

# **Compressing Instruction:**

## **The Effects of an Academic Calendar Change**



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# The College

## Student Population

- About 16,000 FTES Annually
- About 17,000 Credit Students (Fall)
- About 8,000 Non-Credit Students (Fall)

# The Calendar Change

## Traditional Calendar (Fall 2000)

- 18 weeks (17 weeks of instruction plus 1 week of finals)
- 50-minute hours
- Fall began mid-August, ended mid-December
- No winter session (two summer sessions)
- Spring began mid-January, ended late May

## Compressed Calendar (Fall 2001)

- 16 weeks (15 weeks of instruction plus 1 week of finals)
- 61-minute hours
- Fall began early September, ended mid-December
- 6-week Winter intersession (two summer sessions)
- Spring began mid-February, ended early June

# Motivations for the Change

## Increase Funding

- Fall Headcount Increased 10% (from 15,648 to 17,160)
- Fall Units Attempted Increased About 4%
- Annual FTES Increased 14% (including Winter)

## Improve Time to Completion

- Winter Intersession Added About 6,700 Enrollments

## Remain Competitive

- Calendar fits student schedules more logically
- Calendar fits in with senior institutions' schedules

## Some Resistance

- Resistance primarily from faculty in Mathematics and ESL

# **Evaluation of the Change: Overview**

- Student Satisfaction Survey
- Faculty Satisfaction Survey
- Student Outcomes

# **Evaluation: Student Satisfaction Survey**

## **Method**

- Classroom Survey
- 40 Randomly Sampled Course Sections (30 Sections Returned Surveys)
- Non-Credit Responses
- 589 Credit Student Responses

## **Survey Items**

- Which calendar do you prefer?
- Which calendar is better for different aspects of learning?
- When would you prefer the Fall semester to start?

# Evaluation: Student Satisfaction Survey

## Survey Results

- Which calendar do you prefer?

	Number	% of All	% with Preference
Compressed (15 weeks)	385	66%	75%
Traditional (18 weeks)	125	21%	25%
No Preference	77	13%	
<b>Total Respondents</b>	<b>587</b>		

- 75% of students with a preference preferred the compressed calendar
- New students were more likely to prefer the compressed calendar (85% vs. 70%)
- Full-time students were slightly more likely to prefer the compressed calendar (77% vs. 74%)

# Evaluation: Student Satisfaction Survey

## Survey Results

- When would you prefer Fall semester to start each year?

	Number	% of All	% with Preference
Early August	31	5%	6%
Mid August	47	8%	9%
Late August	46	8%	9%
Early September	340	60%	68%
Mid September	25	4%	5%
Late September	12	2%	2%
Other	0	0%	0%
No Preference	68	12%	
<b>Total Respondents</b>	<b>569</b>		



# **Evaluation: Student Satisfaction Survey**

## **Survey Results**

- When would you prefer Fall semester to start each year?
  - 68% of students with a preference preferred early September
  - New students were more likely to prefer early September:
    - 70% of first-time students preferred early September
    - 68% of students with 2-3 terms preferred early September
    - 64% of students with 4+ terms preferred early September
  - Full-time and part-time students were equally likely to prefer early September

# Evaluation: Student Satisfaction Survey

## Survey Results

- Which calendar is better for you in the following areas?

	Responses w/Preference	Prefer Compressed	Prefer Traditional
Work schedule	445	73%	27%
Family schedule	416	75%	25%
Through college quickly	478	90%	10%
Learn better	411	58%	42%
Classes most convenient times	407	57%	43%
<b>Completing assignments</b>	430	51%	49%
Work outside class	426	58%	42%
Overall	486	73%	27%

# Evaluation: Student Satisfaction Survey

## Survey Results

- Which calendar is better for you in the following areas?

*Percentage of those with preference who preferred the compressed calendar*

	First Term	2-3 Terms	4+ Terms
Work schedule	82%	68%	66%
Family schedule	85%	67%	71%
Through college quickly	91%	88%	90%
Learn better	63%	59%	49%
Classes most convenient times	77%	53%	41%
<b>Completing assignments</b>	62%	45%	43%
Work outside class	69%	52%	50%
Overall	82%	69%	66%

# Evaluation: Student Satisfaction Survey

## Survey Results

- Which calendar is better for you in the following areas?

*Percentage of those with preference who preferred the compressed calendar*

	Part-Time	Full-Time
Work schedule	72%	69%
Family schedule	76%	77%
Through college quickly	90%	90%
Learn better	57%	57%
Classes most convenient times	59%	54%
<b>Completing assignments</b>	51%	46%
Work outside class	57%	55%
Overall	72%	70%

# **Evaluation: Faculty Satisfaction Survey**

## **Method**

- Campus Mailbox Survey
- All Full-Time and Part-Time Faculty Received a Survey Form
- 189 Faculty Responses (84 Full-Time Faculty, 89 Adjunct Faculty, 16 Unknown)

## **Survey Items**

- Which calendar do you prefer?
- Which calendar is better for teaching and learning?
- How successful was Winter intersession?

# Evaluation: Faculty Satisfaction Survey

## Survey Results

- Which calendar do you prefer?

