Figure 1: WCC NOV 2006 SCHEDULING SURVEY - FACULTY

WINDWARD CC FACULTY SCHEDULING SURVEY (NOV 2006)

Your Faculty Position:
85.5%; 47 Teaching faculty               14.5%; 8 Non-Teaching faculty
Replies 55; Forms 55

Your Discipline Area:
20.4%; 11 Not Applicable               18.5%; 10 Humanities               18.5%; 10 Language Arts
16.7%; 9 Social Sciences              13.0%; 7 Natural Sciences          13.0%; 7 Business/Math
Replies 54; Forms 55

Your SEX/GENDER:
63.0%; 34 FEMALE               37.0%; 20 MALE
Replies 54; Forms 55

About WCC's NIGHT Schedule:

For WCC student scheduling needs, are the number and types of Windward NIGHT classes sufficient?
3.9%; 2 YES, we should actually reduce the number of NIGHT classes
37.3%; 19 YES, the number of NIGHT classes is sufficient
37.3%; 19 NO, WCC needs to offer A FEW MORE NIGHT classes
21.6%; 11 NO, WCC needs to offer A LOT MORE NIGHT classes
Replies 51; Forms 55

Do you usually teach at least one NIGHT class per academic year?
42.3%; 22 Yes               57.7%; 30 No
Replies 52; Forms 55

Are you willing to teach some of your classes in a NIGHT time slot?
8.2%; 4 Definitely Not               42.9%; 21 Probably Would
18.4%; 9 Probably Not               30.6%; 15 Definitely Would
Replies 49; Forms 55

About WCC's WEEKEND Schedule:

For WCC student scheduling needs, are the number and types of Windward WEEKEND classes sufficient?
8.5%; 4 YES, we should actually reduce the number of WEEKEND classes
34.0%; 16 YES, the number of WEEKEND classes is sufficient
40.4%; 19 NO, WCC needs to offer A FEW MORE WEEKEND classes
17.0%; 8 NO, WCC needs to offer A LOT MORE WEEKEND classes
Replies 47; Forms 55
Do you usually teach at least one WEEKEND class per academic year?

| 5.9% | 3 Yes | 94.1% | 48 No |

Replies 51; Forms 55

Are you willing to teach some of your classes in a WEEKEND time slot?

| 30.0% | 15 Definitely Not | 30.0% | 15 Probably Would |
| 30.0% | 15 Probably Not | 10.0% | 5 Definitely Would |

Replies 50; Forms 55

Most semesters, my WEEKDAY classes are scheduled for:

| 51.0% | 25 Traditional MWF and T/TH |
| 24.5% | 12 MW & T/TH |
| 6.1% | 3 Non-traditional: More than three classes per week |
| 4.1% | 2 Non-traditional: Once a week |
| 14.3% | 7 Mix of traditional and non-traditional |

Replies 49; Forms 55

From your experience/perspective, please compare the learning effectiveness of the three (50-minute) classes per week schedule to the two (75 minute) classes per week schedule:

| 3.7% | 2 Students accomplish a lot more in the 50-minute format |
| 7.4% | 4 Students accomplish a little more in the 50-minute format |
| 24.1% | 13 About the same in both |
| 22.2% | 12 Students accomplish a little more in the 75-minute format |
| 42.6% | 23 Students accomplish a lot more in the 75-minute format |

Replies 54; Forms 55

For MOST (MW or MWF) classes you plan to teach in the future, what is your scheduling preference?

| 10.0% | 5 I don't teach MW or MWF classes |
| 8.0% | 4 Strongly prefer MWF 50-minute format |
| 8.0% | 4 Somewhat prefer MWF 50-minute format |
| 10.0% | 5 No preference |
| 20.0% | 10 Somewhat prefer MW 75-minute format |
| 44.0% | 22 Strongly prefer MW 75-minute format |

Replies 50; Forms 55

If WCC reschedules many of its MWF (3 times a week - 50 minute) classes to the MW (2 times a week - 75 minute) schedule, there may not be enough time slots for all of these classes during our traditional "prime time" periods. Some classes may have to be rescheduled to the 1:30 - 2:45 slot.

In the WCC Student Schedule Review Survey, about half of the responding students (57%) suggest that they would take (25% definitely take, 32% probably take) MW classes with a later start time.

