



# Intersession Final Report

Spring 2005

*Institutional Research and Planning*  
*August 2005*

## **Early Spring Intersession – January 2005**

### **INTRODUCTION**

The purpose of this study is to provide a detailed overview of the San Diego Community College District's first Intersession which was offered in January 2005. Intersession classes consisted of condensed, 4-week sessions which were offered prior to the start of the regular spring semester. The goal was to provide more scheduling options for students, help accelerate progression and shorten time to degree, and maximize growth funding. This year, 5,195 students enrolled in Intersession districtwide and yielded 499 resident FTES.

### **METHODOLOGY**

One hundred fifty five (155) faculty and 3,870 student surveys were sent 2 weeks into Intersession. Student surveys evaluated awareness of Intersession, reasons for enrollment, interest in future Intersession, courses of interest, and various other aspects of Intersession (e.g. registration, curriculum, parking, etc...). Faculty surveys evaluated institutional/student support services, interest in teaching future Intersession, performance of Intersession students, and advantages/disadvantages. Both surveys requested recommendations for improvement.

Another 1,047 surveys went out to students who dropped or withdrew from an Intersession class. This survey was intended to evaluate reasons for dropping/withdrawing from Intersession and what college resources might have helped the students complete their class.

Data from the surveys were used in conjunction with spring 2005 end-of-term student enrollment and demographic data files.

## RESULTS

### Question 1: *What types of courses were offered?*

- 222 course sections were offered.
- The majority of courses were offered on-campus during the day (see Tables 1 & 2).
- Most were transfer level courses (see Table 3).
- Over 90% of the courses were taught by adjunct faculty.

**Table 1: Number of On-campus and On-line Courses per College**

|           | City/ECC | Mesa | Miramar | Total |
|-----------|----------|------|---------|-------|
| On Campus | 66       | 79   | 34      | 179   |
| On-line   | 9        | 24   | 10      | 43    |
| Total     | 75       | 103  | 44      | 222   |

*Note: Includes 25 Miramar in-service classes. Excludes 216 tutoring classes.*

**Table 2: Number of Day and Evening Courses per College**

|         | City/ECC | Mesa | Miramar | Total |
|---------|----------|------|---------|-------|
| Day     | 30       | 77   | 34      | 141   |
| Evening | 36       | 2    | 0       | 38    |
| Total   | 66       | 79   | 34      | 179   |

*Note: Excludes 43 online and 216 tutoring classes.*

**Table 3: Course Type**

| Course Type                     | City/ECC | Mesa | Miramar | Total |
|---------------------------------|----------|------|---------|-------|
| Transfer level*                 | 54       | 69   | 12      | 135   |
| Vocational (transfer level)     | 13       | 23   | 5       | 41    |
| Vocational (not transfer level) | 3        | 1    | 2       | 6     |
| In-service                      | 0        | 0    | 25      | 25    |
| Associate degree                | 0        | 8    | 0       | 8     |
| Basic Skills                    | 5        | 2    | 0       | 7     |
| Total                           | 75       | 103  | 44      | 222   |

\* *Excludes vocational transfer-level.*

**Question 2: What was the profile of Intersession students?**

- Of the 6,160 students who registered to take one or more Intersession classes, 965 students (15.7%) never attended or dropped all the classes in which they registered.
- 5,195 students participated in Intersession yielding 6,226 enrollments.
- Most (82.8%) enrolled in only 1 class.
- Most (72.4%) Intersession students also enrolled in regular spring classes, while 27.6% of the students only took Intersession classes.
- Intersession students enrolled in more regular spring '05 classes than students who did not take any Intersession classes.

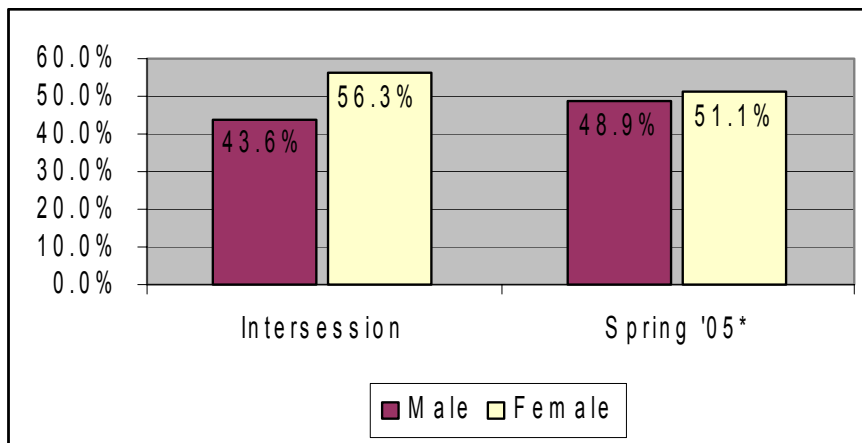
**Table 4: Average Spring '05 Units Enrolled**

| Non-Intersession Students | Intersession Students* |
|---------------------------|------------------------|
| 6.48                      | 9.11                   |

\* Excludes Intersession units.

