

**SCC Academic Senate Minutes – Approved 3/5/11
Senate Business Meeting April 19, 2011**

Senators present:

Morrie Barembaum
Emma Breeden
Shawn Cummins
Doug Deaver
Michael DeCarbo
Steven Deeley
Corinna Evett
Jim Granitto
Eric Hovanitz
Ethel Jordan
Evangeline Matthews
Danielle Martino
Craig Nance

Nooshan Shekarabi
Barbara Sproat
Joyce Wagner

Non-Voting Members

CIC

Craig Rutan

ASG Representative

Alex Letourneau

Guests:

John Smith
Jim Watkins

I Order of the Agenda

The State Senate Resolutions will be heard immediately after the District Budget Update.
The Educational Vision Taskforce will exchange places with Hands Across California.

II Approval of the Minutes

A Approval for the March 15, 2011, Business Meeting.

Professor Martino moves to approve.

Professor Hovanitz seconds the approval.

The minutes are approved with one dissent.

B Approval for the April 5, 2011, Business Meeting.

Professor Hovanitz moves to approve.

Professor Martino seconds the approval.

The minutes are approved with one dissent.

III Public Comments

A Professor Rutan stated that the Transfer Degree in Communication was sent back from the State Chancellor's Office, by Dean of Academic Affairs Stephanie Low for a title change and modification to the objectives. He further stated that the Transfer Degree in Sociology was approved by CIC yesterday and that the Transfer Degree in Psychology is forthcoming.

B Professor Smith told the Senate that the CCCI (California Community College Independents) has hired a contract lobbyist, David Hawkins, from the Faculty Association of California State Universities, to serve as a voice for the CCC's with independent unions that are not covered by FACCC.

C Professor Evett explained that the Safety Alert was issued when a student told another classmate he was going to "go Virginia Tech" on SCC. The student was removed from Professor Howell's class and was held under a psychological hold. The College has hired a Private Investigator to follow this student and SCC is currently in the process of securing a restraining order. There will be a hearing at the District Office to determine if his rights have been violated. It is not known if he has returned to the College.

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- D Professor Evett said that some have questioned why the full-time Faculty Excellence Award Winner receives \$2,500.00, while the adjunct winners receive nothing. Professor DeCarbo asked that the matter be referred to the Faculty Recognition Committee.
- E President Barembaum announced that Professor Martino was nominated by a member of the ASCCC Executive Committee for the South Representative

IV ASG Report – Alex Letourneau

- A ASG will host the annual Book Run on Friday, April 29, at 10 a.m.; pledges can be made to ASG.
- B A Special Election for Executive board will be taking place next week.

V District Budget Update/State Senate Resolution

A District Budget Update – President Barembaum (Appendix 1 – 2011/2012 Budget Plans)

- 1 The State passed a budget under SB 70; we are better able to predict the cuts we will incur next year. At www.ccleague.net, the organization that advocates for Community Colleges, you can see predicted cuts for every district in the state; we are prepared for the following three possible cuts:
 - Plan A –\$8 million –cut of approximately 600 sections across the District.
 - Plan B –\$11.8 million - cut of approximately 1000 sections across the District.
 - Plan C- \$ 20.5 million - this will result in whole parcel program cuts.
- 2 The good news is the State has offered growth money of approximately 2%. If the District captures this growth money, then when reductions come, the District will be reduced from a higher rate.
- 3 President Barembaum said student fees will increase to \$36.00.
- 4 Professor DeCarbo said while these are frightening numbers, economic indicators say that the worst case scenario is unlikely and will most likely be slightly over the plan B prediction.
- 5 Professor Jordan asked that we take all factions of the District into consideration when making cuts.

