

**CLASS SCHEDULING
SATISFACTION SURVEY
STUDENT AND FACULTY REASSESSMENT**

Office of Institutional Effectiveness

Spring 2001



Palm Beach Community College

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Patrice M. Lancey, Ph.D., Senior Research Analyst
Hui-Min Wen, Ph.D., Senior research Analyst
Jeff Nowak, Research Analyst
Sandra Livingston, Administrative Assistant

Report prepared by:
Patrice M. Lancey, Ph.D.

EXECUTIVE SUMMARY

Palm Beach Community College conducted this survey to reassess student and faculty satisfaction with the four-day class schedule format. A change in class scheduling was implemented in Spring 2001 following a student needs assessment. The management plan called for a reassessment after implementation. This report is based on a total of 513 student respondents and a total of 101 faculty respondents.

Overall, the results indicate that a majority of students and faculty have a high level of preference for and satisfaction with the four-day class schedule format. Major findings of the student and faculty surveys are summarized below:

Students

- *Students prefer the morning block.* Sixty percent of respondents preferred to schedule their classes in the morning. Twenty-two percent prefer the evening, while only about 12 % of these respondents prefer to schedule their classes in the afternoon.
- *Almost two-thirds (63%) of the respondents had never taken a five-day format class at PBCC, while 36% had experience with this scheduling format*
- *A large majority of students prefer the four-day class schedule format.* Approximately 79% of the respondents (N=403) preferred the four-day schedule. Only 10% said they preferred the five-day schedule and 10% had no preference.
- *Students expressed a high level of satisfaction with the four-day class schedule.* Nearly 70% of respondents described their level of satisfaction as a 5 or 4, using a scale from 5 – 1 where 5 is very satisfied and 1 is very dissatisfied. An additional 21% rated their satisfaction level as average. Dissatisfaction among students with the four-day schedule was negligible. Only 7% of respondents (N= 34) expressed dissatisfaction with the schedule.
- *The time a class is offered is the most important variable for a majority of students, when selecting classes.* Nearly 63% consider time of classes exclusively in their decision. A minority (21%) selected classes primarily by instructor. Six percent said that class requirements were their major consideration, while location was rated most important by 3%, and cost by 2%. Five percent of respondents rated more than one factor as important.

Faculty

- *A large majority of the faculty respondents (77%) taught under the five-day format.*
- *Nearly all the faculty respondents (87%) prefer the four-day format class schedule. About 6% (N=6) had no preference, while only 6% (N= 5) preferred the five-day format.*
- *Satisfaction ratings for the four-day class schedule are high; 77% of the faculty are very satisfied or satisfied, while an additional 9% expressed “average” satisfaction. Only about 10% (N = 10) of faculty expressed dissatisfaction with the four-day schedule format.*

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INTRODUCTION

Palm Beach Community College conducted this survey to reassess student and faculty satisfaction with the four-day class schedule format. A change in class scheduling was implemented in Spring 2001 following a student needs assessment. The management plan called for a reassessment after implementation.

METHODOLOGY

The project was designed through the joint efforts of the Vice President of Academic Affairs and the Office of Institutional Effectiveness. Students and faculty were included as respondents. Copies of the survey instruments appear in Appendix A. A proportional stratified random sample of classes was drawn from Spring 2001 credit classes to form the student sample. Approximately 1000 surveys were distributed in class to students attending credit classes during the third week of April 2001. Faculty surveys were administered on-line. The Vice President of Academic Affairs asked for participation in an "all user" e-mail to College faculty. The faculty on-line data collection period was April 23, 2001 to April 30, 2001. This report is based on a total of 513 student respondents and a total of 101 faculty respondents.

ORGANIZATION OF REPORT

Results are first presented for the student sample. A summary of the student characteristics is presented. Findings are then given for the entire student sample and for different student groups. Quantitative results of the faculty survey are then summarized. These results are followed by the open-ended comments given by faculty

RESULTS OF STUDENT SURVEY

Description of the Student Sample

Table 1 to Table 9 present information about the student survey respondents such as the degree they are seeking, campus locations they have attended, the primary campus location they attend, the number of courses taken in the Spring 2001 semester, hours worked for pay per week, and their perception of the flexibility of their work schedule.

Table 1. Degree/Certificate student is seeking from PBCC - Ninety-one percent of the student respondents are seeking an AA or AS degree; 66% are seeking AA degrees, and nearly 25% are seeking AS degrees. A small number of respondents are seeking AAS or certificates. Only 6% are non-degree/non-certificate seeking students.

Degree/Certificate

		Frequency	Percent
Valid	Missing	10	2.0
	AA	337	65.7
	AS	125	24.4
	AAS	9	1.8
	Certificate	3	.6
	Non-degree/non-certificate seeking	29	5.7
	Total	513	100.0

Tables 2-6. PBCC locations where students have attended classes – Many respondents attend classes in multiple locations. Tables 2-6 present **duplicated headcounts** of the number and percent of respondents who have ever attended classes at each location. Six-five percent of respondents attended classes at Lake Worth, 32% attended at Boca Raton, 24% attended at Palm Beach Gardens, nearly 3% at Belle Glade and 2% attend at another location.