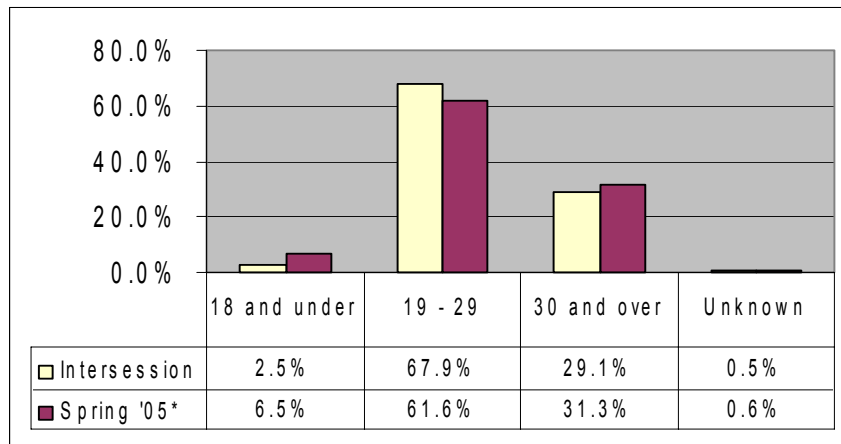
- Compared to the general spring student profile, Intersession classes attracted: (See Tables 5, 6 and 7 for a breakdown by College)
  - ❖ More females (see Figure 1)
  - ❖ More 19 to 29 year olds (see Figure 2)
  - ❖ More transfer students (see Figure 3)

**Figure 1: Gender - District**



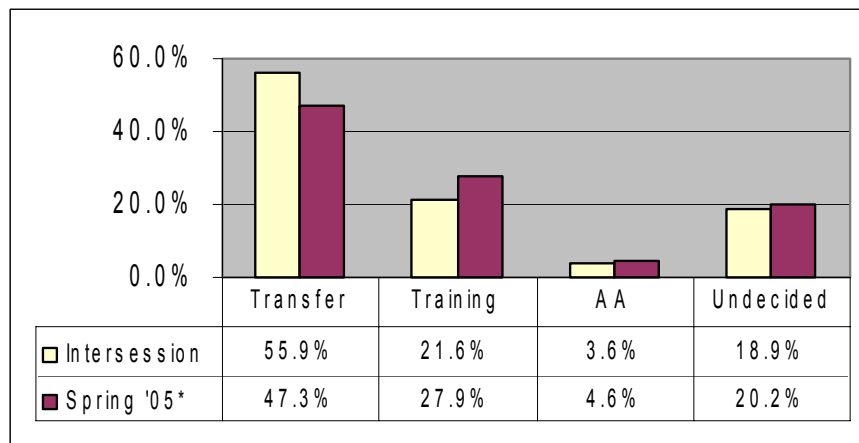
\* Includes Intersession students

**Figure 2: Age - District**



\* Includes Intersession students

**Figure 3: Educational Objective - District**



\* Includes Intersession students

**Intersession Student Profile by College**  
(Tables 5, 6, & 7)

**Table 5: Gender by College**

|         | City/ECC |       | Mesa  |       | Miramar |       | District |       |
|---------|----------|-------|-------|-------|---------|-------|----------|-------|
|         | INT      | SPR   | INT   | SPR   | INT     | SPR   | INT      | SPR   |
| Female  | 61.7%    | 54.2% | 59.4% | 54.2% | 43.4%   | 40.7% | 56.3%    | 51.1% |
| Male    | 38.2%    | 45.8% | 40.4% | 45.8% | 56.5%   | 59.2% | 43.6%    | 48.9% |
| Unknown | 0.1%     | 0.0%  | 0.1%  | 0.1%  | 0.1%    | 0.1%  | 0.1%     | 0.1%  |

Note: Spring '05 students include Intersession students. Includes Miramar in-service.

