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**CHABOT
LAS POSITAS**
COMMUNITY COLLEGE DISTRICT

CLPCCD Compressed Calendar Study

Chabot-Las Positas Community College District (CLPCCD)

December 2023 V3

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Introduction

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 (AACC) to understand the perspectives and opinions of students and employees as part of the study on 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 study was to gather broader input on the possible impacts on students and employees.

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 AACC to inform the recommendation the AACC makes to the Chancellor.

Project Overview

Phase 1: Quantitative Survey

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

- 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
- Group Composition:
 - Experienced Compressed Calendar (N=5)
 - Neutral Sentiment (N=4)
 - Negative Sentiment (N=6)
 - Positive Sentiment (N=5)

Analysis

Final Report: Synthesis of quantitative and qualitative learnings

Objectives & Methodology

Objectives

- 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

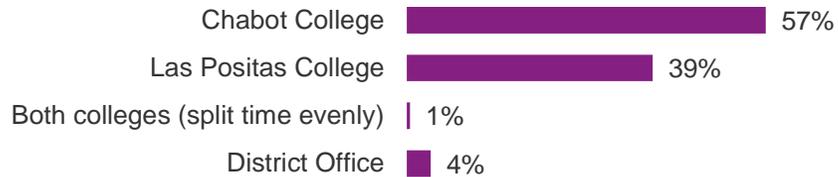
Methodology

- 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

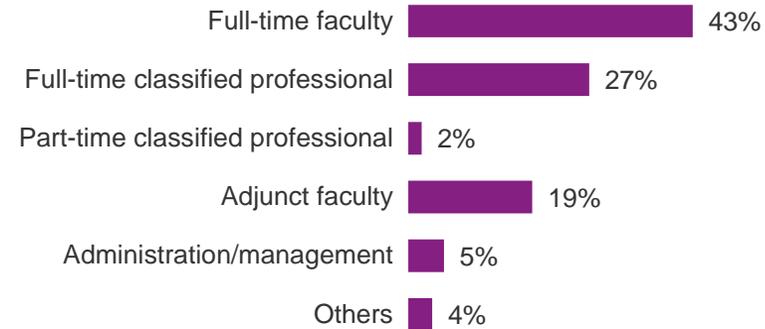
Participant Snapshot: Employee Characteristics

