

## Approved MINUTES

### Preliminaries

1. Call to order by President Gary Aguilar at 3:02 PM

Present were: Present were: Ellen Bowden, Cindi Unmack, Katrina Worley, Laurinda Reynolds, Larry Dumais, Lynn Fowler, Valerie Bronstein, John Bell, Shannon Pries, Gordon Roadcap, Erik Haarala, David Austin, Mark Rau, Leslie Reeves, Kate Williamson, Deborah Gale, Amy Gaudard, Matthew Register, Glenn Jaecks, Charles Thomsen, Craig Weckman, Janay Lovering, Alisa Shubb, Gary Aguilar, Tressa Tabares

2. Approval of Agenda: Agenda approved by consensus.
3. Approval of December 17th, 2018 Minutes: Minutes approved by consensus.
4. Introduction of Guests: Dan Crump, Senate Liaison, Kale Braden, AVP of Instruction and Learning Resources, Dyne Eiferstsen, Music
5. Public Comment Period (3 minutes per speaker): No public comment
6. President's Report:  
President Aguilar asked Senators to email him their feedback on the spring Convocation.

### Discussion

7. Integrated Planning Guide (1st Reading)

Senators were asked to share this document with their colleges. Although this is not entirely a Senate (10+1) issue, the Senate will consider whether or not we support this guide.

### Reports

8. Student Success Council: No report at this time.

9. Senate Legislative Liaison Dan Crump gave a preview of this season's legislative agenda. Legislators have until the end of February to submit bills.

The proposed budget is good for community college students as it

- Gives community college students access to Cal Grants
- Provides funding for the College Promise program (extending it to a second year of college)
- Provides funding for ECE programs

10. Senate Committee Reports: No reports at this time.

### **Discussion**

11. Changes to District Hiring Manual

The changes align with college, district, and statewide goals. Committees may consider using the updated manual for the spring, but it won't be approved by the time hiring begins. The issue now is with implementing the changes.

Questions from Senators (with some tentative answers):

- Why must the Equity Rep. be included in the total faculty (3-5)? This is a change for ARC.--One answer is so that all colleges are the same. Smaller colleges have a harder time convening larger committees.
- How does the Senate President make decisions about committees?--The Senate President may need to work with the College Equity Officer and District Human Resources
- Could we have Deans from outside the area on committees?--Yes. The Area dean does not have to chair the hiring committee.
- Is there a plan to diversify the pool? Senators are aware of the demographics of their majors and are working to address those issues, but it takes time.
- Has the composition of hiring committees been studied?--Gary will find out.
- What about workload issues for faculty?
- What about invisible minorities?

There will be a call out to faculty to update the part-time hiring manual.

12. Update: Collegial Consultation at LRCCD

Over the Winter Break the College Presidents attended an IBA training with District Chancellor Brian King and Vice-Chancellor Jamey Nye, facilitated by former Los Rios faculty member Dennis Smith. The training went very well. The Senate Presidents

asked to be informed about all issues, and the Chancellor agreed. He also agreed to use formal agendas at his meetings with College Presidents. The District Academic Senate will be keeping track of collegial consultation going forward and will give the Chancellor a report card at the end of the year.

### 13. District Efforts to Address Recruitment and Retention of Police Officers

Update on Senate Resolution on Police Hiring. Gary recently re-shared this resolution with the administration. The Board and Chancellor's Cabinet members are interested in this issue. The district has been working on compensation issues for officers. However, one of the problems with police hiring is a nationwide shortage of police officers. The district also has a policy of not hiring "second chance" officers--officers who have been asked to leave other positions.

To help retain our current officers, the district used the money from position vacancies to give bonuses and better health insurance.

To help with the shortage of police officers, the district has hired CSOs and is sponsoring two current CSOs in the Police Academy.

In addition, the main office may be relocated to ARC, which would put additional officers on our campus. However, the main problem of not enough officers on the ARC campus has not been resolved.

We will ask Chief Savidge to visit our Senate meeting again and discuss these issues further.

### 14. Fall 2019 Academic Senate Retreat Location

Senators were asked to weigh in on locations for the next retreat. Would it be more convenient on-campus? Some suggested we alternate on and off-campus locations.

### 15. Ad Astra Implementation – Enterprise Level Scheduling Solution (ELSS) Project Team

Kale Braden and Dyne Eiferstsen gave an overview of the AdAstra system, both the room scheduling and analytics tools, and answered questions from Senators.

16. Items from College Areas for Academic Senate Consideration: Lynn Fowler asked Senators to examine changes to Title V, Section 55063, a rewording which seems to indicate that students will no longer be able to receive "Ds" in their general education courses at community colleges, and to give their feedback online.

### **Upcoming Meetings and Events**

1. District Academic Senate Meeting: Tuesday February 5, 3:00 P.M., District Office Main Conference Room
2. LRCCD Board of Trustees Meeting: Wednesday, February 13, 5:30 P.M. LRCCD Board Room
3. ARC Academic Senate Meeting: Thursday February 14, 3:00 P.M., ARC Student Center Board Room
4. District Academic Senate Meeting: Tuesday February 19, 3:00 P.M., District Office Main Conference Room
5. ARC Academic Senate Meeting: Thursday February 28, 3:00 P.M., ARC Student Center Board Room

**FINAL DRAFT**

**2019  
Edition**



**AMERICAN RIVER COLLEGE**

**Integrated  
Planning Guide**

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## INTRODUCTION

Integrated planning is an ongoing, systematic process designed to create synergy between various plans and the allocation of resources to ensure that institutional priorities are achieved. A culture of inquiry and data-informed dialogue is central to a planning framework which continuously supports, assesses, and enhances the institution's capacity to provide a highly effective learning environment.

The *ARC Integrated Planning Guide* is intended as a reference which defines the essential components of the planning structure in the context of American River College. The guide includes an overview of the planning processes; highlights governance and planning responsibilities; describes various institutional plans, program review, and annual unit planning; discusses evaluation mechanisms; and provides a clear indication of how planning drives resource allocation. Each individual plan is represented by a fact sheet which can be used independently from the remainder of the guide.

### Acknowledgements

During the 2016-17 academic year, American River College embarked upon a strategic planning process that was shaped by three college-wide summits and resulted in a deliberate redesign that is touching every aspect of the institution including its governance and planning structures. This massive undertaking was a departure from past practice and commenced with the adoption of revised mission and vision statements as well as a formally articulated commitment to social justice and equity.



While it emerged from the ARC Redesign, the *ARC Integrated Planning Guide* builds upon the work of multiple groups. First, the **ARC Program Review Committee** identified a need to refine the existing program review process and defined clear goals to inform the effort. Simultaneously, the **ARC Governance Task Force** developed the *ARC Participatory Governance and Integrated Strategic Planning Framework* which created a streamlined and action-oriented governance structure with capacity to implement the college's strategic plans and oversee its integrated planning processes.

Finally, the **Integrated Planning Improvement Project Team** was formed in 2017-18 and charged with designing a comprehensive institutional planning process that (1) aligns and links all levels of college-wide planning, from strategic and master planning to program review and unit planning; (2) ensures each planning level is integrated, highly effective, and efficient; and (3) incorporates where applicable, effective linkages to resource allocation. Through evaluation of existing systems and substantial dialogue, the project team redesigned the program review and annual unit planning process and formulated the integrated planning structure documented in this guide. Special thanks to the members of the project team for their invaluable input.

### Project Team:

Kuldeep Kaur (Chair)	Chris Olson
Alisa Shubb (Co-Chair)	Rina Roy
Corinne Arrieta	Yuj Shimizu
Jan DeLapp	Jeffrey Stephenson
Adam Karp	Beth Madigan (Staff Support)
Inna Linnyk	Olga Prizhbilov (Alternate Staff Support)

**Project Sponsor:** Institutional Effectiveness Council

**Project Consultant:** Cheri Jones

## ARC VISION, MISSION, and COMMITMENT

American River College has a clear vision, mission, and commitment to social justice and equity which guide the work of the college and its employees. The vision and mission are regularly reviewed, and when deemed appropriate, updated to reflect the institution's ongoing promise to cultivate the best interests of its students and nurture the educational attainment of the greater Sacramento region. The institution's strong commitment to social justice and equity defines how its mission is accomplished and the role that the college serves within the local community.

### Guiding the Integrated Planning Process

All planning and resource allocation processes at American River College are fundamentally grounded upon the institutional mission. The mission serves as a solid foundation for planning and provides clarity to decisions about resource allocation. The student-centric focus of the mission ensures that student learning and achievement are at the forefront of efforts to enhance institutional effectiveness.

While all planning processes are expected to build upon the stated mission and commitment to social justice and equity, these beliefs rise to the forefront in the program review processes. Participants are directly asked to consider and assess program alignment by responding to the following prompts:

- How does the unit contribute to achievement of the *mission* of American River College?
- How will the unit's intended enhancements support the college's *commitment to social justice and equity*?

Further, all institutional plans are vetted through a governance structure that was deliberately crafted to support strategic planning and which uses the mission and commitment as a mechanism to test the integrity of draft plans prior to adoption.

#### VISION:

Transform the future of all students and our community through inclusive, equitable education.

#### MISSION:

American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

#### COMMITMENT TO SOCIAL JUSTICE AND EQUITY:

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.



Adopted May 2017



## OVERVIEW OF INTEGRATED PLANNING AT ARC

American River College (ARC) has intentionally designed a systematic and cohesive structure for integrated planning across all levels and aspects of the institution. The structure is based on an ongoing cycle which ensures that each individual planning process can inform, and subsequently be informed, by the work of other planning processes. Resource allocation occurs as a direct result of planning and enables the implementation of planned activities. Evaluation of both the process and the college’s progress ensures that integrated planning supports institutional effectiveness. Throughout the cycle, each planning component contributes intended outcomes that will foster an environment of social justice and equity by which the college achieves its mission.



Figure 1: Overview of ARC Integrated Planning Model

## Cohesive Planning, Resource Use, and Evaluation

The integrated planning model used at ARC flows through a continuous sequence of planning followed by resource allocation which enables implementation through which progress can be evaluated as a precursor to more planning. The ARC model hinges upon three primary planning processes at the institutional level that provide analysis as well as the long-range and mid-range guidance necessary to develop cohesive plans for the college and its programs. Building upon the framework of the Institutional Equity Plan, the Educational Master Plan and Strategic Plan guide the development of multiple institution-level plans focused on topics of strategic importance. ARC currently recognizes a suite of six focused institutional plans.

Primary Plans	Focused Plans
<ul style="list-style-type: none"> <li>▪ Institutional Equity Plan</li> <li>▪ Educational Master Plan</li> <li>▪ Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distance Education Plan</li> <li>▪ Employee Development and Retention Plan</li> <li>▪ Facilities Master Plan</li> <li>▪ Strategic Enrollment Management (SEM) Plan</li> <li>▪ Sustainability Plan</li> <li>▪ Technology Master Plan</li> </ul>

Relying on qualitative and quantitative data, planning processes are expected to evaluate the current reality and scan the horizon. Based on this assessment, the process develops an intended route to follow and specifies how the institution or program (unit) will navigate towards its desired future. At the program level, planning involves a comprehensive program review at designated intervals and short-term unit planning which occurs on an annual basis. By design, integrated planning processes align goals and objectives across various plans. For example, each action step generated through unit planning is mapped to one or more strategic goals at the institutional level. This intentional mapping ensures that planned activities and resources work synergistically.

## Cycles of Planning

The integrated planning cycle is synced to the seven-year accreditation cycle allowing each major plan to be revisited prior to the institution's next self-evaluation. Program review also follows a seven-year cycle with each cohort participating once per cycle. A hiatus from program review and institutional planning is scheduled to coincide with the writing year of the Institutional Self Evaluation Report (ISER) to ensure that the entire college community can participate and contribute to the self-evaluation process while drawing on a comprehensive set of planning documents to inform evaluative activities.

The full schedule of integrated planning is depicted in a [multi-year planning calendar](#) which is available in Appendix A.

## Alignment to District and System Planning

While the mission statement clearly articulates the institution's fundamental purpose, the architecture for integrated planning also acknowledges that the college does not exist in a vacuum. The context for institutional planning is derived from the national, state, regional, and local education landscape as well as the planning efforts of the Los Rios Community College District and the Chancellor's Office of the California Community Colleges. As one of the four Los Rios colleges, American River College participates in and influences a variety of district-level planning processes. Information from these planning processes subsequently flows back to the college and is often considered in governance dialogue.

## GOVERNANCE AND PLANNING RESPONSIBILITY

Shared oversight is a key component of American River College’s integrated processes of institutional planning, program planning, and resource allocation. Responsibility for each of the major planning processes is integrated with, and distributed through, the institution’s redesigned governance structure (shown in Figure 2 below). This intentional design ensures that planning is intertwined with the college’s standard practices and ongoing dialogue.

Each entity within the governance structure has a clear role aligned with its specialized purpose. From a holistic perspective, the distributed model of responsibility leverages the unique expertise of each entity while also sharing accountability for planning and achievement of the institution’s strategic outcomes.

**STRATEGIC ♦ STREAMLINED ♦ AGILE ♦ INCLUSIVE ♦ VALUE- AND RESULTS-BASED**

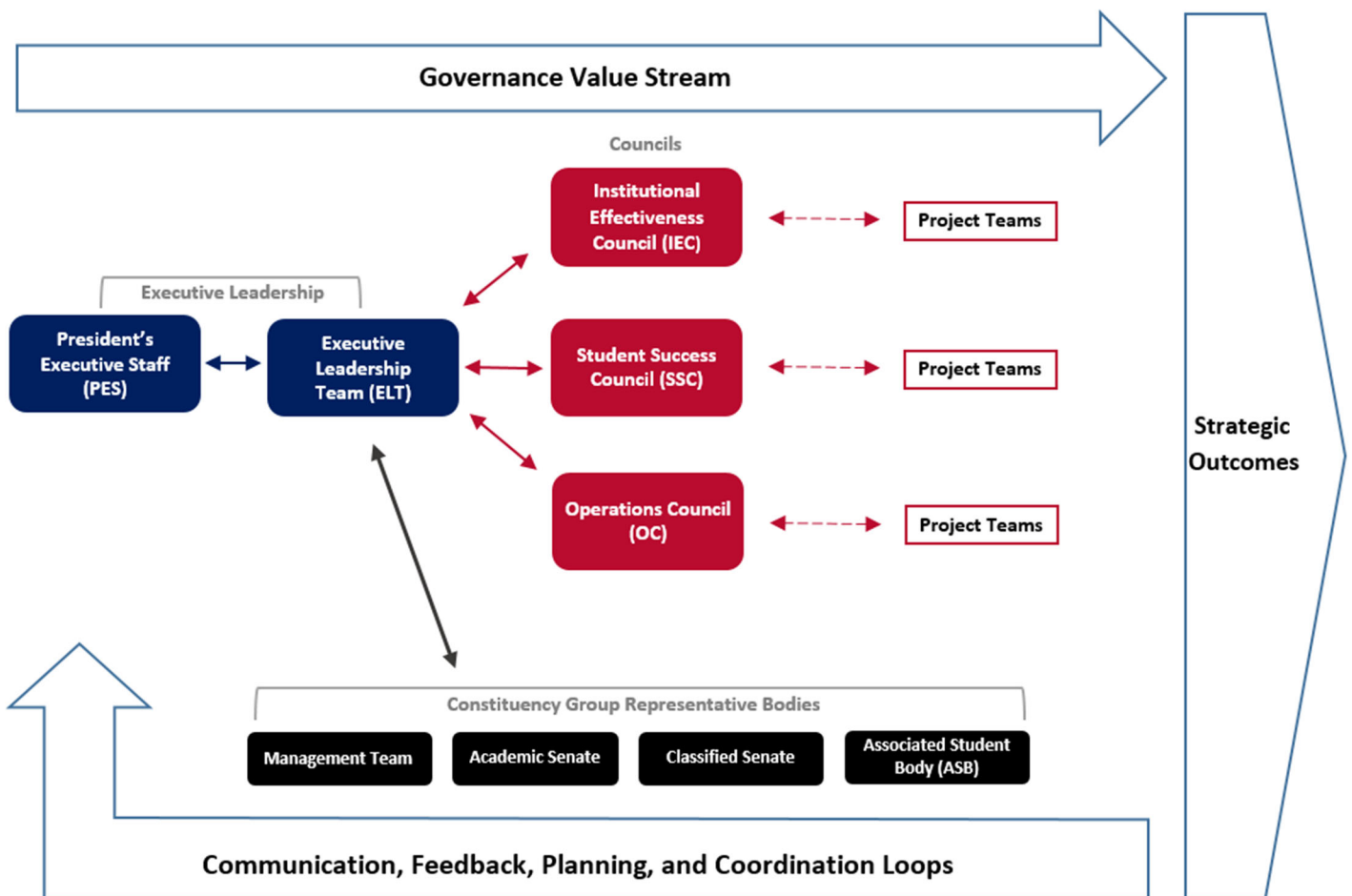


Figure 2: ARC Governance Diagram

## How It Works in Practice

Each tier of the governance structure serves an important role in institutional planning as noted below in Table 1. For further details on governance roles, please see the full descriptions in the [ARC Governance Framework](#).

Role	Description
<b>Constituency Groups</b> <ul style="list-style-type: none"> <li>- Academic Senate</li> <li>- Associated Student Body</li> <li>- Classified Senate</li> <li>- Management Team</li> </ul>	Supplies representatives to the other three tiers of governance (Executive, Council, and Project Team); serves as important stakeholders who offer the benefit of diverse perspectives, actively informs decision-making, and contributes to college planning and implementation efforts
<b>Councils</b> <ul style="list-style-type: none"> <li>- Institutional Effectiveness Council (IEC)</li> <li>- Operations Council (OC)</li> <li>- Student Success Council (SSC)</li> </ul>	Serves as the sponsor for project teams; considers draft plans and make recommendations to the Executive Leadership Team; monitors progress of planned activities and provides functional direction
<b>Executive Leadership Team (ELT)</b>	Considers recommendations from the councils on draft plans; provides input and final recommendations to the College President in establishing the charters, strategic direction, and accountability of councils and project teams; and ensures transparent communications to and from all governance and constituency groups
<b>President's Executive Staff (PES)</b>	Provides strategic direction and final decision making for all governance and strategic project implementation processes (including implementation of institutional plans); supports the charters established by ELT with councils and project teams
<b>College President</b>	Establishes strategic direction for the college with support of executive staff (PES); retains final decision making authority for the college including decisions regarding institutional planning and resource allocation
<b>Project Teams</b>	Produces specific deliverables (including draft plans) and achieves assigned strategic outcomes within a specified timeframe based on the charge delineated in a project charter
<b>Program Review Committee</b> (subcommittee of the Academic Senate)	Provides operational support for the program review process, coordinates QuEST support, trains program review participants, and evaluates the process

Table 1: Governance Roles

In practice, much of the work involved with development and revision of major plans is delegated to a project team. Each team is sponsored by one of the councils and is chartered by the **College President** in consultation with the **Executive Leadership Team (ELT)**. Charters serve to define the scope of work for each project, specify deliverables to be accomplished, set timelines for completing work, clarify boundaries, and provide other detailed guidance. The charters not only establish expectations for the project team, but also provide a mechanism by which the sponsoring council can assess progress. Over the duration of the project, the team participates in a collaborative planning process and develops a draft plan which is subsequently reviewed and adopted through the established governance channels.

Project teams for the upcoming academic year are typically identified and initiated each spring based on the schedule depicted in the [Multi-Year Integrated Planning Calendar](#) (see Appendix A). Project preparation usually occurs over the summer so that each project team is staged to begin the planning process at the start of fall semester. Draft plans are then finished by the end of February to allow sufficient time for governance review in the spring. Once a plan is adopted, units responsible for implementation of first year activities are able to submit resource requests. This typically occur in late spring allowing the requests to be funded prior to adoption of the final budget. Draft plans are also available early enough to allow consideration of potential resource needs during preparation of the tentative budget. See [Figure 3](#) for an overview of how the integrated process typically progresses.

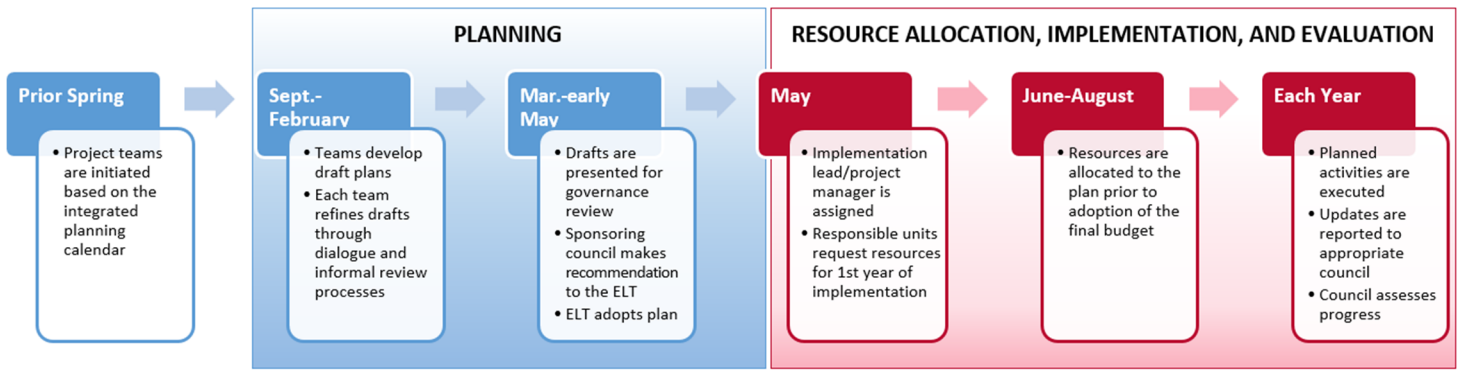


Figure 3: Councils and Project Team Activity: Progression from Planning to Evaluation

While funding may be allocated from various sources, the **President’s Executive Staff (PES)** is responsible for ensuring appropriate resources are available as well as designating an implementation lead or project manager for various planned activities. Councils monitor execution and progress of plans which fall within their chartered responsibility.

Throughout the work, key documents such as the charters, agendas, and meeting notes of project teams, councils, and the ELT are published in the [Institutional Governance Online Repository \(IGOR\)](#). Actions taken are also announced through a governance newsletter that is distributed via email and posted on the college web site. Using these methods, ARC strives for transparency so that the college community can maintain awareness of institutional planning efforts (projects underway), council recommendations, and decisions to adopt draft plans.

**ARC IGOR** Home Browse Log In

## IGOR

Welcome to the Institutional Governance Online Repository (IGOR). IGOR provides the timely access to meeting agendas, notes, rosters, templates and other governance documents.

"Great governance supports ethical decision-making by encouraging participant leaders to make thoughtful and responsible choices about issues and strategies under consideration through open, accessible, timely, and transparent communications." – ARC Governance Framework

Council/Team	Meeting Date	View Agenda
Facilities Master Plan (2018-2019)	10/22/2018	<a href="#">View Agenda</a>
Student Success Council	10/16/2018	<a href="#">View Agenda</a>
ARC Online 2.0 (2018-2019)	10/16/2018	<a href="#">View Agenda</a>
Institutional Effectiveness Council	10/15/2018	<a href="#">View Agenda</a>
Clarify Program Paths (2018-2019)	10/12/2018	<a href="#">View Agenda</a>
Enterprise Level Scheduling Solution - ELSS (2018-2019)	10/12/2018	<a href="#">View Agenda</a>

Council/Team	View Agenda
Integrated Planning Improvement	<a href="#">View Agenda</a>
Clarify Program Paths (2018-2019)	<a href="#">View Agenda</a>
Facilities Master Plan (2018-2019)	<a href="#">View Agenda</a>
Clarify Program Paths (2018-2019)	<a href="#">View Agenda</a>
Wellness Center (2018-2019)	<a href="#">View Agenda</a>
Enterprise Level Scheduling Solution (2019)	<a href="#">View Agenda</a>

**FORWARD MOTION: GOVERNANCE HIGHLIGHTS** SEPTEMBER 2018

**WHAT HAPPENED IN THE COUNCILS?** [View more details?](#)

**EXECUTIVE LEADERSHIP TEAM (ELT)**

- Heard an update on ARC Online 2.0 project team
- Finalized the charter for project team participation
- Reviewed recommendations from the Clarify Program Paths team
- Heard an AB 705 update and discussed

**STUDENT SUCCESS COUNCIL (SSC)**

- Recommended a resource panel/group investigate First Year Experience implementation approaches and best practices/literature review
- Reviewed the use of Basecamp and the state Student Equity & Achievement program
- Reviewed the council charter
- Heard updates on several project teams

**INSTITUTIONAL EFFECTIVENESS COUNCIL (IEC)**

- Reviewed and assessed August governance training
- Reviewed the status of the Integrated Planning Portal
- Discussed the Data on Demand system
- Discussed the roll out of the Program Review and Annual Unit Planning processes

**OPERATIONS COUNCIL (OC)**

- The council charter was reviewed and recommended for approval
- Reviewed the charters of the Facilities Master Plan and Wellness Center project teams
- Discussed next steps in the college's wayfinding efforts
- Heard updates on technology, facilities, and safety

**WHAT ARE WE WORKING ON?**

**SUPPORTING GOVERNANCE**

- The Data on Demand system is moving ahead and will be coming later this fall
- The college continues to build out and refine the Institutional Governance Online Repository (IGOR) system, which has received positive reviews.

**APPROVED PROJECTS FOR 2018-19**

- ARC Online 2.0
- Clarify Program Paths (renewal)
- Enterprise Level Scheduling Solution (ELSS)
- Facilities Master Plan
- Integrated Planning Improvement (renewal)
- Institutional Equity
- Wellness Center

**WHAT'S NEXT?**

- The college is moving forward with its accreditation mid-term report. The Institutional Effectiveness Council will be reviewing a report draft and seeking input from constituency groups before forwarding a draft document to the Executive Leadership Team for their review. The District Accreditation Coordinating Committee is expected to review all four colleges' draft reports in early December.

## Plans by Governance Responsibility

Oversight of each institution-level plan has been assigned to a specific council within the institution’s governance structure. Whenever a project team is responsible for development of the plan, the oversight council serves as the sponsor for the project team to provide monitoring, coordination, and support. Draft plans are presented to the **sponsoring (oversight) council** which makes a recommendation to the **Executive Leadership Team (ELT)**.

The assigned councils and governance review path for each plan is indicated in the chart below.

Oversight	Planning Document	Governance Review Path
<b>Institutional Effectiveness Council</b>	Institutional Equity Plan	Institutional Effectiveness Council → Executive Leadership Team
	Educational Master Plan	Constituency Groups (all) → Institutional Effectiveness Council → Executive Leadership Team
	Strategic Plan	Constituency Groups (all) → Institutional Effectiveness Council → Executive Leadership Team → Presentation to Governing Board
	Employee Development and Retention Plan	Employee Constituency Groups (Academic Senate, Classified Senate, Management Team) → Institutional Effectiveness Council → Executive Leadership Team
<b>Operations Council</b>	Facilities Master Plan	Operations Council → Executive Leadership Team  <i>As this plan is typically developed through a districtwide process, additional review may take place at the district level.</i>
	Sustainability Plan	Operations Council → Executive Leadership Team
	Technology Master Plan	Operations Council → Executive Leadership Team
<b>Student Success Council</b>	Distance Education Plan	Academic Senate → Student Success Council → Executive Leadership Team
	Strategic Enrollment Management (SEM) Plan	Student Success Council → Executive Leadership Team

Table 2: Plans by Governance Responsibility

## PRIMARY PLANS

### Institutional Equity Plan



**General Description:** The primary lens for all planning at American River College is the institution’s commitment to social justice and equity. The Institutional Equity Plan provides a framework through which this commitment can be considered and addressed across all other plans. The framework further defines and articulates an expanded view of the commitment that the College has made to its students and employees. It strives to develop a shared vision and guidance for realizing the commitment across the institution.

**Intended Purpose:** Serves as a reference to guide other groups in actualizing ARC’s commitment to social justice and equity across all subsequent strategies, objectives, and activities.

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **Executive Leadership Team**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Social justice and equity as core values for student success
- Cultural perspectives of historically underrepresented groups
- Individual, institutional, and structural discrimination
- Diversity and inclusion
- Racism and hate crimes on campus
- Opportunity gaps which result in inequitable outcomes
- Equity-minded communication and language
- Equitable participation and engagement
- Institutional data through the equity lens
- Campus climate
- Leadership, professional development, and community engagement
- Research-based models and methodologies for change

**Cycle:** Every 7 years

**Oversight:** **Institutional Effectiveness Council**

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Institutional Effectiveness Council** monitors progress based on these indicators.

## Educational Master Plan

**General Description:** As the most long-range and comprehensive of American River College’s planning processes, this plan assesses the current state of the institution, projects its likely future, and proposes how it should develop in order to serve its mission effectively. During the planning cycle, the College intentionally examines its context, environment, and effectiveness. Based on analysis of the data, the College is able to identify key priorities and develop a long-term vision for the future which can then provide direction and serve as a navigational tool for all other planning processes.



**Intended Purpose:** Sets the long-range vision for the institution and its planning processes; serves as a navigational tool to ensure all other plans are headed in the same general direction.

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Reflection on the college mission
- Context of post-secondary education (national, state, regional, and local)
- External and internal environmental scans
- Enrollment and program growth forecasts
- Stakeholder perceptions and interests
- Institutional strengths, opportunities, and challenges
- Key priorities or themes to address
- Vision of the future
  - Assumptions and implications for other planning processes
  - Alignment of instruction and support services with future needs of students/community
  - Infrastructure and institutional support necessary to provide anticipated instruction and services
  - Suggested approaches for realizing the vision

**Cycle:** Every 14 years (with mid-cycle addendum if needed)

**Oversight:** Institutional Effectiveness Council

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Institutional Effectiveness Council** monitors progress based on these indicators.



## Strategic Plan

**General Description:** This plan establishes American River College’s mid-range goals and major strategies. The strategic goals are the broad outcomes that the institution, as a whole, hopes to achieve. The strategies are approaches by which the institution expects to make progress towards achieving the goals.

**Intended Purpose:** Articulates the strategic goals which are subsequently used in various planning processes including annual unit planning. Through ARC’s integrated process, unit-level plans result in action steps and resource requests that are aligned to the strategic goals that the institution hopes to achieve.

**Process for development:** Unlike other planning processes, ARC’s strategic planning does not have a standardized process involving project teams. The chair of the **Institutional Effectiveness Council (IEC)** prompts dialogue regarding the planning process. Based on this dialogue, a recommendation is made to the **Executive Leadership Team (ELT)** to either conduct the planning process using a project team approach or other means (e.g., external expertise). Once the approach is determined, the process for development occurs and the draft plan is presented to the **IEC** for consideration. The sponsoring council would then make a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Cycle:** Every 7 years

**Oversight:** Institutional Effectiveness Council

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Institutional Effectiveness Council** monitors progress based on these indicators.



## FOCUSED PLANS

### Distance Education Plan



**General Description:** This plan is intended to assess the current state of American River College’s distance education (branded as ARC Online); project the future needs of students and employers; and makes recommendations for developing distance education in a manner which can best support the college mission and strategic direction. It may propose implementation timelines or suggest next steps.

**Intended Purpose:** Serves as a reference on the current state of ARC’s distance education efforts and supplies an actionable implementation plan for developing, maintaining, and enhancing distance education in support of the college mission.

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Online programs and pathways
- Delivery methods and scheduling based on learner needs
- Responsiveness to industry and labor market factors
- Distance education technology, authentication, and accessibility
- Best practices in online teaching and learning including instructional design
- Emerging and innovative practices
- Non-traditional methods of assessing and certifying learning
- Resources and support services for online and/or remote learners
- Resources and support services for online and/or remote faculty
- Training and professional development
- Organizational structure and practices
- Regulatory context and compliance
- Distance education through the lens of equity and social justice

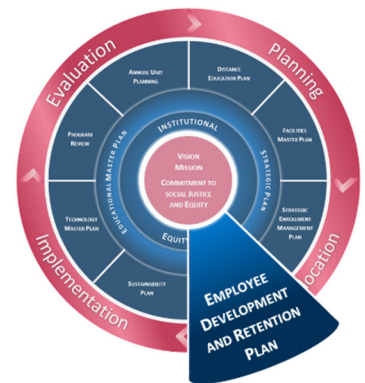
**Cycle:** Every 7 years

**Oversight:** **Student Success Council**

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Student Success Council** (oversight council) monitors progress based on these indicators.

## Employee Development and Retention Plan

**General Description:** This plan recognizes American River College’s employee base as a valuable resource and is intended to determine how to best foster an environment that promotes employee development and retention in support of the college mission. The plan is primarily focused on existing employees and does not address future staffing needs or hiring prioritization. It may propose implementation timelines or recommend next steps.



**Intended Purpose:** Serves as a reference on the current state of ARC’s human resources and supplies an actionable implementation plan for developing and maintaining a vibrant, resilient workforce in support of the college mission. This type of plan is often used as evidence for ACCJC Standard III.A. (Human Resources).

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Recruitment of new employees
- New employee onboarding
- Training and professional development
- Retention and growth
- Succession planning
- Workplace climate and involvement
- Workplace safety
- Regulatory context and compliance
- Communication of information relating to employee development and retention
- Accreditation standards specific to human resources
- Employee development and retention through the lens of equity and social justice

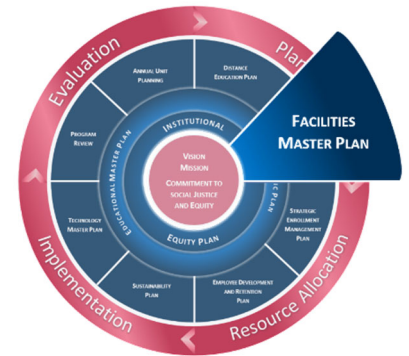
**Cycle:** Every 7 years

**Oversight:** Institutional Effectiveness Council

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Institutional Effectiveness Council** (oversight council) monitors progress based on these indicators.

## Facilities Master Plan

**General Description:** This plan is intended to assess the current state of ARC facilities across all locations; project future needs related to the maintenance, use, acquisition, renovation, construction, and demolition of facilities; and recommend strategies for developing the institution’s physical resources to best support the college mission. Because of the substantial time frame involved with capital projects, the facilities master plan involves both a long- and short-range outlook guided by the Educational Master Plan. This plan is often developed within a district-wide process and is inclusive of the main campus and center locations.



**Intended Purpose:** Serves as a reference on the current state of ARC’s facilities and supplies as an actionable implementation plan for developing, maintaining, and enhancing the institution’s physical resources in support of the college mission. Identifies the major capital outlay projects that are in progress or on the horizon. This type of plan is often used as evidence for ACCJC Standard III.B. (Physical Resources).

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Potential capital projects
- Standards for space utilization and facility planning
- Development guidelines for architecture, landscaping, lighting, and signage
- Pedestrian and vehicular circulation, parking, and public transportation
- Site design and functional zones
- Accessibility, safety, and security of facilities
- Regulatory context and compliance
- Communication of information relating to facilities
- Placemaking and gathering spaces
- Accreditation standards specific to physical resources
- Facilities and facility use through the lens of equity and social justice

**Cycle:** Every 7 years

**Oversight:** Operations Council

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Operations Council** monitors progress based on these indicators.

## Strategic Enrollment Management Plan



**General Description:** This plan is intended to assess existing enrollment management practices and cultivate optimum enrollment levels in alignment with the College’s strategic plan. The planning process utilizes strategic enrollment management methodology to holistically align efforts across all stages of the student life cycle to simultaneously foster student success. It may recommend approaches, propose implementation timelines, or suggest next steps.

**Intended Purpose:** Serves as a reference on the current state of ARC’s enrollment activities and supplies an actionable implementation plan for recruitment, enrollment, and retention strategies desired to achieve and maintain optimum enrollment levels in support of the college mission.

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Historical, projected, and optimal enrollment levels (targets)
- College image and brand
- Marketing and communication efforts
- Existing and potential enrollment streams
- Recruitment and outreach efforts
- Admission and front-door services
- Affordability and financial assistance efforts
- Program and service offerings
- Competitors and competitive advantage
- Partners and transition points (K-12, higher education, and employer)
- Enrollment policies, practices and procedures
- Student retention and completion
- Technologies which support enrollment and enrollment management
- Training and professional development
- Guiding principles and common definitions related to enrollment management
- Research and communication of information relating to strategic enrollment management
- Strategic enrollment management through the lens of equity and social justice

**Cycle:** Every 7 years

**Oversight:** **Student Success Council**

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Student Success Council** (oversight council) monitors progress based on these indicators.

## Sustainability Plan

**General Description:** This plan is intended to advance the American River College value of sustainability which is stated as “recognizing its leadership role in the stewardship of natural resources, ARC is committed to reducing its negative impact on the environment.” It may recommend approaches, propose implementation timelines or suggest next steps.

**Intended Purpose:** Serves as a reference on the current state of ARC’s sustainability efforts and supplies an actionable implementation plan for promoting responsible sustainability practices in support of the college mission.

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Sustainability education and awareness
- Conservation and efficient use of resources
- Natural ecosystem (campus landscape, water, outdoor learning spaces)
- Green construction, alternative energy, and green technologies
- Campus operations and business practices
- Waste management
- Climate-friendly transportation
- Eco-friendly food
- Environmentally-friendly vendors and partners
- Integration with local and regional initiatives
- Training and professional development
- Advocacy, events, and communication of information related to sustainability
- Sustainability through the lens of equity and social justice

**Cycle:** Every 7 years

**Oversight:** **Operations Council**

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Operations Council** (oversight council) monitors progress based on these indicators.



## Technology Master Plan



**General Description:** This plan is intended to assess the current state of American River College technology, identify future needs, advance technological progress, and ensure consistency between technology initiatives and the College’s strategic direction in support of the college mission. For planning purposes, technology is broadly defined to include the technology infrastructure, equipment, applications, technical knowledge, user support mechanisms, data management practices, and technology standards which can be leveraged as strategic resources to create effective teaching, learning, and working environments. The plan may propose implementation timelines or recommend next steps.

**Intended Purpose:** Serves as a reference on the current state of ARC’s technology and supplies an actionable implementation plan for developing, maintaining, and enhancing the institution’s technological resources in support of the college mission. This type of plan is often used as evidence for ACCJC Standard III.C. (Technology Resources).

**Process for development:** The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See [Table 1, Plans by Governance Responsibility](#), for specific details.]

**Example Topics:** At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Standardization of campus technology and technology use
- Technology support services for students and employees
- Technology infrastructure and networks
- Information security and disaster recovery
- Emerging technologies and technology-related equipment/furniture
- Innovative practices enabled by technology
- Technology literacy, access, and accessibility
- Perceived/demonstrated barriers to technology use (e.g., geography, connectivity, and availability)
- Data management, classification, and documentation
- Technology maintenance, lifecycles, and replacement plans
- Regulatory context and compliance
- Organizational structure and practices
- Training and professional development for end users and technical employees
- Communication of information and standards relating to technology and technology use
- Accreditation standards specific to technology
- Technology through the lens of equity and social justice

**Cycle:** Every 7 years

**Oversight:** **Operations Council**

**Expectations or Metrics:** Expectations and metrics are defined through the planning process. Once defined, the **Operations Council** (oversight council) monitors progress based on these indicators.

## PROGRAM REVIEW AND UNIT PLANNING

Planning at the unit level is another essential component of ARC’s integrated planning structure. Focused unit planning is comprised of program review (program-level units only) and annual unit plans (all units) which are embedded in a single, cohesive model. Units use a data-informed approach to regularly assess effectiveness, plan for the future, and request resources to carry out those plans. While considerable emphasis is given to quality enhancement of the planning unit, the entire process is guided by institutional planning to ensure synergistic efforts.

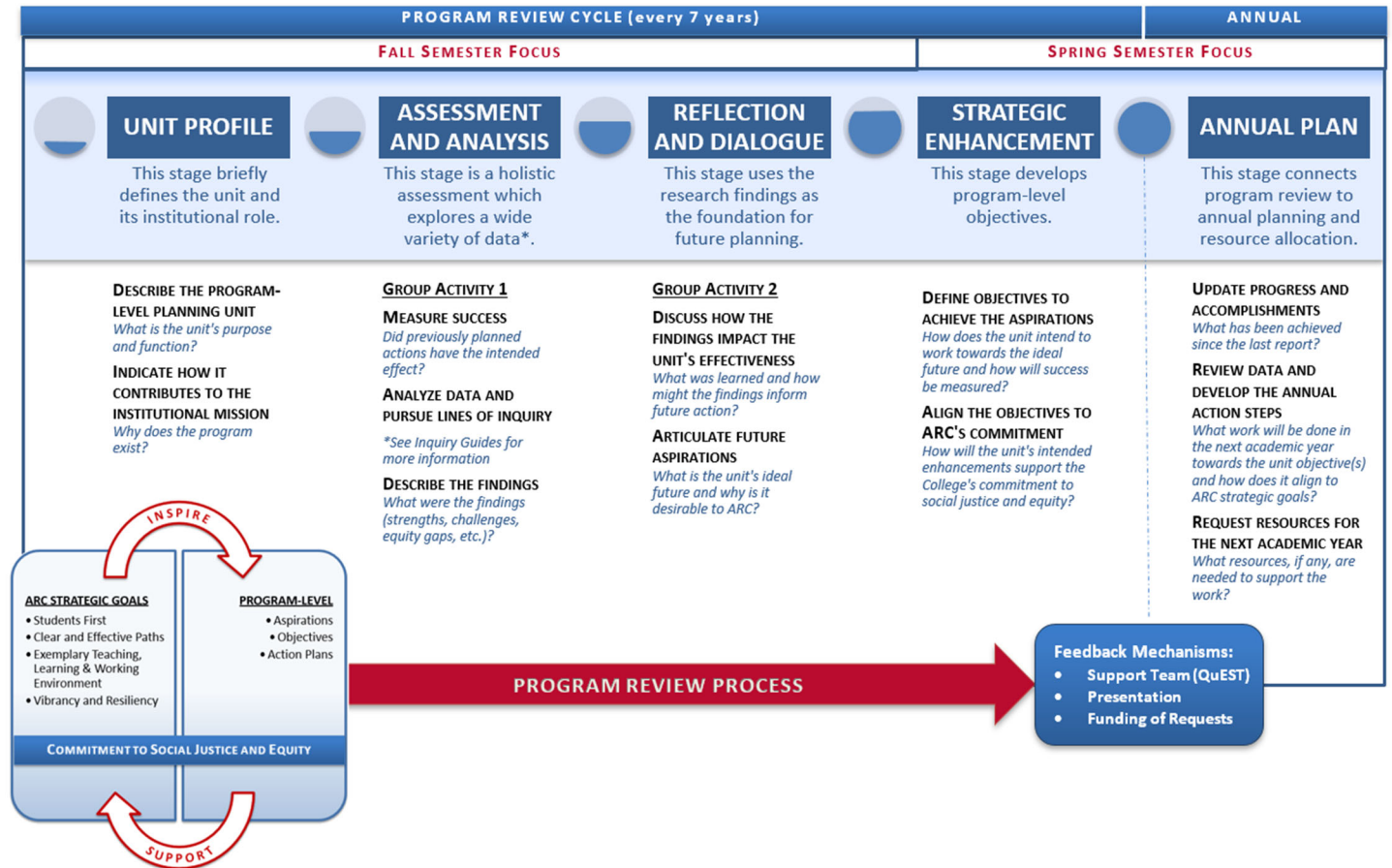


Figure 4: ARC Program Review and Unit Planning Model

ARC developed this model based on a set of guiding principles reflecting an intent to create a supportive, streamlined process that is both meaningful and useful to the participants.



## Cyclical Pattern

From the perspective of a single program-level planning unit, the combined model plays out over a seven-year cycle of planning, action, and evaluation of progress. Program review sets the objectives which drive the activities or action steps to which resources are allocated on an annual basis. Updates on progress towards the objectives are collected each year to identify any needed adjustments (course corrections) and the aggregated progress reports serve as the starting point for evaluation at beginning of the next program review cycle.

