hour may also need to be considered.

The full report contains further detail on potential elimination of the Common Hour, including two sample daily schedules compared against current practice.

Utilization Findings: Specialized Instructional Spaces

The following chart provides a summary of findings regarding the 37 specialized instructional (SI) spaces on the Ramapo campus. These figures exclude associated support spaces.

Figure 9: Actual and Recommended Target Measures Based on Current Enrollment in Specialized Instructional Spaces

Target Measure	Actual	Recommended
Square Feet per Station: SI Spaces	Varies	Varies
Weekly Room Hour Utilization Rate	33%	50%
Average Station Occupancy Rate	68%	80%
Number of Stations	916	934
Number of SI Spaces	37	45
Total ASF	34,055	72,446

- On average, specialized instructional spaces are in use 33 percent of the schedule window, considerably less than the weekly room hour utilization rate of 50 percent. Station fill rate is similarly below target, at 68 percent, on average. However, this masks high use in individual spaces.
- High station occupancy and room hour utilization rates in individual spaces reflect demand for additional and larger lab spaces. These findings are further detailed in the full report.
- Current renovation and construction work on the Ramapo campus, such as the renovations to G-Wing and the addition of the Adler Center for Nursing, are helping address the need for additional and larger specialized instructional spaces.

SPACE PROJECTIONS AND BENCHMARKING

Space projections were developed for three scenarios, driven by Ramapo's current and potential future enrollment targets:

- Current Need: to accommodate current enrollment of 5,373 FTE (Fall 2011).
- Near Term: 5,623 FTE, or an increase of 250 FTE from current.
- Long Term: 5,873 FTE, or an increase of 500 FTE from current.

The enrollment targets were chosen with the understanding that enrollment growth over the time period described by this Master Plan will be modest and limited to graduate enrollment. Specific projections for enrollment growth at the College are in development in conjunction with Ramapo's new Strategic Plan, and were not available at the time of this study.

Note:

- These space planning projections are planning guidelines only, describing pools of space that reflect the first iteration of present and future space needs. They are not intended as specifications for a particular building program.
- Existing space totals used represent a snapshot in time. The space inventory will undergo significant changes with upcoming renovations and new construction planned for the campus.
- The "Actual (including Current Projects)" figures shown in the following graphic illustrate the impact of additional square footage currently being planned or constructed.

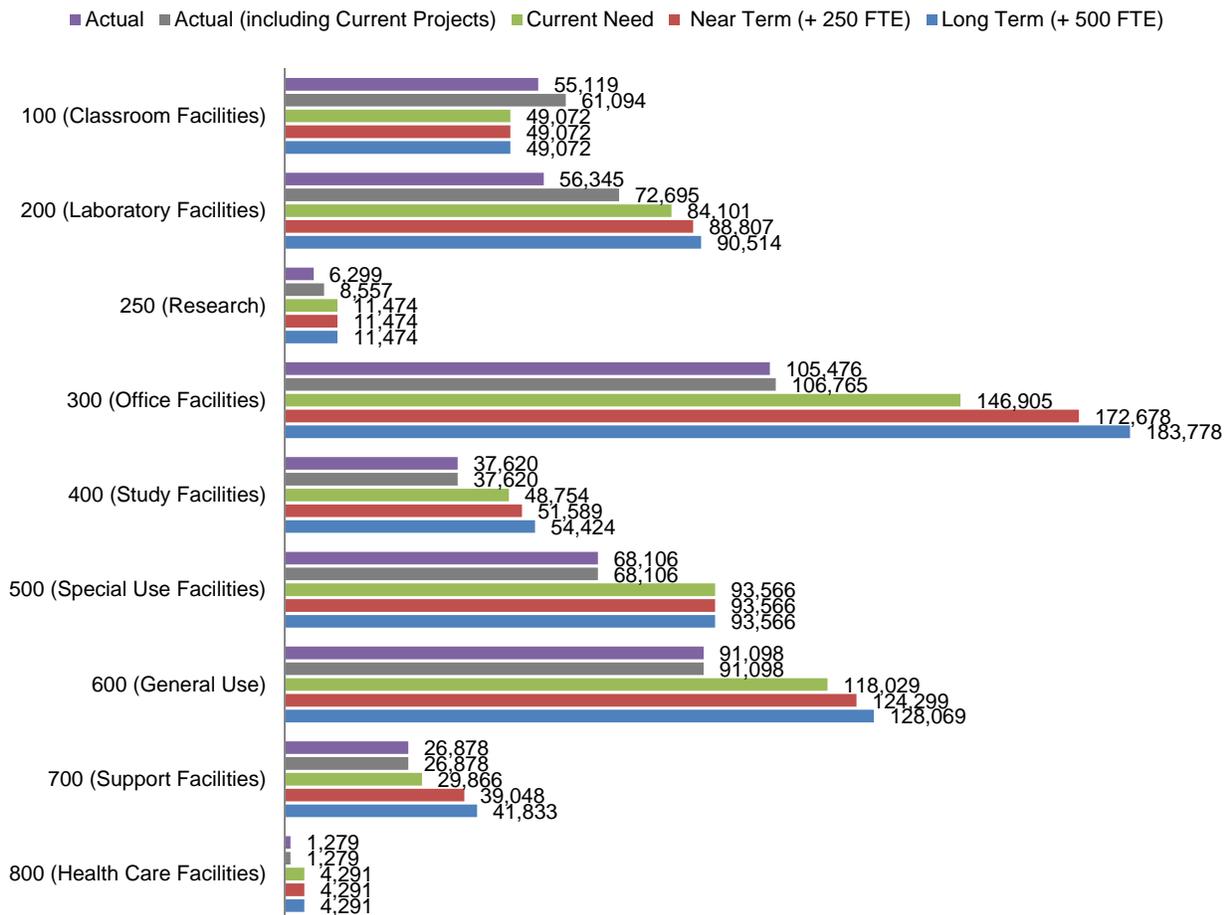
Existing and Projected Needs by Category

Findings in the analysis include:

- With the exception of Classroom Facilities (100), Ramapo will require additional space in every category in order to accommodate its current enrollment and any potential enrolment growth.
- Roughly 26,000 ASF of additional space is currently planned or under construction, including renovations to G-Wing and the addition of the Adler Center for Nursing. The impact of these projects is shown in several space categories, reflecting program information provided by the College.
- There is a Current Need for 31 percent more space, or a total of 137,840 ASF. This increases to 42 percent (186,603 ASF) in the near term (assuming an enrollment increase of +250 FTE) and 47 percent (208,802 ASF) in the long term (assuming an enrollment increase of +500 FTE). These figures exclude housing and unassigned space.
- On a per-student basis, the Current Need scenario projects a need for an additional 26 ASF per FTE, up to 109 ASF per FTE. This then increases to 30 ASF per FTE in the near term (or 113 ASF/FTE) and 29 ASF per student in the long term (to 112 ASF/FTE), taking potential enrollment increases into account.

The following figure summarizes projected space need for all principal, non-residential space type categories on the Ramapo campus.

Figure 10: Summary, 100-800



Existing and Projected Needs by Administrative Area

The following section summarizes the projected space needs according to organizational structure. As with the overall projections by space category as detailed in the previous section, space projections for Ramapo's administrative areas and their constituent units and departments have been developed for three scenarios, driven by Ramapo's current and potential future needs (Current Need, Near-Term, and Long-Term).

Current and projected space need totals by unit are summarized in the following figure, and detailed in following sections. Chapter 6, "Space Projections and Benchmarking," contains detailed information about current and projected space needs by administrative area.

Figure 11: Summary, Current and Projected Space Needs by Administrative Area

Administrative Area	Actual (5,373 FTE)	Actual (including Current Projects) (5,373 FTE)	Current Need (5,373 FTE)	Delta, Current Need vs. Actual	% Change, Current Need vs. Actual	Near Term (+250 FTE)	Long Term (+500 FTE)	Delta, Long Term vs. Actual	% Change, Long Term vs. Actual
President	2,045	2,045	1,680	-365	-18%	2,300	2,300	255	13%
Provost and Vice President for Academic Affairs	380,240	406,112	489,154	+108,914	29%	522,149	538,919	158,679	42%
Chief Planning Officer	61,466	61,466	90,331	+28,865	47%	104,578	109,725	48,259	79%
Vice President for Institutional Advancement	4,469	4,469	4,895	+426	10%	5,798	6,078	1,609	36%
Grand Total	448,220	474,092	586,060	+137,840	31%	634,825	657,022	208,802	47%

- In terms of square footage, those units and departments under the auspices of the Provost experience the largest increase in space need (108,914 ASF), accounting for nearly 80 percent of additional ASF currently needed (137,840 ASF).
- While sufficient in terms of overall *quantity* of square footage at present, it must be noted that the *quality* of the spaces overseen by the President is inefficient overall, including cramped and awkward work spaces for several staff members.

Benchmarking

Benchmarking current assignable square feet (ASF) at Ramapo to peer institutions provides a rough indicator of how current space compares to that at similar schools. It is important to remember that space benchmarks are not:

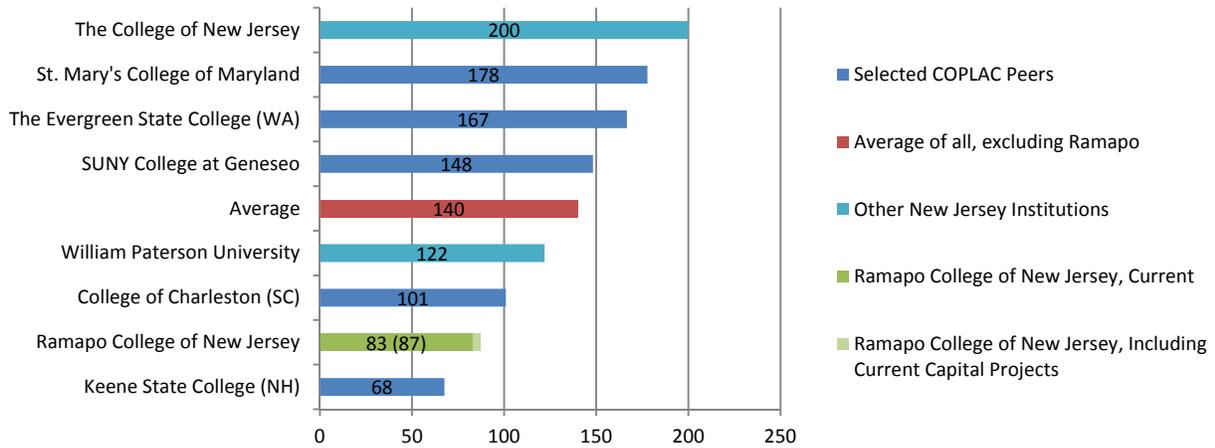
- A true comparison of like institutions and functions. Various institutions code and aggregate space differently, and data is not always available for comparable time periods.
- Prescriptive requirements or programming guidelines. The space allocations of an institution, or a group of institutions, may or may not be directly applicable to the needs and desires of the institution being benchmarked against.

Overall Comparison: Peer Institutions

The following graphics compare assignable square footage per FTE to that of seven institutions drawn from two groups that share a combination of geographic, administrative, or programmatic similarities with Ramapo; other state colleges in New Jersey; and, further afield, several members of COPLAC (Council of Public Liberal Arts Colleges), of which Ramapo is a founding member institution.

Using the assignable square footage total from the space inventory for the Ramapo campus of 448,220 ASF (excluding residential and unclassified/unassigned spaces), and the Fall 2011 FTE total of 5,373, the ASF/FTE for Ramapo College calculated to 83.

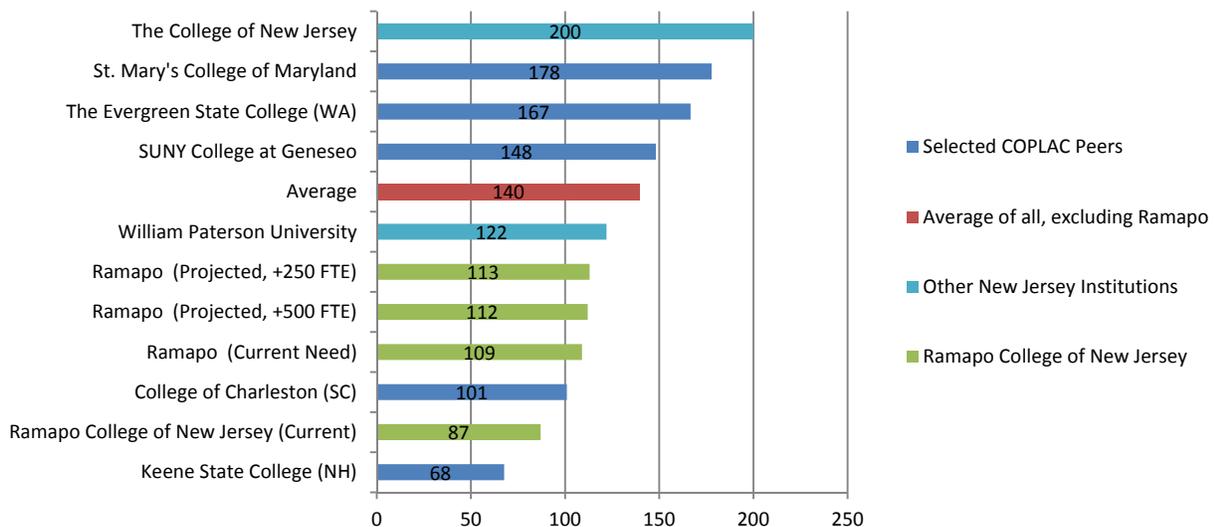
Figure 12: Overall Current ASF per FTE, Excluding Housing



- Ramapo’s ASF/FTE ratio places it near the bottom of all institutions included in the comparison.
- Including the additional square footage currently planned or under construction increases Ramapo’s ASF/FTE ratio to 87.
- To accommodate current need, Ramapo requires roughly 138,000 ASF of additional space, lifting its current ASF/FTE ratio to 109.
- On average, the peer group provides 140 ASF/FTE, or 57 ASF more per FTE student than Ramapo currently does. To reach the average of the peer group, Ramapo would need to add over 300,000 ASF to house its current population, far exceeding the additional space currently needed as identified through the detailed calculations presented in the previous section.
- Care should be taken when evaluating these numbers, as a ratio that is either higher or lower than average *does not necessarily indicate space excesses or deficiencies on a given campus*. The peer group represents a diverse set of liberal arts colleges, whose campuses are shaped by a plethora of variables. This diversity means that the ASF per FTE that is appropriate for one campus may not be realistic or workable for another.

The following graphic illustrates the impact of adding additional space totals calculated in overall projections for the Ramapo campus, compared against current ASF/FTE of the peer group.

Figure 13: Overall Projected ASF per FTE, Excluding Housing



- To appropriately accommodate enrollment increases of 250 FTE, Ramapo would require roughly 187,000 ASF of additional space. This would raise Ramapo's ASF/FTE ratio to 113. An increase of 500 FTE would necessitate approximately 209,000 ASF in addition to current space totals, which would keep Ramapo's ASF/FTE ratio essentially unchanged at 112.

CONCLUSION

The domain of North American higher education is undergoing significant changes, marked by innovations in technology and practice. Ramapo, too, continues its dynamic evolution as an institution, with a new generation of faculty and staff, a shifting student profile, and expanding academic programs. Each of these influences introduces new challenges and opportunities for a physical campus which must effectively embrace them to remain competitive. This reinforces the need for continued diligence in calibrating Ramapo's space needs, so that the campus's physical infrastructure is resonant not only with the needs of today, but also the Ramapo of tomorrow.

CHAPTER ONE

INTRODUCTION



Introduction

PURPOSE AND SCOPE

As part of the Facilities Master Plan for Ramapo College of New Jersey (Ramapo), undertaken in association with Urban Strategies (USI), Rickes Associates (RA) was tasked with reviewing enrollment, personnel, and instructional space utilization data for the institution.

Reflecting these quantitative drivers of space needs, RA developed space projections for Ramapo's campus that were aligned with current and potential future needs and driven by potential enrollment increases. These projections provide projected space need by major National Center for Educational Statistics (NCES) space type category, as well as each of Ramapo's four administrative areas and their constituent departments, units, and programs.

The impetus for this study is the Facilities Master Plan's ongoing development, especially important for an institution whose previous master plan is now more than ten years old. In that time, Ramapo has experienced dramatic changes, including significant enrollment growth, a shift toward a more residential campus, the construction of new buildings, and the addition of new academic programs.

This report is divided into five sections that represent the key steps in the analysis process.

- Thematic Summary of Campus Interviews
- Distribution of Existing Space
- Enrollment and Personnel
- Instructional Space Utilization Analysis
- Space Projections and Benchmarking

Within each section, both qualitative and quantitative drivers of space need are identified, discussed, and analyzed. The sum of these analyses yields a comprehensive picture of Ramapo's current and projected space needs, including instructional space capacity.

This report also includes several appendices:

- Faculty and Staff Survey
- General-Purpose Classrooms, Utilization Detail
- Specialized Instructional Spaces, Utilization Detail
- Room Use Charts

INSTITUTIONAL OVERVIEW

Located on a scenic 300-acre campus in Mahwah Township, New Jersey, Ramapo College was founded in 1969. Designated as New Jersey's "public liberal arts college" by the State Legislature, Ramapo is uniquely committed to being an affordable undergraduate and graduate liberal arts institution.

Ramapo is comprised of five schools offering more than 40 courses of study:

- Anisfield School of Business
- School of Contemporary Arts
- Salameno School of American and International Studies
- School of Social Science and Human Services
- School of Theoretical and Applied Sciences

Following over a decade of steady enrollment growth, Ramapo today is a dynamic and internationally-connected community of nearly 6,000 undergraduate and graduate students, and over 1,000 full-time and part-time faculty and staff.

METHODOLOGY

Overview

A space utilization study is the application of both quantitative and qualitative analyses. The methodology used integrates the various space needs of each of Ramapo's administrative areas and their constituent departments and units, balanced against future strategic plans and the capacity of the existing campus.

There are four steps in RA's methodology for collecting and analyzing campus space data:

- Identify and analyze the quantitative data supplied by Ramapo,
- Obtain information regarding current space use and future plans by reviewing Ramapo's existing planning and narrative documents,
- Interview the faculty, staff, and students who use the spaces, and
- Interpret these data through the qualitative lens of a Ramapo-specific perspective.

The end product provides Ramapo's leadership with key information about how much space is needed now and in the future, how that space could be allocated, and, in conjunction with planning work undertaken by Urban Strategies, detail where such space should be located. The analysis also identifies planning implications associated with potential future enrollment growth.

Benchmarking against peer space data enhances RA's approach, because it provides a rough indicator of how Ramapo's actual, current need, and projected space need totals compare to the norm for similar schools. Further information on how benchmarking the space data of peer institutions integrates with the development of space projections can be found in Chapter 6, Space Projections and Benchmarking.

MAJOR DRIVERS OF SPACE NEEDS

A combination of qualitative and quantitative drivers form the basis for the recommendations contained in the space projections.

Qualitative Drivers

Institutional Culture

An institution's unique character and culture must be identified and understood as early as possible in the planning process. This understanding ensures that key institutional concerns are addressed, and that the methodology chosen, the data analyzed, and the recommendations made, support the specific needs of the institution. This process requires the identification and manipulation of numerical data, along with the gathering of information regarding current space use and future plans. These qualitative data can only be obtained by reviewing pertinent planning and narrative documents and by listening to the people who use the spaces.

Institutional Strategic Plans

Understanding the institutional strategic plan is key to aligning current and projected space needs with the institution's future direction. This information can come from many sources. Senior administrators often have the broadest perspective on institutional direction, but Strategic Plans, Academic Program Reviews, prior Master Plans, and regional accreditation self-studies are also sources of important information.

Interviews

The interview process is a critical component in the collection of qualitative information. The insights offered by departments and administrative areas concerning how future plans will change their use of space can be invaluable in the analysis of projected space need. Meanwhile, interviews with student groups provide valuable perspective on wider campus concerns and perceptions about current conditions. Through the interviews, departments and administrative areas provide detailed descriptions of their operations, and clarify questions arising from the quantitative data analysis. The interviews also provide a rich source of detail in assessing space-related relationships and demands unique to each institution.

Quantitative Drivers

Distribution of Existing Space

RA used the space inventory provided by Ramapo as the starting point for the analysis of the distribution of existing space. This inventory included a code assigned to each space categorizing it by use and organizational assignment. This quantitative analysis provides the foundation of the “gap” analysis between existing distribution of space by organizational unit and the current and projected needs by organizational unit (in Ramapo’s case, its schools).

Inventories may not always be completely accurate in terms of assigned square footage. Like the campuses they represent, space inventories are dynamic and continually evolving, and the inventory data detailed in this report reflect a particular snapshot in time.

Instructional Space Utilization

The review of instructional space utilization data quantifies space needs for both general-purpose classrooms and specialized instructional spaces through a detailed analysis of three key target measures:

- Hours of use: the number of hours a space is used each week,
- Station occupancy rate: the percentage of seats filled when the space is being used, and
- Assignable square feet (ASF) per station: the average area provided per seat in a given instructional space.

Once the instructional spaces have been analyzed, space planning guidelines are applied to each target measure and the “gap” between existing space totals and current and projected space needs is identified.

Enrollment and Staffing Analysis

A major driver of space need is the number of students who use campus facilities. This study provides trend analyses of current and projected enrollment based on both full-time equivalent (FTE) production and student headcount enrollment data. Both inform the development of space projections.

Another major driver of space is the number of academic and non-academic staff who work in and use campus facilities. The primary source of data for this analysis were the personnel database extracts provided by Human Resources for the Ramapo campus. Together, enrollment and personnel data provide a snapshot in time of Ramapo’s total staff. The database was evaluated by both headcount and FTE.

Space Guidelines

The space planning projections are created by applying guideline space planning formulas to the drivers described above. This method produces recommendations of total space need defined by unit assignment, space function, and size. RA’s space guidelines have been developed over time based on extensive experience with the metrics of the Council of Educational Facility Planners International (CEFPI), best practices from representative public and private post-secondary institutions across the country, and other published methodologies.



It is critical to note that the space projections in this study represent a *first iteration of campus space needs* and are intended to serve as planning guidelines. Given they are intended to be applied in the aggregate, they are *not* intended to act as program specifications for a specific building or facility.

CHAPTER TWO

THEMATIC SUMMARY OF
CAMPUS INTERVIEWS



Thematic Summary of Campus Interviews

PROCESS

In conjunction with consultants from Urban Strategies, Rickes Associates participated in over 30 interviews, group discussions, and conference calls with Ramapo College administrators, faculty, staff, and students in March and June 2012. Interviewers gathered information about current and projected personnel, current space issues, plans for the future, and general concerns about space on the Ramapo campus. The broad perspective afforded by these interviews provided valuable context for identifying perceived space needs and desires across Ramapo, including “pinch points” where additional space is needed. The result is a composite “snapshot” of the many interrelated issues facing Ramapo as it considers the form and configuration of its future campus.

A thematic summary of the discussions from these interviews is presented here, organized within broad topics that include campus identity and culture, policy and practice, and space use and needs. These comments are followed by notes specific to individual units at Ramapo, including its five schools and the Library. While all comments have been edited for clarity and brevity, the general spirit in which comments were offered has been retained.

COMMON THEMES

Identity and Culture

Many comments offered by interviewees centered around perceptions of Ramapo, ranging from the roles it plays in Mahwah and the New York metropolitan area to the impressions formed by its campus, facilities, and programs. Other comments reflected on the cultural values underpinning Ramapo’s founding, and how they carry through to the present day. Comments pertaining to these and related topics are grouped below by broad topic.

Campus Appearance and Image

- Although the campus is attractive and distinctive, some of the buildings are beginning to look old.
- The configuration of the interconnected academic buildings is good because it facilitates easy travel between classes but contributes to a feeling of unwelcomeness, even making the campus seem more like a high school. The interconnection also prevents the individual schools from having separate identities.
- Even though there is an abundance of outdoor space, there seems to be few places for students to gather. Much of the campus is protected and cannot be used, and there is no clear definition of the center or heart of campus.

Campus Culture and History

- Ramapo’s history is based on small classes and close relationships among faculty, staff, and students.
- As enrollment has grown, various issues have developed including a perceived loss in the closeness of the campus community, a decline in student participation in activities, and some concern about student behavior.
- The College’s strengths include the quality of its faculty and programs, continued use of the Common Hour, and the strong sense of community.



Relationship to Region

- The surrounding community is young and affluent but generally unaware of the College's presence. Ramapo should look for ways to connect to the community and raise its profile.
- Most students at Ramapo come from within 30 miles of campus and look at the College as a "stepping stone" to a life in NYC.
- Because of high real estate prices locally many faculty do not live in the community. The commute affects their availability to be on campus and involved in activities. Although current staff will be "grandfathered" in, a new state law requires all Ramapo employees to live in New Jersey.

Policy

Comments pertaining to various policies and practices at Ramapo are summarized here, including views on enrollment, admissions, scheduling, and capital planning.

Enrollment

- Historical enrollment has been strong. Enrollment has flattened out to be more selective and maintain current ratios of faculty to students.
- Enrollment projections are no longer tied to state funding.
- Projected enrollment growth is modest. Growth will be in evening, graduate, and returning adult enrollment.
- Graduate enrollment is currently around 300 students.
- In recent years enrollment has shifted from part-time commuter students to more full-time residential students.
- Ramapo is committed to keeping class sizes small for current and future students.

Admissions

- Admissions is located in McBride House.
- No nearby parking may create an unwelcoming perception.
- Ramapo needs a designated "Welcome Center" that provides a proper entrée to campus, with adjacent parking.
- At present, Admissions offers two tour routes:
 - One tour travels through Arch, past Library, shows both floors of the Student Center and back to Arch, avoiding academic core completely.
 - The second, longer tour takes in Bradley Center and some of the academic core. Classrooms shown to prospective students are those in the Anisfield School of Business, not representative of most classrooms on campus.
- There is a great need to maintain spaces shown to perspective students such as those in the Student Center and the Pavilion at a very high level.

Scheduling

- Every day has a common lunch hour. Opinions on the value of this Common Hour vary:
 - For some, it's "great to know that you have that time" to see each other, eat, hold meetings, etc.
 - For others, it's a negative, suppressing student life because there is insufficient time for interactions to occur (set-up of tables, etc.)
 - Would taking Common Hour away improve scheduling?
- Campus has essentially a two-day schedule. Friday afternoons on campus are quiet.
- Are lab spaces overscheduled?
- Institutional scheduling needs to be more standardized across the board. Should Saturdays be added to schedule? Many students have jobs/internships off-campus during the week and it is hard to balance scheduling classes against work schedules.

Facilities Planning

- Issues facing the campus stem from communication and cosmetics. These concerns converge with regard to facility planning.
- There are perceptions on the Ramapo campus that academic and physical planning are not integrated and facilities decisions are made without broader input.
- Ramapo's facilities administrators need the longer-term view of this master plan to decide which plans should be priority and to help document and coordinate decisions.
- The perception at Ramapo is that there is "enough" space on campus but it is insufficiently utilized.

Space

A central focus of the Facilities Master Plan for Ramapo College is its space recommendations. Many comments from interviews centered on qualitative and quantitative issues regarding spaces of various types.

Administrative Office Space

- Senior administration and many other offices are concentrated in Mansion.
- Many other administrative offices are scattered throughout the Academic Complex, particularly D and E wings.
- The original Master Plan identified an Administrative Building, but administrative offices have instead colonized what was formerly academic space in academic core.
- Is a dedicated office building for administrative services needed?
- There is a significant lack of storage space across campus.
- Emergency Planning works with Public Safety, the Chief Planning Officer, and the Controller. They would like to be near the information/communication office. They need to be connected with communication to get information distributed.

Athletics

- Intramural sports are popular on campus, and the growth of athletics should help with student engagement.
- Ramapo's main athletic fields are located across Route 202. North Fields are used for intramural sports. Access to athletic fields is a problem—crossing 202 is dangerous and North Fields are remote and lightly used.
- The main athletic fields need winterized restrooms, proper lighting, and equipment storage.
- Bradley Center is seen as small and crowded. It has poor signage, no ticket booth, oddly-placed restrooms and concessions, fragmented offices, inadequate locker rooms, and poor coaches' offices.
- The Fitness Center in Bradley Center is nice but gets crowded. There is no designated area for faculty and staff.
- The Auxiliary Gym is in poor shape.
- Should athletic fields be used to generate revenue? Priorities regarding the use and design of athletic fields are undetermined.

Housing

- Students either live on campus or at home. There is no married housing, but some housing is available for faculty who can live in apartments on campus.
- 63% of undergraduates live on campus.
- Students have to move every year based on level. They are "always forced to live with those your age" rather than by interest groups.
- Each residence has a common floor or lounge.
- There is some social programming in the residence halls, dependent on attendance.
- Laurel Hall has a 50-seat movie theater; not often used, often forgotten.
- There are some study areas in the residence halls.

Facilities

- Facilities offices are contained in trailers surrounding the original Facilities office.
- The main building houses auto mechanic space, a carpenter shop, electrical, plumbing, HVAC, locksmith, campus chillers, and boilers, and includes central receiving.
- Trailers house supervisors and office staff.
- The Pole Barn is Grounds' area and includes heavy equipment storage and a salt shed.
- The Field House: one-car garage with restroom and facilities, stores drags and other equipment to support athletic fields. Need better and larger field house.
- Housekeeping is housed in rooms wherever they could be found. Originally, the area supervisors for Housekeeping were housed in slop sink closets. Need cleaning, equipment, and supervisor's spaces.
- Ideally Housekeeping should be on ground floor with roll-up door for deliveries and one main room. Janitorial closets on each floor.
- Electrical, HVAC, and carpentry should be in large main shop with offices above.
- Facilities' location on campus is good. It has access to anywhere on campus, and just needs more appropriate facilities because everything is modified to meet a need.
- Facilities (Housekeeping) does all set-ups for events and conferences.
- Bradley Center, Pavilion, and academic spaces lack storage for set-ups.
- G-Wing needs storage.
- Central storage is distributed everywhere.
- Facilities is short on staff. When the campus was smaller and non-residential, facilities staffing was adequate. Campus has doubled in population in the last 10 years but there is not enough facilities support.
- Campus needs help for capital planning and management.

Faculty and Staff Work Spaces

- Departmental offices spaces are seen as fragmented. People are assigned to spaces without an overarching plan.
- The original master plan identified an administrative building. Instead, academic space has been taken over and administrative offices carved out.
- A one-stop, centrally-located student services center, with adjoining human resources, is seen as potentially useful.
- There is lack of storage space across campus.
- There is some interest in a designated faculty and staff dining area.
- TAS and SSHS space, both current and planned, does not reflect possible addition of faculty in concert with program growth.
- Office spaces in the Mansion are cramped.
- There are suggestions to remove administrative offices from core and move faculty into the core.
- The College used to have 90 servers but are now down to roughly 20.
- The Data Center is located in ASB. The primary data center is in E Wing. The ideal situation is for these to be located separately.
- Housekeeping staff has some space located in academic core, but there is no proper meeting space. For that reason, they hand off work assignments in the hallways while classes are being conducted.
- There are questions about whether or not faculty/staff lounge space will work.
- Housekeeping is not located near supplies and closets and lacks meeting room.
- There is need for a separate dining area/lounge for faculty and staff.
- If the former Print Shop/Carriage House is made into faculty lounge, staff may feel left out. Who will it be open to?

Instructional Spaces

- Some classrooms have ventilation issues, are oddly shaped, or lack windows.
- The problem may not be lack of classroom space, but rather scheduling practices that block out rooms for large time periods.

- Some areas are hard for students to navigate (e.g., G-Wing).
- There is some desire for better utilization of campus spaces, including instructional spaces, by outside groups and conferences.
- TAS and SSHS space, both current and planned, does not reflect possible program growth.
- Most courses at Ramapo meet two days per week.
- Ramapo has worked to limit the number of one-day-per-week courses being taught, because of the strain on scheduling and limited accessibility to faculty.
- Breakout spaces and other classroom support areas are rare on campus, or nonexistent altogether.
- Are there ways to schedule more effectively?
- G-Wing is currently difficult to navigate.
- Students need more rehearsal space. Current spaces in Barrie Center are booked around the clock.
- Noise transmission is an issue between classrooms in the academic core.
- It is hard to find meeting space, especially as events become more successful.
- They try not to use instructional space for events, but sometimes need to because of lack of space.

Parking

- Parking is a source of conflict on the Ramapo campus. The campus is car-dependent, but vehicles are seen as too great a presence on campus.
- This is the first year first-year students have not been allowed to bring cars on campus.
- Visitor parking is inadequate.
- Parking lots:
 - A is reserved for faculty and staff
 - B is for commuters in 1, 2, and 3 (4 is for anyone)
 - C/D is general parking
 - Residence Halls and apartments have some parking nearby with a gravel lot for overflow

Public Safety

- Campus only has two ways in and out and one major route around the campus.
- There are safety issues crossing Route 202 to reach athletic fields.
- If rivers and streams around campus flood, campus becomes an “island.” Public Safety has had to close one of the entrances in the past.
- Campus is regional area of refuge in case of disaster at Indian Point (nuclear power plant).
- There are questions about the connection to Route 287 in case of emergency.
- Public Safety office is currently located across from Student Center in academic core.
- There is a lack of storage for found items, uniforms, and equipment.
- They need a changing room, shower room, interview rooms, lunch room.
- The location is problematic for transfers to Mahwah police. Police cars end up driving on sidewalks to get to Public Safety’s location.
- They have a problematic location with regard to safety and privacy issues.
- Work areas are not secured.
- Relocate? Health Center or Lodge would be best locations.
- Public Safety needs to be visible from the main parking lots. Health and counseling services could be in Lodge—separated and quieter.
- They need to keep seven years of files but have no place to store them.

Social Space

General

- The campus lacks defined central gathering spaces, both indoor and outdoor. No “heart” of the campus.
- As the graduate student population grows, this group will need communal space and will need support with accompanying staff workspaces.
- The campus is missing social and gathering spaces.
- Print House/former Carriage House may become faculty lounge space.

Bookstore/Retail/Dining

- Customer base is changing: need to broaden base of what is offered to bridge a greater age range of customers.
- Dining spaces on campus are not sufficient. Central locations are not convenient to entirety of campus.
- Café in Berrie Center is good example of needed space, but it is too small and hidden.
- It would be nice if Barrie Center had an appropriate meeting space. Use of the rehearsal hall is not ideal. If Berrie Center were expanded, it would be good to have additional general use space.
- The small dining hall in the Pavilion is only open for lunch, Monday-Friday.

Meeting and Event Space

- Meeting space is lacking across campus. It is hard to find available spaces, especially since the campus population has increased and events have become more successful.
- Individual Schools do not have student spaces to call their own.
- Questions about responsibility for common spaces: who maintains them? Who pays for them?
- There is a need for large spaces for large functions—particularly in the 80-seat range.
- It is hard to find a space that will accommodate over 250. The largest events are held in Auxiliary Gym.
- The campus lacks large meeting spaces. It is difficult to house formal dinners and presentations.

Outdoor Space

- There is no standardized plan for outside gathering spaces, no standardized colors, furniture, etc.

Student Center

- Ramapo needs a new student center with increased vendor space, community space that serves multiple functions, and flexible dining space(s).
- Student Government space is inadequate.
- The campus lacks an appropriate commuter gathering area. Jay Lee's and the Fishbowl are inadequate and dated.
- Their need for hangout space is especially acute because of lack of a college town nearby—there is a desire to keep students on campus.
- The campus needs a “hub” or commons with better dining space, more coffee shop-type space, hangout areas for students.
- The Pavilion dining space is seen as poorly laid-out.
- Retail and residential dining are served from the same kitchen in Student Center.
- Sodexo would like to add up to 200 more seats, 100 each for retail and residential, in the Student Center.
- It is difficult to accommodate crowds at lunchtime because of the scheduling.
- Student Center was constructed in three phases (1973, 1979, and 1988).
- Space in Student Center primarily given over to dining spaces and meeting spaces (e.g., the Friends Room).
- Is Student Center friendly or inviting?
- Commuters: Fishbowl is okay, but there are no amenities. Commuters mainly use Jay Lee's.
- There are roughly 120 student clubs and organizations on campus.
- SGA (Student Government Association) is located on the 2nd floor of the Student Center and lacks appropriate meeting space.
- Only SGA, the Black Student Union, and Greek organizations have dedicated space.
- Common Hour is 1:00 PM-2:00 PM.
- Atrium area is pay-and-go, but it should be larger. Food in the Student Center is generally good but the building is often crowded as a result of the compression of Common Hour.
- Newer dormitories, such as Laurel Hall, have social spaces like a 50-seat theater, but there are questions about why these spaces are being placed in the dorms and are not centrally shared.

Salameno Spiritual Center

- Salameno Spiritual Center was opened in 2010. It is located in the center of campus.
- Weekly Mass has already outgrown the space.
- It has a capacity of about 80 persons, and was built entirely through private donations.

Student Health

- Infirmary is inadequately sized and in an inconvenient location.
- Relocate: Lodge? Elsewhere?

Student Services

- A one-stop shop for students would be good, with student services located centrally.
- E-Wing is one potential location for a one-stop shop.
- The need for Student Services has grown with increasing legal requirements and more complex counseling functions.
- There is a greater need for student engagement despite recent enhancements.
- It would be helpful to have central student services clustered in one area, instead of spread out through the academic core.

Schools and Colleges / Academic Programs

The following interview comments are particular to Ramapo's schools, and are listed in alphabetical order. Within each school or college, notes are grouped thematically.

Anisfield School of Business

- MBA programs are expected to grow.
- MBA enrollment hit a target of 20 students for a cohort beginning this Fall (20 month program).
- The MBA schedule is non-traditional, consisting of seven terms of 10 weeks each, through the summer.
- The Anisfield building was not originally envisioned as a School of Business, but became the School of Business through a private donation from the Anisfield family.
- The Anisfield building currently meets the needs of the School's programs.
- Rooms 135 and 136 are very large (90 stations each). Largest class size at Ramapo typically is 35 students, so these rooms are underutilized.
- Seminar-style rooms are very much in demand for meetings. They would like additional seminar-style spaces because they are flexible and can do dual purpose.
- The MBA has a high-end trading room.
- Need storage space for semester textbooks, which are currently stored in a space that resembles a closet.
- Would like a dedicated student lounge space for the School.
- Desire for additional breakout spaces, especially since the MBA programs have increased in enrollment.
- Some open spaces in the building are poorly utilized.
- Parking nearby is an issue. They would like a parking deck on the ASB end of campus to balance parking distribution on campus.

School of Contemporary Arts

- Primarily located in Berrie Center, with smaller facilities in C-Wing and H-Wing. Some faculty are housed in A-Wing.
- Fourteen years ago, Communication Arts experienced rapid growth, expanding from 230 students to 460 students.
- The Film-making program enrollment is growing. The quality of its films is increasing with every class and turnover in faculty. Enrollment is 50 to 60 now but could grow to 70 to 80.
- They have a TV studio that was renovated in the 1980s and they are moving toward digital now. The conversion to digital changes how instruction occurs. They can capture storage in adjacent room, but the studio is now used for other purposes because current faculty are not using it.

- The Audio lab, located on 2nd floor of H-Wing, does not work for music program.
- The sculpture studio is good space but poorly supervised.
- Music: enrollment has increased 200% from four years ago.
- The turnover in music faculty is transforming program.
- The Berrie Center was designed without music faculty input.
- Student groups have formed bands and choral groups— they have inadequate rehearsal space which is shared with theater and dance students.
- Various new spaces are needed: rehearsal spaces, band practice spaces, music labs, recording studios, and a keyboard classroom.
- Theater: is well served, has a full fly loft and scene shop, but poor storage.
- Scenery storage is currently in a trailer by the art studio.
- Costume design: not enough space in the shop, crowded and has to accommodate two levels of costume design courses.
- The Design program concentration: could be freestanding but not done yet (the same is true of Filmmaking).
- Art Gallery: crunched for space. Would like a donor for the art gallery to build space and move them out, giving space back to Berrie Center.
- Gallery would be dedicated to two collections. Rodman Collection currently housed in A-Wing, and collection currently housed in Berrie Center.
- Adjacencies: Would like to see Communication Arts (in C- and H-Wings) and Fine Arts (in Barrie Center) all collocated.
- There are some natural linkages and interdisciplinary connections with American and International Studies.

Salameno School of American and International Studies

- They are primarily located in A-Wing and B-Wing.
- There are about 600 majors at present. They would like to grow to roughly 800.
- SSAIS is the only school that has a second language requirement, which may be impacting enrollment figures.
- School identity is a challenge. SSAIS space located on disparate floors, and lacks sufficient space in general. New renovations of A- and B-Wings will impart some identity to the School.
- Renovation will add some dedicated lounge space for the School.
- Furniture in the classrooms is poor and uncomfortable.
- Classroom spaces are not uniformly maintained.
- Classroom technology is ok, but the equipment is aging and not user-friendly.
- Additional faculty offices are needed.
- All faculty offices should have windows and views of campus.
- Bring the outside in!
- A Master of Liberal Studies faculty member is housed in space in B-Wing that contains a small office, a small conference room, and a small library.
- The Holocaust Center is located inside library and occupies a large space. The collection for the Center is maintained by the library within the space.
- Smaller classrooms and conference rooms are desired.
- Additional storage is needed, including secured storage. They would like storage areas to be separate from work areas.

School of Social Science and Human Services

- The SSHS program for G-Wing and Adler reflects current demand, not planned growth. The expectation and concern is that more space will be needed within five years.
- The G-Wing renovation is driven by outdated spaces, aging mechanical and lab support systems. The money was donated to undertake renovation.
- This is the largest School at Ramapo in terms of enrollment, and is also responsible for 30% of revenue. Seven majors are offered.

- Space needs for Social Work will increase in G-Wing if a Masters in Social Work program is added.
- The Criminology, Psychology programs growing.
- Teacher Education and Certification programs are growing and additional streams are being added.

School of Theoretical and Applied Sciences

- Nursing programs are growing. The Adler Center is planned to provide dedicated space for the Nursing program.
- Nursing will relocate to the Adler Center from the 4th floor of the Anisfield School of Business.
- The Adler Center is three floors and 35,000 GSF
- The TAS program for G-Wing and Adler reflects current demand, not planned growth.
- Office space in the renovation and Adler reflects current need and will become inadequate when faculty are hired in the future.
- There is inadequate research space.
- The Greenhouse lacks a research area, but has a classroom.
- There are more applicants for the biology program than ever before (700). Out of that pool, 90 to 100 are chosen. The program is the most selective at Ramapo.
- They have turned away students in biology and Nursing. They feel this situation is problematic, because the demand represents possible growth the institution is forsaking.
- The programs are growing.
- In next five years, they will need up to five additional faculty.
- Within Nursing, they will be adding three new faculty for Fall 2012 and then another position within five years.
- Most adjuncts work and tutor students so they would need access to private tutoring space outside a bullpen office.
- Storage space in the renovated G -Wing and Adler was not programmed well and will already be inadequate.

Library

- Library is seen as being in poor shape.
- Building has mold and water leakage problems.
- There are not enough electrical outlets and no group meeting spaces.
- There are HVAC issues throughout library.
- Different areas of library are designated for quiet study and group use.
- The space has a nice relationship to landscape and views of campus.
- The Library is heavily used.
- There are 260,000 volumes total (180,000 volumes, with balance in periodicals and microfilm).
- They purge by discipline.
- They would grow the collection if added space was available, but are not able to meet needs as College adds new programs.
- They would like an academic learning center and tutoring space in library.
- The balcony on the fourth floor could be better used.
- Would like the library to stay in its current location, but it needs better visibility.
- Library would like to be collocated with Instructional Design (currently located in basement of ASB) and faculty resource center.
- The first floor experiences some flooding.
- Students gravitate to the fourth floor.
- The first floor is the quiet floor, the fourth floor has good natural light.
- Need group spaces seating 6 to 8.
- There is demand for more electrical outlets throughout library.
- The computer lab is heavily used and offers free printing. There is a big rush between classes to print for the next class.
- Information Literacy is taught in teaching lab.
- Desire for wireless access and printing throughout library.

- Printing kiosks would be useful.
- Furniture: craft tables are needed and there are no carrels.
- The art collection is housed in space on first floor, is climate-controlled, and adequately housed.
- There are two storage spaces for art materials.
- Library has a loading dock.
- Technical services has appropriate storage but needs better shelving.
- Circulation and Reserves are both crowded.



CHAPTER THREE

DISTRIBUTION OF EXISTING SPACE



Distribution of Existing Space

OVERVIEW

In this chapter, data regarding existing space at Ramapo is categorized and aggregated by building, type, and administrative governance. These breakouts illustrate space distribution at Ramapo from several different viewpoints, permitting evaluation of the quantity, distribution, and types of space at the College. Finally, a qualitative assessment of general building conditions is offered, comprised of the buildings containing assignable square footage included in the purview of this study.

Categorization of spaces in higher education facilities is typically done according to a set of classifications developed by the National Center for Educational Statistics' postsecondary education Facilities Inventory and Classification Manual (FICM). This guide provides a framework for classification of spaces according to their use and/or configuration for a particular purpose. Each space classification in the FICM is assigned a three-character code, referred to hereafter as an NCES code, after its promulgating authority. A complete space inventory for an institution should have an NCES code assigned to each space so that a thorough analysis of how the institution's space is used can be completed and compared to benchmark information from peer institutions. This internationally recognized framework for defining and measuring space in higher education is also employed for the development of RA's space projections, found in Chapter 6 of this report.

The table below identifies the codes and their definitions.

NCES Code	Category	Definition
100	Classroom	A classroom is a facility that is not tied to a specific subject or discipline by equipment or configuration of room.
200	Laboratory	A laboratory is a facility characterized by special purpose equipment or a specific room configuration which ties instructional or research activities to a particular discipline or closely related group of disciplines.
300	Office	Office facilities are individual, multi-person, or workstation space specifically assigned to academic, administrative, and service functions.
400	Study	Study facilities may contain equipment or materials which aid the study or learning process and which do not restrict the room to a particular academic discipline or group. Included in this category are library stacks and library processing rooms.
500	Special Use	Special use facilities, generally limited to a small group or special population, include spaces for military training, athletic activity, media production, clinical activities, demonstration, agricultural field activities, and animal and plant shelters.
600	General Use	General use facilities are available to a broader population of faculty, students, staff, or public, and include assembly, exhibition, dining, merchandising, recreation, and day care.
700	Support	Support facilities provide centralized space for various auxiliary support systems and services of a campus. Typically centralized, they serve an area ranging from a building or unit to the entire campus. Examples include shop services, central printing, and general storage.
800	Health Care	Health care facilities refer to patient care rooms located in separate organized health facilities such as student infirmaries, clinics, and medical schools.
900	Residential	Residential facilities include housing for students, faculty, staff, and visitors to an institution.
000	Unclassified	Unclassified facilities include those areas which are inactive or unassigned; in the process of being altered, renovated, or converted; or in an unfinished state.

