COMPRESSED CALENDAR

TASK FORCE FINDINGS

May 2006

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INTRODUCTION

The Compressed Calendar Task Force was initiated in the fall 2005 semester. It was composed of four co-chairs and members from each of the four constituencies. The charge of the task force, as directed by Dr. Helen Benjamin, was:

To conduct a feasibility study looking at the possibility of instituting a compressed calendar at CCCCD. This includes reviewing various models such as different number of weeks, trimester systems, block schedules, and identifying issues (union contracts, FTES impact, facility issues, staffing, cost, instructional challenges, technology challenges, etc.). Sub-groups may be tasked to work on the identified issues and possible remedies. A detailed analysis of pros and cons should be conducted.

Using the information from the report, CCCCD will determine whether or not to move forward on an entire package of the compressed calendar. This would be a constituency-based policy discussion with the Board eventually making a final decision.

If the decision is to implement, a detailed implementation and operation plan (including specific tasks and timelines) will need to be put together, carried out, monitored, and adjusted as necessary.

At the initial meeting, the task force created eight work groups to address issues related to a compressed calendar. These work groups included the following:

1. Scheduling
2. Financial
3. Student Learning and Success
4. Instructional Programs
5. Student Services
6. Instructional Support
7. Local 1 Contract
8. United Faculty Contract

The **Scheduling Workgroup** was charged with determining optimal course and session scheduling that maximizes room utilization and state apportionment. This group focused its review on a 16 week conversion with three flex days. A review of room scheduling options considered state apportionment formulas, the extension of the day schedule and its effect on the evening program, and the number of flex days used. Session scheduling considered the impact to student course progression, reasonable intersession or summer length, and the availability of down time for facilities maintenance.

The **Financial Workgroup** was given the charge to determine the impact the compressed calendar would have on the District's revenue and expenditures. The Financial Workgroup focused its review on a conversion to a 16 week calendar since it was the compressed calendar used by most of the districts in the State of California.

Colleges can increase revenues by converting to a compressed calendar the following two ways:

1. Using the State FTES formula to maximize FTES during the fall and spring semesters.
2. Increasing intersession course offerings by using the extra weeks gained in the conversion to a compressed calendar.

How the compressed calendar impacts a District's FTES depends greatly on developing an academic calendar and course schedule that will take advantage of the opportunities for FTES growth provided by a compressed calendar. Accordingly, if a goal of converting to a compressed calendar is FTES growth then we need to take great care to develop an academic calendar and course schedules that maximize FTES.

The **Student Learning and Success Workgroup** looked at issues related to student success, persistence, and retention. The work group looked at general research findings and surveyed other community colleges throughout the state who have converted to a compressed calendar.

The **Instructional Programs Work Group** researched the effects of a compressed calendar on instructional programs. The work group gathered both internal and external data (through surveys and interviews) focusing on the following disciplines and programs:

- Biological Sciences (biology, chemistry, physics)
- Math
- Vocational programs that include clinical placements
- Athletics
- Drama
- Journalism
- Music
- Basic Skills/ESL
- On-line
- PACE/Weekend and Night Classes

The **Student Services Work Group** collected information from colleges throughout the state that have converted to a compressed calendar. Departments within Student Services were surveyed to determine level of impact on services. The following departments were surveyed:

- Admissions and Records Departments
- Academic Affairs
- Bookstores
- CalWORKS
- Childcare\Children Services
- Counseling
- Disabled Student Services
- EOPS

- Financial Aid
- Job Placement
- Library\Instructional – Media Services
- Police Services
- Student Life

The **Instructional Support Work Group** collected information across the district concerning the impact of the compressed calendar on instructional support services. The primary concern was the lack of “down time” between semesters.

The **Local One Contract Work Group** found no direct contract issues.

The **United Faculty Contract Work Group** found various contract issues related to the compressed calendar that would need to be addressed.

DEFINITIONS RELATED TO COMPRESSED CALENDAR

- **FTES** – A term used to define the Full Time Equivalent Students within an institution. A full-time student is defined as a student whose class schedule totals 15 units in a given term. FTES for a student whose schedule does not total 15 units is defined as total units divided by 15. For example, three students whose schedules contain 6, 12 and 18 units are counted as (6 + 12 + 18)/15 = 2.4 FTES. AY FTES is the academic year FTES and is the sum of the fall and spring semester FTES divided by two (i.e., the average of the two semesters). CY FTES is the college year FTES and is the sum of the summer, fall and spring term FTES divided by two.

- **Block Scheduling** - Any schedule format with fewer sessions but longer class hours than traditional schedules permit.

- **FLEX** (obligation, required days, etc) – Refer to Section 10.4 of the United Faculty Contract.

- **Compressed Calendar** – Any semester length term that is less than 18 weeks in length. Most institutions who have adopted a compressed calendar have implemented a 15 or 16 week calendar.

- **Inter-session** – Courses offered between semesters. This typically refers to courses offered between the Fall and Spring semester.

- **Trimester** - An academic calendar period of about 15 weeks. Three trimesters make up one year.

- **Apportionment** – Formula based funds received by the State driven by FTES.
- **"Down Time"** (between semesters) – Periods when no classes are in session.
- **Instructional Load** – A workload measurement for teaching hours. For specific measurement criteria, refer to section 7.2 of the United Faculty Contract.

Work Group Title: Scheduling

Scheduling Work Group Members:
Alice Murillo
Rose Nemet
Jamie Stubblefield
Mary Ulrich

EXECUTIVE SUMMARY

The Calendar/Scheduling Work Group was charged with determining optimal course and session scheduling that maximizes room utilization and state apportionment. This group focused its review on a 16-week semester conversion with three flex days.

A review of room scheduling options considered state apportionment formulas, the extension of the day schedule and its effect on the evening program, and the number of flex days used. Session scheduling considered the impact to student course progression, reasonable intersession or summer length, and the availability of down time for facilities maintenance.

This review indicated the following:

- The District can maximize course apportionment if an even number of hours are scheduled over an odd number of days and courses with an odd number of hours are scheduled over an even number of days. Therefore three-hour classes would be scheduled over two days, four-hour classes over three days and five-hour classes over four days.
- A predetermined block schedule must be confirmed and all courses must be scheduled within this format to avoid conflicts that would impede student enrollment. This would create unscheduled small blocks of time within the schedule that could be minimized with careful scheduling.
- The goal is to schedule courses so the District reaches the maximum apportionment allowed for each course and on most occasions this means slightly exceeding the maximum.
- A winter intersession would provide students an opportunity to complete an additional course before a fall transfer. A summer intersession course would not provide this same opportunity.
- The District currently offers a 17-week fall semester and an 18-week spring semester. A 16-week compressed calendar with three flex days would represent a 16.6-week semester.
- Saturdays, with a minimum of three hours of scheduled offerings, can be counted toward the 175-day STRS requirement.
- Certain programs, because of limited facilities or external agency constraints (i.e. nursing, athletics, and dental), may need to continue functioning in a traditional semester.
- A proposed set of two 16-week semesters can be combined with either a winter intersession (four- or six-week sessions) and a regular summer session, or two consecutive six-week summer sessions.
- Course scheduling blocks in the compressed calendar will be longer so the school day must start earlier and end later so the same number of courses can be scheduled in the same room.

This work group was able to determine the best course schedule to ensure maximum apportionment. See Appendix A – D for samples. These comparisons are provided as a visual aid. Readers will note that in the compressed calendar format late afternoon classes have had to be moved into the evening session or into a Friday block format for the same number of sections to be filled.

INTRODUCTION

The Calendar/Scheduling Work Group was charged with determining optimal course and session scheduling that maximizes room utilization and state apportionment. This group focused its review on a 16-week semester conversion with three flex days.

The work group reviewed apportionment formulas as they are currently applied and reviewed documentation from the system office that described how to schedule courses in a compressed calendar format. The schedules of other community colleges using the compressed calendar were also reviewed.

The group compared existing room cards to room cards that reflected the course hours according to a compressed calendar. This helped identify facilities issues and possible solutions.

A review of the possible inclusion of a winter intersession was also relevant. This work group researched what other colleges provided and proposed two options: 1) a four- or six-week winter session with a six- or eight-week summer session; or 2) no winter session, but instead a longer summer session.

To estimate the impact of the compressed calendar, the group researched the following three issues:

Issue 1: Course scheduling format and apportionment impact
Issue 2: Session scheduling options
Issue 3: Facilities impact

ISSUE 1: COURSE SCHEDULING FORMAT AND APPORTIONMENT IMPACT

In designing the scheduling formats it is important to consider the number of instructional weeks for the compressed calendar, the maximum number of hours of current funding for weekly census classes, the maximum number of hours of funding for daily census classes and the number of per semester faculty flex days.

The work group reviewed a 16-week semester with three, two and a half or two flex days scheduled in 80- or 85-minute blocks. For a three-hour weekly census class the college is funded 52.5 hours and it can be funded up to 54 hours if the course is scheduled under daily census. In the compressed calendar format of 85-minute sessions and three flex days, the college can be funded 56.44 hours, 7.5 percent above the 52.5-hour limit under weekly census and 4.5 percent above the 54-hour limit under daily census.

Advantages:

- The compressed calendar in a block scheduling format maximizes apportionment from 2.3 to 4.5 percent when 85-minute blocks are used with three flex days (i.e., 16.6 multiplier).
- Block scheduling minimizes student trips to the campus.
- Shorter semesters are preferred by students.

Disadvantages:

- If 80-minute blocks are selected, the apportionment would be less than in the traditional calendar format.
- If two flex days are used instead of three, apportionment is minimized.
- Additional instructional costs may result from increased instructional apportionment generated by the 85-minute block.

Possible Remedies:

- Select the 85-minute block sessions and three flex days.
- Provide additional classrooms to accommodate the additional needs created.

Barriers Encountered:

- The 85-minute blocks affect the number of courses that can be scheduled in a given classroom or laboratory, as compared to the traditional calendar.
- It may be necessary to reduce the number of course offerings assigned to a room due to space limitations. If secondary space cannot be found, FTES may be lost.

Next Steps:

- Schedule an entire semester in the compressed calendar format to fully assess the impact on facilities and apportionment.
- Compare the advantages (cost, FTES) of block scheduling under the current calendar with that of the compressed calendar.
- Verify that the System Office will fund the additional hours generated in the 85-minute block format.

ISSUE 2: FACILITIES IMPACT

The colleges in the District all suffer from a shortage of classroom and lab space. In reviewing the compressed calendar scheduling requirements and understanding the facilities limitations, it is evident that the block scheduling option must be carefully selected and courses across the colleges carefully assigned to maximize facilities use.

It is clear that consistent adherence to the selected scheduling block is essential to ensure minimal class conflicts and maximum room utilization. In reviewing the compressed calendar formats it was important to recognize that some scheduling patterns could actually reduce the number of courses currently scheduled in a room unless Friday blocks are seriously considered. It was also recognized that four- and five-hour classes would create short (15 to 30 minutes) gaps of time between classes that could not be utilized in an effective manner.

Advantages:

- Facility down time may be increased between sessions.
- Maximum room utilization occurs with block scheduling.

Disadvantages:

- Scheduling would be difficult for high unit classes, and might result in fewer class offerings due to lack of classroom or lab space.
- Some night classes (currently offered from 6-10:30 p.m.) might run past 11 p.m. or later.
- More classroom/lab facilities may be required during prime time hours to accommodate the block schedule.
- There will be minimal facilities down time during the session.

- Students may end up taking fewer units due to scheduling conflicts if facilities are not carefully scheduled.

Possible Remedies:

- The traditional day would need to start earlier and end later in order to offer the same number of classes. In some cases classes might need to be moved to a three-hour time slot on a Friday. If day classes are extended beyond 4 p.m., facilities access for night classes would be impacted.
- Offer high unit classes, including some voc ed classes in the 18-week format so that they have appropriate access to lab facilities.
- Add additional classrooms and labs to current inventory.

Barriers Encountered:

- It is difficult to assess the impact on scheduling classes until the number of additional minutes per class is determined.
- The current day vs. evening scheduling formats would need to be adjusted to accommodate the extension of day classes beyond 4 p.m.

Next Steps:

- Estimate the number of sections that could be offered in the compressed format (assuming a specified number of additional minutes) as compared with current offerings.
- Assess the impact on the evening program if day classes run later.

ISSUE 3: SESSION SCHEDULING

This issue addresses the concerns regarding the different alternatives for session scheduling. Other California Community Colleges on the compressed calendar have either adopted the extended summer option or the winter intersession option. Each option has its advantages and disadvantages.

Advantages:

- A proposed set of two 16-week semesters could be combined with either a winter session (four-six weeks) and a regular summer session (six-eight weeks) or an expanded summer session with no winter intersession. Such an arrangement would offer additional opportunities for students to take courses and might increase FTES.
- Regardless of which option the District decides to adopt, the fall semester would start later in August, though still before Labor Day.
- A possible winter intersession would provide more terms during the academic year allowing students more opportunities to take classes, thus allowing them more opportunities to reach their transfer/graduation and overall educational goals.
- A possible extended summer session (12-14 weeks) would allow for scheduling flexibility in the disciplines with heavier units such as mathematics, foreign language, and physical and biological sciences. This option would allow for more course offerings in the aforementioned disciplines during the summer, thereby benefiting students.
- With the winter intersession, the District aligns its calendar with most high schools in its service area. This allows for high school students to become more exposed to the colleges.