B State Senate Resolution - Professor Martino (Appendix 2 – ASCCC Resolutions)

- 1 The resolution regarding eliminating repeatability in Exercise Science passed as amended.
- 2 The resolution encouraging Districts to move the withdrawal rate from 75% to 50% passed.
 - a President Barembaum directed Professor Rutan to discuss the change in Curriculum.
- 3 The resolution opposing AB 515 (allowing students to pay for the entirety of a course) passed.
- 4 The change to minimum qualifications in Education failed.
- 5 Professor Martino said the District should be funding the Senate as SAC received \$1,500 from the District.
 - a Professor Evett said past SAC Senate President Hicks is opposed to asking for more funding from the District.
- 6 Professor Evett will provide a write-up of the sessions she attended, “we are on the front end being proactive.”
- 7 President Barembaum said we will be working with SAC on changes to equivalences.

VI Action

A Osher/Castle Foundation-Senate Scholarship

- 1 Professor Evett said the entire English Department is for it.
- 2 Professor Martino said the Sciences are opposed; further, since we have such a large portion of money, we should put that towards Faculty Development.

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- 3 Professor Sproat said her constituents said by not donating, the Senate can send more to Plenary, and they are opposed because they can donate on their own to scholarships.
- 4 Professor Deaver said this is money for nothing, it will be paying our bills in the future; he proposed:
 - a We pass this today.
 - b We be very mindful of all future expenditures.
 - c Delay the dues increase for 6 months.
- 5 President Barembaum said this is not money for nothing, rather it is a 13 year loan to ourselves and must then be a line item in the budget.
- 6 Professor DeCarbo said that there would still be the offset from the \$500.00 we now give in scholarships.
- 7 Professor Cummins said that we are operating at a deficit and will be cutting into our reserves.
- 8 Professor Evett said that the District would cover the Senate in case of a lawsuit, so there was no need to worry about retaining money for legal fees.
- 9 President Barembaum said we may need the fees to sue the District

Professor Martino moved that the vote be approved by two thirds.

Professor Cummins seconded the motion.

Professor DeCarbo moved to substitute with the motion that the vote go to the Faculty as a whole.

Professor Sproat seconded the motion.

- 1 Professor Shekarabi asked what message is our reluctance at passing matching funds for a Scholarship conveying to our students.
- 2 Professor Granitto said that in the constitution, the primary purpose of the Senate is to promote the general welfare of the faculty and students. Scholarship promotes the general welfare.
- 3 Professor Martino said we are supportive, as each year we give \$2,000.
- 4 President Barembaum clarified that in the past, when we were contributing, we were receiving District Funding.
- 5 It was clarified that the vote to the faculty would be decided by a majority vote.

The motion for a vote by the Faculty as a whole passed without dissent.

- 1 Professor Wagner proposed that a ballot be constructed, presenting the pros, cons with rebuttals.
- 2 It was agreed this would be done.

B Senate Dues Increase

Professor DeCarbo moved to postpone.

Professor Martino seconded.

Action was postponed with one dissent.

VII Discussion Items

A EVTF Survey Results – Professor Evett

- 1 Announced that the EVTF is at the forefront of President Vazquez's request that the College place our priorities in concentric circles; that our core programs be kept in the center and those less important be moved to the periphery.
- 2 There were 56 respondents of the 95 Full time Faculty; Nga Pham said this was quite a turn out.
- 3 The taskforce will meet and:
 - a examine the survey results to determine the emerging circles.

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- b discuss the criteria and formation of a new survey.
- c create a Faculty Vision Statement.
- 4 Professor Wagner announced that Assistant Dean of Institutional Effectiveness and Assessment, Caroline Durdella, is going to do an environmental scan of our region (i.e. income, workforce, age, etc) that will examine the current population and how it will change over the next 5 years; this report should be completed by December.
- 5 She further stated; that the EMP committee will be doing an internal environmental scan; in the Fall; they will be collecting data and distributing surveys.
- 6 The two environmental scans will be merged so as to create workgroups to come up with a strategic plan.
- 7 Professor Rutan stated that the District has a discontinuance procedure for programs, but not a suspension or reduction of programs procedure.
- 8 Professor Martino asked the EVTF to provide a list of all active programs and canceled programs.
- 9 Professor Jordan cautioned that we must look into the future and the use of non-credit in the creation of the District's future.

