

**COMPRESSED CALENDAR COMMITTEE
FINANCIAL WORKGROUP**

MEMORANDUM

DATE: March 3, 2006

TO: Compressed Calendar Committee Members

FROM: Salaman Ahmed
Chris Leivas

RE: Discussion Paper on Intersession Opportunities

One of the issues that the Financial Workgroup was exploring is how much FTES could a winter intersession generate. As we explored this issue we realized that there is a wide variety of options on how we could utilize the weeks we would gain by going to a compressed calendar.

In this paper we have listed four options for the use of these additional weeks and have begun a list of advantages and disadvantages for each of these options. To fully present this topic, our paper has ventured into areas that may be under review by other committees. Therefore, we welcome other committee members to add options for the use of the additional weeks and to add to the advantages and disadvantages.

This paper is a work in progress so you will see to do lists within the report.

Please email us any input you have regarding this discussion paper.

**CONTRA COSTA COMMUNITY COLLEGE DISTRICT
COMPRESSED CALENDAR COMMITTEE**

**Discussion Paper on
Intersession Opportunities**

Executive Summary

This discussion paper explores the options the District would have to utilize the additional weeks it would gain if it converted to a compressed calendar. Since most districts on a compressed calendar have 16 week semesters, this paper is based on the assumption that our District would convert to 16 week semesters. This paper explored the following four options:

1. Offer a 3 week winter intersession.
2. Offer a winter intersession greater than 3 weeks and reduce the summer intersession to gain the additional weeks.
3. Add weeks to the summer intersession to provide more scheduling opportunities in the summer.
4. Provide no instruction during the additional 3 weeks and use the time to do projects that can be only done when classes are not in session.

While investigating these options we noted the following:

- A three week winter intersession would provide limited scheduling opportunities and we estimate that it could generate approximately 150 FTES.
- A winter intersession greater than 3 weeks would offer greater scheduling opportunities. To achieve a longer winter intersession we would need to reduce our summer intersession. Consequently, we would greatly reduce or eliminate the time we currently have to do projects that can only be done when classes are not in session. A longer winter intersession could generate up to 2,000 FTES (*rough estimate at this point*) depending on the length of the intersession.
- If we did create a winter intersession we should probably settle on the length of that intersession and be consistent year to year. Also, during the initial years we would need to fund a promotional campaign to stimulate demand for a winter intersession.

- Adding 3 weeks to our current intersession would give us the opportunity to offer two distinct six week summer sessions. Even with 2 six week summer sessions we would have an additional week that courses would not be in session; thereby, increasing the time we would have for computer lab, maintenance and custodial projects.
- We could gain an additional week if we did not have a spring break. You could make an argument that spring break is not needed in a 16 week schedule; however, we found no example where a district on a 16 week schedule did not have a spring break.

Background Information

Many districts that convert to a compressed calendar have created a winter intersession to provide more/varied educational options for their students and to increase their FTES. Most districts on a compressed calendar have 16 week semesters (unless they are on a quarter system). Accordingly, this discussion will be based on the assumption that CCCCD would convert to a compressed calendar of 16 weeks.

If we converted to 16 week semesters we would gain 3 weeks that could be used for an intersession since we currently provide instruction 35 weeks per year. We could gain an additional week if we eliminated spring break.

Accordingly, this paper will explore the options we would have to utilize the additional weeks we would gain by converting to a compressed calendar.

Overview of Other Districts

Currently there are 20 districts in California that have compressed calendars. Only 5 of these districts do not have a winter intersession. Of the 15 districts that have a winter intersession, they offer them in the following format:

- Two districts have a 3 week intersession.
- Five districts have a 4 week intersession.
- Three districts have a 5 week intersession.
- Five districts have a 6 week intersession.

We review the spring schedules for most of the districts on compressed calendars and noted that all of them had a spring break.

Options Available to CCCC

Our district would have the following four basic options for utilizing the 3 weeks it would gain from a 16 week compressed calendar:

1. Offer a 3 week winter intersession.
2. Offer a winter intersession greater than 3 weeks and reduce the summer intersession to gain the additional weeks needed.
3. Add the weeks to the summer intersession to provide more scheduling opportunities in the summer.
4. Provide no instruction during the additional 3 weeks. This time could be used to do projects that can only be done when classes are not in session.

The issue of not having a spring break could be explored; however, since we noted all districts on compressed calendars had a spring break we will not investigate it further in this discussion document.

Option 1: Three Week Intersession

This option would have the following advantages/disadvantages:

Advantages:

- A winter intersession would provide more and varied educational opportunities to our students.
- A winter intersession would increase the District's FTES.
- A 3 week intersession would not require us to reduce the weeks of our current summer session.

Disadvantages:

- Having only three weeks to provide the curriculum for an entire class will limit the number of course sections you can offer in a winter intersession.

- No extra weeks are added to the time instruction is not occurring. Consequently, the time to do projects that can only occur when classes are not in session is not increased.

Impact on FTES:

Currently the District does offer courses in the three week format in the summer. For Summer 2006, DVC is offering 36 classes that begin 5/30/06 and end 6/16/06. Six of these classes are 1 unit or less, 5 of these classes are 2 units, and 25 of these classes are 3 units.