**Table 6: Age by College**

|                  | City/ECC |       | Mesa  |       | Miramar |       | District |       |
|------------------|----------|-------|-------|-------|---------|-------|----------|-------|
|                  | INT      | SPR   | INT   | SPR   | INT     | SPR   | INT      | SPR   |
| 18 yrs and under | 2.8%     | 6.0%  | 2.7%  | 8.5%  | 2.0%    | 3.4%  | 2.5%     | 6.5%  |
| 19 - 29 yrs      | 67.1%    | 58.2% | 79.6% | 68.4% | 47.5%   | 53.0% | 67.9%    | 61.6% |
| 30 yrs and over  | 29.5%    | 35.1% | 17.6% | 22.7% | 49.6%   | 42.7% | 29.1%    | 31.3% |
| Unknown          | 0.6%     | 0.7%  | 0.1%  | 0.4%  | 1.0%    | 0.9%  | 0.5%     | 60.0% |

Note: Spring '05 students include Intersession students. Includes Miramar in-service.

**Table 7: Educational Objective by College**

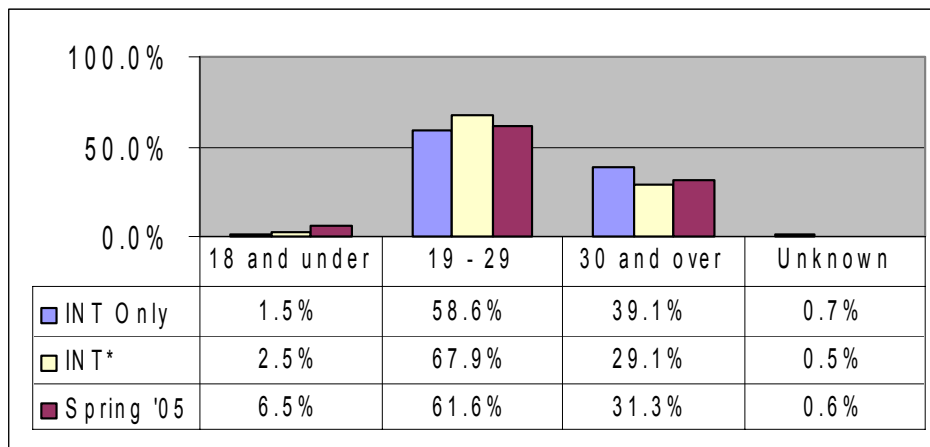
|           | City/ECC |       | Mesa  |       | Miramar |       | District |       |
|-----------|----------|-------|-------|-------|---------|-------|----------|-------|
|           | INT      | SPR   | INT   | SPR   | INT     | SPR   | INT      | SPR   |
| Transfer  | 58.5%    | 46.0% | 61.8% | 51.9% | 41.8%   | 40.3% | 55.9%    | 47.3% |
| Training  | 20.6%    | 30.5% | 17.4% | 24.0% | 30.7%   | 32.0% | 21.6%    | 27.9% |
| AA        | 5.5%     | 5.5%  | 2.8%  | 3.7%  | 2.5%    | 4.9%  | 3.6%     | 4.6%  |
| Undecided | 15.4%    | 18.0% | 18.0% | 20.4% | 25.0%   | 22.8% | 18.9%    | 20.2% |

Note: Spring '05 students include Intersession students. Includes Miramar in-service.

**Question 3: What was the profile of the Intersession-only student?**

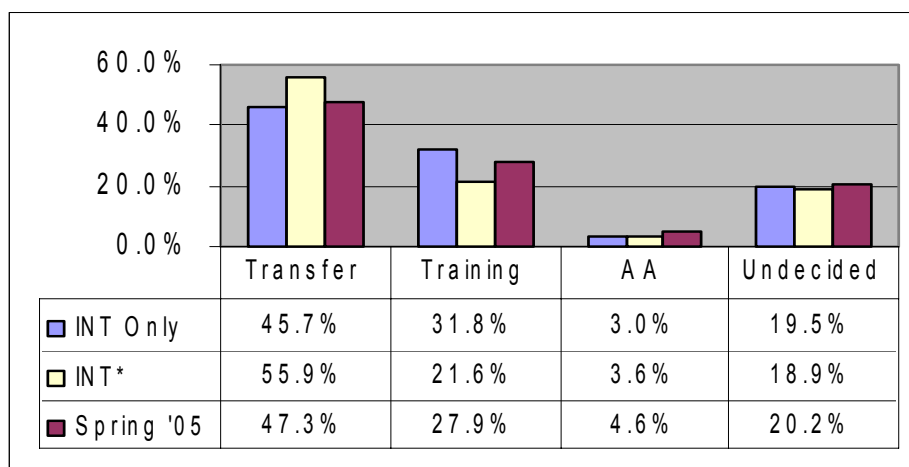
- The Intersession-only student (n = 1,434) only took Intersession classes and did not take any regular spring classes.
- Compared to the general spring profile and the larger Intersession student population, this group consisted of:
  - ❖ More students aged 30 and over (see Figure 4)
  - ❖ More students with “training” as their educational objective (see Figure 5)

**Figure 4: Age**



\* All Intersession students including “Intersession-only” students

**Figure 5: Educational Objective**



\* *All Intersession students including "Intersession-only" students*

**Question 4: Was the Intersession student a "better" student?**

- In general, a little over half of the faculty districtwide reported that Intersession students were better prepared than regular semester students (see Table 8).
- Over 60% of the faculty districtwide felt that Intersession students participated more (see Table 8).