N= 443 CLPCCD Employees

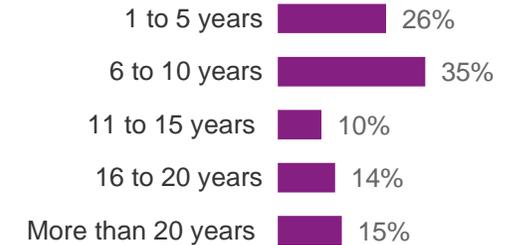
Campus Served



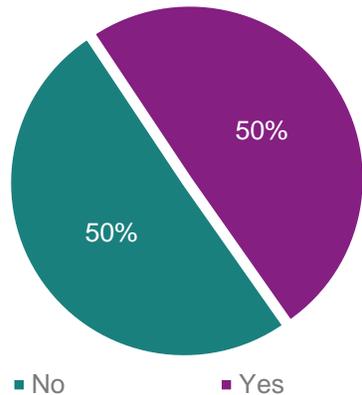
Role on Campus



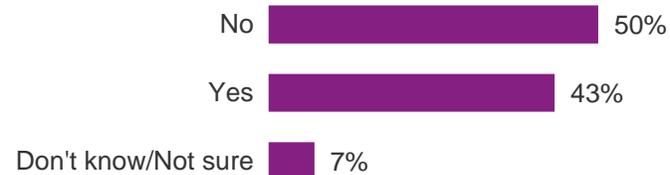
Length of Service



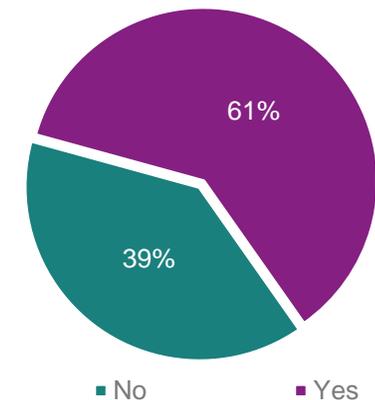
Teaching classes with a lab component



Experience teaching at another institution with a compressed calendar



Attended an Information Session

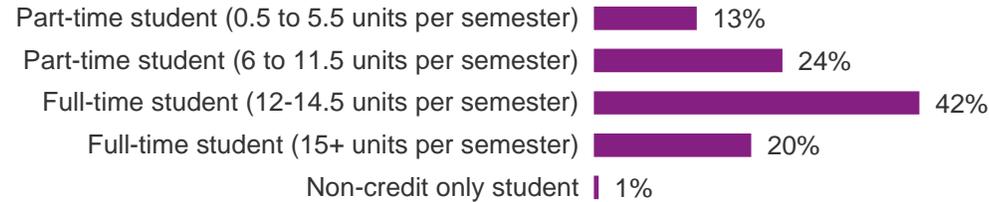


Participant Snapshot: Student Characteristics

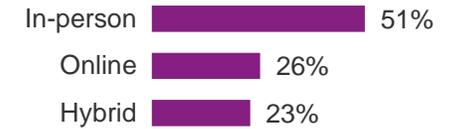
N= 908 CLPCCD Students

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

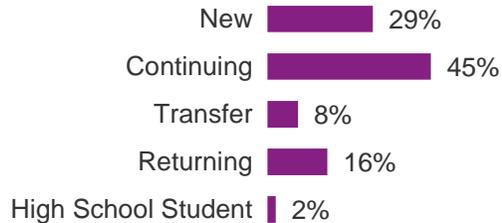
Part-Time/Full-Time Status



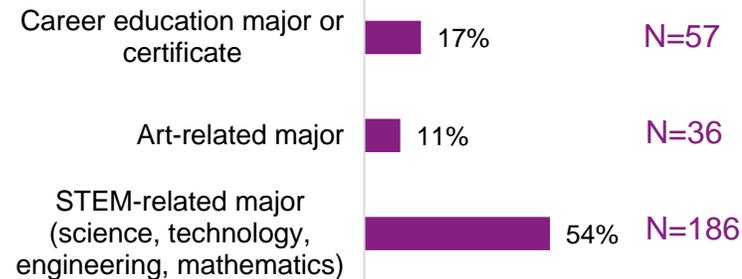
Predominant Class Type



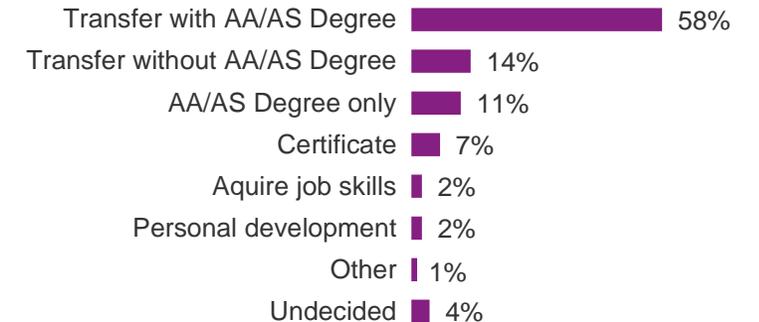
Student Type



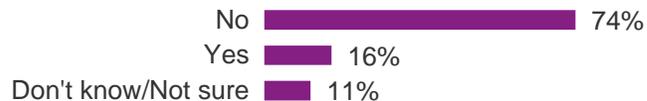
Students in Lab-Based Majors



Primary Education Goal



Experience with a compressed calendar in another institution



Additional Student Characteristics

- 37.4% indicated taking evening classes
- 10% 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

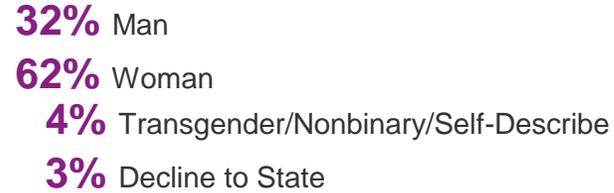
Participant Snapshot: Personal Characteristics

N= 908 CLPCCD Students

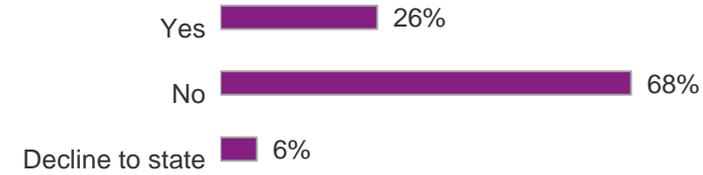
- Chabot College: 67.5%
- Las Positas College: 32.5%



