Analyzing the Effect of Shortened Semester Duration on National Tsing Hua University Students' Academic Performance and Personal Life

李羽姿(、林彥均(임승준) (、石庭瑜 (112030046)、賴文凱 (111012015)
、陳莉琴 (113006477)、範黎金芝(113006123)

National Tsing Hua University

Word Count: 9201 words

Abstract

This paper discusses the impact of the shortened semester duration on National Tsing Hua University (NTHU) students' academic performance and personal life. The data were collected through an online questionnaire distributed via Google Forms, providing quantitative insights into students' experiences. In addition, the study gathered viewpoints from NTHU professors to understand how the semester adjustment influenced their teaching practices, course planning, and evaluation standards. The results of the study demonstrated that many students (89.3%) reported increased academic pressure, reduced recovery time between assessments, and significant changes in their physical and mental well-being. Students also expressed concerns about workload density and the challenge to maintaining a balanced personal life under the compact schedule. On the other hand, professors conveyed mixed opinions, some recognized potential efficiency, but others noted difficulties in delivering course content and reduced flexibility for deep learning. Together, these findings highlight both the benefits and drawbacks perceived by NTHU regarding the shortened semester policy.

Keywords: shortened semester, academic performance, student well-being, higher education policy

I. INTRODUCTION

In order to align with international academic systems, National Tsing Hua University (NTHU) has shortened its semester from 18 weeks to 16 weeks starting from the 2023-2024 academic

year. This modification results in a more compact course schedule and is intended to enhance overall learning efficiency, a rationale commonly cited in higher education reforms worldwide *(Smith, 2020; Lee & Huang, 2021)*. However, this adjustment has led to varied student responses regarding academic pressure, daily routines, and learning outcomes *(Brown & Campbell, 2019)*.

As students of National Tsing Hua University (NTHU), the writer has personally experienced the changes brought by the shortened semester, including faster-paced courses, concentrated exams and assignments schedules, and reduced intervals of rest time. While some students report increased academic pressure and difficulty balancing their daily routines, others believe that shorter semesters helps them to stay focused, increases productivity, and provides longer vacation periods for personal activities or internships. This diversity of experiences raises an interesting question: Does the shortened semester enhance learning outcomes or does it increase students' burdens, and how have the faculty adapted their teaching practices in response to the shortened semester?

ISSUES UNDER INVESTIGATION: The purpose of this study is to collect data to understand the actual impact of this policy on students' learning outcomes, well-being, and quality of life, as well as to examine professors' perspective regarding teaching methods, course planning, and teaching effectiveness. Thereby reflecting the advantages and disadvantages of the current system.

II. LITERATURE REVIEW

2.1 Shortened Semester Impact on Student Well-Being & Performance

A consistent argument regarding the compressed course timeline is the increased academic intensity and its effect on student well-being. A research conducted by Mahadevan, Etezady, and Zhang (2024) explored students' perspective between the accelerated and regular course formats. The researchers came up with a result that students often experience increased stress, heavier workloads, and limited time for reflection and course mastery in the faster-paced environments. Despite these challenges, some students valued the efficiency provided by accelerated courses, which allowed them to keep on track by completing the course content more quickly. Overall, the findings suggest that accelerated courses offer higher intensity but greater efficiency.

In addition, this finding is strongly relevant with the research by Gopalan, Bruno, Daughrity, & Nguyen (2024) specifically comparing the student performance between the 16-weeks and

8-weeks. Their results showed no significant difference in the exam performance between both longer and shorter semester formats, showing that strong institutional design can maintain learning outcomes even in a compressed semester. However, this study also found out that due to the compressed semester students experienced substantially greater workload pressure and stress level. In which, the primary consequence of shortened semesters is not necessarily based on the student GPA, but on the psychological and physical cost students must bear to keep with the study pace.

2.2 The Role of Faculty and Institutional Adaptation

The success of semester restructuring is based on the involvement of the faculty members. A study by Miller and Bliss (2023) highlights the critical role of instructional planning, course clarity, and faculty adaptability in ensuring that compressed schedules do not compromise the academic quality. The study noted that content-heavy courses, such as found in STEM fields, may require to be restructured to fit within the shortened timelines, ensuring that educational quality is maintained despite the reduced semester length.

These findings frame the importance of the faculty perspective within the NTHU transition. The literature indicates that an effective implementation of a shortened semester required professors to make difficult choices, between reducing the course depth to meet time constraints *(Miller & Bliss, 2023)*. Therefore, understanding how NTHU professors adapted to their course design and still can manage the teaching flexibility is essential to the success of the 16-week policy.

III. METHODOLOGY

3.1 Research Design

This research approaches a questionnaire that differentiate between the NTHU students' section and professors' section. The questionnaire for this study was designed to capture a clear understanding of how the shortened 16-weeks semester influences both students and professors at National Tsing Hua University (NTHU). For the student respondents, the survey are classified into five major sections,

1) Demographic information

   To provide information regarding department, year level, and gender

2) Perceptions of the shortened semester policy
3) The impact of the new schedule on students' mental health and stress levels
4) Changes in daily routines, study habits, and time management
5) Effects on students' academic performance (GPA), workload management, and overall learning satisfaction

The other half is developed specifically for NTHU professors which are classified into 3 major sections. The sections will be focusing on the course design, teaching strategies, teaching satisfaction, and assessment methods in response to the compressed semester. Professors were also asked about students' improvement or decline in the academic performance and whether 16-week semester provides sufficient time to cover essential course content in a comprehensive and effective manner.

3.2 Participants

A total of 69 respondents participated in this study, comprising 51 current students and 18 professors from National Tsing Hua University. The student sample initially yielded 51 responses, providing a substantial representation of those most directly affected by the transition to a 16-week semester. Of these, 73.9% (51 students) were undergraduate students, with juniors forming the largest subgroup (51%/26 students), followed by seniors (27.5%/14 students), while sophomores accounted 9.8%, and few numbers of 5 students are masters students (9.8%). This distribution is particularly relevant, as upper-year students have experience with both the former 18-week system and the current 16-week model.

Gender distribution among students (n = 51) was nearly balanced, with 54.9% female (28 students) and 45.1% male (23 students). In terms of academic background, respondents were unevenly distributed across colleges, with a notable concentration from STEM fields: Engineering (35.3%), Science (19.6%), and Electrical Engineering & Computer Science (13.7%). Fewer participants represented Humanities, Education, Nuclear Science, Technology Management or Arts-related departments. This skew toward STEM disciplines is noteworthy, as these programs traditionally involve heavier course loads and more frequent assessments—factors likely to be more sensitive to changes in semester length. Additionally,

student workload data indicate that 72.5% were enrolled in 16–25 credits, representing a full academic load, and many carried 7–12 credits of required courses, suggesting limited schedule flexibility and elevated time pressure.

The professor sample consisted of 18 professors whose responses provided complementary insights into instructional challenges under the shortened semester. Gender distribution was moderately imbalanced, with 61.1% female and 38.9% male participants. Faculty respondents came from a diverse range of academic units, including the College of Engineering (27.8%), College of Humanities and Social Sciences (16.8%), College of Education (16.7%), Tsing Hua College (11.2%), College of Nuclear Science (5.6%), College of Electrical Engineering and Computer Science (5.6%), and the Academic Affairs Office (5.6%). Teaching experience was heavily skewed toward senior educators: 50% had more than 20 years of experience, while 38.9% had taught for 11–20 years. Only 11.1% were early-career instructors with 1–5 years of experience. The predominance of senior faculty is meaningful, as these instructors possess extensive institutional memory and are well positioned to evaluate the curricular implications of transitioning from an 18-week to a 16-week semester.

