Here are questions to consider as you develop a recommendation for your Summer and Fall 2013 schedule. In the development of these recommendations, some of the following questions may be critically important, others less important, Focus on those that you believe to be most helpful in the development of your schedule. This is not a test. These questions are designed to cultivate feedback from the perspective of your discipline(s). Do your best with the time and information you have available to you. Please take some notes to share with your colleagues at your division meetings on Thursday.

Please fill out this questionnaire electronically (preferred) or by hand. Please make two copies at the end of the session, one for your discipline and one for your dean. Please remember to number your answers if you do not type directly into this word doc.

QUESTIONS ABOUT MAJORS IN YOUR AREA

1. How many declared majors are in your area? If there are degree-specific sub-areas, please break those numbers down (i.e. Art breaks down to Ceramics, Sculpture, Painting).
2. Are the course offerings in your area correctly calibrated to serve those majors? In other words, are we offering the appropriate number of sections/seats to service the number of declared majors. Specifically why or why not? Break it down.
3. Please take a look at the scheduling (time/day/sequencing) of the courses in your area. Is the course schedule serving your majors in a logical way?
4. Are there scheduling problems with courses outside your area that impact your majors? (For example your majors aren’t available in the afternoons, but a course that they need is only offered in the afternoons). What are those problems, specifically? What can be done to remedy those problems?
5. How are Student Support Services currently assisting majors in your area? Are there enhancements or changes to these services that could help your students move more successfully through their programs?
6. Given the current FTEF allocation in your area, are your majors able to progress though your program(s) in a timely way? Why or why not? What are the specific issues?
7. If your area were NOT to receive any additional FTEF allocation for the coming summer and/or fall, how could you internally rethink your offerings to help alleviate any persistent issues for the majors in your area?
8. If your area were able to receive an increase in FTEF allocation for the coming summer and/or fall, how would you most efficiently implement that FTEF to help alleviate these issues for the majors in your area?

QUESTIONS ABOUT NON-MAJOR or GEN ED COURSES IN YOUR AREA

1. Does your area service students outside of your discipline (including undeclared students, majors outside your discipline, and/or GE)?
2. Are your course offerings sufficient to serve these students? If no, specifically what needs remedy?
3. How are Student Support Services currently assisting these students? Are there enhancements or changes to these services that could help your students move more successfully through their programs?
4. Does the student success rate in your area’s “bottleneck” courses impact access problems? How?
5. What steps could be taken to improve student success in these classes? Are there ideas/methods to improve student success in your area which would require more FTEF/resources? What is needed, realistically?
6. Is it possible to address bottleneck issues in the long-term through curricular development? For example, could some of the courses in your area be revised to satisfy Graduation Requirements (e.g. American Cultures) or Gen Ed transfer courses that do not currently articulate (e.g. Critical Thinking)?
7. If no further FTEF were allocated to your area for summer and/or fall, what possible solutions (be creative) might help to alleviate the bottlenecks in your area?
8. If more FTEF were made available for the purpose of alleviating bottlenecks in the summer and/or fall, what would be the most efficient way to implement it?

This page is available to make any further general or specific comments.