B Senate Budget

Professor DeCarbo asked for feedback to the five questions he had posed at the previous meeting and said that he would prepare a budget according to those answers.

C Hiring Update (FON/50% Law/Replacements)

President Barembaum said that nothing new was taking place in regards to the hiring process. He said these hires were already budgeted for (as replacements) and they are necessary for maintaining the 75/25 ratio and meeting the 50/50 Law.

D Elections - Professor Evett

- 1 Reminded the senators to hold their Discipline Grouping Elections.
- 2 Announced that nominations for Vice President and Secretary/Treasurer are now being accepted.
- 3 Stated that the election for these officers will begin next week and the results announced at the May 3rd Business Meeting.

E Collegial Governance

Postponed

F Finals Week Survey Results (Appendix 3 – Faculty View on Finals Week)

- 1 President Barembaum stated that he has sent the results to Vice President of Academic Affairs Mora and Union President Eastmond.
- 2 President Barembaum said he would initially pursue this if the support was overwhelming; he does not interpret the results as overwhelming.

G Grant Task Force

- 1 President Barembaum said all information on grants will be available on the website as soon as the link is created.
- 2 Professor Martino asked whether the Senate should pursue our original goal of the Task Force.

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3 President Barembaum said that the Administration created the Grant Task Force.

Professor Evett moved that the Senate create a Senate Grant Informational Task Force to determine how Grants will be presented to the Senate for informed decision making; said task force will present their recommendations at the Fall Senate Retreat.

Professor Granitto provided the Second.

- 1 Professor Rutan said that as part of the Grant Task Force he discovered that the Administration was reticent to create the form the Senate desired.
- 2 Professor Evett said that grants have a line asking if the Senate President has been informed; prior to the Senate President ever signing that form, they must communicate with the Faculty.

The Task Force was created without dissent.

H Hands Across California

Postponed

Professor DeCarbo moved to adjourn

Professor Deeley provided the Second.

The meeting adjourned at 3:50 without dissent.

2011-2012 Tentative Budget Augmentations/Reductions
Plan A - Best Case Scenario

INCOME

Apportionment Deficit - Best Case Scenario	\$	(7,100,000)	
Orange Education Center Status - ongoing base funding	\$	1,107,182	
Lottery (reduced FTES)	\$	(250,000)	
COLA 0%	\$	-	
Growth @ 1.90% (net in deficit)	\$	-	
Total Additional (Reduction) Income			\$ (6,242,818)

EXPENSES

Step and Column Movement	\$	-	
Defunded vacant positions			
Workload measure reduction in classes - 574 sections	\$	(2,009,000)	
Total Salaries			\$ (2,009,000)

BENEFITS

Health and Welfare benefit plans - 10.0% increase	\$	1,852,007	
Fixed benefit cost for step/column - 12%	\$	-	
Unemployment Insurance 0.72% to 1.61%	\$	1,150,637	
PERS 10.707% to 11.40%	\$	330,000	
Total Benefits			\$ 3,332,644
Total Salaries and Benefits			\$ 1,323,644

Utilities- gas, water, telephone,electricity	\$	300,000	
Contract inflation increases	\$	100,000	
misc. increases	\$	100,000	

Total Additional Non-Compensation Expenses	\$	500,000	
Total Additional Expenditures	\$	1,823,644	
Total Projected Budget Shortfall	\$	(8,066,462)	

2011-2012 Tentative Budget Augmentations/Reductions
Plan B - Prop 98 min

INCOME

Apportionment Deficit - Prop 98 min funding Scenario	\$ (12,400,000)
Orange Education Center Status - ongoing base funding	\$ 1,107,182
Lottery (reduced FTES)	\$ (250,000)
COLA 0%	\$ -
Growth @ 1.90% (net in deficit)	\$ -
Total Additional (Reduction) Income	<u>\$ (11,542,818)</u>

EXPENSES

Step and Column Movement	\$ -
Defunded vacant positions	
Workload measure reduction in classes - 1,010 sections	\$ (3,535,000)
Total Salaries	<u>\$ (3,535,000)</u>