3.3 Data Collection and Analysis

The data were gathered by conducting a questionnaire survey via Google Forms for 3 weeks, starting from November 10th to November 30th. Most questions and statements were presented in the form of a scale ranging from **1 to 5**, where 1 indicated **"strongly disagree"** and 5 indicated **"strongly agree."** This scale allowed respondents to express the intensity of their attitudes and experiences. In addition, the question also included multiple-choice questions in which respondents can select the option that best reflects their situation. Quantitative data from the Google Forms charts that includes percentages and frequency distribution were subsequently analyzed to identify the central tendencies.

In order to obtain relevant data the following questions and statements were asked:

For students section separated into 4 parts:

- Changing Policy from 18 Weeks to 16 Weeks
- Impact on Daily Routine, Study Habits, and Time Management
- Physical and Mental Health

- Academic Performance & Learning Progress

For professors section separated into 3 parts:

- Academic Performance & Learning Progress
- Course Design & Content Adaptation
- Observed Student Performance

IV. DATA ANALYSIS & FINDINGS

4.1 Student Section

This section presents the major findings concerning students' perceptions of the shortened 16-week semester. The analyses cover four dimensions: policy support & fairness, transparency of decision-making, learning pace & life balance, and workload pressure & learning quality. Bubble-plot visualizations and Spearman correlation analyses were used to examine the associations across each pair of variables.

4.1.1 Association Between Policy Support and Perceived Fairness

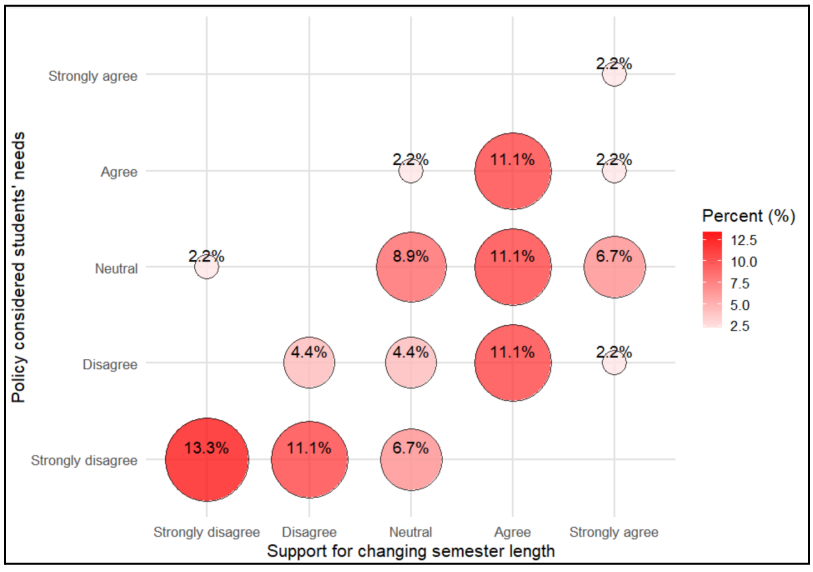

Figure 4.1.1

4.1.1.1 Visual Analysis

Figure 4.1.1 illustrates the joint distribution between students' support for shortening the semester (X-axis) and their perception that the policy considered student needs (Y-axis). The bubble sizes reflect the percentage of students selecting each combination.

A strong polarization appears. The largest bubble (13.3%) is located in the "Strongly disagree × Strongly disagree" cell. This indicates that students who oppose the 16-week semester overwhelmingly believe that the policy did not prioritize or understand student needs.

In contrast, a moderate-support group exists. A notable bubble at "Agree × Agree" (11.1%) shows that some students accept the policy and believe the decision-making process reasonably considered student interests.

Another critical pattern is the "support but distrust" group. Some students choose "Agree" for policy support but respond with "Neutral" or "Disagree" on fairness. These students accept the shortened semester as an outcome but still feel the decision-making process was insufficiently considerate or inclusive.

Overall, the distribution highlights a mixed and inconsistent attitude toward the policy, with fairness concerns playing a meaningful but not decisive role.

4.1.1.2 Statistical Analysis

A Spearman correlation test was conducted, and the results showed: $\rho \approx 0.30$, $p < .05$. This indicates a weak to moderate positive association between support for the shortened semester and perceived fairness. Students who feel the policy considered their needs are somewhat more likely to support it. However, because the correlation is not strong, many students judge fairness and policy support independently, reinforcing the presence of the "support but distrust" pattern observed in the visualization.

4.1.2 Transparency of Decision-Making and Policy Support

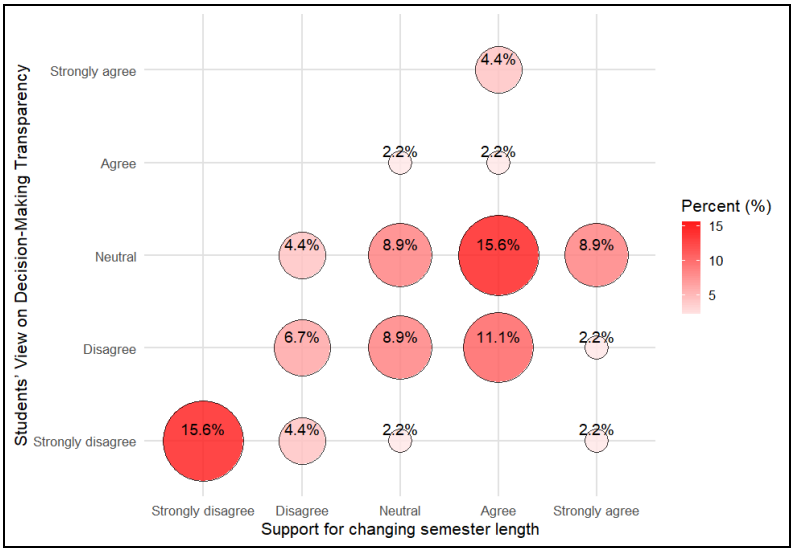

Figure 4.1.2

4.1.2.1 Visual Analysis

Figure 4.1.2 shows the joint distribution between support for shortening the semester (X-axis) and perceptions of transparency in the decision-making process (Y-axis).

A polarized response is again seen. The "Strongly disagree × Strongly disagree" cell contains a large bubble (15.6%), suggesting that many students who reject the policy also view the university's approach as opaque and insufficiently explained.

However, the largest bubble (also 15.6%) appears at "Agree × Neutral," demonstrating that many students who support the policy do not necessarily believe the decision-making process was transparent. Additional mid-sized bubbles at "Agree × Agree" (8.9%) and "Neutral × Neutral" (8.9%) show that moderately positive or neutral attitudes also exist.

Importantly, a clear "support but distrust" group emerges: students who accept the policy outcome while giving Neutral or Disagree ratings for transparency. This indicates a potential communication gap and a lack of confidence in procedural openness.

4.1.2.2 Statistical Analysis

Spearman's test shows: $\rho \approx 0.25–0.30$, $p < .05$. This implies a weak positive association.
Students who perceive the process as more transparent tend to support the policy slightly more.

Still, the modest correlation confirms that transparency alone is not a strong predictor of student support. Many students support the change but simultaneously express skepticism toward how the decision was made.

4.1.3 Perceived Learning Pace and Difficulty Maintaining Life Balance

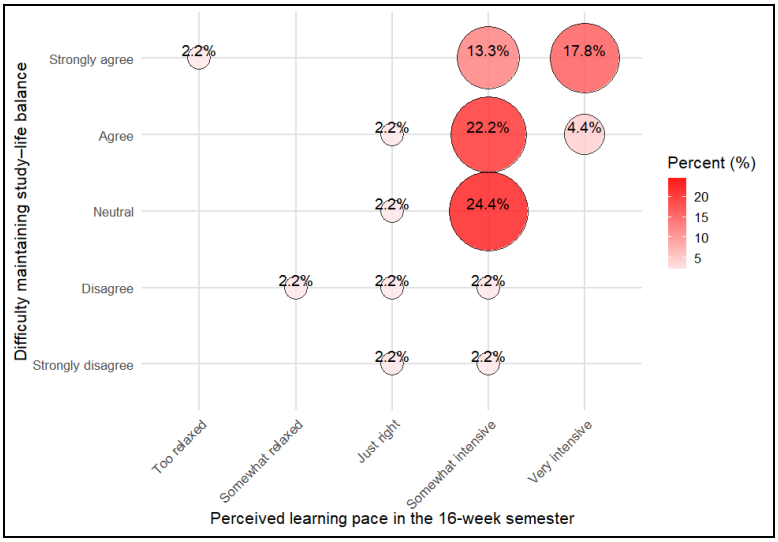

Figure 4.1.3

4.1.3.1 Visual Analysis

Figure 4.1.3 presents the relationship between students' perceived learning pace under the 16-week semester (X-axis) and their difficulty maintaining balance across coursework, rest, and social activities (Y-axis).