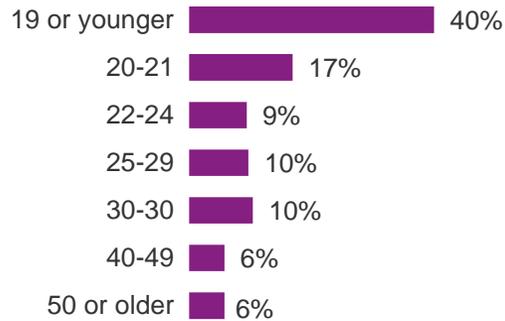
Gender Identity



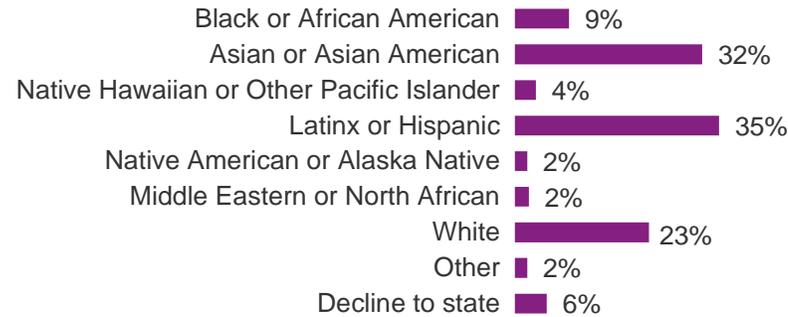
Caregiving role



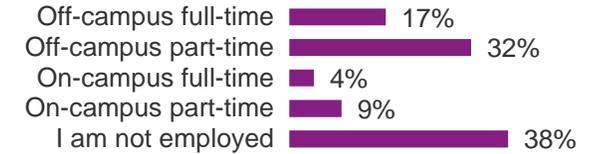
Age



Race/Ethnicity



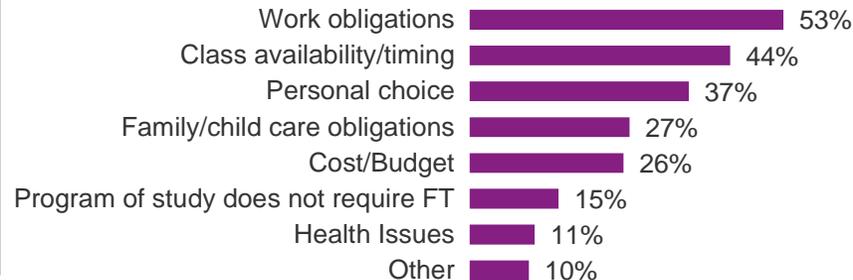
Employment Status



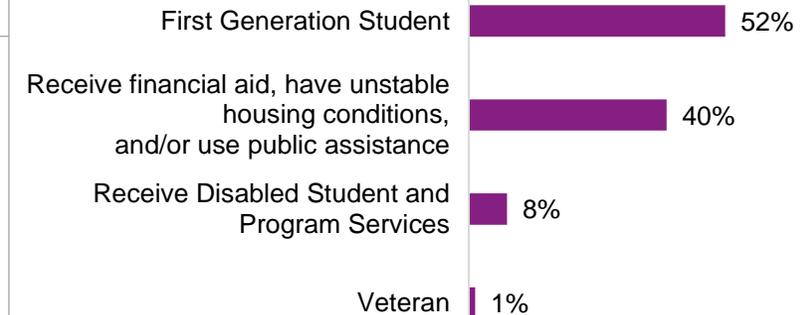
Commute Time



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

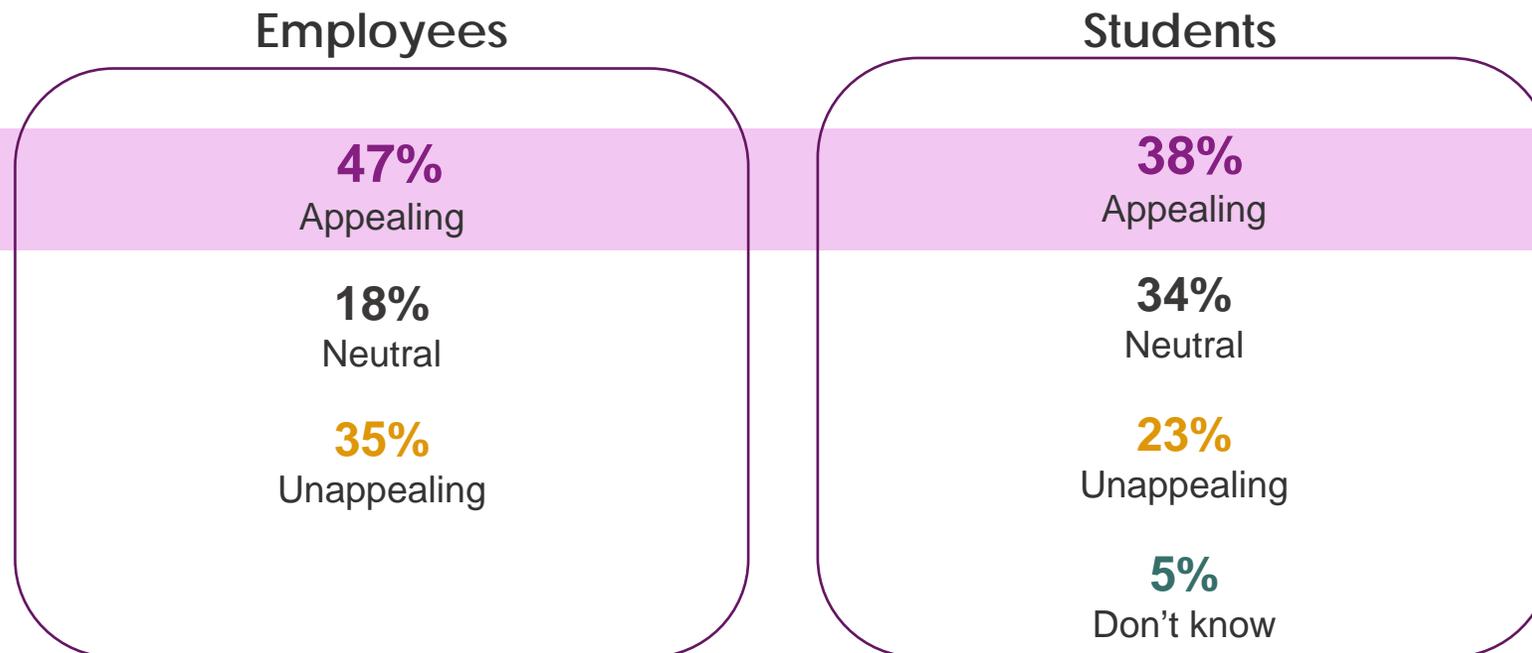
Combined Quantitative and Qualitative Insight Summary

Insight Summary

- 1 More are in favor of a compressed calendar (C²) and welcome two weeks of time to rest and align with other universities, 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 C² 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 C² decision

More are in favor of a compressed calendar (C²) 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 C² experience view the proposed change as a positive and effective option

- Most Students (55%) and Employees (66%) with prior C² 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 ² experience	Students who have taken C ² 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 C² 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 C² Experience and those that Teach Lab Classes are also in favor of a C²
- 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 ² 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.		
Appealing	47%	50%	43%	43%	45%	46%	47%	44%	56%	51%	61%	15%	58%	66%	56%
Neutral	18%	15%	21%	29%	21%	16%	32%	15%	11%	10%	14%	30%	26%	8%	12%
Unappealing	35%	35%	36%	29%	34%	38%	21%	40%	33%	39%	25%	55%	16%	26%	31%

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 not 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 positive about a C² 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 benefits of 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 responded with Positive Impact and 19% with No Impact, while Students were 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 C²

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 negative, 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 C². A quarter of students viewed it as having no impact in the quant results; qualitatively we learned they grew more positively with additional information
- Those who receive DSPS perceive the C² 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	Under-represented Racial and Ethnic Groups	Students who have taken C ² classes at other institutions
Positive impact	22%	22%	23%	21%	21%	21%	22%	20%	23%	21%	22%	19%	21%	20%	31%
No impact	27%	32%	26%	24%	18%	28%	27%	28%	24%	26%	29%	34%	21%	29%	30%
Negative impact	28%	25%	29%	32%	34%	27%	25%	26%	31%	28%	25%	22%	40%	28%	25%
Don't know	24%	21%	22%	23%	26%	25%	26%	26%	22%	25%	25%	25%	17%	24%	13%

DSPS Students most likely to mark "Negative impact"

Q: How might a compressed calendar impact your learning and ability to meet reading, test preparation, studying expectations, etc.? (Total N=735, Part-time Students N=274, Full or Part-Time Employed Student N=439, Transfer Ed Goal N=522, In-Person or Hybrid w/ Long Commute N= 164, First Gen. Student N=321, Receive Fin. Aid/Public Assist. N=249, Evening Students N=228, Partic. In school activities N=235, Lab Component N=409, Caregiver N=163, Age 30+ N=134, Receive DSPS N=47, Underrepresented Racial and Ethnic Groups (Black or African American, Native Hawaiian or Other Pacific Islander, Latinx or Hispanic, Native American or Alaska Native) N=288, Taken C² classes at other institutions N=60).

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 C² but acknowledge others could require more support and resources
- They raised similar questions on their behalf, e.g.,:
 - 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 appointments 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 experienced varying degrees of uncertainty about a C² indicating the high level of importance for clear communication
 - What do Teacher/Faculty support and classwork expectations look like with a C²?
 - What non-academic resources would be available? Would they change with a C²?
- Students want to know specifically how and where they could learn new information if a C² 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 C²

"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

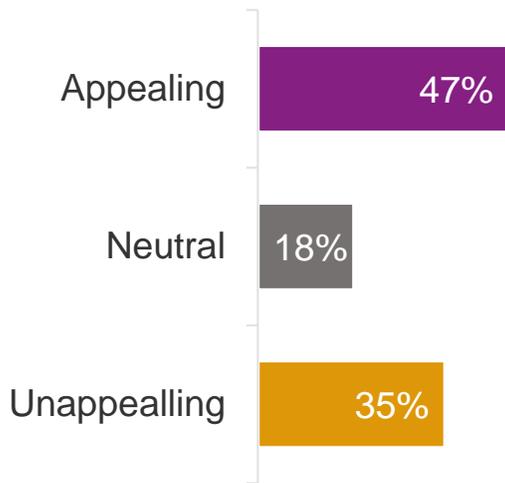
Employee Sentiment:

