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COMMUNITY COLLEGE DISTRICT

## **CLPCCD Compressed Calendar Study**

Chabot-Las Positas Community College District (CLPCCD)

December 2023, V2

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# Introduction

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# Study Background

The 2023 Chabot-Las Positas Community College District (CLPCCD) Compressed Calendar Exploration Study was part of a 2-phase research initiative of the Alternative Academic Calendar Committee (AACCC) to study the benefits and liabilities of changing the academic calendar of Chabot College and Las Positas College from semesters of 17.5/18 weeks to 16 weeks. The purpose of this research initiative was to understand IF Chabot College and Las Positas College were to move to a compressed calendar what the impacts on Students and Employees could be.

The 908 Students responded to the Student Survey and 443 Employees responded to the Employee Survey. Quantitative data from these instruments paired with Student focus group participation across four groups (20 participants total) inform the results presented in this report.

These data will join other feedback gathered by the AACCC to inform the recommendation the AACCC makes to the Chancellor.

# Project Overview

## Phase 1: Quantitative Survey

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A 15-minute survey of Students (N=908) and Employees (N=443) ran from November 6 to November 13 to understand Student and Employee perceptions and perspectives regarding the compressed calendar

## Phase 2: Qualitative Groups

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- In-depth Student focus groups took place with Students recruited from the Student survey
- 4, 90-minute virtual focus groups of 4-6 participants each
- Total N=20 Student participants November 29-30, 2023

## Analysis

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**Final Report:** Synthesis of quantitative and qualitative learnings



**We are here**

# Objectives & Methodology

## Objectives

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- Understanding the benefits and liabilities of changing the academic calendar of Chabot College and Las Positas College from semesters of 17.5/18 weeks to 16 weeks.
- To understand IF Chabot College and Las Positas College were to move to a compressed calendar what the impacts on Students and Employees could be.

## Methodology

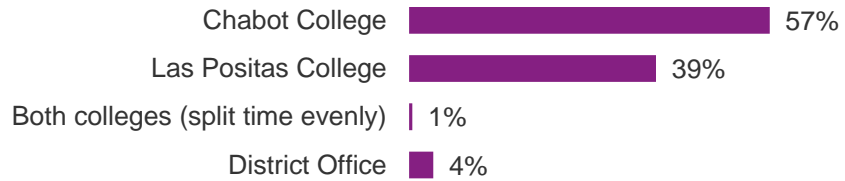
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- Students and Employees at CLPCCD were invited (via email/Constant Contact) to participate in the online Student Compressed Calendar Survey and the Employee Compressed Calendar Survey, which opened November 6, 2023, and closed November 13, 2023. To encourage participation, Students were provided with the opportunity to enter a raffle to win 1 of 4 \$100 Visa gift cards.
- Analysis focused on studying aggregate data across the CLPCCD community and comparative data analysis by various demographics, with a specific focus on marginalized groups.
- Student focus groups were recruited from opt-ins from the Student Survey and were conducted on November 29 and 30.

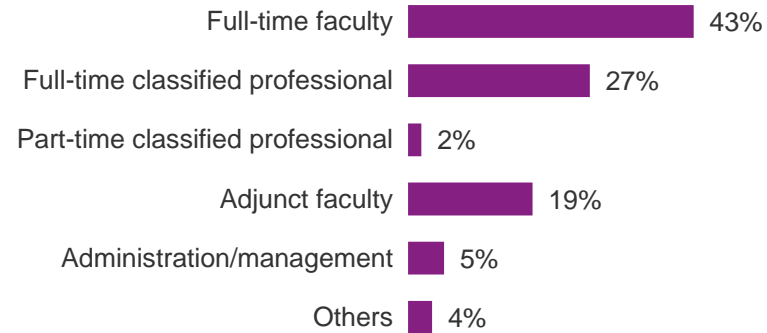
# Participant Snapshot: Employee Characteristics

## N= 443 CLPCCD Employees

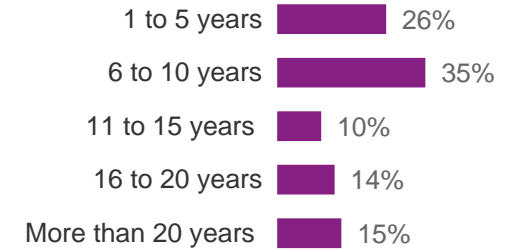
### Campus Served



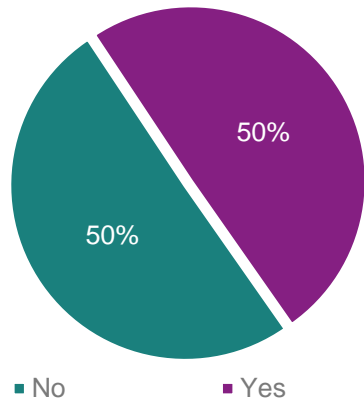
### Role on Campus



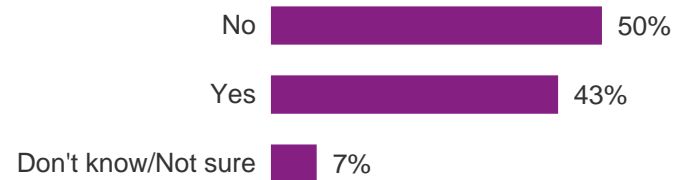
### Length of Service



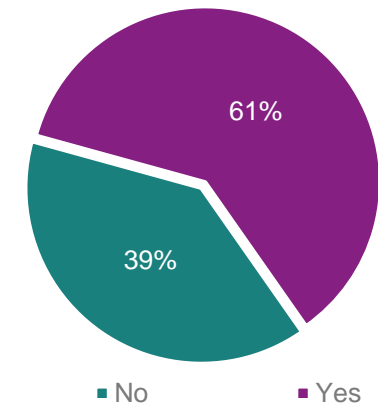
### Teaching classes with a lab component



### Experience teaching at another institution with a compressed calendar



### Attended an Information Session

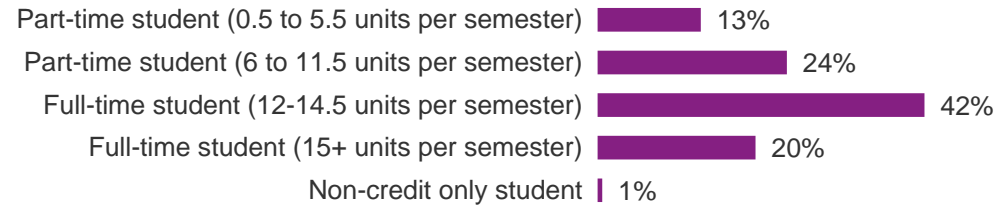


# Participant Snapshot: Student Characteristics

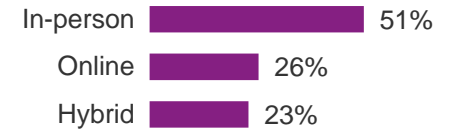
## N= 908 CLPCCD Students

- Chabot College: 67.5%
- Las Positas College: 32.5%

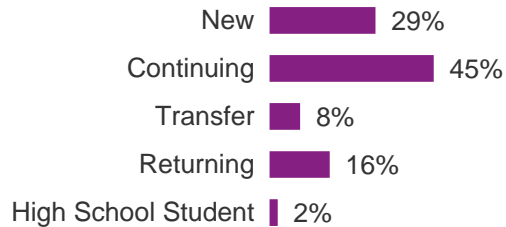
### Part-Time/Full-Time Status



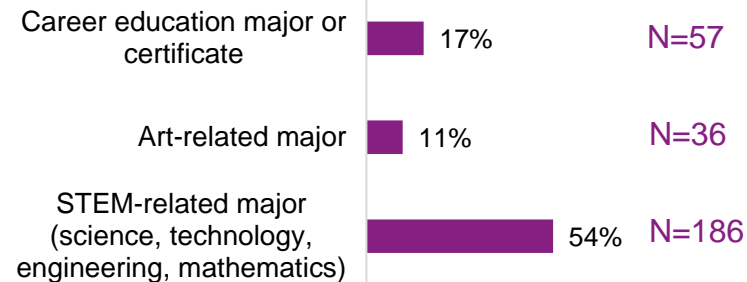
### Predominant Class Type



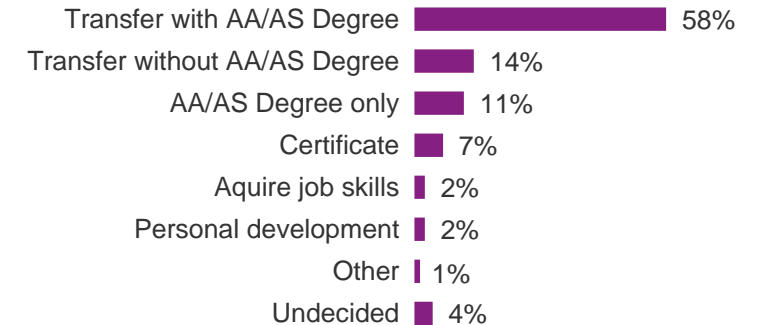
### Student Type



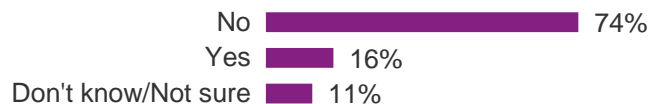
### Students in Lab-Based Majors



### Primary Education Goal



### Experience with a compressed calendar in another institution



### Additional Student Characteristics

- 37.4% of respondents indicated taking evening classes
- 10% of respondents attended an informational session presented by the AACC
- 38% reported participating in college activities
- 56% were currently taking classes with a lab or applied learning component



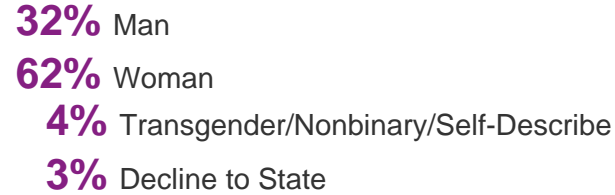
# Participant Snapshot: Personal Characteristics