The visual distribution shows that most students selected either "Somewhat intensive" or "Very intensive." These two categories contain the largest bubbles, particularly at the Neutral, Agree, and Strongly Agree rows. This indicates that students who feel the learning pace has intensified also report greater difficulty maintaining balance.

Cells corresponding to "Too relaxed" or "Somewhat relaxed" contain almost no responses, suggesting that very few students feel the semester is less demanding.

Taken together, the pattern demonstrates a strong upward trend: as students perceive the learning pace as more intensive, they are more likely to struggle with balancing their academic and personal lives.

4.1.3.2 Statistical Analysis

Spearman correlation results show a positive relationship between the two variables: As perceived learning pace increases → difficulty maintaining balance also increases.

This confirms the intuitive expectation that a more compressed learning schedule—without workload reduction—forces students to adjust by decreasing rest, leisure, or social activities.

4.1.4 Workload Pressure and Concept Mastery

Figure 4.1.4

4.1.4.1 Visual Analysis

Figure 4.1.4 displays the joint distribution between workload pressure (X-axis) and students' perceived mastery of core course concepts (Y-axis).

Three clear patterns emerge:

1. High workload pressure is widespread.

   Most students select “Agree” or “Strongly Agree” when asked whether the semester feels more pressurized, reflecting an overall increase in academic burden.

2. Concept mastery shows weaker confidence.

   The largest bubbles are located at: *Agree* × *Neutral* (24.4%), *Strongly agree* × *Disagree* (20.0%), *Agree* × *Disagree* (11.1%) These responses show that even when students accept the workload, they struggle to master the material within the shorter instructional period.

3. High pressure rarely coincides with high mastery.

   Only a small bubble (~4.4%) appears in the *Strongly agree* × *Strongly agree* category. This suggests that few students feel confident mastering course content despite experiencing high pressure.

Together, these patterns indicate that the compressed semester does not enhance efficiency; instead, it creates tension between workload expectations and students’ capacity to absorb course content effectively.

4.1.4.2 Statistical Analysis

Based on the visual pattern and statistical testing: $\rho < 0$ (negative correlation), indicating that greater workload pressure is associated with lower confidence in concept mastery. This supports concerns that compressing the semester—while maintaining original workload and assessment standards—may dilute learning quality due to reduced time available for understanding course material.

4.1.5 Summary of Student Outcomes

Across all four dimensions, a consistent narrative emerges:

1. Students report significant academic pressure. The compressed semester increases learning pace and workload, creating difficulties in balancing academic and personal life
2. Learning outcomes appear jeopardized. Higher workload pressure is linked to weaker self-reported concept mastery

3. Students show inconsistent attitudes toward the 16-week policy. Some strongly oppose it, some moderately support it, but many express concerns about fairness and transparency
4. A "support but distrust" group is prominent. These students accept the policy outcome but disagree with or feel uncertain about the fairness and transparency of the decision-making process
5. Implications for future policy-making. To improve student satisfaction and learning quality, universities should: provide clearer communication, involve students more directly in decision processes, and consider adjusting workload or assessment volume when compressing instructional time

4.2 Professor Section

This section focuses on data and findings related to professors in the scope of teaching practices, experience, and views on the research variables

4.2.1 Association between Perceived Workload Increase and Achievement of Teaching Objective

The objective of this analysis was to determine if there is a relationship between professors' perceived workload under the shortened semester and their confidence to complete the essential teaching objective in a shorter period. The variables were measured using a 5-point Likert scale.

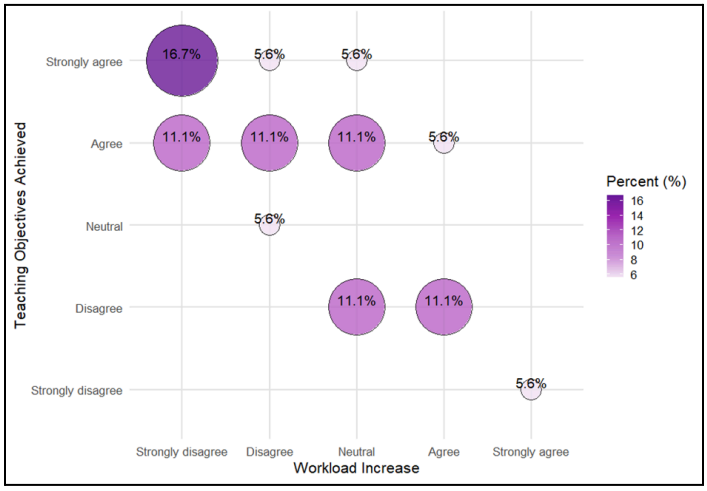

Figure 4.2.1

4.2.1.1 Visual Analysis

The bubble plot in the figure 4.2.1 illustrates how professors perceive the relationship between the *increase in workload* caused by the shortened semester (X-axis) and their *ability to achieve essential teaching objectives* (Y-axis). Each bubble represents the percentage of professors selecting a given pair of responses.

According to the figure 4.2.1, it illustrates high concentration in positive outcomes. As the largest bubble, accounting for 16.7% appears at the combination where workload increase is the same as strongly disagree and teaching objective achieved is equally to strongly agree. This high concentration indicates that many professors did not feel that their workload increased and were still determined that they could fully achieve core teaching objectives. On the other hand, several bubbles (11.1%) appear across multiple workload levels in the "*Agree"* row for teaching achievement, This indicates that even when some instructors felt a moderate workload burden, many still reported successfully meeting the teaching objectives. While a small bubble of 5.6% contains only a small fraction of professors perceived both increased workload and high ability to achieve all teaching materials.

Here also portrays a visual inverse trend, in which the bubble plot exhibits a visual diagonal pattern. Specifically, the larger bubble, representing higher percentages of responses tend to cluster on the upper-left of the plot, which corresponds to the combination of low workload and high teaching success. Conversely, the smaller bubble appears on the lower-right side, aligning with the combination of high workload and low teaching success. This distribution strongly suggests that when workload doesn't increase, professors feel more confident in meeting their teaching objectives.

4.2.1.2 Statistical Analysis

A Spearman Correlation (ρ) test was conducted to quantify the association figure 4.2.1. According to Spearman, the result was $\rho = -0.666$ with a significance level of $p = .0025$. This result indicates a significant and moderately strong negative association between perceived workload increase and the perceived ability to achieve the teaching objectives. This means that a higher perceived workload is linked to lower confidence in meeting objectives.

4.2.2 Adaptation on Course Design & Assessment Load

This part of research specifically investigates whether the faculty prioritize content reduction by trimming the amount of teaching material due to the shortened semester in order to maintain the pace of instruction, or whether they prioritize assessment adjustment to relieve the burden placed on students. Understanding which strategy dominates is crucial for evaluating the true impact of semester compression on the learning quality and student workload.