The Appeal of a Compressed Calendar

Most think a C² 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"

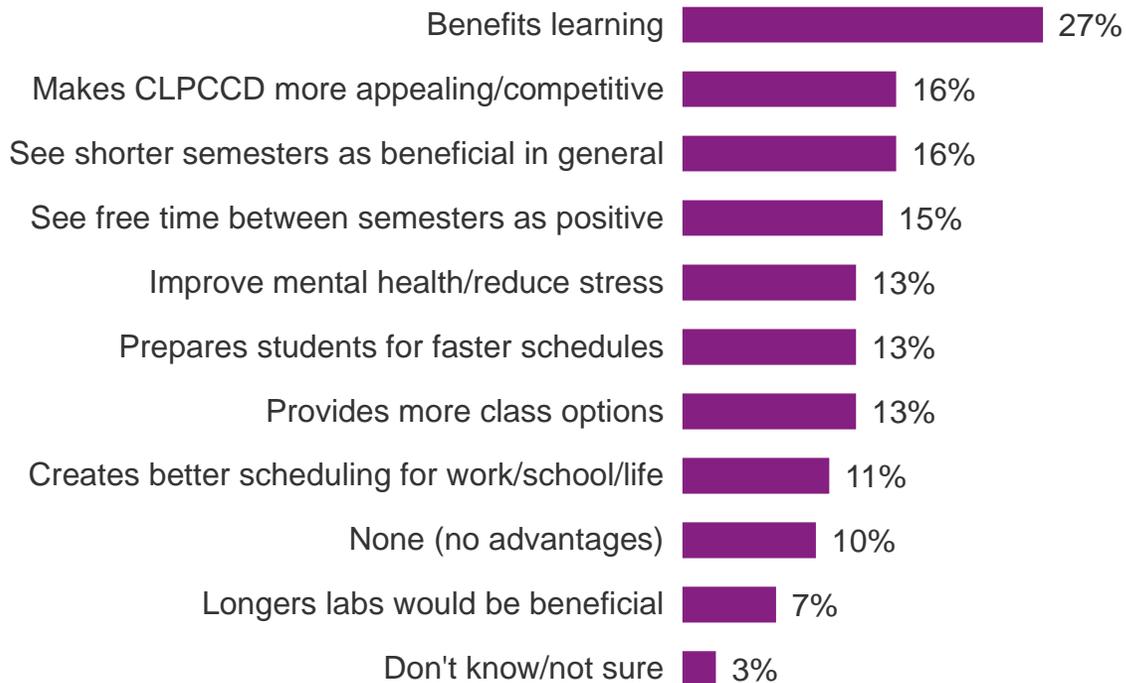
It poses a disadvantage to college personnel due to increased workload, limited time for planning and preparation, and challenges in maintaining work-life balance, which can adversely affect their overall well-being and job performance. – Chabot College, Unappealing

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 provide opportunities to focus on topics more deeply as needed.”

– Positive-leaning Participant from Las Positas College

“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 full time.”

– No Impact Participant from Las Positas College

“Student retention will be higher, fewer Student absences towards the end of the semester, calendar will align with most colleges in the state.”

– Positive-leaning Participant from Chabot College

Most Employee groups express positive sentiment, particularly those with previous C² experience

- **Chabot College**, those with **20+ Years Service**, **Adjunct Faculty**, **Full-Time Faculty**, and **Management** sub-groups are most in favor of a C², as well as a smaller sub-set of those with **Previous C² Experience** and those that **Teach Labs**
- **Full-Time Classified Employees** were the only group with more than half the population to **lean negatively**

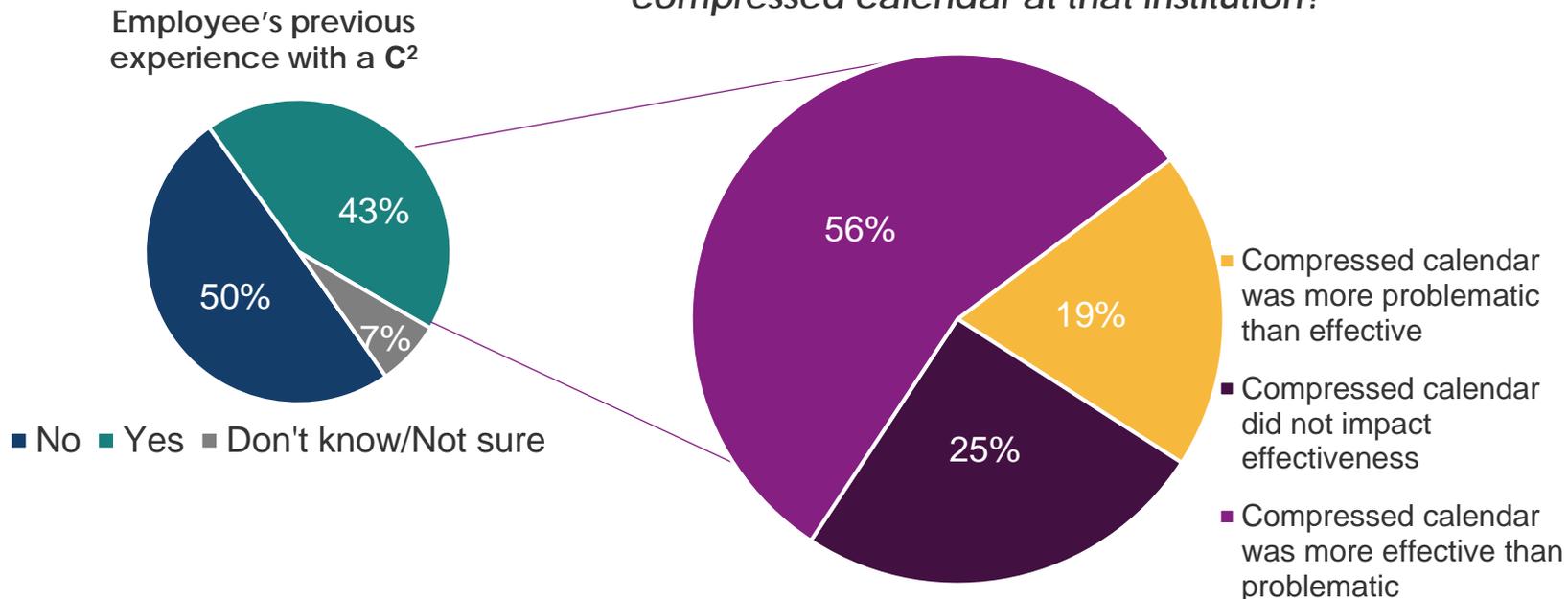
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Unappealing	35%	35%	36%	29%	34%	38%	21%	40%	33%	39%	25%	55%	16%	26%	31%



Over half of those with previous C² 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?