## N= 908 CLPCCD Students

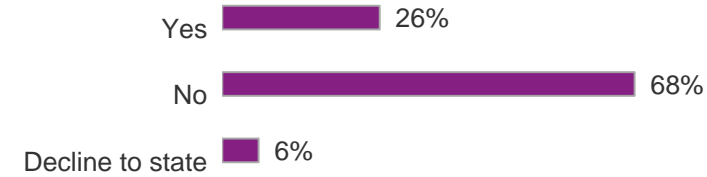
- Chabot College: 67.5%
- Las Positas College: 32.5%



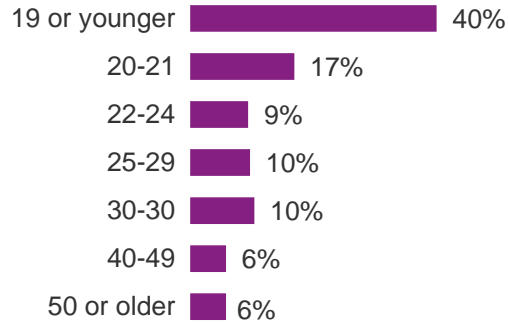
### Gender Identity



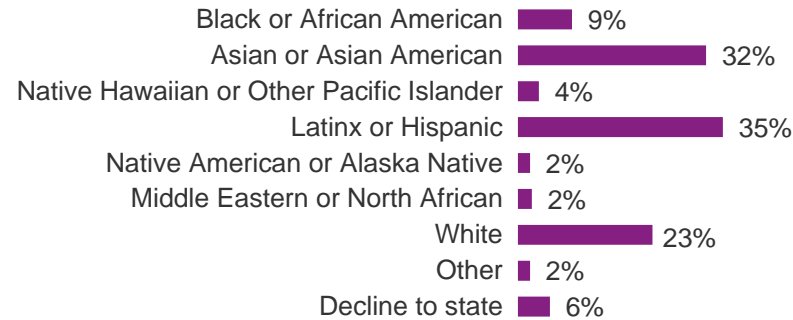
### Caregiving role



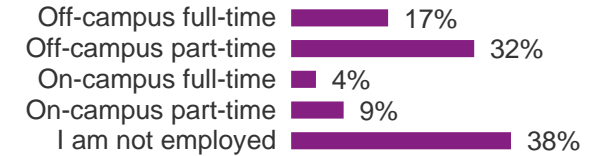
### Age



### Race/Ethnicity



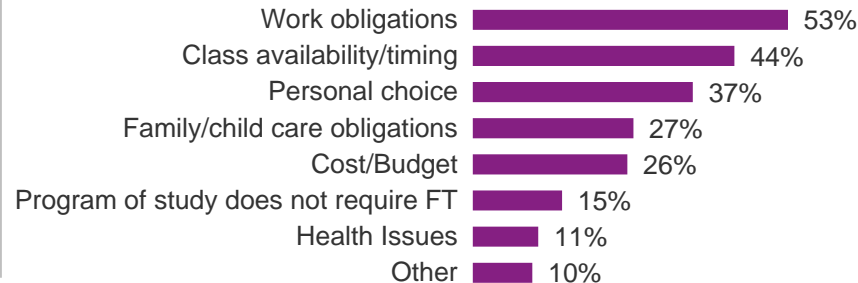
### Employment Status



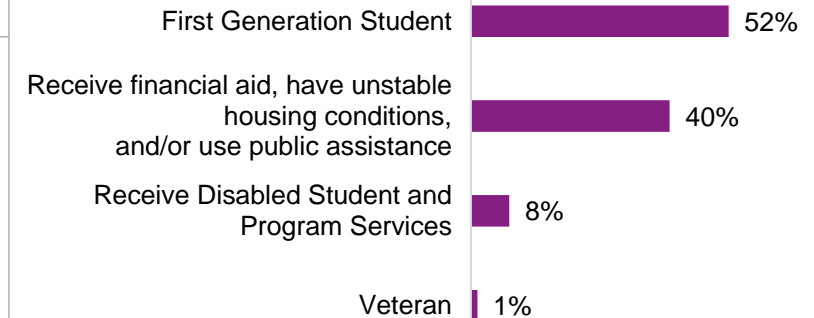
### Commute Time



### Main Reasons for Choosing Part-Time School



### Additional Student Characteristics



# Qual Participant Snapshot: Personal Characteristics

## N=20 CLPCCD Students

- Chabot College: 10
- Las Positas College: 10

### Gender Identity



- 13** Women
- 6** Men
- 1** Decline to State

### Caregiving role

- Caregiver: 10
- Not a caregiver: 9
- Decline to state: 1

### Age

- 19 or younger: 4
- 20-21: 2
- 22-24: 1
- 25-29: 3
- 30-39: 5
- 40-49: 3
- 50 or older: 2

### Race/Ethnicity

- Asian or Asian American: 8
- Latinx or Hispanic: 7
- Black or African American: 1
- White: 4
- Native Hawaiian or Other Pacific Islander: 1
- Levantine: 1

### Employment Status

- Off campus full-time: 4
- Off campus part-time: 5
- On campus full-time: 0
- On campus part-time: 5
- I am not employed: 6

### Additional Student Characteristics

- First-generation college Student: 8
- Receive financial aid (Pell or Promise Grants), have unstable housing conditions, and/or use public assistance: 11
- Receive Disabled Student and Program Services: 4
- Veteran: 1

### Commute Time

- 30 minutes or more: 9
- Less than 30 minutes: 11

# Combined Quantitative and Qualitative Insight Summary

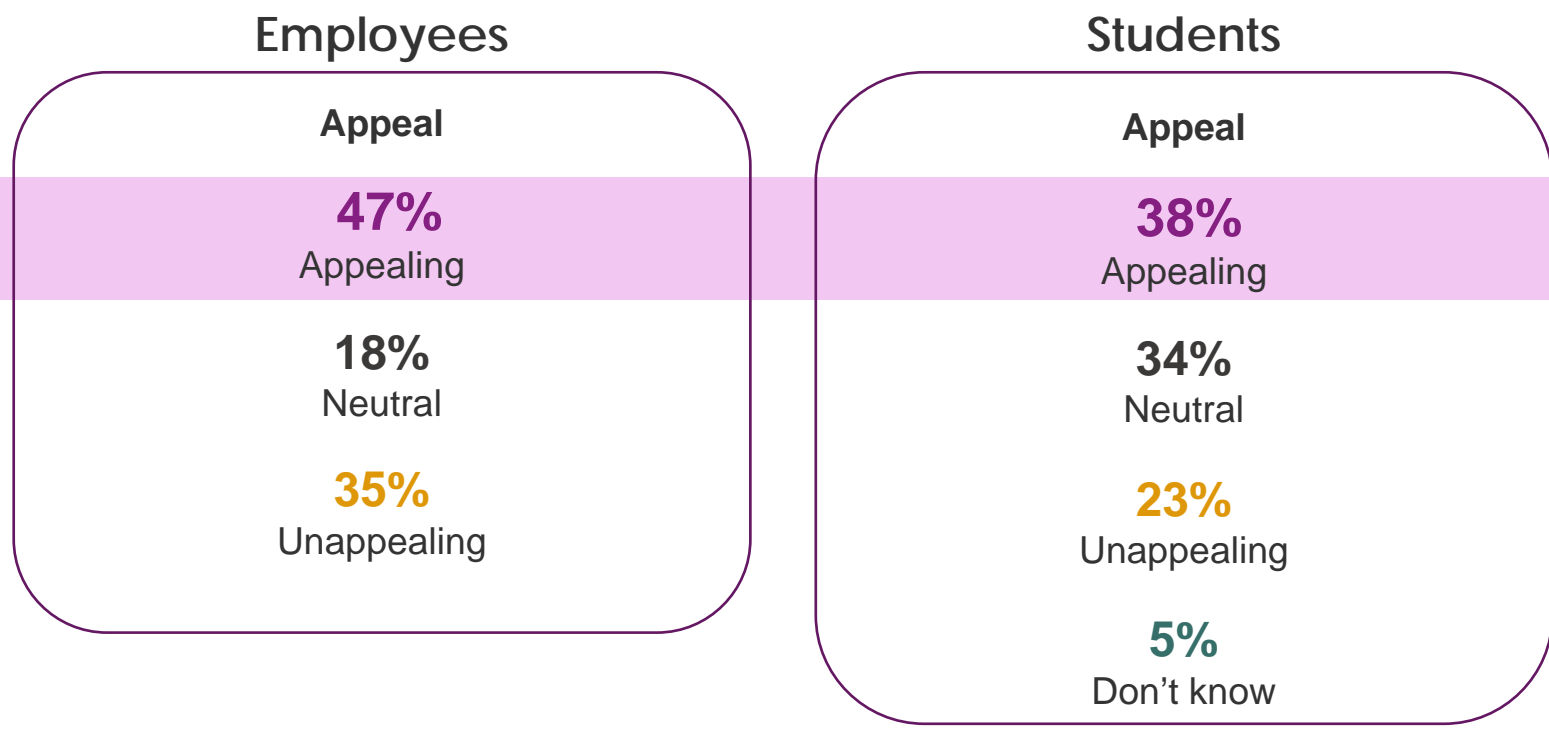
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# Insight Summary

- 1** More are in favor of a compressed calendar (C<sup>2</sup>) and welcome two weeks of time to rest and align with other colleges, a third lean negatively
- 2** Both Students and Employees with prior compressed calendar experience see the proposed change as a positive and effective option
- 3** Nearly half of Employees express more positive sentiment about a C<sup>2</sup> while a third finding it unappealing; Full-time Classified Employees are majority negative
- 4** The Students with a more neutral sentiment lean towards positive when more information is given, as learned via the focus group discussions
- 5** Employees view the learning impact more positively than Students who are divided – indicating a knowledge gap
- 6** Students are split almost equally across potential learning impacts, with those receiving DSPS most negatively, indicating uncertainty
- 7** Students in the focus groups expressed a lot of empathy toward more vulnerable populations, noting the majority will adapt but some will require more support and resources
- 8** All Students voiced similar questions about possible impact indicating the critical need to clearly communicate the final C<sup>2</sup> decision