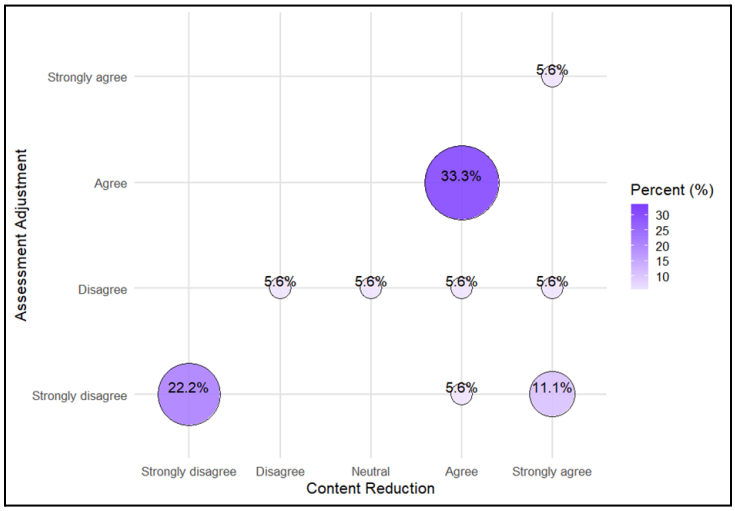

Figure 4.2.2

4.2.2.1 Visual Analysis

Figure 4.2.2 visualizes the joint distribution between the *content reduction* as mentioned in X-axis and *assessment adjustment* on Y-axis. It strongly reveals a strong asymmetry in adaptation strategy and content compression is identified as the dominant strategy. A substantial proportion of instructors agreed or strongly agreed that they reduced content, as indicated by a large bubble representing 33.3% in the Agree x Agree cell. Conversely, assessment adjustment is considered as less common, with many instructors who moderately reduced content still reporting *"disagree"* or *"strongly disagree"* for changing the assessment methods.

Additionally, as many large bubbles appear, agree in the content reduction and *neutral/disagree* for assessment adjustment. It strengthens the fact that instructors who reduce the teaching content do not necessarily reduce assignment or merge exams. As content compression is the

primary strategy used to cope with the shortened semester. However, assessment standards largely remain unchanged. This is becoming the main reason that explains why students continue to feel heavy pressure despite reduced teaching weeks.

4.2.2.2 Statistical Analysis

The statistical analysis further confirms this divergence. The Spearman Rank Correlation between the content reduction and assessment adjustment was $\rho = 0.372$, which is positive but not statistically significant ($p = 0.1289$). This confirms that content reduction and assessment adjustment are actually independent decisions, by the fact that the faculty who compress their teaching content are not reliably more likely to lower the assessment demands or merge exams. By this background, most students are reported to experience intense pressure, because students need to face the same amount of homework and exams, but with less time to learn and go through the material. Consequently, the shortened semester successfully helps faculty to maintain their instructional structure and performance satisfaction by reducing the content but unintentionally sustains high student workload and student stress.

4.2.3 Perception on Student' Performance and Student' Attention

This analysis is focusing on examining whether the shortened 16-week semester resulted in a significant decline in students' outcome performed by their GPA and classroom attention and attendance rate from the faculty's standpoint.

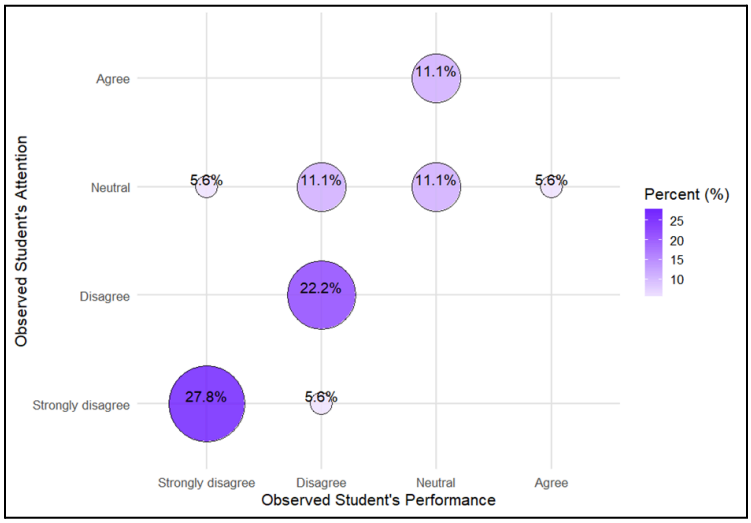

Figure 4.2.3

4.2.3.1 Visual Analysis

The bubble plot illustrates the joint distribution of faculty in observing the performance decline (X-axis) and observed decrease in student attention or attendance (Y-axis) reveals that faculty generally do not perceive a decline in student outcomes. As the largest concentration of responses appears in the lower-left area which shows disagreement with the decline. Specifically, 27.8% of instructors reported *strongly disagree* for both performance and attention/attendance decline, and 22.2% reported *disagree* regarding both aspects. On the other hand, bubbles in the *"agree"* section are relatively small (5.6% - 11.1%), indicating only minority agreement that students' performance or attention had worsened.

In addition, as the joint distribution shows a consistent downward trend, shows from the instructors who disagree with performance decline also tend to disagree with the decline in the attention and attendance rate. As from the joint distribution strongly suggests that most faculty do not observe a significant decline both on students' academic performance or classroom attention and attendance during the shortened semester. However, this finding sharply contrasts with external effects, particularly that students reported fatigue, high stress levels, and high burden in maintaining their GPA. This mismatch between instructors' observations and students' self-reported reveals a perception gap and experienced an observational blind spot, where instructors primarily observe the final outcomes based on assignments and exams, rather than the hidden cost or effort that students expend to maintain their academic performance.

4.2.3.2 Statistical Analysis

Despite the majority perception, a Spearman Rank Correlation was performed to analyze the correlation among the responses. The result was $\rho = 0.7586$ with a highly statistically significant p-value of 0.000263. This shows a strong positive monotonic relationship confirms that among the faculty who did observe declines, the two types of decline are strongly linked. In which, instructors who observed a decline in student performance also observed a decline in the student attention and attendance rate.

4.2.4 Comprehensive Faculty Outcomes and Adaptability by Experience Level

These overall faculty responses indicate that the shortened 16-week semester introduced significant challenges concerning workload, course coverage, student stress, yet assessment adjustment and teaching satisfaction generally remained stable for most professors. This stability, however, masks clear differences in experience and adaptation based on the faculty career stage and department they taught in.

Experience Level	Number of Instructors	Reported Workload Increase (%)	Reporting Decline in Teaching Satisfaction (%)
Early-Career (1-5 years)	2	50%	0%
Mid-Career (11-20 years)	7	16.7%	16.7%
Senior Faculty (>20 years)	9	44.4%	0%
Total Faculty	18	35.3%	5.9%

Table 4.2.1

4.2.4.1 Early-Career Instructors (1-5 Years)

Early-career instructors, particularly those in the Tsing Hua College and the College of Nuclear Science, generally reported stable in their teaching satisfaction but demonstrated the highest sensitivity to student challenges and stress. This group observed increased stress among students and greater difficulty in understanding and following up the course materials. In some cases, early-career instructors even adjusted GPA expectations to deal with these struggles. Collectively, this pattern shows that early-career instructors are more sensitive to student stress and difficulties.

4.2.4.2 Mid-Career Faculty (11-20 Years)

This group, particularly those in the Colleges of Science, Humanities and Social Sciences, and College of Education, showed the greatest stability and were identified to be the most adaptable with this semester policy change. Most instructors consistently reported being able to achieve all the teaching objectives, maintain teaching satisfaction, and preserve student performance with

minimal negative impact, as well as anticipated reducing course depth if the shortened semester continues.

4.2.4.3 Senior Faculty (> 20 years)

Senior faculty, representing the College of Science, Engineering, and Humanities and Social Sciences, experienced the most structural strain. As this group reported increased workload, reduced teaching satisfaction, and the greater inability to meet the core teaching objectives without reducing the course depth. This group also observed more pronounced declines in student attendance and reported higher stress levels, even when student performance remained stable. Although the Engineering and EECS faculty agreed that student stress had risen, senior instructors in these departments appeared more confident in achieving teaching objectives compared to the other younger instructors.

