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ABSTRACT

Chabot College began in 1961 on the semester system and converted to the quarter system in 1966. This study was conducted in order to determine whether or not Chabot should return to the semester system. Questionnaires distributed to students and faculty revealed that whereas 88 percent of the responding students favored the quarter system, 52 percent of the responding faculty members preferred the semester system. The students indicated that the quarter system is better because courses are more straightforward, Christmas recess is improved since courses have ended, there is opportunity to have a greater variety of courses and faculty exposure over a given period of time, greater chance to start over again if you must withdraw, more opportunity to change majors without great loss of time, and a greater likelihood of finishing a course since the work does not stretch out so long. Faculty members looked on the quarter system with disfavor because it is too demanding on both faculty and students, and students need more time to learn. Following a brief review of selected research on the advantages and disadvantages of the quarter system, the author recommends that no action be taken to change the academic calendar at Chabot at this time. A short annotated bibliography of research studies is appended. (DC)

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CHABOT COLLEGE
Office of Administrative Services

A REPORT ON THE ACADEMIC CALENDAR: QUARTER SYSTEM OR SEMESTER SYSTEM?

INTRODUCTION

The question of how the academic year should be divided to provide the best instruction for students and the most efficient service of the college to citizens, is a persistent one that is unlikely to be answered for once and for all. Should the year be divided into two semesters of 16-18 weeks each, or three quarters of 10-12 weeks each, or some other time structure? Or should a variable system be used which would permit flexibility in offering courses over different periods of time, depending on the unique requirements of the subject-matter and the best interests of students?

Chabot College began in 1961 on the semester system and converted to the quarter system in 1966. This action followed the recommendation of the Coordinating Council for Higher Education, our local study of advantages and disadvantages, favorable action of the Board of Trustees and the necessary changes in state law. In the intervening 9 years, some Board members and some faculty have asked periodically whether we should return to the semester system. Meanwhile, modest variations on each calendar system have been developed and tried in a few institutions. For example, there are colleges which begin the semester early and end before Christmas. At Chabot College, "short courses" are being offered which extend for periods of less than one quarter, but flexibility is severely limited by current law. A new law has just been signed by the Governor which will take effect July, 1976, and will permit six college district, on a pilot basis, to operate a "flexible calendar" with freedom from present legal limits in scheduling courses.

SCME EVIDENCE OF ADVANTAGES AND DISADVANTAGES OF THE QUARTER SYSTEM

A. STUDENT PREFERENCES

But what of the immediate question: should Chabot College return to the semester system? One way of getting at an answer is to ask students of different ages, with different goals, who attend for different periods of time and carry different course loads. This was done in June of 1975.² Regardless of the particular characteristics of the student, an overwhelming number (88%) responded that they preferred the present quarter system over the semester system as formerly operated. And, they supported their preference by endorsing the following reasons:

1. Courses are more straight-forward; frills eliminated.
2. More opportunity to have a greater variety of courses and faculty over a given period of time.
3. Christmas recess better because courses have ended.
4. Greater chance to start over again if you must withdraw.
5. More opportunity to change major without great loss of time.

1. Refer to Appendix 3, "The Quarter System in Operation, 1966-67." John R. McKinley (Nov., 1967)

2. Refer to Appendix 1, "Survey of Chabot College Students Regarding the Length of the Academic Calendar." (June, 1975)

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6. Greater liklihood you will finish a course because the work does not stretch out so long.

B. FACULTY PREFERENCES

Another way to seek an answer to the question of which system is most desirable is to ask the faculty. Of the 40 percent who replied to a Faculty Committee questionnaire in May, 1975, 52 percent indicated that they preferred the semester system and the reasons included the following:³

1. The pace of the quarter system is too demanding on both faculty and students.
2. Students need more time to learn.

C. RESEARCH RESULTS

A still different approach to an answer is to consider research information which may tend to endorse the elements of one system or the other. The problem with research on the academic calendar is that there are many and complex variables that affect student success and efficient District operation. It becomes almost impossible to attribute particular performance factors to the specific matter of the length of the academic calendar. To conduct competent research studies at Chabot College would be redundant and be an expensive project in terms of the cost of research personnel and the demands on the time of the staff. And, the results might be inconclusive at best. A review of selected studies conducted here and elsewhere on the quarter system and semester system results in these observations:⁴