# More are in favor of a compressed calendar (C<sup>2</sup>) and welcome two weeks of extra time

- Both Employees and Students are more likely to see the switch to a compressed calendar as appealing
- Students who view it positively and neutrally shared qualitatively they thought it would improve their life, allow for more rest time, move through classes faster, and align with other colleges and universities
- More Employees see more positive outcomes with a shorter semester and believe it would enhance Student learning, allow more time to recover from burnout and align with other colleges and universities



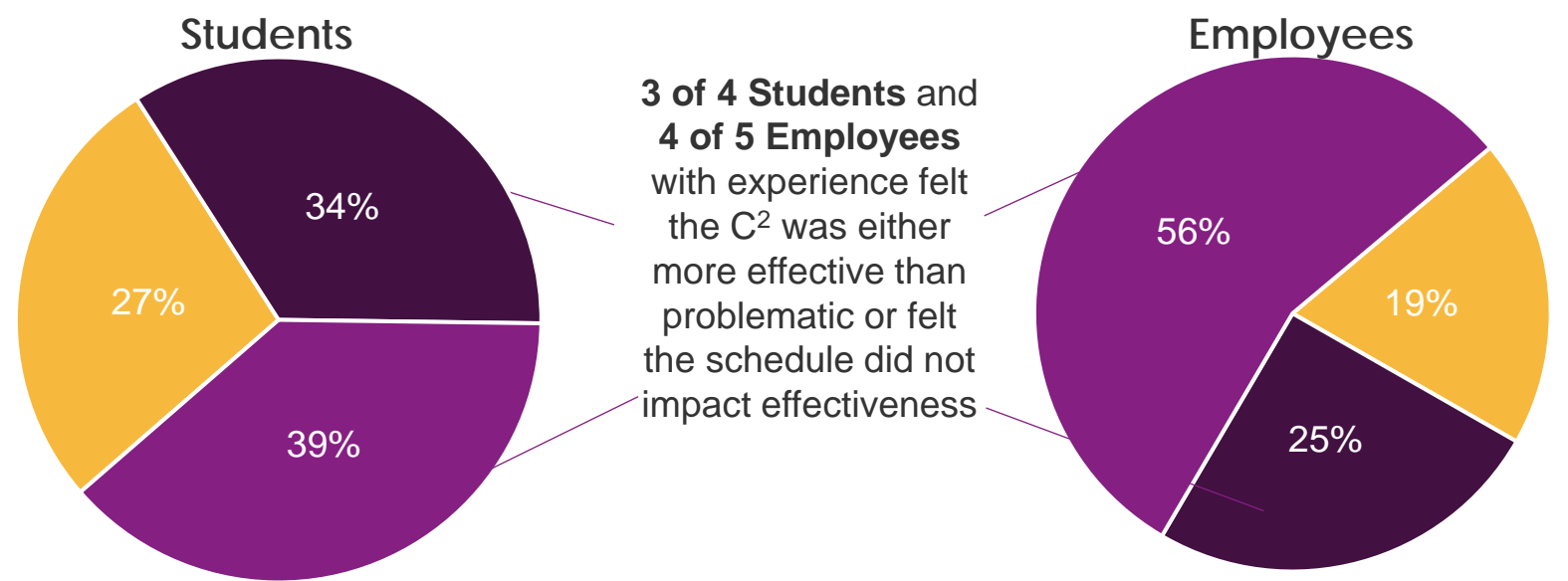
# Both Students and Employees with C<sup>2</sup> experience view the proposed change as a positive and effective option

- Most Students (55%) and Employees (66%) with prior C<sup>2</sup> experience are in favor of a change and view it as more effective or not impacting effectiveness overall
- 16% of Students and 43% of Employees had experienced a compressed calendar in another institution

### Appeal of Compressed Calendar

	Employees with previous C <sup>2</sup> experience	Students who have taken C <sup>2</sup> classes at other institutions
Appealing	66%	55%
Neutral	8%	20%
Unappealing	26%	23%
Don't know	~	2%

### Perceived Effectiveness of Compressed Calendar in Another Institution




Students: Q: Do you have any experience taking classes at another institution that has a compressed calendar? (N=626)  
 Employees: Q: Do you have any experience working at another institution with a compressed calendar? (N=363, Yes N=157, Yes Adjunct faculty=45, Yes Full-time faculty N=89, Yes Part-time classified N=1, Yes Full-time classified N=15, Yes Administration/Management N=5, Yes Other N=2)  
 Both Surveys: Q: How would you evaluate the effectiveness of the compressed calendar at that institution? (Employee Survey N=155, Student Survey N=99)  
 Both Surveys – Q: How appealing is a compressed calendar at Chabot College and Las Positas College, switching from a 17.5/18-week semester to a 16-week semester? (Student Survey N=637; Employee Survey N=364)

# Nearly half (47%) of Employees express more positive sentiment about a C<sup>2</sup> and a third (35%) find it unappealing

- Chabot College, those with 20+ Years Service, Adjunct Faculty, Full-Time Faculty, and Management sub-groups are most in favor of a compressed calendar.
- A smaller sub-set of those with Previous C<sup>2</sup> Experience and those that Teach Lab Classes are also in favor of a C<sup>2</sup>
- 35% of all Employees perceive it negatively, particularly Full-Time Classified Employees who were the only group with more than half the population to lean negatively

	Total Survey Pop.	Campus Served			Length of Service					Job Role				Previous C <sup>2</sup> Experience	Teach Labs
		Chabot	Las Positas	Dist. Office	1 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	Adjunct	Full Time Faculty	Full Time Classified	Mgmt.		
<b>Appealing</b>	47%	50%	43%	43%	45%	46%	47%	44%	56%	51%	61%	15%	58%	66%	56%
<b>Neutral</b>	18%	15%	21%	29%	21%	16%	32%	15%	11%	10%	14%	30%	26%	8%	12%
<b>Unappealing</b>	35%	35%	36%	29%	34%	38%	21%	40%	33%	39%	25%	55%	16%	26%	31%



 Magenta circles highlight findings that lean positive, Gold circles highlight findings that lean negative

# Students with a more neutral sentiment lean towards positive when more information is given

- Many Students who expressed a Neutral sentiment either did not previously feel informed enough to express positive or negative sentiment or view the change as “not a big deal” that would impact their lives or academic work greatly
- As the in-depth focus group discussions progressed Students learned more about how their daily schedule could potentially change by roughly adding 10-20 minutes per class and the sentiment grew more positively about a C<sup>2</sup> change
- They considered benefits such as more time to rest, completing programs faster, and being more prepared for the fast-pace of corporate America or other college schedules as key reasons for a compressed calendar

**It's only 20 minutes per class...  
that wouldn't be that big of a deal  
as getting 2 weeks back  
- Neutral-leaning Participant**

**A lot of Students are probably  
unaware of how fast paced  
corporate America is  
- Neutral-leaning Participant**



# Employees view the learning impact more positively than Students who are divided – indicating a knowledge gap

- 45% of Employees respond with Positive Impact and 19% with No Impact, while Students are nearly equally split across the impact spectrum, with half citing Negative Impact or Don't Know
- This data, along with qualitative learnings, suggests Employees are more informed and/or more experienced with a C<sup>2</sup>

## Employees lean positively

### Impact on Student learning and experience

**45%**

Positive impact

**19%**

No impact

**36%**

Negative impact

## Students are divided

### Impact on Student learning and experience

**22%**

Positive impact

**27%**

No impact

**28%**

Negative impact

**24%**

Don't know

# Students are split across potential learning impacts, with those receiving DSPS most negatively, indicating uncertainty

- Roughly a quarter of all Student groups express uncertainty, or don't know, what a change might mean in practice – and all Student groups shared similar questions about potential impacts in the focus groups
- Students can see both positives and negatives of a C<sup>2</sup> change, as well as a quarter of students who view it as no impact in the quant results; qualitatively we learned they grew more positively with additional information
- Those who receive DSPS perceive the C<sup>2</sup> most negatively as they don't know how resources will be impacted or expanded

*How might a compressed calendar impact...your learning and ability to meet reading, test preparation, studying expectations, etc.*

	Total Survey Pop.	Part-Time Student	Full or Part-Time Employ	Transfer Ed Goal	In-Person or Hybrid w/ Long Commute	First Gen. Student	Receive Fin. Aid/ Public Assist.	Students Taking Evening Classes	Students who partic. in school activities /clubs/ events	Major with Lab Component	Care-giver	Age 30+ Students	Receive DSPS	BIPOC Students	Students who have taken C <sup>2</sup> classes at other institutions
<b>Positive impact</b>	22%	22%	23%	21%	21%	21%	22%	20%	23%	21%	22%	19%	21%	20%	31%
<b>No impact</b>	27%	32%	26%	24%	18%	28%	27%	28%	24%	26%	29%	34%	21%	28%	30%
<b>Negative impact</b>	28%	25%	29%	32%	34%	27%	25%	26%	31%	28%	25%	22%	40%	29%	25%
<b>Don't know</b>	24%	21%	22%	23%	26%	25%	26%	26%	22%	25%	25%	25%	17%	24%	13%

DSPS Students most likely to mark "Negative impact"

# The Students showed a lot of empathy for potential impact on other groups they are concerned about

- All Student focus groups expressed empathy toward more vulnerable populations, particularly those receiving DSPS
  - They note most Students would be adaptable to a C<sup>2</sup> but acknowledge others could require more support and resources
- They raised similar questions on their behalf...
  - Will they have access to non-academic resources?
  - Will they be proactively supported, or will the onus be on Students alone to adapt?
  - Will the infrastructure (staff, faculty, administration, resources, etc.) support Students accordingly?