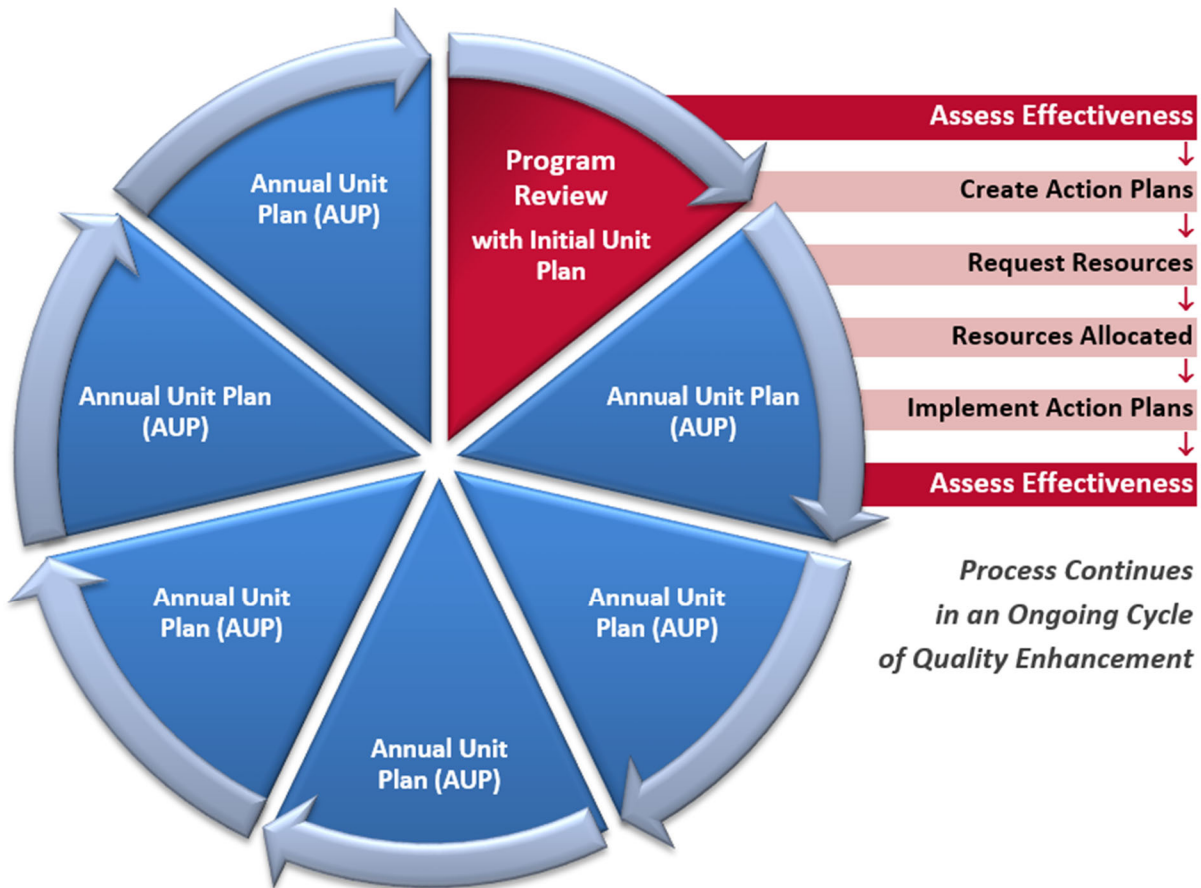


Figure 5: Seven-Year Cycle for a Program-Level Unit

It should be noted that focused unit planning, which takes place annually, is not restricted to the program-level units which participate in program review. Units at all other levels of the institution may also participate in annual unit planning to specify planned activities and request resources for the upcoming year.

## Program Review

<b>Intended Purpose:</b>	Assess program effectiveness and define objectives for program enhancement in alignment with institutional planning
<b>Cycle:</b>	Every 7 years per program
<b>Oversight:</b>	ARC Program Review Committee (Process Coordination) Institutional Effectiveness Council (Integrated Planning and Results)

### Coordination of the Program Review Process

Program-level planning units are grouped into cohorts which participate in self-evaluation through program review during an assigned planning year. There is a scheduled hiatus of program review during the year in which the institutional self-evaluation occurs to grant all programs an equitable opportunity to participate in the institutional review.

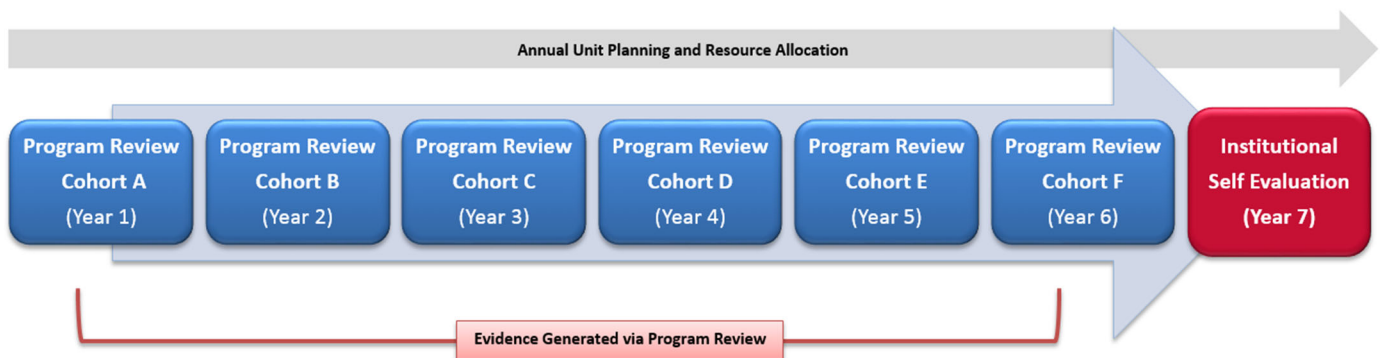


Figure 6: Program Review Cohorts

One notable characteristic of ARC’s process is the allocation of a cross-functional support team as a resource for each planning unit undergoing comprehensive program review. The use of Quality Enhancement Support Teams (QuEST) demonstrates ARC’s ongoing commitment to maintain high-quality programs and continuously improve institutional effectiveness.

The QuEST process is coordinated through the **Program Review Committee** which is intentionally designed to support and evaluate ARC’s program review processes. As a subcommittee of the **Academic Senate** and working closely with the **Institutional Effectiveness Council**, the **Program Review Committee** is comprised of faculty, classified staff, and administrators who can provide essential technical expertise as well as sharing valuable insight and thoughtful feedback when called upon by the program review participants.

### Transparency and Institutional Dialogue

At the end of program review process, each planning unit presents highlights of their program review to a broad audience including members of governance councils, the **Program Review Committee**, and administrators. This mechanism promotes further dialogue and ensures that the information extends beyond individual planning units and their assigned QuEST groups.

The **Institutional Effectiveness Council** formally accepts the program review reports annually.

## Annual Unit Planning

**Intended Purpose:** Identify the short-term action steps and resources by which objectives will be achieved

**Cycle:** Every year

**Oversight:** Institutional Effectiveness Council (Integrated Planning and Results)  
President’s Executive Staff; Operations Council (Resource Allocation and Budget)

Annual unit planning occurs each spring to develop action steps and allocate resources for the upcoming academic year. Action steps are directly linked to goals from ARC’s Strategic Plan. This intentional linkage creates a clear connection between institutional planning, unit planning, and resource allocation.

### Defining a Planning Unit

Unlike program review which is limited to program-level units, planning units at all levels of the institution participate in the annual unit planning process. A planning unit is an entity that typically exists in the organizational structure and can be allocated resources. Planning unit levels and roles are defined below.

	Role in Annual Unit Planning	Typical Leads	Example
<b>Executive-Level Unit</b>	Identifies action steps and related resource needs to implement strategies or objectives that cross multiple divisions or areas; may include requests for cross-functional initiatives that involve multiple areas	President Vice President Associate Vice President	Instruction
<b>Division/Area-Level Unit</b>	Identifies action steps and related resource needs to implement objectives that cross multiple program-level planning units, but do not extend beyond the division or area	Dean Director	Humanities
<b>Program-Level Unit</b>	Identifies action steps and related resource needs to implement objectives for a program-level planning unit	Department Chair Director Manager Supervisor or designated lead	Foreign Languages

Table 3: Definition of a Planning Unit

### Relationship between Program Review and Annual Unit Planning

For program-level planning units, annual unit planning advances the program’s objectives into action. One outcome of program review is creating an aspirational vision for the planning unit and one or more objectives which work towards achieving the vision. Annual unit planning identifies the specific action steps the planning unit intends to take during the upcoming year and any resources needed for implementation so that institutional resources can be effectively allocated to planned activities.

## INTEGRATION WITH RESOURCE PRIORITIZATION AND ALLOCATION

Resource prioritization and allocation is informed by various institutional planning processes and supplies the necessary resources to carry out planned activities.

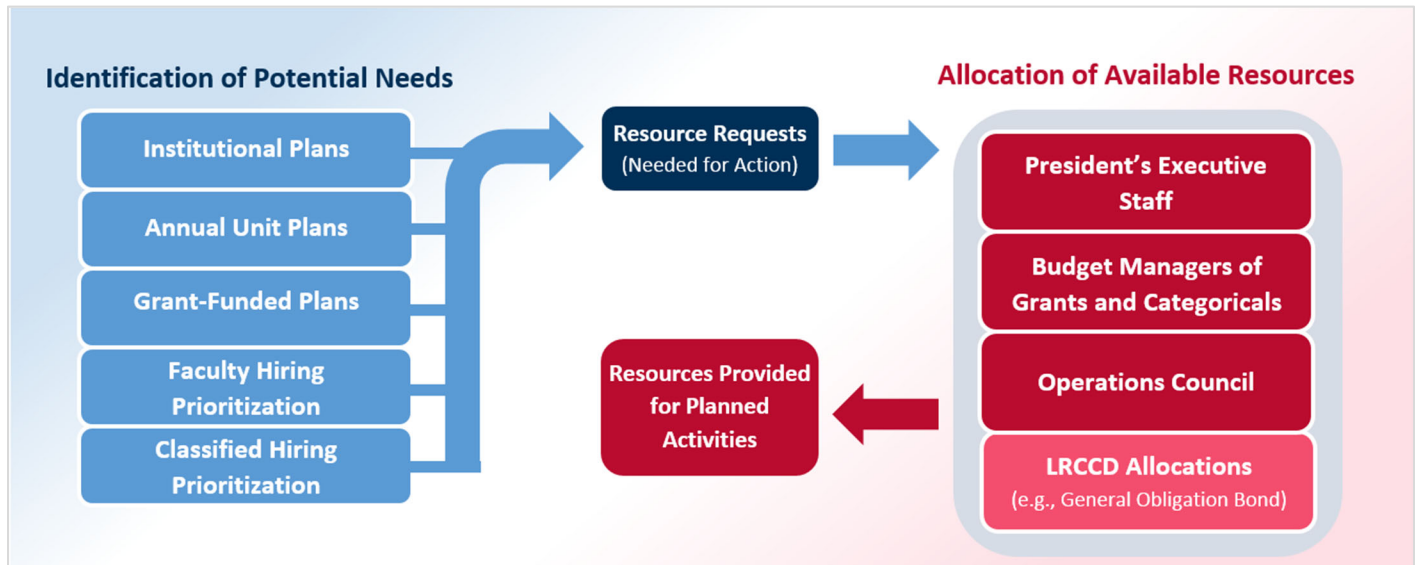


Figure 7: Resource Prioritization and Allocation

As mentioned previously, annual unit planning is one of the primary methods by which funding of planned activities occurs and that captures the broadest scope of requests. These resource requests typically support unit-level activities based on program review, but may also include unit-level activities that are necessary to support grant-funded initiatives or institution-level plans (e.g., requests from the Information Technology department to support implementation of the Technology Master Plan). In either case, the activities and resource requests are explicitly aligned to the overarching goals specified in ARC’s strategic plan which ensures cohesive efforts across all plans. The unit planning diagram below (Figure 8) demonstrates how the continuous cycle enables resource allocation to be driven by planning.

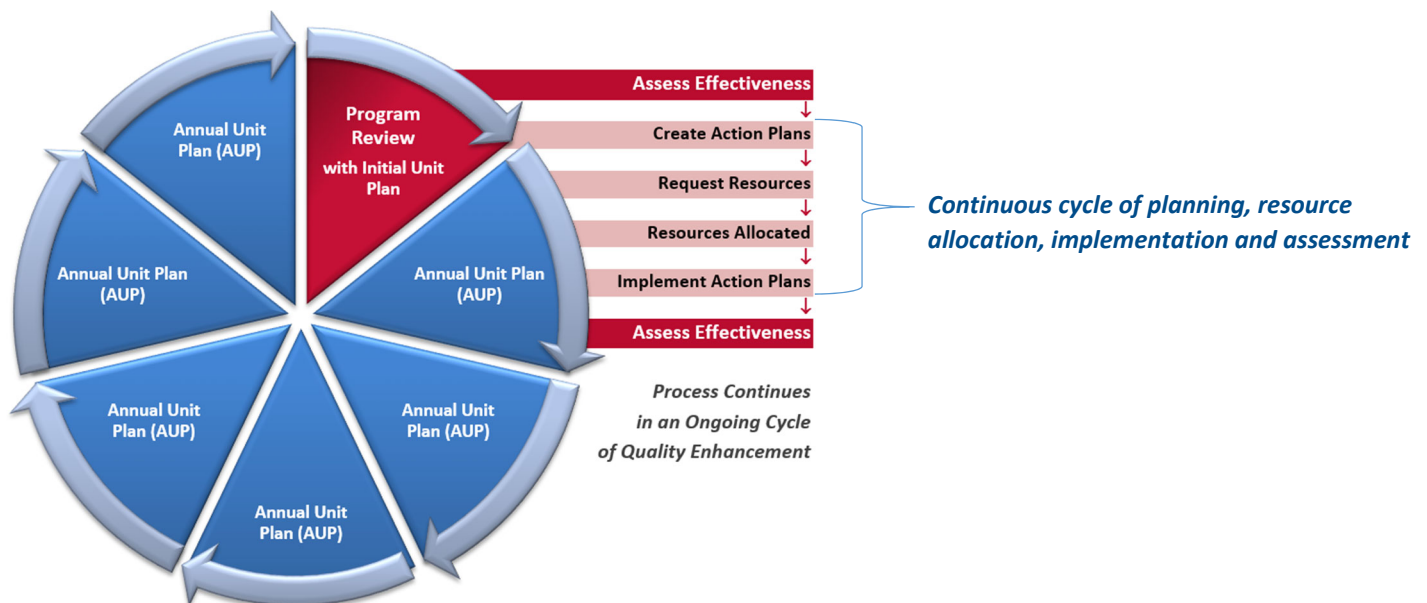


Figure 8: Seven-Year Cycle for a Program-Level Unit

## Capital Projects

The Facilities Master Plan (Campus Master Plan) process is integral to outlining the construction plan for new buildings and facility modernization across all campuses of the Los Rios Community College District. Once the Facilities Master Plan has been developed, resources are allocated from the District’s General Obligation Bond and/or state bonds. Allocations for deferred maintenance may also come from District sources.

## Hiring Prioritization

Another aspect that influences how resources are distributed is the hiring prioritization processes for the allocation of permanent personnel (new positions). While hiring prioritization is indirectly informed by program review and institutional planning, separate mechanisms have been established to determine the highest priorities for hiring. These processes are scheduled with regard to anticipated hiring timelines for permanent positions, particularly those faculty hires which must be in place for the next academic year. The exact timing of hiring prioritization may vary slightly, but generally follows the timeline described below.

### Faculty Hiring

September	Request process opens
October	Requests are generated; related data is compiled by the ARC Research Office
November	Submitted requests go to Academic Senate for review; presentations are held; ranking of requested positions is sent to the College President
December	College President publishes the list of approved (funded) positions based on LRCCD allocation
Spring semester	Hiring process occurs for anticipated start in the fall

### Staff Hiring

September-October	Potential staffing needs and/or “critical hires” identified through the annual unit planning process; deans and supervisors are asked to complete a screening application
November	Classified Senate screening committee reviews applications and ranks the requests based on established screening criteria; report is compiled and recommendations are forwarded to the President’s Executive Staff (PES)
December	College President publishes the list of approved (funded) positions
Spring semester	Hiring process occurs as appropriate to fill positions in a timely manner

Table 4: Faculty and Staff Hiring Prioritization

## Allocation Responsibility

The primary responsibility for allocating resources based on planning processes lies with members of the **President’s Executive Staff (PES)** in conjunction with budget managers of categorical/grant-funded programs. Once resource requests are submitted by initiators and their supervising administrators, the **PES** discusses the prioritized requests, available funding, and potential funding sources. From April to August of each year, requests are designated for funding through the tentative and final budgets. This occurs as the College President and vice-presidents (who serve on **PES**) allocate resources to individual items in the areas they oversee. If additional funds become available after the final budget, unfunded requests are reviewed to determine how new funding can best be allocated to the remaining needs.

The **Operations Council** provides ongoing leadership for the oversight of resources for various professional development activities (faculty, classified staff, and management) and is also charged with reviewing funded priorities associated with college planning and resource allocation.

## SYSTEMATIC EVALUATION

Embedded within and across all planning processes is a systematic cycle of evaluation. In order to fully consider its effectiveness, American River College regularly assesses both (1) its *process* and (2) its *progress*. Each major planning process is overseen by a specific entity within the governance structure which serves as the foundation for ongoing evaluation and accountability related to the specific plan. Further, the **Institutional Effectiveness Council (IEC)** assumes responsibility for the overall evaluation of the integrated planning process and the **Executive Leadership Team** holistically monitors the annual progress of all plans.

Evaluation Area	Oversight	Methods
<b>Integrated Planning Process</b>	Institutional Effectiveness Council (IEC)	<ul style="list-style-type: none"> <li>▪ Annual feedback from membership of ELT and the three councils via surveys or other methods</li> <li>▪ Cyclical review and update of the Integrated Planning Guide to examine the process as a whole</li> </ul>
<b>Program Review Process</b>	Program Review Committee (subcommittee of the Academic Senate) and the Institutional Effectiveness Council (IEC)	<ul style="list-style-type: none"> <li>▪ Review of informal feedback collected via the QuEST process</li> <li>▪ Receipt of Program Review Reports by the Institutional Effectiveness Council</li> </ul>
<b>Progress on Major Plans</b> - Institutional Equity Plan - Educational Master Plan - Strategic Plan	Institutional Effectiveness Council (IEC)	<ul style="list-style-type: none"> <li>▪ Regular progress updates from those involved in implementation</li> <li>▪ Regular review of college-wide indicators (data)</li> </ul>
<b>Progress on Focused Plans</b> - Distance Education Plan - Employee Development and Retention Plan - Facilities Master Plan - Strategic Enrollment Management Plan - Sustainability Plan - Technology Master Plan	Council which has oversight for the plan (see <a href="#">Table 2</a> for details)	Regular progress updates from those involved in implementation of plans
<b>Oversight of All Plans</b>	Executive Leadership Team	Annual progress update to ELT from council chairs (see <a href="#">sample form</a> in Appendix B)
<b>Alignment of Resource Allocation</b>	Operations Council (OC)	Annual report received after final budget is adopted

Table 5: Evaluation Oversight and Methods

### Assessing the Integrated Planning Process

On an annual basis, the **Institutional Effectiveness Council** solicits feedback from the membership of the Executive Leadership Team and the three chartered councils. The feedback may be collected via a set of questions included in a general governance survey or through other methods. Findings are discussed within the **Institutional Effectiveness Council** and considered more broadly when additional dialogue is needed to assess the results and determine potential improvements.

Additionally, the **Institutional Effectiveness Council** conducts a cyclical review of the content of this Integrated Planning Guide in order to intentionally seek opportunities to clarify and enhance the institution's integrated planning process. This review is informed by the most recent survey results and other input. The review schedule is depicted in the [Multi-Year Calendar](#) provided in Appendix A.

## Assessing Institutional Progress

Once a plan is adopted, one of the council chairs is expected to monitor execution of the plan over multiple years. The council receives progress updates from the individual(s) charged with implementation and provides functional guidance when needed. At the end of each academic year, the council chairs summarize the progress on each plan in a brief report to the **Executive Leadership Team** (see [sample form](#) in Appendix B). The **Executive Leadership Team** is then able to consider how the work across all plans is cohesively contributing towards achievement of ARC's strategic goals.

The **Institutional Effectiveness Council** regularly reviews key metrics which indicate the institution's progress across relevant indicators. Additionally, there are many accountability mechanisms by which progress is regularly measured and communicated to stakeholders of public institutions. Three vehicles used to showcase ARC's institutional progress are:

### Institutional Self-Evaluation Report and Institution-Set Standards

Every seven years, the college evaluates and documents its effectiveness through the Institutional Self-Evaluation Report (ISER) which is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC). The college also measures its performance level for student achievement indicators against institution-set standards and strives towards a stretch goal for each indicator. The methodology used recognizes statistically significant increases and/or declines in performance.

### Program Self-Evaluation and Department-Set Standards

Through program reviews, each program-level planning unit conducts a comprehensive self-evaluation and assesses its own progress over the last cycle. Each year, academic departments also review their department-set standards (i.e., institution-set standards at the department level) which prompts dialogue and when appropriate, action. Program-level planning units also regularly review progress related to student learning outcomes and student service outcomes. Programs which exceed their stretch goals are celebrated for their progress.

### Institutional Research

On an ongoing basis, the **ARC Research Office** monitors and publishes a variety of metrics and key performance indicators for the institution along with disaggregation by subpopulation.

**MOVING THE NEEDLE**

The latest data indicates that twelve programs not only met their department set standard, but also exceeded their stretch goal (statistically significant increase). Based on a three-year average, these indicators are used to monitor program-level progress over time by identifying significant increases and decreases in course success rates. Results are communicated to celebrate achievement and prompt further dialogue in support of ARC's ongoing efforts to improve student success.

**CONGRATULATIONS TO THE FOLLOWING PROGRAMS:**

Accounting	Journalism
Automotive Diesel	Music
Dietary Management	Nutrition and Foods
English	Philosophy
Funeral Services	Political Science
Gerontology	Sign Language Interpreter Studies

Wondering about your department? Check your progress by visiting:  
[https://emp.arc.boston.edu/login\\_is.asp](https://emp.arc.boston.edu/login_is.asp)

**ARC**

**FORWARD MOTION:** STRATEGIC • STREAMLINED • AGILE • INCLUSIVE • VALUE-AND RESULTS-BASED  
 GOVERNANCE HIGHLIGHTS

## CONCLUSION

The integrated planning process is intended to ensure that adopted plans are actualized so that the college moves forward on the intended path. First, each of the college's plans are broadly communicated through the constituency representation of its councils as well as directly to stakeholders via the ARC web site. The *ARC Integrated Planning Guide* and all of the institutional plans described herein are posted on a comprehensive integrated planning web page to ensure the information is disseminated and readily available to the campus community.

Next, execution of the plans is prompted by the **President's Executive Staff** which determines how to implement, assigns responsibilities, ensures resources, and supports other decision-making required to operationalize each plan.

Finally, the institutional governance structure supplies ongoing monitoring and assessment of planned activities to ensure that the indicated goals, objectives, and strategic outcomes are realized.



## APPENDIX A: Multi-Year Integrated Planning Calendar

The calendar below is synced to the 7-year accreditation cycle. Initial development of plans is compressed in order to have the full set of evidence by 2021. The regular schedule for integrated planning begins in 2022.

Plan or Activity	Cycle	First full cycle on regular schedule														
		16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
<b>Accreditation</b>	7 years	Write Follow-up	Write Midterm Report	Midterm Report <i>Due FA 18</i>		Prep for ISER	Write the ISER	Site Visit (2022)		Write Midterm Report	Midterm Report Due		Prep for ISER	Write the ISER	Site Visit (2029)	
<b>Vision-Mission-Values Review</b>	7 years	Done						Review (2023-31)							Review (2030-36)	
<b>Institutional Equity Plan</b>	7 years			New <sup>1</sup> (2019-23)					Develop (2024-30)							Develop (2031-37)
<b>Educational Master Plan</b>	14 years			New <sup>1</sup> (2019-31)					Review*							Develop (2031-44)
<b>Strategic Plan</b>	7 years	Done (2017-21)				Extend to 2024				Develop (2025-31)						
<b>Distance Education Plan</b>	7 years			Develop (2019-25)							Develop (2026-32)					
<b>Employee Dev. &amp; Retention Plan</b>	7 years			In Progress <sup>2</sup>	In Progress <sup>2</sup>	New <sup>2</sup> (2021-37)							Develop (2028-34)			
<b>Facilities Master Plan</b>	7 years			Develop <sup>1</sup> (2019-26)								Develop (2027-33)				
<b>Strategic Enrollment Mgmt. Plan (SEM)</b>	7 years			New (2019-25)							Develop (2026-32)					
<b>Sustainability Plan</b>	7 years			New <sup>1</sup> (2019-24)						Develop (2025-31)						
<b>Technology Master Plan</b>	7 years				Develop (2020-26)							Develop (2027-33)				
<b>Program Review</b>	7 years	Group B	Group C	Group D	Group E	Group F	(hiatus)	Group A	Group B	Group C	Group D	Group E	Group F	(hiatus)	Group A	Group B
<b>Annual Unit Planning</b>	Annual	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process
<b>Employee Survey (college-wide)</b>	Varies	District and College surveys conducted prior to the ISER; additional college surveys conducted as needed							District and College surveys conducted prior to the ISER; additional college surveys conducted as needed							
<b>Student Survey/CCSSE</b>	Varies	CCSSE, SENSE, and/or other student surveys conducted on a regular basis							CCSSE, SENSE, and/or other student surveys conducted on a regular basis							
<b>Assessment of Program Review</b>	Ongoing	n/a	Full Review	QuEST Feedback	QuEST Feedback	QuEST Feedback	QuEST Feedback	QuEST Feedback	QuEST Feedback	Full Review	QuEST Feedback	QuEST Feedback	QuEST Feedback	QuEST Feedback	QuEST Feedback	QuEST Feedback
<b>Assessment of Integrated Planning</b>	See note <sup>3</sup>	n/a	n/a	IPG Adoption	Council Feedback	Council Feedback	Council Feedback	IPG Full Review	Council Feedback	Council Feedback	Council Feedback	Council Feedback	Council Feedback	Council Feedback	IPG Full Review	Council Feedback

<sup>1</sup> Off-cycle plan; future plans will follow the regular schedule and range of years.

<sup>2</sup> Work has already been done on a professional development plan which can serve as initial research to be further framed through the lens of the Institutional Equity Plan. A phased approach is suggested which would focus on professional development in the first year, employee onboarding in the second year, and employee retention/succession planning in the third year which could then be compiled into a complete plan.


<sup>3</sup> The councils are generally chartered for three years. Annual feedback would be followed by a full review of integrated planning in the final year of each IEC charter.

The regular cycle of planning is configured to ensure all plans are revisited during each seven-year accreditation cycle and that planning documents are available as a resource while the institution examines its effectiveness through the process of institutional self-evaluation.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Accreditation Site Visit			Midterm Report		Prepare for ISER (Self-Evaluation)	Write the ISER (Self-Evaluation)
Review of Vision and Mission	Institutional Equity Plan  Educational Master Plan <i>(Full development every 14 years; addendum if needed at midpoint)</i>	Strategic Plan  Sustainability Plan	Distance Education Plan  Strategic Enrollment Management (SEM) Plan	Facilities Master Plan  Technology Master Plan	Employee Development & Retention Plan	
Program Review Cohort A	Program Review Cohort B	Program Review Cohort C	Program Review Cohort D	Program Review Cohort E	Program Review Cohort F	(hiatus)

## APPENDIX B: Sample Progress Evaluation Form

The Executive Leadership Team receives updates annually from the councils on the progress of plan implementation. The form below is intended as a sample of the level and types of information to be reported.



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**Annual Update on Plan Implementation**

**Institutional Plan:**

**Academic Year:**

**Sponsoring Council:**

**Submitted to the ELT by:**

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**Brief Summary of Planned Activities and Progress:**

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**Accomplishments, Completed Deliverables, and Kudos:**

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**Challenges:**

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**Comments:**



LOS RIOS  
COMMUNITY COLLEGE DISTRICT



# Faculty Hiring Manual

Prepared jointly by the District Academic Senate and  
Los Rios Community College District

Pending Approval by the Board of Trustees on February 13, 2019

**Los Rios Community College District**

Chancellor Brian King

**Los Rios Board of Trustees**

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Hiring Manual for LRCCD Faculty

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The Hiring Manual for LRCCD Faculty is updated at least every three years by the Los Rios Community College District. This version was published in January 2019.

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# Full-Time Faculty

## 1. Introduction

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The District Academic Senate (DAS) and the District are committed to reaching agreement regarding the faculty hiring process.<sup>1</sup> A high-quality faculty is critical in establishing and maintaining the excellence of an educational institution. It follows, therefore, that the selection of new faculty members is one of the most important functions undertaken by a college or District.

### A. Background

In the fall of 1986, the Shared Governance Committee completed a study of the full-time faculty hiring process in Los Rios and developed procedures that increased faculty participation and provided a uniform process for the entire District.

The resulting handbook provides detailed information regarding the hiring process, including specific information regarding recruitment, techniques of screening, interviewing, rating, and checking of references.

While the first version of this handbook was prepared in 1986, it was regularly and substantially revised in 1997, 2000, 2003, and 2009. More recently, in fall 2014, 2015, and 2017, the manual was revisited for currency and alignment with Los Rios Board Policies and Regulations.

The most recent revisions are the result of the collective work of the District Academic Senate and District Administration. Some of the seminal changes are listed here:

- 1) Presentation of demographic data to highlight the importance of our collective efforts to create a workforce that is responsive to the needs of our diverse students.
- 2) Composition of committee members should be diverse and should reflect the demographics of the District's service area (even if departments must use faculty outside of the department or college).
- 3) Composition of committee to be reviewed by the equity officer and HR.
- 4) A repository of interview questions to be posted at the HR website.
- 5) Infusing equity-minded language throughout the screening criteria and interview questions rather than just one diversity question.
- 6) Separate section on confidentiality.
- 7) Separate section on minimizing bias in hiring decisions.
- 8) Committee membership duties described for all committee participants by role and function.

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<sup>1</sup> Education Code, section 87360

9) Supplemental questions.

This document reflects best practices in hiring pursuant to the District's *EEO Plan, Equity Handbook, Hiring the Best* training and other supporting documents; and is influenced by trainings from the Center for Urban Education (CUE) and their toolkit on increasing faculty diversity in higher education. It is also informed by recent research on the interactions of race and ethnicity in the classroom.<sup>2</sup> This document reflects current board policies and administrative regulations, as well as maintains compliance with California Education Code and California Code of Regulations, Title 5.

An electronic copy of this manual can be found at the Los Rios Human Resources (HR) website. Questions and requests for further information should be directed to HR at (916) 568-3112.

## B. Legal Authority

Policy/Regulation 5120 et. seq.

Faculty hiring is governed by Los Rios Community College District board policies and administrative regulations 5120 et seq., the Education Code and Title 5 of the California Code of Regulations<sup>3</sup>. This handbook is designed to assist faculty hiring committees, administrators, and candidates in understanding and implementing those policies and regulations. Nothing in this handbook should be considered as altering the content of the District's hiring policies and administrative regulations or the law, and to the extent that any provision here directly conflicts with policies and administrative regulations or the law, the policies and regulations and the law will prevail.

## C. Diversity and Cultural Competence

Los Rios is committed to hiring faculty that learn and practice teaching strategies appropriate for diverse community college students. Further, we seek qualified faculty that mirror our student population, who know and understand how to support students, and are committed to a diversity of perspectives. Studies prove the educational benefits of diverse faculty. Students of all backgrounds do better and achieve greater educational outcomes when they are taught by faculty of color.<sup>4</sup>

The three tables that follows present the demographic make-up of our region and our colleges.

- 1) Figure 1 presents ethnic/racial diversity of Sacramento County, El Dorado County, and Yolo County – the main counties served by Los Rios.<sup>5</sup>

---

<sup>2</sup> Fairlie, Robert W., Florian Hoffman, and Philip Oreopoulos. (2014). "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review* 2567-91.

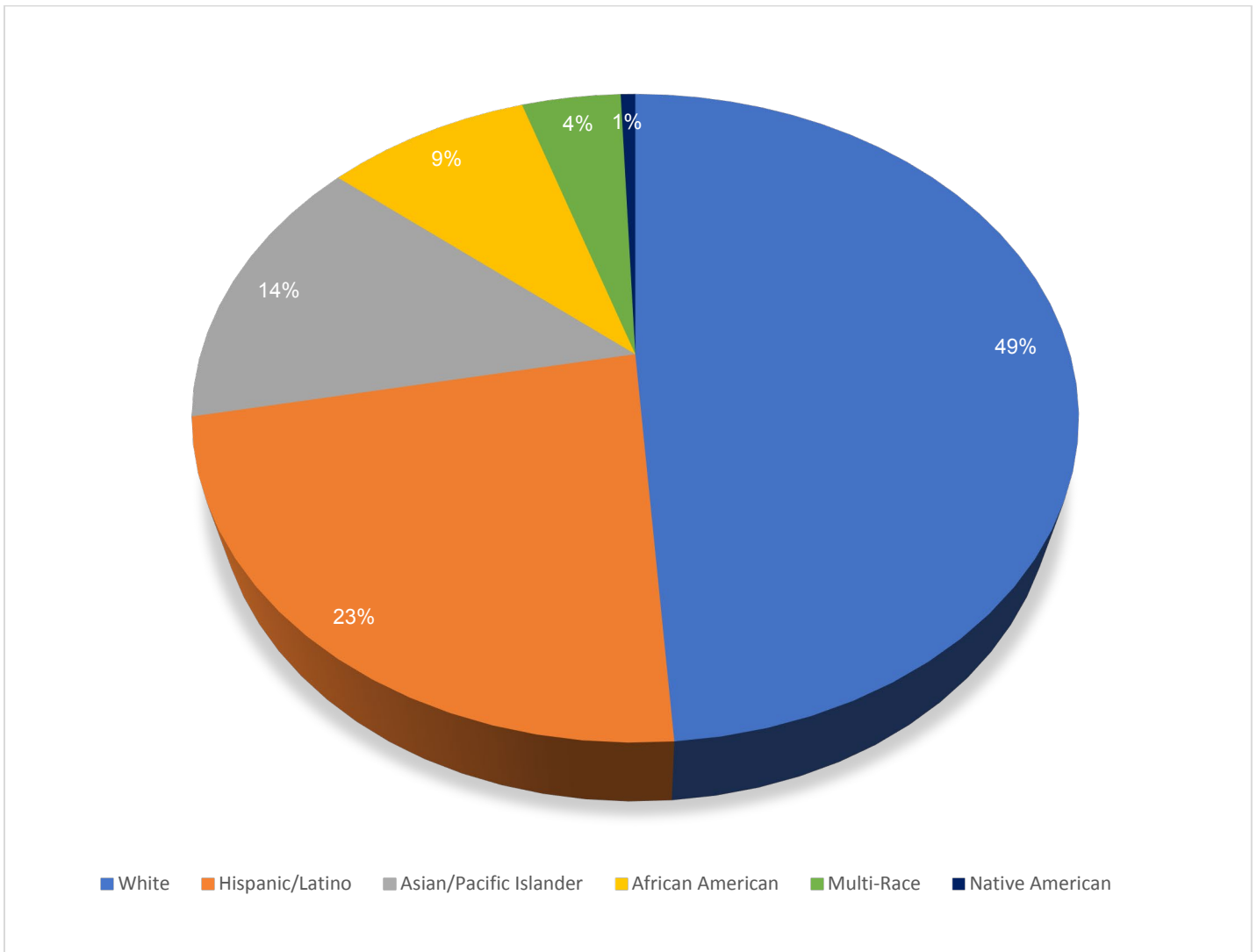
<sup>3</sup> Title 5, section 53024 (e)

<sup>4</sup> Fairlie, Hoffman and Oreopoulos. (2014)

<sup>5</sup> State of California, Department of Finance, Report P-3: State and County Total Population Projections by Race/Ethnicity and Detailed Age, 2010 through 2060 (as of July 1)

- 2) Figure 2 presents the unduplicated demographic profile of our 67,132 students by race/ethnicity as of fall 2018 first census: African American (8.7%); Asian (13.9%); Filipino (2.9%); Hispanic/Latino (28.1%); Multi-race (6.6%); Native American (.5%); Pacific Islander (1%); White (34.9%); Unknown/other (3.5%).<sup>6</sup> However, it should be noted that approximately 10% of students (n=6,950) attended more than one Los Rios college in fall 2018 at census.
- 3) By comparison, Figure 3 depicts the total number of Los Rios tenured and tenure-track faculty on the first day of class disaggregated by racial/ethnic group. Updates to these numbers can be found at the HR website.

Figure 1: Regional Diversity by Race/Ethnicity in Sacramento County, El Dorado County, and Yolo County in Fall 2018



<sup>6</sup> Los Rios Office of Institutional Research, Fall 2018 First Census Research Database

Figure 2: Total Percentage Unduplicated Student Enrollment by Race/Ethnicity in Fall 2018

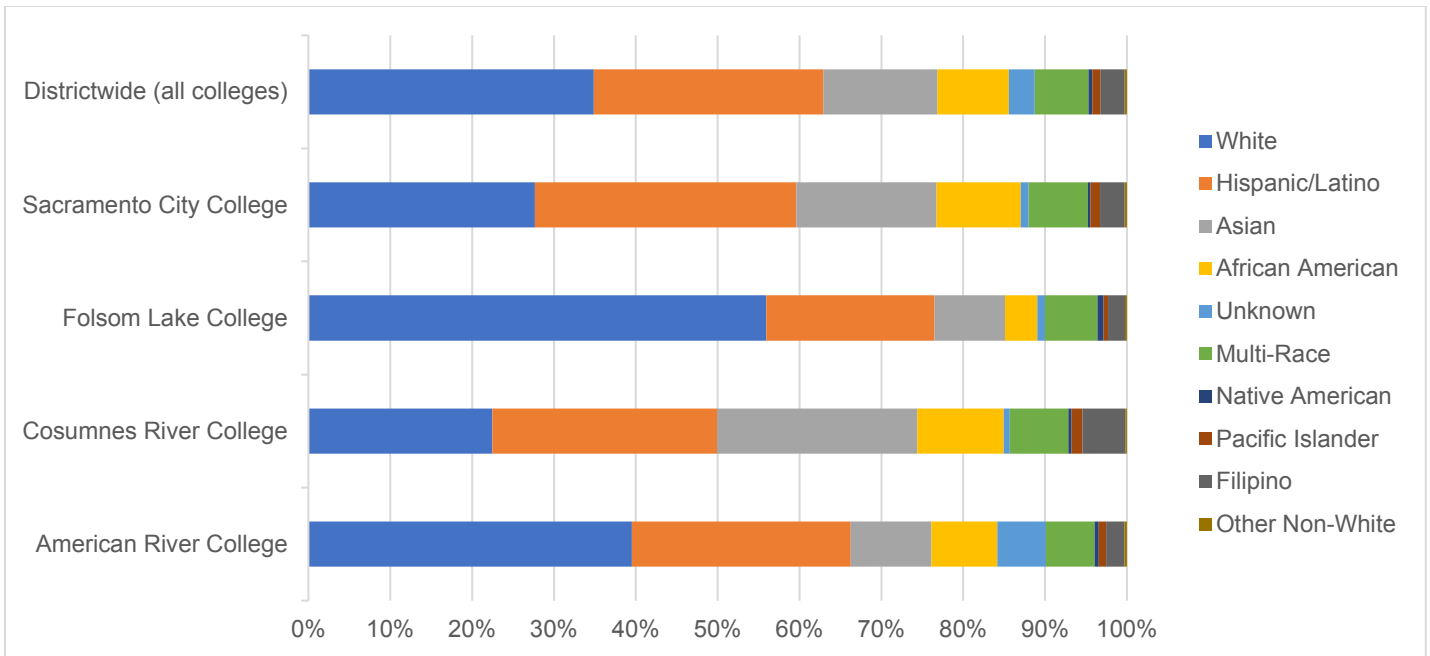
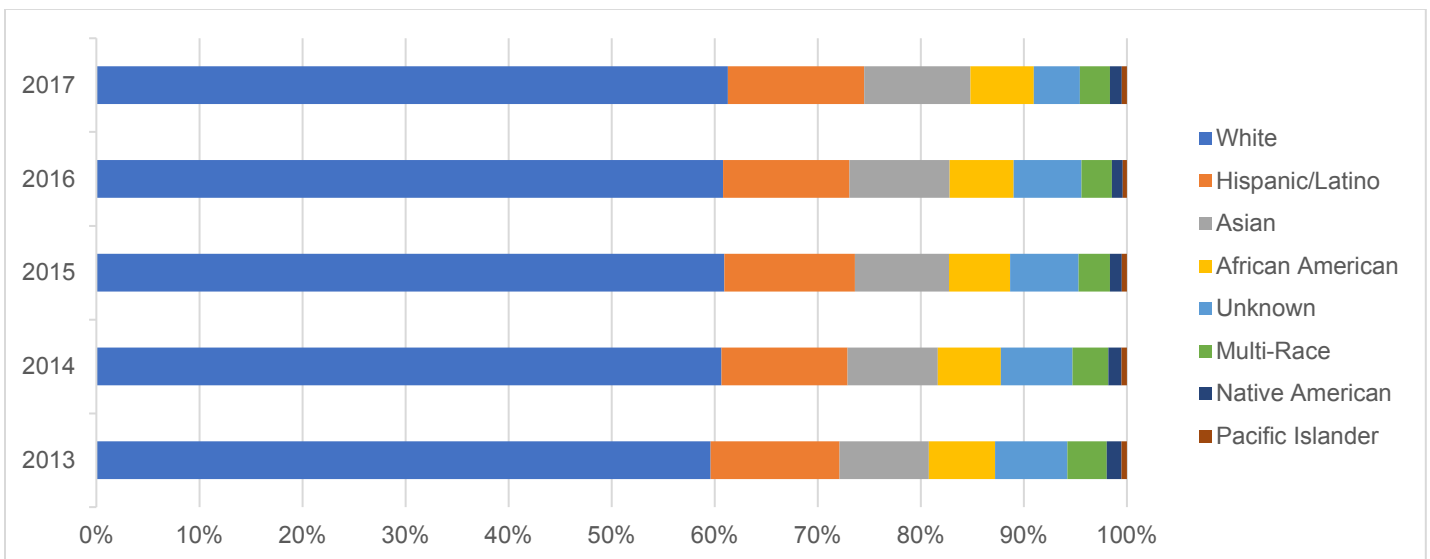


Figure 3: Total Institutional Employment of Tenured or Tenure-Track Faculty by Race/Ethnicity on the First Day of the Fall Semester from 2013 to 2017



Pursuant to Board Policy, it is a goal of the District to provide members of underrepresented groups with models of their own race, ethnic, cultural background, and gender with whom they can identify and recognize as examples of occupational achievement at all levels and in all departments.<sup>7</sup> Additionally, a goal of the District is to guarantee to all candidates the same opportunity for employment, advancement, and change of assignment.<sup>8</sup>

<sup>7</sup> Board Policy 5111, section 1.4.1

<sup>8</sup> Board Policy 5111, section 1.4.2; Education Code, section 87101(a)1; and Title 5 53001(c)

Our commitment to equal employment opportunity is further evidenced in the District's Strategic Plan (2016) and as stated in our Values:

- **Building Community:** We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified.
- **Social Justice:** Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios community colleges.

A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons are provided an equal opportunity to compete for employment and promotion within the District and by eliminating barriers to equal employment opportunity.<sup>9</sup> It is the District's stance that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster diversity, promote excellence and provide a positive student learning experience. Through an inclusive educational experience, and one characterized by pedagogical approaches that are relevant to advancing the learning of our diverse student population, our students will achieve better academic outcomes, have improved social outcomes, and will be better prepared to work and live in an increasingly global society.

It is the mutual expectation of the District Academic Senate and District Administration that every individual who serves on a hiring committee is committed to achieving these goals. To assist in achieving these goals and to facilitate a culturally competent workforce which values and enhances diversity, any employee who serves on a hiring committee shall have completed the District's Title 5 mandated *Hiring the Best* training for hiring committees. This training requires that all screening/selection committee members be trained on:

- 1) Federal and state law
- 2) The educational benefits of workforce diversity
- 3) The elimination of bias in hiring decisions
- 4) Best practices in serving on selection/screening committees<sup>10</sup>

## D. Leadership Titles

When the President, Vice President, or Academic Senate President is unavailable and/or unable to carry out their responsibility as noted in this manual, their designee shall carry out the responsibility on their behalf.<sup>11</sup> "Designee" is not noted throughout this manual, but it is implied in all instances by this section.