Disadvantages:

- A concern with the winter intersession option is the possibility that not enough students would benefit from the additional course offerings.
- Courses offered during winter intersession can generally only be up to 3 units of credit.
- An expanded summer session would not help those students seeking to transfer that fall as they would not be able to take advantage of the session as their last term at Community College.
- There would be a need for more faculty to teach during a significantly extended summer session.

Possible Remedies:

- At this juncture, it is uncertain whether one option is superior to the other. However, it is important to note that 76 percent of the districts on a compressed calendar system in California have opted for the winter intersession option.

Barriers Encountered:

- It is unknown whether the District would get more of an FTES boost with the winter intersession option or the expanded summer session option.

Next Steps:

- The District should compare the advantages of the two session scheduling options.
- The District should review decisions made by other area community colleges regarding a compressed calendar schedule.
- Then the District should select its best option regarding the options for session scheduling.

APPENDIX A

Samples of Compressed Calendar Room Cards
(85-minute Block Schedule)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 7:50	CHIN 120-2057 (6:40-7:50)	CHIN 120-2057 (6:40-7:50)	CHIN 120-2057 (6:40-7:50)	CHIN 120-2057 (6:40-7:50)	
8:00 9:25	CHIN 121-2069 (8-9:10)	CHIN 121-2069 (8-9:10)	CHIN 121-2069 (8-9:10)	CHIN 121-2069 (8-9:10)	
9:35 11:00	CHIN 120-2100 (9:35-10:45)	CHIN 120-2100 (9:35-10:45)	CHIN 120-2100 (9:35-10:45)	CHIN 120-2100 (9:35-10:45)	
11:10 12:35	CHIN 220-4985 (11:10-12:20)	CHIN 220-4985 (11:10-12:20)	CHIN 220-4985 (11:10-12:20)	CHIN 220-4985 (11:10-12:20)	
12:45 2:10	FRNCH 220-2099 (12:45-1:55)	FRNCH 220-2099 (12:45-1:55)	FRNCH 220-2099 (12:45-1:55)	FRNCH 220-2099 (12:45-1:55)	
2:20 3:45	JAPAN 220-4990 (2:20-3:30)	JAPAN 220-4990 (2:20-3:30)	JAPAN 220-4990 (2:20-3:30)	JAPAN 220-4990 (2:20-3:30)	
3:55 7:05	JAPAN 130-2567 (3:55-5:20)	LRNSK 49-2973 (3:55-5:20) 2 sessions	JAPAN 130-2567 (3:55-5:20)		
7:15 10:25					

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	Math 110-0126 (6:40-7:50)	Math 110-0126 (6:40-7:50)	Math 110-0126 (6:40-7:50)	Math 110-0126 (6:40-7:50)	
7:50					
8:00	Math 192-0095 (8-9:10)	Math 192-0095 (8-9:10)	Math 192-0095 (8-9:10)	Math 192-0095 (8-9:10)	
9:25					
9:35	Math 192--0096 (9:35-10:45)	Math 192--0096 (9:35-10:45)	Math 192--0096 (9:35-10:45)	Math 192--0096 (9:35-10:45)	
11:00					
11:10	Math 142-043 (11:10-12:20)		Math 142-043 (11:10-12:20)		Math 142-043 (11:10-12:20)
12:35					
12:45	Math 192 -0105 (12:45-1:55)	Math 192 -0105 (12:45-1:55)	Math 192 -0105 (12:45-1:55)	Math 192 -0105 (12:45-1:55)	
2:10					
2:20	Math 120-3558 (2:20-3:30)	Math 120-3558 (2:20-3:30)	Math 120-3558 (2:20-3:30)	Math 120-3558 (2:20-3:30)	
3:45					
3:55	Math 195-0320 (3:55-5:20)		Math 195-0320 (3:55-5:20)		Math 195-0320 (3:55-5:20)
7:05					
7:15					
10:25					

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00					
7:50					
8:00					
9:25					
9:35	Biosc 146-2748 (9:35-12:45)	Biosc 119-2732	Biosc146-2748 (9:35-12:45)	Biosc 119-2732	
11:00					
11:10		Biosc 119-2734		Biosc 119-2734	
12:35					
12:45					
2:10					
2:20	Biosc 146-3741 (2:20-5:30)	Biosc 119-1171	Biosc 146-3741 (2:20-5:30)	Biosc 119-1171	
3:45					
3:55					
7:05					
7:15					
10:25					

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 7:50					
8:00 9:25	Engl 122-0618	Engl 118-0567	Engl 122-0618	Engl 118-0567	Engl 122-0672 (8-11:10)
9:35 11:00	Engl 122-0626	Engl 122-0634	Engl 122-0626	Engl 122-0634	
11:10 12:35	Engl 222-1005	Couns 130-2914 (2nd 9 weeks)	Engl 222-1005	Couns 130-2914 (2nd 9 weeks)	
12:45 2:10	Engl 126-0741	Engl 122-0666	Engl 126-0741	Engl 122-0666	
2:20 3:45	Engl 126-0745	Engl 122-4119	Engl 126-0745	Engl 122-4119	
3:55 7:05					
7:15 10:25					

APPENDIX B

Three Day Flex Option
(The Effect of Scheduling Format and Number of Flex Days On Attendance Accounting)

3 Hour Classes (54 Hours Maximum)						
Calendar	**Flex Days**	**Hrs Per Week**	**Multiplier**	**Total Hours**	**Percent increase over current funding at 52.5 hours**	**Percent increase over maximum funding at 54 hours**
Traditional (Three 50-minute sessions)	3.0	3	17.5	52.50		
Compressed (Block: Two 80-minute sessions)	3.0	3.2	16.6	53.12	1.180	decrease
Compressed (Block: Two 80-minute sessions)	2.5	3.2	16.5	52.80	0.570	decrease
Compressed (Block: Two 80-minute sessions)	2.0	3.2	16.4	52.48	decrease	decrease
Compressed (Block: Two 85-minute sessions)	3.0	3.4	16.6	56.44	7.500	4.500
Compressed (Block: Two 85-minute sessions)	2.5	3.4	16.5	56.10	6.900	3.880
Compressed (Block: Two 85-minute sessions)	2.0	3.4	16.4	55.76	6.200	3.260

4 Hour Classes (72 Hours Maximum)						
Calendar	**Flex Days**	**Hrs Per Week**	**Multiplier**	**Total Hours**	**Percent of Increase over Current Funding at 70 hours**	**Percent Increase over Max Funding at 72 hours**
Traditional (Four 50-minute sessions)	3.0	4	17.5	70.00		
Compressed (Block: Three 70-minute sessions)	3.0	4.2	16.6	69.72	decrease	decrease
Compressed (Block: Three 70-minute sessions)	2.5	4.2	16.5	69.30	decrease	decrease
Compressed (Block: Three 70-minute sessions)	2.0	4.2	16.4	68.88	decrease	decrease
Compressed (Block: Three 75-minute sessions)	3.0	4.5	16.6	74.70	6.710	3.750
Compressed (Block: Three 75-minute sessions)	2.5	4.5	16.5	74.25	6.070	3.125
Compressed (Block: Three 75-minute sessions)	2.0	4.5	16.4	73.80	5.430	2.500

5 Hour classes (90 hours maximum)						
Calendar	**Flex Days**	**Hrs Per Week**	**Multiplier**	**Total Hours**	**Percent Increase Over Current Funding at 87.5 hours**	**Percent Increase Over Max Funding at 90 hours**
Traditional (Five 50-minute sessions)	3.0	5	17.5	87.50		
Compressed (Block: Four 65-minute sessions)	3.0	5.2	16.6	86.32	decrease	decrease
Compressed (Block: Four 65-minute sessions)	2.5	5.2	16.5	85.80	decrease	decrease
Compressed (Block: Four 65-minute sessions)	2.0	5.2	16.4	85.28	decrease	decrease
	3.0	5.6	16.6	92.96	3.380	2.970
Compressed (Block: Four 70-minute sessions)	2.5	5.6	16.5	92.40	2.740	2.660
Compressed (Block: Four 70-minute sessions)	2.0	5.6	16.4	91.84	2.100	2.330

APPENDIX C

Session Scheduling Options

Option		Months	Semester Duration (wks)	Downtime (wks)
Winter Intersession	Winter	January- ?	4-6	
	Spring	Feb-Early Jun	16	
	Summer	Jun-Jul	8	
	Fall	Late Aug-Dec	16	
Totals			44-46	6-8
Longer Summer Session	Winter	n/a	n/a	
	Spring	Jan-Apr	16	
	Summer	May-Aug	12-14	
	Fall	Late Aug-Dec	16	
Totals			44-46	6-8

APPENDIX D

Samples of Traditional Calendar Room Cards
(Adaptation of Appendix A under the Compressed Calendar Format)

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
6:00am					
6:30am					
7:00am					
7:30am					
8:00am					
8:30am					
9:00am					
9:30am	BIOSC 146-2748	BIOSC 119-2732	BIOSC 146-2748	BIOSC 119-2732	
10:00am					
10:30am					
11:00am		BIOSC 119-2734		BIOSC 119-2734	
11:30am					
12:00pm					
12:30pm					
1:00pm					
1:30pm					
2:00pm	BIOSC 146-3741	BIOSC 119-1171	BIOSC 146-3741	BIOSC 119-1171	
2:30pm					
3:00pm					
3:30pm					

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
6:00am					
6:30am					
7:00am					
7:30am					
8:00am	ENGL 122-0618	ENGL 118-0567	ENGL 122-0618	ENGL 118-0567	ENGL 122-0618
8:30am					
9:00am	ENGL 122-0626		ENGL 122-0626		ENGL 122-0626
9:30am		ENGL 122-0634		ENGL 122-0634	
10:00am	ENGL 222-1005		ENGL 222-1005		ENGL 222-1005
10:30am					
11:00am	ENGL 126-0741	COUNS 130-2914	ENGL 126-0741	COUNS 130-2914	ENGL 126-0741
11:30am		10/18 - 12/15		10/18 - 12/15	
12:00pm	ENGL 126-0745		ENGL 126-0745		ENGL 126-0745
12:30pm		ENGL 122-0666		ENGL 122-0666	
1:00pm	ENGL 122-0672		ENGL 122-0672		
1:30pm					
2:00pm		ENGL 122-4119		ENGL 122-4119	
2:30pm					
3:00pm					
3:30pm					

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
6:00am					
6:30am					
7:00am					
7:30am					
8:00am	CHIN 120-2057	CHIN 120-2057	CHIN 120-2057	CHIN 120-2057	CHIN 120-2057
8:30am					
9:00am	CHIN 121-2069	CHIN 121-2069	CHIN 121-2069	CHIN 121-2069	CHIN 121-2069
9:30am					
10:00am	GRMAN 120-2100	GRMAN 120-2100	GRMAN 120-2100	GRMAN 120-2100	GRMAN 120-2100
10:30am					
11:00am	CHIN 220-4985 M*	CHIN 220-4985 M*	CHIN 220-4985 M*	CHIN 220-4985 M*	CHIN 220-4985 M*
11:30am	CHIN 221-4062 M*	CHIN 221-4062 M*	CHIN 221-4062 M*	CHIN 221-4062 M*	CHIN 221-4062 M*
12:00pm	FRNCH 220-2099 / 221-2101	FRNCH 220-2099 / 221-2101	FRNCH 220-2099 / 221-2101	FRNCH 220-2099 / 221-2101	FRNCH 220-2099 / 221-2101
12:30pm	FRNCH 230-2104/231-2108		FRNCH 230-2104/231-2108		FRNCH 230-2104/231-2108
1:00pm	JAPAN 220-4990	JAPAN 220-4990	JAPAN 220-4990	JAPAN 220-4990	JAPAN 220-4990
1:30pm	JAPAN 221-4060	JAPAN 221-4060	JAPAN 221-4060	JAPAN 221-4060	JAPAN 221-4060
2:00pm	JAPAN 130-2567	LRNSK 049-2973	JAPAN 130-2567		
2:30pm		11/08 - 11/15			
3:00pm					
3:30pm					

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
6:00am					
6:30am					
7:00am	MATH 110-0126	MATH 110-0126	MATH 110-0126	MATH 110-0126	MATH 110-0126
7:30am					
8:00am	MATH 192-0095	MATH 192-0095	MATH 192-0095	MATH 192-0095	MATH 192-0095
8:30am					
9:00am	MATH 192-0096	MATH 192-0096	MATH 192-0096	MATH 192-0096	MATH 192-0096
9:30am					
10:00am	MATH 142-0043	MATH 142-0043	MATH 142-0043	MATH 142-0043	
10:30am					
11:00am	MATH 192-0105	MATH 192-0105	MATH 192-0105	MATH 192-0105	MATH 192-0105
11:30am					
12:00pm	MATH 120-3558	MATH 195-0320	MATH 120-3558	MATH 195-0320	
12:30pm					
1:00pm					
1:30pm					
2:00pm					
2:30pm	MATH 110-0155	MATH 110-0155	MATH 110-0155	MATH 110-0155	
3:00pm					
3:30pm					