BENEFITS

Health and Welfare benefit plans - 10.0% increase	\$ 1,852,007
Fixed benefit cost for step/column - 12%	\$ -
Unemployment Insurance 0.72% to 1.61%	\$ 1,150,637
PERS 10.707% to 11.40%	\$ 330,000
Total Benefits	<u>\$ 3,332,644</u>
Total Salaries and Benefits	<u>\$ (202,356)</u>

Utilities- gas, water, telephone, electricity	\$ 300,000
Contract inflation increases	\$ 100,000
misc. increases	\$ 100,000
Total Additional Non-Compensation Expenses	<u>\$ 500,000</u>

Total Additional Expenditures **\$ 297,644**

Total Projected Budget Shortfall **\$ (11,840,462)**

2011-2012 Tentative Budget Augmentations/Reductions
Plan C - All Cuts

INCOME

Apportionment Deficit - All Cuts Scenario	\$ (19,600,000)	
Orange Education Center Status - ongoing base funding	\$ 1,107,182	
Lottery (reduced FTES)	\$ (250,000)	
COLA 0%	\$ -	
Growth @ 1.90% (net in deficit)	\$ -	
Total Additional (Reduction) Income	<hr/>	\$ (18,742,818)

EXPENSES

Step and Column Movement	\$ -	
Defunded vacant positions		
Workload measure reduction in classes - 574 sections	\$ (2,009,000)	
Total Salaries	<hr/>	\$ (2,009,000)

BENEFITS

Health and Welfare benefit plans - 10.0% increase	\$ 1,852,007	
Fixed benefit cost for step/column - 12%	\$ -	
Unemployment Insurance 0.72% to 1.61%	\$ 1,150,637	
PERS 10.707% to 11.40%	\$ 330,000	
Total Benefits	<hr/>	\$ 3,332,644
Total Salaries and Benefits		\$ 1,323,644

Utilities- gas, water, telephone,electricity	\$ 300,000	
Contract inflation increases	\$ 100,000	
misc. increases	\$ 100,000	

Total Additional Non-Compensation Expenses	<hr/>	\$ 500,000
Total Additional Expenditures		\$ 1,823,644
Total Projected Budget Shortfall		\$ (20,566,462)

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

	Not Included in the budget as of 1/21/2011
Workload reduction and deficit	\$ 7,514,795
OEC center 2010-11	1,107,182
OEC center 2009-10	1,107,182
2.21 % growth	3,079,583 *
Projected increases in ending balance 6/30/11	759,531
Total	13,568,273
Beginning balance 7/1/2010	32,190,876
Projected ending balance 6/30/2011	\$ 45,759,149 **
2010-11 First Principal Apportionment 2/17/11 Deficit	(1,121,375) ***
Projected ending balance for 6/30/2011 on 3/14/2011	\$ 44,637,774

* Growth revenue will be partially offset by additional growth expenditures

** Revised as of 2/17/2011 to include projected Mandated Cost Reimbursement expense

*** Revised as of 4/4/2011 to include deficit in P1 - Exhibit C- March Revision

1.0 ACADEMIC SENATE

- 1.01 S11 Outreach and Recruitment Committee – **Passed**
1.02 S11 Resolution for a Cost Benefit Analysis of Printing *Rostrum* – **Passed**

2.0 ACCREDITATION

- 2.01 S11 Use of Outside Researchers in Accreditation - **Passed**

3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY

- 3.01 S11 Support for LGBT Inclusive Curricula and Anti-bullying Efforts – **Passed**
3.02 S11 CPEC report, *Access and Equity for all Students: Meeting the Needs of LGBT Students* – **Passed**

5.0 BUDGET AND FINANCE

- 5.01 S11 Metrics and Performance Based Funding – **Passed**
5.02 S11 Incentives to Encourage Effective Student Behaviors for Success – **Passed**
5.03 S11 Oppose Potential Permanent Elimination of all Categorical Funding – **Divided 1&2 Passed, 3rd - Failed**
5.03.01 S11 Amend Resolution 5.03 S11 – **Passed**

