



16-Week Calendar Survey Surveys Responses: Overall and by Constituency Group

Overview. In support of the 16-Week Calendar Workgroup, in the Fall 2017 semester the Chaffey College Office of Institutional Research disseminated a 16-Week Calendar Survey to various Chaffey College constituency groups. The survey provided a short preamble that described some “pros” and “cons” associated with a 16-Week Calendar; provided three examples of different calendar options that the District was exploring; posed questions that were applicable to all survey respondents; and posed questions that were pertinent to specific constituency groups (e.g., faculty-specific questions; student-specific questions; etc.).

Methodology. Working with the Associate Superintendent of Instruction and Institutional Effectiveness and the 16-Week Calendar Workgroup, in the Fall 2017 semester the Office of Institutional Research (OIR) drafted a series of surveys questions that addressed various topics related to the potential conversion to a 16-week calendar. Initially, unique survey instruments were developed for each constituency group (full-time and adjunct faculty, classified professionals/managers, and students). However, when the 16-Week Calendar Workgroup convened on October 13, 2017 to review draft survey instruments, the decision was made to streamline and focus survey questions in order to acquire responses that were germane to the primary goals of the 16-Week Calendar Workgroup, specifically:

- Given the existing information available, were survey respondents in favor of pursuing a 16-week calendar option
- What were some of the perceived benefits of moving to a 16-week calendar
- What were some of the perceived challenges associated with a 16-week calendar
- If Chaffey converted to a 16-week calendar, what potential options (e.g., length and time of class meetings; mid-semester breaks) might be preferable

Beyond examining survey responses by constituency group, the 16-Week Calendar Workgroup was also interested in determining whether responses varied based upon constituency group characteristics (e.g., did students who were employed respond differently than students who were not currently working? Did faculty responses vary by instructional school or campus location? Did child care or other constraints have an impact on classified professional responses?). Survey items posed to constituency groups included dichotomous “yes/no” questions; multiple choice questions; text entry questions; and essay text box responses. Working under these guiding principles, the 16-week Calendar Workgroup developed a single web-based survey: [16-Week Calendar Survey](#).

After the survey was approved by the Associate Superintendent of Instruction and Institutional Effectiveness and the 16-Week Calendar Workgroup, a link to the survey was made available to all constituency groups via e-mail on Monday, October 23rd. The survey response window was left open for approximately three weeks, closing on Thursday, November 9th. Throughout the

survey window, e-mail reminders were sent out to students, faculty, and staff reminding them about the opportunity to participate and provide input.

In total, 1,297 valid responses were recorded. For each constituency group surveyed, table 1 below identifies the population size at the time the survey was disseminated, the sample size needed to generalize findings with a 95% confidence level, the number of surveys that were returned by each constituency group, the response rate for that group, and the resulting confidence level for each group.

Table 1: 16-Week Calendar Survey - Population Size, Sample Needed, Sample Obtained, Response Rate, and Confidence Level by Constituency Group

Population	Population Size	Sample Needed	Returned Surveys	Response Rate	Current Confidence Level
Full-Time Faculty	248	151	141	56.9%	92.8%
Part-Time Faculty	833	264	162	19.4%	84.3%
Students	22,510	378	633	2.8%	99.1%
Classified/Confidential	264	157	110	41.7%	82.9%
Managers	52	46	16	30.8%	36.5%

As table 1 indicates, the number of valid student responses (633) far exceeds the recommended sample size (378) for the student population at the time the survey was disseminated (22,510). As a result, findings can be generalized with 99.1% confidence level (margin of error: +/- 3.84%). The number of valid survey responses for other constituency groups do not meet or exceed a 95% confidence level, the level typical employed in educational and social science research. Full-time faculty responses (confidence level 92.8%, margin of error +/- 5.43%), part-time faculty responses (confidence level 84.3%, margin of error +/- 8.91%), and classified/confidential responses (confidence level 82.9%, margin of error +/- 7.15%) can be generalized with a lower level of confidence that do not meet commonly accepted research standards. While 30.7% of managers responded to the survey, given the small population size (52) a much higher sample (46) was needed to generalize findings with a high confidence level. As a result, responses among managers cannot be generalized with any degree of confidence (well below 50%).

It should be noted that 235 respondents (18.1%) did not identify which constituency group they belonged to. As a result, these survey respondents only replied to questions posed to all survey respondents and did not receive additional branching questions based upon self-identified constituency grouping.

Findings:

ALL SURVEY RESPONDENTS

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 2 on the following page identifies the percentage of survey respondents (overall and by constituency group) who indicated that they favored Chaffey College continuing to explore a 16-week calendar option.

Table 2: 16-Week Calendar Exploration Option by Constituency Group

Constituency Group	N	Yes		No		Undecided	
		N	%	N	%	N	%
Full-Time Faculty	140	121	86.4	7	5.0	12	8.6
Part-Time Faculty	162	138	85.2	13	8.0	11	6.8
Students	633	482	76.1	115	18.2	36	5.7
Classified/Confidential	110	66	60.0	30	27.3	14	12.7
Managers	16	12	75.0	1	6.3	3	18.7
Not Identified	236	171	72.5	47	19.9	18	7.6
TOTAL	1,297	990	76.3	213	16.4	94	7.3

As table 2 indicates, among the 1,297 survey respondents who replied to this question, 990 (76.3%) were in favor of Chaffey College continuing to explore a 16-week calendar option. Full-time faculty (86.4% of respondents) and adjunct faculty (85.2%) were most in favor of exploring a 16-week calendar option. Conversely, Classified/Confidential employees (60.0%) were least in favor of continuing to pursue a 16-week calendar option. Students (76.1%), managers (75.0%) and individuals who declined to identify a constituency grouping (72.5%) provided comparable responses that fell in between these two groupings.

Individuals who responded that they were undecided whether Chaffey College should continue to explore a 16-week calendar option were asked to identify what additional information they would like to have to further inform their decision. While not all individuals who were undecided responded to this question...

Among full-time faculty, the additional information most frequently requested related to the impact on:

- class scheduling
- the faculty contract, specifically teaching load
- service days
- prerequisite verification
- the time between semesters/sessions

Among part-time faculty, the additional information most frequently requested related to the impact on:

- students' ability to retain information and content
- actual start/end dates of semesters/sessions

Among students, the additional information most frequently requested related to the impact on:

- class scheduling, specifically class meeting length and number of days
- employment/ability to work under a 16-week schedule
- the time between semesters/sessions
- scheduling, specifically semester/session start and end dates
- preparation time for faculty and ability to meet with faculty
- more data/information from other 16-week colleges requested to inform decision

Among classified/confidential employees, the additional information most frequently requested related to the impact on:

- the workload of classified/confidential staff
- preparation time between semesters/sessions for both staff and faculty
- specific departments, specifically Student Services, Information Technology Services (ITS), and Human Resources (HR)
- scheduling, specifically semester/session start and end dates
- more data/information from other 16-week colleges requested to inform decision

Among managers, the additional information most frequently requested related to the impact on:

- class scheduling, specifically class meeting length and number of days
- ability to complete all professional responsibilities
- more data/information from other 16-week colleges requested to inform decision

Among survey respondents who did not identify a constituency group, the additional information most frequently requested related to the impact on:

- class scheduling, specifically class meeting length and number of days
- more data/information from other 16-week colleges requested to inform decision

Unedited responses by constituency group are included in Attachment A.

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 3 identifies the percentage of survey respondents (overall and by constituency group) by preferred meeting day/time option.

Table 3: Preferred Meeting Day/Time Option by Constituency Group

Constituency Group	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Full-Time Faculty	135	109	80.7	26	19.3
Part-Time Faculty	159	139	87.4	20	12.6
Students	618	437	70.7	181	29.3
Classified/Confidential	102	81	79.4	21	20.6
Managers	15	12	80.0	3	20.0
Not Identified	7	6	85.7	1	14.3
TOTAL	1,036	784	75.7	252	24.3

As table 3 suggests, while faculty, classified and confidential staff, and managers were relatively uniform in their preference for classes that met fewer days but for a longer period of time, students were less likely to favor this option. While 79.4% to 87.4% of survey respondents from the aforementioned constituency groups favored this class meeting option, only 70.7% of students favored this option. Again, this finding should be viewed in context: over 7 out of 10 student respondents still favored classes that met for fewer days and had longer meeting times.

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 4 identifies the percentage of survey respondents (overall and by constituency group) by preferred mid-semester week-long break option.

Table 4: Preferred Mid-Semester Week-Long Break Option by Constituency Group

Constituency Group	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Full-Time Faculty	137	97	70.8	40	29.2
Part-Time Faculty	156	123	78.8	33	21.2
Students	617	531	86.1	86	13.9
Classified/Confidential	103	80	77.7	23	22.3
Managers	15	7	46.7	8	53.3
Not Identified	6	6	100.0	0	0.0
TOTAL	1,034	844	81.6	190	18.4

As table 4 illustrates, greater differences were observed in the preferred mid-semester week-long break option between constituency groups. Students who responded to the survey strongly favor a mid-semester week-long break in both primary terms: 86.1% of student respondents favored this option. Although not to the same extent as students, part-time faculty (78.8%), classified/confidential staff (77.7%), and full-time faculty (70.8%) also favored this mid-semester week-long break option. However, among the fifteen managers who responded to the survey, over half (53.3%) favored no mid-semester break in either primary term, including the elimination of Spring Break.

“What do you think would be some of the benefits of a 16-week calendar?”

“What do you think would be some of the challenges of a 16-week calendar?”

Via open-ended text entry, survey respondents were asked to identify what they thought would be: a) some of the benefits of a 16-week calendar; and b) some of the challenges of a 16-week calendar. In analyzing valid open-ended survey responses, the Office of Institutional Research employed text analysis software. Historically, categorization of open-ended responses is a time-consuming, labor-intensive process that relies heavily on the personal interpretation of text by the coder/analyst. Text analysis software employs a combination of statistical and linguistic solutions to arrange words, phrases, and terms into meaningful groupings. Culling from the field of natural language processing, the software initially extracts text and engages in computational linguistics processing. Extracted text is passed through a number of steps:

- *Data conversion:* Data is converted into a useable (albeit unchanged) format that allows for further analyses.
- *Identification of candidate terms:* Drawing upon multiple dictionaries and “libraries” (specialized dictionaries that further emphasize words and terms associated with

common groupings like people, locations, organizations, attitudes, opinions, products, budgets, and English-language variations), candidate terms are words or groups that are used to identify key concepts.

- *Identification of equivalence classes and integration of synonyms:* The software uses a set of algorithms to compare and identify equivalent classes (e.g., “College President,” and “President of Chaffey College” are recognized as equivalent terms).
- *Type assignment:* Text is assigned to various clusters: Terms (words or phrases extracted from the data), Types (semantic groupings of words), and Patterns (a combination of terms and types representing various qualifiers and adjectives).
- *Indexing:* Responses are reindexed and pointers are established for future arrangement and analyses.
- *Pattern matching and event extraction:* A final algorithm is applied to further identify and establish word, phrase, type, and term relationships.

After the aforementioned steps have occurred, initial categories are created that classify similar terms, phrases, and word patterns. The following automated techniques were employed to further “fine-tune” categories:

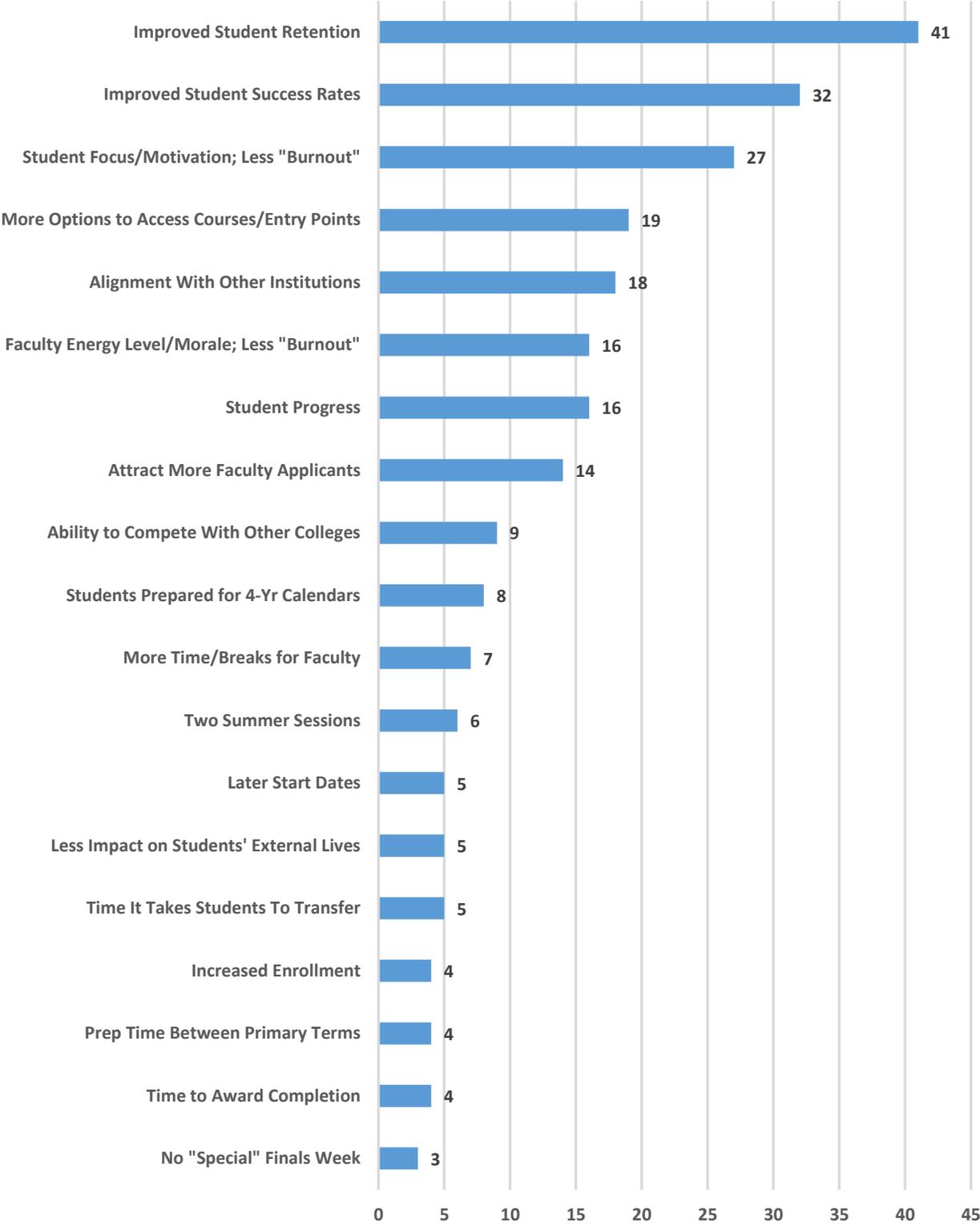
- *Term derivation:* A linguistic-based classification technique where categories are created by grouping multi-terms whose components have related word ending; useful for identifying synonymous multi-terms.
- *Term inclusion:* A linguistic-based classification technique where categories are created using lexical series algorithms, which identify terms included in other terms.
- *Semantic networks:* A linguistic-based classification technique where categories are created using a semantic network based on an extensive index of word relationships. Term senses that are synonyms or hyponyms are grouped into a single category (e.g., “smart,” “bright,” and “intelligent” would all be recognized as representing a synonymous construct).
- *Term co-occurrence:* A linguistic-based classification technique where categories are created from a single conditional rule that groups terms that are strongly related (co-occur frequently) within the set of responses.

Through an iterative process of text extraction-analysis-categorization, final categories were created that reflected closely related concepts, opinions, and attitudes related to the perceived *benefits* and *challenges* of a 16-week calendar. While many similarities exist between groups in the categories that were identified, a number of identified benefits and challenges are unique to specific constituency groups. As a result, categorized responses reflecting the perceived benefits and challenges of a 16-week calendar are reported by constituency group.

FULL-TIME FACULTY RESPONDENTS

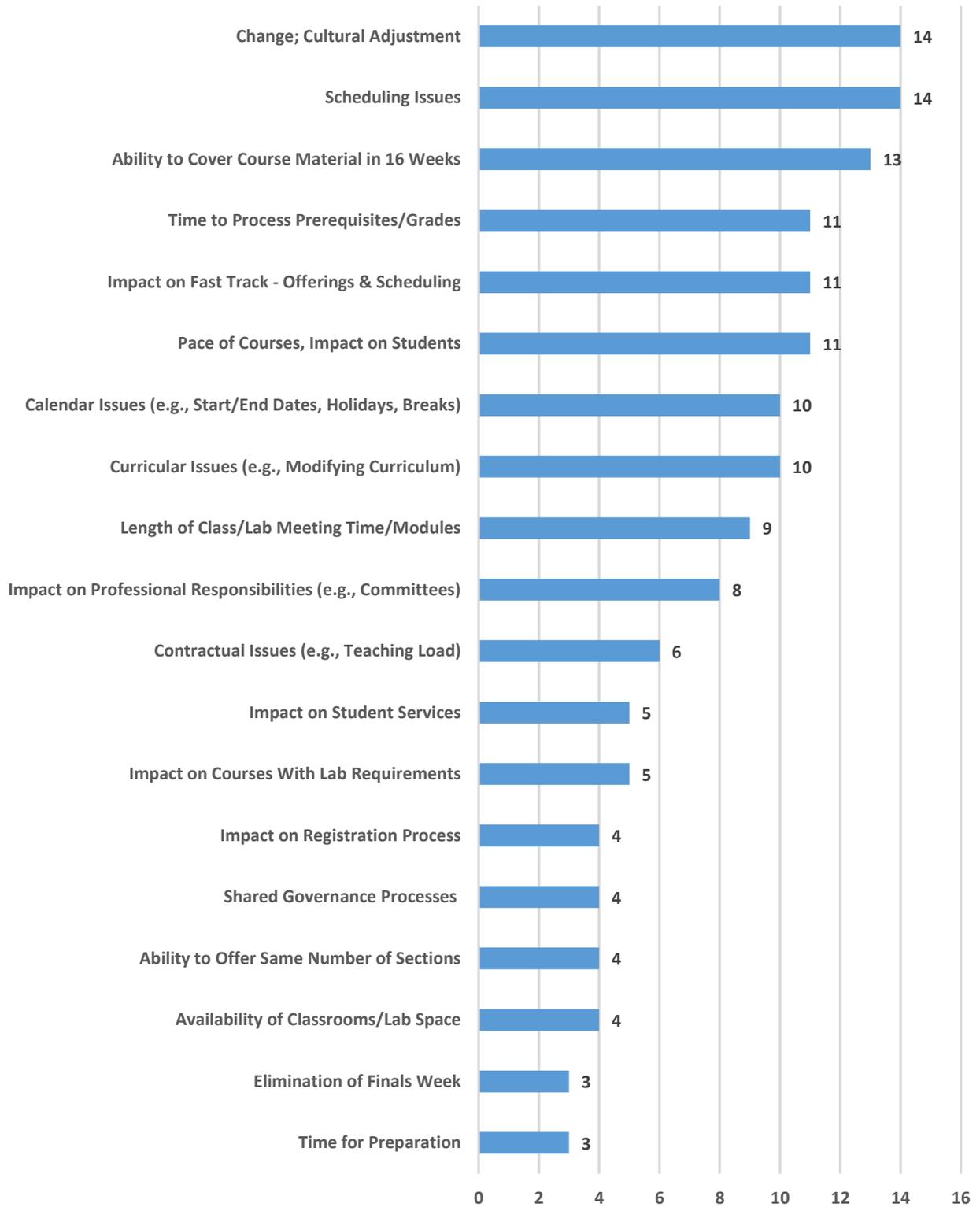
The graphs on the following pages provided the ranked categorized responses most frequently cited by full-time faculty to the open-ended benefits/challenges questions. It should be noted that the categorized responses reflect multiple responses provided by full-time faculty; since the response option was open-ended text entry, full-time faculty had the opportunity to cite multiple benefits/challenges that they perceived to be associated with a 16-week calendar. While other responses categories were identified, only categorized responses that were cited by three (3) or more full-time faculty are reported in the graphs. Unedited full-time faculty responses are included in Appendices B (benefits) and C (challenges).

What Do You Think Would Be Some of the *Benefits* of a 16-Week Calendar?



Number of Times Cited by Full-Time Faculty Respondents

What Do You Think Would Be Some of the *Challenges* of a 16-Week Calendar?



Number of Times Cited by Full-Time Faculty Respondents

Responses by Primary Teaching Location

Table 5: Number and Percentage of Full-Time Faculty by Primary Teaching Location

Primary Location	N	%
Rancho Campus	112	81.2
Chino Campus	16	11.6
Fontana Campus	10	7.2
Not Identified	3	
TOTAL	141	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 6: 16-Week Calendar Exploration Option by Primary Location - Full-Time Faculty

Primary Location	N	Yes		No		Undecided	
		N	%	N	%	N	%
Rancho Campus	112	93	83.0	7	6.3	12	10.7
Chino Campus	16	16	100.0	0	0.0	0	0.0
Fontana Campus	10	10	100.0	0	0.0	0	0.0
TOTAL	138	119	86.2	7	5.1	12	8.7

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 7: Preferred Meeting Day/Time Option by Primary Location - Full-Time Faculty

Primary Location	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Rancho Campus	107	86	80.4	21	19.6
Chino Campus	16	13	81.3	3	18.8
Fontana Campus	10	10	100.0	0	10.0
TOTAL	133	109	82.0	24	18.0

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 8: Preferred Mid-Semester Week-Long Break Option by Primary Location - Full-Time Faculty

Primary Location	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Rancho Campus	109	78	71.6	31	28.4
Chino Campus	15	9	60.0	6	40.0
Fontana Campus	10	8	80.0	2	20.0
TOTAL	134	95	70.9	39	29.1

While the small sample of full-time faculty respondents who primarily teach at the Chino and Fontana Campuses must be considered when reflecting upon full-time faculty responses by primary teaching location, some differences were observed by primary teaching location:

- Full-time faculty who primarily teach at the Chino and Fontana Campuses who responded to the survey unanimously supported the continued exploration of a 16-week calendar. In contrast, 83.0% of full-time faculty who primarily teach at the Rancho Campus supported the continued exploration of a 16-week calendar.
- While full-time faculty who primarily teach at the Fontana Campus were once again unanimous in their support of classes that met fewer days but for a longer period of time, full-time faculty who primarily teach at the Rancho and Chino Campus were slightly less effusive but more consistent in their support for classes that meet fewer days but for a longer period of time. Among full-time faculty, 80.4% who primarily teach at the Rancho Campus and 81.3% who primarily teach at the Chino Campus preferred classes that met fewer days but for a longer period of time.
- By primary teaching location, greater diversity was observed in the preference for a mid-semester week-long break in both primary terms. While all full-time faculty expressed a preference for a mid-semester week-long break regardless of location, full-time faculty at the Fontana Campus were most likely to support this mid-semester break option (80.0%), followed by full-time faculty at the Rancho Campus (71.6%) and full-time faculty at the Chino Campus (60.0%).

Responses by Fast Track Teaching Experience (*“Do you typically teach at least one Fast Track Class Annually?”*)

Table 9: Number and Percentage of Full-Time Faculty by Fast Track Teaching Experience

Fast Track Experience	N	%
Yes	55	39.6
No	84	60.4
Not Identified	2	
TOTAL	141	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 10: 16-Week Calendar Exploration Option by Fast Track Teaching Experience - Full-Time Faculty

Teach Fast Track at Least Once Annually	N	Yes		No		Undecided	
		N	%	N	%	N	%
Yes	55	49	89.1	5	9.1	1	1.8
No	84	71	84.5	2	2.4	11	13.1
TOTAL	139	120	86.3	7	5.1	12	8.6

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 11: Preferred Meeting Day/Time Option by Fast Track Teaching Experience - Full-Time Faculty

Teach Fast Track at Least Once Annually	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Yes	51	40	78.4	11	21.6
No	83	69	83.1	14	16.9
TOTAL	134	109	81.3	25	18.7

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 12: Preferred Mid-Semester Week-Long Break Option by Fast Track Teaching Experience - Full-Time Faculty

Teach Fast Track at Least Once Annually	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Yes	53	34	64.2	19	35.8
No	82	61	74.4	21	25.6
TOTAL	135	95	70.4	40	29.6

As previously identified approximately 40% of full-time faculty who responded to the survey indicated that they typically teach at least one Fast Track class annually. In examining differences between full-time faculty who do/do not typically teach Fast Track courses:

- Full-time faculty who typically teach Fast Track courses were slightly more likely than full-time faculty who do not typically teach Fast Track courses to favor the continued exploration of a 16-week calendar (89.1% versus 84.5%)
- Full-time faculty who typically teach Fast Track courses were slightly less likely than full-time faculty who do not typically teach Fast Track courses to prefer classes that meet fewer days but for a longer period of time (78.4% versus 83.1%)
- Full-time faculty who typically do not teach Fast Track courses were more likely than full-time faculty who do typically teach Fast Track courses to prefer a mid-semester week-long break both primary term (74.4% versus 64.2%)

Responses by Compressed/Alternative Calendar Teaching Experience (*“Have you ever taught on a compressed or alternative calendar system at another institution?”*)

Table 13: Number and Percentage of Full-Time Faculty by Compressed/Alternative Calendar Teaching Experience

Compressed Calendar Experience	N	%
Yes	99	70.7
No	41	29.3
Not Identified	1	
TOTAL	141	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 14: 16-Week Calendar Exploration Option by Compressed Calendar Teaching Experience - Full-Time Faculty

Compressed Calendar Experience	N	Yes		No		Undecided	
		N	%	N	%	N	%
Yes	99	87	87.9	4	4.0	8	8.1
No	41	34	82.9	3	7.3	4	9.8
TOTAL	140	121	86.4	7	5.0	12	8.6

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 15: Preferred Meeting Day/Time Option by Compressed Calendar Teaching Experience - Full-Time Faculty

Compressed Calendar Experience	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Yes	94	80	85.1	14	14.9
No	41	29	70.7	12	29.3
TOTAL	135	109	80.7	26	19.3

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 16: Preferred Mid-Semester Week-Long Break Option by Compressed Calendar Teaching Experience - Full-Time Faculty

Compressed Calendar Experience	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Yes	98	65	66.3	33	33.7
No	38	31	81.6	7	18.4
TOTAL	136	96	70.6	40	29.4

Slightly over 70% of full-time faculty who responded to the survey indicated that they had previous experience teaching on a compressed or alternative calendar system. In examining differences between full-time faculty who have/not taught on a compressed or alternative calendar system:

- Full-time faculty who have taught on a compressed/alternative calendar system were slightly more likely than full-time faculty have not taught on a compressed/alternative calendar system to favor the continued exploration of a 16-week calendar (87.9% versus 82.9%)
- Full-time faculty who have taught on a compressed/alternative calendar system were more likely than full-time faculty have not taught on a compressed/alternative calendar system to prefer classes that meet fewer days but for a longer period of time (85.1% versus 70.7%)
- Full-time faculty who have taught on a compressed/alternative calendar system were less likely than full-time faculty have not taught on a compressed/alternative calendar system to prefer a 16-week calendar with a mid-semester week-long break in both terms (66.3% versus 81.6%)

Responses by Instructional School/Area (*"In which instructional school/area do you primarily teach?"*)

Table 17: Number and Percentage of Full-Time Faculty Respondents by Instructional School/Area

School/Area	N	%
Business & Applied Technology	7	5.1
Chino Campus	4	2.9
Health Sciences	10	7.3
Kinesiology, Nutrition, and Athletics	3	2.2
Language Arts	31	22.6
Library	3	2.2
Mathematics & Science	29	21.2
Social & Behavioral Sciences	24	17.5
Student Services	11	8.0
Success Centers	4	2.9
Visual & Performing Arts	10	7.3
Other	1	0.7
Not Identified	4	
TOTAL	141	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?” - Responses by Instructional School/Area

Table 18: 16-Week Calendar Exploration Option by Instructional School/Area - Full-Time Faculty

Instructional School/Area	N	Yes		No		Undecided	
		N	%	N	%	N	%
Business & Applied Technology	7	7	100.0	0	0.0	0	0.0
Chino Campus	4	4	100.0	0	0.0	0	0.0
Health Sciences	10	8	80.0	0	0.0	2	20.0
Kinesiology, Nutrition, and Athletics	3	2	66.7	1	33.3	0	0.0
Language Arts	31	29	93.6	1	3.2	1	3.2
Library	3	1	33.3	0	0.0	2	66.7
Mathematics & Science	29	24	82.8	3	10.3	2	6.9
Social & Behavioral Sciences	24	23	95.8	0	0.0	1	4.2
Student Services	11	10	90.9	0	0.0	1	9.1
Success Centers	4	3	75.0	0	0.0	1	50.0
Visual & Performing Arts	10	8	80.0	1	10.0	1	10.0
Other	1	0	0.0	0	0.0	1	100.0
TOTAL	137	119	86.9	6	4.4	12	8.8