APPENDIX E

Summary of California Community Colleges
On Alternative/Compressed Calendar Session Dates

California Community Colleges On Alternative/Compressed Calendars

School	Fall		Intersession		Spring		Summer	
	Start	End	Start	End	Start	End	Start	End
Antelope Valley CCD Antelope Valley College	8/22	12/10			1/9	5/5	6/12	8/4
Carrillo CCD Carrillo College	8/29	12/7	1/3	1/30	2/6	6/3	6/13	8/6
Coast CCD Coastline College Golden West College Orange Coast College	8/29 8/45 8/28	12/18 12/18 12/17	1/3 1/3 1/3	1/29 1/29 1/29	1/30 1/30 1/30	5/28 5/28 5/28	5/30	8/20
Compton CCD Compton College	8/31	12/17	1/4	2/9	2/14	6/12	unavail-able	unavail-able
Desert CCD College of the Desert	8/30	12/18	1/4	1/27	1/31	5/27	unavail-able	unavail-able
El Camino CCD El Camino College	8/29	12/6	1/4	2/7	2/13	6/9	unavail-able	unavail-able
Foothill DeAnza CCD DeAnza (Qtr System*) Foothill (Qtr System*)	9/26 9/25	12/16 12/15	1/4 1/8	3/31 3/20	4/10 4/9	6/30 6/29	7/3 7/2	var-ies
Glendale CCD Glendale College	8/31	12/23	1/9	2/6	2/22	6/14	6/20	8/26
Imperial CCD Imperial Valley College	8/22	12/10	1/5	2/7	2/12	6/9	unavail-able	unavail-able
Kern CCD Bakersfield Cerro Cose	8/22	12/9			1/17	5/12	6/3	8/4
Los Angeles CCD East L.A. College Los Angeles City College L.A. Harbor College L.A. Mission College L.A. Pierce College L.A. Southwest College L.A. Trade Tech. College L.A. Valley College West L.A. College	9/6	12/22	1/3	2/4	2/6	6/5	6/20	8/27

California Community Colleges On Alternative/Compressed Calendars

School	Fall		Intersession		Spring		Summer	
	Start	End	Start	End	Start	End	Start	End
Redwoods CCD College of the Redwoods	8/29	12/17	1/4	1/20	1/23	5/20	6/?	8/10
Riverside CCD Riverside College	8/31	12/17	1/3	2/9	2/13	6/8	6/13	8/4
San Diego CCD San Diego City College San Diego Mesa College San Diego Miramar College	8/29	12/17	1/3	2/4	2/6	6/5	6/19	8/12
San Jose/Evergreen CCD San Jose City College Evergreen College	9/6	12/22	1/4	1/26	1/30	5/26	6/6	8/12
Santa Barbara CCD Santa Barbara College	8/29	12/17			1/23	5/20	6/19	8/2
Santa Monica CCD Santa Monica College	8/29	12/20	1/3	2/9	2/13	6/13	6/19	8/11
Victor Valley CCD Victor Valley College	8/29	12/17	1/3	2/10	2/13	6/10	6/13	8/12
Sierra CCD Sierra College	8/29	12/17			1/17	5/2	6/30	8/18
West Valley-Mission CCD Mission College West Valley College	8/29	12/17			1/30	5/26	6/30	8/19
Yosemite CCD Columbia College Modesto College	8/29 8/15	12/17 12/16			1/9 1/17	4/28 5/26	5/8 5/31	8/8 7/28
Lake Tahoe CCD Lake Tahoe College (Qtr. System)	9/19	12/9	1/3	3/23	4/3	6/22	6/26	8/4

Sources

California Community Colleges Web pages/course schedules

CIO list-serve 2003 survey

Concept Paper: “Academic Calendars, Scheduling, and Related Topics,” presented by a Work Group of the System Office and Chief Instructional Officers Representatives, at the Joint CIO/CSSO Conference, March 15-17, 2006

LACCD Index Report #E-97

LRCCD Research Office: “Alternative Calendar Survey”

Special Report: “Compressed Calendar,” presented by San Jose/Evergreen Valley Community Colleges at the CACCRAO, 2004.

Work Group Title: Financial

Financial Work Group Members:
Chris Leivas
Salman Ahmed

EXECUTIVE SUMMARY

The Financial Work Group was given the charge to determine the impact the compressed calendar would have on the District's revenue and expenditures. This work group focused its review on a conversion to a 16-week calendar since it is the compressed calendar used by most of the districts in California.

Colleges can increase revenues by converting to a compressed calendar the following two ways:

1. Using the state FTES formula to maximize FTES during the fall and spring semesters.
2. Increasing intersession course offerings by using the extra weeks gained in the conversion to a compressed calendar.

How the compressed calendar impacts a District's FTES depends greatly on developing an academic calendar and course schedule that will take advantage of the opportunities for FTES growth provided by a compressed calendar. Accordingly, if a goal of converting to a compressed calendar is FTES growth then the District needs to take great care to develop an academic calendar and course schedules that maximize FTES.

This work group's review indicates the following:

- Most districts converting to a compressed calendar experienced FTES growth rates greater than the state average. These districts grew approximately 3.89 percent more than the state average.
- The Scheduling Work Group estimates that the District could increase its FTES for fall and spring by approximately one percent.
- In the long run the District could increase its FTES by as much as 5 percent by increasing course offerings in a winter or summer intersession.
- The District receives approximately $1 million from the state for a one percent increase in FTES.

Measuring the impact on expenditures is very difficult. While several work groups identified areas where people said they would need additional resources, the Financial Work Group could not develop generalizations about district-wide cost increases due to the following factors:

- Whether costs increase due to the implementation of a compressed calendar will depend on the unique circumstances in each department and many vary widely between locations. Also, the circumstances can change dramatically depending on how the compressed calendar is implemented, including intersessions.
- The District has endured several years of significant budget reductions. It was difficult to determine whether people's request for additional resources was related directly to the conversion to a compressed calendar or the general need for additional resources.

As the issue of going to a compressed calendar moves forward, developing a list of needed resources is critical. This project would be the next step in the fiscal area.

The Financial Work Group did note one area of potential expenditure savings. Section 20.4.5.2 of the Collective Bargaining Agreement with United Faculty states that for all semester length AC and C course sections, instructors are compensated for an 18-week semester. This results

in compensating instructors for 36 weeks per academic year. However, the state only funds the District for a 35-week academic year. If the District aligned its compensation formula to the actual weeks in an academic year it would save approximately $440,000 based on information provided by District IT.

INTRODUCTION

The Financial Work Group was given the charge to determine the impact the compressed calendar would have on the District's revenue and expenditures. This group focused its review on a conversion to a 16-week calendar since it is the compressed calendar used by most of the districts in California.

Impact on Revenues

Colleges can increase revenues by converting to a compressed calendar the following two ways:

- Using the state FTES formula to maximize FTES during the fall and spring semesters.
- Increasing intersession course offerings by using the extra weeks gained in the conversion to a compressed calendar.

To estimate the impact on the District's revenues, the Financial Work Group explored the following issues:

- Issue #1: Have most districts converting to a compressed calendar experienced an increase in FTES? If so, what was the increase?
- Issue #2: How much could the District increase its fall and spring FTES by converting to a 16-week compressed calendar.
- Issue #3: How much could the District increase its FTES by expanding its intersession course offerings with the extra weeks gained in the conversion to a 16-week compressed calendar?

ISSUE 1: STATE INFORMATION

The FTES growth rates for 14 districts that recently converted to a compressed calendar were reviewed to determine whether their growth rates were greater than the state average. The FTES numbers used include both credit and noncredit FTES. The FTES reported to the state for apportionment funding purposes was used as the source for the FTES information. The following appendices were created for this review:

- Appendix A shows the difference between a district's FTES growth rates compared to the statewide average.
- Appendix B shows the FTES growth rates for the selected districts.
- Appendix C shows the FTES data for the selected districts.

Appendix A shows the following trends related to FTES growth for the selected districts that recently converted to a compressed calendar:

- Ten out of 14 (71 percent) districts had FTES growth rates greater than the state average for the year they converted to a compressed calendar.
- From the 10 districts that grew greater than the state average in the first year, six districts maintained or added to the growth amount in subsequent years.
- Only two districts showed an FTES growth rate below the state average during the year of conversion and all subsequent years.
- For the 10 districts that grew greater than the state average, their growth rates on average exceeded the state average by approximately 3.89 percent.

Based on the above information the following conclusions were drawn:

- In general, most districts that convert to a compressed calendar have growth rates that exceed the state average.
- The majority of districts maintained or added to the initial increase in FTES.

ISSUE 2: FTES FOR THE FALL AND SPRING SEMESTERS

The Scheduling Work Group estimates that the District's fall and spring semester FTES would increase by approximately one percent.

ISSUE 3: INTERSESSIONS

Many districts have used the extra weeks gained by converting to a compressed calendar to expand intersession course offerings. The expanded course offerings contributed to the increased FTES these districts experienced when converting to a compressed calendar. If the District converted to a 16-week semester it would gain three weeks of academic time which could be used to increase intersession course offerings in the four following ways:

1. Offer a three-week winter intersession.
2. Offer a winter intersession greater than three 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 three weeks and use the time to do projects that can be only done when classes are not in session.

Overview of Other Districts

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

- Two districts have a three-week intersession.
- Five districts have a four-week intersession.
- Three districts have a five-week intersession.
- Five districts have a six-week intersession.

Option 1: Three-Week Intersession

This option would have the following advantages/disadvantages:

Advantages:

- A winter intersession would provide more and varied educational opportunities for our students.
- A winter intersession would increase the District's FTES.
- A three-week winter intersession would not require the District to reduce the weeks of its 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:
Each college in the District does provide summer classes that begin and end before June 30. This would give the District an estimate of the amount of FTES it 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 the District discourages classes that end before June 30 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 the District could generate approximately 150 FTES with a three-week winter intersession. This translates into a .5 percent increase in FTES.

Other Issues to Consider:
If the District created a winter intersession it would need to consider the following:

- It should probably settle on the length of that intersession and be consistent year- to-year.
- During the initial years of implementing a three-week winter intersession, the District would have to fund a promotional campaign to stimulate the demand for a winter intersession.

Option 2: Winter Intersession Greater Than Three weeks

This option would have the following advantages/disadvantages:

Advantages:

- A winter intersession would provide more and varied educational opportunities to 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:

- The District may need to reduce the number of weeks in its 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:
During the summer the District generates approximately 2,900 FTES. Approximately 2,000 of that total are earned from six-week course sections (based on course section information for summer 2006). However, this option would probably reduce the weeks available for the summer intersession, especially time available for eight-week course sections. Currently, the District earns about 500 FTES for eight-week course sections. Consequently, it could generate about 1,500 FTES with this option. This translates into a 5 percent increase in District FTES. However, it will take awhile to build interest in a winter intersession so the immediate increase in FTES would be much less.

Other Issues to Consider:
To offer a winter intersession greater than three weeks the District would need to take weeks away from the summer intersession. Currently, there are approximately 12 weeks between the end of the spring semester and the beginning of the fall semester. During summer 2006 the District will be offering instruction for 10 of those 12 weeks.

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

If it created a winter intersession, the District would need to consider the following:

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

Option 3: Increase the Summer Session

This option would have the following advantages/disadvantages:

Advantages:

- It would provide a greater number of scheduling options for summer classes.
- It would increase FTES for the District.
- This option 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:

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

Impact on FTES:
If the District increased the time between the spring and fall semesters by three weeks it would have 15 weeks between semesters. This would open up a variety of scheduling opportunities such as:

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

While it is difficult to determine how many extra course sections could be offered under this option, it appears to have the same potential as a six-week winter intersession or 1,500 FTES.

Other Issues to Consider:
If there are 15 weeks between semesters and classes scheduled for 12 weeks, there would be three weeks when classes were not in session. This would give District employees 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 30; but end after June 30. 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 the District had two separate six-week intersessions during the summer, the number of courses it could count in either fiscal year may be reduced.

Option 4: Use the Additional Weeks as Non-Instructional Weeks

This option would have the following advantages/disadvantages:

Advantages:

- It could 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:

- The option would not provide more and varied educational opportunities to students.
- It 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.

IMPACT ON REVENUES SUMMARY

Most districts converting to a compressed calendar experience FTES growth rates greater than the state average. These Districts grew 3.89 percent more than the state average.

How the compressed calendar impacts the District's FTES depends greatly on academic calendar development and class scheduling. The Scheduling Work Group has determined that the District's FTES for fall and spring would increase approximately one percent. Depending on which option the District uses for an intersession, the increase could be as much as 5 percent over time. The District receives approximately $1 million from the state for a one percent increase in FTES.