Attended Classes - Lake Worth

		Frequency	Percent
Valid	No	178	34.7
	Yes	335	65.3
	Total	513	100.0

Attended Classes - Boca Raton

		Frequency	Percent
Valid	No	347	67.6
	Yes	166	32.4
	Total	513	100.0

Attended Classes - Palm Beach Gardens

		Frequency	Percent
Valid	No	392	76.4
	Yes	121	23.6
	Total	513	100.0

Attended Classes - Belle Glade

		Frequency	Percent
Valid	No	500	97.5
	Yes	13	2.5
	Total	513	100.0

Attended classes - Other Location

		Frequency	Percent
Valid	No	505	98.4
	Yes	8	1.6
	Total	513	100.0

Table 7. Primary PBCC location attended by respondents - Table 7 shows the **unduplicated count** of the PBCC location attended by respondents. Seventy-seven percent of respondents attended one location exclusively as follows: 43% Lake Worth, 10% Palm Beach Gardens, 2% Belle Glade, and 22% Boca Raton. Multiple locations are attended by 23% of the respondents.

PRIMARY LOCATION ATTENDED

	Frequency	Percent
Multi	119	23.2
LW	221	43.1
PBG	52	10.1
BG	10	1.9
BR	111	21.6
Total	513	100.0

Table 8. Number of courses respondents are taking in Spring 2001 – About 54% of student respondents are taking 3-4 courses, while 27% are taking 1 –2. Approximately 16% are taking 5-6 courses, while only 2% are in more than 6 classes.

Of Courses Spring 2001

		Frequency	Percent
Valid	1-2	139	27.1
	3-4	276	53.8
	5-6	83	16.2
	More than 6	11	2.1
	Total	509	99.2
Missing	System	4	.8
Total		513	100.0

Table 9. Number of hours respondents work per week – Nearly 88% of the student respondents work for pay. Almost 30% work between 31-40 hours per week, while an additional 24% work between 21-30 hours per week. Nearly 19% work more than 40 hours per week. About 11% work 11-20 hours per week and 4% work 10 hours or less.

Hours Work Per Week

		Frequency	Percent	Valid Percent
Valid	Do not work	63	12.3	12.5
	10 hours or less	19	3.7	3.8
	11-20 hours	54	10.5	10.7
	21-30 hours	123	24.0	24.4
	31-40 hours	149	29.0	29.6
	Over 40 hours	96	18.7	19.0
	Total	504	98.2	100.0
Missing	System	9	1.8	
Total		513	100.0	

Table 10. Work schedule flexible? – Of the student respondents who work, 61% describe their work schedule as flexible, while 39% do not have flexible schedules.

Work Schedule Flexible

		Frequency	Percent	Valid Percent
Valid	Yes	270	52.6	61.2
	No	171	33.3	38.8
	Total	441	86.0	100.0
Missing	System	72	14.0	
Total		513	100.0	

Class Schedule Results – All Student Respondents

This section presents results related to student scheduling preferences to include time block and format, experience with the five-day schedule format, satisfaction with the four-day schedule format, and factors students consider when selecting classes.

Table 11. Time block preferred for class scheduling – Sixty percent of respondents preferred to schedule their classes in the morning. Twenty-two percent prefer the evening, while only about 12 % of these respondents prefer to schedule their classes in the afternoon. A very small number of respondents (nearly 2%) showed a preference for the weekend.

TIME BLOCK PREFERENCE

	Frequency	Percent
Missing	24	4.7
Morning	309	60.2
Afternoon	60	11.7
Evening	112	21.8
Weekend	8	1.6
Total	513	100.0

Table 12. Ever take a Schedule A – Five-Day Format class at PBCC – Sixty-three percent of the student respondents had never taken a five-day format class at PBCC, while 36% had experience with this scheduling format.

Ever Take Schedule A - Five Day Format Class

		Frequency	Percent
Valid	Missing	5	1.0
	Yes	185	36.1
	No	323	63.0
	Total	513	100.0

Table 13. Class Schedule Format Preference Four-Day vs. Five-Day – A large majority of students prefer the four-day class schedule format. Approximately 79% of the respondents (N=403) preferred the four-day schedule. Only 10% said they preferred the five-day schedule and 10% had no preference.

Class Schedule Preference Four Day vs. Five Day Format

		Frequency	Percent
Valid	Schedule A - Five Day Format	53	10.3
	Schedule B - Four Day Format	403	78.6
	No Preference	52	10.1
	Total	508	99.0
Missing	System	5	1.0
Total		513	100.0

Table 14. Satisfaction with Four-Day Class Schedule Format – Student expressed a high level of satisfaction with the four-day class schedule. Nearly 70% of respondents described their level of satisfaction as a 5 or 4, using a scale from 5 – 1 where 5 is very satisfied and 1 is very dissatisfied. An additional 21% rated their satisfaction level as average. Dissatisfaction among students with the four-day schedule was negligible. Only 7% of respondents (N= 34) expressed dissatisfaction with the schedule.

Satisfaction with Four Day Format Class Scheduling

		Frequency	Percent
Valid	1 - Very dissatisfied	14	2.7
	2	20	3.9
	3	110	21.4
	4	135	26.3
	5 - Very satisfied	222	43.3
	Total	501	97.7
Missing	System	12	2.3
Total		513	100.0

Table 15. Most important factor when student selects a class – The time a class is offered is the most important variable for a majority of students when selecting classes. Nearly 63% consider time of classes exclusively in their decision. A minority (21%) selected classes primarily by instructor. Six percent said that class requirements were their major consideration, while location was rated most important by 3%, and cost by 2%. Five percent of respondents rated more than one factor as important. Respondents who coded two variables usually chose time of classes and instructor.

