

**Compressed Calendar Feedback Survey – Faculty/Staff/Administrator Responses to Qualitative Item: “If you have anything you would like to share with the committee regarding this topic, please describe below.” (N=108)**

1. 6 am classes are ridiculous
2. a) Having Thanksgiving week off since many students are absent. This semester I have 4 students in my classes who are starting a Summer school class in another college on the day of our final exam. b) Two adjuncts in my department have the same conflict, a Summer course they will be teaching somewhere else starts on our finals week.
3. a) I noticed that the information web site only presented information in favor of switching to the compressed calendar. I would like to see arguments that oppose the switch so that everyone can consider both sides. Typically in a voting ballot a proposition is stated and then there are arguments from those in favor and those who oppose. b) Course offerings should be based on what the students want rather than what the faculty want or our students will go elsewhere. We have tried offering courses at 6am before. They never filled sufficiently and were eventually cancelled. c) Courses that start between 3pm and 5 pm also have a difficult time filling. On question 2 the only option that I would be in favor of is more 3 day a week courses. The other three options would be ranked a 4 if I could do that.
4. A compressed calendar is a good idea based on the evidence on the website
5. A compressed schedule will mess up our course offerings.
6. A full week off at Thanksgiving would be very welcome. It is currently very difficult to run class that week because so many students are absent.
7. A shorter semester will cause there to be problems scheduling enough classes during the day, which is a problem. I do not want to teach on Saturdays and I anticipate that classes will need to be offered on the weekend to make up for the classes that would not be offered during the week of the semester were shortened. I would love to have Thanksgiving week off! Thank you.
8. A thirteen week session would be a perfect amount of time for students and instructors. I have taught in this amount of time, and the students were engaged and felt like they had learned as much as they had during an eighteen week session.
9. Adopting a compressed calendar will keep us relevant and will ultimately boost FTEs. The end-of-semester student attrition is so bad this year (isn't it every year, though?). I can't help but think that if we weren't dragging on with semesters that are longer than other area colleges, we would be better able to attract and retain students. Other than course scheduling challenges, which are difficult but not insurmountable, I don't really see a reason to hang on to the old calendar. I'm excited to see this moving forward.
10. Against any compression
11. Are these email/surveys being sent to enrolled college students? If not, maybe it's a good idea to get feedback from our college students, just a thought...
12. Arts and performance programs that require rehearsals and construction to prepare for presentation will suffer with reduced time in which to prepare for those presentations. Student in these programs put in many hours outside of class hours, and compressing the academic calendar will make it challenging for them to succeed in all aspects of their interests.
13. As much as possible, it is extremely important to align with other school districts, both college and K-12. This helps our students and make life so much easier for adjuncts.

14. Because the mix of lecture/lab and lab classes we will lose valuable instructional lab time that cannot be made up by adding 10 minutes to a class - we would have to remove an entire lab section. Also, it does not serve our program the hold classes starting before 8am or in the evening due to the impact on performances.
15. Bring back College Hour!
16. Can you please convince the Chargers to return to SD! But leave Spanos in LA
17. Changing of class lengths is the major hurdle for all of us and might tip me towards not compressing. Everything possible should be done to keep class lengths the same as they are now while compressing the schedule. Get rid of Flex Week and a separate finals week as most other schools in the region have.
18. compressed scheduling works for lesser unit classes (2-3) but not for 5 unit courses that have labs
19. Compressing the calendar is an absolutely horrible idea. Fire the person who came up with this stupid idea! And whoever though student perceived value should be considered for what is academically best for students is a moron!
20. Compressing the calendar will reduce our flexibility in class offerings.
21. Compression seems to be driven by instructor preference, not what is better for students. Show me one piece of data that says that it is better for students.
22. Compromising lab instruction is not an option, one cannot cut a lab, add an extra 10 minutes to each remaining lab, and have a positive student outcome. This forces lower instructional quality - cutting a week of labs.
23. Concerned that adjunct pay will be affected with shorter schedule.
24. Consider a Fall Break, mid-semester like the traditional Spring Break. Having the break coincide with Thanksgiving is too late, we only have a few weeks to go by then. Mid-semester breaks are better for catching up on assignments and recharging one's battery.
25. Consider pedagogical aspects, i.e., impact of on her classes on teaching/learning, especially with lab classes. As lab faculty are quite concerned with a loss of time, has anyone looked at science lab courses at UCSD?
26. Consider the bus schedule for night students.
27. Course offerings should be based on what the students prefer/want rather than what the faculty want otherwise, our students will go elsewhere/other colleges.
28. Currently our Final Exam is offered the second week of finals on the lone Monday day. It's terrible. It needs to be the same week as the rest of the Finals. It impacts the students so much to have to wait until 2 weeks after the class ends to take their final. Scores are always lower since this started. A compressed calendar would eliminate this I think!
29. Currently we have a nineteen week semester! The final exam week extends to the Monday of the second week. The semester is too long, and when the intersession is extended to four weeks, the semester goes too late into June. The compressed calendar, with fewer flex days and a shorter semester, allows us to be competitive with area colleges for enrollments. In addition, the current schedule has faculty teaching beyond what is required for the contract, Lastly, slightly longer class meetings, of 10-15 minutes each, can allow for greater flexibility and options for more discussion and student success activities.
30. Do not compress. You will be sorry.