“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 the 17.5-18-week semester was probably a good choice in previous decades, 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.”
– Positive-leaning Participant from Chabot College, Prior Experience with C²

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.”
– No Impact Participant from Las Positas College

“It makes an already difficult and long class even longer and more difficult for students to learn the material.”
– Negative-leaning Participant from Las Chabot College

“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.”
– No Impact Participant from Chabot College

A third of Employees perceive a C² 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 ² 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.		
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Neutral	18%	15%	21%	29%	21%	16%	32%	15%	11%	10%	14%	30%	26%	8%	12%
Unappealing	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 C² 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 C² 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.
Appealing	47%	51%	61%	15%	58%
Neutral	18%	10%	14%	30%	26%
Unappealing	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.”

– Negative-leaning Participant from Chabot College

“Classified [employees] 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.”

– Negative-leaning Participant from Chabot College

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

– Negative-leaning Participant from Chabot College

Employee Perceptions Regarding Impacts to:

Student Learning

The Lab Experience

Ability to Participate in Activities and Support Students

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 C² lean more **positively to impacting Student learning/experiences**, particularly those with More than 20 Years Service, FT Faculty, and those with Previous C² Experience
- A third perceive a C² 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 ² 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.		
Positive Impact	45%	48%	39%	44%	44%	46%	40%	39%	51%	49%	59%	16%	41%	64%	31%
No Impact	19%	18%	19%	37%	19%	17%	28%	26%	12%	14%	15%	25%	36%	12%	34%
Negative Impact	36%	34%	41%	19%	37%	36%	33%	35%	37%	38%	26%	59%	23%	24%	35%

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 C² 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 C² 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)
Positive Impact	31%	18%
No Impact	34%	50%
Negative Impact	35%	32%

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

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

Q: Do you currently teach classes that have a lab or applied learning component? (Total N=246, "Yes"=122)

Q: How do you think a move to a compressed calendar (in which labs were slightly longer in time, but slightly fewer in number) would impact the lab experience for Students? (N=122) and Why did you mark the question above as you did? (N=122)

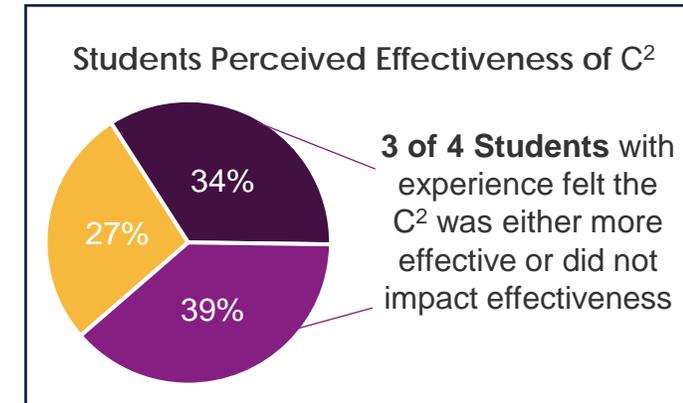
Q: How might a compressed calendar impact (positively or negatively) your ability to participate in campus-wide events and/or provide support to Students? (N= 362) and Why did you mark the question above as you did? (N=362)

The Compressed Calendar

Student Perspectives

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

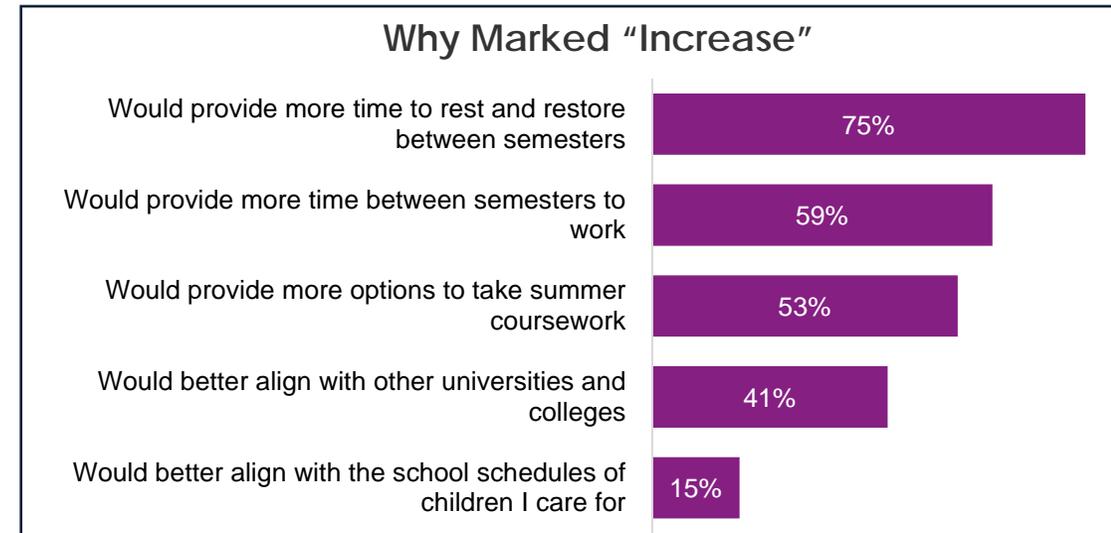
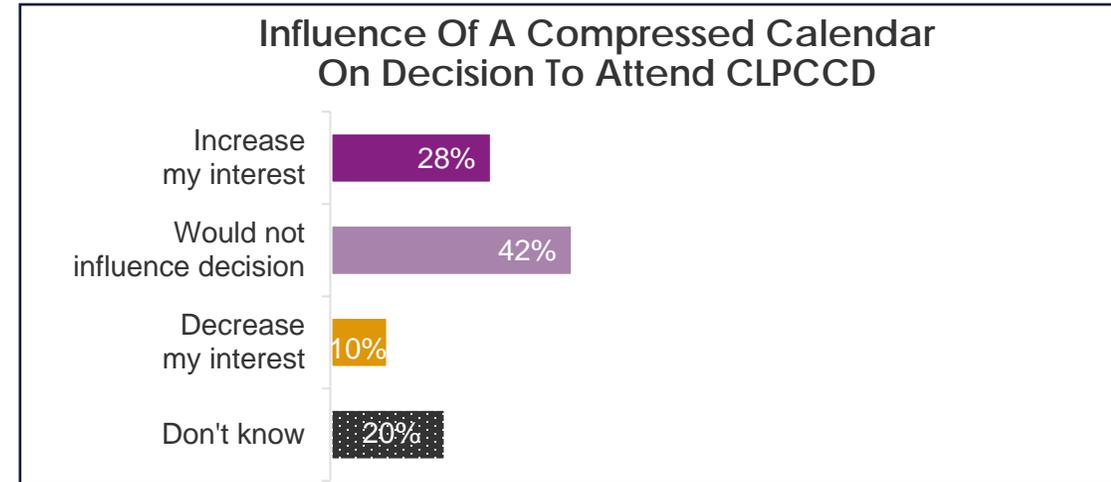
- **38% of Students find a C² appealing and 34% are neutral** about it. A quarter (26%) of Students finding it unappealing & a few (5%) don't know yet
- Those with prior **compressed calendar experience are most in favor** and reported a C² being more effective or created no impact in their experience
- Even the least enthusiastic **Students receiving DSPS** ultimately find the C² **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	Under-represented Racial and Ethnic Groups	Students who have taken C ² classes at other institutions
Appealing	38%	37%	38%	37%	32%	37%	43%	36%	37%	41%	36%	36%	36%	39%	55%
Neutral	34%	36%	32%	34%	37%	37%	32%	37%	33%	33%	39%	34%	31%	33%	20%
Unappealing	26%	22%	25%	25%	25%	22%	21%	23%	26%	23%	22%	24%	25%	23%	23%
Don't know	5%	6%	5%	4%	6%	4%	6%	4%	4%	3%	4%	6%	8%	5%	2%