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 19: Preferred Meeting Day/Time Option by Instructional School/Area - Full-Time Faculty

Instructional School/Area	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Business & Applied Technology	7	5	71.4	2	28.6
Chino Campus	4	4	100.0	0	0.0
Health Sciences	9	6	66.7	3	33.3
Kinesiology, Nutrition, and Athletics	3	2	66.7	1	33.3
Language Arts	30	25	83.3	5	16.7
Library	2	2	100.0	0	0.0
Mathematics & Science	28	21	75.0	7	25.0
Social & Behavioral Sciences	23	23	100.0	0	0.0
Student Services	11	9	81.8	2	18.2
Success Centers	4	2	50.0	2	50.0
Visual & Performing Arts	10	9	90.0	1	10.0
Other	1	1	100.0	0	0.0
TOTAL	132	109	82.6	23	17.4

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 20: Preferred Mid-Semester Week-Long Break Option by Instructional School/Area - Full-Time Faculty

Instructional School/Area	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Business & Applied Technology	6	5	83.3	1	16.7
Chino Campus	4	2	50.0	2	50.0
Health Sciences	7	5	71.4	2	28.6
Kinesiology, Nutrition, and Athletics	3	2	66.7	1	33.3
Language Arts	31	21	67.7	10	32.3
Library	3	3	100.0	0	0.0
Mathematics & Science	29	21	72.4	8	27.6
Social & Behavioral Sciences	24	17	70.8	7	29.2
Student Services	11	8	72.7	3	27.3
Success Centers	4	3	75.0	1	25.0
Visual & Performing Arts	10	7	70.0	3	30.0
Other	1	0	0.0	1	100.0
TOTAL	133	94	70.7	39	29.3

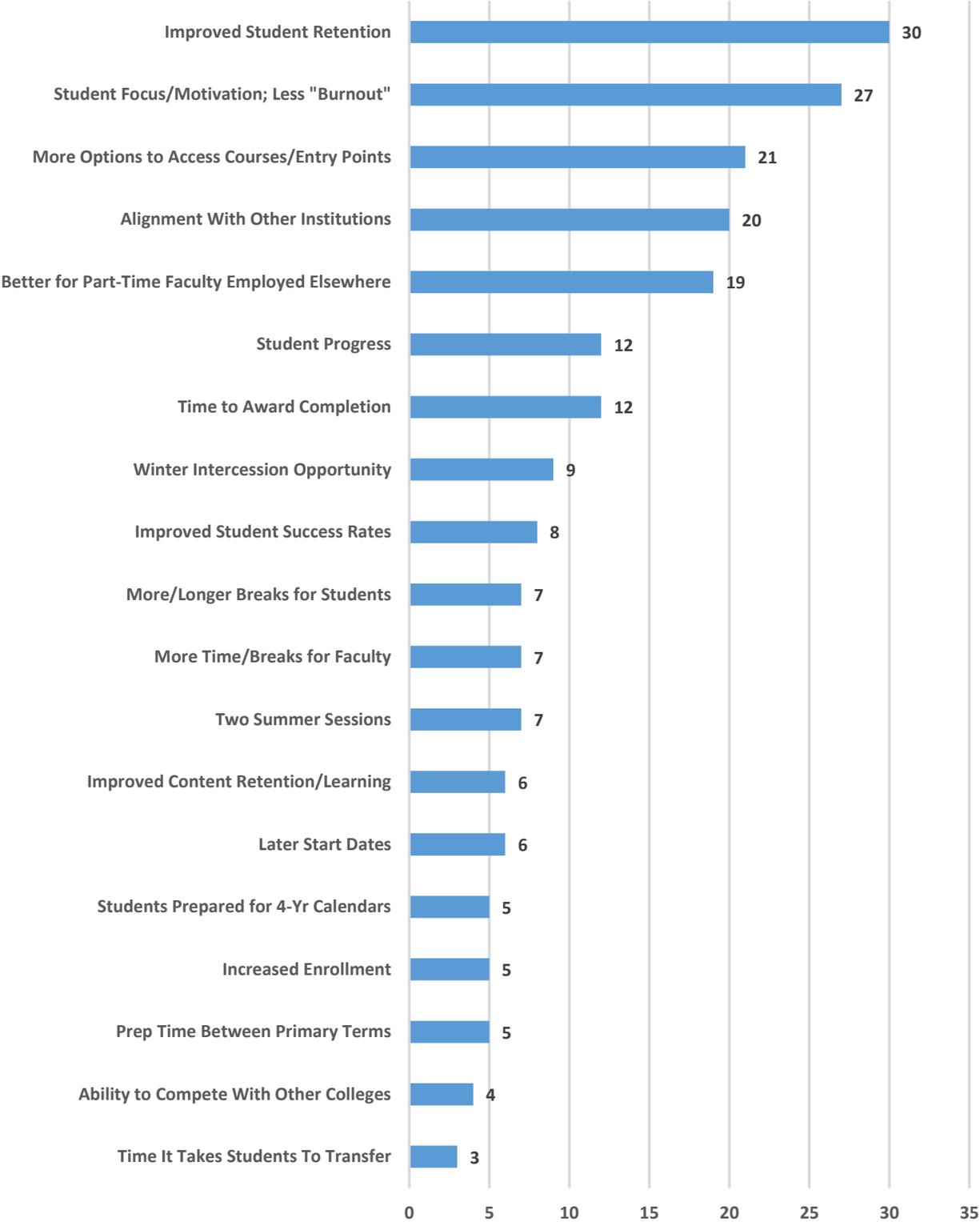
Approximately 61.3% of the full-time faculty who responded primarily teach in the schools of Language Arts (22.6% of full-time faculty respondents); Mathematics and Science (21.2% of full-time faculty respondents); or Social & Behavioral Sciences (17.5% of full-time faculty respondents). As such, reporting findings should be interpreted with caution due to small sample sizes by instructional school/area. In examining responses of full-time faculty by instructional school/area:

- Regardless of instructional school/area, full-time faculty uniformly support the continued exploration of a 16-week calendar option. In nine of the twelve instructional school/areas identified, over 75.0% of respondents favored exploring a 16-week calendar option.
- Regardless of instructional school/area, full-time faculty expressed a preference for classes that met for fewer days but for a longer period of time. In eight of the twelve instructional school/areas identified, over 75.0% of respondents expressed a preference for classes that met fewer days but for a longer period of time.
- While not as uniformly strong, full-time faculty expressed a preference for a mid-semester week-long break in both primary terms. By school/area, support for a semester that included a mid-semester week-long break ranged from 50.0% to 100.0%.

PART-TIME FACULTY RESPONDENTS

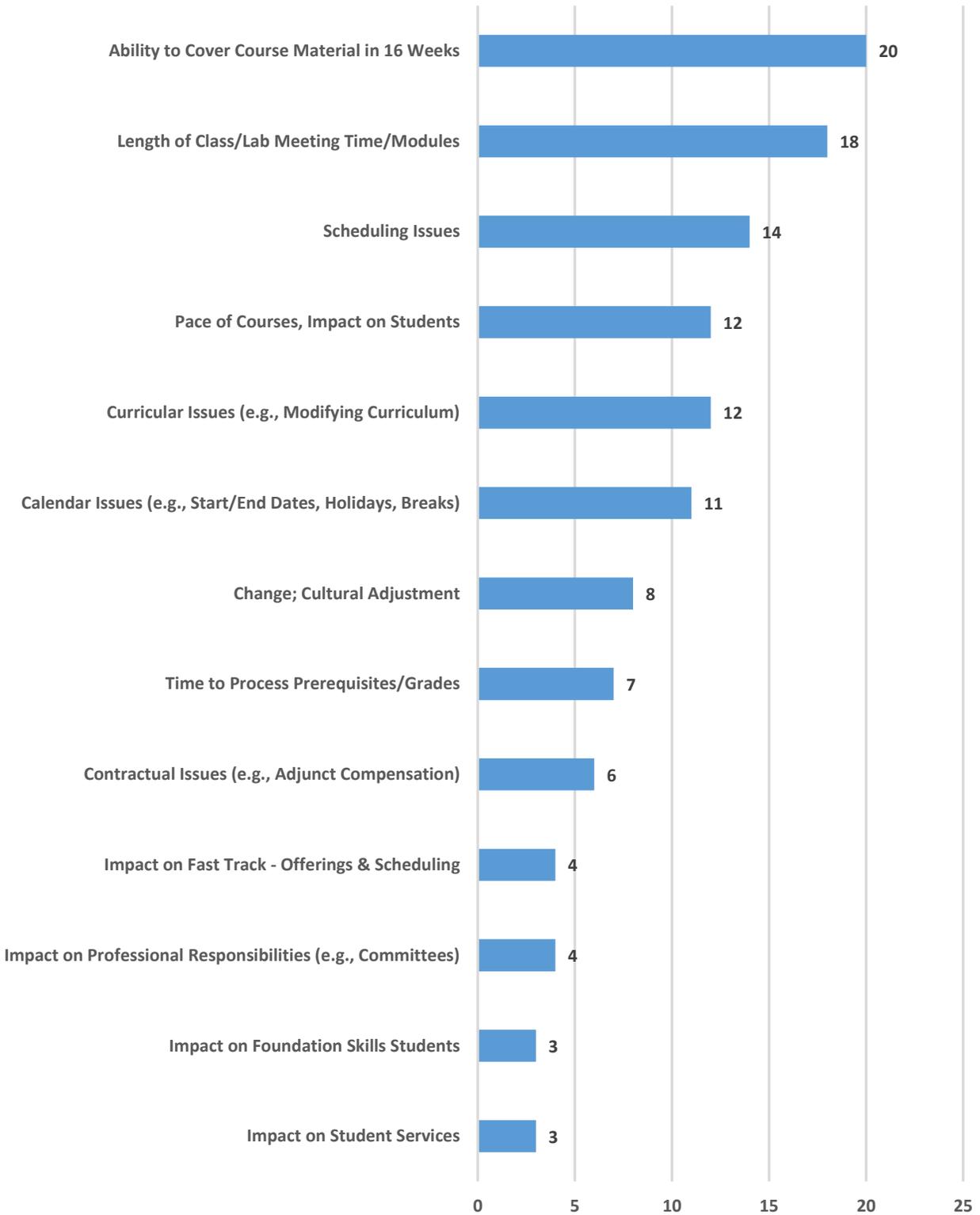
The graphs on the following pages provided the ranked categorized responses most frequently cited by part-time faculty to the open-ended benefits/challenges questions. It should be noted that the categorized responses reflect multiple responses provided by part-time faculty; since the response option was open-ended text entry, part-time faculty had the opportunity to cite multiple benefits/challenges that they perceived to be associated with a 16-week calendar. While other responses categories were identified, only categorized responses that were cited by three (3) or more part-time faculty are reported in the graphs. Unedited part-time faculty responses are included in Appendices D (benefits) and E (challenges).

What Do You Think Would Be Some of the *Benefits* of a 16-Week Calendar?



Number of Times Cited by Part-Time Faculty Respondents

What Do You Think Would Be Some of the *Challenges* of a 16-Week Calendar?



Number of Times Cited by Part-Time Faculty Respondents

Responses by Primary Teaching Location

Table 21: Number and Percentage of Part-Time Faculty by Primary Teaching Location

Primary Location	N	%
Rancho Campus	117	74.5
Chino Campus	22	14.0
Fontana Campus	18	11.5
Not Identified	5	
TOTAL	162	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 22: 16-Week Calendar Exploration Option by Primary Location - Part-Time Faculty

Primary Location	N	Yes		No		Undecided	
		N	%	N	%	N	%
Rancho Campus	117	100	85.5	10	8.5	7	6.0
Chino Campus	22	20	90.9	0	0.0	2	9.1
Fontana Campus	18	13	72.2	3	16.7	2	11.1
TOTAL	157	133	84.7	13	8.3	11	7.0

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 23: Preferred Meeting Day/Time Option by Primary Location - Part-Time Faculty

Primary Location	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Rancho Campus	115	102	88.7	13	11.3
Chino Campus	21	16	76.2	5	23.8
Fontana Campus	18	16	88.9	2	11.1
TOTAL	154	134	87.0	20	13.0

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 24: Preferred Mid-Semester Week-Long Break Option by Primary Location - Part-Time Faculty

Primary Location	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Rancho Campus	112	87	77.7	25	22.3
Chino Campus	21	17	81.0	4	19.0
Fontana Campus	18	15	83.3	3	16.7
TOTAL	151	119	78.8	32	21.2

As is the case with full-time faculty, because of the small sample size responses of part-time faculty who primarily teach at the Chino and Fontana Campuses should be viewed with caution. Examining part-time faculty responses by primary teaching location, the following differences were observed by primary teaching location:

- Part-time faculty who primarily teach at the Rancho and Chino Campuses were more likely to support the continued exploration of a 16-week calendar (85.5% and 90.9%, respectively) than part-time faculty who primarily teach at the Fontana Campus (72.2%).
- Part-time faculty who primarily teach at the Rancho and Fontana Campuses were more likely to prefer classes that met fewer days but for a longer period of time (88.7% and 88.9%, respectively) than part-time faculty who primarily teach at the Chino Campus (76.2%).
- While part-time faculty who primarily taught at the Rancho Campus were less likely to prefer a 16-week semester that included a mid-semester week-long break in both primary terms (77.7%) than part-time faculty at the Chino and Fontana Campuses (81.0% and 83.3%, respectively), the observed differences by primary teaching location were relatively minimal.

Responses by Fast Track Teaching Experience (*“Do you typically teach at least one Fast Track Class Annually?”*)

Table 25: Number and Percentage of Part-Time Faculty by Fast Track Teaching Experience

Fast Track Experience	N	%
Yes	33	21.2
No	123	78.8
Not Identified	6	
TOTAL	156	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 26: 16-Week Calendar Exploration Option by Fast Track Teaching Experience - Part-Time Faculty

Teach Fast Track at Least Once Annually	N	Yes		No		Undecided	
		N	%	N	%	N	%
Yes	33	29	87.9	4	12.1	0	0.0
No	123	104	84.6	8	6.5	11	8.9
TOTAL	156	133	85.3	12	7.7	11	7.1

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 27: Preferred Meeting Day/Time Option by Fast Track Teaching Experience - Part-Time Faculty

Teach Fast Track at Least Once Annually	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Yes	33	31	93.9	2	6.1
No	122	106	86.9	16	13.1
TOTAL	155	137	88.4	18	11.6

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 28: Preferred Mid-Semester Week-Long Break Option by Fast Track Teaching Experience - Part-Time Faculty

Teach Fast Track at Least Once Annually	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Yes	32	23	71.9	9	28.1
No	119	95	79.8	24	20.2
TOTAL	151	118	78.1	33	21.9

While approximately 40% of full-time faculty who responded to the survey indicated that they typically teach at least one Fast Track class annually, only 21.2% of part-time faculty who responded to the survey indicated that they typically taught at least one Fast Track course annually. In examining differences among part-time faculty who do/do not typically teach Fast Track courses:

- Minimal differences were observed between part-time faculty who typically teach Fast Track and part-time faculty who do not typically teach Fast Track courses in their support for the continued exploration of a 16-week calendar option (87.9% versus 84.6%).
- Part-time faculty who typically teach Fast Track courses were slightly more likely than part-time faculty who do not typically teach Fast Track courses to prefer classes that meet fewer days but for a longer period of time (93.9% versus 86.9%)
- Part-time faculty who typically do not teach Fast Track courses were more likely than part-time faculty who do typically teach Fast Track courses to prefer a mid-semester week-long break both primary term (79.8% versus 71.9%)

Responses by Compressed/Alternative Calendar Teaching Experience (*“Have you ever taught on a compressed or alternative calendar system at another institution?”*)

Table 29: Number and Percentage of Part-Time Faculty by Compressed/Alternative Calendar Teaching Experience

Compressed Calendar Experience	N	%
Yes	113	70.2
No	48	29.8
Not Identified	1	
TOTAL	162	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 30: 16-Week Calendar Exploration Option by Compressed Calendar Teaching Experience - Part-Time Faculty

Compressed Calendar Experience	N	Yes		No		Undecided	
		N	%	N	%	N	%
Yes	113	99	87.6	5	4.4	9	8.0
No	48	38	79.2	8	16.7	2	4.2
TOTAL	161	137	85.1	13	8.1	11	6.8

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 31: Preferred Meeting Day/Time Option by Compressed Calendar Teaching Experience - Part-Time Faculty

Compressed Calendar Experience	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Yes	110	97	88.2	13	11.8
No	48	42	87.5	6	12.5
TOTAL	158	139	88.0	19	12.0

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 32: Preferred Mid-Semester Week-Long Break Option by Compressed Calendar Teaching Experience - Part-Time Faculty

Compressed Calendar Experience	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Yes	108	83	76.9	25	23.1
No	47	39	83.0	8	17.0
TOTAL	155	122	78.7	33	21.3

Slightly over 70% of part-time faculty who responded to the survey indicated that they had previous experience teaching on a compressed or alternative calendar system. In examining differences between part-time faculty who have/not taught on a compressed or alternative calendar system:

- Part-time faculty who have taught on a compressed/alternative calendar system were more likely than part-time faculty have not taught on a compressed/alternative calendar system to favor the continued exploration of a 16-week calendar (87.6% versus 79.2%)
- Part-time faculty who have/have not taught on a compressed/alternative calendar system were similar in their preference for a 16-week calendar that met fewer days but for a longer period of time (88.2% versus 87.5%)
- Part-time faculty who have taught on a compressed/alternative calendar system were less likely than part-time faculty have not taught on a compressed/alternative calendar system to prefer a 16-week calendar with a mid-semester week-long break in both terms (76.9% versus 83.0%)

Responses by Instructional School/Area (*"In which instructional school/area do you primarily teach?"*)

Table 33: Number and Percentage of Part-Time Faculty Respondents by Instructional School/Area

School/Area	N	%
Business & Applied Technology	15	9.3
Chino Campus	3	1.9
Health Sciences	6	3.7
Kinesiology, Nutrition, and Athletics	5	3.1
Language Arts	42	26.1
Library	2	1.2
Mathematics & Science	24	14.9
Social & Behavioral Sciences	35	21.7
Student Services	13	8.1
Success Centers	1	0.6
Visual & Performing Arts	12	7.5
Other	3	1.9
Not Identified	1	
TOTAL	162	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?” - Responses by Instructional School/Area

Table 34: 16-Week Calendar Exploration Option by Instructional School/Area - Part-Time Faculty

Instructional School/Area	N	Yes		No		Undecided	
		N	%	N	%	N	%
Business & Applied Technology	15	13	86.7	2	13.3	0	0.0
Chino Campus	3	3	100.0	0	0.0	0	0.0
Health Sciences	6	5	83.3	0	0.0	1	16.7
Kinesiology, Nutrition, and Athletics	5	4	80.0	0	0.0	1	20.0
Language Arts	42	35	83.3	4	9.5	3	7.1
Library	2	2	100.0	0	0.0	0	0.0
Mathematics & Science	24	20	83.3	2	8.3	2	8.3
Social & Behavioral Sciences	35	28	80.0	3	8.6	4	11.4
Student Services	13	13	100.0	0	0.0	0	0.0
Success Centers	1	1	100.0	0	0.0	0	0.0
Visual & Performing Arts	12	10	83.3	2	16.7	0	0.0
Other	3	3	100.0	0	0.0	0	0.0
TOTAL	161	137	85.1	13	8.1	11	6.8

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 35: Preferred Meeting Day/Time Option by Instructional School/Area - Part-Time Faculty

Instructional School/Area	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Business & Applied Technology	15	14	93.3	1	6.7
Chino Campus	3	1	33.3	2	66.7
Health Sciences	6	6	100.0	0	0.0
Kinesiology, Nutrition, and Athletics	5	5	100.0	0	0.0
Language Arts	42	37	88.1	5	11.9
Library	2	2	100.0	0	0.0
Mathematics & Science	23	22	95.7	1	4.3
Social & Behavioral Sciences	35	30	85.7	5	14.3
Student Services	13	8	61.5	5	38.5
Success Centers	1	1	100.0	0	0.0
Visual & Performing Arts	10	9	90.0	1	10.0
Other	3	3	100.0	0	0.0
TOTAL	158	138	87.3	20	12.7

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 36: Preferred Mid-Semester Week-Long Break Option by Instructional School/Area - Part-Time Faculty

Instructional School/Area	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Business & Applied Technology	15	11	73.3	4	26.7
Chino Campus	3	3	100.0	0	0.0
Health Sciences	6	5	83.3	1	16.7
Kinesiology, Nutrition, and Athletics	5	4	80.0	1	20.0
Language Arts	41	34	82.9	7	17.1
Library	2	2	100.0	0	0.0
Mathematics & Science	21	12	57.1	9	42.9
Social & Behavioral Sciences	34	28	82.4	6	17.6
Student Services	13	9	69.2	4	30.8
Success Centers	1	1	100.0	0	0.0
Visual & Performing Arts	11	10	90.9	1	9.1
Other	3	3	100.0	0	0.0
TOTAL	155	122	78.7	33	21.3

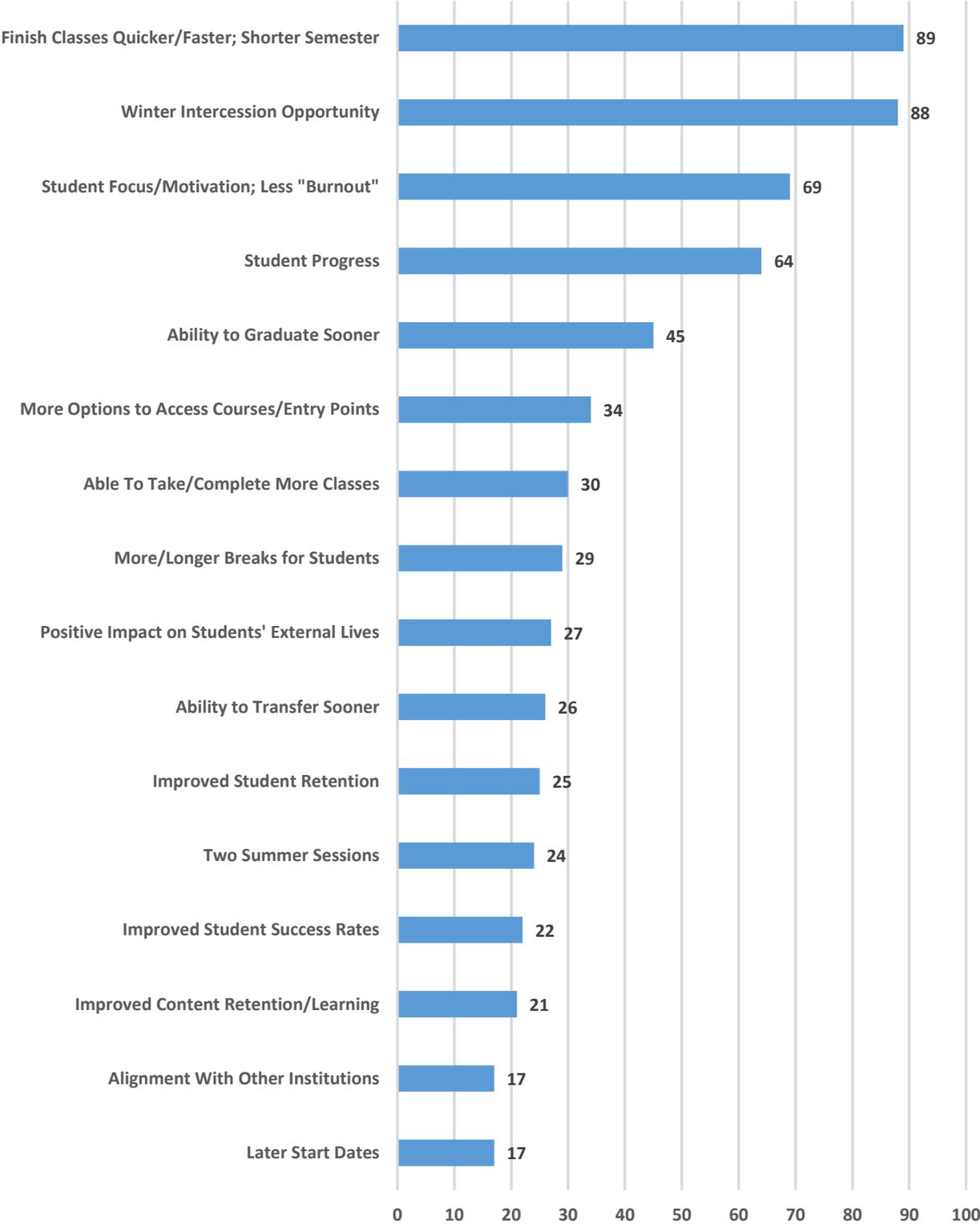
As table 33 indicates, approximately 62.7% of the part-time faculty who responded primarily teach in the schools of Language Arts (26.1% of full-time faculty respondents); Social & Behavioral Sciences (21.7% of part-time faculty respondents); or Mathematics and Science (14.9% of part-time faculty respondents). As such, reporting findings should be interpreted with caution due to small sample sizes by instructional school/area. In examining responses of part-time faculty by instructional school/area:

- Part-time faculty uniformly support the continued exploration of a 16-week calendar option. In all twelve instructional school/areas identified, at least 80.0% of respondents favored the continued exploration of a 16-week calendar option.
- In the majority of instructional schools/areas part-time faculty expressed a preference for classes that met for fewer days but for a longer period of time. In ten of the twelve instructional school/areas identified, at least 80.0% of respondents expressed a preference for classes that met fewer days but for a longer period of time.
- In nine of the twelve instructional schools/areas identified, at least 80.0% of part-time faculty expressed a preference for a 16-week calendar that included a mid-semester week-long break in both primary terms. While still favored by the majority of respondents, two outliers where the preference for a 16-week calendar that had a mid-semester week-long break in both primary terms was lower were: Mathematics and Science (favored by 57.1% of respondents) and Student Services (favored by 69.2% of respondents).

STUDENT RESPONDENTS

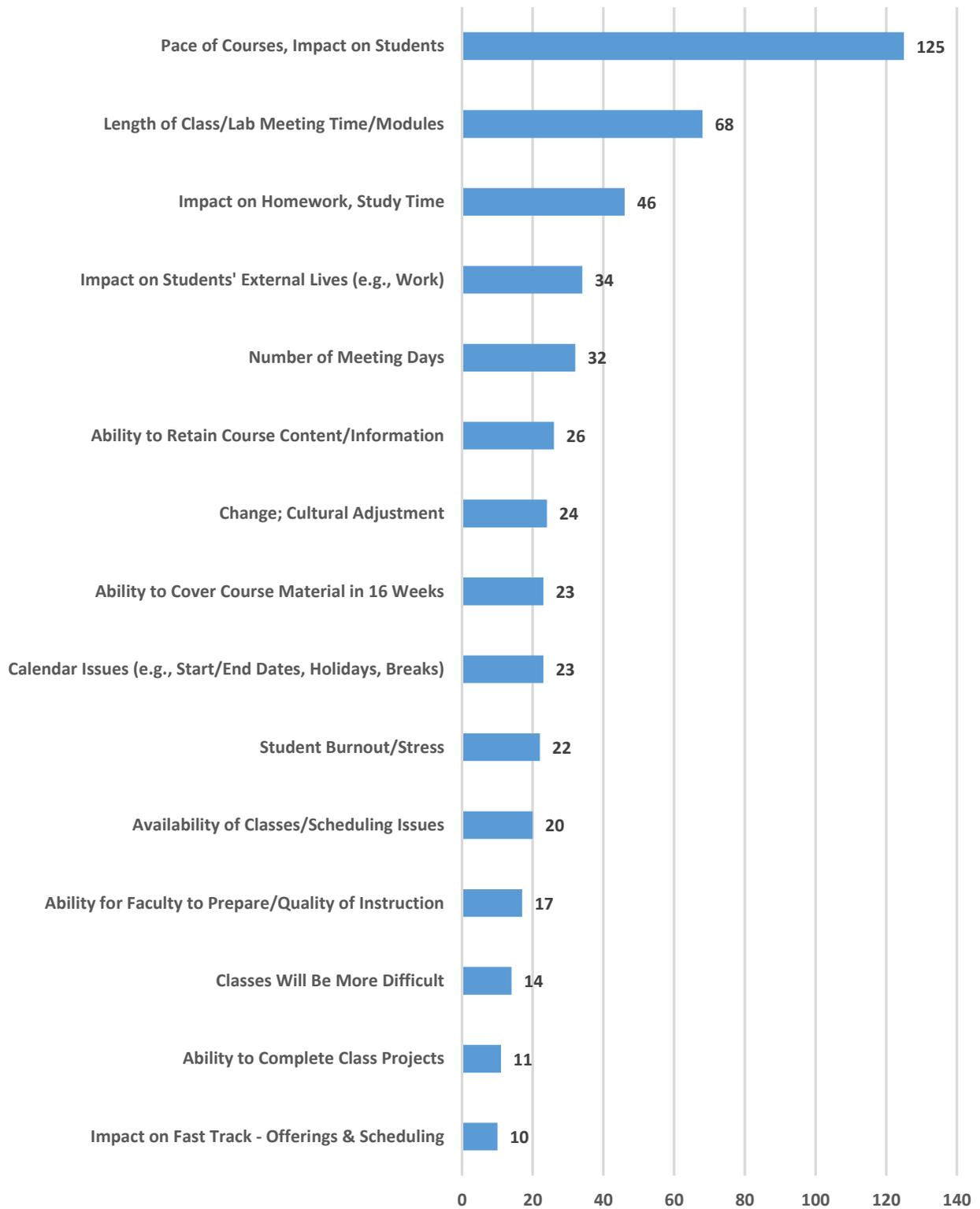
The graphs on the following pages provided the ranked categorized responses most frequently cited by students to the open-ended benefits/challenges questions. It should be noted that the categorized responses reflect multiple responses provided by students; since the response option was open-ended text entry, students had the opportunity to cite multiple benefits/challenges that they perceived to be associated with a 16-week calendar. While other responses categories were identified, only categorized responses that were cited by ten (10) or more students are reported in the graphs. Unedited student responses are included in Appendices F (benefits) and G (challenges).

