

COMMENTS

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[Question 7.](#)

Use this space to add any additional comments regarding your evaluation of the effectiveness of that institution's schedule.

[Question 8.](#)

Do you teach classes two days a week that you would prefer to teach three or more days a week?

[Question 9.](#)

Moving to a compressed calendar would allow us to re-include Fridays as a teaching day if desired. Which teaching schedule describes the way you currently teach your classes (check all that apply):

[Question 10.](#)

Use this space to add any additional comments regarding your current teaching schedule.

[Question 11.](#)

Which teaching schedule would you prefer for the majority of your classes (check all that apply)?

[Question 12.](#)

Use this space to add any additional comments regarding your preferred teaching schedule.

[Question 13.](#)

Some colleges have determined that student motivation is negatively affected by spring break and have opted to move the vacation days to another time. For example, some colleges have eliminated Spring Break in order to accommodate a longer winter intercession. Which of the following schedules would you prefer?

[Question 14.](#)

Use this space to add any additional comments regarding your preferred break schedule.

[Question 15.](#)

Compressing the calendar gives us the opportunity to evaluate how we give finals at SRJC. One option would be to keep our existing finals schedule as is. Another would be to give finals during the last week of classes instead of having a separate finals schedule. This would give instructors the flexibility to offer finals on the last one day of class or divide it between the last two days or give it during lab time. Without a finals template, classes would meet during the same times and days of the week through the end of the semester, maximizing schedule predictability for students. Which of the following schedules would you prefer for finals?

[Question 16.](#)

Which of the following best describes your practices and needs for giving finals?

[Question 17.](#)

Use this space to add any additional comments regarding your preferred final exam schedule.

[Question 24.](#)

Please use this space to write in any additional comments you have about preferred semester length or start and end dates.

[Question 25.](#)

What are your concerns about compressing the calendar at SRJC?

[Question 26.](#)

What do you see as the potential benefits of compressing the calendar at SRJC?

[Question 28.](#)

Please use this space to write any additional comments you have regarding compressed calendar scheduling.

FINAL Compressed Cal Task Force Survey 2010

Results Overview



Date: 4/13/2010 10:45 AM PST
Responses: Completes | Partial
Filter: No filter applied

#	Response
7.	Use this space to add any additional comments regarding your evaluation of the effectiveness of that institution's schedule.
1	Much better for the "rhythm" of the semester
2	A shortened calendar makes it harder to effectively teach the curriculum.
3	The compressed calendar is better for students.
4	I've taught at seven other institutions. The longest semester at any of them was 16 weeks. There re two major advantages. 1. Learning is enhanced by a greater "density" of exposure to material. 2. There is less student and faculty fatigue in the final weeks of the semester.
5	It allows for winter intercession and better aligns with CSU system.
6	I worked at a state college with a compressed schedule. I would say that what is achieved is efficiency of operation, but what is lost is quality of course presentation, especially in laboratory science courses.
7	I worked at a small private business college that utilized accelerated daily classes in seven week modules. While I would not find that appropriate at SRJC, based on my experience, students are forced to work hard, but they cannot procrastinate, and their retention is improved. I currently teach at a private university with a 14 week schedule. There is an interesting phenomenon that differentiates my and my students' experiences here and there. In the 14 week schedule, we never experience that "wish it were over" moment that I often find is true for me, my students and for many of my peers at SRJC.
8	From this instructor's point of view, aside from a one time revision of each syllabus and the need to keep an eye on the clock for class ending and starting times, I believe the compressed calendar is a step forward for everyone involved.
9	They were able to generate additional FTEs through the winter intercession, as well as through two separate summer semesters.
10	At my previous college, we had better retention. I also think the students took their class work serious.
11	Students (and faculty) did not experience "burnout" as much; students tended to complete course more often--less attrition--and classroom time felt more valued by them.
12	Effective for most faculty and staff, though the pace and amount of homework were challenging for students who had to work and take care of families as well. (Were on quarter system, with quarters lasting 11 weeks--10 instruction and 1 for finals)
13	Additionally, my undergraduate program was a very compressed schedule of 11 weeks including finals. The financial aid was granted for a 12 month period which allowed students to spread out the 30 or 32 units per year for full-time status over as many as four terms. This allowed students (working adults like myself) to take less units in a shorter period of time. Some semesters I would take 9 - 10 units and sometimes depending on course difficulty as little as 6 units.
14	As an adjunct instructor who teaches at three community colleges, I really need a longer winter break to prepare all of my syllabi and other materials for the next semester. The other two schools where I teach are on a compressed calendar. One problem is that Santa Rosa JC's Spring break is different than the other two schools therefore I do not ever get a spring break.
15	To cover the same material as UC under compressed calendar requires a pace that is certain to leave some students behind and reduces retention in engineering & physics.
16	It's a push. Students interest doesn't lag as much in shorter schedule, but content has to be trimmed, I would think, especially in the 3 hr. once a week night classes.
17	It's a lot nicer to work there.

18	Student retention was helped by the compressed calendar elsewhere, and it was easier to maintain students' focus than in a longer term.
19	I have taught in the quarter system which, in my opinion, is extremely effective. That is different, however, than the proposed compressed calendar in many ways and the two really cannot be compared.
20	I feel it was tougher on students to digest the material with two fewer weeks.
21	I worked at a college that went into the compressed calendar (15 weeks on instruction with 16th week for finals) with the idea of making Summer a regular third semester. They ran into problems with the State and with staffing their third semester since it would then count as part of the Adjunct Faculty load (where as typically summers are voluntary are not counted towards an Adjuncts load max.) Scheduling classes with labs became problematic and longer class sessions made it difficult for students to carry a full 12 unit load. Financially it hurt us until the class hours were changed. Math and Science departments found it difficult to properly teach their subjects. Math upped it developmental math courses to four units so they could teach one hour each four days per week. With the Summer semester off the table we ended up with a four month break. Faculty and students did not complain but we got dinged by the State for not using our facilities fully. The college has been considering the addition of a interim winter session but after five years as yet to institute one. May became a dead month when the college was fully open but few students enrolled. Out of contract costs for full time faculty ended up 2 million dollars over budget. Student Services personell were stretched to cover the Summer needs. Student Services faculty are required to only work the during Academic Calendar. We were out of college by 4/30 which made it difficult for incoming freshman. Registration/including early registration was amazingly early. Most of the problems listed were eventually solved or mitigated. I didn't think many were caused so much by the compressed calendar as by planning and prep.
22	Have worked at another community college but the calendar was similar to our own.
23	I attended a university for my BA that was on a 10 week term schedule. It was based on working 10 weeks and attending school for 10 weeks. I found it challenging and productive.
24	While I don't teach at another institution at this time, I have a 16 year old niece at Analy High School and another at SSU. Both of them have their spring break this coming week, April 4-10. Since I am teaching at this time (because the SRJC spring break was in March, I will miss out on doing things with my family. I think it would be better to coordinate the spring break of the College with the public schools and SSU's schedules for holidays and breaks.
25	I have worked at multiple other schools (specifically nursing programs) which had compressed calendars. I found that the shortened length of the semesters tended to be far preferable for both students and faculty alike. Furthermore, I felt that the shortened semesters did NOT hinder learning outcomes.
26	May not be relevant, as a student my grad school changed from semesters to quarters and i hated it - learning was too rushed.
27	I worked on a quarter system, 10 weeks. I learned that 10 weeks is too short, but 18 weeks is eternal. Something in the middle would be ideal.
28	Students were of high caliber and were self-starters.
29	There seemed to be much less fatigue for both students & instructors at the end of the semester. Shorter semesters make it easier to retain information learned at the beginning of the semester.
30	I think the compressed calendar was more effective than SRJC's current calendar.
31	I was at a cc when we changed from 18 to 16 weeks. After people got over their initial fears and gripes, everyone loved it - even the sciences. A survey was done a year after the switch, and it was found that teachers were happy, students were happy, student retention was up, and students' grades even improved a little! Everyone was less burned out I think.
32	languages need time to be absorbed and practiced. We already can barely finish the material we have now on time.
33	18 weeks is 3 weeks too many!
34	The schedules cannot be compared from my perspective. The problem is we've already significantly condensed two of our courses into an 8 week period already...which works OK with the longer semester to allow for an intensive CORE WEEK at the beginning of that 8-9 week period. to condense it even further would be a NIGHTMARE...and would require a complete change to our whole program.
35	students stay more focused for a shorter semester.
36	I enjoyed the quarter system. It was 10 weeks instead of our longer semester length.
37	Not applicable.

38	Highly effective. Students were able to sustain the energy to complete the semesters more successfully than I've seen here.
39	Music students cannot sufficiently polish performances in a shorter semester.
40	It was better for EVERYBODY- better for students, better for faculty, better for staff.
41	Compression was minor - not a major reorganization of the academic year
42	Worked fine once you got used to the class start times. The transition was the hard part.
43	Coming from 16-week semesters to 18-week semesters; honestly, I've been at a loss of what to do with what I feel is essentially two wasted weeks of my students' lives.
44	I don't know if my previous JC's calendar was considered "compressed."
45	A 4-year university does not have the pressure of transferability issues in regard to scheduling & curriculum, nor the demands of serving multiple populations (certificate students, basic skills, transfer, etc.) In addition, more students were full-time with the majority working fewer than 20 hours a week while going to school. Therefore, skills classes could require more homework rather than the additional lab hours we must have here.
46	I think science students dropped more because if they got behind early in the course there was little time to catch up during the quarter

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FINAL Compressed Cal Task Force Survey 2010

Results Overview



Date: 4/13/2010 10:46 AM PST
Responses: Completes | Partials
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#	Response
8.	Do you teach classes two days a week that you would prefer to teach three or more days a week?
1	Working an extra day means more driving, more parking, more time wasted.
2	My understanding is that courses can currently be taught MWF if the department wants to schedule them. Going to a CC is not needed to allow MWF or similar classes.
3	I would rather teach longer classes twice a week for the college level (not the developmental level). I find teaching summer school here over 8 weeks is intense but exciting and challenging for students. And, we don't feel the burn out of long semesters.
4	I now teach 2 to 3 days a wee. A 4th commute per week would not be desirable for me nor for many of the students in the population I teach.
5	I would prefer simply to add on the extra minutes to my twice-a-week class each time we met.
6	I and many of my colleagues believe that consistent practice is essential in courses that teach skills. Meeting three or more days per week would provide this kind of regular engagement for students.
7	I would be very dissatisfied going from 2 days per week to 3 days, having experienced that schedule in previous jobs
8	I teach primarily four unit classes and it fits better into two days a week due to use of collaborative activities.
9	I teach classes 2 days a week and prefer them tho remain at 2 days a week
10	I would appreciate extra time during my 2 day/wk schedule to offer my curriculum
11	I believe that the adoption of the M-Th schedule was detrimental to educational goals, although it worked better for student schedules. I am not sure how to balance those two issues, but eroding time between classes to ponder and struggle and learn is one of the worst consequences of a shortened schedule
12	3 days per week (55 min per section) was the existing class template when I came to SRJC. The benefit was the degree to which material could be covered in small doses. The cost was that there was frequently insufficient to cover the material in-depth.
13	I teach online only at this time.
14	I like things the way they are
15	Having a MWF class is different than getting students to buy into coming to a Friday class even if it's associated with a Monday & Wednesday meeting time.
16	would like M-W classes to be M-W-F; would like T-Th classes to stay 2 days a week.
17	Most students are working and need existing time intervals
18	If it meant a shorter semester, yes.
19	I already teach four days a week.
20	I only teach two 1-unit short courses
21	I teach a double section of 1 class; half go 2 days/week; half go 4 days /week; the 4 day students average a letter grade higher
22	I don't teach classes - I am allied faculty in Learning Resources
23	we have obligations 4 days a week due to the condensing of pediatrics and OB together in an 8-9 week period
24	As an instructor in mathematics for 30+ years, it has been my experience that students do better with more

	class meetings which are shorter in length.
25	I teach online so I work in all class sites every day.
26	I prefer 2 times for at least 1 hr. 20 min., rather than 3 times for 1 hour.
27	not at present; however, I taught as an adjunct faculty member on a 3 day a week template for classes we currently offer 2x per week. I believe student outcomes were better w/ a 3x per week format
28	Fewer meetings and more student homework in between is best.
29	the number of days is irrelevant--it's the TOTAL HOURS in a semester that concern adjuncts
30	Would dislike 3 days a week
31	All English Department remedial courses should be 3 or 4 days per week.
32	I teach classes two days a week and do not wish to teach more than those 2 days a week.
33	Better for students' learning.
34	possibly
35	Some short courses once/week too many hours (over four) at a stretch, should be fewer hours/meeting, more meetings/week and/or more weeks.
36	Acting classes need time away to stage scenes, learn lines, and create characters. Lit classes need the weekend to read plays and prepare assignments.
37	I teach once a wk and would NOT want class converted to biweekly

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Results Overview



Date: 4/13/2010 10:48 AM PST
Responses: Completes | Partial
Filter: No filter applied

9. Moving to a compressed calendar would allow us to re-include Fridays as a teaching day if desired. Which teaching schedule describes the way you currently teach your classes (check all that apply):

#	Response
1	both one day a week (full semester) and short courses, which may meet only once a week for over 8 hours
2	In addition, I sometimes teach a 3-hr. class on another day or evening.
3	I currently teach on Fridays
4	I have one hybrid
5	Monday nights 5 meetings a semester
6	currently have no classes due to cutbacks
7	I regularly teach Friday classes. W/F or Tu/Th/Fri.
8	Night class one day a week
9	m-th; & one day a week
10	Night classes
11	Teach within both configurations on occasion
12	Allied faculty work every Friday.
13	I teach M-Th but all my classes are either MW or TTh
14	Includes teaching clinical
15	We already use Fridays for our TEST day because we don't have time to include them in the 6 hour lecture periods
16	DHR Lab
17	certificate program--based on state-required content
18	except in 5 unit classes
19	I teach a class that meets Monday through Thursday
20	Mon-Thurs
21	Realize adjuncts often have no choice of schedules
22	3 days a week might work better for certain classes - unsure
23	I assume that one "day" means one "evening" also ...
24	Our department currently offers Friday-only classes so Friday is already a teaching day for us.
25	Shows (THAR 11) rehearse 5 nights a week and weekends

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Results Overview



Date: 4/13/2010 10:47 AM PST
Responses: Completes | Partial
Filter: No filter applied

#	Response
10.	Use this space to add any additional comments regarding your current teaching schedule.
1	I would prefer a five-day schedule.
2	I feel flexible about the calendar and could accommodate either structure. However, I feel strongly that classes meeting for over 4 hours (i.e., three 8-hour Saturdays) are not as effective as classes that are broken up into shorter sessions, even though more class meetings must be scheduled.
3	Basic skills students benefit from more frequent classroom contact with their instructors.
4	Once and twice per week learning is not ideal for language learning.
5	I teach mostly online.
6	My schedule has recently included several labs a week from 11-3, which is a very difficult time slot to schedule around eating lunch. These times are necessitated by limitations on lab space, and such problems will be made worse by a compressed calendar.
7	Two days per week has advantages for students in that it permits them to spend less time commuting to school and allows more time for work and family. Students surveyed at other schools where I have worked prefer two day classes over three or more days per week.
8	I teach a clinical nursing course. Because of limited availability of hospital placements, it would be impossible to deliver the same number of clinical hours in a shorter semester.
9	I teach two days a week and have to balance that against other types of employment, but would FULLY SUPPORT shortening and compacting the semester.
10	W-F
11	Two days a week is perfect.
12	While I am not opposed to teaching three days a week, I do teach at another institution. So, I teach four days a week, but in two locations. My fear with a three day schedule, is that I will not be able to continue my other work. Without it, I cannot make a living. So, I think this question, about other work, is critical for this discussion. It is real pragmatic issue for many adjuncts.
13	Note that all my comments regard the CREDIT program in the ESL dept. I don't think that an additional class meeting day/evening is necessary for every dept. even with a compressed calendar as the college moves towards greater utilization of computer technology as a means of delivering traditional instruction.
14	When students miss a class on the current schedule, they get behind. Having some classes three days per week will help keep students from getting too far behind while increasing the frequency of face time and feedback from the instructor.
15	The Work Experience courses do not have scheduled lecture, but do have seminars scheduled on various days and times.
16	I like teaching on Fridays because fewer students on campus and fewer conflicts with lab times.
17	In the nursing program we teach either by lecture or in the skills lab during the week the first 6 weeks. It is usually a 5 day week. Then we begin clinical rotations, which means meeting students 2 days a week at the hospital. Their lectures fall on Mondays and Thurs all semester long, and skills lab on either Thurs morning or Friday.
18	I teach only one class, as overload
19	lectures are 2 days/wk labs are 1 day/wk
20	Academy teaching is 8 hour days and clinical shifts 7 days a week

21	I very much prefer 2-day schedules to 3-day schedules
22	From a pedagogical and student memory perspective, I think 4-5 days a week is much better-- it helps to keep everyone on task a little more effectively
23	obviously I would just prefer to be working.
24	The ability to extend my class period would offer me the opportunity to be even more flexible in my approach to the course material.
25	The three days per week, 50 minute block schedule is very detrimental to effect teaching. You introduce a topic and have to continue two or three days later.
26	I teach in two departmentes (NRM & LIR), each one day per week.
27	Due to teaching 5 unit science classes, which have 2 3hour lab periods a week in a heavily impacted laboratory, we must teach Mon through Friday, and we also have evening labs.
28	I would like to keep my commitment to one night a week, as I have other teaching commitments at other institutions.
29	Too compressed as it is. Not enough time between classes for student contact, college service.
30	I like the schedule as it is
31	Classes in my department are very reduced b/c of the budget.
32	I like the variety and options that having T-Th (2 days a week)and M-W-F (3 days a week)classes offer both students and faculty.
33	currently we teach one day per week, two days per week and three days per week
34	For foreign language learning and writing classes, especially, both students and instructors appreciate and benefit from additional preparation time. Since many of our students are working adults with families and limited study time,requiring additional classroom time may create extra hardship. Instead, the time between classes and over a long weekend allows them to work at their own pace on skill building and completion of assignments of higher quality. A common reason for attrition in community colleges is pressure felt by students scheduled too tightly.
35	I am constantly amazed at the amount of attention and fidelity of my students to their class that starts at 7:30 a.m.
36	Our labs are very impacted and crowded, and I have concerns about how this compressed calendar could make lab times longer and therefore increase crowding on any given day.
37	My 4-day/ week class that meets on Monday, Tuesday, Wednesday & Thursday really needs to have a break in between the class meetings (like Wednesday) for effective teaching and learning.
38	more days and shorter hours improves learning in science classes; my department currently uses fridays extensively to max use of lab space, we must continue to do this.
39	Teach online. Already teach Fridays--and every other day of the week.
40	I have taught M/W/F classes at a previous institution - it can be a great format for some classes.
41	I use the fifth day (Friday this semester, but usually Wednesday) to complete department reports and projects, to grade papers and review or update my lessons, and complete committee work. It is a necessary day to keep up with a packed schedule.
42	The CNA program is not a full semester program and is already compressed to 4 full days/wk Sp & Fall and 5 days/wk in Summer.
43	I currently teach on Fridays.
44	M-T-W-Th Having Friday off for meetings, workshops, and catching up has been wonderful!
45	Online is very time consuming
46	As an adjunct instructor who travels to multiple college campuses in a week, adding an extra day of classes would make it more difficult for me to teach at multiple schools. As my schedule stands now, I am at one school on MW, a second school on TR, and a third school on Fridays. Throwing in an extra day will disrupt the rhythm of that schedule.
47	When I taught on Fridays, student attendance was low.
48	IT would not be good for the nursing program

