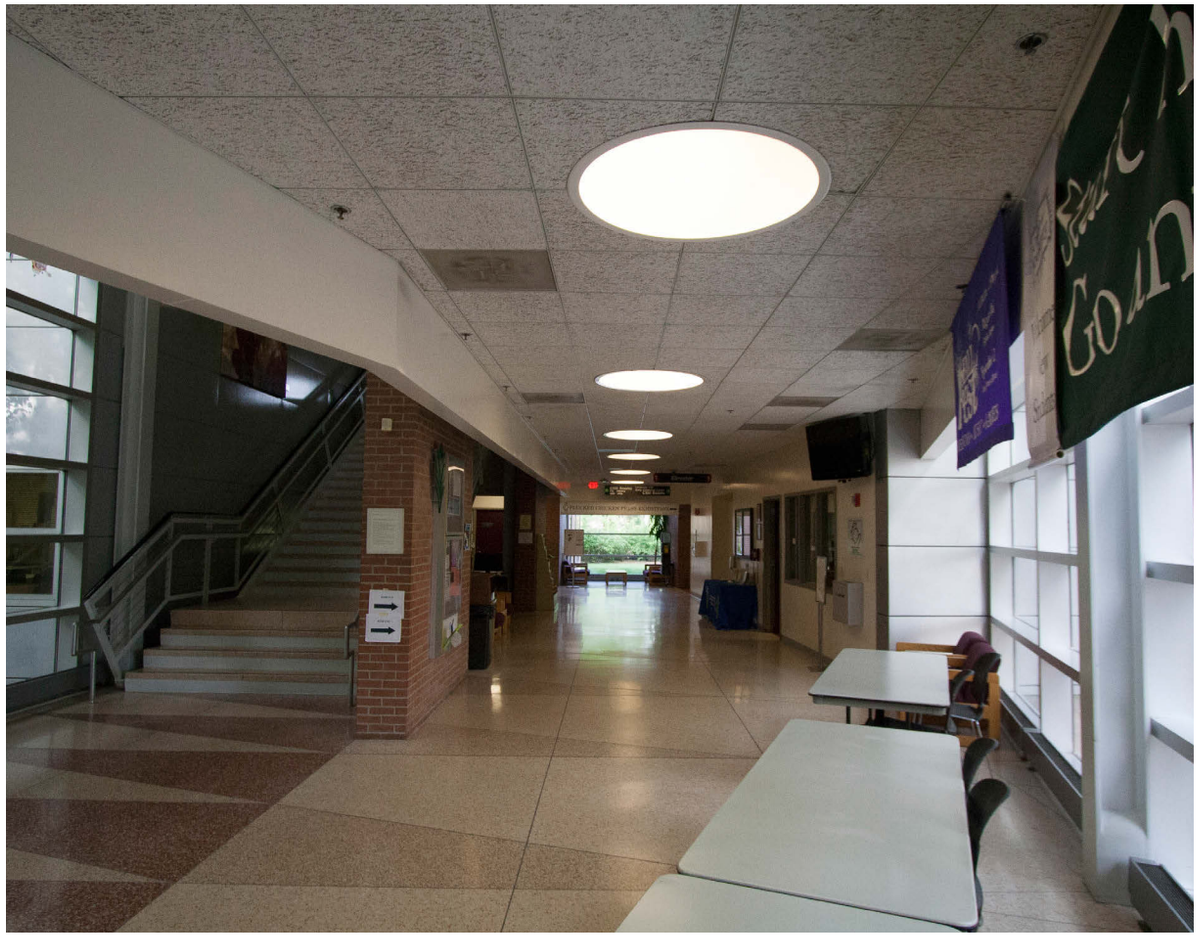
OAKTON COMMUNITY COLLEGE

CAMPUS MASTER PLAN UPDATE

FINAL DRAFT FOR BOARD APPROVAL
June 27, 2017

PERKINS+WILL




OAKTON
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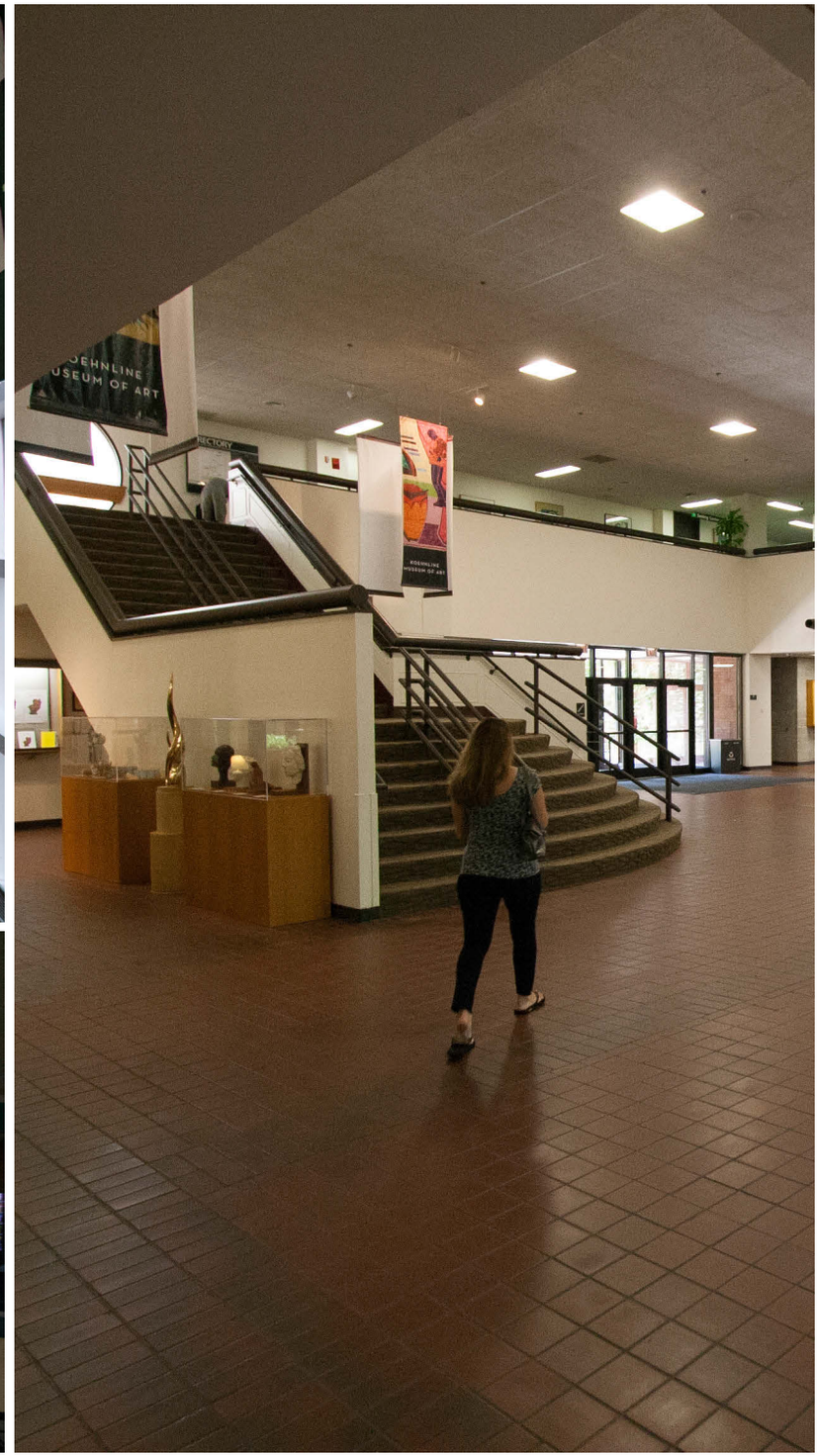

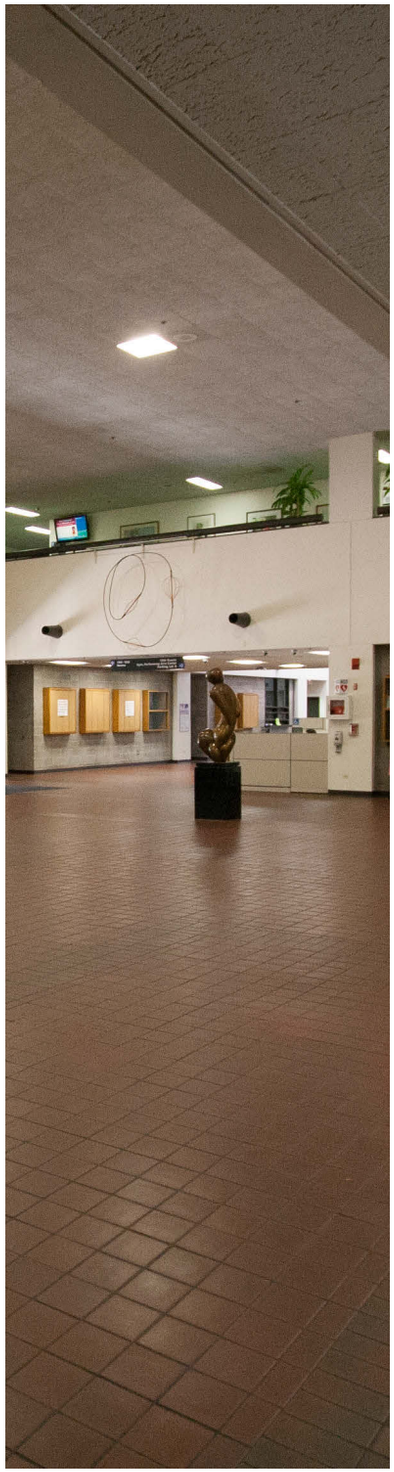

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Joianne Smith
President

Dear Colleagues,

I am pleased to present the FY2018- FY2022 Facilities Master Plan for Oakton Community College which provides direction for the college for the next five years. This plan was developed during the 2016-2017 academic year through the efforts of the entire college community. The Master Plan Steering Committee served as the central shared governance committee, listening to input and feedback from faculty, staff, students, and administration.

The Master Plan Update represents an important component in our overall integrated planning efforts. It provides a comprehensive framework for addressing the facilities' needs of the college for the benefit of our students, our dedicated faculty and staff, and the people in the diverse communities served by the college. This plan will assist in building and maintaining a sustainable infrastructure that provides an optimal learning environment for our students, an inspiring place in which to teach and learn, and a valuable resource for our community at large.

On behalf of the board of trustees, I would like to thank everyone who participated in the collaborative development of this plan. You have invested many hours in this document by reviewing detailed internal and external environmental scans, identifying the needs of the college and the communities we serve, and developing significant overarching goals for the next five years.

I also want to extend our appreciation to the community for its past and future support. At Oakton Community College, we have a proud history of service to students and the community. We strive to offer first-class post-secondary educational experiences for the students who attend our college each year. We also remain committed to enhancing the workforce and economic development of the region, and being the center for cultural experiences in our Community College District 535.

Joianne Smith

President

Oakton Community College

1.0 | INTRODUCTION

OVERVIEW

Oakton Community College ("the College"), a two-year community college serving near-north suburban Chicago communities in District 535, is charting its path towards future physical improvement. This master plan update is a physical improvement "roadmap" for both the Des Plaines Campus, in Des Plaines, IL, and Ray Harstein Campus in Skokie, IL, and it helps guide the College forward over the next four year Capital Improvement Plan and beyond. Observations on existing conditions (both challenges and opportunities), analysis of existing spaces, and identification of future space needs are included in this document. Project cost and an implementation schedule are also integrated into this document.

Guiding Principles (featured on the following page) provide overarching 'words-to-live-by' as it pertains to this master plan. All recommendations and implementation efforts adhere to these principles, which range from creating flexible and adaptive spaces to embracing advanced technology.

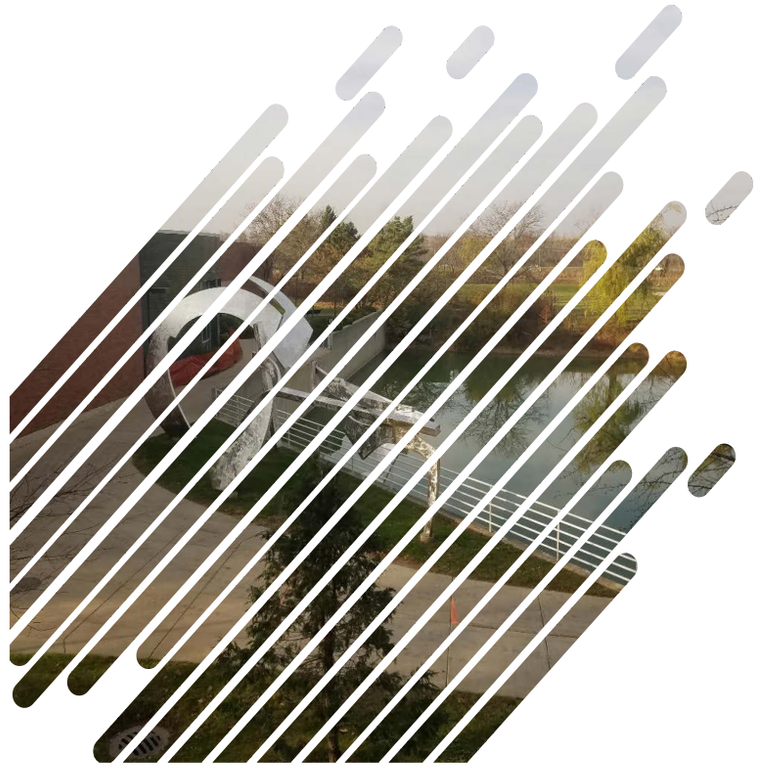
Recommendations included in this master plan update focus on renovating existing interior space and addressing deferred maintenance. As the College strives to be a steward of its resources and maximize efficiency, renovation of existing space emerged as the predominant solution to address changes in space needs. Specifically, the currently-vacant West End at the Des Plaines Campus provides backfill opportunity for different types of academic, office, student support, and building support spaces (the West End has vacant area due to functional spaces that moved into the Margaret Burke Lee Science and Health Careers building in 2014).

A "Consensus Plan" was developed to identify, prioritize, phase, and provide cost estimates for the five-year Capital Improvement Plan. To provide a framework for decisions beyond four years, a "Future Plan" was created for specific projects.

Supplementing the master plan update are two additional items. First, a Space Utilization Study, completed in January of 2017, is included. This document analyzes space use and course schedule information for classroom, class labs, and open labs at both the Des Plaines and Ray Harstein Campuses. Based on data-driven analysis, a set of both policy (e.g. scheduling) and physical (e.g. classroom modification) recommendations are included.

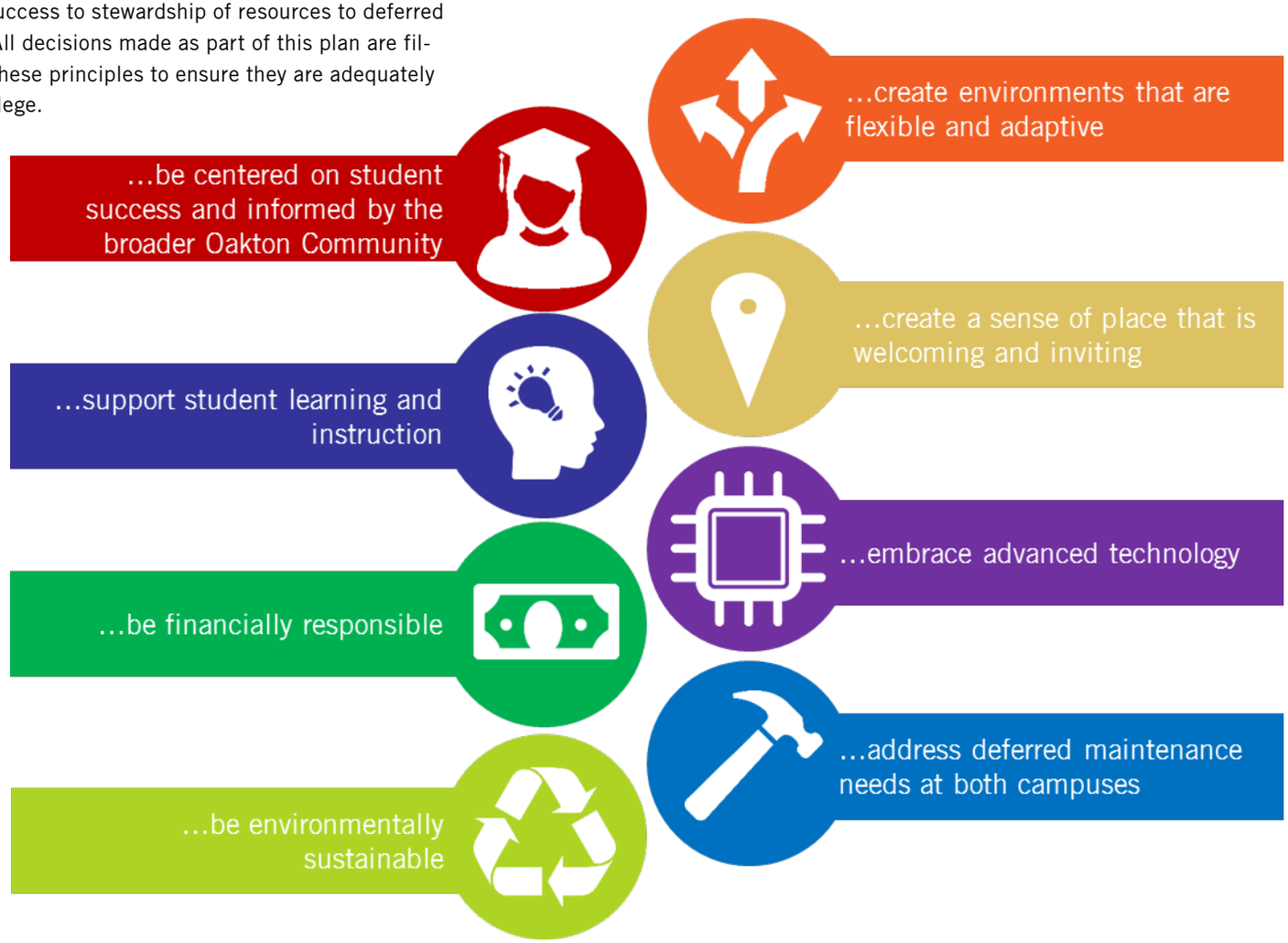
Second, Design Guidelines are included. These guidelines provide specific recommendations for classroom and office sizes, material uses, furniture standards, and some fixture standards. These guidelines serve as a common resource for future design and construction projects.

Finally, this master plan update satisfies the requirement set forth by the Illinois Community College Board to have an updated master plan every five years.



GUIDING PRINCIPLES

A list of imperatives that inform every decision in this master plan, the guiding principles cover eight topic areas ranging from student success to stewardship of resources to deferred maintenance. All decisions made as part of this plan are filtered through these principles to ensure they are adequately serving the College.



PROCESS AND INPUT

No successful master plan update is created within a vacuum. The process used to create this master plan involved a wide range of perspectives, a high amount of faculty, staff, and student involvement, and multiple engagement touch-points throughout the nine-month planning process. A 28-member Steering Committee, comprised of administration, faculty, staff, and a student representing both College campuses, provided input on an almost monthly basis. President Smith and her Cabinet also provided direct input.

A four-phase approach was followed by the consultant team in creating this document:

Phase 1: Engage and Observe - activities in this phase included a project kick-off meeting, initial visioning, facility tours, initial input discussions, guiding principle formation, and observations of existing conditions

Phase 2: Analyze and Assess - activities in this phase included space utilization evaluation, documentation of existing conditions, assessment of functional space adequacy.

Phase 3: Future Needs and Phasing - activities in this phase included space needs identification and quantification, floor plan test fitting, adjacency planning, functional requirements, project prioritization and scheduling, cost estimating.

Phase 4: Documentation and Approval - activities in this phase include final report documentation, final presentations to the Steering Committee and Board of Trustees.

Early in the process, the consultant team conducted walking tours of nearly every space on both campuses with a college representative.

Other important campus community input activities included:

- A College-led online survey that solicited input on issues ranging from the natural environment to office space. 280 people completed surveys.
- Two “Coffee and Conversation” sessions were conducted (one at each campus) to solicit master plan input. A range of observations and potential ideas were discussed.
- An interactive student input session with the Student Government Association was facilitated

COFFEE & CONVERSATION

One component of obtaining input from the campus community (faculty, staff, and students) was a series of “Coffee and Conversation” sessions held on both the Des Plaines and Ray Harstein Campuses. The following were some of the most popular topics/issues.

DES PLAINES CAMPUS

- Wayfinding and signage needs improvement
- Renovate classrooms for multi-uses
- Improve condition of cafeteria
- Library entrances are insufficient, basement condition is poor, and there is a need for more student study areas
- Improve light quality and quantity
- Indoor materials are dark and drab
- Conference Center could be improved
- Student Center is bright, nice view of Oakton Lake
- Lee Center and Enrollment Center are both liked
- Outdoor environment is a positive

SKOKIE CAMPUS

- Building entrances are not clear
- Signage could be improved
- Long hallway without glass is not welcoming
- Technology needs upgrading
- Furniture is out of date
- Safety issues such as cameras and traffic slowing should be addressed

COLLEGE SURVEY

Led by the College in October of 2016, an online survey was distributed to faculty, staff, and students. The survey featured two open-ended questions: What do you like about our current spaces at Oakton? What would you like to change about our current spaces at Oakton? Approximately 280 people responded, and the results proved to be useful in several categories.

EXTERIOR CAMPUS ENVIRONMENT

- Collaboration between art and nature
- Use of physical spaces to advance sustainability
- Serene location in nature
- Need to bring outside “in” with natural light

STUDENT SPACES

- General appreciation for new student center
- Plenty of student lounges with available seats
- Need for quiet spaces with technology
- Need for updated furniture

LAYOUT OF THE CAMPUS

- Centralized classes and services
- Need for less of a “shopping mall-like” layout
- Need for improved wayfinding and clear front door

OFFICES

- Need to relocate departments from basement
- Need for updated offices (lighting, color, furniture, etc.)
- Need for better adjunct faculty office spaces

OTHER SPACES

- Most spaces are clean and well maintained
- Flexible spaces for programming needs
- General apprectiation for Lee Center and Enrollment Centers
- Need for improved meeting spaces for internal and external needs

2.0 | COLLEGE PROFILE AND CONTEXT

COLLEGE PROFILE

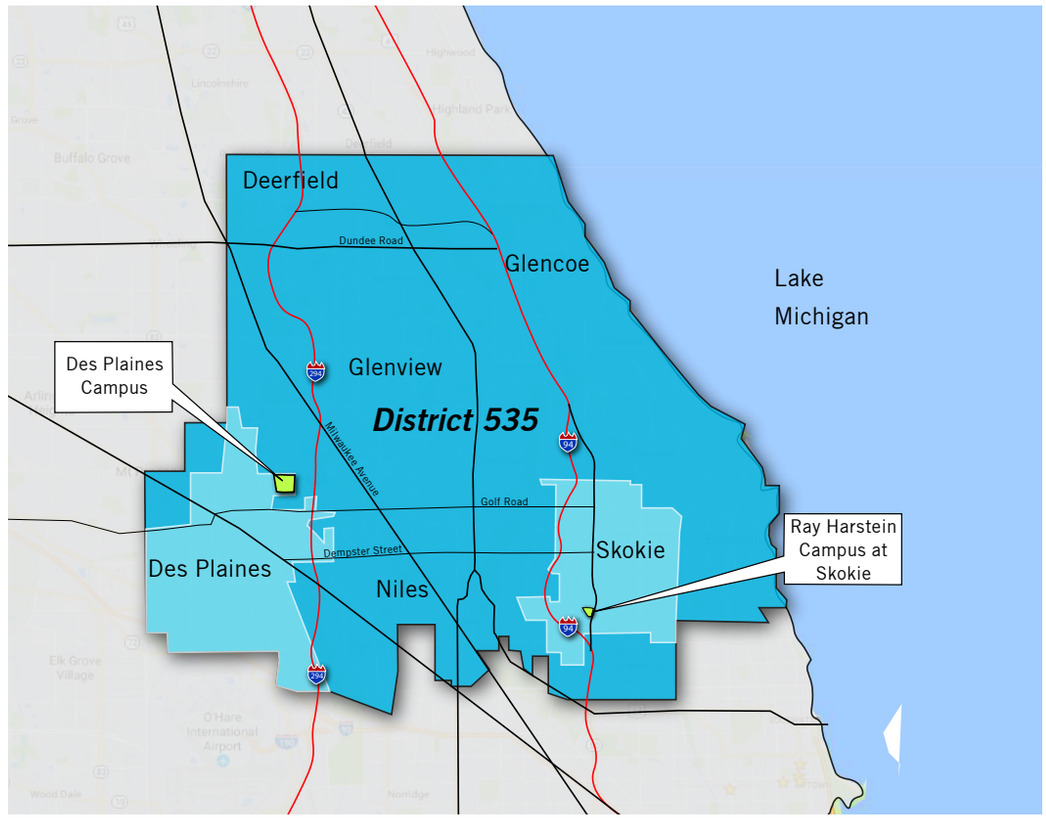
Since its inception in 1969, Oakton Community College has grown into one of the larger community colleges in Illinois and features a comprehensive range of degree programs to meet the educational needs of the community.

Oakton Community College is a two-year community college with two physical campuses: one in Des Plaines, Illinois, and one in Skokie, Illinois. Oakton's Main Campus in Des Plaines is located on 147 acres of woodlands and prairie between Golf Road to the south and Central Road to the north and is bordered on the west by the Des Plaines River. The Des Plaines Campus has one main building—a modern, red-brick construction with 435,000 square feet—and the Margaret Burke Lee Science and Health Careers Center—a 93,000 square foot academic building. The campus has athletic and recreation fields and is set within a forested area along the Des Plaines River

The 26-acre Ray Harstein Campus is located in Skokie, Illinois. This campus has one building that serves a wide range of functions.

The College also hosts courses at various community facilities throughout the district and has an online presence . The Alliance for Lifelong Learning provides non-credit courses and training session for district residents.

District 535 serves a total population of 474,641 people and encompasses an area of 107 square miles, making it one of the most densely populated districts in the state.

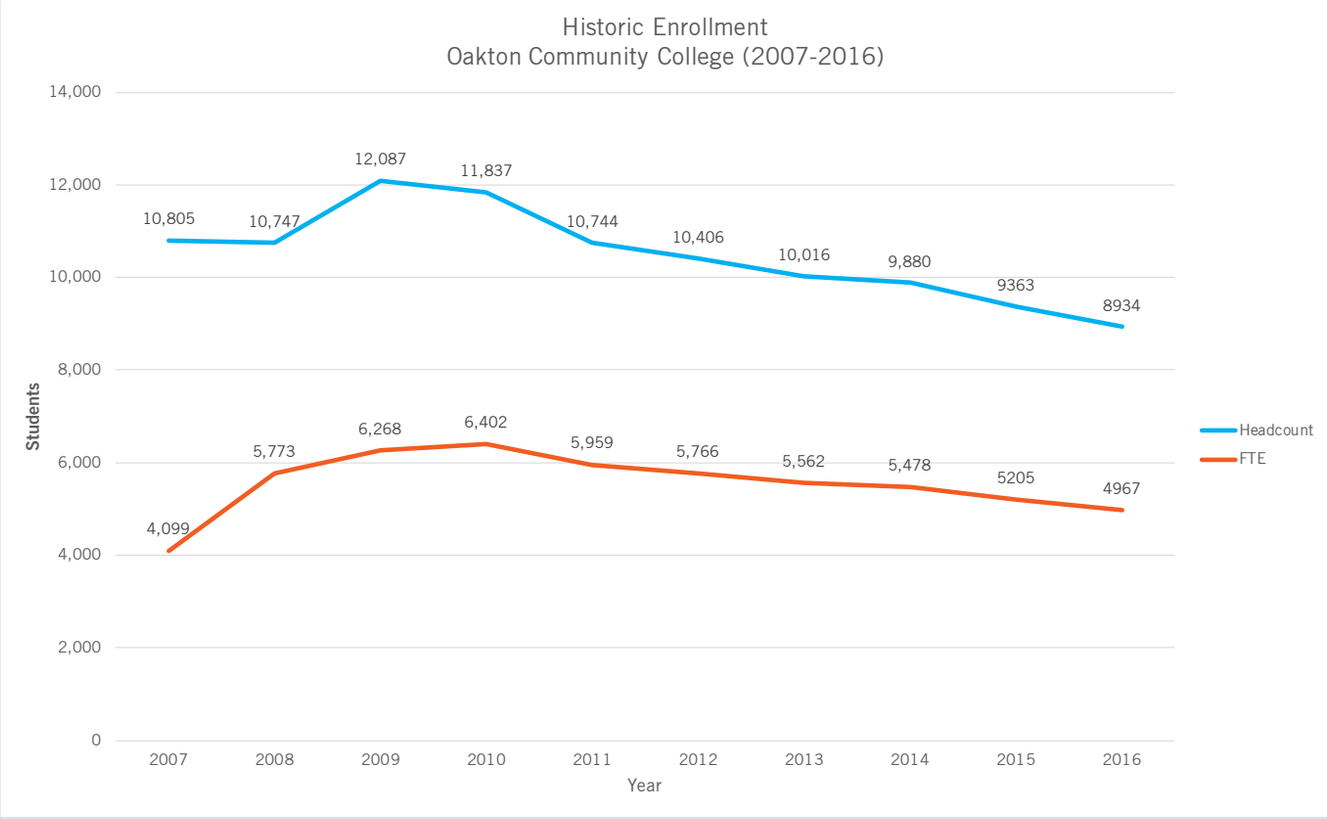


THE COLLEGE AT A GLANCE

- "One College, Four Campuses:" Des Plaines, Ray Harstein, Online, and In the Neighborhood (25 community locations)
- Four academic divisions
- 72 academic departments
- 2,500 course offerings per year
- Nearly 9,000 for-credit students
- Approximately 36,000 non-credit students per year
- 700 full and part-time faculty
- Over 50 student organization and groups
- 13 NJCAA athletic teams

ENROLLMENT CONTEXT

This master plan update is best viewed within the context of student enrollment change at the College. Since the Great Recession, the College (along with many of its peers) has seen a decline in both headcount and FTE enrollment. This is not uncommon as overall enrollment for all Illinois Community Colleges is down 13% since the height of the Great Recession in 2009. Additionally, according to *2026 The Decade Ahead*, an article released in August of 2016 by the Chronicle of Higher Education, enrollment pipelines (high school graduates) across the Midwest will remain relatively flat or decline slightly over the next ten years.



Source: Oakton Community College (Fall 2016)

EXISTING CAMPUS OVERVIEWS

The College has two physical campuses: the Ray Harstein Campus in Skokie, Illinois, and the Des Plaines Campus in Des Plaines, Illinois. The College also offers courses in satellite community locations throughout District 535 and has online courses. The focus of this plan is on the two physical campuses.

The Ray Harstein Campus is 26 acres and contains approximately 215,000gsf. The campus is approximately 32% of the total assignable space (or 153,631asf) for the entire College. The campus is one building with surrounding green open space and parking lots with connecting sidewalks. There is one circular drop off on the southern end of the building that is the main entrance. The most recent new construction on this campus is the 59,000gsf east end of the campus--called the “Art, Science, and Technology Pavilion--which opened in 2006.

The Des Plaines Campus, which opened to students in 1980, is located along the Des Plaines River and within the Cook County Forest Preserve. The campus is set within a forest and Oakton Lake is the iconic center of the campus. The campus is within both the floodway and floodplain of the river (all buildings are within the floodplain only). The campus is approximately 147 acres and contains approximately 545,000gsf. The campus includes landscape open spaces, recreation and athletic fields, the lake, two academic buildings, a maintenance building, and parking lots. Approximately 68% of the total assignable space (or 331,822gsf) for the College is on this campus. The campus also contains the Ten Hoeve Conference Center and the Northwest Municipal Conference leases space in the basement of the main building.

Campus Site Plan Drawing with Property Line, Ray Harstein Campus (Skokie) (same scale as drawing below)

Campus Site Plan Drawing with Property Line, Des Plaines Campus

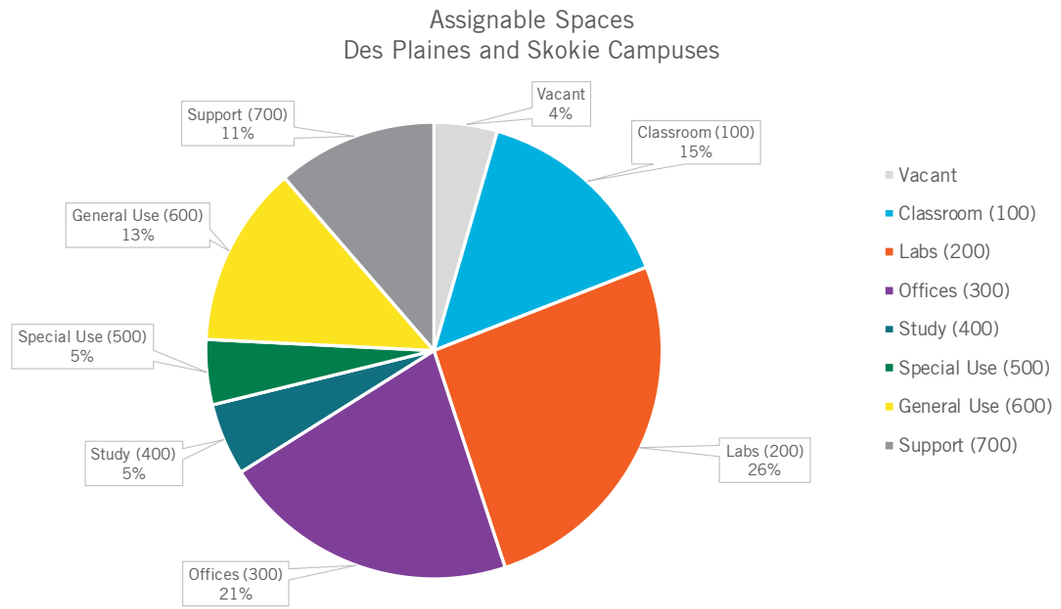
SPACE OVERVIEW

The College has a comprehensive facility inventory, which it submits to the Illinois Community College Board on an annual basis. The inventory contains all assignable spaces that are owned by the College. All of the spaces are organized by the Postsecondary Facilities Inventory and Classification Manual (FICM): 2006 Edition.

The College owns and operates approximately 760,000gsf on both the Ray Harstein and Des Plaines Campuses. Of this total, approximately 485,500 square feet is assignable.

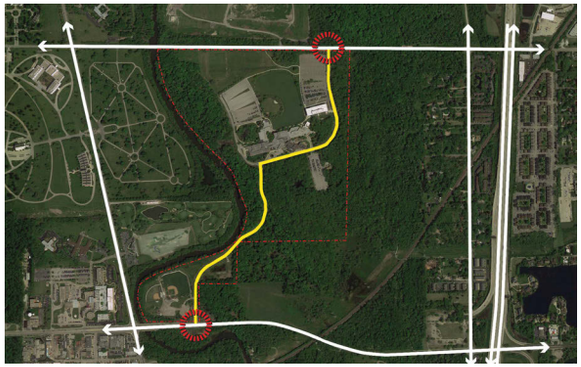
Approximately 41% of the total assignable area (195,000asf) is dedicated to instructional space (15% is classrooms and 26% is class labs). Other space types with large footprints include offices, general use (e.g. food service), special use (e.g. theater), and building support (e.g. data center).

Approximately 4% of the campus is currently vacant. The vacant space is mostly located in the West End of the Des Plaines Campus. Re-appropriating vacant space into future academic, student support, administrative, building support, and office functions is one component of this master plan update.

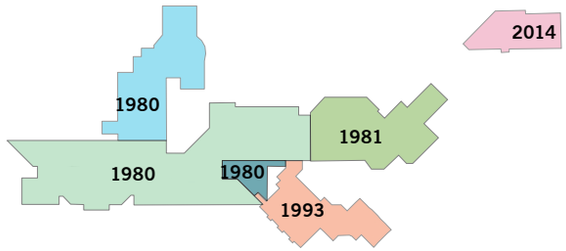


Space type	Assignable Area
Vacant	21,758
Classroom (100)	70,624
Labs (200)	125,539
Offices (300)	102,378
Study (400)	24,816
Special Use (500)	22,344
General Use (600)	62,359
Support (700)	55,044
Health Care/Clinic (800)	591
TOTAL	**485,453**

COLLEGE CONTEXT - DES PLAINES CAMPUS



Property and Roads



Historic Construction Completition Dates

Paths, Entrances, and Views

A campus in the forest, the Des Plaines Campus distinctive feature is its beautiful setting with the Cook County Forest Preserve along the Des Plaines River.

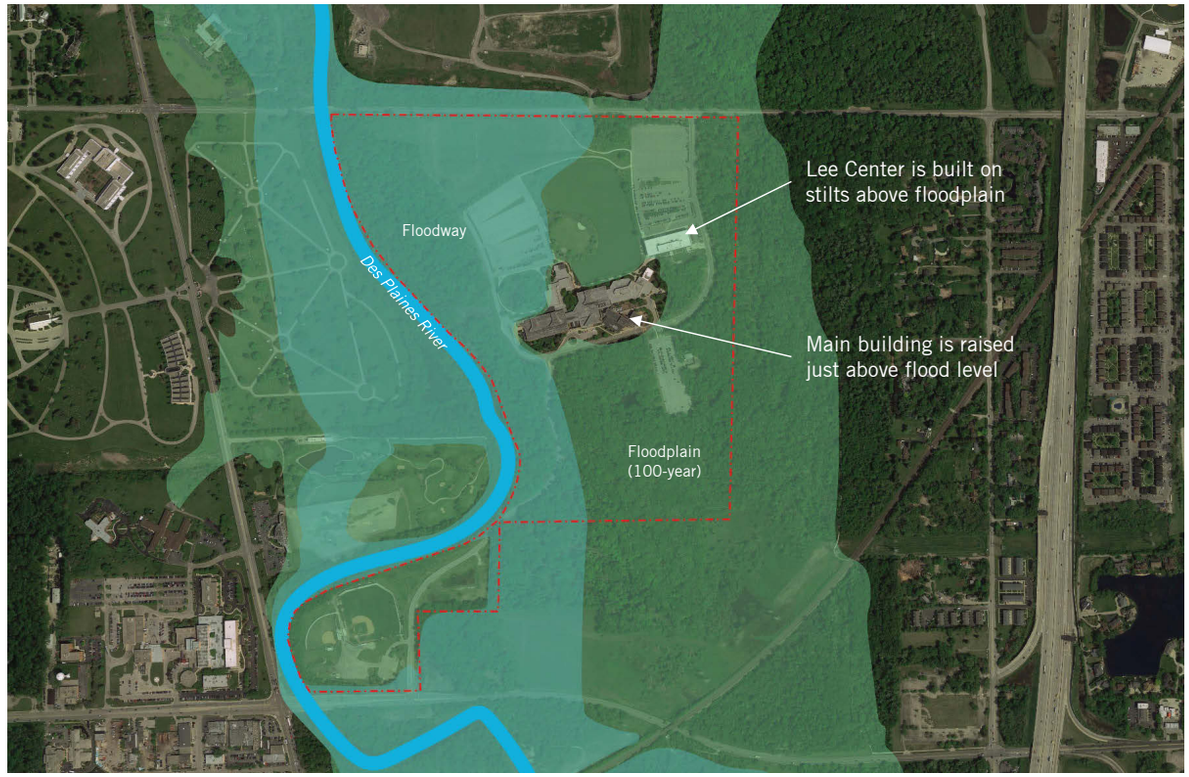
There are two arrival approaches to the campus. First, the southern approach from Golf Road is a sinuous, tree-line road that winds its way toward the main entrance/bus stop of the main building. The second approach, from the north, has an expansive view of Oakton Lake and the Lee Center. Surface parking lots are located along the perimeter of the campus. Two large, general lots, 'A' and 'B', are on the north side while lot 'C' is on the south side and used by faculty and staff.