What Do You Think Would Be Some of the *Benefits* of a 16-Week Calendar?



Number of Times Cited by Student Respondents

What Do You Think Would Be Some of the *Challenges* of a 16-Week Calendar?



Number of Times Cited by Student Respondents

Responses by Student Load Status

Table 37: Number and Percentage of Students by Load Status

Load Status	N	%
Full-Time Student (12.0 or More Units)	204	32.4
Half-Time Student (6.0 - 11.5 Units)	252	40.0
Part-Time Student (Less than 6.0 Units)	174	27.6
Not Identified	3	
TOTAL	633	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 38: 16-Week Calendar Exploration Option by Student Load Status

Student Load	N	Yes		No		Undecided	
		N	%	N	%	N	%
Full-Time	204	149	73.0	41	20.1	14	6.9
Half-Time	252	205	81.3	41	16.3	6	2.4
Part-Time	174	126	72.4	32	18.4	16	9.2
TOTAL	630	480	76.2	114	18.1	36	5.7

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 39: Preferred Meeting Day/Time Option by Student Load Status

Student Load	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Full-Time	202	127	62.9	75	37.1
Half-Time	245	182	74.3	63	25.7
Part-Time	168	125	74.4	43	25.6
TOTAL	615	434	70.6	181	29.4

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 40: Preferred Mid-Semester Week-Long Break Option by Student Load Status

Student Load	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Full-Time	201	170	84.6	31	15.4
Half-Time	247	217	87.9	30	12.1
Part-Time	166	141	84.9	25	15.1
TOTAL	614	528	86.0	86	14.0

In examining student responses by unit load, a relatively even distribution of responses was observed. Full-time students (students enrolled in 12 or more units) represented 32.4% of all student responses; half-time students (students enrolled in 6.0 to 11.5 units) represented 40.0% of all student responses; and part-time students (students enrolled in less than 6.0 units) represented 27.6 of all student responses. Examining responses by student load status, the following differences were observed:

- Half-time students (81.3%) were more likely to support the continued exploration of a 16-week calendar than full-time (73.0%) or part-time (72.4%) students
- Full-time students (62.9%) were less likely than half-time (74.3%) or part-time (74.4%) students to prefer classes that met fewer days but for a longer period of time
- Regardless of unit load, students uniformly support a 16-week calendar option that includes a mid-semester week-long break in both primary terms (84.6% to 87.9% of respondents)

Responses by Primary Location

Table 41: Number and Percentage of Students by Primary Location

Primary Location	N	%
Rancho Campus	467	74.8
Chino Campus	80	12.8
Fontana Campus	57	9.1
Online	20	3.2
Not Identified	6	
TOTAL	630	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 42: 16-Week Calendar Exploration Option by Primary Location - Students

Primary Location	N	Yes		No		Undecided	
		N	%	N	%	N	%
Rancho Campus	467	350	74.9	88	18.8	29	6.2
Chino Campus	80	63	78.8	14	17.5	3	3.8
Fontana Campus	57	44	77.2	9	15.9	4	7.0
Online	20	18	90.0	2	10.0	0	0.0
TOTAL	624	475	76.1	113	18.1	36	5.8

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 43: Preferred Meeting Day/Time Option by Primary Location - Students

Primary Location	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Rancho Campus	456	320	70.2	136	29.8
Chino Campus	79	60	75.9	19	24.1
Fontana Campus	56	33	58.9	23	41.1
Online	19	17	89.5	2	10.5
TOTAL	610	430	70.5	180	29.5

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 44: Preferred Mid-Semester Week-Long Break Option by Primary Location - Students

Primary Location	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Rancho Campus	455	393	86.4	62	13.6
Chino Campus	79	65	82.3	14	17.7
Fontana Campus	56	49	87.5	7	12.5
Online	19	17	89.5	2	10.5
TOTAL	609	524	86.0	85	14.0

Due to the higher number of student responses, in most instances disaggregated data can be viewed with some confidence. In examining response by primary location, the exception would be students who are primarily enrolled in online courses. Since only twenty (20) students identified online as their primary location, outcomes associated with this location should be interpreted with caution. Examining student responses by primary location, the following differences were observed:

- While students who were primarily enrolled at physical locations responded similarly (74.9% to 78.8% of respondents favored the continued exploration of a 16-week calendar option), students who were enrolled primarily in online courses were more likely than other students to favor the continued exploration of a 16-week calendar option (90.0%)
- Students who were primarily enrolled at either the Rancho or Chino Campuses were similar in their support of a 16-week semester that had fewer class meetings that met for a longer period of time (70.2% and 75.9%, respectively). However, students who were primarily enrolled at Fontana were much less likely to support this option (58.9%) while students who were primarily enrolled in online courses were more likely to support this option (89.5%).
- While slight differences existed, by location students were relatively uniform in their support for a 16-week calendar option that included a mid-semester week-long break in both primary terms (82.3% to 89.5% support).

Responses by Work Hours (*"How many hours do you work per week?"*)

Table 45: Number and Percentage of Students by Work Hours

Hours Work Per Week	N	%
Don't Work	115	20.0
1 to 9 Hours	18	3.1
10 to 19 Hours	37	6.4
20 to 29 Hours	123	21.4
30 to 39 Hours	99	17.2
40 or More Hours	182	31.7
Not Identified	56	
TOTAL	630	100.0

"Are you in favor of Chaffey College continuing to explore a 16-week calendar?"

Table 46: 16-Week Calendar Exploration Option by Hours Work Per Week - Students

Hours Work Per Week	N	Yes		No		Undecided	
		N	%	N	%	N	%
Don't Work	115	77	67.0	29	25.2	9	7.8
1 to 9 Hours	18	15	83.3	3	16.7	0	0.0
10 to 19 Hours	37	32	86.5	3	8.1	2	5.4
20 to 29 Hours	123	95	77.2	19	15.4	9	7.3
30 to 39 Hours	99	73	73.7	23	23.2	3	3.0
40 or More Hours	182	151	83.0	23	12.6	8	4.4
TOTAL	574	443	77.2	100	17.4	31	5.4

"If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?"

Table 47: Preferred Meeting Day/Time Option by Hours Work Per Week - Students

Hours Work Per Week	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Don't Work	113	74	65.5	39	34.5
1 to 9 Hours	18	14	77.8	4	22.2
10 to 19 Hours	36	26	72.2	10	27.8
20 to 29 Hours	120	75	62.5	45	37.5
30 to 39 Hours	97	72	74.2	25	25.8
40 or More Hours	180	138	76.7	42	23.3
TOTAL	564	399	70.7	165	29.3

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 48: Preferred Mid-Semester Week-Long Break Option by Hours Work per Week - Students

Hours Work Per Week	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Don't Work	112	95	84.8	17	15.2
1 to 9 Hours	17	13	76.5	4	23.5
10 to 19 Hours	36	32	88.9	4	11.1
20 to 29 Hours	119	103	86.6	16	13.4
30 to 39 Hours	99	91	91.9	8	8.1
40 or More Hours	178	148	83.1	30	16.9
TOTAL	561	482	85.9	79	14.1

Over 70% of students who responded to the survey indicated that they worked at least twenty (20) hours per week, including 31.7% who indicated that they worked 40 or more hours per week. In examining differences by hours that students work per week:

- Students who worked less than 20 hours per week (85.5%) and students who worked 40 or more hours per week (83.0%) were more likely to favored the continued exploration of a 16-week calendar option than students who worked 20 to 39 hours per week (75.7%) and students who did not work (67.0%)
- Students who worked 1-9 hours per week (77.8%), 10-19 hours her week (72.2%), 30-39 hours per week (74.2%) and 40 or more hours per week (76.7%) were relatively uniform in their preference for a 16-week calendar option where classes met for fewer days but for a longer period of time. While still supported by the majority of students, students who did not work (65.5%) and students who worked 20-29 hours per week (62.5%) were less likely than other students to support this calendar option.
- Students who did not work (84.8%), worked 10-19 hours her week (88.9%), worked 20-29 hours per week (86.6%), or worked 40 or more hours per week (83.1%) were relatively uniform in their preference for a 16-week calendar option that included a mid-semester week-long break in both primary terms. Students who worked 30-39 hours per week were most supportive of this calendar option (91.9%) while students who worked 1-9 hours per week were least supportive of this calendar option.

“If you are currently employed, do you: a) arrange your work schedule around your class schedule; b) arrange your class schedule around your work schedule; or c) not applicable?”

Table 49: Number and Percentage of Students by Class Schedule Arrangement

Class Scheduling	N	%
Work Around School	201	44.4
School Around Work	237	51.6
Not Applicable	15	3.3
Not Identified	6	
TOTAL	459	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 50: 16-Week Calendar Exploration Option by Class Schedule Arrangement - Students

Class Scheduling	N	Yes		No		Undecided	
		N	%	N	%	N	%
Work Around School	201	154	76.6	35	17.4	12	6.0
School Around Work	237	193	81.4	34	14.3	10	4.2
Not Applicable	15	15	100.0	0	0.0	0	0.0
TOTAL	453	362	79.9	69	15.2	22	4.9

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 51: Preferred Meeting Day/Time Option by Class Schedule Arrangement - Students

Class Scheduling	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Work Around School	198	138	69.7	60	30.3
School Around Work	233	177	76.0	56	24.0
Not Applicable	15	10	66.7	5	33.3
TOTAL	446	325	72.9	121	27.1

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 52: Preferred Mid-Semester Week-Long Break Option by Class Schedule Arrangement - Students

Class Scheduling	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Work Around School	198	180	90.9	18	9.1
School Around Work	233	193	82.8	40	17.2
Not Applicable	15	12	80.0	3	20.0
TOTAL	446	385	86.3	61	13.7

Among students who are employed, a slightly higher percentage arrange their class schedule around their work schedule (52.3%) than their work schedule around their class schedule (44.4%). In examining differences class scheduling arrangement:

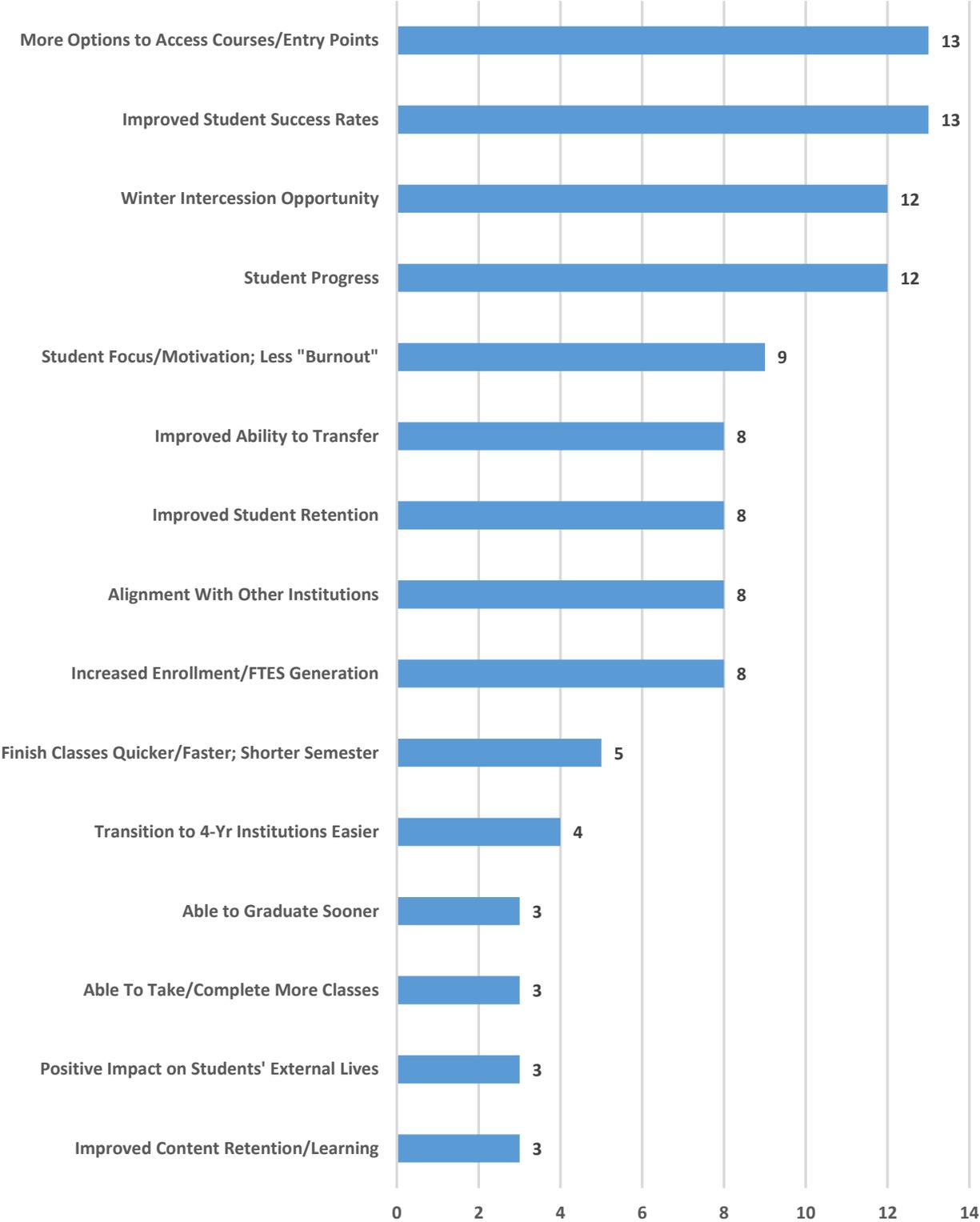
- Students who arrange their class schedule around their work schedule are slightly more likely to support the continued exploration of a 16-week calendar option (81.4%) than students who arrange their work schedule around their class schedule (76.6%).
- Students who arrange their class schedule around their work schedule are slightly more likely to prefer a 16-week calendar option that has classes that meet for fewer days but for a longer period of time (76.0%) than students who arrange their work schedule around their class schedule (69.7%)

- Students who arrange their class schedule around their work schedule or less likely to prefer a 16-week calendar option that includes a mid-semester week-long break in both primary terms (82.8%) than students who arrange their work schedule around their class schedule (90.9%)

CLASSIFIED PROFESSIONAL/CONFIDENTIAL RESPONDENTS

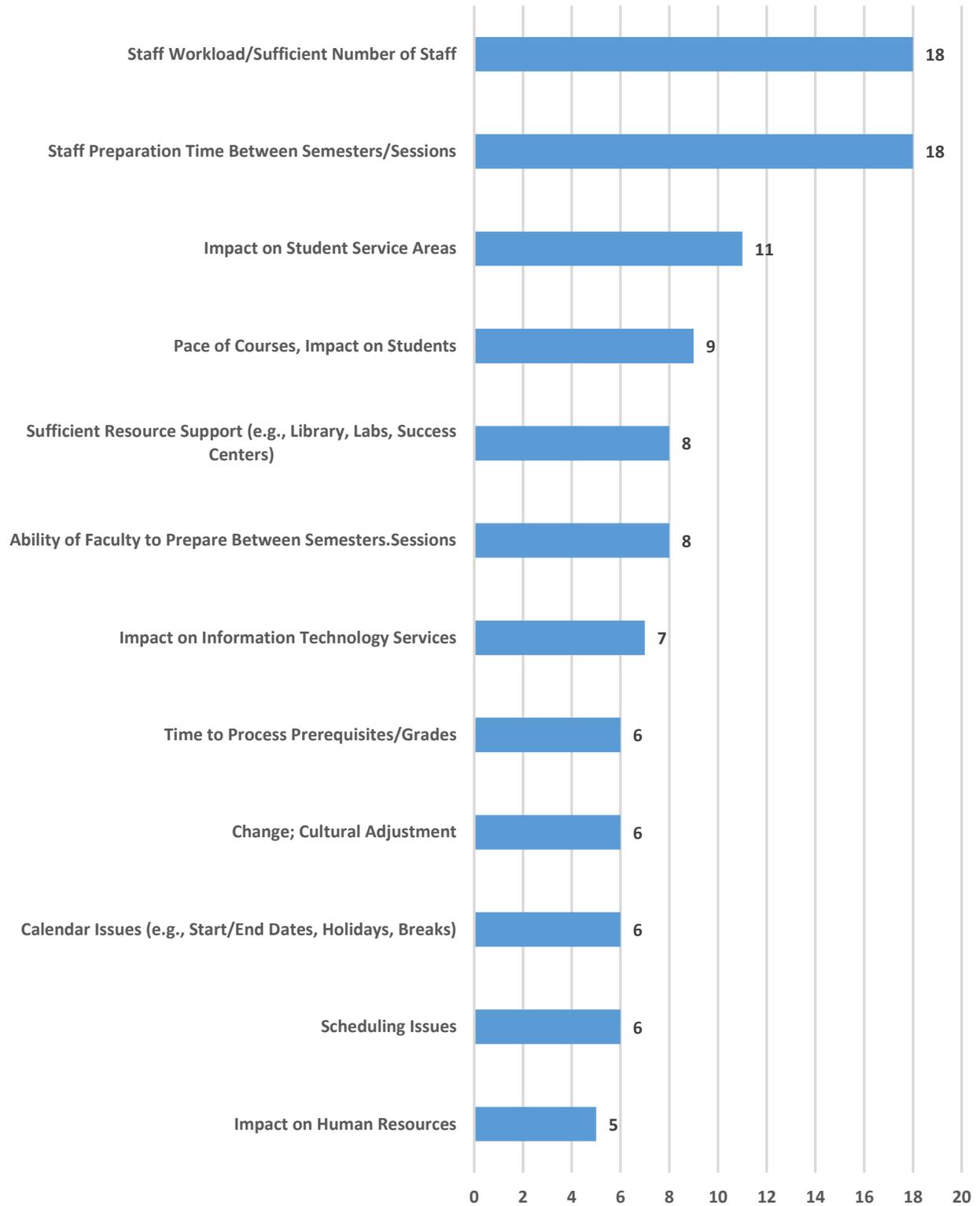
The graphs on the following pages provided the ranked categorized responses most frequently cited by classified/confidential employees to the open-ended benefits/challenges questions. It should be noted that the categorized responses reflect multiple responses provided by classified/confidential employees; since the response option was open-ended text entry, classified/confidential employees had the opportunity to cite multiple benefits/challenges that they perceived to be associated with a 16-week calendar. While other responses categories were identified, only categorized responses that were cited by three (3) or more classified/confidential employees are reported in the graphs. Unedited classified/confidential employee responses are included in Appendices H (benefits) and I (challenges).

What Do You Think Would Be Some of the *Benefits* of a 16-Week Calendar?



Number of Times Cited by Classified/Confidential Respondents

What Do You Think Would Be Some of the *Challenges* of a 16-Week Calendar?



Number of Times Cited by Classified/Confidential Respondents

Responses by Primary Location

Table 53: Number and Percentage of Respondents by Primary Work Location - Classified and Confidential Employees

Primary Location	N	%
Rancho Campus	93	87.7
Chino Campus	11	10.4
Fontana Campus	2	1.9
Not Identified	4	
TOTAL	110	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 54: 16-Week Calendar Exploration Option by Primary Work Location - Classified and Confidential Employees

Primary Location	N	Yes		No		Undecided	
		N	%	N	%	N	%
Rancho Campus	93	57	61.3	25	26.9	11	11.8
Chino Campus	11	3	27.3	5	45.5	3	27.3
Fontana Campus	2	2	100.0	0	0.0	0	0.0
TOTAL	106	62	58.5	30	28.3	14	13.2

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 55: Preferred Meeting Day/Time Option by Primary Work Location - Classified and Confidential Employees

Primary Location	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Rancho Campus	87	67	77.0	20	23.0
Chino Campus	9	9	100.0	0	0.0
Fontana Campus	2	2	100.0	0	0.0
TOTAL	98	78	79.6	20	20.4

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 56: Preferred Mid-Semester Week-Long Break Option by Primary Work Location - Classified and Confidential Employees

Primary Location	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Rancho Campus	88	69	78.4	19	21.6
Chino Campus	10	7	70.0	3	30.0
Fontana Campus	1	1	100.0	0	0.0
TOTAL	99	77	77.8	22	22.2

Due to the small sample sizes from the Chino and Fontana Campuses, comparisons by location cannot be made with any degree of confidence.

Responses by Child Care Needs (“Do you have child care needs?”)

Table 57: Number and Percentage of Students by Work Hours

Child Care Needs?	N	%
Yes	29	53.7
No	25	46.3
Not Identified	56	
TOTAL	110	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 58: 16-Week Calendar Exploration Option by Child Care Needs - Classified and Confidential Employees

Child Care Needs	N	Yes		No		Undecided	
		N	%	N	%	N	%
Yes	29	18	62.1	10	34.5	1	3.4
No	25	16	64.0	6	24.0	3	12.0
TOTAL	54	34	63.0	16	29.6	4	7.4

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 59: Preferred Meeting Day/Time Option by Child Care Needs - Classified and Confidential Employees

Child Care Needs	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Yes	27	23	85.2	4	14.8
No	21	17	81.0	4	19.0
TOTAL	48	40	83.3	8	16.7

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 60: Preferred Mid-Semester Week-Long Break Option by Child Care Needs - Classified and Confidential Employees

Child Care Needs	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Yes	28	21	75.0	7	25.0
No	22	16	72.7	6	27.3
TOTAL	50	37	74.0	13	26.0

Due to the small sub-group sizes, reported findings should be interpreted with caution. Examining differences among classified and confidential employees by self-reported child care need:

- Classified and confidential employees with child care needs (62.1%) were similar in their support of the District continuing to explore a 16-week calendar option as classified and confidential employees without child care needs (64.0%)
- Classified and confidential employees with (85.2%) and without (81.0%) child care needs were similar in their preference for a 16-week calendar that featured classes that met for fewer days but for a longer period of time
- Classified and confidential employees with (75.0%) and without (72.7%) child care needs were similar in their preference for a 16-week calendar that included a mid-semester week-long break in both primary terms

Responses by Work Area (“What area do you work in?”)

The question posed to classified and confidential employees provided 33 unique response options (e.g., “Admissions and Records;” “School of Language Arts;” etc.). While the original intent was to determine whether perceptions differed based upon unique work area assignment (e.g., were the perceptions of classified employees who work in the Financial Aid Office significantly different than classified employees who worked in other areas?), the range of options resulted in small sample sizes by work area. As a result, work areas were grouped by the five main areas of supervision that aligned with leadership team responsibilities, namely:

- Student Services
- Business Services and Economic Development
- Instruction and Institutional Effectiveness
- Administrative Affairs
- Other (includes areas that report directly to the President/Superintendent and respondents who indicated that they worked in an area not under the supervision of an Associate Superintendent or Vice President)

Table 61: Number and Percentage of Classified/Confidential Employees by Work Area

Work Area	N	%
Student Services	24	25.5
Business Services & Economic Development	16	17.0
Instruction and Institutional Effectiveness	24	25.5
Administrative Affairs	8	8.5
Other	22	23.4
Not Identified	16	
TOTAL	110	100.0

“Are you in favor of Chaffey College continuing to explore a 16-week calendar?”

Table 62: 16-Week Calendar Exploration Option by Work Area - Classified and Confidential Employees

Work Area	N	Yes		No		Undecided	
		N	%	N	%	N	%
Student Services	24	10	41.7	12	50.0	2	8.3
Business Services	16	12	75.0	2	12.5	2	12.5
Instruction	24	16	66.7	5	20.8	3	12.5
Administrative Affairs	8	6	75.0	1	12.5	1	12.5
Other	22	9	40.9	8	36.4	5	22.7
TOTAL	94	53	56.4	28	29.8	13	13.8

“If Chaffey College switched to a 16-week calendar, would you prefer: a) classes that meet fewer days but for a longer period of time; or b) classes that meet more days but for a shorter period of time?”

Table 63: Preferred Meeting Day/Time Option by Work Area - Classified and Confidential Employees

Work Area	N	Fewer Days, Longer Time		More Days, Shorter Time	
		N	%	N	%
Student Services	19	16	84.2	3	15.8
Business Services	16	11	68.8	5	31.2
Instruction	24	18	75.0	6	25.0
Administrative Affairs	8	7	87.5	1	12.5
Other	20	17	85.0	3	15.0
TOTAL	87	69	79.3	18	20.7

“If Chaffey College switched to a 16-week calendar, would you prefer: a) a mid-semester week-long break in both primary terms (fall and spring); or b) no mid-semester week-long break in either primary term (this would include an elimination of Spring Break)?”

Table 64: Preferred Mid-Semester Week-Long Break Option by Work Area - Classified and Confidential Employees

Work Area	N	Mid-Semester Break		No Mid-Semester Break	
		N	%	N	%
Student Services	22	17	77.3	5	22.7
Business Services	16	13	81.3	3	18.7
Instruction	24	19	79.2	5	20.8
Administrative Affairs	8	5	62.5	3	37.5
Other	18	14	77.8	4	22.2
TOTAL	88	68	77.3	20	22.7

Due to the small sub-group sizes, reported findings should be interpreted with caution. Examining differences among classified and confidential employees by work area:

- Classified and confidential employees from the areas of Business Services/Economic Development and Administrative Affairs were more likely to support the continued exploration of 16-week calendar option (75.0%) than classified/confidential employees from other work areas. Fewer than 50% of classified/confidential employees who worked in Student Services (41.7%) and Other areas (40.9%) supported the continued exploration of a 16-week calendar option.
- If Chaffey College switched to a 16-week calendar, classified/confidential employees in Student Services (84.2%), Administrative Affairs (87.5%) and Other areas (85.0%) were relatively uniform in their support of class offerings that met fewer days but for a longer period of time. While still supported, classified/confidential employees from Business Services/Economic Development were least likely to support this scheduling option (68.8%).
- Classified and confidential employees from Student Services (77.3%), Business Services and Economic Development (81.3%), Instruction and Institutional Effectiveness (79.2%) and Other areas (77.8%) were relatively uniform in their support of a 16-week calendar that included a mid-semester week-long break in both primary terms. While still supported, classified/confidential employees from Administrative Affairs were least likely to support this scheduling option (62.5%).

MANAGEMENT/ADMINISTRATION RESPONDENTS

Among the sixteen (16) managers/administrators who responded to the survey, ten (10) provided additional open-ended text entry comments about perceived benefits and challenges. Since there are a limited number of responses, responses were not categorized. However, unedited manager/administrator responses are included in Appendices J (benefits) and K (challenges).

Responses by Primary Location

Table 65: Number and Percentage of Respondents by Primary Work Location - Classified and Confidential Employees

Primary Location	N	%
Rancho Campus	14	87.5
Chino Campus	1	6.7
Fontana Campus	0	0.0
Not Identified	1	
TOTAL	16	100.0

After examining the manager/administrator response distribution by primary work location, results for managers/administrators were not disaggregated by primary work location.

Responses by Child Care Needs (*“Do you have child care needs?”*)

Table 66: Number and Percentage of Students by Work Hours

Child Care Needs?	N	%
Yes	4	66.7
No	2	33.3
Not Identified	10	
TOTAL	16	100.0

Due to the limited number of responses to this survey question, results for managers/administrators were not disaggregated by child care need.

Responses by Work Area (*“What area do you work in?”*)

Table 67: Number and Percentage of Classified/Confidential Employees by Work Area

Work Area	N	%
Student Services	1	8.3
Business Services & Economic Development	2	16.7
Instruction and Institutional Effectiveness	3	25.0
Administrative Affairs	1	8.3
Other	5	41.7
Not Identified	4	
TOTAL	16	100.0

Even after aggregation by main work area, due to the small sub-group sizes results for managers/administrators were not disaggregated by work area.