**Table 8: Faculty Responses to Survey**

When comparing your Intersession students to your regular semester students, Intersession students were:

| Responses     | City | Mesa | Miramar | District |
|---------------|------|------|---------|----------|
| More prepared | 49%  | 63%  | 46%     | 55%      |
| As prepared   | 44%  | 37%  | 46%     | 41%      |
| Less prepared | 8%   | 0%   | 9%      | 5%       |

When comparing your Intersession students to your regular semester students, Intersession students:

| Responses            | City | Mesa | Miramar | District |
|----------------------|------|------|---------|----------|
| Participated more    | 52%  | 72%  | 50%     | 62%      |
| Participated as much | 43%  | 28%  | 50%     | 37%      |
| Participated less    | 5%   | 0%   | 0%      | 2%       |

- Intersession students had a slightly higher spring term GPA than students who did not take any Intersession classes (see Table 9).

**Table 9: Spring '05 GPA's of spring and Intersession Students by College**

| GPA          | City | Mesa | Miramar | Miramar (w/out In-service) | District | District (w/out In-service) |
|--------------|------|------|---------|----------------------------|----------|-----------------------------|
| SPR student  | 2.63 | 2.63 | 3.05    | 2.72                       | 2.73     | 2.64                        |
| INT student* | 2.67 | 2.75 | 3.11    | 2.84                       | 2.78     | 2.71                        |

*\*Excludes Intersession classes; only includes regular spring '05 classes.*

*Note: GPA's were calculated by aggregating SSN within primary college; grades were weighted by number of units.*

**Question 5: What were the GPA's for Intersession courses?**

**Table 10: Intersession GPA by College**

| GPA | City | Mesa | Miramar | Miramar (w/out In-service) | District | District (w/out In-service) |
|-----|------|------|---------|----------------------------|----------|-----------------------------|
|     | 3.04 | 3.23 | 3.40    | 3.30                       | 3.19     | 3.17                        |

*Note: College refers to the location where the Intersession course was offered.*

**Question 6: Did Intersession add to spring units enrolled or allow students to spread the load over 2 "terms" (Intersession and spring)?**

- 43% of students indicated on the Intersession survey that they enrolled in Intersession to lighten their spring load.
- However, Intersession classes increased the spring units enrolled for Intersession students.

**Table 11: Average Spring Units Enrolled of Intersession Students (With and Without Intersession Units)**

| SPR 2004 | SPR 2005 Without Intersession Classes | SPR 2005 With Intersession Classes* |
|----------|---------------------------------------|-------------------------------------|
| 9.53     | 9.11                                  | 11.82                               |

*\* Excludes students who did not take regular spring classes.*

*Note: SPR 2004 units are of the 2,867 Intersession students who were enrolled in spring '04*



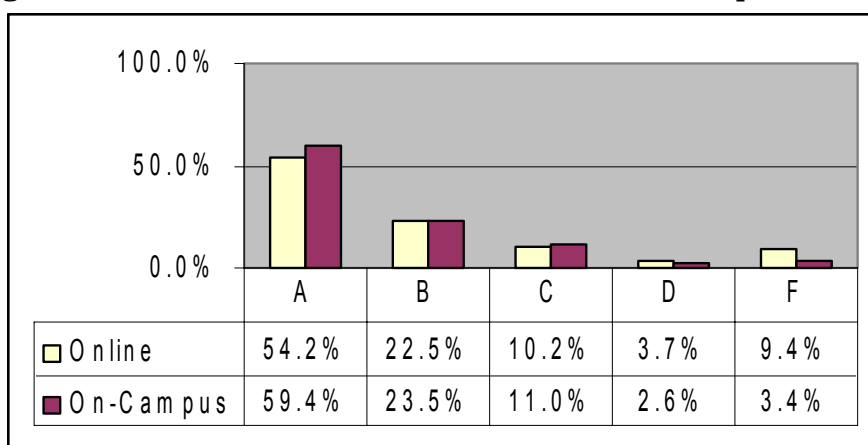
**Question 7: How did Intersession online courses compare to on-campus courses?**

- 19.4% of the Intersession course offerings were online.
- GPA of online courses was slightly lower than that of on-campus courses (see Table 12).
- A higher percentage of students dropped from online courses than on-campus (see Table 12).