Student Performance

1. There was greater inclination for students to "stick it out" for the entire quarter than there was for an entire semester.
2. Attendance patterns and persistence in courses taken by the general student population were approximately the same under both calendar systems. However, there was a decrease in complete withdrawals from college, under the quarter system.
3. There was less time for study and adequate use of the library under the quarter system.
4. There was no clear evidence of better or worse academic performance under either system, although one study indicated a modest increase of grade point average under the quarter calendar.
 - a. Neither the high ability nor the low ability student group showed a significant difference in academic performance under the two systems.

Attitudes and Feelings

1. There was more "pressure" felt by students, teachers, counselors and administrators (feeling of being rushed and hurried). However, students

3. See Appendix 2, "Survey Results of Chabot College Faculty Regarding Preferences for the Quarter or Semester System." (May, 1975)

4. See Annotated Bibliography in Appendix 4.

still favored the quarter system. One study indicated this was because they liked the increased pace and greater pressure which they experience. It seemed less drawn out and less boring.

2. The primary reason counselors, instructors and administrators in one study favored the quarter system was because of the assumed advantages it offered students: (a) frequent contact with counselors and instructors, (b) a gentle pressure to get work done, and (c) a logical division of the academic year. These groups cited no advantages for themselves because their workload had increased.
3. Many of the problems experienced by students under the quarter system are directly related to the fact that they are taking too many courses.
4. The course requirements were more demanding under the quarter system.
5. A significant number of students report that there are increased problems with registration procedures, difficulty in arranging counseling appointments and opportunities to take elective courses.
6. The quarter system is preferred by students, counselors and administrators. Instructors are divided with no majority in favor of either system, quarter or semester.

AND WHAT OF THE COSTS?

There is no doubt but that certain costs increase under the quarter system as a result of the three registration periods, grading periods, increased "paper-work," counseling requirements, manpower requirements for custodial and maintenance personnel, required forms and processing of attendance and other records. Whether any financial loss is suffered under the current attendance accounting system is subject to considerable doubt. In fact, the expanded opportunities of students to begin courses and, probably, to finish courses may increase the income of the District considerably more than necessary to offset the costs. Again, to venture beyond this speculation would require a considerable expenditure of research funds.

CONCLUDING REMARKS - AND A RECOMMENDATION

A very persuasive reason for making no changes in the academic calendar at the present time is found in the strongly favorable student opinions regarding the quarter system. What if we did convert to the semester system? Would we discharge any staff? Would we relieve any "pressures" when one considers the strains and anxieties attendant upon the conversion problems that would have to be solved in changing courses, procedures, publications?

It is recommended that no action be taken at this time to change the academic calendar.

The new law will take effect in July, 1976, and will permit a two-year period of experimentation by six community college districts. During this period, the colleges in these districts will not be bound by the traditional semester or quarter calendars. As a result of these pilot studies, we may soon find ourselves having the advantages of the quarter system and the semester system and still-to-be-discovered time systems which will benefit the student and the staff and be of benefit to the efficient and economical operation of the District.

APPENDIX OF BACKGROUND MATERIALS

REGARDING THE LENGTH OF THE ACADEMIC CALENDAR

1. Survey Results of Chabot College Students (June, 1975)
2. Chabot College Faculty Responses Regarding Academic Calendar (May, 1975)
3. The Quarter System at Chabot College in Operation, 1966-67 (November, 1967)
4. Annotated Bibliography - Studies on the Quarter and Semester Systems

SURVEY RESULTS OF CHABOT COLLEGE STUDENTS REGARDING THE
QUARTER SYSTEM AND SEMESTER SYSTEM (JUNE, 1975)

A. Sample:

A random sample was selected from among all registered students for the Spring 1975 Quarter. A total of 1,587 survey questionnaires were delivered in June and a response was received from 668, or approximately 42 percent.