If you are undecided whether Chaffey should continue to explore a 16-week calendar option, what additional information would you like to have to inform your decision?

Full-Time Faculty Respondents:

<p>1. Can faculty satisfy some of their load by teaching in the winter session?</p> <p>2. Will there be an increase in release time for those serving in governance positions (e.g. senate, curriculum, etc.)?</p> <p>3. Most CCs in our area offer one 6 week summer session as a part of the 16 week schedule and a 6 week winter session. Chaffey Administration appears to be pushing for multiple sessions in the summer (two 6 week sessions and an 8 week session). If we are to agree with a 16 week schedule, one 6 week winter session, I would like to discuss only offering one 6 week summer session, which is comparable to Mt. SAC and Riverside.</p>
<p>Better explanation of what will happen with finals. Not sure the lessening of overall class-time will help students educationally. Need more information about how teaching load will be divided up given winter session</p>
<p>Do I have to teach every semester in order to meet my FTE? How much longer my class time will be?</p>
<p>How exactly will this affect 4 unit classes? How will it effect our current modules and scheduling these modules? Scheduling more summer sessions and/or winter intersession is additional work for coordinators. Will we have enough adjunct available and willing to work 2 semesters with intersessions as well. I think we should make sure to get adjunct input.</p>
<p>How the process would work in terms of staffing and concerns about having down time between semesters and intersessions, especially since faculty don't have the flexibility to take time off. I had also heard that adding a winter intersession would lead to the elimination of spring break, so clarification on that would be helpful.</p>
<p>How would this effect the 10 and 11 month contracts, as far as number of service days? How would this effect the schedules of non-instructional faculty and adjuncts? I appreciate the dates provided in the previous page; however, I'd like to see more details about how this effects faculty contracts and off-contract time. Thank you.</p>
<p>I am concerned about the not being able to clear pre-requisites for students going to the next level from Winter to Spring and second fast-track. This is unacceptable for our students. A process needs to be discovered.</p>
<p>I regularly see students who are frustrated that we don't offer a Winter Intersession, so this would be a welcomed change for those students.</p>
<p>I teach courses that require 3hours lecture and three hours lab every week. I dont understand what my courses would look like since examples have never reflected the type of classes I teach.</p>
<p>I think that to continue to explore is good but I am not sure how to meet the articulated hours when there are problems currently with the 17.5 week. With holidays and Flex days hitting predominately Monday and Friday, those lab classes which meet only on a Monday or Friday are already having a hard time to meet the articulated hours of 48 -54 hours/ semester.</p>
<p>I would like to see specific start and end dates. I've heard that there might be no time in between sessions, and this would negatively impact many areas, students, and faculty. If there is time in between sessions, I would be very open to a 16-week calendar.</p>

need more specifics about how my classes will be effected by the 16-week change. The proposal is too vague
None. I have kept myself well-informed on the issue.
spring break? How long for xmas break?
The Fast Track committee has developed potential scheduling options. Fast Track has proven to be a great idea for student success. Fast track works! However, the week between sessions is essential for grading and preparing for session #2. Eliminating the week between fast track session #1 & #2 would be extremely difficult for instructors who teach both sessions. The week off matters!
The logistics of student support calendaring. How are prerequisites checked? How would the Success Centers prepare for adequate support? How would budgets be affected?
We need to know more about service days, specifically would FT faculty be required to work during winter intersession and/or summer sessions, or would it be considered overtime like summer is now? (The answer is no at our neighboring colleges. If we want to prevent making our adjuncts crazy, we should adopt calendar B, NOT C.
What percentage of the Cal State and UCR schools have 16 week semesters? How, if at all, will this impact transfers? Would faculty be able to receive a stipend to work on this during the summer so as not to impact their teaching? 41% of CCs have a 16 week semester. How long have they had this and why only 41?
Will there be any changes to the salary schedule or number of days worked for counselors?
Will this impact the contractual work schedules for Librarians, Nurses and Counselors? If so, how?

Part-Time Faculty Respondents:

18 weeks allow for more time to explore content and gives students time to really learn the material.
Adjuncts faculty makeup nearly 75% of the work force at most colleges, and the majority of adjuncts teach at more than one college. Personally, I teach at 4. None of the colleges I teach at follow the 17.5 week teaching session. They all follow a 16 week sessions, a winter session and at least 2 summer sessions, thus the current 17.5 weeks schedule does not align with most adjuncts schedules. Adjuncts are often working longer, driving farther and missing out on session breaks because they begin teaching 2 weeks earlier than most other colleges. This is the case fore me.
Are most classes going to stay M/W T/R options or they will turn into MTWR options? And how many minutes longer per class?
As an adjunct instructor, I fear that the semester income will be reduced
Difference in pay for instructors
Does the shorter semester help students retention and grades?
extra classes and longer classes may be counterproductive given the subject that I teach. As an adjunct I leave my regular job early 2 days a week. I might not be able to keep teaching if a third day is added. Specific details on both subjects is needed prior to a decision.
I think going to a 16 - week semester is a great idea
I would like to know what it looks like for other schools who have switched. What was the benefit and the obstacles?
I'd like to speak with my director and colleagues to talk about the changes that would be made. I'm leaning towards being in favor of 16 week semesters.
I'm not in favor of pushing the Fall semester calendar into late December. Otherwise, I would be in favor.
I'm very much in favor of a 16-week term, but also very hesitant about the "late December" aspect of the proposed schedules. The holidays are already fraught with time management concerns and the stress of balancing work with home life. I'd prefer not to end later than we already do.
Late December is not appealing.
My preference is plan C as compared to plan B, based on the avoidance of fall moving into late June. My question is which of these plans are more aligned with the local public and private high schools?
Plan B preferred
Schedule Impact on primary job.
The idea of covering the same material in fewer weeks without adding time to class sessions doesn't make sense to me. I also feel that recovery and prep time between sessions is important for both students and faculty.

Student Respondents:

By not including the Winter Intersession.
Classes that have a lab, for example biology student they would have less lab time and many students already struggle with these classes so would the failure rates increase?
Currently it is convenient around my work schedule. Longer classes would be a barrier around school work and my family.
Don't like the more hours and more days
Exact dates for a 16 week semester would help me come up with a preference
How does this affect language classes and what are success rates in language classes with shorter semesters.
How does this schedule affect financial aid distribution and counseling sessions
How many days the class will meet and how long classes will be, due to having a job.
How would this impact Programs such as the ADN program? As a student currently in the ADN program I cant imagine the program moving any faster. Perhaps leaving such programs on the traditional schedule would be something to consider.
I am more about having more time in a day and if making the semesters shorter and weeks have to make classes longer that is a No-No for me. Regardless, school will get done eventually.
I am undecided on this issue because the pros and cons of it seem to balance each other out. I think the idea of having to go to class less times in a semester sounds like a good idea to most students, and the idea of have a winter semester similar to a summer semester might sound great to students who want to earn their AA as soon as possible. However, professors inevitably having less time to prepare for each semester would likely drive down the quality of classes, further adding to an already existing problem here at Chaffey. The problem I see with the addition of a winter semester is with regards to how many students will actually participate in it. This winter semester would most likely fall during Christmas season where many students will be very busy and stressed-out from working at their jobs during the holiday rush, and may opt out of winter semester just to keep their sanity in tact. In order for me to make an informed decision on this issue I would need to know first, what can Chaffey college do to help their professors better prepare for upcoming semesters? Second, how many students can we estimate will participate in the new winter semester? Third, what can be done to avoid the challenges Christmas season presents during the new winter semester?
I believe the shorter 16 week calendar wouldn't be beneficial. I would enjoy that option. Calendar C or option C looked like a good layout.
I don't know if I would like not having holiday break
I enjoy having 18 weeks courses. I wouldnt want to shorten my semester by two weeks. It would feel rushed when it comes to covering the material and that can have a great impact on my exam scores. Having the extra two weeks allows us to cover more material and allows us to be better prepared.
I have take several courses at Riverside City College which has the 16-week session. After coming to Chaffey, I was really impressed how less stressful the classes are. I work full time so it's better that we have more time in the semester. I don't like the idea of having to be in classes for longer hours if it changes.
I just finished an excelerated Psychology class and it's well worth finishing early. Especially for young people that want to hold jobs. A person can learn just as much in a short term than having it dragged out.... in favor of the 16 week, Absolutely!! Thank you!!

I like some of the example plans from example 2
I like the idea of moving to a similar schedule as Mt. SAC
I think the option C will give student a better opportunity to take classes that will fit within their schedule by offering two summer semesters
I will not be attending anymore so I would not want to decide for other. I've been at Chaffey for 6 years or more and it worked fine the way it was.
I work full time and have a family. I go to school at night two days a week. I do not want you to cut those classes in half and make me go 4 days a week. I can not and will not do that.
I would like to have a definite answer regarding addition classes per week if we move to the 16 week program. Additional classes per week will be less beneficial and harder to attend due to my work schedule.
I would like to know hoe this affects people that want to transfer. If we would have to be finiahed with classes mandatory classes by winter or spring to apply to schools.
I would like to know if chaffey has explored the impacts the change might have on students already enrolled.
I would want to be assured that class times will not be lengthened if semesters do switch to the 16 week schedule.
I'm not for longer class sessions
I'm on the fence with the possibility of having longer meeting times and more days. Sometimes 2 days a week can be a challenge when you have a job and other responsibilities you have to work into your day as well. I like the idea of 16 weeks but increasing the meeting times and days has me on the fence.
If fall session ended in late December would that mean closer to Christmas?
If it is going to impact staff and are classes actually going to be held longer than usual? As in 3-4 hours long? Or a different time frame. Also, would it affect staff with juggling their other employers as well? Also, fast track students would be affected as well? They would have to cram all of their lectures drastically, right?
If it will affect those who chose to have multiple classes. If the winter intersection can be optional like summer.
If we are to change to 16 week calendar will professors put more effort into classes or will it remain the same.
Is it possible to clear prerequisites before next semester
It's hard to meet more frequently.
Like the B option.
Month plus day, & times for classes
More evening courses
More of the statistics that chaffey has on this 16-week calendar success rate.
No flipped model classes. This is the most ridiculous thing ever and shorter classes without a fully involved teacher would be overkill. At the very least, students should be given the option to select a course using this model versus a traditional classroom style.
On class length
Personally for myself, I am in favor of classes were just a little bit longer instead of meeting more days out of the week. People have jobs, families, etc. and I think it would make it more difficult to have to show up more days out of the week to get our education.
Seen little bit of available some students

Slightly longer classes/more meeting days is the only reason. It's harder if there are more meeting days with work.
The shorter, the better.
Undecided because I have no experience with a shorter semester. I've been at Chaffey for a while, weekend classes work best for me personally. My only concern would be the impact on weekend classes if any. Otherwise, I am personally fine with whichever situation.
Will classes be harder to get into? Will there be more or less classes? Will there be more online classes options?
Would need to know definitively if classes will be longer or have more meeting days. Meeting more than twice per week is not ideal for working/commuting students, of which I am both.

Classified/Confidential Respondents:

<p>Having 4 semesters and 4 preparation periods instead of 3 each, respectively, means that there would be an increase in administrative duties such as scheduling workshops and learning groups, apprentices, staff, and faculty 4 times each year instead 3. Meeting scheduling needs will probably decrease the amount of time spent assessing student needs, which is also part of my job duties. At that point, my work load would be doing more of the same work, which seems to justify a 12 month contract instead of 10. While I am generally in favor of 16 week semesters and option B, for students' sake, that is why I hesitate as a 10 month contract employee. Also, since a 16 week schedule increases the overall amount of time that apprentices, faculty, and staff work (38 weeks) when contrasted with the current 18 week semester (36 weeks), there are more scheduling and working weeks (roughly at least 2-4 depending on the option) for them and us to work and serve students. I hope that our normal 2-semester Fall/Spring budget would also be appropriately increased instead of being stretched over 3 sessions or semesters (38 weeks for Fall/Winter/Spring).</p>
<p>In addition, my concern is also for the diminished duration and increased turnover of our apprentice tutors who currently work 9 consecutive semesters, or for 3 years as it turns out, according to current Apprentice Program Notice and HR policy. Under either 16 week academic calendar options, it appears that the 9 consecutive semesters would now be expedited to 2.5 years (Fall/Winter/Spring/Summer) instead of the current 3 full year duration (Fall/Spring/Summer) because there would be 4 semesters per year. Furthermore, if option C is selected, this could expedite their work time further if each 6 week summer session is considered a distinct session because there would then be 5 sessions during each academic year (Fall/Winter/Spring/Summer 1/Summer 2), resulting in a total duration of less than 2 years of possible working time for apprentices.</p>
<p>How would a 16-week calendar affect winter break (7-day closure)?</p>
<p>I am concerned with the inability of the school to clear out pre-requisites from Fall to Winter. Also, the academic year seems highly impacted and fast, with not time to breath for students, faculty and student services. Also, the reduced amount of lab hours is concerning. Many students' academic progress depends on the skills they gain by participating in lab hours. I am also concerned with the impact this change will have on the workload of classified staff. On the positive side, I know many students will benefit from finishing faster and having access to an extra session (summer preferably).</p>
<p>I need concrete date examples. What does "late December" mean? Will students go on break and then return before New Years?</p>
<p>I would like to see a document that shows success rate from other colleges who used the 16 week calendar. Also, what are their enrollment rates?</p>
<p>I'm in favor of whatever is going to work best for the students; however, I am concerned about the IT and HR resources a change like this would take.</p>
<p>If Chaffey changes to 16 week courses then we will need more assistance with ALL of our student services departments. processing times frames and or deadlines will need to be re-evaluated or hire additional employees with departments who are highly impacted with student traffic.</p>
<p>In what ways will faculty and staff be provided with additional support if they agree to back-to-back semesters with little to no prep-time. Assuming student success rates are higher with</p>

shorter sessions, do those higher rates still apply when classes have received less prep-time by instructors?
More information is needed on how this will affect the classified staff, especially in student services and ITS. From the layout it looks like there would literally be no time in between semesters/sessions, so this would impact the workload, and things such as grade collection, prerequisite drops/clearance, Counseling/Assessment, Financial Aid paperwork, graduation paperwork, behind the scenes processing, and more. Getting a better idea of actual dates and deadlines would help me decide.
The impact on Classified Staff, especially those who work with faculty.
The shorter class schedule raises success questions for me. How would the class time and study time work. Regularly scheduled as well as Fast tracked classes are challenging. The pressure would enormously increase in my opinion
The time frame in which instructors/departments are willing to submit their adoptions for textbooks and course materials.
What about our current fast track classes? Would they still continue?
What is the break time between sessions? This is vital for I.T. to be able to work on systems in classrooms and labs.
What will the college do about support services that currently happen between semesters? (ie. carpet cleaning, computer prep, et.)
Would impact classified work load by a lot

Manager/Administrator Respondents:

How to get professional responsibilities completed with a compressed workweek.
The possible disadvantages appear to have a direct negative impact on students. The are two main concerns: 1. There would be no time to clear pre-requisites right after winter and fast-tract 2 - THIS CAN IMPACT STUDENTS DIRECTLY! 2. 16 week classes will meet fewer days/ have fewer labs - How is this beneficial for students? 3. How would eliminating finals week benefit students?
What are the pros and cons were/are experienced by other colleges who have made this change?

Unknown Respondents:

How would it affect college credits
I find it difficult to pass classes that are only once a week.
I like the way we currently are however 16 weeks does sound nice but I would not want to be in school in December I prefer to finish the semester early December
I need to know how much the class schedules will be changing.
I will be happy with whatever is decided through this survey
I would like to keep the classes the same days which means that only meet twice a week per class
length of time system is in use by other campuses
Really, we should have one mega semester per year, perhaps around 41 weeks.
The impact on various office workloads throughout the campus community.
There does NOT seem to be any consideration to the work load of classified staff. The change of schedule and addition of a winter session would have a dramatic impact on our work load.

**What Do You Think Would Be Some of the Benefits of a 16-Week Calendar?
Full-Time Faculty Respondents**

<p>Moving students forward a little faster and therefore forcing them to focus. Professors too!</p> <p>possibility for students to catch-up during winter and move along with their curriculum like summer session, with reduced course load, students will be able to focus more on the class</p> <p>shorter semester will put students on the fast-track for degree and certificate completion, as well as for transfer</p> <p>prepare students better to the quarter system in 4-years inciversigies</p>
<p>More competitive with local colleges existing 16-week schedules</p> <p>A winter intersession or 2 summer sessions</p> <p>higher retention rates</p>
<p>-retention, student whouldn't drop off</p> <p>-students are able to take additional courses which can speed up their timeline</p>
<p>1. More options for students.</p> <p>2. Closer to the scheduling of Cal State's scheduling models.</p>
<p>18 week terms are very long, and it is difficult to maintain focus for such a long period. I believe that shorter sessions would lead to better academic performance. Also, the Winter Intersession as I mentioned in the last comment, would be very valuable for many students. The six available entrance points for the academic year would be more evenly spread out than they are now (regular start, Fast-Track, 14 week)</p>
<p>18 weeks is a marathon and we lose too many students with the longer semester</p>
<p>18 weeks is too long for students to keep it together who have jobs and families. Also too hard for many to maintain motivation.</p>
<p>A 16-week calendar with two summer sessions would likely result in greater retention and success rates. It would also allow students more opportunities to get the classes that they need. Mainly, I see it as advantageous for students.</p> <p>The added prep time in the winter before the spring semester begins would be a wonderful change. Right now, having two- three weeks to finish grades for the fall while preparing for the spring (during the holidays) presents a real challenge for those of us who have multiple preps.</p>
<p>A shorter semester is likely to increase student retention.</p> <p>It will also allow students to make up classes during the winter intersession in order to stay on a two year target graduation plan.</p>
<p>Adding a Winter session is a benefit. Also, aligning with other schools more closely in terms of session times- e.g. CSUs.</p>
<p>Adjunct schedule line up better. Aligns with the scheduling with the rest of CA schools.</p> <p>Students are not as exhausted.</p>
<p>Alignment with other colleges, better retention, probably better success rate</p>
<p>All stated. I particularly think shorter semesters mean higher success rates, Also Chino might attract some students currently attending Mt. SAC if Chaffey has 16 week semesters.</p>
<p>As a newer faculty member, I often decline teaching a new course in the Spring semester because of the lack of time to prepare in between the Fall and Spring semesters. If we went</p>

<p>with a 16-week calendar with a Winter intersession, I would be willing to teach new courses any time during the year because I would have the time in between to properly plan. Also, I have taught at other schools with the 16-week calendar, and it was SO much nicer than our current 18 week schedule. I felt like I had more energy at the end of the 16-week semester than I currently do with our 18 week calendar. Also, I think having a 16-week calendar would draw more applicants for full-time positions (every person I have spoken with who was looking for a full time position was turned off that Chaffey had an 18-week semester). I am absolutely for making the change to 16 weeks!</p>
<p>Attract more students and faculty. Attract students who may be taking classes elsewhere Winter intersession gives students opportunity to graduate more quickly.</p>
<p>Basically everything already outlined. 17.5 weeks is too long for a variety of reasons.</p>
<p>Better alignment with other schools, possible improved retention, the items listed on the first page of this survey</p>
<p>Better completion rates for students.</p>
<p>Better for student success and retention.</p>
<p>Better for students: their success rates are higher, they don't get as demoralized in a shorter amount of time, their ability to stick with a course is better. Also, the 16 week calendar gives them more entry points that make sense to them. Our calendar now is so messed up and unpredictable. Students don't know about 14 week classes, and if they take a fast-track, an 18 week class, and a 14 week class, it's asking too much of that student to be able to keep pace (whatever pacing that is). Besides, many students take other course at other campuses (we get returning students all the time, who need just one more course) and our schedule would match up better with those other campuses around us. It also better prepares the students heading into the quarter systems (or even the shorter semester systems). Faculty would also feel less demoralized by a long, drawn-out calendar. I know I would feel less bitter and sickly by the end of the semester if I could just get through it more quickly. I think, it also might help those instructors who struggle with getting feedback to students be more timely (maybe just maybe, maybe that's a long shot too) in returning that to students. I think it may also help us eliminate fast-track classes too. The point of fast-track was to give students multiple entry points, which the 16 week calendar does. In addition with the CAP in place for Math and English, students won't need eight semesters of course work for the AATs.</p>
<p>Better retention. Less time for student "life" issues to get in the way of their education.</p>
<p>Better student success and retention. Able to attract adjuncts because of match to adjoining districts. Opportunities for professional development. Better pedagogy; end of 18 week term is stale. More entry points. Easier match to students' family lives.</p>
<p>Compatibility with other campuses, more accelerated classes offered to students (which may lead to higher success rates), higher intrinsic motivation from students in a shorter session, more options for classes (winter intersession)</p>
<p>competitive with other schools. more time for faculty professional development. Cheaper for college.</p>
<p>Competitive with the many schools who are already on the 16-week calendar; more competitive for adjunct faculty who are also on that calendar system; 18 weeks is just unnecessarily long for a college semester.</p>
<p>Completion and retention rate.</p>

Get through semesters quicker. Aligns better with 4-year school, which generally have 15- or 16-week quarters
Greater student retention. Greater student success. Greater desire to enroll at Chaffey in comparison to competing neighboring districts with 16-week calendars. Improved faculty and staff satisfaction.
greater success rates less burn out higher motivation two summer schedules
Higher retention rates with students. The 17.5 semester seems to drag on and students really seem to get tired, frustrated, and lose interest when it's so long.
Higher retention rates. Students not going to other colleges for shorter semesters; so being more competitive with other colleges and having higher enrollment rates. Greater student success. Offering Winter sessions. Smoother transfers.
Higher student success
Higher student success rates and retention, less instructor "burn-out"
Higher success and retention. Lower fatigue and exhaustion.
Higher success rates, winter session option, more competitive with other colleges that offer these options
Higher success rates. More flexibility for students.
I believe it is a more manageable schedule for students and faculty.
I especially like the no "special" finals week. The current schedule for finals is awkward and presents problems for students who work or have children.
I like starting the semester later. I like the data indicating that students do better.
I like the plan B option, gives students the opportunity to complete a winter session and summer session to progress through their academic goals. From students they do feel the 17.5 weeks is too long, so shortening it to 16 weeks would be good. If classes are a bit longer gives professors opportunity to spend longer in class to explain material and not be cut off and wait till next class.
I see benefits to 2 summer sessions. I do not see a benefit to intersession
If data show that 16 week semesters indeed result in higher rates of retention and success, that is the single most important factor. Any decisions made by the college must be for benefit of our students, and must add value to their experience at Chaffey.
If we don't have to teach all the semesters, will be able to take some off time. Faster completion for students
In a long semester, students and faculty deal with the "Mid-semester Blues". A shorter semester moves at a faster pace and the end comes in view sooner. I could actually see an 8-week semester for all courses. Students take fewer courses for 8 weeks, are immersed in the

topics and at the end of 8 weeks, move on to the next set of courses. Putting 8 week semester on top of 17 week semesters is NOT doing any student a favor.
In addition to the pros already listed, the students and faculty will probably experience less burn out as the end of the semester approaches.
Increased access to a variety of semester options (i.e. winter intersessions) and a higher rate of student retention--both of these benefits increase student equity.
Increased retention for one. Also, I think it will better prepare our students for the quarter system at the school where they will transfer (most of the time). Anecdotal feedback from my former students suggests that the switch from an 18 week semester to a quarter system is a big culture shock that affects their success after transfer.
increased student participation, retention, and success: sustained student motivation fewer weeks for student to have crisis resulting in a drop more competitive with other colleges that have the 16 week calendar
It could/would make room for a winter term. It could make us more competitive with adjunct faculty.
It is similar to semester lengths at 4-year universities, which would make it an easier transition for transfer students.
Keeping students interested for a shorter time period, seems like they would be more engaged and more successful. I like the idea of starting a bit later in both Aug and Jan.
Less burnout on part of instructors and students
Less competition with the surrounded colleges!
Less fatigue for students and faculty. Research suggests that this is a much better option for students. Moreover, there will be intersession or more summer classes offered that would also help students to get more classes they need.
Less likelihood of students dropping out before completing. Similar schedule to schools that we compete with.
less mid-semester student burnout and fewer students dropping out
Less student fatigue from long, drawn-out semester. More successful outcomes because students have to keep attentive and on-track. Similar to Fast-Track courses.
Less time for procrastination, same education in less time
Longer breaks between semesters. Students can take a class during the Winter Intersession or several classes during the two 6-week summer sessions if there is no Winter Intersession.
longer class sessions. I find that students do better over the summer and during fast track than in an 18 week semester. The shortened semester is also more similar to what they will experience when they transfer.
Longer days off for those teaching summer session before beginning the fall semester. Anyone choosing not to teach winter session will also have additional days off, except coordinators.
Longer summer break Students more focused
Lower attrition/Higher retention. Higher success rates. Winter session and summer session allow students for faster completion/transfer rates. Less empathy fatigue on faculty and staff.
meeting students at their learning and life-style pace.

More aligned with other colleges in region that have long ago switched to 16 weeks, so better for our adjuncts and makes us more competitive. Closer to what the students will experience after transferring to a university, so not as dramatic an adjustment as there is currently. Having a winter intersession would distribute preparation time between the two 16-week semesters more evenly.
More competitive with neighboring colleges and easier for adjunct schedules.
More in line with neighboring districts; shorter terms = more content retention; longer recess between semesters/later start dates
More in line with other colleges Better possible retention Allows for additional sessions
more opportunities for faculty and students (to get more classes completed in shorter time)
More student retention
more successful students
More successful students.
More time available during the winter break to spend with family, vacation, etc., versus being compelled to take a vacation strictly during the summer.
more time off but at the cost of doing the same amount of hours in a shorter time frame
None that aren't already available with FastTrack classes.
Not sure. Need more data.
On par with other schools and also less burnout
Option C
Possibility of student success going up is the biggest benefit. Implementing a winter session could also raise enrollment.
Referring to the 16-week with winter intersession: Having an intersession would be a tremendous benefit for our students. It will help students to stay on track to graduate. If a student did not pass a class, they can retake the course shortly after.
Research has shown student success rates are higher in shorter sessions. Also, I think it would streamline prep for our adjunct faculty since most other schools do a 16 week calendar. And finally, I think getting out a couple weeks earlier in December would be helpful to our students, many of whom work in retail, restaurants, and warehouses.
Research shows this calendar is most beneficial for students and it aligns with the fast track and summer courses.
retension and ability to hire
Retention of students and success rates
Retention of students, higher success rates.
retention, flexibility, variety
RETENTION. DECREASED BURNOUT OF TEACHERS AND STUDNETS
Shorter class times; students get exhausted with 18 weeks
Shorter semester should help with student-learning and student retention.
Shorter semester without finals week could be more pedagogically sound for 4 unit classes depending on the module.
Shorter sessions.
Shorter terms.

Student and staff burnout would be reduced, and our students would better acclimate to quarter systems when transferring to Cal States or UCs.
Student retention Consistency with nearby colleges Later start for fall term
Student retention Save money (gas, babysitting, available to work more hours) Students will be more motivated to complete classes. Easier to hire part timers Students will get use to a faster pace similar to other colleges and universities
student retention
Student retention and faculty recruitment
student retention and success rates could increase. This 17.5 week semester is too long for a majority of students. They are DONE by the time the final exam rolls around and I consistently see lower final exams scores (this is a discipline-specific observation, I am sure)
Student retention would be stronger. Success rates would increase.
Student retention, adjunct hiring, potential to offer winter intersession, potential for beginning the spring semester later (a priority for me)
Student Retention.
Student success (just as with fast track, based on evidence) will increase.
Student Success & completion rates will increase.
Student success. Students do better with the shorter term. Growth. Other colleges around are 16 weeks.
Students and faculty burn out in the 17.5 week semesters. Additionally, we would be on a more similar calendar as neighboring colleges (making it easier to for part-time faculty to teach for us and easier for students who attend multiple colleges).
Students completing classes at a faster rate with the addition of winter.
Students do MUCH better without the long drag of the 18 weeks. A 16 week calendar allows fewer chances for "life to get in the way"
students like it
Students may stay more focused knowing there is a more limited number of sessions. Two summer sessions allows for more classes to be scheduled.
Students stop coming after the 10th week; they are tired and overwhelmed
Students will be able to choose if they do a winter intersession or not and not be required to be here in January. The end-of-the-semester LAG won't happen and students will stay more motivated. Teachers will too. Students can complete an extra course or two each year.
Students will be more focused.
Students would be able to complete more coursework towards their goal in an academic year.
Students would like the shorter week and appreciate the no final schedule. Having the final in the last class would be better for most students.
The 16 week keeps more students longer. The winter session is a great addition as well.
The ability for students to complete their education more quickly with the addition of a winter or summer term.