Main entrances to campus buildings include the northwest entrance by the theater and gym, the south entrance by the bus stop and art gallery, the southeast entrance by the Ten Hoeve Conference Center, and the northeast entrance by the Enrollment Center. The main entrance to the Lee Center is on the west side.

Looking North to Parking Lot B

Looking East to the Lee Center

Looking West to the Enrollment Center Entry



Natural Water Features and Flooding

The Des Plaines Campus is located within the 100-year floodplain (a 1% annual chance of a flood event) and partially within the floodway (land adjacent to river reserved for periodic flooding) of the Des Plaines River. Since the campus's initial development, engineering efforts were made to raise all buildings up and out of the floodplain. The Lee Center is built on stilts above the floodplain while site grading raises the Main Building out of the floodplain.

Oakton Lake serves as both an aesthetic feature and stormwater retention basin. The lake has a vegetated edge along its perimeter.

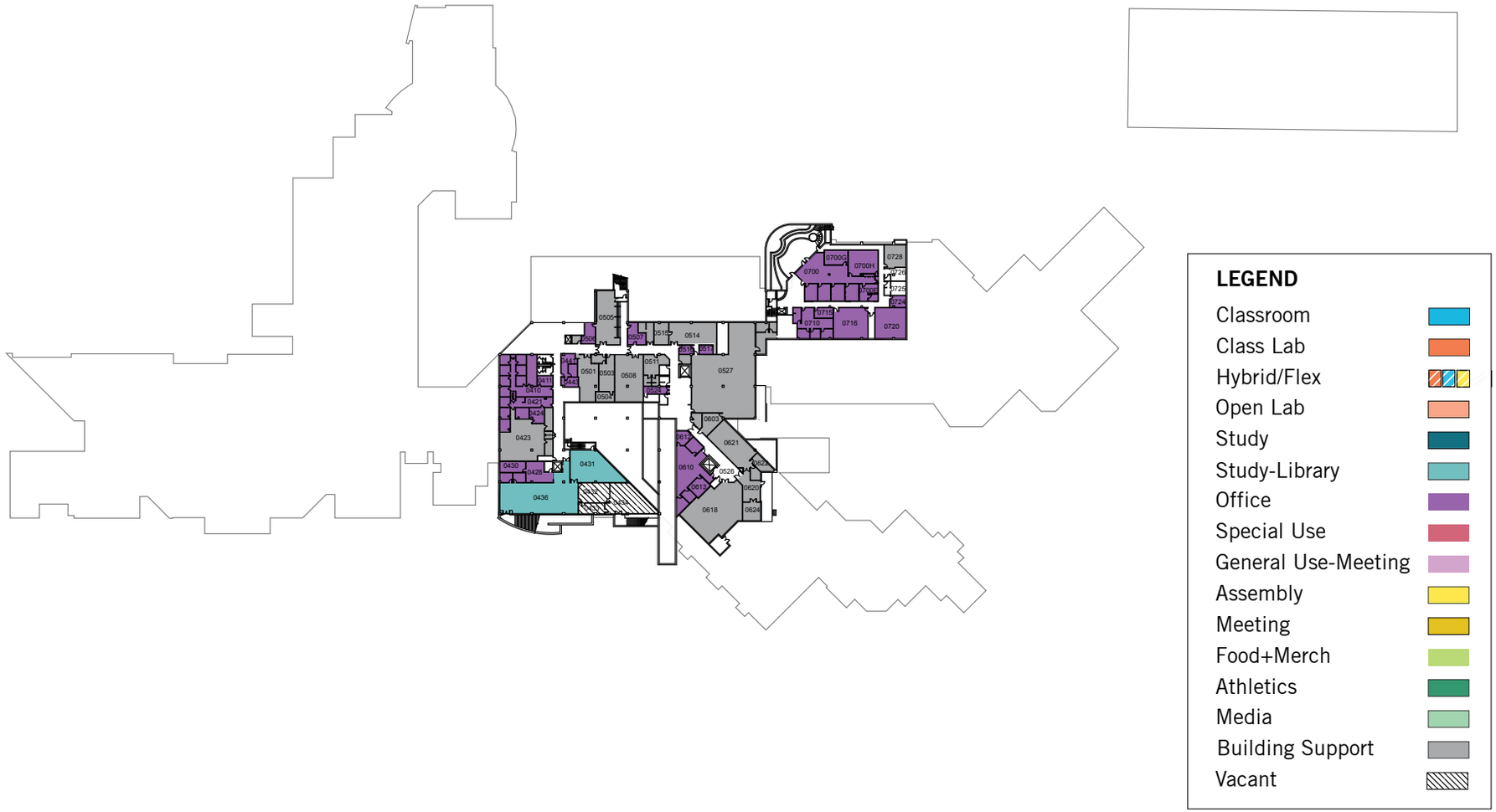
Flooding remains a problem on campus for non-building areas including athletic/recreation fields, surface parking lots, and pedestrian pathways. The Main Building experiences basement flooding occasionally. Most recently, the basement level of the library incurred water damage during a flood in 2013.

Moving forward, efforts must be made to mitigate damage caused by flooding. This master plan update recommends relocating critical functions like the data center out of the basement.

EXISTING PLANS - DES PLAINES CAMPUS

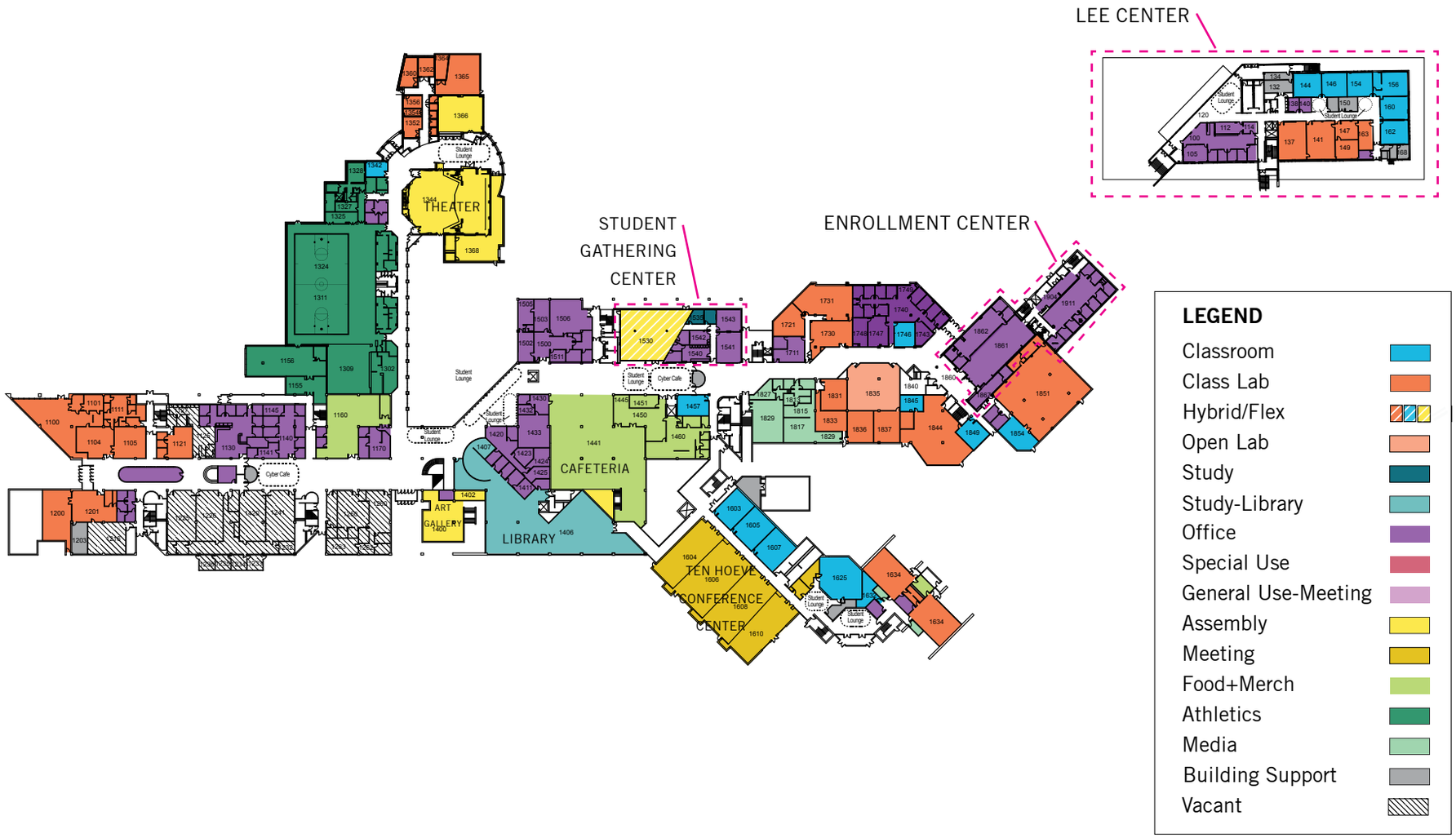
LOWER LEVEL PLAN

To fully document existing conditions, the following colored floor plans directly connect to the facility inventory.



EXISTING PLANS - DES PLAINES CAMPUS

FIRST FLOOR PLAN



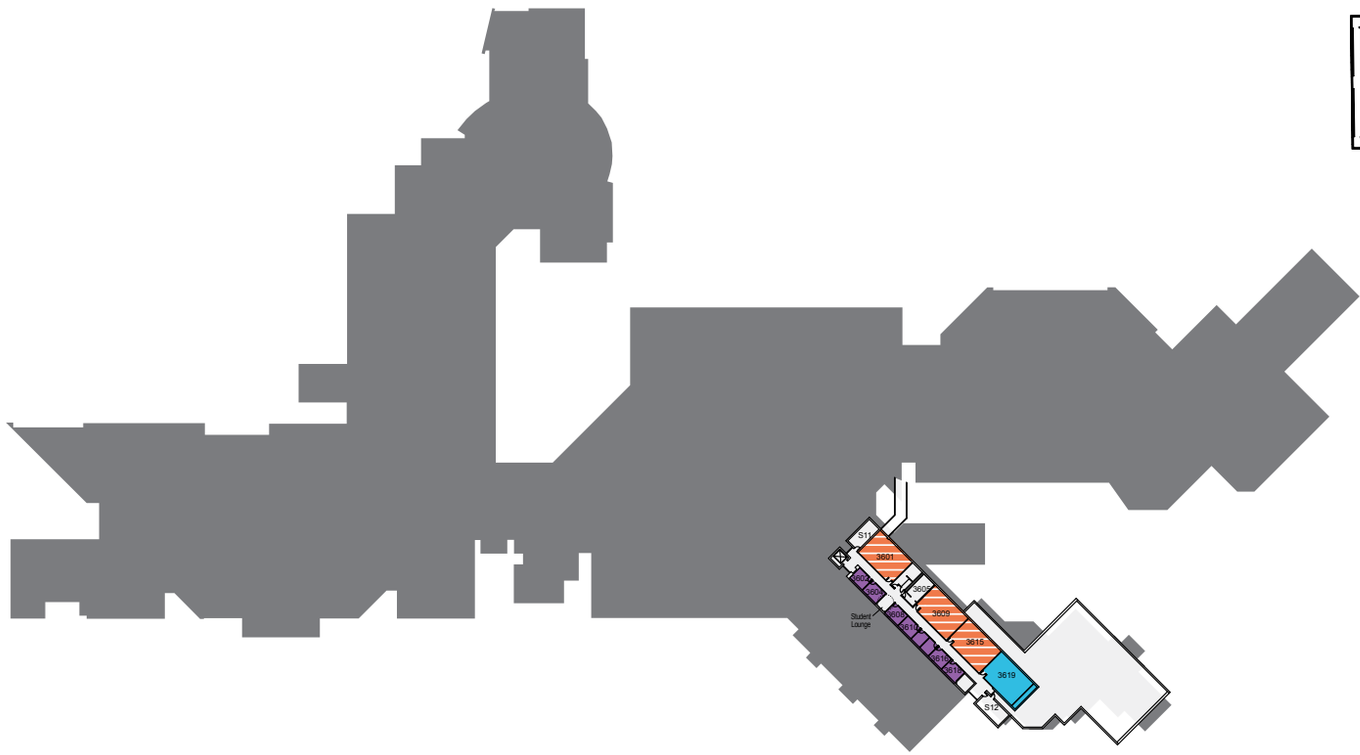
EXISTING PLANS - DES PLAINES CAMPUS

SECOND FLOOR PLAN

LEGEND

- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

THIRD FLOOR PLAN

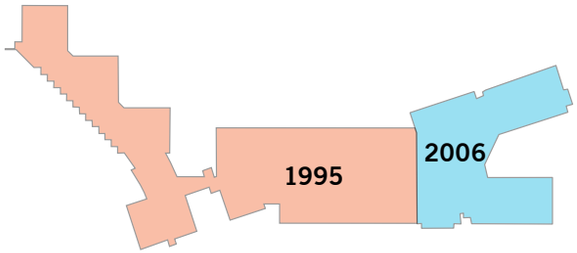


LEGEND

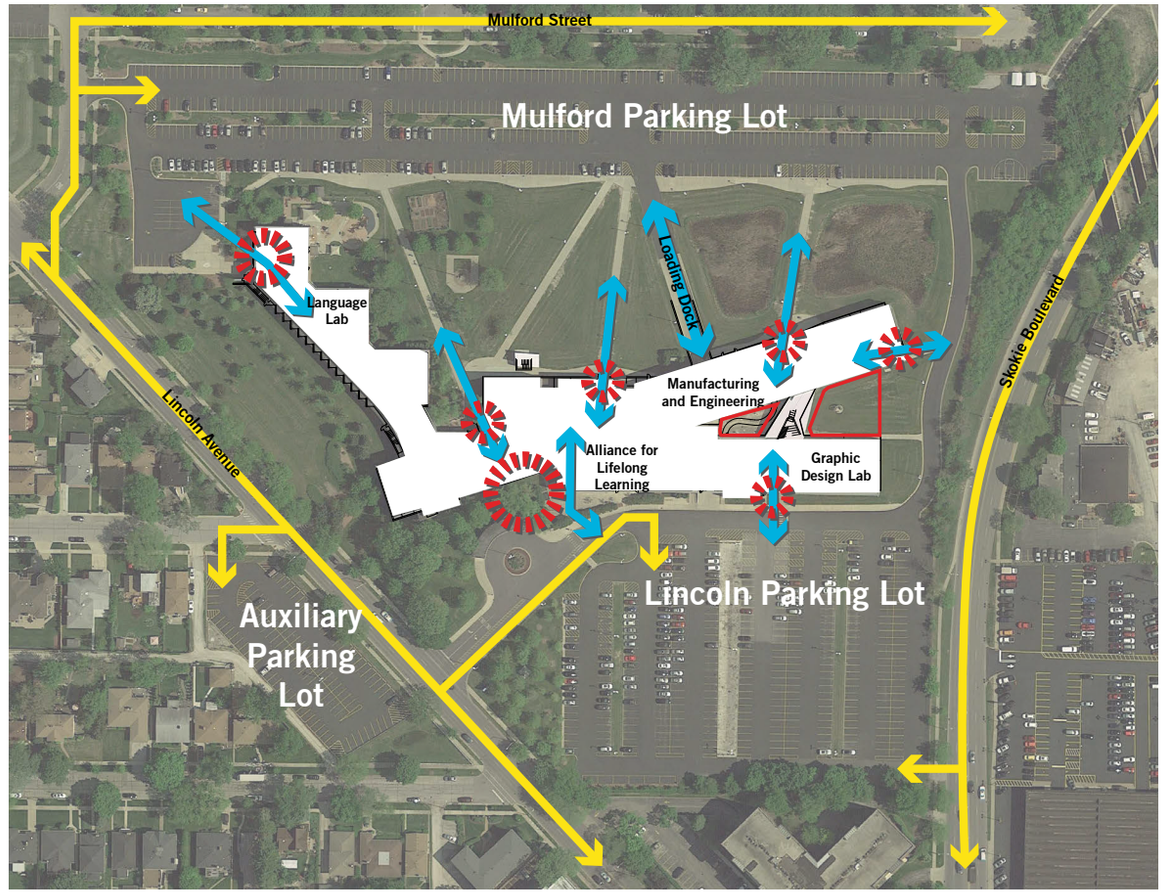
- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

COLLEGE CONTEXT - SKOKIE CAMPUS

Property and Roads



Historic Building Construction Completion Dates



Paths, Entrances, and Views

Located in a suburban residential and commercial context, the Ray Harstein Campus in Skokie consists of one building with three distinct wings. The building is located in the center of the campus with surface parking on the north and south sides and a third lot across Lincoln Avenue. The main entrance is located on the south side and has a drop-off zone with a canopy. However, the main entrance is not the most commonly used entrance. Side doors on both the north and south side that are located closer to the main surface parking lots are the most common enty points.

Looking from North Parking area towards Loading Area

Main Drop-Off Area

Main Drop-Off Area

Looking North towards Cafeteria and Assembly

Looking Southeast towards Classroom Wing

Looking South towards Building Entry

Loading dock and service access is from the north. This is a suitable location given the proximity to the technical workshop lab and vehicle mechanic training areas.

Overall, entrances to the main building lack an overall wayfinding approach and unifying aesthetic. In some cases, pedestrians traverse surface parking lots and the entrance sequence is not a pleasant. experience

EXISTING PLANS - SKOKIE CAMPUS

FIRST FLOOR PLAN

LEGEND

- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

SECOND FLOOR PLAN

LEGEND

- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

DEVELOPMENT SINCE 2011

Since 2011, building activity for the College was mostly focused at the Des Plaines campus. While both campuses have undergone improvements to parking and landscapes, building projects have been more substantial at the Des Plaines Campus.

At the Des Plaines Campus, the Margaret Burke Lee Health and Science Building was built to co-locate programs within the Division of Science and Health Careers into a single facility. The center is located adjacent to Lake Oakton at the Eastern end of the main campus.

Several functional areas including classrooms, offices, labs were removed from the West End of the Main Building on campus.

Additional projects implemented from the previous master plan include interior renovations as seen in the Enrollment Center and the Student Gathering Center. Several classrooms at both campuses were renovated and updates to building infrastructure is on-going.

Renovated Classrooms

Classroom modernization efforts took place at both the Des Plaines and Ray Harstein Campuses. Furniture, technology, lighting, and finishes were updated to improve classroom appearance and functionality.

Margaret Lee Health and Science Building

This 93,000 square foot, three-story building is located on the Des Plaines campus, and it is the largest new construction project since the college opened.

The center incorporates class labs, collaboration meeting spaces, classrooms, and some specialized learning environments including a skills lab, simulated hospital, and medical laboratory technoloy. Facutly and staff offices are also included. Sustainable features include integrated photovoltaics, a large overhang for passive heating and cooling, and a fully-automated exterior ventilated blind system for shading. The building is built above the flood hazard zone.

Enrollment Center

This 5,200 gsf project renovated four out-dated classrooms into a center that incorporates many of the functions that were previously scattered acros the building into a central student services location. The Enrollment Center includes admissions, registration, academic advising, and financial assistance services.

Student Gathering Center

This 6,100 gsf renovation opened to students in Fall 2016, the Student Gathering Center is a remodelling of several classroms into a student “center” for student activities, clubs, leadership, the Oakton Community College newspaper, study spaces, and networking. The space features great views to Lake Oakton. Inside, the center has a fireplace, and lounge seating arranged in an open ‘living room.’ Offices, conference rooms, and other support activities are adjacent to the main space.

3.0 | OBSERVATIONS AND RECOMMENDATIONS

OBSERVATIONS

Observations at both campuses were made during a series of site visits by the Design Team and discussions with administration, faculty, staff and students. During these visits, the Design Team observed both physical and operational issues at both campuses. These initial observations were brought to the Steering Committee for confirmation and discussion. These were distilled to the ten most pressing concerns for Oakton Community College.

DES PLAINES CAMPUS

Originally built in 1980 with subsequent additions and renovations, observations at the Des Plaines Campus are consistent with other institutions from this era looking to position themselves to attract and retain the next generation student.

Work has been recently done on upgrading instructional areas, student life and student service areas. Areas of improvement included:

Updating and modernizing public spaces including touch down areas and student dining facilities

Providing clearer wayfinding and signage throughout

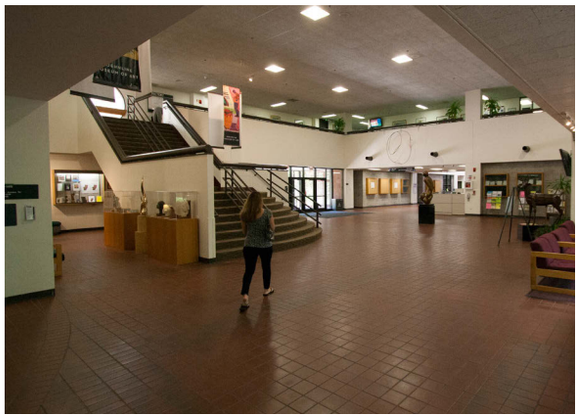
Modernizing the Library and creating meaningful connections with other student spaces

Consolidating student services into a one-stop shop

Addressing classrooms that appeared to be crowded with too much furniture to allow for collaborative flexibility

Creating more connections between students and faculty

OBSERVATIONS - DES PLAINES CAMPUS



Observation #1

Public spaces, entries, wayfinding & signage need improvement

Observation #2

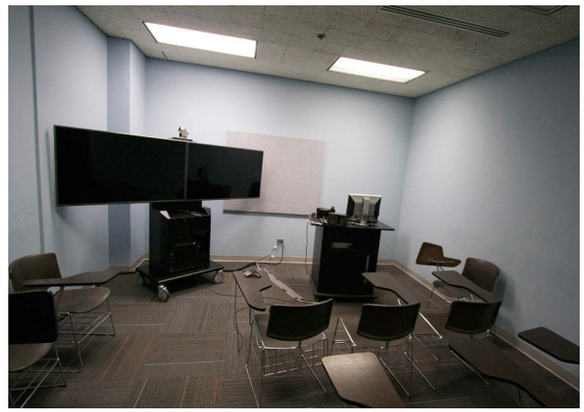
Library connections, entries and basement areas need to be addressed

Observation #3

Need to improve food areas

Observation #4

Student Services are too difficult for students to find



Observation #5

Right-size classrooms to support active learning, increase flexibility

Observation #6

Employee offices are spread out and lack adjacency

SKOKIE CAMPUS

Originally built in 1995 and expanded in 2006, the Skokie campus is a newer and more modern campus, but also has areas that need addressing.

Observations included:

Improving and making building entries more clear and intuitive

Providing clearer wayfinding and signage throughout

Improving and consolidating student life spaces and improving student dining

Expanding classroom furniture and equipment standards

Updating finishes throughout to create a visually connected campus and create a consistent language with the Des Plaines campus

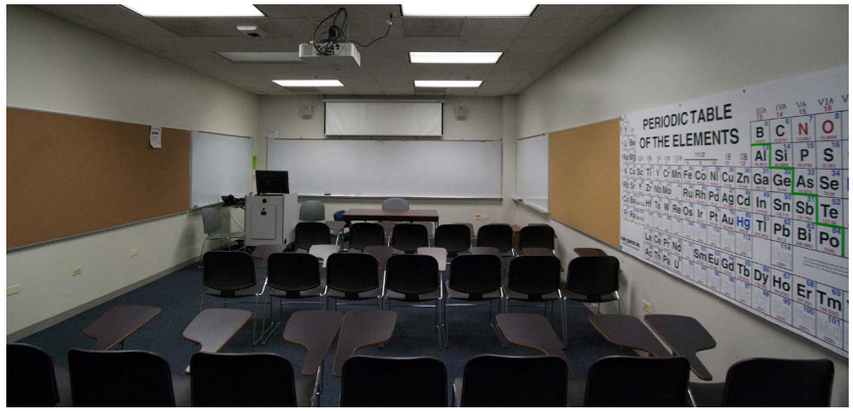
OBSERVATIONS - SKOKIE CAMPUS

Observation #1

Gateways/entrances lack clarity and intuitiveness;
Wayfinding is confusing

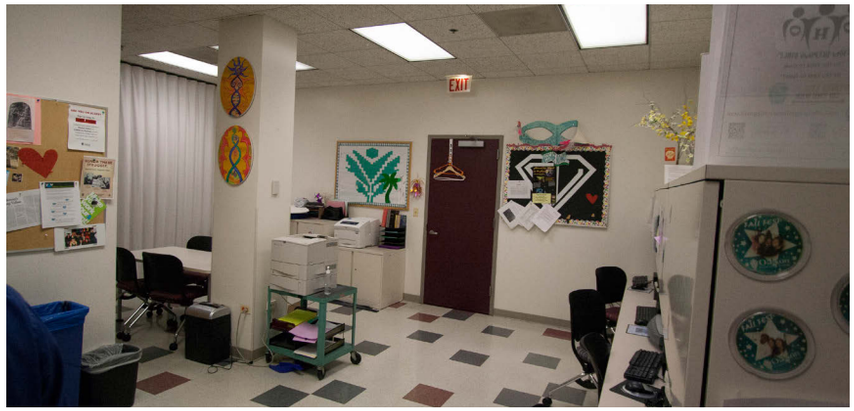
Observation #2

Student spaces lack accessibility and are disjointed



Observation #3

Classroom quality lacks consistency of technology,
furniture and lighting



Observation #4

Finishes are inconsistent and need updating

THE CONSENSUS MASTER PLAN

Developed over the course of ten months working directly with the Master Plan Steering Plan, the consensus plan represents an overall conceptual plan to address the most pressing physical and operational needs for each campus.

The Master Plan as presented is broken down into two parts:

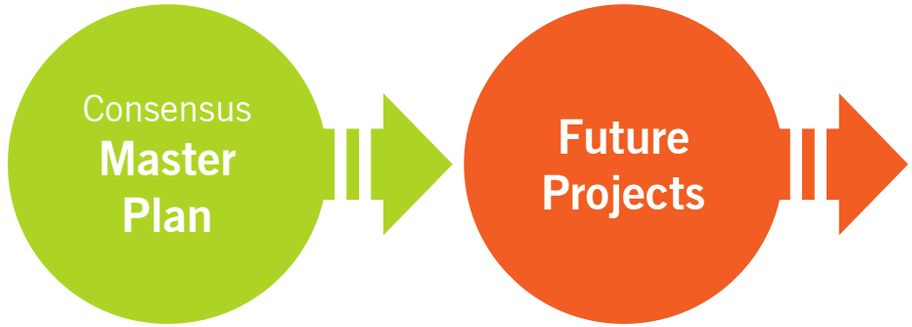
The Consensus Master Plan

This Plan addresses the critical needs for each campus within the College's five year capital improvement plan.

This plan addresses critical infrastructure and deferred maintenance needs as well as operational needs that will begin to position the College to address the challenges that come with the evolution of higher education and attract and retain the next generation of students and lifelong learners.

Future Projects

Recognizing that a master plan must anticipate needs to avoid making decisions that adversely affect future planning efforts, the Master Plan Steering Committee also looked at and planned for projects beyond the five year Capital Improvement Plan.


Consensus
Master
Plan
Future
Projects
Years 1–4
Years 5+

THE CONSENSUS MASTER PLAN

Des Plaines Campus - Lower Level

As part of the Consensus Master Plan, improvements at the lower level of the Des Plaines Campus are limited to:

Renovating the lower level of the Library to address areas damaged in recent flooding and provide usable space for the Library

Relocation of the Data Center as a resiliency measure to move the critical data infrastructure out of an area that may be affected by flooding

Relocation of Administrative Services offices from the basement to the first floor of the West End

Relocation and consolidation of Information Technology offices from the lower level to the second floor of the West End

THE CONSENSUS MASTER PLAN

Des Plaines Campus - First Floor Plan

As part of the Consensus Master Plan, improvements at the first floor of the Des Plaines Campus consist of:

West End Renovations. The West End projects are, essentially, back fill for program areas that were relocated to the Lee Center. As part of the renovation, the first floor will include:

- Renovated and expanded arts program space
- Consolidated Wellness including Counciling and Health Services
- Relocated Administrative Services suite
- Consolidated Distance Learning/Instructional Technology and Continuing Professional Development offices
- Relocated Human Resources offices
- Expanded Police Department
- Relocated Student Affairs Vice President's office
- Refreshed College Relations offices

Creating a Connection between the Cafeteria & Library. Recognizing the shift in the center of campus away from the traditional main entry with the recent completed projects at the Student Center and Enrollment Center, creating a meaningful connection between the Cafeteria and the Library will help activate the Library and create a physical and operational connection between the stud life and academic support spaces.

Renovation of Cafeteria, Kitchen & Servery. One of the goals of the Master Plan is to address the need for refreshed and realigned public spaces to offer students resources to keep them on campus. This is in response to recent studies that have determined that as students spend more time on campus, their performance increases. Additionally, these public-facing spaces create a connection with the general public and are the first impression that many prospective students have when visiting campus.

Renovation of Student Street. In concert with the other projects that start to address common areas throughout the campus, the Student Street improvement projects address the main corridor at the Des Plaines Campus by visually refreshing the space and creating areas for students to gather, study, socialize and connect.

Improvement of Entries. While working with the Steering Committee, improving entries and wayfinding resonated with the group. Making entries more prominent and improving wayfinding throughout the campus makes the entire building more accessible to the public.

Accessible Entry to the Media Production Studio. Provide solutions to address access to the Media Production Studio to allow classes to be held in the space and utilize the capabilities of this unique lab.

THE CONSENSUS MASTER PLAN

Des Plaines Campus - Second Floor Plan

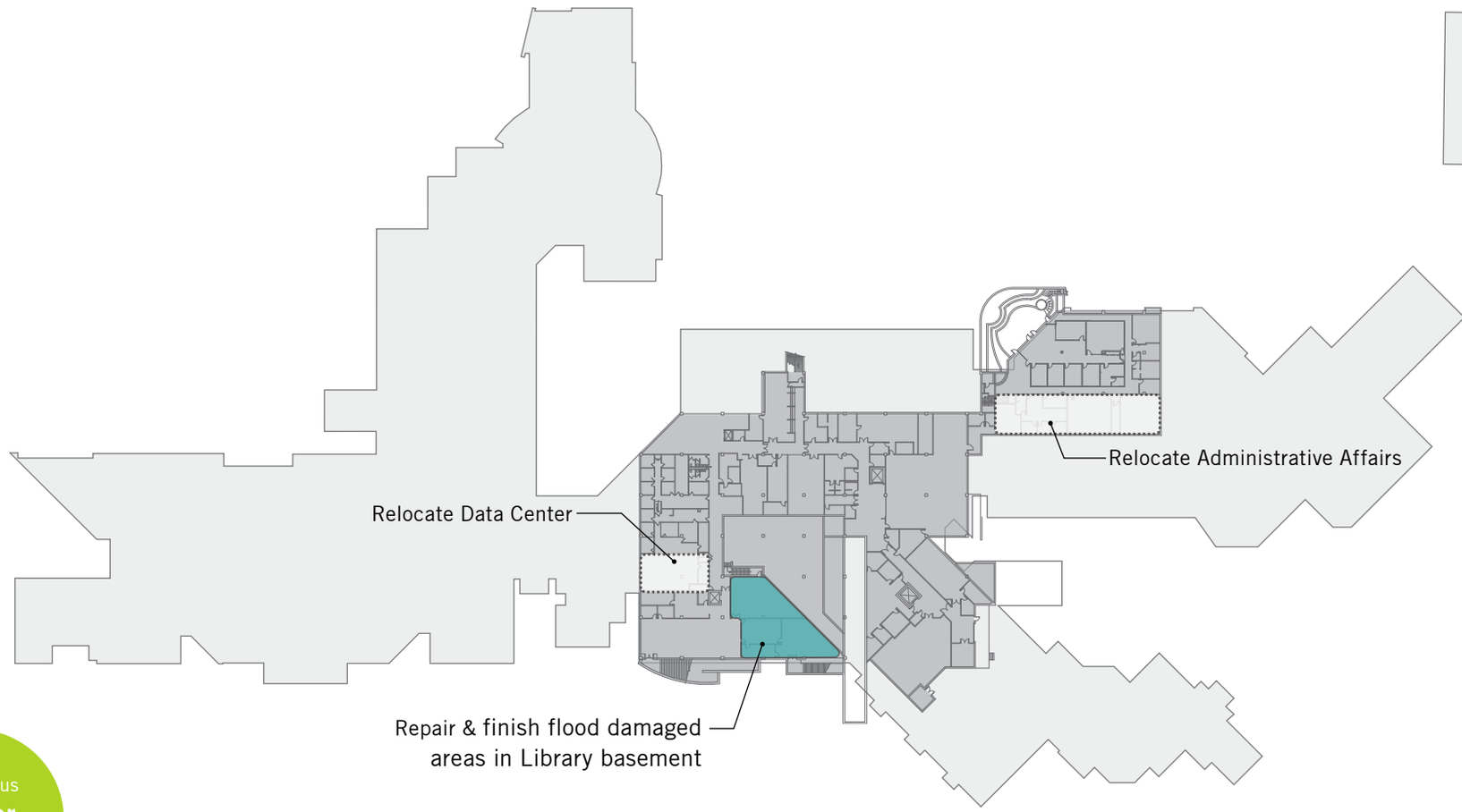
As part of the Consensus Master Plan, improvements at the second floor of the Des Plaines Campus consist of:

West End Renovations. The West End projects are, essentially, back fill for program areas that were relocated to the Lee Center. As part of the renovation, the first phase will include:

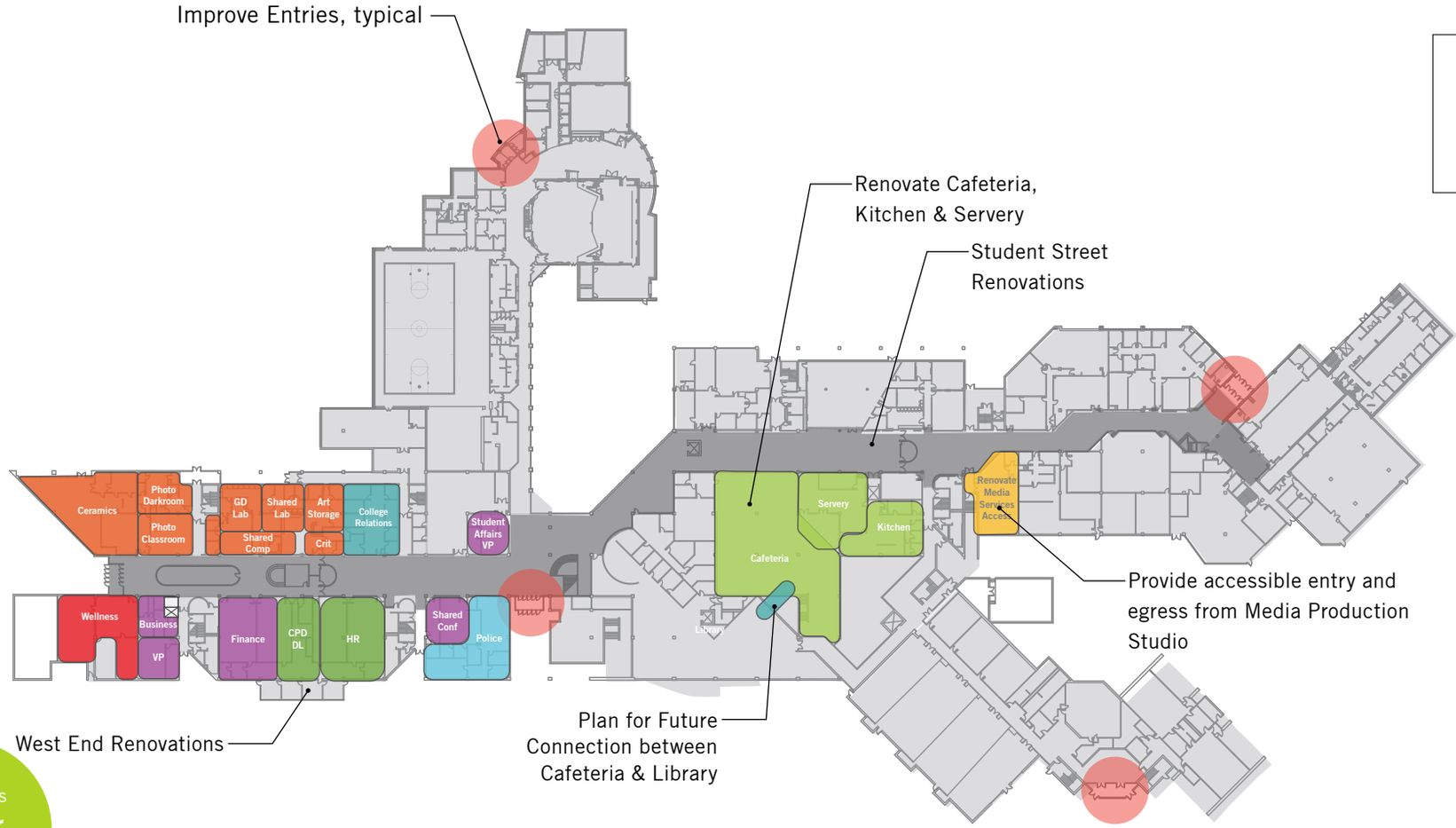
- Relocation of the Data Center from the basement
- Relocation and consolidation of Information Technology Offices, including the Vice President's offices suite
- New Classrooms set up for interdisciplinary and collaborative instruction
- Possible Relocation of Math & Technology Division offices
- New Adjunct Faculty shared office space

Classroom Furniture Reduction. Examine utilization of recently renovated classrooms to right-size furniture for classroom use. The intent is to make a more accessible, collaborative instructional environment

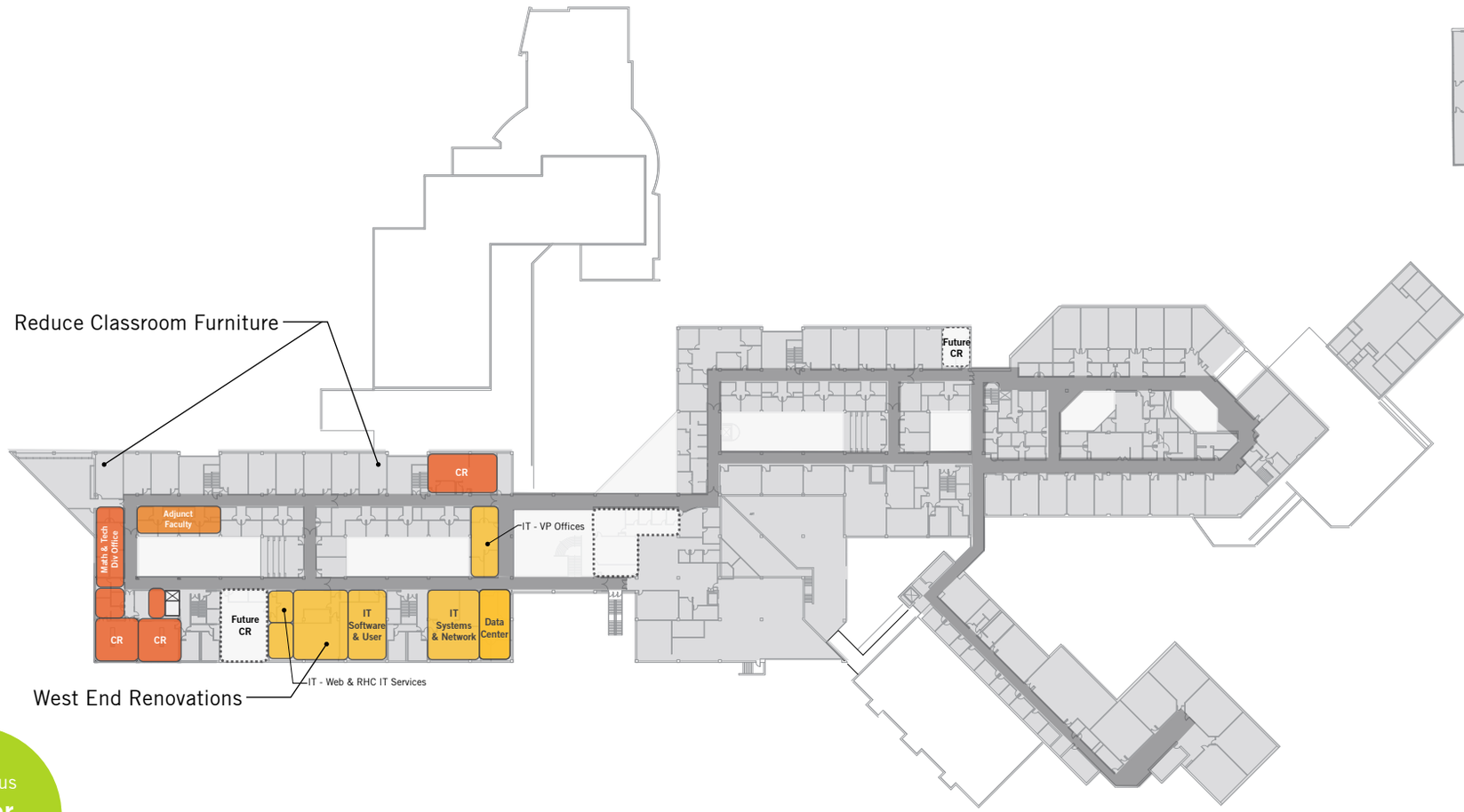
Consensus
Master Plan



Consensus
Master Plan



Consensus
Master Plan



Consensus
Master Plan

FUTURE PROJECTS

Des Plaines Campus - Lower Level

As part of the Consensus Master Plan, improvements for the Second Phase of the Des Plaines Campus consist of:

Renovate Library. Re-envision and position the library to address the education needs of the next-generation of Oakton student.