31. East County high schools have been attempting to align their calendars with the colleges in the area. In reaction, many elementary schools are aligning to high schools. How will this work influence those calendars and the student transition process?
32. Even with 16 weeks it is difficult to cover all the material required in human physiology
33. Fewer classes = fewer students
34. Fridays and Saturdays are under-utilized. There should be more classes offered those days.
35. From my understanding, we are facility locked in the current scheduling process. By going to a compressed schedule, it would increase of scheduled time without the facilities growing. This process will naturally cut sections due to the time of the courses.
36. Good idea, it is about time!
37. Having experienced the before and after as an instructor at Southwestern college going through the same switch, I observed that because the courses would become more efficient to cover the same material, the students in turn seemed slightly more engaged to maintain success as each week had a bit more weight and material. This was definitely noticeable in the final weeks of the semesters. It's a bit counter-intuitive, but time and again corporations and government have found that compressed weekly work schedules, for example, actually increase productivity.
38. I am fine with the Compressed Schedule only if Facilities and Operations are considered into the equation. For example, 6am start time would mean that our Grounds, who come in at 5am to do duties that have to be done before students show up for safety reasons, would then need to start at 2:30am and work in the dark. This would mean no Grounds after 11am. Maintenance would have to start 4am so they can continue to perform repairs in the classrooms before students show up at 6am. This would mean that there would be no Maintenance after 12:30am. Or a second crew of six Maintenance and more Grounds personnel would have to be hired. More Custodians and Operation personnel may have to be hired as well for the impact.
39. I am full time and teach approximately 120 students per semester. I have been here for 27 years so I have seen lots of ways the current calendar affects students. The biggest challenge is the low attendance on the Wednesday before Thanksgiving. The second biggest challenge is flex week. There is so much work to do to prepare for the start of school, and yet, we're required to be in meetings. I'd rather be in my office getting the work done. The third biggest challenge is final exam week in the Spring semester. Because of Memorial Day, the final for the Monday class is the following week. This means students go one whole week without classes. This is a problem. If a compressed calendar can alleviate these challenges, then I'm in.
40. I am in favor of a week off at Thanksgiving, but would this delay when the spring semester would start?
41. I am not at all sure of my answers to #2 above. About final exams--If they are on the last day, mine would no longer be cumulative exams covering the entire semester, but rather another test covering the last portion of the course. I usually have TTh classes. Imagine what this would do to MWF classes. It would not affect once-a-week classes. Essentially the last day option is doing away with final exams. I am not necessarily against this, but I encourage all to consider the implications.
42. I appreciate the concerns that the lab instructors have and hope we can find a solution that accommodates their scheduling concerns. Maximizing instruction and minimizing wasting valuable time should be our goal. Thanks to all!
43. I don't know if I'm in favor. Don't know much about it. What is the feedback from other colleges that have done this? What are the pros/cons?