The main benefit seems to be in the ability to add more classes in a winter intersession or more summer sessions.
The shorter calendar and the opportunity for a winter intersession would be the biggest benefits to students.
This would increase student retention in my opinion by eliminating key exit points for students who start to lag behind or stop showing. In my experience, this often starts occurring around 12-14 weeks in, so shorter semesters would at least alleviate the problem.
two less weeks of semester will help students complete classes. 17.5 is too long. Also, the 8 week sections fit easily into the semester. Winter session is a big addition. Many avenues for students to get on and off track.
We all drive to campus less often (lower cost, less time spent driving, and better for the environment). Vacation costs are lower during January, so we all save on travel; travel is fatal to prejudice.
What you have listed is correct
With the addition of winter sessions, students maybe able to graduate sooner. The 16 week semester aligns with other colleges and the Cal States. The 16 week semester leaves little time for students to lose focus.
Yes, then we can able to offer the class during winter and summer.
Yes!! It will benefit transfer students who need to complete certain course work by the end of spring semester prior to transferring for fall. What I have seen is that some students need 1-2 courses left in addition to what we already planned for spring (usually a full load already). If its a minimum transfer requirements it must be completed at the end of spring therefore having winter will allow the student to complete all course work by the end of spring and not delay their transfer process. Currently, students normally explore Mt Sac or RCC when they want to do a course in winter.
Yes. As many of the surrounding community colleges are on 16-week, would make it easier for hiring and retaining part-time faculty.
Better student and staff retention.

What Do You Think Would Be Some of the Challenges of a 16-Week Calendar?
Full-Time Faculty Respondents

<p>What you have also listed is also correct - Why do we have to be the same as our neighboring schools??</p> <p>It doesn't work well for the Math Dept or Nursing or RT as they have so many class and lab hours that have to get consolidated into a shorter time frame....and we don't have the classroom space to accommodate them.... we did a very extensive examination of this discussion a few years ago and realized it just didn't work for Chaffey. PLEASE look at the data we accumulated. I am not sure why this discussion comes back again.</p> <p>I like the 8 week and 14 week fast track options along with the 18 week option - that offers a little something for everyone....</p>
<ul style="list-style-type: none"> - shorter semester and same curriculum... - redesign course to fit 16 weeks - funding/resource for laboratories during winter session
<ul style="list-style-type: none"> -The speed at which the students would have to complete course work -The seemingly non-stop schedule for support staff -Major gaps in shared governance
<ul style="list-style-type: none"> -would we be able to offer the same amount of courses each semester? -will students enjoy the longer period of time the classes will be
<ol style="list-style-type: none"> 1. Addressing lecture lab curriculum which meets 6 hours a week. Currently, there is a tendency to build modules with only a lecture-centric perspective. 2. Shared governance. There are concerns that what has been referred to as "summer magic" (decisions being made during the summer without faculty consultation) would also occur during a winter session. 3. Working conditions for Coordinators will increase with a 3 session between fall and spring.
<ol style="list-style-type: none"> 1. Planning. 2. Clearing pre-reqs in a timely manner. 3. Unit counts, will this impact financial aid?

<p>1) If we lengthen the modules then there will be fewer class meetings per semester which means changing all the daily curriculum for classroom activities. Students like to take classes that only meet twice per week or once per week, but if we add more class meeting per week, then students will have to come to class more often per week and this might give students fewer scheduling options.</p> <p>2) FastTrack classes that currently meet 4 days per week for 8 weeks might have to meet 5 days per week for 6.5 weeks, unless the modules are lengthened which means changing the daily curriculum. Currently a 4-unit lecture class that meets twice per week has about 32 meetings.</p> <p>3) Will students register for a 4-unit FastTrack class that meets 5 days per week?</p> <p>4) Scheduling Biology classes with Labs and Chemistry classes with Labs and Physics classes with labs will be more difficult. There is a finite amount of labs and a finite amount of hours in a day. 16-week semesters will probably mean less of these sections being offered and they are already impacted.</p> <p>5) Does the District expect the teaching faculty to be on campus for 176 service days if we change to 16-week semesters? I hope not because I will be working LONGER DAYS. Will we count Saturdays as service days like Citrus College does?</p> <p>6) How many FLEX days will there be per year?</p>
6 week fast tracks might be difficult for some subjects.
A challenge of not having a finals week would be accommodating all of the DPS students for their finals and providing testing locations and additional time.
Adjunct availability for all sessions? Some departments have very small adjunct pools...unsure how many would want to work a winter intersession. It's additional scheduling for coordinators. Scheduling new 3 unit vs 4 unit modules within 16 weeks....what will it look like?
Adjusting class modules if necessary Figuring out if the winter session can be used as part of the contract teaching load (maybe) I can't think of many. If other colleges are doing it without too many troubles, it might work nicely
As instructor, I'll be most focused on how to organize the course material into a shorter time frame. It's a challenge, but it is very manageable.
BIG concern: Lining up spring break with local elementary/Jr high/high schools for students to coordinate their schedules with their children's schools without the financial burden of paying extra for day care coverage during these non-school year days. Many near by daycares charge almost double for childcare during their breaks (that currently line up with our spring break. Fast Track concern: 8 weeks is a good time length for classes with about a week in between for grading and necessary grade purge. In the spring, spring break gives a week opportunity to do this between Fast Track sessions. Maybe consider adding a week fall break for similar purpose in the fall. And students need a mental break between classes.
Change for faculty who are used to 18 weeks.
Classroom space
Convincing faculty who are opposed to change simply because it is change.
convincing others that we should do it - I want to do it :)
Cramming a lot of material in less time

Cultural adjustment, but once people see the benefits of the 16-week calendar, I am sure that it won't be an issue. Change is always hard for institutions who are comfortable.
curriculum
Deciding what to reduce or potentially eliminate from the classroom topics.
Deciding which curriculum is most essential and which material could be culled from the syllabus is a challenge, but if other colleges do this so can we! I was also concerned by the introductory comments about sufficient time for prerequisite validation and having sufficient time to complete grades, submit grades, and adjust registration based on successful completion (or lack thereof) of prerequisite coursework.
During the semester I would not have enough literal time per week to cover the nine hours I am in the classroom with committee work, dept. work, program work, pathways, grading, office hours, etc.. unless there is a very different example of what the structure, duties and responsibilities of faculty.
Editing content to fit 16 week format
Eliminating finals week might be complicated. I know that there are a couple classes I teach regularly that have long, cumulative final exams that require more time to complete than 1 hr 20 min...
Ensuring functional shared governance through contract language and Senate policy. Need for more counselors since we'll be processing more registrations.
Fast track would have to be modified so that prerequisites could be recorded, scheduling issues, contract issues
Figuring out how to fit everything in
Figuring out the new Fast Track schedules and Summer sessions. There will be a learning curve for instructors to adjust their course schedules and for them to be mindful that we are doing it together and not get overwhelmed, but making it a smooth transition for the students as well. Registration dates would need to be moved up with shorter semesters, but this should not be a significant impact.
Finding time for committee meetings.
fitting hours in to a shorter time frame
GETTING ACCUSTOMED TO THE CHANGE
Getting buy-in from all stakeholders
Having come from a 16-week, I saw no challenges, personally.
Holidays within semester - need at least 15 meetings.
I can't really think of any challenges. I've come from other colleges that use a 16-week calendar and I never had any issues fitting the curriculum into this time frame.
I don't perceive any major challenges that don't already exist.
I don't think there are any draw backs for students. Our calendar needs to get organized. If there's less time available for committees, then the committees should be more organized and use their time more effectively. I think the only backlash would come from faculty who are opposed to change. I understand that fewer weeks means changing lesson plans, but we would still spend the same amount of time with our students, so not a moment would be lost. It's just a mindset shift.
I don't think there is any, except maybe starting early in January.

I had concerns about scheduling, but if most of our modules stay the same, those concerns are moot.
I honestly don't know of any ... most schools I taught at before Chaffey used a 16 week calendar, and it seemed to make much more sense.
I know that some courses that require labs may be impacted, but when I've asked some of the faculty members (who teach labs) about their thoughts on this, they didn't seem to be bothered to make the changes. I understand the challenges mentioned at the beginning of the survey, but I feel that all of those things can be addressed and resolved.
I love the 14 week schedule, so I don't think I would have difficulty switching to a 16-week calendar. I think our current semester is too long and I always feel that I lose students at the end.
I teach fast track sessions #1 & 2. I know that my students have a higher retention and success rates in these courses. However, the week off is essential for both me and the students. During the week off, students are able to catch up on other courses. During the week off, I'm able to grade and prepare for the second session. The Fast Track committee has developed some potential options. I recommend that all parties be able to provide input; therefore, please contact the fast track committee. Instead of a finals week, all courses should be 8 weeks.
I think the main challenge would be for the college, rather than the students. It would require more processing, faster turnaround, more registration periods (if we were to offer Winter), less break time between sessions, etc...
I think the majority of the work to change to a 16 week would rest with faculty in modifying the class assignments. How the process would work in terms of staffing and concerns about having down time between semesters and intersessions, especially since faculty don't have the flexibility to take time off. I had also heard that adding a winter intersession would lead to the elimination of spring break, so clarification on that would be helpful.
I'm opposed to a 16-week calendar because I teach Fast Track. With Fast Track, students have the options of "quarters" vs. a semester. If we go shorter, the Fast Track system will not function well. Students will not have the options of late start classes also. If it is option B, having the semester end in June would be difficult. Option C, with 2 summer sessions, seems more reasonable.
If the class time is longer - even slightly, that would help. Our courses are highly sequential and right now, it is challenging to cover all the required material in 17.5 weeks.
It is a change, which is hard for people to embrace. Yes, we would need to be creative in covering course content in a shorter time period, but this could also be good for us to revisit our courses with a new look. I don't see any challenges that outweigh the benefits of a 16-week calendar.
It would be difficult to have longer meeting times, but maybe that can be avoided?
Just adjustment.
Just that it will move faster
Labs for the sciences. I'm not in the sciences but they would probably need to re-write labs to do this.
Lack of down-time between sessions. With jump in enrollment in past few years as well as commitment to large projects (accreditation, guided pathways, aspen award, etc.) burnout among faculty is becoming more of an issue.

Late December ending for Spring is a potential problem for students and faculty personal schedules
7 week fast track may be a potential problem for some courses
With a Winter session and fast track, no time between courses and the inability to clear pre-requisites is a problem
less break time
high school students may be impacted negatively
Less hours for class meetings, these should be increased.
Less preparation and grading time.
Less time to cover material; will make it harder for students to keep up
less time to cover the same material?
Limited time to meet professionally. Prereq clearance.
Long ago, I taught at a university which has a 16-week calendar, and the pace is more intense. Committee work, especially, becomes much more condensed and more difficult to complete. It may force most of us to be on campus five days a week, every week. Some faculty would have to adjust to that.
Longer class sessions for 5 unit courses could be a challenge. Also, the lack of a finals week could cause more stress on students.
longer lab times since there will be less lab days.
Longer works days will require some reorganizing, but it is manageable.
Many faculty and administrators are resistant to change.
Modifying current lesson plans, calendars, navigating new schedules and causing a lot of change for very little impact. Is massive amount of work that it will take worth the reward? I'm all for taking risks, but it's a lot of work for no guarantee of success.
Moving students forward a little faster and therefore forcing them to focus. Professors too!
n/a
N/A
no break for winter session
No challenges
No challenges. 16 weeks is the academic standard at most colleges.
Non-instructional work will have to get done in less time (SLO's, PSR, curriculum revisions, etc)
none
None
None
None in my dept.
None really.
None really. Other colleges with 16-week schedules manage to offer Fast-track classes, so I 'm pretty sure we could figure it out.
None that would outweigh the benefits!
None whatsoever!
None, every other institution I have attended or taught at has had shorter semesters than at Chaffey.
None.
None.

None. I see only benefits.
None. Just scheduling at the beginning.
None. Many other schools do it with no problem.
not sure
Not sure, Impact on transfers, less overall time for students to do homework, prepare for class, assimilate information. concerned about those students that are high risk, ie ESL, academically challenged that may need more time to with their class material.
Nothing
Nothing that we do not already face.
Possible need to adjust lectures and labs to new time schedule, but possibly a good chance for all faculty to evaluate efficiency of their courses.
Prerequisite challenges Lab loads
Prerequisites clearances, students in sequence courses possibly not able to get into the next sequence class
Really hard for CTE programs to meet objectives and clinical hours. This can be an undue burden given program regulations and lack of parity.
Rewriting labs and lectures.
Rewriting Lectures and Labs
Scheduling adjustments
Scheduling committees. Inertia.
Scheduling in our limited general purpose classroom space. Also, people don't like change. We've already researched this and determined it is beneficial for all stakeholders but it has been stalled because people are uncomfortable with change. That isn't a good reason.
Semester ending late in December.
share government
Some lessons and deadlines will need to be streamlined to fit the calendar,
Some students may not be able to cope with the shorter semester, and will take some time to get used to it.
strange class lengths and possibly tough to fit course material into schedule.
Students already are challenged to find enough time to study for their classes. Requiring the same material to be mastered in less time places even more demand of student's limited time. Students in Fast Track classes especially will find the study demands overwhelming. With the time for each class meeting staying the same, instructors will need to teach the material faster and will need to provide less time for questions and reflection.
Students who need more time to learn the material may become academically lost and their grades suffer
Support services budgets impacted, classified/faculty contracts allowing for work during summer and intersessions.
The fast paced nature. However, it is not as fast paced as the quarter system.
The logistics of rearranging the school's scheduling practices. The lack of turn-around time between fast-track courses.
The semesters would be "shoved" together, leaving faculty and Student Services (especially the Success Centers) little time for retooling and preparing for the new semester. It would also

make prerequisite checks more difficult and give students employees alike little "recovery time" between courses.
There might be an initial challenge with scheduling and classrooms.
There still isn't clarity on how faculty loads will be divided. For instance, if I work during Fall, and I'm allowed to work the Winter Intersession (full load), do I return for the following fall semester, giving me several months off until August? I'm still not clear on that, but I am intrigued.
Time in between semesters might be shortened - this impacts admissions, counseling, IT, the Success Centers, Fast Track grading, prerequisite checking, and other programs. It might also create more burn out for part-time faculty and staff in areas that won't have much down-time. IT needs the weeks in the year that classrooms, labs, and Success Centers aren't open to install and update new software, etc. Additionally, the Success Centers need that down time to train tutors, conduct orientations, etc. The down time is also used for grading, submitting grades, checking for prerequisites, and other important processes.
time to get grades in
To cover all the course material. Retention of the course material for students. They will learn just to pass the class and then forget the learned material fast too.
Trying to keep students engaged in longer sessions
Trying to still cover the same amount of material in a shorter amount of time. I think we can do it. We can prioritize and see how we can still cover the same material.
Why do we need two 6-week summer sessions? Why not one 8-week session in the summer?

**What Do You Think Would Be Some of the Benefits of a 16-Week Calendar?
Part-Time Faculty Respondents**

<p>* 16 weeks is plenty of time to get students through the curriculum * Will give student more opportunity to complete more courses in a timely manner (ie winter or two summer intersessions)</p>
<p>1. Quicker pace compare to 17.5 week calendar; 2. Final exam ends on week 16</p>
<p>1. Since must of our students work; this will ease their financial burden of. They will be able to provide for their loved ones. 2. Align with other institutions.</p>
<p>18 weeks is too long for any institution. I believe we have an issue with student attrition due to the length of the semester. I currently teach at Mt. SAC with 16 weeks and my students do not notice the extra time we spend in class to save two weeks.</p>
<p>2 Inter sessions could benefit the students trying to graduate early.</p>
<p>A far more reasonable schedule that puts the college on par with the vast majority of colleges and universities in the country. Many courses are really set up for a traditional semester format.</p>
<p>A shorter semester would probably lessen the late semester burn out I see with many of my students.</p>
<p>Adding more classes such as winter sessions, and maybe 2 summers student can meet their goals in a faster time frame</p>
<p>Adding the winter semester would allow students to get more classes within the academic year and improve chances of completing a degree in 2 years.</p>
<p>Alignment with other community colleges for those teaching at and attending other colleges. Less attrition, ability to hold students' interest. all those mentioned previously</p>
<p>Allow students access to more classes per year.</p>
<p>Allowing students the option of summer and winter sessions.</p>
<p>As a part time instructor whose other employer is on the 16-week calendar, Chaffey moving to 16 weeks would be more convenient for me. Also, I would have the option of participating in the Summer Institute. I was able to do it once a few years ago because the schedule worked out for me, but usually when the Summer Institute begins, I am still in the spring semester at my other college, and the meetings conflict.</p>
<p>As adjunct faculty we will have the same schedule we already have in the other colleges.</p>
<p>As an adjunct I can tell you that all the other schools that I teach at are already at 16 weeks. It is much easier to be consistent with the information taught within that course if all schools were the same length. It will also be a monetary advantage to offer two summer schedules OR one summer and one winter, but I can tell you that the winter intersession never fills so two summer courses would be more beneficial.</p>
<p>As an adjunct this aligns better with the offerings on other campuses</p>

As an adjunct, I am already teaching the 16 week semester at all other schools I teach at. I enjoy winter session and find going back right after Christmas is no problem. My students tend to do better academically in a 16 week semester.
As an adjunct, I teach at other schools that use a 16 week calendar, and this causes scheduling conflicts with other schools. Also, 18 weeks is too long, students (and professors) get "burnout" from a very long semester.
As an adjunct, it will keep me on the same schedule as the other campuses where I teach. I stress out most in keeping track of where I am in terms of material taught since Chaffey is always ~2 weeks ahead of everyone else. Also, I seem to lose a lot of students (no shows) around the halfway point. I feel they may be thinking "when is this going to end?" since we've already been in school for ~10 weeks. And it almost feels like we still have another 10 weeks left! 17.5 weeks is a looonng semester. I often find myself thinking "oh my gosh, what else should I teach them to kill time?!" I try to go on tangents, show them videos, and I can tell students realize that I'm trying to kill time.
As an instructor- I see a lot of student burn out as it is now.
At other campuses I work at, the 16 week schedule is offered, with a winter intercession. The Winter intercession has caught on [for example at Rio Hondo College where I also work] and students have the opportunity to get an additional course completed in an intensive timeframe. It also provides students more of a break potentially between semesters
At par with a lot of other schools in the area Intercession will give students a chance to catch up on classes and graduate on time.
Because most of community colleges around us with 16-week calendar.
Being able to offer summer sessions longer time for exams Being in sync with all the other community colleges
Better student retention and aligning better with neighboring college districts. Also, the opportunity for either a winter intersession course or a longer break period to "recharge batteries".
Better student retention. More focused on goal achievement.
Better student retention.
Both students and faculty will be benefited. Students can have four semesters a year to finish their courses early and faculty can earn more money if they want to teach all four semesters or have more time off if they just teach two semesters a year.
By allowing the winter or second summer schedule you can offer students one more (thus quicker) pathway to graduation.
Chaffey would be in alignment with more Community and University Calendars across California - allowing students attending multiple colleges to have ease of schedule, as well as following transfer dates would allow students in the process of transferring to have a consistent schedule understood.
Easier learning for students as the information will be compacted and not drawn out.
Everywhere I work already does it, and Chaffey has the longest term by nearly a month. It's ridiculous.

Extra assignments for winter and summer and better scheduling options with other 16 week colleges....less conflict for adjuncts
Extra winter semester
For adjuncts, this would mean a schedule like other schools, instead of having two weeks with unnecessary filler.
Higher retention since long semesters seem to drag on too long, and we lose students
I am an adjunct and teach at Mount SAC and RCC. Both of these districts are on 16 week calendars and it works great. Schedule option B, to include 6 week Summer and Winter intersession courses aligns with these schools as well. I love teaching the Summer and Winter intersessions as well. As 75% of all community college faculty are adjunct, and as such, must teach at other schools or have other employment, it is nice if nearby district schedules align somewhat.
I believe a benefit to our students would be a shorter semester and the potential for a Winter intersession.
I believe it will makes Semester went well within 16-week instead of 18-week.
I believe retention rates would be higher. Students just get exhausted by the 18-week courses and tend to drop out because of the length of the course. A shorter semester will lead to better retention.
I currently do a 16-week course in my other college and I find that the students are more engaged and less bored with the class by the time we're nearing the end of the session. This means they are less likely to slack off toward the end of the semester.
I feel a shorter semester will help with student focus, and statistics suggest a higher success rate.
I had had higher completion rates and higher grades for my 8 week classes versus my 18 week classes. Students seem to start drifting towards the end, and a shorter semester can help address that.
I really don't see any benefits, which is why I'm against the concept.
I really like the fact that it coordinates with other nearby campuses. I specifically favor the "B" calendar
I teach 16 week courses in my Texas online position, and it seems to flow a lot better. Students get the summer to recuperate. Then the choice of 2csummer sessions give more teaching opportunities to faculty.
I teach at multiple colleges. It would coincide with their schedules
I think it would "feel" fast paced and fast.
I think specifically adding in the winter session is the primary benefit to shortening down. As of right now very few, if any, of my students take both summer sessions and I believe we would increase the graduation rate and enrollment if there were a winter session. I also believe that we can cover the same amount of course material in the 16 week session.
I think the 18 week semester pushes students and faculty to the limit of exhaustion. Huge absences and excuses for not showing up class attest to this long haul.
I think the students would not burn out as quickly, the shorter semester, the better completion rate of classes by the students. This is similar to what another community college already has done and I think they have a pretty good success rate.
I think they're great! It would have a HUGE positive impact on adjuncts coordinating their schedules with other schools. It would also benefit students. Students DREAD having an 18

week semester! It is far too long and drawn out. Everyone is just DONE around the 16-week mark. It is much more beneficial to add minutes to the daily schedule.
I'd like to see the data showing shorter terms have higher success rates. If true, that would be an advantage.
I'm not sure what reducing the weeks would do for us for the students.
If shorter semesters result in higher levels of success without sacrificing learning time, I'm all for it.
In line with other institutions in case of transfer
Increased retention rates, smoother transition to the next session
It gives less time for students to lose interest in the classes.
It is my opinion that students tend to burn out over the course of 18 weeks. I think a shorter semester may encourage student retention.
It more closely aligns with the CSU and UC schedules, which would make the transition for our students more seamless.
It's more closely aligns with many of our neighboring schools.
It would provide a longer break between the Fall and Spring semesters, thus allowing for more rest and preparation.
Data indicates that success rates are higher, both in terms of retaining students and completing courses.
It would be a much better option. 18 weeks is too long for both students and instructors. Students get worn out and don't attend as regularly, and for instructors working at multiple schools, it makes scheduling difficult when schools don't line up and Chaffey's is currently way off from all other southern California community colleges.
later start dates better retention
Later start in semester and greater student retention.
Less "burn out" from students
Less burnout and more opportunity for students.
Like that the students can get more units/classes done in the same calendar year
Longer class time with my students would allow me to address various topics that connect to each other. This would give more time, in-class, to explore, discuss, and have more activities.
Longer classes. This gives more time for interaction, engagement and discussion.
Make some administrators happy
Match up the schedule as other universities and colleges
Matching other schools in the area, we could more easily accommodate schedules and filing of classes at the same time other schools do (part-time benefit). Allowing for professors and students to pick up a Winter session allows for more flexibility on student prerequisite scheduling.
More attractive for part-time faculty, more in align with neighboring schools, two summer school sessions
More classes offered during the year. Students can graduate earlier.
More flexibility in scheduling.
More in line with most 4 year institution schedules. Gives students and faculty a proper respite between fall and spring semesters. Hiring new faculty will give them an appropriate amount of time to prepare.

<p>More in line with schools. It is beneficial to keep members of the families on the same calendar because it makes it easier to plan travel and vacation. Students will not get bored from long semesters Students need a longer break between Fall and Spring</p>
<p>more in sync with my other teaching positions. easier calendar for teachers, who depend on our breaks to prep for the coming semester.</p>
<p>more inline with other colleges, allowing time with my family.</p>
<p>More opportunity to discuss complex issues in a lengthened class session. Fall in line with many other local colleges.</p>
<p>More options for students in that they will have a winter session to take some courses and not always rely on the Fall, Spring or Summer to take courses. Unit requirements could be met faster for those students that are ambitious. Longer winter break to recover and rejuvenate for students and faculty alike</p>
<p>More retention. No wasted Finals week. Later school start in Summer. Later Spring start.</p>
<p>More student enrollment, increasing FTS!</p>
<p>Most colleges offer a 16 week calendar. Students become anxious and tired after a long 18 week semester. A shorter semester will keep them motivated to finish.</p>
<p>Most other colleges in the area are on a 16-week calendar. This is beneficial to adjunct faculty who work at more than one college and would be on more of a same calendar semester. For instance in Spring Chaffey starts the second week in January, other campuses do not start until mid-February. Our summer starts the first week in June and other campuses are still in the process of Spring Semester, it makes it hard to fit in summer school schedules. I think our students would benefit as well. An 18 week semester is long and adding extra minutes per week would be more beneficial than having two extra weeks. I think the shorter schedule will keep most of our students attending class more regularly than 18 weeks.</p>
<p>N/A</p>
<p>None</p>
<p>Offer students more class options in the summer.</p>
<p>Potential increase in enrollment.</p>
<p>Retain more students and higher success rates</p>
<p>retaining students, less burn-out competing with surrounding colleges</p>
<p>Retention</p>
<p>Retention, higher enrollment, timely transfer options, increased grad rate</p>
<p>Schedules will be similar to universities that many students are transferring to.</p>
<p>Shorter semesters, like our own 14- and 8-week classes, have higher success rates, and more students are retained in shorter semesters</p>
<p>shorter semester</p>
<p>Shorter terms</p>
<p>Shorter time to finish the classes, more time for a break.</p>
<p>starting semesters later, fewer students dropping classes</p>

<p>Starting the semesters later - late August and early February</p> <p>Adding a Winter intersession gives students more opportunity to complete degree and certificates</p> <p>Shorter semesters holds students attentions</p>
<p>Student benefit from my experience of teaching at a 16 week calendar college:</p> <p>Students get to take more classes and there are less exit points because students now have the option of a Winter or summer session to take more classes and finish pre-requisites faster rather than the regular 17.5 week schdule.</p> <p>For faculty: it would line up scheduling with college colleges in the area on a 16 week calendar so there would, hopefully, be less scheduling clash.</p>
<p>Student focus. 18 weeks is too long to sustain attention. 16 weeks is long enough to get everything done without feeling like it should have been over weeks ago.</p>
<p>Student retention</p> <p>Ability to offer intersession classes that will help students complete requirements more quickly</p>
<p>student retention</p>
<p>Student retention and being more competitive with other districts in our region.</p>
<p>Student retention due to students not "losing steam" with such a long semester as we have now. Also, every other college has a shorter semester. It would be nice to have the same/similar calendar.</p>
<p>Student retention, focus easier to maintain</p>
<p>Student retention. Less time for procrastination. Students can complete coursework faster, moving towards there educational goals more rapidly which can keep them motivated. More classes can be offered as well.</p>
<p>Students have a hard time being engaged in 18 weeks.</p>
<p>Students Interest kept up. For those working, shorter times for classes give them a sense of completion leading to classes getting done sooner, and being able to get closer to that degree. Completion of a course and getting done faster, I believe helps with student morale and therefore lends itself to a better retention rate, (classes, program completion). Later fall start, end of August vs. early August, would help with student and faculty summer plans. Starting so early feels like we are in summer school and many students are still in that summer vacation mood.</p>
<p>Students more focused on curriculum, less time to taper off and still feel like they can make up the work.</p>
<p>Students tend to "burn out" towards the end of the semester so I think a shorter semester will help with this.</p>
<p>Students that have shorter semesters tend to focus more, and are able to stay motivated and persist when obstacles arise - this is what I have seen and heard from students. We would be able to assist students with completing their goals quicker if we add a winter term as well. This would offer our students an opportunity to catch up on their math sequences as well, which tend to slow down their progress toward completing their goal if placed into foundational courses, or if they are STEM majors.</p>

Students will have some time to take additional classes to help them complete earlier than later.
Students would complete their courses of study quicker.
Students would experience less burn-out due to more frequent schedule changes, there would be an opportunity for students to progress more quickly by taking winter and/or summer courses, and students would experience schedules closer to those of other community colleges and four-year universities (helping them to coordinate plans and vacations with others who attend different institutions and to prepare them should they transfer).
Students would highly benefit from the extra term (Winter) to squeeze in an extra requirement for graduation, without just packing it in to their last semester, which often leads to lower grades.
Summer and winter break would be even between the other schools I teach at, giving me more overall time to prep for fall and spring semester.
The 18-week schedule is exhausting. I'm an adjunct who teaches at two other schools and they're both on 16-week schedules, which makes a big difference. A shorter semester might also allow for longer time in class, which would be very helpful. At an hour and 20 minutes for a three-unit class, there is hardly time to do the kind of fully developed activities that help students understand concepts and practice skills.
The ability to offer our student population winter classes and/or additional summer classes is a huge appeal. It will allow students to take more classes and transfer faster.
the class can move quicker. More in line with a quarter based system.
The main benefit for me is that students can complete program of study much quicker than the current pace. I work at Citrus College, where they have 16 week calendar and I see more often that students are fulfilling requirements for and ADT within two years.
The only benefit might be to students who wish to take two summer sessions.
The option of having a winter session and a summer session can help students complete the required classes faster. Besides, it helps to retain more experienced adjunct faculty as many classes are being taught by part-time, that way Chaffey will keep serving more students with cheap costs as has been the case for many years without paying office hours and having the lowest hourly pay rate.
The possibility of more breaks, time off during the year.
The Winter session would allow students a head start to finish work and improve graduation schedules are met. It would also allow student additional opportunities to retake courses or enroll in a course that filled up in the fall.
There would be more time for faculty to prepare. Students tend to not lose momentum in a shorter semester.
This would definitely fight "spring fever" where students become less productive as the spring semester winds down.
unknown
Upon reading that it increases retention that is enough of a pull for me.
We can have winter and summer intersessions that are as competitive as other colleges.
Winter and summer intersessions
Winter session for students
Yes.

