**Part 1 – Schedule Development Process**

Read through the *Schedule and Enrollment letter* <http://canadacollege.edu/growth/docs/2015/schedulesandenrollmentpart1.pdf>

1. Does the process described in the letter reflect your experience? If not, what differs?

*double-click here and begin typing your response*

1. What could be done to improve the process?

*double-click here and begin typing your response*

**Part 2 – Program Needs**

Read through the *Sections kept open for program needs* and the *Courses added due to student need* documents. You may want to examine the college catalog to identify how the “saved” courses fit into a program of study (e.g. are they core requirements? selectives? part of a sequence?) Pay particular attention to the following:

* the initial and final enrollments
* the subject areas being impacted

[http://canadacollege.edu/growth/docs/2015/under-enrolled sections\_2015 - program need.pdf](http://canadacollege.edu/growth/docs/2015/under-enrolled%20sections_2015%20-%20program%20need.pdf)

[http://canadacollege.edu/growth/docs/2015/under-enrolled sections\_2015 - Added Courses.pdf](http://canadacollege.edu/growth/docs/2015/under-enrolled%20sections_2015%20-%20Added%20Courses.pdf)

1. Are there any trends?

*double-click here and begin typing your response*

1. What conclusions can you draw?

*double-click here and begin typing your response*

**Part 3 – Enrollment Patterns**

Read through the *Low enrolled sections kept open based on enrollment patterns* and the *Low enrolled sections kept open for other reasons* documents. Pay particular attention to the following:

* the initial and final enrollments
* the subject areas being impacted

[http://canadacollege.edu/growth/docs/2015/under-enrolled sections\_2015 - enrollment patterns.pdf](http://canadacollege.edu/growth/docs/2015/under-enrolled%20sections_2015%20-%20enrollment%20patterns.pdf)

[http://canadacollege.edu/growth/docs/2015/under-enrolled sections\_2015 - other reasons.pdf](http://canadacollege.edu/growth/docs/2015/under-enrolled%20sections_2015%20-%20other%20reasons.pdf)

1. Are there any trends?

*double-click here and begin typing your response*

1. What conclusions can you draw?

*double-click here and begin typing your response*

1. List a few of the more common “other reasons” why courses were kept open.

*double-click here and begin typing your response*

**Part 4 – Cancelations**

Read through the *Low enrolled sections that were not kept open.* Pay particular attention to the following:

* the actual enrollments
* the dates of cancelation
* the subject areas

Compare this document to the previous documents you’ve studied that identify “saved courses”. You may want to examine the college catalog to identify how the canceled courses fit into a program of study (e.g. are they core requirements? selectives? part of a sequence?). Go into WebSchedule and look to see whether there were other sections of the canceled courses that were offered (i.e. did one or all of the sections get canceled?).

[http://canadacollege.edu/growth/docs/2015/under-enrolled sections\_2015 - not kept open.pdf](http://canadacollege.edu/growth/docs/2015/under-enrolled%20sections_2015%20-%20not%20kept%20open.pdf)

1. What conclusions can you draw?

*double-click here and begin typing your response*

1. What guidelines could the Academic Senate provide faculty to either help ensure their courses are not canceled, and/or to help faculty schedule their courses differently?

*double-click here and begin typing your response*

1. What guidelines and recommendations could the Academic Senate provide Deans and the Office of Instruction about decision-making criteria and process?

*double-click here and begin typing your response*