If WCC shifts many/most of its MWF classes to a MW (two 75-minute classes a week) schedule, are you willing to teach some of your classes in a MW 1:30 - 2:45 time slot?

| 8.2% | 4 Don't teach MW or MWF classes |
| 2.0% | 1 Definitely Not |
| 8.2% | 4 Probably Not |
| 2.0% | 1 Unsure |
| 38.8% | 19 Probably Would |
| 40.8% | 20 Definitely Would |

Replies 49; Forms 55; Mean 4.84
If WCC shifts many/most of its MWF classes to a MW (two 75-minute classes a week) schedule, are you willing to teach some of your classes in a Friday 3-hour time slot?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2%</td>
<td>Don’t teach MW or MWF classes</td>
</tr>
<tr>
<td>16.3%</td>
<td>Definitely Not</td>
</tr>
<tr>
<td>20.4%</td>
<td>Probably Not</td>
</tr>
<tr>
<td>10.2%</td>
<td>Unsure</td>
</tr>
<tr>
<td>20.4%</td>
<td>Probably Would</td>
</tr>
<tr>
<td>22.4%</td>
<td>Definitely Would</td>
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</tbody>
</table>

Replies 49; Forms 55; Mean 3.82

While some faculty and students prefer a particular format for all of their classes, others prefer one format for some kinds of classes and another format for other classes.

For each of the following types of classes (assuming that the class would be MWF or MW), please indicate your preferred format (for student learning effectiveness):

### SOCIAL SCIENCES

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
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<tbody>
<tr>
<td>0.0%</td>
<td>Strongly Prefer MWF</td>
</tr>
<tr>
<td>8.3%</td>
<td>Somewhat Prefer MWF</td>
</tr>
<tr>
<td>29.2%</td>
<td>No Preference</td>
</tr>
<tr>
<td>12.5%</td>
<td>Somewhat Prefer MW</td>
</tr>
<tr>
<td>50.0%</td>
<td>Strongly Prefer MW</td>
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Replies 24; Forms 55; Mean 4.04

### HUMANITIES

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<th>Percentage</th>
<th>Response</th>
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<td>0.0%</td>
<td>Strongly Prefer MWF</td>
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<td>14.3%</td>
<td>Somewhat Prefer MWF</td>
</tr>
<tr>
<td>25.0%</td>
<td>No Preference</td>
</tr>
<tr>
<td>21.4%</td>
<td>Somewhat Prefer MW</td>
</tr>
<tr>
<td>39.3%</td>
<td>Strongly Prefer MW</td>
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Replies 28; Forms 55; Mean 3.86

### NATURAL SCIENCES

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<tr>
<th>Percentage</th>
<th>Response</th>
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<tbody>
<tr>
<td>4.0%</td>
<td>Strongly Prefer MWF</td>
</tr>
<tr>
<td>8.0%</td>
<td>Somewhat Prefer MWF</td>
</tr>
<tr>
<td>28.0%</td>
<td>No Preference</td>
</tr>
<tr>
<td>28.0%</td>
<td>Somewhat Prefer MW</td>
</tr>
<tr>
<td>32.0%</td>
<td>Strongly Prefer MW</td>
</tr>
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Replies 25; Forms 55; Mean 3.76

### LANGUAGE ARTS

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<th>Percentage</th>
<th>Response</th>
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<tbody>
<tr>
<td>15.4%</td>
<td>Strongly Prefer MWF</td>
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<tr>
<td>7.7%</td>
<td>Somewhat Prefer MWF</td>
</tr>
<tr>
<td>23.1%</td>
<td>No Preference</td>
</tr>
<tr>
<td>15.4%</td>
<td>Somewhat Prefer MW</td>
</tr>
<tr>
<td>38.5%</td>
<td>Strongly Prefer MW</td>
</tr>
</tbody>
</table>

Replies 26; Forms 55; Mean 3.54

### BUSINESS/MATH

<table>
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<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
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<tbody>
<tr>
<td>22.7%</td>
<td>Strongly Prefer MWF</td>
</tr>
<tr>
<td>22.7%</td>
<td>Somewhat Prefer MWF</td>
</tr>
<tr>
<td>18.2%</td>
<td>No Preference</td>
</tr>
<tr>
<td>4.5%</td>
<td>Somewhat Prefer MW</td>
</tr>
<tr>
<td>31.8%</td>
<td>Strongly Prefer MW</td>
</tr>
</tbody>
</table>

Replies 22; Forms 55; Mean 3.00

If you generally prefer the MWF (3 times a week, 50 minute) class format, what are the reasons for this preference?

- Especially for Rem/Dev math courses, students are able to "absorb" only so much in a class meeting as well as work on homework problems to practice and develop their skills. A longer class meeting in a twice-a-week format means students will be responsible for more content during each class meeting. Students needing to review the material rather than learn it for the first time may have an easier time with the twice-a-week-format. Beyond the developmental courses, some students will find the twice-a-week format suitable to their learning styles, but not all. While attending class twice a week sounds great to some students a greater consideration should be the pacing of the course and the amount of work they will be responsible for from class to class! I prefer three-times-a-week classes for all my courses, especially the remedial and developmental courses!
In many subjects, students benefit from meeting three times a week because the amount of material covered per class is more manageable. There is also more opportunity for student-teacher and peer/group interaction if lecture and discussion are involved.