MOST IMPORTANT FACTOR FOR CLASS SELECTION

	Frequency	Percent
Multiple	27	5.3
Time of Class	321	62.6
Instructor	109	21.2
Cost	9	1.8
Location	14	2.7
Requirements	33	6.4
Total	513	100.0

Class Schedule Results by Number of Courses

The number of courses a student was taking in Spring 2001 was used to divide respondents into four groups. Student preferences regarding time block, format of class scheduling and course selection factors were analyzed by the number of courses respondents were taking to check for differences or trends across groups.

Table 16. Time block students prefer to schedule all their classes by # of courses - A statistically reliable ($p < .05$) difference was found between preferred time block and number of course. Respondents taking 1-2 courses prefer the morning and evening time slots about equally. Students taking 3-4 and 5-6 classes show a clear preference for morning classes.

TIME BLOCK BY # OF COURSES SPRING 2001

		# Of Courses this Semester				Total
		1-2	3-4	5-6	More than 6	
TIME BLOCK	Missing	9 6.5%	13 4.7%	1 1.2%		23 4.5%
	Morning	53 38.1%	180 65.2%	66 79.5%	8 72.7%	307 60.3%
	Afternoon	8 5.8%	40 14.5%	11 13.3%	1 9.1%	60 11.8%
	Evening	63 45.3%	42 15.2%	4 4.8%	2 18.2%	111 21.8%
	Weekend	6 4.3%	1 .4%	1 1.2%		8 1.6%
	Total	139	276	83	11	509

Table 17. Class schedule format students prefer by number of courses – No differences were found between student course load groups and preference for class schedule formats. In all course load groups, students prefer the four-day class schedule format.

CLASS SCHEDULE PREFERENCE BY # OF COURSES SPRING 2001

			# Of Courses this Semester				Total
			1-2	3-4	5-6	More than 6	
Class Schedule Preference	Five Day Format	Count	14	29	7	3	53
		% within # Of Courses this Semester	10.2%	10.6%	8.4%	27.3%	10.5%
		% of Total	2.8%	5.7%	1.4%	.6%	10.5%
	Four Day Format	Count	103	222	69	7	401
		% within # Of Courses this Semester	75.2%	81.0%	83.1%	63.6%	79.4%
		% of Total	20.4%	44.0%	13.7%	1.4%	79.4%
	No Preference	Count	20	23	7	1	51
		% within # Of Courses this Semester	14.6%	8.4%	8.4%	9.1%	10.1%
		% of Total	4.0%	4.6%	1.4%	.2%	10.1%
Total		Count	137	274	83	11	505

Table 18. Most important factor when choosing classes by number of courses – For respondents in each course load group, time of class is the most important factor and cost is the least important factor in student course selection.

MOST IMPORTANT FACTOR FOR CLASS SELECTION BY NUMBER OF COURSES SPRING 2001

			# Of Courses this Semester				Total
			1-2	3-4	5-6	More than 6	
Important Factor	Multiple		13	10	2	1	26
		% within # Of Courses this Semester	9.4%	3.6%	2.4%	9.1%	5.1%
		% of Total	2.6%	2.0%	.4%	.2%	5.1%
	Class Time		82	180	52	6	320
		% within # Of Courses this Semester	59.0%	65.2%	62.7%	54.5%	62.9%
		% of Total	16.1%	35.4%	10.2%	1.2%	62.9%
	Instructor		25	59	20	3	107
		% within # Of Courses this Semester	18.0%	21.4%	24.1%	27.3%	21.0%
		% of Total	4.9%	11.6%	3.9%	.6%	21.0%
Cost		4	4	1		9	
	% within # Of Courses this Semester	2.9%	1.4%	1.2%		1.8%	
	% of Total	.8%	.8%	.2%		1.8%	
Location		5	7	2		14	
	% within # Of Courses this Semester	3.6%	2.5%	2.4%		2.8%	
	% of Total	1.0%	1.4%	.4%		2.8%	
Class Requirements		10	16	6	1	33	
	% within # Of Courses this Semester	7.2%	5.8%	7.2%	9.1%	6.5%	
	% of Total	2.0%	3.1%	1.2%	.2%	6.5%	
Total			139	276	83	11	509

Class Schedule Results by PBCC Location

Student preferences regarding time block, format of class scheduling and course selection factors were analyzed by PBCC location to check for differences or trends across location attended.

Table 19. Time block students prefer to schedule classes by PBCC location – A statistically reliable difference ($p < .05$) was found between class schedule preferences and location. Respondents attending classes in each location and in multiple locations prefer the morning time block the most. The second most preferred time block varies by location; for students attending in Lake Worth, Palm Beach Gardens, and multiple locations the second preferred time block is evening, while in Boca Raton it is the afternoon.

TIME BLOCK BY PRIMARY PBCC LOCATION

		PRIMARY LOCATION					Total	
		Multiple	Lake Worth	Palm Beach Gardens	Belle Glade	Boca Raton		
TIME BLOCK	Missing	10	7	1	1	5	24	
	% within PRIMLOC	8.4%	3.2%	1.9%	10.0%	4.5%	4.7%	
	% of Total	1.9%	1.4%	.2%	.2%	1.0%	4.7%	
	Morning	58	152	26	8	65	309	
	% within PRIMLOC	48.7%	68.8%	50.0%	80.0%	58.6%	60.2%	
	% of Total	11.3%	29.6%	5.1%	1.6%	12.7%	60.2%	
	Afternoon	15	14	8	1	22	60	
	% within PRIMLOC	12.6%	6.3%	15.4%	10.0%	19.8%	11.7%	
	% of Total	2.9%	2.7%	1.6%	.2%	4.3%	11.7%	
	Evening	33	45	16		18	112	
	% within PRIMLOC	27.7%	20.4%	30.8%		16.2%	21.8%	
	% of Total	6.4%	8.8%	3.1%		3.5%	21.8%	
	Weekend	3	3	1		1	8	
	% within PRIMLOC	2.5%	1.4%	1.9%		.9%	1.6%	
	% of Total	.6%	.6%	.2%		.2%	1.6%	
	Total		119	221	52	10	111	513

Table 20. Schedule Preference by PBCC location – Students from all four locations and students who attend at multiple locations prefer the four-day class schedule format.