49	Our 3 semester program has recently been compressed into one calendar year. We must teach a certain number of hours/semester to remain state accredited. Compressing would put the ability to include all the hours required/semester at risk--we already have 8 hour days, so need all 5 days/week, all 17 weeks.
50	I like my teaching schedule. 3hours straight
51	I have no interest in teaching on Fridays, Saturdays or Sundays.
52	The current schedule allows enough time per class to run lecture and lab components. The "day off" inbetween for students allows for homework and adequate prep. time. In the past, moving from the three day per week format to a four day a week format saw decreasing student performance outcomes and an increase in staff burnout.
53	i teach m-th classes mostly. with 1-2 two day a week courses per semester.
54	I teach a 4 hour class 1 day per week.
55	currently classes are primarily 2 days per week. Occasionally we offer a one day per week short course; we also have DHR labs
56	2x/ week effective and realistic.
57	Current teaching schedule is just fine.
58	We already have a compressed schedule. All the culinary classes are short classes.
59	I am a work experience instructor and meet with my students individually at their place of employment.
60	I love my schedule. God is good, and so are my dean and chair. However, I'm willing to add time to my classes each day or week in order to make the compressed schedule work.
61	It varies from semester to semester and worst of all, we never find out what our new schedule is until it is posted online--thus really too late to change or if we cannot do it, we would just not get the class
62	Extra time/gas driving to campus to teach on three days/week what currently occurs on two days/week would affect instructor and all students . . . waste of resources in a hard economy and a planet already stressed by human inefficiency
63	I enjoy a 4 day schedule, but utilizing Fridays might permit more effective scheduling, especially for remedial classes.
64	I have a Friday 9-12 class that is too long. Meeting once a week for 3 hours , while "convenient" around students' schedules, is pedagogically shaky. Many students have complained and asked to meet more than once a week.
65	A three hour class is more than 83% of any class in aggregate can tolerate. Their attention span does not reach to that level of interest
66	Saturday classes are ill-supported, and not even recognized in the current "approved" academic calendars!
67	Content etc. of current curriculum could be done in 15 weeks.
68	M/W and T/Th
69	Most of my lab/lecture courses meet twice a week for 2 1/2 hours each so I'm in the classroom a minimum of 18 hrs./week for 100% load. Compressing the calendar increases the number of minutes in the classroom for each class period, creating a number of scheduling problems including not being able to schedule back-to-back classes anymore because of limited laboratory space, faculty schedule issues (long work days, trouble scheduling breaks, reduction of available office hour time, prep time, and college service time; and potential increase of student/instructor fatigue due to longer class meetings.)
70	Monday through Thursday
71	Once a week (Friday) science lecture & lab works well for many of my students (less child daycare or off work requirements) and for me (long commuter)

FINAL Compressed Cal Task Force Survey 2010

Results Overview



Date: 4/13/2010 10:49 AM PST
 Responses: Completes | Partial
 Filter: No filter applied

#	Response
11.	Which teaching schedule would you prefer for the majority of your classes (check all that apply)?
1	Five days a week for a five unit class.
2	Friday, Saturday, and Sunday short courses meeting for 4-6 hours only per session.
3	Don't care, I'll take what I can get.
4	WTHF
5	A 3 days/evenings per week schedule would be acceptable if my total load were 20% greater than the load for a 2-day a wk. schedule.
6	Ot two days
7	Hybrid --- part in class part online
8	Less than full semester length class hybrid
9	anything would be great
10	Please see comments above.
11	MTWTh
12	Same as 9 above
13	Mon-Thurs.
14	the nursing program cannot be compared to regular classes
15	Five days/week to include both the theory and lab components. They interweave for all days on an irregular schedule required by matching theory with clinical experiences.
16	Mon-Thurs
17	Note that three days can be MTW for adjuncts - you seem to be omitting the adjunct options!!
18	For English 1A and above 2 days/wk. works fine (although 3 days would also work). Remedial classes should meet at least 3 times/wk. and a MWF schedule is preferable.
19	Students do better.
20	A mixture of twice a week and three times a week. Some classes are more suited to one than the other.
21	See comment on item #8
22	As noted above, the only night we don't rehearse is Monday. We sometimes offer a one night a week class on Monday nights.
23	1st choice: weekly; 2nd choice: hybrid (online with regular in person meetings); 3rd choice: twice a wk in person classes

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FINAL Compressed Cal Task Force Survey 2010

Results Overview



Date: 4/13/2010 10:50 AM PST
Responses: Completes | Partials
Filter: No filter applied

#	Response
12.	Use this space to add any additional comments regarding your preferred teaching schedule.
1	Not interested in adding Fridays
2	Anything staggered enough to avoid the parking trauma that still exists on campus...
3	I am not opposed to three meetings a week (a.k.a. teaching on Fridays). However, I would not like the compressed workload and lab schedule required by the compressed calendar. A longer summer break does not equate to a happier school year.
4	In science, two days per week are optimal in that lecture/lab sequences naturally lend themselves to 11/2 hour lecture followed by a 3 hour lab. This allocation of lecture and lab time has been used for over 80 years by most college courses in the sciences.
5	DAYTIMES ONLY!!!, No Weekends.
6	I always teach W-F
7	Current teaching format is preferred by me, but students may benefit from a 3rd day of instruction.
8	I've taught classes in the past at SRJC that met for 50 min. and others that met for 75 min. I found the 50 min. classes to be pedagogically unsound in my discipline while the 75 min. classes work well for certain classes within our dept. On a final note, it's important for my dept. to have maximum flexibility in scheduling classes based on the needs of our student population. There definitely should be more variety in the schedule, and we should not offer classes that only meet 4 times a week. That would be a disaster in my opinion.
9	It is not possible to fit the nursing program into a grid that other classes fit into
10	Would prefer to re-include Fridays if we go to a compressed schedule.
11	2 days is ideal because many of my assignments require research and/or activity time outside of class, so students have a 5-day stretch to do this research or outside activity, time they would not have were they required to be in class on Fridays. Many students would have difficulty attending on Fridays since they have jobs that require them to be on site all day on Fridays.
12	Depends on the course, as I teach multiple levels in multiple subjects and departments. So each one has different considerations. (Hopefully there won't be a "straight-jacket" approach to scheduling!)
13	For the courses I teach, I prefer longer classes that meet fewer times per week.
14	Both of the other two community colleges where I teach offer an all day class on fridays. 9am to 4pm. Two hours of lecture and four hours of lab. Sometimes a little longer. This works very well for students. It eliminates cleanup time for the 2 day per week class and the students have more time to focus on their projects. I can keep them interested by giving ongoing demonstrations and I have the time for more one on one instruction. It works very well.
15	Prefer to not teach on Fridays as I am able to attend meetings and work on Grant projects.
16	Two days per week, 80 minute blocks are optimum for complicate subjects like physics and engineering. Having Friday as a nonteaching day allows me to catch up on grading and stay current in my field.
17	Please see comments above.
18	This applies to night classes only. I realize that if I was a full-time teacher working days, that would change. Then I would prefer two days a week because in Theatre (especially acting classes) longer classes facilitate doing scene work, which takes time.
19	Teaching two days a week works well. I wouldn't mind teaching longer classes. I teach at SSU and teach a three hour class once and week and it works very well for my students and myself.

20	In my previous experience with a compressed calendar, having the extra minutes in classes that met twice a week was helpful, especially for 3-unit courses.
21	Classes less than 3 hours do not seem efficient. When I taught a class that was less than 2 hours, the content was so chopped up that it felt ineffective and incomplete.
22	I actually like the 3-day & 4-day schedules due to their ability to more easily compress a 16 week class into an 8-week class.
23	I usually am speaking for students who learn best with repeated exposure of shorter duration.
24	Courses at the 300 level should meet 4 days/week; transfer-level courses should meet 3 days/week.
25	I still prefer the M-Th schedule, since we do important departmental and college service work on Fridays. I think a longer class period is preferable to more class meetings (e.g. 2hr meetings for two-days-per-week vs. current times for three-days-per-week.)
26	Depending on the subject, some I would like to teach three times per week.
27	I also take classes and having Friday, Saturday, & Sunday free allows me to do my students' homework as well as my own.
28	I try to meet student needs vs having a schedule i prefer; more days = betetr learning but many students have to work and can only do 2 days/week; my dept tries to offer a variety of schedules
29	A class I currently taught two days a week (M/W) we tried 3 days a week (MWF) and it really didn't work mainly because attendance on Friday was sketchy.
30	I have taught 2 ,3 and 4½ classes. I prefer the 3 hour class.
31	Although as an adjunct I found that most of the classes I taught were once a week (either online, or on Saturday), I am of the view that the compression of most department classes into a 4-day week, followed by few classes on Friday creates a situation of high competition for physical resources (buildings, parking, etc) followed by a waste of the same. I would advocate for Friday classes.
32	I currently teach 3 hour (1 day a week) lab classes - but some labs are offered as 1/5hrs 2x a week. Many students seem to prefer this format. It may increase retention/attention span. Adding Fridays into the teaching schedule may allow us to offer lab sections on more days of the week, allowing more students to enroll in lab classes.
33	I found when we had MWF schedules that 50 minutes was just too short of a time in which to teach performances based classes.
34	80 minute classes are the minimum. Actually, longer classes often work better (such as when I teach 3 unit night classes 1 day a week)
35	We currently offer class specific library orientations and I wonder how a compressed calendar could impact us as we try to fit more classes into fewer weeks.
36	The more options for students, the better!
37	If the nursing program could be excluded from HAVING to go to a compressed calendar and could CHOOSE to look at it only as a possibility....it would be much better. I don't think it would work the way OB/peds is currently taught.
38	As they say, math is like a foreign language. Therefore, more often in smaller doses is proven to be more effective.
39	I work in open labs instead of the classroom.
40	We would not be able to continue with our program if we move to a compressed schedule. This is very serious.
41	I have no interest in teaching on Fridays, Saturdays or Sundays.
42	I would prefer to return to our original, 18 week, 5 days per week schedule. If that is not possible--obviously not for a survey about a "compressed" schedule--I would prefer we leave things as they are. My students will suffer if we compress the schedule by any significant amount.
43	In the past, it proved to be a mistake moving from a three day per week to a four day per week format. Performance decreased while staff burnout increased.
44	I would teach four days a week if I was teaching only face-to-face courses, I think. But in my experience even teaching two days a week on campus and also teaching online courses is too hard---since online courses take so much more of your time.

45	I teach a hybrid online class that meets 4 days week for lecture. I find the students appreciate the daily contact. Four days a week is sufficient for everything from beginning algebra thru calculus 2
46	I really appreciate the flexibility (as an adjunct) of teaching 1 or 2 days per week. It would be much harder to work multiple jobs if my classes were three days a week, as I may have to give up an additional day I could be doing something else for a short commitment at SRJC that day.
47	So would a move to a shorter semester mean that instead of teaching a 2 day a week (1hr. 20 min sessions) a person might teach 3 days a week? Or would it be 2 days but for how long? I hope this will be explained somewhere along the line. I would not like to teach a 3 day a week class. I especially would not like to teach a longer than 3 hour , one day a week class (say a night class). 3 hours is long enough - I don't think the students would stay engaged if a night class was longer than 3 hours.
48	My favorite for 3 classes is: 2 classes, back to back, that each meet two days a week; and one on another two day schedule (i.e. M,W 9-10:30 & 10:30-12 and T,Th 9-10:30).
49	My teaching schedule is determined by computer lab availability. Most of the labs are impacted so there is very little room to alter schedules.
50	We have six and nine unit courses in the ESL Department. In these courses, students' language development benefits from having the classes spread over at least four days a week.
51	Meeting twice/week is realistic for people's schedules, especially the diverse population of community college students.
52	If my department moved back to a MWF schedule for developmental classes, the compressed calendar would work
53	One day a week is fine for my one class.
54	We should allow for flexibility in scheduling--whether 2 days a week meetings or 3 days.
55	I like having a non-teaching work day - Friday where I schedule meetings, field trips, etc. Things I don't end up being able to get done during the rest of the week.
56	As part of a technical program where the student base is generally full time working individuals my only realistic timing option is one day per week evening courses.
57	I don't think this is really about me. It's about the students. A sixteen week semester is better for retention of students. They'll have more time to work in between semesters, etc. The way I see it we're holding students hostage 1 month per year unnecessarily because of our inefficiency.
58	Please realize that adjuncts are assigned schedules that a full-timer would never be such as split shifts and back to back 3-hour lecture classes, and my current schedule: 2 classes in Petaluma and 1 night class in Santa Rosa on the same day.
59	My views, opinions and desires for my teaching schedule are not honored by my department chair.
60	We could "re-include Fridays" WITHOUT a compressed calendar if we really wanted to. The problem is the scheduling grid, not the semester length. However - I hear from colleagues who used to teach MWF that Friday attendance was always a problem. I don't remember if I experienced that when I taught MWF 15 years ago.
61	Our department does not offer courses before 9:00 AM because our production program schedule goes quite late into the evening on a weekly basis; instructors cannot be expected to work late into the evening and then have to teach a 8:00 AM class the next morning. (This issue is actually protected by contract.) The same can be said for our students who have course requirements within our program. If class meetings are increased in length, it increases the likelihood that we will not be able to fit our current daytime course offerings in a regular 9-5 structure, thus forcing us to either cut valuable sections or risk compromising student & faculty productivity/health.
62	see question 11

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Responses: Completes

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13. Some colleges have determined that student motivation is negatively affected by spring break and have opted to move the vacation days to another time. For example, some colleges have eliminated Spring Break in order to accommodate a longer winter intersession. Which of the following schedules would you prefer?

#	Response
1	Retaining spring break but conforming it to the majority of other K-12 schools in the district.
2	Make the spring break the same week as Santa Rosa public schools
3	Keep spring break, but tie it in with Easter - parents of school-age kids have difficulty attending class at SRJC when their kids are out of school
4	Spring break aligned w/other educational institutions in Sonoma County.
5	Cancelling only 4 days, meaning having spring break be Wed-Sat.
6	Spring break during Easter week
7	Several long weekends during the course of the semester might give us all a needed break without disrupting the momentum of the semester to the same extent.
8	don't care
9	I think spring break should take place when the public schools take their spring break.
10	No preference. I see no point in a longer winter intersession if the district does not support expanded offerings at that time. Eliminating break would open space up, as the Summer Rep and summer session would not be as heavily impacted.
11	I wish that our Spring Break would coincide with the SSU and Santa Rosa school district. It's difficult for my students to arrange for daycare for their children when our Spring Break is different than the local school district.
12	No strong feelings on this topic. Haven't experienced it as a negative.
13	keep spring break, in the MIDDLE of the semester
14	Limit Spring break to a long mid-semester weekend (like Thanksgiving) and you can still add a week to either Winter or Summer. I prefer Winter.
15	Spring break concurrent with SR City Schools
16	make spring break coincide with high schools
17	1 week later than 1/2 way thru semester
18	Include Spring Break if it can be aligned with Santa Rosa City Schools. Otherwise, eliminate Spring Break and add an additional week to winter intersession.
19	Coordinating Spring break with local K-12 would help
20	Either take the week that covers Good Friday through Easter Sunday or eliminate spring break and add a week to winter intersession!
21	I would like our spring break to coincide with the majority of spring breaks in the county, i.e. SSU and public schools.
22	treat spring break like the thanksgiving holiday in the fall (TH - S break)
23	Have our spring break coincide with the public schools and SSU.
24	

25	Keep spring break but attache it back to just before or after easter as this is what most schools in Sonoma county do. The spring break in the middle of the semester is problamatic for instructors with children in the public school system who had spring break at a different time.
26	Spring break tied to local school districts
27	elimination of spring break by either method
28	spring break that is the same as SSU's
29	Keep spring break -- is there actual evidence that students are less motivated? My experience is that it's just as likely that students are re-energized by the break.
30	Spring Break after Easter Sunday
31	allow us to always schedule it exactly at the 8-9 week point of the semester
32	Move Spring break back to a week sometime in April
33	I like spring break - but I'd like to see it synchronized with other school's break week, if possible. But, break weeks seem to currently be all over the map. I actually like this year's break right in the middle of the semester, but then had horrible attendance the Thursdya before Easter, because I think a lot of students took the end of that week as a break also! And I had some mom's who needed to be home with their scholl-aged children who were on break.
34	spring break match other schools in county
35	Spring Break the week after Easter
36	Spring break that coincides with other spring breaks in the county
37	Keep spring break, but align it with the local public schools. Having spring break at a different time from my kids' break makes it impossible to take a family vacation.
38	no preference
39	Spring break the week after Easter like it was. It's too cold and dreary in March. Who's dumbass idea was that?
40	Again, there are two pressing points to be considered before choosing break preferences: How adjunct pay will be preserved if the number of hours in a semester are reduced from 54 to 52 or even less per the FAQ, AND how will the Carnegie Unit requirement of 18 hours of lecture per 1 unit of credit be satisfied if the semester is reduced by that much?
41	Spring break about 6 weeks after President's Day.
42	There are advantages to all of these options. Spring semester has fewer holidays (no Thanksgiving) and might get tedious without a break. Also, we have several programs that take place over Spring Break--(Thar. 153) for example.
43	Spring break always after Easter
44	Add to winter or to summer, but GET RID OF SPRING BREAK!
45	Start later in Fall; Start later in Spring
46	Spring Break, but a little later in the spring semester overlapping with Easter weekend