B. Overall Result:

Eighty-eight percent (88%) preferred the present quarter system and 12% preferred the semester system as formerly operating.

C. Analysis:

Students were separated in the analysis according to the following categories:

<u>1. Major</u>	<u>% Preferring the Quarter System</u>
a. Technical-Vocational	87%
b. General education-transfer	90%
c. Undecided	85%
<u>2. Degree Objective</u>	
a. Associate in Arts Degree	87%
b. Certificate of Completion/Achievement	82%
c. Undecided	91%
<u>3. Age</u>	
a. Eighteen years or under	86%
b. Nineteen to 25	88%
c. Twenty-six to 35	88%
d. Over 35	86%
<u>4. Attendance Time</u>	
a. Day classes	87%
b. Evening and Saturday	88%
c. Both	85%
<u>5. Units Carried</u>	
a. One-half to 6	87%
b. Seven to 11	92%
c. Over 12 units	85%
<u>6. Units Completed</u>	
a. One to 15	91%
b. Sixteen to 45	87%
c. Forty-six to 90	88%
d. Over 90 units	83%

<u>7. Hours Worked</u>	<u>% Preferring the Quarter System</u>
a. Over 35 per week	89%
b. Near 22	88%
c. Near 12	85%
d. None	84%

In reviewing the responses of each of the above groupings of students to specified advantages of the quarter system, the following ranges of percents among the groups agreed:

<u>Advantage</u>	<u>Range of % of Groups Agreeing</u>
1. Courses are more straight-forward; frills eliminated	68 - 85%
2. More opportunity to have a greater variety of courses and faculty over a given period of time	93 - 97%
3. Greater likelihood you will finish a course because the work does not stretch out so long	63 - 85%
4. Christmas recess better because courses have ended	84 - 95%
5. Greater chance to start over again if you must withdraw	82 - 97%
6. Better chance to complete successfully all courses in which enrolled	58 - 80%
7. More opportunity to change major without great loss of time	77 - 91%

In reviewing the responses of each of the above groupings of students to specified disadvantages of the quarter system, the following ranges of percents among the groups agreed:

<u>Disadvantage</u>	<u>Range of % of Groups Agreeing</u>
1. Too much time pressure and feeling of being rushed	25 - 44%
2. Difficult to participate in music, drama, forensics, athletics, and other performing groups	21 - 36%
3. Not enough time for in-depth exploration of ideas and course materials	39 - 54%
4. Not enough time to recover from a poor start in course	34 - 46%
5. Course scheduling and registration are more consuming and difficult	22 - 38%
6. Books and other costs are higher	35 - 65%
7. Not enough time to get acquainted with instructor	14 - 33%

D. CONCLUSIONS

1. Students included in this random sample strongly preferred the present quarter system calendar over the semester calendar as previously in operation. (88% indicated a preference for the quarter calendar)
2. Two-thirds or more of each category of student (see "C" above) agreed with the following advantages of the quarter system:
 - a. Courses are more straight-forward; frills eliminated.
 - b. More opportunity to have a greater variety of courses and faculty over a given period of time.
 - c. Christmas recess better because courses have ended.
 - d. Greater chance to start over again if you must withdraw.
 - e. More opportunity to change major without great loss of time.
3. The only disadvantages which were endorsed by half or more of each of the student categories were the following:
 - ~~a. Not enough time for in-depth exploration of ideas and course materials.~~
 - b. Books and other costs are higher.

CHABOT COLLEGE
25555 Hesperian Blvd., Hayward 94545

Dear Chabot College Student (or former student):

We need your advice and reactions on the important matter of the length of our college term. We hope you will give us ten minutes of your time to complete the questionnaire and return it to us immediately.

Thank you for helping with this important issue.

QUESTIONNAIRE FOR SELECTED CHABOT COLLEGE STUDENTS

Please read the questions below. Enter your answer in the correct box.