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<sup>9</sup> Education Code, section 87100(a)(3)

<sup>10</sup> Title 5, section 53003 (c)(4)

<sup>11</sup> Los Rios Board Policy P-4111, section 1.5

## E. Hiring Manual Review

This hiring manual shall be reviewed and revised at least every three years, and more frequently if necessary.

## 2. Establishing of Need and Prioritization

---

### A. Department Profile

As needed, the department faculty, department chair (if present), and appropriate administrator shall conduct an analysis of the full-time staffing of the department to determine current strengths and needs. Attention shall be given to:

- 1) Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed
- 2) Representation of the staff including but not limited to gender, gender identity, race and ethnicity and members of other historically underrepresented groups
- 3) Ratio of part-time to full-time positions
- 4) Availability of part-time faculty
- 5) Presence of a full-time faculty member to coordinate a program

### B. Summary of Projected Needs

The present and future needs of the department shall also be analyzed by the faculty, department chair, and administrator of the requested position. The District Academic Senate and District Administration acknowledge that needs will vary by college and by discipline and therefore urge colleges to allow for flexibility in developing this section of the faculty request form. Suggested questions a department may consider include:

- 1) What are the enrollment trends in the classes within the subject area?
- 2) If an academic area, is the projected growth going to be in transfer level courses or in developmental courses?
- 3) If a career technical area, what are the employment trends?
- 4) If a student support area, what are the projected needs?
- 5) What are the needs for new technology? What new skills and information will need to be imparted to students now and in the future?
- 6) Do the racial and gender demographics of the department faculty reflects the student demographics of the District's service area? If not, what demographic groups need increased representation in our department faculty?
- 7) Where should the District advertise and/or conduct outreach in order to recruit candidates who represent these demographic groups?
- 8) How are identified needs tied to strategic planning processes (program review, educational master plan)?

## C. Submission of Priorities and Creation of Final List

In the fall term, each college will make recommendations for new general fund faculty positions following its respective college hiring prioritization and related processes as determined by mutual agreement with the Academic Senate. After consideration of these recommendations, the President shall prioritize the final staffing requests. (Note: Categorical (e.g. EOPS, DSPS, SSSP, etc.) and grant funded positions are determined by each college based on their available categorical and grant funds outside this prioritization process.)

## D. Review and Recommendation by VPI/VPSS Council

The list of each college's final prioritized general fund faculty staffing request will be submitted to the District's Vice Presidents of Instruction and Vice Presidents of Student Services Council (council) for review and recommendation to the Chancellor. Council members include the College VPs of Instruction and Student Services, and typically the Vice Chancellor of Education and Technology, the Vice Chancellor of Finance and Administration, and the Associate Vice Chancellors of Instruction, Student Services, and Human Resources.

Prior to the council's staffing prioritization meeting held no later than December, the Vice Chancellor of Finance and Administration will determine the number of faculty positions available District-wide for the following year. The number of available positions is based on the anticipated number of full-time faculty replacement positions (retirements and resignations approved through the end of the current academic year) and the number of new positions available due to growth funding.

If a decrease to the general fund occurs or is anticipated to occur, some replacement positions may go unfunded. Colleges requesting general fund counselor positions must meet the 900:1 ratio requirement in order to have their positions considered. In addition, data on each college's 75/25 full-time to part-time faculty ratio will be provided with the intention of maintaining as balanced a ratio across all colleges as possible and to improve the full-time ratio when growth funding is available.

The College VPs will present their respective prioritized lists and the council will come to a collective recommendation on the number of positions to allocate to each college. Colleges are not guaranteed a new faculty position for every known or anticipated faculty vacancy. The council submits its recommendation to the Chancellor. More details of the council's processes are described in the LRCCD *Guideline for Authorizing New and Replacement Faculty Positions*.

## E. Decision by Chancellor

The Chancellor will review the recommended list of faculty positions with the Chancellor's Executive Staff, which includes members of his executive team and the college presidents. Following this, the Chancellor will make the final decision as to which full-time tenure-track faculty positions are to be filled for the coming year.



## F. Critical Hires

Although the majority of current and anticipated faculty vacancies are known when the December determination of District-wide available positions is made, some vacancies or other program needs may be unknown at this time. These include late or unanticipated retirements and resignations, late faculty transfers within the District, unanticipated vacancy of probationary faculty positions, or positions needed to implement new programs (for example, time sensitive CTE grant funded programs).

If a position is considered critical to offer the needed course sections or academic or student services due to program accreditation requirements, insufficient discipline adjunct pool, etc., the college may request a critical hire. Such requests must be for a replacement in the same discipline or for a newly-funded program. College administration and the Academic Senate, through their established college processes, will consult regarding the need to request a critical hire position.

If agreed upon, the request is then submitted to the District for review. If the request meets the critical hire criteria as stated in the *LRCCD Guideline for Authorizing New and Replacement Faculty Positions*, the District will approve the request. The approved critical hire FTE is taken from next year's full-time faculty allocation process.

## 3. Recruitment

---

### A. Development of Job Posting

- 1) When the initiating department and the office of the Vice President of Instruction develop the job posting, attention shall be given to ensure that the posting is written from an equity-minded perspective and that faculty diversity is reflected as a priority. The *Institute on Equity in Faculty Hiring at Community Colleges Toolkit*<sup>12</sup> provides resources on how to conduct an analysis of job announcements from an equity perspective.
- 2) If desired, the department shall identify supplemental questions that can be provided to candidates after HR pre-screens the applicants and before the screening committee begins reviewing the applications. Asking the questions at this point would mean only qualified applicants complete the written supplemental questions. This added step may delay the release of the applicant pool to the college.
- 3) The department shall identify a listing of recommended advertising sources and outreach to promote a diverse candidate pool.
- 4) The department shall identify if the optional two letters of recommendation are required.
- 5) The job description shall not include department chair responsibilities as described in the Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement.<sup>13</sup>
- 6) The department shall ensure the job posting reflects equity-minded, inclusive and culturally sensitive language. The department may consult with the college equity officer for assistance on this.
- 7) The college administration shall forward to HR the details of the proposed faculty assignment/job posting and the proposed qualifications via PeopleAdmin.
- 8) HR shall review the job posting for clarity of proposed assignment, appropriateness of education requirements, and collective bargaining, retirement system, and equity implications. Suggested edits are returned to the college for review and approval by the department chair and the appropriate administrator.
- 9) The final job posting shall be approved by the department chairs and appropriate administrator before it is formally posted and distributed by HR. If there are subsequent changes, both the department chair and appropriate administrator must approve the change(s).
- 10) Pursuant to the LRCFT Collective Bargaining Agreement,<sup>14</sup> the position may be announced in District for transfer requests as follows:
  - a) Preliminary Stage: There shall be three preliminary steps in the voluntary transfer process.

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<sup>12</sup> Center for Urban Education, 2017, *Institute on Equity in Faculty Hiring at Community Colleges Toolkit*. Los Angeles, CA: Rossier School of Education, University of Southern California.

<sup>13</sup> Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 2.2.4.3

<sup>14</sup> Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 5.3.1.1

- i) As part of the college process for requesting a new full-time faculty position, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The department chair and appropriate administrator shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the dean, in consultation with the Academic Senate President, will determine whether to review voluntary transfers.
- ii) If voluntary transfer applicants are to be considered, HR shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three weeks earlier than the general application deadline date.
- iii) Voluntary transfer applicants must submit to HR a *Request for Faculty Transfer* form (P-671), an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. HR shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

## B. Distribution of Announcement

- 1) Full-time, tenure-track faculty positions will typically be advertised for at least forty days, with a minimum of 30 days.
- 2) Job postings will be posted on the District's website in accordance with board policies and regulations.
- 3) To ensure that members of historically underrepresented groups are notified of available positions, the District may:
  - a) Consult with originating department and managers on suggested advertising sources to ensure an inclusive and diverse candidate pool.
  - b) Share with known college affinity groups.
  - c) Advertise in journals and newspapers with focused audiences as well as in newspapers having wide general circulation.
  - d) Participate in industry-related community outreach events and employment job fairs.
  - e) Utilize webinars and social media outlets.
  - f) Contact members of historically underrepresented groups seeking work in education.
  - g) Use professional registries, job boards, and data banks, specifically those whose listings include historically underrepresented group members.
  - h) Consult with local underrepresented groups' organizations and agencies regarding recruiting efforts.
- 4) The District shall be identified as an Equal Opportunity Employer.

## C. Professional Recruitment

- 1) Faculty and managers are encouraged to use their own professional and affinity group networks and associations to advertise open positions and recruit prospective applicants.
- 2) Faculty and managers are especially encouraged to seek out qualified members of historically underrepresented groups and encourage them to apply for open positions.
- 3) When the department chairs request that a job posting be advertised in discipline specific publications, lists, websites, etc., Administrative Assistants will enter this information in PeopleAdmin when submitting job postings to HR.

## 4. Confidentiality

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- 1) The entire selection process requires the greatest sensitivity on the part of the committee members regarding the need for confidentiality in perpetuity.
- 2) The rights and reputations of the candidates must be protected. Ratings and comments made by committee members must not be discussed or shared outside the process.
- 3) In order to provide equal opportunities for all candidates, strict confidentiality must be maintained regarding all written, verbal and electronic records and information regarding the interview prior to, during, and following the interview process.
- 4) Any email communications regarding committee process and/or question development should be described as "Confidential" in the Subject Line and marked "Confidential" in the Properties menu. To forward a confidential message to another person:
  - a) From your draft email message, click "File," then "Properties."
  - b) Under "Settings," in the "Sensitivity list," choose "Confidential."
  - c) Click "Close."
  - d) When you're done composing your email, click "Send."

## 5. Minimizing Implicit Bias During Faculty Hiring

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"Bias can and often does have an impact on the faculty hiring process. This impact can negatively affect an institution's or department's efforts to diversify their faculty in terms of race and ethnicity."<sup>15</sup> The following strategies<sup>16</sup> are proposed by CUE as specific actions selection committee members can take to minimize the effect of biases on the hiring process.

- 1) Recognize and accept that we are all susceptible to the influence of bias and assumptions.
- 2) Increase the diversity of the selection committee.
- 3) Build an applicant pool in which faculty of color are well represented.
- 4) Develop well-defined evaluation criteria prior to reviewing applications.
- 5) Prioritize the relative importance of the multiple measures before reviewing applications.
- 6) Engage in counter-stereotyping; that is, encourage committee members to take the time to consciously think about successful, highly competent, well-regarded faculty of color in their department, institution, or discipline.
- 7) Spend sufficient time evaluating each applicant and minimize distractions while reviewing applications.
- 8) Focus on each applicant as an individual and evaluate their entire application package.
- 9) Following each stage of the review, committee members should write their notes on applicants or complete the evaluation rubric before debriefing with other committee members. Doing so helps prevent biases that emerge from groupthink.
- 10) Use inclusion rather than exclusion strategies when deciding which candidates to move forward in the process.
- 11) Throughout the process, committee members should re-evaluate the effectiveness and implementation of the selection criteria for addressing bias.
- 12) Be able to defend every decision to accept or reject a candidate. The reasons provided should be based on evidence in the applicant's professional and/or academic record and the criteria for the position.

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<sup>15</sup> Center for Urban Education. (2017), p. 24

<sup>16</sup> Center for Urban Education. (2017), pp. 27-29

## 6. Screening for Eligibility (Pre-Screening)

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### A. Application Materials

- 1) Required Materials. The applicant must submit the required materials as listed in the job announcement by the final filing date to be considered. Required materials typically include:
  - a) Los Rios application
  - b) personal resume or curriculum vitae
  - c) unofficial copies of college transcripts
  - d) letter of interest
- 2) If requested by the department: two letters of recommendation.
- 3) The hiring committee shall consider voluntary transfers if applicable and follow the established process.<sup>17</sup>

### B. Minimum Qualifications

A statewide disciplines list defines the degrees that are reasonably related to the teaching assignment or academic subject matter area.<sup>18</sup> Applicants must show evidence of a master's degree for those disciplines for which a master's degree is required. A comprehensive list of all of the disciplines in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* is maintained by the California Community Colleges Chancellor's Office. The list identifies the specific degree and professional experience requirements for each discipline. The list can be found here:

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>

- 1) Any applicant who fails to provide evidence to support completion of minimum qualifications or a credential, or of equivalency may be eliminated from the applicant pool.<sup>19</sup>
- 2) HR will verify that applicants claiming an appropriate credential do in fact have the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, HR will verify that the applicant has the required number of years of experience but makes no attempt to judge if the experience is appropriate.
- 3) If the applicant claims to possess the minimum qualifications, but the degrees are not exactly those listed in the Los Rios Community College District minimum qualifications, that application

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<sup>17</sup> Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement, section 5

<sup>18</sup> Title 5, section 53407

<sup>19</sup> Administrative Regulation 5123, section 5.0

shall be considered under the Equivalency Verification (P-38) process even though the applicant did not claim equivalency.

- a) Applicants for all full-time and long-term temporary (LTT) faculty hiring needing Equivalency Verification are sent to the office of the Vice President of Instruction to be reviewed by the equivalency committee which must be comprised of a minimum of three (3) faculty members on the interview committee and the area dean from the discipline.<sup>20</sup>
- b) Applicants for adjunct positions and emergency hires needing Equivalency Verification are sent to the requesting department.
- 4) All full-time faculty and LTT applications which satisfy the LRCCD minimum qualifications requirement or the credentials requirement are sent by HR to the college's office of the Vice President of Instruction for sharing with the screening committee.
- 5) All adjunct and emergency hire applications which satisfy the LRCCD minimum qualifications requirement or credentials requirement are sent by HR to the requesting department.
- 6) HR will notify all applicants who do not meet the advertised minimum qualifications or equivalencies or credentials via email.

## C. Applicant Pool

If the applicant pool is sufficient, HR will send the log-in credentials to the applicant pool to the Vice President of Instruction to share with the appropriate administrator.

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<sup>20</sup> Administrative Regulations 5123, section 7.1



## 7. College Interview Committee/Screening Committee

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### A. Composition of the Interview Committee

- 1) The Interview Committee is comprised of a total of six to ten persons who reflect the gender and racial/ethnic demographics of the District's service area, selected as follows:
  - a) Faculty (3-5). Three to five discipline, related discipline, or outside discipline faculty members appointed by the college Academic Senate President after consultation with the department chair (if existent) and appropriate administrator. The District's Strategic plans sets forth the indicator of achievement for the recruitment of our employees to reflect the demographics of the District's service area and that should be the goal of the composition of the hiring committee.
    - i) The equity representative is included in the 3-5 faculty. The equity representative shall be affirmed by the college equity officer and appointed by the Academic Senate President after consultation with the department chairperson and appropriate administrator from a list of faculty who:
      - (1) have been trained within the last two years in equity and diversity matters<sup>21</sup>
      - (2) are not faculty in the discipline or related discipline for which the hiring committee is convened.
    - ii) Discipline faculty (or related discipline faculty if needed) should represent at least half of the faculty members on the committee.
    - iii) Interview committees should reflect diverse faculty and include an equity representative who is charged with monitoring the search process for compliance with equal opportunity policies.
    - iv) Departments that lack sufficient diversity to compose a diverse interview committee must use faculty outside the department (or outside of the college--but within the District-- if necessary) to broaden the perspective of the committee and increase the reach of the search.
    - v) In interdisciplinary subjects, and areas where service to students requires close cooperation between instruction and student services or between instructional areas, faculty from several areas may be selected to serve on the committee.
  - b) Administrators (2). One administrator of the department or area (usually the division/area dean) appointed by the President. The committee chair may be a second administrator. The committee chair shall be appointed by the President.

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<sup>21</sup> Administrative Regulations 5121, section 6.1.3

- c) Student (1). One student representative nominated by the college Student Senate President in collaboration with the President. Student appointed to the committee serves during the interview process only; they do not participate in the applicant screening process.
  - d) Classified (1). One classified professional, for positions in which faculty work closely with classified professionals. The determination of whether it is appropriate for a classified professional to sit on the committee shall be made by the committee chair in consultation with the department chair. The committee chair in collaboration with the classified leadership will select the classified professional.
  - e) External Expert (1). One outside content expert for positions in which no Los Rios faculty content experts are available. The determination of whether it is appropriate for an outside content expert to sit on the committee shall be made by the President in consultation with the Academic Senate President. The President in collaboration with the Academic Senate President will select the outside content expert, preferably a faculty content expert from another district and/or industry expert. If no faculty content experts are available, then a content expert from the representative field may be appointed.
- 2) The list of committee members shall be submitted to college equity officer and/or the District equity officer to ensure the committee is diverse in terms of gender and racial/ethnic diversity. Concerns shall be directed to the committee chair and the Academic Senate President.

## B. Composition of the Screening Committee

- 1) The screening committee shall consist of a minimum of three (3) faculty members which includes at least one (1) faculty member from the department, the equity representative on the interview committee, and one administrator (generally the dean from the discipline).<sup>22</sup>
- 2) Additional members from the interview committee may serve on the screening committee if they so choose.
- 3) Students do not participate on the screening committee.
- 4) Each screening committee member shall rate all applicants independently. If a committee member is unable to complete the screening process, the ratings of that individual shall not be used.
- 5) The committee Chair and the equity representatives shall ensure that the screening committee members are diverse<sup>23</sup> and reflects the demographics of the District's service area .
- 6) Any concerns will be reported to the college equity officer.

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<sup>22</sup> Administrative Regulations 5121, section 5.0

<sup>23</sup> Title 5, section 53024, section 5.0

## C. Committee Chair Duties

- 1) The committee chair shall convene the committee, participate in the development of screening criteria, establish timelines for completion of the screening, serve as one of the raters, and coordinate the final selection of who shall be interviewed.
- 2) Review standard interview procedures.
- 3) Throughout the process, the committee chair shall communicate to committee members any and all changes or issues that affect the agreed upon processes.
- 4) The committee chair raises questions about traditional notions of “merit,” “fit,” and “compliance” during the application review and interview stages of the faculty hiring process.
- 5) The committee chair must be present at all committee meetings.
- 6) Complete and submit to HR all hiring forms.

## D. Equity Representative Duties

- 1) Must have completed the *Hiring Committee Equity Representative* training within the last two years.
- 2) Shall ensure that throughout the entire screening and interview process there is no discrimination against any individual on the basis of race, color, gender, religion, national origin, age, sex, gender identity, sexual orientation, political orientation or belief, disability, or marital status.<sup>24</sup>
- 3) Raises questions about traditional notions of “merit,” “fit,” and “compliance” that can impede efforts to ensure hiring processes equitably serve candidates from minoritized groups.
- 4) Minimizes implicit bias during the hiring process. (See *Minimizing Implicit Bias During Faculty Hiring*).
- 5) Shall complete the Equal Opportunity Employment Checklist at the conclusion of the entire hiring process.
- 6) Any questions or concerns about instances of unlawful discrimination shall be reported to the college equity officer.
- 7) Must be present at all committee meetings.
- 8) Complete and submit to HR all hiring forms.

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<sup>24</sup> Board Policy 5111

## E. Committee Member Duties

- 1) All committee members must complete the mandated 2-hour *Hiring the Best* hiring committee training – m – prior to the start of the hiring process.<sup>25</sup> Please note, this is a separate training than the *Hiring Committee Equity Representative* training.
- 2) Review the job posting for the position.
- 3) Develop paper screening criteria and standard interview questions that seek candidates who exemplify the characteristics of equity-minded competence prior to the application closing date.
- 4) Shall use a standard rating system to rate all of the candidates.
- 5) Maintain all written notes in the folders provided and submit to the committee chair after each meeting.
- 6) The committee members shall determine if candidates will be allowed to ask questions at the end of the interview, time permitting. To facilitate and reflect a welcoming environment, allowing and answering candidates' questions are highly encouraged.
- 7) All committee members, except the student representative, are encouraged to attend all committee meetings and are required to attend the interviews of each candidate. Classroom faculty should coordinate with their respective instructional dean to arrange for class substitutes or to make other suitable arrangements if serving on the committee will necessitate missing some instruction time.
- 8) Establish rapport with the candidates during the interview process.
- 9) Do not engage in fact-finding activities including electronic searches on social media or the internet.
- 10) If contacted by a candidate, refer the candidate to the committee chair or to HR.

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<sup>25</sup> Title 5, section 53003 (c)(4)

## 8. Screening Applications

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### A. Screening Criteria

- 1) Equity-minded screening criteria are to be developed by the interview committee. Committee members are encouraged to review and reflect on Section 2B, Summary of Projected Needs and the job posting.
- 2) Screening criteria are to be based on the job posting.
- 3) Matters of diversity and equity should be reflected in screening criteria as a means to objectively assess a candidate's ability to foster and enhance cultural competencies and to support and promote equitable outcomes in and outside of the classroom.
- 4) Some criteria which might be considered are:
  - a) Discipline preparation
  - b) Communication and other interpersonal skills
  - c) Equity-minded conceptions of merit:
    - i) experience teaching racially minoritized students
    - ii) expertise with culturally relevant pedagogy
    - iii) educated in social justice & equity
    - iv) experience acting as an equity advocate
    - v) experience with self-reflection & willingness to reflect on racialized outcomes of practice
  - d) Equity-minded conceptions of fit:
    - i) reflects students' racial/ethnic identities
    - ii) holds high expectations for racially minoritized students
    - iii) can connect with students through multiple identities
    - iv) can support and further campus equity efforts
  - e) Creativity and innovation
  - f) Leadership potential
  - g) Community service
  - h) Recency of training or evidence of updating of skills and/or professional development
  - i) Experience working with people of varying abilities, ages, and cultures
  - j) Experience with a broad range of teaching methods
  - k) Related work experiences
  - l) Experience with technology to support student learning

## B. Screening Process

- 1) Screening criteria, rating sheets and interview questions shall be prepared prior to reviewing applications. Applications will generally be forwarded to the college within five-seven business days after the position closes.
- 2) Expeditious screening of applications is highly desirable in order to assure talented candidates are still available for interviews.
- 3) Faculty who wish to screen and/or interview must be apprised of the time commitment and be willing to make the effort required to complete the screening.
- 4) Normally, the selection of those to be interviewed should be completed within one to two weeks of the applications being sent to the college.
- 5) The District wishes to be as ecologically responsible as possible and encourages its employees to do the same by asking members of the screening committee to screen the applications online.

## C. Rating of Candidates

Board Regulation 5121

- 1) Once the ratings of all candidates have been completed, the members of the screening committee shall meet at the time determined by the committee chair.
- 2) The committee chair and the equity representative shall tabulate the committee members' individual ratings of the candidates to establish the top candidates.
- 3) The committee will determine the number of candidates to be interviewed.
- 4) The committee should discuss and make a decision about offering candidates an interactive video/telephone conference (virtual) interview should they be unable to attend the interview in person. To maintain confidentiality and security, use of the California Community College Chancellor's Office web-based conferencing and meeting platform Zoom is recommended.
- 5) At least two qualified adjunct faculty members who have second and third level preference priority within the District according to the LRCFT Collective Bargaining Agreement shall be granted interviews if they submit applications and meet minimum qualifications (CBA Section 4.10.10).
- 6) A final list of candidates recommended to be interviewed is sent to HR.

## D. Applicant Pool Approval

- 1) The screening committee submits a list of candidates to invite to interview, to the office of the Vice President of Instruction. The Vice President's office submits the list to HR for Equal Employment Opportunity (EEO) review.
- 2) HR gathers race/ethnicity and gender identity information for individuals on the submitted list and considers the diversity representation for the applicant pool.

- 3) Approval is given if adequate diversity is present in the selection of candidates, relative to the faculty position, number of total applicants, and number of qualified applicants released for department screening.
- 4) If diversity is not present, relative to the faculty position, number of total applicants, and number of qualified applicants released for department screening additional information is requested from the department and committee chair – committee member race/ethnicity and gender identity demographic information, screening questions, and ranking sheets.
- 5) HR in consultation with the office of the Vice President, the committee chair and equity representative will examine changes that will ensure compliance with EEO program regulations and District objectives for the candidates invited to interview.
- 6) Approval is given if a mutual agreement is met or if the President approves to move the hiring process forward without changes. A decision can also be made to hold or cancel the position for later recruitment or with a different or enhanced committee.

## E. Notification of Candidates

- 1) After the invitation to interview list is approved by HR, HR will notify unsuccessful candidates in the applicant pool within two business days that they have not been selected for interview.
- 2) The committee chair or designee will facilitate notification of those who have been selected and shall schedule them for an interview. Each candidate will be asked “Do you require reasonable accommodation(s) for the interview?” If a candidate requests accommodation(s), the committee chair and campus ADA Officer will ensure accommodations are implemented as appropriate.
- 3) Sufficient time should be allowed between notification and the interview to permit candidates to make travel arrangements. Normally, a minimum of ten calendar days’ notice should be provided.

## 9. The Interview

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### A. Purpose of the Interview

- 1) The primary purpose of the interview is to obtain information about candidates and to evaluate the candidates with regard to their ability to perform the duties of the faculty position. The interview shall be an assessment of the specific qualities and aptitudes that are important for success as a member of the faculty. These qualities may include knowledge of the subject matter, ability to communicate orally and in written form, address different levels of academic preparedness, ability to foster and enhance cultural competence and equity, ability to facilitate equitable outcomes in and outside of the classroom, use varied teaching technologies, concern and respect for students and colleagues, special ability or aptitude in the areas identified by the department/area, the potential for continued professional growth, and enthusiasm, intellectual curiosity, and commitment to the profession.
- 2) A secondary purpose of the interview is to project a positive image of the District, college, and the department. In support of this aim, interview committees are encouraged to be welcoming and to exhibit welcoming behavior. Unsuccessful candidates will have other opportunities to apply for Los Rios positions. They can be expected to use the interview to assess the climate of the college and to determine if this is where they wish to work. It is recommended, if feasible, there be an opportunity for the candidate to have a tour of the college and the department where they would be employed before or after the interview when appropriate.

### B. Qualities of an Effective Interview

- 1) Timing
  - a) It is recommended that the interviews be scheduled at least 60 minutes apart. This allows at least 45 to 50 minutes with each candidate, plus time to review the material presented and complete the *Evaluation of Oral Interview* form. If the committee has decided to allow the candidates to ask questions at the end of the interview, care should be taken not to exceed the allotted interview time.
  - b) The committee chair shall advise the candidate of the timelines that have been established by the committee at the start of the interview. The committee chair should conclude the interview within the allotted time, so all candidates have the same amount of time to make their presentations.
  - c) The committee chair shall appoint a timekeeper and/or give a time-check during the interview. Giving regular time-checks will help mitigate the effects of anxiety on a candidate's ability to keep track of time.
- 2) Establish Rapport
  - a) Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible.



- b) Smiles, introductions, and a cordial atmosphere are appreciated and appropriate.
- 3) Demeanor of Interviewers
  - a) Interviewers shall be attentive towards candidates.
  - b) Smiles, body language indicating interest, positive and friendly disposition and demeanor, and nods of appreciation all help a candidate feel well received.
- 4) Confidentiality
  - a) Assurance of confidentiality is critical to successful interviewing.
  - b) Ratings and comments by committee members must not be shared with anyone outside the hiring process at any time.
- 5) Impartiality
  - a) Impartiality is the foundation of a good interview.
  - b) It is important not to discuss information about a candidate until the finalist stage to avoid development of an early bias.

## C. Interview Questions

- 1) The hiring committee will prepare the interview questions which are to be asked consistently to all applicants invited to interview. The questions are typed onto an *Evaluation of Oral Interview* form. Space for ratings of the work sample(s) and the writing sample should also be provided on the Evaluation form (sample form, Appendix 4). Once agreed upon by the committee, questions shall not be altered without the consent of the committee.
  - a) Advance Preparation
    - i) The committee should decide in advance whether the interview questions are to be provided to the candidate in advance of the interview.
  - b) Sample Questions
    - i) A bank of previously used questions will be available as a resource to the committee as well as prospective applicants at the HR website. Candidates will be directed to this resource through the job posting and through the college's notification to those candidates who have been selected to interview.
- 2) To provide as much objectivity as possible, the same questions should be asked of each candidate by the same committee member and in the same sequence.
- 3) The committee should decide in advance how much assistance will be offered to a candidate who appears to have misunderstood the intent of a question or who answers only part of a multi-part question. If it is decided to rephrase or restate the question, the same assistance must be provided to other candidates if needed.
- 4) Effective equity-minded questions have these qualities:

- a) Aim to provide candidates with the opportunity to demonstrate whether and how they exemplify the characteristics of equity-minded competence, recognizing that there is no guarantee that the question will elicit the intended response.<sup>26</sup>
    - i) Possesses cultural competence
    - ii) Engages in critical self-reflection to ensure ongoing improvement
    - iii) Focuses on instructor/institutional responsibility
    - iv) Positively uses position and knowledge to support student success.
    - v) Conveys a belief that students are capable.
    - vi) Working with colleagues
  - b) They are open-ended, allowing candidates to reveal themselves more.
  - c) The desired "right" answer should not be apparent from the question. (Don't ask leading questions.)
  - d) Even though the topic or problem may be complex, the language of the question should be clear and easy to understand.
  - e) Performance based / behavioral based questions are encouraged as they represent a "best practice." A key indicator of future performance is past performance.
- 5) Generally, eight to ten questions plus a demonstration of professional skills (teaching, counseling, etc.) can be completed in the 45 to 50-minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked.

#### 6) Sample Questions

Every interview will contain questions that attempt to assess the candidate's subject matter competence and current knowledge of the field. In addition, it is suggested that each interview also contain variations of the following questions:

- a) A background question, e.g., "Tell us about your educational background and work experience, and how they have prepared you for the position of ..."
- b) A question aimed at determining the candidate's concern for students, e.g., "If you were teaching a 9:00 class and a student routinely arrived 10 minutes late, would you consider this to be a problem? If yes, how would you handle the problem? If no, why wouldn't this be a problem for you?"
- c) A question about their enthusiasm, intellectual curiosity, and commitment to the profession and/or job opening, e.g., "What is there about this position that is of particular interest to you at this time?"
- d) Equity-mindedness is embedded throughout the interview questions (required) The following sample equity-minded interview questions are proposed by CUE<sup>27</sup>:

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<sup>26</sup> Center for Urban Education, (2017), pp. 49-51

<sup>27</sup> Center for Urban Education, (2017), pp. 49-51

- i) What can instructors do to create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?
- ii) As a faculty member, you may have students in your classes that are diverse in their abilities. For example, students may have physical challenges, learning disabilities, or communication challenges. How will you balance the needs of these students in your instruction?
- iii) How have your past experiences prepared you to be effective in an environment that values diversity and equity?
- iv) What do you feel are two or three teaching strategies that you use to ensure that your students have an enriching learning experience in your classes?
- e) How are you prepared to meet the expectations of both teaching and out-of-the-classroom work, including the implementation of campus- or state-level reforms that impact the work of the department?
- f) A final opportunity for the candidate to make a statement and/or ask a question(s).

## D. Demonstration

A demonstration of professional skills (teaching, counseling, etc.) provides very valuable information regarding the probable future performance of the candidate and is to be included in all full-time interviews. Demonstrations may include:

- 1) Advance Preparation
  - a) Topic(s) are provided to the candidate in advance of the interview. The letter confirming the appointment for the interview would contain information that a demonstration will be part of the interview process and would tell the candidate the equipment that will be provided. Candidates should also be reminded that technology is imperfect. Therefore, the candidate should prepare accordingly. The demonstration would measure the ability to prepare and deliver a demonstration or presentation when an assignment or scenario is known in advance.
- 2) Extemporaneous
  - a) A short list of common topics or a topic would be presented to the candidate during the interview with directions to explain or demonstrate. This work sample measures the candidate's ability to think and organize quickly.
- 3) Role Play
  - a) Member(s) of the committee engage the interviewee in a short (five minutes or less) role play appropriate to the position. To the extent possible, the role play element should be provided consistently and fairly.

## E. Writing Sample

- 1) The ability to write clearly and accurately is essential for any community college faculty position, and it is recommended a writing sample of about a half-hour be a part of the selection process. The writing sample can be done before or after the interview.
- 2) The assessment of the writing sample should be made independently by each committee member, and the rating should be added to the ratings of interview questions and work samples.

## F. Rating of Candidates

- 1) Note Taking
  - a) Committee members should take notes during the interview regarding the content and clarity of answers. Notes should not include mention of racial/ethnic or gender identity or other physical attributes or observations. A rating should be given for each answer, but in such a way that the candidate cannot see it. For example, a dot could indicate when a later check mark will be made, or the interviewer can hold note-taking materials out of the view of the candidate.
- 2) If interviews are to extend over two or more days, it is especially important to take notes and indicate the relative merits of the candidates of the first day, so their answers will not be forgotten.
- 3) Following the completion of each interview, the committee chair shall provide an opportunity for identified faculty interviewer(s) who have experience in the target discipline to make brief, factual comments regarding the candidate's accuracy on the content. Examples: Is the content correct? Is the content complete? Is the content appropriate to the level of the class or audience?

## G. Ranking

- 1) Each committee member shall independently rank the candidates, e.g., 1 out of 10, 2 out of 10, etc. Tie rankings on a committee member's *Evaluation of Oral Interview* form are not allowed.
- 2) The independent rankings are collected by the committee chair, who, along with the equity representative, shall add the rankings to determine the top five candidates (those with the lowest sums) in alphabetical order.
- 3) The committee chair shall report to the committee the names of the top five candidates for the position. The committee chair and the equity representative shall facilitate a discussion of the top five candidates prior to the second ranking. After the committee ranks the candidates a second time, the committee chair and equity representative shall add the rankings and report the top three candidates in alphabetical order. If the committee chair and the equity representative cannot determine the top three candidates, either because of a tie in rankings or because the committee determines that there are not three acceptable candidates, the committee may identify from two to four candidates as finalists.

- 4) In cases where the committee is interviewing multiple positions, the committee shall use the same criteria in #3 above for determining the number of finalists, except as follows: when the committee is interviewing for two positions, it will strive to identify five finalists, but if it is unable to do so (because of a tie or a lack of qualified candidates) then it can identify fewer finalists. If the committee is interviewing for three or more positions, it will strive to identify seven finalists, but may identify fewer if the committee determines there are not sufficient finalists.
- 5) The chair shall give the names of the finalists to the President in alphabetical order.
- 6) The President and/or appropriate Vice President shall join the committee for a discussion regarding the relative strengths and points of concern of each finalist, as perceived by the interviewers. Comments that reflect personal knowledge of the interviewee should be provided to the President separately from the interview process.
- 7) In cases where the committee determines there is only one acceptable candidate, the committee shall inform the President of their finding during the discussion and forward that one name to the President. After the interview, the President may choose the candidate, ask the committee to reconsider, or close the process and begin anew. Similarly, for multiple hires in the same committee, if fewer than four candidates are forwarded, after the President interviews the candidates, the President may choose the candidates, ask the committee to reconsider, or close the process and begin anew.
- 8) The college Academic Senate President and/or the DAS President may review the committee rankings on a confidential basis with the President

## 10. Reference Checks

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Checking of the references of the candidates is a vital and required step in the selection process. It is important to obtain objective, detailed, accurate, and thorough reference check information to inform the hiring decision. The LRCCD *Reference Check* form, available on the HR intranet website, shall be utilized for each reference check.

- 1) The President contacts the references supplied by the finalists. If necessary, additional references may be requested.
- 2) If the interview committee considers it appropriate, one discipline-related faculty member from the committee may be recommended by faculty on the committee to conduct faculty-to-faculty reference checks. The individual shall be appointed by mutual agreement between the President and the Academic Senate President and shall be provided guidance in how to conduct reference checks. The faculty member selected to conduct reference checks shall use the LRCCD *Reference Check* form and shall report findings to the President confidentially.

# 11. Selection

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- 1) The finalist(s) will be interviewed by the President. The appropriate Vice President and/or others may be invited by the President to participate in the final interviews. All finalists will be interviewed by the same person or persons.
- 2) To minimize an out-of-area candidate's monetary expenses, in the event that the candidate is selected as a finalist, the President may conduct final interviews for out-of-area candidates just after their initial interviews, even though it is not yet known if they have been selected as finalists.
- 3) If the President has reservations regarding the recommendations of the committee, the President will communicate with the committee and explain the rationale for their concern. If there were additional candidates whom the committee judged to be well qualified, the committee may elect by simple majority to ask that the next ranked candidate(s) considered.
- 4) The President will select the candidate who is to be recommended to the Chancellor and the Board of Trustees for appointment to the position.
  - a) The final candidate will be notified of their selection by the President or designee prior to forwarding the appropriate forms to HR<sup>28</sup>.
  - b) The President will notify the committee after the selection is made.
  - c) HR will place the name of the recommended candidate on the next regular Board meeting agenda and will process all employment forms.
  - d) The President or designee will contact those finalists not selected and notify HR when the notification is complete.
  - e) Following Board approval, the final candidate will be given formal notice of the appointment by HR.

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<sup>28</sup> Administrative Regulations, section 9.1

# Adjunct Faculty

## 1. Introduction

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Adjunct faculty hiring follows the Board Policies/Administrative Regulations as attached. In addition, the District Academic Senate and District Administration share a commitment to the intent and philosophy of this *Faculty Hiring Manual* towards the adjunct faculty hiring process. A check list is provided to assist departments in the equitable hiring of adjunct faculty members.



## 2. Board Policies and Administrative Regulations

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### A. Recruitment, Selection and Appointment: Adjunct Faculty P-5122

1. Hiring of Adjunct Faculty
  - 1.1. The interests of students and the community are best served by selecting from the available pool of persons in the community those individuals who have special expertise and diverse backgrounds to serve in various adjunct faculty positions.
  - 1.2. By encouraging diversity in the pool of adjunct faculty members, the Los Rios Community College District can increase diversity among tenured faculty.
2. Police Records
  - 2.1. All applicants shall be fingerprinted prior to employment with the District.
    - 2.1.1. This District Policy and the corresponding Administrative Regulation shall not apply to any California or Federal Peace Officer currently employed and paid as such.
  - 2.2. The Chancellor shall adopt appropriate Administrative Regulations.
3. Qualifications
  - 3.1. An applicant must possess the minimum qualifications established for the position; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.
  - 3.2. An applicant or candidate shall be disqualified for any of the following reasons:
    - 3.2.1. Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011 respectively; or of any felony; or determination that the individual is a sexual psychopath as defined in Education Code, section 87406. (Ed. Code, § 87405) The Los Rios Community College District Board of Trustees delegates the determination of exceptions to this rule under Education Code, section 87405 to the Chancellor. The Chancellor shall develop Administrative Regulations regarding this issue;
      - 3.2.1.1. Exception: Applicants and employees that have applied for or obtained certificates of rehabilitation and pardon and, if the applicant's probation has been terminated and the information or accusation has been dismissed under Penal Code, section 1203.4 for sex offenses, controlled or illegal substances convictions may be retained or considered for employment. (Ed, §§ 87010, 87011, 87405)
      - 3.2.1.2. Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011,

87405, or 87406, shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

3.2.1.3. Exception: Applicants and employees that are disqualified for service under Education Code, section 87010, 87011, or 87405 may be retained or considered for employment if the Board of Trustees determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to section 1203.4 of the Penal Code. In order to determine whether an applicant has been rehabilitated for at least five years, the Board of Trustees shall evaluate the applicant to determine if the disqualification is job-related and consistent with business necessity.

3.2.2. Falsification or attempted deception in statement on the application;

3.2.3. Previous dismissal from District service by the Board of Trustees;

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	(Formerly P-5119)	LRCCD
Policy Adopted:	2/13/80	
Policy Revised:	9/3/80; 10/20/82; 2/21/90; 2/4/98; 12/6/00; 10/1/03; 3/21/07; 5/13/15; 6/8/16; 5/10/17	
Policy Reviewed:	5/10/17	
Adm. Regulation	R-5122	

## B. Recruitment, Selection and Appointment: Adjunct Faculty R-5122

### 1. Recruitment and Application Procedures for Adjunct Temporary Assignments

- 1.1. The Los Rios Community College District Human Resources Office will advertise as needed for part-time academic staff to provide an adequate pool of applicants.
  - 1.1.1. Only those persons having an application on file at the District will be considered as applicants.
  - 1.1.2. Applicants and employees with felony convictions and applicants and employees that are disqualified for service under Education Code, sections 87010, 87011, or 87405 shall be referred to Human Resources and individually evaluated based on the requirements of the position following factors:
    - 1.1.2.1. Nature and Gravity of the Offense(s). The Human Resources Office shall evaluate felony conviction(s) to determine the nature and severity of the offense(s) or conduct. This evaluation may take into account the harm caused by the crime, the elements of the crime, and the severity of the crime. A more severe crime would tend towards disqualifying the applicant.
    - 1.1.2.2. Time That Has Passed Since the Offense(s) or Conviction(s). The Human Resources Office shall evaluate the amount of time that has passed since the most recent offense or conviction and any prior offense(s). A single offense or a last offense committed more than ten (10) years prior to the application date suggests an applicant will not recidivate. Subsequent employment history and efforts at rehabilitation is relevant to this inquiry. Crimes committed more recently would tend towards disqualifying the applicant.
    - 1.1.2.3. Nature of the Job Held or Sought. In light of the first two factors, the Director of Human Resources shall examine the nature of the duties and essential functions of the job held or sought to determine if excluding the applicant is consistent with business necessity. Consideration may be given to the location of the job and the persons the applicant will come into contact with in the job. For example, convictions of property, theft, or larceny crimes tend toward disqualifying applicants for positions of trust or positions that control money or property. Convictions for violent felonies would tend towards disqualifying applicants from positions that require contact with students, staff, or the public.
    - 1.1.2.4. Applicants with disqualifying convictions shall be notified that they have been screened out due to a felony conviction and provided with an opportunity to demonstrate that they should not be screened out due to the applicant's particular circumstances. The Human Resources Office shall review this information prior to making a final decision.

### 2. Screening and Interview Procedures for Adjunct Temporary Assignments

(The equivalency processes as described in section IV.B of the District's Faculty Hiring Manual and Administrative Regulation R-5123 shall be used for all faculty hiring, including, but not limited to, adjunct faculty, long-term temporary, and emergency hires.)

- 2.1. The screening and interview committee shall consist of two (2) to three (3) discipline, related discipline, or outside discipline faculty members appointed by the College Academic Senate President after consultation with the department chairperson and appropriate administrator. Discipline faculty should represent the majority of members on the committee. The administrator of the department or area (usually the Division/Area Dean) appointed by the appropriate College Vice President. The equity representative shall be affirmed by the College Equal Employment Opportunity (EEO) Officer and appointed by the college Academic Senate President after consultation with the department chairperson and appropriate administrator from a list of faculty who have been trained within the last two years in equity and diversity matters.
  - 2.2. Screening and interview committees will determine objective criteria for selecting candidates and develop standard interview questions.
  - 2.3. The screening and interview committee will select and interview a sufficient number of applicants to allow for fulfillment of goals and to allow subsequent employment offers to be made to successful candidates.
  - 2.4. Following interviews, the Chair of the interview committee will forward the rating sheets and other related documents, including the name of the recommended candidate through appropriate administrative channels, to the District Human Resources Office. The committee will note those candidates approved for adjunct assignment as "commendable."
  - 2.5. If the department has a vacant position/assignment within twenty (20) working days of the beginning of such assignment, and is unable to conduct in a timely manner the adjunct hire process described above, the appropriate manager may fill that assignment without the benefit of screening and interview committee action utilizing applications currently on file in the District Human Resources Office. Adjuncts hired under this "emergency hire" process may not be rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process described above.
3. Criminal Background Check
    - 3.1. Applicants shall be fingerprinted at the State Department of Justice or another qualified law enforcement agency. Employment shall not commence until clearance has been approved by Human Resources. The Human Resources Office shall review any new felony convictions that are discovered during this process under the process set forth in 1.1.2, above, and shall also take into account whether the failure to disclose the conviction was dishonest.
    - 3.2. Applicants shall be required to pay the cost of the fingerprinting and processing.
    - 3.3. When warranted by exigent circumstances as determined by District Human Resources, a temporary employee may be permitted to begin work prior to clearance having been granted by Human Resources.
    - 3.4. Police records shall be shown only to those with the legal right to see them.
  4. Hiring Procedures for Returning Adjunct Temporary Employees
    - 4.1. Temporary employees hired prior to February 4, 1980, and temporary employees hired according to procedures 2.1 through 2.4, may be rehired for subsequent assignments without screening and interviewing.