V. DISCUSSION AND SUMMARY

This study investigates the impact of National Tsing Hua University's shortened 16-week semester on students' academic performance, life balance, and instructors' teaching strategies. By integrating quantitative data from students and faculty with existing literature, the findings reveal that although the policy aims to "increase efficiency," it may conceal issues such as declining learning quality and a perception gap between students and instructors.

5.1 The Trade-off Between Learning Outcomes and Life Balance: The Cost of "Efficiency"

The study finds that although the shortened semester aims to enhance students' time management efficiency, it has in practice increased their academic workload and psychological stress.

5.1.1 Breakdown of Life Balance

According to the student survey results, when students perceived the semester's pace as more intense, maintaining a balance between coursework and personal life became significantly more difficult. This aligns with the findings of Mahadevan, Etezady, and Zhang (2024), who note that while faster course delivery can accelerate progress, it often increases stress and reduces the time students have for independent thinking and deeper engagement with course materials.

5.1.2 Decline in Concept Mastery

Our data further confirms this "efficiency–depth" trade-off: students' workload pressure is negatively correlated with their concept mastery. This suggests that under the higher-pressure conditions of a shorter semester, students tend to focus on catching up with the pace rather than achieving deeper understanding. This finding corresponds with concerns in the literature that accelerated courses may compromise learning depth.

5.2 The Perception Gap Between Students and Faculty: Survivorship Bias and "Unconcerned" Instructors

One notable finding is the discrepancy between students' and instructors' perceptions of academic performance.

5.2.1 Blind Spots in the Instructor Perspective

Faculty survey data indicate that most professors did not observe significant declines in student performance or classroom engagement. However, this sharply contrasts with students' reported pressure and fatigue.

5.2.2 Support from the Literature

Gopalan et al. (2024) offer a possible explanation. Their comparison of 16-week and 8-week courses showed no significant differences in exam performance, but a substantial increase in student stress. This suggests that instructors' inability to "see the difference" may be due to

students maintaining their grades by sacrificing their well-being—an invisible cost from the instructor's vantage point. In other words, the perceived stability in academic quality may be sustained by prolonged student effort outside of class.

5.3 Challenges in Adjusting Teaching Strategies: Content Reduction Without Assessment Revision

In response to the shortened semester, Miller and Bliss (2023) emphasize that maintaining teaching quality requires revising and restructuring the course design—not simply compressing total instructional time. However, the data from this study suggest that current teaching adjustments have not fully met this standard.

5.3.1 Asymmetry in Instructional Strategies

The analysis shows that professors primarily responded by reducing course content, but made relatively few changes to assessment methods. These two strategies were not significantly correlated. As a result, students must handle the same amount of exams and assignments within a shorter timeframe, which may be a major source of increased stress.

5.3.2 Decline in Instructor Confidence

Additionally, the data indicate that as instructors felt their workload increase due to the shorter semester, their confidence in achieving teaching goals decreased—a negative correlation. This aligns with Miller and Bliss (2023), who caution that without appropriate redesign, a shortened semester forces instructors to choose between "covering content" and "maintaining depth," ultimately compromising teaching effectiveness.

5.4 A Unique Observation: The Contradiction Between Distrust and "Support with Doubts"

Beyond the general findings, this study identifies a unique phenomenon: students' support for the 16-week system does not align with their trust in the decision-making process.

5.4.1 Support Without Trust

The data reveal that even students who support the 16-week semester show considerable skepticism toward the transparency and fairness of the policy-making process. This creates a paradox in which students "support the outcome (e.g., a longer winter break) but do not trust the process."

5.4.2 Conclusion

This suggests that although the policy outcome receives some level of support, the decision-making process lacks credibility among students. Without greater transparency and opportunities for student participation, this lack of trust may hinder future policy implementation.

5.5 Summary

In conclusion, the implementation of the 16-week semester at National Tsing Hua University currently presents a form of "hidden cost." Although Gopalan et al. (2024) indicate that academic performance may remain unaffected, this study finds that such stability is achieved at the expense of students' well-being and depth of conceptual understanding. Meanwhile, instructors tend to "reduce content without modifying assessments," rather than adopting the comprehensive course restructuring recommended by Miller and Bliss (2023), potentially intensifying these issues.

Therefore, this study recommends that future reforms shift away from merely shortening the timeline and instead guide instructors toward "innovative assessment design" and "course redesign" to address the present imbalance between efficiency and quality.

VI. CONCLUSION

This study provides a comprehensive analysis of the transition to a 16-week semester at National Tsing Hua University, examining its impacts through the dual lenses of student experience and faculty adaptation. While the policy was implemented with the strategic intent of aligning with

international academic systems and enhancing learning efficiency, our findings reveal a complex reality where administrative goals diverge from educational outcomes.

First, the study identifies a critical trade-off between "efficiency" and "learning depth." Although the shortened schedule theoretically aims to streamline education, it has practically imposed a "hidden cost" on students. Our data indicates that while academic performance (GPA) has remained statistically stable, this stability is sustained by students sacrificing their physical well-being and time for deep conceptual mastery. Furthermore, a unique paradox of "support without trust" emerged: while students appreciate the outcome of the policy (e.g., extended winter breaks), they remain skeptical of the decision-making process's transparency. This lack of trust suggests that the policy's long-term acceptance relies not just on its benefits, but on a more inclusive and open administrative process.

Second, from the faculty perspective, the research highlights a structural disconnect in teaching adaptation. The primary coping strategy among instructors has been "content reduction," yet this has rarely been accompanied by necessary "assessment adjustments." This asymmetry—cutting teaching time without modifying exam loads—has inadvertently intensified student pressure. Additionally, an "observational blind spot" was evident; because final grades have not plummeted, many faculty members fail to perceive the underlying surge in student stress and fatigue, leading to a gap between the instructors' perceived stability and the students' lived reality of burnout.

In conclusion, the current implementation of the 16-week semester presents an incomplete reform. The shift in timeframe has not yet been matched by a necessary shift in pedagogy. To bridge the gap between efficiency and quality, future measures must go beyond mere scheduling compression. It is imperative that the university actively supports faculty in comprehensive "course redesign" and "innovative assessment strategies" to ensure that the shortened semester enhances, rather than compromises, the depth of higher education.

VII. LIMITATIONS OF THE RESEARCH

Although this study yielded statistically meaningful findings regarding the impact of shortening the semester from 18 to 16 weeks on faculty and students, several limitations remain that may affect the accuracy of the results and the scope of generalization.

7.1 Disciplinary Bias in the Sample

The student sample in this study shows a notable disciplinary imbalance. According to the survey data, 68.6% of respondents came from STEM-related colleges (Engineering, Science, and EECS), while the proportions of students from humanities, social sciences, and education were comparatively low. Since STEM courses typically involve heavier content and more frequent examinations, students in these fields may naturally experience greater academic intensity and stress, regardless of semester length. As a result, conclusions such as “high stress levels” and “life imbalance” may disproportionately reflect the experiences of STEM students and may not fully represent the experiences of students across all disciplines.

7.2 The Association Between Grade Level and Course Difficulty

Among the student respondents, juniors constituted the largest proportion (51%), followed by seniors (27.5%). These two year levels are commonly associated with heavier major-required coursework or additional pressures such as capstone projects and graduate school preparation. Therefore, the reported “high workload pressure” and “mental and physical fatigue” may be partially due to the inherently higher course difficulty at these grade levels rather than entirely caused by the 16-week semester structure. This represents a major limitation of the study.

7.3 Insufficient Sample Size

The total sample size of this study was 69 participants (51 students and 18 faculty members), with the small sample size particularly evident in the faculty group. Although significant correlations were observed—such as the negative relationship between instructor confidence and increased workload—the limited sample size may exaggerate the influence of outliers, thereby limiting the generalizability of these findings to the broader faculty population.