		YES	NO
A.	Do you prefer the present system in use at Chabot College of dividing the academic year into 3 parts (eg: the Quarter System)? . . .	<input type="checkbox"/>	<input type="checkbox"/>
B.	If given a choice, would you prefer the semester system where the academic year is divided into 2 parts (eg: Sept. to Feb. and Feb. to June)?	<input type="checkbox"/>	<input type="checkbox"/>
C.	Please indicate if you agree or disagree with each of the following statements. These are the <u>advantages</u> usually stated in favor of the "quarter system."	AGREE	DISAGREE
	(1) Courses are more straight-forward; frills eliminated	<input type="checkbox"/>	<input type="checkbox"/>
	(2) More opportunity to have a greater variety of courses and faculty over a given period of time	<input type="checkbox"/>	<input type="checkbox"/>
	(3) Greater likelihood you will finish a course because the work does not stretch out so long.	<input type="checkbox"/>	<input type="checkbox"/>
	(4) Christmas recess better because courses have ended.	<input type="checkbox"/>	<input type="checkbox"/>
	(5) Greater chance to start over again if you must withdraw	<input type="checkbox"/>	<input type="checkbox"/>
	(6) Better chance to complete successfully all courses in which enrolled.	<input type="checkbox"/>	<input type="checkbox"/>
	(7) More opportunity to change major without great loss of time	<input type="checkbox"/>	<input type="checkbox"/>
D.	Below are the <u>disadvantages</u> usually stated about the "quarter system." Indicate if you agree or disagree with each statement.		
	(1) Too much time pressure and feeling of being rushed.	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Difficult to participate in music, drama, forensics, athletics, and other performing groups	<input type="checkbox"/>	<input type="checkbox"/>
	(3) Not enough time for in-depth exploration of ideas and course materials	<input type="checkbox"/>	<input type="checkbox"/>
	(4) Not enough time to recover from a poor start in a course.	<input type="checkbox"/>	<input type="checkbox"/>
	(5) Course scheduling and registration are more consuming and difficult	<input type="checkbox"/>	<input type="checkbox"/>
	(6) Books and other costs are higher.	<input type="checkbox"/>	<input type="checkbox"/>
	(7) Not enough time to get acquainted with instructor	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE COMPLETE REVERSE SIDE



Read the questions below. Enter in the box opposite the questions the number which corresponds to your answer (or "yes" - "No" when called for).

E. Your major: (1) Technical-Vocational
 (2) General Education-Transfer
 (3) Undecided

F. Do you intend to complete (1) the A.A. Degree
 (2) a Certificate
 (3) unsure or neither A.A. Degree
 or Certificate

G. Your age: (1) 18 years or under (3) 26-35 years
 (2) 19-25 years (4) Over 35 years

H. When do you mainly attend classes:
 (1) Day (8:00 a.m.-4:30 p.m.)
 (2) Evening or Saturday
 (3) Both Day and Evening or Saturday

I. Have you ever attended a college or university under the YES NO
 semester system?

J. Number of units carried during the Spring 1975 Quarter:
 (1) ½ to 6 units (3) Over 12 units
 (2) 7 to 11

K. Approximate number of units you will have completed by end of
 Spring 1975:
 (1) 1-15 units (3) 46-90
 (2) 16-45 (4) Over 90

L. Which of the following categories best describes the number of hours you
 normally work a week while in college classes:
 (1) Over 35 hours a week (3) 12 hours a week
 (2) 22 hours a week (4) None

M. Have you participated at Chabot College in?
 YES NO
 Intercollegiate Athletics.
 Drama.
 Music.
 Student Government
 College Publications
 Forensics (speech activities).

FACULTY RESPONSES REGARDING ACADEMIC CALENDAR

(Survey conducted by Faculty group - Frank West, Chairman,
May, 1975; sent to salaried instructors)

I. Summary of Responses:

A. First Preference For:

	<u>No.</u>	<u>%</u>
1. Semester System (Early Sem. - 4)	48	52
2. Quarter System	34	37
3. Trimester	6	7
4. Other/Variable (4-1-4-1) (Variable Sem. Length - 2) (Either Sem. or Qtr. - 1)	4	4
TOTAL	92	100%