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Responses: Completes

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#	Response
14.	Use this space to add any additional comments regarding your preferred break schedule.
1	I need the break as an instructor, especially with the added workload of teaching online
2	Moving it to winter intersession would be much preferable to moving it to summer
3	I feel the break is appropriate in spring, and I would encourage discussion of a "Thanksgiving" break week in fall. My classes always have reduced attendance during this week.
4	Many of our students have children. It would help to match public school schedule as closely as possible.
5	For short courses (8 weeks), having a week break is an almost necessary break in order to ramp up for the next session of short courses.
6	I would love our spring break to be the same as the local schools.
7	I used to be opposed to moving spring break, but I have noticed the negative impact on motivation this semester. I would be interested in piloting a move to either the beginning or end of the spring semester.
8	Differing spring breaks cause our students to miss classes b/c of lack of childcare for their children who attend normally attend school during the day and are out on spring break.
9	To eliminate spring break is ill advised. Students (and faculty) need vacation breaks. School is intense and demanding. Time for rest and recuperation is essential. In addition, spring is a season that all people want to have time to enjoy. To take that opportunity away would do a great disservice to students and faculty alike. There are only so many springs in a lifetime.
10	Try to coincide Spring break with the K-12 system in the County
11	I do not experience the motivation negativity expressed above. But I do tell my students that I too am looking forward to a break. I try to avoid piling on work for them over break. When we return, we quickly get back on track. And research shows that down time is good for overall mental health which should translate into sustained motivation. A lot of this has to do with the communication about and attitude towards expectations. Teachers can be guided to better handle this and use the break as a recuperative and reflective time for themselves and their students.
12	Many students among the population I teach use break periods to travel to visit relatives. That's the reason for my first choice of attaching the week to winter intersession. My second choice would be to attach it to summer intersession. I find a week at spring break more of an interruption than an adequate rest period.
13	Good time to attend out of town conferences.
14	I think we all need a break
15	Having Spring break not coordinated with Easter poses a hardship on people who are trying to get together with their families for this holiday
16	add a Fall break to Fall semester, thereby keeping Fall and Spring parallel.
17	While it may be true that some students lose motivation over Spring Break, I have also frequently noticed that other students appreciate the break as a catch-up period, enabling them to ready themselves for the final push of the academic year. As such, it is highly valuable.
18	Academy students work through spring break. Lengthening the winter break will negatively impact contractual agreements with hospitals and agencies
19	If SRJC decides on a 16-week semester (instead of the current 18 weeks), might we not add an additional week to both the winter and summer intersessions? Also... If we do have a spring break, I would like to see it aligned as much as possible with the breaks scheduled for the county's K-12 system. While I realize that the K-12 schools do not all have a common spring break, many of them schedule their break the week after, or just before, Easter. I have noticed that a small number of students with small children miss their SRJC

	classes altogether during their children's spring break because of childcare issues.
20	the semester is too long to not have a break in the middle. I strongly discourage discontinuing this practise
21	I depend on spring break to read students' essays. Without spring break to catch up on evaluating student work, I would be behind all the time.
22	response here depends on number of weeks/ scheduling of courses in the semester. The longer the semester the more need there is for a break of some kind-- and if there is a break, it should be in the middle of the semester, to provide a clear benchmark and equity on either end....
23	If there is a spring break it should remain in the middle of the semester as it currently is.
24	All community colleges should have a spring break at the same time!
25	Start fall semester later, end spring semester later, longer winter intersession
26	I prefer a longer winter intersession to afford a time for course curriculum development and personal restoration which i cannot do now and then feel rushed to start spring semester.
27	It's still frustrating that K-12 spring break cannot coordinate with the college.
28	I consider spring break essential for both students and faculty to rest, refresh and catch up! My students show no obvious decrease in motivation on their return, and I am re-energised and ready to have an excellent second half of the semester.
29	Places I've worked before, in another state, seemed to start later, have a longer winter break, still have spring break, and get out earlier because the terms were just not as long.
30	Some students don't return to classes after a long break in the middle of the semester.
31	Spring break towards the end of the semester has a negative effect, but around wk 9 or 10 it is okay.
32	The fact that each school system has a different spring break is a problem for many of the faculty, staff, and students. Child care is a real problem for many and also, if the rest of your family has to be in school, what is the point of spring break?
33	For the students with school age children our spring break timing does not match so they have to take time off from school or bring their children to class. I like dividing the semester in 1/2, but it is confusing with the other school districts I work with.
34	I agree. Spring break seems to come too early in the semester and seems to disrupt momentum.
35	I believe not having a Spring break is unbearbale for both students and faculty - going 16 or 18 weeks without a break is much too exhausting for everybody. I know we do it in the fall, but every student and faculty I come across in the fall is exhausted 3/4 thru the semester - not effective at all!!!! I DO NOT support eliminating Spring break!!!!!!
36	The middle of the semester is not always when students need to catch up on work. Two thirds of the semester is when a heavy load of papers and projects is usually due.
37	It's fine with me to get rid of Spring Break, and add the week either to the winter intersession or to the summer intersession.
38	I think spring break is something that students look forward to and helps them to re-energize.
39	Re: 13 above. I'm definitely behind eliminating Spring Break. Though I'm indifferent as to whether the week is added to the Summer or Winter break.
40	It is really like swimming upstream to put a week's holiday into a semester when there is neither a shared holiday break with other schools and institutions, nor any connection to a major cultural holiday. It is naive to imagine that students and faculty center their lives around the rhythm of the SRJC calendar. Each one of us is surrounded by cultural and practical influences that are incompatible with our SRJC schedule. This is very frustrating.
41	additional week to winter intersession and KEEP spring break
42	If spring break is to remain in the middle of spring term it is worth reconsidering the actual week. Having our spring break prior to the majority of local school districts' places an added stress on our students with children.
43	My experience is that students look forward to spring break and find it helpful for motivation and rejuvenating energy.
44	A longer Chrstimas break and a later Spring start.
	I'd prefer our breaks to correspond to public school breaks, both for my work schedule and for my students'

45	families.
46	Spring break is a good thing!
47	I personally enjoy spring break but student success is impaired significantly. I MUCH prefer more time off in summer than in winter.
48	Spring break gives everyone students and faculty a much needed break and I think there would be a huge outcry from the students if we took it away. Are you asking the students how they feel? I have never noticed that student motivation is negatively impacted in fact it allows for a sense of a fresh start.
49	Shorten the semester overall AND keep Spring Break!
50	I would not want to have NO break. In the fall there are many holidays and thanksgiving week.
51	Spring break usually falls inconveniently in the 2nd or 3rd week of our program. An additional week in summer intersession will give us a little more flexibility with our very compressed summer program.
52	Uncoupling spring break from the traditional week after Easter has caused major scheduling problems for both myself and my students - we are no longer in sync with the majority of the school districts in the area and have had to scramble for child care...
53	I love being able to appreciate the seasonal changes.
54	elimination of spring break by either method
55	My first preference is to keep a Spring Break. My second choice would be to add an additional week to winter intersession.
56	Some classes are able to take advantage of the break for special class activities and I think it would be unfortunate to not have this option. Also, I understand the desire to have the break in the middle of the semester for scheduling reasons, but not attempting to coordinate with local K-12 school districts (pick the biggest or the most districts) does create a considerable burden for faculty, staff and students who have children in school. If students are unable to find childcare during the week of their children's break, they often must have their children present in class (is this technically permissible?) or they must miss class. I would be interested in seeing how many students this affects.
57	How about a Friday & Monday off for break in the middle of the semester instead of a week? I would prefer a long weekend at least instead of no spring break. This year's break did not coincide with other school districts and many of my female students had to stay home with their children. This is a negative impact to learning and I would like to avoid it next year please.
58	I find an 18-week stretch really too long to sustain. I'm hoping that a 16-week stretch will be more manageable, but ... I find the current spring semester much nicer than fall with the break in the middle, but I'm willing to try something else.
59	My job is an athletic trainer for athletic teams. Athletic teams have set seasons of competition. Removing the Spring Break would mean a shorter semester, which would not matter because I have to cover the official schedule of the teams which are determined by the COA/CCCAA. We still cover some scheduled contests on Spring Break, but usually it is a much lighter week, which I appreciate.
60	Our students use the Spring break to catch up on Spring assignments and to bring an actual break into their semester. Very needed where it is to allow catch-up time.
61	Spring break should coincide with schools in district.
62	SRJC's Spring break is rarely in the middle of the semester. If it will be always the case in the future, then that's good. If it cannot always be in the middle of the semester - it should be moved to winter session.
63	As an adjunct I teach for other colleges and hence rarely have a spring break. I know this is not on the table but my ideal would be to have all the California community colleges adopt the same teaching schedule! :)
64	we need a break that coincides with the local k-12 schools, at least around easter, either before or after. Otherwise you end up with faculty /staff/students taking days before/after easter in order to accommodate children out from school. we are a community college with a lot of re entry students.. who have kids, etc.
65	If the semester were shorter, then spring break could be removed. With a longer semester I find students refreshed after spring break.
66	Leave spring break but LATER. We dont need a week break after the 2 three-day weekends. Wait until later (e.g spring break and then just 6 weeks left of instruction)
67	I like it the way it is. why change?
	My biggest issue with the calendar is the spring break timing. If you are adjunct, you likely teach at more than one college. Since the JC's Spring Break does not coincide with Sonoma State's or other colleges,

68	adjunct faculty does not get a true break. In addition, if you are a parent, the timing of the Spring break does not coincide with the high school district's calendar and therefore does not allow for working parents whose children are on break at a different time. I would prefer Spring break to coincide with other institution's break.
69	The spring break came way too early this year. Neither I nor my students needed the break so early. I prefer it the week after Easter as it gives a break when needed and is much more in line with when most of our children are on holiday.
70	Same comment as #13. Until last year, SRJC's spring break was at the same time as my kids' break and we could take family vacations. Since last year, when the schedule changed, we haven't been able to do so. This change has been very disappointing and difficult.
71	I would liuke to see a Fall Break as well, in the middle of the Fall semester
72	What we need to get rid of is the long extended February weekend plus. The 2 holidays (Monday and Friday), plus the PDA day is what really wrecks cohesion early in the semester--especially if we are just coming off a longer winter break. Please, just a 3-day weekend in February. This makes the week-long spring break welcoming. It also makes sense for short courses. It also fits into the tradition of families having a spring break--although we have lost cohesion here with K-12 school districts.
73	Give us a full week off at Thanksgiving, too. My last college did that. I think it's important to get a mental break for both teachers and students. If student motivation is negatively affected by one week off, then we have NOT done our job as teachers. Socrates would be disappointed in us.
74	SEE ABOVE
75	this would especially benefit adjunct - the ones who apply for unemployment - It would give us an extra week of unemployment. adding it to winter or summer would work.
76	Currently at the middle makes the last 8+ weeks VERY LONG with no breaks. About 2 weeks later than the middle would be perfect.
77	Overall, I would rather maintain the current Spring Break or add the time onto the summer intersession. Courses such as English 100 and 1A would fit a 10 week intersession much better than the current 6 and 8 week courses. Question: Would there be any possibility of full-time instructors teaching a part of their load during and expanded summer intersession?
78	If the spring break is still included in our schedule, it should be at the same time as the school district so families can take the break at the same time.
79	Breaks benefit faculty but not students.
80	It should be synchronized with the other Santa Rosa schools like it used to be. My kids and I have different spring breaks, which kills any family vacation plans.
81	This allows students to do papers free of other course work.
82	If we keep spring break, it should be coordinated with the K-12 spring break schedule. While not all schools in Sonoma County have the same schedule, if you look at the majority of the school districts (or at the school districts with the largest enrollements) you would see that they mostly set the break at the same time. The JC should use that as the guideline to help students, faculty and classified with children.
83	I think students and instructors need the break
84	Ideal would be to keep spring break and add one extra week to winter session
85	I greatly prefer the current relocation of Spring Break to the middle of the spring semester and confess that I welcome the break each year. However, a longer Winter break might be just as beneficial. I find the 5-day weekend for President's Day/PDA and the inconsistency of the length of Thanksgiving week more of a disruption to student motivation than Spring Break.
86	Theatre Arts uses Spring Break to complete builds in our costume, props, and scene shops. This is the time we get most of the build work done, when the students and staff can focus on just that. We do not want to add a week to intersession, as we have a show rehearsing then too. Many staff work that show in various positions. An added week means more unpaid time for them (rehearsing, building the costumes, set, preparing the program, securing publicity, etc)
87	Spring Break in the middle of the spring semester leaves us with at least 8 weeks with no break. Better to have the break a little later!
88	would still like some holidays during calendar for students (& teachers) to catch up

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Responses: Completes
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15. Compressing the calendar gives us the opportunity to evaluate how we give finals at SRJC. One option would be to keep our existing finals schedule as is. Another would be to give finals during the last week of classes instead of having a separate finals schedule. This would give instructors the flexibility to offer finals on the last one day of class or divide it between the last two days or give it during lab time. Without a finals template, classes would meet during the same times and days of the week through the end of the semester, maximizing schedule predictability for students. Which of the following schedules would you prefer for finals?

#	Response
1	Include a dead week between the end of classes & the finals' week
2	Allow instructors to schedule finals during last days of classes but keep that additional finals week so that no instructional time is lost.
3	finals after semester, allow full 3 hours
4	Don't care.
5	All culinary Classes are 8 weeks so this does not apply
6	depends on the types of finals administered, as some take more set-up, etc. Overall I think scheduling during last days AOK
7	Have a finals week, but keep the schedule as for regular classes, so that we could give 2 shorter finals on different days
8	No preference between choices 1 (traditional) and 2 (last days of class). I am willing to try choice 2.
9	flexibility, with the last week/final's week still in place
10	It would be nice to allow for both options to please everyone
11	Either of the first two options would work for my teaching style.
12	Not sure how I feel. At this stage my final exams are not cumulative and take the same amount of time as a regular exam.
13	Finals should occur when a student is ready to take a final. Why does it have to be taken en masse? Why can't it be individualized?
14	Again, it's the total hours you must address, not when or how an instructor holds a final exam

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Results Overview



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Responses: Completes

Filter: No filter applied

#	Response
16.	Which of the following best describes your practices and needs for giving finals?
1	I give my finals online, even for traditional classes, to not take away from teaching time
2	Consider more hours for laboratory finals
3	I prefer take home finals.
4	
5	My finals are all online.
6	I need a single 3 hour final for each class
7	see question 17
8	Though I would prefer to handle this myself during the last week of class, I am flexible in how this is ultimately structured. In some disciplines, intensive review in class is required, while in others, it is far less pertinent. Couldn't there be flexible guidelines?
9	My finals are 2 hours or less.
10	Part in class and part online --- as in a hybrid class
11	online final exam
12	My class is clinical
13	I only teach short courses that don't follow the final schedule.
14	Online
15	Go back to 3 hour finals with 30 minutes in between.
16	We do not offer traditonal finals but instead wrap up projects that are essential for summer or next semester.
17	Some classes need the full 2 hrs. 45 min. - others do not.
18	I could give my final within the time of a lab (but not regular class meeting)
19	My students have take home finals and we use final periods for evaluation
20	I teach a 6 week class so this doesn't really apply to me.
21	two class meetings
22	Not applicable - I do not teach classes.
23	With larger enrollments due to course cuts, I sometimes need considerably more than 2.75 hours for each final exam.
24	Online
25	we don't need a full 2-3 hour period but we do need a separate day ours are not cumulative finals
26	Currently give practical final during an 8 hour DHR, written finals during scheduled class meeting.
27	I could probably give the final within the time of a regular (2 day a week) class, but I prefer having the longer session. It takes some of the pressure off the students to give them plenty of time.
28	Online
29	I am flexible.

30	no final exam
31	Finals differ for each class, each subject and each group of students. Why predetermine it? Give us options every semester.
32	performances are the final
33	See answer to 15 above
34	online
35	Right now I use the time as it is, but I suppose I could adapt.
36	I teach 2-hr. classes. So, need 100 minutes for final
37	About 1 hr and 45 min would work for me.

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FINAL Compressed Cal Task Force Survey 2010

Results Overview



Date: 4/13/2010 10:56 AM PST

Responses: Completes

Filter: No filter applied

#	Response
17.	Use this space to add any additional comments regarding your preferred final exam schedule.
1	I prefer the three hour final with 1/2 hour break between finals for our students.
2	I can adjust to whatever finals schedule is selected.
3	It is good that students have a couple days between the end of instruction and finals to study and prepare for the exam.
4	I cannot stress enough how inflexible some instructors can be. Any class can effectively give their finals during a schedule befitting the normal teaching hours. If a 1-hour per day class needs a three hour final, it can simply be spread out over three days. End of story.
5	NC classes do not give finals, but I would like an additional instructional week
6	I have no one preferred practice of giving finals. Since I teach a variety of levels and skills within ESL, it all depends on which class I happen to be teaching in a particular semester. Actually, the change proposed would give me added flexibility.
7	The students will face longer final exam times at the 4-year institution, so it wouldn't be in their best interest for us to give a shorter test
8	Our students have a final that covers too much material to be given the last day of lectures
9	Finals are very dysfunctional and much research shows they do not provide what they are alleged to provide--competency assessment
10	While only a small percentage of our students transfer to four-year institutions, I believe that it is important for them to experience a final exam week that closely matches the final exam experience they'll have at their transfer institutions. That includes taking lengthy exam and learning to read a final exam schedule
11	I don't think it would be fair to the students to ask them to prepare twice for an exam
12	Frankly, I don't feel too strongly either way. If others have stronger sentiments about this, register my response as "don't care". I could work with either final exam schedule.
13	Finals for my content areas could be adapted to fit in different time formats, so I don't think that this is a major problem....
14	Include in the last week of classes instead of a separate week.
15	My classes are 3 or 4 hours in length now and as such can accomodate a final during the last class session.
16	As long as UC gives 3 hour block finals our students need 2.75 hour block finals so they learn how to focus and manage their time. Otherwise they will be in total shock when they transfer and will more likely drop out rather than complete their BS.
17	I have a long class anyway -- I teach a 3 hr night class.
18	Eliminating the pay for finals hours is an additional hardship after already taking a pay cut. I prefer to keep the final schedule the way it is.
19	Giving finals during the last meeting day of the semester helps since I'm already scheduled into a computer lab and don't have to compete with other classes for lab space during a formal "finals" week.
20	Our Department works most effectively with having our finals the last week of classes -not a separate week - especially with facilities.
21	I don't feel strongly about the traditional finals schedule vs. scheduling finals week during the last days of classes. However, I lean toward the traditional, because the students will get a full week of instruction before the final, and because students will have additional time to prepare for the final.

22	When the old template having 3 hour finals (with 30 minutes between) changed to 2 hours, 45 min (with 45 min between), I found it more difficult to adequately test my students in the shorter time frame.
23	To complete correction of large projects and return them to students in time for finals, instructors need the existing schedule. Students appreciate having one, not two, large assignments to prepare for simultaneously, ie., a project and an exam.
24	If students don't have finals until late in the week they have extra time to study which I think benefits them. I think 2 final days might overwhelm students.
25	If instructors can give finals during the last week of the semester, then all instructors should not have assignments due that week so that students can concentrate on studying for finals.
26	I think omitting the finals week and allowing instructors to utilize the last day or two of classes would be most flexible option. I know the PE dept.would benefit.
27	Often students have to request special accommodations with work or child care providers during that finals week due to the block scheduling which adds more stress to an already stressful week. Doing away with the current finals schedule would benefit the students as well as instructors (flexibility).
28	I think giving a final on two separate days prolongs the anxiety for students to complete a final exam.
29	It helps students to come to finals at the same time as regular class times, and I am in favor of a 17 week semester, so this exam option is essential.
30	It is my experience that many at SRJC do not give final exams during finals week, but during the last class meeting anyway. Therefore eliminating finals week would not have much of an impact on many of my colleagues. I also find that many of my working students have great difficulty with the time changes that occur with finals scheduling. There are often conflicts, some professors change the time of finals, and many students have difficulty making the adjustment to their work/home schedules. I have worked at another institution that did not have a dedicated finals week, and it seemed much easier to deal with schedule-wise for both the student and myself.
31	I already give my finals for both my 6 and 9 unit classes during the regularly scheduled final date as well as a regularly scheduled classroom date.
32	Even though I do not teach classes, I vote for allowing instructors to schedule during last days of classes. I find that students are often confused and very inconvenienced by having finals on different schedules than their class meeting days.
33	Finals on the last day of classes might be difficult for students who schedule all of their classes on a M/W or T/Th.
34	The finals schedule is awfully confusing...each semester I have difficulty interpreting it! Last day of class is far more simpler for students.
35	I think our current final exam schedule does a good job of preparing transfer students for what they will encounter at a 4-year university.
36	We need the finals week to stay as-is; we have both clinical and theory finals which take up the entire week. We need the instructional week before finals week for instructional time. Thank you.
37	Practical examinations take large blocks of time. Written finals can usually be accommodated during regular class periods - even if they extend to more than one meeting.
38	I teach online so it doesn't truly affect me. But I have always thought it was unnecessarily confusing and crummy for students who work to have the finals schedule differ from the regular class times, so I think it would be great to change this.
39	In addition to teaching I am a disability Specialist. We proctor many finals, having instructors give finals across too many diferent days would make it difficult for our staff to organize accommodations for finals.
40	i know it is required to give final exams during the final exam hours, BUT i know there are many departments where the final is given during the last week, or it is a take home... this is not right. faculty are paid for the 2 hour 45 min time either way. those instructors giving the final early are not (i assume) taking a sick day for the final exam time. Not right.
41	I do the scheduling for our department and understand our course/curriculum well. I think finals w/in the regular class meeting would work for all current DRD courses
42	Why do some faculty give 3 hr exams? Does that really help or better a student's performance? Give final in regular class time!
43	Currently I find the present schedule adequate.