44. I don't think a compressed schedule will be of benefit to studio classes and project oriented study. The students need the time to work on the projects and productions produced during the semester. It may work for gen. ed. classes, math, English, language. Is there some way the college could consider having two class schedules?
45. I have friends at Southwestern who went through their calendar compression. They are extremely sorry that they did it. Their enrollment has gone DOWN.
46. I have taught under a compressed schedule and it feels rushed. While it may accommodate an intersession, the rest of the school year suffers. That does not seem like a reasonable trade-off.
47. I have worked under a compressed calendar at Mesa College since it was established, and it works better than a 17-18 week calendar for the students.
48. I like the idea of a week off at Thanksgiving but am concerned about students going cold for 11 days just a couple of weeks (or less?) before finals. My preference would be a fall break at 8 weeks then having all of Wednesday before Thanksgiving off, or cancelling classes that start after, say, 2 or 3pm on Wednesday.
49. I noticed that the information web site only presented information in favor of switching to the compressed calendar. I would like to see arguments that oppose the switch so that everyone can consider both sides. Typically in a voting ballot a proposition is stated and then there are arguments from those in favor and those who oppose. In addition, the options above don't necessarily have anything to do with a compressed calendar. And it is important that course offerings are based on what the students want rather than what the faculty want or our students will go elsewhere.
50. I object to question 2. We should offer classes when students want to take them. We are not the only game in town. If students cannot get the classes they want when they want them, they'll go to Mesa.
51. I really don't think any of the options listed in number 1 are beneficial for our students. I'd like to put them all as 4. That question makes it seem that a decision has already been made and we're just participating in how best to realize the compressed calendar. I actually disagree with the compressed calendar. However, I did not elect that choice because I think it's important for adjuncts to be on similar schedules at all schools. That is the only reason why I am generally in favor of the compressed calendar...unless we could get a full 16 week course in the summer. That I might support.
52. I think compressed semesters would be more time efficient.
53. I think having finals on the last day of regular class will be extremely stressful on the students especially if their classes are M/W or T/TH only. There is no need to add more stress on the students.
54. I think smaller class size would also help. More sessions and sections would facilitate this.
55. I was at SD Mesa College when they went to a compressed calendar. While there was much resistance, virtually everyone was very pleased with it a year after implementation. On the subject of final exam week--we don't have it for short-term classes or intersession classes. Why do we for full-primary-term classes?
56. I work in three districts. The week off for Thanksgiving is ill timed (pointless) and 6AM classes rarely fill to capacity. Southwestern kept its final week and they are still out the earliest for Winter break.

57. I would love a compressed calendar if the evening classes didn't end too late in the day. Most of our students have very full lives and commitments, and keeping their attention all the way til 9:50 can be tricky. Campus safety after 10 pm is also a consideration.
58. If student engagement is so important, why are we considering removing opportunities to engage with students? It's not just time, but multiple events that increase engagement. What is driving this whole thing? I am concerned that small departments with genuine concerns will get steamrolled by larger departments who do not share their concerns? Why should one department be able to dictate pedagogy to a different department? The English Department teaches a reduced student load. When was this considered by the senate? It has campus-wide implications (efficiency), but, as far as I know it was never considered by the larger body. If it were to be considered, then I would defer to the English Department, and their assessment of the efficacy of their instruction. I feel that smaller departments are not receiving the deference that they deserve. Especially given no clear reasons for compressing the calendar. In the sciences, compressing the calendar creates fewer lab slots throughout the day. This reduces class options for students, and reduces FTES. Right now, we have added classes on Saturdays to make room for our growth. We can't add classes on days that don't exist. Compressing the calendar means fewer science classes. Keep in mind that our 5 unit classes with 26 students generate 7.8 FTES, while a 3 unit lecture with 50 students generates 5 FTES. Compressing the calendar is not good for students.
59. If the option was available, I would have selected N/A for Question 3 as I am not a faculty member.
60. If we eliminated finals week, I know students who could end up having as many as 4 exams on one day. This would in no way benefit students.
61. If you do decide to go to a compressed calendar with no finals week, please consider the impact to students who take several classes. A student with three classes in one day will likely have three finals on the same day. This may result in students being overwhelmed and unable to do their best work because they are exhausted.
62. Important, have Intersession between Spring and Summer instead of January. Have Spring start earlier in January.
63. In May, 2013, the Administration of Justice Department had in-depth discussions of the compressed calendar. About ~40% of the department voted and it was nearly unanimous that the AOJ faculty support the compressed calendar; this includes all of the forensic technology 4-unit lecture/lab instructors.
64. It seems to be working well at many other campuses within the CA Community College districts.
65. It would be nice if all the colleges had the same spring break as they did this year.
66. Just because other colleges do it doesn't make it better.
67. Let's join the majority of the community colleges and go to a compressed calendar. This is best for our students.
68. Longer class times are not good! 75 minutes is already well beyond the Carnegie unit.
69. Looking at a compressed calendar from a student success point of view with shorter terms students are more likely to complete the semester.