TOTAL Salaried Faculty 231 100%

% Faculty Response - 40%

II. Remarks

A. Pro-Semester System (including Early Semester)

1. Although no empirical evidence seems to support this semester system, my intuitive feeling is that the pace of the quarter system is too demanding on both faculty and student.
2. Students need more time to learn.
3. I believe the summer session should always be retained. Summer programs can include courses of varying concentration and duration, thus allowing flexibility and diversity, etc.
4. "Semester" but in reality, I do NOT know if this is an intelligent choice--what are the "pros" and "cons" to other calendars??
5. Quarters are too short for students.
6. I would prefer the semester system as a totally selfish preference. I rather think students would prefer the quarter system. I've been curious about the 4-1-4 plan; it would seem to have possibilities.
7. The semester system with the large break between the Autumn and Spring Semesters seems to be ideal. (See: S.F. State College)

8. Early semester (much more reasonable and workable!!!).
9. The semester should be completed prior to Christmas vacation.
10. Where first semester ends before Christmas and this can be done! ...starting earlier and ending the year earlier.

B. Pro-Quarter System

1. What we need here at Chabot is a system in which, however subdivided and named, the subdivisions each contain the same number of weeks. This would permit uniformity of treatment and emphasis in the courses. This has often been proposed by a variety of sources, but never adopted.
2. Allows for a wide choice of courses.
3. Until the University and the State University in our district change.
4. Better for students--span of attention. Better for offering a greater variety of courses--less waste motion.
5. Everyone has to work harder.
6. In the final analysis, the main factor is one of good teaching which can (or may not) be done on any calendar arrangement.

I do not believe any data which I have seen can substantiate one pattern over another, simply because good teaching has never been defined. Perhaps we should work on that.
7. Protest: This has gone far enough. For the six years I've been at Chabot, there have been similar surveys going on. It is a vast waste of time and energy.

C. Pro-Trimester System

1. Purdue University is one school which has two semesters, but runs from the end of August or early September, and is out about the first of May. Sounds good to me.

D. Pro-Other

1. A variable system is needed in which the instructor decides on the number of hours of instruction required to teach the course "adequately." This would entail an "equitable" load policy.
2. Either one, quarter or semester, depends on corresponding schedules.
3. A semester system which allows for both longer and shorter duration courses would be a preferred system.

THE QUARTER SYSTEM IN OPERATION AT CHABOT COLLEGE: 1965-67

by

John R. McKinley, Dean of Instruction

I. A Word About Chabot College

The college is located in Hayward, California, on the outer edge of the East Bay side of San Francisco - Oakland Bay Area, just south of Oakland. The school started in 1961 with 1,130 students and had attained a day enrollment of some 4,500 students and an evening enrollment of about 2,700 by the autumn, 1966. After passing a 17.2 million-dollar bond issue, a new college was built and occupied in the fall of 1965. During the early years, the college occupied temporary quarters at another location, using portables. Hence, we are talking about a relatively new college that moved to a completely new and thoroughly developed campus in the fall of 1965 and became the first junior college in California to change from the semester to the quarter calendar, beginning with the Autumn Quarter, 1966.

The faculty was relatively new and primarily composed of younger men and women who were energetic and generally open to new ideas and experimentation. The students at Chabot College come from mainly middle class and lower middle class homes.

The first collegiate institution in the area was California State College at Hayward which began in 1959. Prior to the coming of this institution and of Chabot College, only some 25-30% of the graduating classes in the different high schools attended college. This proportion has now risen to between 40 and 50 per cent.

The curriculum at Chabot College is in the tradition of the comprehensive community college, with a somewhat heavier than usual emphasis in the technical-vocational programs and in the humanities.

II. Why Was the Change Made to the New Quarter System Calendar?*

- A. After making a rather thorough study of the implications of the quarter system, the Board of Trustees passed a resolution that the college should move on the quarter system as soon as possible. At least part of this decision was based on the desire to utilize the new college to the maximum (even a possible 4th quarter year-round) and avoid future bond issues for construction. In addition, the Superintendent and faculty were both of an experimental mind and felt that instruction might well be significantly improved by changing from the semester to the quarter calendar. They recognized that the quarter calendar is not a new idea; that its usefulness in the community college should be determined empirically, and if it did not work out over a period of several years, the change back to the semester system would not be particularly painful.