**What Do You Think Would Be Some of the Challenges of a 16-Week Calendar?
Part-Time Faculty Respondents**

1. Faculty will need to prepare for a shorter timeframe.
1. longer classes = bored students. 2. Additional curriculum would have to be taught. If the course is something new that the student is learning they may not be able to retain the additional amount required prior to having a full understanding of the subject
1. Materials to cover (if it is over 16 chapters); 2. Turn-in grades for the term (a bit more time?); 3. Longer class meetings (?).
A faster paced class means that the students hypothetically have less time to flake out and must stay on top of things. I like that idea. I went to a UC school for my undergrad, and there they were a 10 week quarter, and in graduate school it was less too. I liked it.
additional work hours per week.
Adjust our curriculum to fit a 16-week calendar.
Adjusting content or activities to fit the new schedule--challenging but easily attained.
At this time I do not see any.
can't think of any
can't think of that many.
Changing the Curriculum and grading and prep. time for the next semester but nothing that we cannot accomplish, master, and become accustomed to as other colleges have.
Condensing 18 week curriculum down to 16 weeks.
Condensing curriculum. But in my experience of 16 week semesters students respond well.
Condensing our curriculum into a shorter time frame, less time for our basic skills students to develop needed skills
Covering all material.
Longer class hours or days per week.
Deciding what to do with a 14 week class
difficulty covering all required material with same number of hours/week
Ending in late December or June.
Enough class time to meet goals
Excellent.
Fast Track scheduling, grade and pre-requisite processing, adapting the campus culture.
Fitting all the material in. Would adjunct faculty get paid less - since less hours?
Fitting assignments currently set for 17.5 week schedule into 16 weeks
Fitting in all the expectations.
Getting 18 weeks of study in a shorter time. Students would have increased assignments each week and increased pressure.
Giving my students less opportunity to be in the clinical setting to better prepare them for employment after graduation may be more challenging.

I already find it a challenge to get through all the required material in the current format. (Some of) my students have voiced their concerns about the fast pace of the schedule. Shortening the semester by two weeks only exacerbates the problem.
I am used to it and I don't and have not experiences problems with it.
I believe the biggest challenge would be getting students ready for such a thing. Long time students will have to adjust to the faster classes quickly.
I currently also teach at a community college that is on a sixteen week calendar and overall it is okay but as an instructor there is some difficulty in covering all I need to cover. I am not in favor of doing a way with a finals week. I see how it effects my other students and it is generally not a benefit for them as many of the other instructors who meet on the same days as I do hold their finals on the last day of class and if a student has more than one class on the same day that can be very difficult for them to prepare for 2 or more finals on the same day.
I do not see any downsides.
I do not think there will be challenges.
I don't foresee any more than we have today....larger enrollment?
I don't see a down side.
I don't see any currently working in both 16- and 18-week semesters.
I don't think there are any challenges.
I expected longer class times with the 16week change (like 20min per meeting). Losing class time would definitely mean some adjusting.
I have a lot of familiarity with the 16-week schedule and don't see that it has any challenges the 18-week schedule doesn't also have. I suppose the class times aren't lengthened that might be difficult to deal with.
I really do not see any downside - I've taught at Chaffey in the 80s where we had 12 week classes - way to short. I also taught at Riverside City College and Fullerton college both on a 16 week (traditional) semester - giving students a better opportunity to acquire summer employment.
I see no challenge. Plenty of other schools have this schedule and it works well.
I teach in 16 weeks on my other campuses and there are no drawbacks in my opinion.
I think the only challenge will be for full timers. Most adjuncts are already used to it.
I work at another school on a 16-week calendar and do not see any challenges with it except for prerequisite clearance; however, that school has a system that will allow a student to register for a higher course if the system sees that the student is currently in the prerequisite course, or has registered for it (ie. the student enrolls in Math 425 for Winter, and the system will allow registration for Math 25 for Spring). If the students does not pass the prerequisite course in the preceding term, or drops that course, the system will automatically drop the student from taking the next course (ie. Math 25 from the example I gave). This helps limit the prerequisite clearance issues. This does NOT help incoming students, however, and that could be a challenge (ie. high school students cannot be cleared in time).
Ideally, to end up with a schedule that can coincide with nearby colleges
If you want a winter session, why not switch to a quarter system?
In terms of curriculum, covering more in less time. Other than that, I do not see any other major challenges. Of course administration would need to work out the logistics of classrooms and scheduling.

It would give the students less time to work on their projects or study for test. It might create more of an unfair time line for EOPS, DSPS, and returning/Non-Traditional Students.
It would likely reduce the amount of time to cover the material.
It may require making significant changes to syllabi.
it's cutting into christmas with the fall semester longer....
Lack of prep time for instructors at various points in the year, depending on whether a winter session is chosen or two summer sessions is chosen. Six weeks is a very short time to cram a full semester's worth of information into, especially if the class is writing intensive, lab intensive, or outside assignments (such as observations for child development) intensive.
Less \$\$
Less down time between semesters and other sessions could be a challenge for those used to the present system at first, but we are intelligent and capable people and I have no doubt we will work it out.
Less time to address challenging material with the students.
Less time to assist individual students.
Limited time for planning courses and campus commitments
Limited time to complete class materials. However, professors will manage to squeeze and cover all the class material for the two weeks lost. I do not see, any, in my opinion, set backs with a sixteen semester. Maybe I will get a 2 week short of income.. ;). But it is all good
Little planning time between semesters.
Longer class times during the day
Longer classes
Longer classes, more focused schedule.
longer classes.. odd meeting times
Maybe you might feel rushed and there wouldn't be enough time to do all the in class projects that you had hoped to complete.
Maybe.
More work load
N/A
No challenge at all.
No challenges at all since we will have same time of instruction.
No challenges at all, since we would have less weeks but the same time of instruction.
none
None except for providing the same amount of instruction in a shorter period of time.
None that I can see. Chaffey is the first institution I have been involved with that does not operate on the 16 week semester.
none.
None.

None.
None.
None. I have taught the 16 week schedule at other colleges for seven years and love it.
None. Most people are used to these semesters from other colleges.
none... I am already used to it at two other colleges
Not enough instructors for summer sessions.
Not many. Maybe less time to cover material.
Not sure if this is a challenge, however, in order for a student to complete their program in a more streamline fashion, the math, English, biol, and chem departments will need to consider offering the common courses/pre-requisites during winter so that a student can fulfill important sequences.
Not sure.
Nothing. It's much better
Paring down the course lectures/labs. Possible elimination of some course material.
PLEASE coordinate SPRING BREAK WITH OTHER SCHOOLS IN THE AREA. It is extremely frustrating for our adjuncts to NOT HAVE A TRUE BREAK IN THE SPRING BECAUSE CHAFFEY DOES NOT COORDINATE WITH OTHER SCHOOLS. Full-time people have no idea what this is like.
Possibly having slightly longer classes would be a bit of a challenge, but once I adjusted my courses, it wouldn't be a problem.
Prerequisite clearance
Prerequisites
Professors unwilling to make the change. I believe this is in the best interest for students, faculty, and everyone. They can get more classes in the year and/or get a greater respite.
Public speaking, if larger class size and less class time, fewer presentations
Rearranging my lectures since I already have them timed to the 1hr20min length. If we meet for more days or the lecture length is increased I will have to make changes there.
Removal of 14 week class schedule. More segmented classes.
Same content, less time.
Scheduling
Completing all the work we currently require in an 18-week class.
Scheduling
Scheduling, redesigning of curriculum, pass rates
Science Lab classes must have time to complete necessary labs which means extended times. Sequential classes in science, math, etc can't reduce material coverage of material to prepare for the next course, again add'l meeting time. Will make it difficult for students to schedule classes around 4 unit courses, more so than current semester.
Nursing, etc. have mandated course requirements and hours for completion.
Look at information covered the last time this was considered. It is still valid for now as well.
Shorter breaks between semesters, and perhaps longer classes (longer preps)
Shorter Fast track sessions 7 weeks
No time in between 1st and 2nd track, but before the formalization of the tracks, classes started and ended and then new classes started. There was an overlap but students can adjust starting and stopping two classes. We have over lap now with the 17+, 14 and 8 week classes.

Since I already teach on this schedule elsewhere, absolutely none.
Spring break; it would be ideal to have the break inbetween the Winter session and the Spring session than in the middle of the spring. Students tend to fall away with such a lapse of time. 16 weeks means those who have prepared for 18 will now have to modify all their instructions to meet the new times.
Spring semester specifically has more holidays in the time span so I think it would be more challenging to cover the course load in a smaller period of time strictly for that. However, the availability for a Winter course I think outweighs it.
squeezing winter session in between fall and spring
Staffing
Structuring classes so that if a student doesn't perform well initially in a class, there is still time for them to recover. This would be particularly true of students coming to college right out of high school who often need time to adjust to the workload and expectations at the college level.
Student challenges: An 8 week course for some students is difficult enough, especially non-native speakers or second language learners. So transitioning to an 6 week course class, it difficult. Having taught several summer and winter inter-sessions at other colleges, I have experienced faster drop rates because students are almost writing one essay every 1-2 weeks with some essays over lapping due to scheduling. But, there are ways to overcome this like having more time in the classroom to help students get more help. Yet for some students, even with the extra classroom time, it still becomes difficult to do because some of them are working so it's either X hours spent in the classroom and then having to go to work. In my experience, I prefer the 8 week summer sessions over the 6 weeks because the 6 weeks go by so fast and it's exhausting not just for the instructor but also the students because so much information is crammed into the short of amount of time rather than an 8 week where students have some time to take in the information, internalize it, and then out it into practice.
Students may feel rushed due to the faster timeline of the classes and may not learn the material needed for the tests. Do we success rates for a 16 weeks semester? How do they compare to 18 week semester?
Teach the same amount of work in a shorter time would require students and faculty to stay on top of the subject at hand.
The adjustment at the beginning but it will be adaptable.
The challenges of revising the materials and lessons to a 16 week schedule. The challenges would come from the administration aspect. Students will genuinely respond well to this change.
The developmental courses may go too quickly for some students.
The fast-track schedule and how to deal with that.
The inability to verify pre-reqs during the 2nd summer session.
The lack of time between sessions
the longer classtimes means students are less likely to focus
The only challenge I see is the lack of good will from chaffey often expected from a college that prides with doing the same for more than 100 years.
The opposite could be true, with less time off, breaks during the year. Students' do not like longer classes.

There are none! Why hasn't this happened already? If there are obstacles, fix them and move on. I have seen people waiting for organ donations get taken care of quicker than the administration can move here.
There might be some challenge for full-time faculty to adopt their courses to fit a 16 week schedule, but many adjuncts likely already teach somewhere that offers a 16-week calendar, so for them it would actually be easier as they would be able to present comparable material at both campuses. The only real challenge might be less time for committee meetings (I am not a part of any committees, and as such I do not know how much time they need during the semester). There will be less "semester time" for committees to meet, and we may have to reduce Fast Track classes to 7 weeks
Too fast for some courses, textbook too costly for our student population, delay to receive financial aid (insecurity)
Transition
Transition over and planning of courses.
unknown
What to cut from the classes we've been teaching. It will just take a creative adjustment, which will probably be a good thing- a freshness to our approach.
Will the class time mesh with bus schedules if the class time is longer. I teach in the evening and this is a night consideration.

**What Do You Think Would Be Some of the Benefits of a 16-Week Calendar?
Student Respondents**

Being able to finish courses faster , longer classes
Finish early
Having a small winter session to finish credits, resulting in graduating earlier
It would allow for winter courses to open up, which will allow students to finish up their degree sooner.
-Shorter semester (Students love that.) -The potential to hire more teachers from other colleges (Due to similar schedules.)
1. Less class time 2. Winter session
1)- the semester will became shorter, that means students can finish fast.
16 weeks is better then 18
2 summer sessions
4 semesters, gives chance to take more classes
6 week winter sessions!
A 16-week calendar would be it would reduce the amount of time that is actually needed for a class. In my mind it would reduce the cost of operating Chaffey because there is less time that the campus has to be "on". Another benefit would be just the simple fact that it would be a similar schedule to other colleges.
A benefit that i agree with is that if a semeser is shorten then we will be able to retain the information given compared to a longer semester.
A benefit would be finishing the course a week and a half quicker.
A mid class session would be good to use to knock out Another class.
A winter semester!!
A winter session
A winter session
Able to complete more courses in a year's time which in turn would mean that it would be possible to complete a degree sooner...up to a year sooner actually!
Able to get more credits done and more chances to get into certain classes.
Able to take 7 week winter class
About halfway through the 18 week semester, most students start to become less interested in the class or classes they are taking. I think a shorter semester would keep students engaged the whole time, resulting in better test scores on finals and midterms which result in higher grades overall for the semester. It looks better on the student, teacher/professor, and the school as a whole!
Adding a winter session & starting the same time as everyone else in other colleges.
Adding a winter session would be great!
Adding winter session
Addition of a winter intersession

All other schools near us are 16 so it would help students keep in touch with other students and form relationships to help outside of class
All that was stated already plus longer breaks equal more family time. I'd rather have longer class time to have a shorter semester.
Allowing a two option summer track would be good. Allowing the education to continue and not drag out. Starting later allows other opportunities for planning breaks both for our children's school and our start times.
Allowing to have a winter semester to get more classes done.
An additional semester to take classes. Too much time in one semester feels like it's dragging out, I want to finish my degree in a timely manner.
An opportunity for classes in between winter and spring
As a half time student who also works part time, I would love the opportunity to take winter courses and be able to go to school all year round.
As a student I do better with a shorter semester and it would be nice to have a later start in August. Not having a dedicated finals week would make things less complicated.
As a student you can Complete the course sooner. Courses won't feel as the are dragging on. Help students who are in the process of transferring finish courses two weeks sooner.
As an impatient student with a family life outside of school, 16 weeks sounds more affordable and better suited to my learning personality.
As mentioned in the "pros" list I think the retention rate would be higher and as a student, I know that I generally prefer a shorter semester, like we currently have in the summer.
As stated more time for summer classes and give students the opportunity to even take winter classes that would be awesome.
As stated: retaining students (fewer drops)
Be able to accomplish more credits in a school year. It would have been great as I a full time worker and a 16 week calendar year would have me finish a lot faster. Instead of the 3.5 yrs could have possibly have completed it in 2.5 yrs.
Because I have children, this 16 -week calendar doesn't march my children school's schedule? I think that is trouble for me.
becomes in sync to other Community colleges as well
Being able to finish sooner
Being able to offer an additional 6 week session
Being able to take more classes and finish them at a faster rate.
Being about to have both winter & summer sessions
Being efficient in class time. The semester is too long for no reason. Classes are already longer than at a university and the semester lasts longer than a university.
Being more focused on achieving your goal (degree) in a shorter period of time.
Beneficial for adults schedules to have winter session or two summer sessions. More flexible, more options for classes.
Better grades
better opportunity to retain information. meaning tests are more frequent and information it won't be forgotten as quickly.
better retention, students are able to graduate/transfer sooner.
Better student success rates

Better success rate, fast track winter session, most other schools already do it. Everything.
Breaks between semesters would be longer.
can take more classes faster
class meetings do not change
class will go by faster, have more time for other things
Classes are shorter
Classes being done faster and more break for students to let your mind relax for longer break
Classes finishing faster
Less students dropping out
Addition of winter session to finish faster with classes needed .
Classes overall would be completed faster, I agree more students would also be retained as well.
Classes will be finished in a shorter time period that way graduating will be sooner
Classes would be done faster and would have a higher success rate. Also a winter session would be nice
College students can graduate faster.
Complete classes at a quicker rate.
Complete more classes
Complete more courses/credits quicker
Concise lecture time
Consistency with other colleges. More successful students. A winter session is the top of my list!
Could be that we spent less time but we will focus more on class...
Courses can feel like they're being completed sooner like summer and fastrack classes.
Courses that are needed for general education would be done faster and people would be able to get there degrees faster
Courses will be faster making General Ed easier.
Current students can finish sooner and live the open space for new students
Earlier graduation than expected due to winter session
Early Graduation
Earn units faster, transfer out faster
Easier commute
easier t fit in a class
Easier to remember and focus with shorter time.
Extra session between fall/ spring
Extra session in summer or winter.
Extra summer or winter session
Faculty has to work less
Fast paced so maybe some students learn at a faster rate.
Fast paced, easier to follow up with in the class, winter session available between semesters to get ahead or makeup classes
Fast time to finish AA and Cert programs
faster class session and more option to have a winter session
Faster completion
Faster completion

Faster completion of degree
Faster degree achievement without having to wait for required classes per semester.
faster finishing time for students and more classes will be utilized.
Faster pace. And winter available
Faster rates of completing courses.
Faster semester faster to get to graduate
faster semester, faster graduation
Faster semesters mean the complete toon of prerequisites faster .
Faster through classes/required to get moving on to transfer school.
Less drops, less boredom
faster to complete degree
Faster to get through classes.
Faster to get through classes.
faster transfer
Faster transfer
Fewer labs. Faster to finish.
Fewer weeks in the semester may be ideal for the student working part/full time. It may be helpful to begin and complete the semester knowing that the Winter inter-session would seem like a short vacation before beginning the Spring. May help with retention...
Finish class faster. Better time management.
Finish classes faster
Finish classes faster
FINISH CLASSES FASTER, WINTER SESSIONS TO HAVE MORE CLASSES AVAILABLE
Finish college faster, no more procrastination , Will focus more.
Finish course work faster. Students will more likely take most of their classes at chaffey as opposed to taking classes at other schools.
Finish faster
Finish faster & winter session.
Finish prerequisite early, he ready to transfer.
Finish quicker
Finish quicker and winter intercession
Finish quicker by being able to take more classes in between
Finish school just a little faster
Finish the course faster
Finishing classes faster.
Finishing classes sooner to move to degrees sooner.
Finishing classes sooner, making it faster to complete prerequisites.
Finishing faster.
Finishing more classes faster
Classes being longer
finishing school faster
Finishing school faster
Finishing semesters more quickly. Which is always a students goal with a jr. college

Finishing up the semester faster.
Flexible scheduling during the year.
For me personally, I think I am more successful in a faster paced class.
for myself the shorter the class the better I do. if the class is to long I seem to get board and don't seem to try as hard as I do when the class starts or in the first few weeks of class.
For some students
For students who work full-time, a,shorter calendar may be less stressful
For those who do not take summer courses, a 16-week calendar is great to have a break from classes via an extended summer. Many students look forward to the summer off to de stress and focus on family, work, or themselves without the stress of school.
Get degree sooner
Get more classes done in a year.
Get out of class earlier
Get things done faster and we still going to get the same knowledge
Get through classes faster
get through classes quicker
Getting classes done faster, more class sessions.
Getting done sooner
Getting it done sooner.
Getting more classes done and faster graduation
Getting more done
Getting through the classes faster
Gives students more of an option to have a winter session so they can squeeze in another class or lighten their load during the bigger semesters like fall and spring
Go by faster
going through classes more quickly
Good for study in summer
Graduate faster.
Graduating sooner
Graduating sooner & having longer breaks
Great schedule since I work
Greater break in between semesters.
Having 2 summer sessions, or having a winter session.
Having a later start would be great and it would probably be better for people to have the winter session to get other classes out of the way as well.
Having a winter semester, definitely! Because for kids that want to get ahead, this will give them a chance to take more classes in the same amount of time.
Having a winter ses would be great to finish pre req classes faster
Having a winter session would be beneficial
Having a winter session.
Having term dates that more closely match the schedules of nearby community colleges would be helpful for students who take classes at more than one college, because it would make it easier to avoid scheduling conflicts when selecting classes. (For example, Chaffey's January-to-May spring semester overlaps both the winter intersession and spring semester at nearby colleges. If a student is taking a morning winter class and an afternoon spring class at the other

college, she currently cannot select any Chaffey spring classes that overlap either timeslot, whereas a February-to-June semester would remove the winter overlap, allowing her to enroll in a morning spring class at Chaffey.
Having the extra winter session would be amazing and beneficial for finishing faster.
Having the opportunity to take classes during the winter
Having winter and summer sessions could help students to reach their goals a little faster
Helps you maintain a better focus and schedule for the class and making sure to keep up from the very beginning
Higher success rate
Higher success rate because students retained more information and are pushed to really commit and dedicate their time to study. A lengthy semester does not push students to constantly do homework or read because they "still have time," before the exam
Holds professors more accountable for highlighting the most important topics and subjects of the courses. More time in between Fall/Spring semesters to meet with counselors as well as more time to prepare for registration appointments and deadlines. Summer session is extended slightly to ensure better understanding of course material.
Holds students attention more, easier to acclimate into 4 year colleges
Hopefully finish classes at a quicker pace.
I am able to take an extra class or two during the new semester that will be offered, therefore obtaining my educational goals faster
I believe higher focusing on subject matters, moving much faster to be graduate,
I believe that students can get more opportunities to take more classes with the additional winter session to get done faster.
I believe we can take finish faster since it feels like forever just for one semester. I believe I can take more classes through out the year if you guys are including a winter session. Which would help students finish faster and getting the classes they need.
I can do a 6-week winter session between Fall and Spring, and the school would become more competitive in hiring teachers.
I can finish up faster and transfer faster
I don't
I don't see any.
I don't see it benefiting students who are going to school and working at the same time and may need that extra time to understand the class since every student learns at their own pace.
I find shorter semesters easier to finish and pass
I like the idea of a shorter schedule. I also like the idea of adding a winter semester.
I like the idea of shorter semesters to get you ready for university.
I liking the idea of shorter semester, with an option of winter session. Shorter semester would be faster and easier complete.
I live an hour away, so that is two weeks less of driving and gas money that I would have to spend on each semester. As well as, the classes that I need have to be taken in a specific order which causes me to have to have to wait to transfer. If there were the option to have an additional semester I could transfer sooner.
I personally think a more accelerated pace for most classes is much easier to follow and be more successful.

I prefer shorter semesters as I feel I have no time to get bored or feel that it's is an extensive time period.
I studied out of state in a community college and found the 16 week most effective and engaging.
I think it would benefit those who work and honestly feel faster for us. I work full time and go to school part time. This would be a great opportunity for me as well as others.
I think it would have the same benefits that the fast track classes have, retaining more of the information, more passing grades.
I think shorter semesters allows us to be more on track with our studies and be able to retain that information
I think some benefits would be a higher success grading, most students feel that 18 weeks is too long, so they start getting bord and dropping classes.
I think starting later in the year would be easier because we're on the same schedule as other colleges which would help the professors teaching at other colleges to be on the same scheduling.
I think students will have the opportunity to fish school much faster and complete their education so they can be ready to face the workforce.
I think students, might be able to finish their programs or transfer faster.
I think that 18 weeks is too long and not really necessary.
I think that shortening everything is helpful, it keeps you focused and give o time for procrastination
I think that the 16-week calendar will allow students to graduate or transfer faster
I think the 18 weeks is too long now as I feel my classes are dragging. I am taking online classes and wish my professors would post the assignments quicker as have the time to finish a class in say 4 weeks. I believe this is do to the classes I'm taking which are BOSOT.
I think the biggest benefit would be the inclusion of a winter session, which would prove beneficial in keeping a possible two-year time frame for earning an Associate's degree.
I think this would be a better option because it makes the time go by faster . 18 weeks just feels like it is too much time for the classes .
I think we get extra time off like the other colleges. For example, Cal State Fullerton gets a whole month of winter break off and Chaffey doesn't. Also, we have to start a week early before the other colleges. Why can't we start on after Labor day we did when we were in elementary school. And finally we should have more summer classes for business. Because some of the students who are going for there business degree don't like taking classes in the night time.
I took a fast track course once at Chaffey. What I loved was that it didn't drag on. My professor taught us everything we needed to know and it made me want to take another fast track again. It would benefit me to have a 16 week calendar.
I try to take as many fast track classes as possible because it is easier for me to learn everything faster. It is harder for me to keep my attention span for 18 week courses. Most colleges promote shorter terms because shorter terms seem beneficial to everyone involved.
I will prefer option B with the winter session in between Fall and Spring. As a student you will get done with your classes quicker and learn the material on good pace.
I would be able to finish more courses in a smaller amount of time.
I would be able to finish my classes sooner.

I would see that a 16 week calendar might serve as a medium through which we can prepare transfer students to an easier transition to Universities utilizing the quarter system
I wouldn't like it because I prefer to just go to school two times out of the week
I'm already used to having a 16 week calendar from my previous school and I really liked it that way. I like having a winter session in between semesters as well.
Im not to sure. Besides starting later and ending later. Its not really changing anything besides 2 weeks.
Improves the student mind and doesn't put to much stress on an individual
In my experience I retain more in. Short term classes than extended ones.
In my experience, 16 weeks is the perfect time to complete classes in a semester. Any longer feels like an eternity.
Increase student success rate.
Intersessions
It is better than 18 weeks.
It is more later into the semester, which means more time for the students to have a break from school.
It will allow more classes for those whom have trouble registering first.
It will allow students the opportunity to complete more classes with the option of having a winter session available.
Information is retained better when it is condensed vs. stretching it out over a longer timeframe
It will be faster to receive degree
It will be shorter and less stress.
It will help me finish school faster , as is give me and option for summer fall spring and also winter in between
It will help with the students finishing the courses they need in order to graduate or transfer to a 4 year quicker than usual.
It will push students academically, and give us two more weeks of vacation if I'm being honest.
it would be beneficial to the teachers
It would be nice to be done a little earlier.
It would be nice to have a later start date and be on the same schedule as other colleges.
IT WOULD BENEFICIAL FOR STUDENTS THAT WORK FULL TIME
It would benefit those who are trying to finish quickly.
It would get school done faster and have more of a possibility of graduating quicker.
It would give Students the opportunity to take more classes in a year therefore allowing them to graduate sooner.
It would greater the chances of people getting prerequisites done within a 2 year time period. It also gives students less time to procrastinate in their studies.
It's a shorter semester, so the students won't feel stressed out as much.
It's a shorter timespan overall for the students as faculty.
It's just faster
It's too short
Its more likely that we will keep focus in a shorter semester. Myself, along with many colleagues have said they have dropped classes because they lost focus along the way. Also,

having an additional semester in between would be awesome. Many people are dropping at chaffey because it takes too long to move forward.
Its shorter and I am used to it. i transfered from a 16 week school and was unaware that the semesters were longer here
Just more vacation time.
Just saving time.
Keeps me on-track with homework and studying to achieve an "A" grade. I could be finished with classes faster so I could transfer sooner.
Late entry and more motivation
Late Start and no finals week.
Later start to semester. More classes available
Later start. Starting mid-August sucks.
Less burnout at the end of the semester for students
Less class
Less class meetings sound great
Less class time
Less days, more motivation
Less fatigued students. Addition of winter session. More students taking classes in the summer.
Less stress
Less stress
Less stress for students that are having trouble with some classes. It gives time to catch up.
Less stress on students
Less stressful on students
Less student burn out, higher retention and success rates, ability to complete more units in a calendar year with a second summer session or a winter session, scheduling works better for university students wanting to take summer classes at Chaffey
Less time and same schedule as other schools
Less time at school
less time for stress quicker credits
Less time for teachers leaving less education opportunities for students
Less time in school easier for a busy lifestyle.
Less time stressing. You wont be so exhausted after attending class for so long,
Less travel to school
Quicker sessions instead of long semesters
Less trips to class
Less weeks of school Finish school faster
Lesser time off request in the workplace.
Long class time
Longer breaks
longer breaks in between fall and spring
Longer vacations
Longer winter break

Longer winter break and less classes
Many students might like the change because they would have less week then having extra weeks in studying hard and doing some homework and they get to have a semester break early and relax from all that studying .
material would be covered everything.
Maybe perhaps the lenght of the terms i feel tough i still like the earlier sechedules times of enrollment
Meeting less days of the week would be good
more availability for outside school work and family time, faster to accomplish college work to advance on to next goal.
More available time for myself to work more during the break to afford to pay for college.
More break time and less time being spent commuting
More class time with instructors to ask questions and understand
More classes and I can transfer out sooner.
More classes and or shorter classes.
More Classes Available Within The Year.
more classes can be taken in one year
More classes completed in a semester
More classes in a shorter time
More classes offered to students so they could finish quicker
More effective in regards to retaining information during class courses
More info can be kept in students' minds, when nearing the end of the current 18 week semester we feel "burnt out" and as if the things we learned were so long ago
More of a sucesss rate
More opportunities to take a greater variety of classes.
More opportunities to take classes during winter
More opportunities to take more classes
More options for summer classes
More succes rate , faster i can transfer out be done with my classes at Chaffey
More success and involvement because of a short period of time.
More suitable for transferring and adapting to university pace. A slightly shorter semester could better serve transferring students who will have to adapt to shorter term classes. As someone who's personally concerned about adapting to the pace of univsersity classes after transfer, and as someone who also personally currently struggles with the pace of fast track classes, I think it would be good to have a semester that is even slightly shorter than 18 week long semester. The 16 week semester would allow for a longer summer session split in half, which I think many more students could take advantage of if they're unable to be in class for the whole summer.
More time for other engagements other than school
More time in school.
More time with friends and family
More tome with the professor.
More units per year
Most student won't be burned out with the 17.5 weeks.
Mostly, the retention of students and to be competitive with surrounding community colleges.

