

## Faculty Survey of TR Class Scheduling: **Instructional Faculty**

The purpose of the survey is to evaluate the effects of the TTH schedule change that has been in effect for the last three semesters. Respond to the questions in relation to Fall '03, Spring '04, Fall '04 semesters. **Please return surveys to your division secretaries by January 12, 2005 (Wednesday).** --- Faculty Committee of the Faculty Senate.

**Total distributed: 233    # responded: 64    %: 27**

1. Do you teach a 7:30 a.m. section?    **13** yes    **50** no
  
2. TR Scheduling: Which option is **MOST** appealing to you?  
  
7:30 a.m. start time of schedule and current class times    **12**  
8:00 a.m. start time of schedule and previous class times    **27**  
No preference    **18**
  
3. Rate the level of success with student registration for TR 7:30 a.m. classes. Use a scale from 1-5; where 1 = not successful, 5 = very successful, DK = don't know.  

<b>[8]</b>	<b>[3]</b>	<b>[5]</b>	<b>[4]</b>	<b>[4]</b>	<b>[39]</b>
1	2	3	4	5	DK
  
4. Rate the level of success with student retention in TR 7:30 a.m. classes. Use a scale from 1-5, where 1 means not successful and 5 means very successful. DK means don't know.  

<b>[5]</b>	<b>[3]</b>	<b>[5]</b>	<b>[6]</b>	<b>[1]</b>	<b>[42]</b>
1	2	3	4	5	DK
  
5. Rate the level of success with student retention in TR 12:00-1:15 p.m. classes. Use a scale from 1-5, where 1 means not successful and 5 means very successful. DK means don't know.  

<b>[1]</b>	<b>[3]</b>	<b>[11]</b>	<b>[7]</b>	<b>[7]</b>	<b>[36]</b>
1	2	3	4	5	DK
  
6. Rate how difficult it has been to schedule meetings. Use a scale from 1-5, where 1 means not difficult and 5 means very difficult. DK means don't know.  

<b>[9]</b>	<b>[4]</b>	<b>[5]</b>	<b>[11]</b>	<b>[17]</b>	<b>[17]</b>
1	2	3	4	5	DK
  
7. Rate how difficult it has been to attend workshops/forums. Use a scale from 1-5, where 1 means not difficult and 5 means very difficult. DK means don't know.  

<b>[6]</b>	<b>[6]</b>	<b>[8]</b>	<b>[13]</b>	<b>[20]</b>	<b>[9]</b>
1	2	3	4	5	DK
  
8. Please provide any other comments you may have about TR class scheduling on the backside.

If you are a Division Chair, please respond to the following:

1. How many classes were offered before the TR schedule change? \_\_\_\_
2. How many classes were offered after the TR schedule change? \_\_\_\_
3. How many TR 7:30 a.m. classes were cancelled with the current schedule? \_\_\_\_

## Faculty Survey of TR Class Scheduling: **All Faculty**

The purpose of the survey is to evaluate the effects of the TTH schedule change that has been in effect for the last three semesters. Respond to the questions in relation to Fall '03, Spring '04, Fall '04 semesters. **Please return surveys to your division secretaries by January 12, 2005 (Wednesday).** --- Faculty Committee of the Faculty Senate.

**Total distributed: 265 # responded: 74 %: 28**

9. Do you teach a 7:30 a.m. section? **13** yes **60** no

10. TR Scheduling: Which option is **MOST** appealing to you?

7:30 a.m. start time of schedule and current class times	<b>14</b>
8:00 a.m. start time of schedule and previous class times	<b>29</b>
No preference	<b>23</b>

11. Rate the level of success with student registration for TR 7:30 a.m. classes. Use a scale from 1-5; where 1 = not successful, 5 = very successful, DK = don't know.

<b>[8]</b>	<b>[4]</b>	<b>[7]</b>	<b>[4]</b>	<b>[5]</b>	<b>[45]</b>
1	2	3	4	5	DK

12. Rate the level of success with student retention in TR 7:30 a.m. classes. Use a scale from 1-5, where 1 means not successful and 5 means very successful. DK means don't know.

<b>[5]</b>	<b>[3]</b>	<b>[5]</b>	<b>[6]</b>	<b>[1]</b>	<b>[52]</b>
1	2	3	4	5	DK

13. Rate the level of success with student retention in TR 12:00-1:15 p.m. classes. Use a scale from 1-5, where 1 means not successful and 5 means very successful. DK means don't know.