4.2. Employees hired under 2.5 may be rehired for subsequent assignments only after screening and interviewing per sections 2.1 through 2.4.

5. Adjunct Faculty Assignments

- 5.1. Assignments of adjunct tenured (part-time) employees will be limited to their level of tenure, e.g., a person tenured at twenty percent (20%) will be scheduled for neither more nor less than the twenty percent (20%) to which the employee is entitled.
- 5.2. Tenured staff members without full loads will first be given available assignments in which they qualify, up to the percentage of their tenure.
- 5.3. The District recognizes only those employment rights to adjunct temporary and overload pay assignments specified in State law and in the current District/LRCFT agreement.
- 5.4. Assignments of adjunct temporary employees will not exceed sixty-seven percent (67%) of a full-time load.
- 5.5. Continuation of adjunct assignments by temporary employees and overload assignments by regular employees, among other factors, will be contingent upon performance evaluations that meet or exceed standards.

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	(Formerly R-5119)	LRCCD
Adm. Regulation Adopted:	2/13/80	
Adm. Regulation Revised:	9/3/80; 10/20/82; 10/13/97; 10/9/00; 8/25/03	
Adm. Regulation Reviewed:	9/26/16	
Board Policy:	P-5122	

## 3. Adjunct Faculty Hiring Checklist

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### A. Process Reminders

- Only those persons having an application on file at the District will be considered as applicants.<sup>29</sup>
- Planning for adjunct faculty needs and scheduling needs are to occur in a timely fashion. Area Deans and Department Chairs are encouraged to plan for adjunct hiring panels / interviews during the preceding semester.
- "Emergency Hire" adjunct faculty hire conditions: A vacant position that becomes known within twenty (20) working days of the beginning date of employment may be filled without benefit of a screening and interview committee by appropriate management utilizing applications currently on file in District Human Resources (HR). Adjuncts hired under this "emergency hire" process may not be rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process.
- Maintain compliance with all District policies and procedures governing the hiring processes.
- Maintain confidentiality of all application materials and the interview process. Confidentiality exists for adjunct faculty hiring processes just as it does for full-time hiring.
- Discuss the importance of professional ethics and confidentiality with the screening and interview committee prior to conducting interviews.
- Avoid conflict of interest situations (for example, personal/family relationships that exist between faculty committee members and the applicant being interviewed should be disclosed).
- Support for diversity and equity awareness for adjunct faculty hiring mirrors that for full-time faculty hiring. Please refer to Section A of the Faculty Hiring Manual (2019).
- Equity representative reports allegation(s) of noncompliance to the campus equity officer or HR.

### B. Interviewing Checklist

- Establish hiring committee to interview applicant(s), include one faculty committee member who is an equity representative.
- Develop screening criteria and interview questions. Request adjunct applicant pool from HR.
- Offer interview only to applicant(s) who have followed the process and have an applicant on file with HR. This includes current adjuncts with the District, former candidates from full-time faculty positions, and former full-time employees who retired or resigned.
- Review application(s) based on job related screening criteria to select applicant(s) for interview.
- Each applicant invited to interview should be advised on the name and telephone number of the area dean or committee chair to contact if they require a reasonable accommodation for the interview process.

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<sup>29</sup> Administrative Regulation 5122

- ❑ Upon hiring an adjunct faculty candidate, complete and return to HR the following:
  - 1) Part-Time Temporary, Faculty Employment Form (P-132) – completed by the dean
  - 2) Equal Opportunity Employment Checklist (P-130) – completed by the equity representative
  - 3) Equivalency Verification (P-38)
- ❑ Hiring committee forms: screening criteria, questions, interview rating sheets, writing sample, and other supportive documentation.
- ❑ Notification to candidates who are not recommended for an adjunct teaching assignment are to be made by the area dean and/or department chair via letter or phone call within three days of the interviews. Those recommended for an adjunct teaching assignment, after reference checks have been completed, should be provided information about the adjunct hiring process. Please refer to the New Hire Checklist for Adjunct/Substitute Faculty available on the LRCCD website.<sup>30</sup>
- ❑ Call Recruitment at (916) 568-3112, or send an email to [hr@losrios.edu](mailto:hr@losrios.edu) or contact the Confidential HR Officer.

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<sup>30</sup> [www.losrios.edu/hr/HumanResourcesForms.html](http://www.losrios.edu/hr/HumanResourcesForms.html)

# Signature of Acknowledgment

As indicated by the signatures below, this document represents the mutually agreed upon Los Rios Faculty Hiring Process as mandated by Education Code 87360.

## Los Rios Community College District

\_\_\_\_\_  
Jamey Nye, Vice Chancellor

\_\_\_\_\_  
Date

## Los Rios Community College District Academic Senate

\_\_\_\_\_  
Carlos Lopez, DAS President

\_\_\_\_\_  
Date



# Appendices

See appendices on following pages.

# Equivalency Verification (P-38)

<b>LOS RIOS COMMUNITY COLLEGE DISTRICT</b> <b>Equivalency Verification</b> (Policy/Regulation P/R 5121)		
This application requires evaluation for equivalency before screening and interviewing. Please use this form (P-38) for the equivalency process.		
This form will indicate that the candidate for a faculty position in the Los Rios Community College District does or does not meet the equivalency for minimum qualifications using the district framework on the reverse of this form.		
Applicant: _____	Date: _____	
Employee ID (if known): _____		
ARC <input type="checkbox"/>	CRC <input type="checkbox"/>	FLC <input type="checkbox"/>
SCC <input type="checkbox"/>	Other <input type="checkbox"/>	Division: _____
Department/Discipline: _____		
<b>A. For disciplines requiring the Master's Degree (indicate 1 to 5 as stated on the reverse):</b>		
1) <input type="checkbox"/>	2) <input type="checkbox"/>	3) <input type="checkbox"/>
4) <input type="checkbox"/>	5) <input type="checkbox"/>	6) Equivalency not granted <input type="checkbox"/>
Please summarize reasons for the decision indicated above: _____		
_____		
_____		
_____		
<b>B. For disciplines not requiring the Master's Degree (indicate 1 to 5 as stated on the reverse):</b>		
1) <input type="checkbox"/>	2) <input type="checkbox"/>	3) <input type="checkbox"/>
4) <input type="checkbox"/>	5) <input type="checkbox"/>	6) Equivalency not granted <input type="checkbox"/>
Please summarize reasons for the decision indicated above: _____		
_____		
_____		
_____		
<b>Verification by Equivalency Committee*:</b> For any equivalency, the candidate's own application and transcripts must accompany this form. When other than formal education equivalencies are claimed, more extensive supporting documentation (i.e., work products, transcripts, statements, or other forms of support) must accompany this form. <i>Reminder: Please include documentation.</i>		
_____ Faculty Name (typed or printed)	_____ Signature	_____ Date
_____ Faculty Name (typed or printed)	_____ Signature	_____ Date
_____ Faculty Name (typed or printed)	_____ Signature	_____ Date
_____ Area Dean Name (typed or printed)	_____ Signature	_____ Date
<small>* For the composition and the procedure for the formation of the Equivalency Committee, refer to Los Rios Administrative Regulation R-5121, Sections 8.0 and 9.0.</small>		
Form P-38	Rev. 6/95; 12/00; 3/17; 10/18	

STATEWIDE MINIMUM QUALIFICATIONS

AB 1725 and the Board of Governors have established the following statewide minimum qualifications:

For subject areas where master's degrees are available, minimum qualifications required a completed master's in the subject area; OR, a bachelor's in the subject area PLUS a master's in a related discipline; OR, equivalent.

For subject areas where a master's is not expected or available, the minimum requirements are a bachelor's degree in a reasonably related discipline PLUS two years of professional experience PLUS licensure (if available); OR, an associate degree in a reasonably related discipline PLUS six years of professional experience PLUS licensure (if available); OR, equivalent.

LOS RIOS EQUIVALENCIES TO MINIMUM QUALIFICATIONS

3.0 Framework for Minimum Qualifications Equivalency Criteria

3.1 Because the State has established two sets of disciplines, one using the master's degree for subject areas where a master's degree is generally available, and one not using the master's degree for disciplines where proficiency is frequently gained outside a degree track, the Los Rios framework for minimum qualifications' equivalency contains two sets of criteria. All degrees and course work must be from colleges/universities accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation.

A. For Disciplines Requiring the Master's Degree

1. Master's degree in any discipline, plus course work equivalent to a graduate major in the discipline of the assignment. (30 semester units of graduate and upper division units, of which 15 units must be graduate.)
2. Bachelor's degree in the discipline of the assignment, plus additional post baccalaureate course work equivalent to a graduate major in the discipline of the assignment. (30 units of upper division and graduate units, of which at least 15 units must be graduate.)
3. For the Performing Arts: A bachelor's degree in the discipline plus advanced degree from an institution specific to that art, or four years of professional experience in the discipline.
4. A bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience unless specifically precluded by the adopted list of disciplines.
5. Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential.)

B. For Disciplines Not Requiring the Master's Degree

1. Bachelor's degree in a discipline reasonably related to the discipline of the assignment, plus two years of full-time teaching experience in the discipline of the assignment at an accredited institution, plus appropriate certification to practice or licensure, if available.
2. Bachelor's degree in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus two years of occupational experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure, if available<sup>1</sup>.
3. Associate degree containing at least 60 units in any discipline, plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, plus appropriate certification to practice or licensure, if available<sup>1</sup>.
4. A completed Associate degree containing at least 60 units in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus six years of occupational experience related to the discipline of the assignment or six years of full-time teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure or its equivalent, if available<sup>1</sup>.
5. Recognized accomplishments which demonstrate experience and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

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<sup>1</sup>Teaching and occupational experience may be combined to total the required number of years; all experience must have taken place within ten years preceding the date of application with at least one year of qualified experience occurring within the three years immediately preceding the date of application.

# Equal Opportunity Employment Checklist (P-130)

**Los Rios Community College District  
Equal Opportunity Employment Checklist**

**A. Position Information**

ARC    CRC    DO/FM/Ethan Wy    FLC/EDC    SCC    Other \_\_\_\_\_

Certificated    Classified    Management

Operating Unit: \_\_\_\_\_ Posting Title: \_\_\_\_\_ Posting No.: \_\_\_\_\_

**B. Screening Committee**

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Did the committee members review the job specifications for the position?
<input type="checkbox"/>	<input type="checkbox"/>	2. Were job-related objective criteria established for selecting candidates to be interviewed?
<input type="checkbox"/>	<input type="checkbox"/>	3. Were the criteria broad enough to ensure a diverse applicant pool?
<input type="checkbox"/>	<input type="checkbox"/>	4. Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?
<input type="checkbox"/>	<input type="checkbox"/>	5. Was a standard rating system established for screening the applicants?

**C. Interview Committee**

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?
<input type="checkbox"/>	<input type="checkbox"/>	2. Was the committee advised of standard interview procedures?
<input type="checkbox"/>	<input type="checkbox"/>	3. Did the committee review the job specifications for the position?
<input type="checkbox"/>	<input type="checkbox"/>	4. Did the committee develop standard questions to be asked of each candidate?
<input type="checkbox"/>	<input type="checkbox"/>	5. Were the same questions asked of each candidate?
<input type="checkbox"/>	<input type="checkbox"/>	6. Were the same committee members present for all interviews?
<input type="checkbox"/>	<input type="checkbox"/>	7. Was a standard rating system established for interviews?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Equity Representative

*Please forward completed form to the appropriate Dean/Director or President/Vice Chancellor  
for forwarding to District Human Resources.*

Form P-130 Rev. 8/10

## Shared Principles – Screening, Interviewing and Confidentiality

Los Rios Community College District

### Shared Principles Screening, Interviewing & Confidentiality

Los Rios employees are key contributors in the selection process of new employees who will serve our students and colleges. As such, shared principles and values which are part of our culture are evidenced in our practices.

Employees involved in the screening/hiring process support the following principles:

#### Non-Discrimination

- LRCCD is committed to being an Equal Opportunity Employer. LRCCD rejects discriminatory hiring practices, especially those based upon ethnic group identification, race, color, creed, national origin, religion, gender, age (over forty), sex, sexual identity, sexual orientation, political beliefs, political activities, political affiliation, military and veteran status, marital status, or disability.

#### Confidentiality

- The hiring process includes the recruitment process; development of interests, screening criteria and interview questions; the paper screening of the applicants materials; interviewing and subsequent discussion of the candidates. Confidentiality should be maintained prior to, during, and following the recruitment process, including reference checks.
- All written, verbal and electronic records and information regarding this hiring process are confidential prior to, during, and following the interview process, including reference checks.
- For committee members, confidentiality throughout the process, from the development of an announcement to the final hiring action by the Board of Trustees and beyond, is essential to maintain the integrity of the hiring process.

#### Keeping It Legal

- A mandatory requirement of non-discrimination ensures candidates are treated equitably throughout the process. Independent fact-finding activities by committee members, including electronic searches on social media and/or other venues, are outside the process and not appropriate.
- Questions regarding the interview process should be referred to the Hiring Committee Chair, Equity Representative, College Equity Officer, or District Human Resources.
- Hiring Committee Members having a close personal or familial relationship (i.e., living with and/or having a legal connection to) or business connection with any applicant shall notify the Hiring Committee Chair or Equity Representative, or the College Equity Officer.
- Failure to maintain confidentiality and equitable treatment throughout the process may result in a violation of Federal or State regulations and/or incur liability upon the District.

#### Helpful Hints

- Keep all written notes in the interview folder and submit to the Committee Chair / Equity Representative after each meeting.
- If a candidate contacts you regarding the process, please refer the candidate to the Committee Chair or to Human Resources.

Thank you for agreeing to share your time and expertise as a key member of this committee. The selection of Los Rios employees is one of the most important responsibilities within the District. Members of a screening/interview committee are acting as agents of the District and are participating in a confidential process [Title 5, California Code of Regulations, section 53023 (a)]. Any disclosure of records or information of the evaluation process for any individual would amount to an unwarranted invasion of privacy as set forth in Section 6254 of the California Government Code.

These shared principles were jointly prepared with the District Academic Senate and supported by other unions/associations involved in the interview process.

*Again, thank you for helping Los Rios hire quality staff members who will serve our students and colleges.*

# Evaluation of Oral Interview Rating Sheet (P-106)

Los Rios Community College District  
**Evaluation of Oral Interview**  
**Confidential**

## Sample Document

Position: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

		Marginal (1)	Adequate (2)	Commendable (3)	Outstanding (4)	
Criteria						Comments
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
Writing Sample						
Overall Rating						

I would rank this candidate number \_\_\_\_\_ of the \_\_\_\_\_ candidates.

Signed: \_\_\_\_\_  
 Member, Interview Committee

# Summary of Interview Rankings

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**Los Rios Community College District**  
**Confidential Administrative Assistant II**  
**Job Posting # \*\***  
**Cumulative Screening Ranking**  
**CONFIDENTIAL**

Yes = 2  
 Maybe = 1  
 No = 0

Date: \_\_\_\_\_ (Meeting Date)

Instructions: Please enter a 2, 1, or 0 for each candidate in the column below your name

	Committee Member								TOTAL	Applicant Name
	Doe1	Doe2	Doe3	Doe4	Doe5	Doe6	Doe7	Doe8		
Applicant Name										
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0
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									0	0
									0	0
									0	0
									0	0

# Tenure-Track, or Full-Time Temporary, Faculty Employment (Committee Chair Report) (P-131)

Los Rios Community College District

**Tenure-Track, or Full-Time Temporary, Faculty Employment**

To be Completed by Committee Chairperson (President's Designee) Date: \_\_\_\_\_

Position Name: \_\_\_\_\_ Position No.: \_\_\_\_\_ FTE: \_\_\_\_\_

ARC  CRC  FLC  SCC  Outreach \_\_\_\_\_  Other \_\_\_\_\_

**1. Screening Committee\***  
 (Members to be appointed from the Interview Committee.) Must include at least one member each from Management, Faculty and the Equity Officer/Representative.  
*\* Indicate below with an asterisk the members of the Interview Committee who also served on the Screening Committee.*

**2. Interview Committee Members**  
 As the committee chairperson, I understand one of my roles is to ensure that the screening and interview committee represent the diversity of the college. Diversity not only includes ethnicity, but also age, disability, gender, and educational philosophy.

Name	Representing Diversity (Ethnicity, if known)	Representative
_____	_____	President's Designee (Management)
_____	_____	Supervisor (Dean)
_____	_____	Equity Officer/Representative (Faculty)
_____	_____	Classified Representative
_____	_____	Student Representative
_____	_____	1. Faculty Member
_____	_____	2. Faculty Member
_____	_____	3. Faculty Member
_____	_____	(Faculty, if appointed)
_____	_____	(Faculty, if appointed)
_____	_____	(Student, if appointed)

Names of Recommended Candidates:


\_\_\_\_\_

Committee Chairperson Signature

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Please forward to District Human Resources

1. Recommendation for Faculty Employment (Form P-673)
2. Tenure-Track or Full-Time Temporary Faculty Employment (Form P-131)
3. Equal Opportunity Employment Checklist (Form P-130)
4. Reference check forms
5. Objective screening criteria and screening rating sheets
6. Interview questions and individual rating sheets

:forms\tenure-track full-time temporary employment (P131) Rev. 1/08



## Recommendation for Faculty Employment (P-673)

<p>LOS RIOS COMMUNITY COLLEGE DISTRICT</p> <p><b><u>RECOMMENDATION FOR FACULTY EMPLOYMENT</u></b></p> <p>(REGULAR TENURE-TRACK, LONG-TERM TEMPORARY, CATEGORICALLY-FUNDED TEMPORARY)</p> <p>PeopleAdmin Job Posting Number _____ Peoplesoft Position Number _____</p> <p><input type="checkbox"/> ARC    <input type="checkbox"/> CRC    <input type="checkbox"/> FLC    <input type="checkbox"/> SCC    <input type="checkbox"/> Other _____</p> <p>Name of Candidate: _____</p> <p>Highest Degree: _____ Granting Institution: _____</p> <p><b><u>ASSIGNMENT (including subject areas):</u></b></p> <p>_____ % of time</p> <p>_____ % of time</p> <p>_____ % of time</p> <p><b><u>TYPE OF APPOINTMENT:</u></b></p> <p><i>(For explanation of Appointment Types see reverse side of this form)</i></p> <p><input type="checkbox"/> Regular Tenure-Track    <input type="checkbox"/> Long-Term Temporary    <input type="checkbox"/> Categorically-Funded Temporary</p> <p>Beginning Date: _____ Ending Date: _____</p> <p><input type="checkbox"/> Previous Incumbent: _____ OR <input type="checkbox"/> New Position</p> <p>_____ Signature of Dean / Director      Date</p> <p>_____ Signature of President / Chancellor      Date</p> <hr/> <p>Approved for Board Agenda on: _____</p> <p style="text-align: right;">Associate Vice Chancellor, Human Resources</p> <p>P-673 <span style="float: right;">Rev. 2/17</span></p>	
---	--

# Reference Check

Los Rios Community College District

## REFERENCE CHECK

Name of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_  
Position Applied For: \_\_\_\_\_ Job Number: \_\_\_\_\_  
Person Contacted: \_\_\_\_\_ Title: \_\_\_\_\_  
Employer: \_\_\_\_\_ Telephone No.: (\_\_\_\_) \_\_\_\_\_

1. What were his/her dates of employment with your firm? From: \_\_\_\_\_ To: \_\_\_\_\_
2. What position did he/she hold when starting? \_\_\_\_\_ When leaving? \_\_\_\_\_
3. What were some of his/her duties? \_\_\_\_\_  
\_\_\_\_\_
4. How would you rate him/her compared to others in the same job?  Poor  Adequate  
 Good  Outstanding
5. What are his/her strong points? \_\_\_\_\_  
\_\_\_\_\_
- Technical Skills: \_\_\_\_\_
- Quality of Work: \_\_\_\_\_
- Quantity of Work: \_\_\_\_\_
- Attendance: \_\_\_\_\_ Punctuality: \_\_\_\_\_
6. Attitude towards job and/or co-workers: \_\_\_\_\_
7. Any weaknesses that you would care to point out? \_\_\_\_\_  
\_\_\_\_\_
8. Was he/she cooperative with other employees? \_\_\_\_\_
9. Would you rehire him/her?  YES  NO If no, why not? \_\_\_\_\_  
\_\_\_\_\_
10. Are there any other comments you wish to make which would help us in evaluating this applicant?  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Checked by Signature

\_\_\_\_\_  
Date

# Request for Faculty Transfer (P-671)

<p>Los Rios Community College District</p> <p><b>Request for Faculty Transfer</b></p> <p>(See reverse side for contract language regarding voluntary transfers)</p>
<p><b>Step 1</b> Submit to Human Resources by the final filing date for in-district transfer request. Application and requested information must be attached.</p> <p>Applicant Name: _____ Employee ID #: _____</p> <p>Department: _____ <input type="checkbox"/> 3<sup>rd</sup> / 4<sup>th</sup> year tenure-track <input type="checkbox"/> tenured</p> <p>Current Assignment Location: <input type="checkbox"/> ARC <input type="checkbox"/> CRC <input type="checkbox"/> FLC <input type="checkbox"/> SCC <input type="checkbox"/> Other _____</p> <p>Faculty Service Area(s): _____</p> <p>My current teaching assignment includes (be specific): _____</p> <p>I hereby request a transfer to: <input type="checkbox"/> ARC <input type="checkbox"/> CRC <input type="checkbox"/> FLC <input type="checkbox"/> SCC <input type="checkbox"/> Other _____</p> <p>Vacant Position Number: _____ (must be full-time position) Closing Date: _____</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No If the transfer is denied, I wish to be considered in the advertised posting pool. <i>(If 'No', you will need to withdraw your application from the advertised posting using the online application system.)</i></p> <p>Applicant Signature: _____ Date: _____</p>
<p><b>Step 2</b> Human Resources forwards to the appropriate hiring committee chair and/or area dean.</p> <p>Date Forwarded: _____</p>
<p><b>Step 3</b> College notifies Human Resources of decision.</p> <p>TO: Director, Human Resources</p> <p>At this time, the transfer requested by _____ from _____ is being: <span style="margin-left: 150px;">(college)</span></p> <p><input type="checkbox"/> Recommended pending Board approval with a start date of _____</p> <p><input type="checkbox"/> Referred to the general hiring process with all other applicants</p> <p>Hiring Committee Chair and/or Area Dean Signature: _____</p> <p>Date: _____</p>
<p><b>Step 4</b> Human Resources notifies the requesting party of the outcome of the transfer request.</p>
<p>(P-671) <span style="float: right;">Rev. 5/09</span></p>

Article 5.3 - Transfer

5.3.1 Voluntary Transfer

Voluntary transfer is a process by which an eligible faculty member of a district college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

Eligibility Criteria

Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no "needs improvement" or "unsatisfactory" marks on their first and second year peer reviews.

Process Stages

The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first-level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

5.3.1.1 Preliminary Stage

There shall be three (3) preliminary steps in the voluntary transfer process.

Step One: As part of the college process for filling new full-time faculty positions, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The Department Chair and Area Dean shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the Area Dean, in consultation with the Academic Senate President (or designee), will determine whether to review voluntary transfers. If there is no consensus, then Involuntary Transfer may occur.

Step Two: If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

Step Three: Voluntary transfer applicants must submit to the District Human Resources Office a Voluntary Transfer Request Form, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. The District Human Resources Office shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

5.3.1.2 Screening Stage

There shall be two (2) screening steps in the voluntary transfer process.

Step One: A transfer screening committee shall screen the voluntary transfer application(s) according to screening criteria established by the committee prior to reviewing the voluntary transfer applications.

Step Two: The transfer screening committee may recommend by consensus moving forward with one (1) or more voluntary transfer interview(s) or recommend opening the process to all general applicants as described in the hiring manual. If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.3 First Level Interview Stage

There shall be three (3) first-level interview steps in the voluntary transfer process.

Step One: The transfer interview committee develops interview questions that must be used for all voluntary transfer applicants being interviewed.

Step Two: The transfer interview committee conducts [an] interview(s) of the voluntary transfer applicant(s).

Step Three: The transfer interview committee may recommend by consensus [a] voluntary transfer applicant(s) for selection to the College President or choose not to recommend by consensus any voluntary transfer applicant(s). If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.4 Second Level Interview Stage

There shall be two (2) second-level interview steps in the voluntary transfer process.

Step One: After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

Step Two: The College President determines to either accept or deny the transfer of the voluntary transfer applicant(s) and then notifies the applicant(s). If the College President denies the voluntary transfer applicant(s), then Involuntary Transfer may occur.

5.3.2 Committee Appointments

Members of the transfer screening committee and transfer interview committee shall be taken from the general hiring committee.

The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections 5.3.2.1 and 5.3.2.2.

5.3.2.1 Transfer Screening Committee Membership

The transfer screening committee shall consist of one (1) administrative member, an affirmative action representative who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

5.3.2.2 Transfer Interview Committee Membership

The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

5.3.2.3 The Rights of Unsuccessful Voluntary Transfer Applicants

If at the screening stage, the first-level interview stage, or the second-level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

## Article 5, LRCFT Collective Bargaining Agreement

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### Article 5 Assignment of Personnel

#### 5.1 Definitions

##### 5.1.1 Work Location

Work location is defined as the designated college of a unit member.

##### 5.1.2 Assignment

The place and hours per day and/or per week during which a faculty member is required to be at a specific work location.

##### 5.1.3 Reassignment

A change at the same college in the placement of a unit member within the minimum qualifications, which they hold, into different departments and/or divisions.

##### 5.1.4 Transfer

The change of a unit member from one college to another into a position for which he/she meets the minimum qualifications.

##### 5.1.5 Reduction in Force

The laying-off of employees with employment rights in the District is to be as defined in law.

##### 5.1.6 Seniority

The employment rights of a faculty member based on the initial date of employment in the District.

##### 5.1.7 Partial Assignments

Less than a full faculty load assignment held by a faculty member with full-time employment rights in the District.

#### 5.2 Reassignment

##### 5.2.1 Voluntary Reassignment

If a vacancy occurs in the same or other department or division outside the unit member's normal assignment, the unit member may submit a written request to the College President to be reassigned. Such requests, if received at least one (1) week prior to the closing date for application for an advertised position, shall be considered before those of other applicants.

##### 5.2.2 Involuntary Reassignment

In the absence of volunteers to fill a vacancy internally, the college may administratively reassign from any overstaffed area that

qualified faculty member with the lowest seniority.

### 5.3 Transfer

#### 5.3.1 Voluntary Transfer

Voluntary transfer is a process by which an eligible faculty member of a district college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

#### Eligibility Criteria

Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no “needs improvement” or “unsatisfactory” marks on their first and second year peer reviews.

#### Process Stages

The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first-level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

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*Step Two:* If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via email regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

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5.3.1.4 Second Level Interview Stage

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*Step One:* After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

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The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections 5.3.2.1 and 5.3.2.2.

5.3.2.1 Transfer Screening Committee Membership

The transfer screening committee shall consist of one (1) administrative member, an equity representative who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

5.3.2.2 Transfer Interview Committee Membership

The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

5.3.2.3 The Rights of Unsuccessful Voluntary Transfer Applicants

If at the screening stage, the first-level interview stage, or the second-level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

5.3.3 Involuntary Transfer

If a vacancy in the District is to be filled internally and there are no qualified volunteer faculty members, the District may administratively transfer that qualified faculty member with the



lowest seniority in that discipline area from a college which has staff overage. General counseling, DSP&S, EOPS, and CalWORKS are considered as separate discipline areas.

#### 5.4 **Rights of Return**

When there is a vacancy in the subject area at the work location from where the employee was originally transferred or reassigned, the employee who has been involuntarily transferred or involuntarily reassigned has the right to such an opening provided:

- 5.4.1 The employee accepts such first available assignment which is at least equal to the percent of assignment (tenure) as previously held in the original unit; otherwise the employee forfeits all rights to return automatically.
- 5.4.2 In the event there is an opening which is not at least equal to the percent of assignment (tenure) as previously held, the employee has the option to accept the lesser percent of assignment which has become available at the original unit. However, should subsequent opening combinations develop at the original unit which would provide opportunity for the employee to have a reassignment which is at least equal to the percent of assignment originally held by the employee, then the employee must do one (1) of two (2) things, either:
  - 5.4.2.1 Accept the developed opening combination which would at least equal the original percent of assignment held, or
  - 5.4.2.2 Forfeit all rights to automatic reassignment and also forfeit all rights to the partial reassignment at the original unit. Further, in such case the employee may be reassigned to the initial voluntary position as per the terms of the initial volunteering at the discretion of the District. This subsection applies to unit members who apply for an opening and are voluntarily transferred from one college to another college or are voluntarily reassigned from one division to another division within the same college in accordance with the provisions of this subsection.

#### 5.5 **Seniority, Reduction in Force, and Recall Rights**

- 5.5.1 All faculty members with re-employment rights shall hold a seniority number corresponding to their relative date of employment in the District.
- 5.5.2 The District shall provide LRCFT with current seniority lists for all bargaining unit employees with re-employment rights no later than thirty (30) days after receipt of a written request. The District shall also notify LRCFT of proposed and determined reductions in force,

which employees are affected, and the length of the lay-off, if determinable.

5.5.3 In the case of a reduction in force, those faculty members with the lowest seniority shall be laid off first in accordance with provisions of the Education Code. In the event that future legislation addresses reduction of force, this contract language will prevail if the legislative language is permissive.

5.5.4 Return to duty shall be accomplished in the order of the higher seniority first according to the following terms and conditions:

5.5.4.1 If a vacancy occurs, each employee who has been laid-off shall be notified by mail of any full- or part-time vacancies in the District. Such notification shall be circulated twenty (20) days before the vacancy shall be advertised for general applicants. The District shall notify LRCFT of the existence of such vacancies. No person without re-employment rights shall be hired as long as there are any qualified faculty members with re-employment rights available for any open position.

5.5.4.2 If a faculty member on lay-off exercises seniority rights for a position which is less of a load than his/her re-employment right, that employee shall retain his/her seniority position in regard to other employment in the District.

5.5.4.3 An employee on lay-off with re-employment rights shall have fifteen (15) days after the mailing of vacancy notices to apply to exercise his/her preferential recall rights.

## 5.6 Partial Assignments, Academic Year

5.6.1 For regular full-time faculty members, less than full-time assignments may be granted for the following reasons:

5.6.1.1 A reduction from full-time to partial retirement made voluntarily by the faculty member.

5.6.1.2 A reduction from full-time to partial assignment made at the request of a regular faculty member for reasons of health, personal problems, or professional development. Such partial assignments normally shall not exceed one (1) academic year but may be extended for good cause.

5.6.1.3 No partial assignments shall be given in a department discipline as long as a regular faculty member with full or part-time employment rights is kept involuntarily on a

partial contract that is less than the employee's tenured employment rights.

## **5.7 Assignment Schedule**

5.7.1 The development of a specific work location, assignment(s), and hours shall take into consideration the requests of the faculty member in coordination with the Department Chair and Area Dean. The employee's preferences (rooms, time-of-day, courses, etc.) in scheduling shall be given every consideration when consistent with sound educational practices. This article applies to all faculty members, including classroom teachers, counselors, librarians, coordinators, and college nurses. (See Article 20, Management Rights.)

## **5.8 Resignations**

5.8.1 A unit member who submits a written resignation may, within ten (10) days following the date said resignation was submitted and prior to Board approval, withdraw the resignation without prejudice, except when the resignation is part of a negotiated resignation or given for participation in a special District program in which cases the resignation is effective immediately upon acceptance by the Chancellor.

## **Aguilar, Gary**

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**From:** Matista, Theresa  
**Sent:** Friday, January 11, 2019 10:03 AM  
**To:** Aguilar, Gary  
**Cc:** Savidge, Lawrence; Greene, Thomas; King, Brian  
**Subject:** RE: Response to AS Request for More Los Rios Police Officers

Dear Gary,

Thank you for your patience in waiting for a response to the Senate resolution on Police staffing. There are multiple initiatives in place to improve the safety and security of all our campuses listed below. The initiatives mostly focus on recruitment and retention of officers, a vital first step to trying to fill our current positions.

First, we appreciate how important an issue this is to faculty not just in terms of their own safety, but also concern for the safety of students, staff and other members of our community. We share that concern and I believe that is reflected in the list. Most of the items are global with some ARC specific information at the end.

- Lump sum payment; All sworn personnel on staff on 10/11/2018 received a \$5,000 salary payment. The funding for this was from the savings due to vacant positions. Not all of the savings was consumed by this payment and some is being used to support equipment needs/enhancements.
- Salary improvement; At the January board meeting, we will recommend an increase in the salaries for our police officers, detective, sergeant and captain classifications. The starting salaries will now be comparable with local agencies. I am attaching a document prepared to provide the rationale for these improvements. Please note, that the starting salary does not include retroactive improvements that are typically paid each August.
- Improved life insurance for our officers if killed or injured in the line of duty; The District now provides \$500,000 in accidental death or disability for our sworn personnel. In addition, working with Steve Segura we identified other State programs that provide benefits. This enhancement was well received by our officers.
- Cadet Program; We reinstated our cadet program. We have two cadets who will start the academy at the SRPSTC this month. They are paid while in the program at the College Safety Officer range with a commitment to work for the District upon graduation.
- Additional College Safety Officers (CSOs); we have/will add four regular CSO positions. We have been more successful in recruiting and retaining CSOs than officers. We have deployed them at our centers as well as on our main campuses. It is a means to increase presence especially given the challenges in recruiting and retaining officers. We are also increasing the number of temporary patrol officers as an interim measure while we fill open positions.

The resolution asks that when the number of authorized police officer positions is increased, that more officers be assigned to ARC. In fact, we will be decreasing the number of authorized police officers by four. The four new CSO's are from the conversion of officer positions. There are a number of reasons why we converted. One of the primary was that officer positions remain vacant year after year and so it seems a better use for the funds. If we ever are fully staffed, we could consider adding more officers and we would use appropriate factors to determine where those positions should be placed. One note in terms of population, ARC has a fairly large number of students in the apprenticeship and SRPSTC

programs. When those are excluded, the number of students on our campuses during peak times are not as disparate as it could appear.

We are also considering an option to house our LRPD headquarters on the ARC main campus. If that were to happen, then the number of sworn officers would increase with the presence of both the Chief and the Detective although the nature of their positions means they are away from their offices much of the time.

Going back to the salary schedule improvement, we will resource that primarily through the allocation of ongoing general purpose funds and parking revenues. As you are aware, we now require permits 24/7. We have also increased the semester permit to \$40. While not pleasant in terms of the perception of our entire community, increasing the resources that support safety and security is necessary.

In addition, we are in the process of upgrading our surveillance systems. That project will be completed in March. We are installing interior locks on classroom doors. Chief Savidge is working on ways to improve/enhance awareness for all members of our community some of which we shared with AS leadership last fall.

Again, we appreciate your patience. We are moving as rapidly as we can although it may seem slow. Even with the changes to the salary schedules, it will take likely two to three years for us to have staff at a level that will allow us to increase the visibility of officers on campus, to conduct training, and to provide other support to our campuses. We are also focused on quality in our hires and that may also add to the time necessary to staff up. We do not think that we are done or that the steps we have taken will resolve all concerns. We will continue to identify ways to further improve the delivery of our services to our community.

If you are interested, Chief Savidge would be glad to meet with you to discuss the factors considered in assigning officers as well as any other matters that are of interest to the ARC Academic Senate.

Theresa

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**From:** Aguilar, Gary  
**Sent:** Monday, September 10, 2018 1:44 PM  
**To:** Matista, Theresa <[MATISTT@losrios.edu](mailto:MATISTT@losrios.edu)>; King, Brian <[KingB@losrios.edu](mailto:KingB@losrios.edu)>  
**Cc:** Greene, Thomas <[GreeneT@arc.losrios.edu](mailto:GreeneT@arc.losrios.edu)>  
**Subject:** ARC Faculty Request for More Los Rios Police Officers

Hi Theresa and Brian,  
Last year the ARC Academic Senate supported a resolution requesting more Los Rios Police Officers. It is rare that the ARC Academic Senate create Resolutions, but faculty felt very strong about this issue in particular.

I believe that when the resolution was read as part of the ARC Academic Senate Board of Trustees Report, Board member Pamela Haynes asked that the Board be updated on efforts to recruit and retain Los Rios Police Officers. I would like to report to the ARC Academic Senate any updates that you can share. Maybe this could also be suitable topic for a future Chancellor's Cabinet meeting?

I have attached the Resolution to this email.

Thank you,

Gary

Gary Aguilar  
American River College  
Design & Engineering Technology

Academic Senate President

Academic Senate Webpage: [http://www.arc.losrios.edu/Academic\\_Senate.htm](http://www.arc.losrios.edu/Academic_Senate.htm)

Los Rios Community College District  
**Proposal to Address Recruitment and Retention of Police Officers**

**Proposal**

As an effort to improve retention and recruitment, the District is proposing a salary schedule improvement of 20% to bring the starting salary for a police officer to \$69,700 and the Detective to \$71,094. In addition, the sergeant and captain classifications will be improved by 17% and 16%, respectively.

**Background**

The Los Rios Police Department (LRPD) encompasses eight different classifications. This proposal addresses only those classifications that are sworn officers, with the exception of the Police Chief. Those are Police Captain, Police Sergeant, Police Detective and Police Officer. The other classifications in the unit are College Safety Officer (CSOs), Dispatchers, and Administrative.

LRPD regular positions encompass 34 full-time equivalent (FTE) of sworn officers, six FTE of College Safety Officers, nine dispatch, and five staff support positions (3.4 FTE). In addition, the department regularly utilizes 20-24 FTE of temporary CSOs and student help for campus patrol work to both ensure 24/7 coverage as well as for traffic and parking enforcement. Combined FTE of close to 80 FTE results in LRPD being one of the district's largest single administrative areas. While the structure may appear top heavy with administrative and supervisory staff, the large geographical area covered by LRPD and the significant amount of administrative responsibilities, warranted the current structure to ensure that the District had management and supervisory level positions at each of its colleges.

In negotiations with SEIU for the 2014-17 contract, the District agreed to an increase for police officers. Police Officers were compensated at range 30 of the SEIU salary schedule. In comparison, trades positions such as locksmiths and carpenters were at range 39, a starting salary more than \$10,000 higher than police officers. The District agreed to increase the placement from range 30 to range 34, an 8.8% increase or \$4,000 more annually.

For 2017-20 contract negotiations, SEIU and the District agreed to another increase for the officer and detective classifications. The agreement placed officers at the same range as the trades, range 39, an 11.5% increase. The total increase from 2013-14 to 2017-18 was over 21%. The placement, when including retroactive improvements typically paid each year, brought the starting salary for LRPD officers close to the starting salary for the City of Sacramento. However shortly thereafter, the City increased starting pay for officers. The interest for Los Rios was to improve both recruitment and retention of officers. At the time, the officers felt that the increase was still not sufficient. The District agreed to evaluate the effectiveness of the salary increase relative to recruitment and retention of officers. One year following the increase, we have not seen an improvement in either area. The table below reflects 2018-19 salaries for the various placements for officer positions since 2013-14.

<b>Range 30</b>	<b>Range 34</b>	<b>Range 39</b>	<b>Proposed</b>
\$47,727	\$51,952	\$57,918	\$69,700

Returning to retention and recruitment, the District currently has only fourteen of the twenty-four authorized positions filled. This has made scheduling adequate coverage very difficult. Overtime is being mandated to provide basic coverage during the week and on weekends. Chief Savidge has expressed the same concern as his two predecessors about maintaining adequate coverage while also addressing training requirements and planned or unplanned leaves.

In discussion with Chief Savidge about our staffing, no single item is expected to result in an immediate change in our staffing level. However, over time if we can retain officers, we can build our force. In addition, we are re-instituting the Police Cadet program. With a higher salary, we should be able to attract retired law enforcement, specifically Sacramento Sheriff Officers, to work for the District either as full-time, part-time or on-call.

Over the past two years, officers have accepted employment with the City of Citrus Heights, the City of Elk Grove, and UCD. Two officers were hired by Bay Area agencies. The following schedule reflects a sampling of local municipal and educational agencies salary ranges. Los Rios' schedule does not include any one-time salary schedule improvements typically paid each year.

<b>Agency</b>	<b>Steps</b>	<b>Low</b>	<b>High</b>
Sacramento PD	7	\$ 69,647	\$ 93,334
Citrus Heights PD	?	\$ 67,292	\$ 86,403
Elk Grove PD	7	\$ 69,738	\$ 93,456
Folsom PD	7	\$ 66,348	\$ 86,785
West Sacramento PD	5	\$ 69,984	\$ 85,068
Davis PD	6	\$ 70,749	\$ 92,102
UC Davis	10	\$ 67,870	\$ 85,280
CSUS	20	\$ 56,184	\$ 86,820
Delta College	5	\$ 76,932	\$ 93,504
<i>Los Rios (Current) (R39)</i>	7	\$ 57,918	\$ 75,629
<i>Los Rios (Proposed)</i>	7	\$ 69,700	\$ 90,768

Sierra College contracts for services through the City of Rocklin.

### Funding

This proposal will result in a gross increase to the current positions of \$528,000. LRPD positions are funded from both general purpose and parking resources. The District is proposing to implement at a net cost of \$378,000 by eliminating four of the vacant officer positions. The District had previously authorized four additional College Safety Officer positions against anticipated salary savings and will budget those positions. Typically, vacant positions are backfilled with overtime or temporary staff. Given the differential between the regular officer cost and the cost to backfill with temporary college safety officers, the District can reliably count on additional salary savings until we begin to see an increase in our filled positions. The SEIU unit currently has a small amount of on-going resources and so the District will not ask the unit to fund the general purpose portion of this increase from their bucket. The LRSA unit is similarly positioned and will also not be asked to contribute.



The salary amounts below are from the 2018-19 salary schedule (not the salary at the time of the placement).

**Officers (Detective is one range higher)**

Range 30	Range 34	Range 39	Proposed
\$47,727	\$51,952	\$57,918	\$69,700

**Sergeants**

SEIU 32	SEIU 36	LRSA Range 23	LRSA Proposed 27
\$49,756	\$54,257	\$71,362	\$83,483

**Captains**

LRSA 22	LRSA 24	Management 7	Management
\$68,617	\$74,216	\$ 92,221	\$106,830

<b>Proposed Cost Increase</b>	
Officers/Detective	\$322,122
Sergeants	119,714
Captains	85,548
<b>Total Salary and Benefit Increase</b>	<b>\$527,384</b>
<b>General Purpose Share (to be funded through PDF Allocation)</b>	
Officers/Detective	\$134,821
Sergeants	59,857
Captains	42,774
Savings from Position Conversions	(59,905)
<b>Total Salary and Benefit Increase</b>	<b>\$177,547</b>
<b>Parking Resources Share</b>	
Officers/Detective	\$187,301
Sergeants	59,857
Captains	42,774
Savings from Positions Conversions	(89,859)
<b>Total Salary and Benefit Increase</b>	<b>\$200,073</b>

2018

# Enterprise Level Scheduling System Implementation Report

FALL 2018  
ARC ENTERPRISE LEVEL SCHEDULING  
SYSTEM TASK GROUP

AMERICAN RIVER COLLEGE | December 17, 2018



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## **Acknowledgements:**

This report was prepared by the 2018 Enterprise Level Scheduling System (ELSS) Task Group as an attempt to capture the work which has been done in configuring the two Ad Astra systems Schedule and Platinum Analytics.

The ELSS Membership for Fall of 2018 was:


- Dyne Eifertsen (Faculty Lead)
- Kevyn Montano (Classified Lead)
- Kale Braden (Administration Lead)
- Kevin Porter
- Cristina Domokos
- Lydia Engelsgaard
- Anthony Giusti
- Diana Hicks
- Joseph Rust
- Cheryl Sears
- Steve Segura
- Erika Wescoatt
- Linda Zarzana

## Executive Summary

The Ad Astra implementation undertaken by the ELSS committee has been a complicated blend of navigating district politics, constituent interests, technological limitations, and business system identification and development. This report attempts to capture what has been done and what still needs to be done in the implementation of this product. In particular, an attempt has been made to identify:

- The **Decisions** that have been made as the system was configured with an explanation of *why* a decision was made and links to data supporting that decision.
- The **Next Steps** that have been identified as the system has been configured. This is either further work which needs to be performed to continue processes which have already begun or are recommendations on parts of the process that have yet to be started.
- The **Business Practices** which have been identified as necessary to keep the software functioning as well as procedures which need to be put in place for a robust enrollment management process at ARC.