**Table 12: Online vs. On-Campus Intersession Courses**

|                  | Online | On-Campus |
|------------------|--------|-----------|
| GPA              | 3.07   | 3.23      |
| Course Drop Rate | 12.6%  | 3.9%      |

**Figure 6: Grade Distribution of Online vs. On-Campus Courses**



**Question 8: How did Intersession day courses compare to evening courses?**

- Most (78.8%) of the Intersession courses were offered during the day.
- Almost all (94.7%) evening courses were offered by City College, except for two PG65 (Orientation to College) courses offered by Mesa.
- GPA of day courses was slightly higher than that of evening courses.

**Table 13: Day vs. Evening Intersession Courses**

|     | Day  | Evening |
|-----|------|---------|
| GPA | 3.39 | 3.27    |

*Note: City offered 36 out of the 38 evening courses.*

**Question 9: *Were students who attempted multiple courses successful in all courses or was some of it “enrollment shopping”?***

- Of the 6,160 students who registered for Intersession classes, 1,483 (24.1%) attempted to take more than 1 Intersession course.
- Students enrolling in multiple courses were more likely to “never attend” a class:
  - ❖ Of the students who enrolled in 1 course (n = 4,677), 12.4% of their classes were never attended.
  - ❖ Of the students who enrolled in 2 courses (n = 1,159), 20.5% of their classes were never attended.
  - ❖ Of the students who enrolled in 3 courses (n = 244), 26.2% of their classes were never attended.
  - ❖ Of the students who enrolled in 4 or more courses (n = 80), 32.1% of their classes were never attended.
- The students enrolling in multiple courses occupied 1,012 “spaces” in courses they never attended or dropped.

**Question 10: *What was the main reason for dropping or withdrawing from a course?***

- The most cited reasons for not completing a course were:

Students who dropped:

- ❖ Could not handle course demands (24%)
- ❖ Family responsibilities (17%)
- ❖ Employment-related (17%)

Students who withdrew:

- ❖ Could not handle course demands (25%)
- ❖ Employment-related (18%)
- ❖ Not satisfied with college instruction (15%)

- About half the students who dropped (64%) or withdrew (42%) indicated that there was very little the college could do to assist them in finishing their course.

**Question 11: *What courses are students interested in for next Intersession?***

- Top five courses of interest were:
  1. Math
  2. General Education
  3. English
  4. Science
  5. History

**Question 12: *Are students and faculty interested in another Intersession?***

- Nearly 85% of students are interested in taking Intersession classes again.
- Over 90% of instructors would like to teach Intersession again.

**SUMMARY**

The San Diego Community College District's first Intersession attracted 5,195 students and yielded 499 resident FTES. Intersession classes attracted more females, more 19 to 29 year olds and more transfer students. The majority of Intersession students only took 1 class.

Intersession students appeared to be "better" students, enrolling in more regular spring '05 classes than non-Intersession students and having a slightly higher spring term GPA. The data also indicated that these students took Intersession classes to increase their total units enrolled instead of spreading their unit load over 2 "terms" (Intersession and spring), thereby helping to accelerate progression through college.

A subgroup of the Intersession students was the group of students who took Intersession classes but did not take regular spring '05 classes. These students were different from the larger Intersession population in that they were slightly older and more were taking classes for "training" instead of for transferring.

Analyses of the courses indicated that online courses had a slightly lower GPA than on-campus courses and a higher drop rate. Day and evening course comparisons could not be made due to the fact that City College offered almost all the evening courses.

Students indicated that their main reason for dropping or withdrawing from an Intersession class was because they could not handle course demands. Other stated reasons were family responsibilities and employment-related. About half the students indicated that there was little the college could do to assist them in finishing the course.

Overall, Intersession was a success with the majority of students and faculty indicating that they are interested in another Intersession. The Office of Institutional Research and Planning plans to conduct similar analyses after future Intersessions to continue to build the knowledge base and enhance Intersession for students, faculty and the district.

**APPENDICES**

A: District Faculty Survey Results

B: City College Faculty Comments

B-1: Advantages of Intersession

B-2: Disadvantages of Intersession

B-3: Recommendations

C: Mesa College Faculty Comments

C-1: Advantages of Intersession

C-2: Disadvantages of Intersession

C-3: Recommendations

D: Miramar College Faculty Comments

D-1: Advantages of Intersession

D-2: Disadvantages of Intersession

D-3: Recommendations

**District Faculty Survey Results**  
SAN DIEGO COMMUNITY COLLEGE DISTRICT

**Response rate**

| City        | Mesa        | Miramar     |
|-------------|-------------|-------------|
| N = 39 / 65 | N = 40 / 72 | N = 10 / 18 |
| 60%         | 56%         | 56%         |