6.0 STATE AND LEGISLATIVE ISSUES

- 6.01 S11 Community College Fees – **Passed**
6.01.01 S11 Amend Resolution 6.01 S11 – **Passed**
6.02 S11 The Role of the Legislative Analyst Office – **Passed by Acclamation**
6.03 S11 Title 5 Regulations Limiting Education Units – **Passed**
6.04 S11 E-Transcripts – **Passed**
6.05 S11 System Advocacy and Priorities – **Passed**
6.06 S11 Oppose Shift of CCC Credit Instruction to a Pay-for-Service Model Educational Policies – **Passed**
6.07 S11 Support for Credit Instruction Extension Program – **Moot by 6.06**
6.08 S11 Support for AB515 Extension Classes – **Moot by 6.06**

8.0 COUNSELING

- 8.01 S11 Title 5 Change to Clarify the Role of Advisors and Paraprofessionals in Counseling – **Passed**

9.0 CURRICULUM

- 9.01 S11 College Level Examination Program (CLEP) Exam Equivalency List – **Passed**
9.02 S11 Cap on Total Units – **Passed**
9.02.01 S11 Amend Resolution 9.02 S11 – **Failed**
9.03 S11 Eliminate Repeatability for “Activity” Courses – **Passed**
9.03.01 S11 Amend Resolution 9.03 S11 – **Passed**
9.04 S11 Defining Repeatable Visual and Performing Arts Courses – **Failed**
9.04.01 S11 Amend Resolution 9.04 S11 – **Passed**
9.05 S11 Defining Repeatability in Physical Education Courses – **Failed**
9.05.01 S11 Amend Resolution 9.05 S11 – **Failed**
9.06 S11 Repeatable Courses – **Moot by 9.03**
9.07 S11 Course Repeatability and Title 5 Changes – **Failed**
9.08 S11 Adopt *Implementing Content Review for Communication and Computation Prerequisites* Paper – **Passed**
9.09 S11 Local Senate Oversight of All College Offerings – **Passed**
9.10 S11 Accelerated Basic Skills – **Passed**
9.10.01 S11 Amend Resolution 9.10 S11 – **Failed**
9.10.02 S11 Amend Resolution 9.10 S11 – **Passed**
9.11 S11 Increasing Completion through Accelerated Basic Skills – **Failed**
9.11.01 S11 Amend Resolution 9.11 S11 – **Passed**
9.12 S11 Support for Transfer Model Curriculum – **Passed**
9.12.01 S11 Amend Resolution 9.12 S11 – **Failed**

- 9.13 S11 Curriculum Opportunities for Physical Education, Kinesiology and Athletics Programs – *Passed*
- 9.14 S11 Research on Student Success of Community College Athletes – *Passed*
- 9.14.01 S11 Amend Resolution 9.14 S11 – *Passed*
- 9.15 S11 Study of the 18-Unit Major/Area of Emphasis Requirement for an Associate Degree – *Passed*
- 9.15.01 S11 Amend Resolution 9.15 S11 – *Passed*
- 9.16 S11 Economic and Transfer Impact of “Recreational Courses” – *Passed*
- 9.17 S11 Support and Retention of Intercollegiate Athlete Programs – *Passed*
- 9.18 S11 Course Substitutions in TMC-Aligned Degrees – *Passed*

10.0 DISCIPLINES LISTS

- 10.01 S11 Disciplines List – Health – *Passed*
- 10.02 S11 Disciplines List – Accounting – *Passed*
- 10.03 S11 Disciplines List – Classics – *Passed*
- 10.04 S11 Disciplines List – Art History – *Passed*
- 10.05 S11 Disciplines List – Military Studies – *Passed*
- 10.06 S11 Disciplines List – Theater Arts – *Failed → Goes forward*
- 10.07 S11 Disciplines List – Sustainability – *Passed → Not Forwarded*
- 10.08 S11 Disciplines List – Peace Studies – *Passed → Not Forwarded*
- 10.09 S11 Disciplines List – Futures Studies – *Passed → Not Forwarded*
- 10.10 S11 Disciplines List – Ethnic Studies – *Failed → Goes Forward*
- 10.11 S11 Support the Change to the Disciplines List for Education – *Failed → Not Forwarded*
- 10.12 S11 Disciplines List – Education – *Moot by 10.11*
- 10.13 S11 Associate Degree Equivalency Guidelines – *Passed*
- 10.14 S11 Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications – *Passed*