Enrollment would not be negatively impacted if a C² 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 C² 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

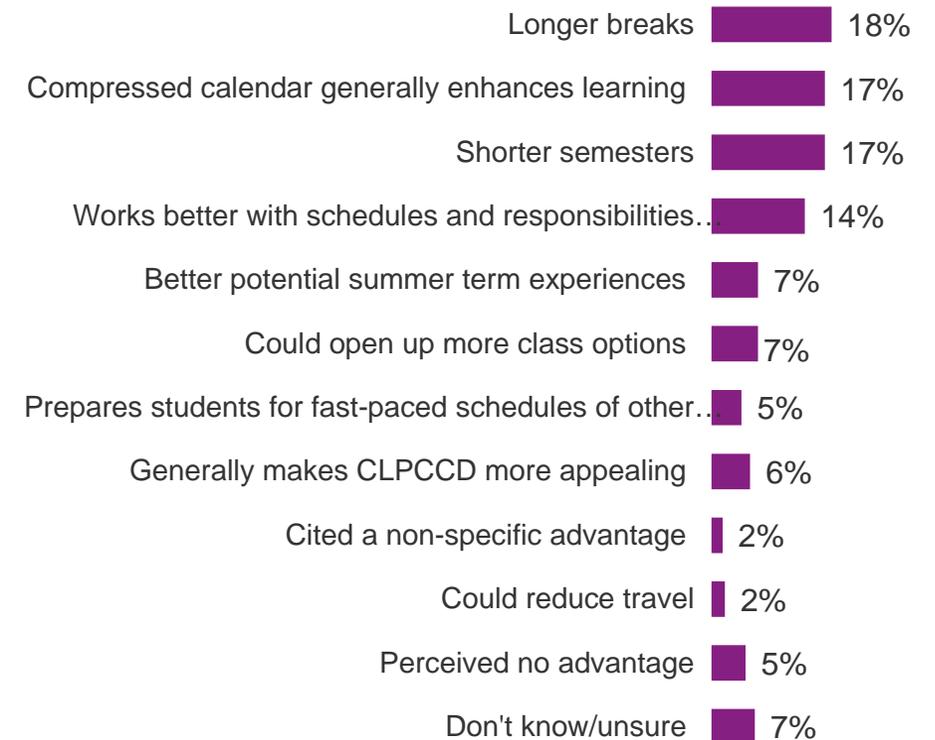


Students including Transfer, Caregivers, Commuters, and Working Students find a C² generally appealing

- **Transfer Students** see benefit in **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 C²



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

- Most Students anticipate no impact at all on 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; they continuously flex their schedules to make time for balancing their activities and responsibilities as best they can

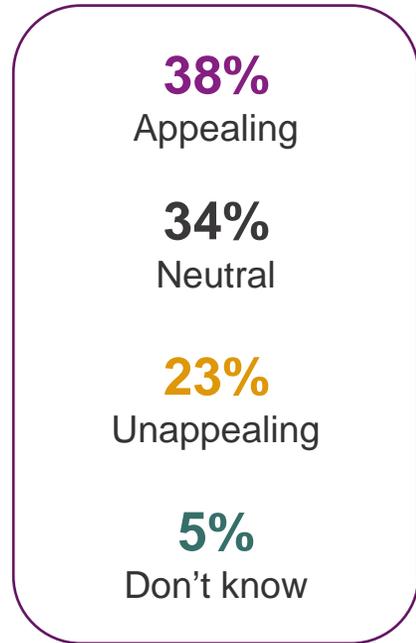
How might a compressed calendar impact...	...your participation in clubs, teams, campus-wide events, and or connecting with other Students	...your ability to continue as a part-time Student (asked only of part-time Students)	...your ability to take classes AND continue employment (asked only of Students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