*A more detailed explanation of actions which were taken in the transition at Chabot College and the reasons for the change are contained in "The Quarter System at Chabot College," by John R. McKinley, January, 1967.

- A. One might speculate that more students are continuing for a longer period of time and are completing more courses. The drop in enrollment from fall to spring is slightly more under the quarter system than it was under the semester system. However, the drop from autumn to winter is much less than from fall to spring.
- B. As for withdrawals, there has been a significant reduction in the number of withdrawals which occur after the second week of instruction. Under the quarter system, a much larger proportion of students finish a course once they have gotten beyond the second week.
- C. There has been a slight decrease in the number of failures, and it appears that there has also been a decrease in the proportion of students on probation and dismissal status.
- D. Many faculty members have reported that students are attending classes with greater regularity. In technical-vocational areas, most enrollments are up.
- E. In reporting on a survey from the faculty which was taken in May of 1967, one might note that there was considerable variation regarding the reactions of faculty and little agreement on its consequences, except in regard to the following:
1. The total hours spent in preparation are greater.
 2. The hours of contact with students outside of class are more.
 3. Efforts to conceive and try new ideas in instruction are more; efficiency in use of instructor time in teaching is greater, the effect of the fewer teaching days under the quarter system is more negative than positive; assignments for students are more frequent.
 4. Anxiety both by students and instructor is greater, as is a felt "pressure."

The most often mentioned advantages were the relaxed Christmas vacation, the ability of students to take greater variety of courses, interest level stays up, a bad class ends sooner, "real work" is started sooner and "busy work" is reduced.

Reasons for not favoring the quarter system included the fact that there was too much "hustle" and work, less review time, harder to make up classes for students, difficulty for faculty to reorganize course content to eliminate the unnecessary, not enough practice or soak-up time for students, and added paper work for most teachers, counselors and administrators.

- F. The Director of Student Activities felt that there had been no ill effects on dances or student participation in groups and activities.

Further, California State College at Hayward was already on the quarter system, and it was a rather natural move for Chabot College to make the change in order that articulation for the majority of its transfer students might be eased.

The Director of Technical-Vocational Education and the Assistant Dean responsible for the evening program both felt that the quarter calendar had advantages to students in their curricula. Since the community college is for most students an exploratory experience, the quarter calendar opens many new possibilities for taking additional electives, changing majors in technical-vocational curricula without as much penalty of time spent, and so on.

It was also felt that the quarter system was coming to the University and possibly throughout the State Colleges as recommended by the Coordinating Council. There were many advantages of going first and having an opportunity to define the legal structure under which the quarter system would operate in the community college.

III. What Was Done?

- A. The college academic calendar was changed from two semesters to three quarters plus a six-week summer session, with the year starting on July 1.
- B. A time and unit module for most courses was determined by the College Committee on Curriculum in consultation with the faculty to be 3-3-3, with some courses changing to four units and five units; that is, in order to avoid any "speed up" of the student's education, it was felt that two-semester courses should be converted to three-quarter courses whereby there would be little or no compression of time for any given amount of subject matter. In the case of mathematics courses, it was decided that they should be converted to five units, five hours per week. In general, courses which satisfy general education requirements, such as those in art, drama, music, astronomy, etc., were converted from one semester of three units to one quarter of four units. A large number of changes were necessarily made in policies, in articulation agreements, and in courses and curricula.

IV. What Were the Results?

It is much too early to adequately assess the consequences of the change to the quarter system if, indeed, there are any consequences of great moment. We should probably not attribute too many earth-shaking results to a change in the calendar structure due to a transition to the quarter system. The calendar may not be that crucial in the organization of curricula and the instruction of courses. However, very preliminary analyses do indicate that some of the following things have occurred:

- G. Records, registration, and counseling have represented a number of problems which are being slowly solved by more efficient use of the computer, improvement of procedures and by some addition of classified staff.