7.4 High Subjectivity in Self-reported Responses

This study relied primarily on self-reported questionnaire data, which are susceptible to the respondents' momentary emotions and subjective perceptions. For instance, students commonly reported "lower concept mastery," whereas instructors widely perceived "no decline in academic performance." Due to the lack of objective academic performance indicators (such as actual GPA distributions or failure rates), it is difficult to determine whether students' learning outcomes have undergone an objective decline or whether the responses reflect primarily subjective anxiety.

VIII. REFERENCE

8.1 Reference

Mahadevan, L., Etezady, N., & Zhang, X. (2024). *Navigating the fast lane: A qualitative exploration of student perspectives on accelerated versus regular course types. Issues in Information Systems*, 25(2), 244–255. https://iacis.org/iis/2024/2_iis_2024_244-255.pdf

Gopalan, C., Bruno, E. L., Daughrity, S. E., & Nguyen, K.-L. T. (2024). *Flipping the anatomy classroom: A comparative analysis of 16-week and 8-week courses in a community college. Frontiers in Education*, 9, 1389825. https://doi.org/10.3389/feduc.2024.1389825

Miller, I., & Bliss, T. (2023). *Do compressed in-person classes yield student performance results comparable to traditional 16-week in-person classes? Collegiate Aviation Review International*, 41(2), 42 - 54. https://ojs.library.okstate.edu/osu/index.php/CARI/article/view/9531/8492

8.2 AI USAGE

Indicate the uses of AI tools and list the AI prompts you used for this paper:

□ A. Did not use AI tools at all.

☑ B. Used AI tools only to polish or proofread my writing.

□ C. Used AI tools to generate parts of the draft and then rewrote or revised it myself.

□ D. Used AI tools to help outline or organize the structure of my essay.

□ E. Other, please specify: _____

Prompt:

1.將上述內容翻譯成英文，並進行潤飾

IX. BEHIND-THE-SCENES OF THE GROUP PROJECT

Member's Name	Job Division	Feelings & Experiences
Janet (112030046)	• Serving as the group leader. • Responsible for writing the questionnaire questions for the student section. • Responsible for data collection and writing the Discussion and Summary sections of the final report. • Responsible for the introduction, methodology, and literature review sections in the poster presentation.	I found this project very interesting and learned a lot from it. To be honest, at the beginning, I underestimated the difficulty of the project. I originally thought that once we decided on a topic, we could simply search for information online, since I had never used questionnaires to collect data before. Although using questionnaires was the most suitable method for representing our research topic, it turned out to be much more challenging than I expected. Fortunately, with the joint efforts of my group members and the support and guidance from the professor and teaching assistants, we were eventually able to collect sufficient data. Through this process, I also learned practical skills, such as how to send emails using BCC. I sincerely appreciate all the students and professors who were willing to help us by completing our questionnaire. In addition, I am truly grateful to my group members. Everyone completed their

		assigned tasks on time, actively participated in discussions (even when we were often the last group left in the classroom), and willingly accepted feedback and suggestions for revision. Although I did not expect this research project to be completed with such a high level of quality at the proposal stage, I am very proud of our final results. I am thankful that I chose this course at the beginning of the semester, grateful for my group members who became my friends, and appreciative of the professor and teaching assistants who devoted so much effort to this course. I gained a lot from this experience and truly enjoyed the learning process. Thank you all.
Jeter (111012015)	● Responsible for creating the Google Form. ● Responsible for the conclusion section of the final report. ● Responsible for the summary and concluding remarks in the poster presentation.	Honestly, I found this project to be quite engaging. It was a new and interesting experience, from creating the survey to getting the final results. Data collection was definitely the toughest part, but thankfully we managed to get the numbers we needed. I really appreciate all my groupmates—we couldn't have finished this report without everyone's help.
Yanjun (111070004)	● I'm responsible for creating the poster and making the paper into the visualization type. ● Also, I'm responsible for creating the survey questions of students' part.	I was very surprise that this work to be such a complicated one. Especially for designing the survey questions that I already got used to, so it was a challenge for me. Also, translating the article into the visualized poster was a nice

		training for structurizing the idea of the paper. I'm very grateful for having these group members who are able to share their own thoughts and work for the group's main goal in a warm way.
Sharon (113006477)	• Compiling and structuring the questionnaire question via Google Form • Writing the data analysis and findings on the final written paper • Presenters on the final presentation, explaining about the data findings of the professor's section	I personally learned a lot from working on the final project, especially about collaborating with others and conducting research. I realized that doing research is not as easy as I previously thought, as it required a lot of time and effort. Additionally, it also opened up a new perspective regarding the topic our group addressed. All in all, I'm really grateful to work with the other amazing teammates.
KimChi (113006123)	• Writing the questionnaire questions for the student and professor sections. • Collecting data and conducting data analysis for the student section in the final written paper. • Presenting in the final presentation and explaining the data findings of the student section. • Writing the data analysis findings on the final written paper of student section.	At the beginning of the project, I never thought we could complete such a research study. I initially believed it would be very difficult. However, after our group divided the tasks among members through discussion and followed the professor's guidelines and instructions, the project became much more manageable. In the end, we successfully completed both the research and the poster. Through this experience, I also learned that unexpected situations can occur, so it is important to always prepare an alternative plan (Plan B). I was very fortunate to have wonderful teammates. The most

		challenging part of the project was the data analysis, as we had a large amount of information and needed to carefully filter and select the most important data to generate meaningful findings. I am very grateful to my teammates. We come from many different countries, and through our weekly discussions, we learned more about each other's cultures. This cultural exchange made the course not only academically valuable but also interesting and enjoyable.
Mandy (112020028)	● Responsible for writing the questionnaire questions for the student section. ● Responsible for data collection for both students and professors. ● Responsible for data analysis and data findings.	This project helped me become more confident and allowed me to learn a great deal. At the beginning, I felt the project would be extremely challenging because it was my first time completing a full research project from start to finish, including both the research process and the presentation of results. Through each stage—topic discussion, project structuring, data collection, task division, data analysis, and deriving insights—I gained a much clearer understanding of the overall research process and benefited more than I had expected. During the project, designing and distributing the questionnaire was the most

		challenging part. I learned how to contact professors through LINE and email, and I also found data collection, organization, and visualization to be demanding, as the data were mainly discrete and highly detailed. I learned to search for statistical visualization resources, use R to create bubble charts and statistical testing, and provide data findings and interpretations for each chart. This was the area where I learned the most about data analysis and invested the most time. I am sincerely grateful to my teammates, the professor, and the teaching assistants for their timely support and feedback. Finally, I am very grateful that I chose this course. Although I was initially unfamiliar with socio-cultural analysis, weekly thematic discussions and engaging lectures helped me develop a more diverse and comprehensive understanding of the field. Through this course, I learned practical socio-cultural analysis methods, teamwork and collaboration, self-directed learning, and how to invite professors to participate in questionnaires. I truly enjoyed the in-class and after-class discussions with my teammates, grew to love this course deeply,

		and felt reluctant to part with them. This course has been highly meaningful to me and has left me with valuable memories. Thank you all.

