



GENERAL PURPOSE CLASSROOM REFRESH INITIATIVE

PREPARED AT THE REQUEST OF THE PROVOST

SONOMA STATE UNIVERSITY

NOVEMBER 2020



Table of Contents

Executive Summary.....	1
Classroom Distribution Pre and Post Stevenson Remodel	6
Classroom Standards	10
Standards for Classroom Layouts and Furniture.....	11
ATISS Standards for Technology	19
Standards for Custodial Services	24
Classrooms of the Future According to Students.....	26
Status of Classroom Technology Upgrades.....	35
Standardizing Classroom Scheduling.....	42
Tracking Progress over Time.....	53
Faculty Classroom Condition Survey, Spring 2019.....	54
Student Classroom Condition Survey	59
Stevenson Hall Upgrade for Classroom Improvements	65

Executive Summary

Executive Summary

By Interim Provost Karen Moranski and Sr. AVP Elias Lopez

The General Purpose Classroom Refresh Initiative began in the Office of the Provost in 2018 with the recognition by faculty, staff, students, and administrators that many of our classrooms were in poor condition and needed technology upgrades to ensure the highest quality teaching and learning possible. Provost Lisa Vollendorf committed \$3 million in one-time funding to the project, and over the last two and a half years, this initiative has benefitted from the contributions of the whole campus community and has served as a national model of shared governance. This report summarizes the projects developed for this initiative and documents the ways in which the initiative impacts the campus.

This Classroom Refresh Initiative is part of a larger set of planning projects the campus is undertaking under the leadership of Vice President Joyce Lopes. This initiative integrates with the Facilities Master Plan and the Capital Plan, which includes the renovation of Stevenson Hall and its classrooms. The \$3 million earmarked for this project covers non-Stevenson related classroom and technology upgrades. It does leverage, however, the Stevenson remodel by bundling technology and furniture purchases to get the best pricing for improvements to general purpose classrooms across campus. This set of projects constitutes a first phase of improvement. As funding becomes available, other projects might include painting, lighting, HVAC improvements, and other upgrades.

This report contains seven sections:

1. Classroom Distribution Pre- and Post-Stevenson Remodel
2. Classroom Standards
 1. Standards for Layouts, Furniture
 2. Standards for Technology
 3. Standards for Custodial Services
3. Classrooms of the Future According to Students
4. Status of Classroom Technology Upgrades
5. Standardizing the Classroom Scheduling
6. Tracking Progress Over Time
 1. Faculty Classroom Condition Survey
 2. Student Classroom Condition Survey
7. Stevenson Hall Upgrade for Classroom Improvements

Stevenson renovations modernize both traditional instruction and collaborative learning spaces for increased flexibility.

The \$3 million investment has been allocated for the following improvements:

1. \$1 million in technology upgrades
2. \$1.7 million for new furniture
3. \$300,000 for deep cleaning of general purpose classrooms

This report, and the initiative itself, would not have been possible without the sustained contributions of over 50 faculty, staff, students, and administrators, who participated on various projects, contributing their time, energy, analysis, and visionary thinking.

A Note from the President of Associated Students

By Melissa Kadar, President, 2020-2021

From a student perspective, the efforts being put towards classrooms' quality and resources are very important. The environment of the classrooms in which students take their courses has a huge effect on how they interact with the course and how they perform. Equipping classes with updated technology and furniture enhances that environment. The institution's purpose is to essentially aid in overall student success. It is important to take the students' perspective when setting priorities, which is why I was involved in both the Classroom Advisory Workgroup and Student Classroom Conditions Survey creation.

A Note from the Faculty Senate Chair

By Jeffrey Tador Reeder, Ph.D., Chair of the Faculty, 2020-2021

Faculty teaching conditions are inextricably linked to student learning conditions. Given that teaching and learning are the primary purposes of the institution, and given that the physical and face to face experiences that take place within the University's learning spaces, it is abundantly clear that the overall design, condition, maintenance, and upkeep of classroom spaces combine to form one of the most visible and memorable teaching/learning experiences for both students and faculty alike. Those of us who teach here hold a sense of pride in the institution, are committed to delivering high quality instruction, and are dedicated to student learning; we therefore expect the physical spaces in the institution to reflect our high standards. This report is the welcome result of years of collaboration and consultation, including input from faculty governance structures and from individual faculty members, and it represents a wide range of instructional delivery formats and teaching styles. It is my hope that this report leads to the implementation of an effective and intentional classroom design and maintenance policy, just as I also hope that such a policy will be flexible and adaptable enough in the future to accommodate for the ever-changing needs of the profession.

A Perspective from the University Registrar and Scheduler

By Sean P. Johnson, University Registrar and Dennis Goss, Academic Affairs Scheduler

The state of general purpose classrooms at Sonoma State University can be described as, at best, mixed. Over the past few decades, the lack of a consistent plan to maintain and refresh these classrooms has led to a haphazard approach to classroom management, reacting to issues as they arise, but otherwise practicing a mostly hands-off approach. With no consistent advocate, the general purpose classrooms have fallen into various states of disrepair. Inherent to the strategy of addressing the worst issues as they arise, uneven distribution of classroom technology, furniture, and cleanliness has developed across these classrooms. As there are no standards to hold the classrooms to, the uneven distribution of resources within the classrooms has persisted and become worse over time.

The current patchwork nature of the general purpose classrooms at Sonoma State represents a hardship for those instructors who need to teach in these rooms; in the worst cases, pedagogy can be affected. Unable to know what to expect when they enter a classroom, instructors have developed individual mitigation techniques that address these issues. For example, an instructor may find, through no fault of their own, five fewer chairs than needed when they walk into their classroom on any given day. In order for all their students to have a seat, they may need to borrow from the surrounding rooms where chairs are available. This, of course, can lead to a cascading effect, where instructors are swapping furniture between ever greater numbers of classrooms, disrupting their peers and students alike as they work to correct classroom deficiencies prior to instruction. All of this represents an ongoing nightmare for the University Scheduler who relies on classroom characteristics remaining the same for the purposes of appropriate classroom assignment. If the University Scheduler is unaware of the changing characteristics of classrooms 'on the ground' then he is unable to match pedagogical needs to classrooms designed to facilitate that pedagogy.

There is a critical need to develop basic classrooms at Sonoma State University. A basic set of standards, and the means to monitor and enforce those standards, would go a long way to alleviate the aforementioned issues. This document begins to lay the path forward for such standards, and with them, a consistent, reliable educational experience for students and faculty alike.

2019-2020

Classroom Advisory Workgroup

- Elias Lopez (Co-Chair), Sr. AVP of Academic Resources
- Melinda Milligan (Co-Chair), Professor and Vice Chair of Senate
- Deborah A. Roberts, AVP of Faculty Affairs
- Karen Moranski, Senior AVP of Academic Programs
- Dana Twedell, AVP of Facilities
- Sean Place, Professor and Chair of Academic Planning, Assessment and Resources Committee (APARC)
- Sandra Ayala, Professor and Chair of Academic Technology and Instructional Spaces Subcommittee (ATISS)
- Aracely Duron, Associated Students Chair
- Melissa Kadar, Associated Students Executive Vice President
- Emily Twisselmann, Associated Students APARC Representative
- Lee Krichmar, AVP of IT/Chief Information Officer (CIO)

AV Technology Implementation Working Group

- Justin Lipp (Chair)
- Mike Ogg
- Timothy Hensel
- Modesto Llanes
- Dennis Goss
- Sean Johnson
- Ivonne Mejia Berzunza
- Kristi (Kat) Marian
- Shawn Potts
- Evan Ferguson
- Joshua Gillespie
- Allan Goff
- Nicole Hendry
- Frank Nides

Classroom Distribution Pre and Post Stevenson Remodel

Contributors:

Mike Ogg

Sean Johnson

Dennis Goss

Summary

Traditionally, classrooms at Sonoma State University have varied both in size and furniture layout. This has been entirely dependent on the building and physical design of the space. Some classrooms had tablet-arm style desks, others tables and chairs, and still others a mixture of soft seating. This approach has led to a scheduling challenge for faculty and mixed experiences for students. With the renovation of the largest academic building comes the opportunity to reimagine classroom design from the perspective of pedagogy and learning, through the feedback of faculty and students.

Prior to the planning for the Stevenson Hall renovation, the campus distribution for classrooms tended to skew toward the smaller side with 28% of the classrooms having less than 30 seats. While there is a need for smaller, seminar style classrooms, many of these classrooms were not used to their full capacity because of space and capacity limitations. Throughout the process of reimagining classrooms, faculty would comment that flexibility was key to effective instruction and often the smaller classrooms would impede that creative thinking.

As we look at the new, renovated, Stevenson Hall, the opportunity exists to standardize classroom size and furniture layout in such a way that maximizes instructional flexibility, student learning, and scheduling efficiency. The new campus distribution maintains a limited number of smaller classrooms but skews toward larger spaces that present additional flexibility both in the 30-60 seat count range as well as by adding 3 additional large lecture halls.

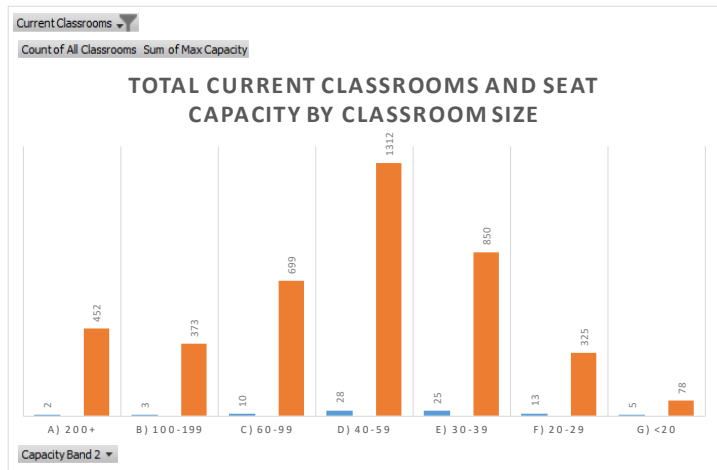
At the conclusion of the Stevenson Hall renovation project and the classroom renovation project, the total student seat count will increase to 4,238 from 4,089. The total number of classrooms will decrease from 86 to 81 but will include larger classroom spaces. This focus allows for a greater amount of flexibility both of assignment of classrooms and furniture layout within the spaces. Keep in mind that new furniture may change the proposed seat count.

Classroom Distribution by Size

Before Stevenson Surge

Current Classrooms Yes

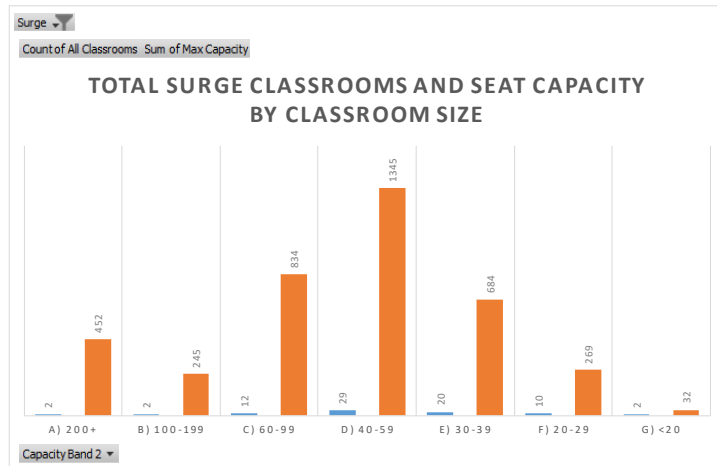
Row Labels	Count of All Classrooms	Sum of Max Capacity
a) 200+	2	452
b) 100-199	3	373
c) 60-99	10	699
d) 40-59	28	1312
e) 30-39	25	850
f) 20-29	13	325
g) <20	5	78
Grand Total	86	4089



Stevenson Surge

Surge Yes

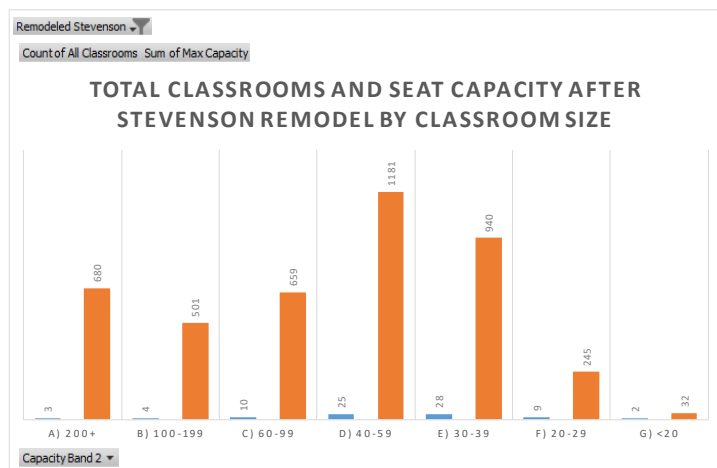
Row Labels	Count of All Classrooms	Sum of Max Capacity
a) 200+	2	452
b) 100-199	2	245
c) 60-99	12	834
d) 40-59	29	1345
e) 30-39	20	684
f) 20-29	10	269
g) <20	2	32
Grand Total	77	3861



Remodeled Stevenson

Remodeled Stevensi Yes

Row Labels	Count of All Classrooms	Sum of Max Capacity
a) 200+	3	680
b) 100-199	4	501
c) 60-99	10	659
d) 40-59	25	1181
e) 30-39	28	940
f) 20-29	9	245
g) <20	2	32
Grand Total	81	4238