	Number	% of All	% with Preference
Compressed	85	47%	52%
Traditional	78	43%	48%
No Preference	19	10%	
<b>Total Respondents</b>	<b>182</b>		

- 52% of faculty with a preference preferred the compressed calendar
- Full-time faculty were slightly more likely to prefer the compressed calendar (55% vs. 51%)

# Evaluation: Faculty Satisfaction Survey

## Survey Results

- Which calendar is better for teaching and learning?

	Compressed Better	Traditional Better	No Diff
Thoroughly teach curricula	27%	47%	26%
Students' ability to master curricula	24%	47%	29%
Students' ability to complete course	29%	33%	38%
Students' preparation for subsequent courses	21%	37%	42%
Fulfill governance committee obligations	14%	41%	46%
My physical health	31%	41%	29%
My emotional health	34%	39%	27%

# Evaluation: Faculty Satisfaction Survey

## Survey Results

- Which calendar is better for teaching and learning?

*Preference rate for compressed calendar (of faculty with a preference)*

	Full-Time Faculty	Adjunct Faculty
Thoroughly teach curricula	36%	39%
Students' ability to master curricula	33%	36%
Students' ability to complete course	47%	49%
Students' preparation for subsequent courses	37%	38%
<b>Fulfill governance committee obligations</b>	17%	45%
<b>My physical health</b>	38%	50%
My emotional health	43%	51%



# Evaluation: Faculty Satisfaction Survey

## Survey Results

- How successful is Winter intersession for teaching and learning?

	Very Succ/ Successful	Very Unsucc/ Unsuccessful	Neutral
Thoroughly teach curricula	68%	16%	16%
Students' ability to master curricula	58%	14%	29%
Students' ability to complete course	29%	6%	41%
Students' preparation for subsequent courses	47%	16%	38%
Fulfill governance committee obligations	23%	26%	51%
My physical health	52%	21%	27%
My emotional health	51%	23%	26%

# Evaluation:

## Faculty Satisfaction Survey

### Survey Results

- Did you feel more stressed teaching during Spring 2002 after teaching Winter 2002, as compared to teaching in Fall 2001?

	Respondents	%Responding “Yes”
All Respondents	36	97%
Full-Time Faculty	22	95%
Adjunct Faculty	14	100%

# Evaluation: Student Outcomes

## *Course Success Rates (Single Term)*

Division	Fall Success 1997-2000	Fall Success 2001	Change
Allied Health	82%	79%	-3
Biology	66%	70%	+4
Business	72%	73%	+1
College Services	80%	81%	+1
English	64%	62%	-2
ESL	72%	76%	+4
Health & PE	72%	72%	0
Language Arts	73%	73%	-1
Mathematics	57%	55%	-2
Physical Science	67%	73%	+5
Social Science	63%	63%	0
Technology & Aviation	76%	74%	-2
Visual & Performing Arts	72%	70%	-2
<b>All Credit</b>	<b>69%</b>	<b>68%</b>	<b>0</b>

# Evaluation: Student Outcomes

## *Success in Subsequent Courses*

### *English 120 to English 101 (Freshman Composition)*

	Before Compressed Calendar (4 Terms)	After Compressed Calendar (1 Term)	Change
<b>Subsequent Course Outcome</b>			
Number of students moving to subsequent course	308	324	+16
% of passers moving into subsequent course	63%	56%	-8%
Retention in subsequent course	87%	87%	0
Success in subsequent course	63%	63%	0

Note: Students enrolled in Winter intersession are included in both the previous course and the subsequent course.

# Evaluation: Student Outcomes

## *Success in Subsequent Courses*

### *ESL 151 to English 101 (Freshman Composition)*

Subsequent Course Outcome	Before Compressed Calendar (4 Terms)	After Compressed Calendar (1 Term)	Change
Number of students moving to subsequent course	62	84	+22
% of passers moving into subsequent course	39%	45%	+6
Retention in subsequent course	83%	83%	0
Success in subsequent course	67%	69%	+2

Note: Students enrolled in Winter intersession are included in both the previous course and the subsequent course.

# Evaluation: Student Outcomes

## *Success Rates in Subsequent Courses*

Course Transition	Traditional Calendar (4 Terms)	Compressed Calendar (1 Term)	Change
<b><i>English Writing</i></b>			
Level 5 to Level 6 (Freshman Comp)	63%	63%	0
Level 4 to Level 5	68%	66%	-2
Level 3 to Level 4	62%	52%	-10
<b><i>ESL Grammar</i></b>			
Level 5 to Level 6 (English)	67%	69%	+2
Level 4 to Level 5	72%	84%	+12 *
Level 3 to Level 4	72%	80%	+8 *
Level 2 to Level 3	72%	76%	+4
Level 1 to Level 2	67%	60%	-7
<b><i>Math</i></b>			
Precalculus to Calculus	43%	63%	+20 *
Int. Algebra to Precalculus	46%	61%	+15 *
Beginning Algebra to Int. Algebra	60%	53%	-7 *
Basic Math to Beginning Algebra	51%	58%	+7

\*Statistically significant ( $p < .05$ )

Note: Students enrolled in Winter intersession are included in both the previous course and the subsequent course.