

LEARNING COMMUNITY OVERVIEW

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REVISION HISTORY

Version	Date	Name	Description
1	2/11/16	B Dailey	Final
2	2/3/17	B Dailey	Updates from Learning Community meeting with Colleges
3	5/3/18	M Stewart	Updates to LC purpose, policies, & steps
4	6/29/18	M Stewart	Initial procedures for Version 9

INTRODUCTION AND PURPOSE

The purpose of this document is to outline the agreed-upon policy and responsibilities for setting up Learning Communities quarterly. Learning Communities have become a staple program at UCR, providing friendly, supportive, and challenging smaller communities within the larger university. For example, groups of freshman students enroll in a planned cluster of two to three core courses that are coordinated by theme, academic major, or discipline. Effective Fall 2018, Learning Communities are being utilized for transfer students. Learning Communities are also being considered for sophomores and other student populations.

RELATED POLICIES, REGULATIONS, GUIDING PRINCIPLES, AND COMMON PRACTICES

1. In Fall 2008, Learning Communities were approved to have priority academic scheduling for secondary activities. The intent of this approval was to allow for blocks of courses to be created that have secured days and times. This prevents Learning Community blocks from having to be adjusted or re-created as classroom schedules are finalized.
2. Effective Winter 2018, Learning Communities were approved to have priority academic scheduling for primary activities as well. This is an agreement effective through Fall 2018 and is subject to re-approval.
3. A College/Department/Program that would like to utilize new Learning Communities first need to provide the Registrar's Office with details to ensure all parties are aware of new courses for priority scheduling and registration blocks for students.
4. College Learning Community Coordinators should work with the Enrollment Managers from departments that own courses that will be part of Learning Community blocks.
5. The division of responsibilities are outlined in detail below.

IMPACTED DEPARTMENTS, UNITS, PROGRAMS, AND CENTERS

1. Registrar's Office
2. Academic Departments

BEFORE YOU BEGIN

If this is the first time you are reviewing this procedure, go to R' Space and select the Banner Training icon in order to follow along and practice. Please submit a ticket if you have trouble accessing Banner Training.

PAGES

No pages are associated with this specific procedure.

PROCEDURES

PRIORITY ACADEMIC SCHEDULING

This policy was approved by the Registrar's Office to ensure the Learning Community-designated course sections retain their originally requested day and time. Due to the detail involved in structuring Learning Community blocks, a time change to one course section could affect the entire Learning Community block.

STEPS

1. The "Call" to the College Learning Community Coordinators is sent by the Registrar's Office between one to two weeks after the official "Call" for the upcoming term is sent to the academic departments.
2. Academic departments are to identify which CRNs will be included in their College's Learning Community blocks by one week after the official "Call" deadline.
3. Identification procedure: On **Banner page SSASECT/Meeting Times and Instructor tab/Scheduler Preferences tab**, academic departments are to enter or replace an existing room attribute code with the **LC – General Assignment** room attribute code. The steps to assigning room attribute codes may be found in the *Academic Scheduling: Add and Update General Assignment or Department Room Attributes* procedures.
4. The Registrar's Office – Academic Scheduling unit will ensure any **CRN** with a **LC room attribute code** in Banner is scheduled in a general assignment classroom at the requested day and time.
 - a. The day and time cannot change for a LC – designated CRN; however, the room assignment is subject to change during the scheduling process.
5. All communication regarding these courses will be sent to both the **College Learning Community Coordinators** and the **applicable academic departments**.
6. The **Schedule 25 Optimizer** process (assignment of general assignment classrooms to primary activities) cannot be delayed for the Learning Community – designated courses to be coded with the LC room attribute. It will be critical that the **deadline cited in step #2 above** is met so the scheduling process can begin on time.
 - a. **Once scheduling fully begins, it will not be possible to honor priority scheduling if the course sections are not already identified.**
7. Scheduling traditionally begins at the beginning of the following months, but for specific dates please reach out to the Registrar's Office – Academic Scheduling:
 - a. **March** for **Fall** scheduling.
 - b. **August** for **Winter** scheduling.
 - c. **December** for **Spring** scheduling.

CREATION AND ASSIGNMENT OF COHORTS

Each Learning Community student is to be assigned a Learning Community cohort code. This cohort will allow the student to enroll in those Learning Community blocks tied to the cohort.