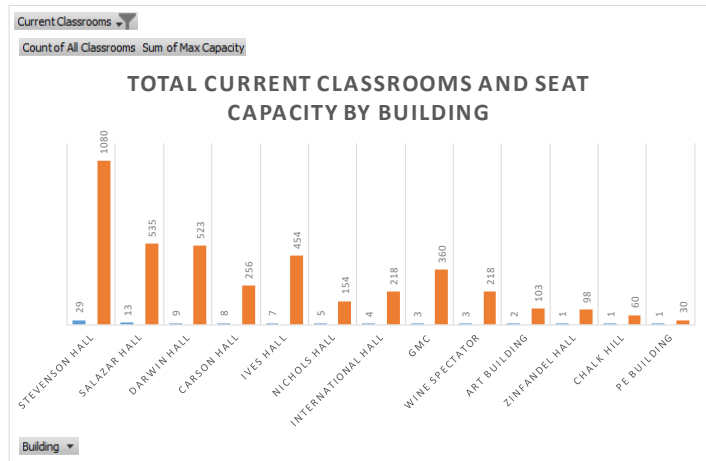


Classroom Distribution by Building

Before Stevenson Surge

Current Classrooms Yes

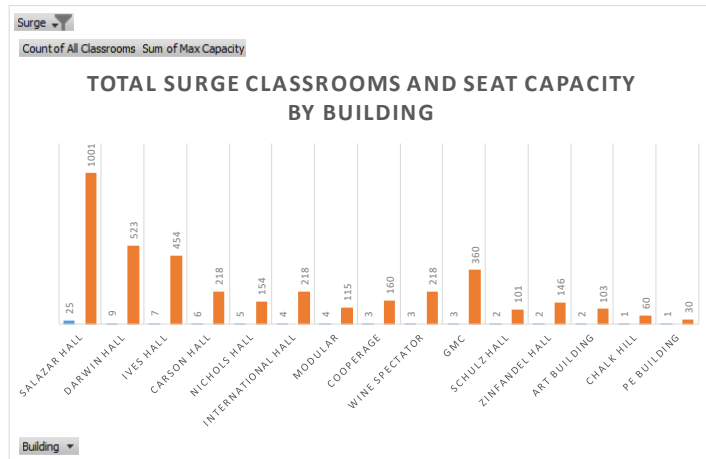
Row Labels	Count of All Classrooms	Sum of Max Capacity
STEVENSON HALL	29	1080
SALAZAR HALL	13	535
DARWIN HALL	9	523
CARSON HALL	8	256
IVES HALL	7	454
NICHOLS HALL	5	154
INTERNATIONAL HALL	4	218
GMC	3	360
WINE SPECTATOR	3	218
ART BUILDING	2	103
ZINFANDEL HALL	1	98
CHALK HILL	1	60
PE BUILDING	1	30
Grand Total	86	4089



Stevenson Surge

Surge Yes

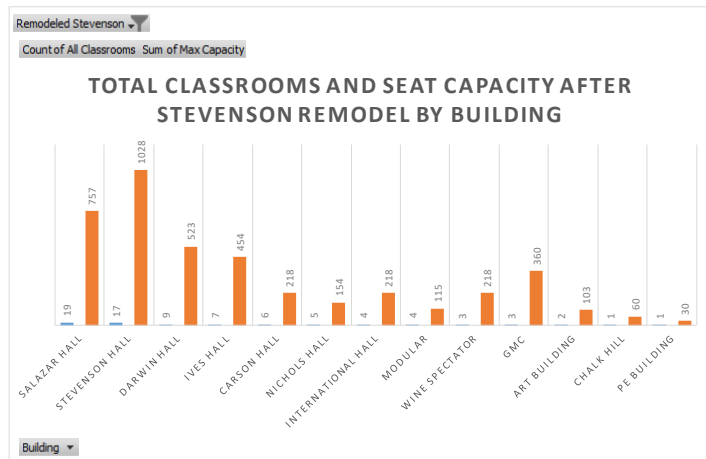
Row Labels	Count of All Classrooms	Sum of Max Capacity
SALAZAR HALL	25	1001
DARWIN HALL	9	523
IVES HALL	7	454
CARSON HALL	6	218
NICHOLS HALL	5	154
INTERNATIONAL HALL	4	218
MODULAR	4	115
COOPERAGE	3	160
WINE SPECTATOR	3	218
GMC	3	360
SCHULZ HALL	2	101
ZINFANDEL HALL	2	146
ART BUILDING	2	103
CHALK HILL	1	60
PE BUILDING	1	30
Grand Total	77	3861



Remodeled Stevenson

Remodeled Stevenson Yes

Row Labels	Count of All Classrooms	Sum of Max Capacity
SALAZAR HALL	19	757
STEVENSON HALL	17	1028
DARWIN HALL	9	523
IVES HALL	7	454
CARSON HALL	6	218
NICHOLS HALL	5	154
INTERNATIONAL HALL	4	218
MODULAR	4	115
WINE SPECTATOR	3	218
GMC	3	360
ART BUILDING	2	103
CHALK HILL	1	60
PE BUILDING	1	30
Grand Total	81	4238



Classroom Standards

Standards for Classroom Layouts and Furniture

(Submitted August 12, 2020)

By

Debora Paterniti, Ph.D., Associate Professor & Chairperson

Melinda Milligan, Ph.D., Professor

Department of Sociology

Summary

The primary goal of this project was to understand general purpose classroom use, including facilitators and barriers to classroom use, prior to the adaptation of general classroom space and designation of classroom-related resources. The core objectives of the project were 1) to elicit faculty preferences and needs in general classroom space and 2) to discuss some of the challenges and strategies for overcoming barriers for effective use of general purpose classrooms. We defined “General Purpose” classrooms as classrooms that are not dedicated to specific schools or purposes. We explored a range of room sizes, including lecture hall spaces, but emphasized classrooms for ≤ 32 students, ≤ 46 students, and ≤ 68 students. Examples for discussion included rooms in the proposed Stevenson remodel depicted by Truebeck Construction and ehdd Architects (see last section of this report).

Population and Method. We targeted faculty and staff with direct connection to general purpose classrooms and their use to participate in this evaluation. This project used focus group methods to explore perspectives and experiences of SSU faculty and other relevant stakeholders and to probe preferences for the ideal environments and resources for future use of general purpose classrooms. In total, 27 participants, representing 24 departments/campus units and 5 schools, participated in one of four, two-hour focus group discussions.

Findings. Below is a structured summary of the *guiding principles* and *related resources and environments* for general purpose classroom use. The summary was inductively derived through qualitative analysis of transcripts from focus group discussions with faculty and other relevant stakeholders. Following the summary is a set of recommendations to ensure maximal attention to the six *guiding principles* as well as a list of *necessary resources* and *suggested environments* that could be engaged in a checklist to maximize general purpose classroom use in line with the six guiding principles.

Guiding Principles for General Classrooms

General purpose classrooms should maximize **SIX *guiding principles***: flexibility of space; ease of movement and flow; accessibility; organization; climate control; safety. Each of these principles is briefly defined below. The *necessary resources* and *suggested environments* that appear in boxes beneath each *guiding principle* were paraphrased from group discussions.

1. **Flexible use of space, including how the room and resources in the room are used.** Classroom space and resources should serve both lecture and small-group activities. Further, space must be able to accommodate activities that involve the following: physical engagement and movement, small student work groups, classroom discussion “in the round,” and standard lectures.

Flexibility of Space	
Necessary Resources	Suggested Environment
<ul style="list-style-type: none"> • mobile furniture, such as tables and chairs <u>or</u> desks with castors/glides • tables/chairs <u>or</u> desks that can be organized into multiple configurations • tables/chairs <u>or</u> desks that can be stacked and easily stored • table or desk-top space with capacity for a number of students to work in a group with computers, books, and/or artifacts • white boards for student work space around the room 	<ul style="list-style-type: none"> • space to move around the classroom • consolidated technology • options for lighting control in room • even-shaped classrooms (not too deep or too wide) • minimized obstruction in the classroom architecture/layout

2. **Ease of movement and flow.** Classroom space should allow faculty and students the ability to move around the perimeter of the classroom as well as between rows of seats and/or tables with ease. Issues with flow also include the movement of students and faculty class-related activities.

Ease of Movement and Flow	
Necessary Resources	Suggested Environment
<ul style="list-style-type: none"> • universal furniture design • furniture that easily articulates (fits together) • tables/chairs <u>or</u> desks that can be stacked and easily stored • storage for student items, including but not limited to computers, books, water bottles, backpacks, miscellaneous (e.g., skateboards, crutches...) • consolidated technology 	<ul style="list-style-type: none"> • space to move around the classroom • reasonable personal space between instructor-students & between students consolidated technology • even-shaped classrooms (not too deep or too wide) • uniform furniture layout • fewer pieces of furniture to accommodate room capacity • minimal obstruction in the classroom architecture/layout • placement of doors /line of sight to exit • ease of student movement from lecture to small-group work (and vice versa) • faculty mobility (from lecturer station to board, from lecturer station into student gallery)

3. **Access to and engagement in teaching / learning.** Accessibility must be considered with regard to ADA guidelines, and should minimally allow all faculty and students to engage to the best of their abilities in the teaching/learning environment. Accessibility should include the ability to engage general classroom resources (e.g., furniture/desks), have clear line of sight to boards/projector screens, and reduced noise for ease of hearing.

Accessibility	
Necessary Resources	Suggested Environment
<ul style="list-style-type: none"> • tables & chairs/desks with glides (which offer some stability in addition to movement) • table or desk-top space with capacity for students to work in a group with computers, books, and/or artifacts • white boards for student work space around the room • well-equipped lecturer station with relevant and functional adapters for technology and lighting • adjustable lecturer station with space for faculty books/laptop • lecturer station with document camera and microphone (>68) • multiple screens in larger classrooms (>68) 	<ul style="list-style-type: none"> • space to move around the classroom • centralized control over lights near lecturer station • well-insulated walls or noise-reducing tiles • consolidated technology • options for lighting control in room • even-shaped classrooms (not too deep or too wide) • clear, unobscured lines of sight to professor, screens and boards • minimized obstruction in the classroom architecture/layout • placement of doors /line of sight to exit • options for lighting control in the room

<ul style="list-style-type: none"> • more than one entrance/exit 	
---	--

4. **Organization of physical classroom format.** Classroom organization relates to the general structure and ease of maintaining the structure of the classroom. Organization includes patterns of seating and ease of seating placement, configuration of teaching station, and overall arrangement of classroom space.

Organization	
Necessary Resources	Suggested Environment
<ul style="list-style-type: none"> • universal furniture design • tables/chairs <u>or</u> desks that can be organized into multiple configurations • tables that seat more than one student (versus single student desks) • furniture that easily articulates (fits together) • tables/chairs <u>or</u> desks that can be stacked and easily stored • tables & chairs/desks with glides (which offer some stability in addition to movement) • map posted on the wall or lines painted on the classroom floor, suggesting seating arrangements • well-equipped lecturer station with relevant and functional adapters for technology and lighting • adjustable lecturer station with space for faculty books/laptop • storage for student items, including but not limited to computers, books, water bottles, backpacks, miscellaneous (e.g., skateboards, crutches...) 	<ul style="list-style-type: none"> • consolidated technology • even-shaped classrooms (not too deep or too wide) • uniformity in layout of furniture (even number of rows/chairs in each row) • fewer pieces of furniture to accommodate room capacity

5. **Control over the climate of the classroom.** Control over climate depends upon the ability to adjust lighting, temperature, and reduce noise from outside the classroom for an optimal teaching environment. Faculty also noted that classroom regulation requires the ability to synchronize technology (i.e., faculty computer with built-in classroom computer).

Climate Control	
Necessary Resources	Suggested Environment
<ul style="list-style-type: none"> • well-equipped lecturer station with relevant and functional adapters for technology • blinds that are functional and accessible 	<ul style="list-style-type: none"> • centralized control over lights near lecturer station • well-insulated walls or noise-reducing tiles • classroom orientation for optimal use of natural light • options for lighting control in room

6. **Physical safety in setting and engagement in space.** Issues of safety not only relate to principles of classroom resources and environment but also persons in the space and concern diversity and inclusion as well as the general welfare of persons.

Safety	
Necessary Resources	Suggested Environment
<ul style="list-style-type: none"> • furniture that easily articulates (fits together) • tables & chairs/desks with glides (which offer some stability in addition to movement) • storage for student items, including but not limited to computers, books, water bottles, backpacks, miscellaneous (e.g., skateboards, crutches...) for ease of movement • blinds that are functional and accessible • more than one entrance/exit • internally locking doors that open inward 	<ul style="list-style-type: none"> • space in the classroom to move around • reasonable personal space between instructor-students & between students even-shaped classrooms (not too deep or too wide) • placement of doors and line of sight to exit • smooth, flat floor (no steep ramps, stairs or carpet)

Recommendations. These six *general principles* resulting from faculty discussions about general purpose classroom use and design suggest the following recommendations for optimal teaching and learning in general purpose space:

1. thoughtful attention to maximizing the six principles for general purpose classrooms;
2. institutional prioritization of these principles in line with faculty and student needs and/or as social contexts dictate;
3. optimization of *resources* and *environments* that address more than a single principle to ensure maximization of the set of guiding principles;
4. development of a checklist that outlines *resources* and *environments* corresponding with each principle;
5. consideration of institutional resources base and policies in terms of their articulation with the *resources* and *environments* corresponding with each principle to maximize application of the six principles;
6. periodic review and update of the checklist with the input of faculty and relevant stakeholders as exemplified herein.

Application of the guiding principles. The context of education as well as institutional policies will determine the degree and order of significance of the guiding principles. As the significance of the principles and their order of significance vary, necessary resources and suggested environments require consideration. The attached Checklist for General Purpose Classrooms has been drafted to outline a path for considering each principle and the critical resources and environments to maintain each principle. The Checklist will require review and adaptation by appropriate institutional committees to be of optimal support for decisions about the adaptation of general classroom space and designation of classroom-related resources.