How would a compressed calendar affect those with special needs because they need special accommodation?  
- Neutral-leaning Participant

If the campus is closed, like the wellness center or accessing mental health appts or tapping into resources outside of academic schoolwork, these [Students] might be shorted  
- Positive-leaning Participant

# All Students voiced questions about possible impact indicating the critical need to communicate clearly

- All Student focus groups shared similar questions and are experiencing varying degrees of uncertainty about a C<sup>2</sup> indicating the high level of importance for clear communication
  - What do Teacher/Faculty support and classwork expectations look like with a C<sup>2</sup>?
  - What non-academic resources would be available? Would they change with a C<sup>2</sup>?
- Students want to know specifically how and where they could learn new information if a C<sup>2</sup> occurs
  - Desired methods to be informed include - text message, college website banners, incorporated into class enrollment, video messages, town hall

I think the mindset of both the professors and Students has to change...Professors have to be ready the first day and say, 'hey, we're not going to play around.'...They'll just have to adapt and make the assignments not as long and intense.  
- Prior Experience with C<sup>2</sup>

They could make a 10-minute video, like a marketing tool, saying 'In the course of this video, you will learn the changes, like this is how much longer you'd be in class, etc.'" And Students are going to say 'Oh, well, that wasn't a big deal'. So maybe that will help them conceptualize what that difference would be.  
- Positive-leaning Participant

# The Compressed Calendar

## Employee Perspectives

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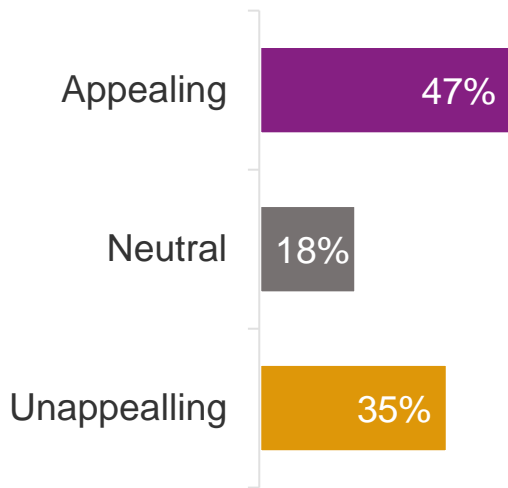
# Employee Sentiment: The Appeal of a Compressed Calendar

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# Most think a C<sup>2</sup> could provide more time to plan between semesters, increase focus, & align with other schools

- 47% of Employees find a compressed calendar appealing, 18% are neutral and 35% find it unappealing

## Perceived Appeal of a Switch to a Compressed Calendar



## Sample Feedback

### Employees who marked "Very appealing" or "Appealing"

*It's appealing as it would give more time to plan and execute between semesters...and increase Student success. – Chabot College, Very Appealing*

*Most of my peers in academia have shorter semesters or operate on a quarter system. I like the constraints of short time. It'll push me and my students to focus. – Chabot College, Very Appealing*

*Will decrease burnout, increase student and faculty success, and allow us to compete with the other colleges who are already on compressed calendars. – Las Positas, Very Appealing*

### Employees who marked "Neutral, neither unappealing nor appealing"

*I'm going to work hard regardless of the calendar. – Las Positas College, Neutral*

*It would be nice to see a list of benefits and drawbacks that are being considered. We need to also know our 'why' to initiating change. – Chabot College, Neutral*

*I teach in multiple districts, so I am already managing multiple calendars. A change here won't be a big deal for me. – Las Positas College, Neutral*

### Employees who marked "Very unappealing" or "Unappealing"

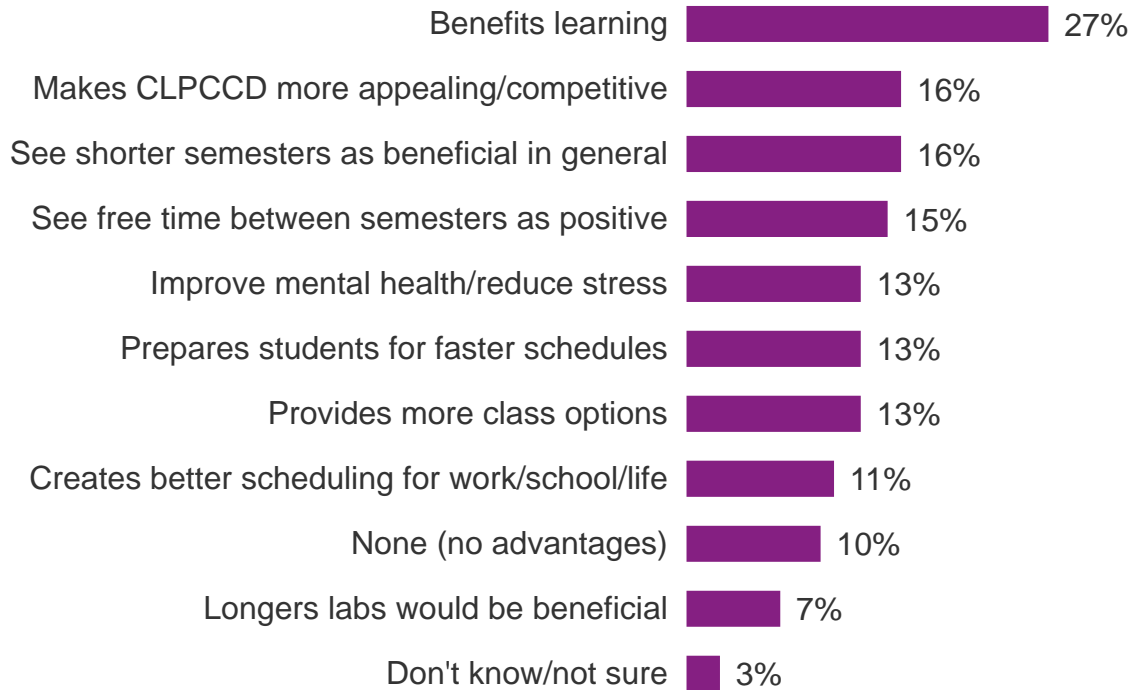
*It poses a disadvantage to college personnel due to increased workload, limited time for planning and preparation, and challenges in maintaining work-life balance, which can adversely affect their overall well-being and job performance. – Chabot College, Unappealing*

*Increasing the length of lecture classes, even by 10 minutes, will negatively impact certain subsets of students. – Las Positas College, Very Unappealing*

*The anticipated impact to our workload makes this very unappealing as we don't have sufficient staffing and very little support. – Las Positas & Chabot College, Very Unappealing*

# Employees see potential advantages for both Student learning and making the colleges more competitive

- Employees point to **advantages** such as general benefits to **Student learning**, increasing Student **retention/registration**, allowing for more time generally and for **rest between semesters**, **improving mental health/stress**, and **preparing Students for faster environments** like other colleges universities and the workforce



Having more time in class will allow time to cover material at a slightly more relaxed pace, and it will also provide opportunities to focus on topics more deeply as needed.  
 – Las Positas College, Positive Impact

It may make us more competitive with other districts. Students get tired in the last few weeks of school, so ending earlier could benefit them in their focus and work output. Students could enjoy longer breaks - either for rest, more time with families, or more time to work FT.  
 – Las Positas College, No Impact



Student retention will be higher, fewer Student absences towards the end of the semester, calendar will align with most colleges in the state.  
 – Chabot College, Positive Impact



# Most Employee groups express positive sentiment, particularly those with previous C<sup>2</sup> experience

- **Chabot College**, those with **20+ Years Service**, **Adjunct Faculty**, **Full-Time Faculty**, and **Management** sub-groups are most in favor of a C<sup>2</sup>, as well as a smaller sub-set of those with **Previous C<sup>2</sup> Experience** and those that **Teach Labs**
- **Full-Time Classified Employees** were the only group with more than half the population to **lean negatively**

	Total Survey Pop.	Campus Served			Length of Service					Job Role				Previous C <sup>2</sup> Experience	Teach Labs
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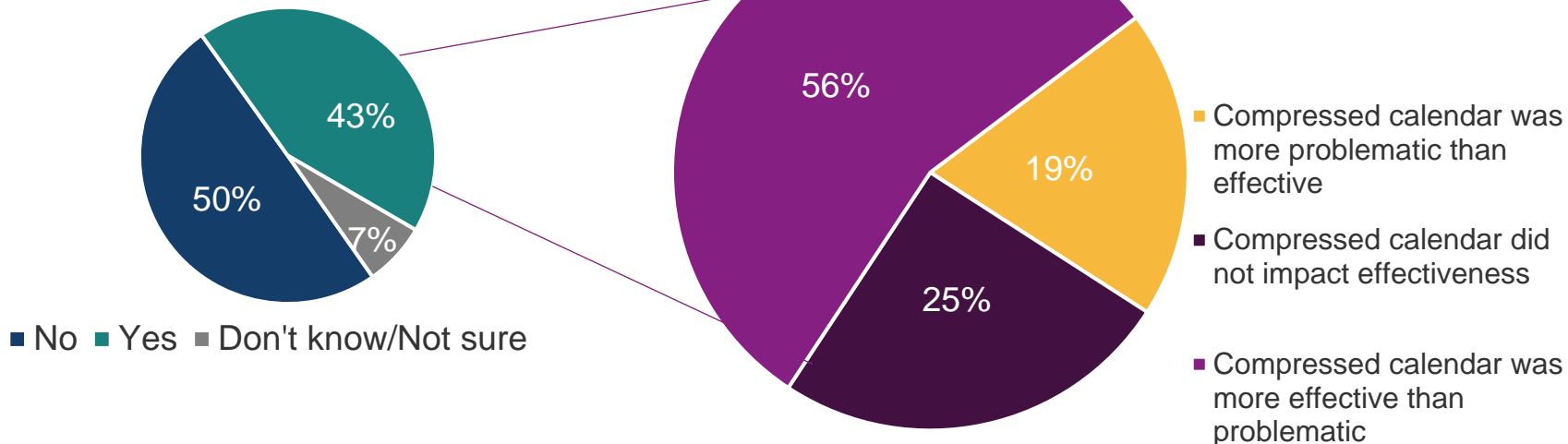
Q: How appealing is a compressed calendar at Chabot College and Las Positas College, switching from a 17.5/18-week semester to a 16-week semester? (Total N=364, Chabot N=201, Las Positas N=146, District Office N=14, 1 to 5 yrs. N=82, 6 to 10 yrs. N=134, 11 to 15 yrs. N=37, 16 to 20 yrs. N=38, More than 20 yrs. N=52, Adjunct N=57, Full Time Faculty N=74, Full Time Classified N=84, Management N=19, Previous C<sup>2</sup> Experience N=157, Teach Labs N=121)