CLASS SCHEDULE PREFERENCE BY PRIMARY PBCC LOCATION

			PRIMARY LOCATION					Total
			Multi	Lake Worth	Palm Beach Gardens	Belle Glade	Boca Raton	
Class Schedule Preference	Five Day Format	Count	10	23	5	4	11	53
		% within PRIMLOC	8.6%	10.5%	9.6%	40.0%	9.9%	10.4%
		% of Total	2.0%	4.5%	1.0%	.8%	2.2%	10.4%
	Four Day Format	Count	95	168	43	5	92	403
		% within PRIMLOC	81.9%	76.7%	82.7%	50.0%	82.9%	79.3%
		% of Total	18.7%	33.1%	8.5%	1.0%	18.1%	79.3%
	No Preference	Count	11	28	4	1	8	52
		% within PRIMLOC	9.5%	12.8%	7.7%	10.0%	7.2%	10.2%
		% of Total	2.2%	5.5%	.8%	.2%	1.6%	10.2%
Total	Count	116	219	52	10	111	508	

Table 21. Most important factor for class selection by PBCC location - Students attending all four locations and multiple locations consider the time of classes as the most important factor when selecting their classes. The second most important variable is instructor.

MOST IMPORTANT FACTOR FOR CLASS SELECTION BY PBCC LOCATION

			PRIMARY LOCATION					Total
			Multi	Lake Worth	Palm Beach Gardens	Belle Glade	Boca Raton	
CLASS SELECTION	Multi	Count	15	3	2	2	5	27
		% within PRIMLOC	12.6%	1.4%	3.8%	20.0%	4.5%	5.3%
		% of Total	2.9%	.6%	.4%	.4%	1.0%	5.3%
	Time of Class	Count	72	150	33	3	63	321
		% within PRIMLOC	60.5%	67.9%	63.5%	30.0%	56.8%	62.6%
		% of Total	14.0%	29.2%	6.4%	.6%	12.3%	62.6%
	Instructor	Count	19	42	14	2	32	109
		% within PRIMLOC	16.0%	19.0%	26.9%	20.0%	28.8%	21.2%
		% of Total	3.7%	8.2%	2.7%	.4%	6.2%	21.2%
	Cost	Count	1	5			3	9
		% within PRIMLOC	.8%	2.3%			2.7%	1.8%
		% of Total	.2%	1.0%			.6%	1.8%
	Location	Count	6	3	2		3	14
		% within PRIMLOC	5.0%	1.4%	3.8%		2.7%	2.7%
		% of Total	1.2%	.6%	.4%		.6%	2.7%
	Class Requirements	Count	6	18	1	3	5	33
		% within PRIMLOC	5.0%	8.1%	1.9%	30.0%	4.5%	6.4%
		% of Total	1.2%	3.5%	.2%	.6%	1.0%	6.4%
	Total	Count	119	221	52	10	111	513

Class Schedule Results by Student Working Status

Student preferences regarding time block, format of class scheduling and course selection factors were analyzed by working status to check for differences or trends across student working status.

Table 22. Preferred time block by number of hours worked per week – Students who do not work or who work 30 hours or less per week prefer to schedule their classes in the morning and afternoon. Students who work more than 30 hours a week prefer to schedule classes in the morning and evening.

TIME BLOCK PREFERENCE BY HOURS WORKED PER WEEK

			Hours Work Per Week						Total	
			Do not work	10 hours or less	11-20 hours	21-30 hours	31-40 hours	Over 40 hours		
TIME BLOCK	Missing	Count	7	1	1	5	3	5	22	
		% within Hours Work Per Week	11.1%	5.3%	1.9%	4.1%	2.0%	5.2%	4.4%	
		% of Total	1.4%	.2%	.2%	1.0%	.6%	1.0%	4.4%	
	Morning	Count	38	12	40	92	88	32	302	
		% within Hours Work Per Week	60.3%	63.2%	74.1%	74.8%	59.1%	33.3%	59.9%	
		% of Total	7.5%	2.4%	7.9%	18.3%	17.5%	6.3%	59.9%	
	Afternoon	Count	11	1	10	15	14	9	60	
		% within Hours Work Per Week	17.5%	5.3%	18.5%	12.2%	9.4%	9.4%	11.9%	
		% of Total	2.2%	.2%	2.0%	3.0%	2.8%	1.8%	11.9%	
	Evening	Count	6	4	2	11	41	48	112	
		% within Hours Work Per Week	9.5%	21.1%	3.7%	8.9%	27.5%	50.0%	22.2%	
		% of Total	1.2%	.8%	.4%	2.2%	8.1%	9.5%	22.2%	
	Weekend	Count	1	1	1		3	2	8	
		% within Hours Work Per Week	1.6%	5.3%	1.9%		2.0%	2.1%	1.6%	
		% of Total	.2%	.2%	.2%		.6%	.4%	1.6%	
	Total		Count	63	19	54	123	149	96	504

Table 23. Schedule Preference by number of hours worked per week - No differences were found between student work status and preference for class schedule formats. In all employment status groups, students prefer the four-day class schedule format.