### Decisions Made:

 **Decision 1:** District made the decision to move forward with four separate instances of the Astra Platinum Analytics system and a single instance of the Astra Schedule system. This decision to have a single instance of Ad Astra Schedule reversed mid-October of 2018 as the four colleges began to find the combined single instance of Astra Schedule to be unwieldy and there were major issues with the system being able to accommodate our centers (it simply saw a center as another building on the main campus and would move courses between main campus and center facilities without understanding that they existed in separate locations). The decision was made to go back to *five* instances of the Schedule system (one for each campus and one for district).(Page 10)

**Decision 2:** ARC submitted an initial inventory of 595 rooms to Ad Astra for inclusion into their system.(Page 11)

**Decision 3:** When the decision was made to separate the system into four distinct campuses, ARC was given an opportunity to clean up the location codes that Ad Astra would be importing. In PeopleSoft ARC had over seventeen separate location codes (many of which were separate versions of Safety Center offerings). The decision was made to reduce this number to five centers to be linked to Ad Astra:

- ARC Main
- Natomas
- McClellan
- Mather
- ARC Off Campus (Page 11)

**Decision 4:** The decision was made to prioritize cleaning up the room inventory to ensure that all instructional spaces were correctly linked between PeopleSoft and Ad Astra. An attempt was also made to add in meeting spaces, faculty offices, and study/tutoring spaces. Faculty offices were entered into the system in order to present the future option of using Ad Astra to record office hours and the study rooms and the tutoring rooms were added in for the potential of tracking usage and future ability to set up systems by which students or tutors could dynamically reserve rooms.(Page 12)

**Decision 5:** The Room Types agreed to by the district match up to the official state inventory guidelines, Per the recommendations of our vendor, the district ELSS committee also sought to limit the number of room type designations in order to allow for differentiation of the spaces without getting too granular into the different room types. (Page 13)

- Decision 6:** The Facility Layout options are configured through the Master List interface in the Ad Astra Schedule Settings dialog—ARC can add additional types as ARC deems them necessary. When searching for available rooms, a user may use the facility layout as a field to filter available rooms by. These configurations will be especially important for rooms that are primarily used for events and are often able to be configured in different ways for different types of events (e.g. the community rooms). (Page 14)
- Decision 7:** The *Capacity* of the room is how many seats/stations there are for students within the room. This was determined through two methods: a physical count of desks/chairs within a room and a historical evaluation of class sizes taught in each room since Fall 2014 (See <http://bit.ly/2Tib3FD> for the analysis).(Page 14)
- Decision 8:** Working with the vendor, ARC identified room features that could be used to help determine the appropriateness of placing a section into a classroom. In order to do identify the appropriate features, first a set of Room Feature Categories were defined:(Page 15)
- Decision 9:** In performing our room inventory and working with the vendor, a set of common room features were identified.(Page 15)
- Decision 10:** The initial room regions submitted by ARC to Ad Astra were relatively simplistic (e.g. “Davies First Floor” which included all of the classrooms in the first floor of Davies Hall). These initial Room Regions were geographical or to group rooms together in regions of the campus: (Page 17)
- Decision 11:** Utilizing the approved criteria and with a historical evaluation of scheduling patterns a list of 78 rooms were identified as needing to be excluded from being generally available to be scheduled. See Appendix 3: Excluded Rooms on Page 50 for these excluded rooms. (Page 22)
- Decision 12:** The most common scheduling blocks that have been traditionally used at ARC were identified in Ad Astra as ARC’s standard Course Blocks.(Page 27)
- Decision 13:** The initial set of room preference rules were set up through a historical analysis of how sections have been scheduled and through discussions with deans and division office staff—the intention of this preliminary list of rules was to provide an initial set of rules to allow for further refinement through broader conversations with departments. (Page 29)
- Decision 14:** Provided a list of courses and sections to exclude from the analytics in order to avoid skewing the data. (Page 32)
- Decision 15:** One major concern that remains is what the precise workflow process will be for the end users (deans and department chairs). While AD Astra does present a powerful suite of tools for room optimization and for performing historical and predictive analytics to help drive discussions about what should be scheduled, it may not be as robust in terms of providing a user-friendly interface for department chairs and deans to utilize for the scheduling rounds. The ELSS Task Group has begun investigating a third product, Digarc Section, to see if this product might assist with this. In addition, we’re working with Ad Astra to identify how other schools use their system for this “last mile” of scheduling. (Page 37)

### *Next Steps Suggested:*

**NEXT STEP 1:** Continue identifying and configuring non-instructional rooms and spaces into Ad Astra as appropriate. (Page 12)

**NEXT STEP 2:** Correct Room files with appropriate colloquial names to aid in identification of particular rooms. (Page 12)

**NEXT STEP 3:** Verify the capacities of all of the rooms and make sure that ARC has not recorded a capacity that is over or under what it should be. ARC Facilities has software that calculates out the appropriate capacity size for classroom space and ARC needs to verify that all rooms are compliant, safe and pedagogically sound for their recorded capacities. (Page 14)



**NEXT STEP 4:** Ad Astra is missing approximately 10% of the photos for our rooms, ARC needs to capture these remaining images and get them into the system. (Page 14)

**NEXT STEP 5:** Identify rooms within our inventory that have multiple configurations available in them and reflect these different configurations in the room records. (Page 14)

**NEXT STEP 6:** Identify rooms within our inventory that have multiple configurations available in them and reflect these different configurations in the room records. (Page 17)

**NEXT STEP 7:** As the Room Preference Rules are refined and groups of rooms are identified that need to be placed into regions, new regions will need to be developed to reflect scheduling interests. **The regions have not been fully leveraged within the system and there is a need to continue working on refining the regional groupings for rooms.** (Page 19)

**NEXT STEP 8:** Capture and input the HVAC and Key information for each of our rooms. (Page 20)

**NEXT STEP 9:** Explore opportunities to leverage the systems API for automatic Key requests and IMRON building unlocks. (Page 20)

**NEXT STEP 10:** Work with district FM to explore HVAC automation. (Page 20)

**NEXT STEP 11:** Refine regions to produce appropriate groupings of rooms to aid in effective rule creation. (Page 23)

**NEXT STEP 12:** ARC will need to refine the definitions of schedule blocks to take into account all of the iterations that may occur in the schedule (with the understanding that there will always be sections that will need to be scheduled off-block due to a variety of reasons. (Page 27)

**NEXT STEP 13:** The preliminary implementation of the system has focused upon building rules for ARC Main Campus facilities; ARC will need to develop room rules for our centers. (Page 30)

**NEXT STEP 14:** There will need to be a series of optimization runs in the system sandbox to help refine the rules. The process will be to run an optimization on a data from the FA18 and SP19 terms, compare the recommended room placements with what had been actually scheduled, identify where the system has recommended inappropriate rooms, “tune” the rules to correct, and repeat. (Page 30)



- NEXT STEP 15:** Continue to work to identify programs and courses that need to be excluded from analysis. (Page 32)
- NEXT STEP 16:** Develop ARC's scheduling goals and KPIs to measure the goals success. Three potential goals might be:
- Improve Student satisfaction and Retention
  - Ensure timely student program completion / Increase productive credit hour loads for students
  - Address scheduling issues which contribute to the performance gap in our students. (Page 32)
- NEXT STEP 17:** Work to clarifying and identifying the “core schedule” to be built into the rollover queries.(Page 34)
- NEXT STEP 18:** Work to clarify the rotational courses. This will create a need for identifying multiple rollover queries (e.g. Fall 1, Fall 2, Spring 1, Spring 2, et cetera).(Page 34)
- NEXT STEP 19:** Craft Enrollment Management Committee charter and submit it to the Student Success Council.(Page 34)
- NEXT STEP 20:** Identify appropriate reports and datasets to distribute to department chairs to assist in scheduling decisions.(Page 37)
- NEXT STEP 21:** Identifying potential reports and other practices that ARC may use with Ad Astra in order to process scheduling. The system, currently, only is able to write rooms back to PeopleSoft—so if divisions/departments are scheduling within Ad Astra Platinum Analytics, how can ARC process this workflow in a manner which does not throw the college back into a series of hand-keyed, siloed, paper driven systems. (Page 37)
- NEXT STEP 22:** Consider whether or not ARC (or the district) may need to purchase another interface product, such as Digarc Section, to provide efficient workflow in our scheduling process. (Page 37)
- NEXT STEP 23:** The installation of Ad Astra has primarily been focused upon the Main campus. Work with our centers to customize and configure the system to match their needs. (Page 38)
- NEXT STEP 24:** Work with Ad Astra to ensure that all appropriate reports are correctly configured for use.(Page 43)
- NEXT STEP 25:** Develop training for how to interpret and use the data presented by Ad Astra to enhance schedule decisions. (Page 43)
- NEXT STEP 26:** Work with Ad Astra and District DO to ensure that Ad Astra in configured to allow for access through the universal access system that DO uses to ensure that users do not need to remember/use separate usernames and passwords to access Platinum Analytics. (Page 43)
- NEXT STEP 27:** Continue working to configure Ad Astra to reflect our different campuses (Natomas, McClellan, and Main Campus)and the department and division structures. (Page 43)
- NEXT STEP 28:** Develop filters or access levels which allow for users to see and manipulate the appropriate sections and courses. (Page 43)

- NEXT STEP 29:** Map out current process and procedures regarding how events are scheduled. Evaluate current “ownership and approval” structures and determine if these structures need to be updated or directly inputted into Ad Astra. (Page 45)
- NEXT STEP 30:** Identify Event Types and Meeting Types that will be available in Ad Astra and configure the system. (Page 45)
- NEXT STEP 31:** Configure workflow, vendors, equipment and other resources which may be requested through the events process. (Page 45)
- NEXT STEP 32:** Establish appropriate ‘customers’ within Ad Astra with the requisite usage permissions and approval structures. (Page 45)
- NEXT STEP 33:** Identify external locations which need to be configured in Ad Astra so that they may be reserved, scheduled, and correctly configured for a variety of event types. (Page 46)
- NEXT STEP 34:** Work with Admissions and Transition Services division and Dean Parrish Geary to identify needs and procedures for room scheduling and configure them within Ad Astra. (Page 46)
- NEXT STEP 35:** Work with Counseling and Transfer Center division and Dean Sonia Ortiz-Mercado to identify needs and procedures for room scheduling and configure them within Ad Astra. (Page 46)
- NEXT STEP 36:** Identify over-flow rooms and offices which could be used to flex available space for counseling sessions during peak times. (Page 46)
- NEXT STEP 37:** Work with Equity Programs and Pathways division and Dean Joshua Moon Johnson to identify needs and procedures for room scheduling and configure them within Ad Astra. (Page 46)
- NEXT STEP 38:** Identify specialty rooms attached to specific Equity Program and Pathway division (e.g. Student Center Boardroom) and establish proper approval and usage procedures. (Page 46)
- NEXT STEP 39:** Work with Support Programs division and Dean Kolleen Ostgaard to identify needs and procedures for room scheduling and configure them within Ad Astra. (Page 46)

### ***Business Practices Suggested:***



**Bus Pract 1:** Additional locations may be added in the future as necessary, however ARC will need a business practice to be put into place in order to ensure that appropriate locations are being used (the more locations created in the Ad Astra the more convoluted the interface may become). (Page 12)

**Bus Pract 2:** Ensure that district and ARC are on the same page regarding how location codes are used and structured. District often uses the location codes to differentiate out types of classes for reporting reasons (the Public Safety courses are an example of this). (Page 12)

**Bus Pract 3:** Create a process by which facilities changes are updated and both PeopleSoft and Ad Astra are fully updated. (Page 12)

**Bus Pract 4:** Create a business practice to identify what constitutes a *required* feature (the section or meeting may not occur without this feature being present) and what is a preferred feature (nice to have, but not required). (Page 17)

**Bus Pract 5:** Create a business practice by which ARC may keep the room features updated in the system—this includes updating rooms as features change, bringing new rooms online, and taking rooms offline. (Page 17)

**Bus Pract 6:** As ARC moves to a system by which employees are searching for rooms by their features, ARC will need to develop a system to consider methods to create baselines of room features and methods for this base level of equipment to be supported at the college level rather than division-by-division. (Page 17)

**Bus Pract 7:** Grouping rooms into regions provides powerful tools for streamlining the creation of usage rules and ties into some of the reporting features within Ad Astra Schedule. Build business practices to cover how rooms are grouped together to prevent a potential for these Room Regions to be used in a manner to exclude people from using rooms (i.e. there might be attempt to place rooms into a region of “These Rooms are Mine, Nobody else can use them.”) (Page 19)

**Bus Pract 8:** Establish a process to *update* Key and HVAC information for rooms as locks are re-keyed and HVAC zones are adjusted. (Page 20)

**Bus Pract 9:** Establish a process by which additions or edits to the Excluded rooms list are approved and then coded into Ad Astra. (Page 22)

**Bus Pract 10:** Evaluate the Location codes used for scheduling programs that are not technically on ARC’s main campus (e.g. Apprenticeship or Study Abroad) to see if it might be possible to utilize the “ARC Off Site” location code to better reflect our business practices and to clean up the data being imported to Ad Astra. (Page 22)

**Bus Pract 11:** Establish a business practice by which individual faculty members may have specific room usages rules associated with them. This may be due to ADA accommodations (i.e. “Only schedule John Smith on the first floor of Davies while he is recovering from his broken leg”), medical concerns (i.e. “Do not Schedule Jane Smith into any room with a chalkboard as she is allergic to chalk”), performance recommendations from the PRT

process (i.e. “Do not schedule John Doe into any room larger than 35 while he works to retool his student engagement as recommended in the most recent PRT review” or specific technological requirements (i.e. Jane Doe must be scheduled into a room with a Kodachrome slide projector”. (Page 22)

- Bus Pract 12:** Establish a process by which courses are scheduled into common blocks of time by default and establishing a process by which exceptions are discussed and authorized if appropriate. (Page 27)
- Bus Pract 13:** Establish a process by which preference rules are evaluated and updated appropriately. (Page 30)
- Bus Pract 14:** Develop rubrics and criteria that are used in order to evaluate these courses and programs for removal from the Ad Astra Platinum analytics evaluations (Page 32)
- Bus Pract 15:** Develop a process to evaluate and modify the “core” offerings in the rollover queries before they are run each term. (Page 34)
- Bus Pract 16:** Develop a process to evaluate and modify rotational course offerings in rollover queries before they are run each term. (Page 34)
- Bus Pract 17:** Establish the Enrollment Management Committee’s role in managing scheduling decisions. (Page 37)
- Bus Pract 18:** Establish business practices on how ARC will use these systems in the scheduling of section in the different terms. (Page 37)
- Bus Pract 19:** Establish process and procedures to configure Platinum Analytics moving forward. (Page 43)
- Bus Pract 20:** Establish process and procedures to update and maintain Events within Ad Astra. (Page 45)
- Bus Pract 21:** Establish process and procedures to ensure that Student Services needs and interests continue to be configured and addressed within the Ad Astra system. (Page 46)

## Where We've Been: How ARC Got Here

In the Fall of 2016, ARC applied to be a participant in the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) with a focus upon increasing ARC's ability to effectively schedule courses. The IEPI group visited the campus that Fall Semester and conducted interviews with over 30 faculty, staff, and administrators to discuss the college's processes and procedures for scheduling as well as to help identify issues or concerns with our current infrastructure and technological backbone to support scheduling. All four Los Rios colleges identified scheduling as issues to be pursued with assistance of the IEPI grant. The ARC ELSS Taskforce was formed by President Greene in the Spring of 2017 with representation from classified, faculty and management. At the same time, the district convened a district task force to examine the potential of purchasing scheduling software.

Through surveys and interviews the ARC ELSS committee collected information about ARC's state-of-scheduling and interests regarding what a potential technological solution might provide for the college. These interests/concerns were compiled into a report, *American River College Enrollment Processes and Procedures* document (available at <http://bit.ly/ELSS18>). Toward the end of Spring 2017 the district entered into a Request for Proposal (RFP) process by which it solicited proposals from vendors—this involved dozens of presentations at all four colleges and district from prospective vendors. In November of 2017 the district RFP recommended a vendor: Ad Astra systems. This vendor was approved by the board at the February 2018 board meeting.

### *Work prior to the official project kickoff:*

#### **1) Room Inventory**

In the Spring of 2018, American River College conducted an inventory of instructional spaces. This inventory was conducted by a student crew supervised by Randy Schuster and the Maker Space, crews from facilities, and was validated by AVP Braden. This inventory included the identification of room features (equipment or other elements which could drive which courses need to be scheduled in a room) as well as the room 'Regions' which allow for like areas to be grouped together to present options when looking for appropriate rooms (e.g. "1<sup>st</sup> floor of Davies Hall", "2<sup>nd</sup> Floor of Davies Hall", et cetera). The data collected was inputted into a local database and put through a series of data validation protocols to ensure that the data was consistent and clean. This data was then compiled into the format required for input by the Ad Astra system. ARC's room inventory data was then merged with the other three colleges and district data and given to Ad Astra for import into the system. See more regarding the inventory and decisions made in the *Ensuring PeopleSoft & Ad Astra are on Speaking Terms* section of this document on page 11).

#### **2) Single Ad Astra Instance or Individual (Campus Specific) Ad Astra Instances**

Ad Astra is currently<sup>1</sup> two products: *Astra Schedule* which works to optimize room usage and *Astra Platinum Analytics* which analyzes student demand and projects recommendations on what sections should be scheduled. The first decision that the district needed to make in regards to the implementation of the Ad Astra systems was whether the systems would be installed as a single Los Rios Schedule and a single Los Rios Platinum instances or individual instances for each of the colleges. There were several interests expressed regarding having a single instance of the systems:

- District had a desire to see demand analytics presented across the whole district.

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<sup>1</sup> Ad Astra has a product development goal of bringing these two systems together as a single product. Los Rios has, vociferously, indicated that Los Rios would like to be a part of the development of this merging of functionality up to and including being a test customer for the implementation.

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- All four colleges and the district office expressed an interest in a future ability<sup>2</sup> to track FTEF resources, especially for adjuncts, across the district in real time as schedules were developed (i.e. tracking if an adjunct had space available in their load if they were teaching at multiple Los Rios campuses).
- Without a single instance of the system, there would actually need to be *five* Astra Schedule instances as DO is planning on using the system to manage their meeting and classroom (Ethan Way) spaces.
- There was a shared interest in the four Los Rios colleges identifying common elements of the scheduling process and bringing the colleges into alignment in their processes. Conversely, there was a concern that if there were four instances of the software that this would further diverge the scheduling processes and could potentially impact a later implementation of a unified Ad Astra system.

There were also concerns raised regarding single instances of the software (please note that some of these concerns came into relief as members of the ELSS Work Group began to utilize the system):

- There are structural reasons *why* the four colleges have different scheduling procedures scale, demographics, types of programs, et cetera. There were concerns that a “one size fits all” model of scheduling imposed through software choices/limitations would be detrimental to the ability of each college to create the schedules needed for their students.
- In order to get accurate analytic data to predict student demand and scheduling needs, Ad Astra both needs clean data and also needs to be configured in a manner to ensure that ARC is only analyzing the appropriate programs. This is done through excluding programs that may trigger false results (e.g. nursing cohort programs that are at 100% capacity triggering recommendations for additional sections that there is no capacity to add, performance courses with divergent enrollment patterns which trigger recommendations to cut sections that would de facto cut entire programs, Safety Center courses which are atypically scheduled and enrolled and therefore would cause analytic hiccups, et cetera). These exclusions are instance-wide so ARC could not choose to exclude EMT sections while CRC chose to keep them as a part of the analytics with the ways that certain programs are scheduled differently at different campuses, this could skew data.
- There were concerns with the fact that, when pulled together as a single entity, Los Rios is a *very large* institution. When all four campuses and DO are put together into a single database, there are over 2,500 rooms in the system. The choice to move to a district-wide instance of the system was predicated upon the assumption/hope that Ad Astra would be able to efficiently parse the data depending upon the user role (i.e. as an ARC user the date in all of the dropdowns would only show ARC data)—the concern was that if this was not able to be efficiently parsed that the system would be unwieldy. It turns out that Astra Schedule is *not* able to parse data this way. Initial solutions were to ensure that campus specific data was labeled with the campus name (e.g. Davies Hall is listed as “ARC Davies Hall”, specific room features would be labeled as “ARC Interactive Short Throw Projector”).

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<sup>2</sup> Ad Astra is working on systems to track (and understand) FTEF and FTES, but they do not currently have that capacity.



**DECISION 1:** District made the decision to move forward with four separate instances of the Astra Platinum Analytics system and a single instance of the Astra Schedule system. This decision to have a single instance of Ad Astra Schedule reversed mid-October of 2018 as the four colleges began to find the combined single instance of Astra Schedule to be unwieldy and there were major issues with the system being able to accommodate our centers (it simply saw a center as another building on the main campus and would move courses between main campus and center facilities without understanding that they existed in separate locations). The decision was made to go back to *five* instances of the Schedule system (one for each campus and one for district).

**3) Data Validation: Clean data is happy data.**

- Prior to the official kickoff of the Ad Astra project, District IT began the process of creating the “data tunnel” between Los Rios’s PeopleSoft system and the Astra systems. The Astra platforms are cloud based and hosted by the company which requires a secure data pathway for our data to get into their system and for their system to be able to write back into PeopleSoft.<sup>3</sup> Once the “data tunnel” was established the collected room inventory data was uploaded into Ad Astra and the first issues with our data integrity emerged. Ad Astra, District IT, and the individual colleges did not verify data integrity of their room inventories (many entries had been collected and keyed in by a variety of people so there was quite a bit of “noise” in the data (e.g. when there were typos in the features it created duplicate features such as ADA Table/Desk, ADA Tables/Desk, and ADA Tables/Desk all mean the same thing, but created three separate searchable room features.) When the databases were split and ARC was no longer working to clean up the features through a committee, ARC was able to clean up the features associated with the classes in its inventory.

District IT and legal spent the rest of the Spring ’18 semester ironing out the contract and getting the data “pipeline” set up. As a part of ARC’s governance process the original ELSS committee was transformed through a taskforce charter into the ELSS Task group in order to handle how this system would be configured for ARC (See Appendix 1: ELSS Task Group Charter). Working with the ARC Academic Senate, Professor Dyne Eifertsen was appointed as faculty tri-chair and working with the Classified Senate, Kevyn Montano was appointed as the classified tri-chair.

In June of 2018, the district ELSS committee kicked off the implementation phase of the project with weekly meetings scheduled every Monday through November—these meetings were established to provide the leads of the project training in the software, identifying information needed from the district/colleges, and developing preliminary business practices on how ARC plans on using the software to assist in scheduling. The Los Rios Ad Astra Implementation team, with representatives from all four Los Rios campuses and the District Office, began weekly meetings in the first week of August, 2018.

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<sup>3</sup> Note that at this point that Ad Astra *only* is able to write back room changes into PeopleSoft from the Astra Schedule program. The proposed schedule modifications suggested in the Platinum Analytics system will be exported via a report and then will still need to be manually entered into PeopleSoft. The ELSS Taskforce will be discussing and developing business practices to propose how best to utilize this system in scheduling.

## Configuring Ad Astra: Astra Schedule

### *Ensuring PeopleSoft & Ad Astra are on Speaking Terms*

The first step of configuring a system that is designed to assist in the efficient and effective scheduling of rooms was to crosswalk our internal room inventory to the inventory of rooms held in PeopleSoft to define our rooms within the system. This process began with district exporting a list of the rooms as contained in PeopleSoft. District produced an excel sheet which identified 485 rooms in ARC's instructional inventory (see the preliminary inventory at <http://bit.ly/2DirciX>). The rooms on this PeopleSoft export are rooms that had been entered into PeopleSoft by ISAs in order to be attached to credit bearing course sections. This presented two problems: 1) the list did not include most conference rooms, study rooms, or offices and 2) while Los Rios historically has had a process to *add* in rooms, there was not a process to ensure that the list was kept current. There were a number of rooms on the list that were no longer active or attached to ARC (e.g. Ethan Way Center). The DO list was compared to local inventories and augmented by collating the internally produced inventory with the inventory provided by DO (generated from PeopleSoft).



**DECISION 2:** ARC submitted an initial inventory of 595 rooms to Ad Astra for inclusion into their system.

### Location Codes

All courses in Los Rios are assigned a hierarchy of locations that tie a course to the college, campus, building, and room. The top level is the Campus Code that designates under which college (ARC, CRC, FLC, or SCC) that a course is scheduled. The 'Location Code' designates *where* under the umbrella of a campus that a course is scheduled. The simplest example of this is if a course is scheduled on ARC's Main Campus or at one of our centers. Complicating the use of the Locations Code for ARC, however, is that DO uses this to differentiate between different sets of offerings within the Safety Center—this was done in order to assist district with the reporting requirements of these programs.

The way in which centers were designated in PeopleSoft and Ad Astra became the first major indication that the initial choice to have a single instance of Ad Astra for all four colleges might not function. Within the initial implementation of Ad Astra, the system could not differentiate between different buildings on the ARC main campus and the buildings located at Natomas, McClellan, or Mather—while assigning rooms during test runs, the system would move classes between the different sites as if they were simply different buildings on a single campus, rather than different geographically separated campuses.



**DECISION 3:** When the decision was made to separate the system into four distinct campuses, ARC was given an opportunity to clean up the location codes that Ad Astra would be importing. In PeopleSoft ARC had over seventeen separate location codes (many of which were separate versions of Safety Center offerings). The decision was made to reduce this number to five centers to be linked to Ad Astra:

- ARC Main
- Natomas
- McClellan
- Mather
- ARC Off Campus





**BUS PRACT 1:** Additional locations may be added in the future as necessary, however ARC will need a business practice to be put into place in order to ensure that appropriate locations are being used (the more locations created in the Ad Astra the more convoluted the interface may become).

**Building Code, Room Code, SIS Code**

PeopleSoft tracks buildings through a ‘Building Code’ field that assigns a unique code to each of our buildings. Ad Astra creates an individual identifier from the Location Code, Building Code, and Room Number into what they call the SIS Code. For example, Davies Hall has a Building Code of ‘ARC22’ and Ad Astra would then take these elements to create a SIS code:

Location Code	Building Code	Room Number	OR	ARCC_ARC22_101
ARCC	ARC22	101		

An important part of the configuration of Ad Astra was to ensure that the SIS codes were correctly mapping to the buildings and rooms in PeopleSoft. When they were not correct, rooms would be dropped out of the academic schedule.

**Building and Room Names**

While rooms are tracked by their SIS Code in Ad Astra, the system also allows rooms to have colloquial names associated to them. Instead of displaying ARC25, when correctly configured, Ad Astra will display “Library.” Individual rooms may also be labeled with colloquial names to help in their identification. Fine Arts 580 is therefore labeled as being the “Evangelisti Dining Room (Oak Café)”. In some cases, identifying these colloquial names was easy (e.g. there is a plaque outside of Fine Arts 580 which says “Evangelisti Dining Room”) in other cases placeholder names were put into the system (e.g. Davies Hall 203 has a colloquial name in the system of “Davies Hall”).



**DECISION 4:** The decision was made to prioritize cleaning up the room inventory to ensure that all instructional spaces were correctly linked between PeopleSoft and Ad Astra. An attempt was also made to add in meeting spaces, faculty offices, and study/tutoring spaces. Faculty offices were entered into the system in order to present the future option of using Ad Astra to record office hours and the study rooms and the tutoring rooms were added in for the potential of tracking usage and future ability to set up systems by which students or tutors could dynamically reserve rooms.



**NEXT STEP 1:** Continue identifying and configuring non-instructional rooms and spaces into Ad Astra as appropriate.

**NEXT STEP 2:** Correct Room files with appropriate colloquial names to aid in identification of particular rooms.



**BUS PRACT 2:** Ensure that district and ARC are on the same page regarding how location codes are used and structured. District often uses the location codes to differentiate out types of classes for reporting reasons (the Public Safety courses are an example of this).

**BUS PRACT 3:** Create a process by which facilities changes are updated and both PeopleSoft and Ad Astra are fully updated.

***The Room Inventory***

The space inventory took place over the latter part of the Spring 2018 semester with students working with the Innovation Lab, custodial staff from facilities, and staff from the Instruction office. This inventory sought to identify types of rooms, features within those rooms, collect photos of all of our instructional and meeting spaces, and develop “regions” for the classrooms.

**Types of Rooms**

Working with the vendor, they recommended that ARC limit room types to a restricted set of general descriptors. In order to do this the decision was made at district to base the room types off of a simplified selection of room types as delineated in the California Community College Space Inventory Handbook (see: <http://bit.ly/SpInvnt>). The district team identified the following types of rooms in our inventory:

Room Type	Definition
Athletics/Physical Education	A room (or area) used by students, staff or the public for athletic/physical education activities.
Auditorium	A room designated and equipped for the assembly of large numbers of persons for such events as dramatic, musical, devotional, livestock judging or commencement activities.
Classroom	A room used for classes that do not require special purpose equipment for student use.
Conference Room	A room serving offices and used primarily for staff meetings and departmental activities other than instructional.
Laboratory	A room used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation or practice in a field of study.
Office Space	A room used by faculty, staff or student officers working at a desk (or table).
Other	A category of last resort. (I kid you not: this is the definition in the official CCCCCO handbook!)
Reading/Study Room	A room used by groups or individuals to study, rehearse, or receive tutoring.



**DECISION 5:** The Room Types agreed to by the district match up to the official state inventory guidelines, Per the recommendations of our vendor, the district ELSS committee also sought to limit the number of room type designations in order to allow for differentiation of the spaces without getting too granular into the different room types.

The granularity to differentiate rooms is designed to come from the *features* within those rooms. See the Room Features section of this document on Page 14 for more information. It is recommended the any additional Room Types be added into the system with caution. Note that the Room Type list is edited within the Ad Astra Schedule system through the Master List interface in the Settings tab.



**Configurations**

Ad Astra provides the ability to define different configurations for classrooms that are reconfigurable. With the initial configuration, each classroom has a ‘standard’ configuration. Within this configuration, each room was codified with the following information:

Field	Definition		
Name	This is the name of the particular configuration. The default value for the name is “Standard.” For rooms that have a variety of different possible configurations each may be named for a quick differentiation from the other potential configurations.		
Facility Layout	This is a dropdown providing options for standard configurations: <table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Art Laboratory</li> <li>• Circle</li> <li>• Computer Lab (Mac)</li> <li>• Computer Lab (PC)</li> <li>• Conference</li> <li>• CTE Laboratory</li> <li>• Default</li> <li>• Meeting table</li> </ul> </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li>• Open, No Furniture</li> <li>• Open Square</li> <li>• Science Laboratory</li> <li>• Square</li> <li>• Tables and Separate Chairs</li> <li>• Tablet/Arm</li> <li>• Tiered Seating</li> <li>• U Shaped</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Art Laboratory</li> <li>• Circle</li> <li>• Computer Lab (Mac)</li> <li>• Computer Lab (PC)</li> <li>• Conference</li> <li>• CTE Laboratory</li> <li>• Default</li> <li>• Meeting table</li> </ul>	<ul style="list-style-type: none"> <li>• Open, No Furniture</li> <li>• Open Square</li> <li>• Science Laboratory</li> <li>• Square</li> <li>• Tables and Separate Chairs</li> <li>• Tablet/Arm</li> <li>• Tiered Seating</li> <li>• U Shaped</li> </ul>
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Field	Definition
	 <p><b>DECISION 6:</b> The Facility Layout options are configured through the Master List interface in the Ad Astra Schedule Settings dialog—ARC can add additional types as ARC deems them necessary. When searching for available rooms, a user may use the facility layout as a field to filter available rooms by. These configurations will be especially important for rooms that are primarily used for events and are often able to be configured in different ways for different types of events (e.g. the community rooms).</p>
<b>Capacity</b>	<p>This is the number of seats available in the selected configuration. Ad Astra tracks two indications of the number of people that may be in a room: the Capacity and the Max Occupancy. The <i>Max Occupancy</i> refers to the fire marshal designation of the maximum number of people that may legally be in a room. This is calculated by the fire marshal and (in newer buildings) displayed upon a plaque next to the door of the room.</p>  <p><b>DECISION 7:</b> The <i>Capacity</i> of the room is how many seats/stations there are for students within the room. This was determined through two methods: a physical count of desks/chairs within a room and a historical evaluation of class sizes taught in each room since Fall 2014 (See <a href="http://bit.ly/2Tib3FD">http://bit.ly/2Tib3FD</a> for the analysis).</p> <p>The Capacity field in a room record is very important because it will indicate the maximum number of students/participants that may be scheduled in a room—Ad Astra will not schedule classes into rooms where the Max Size of the section exceeds the Capacity of the room.</p>
Description	This is a memo field where a description may be entered to place specific information regarding each configuration.
Setup/Teardown services	This allows for setup and teardown (for such items as IT, AV, Custodial, Aramark, et cetera) may be attached to the configuration with a time for each service—thus if a user schedules two events (or classes) with different configurations the system will buffer the passing time to allow for the identified setup and takedown activities to occur.
Photo	Each configuration may have a photo attached. This allows users to see images of potential rooms they are looking to schedule. Photos were taken by students working with Randy Schuster, Matt Stoehr, and Brandy Worsfold through the Innovation Lab.



**NEXT STEP 3:** Verify the capacities of all of the rooms and make sure that ARC has not recorded a capacity that is over or under what it should be. ARC Facilities has software that calculates out the appropriate capacity size for classroom space and ARC needs to verify that all rooms are compliant, safe and pedagogically sound for their recorded capacities.

**NEXT STEP 4:** Ad Astra is missing approximately 10% of the photos for our rooms, ARC needs to capture these remaining images and get them into the system.

**NEXT STEP 5:** Identify rooms within our inventory that have multiple configurations available in them and reflect these different configurations in the room records.

**Room Features**

Room features are permanent attributes of a room that are significant for scheduling purposes. Only those specific room attributes that are often requested or required by activities should be included as room features. Keep in mind that excessive use of room feature requests can limit room selection to the point of virtually pre-assigning rooms to sections.

The Room Features were initially defined and agreed to when ARC was working within a single instance of the database (meaning that the intention was for all four colleges to use the same list of room features). This proved incredibly unwieldy and became the first indication that having a single database for all four colleges might prove difficult. In particular, there were issues with data integrity: multiple



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features defined for the same thing (e.g. DVD, DVD Player, DVD-Player, et cetera); there were issues with the colleges performing their room inventories slightly differently (e.g. some schools chose to provide counts with the features and others did not); and since there are programs at each college that are unique it stands to reason that there would be a need for unique room features for those unique programs.



**DECISION 8:** Working with the vendor, ARC identified room features that could be used to help determine the appropriateness of placing a section into a classroom. In order to do identify the appropriate features, first a set of Room Feature Categories were defined:

Feature Category	Description
Audio/Visual	Audio/Visual equipment including projectors, sound systems, screens, et cetera
Educational Aids	Educational resources installed in the room such as maps, posters, periodic tables, et cetera
Information Technology	This includes the instructor station computers, laptop connections, and computers for students to use.
Instructional Equipment	Instructional Equipment
Laboratory Configurations	Rooms that have particular configurations to support lab courses.
Permanent Room Features	Whiteboards, chalkboards, et cetera These features are permanently installed in the room.
Safety Equipment	Safety equipment installed in the room,
Seating	The type of seating furniture in the room.

The Feature Categories are a way of organizing the Room Features in order to make it easier to locate them while assigning them to individual rooms. These categories are only visible from the screen where features are attached to individual rooms. While there is no restriction on adding additional Feature Categories, the operational reality is that the more categories that are used, the more a user may have to search through them to find the feature that they are attempting to attach to a room (e.g. is a digital projector in the A/V, IT, or Permanent Room features Categories?) Note that the Feature Category list is edited within the Ad Astra Schedule system through the Master List interface in the Settings tab.

In performing the room inventory and working with recommendations from the vendor room features were identified that could influence the appropriateness of a room for reasons of pedagogical (e.g. required instructional equipment present), safety (e.g. is there a chemical hood present), technology (e.g. Mac or PC at instructor station), accommodation (e.g. if there is a visible alarm system installed to accommodate students/faculty with hearing impairment).



**DECISION 9:** In performing our room inventory and working with the vendor, a set of common room features were identified.

The following room features were identified for ARC rooms within Ad Astra:

Feature	Definition	
Assisted Listening Device	An Assistive listening device (ALD) is used to improve hearing ability for people in a variety of situations where they are unable to distinguish speech in noise.	Audio Visual
Blue Ray	Media player to play Blue Ray disks (may be the room computer).	
Doc Camera	A mounted camera attached to a digital projector that projects documents and other objects onto a screen.	
DVD	Media player to play DVDs (may be the room computer)	
Electronic Whiteboard	An electronic whiteboard is an interactive display board that connects to a computer and projector.	

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<b>Feature</b>	<b>Definition</b>	
Overhead Projector	Analog projector for transparencies	<b>Audio Visual</b>
Projector (Interactive Short Throw)	Interactive Projectors essentially mimic the function of an interactive whiteboard on any surface where the image is projected.	
Projector (Ceiling Mounted)	Digital projector mounted to the room ceiling.	
Projector (Non-mounted)	Projector not mounted to the ceiling either on a cart or loose.	
Screen - Center	Projection screen mounted in the center of the room.	
Screen - Side	Projection screen mounted to the side of the room.	
Sound System (mounted)	Sound system mounted within the room.	
Sound System (portable)	A non-mounter sound amplification system.	
Tape Playback	Equipment to play back audiocassette recordings.	
TV	Television in the room (mounted or on cart)	
VCR	Video Cassette Player.	
Computers (Student) Mac	Macintosh Computers for students to use in class.	<b>Info. Tech</b>
Computers (Student) PC	PC Computers for students to use in class.	
Instructor Station - Mac	Teaching computer station for the instructor, MAC.	
Instructor Station - PC	Teaching computer station for the instructor, PC.	
Laptop Connection	Connection for a laptop to be connected to the room projector/sound system.	
Exercise equipment	Equipment for exercising.	<b>Instructional Equip</b>
Bunsen Burner	Bunsen burner stations.	
Globe/World Maps	Maps or globes for educational usage.	
Microscope	Microscopes for use in student labs.	
Periodic Table	Poster of Periodic table on wall.	
Piano	Either an electronic keyboard or acoustic piano.	
Skeleton	Mounted skeleton anatomical model	
Laboratory (ART)	Room with equipment suited for art lab sections.	<b>Lab Config</b>
Laboratory (Biology)	A room with equipment suited for biology lab sections.	
Laboratory (Chemistry)	A room with equipment suited for Chemistry lab sections.	
Laboratory (Computer)	A room with equipment suited for computer lab sections.	
Laboratory (Nursing)	Room configured to be used as a nursing lab.	
Chalkboard	Permanently installed chalkboard.	<b>Perm. Features</b>
Chalkboard (Movable)	Chalkboard that is not attached to the wall.	
Sink	Wet sink.	
Stage	Raised stage area	
Whiteboard	Permanently mounted Whiteboard	
Whiteboard (Movable)	Whiteboard that is not attached to the wall.	
ADA Table/Desk	Tables identified as ADA seating for students who require the accommodation.	<b>Seating</b>
Fixed Room	A room not designed to be reconfigured.	
Reconfigurable	Room is designated as being able to be reconfigured with different seating configurations.	

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Seating (Chair & Desk units)	Typical desk/chair AKA tablet arm furniture for student seating	<b>Seating</b>
Seating (Tiered Floor)	Tiered auditorium style seating	
Seating (Table or Lab Benches & Stools)	Counter height Tables or Lab Benches and Stools or Drafting chairs	
Seating (Tables & Chairs)	Seating with separate tables and chairs	
Fire Extinguisher	Fire Extinguisher mounted in the room.	<b>Safety</b>
Fume Hood	Chemical fume hood.	
Phone	Phone mounted in the room.	
Visual Alarm System	Alarm system designed to alert hearing impaired staff and students of an emergency.	

Features are important because they are key criteria by which a user can filter for rooms and identify which rooms are appropriate for different classes or meetings to be scheduled. While it is relatively easy to add in additional features, ARC will want to ensure that there is careful consideration to identify any additional features that make sense to filter for and that there is consistency with how things are identified.



**NEXT STEP 6:** The second phase of identifying features will be to hold meetings with departments classrooms to ensure that ARC has captured the information correctly. The ARC ELSS committee will be holding these meetings through the first part of Spring 2019 in order to ensure that ARC has both identified all of the features needed and that these features have been accurately recorded for all of the rooms.



Ad Astra allows us to identify as many features as are needed, however the performance of the system degrades as the features get increasingly granular.

**BUS PRACT 4:** Create a business practice to identify what constitutes a *required* feature (the section or meeting may not occur without this feature being present) and what is a preferred feature (nice to have, but not required).

**BUS PRACT 5:** Create a business practice by which ARC may keep the room features updated in the system—this includes updating rooms as features change, bringing new rooms online, and taking rooms offline.

**BUS PRACT 6:** As ARC moves to a system by which employees are searching for rooms by their features, ARC will need to develop a system to consider methods to create baselines of room features and methods for this base level of equipment to be supported at the college level rather than division-by-division.

### Room Regions

Ad Astra provides the option to assign rooms to a *Region*. This provides a user-defined group of buildings and/or rooms used to set scheduling preferences and user security restrictions. The designation of rooms into regions was one of the earliest decisions that the ELSS Task Group was asked to make for ARC’s room inventory and rooms were categorized without fully understanding how (or why) the regions functioned in the system.



**DECISION 10:** The initial room regions submitted by ARC to Ad Astra were relatively simplistic (e.g. “Davies First Floor” which included all of the classrooms in the first floor of Davies Hall). These initial Room Regions were geographical or to group rooms together in regions of the campus:

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Region	#Rooms in Region	Description
1st Floor Davies	14	1st Floor Davies
2nd Floor Davies	29	2nd Floor Davies
3rd Floor Davies	99	3rd Floor Davies
Admin Building	1	Admin Building
Apprenticeship	14	Apprenticeship
Art Studio Rooms	9	Art Studio Rooms
Arts & Science	12	Arts & Science
BCS Complex	7	BCS Complex
Beaver Football Stadium	1	Beaver Football Stadium
Center for Leadership Development	1	Center for Leadership Development
Child Development Center - EAST	1	Child Development Center - EAST
Fields	2	Fields
Fine and Applied Arts	59	Fine and Applied Arts
Fine and Applied Arts Office Complex	15	Fine and Applied Arts Office Complex
Gym	2	Gym
Health & Education-North	3	Health & Education-North
Health & Education-South	11	Health & Education-South
Howard-Math and Business Hallway	23	Howard-Math and Business Hallway
Howard-Math Division Office	4	Howard-Math Division Office
Howard-Mathematics Hallway	24	Howard-Mathematics Hallway
Howard-North Hallway	3	Howard-North Hallway
Howard-South Hall	3	Howard-South Hall
Inderkum-A Wing	16	Inderkum-A Wing
Inderkum-C Wing	11	Inderkum-C Wing
Inderkum-D Wing	5	Inderkum-D Wing
Inderkum-G Wing	5	Inderkum-G Wing
Inderkum-Track	1	Inderkum-Track
ITC	2	ITC
Kinesiology & Athletics	11	Kinesiology & Athletics
Learning Resource Center	33	Learning Resource Center
Library 1st Floor	1	Library 1st Floor
Library 2nd Floor	11	Library 2nd Floor
Library 3rd Floor	8	Library 3rd Floor
Library Lower Level	27	Library Lower Level
LRC	3	LRC
Math Complex	4	Math Complex
Mather	5	Mather
McClellan Center	2	McClellan Center
McClellan Center - First Floor	2	McClellan Center - First Floor
McClellan Center-First Floor	6	McClellan Center-First Floor
McClellanCenter-Second Floor	4	McClellanCenter-Second Floor
Natomas - First Floor	1	Natomas - First Floor
Natomas-First Floor	3	Natomas-First Floor
Natomas-Second Floor	3	Natomas-Second Floor
Operations-Cafeteria	2	Operations-Cafeteria
Paramedics Building	2	Paramedics Building
Portable Village	19	Portable Village
Raef Hall	3	Raef Hall
Science	2	Science
Science Faculty Building	18	Science Faculty Building



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Region	#Rooms in Region	Description
Science Portables	4	Science Portables
Science-Biology	6	Science-Biology
Science-Chemistry	10	Science-Chemistry
Science-Geology	3	Science-Geology
Soccer Stadium	1	Soccer Stadium
Sport Fields	2	Sport Fields
Student Center	8	Student Center
Student Service	1	Student Service
Tech Ed	24	Tech Ed
Tech Ed-Engineering/Physics	26	Tech Ed-Engineering/Physics
Tennis Courts	1	Tennis Courts
Twin Rivers Unified School District	2	Twin Rivers Unified School District

It was not until the ELSS committee began to write out the Room Preference rules (See *Room Preference Rules* on page 20 for more information) that the ELSS Task Group realized two important things about the Room Regions:

- 1) A room may be assigned to multiple regions. For example Fine and Applied Arts 504 can belong to the “Fine and Applied Arts Region,” the “2D Studio Art Classrooms,” and the “Non-traditional classroom setup” regions. Each of these can then be used in particular rules or queries in order to get classes or events into (or excluded from) the appropriate rooms. In this case, a user may set up a rule that says “All 2D studio Art classes must be scheduled in the 2D Studio Art Classrooms” or a rule that says “Do not schedule any lecture classes into classrooms in the Non-traditional classroom setup classrooms”.
- 2) Another benefit of rooms being able to be in multiple regions is that the system may be set up in order to use these regions to groups of similar rooms or rooms where things have traditionally been scheduled to ensure that classes get placed in those rooms first. For example, a division might have a suite of lecture rooms that Political Science courses have traditionally been scheduled in. The division may set up a rule which says “It is preferred that all classes be scheduled in the ‘Political Science Preferred Classrooms’ before looking for other room options”.