In classes with a high skills content, the more frequently the student comes to class, the better for student learning. Also, with attendance rates being what they are, students miss more content in 75-minute classes than in 50-minute classes.

When the argument is about economic costs (babysitting, fuel), I can be swayed to a two-day format.

- Many weaker students need shorter learning periods more frequently scheduled.
- Lots of information to be absorbed. Seems easier for the students if broken down in more sessions than less.
- This is the traditional format and students are used to it. It is easier to teach, and perhaps more effective, for that reason. Why change it unless it is somehow destructive or less effective in its results?
- The students get less information at any one time, so they are able to ingest it in smaller doses. At least some of the students have trouble maintaining their concentration for 50 minutes, which means that they aren't taking anything in during the last one-third of a 75 minute class.
- For the 4 credit classes. Foreign Language, higher levels of math.
- For math, student learning seems to be more successful in smaller bites and meeting more frequently. However, meeting everyday does not work well for student schedules so the compromise that seems to work best for student learning is MWF scheduling.
- Developmental students do better with frequent contact with teachers.

If you generally prefer the MW (2 times a week, 75 minute) class format, what are the reasons for this preference?

- We have more time to do in class activities such as hands-on experiment. Also, most of available video programs are 1-hour long. With 50 minutes format, I cannot show and discuss the materials covered in the video.
- Less class time is lost to student arrival/departure distraction. Discussions are more intense, prolonged. Movies can be shown with fewer splits.
- In many of my classes, I am able to cover more material and engage students better in group activities. Because my students perform, it can be difficult to fit everyone into the 50 time period on performance days.
- there is enough time to do both group work and lecture and or to show a video and have discussion afterward.
- More efficient use of time.
- I like having the longer time period to show a video, have class discussion, have some free-writing, some mini-lectures. Longer time frame gives me more flexibility.
- There is more time for group work and follow through.
- I think that Students can learn a little more in 75-minute class, because the instructor can plan more activities or hands-on learning for each class. As to 50-minute class, an instructor uses 10 to 15 minutes to answer questions, then the instructor has to make sure to cover all material in the remaining 35 to 40 minutes, less in-class activities or hands-on learning could be conducted in each class. I have found that students learn better via in-class activities than listen to lecture for 35 to 40 minutes, even some students fell to sleep during classes. 75-minute class is not too long, and not too short. It's just about Right!
- I get a lot more accomplished in a 75 minute class. It is an ideal amount of time for 2 group assignments with discussion, a video with discussion, etc. Also, I think students would get more for their money seeing how a lot of students like to start the weekend early and not come to Friday classes.

1) More time for group activities
2) Low attendance on Fridays, and thus I end up having to go over the Friday content on Monday, or leave 3/4 of the class in the dark
3) MWF 50 minute time slot is too short to really do much of anything
4) Being a social science class, I also show various films that are about an hour in length. For the 50-minute classes, I have to break up the film into parts one and two, which not only makes the film lose its momentum, but it forces me to take up two class periods instead of one. With the 75-minute class, we can watch the entire film and then discuss it the same day. Perfect!
- I teach several sections of the same class, so some sections end up falling on TR slots and others on MWF slots. It is confusing to teach one section of a class as MWF and another as TR during the same semester.

I feel we use time more effectively in MW and TR classes- less time wasted on starting class. More likely to cover an entire topic in MW vs MWF
- For students who work, care-give or have child-care needs, this schedule is more suitable. I think one less meeting per week is seen as more efficient for their scheduling.
- My classes taught in computer labs, so fifty minutes is just not enough time to logon, select program, print, etc.
- Students work and could more easily work around their class schedule.
- Enhances student learning -- students DO NOT generally take advantage of instructors' office hours. Longer class sessions allow for more follow up, allow questions to foment, if you will.
More effective use of time for classroom presentations, group work and group activities. Allows time for in-depth discussion.

In the computer lab, students take at least 8-12 minutes to "settle in" to turn on the computer, get into WebCT, read the calendar, open the book, open the project booklet, and maybe download a file. I introduce a topic, they ask questions, and they rarely have time to do the "hands on" before they pack up to leave. I think I would have better attendance if I had longer time frames for classes.

MW will afford more substantial coverage of topics.
Cost effective and saves time on preparation.

MONDAY WEDNESDAYS allows for more flexibility when scheduling work hours, if your work hours are being limited to a mon-fri 8-5 job. You only need to miss two days out of the week verses three.

Social science and humanities type classes can get away with 2 days a week without putting too much stress on the students. Students can learn the material well without meeting as much during the week.

For writing classes, it gives us a chance to write and develop ideas during the extended time period.
I can also introduce a concept, give examples, then ask the class to apply it in a writing exercise.

One less day per week of administrative logistics, like checking attendance ... which gives more time to teaching. The longer class period provides the opportunity for more continuity in presenting topics.