Each college in our district does provide summer classes that begin and end before June 30th. This would give us an estimate of the amount of FTES we could earn with a three week intersession. District records show the following FTES history for these classes:

Fiscal Year	District Total	CCC	DVC	LMC
04-05	161	26	125	10
03-04	311	28	180	103
02-03	123	12	109	2
01-02	131	32	99	0

When looking at the above history it should be noted that our district discourages classes that end before June 30th because they eliminate the opportunity to be counted in either the fiscal year the class begins or the fiscal year the class ends.

Nonetheless, it appears that the District could generate approximately 150 FTES with a three week winter intersession.

Other Issues to Consider:

If we created a winter intersession we would need to consider the following:

- We should probably settle on the length of that intersession and be consistent year to year.
- During the initial years we would have to fund a promotional campaign to stimulate the demand for a winter intersession.

Items needed to complete this section:

- *Get information about CCC's and LMC's summer 2006 schedule.*
- *Get course section counts from districts offering a 3 week winter intersession.*
- *Have other work groups add to the list of advantages and disadvantages.*

Option #2: A Winter Intersession Greater Than 3 weeks

This option would have the following advantages/disadvantages:

Advantages:

- A winter intersession would provide more and varied educational opportunities to our students.
- A winter intersession would increase the District's FTES.
- A longer intersession would provide opportunities for more course sections than a three week intersession.

Disadvantages:

- We may need to reduce the number of weeks in our summer intersession to increase the weeks for the winter intersession.
- No extra weeks are added to the time instruction is not occurring. Consequently, the time to do projects that can only occur when classes are not in session is not increased.

Impact on FTES:

As previously noted, there is no consistent length to winter intersessions offered by districts. They range from 4 weeks to 6 weeks and the distribution between districts is somewhat equal.

The only example we can draw from locally is our six-week course sections offered during the summer intersession. DVC is scheduled to offer approximately 370 six-week course sections in summer 2006. Please note that this is approximately 10 times the number of course sections that DVC will offer in the three-week format.

Other Issues to Consider:

To offer a winter intersession greater than 3 weeks, we would need to take weeks away from the summer intersession. Currently, we have approximately 12 weeks between the end of the spring semester and the beginning of the fall semester. During summer 2006 we will be offering instruction for 10 of those 12 weeks.

During the two weeks when classes are not in session we do a variety of projects in the computer, science lab, maintenance and custodial areas that can only be done when classes are not in session. If we offer a winter intersession greater than three weeks we would need to significantly reduce or eliminate the number of weeks we dedicated to these projects.

Depending on the length of winter intersession we may have to reduce the number of weeks we offer instruction during the summer intersession. This could result in fewer course sections being offered in the summer.

If we created a winter intersession we would need to consider the following:

- We should probably settle on the length of that intersession and be consistent year to year.
- During the initial years we would have to fund a promotional campaign to stimulate the demand for a winter intersession.

Items needed to complete this section:

- *Get average FTES per course section from Doug Roberts.*
- *Get information about CCC's and LMC's summer 2006 schedule.*
- *Get course section counts from districts offering a 6 week winter intersession.*
- *Have other work groups add to the list of advantages and disadvantages.*

Option 3: Increase the Summer Session

This option would have the following advantages/disadvantages:

Advantages:

- Provide a greater number of scheduling options for summer classes.
- Increase FTES for the District.
- Could increase the number of weeks school is not in session; thereby adding to the time available to do projects that can only be done when classes are not being conducted.

Disadvantages:

- May limit the number of summer classes that can be accounted for in two different fiscal years.

Impact on FTES:

If we increased the time between the spring and fall semesters by 3 weeks we would have 15 weeks between semesters. This would open up a variety of scheduling opportunities such as:

- Two separate six week summer intersessions.
- 12 week option for science or other lab classes.

While this option opens up many scheduling opportunities, we would need to have the scheduling subgroup estimate the total number of extra classes that would be offered under this option to make a reasonable estimate of increase FTES.

Other Issues to Consider:

If you have 15 weeks between semesters and you scheduled classes for 12 weeks, you would have three weeks when classes were not in session. This would give us an extra week to do projects that can only be done when classes are not being held.

To the greatest extent possible the District encourages the Colleges to schedule classes with census dates that occur before June 30th; but end after June 30th. For these classes the law allows you to count the FTES for the class in either fiscal year. This allows the District to maximize its revenue by ensuring that it captures all growth revenue opportunities available to it. If we had two separate 6 week intersessions during the summer, the number of courses we could count in either fiscal year may be reduced.

Items needed to complete this section:

- *Get an estimate of how many extra classes could be offered in the summer under this format.*
- *Have other work groups add to the advantages and disadvantages for this option.*

Option 4: Use the Additional Weeks as Non Instructional Weeks

This option would have the following advantages/disadvantages:

Advantages:

- Increase the time for campus wide projects (i.e., maintenance, carpet cleaning, lab setups, facility moves) that can only be done when classes are not in session.

Disadvantages:

- Would not provide more and varied educational opportunities to our students.
- Would not increase the District's FTES.

Impact on FTES:

This option would have no impact on FTES.

Other Issues to Consider:

This option would provide five weeks per year when classes were not in session. During this time various projects could be done that can only be accomplished when classes are not in session.