Relocate Computer Labs. A placeholder for computer labs displaced by first floor recommendations. Repositioning computer lab classrooms to the library can assist with technology connections for instructors and students alike.

Des Plaines Campus - First Level

As part of the Consensus Master Plan, improvements for the Second Phase of the Des Plaines Campus consist of:

Renovate Library. Re-envision and position the library to address the education needs of the next-generation of Oakton student.

Special Academic Programs Center. Providing a central, front-facing home for the SAPC. Putting the center in a prominent, public space is critical to getting students engaged in programs they might not otherwise realize are available to them and to providing connections for students and faculty alike.

Consolidation of Student Affairs. Continuing on the progress made through the Enrollment Center toward creating a one-stop area for student services. The consolidation pulls together the remaining far-flung Student Affairs programs; Testing, ADRC, Student Affairs VP offices.

Future Projects

FUTURE PROJECTS

Des Plaines Campus - Second Floor

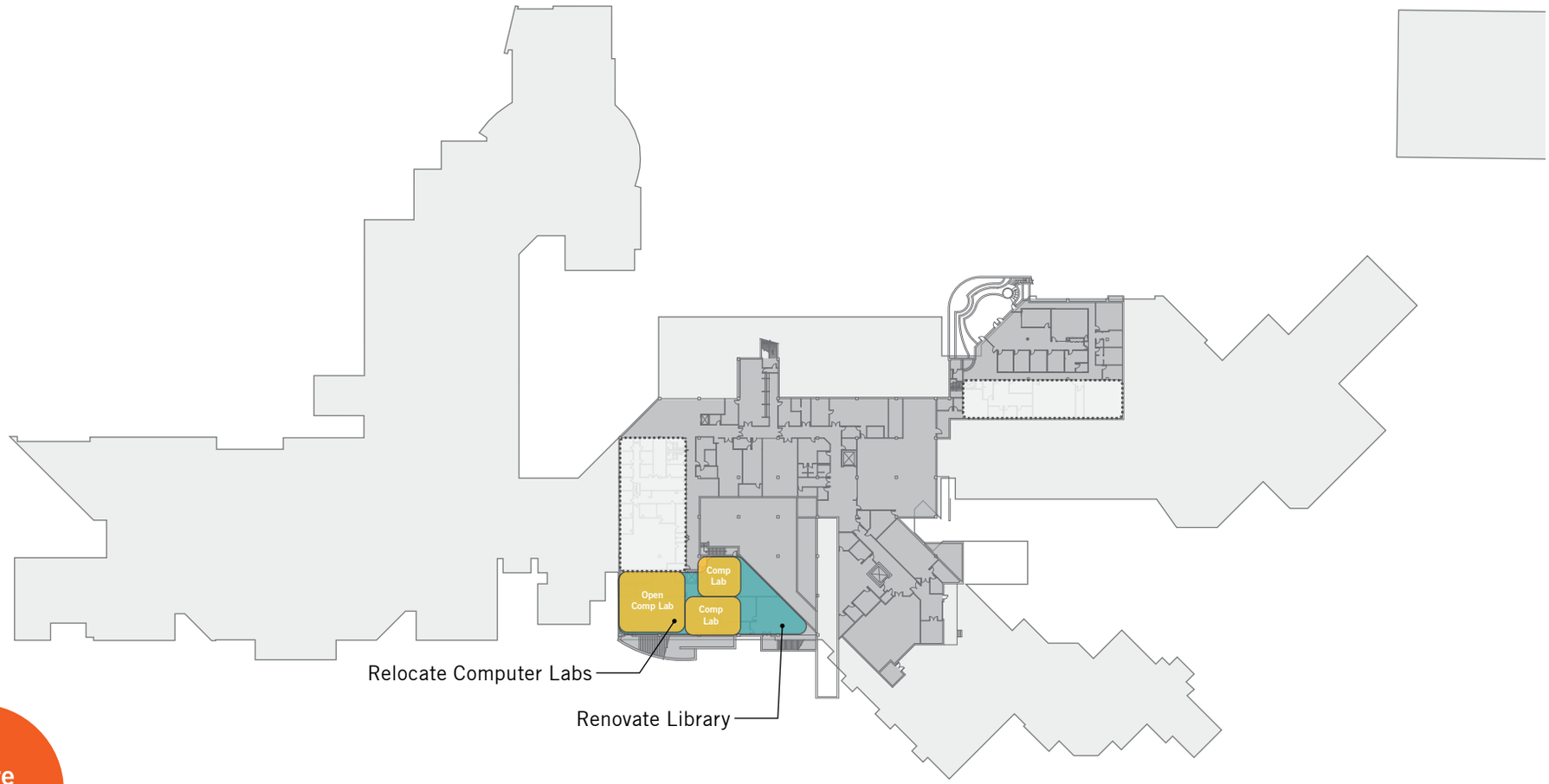
As part of the Consensus Master Plan, improvements at the second floor of the Des Plaines Campus consist of:

Renovate Library. Re-envision and position the library to address the education needs of the next-generation of Oakton student.

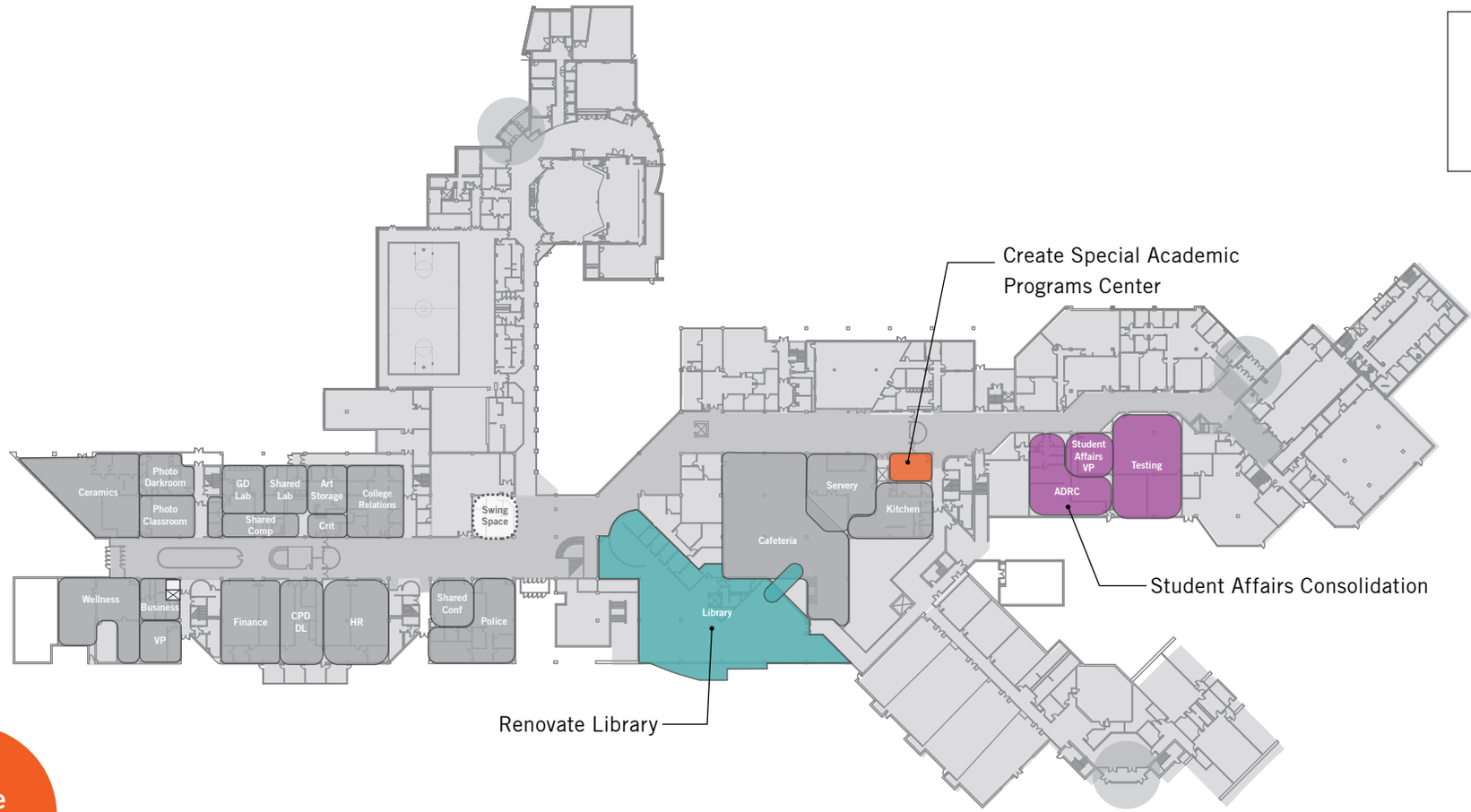
New Classrooms. The final projects resulting from the West End backfill, new classrooms are identified for the old Information Technology offices and the area remaining from the consolidation of Information Technology on the south side of the West End.

Expand TLC & Provide New Corridor. With the vacating of the testing and ADRC areas from the TLC, there is an opportunity to re-envision the TLC and it's role on the campus. Additionally, a new corridor provides a meaningful connection between student spaces and the Library on the second floor and improves wayfinding and circulation.

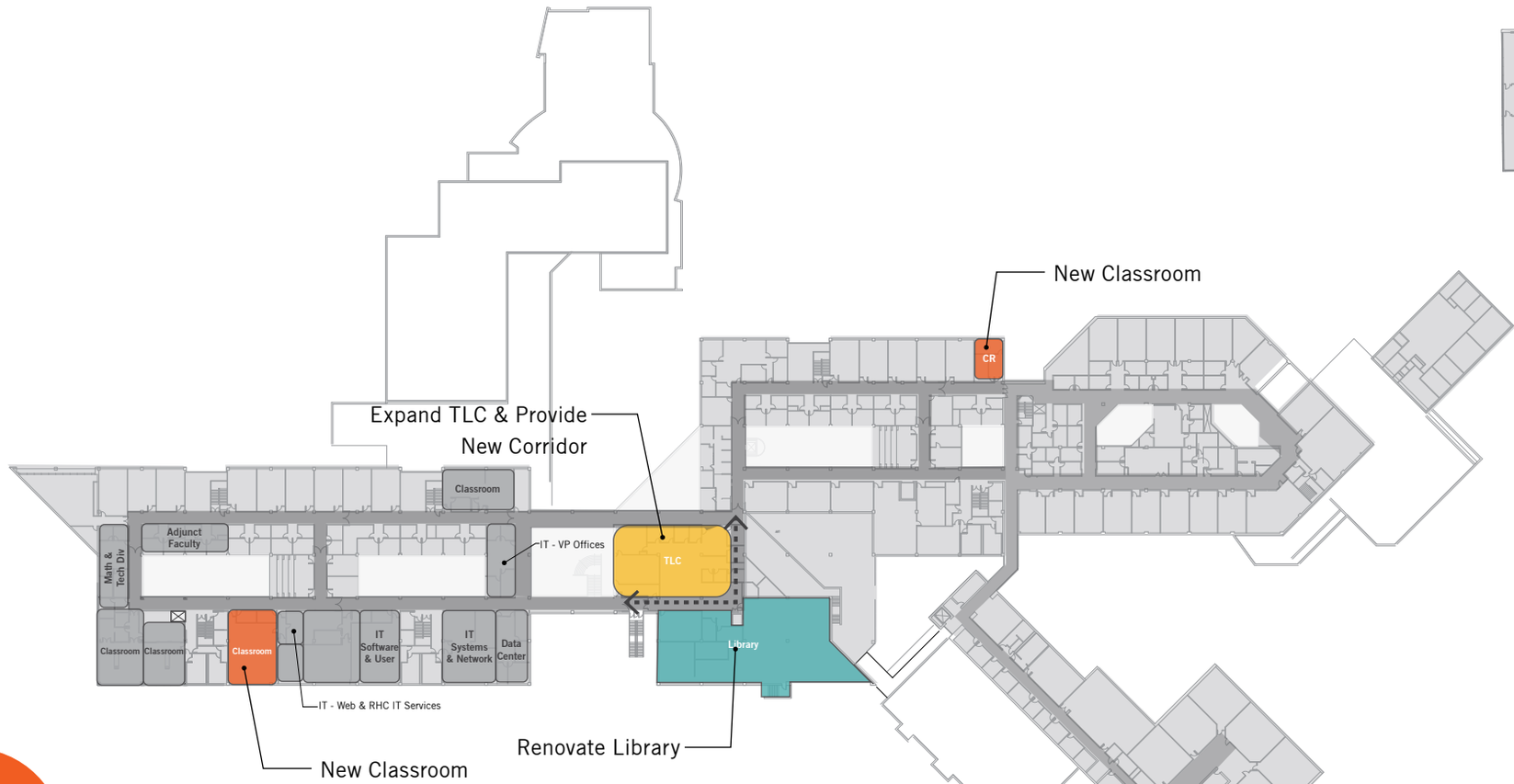
Future Projects



Future Projects



Future Projects



Future Projects

THE CONSENSUS MASTER PLAN

Skokie Campus - First Floor Plan

As part of the Consensus Master Plan, improvements at the first floor of the Skokie Campus consist of:

Improvement of Entries. While working with the Steering Committee, improving entries and wayfinding resonated with the group. Making entries more prominent and improving wayfinding throughout the campus makes the entire building more accessible to the public.

Renovation of Student Street. In concert with the other projects that start to address common areas throughout the campus, the Student Street improvement projects address the main corridor at the Skokie Campus by visually refreshing the space and creating areas for students to gather, study, socialize and connect.

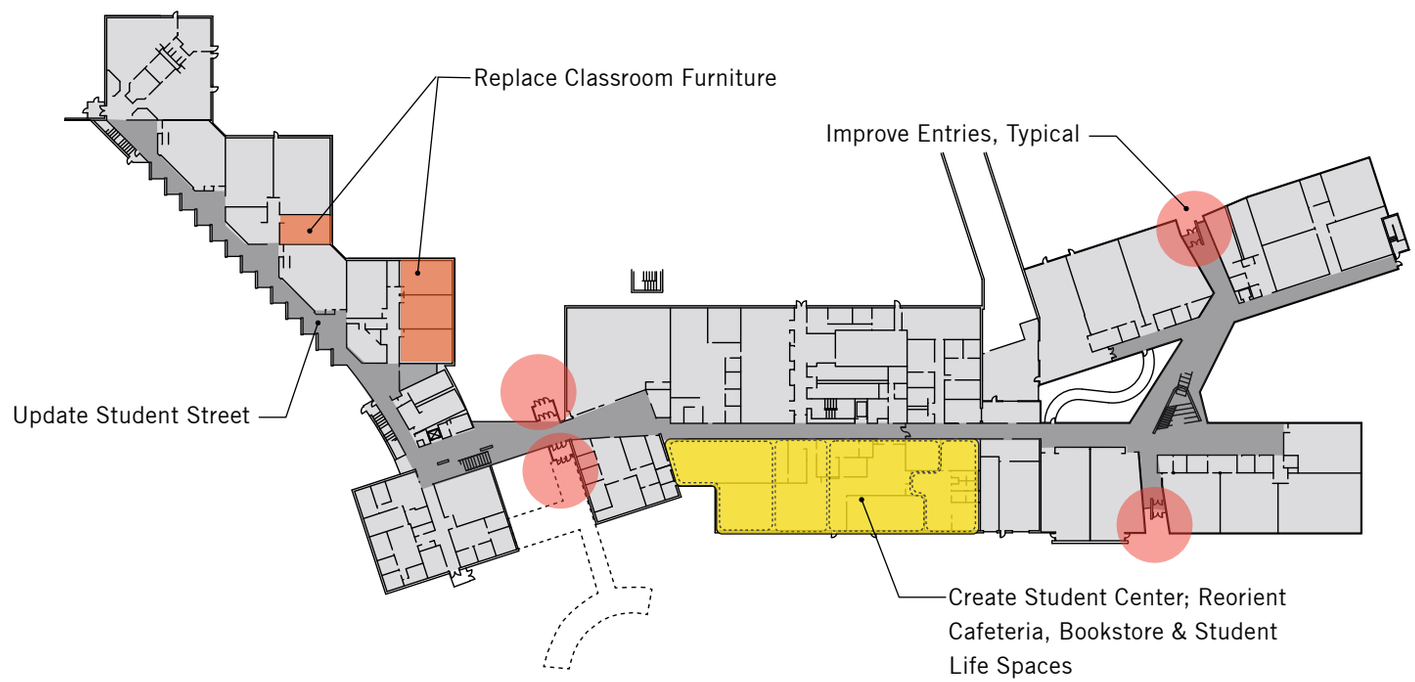
Creating a Student Center. Consolidating and reorienting the Bookstore, Cafeteria and Student Life spaces to create an inviting, activated space for students to gather during the day. Similar to the vibrancy that has been created in the new Student Center at the Des Plaines campus, this student and public-facing space offers opportunities for student engagement.

Replace Classroom Furniture. Replace the only remaining fixed tablet arm chairs in the College with more flexible instructional furniture that encourages collaborative instruction

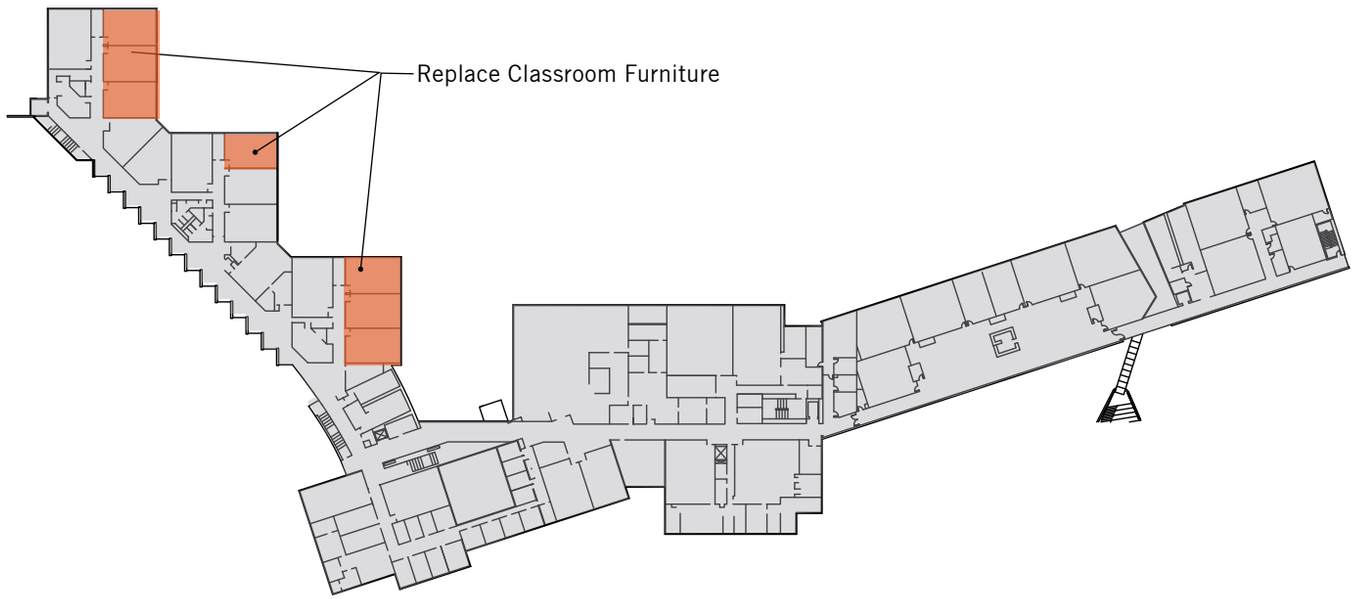
Skokie Campus - Second Floor Plan

As part of the Consensus Master Plan, improvements at the second floor of the Skokie Campus consist of:

Replace Classroom Furniture. Replace the only remaining fixed tablet arm chairs in the College with more flexible instructional furniture that encourages collaborative instruction



Consensus
Master Plan



Consensus
Master Plan

FUTURE PROJECTS

Skokie Campus - First Floor Plan

No additional projects have been identified for the first floor of the Skokie Campus

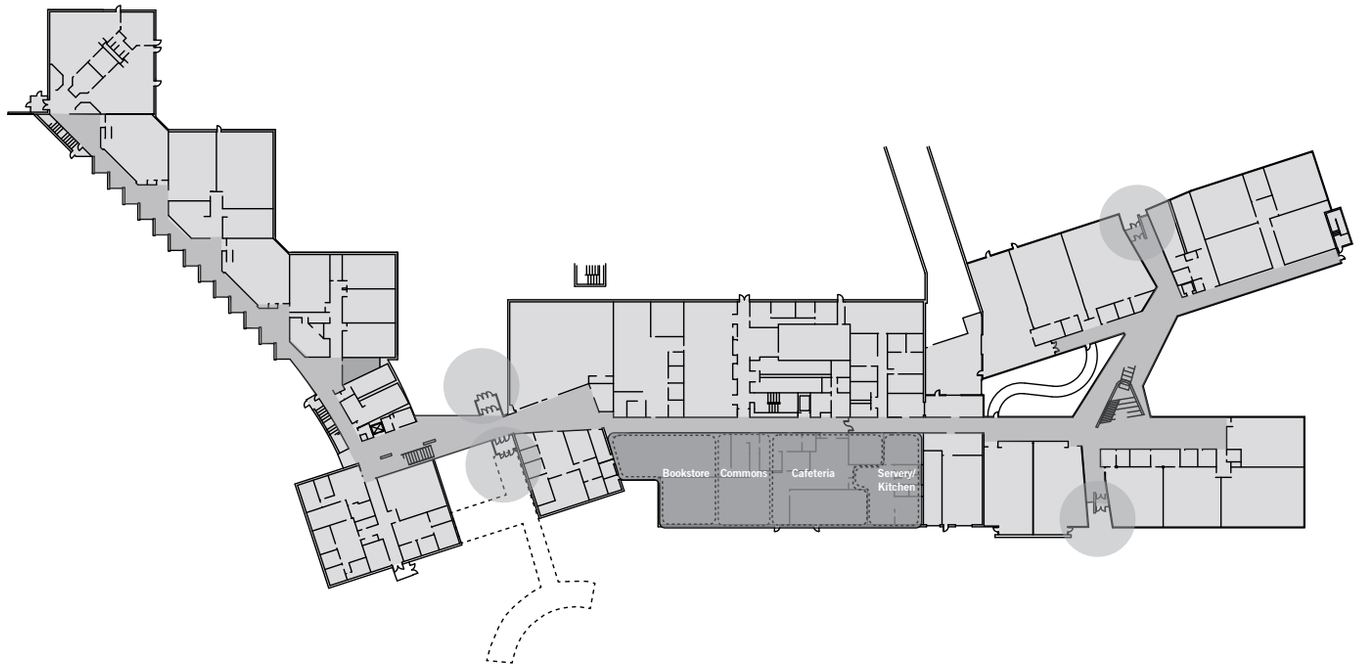
Skokie Campus - Second Floor Plan

Future improvements at the second floor of the Skokie Campus consist of:

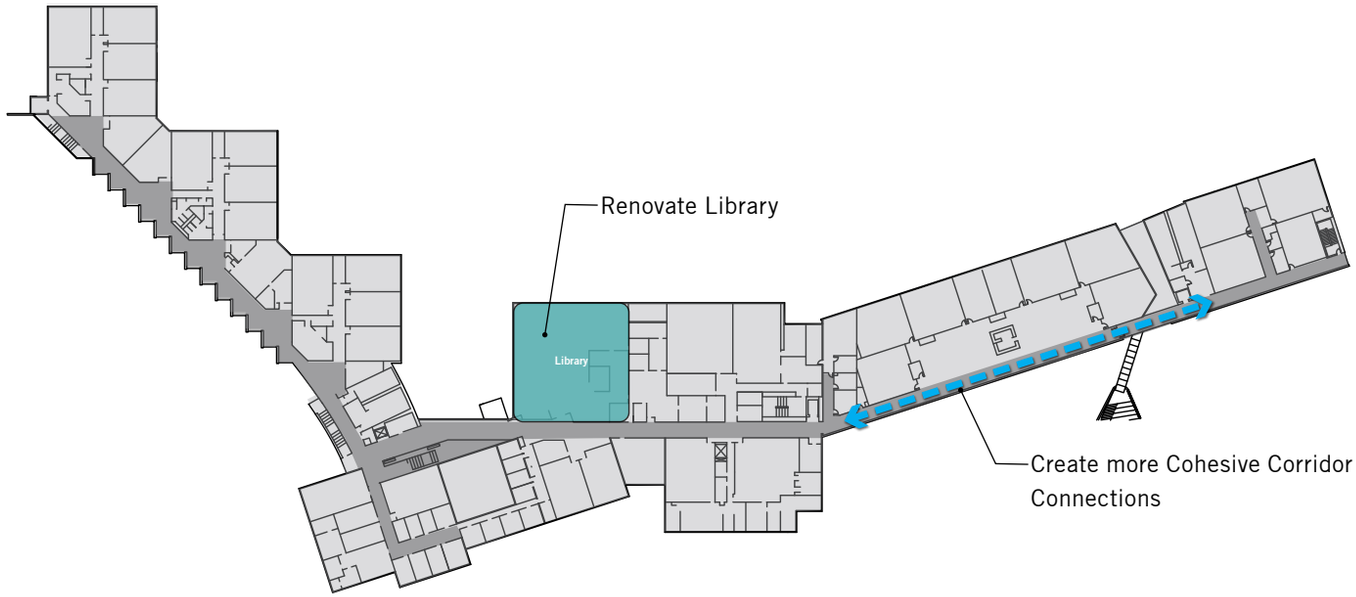
Renovate Library. Re-envision and position the library to address the education needs of the next-generation of Oakton student.

Open Corridor at Second Floor Computer Lab. To remove a physical and psychological barrier to moving freely between portions of the second floor.

Future Projects



Future Projects



Future Projects

IMPLEMENTATION SCHEDULE & POTENTIAL CAPITAL OUTLAY

Capital Improvement Projects - Major Projects

Outlined as 'Consensus Master Plan' projects, these make up the first four years of the Capital Improvement Plan (CIP) and are shown here with projected estimates and implementation time lines. Projects identified outside of the four-year CIP window are classified as 'Future-Not Funded'

Implementation Estimates

Estimates are conceptual and require further definition on scope, time line and implementation strategy before more clearly defined estimates can be prepared.

Implementation Schedule

The Implementation schedule shown is subject to revision based on project workflow, phasing, capital availability, educational impact, etc. Further investigation of each element included herein must be made to further develop any implementation schedule.

Projected Annual Expenditures

PROJECT	TOTAL FY2018-FY2022	FY2018	FY2019	FY2020	FY2021	FY2022	FUTURE- NOT FUNDED
Capital Projects							
Current Projects	$1,025,000	$1,025,000	$0	$0	$0	$0	
West End	$14,665,000	$4,758,000	$8,009,095	$1,898,000	$0	$0	$4,933,000
Student Affairs Consolidation	$0	$0	$0	$0	$0	$0	$5,262,000
Student Street	$2,402,000	$1,214,000	$1,188,000	$0	$0	$0	$0
Cafeteria	$2,977,000	$0	$1,715,000	$1,262,000	$0	$0	$0
Library	$466,000	$200,000	$0	$0	$266,000	$0	$5,678,000
Skokie Campus	$5,770,000	$0	$1,413,000	$4,357,000	$0	$0	$1,831,000
Signage	$1,970,000	$570,000	$0	$700,000	$0	$700,000	$0
Common Areas	$0	$0	$0	$0	$0	$0	$1,564,000
Subtotal Capital Projects	**$29,276,000**	**$7,768,000**	**$12,325,000**	**$8,217,000**	**$266,000**	**$700,000**	**$19,267,000**

IMPLEMENTATION SCHEDULE & POTENTIAL CAPITAL OUTLAY

Capital Improvement Projects - Deferred Maintenance

Several projects outlined under the Capital Improvement Plan (CIP) are shown here with projected estimates and implementation time lines. Projects identified outside of the five-year CIP window are classified as 'Future-Not Funded'

Implementation Estimates

Estimates are conceptual and require further definition on scope, time line and implementation strategy before more clearly defined estimates can be prepared.

Implementation Schedule

The Implementation schedule shown is subject to revision based on project workflow, phasing, capital availability, educational impact, etc. Further investigation of each element included herein must be made to further develop any implementation schedule.

Projected Annual Expenditures

PROJECT	TOTAL FY2018-FY2022	FY2018	FY2019	FY2020	FY2021	FY2022	FUTURE- NOT FUNDED
Deferred Maintenance							
Exterior Envelope	$1,200,000	$600,000	$600,000	$0	$0	$0	$0
HVAC Projects	$6,580,000	$5,080,000	$500,000	$500,000	$500,000	$0	$0
Electrical Projects	$1,918,500	$1,398,500	$520,000	$0	$0	$0	$0
Plumbing Projects	$1,580,000	$1,580,000	$0	$0	$0	$0	$0
Site Projects	$3,866,000	$1,390,500	$1,250,000	$866,000	$60,000	$300,000	$4,080,000
Interiors Projects	$3,300,000	$700,000	$1,200,000	$1,000,000	$200,000	$200,000	$0
Safety/ ADA	$2,000,000	$1,000,000	$0	$500,000	$500,000	$0	$0
Specialty Projects	$3,294,000	$1,983,000	$811,000	$500,000	$0	$0	$580,000
Subtotal Deferred Mtce	**$23,739,000**	**$13,732,000**	**$4,881,000**	**$3,366,000**	**$1,260,000**	**$500,000**	**$4,660,000**
Grand Total	**$53,015,000**	**$21,500,000**	**$17,206,000**	**$11,583,000**	**$1,526,000**	**$1,200,000**	**$23,927,000**
Total Including Future projects	**$76,943,000**						

A| APPENDIX

PROJECT IMPLEMENTATION: INTRODUCTION

At the direction of the Committee of the Whole, the administration examined the priority projects from the master plan and developed an implementation strategy for projects that placed emphasis on four major areas of work:

1) **Critical Life, Safety & Health Projects**; with a focus on a State-of-Good-Repair program that aims to undertake work necessary to keep buildings open and infrastructure operating in support of the educational mission.

2) **Critical Deferred Mainteance Projects**; with a focus on 'responsible deferred maintenance', these projects address the capital backlog through systematic replacements that will reduce facilities operating costs, energy use and risk while supporting institutional recruitment and retention efforts

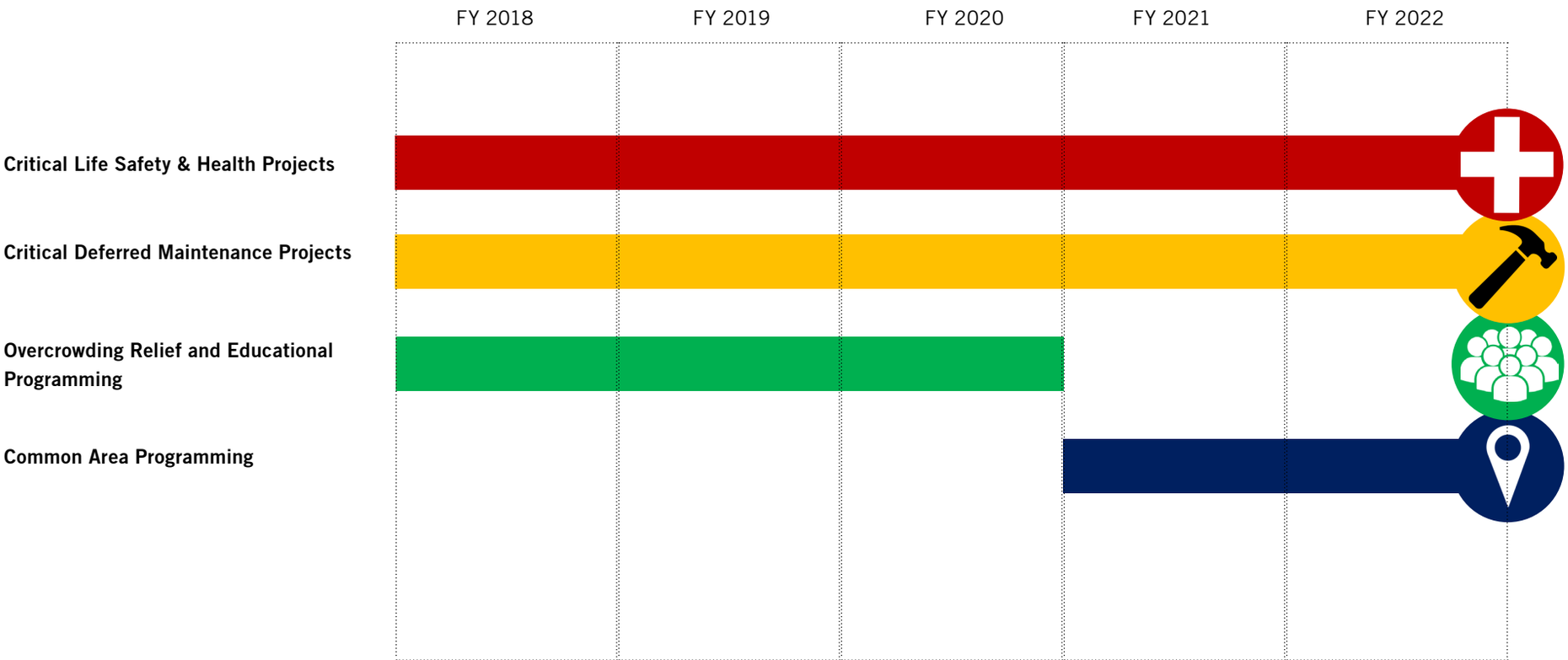
3) **Overcrowding Relief and Educational Programming;** The multi-year capital remodeling project on the West End of the Des Plaines main building aims to reduce overcrowding in several administrative departments and improve existing educational programming infrastructure.

