Rotation Review-20260324_075138-Meeting Recording

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32m 55s

Wirtz, Thomas started transcription

Wirtz, Thomas 0:17

OK, I am going to go through today the assigning of students for rotations. So I already have the that calendar Cal need file approved by Tara. She's looked at it and they're they're all ready to assign.

So first, I'm just going to go ahead and.

Form one on CDTC, so I'll get the students assigned to that.

So I go to the file and what I'm gonna do is just mark all of the records.

So I marked the records for the CDCT to say those are the ones that are going to be processed in this in this round. So now I'm going to execute the form that does the scheduling.

So this, I'm just gonna tell you things about how my program works here, how yours are gonna work. I don't know in mine. This is gonna tell me that this is the these are the blocks that are available to be done this time, and it's also telling me that so far nobody's been assigned to it.

And I'll show you at some point what this cut off does. I'm basically going to say only assign this if it's never been assigned because I'm at the beginning of a of a a year. Nobody's ever been assigned to CDCTC. So I'm just basically saying if they've never been assigned, assign them here. I'm just going.

Go ahead and execute that. What this schedule program does is it goes through a loop, it goes and finds an open one. Initially it does it randomly and I think once it gets down to less than 15 or 20 it finds that it might do them just in a numeric order. Once it finds one, then it pulls some data from the database to find out which student should assign to it. It assigns a student to that block and then it also records it in the tally session. So let me just show you that now.

I'm going to go back to calendar need file now.

And I'm just gonna browse for those records.

You're gonna see it. It assigned students here and I can see that it filled all of the records, so there weren't any conflicts. It was able to find somebody to put in there.

I told you about the tally table, so I go to that one.

And now if I take a look in there, I'll see it. This is ordered by.
How many have been assigned grand total and I should find all of these are at the end. So these are the people that just got assigned right now for the CVCTC.
Next what I'm gonna do is the TCCDC. That's another week long.
Block that's done.
Oops.
Now for this one, the students need to be assigned by gender evenly. The hotel is set up. I think the students share the rooms.
So we either send up, let me let me just go take a look real quick again.
I'm trying to see how many students we're sending total. So we're sending four students each session. So that means it has to be either 2 male, two female or four female that this. So that's all built into this code then for the scheduling. I'll show you like that.
So I'm basically saying you'll be sending four people.
I also want to change this now that not only for TCCDC that they only if never assigned, but only if the external rotation is not assigned. I want to try to distribute the rotations.
External rotations evenly so that every student gets to one. Not that one student goes to three external rotations and another student doesn't get there at all. So initially, until I get everybody to at least get to one, I'm basically saying only include a student to possibly attend here if they've never received one.
This term.
So those are the only two extra things I have to do here. So now I'm gonna go schedule those locations.
And again, it loops through, it goes and finds a block and then looks for the student for it. So I'm gonna go through the same thing again. I'm gonna take a look at it now.
That.
And we're gonna see that it assigned.
OK. And let's go open this up a little bit wider. I go to the end over here and you'll see.
I didn't mark the gender one here, but let me go.
Check something here one moment.
Sorry, I'm just seeing to see how where to pause this.
See, I'm gonna continue on at this point. Um.

Let me show you where you can find the loop that happens here. So remember I was running this program for this form called schedule one that is here.
This is the this is the forms within Fox Pro this schedule here.
And the way to modify it is a modify form and then the name of the form.
So I'm in an editing mode now, and there's a lot of code out here, but the important code you're gonna find right in this section are for schedule the rotations.
And this is the big loop that happens. I was just moved to the top.
And the way to find it here is it's this command one click. You're gonna see if you walk through you'd find all a number of different things, but this will be the important one that has this logic of.
I'm not gonna describe every line here, but basically the loop starts here.
And.
It does. It is picking up. It's looking for records in the Calneed file that aren't processed.
When it finds one, it's going to run this select statement based on that, and I'm not going to go into the detail of every one of these, but this SQL here pulls data and collects information about every student.
Related to this block and it's gonna be it. It gets information about how many rotations were complete, how many are done, how many external rotations were complete, what's it, what's the count of them.
How many available? You know, I'm not going to go into the great detail of at this point. I want to show you that this is the the information that it's gathering for the students related to this block and then it saves that into a table called this as project for. Let me just go open that up once and show you.
So this is what got pulled for one of the last block and the block we were running is this TCCDC and what it's showing is how many were completed this term and you can see these students have none listed.
How many were completed in total? Because some of these students did go to TCCP in previous semesters. This column here is saying how many total rotations have been done.
And then this is gonna show how many of these students had the.
Total number and and these two I'm gonna have to check a little more detail for you or look at that. One of them is showing how many external rotations were complete and how many of them total were done or how many.
Counting how many different rotations they had.