Motivation stays higher for a longer portion of the classes. I came from a 10 week quarter system back to the 18 week semester and it seems like a lifetime. If students need help with understanding and learning, we have resources available like tutors. I think a shorter calendar would create an environment in which these outside resources are used more.
Moving faster towards graduation and transfer.
No
No time to slack off on classes
None
None it would be more rushed
None.
Not get burned out. By the time students are drained it a class, it would be over.
Not having a special finals schedule and having later start dates.
Not sure
Nothing
Nothing
Nothing . No benefit in learning.
Offering the extra 6 week session between
On or around the 14th week I do start getting that burned out feeling as it feels like the semester has dragged on far too long. So it would be nice to have that break sooner than later so I can stay more engaged towards the end of the semester.
Opportunity for Winter and Summer classes.
Opportunity to complete transfer requirements in a significantly shorter time.
Out sooner and more time to work
People get to take more classes within a year time and finish their degree quicker
People will have less days to worry about in regards to school. More time for people to go to work or catch up on homework.
People would get through their education a bit quicker.
Perhaps, being able to finish faster.
Personally I lose interest in long semesters and it makes it hard to finish out classes. A shorter semester would make it a bit easier to focus through to the end.
Possibility of a winter session
Provides more options of a winter session or 2 summer sessions
Quicker Class completion. Graduate sooner
Quicker turn around on classes to move on to the next .
Retaining more students. Condensing information learned and testing on it sooner.
rhings can go a little faster paced than usual, which I like because the semester seems to drag on a little bit
Same as the other school I attend. Start time.
Semester would go by faster. As a student the last couple of weeks really drag. I believe it would help with retention.

Semesters would go by faster, and it would be easier to make classes open
Shorter
Shorter class + winter courses
Shorter class time, longer breaks!!
Shorter classes have higher success rates
Shorter length of classes would help those who like to work in a fast pace.
Shorter school year
Shorter Semester
Longer Summer Semester
shorter semester
Shorter semester
Shorter semester
Shorter semester and the opportunity to graduate earlier.
Shorter semester are always a benefit because towards the end of the semester students are experiencing burned out.
Shorter semester means school ends faster
Shorter semester would mean being able to finish quicker and move on to the next semester
Shorter semesters
Shorter semesters
Shorter semesters mean less wasted time during the semester that at times creates a complacency in students, including myself. This is positively challenging us and force us not to slack off.
Shorter semesters would make the idea of committing to a class schedule less daunting.
Shorter semesters, winter session, better way to finish classes needed like biology classes that cannot be taken at the same time.
Shorter semesters.
Shorter sessions
Shorter terms in my opinion are easier to focus and get done
Shorter terms should result in better focus by students.
shorter time
Shorter time allows students to complete units much faster
shorter time for faster completion
Shorter time spent in classes.
Shorter time to meet with teachers and classmates
Shorter weeks and more meetings times would lesson the chance of forgetting things.
Shorter, more focused classes
Sixteen week will allow us to rest better and prepare our self for next semester.
some benefits are that people may finish getting their degrees or certificates faster.
Some benefits would be more days to attend school even though the weeks are going to reduced. More potential of students staying in school.
Some benefits would be that the college would start and finish around the same weeks as other colleges.
Some classes feel like they drag on so a 16 week term could possibly make the classes more engaging
Some classes seem long and lose momentum under the 17.5 week schedule.

Some how some way I'm sure this is about Chaffey College making more money.
Some of the benefits of a 16- week calendar would be all the students and faculty would get a longer :winter, spring, and summer break to unwind and get ready for the next semester.
Some of the benefits will be that we will get out sooner
Some of the benefits would be that there is proof that students retain information better with shorter semesters. The 17.5 week semester we currently have drags on and by the end you are mentally drained. I believe the 16 week calendar would fix that problem.
Some of the benefits, considering less days in school, would be we finish the semester quicker. By finals weeks, as students, we are just fed up and want to be done.
some on the benefits is that we would still have everything in a good paste nothing to rushy and would have time to do other things as individuals as well
Starting a bit later in August. Finishing a bit sooner. Not having a "special" finals schedule. For those of us who work full time and commute, the late finals schedule is really difficult because it starts so late. I get up at 4 am, so having to thing for a final at 8 pm is difficult.
Starting class later in February rather than January
Starting later in August Better winter break
Staying motivated.
Student retention & more time to prepare for major semester sessions (spring/fall). - for students, not sure about faculty.
Student will be able to rest, after going through the stress of examinations and at the same time going to work. It is very important to exploit the 16 wks calendar. They say good health is wealth.
Student would not lack and take the class very derious because they have a faster calendar which mean deadline is faster than they think
Students can accomplish alot more classes sooner
Students can finish school faster
Students can finish their degrees faster
Students can get threw classes faster to be able to transfer, and I feel like more students would be able to stay in there class
Students can have an option of taking Winter classes and achieve their degree sooner.
Students can keep focusing on the subjects and shorter terms may result in less students not showing up as the semester goes on
Students could finish college a little quicker
Students might stay more focused since it's a faster rate.
Students who struggle with some of the classes they enroll in wouldn't benefit from this. If it ain't broke don't fix it. Although I do like Option C.
Students will be able to complete courses at a faster pace.
Students will be able to get a better opportunity in getting the classes they need
Students will be more engaged in their classes because a shortened semester will encourage students to not procrastinate. A longer class time may have more benefits for the student and the instructor.
Students will be more engaged. Tecahers will be forced to use there days wisely

Students will be more focus, too many weeks make you lose focus and motivation.
Students will have opportunities for added semesters. Students won't get tired of attending class and stop going towards the end.
Students will have the opportunity to complete in two years for sure
Students will have the opportunity to take more classes in a year, and finish their career faster.
Students will not feel burned out on school, and can benefit from having 2 chances at summer classes instead of just one
Students will stay more engaged. I personally lost interest and was tired by week 15
Students won't drop out of class. Every semester i experience where on the first couple of weeks, class rooms are filled and no room for additional students to add to course. By the last couple of weeks of the semester, half of the class room is empty due to students dropping off. Which is not fair for the students who really wanted to add and were not able to.
Students won't get lazy and tired of the class
Students won't get the "im over school."18 weeks is such a long time
Students would be able to retain more information from their classes instead of forgetting. Also, it could possibly benefit the students social life.
Students would finish quicker and would be able to transfer quicker as well.
Students would get less burnt out toward the end of classes with a shorter amount of time for classes
Students would likely stay in a 16 week class because it is shorter. Having less possibilities of students dropping the classes.
Students would retain more information and maintain higher levels of interest and motivation for their course load.
Students would stay motivated
Taking classes during a winter session
Taking more classes during the year
Teachers and students would be too rushed
That we would get a winter session which would help students to get out of community college faster
The 16 week calendar would benefit me, as a working adult. Allowing me to take classes I might not otherwise be able to attend. It's easier to justify time away from the office if it's for shorter time-span.
The 16 weeks would mean we're on the same schedule as most other colleges which makes it better on the students and staff and give them a longer winter break which is definitely needed
The 16-week calendar can teach not only students but professor's to explore different options.
The 18 week semester is far too long. Being in the same class for four consecutive months causes students to become uninterested or unmotivated. A 16 week schedule would be an improvement, but I believe it is still too long.
The 2 sessions in the summer
The ability to have a winter inter session would help by giving students the ability to take more classes thus speeding up the time it takes until they can transfer.
The availability of a winter season can be a big help to students.
The availability of winter courses
The benefit would be that the students will be able to finish their degree and obtain their degree faster than it is used to be.

The benefit would be the working student would not have to be so frantic about their jobs and school. And 16 weeks will be a little faster in curriculum because there are some points in a professors curriculum which just might be review, for some it helps and others might not.
The benefits are that many students work best at a fast pace.
The benefits for options C is that we have two summer sessions. Which help students complete their courses even sooner than normal.
The benefits of a 16-week calendar is that you will easily be able to start on other courses that are needed in order to graduate or transfer.
The benefits of completing classes faster and forces the students to get stuff done such as study more or plan ahead on assignment.
The break time between winter and spring semester
The higher retention rate is, I think, the most beneficial part of the 16-week calendar. Additionally, adding winter session would be a big help for students to get units done more quickly.
The possibility of having a winter term.
The semester seems to drag on. This often leads to feeling defeated and drained at points. You work hard but time seems to move way too slow. The 16 week schedule would be a boost of energy knowing you don't need to wait so long to finish tough courses.
The semester will be more challenging and I believe it would have a better outcome to succeed.
The semesters would start later
The semesters wouldn't drag on, and I could potentially finish faster.
The shorter semester doesn't allow for procrastination. Also, I'm able to retain the information better when it's time to take exams.
The student retention.
The winter session added
The winter session would be a valuable addition for students who need more time to get all of their pre-requisites done before transferring to a university. I wish I would have had a winter session to space my classes out instead of having had to take a full load of units every semester
There are none
There could be a winter intermission between semesters for students to take necessary courses to transfer.
there could be more classes offered through out the year.
There will be more classes available and more sessions available.
There will be more free time for the students.
There's a 6 week intersession during the winter which can allow us to be advanced in classes
They are great
This will motivate students to not slack off and do the homework as assigned. Also, I feel like this could prepare students for the quarter system at the UC and CSU since the teaching curriculum is at a much faster pace
Time to reflect on classes. Time to relax. Less stress.
Time to unwind after a hard course
To finish school faster.
To get th class of the way
Too familiar with it.

Transfer faster.
Transfer out faster
Transferring sooner.
Two weeks less of meeting classes and you can do the classes more faster with two weeks less two weeks less of school. winter session
We can be done with our classes early
We can finish soon
We can have a winter semester which allows for students to clear another class in between Fall and Spring semester.
We can put all effort for the 16 weeks classes because some classes we finish everything even before the time because the professor pushing everything so hard that sometimes I felt it was like summer class so some of the benefits are we can have the vacation faster have more time to spend with families and work, etc
We could get units done quicker
We would be able to fit another short semester like a winter semester or another summer, students can graduate a lot sooner than expected.
We would be able to get a degree faster and a longer break in between semesters
We would enter mid August and mid January.
We would have a Winter Session... some students are able to take classes and finish sooner as in graduate.
What affects students is the time. Reducing the week calendar will not only help but motivate students in a shorter amount of time. Exploring this and putting it into action will cause less stress, annoyance and give students more time before next semester starts.
When finals are cumulative, it's very difficult to remember the information from the start of class!
Will have an additional session and it will help students to graduate faster
Winter session
Winter break
Winter classes available
Winter inter sessions allow students to get ahead or catch up
Winter intercession
Winter semester is provided, meaning classes can be cut down faster before the Spring Semester.
Winter semester would be available and finish a semester a bit faster
Winter session
Winter session
Winter session
Winter session and additional summer sessions as well as classes being less crowded and more availability
winter session and later start of the semester
winter would be held so students can manage to have their classes settles and complete graduation faster
Yes and no but would find it changing plans around
You can finish your classes faster and your motivation will remain high.
You can get classes done faster

You can have an opportunity to take more classes, because we could have 3 opportunities then just 2.
you could finish classes quicker and you would end classes faster. It could help improve education a lot better as well.
You get done faster
You go to school less time and closer to your degree
You will spend less time in a community college if your plans are to transfer.
You would be able to finish with classes sooner

**What Do You Think Would Be Some of the Challenges of a 16-Week Calendar?
Part-Time Faculty Respondents**

<p>Accelerated learning sometimes learning to quickly you don't retain as much information. I know by taking Summer classes that are accelerated it's just to get the class over with you don't really retain as much information so the 7 week classes for winter and summer would be nice to finish class faster. Also if you transfer schools to get your bachelors, classes are about 12 weeks. So it's good to learn at a faster rate to be prepared for the future</p>
<p>-Professors will have less time to prepare for each semester, which could drive down the quality of classes. -More information will likely have to be crammed into a shorter time-span, which could make classes more difficult, which could make more students drop.</p>
<p>16 weeks would meet fewer days/ have fewer labs.</p>
<p>A challenge is that a 16 week course shortens the time we have in a classroom. I enjoy having 18 week semesters because we have more class time to ask our professors about any questions we may have. With a 16 week course a professor is more likely to fall behind or even worse a student might not be grasping a material because there was no time to review and explain the material properly.</p>
<p>A huge challenge would be changing studying habits to accommodate less time, but most students at chaffey plan to transfer into the quarter system so in reality our challenge will benefit us in the future</p>
<p>A huge challenge would be time. With shorter semesters, there is obviously less time spent in class and students would have to learn the same amount of material in a shorter amount of time which might be challenging. Time would also probably effect administration as well and they may not be able to keep up with the addition of a new winter session despite having shorter semesters</p>
<p>A lot of information but not enough time to retain it.</p>
<p>A shortened semester may feel rushed to some students.</p>
<p>Adding longer class times and more days, is the only challenge I see. Some students are working around work schedules too.</p>
<p>Additional assignments at a faster pace than usual</p>
<p>Adjusting</p>
<p>Adjusting and fitting this new "schedule" into work and personal life outside of school</p>
<p>Adjusting students you need a smooth transition but it's just 2 weeks we loose</p>
<p>Adjustments to those who do not like changes. Hard to keep up for those in dps that already struggle. I dont know the numbers compared to those that would benefit but I don't think it would be too many.</p>
<p>All the behind the scenes work like meetings and such with falculty</p>
<p>Although we would be getting a later start, the classes are being extended closer to the holiday in December and people usually travel around that time which makes it seem we wouldn't have time to prepare. Also, the time of the classes would be extended which may be a little inconvenient for most people who work.</p>

Are the students going to get the lecture or materials on schedule, like on time. Is everything thing going to be rushed?
At first, the professors might have a hard time planning their lesson for 16-weeks if they are not used to it
availability of classes.
Back to back semesters, less "off" time
Be a little more fast paced
Being in school for more days might be a burden for students that work.
Burning out while in class due to long lectures and less labs
Can't think of one at the moment
Challenges would be that if a class was canceled or missed it would be harder to get back to where you need to be . The no break in between fast track classes might be difficult because I know that is a nice break
Class assignments and papers being crammed together like fast track classes
Classes be a little bit tight.
Classes will be longer, less time time between semesters to actually relax
Classes would be at a slightly faster pace which I think is a good idea because some class weeks seem to drag on. Also I am a huge support of fast track classes.
Classes would be in a faster pace.
Classes would be more condensed and would be a faster paced. Also class meeting could be longer
Classes would be more frequent or longer so choosing classes would be harder
Classes would feel like we're running through material too quick
Classes, but I think that will work out fine in the end.
close deadlines for work but 16 week is appropriate
Compact course scheduling
conversion because most students would prefer to finish school faster to start being productive member of society.
Could be overwhelming to catch up if miss one and class will be longer
Course material condensed.
Course would feel more fast paced
covering everything to learn
cramming expanded material to fit the 16 weeks, although i believe it is do-able
Cramming homework/study stime
Definitely more hard work is going to need to be put in but it's definitely possible to do.
don't have a lot of time to get to class.
Dropping the buffer time most professors have with the 18 week sched might take some getting used to. Otherwise, nothing negative for students.
Ending late December. It doesn't give us time to prepare for Christmas; shopping for gifts and groceries, gift wrapping, traveling out of state or country, planning a get-away.
ends in late december and ends in mid june.
Enrollment dropping
Everything
Everything would be fast pace and not everyone can adjust to a faster pace learning environment including myself

Everything would have to change, including (as mentioned) fast track class schedules, Honors Program deadlines and committee meeting dates.
Extra time for those who need it.
Fall session ends later in December, for most this conflicts with Holliday plans and are more likely to skip last few days
Fast paced classes, not enough time to teach, learn....
Faster classes which mean more study time.
Faster pace
Different scheduling
Faster pace classes
Faster Pace Of Material Covered
Faster pace. More work in a shorter time
Faster paced classes
Finals in late December would make fall session difficult - especially those who work retail or take on extra holiday work to support themselves and finance school. I could not juggle full time work, single parenting and finals the end of December.
Finals timecrunch
Finding a balance or a medium for school, vacation, and work
Fitting several classes into a schedule. Times for classes. Classes available. Those who have jobs will most likely struggle to juggle school and work depending on the class times.
For myself, I don't see any potential challenges. I prefer a faster pace.
For students - not having time off between semesters.
For faculty - being pressed for time.
For the students who like and prefer the extensive time that goes into the long schedule a 16 week calendar can be challenging
Getting all curriculum in the amount of time
Getting grades up
Getting out school later
Getting use to it maybe finals week not Being around we shall see
Getting used to a new schedule would be harder abut easy to overcome
Getting used to shorter schedules, but with everything it just takes time.
getting used to the change
Getting used to the change
Going to school longer hours and more days per week.
Going to school more then two times a week, if classes start to meet three times a week or more
Harder for students to arrange their schedules if classes are meeting more.
Harder to finish, more stressful
Harder to fit in with a work schedule
Have to really commit to staying on track.
Having a heavier load during each semester
Having a lot to do in less time
Having less class meeting times, but having the same work assignment requirements & longer class meeting times & no Lab hours.

Having slightly longer class hours, but still very doable.
Having to clear prerequisites in order to continue taking classes. Paying fees and or registering for classes.
Having to commute more days per week
Having to cramped up material
Having to meet all work and test requirements earlier
having to meet for longer times because some people do have jobs
Heavier more concentrated class sessions and less time to improve grade
Heavy schedule
Homework being done at faster pace or possibly given more than usual
Hopefully the hours will not be extended
I believe that cramming all of the information of 18 weeks into 16 weeks without lengthening the class period would result in a loss of knowledge. For example, some classes would have to be condensed and all the material may not be covered, or professors would not be able to elaborate on topics for class discussion.
I can think of no challenges
I can't think of any at the time.
I can't think of any.
I do not like the idea of being out for winter in late December. That's too close to the holidays.
I don't feel there would be any significant challenges.
I don't think the condensing from 18 weeks to 16 weeks will have any serious challenges. Remember most of the classes are already condense during summer class and does not have any effect on the performing result of the students.
I don't understand how this leaves teacher salaries unaffected. This would leave less time for sick days or emergencies. Regular class time for finals seem good in theory, but for student with test anxiety, it may prove a challenge.
I don't know
I don't like the idea of having less amount of time in class. I also wouldn't want to have more in time classes than i already do, it was hard enough to find 18 week classes that fit into my schedule and if having a 16 week class that occurs more times per week it wouldn't work. Preferably I like having longer schedules because teachers don't have to rush through everything.
I don't think there will be any major challenges they we couldn't overcome
I enjoy taking fast track classes but it is a lot harder when the workload is condensed in a shorter amount of time. Although this is not an 8 week semester there may still be some students who find it a bit more challenging with the work of those two weeks put into 16 weeks instead of 18 especially if they are full-time students balance 5 classes.
i feel like people might get overwhelmed with their class load. might not be able to
I feel like some instructors are overwhelmed with the material that needs to be covered in the 18 weeks that if shortened down to 16 weeks it could cause a lot of students to not be able to keep up with the demand of work, that could also affect the amount of classes they can take per semester
I feel the challenges are that our semester will be shorter and our time in classes will be shorter
I like the options to have 14 week courses and feel it might jeopardize it.

I really don't think that shortening a class by a week and a half will have that much of an impact on the curriculum. It just means that classes need to move slightly faster which is fine by me but I understand some students might struggle with an accelerated pace.
I see no challenges.
I see none
I think a challenge will be that there wouldn't be enough time to complete assignments for more difficult classes. Such as, chemistry biology ect.
I think it might feel more stressful since there is less time
I think professors and students will have no challenge besides testing will be far closer but the closer it is the test will be far easier since it's fresh in our minds.
I think the first couple times we use this some professors will be unprepared and start cramming stuff in during the last weeks because they don't have that extra week.
i think the scheduling for some faculty and I'm not sure if my classes would schedule as neatly with my work schedule
I think there may be the challenge of classes being slightly faster paced but I think this is a suitable challenge for students planning to transfer, and it seems it wouldn't be too much of a drastic change for students regardless. I assume there would be challenges for faculty and administration that I don't know of fully
I would assume it would seem like a fast track course. Also th fasttrack people would have a hectic schedule.
I've got nothing.
If it requires more meeting days,for classes, that may challenging for working students
If the classes are meeting more times in a week rather than longer class times
If the classes become longer periods of time. I have four jobs and my time is limited.
If there are slightly longer classes, night language classes would be most affected. My concern is that if classes are even just slightly longer there will be less class offerings in the master schedule.
If there was a requirement to come to more classes during the week, instead of just two days a week, that may compromise students' time. However, I know that other community colleges in the area still maintain two-day per week classes and offer the 16-week semesters. It's doable and would be greatly appreciated!
If we miss a class we might be lose some important information.
In certain subjects, anatomy and physiology for example, the course already feels too short currently with too much material crammed in too short of a period, making retention less effective.
Initially the getting used to it.
Instructor not being prepared is very worrisome to think about
Instructors would have to consolidate class syllabus, possibly packing more information into each class session to make up for the lost time.
intersessions
It can be time consuming because of a longer class duration but also forces you to be accountable of how you spend your free time and studying
It is more fast paced, therefore less time to fully understand, and more of getting the lesson taught.
It may be challenging for some because since it is shorter you'll need to learn quicker and this can be a problem for students already struggling

It may be conflicting to meet for longer periods of class time for students who also work full time like myself. As long as professors are understanding of this it should work out fine.
It might be difficult for professors to gather their teaching material in time for winter
It might be hard for some to initially adjust to the faster paced but overall, I think it is completely worth it.
It might be harder for the professors to teach everything they need to.
It shouldn't be that much it only a two week difference
It will be better
It will be just fine to adapt to
It will be more challenging to keep up with grades with 2 weeks less than how it is now. There will probably be more tests and stress.
It will be more to learn in less time.
It will probably feel like summer class
It would be challenging for an already enrolled student to accommodate, as it is students already find it tough to carry on so much material from classes. If courses shorten that means professors might have to squeeze in as much material in one day to meet the academic goals of a course.
It would be longer classes and possibly a more intense workload.
It would end much closer to the holidays, which is generally more difficult for those of us who are older students.
It's going to be busy for the students to meet all course deadlines.
It'd be a bit challenging when ending a semester and taking fast tracks. Classes are back to back. Wondering about requirements
It'd be a fast class
It's a faster pace so you would have to be very dedicated to going to every class meeting
It's a little faster pace for some students. I feel if a student needs those extra class sessions at the old 18 weeks, this would give them more time to study, as to being the 16 week session, this means they will have to pick up the pace and this could be too fast for them understand the material
Just a bit harder and will take a bit more dedication. But worth it
Just adjusting at first but it will be better in the long run
Just concerned with cramming to much in during the short period of time. As it is sitting in class for two hours with a teacher just lecturing and taking notes quickly is difficult. Might have to learn to write faster with less time to get everything in
Just depends on how the professor teaches the class and we are able to retain and learn in short period of time.
Just that it may be a little bit harder now cause we would squeeze all those assignments of two weeks into the semester
Keeping up with classwork
Keeping up with the pace!
Knowledge in my opinion cannot be rushed, it has to be natural.
Labs reducing since they are when people that are science majors learn lab technique
Lack of time between semesters.
Less class days

Less class meeting means less time to study for exams or do assignment study. Not enough time for a lot things for example if your taking fast track classes.
Less class meetings mean longer classes. If I want to take a fast track I can, but maybe not in the 16 week sessions
Less class time
Less class time
Less class time, less time to learn the subject info
Less classes/labs
less fast track time
Less instruction time. Tight schedule in the class room. More rigorous time frame for projects and homework.
Less learning time
Less meeting times for classes
less parking
Less study for tests/ homework, meeting with tutors, or any event that occurs
Less study time
Less time
Less time actually spent in the class so shorter time to get things done outside of school. Some students need two extra weeks because their time outside of school is already busy enough. Having mine semesters he'll balance it out. I personally switched from Mt. Sac to Chaffey because I likes the class schedule better. Also the 8 week is already short enough 7 weeks would make it even more demanding
Less time for semester projects. Over loaded professors.
Less time in a semester
less time in the classroom to learn subject matter
Less time means more preparation and college students stereotypically do not prepare.
Less time to catch up if fall behind
Less time to do work
Less time to get outside of classroom required activities done
Less time to learn
Less time to relax
Less time to study and prepare for tests/quizzes/finals
Less time to work on things
Less time with professors
Longer breaks in between semesters will make students loose the motion of being in school. Breaks are sometimes bad, people get lazy
Longer class hours. More time at school. Less parking. More jobs and buildings would be needed to accommodate slightly more people for busy hours throughout the day.
Longer class meetings
Longer class time, less options for evening classes.
Longer class times
Longer class times and more days for people who work and go to school may be more difficult.
Longer class times or more class time per week.
Longer class times, or more meetings which means more time commuting to and from school.