4) **Common Areas Programming**; Highly-transparent common areas promote openness and create an environment of co-learning and co-sharing for the college body.

PROJECT IMPLEMENTATION: PROPOSED SCHEDULE

Additionally, at the Board's recommendation, the administration re-examined the master plan implementation schedule to avoid grouping a signifcant amount of work and capital outlay at the beginning of the project.

The proposed schedule distributes projects over the five year implementation period. The bar chart and following diagrams illustrate the projected implementation schedule.



PROJECT IMPLEMENTATION: PROPOSED PROJECTS

Critical Life Safety & Health Projects

- Building HVAC Distribution
- Replacement of Air Handlers and Components
- Switchgear and Backup Generator
- Replacement of Fire Alarm Panel System
- Secondary Water Line at the Des Plaines Campus
- Natural Areas Conservation

Critical Deferred Maintenance Projects

- Sidewalk & Pavement Management and Repair
- Replacement of Interior and Exterior Door Locks
- Interior Carpet Replacement

Overcrowding Relief and Educational Programming (see attached diagrams)

- West End (WE) South Basement Relocations – Business Services, Finance, Human Resources, CPD, College Relations, Wellness, Police, Data Center & Student Street Flooring (FY 2018)
- WE South 2nd Floor – IT Staff Relocation (FY 2019)
- WE North Side – Arts Expansion, Classrooms, Adjunct Faculty Offices (FY 2020)

Common Area Programming

- Upgrades to Cafeteria/Kitchen/Servery at Des Plaines Campus
- Student Street, Student Center and Cafeteria at Skokie Campus
- Signage and Wayfinding at both Des Plaines and Skokie

PROJECT IMPLEMENTATION: FISCAL YEAR 2018 PROJECTS

As part of the Overcrowding Relief & Educational Programming Projects, the West End work is distributed across the five-year Master Plan implementation window. In Fiscal Year 2018, projects include:

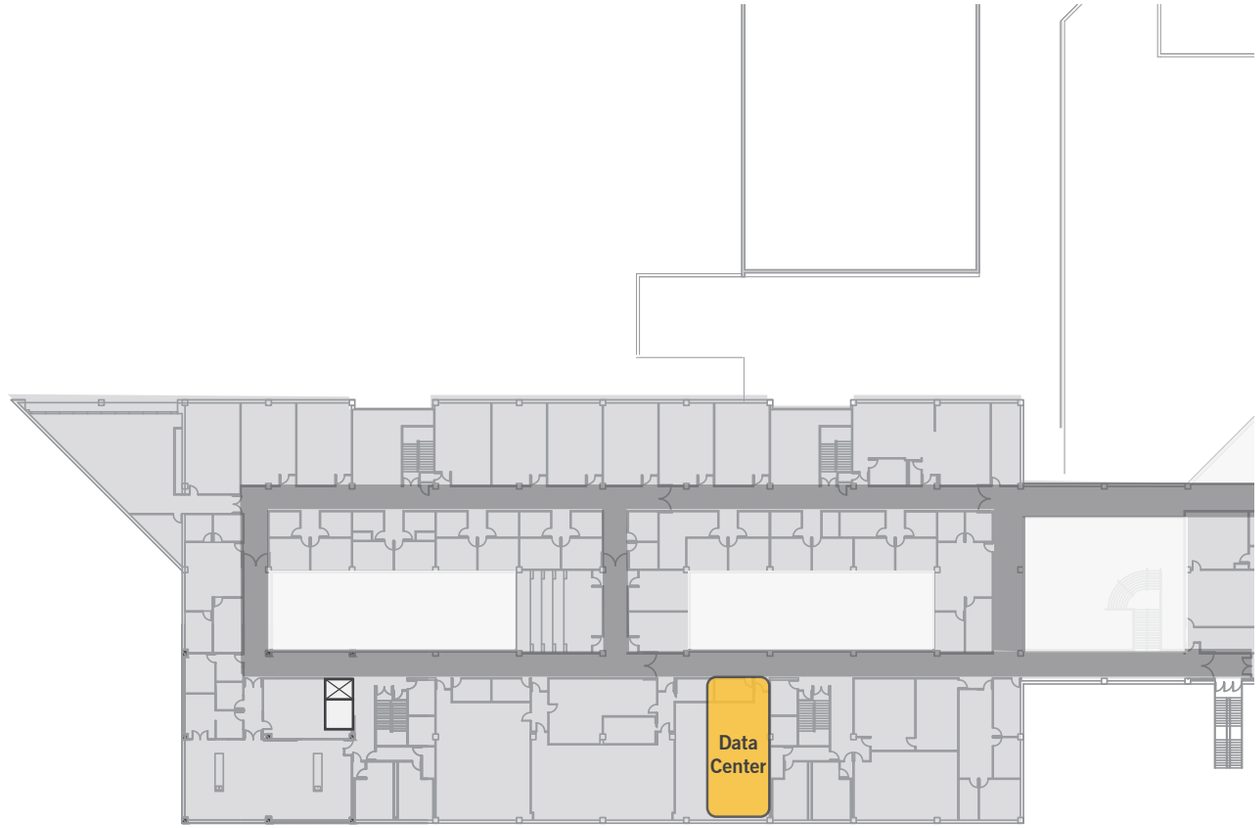
1) Renovate water damaged portions of the Library basement

2) Relocating Administrative and Wellness functions to West End; Remodel College Relations in place.

3) Relocation of the Data Center from the basement to the second floor of the West End.

Des Plaines Campus
West End - First Floor Plan

PROJECT IMPLEMENTATION:
FISCAL YEAR 2018 PROJECTS



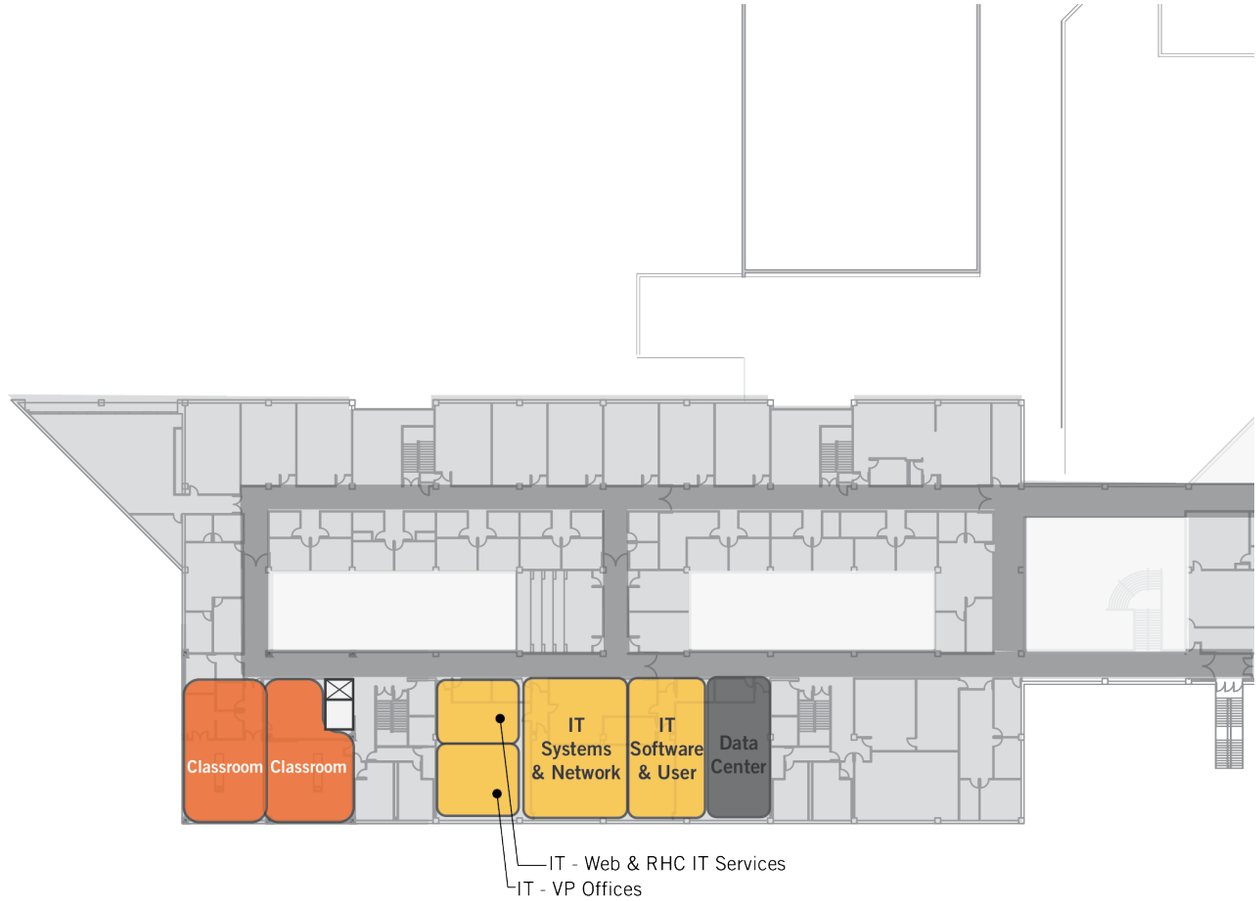
Des Plaines Campus
West End - Second Floor Plan

PROJECT IMPLEMENTATION: FISCAL YEAR 2019 PROJECTS

In Fiscal Year 2019, projects include:

1) Relocation of IT staff offices from basement to second floor of West End

2) Renovation of larger classrooms



Des Plaines Campus
West End - Second Floor Plan

PROJECT IMPLEMENTATION: FISCAL YEAR 2020 PROJECTS

In Fiscal Year 2020, projects include:

1) Build-out and expand Arts classrooms on the first floor of the West End.

2) Expanded Adjunct Faculty offices, 2nd floor

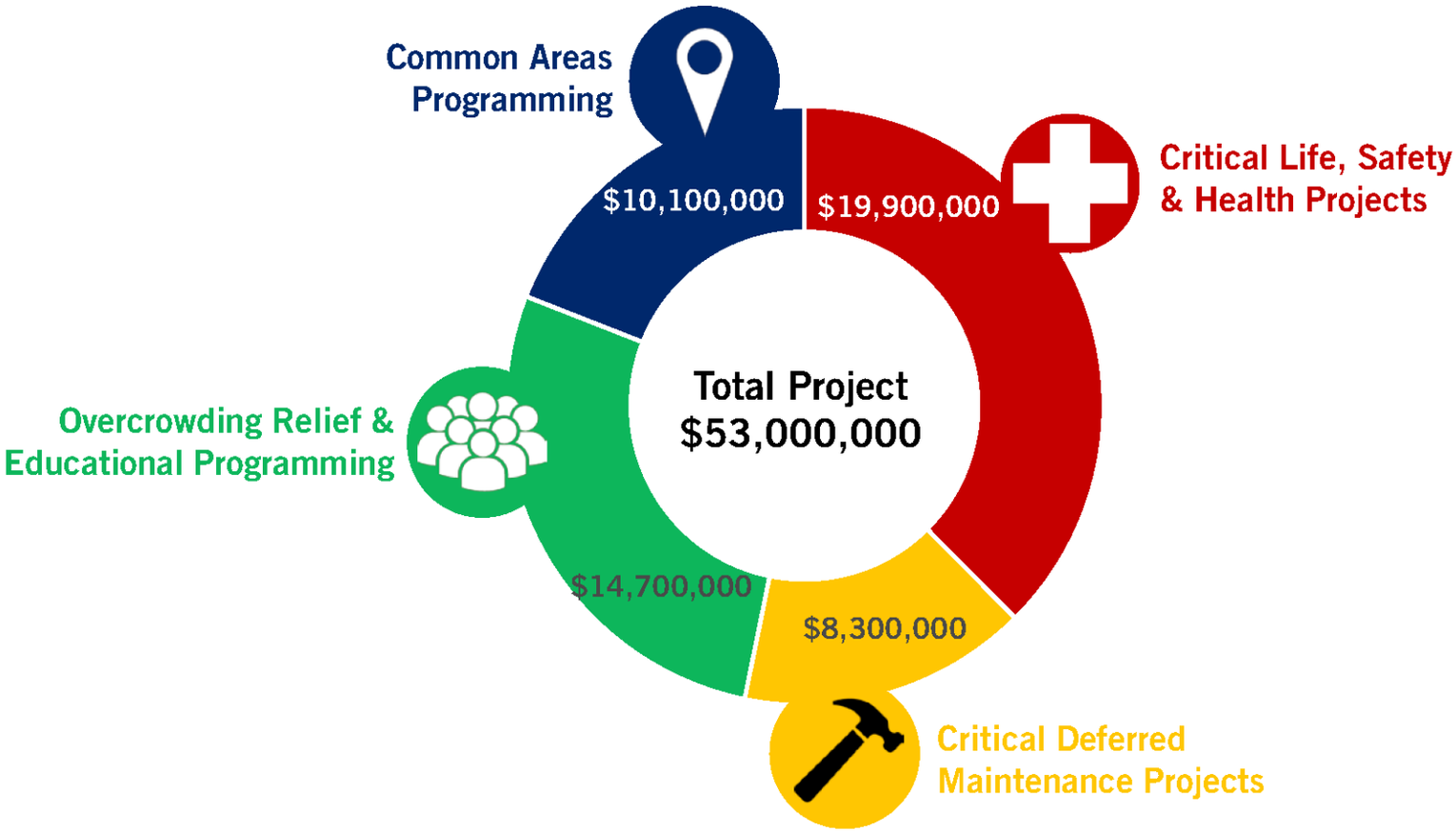
3) Additional Large Classroom, 2nd floor

Des Plaines Campus
West End - First Floor Plan

PROJECT IMPLEMENTATION:
FISCAL YEAR 2020 PROJECTS

Des Plaines Campus
West End - Second Floor Plan

PROJECT IMPLEMENTATION: EXPENDITURE ALLOCATION



B | APPENDIX

OAKTON COMMUNITY COLLEGE

SPACE UTILIZATION STUDY

JANUARY 2017

PERKINS+WILL

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Oakton Community College Steering Committee

President's Council, Ex Officio

Joianne Smith, President
Karl Brooks, Vice President, Student Affairs
Maya Evans, Director of Research and Planning
Tom Hamel, Vice President, Academic Affairs
Colette Hands, Associate Vice President of Continuing Education, Training, and Workforce Development
Mary Knight, Executive Director of Development
Bonnie Lucas, Vice President for Technology and Data Analytics
Mum Martens, Chief Human Resources Officer

Board of Trustees Representatives

Pat Harada, Board Member
Bill Stafford, Board Member

Faculty Representatives

Edith Monroy, Adjunct Faculty, Lecturer
Donna Dickson, Full Time Faculty, Chair, Basic Nurse Assistant Training (BNAT)
Holly Graff, Full Time Faculty, Chair, Philosophy and Humanities and the Arts
Bill Strond, Full Time Faculty, Biology

Administrators

Leah Swanquist, Director of Facilities
John Wade, Director of Systems and Network Services
Bob Sompolski, Dean of Mathematics and Technologies
Sebastian Contreras, Dean of Student Success

Staff

Christine Petray, Nurse
Debra Kutska, Sustainability Specialist

Student

Krisi Aglikin

Oakton Community College Space Utilization Study Leadership Team

Rich Schwass, Project Manager
David Agazzi, Financial Consultant
Dorothy McCarty, Consultant (Cotter Consulting)

Consultant Team

PERKINS+WILL

Mark Jolicoeur, Managing Principal
Jessica Figenholtz, Project Manager
Andrew Broderick, Campus Planner

1.0 | EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

IMPETUS FOR ACTION

Oakton Community College ("the College"), a two-year community college serving near-north suburban Chicago communities in District 535, is seeking to understand how well used instructional classroom and class lab space is at the College's two campuses—the Des Plaines Campus in Des Plaines, Illinois, and the Ray Harstein Campus in Skokie, Illinois.

The College decided to commence this space utilization study ("the study") for several reasons. First, the College wanted a data-driven approach to understanding its use of instructional space so that it can make financially responsible decisions and enable student success moving forward.

Second, the College recently completed numerous classroom remodels and constructed a new academic building (the Lee Science Center on the Des Plaines Campus). This study provides an opportunity for the College to step-back and evaluate the use of all instructional spaces including new additions, renovations, and existing spaces.

Finally, the College is undertaking a facilities master plan update and design guidelines. Both of these efforts might be informed by the results of this study.

Finally, this document can be used as a foundation document from which to create a comprehensive master plan with more stakeholder and community input in the future as college leadership directs.

GOALS

The goal of this project is to gain a clear understanding of how the College is currently utilizing its instructional space (classrooms and class labs). Specific goals and objectives of this report are as follows:

- Provide an objective assessment of facility assets on the campus
- Understand how classrooms and class laboratories are being utilized throughout the day and the week
- Understand functional limitations (e.g. furniture layout) of some classrooms that may impede efficient utilization
- Identify strategies for improving utilization including physical solutions (e.g. reconfiguring classroom layouts) and policy solutions (e.g. scheduling more course in the afternoon hours)

Components of this Study

1 **WEEKLY ROOM USE**
An evaluation of the total number of hours a specific classroom or class lab is used during a week for instructional purposes. This is a helpful metric to determine how often a room is used.

2 **SEAT OCCUPANCY**
A two-pronged evaluation consisting of (1) an inquiry into the number of seats occupied in a room for a course and (2) a look into the number of seats filled in a classroom or class lab over an incremental duration of time (e.g. morning, afternoon, or evening). This is an illustrative metric to explore how many seats are used by students for various courses.

3 **COURSE AND ROOM SIZE ALIGNMENT**
A comparison of a course's size (number of students enrolled) to a course's actual room size (occupancy). This is a useful metric when looking at alignment between room size and course size.

4 **CLASSROOM SIZE AND TYPE**
An assessment of the size, furniture layout, and number of seats in a classroom. This lends a qualitative aspect to this study to understand if a classroom or class lab is too dense, poorly configured, or inflexible for the type of instruction.

5 **COMPUTER LAB USE**
An assessment of the actual use of computer workstations by time of day in open labs, cyber cafes, and select class labs that are also used for open "studio" or work time.

PROCESS OVERVIEW

The process encompassed two types of assessment and feedback activities. First, the process was a data-driven computational analysis in spreadsheet and graph format. Second, the process entailed comparing the analysis to a range of target minimums and maximums set forth by College leadership. While all of the information included in this process was objectively derived based on computation analysis, the information was guided by input from the College's Master Plan Steering Committee.

The analysis primarily consisted of developing and refining a space utilization model that incorporated the following data and criteria:

- Existing space inventory organized by the Federal Index Classification Manual (FICM) (i.e., space taxonomy) as reported to the Illinois Community College Board
- Fall 2016 course schedule and registrants (provided by the College)
- Facility walkthrough (including classification of classroom space types)

Data calculation and analysis was a three step process:

1. Spreadsheet verification of course schedule and facility inventory

   This step involved obtaining information from the College including the most recent Fall 2016 course schedule and the College's facility inventory. In collaboration, the College and the consultant team reviewed the inventory and updated it where necessary to ensure the most accurate level of analysis. Additionally, the course schedule was deliberately arranged to avoid duplication/overlap yet ensure a thorough account of all non-online courses. Finally, a thorough, in-person facility walkthrough of all instructional spaces at the College was completed to ensure quality of the inventory and note characteristics of each classroom and class lab. See the "Assumptions" subheading for more information.

2. Connect the course schedule and facility inventory

   This step joined the facility inventory (organized by FICM category) to the course schedule provided by the College. At this point, the weekly student contact hours (WSCH) were calculated.

3. Conduct analysis, created summary tables and charts

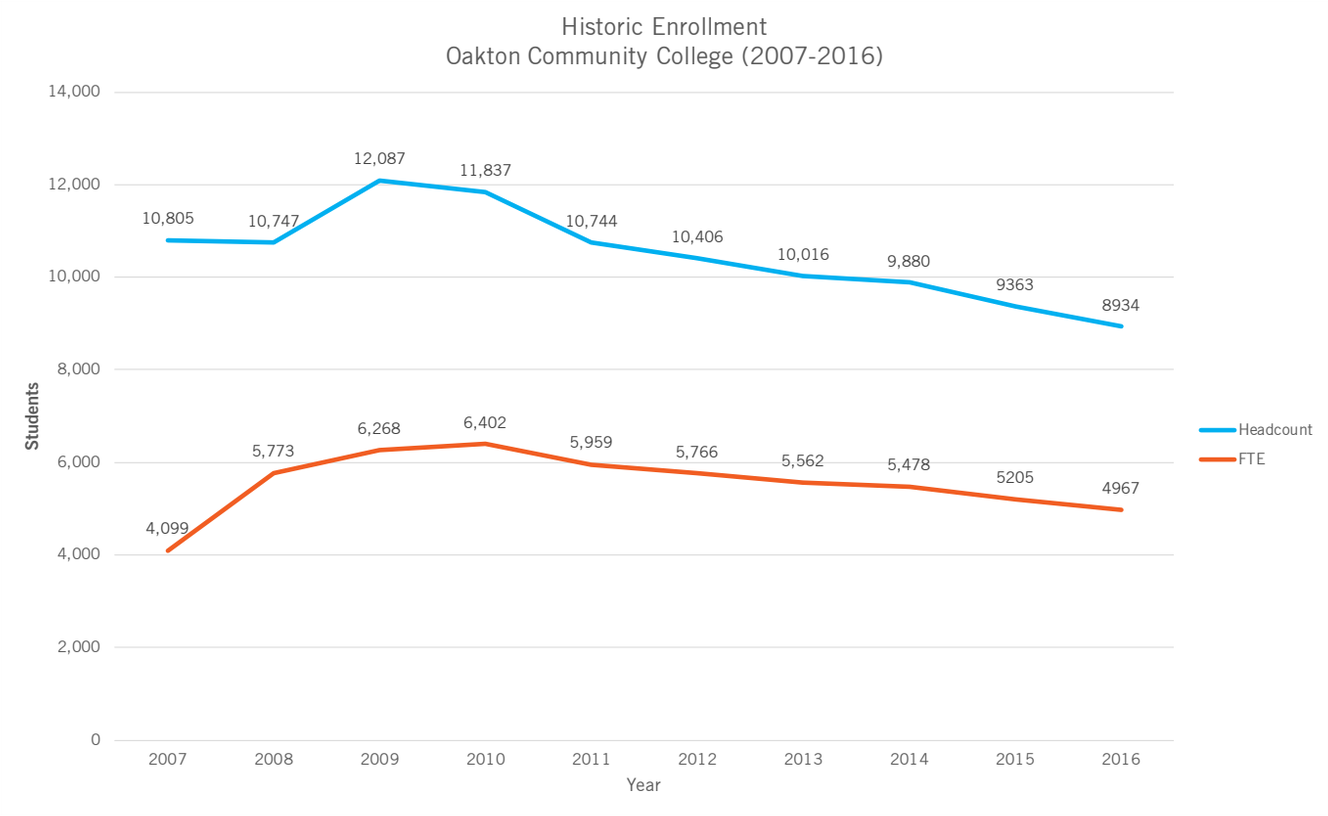
   This step turned the spreadsheet data into summary graphics to portray information about space utilization including, for example, class lab weekly room use, academic space needs, class lab space needs by academic division, and seat utilization rate.

The College's Master Plan Steering Committee provided guiding direction, critique, and validation of the study throughout the duration of the project. Specifically, the Steering Committee and consultant team convened as a group on two separate occasions:

- Preliminary Analysis Meeting on October 20th, 2016
- Analysis and Observations Meeting on November 17th, 2016

ENROLLMENT CONTEXT

This study is best viewed within the context of student enrollment change at the College. Since the Great Recession, the College (along with many of its peers) has seen a decline in both headcount and FTE enrollment. This is not uncommon as overall enrollment for all Illinois Community Colleges is down 13% since the height of the Great Recession in 2009. Additionally, according to *2026 The Decade Ahead*, an article released in August of 2016 by the Chronicle of Higher Education, enrollment pipelines (high school graduates) across the Midwest will remain relatively flat or decline slightly over the next ten years.



ASSUMPTIONS

The following assumptions were made for this study:

- Only classrooms (FICM number 110) and class labs (FICM number 210) are counted as instructional spaces where courses are scheduled.
- All maximum total room occupancies were determined by the College's facility inventory
- The 2016 Fall Semester course schedule was used. The schedule includes all for-credit courses and non-credit (Alliance for Lifelong Learning) courses.
- Coursetime hours are counted as one hour equals 50 minutes (to account for course change time of 10 minutes)
- Since courses start and end on a variety of different dates within a term (e.g.. August 23rd, September 15th, September 28th, etc.), those in session during a sample week in the middle of semester (Sunday, September 29th through Saturday, October 1st) where used as the basis of this study. The sample selection includes all 16 week (full semester) and 8 week (half semester) courses.
- Course enrollment numbers are for the first day of class for each course section. This includes all courses that started after the beginning of the semester.
- Course sections taught at the same time and in the same location were amalgamated to avoid duplications. For example, a course might have separate sections of non-credit enrollees, honors program enrollees, and general for-credit enrollees. These sections were merged to most accurately reflect room use and seat occupancy
- Course and room sizes were broken into the following size categories for use in comparison.
    - Small (1 – 15 seats or enrollees)
    - Medium (16-28 seats or enrollees)
    - Large (29 – 36 seats or enrollees)
    - Extra Large (37 – 50 seats or enrollees)
    - Super (51+ seats or enrollees)
- There are five classrooms on the Des Plaines Campus that are temporarily off-line. Rooms 2527, 2535, 2546, and 2549 are not included in this study as they are not hosting courses in the Fall 2016 semester. These rooms will come back into service in January of 2017 for the Spring Semester.
- Vacant classrooms and class labs in the West End of the Des Plaines Campus are not included in this study. The West End is being remodeled as part of the College's Capital Improvement Plan.

SUMMARY OF OBSERVATIONS

Overall, the College is below its targeted goal for both weekly room use and seat occupancy in its classrooms and class labs. With enrollment trending down to pre-Great Recession levels (and with regional demographic growth minimal), the under-target utilization may not seem surprising. Additionally, the College offers a wide-range of specialized programs to serve the educational needs of the community, but, given its average size (7,000 students is average headcount enrollment for Illinois community colleges according to the ICCB), it is unable to achieve optimal seat occupancy that other, larger community colleges can obtain.

The College has built or renovated classrooms and class lab space in the past five years including the opening of the Lee Health Sciences Center on the Des Plaines Campus in 2015. These new and renovated spaces offer highly functional, flexible, and technologically adequate instructional environments. However, not all of these spaces are utilized to their full potential.

There appears to be area for improvement in encouraging course scheduling in the afternoon time period (especially between 2:00pm and 4:00pm), and physical renovations may also be required to boost room use and seat occupancy.

While this study does not include a formal needs assessment, which would predict existing and future space surpluses or deficits based on national guidelines and/or College guidelines, this study does indicate that more can be done with existing instructional spaces to increase use and functionality. Course scheduling methods might need to be evaluated and physical spaces may need to be renovated.

Building net-additional future instructional spaces, especially for general classrooms, may not be necessary in the near-term unless enrollment trajectories change or new academic programs are added. Net-additional specialized class labs may still be needed in the future depending on academic program growth and modernization. In lieu of having a needs assessment, future class lab space should be considered on a case-by-case basis.

RECOMMENDATIONS

The College may consider taking action on the observations by considering the following recommendations:

Overall Recommendation

- More can be done to utilize the existing classrooms and class labs. As such, net-additional classrooms may not be needed. Improving the quality of existing classrooms and class labs and scheduling practices can be improved to increase efficiency.

Scheduling Recommendations

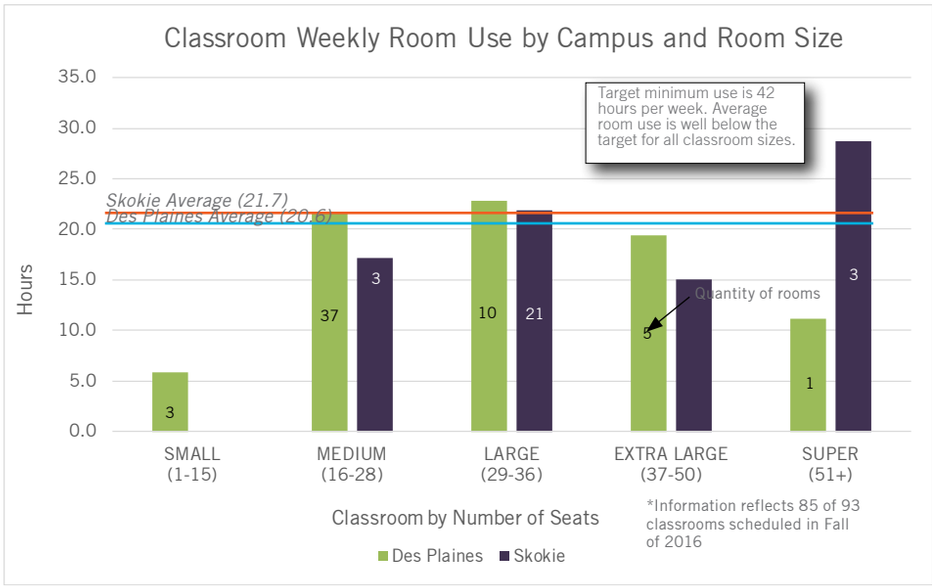
- Establish a centralized scheduling system run through the Office of Academic Affairs for scheduling all courses at both campuses
- Form a Task Force on college representatives to provide solutions to scheduling issues. Specific items to be addressed by the Task Force include:
    - More consistent start/stop times that are modular or explore block scheduling (e.g. 50-min, 75-min, 150-min sections)
    - Combine sections where feasible
    - Seek improved alignment between course enrollment size and room size
- Offer course sections based on actual, recent enrollment to control oversupply of sections

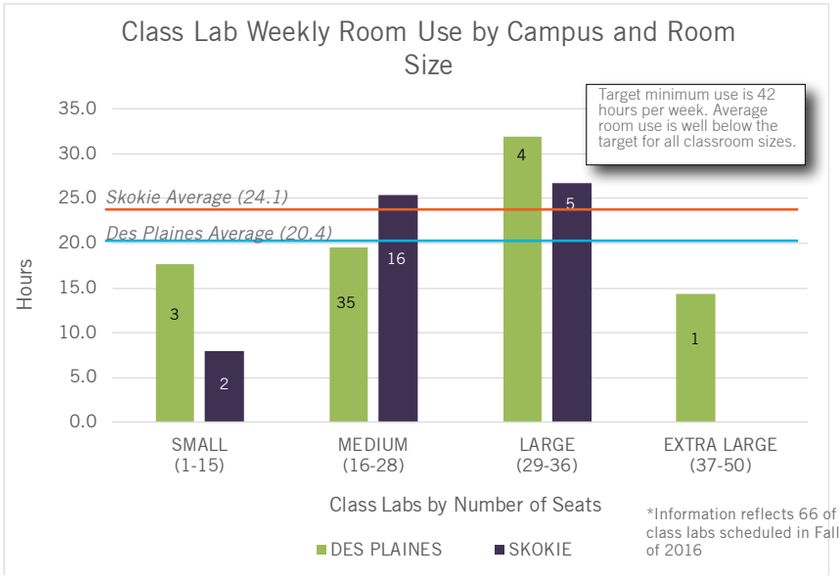
Physical Recommendations

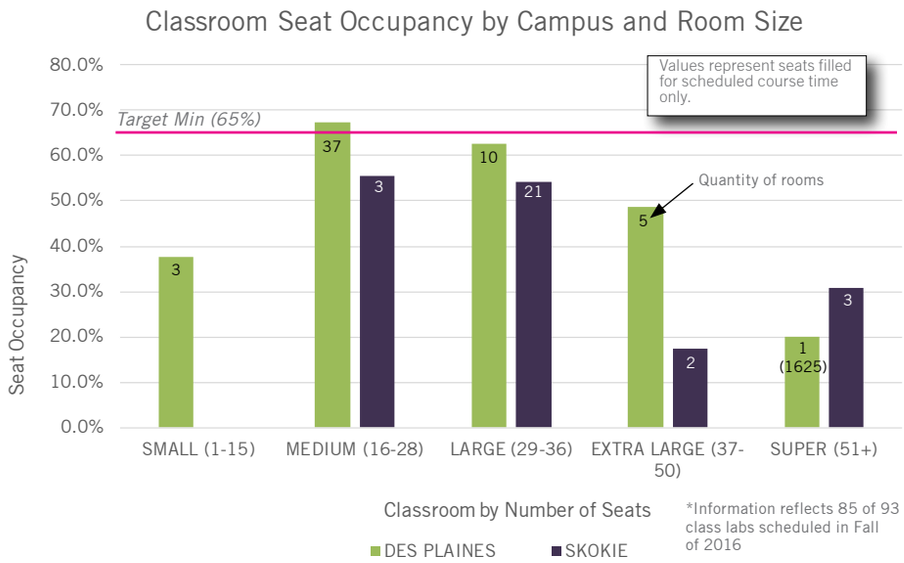
- Explore joining classrooms together to make larger, more flexible classrooms (but not necessarily increasing the number of seats)
- Consider rightsizing some classrooms by reducing the total number of seats (thus increasing the area per seat) to enable active learning and increase flexibility
    - Target flat-floor classrooms with 20 square feet per student or lower
    - Use movable furniture with an emphasis on round or rectangle tables suitable for group collaboration
- Renovate flat-floor, tablet-arm classrooms to encourage active learning and increase flexibility
    - Target the 11 classrooms of this type at the Skokie Campus; use moveable furniture
- Reduce the overall number of seats to achieve an area per seat higher than 22 square feet
- Retain the tiered classrooms that currently exist, but do not add more classrooms of this type
- Maintain the College's current quantity of open computing labs as station utilization is above 70% in the mornings and 50% in the afternoons and above 30% in the evenings Monday through Thursday
- Transform the College's Cyber Cafes into a hybrid of walk-up desktop stations and open stations for people bringing their own device
- Repurpose several class labs with low open lab use (including 1721)

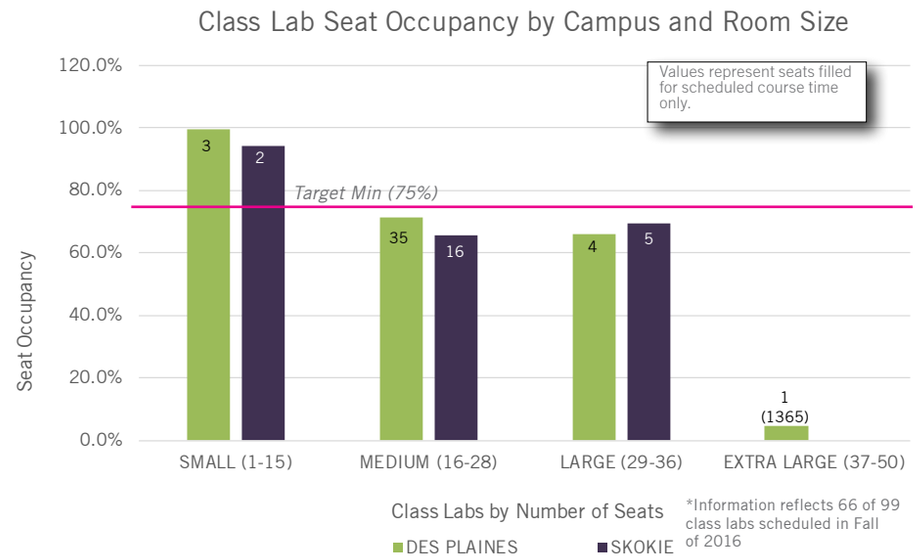
1 WEEKLY ROOM USE OBSERVATIONS

- Overall, weekly room use for classrooms is, on average, approximately 16 to 18 hours below the College's target minimum utilization of 42 hours per week. Weekly room use at the Skokie Campus is slightly higher (21.7 hours per week) than the Des Plaines Campus (20.6hours per week).
- Weekly room use is strongest for extra-large classrooms, but there are only seven such classrooms at Oakton
- The average weekly room use is low largely due to the medium and large-sized classrooms, which comprise the vast majority of all classrooms on both campuses. Boosting utilization for these classrooms are essential to increasing utilization overall.
- Class lab weekly room use, which is averaging 24.1 hours at the Skokie Campus and 20.4 hours at the Des Plaines Campus, is higher than classroom use, but is still below the College's target minimum of 42 hours.
- Large class labs are the best utilized labs on both campuses
- Small class labs (there are only five at the College) struggle the most with room use









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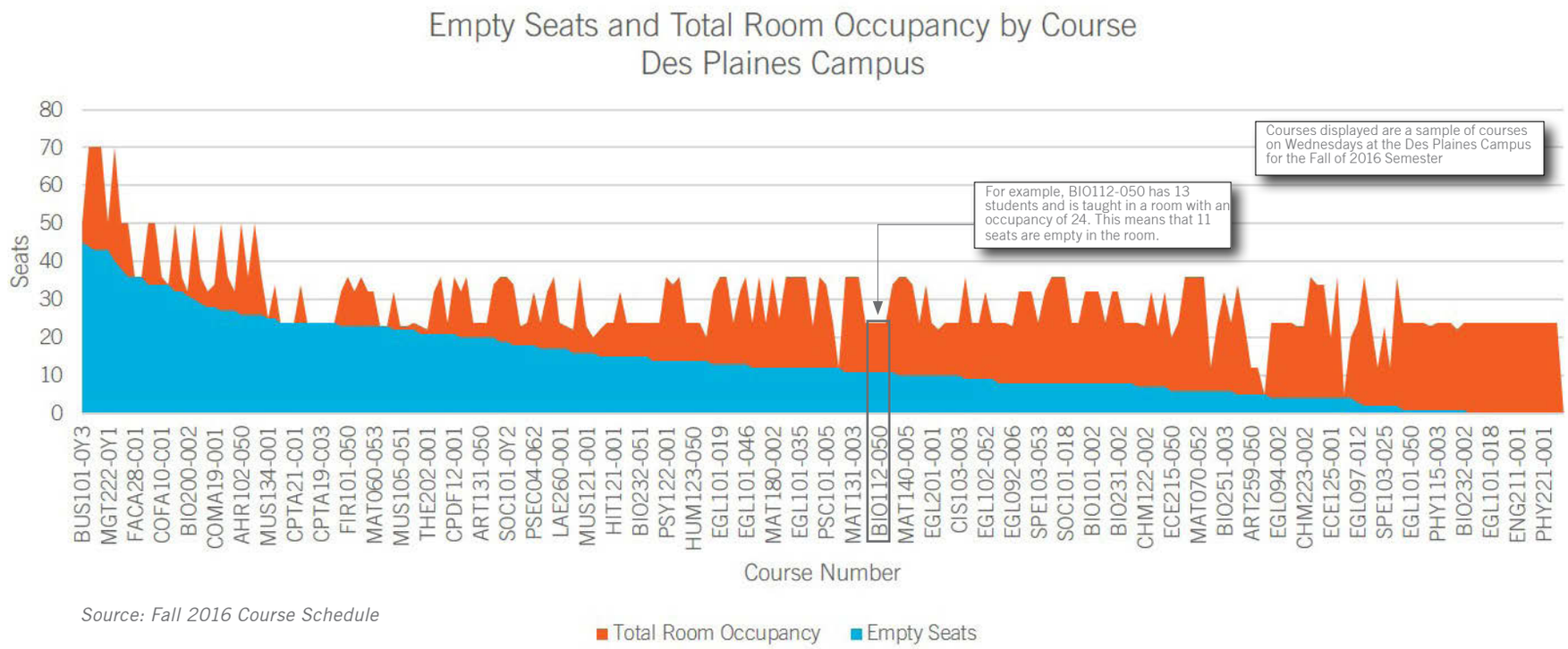
SEAT OCCUPANCY OBSERVATIONS

- For classrooms, seats filled for scheduled courses trail the target minimum of 65% at both campuses.
- Medium and large size classrooms have the highest seat occupancy rates for both campuses
- Overall, seat fill is higher at the Des Plaines Campus than the Skokie Campus
- Classrooms that are either small, extra-large, or super (51 seats or more) in size struggle with seat occupancy
- For class labs, the target minimum rate of 75% filled is met by small labs and nearly met by medium and large labs.
- Analyzing seat occupancy by longer periods throughout the day (e.g. morning, afternoon, and evening) reveals a drastically lower seat occupancy rate for classrooms and, to a lesser extent, class labs. This analysis includes “downtime” for classrooms and class labs. Only a handful of classrooms and class labs achieve the target minimum utilization rate (65% for classrooms and 75% for class labs) The less a room is utilized the less seats are utilized. This comparison aligns with weekly room use.

