



16-Week Calendar Survey Surveys Responses: Executive Summary

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 focused on acquiring 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

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.

Findings: In total, 1,297 valid survey 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%

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

Survey respondents were also asked to identify which calendar option they preferred: a) classes that met for fewer days but for a longer period of time; or b) classes that met 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

In addition to preferred class meeting days/length, survey respondents were also asked to indicate whether they preferred a 16-week calendar with: 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

Finally, survey respondents were asked via open-ended text entry to identify what they perceived to be the benefits and challenges of a 16-week calendar. Tables 5 and 6 on the following page report the top three benefits/challenges cited by each constituency group. A complete listing of the perceived benefits and challenges most frequently cited by each constituency group is contained in the full 16-Week Calendar Survey Report.

Table 5: Top Three Perceived Benefits of a 16-Week Calendar by Constituency Group

Constituency Group	Most Frequently Cited Benefit	2 nd Most Frequently Cited Benefit	3 rd Most Frequently Cited Benefit
Full-Time Faculty	Improved Student Retention	Improved Student Success Rates	Student Focus/Motivation; Less "Burnout"
Part-Time Faculty	Improved Student Retention	Student Focus/Motivation; Less "Burnout"	More Options to Access Courses/ Entry Points
Students	Finish Classes Quicker/Faster; Shorter Semester	Winter Intercession Opportunity	Student Focus/Motivation; Less "Burnout"
Classified/Confidential	More Options to Access Courses/ Entry Points	Improved Student Success Rates	Winter Intercession Opportunity
Managers	Insufficient number of responses to create response categories		

Table 6: Top Three Perceived Challenges of a 16-Week Calendar by Constituency Group

Constituency Group	Most Frequently Cited Challenge	2 nd Most Frequently Cited Challenge	3 rd Most Frequently Cited Challenge
Full-Time Faculty	Change; Cultural Adjustment	Scheduling Issues	Ability to Cover Course Material in 16 Weeks
Part-Time Faculty	Ability to Cover Course Material in 16 Weeks	Length of Class/Lab Meeting Time	Scheduling Issues
Students	Pace of Courses, Impact on Students	Length of Class/Lab Meeting Time	Impact on Homework, Study Time
Classified/Confidential	Staff Workload/ Sufficient Number of Staff	Staff Preparation Time Between Semesters/Sessions	Impact on Student Services Areas
Managers	Insufficient number of responses to create response categories		

In addition to the overall responses reported above, the full 16-week Calendar Survey Report contains responses to the aforementioned questions disaggregated by the following characteristics (as pertinent to each group):

- Primary Location (all constituency groups)
- Fast Track Teaching Experience (full- and part-time faculty)
- Compressed Calendar Teaching Experience (full- and part-time faculty)
- Instructional School/Area (full- and part-time faculty)
- Student Load Status (students)
- Hours Work Per Week (students)
- Class Scheduling (students)
- Child Care Needs (classified/confidential)
- Primary Work Area (classified/confidential)

Due to the limited number of manager/administrator responses, further question disaggregation was not conducted. For the benefits/challenges questions, unedited responses are also recorded in the full report by constituency group.