

# Summary Report

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## Winter Intersession Task Force

Shelley Circle

Spring 2009

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## **Winter Intersession Task Force Report Spring 2009**

### **1) Background:**

In the spring of 2007, Dr. Rose requested a WI Study Group. Their goal was to do a preliminary study on the feasibility of a WI at MJC, gather data, and report their findings. They determined more research was needed; as a result, the Winter Intersession Task Force was formed Fall of 2007. They were asked to do a more thorough investigation so that the college could have “valid and reliable data to study” before making a decision on a Winter Intersession. This committee is a subcommittee of both the YFA and Academic Senate, and our charge was mutually agreed upon by these two governing boards along with President Rose. Our charge was to 1) create a set of research questions that need to be answered in order to successfully consider a Winter Intersession; 2) identify the kinds of data that would be useful and valid in determining if a Winter Intersession at MJC is warranted; and 3) identify the data that would provide valid and reliable evidence needed to make a conclusion about the Winter Intersession. We were also given two additional tasks: identify community college cohorts that we would visit and do on-site research, and participate in focus groups on our own campus in order to hear a broad range of perspectives on the issue. The final stage of this research and data collecting is to submit a report on our findings and conduct college-wide forums.

### **2) Goals Accomplished:** (Information noted below may be found on the Winter Intersession Task Force wiki, at <http://winterintersession.com>)

- We created a list of Research Questions. These questions evolved from faculty and staff concerns as well as from the background research the committee did on Winter Intersession early in the process.
- We identified kinds of data that would be useful and valid.
- We identified a list of Cohort Colleges that are similar to MJC based on a set of criteria we established.
- We contacted these cohorts to establish a clear profile of each campus, introduce ourselves and clarify our interests, and set up campus visits for May and June 2008.

- We educated ourselves about WI by reading and discussing numerous published studies on colleges with a WI in place.
- We reviewed a 2007 MJC Student Survey on WI conducted by Ken Hart.
- We conducted numerous on-site visits to better understand concerns of faculty, staff, and administrators. (On-site visits included Student Services Council, College Council, CORE or IT group, IAC, Library and Media Services, and divisions across campuses, such as Literature and Language Arts, Allied Health, and Math and Engineering. During the spring of 2008, we reported monthly to the YFA Rep. Council. We have also been in contact with ASMJC.)
- Ellen Dambrosio created a Winter Intersession Task Force Wiki that houses numerous documents, such as campus visit reports, fact sheets on each college visited, cost analysis studies for virtual winter intersession, our list of cohorts, the student survey, research other colleges collected and passed on to us, and more.
- We visited 6 colleges, College of the Canyons, Antelope Valley College, El Camino College, West Valley College, San Diego-Mesa College, and CSU, Stanislaus. (all reports are posted on our wiki)
- We collected data from a number of colleges with no winter intersession: Los Rios CCD, Ohlone, Bakersfield, Merced, and San Joaquin Delta.
- We explored the impact of local proprietary colleges on MJC's enrollment.
- We submitted a final report.

### 3) List of Pros and Cons

The following is a list of Pros and Cons that the task force created after we conducted our campus visits. We broke this list into 3 categories, the same categories that guided our research from day one: pros/cons for students, pros/cons for college, and pros/cons for faculty and staff.

<b>PROS (for students)</b>	<b>CONS (for students)</b>
<p>Since WI and spring semester are considered as one term for the purposes of financial aid, students can break up their course load and take 3 units during WI and 9 units in spring. As long as they have 12 units between WI and spring, they are considered full-time students. This benefits those students who struggle to maintain 12 units per semester in order to meet financial aid eligibility. The option to split--and thereby reduce--their load could increase their chances for success.</p>	<p>Assuming MJC had a WI and Columbia did not, students taking classes at both colleges could have a difficult time in the spring semester due to the different calendars since spring courses start and end at different times. (There are not a significant number of students who attend both campuses, but it would create a hardship for those who do.)</p>
<p>Based on interviews with students at community colleges offering WI, students like it because it offers them:</p> <ul style="list-style-type: none"> <li>• Time off to work or rest</li> <li>• The opportunity to take extra courses</li> <li>• The opportunity to enroll in impacted courses</li> <li>• The option to transfer without being on probationary status</li> </ul>	<p>With a WI, we will have a 10 week summer. This could have a negative impact on some vocational ed and agriculture students who enroll in the 15 week classes offered in our current summer. Some of the courses offered cannot be condensed into 10 weeks, so it would take some students longer to complete their program because they would be limited to taking courses only in fall and spring.</p>
<p>Students on probationary status who fail a class in the fall can make it up (if it's offered) in a WI. This offers students a significant benefit: if they pass the class, they may be able to get back into good academic standing before the spring semester starts. This could help them stay on track without falling behind or worse, losing an entire semester.</p>	<p>With a WI, spring term would end around June 1st. As a result, students seeking employment would lose a month of competitiveness in the job market.</p>

WI's compressed format meets some students' learning styles and lifestyles.	
Transfer students who want to accelerate their progress can take 3 to 6 units in a WI and a full load in the spring.	
We could offer refresher courses in math, study skills, and basic writing skills, such as grammar, punctuation, spelling, and vocabulary during a WI.	
Students taking GE courses in WI could potentially open up their schedules to take more major courses (e.g. agriculture and fine arts) in fall and spring which could help them complete their major in a more timely fashion.	
With a 5-week WI, a range of classes could be offered; we may also be able to increase our offerings and improve the sequencing of the Golden Four (English, Speech, Critical Thinking, and Math), which can be difficult to schedule during regular semesters. This could help students meet their educational goals in a more timely fashion.	
Success, retention and persistence rates are higher in shorter classes, such as those offered in summer and WI.	
Getting some university students enrolled in our WI courses would allow us to increase our students' exposure to a more diverse group of students.	
There is the possibility that travel study courses would be less expensive during WI than in summer.	
<b>PROS (for college)</b>	<b>CONS (for college)</b>
A WI is a good enrollment management tool in that it allows the college to manage growth and funding more effectively. With a WI, the college can make more informed decisions about which courses to offer and/or drop in	It may be difficult to provide support services during a WI. The college may need to extend contracts of 10 and 11 month employees or hire additional staff.