EMPTY SEATS IN CLASSROOMS

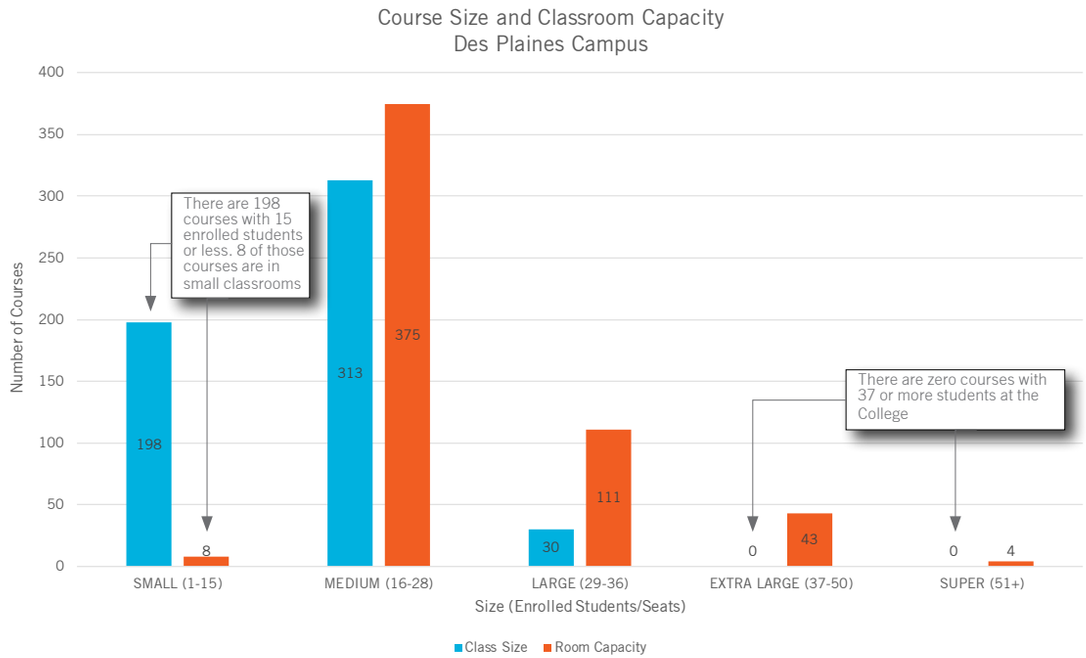
The line graph exhibited below is a snapshot of courses taught on Wednesdays at the Des Plaines Campus. Two items are graphed: total room occupancy (in orange) and the number of empty seats in the room (in cyan). This graph reveals that some courses are taught in classrooms that are mostly empty (courses toward the left of the graph) while some other courses are taught in classrooms that are full (towards the right of the graph). Of particular concern are the high number of courses with a high proportion of empty seats. Improving seat utilization by better aligning course and room size or consolidating sections where feasible might be examined further.



Source: Fall 2016 Course Schedule

3 COURSE SIZE AND ROOM SIZE OBSERVATIONS

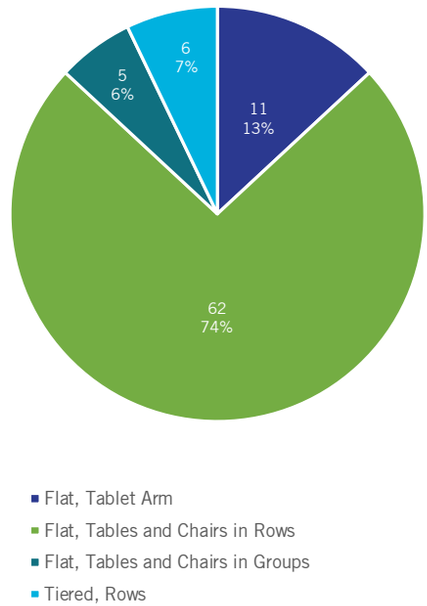
- There is misalignment between the high number of small courses and low number of small courses taught in small rooms. In the future, seeking better alignment may increase seat occupancy.
- Conversely, there are a high number of courses taught in large classrooms but only a small number of courses that actually have a large amount of enrollees.
- There is relative balance between medium size courses and courses taught in medium sized rooms.



4 CLASSROOM SIZE AND TYPE OBSERVATIONS

- There are four types of classrooms at the College.
  - **Flat-floor, Tablet Arm** – these classrooms are typified by stand-along, single seat tablet arms chairs. Enabling student group collaboration is limited in these rooms. Flexibility is limited as well.
  - **Flat-floor, Tables and Chairs in Row**s—these classrooms include simple rectangular tables with moveable chairs. Anywhere from 2 to 8 seats are at any one table. The tables are arranged in rows and face the front of the classroom. Student group collaboration is possible in these rooms, but is not optimal. There is a moderate level of flexibility in these rooms. The furniture can be re-arranged in various configurations including "U" shapes or square shapes, or the furniture can be configured into clustered groups.
  - **Flat, Tables and Chairs in Groups**—these classrooms feature furniture clustered in small groups of 6-8 seats per table. Student group collaboration is best in this configuration. Traditional lecture-style instruction may be difficult. Flexibility is high in these rooms as the furniture is reconfigurable.
  - **Tiered, Rows**—these classrooms are traditional lecture halls. They feature tables and chairs in rows and in tiers with the instructor's station, projector screen/ whiteboard in the front. Student group collaboration is most difficult in this setting. Formal lecture or film viewing is best in these environments. Flexibility is low. In most cases, furniture is hard if not impossible to re-arrange.
- 24 of 85 scheduled classrooms (28%) at the College are below 20 square feet per student. This limits room flexibility and the classrooms may be sub-optimal learning environments for both students and faculty as the room may feel too dense.
- Many of the recently renovated classrooms at the Des Plaines Campus have adequate area per seat given their configuration (tables and chairs in rows).
- Only 16 of 85 scheduled classrooms (19%) are greater than or equal to 28 square feet per seat, which is the minimum threshold to adequately achieve an active learning classrooms.
- Almost half of the classrooms with tablet arm chairs are inadequate in size to facilitate group-based learning.

Classroom Configurations
Both Campuses*



* This analysis only includes the 84 classrooms with scheduled classes in the Fall of 2016

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COMPUTER LAB UTILIZATION OBSERVATIONS

- The College's open computer labs are highly used in the mornings and afternoon on Mondays through Thursdays with average utilizations ranging from 50% to 81%.
- The cyber cafes at the Des Plaines Campus are used 40% or more throughout the day on Mondays through Thursdays. The cyber café at the Skokie Campus is used 40% or more during the morning and afternoon hours on Mondays through Thursdays.
- In a few cases, computer class labs could be utilized more throughout all hours of the day for both instructional and open resource/work time.
- Consider consolidating P251 and P255 as the use in both of these rooms is very low

2.0 | EXISTING INVENTORY

EXISTING CAMPUS OVERVIEWS

The College has two physical campuses: the Ray Harstein Campus in Skokie, Illinois, and the Des Plaines Campus in Des Plaines, Illinois. The College also offers courses in satellite community locations throughout District 535 and has online courses. The focus of this study is on the two physical campuses.

The Ray Harstein Campus is 21 acres and contains approximately 215,000gsf. The campus is approximately 32% of the total assignable space (or 153,631asf) for the entire College. The campus is one building with surrounding green open space and parking lots with connecting sidewalks. There is one circular drop off on the southern end of the building that is the main entrance. The most recent new construction on this campus is the 59,000gsf east end of the campus--called the “Art, Science, and Technology Pavilion--which opened in 2006.

The Des Plaines Campus, which opened to students in 1980, is located along the Des Plaines River and within the Cook County Forest Preserve. The campus is set within a forest and Oakton Lake is the iconic center of the campus. The campus is within both the floodway and floodplain of the river (all buildings are within the floodplain only). The campus is approximately 182 acres and contains approximately 545,000gsf. The campus includes landscape open spaces, recreation and athletic fields, the lake, two academic buildings, a maintenance building, and parking lots. Approximately 68% of the total assignable space (or 331,822gsf) is on this campus.

Campus Site Plan Drawing with Property Line, Ray Harstein Campus (Skokie) (same scale as drawing below)

Campus Site Plan Drawing with Property Line, Des Plaines Campus

View of Art, Science, and Technology Pavilion at the Ray Harstein Campus (Skokie)

View of North Wing at the Ray Harstein Campus (Skokie).

View of the Des Plaines Campus with Oakton Lake at right.

The Margaret Burke Lee Center for Science and Health Careers on the Des Plaines Campus.

ASSIGNABLE SPACES OVERVIEW

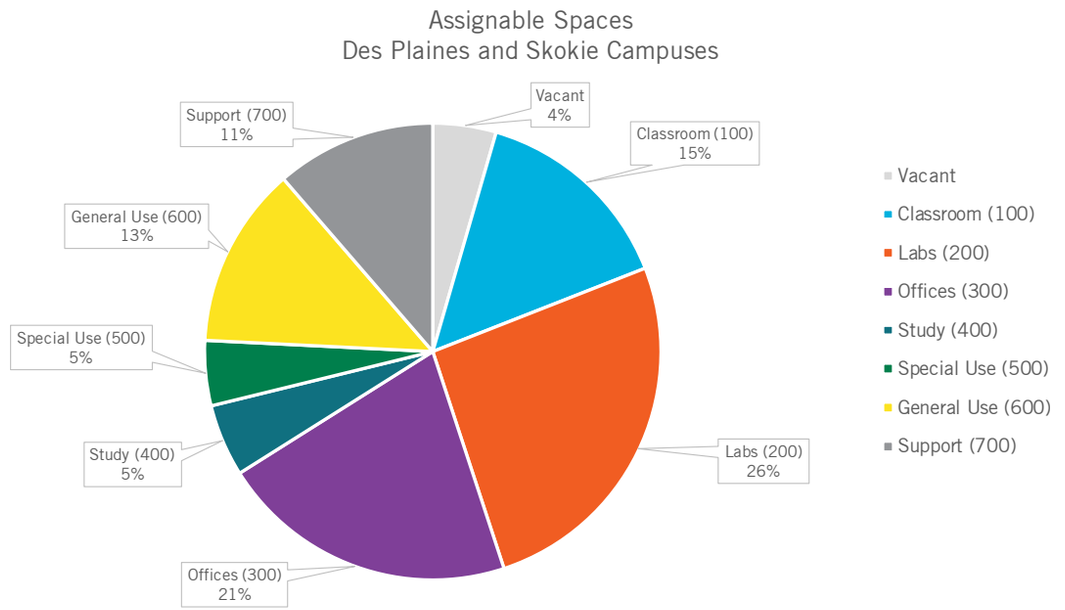
The College has a comprehensive facility inventory, which it submits to the Illinois Community College Board on an annual basis. The inventory contains all assignable spaces that are owned by the College. All of the spaces are organized by the Postsecondary Facilities Inventory and Classification Manual (FICM): 2006 Edition. The FICM document organizes space by the following categories:

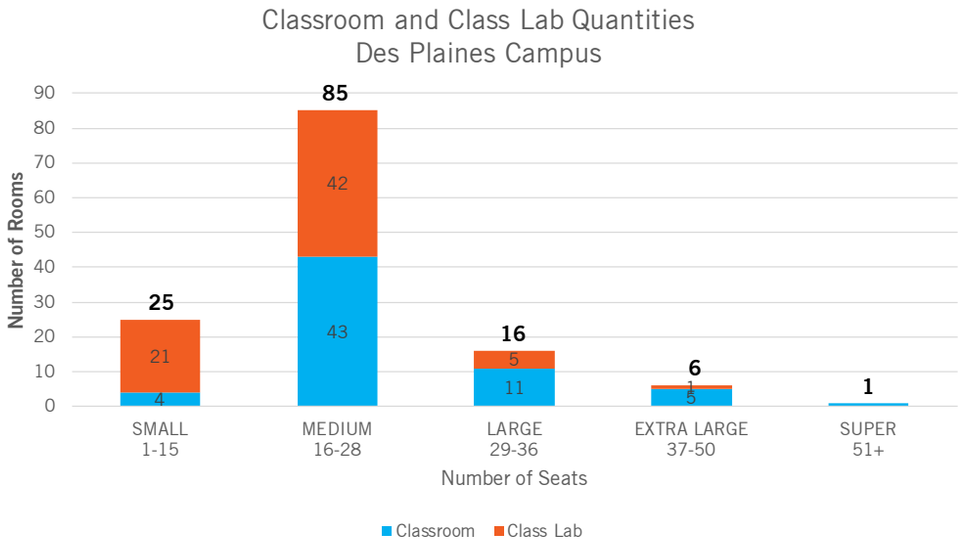
- 100 - Classroom Facilities
- 200 - Laboratory Facilities (including class labs, open labs, research labs,and lab support)\
- 300 - Office Facilities (including offices, conference rooms, and services/support)
- 400 - Study Facilities (including all library spaces and other study areas)
- 500 - Special Use Facilities (including athletics, media production, clinic, animal facilities)
- 600 - General Use Facilities(including all assembly spaces such as theaters, cafeterias, lounges, merchandise, day care)
- 700 - Support Facilities (including all central computer, central storage, shop, vehicle storage)
- 800 - Health Care Facilities (including clinical patient environments)
- 900 - Residential Facilities (not applicable to the College)
- 060 - Vacant Spaces

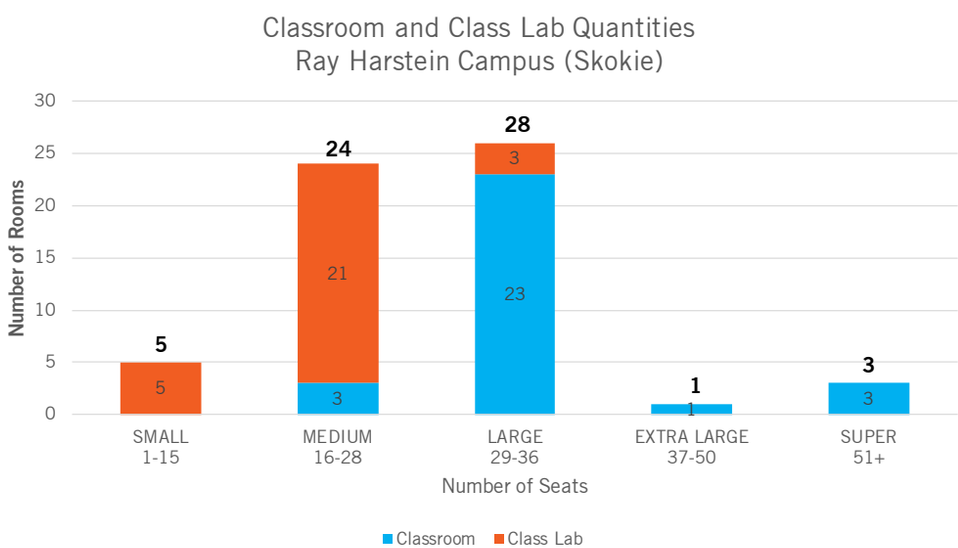
The College owns and operates approximately 760,000gsf on both the Ray Harstein and Des Plaines Campuses. Of this total, approximately 485,500 square feet is assignable.

Approximately 41% of the total assignable area (195,000asf) is dedicated to instructional space (15% is classrooms and 26% is class labs). Other space types with large footprints include offices, general use, and support. Approximately 4% of the campus is currently vacant. The vacant space is mostly located in the West End of the Des Plaines Campus.

Space type	Assignable Area
Vacant	21,758
Classroom (100)	70,624
Labs (200)	125,539
Offices (300)	102,378
Study (400)	24,816
Special Use (500)	22,344
General Use (600)	62,359
Support (700)	55,044
Health Care/Clinic (800)	591
TOTAL	**485,453**







INSTRUCTIONAL SPACE QUANTITIES

According to the College's facility inventory, there are 94 total classrooms and 98 total class labs on both of the campuses. The Des Plaines Campus has 64 classrooms and 69 class labs. The Ray Harstein Campus has 30 classrooms and 29 class labs.

There are just over 4,800 total seats between on the two campuses. That is nearly one seat per FTE student enrolled (4,967 in Fall 2016). 3,100 seats are at the Des Plaines Campus and 1,700 are at the Ray Harstein Campus

Of the 94 total classrooms, 46 of them are medium in size (and 43 of those are at the Des Plaines Campus). The Ray Harstein Campus has the majority of large classroom (23), which total 34. There are very few classrooms larger than 36 seats.

Of the 98 total class labs, 63 of them are medium in size. There are only 8 large labs and 1 extra large lab. There are 26 total small labs, but many of those labs are small rooms adjacent to larger labs (e.g.. photo lab dark rooms or ceramics lab kiln room or storage rooms)

For the purposes of this study, 85 of the 94 total classrooms have scheduled courses for the Fall of 2016. Five of the unscheduled classrooms are temporarily vacant and four other rooms work in conjunction with another classroom

Only 66 of 98 class labs have scheduled courses in them for the Fall of 2016 semester. This may seem like a low number, but most of the 32 unscheduled class labs are specialized rooms in service to a larger class lab (e.g.. Graphic Design or Chemistry).

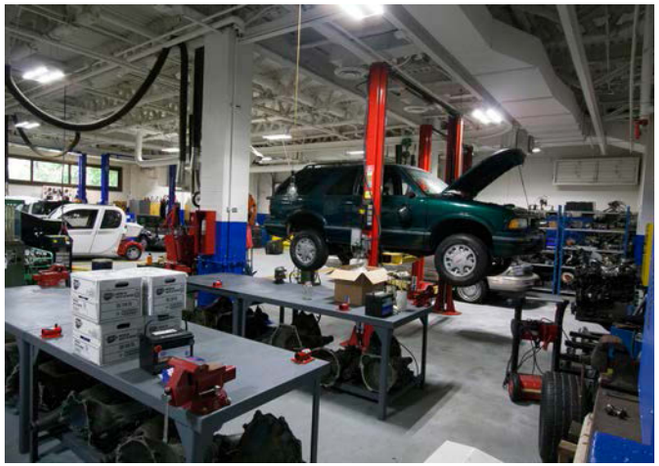
CLASSROOMS AT THE COLLEGE

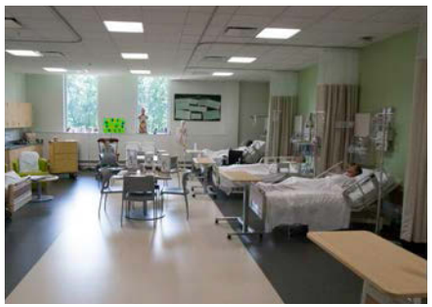
As the College has evolved and advanced over its 47 year history (founded in 1969), the classrooms environments have morphed and changed. The photo collage on this page include a sampling of classroom environments ranging from flat-floor, front-facing tables and chairs in rows with a white-board/projector screen to tiered classrooms configured in a Socratic Pit.











CLASS LABS AT THE COLLEGE

The College serves a wide-range of educational needs for the community. As such, it has a wide range of specialized labs ranging from technical/vocational program labs like HVAC engineering and automotive technology to traditional core science labs like chemistry and physics. The College also has class labs for arts and design as well as nursing and physical therapy.

CLASSROOM AND CLASS LAB INVENTORY

For reference, following tables include an inventory of all classrooms and class labs that are part of this study. Each table includes the following information:

- Campus (Des Plaines or Skokie)
- Room Number
- Room Use (organized by FICM code where 110 is classroom and 210 is class lab)
- FICM Description (classroom or class lab)
- Oakton Description (specific information entered by the College)
- Assignable Area
- Occupancy (total number of seats according to the facility inventory)

INVENTORY OF ALL CLASSROOMS, DES PLAINES CAMPUS

Campus	ROOM	Room Use (FICM Number)	FICM Description	Oakton Description	Assignable Area	Occupancy
Des Plaines Campus	144	110	Classroom	DP 144 - Earth Science & Physi	793	24
Des Plaines Campus	146	110	Classroom	DP 146 - Biology Lecture Classr	707	24
Des Plaines Campus	154	110	Classroom	DP 154 - Biology Lecture Classr	715	24
Des Plaines Campus	156	110	Classroom	DP 156 - Chemistry Lecture Cla	820	24
Des Plaines Campus	160	110	Classroom	DP 160 - Biology Lecture Classr	753	32
Des Plaines Campus	162	110	Classroom	DP 162 - Biology Lecture Classr	785	32
Des Plaines Campus	200	110	Classroom	DP 200 - Classroom - Specialize	1146	40
Des Plaines Campus	210	110	Classroom	DP 210 - Classroom - Specialize	1089	40
Des Plaines Campus	1121	110	Classroom	Photo Lab Classroom	649	22
Des Plaines Campus	1342	110	Classroom	Music Classroom	280	23
Des Plaines Campus	1457	110	Classroom	Classroom	534	35
Des Plaines Campus	1603	110	Classroom	Classroom	883	36
Des Plaines Campus	1605	110	Classroom	Classroom	883	36
Des Plaines Campus	1607	110	Classroom	Classroom	883	36
Des Plaines Campus	1625	110	Classroom	Classroom	1399	70
Des Plaines Campus	1746	110	Classroom	Innovation Classroom	445	28
Des Plaines Campus	1845	110	Classroom	AHR Classroom	314	14
Des Plaines Campus	1849	110	Classroom	Classroom	359	16
Des Plaines Campus	1854	110	Classroom	Automotive Classroom	553	24
Des Plaines Campus	2109	110	Classroom	Non-bookable space	549	24
Des Plaines Campus	2113	110	Classroom	Classroom	555	24
Des Plaines Campus	2121	110	Classroom	Classroom	555	24
Des Plaines Campus	2129	110	Classroom	Classroom	556	24
Des Plaines Campus	2137	110	Classroom	Classroom	560	24
Des Plaines Campus	2138	110	Classroom	Classroom	285	12
Des Plaines Campus	2139	110	Classroom	Tiered Seating	857	46
Des Plaines Campus	2140	110	Classroom	Classroom	296	12
Des Plaines Campus	2143	110	Classroom	Classroom	557	24
Des Plaines Campus	2145	110	Classroom	Classroom	558	24
Des Plaines Campus	2153	110	Classroom	Classroom	559	24
Des Plaines Campus	2210	110	Classroom	Vacant	1785	30
Des Plaines Campus	2407	110	Classroom	Learning Center Classroom	462	17
Des Plaines Campus	2440	110	Classroom	Classroom	589	24
Des Plaines Campus	2442	110	Classroom	Classroom	589	28
Des Plaines Campus	2444	110	Classroom	Classroom	590	28
Des Plaines Campus	2450	110	Classroom	Classroom	500	24
Des Plaines Campus	2462	110	Classroom	ECE Classroom	581	24
Des Plaines Campus	2527	110	Classroom	Classroom	559	28
Des Plaines Campus	2535	110	Classroom	Classroom	554	28
Des Plaines Campus	2537	110	Classroom	Classroom	557	28
Des Plaines Campus	2545	110	Classroom	Tiered Seating	857	46
Des Plaines Campus	2546	110	Classroom	Video Conference Room	291	15
Des Plaines Campus	2547	110	Classroom	Classroom	557	28
Des Plaines Campus	2549	110	Classroom	Classroom	557	28
Des Plaines Campus	2609	110	Classroom	Classroom	706	36
Des Plaines Campus	2721	110	Classroom	Classroom	604	24
Des Plaines Campus	2723	110	Classroom	Classroom	538	28
Des Plaines Campus	2735	110	Classroom	Classroom	538	28
Des Plaines Campus	2737	110	Classroom	Smaller individual tables - easy	537	24
Des Plaines Campus	2755	110	Classroom	Classroom	575	28
Des Plaines Campus	2759	110	Classroom	Classroom	661	28
Des Plaines Campus	2806	110	Classroom	Classroom	627	28
Des Plaines Campus	2808	110	Classroom	Classroom	552	28
Des Plaines Campus	2812	110	Classroom	Classroom	553	28
Des Plaines Campus	2814	110	Classroom	Classroom	552	28
Des Plaines Campus	2816	110	Classroom	Classroom	553	28
Des Plaines Campus	2822	110	Classroom	Classroom	554	28
Des Plaines Campus	2824	110	Classroom	Classroom	554	26
Des Plaines Campus	2834	110	Classroom	Classroom	545	26
Des Plaines Campus	2836	110	Classroom	21st Century Classroom	1010	42
Des Plaines Campus	2848	110	Classroom	Classroom	674	24
Des Plaines Campus	3601	110	Classroom	Hideaway General Computer Lab	910	35
Des Plaines Campus	3615	110	Classroom	Hideaway General Computer Lab	925	35
Des Plaines Campus	3619	110	Classroom	Classroom	925	36

INVENTORY OF ALL CLASS LAB, DES PLAINES CAMPUS

Campus	ROOM	Room Use (FICM Number)	FICM Description	Oakton Description	Assignable Area	Occupancy
Des Plaines Campus	137	210	Class Laboratory	DP 137 - Earth Science	1223	24
Des Plaines Campus	141	210	Class Laboratory	DP 141 - Physics Lab	1246	24
Des Plaines Campus	224	210	Class Laboratory	DP 224 - PTA Lab	2414	24
Des Plaines Campus	234	210	Class Laboratory	DP 234 - MLT Lab	2056	24
Des Plaines Campus	237	210	Class Laboratory	DP 237 - Nursing Lab	1277	24
Des Plaines Campus	242	210	Class Laboratory	DP 242 - Nursing Computer Lab	733	21
Des Plaines Campus	247	210	Class Laboratory	DP 247 - Nursing Lab	1339	24
Des Plaines Campus	252	210	Class Laboratory	DP 252 - Nursing Computer Lab	736	21
Des Plaines Campus	255	210	Class Laboratory	DP 255 - Simulated Workroom	213	3
Des Plaines Campus	261	210	Class Laboratory	DP 261 - Patient Room	218	5
Des Plaines Campus	262	210	Class Laboratory	DP 262 - Patient Room	192	4
Des Plaines Campus	265	210	Class Laboratory	DP 265 - Patient Room	213	5
Des Plaines Campus	266	210	Class Laboratory	DP 266 - Patient Room	191	4
Des Plaines Campus	267	210	Class Laboratory	DP 267 - Simulated Hospital Co	1282	10
Des Plaines Campus	320	210	Class Laboratory	DP 320 - Chemistry Lab	1184	24
Des Plaines Campus	321	210	Class Laboratory	DP 321 - Chem Data Lab	654	36
Des Plaines Campus	322	210	Class Laboratory	DP 322 - Chemistry Lab	1227	24
Des Plaines Campus	331	210	Class Laboratory	DP 331 - Biology 121 Lab	1341	24
Des Plaines Campus	333	210	Class Laboratory	DP 333 - Biology 101 Lab	1339	24
Des Plaines Campus	335	210	Class Laboratory	DP 335 - Biology 122 Lab	1244	24
Des Plaines Campus	340	210	Class Laboratory	DP 340 - Organic Chemistry Lab	1187	24
Des Plaines Campus	341	210	Class Laboratory	DP 341 - Chemistry Instrument	1061	22
Des Plaines Campus	353	210	Class Laboratory	DP 353 - Microbiology 151 Lab	1345	24
Des Plaines Campus	355	210	Class Laboratory	DP 355 - Biology 106 Lab	1303	24
Des Plaines Campus	360	210	Class Laboratory	DP 360 - A & P Lab	1407	24
Des Plaines Campus	361	210	Class Laboratory	DP 361 - Cadaver Viewing	1041	21
Des Plaines Campus	362	210	Class Laboratory	DP 362 - A & P Lab	1387	24
Des Plaines Campus	1100	210	Class Laboratory	Ceramics Lab	2000	24
Des Plaines Campus	1101	210	Class Laboratory	Ceramics Lab	175	10
Des Plaines Campus	1102	210	Class Laboratory	Ceramics Lab	248	12
Des Plaines Campus	1104	210	Class Laboratory	Computer Graphics Art Lab	890	12
Des Plaines Campus	1105	210	Class Laboratory	Art Lab	1017	12
Des Plaines Campus	1111	210	Class Laboratory	Photo Lab	335	1
Des Plaines Campus	1113	210	Class Laboratory	Photo Lab	335	4
Des Plaines Campus	1118	210	Class Laboratory	Photo Lab	109	1
Des Plaines Campus	1352	210	Class Laboratory	Music Studio	332	10
Des Plaines Campus	1353	210	Class Laboratory	Music Practice Rm.	49	1
Des Plaines Campus	1355	210	Class Laboratory	Music Practice Rm.	49	1
Des Plaines Campus	1356	210	Class Laboratory	Faculty Music Office	196	10
Des Plaines Campus	1357	210	Class Laboratory	Music Practice Rm.	49	1
Des Plaines Campus	1360	210	Class Laboratory	Music Faculty Office	448	15
Des Plaines Campus	1362	210	Class Laboratory	Piano Classroom	270	9
Des Plaines Campus	1365	210	Class Laboratory	Music Practice Room - Large	1320	50
Des Plaines Campus	1634	210	Class Laboratory	Childcare Class Lab	1319	20
Des Plaines Campus	1635	210	Class Laboratory	Childcare Class Lab	1319	20
Des Plaines Campus	1721	210	Class Laboratory	Math Computer Lab	364	20
Des Plaines Campus	1730	210	Class Laboratory	My Math Lab	968	34
Des Plaines Campus	1731	210	Class Laboratory	Math Computer Lab	1600	36
Des Plaines Campus	1811	210	Class Laboratory	General Computer Lab	62	7
Des Plaines Campus	1831	210	Class Laboratory	General Computer Lab	645	20
Des Plaines Campus	1833	210	Class Laboratory	General Computer Lab	795	20
Des Plaines Campus	1836	210	Class Laboratory	General Computer Lab	747	20
Des Plaines Campus	1837	210	Class Laboratory	General Computer Lab	747	20
Des Plaines Campus	1844	210	Class Laboratory	AHR lab	2396	23
Des Plaines Campus	1851	210	Class Laboratory	Auto Lab	4837	25
Des Plaines Campus	2105	210	Class Laboratory	2nd Floor Ceramics Lab	1339	20
Des Plaines Campus	2107	210	Class Laboratory	Non-bookable space	784	24
Des Plaines Campus	2418	210	Class Laboratory	Library Computer Lab	638	21
Des Plaines Campus	2446	210	Class Laboratory	Language Lab	1147	23
Des Plaines Campus	2615	210	Class Laboratory	Art Lab - Drawing/Painting	1796	18
Des Plaines Campus	2625	210	Class Laboratory	General Computer Lab	903	24
Des Plaines Campus	2627	210	Class Laboratory	General Computer Lab	918	20
Des Plaines Campus	2629	210	Class Laboratory	General Computer Lab	918	32
Des Plaines Campus	2631	210	Class Laboratory	General Computer Lab	947	24
Des Plaines Campus	2633	210	Class Laboratory	General Computer Lab	891	32
Des Plaines Campus	2635	210	Class Laboratory	General Computer Lab	891	24
Des Plaines Campus	2846	210	Class Laboratory	Heath Info. Tech. Student Resou	1140	24
Des Plaines Campus	3609	210	Class Laboratory	Math Lab / Door has a keypad lo	935	27
Des Plaines Campus	1844A	210	Class Laboratory	AHR Secondary Lab	304	18

INVENTORY OF ALL CLASSROOMS, SKOKIE CAMPUS

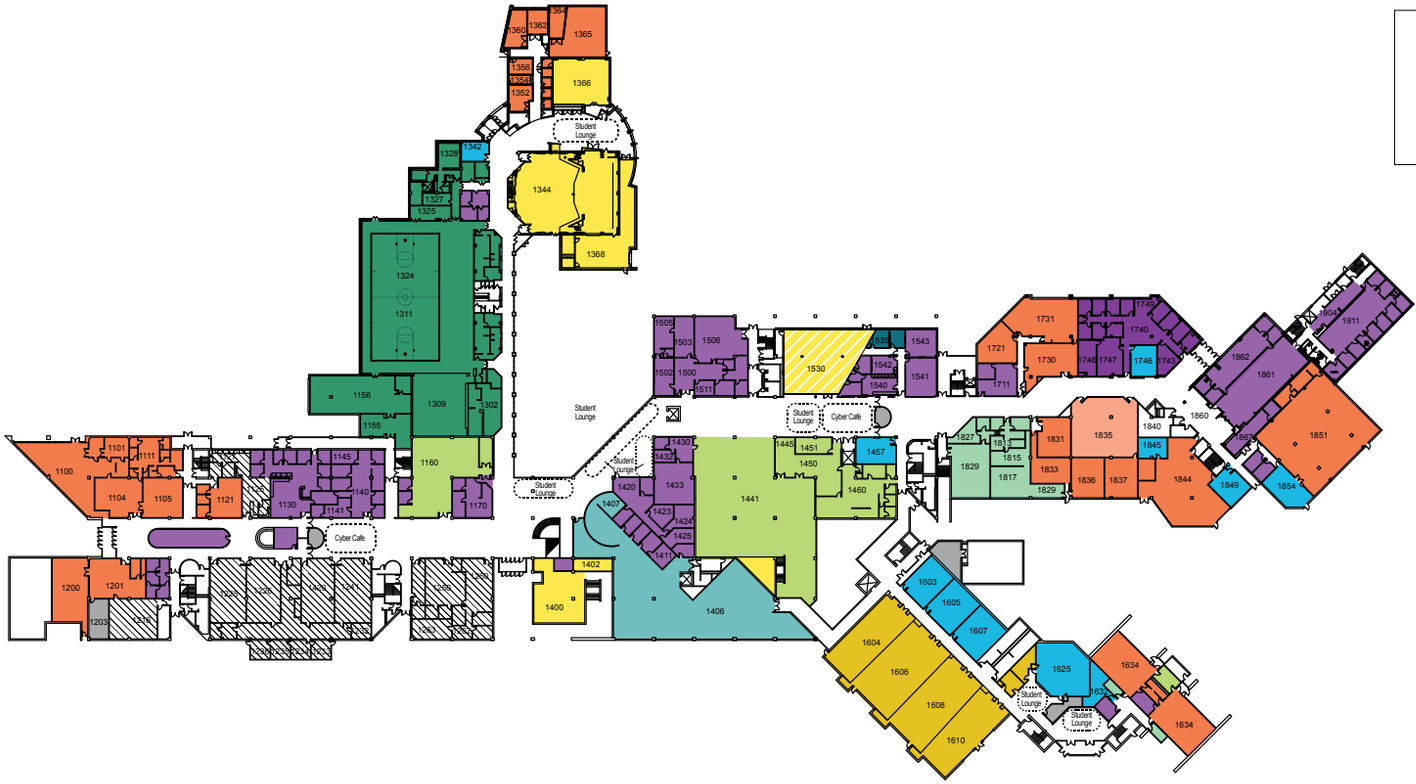
Campus	ROOM	Room Use (FICM Number)	FICM Description	Oakton Description	Assignable Area	Occupancy
Ray Hartstein Campus	A211	110	Classroom	Classroom - ESL Literacy	895	25
Ray Hartstein Campus	A212	110	Classroom	Classroom	910	25
Ray Hartstein Campus	B110	110	Classroom	Classroom Specialized	1049	36
Ray Hartstein Campus	B203	110	Classroom	Classroom	935	36
Ray Hartstein Campus	C110	110	Classroom	Classroom	813	36
Ray Hartstein Campus	C111	110	Classroom	Classroom	871	36
Ray Hartstein Campus	C112	110	Classroom	Classroom	813	36
Ray Hartstein Campus	C114	110	Classroom	Classroom	813	36
Ray Hartstein Campus	C120	110	Classroom	Socratic Pit Classroom	1296	65
Ray Hartstein Campus	C131	110	Classroom	Classroom	549	36
Ray Hartstein Campus	C133	110	Classroom	Classroom	1642	60
Ray Hartstein Campus	C140	110	Classroom	Socratic Pit Classroom	1296	65
Ray Hartstein Campus	C210	110	Classroom	Classroom	711	36
Ray Hartstein Campus	C211	110	Classroom	Classroom	922	36
Ray Hartstein Campus	C212	110	Classroom	Classroom	711	36
Ray Hartstein Campus	C214	110	Classroom	Classroom	711	36
Ray Hartstein Campus	C231	110	Classroom	Classroom	921	36
Ray Hartstein Campus	C234	110	Classroom	Classroom	711	36
Ray Hartstein Campus	C241	110	Classroom	Classoom	736	36
Ray Hartstein Campus	C250	110	Classroom	Classroom	711	36
Ray Hartstein Campus	C251	110	Classroom	Classroom	887	36
Ray Hartstein Campus	C252	110	Classroom	Classroom	711	36
Ray Hartstein Campus	C254	110	Classroom	Classroom	711	36
Ray Hartstein Campus	P112	110	Classroom	EMT Classroom	1345	46
Ray Hartstein Campus	P155	110	Classroom	Classroom	1048	30
Ray Hartstein Campus	P237	110	Classroom	Hideaway Computer Lab	1176	35
Ray Hartstein Campus	P238	110	Classroom	Classroom	1062	33
Ray Hartstein Campus	P250	110	Classroom	Classroom	1057	36
Ray Hartstein Campus	P255	110	Classroom	Lab-specialized	1244	18
Ray Hartstein Campus	P256	110	Classroom	Classroom	788	30

INVENTORY OF ALL CLASS LABS, SKOKIE CAMPUS

Campus	ROOM	Room Use (FICM Number)	FICM Description	Oakton Description	Assignable Area	Occupancy
Ray Hartstein Campus	A210	210	Class Laboratory	ALL ESL Computer Lab	296	12
Ray Hartstein Campus	A231	210	Class Laboratory	Life Science Lab	1203	24
Ray Hartstein Campus	A235	210	Class Laboratory	Physics-Earth Science Lab	1961	24
Ray Hartstein Campus	A242	210	Class Laboratory	Chemistry Lab	1612	30
Ray Hartstein Campus	A243	210	Class Laboratory	A&P Science Lab	1496	25
Ray Hartstein Campus	A245	210	Class Laboratory	Lab, Cadaver	315	9
Ray Hartstein Campus	C132	210	Class Laboratory	Language Lab	1183	23
Ray Hartstein Campus	C151	210	Class Laboratory	Childcare Lab	1315	20
Ray Hartstein Campus	C152	210	Class Laboratory	Childcare Lab	1315	20
Ray Hartstein Campus	C222	210	Class Laboratory	BNAT Classroom	852	24
Ray Hartstein Campus	C230	210	Class Laboratory	BNAT Lab	711	24
Ray Hartstein Campus	C232	210	Class Laboratory	BNAT Lab	711	24
Ray Hartstein Campus	P105	210	Class Laboratory	Graphic Design Lab	1266	20
Ray Hartstein Campus	P108	210	Class Laboratory	Darkroom	127	1
Ray Hartstein Campus	P113	210	Class Laboratory	Paramedic Lab	1914	20
Ray Hartstein Campus	P115	210	Class Laboratory	Art Studio	1433	30
Ray Hartstein Campus	P130	210	Class Laboratory	Lab, CNC	2309	18
Ray Hartstein Campus	P132	210	Class Laboratory	Mfg. & Automation Lab	1811	18
Ray Hartstein Campus	P134	210	Class Laboratory	Engineering Design Lab	2236	18
Ray Hartstein Campus	P150	210	Class Laboratory	Cisco Lab	1051	20
Ray Hartstein Campus	P151	210	Class Laboratory	LAN Lab	1080	20
Ray Hartstein Campus	P156	210	Class Laboratory	CISCO Lab	1073	20
Ray Hartstein Campus	P231	210	Class Laboratory	General Computer Lab	1059	24
Ray Hartstein Campus	P232	210	Class Laboratory	General Computer Lab	1088	24
Ray Hartstein Campus	P233	210	Class Laboratory	General Computer Lab	1142	24
Ray Hartstein Campus	P234	210	Class Laboratory	Road Math Lab	614	12
Ray Hartstein Campus	P235	210	Class Laboratory	Computer Seminar Lab	605	12
Ray Hartstein Campus	P236	210	Class Laboratory	General Computer Lab	1176	35
Ray Hartstein Campus	P251	210	Class Laboratory	ELT Lab	1090	20

REFERENCE FLOOR PLANS

To aid this study, the following colored floor plans directly connect to the facility inventory.