Understanding that Ramapo's space inventory represents a snapshot in time, and that ensuring accuracy and completeness is an ongoing effort, RA worked to resolve readily identifiable coding and square footage inconsistencies within the data. This was accomplished by comparing the data against other sources of information (e.g., Registrar classroom data) where possible to ensure quality control. It is understood that the space inventory will undergo significant changes with upcoming renovations and new construction planned for the campus.

SPACE BY BUILDING

Within the auspices of this study, Ramapo's space inventory contains 28 buildings, comprising 448,220 ASF. The total excludes all spaces on the Ramapo campus that are unassigned or otherwise unavailable (219,799 SF), such as corridors, stairwells, and restrooms. Also excluded from this figure for the purposes of this analysis, are all spaces designated for housing on the Ramapo campus (564,962 ASF).

Figure 1 lists space by building, according to the information provided in the Ramapo space inventory.

Figure 1: Space by Building

Building	ASF	Building	ASF
Anisfield School of Business	47,681	Phase I Academics A-Wing	16,607
Berrie Center for the Fine and Performing Arts	29,485	Phase I Academics B-Wing	16,017
Bradley Sports and Recreation Center	74,620	Phase I Academics C-Wing	14,948
Facilities Complex: Administration Trailers	3,237	Phase I Academics D-Wing	14,554
Facilities Complex: Break Room Trailer	1,265	Phase I Academics E-Wing	17,357
Facilities Complex: Physical Plant	12,417	Phase III Academics G-Wing	53,856
Facilities Complex: Storage Trailer	908	Phase II Academics H-Wing	15,602
Facilities Complex: Trades Offices Trailer	558	Phase IX Residences - Laurel Hall	8,807
George T. Potter Library	45,207	Phase V Residences - Pamela M. Bischoff Hall (Oak)	3,004
Greenhouse	2,544	Phase VI Residences - Nancy Mackin Hall (Maple)	2,624
Health Services Center	1,425	Phase VIII Residences - The Overlook	9,371
Lodge	805	Robert Scott Student Center	38,000
Mansion	12,813	Salameno Spiritual Center	1,006
McBride House	2,337	Sharp Sustainability Education Center	1,165
		Grand Total	448,220

Please note that at the current time, the inventory does not include several secondary buildings belonging to the College, such as the Sculpture Studio and the President's Residence. Updating, revising, and expanding the College's space inventory to accommodate such changes and additions will be ongoing.

The five largest buildings on the Ramapo campus hold over 54 percent of all space on the campus in terms of assignable area. This includes:

- Bradley Sports and Recreation Center (74,620 ASF)
- G-Wing (53,856 ASF)
- Anisfield School of Business (47,681 ASF)
- Robert Scott Student Center (38,000 ASF)
- Berrie Center for the Fine and Performing Arts (29,485 ASF)

Several other construction projects are either planned or underway, including approximately 26,000 ASF of new space. This includes, but is not limited to:

- Renovations to A-Wing and B-Wing
- Renovations to G-Wing
- The Adler Center for Nursing

Please note that the space totals described in this chapter refer to existing spaces only, and therefore exclude additional square footage being created through current building projects. Please refer to Chapter 6, Space Projections and Benchmarking, for further discussion of additional square footage being created through current building projects, vis-à-vis projected current, near-term, and long-term space needs.

SPACE BY TYPE

Figure 2 presents how the 448,220 ASF in Ramapo's space inventory are distributed according to the NCES space type classification, along with examples of spaces found in each category (excluding housing).

Figure 2: Space by Type

Space Type Code	Space Type	Examples	ASF	Percent of Campus ASF
100	Classroom Facilities	Classrooms	55,119	12.3%
200	Laboratory Facilities	Class and Open Laboratories	55,796	12.4%
250	Research Facilities	Research Laboratories	6,299	1.4%
300	Office Facilities	Faculty and Staff Offices, Conference Rooms	105,476	23.5%
400	Study Facilities	Library and Study Facilities	37,620	8.4%
500	Special Use Facilities	Armory, Physical Education, Media Production, Clinic, Demonstration, Animal Facilities, Greenhouses	68,106	15.2%
600	General Use Facilities	Assembly, Exhibition, Food Facilities, Day Care, Lounges, Merchandising, Recreation, Meeting Rooms	91,098	20.3%
700	Support Facilities	Central Computer, Shop, Central Storage, Central Service	26,878	6.0%
800	Health Care Facilities	Surgery, Nurse Stations, Treatment/Examination, Supplies, Waiting Rooms	1,279	0.3%
Grand Total			448,220	100%

- Office Facilities (300) occupy almost 24 percent of space campus, making it the largest single space type represented.
- Together, instructional spaces (100 and 200) constitute roughly 25 percent of all space on campus.
- Figures shown include associated support and service spaces pertaining to each category's specific functions.
- The proportions of space allocations suggested by these figures broadly reflect larger trends across many institutions. Offices are often the largest single space group on a campus, typically comprising 25 to 30 percent of campus space. Taken together, classrooms, laboratories, and research space often comprise nearly a quarter of all assignable campus space.

SPACE DISTRIBUTION BY ADMINISTRATIVE OR ACADEMIC AREA

The 448,220 ASF of space on Ramapo's campus are overseen by the College's four administrative units: the Chief Planning Officer, the Provost, the President, and the Vice President for Institutional Advancement. Please refer to Chapter 6, Space Projections and Benchmarking, for detailed information about current and projected space needs by administrative area.

Figure 3: ASF by Administrative Area

Administrative Area	Current ASF	Percent of Campus ASF
President	2,045	0.5%
Provost	380,240	86.9%
Chief Planning Officer	61,466	11.6%
VP Institutional Advancement	4,469	1.0%
Grand Total	448,220	100.0%

BUILDING CHARACTERISTICS ASSESSMENT AND MATRIX

Qualitative data regarding conditions, contents, and configuration of the assignable area in each of the 28 buildings under the purview of this study are discussed in this section. Additional data analysis and related commentary from user group interviews are provided for some of Ramapo's largest buildings, to shed further light on the many different types of space found across the College's campus. This information is summarized in the Building Characteristics Matrix (Figure 13).

Each of the buildings containing assignable area, according to the College's current space inventory, has been assigned an "adequate," "challenged" or "inadequate" rating. These ratings are derived from several broad variables:

- An assessment of how the building accommodates the functions for which it is currently used, also known as "fit to function." This assessment is commonly impacted by whether the building in question was built for its current purpose or adapted over time to suit the needs of new uses.
- Issues of space fragmentation resulting from the evolution of the campus over time. These issues may include a need to collocate functions that would enable greater sharing of resources, the streamlining of operations, the enhancement of convenience and efficiency, and a reduced need for space.
- General comments on upkeep and maintenance, and remarks on the quality of aesthetic, environmental, and comfort conditions in each building. These data are drawn from observations made during walkthroughs of campus spaces. This variable excludes any technical or systemic issues arising from HVAC, mechanical, electrical, and plumbing systems.
- Views from the campus community on all of the above.

It is important to note this analysis is not intended to be a comprehensive and systematic assessment of space, but an observationally-oriented examination of the Ramapo campus to help inform its future planning and policy directions. The findings from this analysis will contribute to the project team's efforts to identify future capital priorities for the College.

All square footage figures (gross and assignable) have been provided by Ramapo. As previously noted, it is understood that updating, revising, and expanding Ramapo's space inventory is an ongoing effort, and the data provided reflect current understanding of its holdings.

For many of the buildings included in this analysis, selected comments from interviews with administrators, faculty, staff, and students are included to aid in illustrating the issues of each building. For more extensive detail regarding user group interviews, please refer to Chapter 2, Thematic Summary of Interviews.

Buildings Rated "Adequate"

The following facilities have been rated "adequate" in keeping with the criteria for this analysis:

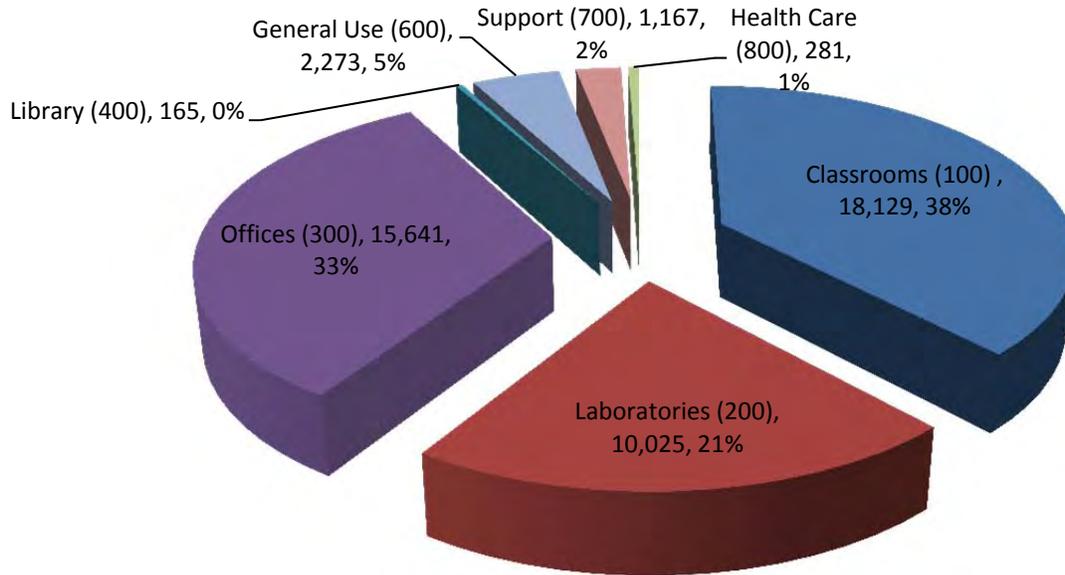
- Many are purpose-built, tailored to their current use, reflecting contemporary space guidelines and modern recommendations for instructional space configuration.
- Functions in these buildings are generally collocated and interior configurations do not appear to be awkward or inconvenient.
- Spaces in these buildings are generally among the Ramapo community's most beloved and most in high demand.
- Buildings are well-maintained, provide comfortable and pleasant surroundings on the whole, and do not appear to experience significant environmental issues at present.

While there may be issues of configuration, quality, and utilization in these facilities, overall they are minor in comparison to buildings rated in the other two categories.

Anisfield School of Business

The Anisfield School of Business building (ASB) was constructed in 2007, and is comprised of 81,785 GSF (47,681 ASF) of space, covering five floors. The building is physically linked to the G-Wing of the Academic Complex. Ninety-two percent of the building's assignable area is given over to classroom, laboratory, and office spaces. The building's assignable area accounts for nearly 11 percent of all assignable area on the Ramapo campus.

Figure 4: Distribution of Assignable Square Footage, ASB



- The ASB facility serves as “home base” for the Anisfield School of Business.
- Several interviewees stressed strong competition for use of the ASB's classroom and meeting spaces, particularly the seminar-style spaces.
- ASB contains 16 (27%) of Ramapo's general-purpose instructional spaces, and 6 (16%) of its specialized instructional spaces.
- ASB is seen as currently meeting the needs of the School of Business's programs, though additional breakout spaces are desired as MBA programs increase in enrollment.
- Some open spaces in the building are seen as insufficiently utilized at present.

Greenhouse

Located adjacent to the H-Wing of the Academic Complex, the Greenhouse was constructed in 2009, and is comprised of 2,742 GSF (2,544 ASF) of space on one floor. Spaces in the Greenhouse are split between the Classroom (100), Special Use (500), and Support (700) categories.

- Greenhouse has classroom space, but lacks associated research area.

Phase IX Residences – Laurel Hall

Laurel Hall was constructed in 2006, and contains 32,930 GSF of space. Excluding residential spaces, Laurel contains 8,807 ASF of space included within the purview of this study. Over half of the non-residential assignable space in Laurel belongs to the General Use (600) category, reflecting the several study lounges and recreational spaces situated in the building.

- Contains a 50-seat movie theater, not often used.

Phase V Residences – Pamela M. Bischoff Hall (Oak)

Oak Hall was completed in 1999, and contains 51,680 GSF of space. Excluding residential spaces, Oak contains 3,004 ASF of space within the purview of this study. Similar to the other residence halls that contain non-residential assignable space, most of the space included in Oak's assignable square footage belongs to the General Use (600) category, reflecting the building's multiple lounge spaces.

Phase VI Residences – Nancy Mackin Hall (Maple)

Maple Hall was completed in 2000, and contains 50,960 GSF of space. Excluding residential spaces, Maple contains 2,624 ASF of space within the purview of this study. Similar to the other residential halls that contain non-residential assignable space, most of the assignable space in Maple belongs to the General Use (600) category.

Phase VIII Residences – The Overlook

The Overlook was completed in 2004, and contains 71,513 GSF of space. Excluding residential spaces, Overlook contains 9,371 ASF of space within the purview of this study. Similar to the other residential halls that contain non-residential assignable space, most of the assignable space in Overlook belongs to the General Use (600) category.

Salameno Spiritual Center

The Salameno Spiritual Center was completed in 2010, and is comprised of 1,602 GSF (1,006 ASF) of space. The space within the Spiritual Center is predominantly assigned to General Use (600) functions, reflecting its primary role as an assembly space.

- Weekly Mass attendance has already outgrown the Spiritual Center space.
- Capacity is about 80 persons.

Sharp Sustainability Education Center

The Sharp Sustainability Education Center was completed in 2009, and is comprised of 1,772 GSF (1,165 ASF) of space. The vast majority of the space within the Sustainability Education Center is assigned to the Classroom (100) category.

Buildings Rated “Challenged”

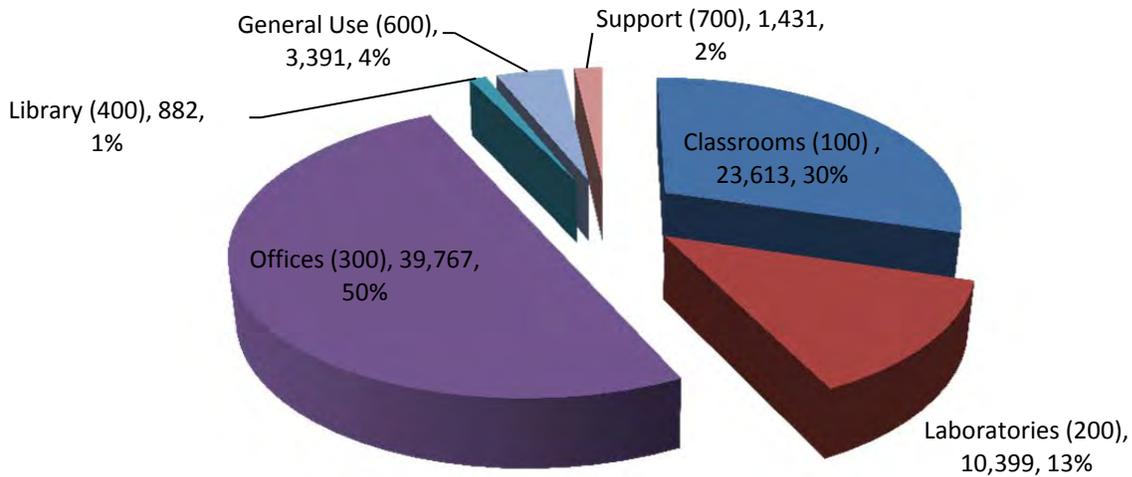
The group of buildings rated as “challenged” encompass many of Ramapo's principal facilities, including the entirety of the Academic Complex, the Berrie Center, and the Bradley Center.

- While some buildings in this group are purpose-built facilities, they may not adequately accommodate the needs of the College's many programs, especially as College enrollment has grown significantly since its founding in 1969. Spatial configurations may reflect outmoded pedagogy, and buildings may lack adequate technology and storage.
- Space fragmentation across this group of buildings may be an issue, particularly in areas where spaces have been assigned on an ad hoc basis.
- While some spaces in these buildings are heavily used, their aesthetics may detract from the overall appeal of the classrooms, offices, laboratories, and social spaces they contain.
- Buildings in this group may suffer from some uncomfortable environmental conditions such as poor ventilation and inadequate lighting.

Academic Complex (A-Wing, B-Wing, C-Wing, D-Wing, and E-Wing)

The Academic Complex (comprised of A-Wing, B-Wing, C-Wing, D-Wing, and E-Wing, as well as the stair cores that connect them) was completed in 1972, and houses most of the campus' classrooms, laboratory spaces, and faculty and staff offices. Altogether, the various wings and their associated stair cores contain 157,257 GSF (79,483 ASF) of space on two floors. The Academic Complex accounts for nearly 18 percent of all assignable space on the Ramapo campus. Each of the five wings making up the original complex accounts for between 14,000 and 17,000 ASF of space. Further analysis of space types contained within the Academic Complex is detailed below.

Figure 5: Distribution of Assignable Square Footage, Academic Complex (A-Wing, B-Wing, C-Wing, D-Wing, and E-Wing)



- 50% of space within the Academic Complex belongs to the Office (300) category, while 43% of space within the Academic Complex is occupied by Classroom (100) and Laboratory (200) spaces.
- The Academic Complex adjoins the Robert Scott Student Center between B-Wing and C-Wing. C-Wing in particular includes many of the offices devoted to student services functions.
- Many accessibility and wayfinding issues pertaining to the Academic Complex were noted by staff and students during the interview process. Lack of a unique identity throughout the complex further complicates wayfinding.
- Uneven quality of classroom, lab, and office spaces throughout academic core was repeatedly cited during interviews. Noise transmission and environmental comfort problems were reported across the Academic Complex.
- Temporary partitions throughout the Academic Complex suggest significant potential to reorganize building interiors.
- A-Wing and B-Wing will be reconfigured as part of upcoming renovations. E-Wing will also be partially renovated in conjunction with the relocation of the Center for Reading and Writing to the Library.
- Interviewees frequently suggested a “one-stop shop” model for Student Services offices, many of which are currently located throughout the Academic Complex.

A-Wing

- Contains numerous spaces belonging to the School of American and International Studies, the School of Contemporary Arts, and the School of Social Science and Human Services.
- Administrative offices currently occupying space in A-Wing include Enrollment Management, CIPL, and Graduate Admissions, among others.
- Contains 16 (of 58) general-purpose classrooms.
- Will be updated and reconfigured as part of upcoming renovations.

B-Wing

- B-Wing houses many offices belonging to the School of American and International Studies.
- Contains seven general-purpose classrooms and three specialized instructional spaces.
- Will be updated and reconfigured as part of upcoming renovations.

C-Wing

- Public Safety currently housed in C-Wing. Space is inadequate, poorly located, not highly visible, and not easily accessible for police officers coming from off-campus. The space lacks storage, locker rooms, an interview room, and lunch room. Work areas are not secured.

- Many Student Services offices are located in C-Wing, including Specialized Services, Student Affairs, Residence Life, and Experiential Learning and Career Services.
- A small number of the School of Contemporary Arts faculty offices are located in C-Wing.
- C-Wing contains one general-purpose classroom and two specialized instructional spaces.

D-Wing

- Many staff offices are located in D-Wing, including Business Services, Human Resources, Environmental Health and Safety.
- Several student service offices are located in D-Wing, including the Educational Opportunity Fund Program, Academic Advisement, and First Year Experience.
- D-Wing houses one general-purpose classroom and two specialized instructional spaces.

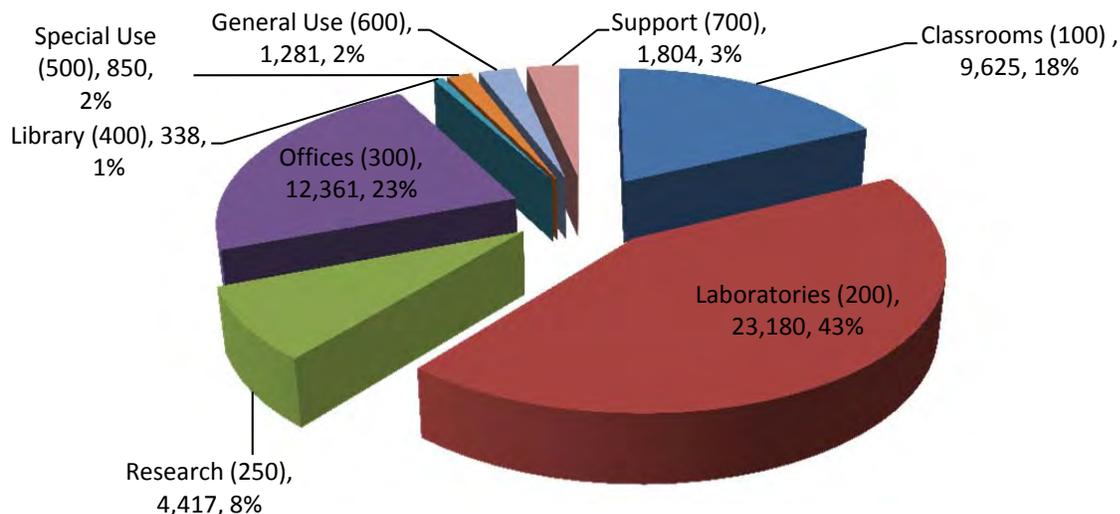
E-Wing

- E-Wing has three general-purpose classrooms and no specialized instructional spaces.
- E-Wing contains a number of faculty offices, including several for the School of Social Science and Human Services faculty, and several School of Theoretical and Applied Sciences faculty.
- E-Wing contains a number of spaces belonging to Information Technology Services, and Institutional Effectiveness, Research, and Planning.
- Several Student Services offices are located in D-Wing, including Financial Aid and the Center for Reading and Writing, although the Center is being relocated to the Library in conjunction with ongoing renovations.

Academic Complex (G-Wing)

G-Wing was constructed in 1974, and is currently home to many spaces occupied by the School of Theoretical and Applied Sciences, as well as some spaces occupied by the School of Social Science and Human Services. It is comprised of 116,377 GSF (53,856 ASF) of space on four floors. At present, the largest amount of space in the G-Wing is devoted to Laboratories (200), followed by Office (300) functions. However, the configuration of the G-Wing will change pending upcoming renovations and the addition of the Adler Center for Nursing, which will be constructed adjacent to G-Wing. The building's assignable area accounts for 12 percent of all assignable area on the Ramapo campus.

Figure 6: Distribution of Assignable Square Footage, G-Wing



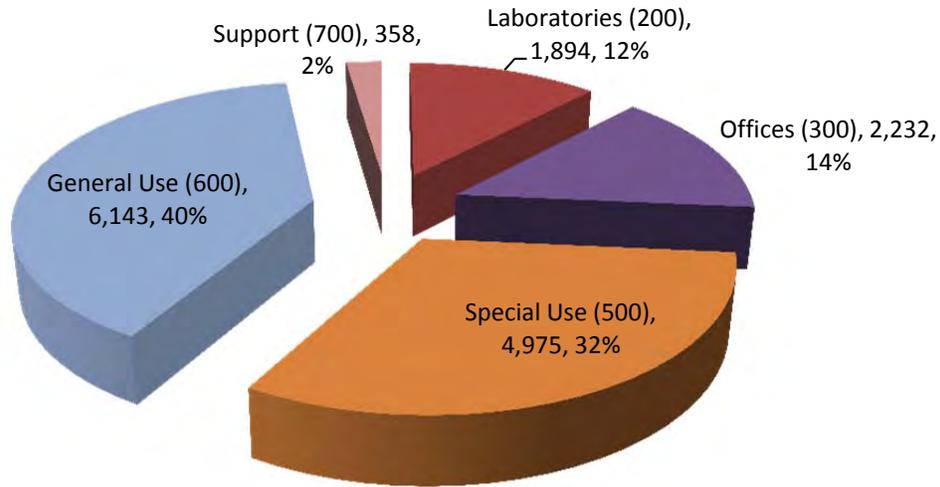
- At present, G-Wing houses 12 (of 58) of Ramapo's general-purpose classrooms, and 17 (of 37) of its specialized instructional spaces.
- G-Wing is perceived by students as difficult to navigate at present.

- Current and planned spaces for the School of Theoretical and Applied Sciences and the School of Social Sciences will not accommodate any future programmatic growth. Even with planned renovations, some faculty and staff from these schools will be located outside G-Wing.

Academic Complex (H-Wing)

H-Wing was constructed in 1973 and is currently home to many spaces occupied by the School of Contemporary Arts' Communication Arts programs. It is comprised of 32,930 GSF (15,602 ASF) of space on two floors. Over half the space in H-Wing is devoted to Special Use (500) and General Use (600) categories. The building's assignable area accounts for roughly four percent of all assignable area on the Ramapo campus.

Figure 7: Distribution of Assignable Square Footage, H-Wing

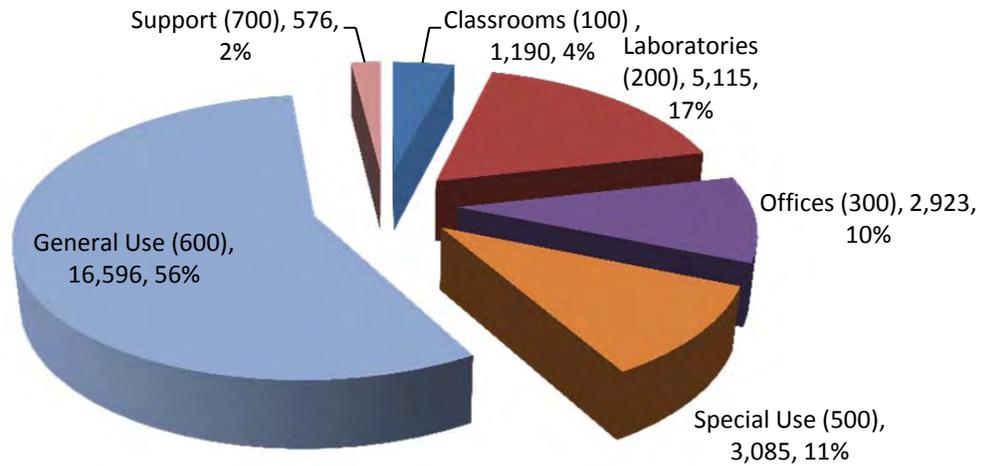


- H-Wing houses two specialized instructional spaces and no general-purpose classrooms.
- H-Wing contains many spaces used by programs in the School of Contemporary Arts, including a recording studio, an audio lab, a radio studio, a TV studio, and other media production spaces.
- H-Wing is one of the School of Contemporary Arts' principal facilities, the others being the Berrie Center and parts of A-Wing and C-Wing.

Berrie Center for the Fine and Performing Arts

The Berrie Center for the Fine and Performing Arts is a three story building constructed in 1998 and is comprised of 72,715 GSF (29,485 ASF) of space. Over half of the building's assignable area is given over to Special Use spaces (600). The building's assignable area accounts for nearly seven percent of all assignable area on the Ramapo campus.

Figure 8: Distribution of Assignable Square Footage, Berrie Center

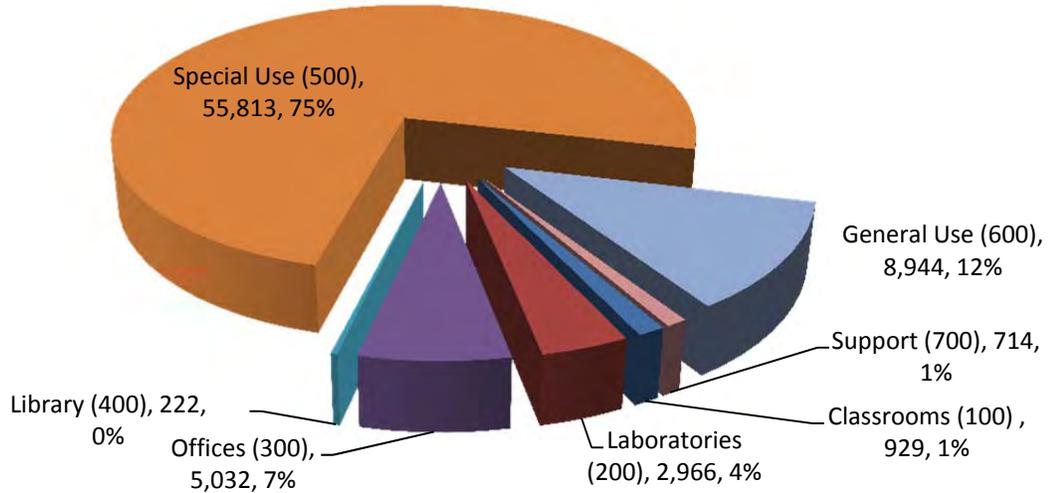


- In recent years, enrollment in the College’s music program has increased, but there is insufficient space to support it. Needed spaces include rehearsal spaces, band practice spaces, a music lab, a recording studio, and a keyboard classroom.
- The Berrie Center has inadequate rehearsal space for extracurricular student bands and choral groups.
- Performance and rehearsal hall are perceived as high-quality.
- Interviewees indicated the Berrie Center is one of the few buildings on the Ramapo campus seen as having a unique identity.
- Storage space for the theater is a concern.
- Art Gallery space in the Berrie Center is cramped.
- The Café in the Berrie Center is a good example of the kind of informal space needed around campus, but it is hidden and undersized for its purpose.
- The Berrie Center lacks appropriate meeting space.

Bradley Sports and Recreation Center

The Bradley Sports and Recreation Center building was constructed in 1975 and expanded in 2005. It is comprised of 108,234 GSF (74,620 ASF) of space on two floors. Three quarters of the building’s assignable area is given over to General Use spaces (500). The building’s assignable area accounts for nearly 17 percent of all assignable area on the Ramapo campus.

Figure 9: Distribution of Assignable Square Footage, Bradley Sports and Recreation Center



- The Bradley Center is one of the few buildings on the Ramapo campus seen as having a unique identity, but was perceived by some interviewees as being small and crowded.
- Despite being one of the most up-to-date facilities on the Ramapo campus, Bradley Center is perceived as having poor signage, no ticket booth, oddly-placed restrooms and concessions, fragmented offices, and inadequate locker rooms and coaches' offices.
- The Auxiliary Gym is in poor shape.

Lodge

The Lodge was constructed in 1979, and is comprised of 3,153 GSF (805 ASF, excluding housing) of space on one floor. Assignable space in the Lodge contained within the purview of this study consists wholly of Office (300) space.

- The Lodge currently houses the offices of the Ombudsman and Environmental Health and Safety, as well as a small fitness center and hall office for residents of the College Park Apartments. Adjacent to the Lodge is a freestanding laundry room serving surrounding student housing.
- Several interviewees indicated the Lodge may be a suitable location for either Public Safety or Health Services.

Buildings Rated "Inadequate"

The group of buildings rated as "inadequate" encompass several of Ramapo's principal students spaces (the Robert Scott Student Center and the George T. Potter Library) as well as several buildings used primarily as staff and administrative work spaces (the Mansion, and including the buildings and trailers that currently comprise the Facilities Complex).

- Similar to the "challenged" group, while some buildings in this group are purpose-built facilities, they do not adequately accommodate the needs of the programs they house, and generally reflect obsolete technology, and/or outmoded pedagogy. Other buildings, such as the Mansion, have been retrofitted to accommodate their current use, presenting challenges to flexibility over time.
- Space fragmentation across this group of buildings may be an issue, particularly in areas where spaces have been assigned on an ad hoc basis.
- Many interviewees expressed negative opinions about the aesthetic appearance, configuration, and utilization of these buildings.
- Buildings in this group may suffer from some uncomfortable environmental conditions such as poor ventilation and inadequate lighting.

Facilities Complex

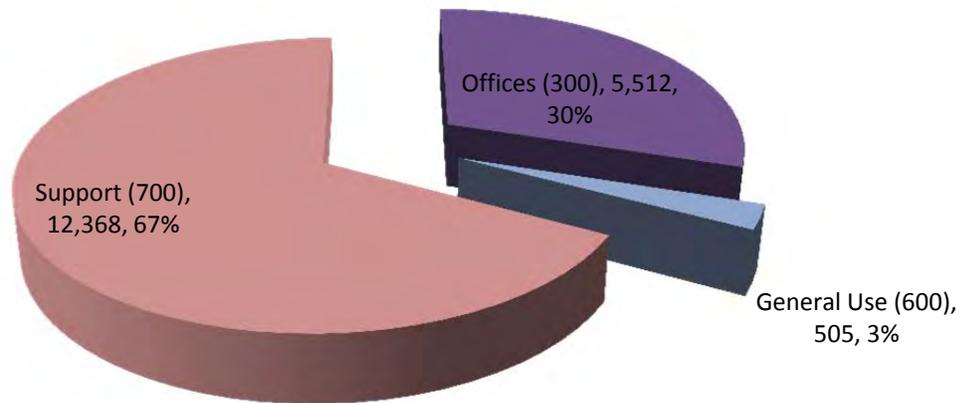
The Facilities Complex consists of several buildings and trailers that were constructed between 1971 and 2000. Some have recently been updated.

Figure 10: Facilities Complex (All)

Building	Year Constructed	GSF	ASF	% of Total ASF
Administration Trailers	1998	3,512	3,237	17.6%
Break Room Trailer	1972	2,623	1,265	6.9%
Physical Plant	1971	34,889	12,417	67.5%
Storage Trailer	2000	1,295	908	4.9%
Trades Offices Trailer	1975	1,341	558	3.0%
Totals		43,660	18,385	100.0%

Together, these buildings comprise 18,385 ASF, or roughly four percent of all assignable area on the Ramapo campus, per the limits of this study. The majority of the spaces contained in these facilities is coded to the Support (700) category.

Figure 11: Distribution of Assignable Square Footage, Facilities Complex (All)

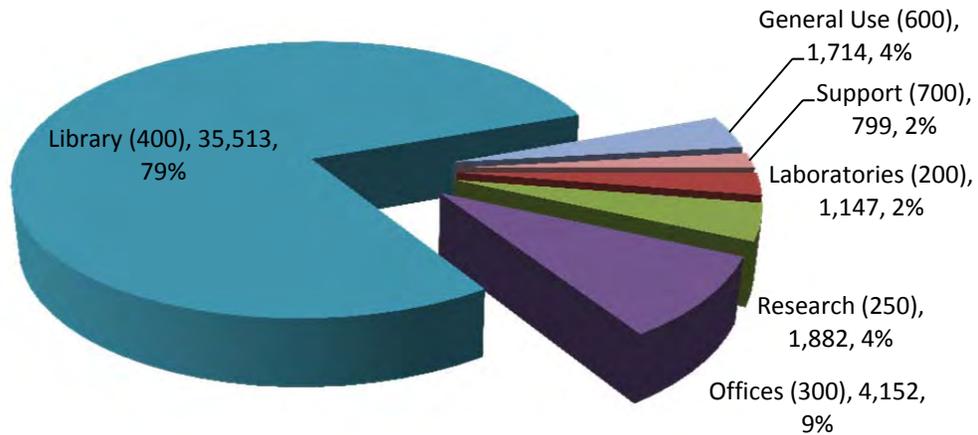


- Facilities spaces are fragmented in four trailers and the former main Facilities office (the Physical Plant).
- The location of Facilities on campus is seen as a positive. There is easy access to everywhere on campus, although the facility itself is seen as inadequate.
- Additional storage for equipment is needed, both at the Facilities complex and remotely across campus for Facilities units (Housekeeping, for example).

George T. Potter Library

The George T. Potter Library was constructed in 1977. It is comprised of 78,160 GSF (45,207 ASF) of space, on four floors. Almost 80 percent of the building's assignable area is Library space (400). The building also contains small amounts of General Use (600), Support (700) Laboratory (200), Research (250), and Office (300) spaces. The building's assignable area accounts for over 10 percent of all assignable area on the Ramapo campus,.

Figure 12: Distribution of Assignable Square Footage, George T. Potter Library



- The Library currently maintains 260,000 volumes (180,000 volumes, the balance in periodicals and microfilm).
- The building is perceived to be in poor shape, has mold and water leakage problems, suffers from occasional flooding, and has numerous HVAC problems.
- Library is heavily used. In particular, students gravitate to spaces on the fourth floor.
- Lacks group meeting spaces, in particular small group rooms that would seat six to eight people.
- Librarians would like an academic learning center and tutoring space within Library confines.
- More electrical outlets and wireless access needed.
- Interiors are outdated and worn.

Health Services Center

The Health Services Center building was originally constructed in 1991 as the Early Childhood Center. It is comprised of 2,863 GSF (1,425 ASF) of space on one floor. The vast majority of Ramapo's Health Care (800) spaces are located within this facility, with the balance belonging to Office (300) and Support (700) categories. The building's assignable area accounts for less than one percent of all assignable area on the Ramapo campus.

- The Health Services Center is inadequately sized and in an inconvenient location.
- Students and staff would prefer the Health Services Center be located in a more private location.
- The building was not purpose-built as a student health center.

Mansion

The Mansion is original to the property and was acquired along with the rest of the Ramapo property in 1969. It is comprised of 15,965 GSF (12,813 ASF) of space on two floors. The vast majority of space in the Mansion is assigned to the Office (300) category, reflecting the building's use as the campus administrative hub. The building's assignable area accounts for roughly three percent of all assignable area on the Ramapo campus.

- Senior administration (offices of the President, Chief Planning Officer, Provost, and Vice President for Institutional Advancement) are all concentrated in the Mansion.
- Office spaces throughout the Mansion are cramped, circulation routes are narrow, and wayfinding is difficult.
- There is significant lack of storage space. Other provisions for staff (kitchenettes, small group meeting space) are very limited.
- There are wide variations in office configuration, quality, and upkeep because of the age of the building and its former function as a private residence.
- The College's original Master Plan identified an Administrative Building, but administrative offices have instead spread out into formerly academic space within the Academic Complex. This situation has led to fragmentation between areas/offices that work together.

McBride House

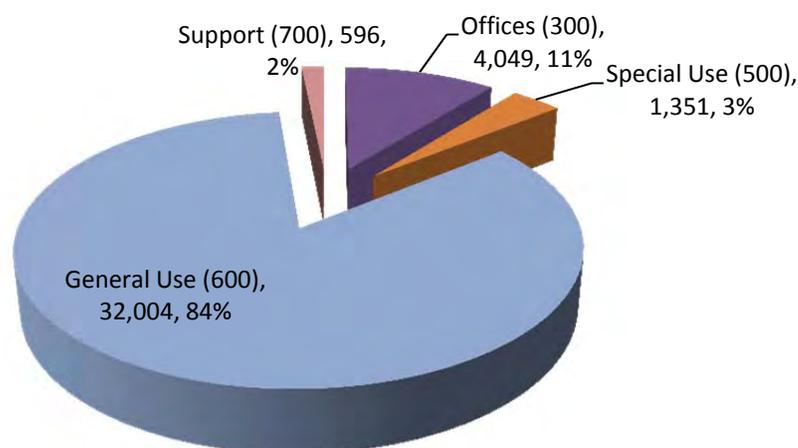
McBride House is original to the property and was acquired along with the rest of the Ramapo property in 1969. It is comprised of 3,622 GSF (2,337 ASF) of space on two floors. Home to Ramapo's Admissions staff, most space in the McBride House is assigned to the Office (300) category, with a small amount of space assigned to the Support (700) category. The building's assignable area accounts for less than one percent of all assignable area on the Ramapo campus.

- Several interviewees stressed a desire for a larger Welcome Center akin to those at other colleges.
- McBride House lacks a large gathering space for Admissions events and does not have a presentation room.
- McBride House lacks proximity to the College's main parking areas for visitors.

Robert Scott Student Center

The Robert Scott Student Center was completed in 1973, with renovations completed in 1979 and 1990. The building, located adjacent to the juncture of B-Wing and C-Wing of the Academic Complex, contains 57,483 GSF (38,000 ASF) of space, the vast majority of which belongs to the General Use (600) category. The Student Center houses the main dining hall on the Ramapo campus, several of its largest social and gathering spaces, and multiple offices for various student life and student services functions.

Figure 13: Distribution of Assignable Square Footage, Robert Scott Student Center



- The Student Center holds the College’s principal retail dining and residential dining spaces.
- The building is perceived as not having enough bookstore and retail space.
- Additional “hangout” space is needed, as well as group meeting spaces of varying sizes. Friends Hall and Jay Lee’s are seen as outdated and too small. The Fishbowl, located adjacent to the Student Center on the second floor of C-Wing, lacks amenities.
- Current scheduling practices produce a sharp demand for dining services during the College’s Common Hour. Crowding and waiting for seats in the dining areas is standard and students do not always have time to eat.
- There is very limited designated group space within the Student Center. There are approximately 120 student clubs and organizations on the Ramapo campus, and they are not supported by the limited space.

Building Characteristics Matrix

The table that follows presents details on Ramapo’s assignable square footage (ASF) according to space type code and distribution by building, along with details including year constructed, number of floors, gross square footage, ratio of assignable square footage to gross square footage, number of general-purpose classrooms, and number of specialized instructional spaces or laboratories. Buildings are grouped by rating (“Adequate,” “Challenged,” and “Inadequate.”)

Figure 14: Building Characteristics Matrix

Building	Year Constructed	Floors	Gross Square Footage (GSF)	A/G Ratio	General-Purpose Classrooms	Specialized Instructional Spaces	Classrooms (100)	Laboratories (200)	Research (250)	Offices (300)	Library (400)	Special Use (500)	General Use (600)	Support (700)	Health Care(800)	Grand Total, ASF	% of Total ASF	
Rated "Adequate"	Anisfield School of Business Greenhouse	2007	5	81,785	0.58	16	6	18,129	10,025	15,641	165		2,273	1,167	281	47,681	10.6%	
	Phase IX Residences - Laurel Hall	2009	1	2,742	0.93			726		886		1,738		80		2,544	0.6%	
	Phase V Residences - Pamela M. Bischoff Hall (Oak)	2006	n/a	17,236	0.51				1,619					704		8,807	2.0%	
	Phase VI Residences - Nancy Mackin Hall (Maple)	1999	n/a	51,680	0.06					300				424		3,004	0.7%	
	Phase VIII Residences - The Overlook	2000	n/a	50,960	0.05					300				424		2,624	0.6%	
	Salameno Spiritual Center	2004	n/a	71,513	0.13					500	500			1,911		9,371	2.1%	
	Sharp Sustainability Education Center	2010	1	1,602	0.63								120	798	88	1,006	0.2%	
		2009	1	1,772	0.66			907			151				107		1,165	0.3%
	Subtotal, Rated "Adequate"					16	6	19,762	11,644	0	17,778	665	2,032	19,135	4,905	281	76,202	17%
	Rated "Challenged"	Berrie Center for the Fine and Performing Arts	1998	3	72,715	0.41	2	4	1,190	5,115	2,923		3,085	16,596	576		29,485	6.6%
Bradley Sports and Recreation Center		1975 / 2005	2	108,234	0.69	16	1	10,600	2,966	5,032	222	55,813	8,944	714		74,620	16.6%	
Phase I Academics A-Wing		1972	2			7	3	8,328	933	4,344			466	40		16,607	3.7%	
Phase I Academics B-Wing		1972				1	2	868	2,977	5,780	441		936	96		16,017	3.6%	
Phase I Academics C-Wing		1972				1	2	1,036	1,299	8,577	441		1,989			14,948	3.3%	
Phase I Academics D-Wing		1972				3		2,781	3,993	12,219	441			1,295		14,554	3.2%	
Phase I Academics E-Wing		1972	4	116,377	0.46	12	17	9,625	23,180	4,417	12,361	338	850	1,281	1,804	53,856	12.0%	
Phase III Academics G-Wing		1974	2	32,930	0.47		2		1,894	2,232	2,232		4,975	6,143	358	15,602	3.5%	
Phase II Academics H-Wing Lodge		1973 / 1979	1	11,335	0.07						805					805	0.2%	
Subtotal, Rated "Challenged"						42	31	35,357	43,554	4,417	63,120	1,442	64,723	36,355	4,883	0	253,851	57%
Rated "Inadequate"	Facilities Complex: Administration Trailers	1998	1	3,512	0.92					3,237						3,237	0.7%	
	Facilities Complex: Break Room Trailer	1972	1	2,623	0.48					376			505	384		1,265	0.3%	
	Facilities Complex: Physical Plant	1971	2	34,889	0.36					676				11,741		12,417	2.8%	
	Facilities Complex: Storage Trailer	2000	1	1,295	0.70					665				243		908	0.2%	
	Facilities Complex: Trades Offices Trailer	1975	1	1,341	0.42					558						558	0.1%	
	George T. Potter Library	1977	4	78,160	0.58				1,147	1,882	35,513		1,714	799		45,207	10.1%	
	Health Services Center	1991	1	2,863	0.50					333				94	998	1,425	0.3%	
	Mansion	1889? / 1969	2	15,965	0.80					8,372				1,385	3,056	12,813	2.9%	
	McBride House	1889? / 1969	2	3,622	0.65					2,160					177	2,337	0.5%	
	Robert Scott Student Center	1973 / 1979 / 1990	2	57,483	0.66						4,049		1,351	32,004	596		38,000	8.5%
Subtotal, Rated "Inadequate"					58	37	55,119	56,345	1,882	24,578	35,513	1,351	35,608	17,090	998	118,167	26%	
Totals/Averages					58	37	55,119	56,345	6,299	105,476	37,620	68,106	91,098	26,878	1,279	448,220	100.0%	

Summary: Buildings Characteristics Assessment and Matrix

- Approximately a quarter of all assignable space on the Ramapo campus (118,167 ASF) has an “inadequate” rating, while 17 percent (76,202 ASF) has an “adequate” rating. The remaining 57 percent of campus space (253,851 ASF) has a “challenged” rating.
- While over half of the buildings fall into the “challenged” category, it is important to note individual buildings within this group (e.g. A-Wing, B-Wing, and G-Wing) are slated for renovations in the near future. The matrix does not reflect the impact of upcoming renovations and additions that would alter the relative assessment of such buildings.
- Other buildings in the “challenged” group not slated to be renovated may merit further analysis to determine how the College can improve their rating and shrink the number of buildings and square footage currently in the “challenged” group.
- In general, the oldest buildings are rated most “inadequate,” while virtually all of the newer buildings at Ramapo are found in the “adequate” group. The average age of the buildings rated “adequate” is six years old, while the “challenged” buildings have an average age of 36 years old. The “inadequate” buildings have an average age of 48 years old.

SUMMARY

The Bradley Sports and Recreation Center, the Anisfield School of Business, and the George T. Potter Library, are some of the largest individual buildings on the Ramapo campus, according to the College’s inventory of assignable area. However, if A-Wing, B-Wing, C-Wing, D-Wing, and E-Wing of the Academic Complex are considered jointly, the combined facility would constitute the largest building on campus, at nearly 80,000 ASF. Altogether, the College’s space inventory includes 28 buildings containing the assignable, non-residential space that falls within the purview of this analysis. However, this summary statement acknowledges that the inventory is a work in progress and updates and revisions are ongoing.

In terms of ownership of space by administrative unit, the Provost occupies 380,420 ASF, significantly more space than the next-largest unit, the Chief Planning Officer (61,466 ASF). The Vice President for Institutional Advancement and the President are the smallest units by assignable square footage, respectively.

Across the campus, approximately 26 percent of Ramapo’s space is used for instructional classrooms (100), laboratories (200), and research (250), reflecting Ramapo’s commitment to its core mission. Meanwhile, nearly 24 percent of campus space is dedicated to faculty and staff office space. Together, instructional and office spaces represent just over half of all assignable space at Ramapo.