Matrix or Standards for Optimizing General Purpose Classroom Use

<i>necessary resources</i>	Flexibility of Space	Movement and Flow	Accessibility	Organization	Climate Control	Safety
universal furniture design		<input type="checkbox"/>		<input type="checkbox"/>		
mobile furniture with castors/glides	<input type="checkbox"/>					
tables/chairs <u>or</u> desks that can be organized into multiple configurations	<input type="checkbox"/>			<input type="checkbox"/>		
tables that seat more than one student (verses single student desks)				<input type="checkbox"/>		
furniture that easily articulates (fits together)		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
tables/chairs <u>or</u> desks that can be stacked and easily stored	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
tables & chairs/desks with glides (which offer some stability in addition to movement)			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
table or desk-top space with capacity for students to work in a group with computers, books, and/or artifacts	<input type="checkbox"/>		<input type="checkbox"/>			
wall map or lines on classroom floor for furniture configuration				<input type="checkbox"/>		
white boards for student work space around the room	<input type="checkbox"/>		<input type="checkbox"/>			
well-equipped lecturer station with relevant and functional adapters for technology and lighting			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

adjustable lecturer station with space for faculty books/laptop	<input type="checkbox"/>	<input type="checkbox"/>				
lecturer station with document camera and microphone (>68)	<input type="checkbox"/>					
multiple screens in larger classrooms (>68)	<input type="checkbox"/>					
storage for student items, including but not limited to computers, books, water bottles, backpacks, miscellaneous (e.g., skateboards, crutches...)	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
blinds that are functional and accessible					<input type="checkbox"/>	<input type="checkbox"/>
more than one entrance/exit			<input type="checkbox"/>			<input type="checkbox"/>
internally locking doors that open inward						<input type="checkbox"/>
<hr/>						
<i>suggested environments</i>	Flexibility of Space	Movement and Flow	Accessibility	Organization	Climate Control	Safety
space to move around classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
reasonable personal space between instructor-students & between students		<input type="checkbox"/>				<input type="checkbox"/>
centralized control over lights near lecturer station			<input type="checkbox"/>		<input type="checkbox"/>	
well-insulated walls or noise-reducing tiles			<input type="checkbox"/>		<input type="checkbox"/>	
classroom orientation for optimal use of natural light					<input type="checkbox"/>	

consolidated technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
options for lighting control in room	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
even-shaped classrooms (not too deep or too wide)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
uniform furniture layout		<input type="checkbox"/>		<input type="checkbox"/>		
fewer pieces of furniture to accommodate room capacity		<input type="checkbox"/>		<input type="checkbox"/>		
clear, unobscured lines of sight to professor, screens and boards			<input type="checkbox"/>			
minimized obstruction in the classroom architecture/layout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
placement of doors /line of sight to exit		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
ease of student movement from lecture to small-group work (and vice versa)		<input type="checkbox"/>				
faculty mobility (from lecturer station to board, from lecturer station into student gallery)		<input type="checkbox"/>				
options for lighting control in room			<input type="checkbox"/>		<input type="checkbox"/>	
smooth, flat floor (no steep ramps, stairs or carpet)						<input type="checkbox"/>

ATISS Standards for Technology

(Submitted December 1, 2018)

Contributors ATISS 2018-2019:

Sandy Ayala (Chair), Thom Limbert, Chong-Uk Kim, Martha Byrne, Daniel Soto, Hilary Smith, Brent Boyer, Justin Lipp, Carol Ingerman, Lee Krichmar, Dennis Goss

Summary

The following document outlines the Academic Technology & Instructional Spaces Subcommittee (ATISS) recommendations regarding contemporary and next-generation classroom standards for Sonoma State University. The SSU Strategic Plan 2025 identifies three priorities that relate directly to classroom standards: Student Success, Academic Excellence and Innovation, and Leadership Cultivation. To ensure the success of this initiative, ATISS seeks to align these three priorities with pedagogical best practices regarding instructional technology and physical spaces.

Student Success: ATISS sees active learning pedagogy and support for universal access for students and instructors as essential for ensuring student success. Active learning, a constructivist framework, promotes student engagement through social learning and participation in a classroom culture where students have agency and faculty are viewed as facilitators of learning. Active learning is at the core of contemporary research and best practices in classroom design. Classroom spaces should be flexible and support a wide range of teaching styles and active learning and instructional strategies. At the same time, learning spaces must provide universal access to learners of all types and abilities. Universal access is at the core for Universal Design for Learning (UDL), which is the framework for implementing pedagogy that is inclusive and effective for all learners.

Active learning is made possible in contemporary classrooms by:

- Collaborative group work with flexible furniture
- Creating, viewing, and sharing audio and video content (podcasting, interviews, video blogging, music and film production, web content, etc.)
- Digital and traditional concept mapping
- Wireless document collaboration and sharing (Google Apps, etc.)
- Develop screencasts (flipped classroom, micro-lectures, and skill-based instruction)
- Lecture capture with closed captioning (Zoom, YuJa, etc.)
- Concept illustration via document cameras and ample whiteboard space

Universal Access and UDL are made possible in contemporary classrooms by:

- Instructional technology that provides opportunities for content to be delivered, received, synthesized, and resubmitted in multiple formats specific to individual learners
- Wireless screen display, whiteboards, and document cameras to support visual,

auditory, and didactic learning styles

- Adjustable student and instructor furniture that accommodates different body types and abilities (height adjustable, left/right reversible, and ADAcompliant)
- Appropriate clearance space for maneuverability
- Audio amplification for the hearing impaired
- Automatic captioning of video content uploaded to theLMS

Academic Excellence and Innovation: Modern technology classrooms are an essential component of contemporary instruction to help meet the needs of the current workforce in the region and beyond. By developing high quality classrooms, we enhance our ability to attract and retain students and empower both students and faculty to excel in their academic pursuits by reducing barriers and providing innovation.

Leadership Cultivation: SSU aims to prepare students for contemporary careers and graduate school opportunities. Modern classrooms help prepare graduates by exposing them to present day technologies, promoting effective digital skills, and encouraging social collaboration often sought by prospective employers. Graduates with advanced technical skills are more likely to excel in their fields and obtain competitive scholarships and fellowships in pursuit of advanced degrees.

Current Classroom Conditions

Approximately 117 (108 Academic, 9 non-academic spaces) have permanently installed audio-visual projection systems and are managed by the Center for Teaching & Educational Technology (CTET). This number includes both general and departmentally owned spaces. All remarks in this section are accurate as of Summer 2018.

As of Summer 2018, 52 classrooms have digital display capability (HDMI). Of these, 41 systems (Stevenson is excluded) require new cabling and switchers to remain serviceable. These 41 systems utilize an analog-only video switching system that is no longer manufactured, which among other things will impede our ability to deploy new technologies that address ADA compliance like lecture capture with video captioning. Some frequent issues with these systems are projector bulbs that burn out. Older analog connections do not display video applications such as iTunes, YouTube and Netflix, which are a staple for most current lectures. These current projectors can remain in service with newer digital inputs but will require ongoing maintenance that newer recommended laser models do not require, reducing the total lifespan cost.

In addition, as of Summer 2018, we have 29 functional projectors that are out of warranty. New manufacturer replacements are not available for these units, so hardware failures must be addressed by a dwindling supply on hand.

To address ADA and building code compliance issues, 17 classrooms require a full remodel involving rack enclosure replacement and updating A/V and electrical cabling not to code.

A handful of specialized spaces exist with enhanced A/V capabilities, such as Zinfandel and the Wine Spectator Learning Center. The cost for these rooms was significantly higher than for other classrooms. Each of these was individually built using unique hardware at increased expense. Faculty who wish to teach in these rooms require extensive training as each system is unique, and it has created a bottleneck in university scheduling as there is competition for enhanced capability rooms.

Other facility issues in classrooms currently include insufficient electrical power supply, lack of mobile furniture (ADA), classroom cleanliness concerns, A/V equipment tampering, lack of independent lighting control, and excessive noise from adjacent classrooms. Multiple faculty in a recent campus-wide survey on classroom technology identified these issues.

Next Generation Classroom Standards

These classroom standards have been established to create functional, flexible, best instructional practice design and aesthetically pleasing classrooms. They are modeled after other California public universities including: CSU East Bay, San Diego State, San Francisco State, CSU San Marcos, and UC Berkeley. These standards also reference the Postsecondary Education Facilities Inventory and Classification Manual (FICM).

The University classroom continues to evolve and has, over the last decade, become a more active environment for engaging in learning. As we address these changes in learning environments, we continue to consider the physical spaces in which we teach. The traditional classroom, one in which the instructor sits or stands at the front of the room and the students sit passively in rows, is no longer the primary space in which learning takes place. Flexibility, in both layout and technology, is essential in addressing the needs of both our faculty and students.

The University seeks to develop and foster a cooperative learning environment as one way to create more active student engagement in the classroom. Faculty and students want the ability to use portable and mobile technologies to facilitate collaboration and active learning. The cost and ease of use of new technologies and methods for engagement and problem solving require access to wireless networks at a minimum, as well as space for group work, problem solving and active discussions. Portable classroom hardware and furniture will enable us to adapt the classroom to accommodate various styles of teaching and learning including discussion, group work, and problem-based learning opportunities, in addition to lectures.

These classroom standards are proposed based on faculty feedback from a recent November 2018 survey, commissioned by ATISS, regarding preferences for next generation classrooms at SSU. The survey garnered 158 responses from faculty (107 tenure-track, 51 lecturers), showing:

- 32% of faculty indicated that classroom computers are their most commonly used “technology” for instruction, lending support for the idea to put a computer in every classroom.
 - Implication: Lecturers are not eligible for the faculty computer refresh program, and thus depend on having access to computers to support their teaching, which are currently in only half of all academic spaces.
- A strong majority of faculty (63%) indicated that ability to wirelessly display and share

content with the class was important.

- Implication: Wireless display capability would sidestep many issues faculty currently encounter with incompatibilities due to video adapter dongles.
- Over half of faculty (56%) had concerns about campus Wi-Fi ability to support teaching.
- Nearly half of respondents (46%) indicated being likely to use lecture capture hardware if it were available.
- 75% of faculty indicated a preference for mobile vs fixed student furniture, and 68% would be interested to use a mobile instructor station as well.
- With respect to electrical power, having outlets available at instructor stations was rated as necessary by 93% of faculty with 86% indicated as being important to have these available for students in the floors/walls. The top 5 priorities for faculty in classroom renovations are: consistency of technology across all rooms, flexible/reconfigurable furniture, steady/reliable Wi-Fi, wireless display connectivity to projectors, and having an instructor computer in every classroom

Classroom Standards:

Below, we propose a mix of instructional technology and space enhancements based on this input and research:

Audio capabilities

There is an audio system in each room that is adjustable for video and other media as well as microphones for audio amplification

Classroom Computer

- Mac or PC installed in every classroom on campus with hardwired ethernet, support for lecture capture, and a full suite of general academic software
- Native Apple media and productivity applications installed in all Mac classrooms

Lighting Control - including functional shades when able

- Lights that can be adjusted independent from one another, particularly in front of projection screens
- Shades are placed on windows that can affect screen appearance

Mobile Furniture

- Chairs with wheels, brakes, desk tray, with reversible armature
- Breakaway tables on wheels with brakes
- Moveable instructor podium on wheels (small rooms)
- Height-adjustable instructor podium (large rooms)
- Inclusive furniture options: height and width adjustable seating

Room Facilities

- Clean and tidy rooms that are serviced regularly
- Fresh paint and free of facilities defects (e.g., cracked ceiling tiles)
- Flooring that is regularly sanitized and in good repair

Sound Isolation

- Walls have enough insulation and/or acoustic tiles/foam to deflect sound from one room to another

Thermal Control

- Heating and cooling controls, operational in each classroom

Video Capability

- All-digital A/V active wall plate inputs with 1080p laser projection systems
- High resolution document camera with optical zoom for image projection
- Classroom computer with integrated webcam for video conferencing and touch-enabled display for virtual whiteboard

Whiteboard space - Adequate amount, size, erasable, unobstructed

- Whiteboards on two walls, free of screens, erasable

Wireless capability

- Wi-Fi Access Points with sufficient bandwidth and signal strength to support student activities using multimedia with a large number of devices
- Wireless display gateways for easily sharing and displaying content from student and instructors

The table below summarizes the range of classroom technology proposed for all room types. A full listing of materials is available including budget and proposed project timeline in a supplemental document.

Table 1. Classroom Technology Room Type Matrix

	Laser Projector	Wireless Display	Digital A/V (1080P)	Instructor Computer	Blu-Ray Player	Document Camera	Voice Amplification	Hardware Enclosure	Teaching Furniture
Type 1: (Minimized Technology Footprint)	X	X	X	X				Ceiling Mounted	Mobile w/ Power Supply
Type 2: (Full Technology Classrooms)	X	X	X	X	X		X	Wall Mounted	Existing specialty furniture (science labs)
Type 3: (Full Technology Classrooms)	X	X	X	X	X	X	X	Contained in Instructor Station	Height Adjustable Teaching Podium

Standards for Custodial Services

Contributors:

Dana Twedell

Allan Goff

SSU/Facilities Management is a customer service-based organization that provides campus support through a transparent and deliberate process. Our intent is to conduct ourselves with a high level of integrity as we interact with students, staff, and faculty; by providing excellent service to our constituents; respecting the rights and dignity of others whom we interact with; by accepting responsibility for our actions, and by being ethical members of the community. In support of our University's academic mission, our goal is to create, support, and maintain a clean and safe environment.

As part of our newly implemented Task & Frequency program, we are focusing our custodial staff and resources to address high priority areas first: classrooms, restrooms, and common areas (lobbies, hallways, kitchen/pantries, copier rooms, conference rooms, elevators, stairwells, locker rooms). These are serviced and maintained on a daily basis. Our second priority areas (office suites, workstations, and private offices) will be serviced on a weekly basis and/or as needed.

The following is a list of our Routine & Non-Routine services, as outlined in our campus Service Level Agreement (SLC). <https://web.sonoma.edu/fm/slc/>

Routine Custodial Services

- Common areas will be cleaned daily. Common areas include classrooms, lecture halls, laboratories, restrooms/locker rooms, elevators, stairs, gym/fitness centers, hallways, entryways, and all public spaces. **During COVID-19, common areas will be sanitized as per CDC guidelines.*
- As part of our campus "Task & Frequency" program, office recycling will be collected one time per week. There is no desk side trash program. All "trash" from offices, workstations, or desk-side/work areas should be directed to a common area trash receptacle located in the nearest kitchen/pantry, which will be collected daily.
- Recyclables and trash in the "common areas" including, but not limited to lounges, kitchenettes, breakrooms, conference rooms, lobbies, classrooms, restrooms, hallways will be collected daily.
- Paper supplies replenished on a consistent basis (toilet paper & paper towels)
- Soap dispensers replenished on a consistent basis, including repairs and replacement of dispensing units as needed.
- Routine cleaning of main entry glass doors.

- Care and cleaning of all flooring types including vacuuming carpets, cleaning of entry walk off mats, general sweeping, and mopping as needed.
- Spot cleaning, stain removal of flooring as required.
- Emergency cleanup as required.

Non-Routine Custodial Services (billable)

- Special cleaning requests above and beyond routine cleaning due to a department event such as an employee relocation, a furniture install/removal/swap out, a clean-up after a departmental event.
- Cleaning of high exterior and interiors windows and treatments addressed on a case-by-case basis.
- Carpet cleaning of private office flooring or furniture beyond base level service, usually caused by a relocation, new furniture, and/or remodel.
- Cleaning of departmental appliances: microwaves, refrigerators, and dishwashers.