LEGEND

- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

0' 16' 32' 64' 96' 144' 192'

SCALE: 1/64" = 1'-0"

LEVEL 1, DES PLAINES CAMPUS

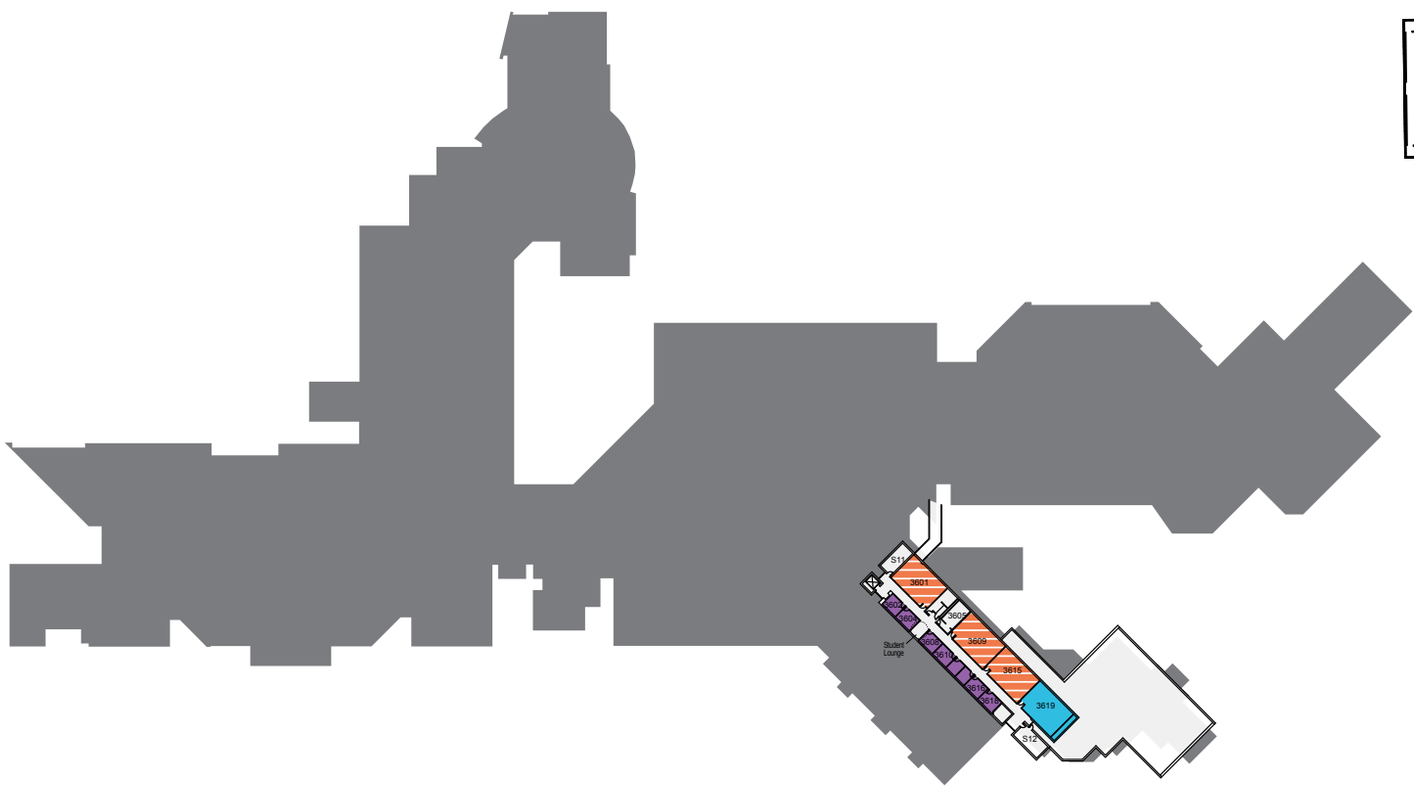
LEVEL 2, DES PLAINES CAMPUS

LEGEND

- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

0' 16' 32' 64' 96' 144' 192'

SCALE: 1/64" = 1'-0"



LEGEND

- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

0' 16' 32' 64' 96' 144' 192'

SCALE: 1/64" = 1'-0"

LEVEL 3, DES PLAINES CAMPUS

LEVEL 2, SKOKIE CAMPUS

LEVEL 1, SKOKIE CAMPUS

LEGEND

- Classroom
- Class Lab
- Hybrid/Flex
- Open Lab
- Study
- Study-Library
- Office
- Special Use
- General Use-Meeting
- Assembly
- Meeting
- Food+Merch
- Athletics
- Media
- Building Support
- Vacant

0' 16' 32' 64' 96' 144' 192'

SCALE: 1/64" = 1'-0"

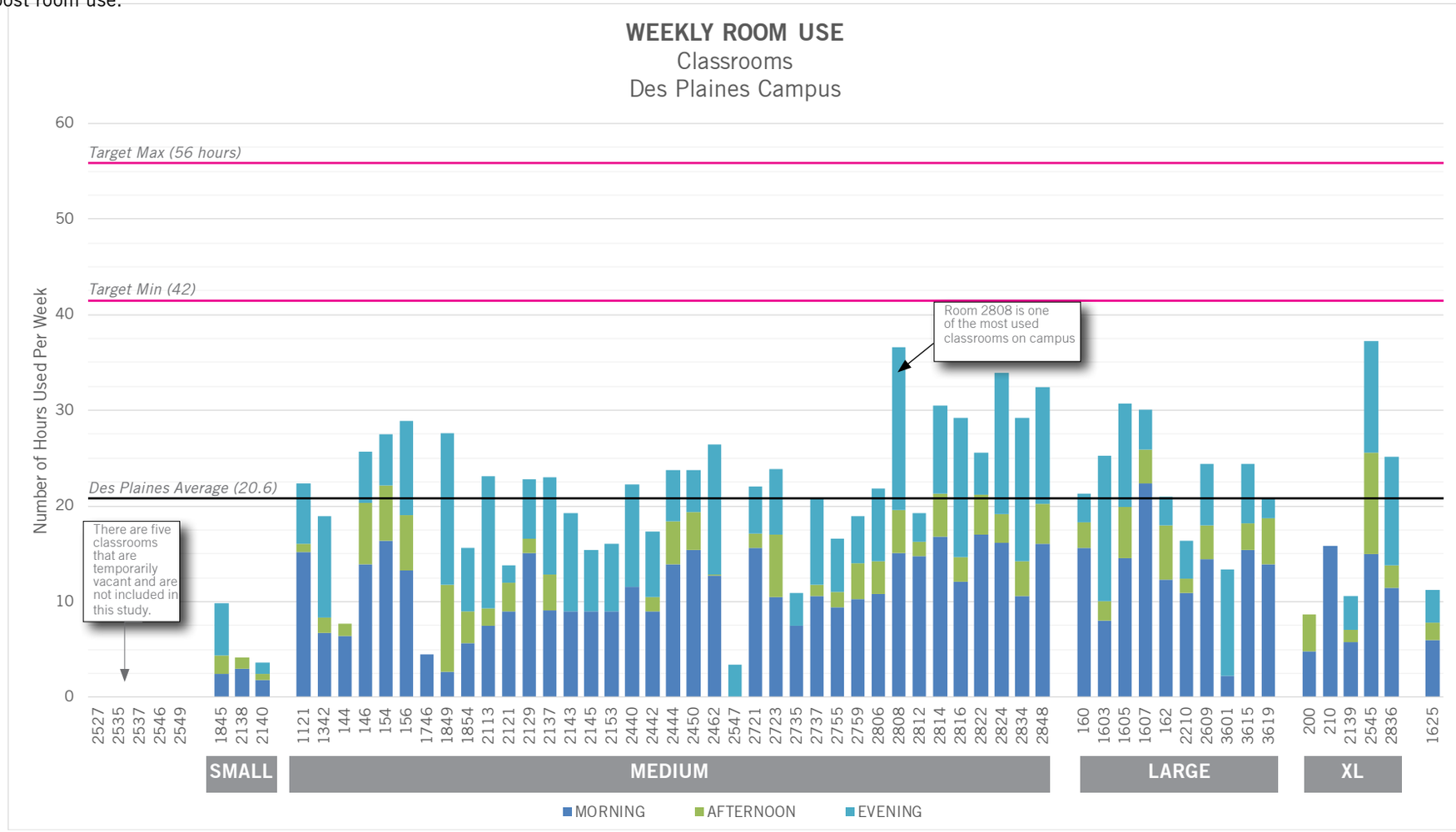
3.0 | WEEKLY ROOM USE

CLASSROOM WEEKLY ROOM USE

While the Executive Summary contained a summary of weekly room use, the following graphs depict weekly room use by individual rooms. The goal of this graph is to identify specific classrooms that have the lowest utilization so that the College can make physical or scheduling changes to boost room use.

For each room, the number of hours used per week is broken down by the following time durations: Morning (8am to 2pm, Afternoon (2pm to 6pm), Evening (6pm to 10pm).

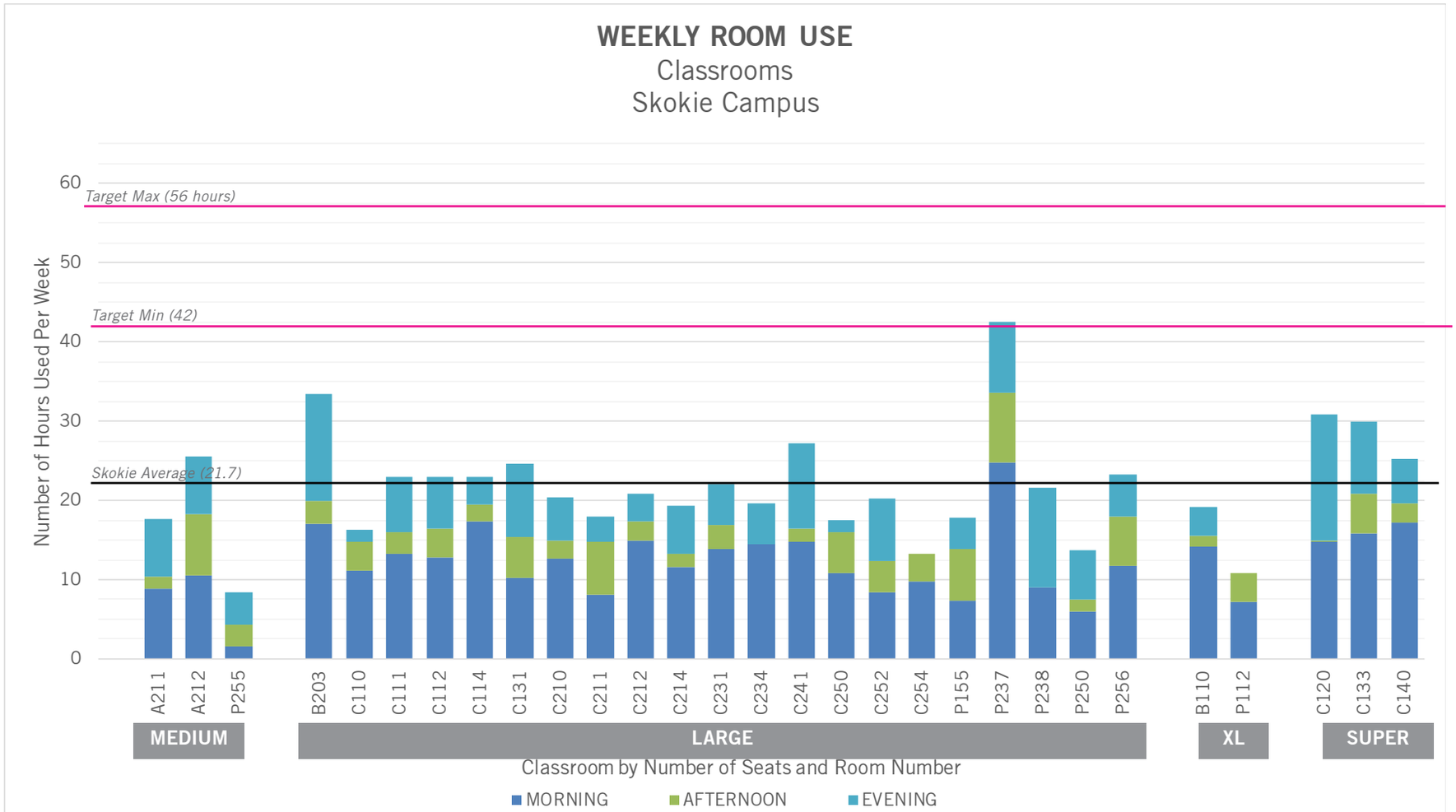
The rooms are organized by size classification (e.g. “small”). The vacant classrooms at Des Plaines Campus are included



for reference only. They are not measured in this study as no courses are scheduled.

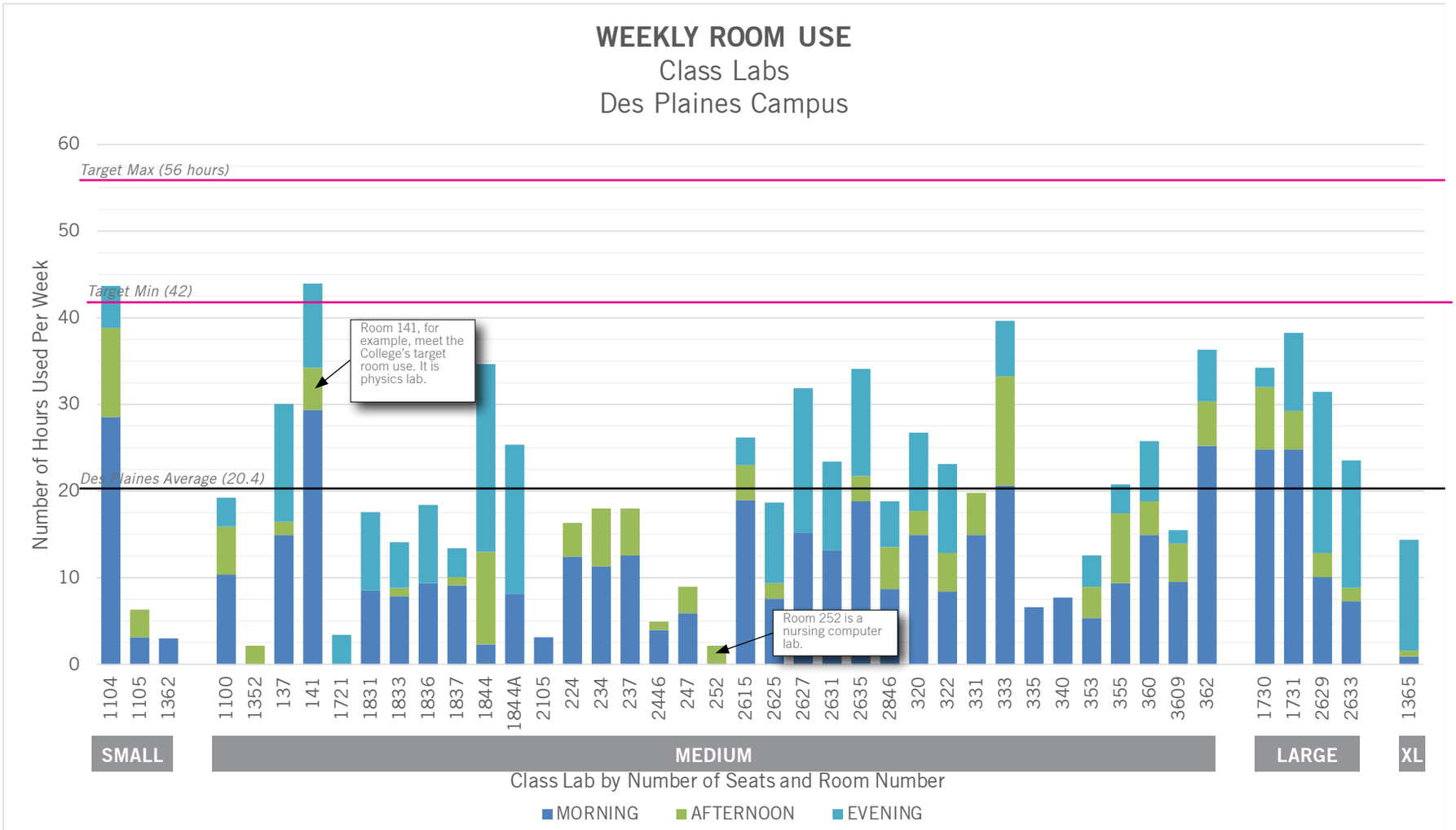
At the Des Plaines Campus, no classrooms meet the 42 hour per week targeted minimum set by the College. At the Skokie Campus, only three rooms met the minimum.

While the Skokie Campus has a higher average room use than the Des Plaines Campus, the campus has some specialized ESL classrooms that are scheduled for one-on-one or small group instruction on a rolling basis. These classrooms inflate the average room use at Skokie.

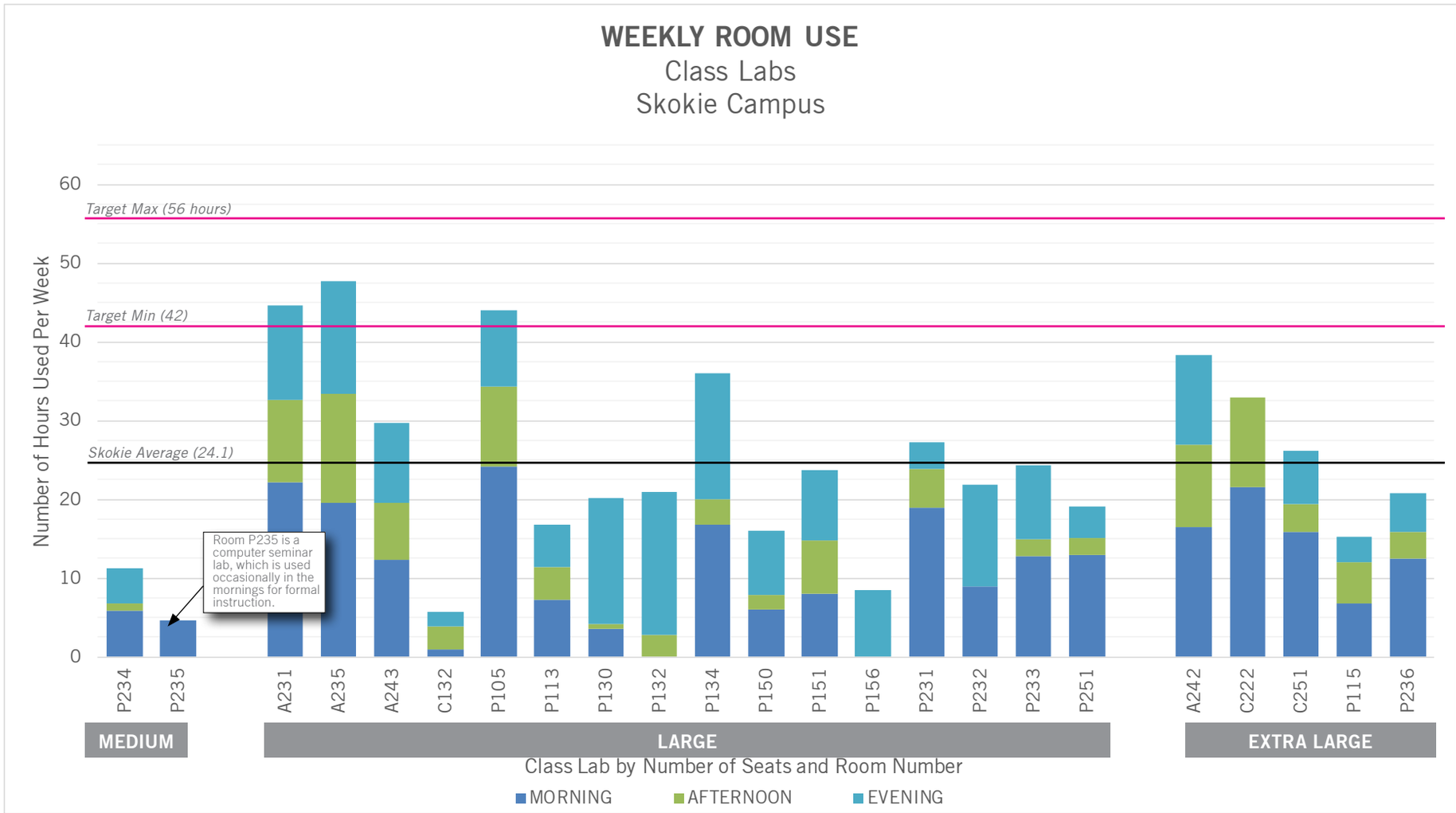


CLASS LAB WEEKLY ROOM USE

The high-low range of class lab weekly room use stands out in the graphs below and opposite. This reflects the wide spectrum of lab types and intended uses. Some labs with low weekly room use only host one or two courses, but are used as a resource lab at other times of the day. Examples include 1721 (Math Lab) and P156 (CNS Lab). Some labs that exceed the minimum target utilization of 42 hours have scheduled work/studio time that is in addition to course time; thus boosting room use. Examples include 1104 (Graphic Design Lab) and 141 (physics lab).



In general, afternoon utilization of class labs is much lower than morning and evening use. Several labs are heavily used in the evenings, but are seldom used during the day.

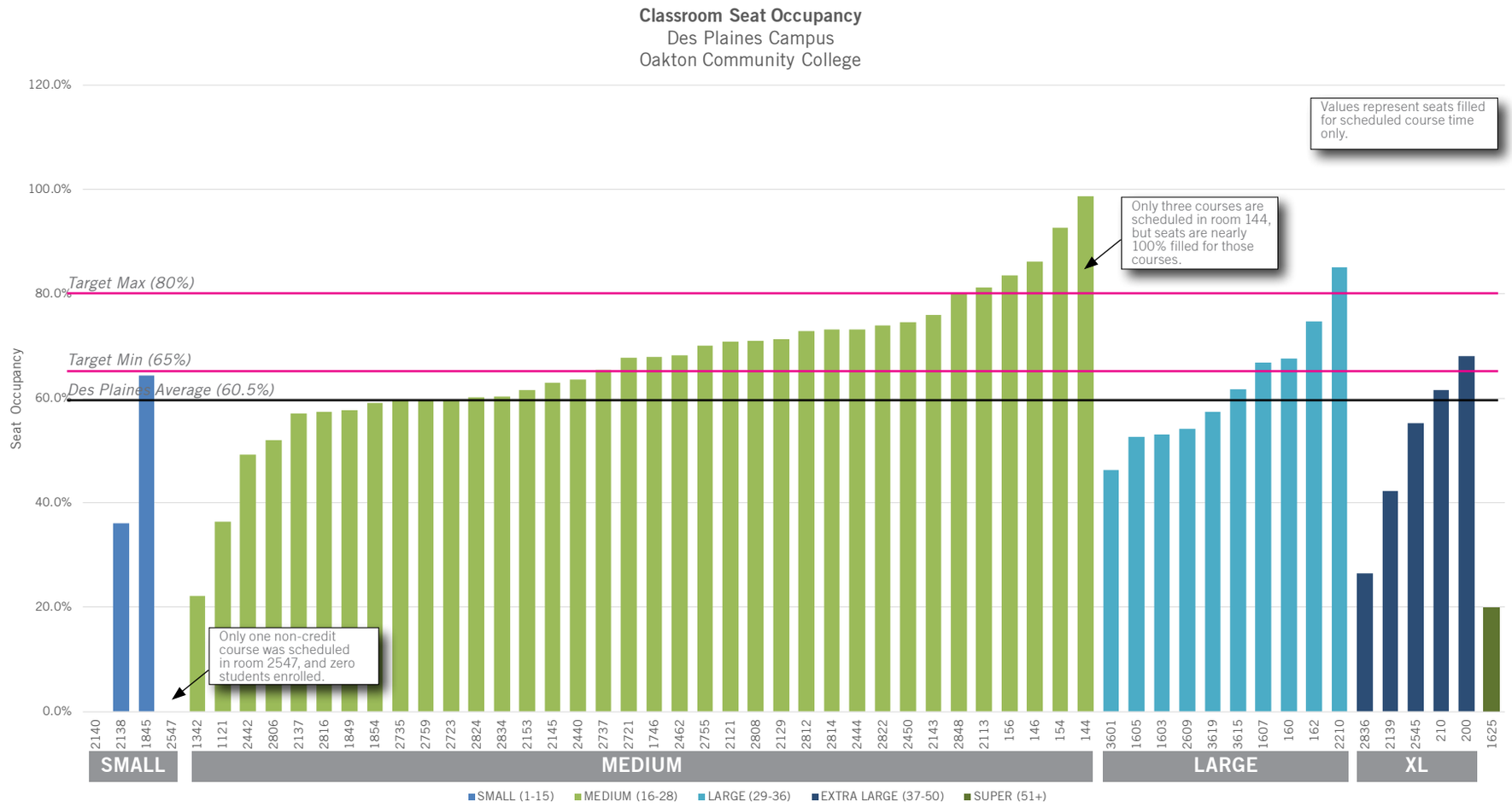


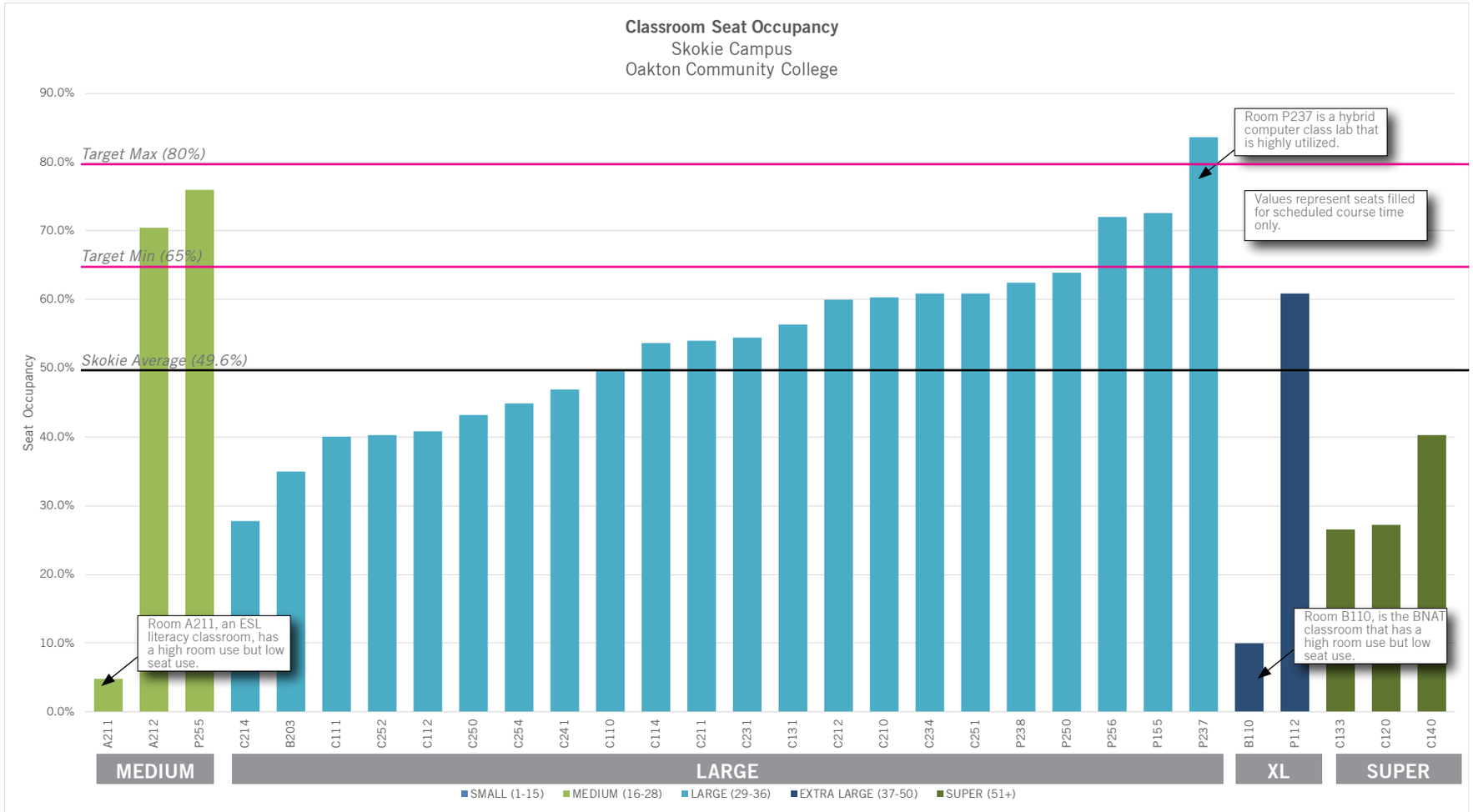
4.0 |
SEAT OCCUPANCY

CLASSROOM SEAT OCCUPANCY

Classrooms at the Des Plaines Campus are 60.5% filled for any given course on average while classrooms at the Skokie Campus are just 50% filled. The disparity in seat occupancy between the two campuses is largely due to overall size of the campus. Larger campuses have the ability to more adequately fill classroom seats.

The bar graphs on this page and next depict seat occupancy during course time only. The graphs do not factor in 'down time' when a classroom is not in use. The charts on pages 46-50 speak to the impact of 'down time' on seat occupancy.

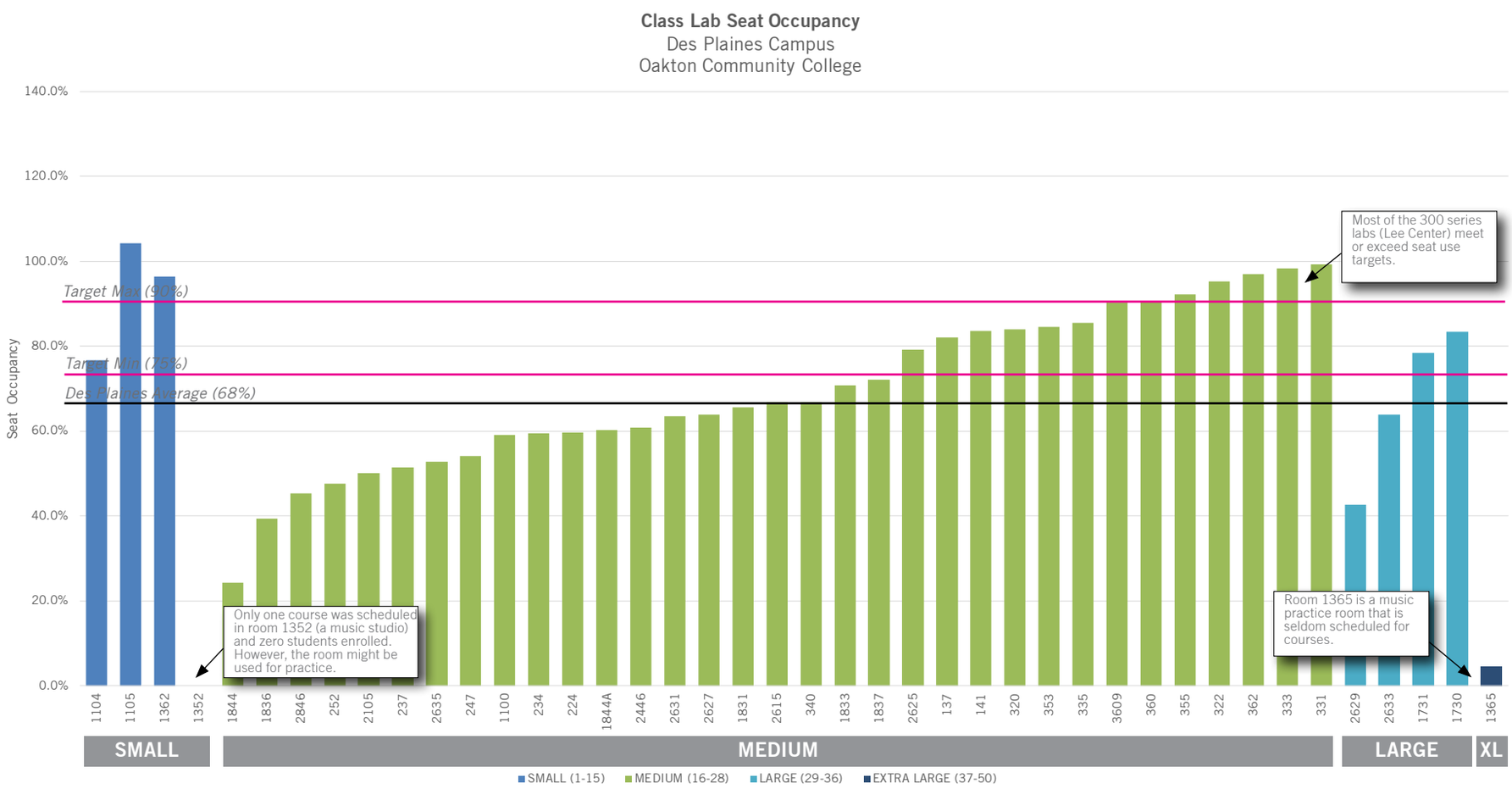


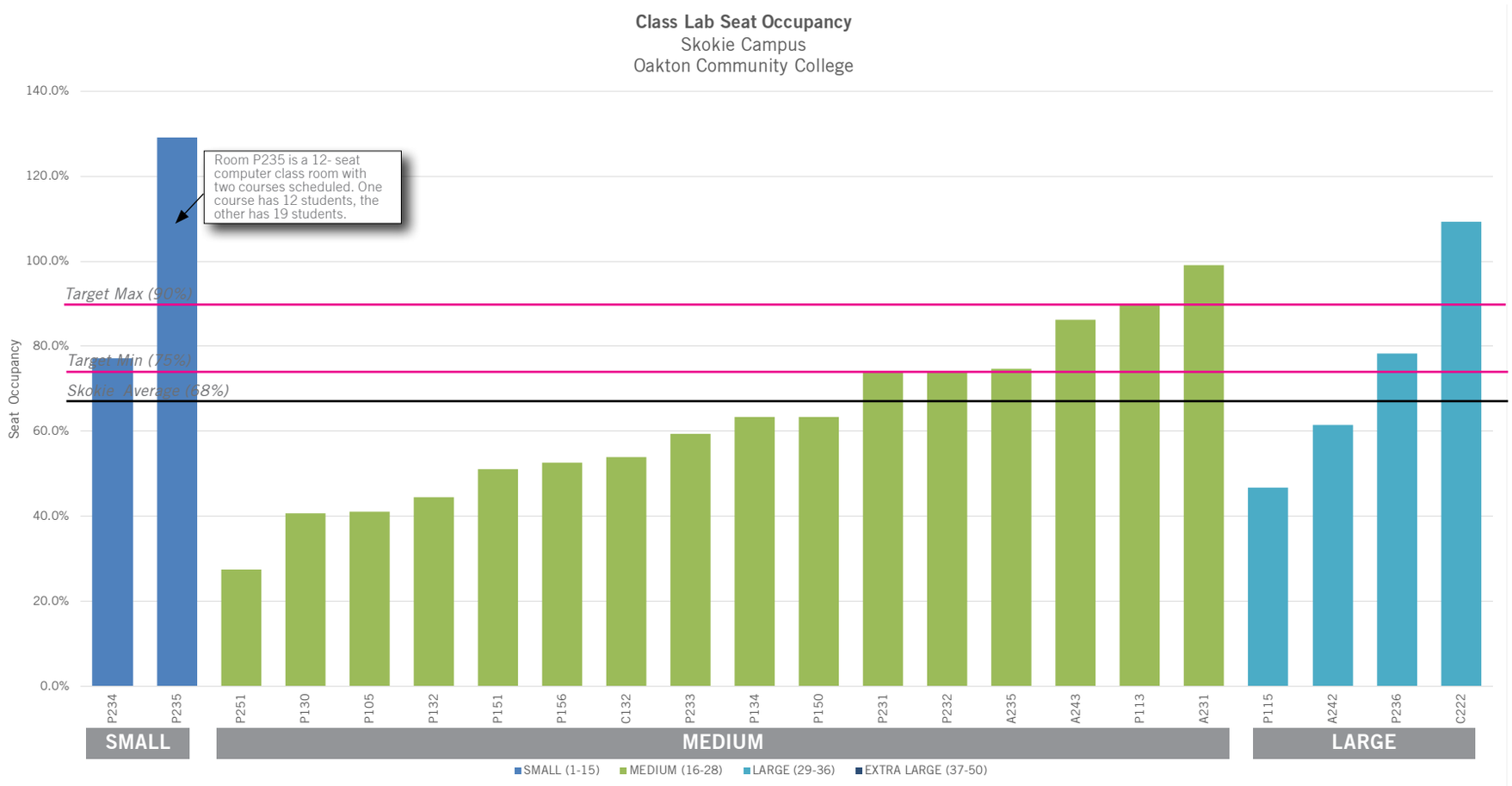

Classroom Seat Occupancy
Skokie Campus
Oakton Community College
Seat Occupancy
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
Target Max (80%)
Target Min (65%)
Skokie Average (49.6%)
Room P237 is a hybrid computer class lab that is highly utilized.
Values represent seats filled for scheduled course time only.
Room A211, an ESL literacy classroom, has a high room use but low seat use.
Room B110, is the BNAT classroom that has a high room use but low seat use.
A211
A212
P255
C214
B203
C111
C252
C112
C250
C254
C241
C110
C114
C211
C231
C131
C212
C210
C234
C251
P238
P250
P256
P155
P237
B110
P112
C133
C120
C140
MEDIUM
LARGE
XL
SUPER
SMALL (1-15)
MEDIUM (16-28)
LARGE (29-36)
EXTRA LARGE (37-50)
SUPER (51+)

CLASS LAB SEAT OCCUPANCY

Classrooms at the Des Plaines Campus are 60.5% filled for any given course on average while classrooms at the Skokie Campus are just 50% filled. The disparity in seat occupancy between the two campuses is largely due to overall size of the campus. Larger campuses have the ability to more adequately fill classroom seats.