<p>winter, spring, and summer terms given State budget allocations, which are generally announced before December. FTES generated in a WI would also help determine the number of courses needed in spring and summer before the final publication of the class schedule.</p>	
<p>Even with good planning and execution, most colleges experience a drop in FTES when they take a significant classroom building offline. A WI could help to address this anticipated drop in enrollment during the Founders Hall remodel in 2010. In spring 2008, courses offered in Founders Hall generated 24% of the college's FTES. A WI could be one piece of the plan to address potential loss of these FTES by offering students additional courses in other classrooms on campus.</p>	<p>Columbia College does not want a WI. Some tasks would be more difficult for the district with two campuses on different calendars.</p>
<p>A WI may give the college an opportunity to enlarge its adjunct pool. Our WI would match CSUS's winter term and more closely align our calendars. This may be an incentive for CSUS adjuncts to pick up courses at MJC as well. If they are teaching courses during WI, they might also stay for spring.</p>	<p>IT staff would need to spend a substantial amount of time configuring Datatel to handle two different calendars if Columbia maintained its current calendar and MJC offered a WI. It would also need time to program changes for Web Advisor, registration rules, and billing to accommodate a WI.</p>
<p>The college could gain students concurrently enrolled at a 4-year college or who are home on their winter break. CSUS no longer has a mandatory winter session, so there is the potential to pick up some of their students.</p>	<p>Reduces time between terms. This would make it hard to complete facilities maintenance projects that need to be done when students are not around; to upgrade computer software, hardware, and peripherals in computer labs; to conduct an inventory in the library; and to do the myriad tasks needed in every department to prepare for each new term.</p>
<p>With a WI, we could gain more flexibility with where we want to use the FTES we do have. Summer classes will start five weeks later. FTES generated during this time can be counted in either the previous academic year or the upcoming year. With our current schedule, FTES generated in our early-start summer classes (those ending by June 30) must be counted in the previous academic year.</p>	<p>Students not enrolled in WI might enroll in another college's spring semester because it started and ended earlier than ours.</p>
<p>A WI is cost effective and generates revenue</p>	<p>Could reduce enrollment in a select few spring</p>

for the college. Our virtual intersession, where 11 courses were taught online, netted the district \$168,448 and MJC \$53,292 after salaries and fringe benefits were deducted from our total allocation. (See cost/benefit analysis [ <a href="#">Cost Estimate for WI.pdf</a> ] and virtual intersession cost analysis [ <a href="#">Virtual Intersession Spring 2008.pdf</a> ] on <a href="#">Virtual Winter Intersession page</a> of this wiki.) The cost estimate does not include potential loss of FTES that may be a result of shortening the summer.	courses.
A WI could help improve the college's space utilization rating, which could help increase the possibility of MJC receiving future state funding for renovations and new buildings.	Could no longer offer 12 or 15 week classes during summer, which would affect some vocational ed and agriculture courses.
<b>PROS (for faculty and staff)</b>	<b>CONS (for faculty and staff)</b>
It may be easier to attract adjunct faculty in the spring if we can offer them a class or two during WI, then keep them through spring. WI is like summer, in that it does not count toward the 67% limit during fall or spring.	Summer break would start later (usually around June 1) and be shorter (10 weeks instead of 15).
Break afforded by WI would allow some departments, such as Ag or P.E. to improve outreach to local high schools for recruitment purposes.	Teachers who usually teach two back-to-back 7-week courses could no longer do so.
Some may prefer not to teach during summer, but would be willing to teach during winter.	Classified staff as a whole will have an increased workload with a WI.
Some faculty enjoy the more intensive learning experience they have with students during compressed courses. A WI affords another opportunity for faculty to teach compressed classes.	A WI would create an additional term which would create extra work for Admissions and Records, Payroll, Business Office, Food Service, and Bookstore employees.
Some faculty would like the longer break before spring semester. It would offer time to travel or just to get refreshed between semesters.	Admissions and Records will have less time to assess whether a student taking a course in a WI, that is a prerequisite for a course in spring, has successfully completed the course. This could result in some students being dropped from spring courses two weeks into the term.

	A WI could slow down college Governance if faculty aren't available during this time.

#### 4) Fact Sheets on Colleges Visited

##### A) Antelope Valley College: WI Fact Sheet

#### 1. 2008 WI: length, sections offered, FTES generated, students attended, and percentage of students attended?

Length	5 weeks
# of Sections	277
FTES	256.54
Students Attending	3210
% of Students Attending	24%

#### 2. Courses Offered: (The number in front of the course shows how many sections were offered.)

<b>Arts Humanities &amp; Communication</b>	<ul style="list-style-type: none"> <li>(1) Art Appreciation</li> <li>(1) History of Art, Renaissance to Modern</li> <li>(2) Drawing</li> <li>(2) Painting</li> <li>(3) Ceramics</li> <li>(2) Design and Color with Lab</li> <li>(1) Digital Video</li> <li>(1) Process of Communication</li> <li>(2) Intro Public Speaking</li> <li>(1) Intro Digital Media Arts with Lab</li> <li>(1) Digital Photograph Imaging with Lab</li> <li>(1) Computer Graphics with Lab</li> <li>(1) Music Appreciation</li> <li>(1) History of Jazz</li> <li>(2) History of Rock 'N Roll</li> <li>(1) Fundamentals of Music</li> <li>(1) Stage Voice</li> <li>(2) Classical Guitar</li> <li>(1) Keyboard Skills 1</li> <li>(1) Theatre Appreciation</li> <li>(1) Fundamentals of Acting</li> <li>(2) Performance Comedy</li> <li>(1) Theatre Production</li> </ul>
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<b>Allied Health</b>	(1) Nurse's Aide with Lab (1) Nursing Transition with Lab
<b>Behavioral and Social Sciences</b>	(1) Intro to Administration of Justice (3) Criminal Law (1) Foster Parenting Emt. Disturbed Child (2) Principles of Macroeconomics 101 (2) Principles of Macroeconomics 102 (1) Western Civ (2) US History, 1607-1877 (2) US History, 1877 to Present (1) African Am History, 1450-1877 (1) African Am History, 1877-Present (2) Women in Am History (1) History of California (1) Ethics (1) Intro Philosophy (4) Political Science (8) General Psychology (1) Human Sexuality (1) Psychology Prejudice (1) Child Psychology (3) Intro Sociology
<b>Business and Computer Studies</b>	(1) Bookkeeping (1) Intro to Business (1) Business Mathematics (1) Business English (1) Intro to Microcomputers with Lab (2) Word Processing and Microsoft Word (1) Management Principles (2) Keyboarding (1) Real Estate Principles
<b>Literature &amp; Language Arts</b>	(1) Intro to Film (2) Intercultural and Women's Films (1) Am Sign Language (6) Freshman Composition (1) Critical Thinking (Eng 103) (1) ESL Reading and Writing 1 (1) ESL Reading and Writing 2 (1) ESL Reading and Writing 3 (1) ESL Reading and Writing 4