**NEXT STEP 7:** As the Room Preference Rules are refined and groups of rooms are identified that need to be placed into regions, new regions will need to be developed to reflect scheduling interests. **The regions have not been fully leveraged within the system and there is a need to continue working on refining the regional groupings for rooms.**



**BUS PRACT 7:** Grouping rooms into regions provides powerful tools for streamlining the creation of usage rules and ties into some of the reporting features within Ad Astra Schedule. Build business practices to cover how rooms are grouped together to prevent a potential for these Room Regions to be used in a manner to exclude people from using rooms (i.e. there might be attempt to place rooms into a region of “These Rooms are Mine, Nobody else can use them.”)

**Other Configured Room Elements**

In addition to the items above, each room also has some additional options that have been configured (or will need to be configured),

- **May Not Schedule**  
Room is off line and unavailable for scheduling. This may be used when a room needs to be taken offline,



- **Arranged Schedule**  
Room is only available for those sections flagged as “Arranged”. This is typically an off-campus, on-line, or otherwise “fake” room used for reporting purposes.
- **Do Not Optimize**  
Room is only available for manual scheduling. This removes the room for consideration to be optimized. Generally, all offices and conference rooms have had this feature selected to prevent the system from trying to schedule classes into them.
- **May be Shared**  
Room may be shared by multiple sections, up to the number specified and the room capacity. Room is only available for manual scheduling. Shared rooms may be shared by multiple sections simultaneously. This classification should be limited to special use rooms like gymnasiums and labs, where multiple activities can be occurring at the same time. Enabling the sharing option will allow the room to be manually double-booked, up to the number of allowed sections and the capacity of the room. The room assignment optimizer does not schedule rooms flagged as "May Be Shared".
- **HVAC Zone**  
Heating and Cooling zones may be attached to each room and then facilities could potentially pull the usage information from the Ad Astra Application Program Interface (API) and use this information to turn on and off the system as there is (or is not) scheduled usage. DO Facilities Management is quite interested in developing this feature; however, none of the campuses have entered in this information yet. It will take some software interface development in order for this to work and is part of a later phase of implementation of this system.
- **Key Number**  
Similar to the HVAC information above, there is an ability to attach key information to each room. There is a potential that key requests could be generated from the system as faculty are assigned to new rooms. The implementation is not there yet, but this is potentially viable as users on the ARC campus become more adept at using this system (and this information is attached to the room records).
- **Max Occupancy**  
Represents the maximum number of people allowed in the room and is often dictated by the fire code. This is not used for scheduling purposes but is a reporting field.



**NEXT STEP 8:** Capture and input the HVAC and Key information for each of our rooms.

**NEXT STEP 9:** Explore opportunities to leverage the systems API for automatic Key requests and IMRON building unlocks.

**NEXT STEP 10:** Work with district FM to explore HVAC automation.



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**BUS PRACT 8:** Establish a process to *update* Key and HVAC information for rooms as locks are re-keyed and HVAC zones are adjusted.

## Room Preference Rules

Academic room scheduling preferences in Astra Schedule allow a user to specify a preference for (or require or exclude) certain Room Types, Features, Regions, Buildings or even specific Rooms based on the subject, course, meeting type, instructor, and/or campus of the course section in question.

Term-specific, section-level scheduling preferences can be edited as desired, but section records will otherwise automatically have scheduling preferences applied from rules defined in Preference Sets. Preference rules within a set contain both rule matching attributes (campus, meeting type, subject, course, instructor) and the rule preferences (room type, feature, region, building, room, OR meeting pattern

groups/meeting patterns). The order in which the rules are applied is determined by the order of the rules within the preference set.

On a rule-by-rule basis, preferences of a specific type (i.e. Room Type) can be configured to "override" any other preference rules encountered during the application of preferences. If a section matches the rule, any preferences it already has for that type will be removed and replaced with the new ones. This feature allows certain course sections to have preferences applied that are different than the broader rule that may have been applied earlier in the process.

Finally, specific preferences can be "blocked" for certain sections. For example, a broad preference may be applied early in the rule set that grants a preference to many sections. If there is a specific section offering combination that is an exception to the rule, then a rule may be created to block the application of that preference for the individual. This feature allows the application of broad preferences with exceptions.

The system will evaluate each rule defined in the preference set, in the order configured, and apply preferences to sections with attributes that match the defined rule. By default, preferences are combined for sections that match multiple rules. However, if a rule is encountered that is an "override" then it will eliminate other preferences that were previously applied for sections that match the override rule. Likewise, if a rule is encountered with a "block" applied, then the section in question will not receive the applicable preference.

### **Data Driven Rule Building**

An analysis was performed of the how sections were scheduled into rooms in the FA18 and SP18 terms. It was deemed infeasible to go back further than SP18 with an analysis of how spaces were used due to the disruption caused by taking the Liberal Arts building off-line. Utilizing the SP18 and FA18 schedules a report was built to evaluate all of the sections scheduled in each room on the ARC campus. The report was structured to provide the following:

- A list of each section scheduled in a room in SP18 and FA18.
- For each of the sections the report identified if the room was scheduled only in that room or if the course was scheduled in additional rooms.

The report provided an analysis of the scheduling patterns to analyze if the room was exclusively scheduled by a department, primarily scheduled by one department (but shared with others), or shared by multiple departments. This report also identified if a classroom was only scheduled for lab sections, a mixture of lecture and lab sections, or only scheduled for lecture sections. Find the ARC historical scheduling room analysis at <http://bit.ly/2Tib3FD>.

### **Building the Room Preference Rules, First Steps**

Once ARC had a working suite of rooms within Ad Astra, the ARC ELSS began to identify criteria that would require that a room would be categorized as unavailable except for a narrow list of courses. The reason for this was to identify which rooms needed to be designated as sufficiently "different" to preclude them from being available for general classes to be scheduled.

<b>Exclusion Criteria</b>	<b>Example</b>
No instructional furniture (Open Classroom)	Fine Arts 515 is an acting classroom with no furniture.
Specialty equipment that precludes normal class dynamics	Tech Ed 332A is a welding laboratory.
Safety/Legal Concerns	Health Ed 702 is the Mortuary classroom.
Specialty Lab/Impacted Program	LRC WAC is the Writing Across the Disciplines lab.

If specialty rooms are not designated within the system, Ad Astra does not know, for example, that it would be inappropriate to schedule an Accounting class into the Pool (something that happened the first time the optimizer was run without any rules having been set).



**DECISION 11:** Utilizing the approved criteria and with a historical evaluation of scheduling patterns a list of 78 rooms were identified as needing to be excluded from being generally available to be scheduled. See Appendix 3: Excluded Rooms on Page 53 for these excluded rooms.



**BUS PRACT 9:** Establish a process by which additions or edits to the Excluded rooms list are approved and then coded into Ad Astra.

### **Room Preferences: Criteria for Triggering Rules**

Rules are built through two sets of data points: the Criteria and the Preferences. The criteria are what trigger the rule and consist of:

- **Campus**  
With the split of Ad Astra instance into one for each college, the Campus field now is mapped to our Location codes: ARC Main, Mather, McClellan, Natomas, and Off Site.
- **Meeting Type**  
Rules can be set to trigger if sections are scheduled as Lecture or Laboratory. This can be beneficial for disciplines that might split their lecture and lab locations (many of the sciences do this to maximize time in the laboratory facilities).
- **Subject**  
Rules may be triggered by the subject designator (i.e. ART, ENGWR, BIOL, et cetera),
- **Course**  
Rules can be triggered by specific courses (i.e. ART 300, ENGWR 302, BIOL 400, et cetera).
- **Instructor**  
Rules can be triggered by a specific faculty member. Ad Astra recommends that users use this level of granularity sparingly—if ARC were to apply 1,000 individual faculty room preferences the system would, more likely than not, be unable to function. See the proposed business practice below for more specifics

Multiple criteria may be selected for a rule, for example a rule may be set up to be triggered: “For courses scheduled on **ARC Main**, that are **Lecture** sections, taught in the **BIOL** subject, and are taught by **John Smith**.” The criteria selected for a rule can provide for a very broad trigger (i.e. only selecting “ARC Main” would create a rule for all courses taught on the main campus) or down to an individual section taught by a particular faculty member.



**BUS PRACT 10:** Evaluate the Location codes used for scheduling programs that are not technically on ARC’s main campus (e.g. Apprenticeship or Study Abroad) to see if it might be possible to utilize the “ARC Off Site” location code to better reflect our business practices and to clean up the data being imported to Ad Astra.

**BUS PRACT 11:** Establish a business practice by which individual faculty members may have specific room usages rules associated with them. This may be due to ADA accommodations (i.e. “Only schedule John Smith on the first floor of Davies while he is recovering from his broken leg”), medical concerns (i.e. “Do not Schedule Jane Smith into any room with a chalkboard as she is allergic to chalk”), performance recommendations from the PRT process (i.e. “Do not schedule John Doe into any room larger than 35

while he works to retool his student engagement as recommended in the most recent PRT review” or specific technological requirements (i.e. Jane Doe must be scheduled into a room with a Kodachrome slide projector”.

### **Room Preferences: Preferences**

The “Preferences” are what are triggered by the criteria. There can be multiple preferences triggered by each criteria and the preferences can be weighted. In addition, preferences can be designated as “Normal” which indicates that the preference is preferred but not required, “Required” which indicates that this criteria must be met, “Excluded” which indicates that this criteria must not be met (this allows for rooms like the pool to be excluded for all sections except for the appropriate sections—this is accomplished through an “override” rule), finally rules can be designated as “Blocked” in order to exempt specific sections from other broad rules. These preferences can trigger requirements for sections to be scheduled into:

- **Room Types**  
This setting allows for sections to be designated into particular types of rooms. The Room Types were established as a part of the room configuration process (see Types of Rooms on page 13).
- **Features**  
This setting allows for sections to be designated into rooms which have particular features in them. The Room Features were established as a part of the room configuration process (see Room Features on page 14).
- **Regions**  
This setting allows for sections to be scheduled into ‘regions’ of rooms. The Room Regions were established as a part of the room configuration process (see Room Regions on page 17).
- **Buildings**  
This setting allows for sections to be designated into particular buildings on the campus.
- **Rooms**  
This setting allows for sections to be designated into particular rooms on the campus.



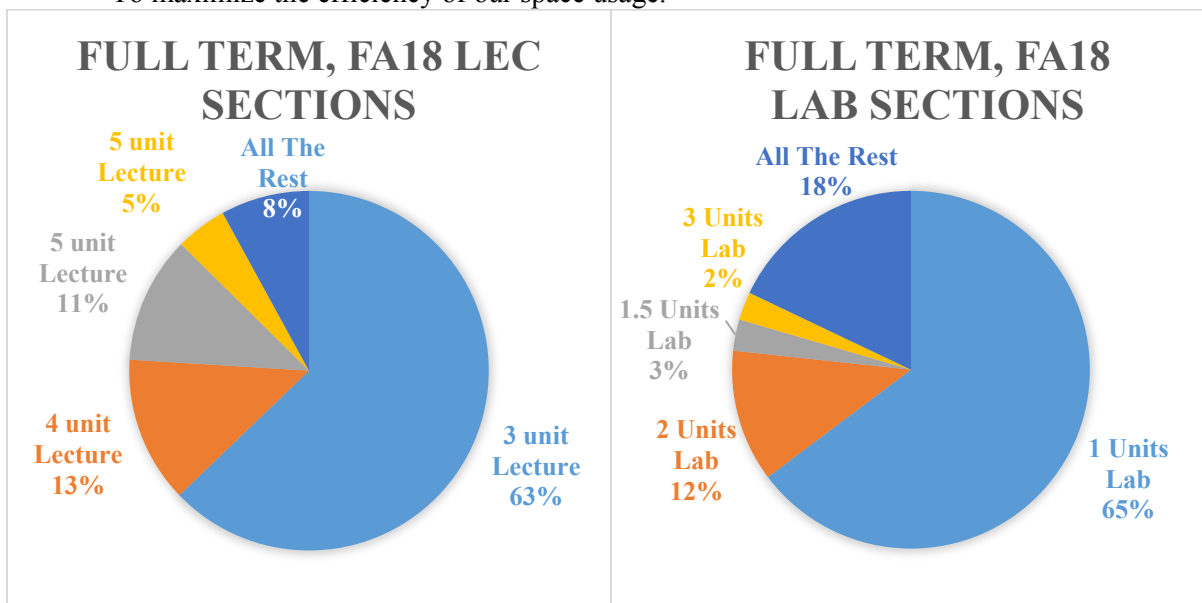
**NEXT STEP 11:** Refine regions to produce appropriate groupings of rooms to aid in effective rule creation.

### Block (Standard) Meeting Patterns

Research indicates that students are more successful at completing a degree or certificate if they are able to construct a schedule which allows for 12-15 units to be taken a semester. While this may not be possible for many of our students, ARC needs to be conscious of structural barriers that may be in place which prevent students from taking more than a single course in a semester. If sections are scheduled with irregular start and ending times, it may make it difficult for students to plan to take multiple courses in a semester. In the Fall 2018 semester there were 666 different patterns scheduled for courses.<sup>4</sup> While there are a variety of reasons why sections may be scheduled at various times and on various days, this variety of scheduling patterns may present unique problems for students to schedule multiple courses in a semester and can also present issues with room usage—as sections are scheduled at times which cross over other sections students cannot take these conflicting sections and the rooms are unable to be scheduled for more than one section. An analysis was performed to identify the most utilized meeting patterns that produced the uniform potential for a student schedule that allows multiple sections to be taken.

Several key principals/benefits of utilizing block scheduling are:

- To provide students the opportunity to take as many sections as possible by reducing the number of overlapping start and stop times;
- Reduce the number of conflicting course times which necessitate the processing of overlap forms and cause students to either be unable to enroll in both sections or to miss the beginning or ending of conflicting courses;
- To maximize the efficiency of our space usage.



The first step in analyzing potential scheduling blocks is to determine what constitutes a common type of course. As of December 2018, there are 1849 active courses in the ARC catalog. The most common type of course offered at ARC is a 3-unit lecture only course with 350 courses (19% of the catalog). In Fall of 2018, 63% of the full-term courses scheduled on the ARC Main Campus were .200 FTE, 3-unit lecture sections. For this 63% of the Fall sections scheduled on the Main campus, there were 193 different Scheduling Patterns scheduled. As 3-unit lecture only classes are the most common type of class scheduled at ARC and because these sections naturally stack up on two-day a week schedule (our most

<sup>4</sup> A “Scheduling Pattern” here is defined as a section which is a specific combination of meeting times and days that may be assigned to an academic course section offering.

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common day patterns) with one hour and twenty minute blocks of time, the start and end times for these blocks become the defining factors for the rest of the blocks:

**Block Schedule Overarching Guidelines**

There are more 3-unit lecture classes at ARC than any other format, and since these courses fit contiguously with a 10-minute passing time every 90 minutes, these “blocks” starting at 7:30AM form the basis for scheduling other class formats.

- Try to keep other class formats from crossing more than 2 “blocks” in general, and try to avoid more than one crossing during peak hours (assumed to be 9AM-1PM).
- Start evening classes at 6PM (no earlier than 5:30PM) to allow working students to travel from work to campus for class

The most common Scheduling Patterns were identified as the Standard Block for .200 FTE Lecture only sections.

***Two Day A Week Blocks for Lecture only, 3-unit courses. (54 hours lecture, .200 FTE)***

Pattern	Description	# Scheduled FA18
MW 7:30-8:50A	Standard 3-unit lecture pattern, on-grid, prime-time	58
TR 7:30-8:50A	Standard 3-unit lecture pattern, on-grid, prime-time	55
MW 9-10:20A	Standard 3-unit lecture pattern, on-grid, prime-time	214
TR 9-10:20A	Standard 3-unit lecture pattern, on-grid, prime-time	221
MW 10:30-11:50A	Standard 3-unit lecture pattern, on-grid, prime-time	246
TR 10:30-11:50A	Standard 3-unit lecture pattern, on-grid, prime-time	258
MW 12-1:20P	Standard 3-unit lecture pattern, on-grid, prime-time	172
TR 12-1:20P	Standard 3-unit lecture pattern, on-grid, prime-time	149
MW 1:30-2:50P	Standard 3-unit lecture pattern, on-grid for MW	138
TR 1:30-2:50P	Standard 3-unit lecture pattern, on-grid for TTH	139
MW 3-4:20P	Standard 3-unit lecture pattern, on-grid for MW	88
TR 3-4:20P	Standard 3-unit lecture pattern, on-grid for MW	85
MW 6-7:20P	Standard 3-unit lecture pattern, on-grid for MW	75
TR 6-7:20P	Standard 3-unit lecture pattern, on-grid for TTH	69
MW 7:30-8:50P	Standard 3-unit lecture pattern, on-grid for MW	46
TR 7:30-8:50P	Standard 3-unit lecture pattern, on-grid for TTH	39

The lecture blocks also work for courses taught in the third most common pattern for ARC courses: a .350 FTE 3-unit lecture and 1-unit lab section. These courses represent 108 courses in the ARC catalog or 5.39% of the total courses.

***Two Day A Week Blocks for Lecture/Lab, 3-unit courses. (36 hours lecture, 54 Hours Lab.283 FTE)***

The next most common type of course offered at ARC is a 2-unit lecture and 1-unit lab section with 161 in the ARC catalog or 9% of the course offerings at ARC. In the Fall of 2018, 16% of face-to-face courses scheduled at ARC were .283 2-unit lecture, 1-unit lab sections. Because these lecture/lab sections require more in-class time, they conflict with the standard .200 lecture blocks, so an emphasis was made to ensure that they had common start times.



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Pattern	Meeting Type	Description	# Scheduled FA18
MW 9:00-9:50A	Lec	Standard Lecture portion of .283 Lecture/Lab section, prime time	44
MW 10:00-11:20A	Lab	Standard Lab portion of .283 Lecture/Lab section, prime time	31
TR 9:00-9:50A	Lec	Standard Lecture portion of .283 Lecture/Lab section, prime time	29
TR 10:00-11:20A	Lab	Standard Lab portion of .283 Lecture/Lab section, prime time	33
MW 12:00-12:50P	Lec	Standard Lecture portion of .283 Lecture/Lab section, prime time	36
MW 1:00-2:20P	Lab	Standard Lab portion of .283 Lecture/Lab section, prime time	25
TR 12:00-12:50P	Lec	Standard Lecture portion of .283 Lecture/Lab section, prime time	25
TR 1:00-2:20P	Lab	Standard Lab portion of .283 Lecture/Lab section, prime time	25
MW 3:00-3:50P	Lec	Standard Lecture portion of .283 Lecture/Lab section	34
MW 4:00-5:20P	Lab	Standard Lab portion of .283 Lecture/Lab section	27
TR 3:00-3:50P	Lec	Standard Lecture portion of .283 Lecture/Lab section	25
TR 4:00-5:20P	Lab	Standard Lab portion of .283 Lecture/Lab section	18
MW 6:00-6:50	Lec	Standard Lecture portion of .283 Lecture/Lab section	17
MW 7:00-8:20	Lab	Standard Lab portion of .283 Lecture/Lab section	37
TR 6:00-6:50	Lec	Standard Lecture portion of .283 Lecture/Lab section	11
TR 7:00-8:20	Lab	Standard Lab portion of .283 Lecture/Lab section	23

These blocks also work for the courses which are 2-unit lecture courses (70 or 3.49% of courses in the ARC catalog) and 1-unit lab courses (138 or 6.88% of courses in the ARC catalog).

***Two Day A Week Blocks for Lecture only, 4-unit courses (72 hours lecture, .267 FTE)***

These courses represent 73 courses in the ARC catalog or 4% of the courses. In Fall of 2018, these sections represented 9% of the full-term sections offered in the schedule.

Pattern	Description	# Scheduled FA18
MW 8:00-10:05A	Standard 4-unit lecture pattern, on-grid, prime-time	13
TR 8:00-10:05A	Standard 4-unit lecture pattern, on-grid, prime-time	8
MW 10:30-12:35P	Standard 4-unit lecture pattern, on-grid, prime-time	3
TR 10:30-12:35P	Standard 4-unit lecture pattern, on-grid, prime-time	5
MW 1:30-3:35P	Standard 4-unit lecture pattern, on-grid	2
TR 1:30-3:35P	Standard 4-unit lecture pattern, on-grid	1
MW 6-8:05P	Standard 4-unit lecture pattern, on-grid	8
TR 6-8:05P	Standard 3-unit lecture pattern, on-grid	7

***Blocks for Lecture only, 5-unit courses (90 hours lecture, .333 FTE)***

There are only 5 courses in the ARC Catalog which are 5-unit lecture only courses, however in the Fall 2018 term there were 80 sections of these math courses scheduled in the Full-Term (approximately 4% of the campus offerings). Of those 80 sections, 43 were scheduled on a two-day pattern.



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Pattern	Description	# Scheduled FA18
MW 8:00-10:20A	Standard 4-unit lecture pattern, on-grid, prime-time	1
TR 8:00-10:20A	Standard 4-unit lecture pattern, on-grid, prime-time	3
MW 10:30-12:50P	Standard 4-unit lecture pattern, on-grid, prime-time	2
TR 10:30-12:50P	Standard 4-unit lecture pattern, on-grid, prime-time	2
MW 1:30-3:50P	Standard 4-unit lecture pattern, on-grid	2
TR 1:30-3:50P	Standard 4-unit lecture pattern, on-grid	4
MW 6-8:20P	Standard 4-unit lecture pattern, on-grid	9
TR 6-8:20P	Standard 3-unit lecture pattern, on-grid	9

For more information on how the blocks align, see Appendix 2: Block Schedule Analysis on page 53.



**DECISION 12:** The most common scheduling blocks that have been traditionally used at ARC were identified in Ad Astra as ARC’s standard Course Blocks.



**NEXT STEP 12:** ARC will need to refine the definitions of schedule blocks to take into account all of the iterations that may occur in the schedule (with the understanding that there will always be sections that will need to be scheduled off-block due to a variety of reasons).



**BUS PRACT 12:** Establish a process by which courses are scheduled into common blocks of time by default and establishing a process by which exceptions are discussed and authorized if appropriate.



## ***The Room Optimizer***

The Room Optimizer is designed to make the room assignment process much faster, helps to find the most appropriate space using user-defined scheduling parameters, and provides an opportunity to experiment with scheduling scenarios that would be extremely difficult using manual scheduling. By adjusting the combination of optimization parameters, academic scheduling preferences, and seat fill-versus-preference priority settings, a user may test the tradeoff between different scheduling objectives. By creating one or many draft schedules, the ELSS Task Group can experiment and compare results to build our schedule and test possible scenarios.

The Room Assignment Optimizer analyzes section data and assigns rooms in a specific order to maximize assignments while still meeting as many constraints as possible.

The process to run the optimizer is as follows:

### **1. Determine Sections to Schedule**

The optimizer must determine the scope of sections that are to be processed during the optimization. Factors that determine sections to be scheduled include:

- Selected source data
- Selected term(s)
- Sections not flagged to be ignored or arranged
- If user has opted to “Keep Existing Room Assignments” then sections with existing assignments are eliminated
- Optimizer user filters further narrow section range
- If user opts to pre-process hard constraints or back-to-back instructors, then determine applicable sections and prioritize them
- User security (to what sections does the user have edit access?)

### **2. Determine Rooms to Schedule**

The optimizer must determine what rooms may be considered for scheduling for each section during the optimization. Factors for room selection include:

- Rooms not flagged “Do Not Optimize”
- Rooms not flagged “Arranged Section”
- Rooms not flagged “May Not Schedule”
- Rooms not flagged "May Be Shared"
- Rooms are a campus match for sections in question
- Rooms are not blocked by room control during the dates being scheduled
- Rooms are available based on applied existing production and/or sandbox conflicts
- Rooms are included in user filters applied for optimization
- User security (for what rooms does the user have schedule permission?)

### **3. Score Rooms for Each Section**

The optimizer must determine what rooms may be scheduled for each section based on preferences and hard filters using the same method as the ad hoc room scheduling tool. Each feasible room is then scored using the room scoring method.

### **4. Determine the Order of Section Scheduling**

The optimizer must determine the order in which sections will be scheduled. The following steps determine the order of scheduling:

1. Group sections by time of day and day of week
2. Sort these groups from largest to smallest
3. Sort the sections within the time/day groups by the number of suitable rooms from lowest to highest

This sorting process creates a list of sections in order by the most common meeting pattern and then by the most constraints within the patterns. This helps to create the most efficient use of

space while still meeting as many scheduling constraints as possible. In other words, sections utilizing the most common blocks of time but with the most scheduling restrictions are scheduled first.

## **5. Schedule Rooms**

The optimizer must assign rooms to section records in the order determined above. The system will attempt to assign each section record a room from its list of suitable rooms in score order, first checking for conflicts and evaluating back-to-back and cross-list scheduling scenarios as applicable.

### ***Initial Room Rules***

An initial set of rules were built using a customized Excel workbook. A meeting was held with each division to go over the proposed rules. The rules were then entered into Ad Astra for a preliminary run (See Appendix 3 on Page 58 for a list of the initial rules). Unfortunately, all of the preliminary rules were composed and entered into the single instance of Ad Astra Schedule before the decision was made to split off the system into a separate instance for each college. Within the original system (pre-split), the system could not differentiate between center facilities and main campus facilities. Therefore, no rules were created for the centers. When the system was split off, Ad Astra manually re-keyed our rules into the new instance (not a good week to be an intern at Ad Astra) because the system does not have the capacity to import or export rules built into the system.

### **Building the Logic Behind Room Preference Rules**

The creation of a first draft of Room Preference Rules began with a historical evaluation of how rooms had been scheduled over FA18 and SP18. Find the ARC historical scheduling room analysis that was used to evaluate how rooms have been utilized at <http://bit.ly/2Tib3FD>. Next, a tool was built with macros in Excel to mimic how rules are built in Ad Astra and also produced a “plain language” version of the rule to assist in vetting rules. Some examples of the “Plain Language Rules:”

- Sections on the ARC Main campus; regardless of meeting type; scheduled in the FASHN designator; for all courses; for all faculty are: Preferred to be scheduled in the Arts & Science 105 or Arts & Science 111 rooms;
- Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of PMED 130; for all faculty are: REQUIRED to be scheduled in the Child Development Center 100 room;

The results of this analysis was a draft of 178 rules to be entered into Ad Astra (see the draft of rules in Appendix 3 on page 58). Interviews were held with each division dean and the division staff who worked on scheduling to evaluate the proposed rules. Feedback was then incorporated into the rules entered into Ad Astra. Several of the rules were combined as they were entered into Ad Astra (particularly the rules excluding particular rooms that had been developed department by department could be collapsed into single rules containing all of the exclusions). This resulted in an Ad Astra Rule set of 143 rules.

The preliminary work to develop rules in Ad Astra was done in the original single instance of the system (before the four colleges were split off and before there was a tentative solution to schedule centers as separate campuses). Thankfully, Ad Astra was able to rekey in our preference rule from the initial instance into our new ARC-specific instance (there is no import tool so this had the potential of being an epic setback for the project implementation). At the Ad Astra user’s conference, it was presented that a college of ARC’s size generally has between 300 and 600 preference rules for a robust optimizer run, so it is very likely that as ARC refines department needs the number of rules will increase.



**DECISION 13:** The initial set of room preference rules were set up through a historical analysis of how sections have been scheduled and through discussions with deans and division office staff—the intention of this preliminary list of rules was to provide an initial set of rules to allow for further refinement

through broader conversations with departments.



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**NEXT STEP 13:** The preliminary implementation of the system has focused upon building rules for ARC Main Campus facilities; ARC will need to develop room rules for our centers.

**NEXT STEP 14:** There will need to be a series of optimization runs in the system sandbox to help refine the rules. The process will be to run an optimization on a data from the FA18 and SP19 terms, compare the recommended room placements with what had been actually scheduled, identify where the system has recommended inappropriate rooms, “tune” the rules to correct, and repeat.



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**BUS PRACT 13:** Establish a process by which preference rules are evaluated and updated appropriately.

## **Configuring Ad Astra: Astra Platinum Analytics**

Ad Astra's Platinum Analytics is a tool that analyzes historical enrollment patterns, student academic history, degree audit system rules, pathways, and information from Student Experience Lifecycle systems (SEL) to forecast the number of seats and sections a campus should be offering for upcoming terms. Platinum Analytics should help us to utilize their own student and course offering data to determine how to provide a course schedule that will meet student need, thereby improving retention and graduation rates and overall student success.

Data provided by the Platinum Analytics analysis enables institutions to adjust a roll-forward schedule that can positively influence students' ability to graduate on time, and ensure efficient use of available resources. Performing an analysis run in advance of the schedule development period will allow for earlier and improved planning by academic departments and administrators. Reevaluating the sections and seats per course that are needed each term helps to free underutilized space that can be used for higher-demand courses. This reallocation of resources not only addresses space bottlenecks, but also allows current students the opportunity to graduate sooner while making room for growing enrollments.

Examples of high impact schedule changes include:

- Adding a course offering so seniors can graduate on time · Removing an unneeded course offering to free up faculty resources to teach an important undersupplied course
- Adding a course offering of an undersupplied course in non-primetime to best utilize classroom space and maximize enrollment ratios
- Changing an offering time to correspond with the availability of the students who need it most
- Changing an offering time to reduce conflicts between other required courses that students need to take in a given term (this will be available in a future release)

Platinum Analytics currently uses three types of data to predict student demand for courses and forecast the number of students who have a likelihood of registering for a course in the upcoming (analysis) term. Steps in the Analytics process include:

1. Build course sections for an upcoming term (roll forward or new) in student information system
2. Import data including sections, students, and degree audit information
3. Perform historical and program analysis
4. Analyze proposed offerings with Platinum Analytics data
5. Review results and determine high impact changes that may require schedule adjustment
6. Produce final schedule or repeat process during the scheduling cycle

### ***Identifying Exclusions***

One of the first steps to configuring Ad Astra was to identify which specific sections, courses, and programs to exclude from the analysis. This exclusion of these sections from analysis was to remove sections that could not conform to the metrics utilized by Ad Astra to predict student demand. These exclusions included programs which have odd enrollment patterns (such as our Apprenticeship program or the Safety Center courses); athletic or performance courses (such as the courses in the Music and Theatre Departments which support orchestras, ensembles, and theatrical performances; and other courses whose specialized enrollment patterns could skew the analytics numbers (such as WAC and Rad sections). For the initial run of Platinum Analytics, the following Exclusions were identified:

- **Courses:** ELECT 121, ELECT 151, ENGRD 117, ENGWR 304, ENGWR 360, ENGWR 361, ENGWR 362, PMED 101
- **Course Numbers:** 1000, 295, 298, 495, 498
- **Subject Designators:** CARPT, DRLTH, FIRE, IW, MUP, PSTC, TAP



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**DECISION 14:** Provided a list of courses and sections to exclude from the analytics in order to avoid skewing the data.

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**NEXT STEP 15:** Continue to work to identify programs and courses that need to be excluded from analysis.

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**BUS PRACT 14:** Develop rubrics and criteria that are used in order to evaluate these courses and programs for removal from the Ad Astra Platinum analytics evaluations.

### ***Degree Patterns, Pathways, GE Patterns, and a SEL (oh My!)***

**Degree Patterns:** Ad Astra imported our degree paths from the information that is currently housed in PeopleSoft (this is the degree audit data that was configured in order to verify Federal Financial Aid rules, so it is relatively clean and correct.)

**Pathways:** The system will be able to import the pathways that are being developed to help predict what students will need to take if they have identified that they are on a particular pathway. The ELSS Task Group has had preliminary conversations with Ad Astra and provided them examples of some of the currently approved pathways. In addition, Ad Astra has provided us some table structures that they use in order to assist us with any digital pathway tools that ARC is developing (both to assist students in exploring pathways and to assist in constructing them).

**GE Patterns:** Ad Astra has been provided with a table containing all of our GE options and is configuring the system to consider them.

**Student Experience Lifecycle (SEL):** The district is finalizing the purchase of a SEL system intended to provide high quality student support in a mobile friendly environment and allow the colleges to track and monitor a student's journey through potential candidate, pre-application, pre-enrollment, enrollment, completion and alumnus status. Ad Astra will be integrated with the SEL in order to capture this data and assist in predicting what students need in future schedules.

### ***First run of Analytics***

The preliminary run of the analytics were presented to the college on September 28<sup>th</sup>. A copy of this presentation is available at <http://bit.ly/2P4NLzO>. This is a preliminary run of using historical data and ensuring that our data is "cross walked" correctly between PeopleSoft and Ad Astra. Platinum Analytics is both a software product and a consulting service. Part of the product is bi-weekly calls with an analytics coach to discuss trends, goals, and indicators within our data. There are two major decisions that ARC will need to make moving forward which will determine how ARC will work with the Ad Astra data coach: our Enrollment Goals as well as the Key Performance Indicators (KPI) which ARC will use to measure these goals.



**NEXT STEP 16:** Develop ARC's scheduling goals and KPIs to measure the goals success.

Three potential goals might be:

- Improve Student satisfaction and Retention
- Ensure timely student program completion / Increase productive credit hour loads for students
- Address scheduling issues that contribute to the performance gap in our students.



all sections that were live at census, ARC will develop a more nuanced set of rollover queries that capture a number of scheduling interests:

- Establishing what the “core” schedule for each term type may be. For example, 38% of the FA15, FA16, FA17, and FA18 schedules consisted of courses that were scheduled with the same Start Time, End Time, and Day Pattern. For the Spring semester, 41% of sections scheduled SP15, SP16, Sp17, and Sp18 are similarly consistent. (To see a list of these identified courses for Fall and Spring, go to <http://bit.ly/2RfBs5w>)
- Establishing the rotational offerings—those courses which may be offered every other semester (or some other pattern). Identifying the pattern by which courses are offered would have several benefits: ARC could publish (and promise) that specific components of programs would be offered within a specific time period (i.e. “This course is always offered every Sprint term with an odd-year”), ARC could build timelines into pathways because departments would potentially know what would be offered and when, ARC could drive demand for occasionally offered sections (i.e. “If you are interested in taking this course, take it next semester as it will not be offered again for two more semesters”), et cetera.

### **The ARC Enrolment Management Committee**

A primary recommendation from Ad Astra in the implementation of their software is for colleges to develop an Enrolment Management Committee. This committee will be placed within the ARC Governance structure under the Student Success Council. The current proposal is that the work of the ELSS Task Group) that was originally chartered to select and assist in configuring the scheduling software system) will transition into the work of the Enrollment Management Group. This will involve a new charter proposal which will be crafted for Spring 2019 and potential membership shifts. The Enrollment Management Committee will be involved in:

- Analyzing the Rollover Queries to ensure that ARC is rolling over the correct courses as a part of our “core” schedule and that the rotational offerings allow students to complete programs in a timely fashion.
- Evaluation of FTE needs and demand driven shifts which may need to occur.
- Maintaining rules and other systems within Ad Astra.
- Curating reports and data sets to drive scheduling conversations.



**NEXT STEP 17:** Work to clarifying and identifying the “core schedule” to be built into the rollover queries.

**NEXT STEP 18:** Work to clarify the rotational courses. This will create a need for identifying multiple rollover queries (e.g. Fall 1, Fall 2, Spring 1, Spring 2, et cetera).

**NEXT STEP 19:** Craft Enrollment Management Committee charter and submit it to the Student Success Council. Ensure that Enrollment Management Committee has strong linkages between Instruction and Student Services.



**BUS PRACT 15:** Develop a process to evaluate and modify the “core” offerings in the rollover queries before they are run each term.

**BUS PRACT 16:** Develop a process to evaluate and modify rotational course offerings in rollover queries before they are run each term.

### ***Scheduling: Round 1 Where We've Been***

The draft schedule which was generated from the rollover query from the immediate prior term is then sent to the campus ISAs who then release out the **Round 1 Draft** to the divisions. The first Round of the

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schedule is generally released in Mid-October for the Fall and Summer term planning cycles and Mid-March for the Spring term planning cycle.

Each division at ARC proceeds with Round 1 slightly differently:

- Some divisions split the drafts by department into separate paper versions of the schedule and distribute them to departments for discussion and revisions.
- Some divisions split the drafts by department into Excel versions of the schedule and distribute them to departments for discussion and revisions.
- Some divisions split the drafts by department into Google Document versions of the schedule and distribute them to departments for discussion and revisions.
- For the first round some divisions remove all names from the rolled over schedule, others remove only the adjuncts, while others leave all of the names intact.
- Hide columns within the documents to provide a cleaner interface for faculty to interact.
- Set the spreadsheets up with restricted data fields that allow information to be entered through dropdowns (keeping consistency in the data).
- Set up calculation fields on the spreadsheets to track faculty loads as names are dropped into the schedule.
- At this point (before distribution) several deans noted that they are performing a slight scrub of the schedule (removing under-performing sections, shifting class times, and holding back a certain amount of FTE to provide a cushion for additional changes that may come later in the process). These changes are often driven by internally generated research (manually compiled longitudinal enrollment data culled from crystal reports) and a hefty amount of intuition as to what is going to work and what is not.

The setting up of the first round sheets is very labor intensive, manual, and duplicative in nature (often doing the same thing over and over again to “scrub” the data and prepare it for distribution. Several divisions are using the home-grown SMART system (an Access database) with another home-grown product ChartMaker in order to make room charts. This requires a lot of data-scrubbing to clean up the crystal reports and allow them to work within the system—it is also often prone to breaking down when district changes report structures.

Several divisions then distribute the first round sheets digitally to the departments for discussion (some still send out paper copies and ask the chairs to make their changes by hand—because there have been issues in faculty correctly noted changes on the digital forms). On the digital copies, faculty are supposed to note any changes highlighted in yellow, deletions with a strikethrough, and additions highlighted in green. Different divisions assign faculty to classes in different manners: Math utilizes a randomized four-semester process to cycle through which full-timer selects their sections first; English goes by seniority, and other departments often leave it to the chairs to make suggestions on who should staff sections. In some cases the department chairs working with the department suggest which full-timers to schedule, but the adjuncts are assigned by the dean.

There are several programs around the college that have specific cohort needs, identified rotations of offerings, required class sizes, et cetera (several externally accredited programs, especially in Health). There are other programs that have identified the sequence of how their courses should be offered, but these sequences are not a restrictive (or informative) part of any scheduling system—they often exist as documents on individuals’ computers. It is also extremely difficult to plan (and see) schedules for cohorts of students which cross divisions. Since each division schedules in this initial round on local systems, others cannot see what they are working on.

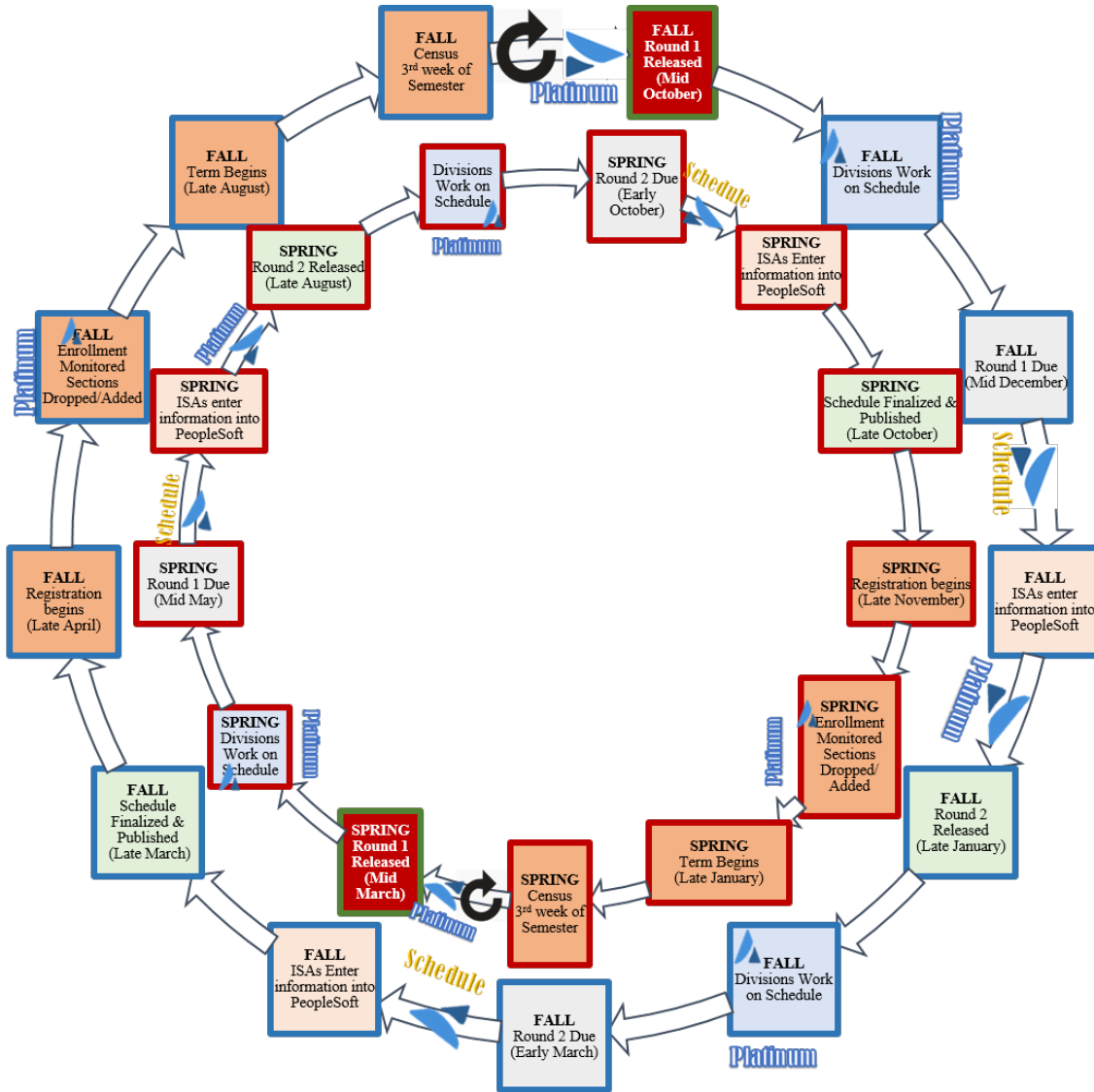
When the first round sheets are returned to the division offices there is an attempt to check for broad errors (room conflicts, overlaps on faculty schedules, correct amount of instructional minutes, et



cetera).—the problem is that much of this is quite difficult to “see” on the spreadsheets and there is a high degree of reliance upon the ISAs to catch issues and errors. There are also often issues where faculty have missed highlighting changes and they may not be caught by the ISAs who are manually entering in the first-round schedule into PeopleSoft.