Lesson planning for multiple sections of the same course would be significantly easier, more efficient and more effective. The current system creates a lecturer's nightmare when required to prepare for a MWF course along with a similar section that's scheduled for TTh.

More students would take these classes
There are times when I'm able to give a more coherent presentation of a topic when I have 75 minutes to work with.
allowance for student's work schedule
Required because of full-day, UH, Thursday and Friday meetings once a month. Once this obligation is finished, I would switch to the Tuesday/Thursday format.

If there are fewer classes on Friday it would provide us with greater ability to service the technology in high use classrooms. Also, it would provide greater opportunity for faculty to meet in college committees.

I just think that more will be accomplished in a 75 minute format than in a 50 minute format. It will certainly be easier for me to deliver the content in the same pace for a 75 minute class than for both a 75 minute class and a 50 minute class.

If you prefer one format (MW or MWF) for most classes, but another (MW or MWF) for some classes, why the difference in preference?

At the developmental/remedial level, time on task is important. The more contact a student has at the remedial level, the more reinforcement and processing would take place.
I am not sure whether 75-minutes is too long for a language class or a history class. So, I leave it to Humanities and Language Arts to decide.
I prefer all MW format
If multiple sections of a course are needed, then offering sections in each format gives students a choice...they may choose to enroll in MW courses if it suits their learning style and/or schedules, or they may choose the MWF format for the same reason(s).
Some subjects, such as language, require repetitive drilling and a variety of class assignments to be truly effective; one kind of activity will serve to reinforce the same lesson until the student is able to apply the learning successfully. In language learning, students need to develop many different skills in reading and comprehending, writing and/or translating and speaking the language. Longer class periods allow for these different activities to occur during each meeting.
Subject/discipline matter. Some courses are more detail oriented (math, science, and foreign language), in which case meeting more often than less often seems to work well for the students.
No real difference. I like teaching more classes of shorter length, but for late afternoon/evening classes, attendance will be better if you eliminate Friday classes.
I teach art studio classes, three hours twice a week. Two hour classes 3 times a week has been tried. That format does not allow enough time for students to complete a project.

If WCC shifted most MWF classes to a MW schedule, what would be the impact on you and your students?

I can teach materials with more relaxed atmosphere as there is less time constraints. For students, MW is probably better because they need to come to school only two days, so that they can save time, gas, etc. and find time to work.
Improved use of classroom time > more time for discussion, questions, and additional activities.
It has proved difficult to teach some classes after 1:30 in my discipline. I would have to see if that is still the case. I do have one class that would work well in a three-hour format.
Don't know how it would impact students. It would leave me with a full
administrative day in my office which would be a great way to stay organized. It would also provide a day free of teaching for having dept. meeting etc.

- Don't know, depends on schedule.
- I do think students prefer coming only twice a week, and having Fridays in general free. As faculty, we would all have to be willing to teach more classes not just at 1:30 time slot, but 3 pm slot as well and perhaps more 8 am time slot. So the questions will be whether students will register in those two time slots? And are faculty prepared for more of their load shifting to late afternoon, evening or early morning.
- At the remedial level, the students will not have the time to consolidate their learning, especially since reading and writing are processes that required constant practice and reinforcement.
- While I like the idea of a 75 minute session in a MW format (because you really do cover more in that format than in a MWF 50 minute format), I am concerned about the impact of not being able to offer as many classes each semester. I am also concerned about the impact to natural science lab courses which are typically offered in the afternoons 1:30-4:30. More classes in the 1:30-2:45 p.m. time slot will likely create time conflicts for students needing to take science lab courses. Finally, I am concerned about public (and legislative) misconceptions that may occur when we shift from a 5-day schedule to a 4-day schedule. They may think (erroneously) that such a shift means we are working fewer hours.
- No impact.
- We could get more done during class time. Academic achievement would increase, because I believe students will learn more.
- Probably more competition for MW time slots (I already teach MW)
- WHY is there a need to shift from one modality to another? Leave the decision to the departments/disciplines...in the math area we are aware of MWF and TTH offerings, which students tend to prefer and/or do better in and we create our course offerings accordingly! I think what we do has worked well - students’ needs seem to have been met!

If the format in which a course is offered is based on the students’ needs, then the format chosen is the correct one. The format should not be based on the convenience nor whim of the instructor! Please consider the needs of the students first -- we also need to be cautious about students wanting to attend class twice a week for convenience and ease rather than learning style. They should select formats based on their abilities and/or learning styles. Can they handle large chunks of information or will more frequent, smaller chunks be better?
- As a teacher of language, I would welcome the change. I think students would also find this beneficial.
- No great impact on me. That's what I teach now. I would want to be sure that we can still offer the same total number of classes and that we would be able to expand that number if enrollment increases.
- There would be no impact on my students if this shift occurred. In fact, my students seem to prefer a two-day-a-week class schedule.
- Would necessitate my getting to know my students and their needs and concerns better -- a good thing, no?
- I think the above average student would continue to do OK. The below average student would suffer from less frequent contact and/or reinforcement. This might be remedied by more tutoring and open lab hours.
- It would offer more opportunities to offer classes on MW.
- I think I would have better attendance.
- None
- We will have fewer students, because students have a mind set to go to school in the mornings (and many find this their only real option). I think we will lose 10-20% of our enrollment, at least initially.
- Get to meet less often, offers more flexibility/time availability with personal scheduling.
- Right now, my students go to school in the morning and work in the afternoon. If more courses were offered in the afternoon, some of them would need to shift their work hours.