	(1) Elem Spanish
<b>Physical Rec &amp; Health Education</b>	<ul style="list-style-type: none"> <li>(1) Intro to Athletic Training</li> <li>(3) Beg, Interm, &amp; Adv Ballet</li> <li>(3) Beg, Interm, &amp; Adv Modern Dance</li> <li>(2) Beg &amp; Interm Jazz Dance</li> <li>(2) Dance Performance</li> <li>(7) Health Ed</li> <li>(2) Stress Management</li> <li>(1) Women's Health Issues</li> <li>(1) Water Aerobics</li> <li>(1) Aerobics</li> <li>(2) Yoga</li> <li>(2) Individual Conditioning</li> <li>(1) Sport Conditioning</li> <li>(1) Fitness Swimming</li> <li>(2) Beg &amp; Interm Weight Lifting</li> <li>(2) First Aid and Emergency Care</li> <li>(1) Sports Appreciation</li> </ul>
<b>Science Math &amp; Engineering</b>	<ul style="list-style-type: none"> <li>(1) Astronomy with Lab Class</li> <li>(2) Intro Human Anatomy &amp; Physiology</li> <li>(3) General Biology</li> <li>(2) Human Biology</li> <li>(1) Environmental Biology</li> <li>(1) Chemistry with Lab Class</li> <li>(1) Physical Geography</li> <li>(1) Cultural Geography</li> <li>(5) Arithmetic (Math 50)</li> <li>(3) Pre-algebra</li> <li>(5) Elem Algebra with Lab</li> <li>(2) Plane Geometry</li> <li>(5) Interm Algebra</li> <li>(5) Statistics</li> <li>(1) Math for Teachers</li> <li>(2) College Algebra</li> <li>(1) Physical Science</li> </ul>
<b>Technical Education</b>	<ul style="list-style-type: none"> <li>(1) Interior Plantscape</li> <li>(1) Commercial Ice Machines</li> <li>(1) Textiles</li> <li>(1) Wildland and Engine Firefighters</li> <li>(1) Welding Symbols and Print Reading</li> </ul>

<b>Learning Center</b>	(1) Math for Nursing (1) Dosage Calculation

3. **Remedial courses:** Math, English, and ESL
4. **How did college schedule 3- to 5- unit courses? Were Fridays, Saturdays and evening used?** Yes...all 3 are used.
- 2 days a week, F 5:00 to 9:50p and S 9:00 to 1:50p
  - 3 days a week TWR run in 3hr 20min blocks, such as 8:00 to 11:20a
  - 4 days a week MTWR or TWRF run in 2hr 50min blocks, i.e. 4:00 to 6:50p
  - 5 day a week classes for 4 or more unit courses, such as Math, run in 2hr 50min blocks
  - **Lab classes, like Biology, have split days: class TWR 9-10:25a, Lab TWR 12:30-3:50p**
5. **What student services were available?**  
The same business hours for all student services are maintained throughout the year, 8 am to 7 pm Monday through Thursday with a slightly earlier closing time on Fridays. This included library, bookstore, food services, tutoring, counseling, health services, DPSP, TRIO etc. The philosophy behind maintaining the same hours year-round is that students always know what to expect. The college does lose money during less-attended terms like WI and summer, but the cost is distributed across all terms.
6. **Can faculty annualize their teaching load?** No, WI is treated like summer
7. **Is this a Datatel School?** No, BANNER.
8. **Pros and Cons Noted:**

<b>Advantages for Students</b>	<b>Disadvantages for Students</b>
<ul style="list-style-type: none"> <li>• Maintained enrollment in one college with a preference for WI</li> <li>• Goals for completing course work were met sooner</li> <li>• Online courses offer flexibility (few online courses offered by AVC)</li> <li>• Student services offered on same</li> </ul>	<ul style="list-style-type: none"> <li>• Limited online course offerings, less than 10%</li> <li>• Few basic English and math courses offered</li> <li>• Summer is 8 weeks, with 2 start dates with 6 week overlap</li> </ul>

<p>schedule for the entire year</p> <ul style="list-style-type: none"> <li>• Increase in student interest in WI</li> <li>• Increase in success rate, GPA and completion with WI</li> <li>• More course options for students</li> <li>• Complete courses for 4-year college transfer in more timely fashion</li> <li>• Athletes could take science lab courses or repeat courses from fall and move into the spring with all necessary courses</li> <li>• Supplemental instruction available to students</li> <li>• Improved student retention for spring semester</li> <li>• Easily transfer to CSU Bakersfield</li> <li>• Calendar is aligned with K-12 calendars so families (student/parents and children) are on the same schedule</li> <li>• WI and spring register concurrently</li> <li>• Grades are posted in one week</li> <li>• Self-selection of courses had improved success</li> <li>• Basic skills students do better in WI and summer sessions</li> <li>• Since WI and spring terms are considered as one for purposes of financial aid, students can break up their work load and take 3 units during WI and 9 during spring and still be considered fulltime students</li> </ul>	
<p><b>Advantages for College</b></p> <ul style="list-style-type: none"> <li>• Draws students from 4 year colleges</li> <li>• Cross training of staff for vacation coverage</li> <li>• Spring and WI are registered together</li> </ul>	<p><b>Disadvantages for College</b></p> <ul style="list-style-type: none"> <li>• Additional term to report</li> <li>• Less time for software updates and hardware changes</li> <li>• Staff finds it difficult to take vacations</li> </ul>

<b>Advantage for Employees (faculty/staff)</b>	<b>Disadvantages for Employees (faculty/staff)</b>
<ul style="list-style-type: none"> <li>• FT can choose to teach WI</li> <li>• Best students and most successful students in WI</li> <li>• Discipline determines which courses can be taught in WI</li> <li>• No finals week with spring semester; faculty can offer a final in two meetings, more time to grade finals</li> <li>• Supplemental instruction available to increase student success.</li> <li>• One week to turn in grades</li> </ul>	<ul style="list-style-type: none"> <li>• Do not annualize teaching load</li> <li>• Limited online courses</li> <li>• Only 20 to 25% of students enroll in WI</li> <li>• No finals week; must meet with regular schedule</li> </ul>