**1) Intersession was adequately promoted/advertised:**

| Response             | City | Mesa | Miramar |
|----------------------|------|------|---------|
| Agree/Strongly Agree | 86%  | 90%  | 80%     |

**2) Institutional support services for the faculty were adequate:**

| Response | City | Mesa | Miramar |
|----------|------|------|---------|
| Yes      | 78%  | 89%  | 60%     |

**3) Student support services were adequate during Intersession:**

| Response | City | Mesa | Miramar |
|----------|------|------|---------|
| Yes      | 80%  | 97%  | 80%     |

**4) Would like to teach Intersession classes again in the future:**

| Response | City | Mesa | Miramar |
|----------|------|------|---------|
| Yes      | 87%  | 97%  | 100%    |

**5) When comparing your Intersession students to your regular semester students, Intersession students were:**

| Responses            | City | Mesa | Miramar |
|----------------------|------|------|---------|
| More prepared        | 49%  | 63%  | 46%     |
| As prepared          | 44%  | 37%  | 46%     |
| Less prepared        | 8%   | 0%   | 9%      |
| Participated more    | 52%  | 72%  | 50%     |
| Participated as much | 43%  | 28%  | 50%     |
| Participated less    | 5%   | 0%   | 0%      |

## City College Faculty Comments

### Advantages of Intersession

(35 faculty submitted comments)

Better students (10 comments):

- “Terrific students.”
- “Highly motivated students.”
- “Apparently we are getting a better selection of students because less efficient students are discouraged by the difficulties involved in an intersession course: time pressure, etc.”

Economic advantage (7 comments):

- “Opportunity to teach during period when very little else is available.”
- “Doesn't count towards your teaching limit (for adjuncts) which means I will have a paycheck for Feb. -- NOT A SMALL CONSIDERATION!”

Get to know students (4 comments):

- “I think being able to focus on one class and one student group at a time was very helpful. I believe the students received more of my undivided attention, which I believe has paid off for them greatly.”
- “Becoming a "team" much sooner. There was a feeling of "family" that is not usually achieved in 16 week classes but often seen in summer classes.”

Focus on subject matter (4 comments):

- “It is a great way to concentrate on the subject matter because we are forced to get through everything in a short amount of time.”
- “Intense focus on material. Easy to tie concepts together because they were taught so closely together (in time).”

No time to forget material (3 comments):

- “Because of the rapid pace, students did not have time to forget things that were explained during class.”

Sampling of other types of comments:

- “It forces faculty to structure lectures in very explanatory fashion.”
- “Less parking hassles.”
- “Offers a quick turn around of classes for students.”
- “The intersession attracts students from other schools who are home during their intersession break. This creates a more diversified student body. Introduces those students to City College and hopefully presents City College in a very positive light.”
- “Opportunity to do more on campus.”

## City College Faculty Comments

### Disadvantages of Intersession

(30 faculty submitted comments)

Majority of the comments centered on the “fast-pace” of a 4-week course (14 comments):

- “A lot of material to cover in 4 weeks”
- “Some students can’t keep up with the pace”
- “...due to the speed of the course, there is almost no breathing room between preparing for a test, grading and getting ready for the next one”
- “...there is no time for valuable guest speakers or multi-media extras to enhance learning as the barest rudiments are all we have time for so learning is sacrificed.”
- “I felt I had to tone down the assignments/readings/work load because of the time consideration.”

Long hours for students and faculty (5 comments):

- “It does not allow for adequate educational coverage, because people are very fatigued after work and cannot concentrate the long hours required.”
- “4 1/2 hours of teaching after an eight hour work day makes for a tired guy by the end of the third night.”
- “Some students begin to drift or get antsy after 4 hours.”

Sampling of other types of comments:

- “It seems that some of the students had no money to buy the textbook.”
- “Issues with the bookstore.”
- “Limited technical support during the development time for the online course. “
- “Students could not access counseling between the Fall and intersession.”
- “Less students attending - students may not be aware that they could attend community college for free - BOGW. Outreach to promote Intersession to high school students - especially Personal Growth courses.”
- “Lack of administrative support prior to the first class. Yes, a Dean did "check" with the class the first day, but nothing afterwards...felt truly abandoned.”
- “Almost didn't have enough students for the class to work. We had group discussions and presentations and ended up with only 17 students - almost too few.”