For further information on Facilities Management & Custodial Services, or to issue a request for services and/or work order, we can be reached by the following web link:

<https://web.sonoma.edu/fm/home/contacts.html>

Classrooms of the Future According to Students

(Submitted May 2019)

*Contributors:
Christopher Dodge
Vincent Emme
Macario Caceres
Lifeng Yu
Joseph Tannous*

Produced for Capstone Course BUS-491 “Management Strategy and Policy”
*Professor Adele Santana
Sonoma State University*

Summary

This report examines the process of creating, administering, and analyzing the 2019 SSU Classroom Standards Student Survey. Additionally, it contains conclusions and recommendations based on analysis of the data collected, as well as our own experiences as Sonoma State students. Our team of students from Professor Adele Santana’s BUS-491 course acted on the instructions of the Office of the Provost, represented by Dr. Elias Lopez, in order to conduct a study that obtained student feedback regarding classroom technology use and prospective modernizations to Sonoma State classrooms.

Our primary method of data collection was the titular survey, which we created based on guidance provided by the Office of the Provost. The survey was designed within the Qualtrics survey application over the course of the 2019 spring semester and launched in early April. The survey ran for approximately two weeks before it was closed and data was collected. The data was analyzed by our

team utilizing data reports generated via Qualtrics. We were able to achieve an 18.4% response rate and demographic measures indicated our sample was representative of the entire student body.

The results of the data analysis indicated broad interest in increased technology use at Sonoma State. Additionally, the data showed that students were dissatisfied with the current state of SSU classrooms and felt that improvements were needed. Notable feedback included student concern regarding faculty policies towards technology as well as student dissatisfaction regarding desk space and classroom layout and overcrowding. Our data was also able to address several specific questions, such as whether students were interested in the implementation of two new classroom technologies: lecture capture and wireless display.

Based on the data analysis, our team was able to reach a variety of conclusions regarding the research questions. A significant issue that we observed was student opinions regarding faculty interactions with technology. Students reported that faculty often experienced difficulty utilizing classroom technologies, such as projectors. Students also regarded faculty as the primary barrier preventing increased use of personal technology in the classroom, such as laptops for notetaking. Another major point of frustration for students was the amount of space available in the classroom, both individual desk space as well as general overcrowding within a classroom. Students felt this impacted their ability to learn effectively, particularly in regard to technology use or group work. Aside from the data analysis, we also felt that our outreach methodology had allowed us to achieve greater success in terms of response rate than some other surveys of SSU students.

In accordance with these conclusions and others, our team prepared a list of seven suggestions for the administration. In brief, these included: increased support for faculty regarding the use of technology, consistent policies regarding student use of technology in the classroom, implementation of lecture capture and wireless display technologies, a renovation of classroom layouts to increase personal space and reduce overcrowding, and improvements to classroom cleanliness. We also provided several recommendations regarding tactics for increasing student response rate: that we found success emphasizing our survey as a method for students to make their voices heard, that we emphasized that this was students reaching out to other students, and that we offered a chance in a raffle of several Safeway gift cards for participating.

Introduction

Overview

Sonoma State University has created Strategic Plan 2025, which delineates a vision of Sonoma State as a national model for public higher education. As part of the plan, the Office of the Provost intends to invest in modernization of the classroom environment and increased incorporation of technology into the classroom within Sonoma State. This transition to the “classroom of the future” is intended to standardize and enhance the classroom experience across the university.

This report was commissioned by the Office of the Provost as part of an ongoing effort to obtain feedback from all campus stakeholders on the classroom modernization initiative. The Office of the Provost had previously commissioned a survey of the faculty, which aimed at gathering faculty opinions on how classrooms can be best designed in order to maximize successful learning.

Purpose of the Study and Research Questions

This study has been conceived in order to address the following issues:

1. How to best design a survey that thoroughly captures the opinions of the student body regarding “classrooms of the future”?
2. How to reach out to and motivate students to answer the survey questions, an area that has historically proven difficult.

Significance of the Study

We believe that acquiring accurate insight into the opinions of the student body regarding classroom technology use, current classroom standards, and desired classroom improvements is an important building block in the process of designing classrooms that can provide the ideal conditions for high-level learning. These conditions include, but are not restricted to positive motivation, focused attention, flexibility, easy-to-use resources, and student well-being.

Methodology

As requested by our client, we designed our survey to accomplish two primary goals: to gauge student utilization of technology in the classroom and to understand student perception of the classroom experience at SSU and how students felt it could be improved.

There were also several secondary objectives that were more targeted. Specifically, we wanted to gauge the efficacy of Wi-Fi coverage in classrooms across campus, to determine if two proposed classroom technologies (Lecture Capture & Wireless Sharing) would be of interest to students, and to see how many students were aware of the prototype classrooms in Stevenson and to collect their feedback regarding the two classrooms.

Our client requested the development and utilization of a survey instrument for data collection. The instrument was developed by our team of students and validated in several meetings with Dr. Elias Lopez, Dr. Justin Lipp, and Mr. Sean Johnson. The instrument was created in Qualtrics.

Topics of Inquiry

1. Are students currently utilizing technology in the classroom? Why or why not?
 - Addressed via Survey Questions #2, #3, & #4. This topic is intended to gauge student interest in and problems with using personal technology within the classroom in order to help guide classroom design and policy.
2. What problems do students currently face in the classroom?

- Addressed via Survey Question #9. This topic is intended to illustrate where students feel the largest issues are regarding current classroom standards. We feel that understanding current problems will help in crafting better classroom solutions.
3. What do students feel should be the focus when updating classrooms?
 - Addressed via Survey Questions #7 & #8. This topic is intended to gather feedback regarding what students feel the priority should be when designing and improving classrooms.
 4. How comprehensive is the Wi-Fi coverage inside classrooms?
 - Addressed via Survey Questions #5 & #6. This topic is intended to take advantage of the student responses to gauge whether Wi-Fi coverage is an issue within SSU classrooms. This information can be informative as to whether improvements to Wi-Fi infrastructure will need to be part of classroom updates.
 5. Would students utilize new classroom technologies?
 - Addressed via Survey Question #10. This topic was introduced at the request of Dr. Justin Lipp, in order to gauge student interest in two proposed classroom technologies, Lecture Capture and Wireless Display.
 6. How many students are aware of Stevenson 1051 and 1052? What do they think of them?
 - Addressed via Survey Questions #11, #12, & #13. This topic is intended to gauge student awareness of and feedback regarding the prototype classrooms in Stevenson 1051 and 1052. We felt that this information would be relevant to the Office of Provost both in gauging the efficacy of any outreach the Office has conducted regarding the classrooms, as well as evaluating the value of the changes that the prototypes represent.

Sample and Data Collection

Our survey utilized a universal sample – the entire student body of Sonoma State, a population of 8,634 individuals.

Our data was collected via email distribution of the survey link to all currently enrolled students. They were reached through their @sonoma.edu email accounts and received a personalized invitation to take the survey using a link to the Qualtrics instrument from within the body of the email. We launched our initial distribution on April 8 and a reminder email was sent on April 14¹.

The survey was closed on Friday, April 26. Out of a total population of 8,634 recipients, 1,592 individual surveys were fully completed, for a response rate of 18.4%. Our sample size gives our survey a 3% margin of error with a confidence level of 99%. Additionally, responses were proportional across the individual schools within SSU², further increasing our confidence in the representative nature of our data and generalizability of the results.

¹ Email text included in the Annexes

² Representability of the sample by school included in the Annexes

Data Analysis

We conducted data analysis over the first week of May. Our methodology centered on utilizing Qualtrics' internal reporting tools to create representations of the data, which we then analyzed within the context of our Topics of Inquiry in order to generate conclusions. Additionally, several of our survey questions allowed for direct student responses via typed entry. We read all of these responses and incorporated them into the relevant conclusions.

Research Findings

1. Are students currently utilizing technology in the classroom? Why or why not?

Unsurprisingly, students indicated that laptops and smartphones were the primary technologies they utilized in a classroom setting. Students also showed a broad (73.26% vs 26.74%) preference for increasing their technology use in the classroom. However, what we found most interesting is that when asked what the largest barrier to classroom technology use was, a significant plurality (38.39%) of students responded that it was faculty limiting or prohibiting the use of technology in class. The second most (30.64%) commonly cited barrier was desk space, a theme that crops up repeatedly across this survey. Lack of Wi-Fi and lack of charging outlets were cited as the primary barrier by roughly 10% of students each, while the remaining 10% was comprised of a direct entry response. Many of these responses were simply a student selecting two of the prior options or indicating that they felt there were no barriers or that technology use was unnecessary.

2. What problems do students currently face in the classroom?

Three issues accounted for more than 70% of student responses. Chief among these, with 27.26% of students indicating it as the biggest problem with classrooms currently, was a lack of desk and table space. It was followed closely by 23.49% of students responding that they felt the biggest problem was that classrooms were simply dirty, rundown, messy, and felt old. Slightly further behind, 19.32% of students felt that uncomfortable seating arrangements was the biggest issue in classrooms today.

3. What do students feel should be the focus when updating classrooms?

In survey question 8, we provided students with eight aspects of the classroom experience and asked them to indicate how important they felt each was. All eight aspects received broad and roughly equivalent emphasis, with significant majorities of students indicating each as either very or extremely important. The eight aspects were:

- Size and visibility of whiteboards
- Size of screens and/or projectors
- Arrangement of tables/desks
- Size of desk/amount of table space per student
- Comfort of chairs/seating arrangements
- Availability of Wi-Fi
- Availability of charging ports for devices

- Ambient light (large windows, skylights, etc.)

We also asked students about their preferred seating arrangement in class. A large plurality (37.88%) indicated a preference for a mixed layout, with desks, tables, and soft seating options. This was significantly more support than any other option. In concert with the direct responses we received, we felt that this was an indication that students preferred a modular layout that could be easily reconfigured (important during group work) and that seated a wide variety of body types comfortably.

4. How comprehensive is the Wi-Fi coverage inside classrooms?

Roughly half (52.13%) of students indicated that they had experienced Wi-Fi coverage issues in the classrooms. The majority of issues were reported in Stevenson (17.83%), Darwin (14.54%), Ives (12.9%), and Salazar (10.37%) Halls. These responses came as a surprise to us, as none of us in the group had ever experienced Wi-Fi difficulties in any of those buildings, nor had we heard of any issues anecdotally. We felt that a potential contributor might be the Wi-Fi sign in process, which we felt was unintuitive.

5. Would students utilize new classroom technologies?

A significant majority of students indicated that they would utilize both Lecture Capture (86.69%) and Wireless Sharing/Display (87.99%) at least occasionally in class. The responses were weighted towards heavier usages, with the plurality of students (40.66% and 33.79% respectively) indicating they would use (or anticipated that faculty would use) these technologies every class.

6. How many students are aware of Stevenson 1051 and 1052? What do they think of them?

The vast majority (94.37%) of students had not heard of the two prototype classrooms. Of those that were aware, the direct responses indicated that most students were only aware of the classrooms due to having classes within those rooms. Sentiment about the classrooms was broadly positive, with students enjoying the table style desks, more spacious layout, highly visible white board, and the new technologies available in the classrooms. One negative that was brought up repeatedly by students was the inability of professors to utilize the new technology in the demonstration classrooms.

Conclusions, Discussion and Suggestions

Conclusions

1. A consistent issue that appeared across our survey data was faculty interaction with and policies towards technology. Students felt that faculty often had difficulty utilizing the existent technology in classrooms, an issue that appeared to be magnified in the prototype classrooms in Salazar. Students also felt that their own use of technology was most frequently limited by the class policies of individual faculty members. Anecdotally, our team has experienced these problems as well.
2. Students clearly indicated that classroom overcrowding was an issue, affecting both their ability to utilize technology and their learning. Students felt that many classrooms were overcrowded, with

desks or tables that offered insufficient space for note-taking or other activities. Additionally, students felt that classroom overcrowding and seating arrangements often made group work difficult. Students also gave consistent feedback that they felt SSU classrooms were surprisingly dirty and run-down. A theme that appeared several times in the direct responses was the contrast between the well-regarded common spaces (such as the Recreation Center or the Student Center) and the older classroom buildings, such as Stevenson Hall or Salazar Hall. Students felt that classrooms should be a priority.

3. Students felt that all eight of our suggested areas of focus for classroom improvement were important in terms of facilitating their learning. Anecdotally, our team felt that the Wine Business Center (which a majority of students have not utilized) was a good example of the types of classrooms that would meet student expectations going forward. Indeed, our team used the Wine Business Center as a reference when constructing the survey questions.
4. Students had mixed experiences regarding Wi-Fi availability in classrooms. In discussing this, our team felt that this may be reflective of the inconsistent nature of the Wi-Fi sign-in process. In our experience, coverage was adequate to good in every classroom we had used. However, there may be value in digging deeper into where students encountered issues, as our team has only utilized a minority of classrooms, primarily in Stevenson Hall, Salazar Hall, and the Wine Business Center.
5. It was clear to use that students favored the adoption of the two proposed classroom technologies, lecture capture and wireless sharing/display. Students overwhelmingly responded that they would utilize these technologies frequently.
6. Our team found that students were almost entirely unaware of the prototype classrooms in Salazar 1051 and 1052. In fact, the direct responses indicated that only students who had courses in those classrooms were aware of them. Of those who had utilized them, students were largely positive about the layout and technology available. However, the issue of faculty familiarity with technology was mentioned frequently in the direct responses and may indicate potential problems down the line if these classrooms are adopted as a standard.

Suggestions

1. We would recommend better support and training for faculty regarding the use of technology in classrooms. We feel that faculty often experience difficulty utilizing the current technology in classrooms and that the addition of new technology will only exacerbate the issue. Better faculty familiarity with the opportunities provided by technology will only serve to enhance student learning.
2. We would recommend consulting with faculty on the construction and implementation of a consistent policy regarding student use of technology in the classroom. Students experience inconsistency across different courses regarding student technology use. Some faculty allow technology use in class (i.e. taking notes on a laptop) and some do not. We recognize that the faculty are in a difficult position regarding student use of technology. We have all observed that a portion of students are not utilizing technology in good faith, rather as an opportunity to mentally check out of the classroom. However,

we feel that students are only going to become more reliant on technology as time progresses and that the inconsistency currently experienced by students is ultimately counterproductive to their learning.