The bar graphs on this page and next depict seat occupancy during course time only. The graphs do not factor in 'down time' when a class lab is not in use. The charts on pages 46-50 speak to the impact of 'down time' on seat occupancy.




Class Lab Seat Occupancy
Skokie Campus
Oakton Community College
140.0%
120.0%
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
Seat Occupancy
Room P235 is a 12- seat computer class room with two courses scheduled. One course has 12 students, the other has 19 students.
Target Max (90%)
Target Min (75%)
Skokie Average (68%)
P234
P235
P251
P130
P105
P132
P151
P156
C132
P233
P134
P150
P231
P232
A235
A243
P113
A231
P115
A242
P236
C222
SMALL
MEDIUM
LARGE
SMALL (1-15)
MEDIUM (16-28)
LARGE (29-36)
EXTRA LARGE (37-50)

SEAT OCCUPANCY BY TIME OF DAY AND DAY OF WEEK

A second method to analyze seat occupancy is to evaluate a classroom's seats over a duration of time and by day of the week. For this study, a calculation for every classroom and class lab to reveal seat occupancy during the morning (8am to 2pm), afternoon (2pm to 6pm), and evening (6pm to 10pm) was completed. This reveals a lower seat occupancy for rooms as there is down-time between courses where rooms are not in use. This calculation follows the weekly room use analysis displayed earlier in this study.

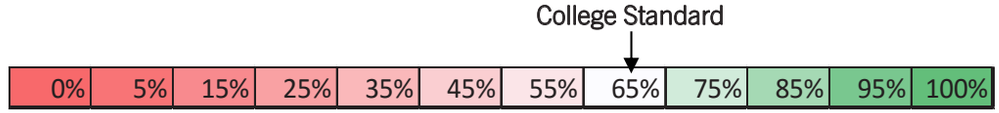
The following table is a heat map displaying seat occupancy by course (C) and over a longer time period duration (T).

	MONDAY MORNING (8AM – 2PM)	
Room	C	T
1121	32%	14%
1342	20%	8%
144	96%	20%
146	98%	41%
154	93%	65%
156	98%	55%
160	71%	62%
1603	69%	21%
1605	72%	60%
1607	80%	50%
162	74%	46%
1625	4%	19%
1746	71%	15%

When class is in session, this room is nearly full

The room is vacant for long stretches of time, thus reduces the seat fill.

KEY
C = Course Seat Utilization
T = Time Period Utilization (eg. Morning, Afternoon, or Evening)



65% is used as the College target minimum seat fill.

The heat map table reveals seat occupancy by day-of-week. Fridays, notably, are characterized by much lower seat utilization than other days of the week.

SEAT OCCUPANCY BY ROOM AND TIME OF DAY - DES PLAINES CAMPUS, CLASSROOMS

	Mornings (8am to 2pm)										Afternoons (2pm to 6pm)										Evenings (6pm to 10pm)									
	MON		TUE		WED		THU		FRI		MON		TUE		WED		THU		FRI		MON		TUE		WED		THU		FRI	
Room	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T
1121	32%	14%	0%	0%	32%	14%	0%	0%	45%	40%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	27%	18%	18%	24%	27%	18%	18%	24%	0%	0%
1342	20%	8%	20%	8%	20%	8%	23%	24%	20%	8%	0%	0%	10%	8%	0%	0%	10%	8%	0%	0%	9%	20%	0%	0%	4%	4%	0%	0%	0%	0%
144	96%	20%	100%	39%	96%	20%	100%	47%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
146	98%	41%	100%	63%	99%	62%	97%	91%	100%	21%	92%	29%	70%	54%	92%	29%	100%	31%	0%	0%	64%	60%	71%	22%	64%	60%	71%	22%	0%	0%
154	93%	65%	101%	63%	93%	65%	101%	63%	68%	40%	88%	55%	100%	31%	88%	55%	100%	31%	0%	0%	100%	63%	92%	57%	100%	63%	92%	57%	0%	0%
156	98%	55%	85%	71%	98%	55%	85%	71%	100%	14%	0%	0%	99%	92%	0%	0%	99%	92%	0%	0%	79%	49%	100%	69%	79%	49%	71%	49%	0%	0%
160	71%	62%	73%	61%	57%	36%	73%	61%	41%	8%	0%	0%	75%	23%	0%	0%	75%	23%	0%	0%	59%	19%	69%	21%	59%	19%	69%	21%	0%	0%
1603	69%	21%	50%	28%	56%	33%	50%	28%	0%	0%	61%	23%	0%	0%	61%	23%	0%	0%	0%	0%	33%	24%	72%	63%	75%	66%	25%	18%	0%	0%
1605	72%	60%	69%	43%	72%	60%	69%	43%	0%	0%	0%	0%	13%	13%	42%	21%	0%	0%	0%	0%	36%	26%	69%	49%	0%	0%	47%	45%	0%	0%
1607	80%	50%	79%	66%	72%	60%	79%	66%	0%	0%	67%	21%	83%	35%	67%	21%	83%	35%	0%	0%	53%	46%	0%	0%	0%	0%	0%	0%	0%	0%
162	74%	46%	75%	31%	74%	62%	75%	31%	75%	16%	75%	47%	75%	47%	75%	47%	75%	47%	0%	0%	75%	23%	75%	23%	75%	23%	75%	23%	0%	0%
1625	4%	19%	0%	0%	0%	0%	0%	0%	7%	19%	29%	11%	0%	0%	29%	11%	0%	0%	0%	0%	14%	10%	0%	0%	0%	0%	0%	0%	0%	0%
1746	71%	15%	66%	28%	71%	15%	66%	28%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1845	0%	0%	93%	41%	0%	0%	0%	0%	0%	0%	0%	0%	93%	62%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	5%	0%	0%	0%	0%
1849	75%	27%	0%	0%	0%	0%	0%	0%	0%	0%	24%	50%	50%	57%	75%	53%	67%	45%	56%	38%	0%	0%	69%	32%	0%	0%	69%	32%	0%	0%
1854	75%	23%	21%	10%	75%	23%	21%	10%	0%	0%	0%	0%	58%	41%	0%	0%	58%	41%	0%	0%	54%	50%	92%	42%	54%	50%	92%	42%	0%	0%
200	16%	56%	0%	0%	0%	0%	18%	23%	14%	33%	0%	0%	15%	39%	0%	0%	0%	0%	15%	39%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
210	51%	57%	63%	13%	44%	57%	14%	32%	85%	18%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2113	93%	58%	96%	40%	93%	58%	96%	40%	0%	0%	0%	0%	96%	40%	0%	0%	96%	40%	0%	0%	100%	71%	13%	9%	75%	53%	29%	41%	0%	0%
2121	76%	48%	67%	42%	76%	48%	67%	42%	0%	0%	0%	0%	58%	36%	0%	0%	58%	36%	0%	0%	92%	34%	0%	0%	0%	0%	0%	0%	0%	0%
2129	89%	66%	96%	75%	89%	66%	96%	75%	100%	14%	33%	10%	0%	0%	33%	10%	0%	0%	0%	0%	96%	56%	54%	38%	96%	56%	0%	0%	0%	0%
2137	50%	31%	95%	65%	50%	31%	83%	17%	42%	17%	0%	0%	67%	47%	0%	0%	0%	0%	0%	0%	63%	44%	25%	18%	0%	0%	42%	30%	0%	0%
2138	50%	10%	50%	10%	50%	10%	50%	10%	0%	0%	0%	0%	8%	2%	0%	0%	8%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2139	25%	19%	48%	20%	0%	0%	30%	23%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%	24%	0%	0%	33%	24%	0%	0%
2140	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2143	81%	34%	94%	78%	81%	34%	94%	78%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	21%	30%	50%	35%	54%	38%	0%	0%	0%	0%
2145	63%	39%	60%	50%	63%	39%	60%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	42%	26%	54%	38%	42%	26%	0%	0%	0%	0%
2153	88%	55%	75%	47%	88%	55%	75%	47%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	10%	0%	0%	17%	10%	33%	28%	0%	0%
2210	85%	35%	88%	55%	85%	35%	88%	55%	103%	49%	0%	0%	107%	33%	0%	0%	107%	33%	0%	0%	37%	31%	0%	0%	0%	0%	0%	0%	0%	0%
2440	76%	37%	79%	44%	76%	37%	79%	44%	38%	21%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	67%	39%	54%	38%	67%	39%	38%	36%	0%	0%
2442	33%	21%	73%	45%	33%	21%	73%	45%	0%	0%	0%	0%	61%	19%	0%	0%	61%	19%	0%	0%	29%	20%	0%	0%	36%	25%	0%	0%	0%	0%
2444	86%	54%	82%	68%	86%	54%	82%	68%	36%	17%	86%	27%	61%	43%	86%	27%	0%	0%	0%	0%	57%	18%	0%	0%	57%	18%	54%	38%	0%	0%
2450	81%	50%	97%	67%	81%	50%	97%	67%	0%	0%	0%	0%	100%	83%	0%	0%	0%	0%	0%	0%	50%	16%	96%	56%	50%	16%	96%	56%	0%	0%
2462	79%	54%	78%	49%	79%	54%	83%	35%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	35%	67%	47%	63%	44%	54%	38%	0%	0%
2545	58%	46%	58%	48%	67%	69%	58%	48%	70%	14%	0%	0%	61%	58%	0%	0%	39%	39%	0%	0%	13%	18%	54%	54%	0%	0%	0%	0%	50%	35%
2547	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2609	53%	46%	64%	38%	38%	16%	64%	38%	0%	0%	0%	0%	36%	27%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	38%	89%	63%	0%	0%
2721	75%	63%	73%	63%	75%	63%	90%	39%	46%	22%	38%	12%	0%	0%	38%	12%	0%	0%	0%	0%	0%	0%	42%	13%	96%	68%	42%	13%	0%	0%
2723	80%	50%	60%	50%	80%	50%	60%	50%	0%	0%	43%	27%	48%	54%	82%	26%	82%	34%	0%	0%	57%	19%	0%	0%	57%	19%	43%	30%	0%	0%
2735	66%	28%	47%	39%	66%	28%	47%	39%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	36%	25%	0%	0%	0%	0%	0%	0%
2737	73%	62%	89%	56%	73%	62%	89%	56%	0%	0%	0%	0%	0%	0%	23%	32%	0%	0%	0%	0%	21%	15%	29%	21%	0%	0%	0%	0%	0%	0%
2755	76%	43%	61%	46%	86%	26%	61%	46%	0%	0%	0%	0%	86%	27%	0%	0%	86%	27%	0%	0%	43%	30%	89%	41%	0%	0%	89%	41%	0%	0%
2759	79%	48%	73%	45%	52%	42%	73%	45%	0%	0%	0%	0%	79%	25%	0%	0%	79%	25%	0%	0%	18%	6%	0%	0%	18%	6%	32%	23%	0%	0%
2806	37%	31%	81%	80%	37%	46%	81%	80%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	35%	11%	5%	29%	11%	11%	5%	0%	0%
2808	84%	70%	86%	54%	84%	70%	86%	54%	0%	0%	86%	27%	39%	25%	86%	27%	39%	25%	0%	0%	64%	46%	86%	61%	50%	35%	54%	38%	64%	46%
2812	58%	39%	78%	66%	58%	39%	78%	66%	64%	35%	100%	31%	0%	0%	100%	31%	0%	0%	0%	0%	0%	0%	79%	49%	0%	0%	0%	0%	0%	0%
2814	81%	68%	88%	74%	81%	68%	88%	74%	46%	31%	66%	41%	100%	31%	66%	41%	100%	31%	0%	0%	29%	20%	0%	0%	96%	68%	14%	7%	0%	0%
2816	91%	72%	56%	36%	91%	72%	60%	26%	89%	35%	0%	0%	29%	9%	0%	0%	29%	9%	0%	0%	14%	11%	18%	25%	38%	63%	4%	3%	0%	0%
2822	79%	67%	35%	59%	79%	67%	35%	59%	36%	24%	100%	31%	84%	86%	100%	31%	89%	28%	0%	0%	61%	28%	0%	0%	61%	28%	0%	0%	0%	0%
2824	78%	65%	52%	43%	78%	65%	52%	43%	0%	0%	81%	25%	65%	20%	81%	25%	65%	20%	0%	0%	38%	32%	31%	22%	19%	27%	77%	64%	0%	0%
2834	62%	40%	70%	58%	62%	40%	70%	58%	0%	0%	0%	0%	19%	14%	58%	29%	19%	14%	0%	0%	23%	33%	21%	37%	88%	63%	42%	30%	0%	0%
2836	44%	28%	25%	15%	44%	28%	25%	15%	24%	8%	0%	0%	0%	0%	12%	6%	0%	0%	0%	0%	0%	0%	0%	0%	17%	9%	8%	30%	0%	0%
2848	79%	49%	85%	56%	79%	49%	85%	56%	100%	47%	96%	30%	100%	31%	96%	30%	20%	31%	0%	0%	83%	63%	75%	59%	0%	0%	0%	0%	0%	0%
3601	29%	9%	0%	0%	29%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	23%	16%	60%	55%	60%	43%	0%	0%	0%	0%
3615	47%	39%	85%	71%	47%	39%	85%	71%	89%	42%	0%	0%	34%	23%	0%	0%	37%	12%	0%	0%	86%	39%	31%	24%	86%	39%	0%	0%	0%	0%
3619	47%	39%	52%	32%	47%	39%	52%	32%	81%	38%	61%	42%	86%	27%	61%	42%	86%	27%	0%	0%	64%	29%	0%	0%	64%	29%	0%	0%	0%	0%

SEAT OCCUPANCY BY ROOM AND TIME OF DAY - DES PLAINES CAMPUS, CLASS LABS

	Mornings (8am to 2pm)										Afternoons (2pm to 6pm)										Evenings (6pm to 10pm)									
	MON		TUE		WED		THU		FRI		MON		TUE		WED		THU		FRI		MON		TUE		WED		THU		FRI	
Room	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T
1100	35%	31%	38%	33%	35%	31%	38%	33%	0%	0%	17%	22%	0%	0%	17%	22%	0%	0%	0%	0%	0%	0%	18%	36%	0%	0%	18%	36%	0%	0%
1104	55%	71%	125%	56%	60%	45%	125%	56%	46%	81%	0%	0%	108%	72%	61%	89%	108%	72%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1105	0%	0%	125%	56%	0%	0%	125%	56%	0%	0%	83%	56%	0%	0%	83%	56%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1352	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1362	90%	50%	40%	22%	90%	50%	40%	22%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1365	10%	1%	0%	0%	10%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	9%	1%	1%	0%	0%	0%	0%	0%	0%
137	100%	42%	100%	47%	100%	68%	90%	84%	100%	21%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	67%	47%	54%	38%	67%	47%	54%	38%	0%	0%
141	100%	78%	75%	73%	100%	89%	69%	53%	96%	45%	0%	0%	100%	69%	0%	0%	100%	69%	0%	0%	42%	24%	0%	0%	42%	24%	0%	0%	0%	0%
1721	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	80%	57%	0%	0%	0%	0%
1730	88%	81%	81%	75%	88%	81%	81%	75%	84%	107%	71%	41%	91%	42%	71%	41%	91%	42%	0%	0%	85%	39%	0%	0%	85%	39%	0%	0%	0%	0%
1731	89%	81%	61%	75%	89%	81%	61%	75%	49%	62%	0%	0%	100%	46%	0%	0%	100%	46%	0%	0%	97%	45%	92%	42%	97%	45%	92%	42%	28%	53%
1831	102%	93%	0%	0%	102%	90%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	9%	0%	0%	0%	0%	0%	0%
1833	93%	39%	85%	44%	48%	39%	85%	44%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	30%	6%	23%	39%	0%	0%	0%	0%
1836	55%	12%	40%	10%	43%	18%	55%	34%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	37%	0%	0%	0%	0%	0%	0%	0%	0%
1837	0%	0%	0%	0%	95%	40%	95%	20%	18%	20%	0%	0%	0%	0%	95%	28%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	28%	0%	0%
1844	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	61%	43%	9%	28%	0%	0%	0%	0%	0%	0%	52%	35%	0%	0%	0%	0%	0%	0%	0%	0%
1844A	22%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	78%	49%	53%	70%	67%	42%	56%	56%	50%	33%
2105	0%	0%	25%	22%	0%	0%	25%	22%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
224	0%	0%	54%	45%	71%	22%	54%	45%	71%	22%	0%	0%	0%	0%	71%	32%	0%	0%	71%	32%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
234	60%	56%	79%	16%	79%	37%	79%	16%	59%	54%	0%	0%	42%	25%	0%	0%	42%	25%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
237	31%	52%	21%	43%	0%	0%	0%	0%	0%	0%	18%	34%	25%	16%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2446	50%	18%	0%	0%	0%	0%	0%	0%	43%	9%	0%	0%	0%	0%	87%	18%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
247	0%	0%	0%	0%	0%	0%	0%	0%	27%	56%	0%	0%	29%	18%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
252	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	48%	22%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2615	41%	54%	25%	79%	41%	54%	25%	79%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	22%	0%	0%	17%	22%	0%	0%
2625	100%	42%	88%	36%	100%	42%	76%	48%	0%	0%	0%	0%	0%	0%	0%	0%	54%	14%	0%	0%	92%	30%	40%	63%	29%	55%	0%	0%	0%	0%
2627	54%	54%	105%	22%	54%	54%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	44%	120%	100%	30%	25%	0%	0%
2629	75%	16%	28%	16%	68%	35%	34%	32%	63%	22%	75%	23%	0%	0%	75%	23%	0%	0%	0%	0%	7%	15%	18%	31%	0%	0%	0%	0%	0%	0%
2631	69%	34%	62%	66%	69%	34%	62%	66%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	31%	57%	4%	8%	0%	0%	42%	9%	0%	0%
2633	85%	44%	81%	42%	85%	44%	81%	42%	0%	0%	75%	23%	0%	0%	75%	23%	0%	0%	0%	0%	63%	44%	22%	42%	0%	0%	78%	33%	0%	0%
2635	62%	75%	24%	17%	62%	75%	24%	17%	83%	41%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	23%	44%	26%	43%	0%	0%	0%	0%
2846	38%	11%	42%	19%	38%	11%	43%	25%	0%	0%	100%	31%	42%	26%	100%	31%	33%	7%	0%	0%	0%	0%	42%	15%	0%	0%	29%	17%	0%	0%
320	0%	0%	67%	31%	96%	44%	100%	92%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	75%	56%	96%	66%	63%	43%	0%	0%	0%	0%
322	0%	0%	100%	92%	100%	46%	0%	0%	0%	0%	0%	0%	100%	69%	0%	0%	0%	0%	0%	0%	0%	0%	71%	49%	96%	66%	100%	69%	0%	0%
331	100%	46%	100%	46%	100%	46%	100%	46%	0%	0%	0%	0%	0%	0%	96%	66%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
333	100%	46%	98%	90%	100%	46%	100%	46%	100%	46%	100%	69%	88%	60%	100%	69%	0%	0%	100%	69%	0%	0%	0%	0%	0%	0%	96%	66%	0%	0%
335	0%	0%	0%	0%	67%	31%	104%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
340	0%	0%	75%	34%	0%	0%	75%	34%	58%	36%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
353	75%	19%	100%	25%	65%	32%	100%	25%	54%	14%	0%	0%	96%	72%	0%	0%	96%	72%	0%	0%	79%	30%	92%	34%	79%	30%	92%	34%	0%	0%
355	79%	11%	100%	46%	95%	57%	100%	46%	79%	11%	0%	0%	100%	69%	0%	0%	67%	46%	0%	0%	0%	0%	0%	0%	100%	69%	0%	0%	0%	0%
360	96%	36%	100%	46%	92%	42%	100%	46%	0%	0%	0%	0%	100%	69%	0%	0%	0%	0%	0%	0%	38%	26%	0%	0%	100%	69%	0%	0%	0%	0%
3609	93%	57%	90%	65%	93%	57%	90%	65%	0%	0%	96%	44%	89%	41%	96%	44%	89%	41%	0%	0%	81%	25%	0%	0%	81%	25%	0%	0%	0%	0%
362	75%	34%	100%	92%	67%	92%	100%	46%	100%	92%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	69%	100%	69%	0%	0%

SEAT OCCUPANCY BY ROOM AND TIME OF DAY - SKOKIE CAMPUS, CLASSROOMS

	Mornings (8am to 2pm)									
	MON		TUE		WED		THU		FRI	
Room	C	T	C	T	C	T	C	T	C	T
A211	7%	11%	5%	11%	7%	11%	5%	11%	0%	0%
A212	47%	29%	73%	61%	47%	29%	73%	61%	0%	0%
B110	0%	0%	2%	7%	0%	0%	2%	7%	0%	0%
B203	37%	23%	56%	35%	37%	23%	56%	35%	1%	1%
C110	47%	10%	58%	53%	47%	10%	58%	53%	58%	27%
C111	55%	60%	46%	19%	55%	60%	46%	19%	0%	0%
C112	64%	33%	69%	27%	64%	33%	69%	27%	61%	29%
C114	30%	44%	79%	33%	30%	44%	79%	33%	44%	31%
C120	23%	13%	20%	16%	27%	21%	20%	16%	27%	21%
C131	64%	55%	0%	0%	64%	55%	0%	0%	0%	0%
C133	22%	18%	32%	27%	22%	18%	32%	27%	0%	0%
C140	37%	30%	42%	16%	37%	30%	36%	24%	49%	33%
C210	59%	41%	72%	45%	59%	41%	72%	45%	72%	34%
C211	58%	24%	68%	42%	58%	24%	68%	42%	0%	0%
C212	66%	68%	61%	38%	66%	68%	61%	38%	83%	46%
C214	27%	17%	50%	27%	27%	17%	50%	27%	0%	0%
C231	79%	49%	60%	50%	79%	49%	60%	50%	0%	0%
C234	59%	49%	79%	49%	59%	49%	79%	49%	0%	0%
C241	68%	67%	44%	31%	68%	67%	44%	31%	0%	0%
C250	44%	26%	44%	9%	61%	25%	25%	17%	0%	0%
C252	36%	8%	60%	25%	36%	8%	60%	25%	0%	0%
C254	39%	19%	60%	47%	39%	19%	60%	47%	0%	0%
P112	30%	91%	0%	0%	30%	91%	0%	0%	30%	91%
P155	76%	62%	100%	21%	82%	50%	100%	21%	0%	0%
P237	90%	83%	87%	79%	90%	83%	87%	79%	60%	115%
P238	73%	15%	74%	46%	71%	30%	74%	46%	70%	15%
P250	72%	30%	76%	32%	72%	30%	76%	32%	0%	0%
P255	139%	31%	0%	0%	139%	31%	0%	0%	0%	0%
P256	67%	28%	81%	51%	69%	43%	81%	51%	73%	15%

	Afternoons (2pm to 6pm)									
	MON		TUE		WED		THU		FRI	
Room	C	T	C	T	C	T	C	T	C	T
A211	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
A212	0%	0%	84%	58%	0%	0%	0%	0%	0%	0%
B110	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
B203	0%	0%	19%	6%	0%	0%	19%	6%	0%	0%
C110	0%	0%	44%	14%	0%	0%	44%	14%	0%	0%
C111	0%	0%	25%	8%	0%	0%	0%	0%	0%	0%
C112	44%	14%	0%	0%	35%	24%	0%	0%	0%	0%
C114	0%	0%	39%	12%	0%	0%	39%	12%	0%	0%
C120	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
C131	47%	32%	58%	24%	47%	32%	58%	24%	0%	0%
C133	40%	16%	29%	18%	40%	16%	29%	18%	0%	0%
C140	49%	15%	0%	0%	49%	15%	0%	0%	0%	0%
C210	0%	0%	64%	27%	0%	0%	64%	27%	0%	0%
C211	67%	25%	68%	43%	51%	44%	68%	43%	0%	0%
C212	0%	0%	22%	7%	0%	0%	22%	7%	0%	0%
C214	0%	0%	58%	21%	0%	0%	58%	21%	0%	0%
C231	64%	20%	53%	16%	64%	20%	53%	16%	0%	0%
C234	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
C241	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
C250	69%	43%	0%	0%	69%	43%	0%	0%	0%	0%
C252	0%	0%	22%	29%	0%	0%	67%	21%	0%	0%
C254	0%	0%	36%	17%	19%	7%	36%	17%	0%	0%
P112	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
P155	62%	45%	59%	43%	62%	45%	59%	43%	0%	0%
P237	37%	34%	84%	77%	37%	34%	84%	77%	0%	0%
P238	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
P250	0%	0%	58%	18%	0%	0%	58%	18%	0%	0%
P255	0%	0%	15%	25%	0%	0%	15%	25%	0%	0%
P256	77%	48%	40%	25%	77%	48%	40%	25%	0%	0%

	Evenings (6pm to 10pm)									
	MON		TUE		WED		THU		FRI	
Room	C	T	C	T	C	T	C	T	C	T
A211	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
A212	88%	55%	96%	96%	88%	55%	96%	30%	0%	0%
B110	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
B203	14%	20%	67%	47%	25%	17%	78%	55%	0%	0%
C110	0%	0%	64%	20%	0%	0%	64%	20%	0%	0%
C111	0%	0%	42%	29%	0%	0%	8%	12%	0%	0%
C112	25%	16%	31%	22%	25%	16%	0%	0%	0%	0%
C114	17%	12%	0%	0%	0%	0%	0%	0%	0%	0%
C120	31%	21%	32%	28%	43%	38%	18%	16%	0%	0%
C131	21%	31%	69%	32%	67%	47%	69%	32%	0%	0%
C133	32%	16%	15%	11%	0%	0%	37%	26%	0%	0%
C140	0%	0%	18%	8%	46%	33%	18%	8%	0%	0%
C210	33%	56%	8%	3%	0%	0%	8%	3%	0%	0%
C211	25%	9%	8%	3%	25%	9%	0%	0%	0%	0%
C212	0%	0%	0%	0%	42%	30%	0%	0%	0%	0%
C214	13%	8%	11%	7%	13%	8%	11%	7%	0%	0%
C231	19%	15%	22%	7%	19%	15%	22%	7%	0%	0%
C234	67%	35%	69%	41%	67%	35%	69%	41%	0%	0%
C241	39%	28%	0%	0%	39%	32%	28%	20%	0%	0%
C250	0%	0%	64%	20%	0%	0%	64%	20%	0%	0%
C252	0%	0%	50%	42%	17%	28%	0%	0%	0%	0%
C254	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
P112	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
P155	77%	54%	0%	0%	0%	0%	0%	0%	0%	0%
P237	77%	35%	77%	35%	77%	35%	77%	35%	54%	52%
P238	36%	26%	55%	45%	64%	24%	36%	26%	0%	0%
P250	67%	39%	25%	18%	67%	39%	0%	0%	0%	0%
P255	0%	0%	22%	38%	0%	0%	22%	38%	0%	0%
P256	80%	25%	83%	26%	80%	62%	83%	26%	0%	0%

SEAT OCCUPANCY BY ROOM AND TIME OF DAY - SKOKIE CAMPUS, CLASS LABS

	Mornings (8am to 2pm)										Afternoons (2pm to 6pm)										Evenings (6pm to 10pm)									
	MON		TUE		WED		THU		FRI		MON		TUE		WED		THU		FRI		MON		TUE		WED		THU		FRI	
Room	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T
A231	102%	94%	104%	48%	100%	46%	100%	46%	96%	44%	92%	63%	100%	38%	92%	63%	100%	38%	104%	72%	0%	0%	104%	72%	100%	69%	96%	66%	0%	0%
A235	58%	50%	97%	66%	54%	37%	97%	66%	79%	24%	0%	0%	96%	86%	0%	0%	96%	86%	0%	0%	96%	68%	100%	88%	96%	68%	100%	69%	0%	0%
A242	63%	29%	82%	75%	32%	29%	0%	0%	0%	0%	0%	0%	80%	55%	53%	37%	70%	48%	0%	0%	76%	85%	80%	55%	63%	28%	80%	55%	0%	0%
A243	96%	44%	96%	44%	98%	90%	0%	0%	0%	0%	0%	0%	96%	66%	0%	0%	0%	0%	0%	0%	0%	0%	92%	63%	100%	69%	100%	69%	0%	0%
C132	0%	0%	0%	0%	0%	0%	87%	12%	0%	0%	43%	11%	0%	0%	52%	11%	0%	0%	0%	0%	52%	16%	0%	0%	0%	0%	35%	7%	0%	0%
C222	64%	128%	64%	128%	64%	128%	64%	128%	0%	0%	0%	0%	64%	160%	64%	160%	64%	160%	67%	150%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
C251	56%	46%	70%	58%	56%	46%	70%	58%	0%	0%	63%	46%	0%	0%	63%	46%	0%	0%	0%	0%	0%	0%	83%	59%	0%	0%	83%	59%	0%	0%
P105	32%	42%	55%	24%	20%	18%	55%	24%	30%	27%	0%	0%	60%	75%	80%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
P113	90%	143%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	90%	101%	0%	0%	90%	101%	0%	0%
P115	0%	0%	18%	24%	53%	18%	18%	24%	0%	0%	13%	36%	18%	36%	13%	36%	18%	36%	0%	0%	7%	13%	0%	0%	7%	13%	0%	0%	0%	0%
P130	0%	0%	0%	0%	0%	0%	0%	0%	17%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	22%	42%	26%	35%	28%	67%	26%	35%	0%	0%
P132	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	31%	74%	31%	51%	35%	66%	0%	0%
P134	0%	0%	108%	86%	22%	10%	108%	86%	0%	0%	0%	0%	0%	0%	25%	23%	0%	0%	0%	0%	56%	46%	94%	79%	31%	51%	94%	79%	0%	0%
P150	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	38%	0%	0%	38%	56%	0%	0%	0%	0%
P151	0%	0%	28%	15%	0%	0%	28%	15%	0%	0%	0%	0%	65%	27%	0%	0%	65%	27%	0%	0%	23%	43%	28%	50%	23%	43%	28%	50%	0%	0%
P156	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	38%	70%	0%	0%	15%	25%	0%	0%	0%	0%
P231	92%	66%	90%	37%	92%	66%	90%	37%	79%	37%	0%	0%	92%	29%	0%	0%	92%	29%	0%	0%	27%	38%	0%	0%	0%	0%	0%	0%	0%	0%
P232	83%	17%	108%	23%	76%	42%	108%	23%	83%	41%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	79%	73%	8%	9%	83%	59%	0%	0%
P233	41%	42%	86%	54%	41%	42%	86%	54%	25%	10%	71%	22%	0%	0%	71%	22%	79%	16%	0%	0%	33%	46%	0%	0%	79%	52%	13%	7%	0%	0%
P234	83%	53%	49%	31%	83%	53%	49%	31%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	47%	0%	0%	0%	0%	0%	0%	0%	0%
P235	158%	51%	0%	0%	158%	51%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
P236	89%	73%	73%	67%	89%	73%	73%	67%	0%	0%	0%	0%	77%	71%	0%	0%	77%	71%	0%	0%	24%	47%	51%	16%	24%	47%	51%	16%	0%	0%
P251	26%	28%	0%	0%	23%	35%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	20%	33%	0%	0%

5.0 | COURSE AND ROOM SIZE ALIGNMENT

OVERVIEW AND OBJECTIVE

The goal of comparing course size and classroom capacity is to seek if there is alignment or misalignment between courses and the room's in which those courses take place. This analysis uses the standard room sizes as foundation to compare courses.

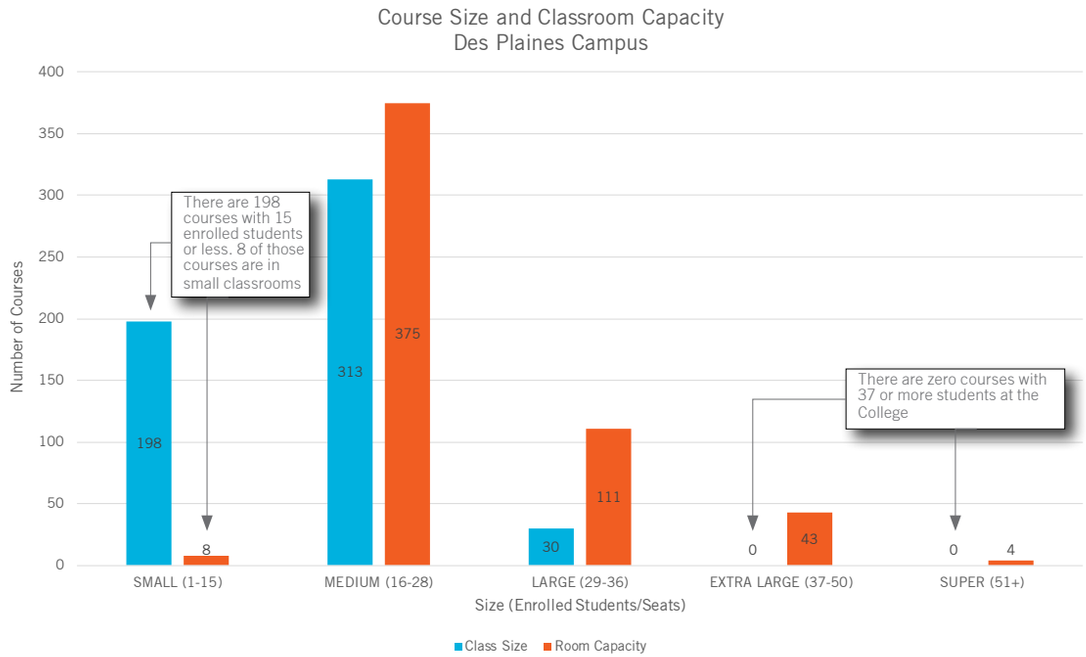
The College aims to create small course sizes (and no courses are greater than 36 students), and it is largely succeeding. The average course size is very similar at the two campuses. The Des Plaines Campus' average course size is 17.6 students while the average course size at the Skokie Campus is 17.8 students.