**B) El Camino College: WI Fact Sheet**

**1. 2008 WI: length, number of sections, FTES generated, students attended, and percentage of students attended?**

Length	5 weeks
# of Sections	201
FTES	699 in 2007
Students Attending	5355
% of Students Attending	15%

**2. Courses offered:**

<b>Behavioral and Social Sciences</b>	(3) Intro to Physical Anthropology (3) Intro to Cultural Anthropology (1) Child Dev (Home, School, Comm.) (1) Child Dev (Pediatric First Aid) (3) Macroeconomics (1) Microeconomics (6) US History to 1877 (5) US History 1877 to Present
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	<ul style="list-style-type: none"> <li>(1) History of Early Civ.</li> <li>(1) Orientation to College/Ed Planning</li> <li>(1) Intro to Philosophy</li> <li>(2) Ethics and Society</li> <li>(7) Political Science</li> <li>(1) Psychology of Thinking</li> <li>(7) General Psychology</li> <li>(4) Intro to Sociology</li> <li>(1) Sociology: The Family</li> </ul>
<b>Business</b>	<ul style="list-style-type: none"> <li>(1) Accounting for Small Business</li> <li>(2) Financial Accounting</li> <li>(2) Managerial Accounting</li> <li>(1) Personal Management</li> <li>(1) Intro to Microcomputers with Lab</li> <li>(1) Intro to Paralegal Studies</li> <li>(1) Real Estate Principles</li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>(3) Art in Modern Life</li> <li>(1) Art Lettering 2</li> <li>(3) Dance Appreciation</li> <li>(1) Beginning Dance</li> <li>(1) Pilates Mat Class</li> <li>(2) Jazz Dance with Lab</li> <li>(1) Commercial Dance with Lab</li> <li>(1) Hip Hop Dance</li> <li>(1) Ballet 1</li> <li>(1) Ballet 2</li> <li>(1) Ballet Variations</li> <li>(2) Tap Dance with Lab</li> <li>(2) Film Analysis and Appreciation</li> <li>(1) Music Fundamentals</li> <li>(4) Music Appreciation</li> <li>(1) Woodwind Ensembles</li> <li>(1) Brass Ensembles</li> <li>(1) Percussion Ensembles</li> <li>(1) String Ensembles</li> <li>(1) Elem. Photography</li> <li>(8) Speech Communication</li> <li>(1) Argumentation and Debate</li> <li>(2) Intercultural Communication</li> <li>(1) Forensic Team</li> <li>(1) Theatre Appreciation</li> </ul>

<b>Health Sciences and Athletics</b>	<ul style="list-style-type: none"> <li>(9) Person. and Comm. Health Issues</li> <li>(1) CPR and First Aid</li> <li>(1) Calculating Drugs and Solutions</li> <li>(1) Intro to Nursing</li> <li>(1) Intro to Nursing Pharmacology</li> <li>(2) Interm. Nursing with Lab</li> <li>(2) Adv. Nursing Pharmacology</li> <li>(1) Pathophysiology Concepts for Nurses</li> <li>(2) Interm Nursing: The Family with Lab</li> <li>(1) Track and Field Training</li> <li>(1) Body Conditioning</li> <li>(3) Weight Training</li> <li>(2) Soccer</li> <li>(1) Sport Training for Athletes</li> <li>(1) Beg. Swimming</li> <li>(3) Aerobic Fitness</li> <li>(3) Adapted Fitness</li> <li>(1) Adapted Swimming</li> <li>(1) Sign Language</li> </ul>
<b>Humanities</b>	<ul style="list-style-type: none"> <li>(2) Intro to Reading Skills with Lab</li> <li>(5) Dev. Reading/Writing with Lab</li> <li>(1) Intro to Composing with Lab</li> <li>(4) Writing the College Essay with Lab 50</li> <li>(8) Reading and Composition 101</li> <li>(5) Literature and Composition 102</li> <li>(7) Critical Thinking and Comp. 103</li> <li>(1) Survey of English Literature</li> <li>(1) ESL Interm. List./Speak/Pronun.</li> <li>(1) Intro to Humanities</li> <li>(1) News Writing and Reporting</li> <li>(2) Elementary Spanish</li> </ul>
<b>Industry and Technology</b>	<ul style="list-style-type: none"> <li>(2) Air Conditioning and Refrigeration</li> <li>(3) Cosmetology Practicum with Labs</li> <li>(2) Machine Tool Technology (NIMS)</li> <li>(3) Nutrition and Foods</li> </ul>

<b>Natural Sciences</b>	(1) Fundamentals of Biology (1) Chemistry with Lab Class (1) Physical Geography with Lab (1) Geography Field Studies (2) Physical Geology (1) Intro to Physics (1) General Physics
<b>Mathematical Sciences</b>	(3) Basic Arithmetic (6) Pre-Algebra (1) Nature of Mathematics (4) College Algebra (2) Elem. Prob. And Statistics (3) Trigonometry

3. **Remedial courses:** Math, English, and Reading classes.
4. **How did college schedule 3- to 5- unit courses? Were Fridays, Saturdays, and evening used?**  
 3 Units M-F 2hrs 1min (8:00 to 10:01) or (10:30 to 12:31)  
 3 Units M-R 2hr 25 min (6:00 to 8:25p)  
 4 Units M-F 3hr 20 min (8:00 to 11:20)  
 4 Units with Lab Class M-F 9:00 to 11:01, Lab M-F 11:30 to 1:31  
 4 Units with Lab Evening M-R class 6:00 to 9:20, Lab 9:20 to 10:15  
 5 Units with Lab class M-F 8:00 to 10:35, Lab M-R 10:40 to 1:05  
 5.5 Units with Lab (Nursing) W 5:00 to 9:39p, Sat 7:00 to 6:05 Lab

(The majority of 3 and 4 units classes offered were taught primarily M-F, so students met 5 days a week during WI)

5. **What student services were available?**

	Regular Hours	Reduced Hours	No Service
Library	-	Yes, but with reference desk staffed during all open hours	-
Bookstore	-	Yes	-
Cafeteria/Food Service	-	?	-

Tutoring	-	Yes	-
Counseling	Yes – Their counselors work 12-month contracts	-	-
Health Services	-	-	No WI health fee; no service
DSPS/TRIO	Yes	-	-
Computer lab in library	-	WI: 8 am-6 pm Summer: 8 am-8 pm	

6. **Can faculty annualize their teaching load?** No; they are paid the same in WI as in summer.
7. **Is this a Datatel School?** Yes, but because it is a one-college district, there is not a second calendar to contend with.
8. **Pros and Cons Noted:**