3. We would recommend implementing the proposed technologies (lecture capture and wireless sharing) in classrooms at Sonoma State. The survey indicated broad support for and interest in these technologies from students. However, we would note that these technologies are reliant on faculty participation for them to be effective aids for students and would again stress the need for faculty to be trained and supported in their use.
4. We would recommend new classroom layouts, particularly in Stevenson Hall as it receives its renovations. Students had three main priorities: space (increased flat desk space as well as more space between seats), flexibility (particularly when it came to arranging seating for group work), and comfort (seating was the main focus here, although environmental factors such as light and temperature were mentioned). Anecdotally, our team has experienced these issues as well, with certain classrooms, such as Stevenson 3001 (which has a lecture-hall layout featuring tiered seating with integrated desks) being very uncomfortable (so much so that it is detrimental to learning), particularly for taller individuals. We feel that small or midsize-wheeled tables (seating 1-3 people) are ideal as desk solutions, as they offer space while also being easy to reconfigure.
5. We would recommend improving classroom cleanliness and replacing old fixtures and furniture as much as possible. Students expressed dismay at the state of many classrooms at SSU, both in the survey and in our anecdotal experience. We have particularly noticed this issue in Stevenson Hall and Salazar Hall. Often times classroom floors are so dirty you can feel your shoes scuffing over the dirt and particulate matter on the floor. Several of the direct responses mentioned their surprise at the state of SSU classrooms when they arrived on campus. We feel that this reflects poorly on the university.
6. We feel that our experience with administering this survey could provide some benefit to the school regarding how other surveys are administered. In particular, we feel that couching the survey as an opportunity for the students to express their voice, and emphasizing that it was “for students, by students”, was a very successful way to communicate the importance of the survey to students.
7. We also recognize the difficulty in balancing increasing the space available per student (thereby reducing headcount per classroom) with the sheer volume of students and the necessity for larger classes to meet demand. While it is outside the scope of this report, we strongly encourage Sonoma State to investigate any and all solutions to this issue as we feel it is at the root of many of the problems brought up within this report.

Limitations

There were several limitations that we experienced during the creation and implementation of this study. First, our results are limited by utilizing a survey instrument as our data collection strategy. While the survey data is useful and representative, it is not as detailed or nuanced as data generated from

other forms of collection, such as live interviews. Our survey was also limited by the short time frame we had in which to design the survey, administer the survey, and analyze the resultant data. This time limitation reduced the scope of the research that could be done over the course of the study. Finally, our survey contained a written error, where Survey Question #11 erroneously listed the prototype classrooms as Salazar 1051 and 1052, rather than Stevenson 1051 and 1052. While this error does limit some of the generalizability of the data collected from this question and its subordinate questions (#12 & #13), our analysis of the direct student responses to Survey Question #13 indicates that many students simply assumed the question was referencing Stevenson 1051 and 1052.

Status of Classroom Technology Upgrades

Contributors:

Justin Lipp

Moe Llanes

Ivonne Mejia Berzunza

Classroom Technology Upgrade Overview

Since 2018, the classroom technology team within the Center for Teaching & Educational Technology (CTET) has worked at developing standards for classroom technology and instructor furniture, in close collaboration with the Academic Technology & Instructional Spaces Subcommittee (ATISS) of the SSU Academic Senate (see Academic Senate ATISS Technology Standards section in this document for more information). In short, these standards were developed through empirical investigation of contemporary classroom environments at sister CSU and UC campuses, discussions with vendors in industry, and a robust faculty engagement at SSU with a series of surveys and focus group discussions.

Pre-Project Situation:

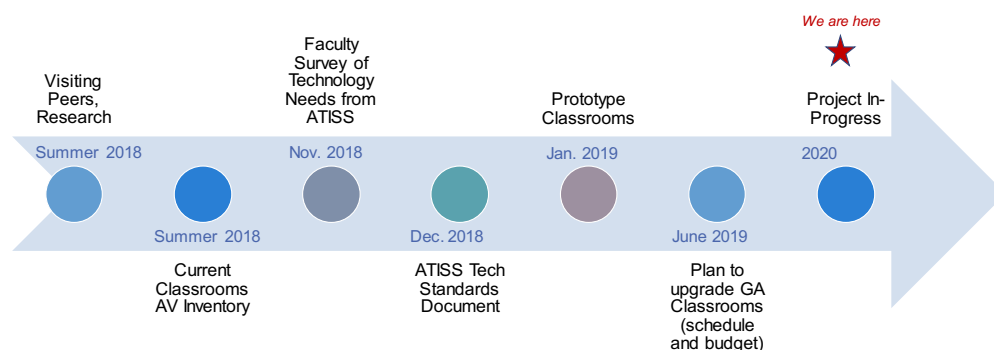
- Dozens of instructional spaces include obsolete technology and infrastructure (~15 years old).
- Potential for inoperability and inability to repair due to obsolescence.
- Multiple generations of technology create complexity for support and maintenance.

Project Goal:

- Refresh existing equipment, technology, and instructor furniture to current SSU standards for the identified list of around 50 of the general assignment classrooms throughout a five-year plan from 2019-2023.

Project Benefits:

- Ability to display signals from a variety of modern computers and devices.
- Increase reliability and scalability as new technology arises.
- New furniture will be universally accessible and will meet modern Americans with Disabilities Act (ADA) requirements.



Classroom Technology Upgrade Standards

In January of 2019, our team deployed two prototype rooms (Salazar 1051 and 1052). One with a full technology complement (1052) and the other built around the “light weight” model (1051). Feedback on these spaces was collected from faculty and students in Spring 2019, and used to finalize the functional standards for the remaining rooms on campus as part of the project.

The new A/V standards were designed with an eye toward solving several critical issues, including:

- Support for modern video standards
- Increased system reliability
- Consistency of design in classroom capabilities
- Maintaining similarity in faculty user interface across spaces



The full technology classroom includes all A/V controls centralized in a single instructor teaching station, which itself is height adjustable to increase ADA compliance for a variety of faculty body types. This also goes toward addressing a faculty-raised concern where they previously would have to move among multiple locations in the room in order to operate the A/V system.

The A/V standards employed include two general types: a system built around the lightweight ethos, emphasizing wireless display and flexibility in classroom usage (all A/V components are typically housed in the ceiling to preserve space in small rooms) and a more traditional full-technology classroom setup built around a dedicated instructor station. There are two variations of the full-technology room setup. In certain spaces we were unable to accommodate the previously pictured instructor table due to specific needs in the room (e.g., science instruction in Darwin), so in some cases, rooms received technology-only upgrades leaving existing furniture and fixtures. The table below outlines room capabilities in all spaces.

Equipment	BYOD *Bring your own device	Full Technology and Existing Furniture	Full Technology and New Furniture
Laser Projector	X	X	X
Wireless Display	X	X	X
Digital A/V (1080P)	X	X	X
Instructor Computer	X	X	X
Blu-Ray Player		X	X
Document Camera		-	X
Voice Amplification		X	X
Hardware Enclosure	Ceiling Mounted	Existing wall racks	Contained in Instructor Station
Teaching Furniture	Mobile w/ Power Supply	Existing furniture	Height Adjustable Teaching Podium

* Bring your own is the lightweight standard.

Progress to Date

In 2019-2020, we successfully completed technology upgrades to 44 classrooms across campus. Our coordination with the Stevenson Hall project has been a bright spot in this effort, in that Stevenson rooms have adopted the 2019 Academic Technology & Instructional Spaces Subcommittee (ATISS) recommendations for classroom technology standards as a baseline for all classrooms going into the new building. In addition to the two prototype rooms in Salazar Hall, 17 more rooms have been completed as Phase 1 of the Provost's \$3 million initiative to improve general assignment classroom conditions. These 17 rooms are located throughout campus including in Salazar, Darwin, Carson, and Nicholls. Further, an additional 27 rooms associated with the Stevenson Surge Project were upgraded in Salazar (Tech High), Schulz Information Center, Zinfandel, the Modulars and Cooperage; though many of these have yet to be utilized following the COVID outbreak.

The full list of rooms completed thus far are contained in the two tables below.

Provost Funded Refresh

	All-in-one Computer (Zoom and Yuja)	Micro Form Factor Computer	Laptop Cable with Adapters	Wireless Laptop Capability	Document Camera	Blu-Ray Player	Wireless Microphone
Art 102	X		X	X	X	X	X
Art 108	X		X	X	X	X	X
Carson 20	X		X	X	X	X	X
Carson 68	X		X	X	X	X	X
Darwin 29	X		X	X	X	X	X
Darwin 30	X		X	X	X	X	X
Darwin 31	X		X	X	X	X	X
Darwin 35	X		X	X	X	X	X
Darwin 37	X		X	X	X	X	X
Darwin 38	X		X	X	X	X	X
Darwin 102	X		X	X	X	X	X
Darwin 103	X		X	X	X	X	X
Darwin 107	X		X	X	X	X	X
Nichols 173	X		X	X	X	X	X
Salazar 1051		X	X	X			
Salazar 1052	X		X	X	X	X	X
Salazar 2022	X		X	X	X	X	X
Salazar 2023	X		X	X	X	X	X
Salazar 2024	X		X	X	X	X	X

*Micro Form Factor Computer is a PC only; All-in-One PC includes Webcam/Mic for Video Streaming/Capture

Surge Funded Refresh

	All-in-one Computer (Zoom and Yuja)	Micro Form Factor Computer	Laptop Cable with Adapters	Wireless Laptop Capability	Document Camera	Blu-Ray Player	Wireless Microphone
Cooperage 1	X		X	X		X	X
Cooperage 2	X		X	X		X	X
Cooperage 3	X		X	X	X	X	X
Salazar 1016	X		X	X	X	X	X
Modular 1001A		X	X				
Modular 1001B		X	X				
Modular 1002A		X	X				
Modular 1002B		X	X				
Salazar 1018B	X		X	X	X	X	X
Salazar 1026	X		X	X	X	X	X
Salazar 1027	X		X	X	X	X	X
Salazar 1029	X		X	X	X	X	X
Salazar 1030	X		X	X	X	X	X
Salazar 1031		X	X	X			
Salazar 1032		X	X	X			
Salazar 1033		X	X	X			
Salazar 1034		X	X	X			
Salazar 1035		X	X	X			
Salazar 2012	X		X	X		X	X
Schulz 3001	X		X	X	X	X	X
Schulz 3003	X		X	X	X	X	X
Zinfandel 1000B	X		X	X	X	X	X

We are trying to rush upgrades of the remaining 24 campus rooms slated to be upgraded. In Phase 2 2020-21, originally upgrades were planned only for 11 rooms in GMC, International Hall, and Salazar. Work on GMC rooms has begun as of September, as certain work necessary to complete the project was already completed in a previous year, and the remaining nine rooms are on track for construction beginning in October pending final administrative approvals (e.g., access to the spaces in-line with campus expectations for COVID-related cleaning and isolation procedures). Our Phase 3 rooms are reduced to 13 (from an original list of 18) due to room reassignments and/or elimination of certain spaces deemed to be infeasible to upgrade (Carson 44D, Carson 10, Schulz 1014, Salazar 2009A, Chalk Hill). That said, we are unsure whether these rooms will be able to proceed in 2020-21 as we are already somewhat behind schedule and scoping work for the Phase 3 is at the earliest stages, with the architect firm not yet under contract to create these plans, and permit approvals have been delayed for Phase 2 due to COVID-related slowdowns with the State Fire Marshall.

To hedge, we are attempting to buy all necessary hardware to complete Phases 2 and 3 of the project and have it available for when we are able to proceed with permits, even if permits are not available in time sufficient for us to complete the work in the current fiscal year (2020-21). Our hope is to move-up the timeline for construction for Phase 3 to get it underway before Summer 2021 in order to have funds for these rooms encumbered prior to fiscal close. We anticipate also staying under the \$1 million allocation for hardware by as much as \$200,000-250,000, leaving funds available for potential repurposing.

We have not included upgrades to two peculiar spaces, Warren Hall (Ives 101) and PE 33, due to the needs of these spaces, which at this point are collectively grouped as Phase 4. Warren Hall has significant challenges, and the room is extremely worn and in poor condition. This will require significant resourcing to address and standardize with what is forthcoming in the large L4 and L5 classrooms in the remodeled Stevenson Hall. If possible, we would like to request reserving projected unspent funds to support a full remodel of Ives 101 in line with Stevenson standards. Additionally, PE 33 currently contains a first-generation active learning setup, with obsolete, unsupportable technology that simply does not fit dimensionally in the space. PE 33 would be better served as a light weight technology room, placing its cost at under \$20,000 to retrofit, but this room has been claimed in large part by the Kinesiology Department despite being listed as a GE classroom, so this situation would need to be clarified prior to proceeding.

Finally, anticipated budget cuts in academic technology (department 3103) create significant risk due to being dependent on a single staffer student assistant budget line, which is to shrink in the next 3 years. With a single staff coordinator responsible and no permanent budget for classroom maintenance and refresh to support an increasing number of technology-enabled classrooms, we have limited ability to support campus instructional spaces. This is offset in the short-term by the purchase and deployment of new hardware for the General Assignment Refresh project, harvesting of salvage equipment from Stevenson, and ingenuity from the staff to extend the life of existing equipment, but this does not provide for back-up, cross-training, or succession planning for this critical campus function. For 2020-21, we do

not propose to address this issue, as rooms are being under-utilized, reducing support needs. However, as new classrooms continue to come online with Stevenson, we will be adding nearly 50 technology-enhanced classrooms vs 2018 pre-project baseline without increasing the support budget one penny, and in fact significantly reducing it.