IMPACT ON EXPENDITURES

Measuring the impact on expenditures is very difficult. While several work groups identified some areas where people say they would need additional resources, the Financial Work Group could not develop generalizations about district-wide cost increases due to the following factors:

- Whether costs increase due to the implementation of a compressed calendar will depend on the unique circumstances in each department and many vary widely between locations. Also, the circumstances can change dramatically depending on how the District implements the compressed calendar including intersessions.
- The District has endured several years of significant budget reductions. It is difficult to determine whether people's request for additional resources is related directly to the conversion to a compressed calendar or the general need for additional resources.

As the issue of going to a compressed calendar moves forward, developing a list of needed resources is critical. This project would be the next step in the fiscal area.

One situation that would definitely result in a need for additional resources would be going to a summer intersession with two six-week sessions. Some support services only need to fully support instruction during the six-week day/night summer session. Consequently, these services would incur additional costs to fully support instructional programs for a 12- week period.

The Financial Work Group received the following information related to the impact on expenditures. These items are not fully investigated and are presented here for information purposes only:

- Some classified positions that work fewer than 12 months may need to work 12 months if the compressed calendar results in more weeks of instruction during the year.

- Extra staff would be needed to complete large reports due at the end of a semester.
- CCC's print shop would need extra resources due the shorter semester.
- If the District added a winter intersession, department chairperson duties would increase. Consequently, department chairperson compensation may need to be increased.
- Depending on the actual schedule, faculty load might change.
- Police Services would need more staff to patrol parking lots and support increases in calls for support/back-up.
- There could be a need for increased staffing for the assessment centers at District colleges.

The Financial Work Group did note one area of potential expenditure savings. Section 20.4.5.2 of the Collective Bargaining Agreement with United Faculty states that for all semester length AC and C course sections, instructors are compensated for an 18-week semester. This results in compensating instructors for 36 weeks per academic year. However, the state only funds the District for a 35-week academic year. If the District aligned its compensation formula to the actual weeks in an academic year it would save approximately $440,000 based on information provided by District IT.

Sources

The Financial Work Group consulted with the following people when gathering information for its report:

- Doug Roberts
- Bruce Cutler
- Carol Maga
- Alice Murillo
- Don Penrose
- Maria Barno

The following information sources were used to gather information for this report:

- Statewide FTES information came from Exhibit E, which is included in the state apportionment packages on the state Chancellor's Office Web site.
- Information concerning course schedule offerings in summer 2006 came from the course schedules in the Datatel system.
- Historical FTES information by college for the District came from a FTES trend report prepared by Doug Roberts.
- Information about winter/summer intersessions at other districts on a compressed calendar came from information provided by the Scheduling Work Group.
- Information about spring break at other districts on a compressed calendar came from their Web sites.
- Growth revenue data came from information provided by Doug Roberts.
- Impact on expenditure examples came from other work groups.
- Data used to calculate potential salary savings came from data in the Datatel system and was provided by District IT.

CONTRA COSTA COMMUNITY COLLEGE DISTRICT **APPENDIX A**
COMPRESSED CALENDAR COMMITTEE
DISTRICTS CONVERTING TO A COMPRESSED CALENDAR
DISTRICT FTES GROWTH RATES COMPARED TO THE STATEWIDE AVERAGE

DISTRICT	FISCAL YEAR	WINTER	FTES 99-00	FTES 00-01	FTES 01-02	FTES 02-03	FTES 03-04	FTES 04-05
ANTELOPE VALLEY	01-02	YES		0.84%	**0.43%**	8.19%	2.88%	1.83%
COAST DISTRICT	01-02	YES		-0.43%	**-3.81%**	4.89%	-8.63%	6.30%
DESERT	03-04	NO				1.31%	**4.91%**	3.31%
EL CAMINO	02-03	YES			0.23%	**0.63%**	4.36%	-1.99%
GLENDALE	01-02	YES		3.31%	**7.99%**	-1.64%	-0.63%	-1.01%
KERN	02-03	NO			-0.01%	**0.31%**	5.00%	-1.39%
LOS ANGELES	00-01	YES		**8.07%**	1.97%	-3.82%	-0.75%	2.01%
PASADENA	03-04	YES				-1.57%	**2.41%**	-0.79%
REDWOODS	01-02	YES		-1.33%	**-0.20%**	-3.40%	-0.31%	-11.37%
SAN DIEGO	02-03	YES			1.28%	**-1.73%**	-2.99%	-0.52%
SAN JOSE/EVERGREEN	01-02	YES		-0.78%	**-2.80%**	1.50%	1.83%	-10.28%
SANTA BARBARA	03-04	NO				1.70%	**5.92%**	0.14%
WEST VALLEY/MISSION	02-03	YES			-1.85%	**5.77%**	2.39%	-4.24%
YOSEMITE	02-03	NO			-3.72%	**2.42%**	6.12%	-1.37%
STATE TOTAL								
CONTRA COSTA				4.16%	-3.65%	-0.01%	0.88%	-16.15%

CONTRA COSTA COMMUNITY COLLEGE DISTRICT **APPENDIX B**
COMPRESSED CALENDAR COMMITTEE
FTES GROWTH RATES OF DISTRICTS CONVERTING TO A COMPRESSED CALENDAR

DISTRICT	FISCAL YEAR	WINTER	FTES 99-00	FTES 00-01	FTES 01-02	FTES 02-03	FTES 03-04	FTES 04-05
ANTELOPE VALLEY	01-02	YES		5.20%	**5.93%**	10.96%	0.82%	3.00%
COAST DISTRICT	01-02	YES		3.93%	**1.69%**	7.66%	-10.69%	7.47%
DESERT	03-04	NO				4.08%	**2.85%**	4.48%
EL CAMINO	02-03	YES			5.73%	**3.40%**	2.30%	-0.82%
GLENDALE	01-02	YES		7.67%	**13.49%**	1.13%	-2.69%	0.16%
KERN	02-03	NO			5.49%	**3.08%**	2.94%	-0.22%
LOS ANGELES	00-01	YES		**12.43%**	7.47%	-1.05%	-2.81%	3.18%
PASADENA	03-04	YES				1.20%	**0.35%**	0.38%
REDWOODS	01-02	YES		3.03%	**5.30%**	-0.63%	-2.37%	-10.20%
SAN DIEGO	02-03	YES			6.78%	**1.04%**	-5.05%	0.65%
SAN JOSE/EVERGREEN	01-02	YES		3.58%	**2.70%**	4.27%	-0.23%	-9.11%
SANTA BARBARA	03-04	NO				4.47%	**3.86%**	1.31%
WEST VALLEY/MISSION	02-03	YES			3.65%	**8.54%**	0.33%	-3.07%
YOSEMITE	02-03	NO			1.78%	**5.19%**	4.06%	-0.20%
STATE TOTAL				4.36%	5.50%	2.77%	-2.06%	1.17%
CONTRA COSTA				8.52%	1.85%	2.76%	-1.18%	-14.98%

CONTRA COSTA COMMUNITY COLLEGE DISTRICT **APPENDIX C**
COMPRESSED CALENDAR COMMITTEE
FTES OF DISTRICTS CONVERTING TO A COMPRESSED CALENDAR

DISTRICT	FISCAL YEAR	WINTER	FTES 99-00	FTES 00-01	FTES 01-02	FTES 02-03	FTES 03-04	FTES 04-05
ANTELOPE VALLEY	01-02	YES	7,777	8,182	**8,667**	9,617	9,696	9,986
COAST DISTRICT	01-02	YES	31,331	32,561	**33,111**	35,648	31,837	34,216
DESERT	03-04	NO			6,394	6,654	**6,844**	7,150
EL CAMINO	02-03	YES		17,435	18,434	**19,060**	19,499	19,339
GLENDALE	01-02	YES	13,402	14,430	**16,376**	16,562	16,116	16,142
KERN	02-03	NO		16,366	17,264	**17,795**	18,319	18,278
LOS ANGELES	00-01	YES	80,916	**90,977**	97,770	96,740	94,022	97,010
PASADENA	03-04	YES			21,684	21,945	**22,022**	22,107
REDWOODS	01-02	YES	5,253	5,412	**5,699**	5,663	5,529	4,964
SAN DIEGO	02-03	YES		39,592	42,278	**42,718**	40,559	40,821
SAN JOSE/EVERGREEN	01-02	YES	13,224	13,698	**14,067**	14,667	14,633	13,300
SANTA BARBARA	03-04	NO			13,630	14,240	**14,790**	14,983
WEST VALLEY/MISSION	02-03	YES		16,137	16,725	**18,153**	18,213	17,653
YOSEMITE	02-03	NO		15,488	15,763	**16,582**	17,254	17,219
STATE TOTAL			998,296	1,041,829	1,099,176	1,129,644	1,106,390	1,119,343
CONTRA COSTA			27,628	29,983	30,538	31,381	31,011	26,365

Work Group Title:
Student Learning and Success

Student Learning and Success Outcomes Work Group Members:
Mojdeh Mehdizadeh
Giggi Green
Brenda Jerez

EXECUTIVE SUMMARY

The Student Learning Outcomes Work Group found that many of the community colleges surveyed did not statistically analyze success, retention, and/or persistence before and after the change to a compressed calendar. Of those that did, only a slight improvement was seen in these areas. In addition, very few colleges evaluated performance by students before and after adopting a compressed calendar. Those that did found that retention improved, especially in terms of withdrawals. However that impact depended on the course. This was also found to be true in terms of the faculty observations of student learning outcomes. They found that students in the math and sciences had a much more difficult time than those in other courses. Most of the institutional research departments reported that there was some change to course syllabi. Of these, some reported that instructors simply had to split up classes into A and B series or drop parts of the curriculum all together.

Several faculty groups from different colleges found that the curriculum did change. They reported that the curriculum had to be manipulated to meet the shorter time constraints and to get through all of the course materials. This seemed to be particularly true not only in the math and sciences, but also in vocational courses. Of note is that two colleges reported a cut in lab hours for students. Most faculty groups reported that students generally like the compressed calendar schedule and did well in it. The population of students that suffered includes vocational students, students who are parents, and students who tend to be weaker students. Most faculty groups noted that they did not see a great difference in student motivation, but those who did report a change were almost all positive, indicating an increase in student motivation. Almost all participants reported greater difficulty in meeting their committee responsibilities and other outside obligations.

INTRODUCTION

The Student Learning Outcomes Work Group focused primarily on two groups. Those groups were institutional research departments and faculty members and senates. The group chose these groups because they have the most direct contact with students and student learning outcomes. Institutional research tends to do more statistical analysis while faculty tends to have more experience in observation.

The group focused on several questions. For the institutional research aspect, the Student Learning and Success Outcomes Work Group asked primarily about statistical research. Questions about whether or not research was done on success, retention, persistence, and performance were all asked. Also explored were possible changes to instructor syllabi. The faculty group was asked questions relating to the ability to get though course material, ability to manage other obligations such as committee work, a student's ability to get through course material, as well as observed differences in motivation. They were also offered an open ended question of any additional items they might like to share. The group prepared these questions in a brief survey format and used standard mail, e-mail, and phone contacts to obtain the information.

ISSUE 1: LACK OF EMPIRICAL DATA

Advantages:
Not applicable.

Disadvantages:
Without statistically significant empirical data, there is no basis to evaluate whether or not going to a compressed calendar either increased or decreased student learning outcomes.

Possible Remedies:
Perform statistical analysis of student academic records for several sample schools to determine if student learning outcomes were increased or decreased.

Barriers Encountered:
It could be difficult to develop baseline standards by which to evaluate success. Also, there would be some financial expenditure to perform such an analysis. Time would also be a factor.

Next Steps:
Determine if such an analysis is warranted and, if so, how much cost would be involved.

ISSUE 2: STUDENT ABILITY

Advantages:
Students who already perform well tended to fare better and complete their education more quickly.

Disadvantages:
Students who have difficulties with learning struggle with the compressed calendar format.

Possible Remedies:
Provide additional support services for students who struggle with learning.

Barriers Encountered:
Lab services were reported by some schools as being reduced instead of increased. Funding for increased support services could be difficult to obtain.

Next Steps:
Determine any budgetary constraints in increasing lab hours and/or staffing associated with labs and tutoring.

ISSUE 3: DIFFICULTY WITH MATH/SCIENCE COURSES

Advantages:
Not applicable.

Disadvantages:
With these more intensive subjects, both institutional research and faculty groups found that students had difficulties.

Possible Remedies:
Unknown.

Barriers Encountered:
No group offered remedies to this issue.

Next Steps:
Determine what possible changes could be made, if any, for these subjects in order for students have an easier time with their studies.

ISSUE 4: DIFFICULTIES MEETING OTHER OBLIGATIONS FOR FACULTY

Advantages:
Not applicable.

Disadvantages:
It is difficult for faculty members to be able to meet with committees they are involved in. The times meetings were held shifted to afternoon hours and different days.

Possible Remedies:
Unknown.

Barriers Encountered:
Faculty found it difficult to make late afternoon meetings.

