

STUDENT SCHEDULE SURVEY

SPRING 2007

**PROVIDED BY THE
INSTITUTIONAL
RESEARCH DEPARTMENT**

Table of Contents

Cover.....	1
Table of Contents.....	2
Administration.....	3
Planned Units Fall 2007.....	3
Length of Time Left at CR.....	3
Hours of Work a Week.....	4
Primary Purpose.....	4
Area of Degree/Certificate Interest.....	4
Age Group.....	5
Knowledge of Degree/Certificate Requirements	5
Class Length.....	5
Preferred Class Time.....	6
Preferred Days of Week for Classes	6
Preferred Duration of Course Length	7
Reasons Respondents would Take More Classes	7
Interest in Online Courses	8
Issues Affecting Scheduling.....	8
Reasons for Dropped/Missed Classes	8
Satisfaction with Class Schedule	9

Student Schedule Survey

Introduction:

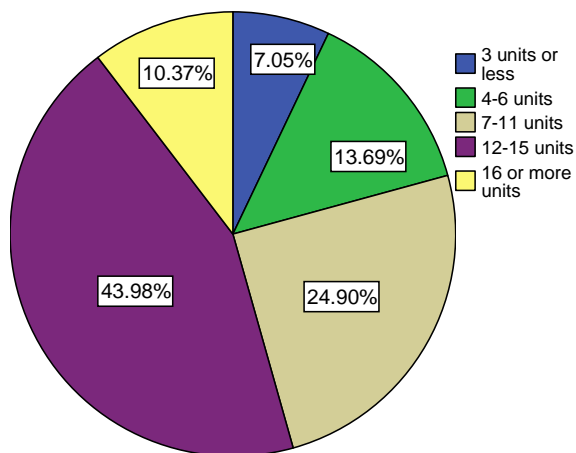
The student schedule survey was constructed to better assess CR's ability to accommodate classes offerings to meet students needs, better understand students time commitments, assess why students drop or miss classes, and see if CR could improve class offerings or resources that would allow students to take more classes.

Administration:

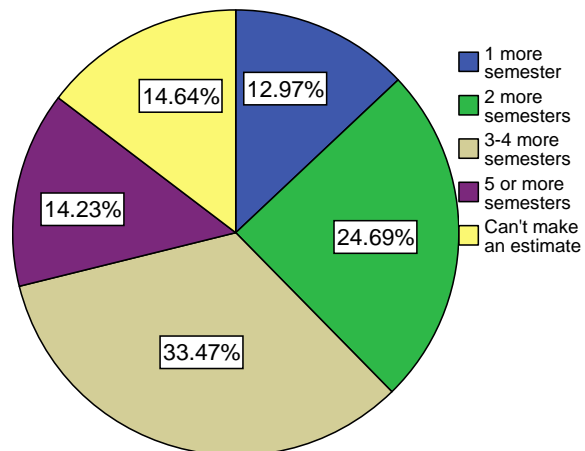
- The student schedule survey was administered from **May 7th through May 18th** and relied on convenient sampling.
- The survey was distributed on the Eureka campus in the Counseling Center, the Library, and the DSPS office.
- The survey data is compiled from a sample (n) of 243 respondents.

Demographic Information:

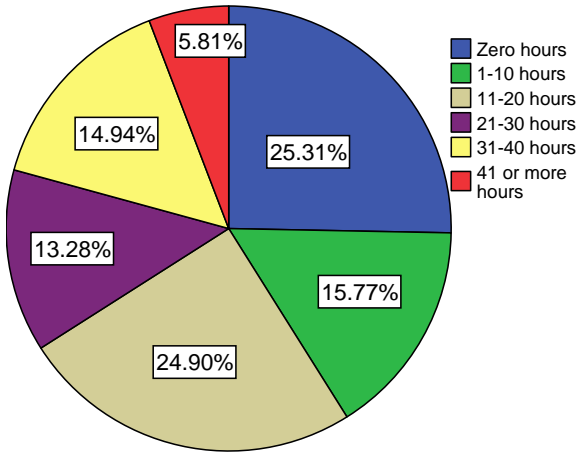
Planned Units Taken Fall 2007



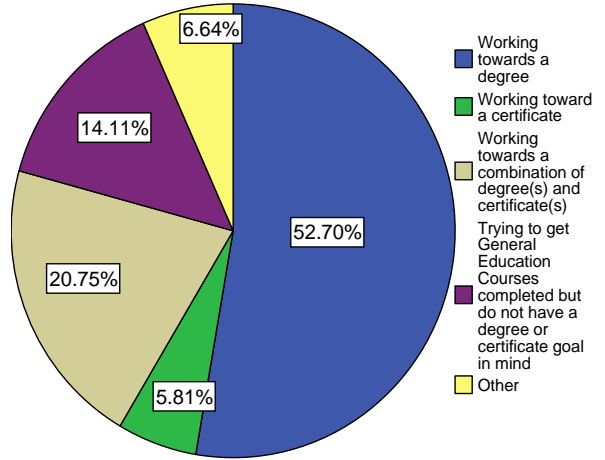
Length of Time Left at CR



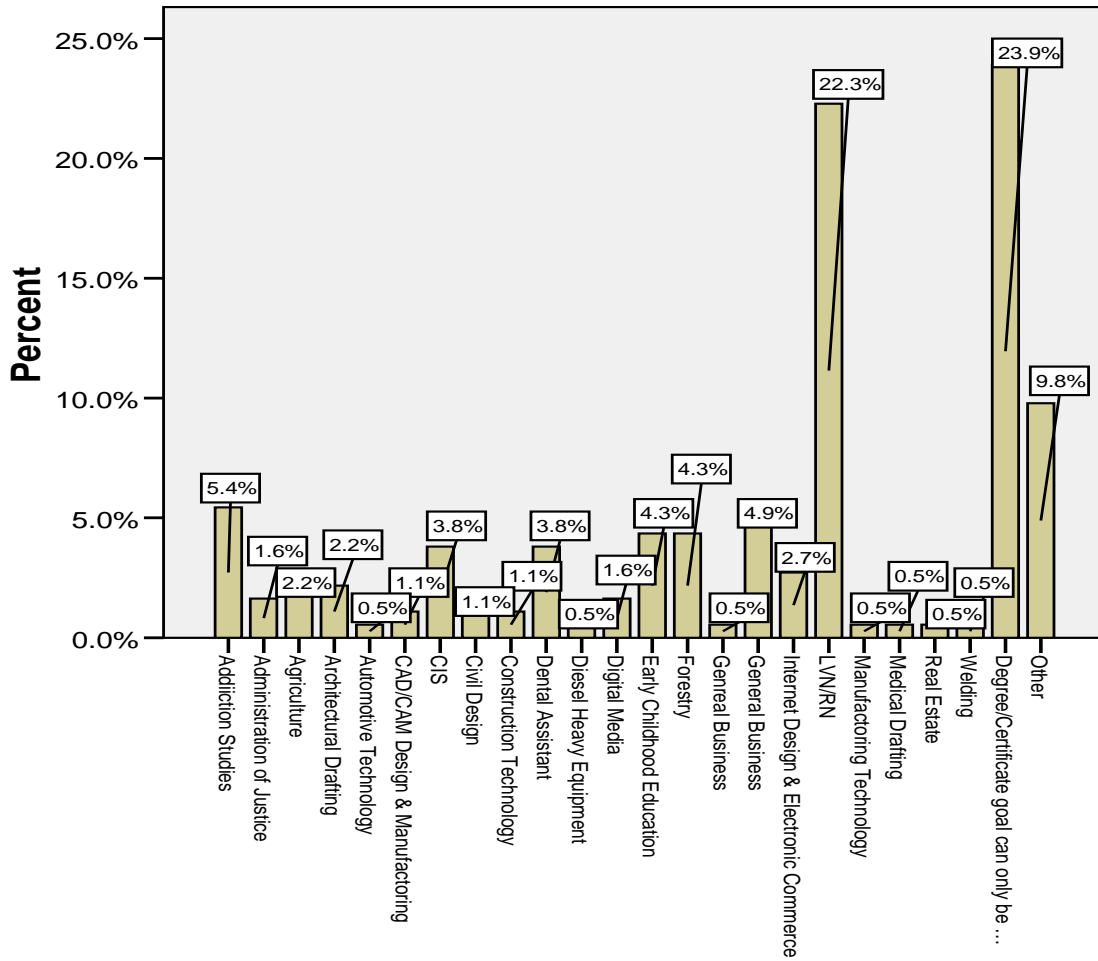
Hours of Work per Week



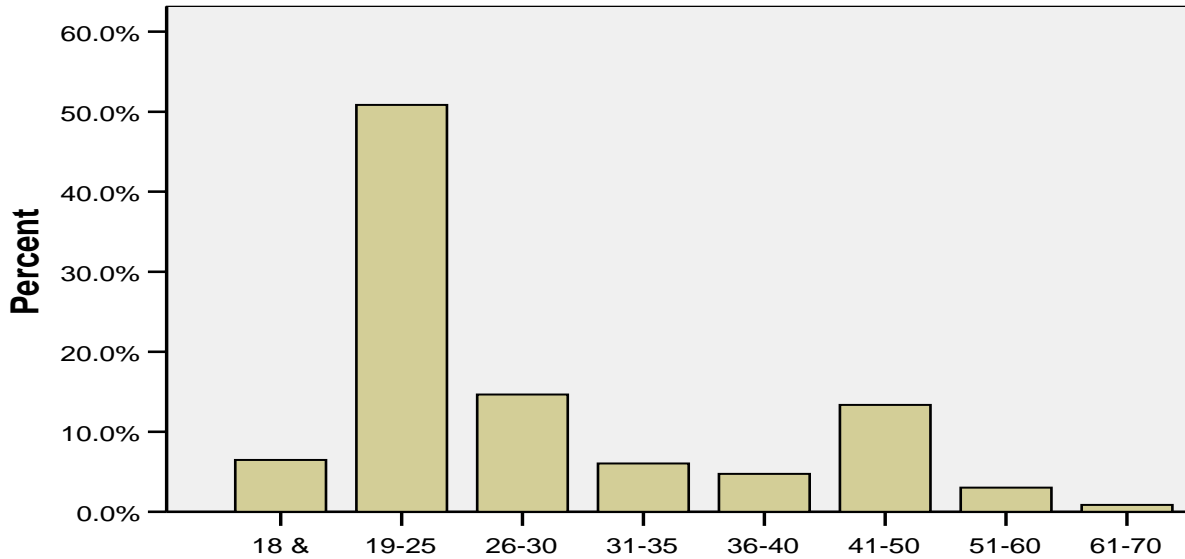
Primary Purpose for Attending CR



Discipline Area Respondents Considering a Degree/Certificate



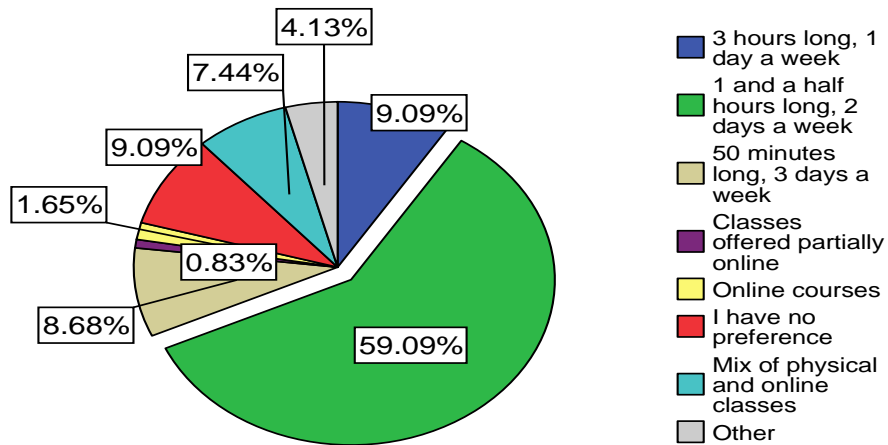
Age Group



Schedule Findings:

- **53.7%** of respondent knew **how many classes they needed to fill their degree/certificate** requirements and **46.3%** of respondents did not know how many classes they would need to fulfill their degree/certificate requirements.
- The majority (**59.1%**) of respondents liked the **current configuration of 3-unit classes** (2 days a week and 1½ hour sessions).