<b>[1]</b>	<b>[3]</b>	<b>[11]</b>	<b>[7]</b>	<b>[7]</b>	<b>[46]</b>
1	2	3	4	5	DK

14. Rate how difficult it has been to schedule meetings. Use a scale from 1-5, where 1 means not difficult and 5 means very difficult. DK means don't know.

<b>[9]</b>	<b>[5]</b>	<b>[6]</b>	<b>[12]</b>	<b>[21]</b>	<b>[20]</b>
1	2	3	4	5	DK

15. Rate how difficult it has been to attend workshops/forums. Use a scale from 1-5, where 1 means not difficult and 5 means very difficult. DK means don't know.

<b>[6]</b>	<b>[8]</b>	<b>[9]</b>	<b>[13]</b>	<b>[24]</b>	<b>[12]</b>
1	2	3	4	5	DK

16. Please provide any other comments you may have about TR class scheduling on the backside.

If you are a Division Chair, please respond to the following:

4. How many classes were offered before the TR schedule change? \_\_\_\_

5. How many classes were offered after the TR schedule change? \_\_\_\_

6. How many TR 7:30 a.m. classes were cancelled with the current schedule? \_\_\_\_

**FACULTY SURVEY: TTR SCHEDULING**  
**COMMENTS**  
**January 2005**

1. I'm concerned about meetings and workshops.
2. High degree of TARDINESS (due to early morning traffic); student numbers going down.
3. Fewer students show up on time for the 9:00am class. It was easier to start on time when the class was at 9:30.
4. I greatly prefer the old schedule (several years ago). It's much easier to schedule recitals and meetings.
5. I prefer the old way.
6. First semester of the new schedule made meetings (scheduling and attending) extremely difficult. But, it appears the campus community is now adjusting.
7. Either the present or previous TTH schedule is fine with me. However, Division Chairs should be strongly encouraged not to schedule classes during the TTH 1:30-2:30 period.
8. Meetings are impossible to schedule.
9. Attendance at workshops is down.
10. Division does not schedule 7:30am classes because of lack of student interest.
11. 7:30 time works good but you should schedule meeting time from 12:00-1:00.
12. College must decide whether to have 6:00-8:50 classes TTH or two sections during that time. Now the campus offers both and it has created scheduling nightmares for our students.
13. Present schedule offer meeting times later in the afternoon, which I like, as an instructor who teaches evening classes and at LCCW. 12:30 meetings are fine for people who leave the campus at 2:00pm.
14. One big problem of the 7:30am start time is that those students who have children at the LCC Children's Center are not able to make it to class on time – because the Center doesn't open until 7:45am. They miss a lot of material (quizzes) in just those first 15 minutes. Also impossible for faculty to teach at that time because of the same reason – even if they're willing to teach in the early morning, 8:00am is better.
15. What about MW, TTH classes and Fridays for meetings?
16. Not having a time when ALL faculty are not in class (before this change some faculty were teaching in the TTH 12:30-1:30 time slot), gives teachers an excuse not to attend division/discipline meetings and has hurt attendance at those meetings.
17. In visiting other campuses and seeing that some have no classes on Friday (classes are MW or TTH) ... if that schedule is something for LCC to consider. Then Friday would be open for meetings, conferences with students, etc.
18. At the very least, I would like to go back to a schedule in which TTH 12:30-1:20 is designated as meeting time with no classes scheduled.
19. I will have a better understanding once I teach at this time slot.
20. Would it be possible to make all classes 75-minutes and have no class on Fridays?
21. I personally like this time (7:30am) because I'm an early bird. This (8:00am) would help retention, however.
22. Because I have early classes, mid – late afternoon meetings are a bummer. The day ends up too long. If I attend meetings, I have to forego off-campus community service projects, etc.