Advantages for Students	Disadvantages for Students
<ul style="list-style-type: none"> <li>• Success and retention rates in basic skills English classes were higher in WI 2007 than in fall 2006</li> <li>• WI provides students who failed a class in fall an opportunity to retake it during WI and still stay on track</li> <li>• It gives students with holiday jobs time to keep them longer</li> <li>• Students like it, either because they like the break to refresh themselves or because they can take an additional class</li> <li>• It gives one more chance for a transfer student to get another class done before the end of the spring semester, which is when the 4-year colleges want to see all coursework completed</li> <li>• Students can get through their courses faster</li> <li>• Since WI and spring terms are</li> </ul>	<ul style="list-style-type: none"> <li>• Limited course offerings may impact who takes courses</li> <li>• Puente students lose skills during WI if they do not enroll in a class</li> </ul>

<p>considered as one for purposes of financial aid, students can break up their work load and take 3 units during WI and 9 during spring and still be considered fulltime students; this is less stressful for some of them</p> <ul style="list-style-type: none"> <li>• WI gives DSPS students time to request accommodations for spring</li> </ul>	
<p><b>Advantages for College</b></p> <ul style="list-style-type: none"> <li>• Student retention and persistent rates are up for students taking WI courses</li> <li>• WI attracts reverse transfer students (those who attend a 4-year college but who are home for the holidays and take a class at a local community college)</li> <li>• There is now time for 4-week study abroad programs in January</li> <li>• Teachers find fewer discipline problems because the students enrolled in WI tend to be motivated high-achievers</li> </ul>	<p><b>Disadvantages for College</b></p> <ul style="list-style-type: none"> <li>• There is less time between terms to check that students have successfully completed prerequisites; sometimes students will be dropped from a spring course a few days into it as the school discovers he did not pass the prerequisite course he took during WI (but students are warned this may happen when they register simultaneously for WI and spring courses)</li> <li>• There is less time for IT staff and lab techs to do software and hardware updates in computer labs around campus</li> <li>• A new calendar had to be created in Datatel</li> </ul>
<p><b>Advantage for Employees (faculty/staff)</b></p> <ul style="list-style-type: none"> <li>• FT can choose whether or not to teach WI</li> <li>• The college might decide to change some of the 10- and 11-month employees into 12-month, which some employees might really like</li> </ul>	<p><b>Disadvantages for Employees (faculty/staff)</b></p> <ul style="list-style-type: none"> <li>• There is no downtime between terms to work on projects and tasks that get put aside during the busy times</li> <li>• It can be hard for managers to decide when to schedule the 175-day employees; they usually get scheduled during the busiest times</li> </ul>

	<p>of the year</p> <ul style="list-style-type: none"> <li>The college might decide to change some of the 10- and 11-month employees into 12-month, which some employees might not like</li> </ul>
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### C. San Diego-Mesa College: WI Fact Sheet

#### 1. 2008 WI, length, sections offered, FTES were generated, students attended, and percentage of students attended?

	WI 2006	WI 2007	WI 2008
Length	5 weeks	4 weeks	3.5 weeks
# of Sections	100	100	79
FTES	837	865	600

#### 2. Courses offered:

<b>Arts Humanities &amp; Communication</b>	<ul style="list-style-type: none"> <li>(1) Intro to Dramatic Arts</li> <li>(1) Art Orientation</li> <li>(1) Intro to Humanities I</li> <li>(1) World Religions</li> <li>(1) Intro News Writing Reporting</li> <li>(3) Oral Communication</li> </ul>
<b>Allied Health</b>	<ul style="list-style-type: none"> <li>(1) Sterile Technique</li> <li>(1) Minor Surgery</li> </ul>
<b>Behavioral &amp; Social Sciences</b>	<ul style="list-style-type: none"> <li>(2) Intro Cultural Anthropology</li> <li>(1) Intro Physical Anthropology</li> <li>(2) Hist US/Black Perspective</li> <li>(1) Chicano Literature</li> <li>(2) US Hist/Chicano Perspective</li> <li>(1) General Psychology</li> <li>(1) Behav. Science Statistics</li> <li>(2) Principles of Sociology</li> </ul>
<b>Business</b>	<ul style="list-style-type: none"> <li>(2) Financial Accounting</li> <li>(1) Business Mathematics</li> </ul>

	<ul style="list-style-type: none"> <li>(3) Business Communication</li> <li>(1) Intro to Business</li> <li>(2) Business Law and Legal Envir</li> <li>(1) Principles of Info Systems</li> <li>(1) C/C++ Programming</li> <li>(1) Keyboarding for Comp</li> <li>(1) Keyboarding</li> <li>(1) Beg Microsoft Word</li> <li>(5) Principles of Econ I</li> <li>(3) Principles of Econ II</li> <li>(2) Real Estate Principles</li> <li>(1) Real Estate Practice</li> </ul>
<b>Counseling</b>	<ul style="list-style-type: none"> <li>(1) College Skills</li> <li>(2) Life Skills and Pers Adjust</li> </ul>
<b>Family &amp; Consumer Sciences</b>	<ul style="list-style-type: none"> <li>(1) Human Growth and Dev</li> <li>(1) Child, Family and Comm</li> <li>(1) Nutrition</li> </ul>
<b>Literature &amp; Language Arts</b>	<ul style="list-style-type: none"> <li>(1) Intro to Literature</li> </ul>
<b>Physical Rec &amp; Health Education</b>	<ul style="list-style-type: none"> <li>(1) American Street Dance</li> <li>(4) Health and Life Style</li> <li>(1) Health Ed for Teachers</li> <li>(2) Individual Conditioning</li> <li>(1) Yoga</li> <li>(1) Intro Exercise Science/Phys Ed</li> <li>(1) Fitness Activities</li> </ul>
<b>Science Math &amp; Engineering</b>	<ul style="list-style-type: none"> <li>(2) Descriptive Astronomy</li> <li>(1) Intro to Oceanography</li> <li>(1) General Geology</li> <li>(1) Prealgebra Refresher</li> <li>(1) Elem. Algebra Refresher</li> <li>(1) Interm. Algebra Refresher</li> <li>(1) Geometry Refresher</li> <li>(1) Trigonometry Refresher</li> <li>(2) Elementary Statistics</li> <li>(1) Survey Physical Science</li> <li>(1) Physical Oceanography</li> </ul>

3. **Remedial courses: They offered a few. If so, what were they?** See the refresher courses in math in the table above.
4. **How did college schedule 3- to 5- unit courses?** 37 of the 79 sections offered were full on-line classes and the hours were arranged. For the remaining 42 classes, most of the 3-unit classes met four days a week for approximately 3.5 hours per day. **Did the college use Fridays, Saturdays or evenings?** Mesa used Fridays and evenings but not Saturdays. They did not offer any 5-unit classes in 2008.