The Building Characteristics and Matrix section of this chapter provides a high-altitude ratings framework for the buildings included in this study. The ratings were based on a number of broad variables, including input gathered during on-campus interviews, general assessments of “fit to function,” space fragmentation, observations on upkeep, maintenance, and the aesthetic, environmental, and comfort conditions of each building observed during walkthroughs of spaces. Overall, 26 percent of the assignable space on campus was rated as “inadequate,” (118,167 ASF) while 57 percent (253,851 ASF) earned a “challenged” rating and 17 percent (76,202 ASF) garnered an “adequate” rating.

While the Building Characteristics and Matrix section of this chapter presents a variety of summary information pertaining to each of the buildings analyzed in this study, ongoing updates to the College’s space inventory would permit a formal review of the inventory’s space assignments to be conducted, enabling further sorting of the College’s space data by School and associated academic program.

CHAPTER FOUR

ENROLLMENT AND PERSONNEL



Enrollment and Personnel

ENROLLMENT

Overview

The purpose of this section is to examine the historic trend data and enrollment projections for Ramapo overall, and its schools and colleges in particular. This analysis is intended to provide an understanding of what elements have been typical of enrollment in the recent past and what enrollment management plans for the future mean for the use of and need for space. All enrollment data were provided by Ramapo's Office of Enrollment Management.

There are two measures of enrollment referenced here and each provides unique insights into enrollment patterns and, collectively, provide a full enrollment trend analysis.

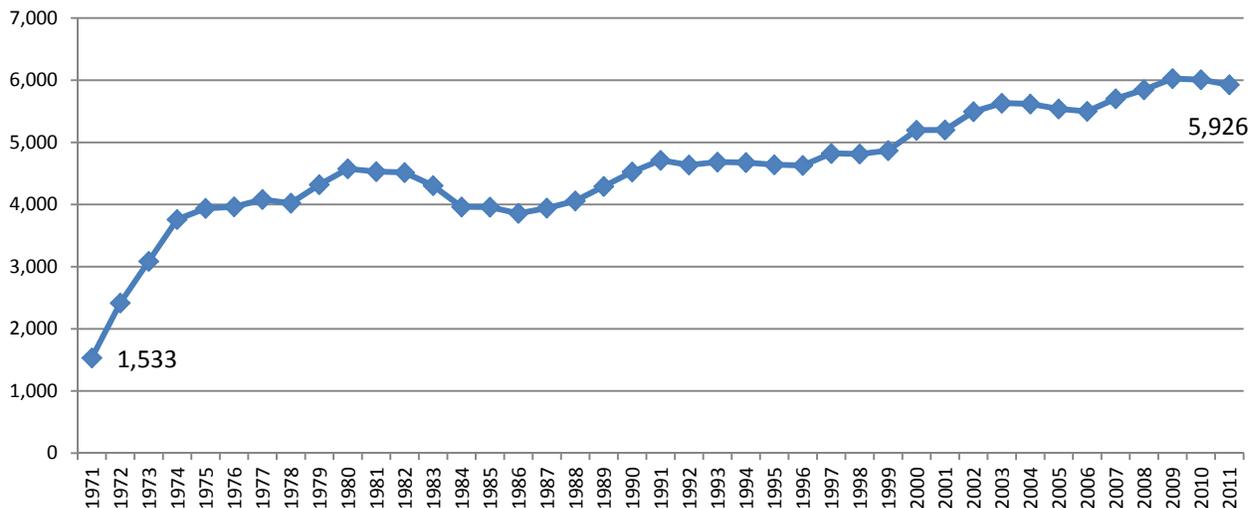
- **Full-time equivalency** or FTE enrollment is based on the number of credits a full-time student would take during a specified time period. This measure takes into account the total number of credit hours being taken or "produced" by enrolled students. The number of credits undergraduate and graduate students are required to take to be considered full-time are different, obviously, and there is also a range in the number of credit hours used to signify full-time from institution to institution. For these reasons, it is wise to identify FTE for undergraduate and graduate enrollment separately. Because FTE is a calculated number that combines full- and part-time enrollment to achieve one total, it can only be used as a broad measure of how many credit hours students are taking during any semester.
- **Headcount** is the total number of students attending an institution during a given time period. This measure may be disaggregated by full-time (FT) and part-time (PT) status at the graduate and undergraduate level. Unduplicated headcount counts each student only once, regardless of the number of terms attended, and is a measure of how many individual students attended an institution during a specified time period.

Trends in Full- and Part-Time Headcount Enrollment

Historical Enrollment

The figure below shows historical total Fall unduplicated headcount data for undergraduate FT and PT enrollment and graduate FT and PT enrollment, across all of Ramapo College, from the college's establishment in 1971 to the present.

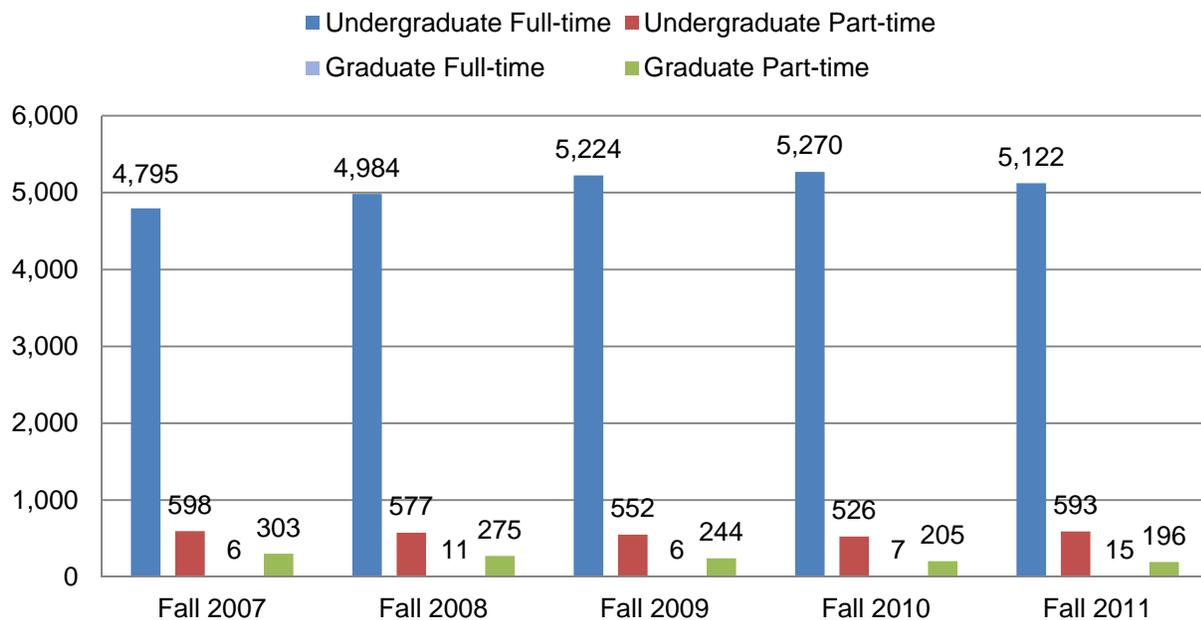
Figure 1: Historical Total Fall, Unduplicated Headcount Enrollment, 1971-2011



- Since its opening in Fall 1971, Ramapo's enrollment has grown nearly 300 percent, or more than 4,300 students.
- Ramapo's most rapid growth occurred in its first ten years of operations, with steadier growth from the mid-1980s onward.

The following chart disaggregates Ramapo's enrollment data over the most recent five years to highlight current enrollment trends.

Figure 2: Trends in Total Fall, Unduplicated Headcount Enrollment, 2007-2011



- Between Fall 2007 and Fall 2011, the number of undergraduate full-time students increased by more than 300 students, or 6.8 percent. Meanwhile, the number of part-time undergraduate students decreased slightly.
- Since 2007, the number of graduate full-time students increased by nine, while the number of part-time graduate students decreased by 35 percent, or just over 100 students during the same period.
- Total undergraduate enrollment increased by 6 percent between 2007 and 2011, while total graduate enrollment decreased by almost 32 percent.
- Total headcount enrollment, encompassing both undergraduate and graduate students, has grown from a total of 5,702 students in 2007 to 5,926 students in 2011, a 3.9% increase.

Projected Enrollment

The projection of future space needs on any campus is directly related to plans for development or change in the academic program array and initiatives in enrollment management, recruitment, and retention efforts. For the analysis of Ramapo's projected enrollment to 2021, the College supplied pre-existing enrollment projections to Spring 2015 based on campus-specific enrollment targets. However, at the time of this report, the College is reconsidering enrollment projections to 2015 and beyond in conjunction with the development of a new institutional Strategic Plan.

In lieu of detailed enrollment projections covering the timeframe of the Master Plan, Ramapo provided the following general guidelines. For the purposes of this analysis, the following conditions were to be considered:

- In keeping with institutional desires to increase selectivity, undergraduate enrollment will not be increased for the entirety of the timeframe described by this Master Plan.

- Graduate enrollment will experience modest increases. These increases will be mostly limited to additional enrollment in the Anisfield School of Business’s graduate programs, and several new graduate programs currently awaiting approval or being developed elsewhere in the College. The exact magnitude of this growth has not yet been determined.

In response to this direction, RA established two FTE enrollment “milestones” in response to this direction: a near-term milestone of +250 FTE and a long-term milestone of +500 FTE over Fall 2011 FTE enrollment, resulting in respective overall enrollment figures of 5,623 FTE and 5,873 FTE. These figures provide a quantitative framework for the determination of future space needs.

PERSONNEL

Methodology

One of the primary drivers used in analyzing the need for current and future space is the number and type of personnel who regularly require space. Analysis of current personnel is generally a “snapshot” conducted at the same time as the data for current enrollment and classroom use are collected.

To inform current and projected faculty and staff space needs, RA collected current headcount of all academic and non-academic staff for the Ramapo campus, disaggregated by office, school or college, job category, and FT/PT status. Fall 2011 payroll data were provided by the Ramapo Office of Human Resources.

To establish overall personnel projections, RA solicited each administrative unit of the College to gather five and ten-year personnel projections from all departments and offices under their purview. Together, these data established a broad-brush picture of projected need for office and work spaces. It must be noted that figures shown are preliminary and should be updated as time progresses. Refinements in personnel projections will impact overall future need for office space at Ramapo.

All FTE figures shown are estimated based on typical conversion factors for various employment categories.

Current Personnel

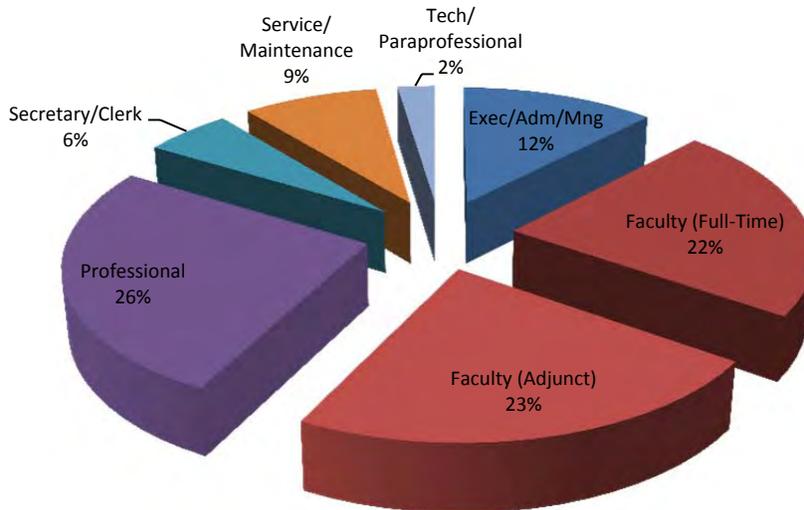
Figure 3: Headcount and FTE Personnel, Fall 2011

Employee Type	Full-Time	Part-Time	Adjunct	Totals, Headcount	Totals, FTE	Student Worker
Exec/Adm/Mng	125			125	125	
Faculty	229		233	462	287.25	
Professional	167	98	2	267	216.25	
Secretary/Clerk	56			56	56	
Service/Maintenance	87			87	87	
Tech/Paraprofessional	13	11		24	18.5	
Student Worker						629
Grand Totals	677	109	235	1,021	790	629

- There are currently 1,021 headcount personnel at Ramapo (790 FTE), excluding student workers.
- Roughly half of all Ramapo faculty are adjuncts; however, this category should be viewed with care, because adjunct faculty course loads vary considerably.
- 66.3% of all personnel (excluding student workers) are full-time.

The following chart illustrates the distribution of personnel by employment type.

Figure 4: Headcount Personnel, Fall 2011



Projected Personnel

Projections were collected from each of Ramapo’s four administrative areas (the Provost, the Chief Planning Officer, the Vice President for Institutional Advancement, and the President), and are summarized below. In lieu of detailed projections for student workers at Ramapo, figures have been escalated in proportion with personnel growth in other areas foreseen by each administrative area’s units. See Chapter 6, Space Projections and Benchmarking, for additional information regarding personnel work space needs.

Figure 5: Summary, Current and Projected Personnel, Headcount and FTE

	Actual	Near-Term Projected Totals, Headcount	Projected Change, Near-Term vs. Actual Headcount	Projected Change, Near-Term vs. Actual, FTE	Projected Change (%), Near-Term vs. Actual	Long-Term Projected Totals	Projected Change, Long-Term vs. Actual	Projected Change, Long-Term vs. Actual, FTE	Projected Change (%), Long-Term vs. Actual
Full-Time	677	808	131	131	19.4%	869	192	192	28.4%
Part-Time	109	109	0	0	0.0%	115	6	3	5.5%
Adjunct	235	271	36	9	15.3%	305	70	17.5	29.8%
Totals	1,021	1,187	166	140	16.3%	1,288	267	212.5	26.2%
Student Workers	629	734	105*	n/a	16.7%	797*	168	n/a	26.7%

- Ramapo’s various units expect to add approximately 70 adjunct positions in the long-term, an increase of nearly 30 percent over current totals.
- In terms of absolute numbers, the number of full-time personnel shows the largest projected increase, with the potential addition of nearly 200 full-time faculty and staff in the future.
- Part-time positions experience the smallest increase, with just six additional part-time positions expected to be added in the future.
- Student worker figures are escalated in proportion with overall growth in all other employment categories to illustrate potential magnitude of additional positions that may be needed.
- Again, it must be noted that figures shown are preliminary and should be updated as time progresses, in conjunction with specific staffing needs.

CHAPTER FIVE

INSTRUCTIONAL SPACE
UTILIZATION ANALYSIS



Instructional Space Utilization Analysis

OVERVIEW

This chapter presents the statistical methodology associated with the analysis of Ramapo’s instructional space and course scheduling data, discusses applicable planning guidelines, outlines the assumptions applied during the review, and examines issues that affect the assignment and use of instructional spaces on campus.

All general-purpose classrooms and specialized instructional spaces scheduled during Fall 2011 on the Ramapo campus were reviewed for weekly hours of use, station occupancy rates, and assignable square feet per station. The findings and applicable planning guidelines were then compared to identify current or projected space “gaps.”

INSTRUCTIONAL SPACE PLANNING GUIDELINES METHODOLOGY

The primary purpose of this analysis is to inform facilities planning decisions and support the allocation of capital resources within a broader planning context. The outcome of this detailed diagnosis of instructional space is intended to identify the availability of appropriate core mission space, in adequate amounts, in the right locations, during the times they are needed.

The statistical methodology applied by Rickes Associates to the instructional space utilization analysis is widely used and accepted in higher education. The analysis incorporates suggested guidelines regarding scheduling windows, station occupancy, and station sizes. Adherence to these guidelines, where these three variables are concerned, provides credible and defensible findings to support planning and prioritization of vital capital improvements.

The following defines the terminology used in the utilization analysis.

INSTRUCTIONAL DEFINITION

The definition of a general-purpose classroom developed by the National Center for Education Statistics (NCES) is:

A room used for courses that are not tied to a specific subject or discipline by equipment in or the configuration of the room. These rooms are generally used for scheduled instruction that require no special, restrictive equipment or configuration. A classroom may be furnished with special equipment (e.g., maps, globes, etc.) if this equipment does not render the room unsuitable for use by classes in other areas of study.

Another category of instructional space – specialized space – is defined by the NCES as follows:

A room used primarily for formally or regularly scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observations, or practice in an academic discipline. A class laboratory is designed for or furnished with equipment to serve the needs of a particular discipline for group instruction. This special equipment normally limits or precludes the room’s use by other disciplines.

This category includes a variety of spaces including, for example: science labs, computer labs, painting and drawing studios, music rooms, etc. Although NCES formally refers to these spaces collectively as “laboratory facilities,” the more descriptive term “specialized instructional space,” is employed here to ensure clarity.

Station Size

Station size refers to the average amount of assignable square footage available per student station (i.e. seat). This metric is calculated by dividing total assignable square footage per instructional room, as identified in the space inventory, by the total number of stations, as identified by the Registrar.

An range of 20 to 25 assignable square feet per station is recommended in typical flat floor classroom spaces. This figure can be lower or higher, depending upon total seating capacity and the technology and type of furniture to be accommodated, especially if such furniture needs to be reconfigurable. Large lecture halls may function with 10 square feet per station, and case room style seating may require upwards of 40 assignable square feet per station, depending upon room capacity. Studio classrooms require even more space per student station.

For the purposes of this analysis, an average allowance of 22 assignable square feet per student station in general-purpose classrooms was applied to determine total square footage needs. Although a mix of classroom capacities is suggested, this total figure provides flexibility in determining an appropriate classroom capacity distribution, with rooms falling both above and below this median figure.

For specialized instructional spaces, a multiplier is applied depending upon the general space needs of the discipline (typically, discipline-specific multipliers range from 40 to 100 assignable square feet per station). In Ramapo's case, multipliers ranging between 40 and 60 assignable square feet were applied, depending on the particular discipline. To provide a broad allowance for the various support spaces necessary for individual disciplines, a supplementary 30 percent was added to the space needs produced by the use of these multipliers. The intent was to determine a total order-of-magnitude square footage need for specialized instructional spaces.



Weekly Room Hour Utilization Rate

The weekly room hour utilization rate refers to the proportion of time instructional spaces are actually used relative to the total time those spaces are available (e.g., the number of weekly hours each instructional space is in use for regularly scheduled coursework, divided by the total number of hours the space is reasonably available).

Since weekly room hour utilization rates are calculated based upon the institutional scheduling "window," it was essential to define the hours included in this window. An institution's scheduling window refers to the block of time within which it is possible to schedule all or most coursework. The agreed upon window, based on discussion with the Registrar, equates to 43.25 hours (extending from 8:00 AM to 5:15 PM on Mondays, Tuesdays, Thursdays, and Fridays, and from 8:00 AM to 6:15 PM on Wednesdays, excluding the Common Hour).

College schedules generally range from 40 hours per week to upwards of 50 hours per week, with the benchmarked average around 45 hours per week. The length of the scheduling window has a direct impact on the overall number of rooms to be recommended. The shorter the scheduling window, the more rooms will be needed to support the course sections. The opposite is true if the scheduling window is lengthened. For these reasons, should Ramapo decide to lengthen the scheduling window from 43.25 to 50.25 weekly hours in order to incorporate additional scheduling blocks in lieu of the College's current Common Hour (while otherwise maintaining current scheduling practices), the overall need for instructional spaces decreases, because of the additional scheduling hours. This particular scenario is summarized later in this chapter.

The planning goal is to schedule 67 percent of available hours within the scheduling window where general-purpose classrooms are concerned (in Ramapo's case, 29 hours of the College's current 43.25 hour scheduling window). The primary reason for this goal is the various classroom sizes and amenities - and varying course sizes. A perfect "match" between available classrooms and class size and need cannot always be made in every time period. The two-thirds utilization rate allows for this understandable "disparity,"

maximizing potential matches between course needs and available classrooms. A two-thirds occupancy rate also permits access to the classroom for maintenance, frees up classroom space for use by special events, allows classrooms to air out between use, and provides additional scheduling flexibility throughout the semester.

The target weekly room hour utilization rate is lower for specialized instructional spaces, usually at the 50 percent mark (or 21.625 of the 43.25 hours). The rationale for the lower target is to allow adequate time for course set-up and break-down and to provide free time to permit students to explore self-directed study. In the case of some individual specialized spaces, and at campuses with smaller enrollments, the 50 percent may be an unattainable target because a critical mass of students does not exist. In general, the utilization rates and the scheduling window are consistent with planning guidelines.

Occupancy Rate

The station occupancy rate refers to the proportion of instructional stations occupied when the room is scheduled, relative to the total station capacity of that instructional space.

When a room is occupied, it is suggested that 67 percent of the available classroom stations be filled, on average. Since this is an average, lower and higher occupancy rates will exist on a room-by-room basis. The two-thirds rate has been found to be an efficient average where course sizes are not entirely predictable.

The comparable guideline for specialized instructional spaces is 80 percent, on average. Such spaces require a higher initial capital investment, so the goal is a more intensive occupancy target. Also, course sizes tend to be more predictable and controllable than classes held in general-purpose classrooms.

As is the case with the weekly scheduling window, the station occupancy rates proposed here reflect planning guidelines in consistent use elsewhere.

Summary

It is important to note the guidelines applied in this study are not rigid standards or prescriptive design requirements, but rather suggested policy guidelines that can be applied to help shape an institution's instructional space needs. The guiding principles which are the foundations for the right-sized and projected needs for Ramapo are:

- Classroom spaces are of sufficient quality to ensure adequate and equitable use;
- Classrooms are appropriately sized (square footage per station dependent on type of furniture in the space);
- Classrooms have adequate and consistent technology (standardized) so that no room is more desirable than the others;
- There is an appropriate relationship between classroom size and course size, implying that a reasonable effort is made to match course enrollment with room capacity;
- Classrooms are environmentally comfortable; and
- Classrooms are distributed throughout campus and available to all to promote efficiency of use.

The findings from this review will inform the associated master plan by providing proposed distribution of general-purpose classrooms, the associated square footage, and order-of-magnitude square footage needs associated with specialized instructional space based on the aforementioned guidelines and methodology.



GENERAL ISSUES FOR CONSIDERATION

The general issues noted below may affect instructional space use, although the impact varies on an institution-by-institution basis. As the planning process moves forward, these issues should be addressed in conjunction with decisions regarding instructional space needs identified from the analysis. In addition, other areas of consideration may need to be defined and explored.

- *Contractual Issues:*
The faculty contract may limit either credit-hour contact or the number of students by course or discipline that faculty may teach. These restrictions can affect room capacity and square feet.
- *Geographical Issues:*
In some instances, the assignment of instructional space may be related to a prior course location if the same instructor teaches back-to-back courses. Scheduling by geographical proximity (in relation to office location) can also influence the demand for rooms of a certain capacity in certain areas on campus.
- *Quality Issues:*
Poor physical quality is frequently responsible for low utilization of a space. Quality issues include temperature (too hot, too cold), noise, location, or structural elements that block sightlines. In addition to environmental issues, another reason classrooms are frequently not used is the lack of appropriate technology, which is the case in certain classrooms at Ramapo.
- *Capacity Issues:*
The selective overriding of course capacity is standard at most institutions. The application of a two-thirds station occupancy rate allows for such overages in a room, assuming the course is assigned to an appropriately sized space. Of concern, however, is the extent to which course capacity is being overwritten. Analysis to identify at what point additional sections will be added in the future to meet growing demand is important.
- *Pedagogical Issues:*
The manner by which students learn is changing. For example, “Millennial” students have a predilection to socialize, study, and work in groups. This is increasing the need for “breakout spaces” where students may gather and learn, both in class and independently.
- *Scheduling Issues:*
The type of faculty and student mix influences scheduling. For example, some part-time/adjunct faculty are only available to teach when it fits into their other scheduled duties (perhaps a different job), while part-time students are scheduling around family and work schedules. In contrast, full-time faculty and full-time students (particularly residential), change the dynamics of an institution and promote a more even distribution of scheduled courses.

Each of the issues described above has a potential impact on scheduling and utilization of space on campus. These factors should be taken into consideration in association with the outcomes from the detailed instructional space analysis.

CREATION OF THE DATA SET

At the outset of this study pertinent course scheduling data were collected from the Office of the Registrar, while information about the spaces themselves was obtained from the College’s space inventory, as provided by Facilities. Data obtained from these sources were augmented through interviews with various user groups, faculty, administrators, and staff.

The analysis was based on an extract of Fall 2011 scheduling data, which included room numbers, capacities, and square footages; courses and course meetings held in each room; associated meeting hours; events per day; total contact hours, by room; and overall room and station utilization rates. Information related to square footage and space orientation was correlated to the space inventory.

The following sections review the three primary components associated with an instructional space utilization analysis: square feet per station, percent weekly hours scheduled, and percent stations filled, on average.

Questions, issues, and caveats regarding the content of the data were discussed prior to and during the detailed analysis. From the Registrar-supplied course data, some courses were “eliminated” from the analysis, as appropriate, to avoid double-counting, while other courses were “merged” to avoid under-reporting individual course enrollments.

Issues, such as the following, were among those addressed during the data scrubbing process:

- *Cross-Registration:*
The same course may have been listed more than once; in these cases, enrollments were combined and the course was counted just once.
- *Cancelled, Zero Enrollment, Independent Study, Online, Experiential Learning:*
Cancelled courses and courses listing zero enrollment were eliminated from the analysis since they did not occupy space. Also extracted were those courses identified as occurring off-campus, such as practicals, or those designated as independent study, dissertation/thesis or directed study, where students work with a faculty member directly and are not assigned to specific space on campus. Examples of these situations include private music instruction and internships.

In addition to the non-scheduled classrooms, any information missing from the space inventory regarding scheduled spaces, such as TBAs, enrollment figures, scheduling times, etc., was addressed and adjusted as needed.

- *General Instruction Held in Other Campus Spaces:*
During analysis, it was noted that some courses were scheduled in spaces not coded as either a general-purpose classroom or specialized instructional space. An example of this occurrence were several classes held in media production facilities. These courses, where appropriate, were then considered as part of the potential demand.

Many of the issues discussed above typically arise during an instructional space utilization study, although the resolution varies by institution. An effort was made to understand the campus culture and scheduling idiosyncrasies prior to adjusting any of the data elements. This review ensured a credible data set for subsequent analysis.

The following sections describe the process and outcomes related to the three components associated with an instructional space utilization analysis: square feet per station, percent weekly hours scheduled, and percent stations filled, on average.

UTILIZATION FINDINGS: GENERAL-PURPOSE INSTRUCTIONAL SPACES

Overview

This section presents the instructional space utilization findings associated with the 58 general-purpose instructional spaces on the Ramapo campus. This total includes 55 classrooms with fewer than 70 seats, and three lecture halls with greater than 70 seats. These analyses are based on day utilization, which was identified as the driver of instructional space needs. Although there is some classroom use during evening hours, it is clearly lower than day use.

Overall Findings: General-Purpose, Registrar-Controlled Classrooms

This analysis encompasses the 58 Registrar-controlled, general-purpose classrooms as identified by the Registrar. The following chart provides a summary of findings regarding these rooms.

Figure 1: Actual and Recommended Target Measures Based on Current Enrollment in Registrar-Controlled General-Purpose Classrooms

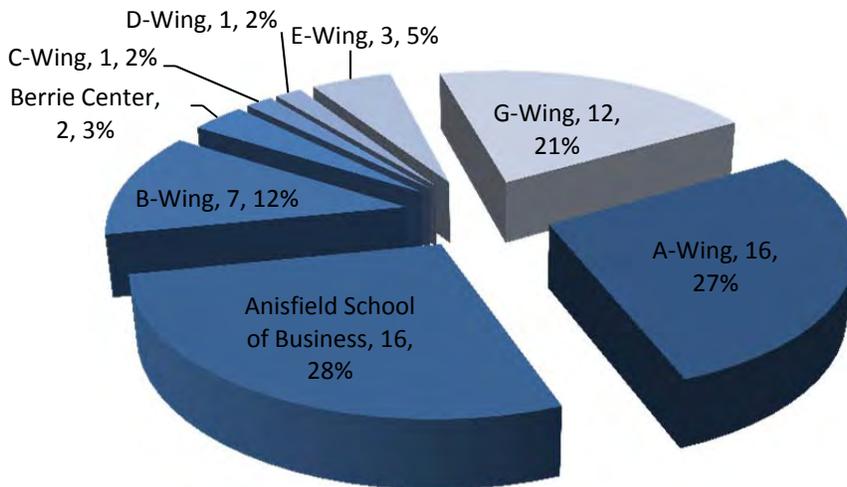
Target Measure	Actual	Recommended
Station Size		
Combined	21.7	22
<70	21.6	22
>70	22.8	20
Weekly Room Hour Utilization Rate		
Combined	59%	67%
<70	59%	67%
>70	42%	67%
Average Station Occupancy Rate		
Combined	67%	67%
<70	68%	67%
>70	32%	67%
Number of Stations	2,183	1,800
Number of Classrooms	58	51
Total ASF	47,447	41,400

- On average, the 58 general-purpose classrooms at Ramapo are scheduled for fewer hours than is recommended.
- The Ramapo campus currently has enough square footage devoted to general-purpose instructional space, but the distribution of needed room capacities differs from current distribution.
- Overall, 383 fewer stations, seven fewer general-purpose instructional spaces, and 6,047 ASF less space is needed to accommodate current course offerings.

Current Distribution by Building

The following graphic shows the distribution of the 58 general-purpose classrooms across the eight buildings on the Ramapo campus.

Figure 2: Distribution of General-Purpose Classrooms by Building (n=58)



- A-Wing and the Anisfield School of Business contain 16 general-purpose classrooms each, accounting for 55 percent of all rooms, seats, and square footage in the analysis.
- C-Wing and D-Wing both contain one general-purpose classroom each.
- Of the three rooms containing more than 70 seats, two are located in the Anisfield School of Business and one is located in B-Wing.

Station Size

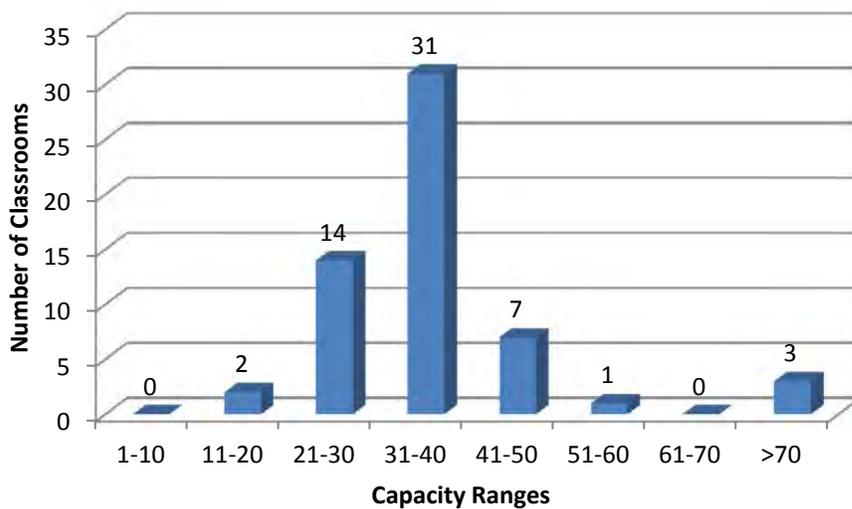
In total, the 58 Registrar-controlled, general-purpose classrooms encompass 47,447 ASF of space. These spaces comprise roughly 86 percent of all space on the Ramapo campus coded as Classroom Facilities (100). Within these classrooms, there is a total of 2,183 student stations. These stations represent a combination of movable and fixed seating.

While it is understood that the remainder of the space coded to the Classroom Facilities category (100) is composed primarily of various support, preparation, and storage areas serving the College's stock of general-purpose classrooms, the inventory should be reviewed to determine the overall accuracy of this information.

Room Capacities

The following figure displays the number of general-purpose classrooms in a series of capacity ranges (e.g., 21-30 stations, 31-40 stations, etc).

Figure 3: Number of General-Purpose Classrooms by Capacity

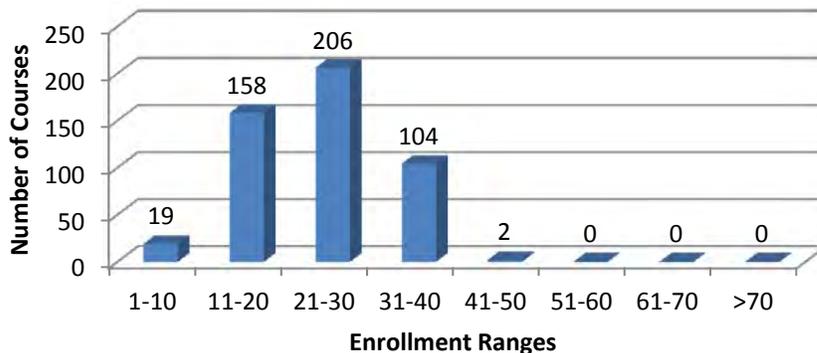


- Over 50 percent of all general-purpose classrooms (31 rooms) scheduled in Fall 2011 held between 31 and 40 stations.
- None of the rooms scheduled in Fall 2011 held less than 20 seats. Similarly, there are no general-purpose classrooms at Ramapo holding between 61 and 70 seats.

Enrollment

The following figure parallels the capacity ranges, but displays course counts by enrollment.

Figure 4: Number of Courses in General-Purpose Classrooms by Course Enrollment, Day (n=489)



- 74 percent of courses (364 courses) had between 11 and 30 students, reflecting Ramapo's traditionally small course sizes.
- During Fall 2011, three courses were held in rooms with more than 75 seats. These courses had 16, 22, and 34 students enrolled, respectively.

Utilization

Weekly Room Hour Utilization Rates

In Fall 2011, a total of 1,468.25 weekly day hours of instruction were offered across 868 course meetings of 489 courses. The scheduling window and grid, as vetted by the Registrar, indicates 36 standard time blocks. Starting times are as early 8:00 a.m. and end times range from 5:15 p.m. to as late as 6:15 p.m. on Wednesdays.

On average, Ramapo has 59 percent of its general-purpose classroom time in use during the day, based on the 43.25 weekly daytime hours available in the 58 general-purpose classrooms. In other words, of the pool of 2,508.5 weekly hours of available instruction, 1,468.25 of those hours are used. This rate is below the target rate of 67 percent, though some specific buildings and rooms exhibit more intense utilization.

Course Distribution by Day and Time

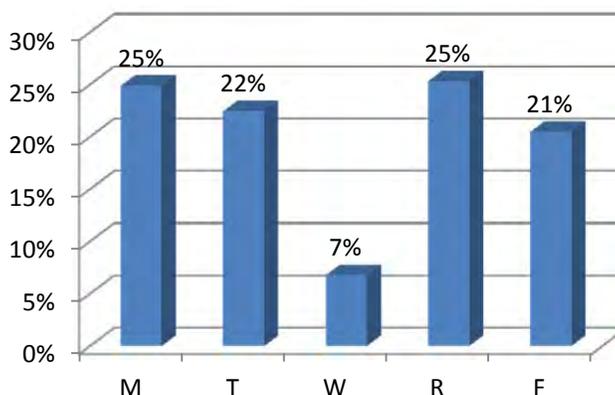
The following tables display the distribution of day course meetings by day of the week in general-purpose classrooms. Each line in Figure 5A displays the count of the daytime course meetings scheduled on a given day or multiple times per week on a given combination of days. Figure 5B reflects the distribution of course meetings on a given day as a percentage of the total number of meetings per week.

**Figure 5A:
Combination of Actual Day Course Meetings
by Day of the Week**

Meeting Day	# of Course Meetings	% of Course Meetings
Monday (M)	216	25%
Tuesday (T)	195	22%
Wednesday (W)	59	7%
Thursday (R)	220	25%
Friday (F)	178	21%
Total	868	100%

May not total 100% because of rounding

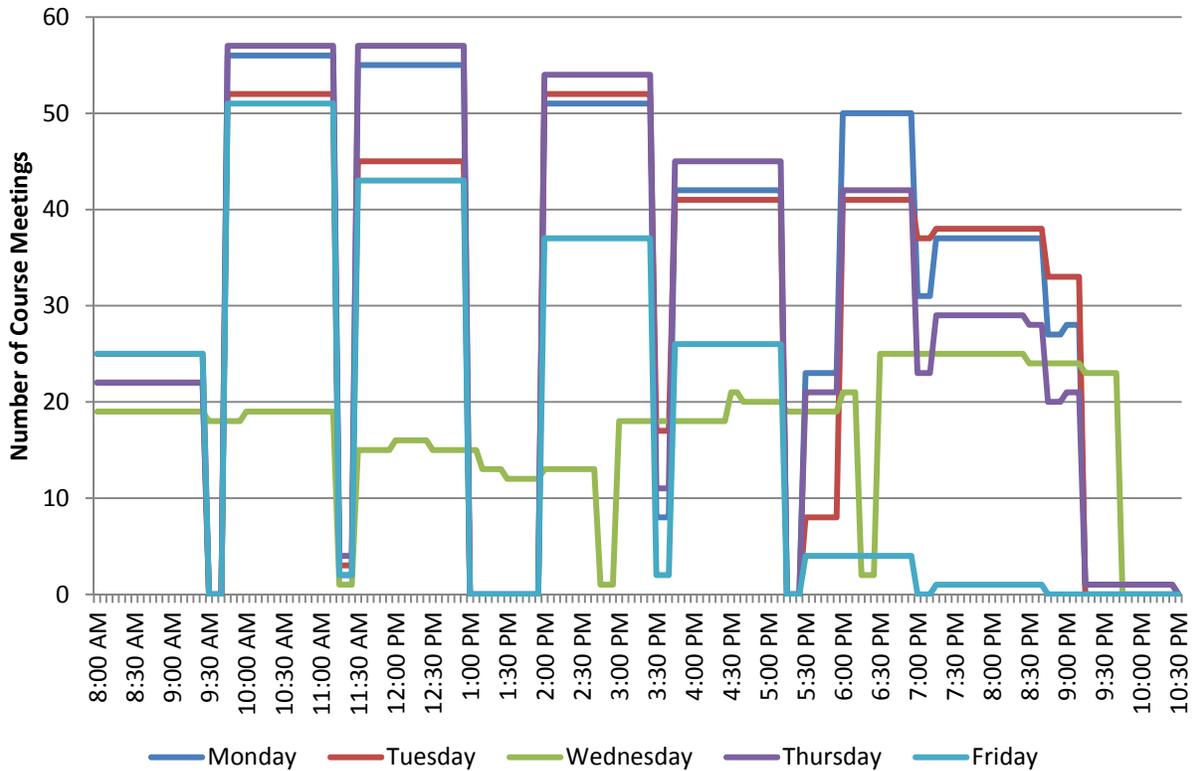
Figure 5B: Percent of Course Meetings by Day



- There are 868 individual course meetings per week held in general-purpose spaces on the Ramapo campus. Of these meetings, 220, or 25 percent, are held on Thursdays. This includes courses that meet solely on Thursdays, as well as those that meet on Thursdays and other days (MR).
- Unique to Ramapo is its traditional two-day schedule, augmented by a significant number of one-day courses. The majority of courses (77 percent, or 379 courses) offered during Fall 2011 were held either MR or TF.
- Reflecting Ramapo's traditional schedule structure, Wednesday was the lightest day of the week. Only 59 courses, or 7% of all courses scheduled during Fall 2011, were held on Wednesdays.

Figure 6 below displays the number of course meetings occurring during each five-minute time block for each day of the week. Given that the number of meetings at any given time equates to the number of classrooms in use, each line in the graph depicts how many of the classrooms are scheduled during each time block on each day. In order to provide a complete picture, all 58 spaces are included in this graph, both day and evening.

Figure 6: Distribution of Day Courses by Day and Time (n=58 classrooms)



- Courses held in general-purpose spaces conclude on Mondays, Tuesdays, Thursdays, and Fridays by 5:15 PM, and on Wednesdays by 6:30 PM.
- The peak use occurs on Thursdays at 9:45 AM and at 11:30 AM, with 57 of 58 classrooms in simultaneous use.
- While daytime use is heavier than evening use at Ramapo, classrooms are still significantly used during the evening time block. Peak use of classroom space during the evening occurs on Mondays at 6:00 PM, with 50 of 58 rooms in simultaneous use. More information about evening use of general-purpose classrooms can be found in the Evening Use section below.

Time Block

Information regarding time blocks in departmentally-controlled, general-purpose classrooms are as follows:

- Overall, Ramapo schedules 46 distinct time blocks for general-purpose classrooms.
- Of the 46 time blocks, 36 are within the standard grid. All but three of these time blocks are used.
- 97% of courses (618 courses) in general-purpose classrooms at Ramapo are scheduled within standard time blocks. Sixteen courses are scheduled in 12 non-standard time blocks.

Station Occupancy Rate

Compared to a guideline of 67 percent fill, Ramapo fills an average of 59 percent of all available stations in its general-purpose classrooms, on average, during the daytime scheduling window. In addition, there are rooms that are frequently over- or under-filled, either collectively or by individual courses. Details are contained in the Appendix.

The following table summarizes the findings by capacity range for the 58 general-purpose classrooms analyzed.

Figure 7: Room and Station Occupancy Summary by Building for 58 General-Purpose Classrooms

Capacity Ranges	# of Rooms	Stations	ASF	ASF/ Station	# of Classes	Room Utilization	Seat Utilization
0-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11-20	2	40	1,219	30.5	13	48%	73%
21-30	14	381	8,738	22.9	107	53%	76%
31-40	31	1,146	24,083	21.0	286	64%	68%
41-50	7	309	6,553	21.2	57	56%	61%
51-60	1	52	1,036	19.9	8	53%	51%
61-70	n/a	n/a	n/a	n/a	n/a	n/a	n/a
>70	3	255	5,818	22.8	18	42%	33%
Grand Totals/ Averages	58	2,183	47,447	21.7	489	59%	67%



- Highest room utilization is in the 31-40 station range (64 percent); lowest is in rooms with greater than 70 seats (42 percent).

- Highest seat utilization is in 21-30 station range (76 percent); lowest is in rooms with greater than 70 seats (33 percent).

- Over half of Ramapo’s classes are scheduled for rooms with between 31 and 40 seats, reflecting the College’s traditional focus on small class sizes and individualized instruction.

The following table combines the findings associated with station occupancy with the findings from the weekly hour utilization rate. This information is presented by building, with additional information pertaining to numbers of rooms and their relative seating capacities.

These figures should be viewed with caution, since building averages do not necessarily correlate to each other. For example, the G-Wing, while scheduled 53 percent of the time on average, has an average station occupancy rate of 71%. In other words, classes in the G-Wing are filled at a rate that exceeds target guidelines, but scheduled at a rate below target guidelines.

Figure 8: Room and Station Occupancy Summary by Building for 58 Registrar-Controlled General-Purpose Classrooms

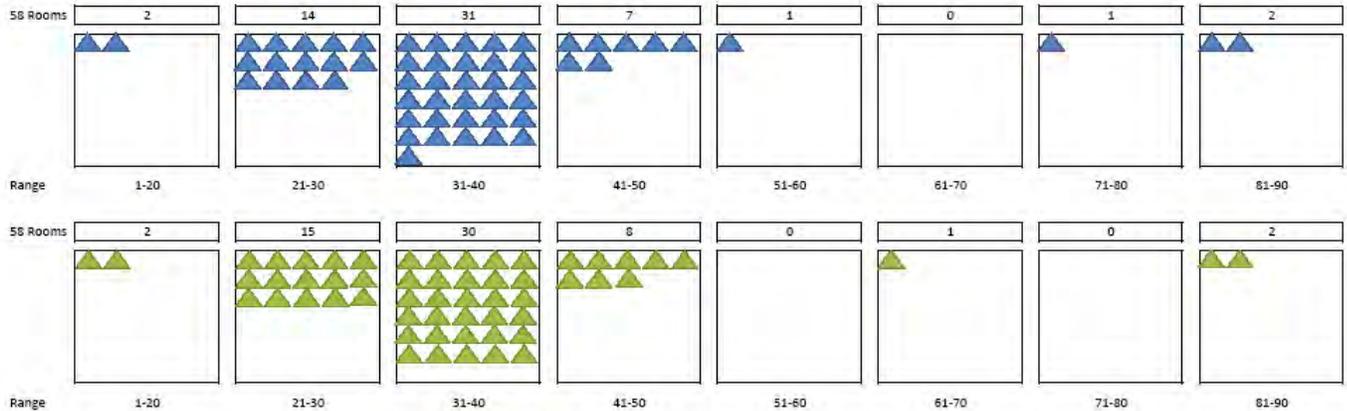
Capacity Ranges	A-Wing	Anisfield School of Business	B-Wing	Berrie Center	C-Wing	D-Wing	E-Wing	G-Wing	Total Classrooms	Avg. Station Occupancy	Utilization Rate
0-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11-20	1			1					2	73%	48%
21-30	5	1	1	1			1	5	14	76%	53%
31-40	10	13	3				1	4	31	68%	64%
41-50			2		1		1	3	7	61%	56%
51-60						1			1	51%	53%
61-70									n/a	n/a	n/a
>70		2	1						3	33%	42%
Total Classrooms	16	16	7	2	1	1	3	12	58	Overall Avg.	Overall Avg.
Avg. Station Occupancy	69%	67%	64%	71%	46%	51%	69%	71%	Overall Avg.	67%	
Utilization Rate	63%	60%	56%	58%	80%	53%	55%	53%	Overall Avg.	59%	

- Rooms at the low end of the range (11-20 and 21-30) clearly exceed target station occupancy rates, mirroring Ramapo’s traditionally small class sizes.
- C-Wing exhibits the highest utilization rate of any of the academic buildings analyzed, and is the only building that exceeds target utilization rates. However, it also only contains one classroom.
- Across the 58 classrooms, capacity ranges from 20 stations in A-Wing 223 and Berrie Center 141, to 90 stations in ASB 135 and 136.
- The mean enrollment in courses held in general-purpose classrooms at Ramapo during Fall 2011 was 27.9, and the mode enrollment was 30.

Right-Sizing and Current Need

The following graphic compares existing classrooms, by capacity, with “right-sized” totals by capacity. Right-sizing illustrates the number of classrooms that would exist in each capacity range if the square feet per station were hypothetically adjusted to reflect contemporary space planning guidelines. “Right-sizing” cannot be done in isolation, but can be a helpful tool for reducing overcrowding and achieving a desirable mix of classroom capacities. Overall, at Ramapo, “right-sizing” the existing classrooms produces slight shifts downward in capacity at several points. This slight shift reflects the proximities of Ramapo’s current average station sizes for classrooms and lecture halls (21.6 ASF/station and 22.8 ASF/station, respectively) to the target guideline of 22 ASF/station.

Figure 9: Existing General-Purpose Classrooms (Blue) Compared to Right-Sized Classroom Need (Green) by Room Capacity



The following table compares existing classrooms, by capacity, “right-sized” overall square footage, and current need. As illustrated in the previous graphic, the “right-sized” column shows the slight shifts in capacity that would occur if the square feet per station were hypothetically adjusted to reflect contemporary planning guidelines as opposed to what currently exists.