## City College Faculty Comments

### Faculty Recommendations

(26 faculty submitted recommendations)

- Extend evening hours for cafeteria and library (5 recommendations)
- More advertisement/advertise earlier/promote (4)
- Advise student of the rigors of Intersession (3)

Faculty concerns:

- “I had a problem with the books at the online bookstore. They did not match the required book at the campus. This resulted in my losing students ... because of the confusion.”
- “Please have those rosters for us on time! Also, I actually waited until midnight the night before class to see if there would be a roster on-line...no luck...there needs to be better coordination to get this very short time off to a running start.”
- “Perhaps more interdepartmental planning. It would have helped if I knew what room number my class was in.”
- “More help in the faculty workroom, or perhaps friendly help.”
- “More organization among the institutional support services to help the faculty more...”
- “School services, most notably facility services, must be up to speed. A room locked at class start time [and] a room with no heat when it's 45 degrees and raining is unacceptable. Getting the first attendance roster when the class is 25% complete is unacceptable.”
- “I think the biggest issue was beginning classes at 8 a.m. the first day after an extended administrative holiday. No one was around to help me or answer my questions at 7:30 that Monday morning. Even if people were there, they had just shown up, just like me, so no one had any answers. That was frustrating for me as a faculty member.”
- “Admissions and Records ... stating students were Withdrawn - students, actually in class.”
- “I believe that the District and the AFT should agree that intersession classes, as they are defined as "Early Spring Semester Classes" should qualify for being counted towards hourly adjunct faculty medical benefits...these classes are NOT summer classes!!”

Student-related recommendations:

- “Make ‘used books’ more available...it seemed as though most students kept their economics books for the spring semester, not allowing for used book purchases during intersession.”
- “Open registration between end of Fall and beginning of intersession without closing between the 22nd and the beginning of the session. Have WebCT (SDCCD online) staff available during the break.”
- “Offer more day and night classes so that students have additional options.”
- “Directions - poster boards - sign around campus - locating primary student support services - placed at entrance and parking area - for new students who are not familiar with the campus.”
- “For disabled students, there were difficulties being able to receive the accommodations they were entitled to. The length of the classes interfered with extended time for tests and remaining in class for further instruction. Instructors, students, and DSPS need to work closely together to accommodate students with disabilities, on an individualized basis, so they can receive their accommodations.”

Other recommendations:

- “Instead of having shadow classes, program the computer to automatically open a new class when a cap of 30 has been reached. The computer would automatically assign ‘staff’ as the instructor. The chair would automatically be notified to ensure appropriate staffing.”
- “Fewer hours per class session; 4 or 5 days a week rather than 3.”
- “Choose carefully the classes to offer.”
- “Offering different types of classes.”

## Mesa College Faculty Comments

### Advantages of Intersession

(31 faculty submitted comments)

Better students (10 comments):

- “Attracts ‘over-achievers’. Fun!”
- “My students were from various places and were highly motivated. It was fun!”
- “Better scores and attendance. Students stayed on top of material better...”

Focus/immersion on subject matter (7 comments):

- “Tightly focused time period helped keep students on track.”
- “The students were immersed in the subject matter.”
- “Because of the rapid pace, students did not have time to forget things that were explained during class.”

Get to know students (6 comments):

- “More intense involvement with students.”
- “My class was significantly smaller than usual, which was pure joy. It was like teaching a graduate seminar class.”

Economic advantage (5 comments):

- “Income for February”
- “Opportunity to work during our month off.”

Sampling of other types of comments:

- “Lends itself well to online or self-paced courses.”
- “I think it gives many students an opportunity to get credits out of the way.”
- “Students were able to take classes that might otherwise be full during regular semesters.”

## Mesa College Faculty Comments

### Disadvantages of Intersession

(25 faculty submitted comments)

Disadvantage to students (9 comments):

- “Students were very tired and restless at the end of the three-hour sessions, and lost their ability to focus.”
- “Unprepared students lose momentum and can fail more easily.”
- “...if [students] missed a day, they missed a week.”
- “...can't go as deeply into [topic]”
- “Having to test on material just learned with little time for students to study/digest material.”

Fast-pace of a 4-week course (6 comments):

- “The pace is pretty intense – but worth it.”
- “Teacher must be very prepared – class moves quickly!”
- “...not much time to make adjustments if there is unforeseen problems.”
- “There was very little time between class periods to adjust the lectures and exam methods.”

Disadvantage to faculty (7 comments):

- “...the intensity of lesson preparation for every day.’
- “Grades are due the last day of the Intersession class ... the other hard part is that spring semester then starts the following Monday. It is a challenge to prep for spring and be very busy with Intersession.”

## Mesa College Faculty Comments

### Recommendations

(18 faculty submitted recommendations)

Advertisement (5 recommendations):

- “Increased promotion if possible.”
- “Advertise the Intersession 2 to 2.5 months in advance.”