44	Finals week schedule is confusing and not needed. It makes more sense to have finals given on the same day as class, which students have already scheduled in their lives. It must be a nightmare to schedule so many class finals in one week. In our department, we have short courses and the finals are scheduled for the last day of class. It works very well.
45	Student completes a final written report.
46	Options and flexibility.
47	Students need the longer block--it is the one test they generally all have enough time for in my classes. Shorter times (even several) do not give students time to "warm up."
48	In my discipline finals can be offered in a variety of ways. However, if we get rid of "Finals Week" we will probably be ending final exams across campus. In my experience instructors will lighten their end of the semester load. From my own education I think that there was some value in many courses to having to pull everything together and sit a final. Not long ago I took an Italian course and that was the case. The final exam added significant study and completion to the course.
49	I need all my class time for the required material.
50	This wording is so biased! "Compressing the calendar gives us the opportunity to evaluate how we give finals at SRJC." Well, you could re-evaluate finals week WITHOUT compressing the calendar if you wanted to! The biggest problem I have is Fridays. The students scream bloody murder that their 9AM Friday class is supposed to take their final at 7AM, then the administration gives me grief for trying to change it to 9AM to meet the students' needs.
51	We do not have enough time to cover US History in the time allotted in the depth necessary for adult understanding. Losing another class day to a final just makes it worse. Are we here to educate students? What make the people that suggest such changes think the students and teachers are better for compression?
52	This option appeals to me as a way of reducing the impact of a compressed calendar (which I am opposed to). If we stay with our current calendar, then I would prefer to leave finals as is.
53	If nothing else, something MUST be done so that students who register online (almost all at this point) see the date of the class final exam. The online listings show the "end date" as the last regular meeting, and many of my students are shocked, or even disbelieving, when my syllabus shows a final exam date AFTER the presumed "end date" of the class.
54	I'm concerned about the way the options in 15 were worded so I just want to clarify my answer: I support the idea that the final week of classes be scheduled just like any other week, rather than using the finals schedule. The current special schedule for Finals week causes undue hardship for students with long commutes, child care arrangements, employment schedules, and mass transit users. In addition, our educational services such as the library and computer labs are not able to be open prior to the 7:00 finals so additional problems emerge.
55	While I could adjust the length of my finals, moving finals earlier negatively effects students who are involved in our large musicals at the end of the semester. They would not have time after the show closes to get caught up and study. For instance, Grease has approximately 95 students involved in the show. They currently have two weeks to get caught up after the show closes before finals. If they lost that time due to a shortened semester and finals came on the last class day, they would not have time to study. Opening/closing shows earlier is not an option for us due to many factors that are too complex to list here. We are sending a detailed memo to the committee.

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Results Overview



Date: 4/13/2010 10:57 AM PST

Responses: Completes

Filter: No filter applied

24. Please use this space to write in any additional comments you have about preferred semester length or start and end dates.

#	Response
1	Eliminating spring break seems attractive.
2	I like the idea of a shorter semester. This will allow for PDA Days/Flex Days to be scheduled before the semester begins.
3	The semester length should not be shortened. If there are instructors who do not teach sufficient curriculum for the current semester, then they need to reassess what they are teaching.
4	I would only want a compressed calendar if twice weekly courses remain twice weekly. I would strongly oppose adding a third teaching day. I would select the schedule that best matches public elementary and high schools.
5	I have really no issue with when the terms start or stop.
6	The statement at the beginning of the handbook (which was nicely organized and clear, by the way) that Allied faculty would have to just work it out with our union was not a comforting or an inclusive one. Furthermore, the statement that a longer winter break would allow students more time to meet with their counselors was also alarming. This seems like a set up to divide instructional and allied faculty (keeping in mind that most allied faculty are also instructional). Two different rates of pay is NOT acceptable to me, especially when allied faculty are on campus more. Please don't forget allied faculty in this process and leave it to the end for the union to figure out. It should be a comprehensive plan that considers all of the students' needs. Thanks!!
7	The institution struggles now with between term processing between fall and spring. With a compressed calendar, there is a need to preserve time between fall and spring terms, rather than squeezing in an intersession.
8	In general, winter break seems very short. It ends so close to Christmas, and then we start again pretty soon in January. More time would be nice. However, I don't think that moving to a compressed calendar to take on months of more intense workload would be a worthwhile tradeoff for a few extra days off in winter.
9	If we are forced to have shorter semesters, my program [Associate Degree Nursing] would need some sort of intersession.
10	The winter break is tied totally into the holidays, and serves little other purpose. If it were not for the religious holidays, this sacred time would simply not exist. Because it is cold and rainy during the winter, I prefer to be teaching rather than on a break, and to get the existing time off for the family holidays. On the other end, summer is a much more pleasant break time. And for us part timers that need to earn more money doing other work, summer break is far more effective in finding this other work, especially for seasonal jobs.
11	This survey is not methodologically sound. After the first question, there should be an opt out instead of having people answer questions related to 17 and 16 week semesters, if they really don't want them. This will skew the results.
12	I would prefer (4) 10 hour days.
13	I'm strongly in favor of starting the fall semester 2 weeks later and having a winter intersession that begins some time after MLK day. That said, I'm wondering if anyone has looked at the local K-12 schedules because many of our students have children in school. Will students be completing a survey?
14	longer summer offers options for short courses 1 unit and less short length....
15	IMPORTANT: our performing ensembles are already affected the lack of access to Burbank Auditorium. We currently have 5-6 days per semester of access to Burbank to book ensemble concerts (12 per semester). We currently take performances off campus, sometimes at the expense of the college. Compressing the calendar

	without any change to the method of instructional delivery from Theater Arts (the primary user of Burbank) would all but eliminate our access to the facility.
16	I support ending spring semester two weeks early only if it results in a longer summer instructional session, enabling students to enroll in more units and progress more quickly toward their goal. In fact, have we considered a true year-round, 15-week semester that acknowledges that real life happens throughout the entire year?
17	For questions 19-23, I could happily choose more than one of the options for each question.
18	I hate starting fall semester in the middle of August. That's my least favorite part of teaching. My very first priority would be starting fall a week later. Next would be making winter break 4 weeks long.
19	for question 18 I would add a 15 week option, to get closer to the quarter system, which is what many CA 4-year institutions use...
20	Offering more time in the summer provides the greatest flexibility in affecting FTES in one year or the subsequent years depending on when the terms begin and end much more so than an intersession so I prefer to add to summer.
21	If we compressed the calendar, we can save the electricity, student would have more time to study for finals, teachers would have more time to prepare for classes and correct papers, and we as techs would have more time to work on projects and maintain equipments in the class rooms, and give us more flexibilities to do work.
22	Try asking the students. What would best serve them, when do they work. What about quarter system?
23	Prefer a later fall semester start and later spring semester end
24	The longer winter session is such a priority for me personally to increase time for course preparation and to decrease the potential for teacher burnout. It is my sincere hope that the schedule compression does occur and in the 16 week format.
25	I'd like to see both a longer winter break with winter session AND extend the summer session by starting the fall semester a bit later
26	A shorter semester will heavily impact science labs. The quality of our science curriculum cannot fail to decrease as a result. It is very challenging to complete all the work necessary to teach and evaluate a rigorous class in 18 weeks. To try to cram it into a shorter time period seems completely illogical.
27	Our program is -already- compressed and we would REQUIRE an exemption from any further compressions (i.e. all alternatives suggested in this survey).
28	One option mentioned in previous discussions was to convert summer into two 5 week sessions. This works well for math, I think, but two six week sessions might be a good option for the campus overall.
29	I prefer the current length of the semester. I do not support compressing the calendar. Students need adequate time to absorb and practice the material, and we need adequate time to cover the material. I feel that we would be doing a disservice to the students to shorten the length of the semester.
30	very flexible on my part. do whatever one thinks is the best for the students.
31	The intersessions have made getting areas ready for the full semesters difficult. the lack of time to make upgrades to classrooms is always a problem.
32	Summer is already too long in that students are away from instruction and additional remedial work is always needed at the beginning of the Fall semester. How about three, equal length trimesters?
33	It is often difficult for those students with children when their kids are out of school and the parents are not. Having a shorter semester would alleviate some of their daycare and/or work challenges.
34	A longer summer session could make it possible to offer a more comprehensive selection of courses, at a pace students could manage. Also, building up our summer program might be an easier goal than initiating a winter intersession.
35	Although unpopular, this is an excellent idea. Go for it!
36	I hope that the student population has the opportunity to vote as well. After all, it is their education and schedules at stake. A significant effort should be made to get their feedback.
37	while I answered the 16 week session questions, I am not for that option
38	LEAVE THE DAM THING ALONE
39	I do not want to go to a compressed calendar. But if we do, I'd consider teaching winter intersession or I'd consider skiing a lot more than I currently ski. If we add a winter intersession, department chairs should be paid more because that is one more schedule they need to develop. In the math department, that is a

	considerable amount of extra workload!
40	Intersession is a great option for some students. But a lot of students attend intersession and do not succeed. I would also be concerned about offering Counseling services during a longer winter break. Currently counselors "volunteer" to work those hours and we usually do not have enough coverage for the amount of students we see.
41	A compressed calendar would be the end of us in A&R. We are so short staffed & have put in endless hours of overtime to accomodate the current calendar. Anything shorter would have a severe impact on our workload. Students would not receive crucial information in a timely manner.
42	The compressed schedule would cause our job trainig programs at SRJC/PSTC to run into overlapping semesters more frequently than they do currently.
43	Pedagogically speaking, shortening the term without reinstating Fridays makes little sense. Research would suggest that the current 1.5 hour lecture is already to long to expect students to stay engaged. Lengthening this period only decreases learning efficiency. Stretching these hours over 3 days (MWF) would be ideal. Courses in other disciplines may benefit from the extended T/Th schedule and therefore the more flexible the scheduling options, the easier it will be for each department to accommodate and calendar changes.
44	It would be nice to utilize time for PDA events during non-instructional times so that all district employees can attend events without impacting students.
45	The time between summer and fall is too short to prepare for fall classes.
46	We have been offering "late start" classes at off campus locations for the last several semesters. I don't see any reason that this format wouldn't work for all of our classes.
47	Monday holidays (MLK, Presidents, & perhaps Memorial Day) make it difficult for students in Monday labs to get the same lab time as students taking labs on other days. Any schedule change should work around Monday holidays -- or move the day off from a Monday to a Friday.
48	I answered questions for 16 week option but do NOT want that ption, way too short for student learning and faculty teaching and college service; class times would be too long, just because their butts are in the seat does not mean they are learning anything.
49	Longer breaks between semesters is a gift. Have the students been polled? Is there adequate room availability?
50	It doesn't really matter to me if we shorten the length of a semester. This is just another ploy by faculty to do less work for their pay.
51	Before teaching at SRJC I was at an institution with a 16 week calendar. Adjusting to an 18 week calendar (instructionally) was not very difficult and I imagine that reverting back would be even easier. I did not ADD any more info into my lectures that I couldn't fit into a 16 week semester - I think this is a common misconception with those who oppose compressing the calendar. As a matter of fact, I felt that the semester here was much longer and draining and that I hard to work harder to keep the students engaged during the longer semester.
52	If the spring semester began in February that means two forensics tournaments set for the spring (late January/early February) would have already ocured before our semeser even began. Starting in Februray would be DISASTEROUS for the forensics team!!! I would only support a condensed schedule assuming we began as is and ended the semester earlier.
53	Childcare services will have to be reconfigured for students since a compressed calendar would result in less days of operation for the program. We would possibly have to consider adding childcare during intersessions or the summer to earn our state contract. Would also have to adjust work calendars for staff.
54	The current schema seems fine to this instructor. And an informal survey of my 200+ students revealed exactly the same. The options offered just don't seem like an improvement to the status quo. Sorry.
55	most important is don't start in August but in September or at least late august.
56	I don't really see how this has anything to do with me. But I answered the questions anyway.
57	With the current tightly scheduled room use and the MTO and PTO it is challenging for Facilities staff, Computer and Media staff to get into classrooms for maintenance and upgrades. Consequently numerous rooms are languishing in various states of disrepair. A longer winter break, with minimal intersession scheduling, would be most helpful.
58	Adding a winter session would greatly benefit Sonoma County--more opportunities to "complete" the English pathway (along with major, certificate, program, etc.)
	Fall sports schedules are 8/15-about Early December. Therefore if fall ended sooner, this would be favorable. If fall began later, I would have to be here anyway so I would not be favorable. Spring sports start 1/15 and

59	end early May. Same thing. If spring ended earlier, this may be favorable to me. If spring began later, I'd have to be here anyway. It is possible that seasons go longer than early Dec and early May, but this would be the preferred option for me and I'd assume those in athletics. Winter breaks include basketball season, which we cover home games during this time. Lengthening the winter break would not mean much to us in athletics in my opinion. Ending spring earlier in May may be the best bet for a longer break of any sort.
60	It sure would be nice for all the parents on campus to have at least SOME coordination of breaks with the local public schools!!
61	The Psychiatric Technician Program has recently been compressed from a 1 1/2 year program into 1 year. We have 5 8-hour days per 18 weeks. We must have these hours to meet California required accreditation for the program. Each course has specific educational objectives which must be covered in these hours. Taking off one or two weeks would be disastrous for us. I strongly urge you to consider 1) not compressing, or 2) allowing certificate programs such as ours a variance to stay on the current schedule if compression is done. Thank you.
62	The situation, as it exists, is not "broken." Don't "fix" it.
63	Some disciplines need to have the longer 18 week cycle because of labs/practice to increase proficiency.
64	It is nice to have longer breaks between session in order to clean up labs, prepare for the next session plus have a chance to take worth while lengths of time for vacation.
65	It makes sense to make a winter intersession possible even if we don't utilize it now. However, my main reason for wanting a longer winter break is to replenish and prepare all my spring semester courses. This last round seemed shorter than ever and I barely have time to blink much less restore myself of be properly prepared for school to begin again.
66	My main preference for a shortened spring semester is that we could reduce the number of Monday holidays by by starting the week following MLK day.
67	It would be nice if the District could get Santa Rosa Schools on the same schedule. It would be a big help to parents who work here.
68	start/end dates?? is this so that we as faculty can have longer breaks for vacation???? this whole thing is absurd. We already have trouble keeping students in the classroom with the pace as it is, (quick). I don't see how it is worth anyones time to shorten the semester so that students will feel the pace is even FASTER. A difference of shortening a week or two...seems to be too much work for no real pay off in terms of retention and student success..
69	I have no preference on #22. I do like the idea of a later start in the fall, as it gives a little more time for pursuing other activities in the summer.
70	It's not that I have no opinion - I don't like either option. I think the winter break should be a break - not a potential for a crammed in short course. I do not like the idea of a longer summer session at all. I like a 6 week summer session. Students have to work hard to keep up, but then it's over.
71	Later starting Fall semester might be helpful for parents of school age children who have to deal with childcare, different school start dates than those of the college.
72	If we had a longer summer break and summer school session, it would be nice to not have to teach so many long hours in a row each class session. For instance, an 8 week session could be 10 and a twice a week class could go from 3 hours each class to 2 or 2 & 1/2 each class.
73	I support a 16 week approach based on widely accepted andragogical assumptions. Students learn better in shorter learning segments.
74	I do not believe that a shorter semester would serve the educational needs of the students in the science labs that I support. Adding a few additional minutes to labs does not equate to having enough lab time to perform the experiments that are valuable to their education. Labs are not like lectures, where you can simply adjust material division. In the labs I support, there is no way to divide the needed time into small fractions of what is currently needed. If the semester was to shorten, we would have no choice but to eliminate some experiments. I believe that would be a detriment to our students.
75	1) 18 week semester (questions 4-8 will skew the information if you selct 18 weeks) 2) Leave start and complete times as is
76	I like the idea of year-round college - even moving from semesters to trimesters. More classes could be offered which allow students to complete their major requirements; some classes just can't be offered with only two sessions per year. Faculty members could choose which session to take as their session off if they need as extended vacation. Thank you.
	Finals week should be cancelled. It makes no sense to pile long exhausting exams on students. Having long exhausting comprehensive exams all in the same week does not accurately assess how well a student knows

77	the material. It really only tests how students perform under extreme stress. Especially in the very difficult fields of STEM. The 'rule' of srjc that the final exams need to be graded and returned within a week is also a stressful burden that is just plain old stupid. If you want to keep finals week, make it a week earlier to give teachers more time to do the assessment. Hell, this year Im doing scantron finals and it is worth only 5% of the total grade AND if you have an A going into the final, I exempt you from taking it. DROP FINALS WEEK!!! Thanks!!
78	The changes are not necessary, what are the benefits of the shortened times, unless it is needed to save money.
79	Longer winter break will support classified staff complete their required extra workload.
80	Winter is a hard time for students and faculty. Human beings are supposed to slow down during the dead of winter, yet in reality more is expected of us at this time than any other, including the social obligations outside of school. That's why my answers lean to a longer winter break.
81	If we convert to 16 weeks, I would like to start one week later and see a mid-term Fall Break in the Fall semester
82	With a shorter semester, I would like to see the midpoint of the JC spring semester set at such a time that it is very possible that this will coincide with the spring breaks of K-12 school districts. It is not the starting of a semester earlier or later that really matters. It is cohesion. Many of our students have children, and an incredible burden is put upon them when their kids have a spring break which is different from theirs.
83	I prefer what I chose above. Start two weeks later for both semesters. It gets us started around Labor day, which is a good starting point, and it gives us a long winter break for an additional intersession.
84	javascript:WebForm_DoPostBackWithOptions(new%20WebForm_PostBackOptions(%22SubmitPageButton%22,%20%22%22,%20true,%20%22%22,%20%22%22,%20false,%20true))
85	The highest priority for adjuncts will be that our salaries are not cut any more than the 10.5% that we who have taught here the longest, and dedicated our lives to our teaching are about to experience beginning in July. To get personal: This semester my take-home pay has been cut by \$300 per month. My rent is \$1000 per month--get the picture? Reducing the semester to 52.5 hours would automatically reduce adjunct pay by 1.5 hours per 3-unit class--that's another 4.5 hours of LOST PAY PER SEMESTER if you teach 3 classes. Also how would this be reconciled with the Carnegie Unit requirement of 18hours of lecture per 1 unit of credit?
86	Please have the spring break a mandatory campus-wide closure. Also, if we have winter or summer closures, make these also simultaneous with faculty time off.
87	Note IF one gets out earlier in December, the Thanksgiving weekend gets very close to Finals. I think that makes ENJOYING Thanksgiving with family harder for students.
88	Good survey. Hope you can make sense of it all.
89	My votes above are taken under duress. I do not believe that compressing the calendar is in our best interest at this time. Anyone who is involved in putting on musical or theatrical productions knows that lengthening a rehearsal is NOT equivalent to having another week of rehearsal, and the same is true for those in skills-based disciplines. Any skill requiring manual dexterity needs to be assimilated over time. Spending 16 weeks vs. 18 weeks learning a skill-based activity is an inferior learning situation, no matter how long the individual class sessions are.
90	any compressed courses are too difficult in life sciences; too fast for students. So longer summer could translate into more success during summer sessions. I could however imagine winter intersession 'how to be successful' classes offered to help students