CLASS SCHEDULE PREFERENCE BY NUMBER OF HOURS WORKED

			Hours Work Per Week						Total
			Do not work	10 hours or less	11-20 hours	21-30 hours	31-40 hours	Over 40 hours	
Class Schedule Preference	Five Day Format	Count	6	4	4	13	17	7	51
		% within Hours Work Per Week	9.7%	21.1%	7.4%	10.7%	11.4%	7.4%	10.2%
		% of Total	1.2%	.8%	.8%	2.6%	3.4%	1.4%	10.2%
	Four Day Format	Count	48	12	46	100	113	78	397
		% within Hours Work Per Week	77.4%	63.2%	85.2%	82.0%	75.8%	83.0%	79.4%
		% of Total	9.6%	2.4%	9.2%	20.0%	22.6%	15.6%	79.4%
	No Preference	Count	8	3	4	9	19	9	52
		% within Hours Work Per Week	12.9%	15.8%	7.4%	7.4%	12.8%	9.6%	10.4%
		% of Total	1.6%	.6%	.8%	1.8%	3.8%	1.8%	10.4%
Total		Count	62	19	54	122	149	94	500

Table 24. Most important factor for class selection by number of hours worked – Students across all working status groups consider the time of classes as the most important factor for class selection.

MOST IMPORTANT FACTOR FOR CLASS SELECTION BY NUMBER OF HOURS WORKED

			Hours Work Per Week					Total	
			Do not work	10 hours or less	11-20 hours	21-30 hours	31-40 hours		Over 40 hours
CLASS FACTOR	Missing	Count	3	1	3	6	7	6	26
		% within Hours Work Per Week	4.8%	5.3%	5.6%	4.9%	4.7%	6.3%	5.2%
		% of Total	.6%	.2%	.6%	1.2%	1.4%	1.2%	5.2%
	Time of Class	Count	33	16	29	78	94	66	316
		% within Hours Work Per Week	52.4%	84.2%	53.7%	63.4%	63.1%	68.8%	62.7%
		% of Total	6.5%	3.2%	5.8%	15.5%	18.7%	13.1%	62.7%
	Instructor	Count	20	2	18	27	25	15	107
		% within Hours Work Per Week	31.7%	10.5%	33.3%	22.0%	16.8%	15.6%	21.2%
		% of Total	4.0%	.4%	3.6%	5.4%	5.0%	3.0%	21.2%
Cost	Count				3	4	2	9	
	% within Hours Work Per Week				2.4%	2.7%	2.1%	1.8%	
	% of Total				.6%	.8%	.4%	1.8%	
Location	Count	3				8	3	14	
	% within Hours Work Per Week	4.8%				5.4%	3.1%	2.8%	
	% of Total	.6%				1.6%	.6%	2.8%	
Class Requirements	Count	4		4	9	11	4	32	
	% within Hours Work Per Week	6.3%		7.4%	7.3%	7.4%	4.2%	6.3%	
	% of Total	.8%		.8%	1.8%	2.2%	.8%	6.3%	
Total		Count	63	19	54	123	149	96	504

RESULTS OF FACULTY SURVEY

Description of Faculty Sample

Questions 4 to 6 present information on the faculty sample. All the faculty respondents are full-time. Most respondents (57%) teach at Lake Worth, about 21% teach at Palm Beach Gardens, 18% at Boca Raton and 2% at Belle Glade. Nine-seventy percent of the sampled faculty, teach courses for AA, AS or AAS degree programs.

Class Schedule Results – Faculty

A large majority of the respondents (77%) taught under the five-day format. Nearly all the faculty respondents (87%) prefer the four-day format class schedule. About 6% (N=6) had no preference, while only 6% (N= 5) preferred the five-day format. Satisfaction ratings for the four-day class schedule are high; 77% of the faculty were very satisfied or satisfied, while an additional 9% expressed average satisfaction. Only about 10% (N = 10) of faculty expressed dissatisfaction with the four-day format.

Count and Percent

Class Scheduling Reassessment – Faculty, Spring 2001

	Count	Percent
<p>1. Beginning with the Spring 2001 term, the College changed class schedules from a five-day to a four-day format. For example, a standard 3-credit weekday class changed to Schedule B, 75-minute class for 2 days.</p>		
(Not Answered)	1	0.99 %
Yes	78	77.22 %
No	22	21.78 %
Total Responses	101	100%

	Count	Percent
2. If you teach a 3-credit class during weekdays, which schedule is more appealing to you?		
(Not Answered)	2	1.98 %
Schedule B- Four-Day Format: e.g., 75-minute class for 2 days	88	87.12 %
No preference	6	5.94 %
Schedule A- Five-Day Format: e.g., 50-min. class for 3 days	5	4.95 %
Total Responses	101	100%
3. Rate your level of satisfaction with Schedule B- Four-Day Format. Please use a scale from 1 to 5, where 1 means very dissatisfied and 5 means very satisfied. N/A means you have not taught a Schedule B class.		
(Not Answered)	2	1.98 %
1 Very Dissatisfied	5	4.95 %
2	5	4.95 %
3	9	8.91 %
4	19	18.81 %
5 Very Satisfied	59	58.41 %
N/A	2	1.98 %
Total Responses	101	100%
4. At which PBCC location do you teach most of your classes?		
(Not Answered)	1	0.99 %
Lake Worth	58	57.42 %
Palm Beach Gardens	21	20.79 %
Belle Glade	2	1.98 %
Boca Raton	18	17.82 %
Other (Please Specify)	1	0.99 %
Total Responses	101	100%
5. What is your faculty status?		
(Not Answered)	2	1.98 %
Full-time	99	98.02 %
Total Responses	101	100%
6. Which degree or certificate category encompasses most of the courses you teach?		
(Not Answered)	2	1.98 %
AA/AS/AAS	98	97.02 %
Certificate	1	0.99 %
Total Responses	101	100%

***Text Responses by Question**

Class Scheduling Reassessment - Faculty April 2001

Question: 7. Please provide any additional comments you may have about class scheduling.