V. In Summary

In summary, there is no question but that the effects of the quarter system at Chabot College have been far more positive than negative and that there is much less faculty anxiety at the beginning of the second year than existed at the end of the first year under the quarter system. The increase of examination periods, registration periods, and the like definitely requires an increase in student assistance to faculty and of a streamlining of all academic and student procedures. Because of the increase of three-unit, four-unit, and five-unit courses in some divisions, it is apparent that faculty loads must be balanced over a six-quarter period rather than a three-quarter period. Since the generation of some students changes every two years and since people tend to prefer that which they are used to, the student reaction is more positive in the second year than it was in the first. However, the great majority of faculty members and of students appear to be reacting favorably and finding that learning is progressing satisfactorily under the quarter system.

It must be recognized that the above comments represent very tentative conclusions. However, in sum, one can say that the quarter system is operational at Chabot College and that no one at the present time in the faculty, student body, or administration is seriously promoting a change back to the semester system. It appears that instruction has been improved.

ANNOTATED BIBLIOGRAPHY - STUDIES ON THE QUARTER AND SEMESTER SYSTEM

1. California Community Colleges, Chancellor's Office. "Community College Calendar." Sacramento, California, May, 1975.

This report includes the Board of Governors' proposal to increase calendar and course scheduling flexibility. It also includes a survey of the calendars used by colleges nationally and in California.

2. Cuesta College, Quarter Study Committee. "Information Pertaining to Present Semester and Quarter Systems of the California Public Community Colleges." San Luis Obispo, November, 1970.

This is a report of a college committee based primarily on responses of deans of instruction to questions regarding the two calendar system.

3. Mangham, Clarence Walter. "A Study of the Relationship Between Student Academic Ability and Student Performance Under the Quarter and Semester Systems in a Junior College." Unpublished Ph.D. dissertation, University of California, Berkeley, 1970.

This study investigates the relationship between student academic ability and student performance under the quarter and semester systems in Merritt College, Oakland, California. Among the conclusions, Dr. Mangham found that neither the high ability nor the low ability group showed a significant difference in academic performance between the two systems. "Low ability" students did not perform less well nor did "high ability" students perform better under the quarter system, as some have speculated.

4. McCuen, John. "Problems and Benefits of the Quarter System and Year-Round Operations Based on the Quarter System." Chabot College. Hayward, California. Spring, 1964.

As a result of a request by the Board of Trustees, John McCuen (administrative intern) made this study and assessment of the quarter system and year-round operations. This report was used by the Board as one basis for its favorable action to convert to the quarter calendar. It contains an assessment of benefits, problems and potential costs, and concludes that although conversion to the quarter system will include many difficulties, "if the change seems to be the best thing for students and the community, it seems clear that these can be surmounted."

5. McKinley, John R. "The Quarter System at Chabot College." Unpublished study document. Hayward, California. January, 1967.

This study describes the Chabot College background and reasons for conversion to the quarter system, including the principles followed, techniques and materials used, faculty committee operations and other materials.

6. Mertes, Barbara F. "Attitudes and Performances of Junior College Students During the Transition from a Semester to a Quarter System." Unpublished Ph.D. dissertation. University of California, Berkeley, 1968.

This doctoral study was completed by a faculty member of Chabot College during the transition years. Dr. Mertes found that students preferred the quarter to the semester system in a proportion of two to one. However, this student preference was highly qualified and these qualifications must be understood to accurately understand the student attitudes. These student qualifications of their preference for the quarter system can be categorized essentially in two ways: one, that many of the problems experienced by students under the quarter system are directly related to the fact that they are taking too many courses, in most cases--five courses, in the given period of time; and, two, that many of the problems for the student are related to administrative procedures, that to the student, seem better adapted to the semester system than they do to the quarter system.

7. Reiter, John L. "The Reiter Report." Unpublished study. Los Angeles Junior College District, Los Angeles, California, 1964.

This report is the first comprehensive study on year-round operation which was conducted by a California junior college district - Los Angeles. The conclusions included (1) year-round operation for that District is educationally feasible and desirable if the District is willing to bear the costs, and (2) the semester extended summer term (18-18-12 weeks) appeared to have the greater advantages for year-round operation of Los Angeles junior colleges than the quarter plan or the trimester plan.

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