Figure 10: Existing Registrar-Controlled Classrooms Compared to Right-Sized Classrooms and Current Need by Room Capacity

Capacity Ranges	Current Actual			Right-Sized	Proposed Current Optimal Need		
	Count	Stations	ASF	Count	Count	Stations	ASF
1-10	n/a	n/a	n/a		1	10	250
11-20	2	40	1,219	2	10	200	5,000
21-30	14	381	8,738	15	13	390	9,750
31-40	31	1,146	24,083	30	16	640	14,080
41-50	7	3090	6,553	8	10	500	11,000
51-60	1	52	1,036	n/a	1	60	1,320
61-70	n/a		n/a	1	n/a	n/a	n/a
>70	3	255	5,818	2	n/a	n/a	n/a
Totals	58	2,183	47,447	58	51	1,800	41,400

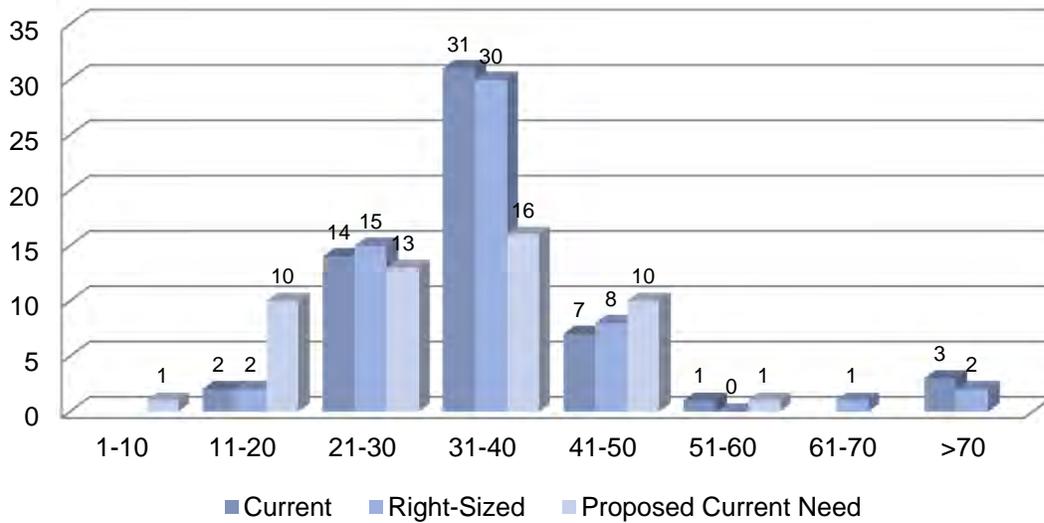
The analysis of “proposed current need” assumes appropriately sized spaces and the application of space planning guidelines to generate a “pool” of space.

For example, there are currently 31 general-purpose classrooms seating between 31 and 40, occupying 24,083 ASF. Right-sizing these spaces results in a total of 30 rooms in this range. In comparison, given utilization of rooms in this range, there is a current need for 16 classrooms seating between 31 and 40 students, occupying 14,080 ASF of space.

This demonstration provides Ramapo with a clearer picture of need by square feet. However, the room capacities where the space is needed are different from currently existing space. While there are 58 general-purpose classrooms at present, the overall recommendation is 51 classrooms. This recommendation includes a range of instructional spaces, most notably a greater number of spaces in the lower ranges of the spectrum, and a smaller increase in the number of spaces holding between 41 and 50 seats.

The redistribution of classroom sizes suggested by this analysis is illustrated in the following chart.

Figure 11: Existing General-Purpose Classrooms Compared to Right-Sized and Proposed Current Classroom Need by Room Capacity



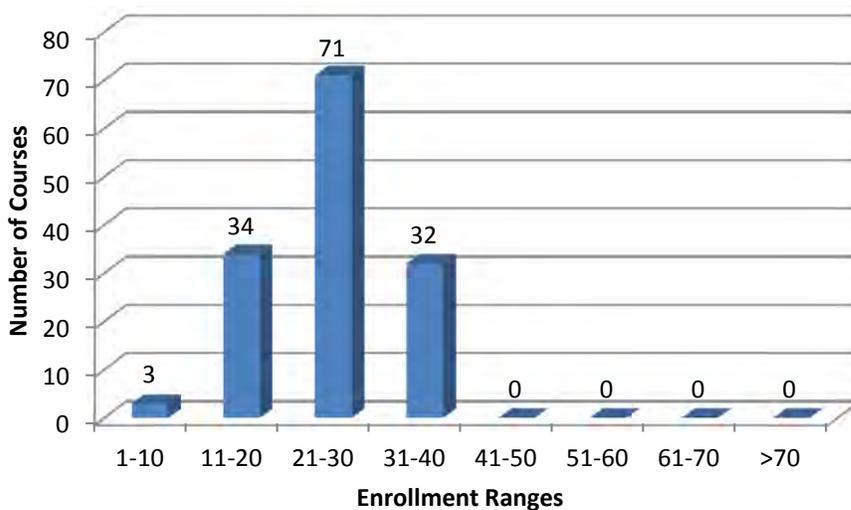
GENERAL-PURPOSE INSTRUCTIONAL SPACES, EVENING USE

Daytime use of general-purpose instructional spaces on the Ramapo campus during Fall 2011 was heavier than evening use and therefore is the primary driver for demand for instructional space. However, as previously noted, evening utilization of general-purpose classroom space approaches the high levels seen during the daytime window at several points. As the College grows its graduate program offerings (many of which are expected to take place during the evening), demand on the College's instructional spaces in the evening will increase.

Enrollment

The following figure parallels capacity ranges used previously, but displays course counts by enrollment.

Figure 12: Number of Courses in General-Purpose Classrooms by Course Enrollment, Evening (n=147)



Utilization

Weekly Room Hour Utilization Rates

In Fall 2011, a total of 1,468.25 weekly evening hours of instruction were offered across 178 course meetings of 147 courses. Evening starting times are as early as 6:30 PM. and end times range from 10:15 PM to as late as 11:30 PM on Mondays and Thursdays.

On average, Ramapo has 35 percent of its general-purpose classroom time in use during the evening, based on the 23.25 weekly daytime hours available in the 58 general-purpose classrooms. In other words, of the pool of 1,348.5 weekly hours of available instruction, 467.5 of those hours are used. This rate is far below the target rate of 67 percent, suggesting there is significant additional scheduling capacity available in the evening.

Hours

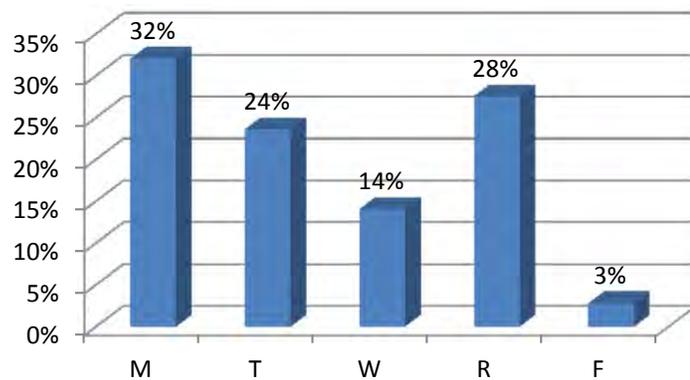
The following figures display the distribution of the 178 evening course meetings that took place in Fall 2011, by day of the week, in general-purpose classrooms.

**Figure 13A:
Combination of Actual Evening Course Meetings by Day of the Week**

Meeting Day	# of Course Meetings	% of Course Meetings
Monday (M)	57	32%
Tuesday (T)	42	24%
Wednesday (W)	25	14%
Thursday (R)	49	28%
Friday (F)	5	3%
Total	178	100%

May not total 100% because of rounding

Figure 13B: Percent of Course Meetings by Evening



- There are 178 individual evening course meetings per week held in general-purpose spaces on the Ramapo campus. Of these meetings, 99, or 56 percent, take place on Mondays or Tuesdays.
- Wednesday and Friday evenings are lightly scheduled, together accounting for only 30 (or 17 percent) course meetings.

Please refer to Figure 6, earlier in this chapter, for detail regarding number of general-purpose classroom used at Ramapo during the evening hours, by day.

Station Occupancy Rate

Compared to a guideline of 67 percent fill, Ramapo fills an average of 35 percent of all available stations in its general-purpose classrooms, on average, during the evening scheduling window. Details are contained in the Appendix.

The following table summarizes the findings by capacity range for the 58 general-purpose classrooms analyzed.

Figure 14: Room and Station Occupancy Summary by Building for 58 General-Purpose Classrooms, Evening

Capacity Ranges	# of Rooms	Stations	ASF	ASF/ Station	# of Classes	Room Utilization	Seat Utilization
0-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11-20	2	40	1,219	30.5	4	28%	114%
21-30	14	381	8,738	22.9	28	29%	74%
31-40	31	1,146	24,083	21.0	90	37%	67%
41-50	7	309	6,553	21.2	16	36%	61%
51-60	1	52	1,036	19.9	2	27%	68%
61-70	n/a	n/a	n/a	n/a		n/a	n/a
>70	3	255	5,818	22.8	7	32%	34%
Grand Totals/ Averages	58	2,183	47,447	21.7	147	35%	65%

- Highest room utilization is in the 31-40 station range (37 percent); lowest is in rooms with 11-20 seats (28 percent).
- Highest seat utilization is in the 11-20 station range (114 percent); lowest is in rooms with greater than 70 seats (34 percent)
- The majority of Ramapo’s evening classes are scheduled for rooms with between 31 and 40 seats, reflecting the College’s traditional focus on small class sizes and individualized instruction.

The following table combines the findings associated with station occupancy with the findings from the weekly hour utilization rate. This information is presented by building, with additional information pertaining to numbers of rooms and their relative seating capacities.

These figures should be viewed with caution, since building averages do not necessarily correlate to each other. For example, the G-Wing, while scheduled 53 percent of the time on average, has an average station occupancy rate of 71 percent. In other words, classes in the G-Wing are filled at a rate that exceeds target guidelines, but scheduled at a rate that is below target guidelines.

Figure 15: Room and Station Occupancy Summary by Building for 58 Registrar-Controlled General-Purpose Classrooms, Evening

Capacity Ranges	A-Wing	Anisfield School of Business	B-Wing	Berrie Center	C-Wing	D-Wing	E-Wing	G-Wing	Total Classrooms	Avg. Station Occupancy	Utilization Rate
0-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11-20	1			1					2	73%	48%
21-30	5	1	1	1			1	5	14	76%	53%
31-40	10	13	3				1	4	31	68%	64%
41-50			2		1		1	3	7	61%	56%
51-60						1			1	51%	53%
61-70									n/a	n/a	n/a
>70		2	1						3	33%	42%
Total Classrooms	16	16	7	2	1	1	3	12	58	Overall Avg.	Overall Avg.
Avg. Station Occupancy	66%	63%	63%	80%	50%	68%	73%	69%	Overall Avg.	65%	Overall Avg.
Utilization Rate	35%	41%	12%	3%	3%	2%	6%	26%	Overall Avg.		35%

- Though very lightly scheduled, the Berrie Center's classrooms are quite full when in use (80% average station occupancy), the highest of all buildings containing general-purpose classrooms at Ramapo.
- Unsurprisingly, the Anisfield School of Business's evening utilization rate is the highest of all buildings containing general-purpose classrooms, reflecting the scheduling of the School of Business' evening graduate programs.

Right-Sizing and Current Need

Right-sizing and current need is determined by the period during which the rooms in question are most heavily utilized. For Ramapo's purposes this period is the daytime scheduling window. Right-sizing and current need for this set of rooms is detailed in Figure 10.

POLICY ISSUES FOR CONSIDERATION

Below are some additional issues that could be reviewed, along with suggested policies which may/may not already be in place at Ramapo.

- Review classroom maintenance issues. Are the rooms clean? Would general maintenance provide a better teaching environment and make the rooms more appealing?
- Improve the general physical quality of instructional space.
- Design and implement a campus-wide standard for fixtures, furnishings, and equipment, and follow a renewal cycle.
- Develop/enforce consistent scheduling practices and procedures.
- Conduct a regular review of instructional space. Reviews of space could occur during mid-semester through both faculty and student surveys. The review process could explore why some classrooms are disliked, what is a desirable suite of technology (if not standardized), and the preferred instructional furniture.
- Revisit the utilization analysis. Classroom utilization updates should be continued on a regular basis (every two to three years) to test the stability of the projections and to identify any changes, sudden or gradual, that may have occurred. For example, are sections being added, or are courses growing in size? Has a new program been implemented which may require additional, or even different, instructional space? Has student enrollment increased unexpectedly? These concerns, among others, could adjust the required classroom space.

SUMMARY AND RECOMMENDATIONS: GENERAL-PURPOSE CLASSROOMS

Summary

Based on analysis of use during the weekly daytime scheduling window, an overall total of 51 general-purpose classrooms are recommended, or seven fewer than the 58 that currently exist. The recommended number of stations is 1,800, or 383 fewer than the 2,183 that exist. Multiplying the recommended number of stations by an average of 22 ASF per station (or 20 ASF per station, if rooms with greater than 70 seats were needed) yields a need for a total of 41,400 ASF of general-purpose instructional space. This is a decrease of 6,047 ASF from the 47,447 ASF of general-purpose instructional space than was scheduled by the Registrar in Fall 2011, indicating the distribution of classroom sizes, not the overall amount of square footage available, is what requires attention.

Regarding use of general-purpose classrooms during the weekly evening scheduling window, this analysis confirms that additional scheduling capacity exists during the evening. It is assumed for the sake of this analysis that the College's planned growth of graduate programs will increase need for classroom spaces during the evening window, and the College is currently able to accommodate the growth in course offerings associated with these new programs, for the foreseeable future. Should the strategic direction associated

with this potential growth change significantly, or if Ramapo greatly exceeds the modest enrollment growth envisioned in the near future, it may be worth revisiting the analysis of the utilization of instructional space for the College’s weekly evening scheduling window, to more fully determine the extent of growth in programs, enrollment, and courses that can be accommodated.

Recommendations

Average station size, weekly room hour utilization rate, station occupancy rate, and the various assumptions associated with each, are interdependent variables that influence the demand for instructional space.

Perceptions of classroom quantity and quality are influenced by many factors. Particular classrooms may be more desirable because of location or available technology, for instance, or certain time frames are generally more popular and result in more courses being scheduled. These factors may make scheduling tight for the most desirable classrooms and times but there is typically additional capacity in other rooms at other times.

Recommendations presented in Figure 18 take into account courses scheduled in rooms in Fall 2011, station occupancy rates of 67 percent, weekly room hour utilization rates of 67 percent, and a contemporary square foot per station allowance, during the daytime scheduling window, since this is the time period of heaviest use at the College. Inherent in these recommendations is the assumption that courses currently scheduled in spaces other than classrooms (such as offices, etc.) will be re-assigned to appropriate general-purpose classrooms.

The following table summarizes actual and recommended target measures as a whole, based on Fall 2011 enrollment, programs, and course offerings. Adding the non-scheduled classroom space identified in the space inventory to current and recommended square footage totals produces the current and projected current need totals for all Classroom (100) space type category.

Figure 16: Room and Station Occupancy Summary, General-Purpose Classrooms

General-Purpose Classrooms					
	Square feet per Station	Weekly Room Hour Utilization Rate	Average Station Occupancy Rate	# of Rooms	ASF
Actual	21.7	59%	67%	58	47,447
Recommended	22	67%	67%	51	41,400
Subtotal, Actual ASF					47,447
Subtotal, Recommended ASF					41,400
Subtotal, Classroom Support					7,672
Grand Total, Current ASF, Classrooms (100)					55,119
Grand Total, Recommended Current Need ASF, Classrooms (100)					49,072

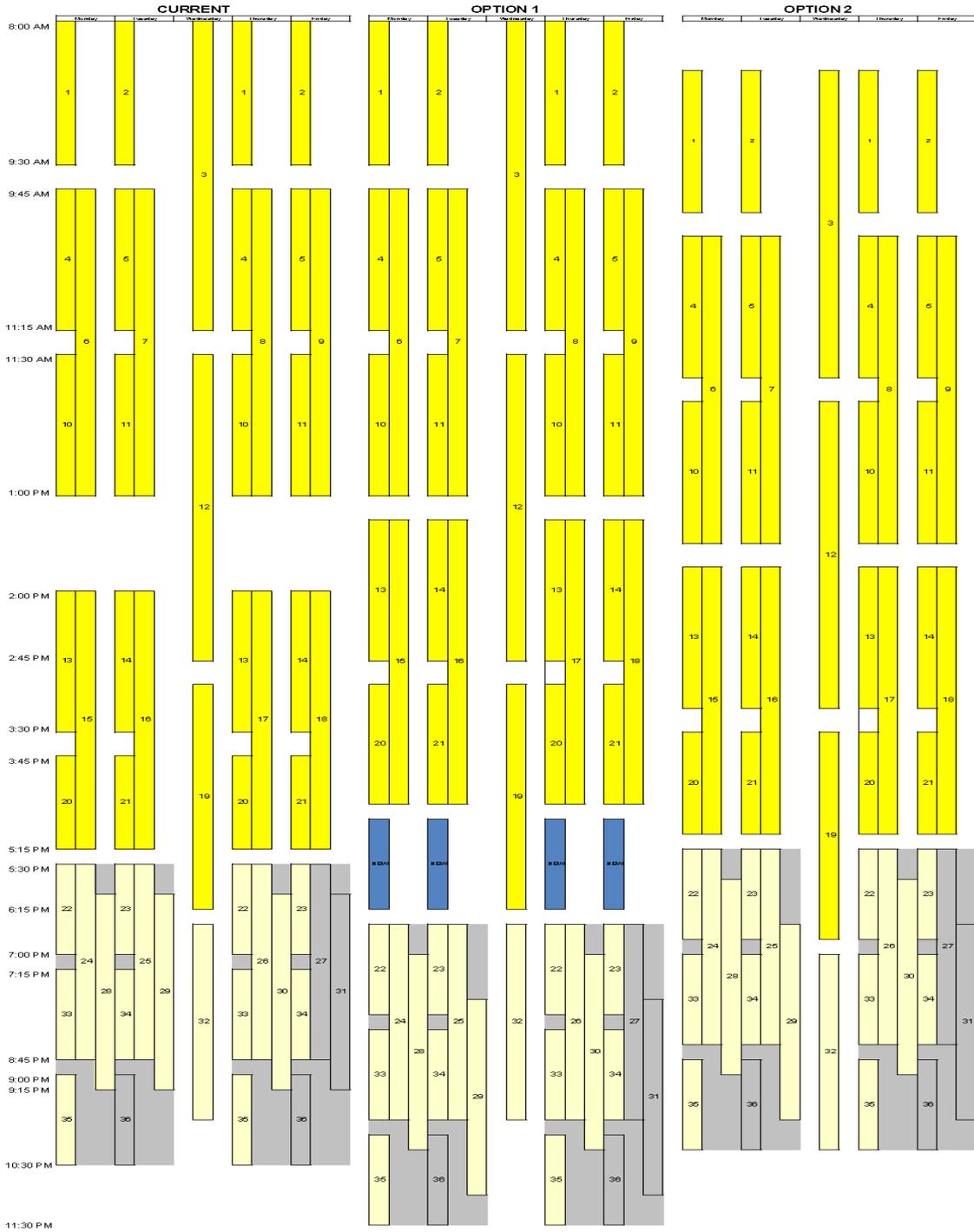
Please note these calculations assume Ramapo’s current scheduling practices remain constant. Projected need is based on enrollment projections, and addressed in Chapter 6, Space Projections and Benchmarking.

COMMON HOUR ANALYSIS

As an additional part of the analysis of current need for general-purpose classroom space, Ramapo asked RA to evaluate how demand for these spaces would shift if the College were to eliminate the “Common Hour,” a block of time between 1 and 2 pm every Monday, Tuesday, Thursday and Friday in which courses are not scheduled. Elimination of the “Common Hour” and the selective shifting of Ramapo’s daily schedule would permit the inclusion of two additional scheduling blocks, enabling the College to use its general-purpose classroom spaces more intensively.

While the overall analysis of general-purpose spaces determined the College currently needs less square footage in this category than currently exists, eliminating the Common Hour further decreases the need for classroom space, because it expands the daytime scheduling window. Two potential scenarios to expand the daytime scheduling window are illustrated below, alongside a typical current daily schedule that includes the Common Hour.

Figure 17: Common Hour Analysis: Current and Alternate Scheduling Scenarios



- The “Current” scenario illustrates the College’s current scheduling practice.
- Yellow denotes Ramapo’s existing daytime scheduling blocks and beige shows current evening blocks. Gray evening blocks indicate scheduling blocks that are currently unused. The blue blocks shown in Option 1 indicate new scheduling blocks inserted into the daytime schedule. In Option 2, the morning scheduling blocks are shifted half an hour later to “fill” the Common Hour time.
- Both Option 1 and Option 2 presume the Common Hour has been eliminated from each day it currently occurs.

- Both Option 1 and Option 2 presume the elimination of the Common Hour is the only major scheduling change that takes place. In other words, the traditional two-day-per-week, 1.5 hour per meeting schedule typical of Ramapo’s current scheduling practice at present remains the same, albeit with additional scheduling blocks available from the expansion of the scheduling window.
- In Option 1, the day window begins at 8:00 AM and ends at 11:30 PM. The daytime schedule is shifted earlier in the day, and the new scheduling blocks are inserted at the end of the daytime window, concluding at 6:15 PM.
- In Option 2, the day schedule begins at 8:30 AM and ends at 10:15 PM. New scheduling blocks are inserted in the morning, and the daytime schedule is shifted later into the day to compensate.

The chart below illustrates potential overall current need for general-purpose instructional space based on the elimination of the Common Hour. The expansion of the scheduling window to 50.25 hours accommodates new scheduling blocks, driven by the analysis of general-purpose classrooms detailed earlier in this chapter.

Figure 18: Common Hour Analysis, Sample Daily Schedules

	# of Classrooms	ASF	Delta vs. Existing
Existing (43.25 Hours)	58	47,447	0
Proposed (43.25 Hours)	51	41,400	-6,047
Proposed (No Common Hour, 50.25 Hours)	44	36,040	-11,407

Please note that additional analysis may be beneficial in helping determine the ramifications of altering current scheduling practices in favor of eliminating Ramapo’s Common Hour, including more detailed ramifications on instructional space need should this change occur.

UTILIZATION FINDINGS: SPECIALIZED INSTRUCTIONAL SPACES

Overview

While the prior section focused on general-purpose classroom space, this section presents the utilization findings associated with the 37 specialized instructional (SI) spaces at Ramapo College, as identified in the course data and the space inventory. As with the general-purpose classroom review, this analysis includes the distribution of existing specialized instructional space, weekly hours of use, and station occupancy rates. It also identifies the gap between existing space and current space needs, based on the application of discipline-specific station size allowances, where identifiable. As was the case with general-purpose classrooms, the focus was on the daytime scheduling window, defined as 8:00 AM to 6:15 PM, Monday through Friday (43.25 hours total).

Overall Findings: Specialized Instructional Spaces (37)

The following chart provides a summary of findings regarding the 37 SI spaces on the Ramapo campus, as identified in the course data and the space inventory.

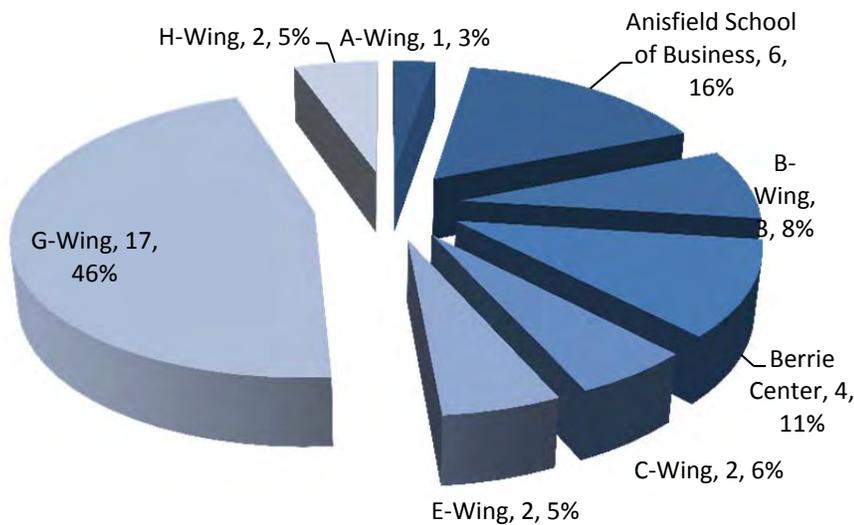
Figure 19: Actual and Recommended Target Measures Based on Current Enrollment in Specialized Instructional Space

Target Measure	Actual	Recommended
Square Feet per Station: SI Space	37.2	Varies
Weekly Room Hour Utilization Rate	33%	50%
Average Station Occupancy Rate	68%	80%
Number of Stations	916	934
Number of SI Spaces	37	45
Total ASF	34,055	72,446

Current Distribution by Building

The following chart shows the distribution of SI space across the Ramapo campus. Examples of SI spaces include science laboratories, art studios, and computer labs, and other types of space.

Figure 20: Distribution of Specialized Instructional Space by Building



- G-Wing contains 17 SI spaces, comprising just under 50% of all SI space on the Ramapo campus.
- A-Wing contains just one SI space, while C-Wing, E-Wing, and H-Wing contain two SI spaces each.

Room Capacities, Room Utilization, and Station Utilization

There are 37 SI spaces, covering 34,055 ASF and containing 916 stations. Across the 37 rooms, the average ASF per station is 37.2. Care must be taken with this figure, however, since it encompasses a broad array of specialized instructional spaces. The goal is not to attain a single target figure but rather to attain target figures appropriate to each discipline.

The following table summarizes all specialized instructional space by building. Each row provides statistics for a given building: the total number of SI spaces in the building, the total number of stations currently available across these SI spaces, the total area across these rooms, and the average square feet per station in the building.

Figure 21: Summary of Specialized Instructional Spaces by Building

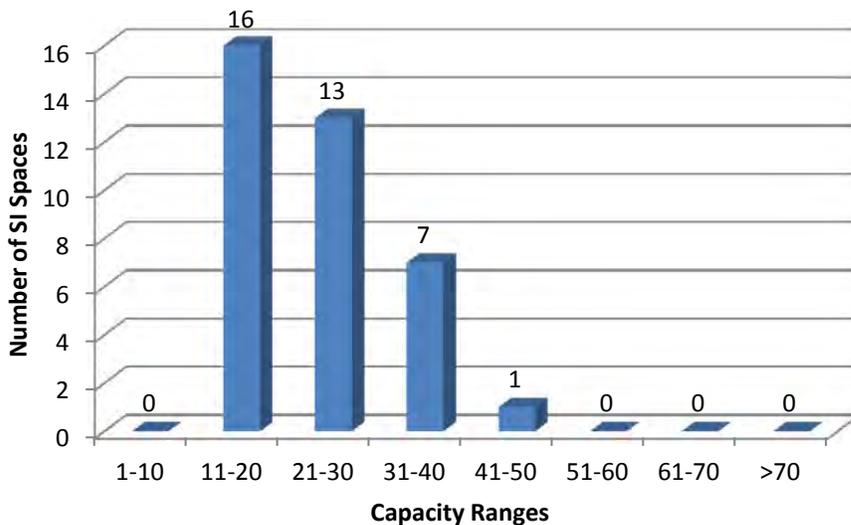
Building	# of Rooms	Stations	ASF	Average ASF/ Station	# of Classes	Room Utilization (%)	Station Utilization (%)
A-Wing	1	30	873	29.1	2	15%	53%
Anisfield School of Business	6	207	7,265	35.1	40	45%	72%
B-Wing	3	92	2,814	30.6	11	23%	52%
Berrie Center	4	91	3,444	37.8	23	42%	54%
C-Wing	2	39	1,678	43.0	14	52%	83%
E-Wing	2	52	1,353	26.0	5	17%	59%
G-Wing	17	375	15,299	40.8	60	26%	77%
H-Wing	2	30	1,329	44.3	15	56%	90%
Grand Total	37	916	34,055	37.2	170	33%	68%

- Spaces in the H-Wing are the most heavily utilized, on average (56 percent of the weekly window), and are also the fullest when in use (90 percent).
- The A-Wing’s SI space exhibits the lowest room utilization, on average (15 percent), while the B-Wing’s SI spaces demonstrate the lowest station utilization (52 percent).
- Average ASF/station ranges from a low of 26.0 ASF/station in the E-Wing’s two SI spaces to a high of 44.3 ASF/station in the H-Wing’s two SI spaces.

Room Capacities

The following figure graphs the number of specialized instructional spaces in various capacity ranges (e.g., 1-10 seats, 11-20 seats). Given the nature of SI space, including a closer pedagogical relationship between the instructor and the student, such spaces typically have lower seating capacities than their general-purpose classroom counterparts.

Figure 22: Number of Specialized Instructional Spaces by Capacity (n=37)

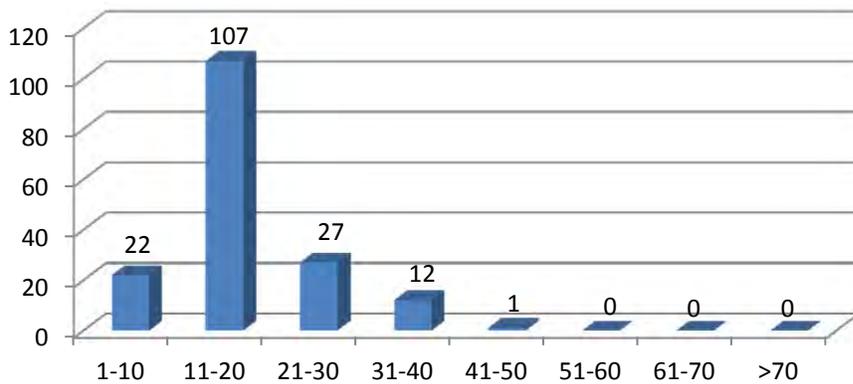


- Across the 37 specialized instructional spaces, capacity ranges from 12 stations in G-Wing 204, 215, and 217, to 48 stations in G-Wing 401.
- The average number of stations across the group is 25.
- The most common capacity in the group is 30 stations.
- Of these 37 spaces, all but five were scheduled during the Fall 2011 timeframe. Rooms 217, 310, 319, 406, and 411 of the G-Wing were not formally scheduled in Fall 2011.

Course Enrollment

The following figure graphs the number of courses held in the spaces analyzed, paralleling the ranges in room capacities.

Figure 23: Number of Courses by Course Enrollment (n=169)



Utilization

Weekly Room Hour Utilization Rates

Space planning guidelines suggest specialized instructional spaces should be scheduled half the available time within the scheduling window. This rate is lower than the two-thirds rate recommended for general-purpose classrooms to reflect the fact that there is typically set-up and breakdown time required in SI spaces. Time is also allowed for open/independent use.

In Fall 2011, a total of 525 weekly hours of instruction was offered across 236 weekly course meetings of 170 courses. On average, Ramapo has 33 percent of its specialized instructional space in use during the day, based on the 43.25 weekly daytime hours available in the 37 identified specialized instructional spaces. This rate is below the target rate of 50 percent, on average. On a room-by-room basis (and excluding the five SI spaces not formally scheduled in Fall 2011), hour use ranges from five percent in room 127 of the B-Wing, home to two courses, to a high of 96 percent in room 422 of the Anisfield School of Business, where 11 courses were held during Fall 2011.

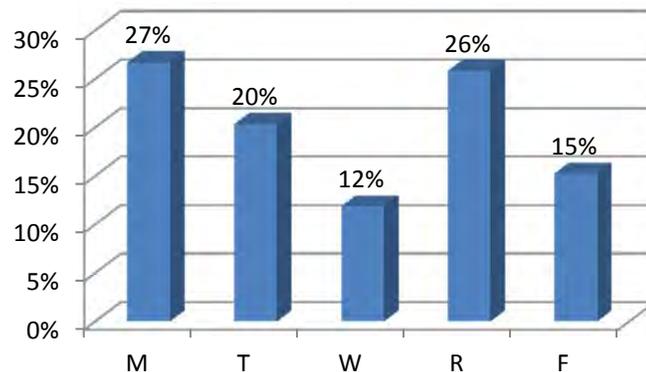
The following tables display the distribution of 236 course meetings held on a day-to-day basis in Ramapo's SI spaces.

Figure 24A: Combination of Actual Day Course Meetings by Day of the Week

Meeting Day	# of Course Meetings	% of Course Meetings
Monday (M)	63	22%
Tuesday (T)	48	21%
Wednesday (W)	28	20%
Thursday (R)	61	21%
Friday (F)	36	16%
Total	236	100%

May not total 100% because of rounding

Figure 24B: Percent of Course Meetings by Day



Of these meetings, 63 (or 27 percent) occur on Mondays. As is true of general-purpose courses, if course meetings were distributed uniformly across a five-day schedule, one would expect 20 percent of all course meetings would occur on any given day.

Station Occupancy Rates

The planning guideline for station occupancy suggests 80 percent of the stations should be filled, on average, when a specialized instructional space is scheduled. This rate is higher than the target rate for general-purpose classrooms (67 percent), and acknowledges the capital investment required to create these spaces. There is also a closer pedagogical alignment between class sizes and the capacity of SI spaces.

Ramapo fills 68 percent of all available stations, on average, when a specialized instructional space is in use. This rate is below the target of 80 percent, but care should be taken when viewing this figure, as some individual rooms are frequently overfilled, either collectively or by individual courses. For example, 12 SI spaces have a high average fill rate of 80 percent or higher. Five of these (all in G-Wing) have fill rates of 100 percent or higher, suggesting inadequate accommodations and the need for additional and/or larger lab spaces.

Figure 25: Specialized Instructional Spaces with High Station Occupancy Rates

Building	Room	Total # Courses	Average % Stations Filled
Anisfield School of Business	422	10	83%
	C-Wing	7	99%
	E-Wing	2	81%
		5	107%
		4	100%
	G-Wing	4	117%
		7	99%
		2	81%
		6	106%
		8	103%
	H-Wing	7	83%
		8	96%
Grand Total	12	70	96%

Individual courses within all 37 rooms may equal or exceed 100 percent fill even though the overall average station occupancy for the room is acceptable.

A spreadsheet, located in the Appendix , summarizes the pertinent details associated with overall specialized instructional space utilization patterns on a room-by-room basis, for both day and evening use. It displays the percentage of weekly room hours scheduled and the percentage of seats occupied.



RECOMMENDATIONS: SPECIALIZED INSTRUCTIONAL SPACE

There are three key variables in the space utilization equation, as noted previously: square feet per station, weekly hours of use, and station occupancy rates. A change in any one of these variables has an effect on one or both of the remaining two variables. The inherent assumptions associated with these three variables also influence instructional space demand.

These findings provide an order-of-magnitude assessment of space across all SI space on the Ramapo campus, but a more detailed review should be conducted on a room-by-room basis, using the detailed utilization data provided by the Registrar in conjunction with the various planning initiatives currently underway.

Since this study is not a detailed programming exercise, the following assumptions were applied for calculating stations and square footage needed.

- Student station count is variable, depending on the room to which the course was assigned. In order to determine a mid-point, the average enrollment was calculated to determine the room capacity and square footage required. The number of room hours of instruction provided the base to calculate the number of individual rooms required.
- The proposed number of rooms and stations was multiplied by a square foot per station allowance guideline, with an allowance of an additional 30 percent to be distributed for support space, to arrive at a recommended square footage figure. Although these calculations were done on a space-by-space basis, they should be viewed as an aggregated space recommendation for specialized instructional space.

The square footage recommendations also make an assumption of appropriate station sizes, based on the type of space and the number of courses held. In most instances, the resulting amount is larger than existing space to reflect changing pedagogy, new technologies, and the potential for flexible lab furniture configurations, among other things. Since it is not possible to adjust each and every existing specialized instructional space, a detailed review process will determine where the needs are most critical. One example may be those rooms where station sizes are particularly tight, limiting flexibility.

The following table summarizes actual and recommended target measures, based on Fall 2011 enrollment, programs, and course offerings. Adding the non-scheduled lab space identified in the space inventory to current and recommended square footage totals produces the current and projected current need totals for all Laboratories (200) space type category.

Figure 26: Actual and Recommended Target Measures for Specialized Instructional Spaces Based on Current Enrollment

Specialized Instructional Spaces					
	Square feet per Station	Weekly Room Hour Utilization Rate	Average Station Occupancy Rate	# of Rooms	ASF
Actual	37.2	33%	68%	37	34,055
Recommended	varies	50%	80%	45	72,446
Subtotal, Actual ASF					34,055
Subtotal, Recommended ASF					72,446
Subtotal, Lab Support, Actual					22,290
Subtotal, Lab Support, Current Need					11,655
Grand Total, Current ASF, Laboratories (200)					56,345
Grand Total, Recommended Current Need ASF, Laboratories (200)					84,101

SUMMARY

The intent of this instructional space utilization assessment was to provide Ramapo with sufficient data and analysis to be able to engage in appropriate discussion and decision-making. While this study represents a snapshot in time, the results suggest there are currently fewer general-purpose classrooms and specialized instructional spaces needed on the Ramapo campus.

Overall, this analysis recommends 51 general-purpose classrooms and 45 specialized instructional spaces for near-term need. Some of the additional space needed may already be available in the form of unscheduled classroom and lab space identified in the College's space inventory, or will be accounted for in upcoming renovations and additions. Pending review of these rooms, they were maintained in the current analysis. Further investigation into the proper coding and conditions of these spaces will clarify whether scheduling courses into them is feasible.



CHAPTER SIX

SPACE PROJECTIONS AND BENCHMARKING



Space Projections and Benchmarking

OVERVIEW

This chapter details space projections prepared by Rickes Associates for Ramapo College of New Jersey. Projected Space Needs are first presented by major NCES (National Center for Education Statistics) space categories, including:

- General-Purpose Classrooms/Lecture Halls (100)
- Laboratories (200)
- Research (250)
- Administrative and Academic Offices (300)
- Library and Study Facilities (400)
- Special Use Facilities (500)
- General Use Facilities (600)
- Support Facilities (700)
- Health Care Facilities (800)

Secondly, projected space needs are presented according to Ramapo's overarching organizational structure, including units and departments in each of Ramapo's four major administrative areas:

- President
- Provost and Vice President for Academic Affairs
- Chief Planning Officer
- Vice President for Institutional Advancement

The space planning guidelines underlying all projections in this report were developed by RA from multiple sources, based on extensive experience with public and private post-secondary institutions across North America. Two major sources integrated into RA's guidelines are the codes and space guidelines established by NCES and CEFPI (Council of Educational Facility Planners International), both internationally recognized frameworks for defining and measuring space in higher education. These best practices have been evaluated and adapted based on critical common institutional characteristics, and provide space planners with multipliers that can be applied to all institutions with similar characteristics.

Space projections have been developed for three scenarios driven by Ramapo's current and potential future needs:

- Current Need: defining the space needed on Ramapo's campus to accommodate its current enrollment of 5,373 FTE (Fall 2011).
- Near-Term: space needs reflecting potential enrollment growth to roughly 5,623 FTE, or an increase of 250 FTE.
- Long-Term: space needs reflecting potential enrollment growth to roughly 5,873 FTE, or an increase of 500 FTE.

The enrollment targets have been chosen with the understanding that: enrollment growth over the time period described by this Master Plan will be modest in scope; limited to graduate enrollment only; and, that specific projections for enrollment growth at the College are currently being developed in conjunction with Ramapo's new Strategic Plan. These enrollment targets have been aligned with the near-term and long-term personnel projections detailed in Chapter 4, Enrollment and Personnel. The alignment of these two drivers

permits the development of a detailed sense of potential space needs, should these potential and projected shifts in enrollment and personnel occur, respectively.

Please note:

- These space planning projections are planning guidelines only, describing pools of space as a first iteration of present and future space needs at Ramapo. They are not intended as specifications for a particular building program.
- Existing space totals, as reflected in Ramapo's current space inventory, represent a snapshot in time and ensuring accuracy and completeness is an ongoing effort.
- As noted in Chapter 3, roughly 26,000 ASF of additional space is currently being constructed on the campus, as part of projects in the G-Wing and the new Adler Center for Nursing. Additional amounts of space created through this work are identified as additions to actual current space holdings. Figures shown are drawn from programming reports provided by the College and should be reviewed to determine accuracy.

EXISTING AND PROJECTED SPACE NEEDS BY NCES CATEGORY

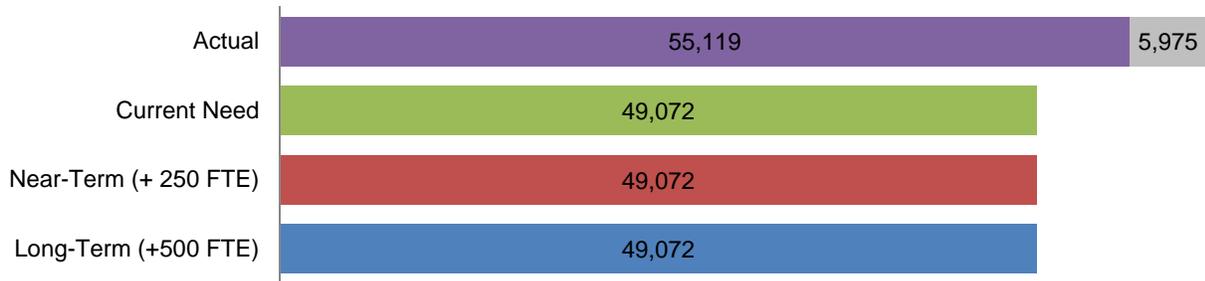
This section details the impact of existing and projected space needs on the Ramapo campus by NCES space category. The discussion for each category includes its Existing Space and Current Space Need, as well as growth impacts for the projected enrollment targets.

Space projections for Classroom (100) and Laboratory (200) spaces proceeded from detailed analyses of these spaces and their current usage as described in Chapter 5, Instructional Space Utilization Analysis. Office (300) need is established through analysis of current and projected personnel as detailed in Chapter 4, Enrollment and Personnel. Current and projected space need in all other categories is developed using widely-accepted rubrics specific to each space type. Disaggregation of all space categories by administrative area and department/program is detailed in the Current and Projected Space Needs by Administrative Area section of this chapter.

General-Purpose Classrooms/Lecture Halls (100)

Total instructional space need for the Ramapo campus was determined through an instructional space utilization analysis (Chapter 5). Projections for general-purpose classroom space were developed to reflect current needs as well as modest increases in graduate enrollment of +250 FTE and +500 FTE. In lieu of detailed enrollment projections from the College, these figures act as placeholders that can describe the relative amount of instructional space needed to serve Ramapo as it grows.

Figure 1: General-Purpose Classrooms/Lecture Halls (100)

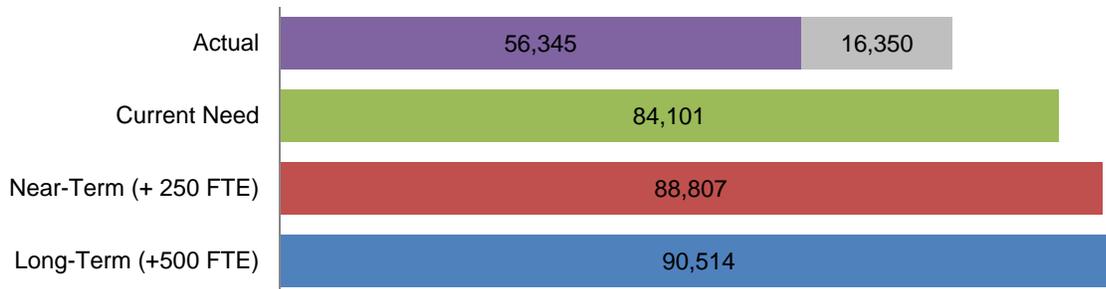


- Space identified in gray represents additional area in this category being planned or constructed as part of renovations to G-Wing and the addition of the Adler Center for Nursing.
- Assuming current scheduling practices remain constant, there is a Current Need for 51 classrooms, or seven fewer classrooms than currently exist at Ramapo. This calculation equates to a need for 6,047 ASF less of general-purpose instructional space, reflects the potential for optimizing the utilization of current space, and acknowledges the potential to reconfigure space to meet current needs, rather than building more classroom space.
- It is understood the growth in the student population at Ramapo will be limited to growth in graduate programs, many of which meet during evening hours. Since the vast majority of general-purpose classroom space use at Ramapo currently takes place during the day, any potential growth in graduate programs can be adequately accommodated during evening hours without the need for additional classroom space. As a result, the Current Need amount of general-purpose classroom space is assumed to be adequate for the College’s purposes in all growth scenarios used for this study.

Laboratory Facilities (200)

The Ramapo campus’ overall need for specialized instructional space was determined in Chapter 5 and is illustrated below.

Figure 2: Laboratory Facilities (200)

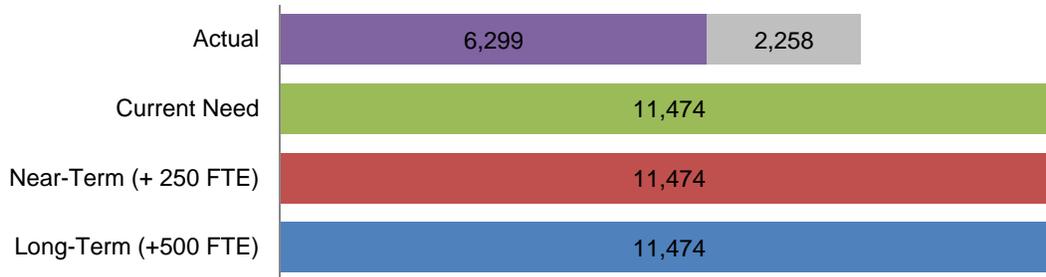


- The detailed analysis of specialized instructional spaces indicates roughly 28,000 ASF of additional space is required to meet current needs. Space identified in light purple represents additional area in this category being planned or constructed as part of renovations to G-Wing and the addition of the Adler Center for Nursing, and should be checked to determine accuracy.
- In conjunction with potential enrollment growth, the need for specialized instructional space increases to 88,807 ASF (+250 FTE) and 90,514 ASF (+500 FTE). This growth primarily reflects additional anticipated need for specialized instructional spaces in the Anisfield School of Business, where the majority of enrollment growth (all of it graduate enrollment) is expected to occur.

Research Facilities (250)

To establish projected research space needs, discipline-specific multipliers were applied to FTE faculty counts, thus describing an appropriately sized “pool” of research space for general planning purposes to be allocated during a subsequent detailed planning phase. Totals shown in the following figure represent the sums of needs of particular spaces or disciplines and include support space.