70. Many of our classes are in an 8 week format and 7 units. A compressed calendar would kill us and the students. They now are 5 days a week and up to 6 hours per day. Most of our other classes are 5 units also, which becomes also very hard on our students.
71. Many of our students go to multiple schools and aligning our schedule with other schools will be a big benefit for our students.
72. Many students need more time to absorb the materials presented, not less. Compressed calendar is about faculty, not students.
73. My class currently meets once a week for 3 hours in the evening. I cannot see us meeting for 4 hours once a week and going until 9:30 pm. It would be better to have them meet twice a week for 2 hours instead. Most of the students work 8 hours before coming to class.
74. No need for a longer Thanksgiving break as it is very close to the winter break. Summer break is already too long!
75. NO!
76. Not a fan of compression.
77. Our semester is way too long. Students are burnt out by mid May.
78. Please don't do this. It will really foul up our program.
79. Please please please consider a week long break for thanksgiving. Not only does this provide a nice rest before our final push of fall semester, it allows our out of town students to travel home AND aligns with most local school districts. Thank you.
80. Question #2 is stupid. For most classes, no changes at all need to be made. Copy SDSU and Mesa College schedules. Duh. This is not as though we are inventing the first wheel.
81. Question 2 talks about underutilized times has is been considered that these times are underutilized because students do not want to take classes before 8 am most are hard pressed to get to an 8 am class on time. Additionally, students do not want to take Friday and Saturday classes unless it is their only option. Many students work and like to have the afternoons and weekend available for that purpose. Does Grossmont College even have the facilities to accommodate the course offerings that we have with a compressed calendar in addition to offering more classes in the future? I have taught MWF lectures at Grossmont College and they are generally the last to fill of similar classes because students do not want to come to class on Fridays. In general, Friday lectures are sparsely populated. Many departments have robust programs that address all of the options in question 2.
82. Regarding 6:00 a.m .classes: Students can barely get to class at 8:00 or 9:30 a.m. Many students are dropping off children at daycare and school, are using public transportation or are sharing cars and rides with other family members. I do not think that time would attract or maintain students in a class. Longer classes would be great. I am always feeling rushed as I have a class with a lot of practice skills.
83. Since we now teach a week longer than required for accreditation, simply dropping that extra week works for most classes.
84. So, a quick Google search of compressed calendar research turned up some interesting and convincing articles on the subject, so I would be in favor of it. With that said, if it is not too late, presenting some of these data/evidence of the pros and cons of moving to the compressed calendar and presenting it out might be helpful. As a note, the link to resources about the compressed calendar was very small on the survey invitation email and I missed it initially. I'm wondering if others also missed it, and might base some of their opinions on this without

reading the FAQs yet. Lastly, is the task force still planning on doing forums at each institution before moving forward?