X. APPENDICES

Appendix A

1. What is your current status?
（請問您目前的身分是？）

☐ Student（學生）
☐ Professor（教授）

Section 2: Personal and Academic Information

In this section, you are asked to answer several questions related to your personal information, which are necessary to support the completeness of this survey data.
(本段落將詢問與個人資料相關的問題, 這些資料僅用於確保本次問卷資料的完整性, 請如實填寫。)

---

2. Current Year of Study（請問您目前就讀:）

☐ Freshman（大一學生）
☐ Sophomore（大二學生）
☐ Junior（大三學生）
☐ Senior（大四學生）
☐ Master's student（碩士生）
☐ Ph.D. student（博士生）

3. Gender（請問您的性別是？）

☐ Male（男）

☐ Female（女）

4. Department / College（請問您就讀的院所是？）

☐ College of Humanities & Social Sciences（人社院）

☐ College of Arts（藝術學院）

☐ College of Education（教育學院）

☐ College of Life Sciences and Medicine（生科院）

☐ Tsing Hua College（清華學院）

☐ College of Engineering（工程學院）

☐ College of Nuclear Science（原科院）

☐ College of Electrical Engineering and Computer Science（電資學院）

☐ College of Technology Management（科管院）

☐ College of Science（理學院）

☐ Other（其他）: _____

5. Total Credits Taken This Semester（請問您這學期修習的學分是多少？）

☐ Less than 16 credits（<16）

☐ 16–25 credits

☐ More than 25 credits（>25）

6. Total Credits of Required Courses This Semester（目前必修在這學期所佔的學分數是多少？）

☐ 1–3 credits

☐ 4–6 credits

☐ 7–9 credits

☐ 10–12 credits

☐ 13–15 credits

Perspective on the Changing Policy from 18 Weeks to 16 Weeks

Instructions:
Read each statement carefully, then provide your assessment by selecting the answer that best represents your views. Please answer honestly according to your actual situation.
(請仔細閱讀每一個問題, 並選擇最能代表您看法的答案進行評估, 請根據您的實際情況誠實作答。)

---

1. Support for Changing the Semester Length(請問您支持將學期週數從 18 週調整成 16 週嗎？)

Do you support changing the semester from 18 weeks to 16 weeks?

Response scale:

1 = Strongly Disagree(非常不同意)

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree(非常同意)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

2. Adequacy of Support Measures for a Shorter Semester(我認為學期時間縮短已有足夠的配套措施, 例如課程調整、時間規劃等。)

I think the shorter semester policy has enough support measures (e.g., course adjustments, schedule planning, etc.).

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Alignment with International Academic Systems(我認為縮短學期時間有助於清華大學與國際學術體系接軌。)

I think shortening the semester helps NTHU align with international academic systems.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. Consideration of Student Needs and Opinions（我相信縮短學期的政策是在充分考量學生需求與意見後才制定的。）

I believe the policy to shorten the semester was made after sufficient consideration of students' needs and opinions.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. Transparency of the Decision-Making Process（我認為縮短學期的決策過程是透明且公開的。）

I think the decision-making process for shortening the semester was transparent and open.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. Ongoing Review and Public Disclosure of Policy Effectiveness（我認為學校應定期檢視縮短學期政策的成效，並對外公開相關結果。）

I think the university should regularly review the effectiveness of the shortened semester policy and share the results publicly.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Impact on Daily Routine, Study Habits, and Time Management

Instructions:

Read each statement carefully, then provide your assessment by selecting the answer that best represents your views. Please answer honestly according to your actual situation.
（請仔細閱讀每一個問題，並選擇最能代表您看法的答案進行評估，請依實際情況誠實作答。）

---

1. Perceived Learning Pace in a 16-Week Semester（請描述您對十六週學期學習進度的看法。）

How would you describe the learning pace of a 16-week semester?

☐ Too Relaxed（非常輕鬆）
☐ Somewhat Relaxed（較輕鬆）
☐ Just Right（跟往常一樣）
☐ Somewhat Intensive（稍顯緊湊）
☐ Very Intensive（非常緊湊）

2. Balance of Time Allocation Across Coursework, Rest, and Social Activities（與十八週學期相比，我覺得課業、休息與社交活動之間的時間分配更不容易維持均衡。）

Compared to the 18-week semester, it has been more difficult for me to maintain a balanced distribution of time among coursework, rest, and social activities.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

If you never experienced the 18-week semester, you may skip this question.

3. Time Pressure and Staying Up Late to Complete Coursework（與十八週學期相比，我時常感到時間不足，需要熬夜完成課程作業。）

Compared to the 18-week semester, I often feel short on time and have to stay up late to finish my coursework.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

If you never experienced the 18-week semester, you may skip this question.

4. Change in Academic Stress Level（與十八週學期相比，您在十六週學期期間的學業壓力有何變化？）

Compared to the 18-week semester, how has your academic stress changed during the 16-week semester?

Scale anchors:

1 = Significantly Lower（明顯減少）

5 = Much Higher（明顯增加）

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

If you never experienced the 18-week semester, you may skip this question.

5. Primary Sources of Stress（以下哪一項最讓您感到壓力最大？【可複選】）

Which of the following causes you the most stress? *(Multiple selections allowed)*

☐ Exams（考試）

☐ Assignments（作業）

☐ Presentations（報告）

☐ Fast-Paced Classes（課程進行速度較快）

☐ Time Management Pressure（時間管理壓力）

☐ Other（其他）:_____

Physical and Mental Health

Instructions:

Read each statement carefully, then provide your assessment by selecting the answer that best represents your views. Please answer honestly according to your actual situation.
（請仔細閱讀每一個問題，並選擇最能代表您看法的答案作答，請依實際情況誠實填寫。）

---

1. Existing Health Conditions（您是否有以下健康狀況？【可複選】）

Do you have any of the following health conditions?

☐ Chronic illness（慢性疾病）
☐ Long-term medication use（長期服藥）
☐ Previously diagnosed with depression or anxiety（曾被診斷有憂鬱或焦慮症）
☐ None of the above（以上皆無）
☐ Other（其他）: _____

2. Physical Symptoms Experienced This Semester（您在本學期是否出現以下任何身體症狀？【可複選】）

Have you experienced any of the following physical symptoms this semester?

☐ Headache（頭痛）
☐ Neck and shoulder pain（肩頸痠痛）
☐ Insomnia / Poor sleep quality（失眠或睡眠品質不佳）
☐ Indigestion（消化不良或食慾不振）
☐ None of the above（以上皆無）
☐ Other（其他）: _____

3. Physical Symptoms Under a 16-Week Semester（在 16 週學期制度下，您是否出現以下身體症狀？【可複選】）

Under the 16-week semester schedule, have you experienced any of the following physical symptoms?

☐ Headache（頭痛）
☐ Neck and shoulder pain（肩頸痠痛）
☐ Insomnia / Poor sleep quality（失眠或睡眠品質不佳）
☐ Indigestion（消化不良或食慾不振）
☐ None of the above（以上皆無）
☐ Other（其他）: _____

4. Physical Symptoms Under an 18-Week Semester（在 18 週學期制度下，您是否出現以下身體症狀？【可複選】）

Under the 18-week semester schedule, have you experienced any of the following physical symptoms?

☐ Headache（頭痛）
☐ Neck and shoulder pain（肩頸痠痛）
☐ Insomnia / Poor sleep quality（失眠或睡眠品質不佳）
☐ Indigestion（消化不良或食慾不振）
☐ None of the above（以上皆無）
☐ Other（其他）: _____

5. Relationship Between Symptoms and Semester Shortening（如果您在上述兩題的回答有差異，您是否認為這與學期週數縮短有關？）

If your responses to the previous two questions differ, do you think this is related to the shortening of the semester?

Scale:
1 = Strongly Disagree（非常不同意）
5 = Strongly Agree（非常同意）

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. Emotional Impact of Academic Stress After Semester Shortening（自學期週數縮短以來，我因學業壓力而更常感到情緒低落或焦慮。）

Since the semester was shortened, I have felt more emotionally low or anxious due to academic stress.

Scale anchors:
1 = Never（從未）
5 = Almost every day（幾乎每天）

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7. Exercise Frequency Before Semester Shortening（在學期週數縮短之前，我每週運動的次數為：）

Before the semester weeks were shortened, how many times did you exercise each week?

☐ 0 times
☐ 1–2 times
☐ 3–4 times
☐ 5 or more times

8. Exercise Frequency After Semester Shortening（自學期週數縮短以來，我每週運動的次數為：）

Since the semester weeks were shortened, how many times do you exercise each week?