I also need to coordinate the journalism courses so they can be offered back to back as they are now, with the newswriting (Journ 205) at 9:45 - 11 a.m. and the newspaper lab class scheduled from 11:15 - 12:30, T, Th. That way students can use the 12:30-1:30 T, Th break to work on stories or page layout.
- Little impact
- None
- Honestly, not a great deal of impact.
- easier accessibility
- If most of the classes are MW rather than MWF, but math classes remain on MWF, then there may be a tendency for students to skip the Friday class, even if they know that they shouldn't skip the Friday class.
- Might be less students, because work schedules do not conform to MWF, MW or TTH formats.
- I and my students would have lengthen our school days.
- Students might have a harder time meeting with their teachers if teachers schedule their classes back to back.

Do you have any suggestions/comments about scheduling possibilities?
Right now, many faculty have on their own refused to teach MWF - they have already moved to MW or TTh schedule, so I feel we should offer that to all faculty. The art faculty for example no longer teach MWF studios (as they did years ago) but only twice a week. I also think some courses, especially hands-on, such as music, or some art courses, would work well once a week on a Friday. We would have to keep Friday afternoons open for committee meetings.

Why not WF?
• Because of WCC Committee obligations, departmental and other meetings, I would prefer a M/W and T/Th schedule with longer classes. I would strongly prefer 1 designated day, Fridays, to be working non-instructional days to cover faculty responsibilities other than instructional.
• Because of WCC Committee obligations, departmental and other meetings, I would prefer a M/W and T/Th schedule with longer classes. I would strongly prefer 1 designated day, Fridays, to be working non-instructional days to cover faculty responsibilities other than instructional.
• Try it out if most of people prefer 75-minute class to 50-minute class.
• I think it would be beneficial to students as well as faculty to change to a MW, TTH schedule. As for faculty, we could reserve Fridays for meetings and workshops, for example. These are reasons beyond the reasons already stated.
• I can only teach night classes because during the day I work as a librarian, so my responses are appropriate only to my specific situation.

Thanks Toshi!
• I like the idea of offering courses in different modes as well as formats. Students will be able to choose courses/classes offered in formats, etc., that best suits them (hopefully they chose wisely to enhance their level of success).
• The possibilities for more evening, weekend and especially accelerated classes should be examined. Students who work (most of them do) and students who are unable to take daytime classes find unconventional scheduling to their advantage. I taught 2 years of accelerated language classes in 2 semesters and students were pleased that they could earn the needed credits in half the time it normally takes. One student drove from Waianae to take the class; many drove from town because it satisfied their academic needs and they were willing to make the commitment. Contract adjunct faculty to cover these classes if tenured faculty have max loads.
• We need to ensure that a student taking evening and weekend classes will have all the courses necessary for an AA Degree offered in a four year cycle. When these courses will be offered should be published and committed to ahead of time.
• Many students are asking for evening classes.
• I just returned from a conference that presented education-related research. The fastest growing areas in education are home schooling and online classes. This is something to consider in terms of scheduling.

If I had to teach a weekend course, I would want to have a whole day OFF during the week.

It would have been nice to see the fill rates for the classes AFTER regular registration. I could not make a choice about evening classes without data to support it.

As a small campus, do we want to pioneer year-round schooling in some format?
• http://www.psesd.org/ltd/documents/06MSCpapercompleted4.doc

Reading about Bill Daggett's (International Center for Leadership in Education) thoughts on education shows we need a classroom model that allows more classroom time.
• How about quarterly schedule?
• Once a faculty decides whether to go MWF or MW, need to remain flexible and understand that the scheduling may shift back. For instance, MWF might work well for now, but a semester or two later, MW might work well also. Need to be sensitive to students' needs as well as faculties. Need to be flexible and open minded. Willing to try different options.
• Right now, I believe I teach the only evening Eng 100 section. For the past several semesters, I have had to do a capacity override to allow students in who were desperate to take this course. Any chance of adding another evening Eng 100 section?
• For first year foreign languages, I think 5x a week is necessary. For second year, I am open to two or three day a week schedules.
• Request that the EMC stop randomly changing the SOC, unless a marketing survey shows otherwise. The EMC should not use gut feelings and anecdotal accounts to override the schedules provided by the department.
• Some students can take Fri only classes.
• I think there will be a problem filling the 1:30-2:45 time slots. Many students work in the evening and need time in the afternoon to study before going to work. Also many have children to care for at home and try to limit the length of time that they stay at the college. The 1:30-2:45 slot will keep them on campus longer and make it more expensive to provide child care.
• Not really.
• thank you for sending out this survey
• My choice is the T/Th format - the current M/W is necessitated by meetings, and once that obligation is seen, the switch will be made to the T/Th format. A M/W schedule instead of at M/W/F schedule for the entire campus would be a public relations disaster especially with politicians who don’t think we work enough now - unless Fridays are used for special class formats such as all day classes or labs.
• it is depends on what class it is.
   When I talked about the department chair...
   I prefer MWF 50 min class for lower level math (below math 100)...
   however I found it is more effective also student learning outcome 75min (twice a week) works a lot better for above or Math 100.