5. **What student services were available?**

	Regular Hours	Reduced Hours	No Service
Library	Yes	Reduced staff	-
Bookstore	-	Yes	-
Cafeteria/Food Service	-	Yes	-
Tutoring	Yes	Not used much since time is short	-
Counseling	Yes – Their counselors work 12-month contracts	-	-
Health Services	-	Yes	-
DSPS/TRIO	Yes	-	-

6. **Can faculty annualize their teaching load?** No, WI is treated like summer.
7. **Is this a Datatel school?** Only for Colleague Financial. Student is home-grown system.
8. **Pros and Cons Noted:**

Advantages for Students	Disadvantages for Students
<ul style="list-style-type: none"> <li>Gives students an opportunity to</li> </ul>	<ul style="list-style-type: none"> <li>Some students do not do well in a</li> </ul>

<p>improve on a fall grade in preparation for moving on to the next class in spring.</p> <ul style="list-style-type: none"> <li>• Mesa offers 1 unit or .5 unit refresher courses (i.e., math) that work well for students.</li> <li>• For transferable or general education sections, WI gives the student another opportunity to take these classes that may be very hard to get into during the regular terms.</li> <li>• WI may improve sequencing of the Golden Four (certain classes offered in fall, followed by WI, and then spring).</li> <li>• WI gives students an opportunity to accelerate graduation, transfer or achievement of educational goals.</li> </ul>	<p>class condensed into 5 weeks.</p>
<p><b>Advantages for College</b></p> <ul style="list-style-type: none"> <li>• Gives the college an additional opportunity to earn FTES, thereby increasing revenue.</li> <li>• Mesa found that 70% of WI students also took a spring class (may increase persistence).</li> <li>• Most WI students are highly motivated, a factor in higher retention and success rates than during the regular semesters.</li> </ul>	<p><b>Disadvantages for College</b></p>
<p><b>Advantage for Employees (faculty/staff)</b></p> <ul style="list-style-type: none"> <li>• Faculty have an additional opportunity to increase their income.</li> <li>• By increasing revenue to the college, more faculty can be hired.</li> </ul>	<p><b>Disadvantages for Employees (faculty/staff)</b></p> <ul style="list-style-type: none"> <li>• Difficult to cover all counseling that needs to take place.</li> <li>• There is not much time between WI and spring for facilities, media services and student services to do the work they normally do between terms.</li> </ul>

	<ul style="list-style-type: none"> <li>Mesa experienced increased cost in their part-time staff in Admissions and Records to deal with the WI.</li> </ul>
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#### D. College of the Canyons: WI Fact Sheet

##### 1. 2008 WI: length, sections offered, FTES generated, students attended, and percentage of students attended?

Length	5 weeks
# of Sections	241
FTES	952
Students Attending	4300
% of Students Attending	25%

##### 2. Courses offered:

**Adm of Justice** (Intro to Law Enforcement; Advanced Officer Training; Basic Academy; Reserve Officer Training) **Art** (Drawing; Landmarks of Art) **Anthro** (Physical Anthro.; Cultural Anthro) **Architecture**, **Astronomy** (Gen. Astronomy; Stellar System), **Automotive**, **Bio Science** (Gen. Biology; Molecular and Cellular; Concepts in Evolution) **Business** (Intro to Business; Business Law) **Chemistry** (Intro to Chemistry; Preparatory Gen. Chemistry) **Languages** (Chinese, French, German, Italian, Spanish), **Cinema**, **Comm/Speech** (Speech Fundamentals; Forensics; Small Group Communication) **Computer: Electronics, Technology, Networking, Science, Construction, Counseling** (Becoming a Successful Distance Learning Student; Intro to College and Strategies for Success; Student Success) **Culinary Arts, Dance, Early Childhood Ed** (Intro to Early Childhood Ed; Curriculum and Classroom Management; Child Growth and Development; Child, Family and Community) **Economics, Education, Engineering, English** (Beg and Interm Reading and Writing; Intro to College Reading and Writing; English Composition 101; Interm Composition, Literature and Critical Thinking 102; Critical Reading, Writing and Thinking 103; British Lit; American Lit) **ESL, Fire Technology, Geography** (Physical Geography; Cultural Geography) **Geology, Graphic and Multimedia Design** (Intro to

Illustration; Intro to Photoshop) **Health Science** (Health Ed; Refresher for EMT) **History** (History of Western Civ: The Pre-Industrial West; History of Western Civ: The Modern Era; US History 1; US History 11; Social and Cultural History of US; Latin Am Civ) **Hotel Restaurant Management** (Intro to Hospitality Industry; Intro to Hotel/Resort Operations; Food Service Sanitation and Safety) **Humanities, Interior Design, Journalism** (Media and Society) **Land Surveying; Library and Media Technician** (Library Circulation Systems) **Manufacturing Technology, Math** (Math 10; Arithmetic; Algebra Prep.; Elementary Algebra; Intermediate Algebra; Trigonometry; Math for Elementary School Teachers; Intro to Statistics) **Music** (Fundamentals of Music; Music Appreciation; Society and Rock and Roll; Music History; Studio Jazz Ensemble) **Nursing, Paralegal, Philosophy, Photography, Physical Science, Physics, Political Science, Psychology** (Intro to Psychology; Developmental Psychology; Abnormal Psychology), **Radio/TV, Real Estate, Recreation, Sign Language, Sociology, Theatre, Water Technology, Welding**

3. **Remedial courses:** Basic Writing, ESL, Math 10, 25, 58, 59, 60, 70
4. **How did college schedule 3- to 5- unit courses? Were Fridays, Saturdays and evening used?** Classes were scheduled in a number of ways:
  - 2 days a week 5:30pm to 10:00pm TW
  - 3 day evening class 6:30 to 9:30 T W TH
  - 4 days a week 8:30am to 11:00am M-TH or T-F
  - 5 days a week 10:40am to 12:35 M-F
  - 6 days a week M-Sat for some P.E./sports
5. **What student services were available?**
  - Library/Tutoring/Computers 9am to 7pm M-Th
  - Financial Aid 8 am-7 pm M-Th and 8-2 on Fridays
  - Health Services half days M-Th
  - Food Service M-Th
  - Bookstore 7:30am-7pm M-Th and Fridays closes at 4 pm (**Barnes and Nobles runs their bookstore**)
6. **Can faculty annualize their teaching load?** No, WI is treated like summer

7. **Is this a Datatel School?** Yes.