☐ 0 times
☐ 1–2 times
☐ 3–4 times
☐ 5 or more times

9. Coping Strategies for Academic Pressure (Before Shortening)（在學期週數縮短之前，當我感到學業壓力時，通常會以何種方式因應？【可複選】）

Before the semester weeks were shortened, how did you usually cope when you felt academic pressure?

☐ Exercise（運動）
☐ Listen to music / watch shows / leisure activities（聽音樂、看節目或其他休閒活動）
☐ Talk with friends（與朋友聊天）
☐ Sleep（睡覺）
☐ Eat（吃東西）
☐ Other（其他）：_____

10. Coping Strategies for Academic Pressure (After Shortening)（自學期週數縮短以來，當我感到學業壓力時，通常會以何種方式因應？【可複選】）

Since the semester weeks were shortened, how do you usually cope when you feel academic pressure?

☐ Exercise（運動）
☐ Listen to music / watch shows / leisure activities（聽音樂、看節目或其他休閒活動）
☐ Talk with friends（與朋友聊天）
☐ Sleep（睡覺）
☐ Eat（吃東西）
☐ Other（其他）:_____

11. Relationship Between Coping Changes and Semester Shortening（如果您在前述兩題的回答有差異，您是否認為這與學期週數縮短有關？）

If your responses to the previous two questions differ, do you think this is related to the shortening of the semester?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

(1 = Strongly Disagree, 5 = Strongly Agree)

Academic Performance and Learning Progress

Instructions:
Read each statement carefully, then provide your assessment by selecting the answer that best represents your views. Please answer honestly according to your actual situation.
（請仔細閱讀每一個問題，並選擇最能代表您看法的答案進行評估，請根據您的實際情況誠實作答。）

---

1. Workload Compression Due to the Shortened Semester（我認為學期縮短使我必須在較短時間內完成相同的課業負擔。）

The shortened semester forces me to complete the same workload in less time.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
(1 = Strongly Disagree, 5 = Strongly Agree)

2. Weekly Intensity of Assignments and Exams（因學期縮短，每週的課業作業與考試安排變得更加緊湊。）

Assignments or exams are more intensive each week due to the shortened semester.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Learning Fatigue and Psychological Stress（在學期縮短的情況下，我感受到比以往更大的學習疲勞與心理壓力。）

I experience greater learning fatigue and stress under the shortened semester.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. Adjustment of Study Methods（自學期週數縮短以來，為了跟上課程進度，我已調整學習方式，例如提早預習或更有效率地安排讀書時間。）

Since the semester weeks were shortened, I have adjusted my study methods to keep up with the course progress (e.g., previewing materials earlier or scheduling my study time more efficiently).

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. Collaboration With Classmates（自學期週數縮短以來，我會與同學合作或討論，共同應對課業工作。）

Since the semester weeks were shortened, I collaborate and discuss with my classmates to handle the coursework together.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. Improvement in Time Management and Learning Efficiency（我認為學期縮短後，我在時間管理與學習效率方面有所提升。）

The shortened semester improved my time management and learning efficiency.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. Change in Academic Performance (GPA)（我認為學期縮短使我的學業成績（GPA）出現下滑。）

My academic performance (GPA) declined under the shortened semester.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Note: If you are a freshman student, you may skip this question.

7. Mastery of Key Course Concepts（即使學期時間縮短，我仍能充分理解並掌握課程中的核心概念。）

I am able to master all the key concepts within the limited semester.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8. Satisfaction With Learning Outcomes（我對自己在縮短學期下所達成的學習成果感到滿意。）

I am satisfied with my learning outcomes during the shortened semester.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Appendix B

Professor Questionnaire

Instructions:
In this section, we kindly ask professors to provide several pieces of background information to help ensure the completeness and accuracy of the survey data. Please answer the following questions truthfully.
（本段問卷僅供教師填寫，所蒐集之資料僅用於研究分析，請依實際情況填寫，感謝您的協助。）

---

1. Gender（性別）

☐ Male（男）
☐ Female（女）

2. Department (You Teach In) (系所／任教單位)

☐ College of Arts（藝術學院）
☐ College of Education（教育學院）
☐ College of Life Sciences and Medicine（生科院）
☐ Tsing Hua College（清華學院）
☐ College of Engineering（工程學院）
☐ College of Nuclear Science（原科院）
☐ College of Electrical Engineering and Computer Science（電資學院）
☐ College of Technology Management（科管院）
☐ College of Humanities and Social Sciences（人社院）
☐ College of Science（理學院）
☐ Other（其他）: _____

3. Duration of Teaching Experience（教學年資）

☐ Less than 1 year（不到一年）
☐ 1–5 years
☐ 6–10 years
☐ 11–20 years
☐ More than 20 years
☐ Retired（已退休）

Teacher Workload and Teaching Satisfaction

Instructions:
Read each statement carefully, then provide your assessment by selecting the answer that best represents your views. Please answer honestly according to your actual teaching experience.
（請仔細閱讀每一個問題，並選擇最能代表您看法的答案作答，請依實際教學經驗誠實填寫。）

---

1. Workload Increase in Course Preparation and Grading（我認為學期縮短後，課程準備作業與考試評分的工作量明顯增加。）

The shortened semester increased my workload in preparation and grading.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
(1 = Strongly Disagree, 5 = Strongly Agree)

2. Teaching Satisfaction Under a Shortened Semester（即使學期週數縮短，我對教學的整體滿意度並未受到明顯影響。）

Despite the shorter semester, my teaching satisfaction remained stable.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Sufficiency of a 16-Week Semester for Teaching Objectives（我認為十六週的學期時間足以完成課程中所有核心教學目標。）

A 16-week semester is sufficient to achieve all essential teaching objectives.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. Adjustment of Course Depth if Shortened Semesters Continue（若學期持續維持縮短，我可能會調整課程內容，降低教學深度以符合時間限制。）

If shortened semesters continue, I would further reduce course depth.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Course Design and Content Adaptation

Instructions:
Read each statement carefully, then provide your assessment by selecting the answer that best represents your views. Please answer honestly according to your actual teaching experience.
（請仔細閱讀每一個問題，並選擇最能代表您看法的答案作答，請依實際教學經驗誠實填寫。）

---

1. Compression of Teaching Content（為了因應學期縮短，我對課程內容進行了刪減或壓縮，以符合教學時程。）

I reduced or compressed some teaching content to fit the shorter semester.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
(1 = Strongly Disagree, 5 = Strongly Agree)

2. Adjustment of Assessment Methods（為配合縮短的學期，我調整了課程評量方式，例如減少作業數量或將考試合併進行。）

I changed assessment methods (e.g., fewer assignments, combined exams).

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Reduced Flexibility in Course Design（我認為學期縮短後，課程設計與教學安排的彈性受到限制。）

The shortened semester limited flexibility in course design.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Observed Student Performance

Instructions:
Read each statement carefully, then provide your assessment by selecting the answer that best represents your observations. Please answer honestly according to your teaching experience.
（請仔細閱讀每一個問題，並依據您的教學觀察選擇最符合您看法的答案。）

---

1. Overall Student Performance Under a Shortened Semester（我觀察到學生在學期縮短後的整體學習表現低於以往。）

Students' overall performance under the shortened semester was lower than before.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
(1 = Strongly Disagree, 5 = Strongly Agree)

2. Student Attention and Attendance（與以往學期相比，學生的上課專注程度或出席情況有所下降。）

Students' attention or attendance decreased compared with previous semesters.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Student Stress and Difficulty Understanding Course Materials（較多學生反映在學期縮短後，學習課程內容時感到壓力或理解上的困難。）

More students reported stress or difficulty in understanding the course materials.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

XI. LENGTH OF THE PAPER:

Word Count: 9201 words