Time of Day Preference

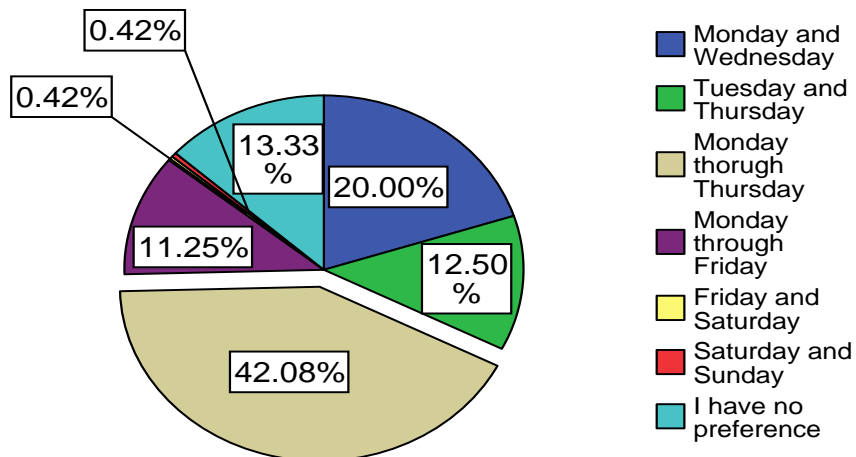


- The majority of respondents indicated that **late morning (9:30-12:00) classes** (54.5%) and **early afternoon (12:00-2:00) classes** (32.6%) were preferred course times

Time	% of Respondents Who Said This Was a Preferred Time
7:30-9:30 →	24.4%
9:30-12:00 →	54.5%
12:00-2:00 →	32.6%
2:00-4:00 →	14.9%
4:00-5:30 →	6.6%
5:30-7:00 →	8.7%
7:00-10:00 →	6.6%
	8.2% of respondents did not have a preference for any class times

- Respondents expressed **Monday-Thursday (42.1%)** and **Monday-Wednesday only (20.0%)** as the preferred days of the week for classes.

Day of the Week Preference

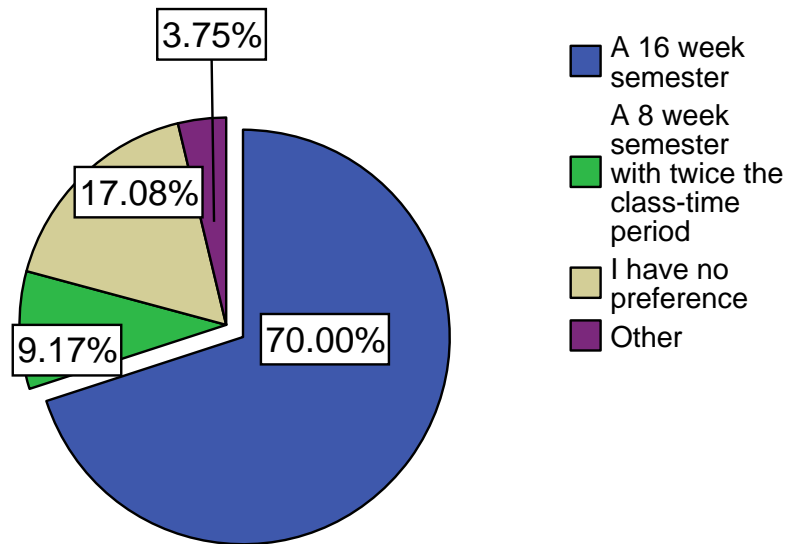


- Only 0.4% of respondents preferred classes on Friday and Saturday, and only 0.4% of respondents preferred classes on Saturday and Sunday.¹

¹ Given that the distribution of the survey through Eureka campus offices made it most readily available to weekday daytime students, results on the desirability of alternative class hours/days should be treated with caution.

