LEARNING COMMUNITIES

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REVISION HISTORY

Version	Date	Name	Description
1	2.11.16	Bracken	Final

INTRODUCTION AND PURPOSE

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 or three core courses that are coordinated by theme, academic major, or discipline. Learning Communities have also been looked at for transfers, sophomores and others. This procedure documents outlines the agreed on policy and responsibilities for setting up Learning Communities quarterly.

RELATED POLICIES, REGULATIONS, GUIDING PRINCIPLES, AND COMMON PRACTICES

1. In Fall of 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 blocks from having to be adjusted or recreated as classroom schedules are finalized.
2. College/Department/Programs who would like to utilize new Learning Communities need to first provide the Registrar's Office with details to ensure all parties are aware of new courses for priority scheduling and registration blocks for students.
3. Learning Community Coordinators should coordinate with Enrollment Managers from departments who own courses that will be a part of Learning Community blocks.
4. Division of responsibilities are outlined more fully below.

IMPACTED DEPARTMENTS, UNITS, PROGRAMS, AND CENTERS

1. Registrar's Office
2. Academic Departments

BEFORE YOU BEGIN

You will want to review the procedures for Academic Scheduling: Banner, Block Scheduling: Manual, Block Scheduling: Self-Service

FORMS

No forms are associated with this specific procedure.

PROCEDURES

PRIORITY ACADEMIC SCHEDULING

STEPS

1. The Call to the Learning Community Coordinators is sent by the Registrar's Office approximately 2 weeks after the official Call to Academic Departments.
2. Deadline for Learning Community course lists for priority scheduling is 1 week after the department academic scheduling deadline.
3. Departments will send the Registrar's Office - Academic Scheduling (and copy to the Learning Community Coordinators) a list of courses the department has designated as Learning Community courses.
4. The Registrar's Office – Academic Scheduling will code these courses for priority scheduling meaning that the day and time will not be changed during scheduling. All communication regarding these courses will be sent to both the department and the Learning Community Coordinators.
5. The Scheduler 25 (primary activity assignment of classrooms) process cannot be delayed for the list of Learning Community courses. It will be critical that the above deadline is met so the scheduling process can begin on time. **Once scheduling fully begins it will not be possible to honor priority scheduling if the courses are not already identified.**
   a. Scheduling traditionally begins at the beginning of the following months, but for the specific date please reach out to the Registrar's Office – Academic Scheduling:
      i. March for Fall scheduling
      ii. August for Winter Scheduling
      iii. December for Spring Scheduling

CREATION AND ASSIGNMENT OF COHORTS

STEPS

1. Creation and Assignment of all Cohorts is the responsibility of the Learning Community Coordinator.
2. To determine what cohorts are needed, the Learning Community Coordinator should identify how the program wants to track the students and how the students need to be divided to leverage off of the functionality in the creation and assignment of Blocks.
   a. Consider the options below for Creation and Assignment of the Blocks as you consider how to assign Cohorts to the students.
3. Use *Cohort Assignment* procedures to assign the cohorts. If mass assignment is a viable option, this can be coordinated with Student Affairs Information Systems (SAIS).
4. **All Cohort assignments must be completed prior to the Schedule of Classes going live for the quarter. For Highlander Orientation they must be assigned before registration begins.**

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	
C	H	6 CHARACTERS TO NOTATE DEFINING INFORMATION SUCH AS:
E	S	MATH PLACEMENT
G	C	MAJOR
E	N	ETC.
N	T	
R	R	INDICATES RESEARCH
Y	N	N=NO; Y=YES (RESEARCH)

CREATION AND ASSIGNMENT OF THE BLOCKS

STEPS

5. Creation of all Blocks with associated courses is the responsibility of the Learning Community Coordinator.
6. The Learning Community Coordinator must decide first on how enrollment for their Learning Communities will be managed. See a brief description of the options below and for more details refer to the identified procedure document.
   a. *Block Scheduling: Manual* procedure
      i. The main component to this selection is that the student will not have an option to enroll in the block through self-service.
      ii. Blocks and enrollment are assigned by either batch or manually entered by a staff member.
   b. *Block Schedule: Self-Service* procedure
      i. The main component to this selection is that the student will have an option to enroll in the block or blocks through self-service.
      ii. This places the control of enrollment into the student's hand.
      iii. The student can be present with several blocks so they have an option.
7. **All Blocks and manual enrollment must be completed prior to the Schedule of Classes going live for the quarter. For Highlander Orientation they must be assigned before registration begins.**

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	
C	H	6 CHARACTERS TO NOTATE DEFINING INFORMATION SUCH AS:
E	S	MATH PLACEMENT
G	C	MAJOR
E	N	ETC.
N	T	**NOTE: the first 8 characters match the cohort code**
0	0	Indicates the
1	2	Block number **NOTE: the last 2 characters indicate the block**

RESERVED SEATING

STEPS

1. Learning Community Coordinators should coordinate with Enrollment Managers from departments who own courses that will be a part of Learning Community blocks.
2. Reserved Seating will ensure that seats are set aside for the Block registration, but **they MUST be set up on the course by the Enrollment Manager and before the Schedule of Classes go live for the quarter.**
3. Use *Academic Scheduling: Banner* procedures to learn more about Reserved Seating.
   a. As a reminder: Waitlisting cannot be placed on classes with reserved seats at this time.

FINAL QUIZ

1. Creation of all Blocks with associated courses is the responsibility of the Learning Community Coordinator.
   a. TRUE

2. Deadline for Learning Community course lists for priority scheduling is 1 week after the department academic scheduling deadline.
   a. TRUE
3. All Cohort assignments 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. Learning Community coordinators need to decide if they are going to manually assign 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 the Block registration, but they MUST be set up on the course by the Learning Community Coordinator and before the Schedule of Classes go live for the quarter.
   a. FALSE, they MUST be set up on the course by the Enrollment Manager.