Favorable Comments Regarding Four-Day Class Schedule Format (N=25)

I believe the block scheduling is the best change we've made! Elimination of the 50-minute class period has been very positive. Students are happier, too, with the two-day-per-week schedule. I hope that we will continue with block scheduling.

From a teaching point of view, I much prefer the block scheduling approach. It provides much more flexibility in the classroom on a day-to-day basis.

The Boca campus has used this system for some time and find it very effective. Fifty minute classes are not long enough for innovative learning techniques or comprehensive testing. Having Fridays free helps us schedule meetings more easily.

Schedule A had a detrimental effect on student enrollment and attendance, as well as on my ability to successfully instruct within such time constraints. Please keep schedule B. I know I speak for most of my students on South Campus.

The Friday "workday" has been especially helpful for me this semester. It allows me to catch up on grading and preps, schedule conferences (some students really WILL come in on Friday, attend occasional meetings.

Keep it as it is now. The block schedule (if the vacations are balanced properly) allows for easier day-to-day class preparations. It also allows more time on tests than 50 minute classes allow.

I really like the Schedule B four-day format. It makes it much easier to plan for classes and keep courses organized. The Schedule B format also allows enough time to answer questions in class and still have enough time to cover new material.

I had more time to cover material during the new scheduling. I enjoyed having one full day to grade papers and prepare for my classes. It worked out really well!

It is much easier for me to cover, and the students to learn, complex subject matter in a 75-minute (vs. 50 minute) session. Seems like all that can be accomplished with 50 minute is to introduce the topic, and then class is over.

***Caution should be taken when interpreting the faculty text responses. Some faculty responded with e-mails that were shared with others in clusters and this prompted other responses. Most faculty comments, though, were given within the context of the survey instrument. All comments and suggestions should be considered in the planning process.**

Schedule B allows for a more efficient use of time at the week's end: meetings, papers, lesson plans, college functions, etc. Thank you!

I enjoy having Fridays for preparation, meetings, grading papers, etc. However, there are students who find it hard to concentrate in the longer 75-minute classes, and they should have the option of taking Schedule A classes.

Saves time, less administrative work and students prefer coming to campus twice per week.

I was chosen to survey my students. The official survey that I administered indicates overwhelming support by the students for the current block schedule. Furthermore, I took the liberty to survey all of my students. They work an average of 30 hours per week while taking four courses. Almost all of them report that the four day block has helped them to deal with their work, family and academic schedules in a more effective manner. I feel that we are not here to make the academic schedule meet the faculties needs. The scheduling of classes should be instituted to meet the needs of the students. In my opinion, we are now meeting their needs in a manner that will help them attain their academic goals and increase student enrollment at the college.

I actually prefer teaching a course once a week for the full 3 hours. If the class is longer than three hours (includes some lab time) then I prefer the Schedule B format. The students in my program do not want to come to campus 5 days a week .

Very satisfying; It gives me more time to concentrate on Distance Learning Students.

There are many benefits to the four-day schedule beyond the classroom. A major benefit is the ability to have district wide meetings. Also, it is important to understand that this is actually a 6 day a week schedule. Remember, we also have the FS classes.

Block schedule is more economical considering the current trend in gasoline prices (i.e. less trips to campus saves \$\$\$).

I Love the Schedule B and the class starting times. Due to the increase traffic in this county, starting classes in the morning at 8:00am was a great decision.

I think the block scheduling format has been very successful and I hope it is continued.

Keep the block schedule!!!

My students tell me that it works better for their schedules.

Schedule B seems to have greatly increased student enrollment in afternoon classes

One indicator of whether block scheduling has helped or hurt is to look at the average number of credit hours students have taken before and after implementation. It appears from the data that average credit hours have not be adversely affected as shown below (average credit hours are up for spring term 2001).

The first number is total **credit** students enrolled - the second number is average credit hours.

Fall 1999 17,122 -- 7.88

Fall 2000 17,811 -- 7.85

Spring 2000 16,065 -- 7.67

Spring 2001 17,028 -- 7.74

Head count is up both fall and spring terms. The average credit hours is down slightly from fall 1999 (-.03) to fall 2000 but up from spring 2000 to spring 2001(+.07).

Thanks. The main thing is that all number are up from last Spring to this Spring, no matter how we look at enrollment. It seems reasonable to conclude that the new scheduling may have contributed to the increase. Hopefully we will continue to see increases as people become more familiar with the advantages of the new schedule. I am sure that if there had a been a decrease in enrollment, the new schedule would have gotten all the blame.

Staff members who create these surveys should get a raise!

Suggested Improvements to Four-Day Format (N=22)

Block scheduling works well. But, flexibility is needed for 4 credit courses.
flexibility in start times...the end of rigidity in application of any schedule.