GA Classroom Refresh project's web page: <http://ctet.sonoma.edu/ga-classroom-refresh>

For any questions in regards to the GA Classroom Refresh project, please email ctet@sonoma.edu

Overall Project: Timeline & Budget

Key Phases	Status	Start	End	# of Rooms	Technology Complete %
Overall Project	In-Progress	5/1/2018	12/1/2023	48	45%
Prototype	Complete	5/1/2018	1/8/2019	2	100%
Phase 1	Complete	9/26/2019	8/1/2020	17	100%
Phase 2	In-Progress	9/28/2020	08/01/2021	11	10%
Phase 3	Not Started	TBD	08/01/2022	13	N/A
Phase 4	Planned	TBD	TBD	2	N/A

Budget Dashboard (October 2020)

General Assignment Classroom Refresh Project Executive Dashboard

05/2018 12/2023

Start Finish

44%

Completion %
(Technology)



Project Health

\$485,787 16%

Overall Spent
Technology + Furniture

\$420,758

Actuals Technology

\$0

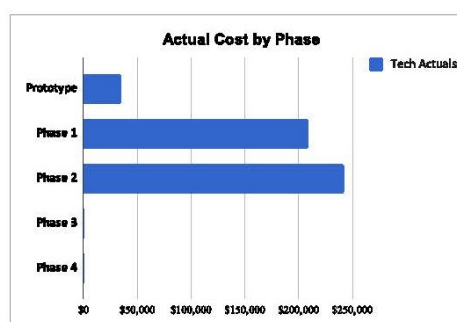
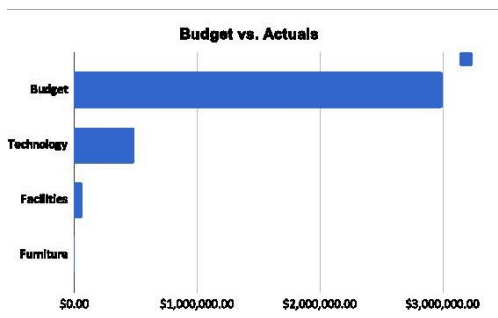
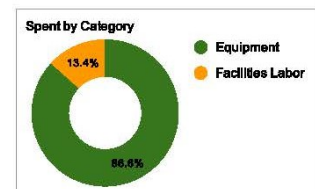
Actuals Furniture

\$65,029

Actuals Facilities Labor

Actuals Status			
Overall	Spent by Item		
Total Budgeted	\$3,000,000	Technology Spend	\$485,787
			16%
Total Spend	\$485,787	Furniture Spent	\$0
	16%		0%
Variance	\$2,514,213		
	84%		

Completion Status		Technology	Furniture
Phase	# Rooms	% Complete	% Complete
Prototype	2	100%	0%
Phase 1	17	100%	0%
Phase 2	11	0%	0%
Phase 3	13	0%	0%
Total	43	44%	0%



Key Resources

[Project Charter](#)

[Status by room](#)

Key Contacts:

Executive Sponsor: Elias Lopez

Technology Advisor: Lee Krichmar

Project Lead: Justin Lipp

Executive Liaison and Furniture Lead: Mike Ogg

Technical Lead: Moe Llanes

Technical Lead Assistant: Timothy Hensel

Facilities Lead: Kat Marian

Project Coordination: Ivonne Mejia

Communications Support: Ash Klein

Standardizing Classroom Scheduling

(Endorsed by Academic Senate, December 12, 2019)

Contributors APARC 2019-2020:

*Sean Place (Chair), Megan McIntyre, Puspa Amri, Elita Amini Virmani, Laura Krier, Rheyana Laney, Emily Acosta Lewis, Emily Twisselmann, Karen Moranski, Elias Lopez, Laura Lupei
With analytical support from Vivi Yang, Sean Johnson, and Dennis Goss*

Summary

For a year now, APARC has been working on creating a framework, in partnership with the administration, that will lead to better course planning and better meet student demand. Discussions on meeting patterns or modules began in Fall 2018 and by late Spring 2019 APARC asked the Office of the Provost to solicit further feedback from Deans and Department Chairs. Feedback from some of the Deans and/or Department Chair meetings included:

- Continue to offer a “Once a week” meeting pattern; this is popular in some disciplines.
- Have “Noon Hour” for School/Dept/Student Club meetings.
- Have flexible class starting time in the evening. Ex: Sci and Tech lecturer series starts at 4 pm.
- Key GE/Major classes need to be identified and can’t have conflicts. Ex: BIO and CHEM major classes. ENGL and MATH freshmen learning community classes.
- Faculty are open to offering classes on Saturday if facility and IT support is available.

Having reviewed the recommendations of Deans and Department Chairs, APARC worked with the Office of the Provost to build a set of standardized class modules. The new framework standardizes class starting times without compromising faculty flexibility to choose course modules that suit their pedagogy. Below is a discussion of the issues with the existing modules and a representation of the proposed new modules.

Impact to Faculty

The modules have been designed to have minimal impact to faculty in terms of pedagogy, course enrollment targets, and course meeting patterns. Keeping with current practice, departments retain the ability to select course meeting times that meet the needs of the academic programs and faculty. Scheduling modules may shift slightly to the top of the hour or half-hour to accommodate additional teaching times and to maximize scheduling efficiency.

The new modules have been designed so that they are simple for departments and schedulers to use. To choose a module, department chairs and schedulers will select the units for the course, then the meeting pattern (e.g., MW or TH or MWF, or T), then preferred times. The information for the course is submitted to PeopleSoft to be run through scheduling software. This is the first step in meeting APARC’s request for new scheduling software. The simplified process will allow us to transition to new software once it is selected.

One of the key benefits to the revised modules is that they allow students and faculty to have at least 10 minutes between classes to facilitate timely class starts.

During the process, APARC received feedback about the desirability of having a noon hour available for faculty and student meetings. The modules presented allow for noon hour meetings two days a week, which enable those meetings to occur without compromising classroom scheduling during the Stevenson remodel and afterward. For the other available noontime slots, scheduling of courses, Monday thru Thursday, are restricted to 1-unit once a week courses such as seminar and lecture series.

The revised modules retain flexibility for course scheduling after 4:00pm. Faculty will be able to exercise more freedom to schedule classes at times other than on the hour in the evenings. Fridays will allow flexible starting times on the hour for 4-unit courses to accommodate an 8am or 9am starting time

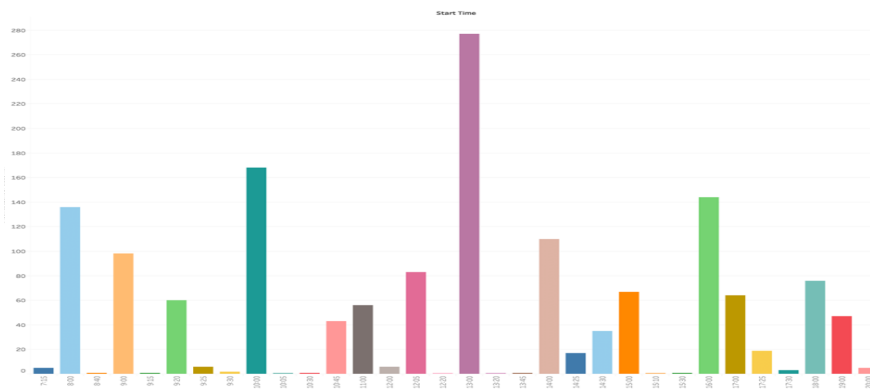
To meet requests for large classrooms to be more readily available, the module proposal prioritizes 2-, 3-, and 4-unit courses for scheduling purposes, but retains flexibility to allow 1-unit courses to fill in scheduling gaps in a variety of classrooms.

Issues with Existing Modules

There are several issues with our current modules.

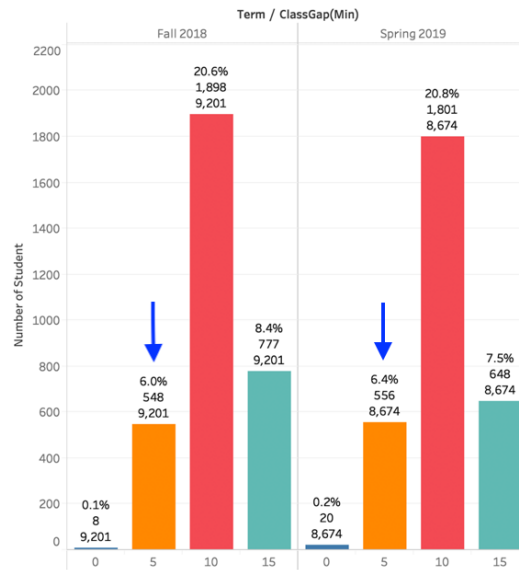
Uneven Distribution of Course Offerings

The lack of course planning leads to courses offered unevenly throughout the day. Popular class starting times are 0800, 1000, 1300, and 1600.



Some Students Do Not Have Enough Time between Courses

Another issue with our current modules is that many students only have five or fewer minutes passing time between at least two of their classes. In Fall 2018 there were 548 out of 9,201 enrolled students (6.0%) who had little or no passing time and in Spring 2019, 556 out of 8,674 enrolled students (6.4%).



Current Modules: Inefficient Use of Classrooms Resulting in Shortage of Space

Sometimes faculty feel that we have a shortage of classrooms at SSU. In reality, there is still ample capacity but the current modules lead to inefficient use of space. Here is an example of STEV1002 in Spring 2019.

STEV 1002	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0900	PSY 250: 0800-0915		PSY 250: 0800-0915		
0900-1000	GEOL 110: 0920-1035	GEP 206: 0920-1035	GEOL 110: 0920-1035	GEP 206: 0920-1035	PSY 250: 0900-1140 (3 units)
1000-1100	GEOL 110: 1045-1200	GEP 206: 1045-1200	GEOL 110: 1045-1200	GEP 206: 1045-1200	
1100-1200		AMCS 301: 1205-1255		AMCS 301: 1205-1255	
1200-1300					
1300-1400	PSY 302: 1300-1540 (3 units)				PSY 302: 1300-1540 (3 units)
1400-1500					
1500-1600			PSY 325: 1400-1740 (4 units)		
1600-1700		GEP 203: 1600-1715		GEP 203: 1600-1715	
1700-1800		GEP 203: 1725-1840		GEP 203: 1725-1840	
1800-1900					
1900-2000	PSY 250: 1900-2140 (3 units)				
2000-2100					Room Cap: 128
2100-2200					13 classes scheduled 66% Time Filled (8am to 6pm)

If, for example, PSY 325 were scheduled at a regular 1:00pm start time, Stevenson 1002 could accommodate one more class between 4:00pm and 7:00pm.

Proposed New Modules

After a year of analysis and consultation with Deans and Department Chairs, below are the criteria and process for the new modules.

Criteria for the Design of the New Modules

- Enable students to take classes they need in an efficient fashion.
- Allow for a minimum of 10 minutes passing time between classes.
- Promote consistent starting times, i.e., 9am, 10am, 11am, etc.
- Incorporate Friday class times.
- Schedule in time that faculty will be free for School/Dept committee meetings.
- Encourage planning of course offerings a year in advance
- Contribute to efficient use of classrooms with the goal of 70-80% time utilization Monday through Friday 8am to 6pm. Currently SSU is at 52% time utilization.
- Continue to maximize seat utilization of 70-80% in the classrooms. SSU is currently at 72%.
- Although multiple-day meeting patterns (MWF, MW, TR) are encouraged, one-day meeting patterns are still allowed. But to ensure efficient use of classrooms, single-day (once a week) course offerings **before** 4:00 pm will need to be paired with a class of similar size on the other day of the week. Ex: *Monday pairs with Wednesday and Tuesday pairs with Thursday. Faculty do not have to worry about pairing since the pairing will be done centrally.*
- Single-day (once a week) course offerings **after** 4:00 pm Mon – Thur., or on Fridays, do not require pairing and could have flexible starting time on the hour. Ex: Class starts at 5:00 pm, 6:00 pm, 7:00 pm, etc. Fridays will allow flexible starting times on the hour for 4-unit courses to accommodate an 8am or 9am starting time
- For non-centrally allocated space (classrooms, labs, and conference rooms), Schools have meeting time flexibility, however Schools are encouraged to start classes on the hour.

NEW STANDARDIZED MODULES

The new modules have been designed so that they are simple to use and below are step-by-step instructions for faculty/department chairs to generate draft schedule.

1. Select "Unit".
2. Then select and click on your "Meeting Pattern".
3. Go to scheduling calendar view.

Unit	Meeting Pattern	Class Length / Each Session
1 Unit	Once a week	50 minutes
2 Units	Twice a week	50 minutes
	Once a week	110 minutes (including 10 mins break)
3 Units	Three times a week	50 minutes
	Twice a week	75 minutes
	Once a week	160 minutes (including 10 mins break)
4 Units	Twice a week	110 minutes (including 10 mins break)
	Once a week	220 minutes (including 20 mins break)

Below are the sets of standardized modules for 1-, 2-, 3-, and 4-unit courses.

1 Unit: Once a Week

1 UNIT	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	* 0800-0850	* 0800-0850	* 0800-0850	* 0800-0850	0800-0850
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
9:00 AM	* 0900-0950	* 0900-0950	* 0900-0950	* 0900-0950	0900-0950
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
10:00 AM	* 1000-1050	* 1000-1050	* 1000-1050	* 1000-1050	1000-1050
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
11:00 AM	* 1100-1150	* 1100-1150	* 1100-1150	* 1100-1150	1100-1150
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
12:00 PM	* 1200-1250	Committee Meetings	* 1200-1250	Committee Meetings	* 1200-1250
:15	M		W		F
:30	(1 unit)		(1 unit)		(1 unit)
:45					
1:00 PM	* 1300-1350	* 1300-1350	* 1300-1350	* 1300-1350	1300-1350
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
2:00 PM	* 1400-1450	* 1400-1450	* 1400-1450	* 1400-1450	1400-1450
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
3:00 PM	* 1500-1550	* 1500-1550	* 1500-1550	* 1500-1550	1500-1550
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
4:00 PM	1600-1650	1600-1650	1600-1650	1600-1650	1600-1650
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
5:00 PM	1700-1750	1700-1750	1700-1750	1700-1750	1700-1750
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
6:00 PM	1800-1850	1800-1850	1800-1850	1800-1850	1800-1850
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					
7:00 PM	1900-1950	1900-1950	1900-1950	1900-1950	1900-1950
:15	M	T	W	R	F
:30	(1 unit)	(1 unit)	(1 unit)	(1 unit)	(1 unit)
:45					

2 Units: Twice a Week

2 UNITS	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	0800-0850	0800-0850	0800-0850	0800-0850	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
9:00 AM	0900-0950	0900-0950	0900-0950	0900-0950	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
10:00 AM	1000-1050	1000-1050	1000-1050	1000-1050	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
11:00 AM	1100-1150	1100-1150	1100-1150	1100-1150	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
12:00 PM	School/Dept/Committee Meetings, Campus Activities				
:15					
:30					
:45					
1:00 PM	1300-1350	1300-1350	1300-1350	1300-1350	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
2:00 PM	1400-1450	1400-1450	1400-1450	1400-1450	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
3:00 PM	1500-1550	1500-1550	1500-1550	1500-1550	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
4:00 PM	1600-1650	1600-1650	1600-1650	1600-1650	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
5:00 PM	1700-1750	1700-1750	1700-1750	1700-1750	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
6:00 PM	1800-1850	1800-1850	1800-1850	1800-1850	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
7:00 PM	1900-1950	1900-1950	1900-1950	1900-1950	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
8:00 PM	2000-2050	2000-2050	2000-2050	2000-2050	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					
9:00 PM	2100-2150	2100-2150	2100-2150	2100-2150	
:15	MW	TR	MW	TR	
:30	(2 units)	(2 units)	(2 units)	(2 units)	
:45					

2 Units: Once a Week

2 UNITS	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
:15					
:30	*0800-0950	*0800-0950	*0800-0950	*0800-0950	0800-0950
:45	M	T	W	R	F
9:00 AM	(2 units)	(2 units)	(2 units)	(2 units)	(2 units)
:15					
:30					
:45					
10:00 AM					
:15					
:30	*1000-1150	*1000-1150	*1000-1150	*1000-1150	1000-1150
:45	M	T	W	R	F
11:00 AM	(2 units)	(2 units)	(2 units)	(2 units)	(2 units)
:15					
:30					
:45					
12:00 PM	School/Dept/Committee Meetings, Campus Activities				
:15					
:30					
:45					
1:00 PM					
:15					
:30	*1300-1450	*1300-1450	*1300-1450	*1300-1450	1300-1450
:45	M	T	W	R	F
2:00 PM	(2 units)	(2 units)	(2 units)	(2 units)	(2 units)
:15					
:30					
:45					
3:00 PM					
:15					
:30	*1500-1650	*1500-1650	*1500-1650	*1500-1650	1500-1650
:45	M	T	W	R	F
4:00 PM	(2 units)	(2 units)	(2 units)	(2 units)	(2 units)
:15					
:30					
:45					
5:00 PM					
:15					
:30	# 1700-1850	# 1700-1850	# 1700-1850	# 1700-1850	# 1700-1850
:45	M	T	W	R	F
6:00 PM	(2 units)	(2 units)	(2 units)	(2 units)	(2 units)
:15					
:30					
:45					
7:00 PM					
:15					
:30	# 1900-2050	# 1900-2050	# 1900-2050	# 1900-2050	# 1900-2050
:45	M	T	W	R	F
8:00 PM	(2 units)	(2 units)	(2 units)	(2 units)	(2 units)
:15					
:30					
:45					

Flexible class starting time.