8. **Pros and Cons Noted:**

Advantages for Students	Disadvantages for Students
<ul style="list-style-type: none"> <li>• Students can combine units for WI/spring, taking 3 in WI and 9 in spring. This benefits students who need a full load for financial aid but struggle to do well with a full load of classes. They can split their load.</li> <li>• Students on probationary status who fail a class in the fall, can pick up the class (if offered) in a WI. With a note from their instructor, they can get back in good academic standing without falling behind, so they are ready for spring semester.</li> <li>• Students who want to accelerate their progress, can take 3 or 6 units in WI and a full load in spring.</li> <li>• Students who want to take extra courses but have summer off to work, can do so with a WI.</li> <li>• Students have more grades under their belt when spring starts.</li> <li>• Persistence rates increase for those taking WI</li> <li>• Success and retention rates increase for those taking WI</li> <li>• Some fees waived for WI, such as</li> </ul>	

<p>parking and class registration fee</p> <ul style="list-style-type: none"> <li>• Students from surrounding CSUs can pick up GE courses for less money</li> </ul>	
<p><b>Advantages for College</b></p> <ul style="list-style-type: none"> <li>• Increased its adjunct pool by aligning schedule with other local colleges. (if MJC has a WI, it would match Stan State’s start/end date)</li> <li>• College is picking up students from local CSUs (Northridge)</li> <li>• A WI is an enrollment management tool that gives more flexibility with regard to how to grow and when.</li> <li>• All departments offer a great deal more online services now</li> </ul>	<p><b>Disadvantages for College</b></p> <ul style="list-style-type: none"> <li>• Maintenance crew no longer has any dead time, so each semester, one floor of a building has no classes scheduled so crews can clean, IT can install new projectors, etc.</li> <li>• Student development and other departments also miss extra time between terms for projects</li> </ul>
<p><b>Advantage for Employees (faculty/staff)</b></p> <ul style="list-style-type: none"> <li>• Faculty like working intensely with one group of students</li> <li>• Faculty like the opportunity to make more money. Some teach WI, and then reduce their overload in spring, which reduces spring burnout.</li> </ul>	<p><b>Disadvantages for Employees (faculty/staff)</b></p> <ul style="list-style-type: none"> <li>• Few FT faculty teach during WI (about 12%) and it’s by choice, so burnout doesn’t affect many.</li> <li>• Faculty are not allowed to annualize their load with WI or summer classes.</li> </ul>

**E. West Valley College: WI Fact Sheet**

**1. 2008 WI: length, sections offered, FTES generated, students attended, and percentage**

**of students attended.**

Length	3.5 weeks (17-18 days)
# of Sections	97 with Aprox. Half Online
FTES	About 200
Students Attending	
% of Students Attending	

**2. Courses offered: (approx. 1/3 of these are 1 to 2 unit courses)**

PE	22
Business & Behavioral & Social Sciences	20
Fine Arts	13
Counseling	9
Computer Applications	5
Humanities	5
Science	4
Child Development	3
Geography	3
Information Competency (research)	3
Tech Ed	3
History	2
Math	2
Park Management	2
English	1

- 3. Remedial courses:** None offered because 17-18 days is too compressed. They did, however, offer a few 1-unit refresher courses, such as Preparation for Elementary and Intermediate Algebra
- 4. How did college schedule 3- to 5- unit courses? Were Fridays, Saturdays and evening used?** Given the short session, 3 unit classes were scheduled either 4 days a week M-R for 3 hrs 40 min (12:00 to 3:40) or 5 days a week M-F for 3hrs 10 min (12:00 to 3:10). Some courses were offered in the evening. They did offer a class on Saturday.
- 5. What student services were available?**

	Regular Hours	Reduced Hours	No Service
Library	-	Open 8 am-4 pm; ref desk staffed 10 am-3 pm	-
Bookstore	Barnes & Nobles operates	-	-
Cafeteria/Food Service	-	Cafeteria open 7:30 am-2 pm; coffee cart closed	-
Tutoring	-	-	Closed
Counseling	Yes	-	-
Health Services	-	-	No WI health fee; no service
DSPS/TRIO	Yes	-	-
Writing lab	-	-	Closed
EOP&S	Yes	-	-
Financial Aid	Yes	-	-

6. **Can faculty annualize their teaching load?** Yes. They may also bank load or take as overload. Faculty have a 1.4 overload cap.

7. **Is this a Datatel School?** Yes.

8. **Pros and Cons Noted:**

Advantages for Students	Disadvantages for Students
<ul style="list-style-type: none"> <li>• WI offers students the flexibility they desire and the ability to get in and out of a class quickly</li> <li>• In a student survey, students said they would rather take WI classes and have summer off to work.</li> <li>• WI provides an extra opportunity to</li> </ul>	

<p>take a class</p> <ul style="list-style-type: none"> <li>• Students who fail a class in fall can pick this class up (if offered) in winter and still stay on track for spring</li> <li>• Since WI and spring terms are considered as one for purposes of financial aid, students can break up their work load and take 3 units during WI and 9 during spring and still be considered fulltime students; this is less stressful for some of them</li> <li>• Success and retention rates are higher since students are generally only focused on one class at a time</li> <li>• WI is a financial plus because there are reduced fees for students: no health or parking fees. Students only pay tuition and enrollment.</li> </ul>	
<p><b>Advantages for College</b></p> <ul style="list-style-type: none"> <li>• The College President sees WI as a survival opportunity: if we don't adjust to students' needs and wants, they'll go somewhere else to get what they want.</li> <li>• Since half the WI classes are online, this cuts down on the number of students coming to campus and needing services.</li> </ul>	<p><b>Disadvantages for College</b></p> <ul style="list-style-type: none"> <li>• There is less time for IT staff and lab techs to do software and hardware updates in computer labs around campus</li> <li>• They have found it increasingly difficult to do the scheduled maintenance and repairs needed in classrooms and other buildings now that there is less (or no) downtime.</li> </ul>