**Scheduling Round 1: Where we’re going**

The timelines for creating our schedules will not radically shift with the introduction of Ad Astra. Much of the data provided is still reliant upon students’ behaviors (their *intentional* behavior: identifying majors or paths and their *behavioral* behaviors: what students actually enroll in and how they do in these classes). Platinum Analytics provides two passes at the data in an attempt to predict what students will need. Shortly after the Census date, it looks back at historical data to predict what might be needed in the next like term. The second pass at the data comes after grades are turned in and the system can look to see what students passed (or did not pass), what they are taking in the current term, and what they need in the next term—this data is run in the start of the prior term (so the second round of predictive analytics is run at census of the prior Spring term).



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When adding in the two Ad Astra products into our scheduling cycle, these products do not so much change the process, as augment the amount of data available within the process:

- 1) The initial run of predictive data (shortly after census) will be used to help inform modifying the Rollover query and will then be used as the divisions
- 2) When departments submit their first round, Ad Astra Schedule will be run to assign rooms to those sections added into the schedule (those in addition to the “core” courses),
- 3) Early in the next term (the term directly proceeding the one being planned for), the second round of predictive analytics will be run and this data will be used to inform decisions made by divisions, departments, and the college Enrolment Management Committee.
- 4) After the second round is submitted by the divisions, Ad Astra Schedule will be used to optimize the remaining unscheduled sections into appropriate rooms.
- 5) As enrollment opens to students, Ad Astra will be set up to distribute enrollment reports to assist in monitoring how sections are filling (and to assist any additions or reductions that may be necessary).



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**DECISION 15:** One major concern that remains is what the precise workflow process will be for the end users (deans and department chairs). While AD Astra does present a powerful suite of tools for room optimization and for performing historical and predictive analytics to help drive discussions about what should be scheduled, it may not be as robust in terms of providing a user-friendly interface for department chairs and deans to utilize for the scheduling rounds. The ELSS Task Group has begun investigating a third product, [Digarc Section](#), to see if this product might assist with this. In addition, we’re working with Ad Astra to identify how other schools use their system for this “last mile” of scheduling.



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**NEXT STEP 20:** Identify appropriate reports and datasets to distribute to department chairs to assist in scheduling decisions.

**NEXT STEP 21:** Identifying potential reports and other practices that ARC may use with Ad Astra in order to process scheduling. The system, currently, only is able to write rooms back to PeopleSoft—so if divisions/departments are scheduling within Ad Astra Platinum Analytics, how can ARC process this workflow in a manner which does not throw the college back into a series of hand-keyed, siloed, paper driven systems.

**NEXT STEP 22:** Consider whether or not ARC (or the district) may need to purchase another interface product, such as Digarc Section, to provide efficient workflow in our scheduling process.



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**BUS PRACT 17:** Establish the Enrollment Management Committee’s role in managing scheduling decisions.

**BUS PRACT 18:** Establish business practices on how ARC will use these systems in the scheduling of section in the different terms.

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### ***Exceptions to the Process***

There are three notable exceptions to the process starting with the first round sheets coming from the ISAs: Natomas, McClellan, and Math.

Natomas has a goal to get their first round out to the divisions a month before the ISAs send out the division first rounds. During the first week or so of the semester the Natomas dean will pull crystal report along with current room charts. The dean then goes through and looks at certain priority items (things like Art classes that have to be in a certain classroom, sections that require computer labs, the ACE program eats up classrooms Tues-Thurs, CECA eats up daytime classes, MMLC run in LRC as well as WAC and RAD classes). After that, look at scheduling blocks and entry and exit points and begin to lay in sections

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according to those blocks and to try and maximize student ability to take a diversity of GE courses throughout the schedule. All of this is done by hand: starting with the crystal spreadsheets and then to room charts. After the dean has done this work by hand, it is handed off to the Administrative Assistant who then has to create the Natomas First Round documents (tracking the changes made by the dean against the original crystal report in yellow). These documents are then distributed to the campus divisions for their changes (with a separate color scheme to track changes provided by the campus).

At the McClellan center, classes are scheduled a year in advance. The Public Safety off campus center relies on the division offices to staff GE courses. Dialogue consists of discussions between Deans as to what and how courses will meet student objectives, educational goals, and maximize enrollment. Past enrollments and certificate/specific courses are considered when scheduling occurs. Mostly, courses are scheduled to accommodate instructor priority staffing requirements. Most of the McClellan classes are not staffed until after the schedule is publicly available to students, except for Administration of Justice and Fire Tech. courses – these are exclusive to the Public Safety Center. The process used at the SRPSTC/McClellan Center is extremely rudimentary. Because the center schedules two types of classes, they are not currently able to integrate with PeopleSoft and utilize SharePoint. Each classroom is scheduled separately from the actual course scheduling by a second person. To locate an open classroom one must open each calendar page for every classroom until one is located. It is time consuming and inefficient. In order to accommodate course offerings, they make standard certain classroom space for specific courses. This is not particularly efficient in that class size varies and generally becomes significantly reduced which can lead to underutilization of larger classrooms.



**NEXT STEP 23:** The installation of Ad Astra has primarily been focused upon the Main campus. Work with our centers to customize and configure the system to match their needs.

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## Key Platinum Concepts, Caveats, and Conceits

There are certain core concepts of Ad Astra Analytics that a user needs to understand before much sense may be made of the reports and suggestions that the system provides.

### **Enrollment Ratio**

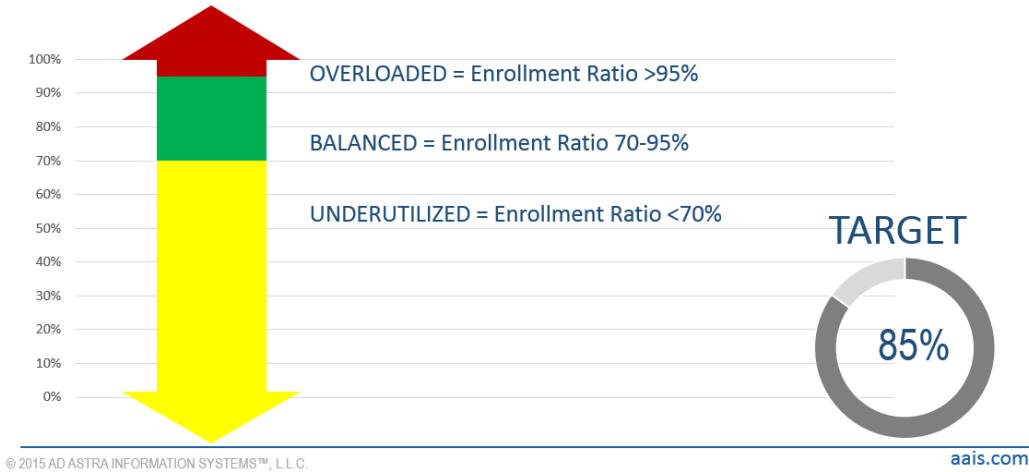
The enrollment ration is a calculation of the average course enrollment divided by the average course capacity. A *balanced* enrollment ration is identified as courses having between 70% to 95% ration with the average of an 85% enrollment ratio as the overall goal<sup>5</sup>. The 85% goal is intended to allow for capacity for students to get into the courses that they need.

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<sup>5</sup> An 85% fill ration is also the target that was identified in an Enrollment Management Training seminar held at the Claremont Graduate School and sponsored by the California Community College Chancellors Office.

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ENROLLMENT RATIO = AVG COURSE ENROLLMENT / AVG COURSE CAPACITY



A 99% fill rate indicates that a course or set of sections are impacted and students may not be able to get the courses that they needed. An extreme example of this was during the recession where students were desperate to get into any course—regardless if they needed it or not. If a student dropped there was nowhere else for them to go. Ad Astra identifies sections as being Overloaded, Balanced, or Underutilized and the ratio is used to help determine what type of candidate a section might be.

Measurement	Percent	Courses	CA CC Avg.
Enrollment Ratio (85% Target)	86%		80%
Overloaded Course Ratio (<10% Goal)	26%	227 of 859	21%
Balanced Course Ratio (>60% Goal)	43%	366 of 859	39%
Underutilized Course Ratio (<30% Goal)	31%	263 of 859	39%

Platinum Analysis of ARC’s Spring 2018 schedule.

***The Platinum Candidates***

**Addition Candidates:** The addition candidate metric represents the percentage of total sections in a schedule that could potentially be added to the schedule based on sufficient pent up demand to justify at least half of one additional section.

**Reduction Candidates:** The reduction candidate metric represents the percentage of total sections in a schedule that could potentially be removed from the schedule based on insufficient demand to justify these sections.

**Elimination Candidates:** This identifies sections that should be moved into a “rotational offering.” This candidate metric represents the percentage of total sections in a schedule associated with courses that could potentially be removed from that term’s schedule and placed in a revolving pattern of every other, or third term. This metric, too, is based on insufficient demand to justify offering these courses.



**No Action Candidates:** These are courses that the system is suggestion no action on as the enrollment trend is projected to end with the enrollment ratio within the Balanced Course Ratio level.

### ***Analytics: Into Schedule Production***

As a part of the Software as Service Model that Ad Astra has contracted with the Los Rios District, there will be bi-weekly Analytics calls scheduled to discuss ARC's scheduling data and assist the college in meeting the college's scheduling goals (for more information about these goals see NEXT STEP 16: on page 32). ARC has set up this teleconference cadence for Mondays from 2:30-3:30, beginning on January 7<sup>th</sup> of next year.

Ad Astra Analytics provides three levels of interaction for developing and monitoring schedules:

1. Platinum Sandbox
2. Platinum Reports
3. Platinum Dashboards

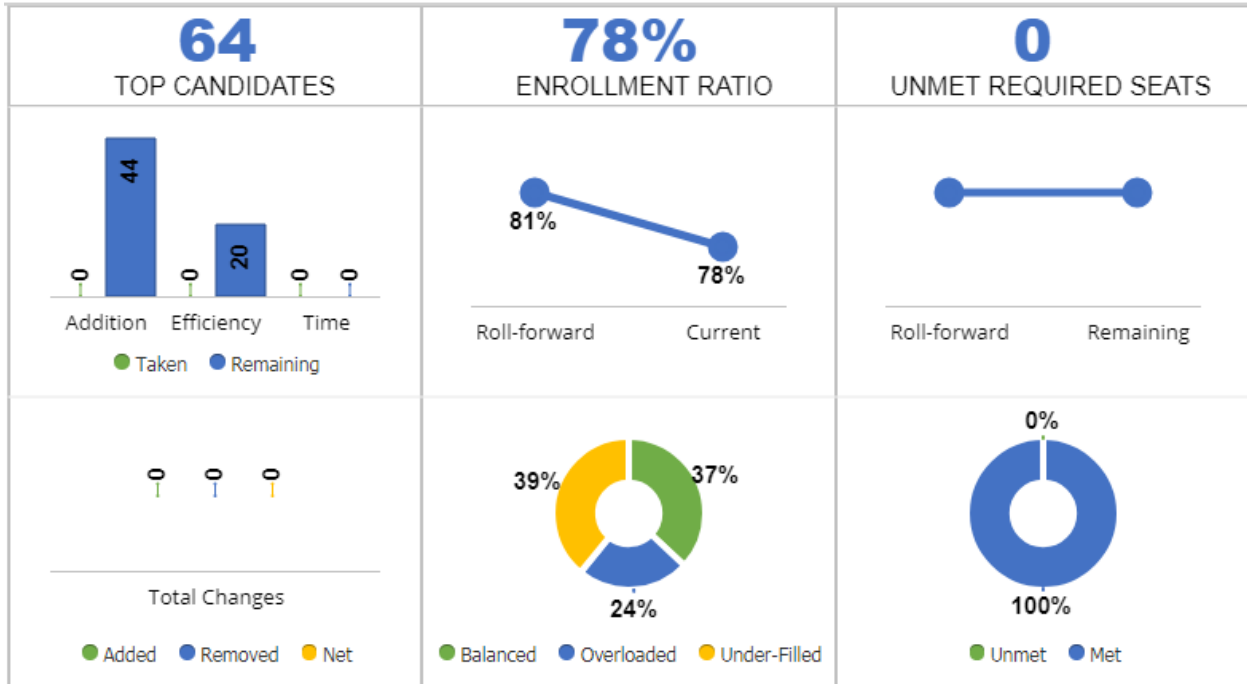
These interactions are populated through three sets of data:

1. The current schedule as pulled from PeopleSoft
2. A *historical* analysis of previous student behavior. This is generated shortly after the census date of the prior like term—e.g. if you're working on SP20, the historical analysis will be available shortly after SP19 Census or around the release of our Round 1 of scheduling. This dataset is comprised of the *Historical Baseline* comprised of the number of students in a course from the prior like term (Fall to Fall and Spring to Spring) as well as the *Historical Trend* that is comprised of a mathematical trend of the demand based upon the enrollment over the last five years.
3. A predictive analysis of student behavior. This is generated after the prior like term grades are finalized—e.g. if you're working on SP20, the predictive analysis is available in the first weeks of the Fall term—or around the release of our Round 2 of scheduling. This data set is comprised of:
  - *Program Analysis*
    - Uses the degree audit data to review courses students need for upcoming terms
    - All options are considered equally
    - Considers eligibility for each course based on registration restrictions and prerequisites
  - *Predictive Program Analysis*
    - Uses the degree audit data to review courses students need for upcoming terms
    - Options are updated based on choice preference, term preference, and term progression
    - Considers eligibility for each course based on registration restrictions and prerequisites

### **The Platinum Sandbox**

Ad Astra creates a Sandbox where a hypothetical schedule can be manipulated and changed without impacting the actual schedule in PeopleSoft. Within the Sandbox, Ad Astra identifies each course as a particular candidate type (Addition, Reduction, Elimination, or No Action). At the top of the sandbox is a dashboard which shows what actions have been taken with in the sandbox:

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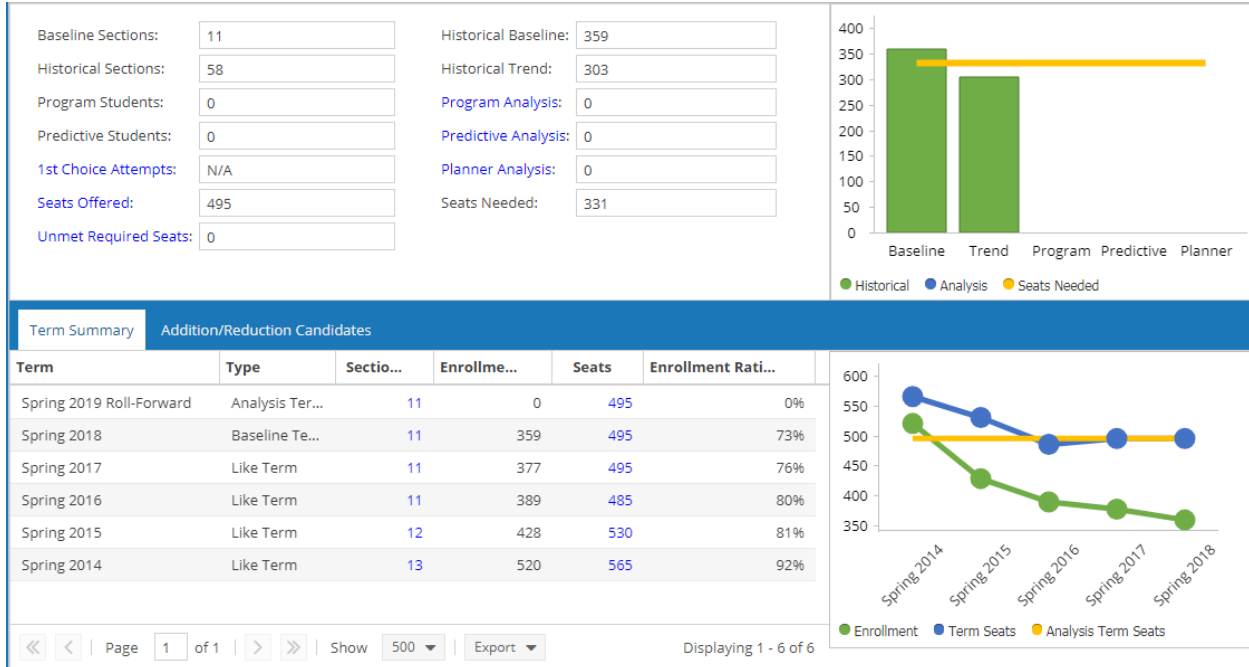
1 Platinum Analytics Dashboard for ARC SP19 Sandbox.

Under the dashboard is a list of all courses offered in the sandbox:

	Subject	Cour...	Title	Candidate Type	Sectio...	Sections Nee...	Candidates	Seats	Seats Nee...
	ESL	94	<a href="#">Intermediate-High Skills Lab</a>	Addition	15	17.7	3	41	53
Accept	CHEM	305	<a href="#">Introduction to Chemistry</a>	Addition	18	21.2	3	432	508
	BUST...	300.2	<a href="#">Keyboarding/Applications: Doc...</a>	Reduction	4	1.0	3	30	8
	ENG...	314	<a href="#">Reading Across the Disciplines...</a>	Addition	24	26.6	3	190	213
	NUTRI	300	<a href="#">Nutrition</a>	Reduction	28	24.5	3	1110	981
	HIST	311	<a href="#">History of the United States</a>	Reduction	11	7.4	3	495	331
	BUS	320	<a href="#">Concepts in Personal Finance</a>	Reduction	7	5.7	2	207	172
	SOC	300	<a href="#">Introductory Sociology</a>	Reduction	15	12.3	2	630	516
	BUST...	100.3	<a href="#">Keyboarding Skills: Advanced</a>	Elimination	2	0.8	2	9	4

Upon clicking on a course sections, a detailed report on the recommendation is brought up which provides specifics on the sections offered for that course:

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For the example above, there is a general reduction in enrollment and Platinum is suggesting the reduction of two sections (there are 495 seats available and Platinum is predicting, from a historical analysis, that only 331 seats will be needed). The Sandbox is, potentially, where ARC will be having faculty and staff modify draft schedules. The process would be:

- 1) The previous like term would be rolled over into PeopleSoft utilizing the appropriate Rollover Query (See Page 33 for specifics).
- 2) The Draft term would have a Platinum Analytics historical analysis run and a sandbox created.
- 3) The Enrollment Management group would perform an initial analysis and changes to the schedule.
- 4) The Sandbox would be made available to the divisions as the “First Round” schedule release. Changes to the schedule would be made in the Sandbox.
- 5) A Schedule Change Summary Report (internal Platinum Report) would be run off of the Sandbox which would produce a list of changes for ISAs to make in PeopleSoft.<sup>6</sup>

### **Platinum Reports**

Ad Astra provides approximately 127 stock reports as a part of Schedule and Platinum Analytics. These are reports organized in eleven categories:

- Course Offering Analysis (13 Items)
- Dashboard Reports (8 Items)
- Events Lists (24 Items)
- Instructor Optimization Reports (9 Items)
- Platinum Analytics Reports (8 Items)
- Room Optimization Reports (4 Items)
- Rooms and Resources Lists (9 Items)
- Section Lists (12 Items)
- Sections and Events Lists (9 Items)

<sup>6</sup> At this point, Ad Astra is only able to write rooms back into PeopleSoft. All other fields will still need to be manually entered. There is a *potential* that ARC will be able to generate a custom report that could be imported into PeopleSoft, but this will take custom development.



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- System Admin Reports (9 Items)
- Utilization Reports (22 Items) that report on

Many of these reports present information about how our degrees or GE patterns are programmed into the system, Event space usage, space utilization reports on how efficiently spaces are being used, et cetera. Currently, several of these reports remain non-functional within Platinum Analytics, so the Enrollment Management group will need to continue working to get them configured. As identified in NEXT STEP 20: (Page 37). The Enrollment Management group will need to work through these available reports and create a curated list for distribution to deans and department chairs to assist in scheduling decisions.

### **Platinum Analytics Dashboards**

There are two primary analytics dashboards in Platinum the *Scheduling Index* and the *Platinum Dashboard*. You can see example of a *Scheduling Index* dashboard in Appendix 5: Scheduling Index Dashboard (Page 76) and an example of the *Platinum Dashboard* in Appendix 6: Platinum Dashboard (Page 77).



**NEXT STEP 24:** Work with Ad Astra to ensure that all appropriate reports are correctly configured for use.

**NEXT STEP 25:** Develop training for how to interpret and use the data presented by Ad Astra to enhance schedule decisions.

**NEXT STEP 26:** Work with Ad Astra and District DO to ensure that Ad Astra is configured to allow for access through the universal access system that DO uses to ensure that users do not need to remember/use separate usernames and passwords to access Platinum Analytics.

**NEXT STEP 27:** Continue working to configure Ad Astra to reflect our different campuses (Natomas, McClellan, and Main Campus) and the department and division structures.

**NEXT STEP 28:** Develop filters or access levels which allow for users to see and manipulate the appropriate sections and courses.



**BUS PRACT 19:** Establish process and procedures to configure Platinum Analytics moving forward.

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## **Events and Non-Course Related Room Scheduling**

Events are anything that requires the use of a facility but is not attached to a course or section in PeopleSoft. This may include meetings, special events, performances, rehearsals, study sessions, et cetera. Traditionally, it has been difficult to track the various events on campus which utilized campus facilities. This led to a warren of different use request procedures (“Ok, who do I call this week to use that room...”), tracking mechanisms (from outlook to pen and paper), and other processes.

In first half of the Fall 2018 semester, the ARC ELSS group was mainly focused upon configuring Ad Astra for Academic Scheduling with the intention of beginning the configuration of Events scheduling in the latter third of the semester. Unfortunately, with the smoke closure of the campus around Thanksgiving, the work on mapping out current process and procedures was postponed.

Ad Astra has a set of structural elements that will need to be configured in order for events to be scheduled through Ad Astra:

### ***Event Elements (Still Need to be Configured)***

#### **Event Types**

The Event Type is an event field that describes the general category of event. The Event Type is used for grouping events, primarily for reporting purposes. Examples include Student, Community, Staff, Athletic, Corporate, or any other category that is important to your institution. The Event Types are managed through the Master List function in the Settings tab of Ad Astra.

#### **Event Meeting Types**

The Event Meeting Type is an optional event meeting-specific field that can be used to categorize meetings of an event. The Event Meeting Type is applied to individual meetings of an event record to help identify and organize common event components. Examples include Break Out Session, Reception, Lecture, etc.

#### **Event and Event Meeting Custom Fields**

Astra Schedule supports custom fields that can be used per event and per event meeting record. Custom fields allow you to gather and display information about your events and meetings that is important to your institution and schedulers but not provided by default in the Astra Schedule application. Custom fields are defined per record type. For example, custom fields may be defined for event records, event meeting records, room records, etc. Once custom fields are defined, they are available for use on all records of that type. The custom field definition includes Field Type and field Control Type selections that define the type of field that will be added to the form. Additionally, the field label, pre-defined values, and other field attributes are specified.

#### **Event Scheduler Group**

An Event Schedulers group is a special event user security configuration that allows certain events personnel to have visibility into each other's event records. It is common among event scheduling staff that several schedulers in a particular office or area may need to be able to assist each other in their work or look up information about each other's events. Because there isn't always another defining characteristic of the events they should be allowed to access, the grouping characteristic must be the creator of the event. Event schedulers can have access to all event records in the system, only the event records they have created, or a combination of records they have created plus records certain other event schedulers have created. The latter option is what Astra Schedule refers to as an Event Scheduler group.

### **Workflow and Messaging**

Ad Astra has some powerful tools to assist in directing event request to the appropriate people for approval or resource request notifications. Configuring this will include identifying “vendors” to support events (IT, Aramark, facilities, et cetera) and building appropriate request forms and processes to link this information in the system.

### **Customers and Customer Groups**

Ad Astra defines the “users” in an event as a ‘customer’. The ELSS group will need to define out different appropriate customer roles (Student Government, Committees, Faculty, Students, et cetera), establish user levels and ‘roles’ within the system, and build protocols for space usage approval.



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**NEXT STEP 29:** Map out current process and procedures regarding how events are scheduled. Evaluate current “ownership and approval” structures and determine if these structures need to be updated or directly inputted into Ad Astra.

**NEXT STEP 30:** Identify Event Types and Meeting Types that will be available in Ad Astra and configure the system.

**NEXT STEP 31:** Configure workflow, vendors, equipment and other resources which may be requested through the events process.

**NEXT STEP 32:** Establish appropriate ‘customers’ within Ad Astra with the requisite usage permissions and approval structures.



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**BUS PRACT 20:** Establish process and procedures to update and maintain Events within Ad Astra.

### **Events and Student Services**

In the first semester of the implementation of Ad Astra, much of the focus has been upon setting up the system to interface with PeopleSoft and facilitate academic scheduling. In addition to the academic scheduling and events scheduling there is a third tier of scheduling which will need to be configured in Ad Astra: Student Services. This implementation will include establishing processes and procedures for all four divisions in Student Services: Admissions and Transition Services, Counseling and Transfer Center, Equity Programs and Pathways, and Support Programs. For all four of these divisions (an all of the programs on campus) there will be a need for specific procedures to be put in place for reserving rooms for a variety of events (in rooms and in external locations such as the Rose Marks Quad).

### **Admissions and Transition Services**

There are several potential departments within this area which might need specific attention in how Ad Astra is configured. This may include elements and configurations for graduation, specific needs of the Health Center, and the availability to schedule information sessions. The ELSS Work Group will work with this department in Spring 2019 to catalog their needs and work to configure Ad Astra to address them.

### **Counseling and Transfer Center**

There is a high volume of facility scheduling which occurs within the Counseling department to accommodate both individual one-on-one student sessions and larger group sessions. Much of this work is not connected to FTE in PeopleSoft and therefore has been internally scheduled in shadow systems. The counseling department has expressed an interest in utilizing Ad Astra to efficiently schedule adjunct Counselors into offices that are not being used or during peak times to find other offices or spaces where

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the department could increase the number of Counselors to meet the needs during those peak times. Currently, there are times when the department could bring in additional Counselors but cannot find enough space.

**Equity Programs and Pathways**

There are a number of different trainings, club activities, and events which are coordinated under this division. Some of these are scheduled in rooms where specific Equity, Pathway or Associated Student Body programs have priority for room use.

**Support Programs**

The Support Program division has a variety of rooms which have not yet been inputted into the Ad Astra system due to the initial focus upon instructional spaces. These rooms will need to be catalogued and appropriate processes and procedures for the approval of their usage will need to be configured into ad Astra.



**NEXT STEP 33:** Identify external locations which need to be configured in Ad Astra so that they may be reserved, scheduled, and correctly configured for a variety of event types.

**NEXT STEP 34:** Work with Admissions and Transition Services division and Dean Parrish Geary to identify needs and procedures for room scheduling and configure them within Ad Astra.

**NEXT STEP 35:** Work with Counseling and Transfer Center division and Dean Sonia Ortiz-Mercado to identify needs and procedures for room scheduling and configure them within Ad Astra.

**NEXT STEP 36:** Identify over-flow rooms and offices which could be used to flex available space for counseling sessions during peak times.

**NEXT STEP 37:** Work with Equity Programs and Pathways division and Dean Joshua Moon Johnson to identify needs and procedures for room scheduling and configure them within Ad Astra.

**NEXT STEP 38:** Identify specialty rooms attached to specific Equity Program and Pathway division (e.g. Student Center Boardroom) and establish proper approval and usage procedures.

**NEXT STEP 39:** Work with Support Programs division and Dean Kolleen Ostgaard to identify needs and procedures for room scheduling and configure them within Ad Astra.



**BUS PRACT 21:** Establish process and procedures to ensure that Student Services needs and interests continue to be configured and addressed within the Ad Astra system.

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## Appendix 1: ELSS Task Group Charter

Project Team: Enterprise-Level Scheduling Solution

Project Type: Implementation

**Project Duration: 2018 -2019**

**Sponsoring Council: Student Success Council**

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### PROJECT BACKGROUND AND NEED (Why is the project necessary?)

One of the goals defined in the District's 2016 Strategic Plan was to "establish effective pathways that optimize student access and success." ARC's Strategic Plan (Goal 1, Strategy 2) calls for ARC to "Implement improved class scheduling system to better meet student needs." The Enterprise Level Scheduling Solution (ELSS) project will advance this goal through the implementation of a sophisticated class scheduling system with tools that enable pathway implementation through data-informed scheduling. Additionally, the technologies employed are expected to support non-academic facility scheduling, optimize space utilization, and inform enrollment management activities.

- ARC does not have an existing standardized technological tool for facility or instructional scheduling.
  - The existing paper, email, and spreadsheet-enabled processes are inefficient and error prone.
  - Self-service room reservation system is not available.
  - Insufficient data is easily accessible to those involved in decision-making
  - Data informed scheduling practices are essential to the success of program pathways and the college's strategic goals related to redesigning the student experience.
- 

### PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

In the Spring of 2018 Los Rios selected Ad Astra to be the scheduling software system to be used by all four Los Rios colleges. The Enterprise-Level Scheduling Solution Project Team is the implementation team to make recommendations on how the system will be configured, recommend changes to room numbering/names in order to ensure clarity for students, and establishing best practices, procedures, access levels, and protocols for how best to utilize the scheduling system to meet ARC Scheduling goals.

- To fully implement the Ad Astra System at American River College in our instructional and event scheduling.
  - Establish workflows with room, event, and instructional scheduling within the Ad Astra System.
  - Establish training materials and processes for different levels of Ad Astra users. Boundaries:
  - This project will be focusing upon the installation, configuration, and operational protocols of the scheduling software, not building ARC's Academic schedules.
  - The Ad Astra Scheduler product currently only writes room changes back to PeopleSoft. The Platinum Analytics product prepares a more holistic set of recommendations on schedule changes, but is unable to write those changes back to PeopleSoft. The team will need to evaluate how a business practice may be built to maximize the information provided by these systems without creating cumbersome workloads.
- 

### PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project is intended to achieve the following objectives:

- 1) Recommendations on changes that might be necessary to room numbers and names and processing of those recommendations (if approved) into both the Ad Astra and PeopleSoft systems.
  - 2) Protocols and procedures for scheduling within the Ad Astra System.
  - 3) Recommendations on security levels within the Ad Astra System (who has action to view, edit, and add scheduling information).
  - 4) Protocols and recommendations on utilizing the analytics within the Ad Astra system.
  - 5) Identify and develop additional technological infrastructures needed to support scheduling within the Ad Astra system.
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### **PROJECT DELIVERABLES (What items will be produced during the project?)**

Deliverables to be completed and/or submitted for approval:

- 1) Fully configured Ad Astra system for use in Event and Educational scheduling at American River College.
- 2) Training materials and procedures for different levels of Ad Astra users.

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### **SUCCESS INDICATORS (How will success be measured or determined?)**

The project will be considered successful when:

- 1) ARC has created a functional event scheduling procedure with the corresponding forms, web pages, and processes in place for all event scheduling within Ad Astra at ARC.
- 2) ARC has improved data integrity and transparency related to scheduling data and facility usage.
- 3) ARC has created an updated and clear building name and numbering inventory that is aligned in Ad Astra and PeopleSoft.
- 4) ARC has created user permissions and protocols in place for scheduling Instructional courses within Ad Astra at ARC.
- 5) ARC has created the technological infrastructure to hand off to the Enrollment Management group scheduled to be constituted in Spring 2019.

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

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### **PROJECT ASSUMPTIONS (What conditions are believed to exist?)**

The project team was authorized based on the following assumptions:

- The implementation of Ad Astra is being managed by the District Office and the choices made to configure the system are driven by the needs of all four Los Rios Colleges.
- This team is working on establishing the infrastructure, protocols, and systems incumbent in instituting the Ad Astra software suite (*Scheduler* and *Platinum Analytics*), not how ARC's schedule is to be built.
- The Ad Astra *Scheduler* product currently only writes room changes back to PeopleSoft. The *Platinum Analytics* product prepares a more holistic set of recommendations on schedule changes, but is unable to write those changes back to PeopleSoft. The team will need to evaluate how a business practice may be built to maximize the information provided by these systems without creating cumbersome workloads.
- The timing of the implementation is dependent on the districtwide progress.
- Facility changes and construction projects during implementation will need to be considered in order to maintain the building/room data in Astra Schedule from the point of the initial import to the point that the system becomes operational.
- There will be an intersection with ARC's guided pathways work because of the configurations that will need to occur within the Ad Astra Platinum Analytics system to best predict student demand in scheduling.

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### **PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)**

The project team should be aware of the following known risks, constraints, and/or dependencies:

- This is a district implementation and while there will be elements of the system that we will be able to configure for ARC there will be others that will be limited by needing to work for all four Los Rios Colleges.
- We will be identifying the boundaries of the Ad Astra system and pushing our scheduling framework to fully utilize the current system to its maximum potential. We will also need to identify where the system does not go far enough and advocate for updates and enhancements to the system in order to maximize scheduling efficiency at ARC.
- We may be constrained in developing innovative processes and procedures by scheduling requirements from the State of California, as well as potential data structure limitations in PeopleSoft and Ad Astra.

**OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)**

- As the scheduling frameworks, protocols, and procedures are developed within Ad Astra we will need to integrate disproportionate Impact data into the decision making processes (something that Ad Astra currently does not process or track) as well as other data points that maximize our ability to schedule appropriate courses/events in regards to our strategic plan.
- As the workflows and protocols are developed regarding the usage of Ad Astra Scheduler and Platinum Analytics, it will be necessary to assess potential changes in job responsibilities, how work is done (e.g. paper vs. electronic systems), and/or the workload involved with event scheduling and academic scheduling
- New availability of data will assist in the ability to assess facility usage and needs and will necessitate an evaluation of perceptions of space ownership vs. effective space utilization.
- One byproduct of discarding the siloed, paper-centric scheduling system is that it will allow for greater collaboration across divisions because of accessibility of data.

**PROJECT TIMELINE/KEY MILESTONES**

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
	Initiation	Project initiation and charter development
Aug '18	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
Aug '18-June '19	Team-Based Work	Participate in districtwide efforts to implement, test, and launch Astra Schedule and Platinum Analytics.
June '19	Formal Review	Review and adoption of deliverables through governance processes
June '19	Closure	Celebrate the project team's work and archive artifacts of the project

**Planned Governance Flow of Deliverables**

Meeting Date	Council	Desired Outcome
October 16	Student Success Council (demo)	<input type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
November 11	Student Success Council (Prelim Configuration and Operational Protocols of Ad Astra)	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading - Recommendation to _____
December 4	Student Success Council (Prelim Configuration and Operational Protocols of Ad Astra)	<input type="checkbox"/> 1 <sup>st</sup> Reading <input checked="" type="checkbox"/> 2 <sup>nd</sup> Reading – Information to ELT
February 4	Executive Leadership Team (Prelim Configuration and Operational Protocols of Ad Astra)	<input type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
March 5	Student Success Council (FINAL Configuration and Operational Protocols of Ad Astra)	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading - Recommendation to _____
March 19	Student Success Council (FINAL Configuration and Operational Protocols of Ad Astra)	<input type="checkbox"/> 1 <sup>st</sup> Reading <input checked="" type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to ELT
April 1	Executive Leadership Team (FINAL Configuration and Operational Protocols of Ad Astra)	<input checked="" type="checkbox"/> 1 <sup>st</sup> Reading <input type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to _____
May 6	Executive Leadership Team (FINAL Configuration and Operational Protocols of Ad Astra)	<input type="checkbox"/> 1 <sup>st</sup> Reading <input checked="" type="checkbox"/> 2 <sup>nd</sup> Reading – Recommendation to PES



**Standard Description of Project Stages**

Project Stages	Description
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)
Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter
Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

**PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES**

Role	Responsibilities
<b>Project Leads</b>	<ul style="list-style-type: none"> <li>▪ Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the <i>ARC Governance Framework</i>)</li> <li>▪ Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes</li> <li>▪ Submits the final deliverables to the sponsoring council for approval</li> </ul>
<b>Project Steward</b> <i>(may be one of the leads or a separate individual)</i>	<ul style="list-style-type: none"> <li>▪ Manages the project on behalf of the sponsoring council</li> <li>▪ Drafts the charter in consultation with the sponsoring council’s chairs</li> <li>▪ Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project</li> <li>▪ Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame</li> <li>▪ Reports progress to the sponsoring council</li> <li>▪ Maintains and archives project documentation at the conclusion of the project</li> <li>▪ Assists the project leads as needed</li> </ul>
<b>Team Members</b>	<ul style="list-style-type: none"> <li>▪ Participates in all project meetings and activities</li> <li>▪ Supplies valuable knowledge and perspective (often based on the individual’s responsibilities or role at ARC)</li> <li>▪ May be assigned specific project tasks to complete outside of project meetings</li> <li>▪ Assists with the “heavy lifting” that is required to accomplish the project deliverables</li> </ul>
<b>External Consultant</b> <i>(optional)</i>	<ul style="list-style-type: none"> <li>▪ Provides expertise and assistance from an external (non-ARC) perspective</li> </ul>
<b>Executive Sponsor</b> <i>(optional)</i>	<p>Large, high-impact projects only:</p> <ul style="list-style-type: none"> <li>▪ Champions the project from the executive level to secure buy-in and ensure viability</li> <li>▪ Communicates project purpose and vision</li> <li>▪ Allocates appropriate resources to support effective development, execution, and institutionalization</li> <li>▪ Maintains awareness of project status and helps mitigate risk</li> <li>▪ Mediates conflicts and facilitates dialogue to resolve project issues</li> <li>▪ Assumes other responsibilities as appropriate based on the project scope</li> </ul>

*Please see Appendix A for a complete roster of the membership for each specified role.*





## PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

- Sponsoring Council    Project Team (including leads and members)    Project Steward  
 Academic Senate    Associated Student Body    Classified Senate    PES    Management beyond PES  
 Instruction    Student Services    Administrative Services  
 Specific departments or other entities:

## COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Steward	Sponsoring Council	Monthly	Regular update of project status
Project Lead (Admin)	SLT/Deans Council	Monthly	Regular update of project status
Project Lead (Faculty)	Academic Senate	Monthly	Regular update of project status
Project Lead (Classified)	Classified Senate	Monthly	Regular update of project status

### Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

## APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	Role at the College
Project Lead	Kale Braden	AVPI & LR
Project Co-Lead	Dyne Eifertsen	Instructional Faculty, Music (FAA)
Project Co-Lead	Kevyn Montano	Lead ISA
Note Taker	Kevin Porter	Staff
Member	Linda Zarzana	Instructional Faculty, Science
Member	Joe Rust	Counseling Faculty
Member	Tony Giusti	Instructional Faculty/Participant in District Tool Selection
Member	TBD	Instructional Faculty, CTE
Member	TBD	Instructional Faculty, English or Math
Member	Lydia Engelsgaard	Instructional Svcs Assist II, Workforce
Member	TBD	Research Office
Member	Erika Wescoatt	Operations Clerk
Member	Diana Hicks	Dean, Instructional Area
Member	Steve Segura	Dean, McClellan Center
Member	Cheryl Sears	Director of Administrative Services

OTHER ROLES	
Project Steward*	Kale Braden
External Consultant(s)	
Executive Sponsor <i>(high-impact projects only)</i>	Lisa Lawrenson

\*May be one of the project leads or a separate individual

## Appendix 2: Block Schedule Analysis

	Single day a week			Two Day a Week Pattern						Three days a week				Four Days a Week		
	3 unit Lec Only <i>MTWR</i>	3 unit Lec Only <i>Friday Only</i>	1 unit Lab Only	3 unit Lec Only <i>most common</i>	3 unit 2 unit lec 1 unit lab	4 unit Lec Only	4 unit 3 unit lec 1 unit lab	5 unit Lec Only	5 unit 3 unit lec 2 unit lab	5 unit 4 unit lec 1 unit lab	4 unit Lec Only	5 unit Lec Only <i>Problematic</i>	5 unit 3 unit lec 2 unit lab	5 unit 4 unit lec 1 unit lab	5 unit Lec Only	6 unit Lec Only
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### Appendix 3: Excluded Rooms

Excluded Rooms	Description	Criteria 1	Criteria 2
Adaptive P.E. 101	Adaptive P.E.	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Arts & Sci 105	Fashion Classroom	Specialty equipment that precludes normal class dynamics	
CDC WEST 100	EMT and PMED Classroom	Specialty Lab/Impacted Program	
CDC WEST 140	EMT and PMED Classroom	Specialty Lab/Impacted Program	
CDC East 350	Child Development Center East	Safety/Legal Concerns	
Fine Arts 501	Sculpture Room	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 502	Ceramics Lab	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 503	Art Gallery	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 504	2D Art Classroom	Specialty equipment that precludes normal class dynamics	
Fine Arts 508	Photo Wet Lab	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Fine Arts 510	Art Drawing Classroom	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 513	Piano Lab	Specialty equipment that precludes normal class dynamics	
Fine Arts 515	Acting Classroom	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 519	Men's Dressing room	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 526	Piano and Music Technology Classroom	Specialty equipment that precludes normal class dynamics	
Fine Arts 536A	Recording Studio A	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 537A	Recording Studio B	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 548	Band Room	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 550	Studio 2 Theatre	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics

Enterprise Level Scheduling System Fall 2018 Report: Appendix 3, Excluded Rooms

Fine Arts 554	Costume Shop	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 580	Evangelisti Dining Room (Oak Café)	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 583	Ettore's European Bakery Training Lab	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 584	Sacramento Bee Demonstration Kitchen	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 592	SMUD Innovation Kitchen ("Pro Kitchen")	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts 594	Dos Coyotes "Beginning Kitchen"	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Fine Arts THEATRE	Theatre	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
GYM STAGE	Gym Stage	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
HeaEd 714	HeEd South Nursing Lab	Specialty Lab/Impacted Program	
HeEd Portable 702	Mortuary Classroom	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
LRC 143	LRC Reading Classroom	Specialty Lab/Impacted Program	
LRC ESL	LRC ESL Center	Specialty Lab/Impacted Program	
LRC RAD	LRC Reading Across Discipline	Specialty Lab/Impacted Program	
LRC READ CNTR	ARC Main LRC Reading Center	Specialty Lab/Impacted Program	
LRC WAC	LRC Writing Across Discipline	Specialty Lab/Impacted Program	
Mather 001	Mather	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Mather 002	Mather	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Mather 003	Mather	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Mather 004A	Mather	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Mather 004B	Mather	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
PHYS ED 205	Physical Education	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
PHYS ED 206	Physical Education	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics



Enterprise Level Scheduling System Fall 2018 Report: Appendix 3, Excluded Rooms

PHYS ED 231A	Physical Education	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
PHYS ED 235	Physical Education	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
PHYS ED 236	Physical Education	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
PHYS ED Baseball Field	Beaver Baseball Field	No instructional furniture (Open Classroom)	No instructional furniture (Open Classroom)
PHYS ED Football Field	Beaver Football Practice Field	No instructional furniture (Open Classroom)	No instructional furniture (Open Classroom)
PHYS ED MAIN GYM	Physical Education	No instructional furniture (Open Classroom)	No instructional furniture (Open Classroom)
PHYS ED POOL	Swimming Pool	Specialty equipment that precludes normal class dynamics	Specialty equipment that precludes normal class dynamics
PHYS ED PRACT GYM	Physical Education	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
PHYS ED Soccer	Beaver Soccer Practice Field	No instructional furniture (Open Classroom)	No instructional furniture (Open Classroom)
Portable 604B	MMLC Center	Specialty Lab/Impacted Program	
Science 401	Science Chemistry	Specialty equipment that precludes normal class dynamics	
Science 403	Science Chemistry	Specialty equipment that precludes normal class dynamics	
Science 405	Science Chemistry	Specialty equipment that precludes normal class dynamics	
Science 406	Science Chemistry	Specialty equipment that precludes normal class dynamics	
Science 407	Science Chemistry	Specialty equipment that precludes normal class dynamics	
Science 408	Science Chemistry	Specialty equipment that precludes normal class dynamics	
Science 411	Science: Anatomy & Physiology Lab	Specialty equipment that precludes normal class dynamics	
Science 412	Science Biology	Specialty equipment that precludes normal class dynamics	
Science 414	Science Biology	Specialty equipment that precludes normal class dynamics	
Science 415	Science Biology	Specialty equipment that precludes normal class dynamics	



*Enterprise Level Scheduling System Fall 2018 Report: Appendix 3, Excluded Rooms*