3 Units: Three Times a Week

3 UNITS	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	0800-0850		0800-0850		0800-0850
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
9:00 AM	0900-0950		0900-0950		0900-0950
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
10:00 AM	1000-1050		1000-1050		1000-1050
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
11:00 AM	1100-1150		1100-1150		1100-1150
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
12:00 PM	School/Dept/Committee Meetings, Campus Activities				
:15					
:30					
:45					
1:00 PM	1300-1350		1300-1350		1300-1350
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
2:00 PM	1400-1450		1400-1450		1400-1450
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
3:00 PM	1500-1550		1500-1550		1500-1550
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
4:00 PM	1600-1650		1600-1650		1600-1650
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
5:00 PM	1700-1750		1700-1750		1700-1750
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
6:00 PM	1800-1850		1800-1850		1800-1850
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
7:00 PM	1900-1950		1900-1950		1900-1950
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					
8:00 PM	2000-2050		2000-2050		2000-2050
:15	MWF		MWF		MWF
:30	(3 units)		(3 units)		(3 units)
:45					

3 Units: Twice a Week

3 UNITS	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	0800-0915	0800-0915	0800-0915	0800-0915	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
9:00 AM	0930-1045	0930-1045	0930-1045	0930-1045	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
10:00 AM	1100-1215	1100-1215	1100-1215	1100-1215	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
11:00 AM	School/Dept/Committee Meetings, Campus Activities				
12:00 PM	1300-1415	1300-1415	1300-1415	1300-1415	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
1:00 PM	1430-1545	1430-1545	1430-1545	1430-1545	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
2:00 PM	1600-1715	1600-1715	1600-1715	1600-1715	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
3:00 PM	1730-1845	1730-1845	1730-1845	1730-1845	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
4:00 PM	1900-2015	1900-2015	1900-2015	1900-2015	
:15	MW	TR	MW	TR	
:30	(3 units)	(3 units)	(3 units)	(3 units)	
:45					
5:00 PM					
:15					
:30					
:45					
6:00 PM					
:15					
:30					
:45					
7:00 PM					
:15					
:30					
:45					
8:00 PM					
:15					
:30					
:45					

P

3 Units: Once a Week

3 UNITS	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
:15					
:30					
:45					
9:00 AM	0800-1040	0800-1040	0800-1040	0800-1040	0800-1040
:15	or	or	or	or	or
:30	0900-1140	0900-1140	0900-1140	0900-1140	0900-1140
:45	M	T	W	R	F
10:00 AM	(3 units)	(3 units)	(3 units)	(3 units)	(3 units)
:15					
:30					
:45					
11:00 AM	School/Dept/Committee Meetings, Campus Activities				
:15					
:30					
:45					
12:00 PM					
:15					
:30					
:45					
1:00 PM					
:15					
:30					
:45					
2:00 PM	* 1300-1540	* 1300-1540	* 1300-1540	* 1300-1540	1300-1540
:15	M	T	W	R	F
:30	(3 units)	(3 units)	(3 units)	(3 units)	(3 units)
:45					
3:00 PM					
:15					
:30					
:45					
4:00 PM					
:15					
:30					
:45					
5:00 PM	# 1600-1840	# 1600-1840	# 1600-1840	# 1600-1840	# 1600-1840
:15	M	T	W	R	F
:30	(3 units)	(3 units)	(3 units)	(3 units)	(3 units)
:45					
6:00 PM					
:15					
:30					
:45					
7:00 PM					
:15					
:30					
:45					
8:00 PM	# 1900-2140	# 1900-2140	# 1900-2140	# 1900-2140	# 1900-2140
:15	M	T	W	R	F
:30	(3 units)	(3 units)	(3 units)	(3 units)	(3 units)
:45					
9:00 PM					
:15					
:30					
:45					

Flexible class starting time.

4 Units: Twice a Week

4 UNITS	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
:15					
:30					
:45					
9:00 AM	0800-0950	0800-0950	0800-0950	0800-0950	
:15	MW	TR	MW	TR	
:30	(4 units)	(4 units)	(4 units)	(4 units)	
:45					
10:00 AM					
:15					
:30					
:45					
11:00 AM	1000-1150	1000-1150	1000-1150	1000-1150	
:15	MW	TR	MW	TR	
:30	(4 units)	(4 units)	(4 units)	(4 units)	
:45					
1200-1300	School/Dept/Committee Meetings, Campus Activities				
1:00 PM					
:15					
:30					
:45					
2:00 PM	1300-1450	1300-1450	1300-1450	1300-1450	
:15	MW	TR	MW	TR	
:30	(4 units)	(4 units)	(4 units)	(4 units)	
:45					
3:00 PM					
:15					
:30					
:45					
4:00 PM	1500-1650	1500-1650	1500-1650	1500-1650	
:15	MW	TR	MW	TR	
:30	(4 units)	(4 units)	(4 units)	(4 units)	
:45					
5:00 PM					
:15					
:30					
:45					
6:00 PM	1700-1850	1700-1850	1700-1850	1700-1850	
:15	MW	TR	MW	TR	
:30	(4 units)	(4 units)	(4 units)	(4 units)	
:45					
7:00 PM					
:15					
:30					
:45					
8:00 PM	1900-2050	1900-2050	1900-2050	1900-2050	
:15	MW	TR	MW	TR	
:30	(4 units)	(4 units)	(4 units)	(4 units)	
:45					

4 Units: Once a Week

4 UNITS	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM					
:15					
:30					
:45					
9:00 AM					
:15					
:30	* 0800-1140	* 0800-1140	* 0800-1140	* 0800-1140	Flexible
:45	M	T	W	R	0800-1140
10:00 AM	(4 units)	(4 units)	(4 units)	(4 units)	or
:15					0900-1240
:30					F
:45					(4 units)
11:00 AM					
:15					
:30					
:45	School/Dept/Committee Meetings, Campus Activities				
1200-1300	School/Dept/Committee Meetings, Campus Activities				
1:00 PM					
:15					
:30					
:45					
2:00 PM					
:15					
:30					
:45					
3:00 PM	* 1300-1640	* 1300-1640	* 1300-1640	* 1300-1640	1300-1640
:15	M	T	W	R	F
:30	(4 units)	(4 units)	(4 units)	(4 units)	(4 units)
:45					
4:00 PM					
:15					
:30					
:45					
5:00 PM					
:15					
:30					
:45					
6:00 PM					
:15					
:30	# 1700-2040	# 1700-2040	# 1700-2040	# 1700-2040	# 1700-2040
:45	M	T	W	R	F
7:00 PM	(4 units)	(4 units)	(4 units)	(4 units)	(4 units)
:15					
:30					
:45					
8:00 PM					
:15					
:30					
:45					

Flexible class starting time.

Appendix: Existing Modules

Current 165 approved modules (excluding 2-unit modules)

Units	Days	Times	Units	Days	Times	Units	Days	Times	Units	Days	Times
4	MW	8-9:50A	4	MWF	7:40-8:50A	3	MW	8-9:15A	1	M	8-8:50A
4	MW	10-11:50A	4	MWF	12:40-1:50P	3	MW	9:20-10:35A	1	T	8-8:50A
4	MW	12:05-1:55P	4	MWF	8-9:10A	3	MW	10:45-12P	1	W	8-8:50A
4	MW	2-3:50P	4	MWF	9:20-10:30A	3	MW	1-2:15P	1	TH	8-8:50A
4	MW	4-5:50P	4	MWF	10:40-11:50A	3	MW	2:30-3:45P	1	F	8-8:50A
4	MW	6-7:50P	4	MWF	12:05-1:15P	3	MW	4-5:15P	1	M	9-9:50A
4	MW	8-9:50P	4	MWF	1:20-2:30P	3	MW	5:25-6:40P	1	T	9-9:50A
4	MF	8-9:50A	4	MWF	2:40-3:50P	3	TTH	8-9:15A	1	W	9-9:50A
4	MF	10-11:50A	4	MWF	4-5:10P	3	TTH	9:20-10:35A	1	TH	9-9:50A
4	MF	12:05-1:55P	4	MTWH	8-8:50A	3	TTH	10:45A-12P	1	F	9-9:50A
4	MF	2-3:50P	4	MTWH	9-9:50A	3	TTH	1-2:15P	1	M	10-10:50A
4	MF	4-5:50P	4	MTWH	10-10:50A	3	TTH	2:30-3:45P	1	T	10-10:50A
4	MF	6-7:50P	4	MTWH	11-11:50A	3	TTH	4-5:15P	1	W	10-10:50A
4	MF	8-9:50P	4	MTWH	1-1:50P	3	TTH	5:25-6:40P	1	TH	10-10:50A
4	TTH	8-9:50A	4	MTWH	2-2:50P	3	MWF	8-8:50A	1	F	10-10:50A
4	TTH	10-11:50A	4	MTWH	3-3:50P	3	MWF	9-9:50A	1	M	11-11:50A
4	TTH	1-2:50P	4	MTWH	4-4:50P	3	MWF	10-10:50A	1	T	11-11:50A
4	TTH	3-4:50P	4	MTWF	8-8:50A	3	MWF	11-11:50A	1	W	11-11:50A
4	TTH	5-6:50P	4	MTWF	9-9:50A	3	MWF	12:05-12:55P	1	TH	11-11:50A
4	TTH	7-8:50P	4	MTWF	10-10:50A	3	MWF	1-1:50P	1	F	11-11:50A
4	M	8-11:40A	4	MTWF	11-11:50A	3	MWF	2-2:50P	1	M	1-1:50P
4	T	8-11:40A	4	MTWF	1-1:50P	3	MWF	3-3:50P	1	T	1-1:50P
4	W	8-11:40A	4	MTWF	2-2:50P	3	MWF	4-4:50P	1	W	1-1:50P
4	TH	8-11:40A	4	MTWF	3-3:50P	3	MWF	5-5:50P	1	TH	1-1:50P
4	F	8-11:40A	4	MTWF	4-4:50P	3	MWF	6-6:50P	1	F	1-1:50P
4	F	9A-12:40P	4	MWTHF	8-8:50A	3	M	8-10:40A	1	M	2-2:50P
4	T	1-4:40P	4	MWTHF	9-9:50A	3	T	8-10:40A	1	T	2-2:50P
4	TH	1-4:40P	4	MWTHF	10-10:50A	3	W	8-10:40A	1	W	2-2:50P
4	F	1-4:40P	4	MWTHF	11-11:50A	3	TH	8-10:40A	1	TH	2-2:50P
4	T	5-8:40P	4	MWTHF	12:05-12:55P	3	F	9-11:40A	1	F	2-2:50P
4	TH	5-8:40P	4	MWTHF	1-1:50P	3	M	1-3:40P	1	M	3-3:50P
4	M	2-5:40P	4	MWTHF	2-2:50P	3	T	1-3:40P	1	T	3-3:50P
4	W	2-5:40P	4	MWTHF	3-3:50P	3	W	1-3:40P	1	W	3-3:50P
4	F	2-5:40P	4	MWTHF	4-4:50P	3	TH	1-3:40P	1	TH	3-3:50P
4	M	6-9:40P				3	F	1-3:40P	1	F	3-3:50P
4	T	6-9:40P				3	M	4-6:40P	1	M	4-4:50P
4	W	6-9:40P				3	T	4-6:40P	1	T	4-4:50P
4	TH	6-9:40P				3	W	4-6:40P	1	W	4-4:50P
4	F	6-9:40P				3	TH	4-6:40P	1	TH	4-4:50P
4	M	6:45-10:25P				3	F	4-6:40P	1	F	4-4:50P
4	T	6:45-10:25P				3	M	7-9:40P	1	M	12:05-12:55P
4	W	6:45-10:25P				3	T	7-9:40P	1	W	12:05-12:55P
4	TH	6:45-10:25P				3	W	7-9:40P	1	F	12:05-12:55P
						3	TH	7-9:40P			
						3	F	7-9:40P			

Tracking Progress over Time

Faculty Classroom Condition Survey, Spring 2019

Contributors APARC 2019-2020:

Sean Place (Chair), Megan McIntyre, Puspa Amri, Elita Amini Virmani, Laura Krier, Rheyana Laney, Emily Acosta Lewis, Emily Twisselmann, Karen Moranski, Elias Lopez, Laura Lupei

Contributors APARC 2018-2019:

Mark Perri (Chair), Alexis MacNab, Michael Visser, Elita Amini Virmani, Laura Krier, Sean Place, Daniel Soto, Beth Warner, John Dustan, Karen Moranski, Elias Lopez, Laura Lupei

With survey administration by Sean Johnson

Summary

The primary goal of this survey was to develop an understanding of the faculty perspective of general purpose classroom conditions. We defined general purpose classrooms as classrooms that are not dedicated to specific Schools or purposes. Specifically, we looked at three different areas of classroom attributes in the survey: 1) Classroom Cleanliness 2) Classroom Physical Conditions, and 3) Classroom Technology. In addition, we solicited general open-ended comments regarding the overall conditions of the classrooms and their greater surroundings (halls, bathrooms, etc.) We explored the above conditions as they pertained to the classrooms that faculty utilized during the Spring 2019 term. All faculty who taught in the Spring 2019 term were surveyed; over 500 surveys were distributed with a response rate of 50%.