Next Steps:
Determine where time for these issues will fit into the new calendar.

Appendix A

November 2005

Synopsis

Research Briefs from Institutional Research

Three-Year Study of Success and Retention Rates Prior to and After Converting to an Alternative/Compressed Calendar System

***Overview*:** As Chaffey College explores the possibility of converting to an alternative calendar, it appears that there is minimal research specific to California Community Colleges that addresses student success and retention, especially beyond a cursory college overview. To provide decision-makers with more specific data and information, at the request of the Compressed Calendar Task Force the Office of Institutional Research examined student success and retention rates at other California Community Colleges that are currently on an alternative/compressed calendar system.

***Methodology*:** Working with the California Community College Chancellor's Office Fiscal Services Unit, a list of California Community Colleges that are on an alternative/compressed calendar system was obtained. In total, 40 of the 109 California community colleges (36.7%) are on an alternative calendar system. For the purposes of this study, three colleges were excluded from the study because they were on a 12-week quarter system, three colleges were excluded because they had just converted to an alternative calendar in 2005-06, and one college was excluded because it has been on an alternative calendar since 1991-92, pre-dating the availability of MIS data from the Chancellor's Office.

Among the remaining 33 institutions, fall semester data was downloaded from the California Community College Chancellor's Office Data Mart. To examine long-term gains/declines in success and retention rates, a six-year window was examined: the three-year period prior to converting to a compressed calendar and the first three years under an alternative calendar system. Data was downloaded by two-digit taxonomy of program (TOP) code and by basic skills status to determine whether conversion to a compressed calendar system had an impact on specific instructional programs or student performance by basic skills status. In total, 6,752,548 enrollments were examined across the six-year window.

***Caveat*:** By legislation, all California Community College districts are required to adhere to MIS collection and reporting requirements as outlined in the MIS Data Element Dictionary and the Data Submission User's Guide. While the Chancellor's Office provides many syntactical and referential editing tools and strongly encourages districts to perform local edits prior to submission, ultimately users must still routinely review analysis reports, referential files, and

other sources to ensure that submitted data possesses integrity and accurately reflects the district. At Chaffey College, a number of offices routinely review the aforementioned sources (and other materials) to ensure that data submitted on behalf of Chaffey College is up-to-date and accurately depicts courses, student enrollment, and faculty and staff activity. While Chaffey can speak with confidence about the integrity of its MIS data, it is unknown to what extent other districts engage in similar practices. Although MIS data represents the official source data for a college/district, the accuracy of this data may vary depending upon each district's internal editing and review processes.

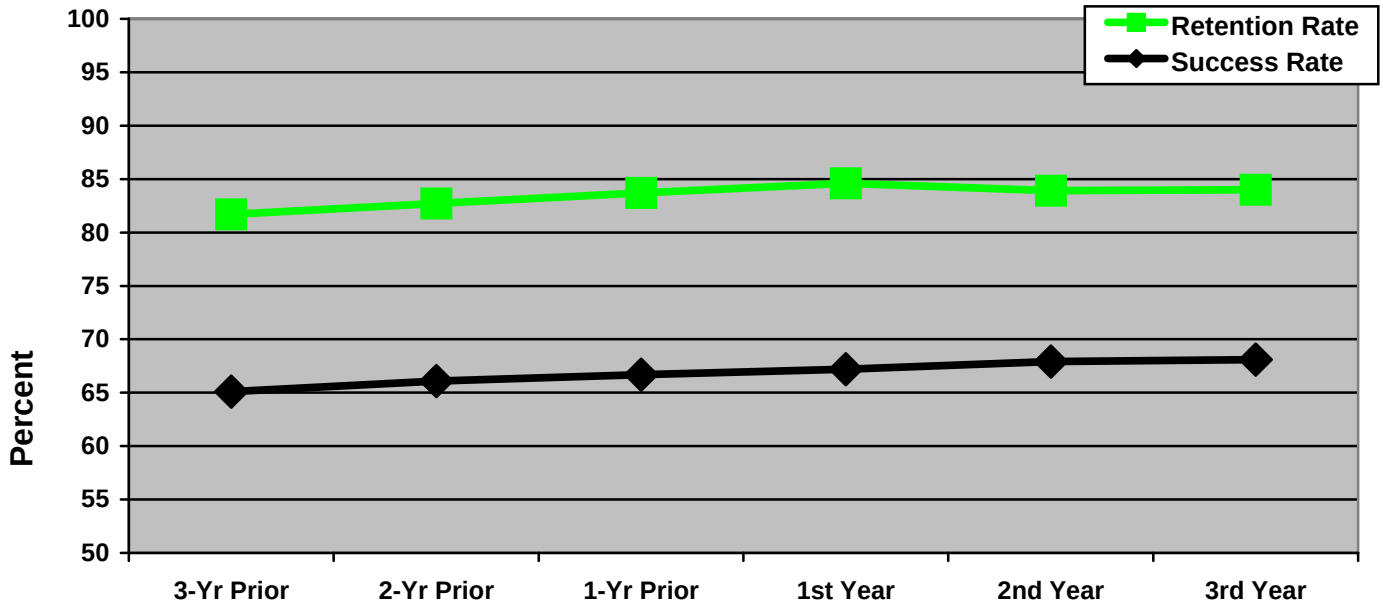
***Findings*:** While there is some smaller 2-digit TOP code programs that Chaffey College does not offer, course enrollments at Chaffey College roughly approximate the course enrollments at the 33 institutions included in the study. Additionally, basic skill status enrollments at Chaffey College mirror the basic skills status enrollments of the 33 institutions included in the study.

	2-DIGIT TOP CODE	*Compressed Calendar Study Enrollments (N = 6,752,548)*		*Chaffey College Enrollments, Fall 2004 (N = 52,104)*	
		N	**%**	**N**	**%**
TOP CODE PROGRAM					
AGRICULTURE AND NATURAL RESOURCES	01	39,738	0.59	n/a	
ARCHITECTURAL AND RELATED TECHNOLOGIES	02	21,782	0.32	n/a	
BIOLOGICAL SCIENCES	04	187,940	2.78	1,793	**3.44**
BUSINESS AND MANAGEMENT	05	442,224	6.55	4,329	**8.31**
COMMERCIAL SERVICES	30	24,020	0.36	n/a	
EDUCATION	08	643,301	9.53	3,528	**6.77**
ENGINEERING AND INDUSTRIAL TECHNOLOGIES	09	210,035	3.11	1,217	**2.33**
ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	03	4,638	0.07	45	**0.09**
FAMILY AND CONSUMER SCIENCES	13	269,374	3.99	3,140	**6.03**
FINE AND APPLIED ARTS	10	563,170	8.34	3,900	**7.49**
FOREIGN LANGUAGE	11	205,964	3.05	1,317	**2.53**
HEALTH	12	157,151	2.33	2,497	**4.79**
HUMANITIES	15	901,421	13.35	6,350	**12.19**
INFORMATION TECHNOLOGY	07	315,466	4.67	2,320	**4.45**
INTERDISCIPLINARY STUDIES	49	561,628	8.32	4,279	**8.21**
LAW	14	28,451	0.42	n/a	
LIBRARY SCIENCE	16	8,825	0.13	n/a	
MATHEMATICS	17	609,804	9.03	4,216	**8.09**
MEDIA AND COMMUNICATIONS	06	65,040	0.96	741	**1.42**
MILITARY SCIENCES	18	151	0.00	n/a	
PHYSCIAL SCIENCES	19	231,021	3.42	1,974	**3.79**
PSYCHOLOGY	20	255,379	3.78	1,561	**2.99**
PUBLIC AND PROTECTIVE SERVICES	21	229,559	3.40	948	**1.82**
SOCIAL SCIENCES	22	776,466	11.50	7,949	**15.26**
BASIC SKILLS STATUS					
Non-Basic Skills Courses		6,235,228	92.33	48,077	**92.27**
Pre-collegiate Basic Skills		495,341	7.44	4,027	**7.73**
Basic Skills Courses		**21,979**	**0.33**	**0**	**0.00**

The tables on the following pages identify success and retention rates in the three Fall semesters leading up to conversion to an alternative calendar system and success and retention rates in the first three Fall semesters that institutions were on a compressed calendar system. Four separate analyses were conducted:

- Success and Retention Rates by College
- Success and Retention Rates by 2-Digit TOP Code
- Success and Retention Rates by Basic Skills Status
- Success and Retention Rates by Basic Skills Status within TOP Code for TOP Code Programs that have a Basic Skills and/or Pre-collegiate Skills component.

SUCCESS AND RETENTION RATES:



	3 Years Prior to Alternative Calendar	2 Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
Success Rates	65.1%	66.1%	66.7%	67.2%	67.9%	68.1%
Retention Rates	81.7%	82.7%	83.7%	84.6%	83.9%	84.0%

SUCCESS AND RETENTION RATES by COLLEGE:

SUCCESS RATES:

BY COLLEGE:	*First Year on Alternative Calendar*	*Prior to Alternative Calendar*			*After Alternative Calendar*		
		Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
ANTELOPE VALLEY	2001-02	64.2%	70.2%	66.3%	66.6%	67.2%	**67.1%**
BAKERSFIELD	2002-03	59.8%	66.4%	65.6%	67.3%	66.5%	**67.6%**
CABRILLO	1998-99	65.7%	67.1%	68.0%	69.1%	66.6%	**64.4%**
CERRO COSO	2002-03	61.4%	67.1%	66.0%	70.4%	67.4%	**65.5%**
COASTLINE	2001-02	69.1%	66.2%	66.6%	68.8%	69.3%	**67.9%**
COLUMBIA	2002-03	68.8%	68.6%	69.6%	70.6%	69.7%	**69.9%**
COLLEGE OF THE DESERT	2003-04	69.4%	69.4%	69.4%	66.9%	63.5%	**n/a**
EAST LOS ANGELES	2002-03	64.7%	69.5%	69.5%	76.2%	74.4%	**67.2%**
EL CAMINO	2002-03	62.4%	63.4%	65.4%	65.3%	65.7%	**65.6%**
EVERGREEN VALLEY	2001-02	66.3%	67.7%	64.1%	62.1%	63.5%	**65.2%**
GLENDALE	2001-02	68.6%	66.9%	67.9%	68.2%	69.0%	**69.8%**
GOLDEN WEST	2001-02	65.4%	64.9%	64.6%	66.5%	66.3%	**63.7%**
LOS ANGELES CITY	2001-02	63.2%	64.3%	65.7%	71.2%	78.9%	**72.5%**
LOS ANGELES HARBOR	2001-02	64.6%	62.7%	65.0%	66.8%	71.7%	**72.4%**
LOS ANGELES MISSION	2001-02	63.9%	64.6%	65.3%	66.4%	72.6%	**75.5%**
LOS ANGELES PIERCE	2000-01	65.2%	67.5%	64.7%	65.9%	67.2%	**75.2%**
LOS ANGELES SOUTHWEST	2000-01	55.3%	61.0%	56.4%	58.4%	60.1%	**65.7%**
LOS ANGELES TRADE-TECH	2001-02	66.3%	64.7%	72.4%	65.3%	73.1%	**73.8%**
LOS ANGELES VALLEY	2000-01	64.0%	65.1%	65.3%	65.8%	66.6%	**75.1%**
MISSION	2003-04	64.5%	64.1%	63.8%	64.4%	66.2%	**n/a**
MODESTO	2002-03	63.0%	61.9%	62.9%	64.9%	64.4%	**64.6%**
ORANGE COAST	2001-02	68.2%	67.6%	69.9%	69.3%	70.3%	**70.8%**
PASADENA	2003-04	66.5%	67.6%	68.3%	68.2%	66.8%	**n/a**
REDWOODS	2001-02	71.8%	70.3%	69.2%	69.3%	68.9%	**67.4%**
RIVERSIDE	1999-00	62.9%	64.9%	70.9%	73.0%	66.5%	**67.3%**
SAN DIEGO CITY	2002-03	62.3%	64.7%	63.8%	64.6%	63.7%	**64.5%**
SAN DIEGO MESA	2002-03	65.1%	64.8%	65.1%	64.5%	65.4%	**66.4%**
SAN DIEGO MIRAMAR	2002-03	74.1%	73.5%	73.1%	72.1%	69.2%	**73.1%**
SAN JOSE CITY	2001-02	67.5%	66.6%	63.0%	61.8%	62.6%	**65.2%**
SANTA BARBARA	2003-04	68.5%	68.0%	68.2%	66.5%	70.2%	**n/a**
VICTOR VALLEY	2004-05	60.5%	61.6%	60.1%	61.0%	n/a	**n/a**
WEST LOS ANGELES	2002-03	66.6%	67.4%	70.3%	71.1%	71.1%	**61.9%**
WEST VALLEY	2002-03	66.0%	65.8%	70.3%	61.3%	64.3%	**64.8%**
TOTAL		**65.1%**	**66.1%**	**66.7%**	**67.2%**	**67.9%**	68.1%
CHANGE FROM PRIOR YEAR			**+ 1.0%**	**+ 0.6%**	**+ 0.5%**	**+ 0.7%**	+ 0.2%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			**+ 1.5%**	**+ 0.9%**	**+ 0.7%**	**+ 1.0%**	+ 0.3%
# OF COLLEGES EXPERIENCING IMRPOVEMENT			**17**	**18**	**21**	**17**	18
# OF COLLEGES EPERIENCING DECLINE OR NO IMPROVEMENT			16	15	12	15	10