# Over half of those with previous C<sup>2</sup> experience testify for the effectiveness of that schedule

- 43% of Employees have past experience with compressed calendars
- 56% of which say it was more effective than problematic

*How would you evaluate the effectiveness of the compressed calendar at that institution?*

Employee's previous experience with a C<sup>2</sup>

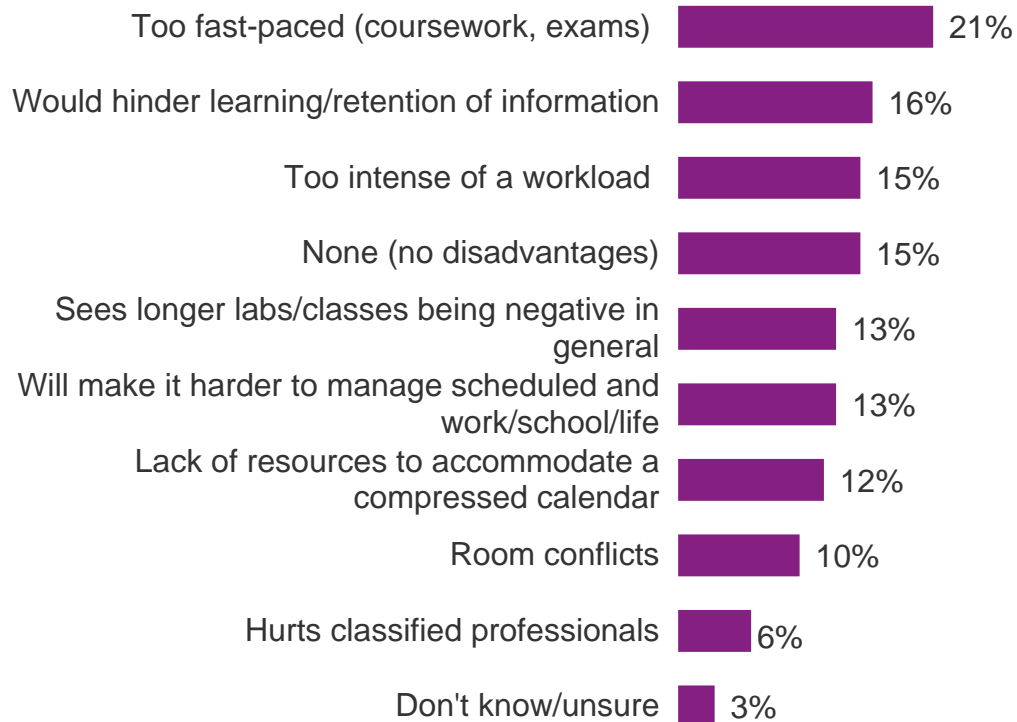


It has been my experience that students learn better in a shorter amount of time. It helps them to stay focused. I think it is considerably less stressful for students and instructors. While in previous decades the 17.5-18-week semester was probably a good choice, the world is radically different. Students face a different world experience, and I think that less weeks in a semester creates more positives for them--they can plan better, they can find jobs that fit better.

- Quant Survey Response, Chabot College, Positive Sentiment, Previous C<sup>2</sup> Experience

# Employees also shared potential negatives possibilities such as learning impacts and implementation logistics

- **21%** of Employees worried that coursework would be **too fast-paced** for Students under a compressed calendar
- Disadvantages cited included potential **negative impacts** for **Student learning, workload and balancing schedules**



**Challenges for STEM students: less lab time and accelerated pace. Challenges for lab staff to prepare earlier and later in the day**  
– Las Positas College, Negative Impact

**It makes an already difficult and long class even longer and more difficult for students to learn the material.**  
– Chabot College, Negative Impact

**Need additional staffing to support students with services such as tutoring, counseling, financial aid, admissions and registration. Currently, student services are understaffed ... and staff are working more hours than they typically need to.**  
– Chabot College, No Impact

# A third of Employees perceive a C<sup>2</sup> change negatively, particularly FT Classified Employees

- More than half of **Full-Time Classified Employees** lean negatively in contrast to other Employee Job Roles at the colleges

	Total Survey Pop.	Campus Served			Length of Service					Job Role				Previous C <sup>2</sup> Experience	Teach Labs
		Chabot	Las Positas	Dist. Office	1 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	Adjunct	Full Time Faculty	Full Time Classified	Mgmt.		
<b>Appealing</b>	47%	50%	43%	43%	45%	46%	47%	44%	56%	51%	61%	15%	58%	66%	56%
<b>Neutral</b>	18%	15%	21%	29%	21%	16%	32%	15%	11%	10%	14%	30%	26%	8%	12%
<b>Unappealing</b>	35%	35%	36%	29%	34%	38%	21%	40%	33%	39%	25%	55%	16%	26%	31%

Full-time Classified Employees most likely to mark "Unappealing"

Q: How appealing is a compressed calendar at Chabot College and Las Positas College, switching from a 17.5/18-week semester to a 16-week semester? (Total N=364, Chabot N=201, Las Positas N=146, District Office N=14, 1 to 5 yrs. N=82, 6 to 10 yrs. N=134, 11 to 15 yrs. N=37, 16 to 20 yrs. N=38, More than 20 yrs. N=52, Adjunct N=57, Full Time Faculty N=74, Full Time Classified N=84, Management N=19, Previous C<sup>2</sup> Experience N=157, Teach Labs N=121)

# FT Classified Employees concerns center on an increased workload, understaffed resources & infrastructural questions

- Many Full-Time Classified Employees are **concerned they will not benefit from a C<sup>2</sup> like other faculty or Students** but will **experience more burden and an amplification of issues** including understaffed resources, less time for scheduling rooms and keeping up with maintenance, required weekend work, participation in campus events and shared governance, and general questions for how it will affect them directly across different areas that they currently serve

	Total Survey Pop.	Job Role			
		Adjunct	Full Time Faculty	Full Time Classified	Mgmt.
<b>Appealing</b>	47%	51%	61%	15%	58%
<b>Neutral</b>	18%	10%	14%	30%	26%
<b>Unappealing</b>	35%	39%	25%	55%	16%

I am not clear on the advantages for students, but I am clear on the advantages for faculty. There are absolutely no advantages for the classified professionals.

- Quant Survey Response, Chabot College, Unappealing

Classified are already understaffed in a few key areas. This will add to that. We don't get the same time off as faculty. The compressed calendar can further limit the amount of off or downtime we have.

- Quant Survey Response, Chabot College, Unappealing

A compressed calendar will limit time Classified Professionals can participate in shared governance due to expectations and work commitments derived from a compressed calendar.

- Quant Survey Response, Chabot College, Very Unappealing

**Employee Perceptions Regarding Impacts to:**  
Student Learning  
The Lab Experience  
Ability to Participate in Activities and Support Students

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# Similarly to appeal, when contemplating the Student learning experience 45% of Employees view it having positive impact

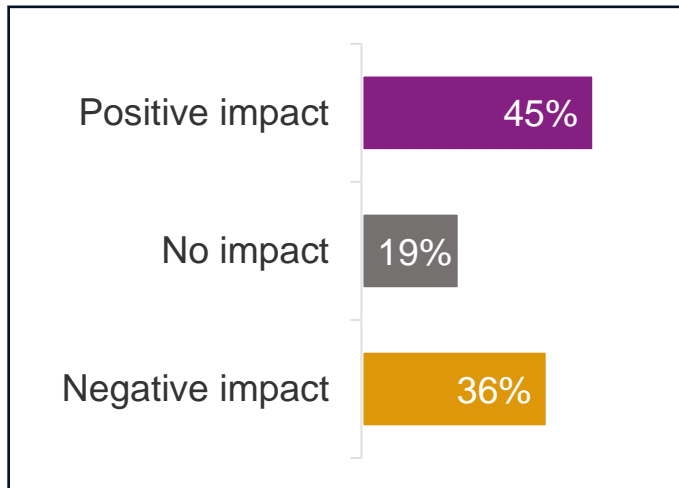
- **Many Employees** across both campuses, length of service, and job role feel that a switch to the compressed calendar lean more **positively to impacting Student learning/experiences**, particularly those with More than 20 Years Service, FT Faculty, and those with Previous C<sup>2</sup> Experience
- A **third perceive a C<sup>2</sup> having a negative impact** on Student learning experiences, **particularly FT Classified Employees**
- 19% of Employees do not see it having either a positive or negative impact

	Total Survey Pop.	Campus Served			Length of Service					Job Role				Previous C <sup>2</sup> Experience	Teach Labs
		Chabot	Las Positas	District Office	1 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	Adjunct	Full Time Fac.	Full Time Classified	Mgmt.		
<b>Positive Impact</b>	45%	48%	39%	44%	44%	46%	40%	39%	51%	49%	59%	16%	41%	64%	31%
<b>No Impact</b>	19%	18%	19%	37%	19%	17%	28%	26%	12%	14%	15%	25%	36%	12%	34%
<b>Negative Impact</b>	36%	34%	41%	19%	37%	36%	33%	35%	37%	38%	26%	59%	23%	24%	35%

# And Employees can see both positive and negative impact perspectives on Student learning & experience

- **27%** feel the impact on Student learning could lead to **general betterment for Students and others**, longer classes could encourage **more in-depth discussions**, provide a better **work-life balance**, and **prep Students for faster schedules**
- About a **third say a C<sup>2</sup> would be too fast paced**, make learning more difficult, or reduce Students' ability to focus