STEPS

1. The creation and assignment of all cohorts is the responsibility of the **College Learning Community Coordinator**.
2. To determine what cohorts are needed, the **College Learning Community Coordinator** should identify how the program wants to track the students, as well as how the students need to be divided to leverage off of the functionality in the creation and assignment of Learning Community blocks.
3. Consider the **options below** for creation and assignment of the blocks as it is considered how to assign cohorts to the students.
4. Use procedures "**Cohort Assignments**" to assign the cohorts.
 - a. If mass assignment is a viable option, this can be coordinated with **Information Technology Services (ITS)** via a **request ticket**.
5. All cohort assignments must be completed **prior to the Schedule of Classes going live for the quarter**.
 - a. For **Highlander Orientation**, cohorts must be assigned **before registration begins**.
6. The following is the **cohort code structure** for **Learning Communities**:

L	L	L INDICATES THIS IS A LEARNING COMMUNITY COHORT
E	H	INDICATES COLLEGE (N-CNAS; H-CHASS; E-BCOE)
B	C	SIX CHARACTERS TO NOTATE DEFINING INFORMATION SUCH AS:
C	H	MATH PLACEMENT
E	S	MAJOR
G	C	ETC.
E	N	
N	T	
R	R	INDICATES RESEARCH
Y	N	N=NO; Y=YES (RESEARCH)

CREATION AND ASSIGNMENT OF THE BLOCKS

A Learning Community block generally contains sections of core courses as well as sections specific to what course of study the block represents. A Learning Community cohort can be tied to one Learning Community block or multiple Learning Community blocks in their College.

STEPS

1. The creation of all blocks with associated course sections is the responsibility of the **College Learning Community Coordinator**.
2. The **College Learning Community Coordinator** must first decide on how enrollments for their Learning Community blocks will be managed. See a brief description below; for more details, refer to the **procedures documents identified below**.
 - a. *Learning Community Cohort and Block Scheduling Preparation*
 - i. The purpose of this document is to guide College Learning Community coordinators in preparation of the scheduling of their Learning Community blocks.
 - ii. Coordinating with applicable academic departments in selection of course sections for their College's Learning Community blocks (sections department schedulers will identify in Banner with the LC – Learning Community room attribute);
 - iii. Establishing the Learning Community cohorts and block names;
 - iv. Completing the template of LC blocks and the course sections each block contains;
 - v. Adding the cohort code to a student's record.
 - b. *Block Scheduling Self-Service*
 - i. The main component to block scheduling in self-service is that the student will have an option to enroll in a Learning Community block through self-service.
 - ii. This places the control of enrollment into the student's hand.
 - iii. The student can be presented with several blocks so they have options.
3. All Learning Community blocks must be completed and submitted to Academic Scheduling for entry into Banner **prior to the Schedule of Classes going live for the quarter**.
 - a. For **Highlander Orientation**, all Learning Community block entry and updates must be completed **before registration begins**.
4. The following is the **block code structure** for **Learning Communities**:

L	L	L INDICATES THIS IS A LEARNING COMMUNITY BLOCK
E	H	INDICATES COLLEGE (N-CNAS; H-CHASS; E-BCOE)
B	C	TO NOTATE DEFINING INFORMATION SUCH AS:
C	H	MATH PLACEMENT
E	S	MAJOR
G	C	ETC.
E	N	
N	T	NOTE: THE FIRST 8 CHARACTERS MATCH THE COHORT CODE
0	0	
1	2	BLOCK SECTION NUMBER (LAST 2 CHARACTERS)

RESERVED SEATING

Reserved seating will ensure the seats in a course section allotted to one or more Learning Community cohorts are set aside for the block registration.

STEPS

1. In a Learning Community-designated course section, first the number of seats that will be allotted to the Learning Community cohort(s) is determined.
 - a. The **College Learning Community Coordinator** should coordinate with the **applicable academic department Enrollment Manager** on which course sections will be in a **Learning Community block**, as well as the number of seats in each section that will be allotted to a **Learning Community cohort**.
2. Use *Academic Scheduling: Add Reserved Seating and Waitlist* procedures to learn how to set up reserved seating in Banner.
 - a. It is the responsibility of the **academic department Enrollment Manager to enter and update reserved seating data on a course section**.

FINAL QUIZ

1. The creation of all Learning Community blocks with associated course sections is the responsibility of the College Learning Community Coordinator.
 - a. True
2. The deadline for input of the LC – General Assignment room attribute code for priority scheduling is one week after the department academic scheduling “Call” deadline.
 - a. True
3. All cohort assignment must be completed prior to the Schedule of Classes going live for the quarter. For Highlander Orientation, they must be assigned before registration begins.
 - a. True
4. The College Learning Community Coordinator needs to decide if they are going to either manually assign the blocks and enroll students, or allow the student to enroll through self-service.
 - a. True
5. Reserved seating will ensure that seats are set aside for block registration, but they **MUST** be set up on the course by the College Learning Community Coordinator and before the Schedule of Classes goes live for the quarter.
 - a. False. Reserved seating **MUST** be set up on the course by the academic department’s Enrollment Manager.