Survey findings were remarkably similar across all three attributes throughout the University. In general, approximately two thirds of respondents found the classroom attributes to be at least acceptable, while approximately one third found them to be poor. Classroom technology was the attribute rated lowest overall with approximately 29% of all respondents rating classroom technology as poor. However, significant variation was observed between individual rooms and buildings. Older, more dated buildings and rooms received more 'poor' ratings across the board. For example, Stevenson Hall, the oldest campus general purpose classroom building, was rated the lowest across all three categories

coming in 31%, 29% and 34%, respectively. The most recently remodeled building, however, the Wine Spectator Business Center, was rated as excellent or acceptable in all three categories by at least 78% of all respondents (n>10). Faculty were also of the opinion that little had changed overall with regard to the condition of classrooms, with over 73% indicating that classrooms were either the same, or worse than, the prior year.

When faculty provided open-ended comments about the overall conditions of classrooms and their surroundings, many focused on the state of the restrooms. Almost half of the comments on the overall condition of classrooms focused on the poor state of the restrooms that serve them, 55 out of 120 comments submitted. These comments regarding the cleanliness of the restrooms were not clustered around older classroom buildings, they were distributed across all campus facilities. Stairwells, hallways, and general cleanliness were also frequently cited as lacking by faculty. In their comments, faculty did acknowledge the difficulty of providing custodial services at a high level across campus, given current staffing levels. In addition, they acknowledged that the needs of faculty when it comes to general purpose classrooms are both highly varied and frequently dependent on the individual faculty member, making it difficult to address satisfactorily for the entire group.

Letter sent to faculty via Qualtrics:

Dear Professor \${e://Field/FacultyName},

Please rate the conditions of your classroom.

The Senate's Academic Planning, Assessment & Resources Committee (APARC), in partnership with the Provost and Administration and Finance, is sponsoring a survey of all instructional faculty to document the conditions in General Assignment classrooms. At the Budget Forum the Provost announced that she will be setting aside three million dollars to improve our general purpose classrooms to the standards being developed by the Academic Technology and Instructional Spaces Subcommittee (ATISS). Information collected will help better target this investment and track its effectiveness over time. It will also help administrative units that maintain our classrooms make decisions about renovations, maintenance, and new construction.

Your response to this online survey is greatly appreciated. The survey takes less than five minutes and it is specific to your classroom or classrooms.

Here is the link to the survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

This link is uniquely tied to your classroom and your email address. Please do not forward this message. Thank you in advance for your participation!

Sincerely,

Mark Perri


Academic Planning, Assessment & Resources Committee (APARC)
Associate Professor of Chemistry

Elias Lopez, Ph.D.
Associate Vice President
for Academic Resources

Or copy and paste the URL below into your internet browser: $\{\!://\text{SurveyURL}\}$

Classroom Specific Questions

Classroom 1: (same question asked for 1st classroom)




Classroom Condition Survey

Please rate your classroom--

	Excellent	Acceptable	Poor	N/A
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical condition: Chairs, desk, boards, room lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: AV, projector, wireless, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions for improving this classroom?

Classroom 2: (same question asked for 2nd classroom)



Classroom Condition Survey

Please rate your classroom--

	Excellent	Acceptable	Poor	N/A
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical condition: Chairs, desk, boards, room lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: AV, projector, wireless, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions for improving this classroom?

Classroom 3: (same question asked for 3rd classroom)



Classroom Condition Survey

Please rate your classroom--

	Excellent	Acceptable	Poor	N/A
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical condition: Chairs, desk, boards, room lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: AV, projector, wireless, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions for improving this classroom?

Overall Questions



Classroom Condition Survey

In your opinion, how have the conditions of our classrooms changed in the last year?

- Improved
- Same
- Worse
- No opinion

We need faculty participation to improve the quality of general assignment classrooms. May we contact you?

- Yes
- No

Comments about general assignment classrooms, including information on classrooms not on the survey. This may include the stairwells, bathrooms, elevators, and other common areas.



Summary Data



Ratings by Building

Source: Classroom Condition Survey Spring 2019

Classroom Cleanliness

Row Labels	Acceptable	Excellent	N/A	Poor	Grand Total	Percent Poor
ARTS	4	2	1	11	18	61%
CALP				2	2	100%
CARS	16	8	3	8	35	23%
CHAL	2	2		4	4	0%
DARW	45	11	7	12	75	16%
ENTC		2		2	2	0%
FLDH	2			2	2	0%
GMC	2	5		1	8	13%
GMC1	4	2		4	10	40%
GYMN	1	1		2	2	0%
IHALL	18	5	2	10	35	29%
IVES	21	9		10	40	25%
NICH	20	3	1	10	34	29%
PHED	6			2	8	25%
SALZ	50	14	6	16	86	19%
SHLZ		1		2	3	67%
STEV	70	15	11	43	139	31%
WINE	3	9	2		14	0%
ZINF	2	4			6	0%
Grand Total	266	93	33	131	523	25%

Classroom Physical Condition

Row Labels	Acceptable	Excellent	N/A	Poor	Grand Total	Percent Poor
ARTS	3	2	1	12	18	67%
CALP	2				2	0%
CARS	16	7	3	9	35	26%
CHAL	3	1			4	0%
DARW	47	16	7	5	75	7%
ENTC	1	1			2	0%
FLDH	1	1			2	0%
GMC	2	5		1	8	13%
GMC1	4	3		3	10	30%
GYMN			1	1	2	50%
IHALL	20	6	1	8	35	23%
IVES	28	8		4	40	10%
NICH	21	2	1	10	34	29%
PHED	5	1		2	8	25%
SALZ	42	17	6	21	86	24%
SHLZ	1	1		1	3	33%
STEV	79	11	10	39	139	28%
WINE	1	10	2	1	14	7%
ZINF	3	2		1	6	17%
Grand Total	279	94	32	118	523	23%

Classroom Technology

Row Labels	Acceptable	Excellent	N/A	Poor	Grand Total	Percent Poor
ARTS	1	3	1	13	18	72%
CALP				2	2	100%
CARS	16	8	4	7	35	20%
CHAL	3	1		1	4	25%
DARW	32	15	8	20	75	27%
ENTC	2				2	0%
FLDH	1		1		2	0%
GMC	2	4		2	8	25%
GMC1	6	2		2	10	20%
GYMN			1	1	2	50%
IHALL	15	8	1	11	35	31%
IVES	21	9		10	40	25%
NICH	18	4	1	11	34	32%
PHED	5	1		2	8	25%
SALZ	34	23	9	20	86	23%
SHLZ	2	1			3	0%
STEV	65	18	9	47	139	34%
WINE	3	7	2	2	14	14%
ZINF	3			3	6	50%
Grand Total	229	103	37	154	523	29%

Student Classroom Condition Survey

Contributors:

Melissa Kadar, Associated Students President

Noelia Brambila, Executive Vice President

Emily Twisselmann, Student at Large

Summary

This survey was modeled after the Classroom Conditions Survey that has been distributed to the faculty of our campus. Associated Students had passed a resolution to partner with the Provost's office and APARC to conduct a survey of the students on the conditions of their classrooms. Those involved in the discussion of how we would be administering this survey to students included Melissa Kadar, Emily Twisselmann, Elias Lopez, Sean Place, Sean Johnson and Heather Brown. We had originally planned to send this survey out to students during the month of March and April. Due to COVID-19 and our campus' move to remote teaching, we decided it would be best to send out this survey in Fall 2021 during the month of October. The analysis of this survey will be sent to the Associated Students by November 9, 2021 to help be part of the discussion on setting priorities in classrooms based on student needs. This new timeline is contingent on a face-to-face setting in the fall. If we continue to be in a remote setting, we will reassess when this survey should be sent out. The overall purpose of the survey is to get the student perspective on the classrooms they interact with on a day-to-day basis. It is important to students to have a constant culture of shared governance, which this partnership and initiative allows.

Resolution by Associated Students



**Associated Students of Sonoma State University
GOVERNMENT RESOLUTION
Classroom Conditions Survey Partnership**

- Whereas** The mission of the Associated Students of Sonoma State University (AS), a student run - student led auxiliary corporation, is to enrich the lives of students and build a sense of community; and
- Whereas** The Associated Students of Sonoma State University is the official voice of the over 8,000 students that attend the institution; and
- Whereas** At the Budget Forum the Provost announced that she will be setting aside three million dollars to improve the University's general purpose classrooms to the standards being developed by the Academic Technology and Instructional Spaces Subcommittee (ATISS); and
- Whereas** The Academic Senate Academic Planning, Assessment & Resources Committee (APARC}, in partnership with the Provost and Administration and Finance, has sponsored a survey of all instructional faculty to document the conditions in General Assignment classrooms, which will be distributed every semester for the next three years; and
- Whereas** Faculty and staff input has already been gathered via survey that was sent out last semester and garnered a response rate of 50%; and
- Whereas** According to Sean Johnson, Director of Reporting and Analytics, "Surveys seeking student responses. are most effective when they come directly from students themselves,"; and
- Whereas** It is important to solicit general student input on matters regarding the institution they attend.

Therefore, let it hereby be resolved that the Associated Students of Sonoma State University endorses collaborative efforts to be made between the Associated Students, the provost office, and Academic Planning, Assessment & Resources Committee in order to send out the Classroom Conditions survey to all Sonoma State University students.



Action Plan

1. Submit this resolution to the Office of the Provost and the Academic Planning, Assessment & Resources Committee.
2. Associated Students agrees to send out the Classroom Conditions Survey.

Sponsored by: Emily Twisselmann

Co-Sponsored by: Melissa Kadar

ADOPTED AT A REGULAR MEETING OF THE AS SENATE BY A UNANIMOUS VOTE ON NOVEMBER 18, 2019

CERTIFIED AS THE TRUE AND CORRECT COPY, IN WITNESS THEREOF, I HAVE SET MY SIGNATURE AS CHAIR OF THE SENATE OF THE ASSOCIATED STUDENTS OF SONOMA STATE UNIVERSITY, THIS THE 18 DAY OF November, 2019,

CHAIR OF THE SENATE ARACELY DURON

CERTIFIED AS INCLUDED IN THE OFFICAL RECORD OF THE ASSOCIATED STUDENT OF SONOMA STATE UNIVERSITY, IN WITNESS THEREOF, I HAVE SET MY SIGNATURE AS CORPORATE SECRETARY, THIS THE 18 DAY OF November, 2019.

EXECUTIVE VICE PRESIDENT MELISSA KADAR

Letter sent to students via Qualtrics:

Subject Line:

Hello Seawolves!

The Associated Students, in partnership with University officials, is sponsoring a survey of all students to document the conditions in General Assignment classrooms. The University has aside three million dollars to improve and renovate our general classrooms and we need your input on what improvements are needed. Information collected will help administrative units that maintain our classrooms make decisions about renovations, maintenance, and new construction.

Please rate the conditions of your classroom. Your response to this online survey is greatly appreciated. The survey takes less than five minutes and it is specific to your classroom or classrooms.

Here is the link to the survey:

[\\${://SurveyLink?d=Take the Survey}](#)

Use your voice about classroom conditions and fill out this survey! Thank you in advance for your participation. Associated Students would like to find out what can be done to better improve the student experience in the classrooms.

Best Regards,

Associated Students of Sonoma State University



Or copy and paste the URL below into your internet browser: [\\${://SurveyURL}](#)

Marketing:

AS will table during the week the survey is live and advocate for students to check out their emails and complete the survey.

AS will advertise on social media to get students to complete the survey.

Classroom Specific Questions

Classroom 1: (same question asked for 1st classroom)



Classroom Condition Survey

Please rate your classroom--

	Excellent	Acceptable	Poor	N/A
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical condition: Chairs, desk, boards, room lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: AV, projector, wireless, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions for improving this classroom?

Classroom 2: (same question asked for 2nd classroom)



Classroom Condition Survey

Please rate your classroom--

	Excellent	Acceptable	Poor	N/A
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical condition: Chairs, desk, boards, room lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: AV, projector, wireless, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions for improving this classroom?

Classroom 3: (same question asked for 3rd classroom)



Classroom Condition Survey

Please rate your classroom--

	Excellent	Acceptable	Poor	N/A
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical condition: Chairs, desk, boards, room lights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: AV, projector, wireless, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any suggestions for improving this classroom?

Overall Questions



Classroom Condition Survey

In your opinion, how have the conditions of our classrooms changed in the last year?

- Improved
- Same
- Worse
- No opinion

We need student participation to improve the quality of general assignment classrooms. May we contact you?

- Yes
- No

Comments about general assignment classrooms, including information on classrooms not on the survey. This may include the stairwells, bathrooms, elevators, and other common areas.

Stevenson Hall Upgrade for Classroom Improvements

Contributors:

Mike Ogg

Christopher Dinno

Richard Verrier

Summary

Stevenson Hall is planned to undergo a complete renovation to modernize both traditional instruction and collaborative learning spaces. When completed, Stevenson Hall will house 17 general purpose classrooms and 1,025 student seats. Classrooms will be state-of-art teaching and learning spaces designed with flexibility in mind. With a mixture of furniture types and updated technology geared at both ease of use and tailored for the room size, both the student and faculty experience will be improved.

Of the 17 classrooms, ten are 32-seat classrooms, two are 48 seat classrooms, and two are 64-seat classrooms. Each of these rooms will have moving desks and tables that can be configured in a number of different ways. This provides maximum flexibility for both learning and instructional preference.

3. L3 (64 capacity): Standard Full Tech with 1 screen and 1 projector with wiring for future 2nd screen and projector. Standard lecture capture via classroom computer. Moveable seating. (2 classrooms)
4. L4 (128 capacity): Standard Full Tech plus enhanced lecture capture camera, 1 screen, 1 projector. Fixed seating. Conducive to collaboration with low height difference between rows and fully rotating level arm type seats to allow for team learning. (2 classrooms)
5. L5 (224 capacity): Standard Full Tech plus enhanced lecture capture camera, 3 screens, 3 projectors, and independent switching of each screen. Fixed seating. Conducive to collaboration with low height difference between rows and fully rotating level arm type seats to allow for team learning. (1 classroom)