## Perceived Impacts on Student Learning



## Top "Positive impact" Themes

- A shorter semester is generally better for Students and all (27%)
- Longer classes would enhance learning & encourage in-depth discussions (20%)
- Would work better with schedules and allow more work-life balance (8%)
- Prepares Students for faster schedules (6%)
- Would provide more class options (5%)

## Top "Negative impact" Themes

- Would be too fast-paced for Students (20%)
- Would make learning more difficult (18%)
- Longer classes/labs might lead to reduced Student focus (16%)
- Would be more difficult to balance schedules (10%)
- More intense workload (9%)



# Employees are divided on the impact on Student labs, their ability to support Students or participate in activities

- **Employees who lead labs (N=122) are split** - 35% feel a C<sup>2</sup> will be negative, 34% say it would not introduce impact and 31% say it would positively impact student lab experiences
- **Positive** themes noted: longer labs would **enhance learning**, help to **avoid burnout** and increase free time & participation
- **Negative** themes include the possibility of **cutting lab sessions**, **reduced Student focus**, less Employee work hours to participate in events, and time and **efforts required to restructure curriculum** for longer lab classes

	Impact on Lab Experience (Faculty who teach labs)	Impact on Activities/Support (All Employees)
<b>Positive Impact</b>	31%	18%
<b>No Impact</b>	34%	50%
<b>Negative Impact</b>	35%	32%

Impact on Lab Experience	
Positive Themes	Negative Themes
<ul style="list-style-type: none"> <li>▪ Longer labs would enhance learning (64%)</li> <li>▪ Easy to transition to compressed calendar (18%)</li> <li>▪ Better aligns with other universities &amp; colleges (5%)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Would need to cut lab sessions due to compressed schedule (27%)</li> <li>▪ Longer labs might lead to reduced Student focus (27%)</li> <li>▪ Would make learning more difficult (11%)</li> </ul>

Impact on Activities/Support	
Positive Themes	Negative Themes
<ul style="list-style-type: none"> <li>▪ Shorter semester would lead to more free time &amp; participation (29%)</li> <li>▪ Would help avoid burnout &amp; increase participation (16%)</li> <li>▪ Would have more time between semesters to prepare (11%)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Would have less work hours to participate in events (32%)</li> <li>▪ Excessive workload would hinder participation (18%)</li> <li>▪ Would have less work hours to help Students (16%)</li> </ul>

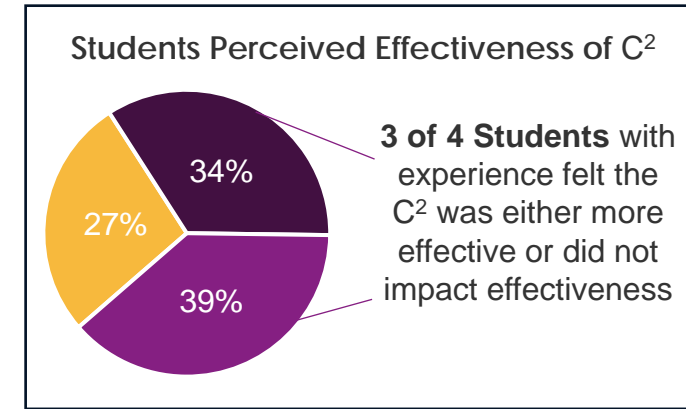
# The Compressed Calendar

## Student Perspectives

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# More Students across all sub-groups lean in favor or are neutral about a 16-week compressed calendar

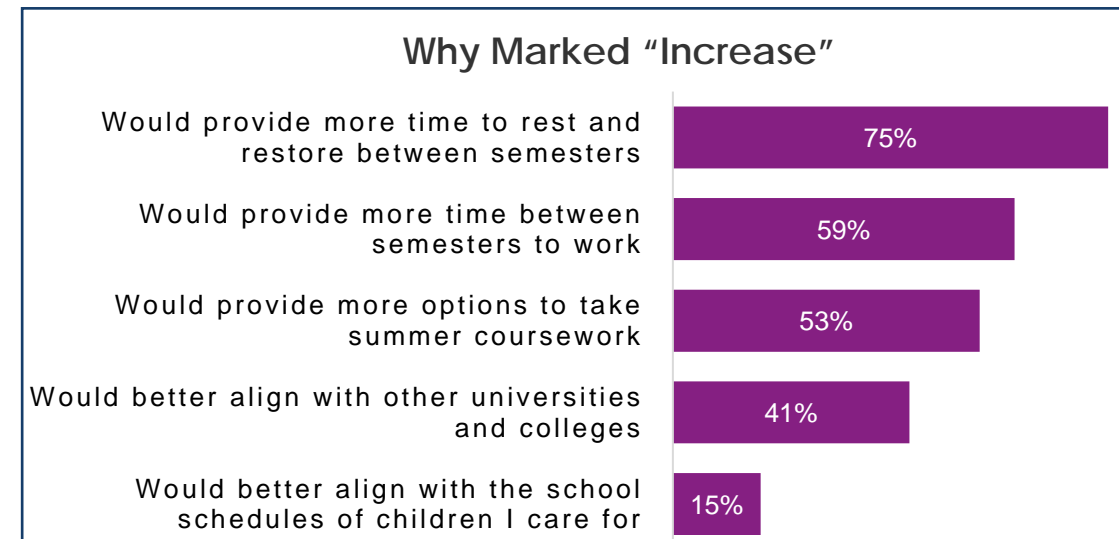
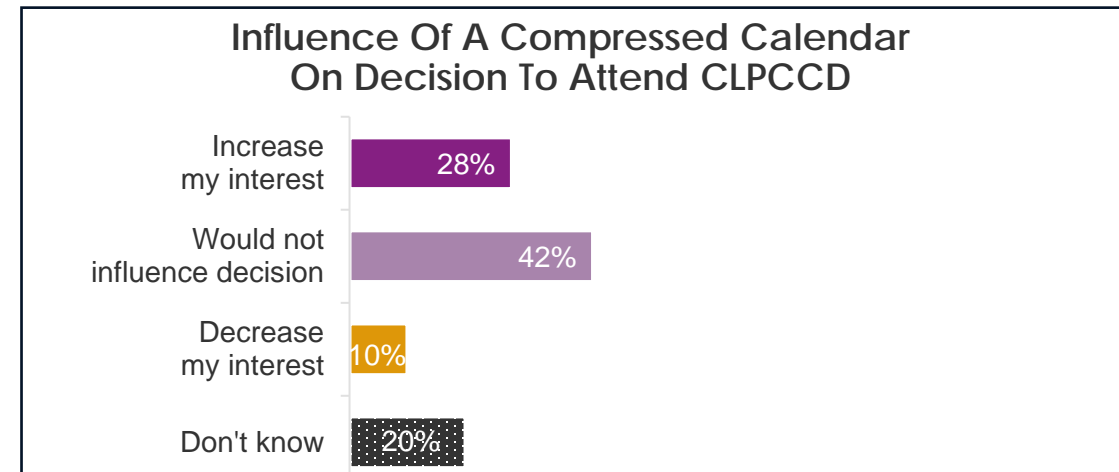
- **38% of student find a C<sup>2</sup> appealing and 34% are neutral** about it, while a quarter (26%) of Students finding it unappealing & a few (5%) don't know yet
- Those with prior **compressed calendar experience are most in favor** and reported a C<sup>2</sup> being more effective or created no impact in their experience
- Even the least enthusiastic **Students receiving DSPS** ultimately find the C<sup>2</sup> more appealing than unappealing



	Total Survey Pop.	Part-Time Student	Full or Part-Time Employ	Transfer Ed Goal	In-Person or Hybrid w/ Long Commute	First Gen. Student	Receive Fin. Aid/ Public Assist.	Students Taking Evening Classes	Students who partic. in school activities/clubs/events	Major with Lab Component	Care-giver	Age 30+ Students	Receive DSPS	BIPOC Students	Students who have taken C <sup>2</sup> classes at other institutions
<b>Appealing</b>	38%	37%	38%	37%	32%	37%	43%	36%	37%	41%	36%	36%	36%	38%	55%
<b>Neutral</b>	34%	36%	32%	34%	37%	37%	32%	37%	33%	33%	39%	34%	31%	35%	20%
<b>Unappealing</b>	26%	22%	25%	25%	25%	22%	21%	23%	26%	23%	22%	24%	25%	23%	23%
<b>Don't know</b>	5%	6%	5%	4%	6%	4%	6%	4%	4%	3%	4%	6%	8%	4%	2%

# Enrollment would not be negatively impacted if a C<sup>2</sup> were to be approved

- Most focus group participants were **unaware of the exact length of a semester** at Chabot College or Las Positas College, and it was not a part of their enrollment decision
- Most Students knew it was a semester versus a quarter system and that was sufficient
- Their interest in **future enrollment would not be impacted** if a C<sup>2</sup> were in place, some would be more interested – whether that be for resting, working, spending time with their families, or fitting in more classes to finish more quickly