Figure 3: Research Facilities (250)



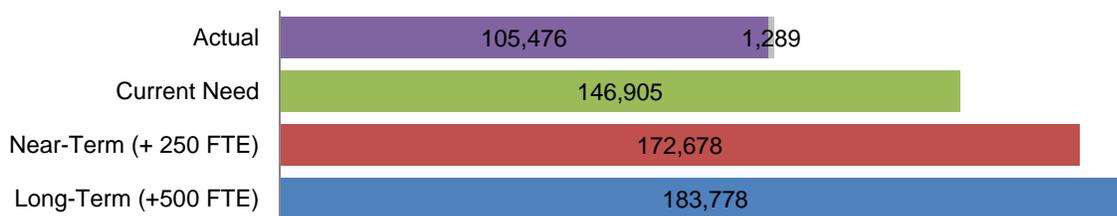
- Based on an allowance per FTE faculty, the Ramapo campus currently requires roughly 82 percent more research space (5,175 ASF) to meet current needs. This finding corroborates comments offered by some Ramapo faculty and deans during the interview and survey process, who indicated a significant need for additional research space at Ramapo.
- The allowance for research space generated by RA calculations (just under double the amount of space that currently exists) is assumed to be adequate for needs potentially generated by modest increases in graduate enrollment as currently envisioned. Please note that research space projections are subject to greater refinement as the College plans the development and/or expansion of specific graduate programs in greater detail.
- Space identified in gray represents additional area in this category being planned or constructed as part of renovations to G-Wing and the addition of the Adler Center for Nursing.

Office Facilities (300)

Projected faculty and staff counts are the drivers of future office space needs. An ASF per FTE multiplier is applied to personnel projections provided by the College to determine office space needs in each area. Academic and administrative office clusters include reception areas, conference rooms, workrooms, storage, and lounges. Some areas require less office space because of the nature of their work (e.g., many maintenance staff in Facilities do not need private offices or workstations), so these formulas are adjusted to reflect a “reduced” staff multiplier.

Current, near-term projected, and long-term projected headcount personnel figures were provided by individual units at Ramapo, including all staff types (except student workers) and full-time, part-time, and adjunct faculty. These data were subsequently converted to full-time equivalent (FTE) and aligned with Near-Term and Long-Term enrollment growth scenarios.

Figure 4: Office Facilities (300)



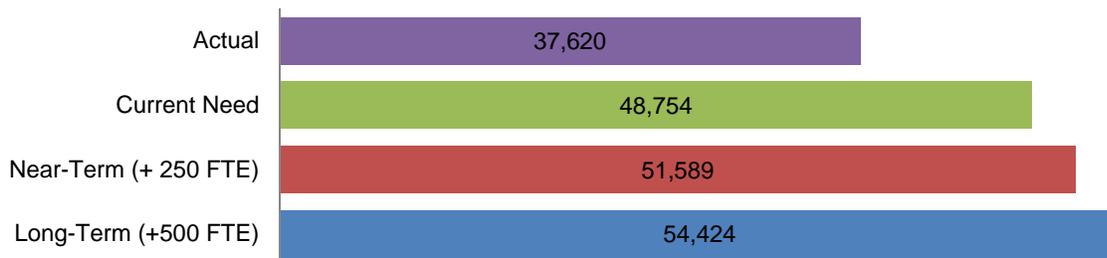
- Assuming appropriately-sized and outfitted office space for Ramapo’s current personnel, 146,905 ASF of office space is needed (including support and storage space), an increase of approximately 41,000 ASF over current totals on campus. The magnitude of this need confirms many comments recorded during the on-campus interview process regarding the current sizes, configurations, quantity , and quality of workspace.
- In parallel with projected personnel increases, the total amount of faculty and staff office and work space increases to 172,678 ASF in the near-term (for the sake of this analysis, roughly parallel to an enrollment increase of 250 FTE) and 183,778 ASF in the long-term (again, roughly parallel to an enrollment increase of 500 FTE).
- Space identified in gray represents additional area in this category being planned or constructed as part of renovations to G-Wing and the addition of the Adler Center for Nursing.

Library and Study Facilities (400)

The needs for study facilities (including Library spaces) are derived from CEFPI guidelines based on the number of volumes, periodicals, and other media held by the institution. Space is calculated for stacks, processing space, and reading and study areas. Space coding for Ramapo’s Library and study spaces should be reviewed to ensure Library staff office space is correctly coded within the calculation for administrative office space needs as part of the category of Office Facilities (300).

It should be noted this category also includes departmental libraries or spaces such as resource and skill centers, learning labs, and small group study rooms in various buildings throughout campus. Some of these spaces may be overseen by individual schools or programs.

Figure 5: Study Facilities (400)

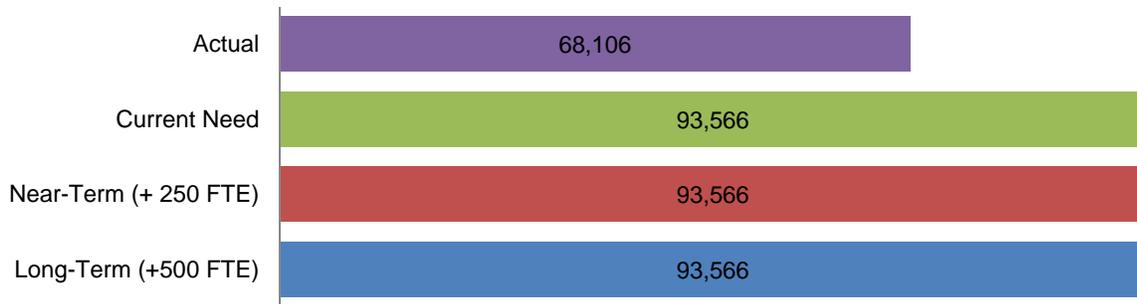


- The Ramapo campus currently requires roughly 30 percent more study space (11,134 ASF) to meet current needs. These needs increase in conjunction with possible enrollment increases, to 13,969 ASF (a 37 percent increase, assuming an additional 250 FTE in the near future) or 16,804 ASF (a 45 percent increase, assuming an additional 500 FTE).
- Interviews with Library personnel and other constituents at Ramapo indicated a significant need for improved Library spaces as well as additional flexible and contemporary study spaces across the Ramapo campus.

Special Use Facilities (500)

The Special Use category consists of spaces including athletics and physical education, media production, and greenhouses. Special Use space is determined via CEFPI multipliers applied to overall student FTE, resulting in a large “pool” of space that can be apportioned to individual units in later programming phases.

Figure 6: Special Use Facilities (500)

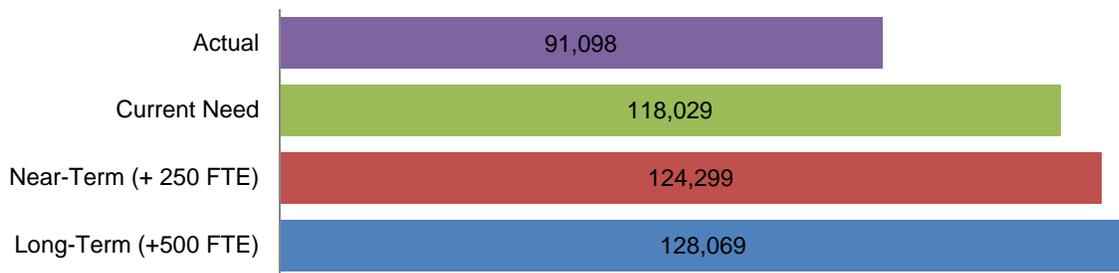


- Ramapo requires roughly 25,460 ASF, or 37 percent more space, in this category to meet current needs. Given the limited nature of potential enrollment increases envisioned, it is assumed space increases described by current needs are adequate.
- It is important to view projected needs for additional Special Use space alongside projected needs for General Use (600) because these spaces are closely related. Jointly they describe an increased need for space at present and in the future should enrollment growth occur. The space inventory should be reviewed to ensure proper coding of these types of spaces.

General Use Facilities (600)

General Use space includes space that supports a broader campus constituency, including assembly space (auditoria, concert halls, theatres); exhibition spaces (museums, galleries open to the campus population and the public); food services (dining); lounge and gathering space for students and faculty; retail spaces; recreation spaces (television rooms, arcade rooms), and publicly available meeting rooms. In contrast with Special Use (500) spaces, General Use (600) spaces are broadly used by the campus population and therefore are more directly impacted by changes in enrollment. This includes assembly and exhibition spaces, food service spaces, and lounge, recreation, and meeting spaces.

Figure 7: General Use Facilities (600)



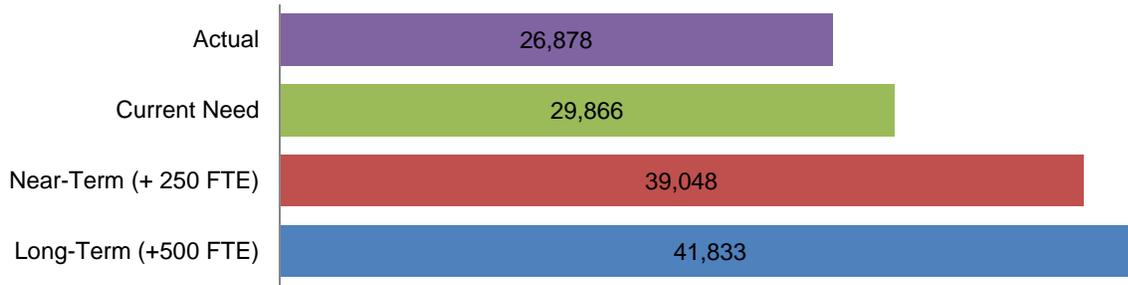
- At present, roughly 30 percent more General Use space (26,931 ASF) is needed. Need for these spaces is expected to increase with potential enrollment growth.
- As previously mentioned, projections for this space category should be viewed jointly with those in the Special Use (500) category to determine proper coding.

Support Facilities (700)

Support facilities are the “back of the house” campus spaces such as carpenter, plumbing, and electrical shops; physical plant maintenance; bulk storage; centralized services such as mail facilities, central shipping and receiving; and hazardous material storage. The CEFPI guidelines apportion a percentage of total

campus space to this function. Therefore, the amount of space needed in this category is tied to changes in amounts of space needed in other categories.

Figure 8: Support Facilities (700)

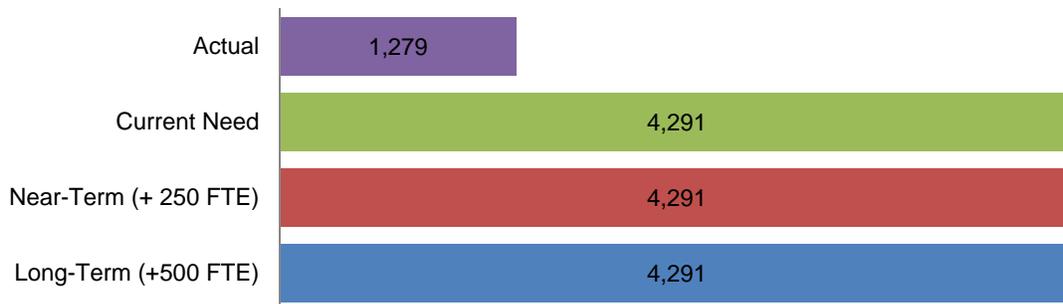


- Based on actual space totals, roughly 11 percent more Support Space is needed than currently exists on the Ramapo campus. Need increases proportionally with space need in other categories and is driven by potential enrollment growth.

Health Care Facilities (800)

This category refers to student health services, or “wellness centers”. CEFPI calculates these needs on a module basis, augmented by a per FTE allowance. At present, the Ramapo campus is critically short of space in this category.

Figure 9: Health Care Facilities (800)

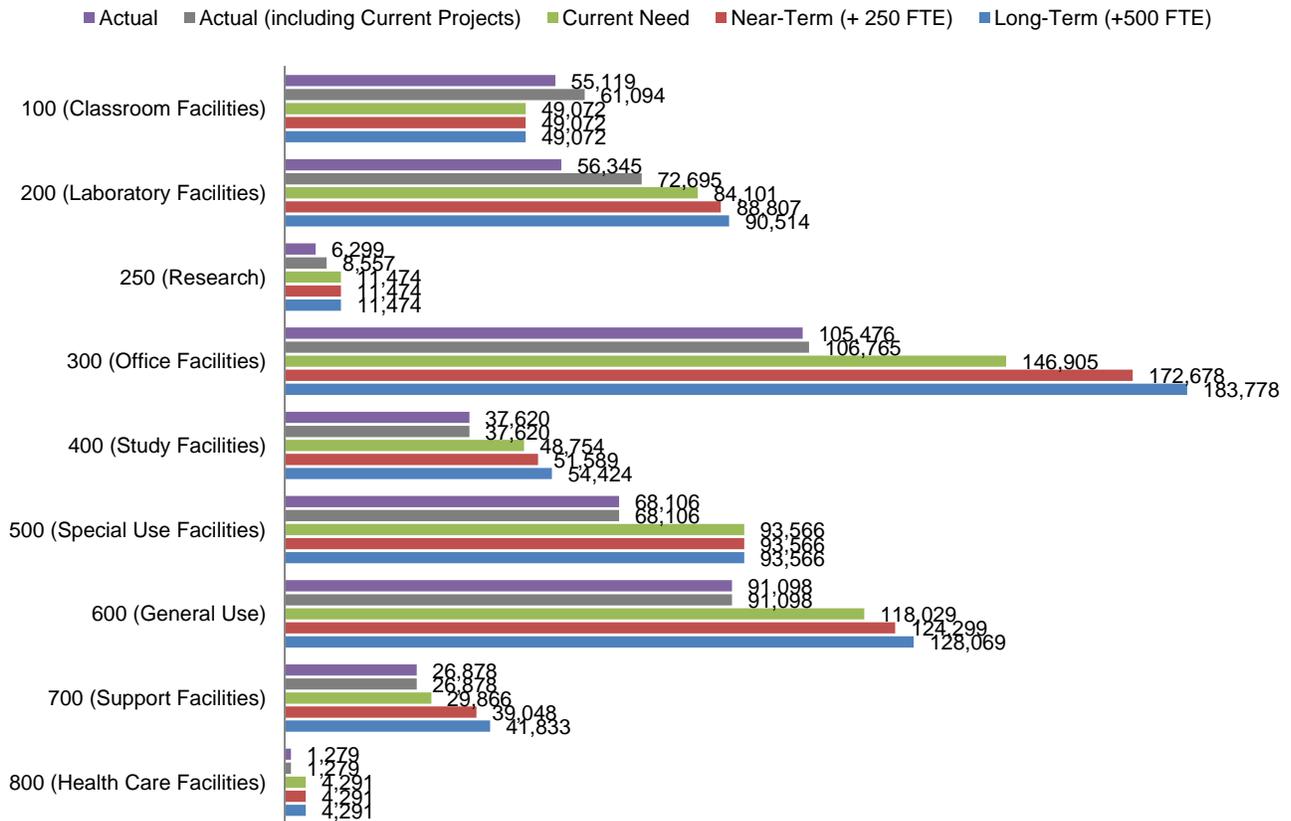


- Interviews with many user groups indicated a shared need for expanded student health facilities on the Ramapo campus. The projected space totals shown assume Ramapo would provide a full menu of health services for the campus population; if more limited services are desired, less additional space may be needed.
- Spaces included in this category should be checked to determine proper coding.

Summary, Ramapo Campus

The following chart summarizes projected space need for the 100 to 800 space type categories on the Ramapo campus.

Figure 10: Summary, 100-800



- The largest increase in need occurs in Office Facilities (300), with an additional 41,429 ASF (+39 percent) of space necessary to meet current needs. The need rises to 78,302 ASF to support long-term personnel projections.
- Special Use Facilities (500) and General Use Facilities (600) also experience significant increases in space need, with an additional 25,460 ASF (+37 percent) of Special Use space and 26,931 ASF (+30 percent) of General Use space to accommodate current uses.
- Classroom Facilities (100) is the only space category that has a decrease in the amount of space needed. Based on the analysis of general-purpose classroom spaces detailed in Chapter 5, fewer classrooms are currently needed to support current course offerings. Other opportunities to optimize current classroom use may exist and should be investigated in more detail.
- Inventory coding of Special Use Facilities (500) and General Use Facilities (600) should be reviewed in detail to determine any possible overlap that may refine current and projected needs.
- More Health Care Facilities (800) space is needed to adequately accommodate current need.

Figure 11 is organized by space type category and details current and projected needs for the 100-800 categories.

Figure 11: Overall Projected Space Needs

Category	Description	Actual		Actual, Including Current Projects	Current Need			Near-Term (+ 250 FTE)			Long-Term (+ 500 FTE)		
		5,373 FTE	47,447		Space Need (ASF)	Variance (ASF)	% Change	Current Space Need (ASF)	Variance (ASF)	% Change	Current Space Need (ASF)	Variance (ASF)	% Change
100 (Classroom Facilities)	Registrar-Controlled Spaces		47,447	5,373 FTE	41,400	-6,047	-13%	41,400	-6,047	-13%	41,400	-6,047	-13%
	Support Facilities		7,672		7,672	0	0%	7,672	0	0	7,672	0	0
	Total		55,119	61,094	49,072	-6,047	-11%	49,072	-6,047	-11%	49,072	-6,047	-11%
200 (Laboratory Facilities)	Laboratory - Instructional		33,067		72,446	39,379	119%	77,152	44,085	133%	78,859	45,792	138%
	Support Facilities		22,290		11,655	-11,623	-52%	11,655	-11,623	0	11,655	-11,623	0
	Total		56,345	72,695	84,101	27,756	49%	88,807	32,462	58%	90,514	34,169	61%
250 (Research Facilities)		6,299	8,557	11,474	5,175	82%	11,474	2,880	82%	11,474	2,880	82%	
300 (Office Facilities)		105,476	106,765	146,905	41,429	39%	172,678	67,202	64%	183,778	78,302	74%	
400 (Study Facilities)		37,620	37,620	48,754	11,134	30%	51,589	13,969	37%	54,424	16,804	45%	
500 (Special Use Facilities)		68,106	68,106	93,566	25,460	37%	93,566	25,460	37%	93,566	25,460	37%	
600 (General Use)		91,098	91,098	118,029	26,931	30%	124,299	33,201	36%	128,069	36,971	41%	
700 (Support Facilities)		26,878	26,878	29,866	2,988	11%	39,048	12,170	45%	41,833	14,955	56%	
800 (Health Care Facilities)		1,279	1,279	4,291	3,012	235%	4,291	3,012	235%	4,291	3,012	235%	
	Grand Total	448,220	474,092	586,060	137,840	31%	634,825	186,603	42%	657,022	208,802	47%	

EXISTING AND PROJECTED SPACE NEEDS BY ADMINISTRATIVE AREA

The following section describes projected space needs according to Ramapo's organizational structure. As with the overall projections by space category detailed in the previous section, space projections for Ramapo's administrative areas and their constituent units and departments have been developed for three scenarios, driven by Ramapo's current and potential future needs (Current Need, Near-Term, and Long-Term).

Current and projected space need totals by unit are summarized in the following chart, and detailed in following sections. Note:

- Given their academic nature, it is assumed that spaces currently under development as part of G-Wing renovations and the addition of the Adler Center will be overseen by the Provost, and are reviewed further in the Provost's portion of this section.
- Overall trends in space need in each scenario are indicated by colored arrows on the right-hand side of each projected space needs chart.

Figure 12: Summary, Current and Projected Space Needs by Administrative Area

Administrative Area	Actual (5,373 FTE)	Actual (including Current Projects) (5,373 FTE)	Current Need (5,373 FTE)	Delta, Current Need vs. Actual	% Change, Current Need vs. Actual	Near-Term (+250 FTE)	Long-Term (+500 FTE)	Delta, Long-Term vs. Current	% Change, Long-Term vs. Current
President	2,045	2,045	1,680	-365	-18%	2,300	2,300	255	13%
Provost and Vice President for Academic Affairs	380,240	406,112	489,154	+108,914	29%	522,149	538,919	158,679	42%
Chief Planning Officer	61,466	61,466	90,331	+28,865	47%	104,578	109,725	48,259	79%
Vice President for Institutional Advancement	4,469	4,469	4,895	+426	10%	5,798	6,078	1,609	36%
Grand Total	448,220	474,092	586,060	+137,840	31%	634,825	657,022	208,802	47%

President

According to the College's current space inventory, the President of Ramapo oversees spaces totaling 2,045 ASF in two buildings (the Mansion and the Library) on the Ramapo campus. In terms of square footage and number of constituent units, the administrative purview of the President is the smallest of Ramapo's four administrative areas.

Based on the analysis of current personnel described in Chapter 4, the President's office currently employs eight staff, including full- and part-time personnel. This number is expected to increase to 13 people in the long-term (10 years' time).

The following chart shows current space totals held by the President, as well as space projections reflecting each of the three growth scenarios developed for this analysis.

Figure 13: Projected Space Needs, President

Department/Unit	Actual (5,373 FTE)*	Current Need (5,373 FTE)	Near-Term (+250 FTE)	Long-Term (+500 FTE)	Overall Trend, Scenarios
President's Office	2,045	1,680	2,300	2,300	↑
Subtotal, President's Office	2,045	1,680	2,300	2,300	↑

- The President's Office requires slightly less space at present than currently exists, given the application of standard office and work space multipliers to current personnel figures. However, projected space needs increase in conjunction with the potential hiring of additional staff.

Provost and Vice President for Academic Affairs

Ramapo's Provost and Vice President for Academic Affairs oversees the vast majority of assignable square footage at Ramapo, comprised of 39 units that occupy 380,240 ASF in 23 buildings on the Ramapo campus, according to the College's current space inventory. These spaces are summarized below:

Figure 14: Current Space Holdings, Provost and Vice President for Academic Affairs

Department/Unit	Number of Buildings	ASF
Admissions	2	2,401
Anisfield School of Business (ASB)	1	17,658
Art Gallery	1	1,457
Athletics	1	72,977
Berrie Center	1	13,322
Business Services	1	300
CAAFYE	1	1,050
Cahill Center	1	983
Career Services	1	1,738
Center for Reading and Writing	1	1,340
CIPL	1	433
Classroom	11	55,119
Counseling Services	1	2,709
Employee Relations	1	541
Enrollment Management	2	739
EOF	1	1,272
Events and Conferences	1	186
Financial Aid	1	3,028
Health Services	2	1,612
Holocaust Center	1	393
Honors Program	1	109
Information Technology Services (ITS)	3	9,319
International Education	1	1,537
Library	2	43,574
Media Center	1	1,369
NJHEPS	1	151
Office of the Provost	3	1,419
Registrar	2	1,484
Residence Life	7	21,740
School of American and International Studies (AIS)	4	12,138
School of Contemporary Arts (CA)	5	29,424
School of Social Science and Human Services (SSHS)	5	14,305
School of Theoretical and Applied Sciences (TAS)	4	40,191
Specialized Services	1	1,751
Student Affairs	1	6,585

Department/Unit	Number of Buildings	ASF
Student Center	4	15,399
Testing and Placement	1	96
Upward Bound	1	391
Subtotal, Provost and Vice President for Academic Affairs	23	380,240

Using the analysis of current personnel in Chapter 4, these units currently employ 818 faculty and staff, including full-time, part-time, and adjuncts. Personnel counts are projected to increase by nearly 28 percent, or 226 people, in the long-term (10 years' time), as described by this study.

The following chart shows current space totals held by each of the units and departments overseen by the Provost/Academic Affairs, as well as space projections reflecting current, near-term, and long-term needs. Additional square footage currently being planned or developed is also reflected.

Figure 15: Projected Space Needs, Provost and Vice President for Academic Affairs

Department/Unit	Actual (5,373 FTE)	Actual (including Current Projects) (5,373 FTE)	Current Need (5,373 FTE)	Near-Term (+250 FTE)	Long-Term (+500 FTE)	Overall Trend, Scenarios
Admissions	2,401	2,401	2,895	3,340	3,340	↑
Anisfield School of Business (ASB)	17,658	17,658	19,605	25,318	28,050	↑
Art Gallery	1,457	1,457	3,162	3,572	3,982	↑
Athletics	72,977	72,977	98,236	99,291	99,666	↑
Berrie Center	13,322	13,322	15,008	16,698	16,948	↑
Business Services	300	300	2,960	3,320	3,320	↑
CAAFYE	1,050	1,050	920	1,795	1,795	↑
Cahill Center	983	983	880	880	880	↔
Career Services	1,738	1,738	1,230	1,515	1,515	↑
Center for Reading and Writing	1,340	1,340	1,597	1,597	1,597	↔
CIPL	433	433	630	820	820	↑
Classroom	55,119	55,119	49,072	49,072	49,072	↔
Counseling Services	2,709	2,709	2,825	3,300	3,490	↑
Employee Relations	541	541	565	565	565	↔
Enrollment Management	739	739	1,380	2,300	2,490	↑
EOF	1,272	1,272	1,480	1,570	1,570	↑
Events and Conferences	186	186	660	660	660	↔
Financial Aid	3,028	3,028	2,923	3,113	3,113	↑
Health Services	1,612	1,612	5,141	5,141	5,141	↔
Holocaust Center	393	393	673	673	673	↔
Honors Program	109	109	95	375	375	↑
Information Technology Services (ITS)	9,319	9,319	14,265	14,452	14,830	↑
International Education	1,537	1,537	1,005	1,475	1,665	↑
Library/Study	43,574	43,574	60,663	64,068	67,915	↑
Media Center	1,369	1,369	1,130	1,130	1,130	↔
NJHEPS	151	151	95	95	95	↔
Office of the Provost	1,419	1,419	2,100	2,100	2,100	↔
Registrar	1,484	1,484	1,640	1,640	1,640	↔
Residence Life	21,740	21,740	17,239	17,804	18,459	↑
School of American and International Studies (AIS)	12,138	12,138	11,509	13,084	13,579	↑
School of Contemporary Arts (CA)	29,424	29,424	25,775	25,955	25,955	↑
School of Social Science and Human Services (SSHS)	14,305	27,241	29,810	36,287	38,452	↑
School of Theoretical and Applied Sciences (TAS)	40,191	53,127	52,428	56,013	58,918	↑
Specialized Services	1,751	1,751	2,292	2,292	2,292	↔
Student Affairs	6,585	6,585	2,805	3,365	3,365	↑

Department/Unit	Actual (5,373 FTE)	Actual (including Current Projects) (5,373 FTE)	Current Need (5,373 FTE)	Near-Term (+250 FTE)	Long-Term (+500 FTE)	Overall Trend, Scenarios
Student Center	15,399	15,399	33,508	35,943	36,758	↑
Testing and Placement	96	96	350	350	350	↔
Upward Bound	391	391	595	1,173	2,345	↑
Research (allowance to be distributed)	0	0	5,175	5,175	5,175	↔
Special Use (allowance to be distributed)	0	0	14,836	14,836	14,836	↔
Subtotal, Provost	380,240	406,112	489,154	522,149	538,919	↑

- Coding and space ownership should be reviewed to ensure accuracy, particularly spaces belonging to Ramapo’s various schools, as well as spaces owned by Student Affairs and the Student Center.
- Given limited detail in the programming documentation provided governing space allocations within current projects (the renovation of G-Wing and the addition of the Adler Center for Nursing), additional square footage belonging to both the School of Social Science and Human Services and the School of Theoretical and Applied Sciences is estimated for the purposes of comparison, and should be reviewed for accuracy.
- Overall, nearly 29 percent more space is currently needed by the units and departments under the purview of the Provost and Vice President for Academic Affairs. In conjunction with projected personnel growth and potential enrollment growth, the amount of square footage increases by nearly 42 percent (158,679 ASF) over existing space totals.
- Several departments may need less square footage than they currently occupy. This situation broadly reflects changes in space allocation and configuration over time, and should be examined in greater detail to pinpoint possibilities for optimization of departmental space.
- Departments and units currently needing significant amounts of additional space include Athletics, Library/Study, the School of Social Science and Human Services, the School of Theoretical and Applied Sciences, and the Student Center.
- A calculated allowance for additional research space is included, to be distributed according to any specific future research needs that may require space. In addition, a calculated allowance for additional Special Use space is included, to be distributed according to future needs in this category as they develop.

Chief Planning Officer

Ramapo's Chief Planning Officer oversees 16 departments and units, occupying 61,466 ASF in 26 buildings on the Ramapo campus, according to the College's current space inventory. These are summarized below:

Figure 16: Current Space Holdings, Chief Planning Officer

Department/Unit	Number of Buildings	ASF
Administration and Finance	3	2,327
Affirmative Action	1	574
Bookstore	1	4,971
Budget and Fiscal Planning	1	870
Business Continuity	1	141
Business Services	1	1,269
Dining Services	1	16,972
Effectiveness, Research and Planning	1	351
Environmental Health and Safety	1	264
Facilities (including support spaces)	24	30,115
Human Resources	1	783
Mailroom	1	334
Public Safety	1	1,697
Purchasing	1	438
Receiving	1	360
Total, Chief Planning Officer	26	61,466

Based on current and projected information provided by each of the units reporting to the Chief Planning Officer, these units presently employ 179 staff, including full- and part-time personnel. This number is expected to increase by nearly 13 percent, or 23 staff, in the long-term (10 years' time), as described by this study.

The following chart details current space totals held by each of units and departments overseen by the Chief Planning Officer, as well as space projections reflecting each of the three growth scenarios developed for this analysis.

Figure 17: Projected Space Needs, Chief Planning Officer

Department/Unit	Actual (5,373 FTE)	Current Need (5,373 FTE)	Near Term (+250 FTE)	Long-Term (+500 FTE)	Overall Trend, Scenarios
Administration and Finance	2,327	1,959	1,959	1,959	↔
Affirmative Action	574	440	440	440	↔
Bookstore	4,971	5,373	5,623	5,873	↑
Budget and Fiscal Planning	870	940	1,130	1,130	↑
Business Continuity	141	280	710	990	↑
Business Services	1,269	2,960	3,320	3,320	↑
Dining Services	16,972	38,045	39,815	41,585	↑
Effectiveness, Research and Planning	351	630	630	630	↔
Environmental Health and Safety	264	470	830	990	↑
Facilities (including support spaces and space to be distributed)	30,115	32,941	42,359	44,956	↑
Human Resources	783	1,750	2,100	2,100	↑
Mailroom	334	320	320	320	↔
Public Safety	1,697	2,873	3,993	4,083	↑
Purchasing	438	1,000	1,000	1,000	↔
Receiving	360	350	350	350	↔
Subtotals, Chief Planning Officer	61,466	90,331	104,578	109,725	↑

- Coding and space ownership should be reviewed to ensure accuracy.
- For the sake of this analysis, spaces belonging to Facilities are combined with those spaces in the College’s inventory coded as Support Facilities (700) that lacked organizational reporting information, to provide an overall sense of support square footage need across the College. Projected allowances for support space to be distributed across the College are also combined in this figure.
- Overall, there is a Current Need for roughly 47 percent more assignable square footage than currently exists under the Chief Planning Officer.
- Several departments may require less space at present than they currently occupy. This circumstance broadly reflects changes in space allocation and configuration over time, and should be examined in greater detail to pinpoint possibilities for optimization of departmental space.
- In parallel with projected personnel increases in the near- and long-term and possible increases in enrollment, many units and departments display a need for increased space.
- Dining Services shows the largest amount of additional space currently needed (over 21,000 ASF). This figure increases in concert with possible enrollment growth, and corroborates many comments made during interviews with faculty and staff that the College’s existing dining facilities are inadequate.

Vice President for Institutional Advancement

The Vice President of Institutional Advancement oversees three units that occupy 4,469 ASF in three buildings on the Ramapo campus (D-Wing, the Mansion, and the Robert Scott Student Center), according to the College’s current space inventory.

The analysis of current personnel in Chapter 4 indicates these units currently employ 24 people, including full- and part-time employees. This is projected to increase to 29 in the long-term (10 years’ time), as described by this study.

The following chart illustrates current space totals held by each of units and departments overseen by the Vice President for Institutional Advancement, as well as space projections reflecting each of Ramapo’s three growth scenarios, driven by current and potential future needs.

Figure 18: Projected Space Needs, Vice President for Institutional Advancement

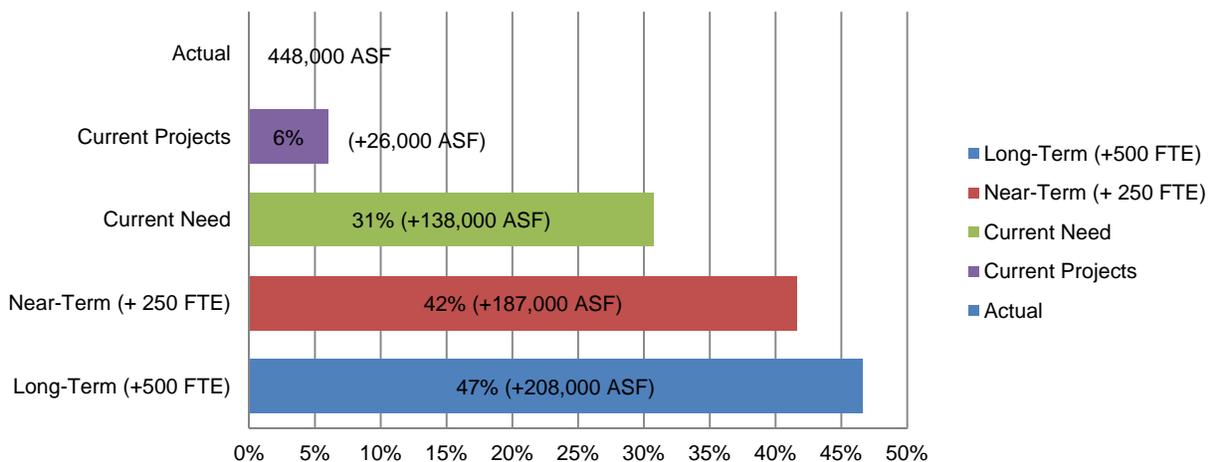
Department/Unit	Actual (5,373 FTE)*	Current Need (5,373 FTE)	Near-Term (+250 FTE)	Long-Term (+500 FTE)	Overall Trend, Scenarios
Communications and Public Affairs	1,425	1,195	1,475	1,475	↑
Institutional Advancement	2,982	3,575	4,198	4,478	↑
Print Shop	62	125	125	125	↔
Subtotals, Institutional Advancement	4,469	4,895	5,798	6,078	↑

- The departments and units under the purview of the Vice President for Institutional Advancement currently need roughly 10 percent more space (426 ASF) than currently exists. This need increases with projected personnel growth in Communications and Public Affairs and Institutional Advancement.

SUMMARY, SPACE PROJECTIONS

Overall, there is a current space need for nearly 31 percent more assignable space across all space categories on the Ramapo campus, excluding housing. As shown in the following chart, this need increases to approximately 47 percent more square footage in conjunction with potential enrollment increases.

Figure 19: Overall Projected Space Needs, All Categories, by Scenario



- Altogether, Ramapo requires an additional 138,000 ASF to appropriately accommodate current needs, or roughly 31 percent more than currently exists. Note that this excludes roughly 26,000 ASF of additional space currently being created in various construction and renovation projects.
- Assuming modest growth in graduate enrollment within the timeframe of this master plan, Ramapo will require up to 208,000 ASF of additional space across all categories and campuses (excluding housing), or roughly 47 percent more assignable space than currently exists.

BENCHMARKING

Process

Benchmarking current ASF at Ramapo to peer institutions provides a rough indicator of how Ramapo's current space compares to the norm for similar schools.

It is important to remember the following general points regarding space benchmarking. Space benchmarks are:

- A basis of comparison with peer institutions.
- One of many factors to consider when planning the amount of space to be allocated to a given function.
- A means of establishing broad "industry guidelines."
- An indicator of "what is," rather than "what should be."

Space benchmarks are not:

- A true comparison of like institutions and functions. Different institutions code and aggregate space differently, and data is not always available for comparable time periods.
- Prescriptive requirements or programming guidelines. In other words, the space allocations of an institution, or a group of institutions, may or may not be directly applicable to the needs and desires of the institution being benchmarked against.

Overall Comparison: Peer Institutions

The following graphics compare ASF per FTE to that of seven institutions drawn from two groups that share a combination of geographic, administrative, or programmatic similarities with Ramapo; other state colleges in New Jersey; and, further afield, several members of COPLAC (Council of Public Liberal Arts Colleges), of which Ramapo is a founding member institution.

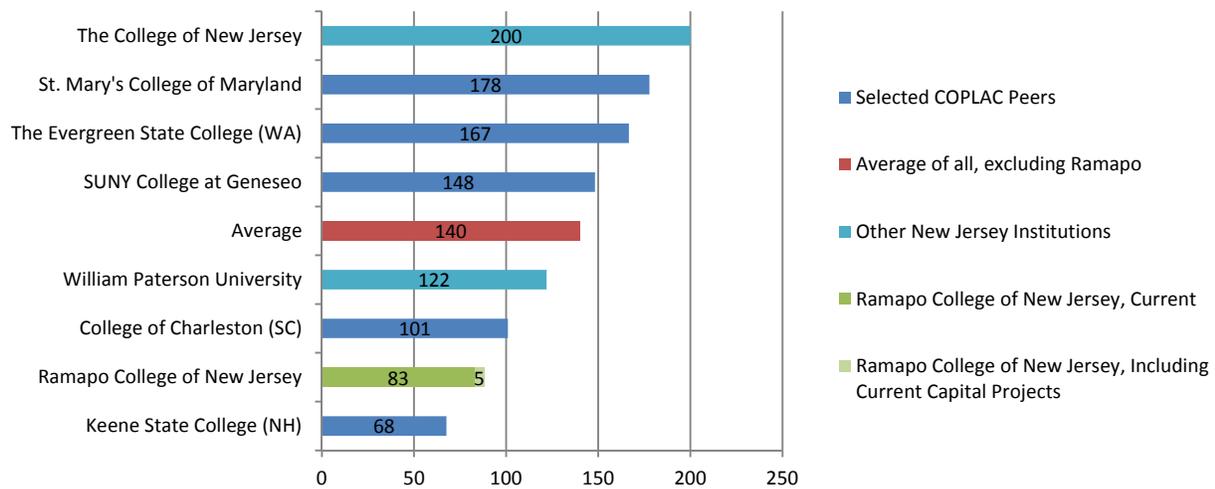
Peer institutions in the analysis include:

- The College of New Jersey (Ewing, NJ)
- St. Mary's College of Maryland (St. Mary's City, MD)
- The Evergreen State College (Olympia, WA)
- SUNY College at Geneseo (Geneseo, NY)
- William Paterson University (Wayne, NJ)
- College of Charleston (Charleston, SC)
- Keene State College (Keene, NH)

Using the assignable square footage total from the space inventory for the Ramapo campus of 448,220 ASF (excluding residence halls and unclassified/unassigned spaces) and the Fall 2011 FTE total of 5,373, the ASF/FTE for Ramapo College calculates to 83.

The following comparisons present ASF/FTE ratios of selected peer institutions to the Ramapo campus.

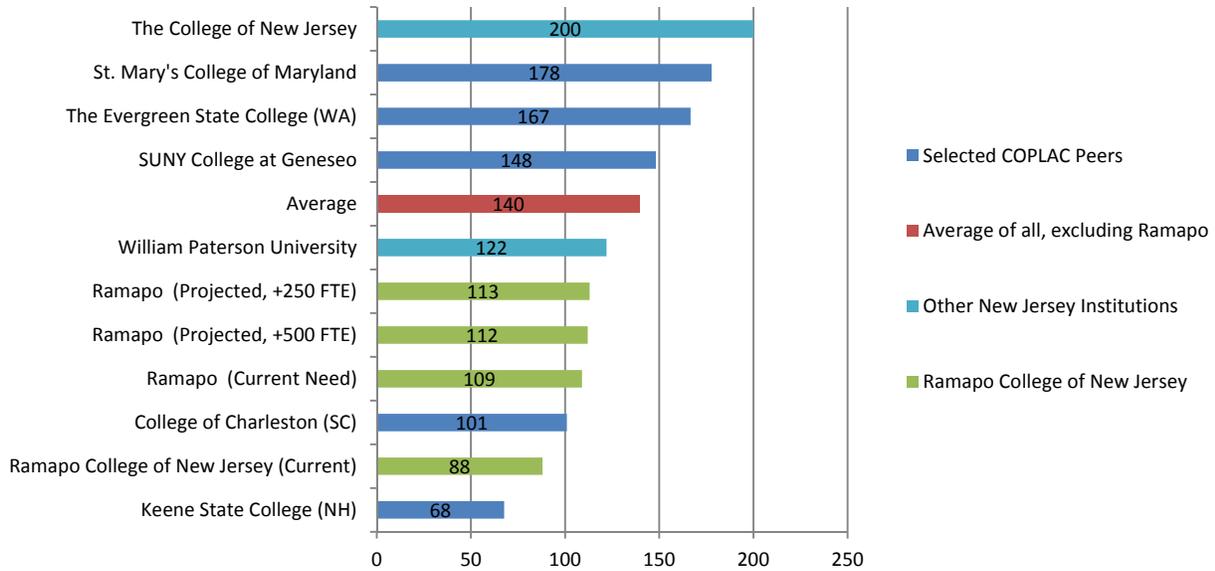
Figure 20: Overall Current ASF per FTE, Excluding Housing



- Ramapo's ASF/FTE ratio places it near the bottom of all institutions included in the comparison.
- Including the additional square footage currently planned or under construction increases Ramapo's ASF/FTE ratio to 88.
- To accommodate current need, Ramapo requires roughly 138,000 ASF of additional space, lifting its current ASF/FTE ratio to 109.
- On average, the peer group provides 140 ASF/FTE, or 57 ASF more per FTE student than Ramapo currently does. To reach the average of the peer group, Ramapo would need to add over 300,000 ASF for its current population, far exceeding the additional space currently needed as identified through the detailed calculations presented in the previous section.
- Care should be taken when evaluating these numbers, since a ratio higher or lower than average does not necessarily indicate space excesses or deficiencies on a given campus. The peer group represents a diverse set of liberal arts colleges, whose campuses are shaped by a plethora of variables. This diversity means the ASF per FTE appropriate for one campus may not be realistic or workable for another.

The following graphic illustrates the impact of adding additional space totals calculated in overall projections for the Ramapo campus, compared to current ASF/FTE of the peer group.

Figure 21: Overall Projected ASF per FTE, Excluding Housing



- To appropriately accommodate enrollment increases of 250 FTE, Ramapo would require roughly 187,000 ASF of additional space. This would raise Ramapo’s ASF/FTE ratio to 113. An increase of 500 FTE would require approximately 209,000 ASF in addition to current space totals, which would keep Ramapo’s ASF/FTE ratio essentially unchanged at 112.

SUMMARY

The space projections and benchmarking comparisons in this chapter provide critical tools for Ramapo as it envisions the renewal of its campus. While detailed programming is required to address the exact space needs of the diverse functions across the Ramapo campus, the preliminary space projections based on the three enrollment scenarios (Current Need, Near-Term (+250 FTE), and Long-Term (+ 500 FTE)) begin to illustrate the magnitude of facilities growth required to appropriately accommodate the Ramapo community, both now and in the future.





APPENDIX A

FACULTY AND STAFF SURVEY

Appendix A: Faculty and Staff Survey

PROCESS

To encourage faculty and staff involvement in the ongoing Campus Facilities Master Plan, Rickes Associates developed an online survey, with a series of open-ended questions designed to capture input and inform current and projected space requirements related to the College's particular schools, programs, and/or administrative units, and for the College as a whole. The survey was distributed via email at the College during October 2012, and respondents were initially provided with three weeks to complete the survey. Due to the disruptive effect of Hurricane Sandy on campus, the deadline for participation in the survey was extended to Tuesday, November 13th.

According to the College, the survey was distributed to faculty, managers, and professional staff at the Ramapo campus, totaling approximately 521 individuals. Of this group, 124 faculty and staff responded to the survey, equating to an overall response rate of 24 percent.

The survey's questions addressed issues of space pertaining to individual schools/programs/units, instructional space, general campus space, and scheduling, including:

- Need for instructional space, including general-purpose classrooms, seminar rooms, and/or teaching laboratory spaces
- General campus-wide space needs
- The location of the "heart" or focal point of the campus, if any
- Ramapo's "Common Hour," a unique hour-long period that occurs every Monday, Tuesday, Thursday, and Friday, from 1:00-2:00 PM, in which no classes are scheduled
- Any other concerns that respondents identify as germane to the master-planning process

A summary of survey responses is presented here, including information regarding distribution of responses (for yes/no questions) and prominent themes that emerge from associated comments. Specific comments are also presented to illustrate general sentiment associated with particular questions, as appropriate. While some comments have been edited for clarity and brevity, the general spirit in which all comments were offered has been retained.

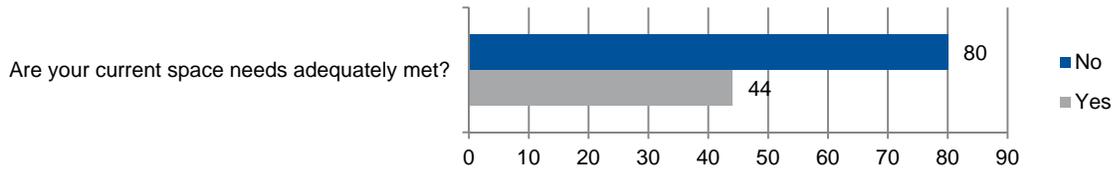
SURVEY RESPONSES

School/Program/Unit Space

The first two questions addressed needs specific to space occupied by individual schools, programs, or administrative units.

ARE YOUR CURRENT SPACE NEEDS ADEQUATELY MET? (YES/NO) IF NO, IDENTIFY ADDITIONAL REQUIREMENTS.

Overall, a majority of 124 responses to this question (80, or 65 percent) indicated that space needs specific to their school, program or unit were not currently sufficient.



Those answering “no” indicated the following needs:

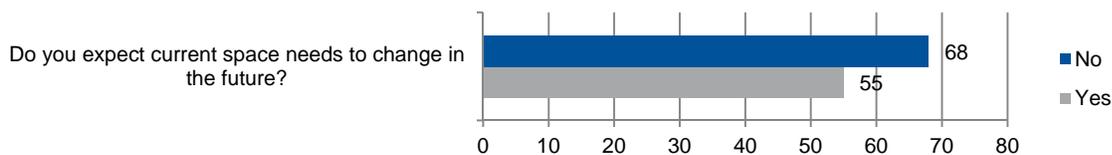
- Various storage spaces, including additional space for files, teaching materials, exhibitions and collections
- A greater variety and number of lounge/break-out areas and meeting rooms for faculty and staff
- Dedicated research space
- Appropriate faculty and staff office space, lobby, and reception areas
- Event spaces of varying sizes

Representative quotes from respondents:

- “We do not have enough office space, nor do we have functional office space. In short, we are packed in like sardines, and it is adversely affecting productivity, effectiveness, and morale.”
- “I’d prefer that all student service offices are combined into one central hub. I think that would be fun, even though it would probably drive some people insane. It would minimize the amount of times a student gets ping-ponged around campus.”
- “Rooms for special needs are not always available. Large groups are difficult to schedule if two parts of the Alumni Lounges/Pavilion are used for meetings. York Room can’t be booked after 2 PM. Classrooms back up to offices so that neither are private and often are disruptive. Events and Conferences does a great job of juggling room requests!”

DO YOU EXPECT CURRENT SPACE NEEDS TO CHANGE IN THE FUTURE? (YES/NO) IF YES, HOW?

Overall, a majority of 123 responses to this question (68, or 55 percent) indicated that current issues are not expected to worsen in the future.



