

Scaffolding and Pre-Assignment Guidelines

Scaffolding: Coordinates the scheduling of a set group of critical courses to minimize conflicts and promote timely progress towards degree for undergraduates. Scaffolding guarantees the day/time of offering but not the classroom. Three core data driven criteria have been used to evaluate courses for this priority category:

- Proportion of freshmen enrolled (>50% for fall quarter, 35% for winter quarter, 15% for spring quarter – the adjustment acknowledges some freshman transition to sophomore status prior to the end of their 1st year)
- Variety of major types enrolled (>10)
- Total enrollment in course (>250)

The Course Scheduling Committee may consider temporary access for a course considered to “bottleneck” academic progress of students or has a strategic need to build enrollment history or target a campus enrollment requirement.

The list of eligible courses is reviewed approximately every three years by the Course Scheduling Committee.

Departments may select to remove themselves from scaffolding; however, they must then submit a formal request to reinstate themselves, if they desire.

Pre-assignment: Pre-assignment agreements were established to address unique needs the policy cannot address. Evaluation is based on five categories to establish purpose and need.

- Colloquia/Seminars - Ensure certain colloquia and seminars are assigned a large GE classroom and guaranteed a day/time to accommodate special topics speakers that need to be scheduled far in advance.
- Working Professionals - Accommodating programs with large proportions of students and/or instructors who are working professionals and face significant time constraints outside of UCR.
- Learning Community - Because of complexity of Learning Community block planning, ensure sections projected to be included in a LC block are scheduled a GE room at requested day/time. Rooms are not guaranteed.
- Equipment and Facility Needs - Ensure courses have access to any unique equipment that is required for their courses.
- Unique Pedagogical Needs - Addresses needs for non-standard meeting patterns due to unique pedagogical approaches that otherwise would be significantly disadvantaged by scheduling policy

All Courses/Sections must be confirmed by the CALL deadline. Not meeting this deadline impacts the full scheduling process. Not meeting the deadline may result in suspension of the prescheduling priority status for the term while the production cycle continues; once ready, incomplete prescheduling sections will be resolved without disrupting already-assigned sections.

Classroom Utilization: Priority access to classroom space does not negate the need for the campus to ensure general assignment classroom spaces are appropriately utilizing the room. Therefore, the following principles will be followed to ensure space is maximized.

67% standard room utilization will be used unless there is a reasonable justification to allow for lower utilization. Utilization may not always be able to be assessed in the current term. The quarterly report will identify any courses that did not meet the standards and the committee will review for ongoing utilization concerns.

- Scaffolding – The Registrar’s Office will adjust scaffolded courses at the onset of the scheduling process to maximize utilization while upholding the agreed upon day/times of scaffolding.
- Pre-assignment – Agreements within the Equipment and Facility Needs sometimes find utilization to be below the standard because the need is more about the room equipment and not the size of the room. These exceptions, however, still requires at least 50% of these sections to meet a 50% minimum utilization rate to continue to qualify for an exception. For Colloquia/Seminars attendance includes non-students who can’t enroll, therefore this group will not be held to utilization guidelines since their attendance cannot be tracked.