There appears to be a lack of flexibility concerning block scheduling of 4 cr. hour classes. A starting time of 7:30 enabled maximizing accounting (and I believe math) class offerings with little (if any) disjoint with the more common 75-minute classes.

I preferred the old times for 4 day schedule: e.g. the one that began at 7:30 am. This new one causes conflicts with 4 credit hour courses plus labs.

Begin classes at 7:30 AM instead of 8:00.

Classes should start at 7:30. If a person teaches a 4-hour class, start it at 7:15 or have schedule that two hour 4 hour class can share one classroom so two class can meet.

Block scheduling as it relates the time class meets, not the day, is not preferred.

I would prefer beginning at 7:30 AM and continuing in increments.

Move start time to 7:30 AM and adjust subsequent class start times; 75 minute classes would then start a half hour earlier. This would make the teaching day a half hour shorter

for many faculty and students. The 3:30 - 4:45 PM period is late in the day.

The 4 -day format works well. I recommend we begin classes at 7:30 am to accommodate employed students. I disagree with the 2 day Summer class schedule offered in some disciplines. This prohibits students from taking classes in other disciplines.

Block scheduling should begin at 7:30 AM rather than 8:00 AM with all other times except evening moved up one half hour.

Start classes at 8:30, not 8:00. Half of my students come in late.

Flexibility does not exist. We should be able to start some classes at 6:00. 5:00 or 6:30 P.M. Is inflexible.

The schedule rigidity should be loosened, especially for four credit courses. It does NOT promote efficient use of staff or class rooms to require ALL courses start only at the "allowed" times. Four credit day classes now leave rooms unused for an hour

Whether we have blocks on Tues/Thurs and Mon/Wed or not it is my intent to advocate that the schedule of AS legal assisting classes be set for Tues/Thurs (we have been doing this for about 8 years now) in order to accommodate students' getting work experience.

I would just like the scheduling committee to balance the number of MW/TR classes. This needs to be considered for start up days and when choosing PDDays. Spring semester one of the pairs (MW or TR) met two or three more times than the other

Only problem is with the unequal TT/MW classes--then to have Faculty Development Day on the days that are already shorted is a problem.

The four credit science classes are still a problem. Allowing those classes to start at a half hour block later (even at specific times only) would work nicely.

Course material covered is uniform between the different classes under the Schedule B format, though there is a tendency to have a lot of holidays falling on Mondays which creates problems for the Monday-Wednesday classes.

I have been very happy with the two-day format for Fall and Spring term. However, I think it is deplorable that some departments are offering summer classes in 4 hour-2 day blocks when the standard was to be the 4 day 2 hour block.

Faculty should be allowed to teach Friday and Saturday as a part of their full load when classes are scheduled. I appreciate the opportunity the college provides to students with the 4-day scheduling.

The rigidity of the block scheduling needs to be loosened especially as relates to four credit courses. It does not allow for the efficient use of classrooms or staff to require four credit courses to start only at the "allowed" times. Classrooms sit empty for over an hour at the end of a four credit hour class's 100 minute block, and other four credit courses have to be delayed until the next start-up time. If allowed to start at the next half-hour, this would still give a fifteen minute break (as three hour courses receive) and eliminate the wasted room. Then four hours of class time would only leave a half hour of down time for the room and it would be then available for later 75 minute blocks.

To break up four-credit night classes into more manageable sessions, our department had set them up to follow each other on the same two nights (e.g., one from 6 to 7:45, the other from 8 to 9:45). This then did not overpower the students with four hours of material at once, and allowed maximum use of the same room. Additionally, often the same adjunct would take these two classes giving a two-course load anyway without the four hours at once scenario. Again, the "allowed" start times do not allow this configuration any more.

From a teaching viewpoint, several in our department and cluster have raised the question on choice of days for the block scheduling. While it is nice that many can "unofficially" squeeze out a longer weekend, was any consideration ever given to more equitably dividing up the day classes? Rather than having a two day and then a five day break between classes, why not set them up on a M/R and T/F schedule? This would then leave Wednesday for daytime block classes and leave a more uniform three or four day break between class sessions.

There appears to be a lack of flexibility concerning block scheduling of 4 cr. hour classes. A starting time of 7:30 enabled maximizing accounting (and I believe math) class offerings with little (if any) disjoint with the more common 75-minute classes. A review of previous "A" schedules demonstrates this. I recommend that this flexibility be reinstated.

I have been most upset with the change in times for the block schedule. The South Campus model was working well - allowing students to attend class twice a week if that was their desire. By changing the start time of the "day" sections, you have essentially blocked students out from taking a class (or two) prior to reporting to work at 9 AM. Moms and Dads who have elementary age children used to be able to take three classes under the South campus model - 9 AM, 10:30 AM and 12 noon - dropping their children off at 8 AM and finishing here long before the 2 PM pick up time. Now they are only able to take two classes - 9:30 AM and 11:00 AM. The 12:30 PM class finishes at 1:45 PM - only 15 minutes before their children finish at school. Many of the South campus students are dually enrolled at FAU - I don't think anyone asked or checked to see how our "new" times would fit with the FAU times. Nor did you ask our adjunct instructors that work at more than one institution.