RETENTION RATES:

BY COLLEGE:	*First Year on Alternative Calendar*	*Prior to Alternative Calendar*			*After Alternative Calendar*		
		Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
ANTELOPE VALLEY	2001-02	80.3%	89.3%	86.7%	86.0%	87.2%	**85.3%**
BAKERSFIELD	2002-03	79.6%	85.9%	84.9%	87.4%	86.8%	**86.8%**
CABRILLO	1998-99	81.4%	82.7%	82.0%	84.8%	81.6%	**79.7%**
CERRO COSO	2002-03	81.9%	88.3%	86.8%	89.4%	87.0%	**86.8%**
COASTLINE	2001-02	85.4%	85.3%	85.0%	86.5%	86.3%	**85.4%**
COLUMBIA	2002-03	83.7%	83.1%	84.8%	84.8%	85.4%	**84.9%**
COLLEGE OF THE DESERT	2003-04	84.7%	84.8%	84.6%	82.5%	78.4%	**n/a**
EAST LOS ANGELES	2002-03	79.3%	85.9%	85.5%	84.3%	83.5%	**84.9%**
EL CAMINO	2002-03	78.6%	78.1%	80.2%	80.7%	80.6%	**80.3%**
EVERGREEN VALLEY	2001-02	82.0%	81.5%	78.5%	78.0%	77.8%	**79.0%**
GLENDALE	2001-02	88.9%	87.9%	88.2%	87.3%	88.4%	**86.2%**
GOLDEN WEST	2001-02	81.3%	82.3%	81.6%	83.5%	83.7%	**83.5%**
LOS ANGELES CITY	2001-02	78.7%	79.5%	84.3%	88.8%	88.6%	**84.2%**
LOS ANGELES HARBOR	2001-02	79.3%	76.0%	79.5%	80.7%	81.8%	**82.1%**
LOS ANGELES MISSION	2001-02	80.9%	82.0%	85.6%	88.9%	84.2%	**86.1%**
LOS ANGELES PIERCE	2000-01	77.6%	80.3%	78.7%	84.7%	84.8%	**83.9%**
LOS ANGELES SOUTHWEST	2000-01	72.8%	78.5%	76.7%	83.3%	86.1%	**83.2%**
LOS ANGELES TRADE-TECH	2001-02	78.6%	77.5%	84.9%	86.9%	85.3%	**84.5%**
LOS ANGELES VALLEY	2000-01	78.0%	78.7%	80.3%	86.3%	86.0%	**84.3%**
MISSION	2003-04	82.3%	80.1%	80.0%	84.7%	86.2%	**n/a**
MODESTO	2002-03	80.1%	80.6%	80.8%	82.6%	82.5%	**85.8%**
ORANGE COAST	2001-02	82.8%	82.6%	85.6%	84.3%	84.6%	**85.7%**
PASADENA	2003-04	83.4%	83.1%	84.2%	83.8%	83.3%	**n/a**
REDWOODS	2001-02	91.3%	90.4%	91.0%	91.4%	88.0%	**85.6%**
RIVERSIDE	1999-00	86.7%	88.1%	98.1%	99.5%	88.4%	**89.1%**
SAN DIEGO CITY	2002-03	80.8%	82.0%	81.1%	80.7%	79.9%	**81.8%**
SAN DIEGO MESA	2002-03	80.5%	81.2%	79.7%	79.4%	80.2%	**81.8%**
SAN DIEGO MIRAMAR	2002-03	84.9%	84.9%	83.4%	83.2%	79.8%	**86.1%**
SAN JOSE CITY	2001-02	81.2%	79.8%	79.4%	77.1%	76.7%	**79.4%**
SANTA BARBARA	2003-04	84.4%	84.6%	84.9%	84.1%	86.8%	**n/a**
VICTOR VALLEY	2004-05	82.8%	83.0%	82.8%	85.0%	n/a	**n/a**
WEST LOS ANGELES	2002-03	81.9%	84.8%	86.4%	83.4%	82.2%	**83.6%**
WEST VALLEY	2002-03	82.8%	81.7%	80.1%	77.2%	78.6%	**79.3%**
TOTAL		**81.7%**	**82.7%**	**83.7%**	**84.6%**	**83.9%**	84.0%
CHANGE FROM PRIOR YEAR			**+ 1.0%**	**+ 1.0%**	**+ 0.9%**	**- 0.7%**	+ 0.1%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			**+ 1.2%**	**+ 1.2%**	**+ 1.1%**	**- 0.8%**	+ 0.1%
# OF COLLEGES EXPERIENCING IMRPOVEMENT			**19**	**15**	**18**	**11**	13
# OF COLLEGES EPERIENCING DECLINE OR NO IMPROVEMENT			14	18	15	21	15

SUCCESS AND RETENTION RATES by 2-DIGIT TOP CODE:

SUCCESS RATES:

BY 2-DIGIT TOP CODE PROGRAM:	*2-DIGIT TOP CODE*	*Prior to Alternative Calendar*			*After Alternative Calendar*		
		Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
AGRICULTURE AND NATURAL RESOURCES	01	74.4%	75.8%	76.5%	75.7%	74.3%	**77.2%**
ARCHITECTURAL AND RELATED TECHNOLOGIES	02	68.1%	70.4%	70.2%	70.1%	71.5%	**73.8%**
BIOLOGICAL SCIENCES	04	63.7%	64.5%	64.9%	67.0%	66.9%	**67.5%**
BUSINESS AND MANAGEMENT	05	62.7%	63.6%	63.1%	64.7%	66.5%	**66.2%**
COMMERCIAL SERVICES	30	79.2%	77.4%	79.9%	79.7%	83.6%	**82.6%**
EDUCATION	08	71.5%	73.2%	75.7%	72.4%	73.3%	**74.3%**
ENGINEERING AND INDUSTRIAL TECHNOLOGIES	09	73.6%	73.5%	75.0%	75.0%	76.3%	**77.7%**
ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	03	66.9%	69.2%	72.0%	73.4%	71.6%	**70.1%**
FAMILY AND CONSUMER SCIENCES	13	71.5%	73.6%	73.5%	74.3%	75.4%	**75.6%**
FINE AND APPLIED ARTS	10	69.9%	70.0%	70.2%	70.4%	70.6%	**70.9%**
FOREIGN LANGUAGE	11	65.0%	65.4%	65.1%	65.5%	66.8%	**66.4%**
HEALTH	12	80.6%	79.9%	79.8%	80.5%	81.6%	**82.1%**
HUMANITIES	15	63.7%	64.4%	64.8%	65.8%	66.8%	**67.2%**
INFORMATION TECHNOLOGY	07	63.0%	62.6%	62.6%	64.0%	64.0%	**63.0%**
INTERDISCIPLINARY STUDIES	49	63.4%	63.6%	63.2%	63.7%	64.6%	**65.4%**
LAW	14	71.8%	72.7%	72.2%	73.2%	73.0%	**75.6%**
LIBRARY SCIENCE	16	61.8%	63.7%	58.5%	62.0%	63.5%	**54.5%**
MATHEMATICS	17	51.4%	53.3%	53.5%	54.5%	54.8%	**55.6%**
MEDIA AND COMMUNICATIONS	06	67.7%	69.4%	68.2%	68.9%	70.7%	**72.4%**
MILITARY SCIENCES	18	50.0%	81.0%	53.3%	57.9%	56.3%	**56.3%**
PHYSCIAL SCIENCES	19	64.4%	66.3%	66.9%	67.0%	67.0%	**68.2%**
PSYCHOLOGY	20	61.3%	61.7%	63.3%	64.1%	65.5%	**65.9%**
PUBLIC AND PROTECTIVE SERVICES	21	77.0%	79.6%	82.4%	84.0%	85.1%	**82.8%**
SOCIAL SCIENCES	22	62.6%	63.3%	63.3%	64.5%	65.1%	**64.8%**
TOTAL		**65.1%**	**66.1%**	**66.7%**	**67.2%**	**67.9%**	68.1%
CHANGE FROM PRIOR YEAR			**+ 1.0%**	**+ 0.6%**	**+ 0.5%**	**+ 0.7%**	+ 0.2%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			**+ 1.5%**	**+ 0.9%**	**+ 0.7%**	**+ 1.0%**	+ 0.3%
# OF PROGRAMS EXPERIENCING IMRPOVEMENT			**20**	**12**	**19**	**17**	15
# OF PROGRAMS EPERIENCING DECLINE OR NO IMPROVEMENT			4	12	5	7	9

RETENTION RATES:

BY 2-DIGIT TOP CODE PROGRAM:	*2-DIGIT TOP CODE*	*Prior to Alternative Calendar*			*After Alternative Calendar*		
		Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
AGRICULTURE AND NATURAL RESOURCES	01	87.8%	88.2%	88.5%	89.3%	87.8%	**90.5%**
ARCHITECTURAL AND RELATED TECHNOLOGIES	02	81.1%	85.0%	82.1%	83.1%	83.1%	**84.9%**
BIOLOGICAL SCIENCES	04	79.1%	80.9%	81.5%	83.1%	81.4%	**82.2%**
BUSINESS AND MANAGEMENT	05	80.3%	81.9%	81.7%	82.9%	82.4%	**81.8%**
COMMERCIAL SERVICES	30	88.9%	87.8%	90.1%	88.8%	91.8%	**91.9%**
EDUCATION	08	83.5%	85.2%	87.3%	86.9%	86.3%	**86.4%**
ENGINEERING AND INDUSTRIAL TECHNOLOGIES	09	85.9%	85.7%	88.0%	89.2%	88.7%	**89.2%**
ENVIRONMENTAL SCIENCES AND TECHNOLOGIES	03	83.6%	85.4%	89.3%	88.5%	86.2%	**84.1%**
FAMILY AND CONSUMER SCIENCES	13	85.1%	85.9%	87.4%	88.2%	87.7%	**83.5%**
FINE AND APPLIED ARTS	10	83.2%	83.9%	84.7%	85.1%	84.7%	**84.6%**
FOREIGN LANGUAGE	11	79.3%	79.8%	80.0%	81.2%	81.0%	**80.4%**
HEALTH	12	90.5%	91.3%	90.6%	91.8%	91.8%	**92.2%**
HUMANITIES	15	80.3%	81.2%	82.1%	83.7%	83.2%	**83.1%**
INFORMATION TECHNOLOGY	07	82.4%	82.2%	83.1%	84.4%	83.9%	**87.3%**
INTERDISCIPLINARY STUDIES	49	84.4%	85.0%	85.5%	85.8%	85.4%	**86.7%**
LAW	14	82.9%	84.2%	85.7%	86.5%	84.6%	**85.4%**
LIBRARY SCIENCE	16	79.0%	81.2%	77.9%	79.6%	80.4%	**76.4%**
MATHEMATICS	17	73.4%	75.0%	76.0%	77.4%	75.7%	**75.7%**
MEDIA AND COMMUNICATIONS	06	80.9%	82.9%	84.4%	84.8%	85.1%	**85.1%**
MILITARY SCIENCES	18	64.3%	85.7%	80.0%	94.7%	90.6%	**93.8%**
PHYSCIAL SCIENCES	19	79.0%	80.8%	82.1%	82.2%	81.1%	**81.6%**
PSYCHOLOGY	20	81.4%	82.2%	83.9%	84.7%	84.6%	**85.0%**
PUBLIC AND PROTECTIVE SERVICES	21	90.8%	91.6%	92.8%	93.6%	93.0%	**92.7%**
SOCIAL SCIENCES	22	81.0%	82.2%	82.7%	83.5%	83.1%	**83.4%**
TOTAL		**81.7%**	**82.7%**	**83.7%**	**84.6%**	**83.9%**	84.0%
CHANGE FROM PRIOR YEAR			**+ 1.0%**	**+ 1.0%**	**+ 0.9%**	**- 0.7%**	+ 0.1%
PERCENT GAIN/DECLINE OVER PRIOR YEAR			**+ 1.2%**	**+ 1.2%**	**+ 1.1%**	**- 0.8%**	+ 0.1%
# OF PROGRAMS EXPERIENCING IMRPOVEMENT			**21**	**19**	**21**	**3**	14
# OF PROGRAMS EPERIENCING DECLINE OR NO IMPROVEMENT			3	5	3	21	10

SUCCESS AND RETENTION RATES by BASIC SKILLS STATUS:

SUCCESS RATES:

BY BASIC SKILLS STATUS:	*Prior to Alternative Calendar*			*After Alternative Calendar*		
	Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
NOT A BASIC SKILLS COURSE	65.8%	66.8%	67.4%	67.8%	68.6%	**68.7%**
PRECOLLEGIATE BASIC SKILLS COURSES	56.7%	57.2%	57.5%	59.6%	60.5%	**62.2%**
BASIC SKILLS COURSES	57.0%	60.7%	58.7%	51.7%	48.8%	**59.3%**
TOTAL	**65.1%**	**66.1%**	**66.7%**	**67.2%**	**67.9%**	68.1%
CHANGE FROM PRIOR YEAR		**+ 1.0%**	**+ 0.6%**	**+ 0.5%**	**+ 0.7%**	+ 0.2%
PERCENT GAIN/DECLINE OVER PRIOR YEAR		+ 1.5%	+ 0.9%	+ 0.7%	+ 1.0%	+ 0.3%

RETENTION RATES:

BY BASIC SKILLS STATUS:	*Prior to Alternative Calendar*			*After Alternative Calendar*		
	Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
NOT A BASIC SKILLS COURSE	81.8%	82.8%	83.8%	84.6%	84.0%	**83.9%**
PRECOLLEGIATE BASIC SKILLS COURSES	80.3%	81.6%	82.8%	85.1%	85.0%	**85.5%**
BASIC SKILLS COURSES	81.0%	84.4%	83.1%	70.0%	63.5%	**83.3%**
TOTAL	**81.7%**	**82.7%**	**83.7%**	**84.6%**	**83.9%**	84.0%
CHANGE FROM PRIOR YEAR		**+ 1.0%**	**+ 1.0%**	**+ 0.9%**	**- 0.7%**	+ 0.1%
PERCENT GAIN/DECLINE OVER PRIOR YEAR		**+ 1.2%**	**+ 1.2%**	**+ 1.1%**	**- 0.8%**	+ 0.1%

SUCCESS AND RETENTION RATES by BASIC SKILLS STATUS within 2-DIGIT TOP CODE:

***Note*:** While basic skill and/or pre-collegiate basic skill enrollments were identified in other 2-digit TOP code programs, for comparison purposes only TOP code programs that have consistent semester-to-semester enrollments in basic skills and/or pre-collegiate basic skills courses are included in the table below.