- The majority (**70.0%**) of respondents indicated that they liked the **current sixteen-week semester**.

Duration of Course Length



Taking More Classes:

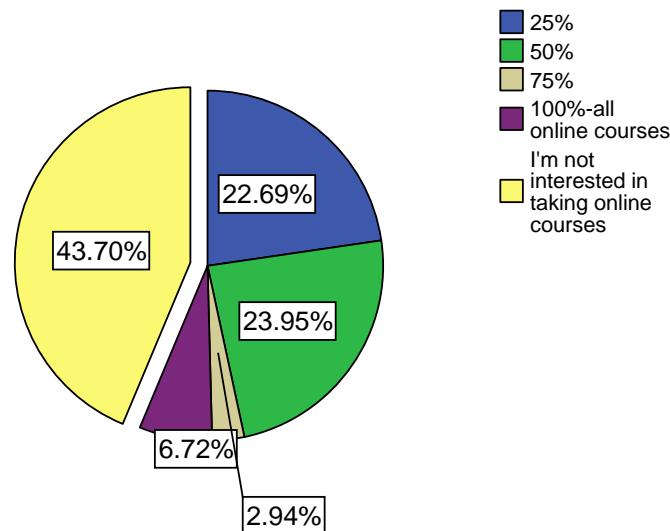
- The central change that would lead to respondents taking more classes was increased classes in the respondent's respective field of study (47.9%).

Students indicated they would take more classes for the following reasons:

More classes in respondents field of study	→	47.9%
More general education classes	→	27.4%
Less travel time to campus	→	20.5%
Respondents would not take more classes	→	14.1%
Better understanding of requirements	→	13.2%

- Fewer than half of the respondents (**43.7%**) were **not interested in taking online courses**. Most respondents who were interested in online courses wanted them to supplement but not completely replace their full class load (see pie chart next page).

Percentage of Online Courses Respondents Would Consider



Issues that Affect Scheduling:

- Respondents reported that **class times conflicting with one another (63.9%)** was the primary issue in the way they schedule classes

Issues Affecting the way Respondents Schedule Classes

Class times conflicting with one another	63.9% agreed this affected their scheduling
Work schedule	52.5% agreed this affected their scheduling
Finances	51.5% agreed this affected their scheduling
Family schedules and responsibilities	48.1% agreed this affected their scheduling
Travel time to campus	40.4% agreed this affected their scheduling

- Respondents reported that **health/relationship/life issues (54.6%)** were the main causes for dropped or missed classes

Reasons for Missed or Dropped Classes

Health/Relationship/Life issues	54.6% agreed this caused dropped/missed classes
Family schedules and responsibilities	40% agreed this caused dropped/missed classes
Finances	38.0% agreed this caused dropped/missed classes
Work schedule	36.3% agreed this caused dropped/missed classes
Travel time to campus	27.8% agreed this caused dropped/missed classes

The Class Schedule:

Respondent Feedback on the Class Schedule

Appearance:	
Like the cover of the class schedule	58% of respondents agreed
Layout:	
The layout is student friendly	67.1% of respondents agreed
Can easily distinguish between courses on different campuses	67.4% of respondents agreed
Content:	
Easy to locate courses	75.4% of respondents agreed
Information about registration is useful	65.7% of respondents agreed
Information about payment is useful	57.9% of respondents agreed
Information about academic policy is useful	55.6% of respondents agreed
General information is useful	60.7% of respondents agreed
General:	
Class schedule is distributed in a timely manner	54.7% of respondents agreed
Class schedule is a helpful guide	71.2% of respondents agreed
Rely on the online version more than the printed version	43.3% of respondents agreed
Overall, I like the class schedule	58.5% of respondents agreed