However, those answering yes indicated the following changes would occur:

- More faculty and staff office space, including space for additional staff in individual units and visiting scholars
- More dedicated research space
- Additional conference/banquet/large-scale facilities
- More studio spaces
- Need for recreational spaces will increase

Representative quotes from respondents:

- “If we intend to continue to generate revenue through space rentals, we will have to adjust to clients’ needs including additional conference/banquet/large-scale facilities (non-classrooms).”
- “I am going to think positively—given the clear need that is being communicated in this survey and through other channels.”

Instructional Space

This question addressed the need for particular types of instructional space across the Ramapo campus.

COMMENT ON THE ADEQUACY OF, OR ADDITIONAL NEED FOR, GENERAL-PURPOSE CLASSROOMS, SEMINAR ROOMS, AND/OR LABORATORIES.

Several respondents identified issues with the size, configuration, technology, and acoustics of Ramapo’s existing classroom stock:

- “What we really need is an intimate space for talks that is well-lit and comfortable.”
- “Classrooms are not great. Sound travels between classes, and many are equipped with old-fashioned blackboards rather than advanced technology. Many rooms are too small.”
- “A few larger all-purpose classrooms—not to increase capacity, but to be able to use a tables-and-chairs set-up rather than always being stuck with tablet armchairs.”
- “My impression of classroom space in the Academic Complex is that the rooms could be better designed to enhance student learning. Most of the classrooms in the Academic Complex have a myriad of distractions.”
- “Computer labs will become further constrained as more classes become computer-reliant.”

Others commented more broadly about space issues in the Academic Complex, seen as accumulating over time and being exacerbated by the expansion of the student body:

- “We have lost much of our classroom/instructional space to special programs and office use. We need to get the administrative spaces out of the academic buildings.”
- “The Academic Complex has morphed into a strange grouping of classroom space, office space, student club space, computer labs, and housekeeping services.”
- “The space and service structure was never updated in line with the increase in the on-campus student population. We are lacking lab, quiet, and group study space. Also the space we do have needs to be updated (e.g., flood, temperature control, mold, adequate outlets, etc.).”

Campus-Wide

In addition to instructional spaces, the College has interior spaces for dining, recreation, study, assembly, fine and performing arts, as well as open areas. This section addressed perceived needs for these spaces across the Ramapo campus.

IDENTIFY AND PRIORITIZE GENERAL CAMPUS-WIDE SPACE NEEDS.

Many respondents identified the need for additional event, conference, and assembly spaces of various sizes:

- “A large interior assembly space is needed. Currently, the gymnasium is used for these purposes but that site does not avail itself well to the formality of many academic ceremonies and recruiting events.”
- “The College needs a better space for larger meetings. The theater in Berrie Center is a bit small for a large campus-wide meeting. The new tiered classrooms in ASB are nice—more like that, and perhaps one even larger, may be of use.”
- “There is a dire need for musical performance space. The Sharp Theater has poor acoustics, but more importantly, as the number of musical performances increase the theater is never available because of its use for rehearsals, set building, and theater performances.”
- It can be difficult to find large meeting spaces when needed on Wednesdays. This is probably a function of our class and meeting schedule, but everything gets booked quickly and sometimes we use less than optimal space for Wednesday programming.”
- “Opening Convocation is the best event that Ramapo offers the entire community, [including] students, faculty, staff, and people from the surrounding towns. The lack of an adequate facility which allows all people to actually hear the guest speaker is absolutely deplorable....what a lost opportunity to impress anyone.”
- “If we provide a music performance venue—this space would be used extensively for both student and professional music performances. Currently, there is no place for music performance, whether popular, classical, jazz, etc. Additionally, a performance venue would also be very much in demand by the community outside of Ramapo. Bergen County Fine Arts, for instance, are very eager for a performance venue. This would create a steady rental income, and promote awareness of Ramapo College.”
- “Another large venue space that is equipped to handle large gatherings/ events such as concerts/carnivals/campus-wide events. The auxiliary gym is impossible to reserve due to sports and the Berrie Center is also difficult to book during the year due to performances.”
- “More multi-purpose meeting rooms are needed to keep up with scheduling demands, especially for yoga and exercise-related workshops. The Dance Studios at Bradly are always full and are the perfect multi-purpose space for these and various other functions.”

Dining space was also broadly identified as insufficient:

- “Dining space is horrendous for both students and staff, and the dining hall by the Pavilion doesn’t work for faculty and staff given the location. More dining areas such as cafes or small sandwich/salad venues are needed.”
- “The dining space is inadequate to serve the vast number of students and staff at lunch time. The space needs to be increased.”
- “During high traffic times, such as 1-2 pm on weekdays, the dining area in the Student Center is a madhouse. At other times, it’s fine. Staggering lunch more would help here.”
- “There are too few dining options.”
- “Faculty need their own dining room to meet with job candidates, visitors, and to discuss confidential matters pertaining to students.”

- “There should be a separate dining hall for staff. It’s too crowded with all the students and it makes it impossible to grab lunch.”
- “A faculty/staff dining and lounge area [is needed, as well as] more dining space for students, and more comfortable dining space for students.”

Several respondents commented on a lack of adequate student study, lounge, and meeting space, and the adequacy of the Library:

- “Study areas for students [are needed], (especially working in smaller groups where they need to discuss issues.”
- “No open areas for students to sit and study... students are sitting in hallways on floors...”
- “Space designated for peer tutoring is needed.”
- “Meeting areas for clubs during the ‘common hour’ [are needed]. This is the second semester that I teach in a classroom that has a club meeting before my class. The instructor’s desk is always greasy from the pizza and sticky from the soda that is consumed during the club meeting.”

However, several respondents questioned the need for additional amenity space at the College:

- “First and foremost, this is a college, not a recreational facility. More emphasis should be placed on instructional space and less on extracurricular spaces. Granted, this is also a business, and we need to attract students and businesses to the campus. This should be able to be done with *better* facilities and not *more* facilities.”
- “More, and better, classroom and research space is needed—and should be prioritized over ‘common’ areas.”
- “I think space is adequate.”

Other comments:

- “Centralize administrative functions so students have one-stop shopping.”
- “Help the library be a library. Work with them on their space needs and resources.”
- “Outside of the umbrella-covered outdoor dining tables in front of the Birch, we have no outdoor seating. No benches, Adirondack chairs, etc. If you look at our website, there are so many images of faculty and students ‘hanging out’ outside in groups; though we value the imagery, you’ll rarely see this happening on campus unless we’re in the middle of a drought.”
- “We need to maintain large open areas on campus. It is part of the cultural identity of the College. The open areas help to separate us from larger urban campuses.”

IN YOUR OPINION, WHERE IS THE “HEART” OR FOCAL POINT OF THE CAMPUS?

Overall, a majority of respondents indicated that the focal point of the Ramapo campus can be found at either the Student Center, the Fishbowl, the Arch and the surrounding Grove area, or the Mansion. However, many respondents remarked on the apparent lack of a clear focal point on campus, indicating that the College either lacks one completely, that the focal points the campus does have are inadequate, or that the concept is irrelevant:

- “I don’t think the College has [a focal point], and that is a huge problem.”
- “Currently, the campus doesn’t have a focal point. What we need is a ‘downtown area.’”
- “The Student Center seems to be the ‘heart’ of the interior building. The Arch seems like the heart of the outside physical campus. However, that is a faculty member’s view.”
- “The College does not really have a central location that could be considered the ‘heart.’ For sports it is the Bradley Center, for Arts the Berrie Center, and for everyone else, the Student Center.”
- “There isn’t a focal point, except maybe the cafeteria, which is sad.”
- “I don’t think we do have a focal point or a heart. The campus feels like it’s all over the place. It seems like it should be centered around the Student Center in some way but I for one don’t feel it there. That’s not to say the Student Center isn’t a great place. It would be more of a focal point if it had a distinct personality and a common ‘go-to’ area.”
- “Not sure that we need one.”
- “The Mansion seems to be at the ‘heart,’ but it is mostly administrative offices, so the students and faculty don’t really get to see or use that space.”
- “At Ramapo we do not have a focal point on the campus. A place is necessary that would allow the college community as a whole unit to be able to come together. This location would house most of the Administrative units and would function as a ‘one-stop shopping location’ to meet student needs.”

Scheduling

Respondents were asked to comment on Ramapo’s “Common Hour,” an hour-long block of time included in the College’s academic schedule which occurs from 1:00-2:00 PM on Mondays, Tuesdays, Thursdays, and Fridays.

HOW DO YOU CURRENTLY USE THIS HOUR?

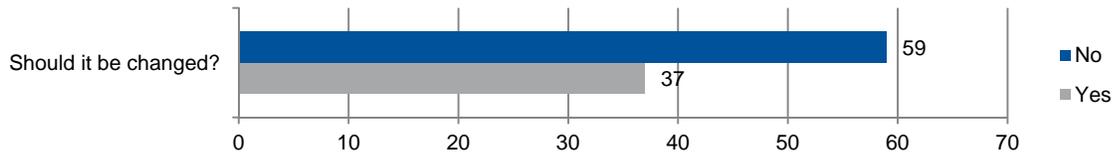
Many respondents indicated that they use the Common Hour for office hours, to offer workshops and other programs, to conduct club meetings, to meet with colleagues, to eat lunch, or for office work.

Representative quotes from respondents:

- “I don’t schedule anything in this time because so many other groups use it.”
- “I usually try to get lunch as quickly as possible, because students and other faculty need me for something at that time. And then I prep for a 2:00 class.”
- “This hour is very important for extracurricular activities. It should be expanded.”
- “I often spend this hour regrouping, talking with students and preparing for the next class. I also schedule events at this time, although it isn’t ideal.”
- “Meetings, meetings, meetings.”
- “This is not applicable for my area. I try to stay away from the Student Center and cafeteria at this time because it is too busy.”
- “It is great for information sessions where we want students to attend and faculty to be available to present at the information sessions.”
- “This hour is critical for my field courses. It gives the students and me time to get back to campus, or to get to field sites.”

SHOULD IT BE CHANGED? (YES/NO)

Of the 96 respondents who answered the question, a majority indicated a preference that the Common Hour be maintained in its current state.



IF YES, HOW SHOULD THIS TIME BE ALLOCATED?

- "It would be nice if it were staggered in some way so that the entire campus is not free at one time. With everyone free at the same time, there seems to be too many people and not enough space."
- "The problem is that the 8:00 AM time slot is too early for most; a 8:30 day start would probably be more utilized and thus might relieve some of the classroom space usage issues. An 8:30 start might necessitate cutting the midday break by ½ hour to a ½ hour break."
- "Eliminate Common Hour and adjust class schedule to fit in another 'prime time' slot."
- "I like the Common Hour; however, it has created challenges for dining and class scheduling. Perhaps a reasonable compromise would be to retain a Common Hour on Tuesdays, Wednesdays, and Fridays."
- "It should remain as is. If we want to work against a 'commuter mentality' we need to provide more interaction time, not less."

PLEASE FEEL FREE TO PROVIDE ANY ADDITIONAL COMMENTS THAT YOU BELIEVE WOULD HELP THE MASTER PLANNING PROCESS.

Respondents raised a wide range of additional issues for consideration, including the need for attention to issues of climate control and wayfinding; design and configuration of exterior spaces on campus; parking and transportation; reflection of student opinion in campus planning; and particular needs pertaining to specific space types, such as library and museum spaces.

Representative quotes from respondents:

- “We are ALMOST connected via public transportation. The commuter bus schedule could be more frequent... just one or two more runs would make it more practical. We’re only three miles from a very efficient train and NJ Transit bus service, but we can’t use either because the shuttle service is not reliable for things like getting to work/class on time.”
- “A conference center with breakout rooms and multipurpose spaces for 500-1000 lecture and banquet style is in great demand and would serve the campus community and bring rental income to the campus. The key will be self-contained parking to eliminate issues.”
- “We need more benches outside the buildings, more inviting spaces where people can sit and engage with each other. We desperately need this in and around the Berrie Center. Currently there’s a sterile feeling and nowhere for students to congregate and work together in a more relaxed setting.”
- “A and B wings are soon to be renovated, so I’m mostly interested in seeing those spaces look as good as ASB, but less corporate and more in line with the humanities orientation of the faculty in those wings.”
- “The Mansion should be converted to all meeting space or for Admissions. It’s too beautiful to be used for day-to-day administrative functions and if it was fixed up it would make a nice first impression for visitors.”
- “The library is outdated, poorly designed, leaks, and is moldy. The students are in desperate need of proper study spaces that are both ‘open’ and ‘private.’ They need furniture that is conducive to doing school work and carpets that are not moldy.”
- “I realize that Facilities is way ahead of the curve on sustainability issues, but still, would like to advocate for increased use of Green Infrastructure strategies, and the promotion of more ecological landscaping practices (in the use of pesticides, herbicides, and fertilizers, for instance).”
- “Ramapo has made the mistake of homogenizing art gallery and museology/exhibition/museum professional requirements with other campus standards, sometimes to our financial or legal detriment. This is a problem at many colleges and universities. The unsexy details of museology requirements, which can have huge ramifications if not met, do not always translate well into sweeping bullet points and overall slogans. I would hope that somehow the particularities and complexities of museum aspects of planning space can be cherry-picked out and considered... The College has multi-million dollar assets to be protected, assets which in addition to serving as fertile teaching resources and bringing renown, are increasing in value every day.”



APPENDIX B

GENERAL-PURPOSE CLASSROOMS,
UTILIZATION DETAIL



DAY

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					70%		FIRST YEAR SEMINAR
					38%		CONTEMPORARY SOUTH ASIA
					93%		ORGANIC CHEM I LEC/LAB
					65%		INTERMEDIATE-ITALIAN I
					30%		ITALIAN CONVERSTN & COMP
					58%		FIRST YEAR SEMINAR
					50%		CRITICAL READING & WRITING II
					75%		RUSSIAN:SOCIETY&POLITICS
					50%		CRITICAL READING & WRITING II
					48%		SOCIAL ISSUES
					28%		CONTEMLTV PRACTICES IN EDUC
A	100	750	40	18.8	55%	71%	
					68%		FIRST YEAR SEMINAR
					103%		FUND CHEM I LEC/LAB
					30%		BIOCHEMISTRY I LEC/LAB
					78%		HISTORIOGRAPHY
					30%		AMERICAN PRESIDENCY
					78%		WORLD SUSTAINABILITY
					40%		JEWS IN 20TH CENTURY EUROPE
					75%		EARLY AMERICAN NATION
					60%		INT'L 20TH & 21ST CENT NOVEL
					63%		LEADERSHIP SKILLS I
A	101	722	40	18.1	62%	67%	
					70%		ANALYTICAL CHEMISTRY LEC/LAB
					93%		FUND CHEM I LEC/LAB
					33%		POLITICS STATE&LOCALGOVERNMENT
					95%		INTRO TO BIOLOGY
					48%		GLOBAL ISSUES SEMINAR
					68%		MULTIVARIABLE CALCULUS
					73%		BIOETHICS
					53%		INTRO TO EAST ASIAN CIV
A	102	722	40	18.1	66%	56%	
					88%		INTRODUCTION TO US HISTORY I
					25%		FAMILY LAW
					35%		INTERMEDIATE FRENCH I
					75%		FOOD AND CULTURE
					83%		INTRODUCTION TO US HISTORY II
					55%		AMERICA'S VIETNAM EXPERIENCE
					48%		GENDER WORK AND FAMILY
					85%		INTRO TO PSYCHOLOGY
					60%		FIRST YEAR SEMINAR
A	103	722	40	18.1	61%	64%	
					45%		ENERGY & SOCIETY
					65%		POLITICAL THEORY
					15%		PHYSICAL CHEMISTRY II LEC
					65%		SOCIAL CONTXT OF ED
					88%		WESTERN STUDIES I
					80%		PHYSICS FOR NON-SCIENTSTS
					85%		INTRODUCTION TO US HISTORY I

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					23%		ENGLISH HISTORY 1485-1800
					40%		WORLD CIVILIZATIONS II
					63%		FIRST YEAR SEMINAR
A	104	722	40	18.1	57%	71%	
					81%		VICTORIAN SECRETS:POETRY&PRO
					91%		BEHAVIORAL NEUROSCIENCE
					69%		HONORS FIRST COURSE SEMINAR
					34%		INTERMEDIATE-ITALIAN II
					72%		FIRST YEAR SEMINAR
					72%		FIRST YEAR SEMINAR
					78%		READINGS IN HUMANITIES
					31%		TERRORISM IN THE MODERN WORLD
					88%		COLONIAL NORTH AMERICA
					53%		THE HEBREW BIBLE
					72%		LEADERSHIP SKILLS I
					72%		READINGS IN HUMANITIES
A	105	750	32	23.4	68%	81%	
					60%		READINGS IN POETRY
					80%		WORLD WISDOM TRADITIONS
					86%		WORLD WISDOM TRADITIONS
					31%		FOUNDATNS-ITALIAN I
					103%		WORLD CIVILIZATIONS I
					31%		INTRO TO SPECIAL EDUCATION
					63%		CRITICAL THINKING
					86%		SOCIOLOGY OF FAMILY
					100%		SOCIAL INEQUALITY
					37%		POLITICS IN AFRICA
					86%		HIST OF SOC THGHT
					91%		SOCIAL ISSUES
A	106	710	35	20.3	71%	86%	
					92%		CROSS-CULTURAL PSYCH
					81%		CHILD PSYCHOLOGY
					61%		ART AS THERAPY
					64%		INTRODUCTION TO US HISTORY I
					97%		INTRODUCTION TO US HISTORY II
					31%		ANCIENT LAW
					94%		CALCULUS I
					69%		MAJOR AUTHORS:
					83%		WESTERN STUDIES I
A	107	695	36	19.3	75%	62%	
					96%		CONTEMPORARY CRITICISM:FILM
					63%		SEMINAR:
					42%		HISTORY SEMINAR
					96%		BRITISH MEDIEVAL LITERATURE
					42%		BASIC PLAYWRITING
					100%		THE ART OF WRTNG&FRML RSCH TEC

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					79%		HONORS FIRST COURSE SEMINAR
					63%		GLOBAL ISSUES SEMINAR
					67%		THE SEARCH FOR MEANING
A	108	706	24	29.4	72%	58%	
					94%		HIST OF SOC THGHT
					75%		FIRST YEAR SEMINAR
					84%		US WOMENS AND GENDER HISTORY
					94%		WW II: A GLOBAL PERSPECTIVE
					41%		INTRO TO PSYCHOLOGY
					28%		BIBLICAL ARCHEOLOGY&HISTORY
					94%		LEARNING, COGNITION & TEACHING
					63%		PEER FACILITATION FIELDWORK
A	216	737	32	23.0	71%	56%	
					100%		FIRST YEAR TOPICS
					86%		FND BIO II LEC & LAB
					18%		FOUNDATIONS OF ARABIC I
					114%		IDEA DEVELOPMENT
					91%		CRITICAL READING & WRITING II
					64%		CREATIVE WRITING
A	217	437	22	19.9	79%	43%	
					35%		FIELDWORK WITH ADOLESCENTS
					85%		CREATIVE NONFICTION WRIT WKSH
					90%		INTRO TO CREATIVE WRITING
					90%		WOMEN AND SCIENCE
					90%		WOMEN AND SCIENCE
A	223	689	20	34.5	78%	36%	
					71%		FOUNDATIONS OF SPANISH I
					66%		FOUNDATIONS OF SPANISH I
					40%		TOPICS:
					51%		HISPANIC CARIBBEAN WRTRS&POP C
					46%		CRITICAL READING & WRITING II
					63%		READINGS IN HUMANITIES
					60%		CRITICAL READING & WRITING II
					51%		CRITICAL READING AND WRITING I
					46%		FIRST YEAR TOPICS: LIBERAL ST
A	225	373	35	10.7	55%	60%	
					84%		CRITICAL READING & WRITING II
					84%		CRITICAL READING & WRITING II
					80%		CRITICAL READING & WRITING II
					92%		READINGS IN HUMANITIES
					88%		RESEARCH WRITING METHODS
					84%		CRITICAL READING & WRITING II
					72%		CRITICAL READING AND WRITING I
					80%		CRITICAL READING & WRITING II
					68%		CRITICAL READING & WRITING II
					100%		READINGS IN HUMANITIES
					60%		FIRST YEAR TOPICS: LIBERAL ST
A	226	501	25	20.0	81%	74%	
					76%		CRITICAL READING AND WRITING I

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					80%		CRITICAL READING & WRITING II
					68%		INTERMEDIATE SPANISH I
					72%		CRITICAL READING AND WRITING I
					64%		CRITICAL READING AND WRITING I
					64%		INTRO TO CREATIVE WRITING
					80%		CRITICAL READING & WRITING II
					100%		FIRST YEAR SEMINAR
					60%		FIRST YEAR TOPICS: LIBERAL ST
A	227	491	25	19.6	74%	60%	
					122%		WESTERN STUDIES I
					111%		COMP LEGAL SYSTEMS
					107%		CNTMPRY ISSUES & THE LAW
					107%		INTRO TO SOCIOLOGY
					44%		INTERMEDIATE SPANISH I
					56%		WORLD CIVILIZATIONS I
					126%		INTRO TO PSYCHOLOGY
					63%		INTRODUCTION TO MATH MODELING
					63%		PARADIGMS OF GENOCIDE
A	239	1,197	27	44.3	89%	62%	
A Total		10,924	513	21.3	68%	63%	
					38%		SOCIAL ISSUES
					38%		ELEMENTARY PROB AND STATS
					19%		FIRST YEAR SEMINAR
					33%		LEARNING, COGNITION & TEACHING
					23%		IDEA DEVELOPMENT
					39%		PRIN-FINCL ACTG
ASB	135	2,243	90	24.9	32%	43%	
					24%		CRITICAL READING & WRITING II
					33%		ABNORMAL PSYCHOLOGY
					39%		WORLD SUSTAINABILITY
					39%		INTRO MACROECONOMICS
					38%		MKTG PRIN & PRAC
ASB	136	2,241	90	24.9	35%	35%	
					93%		MATH FOR THE MODERN WORLD
					75%		INTERMED ACTG I
					73%		INTERMED ACTG I
					45%		POLITICAL ECON OF SOCIAL WELF
					88%		ELEMENTARY PROB AND STATS
					95%		NTRTN & HUMAN METABOLISM
					85%		PERSP OF BUSINESS & SOCIETY
					88%		PERSP OF BUSINESS & SOCIETY
					75%		OPERATIONS MGMT
					60%		READINGS IN HUMANITIES
					75%		COST ACCOUNTING
ASB	221	781	40	19.5	77%	77%	

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					55%		READINGS & RESEARCH IN MGMT
					78%		ADVANCED FINANCIAL ACCOUNTING
					80%		PRIN-FINCL ACTG
					48%		MEDIA LITERACY
					53%		AUDITING
					78%		CONSUMER BEHAVIOR
					75%		ADVANCED TOPICS IN MARKETING
ASB	225	782	40	19.6	66%	50%	
					35%		READING & WRITING CONT AREAS
					88%		MANAGEMENT STATISTICS
					85%		MANAGEMENT STATISTICS
					40%		GRAMMAR: THEORY AND PEDAGOGY
					58%		POLITICS OF INTL INVSMT
					70%		COGNITIVE PSYCHOLOGY
					90%		MANAGEMENT STATISTICS
					50%		PRINC OF CHEM I LEC/LAB
ASB	226	781	40	19.5	64%	53%	
					40%		THEORY&PRAC-SOCWK I
					30%		HONORS ETHICAL ISSUES SEMINAR
					58%		FIRST YEAR SEMINAR
					60%		IDEA DEVELOPMENT
ASB	230	823	40	20.6	47%	29%	
					100%		SOCIAL ISSUES
					86%		FINANCIAL PLANNING
					100%		ELEMENTARY PROB AND STATS
					100%		INTRO MACROECONOMICS
					34%		CHINESE CULTURE & CIV
					37%		SURVEY OF BRITISH LITERATURE I
					54%		MODERN COMPARATIVE POLITICS
					66%		MARKETING RESEARCH
					86%		INTRO MACROECONOMICS
					69%		INTRMED MACROECONOMICS
					37%		MANAGING INFO SYSTEMS
					49%		TOPICS:
ASB	321	1,052	35	30.1	68%	84%	
					83%		ETHICS IN BUSINESS
					57%		INTRO TO PSYCHOLOGY
					89%		MANAGING ORGANIZATNL BEHAVIOR
					86%		MULTICULTURAL PSYCHOLOGY
					94%		SOCIAL ISSUES
					60%		AMERICAN LEGAL HISTORY
					37%		MODERN IRISH LITERATURE
					86%		COGNITIVE PSYCHOLOGY
					100%		MANAGEMENT STATISTICS
					43%		DISCRETE STRUCTURES
					86%		EUROPEAN BUSI COMMUNITY
ASB	322	1,001	35	28.6	75%	78%	

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					75%		FUND-INTERNATIONAL BUSI
					98%		MICROBIOLOGY LEC & LAB
					88%		MATH W/APPLICATIONS
					30%		STRATEGIC MGMT
					65%		SOCIAL CONTXT OF ED
					45%		ABNORMAL PSYCHOLOGY
					70%		OPERATIONS MGMT
					38%		PRIN-MANGRL ACTG
					63%		FIRST YEAR SEMINAR
ASB	323	781	40	19.5	63%	64%	
					45%		FOUND OF CRITICAL RDNG&WRT
					88%		PERSP OF BUSINESS & SOCIETY
					75%		CHANGE AND CRISIS MANAGEMENT
					33%		CHILD WELFARE
					90%		PRIN-MANGRL ACTG
					88%		PRIN-MANGRL ACTG
					85%		MKTG PRIN & PRAC
					55%		SOCIOLOGY OF DEVIANCE
ASB	327	781	40	19.5	70%	55%	
					48%		ORGANIC CHEM I LEC/LAB
					75%		OPERATIONS MGMT
					75%		CORPORATE FINANCE I
					63%		READINGS IN HUMANITIES
					78%		MANAGING ORGANIZATNL BEHAVIOR
					90%		MICROECONOMICS
					88%		MICROECONOMICS
					88%		PRIN-FINCL ACTG
					88%		BUSINESS LAW I
					30%		INDUSTRIAL ORGANIZATION
ASB	328	781	40	19.5	72%	70%	
					88%		BUSINESS LAW I
					88%		BUSINESS LAW I
					88%		MICROECONOMICS
					63%		READINGS IN HUMANITIES
					38%		ADV TOPICS PSYCH: PSYCHOPATHY
					83%		PRIN-FINCL ACTG
					28%		DISCRETE STRUCTURES
					75%		CORPORATE FINANCE I
					73%		COMPUTER LAW AND ETHICS
ASB	332	781	40	19.5	69%	63%	
					32%		GLOBALIZATION,STATE & SOCIETY
					32%		PHOTONICS
					54%		FIELDWORK WITH CHILDREN
					54%		FIELDWORK WITH CHILDREN
					54%		FIELDWORK WITH CHILDREN
ASB	522	959	28	34.3	45%	35%	

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					106%		MANAGEMENT STATISTICS
					100%		INTRO MACROECONOMICS
					60%		CRITICAL READING & WRITING II
					86%		HBSE 1 -CLTRL DIVR
					31%		INTRO TO PSYCHOLOGY
					63%		FOUNDATIONS OF SPANISH I
					86%		ETHICS IN BUSINESS
					86%		ETHICS IN BUSINESS
					86%		MANAGING ORGANIZATNL BEHAVIOR
					34%		INTERMED ACTG I
ASB	523	1,003	35	28.7	74%	70%	
					89%		ELEMENTARY PROB AND STATS
					97%		MKTG PRIN & PRAC
					97%		MKTG PRIN & PRAC
					86%		OPERATIONS MGMT
					94%		MICROECONOMICS
					100%		TRANSITIONAL MATHEMATICS
					71%		BUSINESS COMMUNICATIONS
					54%		HUMAN RESOURCE MGMT
					31%		FINANCIAL MKTS & INSTITUTIONS
					97%		MATH FOR THE MODERN WORLD
					86%		FUND-INTERNATIONAL BUSI
ASB	524	999	35	28.5	82%	77%	
					97%		MATH W/APPLICATIONS
					43%		LEGAL RHETORIC
					86%		CORPORATE FINANCE I
					80%		AUDITING
					40%		SALES MANAGEMENT
					86%		MANAGING ORGANIZATNL BEHAVIOR
					97%		BASIC MATH
					86%		INTERPERSONAL WORKPLACE SKILLS
					69%		GENDER AT WORK
					57%		ADV TOPICS PSYC
ASB	525	1,001	35	28.6	74%	71%	
ASB Total		16,790	703	23.9	63%	60%	
					86%		LEARNING, COGNITION & TEACHING
					86%		LEARNING, COGNITION & TEACHING
					60%		INTRO TO INTL STUDIES
					83%		THE OTTOMAN EMPIRE
					91%		MATH W/APPLICATIONS
					86%		AFRICAN-AMERICAN HISTORY I
					43%		SOCIAL ISSUES
					83%		ELEMENTARY PROB AND STATS
					51%		ELEMENTARY PROB AND STATS
					100%		INTRO TO PSYCHOLOGY
					40%		FOUNDATNS-ITALIAN II
B	121	719	35	20.5	74%	77%	

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					38%		FIRST YEAR SEMINAR
					48%		FOUNDATNS-ITALIAN I
					63%		SURVEY OF BRITISH LITERATURE I
					40%		SURVEY OF GREEK DRAMA
					93%		INTRO TO ANALYSIS
					90%		SOCIAL ISSUES
					75%		JAPAN:HIST, POLITICS&CULTURE
					35%		WESTERN STUDIES II
B	124	719	40	18.0	60%	55%	
					79%		HIST&PHIL-SOC WLF
					67%		CALCULUS I
					65%		CHILD PSYCHOLOGY
					74%		LINEAR ALGEBRA
					70%		MATH W/APPLICATIONS
					21%		EARLY AMERICAN RELIGIOUS HIST
					33%		THE ART OF CNVRSTN IN SPANISH
					81%		INTRODUCTION TO US HISTORY II
B	216	862	43	20.0	61%	55%	
					31%		WESTERN STUDIES II
					86%		INTRO TO AMERICAN STUDIES
					46%		INTERMEDIATE SPANISH II
					86%		ABNORMAL PSYCHOLOGY
					31%		READING & WRITING CONT AREAS
					86%		HIST OF SOC THGHT
					83%		HIST OF SOC THGHT
					74%		STATISTICS
					89%		INTRO TO SOCIOLOGY
					100%		SOCIAL ISSUES
					71%		CAREER ACHIEVEMENT
B	217	688	35	19.7	71%	75%	
					76%		CRITICAL READING AND WRITING I
					84%		CRITICAL READING & WRITING II
					84%		CRITICAL READING & WRITING II
					84%		CRITICAL READING & WRITING II
					64%		READINGS IN HUMANITIES
					84%		CRITICAL READING & WRITING II
B	221	491	25	19.6	79%	42%	
					21%		THEORY&PRAC-SOCWK I
					40%		AMERICAN GOVERNMENT
					40%		WORLD SUSTAINABILITY
					28%		SOCIAL CONTXT OF ED
					43%		INTRO TO LAW&JUST
					24%		ETHICS
					37%		INTRO TO PSYCHOLOGY
B	223	1,334	75	17.8	33%	49%	

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					23%		READING & WRITING CONT AREAS
					68%		MULTICULTURAL PSYCHOLOGY
					66%		CHILD PSYCHOLOGY
					80%		SOCIAL ISSUES
					68%		INTERNATIONAL POLITICS
B	224	1,299	44	29.5	61%	36%	
B Total		6,112	297	20.6	60%	56%	
					70%		INTERPERSONAL COMMUNICATION
					125%		FIRST YEAR TOPICS
					105%		HISTORY OF DESIGN
					40%		BLACK AND WHITE PHOTOGRAPHY
					35%		INTERMEDIATE PHOTOGRAPHY
					65%		BLACK AND WHITE PHOTOGRAPHY
					55%		BLACK AND WHITE PHOTOGRAPHY
					50%		PORTRAIT PHOTOGRAPHY
BC	141	530	20	26.5	68%	59%	
					100%		HISTORY OF THEATRE
					80%		FASHION AND POLITICS
					40%		HIST & CONCEPT 20TH CENT ART
					80%		EFFECTIVE SPEAKING
					77%		THEATER & SOCIETY II
					70%		ART,ARTISTS & SOCIETY
					73%		THE NARRATIVE ART
					73%		MEDIA LITERACY
BC	224	660	30	22.0	74%	57%	
BC Total		1,190	50	23.8	72%	58%	
					42%		PUBLIC SPEAKING
					24%		GLOBAL MEDIA,LOCAL CHANGE
					51%		THE CAMPAIGN IN MEDIA AND FILM
					36%		PERSUASION THEORY AND PRACTICE
					56%		GLOBAL INDIAN CULTURE & MEDIA
					67%		DVLPMT SEXUAL IDENTITIES:LGBT
					44%		PUBLIC SPEAKING
					44%		PUBLIC SPEAKING
					44%		PUBLIC SPEAKING
					44%		PUBLIC SPEAKING
					56%		WORLD CINEMA MOVEMENTS
C	110	868	45	19.3	46%	80%	
C Total		868	45	19.3	46%	80%	
					31%		THEORY&PRAC-SOCWK I
					31%		THEORY&PRAC-SOCWK III
					56%		SOCI-RACE RELATNS
					65%		ELEMENTARY PROB AND STATS
					56%		INTRO TO LAW & SOCIETY

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					48%		ENERGY & SOCIETY
					67%		PRECALCULUS
					54%		HIST OF SOC THGHT
D	215	1,036	52	19.9	51%	53%	
D Total		1,036	52	19.9	51%	53%	
					60%		INTRO TO ANTHROPOLOGY
					86%		CONTEMPORARY LATIN AMERICA
					46%		THEORY&PRAC-SOCWK III
					103%		MATH W/APPLICATIONS
					97%		INTRO TO PSYCHOLOGY
					80%		ADOLESCENT PSYC
					54%		FIRST YEAR SEMINAR
					40%		INTRO TO INTL STUDIES
					97%		SOCIAL ISSUES
E	212	713	35	20.4	74%	64%	
					96%		SCUBA DIVING
					68%		PROMOTIONS WRITING
					76%		MEDIA LITERACY
					76%		BIOCHEMISTRY
					44%		READINGS IN HUMANITIES
					92%		FIRST YEAR SEMINAR
E	214	491	25	19.6	75%	40%	
					43%		CRITICAL READING AND WRITING I
					45%		HISTORY OF MATH
					68%		WOMEN IN CONTEMP SOCIETY
					64%		AMERICAN EMPIRE
					55%		READINGS IN HUMANITIES
					73%		WORLD OF CHEMISTRY
					52%		READINGS IN HUMANITIES
					70%		MATH W/APPLICATIONS
					68%		SOCIOLOGY OF FAMILY
E	215	863	44	19.6	60%	63%	
E Total		2,067	104	19.9	68%	55%	
					33%		SOCIOLOGY OF CULTURE
					53%		SOCIAL THEORY
					83%		CALCULUS III
					60%		HBSE 1 -CLTRL DIVR
					67%		CRITICAL READING & WRITING II
					67%		ADV TOPICS PSYCH: PSYCHOPATHY
					93%		READING AMERICAN REGIONS
					37%		SPANISH RENAISSANCE LITERATURE
G	105	589	30	19.6	62%	56%	
					100%		SOCIAL PSYCHOLOGY
					70%		THIRD WORLD WOMEN
					40%		CAPSTONE PROJECT IN SOCIOLOGY
					47%		ABNORMAL PSYC FIELDWORK
					17%		ABNORMAL PSYC FIELDWORK
					70%		CRITICAL READING & WRITING II
					93%		READINGS IN HUMANITIES

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					100%		BLACK ODYSSEY
					63%		INTRO TO LITR
					40%		LITERATURE OF THE HOLOCAUST
					27%		ENVIRONMENTAL CHEMISTRY I
G	106	589	30	19.6	61%	77%	
					76%		HIST OF SOC THGHT
					108%		FND PHYS I LEC & LAB
					86%		ABNORMAL PSYCHOLOGY
					54%		INTRODUCTION TO SOCIAL WORK
					35%		FOUNDATIONS-JAPANESE I
					68%		ELEMENTARY PROB AND STATS
					89%		GENERAL ECOLOGY
					76%		WORLD SUSTAINABILITY
					49%		INTRODUCTION:POLITICAL SCIENCE
G	124	736	37	19.9	71%	62%	
					78%		SOCIAL PSYCHOLOGY
					41%		SOCIAL ISSUES
					43%		CONTEMP SOCIAL POLICY
					81%		CRIMINOLOGY
					46%		SOCIAL ISSUES
					95%		SOCIAL ISSUES
					30%		AFR AMER SOC & POL THT
G	125	738	37	19.9	59%	49%	
					67%		READINGS IN HUMANITIES
					50%		FIRST YEAR SEMINAR
					93%		SUSTAINABLE COMMUNITIES
					107%		PSYCHOLOGY OF AGING
					100%		PSYCHOLOGY OF AGING
					97%		MULTICULTURAL PSYCHOLOGY
G	200	518	30	17.3	86%	44%	
					117%		MATH W/APPLICATIONS
					47%		STUDENT LITERACY CORPS
					113%		TRANSITIONAL MATHEMATICS
					90%		INDUSTRIAL/ORGANIZATIONAL PSYC
					107%		INTRO TO SOCIOLOGY
					70%		NATURAL HIST & FIELD ECOLOGY
G	201	520	30	17.3	91%	42%	
					28%		CALCULUS II
					63%		ANTHROPOLOGY OF GENDER
					70%		COMPUTERS AND SOC
					79%		ORGANIC CHEM I LEC/LAB
					98%		FUND CHEM I LEC/LAB
					49%		FOUNDATIONS OF SPANISH II
G	202	886	43	20.6	64%	42%	

APPENDIX B: General-Purpose Classroom Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					100%		ENVRNMNTL PLCY & RGLTN
					100%		GENETICS LEC & LAB
					97%		COMMUNITY MENTAL HEALTH
					110%		HIST OF SOC THGHT
					60%		SUSTAINABILITY SEMINAR
					90%		WORLD SUSTAINABILITY
					80%		FIRST YEAR SEMINAR
G	219	589	30	19.6	91%	47%	
					58%		PRECALCULUS
					40%		AIDS: SOCIAL PERSPECTIVES
					38%		HBSE 2: LIFE CYCLE
					78%		SOCIAL ISSUES
					89%		PRECALCULUS
					71%		CALCULUS II
					58%		PRECALCULUS
					89%		PRECALCULUS
G	220	886	45	19.7	65%	49%	
					78%		PRECALCULUS
					84%		ANAT & PHYSIOL I LEC&LB
					87%		ANAT & PHYSIOL I LEC&LB
					64%		COMP PRSPCTV OF HUMAN RIGHTS
					56%		FIRST YEAR SEMINAR
					89%		FND BIO I LEC & LAB
					87%		FND BIO I LEC & LAB
					69%		ELEM ALGEBRA TOPICS
					58%		ELEM ALGEBRA TOPICS
					38%		EVOLUTION
G	301	889	45	19.8	71%	70%	
					68%		PUBLIC SPEAKING
					35%		DIFFERENTIAL EQUATIONS
					71%		STATISTICS
					58%		CRITICAL READING AND WRITING I
					42%		GENERAL ECOLOGY
					94%		COGNITIVE PSYCHOLOGY
G	408	614	31	19.8	61%	43%	
					65%		ADV TOPICS PSYC
					97%		DEVELOPMENTAL PSYCHOLOGY
					42%		FLDWK-SOC OF COMMUNITY
					97%		SOCIAL PSYCHOLOGY
					84%		PRINC OF CHEM I LEC/LAB
					97%		FORENSIC PSYCHOLOGY
					81%		READINGS IN HUMANITIES
G	439	906	31	29.2	80%	50%	
G Total		8,460	419	20.2	70%	53%	



EVE

APPENDIX B: General-Purpose Classroom Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					28%		FOUNDATNS-ITALIAN I
					38%		ABNORMAL PSYC FIELDWORK
					60%		FIRST YEAR SEMINAR
					28%		CONTEMP TV PRACTICES IN EDUC
A	100	750	40	18.8	38%	54%	
					48%		CNTMPRY ISSUES IN POLICING
					55%		FIRST YEAR SEMINAR
					53%		GENETICS LEC & LAB
A	101	722	40	18.1	52%	41%	
					33%		LATIN AMER CULTURE & SOCIETY
					58%		FIRST YEAR SEMINAR
A	102	722	40	18.1	45%	28%	
					75%		WOMEN IN CONTEMP SOCIETY
					80%		SOCIAL ISSUES
					75%		PUBLIC POLICY
					55%		FIRST YEAR SEMINAR
A	103	722	40	18.1	71%	56%	
					80%		ASIAN PACIFIC AMERICANS
					25%		INTRO TO SPECIAL EDUCATION
A	104	722	40	18.1	53%	28%	
					59%		HUMAN RIGHTS IN LATIN AMERICA
					109%		TRANSITIONAL MATHEMATICS
					91%		HIST OF SOC THGHT
A	105	750	32	23.4	86%	40%	
					91%		INTRODUCTION TO US HISTORY II
					91%		INTRODUCTION TO US HISTORY I
					57%		WESTERN STUDIES I
A	106	710	35	20.3	80%	42%	
					47%		DYNAMICS:DMSTC VIOLENCE
					78%		COGNITIVE PSYCHOLOGY
					86%		19TH CENTURY AMERICAN LIT
A	107	695	36	19.3	70%	42%	
					46%		ISLAM AND WESTERN CIVILIZATION
					88%		PHOTOGRAPHY AND AFRICA
					67%		THE SEARCH FOR MEANING
A	108	706	24	29.4	67%	33%	
					78%		AMERICA SINCE 1945
					59%		READINGS IN HUMANITIES
					75%		HIST OF SOC THGHT
A	216	737	32	23.0	71%	42%	
					50%		INTRODUCTION TO GERONTOLOGY
A	217	437	22	19.9	50%	13%	
					95%		POETRY WRITING WORKSHOP
					115%		FIRST YEAR SEMINAR
A	223	689	20	34.5	105%	28%	
					54%		CRITICAL READING & WRITING II
					57%		CRITICAL READING & WRITING II
A	225	373	35	10.7	56%	26%	
					52%		CRITICAL READING & WRITING II

APPENDIX B: General-Purpose Classroom Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					104%		FIRST YEAR SEMINAR
A	226	501	25	20.0	78%	27%	
					84%		CRITICAL READING & WRITING II
A	227	491	25	19.6	84%	13%	
					41%		INTERMED AMER SIGN LANGUAGE I
					126%		INTRO TO LAW&JUST
					93%		AMER SIGN LANG&DEAF CULTURE I
A	239	1,197	27	44.3	86%	42%	
A Total		10,924	513	21.3	66%	35%	
					33%		MANAGING ORGANIZATNL BEHAVIOR
					31%		INTRODUCTION TO ASTRONOMY
ASB	135	2,243	90	24.9	32%	28%	
					30%		STUDENT TEACHING SEMINAR
					27%		MANAGEMENT SCIENCE
					31%		INTRODUCTION TO ASTRONOMY
ASB	136	2,241	90	24.9	29%	42%	
					78%		ELEMENTARY PROB AND STATS
					85%		MKTG PRIN & PRAC
					78%		PRIN-FINCL ACTG
					75%		COGNITIVE PSYCHOLOGY
ASB	221	781	40	19.5	79%	53%	
					75%		STRATEGIC MGMT
					90%		SUBSTANCE ABUSE
					65%		ECOLOGY ECON & ETHICS
ASB	225	782	40	19.6	77%	42%	
					80%		CORPORATE FINANCE I
					75%		ETHICS IN BUSINESS
					55%		SOCIAL ISSUES
ASB	226	781	40	19.5	70%	42%	
					53%		SEMINAR:
ASB	230	823	40	20.6	53%	14%	
					60%		RETAIL MANAGEMENT
					71%		ENTREPRENEURSHIP
					71%		READINGS & RESEARCH IN MGMT
					54%		INTRO TO PSYCHOLOGY
ASB	321	1,052	35	30.1	64%	56%	
					86%		FEDERAL TAXATION I
					37%		STRATEGIC MGMT
					77%		INTERMED ACTG II
ASB	322	1,001	35	28.6	67%	42%	
					53%		INTL MARKETING
					65%		BUSINESS COMMUNICATIONS
					75%		MANAGING ORGANIZATNL BEHAVIOR
ASB	323	781	40	19.5	64%	42%	
					58%		HUMAN RESOURCE MGMT
					70%		WORLD SUSTAINABILITY
					75%		COST ACCOUNTING
					60%		COMPARATIVE ECONOMIC SYSTEMS
ASB	327	781	40	19.5	66%	56%	

APPENDIX B: General-Purpose Classroom Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					73%		OPERATIONS MGMT
					78%		MARKETING RESEARCH
ASB	328	781	40	19.5	75%	28%	
					43%		DEATH AND LOSS IN LATER LIFE
					95%		INTRO TO BIOLOGY
					70%		CORPORATE FINANCE I
ASB	332	781	40	19.5	69%	42%	
							NON-SCHEDULED - EVE
ASB	522	959	28	34.3	0%	0%	
					100%		BUSINESS LAW I
					97%		BUSINESS LAW I
					94%		BUSINESS LAW I
					86%		FUND-INTERNATIONAL BUSI
					74%		STRATEGIC MGMT
ASB	523	1,003	35	28.7	90%	67%	
					86%		FUND-INTERNATIONAL BUSI
					97%		MARKETING MANAGEMENT
ASB	524	999	35	28.5	91%	28%	
					86%		CHILD PSYCHOLOGY
					60%		STRATEGIC MGMT
					74%		QUALITY MANAGEMENT
					80%		ETHICS IN BUSINESS
ASB	525	1,001	35	28.6	75%	56%	
ASB Total		16,790	703	23.9	63%	41%	
					51%		WOMEN IN MIDDLE EAST SOCIETIES
					103%		WORLD CIVILIZATIONS II
					97%		INTRODUCTION TO US HISTORY II
					97%		SOCIAL ISSUES
B	121	719	35	20.5	87%	54%	
					68%		SOCIOLOGY OF AGING
					63%		FIRST YEAR SEMINAR
					63%		READINGS IN HUMANITIES
B	124	719	40	18.0	64%	42%	
					65%		SHAKESPEARE'S PLAYS
					65%		INTRODUCTION TO US HISTORY I
B	216	862	43	20.0	65%	27%	
					31%		BUSINESS ITALIAN I
					69%		FIRST YEAR SEMINAR
B	217	688	35	19.7	50%	26%	
					64%		HISTORY SEMINAR
B	221	491	25	19.6	64%	14%	
					44%		SOCIAL ISSUES
					41%		READINGS IN POETRY
B	223	1,334	75	17.8	43%	27%	
							NON-SCHEDULED - EVE
B	224	1,299	44	29.5	0%	0%	
B Total		6,112	297	20.6	63%	12%	
					120%		AMERICAN MUSICAL TRADTNS
					125%		THE NEW TV CRITICISM