   thank you!
• I would prefer 4 days a week plan.
• I think that there should be some flexibility and where possible there should be MWF and MW classes throughout the day. Unfortunately, this may not maximize the number of classes that a student can take on MWF/MW. Room usage will be tricky with some MWF and some MW classes and so you may not get maximum room usage.
• Art studio classes are all six hours a week. Painting classes can be six hours, one day a week i.e. our Sat. painting class.
• Let the teachers who prefer MWF classes continue to teach them.
   Teachers who do not teach on Friday should be reminded that it is not a day off for them and they should be on campus and have their office hours then to accommodate students.

Figure 2:  LEARNING EFFECTIVENESS - MWF VS. MW SCHEDULE (ALL RESPONDENTS)

From your experience/perspective, please compare the learning effectiveness of the 50 min and 75 min schedules:

Students accomplish a lot more in the 50-minute format
Students accomplish a little more in the 50-minute format
About the same in both
Students accomplish a little more in the 75-minute format
Students accomplish a lot more in the 75-minute format

Overall

FUTURE SCHEDULING PREFERENCE FOR MOST MWF/MW CLASSES?

Strongly prefer MW 75-minute format
Somewhat prefer MW 75-minute format
I don’t teach MW or MWF classes
No preference
Strongly prefer MWF 50-minute format
Somewhat prefer MWF 50-minute format
Most semesters, my WEEKDAY classes are scheduled for:

Traditional MWF and T/TH

FUTURE SCHEDULING PREFERENCE FOR MOST MWF/MW CLASSES?

- Strongly prefer MW 75-minute format: 45.8%
- Somewhat prefer MW 75-minute format: 16.7%
- Somewhat prefer MWF 50-minute format: 8.3%
- Strongly prefer MWF 50-minute format: 12.5%
- I don't teach MW or MWF classes: 16.7%
- No preference: 0.0%

Most semesters, my WEEKDAY classes are scheduled for:

MW & T/TH

FUTURE SCHEDULING PREFERENCE FOR MOST MWF/MW CLASSES?

- Strongly prefer MW 75-minute format: 60.0%
- Somewhat prefer MW 75-minute format: 20.0%
- Somewhat prefer MWF 50-minute format: 0.0%
- Strongly prefer MWF 50-minute format: 0.0%
- I don't teach MW or MWF classes: 0.0%
- No preference: 0.0%

Most semesters, my WEEKDAY classes are scheduled for:

Non-Traditional: More than three classes per week

FUTURE SCHEDULING PREFERENCE FOR MOST MWF/MW CLASSES?

- Strongly prefer MW 75-minute format: 33.3%
- Somewhat prefer MW 75-minute format: 0.0%
- Somewhat prefer MWF 50-minute format: 33.3%
- Strongly prefer MWF 50-minute format: 0.0%
- I don't teach MW or MWF classes: 33.3%
- No preference: 0.0%

- Somewhat prefer MWF 50-minute format: 0.0%
Most semesters, my WEEKDAY classes are scheduled for:

Non-traditional: Once a week

FUTURE SCHEDULING PREFERENCE FOR MOST MWF/MW CLASSES?

<table>
<thead>
<tr>
<th>Preference</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly prefer MW 75-minute format</td>
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</tr>
<tr>
<td>Somewhat prefer MW 75-minute format</td>
<td>0.0</td>
</tr>
<tr>
<td>I don't teach MW or MWF classes</td>
<td>0.0</td>
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<tr>
<td>No preference</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly prefer MWF 50-minute format</td>
<td>0.0</td>
</tr>
<tr>
<td>Somewhat prefer MWF 50-minute format</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Most semesters, my WEEKDAY classes are scheduled for:

Mix of traditional and non-traditional

FUTURE SCHEDULING PREFERENCE FOR MOST MWF/MW CLASSES?