Longer class times. They are already long as it is
Longer classes
Longer classes
Longer classes
Longer classes and meeting more days per week
Longer classes and meeting more often
Longer classes and people have jobs which might keep them from attending longer classes
Longer classes I am not in favor for.
Longer classes I barely have time to attend now. Longer classes leads to less family time. Less homework time. Less studying more stress.
Longer classes might not work for everyone
Longer classes per day and ending closer to holidays.
Longer classes so requires more attendance.
Longer classes, the classes might move too fast
Longer classes. Essentially, the same amount of material distributed to a less amount of time just takes more out of students, and frankly, I personally already exhausted sometimes from the 17.5 weeks of semesters, because besides education, I also have a job, family, friends, and hobbies.
Longer classes. It affects the schedules of many students. Time management.
Longer hours or more often/more study time needed
Longer or more frequent class meetings
Longer time in class
Making Sure the Committees at Chaffey College meet up
Finishing the requirements for a class by deadlines
material overload in all classes
Maybe driving to the same class everyday.
Maybe having exams every week
Maybe meeting to many times a week
Maybe no break in between but I do like the idea of having a winter because I was looking into Chaffey to do winter this semester until I found out Chaffey didn't offer winter session
Maybe not enough time to finish DLAs, and Homework. Had a classmate that was stating he had drop put Fast track math because he didnt have enough time to finish Homework in Alek program.. math came easy for him. Kind of made me think about fast tract or short sessions can cause W that effects me
Maybe the classes might be slighly more condensed with school work but it would be negligible.
maybe the workload as the classes shrink a little of time and maybe the coverage of work per week would increase
Meeting times will be longer making you take more than one/two classes difficult.
Might not have a winter recess
Might rush through the material. No room for error
More activities
More homework in short time
These will challenge but everyone can do with organizations and discipline...
More chapters crammed into lessons and formation to cover in a more limited time schedule

More class meeting
More class sessions in a week conflicts with work and home
More classwork crammed into a shorter schedule.
more concentrated classes meaning harder work
More crammed assignments for once a week classes
More evening or online classes for Spanish, Biology, and Chemistry
more fast pace for some students that may need time to fully understand the course
More fast paced
MORE FAST-PACED CLASSES, SOME MIGHT STRUGGLE WITH A FAST-PACED SYSTEM
More homework
More homework / one week less to learn something
More homework!
More homework.
More hours and days would be a challenge to those who have to work around a job.
More hours spent in class can be stressful for working students. For example, tired from being in class longer, more pressure to complete same amount of work in a shorter time and maybe work schedules won't work with class schedules.
More info in less time
More material in less time
More meeting days can conflict working students schedules in order to pay/attend classes
More meeting days.
more meetings days/ longer class meetings
More pressure
More pressure.
more rigorous schedule
More rigorous.
More time for studying and lesser night sleep, but in the end it will be worth it because the the students will be pushed to work even harder with this 16-week calendar.
More work i.e. homework.
more work load
More work load for the students shorted by two weeks
More work to cover
More work, more class meets but all worth it.
Moving all the dates to later would make everything weird and we'd have less time to prepare for fast track 2, and timing would just be weird
Much more hectic and stressful
N/A
N/A
N/A
New 16 week calendar means more of a time restraint on students as well as professors. meeting days maybe increased from 2 to 3 times a week.
No break in between, burn out.
No challenges it can be done
No challenges, I'm used to taking fast track classes.

to spare. My physics 44 class finished all coursework nearly 4 weeks before the end of the semester. I see a lot of time wasted in general ed classes participating in activities that are essentially just for fun. There is a great deal of inefficiency and a lot of wasted time.
Not at all
Not being able to finish assignments & projects on time
Not enough class lab time. Class time is necessary for many of the classes in Fashion Design, as we do not have much of the necessary equipment at home, due to cost.
Not having enough teachers to teach certain classes, lack of classes.
Not having enough time to get everything done
Nothing
Nothing
Nothing different then what's being experienced in the 18 week calendar.
Nothing that I can think of.
Nothing.
Over crowding is already an issue. Parking high issue. Roads And pavement need to be redone throughout all campuses especially rancho.
People will have to miss some class days due to their jobs or if they have children.
People would have to adapt to a new way of working and studying for their classes. But have the option of taking winter session which is a major plus for those wanting to get through the program at a quicker rate.
people would have to adjust and some classes might get a little more difficult because of the less time available each semester.
Possibly longer class times.
Possibly longer classes as I'm sure instruction time is still to be considered when considering a shorter schedule. Since, everyone will be cramped into shorter schedules could possibly crowd classes and at the same token plug up the parking lots. For sure would raise Chaffey's parking lot profits, but will be at the convenience of students.
Prerequisites for the following class
Pressuring students with already busy schedules to have more to do in less time especially struggling students it'll tend to make them more anxious
Probably getting used to a slightly heavier workload.
Probably having to meet more days or staying longer
Professors aren't very helpful in regards to teaching, they just read to students. Therefore it will be more difficult for students to understand and achieve passing grade.
Professors preparing for the next class cycle
Professors would have to cram in more work in order to meet the deadline
Putting in time and commitment to the type of semester (winter/summer). Please arrange these type of calendars avoid being colliaded with important holidays (i.e. Christmas). Have Winter semester starting possible on the month of January.
Reducing fast track classes to only 7 weeks will make them a little more difficult
requires more time to study
Retaining all the info for classes with 2 less weeks
Retaining the info with less time
Rushed, less learned.
Rushing through lesions

Scheduling might become more difficult for students due to longer class times. If students have to attend more class days, it will give them less flexibility with their jobs, volunteer opportunities, internships, etc.
Scheduling school and work.
School is extended to late December rather than mid December.
Short term so classes are rushed.
Shorter
Shorter breaks.
Shorter class time
Shorter classes mean faster pace which could affect students who struggle and need those extra 2 weeks for a slower controlled pace
Shorter length of classes may be difficult for those who don't work in a fast pace.
shorter semester
Shorter semester means less meeting times for the students. More work is being crammed into a shorter period of time.
Shorter time to do your work.
shorter time to meet with instructors
Slightly more info will have to be taught in that time span just to get the same amount of learning, but it is completely possible because there are fast track classes that do that in an even shorter amount of time.
Some challenges are going to be getting students to adjust to a new calendar year.
Some challenges can be the work can be overload. Depending on the teacher on how much work they are going to give their students. Sometimes they give a lot of work and expect their student to learn by giving them a load more of work, in a short amount of time.
Some challenges would be having to rush in a shorter period of time.
Some challenges would be people with some sort of disability(learning disability or physical disability). The 18 week gives a little more leniency towards them. There will definitely be days where some of us student will not be able to make class. Missing one class is very detrimental to the education.
Some challenges would be the having to do more work in a sense like having to break a whole class down in 16 weeks
Some classes may be too fast paced for others. If they are struggling on a topic that may require additional explanation. However, Chaffey out of three. Of the previous colleges I have taken courses at have provided the most help both with faculty and tutoring options. Offering many ways to get help with personal life, educational goals, and struggles.
some classes may move to quickly
Some of the challenges of a 16-week calendar is that it is going to go by much faster than the regular time, so you would have to study twice as much.
Some of the challenges would be that if we condense the semester by two weeks. Then we would have to learn a lot of material in a shorter time span than before when we had an 18-week calendar.
Some of the student can not take it or stress level would be higher than usual
Some people can't deal with less time
Some people may not be able to attend more class meeting or stay for longer hours.
Some students may bitch and complain about not enough time for studying and homework.

Some students may fall behind with all the pressure of trying to hurry up and keep up with all the work.
Some students may feel like too much material is being covered over a shorter semester.
Some students may find it to move at a faster pace they are not comfortable with
Some students may not get the required time to prepare for the following semesters.
Some students might have a problem when they need some extra time to study for a test.
Some students who work and have families may not be able to meet for longer hours or more days.
Some students work full time and can't afford to attend school every day. But then again it is a matter of traching us how to manage our time or maybe offer more job opportunities on campus
some subjects need more time than others to learn and teach well.
Squeezing all of the curriculum into the 16weeks. I feel like they already squeeze it into the 18 weeks but I have taken fast track and I love it
Squeezing all the information we learn into 16 weeks
Staff may experience overload.
Stay in school longer
Students adjusting to the new time frame. Considering all students with disabilities, learning in particular.
Students and intructors will do more work in less time.
Students are used to the 18/17.5 week and if it is changed a lot of students are guna stress more and do poorly in classes.
Students get less time in the classroom.
Students may have less time to study and absorb the information from their classes.
Students may not retain all information in the given time
students might not have enough attendant due to personal workload.
Students need a break. I think it can be a little overwhelming being in the same classroom longer.
Students will have a time keeping up
Students will have to attend their classes for more days and longer class time for just one class.
Students will have to be more dedicated to their studies. Time is going to go faster, more effort, less vacations to decide to study 4 terms by year
Students will have to study more each day.
Students will have to study more often because the work load will be more intense. The homework and tests will be more rigorous as well.
Students will lose a week or two but they will have to constantly be aware of their grades before it's too late.
students work schedules may clash with the school schedule.
Students would have less time to study, and would feel more stressed because classes run short.
Students would have to rush through some classes and take longer classes as well.
Study fast and harder
Studying and doing well on exams
Studying more than usual
Summer tracks back to back , but that's okay.

Teacher prep time between semesters and if the classes meet on more days or meet more times a week, it may be difficult for some students that work full time or part time.
Teachers not ready for their next quarter
Teachers who have been using the same teaching plan for a long time would need to adjust.
The 18 week session provides additional time to cover necessary coursework. A 16 session may feel rushed. particularly if a student is attending more than 12 + units
the accelerating teaching by the professors
The adjustment of having longer classes.
The amount of material given to study
The amount of time spent in class may be a bit to long for some students.
The challenges would be adjusting and possibilities of longer classes and more meetings
The classes being longer and not having time to clear pre reqs before the second fast track term
The course schedule moves along faster
The course work would be faster paced and there would be less time do dawdle or slack between assignment.
The face pace
the fact of classes being faster now
The hardest would be trying to get all are classes done in time before graduate. Not to mention if the classes are all clustered together in the same time period.
The increase in hours and meeting days.
The later start daysvi dont really like that part for me it would make me alittle lazy to start classes in mids of everything
The learning is going to be faster and more stressful.
The less time for faculty to prepare for spring/fall semesters would be a downside
The longer class sessions
The longer class sessions, no winter intersession
The longer classes and availability
The main challenge of shortening the semester by two weeks would be being able to handle and intake the academic load of work. Some students would find it difficult to adjust to this change in pace but it will benefit in the long run.
The more challenging STEM classes use all 17.5 weeks to disseminate material. Some classes require students to remember so much information the extra weeks help.
The only challenge I can think of would be less class sessions. But honestly, I have been at Chaffee for 5 plus years and I've yet to take a class that really required every single class session. It often seemed dragged out because we had the time to do so. I believe that less class sessions would have no significant impact on being able to learn the subject matter.
The only challenge i feel like would be an issue is the fact that our classes would be more material. Because we are taking two weeks of the semester away.
the only challenge is that so many students enroll to chaffey college that the classes maybe will be limited to a less classes per subject
The only thing I can think of would be less time in between semesters, but definitely doable
The pace
The people that work or taking more than one class a day.
The professor are going to be moving at a faster rate .

The same. Getting the classes needed, especially science classes for health majors.
The schedule would be more condensed and the classes would be a version on a fast track. The schedule now allows us to meet and gives us time to do the homework. Some students work full time and or have families.
The semester feels rushed and may put pressure on students. Also there wouldn't be Fast Teack classes, which some students prefer.
The semester moving a lot quicker then a 18 week semester.
The semester would be slightly shorter than most are used to.
The students will be stressed about having shorter week schedule.
The teachers and professors having to rush themselves, with no breaks
The teachers not have enough time to get ready for the next semester
The test and homework
The transition that current students have to make. Nothing more...
The work load would be challenging. I work full time and rarely have time after work to go to class. I use to take two, two-day classes at Chaffey. With the new semester in sure I'll only have time for one but then that gives me an option to go to winter intermission or two summer semesters which doesn't sound all too bad since I prefer to focus on one class at a time.
The work load, fast track interference
The work sounds like it would be more condensed.
The workload for shorter time would probably be higher therefore harder to finish.
The workload for students
There will be more homework to do with less time.
There will be no challenges.
There would be more work assignments in each class
There wouldn't be any challenges.
There wouldn't be any.
Time because I am a part time student.
Time for assignments teachers usually have an amount of assignments they would like to get done and if there were less weeks then I feel like the teachers would try to compact everything in
Time management
Time management
Time management would be very crucial
Time needed to complete coursework. Overload of assignments.
Timing can ruin a lot of things if classes have to be made longer and more days a week. A lot of students have jobs and children in the home life.
To rushed missing out on some important issues
too fast to catch up
Too much work but I doubt it would be a big challenge
Trying to figure out if there would be winter sessions or an additional summer session.
Trying to fit everything in
Trying to keep up with how fast the semester is going and there would be less breaks
Trying to learn all the info for s class
Usually more material is covered in a shorter time frame which may be a challenge for teachers and students.

We don't have enough time por prepar the next level
We will have a lot of information to learn in short time
We would have less time so classes will be more fast paced. That can make certain classes like science classes, more difficult.
We would have to learn things faster
While most people would be accepting of the late start in the 16-week course, a later exit would also mean changing existing plans. The current schedule allows for a more flexible school/work/home balance, and ending the semester in mid-December gives students more time to spend with loved ones for the holidays as well as provides ample time for students and staff to either go on vacation or reach their destination without the worry of missing events due to delays such as canceled flights.
While there would no longer be a 14-week session available, I think it will help in terms of providing better course offerings and rotations for courses that are considered Level 1 and Level 2.
Will be and feel super rushed
Will take a year to adjust
Winter session professors would have less time to prepare
Work a bit harder , but worth it
Work load may become more because teachers will have to include everything into 16 weeks.
Work scheduling for some students
You have to be organized.

**What Do You Think Would Be Some of the Benefits of a 16-Week Calendar?
Classified/Confidential Respondents**

Ability to offer a winter session.
Access to an extra session, higher student enrollment, more classes offered, higher completion
Additional intersession available for students (winter) summer session could start after the local high schools all let out
Additional options for students
Align with other colleges in our region
Be on the same schedule with near by CCDs.
Benefit of 16-week calendar, if it starts early in Spring semester, is the graduating students getting their official transcripts earlier in the month of May with final grades posted. This way students can transfer to CSUs and other educational institutions more smoothly by having official transcripts submitted early to these institutions. Submitting transcripts early to other institutions give our students advantages. They can have course credits transferred for posting earlier, they can register by their assigned registration date, they can meet with major dept. advisors, other offices like DPS, etc. at the other institution.
Better for students; students wouldn't get bored and tired of coming to school.
Better student retention in classes.
Better student retention rates
Better success rate for students to finish semester, more motivation.
Calendar B will have a winter intersession that will allow students the opportunity to take more classes.
ending mid december.
faster completion for students a winter session students won't drop out due to lag or boredom
Getting rid of finals week and having the final on the last class meeting.
Greater student retention and success
Higher student retention. The 17.5 week semester is just too long for most students and there is too much "dead" time in many classes.
Higher success rates, on same schedule with other community colleges as well as local Cal State Fullerton.
Higher success rates. Alignment with other colleges.
I believe the benefit of a 16-week calendar would be better retention. It would allow the students to stay focused and on track instead of dragging out a semester which sometime leads to students becoming bored, loosing focus or allowing extra time to procrastinate. It would also allow more opportunities for students to enroll in college. Right now, it is either fall, spring or summer but adding a winter session would allow a fourth opportunity to attend college. With the longer break, it may become harder to enroll and/or more time for the student to change his or her mind in going to college because they missed the cutoff date and now have to wait 18 weeks to start school. A lot can happen in 18 weeks and we may lose student population.

I do not see a benefit
I don't think cutting out 1.5 weeks is beneficial
I think having a 16 week calendar benefits both students and faculty because the shorter term tends to lead to a higher retention rate, in turn (hopefully) giving our campus a boost in returning students.
I think students would experience less burn out and this would be a good transition into other colleges, as well as sync with other community colleges. Many students do attend more than one.
I think students would prefer a shorter calendar. It also gives the college some flexibility with winter intersession and or double summer sessions.
I was a student at Citrus College during the 16 Week calendar and having the extra winter session allowed me to take the classes I needed that were always full during a regular semester. Having a winter session allowed me to use my summers for internships that gave me experience and skills that opened the door to my career here at Chaffey. Having the final sooner helped me remember more information as it was fresher. Plus a 18 week public speaking class is cruel :)
If the college decides to move forward with a 16-week calendar instead of the current 18-week calendar, it gives the college the opportunity to offer a 6-week Winter Intersession. If Chaffey offers an additional semester, students may be enticed to attend our college instead of the surrounding community colleges that currently offer a winter session. It will allow the college to offer additional courses and gives the students the opportunity to complete their coursework in a timely manner, or in some cases, expedite the completion of their coursework.
If the student success rates are higher, then that alone would make it most beneficial.
If we were to add the winter intersession it would give the students the option of completing their necessary courses by the transfer deadline since they are not able to use the summer.
it will allow the students to reach their educational goals quicker, however, as long as all of our student services departments that are deadline based has sufficient staff to carry on quicker time frames, the 16 week option is a great idea and very beneficial for our students.
It would have to work if the majority ruled for it however, I don't think I would want to work under that kind of stress for an entire term.
less costs to students (travel, housing, etc.)
MIGHT be quicker for students, and MAY align with the UC/CSU system which would be beneficial to transferring students.
More classes offered.
More Enrollments
More flexibility in class offerings.
More focused learning
More inline with the other community colleges.
More opportunity for student to complete coursework in a shorter period of time.
More students completing their educational goals
More time for children.
more work
none
none
None.

None.
Offering more classes to more students seems ideal, which would allow for more teaching positions as well, so long as student success remained the primary goal.
Our students would benefit from a winter intercession as well as being in line with the calendars of other local colleges and universities.
Possible FTES increases; better accessibility for our student base; possibly enabling easier transitions between institutions for our students.
Quicker graduation time for students, higher student success rate.
Student enrollments will increase due to the shorter length that classes are taught. Overall grades may also be higher (less chance that students get burned out).
Student Retention, Adjunct Faculty Competitiveness, Success Rates
Student retention, increased course success/completion rates, more sessions, possible elimination of a confusing finals week schedule.
Student Success and more course offerings for students.
Students can get twice the classes completed during the summer. Hopefully not as much time between sessions.
Students can retain more information.
Students will have stay on task of all readings and class assignments, thus hopefully increasing their chances of getting a passing grade.
Students could finish their courses here faster and move on to a 4-year school/ students could take more classes and finish or transfer faster.
Students have 4 semesters a year (option C), and will complete education quicker.
Students will be able to complete units and hopefully transfer in a more timely manner.
Students will be able to get more classes in within the year.
Students will be able to transfer much sooner.
Students will have the opportunity to take classes on different terms and complete their academic plan sooner so they can keep moving on.
Students will spread out throughout the semesters and sessions that hopefully they don't have to have a hard time trying to find parking.
Students would be able to get through their classes quicker for certain classes/programs.
Students would be more successful in completing the course if the term is shorter and they can progress through the classes they need to transfer/graduate faster. This would give them access to progress.
Students would get an additional session per year to take classes.
Success rate because students get bored easily
The benefits are more for student success and being able to retake a failed class and still remain on track by finishing required classes within a time frame.
There will be more flexibility for faculty to choose between teaching winter session or summer.
The shorter time for students and faculty. 18 weeks is simply too long and people get burned out.

The traditional approach to semester-based courses is losing popularity. Students are seeking alternatives, such as customizable majors, online courses, and an educational setting that is more malleable.
The winter intercession may serve as a slower time on campus to allow for more planning and work.
They seem to be better for the students
This allows the College to be more accommodating and flexible to a student's schedule. A student can now complete more units within a shorter period. This can allow more opportunities for students to complete remedial courses and/or meet certain pre-requisites for college level, transferrable courses. We would be joining other neighboring colleges who are currently on a 16-week calendar, which can be appealing to prospective students who seeks dual enrollment or a student who opts not to attend Chaffey based on our longer calendar. In addition, for students who have to take breaks in-between sessions, due to work, child-care, or other circumstances- this allows them to re-enroll at different times of the year.
Uncertain of the benefits that may relate to staff.
We should continue with the current schedule to allow students to have prerequisites cleared.

**What Do You Think Would Be Some of the Challenges of a 16-Week Calendar?
Classified/Confidential Respondents**

<ul style="list-style-type: none"> - The teachers might go over some of the topics very briefly due to the shorter semester which will affect the learning quality. - It will be hard to prepare before the semester start due to the short period between semesters. - 7 weeks won't be enough for students to learn what they suppose to learn.
A challenge may be implementing the new calendar/schedule.
<p>A few challenges that come to mind are as follows:</p> <ol style="list-style-type: none"> 1. The work load will be slightly impacted for students to ensure all of the material is covered in 16-weeks. 2. Are the college's counselors expected to modify student's educational plans? If so, will there be a certain time frame when students and counselors must complete this? 3. Will this effect the number of courses offered?
A shorter period of time between semester and/or intersession can be difficult for faculty and staff to prepare for next session.
Accelerated pace might be challenging for some students and faculty. Scheduling issues
Adjustment period for students, faculty, and staff.
All you talked about was faculty and not classified staff.. Go figure, it will increase the load in a shorter time frame and if we decide to move into a 16 week session we will like to see fast track courses go away with winter session now being offered.
Challenges would be that students may feel the semester is too fast paced.
Class scheduling
Classified Appreciation Week which is usually during Spring Break.
classified staff with children who have existing arrangements that may not work well with a 16 week semester
Faculty Prep, Physical Prep (maintenance, IT), Pre-requisite approvals
From the Campus Store standpoint, it will be difficult to collect textbook and course material adoptions quickly enough to then reorganize the floor and reorder stock for the upcoming semesters. If instructors are willing to submit their adoptions for 2 consecutive semesters (ex: using the same text for both summer sessions) then that will help to alleviate the issue.
Getting the labs and classrooms ready for the next semester.
Homework
I am concerned with the inability of the school to clear out pre-requisites from Fall to Winter. Also, the academic year seems highly impacted and fast, with no time to breath for students, faculty and student services. Also, the reduced amount of lab hours is concerning. Many students' academic progress depends on the skills they gain by participating in lab hours. I am also concerned with the impact this change will have on the workload of classified staff.
I am in favor of the 16-week calendar to help our students succeed however, I am wondering if we have enough manhours/manpower in IT, Admissions & Records, and Human Resources to handle the increased volume of work this would involve.
I can think of no challenges.

I think our senior faculty may have some difficulty adjusting to a shorter amount of time to prep for the next semester but I am confident they will rise to the occasion.
I think the biggest challenge will be that staff in student service areas such as A&R and Financial Aid will see a heavy impact from this change. I think there needs to be a lot of thought put into those timelines to ensure a smooth transition for those areas. I can also see some possible contractual issues for both faculty and staff that would need to be worked through.
I work with math students. Many of them have trouble processing the course material in 17.5 weeks. With a 16 week semester, they would have even more trouble. Success rates in math may go lower.
If we go to 16 weeks it will greatly impact our Nursing Assistant program. We have a hard enough time getting 2 (9 week) sessions through a 18 week semester with the hours required for the students to fulfill the mandated hours required by our accrediting agency.
instructors may have a shorter time to get their syllabus together
It may be challenging to most students who need a slower pace at learning and it may be a difficult transition for those who have adapted to the 17.5 week courses. My second concern is how will this impact our employees who handle sensitive time frames and deadlines? certain departments such as financial aid and admissions and records office are highly impacted with paperwork already, I see this being a negative impact for those departments if they do not have additional employees to assist with student traffic and processing paperwork.
It may be harder for some students to pass some of the traditionally more challenging classes (chem, bio, math, etc.) Students access to Success Center services may become more limited; a 24/7 center should be considered, at least during finals. Counseling services to students may also become more limited. Limitations to these student services can also carry over to staff, creating a need for more staffing. Is the college having this conversation now, while classified contracts are in negotiations?
Less prep time in between sessions.
less time for IT to prep room between semesters
Less time to complete a semesterly cycle-more work at a faster pace. Less "ideal" times to take vacation time.
less time to prepare - get out later to start summer break
Make sure the adjunct faculty are fully thought of and factored into this decision. They teach most of the classes and since most of them teach at other campuses, we need to make sure they are thought of. I know it's easy to think almost exclusively of full-timers, but since adjuncts do the majority of the teaching, we need to make sure we are giving them space to voice their concerns with scheduling. They may not be able to take a class they normally do because of overlapping semester start dates. For a lot of them, these classes are their livelihoods and we as an institution need to respect that.
many
more rapid schedule can impact resources, such as library seating, etc.
More sessions and everything that goes along with that (e.g., more registration periods, scheduling, lab ordering/supplies, etc.)
More sessions to schedule; no increase in staff. More work for staff; collecting and tracking syllabi, more faculty - evaluations.

more work
Most 4 year colleges work under a 16 wk term however my concerns is the processing time for each term. Will there be enough time to complete properly? It just seems like it will be rushed
N/A
No time between terms for grading, which will detrimentally impact an already struggling Financial Aid Office. Also, I think students like the 18 week classes with a 14 week option.
No time for construction/improvement projects. Less time for in-service training during the semester breaks.
No time to perform maintenance and upgrades to classrooms and the technology equipment in them.
Nobody likes change, which usually lends itself to lots of complaining.
none
None
None.
Not Applicable
Not as much prep time seems to be the looming problem. Some programs need the prep time to function at normal levels.
Not being able to complete pre-requisite clearances in a timely manner, which can actually be done if staff support is increased.
Not enough IT and HR resources.
Off time for working on systems.
Overlapping registration would be difficult to track on the financial side. Also, the options on the previous page mentioned late December for the Fall semester to end. How does this impact when the college is closed for winter break at the end of December?
Plan for multiple semester at the same time.
Processing paperwork of all kinds in Student Services and ITS.
Registration deadlines and prerequisites.
Rushed semesters for students Inability for students to retain information being learned due to the need to speed up the lesson With the campus already offering fast track, I don't see a 16 week calendar being necessary
Some classes will need to adjust and meet for longer hours due to having fewer sessions. Time modules may need to be adjusted, regardless of whether a class meets on the high or low ends of the range.
Staff processing, initial confusion. There's a great deal of conflicting course layouts - 2nd start, track, 1, track 2, 18 week. In addition, there deadlines vary and they aren't promoted well enough online, so students are easily confused.
Staffing issues internally. The quicker turnaround of squeezing in an additional session means a much higher workload for Admissions and Records, Admins for each of the schools, and Human Resources.
Students adapting to the new schedule
Students will have to learn to adapt from an 18-week schedule to a 16-week schedule.
Students would have little to no break time between semesters to prepare for the upcoming semester. Also, with the fall semester ending in late December, it could conflict with travel arrangements for the holidays.

Technical resources to incorporate the changes in our system, training of the administrative assistants in the schools, and adapting to something new would be some of the challenges.
The elimination of downtime between semesters would mean that pre-semester preparations would need to begin earlier.
The majority of the challenges fall on Staff with keeping up with the demands of finishing a semester and starting a new one with little time to prepare. I am a staff member for the math and science department. The major problem will be having ample time to prepare student labs with very little time in between semesters and with limited staff. Within the new semesters, labs would have a higher turn around meaning more time required for tear down and re-prep in between experiments. In short, without appropriate staffing levels within the science labs, it will make it difficult to give students the quality of a teaching lab they deserve. In addition to this, the cost of supplies will increase as the experiments will now have to be prepared more frequently throughout the year and the cost of chemical waste pickup will increase as well. there would have to be a budget increase for supplies as well as for waste pick ups.
The massive work/coordination required when building sections for multiple terms, including staffing them and coordinating room usage. Also, the changes that will be needed to ensure students are being billed and awarded financial aid for the correct terms without having to make numerous manual corrections.
The no breaks between sessions would affect semester preparation times no only for faculty, but for all support staff as well, which could have a significant effect on HR/hiring processes for student workers, the Success Centers, GPS services, financial aid, etc. All of these services would need additional support to continue providing quality services to students.
The time for staff to prepare for each term would be critically impacted. Staff needs time to evaluate prerequisites and make the appropriate changes based on the student's grades from the previous term.
There will be less time to prepare for the next session for faculty and staff. Many departments are understaffed on campus and adding a session would put an added workload on staff members.
Uncertain of the challenges that may relate to staff.
We would have less time to prepare for the next following session, but anything is possible is just getting used to new deadlines.
We would need to look at efficiency across the Campus to help make a lot of the student processes faster. I think having two summer sessions will lead to more students dropping Classes as they have opportunities that are only available during the summer months (jobs, family events, etc). I know I would not take classes that conflicted with other events at that time in my life.
Where are the questions exploring impact on staff? Until an honest conversation is had that addresses all constituent groups, this survey is flawed.
work load for the classified staff increases by a lot in the different scenarios. In the case of the winter session, it adds a whole new semester to prep the materials for the classes. Very little down time to clean, prepare, restock etc. in between sessions and even daily classes.
Workload!!!

What Do You Think Would Be Some of the Benefits of a 16-Week Calendar?
 Manager/Administrator Respondents

Ability to add the winter intersession
Better student success!
Faster for students More vacation for faculty More options for summer
I don't know! The information shared with us is of concern: 1. start both semesters later 2. Attract more [art-time faculty - we already have waiting lists for teaching at Chaffey 3. Shorter semesters have higher success rate: Chaffey is doing great, we just graduated the largest class ever ??? 4. Retention rate - I will like to know more about this
Increased student success; more opportunity for classes equals higher probability of timely completion.
it would make us more competitive with other local community colleges; might see loss of mid-term burn out from our students; will allow for better completion rates (?)
Keep students engaged, as a student myself, 18-weeks is simply too long. Nicer holiday schedule for those choosing to not teach winter or summer.
National research has shown that students are more successful in shorter semesters/quarters.
Out of the two 16 week options, I favor option C because it provides more options in summer for both students and faculty.
Students could complete courses faster.

**What Do You Think Would Be Some of the Challenges of a 16-Week Calendar?
Manager/Administrator Respondents**

<p>1. The pre-requisite requirement 2. shorter classes - engagement part 3. Chaffey breaks not aligned with K-12 and/or UC, CSU</p>
<p>Addition of a winter intersession will increase work load for staff across campus from admissions and financial aid, to instructional assistants/techs and M&O personnel. An additional session of classes will stretch already thin staff and budgets struggling to cope with growth and expansion.</p>
<p>Adjusting contractual requirements if the college went to a 16-week with intersession</p>
<p>more semester-to-semester turn over and great logistics/facilities wear and tear; compacted calendars for student service areas</p>
<p>Option B may be difficult for students who are transferring to a four-year university, since they must submit final transcripts by the deadline of July 1.</p>
<p>Stress of getting everything done in a shorter period of time Stress for students who have already struggled with learning over longer periods of time Fewer opportunities for community time May be necessary but is it the right thing to do?</p>
<p>The transition between regular semesters and summer courses. However, faculty should have a say in the number of courses they teach and when.</p>
<p>Trying to successfully accomplish all of the work that needs to get done after the end of one term and before the start of another.</p>
<p>We'd need to have a seamless design that doesn't include ramping up. We'd need to design things so that we're constantly "ramped up". In other words, our student service and business practices would need to be well planned so they run smooth and are constantly designed for peak so that we do not deplete department and staff energy.</p>
<p>Wondering how this will impact support services. Seems like we have less and less downtime because of always starting a session. Support services are not able to catch up or keep up.</p>