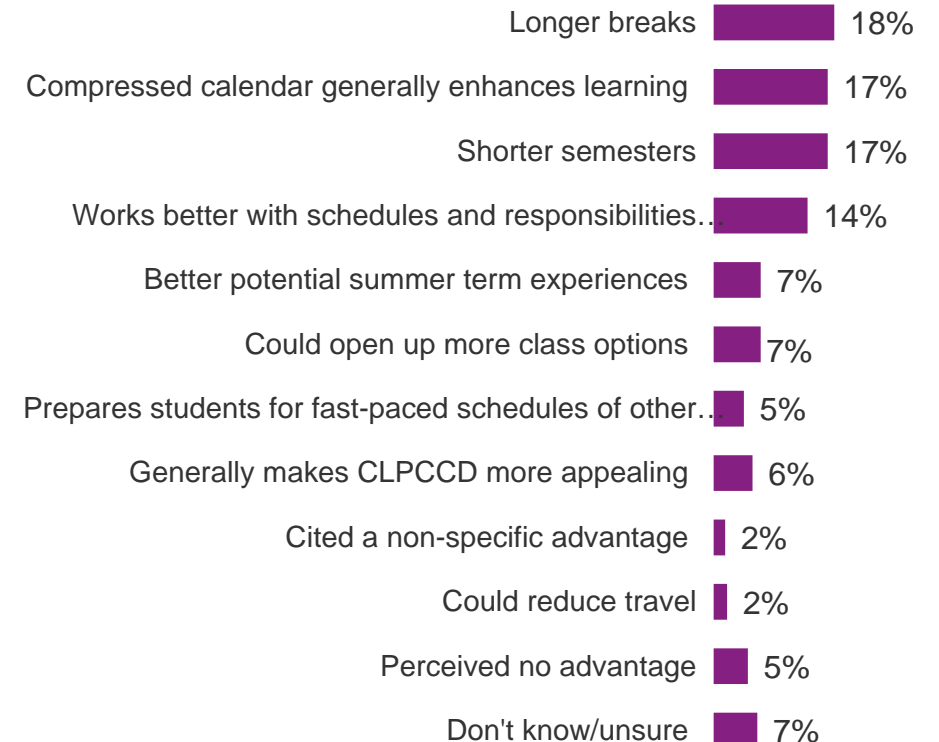


# Students including Transfer, Caregivers, Commuters, and Working Students find a C<sup>2</sup> generally appealing

- **Transfer Students** see benefit by **aligning with other colleges and UC's** to prepare for faster curriculum and preparation for all entering the **fast-paced American workforce** post-graduation
- **Parents** benefit with 2 additional weeks particularly during the holidays with their families to **rest and prepare** for the next semester
- **Commuting Students** see both **time and financial savings** as 16-weeks is less time commuting to campus and saving gas
- **Working Students**, especially those with seasonal jobs, have increased ability to earn income and decrease their stress of juggling final exams

## Students see longer breaks and shorter semesters (and what they will allow them to do) as a key advantage

### Advantages That Might Be Experienced With C<sup>2</sup>



# Students are more likely to expect no impact to their activities, part-time Student status, or employment

- Most Students anticipate no impact at all for their involvement in campus life or their status as part-time or working Students.
- That said, roughly **1 in 4 are uncertain** about what the impact might be to their overall Student experience as they don't know yet how campus activities could be affected
- Generally, Students see their extracurriculars, taking classes, and working on a semester-by-semester basis as they are continuously flexing their schedules to make time for balancing their activities and responsibilities as best they can

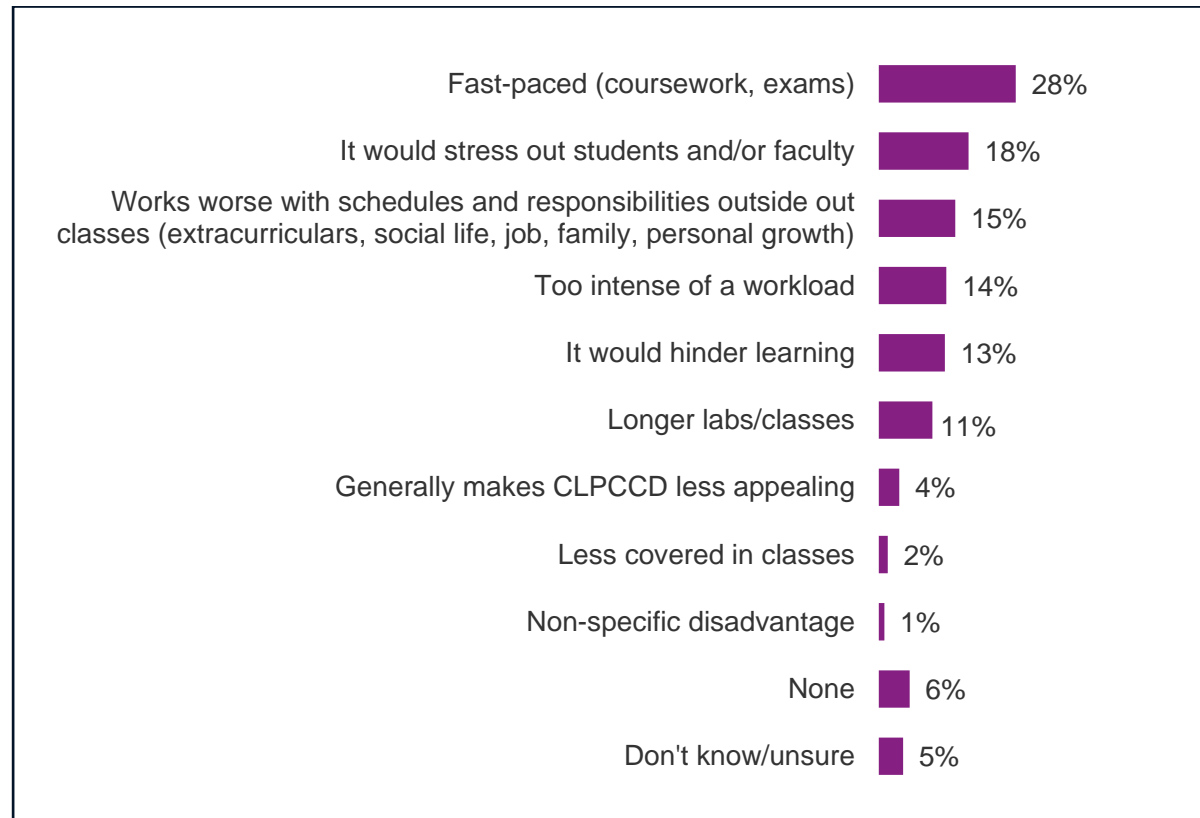
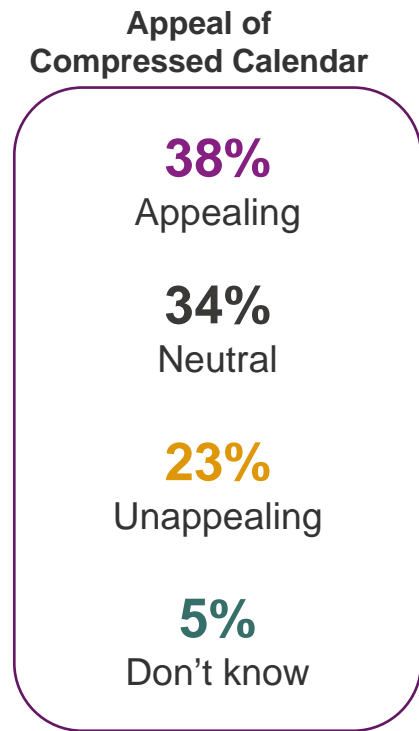
<i>How might a compressed calendar impact...</i>	<i>...your participation in clubs, teams, campus-wide events, and or connecting with other Students</i>	<i>...your ability to continue as a part-time Student (asked only of part-time Students)</i>	<i>...your ability to take classes AND continue employment (asked only of Students who are employed)</i>
<b>Positive Impact</b>	16%	25%	26%
<b>No Impact</b>	46%	36%	28%
<b>Negative Impact</b>	15%	16%	25%
<b>Don't know/Not sure</b>	23%	23%	21%

I don't see any barriers. If it was a shorter semester, I would have more time to work on my application, to work on scholarships, financial aid. If my class is done this week instead of in two weeks, it'd be great because I would have that time.  
-Neutral-leaning Participant

# A quarter of Students perceive a C<sup>2</sup> as unappealing due to impacts on learning, work/life balance, and stress

- Students have concerns that a compressed calendar **could promote fast-paced work, intensity, stress** and have a negative impact on schedules and responsibilities outside of school

## Unappealing Reasons Across All Students Groups:

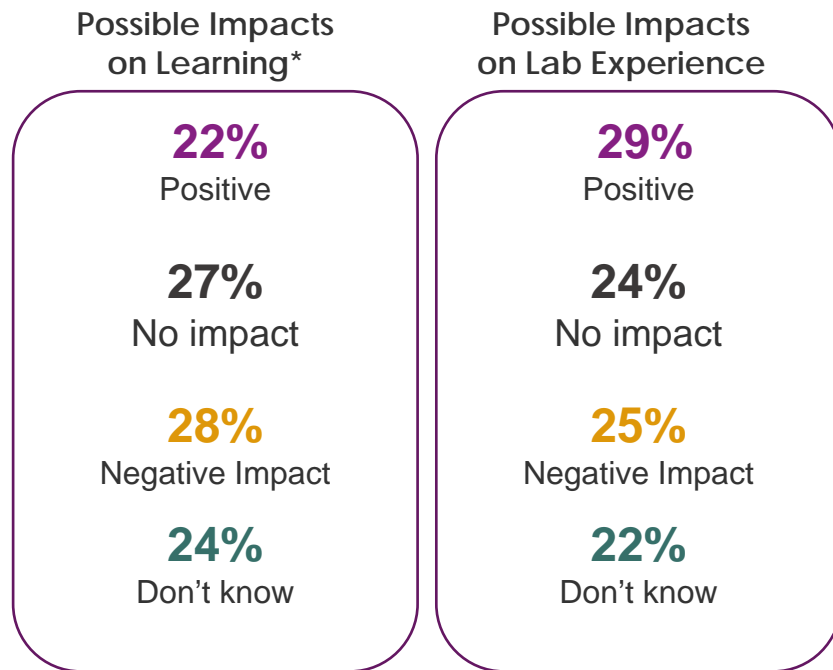


**The professors may find it hard to cover all the topics they need to in the time period they would have in class.**  
-Quant Survey Response, Chabot College, Unappealing

**It is possible that the compressed calendar could make it harder on Students who miss school due to illness, disability, or personal reasons. It also might increase the workload to what some students do not find reasonable.**  
-Quant Survey Response, Las Positas College, Appealing

# Half of all Students are uncertain/negative about the impact on their learning experience

- Students are split across potential impact on learning with half reporting Negative Impact or Don't Know and half stating Positive or No Impact, **indicating uncertainty**
- Interestingly, Students leaning toward more positive/neutral impact about their lab experience shared qualitatively **more lab time with teachers and classmates as a learning benefit**



Positive/Neutral Themes	Negative Themes
<ul style="list-style-type: none"> <li>▪ There would be no impact (13%)</li> <li>▪ Longer classes/labs and compressed calendar are generally beneficial to learning (7%)</li> <li>▪ Would work better for Students' schedules (6%)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Would be too fast-paced (17%)</li> <li>▪ Would be more difficult to balance their schedule (14%)</li> <li>▪ Would be a more intense workload (12%)</li> </ul>



# A quarter of the Students simply 'Don't Know' what the impact of a C<sup>2</sup> might mean to them

- A significant portion of Students (**24%**) are simply unsure about what the impact might be to their learning experience. These “don't know” percentages point to a need for strong communication with Students, regardless of the final decision. **Feeling uninformed leads to uncertainty.**

How might a compressed calendar impact...your learning and ability to meet reading, test preparation, studying expectations, etc.