<table>
<thead>
<tr>
<th>Preference</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly prefer MW 75-minute format</td>
<td>33.3</td>
</tr>
<tr>
<td>Somewhat prefer MW 75-minute format</td>
<td>33.3</td>
</tr>
<tr>
<td>I don't teach MW or MWF classes</td>
<td>33.3</td>
</tr>
<tr>
<td>No preference</td>
<td>0.0</td>
</tr>
<tr>
<td>Strongly prefer MWF 50-minute format</td>
<td>0.0</td>
</tr>
<tr>
<td>Somewhat prefer MWF 50-minute format</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Figure 3:  FACULTY FUTURE MW/MWF SCHEDULING PREFERENCE -

1. OVERALL (ALL RESPONDENTS)
2. FACULTY WHO NOW TEACH TRADITIONAL MWF
3. FACULTY WHO NON TEACH NON-TRADITIONAL

Figure 4:  BAR GRAPH - SUFFICIENT NUMBER OF WCC NIGHT CLASSES?

1. ALL RESPONDENTS
2. FACULTY WHO TEACH AT NIGHT
3. FACULTY WHO DON'T TEACH AT NIGHT

Overall

NUMBER OF NIGHT CLASSES SUFFICIENT?

YES, we should actually reduce the number of NIGHT classes
YES, the number of NIGHT classes is sufficient
NO, WCC needs to offer A FEW MORE NIGHT classes
NO, WCC needs to offer A LOT MORE NIGHT classes
Usually teach at least one NIGHT class?

Yes

NUMBER OF NIGHT CLASSES SUFFICIENT?

YES, we should actually reduce the number of NIGHT classes
YES, the number of NIGHT classes is sufficient
NO, WCC needs to offer A FEW MORE NIGHT classes
NO, WCC needs to offer A LOT MORE NIGHT classes

Usually teach at least one NIGHT class?

No

NUMBER OF NIGHT CLASSES SUFFICIENT?

YES, we should actually reduce the number of NIGHT classes
YES, the number of NIGHT classes is sufficient
NO, WCC needs to offer A FEW MORE NIGHT classes
NO, WCC needs to offer A LOT MORE NIGHT classes

Figure 5: BAR GRAPH - SUFFICIENT NUMBER OF WCC WEEKEND CLASSES?

1. ALL RESPONDENTS
2. FACULTY WHO TEACH WEEKEND CLASSES
3. FACULTY WHO DON'T TEACH WEEKEND CLASSES

Overall

NUMBER OF WEEKEND CLASSES SUFFICIENT?

YES, we should actually reduce the number of WEEKEND classes
YES, the number of WEEKEND classes is sufficient
NO, WCC needs to offer A FEW MORE WEEKEND classes
NO, WCC needs to offer A LOT MORE WEEKEND classes

Usually teach at least one NIGHT class?

Yes

NUMBER OF WEEKEND CLASSES SUFFICIENT?

YES, we should actually reduce the number of WEEKEND classes
YES, the number of WEEKEND classes is sufficient
NO, WCC needs to offer A FEW MORE WEEKEND classes
NO, WCC needs to offer A LOT MORE WEEKEND classes
Usually teach at least one NIGHT class?

No

NUMBER OF WEEKEND CLASSES SUFFICIENT?

YES, we should actually reduce the number of WEEKEND classes
YES, the number of WEEKEND classes is sufficient
NO, WCC needs to offer A FEW MORE WEEKEND classes
NO, WCC needs to offer A LOT MORE WEEKEND classes

Figure 6: BAR GRAPH: MWF OR MWF SCHEDULE PREFERENCE - VARIOUS DISCIPLINES - RANK ORDERED BY PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MONDAY-WEDNESDAY SCHEDULE FOR CLASSES IN VARIOUS DISCIPLINES

MWF OR MW PREFERENCE - VARIOUS DISCIPLINES

SOCIAL SCIENCES
HUMANITIES
NATURAL SCIENCES
LANGUAGE ARTS
BUSINESS/MATH

Top 2 Boxes

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Top 2 Boxes</th>
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<tbody>
<tr>
<td>SOCIAL SCIENCES</td>
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<td>HUMANITIES</td>
<td>60.7%</td>
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<td>NATURAL SCIENCES</td>
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<td>LANGUAGE ARTS</td>
<td>53.8%</td>
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<tr>
<td>BUSINESS/MATH</td>
<td>36.4%</td>
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Figure 7: BAR GRAPH: MWF OR MWF SCHEDULE PREFERENCE - VARIOUS DISCIPLINES - RANK ORDERED BY PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MONDAY/WEDNESDAY/FRIDAY SCHEDULE FOR CLASSES IN VARIOUS DISCIPLINES