APPENDIX B: General-Purpose Classroom Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
BC	141	530	20	26.5	123%	28%	
					63%		HIST & CONCEPT 20TH CENT ART
					40%		STORY STRUCT:DOC/FICTION FILM
BC	224	660	30	22.0	52%	27%	
BC Total		1,190	50	23.8	80%	3%	
					47%		CREATIVE ADVERTISING & PUB REL
					56%		WORLD CINEMA MOVEMENTS
					47%		CREATIVE ADVERTISING & PUB REL
C	110	868	45	19.3	50%	42%	
C Total		868	45	19.3	50%	3%	
					67%		MATH W/APPLICATIONS
					69%		STUDENT TEACHING SEMINAR
D	215	1,036	52	19.9	68%	27%	
D Total		1,036	52	19.9	68%	2%	
					74%		THE PSYCHOLOGY OF YOGA
					94%		SOCIAL ISSUES
E	212	713	35	20.4	84%	27%	
					56%		FOUNDATIONS-FRENCH I
					92%		FIRST YEAR SEMINAR
E	214	491	25	19.6	74%	27%	
					80%		INTRO TO BIOLOGY
					52%		FIRST YEAR SEMINAR
					66%		DEATH & DYING
E	215	863	44	19.6	66%	41%	
E Total		2,067	104	19.9	73%	6%	
					77%		FIRST YEAR SEMINAR
					107%		THEORIES OF PERSONALITY
					97%		ENVIRONMENTAL SEMINAR
					47%		SPANISH CINEMA
G	105	589	30	19.6	82%	56%	
					107%		PSYCHOLOGY OF PERCEPTION
					83%		FIRST YEAR SEMINAR
					93%		AMERICAN GOVERNMENT
G	106	589	30	19.6	94%	42%	
					103%		ANAT & PHYSIOL I LEC&LB
					68%		INTRO TO LITR
					46%		COUNSELING SUBSTANCE ABUSERS I
G	124	736	37	19.9	72%	41%	
					81%		SUBSTANCE ABUSE
					78%		SUBSTANCE ABUSE
G	125	738	37	19.9	80%	28%	
					97%		WORLD SUSTAINABILITY
G	200	518	30	17.3	97%	14%	
					50%		DEVELOPMENTAL PSYCHOLOGY
					30%		FOUNDATIONS-GERMAN I
G	201	520	30	17.3	40%	28%	
					37%		MAJOR AUTHORS:
					65%		INTRODUCTION TO ASTRONOMY
					49%		ADV TOPICS PSYC

APPENDIX B: General-Purpose Classroom Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					58%		EVOLUTION
G	202	886	43	20.6	52%	56%	
					87%		HIST OF SOC THGHT
					87%		ILLNESS/LOSS:CHILD & YOUTH
					37%		SOFTWARE DESIGN
G	219	589	30	19.6	70%	42%	
					44%		BASIC MATH
G	220	886	45	19.7	44%	13%	
					78%		PERSP OF BUSINESS & SOCIETY
					78%		PERSP OF BUSINESS & SOCIETY
					89%		FND BIO I LEC & LAB
G	301	889	45	19.8	81%	39%	
					42%		STATISTICS
					110%		DRUGS & BEHAVIOR
					26%		PROTEIN STRUCTURE AND MODELING
G	408	614	31	19.8	59%	41%	
					55%		COUNSELING SUBSTANCE ABUSERS I
G	439	906	31	29.2	55%	14%	
G Total		8,460	419	20.2	69%	26%	



APPENDIX C

SPECIALIZED INSTRUCTIONAL
SPACES, UTILIZATION DETAIL



DAY

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					53%		WRITING FOR PUBLICATION
					53%		WRITING FOR PUBLIC RELATIONS
A	218	873	30	29.1	53%	15%	
A Total		873	30	29.1	53%	15%	
					29%		TOOLS FOR VISUALIZNG INF
					86%		PRINCIPLES OF INFORMATION TECH
					71%		INTEGRATED MRKTNG COMMUNICATION
					86%		INTEGRATED MRKTNG COMMUNICATION
					86%		PRINCIPLES OF INFORMATION TECH
					86%		PRINCIPLES OF INFORMATION TECH
					83%		PRINCIPLES OF INFORMATION TECH
					83%		PRINCIPLES OF INFORMATION TECH
					31%		DATABASE MGMT SYST
ASB	219	1,051	35	30.0	71%	56%	
					57%		PROGRAMMING IN VISUAL BASIC
					89%		FEDERAL TAXATION I
					86%		FEDERAL TAXATION I
					54%		CRITICAL READING AND WRITING I
					57%		SOC RSCH W/COMP
					43%		SOC STATS W/COMP
					43%		PUBLIC SOCIOLOGIES
ASB	220	1,000	35	28.6	61%	49%	
					100%		NURSING RESCH&EVIDNC BASED PRA
					68%		MET-BRAIN MIND TCHG/LRN
					100%		FOUNDATIONS - NURSING PRACTICE
					53%		ROLE PRACTICUM
					88%		HEALTH CARE POLICY & FINANCE
					100%		HEALTH ASSMT ACROSS LIFESPAN
					43%		CURRICULUM DEVELOPMENT
					88%		GERONTOLOGY
					88%		RSCH APPL IN NURS PRACT
					100%		INTEGRATIVE CLINICAL STRAT I
ASB	422	1,218	40	30.5	83%	77%	
					14%		TOOLS&CONCPTS DATA ANLYS
					26%		TOOLS&CONCPTS DATA ANLYS
					86%		CELL&MOLEC BIO LEC&LAB
					60%		CELL&MOLEC BIO LEC&LAB
					17%		ECOLOGICAL FIELD RSC:LEC & LAB
ASB	426	1,007	35	28.8	41%	25%	
					90%		COMPUTER SCIENCE I
					63%		WEB APPLICATION DEVELOPMENT
					40%		THE .NET ENVIRONMENT
					67%		DATA STRUCTURES
					70%		CRITICAL READING & WRITING II
					67%		COMPUTER SCIENCE I
ASB	429	1,167	30	38.9	66%	42%	

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					88%		SECURITIES & INVESTMENTS
					94%		MULTINATIONAL FINANCE
					47%		CORPORATE FINANCE I
ASB	527	1,822	32	56.9	76%	21%	
ASB Total		7,265	207	213.7	69%	45%	
					87%		SOCIAL CONTXT OF ED
					83%		SOCIAL CONTXT OF ED
					60%		READING-THEORY&PRACTICE
					63%		TEACHING:PRINC & PRACT
					33%		READING-THEORY&PRACTICE
					33%		MTH TCH ELM ED/LA/SS/ART
					43%		MTH TCH ELM ED/MTH/SCI
					80%		MTH TCH ELM ED/LA/SS/ART
B	114	988	30	32.9	60%	57%	
					19%		ECOLOGICAL FIELD RSC:LEC & LAB
B	118	913	32	28.5	19%	8%	
					37%		INTERMEDIATE-ITALIAN II
					37%		FOUNDATNS-ITALIAN I
B	127	913	30	30.4	37%	5%	
B Total		2,814	92	91.9	52%	23%	
					10%		INTERMEDIATE 3-D COMPUTING
					40%		DIGITAL PHOTOGRAPHY
					13%		INTERMEDIATE DIGITAL PHOTO
					60%		BASIC ART & TECHNOLOGY
					57%		DIGITAL PHOTOGRAPHY
					40%		3-D COMPUTING
BC	142	676	30	22.5	37%	45%	
					57%		BASIC MUSIC RECORDING
					57%		BASIC MUSIC RECORDING
					52%		BASIC MUSIC RECORDING
					57%		ELECTRONIC/COMPUTER MUSIC
					52%		TECHNIQUE FOR KEYBOARD
					52%		MUSICIANSHIP II
					67%		SONG WRITING
					52%		MUSICAL IMPROVISATION
BC	308	622	21	29.6	56%	57%	
					55%		FUND OF DRAWING
					95%		GRAPHIC DESIGN
					65%		INSTALLATION ART
					80%		FUND OF DRAWING
					40%		DRAFTING FOR THEATER AND TV
BC	315	1,069	20	53.5	67%	36%	
					95%		BASIC PAINTING
					40%		BASIC PAINTING
					55%		ADVANCED DRAWING & PAINTING
					40%		THE ARTIST'S BOOK
BC	317	1,077	20	53.9	58%	30%	
BC Total		3,444	91	159.5	52%	42%	

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					127%		GRAPHIC DESIGN
					113%		TYPOGRAPHY
					113%		PUBLICATION DESIGN
					93%		VISUAL IDENTITY DESIGN
					93%		FUND OF INTERACTIVE MEDIA
					107%		FUND OF INTERACTIVE MEDIA
					113%		FUND OF INTERACTIVE MEDIA
					60%		WEB DESIGN
C	111	875	15	58.3	103%	60%	
					38%		COMMUNITY JOURNALISM
					58%		SR PROJ:JOURNALISM
					63%		REPORTNG&PRODUCNG ONLINE NEWS
					54%		NEWSWRITING
					63%		NEWSWRITING
					67%		NEWSWRITING
C	114	803	24	33.5	57%	43%	
C Total		1,678	39	91.8	78%	52%	
					32%		FOUND OF CRITICAL WRITING
					39%		FOUND OF CRITICAL WRITING
					61%		CRITICAL READING AND WRITING I
E	217	739	28	26.4	44%	21%	
					83%		SOCIAL WORK RESEARCH METHODS
					79%		SOC RSCH W/COMP
E	233	614	24	25.6	81%	14%	
E Total		1,353	52	52.0	58%	17%	
					43%		FND PHYS I LEC & LAB
					40%		FND PHYS I LEC & LAB
					43%		PHYSICS I W/CALC LEC&LAB
					40%		PHYSICS I W/CALC LEC&LAB
					38%		FND PHYS I LEC & LAB
					48%		PHYSICS I W/CALC LEC&LAB
					43%		FND PHYS I LEC & LAB
G	113	1,035	40	25.9	42%	52%	
					123%		PHYSICS FOR NON-SCIENTSTS
					123%		PHYSICS I W/CALC LEC&LAB
					137%		FND PHYS I LEC & LAB
					50%		THERMODYNAMICS
					100%		MATH W/APPLICATIONS
G	117	1,034	30	34.5	107%	35%	
					75%		PHYSICAL CHEMISTRY I LAB
G	204	589	12	49.1	75%	8%	
					100%		FUND CHEM I LEC/LAB
					100%		FUND CHEM I LEC/LAB
					100%		FUND CHEM I LEC/LAB
					100%		FUND CHEM I LEC/LAB
G	210	1,035	20	51.8	100%	30%	

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					100%		ANALYTICAL CHEMISTRY LEC/LAB
					42%		ANALYTICAL CHEMISTRY LEC/LAB
					158%		PRINC OF CHEM I LEC/LAB
					167%		PRINC OF CHEM I LEC/LAB
G	215	985	12	82.1	117%	30%	
					57%		ORGANIC CHEM I LEC/LAB
					25%		ORGANIC CHEM I LEC/LAB
					57%		ORGANIC CHEM I LEC/LAB
					36%		ORGANIC CHEM I LEC/LAB
					54%		BIO-ORGANIC CHEMISTRY LEC/LAB
G	216	1,181	28	42.2	46%	38%	
					0%		NON-SCHEDULED
G	217	985	12	82.1	0%	0%	
					81%		ANAT & PHYSIOL I LEC&LB
					69%		ANAT & PHYSIOL I LEC&LB
					69%		ANAT & PHYSIOL I LEC&LB
					81%		ANAT & PHYSIOL I LEC&LB
					77%		ANAT & PHYSIOL I LEC&LB
					69%		ANAT & PHYSIOL I LEC&LB
G	306	1,184	26	45.5	74%	45%	
					100%		FND BIO I LEC & LAB
					95%		FND BIO I LEC & LAB
					95%		FND BIO II LEC & LAB
					100%		FND BIO I LEC & LAB
					100%		FND BIO I LEC & LAB
					100%		FND BIO I LEC & LAB
					100%		FND BIO I LEC & LAB
G	308	1,026	20	51.3	99%	53%	
					79%		MICROBIOLOGY LEC & LAB
					83%		MICROBIOLOGY LEC & LAB
G	309	843	24	35.1	81%	15%	
					0%		
G	310	900	18	50.0	0%	0%	
					94%		GENETICS LEC & LAB
					100%		GENETICS LEC & LAB
					81%		CELL&MOLEC BIO LEC&LAB
					125%		GENETICS LEC & LAB
					125%		CELL&MOLEC BIO LEC&LAB
					113%		CELL&MOLEC BIO LEC&LAB
G	311	876	16	54.8	106%	45%	
					0%		
G	319	900	17	52.9	0%	0%	
					19%		PALEONTOLOGY & PALEOENVIRNMTS
					19%		PALEONTOLOGY & PALEOENVIRNMTS
					63%		FOREST RESOURCES
					73%		PHYSICAL GEOGRAPHY
					77%		ENVIRONMENTAL HISTORY
G	401	974	48	20.3	50%	36%	

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - DAY

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					105%		RSRCH METHODS IN PSYCHOLOGY
					105%		DATA ANALYSIS IN PSYCHOLOGY
					100%		RSRCH METHODS IN PSYCHOLOGY
					100%		DATA ANALYSIS IN PSYCHOLOGY
					105%		RSRCH METHODS IN PSYCHOLOGY
					105%		DATA ANALYSIS IN PSYCHOLOGY
					100%		RSRCH METHODS IN PSYCHOLOGY
					100%		DATA ANALYSIS IN PSYCHOLOGY
G	403	527	20	26.4	103%	55%	
					0%		
G	406	600	17	35.3	0%	0%	
					0%		
G	411	625	15	41.7	0%	0%	
G Total		15,299	375	780.8	72%	26%	
					80%		FUND DIGITAL FILMMAKING
					73%		DIGITAL POST PRODUCTION
					100%		FUND DIGITAL FILMMAKING
					47%		VISUAL STORYTELLING
					100%		TOPICS
					80%		DIRECTING THE DOCUMENTARY FILM
					100%		DIGITAL POST PRODUCTION
H	105	752	15	50.1	83%	53%	
					100%		DIGITAL IMAGING
					80%		INTERACTIVE ANIMATION DESIGN
					107%		MOTION GRAPHICS & TITLE DESIGN
					87%		WEB DESIGN
					100%		DIGITAL LITERACY
					100%		COPY EDITING
					100%		DIGITAL IMAGING
					93%		DIGITAL LITERACY
H	123	577	15	38.5	96%	59%	
H Total		1,329	30	88.6	90%	56%	



EVE

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					80%		SOCIAL CONXTX OF ED
					27%		SYSTEMS THINKING
A	218	873	30	29.1	53%	27%	
A Total		873	30	29.1	53%	27%	
					29%		TOOLS FOR VISUALIZNG INF
					51%		ECONOMETRICS
					29%		SOC RSCH W/COMP
ASB	219	1,051	35	30.0	36%	44%	
					49%		SYSTEMS ANALYSIS AND DESIGN
					51%		PRINCIPLES OF INFORMATION TECH
ASB	220	1,000	35	28.6	50%	26%	
					68%		MET-BRAIN MIND TCHG/LRN
					53%		ROLE PRACTICUM
					43%		CURRICULUM DEVELOPMENT
					45%		EDUCATIONAL TECHNOLOGY
ASB	422	1,218	40	30.5	52%	34%	
					14%		TOOLS&CONCPTS DATA ANLYS
					26%		TOOLS&CONCPTS DATA ANLYS
ASB	426	1,007	35	28.8	20%	28%	
					67%		NETWORK PROGRAMMING
					63%		COMPUTER SCIENCE I
					63%		ORGNZTN OF PROG LANGUAGE
					73%		COMPUTER SCIENCE II
ASB	429	1,167	30	38.9	67%	55%	
					0%		NON-SCHEDULED - EVE
ASB	527	1,822	32	56.9	0%	0%	
ASB Total		7,265	207	35.1	48%	31%	
					47%		MTH TCH ELM ED/MTH/SCI
					63%		MTH TCH ELM ED/MTH/SCI
B	114	988	30	32.9	55%	28%	
					72%		TECHNOLOGY IN THE CLASSROOM
B	118	913	32	28.5	72%	14%	
					0%		NON-SCHEDULED - EVE
B	127	913	30	30.4	0%	0%	
B Total		2,814	92	30.6	61%	14%	
					50%		DIGITAL PHOTOGRAPHY
BC	142	676	30	22.5	50%	14%	
					281%		RAMAPO CHORALE
					86%		MUSIC PERFORMANCE
					33%		GOSPEL CHORUS
BC	308	622	21	29.6	133%	42%	
					80%		GRAPHIC DESIGN
					70%		FUND OF DRAWING
					35%		LIFE DRAWING
BC	315	1,069	20	53.5	62%	42%	
					65%		INTERMEDIATE PAINTING
					30%		SENIOR THESIS EXHIBITION
BC	317	1,077	20	53.9	48%	28%	
BC Total		3,444	91	37.8	80%	32%	

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					100%		PHOTOJOURNALISM
					107%		GRAPHIC DESIGN
C	111	875	15	58.3	103%	28%	
					67%		WRITING FOR PUBLICATION
C	114	803	24	33.5	67%	14%	
C Total		1,678	39	43.0	87%	21%	
					82%		TECHNOLOGY IN THE CLASSROOM
					71%		DATA ANALYSIS IN PSYCHOLOGY
E	217	739	28	26.4	77%	26%	
					0%		NON-SCHEDULED - EVE
E	127	614	24	25.6	16%	0%	
E Total		1,353	52	26.0	77%	13%	
					48%		PHYSICS I W/CALC LEC&LAB
					43%		FND PHYS I LEC & LAB
					40%		FND PHYS I LEC & LAB
					43%		FND PHYS I LEC & LAB
G	113	1,035	40	25.9	43%	56%	
					113%		FND PHYS I LEC & LAB
G	117	1,034	30	34.5	113%	14%	
					75%		PHYSICAL CHEMISTRY I LAB
G	204	589	12	49.1	75%	14%	
					100%		FUND CHEM I LEC/LAB
					100%		FUND CHEM I LEC/LAB
G	210	1,035	20	51.8	100%	28%	
					92%		ANALYTICAL CHEMISTRY LEC/LAB
					133%		PRINC OF CHEM I LEC/LAB
G	215	985	12	82.1	113%	28%	
					57%		ORGANIC CHEM I LEC/LAB
					54%		ORGANIC CHEM I LEC/LAB
					36%		ORGANIC CHEM I LEC/LAB
					18%		BIO-ORGANIC CHEMISTRY LEC/LAB
G	216	1,181	28	42.2	41%	56%	
					0%		NON-SCHEDULED - EVE
G	217	985	12	82.1	0%	0%	
					0%		NON-SCHEDULED - EVE
G	306	1,184	26	45.5	0%	0%	
					0%		NON-SCHEDULED - EVE
G	308	1,026	20	51.3	0%	0%	
					0%		NON-SCHEDULED - EVE
G	309	843	24	35.1	0%	0%	
					0%		NON-SCHEDULED - EVE
G	310	900	18	50.0	0%	0%	
					0%		NON-SCHEDULED - EVE
G	311	876	16	54.8	0%	0%	
					0%		NON-SCHEDULED - EVE
G	319	900	17	52.9	0%	0%	
					67%		INTRODUCTION TO GEOLOGY
G	401	974	48	20.3	67%	14%	

APPENDIX C: Specialized Instructional Spaces Utilization Analysis - EVE

Building	Room	Room ASF	# Seats	SF per Station	% Seats	% Hours	Title of Course
					100%		RSRCH METHODS IN PSYCHOLOGY
					100%		DATA ANALYSIS IN PSYCHOLOGY
G	403	527	20	26.4	100%	26%	
					0%		NON-SCHEDULED - EVE
G	406	600	17	35.3	0%	0%	
					0%		NON-SCHEDULED - EVE
G	411	625	15	41.7	0%	0%	
G Total		15,299	375	40.8	36%	14%	
					0%		NON-SCHEDULED - EVE
H	105	752	15	50.1	0%	0%	
					93%		NEWS RPRTNG:BRDCST/NEW MEDIA
H	123	577	15	38.5	93%	14%	
H Total		1,329	30	44.3	93%	7%	



APPENDIX D
ROOM USE CHARTS

Appendix D: ROOM USE CHARTS

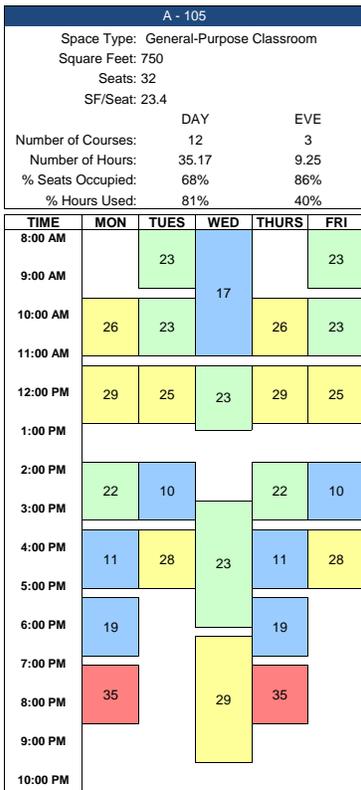
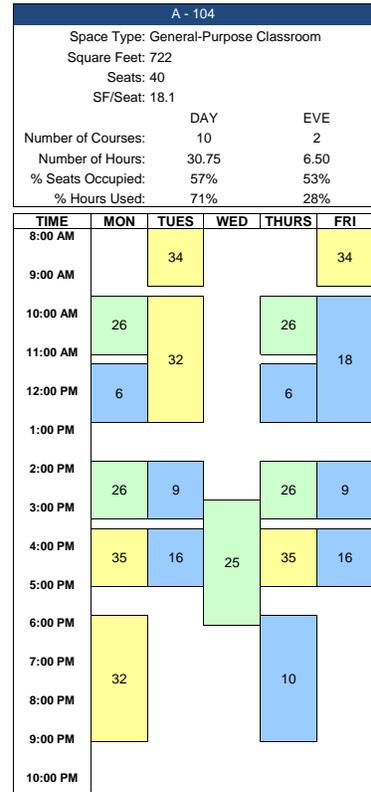
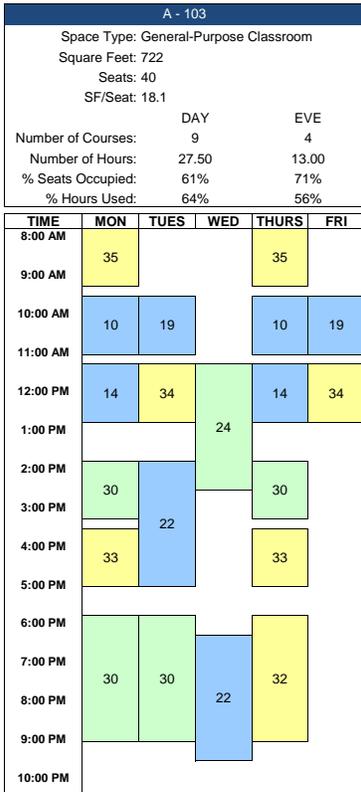
A - 100					
Space Type: General-Purpose Classroom					
Square Feet: 750					
Seats: 40					
SF/Seat: 18.8					
	DAY	EVE			
Number of Courses:	11	4			
Number of Hours:	30.50	12.50			
% Seats Occupied:	55%	38%			
% Hours Used:	71%	54%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	28	23		28	23
9:00 AM					
10:00 AM	15	20		15	20
11:00 AM					
12:00 PM	37	30		37	30
1:00 PM					
2:00 PM	26	20		26	20
3:00 PM					
4:00 PM	12	19		12	19
5:00 PM					
6:00 PM					
7:00 PM	11	24	11	15	
8:00 PM					
9:00 PM					
10:00 PM					

A - 101					
Space Type: General-Purpose Classroom					
Square Feet: 722					
Seats: 40					
SF/Seat: 18.1					
	DAY	EVE			
Number of Courses:	10	3			
Number of Hours:	28.92	9.50			
% Seats Occupied:	62%	52%			
% Hours Used:	67%	41%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	27	16		27	16
9:00 AM					
10:00 AM	41	30		41	30
11:00 AM					
12:00 PM	12	24	25	12	24
1:00 PM					
2:00 PM	31			31	
3:00 PM		31			
4:00 PM	12			12	
5:00 PM					
6:00 PM		21			21
7:00 PM	19			22	
8:00 PM					
9:00 PM					
10:00 PM					

A - 102					
Space Type: General-Purpose Classroom					
Square Feet: 722					
Seats: 40					
SF/Seat: 18.1					
	DAY	EVE			
Number of Courses:	8	2			
Number of Hours:	24.25	6.50			
% Seats Occupied:	66%	45%			
% Hours Used:	56%	28%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					27
9:00 AM		27			
10:00 AM	28	29		28	29
11:00 AM					
12:00 PM	37	21		37	21
1:00 PM					
2:00 PM	13			13	
3:00 PM		19			
4:00 PM	38			38	
5:00 PM					
6:00 PM					
7:00 PM	13				
8:00 PM			23		
9:00 PM					
10:00 PM					

KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

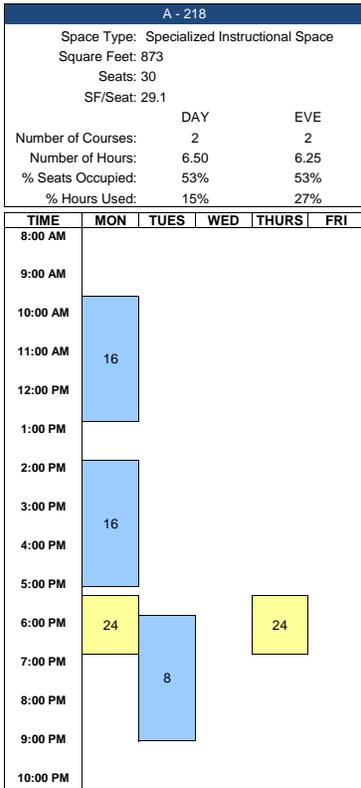
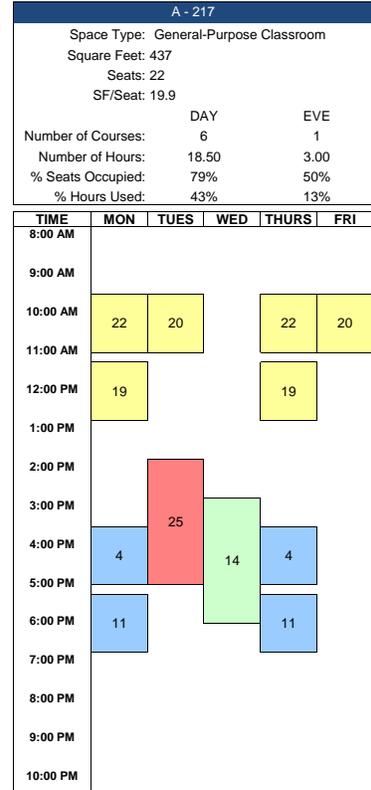
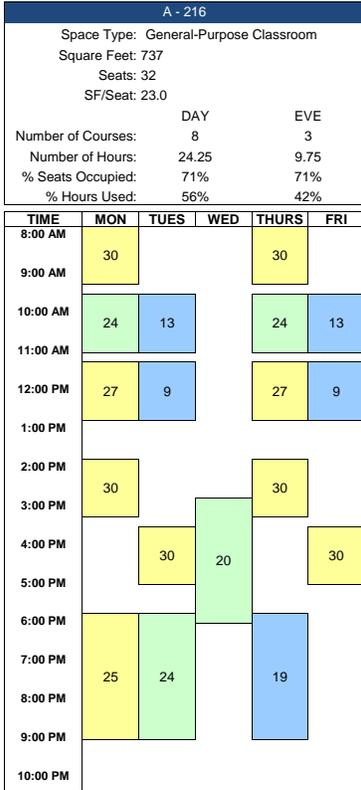
A - 106					
Space Type: General-Purpose Classroom					
Square Feet: 710					
Seats: 35					
SF/Seat: 20.3					
	DAY	EVE			
Number of Courses:	12	3			
Number of Hours:	37.00	9.75			
% Seats Occupied:	71%	80%			
% Hours Used:	86%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	21	22		21	22
9:00 AM			13		
10:00 AM	28	30		28	30
11:00 AM					
12:00 PM	30	35		30	35
1:00 PM			30		
2:00 PM	11			11	
3:00 PM		11			
4:00 PM	36		32	36	
5:00 PM					
6:00 PM					
7:00 PM	32	20		32	
8:00 PM					
9:00 PM					
10:00 PM					

A - 107					
Space Type: General-Purpose Classroom					
Square Feet: 695					
Seats: 36					
SF/Seat: 19.3					
	DAY	EVE			
Number of Courses:	9	3			
Number of Hours:	27.00	9.75			
% Seats Occupied:	75%	70%			
% Hours Used:	62%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM		35			35
10:00 AM	33	11		33	11
11:00 AM					
12:00 PM	29	34		29	34
1:00 PM					
2:00 PM	22	25		22	25
3:00 PM					
4:00 PM	23	30		23	30
5:00 PM					
6:00 PM					
7:00 PM	17	31		28	
8:00 PM					
9:00 PM					
10:00 PM					

A - 108					
Space Type: General-Purpose Classroom					
Square Feet: 706					
Seats: 24					
SF/Seat: 29.4					
	DAY	EVE			
Number of Courses:	9	3			
Number of Hours:	25.25	7.75			
% Seats Occupied:	72%	67%			
% Hours Used:	58%	33%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	15			15	
9:00 AM			15		
10:00 AM	10			10	
11:00 AM					
12:00 PM	23	24		23	24
1:00 PM					
2:00 PM		19			19
3:00 PM	23			10	
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5:00 PM					
6:00 PM					
7:00 PM		21	16	11	
8:00 PM					
9:00 PM					
10:00 PM					

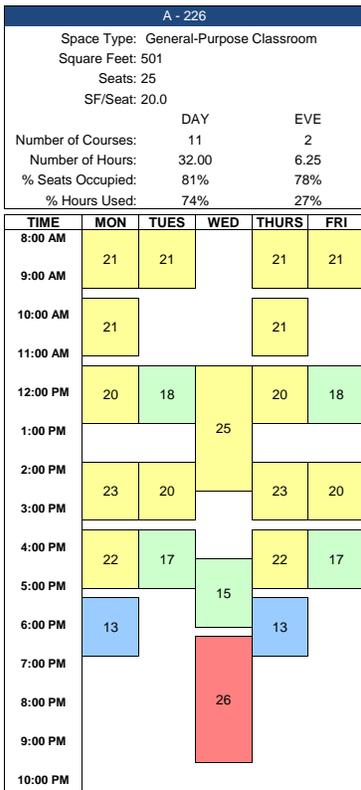
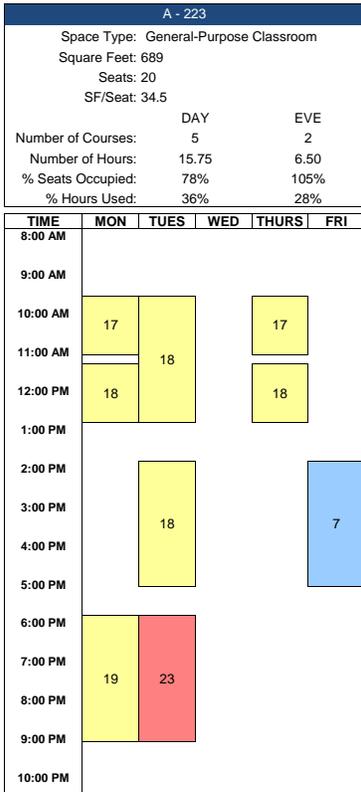
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

A - 227					
Space Type: General-Purpose Classroom					
Square Feet: 491					
Seats: 25					
SF/Seat: 19.6					
	DAY	EVE			
Number of Courses:	9	1			
Number of Hours:	26.00	3.00			
% Seats Occupied:	74%	84%			
% Hours Used:	60%	13%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM		16			16
9:00 AM					
10:00 AM	19	16		19	16
11:00 AM					
12:00 PM	20			20	
1:00 PM			25		
2:00 PM	17	20		17	20
3:00 PM					
4:00 PM	18			18	
5:00 PM			15		
6:00 PM	21			21	
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

A - 239					
Space Type: General-Purpose Classroom					
Square Feet: 1197					
Seats: 27					
SF/Seat: 44.3					
	DAY	EVE			
Number of Courses:	9	3			
Number of Hours:	27.00	9.75			
% Seats Occupied:	89%	86%			
% Hours Used:	62%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	33	15		33	15
9:00 AM					
10:00 AM	30	34		30	34
11:00 AM					
12:00 PM	29			29	
1:00 PM					
2:00 PM	29	17		29	17
3:00 PM					
4:00 PM	12	17		12	17
5:00 PM					
6:00 PM					
7:00 PM	11	25			
8:00 PM				34	
9:00 PM					
10:00 PM					

ASB - 135					
Space Type: General-Purpose Classroom					
Square Feet: 2243					
Seats: 90					
SF/Seat: 24.9					
	DAY	EVE			
Number of Courses:	6	2			
Number of Hours:	18.75	6.50			
% Seats Occupied:	32%	32%			
% Hours Used:	43%	28%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	34			34	
11:00 AM					
12:00 PM	17	35		17	35
1:00 PM					
2:00 PM					
3:00 PM	34	21		30	
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM	30				
8:00 PM				28	
9:00 PM					
10:00 PM					

KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

ASB - 136					
Space Type: General-Purpose Classroom					
Square Feet: 2241					
Seats: 90					
SF/Seat: 24.9					
	DAY	EVE			
Number of Courses:	5	3			
Number of Hours:	15.00	9.75			
% Seats Occupied:	35%	29%			
% Hours Used:	35%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	22	35		22	35
11:00 AM					
12:00 PM	30	34		30	34
1:00 PM					
2:00 PM	35			35	
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM	27	28		24	
8:00 PM					
9:00 PM					
10:00 PM					

ASB - 219					
Space Type: Specialized Instructional Space					
Square Feet: 1051					
Seats: 35					
SF/Seat: 30.0					
	DAY	EVE			
Number of Courses:	9	3			
Number of Hours:	24.25	10.25			
% Seats Occupied:	71%	36%			
% Hours Used:	56%	44%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM				30	
9:00 AM	30				
10:00 AM	25	29		25	29
11:00 AM					
12:00 PM	30	29		30	29
1:00 PM					
2:00 PM	30	11		30	11
3:00 PM					
4:00 PM	30			30	
5:00 PM					
6:00 PM					
7:00 PM	18			10	10
8:00 PM					
9:00 PM					
10:00 PM					

ASB - 220					
Space Type: Specialized Instructional Space					
Square Feet: 1000					
Seats: 35					
SF/Seat: 28.6					
	DAY	EVE			
Number of Courses:	7	2			
Number of Hours:	21.00	6.00			
% Seats Occupied:	61%	50%			
% Hours Used:	49%	26%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	20	20		20	20
11:00 AM					
12:00 PM	31	15		31	15
1:00 PM					
2:00 PM	30	15		30	15
3:00 PM					
4:00 PM	19			19	
5:00 PM					
6:00 PM	17			17	
7:00 PM					
8:00 PM	18			18	
9:00 PM					
10:00 PM					

KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

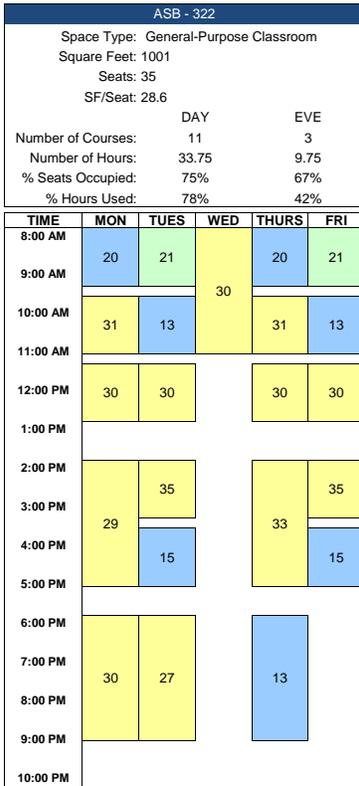
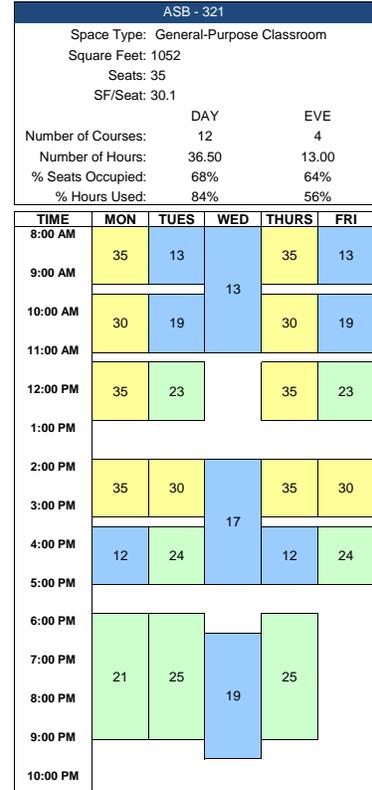
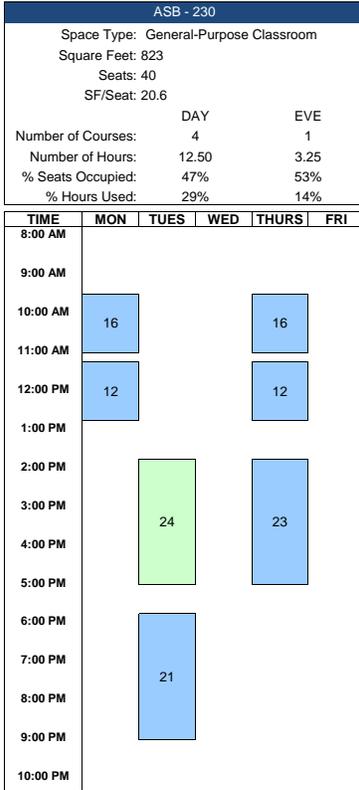
ASB - 221					
Space Type: General-Purpose Classroom					
Square Feet: 781					
Seats: 40					
SF/Seat: 19.5					
	DAY	EVE			
Number of Courses:	11	4			
Number of Hours:	33.25	12.25			
% Seats Occupied:	77%	79%			
% Hours Used:	77%	53%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	37	38		37	38
9:00 AM			30		
10:00 AM	30	34		30	34
11:00 AM					
12:00 PM	29	35		29	35
1:00 PM					
2:00 PM	18	30		18	30
3:00 PM					
4:00 PM	35	24		35	24
5:00 PM					
6:00 PM	31			31	
7:00 PM					
8:00 PM	34	31	30	34	31
9:00 PM					
10:00 PM					

ASB - 225					
Space Type: General-Purpose Classroom					
Square Feet: 782					
Seats: 40					
SF/Seat: 19.6					
	DAY	EVE			
Number of Courses:	7	3			
Number of Hours:	21.75	9.75			
% Seats Occupied:	66%	77%			
% Hours Used:	50%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	31	31		31	31
11:00 AM					
12:00 PM	32	30		32	30
1:00 PM					
2:00 PM	22	21		19	
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM	30			36	
8:00 PM			26		
9:00 PM					
10:00 PM					

ASB - 226					
Space Type: General-Purpose Classroom					
Square Feet: 781					
Seats: 40					
SF/Seat: 19.5					
	DAY	EVE			
Number of Courses:	8	3			
Number of Hours:	22.75	9.75			
% Seats Occupied:	64%	70%			
% Hours Used:	53%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	35	28		35	28
11:00 AM					
12:00 PM	34	36	20	34	36
1:00 PM					
2:00 PM					
3:00 PM	14	23		16	
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM	32	30			
8:00 PM			22		
9:00 PM					
10:00 PM					

KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

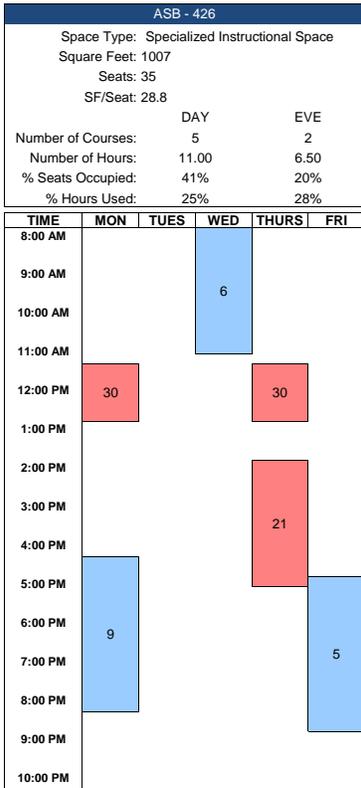
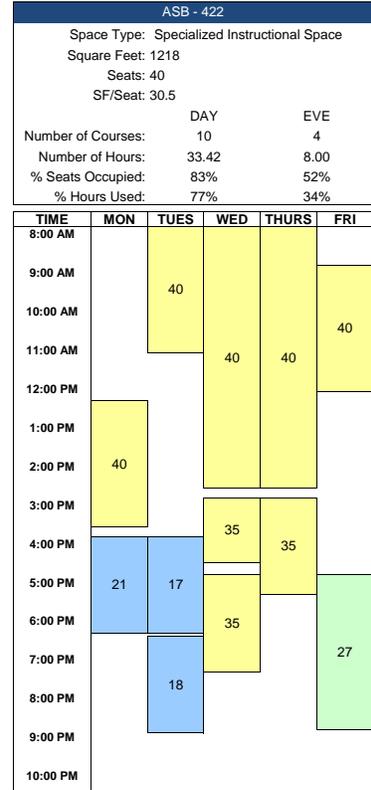
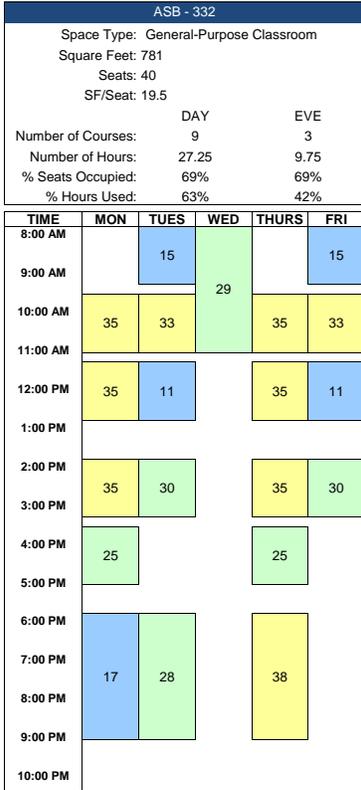
ASB - 323					
Space Type: General-Purpose Classroom					
Square Feet: 781					
Seats: 40					
SF/Seat: 19.5					
	DAY		EVE		
Number of Courses:	9		3		
Number of Hours:	27.50		9.75		
% Seats Occupied:	63%		64%		
% Hours Used:	64%		42%		
TIME	MON	TUES	WED	THURS	FRI
8:00 AM		26			26
9:00 AM					
10:00 AM	39	18		39	18
11:00 AM					
12:00 PM	35	28		35	28
1:00 PM					
2:00 PM		15		15	
3:00 PM	30			12	
4:00 PM		25			25
5:00 PM					
6:00 PM					
7:00 PM	21	26			
8:00 PM			30		
9:00 PM					
10:00 PM					

ASB - 327					
Space Type: General-Purpose Classroom					
Square Feet: 781					
Seats: 40					
SF/Seat: 19.5					
	DAY		EVE		
Number of Courses:	8		4		
Number of Hours:	24.00		13.00		
% Seats Occupied:	70%		66%		
% Hours Used:	55%		56%		
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	18	36		18	36
11:00 AM					
12:00 PM	35	35		35	35
1:00 PM					
2:00 PM		30		30	34
3:00 PM					
4:00 PM	13	22		13	22
5:00 PM					
6:00 PM					
7:00 PM	23	30		24	28
8:00 PM					
9:00 PM					
10:00 PM					

ASB - 328					
Space Type: General-Purpose Classroom					
Square Feet: 781					
Seats: 40					
SF/Seat: 19.5					
	DAY		EVE		
Number of Courses:	10		2		
Number of Hours:	30.25		6.50		
% Seats Occupied:	72%		75%		
% Hours Used:	70%		28%		
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM		31			31
10:00 AM	19	36	12	19	36
11:00 AM					
12:00 PM	30	35		30	35
1:00 PM					
2:00 PM					
3:00 PM	30	35		30	35
4:00 PM					
5:00 PM	25	35		25	35
6:00 PM					
7:00 PM					
8:00 PM	29	31			
9:00 PM					
10:00 PM					

KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

ASB - 429					
Space Type: Specialized Instructional Space					
Square Feet: 1167					
Seats: 30					
SF/Seat: 38.9					
	DAY	EVE			
Number of Courses:	6	4			
Number of Hours:	18.00	12.75			
% Seats Occupied:	66%	67%			
% Hours Used:	42%	55%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	27	21		27	21
11:00 AM					
12:00 PM	19			19	
1:00 PM					
2:00 PM	12	20		12	20
3:00 PM					
4:00 PM	20			20	
5:00 PM					
6:00 PM		19			19
7:00 PM	20			19	
8:00 PM			22		
9:00 PM					
10:00 PM					

ASB - 522					
Space Type: General-Purpose Classroom					
Square Feet: 959					
Seats: 28					
SF/Seat: 34.3					
	DAY	EVE			
Number of Courses:	5	0			
Number of Hours:	15.00	0.00			
% Seats Occupied:	45%	0%			
% Hours Used:	35%	0%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM		15			15
9:00 AM					
10:00 AM	9	15		9	15
11:00 AM					
12:00 PM	9	15		9	15
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

ASB - 523					
Space Type: General-Purpose Classroom					
Square Feet: 1003					
Seats: 35					
SF/Seat: 28.7					
	DAY	EVE			
Number of Courses:	10	5			
Number of Hours:	30.25	15.50			
% Seats Occupied:	74%	90%			
% Hours Used:	70%	67%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM		11			11
10:00 AM	37	22	12	37	22
11:00 AM					
12:00 PM	35	30		35	30
1:00 PM					
2:00 PM	21	30		21	30
3:00 PM					
4:00 PM	30	30		30	30
5:00 PM					
6:00 PM	35			35	
7:00 PM					
8:00 PM	34	30	26	34	
9:00 PM					
10:00 PM	33			33	

KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

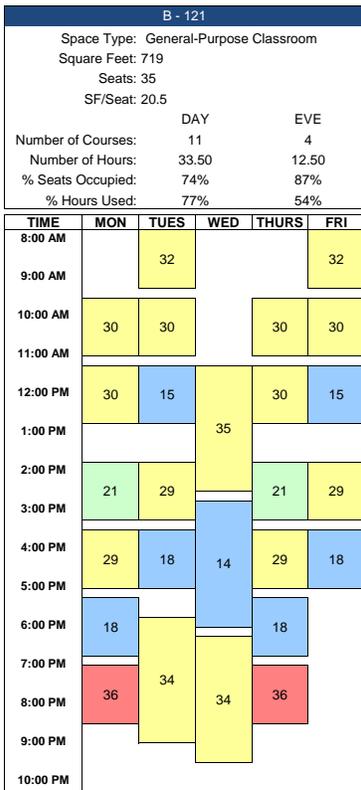
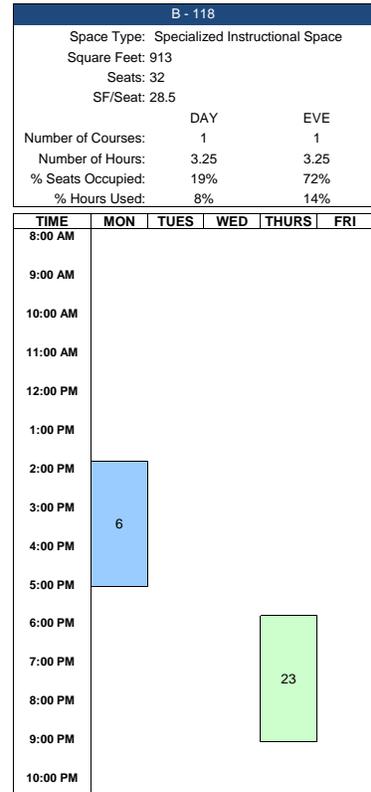
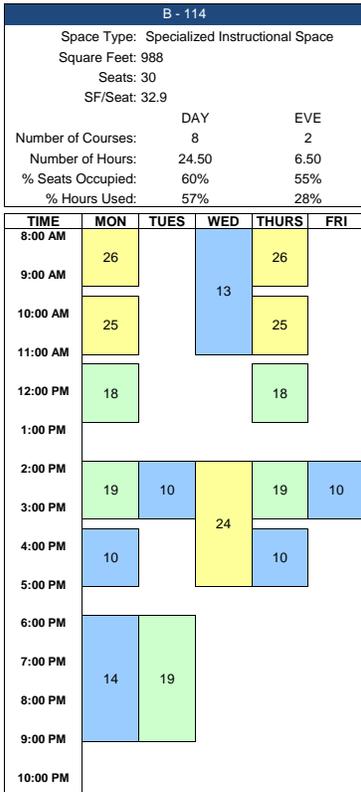
ASB - 524					
Space Type: General-Purpose Classroom					
Square Feet: 999					
Seats: 35					
SF/Seat: 28.5					
	DAY	EVE			
Number of Courses:	11	2			
Number of Hours:	33.25	6.50			
% Seats Occupied:	82%	91%			
% Hours Used:	77%	28%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	31	35		31	35
9:00 AM			30		
10:00 AM	34	25		34	25
11:00 AM					
12:00 PM	34	19		34	19
1:00 PM					
2:00 PM	30	11		30	11
3:00 PM					
4:00 PM	33	34		33	34
5:00 PM					
6:00 PM					
7:00 PM	30				
8:00 PM			34		
9:00 PM					
10:00 PM					

ASB - 525					
Space Type: General-Purpose Classroom					
Square Feet: 1001					
Seats: 35					
SF/Seat: 28.6					
	DAY	EVE			
Number of Courses:	10	4			
Number of Hours:	30.50	13.00			
% Seats Occupied:	74%	75%			
% Hours Used:	71%	56%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	34	34		34	34
9:00 AM			20		
10:00 AM	15	30		15	30
11:00 AM					
12:00 PM	30	24		30	24
1:00 PM					
2:00 PM	28			28	
3:00 PM		30			
4:00 PM	14			14	
5:00 PM					
6:00 PM					
7:00 PM	30	26		21	
8:00 PM			28		
9:00 PM					
10:00 PM					

ASB - 527					
Space Type: Specialized Instructional Space					
Square Feet: 1822					
Seats: 32					
SF/Seat: 56.9					
	DAY	EVE			
Number of Courses:	3	0			
Number of Hours:	9.00	0.00			
% Seats Occupied:	76%	0%			
% Hours Used:	21%	0%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM		30			30
11:00 AM					
12:00 PM	30	16		30	16
1:00 PM					
2:00 PM					
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6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

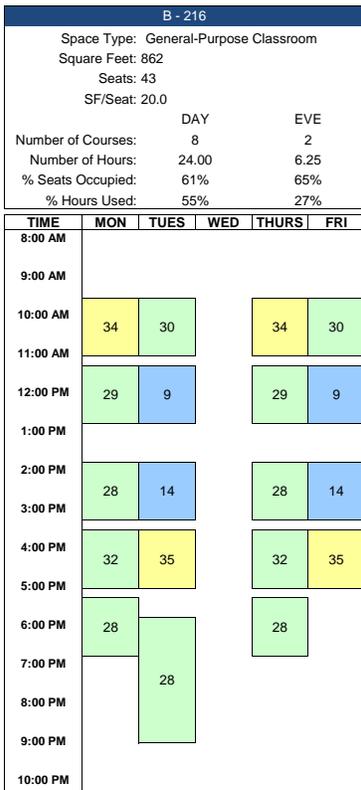
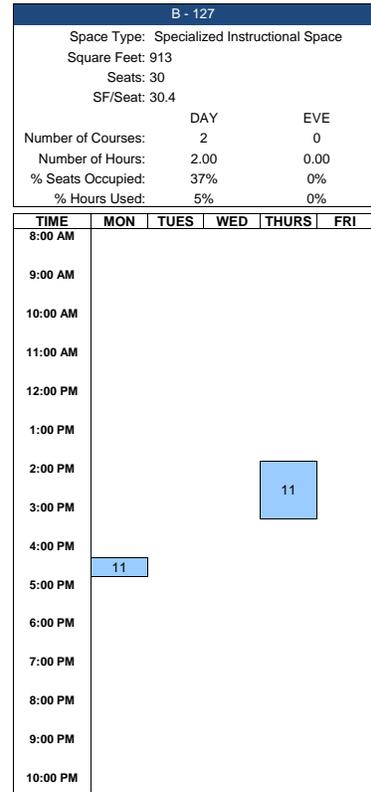
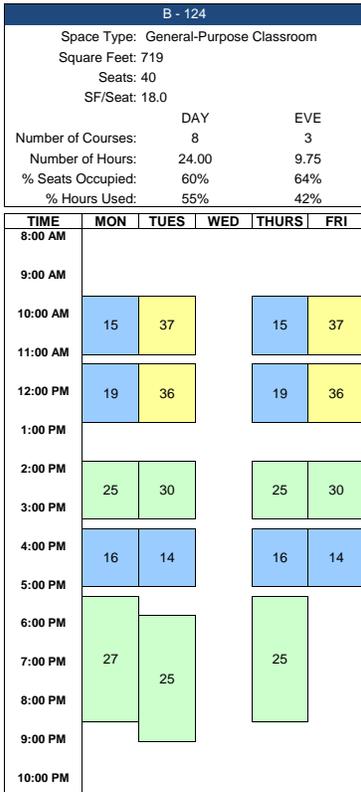
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

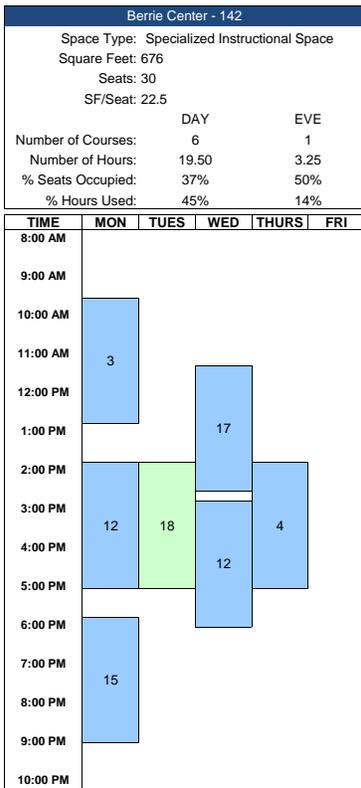
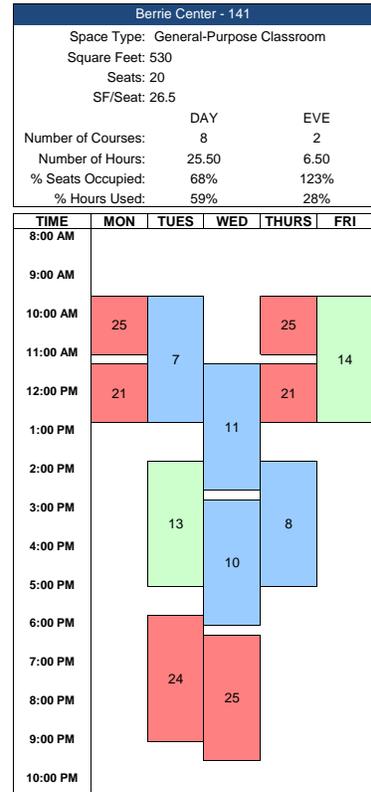
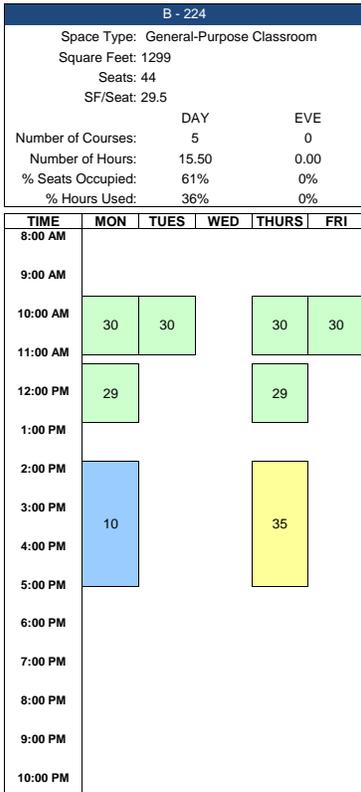
B - 217					
Space Type: General-Purpose Classroom					
Square Feet: 688					
Seats: 35					
SF/Seat: 19.7					
	DAY	EVE			
Number of Courses:	11	2			
Number of Hours:	32.42	6.00			
% Seats Occupied:	71%	50%			
% Hours Used:	75%	26%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	11			11	
9:00 AM			31		
10:00 AM	30	30		30	30
11:00 AM					
12:00 PM	16	29		16	29
1:00 PM			35		
2:00 PM	30	26			26
3:00 PM			25	30	
4:00 PM					
5:00 PM					
6:00 PM	11	24		11	24
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

B - 221					
Space Type: General-Purpose Classroom					
Square Feet: 491					
Seats: 25					
SF/Seat: 19.6					
	DAY	EVE			
Number of Courses:	6	1			
Number of Hours:	18.00	3.25			
% Seats Occupied:	79%	64%			
% Hours Used:	42%	14%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	19	16		19	16
9:00 AM					
10:00 AM	21	21		21	21
11:00 AM					
12:00 PM	21			21	
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM	21			21	
5:00 PM					
6:00 PM					
7:00 PM	16				
8:00 PM					
9:00 PM					
10:00 PM					

B - 223					
Space Type: General-Purpose Classroom					
Square Feet: 1334					
Seats: 75					
SF/Seat: 17.8					
	DAY	EVE			
Number of Courses:	7	2			
Number of Hours:	21.00	6.25			
% Seats Occupied:	33%	43%			
% Hours Used:	49%	27%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	16	32		16	32
11:00 AM					
12:00 PM	30	18		30	18
1:00 PM					
2:00 PM	30	28		30	28
3:00 PM					
4:00 PM	21			21	
5:00 PM					
6:00 PM	33			33	
7:00 PM		31			
8:00 PM					
9:00 PM					
10:00 PM					

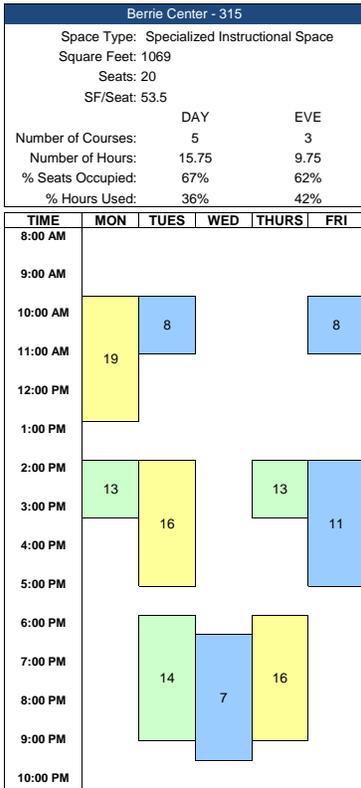
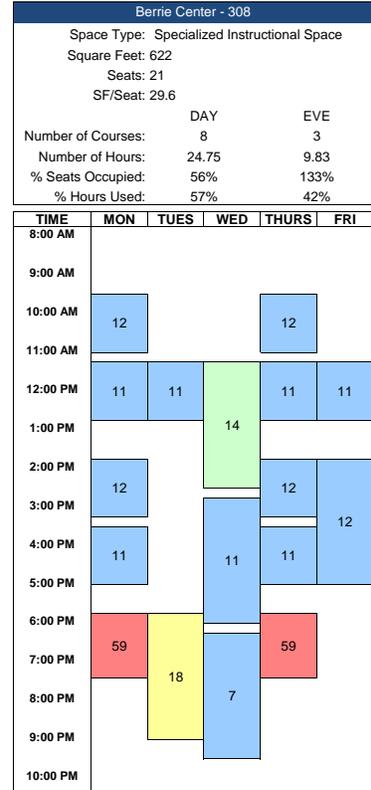
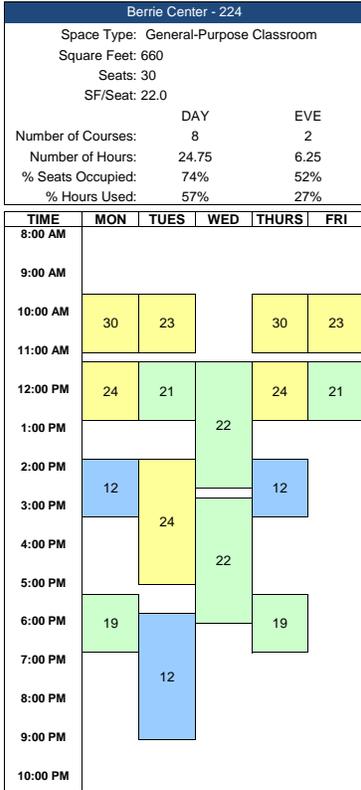
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



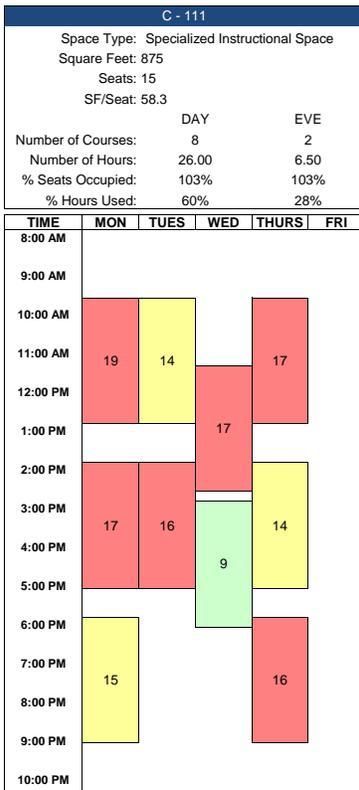
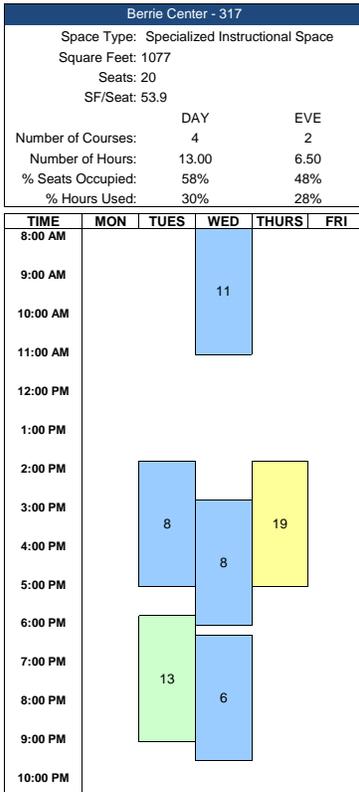
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



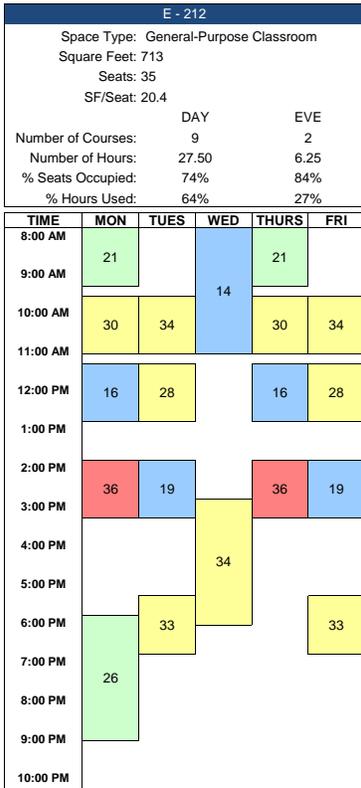
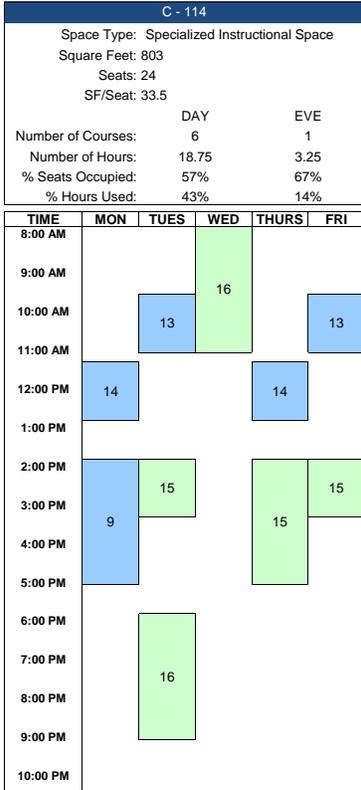
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
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Appendix D: ROOM USE CHARTS



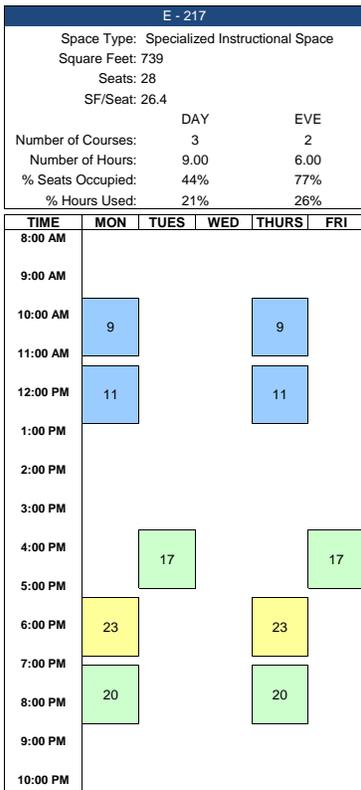
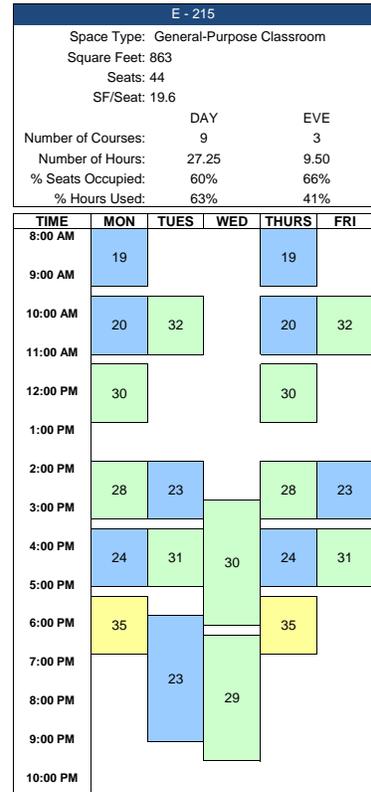
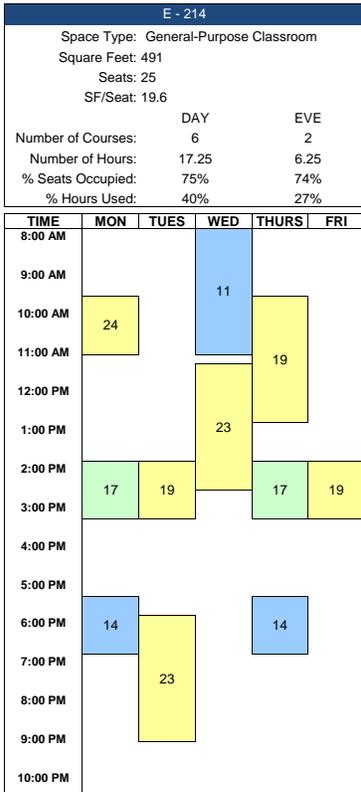
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

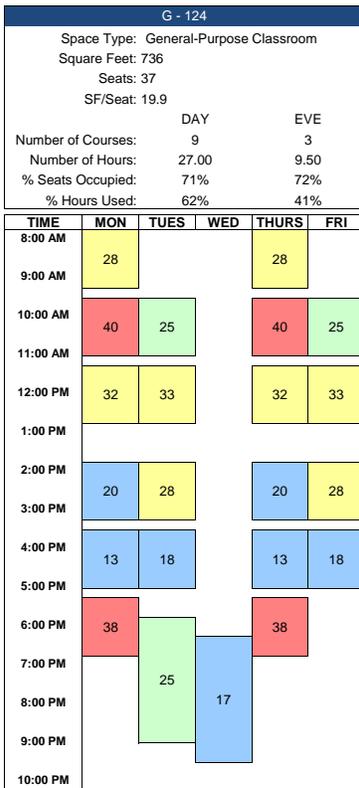
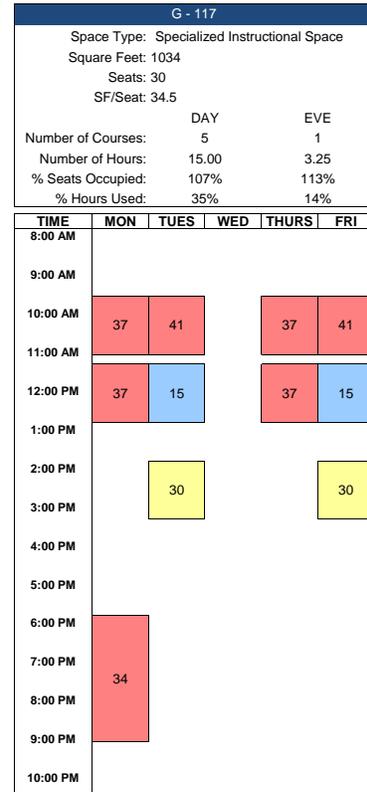
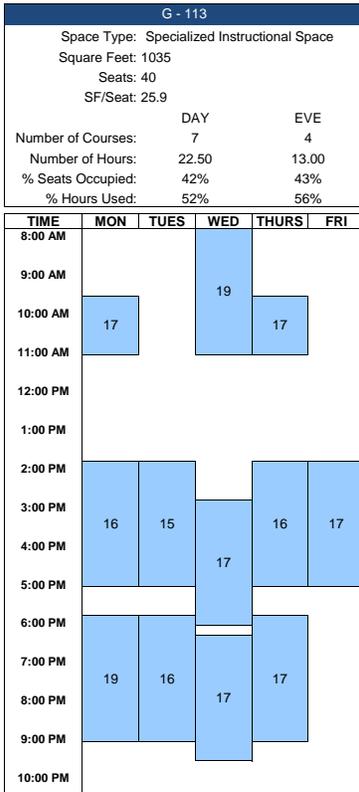
E - 233					
Space Type: Specialized Instructional Space					
Square Feet: 614					
Seats: 24					
SF/Seat: 25.6					
	DAY	EVE			
Number of Courses:	2	0			
Number of Hours:	6.00	0.00			
% Seats Occupied:	81%	0%			
% Hours Used:	14%	0%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	20			20	
9:00 AM					
10:00 AM	19			19	
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

G - 105					
Space Type: General-Purpose Classroom					
Square Feet: 589					
Seats: 30					
SF/Seat: 19.6					
	DAY	EVE			
Number of Courses:	8	4			
Number of Hours:	24.25	13.00			
% Seats Occupied:	62%	82%			
% Hours Used:	56%	56%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	10			10	
9:00 AM					
10:00 AM	16	20		16	20
11:00 AM					
12:00 PM	25			25	
1:00 PM					
2:00 PM	18	28		18	28
3:00 PM					
4:00 PM	20			20	
5:00 PM			11		
6:00 PM					
7:00 PM	23	29		32	
8:00 PM			14		
9:00 PM					
10:00 PM					

G - 106					
Space Type: General-Purpose Classroom					
Square Feet: 589					
Seats: 30					
SF/Seat: 19.6					
	DAY	EVE			
Number of Courses:	11	3			
Number of Hours:	33.25	9.75			
% Seats Occupied:	61%	94%			
% Hours Used:	77%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	30	21		30	21
9:00 AM					
10:00 AM	21	28		21	28
11:00 AM					
12:00 PM	12	30		12	30
1:00 PM					
2:00 PM	14	19		14	19
3:00 PM					
4:00 PM	5	12	8	5	12
5:00 PM					
6:00 PM					
7:00 PM	32	28		25	
8:00 PM					
9:00 PM					
10:00 PM					

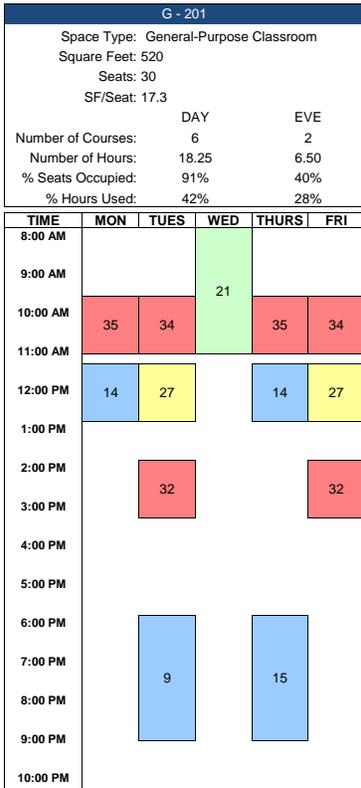
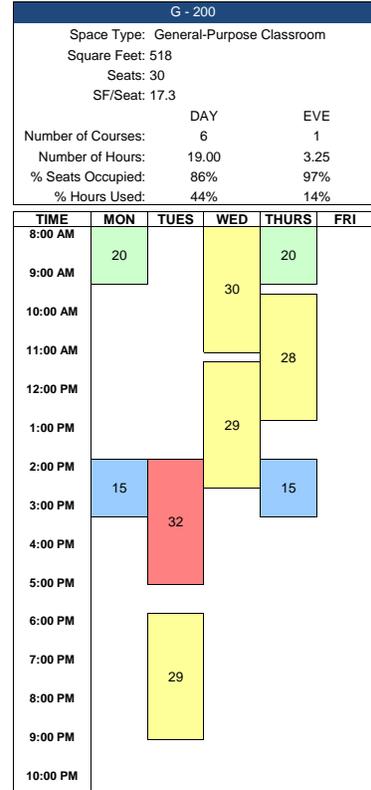
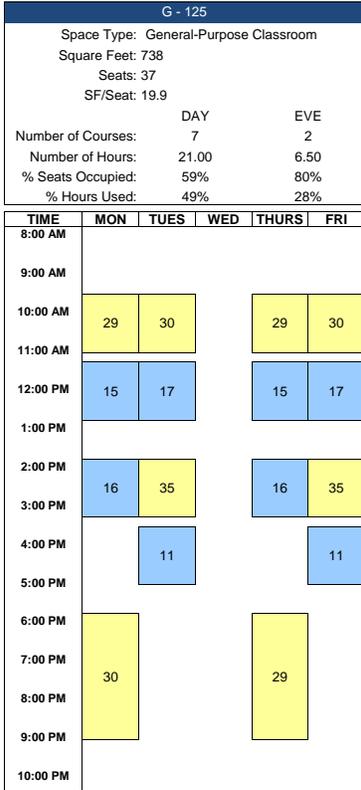
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



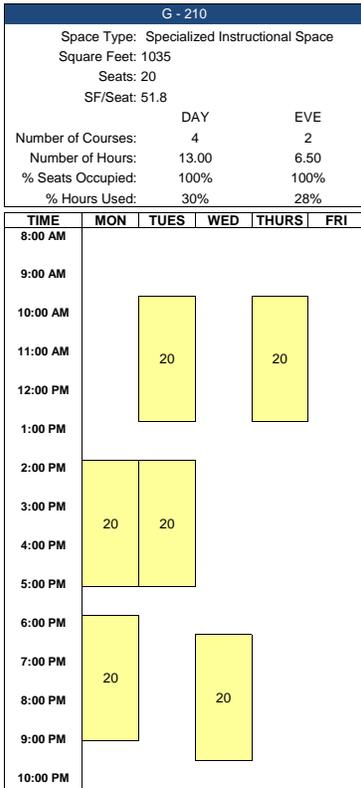
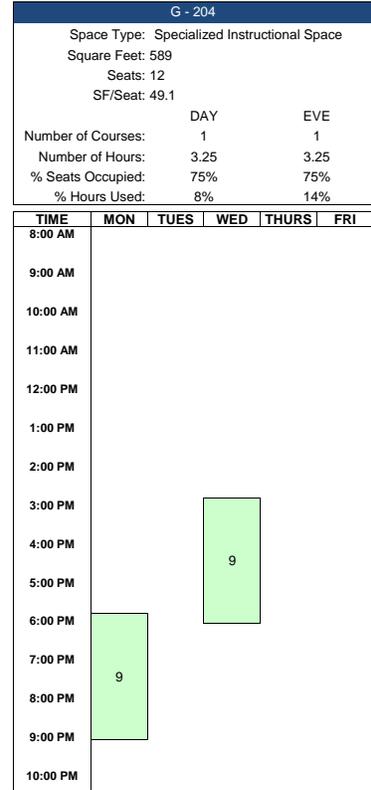
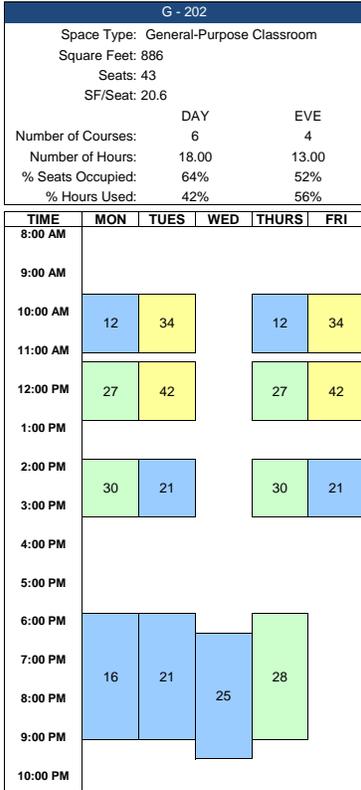
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



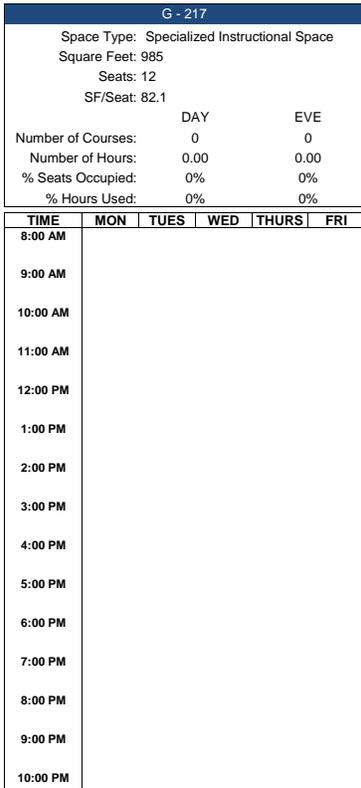
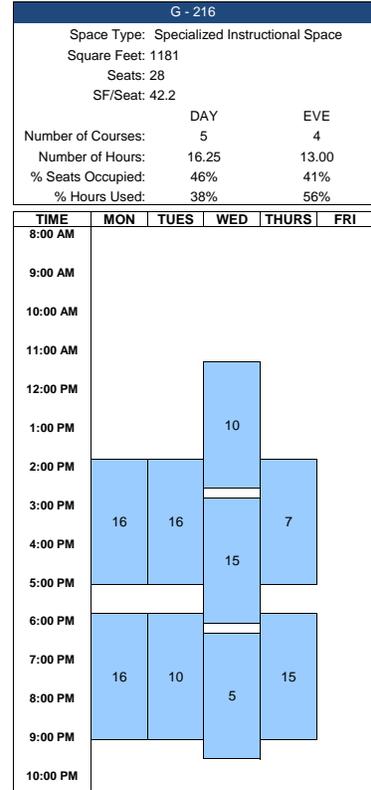
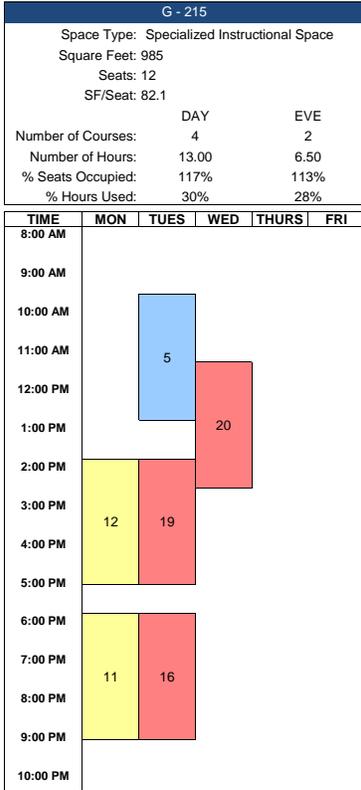
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

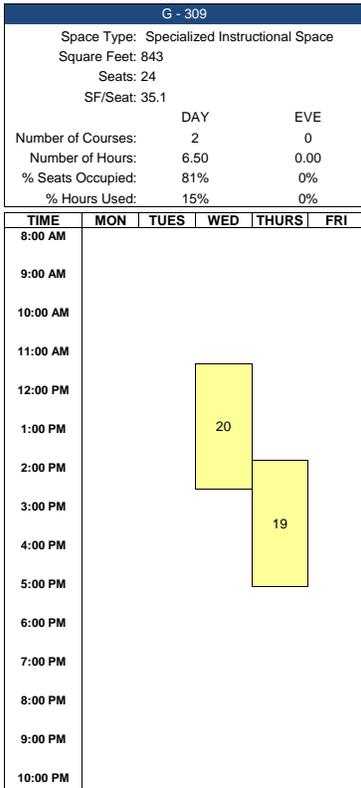
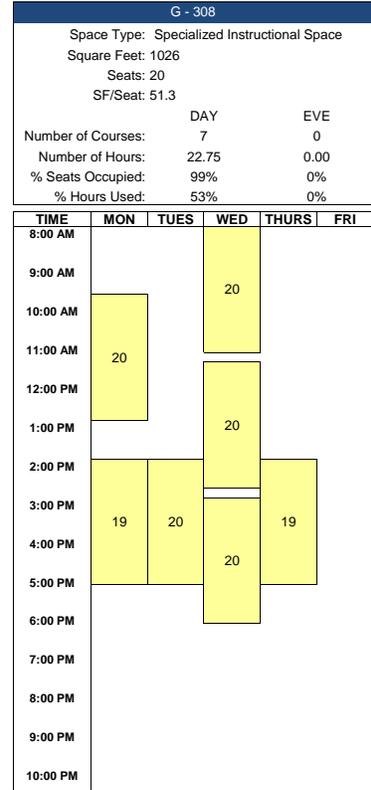
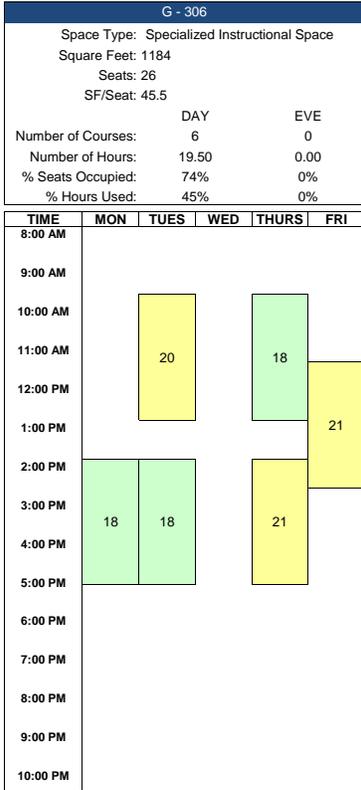
G - 219					
Space Type: General-Purpose Classroom					
Square Feet: 589					
Seats: 30					
SF/Seat: 19.6					
	DAY	EVE			
Number of Courses:	7	3			
Number of Hours:	20.25	9.75			
% Seats Occupied:	91%	70%			
% Hours Used:	47%	42%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	30	27		30	27
11:00 AM					
12:00 PM	29	18		29	
1:00 PM					
2:00 PM					
3:00 PM	30			33	
4:00 PM					
5:00 PM			24		
6:00 PM					
7:00 PM	26	26			
8:00 PM			11		
9:00 PM					
10:00 PM					

G - 220					
Space Type: General-Purpose Classroom					
Square Feet: 886					
Seats: 45					
SF/Seat: 19.7					
	DAY	EVE			
Number of Courses:	8	1			
Number of Hours:	21.25	3.00			
% Seats Occupied:	65%	44%			
% Hours Used:	49%	13%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM	26	40	26	26	40
11:00 AM					
12:00 PM	18	32		18	32
1:00 PM			40		
2:00 PM					
3:00 PM	17			17	
4:00 PM		35			
5:00 PM					
6:00 PM	20			20	
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

G - 301					
Space Type: General-Purpose Classroom					
Square Feet: 889					
Seats: 45					
SF/Seat: 19.8					
	DAY	EVE			
Number of Courses:	10	3			
Number of Hours:	30.25	9.00			
% Seats Occupied:	71%	81%			
% Hours Used:	70%	39%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM	35			35	
9:00 AM			17		
10:00 AM	38	40		38	40
11:00 AM					
12:00 PM	39	39		39	39
1:00 PM					
2:00 PM					
3:00 PM	29	31		29	31
4:00 PM	25	26		25	26
5:00 PM					
6:00 PM	35	40		35	40
7:00 PM					
8:00 PM	35			35	
9:00 PM					
10:00 PM					

KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS

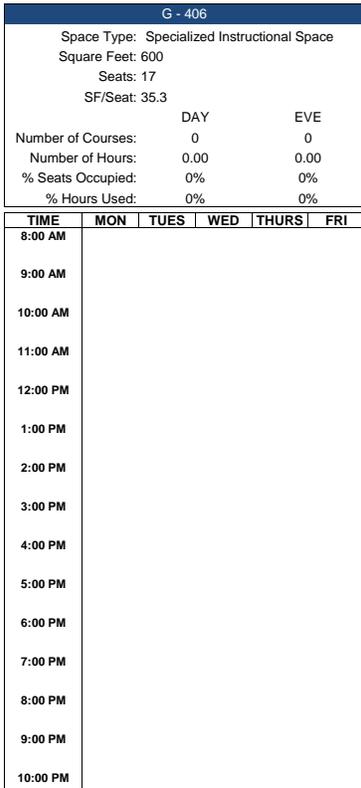
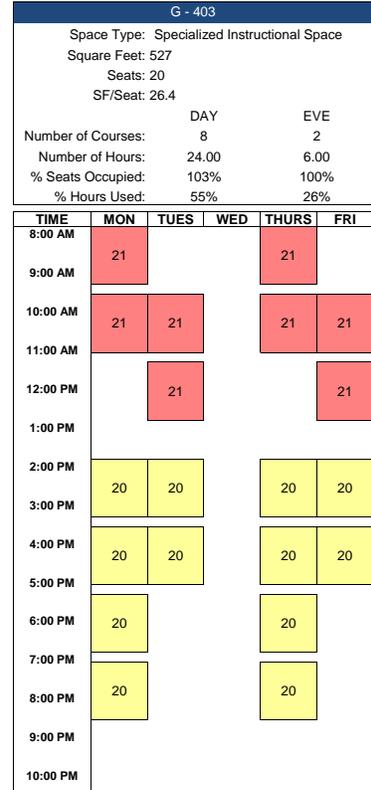
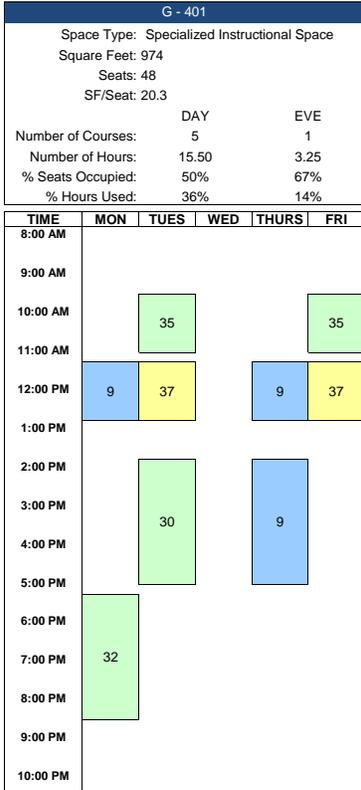
G - 310					
Space Type: Specialized Instructional Space					
Square Feet: 900					
Seats: 18					
SF/Seat: 50.0					
	DAY	EVE			
Number of Courses:	0	0			
Number of Hours:	0.00	0.00			
% Seats Occupied:	0%	0%			
% Hours Used:	0%	0%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

G - 311					
Space Type: Specialized Instructional Space					
Square Feet: 876					
Seats: 16					
SF/Seat: 54.8					
	DAY	EVE			
Number of Courses:	6	0			
Number of Hours:	19.50	0.00			
% Seats Occupied:	106%	0%			
% Hours Used:	45%	0%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM		20			15
12:00 PM					
1:00 PM					
2:00 PM					
3:00 PM	13	18		20	16
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

G - 319					
Space Type: Specialized Instructional Space					
Square Feet: 900					
Seats: 17					
SF/Seat: 52.9					
	DAY	EVE			
Number of Courses:	0	0			
Number of Hours:	0.00	0.00			
% Seats Occupied:	0%	0%			
% Hours Used:	0%	0%			
TIME	MON	TUES	WED	THURS	FRI
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
12:00 PM					
1:00 PM					
2:00 PM					
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6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

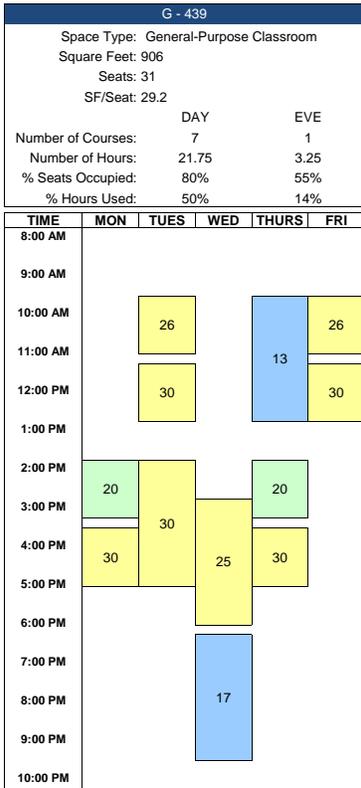
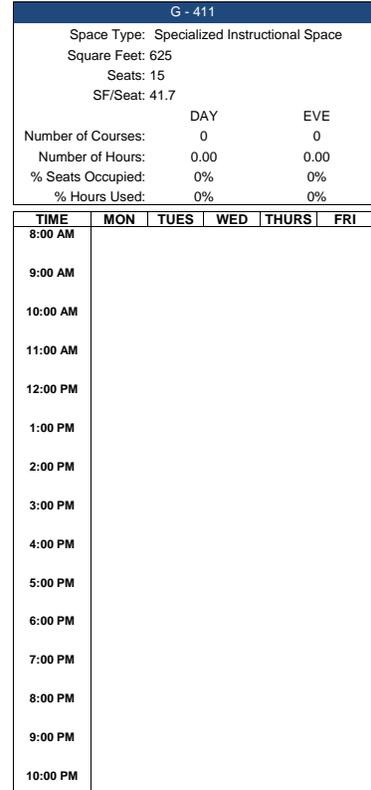
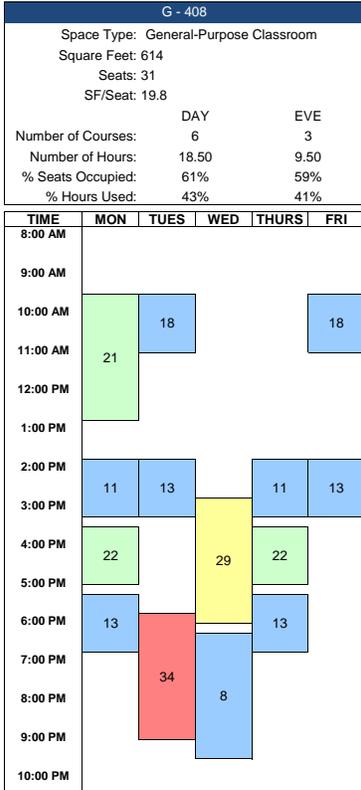
KEY	
Percent seats occupied when room is scheduled.	
1% to 59%	Below guideline
60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

Appendix D: ROOM USE CHARTS



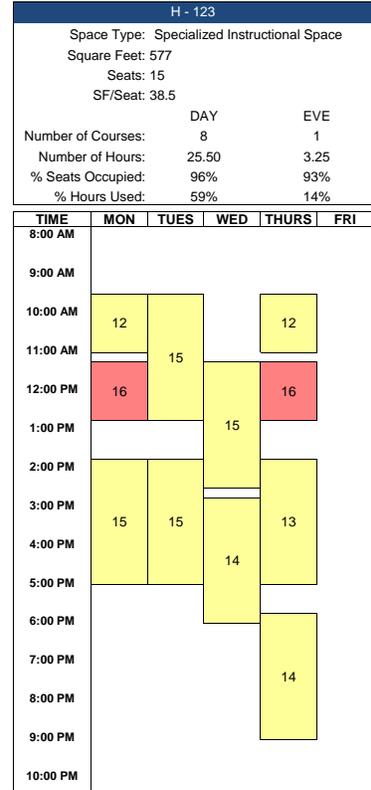
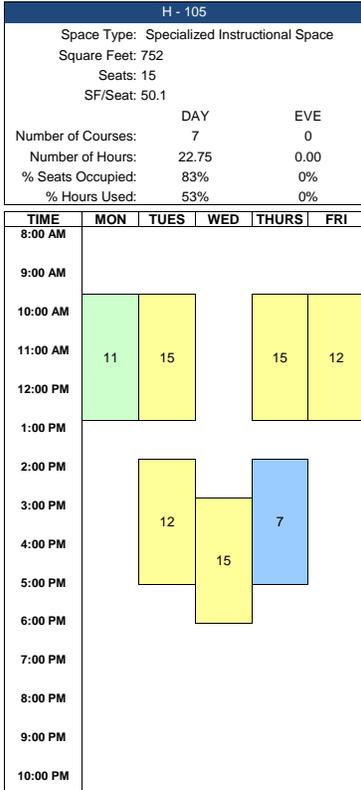
KEY	
Percent seats occupied when room is scheduled.	
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60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

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KEY	
Percent seats occupied when room is scheduled.	
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60% to 75%	At or near guideline of 67%
76% to 100%	Above guideline
GREATER THAN 100%	

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