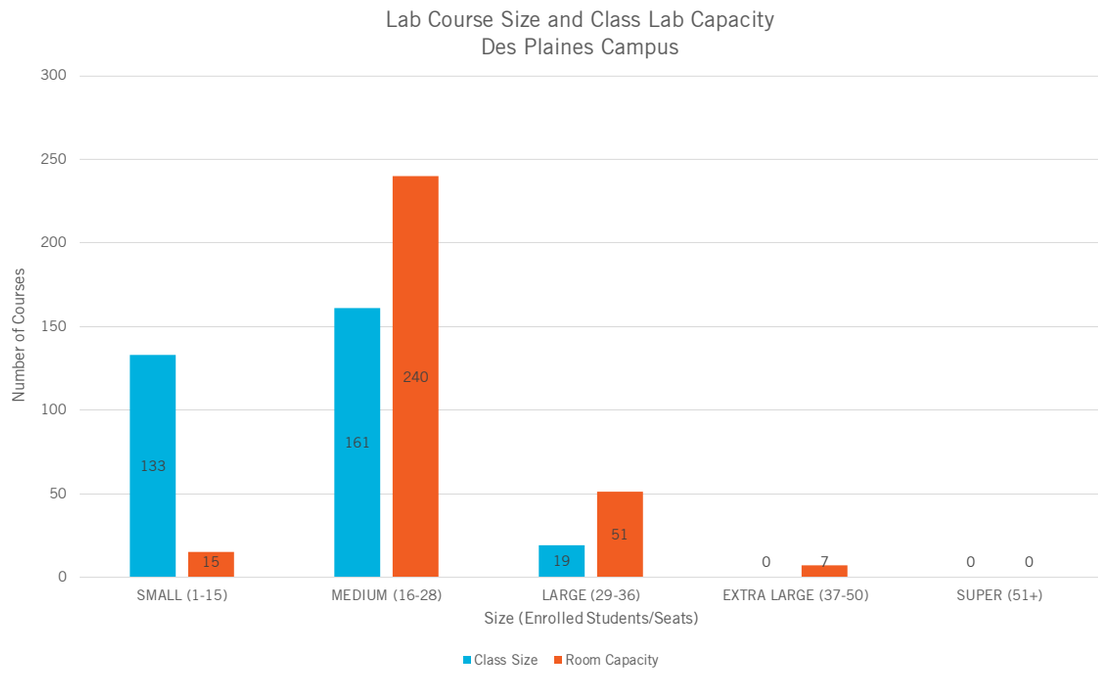
This analysis utilizes the Fall of 2016 course schedule. 1,317 courses were analyzed. At the Des Plaines Campus, there were 541 courses taught in 64 classrooms and 313 courses taught in 69 class labs (854 total courses). At the Skokie Campus, there were 282 courses taught in 29 classrooms and 181 courses taught in 30 class labs (463 total courses).

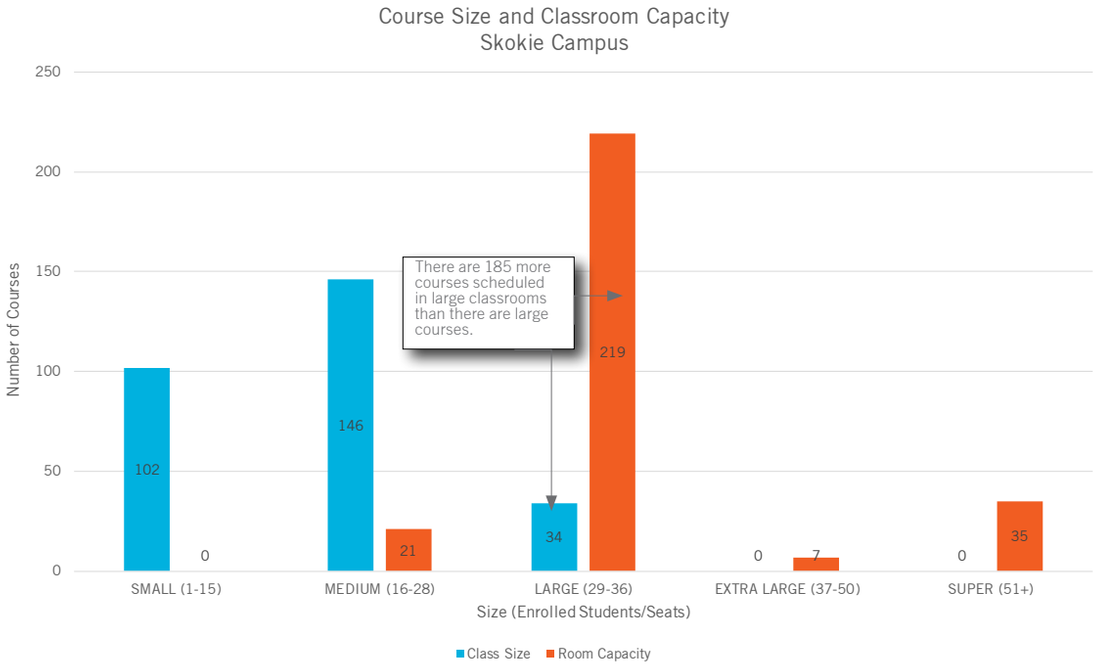
DES PLAINES CAMPUS

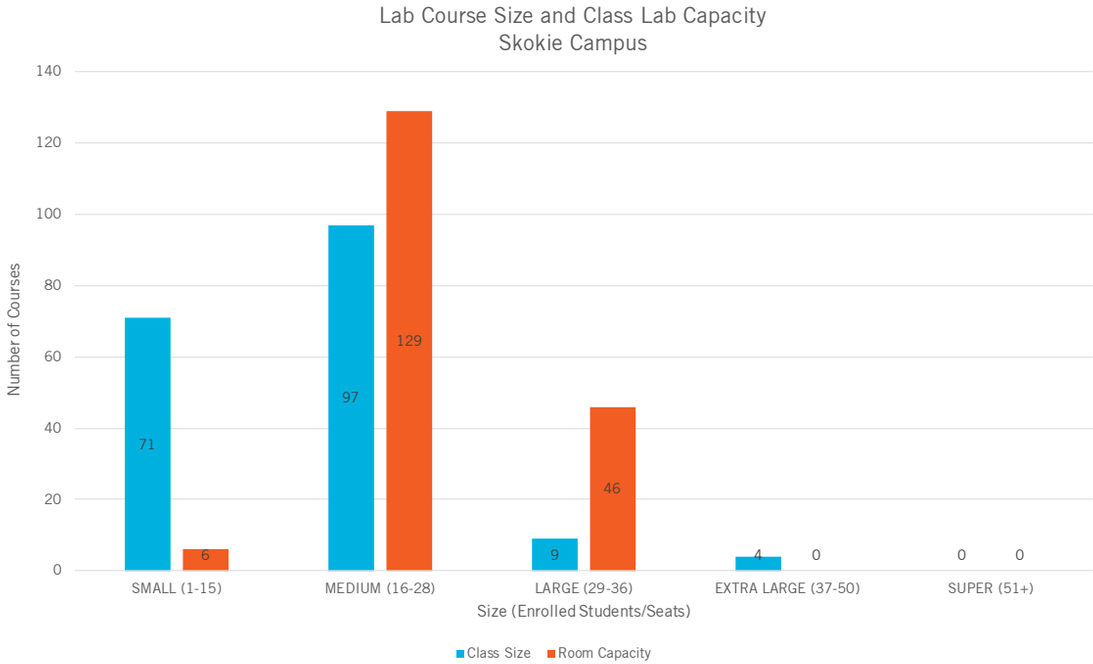
At the Des Plaines Campus, there is a very high amount of small and medium size courses taught in classrooms. Many of these courses are taught in medium sized rooms (375 courses in medium rooms). However some of the small or medium sized courses likely overflow into large classrooms (111 courses in large rooms yet only 30 large courses). This likely reduces seat occupancy.

For class labs, a similar trend applies yet there is an even greater misalignment between medium sized lab courses and courses scheduled in medium sized rooms. This also reduces seat occupancy.









SKOKIE CAMPUS

At the Skokie Campus, there is very large misalignments between medium sized courses and classrooms as well as large courses and classrooms. This might indicate the need for more medium sized classrooms and fewer large classrooms. Reducing the number of seats in some of the large classrooms may be one strategy to reach better equilibrium and also improve the student and faculty experience in the classroom.

For class labs, some of the small and medium sized courses likely overflow into the large class labs. This is similar to the Des Plaines Campus.

6.0 | CLASSROOM SIZE AND TYPE

OVERVIEW AND OBJECTIVE

This assessment considers the size, furniture layout, and number of seats in a classroom. This lends a qualitative aspect to this study to understand if a classroom or class lab is too dense, poorly configured, or inflexible for the type of instruction. For example, a traditional tiered lecture hall—suitable for formal lecture or film viewing—averages 12-15 square feet per seat while a flat-floor, flexible classrooms needs 26-30 square feet per seat with movable furniture to be adequate. There are four types of classrooms at the College.

CLASSROOM TYPES

Flat-floor, Tablet Arm (FTA) – these classrooms are typified by stand-along, single seat tablet arms chairs. Enabling student group collaboration is limited in these rooms. Flexibility is limited

Flat-floor, Tables and Chairs in Rows (FTCR) —these classrooms include simple rectangular tables with moveable chairs. Anywhere from 2 to 8 seats are at any one table. The tables are arranged in rows and face the front of the classroom. Student group collaboration is possible in these rooms, but is not optimal. There is a moderate level of flexibility in these rooms. The furniture can be re-arranged in various configurations including “U” or clustered groups.

Flat, Tables and Chairs in Groups (FTCG) —these classrooms feature furniture clustered in small groups of 6-8 seats per table. Student group collaboration is best in this configuration. Traditional lecture-style instruction may be difficult. Flexibility is high in these rooms.

Tiered, Rows (TTCR)—these classrooms are traditional lecture halls. They feature tables and chairs in rows and in tiers with the instructor’s station, projector screen/whiteboard in the front. Student group collaboration is most difficult in this setting. Formal lecture or film viewing is best in these environments. Flexibility is low. .

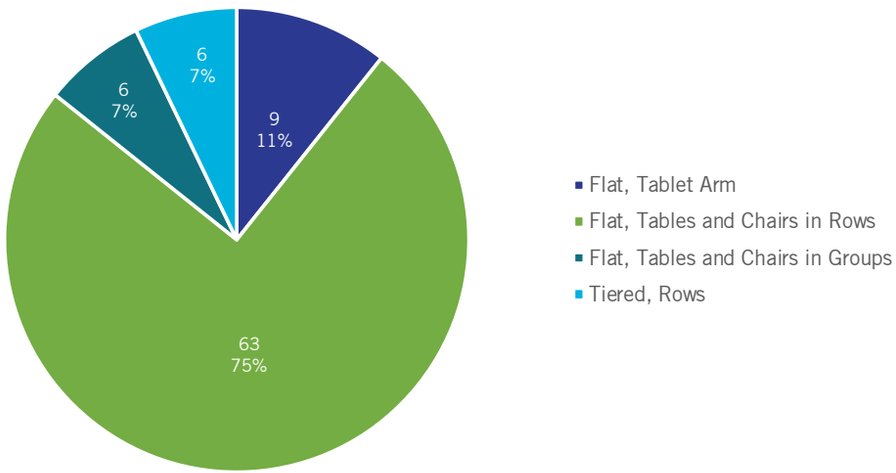
Flat-floor, Tables and Chairs in Rows (FTCR)

Flat-floor, Tablet Arm (FTA)

Flat-floor, Tables and Chairs in Groups

Tiered, Rows (TTCR)

Classroom Configuration
Both Campuses



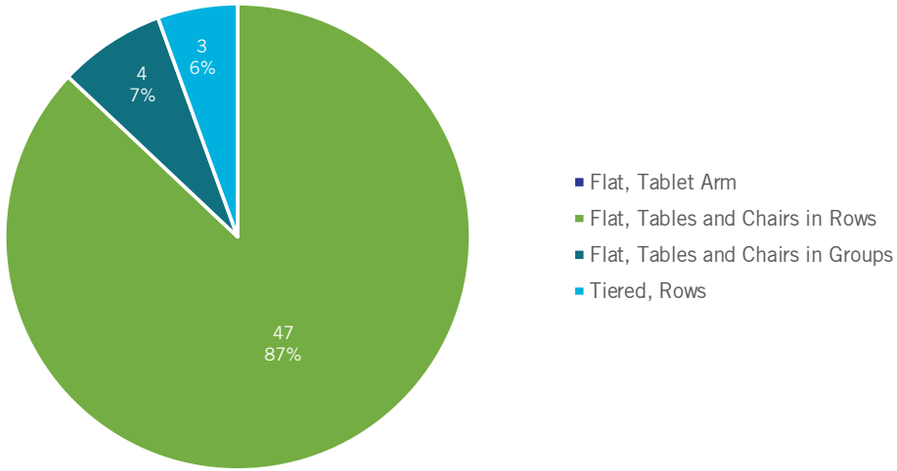
ANALYSIS

Flat-Floor, Tables and Chairs in Rows (FTCR) is the predominate classroom type for both campuses. Nearly two thirds of all classrooms are configured in this way. In general, these rooms accommodate a wide range of different instructional approaches (e.g.. lecture, seminar, small group), but they do not excel at any one type of instruction. They are somewhat flexible, but may not be re-arranged too often on a regular basis.

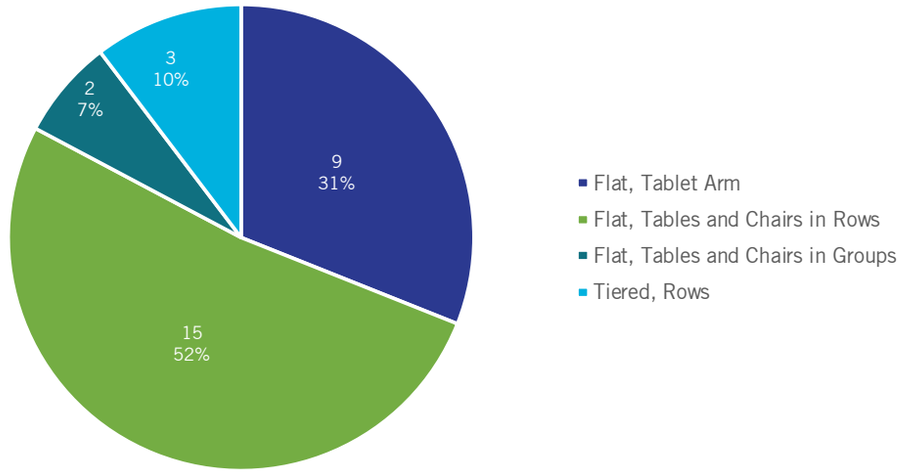
Flat-floor, Tablet Arm (FTA) rooms still exist at the Skokie Campus despite their antiquated set-up. Today's student requires more table surface space to accommodate both a laptop and writing pad. Additionally, instructional pedagogies are evolving into more collaborative, group-based projects and problem solving. Both FTAs and tiered lecture halls (TTCRs) do not foster evolving pedagogies.

There appears to be a lack of rooms configured in clustered groups (only 5 classrooms). With the rise of active learning (where a professor moves from a "sage on the stage" to a "guide on the side"), more Flat Floor, Tables and Chairs in Group (FTCG) classrooms will be demanded.

Classroom Configuration
Des Plaines Campus



Classroom Configuration
Skokie Campus



CLASSROOM SIZE ANALYSIS

The following heat map tables display every classroom at the College. For each classroom, a calculation of area per seat was conducted. This calculation helps reveal what classrooms are either too dense or, in rare cases, too spacious to accommodate the intended type of instruction. The average of 25 square feet per seat is white. Results lower than that average are more red (dense) while higher results are green (spacious).

- For Flat-Floor, Tables and Chairs in Rows (FTCR) classrooms, an average area per seat of 24-26 square feet should be the target.
- For Flat-Floor, Tables and Chairs in Group (FTCG) classrooms, an average area per seat of 28-31 square feet should be the target.
- For Tiered Row (TTCR) Classrooms, an average area per seat of 15-18 square feet. All rooms (2139, 2545, C131, C133) of this type currently satisfy this guideline.
- Flat Floor, Tablet Arm chairs should be phased out and replaced with either FTCR or, better yet, FTCG rooms.

OBSERVATIONS

- 24 of 85 scheduled classrooms (28%) at the College are below 20 square feet per student. This limits room flexibility and the classrooms may be sub-optimal learning environments for both students and faculty as the room may feel too dense.
- Many of the recently renovated classrooms at the Des Plaines Campus have adequate area per seat given their configuration (tables and chairs in rows).
- Only 16 of 85 scheduled classrooms (19%) are greater than or equal to 28 square feet per seat, which is the minimum threshold to adequately achieve an active learning classrooms.
- Almost half of the classrooms with tablet arm chairs are inadequate in size to facilitate group-based learning.

DENSE			TARGET AVERAGE				SPACIOUS
10	15	20	25	30	35	40	45

CLASSROOM TYPES, DES PLAINES CAMPUS

At 12.2sf/seat, this classroom is too dense. Consider removing some seating.

Room	Area (ASF)	Number of Seats	Area per Seat	Type of Seats	Hours Scheduled	Seat Hours	Seat Occupancy	Largest Course
Flat-floor, Tables and Chairs in Rows								
1342	280	23	12.2	FTCR	36.6	89	22%	9
146	707	24	29.5	FTCR	25.7	532	86%	24
154	715	24	29.8	FTCR	27.5	607	93%	25
156	820	24	34.2	FTCR	28.9	576	84%	24
160	753	32	23.5	FTCR	21.3	465	68%	24
1603	883	36	24.5	FTCR	25.2	491	53%	27
1605	883	36	24.5	FTCR	33.1	530	53%	30
1607	883	36	24.5	FTCR	34.5	623	67%	30
162	785	32	24.5	FTCR	21	503	75%	24
1746	445	28	15.9	FTCR	4.5	86	68%	20
1845	314	14	22.4	FTCR	9.8	87	64%	13
1849	359	16	22.4	FTCR	27.6	217	58%	12
1854	553	24	23.0	FTCR	15.6	210	59%	22
200	1146	40	28.7	FTCR	38.8	236	68%	8
210	1089	40	27.2	FTCR	32.6	372	62%	34
2113	555	24	23.1	FTCR	26.5	416	81%	24
2121	555	24	23.1	FTCR	13.8	236	71%	24
2129	556	24	23.2	FTCR	31.2	371	71%	25
2137	560	24	23.3	FTCR	23	325	57%	24
2138	285	12	23.8	FTCR	4.2	19	36%	6
2140	296	12	24.7	FTCR	3.6	-	0%	0
2143	557	24	23.2	FTCR	35.2	313	76%	24
2145	558	24	23.3	FTCR	21.1	229	63%	22
2153	559	24	23.3	FTCR	16	220	62%	24
2210	1785	30	59.5	FTCR	16.4	392	85%	32
2442	589	28	21.0	FTCR	17.3	220	49%	23
2444	590	28	21.1	FTCR	23.7	449	73%	24
2462	581	24	24.2	FTCR	26.4	408	68%	24
2547	557	28	19.9	FTCR	3.4	-	0%	0
2609	706	36	19.6	FTCR	24.4	470	54%	32

At nearly 60sf/seat, this classroom could probably increase capacity by a few seats especially considering the high seat utilization.

CLASSROOM TYPES, DES PLAINES CAMPUS (CONTINUED)

Room	Area (ASF)	Number of Seats	Area per Seat	Type of Seats	Hours Scheduled	Seat Hours	Seat Occupancy	Largest Course
Flat-floor, Tables and Chairs in Rows								
2723	538	28	19.2	FTCR	23.9	377	60%	24
2735	538	28	19.2	FTCR	12.4	169	60%	22
2737	537	24	22.4	FTCR	24.2	282	65%	24
2755	575	28	20.5	FTCR	16.6	311	70%	25
2759	661	28	23.6	FTCR	18.9	292	60%	24
2806	627	28	22.4	FTCR	23.7	323	52%	24
2808	552	28	19.7	FTCR	36.6	699	71%	24
2812	553	28	19.8	FTCR	19.3	389	73%	28
2814	552	28	19.7	FTCR	30.5	574	73%	28
2816	553	28	19.8	FTCR	36.6	436	57%	28
2822	554	28	19.8	FTCR	31.6	496	74%	28
2824	554	26	21.3	FTCR	37.3	498	60%	24
2834	545	26	21.0	FTCR	38.6	441	60%	23
2836	1010	42	24.0	FTCR	38.9	245	26%	22
2848	674	24	28.1	FTCR	32.4	553	80%	24
3601	910	35	26.0	FTCR	13.4	213	46%	21
3615	925	35	26.4	FTCR	24.4	527	62%	32
3619	925	36	25.7	FTCR	20.9	453	57%	32
Tiered, Rows								
1625	1399	70	20.0	TTCR	35.2	164	20%	20
2139	857	46	18.6	TTCR	12.2	184	42%	24
2545	857	46	18.6	TTCR	40.6	910	55%	32

Room	Area (ASF)	Number of Seats	Area per Seat	Type of Seats	Hours Scheduled	Seat Hours	Seat Occupancy	Largest Course
Flat-floor, Tables and Chairs in Groups								
144	793	24	33.0	FTCG	7.7	183	99%	24
2440	589	24	24.5	FTCG	22.3	306	64%	20
2450	500	24	20.8	FTCG	23.7	411	75%	24
2721	604	24	25.2	FTCG	22	361	68%	24

CLASSROOM TYPES, SKOKIE CAMPUS

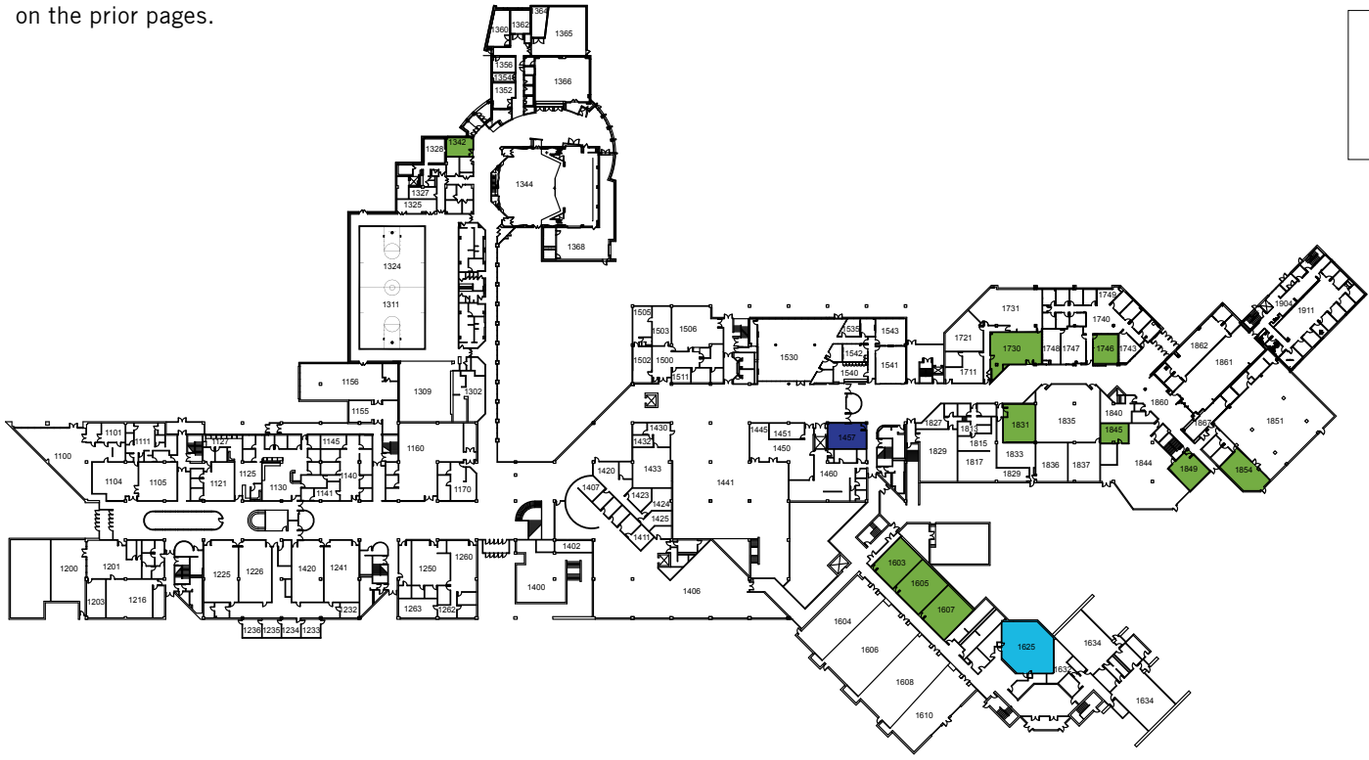
Room	Area (ASF)	Number of Seats	Area per Seat	Type of Seats	Hours Scheduled	Seat Hours	Seat Occupancy	Largest Course
Flat-floor, Tablet Arm								
C110	813	36	22.6	FTA	16.3	290	50%	26
C111	871	36	24.2	FTA	26.4	288	40%	24
C112	813	36	22.6	FTA	22.9	337	41%	26
C114	813	36	22.6	FTA	28.9	354	54%	35
C211	922	36	25.6	FTA	17.9	343	54%	31
C214	711	36	19.8	FTA	19.3	206	28%	24
C234	711	36	19.8	FTA	19.7	385	61%	30
C241	736	36	20.4	FTA	27.2	420	47%	25
P256	788	30	26.3	FTA	23.2	503	72%	25
Flat-floor, Tables and Chairs in Groups								
B110	1049	36	42.0	FTCG	74.1	97	14%	22
P112	1345	46	29.2	FTCG	21.6	302	61%	14

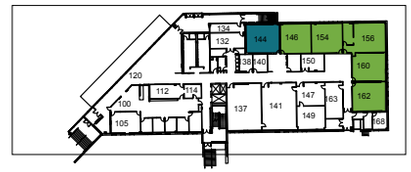
CLASSROOM TYPES, SKOKIE CAMPUS (CONTINUED)

Room	Area (ASF)	Number of Seats	Area per Seat	Type of Seats	Hours Scheduled	Seat Hours	Seat Occupancy	Largest Course
Flat-floor, Tables and Chairs in Rows								
A211	895	25	35.8	FTCR	50	19	5%	6
A212	910	25	36.4	FTCR	25.5	444	70%	25
B203	935	36	26.0	FTCR	36.8	437	35%	30
C131	549	36	15.3	FTCR	28.2	470	56%	26
C210	711	36	19.8	FTCR	24.4	458	60%	32
C212	711	36	19.8	FTCR	20.8	458	60%	30
C231	921	36	25.6	FTCR	22	381	54%	32
C250	711	36	19.8	FTCR	17.5	221	43%	31
C252	711	36	19.8	FTCR	26.7	254	40%	27
C254	711	36	19.8	FTCR	13.2	214	45%	24
P155	1048	30	34.9	FTCR	17.8	384	73%	30
P237	1176	35	33.6	FTCR	49.4	1,239	84%	35
P238	1062	33	32.2	FTCR	21.6	406	62%	30
P250	1057	36	29.4	FTCR	13.7	290	64%	32
P255	1244	18	69.1	FTCR	17.9	94	76%	25
Tiered, Rows								
C120	1296	65	19.9	TTCR	30.9	553	27%	28
C133	1642	60	27.4	TTCR	30	444	27%	24
C140	1296	65	19.9	TTCR	25.2	657	40%	32

CLASSROOM TYPE PLANS

The following colored floor plans indicate the classroom type for all classrooms at both campuses and these drawings coordinate with the analysis on the prior pages.

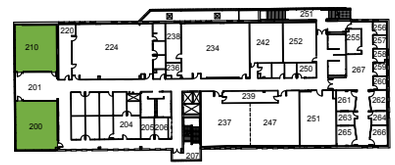


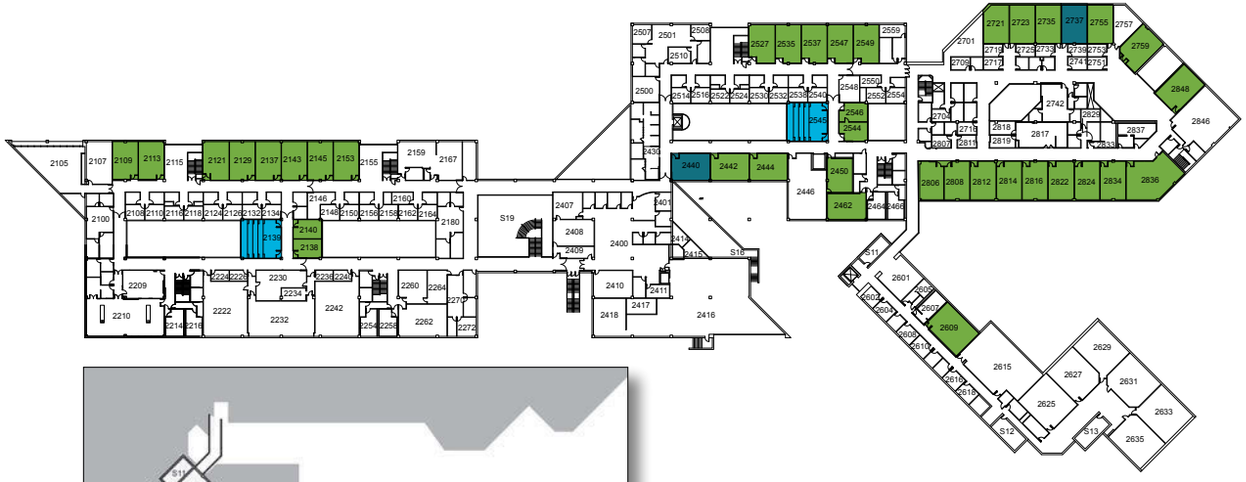


LEGEND

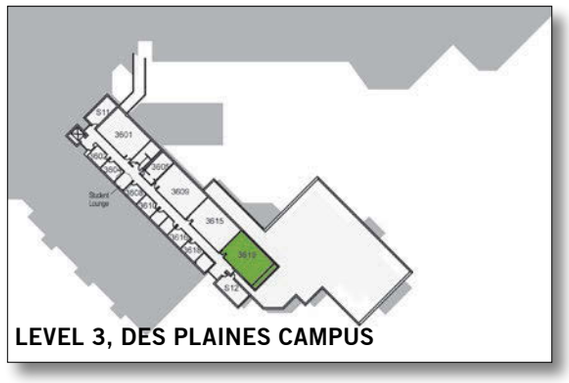
- Tiered Seating
- Tablet Arm Seating
- Tables + Chairs in Row
- Tables + Chairs in Groups

LEVEL 1, DES PLAINES CAMPUS





LEVEL 2, DES PLAINES CAMPUS



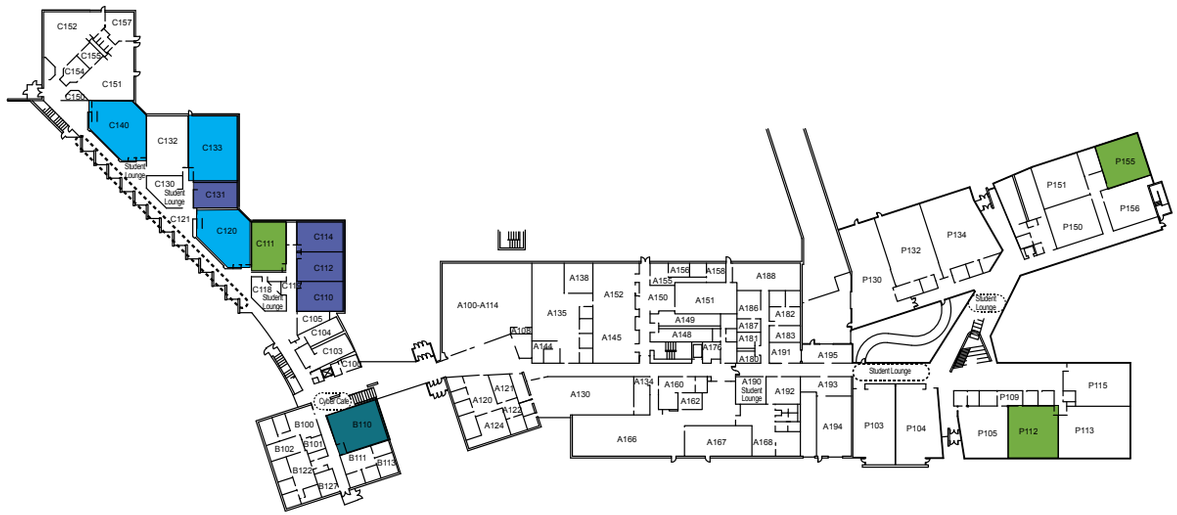
LEVEL 3, DES PLAINES CAMPUS

LEGEND

- Tiered Seating
- Tablet Arm Seating
- Tables + Chairs in Row
- Tables + Chairs in Groups

0' 16' 32' 64' 96' 144' 192'

SCALE: 1/64" = 1'-0"



LEGEND

- Tiered Seating
- Tablet Arm Seating
- Tables + Chairs in Row
- Tables + Chairs in Groups

LEVEL 1, SKOKIE CAMPUS

0' 16' 32' 64' 96' 144' 192'

SCALE: 1/64" = 1'-0"

LEGEND

- Tiered Seating
- Tablet Arm Seating
- Tables + Chairs in Row
- Tables + Chairs in Groups

LEVEL 2, SKOKIE CAMPUS

0' 16' 32' 64' 96' 144' 192'

SCALE: 1/64" = 1'-0"

7.0 | COMPUTER LAB USE

COMPUTER LAB UTILIZATION

Computer lab use was analyzed by examining binary user log-in/ log-out data of individual computer workstations. This data was logged for every hour of the day (8am to 10pm) and day of week (Monday through Sunday).

The log-in data was totalled for each room by the hour and then compared to the room occupancy of each room according to the facility inventory.

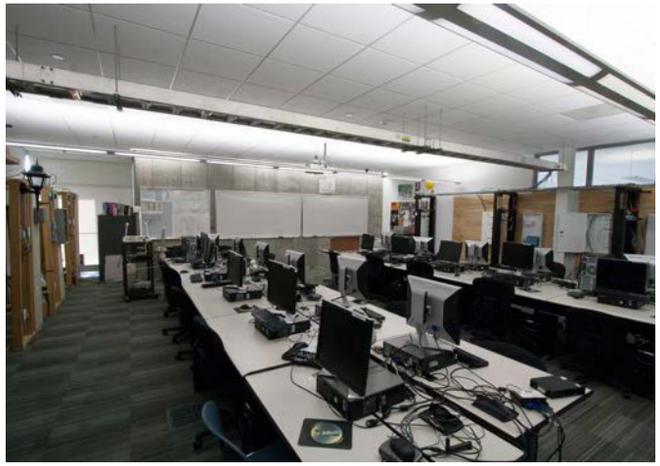
From this information, a simple percentage calculation was conducted to reveal the percent of seats filled for a specific lab at a given time.

Three different types of computer labs were selected for this analysis

- Open Labs--these labs are open to students during College operating hours and do not host scheduled courses. These labs are resources for students to use.
- Cyber Cafes--these labs are open for students to drop-in and use to check email or use for a short duration of time. These cafes are not included in the official facility inventory. There are two cafes at the Des Plaines Campus and one at the Skokie Campus.
- Class labs with open lab time -- these labs do host courses and are primarily classified as class labs (FICM 210). However, when classes are not in session, these rooms can be used by students to complete project work or study.

A cyber cafe at the Des Plaines Campus

An open computer lab at the Des Plaines Campus



A class computer lab at the Skokie Campus

An open computer lab at the Skokie Campus

COMPUTER LAB UTILIZATION HEAT MAP BY TIME OF DAY AND DAY OF WEEK

				Mornings (8am -2pm)							Afternoons (2pm to 6pm)							Evenings (6pm - 10pm)				
	Room	Name	Occupancy	M	T	W	R	F	S	U	M	T	W	R	F	S	U	M	T	W	R	F
Des Plaines Campus	*Open Lab (220)*																					
	1835	Open Computer Lab	33	65%	74%	72%	71%	35%	21%	13%	50%	55%	61%	51%	29%	16%	16%	37%	40%	35%	32%	20%
	2622	Open Computer Lab	21	70%	80%	74%	81%	29%	23%	10%	55%	64%	59%	56%	26%	16%	10%	31%	33%	33%	37%	23%
	Cyber Café (not in inventory)																					
	1229H	Cyber Café West	24	44%	51%	45%	50%	15%	4%	3%	29%	41%	36%	45%	11%	4%	4%	17%	23%	13%	22%	4%
	1540H	Cyber Café East	18	74%	86%	82%	87%	33%	18%	8%	57%	74%	71%	65%	28%	16%	14%	40%	46%	40%	42%	17%
	Class Lab with Open Lab Time (210)																					
	1104	Graphic Design Lab	19	47%	89%	56%	80%	47%	37%	63%	48%	74%	60%	85%	18%	20%	8%	18%	15%	57%	13%	12%
	1721	RoadMath Open Lab	18	3%	9%	3%	8%	1%	0%	0%	2%	6%	1%	12%	0%	1%	1%	1%	1%	1%	1%	1%
	1730	RoadMath Classroom Lab	13	54%	49%	61%	47%	58%	22%	0%	18%	32%	15%	32%	27%	0%	0%	23%	1%	25%	1%	0%
	1731	RoadMath Classroom Lab	21	60%	72%	68%	75%	58%	17%	0%	12%	41%	10%	40%	7%	0%	1%	28%	21%	30%	18%	24%
	2446	Language Lab	65	43%	32%	32%	20%	21%	46%	0%	17%	18%	29%	13%	10%	5%	0%	14%	7%	5%	6%	0%
Skokie Campus	*Open Lab (220)*																					
	P230	Open Computer	79	57%	64%	63%	63%	21%	18%	12%	48%	57%	49%	53%	20%	15%	16%	30%	35%	33%	33%	14%
	Cyber Café (not in inventory)																					
	C100H	Cyber Café	12	42%	47%	48%	46%	12%	6%	2%	39%	40%	42%	44%	9%	8%	5%	15%	20%	19%	16%	3%
	Class Lab with Open Lab Time (210)																					
	C132	Language Lab	24	31%	26%	22%	41%	43%	42%	0%	28%	26%	25%	21%	7%	3%	0%	34%	13%	35%	22%	0%
	P105	Graphic Design Lab	19	24%	24%	20%	21%	31%	18%	8%	27%	46%	35%	38%	15%	8%	5%	7%	43%	58%	10%	5%
	P156	CNS Lab	21	5%	0%	0%	0%	0%	0%	0%	9%	0%	2%	0%	0%	0%	0%	33%	0%	12%	0%	0%
	P234	RoadMath Open Lab	13	42%	22%	41%	27%	4%	25%	0%	13%	15%	23%	12%	0%	1%	0%	36%	11%	1%	17%	0%
	P235	Classroom Computer Lab	13	45%	16%	34%	15%	4%	29%	0%	2%	9%	9%	15%	0%	2%	0%	6%	14%	2%	13%	0%
	Des Plaines Average			**41%**	**50%**	**44%**	**46%**	**37%**	**24%**	**13%**	**20%**	**34%**	**23%**	**36%**	**12%**	**5%**	**2%**	**17%**	**9%**	**24%**	**8%**	**7%**
	Skokie Average			**31%**	**22%**	**27%**	**25%**	**16%**	**20%**	**2%**	**20%**	**22%**	**23%**	**22%**	**5%**	**4%**	**2%**	**22%**	**17%**	**21%**	**13%**	**1%**

= Course in session at this time