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Results Overview



Date: 4/13/2010 10:58 AM PST

Responses: Completes

Filter: No filter applied

25. What are your concerns about compressing the calendar at SRJC?	
#	Response
1	As an STNC, not working means not getting paid at all. Trying to make a living as an STNC who goes unpaid over mandatory SRJC breaks and closures is difficult. Thus, longer breaks in general is not an attractive option. I'm also concerned that going to a shorter sem doesn't allow students as much time to absorb, digest, and fully understand the material they're studying.
2	Not enough time to schedule required performances in our available venues.
3	I don't have any concerns. I like the idea.
4	Less hours would be given to me as a classified employee who only works during the semesters and only up to one week after and one week before start of semester.
5	There is no need to do os.
6	When we have multiple campuses that we must articulate with, we must have broader curriculum in order to satisfy the needs of our transfer students. Thus these course must have more curriculum the any one transfer institution. We need more time to teach this material. The students also need more time in order for them to process this material. In the remedial area the students need extra time to learn because we must spend so much time on the issues of proper study skills, or at least we should be doing that. These students are typically slow learners and also need more processing time.
7	I would have less time to grade papers. Because I do not teach "Scantron only" classes, grading takes significant time. If the semester is shortened, I will offer fewer graded assignments, even though I feel it would be detrimental to students.
8	Graphics Services & Copy Center's ability to complete Readers and other class materials on time with our current staff reductions.
9	none
10	None. I have always felt that the current schedule is too long. In my experience, 4 year universities on a semester system have 16 week semesters with a final exam week.
11	I would not want a twice weekly course to have to meet three times per week.
12	None
13	See above.
14	Not enough time to provide the necessary support and collect the necessary data
15	Classes will be too long for students to absorb the material
16	None. I believe enough schools have done it successfully, that we should pursue it. It is better for our students and their learning, and it affords time for respite and administrative processing of grades, etc.
17	How soon can we start?!!!!
18	Scheduling. As previously mentioned, lab schedules are already compacted, and will get worse. Additional workload. There is already too much to do in a week, especially with the increased class sizes that we are taking on in light of the budget situation. Pedagogy. The time between classes is very important for learning to be retained, and adding a few minutes to each class will probably amount to overall decreased student learning. Number of labs per semester. A CC would mean fewer laboratory experiments are possible per semester. Slightly longer lab periods will not make up for this. Professional development/college service. Increasing the class time per week will put pressure on our faculty obligations to perform college service and pursue professional development. The college and our own professional growth will suffer as a result. More people will need release time to be able to carry out their normal duties. College community/extracurriculars. It will make it harder for students and faculty to participate in extracurricular

	activities during the school year. Lack of student community is already a problem at SRJC, and further demands on student time will make it harder for them to participate in these valuable extracurricular activities.
19	Loss of quality in our laboratory science courses. Three hour labs are long enough. To add additional lab time would largely be wasted as student's ability to absorb information lessens substantially over time.
20	My students have a very intense schedule as it is, in a program where part of the curriculum is inherently stressful. Many of them have to work part-time as well. Shorter semesters would exacerbate this.
21	My one concern: months with no paycheck, since the school refuses to pay us on a 12-month cycle.
22	I teach a 3-hour class once a week. Extending the class time would make it too long.
23	Because all culinary classes are 8 weeks classes, holidays often push us us into the 17th week. We would need to account for holidays to make all this work.
24	I am most concerned that compressing the calendar will have a negative impact on student success in any class that has labs, as well as any skill based course. I am also concerned that there will be less time for faculty to participate in non instructional activities. Furthermore, the concept of a 16 week semester, that relies upon a M-Th template, but counts Saturdays as instructional days is highly suspect. It is currently very challenging trying to have any college service or governance activity with faculty participation on Fridays. Does the 16 week calendar assume that faculty would be willing and obligated to attend meetings on Saturdays?
25	great
26	My concern is that in certain subjects, not my own, English, there would be far too much necessary information to successfully "cover." An English teacher can theoretically cut out a short story from the semester, but a science teacher cannot in good consciousness skip required course elements that could leave students behind peers from other colleges. I hope that makes sense!
27	It would be helpful to see specific calendar templates proposed showing time slots throughout the day and week.
28	I'm in favor of it.
29	no concerns
30	No concerns
31	1) Course delivery would be at a faster pace 2) This would cause more stress on overbooked facilities (i.e. Burbank) and places like the Copy Center
32	LOTS of complaints, concerns already from faculty who are overworked without enough time to get work done, including outside of class obligations (PRPP, SLOs, evaluations, etc.)
33	How a compressed calendar will affect the allied faculty. With two less weeks to get students enrolled it will be tough. Reducing the number of weeks for students to count as hours worked may impact the number of units they can earn. It will also be difficult to get the students assigned to instructors fast enough with a week less at the beginning of a semester.
34	not enough hours to teach the class that i'm teaching now; some topics would have to be cut
35	Longer class times for two day/week classes would disrupt facility use in the Physical Education Dept. Not as many sections could be offered since the facilities are already at maximum usage with only a 10 minute break between classes. Options for students would decrease. One and half hour classes for physical activity would be challenging for some students in certain classes.
36	Our students have too much to fit into 17 or 16 semesters
37	Community service component for students requires 15 or 35 hours during the semester.
38	I have no concerns. Most 4-year colleges have 16-week semesters.
39	Unless we go to a true trimester, for which faculty would elect to teach two on, one off, would it cost the college more to run an extended summer session? That could eliminate a real possibility of providing students with year-round school, which so many want.
40	none.
41	I have long advocated longer classes and robust websites but shorter semesters. I have over 20 years of teaching summer school noted students do far better in shorter timeframes than in longer timeframes.
42	None, its a wonderful idea that will benefit our students

43	There is no real reason to do this, as what we have now has been working so well for so long. Also, adding a few minutes to many class meetings is not the same as having more class meetings over more days.
44	losing adjunct positions
45	Our classes "IP", so not sure there is any impact
46	Fitting the hours into the shortened semesters will be extremely difficult for the nursing program as it is. It would require that the units be dropped and this would have an impact on the students' preparation and their ability to qualify for scholarships.
47	Good Idea
48	None for myself and my department.
49	it is already difficult for students to get their classes, it seems there would be less classroom space thus less classes offered but maybe not since classes have already been cut due to the budget
50	I can't really figure out how the scheduling will work. I think it will be a nightmare for those who have to assign rooms. If some departments are doing MWF classes while others are sticking to MW & TTh schedules, how the @#\$%^& can the rooms be assigned? I don't envy whoever has to figure that part out.
51	Student's having ability to "keep up" on a calendar of shorter duration. I'm currently teaching in a 12-week CC program, and the students are complaining about the amount of homework and lack of free time, because the course expectations are still those written for a 17 week format....
52	How it would affect financial aid and whether we could include summer sessions in the total aid package so students can take less units during fall and spring and use summer session(s) to maintain their full-time status.
53	None!
54	None
55	Not enough time to teach everything that needs to be taught.
56	No concerns. I think it is a positive move.
57	doesn't affect me since I have no idea if I'll ever get put back on the schedule.
58	having weird class hours compressing already compressed classes
59	I do not have any!
60	Not enough time to cover all material in the curriculum
61	Course outlines for transferability must match UC. We will have to cover the same material at a faster pace. The will cause more students to drop physics and engineering as a major. We are losing one advantage our students have when they transfer - they know their basics better than UC students because the pace allows more time to absorb the material.
62	The logistics for how full-time faculty will participate in governance committees, staff development, and other college service seem problematic since classes could potentially take up more of the academic day.
63	reduction in the number of science labs. Adding 20 minutes to each lab period to create the same number of teaching minutes is not going to allow us to continue to offer the same number of lab topics. Biology is not about lecturing -the hands on experinece is the most crucial aspect of what we do.
64	Our program is already compressed; further compressions would not be viable and our program would thus require an exemption.
65	I don't want my current night class to be more than the one night a week. I'm afraid it might mess up the production schedule in the Theatre Arts department.
66	Lack of time between classes to think about what was covered, to reflect on complex ideas, and to struggle with difficult problems. It is THAT time which produces the best education.
67	The implementation of a changed calendar. Don't think our SIS system can handle it.
68	non
69	Stated earlier.
70	None. I've taught at colleges that have used it. It is more efficient than the current calendar used at SRJC.
71	None.
72	none

73	It is possible that some faculty members (allied) who do not teach courses but work a specific amount of hours would end-up working while faculty members who teach are on vacation.
74	Less time to make repairs in classrooms. With the current budget problems leaves no moneys for any spare equipment to have the rooms up and operating.
75	don't know
76	having enough time to complete the course; income
77	I do not want to work longer days. I am afraid that some students will have more difficulty in their math class due to the faster pace.
78	I feel a shorter semester would make it more difficult for students to digest the volume of material covered in our classes.
79	As long as there is no negative impact on the students with regard to compressing the schedule and the material can be covered completely, I see no objection to compressing the calendar.
80	How will I as a counselor meet with students and effectively meet their needs under possibly less ours. How will the compressed calendar effect my pay? Will I recieve extra hours in order to meet with students?
81	I don't have any.
82	None.
83	Excellent idea, I have no concerns about it
84	None
85	The extra =unpaid= work to reformulate my schedule sequence as an adjunct instructor. Plus, for full-semester courses with a lot to cover, and with weekly homework assignments, I prefer having more, shorter weekly sessions over fewer, longer ones.
86	Numbers of departments aside from my own (Music, Theater Arts, vocational programs, math and sciences, have expressed a concern about absorption time for students. Although this will not affect me, it may affect their ability to deliver materials so i am now opposed to the compression.
87	Some students that I have asked about it seemed concerned that a shorter semester would put more pressure on them, and that this would be unwelcome. Otherwise, I have no concerns.
88	allied time for counselors
89	None at the moment. Being a classified staff member, I would appreciate having more time between semesters for projects that can't be easily completed during the semester.
90	We may difficulty serving incoming freshman because are academic year may end much earlier than theirs. Math and Science classes will find it difficult teaching the same quality. It doesn't matter that the minutes are made up of longer class periods--students stop learning.
91	Increased workload to students
92	longer teaching days
93	Instructors will have to modify their teaching methods and techniques to learn how to teach more effectively in a shorter time frame. This is doable!
94	Are we looking at the educational benefits of losing 2 weeks of content? What is the small but significant improvement? Why are we changing something that seems to be working?
95	Meeting the educational goals of the course. Meeting less days means something will be cut since it is difficult to split topics and add portions to other classes (labs in particular)
96	We don't utilize the facilities now, now enough class time, Fridays are wasted for education at present, currently can't get work done
97	Science courses would lose labs. Too much material too cover per class meeting and for the student to retain. I noticed when we went to the four day class schedule the length of the classes went from a (hour to a hour and half) to (hour to two hours). Two hours is too long for most student. They're either cutting the second hour or restless or fooling around.
98	My classes currently run 4.5 hours twice a week. the compressed calendar would require a 3 day a week schedule.this would create a problem for the students who are working while going to school, a high percentage of my students.
99	I think it's a terrific idea, long over-due.

100	UNABLE TO TEACH THE MACHINING CLASSES NT ENOUGH TIME
101	The strain that a compressed calendar will place on facilities. The pedagogical questions that are raised.
102	Would it increase parking issues for students? Overlap with short session? Would classes be scheduled later in the day. Worry about students being able to get into teh classes that they need.
103	Impossible to schedule required hours of lab & lecture into each day. Impossible to cover same amount of curriculum in fewer but longer lectures.
104	Not enough time for students to absorb material.
105	My classes are difficult, and my classes are time-consuming because there is a lot of material. I'm afraid compressing the calendar will mean too much work for students per week (especially for those who hold down jobs). Ultimately, I fear that a compressed calendar will mean that I'll lose students, so I have serious reservations about compressing the calendar because of retention issues. Also, my classes are structured to fit the 18 week semester, students cover the material from one chapter in the textbook each week. If we shorten the semester, then how do I fit in the one or two extra chapters? The material doesn't divide up easily, other than how I already have it structured. The temptation would be to teach two fewer chapters, but then the students would be short-changed, they would learn less material in a semester. That would not be right
106	Students would have less time to do their mathematics homework. That is, the homework that is currently done in 18 weeks would now be completed in 16 weeks.
107	The impact on students' personal lives, their schedules,is not known. A survey of students reactions would be helpful.
108	to avoid having multiple days "off" during the first 8 weeks of the semester
109	Scheduling classes two days a week.
110	The impact on the students in our department, CSKLS.
111	my concerns are loosing work time. we already gave up time with mto and salary cuts and don't get paid through summer. i have a family to support and can't really afford more unpaid time off.
112	I am familiar with departments that offer long classes one day a week and I'm not sure how the compressed calendar would work for those departments. For example Wednesday 1-6pm. I do believe that 18 weeks is a long time for students to stay motivated but some students need the extra time to grasp concepts. Of course it is hard to satisfy every group!
113	Evening students who are employed during the day may not be able to afford more hours during the week to attend lecture and lab time. Conflicts in Lab scheduling may be difficult to overcome.
114	Although this would not effect me personally, I am concerned about the amount of work that would need to be done to rearrange and rewrite labs for lab science classes. I'm not convinced that the benefits of a compressed schedule justify the man-hours needed to make the switch in this and other areas. I'm also concerned that students who are already overscheduled will be even more overscheduled with a compressed schedule.
115	Loss of labs. Also, increasing the length of the teaching day would allow even less time for college service than I have now (unless we did a better job of scheduling committee meetings by utilizing Fridays or a college hour).
116	Unanswered questions about our technological ability to serve students in our nontraditional format; the District would have to commit to help us acquire a required form from students so that we can start assigning students to instructors immediately. This is quite solvable.
117	Severe impact on workload. Current calendar with very little turnaround time between semesters has hit us very hard.
118	Music classes are often performance classes. We are developing skills in real time. Trying to teach performance skills over a shorter number of weeks will erode the practice and rehearsal pedagogy.
119	If we can truly utilize the perceived advantages of facilities/utilities/staff hours cost-saving building closures
120	Does compressing the calendar mean more teaching days each week?
121	being able to cover all the material I need to cover in fewer weeks. I realize the amount of instructional time remains the same, but it would require adding more material to each lecture OR cutting out some material
122	See # 9
123	Getting fewer hours, meaning less overall pay.

124	- less, quality student-instructor interactions - increased workload during term (same grading in less time)
125	Can all the material for a class required by Title V be covered adequately in a compressed semester?
126	My status as adjunct faculty and instructional classified and administrative classified (3 positions totaling 40 hours per week) means that I am limited in the weeks I can take vacation to non-instructional periods. If compressing the calendar results in fewer non-instructional periods from adding winter sessions and/or increasing the summer session length, I will not have a chance to take vacation or rest! I am also concerned about our lack of facilities to accommodate classes, and losing Fridays as a quiet day where I can get a lot of office work done without a lot of interruption from faculty and students. Fridays being a mostly non-instructional day also helps our dept. schedule dept meetings that most people can attend.
127	n/a
128	My chief concern is for students at the developmental level; I believe the present calendar is necessary for success for developmental level students in Math and English courses.
129	Covering the very vast curriculum we have. Having to teach too much in one class session (unproductive for foreign language absorption)
130	Our students have to assimilate a huge amount of information in a short period of time as it is; I worry that they couldn't keep up in a shorter format. Also, our professional programs have minimum clinical hour requirements, by state regs, in order to be licensed, and this format might not meet those.
131	None!
132	adequate time for schedule development loss of lecture/lab courses
133	Students' ability to learn information in a shorter length (span) of time.
134	I don't have any
135	Resistance from those who don't deal well with change. Reconfiguring courses to fit the compressed model.
136	none
137	unknown
138	1. Increased intensity of the semester. 2. Scheduling conflicts. Either with lecture classes, or with laboratory classes that follow each other. 3. Cramming a winter intersession in, rather than using the time to plan/prepare for the spring.
139	Students in science labs, in general, have learning fatigue before the lab period ends. Lengthening the lab period with fewer days in lab will only exacerbate this problem.
140	I think a 16 week semester would be a disaster; all the reasons are given in the voter's guide. I teach science classes with labs; I have been a science student on quarters, this is not the best for learning, especially with half our students being basic skills and or needing to work and raise children.
141	Odd class times
142	#1 Room availability. #2 I would prefer that we continue to keep Fridays light as the Student Services staff continues to be reduced. #3 How will this affect full semester length class FTE growth when the time comes? #4 Regarding students working- it's unrealistic to think someone can find viable work over a 3 or even 4 week break.
143	I think the faculty are the best people to make this decision because they know how it will affect learning.
144	More pressure/workload (over a shorter period of time) on the student who very likely is already trying to juggle school, personal obligations and work to pay for their education while attending classes.
145	none
146	Are we considering this change because it is better for students or for teachers?
147	No concerns. I think it would benefit the students.
148	Length of class and student focus, but this could be helped by teaching 3 days per week instead of 2.
149	Having to re-do my lecture materials
150	Trouble scheduling lab time. It will be a lot of work to squeeze it in.
151	I'm worried about having enough time to cover the material I have for my classes.
152	It doesn't do anything but allow Faculty to do less work.
153	None - do it!

154	That I will have to teach five days a week without a day to catch up on department work, committee work, and class grading and preparation.
155	Forensics schedule in the spring would be hurt. There are four tournaments in the spring and two of them occur in late January and early February.
156	Childcare services for students would be reduced unless staff work calendars could be extended to include intersessions or summer
157	When we are cutting sections, chopping classes, reducing salaries, and grasping for ways of saving money, are we considering spending so much time, effort, and money on this initiative?
158	Don't want classes on Fridays. It's the only day faculty can get together
159	meeting accreditation requirements
160	Compressing our lab schedule would be problematic. Chemistry experiments are not easily broken up, and are mostly designed to last 3 hours.
161	Maybe just how our furloughs work in to this.
162	Can students learn what they need to learn in a shorter semester, and can instructors teach what they need to teach in a shorter amount of time? Can we offer two summer sessions given these poor budget times and future bad budget times?
163	none
164	Needing to cut material out of my classes
165	Compressing the calendar could mean longer class sessions. Many of my students have enough trouble carving time in their lives for the current class times - lengthening the classes (or meeting on additional days as needed) might have a negative impact on enrollment and retention.
166	none
167	I am "curious" about the impact on the work schedules of allied faculty. What would the change to a 16 or 17 week calendar mean for Counselors and Librarians. Working students may find it more difficult to take classes where the weekly time commitment is longer than with the current schedule.
168	the increased length of class time would limit the rooms available.
169	Our department has no concerns.
170	Will require reworking and re-prioritizing topics for lecture/lab. (However, this might be a good thing!)
171	1) Longer class meetings, resulting in less opportunity to access rooms for maintenance. 2) The potential for more intersession classes. What is the point of shortening the semester only to fill the time with intersession classes. Resist the urge!
172	Student success in the courses I teach relies on length of time with the material. Mastery of the material can be seriously compromised with a compressed calendar.
173	We start the Winter session way too early.
174	The impact is too great on laboratories. Students would be exposed to fewer experiments with a compressed calendar.
175	Having to travel to campus more than two days a week. For instructors who don't live close and commute to multiple schools, this could be challenging. If there will still be a significant number of MW or TR classes, then I'd have no problem compressing the calendar.
176	None
177	Why haven't we done it sooner?
178	The winter break and intercession offers the district a true advantage. However the intake service functions (A&R, Assessment, FAO, Vets, Counseling) would need to be given opportunity and resources to handle an additional enrollment cycle. Reassignment of classified staff from academic areas might be a solution necessary, even if for the temporary January and February periods.
179	As I've said. the current OB/Pediatrics are already CONDENSED together in one short 8-9 week period. They used to be taught in two separate semesters integrated in a very ineffective manner within the semester along with the medical surgical components. Student feedback led us to our current changes. Going back to try to integrate these courses again would be disastrous for the program.
180	I embrace the idea. Any change will bring many "gotcha's" in its implementation, and we'll just have to work it out.