SUCCESS RATES:

BY BASIC SKILLS STATUS WITHIN TOP CODE	*Prior to Alternative Calendar*			*After Alternative Calendar*		
	Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
EDUCATION						
Pre-collegiate Basic Skills	n/a	62.0%	68.4%	77.4%	66.1%	**70.6%**
Non-Basic Skills Courses	71.5%	73.3%	75.7%	72.4%	73.3%	**74.3%**
ENGINEERING AND INDUSTRIAL TECHNOLOGIES						
Basic Skills Courses	45.7%	61.0%	70.4%	88.3%	94.4%	**93.0%**
Non-Basic Skills Courses	73.7%	73.5%	75.0%	75.0%	76.2%	**77.7%**
FAMILY AND CONSUMER SCIENCES						
Basic Skills Courses	n/a	62.8%	42.5%	56.1%	51.1%	**52.8%**
Pre-collegiate Basic Skills	70.0%	30.0%	69.6%	48.7%	73.7%	**100.0%**
Non-Basic Skills Courses	71.5%	73.6%	73.5%	74.3%	75.4%	**76.0%**
HUMANITIES						
Basic Skills Courses	0.0%	52.2%	62.7%	62.1%	70.2%	**48.2%**
Pre-collegiate Basic Skills	57.1%	57.6%	58.7%	61.6%	60.2%	**62.2%**
Non-Basic Skills Courses	64.5%	65.3%	65.7%	66.3%	67.7%	**68.0%**
INTERDISCIPLINARY STUDIES						
Basic Skills Courses	58.2%	60.8%	59.2%	50.6%	44.5%	**58.2%**
Pre-collegiate Basic Skills	59.9%	60.6%	59.2%	60.9%	62.3%	**63.3%**
Non-Basic Skills Courses	67.1%	66.7%	67.6%	68.4%	69.7%	**68.5%**
MATHEMATICS						
Basic Skills Courses	25.6%	73.0%	63.6%	51.7%	67.6%	**50.0%**
Pre-collegiate Basic Skills	46.4%	48.0%	50.6%	52.3%	55.0%	**58.3%**
Non-Basic Skills Courses	**52.3%**	**54.4%**	**54.0%**	**54.9%**	**54.7%**	**55.0%**

RETENTION RATES:

BY BASIC SKILLS STATUS WITHIN TOP CODE	*Prior to Alternative Calendar*			*After Alternative Calendar*		
	Three Years Prior to Alternative Calendar	**Two Years Prior to Alternative Calendar**	**One Year Prior to Alternative Calendar**	**First Year on Alternative Calendar**	**Second Year on Alternative Calendar**	Third Year on Alternative Calendar
EDUCATION						
Pre-collegiate Basic Skills	82.8%	82.8%	82.8%	93.0%	88.9%	**90.8%**
Non-Basic Skills Courses	83.5%	85.3%	87.4%	86.8%	86.3%	**86.4%**
ENGINEERING AND INDUSTRIAL TECHNOLOGIES						
Basic Skills Courses	93.5%	87.0%	100.0%	92.6%	98.1%	**100.0%**
Non-Basic Skills Courses	85.9%	85.7%	88.0%	89.2%	88.7%	**89.2%**
FAMILY AND CONSUMER SCIENCES						
Basic Skills Courses	n/a	92.2%	65.0%	85.4%	75.6%	**63.9%**
Pre-collegiate Basic Skills	80.0%	60.0%	100.0%	86.5%	84.2%	**100.0%**
Non-Basic Skills Courses	85.1%	85.9%	87.4%	88.2%	87.7%	**87.3%**
HUMANITIES						
Basic Skills Courses	0.0%	65.2%	88.1%	69.0%	90.4%	**92.1%**
Pre-collegiate Basic Skills	79.7%	80.1%	83.3%	85.1%	84.5%	**84.5%**
Non-Basic Skills Courses	80.4%	81.4%	81.9%	83.5%	83.0%	**82.9%**
INTERDISCIPLINARY STUDIES						
Basic Skills Courses	81.6%	84.1%	82.8%	69.0%	59.5%	**81.0%**
Pre-collegiate Basic Skills	82.8%	84.5%	84.5%	86.3%	86.9%	**87.7%**
Non-Basic Skills Courses	86.1%	85.5%	86.6%	87.1%	87.1%	**85.7%**
MATHEMATICS						
Basic Skills Courses	69.2%	91.9%	75.8%	89.7%	91.6%	**75.0%**
Pre-collegiate Basic Skills	73.7%	75.3%	77.4%	81.5%	80.1%	**80.1%**
Non-Basic Skills Courses	**73.3%**	**74.9%**	**75.7%**	**76.6%**	**74.8%**	**74.8%**

A Few Observations:

Overall:

- Overall success rates do not appear to decline upon converting to an alternative/compressed calendar system
- Retention rates do not immediately decline in the first year under an alternative/compressed calendar system. However, a decline in retention rate was observed in the second year that institutions were on a compressed calendar system, with a slight improvement noted in the third year. Even after experiencing a second year decline and very minor improvement in the third year, 2nd and 3rd year retention rates were slightly higher in the year preceding conversion.

By 2-Digit TOP Code:

- In examining success rates, no discernable pattern was observed that characterizes all TOP code programs. While seven TOP code programs experienced success rate increases in all three years after converting to a compressed calendar system, six TOP code programs experienced success rate declines in two out of three years after converting to an alternative calendar system.
- In the first year on an alternative calendar system, 21 of the 24 TOP code programs experienced retention rate improvements. However, the exact opposite was observed in the second year when 21 of the 24 TOP code programs experienced declines in retention rate. Retention rate was relatively static in the third year.

By Basic Skills Status:

- Success rates in non-basic skill and pre-collegiate basic skill courses consistently improved prior to and after conversion to a compressed calendar system. Success rates in basic skills courses declined significantly in the first year and further in the second year after conversion to an alternative calendar system but rebounded strongly in the third year, exceeding success rates observed in the year prior to conversion. However, it should be noted that basic skill course enrollments represent only 0.33% of all enrollments in the study.
- Among non-basic skill and pre-collegiate basic skill courses, the consistent improvement in retention rate observed in the semesters leading up to calendar conversion continued into the first year on an alternative calendar system. In non-basic skill courses, retention rates declined in the second and remained relatively static in the third year. In pre-collegiate basic skill courses, retention rates remained relatively static in the second year and improved in the third year. Among basic skill courses, significant declines were observed in the first and second years on a compressed calendar system with retention rates rebounding to pre-conversion levels in the third year. The same caveat about population size (0.33%) should be noted.

Sources

Institutional Research
Golden West College
Santa Barbara City College
Imperial Valley College
Lake Tahoe College
Cabrillo College
Pasadena City College
Orange Coast College

Faculty\Faculty Senate
Coastline College
Bakersfield College
Santa Barbara City College
Redwood College
Antelope Valley College
Glendale College
L.A. Pierce College
Pasadena College
Mission College
Columbia College
Riverside College
Miramar College

Work Group Title: Instructional Programs

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EXECUTIVE SUMMARY

The Instructional Program Work Group researched the effects of a compressed calendar on instructional programs. Its research was two-fold. The group gathered internal and external data that included both general questions regarding moving to a compressed calendar and more specific questions to determine issues, problems, and/or benefits of adapting instructional programs to a compressed calendar.

The internal data was gathered by sending e-mail and/or voice messages to faculty at each of the three colleges in the District (see Appendix A). The work group requested that faculty state specific concerns they have about placing the content of their instructional programs into a 16-week compressed calendar format (e.g. fitting in lab hours, state licensing exams, off-site internships, etc). The internal e-mail responses may be found in Appendix B. The work group's external data was gathered by dividing up the list of all 37 California Community Colleges that have converted to a compressed calendar. Each member in the group was responsible for contacting faculty in the programs listed above via telephone and/or e-mail. They were asked to share positive and negative impacts the compressed calendar schedule has had on their department or instructional program. In particular, they were asked to share any challenges they may have experienced. Group members also asked for any suggestions that might make the transition to a compressed calendar as smooth as possible. See Appendix C for the external e-mail survey and Appendix D for the responses received.

Below is a list of some of the most common issues and concerns expressed by the various programs contacted:

- Students' ability to retain information.
- Span of time between classes each week (ex. Wednesday to Monday).
- Scheduling of external internships.
- Amount of time for instructors to review work and provide feedback.
- Difficulty of lab scheduling and time.
- Long lab hours.
- Fewer course offerings due to longer class periods.
- Faculty load and class assignment.
- Cost of classroom materials (especially labs) for intersessions.
- Intersessions too short for courses with labs.
- Choosing not to have a designated finals week can be overwhelming for students and faculty.
- Lack of additional time for faculty and students to participate in committees, clubs and extra-curricular activities.

INTRODUCTION

Responses from both internal and external inquiries were collected and analyzed to ascertain possible advantages, disadvantages, barriers, and next steps. This information is organized alphabetically by program and presented below. Internal responses from District faculty and staff are first, followed by external responses from California Community College faculty from around the state.

Many of the issues and concerns may also be addressed in other sections of the task force's report. Some of the comments may be based on opinion and observation rather that fact.

The Instructional Programs Work Group recognizes that there may be overlapping issues and that some of the comments are provided by departments that support instructional programs.

INTERNAL ISSUE 1: APPLIED AND FINE ARTS

Advantages:
Some districts that have changed to a 16-week system have found that they are in line with the UC and CSU systems. The 16-week system makes the transition process for transferring students easier.

Barriers Encountered:
Initially, faculty may resist changing classes and syllabi if the District considers an alternative system.

Next Steps:
There should be continued discussions with districts and problematic disciplines that have changed to alternative schedules to identify strategies that they used to adjust their schedules.

A block schedule is an additional alternative and another opportunity to think outside the box and consider more creative scheduling.

Further analysis should be considered to determine the impact on the education of the District's students and educational mission. The following questions need clarification: What does the Chancellor mean by recovery; by fiscal stability; by educational quality; by reorganization? There needs to be a clear mission and direction before considering change.

INTERNAL ISSUE 2: BIOLOGY

Advantages:
A compressed calendar with a full summer session would accommodate students from four-year institutions and high schools.

Disadvantages:
The disadvantages are similar to those listed under the chemistry department and other lab classes. They include concerns about students' ability to absorb information, lab preparation time and curriculum development.

INTERNAL ISSUE 3: CHEMISTRY

Advantages:
Some studies, like the one at Glendale Community College, have shown that the success rates in subsequent math and physical sciences shows a positive correlation with the change to a compressed calendar.

Another advantage of a compressed calendar is that more short-term courses could be offered in other areas. This would not be an advantage for this department.

Disadvantages:
Based on some of the information available, several of the colleges that have gone to a compressed calendar indicated the areas that had the most difficulty with the conversion were math, science and vocational programs.

There must be sufficient time in between classes to work on material because the concepts learned in one class are used in the following classes.

In addition, class times are long. It is difficult for students to concentrate and digest the information covered. Lab exercises are designed for a particular lab period length. Extending the lab period makes it difficult to complete the same lab exercise. Major curriculum revisions would need to occur to adjust to new lab period lengths. If lab lengths were lengthened, fewer sections would be offered because of room availability.