Faculty-related recommendations:

- “I taught an online course and it would have been helpful if I could have had the students email addresses 1 - 2 weeks prior to the start of the Intersession. I was not able to access my Intersession rosters until the Sunday before class started. This is especially important for communicating what book to purchase.”
- “... is there a way students can obtain the first assignment w/o having attended the first class? This is generally not a problem with the regular semester class scheduling. However, a class in intersession is hit with a three plus or longer time block every day. I was able to use the class time effectively, but it could have been used more effectively if I had been able to get notice of an assignment due on the first class day. Class time is premium time in intersession.”
- Have the campus open before the intersession so that we can turn in duplicating before classes start but after the two week break.

Student-related recommendations:

- “I think the bookstore should have weekend hours at least the weekend before class starts to serve those students that work and just to let them purchase their books prior to the start of class. There just isn't time for the students to have trouble with their book purchases.”

Other recommendations:

- Add more two and three unit classes, i.e. CBTE 190 (just before the tax season). Would be a great incentive to get prepared for April 15th.
- Have the intersession end sooner so that we can participate in the flex activities
- Make it five weeks.
- The intersession conflicts with other spring semesters. I had students who began classes at SDSU and SWC prior to the completion of intersession. In addition, I was unable to entertain a new teaching assignment at Palomar because of my commitment to the Intersession.
- Keep it going. It just needs to develop some inertia.
- I would keep all courses in the 4-week cycle. My intersession students had better attendance and scores than their semester counterparts.
- Cooperation from the Media Services department
- For my discipline, we needed the restrooms and the doors to the building to be opened as well as heat in the classrooms.
- I think we may need more than one day to get our grades in, but I won't know until I've tried to do it.
- You might consider offering it 3 days a week at 4 hours 15 minutes as was done at City; at least they did in my area Economics.

## Miramar College Faculty Comments

### Advantages of Intersession

(7 faculty submitted comments)

- Gives us an opportunity to teach a short term class. And, we get paid.
- Recruiting more students to our campus offerings.
- The students are more dedicated.
- Really got to know the class well from seeing each other 4 days a week for 3.20 hours.
- Students are provided with an opportunity to get class credits "out of the way" quicker.
- The students are very motivated and I like that everything moves very quickly.
- Challenge to condense materials to a 4-week delivery method -more intense time with students.

## Miramar College Faculty Comments

### Disadvantages of Intersession

(5 faculty submitted comments)

- Not much time between semesters, which is why it should be kept at four weeks.
- Potential for overloading students in some areas of study -- math and sciences.
- For students that struggle in a 14-week course, an intersession course may not be to their advantage.
- The drop dates and the disqualification times are really confusing.
- Inadequate institutional and college support services like DSPS and Vets; inability to purchase texts on a timely basis; inability to access students prior to day 1.

## Miramar College Faculty Comments

### Faculty Recommendations

(5 faculty submitted recommendations)

- Bus 201 'went to heck' when publisher's interactive website fell apart during the first week of intersession. I did everything possible to ease student tension, frustration, and ANGER. Recommend that admin. Find a way to convince major publishers that we MUST host ALL of the course on our district server...NOT allow 'interactive' websites to only be hosted on the publisher's server. ALSO, adds were unable to be accomplished for 10 days, since district computer/employees had 'vacation' time. Students emailed me frantically trying to use add codes to no avail during that entire time. Obviously, they did not know whether to buy books until they were able to enroll during the first week of class. MANY decided NOT to use the add codes due to the last-minute enrollment uncertainty. I believe it is essential to keep enrollment computer open/working throughout such lengthy vacation periods--particularly when intersession begins the first day back. Another issue along the same lines: With the district computer/employees on vacation, our Dean's office was not able to OFFICIALLY increase the cap as the President requested during the last week of fall semester--you can verify this through the Dean's secretary who advised me of it. I'm experienced teaching online (several years) and came VERY CLOSE to losing most of my students because of the publisher's interactive website problems. Even though the Chancellor and President wished to increase my class to 75, we could not do so since it could not be officially input. I would teach intersession again but not until those two MAJOR ISSUES are resolved. NOTE: I would expect very poor student feedback/evals. due to this.
- Keep it four days a week for four weeks!
- Drop deadlines need to be announced to the students.
- Better planning for the network needs to be done as the weekend before courses began the email was down.
- 1) Institutional support should include 2-3 days during the break open for students to register. 2) Wait lists should be available to faculty prior to day 1. 3) Student Services like DSPS and Vet's should be available either online or in person during first week of class. 4) Outlook email being down during break should not happen. 5) Students must have the opportunity between Christmas and New Years to access texts and services (a minimum of 2-3 days) to make Day 1 easier. 5) For online courses institutional support to check systems must be 24/7.