



Class Scheduling Preference Survey Results: Eureka

Surveys were gathered from 187 students in GS classes on the Eureka Campus at the end of spring 2015. The majority of respondents were full-time students. The modal goal of the respondents was to earn a degree or certificate and to transfer. 80 percent of the respondents reported taking classes only in the daytime, and the other 20 percent reported a combination of evenings with daytime or Saturday classes.

Status	Education Goal
Full-time: 63%	Degree/certificate: 30%
Part-time: 37%	Degree/certificate and Transfer: 48%
	Transfer only: 10%

The majority (88%) of students taking the survey

Scheduling Preferences

Students selected the days they are available to take classes. They were given the options of Mon/ Wed, Tues/Thur, Wed/Fri, Fri/Sat, and Saturdays. Tues/Thur was selected most frequently, followed closely by T/TH. Two day sequences involving Fridays were not popular. Saturdays were selected more than Friday sequences, but by less than 10 percent of students.

M/W	T/TH	W/F	F/S	Sat
53%	55%	4%	4%	7%

Almost sixty percent of students can take courses four or five days a week. Saturdays were not preferable, nor was taking courses only one day a week.

One day	Two days	Three days	Four or five days	Saturdays
7%	26%	29%	59%	7%

Students also selected the times they are available to take classes. Mid-day between 10:45 and 2 pm was the most selected time. Almost three-fourths of all respondents are available to take classes during this time. Just under half of all respondents are available in the mornings. Evenings were not an option for the majority of students, but 18 percent of students who can take evening courses could fill a good deal of evening sections. Evenings were selected more often by part-time (29%) than by full-time (12%) students.

Morning (8 to 10:45 am)	Mid-day (10:45 to 2pm)	Afternoon (2 to 5 pm)	Evening (5 to 10:30 pm)
46%	74%	38%	18%



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We also looked at the days students are available to take classes in light of the time of day they prefer. Off all respondents, forty-four percent were available on T/TH and preferred classes mid-day. Similarly, 39 percent were available on T/TH and preferred mid-day courses. These were the most popular day/time slots. M/W showed a similar pattern to T/TH except that more students prefer take afternoon courses on T/TH and morning courses on M/W.

Time/Day	M/W	T/TH	W/F	F/S	S
Morning	28%	22%	2%	2%	3%
Mid-day	39%	44%	3%	2%	4%
Afternoon	18%	26%	2%	2%	2%
Evening	9%	10%	0%	2%	3%

All students were asked to report the time they would prefer evening classes to begin. Over half of the students reported wanting a 5 pm start time. Few preferred start times after 6 pm.

5:00 PM	55%
5:30 PM	15%
6:00 PM	21%
6:30 PM	2%
7:00 PM	2%
After 7 PM	6%

Specific Course Conflicts

Students were asked if there were any courses they had difficulty getting into because of the times they were offered. Math courses were listed most frequently (n = 15), followed by biology (n = 9). In addition to students listing biology, several students also said they had difficulty getting into science classes in general. Chemistry and physics were also mentioned specifically.

Summer Classes to Address Conflicts

Students were asked which classes they would be most likely to take over the summer because they didn't fit into their fall or spring schedules. Almost twenty percent of all respondents (n = 32) said they would take math courses. English was the next most cited (n = 18). Science classes were also reported, either specifically (BIO, CHEM) or just general sciences or classes requiring labs.

Possible Improvements

When asked how CR could schedule courses differently to better meet student's needs, the most frequent response dealt with scheduling courses so they do not overlap. Students cited courses they needed for their major but that they couldn't take because of the overlap. The next most frequently given suggestion was to schedule classes based on the bus schedule. They referenced the day schedule for convenience, and how it causes limited ability to attend evening courses.



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Other suggestion given by a number of students included:

- scheduling courses for their major so that they can take them back to back
- offering more courses mid-day
- letting students know if courses will be offered in the fall, spring, or both semesters
- offering science classes with labs in smaller time blocks

The suggestion to offer more mid-day courses seems to be at odds with the desire for CR to offer courses so that they do not overlap and are tightly back-to-back.