<b>Advantage for Employees (faculty/staff)</b>	<b>Disadvantages for Employees (faculty/staff)</b>
<ul style="list-style-type: none"> <li>• FT faculty can choose whether or not to teach WI; some like receiving the overtime pay in February given the expenses of the holidays. There is no faculty burnout since all WI teaching is optional.</li> <li>• Faculty can annualize their load. They may also bank load or take as overload. Faculty have a 1.4 overload cap.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no downtime between terms to work on projects and tasks that get put aside during the busy times</li> <li>• Potential for staff burnout exists since they bear the biggest burden of making the system work and yet seem to have the lowest compensation in terms of getting more staff to help with extra work.</li> <li>• Vacations have been a problem for many staff because the college was short-staffed to begin with. Many staff have accrued a lot of vacation time and some have even lost vacation time since they can only accrue so much. Vacations are a burden for some departments like financial aid, IT, and admissions.</li> </ul>

#### F. California State University, Stanislaus: Fact Sheet

1. **2008 WI: length, number of sections, FTES generated, students attended, and percentage of students attended? (CSUS has a Winter Term, Not an Intersession)**

Length	5 weeks
# of Sections	316
FTES	1,201
Students Attending	5,204
% of Students Attending	87% UG, 13% Grad

2. **Courses Offered:** Because this is an actual terms and not an intersession, they offer a wide range of classes similar to fall and spring. Most are General Ed or Major courses.

3. **Remedial courses:** Some remedial courses (students generally have higher retention/success rates.)
4. **How did college schedule 3- to 5- unit courses? Were Fridays, Saturdays and evening used?** Unknown
5. **What student services were available?** It's a regular term; therefore, all services available.
6. **Can faculty annualize their teaching load?** Yes
7. **Is this a Datatel School?** No
8. **Pros and Cons Noted**

1) **Advantages for Students**

- It is a Winter Term, not an "Intersession." Students receiving Financial Aid receive a portion of their FA for Winter Term.

2) **Advantages for College**

- Cost effective, yet less than fall/spring (approximately 3,000 fewer students)
- **Needed Winter Term due to limited classrooms in fall/spring**
- Faculty decide which courses are offered

**Disadvantages for College**

- Need to process 3 full terms of everything
- Winter Term processing overlaps with Spring Term processing

5) **Unexpected Findings from our Research:**

- a) We found that schools have become creative in order to deal with their compressed calendar and courses as well as reduced services.
  - 1) Instead of starting WI on a Monday, some colleges begin on a Tuesday or Wednesday of the week so staff have time to do work they need for a new semester and students have time to get books, etc.
  - 2) One college eliminated finals week, so faculty have an extra day or more for instruction. Finals are given on last day of class or split over 2 days. This allows college to end spring semester in May.

- 3) To compensate for reduced cafeteria hours, the bookstore at one college put in a cold case and microwave and increased their offerings of “grab and go” items, which has proven to be quite profitable.
  - 4) Antelope Valley College offers online student support services, such as counseling and tutoring.
  - 5) Some hire temporary staff (retired former employees mostly) to help out with the crunch time between semesters.
- b)** Some colleges reported successfully offering remedial courses in math, English, and reading as well as courses, such as Chemistry or Biology, that require a lab. They offered remedial courses in a 5 day-a-week format, and classes with a lab offered split days, so students would have class time first and then meet for labs.
- c)** While the workload does increase for staff, colleges, overall, reported that the increase was not as severe as they expected. The first year proved difficult as each worked out the glitches in their own system, but once the intersession was in place, it became easier to manage.
- d)** All schools combine registration periods so they have only two: winter/spring and summer/fall. This combination reduces burden on counselors and Registrars office. Counselors now use appointments to discuss both semesters, winter/spring, rather than set up separate appointments for each. Students have two registration periods as well. Also, since more students are registering online, this reduces time staff would need to spend with individual students.
- e)** Colleges reported that a WI made classroom maintenance difficult; most of the colleges we visited had winter breaks with “down time” for maintenance, computer upgrades, etc. A WI eliminates these weeks, so staff are having to get creative to perform regular maintenance.

- **Questions that Guided our Research and Faculty Questions Voiced in Various Venues created for discussion of Winter Intersession**

Winter Intersession Task Force, General Questions:

- 1) What are the advantages/disadvantages of replacing our current 5 week early start summer session with a 5 week intersession?
  - a) how many FTEs does our current 5 week summer session create?
  - b) what is student success rate?
  - c) what classes are offered?
  - d) would a winter intersession improve on any of the above factors?
  - e)
- 2) How will a winter intersession impact our part-time/overload budget?
  - a) if part-time faculty teach during intersession, are we going to lose some of their availability for summer session and spring?

### **Winter Intersession Questions**

Will there be a full level of support services for students?

Is there a specific academic focus during WI? What courses are being offered in WI?

Are schools marketing WI to certain population groups?

Is there any type of block scheduling?

What percent of larger student population attends WI? Who are they? Percentage of each?

How many students attend WI?

What is census date for WI? How is this calculated?

Are there any WI schools that started with fall, spring, summer, and then implemented WI?

How many take break during WI? Do they lose any of these students during WI break?

Does WI decrease number of courses offered in summer?

What are advantages to having a WI?

Are courses waterdowned during WI?

**Do students suffer burnout and therefore school loses FTEs?**

**Is there faculty burnout and how does this impact scheduling for WI and summer?**

**Are alternatives to WI being considered?**

**How will WI impact part-time overload budget? We must answer this question.**

**Will more staff be hired to process an extra semester and provide services to students?**

**(counselors and admissions quite concerned about this)**

**How does Admissions handle having no down time?**

**What is cost of implementing a WI (marketing, services, facilities, salaries instructors/adjunct) versus revenue we might take in? Is it cost effective? Will it produce enough FTEs or income to offset expenses? Can we do a cost analysis of implementing all that would be involved (Dean T.)**

General Question: Student population at schools we're visiting. Cohorts we have are from urban area; faculty see MJC as more rural or, at least our population as more rural. What is student population/demographics and socioeconomic status of most? How does it match MJC?

What are colleges in the valley doing? Why aren't we looking at these schools?

We need to look at Stan State.....find out how WI is working for them.

**Timeing of WI.....too much in addition to Measure E, Accreditation, SLOs, Program Review, Budget Crisis statewide, etc.**

Enrollment.....some of our early start are big enrollment courses, so when we look at courses we could lose in summer, we need to consider issue of enrollment, not just number of courses.

How do schools handle voc. ed? Did WI have negative impact on these courses. Pedro says our voc ed students would be hurt by WI. It would slow their advancement because 15 week classes in summer would be gone.