	Total Survey Pop.	Part-Time Student	Full or Part-Time Employed	Transfer Ed Goal	In-Person or Hybrid w/ Long Commute	First Gen. Student	Receive Fin. Aid/ Public Assist.	Students Taking Evening Classes	Students who partic. in school activities /clubs/ events	Major with Lab Component	Care-giver	Age 30+ Students	Receive DSPS	BIPOC Students	Students who have taken C <sup>2</sup> classes at other institutions
<b>Positive impact</b>	22%	22%	23%	21%	21%	21%	22%	20%	23%	21%	22%	19%	21%	20%	31%
<b>No impact</b>	27%	32%	26%	24%	18%	28%	27%	28%	24%	26%	29%	34%	21%	28%	30%
<b>Negative impact</b>	28%	25%	29%	32%	34%	27%	25%	26%	31%	28%	25%	22%	40%	29%	25%
<b>Don't know</b>	24%	21%	22%	23%	26%	25%	26%	26%	22%	25%	25%	25%	17%	24%	13%

# Students demonstrated much empathy and ability to see both sides of a proposed compressed calendar

- Many Students in the focus groups provided both sides of the coin when contemplating a C<sup>2</sup> change and would take other Student groups into consideration while discussing

## ⊖ Cons

The onus of **time management** on the Student is heavier with a shortened semester

They will **lose sleep** and be more stressed

**Not all Students work well under pressure** and would need additional resources to succeed



## ⊕ Pros

It will better **prepare them for a faster pace** when transferring schools and/or entering the workforce

They will be stressed anyway and would rather have **2 more weeks to decompress at the end**

Some Students work well under pressure and can **benefit from the increased pace and urgency**

# Overall, the impact of a C<sup>2</sup> generates a lot of uncertainty and questions across all Student groups

- Regardless of opinion, including those with a more positive perspective, **all shared similar questions or concerns** about unknown factors that would be important for CLPCCD to communicate about and plan resources for if they were to recommend a 16-week C<sup>2</sup>
- Key questions centered on teachers, resources, and infrastructure

## Faculty

- Will teachers be properly prepared to accommodate a compressed calendar with appropriate-length assignments, materials, and tests?

## Resources

- Will there be enough resources available, especially for STEM Students and those with special needs?
- Including the availability of enough tutors; learning center access; teacher office hours, and wellness center access

## Infrastructure

- Will the class enrollment process be impacted?
- Specifically, the 2-week time frame to drop/add classes as it's a period of disruption, and often lighter class materials are covered to accommodate for changes in class enrollment

# Thought Starters

Marketing & Messaging Resonance

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# Communicating clearly and addressing potential impacts to resources / support are key

## Concerns Voiced

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- Regardless of their personal feelings about a schedule change, both Employees and Students express concerns about the impact of a compressed calendar on Students with increased needs, different campus resources, and/or specific Employee groups, particularly FT Classified

## Support Needed

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- Students value the support and resources they receive currently – and want to continue to receive – from both colleges
- Employees – particularly Classified Employees – want to continue to support Students but without being overburdened

## Communication is Key

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- It's important to both groups that any decision – especially if there are changes to the semester length – be communicated clearly in multiple ways so all parties are well-informed

# If Moving to a Compressed Calendar

## 1 COMMUNICATIONS STRATEGY

Roll out strong student-focused communications to share resources and provide clear and accessible information about what a C<sup>2</sup> is, its benefits, what it means for Students & Employees to help set expectations on impact both from a learning and resources/support perspective

## 3 LEARN FROM OTHER COLLEGES

Consider conducting a study of other colleges/universities that made the switch, with a specific focus on how they rolled out the initiative, lessons learned, and communications/marketing efforts surrounding the switch

## 5 SUPPORT PLAN FOR SPECIALIZED RESOURCES

Consider building a support and communications plan specifically for Students receiving DSPS and others receiving specialized resources, as well as a support plan for Employees who work with these individuals

## 2 POSITIVE FRAMEWORK

While Students and Employees would likely come to the change with a positive spirit and open mind, there will also be uncertainty, so provide reassurance by using a positive framework

## 4 BOLSTER INFRASTRUCTURAL PROCESSES

Address infrastructural processes, like enrollment periods, that could be pressurized with a compressed calendar change and create new efficiencies to relieve stressors both administration and students experience

## 6 ADDRESS EMPLOYEE NEEDS DIRECTLY

Consider diving deeper with Full-Time Classified Employees to find solutions for support staffing needs and work to meet them with intentional planning

# If Keeping Current Calendar

## 1 COMMUNICATIONS STRATEGY

Clearly communicate why the decision was made to maintain the status quo – directing focused communications on those who find a C<sup>2</sup> to be appealing and/or to feel it would increase their interest in choosing CLPCCD, e.g. Caregivers, Working Students, Students receiving Financial Assistance, Students Participating in Activities, Older Students, and those who have experienced a Compressed Calendar at a previous institution

## 3 ADDRESS NEGATIVE FEEDBACK

Use negative feedback Students and Employees provided about the current calendar to find ways to improve the current experience, like the enrollment period (add/drop classes), academic support and resources particularly for those with additional needs

## 2 FRAME AS DIFFERENTIATOR

Consider framing the 18-week calendar as a unique differentiator among other universities by crafting marketing for why it makes CLPCCD a strong choice, particularly for marginalized student populations

## 4 BOLSTER INFRASTRUCTURAL PROCESSES

Find ways to improve and strengthen the class enrollment system, which currently slows down the curriculum commencing, resulting in a 'soft start' of the semester

# Appendix

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# Stimuli Shown to Student Focus Groups

Current Calendar								Compressed Calendar							
Biology: Allied Health - AA Fall 23								Biology: Allied Health - AA							
SUN	MON	TUE	WED	THUR	FRI	SAT		SUN	MON	TUE	WED	THUR	FRI	SAT	
6 am								6 am							
7 am								7 am							
8 am		BIO 30 21007 TTh 8:00-9:15 W 8:00-10:50		BIO 30 21007 TTh 8:00-9:15 W 8:00-10:50				8 am		BIO 30 20079 TTh 8:00-9:20 W 7:30-10:35	BIO 30 20079 TTh 8:00-9:20 W 7:30-10:35	BIO 30 20076 TTh 8:00-9:20 W 7:30-10:35			
9 am		ENGL 1A 21339 TTh 9:30-10:45 Apr 1.3 hrs/wk	BIO 30 21007 TTh 8:00-9:15 W 8:00-10:50		ENGL 1A 21339 TTh 9:30-10:45 Apr 1.3 hrs/wk			9 am		ENGL 1A 20075 TTh 9:30-10:55 Apr 1.3 hrs/wk					
10 am								10 am							
11 am	MATH 30 21894 MW 11:00-11:50 F 11:55-12:45	CMST 1 21349 TTh 11:00-12:15	MATH 30 21894 MW 11:00-11:50 F 11:55-12:45		CMST 1 21349 TTh 11:00-12:15	MATH 30 21894 MW 11:00-11:50 F 11:55-12:45		11 am	MATH 30 20077 MW 11:00-12:25 F 12:00-12:50	CMST 1 20078 TTh 11:00-12:20	MATH 30 20077 MW 11:00-12:25 F 12:00-12:50	CMST 1 20078 TTh 11:00-12:20	MATH 30 20077 MW 11:00-12:25 F 12:00-12:50		
12 pm								12 pm							
1 pm								1 pm							
2 pm								2 pm							
3 pm								3 pm							
4 pm								4 pm							

Current Calendar								Compressed Calendar							
Business Administration 2.0 - AST Fall 23								Business Administration 2.0 - AST							
SUN	MON	TUE	WED	THUR	FRI	SAT		SUN	MON	TUE	WED	THUR	FRI	SAT	
6 am								6 am							
7 am								7 am							
8 am								8 am							
9 am								9 am	BUS 12 20041 MW 8:35-9:45 Apr 1.1 hrs/wk			BUS 12 20041 MW 8:35-9:45 Apr 1.1 hrs/wk			
10 am								10 am							
11 am								11 am	BUS 10 20175 TTh 10:30-11:45 Apr 1 hrs/wk			BUS 10 20175 TTh 10:30-11:45 Apr 1 hrs/wk			
12 pm								12 pm							
1 pm								1 pm	ENGL 1 20076 MW 1:00-2:50	ARTH 1 20075 TTh 1:00-2:15	ENGL 1 21698 MW 1:00-2:50	ARTH 1 20075 TTh 1:00-2:15			
2 pm								2 pm	ENGL 1 20076 MW 1:00-2:50	ARTH 1 20075 TTh 1:00-2:15	ENGL 1 20076 MW 1:00-2:50	ARTH 1 20075 TTh 1:00-2:15			
3 pm								3 pm							
4 pm								4 pm							

Thank  
you!



Thank you!

To learn more, visit us at  
<https://knowresearch.com/>



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[admin@knowresearch.com](mailto:admin@knowresearch.com)