Look.
This is the group. These are the important ones. Now what I do then is when I'm going to make the assignment is I'm going to sort based on these different numbers here to find out which student should I really put there. So in other words, I may sort this by complete.
And find out here's this Thomas Derecki. He's never had any, so he's going to be a higher candidate for doing that. So if I sorted by that row, then I also might want to look at this done column that I would see.
This person has 73 total rotations. This person who also had zero had 73. So I'd probably assigned Thomas directly because he's never had this one.
And he's never, and he has a lower number there. As we get further into it and there are more external rotations complete, that'll be another factor that I would use on external rotations. I've got four or five of them that have zero. I'm going to find someone who's never been anywhere, any of the other rotations.
I'll describe or try to document that logic a little bit. Just wanted to show you that this SQL at the top is what's pulling all of the data for every student as it's coming through there. And then this logic from this point forward is where it's going to do the sorting of that.
That table depending on what type of rotation that is.
A lot of these here are based on.
If which ones of these are checked and if a certain one of these is checked, then it performs some functions which maybe sorts it or clears some fields.
And then here is where it's actually gonna start doing the assignments.
Again, it's this is looking to see if it is an weeklong external rotation.
Here is where I find it. If I do find a a student to do the assignment, then I.
Oh, sorry, let me must have been processed a little higher here.
This must be the function to perform that or to assign the student to that record.
And then this is going to go through the loop again and run it. It goes finds to see if there's another record not processed.
So again, the important part in this talent for this scheduling program is in this button here. In this button, this is the loop or at least the way I've been processing doing the assignments.
What was this up? I didn't make any changes there.
Let me kind of describe how I make a decision about which order to do the assignments.

So this is a listing of all of the blocks within the rotation. What I do is go and 1st I mark off which ones are already pre-populated is at least in my program like approved absence. Those students are already assigned the blood buddy recall in this process.
As I did it is already assigned.
The mock exam is already assigned OSHA orientation.
And Yep, those are the ones that are already assigned in that first step. So I have those blocked off. I usually do the external rotations first because I don't. I want to try to get an even distribution of students getting out to external rotations.
And if I start doing a lot of the other rotations first, it it.
Prevents some students from getting those rotations. So for the external rotations, I start with the week-long ones 1st and try to get everybody assigned to the week-long rotations.
In this one that we're doing for summer of 2026, there are 4 rotations that are the week long CDCTC, Health Net, Scenic Bluffs and TCCDC.
So I'll I'll assign those first. And again as I mentioned as I was doing the TCCDC is if someone went to another week-long one, then I don't want them to get signed to a second one. Someone already is assigned to CDCTC this term.
Previous term. I don't want to send them to that one.
Dome.
Then after I finish the week long rotations, then I go to the.
Any of the external rotations and in this case that is ascension.
Ignace.
Lake area.
Open arms.
Progressive.
Yep. And those are the regulations. Then I would sign all of those. After that, in terms of priorities, I would look to see what rotations if there's a requirement that every student needs to have that rotation.
Either this term or we're in the spring rotations and I have to make sure that everybody has at least a certain number. I I make those next priority, in other words. D4 oral surgery. At this point the the requirement is every student has to have 15 half sessions in their D4 year, so I'm not so worried about it.
In the summer or the fall, but in spring, that's going to be the next one that I do because everybody has to have 15. I don't want to schedule that later on and then

find out that some students are blocked because of other assignments.
So that's that idea of if there's a requirement, students need to complete something this term.
I'm just going to make one up. It's not true in this one, but let's say everybody needed to have at least one of these DDCURCS. I'm going to make that a next or a higher priority. Then the other priorities are kind of determined from from Tara.
If you remember on the.
She may indicate on the spreadsheet that she sends to us what priority the rotation has. Let me just pull one out here.
No. So she might tell us, for example, for the D twos, there is a problem.
An assignment for group assist to those are considered more of a filler rotation. I'm going to say this is more from Tara's perspective, so that has a lower priority. The things that she may say, Gee, if everybody doesn't get one of these.
OK. Those are the ones that have the homes.
So that's kind of how I figure out the priority and I'll try to document a few more items in there, but you'll get some of that from what we've described here.
Next thing that I want to show you is the tally tally results and I I showed you a bit as it went through the schedule. Every time it goes through the loop it executes a routine to repopulate.
Um, the tally records.
Let me just show you what that mean.
So the way I have it running is that for every student there is a block record.
Some of it is historical because I pulled this from Axiom for the D threes and the D fours. So here is information that I pulled and and that was in some of the written documentation that I showed earlier. This is the this is the.
Assignments in Axiom that have been complete up through the beginning of just prior to this term. I'm working on the summer term, so this is everything that was complete through the spring of 2026 assigned up to that point.
Then all of these records are records that I would have found in this rotation session that weren't up here. For example, buddy recall, I'm assigning it this term.
I don't have any record in Axiom for budding recalls, but I've got that record here.
Every time the scheduling program goes through a loop, it will add under the assignment any new art. So for example.
Hito, this person had 19 items from the past and so far this person has four assigned this term. This person has buddy recall. Sorry, buddy recall was did not have any