23. Used to teach a TR 6:30am section of Eng. 100 .... These sections were always full, and retention rate was very high, more so than TR classes later in the morning. I suspect I was drawing “night” students. When we were pau at 7:45am, H1 was clear and student commutes to work were quick and easy (Many students told me that they usually arrived at work at the same time whether they left at 4:30am or 7:45am!!)
24. Noticed a problem with the 7:30 TR classes. More students disappear than in other sections I teach. Students seem to register as a “last chance”.
25. Students with kids in preschool or school are especially impacted by this start time. Our campus day care center doesn’t accept kids until 7:45am. I have allowed students with kids to arrive late for my TR 7:30 classes, but this is not easy. Ultimately, I end up teaching the course twice, adding significantly to my teaching load. (In this case, I’m not complaining. My students come first).
26. 7:30 start time has provided LA with the additional prime-time slots that we were lacking (LA had 15% fewer classes in the morning than any other division). If schedule goes back to an 8:00 start, LA will have to again fight to take classrooms from other divisions.
27. When making decision concerning the start time, students’ needs should take precedence over anything else ... and the majority of our students want morning classes.
28. I would like to see a four-day schedule with MW classes at the same times as TTH, and block classes on Fridays. With Friday block classes we could still offer the same # of weekly classes. Instead of 7 prime time classes MWF and 5 on TTH, we could have 5 MW, 5 TTH and 2+ 2 ½-hour classes on Fridays.
29. I have not taught Thursdays thus far and had no problems regarding Tuesday schedules.
30. 7:30 traffic is a problem for students at this hour. Easier to schedule several classes at 8:00am rather than at 7:30 because many of our faculty know that students will have traffic problems coming from Leeward, Mililani, and North Shore areas.
31. Bring back the noon hour meeting time.
32. Decision to move to 7:30am was not wise; much better alternative would be (8:00, 9:30, 11:00, 12:30) and have the meeting time at 2:00-3:00pm.
33. Campus treated a symptom of the true problem with a band aid: I believe the true problem is a mis-allocation of classrooms between the divisions. I think LA, for example, needs more classrooms. Better solution would be to reallocate classrooms for scheduling at regular times.
34. For my 7:00am class, I often hear students complain, “It’s too early!” I just tell them, “Too bad!” They knew what time the class was going to meet when they registered, so they need to be able to handle and deal with it. I’m not familiar with the research on learning/retention and time of day, so I’m not sure if my students are hampered by the early start time.
35. Find it very distressing that we don’t have time set aside that is protected for meetings, seminars and outside presentations. Please give us back those times.
36. We should go back to the old schedule with one change: TTH
  - 8:00 – 9:15
  - 9:30 – 10:45
  - 11:00 – 12:15
  - 12:30 – 1:45
  - Meeting time should be 2:00 – 4:00pm
  - 6:00 – 7:15pm
  - 7:30 – 8:45pm

37. Was not as supportive originally of the 7:30 schedule. I have since changed my mind. We serve more students. 12:00 time is as good a prime time as the 9:00, 10:00. Some DCs failed to make room for meeting times by scheduling 1:30 classes; we only do that with our lecturers.
38. I've had good enrollment and rather good attendance and retention for 7:30 classes. In fact, 7:30am is probably the only time I could teach as lecturer at LCC because of full time work elsewhere.
39. Many students prefer the early time slot so they can attend school while working full time or morning shifts. Another student added that earlier time is better for learning – clearer thinking with fewer complications of the day yet to set in. She felt this perhaps applies more to older students ... especially with families.
40. Will you survey students?
41. Wish the old schedule was left in place.
42. Student attendance at LRC-sponsored CLUE workshops has dropped significantly since the elimination of the 12:30-1:30 time slot. It has also been much more difficult to find meeting times for faculty.
43. Would like to see an open time set aside for meetings and workshops .... I see such time slots as an important contributor to a sense of community and cohesion on campus.
44. Need a time for meetings and workshops.
45. Should be a day or time with no classes to allow for meetings and workshops.
46. Split the difference for start time to 7:45am, thus ending at 12:00.

#### DIVISION CHAIRS RESPONSES

1. Never offered 7:30am classes, can't get them to come for 8:00am class.
2. "No difference" responses to questions 1 & 2.
3. 7:30am classes – many of our students have children in elementary schools that have policies of no children are to be left alone before 7:45am. We had difficulty getting students to classes at 8:00am.
4. What about a survey regarding Tuesday only and Thursday only classes at night? Many faculty members/divisions are not sticking to this schedule, making it very difficult for students who have to choose between a 75-minute TTH class and a 3-hr. T or TH class, being unable to register for both.
5. Response to questions 1 & 2: We (LA) offer the same number of classes. The question should be: how many classes offered in prime time, 7:30am-1:15pm!
6. LA is able to offer **21** additional morning classes by starting at 7:30am.
7. LA response to question 3: no classes were cancelled.
8. M&S response to questions 1,2,3: no, no & 0
9. Soc Sci response to questions 1,2,3: no response to 1&2, 0 to question 3.

#### **OVERALL TRENDS:**

25 responses were concerned with a definitive meeting/workshop time.

9 were concerned about student difficulties with: tardiness, traffic, LCC child care, and retention.

3 preferred no classes on Friday, 75-minute classes Monday-Thursday.

3 students prefer earlier schedule