And my last comment is about the refusal to make exceptions for classes that don't "fit" into a three credit model. Our four credit classes that used to meet from 4:30 - 6:15 PM twice a week allowed students to take an evening class if they desired. We were told that we **had** to offer them in the 5-6:45 PM time slot thus preventing our students from taking an evening class on the nights they had a four credit class. So when I am finished with my class at 6:45 - it sits empty for the rest of the night - not a good use of space -and 42 of my students were shut out of taking a night class Monday or Wednesday evening or both. And it is the same in the other 4 credit classes that meet 5-6:45. This model does not encourage students to take classes that are convenient for when they are already on campus. I have no problems with the block schedule - only with the times. Move everything in the "day" to start one half-hour earlier. Leave the evening alone. Let four credit classes begin "out of sync" if it helps the students have more opportunities to take classes

Concerns about Four-Day Class Schedule Format (N=11)

Schedule B has made it MORE difficult for our students to arrange their schedules. There are now fewer available class periods in Schedule B (M/W) than there were in Schedule A (M/W/F). This also makes it more difficult to schedule our class offerings.

I think the choice offered by MWF or TH courses is necessary to meet the needs of students.

Clinical faculty express dissatisfaction. The 1/2 hr difference causes the students to miss valuable medication administration in the hospital areas. Also scheduling >60 sections of nursing was quite a challenge.

8AM and 2PM are not good starting times for student nurses in the clinical area. These hours do not fit in with hospital routines and cause difficulties in giving the students experiences they need. I.e., medications

For didactic classes, works out well - for clinical at the hospital, we begin 1/2 hr. later than last semester and this has been very difficult - following a pre-conference to determine preparedness, our students begin their care 90mins. after shift starts.

Block scheduling does not fit the needs of the nursing program. Our nursing clinical had to start at 0800, when we went to block scheduling. This is so wrong! Clinical sites start at 0700 and we show up late and they have to stop and report to us and change assignments. The whole mess causes the staff to resent us.

Needs to be special consideration for some classes, limited flexibility; I do not want to see it extended to summer schedules

Our loss is time to spend with students during office hours. The students do not come back on Friday and hours in the classroom take most of the day during M-Th. Individual attention is now at a minimum.

Since faculty have to be here on Friday anyway, why cram teaching into four days? Ingenuity in academe?

Block scheduling is an atrocity against the students and faculty and should be terminated forthwith.

The art area offered art history. 1 and 2 in the daytime for a one day per week session. The work is apparently too much for them in the daytime. The same courses have been offered in the evening with no problems with the students getting the work done, comprehending etc. This difference could be that usually the students attending in the evening are not taking 15+ sem. hrs. They seem to be able to dedicate more time to a few subjects. This phenomenon has been obvious to me in teaching Intro. to Photography at night compared with day. The night class students have always been more enthusiastic and dedicated, punctual, etc. all the good stuff. When art history is offered over two days during the daytime there seems to be no problem.

It would appear that there are courses which are not appropriate to teach during the once a week concentrations. It has been decided that Art History will return to the twice a week format in the daytime. I recall that in the very beginning, a Prof. had serious reservations about the math classes and said he did not believe the students would be able to absorb all the information and retain the information without practice and repetition over a longer period of time. This appears to be the problem with the art History day classes. I would be interested to hear if similar discrepancies are appearing in other areas. When discussions about the M/W T/TH classes started, the art studio classes were credited with the idea. You must remember that in the art studio classes, which have varying Lecture/Lab /Credit hours, the students are not sitting for prolonged periods of time as in a straight lecture situation. They have the ability to move around, change to other locations in the room which changes the lighting and view. It is easier to be enrolled as a student and also more relaxing for the professors . I would imagine if students had the opportunity to do something similar in a lecture class then there would not be such apparent fatigue. Perhaps courses that allow considerable movement during the class would be best for the long sessions.

The art cluster determined immediately that the beginning art courses, Design Fundamentals and Drawing Fundamentals should not be taught once a week except in the case of evening classes. The reasoning is that the beginning students are being exposed to completely new information with nothing in the way of experience to build upon. New vocabulary, terminology, physical materials. By the time they go into the intermediate classes they are more disciplined and able to adjust to the extended times.

The most difficult problem with the block schedule has been the architecture courses which are designed to be convenient for the full time employed draftsmen, assistants to architects etc. who can get one half a day off from work usually. Or they can come to class one night a week or so. The starting times as dictated by the current block schedule is restrictive for architects who are the adjunct profs. who hold the program together. The best starting time for most of them is 6:00 or 6:30. They cannot leave work, get something to eat and get here at 5:00. 5:30 is also too soon. If the block schedule had some variation in starting times, what harm would it do? Anyone taking a class after 5 is not going to be able to do anything else that night anyway. The Architecture Design courses last 4 hours. Why not suspend the "official" block time at say 5:00. Allow the departments to schedule freely for a semester, say 20022, and see how it works? In addition I would like to say that it is better to be able to schedule art studio classes at more flexible times. The start stop times prevent creative scheduling for the benefit of adjuncts (and students). For example if an instructor teaches, say a drawing class in 20021, and that class starts at 8:00 it will end at 9:45. That instructor must wait until 11:00 which is the next available start time. And so forth for the rest of the day. They generally think in terms of hourly pay and they are only paid for in class time, so that time lost means money out of their pockets.

APPENDIX A

Student Survey Instrument (not included in PDF document)

Faculty Survey Instrument (not included in PDF document)

Palm Beach Community College, a richly diverse comprehensive two-year institution with a history of achievement since 1933, is dedicated to serving the educational needs of the residents of Palm Beach County by providing the associate in arts, associate in science, and associate in applied science degrees, professional certificates, workforce development and lifelong learning.

Mission

The mission of Palm Beach Community College is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum, and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards and compete effectively in the global workplace.

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