181	That for athletics, it is very different from most faculty. Like I said, ending the semesters earlier, rather than starting later would be more favorable. We have to start 8/15 and 1/15 regardless of our course schedule, therefore we have to add short term classes, etc and be here anyway.
182	None
183	setting up disparate working conditions between instructional and allied faculty.
184	No concerns. It's a great idea
185	My personal workload would be heavier during class sessions, and I would be able to serve fewer students. Also, it may not be possible for me to get a full work calendar each year because my workload exists only when students are attending classes. For me personally, I see a compressed calendar as increasing my work stress, increasing my students frustration, and decreasing my income. General erosion of morale and quality of the education I help provide at SRJC.
186	None. I think it is a good idea.
187	I don't think compressing the calendar is in the best interest of students. For subjects such as math, sciences, and foreign languages, all research would indicate otherwise. Who's here to serve whom?
188	I would like to see a winter session for people who come home from college to be able to possibly take a class.
189	Faculty failure to meet deadlines for submission of grades, class readers, etc.
190	My concern is that we would lose Spring break and I wish we could vote to have it moved to a time in April.
191	Our Health Sciences program has recently been compressed, and requires all of the 18 weeks to meet state-required educational objectives. We can not separate out any components and put them into an intercession model and meet accreditation requirements. For instance, we spend a certain number of hours each semester on pharmacology, but medications must be taught concurrently with the symptoms that that treat. The program is very carefully divided into three full semesters, and it would be impossible to compress into three shorter semesters with an intercession.
192	Concern over working mother and father who have children attending school. Childcare issues for them.
193	Are we trying to change our calendar so that it looks more like a quarter-based system? Why is this change taking place now? I don't care how many other campuses have done it. I want to know why we are considering it, and why now.
194	I have no concerns with the current calendar.
195	My students will do more poorly in my classes, unless I "dumb them down."
196	Only Some disciplines could benefit from a compressed calendar. Disciplines with a need for practicum could be short-changed with a compressed calendar.
197	Giving students enough "down time" to be adequately prepared.
198	A compressed calendar should not inconvenience adjuncts by forcing them to come to the college an additional day
199	See #9
200	Not being able to finish material in shorter time when it is hard enough already to finish. Eliminating in class student practice to adhere to schedule.
201	shortened work year/more mandatory time off
202	None. I would be very concerned if we were talking about switching to a quarter system, something based on a 10-week or a 12 week term. But I don't believe the difference between 18 weeks and 16 is significant. Lighter weeks can be combined to cover the same work within the slightly shorter period and I believe the rewards of a longer winter break would be worth it.
203	-Classes that have lab or practicum components, will students have enough time to get there required hours in? -Contractual issues for allied faculty, how does this work for non teaching faculty? -Students feeling rushed through material-if a student gets ill during our current semester there is time to get caught up, in a compressed calendar is is easier for students to get behind if they have to miss class. -What is driving this? It appears that data that is being used may be inherently flawed as far as supporting the argument that a compressed calendar will increase student retention.
204	> Extending the class times would further stretch student attention spans. > Students will be more burned out midsemester as their homework, papers and exams come closer together. > Because of the nature of lab classes we would be forced to cut labs (they can't we squeezed into the end of a longer period). > It will be harder to participate in shared governance because our days will be longer. > We will have more to grade

	in a shorter period of time. > Extending the class length and having assignments closer together may be hard from wroking students and parents.
205	It makes sense.
206	i do not see the benefit to the students. In the math/sciences departments, we need to cover specific curriculum in order for the student to be prepared for the next class. To delete a week or 2 of instruction in order to give faculty more leisure time seems crazy. the students will not benefit. They will just drop out faster.
207	I am concerned about the changes to course length, and definitely the possibility of having to teach 3 days a week. I appreciate that our current schedule is well alligned with my kids' school schedule (except for spring break!) and would imagine this is a personal issue for other faculty as well. I am slightly concerned about giving up spring break.
208	I am the lead instructor in the dental hygiene program. Our students require consistent intervals for developing skills in the critical thinking and dexterity to perform as professionals. These processes can not be retained if the material is rushed.
209	Student overwhelm and not being able to handle the material provided ina compressed manner.
210	I would not like a winter intercession. Everyone needs a break between fall and spring.
211	Same amount of material crammed into a shorter amount of time. I think students will not adjust by taking fewer classes. Instead they will try to take the same amout of classes which equates to taking on more work over a shorter period of time. Already many of our students do not allow adequate time in their schedules to do the reading and work required to be successful. They work, play, whatever every week and have trouble scheduling study time as it is. It seems to me it would just be worse - and we as instructors will end up dropping material, lightening the load, dumbing down the curriculum. I also am concerned about the length of one day a week classes. I don't see that explained anywhere. I often teach a night class and/or a Friday morning class - 3 hour duration. What would the hours be for those classes? Something longer than 3 hours, I assume - but I don't feel like doing the math. Especially for night classes students are definitely ready to quit by the end of 3 hours (slightly less with break, passing time..) I guess it would mean we would start a bit earlier - not go beyond 9:45. I think many students would pretty much check out before the class is over. On Fridays (9 am to noon class) I haven't had tired students, but many have to go to work in the afternoon - so a longer session might cause them problems. 9 am is a good start time - if earlier I think many Friday am students would trickle in late.
212	I am concerned about the impact on Classified Staff to get the same amount of work done in a shorter period of time.
213	No concerns.
214	Not enough time for many students to fully absorb and understand course content. Less time for instructors to fully present materials.
215	Less pay.
216	None except for faculty in other disciplines who might not be able to adjust their schedules.
217	Why is it taking so long to do a change most are in favor of? Congress acts faster than this.
218	I'm concerned about mandating 3dy/wk classes. I prefer 2 dy/wk courses.
219	Scheduling. The classes are very hard to schedule in the computer labs. I already teach a 4 hour class so extending the hours would mean splitting it over 2 days. It might be very hard to find lab space for a 2 day class. In addition, our program is an evening program for working students so we offer all the classes in the evening. There might be scheduling conflicts for the classes.
220	I have none.
221	Fitting in all material that needs to be covered. Adding an extra 5 or 10 minutes may not be as effective as a longer semester.
222	I work at the campus child care center. If the semester was shorter it would be hard to meet our funding contract. We have a certain number of days we need to be open and have children attending. If their parents are not in school for eighteen weeks, we would lose money those one or two weeks.
223	as noted in your introduction, my concern is about the impact on Allied faculty work load and schedule as well as making sure we are coming from a place that will put the students needs and benefits first.
224	I don't like to lose the finals week.
225	Ample time to prepare for the upcoming semester.

226	Main concern is whether students can absorb the necessary material.
227	I strongly believe that in the life sciences courses I support, that compressing the calendar would be a detriment to the current learning outcomes of the courses we offer. Our labs are intense and full, and most experiments take full lab times to complete. Therefore, we could not complete the same number of labs/experiments we now provide with fewer labs, but a few more minutes per lab. We would need to eliminate experiments and thereby learning opportunities. In the life sciences department I feel that we give the students an excellent education, more than they would get at a four year institution in comparable lower division courses. We could lose student enrollment if that is no longer true. Our students are better prepared than most students to be upper division students at four year Universities. I don't believe that we want to lose that advantage both for us and our students.
228	ITS TIME!! It is completely COUNTERPRODUCTIVE to have such a long semester. Students and faculty and everyone are just burnt out the last several weeks b/c the semester is just TOO long!! We are all saturated and nothing sinks in those last couple of weeks.
229	Lesseffective use of facilities Facilities maintenance Additional short winter intersessions? 10 Week summer classes?
230	Odd lengths for class periods, scheduling difficulties for rooms and labs, elimination of traditional finals week.
231	Let's do it!
232	fitting the curriculum into the schedule. It is already too much. canceling labs would be a disaster for our students.
233	That somehow with students and instructors around less, there will be a fall-out to FT classifieds who work year-round in the form of furloughs.
234	The students need the time currently allowed and do not wish to shorten time schedule.
235	student fatigue
236	We should do
237	We, as the SRJC institution, are not considering the possible effects this may bring as a result of having less time for students who are not as quick learners as your typical Einstein. Trying to compress time and trying to push knowledge in the students' minds may be a disastrous combination.
238	Educational - can the same amount of info be taught and retained well in shorter time
239	None
240	Longer days during the semester, making it even harder for students who also have to work or have family obligations (i.e.young children).
241	Loss of salary. Loss of theory hours and clinical hours. The hours for courses need to stay the same to get the content covered for Board of Registered Nursing Requirements.
242	I worry especially about developmental students who, I believe, benefit by having their work spread over a longer period of time. This gives more time for them to settle into the expectations of a class. Also, for literature classes, the longer semester makes it easier to assign the appropriate amount of reading
243	None. I think it's a great idea.
244	Not sure how well it would work for lab classes
245	To make sure that the necessary credit hours are attained for students transferring to 4 year institutions. It makes sense to keep our calendar aligned with the 4 year colleges.
246	scheduling sufficient lab sections in a week
247	1) Impact on lab classes. Will reduce the number of labs able to cover. 2) Converting to MWF classes instead of MW 3) Long night classes w/ extra time. 4) Covering the same amount of material.
248	Sounds like the labs would take a small "hit" but don't really know the impact overall for those classes.
249	All of my programs classes are 7-10pm. Many students cannot get off work to attend any earlier classes. Evening classes are challenging as it is and going beyond 10pm would be non-functional.
250	That we won't choose the 16 week semester format fast enough or at all.
251	My concerns about compressing the calendar are the cost to the district in time and materials, and the price the students will pay. I have been witness to how the current cut backs in services have left students dissatisfied and uninterested. I believe a compressed calendar would be more caotic for students with longer

	days and juggling space for lab time. I do not think the district should incur any costs in the restructuring of semesters. This is not the time for major changes!
252	For activity classes (PE) fewer, longer classes would be physically difficult
253	Workload for students and faculty is compressed, but the number of hours in the day and week remain unchanged. Class start times will be confusing to students and faculty.
254	None at this time
255	That it is just another way for the college to save money at adjunct expense. If adjuncts read the FAQ they will see how the reduction of hours will inevitably reduce their pay yet again, while preserving full-timers pay and benefits. YOU ARE DRIVING A WEDGE FURTHER AND FURTHER BETWEEN PART-TIMERS AND FULLTIMERS.
256	That systems (databases) will not be able to convert current curriculum and schedule to the new calendar.
257	Generally, I favor it. Don't want to be forced to teach MWF, both for pedagogical and personal reasons.
258	No concerns. Let's do it.
259	Loss of reflection time in the semester for students. In math students often need time to warm up--get used to thinking math again, get over their anxiety.
260	I'd like to see summer break longer. That would benefit students taking difficult courses during the summer. Also, for those students working during the summer, it would help in terms of earnings for the school year.
261	the increased contact hours needed and use of facilities will mandate less sections taught.
262	Students would lose an option they now have.
263	Do it.
264	We in the Fine and Performing Arts have deep concerns about the proposed changes and their impact on skills-based courses, labs, and performing ensembles. At a recent Music Department meeting, the opposition to the proposed change was essentially unanimous (though no formal vote was taken).
265	My concern is this does not help the student learn or the teacher the ability to have time to get issues presented
266	Requires longer student attention span per class period. When listening to speeches, this could become an issue. Uncertainty as to whether, with longer class periods, instructors would need to include a "break."
267	The move to a compressed calander seems to be a response to faculty burn out. By taking the same work load and compressing it into a shorter time period, I believe we will exacerbate that problem rather than relieve it. Due to my Lab and Lecture load, I already teach more hours per day than faculty who teach just Lectures. As a result, I am already familiar with the feelings of stress associated with trying to cram more into each day. I can tell you that I do not enjoy "compressed day" and would not recommend a compressed calander to anyone. Faculty are asked to do a lot at this college and it does feel like I can not get this all done. That won't change with a compressed calander, only worsen. Perhaps this energy needs to be directed to address the root issue of work load and expectations. Arguments about student retention, performance and ability to get employment rely on data that shows a slim margin of improvement, rather than any significant gains. If we are really doing this to help students, there are many other actions that have been shown to have a much higher impact on retention, success etc.
268	none
269	reduced Pay
270	The impact on classified staff. The FAQ said we need to evaluate the impact ... on classified staff. Does this survey address this? How will this be evaluated? This is important!
271	Altering current course schedules for homeworks/assignments will require quite a bit of work. Will we have enough classrooms if classes are longer.
272	I don't want to have 3 "one hour" blocks for a class during the week.
273	Impact on developmental level learners. Impact on students working full time. Equitability among teaching and allied faculty.
274	None, I've never worked at a school before that had such long semesters, and I've worked in Georgia, Utah, and Texas. I also attended school in New York and Wisconsin, neither of which had such long semesters either.
275	None

276	I would not want the schedule to be set up in a way that MW classes had to be taught on MW&F.
277	None
278	<p>Impact on Skills-based Courses: Skills-based courses require that students have time to absorb the information, practice the skills and develop those skills. Compression of the calendar reduces the time-frame within which a student can develop skills successfully. Impact on Students With Lack of Basic Skills: More and more of our students are struggling with basic skills such as reading, writing, and information literacy. Logically assuming that this problem will increase in the years to come, if I must take the same course content and compress it into fewer weeks, I am faced with making one of two tough choices: Either I must cut course content, thus potentially compromising transferability and certainly requiring a substantial reevaluation of the curriculum OR I must increase the amount of reading/week and shorten the number of days for assignment preparation. This is already a serious problem at 18 weeks; unless we find other ways to positively address it, I cannot imagine what would happen at 16 weeks. Impact on Theatre Productions: Our production program is invaluable to our students' education and training. Until students have reached an advanced level of training and education (usually at the end of a 4-year program or graduate school), practical theatre training requires more time. In addition, there are only so many hours in a week for costume students to build costumes, scenery students to work on sets, and actors to learn lines, songs, and dances. All our students have other classes and often jobs; they cannot spend more hours in their lab classes than they are already spending. With compression, there aren't enough weeks to get the work done within both the educational schedule and the production schedule. Facilities and Scheduling: Our program requires specialized laboratory classrooms that are already impacted in regard to scheduling. In addition, we are not the only program using these facilities, thus requiring a complex scheduling process each year. Until additional discipline-specific laboratory space is obtained (highly unlikely in this current economic climate), this will continue to be an issue. If the calendar is compressed, there is no way the current production schedule can continue; therefore, we would likely have to cut a production from our season which, in turn, would have serious negative consequences for our students and our program. Scheduling and Curriculum: As long as we are held rigidly to the total number of instructional hours calculated by using the 17.5 weeks x # of instructional hours/week formula, compressing courses that meet for more than 3 hrs per week creates all sorts of scheduling problems. I often hear people saying that compressing to 16 weeks would only add "a few minutes" to each class meeting. For a class that meets 5 hours/week, it adds nearly a 1/2 hour/week (about 15 minutes/meeting). Doing so has the potential to wreak havoc on scheduling specialized laboratory space and scheduling faculty. It also has the potential to create a very confusing schedule college-wide with courses ending and starting at odd times making it very difficult for students to put schedules together. Unless the district is willing to sacrifice some apportionment (again, doubtful) so that programs like ours with longer class meetings already don't have to lengthen them even more, compression really creates problems. Longer Class Meetings Do Not Equal Same Amo</p>
279	It is a BAD idea.
280	<p>Theatre Arts will not have time to rehearse, build, and perform 5 shows a season (two fall shows, one crosses over semesters, and then two shows in the spring). This would substantially decrease our FTES and decrease Box Office revenue. It would also effect our outstanding reputation as training institution. Many of our classes are currently five hours (or longer). Adding more time to each day of classes that are already 2.5 hours twice a week does not help students learn our performing arts curriculum any quicker. They need gestation time and time to sew/build, create. We cannot build the shows any faster than we currently do in our lab classes. Our facilities are also severely impacted by a shorter semester. As it is, Theatre, Music, Dance, and Community Ed are all vying for space in the theatre. Each program must have end of the semester performances. These performances are the culmination of a semester worth of work. Our students learn skills in classes that they then apply to performance. We currently are backed up with events in Burbank right up to finals in the Fall and right up to the load in for SRT in the spring. There is no wiggle room in the schedule. A 16-week semester adversely effects pedagogy for technical classes that have a lab component by lengthening class time. Students will suffer from burn out in even longer classes each day, making it unsafe for many students to operate machinery or retain information. We need finals week to prepare the projects for our tech labs and tech courses with labs. These projects are based on Production needs for the spring shows. For costume construction many projects cannot be prepared until after the shows have been cast 2 weeks into the semester. Our Literature classes that read plays would need to cut the number of plays the students read and cover less content each semester. How does one give the students an overview of World Theatre History and Literature by reading even less plays? We are here to teach! We believe the students need MORE time in class, not LESS. We are concerned about a culture that promotes getting everything faster and with less work. The performing arts cannot survive in such a culture. As a department chair who receive 28-30% release time to run our department and our theatre company, I don't see how I could possibly get everything done if I have less time out of class each day and less weeks in the semester. How would I have time to attend mandatory meetings, serve on committees, and rewrite curriculum? Even more work would be transferred to summer.</p>
281	1) will require most instructors to revamp how they present a course; 2) whichever way the compression goes, breaks (Winter, Spring primarily) will become even more out of synch with schools (where SRJC employees may have children in attendance) in Santa Rosa/Sonoma County

282	No concerns. I'm all for a compressed calendar, as it works much better in my opinion
283	That my once a week courses will be forced out. That my life sciences classes will be shortened forcing us to leave out more aspects that I (& transfer institutions) feel are important
284	Impact on counseling services...how counselors schedule their time, will counselors really be available during a longer winter break? Not necessarily
285	none

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FINAL Compressed Cal Task Force Survey 2010

Results Overview



Date: 4/13/2010 10:59 AM PST

Responses: Completes

Filter: No filter applied

#	Response
26.	What do you see as the potential benefits of compressing the calendar at SRJC?
1	Spring break being eliminated seems to make sense, as it is an odd time off just as students are back in the rhythm of school after the winter break.
2	Increased retention rate and lower student burnout.
3	PDA Days and Flex Days can be held before the semester begins...less disruption to students and teaching. Also, there is room in the calendar to add a College Service Day prior to the start of the semester. This would help with Institutional needs like SLO's or Accreditation, for example.
4	Students (and teachers!) would not find the commitment to the semester so daunting. It would provide less time for "things to go wrong" that interfere with successful completion of the course/semester.
5	more breaks, less stress, more accomplished in less time
6	None, on balance
7	Faculty with little or no curriculum can draw pay for doing less.
8	More time off, lower facilities costs (perhaps), more calendar conformity (perhaps), better alignment with K-12 and CSC/CSU systems. On the negative side, however, I think the compressed calendar would hurt working students, who are already spread thin. We need to stop thinking of SRJC as a day-student/transfer institution and consider the needs of the MANY others who attend.
9	Greater student success, better facilities use, longer and more productive summer term.
10	As a student of another college on 16 week schedule we have longer class hours and shorter duration of length of time. I like having the additional time in between semesters.
11	Better immersion learning for students More intercession options
12	A compressed calendar will create opportunities to add more options for students (more summer options, intersession, Fridays, three-day-a-week classes) in a time when students' options are diminishing due to budget cuts.
13	It would provide additional non-instructional time for classified staff to catch up on projects and for instructors to prepare for classes.
14	Possibility of better matching public elementary and high schools. Winter session could increase opportunities for students.
15	Happier students
16	We would be forced to streamline some of our processes to ensure we are still providing students the need services within the allotted timeframe.
17	None
18	Respite for faculty, staff and students. More effective use of resources overall.
19	Calendar would better align with other colleges & universities
20	Better align with CSU system. Also, starting fall semester later will help SRJC students with children in k-12 schools manage their schedules. Presently, we start some of our courses one to two weeks late (right after the Labor Day holiday) to better accommodate parents and improve enrollments.
21	Longer breaks. That's it. Worth it? I don't think so. Energy Savings. There are potential energy and other cost savings if the campus can be closed for longer periods. Further energy savings could be achieved by closing the college altogether. Vending Machine Revenues. Since students and faculty will have less free time, their nutritional habits should decline, and they will rely increasingly on snacks from vending

	machines. This should result in increased revenue for the college, which could be used to help offset the increasing costs of health care.
22	More opportunities for intersession courses and also be more in-line with CSU and UC campuses.
23	More vacation time.
24	Potential cost savings in lighting, heat, classified staff salaries.
25	Proof elsewhere from other colleges that have benefitted from a compressed calendar. I think it focuses students more.
26	Students could have a longer summer in which to work and earn money towards their education expenses.
27	More time to earn a living when classes are not in session. Right now, as a part-time instructor, my schedule is spread out, making it more difficult to find work that is supplemental and absolutely necessary.
28	student retention
29	continuity in teaching, retention of material presented in class
30	Better for the students.
31	Based on experience at two other institutions, I see more focus and enthusiasm for learning, less tiredness, and an absence of "getting over the hump" as benefits. These elements increase learning and overall satisfaction for teacher and student.
32	This can include more flexible and effective use of facilities, perhaps even creative ways to save money; for example, not only might winter intersession classes be offered, the college may choose to rent out facilities to others either during winter or summer intersessions. Students and faculty could stay more focused and make more efficient use of their time.
33	teaching would be more effective, concentrated and all of us would use less gas to get to work!
34	More in step with other schools (I also teach at SSU).
35	more time to recover for next learning period
36	Less absenteeism; more intense learning; perhaps less stressed instructors
37	Ability to offer a winter intersession - could help students trying to finish degrees in time for fall transfer. Could also be an opportunity for faculty to get extra service contracts.
38	none
39	I think it would be great. I definitely see my students fade that last 2 weeks, hopefully that would improve with the new calendar. Also I like the idea of having 2 PDA days b/f each semester and one mandatory college service day b/f the semester starts. Having these 3 days b/f the semester will be a lot more doable with a shorter semester.
40	JC saves money? I'm not sure
41	In the PEDDA department, having more time per class for exercise and to cover lecture concepts in exercise science would be beneficial. College-wide, the increase in student success and retention. Reduction in student burn-out and drop out rates. More time to prepare and change coursework during winter session. More options for courses during the summer.
42	None for the nursing students
43	Intersessions and student retention.
44	Better retention.
45	Student energy levels and focus would be more consistent. Instructors, too, would be encouraged to more evenly pace their classes.
46	more rest/relaxation between semesters, more flexibility about class template (times/days)
47	Student attrition will drop, and faculty will feel less burned out. In addition, a possible winter intersession, when needed, would enable students to move through their program requirements more rapidly if they chose to. Short course earning fewer units also allow students with complicated lives more of a chance at completing a course and then moving on to the next course.
48	Many more opportunities for short-term classes of between one and three units.
49	Better student retention and success, better support of facilities and technology
	most of my colleagues agree that the semester is too long period; seems to offer diminishing returns after

