

In May of 2015 the Academic Senate made 20 recommendations to the Office of Instruction regarding strategic enrollment management processes. The Senate President met with the VPI and instructional deans during the summer to discuss the recommendations. The following table identifies the administration's responses. http://www.canadacollege.edu/academicsenate/1415/enrollment_recommendations.pdf

Recommendations regarding schedule development	
1. Clarify the roles, responsibilities, and authority of deans and faculty regarding schedule development. For example, what is the relationship between discipline and curricular expertise and schedule expertise? Whose role is it to provide advice, recommendation, or approval?	Agreed to provide. Will work on this in fall. Deans will continue to ensure participation of faculty leaders in schedule development. Faculty leaders and deans will continue to collaborate to ensure that there is a common understanding of course sequencing, enrollment patterns and student needs when planning the schedule.
2. Reassess room allocations within and among divisions to ensure that the schedule development is being driven by student need and not dictated primarily by room availability.	Agreed to do so. Need to identify which specific areas of instruction are encountering this problem.
3. Institute an annual or semiannual meeting, hosted by IPC, to explain the budget constraints and overall strategy for schedule development (e.g. explain the goal to grow/maintain/reduce schedule from last term). Invite all divisions to send representatives to this meeting. Identify any special circumstances/needs that will impact schedule development (e.g. commitment to CWA schedule of offerings, linked Puente courses, exemptions for HTP courses, GE Pathways sections, etc.).	Agreed to this proposal. Already in process. The Office of Administrative Services has begun the process of providing regular budget workshops to all planning groups, including the Instructional Planning Council and the Academic Senate Governing Council. Going forward, budget analysis will better inform schedule development processes.
4. Coordinate with sister colleges to ensure complementary, not competing, scheduling of courses that have enrollment challenges.	This is up to the individual program faculty and deans. District Academic Senate is working on ensuring more consistent inter-college consultation for new program/course development.
5. Develop a one- or two-year schedule of course offerings (at least for some programs) and, if a core course is only offered once/year, commit to keeping it open regardless of enrollment. Advertise these annual predictable schedules to students.	Agreed... Many programs already plan their course offerings using a one/two year schedule based on program needs. We will continue to use this strategy to effectively plan our schedules.
6. (Changes to Documentation) The description of how the schedule is developed needs to be amended to explain that variation exists among divisions as to how the first draft of the schedule is proposed.	Agreed. Will work with AS on developing language this fall to update the following: http://canadacollege.edu/growth/docs/2015/schedulesandenrollmentpart1.pdf

Recommendations regarding cancelation process	
7. Identify decision deadlines for determining whether a class will be canceled. Ensure that these deadlines take into account other important dates such as the date students are dropped for non-payment, the date of notification of financial aid awards, etc.	Already implemented.
8. When a course is added to the watch list, the dean should speak in person or by phone with the instructor of record, and if (s)he is adjunct, then also with a relevant full-time faculty member. The dean should clearly communicate what the faculty may/must do in order to respond to each subsequent deadline. Current exceptions for “program need”, “anticipated late enrollment” and “other” are necessary and should be continued.	In the weeks leading to the start of the term, deans communicate frequently with members of their division. Deans share enrollment updates and highlight areas of concern with the faculty members affected. Already implementing for summer.
9. Define the criteria for establishing “program need”. At least 9 core courses (required for a major or certificate) with single-section offerings were canceled. Why didn’t they meet the “program need” criteria?	Faculty leaders and deans will continue to discuss program needs and schedule planning on a case-by-case basis.
10. For sections in jeopardy of cancelation, deans shall share with faculty the historical evidence from Data Dashboard regarding the potential for late-enrollments.	As understanding the historical context of enrolment patterns is critical to making scheduling decisions, the college has provided faculty with access to the Data Dashboard. This tool enables users to track historical enrollment patterns by class, by department, division, year, etc. To access this information, please visit the following site: http://www.canadacollege.edu/prie/Data%20Dashboard.php
11. For sections in jeopardy of cancelation, deans shall determine whether the course adversely affects other degrees/certificates that are in secondary disciplines.	Already current practice. The normal processes of faculty/dean collaboration should consider such effects.
12. Extra consideration should be given to courses that are being offered in an alternative scheduling experiment.	Already current practice. Addressed on a case-by-case basis.
13. (Changes to Documentation) Clearly explain how load-balancing (i.e. offsetting low enrollments in some courses with high enrollments in others) occurs at Cañada.	To better understand the relationship of load balancing, productivity and budget, everyone is encouraged to participate in budget workshops at IPC, ASGC, PBC and other venues.

	Click here for more information about budget implications related to productivity (slide 9).
14. (Changes to Documentation) Identify whether canceled courses are core courses, selectives, or had other sections that remained open.	
Recommendations for additional research/actions	
15. Survey students regarding desired schedule of course offerings and about existing obstacles in our registration process (e.g. lack of explanation when encounter prerequisite block).	Will explore opportunities to survey students.
16. Develop a college-wide campaign to promote timely enrollment and inform students of class cancelation policies/timelines.	Under consideration.
17. Use DegreeWorks and/or SEPs to inform schedule development by forecasting student demand for courses.	This has already been attempted but was less-successful than hoped for. Will need to follow up.
18. Identify recommendations for developing late start courses - most appropriate subject areas, optimal start date, etc.	Analysis already under way.
19. Research schedules of sister colleges, other districts, and for-profit colleges to determine whether there are alternative schedules of course offerings that we ought to consider (e.g. afternoon courses, compressed courses, accelerated courses, academy style programs, etc.)	Already under way.
20. Obtain clarification from the District Academic Senate and Board of Trustees regarding the intent and rationale of Policy 6.04 Minimum Class Size Guidelines and investigate the impact of adopting a hybrid policy that holds some courses/programs to a minimum Fill Rate.	Academic Senate will host meeting with VPA, VPI and deans during fall semester to focus on effect of class size/fill-rate.