

### Section Three: Pros and Cons

The following is a list of pros and cons that the task force created after conducting campus visits. The list is broken into three categories: pros/cons for students, pros/cons for college, and pros/cons for faculty and staff.

<b>Students</b>	
<b>PROS</b>	<b>CONS</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 provisional status</li> </ul>	<p>With a WI, we will have a 10-week summer. This could have a negative impact on some vocational education 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 1<sup>st</sup>. As a result, students seeking employment would lose a month of competitiveness in the job market.</p>
<p>WI's compressed format meets some students' learning styles and lifestyles.</p>	

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.	

# College

<b>PROS</b>	<b>CONS</b>
<p>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 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>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>
<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 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 other tasks needed 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 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 webpage.) The cost estimate does not include potential loss of FTES that may be a result of shortening the summer.</p>	<p>Could reduce enrollment in a select few spring courses.</p>
<p>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.</p>	<p>Could no longer offer 12- or 15-week classes during summer, which would affect some vocational education and agriculture courses.</p>

## Faculty and Staff

PROS	CONS
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 Agriculture 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.