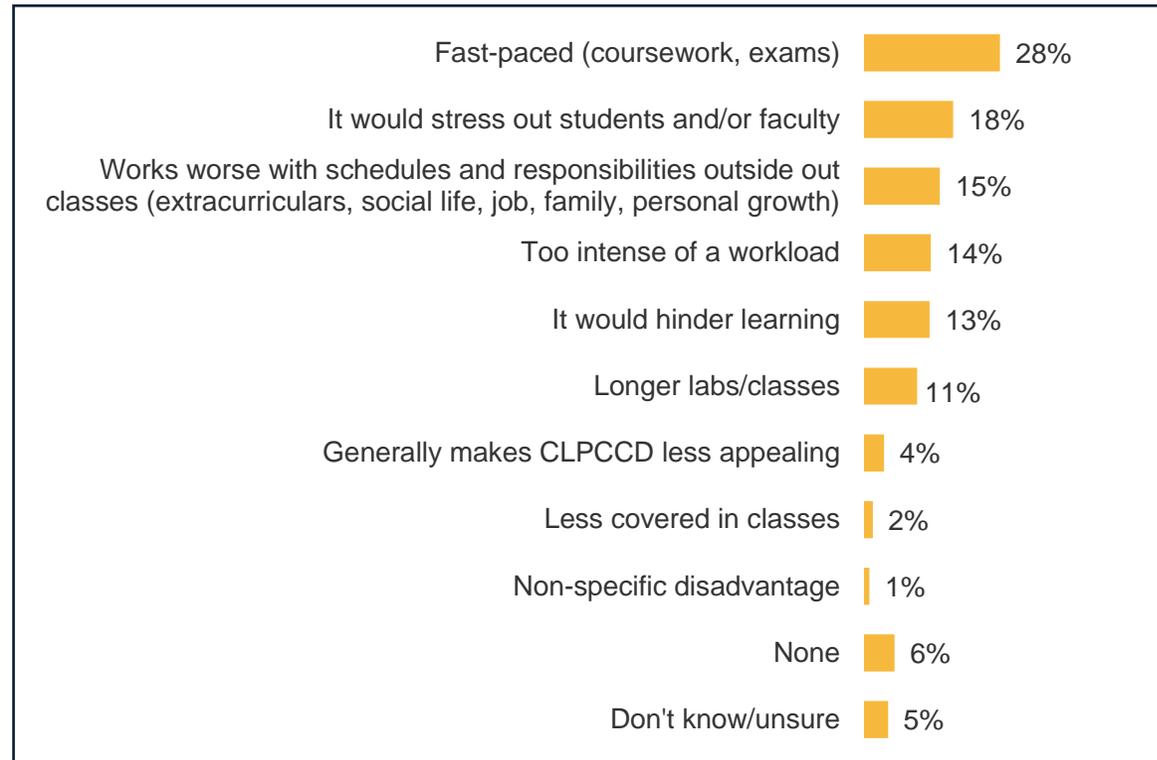
A quarter of Students perceive a C² as unappealing due to impacts on learning, work/life balance, and stress

- 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

Appeal of Compressed Calendar



Unappealing Reasons Across All Students Groups

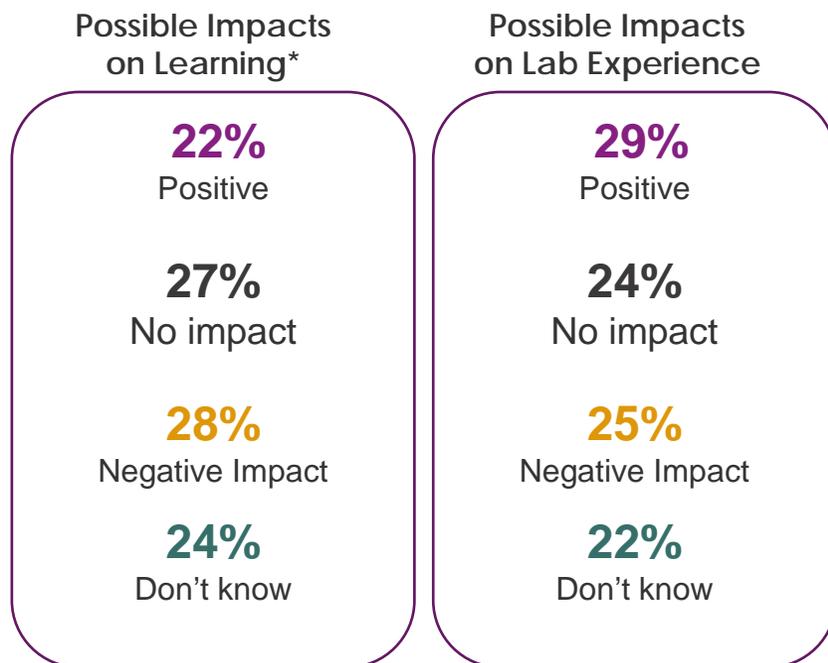


*“The professors may find it hard to cover all the topics they need to in the time period they would have in class.”
– Negative-leaning Participant from Chabot College*

“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.” – Positive-leaning Participant from Chabot College

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

A quarter of Students simply 'Don't Know' what the impact of a C² 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 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	Under-represented Racial and Ethnic Groups	Students who have taken C ² classes at other institutions
Positive impact	22%	22%	23%	21%	21%	21%	22%	20%	23%	21%	22%	19%	21%	20%	31%
No impact	27%	32%	26%	24%	18%	28%	27%	28%	24%	26%	29%	34%	21%	29%	30%
Negative impact	28%	25%	29%	32%	34%	27%	25%	26%	31%	28%	25%	22%	40%	28%	25%
Don't know	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 saw both sides of the coin when contemplating a C² change and took other Student groups into consideration while discussing the potential impacts

⊖ 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 C² 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 C²
- 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?
- Will there be enough availability of tutors, learning center access, teacher office hours, and/or wellness center access?

Infrastructure

- Will the class **enrollment process** be impacted, specifically, the 2-week time frame to drop/add classes? This is a period of disruption, and often lighter class materials are covered to accommodate for changes in class enrollment

Thought Starters

Marketing & Messaging Resonance

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

Concerns Voiced

- 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

- 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

- 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 C² 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/UNIVERSITIES

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 C² 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

Stimuli Shown to Student Focus Groups

Current Calendar

Compressed Calendar

Current Calendar

Compressed Calendar

Biology: Allied Health - AA Fall 23



	SUN	MON	TUE	WED	THUR	FRI	SAT
6 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	BIO 30 21007 TTh 8:00-9:15 W 8:00-10:50		
9 am		ENGL 1A 21339 TTh 9:30-10:45 Apr 1.3 hrs/wk			ENGL 1A 21339 TTh 9:30-10:45 Apr 1.3 hrs/wk		
10 am							
11 am		MATH 30 21694 MW 11:00-12:15 F 11:55-12:45	CMST 1 21249 TTh 11:00-12:15	MATH 30 21694 MW 11:00-12:15 F 11:55-12:45	CMST 1 21249 TTh 11:00-12:15	MATH 30 21694 MW 11:00-12:15 F 11:55-12:45	
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							