13.0 GENERAL CONCERNS

- 13.01 S11 Need for Behavioral Intervention Teams – *Passed*
- 13.02 S11 Tutoring Centers and Supplemental Learning/Instruction – *Passed*
- 13.03 S11 Democracy Commitment – *Passed*
- 13.04 S11 Opposition to Western Governors University California – *Passed*
- 13.04.01 S11 Amend Resolution 13.04 S11 – *Passed*
- 13.05 S11 Local College Participation in the LGBT-Friendly Campus Climate Index – *Passed*

15.0 INTERSEGMENTAL ISSUES

- 15.01 S11 Reciprocity for TMC Courses in Associate Degrees for Transfer – *Passed*
- 15.02 S11 Mandatory Student Success Courses in Associate Degrees for Transfer – *Passed*
- 15.03 S11 Common Baseline Indicator of Readiness for College-Level Mathematics and English – *Passed*
- 15.04 S11 Oppose the Inclusion of Local and State-mandated CSU Graduation Requirements – *Passed*

18.0 MATRICULATION

- 18.01 S11 Priority Registration – *Passed*
- 18.02 S11 Drop/Withdrawal Policies – *Passed*
- 18.02.01 S11 Amend Resolution 18.02 S11 – *Passed*
- 18.03 S11 Collecting Drop/Withdrawal Data – *Passed*
- 18.04 S11 Academic Credit for Veterans and Military Service Members – *Passed*
- 18.05 S11 Limiting Repetition and “Ws” – *Passed*
- 18.05.01 S11 Amend Resolution 18.05 S11 – *Passed*

21.0 VOCATIONAL EDUCATION

- 21.0 S11 Career Technical Education (CTE) -- Effective Practices – *Passed*

ASCCC New Executive Officers:

President: Michelle Pilati, Rio Hondo College, Area D
 Vice President: Beth Smith, Grossmont College, Area D
 Secretary: David Morse, Long Beach City College, Area D
 Treasurer: Wheeler North, San Diego Miramar College, Area D



Santiago Canyon College Faculty View on Block Finals Scheduling, Spring 2011

April 2011

A couple of years ago, Santiago Canyon College attempted to block-schedule final exams. However, at the time there were issues that precluded the college maintaining a separate block finals schedule. At a recent Academic Senate Business meeting, there was discussion of the possibility of returning to a dedicated finals week.

Participants in favor of a block finals schedule argued that a block finals schedule would:

1. prepare our students for the format used by transfer universities.
2. create a schedule that reduces the risk of a student having three or more finals scheduled on the same day.
3. allow students to better schedule their time to prepare for exams.
4. allow faculty more time to grade exams and essays before submitting final grades.
5. allow faculty a greater opportunity to engage in outcomes assessment.

Those in favor of maintaining our current schedule argued that a change to the block finals schedule would:

1. result in the loss of a day of instruction (even though the total number of minutes would be the same).
2. alter the current scheduling format and scheduling matrix.
3. confuse students and/or instructors.
4. result in a different schedule as compared to SAC; this could pose confusion and logistical problems for students.
5. produce a situation wherein we have different working conditions at the two colleges.

To help assess whether the faculty as a whole would favor that the Academic Senate pursue the re-establishment of a block finals schedule, the Academic Senate solicited input via an online survey to all faculty members (both full- and part-time in both credit and non-credit programs). Seventy-four faculty members responded and their feedback is included in this report.

Summary of Findings

Subject Areas and Part-Time/Full-Time Status of Respondents

- Three-quarters of survey respondents are full-time faculty members.
- 75% of the respondents are assigned to the Math and Sciences and Arts/Humanities/Social Sciences divisions.