MWF OR MW PREFERENCE - VARIOUS DISCIPLINES

BUSINESS/MATH
LANGUAGE ARTS
HUMANITIES
NATURAL SCIENCES
SOCIAL SCIENCES

Bottom 2 Boxes

<table>
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<th>Discipline</th>
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<td>SOCIAL SCIENCES</td>
<td>8.3%</td>
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Figure 8: BAR GRAPH: MWF OR MWF SCHEDULE PREFERENCE - VARIOUS DISCIPLINES - RANK ORDERED BY PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MONDAY-WEDNESDAY SCHEDULE FOR CLASSES IN VARIOUS DISCIPLINES

SOCIAL SCIENCE FACULTY

MWF OR MW PREFERENCE - VARIOUS DISCIPLINES

<table>
<thead>
<tr>
<th>SOCIAL SCIENCES</th>
<th>HUMANITIES</th>
<th>NATURAL SCIENCES</th>
<th>BUSINESS/MATH</th>
<th>LANGUAGE ARTS</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50.0%</td>
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<td>33.3%</td>
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Figure 9: BAR GRAPH: MWF OR MWF SCHEDULE PREFERENCE - VARIOUS DISCIPLINES - RANK ORDERED BY PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MONDAY/WEDNESDAY/FRIDAY SCHEDULE FOR CLASSES IN VARIOUS DISCIPLINES

NATURAL SCIENCE FACULTY

MWF OR MW PREFERENCE - VARIOUS DISCIPLINES

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<tr>
<th>NATURAL SCIENCES</th>
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<th>HUMANITIES</th>
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Figure 10: BAR GRAPH: MWF OR MWF SCHEDULE PREFERENCE - VARIOUS DISCIPLINES - RANK ORDERED BY PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MONDAY/WEDNESDAY/FRIDAY SCHEDULE FOR CLASSES IN VARIOUS DISCIPLINES

BUSINESS/MATH

MWF OR MW PREFERENCE - VARIOUS DISCIPLINES

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<th>HUMANITIES</th>
<th>LANGUAGE ARTS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
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Figure 11: BAR GRAPH: MWF OR MWF SCHEDULE PREFERENCE - VARIOUS DISCIPLINES - RANK ORDERED BY PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MONDAY/WEDNESDAY/FRIDAY SCHEDULE FOR CLASSES IN VARIOUS DISCIPLINES

LANGUAGE ARTS

MWF OR MW PREFERENCE - VARIOUS DISCIPLINES

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<th>Discipline</th>
<th>Preference</th>
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</thead>
<tbody>
<tr>
<td>LANGUAGE ARTS</td>
<td>33.3%</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>0.0%</td>
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<td>BUSINESS/MATH</td>
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</table>

Figure 12: BAR GRAPH: MWF OR MWF SCHEDULE PREFERENCE - VARIOUS DISCIPLINES - RANK ORDERED BY PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MONDAY/WEDNESDAY/FRIDAY SCHEDULE FOR CLASSES IN VARIOUS DISCIPLINES

HUMANITIES FACULTY

MWF OR MW PREFERENCE - VARIOUS DISCIPLINES

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Preference</th>
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<td>HUMANITIES</td>
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<td>SOCIAL SCIENCES</td>
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<td>LANGUAGE ARTS</td>
<td>33.3%</td>
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<td>BUSINESS/MATH</td>
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Top 2 Boxes
Figure 13: LINE GRAPH - PERCENT OF RESPONDENTS WHO PREFER OR STRONGLY PREFER THE MW SCHEDULE - BY THE TYPE OF CLASS (ALL RESPONDENTS)
Figure 14: LINE GRAPH - PERCENTAGE OF RESPONDENTS WHO PREFER OR STRONGLY PREFER MWF SCHEDULE FOR VARIOUS DISCIPLINES (ALL RESPONDENTS)

Figure 15: SUFFICIENT NIGHT SCHEDULE? BY WHETHER THE RESPONDENT USUALLY TEACHES NIGHT CLASSES

<table>
<thead>
<tr>
<th>NUMBER OF NIGHT CLASSES SUFFICIENT?</th>
<th>Overall</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, we should actually reduce the number of NIGHT classes</td>
<td>3.9% 2</td>
<td>4.5% 1</td>
<td>3.7% 1</td>
</tr>
<tr>
<td>YES, the number of NIGHT classes is sufficient</td>
<td>37.3% 19</td>
<td>36.4% 8</td>
<td>40.7% 11</td>
</tr>
<tr>
<td>NO, WCC needs to offer A FEW MORE NIGHT classes</td>
<td>37.3% 19</td>
<td>27.3% 6</td>
<td>44.4% 12</td>
</tr>
<tr>
<td>NO, WCC needs to offer A LOT MORE NIGHT classes</td>
<td>21.6% 11</td>
<td>31.8% 7</td>
<td>11.1% 3</td>
</tr>
<tr>
<td>Totals</td>
<td>100.0% 51</td>
<td>100.0% 22</td>
<td>100.0% 27</td>
</tr>
<tr>
<td>Replies</td>
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<td>22</td>
<td>27</td>
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<tr>
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