Science 416	Science Biology	Specialty equipment that precludes normal class dynamics	
Science 418	Science Biology	Specialty equipment that precludes normal class dynamics	
Science 493	Science Biology	Specialty equipment that precludes normal class dynamics	
Tech Ed 308	Tech Ed	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Tech Ed 320	Tech Ed	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Tech Ed 323	Electronics Shop	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Tech Ed 324	Tech Ed	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Tech Ed 326	Tech Ed	No instructional furniture (Open Classroom)	Specialty equipment that precludes normal class dynamics
Tech Ed 330A	Automotive Shop	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Tech Ed 330B	Automotive Shop	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Tech Ed 332A	Welding Shop	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Tech Ed 332B	Welding Shop	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Tech Ed 333A	Automotive Shop	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Tech Ed 333B	Automotive Shop	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Tech Ed 333C	Automotive Shop	Safety/Legal Concerns	Specialty equipment that precludes normal class dynamics
Tech Ed 333E	Tech Ed	Specialty equipment that precludes normal class dynamics	



## Appendix 4: Draft of Room Rules

Rule #	Plain Language Rules	Mode	Override?
1	Sections on the ARC Main campus; of the meeting type LEC; regardless of subject designator; for all courses; for all faculty are: Preferred to be scheduled in the Classroom room type	Normal Mode	NO
<b><i>Fine and Applied Arts</i></b>			
2	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ART 327, ART 328, ART 329, and ART 420 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 504 room;	Required Mode	NO
3	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of Art 320; for all faculty are: Preferred to be scheduled in the Fine Arts 504, Arts & Science 101, or Arts & Science 111 rooms;	Normal Mode	NO
4	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ART 370, ART 372, and ART 376 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 501 room;	Required Mode	NO
5	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ART 390 and ART 391 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 502 room;	Required Mode	NO
6	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 503 room;	Exclude Mode	NO
7	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ART 444; for all faculty are: REQUIRED to be scheduled in the Fine Arts 503 room;	Required Mode	YES
8	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ART 442; for all faculty are: Preferred to be scheduled in the Fine Arts 503 or Fine Arts 510 rooms;	Normal Mode	YES
9	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ART 300, ART 302, ART 304, ART 305, ART 306, ART 323, ART 336, ART 337, ART 361, ART 375, ART 440, ART 443, ART 445, and ARTNM 370 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 510 or Arts & Science 101 rooms;	Required Mode	NO
10	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ARTH 300; for sections scheduled for XXXXXX,XXXX are: REQUIRED to be scheduled in the Fine Arts 504 room;	Required Mode	NO
11	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ARTH designator; for all courses; for all faculty are:	Normal Mode	NO

Rule #	Plain Language Rules	Mode	Override?
	Preferred to be scheduled in the Classroom room type; Preferred to be scheduled in the Raef Hall region;		
12	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ARTPH designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 508 room;	Required Mode	NO
13	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ARTPH 498; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 508 room;	Exclude Mode	YES
14	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ARTNM designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 505 room;	Required Mode	NO
15	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ARTNM 370 and ARTNM 320 courses; for all faculty are: REQUIRED to be scheduled in the Arts & Science 101 or Fine Arts 510 rooms;	Required Mode	YES
16	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ARTNM 305; for all faculty are: REQUIRED to be scheduled in the Classroom room type; Preferred to be scheduled in the 1st Floor Davies, 2nd Floor Davies, Raef Hall, or Arts & Science regions;	Normal Mode	YES
17	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ARTNM 498; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 505 room;	Exclude Mode	YES
18	Sections on the ARC Main campus; regardless of meeting type; scheduled in the FASHN designator; for all courses; for all faculty are: Preferred to be scheduled in the Arts & Science 105 or Arts & Science 111 rooms;	Normal Mode	NO
19	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for FASHN 320, FASHN 330, FASHN 357, FASHN 358, FASHN 359, FASHN 362, FASHN 363, FASHN 374, FASHN 378, FASHN 379, FASHN 393, and FASHN 398 courses; for all faculty are: REQUIRED to be scheduled in the Arts & Science 105 room;	Required Mode	NO
21	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the HM designator; for all courses; for all faculty are: Preferred to be scheduled in the Fine Arts 507 room;	Normal Mode	NO
21	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 580 room;	Exclude Mode	NO
22	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject	Required Mode	YES





Rule #	Plain Language Rules	Mode	Override?
	designator; for all sections of HM 370; for all faculty are: REQUIRED to be scheduled in the Fine Arts 580 room;		
23	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 583 room;	Exclude Mode	NO
24	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for HM 320, HM 325, and HM 330 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 583 room;	Required Mode	YES
20	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 584 room;	Exclude Mode	NO
20	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; of the meeting type LEC; scheduled in the HM designator; for all courses; for all faculty are: Preferred to be scheduled in the Fine Arts 584 room;	Normal Mode	YES
25	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of HM 498; for all faculty are: REQUIRED to be scheduled in the Fine Arts 584 room;	Required Mode	YES
25	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 592 or Fine Arts 594 rooms;	Exclude Mode	NO
26	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of HM 101; for all faculty are: REQUIRED to be scheduled in the Fine Arts 592 or Fine Arts 594 rooms;	Required Mode	YES
27	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for HM 150, HM 155, HM 165, HM 180, and HM 360 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 592 room;	Required Mode	YES
28	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of HM 315; for all faculty are: REQUIRED to be scheduled in the Fine Arts 594 room;	Required Mode	YES
29	Sections on the ARC Main campus; regardless of meeting type; scheduled in the IDES designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Arts & Science 111 room;	Required Mode	NO
30	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUFHL 300, MUFHL 308, MUFHL 310, MUFHL 311, MUFHL 315, MUFHL 330, MUIVI 310, MUIVI 311, MUIVI 320, and MUIVI 321 courses; for all faculty are:	Required Mode	NO



Rule #	Plain Language Rules	Mode	Override?
	Preferred to be scheduled in rooms with the Music Piano feature; REQUIRED to be scheduled in the Fine Arts 512 room;		
31	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine arts 513 or Fine Arts 526 rooms;	Exclude Mode	NO
32	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUFHL 321, MUFHL 400, MUFHL 411, MUFHL 420, and MUFHL 421 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 513 or Fine Arts 526 rooms;	Required Mode	YES
33	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUIVI 340, MUIVI 341, MUIVI 350, MUIVI 385, and MUIVI 386 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 513 room;	Required Mode	YES
34	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUP 350, MUP 352, MUP 360, MUP 361, MUIVI 200, MUSM 334, MUSM 356, MUSM 357, MUIVI 400, and MUIVI 401 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 547 room;	Required Mode	YES
35	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 548 room;	Exclude Mode	NO
36	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUIVI 390 and MUIVI 391 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 548 room;	Required Mode	YES
37	Sections on the ARC Main campus; regardless of meeting type; scheduled in the MUP designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 548 room;	Required Mode	NO
38	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUSM 110, MUSM 111, MUSM 120, and MUSM 121 courses; for all faculty are: Preferred to be scheduled in the Fine Arts 512, Fine Arts 536A, or Fine Arts 547 rooms;	Normal Mode	NO
39	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 536A room;	Exclude Mode	NO
40	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUSM 344, MUSM 350, and MUSM 352	Required Mode	YES



Rule #	Plain Language Rules	Mode	Override?
	courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 536A room;		
41	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 536A or Fine Arts 537A rooms;	Exclude Mode	NO
42	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for MUSM 112, MUSM 113, and MUSM 342 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 537A room;	Required Mode	YES
43	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the TA and TAFILM designators; for all courses; for all faculty are: Preferred to be scheduled in the Classroom room type; Preferred to be scheduled in the Fine And Applied Arts, Raef Hall, 1st Floor Davies, or 2nd Floor Davies regions; Preferred to be scheduled in the Fine Arts 514 room;	Normal Mode	NO
44	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 515 room;	Exclude Mode	NO
44	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for TA 344, TA 375, and TA 356 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 515 room;	Required Mode	YES
45	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for TA 350 and TA 351 courses; for all faculty are: Preferred to be scheduled in the Fine Arts 515 room;	Normal Mode	YES
45	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 519 room;	Exclude Mode	NO
46	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all sections of TA 437; for all faculty are: REQUIRED to be scheduled in the Fine Arts 519 room;	Required Mode	YES
47	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 550 room;	Exclude Mode	NO
48	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for TA 370, TA 377, and TA 406 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 550 room;	Required Mode	YES



Rule #	Plain Language Rules	Mode	Override?
49	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for TA 350 and TA 351 courses; for all faculty are: Preferred to be scheduled in the Fine Arts 550 room;	Normal Mode	YES
50	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Fine Arts 554 room;	Exclude Mode	NO
51	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for TA 404, TA 430, TA 433, TA 434, and FASHN 378 courses; for all faculty are: REQUIRED to be scheduled in the Fine Arts 554 room;	Required Mode	YES
52	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Theatre THEATRE room;	Exclude Mode	NO
53	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; scheduled in the TAP designator; for all courses; for all faculty are: Preferred to be scheduled in the Theatre THEATRE room;	Normal Mode	YES
<b>BSS</b>			
54	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ANTH designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies, 2nd Floor Davies, or Raef Hall regions; Preferred to be scheduled in the Davies Hall 202, Davies Hall 203, Davies Hall 225, or Raef Hall 160 rooms;	Normal Mode	NO
55	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ANTH 301; for all faculty are: REQUIRED to be scheduled in the Davies Hall 202 room;	Required Mode	NO
56	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ECON designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies region; Preferred to be scheduled in the Davies Hall 106, Davies Hall 114, or Davies Hall 116 rooms;	Normal Mode	NO
57	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ECON 320; for all faculty are: REQUIRED to be scheduled in the Library 002 room;	Required Mode	NO
58	Sections on the ARC Main campus; regardless of meeting type; scheduled in the GERON designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions; Preferred to be scheduled in the Davies Hall 103, Davies Hall 106, Davies Hall 111, Davies Hall 113, or Davies Hall 114 rooms;	Normal Mode	NO
59	Sections on the ARC Main campus; regardless of meeting type; scheduled in the HIST designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions;	Normal Mode	NO



Rule #	Plain Language Rules	Mode	Override?
	Preferred to be scheduled in the Davies Hall 105, Davies Hall 208, Davies Hall 219, or Davies Hall 223 rooms;		
60	Sections on the ARC Main campus; regardless of meeting type; scheduled in the HSER designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions; Preferred to be scheduled in the Davies Hall 103 room;	Normal Mode	NO
61	Sections on the ARC Main campus; regardless of meeting type; scheduled in the IS designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies region; Preferred to be scheduled in the Davies Hall 107 room;	Normal Mode	NO
62	Sections on the ARC Main campus; regardless of meeting type; scheduled in the LA designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions; Preferred to be scheduled in the Davies Hall 107, Davies Hall 112, Davies Hall 113, Davies Hall 204, or Davies Hall 223 rooms;	Normal Mode	NO
63	Sections on the ARC Main campus; regardless of meeting type; scheduled in the POLS designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions; Preferred to be scheduled in the Davies Hall 107 or Davies Hall 116 rooms;	Normal Mode	NO
64	Sections on the ARC Main campus; regardless of meeting type; scheduled in the PSYC designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies, 2nd Floor Davies, Raef Hall, or Portable Village regions; Preferred to be scheduled in the Davies Hall 111, Davies Hall 112, Davies Hall 113, Davies Hall 204, Portable 609A, Raef Hall 160, Raef Hall 161, or Raef Hall 162 rooms;	Normal Mode	NO
65	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of PSYC 311; for all faculty are: REQUIRED to be scheduled in the Davies Hall 202 room;	Required Mode	NO
66	Sections on the ARC Main campus; regardless of meeting type; scheduled in the SOC designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions; Preferred to be scheduled in the Davies Hall 112, Davies Hall 113, Davies Hall 200, or Davies Hall 203 rooms;	Normal Mode	NO
<b>Counseling</b>			
67	Sections on the ARC Main campus; regardless of meeting type; scheduled in the HCD designator; for all courses; for all faculty are: Preferred to be scheduled in the Classroom room type; Preferred to be scheduled in the 1st Floor Davies, Portable Village , Raef Hall, or Health & Education-South regions;	Required Mode	NO
<b>English</b>			
68	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ENGCW, ENGED, ENGLT, and ENGWR designators; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies, 2nd Floor Davies, or Portable Village regions;	Normal Mode	NO



Rule #	Plain Language Rules	Mode	Override?
	Preferred to be scheduled in the Davies Hall 101, Davies Hall 205, Davies Hall 224, Davies Hall 225, Davies Hall 226, or Portable 612 rooms;		
69	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Learning Resource Center READ CNTR room;	Exclude Mode	NO
70	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ENGRD 111; for all faculty are: REQUIRED to be scheduled in the Learning Resource Center READ CNTR room;	Required Mode	YES
71	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Learning Resource Center WAC room;	Exclude Mode	NO
72	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ENGRD 306; for all faculty are: REQUIRED to be scheduled in the Learning Resource Center WAC room;	Required Mode	YES
73	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Learning Resource Center READ 143 room;	Exclude Mode	NO
74	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ENGRD 314; for all faculty are: REQUIRED to be scheduled in the Learning Resource Center READ 143 room;	Required Mode	YES
75	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Learning Resource Center RAD room;	Exclude Mode	NO
76	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ENGRD 315 and ENGRD 316 courses; for all faculty are: REQUIRED to be scheduled in the Learning Resource Center RAD room;	Required Mode	YES
<b>Health Education</b>			
77	Sections on the ARC Main campus; regardless of meeting type; scheduled in the AH, FSE, HCI, HLACTION, NURSE, PMED, and RC designators; for all courses; for all faculty are: Preferred to be scheduled in the Health & Education-South or Health & Education-North regions;	Normal Mode	NO
78	Sections on the ARC Main campus; regardless of meeting type; scheduled in the AH and NUTRI designators; for all courses; for all faculty are: Preferred to be scheduled in the Arts & Science 103 room;	Normal Mode	NO



Rule #	Plain Language Rules	Mode	Override?
79	Sections on the ARC Main campus; regardless of meeting type; scheduled in the AH designator; for all courses; for all faculty are: Preferred to be scheduled in the HeEd 710 room;	Normal Mode	NO
80	Sections on the ARC Main campus; regardless of meeting type; scheduled in the Nutri and SLPA designators; for all courses; for all faculty are: Preferred to be scheduled in the HeEd Portable 700 room;	Normal Mode	NO
79	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Child Development Center 140 or Child Development Center 100 rooms;	Exclude Mode	NO
80	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; scheduled in the EMT designator; for all courses; for all faculty are: Preferred to be scheduled in the Child Development Center 100 or Child Development Center 140 rooms;	Normal Mode	YES
81	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for Nurse 310 and RC 140 courses; for all faculty are: REQUIRED to be scheduled in the Child Development Center 100 or Child Development Center 140 rooms;	Required Mode	YES
82	Sections on the ARC Main campus; regardless of meeting type; scheduled in the FSE designator; for all courses; for all faculty are: REQUIRED to be scheduled in the HeEd Portable 702 room;	Required Mode	NO
83	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for HCI 300, SLPA 105, SLPA 115, and SLPA 120 courses; for all faculty are: Preferred to be scheduled in the HeEd 710 room;	Normal Mode	NO
84	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for HCI 340 and HCI 350 courses; for all faculty are: REQUIRED to be scheduled in the HeEd 716 room;	Required Mode	NO
85	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of PMED 130; for all faculty are: REQUIRED to be scheduled in the Child Development Center 100 room;	Required Mode	NO
86	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of NURSE 100; for all faculty are: Preferred to be scheduled in the HeEd Portable 702 room;	Normal Mode	NO
87	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for NURSE 400, NURSE 410, NURSE 420, and SLPA 115 courses; for all faculty are: Preferred to be scheduled in the HeEd 710 or HeEd 713 rooms;	Normal Mode	NO



Rule #	Plain Language Rules	Mode	Override?
88	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the HeEd 714 room;	Exclude Mode	NO
89	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of RC 122; for all faculty are: REQUIRED to be scheduled in the HeEd 714 room;	Required Mode	YES
<b>Humanities</b>			
90	Sections on the ARC Main campus; regardless of meeting type; scheduled in the DEAF, ESL, ESLG, ESSL, ESLR, ESLW, FREN, GERM, HUM, INTRP, ITAL, PHIL, RUSS, SPAN, and SPEECH designators; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions;	Normal Mode	NO
91	Sections on the ARC Main campus; regardless of meeting type; scheduled in the DEAF and INTRP designators; for all courses; for all faculty are: Preferred to be scheduled in the Davies Hall 102, Davies Hall 213, or Davies Hall 227 rooms;	Normal Mode	NO
92	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Child Development Center 350 room;	Exclude Mode	NO
93	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; scheduled in the ECE designator; for all sections of any; for all faculty are: Preferred to be scheduled in the Child Development Center 350 room;	Normal Mode	YES
94	Sections regardless of campus; regardless of meeting type; scheduled in the ECE designator; for all courses; for all faculty are: Preferred to be scheduled in the HeEd Portable 700 or HeEd Portable 701 rooms;	Normal Mode	NO
95	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Learning Resource Center ESL room;	Exclude Mode	NO
96	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ESL 34, ESL 44, ESL 54, and ESL 94 courses; for all faculty are:	Required Mode	YES
97	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ESL, ESLG, ESSL, ESLR, and ESLW designators; for all courses; for all faculty are: Preferred to be scheduled in the Davies Hall 110, Davies Hall 206, Davies Hall 209, Portable 601, Portable 610B, or Tech Ed 304 rooms;	Normal Mode	NO
98	Sections regardless of campus; regardless of meeting type; scheduled in the FREN, GERM, ITAL, RUSS, and SPAN designators; for all courses; for all faculty are: Preferred to be scheduled in the Davies Hall 217, Davies Hall 218, Davies Hall 221, or Davies Hall 228 rooms;	Normal Mode	NO





Rule #	Plain Language Rules	Mode	Override?
99	Sections on the ARC Main campus; regardless of meeting type; scheduled in the HUM designator; for all courses; for all faculty are: Preferred to be scheduled in the Davies Hall 201 room;	Normal Mode	NO
100	Sections on the ARC Main campus; regardless of meeting type; scheduled in the PHIL designator; for all courses; for all faculty are: Preferred to be scheduled in the Davies Hall 115 room;	Normal Mode	NO
101	Sections on the ARC Main campus; regardless of meeting type; scheduled in the SPEECH designator; for all courses; for all faculty are: Preferred to be scheduled in the Davies Hall 214 or Davies Hall 215 rooms;	Normal Mode	NO
<b>LRC</b>			
102	Sections on the ARC Main campus; regardless of meeting type; scheduled in the LRC designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or 2nd Floor Davies regions;	Normal Mode	NO
<b>MATH</b>			
103	Sections on the ARC Main campus; regardless of meeting type; scheduled in the Math and STAT designators; for all courses; for all faculty are: REQUIRED to be scheduled in the Arts & Science 102, Davies 104, Learning Resource Center 104, Portable 600, Portable 602A, Portable 602B, Portable 605, Portable 606, Portable 609B, Portable 610A, or Portable 611 rooms;	Required Mode	NO
104	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Portable 604B room;	Exclude Mode	NO
105	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Portable 604B room;	Required Mode	YES
<b>Kinesiology</b>			
106	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ADAPT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Adaptive P.E. 101 room;	Required Mode	NO
107	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education POOL room;	Exclude Mode	NO
108	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ADAPT 332, FITNS 316, FITNS 347, FITNS 441, FITNS 442, FITNS 443, SPORT 376, SPORT 410, and SPORT 415 courses; for all faculty are: REQUIRED to be scheduled in the Physical Education POOL room;	Required Mode	YES
109	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education 235 room;	Exclude Mode	NO



Rule #	Plain Language Rules	Mode	Override?
110	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; scheduled in the DANCE designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Physical Education 235 room;	Required Mode	YES
111	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the GYM STAGE room;	Exclude Mode	NO
112	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for ECE 414, DANCE 360, DANCE 361, FITNS 306, FITNS 395, FITNS 414, HEED 310, HEED 311, HEED 315, and HEED 323 courses; for all faculty are: REQUIRED to be scheduled in the GYM STAGE room;	Required Mode	YES
113	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education 231A room;	Exclude Mode	NO
114	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for FITNS 306 and FITNS 307 courses; for all faculty are: REQUIRED to be scheduled in the GYM STAGE or Physical Education 231A rooms;	Required Mode	YES
115	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for FITNS 302, FITNS 303, and FITNS 308 courses; for all faculty are: Preferred to be scheduled in the Physical Education 231A room;	Normal Mode	YES
116	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education PRACT GYM room;	Exclude Mode	NO
117	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for Adapt 335 and FITNS 414 courses; for all faculty are: REQUIRED to be scheduled in the GYM STAGE or Physical Education PRACT GYM rooms;	Required Mode	YES
118	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for KINES 300, KINES 330, KINES 400, and KINES 404 courses; for all faculty are: Preferred to be scheduled in the Physical Education 200E room;	Normal Mode	NO
119	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education 205 room;	Exclude Mode	NO
120	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject	Required Mode	YES



Rule #	Plain Language Rules	Mode	Override?
	designator; for all sections scheduled for FITNS 321 and FITNS 325 courses; for all faculty are: REQUIRED to be scheduled in the Physical Education 205 room;		
121	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education 206 room;	Exclude Mode	NO
122	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for FITNS 344, FITNS 345, FITNS 346, and FITNS 385 courses; for all faculty are: REQUIRED to be scheduled in the Physical Education 206 room;	Required Mode	YES
123	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of SPORT 331; for all faculty are: Preferred to be scheduled in the Physical Education 206 room;	Normal Mode	YES
124	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education 236 room;	Exclude Mode	NO
125	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for FITNS 343, FITNS 350, and FITNS 380 courses; for all faculty are: REQUIRED to be scheduled in the Physical Education 236 room;	Required Mode	YES
126	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education FIELDS room;	Exclude Mode	NO
127	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for SPORT 300, SPORT 301, SPORT 350, SPORT 355, SPORT 365, and SPORT 366 courses; for all faculty are: REQUIRED to be scheduled in the Physical Education FIELDS room;	Required Mode	YES
128	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Physical Education MAIN GYM room;	Exclude Mode	NO
129	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for FITNS 331, FITNS 400, PACT 300, PACT 350, PACT 351, PACT 352, PACT 390, PACT 391, PACT 393, SPORT 311, SPORT 312, SPORT 313, SPORT 314, SPORT 316, SPORT 317, SPORT 320, SPORT 325, SPORT 340, SPORT 341, SPORT 345, SPORT 351, SPORT 356, SPORT 386, SPORT 396, TMACT 302, TMACT 303, TMACT 304, TMACT 320, and TMACT 330 courses; for all faculty are: REQUIRED to be scheduled in the Physical Education MAIN GYM room;	Required Mode	YES
130	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject	Normal Mode	YES



Rule #	Plain Language Rules	Mode	Override?
	designator; for all sections scheduled for TMACT 331 and TMACT 333 courses; for all faculty are: Preferred to be scheduled in the Physical Education MAIN GYM or Physical Education PRACT GYM rooms;		
<b>BCS</b>			
131	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ACCT and BUS designators; for all courses; for all faculty are: Preferred to be scheduled in the Comp-MathCmplx 406, Library 001, Library 002, or Tech Ed 326 rooms;	Normal Mode	NO
132	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections of ACCT 361; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 409 or Comp-MathCmplx 411 rooms;	Required Mode	NO
135	Sections on the ARC Main campus; of the meeting type LAB; scheduled in the BUSTEC designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 408 room;	Required Mode	NO
136	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the BUSTEC designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 410 room;	Required Mode	NO
133	Sections on the ARC Main campus; regardless of meeting type; scheduled in the CISA designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 409 or Comp-MathCmplx 411 rooms;	Required Mode	NO
134	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for CISA 126 and CISA 127 courses; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 410 room;	Required Mode	YES
135	Sections on the ARC Main campus; regardless of meeting type; scheduled in the CISC designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 410 or Comp-MathCmplx 411 rooms;	Required Mode	NO
136	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for CISC 300, CISC 310, and CISC 350 courses; for all faculty are: Preferred to be scheduled in the Classroom room type; Preferred to be scheduled in the Math Complex region;	Normal Mode	YES
137	Sections on the ARC Main campus; regardless of meeting type; scheduled in the CISE designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 410 or Comp-MathCmplx 411 rooms;	Required Mode	NO
138	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the CISP designator; for all courses; for all faculty are:	Normal Mode	NO



Rule #	Plain Language Rules	Mode	Override?
	Preferred to be scheduled in the Comp-MathCmplx 406, Comp-MathCmplx 407, Comp-MathCmplx 408, or Comp-MathCmplx 410 rooms;		
139	Sections on the ARC Main campus; of the meeting type LAB; scheduled in the CISP designator; for all courses; for all faculty are: Preferred to be scheduled in the Comp-MathCmplx 408, Comp-MathCmplx 409, or Comp-MathCmplx 410 rooms;	Normal Mode	NO
140	Sections on the ARC Main campus; regardless of meeting type; scheduled in the CISS designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Comp-MathCmplx 411 room;	Required Mode	NO
141	Sections on the ARC Main campus; regardless of meeting type; scheduled in the MKT designator; for all courses; for all faculty are: Preferred to be scheduled in the Library 001 or Library 002 rooms;	Normal Mode	NO
142	Sections on the ARC Main campus; regardless of meeting type; scheduled in the RE designator; for all courses; for all faculty are: Preferred to be scheduled in the 1st Floor Davies or Library Lower Level regions;	Normal Mode	NO
<b>SCIENCE</b>			
143	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ASTR designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 306 or Tech Ed 312 rooms;	Required Mode	NO
144	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the BIOL designator; for all courses; for all faculty are: Preferred to be scheduled in the Arts & Science 104, Science 411, Science 412, Science 414, Science 415, Science 416, Science 418, Science 424, Science 426, Science 490, or Science 493 rooms;	Normal Mode	NO
145	Sections on the ARC Main campus; of the meeting type LAB; scheduled in the BIOL designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Science 411, Science 412, Science 414, Science 415, Science 416, Science 418, Science 491, Science 492, or Science 493 rooms;	Required Mode	NO
146	Sections regardless of campus; regardless of meeting type; scheduled in the BIOT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Science 490 room;	Required Mode	NO
146	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the CHEM designator; for all courses; for all faculty are: Preferred to be scheduled in the Arts & Science 104, Arts & Science 112, Science 401, Science 405, Science 420, or Science 422 rooms;	Normal Mode	NO
147	Sections on the ARC Main campus; of the meeting type LAB; scheduled in the CHEM designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Science 401, Science 402, Science 403, Science 405, Science 406, Science 407, or Science 408 rooms;	Required Mode	NO
148	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for CHEM 83, CHEM 84, CHEM 86, and	Required Mode	YES



Rule #	Plain Language Rules	Mode	Override?
	CHEM 87 courses; for all faculty are: REQUIRED to be scheduled in the Arts & Science 104 or Arts & Science 112 rooms;		
149	Sections on the ARC Main campus; regardless of meeting type; scheduled in the ENGR designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 310 or Tech Ed 312 rooms;	Required Mode	NO
150	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the GEOG designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 312, Science 422, Science 426, or Science 424 rooms;	Required Mode	NO
151	Sections on the ARC Main campus; of the meeting type LAB; scheduled in the GEOG designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 312, Science 422, Science 426, or Science 425 rooms;	Required Mode	NO
152	Sections on the ARC Main campus; regardless of meeting type; scheduled in the GEOL designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Science 424 or Science 425 rooms;	Required Mode	NO
153	Sections on the ARC Main campus; regardless of meeting type; regardless of subject designator; for all sections scheduled for Heed 300 and HEED 308 courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 303 or Tech Ed 312 rooms;	Required Mode	NO
154	Sections on the ARC Main campus; of the meeting type LAB; scheduled in the NATR designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Environmental Resources 002 room;	Required Mode	NO
155	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the NATR designator; for all courses; for all faculty are: Preferred to be scheduled in the Environmental Resources 002 room;	Normal Mode	NO
156	Sections on the ARC Main campus; of the meeting type LEC; scheduled in the PHYS designator; for all courses; for all faculty are: Preferred to be scheduled in the Tech Ed 305, Tech Ed 306, Tech Ed 307, or Tech Ed 325 rooms;	Normal Mode	NO
157	Sections on the ARC Main campus; of the meeting type LAB; scheduled in the PHYS designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 305, Tech Ed 306, or Tech Ed 307 rooms;	Required Mode	NO
158	Sections on the ARC Main campus; regardless of meeting type; scheduled in the PS designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 305 or Tech Ed 306 rooms;	Required Mode	NO
<b>Tech Ed</b>			
159	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Mather 001, Mather 002, or Mather 003 rooms;	Exclude Mode	NO
160	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LEC; scheduled in the ACT	Required Mode	YES



Rule #	Plain Language Rules	Mode	Override?
	designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Mather 001, Mather 002, or Mather 003 rooms;		
161	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LAB; scheduled in the ACT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Mather 002 room;	Required Mode	YES
162	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Tech Ed 330A, Tech Ed 330B, Tech Ed 333A, Tech Ed 333B, Tech Ed 333C, Tech Ed 333D, Tech Ed 333D, or Tech Ed 333E rooms;	Exclude Mode	NO
163	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; of the meeting type LEC; scheduled in the AT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 303, Tech Ed 323, Tech Ed 326, Tech Ed 333D, Tech Ed 333E, Tech Ed 334, Tech Ed 335, Tech Ed 336, or Tech Ed 337 rooms;	Required Mode	YES
164	This is an 'Override Rule' that over rides the rule above it. Sections on the ARC Main campus; of the meeting type LAB; scheduled in the AT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 330A, Tech Ed 330B, Tech Ed 333A, Tech Ed 333B, Tech Ed 333C, Tech Ed 333D, Tech Ed 333D, or Tech Ed 333E rooms;	Required Mode	YES
165	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Mather 003, Mather 004A, or Mather 004B rooms;	Exclude Mode	NO
166	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LEC; scheduled in the DC3DT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Mather 003, Mather 004A, or Mather 004B rooms;	Required Mode	YES
167	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LAB; scheduled in the DC3DT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the MATHER 004A or Mather 004B rooms;	Required Mode	YES
168	Sections regardless of campus; regardless of meeting type; scheduled in the DESGN designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 309 or Tech Ed 391 rooms;	Required Mode	NO
169	Sections regardless of campus; of the meeting type LEC; scheduled in the ELECT designator; for all courses; for all faculty are: Preferred to be scheduled in the Tech Ed 321 or Environmental Resources 002 rooms;	Normal Mode	NO



Rule #	Plain Language Rules	Mode	Override?
170	Sections regardless of campus; of the meeting type LAB; scheduled in the ELECT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 321 room;	Required Mode	NO
171	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Tech Ed 308, Tech Ed 320, Tech Ed 320A, Tech Ed 323, Tech Ed 324, or Tech Ed 326 rooms;	Exclude Mode	NO
172	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LEC; scheduled in the ET designator; for all courses; for all faculty are: Preferred to be scheduled in the Environmental Resources 002, Tech Ed 308, Tech Ed 322, Tech Ed 323, Tech Ed 324, Tech Ed 325, or Tech Ed 326 rooms;	Normal Mode	YES
173	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LAB; scheduled in the ET designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 308, Tech Ed 320, Tech Ed 320A, Tech Ed 323, Tech Ed 324, or Tech Ed 326 rooms;	Required Mode	YES
174	Sections regardless of campus; of the meeting type LEC; scheduled in the HORT designator; for all courses; for all faculty are: Preferred to be scheduled in the Environmental Resources 001, Environmental Resources 002, Tech Ed 323, Tech Ed 326, or Tech Ed 335 rooms;	Normal Mode	NO
175	Sections regardless of campus; of the meeting type LAB; scheduled in the HORT designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Environmental Resources 001, Environmental Resources 002, or Tech Ed 335 rooms;	Required Mode	NO
176	Sections regardless of campus; regardless of meeting type; regardless of subject designator; for all courses; for all faculty are: EXCLUDED from being scheduled in the Tech Ed 332A or Tech Ed 332B rooms;	Exclude Mode	NO
177	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LEC; scheduled in the WELD designator; for all courses; for all faculty are: Preferred to be scheduled in the Tech Ed 303, Tech Ed 312, Tech Ed 326, Tech Ed 335, or Tech Ed 390 rooms;	Normal Mode	YES
178	This is an 'Override Rule' that over rides the rule above it. Sections regardless of campus; of the meeting type LAB; scheduled in the WELD designator; for all courses; for all faculty are: REQUIRED to be scheduled in the Tech Ed 303, Tech Ed 310, Tech Ed 312, Tech Ed 332A, or Tech Ed 332B rooms;	Required Mode	YES





# Appendix 5: Scheduling Index Dashboard

## ALL INDICES ● Top Indices ● All Indices

Choose Benchmark Term  
 Spring 2019  
 Fall 2018

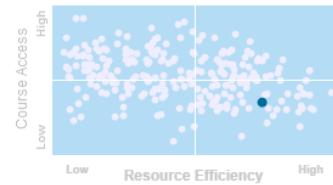
Spring 2019

School Profile

Resource Efficiency 74.19%  
 Course Access 35.42%

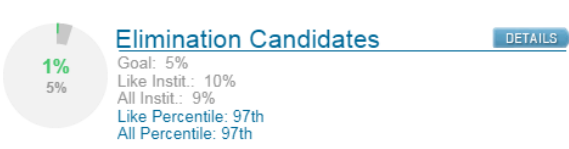
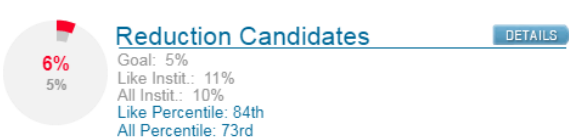
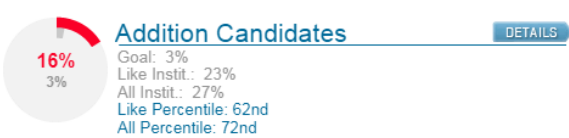
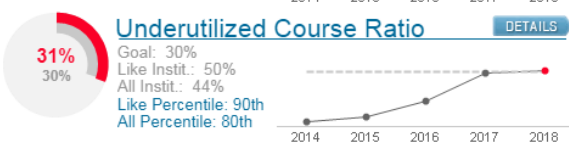
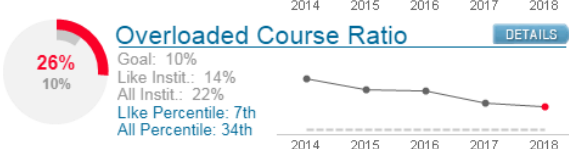
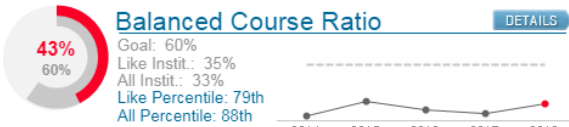
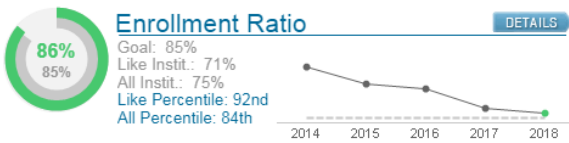
### High Resource Efficiency/Low Course Access

Better than industry average in resource efficiency, but at the expense of student needs. Strive for balance in efficient utilization of resources and student service. Adding targeted offerings to remove student bottlenecks is needed; resources for additions can be found through taking action on limited Efficiency Candidates.

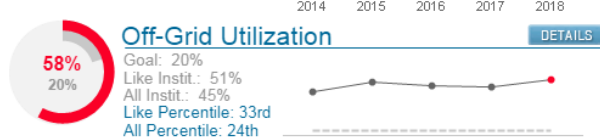
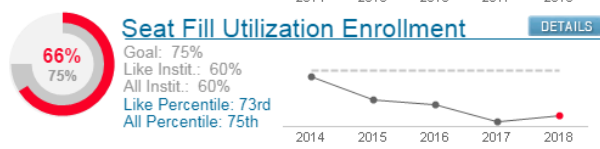
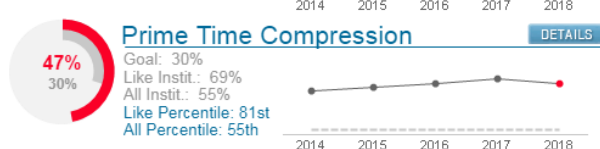
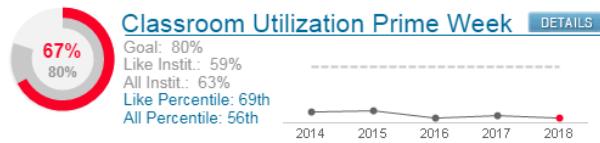


Compare my institution to:  
 Goal

#### Course Offerings



#### Space Utilization



## Appendix 6: Platinum Dashboard

### INDEX DETAIL

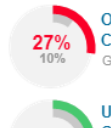
[Return to Home](#)

## Balanced Course Ratio

Spring 2019 Roll-Forward



**Balanced Course Ratio**  
Goal: 60%



**Overloaded Course Ratio**  
Goal: 10%

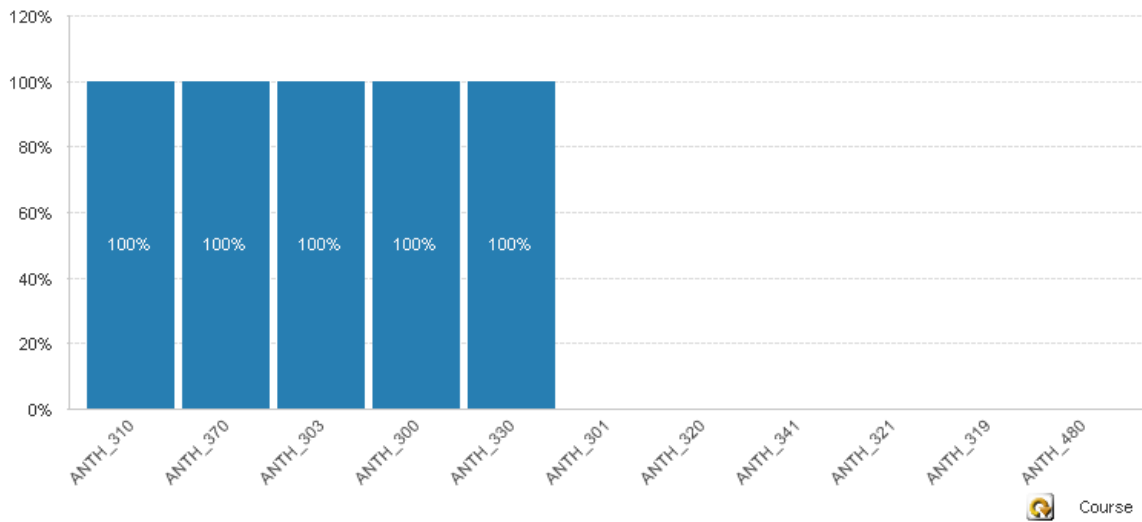


**Underutilized Course Ratio**  
Goal: 30%

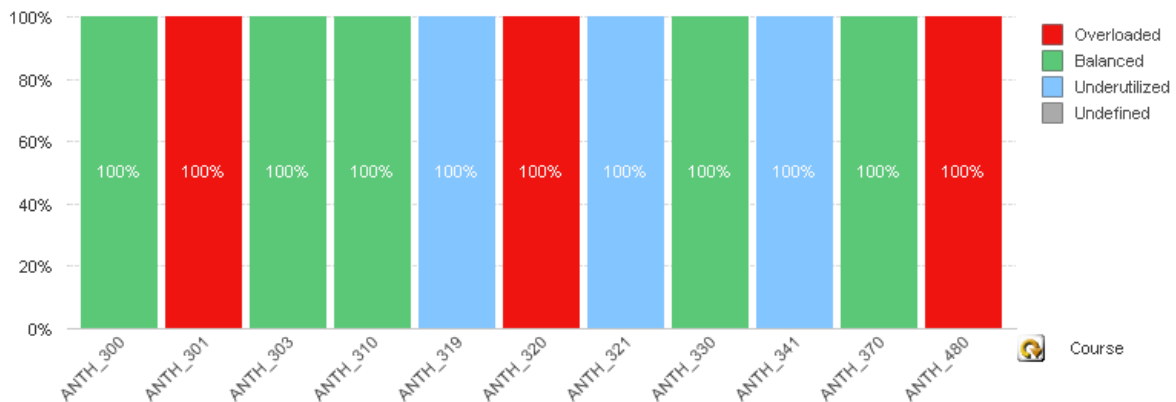
### Description

The Balanced Course Ratio metric represents the percentage of unique courses offered that are balanced with student need - defined as having an Enrollment Ratio between 70% and 95%.

### Balanced Course Ratio by Course



### Baseline Term Enrollment Ratio Tiers

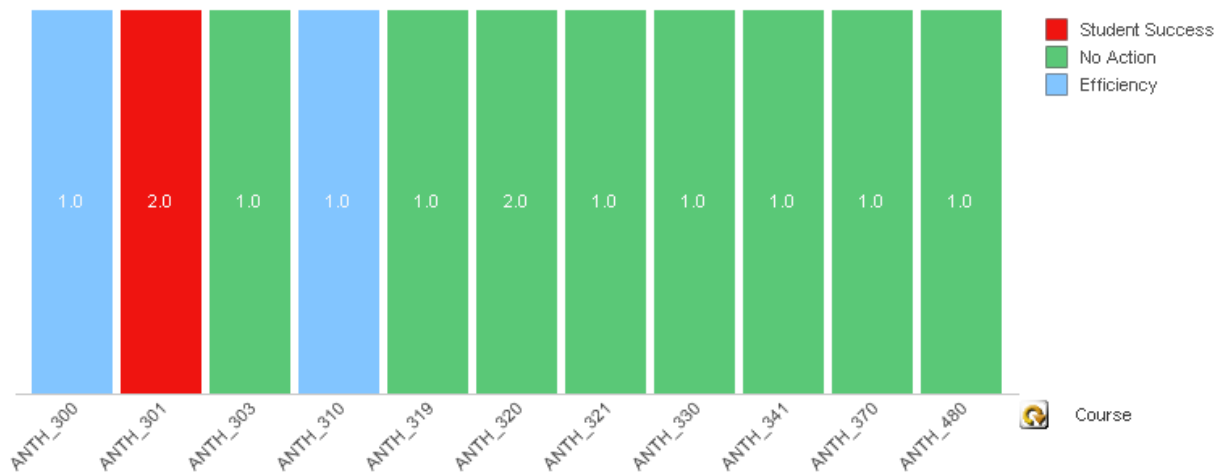


## Baseline Enrollment Ratio and Other Ratios by Course and Sections Tier

Sections Tier	# Baseline Courses	% Baseline Courses	Enrollment Ratio	Avg Enrollment	Avg Enrollment Cap	Balanced Course Ratio	Overloaded Course Ratio	Underutilized Course Ratio	Sections per Course
1 Section	7	63.64%	74.74%	30.43	40.71	42.86%	14.29%	42.86%	1.00
2 Sections	1	9.09%	102.67%	38.50	37.50	0.00%	100.00%	0.00%	2.00
6 - 10 Sec...	2	18.18%	93.44%	35.08	37.54	50.00%	50.00%	0.00%	6.50
> 10 Secti...	1	9.09%	91.75%	40.45	44.09	100.00%	0.00%	0.00%	11.00
<b>Total</b>	<b>11</b>	<b>100.00%</b>	<b>89.35%</b>	<b>36.09</b>	<b>40.39</b>	<b>45.45%</b>	<b>27.27%</b>	<b>27.27%</b>	<b>3.00</b>

## Candidate Sections by Course

Student Success Candidates  All  Offered



## Candidate Summary

Student Success Candidates  All  Offered

Course	Sections Offered	Top Student Success Candidates	Top Student Success %	Offered Student Success Candidates	Offered Student Success %	Top Efficiency Candidates	Top Efficiency %	All Efficiency Candidates	All Efficiency %
ANTH 300	11	0.0	0.00%	0.0	0.00%	0.0	0.00%	1.0	9.09%
ANTH 301	6	2.0	33.33%	2.0	33.33%	0.0	0.00%	0.0	0.00%
ANTH 303	1	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
ANTH 310	7	0.0	0.00%	0.0	0.00%	0.0	0.00%	1.0	14.29%
ANTH 319	1	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
ANTH 320	2	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
ANTH 321	1	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
ANTH 330	1	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
ANTH 341	1	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
ANTH 370	1	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
ANTH_480	1	0.0	0.00%	0.0	0.00%	0.0	0.00%	0.0	0.00%
<b>Total</b>	<b>33</b>	<b>2.0</b>	<b>6.06%</b>	<b>2.0</b>	<b>6.06%</b>	<b>0.0</b>	<b>0.00%</b>	<b>2.0</b>	<b>6.06%</b>