Preferences of Faculty

- Over two-thirds of respondents favor a block final schedule, with 57% indicating that they “agree” or “strongly agree” with the proposal.
- Respondents most highly rated aspects of the block format that would enhance our students learning, including preparing students their final exams and for the format used at four-year institutions and minimizing the possibility that students encounter days during which scheduled finals conflict.
- Several respondents cited concerns that SCC students concurrently enrolled at SAC (about 14% of student body) would be negatively impacted by a finals block schedule.
- If the college moves forward with a block finals format, a slight majority of respondents (56%) prefer the 15 weeks of instruction and one week for finals (total of 16 weeks) over 16 weeks of instruction and one week for finals (total of 17 weeks).

	Mean Response					
	<i>Based on a scale of 1 to 6, with 1 being “strongly agree” and 6 being “strongly disagree”</i>					
	by Division			by Load		Total
	Math and Sciences	Arts, Human. & Social Science	Other	Full-Time	Part-Time	
n=26	n=30	n=21	n=56	n=21	n=77	
It is important to have a finals week because it prepares our transferring students for the finals week they will encounter at most institutions.	2.27	3.00	2.58	2.52	2.90	2.62
It is important to have a finals week because it reduces the number of students that have to take three or more finals on one day.	1.96	2.52	2.55	2.31	2.35	2.32
It is important to have a finals week because it allows our faculty more time for submitting grades.	2.88	3.31	3.35	3.04	3.43	3.14
It is important to have a finals week because our students will be better prepared for their exams.	2.58	3.14	3.05	2.85	3.05	2.91
It is important to have a finals week because it will assist in outcome assessment.	2.77	3.71	3.53	3.31	3.30	3.31
It is important to continue with our current schedule so that we do not lose a day of instruction (even if the total number of minutes remains the same).	3.96	3.39	3.15	3.61	3.35	3.54
It is important to continue with our current schedule because a finals week will alter the block schedule.	3.88	3.57	3.72	3.67	3.89	3.73
It is important to continue with our current schedule because students will be confused.	4.88	4.07	4.17	4.32	4.53	4.38
It is important to continue with our current schedule because of students attending both colleges.	3.48	2.93	3.58	3.33	3.95	3.30
It is important to continue with our current schedule so that working conditions are the same at both Colleges.	4.32	3.67	3.89	3.95	4.00	3.96

Additional comments/ideas respondents shared:

- I don't care how many weeks the semester is, I think a finals week is necessary.
- Stay as is—stop changing these things—why not solve the financial shortfalls we have for department?
- None of those reasons are important enough to justify the disruption caused by altering the schedule.
- If SAC had the same schedule for finals, it would be perfect but too many students go to both campus.
- Perhaps asking the students what they would like to see could also help with this proposed process change.
- Other community colleges have final exam weeks. Why not SCC?
- For most students, 15 or 16 weeks instruction should not be too much different.
- I am in favor of a finals week, if we do 16 weeks instruction and then a finals week.
- I feel that the alleged confusion of the students will be transitory and they will adjust.
- Questions under point 4 are prepared in a biased way.
- Things are working well so don't fix them!!!!
- Go to 16 plus finals week. We need the hours in the classroom. No additional time off teaching!
- Every semester I poll my students and we have fewer and fewer who attend both colleges, minimal problem.
- My only concern about a block schedule is the problem for students attending both colleges.
- I think the 16 week + finals will help with the SAC/SCC student's scheduling conflict.
- Everybody needs to relax.
- Does block finals format impact/affect the second GR8 weeks session and online courses?
- Block finals allows us to have one more comprehensive final instead breaking it up into two days.
- Since I'm in Continuing Education, I'm not sure about my answers, but this is what I know from my perspective.
- Morrie, et al, whatever we have now, whatever you call it, don't change it, if it's not broken.
- I'm so glad this issue has come up again. Time to re-evaluate.
- This needs explanation to properly answer the questions.