85. Spring break should be aligned with the other local colleges and universities. If not, adjuncts do not get a break.
86. Staff development week should be shorter, say 2 to 3 days
87. Students are used to having a 4-day schedule, if you have more Friday classes, they should be the same as evening classes, one-day per week. Going back to a M-W-F schedule would not be a good idea, in my opinion.
88. Students should be the focus on what the calendar should be, I think their opinion is the most important.
89. Talk to the people at Southwestern. I have yet to find somebody who likes it.
90. Teachers in other schools with whom I spoken do not like the way the longer time for each class makes it more difficult for the students to understand the daily material. The current length makes it possible for the students to have time outside class to have that material settle in and formulate questions.
91. Thank you for weighing in our voices.
92. The accelerated class schedule might work well in a weekend college format. The district tried weekend college years ago but students couldn't complete a program within a reasonable amount of time. One two hours on a weeknight -- 6-8 hours on weekends, maybe?
93. The calendar committees need to finally get it through their heads. Discuss with other schools on when the spring break is and make it universal! Families can't get time with their loved ones when their work schedule is different than their children. Part time faculty never get a spring break because most work at other schools that give a different spring breaks as well. Get with it calendar committee!!!, work with the other schools and make it a real spring break for everyone! This is absurd to split it up like it has been. I'm very disappointed in your work!
94. The compressed calendar is more for the convenience of faculty and doesn't seem to affect the work schedules of the Classified Staff that are here every day.
95. The more your brain rests, the harder it is to get it working again.
96. The sitting chairs need to be changed to allow the students to take longer classes. The rooms are lacking proper maintenance and their audio visual tools are very outdated.
97. The theatre arts department is a producing body that relies on a strict schedule of 2 full 8 week courses to produce 2 full length plays per semester. For artists in training, this is barely enough time for us to get each show up and ready for opening night. Compressing a calendar and losing ANY of this time would come at a great detriment to all of our students and our faculty who are already stretched impossibly thin. As one of the more visible departments on our campus, it is imperative that we maintain the ability to produce GOOD theatre. Compressing the calendar in any form works squarely against that ability. I would imagine that those who teach in the lab sciences, including nursing, feel the same way. Our material is what it is and it takes the time it takes to produce it. We can't hurry that up because a group of people might want more time off at Thanksgiving. If we do ANYTHING, my vote would be to put finals week at the end of the semester without an extra week, though I did vote for keeping it separate. I see nothing wrong with the way we are currently teaching. I am utterly befuddled at why we are trying to shorten the school year. It makes no sense, except to keep up with the other campuses who've made the choice.

98. There are many factors to consider when changing the schedule. Many students are also parents and keeping our calendar as close to local schools is to their advantage. We also have many staff members and instructors with children. In addition to that, high schools are encouraging students to take classes here since they are free. We need to be mindful of their schedules. To get more of the working people, more night classes and Saturday classes should be offered. People like their Fridays. I wouldn't add Friday classes.
99. This survey is flawed in that I cannot say that I want things to remain as they are. Is a compressed calendar a fait accompli? I don't remember academic senate OK'ing this. Why is there no choice to keep the schedule as it is now? If we make classes longer, will that not then make the scheduling of classes even worse? The building in which I instruct is full from 9am until 8 at night. 6am classes, are you serious? If you want to get rid of a week, get rid of Professional Development Week. It is utterly and completely worthless.
100. This will benefit our students and our college in many ways. Not embracing this idea will increasingly put us as a competitive disadvantage with other institutions. Student stamina fades with our long semesters. Compressed calendar will make intersession and summer more attractive and make it easier for students find a successful pathway to their goals.
101. Very hard for engineering or STEM classes. Part time faculty won't be paid extra weeks and also, in order to fulfill a compressed calendar, part time faculty will have to work longer hours before the final exam in order to deliver classes. There are some disciplines, such as Engineering that should not have a compressed schedule. It's very hard for the students to and for the professor. Saves money for the district but at a high price.
102. We have been talking about this for ages. It is time to do it. We are in now in Week 14, and we have 3 weeks left. It is too late to drop students who are no longer attending often. They are burnt out, and so are faculty and staff. College is too hard for students to be expected to continue for 17 weeks at such a high level of engagement. Give them, and all of us, a chance to breathe and recover. Many other schools have a compressed calendar. Why don't we? Thank you for conducting this survey!
103. We need to follow a schedule as similar as possible to other colleges in our region.
104. We need to move to a shorter semester!
105. Why all the scheduling options? Most classes already have more hours than required for accreditation. Just look at Mesa College and SDSU. Same accreditation as Grossmont, more hours of in-class time.
106. Working students might like weekend courses.
107. You don't appear to be considering online classes-- few of these questions related to classes online which don't really have days that you attend....
108. Your information website only gives points in favor of switching. Typically, voting ballot will offer opposing views so people can see both sides. I would like to see arguments against switching also presented.