50	about 16 weeks
51	Faculty time for renewal
52	Less burn-out (students and instructors)
53	Can add in other courses in the summer and winter breaks.
54	Better for studnets breaks would benifit Faculty
55	Aligning with the CSU and UC systems, the possibility of more prep time--especially before spring semester, student retention (18 weeks is such a long time for may of our students!), the possibility of scheduling classes that meet three or more times per week.
56	the long semester creates burnout for both the students and the teachers
57	I have felt all along that 18 weeks is inhumane. EVERYONE (students and faculty and staff) is totally exhausted by the last two weeks of class. The semester is just too long. No one can maintain their energy for such a long stretch. It's just too grueling, and it negatively impacts everyone's health.
58	higher student retention and success
59	More open facilities and better pedagogy overall; curricular innovation; ability to be more responsive for short courses
60	I feel it will be beneficial to students, staff and faculty (by offering more flexible options).
61	I would love for my classes to meet for longer periods each week, and would also welcome longer breaks.
62	If we copressed the calendar, we can save the electricity, student would have more time to study for finals, teachers would have more time to prepare for classes and crrect papers, and we as techs would have more time to work on projects and maintain equipments in the class rooms,and give us more flexibilities to do work.
63	Reduced job burnout!
64	More time for instructors to prepare for classes. Conform with other community colleges on 16 week schedule.
65	If it saves money so that I can work again, I'm all for it.
66	greater effencies of resource utilization
67	I totally support the calendar compression. I believe that the longer class time offers instructors an increased flexibility in curriculum presentation, the longer summer break and winter intercession offer time to reflect on the previous semester's work, evaluate material and both create and rework class lessons. The time away will also offer an opportunity for faculty educational enhancement and additional networking and travel. On another note, this change would be a time for rest, vacationing and restoration for all of us who are teaching faculty.
68	More similar to state college system, potential for winter and longer summer sessions and summer field trips.
69	None of any significance to the students. Lazy, uncaring teachers see longer breaks in their future for bumming around. Administrators see lower costs and will claim the compressed calendar constitutes a pay raise for faculty and will fight future cost of living raises using this as an excuse. (This has been done at all community colleges that have changed to compressed calendar at the next contract negotiations.)
70	I believe there would be increased retention and success for students.
71	Increased enrollment.
72	Longer holidays????? Aren't we supposed to be teachers?
73	None
74	The main one I see is students not being so worn out with the class.
75	Students prefer shorter to longer. Higher retention/success is claimed and may be possible. I would like to see the data and know where it came from and how long a period it covered. Often, changes produce improvements because everyone is excited by them, but long term differences are much different.
76	Student retention, motivation and faculty/staff motivation
77	Financial savings and more subject focused classes
78	I think it would be wonderful! I teach at SSU and love their compressed calendar.

79	none
80	Student retention Student focus during the term Benefit of extra minutes for 3-unit courses that meet twice a week More time for students and staff between summer session and regular terms
81	Student motivation. Student retention.
82	more time for students to work
83	It offers the opportunity for three equal length teaching opportunities.
84	More time between semesters get things done but with the possibility of more intersessions that advantage would disappear.
85	don't know
86	I don't see benefits from the teaching perspective. Perhaps from the admin perspective benefits are about the bottom line, saving money.
87	A longer winter intersession would be great, particularly if we can offer intersession classes for students.
88	Compressing the calendar could result in overall savings since not all buildings would need to be open on a continuous basis.
89	the creation of a valid winter intersession
90	We have a longer semester than UC and CSU schools. Clearly those institutions have implemented a compressed calendar and done just fine. There are numerous benefits including improved student retention, less scheduling issues for working students or people dealing with childcare issues, less money going to general facility use, ore prep time for teachers between semesters, etc...
91	I think students and faculty would be less drained at the end of the semester.
92	Provides motivation for students and faculty alike to move through their course material in a more time-efficient manner.
93	more energy for students and teachers--right now the semester seems SOOOO long and it really tends to drag
94	As a lab assistant, I see students really start to drag the last couple weeks of the normal semester. They never drag during summer school, which is, of course, accelerated. Compressing the semester would overall help students to stay more on task, just as studies of the matter appear to have shown.
95	Students more focused. Give students more time to register.
96	Primarily, it would let Fall start later.
97	Depends on which department;we may all want more time off (retention is better with class reductions anyhow so i do not see that as a big selling point) but is this what is BESY for ALL departments? it does not seem so right now.
98	I would like to have more time to prepare for the spring semester by having a longer winter break, and it seems to me that a compressed calendar would accomplish this.
99	All the reasons listed in "Reasons for Compressing the Semester Length" section of the Voter's Guide.
100	It's time for SRJC to embrace this change. It's better for students, faculty, and staff. Our colleagues at many other excellent colleges are enjoying a compressed calendar--because it works. Research shows students like it and do a little better. At a time when the economy is miserable, faculty have lost sabbaticals, and we're facing cuts to pay and benefits, this discussion is one of the bright spots. It gives us a chance to update and strengthen our schedule--and improve things in a tangible way--with no negative financial ramification. This is our opportunity and we should take it.
101	Flexible course offerings. Less student burn-out Less instructor burn-out
102	Compressing calendar allows for more intersession classes. It also allows for longer breaks and more time to get ready for the next semester.
103	more effective learning and retention - less burnout for both students and faculty
104	The students will have more time in the summer to take summer session or work to save money for the semester. We can save money by closing some offices for the summer break.
105	A longer vacation to relax.
106	Unique final offerings to meet the type of course being taught.

107	more faculty staff work time BUT MUST require it - not flex
108	Longer summer school. Instructors have more time off!
109	For students, shortening the semester will increase retention. Coupled with more frequent meetings/week, the 16 or 17 week semester will contribute to student success.
110	NONE
111	None
112	Cost savings, less staff resources needed when students aren't on campus. Ability to burn up PTO, VTO, MTO, VAC
113	None
114	None
115	An inter-session would benefits students
116	Well, I understand the points in the Voters' Guide, and some of them make quite a bit of sense. But for my classes, personally, the main benefit would be for me to have more time between semesters to restructure and update my classes.
117	The benefits are clear: I could ski more in the wintertime. Please note that I am saying this only to point out a possible motivation of some faculty. I personally am very much against a compressed calendar because of my reasoning in box 25.
118	Greater student presence on campus throughout the week. Possibly alleviates overcrowding of parking lots for students. More connection with students if we meet more frequently.
119	The main benefit would be more intensive instruction.
120	Students should focus better and avoid absences (except, of course, for good reason)
121	Students and teachers more focused.
122	More flexibility for students and instructors. many of our students also work and a compressed schedule could make it easier and more likely that the students would complete the courses they begin.
123	keeping my job
124	compressing the calendar encourages students to strengthen study habits - less time for procrastination, and gives staff time to catch up on back-logged work and prepare for the coming semester. faculty would be afforded the same advantage for preparing for the next semester. students could potentially have more time to meet with counselors. more administrative/faculty/staff prep time all around. students become active agents in their learning as this can encourage planning and strenghten study skills.
125	For students who are transferring they will be better prepared for the pace their classes will go at the university. Students can work during the breaks to earn money and hopefully not have to work so many hours during the school year.
126	None
127	Our semesters end at abnormally late dates. It would be nice to end them sooner. Closing the campus would save on utility bills. Although many of the arguments in favor of a compressed calendar make sense for many departments, I find them unconvincing when considering science and math students.
128	It would make it easier to plan the academic calendar, and allow more processing time for student services during winter break.
129	Better student delivery system, better student retention, more time to rest, recharge and prepare new materials for faculty.
130	None!
131	N/A
132	More opportunity to use inevitable (mandatory) time-off days in the near future
133	More time for prep and continuing education and less student burn-out
134	-less student burn out -less instructor burn out -more flexibility to offer short courses -increased potential to offer more/different courses during summer or winter intersession
135	None within the academic side of operation. Some for operational aspects of the facility.
136	More break time

137	- extended intersession breaks (more time to prepare for upcoming term) - more comparable to CSU/UC semester schedule - potential to offer winter intersession
138	students may have more sustained enthusiasm for learning if it is done in a shorter period of time.
139	As a former and sometimes current student, I can see the benefit of shortening semesters. I think students become exhausted by the end of 18 weeks. Also, the finals schedule being different from the normal class schedule is very confusing for some students. I like the idea of adding more short courses to the schedule as well.
140	In line with UC and CSU, the ability to provide growth during a winter intersession, time to attend events that don't impact instruction, more time to deal with administrative paperwork
141	I have heard it argued that students maintain motivation in a shorter semester. I'm not sure if that's true, however. If it is, that would certainly be a benefit.
142	Diminishing student and teacher fatigue.
143	Coordination with other schools' calendars. Easier family life, longer vacations.
144	cost savings
145	Many classified staff often work through Dec 24 with the current calendar format. The compressed calendar would increase flexibility for travel/holiday breaks.
146	Many. Less end of the semester burn-out for faculty and staff. Higher morale. Greater productivity. Longer breaks.
147	Winter intersession course offerings Longer campus closure during winter to save energy \$\$
148	Perhaps help the budget. Give students and faculty a longer break between fall and spring to recharge, prepare for the next term.
149	Having gone through college on the quarter system, I personally like a shorter semester. The quarter system helped keep me focused when I was going to college. Just personal, I guess.
150	It sounds more efficient.
151	better learning for the students time to rest for all between semesters
152	longer class and lab times for complex study subjects
153	1. I think it is hard for the students to stay focused for 18 weeks. 2. Provides more options for the college. 3. Can provide more preparation time between the fall and spring semesters. 4. Easier for people to use vacation, etc. 5. Cost saving from being able to close campus. 6. Easier for facilities operations to get major projects done without interrupting instruction.
154	Eliminate an instruction week during a week with a Monday holiday. These weeks already disrupt attempts to keep students in the same course but different sections moving at the same pace.
155	I like the current schedule and see several benefits for college staff (A&R, custodial), and students & faculty to have 1 less week; i'd love to get those very annoying PDA days out of the semester.
156	Not clear on the benefits but creating an additional week of time in everyone's lives seems valuable.
157	With reduced staff it's a benefit for people to be able to schedule vacations during the longer semester breaks.
158	None
159	A higher student retention. Also, possibly less teacher-burnout.
160	Longer winter intersession allowing more preparation time for faculty. Having been a student at a quarter system school and a semester system, I found the shorter sessions helped my focus and motivation as a student.
161	More focused classes; more in line with majority of text books I use
162	A much tidier way of running the schedule. More efficient use of the facilities
163	None.
164	1. a chance for a winter intersession/longer summer sessions 2. longer periods of prep between semesters for faculty, admin, staff, students 3. less fatigue for students/faculty/staff 4. better utilization of facilities 5. more flexible scheduling (times/days/freq) 6. better student retention 7. less conflict re: scheduling during finals week (if eliminated) 8. better correlation with UC/CSU system 9. higher morale

165	We would be more aligned with other institutions in the state. Going longer is not necessarily a guarantee to successful retention and transfer of material. The studies are inclusive of any difference.
166	This would put is in line with most four year colleges who have 15 or 16 week semesters. I feel that 18 weeks is just too long and students tend to get antsy near the end of the semester. I am guesing a shorter semester would also save the district money associated with maintenance operations for the two or four weeks the buildings would not be used.
167	I believe the studies that show student retention and success to increase in a compressed calendar to be true. My daughter is currently at UC Davis and has thrived in the quarter system
168	Not seeing any valuable benefits that make this labor-intensive, costly, bureaucratic directive worth the massive effort.
169	not starting classes in mid-August
170	cost savings
171	Better student focus, and thus improved retention and success. Our current calendar is too long.
172	Most of the benefits seem to for the convenience of faculty and students, but the one pedagogical benefit I see is the likelihood that lecture classes would more commonly meet 3 days per week rather 2.
173	Facilities might be able to get more done, if it is truly compressed.
174	Two summer sessions so students can graduate and accomplish academic goals quicker-if they choose to. A longer summer vacation period :-) (hey... just keepin' it real)
175	better student retention, less burn out for everyone, better alignment with K-12 schedules
176	I teach developmental courses and think our student retention would be higher.
177	Student retention
178	It would help retain my students, and the textbooks are designed for shorter semesters, so we wouldn't be stretching out the material all the time. Keep is shorter and fresher!
179	Less fluff, more quality time
180	Student and instructor focus; consistency with other colleges
181	cost savings--heating, air conditioning, maintenance, etc.
182	It could give faculty better options for offering classes in a format that best suits students needs and the course content.
183	I have observed that many students "peak" at about the 12th or 12th week of instruction. I think their performance would remain strong and outcomes could be reinforced if there was more momentum going into finals.
184	If the classrooms were vacant, we could close part or all of the building down to save on energy costs.
185	Less burn out. Allows for possible winter session. Allows for multiple summer sessions.
186	Extra time for labs would be helpful for field trips that require travel time and it would provide more time for students to engage students in lab/field experiments. With fewer, but longer class meetings, it would reduce the amount of total time lost during the start and stop of classe. So the actual time TEACHING might actually be greater under the compressed schedule Also, I think the whole campus would benefit from a longer winter intersession to help prepare for the Spring semester.
187	1) Potential resource savings during the two or four weeks of additional breaks. 2) The 18 week semester becomes an energy drain, as it seems to drag on interminably. The shorter semester could result in a more rested, energetic and efficient staff.
188	Financial savings for District. Possibly easier for students to discipline themselves and stay focused.
189	Help alleviate student burn-out.
190	potential longer intersession and summer classes
191	18 weeks is anachronistic in today's fast-paced 21st century society--the pace of life doesn't fit this old schedule.
192	Students were be more motivated and focused
193	Options for students, additional intersession FTES, later start in August.
	Long periods off for instructors. but instructors would be paid even less because they are working less hrs

194	and trying to cram similar amounts of information into a shorter period of time.
195	I did my master's in twelve week quarters. While it was stressful, I enjoyed working really hard and getting it done in a shorter timeframe. That's what I like about the proposed compression.
196	Winter intersessions for students. Increased offerings/sessions in summer. Longer summer break.
197	Cost saving for District. More efficient teaching in light of knowledge of compressed calendar.
198	none really.
199	More focused semester and hopefully students (and teachers) that are better able to maintain enthusiasm and hard work
200	Financial savings to District.
201	Students will focus better
202	Students tend to burn out over semester length. I've taught many courses in 6 and 8 week summer courses, and students did as well.
203	I believe that the perceived benefits are for the faculty, which is not where are focus should be.
204	None.
205	None for our Health Sciences certificate program.
206	The possibility of offering courses during the intersessions.
207	The benefits were put in the voter's guide in abundance. In fact, it appears like the voter guide is one-sided. Those who created it were in favor of compressing the calendar.
208	Offer intersession classes and longer summer classes.
209	More efficient use of the instructor's time. Greater ability to offer additional classes during the college's down time.
210	None--except that instructors who would rather not be in the classroom will be happier.
211	Those listed in the voter-guide are valid. Would Classified work longer during days here?
212	None
213	Longer winter breaks and possible intersessions during winter break and between spring semester and summer session
214	see #9
215	longer breaks, student success, reduced stress for faculty and staff
216	It seems to me being able to offer a viable winter intercession at some point positions us to be more competitive and to better serve student needs. The extra time for faculty to prepare for spring courses would me marvelous (and much more realistic, I think) and to be able to better replenish themselves for the demands of 150+ new students is unmeasurable and key.
217	While I am not necessarily in favor of a compressed calendar I am in favor of eliminating spring break and lengthening winter break by a week.
218	> We could avoid breaking up the semester by removing Flex days and starting after MLK day. > We have the opportunity to redo finals week to make it easier for students to attend by staying with the regular schedule. > We could eliminate the disruption of Spring Break. > We could avoid having the Fall Semester end within a few days of Christmas. > A longer winter break would make it easier to prepare for the spring semester.
219	Ability to offer longer intersessions.
220	absolutely none. reducing the number of students who successfully complete courses. (being sarcastic here..)
221	Longer summer session and easier travel at Christmas (not last minute)!
222	Longer breaks. But if the breaks are just filled up with intersession - then the positive is cancelled out in my view.
223	1. It would be good for PDA Day and Flex Days to be scheduled before the semester begins. 2. Adding a College Service Day before the semester would also be helpful. 3. With longer breaks between semesters, Classified Staff might have a chance to catch up without having Faculty around creating more work for us.