Biology: Allied Health - AA



	SUN	MON	TUE	WED	THUR	FRI	SAT
6 am							
7 am							
8 am			BIO 30 20076 TTh 8:00-9:20 W 7:30-10:35	BIO 30 20076 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 20071 TTh 9:30-10:55 Apr 1.3 hrs/wk			ENGL 1A 20071 TTh 9:30-10:55 Apr 1.3 hrs/wk		
10 am							
11 am		MATH 30 20077 MW 11:00-12:25 F 11:00-11:50 F 12:00-12:50	CMST 1 20078 TTh 11:00-12:20	MATH 30 20077 MW 11:00-12:25 F 11:00-11:50 F 12:00-12:50	CMST 1 20078 TTh 11:00-12:20	MATH 30 20077 MW 11:00-12:25 F 11:00-11:50 F 12:00-12:50	
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							

Business Administration 2.0 - AST Fall 23



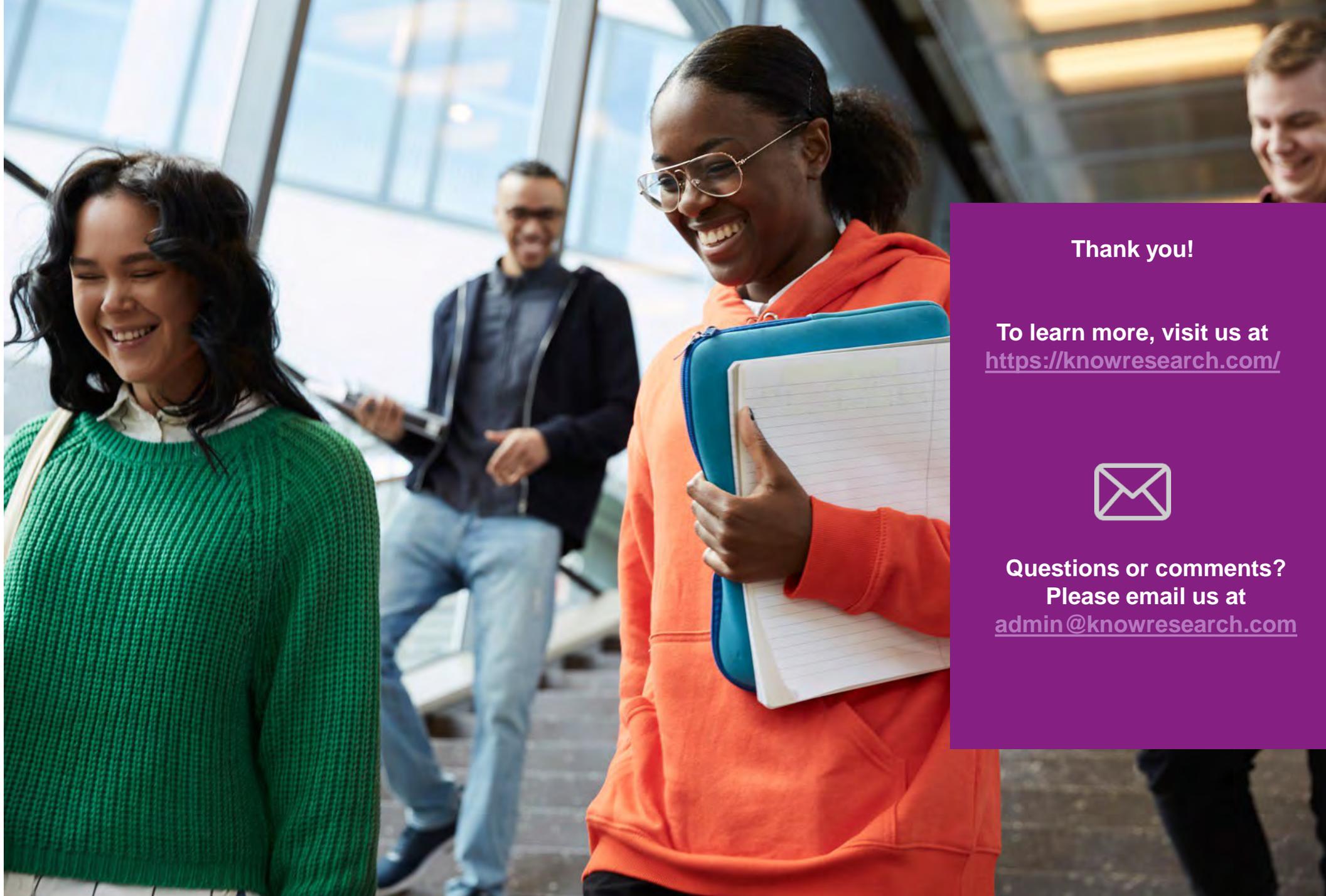
	SUN	MON	TUE	WED	THUR	FRI	SAT
6 am							
7 am							
8 am							
9 am		BUS 12 20176 MW 9:00-10:10 Apr 1.1 hrs/wk		BUS 12 20176 MW 9:00-10:10 Apr 1.1 hrs/wk			
10 am							
11 am			BUS 10 20175 TTh 10:30-11:45 Apr 1 hrs/wk		BUS 10 20175 TTh 10:30-11:45 Apr 1 hrs/wk		
12 pm							
1 pm							
2 pm		ENGL 1 21696 MW 1:00-2:50	ARTH 1 20330 TTh 1:30-2:15	ENGL 1 21696 MW 1:00-2:50	ARTH 1 20330 TTh 1:30-2:15		
3 pm							
4 pm							

Business Administration 2.0 - AST



	SUN	MON	TUE	WED	THUR	FRI	SAT
6 am							
7 am							
8 am							
9 am		BUS 12 20041 MW 9:30-9:45 Apr 1.1 hrs/wk		BUS 12 20041 MW 9:30-9:45 Apr 1.1 hrs/wk			
10 am							
11 am			BUS 10 20075 TTh 10:10-11:35 Apr 1 hrs/wk		BUS 10 20075 TTh 10:10-11:35 Apr 1 hrs/wk		
12 pm							
1 pm							
2 pm		ENGL 1 20016 MW 1:20-3:25	ARTH 1 20023 TTh 1:20-2:45	ENGL 1 20016 MW 1:20-3:25	ARTH 1 20023 TTh 1:20-2:45		
3 pm							
4 pm							

Thank you!



Thank you!

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