records from the past that I have, but I do have one.
One assignment here. Here's the mock exam. Three sessions are marked for that, so you get some sense of what that happens. But every every iteration of that loop will update this so that I have a fresh record of what's happening in the tally.
My another item that comes from that loop.
Is that when I generate that program to do the tally, it also is going to generate a summary for me.
And that summary will tell me here. I'll I'll come through this occasionally as I'm doing these loops just to make sure that things are looking. There's 103 students in the class. So yeah, every student received the buddy recall, the mock exam.
So this is one of the tests that I'll look at to see is is everything working properly. So for Scenic Bluffs, I have 12 students assigned and each of those students got 10 assignments. That was the low and the high.
Summer rounds, but you'll see that this record is going to continue to grow as I had.
What I want to show you now is some of the tools that I developed that help me as I'm doing this. So I have a program. I'm going to show you what it looks like first.
All the tools to kind of a second version of something and this is just a set of items.
Queries to go tell me something so.
This here is going to look for duplicate assignments. If I click on this, it's going to show me I've got a number of assignments on a particular day. These are all blank, so these are all OK. They're going to be assigned. This is the ones that I'm really looking for. How many times?
Did I assign a student more than once?
On a on a specific day in session and I've I've already looked at these records, but all of these records are in here because these are students that had some approved absences and.
That's where this is helpful is that I can come in and confirm that find out if if some reason that as I'm moving some things around, if a student is double booked for a single session for these, what happens is that.
I will we we do leave this on for the approved absences so that the faculty know that someone is going to be missing specific aid.
Let me just close this a second.
One that I find very helpful is as it gets towards the end, there may be conflicts that there are some openings that I couldn't find somebody to assign on a certain date.
I'm going to give an example here.

So here we have Jacob Dregny is assigned to this rotation for CVCTC. This session number is unique for that session, so that is 375010.
If I had to move Jacob somewhere else and I had that block open and I tried assigning it, do it. I'm going to say it differently. I I I want to determine exactly who to put there rather than just let a random assignment come there.
Then I have this tool.
That I can come in and say put a session here 375 and I can find which students are free to assign there. Now this is helpful because sometimes.
I want to make a decision about that. Now I can then start looking at the tally records and say show me the four or five students who haven't had this before at the lowest things.
And I can from that list to determine if any of those people are in this list. So for example, it might have told me that Nicholas Meyer is a student that had never assigned here before or had the lowest amount and had the lowest number of total assignments. I could look to see if he's in the.
List. Oh, there he is. Yep, he's open. So now I'll assign. So that's where I might use this to.
I also have some utilities in here. This will show me kind of the distribution of the assignments. So for this term I've assigned students from 12 to 24.
Now part of the reason for that is that many of these up here in the 20s are students that have been assigned now to CCDC or CVCC, the week-long assignments. Otherwise everybody would have been close to like 12 to 13 or 12 to 14.
Variation that exists here is because.
There are a number of weeks where someone can't get torpedo, so instead of having 14 assignments, they may only have 13 of them here 12.
So that's this is showing me the distribution of days for this term and then this shows me the distribution cumulatively. So at this point my range is 71.
To 82. Now that's pretty close, OK. So that means it's a little over 10 sessions difference there. If we can be that close when we're all done with the assignments that are only about 10:10 to 12 difference, that's great.
Or it'd be wonderful if we could get it down to five or five or less and maybe with putting more checks and balances and things in there, we'll be able to get to that. But we don't want a huge discrepancy here where it's in the end as we've assigned all of these records, there's 20 or 30 session difference between students.
That's what that tool is for. I mentioned earlier that for TCCDC gender needed to be

checked in there and so this is showing me.
That it doesn't look like it picked up the gender correctly. That it. In other words, I'm seeing that on 69 I have one female and two males. Here I've got four females, so this week it seemed to turn out right.
So I'm gonna have to check this because it it looked like it did not process the gender thing properly. So normally this comes out correct. So there's something wrong in my logic somewhere that it's it's.
So I will get back.
Then I have one other utility that I find helpful here.
First, let me go to this again.
I need his S number here 36 twenties.
It happens often when I get to towards the end of doing the assignments. Again, they don't all quite fit in, but I need to have a student assigned to certain.
For example, this case here with that student, I want him to be in CDCTC, but I I don't know. I can't find it too easily. So what I do is I've got a little script here.
And I'll put the student's ID here S 3626.
What this does is it goes through the calendar need file for every rotation and it finds out identifies all of the locations where I could put the student there. So here's the list of.
Every rotation that this student could fit in at this point and I'm going to Scroll down now because remember I was looking for CVCTC.
Uh, so it didn't find any other place where this student could go for CBCTC.
Because they're in. I'm pretty sure they're in alphabetical. Oh, maybe they're not.
Here we go.
So this student could be put at S 379010 or this one or this one or this one. And again you can you can look through just to see if there's any other ones here, but I find this very helpful when I need to.
Shift somebody around that it tells me the different places where.
So that's a little program and in this case I just want to show you that difference. I used modify command for find all and the reason for that is that find all is a PRG program. So there's two main ones that you're going to find here. There's.
PRG which are command files, the SCXS which are the forms, then the.
These FRT files are report files or something different, but but two main ones that deal with the coding are going to be the PRGS and the SCCX files.
Mm.

It's everything that I was gonna show you related to the assignments. I've documented some things by paper, so as it it gets to the as I finish doing that, I'll probably document by paper the couple things that I run.
To generate the reports.

◉ **Wirtz, Thomas** stopped transcription