224	Increased student focus, better retention of students, potential for better use of facilities, longer breaks allow for optimal class prep, more time to rest.
225	A possibly longer summer session.
226	I like the idea of being able to schedule finals during the last couple of class sessions. It would be nice to have a longer break. It should save money for the college.
227	Higher student retention.
228	Better alignment with uc and csu benefits not only students but also adjuncts who work at both the jc and one of the 4 year schools.
229	Everything! Most importantly, students can sustain their energy and attention. I think compressing the calendar could help increase retention. Faculty will also be able to sustain their energy.
230	A longer winter break would allow more prep time for instructors.
231	I like the idea of being able to see a greater selection of classes available during a longer summer session.
232	I believe that with a compressed calendar we would experience better student retention and acquisition of skills. More time between semesters would allow faculty to revise courses and develop new teaching materials. It would reduce the "burnout" faculty and students seem to experience now with the 18 week schedule.
233	Greater flexibility in scheduling and course offerings. Longer summer session or sessions. Better for students work schedules in the summer and winter. Longer class sessions favor the PE discipline.
234	Students and instructors seem to be 'done' after about the 14th week - too weary.
235	Longer breaks.
236	better student retention less fatigue for both faculty and students
237	I reluctantly will say that personally, it might be more pleasurable. But I am not willing to sacrifice what I see as the detriments to my students.
238	Increased productivity and effectiveness. Less burn out. Improved student success !!
239	No benefits of compressing the calendar Faculty have more time off
240	Students seem to shut off after about 15 weeks, so they are likely to benefit
241	Longer summer sessions could allow a student to be "full-time" for Summer Session with 12 units. Beginning in 2010-2011 academic year, Pell Grants (Financial Aid) can be paid year-round, but Summer Session must have 12 units as full time, not six as it is now.
242	I wish we were on the quarter system!!! Too much information for too long a time is too much for everyone. Please consider a quarter system!!!
243	It's more efficient in terms of services being provided - custodial, heating and cooling, facilities issues, AAs being able to catch up on critical accounting without constant student/instructor interruptions, etc.
244	Students not so dragged-out tired near the end. Opportunity for students to have more time for working at jobs.
245	save money
246	There will be more time for breaks to complete workload during high peak seasons, i.e., end of semester, summer.
247	Better use of facilities and better classroom time
248	This benefits have not been fully disclosed and we may be risking student learning outcome.
249	I guess it's about saving money on staff and use of facility
250	Students will remain more focused.
251	More time off.
252	Longer class periods would be nice, especially for the three-unit classes.
253	Students more focused. Ability to keep them on track. Less apathy and more energy for the semester.
254	Instituting a Fall Break and starting each semester a bit later
	Starting spring semester later so there are fewer holidays that affect Monday classes. It is disruptive to short

255	classes taught on Mondays when there are two holidays and spring break. I would think there might be fewer scheduling issues for classes. The opportunity to get rid of finals week.
256	More intense focus on the tasks to be done. Burnout will decrease.
257	- maintain student and instructor motivation over the course of the semester - potential intersession during winter break - longer winter break - more time to prepare for spring classes
258	Accreditation told us that our square footage is underutilized on Fridays. Compressing the calendar will surely help to alleviate that issue. I attend a university that is on a 15-week schedule. Class meetings are longer and the intensity is higher, but I appreciate the pace because it feels more efficient, and also affords longer breaks between terms, which I like very much.
259	Shorter semesters more closely align with UC and CSU formats Floating PDA days could be moved to the days before the semester begins, reducing disruption to instruction
260	Overall more student retention
261	None for a technical program with a heavy burden of state and industry mandated curriculum requirements.
262	A lower burnout rate for instructors and students. With more downtime between semesters there is more time to recover and plan.
263	Economic savings of being able to shut down services, buildings, etc for an extra month per year. More time for students to work full time to make money and survive. Consistency with other colleges around the state.
264	In my opinion, the potential benefits do not outweigh the current template.
265	longer vacations for staff - more opportunities for intersessions
266	Yes, there are many. I think most instructors would be in favor of a shorter semester, BUT surely not at the further cost to adjuncts, who are again having their wages cut if the project proceeds as described. Your example of adding only 5 minutes per 1 1/2 hour class reduced to semester to 50.67 hours, even more than 52.5
267	Simultaneous planned campus closures. Not sure what the benefits for the students would be.
268	Sustained energy and focus of both students and me (teacher) with compressed calendar. Currently, energy and motivation seem to dissipate during last two weeks of semester, making it harder to keep students engaged and to use the time productively.
269	Student retention would increase some.
270	Longer vacations. (Is that a good thing?)
271	One would like to think that it would lead to more focused teaching and learning. Since it would mandate using Fridays, I think it would be beneficial in English for remedial classes. Finally, the only reason we have the schedule that we have is because at an earlier time many community colleges began in local high school facilities and coordinated their schedules to the K-12 schedule. The UC's and CSU's have, to my knowledge, never taught 18+ week semesters.
272	Increased student retention and increased instructor focus!
273	Greater ease, better flow.
274	I don't see any benefits to my department or program, only downsides. As another example, booking performances into Burbank and Newman auditorium is already problematic - compressing the calendar would only exacerbate this problem.
275	None what so ever. Somebody is thinking too hard and has not been in the class room (ever or lately)
276	Possibility of greater student retention.
277	more efficient use of resources
278	classes lose momentum with spring break. Most classes can be done quite efficiently in 15-16 wks. and students are truly exhausted at the end of the current sched.
279	I see none.
280	The semester does seem long. If we could have two 6-wk "summer" type sessions (both summer or winter and summer); that might help a lot of students.
281	Providing intersession classes, lengthening summer session.
282	We can offer classes during winter break. It gives students a jump on employment opportunities.

283	I see less burn-out for both teachers and students, who with a "compressed" (read "normal") semester could work more diligently and effectively within a 16-week semester.
284	More time to prepare for classes during intersessions. More time to rest, travel, etc.
285	Greater continuity particularly in Spring. Closer to university schedules
286	Matching up with 4-year colleges, better use of staff and faculty time and resources.
287	As a faculty member, having the potential for more preparation time both before and after semesters would be wonderful. A longer span of time between semesters would allow student services such as Admissions and Records to do their work in preparation for the next session. Since we have two programs during the course of a year, compressing the calendar would allow more transitional time between the school-year and summer programs.
288	The only benefits are for those who want longer vacation times.
289	Well, faculty would get more time off. Students could work more.
290	1) not having to re-gear up a semester's momentum 2) creating the potential for better student retention, both of material and of attendance
291	Better pacing for faculty who are in this line of work for the long-term. More opportunity to rest during vacation as well as to revise courses.
292	frankly, just more vacation/preparation time
293	Student retention would increase. Student attention would increase. Students can work during a longer summer earning more money for school. Saves money.

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FINAL Compressed Cal Task Force Survey 2010

Results Overview



Date: 4/13/2010 11:00 AM PST

Responses: Completes

Filter: No filter applied

28. Please use this space to write any additional comments you have regarding compressed calendar scheduling.

#	Response
1	Who does compression directly benefit the most? Is it egalitarian in nature or does it favor those at the higher ends of the caste system at SRJC? Is it best for students and our overall College pedagogy?
2	Predominantly teaching online, I can be very flexible.
3	I am in full support of this concept and will do whatever I can to make this a positive change for our students and our District.
4	I am very opposed to the compressed calendar proposal. Our job is not to show up, dump information on students as quickly as possible, and then go back to our default mode, summer break. Our quality of life, as well as that of our students, will be better if we can teach at a reasonable pace and enjoy our breaks in turn, even if they are a few weeks shorter per year than they could be. We already have exceptional quantities of time off, and should not be greedy for more.
5	The compressed calendar idea seems to me to be prioritizing efficiency over effectiveness. People are not widgets to be processed and delivered on ever increasing measures of productivity. Learning is not manufacturing and thus to use corporate-model reasoning in higher education is a big mistake. People are people and they learn and have always learned in fundamentally the same ways. We are never going to change that despite whatever systematic changes we may try. Higher education has evolved over centuries and given the track record in the sciences in the United States and Europe, it has done quite well as it is. SRJC has a proud tradition and one of the best science programs among Junior colleges in the state. To truncate the semester is to threaten to dismantle a long established and proven educational model. Why put all this at risk?
6	If our program could stay on a regular calendar, or complete some courses in intersession, it would take a lot of the sting out of living w/ a compressed calendar.
7	Thank you Mary, and others on this committee for taking the time and energy to move us in a new direction. It is never easy to change an entrenched system, no matter how logical and positive the result. I encourage you to make great decisions based upon reason rather than politics.
8	I do not see the economic benefit for the college, as we will not be likely to add winter sessions due to budgetary constraints. Also, I don't see this as pedagogically sound for all disciplines, yet is being treated as a one size fits all. Currently, faculty have the option of teaching classes in shorter formats if they wish. But, if the calendar compresses, faculty would not have the option of teaching in an extended format.
9	I'm a big fan of the compressed calendar because in my experience, it works.
10	We need to get in sync with schools in Sonoma Co. as well as colleges throughout the state. Is there some body at the county and state levels concerned with this that SRJC can connect with? I'm also wondering if there's any "workforce" data for the county that could help to inform SRJC's decision.
11	I am in favor of a compressed calendar; however adjunct pay would be a concern with less teaching days.
12	expansion of short courses availability is good!
13	Previous institution had a 15 week semester with week 16 being reserved for final exams. Compressed winter and summer I/summer II semesters were each 4 weeks long. SRJC's semester pace feels slow, though I'm sure that is beneficial to some students.
14	17 weeks could be livable, but 16 weeks would increase my stress.
15	This is a great idea!!!! Go for it!
16	I'm amazed SRJC hasn't already done this. Those who argue against a shorter semester ought to see what their counter-parts are doing at other JC and Universities.

17	I am in favor of either 16 or 17 weeks but strongly favor a 16 week semester.
18	My first choice would be 16 weeks, but even 17 weeks would be better than 18.
19	It seems to me a shorting of only 1-2 weeks is hardly worth our while, due to the logistical and cultural changes-- as well as computer programming-- that such a modification will entail. Why not look at a 14-16 week format, at minimum? Also, we should take this opportunity to review method of expressing teaching hours-- these should be calculated as units, not hours and minutes, as they are for every other CCC!!
20	All the research I read shows better student success, retention and persistence. Better use of summer session could shorten pathways for completion of certificate and degree programs but including courses on a rotational basis in the "third" semester.
21	Thank you for looking into this. I personally think a shorter semester would be a very welcome change, but I appreciate the care with which the change is being contemplated.
22	I think it is good for us as an institution to consider different options in order to efficiently accomodate what is best for our students.
23	I am in total support of this change and encourage the entire campus community to support it!
24	How can we cram the same material for transferability into 1 or 2 week shorter semester?
25	I think it is a truly awful idea as far as the Life sciences are concerned. I think it will negatively impact the excellent quality of science education at SRJC
26	This respondent is against compression.
27	While I personally would not be affected adversely (unless it mean that night classes would be more than the current once a week -- which no date is given on) I know there are concerns with the production schedule of students being able to finish a production and still have recovery time for getting ready for finals. I know that some of these students have expressed strongly that they do not favor the change. Knowing that, for the greater good, I would vote for no change.
28	As a student, I did not like the long semester but I was not working much and I think the longer semester works well for many of our students with family and work obligations. For this reason, I think that it should remain the same or be shortened by one week only.
29	I am open to change, but if the committee recommends change, I want to see a strong campaign to demonstrate why it should occur and the benefits we believe we will see. This should include hard data that is clearly documented.
30	If the fiscal years end would not have such an impact on improvements to the classrooms then either calendar would work better.
31	none
32	If people are pushing for a compressed calendar to improve retention and reduce student fatigue, I believe the quarter system is a much better choice.
33	I am classified staff and relatively new. I did read the tutorial, but I don't completely understand all the implications, not to mention history, of all this.
34	I'm very much in favor of a compressed calendar, either for 16 or 17 weeks. It will help students to stay more focused, and will allow, speaking for myself, classified staff more flexibility in "catch-up" time. In addition, the finals week schedule as it stands right now has traditionally been a confusing mess for some.
35	This last Fall, I had only 16 class sessions on Wednesday nights. What happened to the 18 weeks? Would I get even fewer sessions if we compressed?
36	Starting the spring semester after MLK day would be beneficial for students as would having PDA at a time when it won't impact instructional days. Many students complain that MLK, PDA, then the Presidents holidays in February is too much time away from class.
37	Thank you! I went to a school that had four quarters. I have also worked at a school that has four quarters. A compressed calendar gives you more instruction in a short period and less b.s.
38	Is something broken that needs to be fixed? Is this another example of dumbing down? Most of our students do not transfer to four year colleges so that benefit affects a small population. This smacks of educational change for the sake of educational change.
39	Why not do trimesters or quarters? Quarters are the best for retention rate.
40	I know how long such changes take, and unfortunately (for me) I'll probably be retired before they happen. But I do believe that a compressed calendar with an altered template is a great idea & I sincerely hope the majority of my colleagues agree.

41	LEAVE THE DAM THING ALONE
42	Remember: If we include a winter intersession, the department chairs' pay needs to be increased. This should be included in any negotiations. I'm speaking as a past department chair who never plans on doing that job again!
43	Again, I feel we need to poll a sampling of students to assess the potential impact locally.
44	Does the present schedule not work well? Would a compressed schedule work much better for student success?
45	Please consult with the staff that will be most impacted by the compressed calendar before finalizing anything!
46	I love the idea of compressing. It is long overdue in my view.
47	Reducing the calendar to 16 weeks will be well worthwhile. Once the change has been made the nay-sayers will eventually confess that we were all nuts not to do this sooner.
48	We seem headed to a quarter system, why not take the plunge?
49	I am in favor of 17 weeks, am radically opposed to 16 weeks.
50	If the students like it and the faculty are in favor of compressing the calendar I am all for it. To make it possible for students to work I would like Fridays to remain light. It's more realistic to find part time work that continues over time.
51	16 weeks would be ideal--something between a quarter system (10 weeks) and 18-week system, which in my direct experience, are too short on one hand, and too long on the other.
52	Once again, Classified will have the same work calendar while Faculty get a break. I don't think it'll benefit the students, just simply the Faculty.
53	I prefer the 16 week model, but 17 weeks would be OK, too!
54	Personally, I would prefer the quarter system. Faculty become very efficient with the material delivery.
55	Again, I would only be in favor of a condensed semester as long as the condensed semester did not adversely affect programs. In the case of forensics, again, beginning the semester in February would be disastrous thus I would not support a condensed schedule unless the spring semester began in mid January as it does now.
56	Although logistically this is a challenging proposition for scheduling, facilities and work calendars, I think in the long run a compressed calendar will be advantageous for SRJC to align with other colleges and universities in California
57	Thank you to the committee for all of your hard work in exploring this as a possibility-- even if it does not come to fruition.
58	With change comes new opportunities to examine how we can do things better.
59	Thanks for your efforts and interest in examining new possibilities. Change can be a positive thing. It keeps us from stagnating.
60	I'd like 16 weeks with no finals week (last class session is final exam).
61	A compressed calendar has proven to benefit student success....we should follow
62	I would only be in favor of a 17 week calendar if there were some way to allow for the OB/peds 8 week course to have their core week done PRIOR to coming to 8 week portion.
63	PLease make the drop date earlier
64	Make certain that winter break is longer so students and faculty can have holidays and enough time to re-group for spring semester.
65	I have yet to meet an instructor in Math, physics, or engineering who prefers a compressed calendar. I do not believe we do students any favor by compressing the calendar. If we are going to play this game, why not just switch to the quarter system?
66	If the board decides to go forward with compressed scheduling, please also consider a variance plan for those certificate programs which must meet state requirements for accreditation. Thank you.
67	Keep 18 weeks, go back to a 5-day week.
	If part of the program can be compressed, great. What chance is there for keeping some on the longer 18 weeks, and some on the compressed? I can see where departments like English, or other cerebral disciplines

68	would benefit greatly, but can't see some like biology, nursing, and music as working well on it. Support services - labs - would need to be here for them too.
69	It would be possible to keep the schedules the same, but add a certain number of minutes to each class hour. This can be achieved by eliminating the 4:30 - 5:30 "dead space" in the daily calendar.
70	I would prefer 16 weeks if we are going to change it. This makes the most sense because it frees up the most time. If we have to redesign our courses anyway, why not have the gain be more noticeable? However, I would vote for 17 weeks rather than no change! :)
71	i do not understand why we are taking time and money to consider this. the students, as far as i know , have not complained about NOT wanting a spring break, or wanting to finish the semester faster. I question the data that exists for shortening the semester... is there departmental specific feedback? I can't imagine the hard sciences preferring the set up. Some of the labs would have to be excluded if there is only an addition of a few minutes to each class and a deletion of 1-2 weeks.... we just couldnt cover the necessary curriculum...
72	I think I've made my comments. But again, it would have been helpful to have actual examples of class lengths. For example - if you now teach a T/Th 1 hr 20 minute class - with a 17 week schedule this _____ would be the class length. With a 16 week schedule this _____ would be the class length. If you currently teach a 7 to 10 pm class (really 7 to 9:45 with a 15 minute break) that class would now be this _____ length.
73	I know that my comments concerning Classified Staff in #10 and #11 contradict each other but, I am open to change.
74	Thank you for the clear presentation of the issues and collaborative approach.
75	I am of mixed feelings. Who will benefit most from the compressed calendar, how will they benefit? If this change is primarily for increased income, is it really worth it? Is our focus to primarily train people for the workforce? Are we here to help create a literate, critically thinking populace who can vote, make decisions in an intelligent and deliberate manner? So many questions to be considered.
76	THANK YOU to everyone working on this project. It's time for a change, and you are helping to make it happen!
77	How many educational compromises are we willing to make because neither we, nor our elected officials are willing to stand up and say we all need to pay for our future. Raise the taxes necessary to fund an excellent education for our students. A compressed calendar is simply a cheap, smoke and mirrors way out. If we are dedicated to an excellent education, I believe the compressed calendar is hypocritical. We need to teach more, not less.
78	We will all benefit. Give people their lives back.
79	We currently are not utilizing our facilities due largely to the major reduction of Friday classes, we are paying on buildings we are not using. A compressed calendar will only increase this waste.
80	I believe 16 weeks is enough time for most classes; after that attention spans dive exponentially (at least mine does). We can get more students meeting their graduation requirements sooner. And we could offer a year-round class schedule.
81	QUARTER SYSTEM!!!
82	Thank you for being inclusive with your communications to the college community.
83	Is this change in response to the budget cuts? If so, Are we considering this move consulting other schools that have implemented this system? Do we have that information at hand to share with others?
84	I can't see any good reason not to do it. Only good reasons to do it.
85	One thing that will be increasingly important if a compressed calendar is adopted is instructional and lab assistant coverage in classes. Students will have more to do in less time and these assistants are worth more to the students than I can adequately express in words.
86	Any option that would extend the required class time would be a true disaster for the program. Eliminating finals week (but not extending the class length on a weekly basis) would not have a large impact.
87	Let's do it NOW.
88	I am curious about one arguement to add Fridays to the teaching schedule. Why did the SRJC eliminate/reduce Friday classes in the first place?
89	If we could have more flex days to make up for the fewer class days, it could work, since we would be shifting workload hours instead of compressing them.
	NO, I am not in favor if I'm going to lose another 4.5 hours of pay--over \$400. Nor do I think other adjuncts

90	will be once they realize what is happening. Would this not affect STNCs and other Classifieds who work less than 40 hours per week?
91	Will we have enough rooms and facilities available to hold more classes?
92	It'll take some adjusting, but any change does.
93	I hope to be retired (and not teaching adjunct) before this happens. As a student and teacher, I have never liked very short sessions--I was just getting warmed up and things were over. I think too short, short changes reflection time for students. IF this happens I vote for Fall 2013.
94	I voted above for 16 weeks, however if not 16 weeks, 17 would be next priority, not just keeping it the same.
95	I am deeply disappointed in the website and "voters guide" regarding the compressed Calendar Survey, as they strike me as deeply biased. All of the language in both documents is heavily skewed in favor of compressing the calendar. Also - why is this being proposed now? In the middle of an epic budget crisis? Hasn't SRJC been through enough turmoil lately without piling on another massive "re-engineering"? All discussion of this should be put on hold until the budget crisis is resolved and everything calms down a bit.
96	Passing time between classes should be extended to 15 minutes, not left the same and certainly not shortened.
97	For the "Reason for Lengthening Winter Break", the voting guide assumes that there will not be a Winter Intersession therefore incorrectly stating that 1) Classified support staff would have more time... and 2) ... more time for facilities maintenance between semesters. These reasons are incorrect if there is a Winter Intersession and should have been noted with "Assuming no Winter Intersession."
98	Regular class schedule for Finals week. Finals could be given last 1 or 2 class meetings.
99	I would be in favor as long as I am not forced to teach 1 hour lecture sections (I prefer the 1.5 hr blocks)
100	How did the semesters ever get this long in California? What is the argument for them?
101	Regarding my answer to #27, until we as a district can address the many concerns I've raised in #25, I cannot "vote" for a change. However, should positive solutions to those same concerns be found, I would support a reduction to 17 weeks as long as Finals week was a regular instruction week. This compression would still cause significant problems for our program, but could be a good compromise considering the many serious issues our school and state are facing in the years ahead.
102	I believe that all of the reasons and studies given are selected specifically to justify a longer vacation for certain individuals. I have content in my courses that takes time to assimilate. Further compression of the calendar would be detrimental to understanding.
103	If we had to make a shorter semester work, Theatre Arts would vote for 17 weeks. But we prefer NO CHANGE.
104	There are so many other big changes occurring within the college now, I do not wish to see another big change added to the mix.
105	I teach a full semester 3.0 unit course over a 14-week period and students love it!!!