Additional concerns involve the preparation time of lab materials by classified staff. Materials need to be restocked and the labs need to be adequately cleaned.

Next Steps:
There should be continued discussion about the financial impact of offering more courses and the benefit to the student and the District. There should be more of an advantage to change than just a one-time boost in money. More discussion is needed to discuss the permanent and long lasting benefits.

INTERNAL ISSUE 4: COMPUTER INFORMATION SYSTEMS

Advantages:
Some students like shorter schedules so that they can take more classes or perhaps complete their course of study sooner.

Disadvantages:
The term moves quickly in a compressed system. This could be problematic for students who fall behind and/or have learning disabilities. Most students currently need every bit of the time in the current system.

Instructors will have to turn grades in three to four times per academic year rather than just two to three times. It can be a challenge evaluating students' performance and turning around assignments in a shorter period of time.

INTERNAL ISSUE 5: ENGINEERING

Disadvantages:
There was an observation made in a four-year institution that was on a 4-1-4 system. Departments did not schedule courses during the one-month intersession. In this scenario, there is no benefit to students.

Concern exists about the District undertaking a change of this magnitude for financial reasons only.

Possible Remedies:
Perhaps the District should consider scheduling 16-week courses in its existing 18-week system and receive more reimbursement.

Next Steps:
Dialogue should continue among all parties to answer the many questions that remain about the working conditions in an alternative system. Will faculty work a full year (no summer) with only two- or three-week vacation time? Is the extra trimester going to be optional (i.e. teaching AC)? There may be the potential of significant pay increase opportunity. However, will management insist that faculty pay more for benefits in view of increased income?

INTERNAL ISSUE 6: ENGLISH

Disadvantages:
A compressed calendar would have a negative impact on students. In writing classes, what's most important is not the number of hours spent inside the classroom, but the number of weeks one spends writing, revising, etc. Fewer weeks in the semester means fewer chances to revise, fewer chances to meet one-on-one with an instructor, and if the number of assignments stays the same, it probably cuts into the time faculty can spend reading student papers (since the same number of papers must now be read in less time).

INTERNAL ISSUE 7: DSPS

Disadvantages:
Students with learning problems may have difficulties with classes that don't provide adequate time for the material to be absorbed. Summer sessions are generally not good for this student population. However, they may be helpful if a student needs to concentrate on a specific subject and can dedicate the time to doing the work required.

In addition, longer class times may also pose some difficulty related to concentration and ability to absorb information.

INTERNAL ISSUE 8: HEALTH SCIENCES - NURSING, MEDICAL ASSISTING, DENTAL ASSISTING

Advantages:
Intersessions and summer sessions may be used to offer certifications in certain skills or continuing education courses for professionals. However, adequate enrollment, staffing, supplies and equipment maintenance would need to be secured.

Disadvantages:
Health science programs are already offered in a compressed format. There is very little wiggle room. Most classes are already presented in two- to four-hour blocks of time and often back-to-back.

Clinical internships are scheduled around the availability of the facilities and established facility shifts. On those days, students are in their internships for eight hours. Most dental and medical facilities are not open beyond eight hours. Even if they were, students would not be able to attend additional hours due to family and financial obligations. Faculty needed to supervise the

students would have to be staggered and more faculty would be required to accommodate longer class times.

If the District went to a compressed calendar, the students' internships may have to be extended to another semester in order to obtain the required clinical hours. This would lengthen the time spent in the program. The end of the program may be out of sync with professional board examination schedules. Financial assistance may also be impacted.
If the health science (dental, nursing, etc.) courses were taught for a longer period of time, students would not be able to take additional courses concurrently because of potential overlapping of course times. This would again lengthen the time students would take to complete certain programs.

Students need time to absorb information so that they can effectively and safely apply theory to practice. Longer days make for a tired student, which could impact a student's ability to respond and perform in a clinical setting.

Major curriculum changes would need to be made. Accrediting agencies would need to be informed of any changes. These agencies may need to approve the changes based upon the conditions of accreditation.

Possible Remedies:
Some have suggested modular instruction and open entry-open exit systems of delivering instruction should be explored. This may not be a viable solution. The challenge would be in designing the curriculum so that all students would rotate through certain modules first to acquire basic entry-level knowledge and skills required for future activities. This may not benefit students. They may not be able to see the whole picture, being limited to just bits and pieces that they would have to connect.

At any given time, a classroom of students may be working on different activities and be at different phases of the training. All faculty would need to be experts in all aspects of the curriculum. There would no longer be a cohort matriculating through a program.

Scheduling of internships could become very chaotic and perhaps not cost effective if there were not enough students ready for an internship rotation at the same time.

While there may be more students moving through the program, lab space may be impacted. There may also be additional wear and tear on equipment. Because of faculty-student ratios dictated by accrediting agencies, more faculty may be needed.

Down time would be non-existent. As a result, there would need to be sufficient funding for excess supplies, equipment and maintenance.

INTERNAL ISSUE 9: HUMANITIES AND PHILOSOPHY

Advantages:
The District is suffering financially due to the continued decline in enrollments at the three colleges. Lower enrollment means less funding from the state. A compressed calendar is a means of acquiring more money from fewer students.

Disadvantages:
Classroom availability will be an issue if classes run longer in the alternative system. Perhaps the District would be contributing to the downward spiral of enrollment if the compressed calendar means offering fewer classes.

Students may find it harder to find the classes and the times they want, which may also negatively impact FTES.

Increasing the length of class times may not have a significant advantage to the District.

Possible Remedies:
In the case of Modesto Junior College, a change in the system would not have been possible except for the fact that the college completed construction on additional classroom buildings.

Next Steps:
Continued dialogue is needed to address other issues. Currently faculty members are required to work 175 days a year. How will this be reconciled with two 16-week semesters? Some districts count Saturdays and Sundays. Should the District be counting those days now and should they be counted if the District goes to a compressed calendar?

Additional review of Community Colleges, such as Modesto Junior College, should be done to evaluate the advantages and disadvantages of a compressed calendar system.

INTERNAL ISSUE 10: MATH

Disadvantages:
A trimester system goes by too quickly. There is not enough time to develop community with students.

Next Steps:
The District must continue to solicit feedback to determine the impact of an alternative schedule on the high school students and the four-year university students that the District services during the summer session.

INTERNAL ISSUE 11: MUSIC AND MULTIMEDIA

Disadvantages:
Students need time in between classes to read, research and do their assignments. These contribute to student success. The compressed calendar would mean a loss of up to three weeks of time for the students to complete their work.

Classes that are lecture and lab and meet for five hours may find that the students would not be able to remain attentive and focus for any additional time. Students may not be able to absorb the information. If classes are longer, students may not be able to learn the same amount of material in a shorter period of time. They will also lose valuable time in between classes to digest and put into practice what they have learned.

INTERNAL ISSUE 12: PHYSICS DEPARTMENT

Advantages:
If the district went to a trimester system, there would be an increase in the total course offerings throughout the year without the need to build more facilities. Summer sessions with an eight-week program for both the first and last halves of the summer trimester would allow students at any four-year college to attend one of the eight-week sessions during their own college's summer break creating an increase in summer programs. This system would benefit the District's student population as well. They would have an opportunity to take more classes to meet their academic, career and/or personal goals.

If the District adopted a trimester system, scheduling of classrooms would be easier. Some courses could be shifted to the summer trimester.

Student study loads in a trimester system would be easier. A trimester system with a full summer program and a large selection of eight-week courses for the first and last halves of each trimester would allow students more flexibility in scheduling their classes through out the year. Students could choose to work year round with a reduced number of courses each session. Students could take off an entire trimester or half of a trimester by taking some eight-week short-term courses. Students would be able to balance the needs of work and family with studies.

Under a trimester system, faculty loads would be more flexible. Faculty could choose to work two trimesters at an increased pace or consider other options. Faculty might choose to work year round at 67 percent load or 80 percent load for two and a half trimesters. In addition, if an equally valued summer session exists, faculty may choose to take off during the fall or spring semester instead of the summer.

Disadvantages:
Students are already pushed to the limit during the 18-week semester. Much of the learning takes place outside of the classroom, when the students do their homework. Piling on more work in a shorter period of time could cause significant burn-out.

Courses with lecture and lab classes could not be offered during short intersessions between the fall and spring because of the number of hours required.

The workload of the department chairperson may need to be expanded due to the increase in course offerings and scheduling of faculty. Perhaps a summer department chairperson might be appropriate. Departments with one faculty member may find it difficult to offer year round support.

The only financial benefit of a compressed calendar system comes from being able to offer more courses in the summer.

Barriers Encountered:
Possible barriers may include the lack of funding for the increased technical support for lab programs in each department and lab materials needed. In addition, there is concern about whether there will be sufficient student services available to assist students with the matriculation process.

Many of the issues and concerns expressed, and possible remedies, may be addressed in the reports submitted by other work groups.

Next Steps:
Some courses and programs may benefit from a change and others would be adversely affected. The district should continue to solicit input from all stakeholders before a decision is made.

Below are Comments from Departments that Support Instructional Programs
These Concerns May be Addressed in other Sections of the Report

INTERNAL ISSUE 13: COUNSELING

Disadvantages:
Adequate space for instruction and support services is very important. A compressed calendar system should not be considered for Contra Costa College until all renovations and construction projects are completed.

INTERNAL ISSUE 14: INSTRUCTIONAL TECHNOLOGY

Disadvantages:
Labs are already booked solid throughout the day for an 18-week semester. In order to provide more lab hours for a compressed calendar, more labs would need to be created.

Support work on lab (upgrading, repairs, etc.) is already difficult and usually takes two weeks. Under a compressed calendar, a lab in high demand would not be able to be down for that long. Either the support of the lab would suffer or labs would not be available during this time.

When curriculum changes, generally labs need to be upgraded. If, during the implementation of a compressed calendar, curriculum needs to change, it would put a large strain on the IT staff to upgrade computer labs, possibly involving excessive overtime pay.

INTERNAL ISSUE 15: LIBRARY SERVICES

Disadvantages:
Some students already struggle with basic skills while taking college courses and need time to absorb the information being taught. Longer class times may make it difficult to concentrate and absorb information as well. Holidays and absences of instructors and students for illness, for example, will tighten the timeline to cover and learn material even more.

Next Steps:
Further discussion needs to take place to address the following issues: hours of work, units to teach, impact on counselors and librarians, access to library and other student services, student orientation schedules.

INTERNAL ISSUE 16: REPROGRAPHICS

Disadvantages:
There would be a tremendous impact on reprographics due to the amount of syllabi that would need to be produced. Instructors would have to adhere to strict deadlines since the busiest times for the area are during the beginning and end of a semester.

In addition, the added workload may necessitate staggered shifts to accommodate all the additional work and, potentially, the extended hours of the college. A 5 percent shift differential may be incurred.

Copier usage and total paper cost would increase.

Possible Remedies:
Instructors may be able to publish materials online.

INTERNAL ISSUE 17: STUDENT LIFE

Advantages:
Compressed calendar systems are attractive to students who are looking to complete their programs and move on.

Student life activities can adapt to the schedule when possible.

Disadvantages:
College for Kids and possibly the summer athletic camps would be severely impacted if the District went to a full summer offering. Student Life depends on empty classroom space in the summer to schedule these activities.

It would be difficult to run a full semester of Student Life activities along with College for Kids without additional staffing throughout the year. College for Kids planning starts in January. With less time for preparation for each regular college semester, additional assistance would be a must.

Next Steps:
Additional time is needed to review some of the research available on the impact of student participation in activities/service learning/volunteering on retention, persistence and success. The following are examples of some research that may address the above concerns:

Winston and Miller (1994): Quality educational experience for college students includes both formal academic learning and personal development outcomes.

Williams and Winston (1985): Students who participated in organized student activities have greater independence and more appropriate educational plans than non-involved students.

Tinto (1987): Graduation rates and student academic performance are related not just to classroom learning but also to such factors as the quality of student life and student satisfaction with the institution. Astin (1975) and Pascarella and Terenzini (1991): These issues are closely aligned with the co-curricular component of the university.

Pascarella and Terenzini (1991): Involvement in campus life affects the psychosocial or affective areas of identity and self esteem.

Astin (1977); Students who participate in co-curricular activities of virtually any type were more likely to be satisfied with their overall college experience. Astin (1993): Involvement is associated with satisfaction in the college experience.

Anglo (1998); Light (1990): Participation in volunteer work and extra curricular activities do not have a negative impact on academic achievement.

INTERNAL ISSUE 18: MIDDLE COLLEGE HIGH SCHOOL

Disadvantages:
The high school has to have a 180-day school year. It is difficult now to operate a viable meaningful high school schedule when the college is not in session.

In addition, many high school students are enrolled in college courses. If Middle College High School students were not able to enroll because of scheduling conflicts, college course enrollments may be negatively impacted. Each of the 268 MCHS students takes on an average of three college courses during the same semester.

Below are Responses from External Sources in Alphabetical Order by Program

EXTERNAL ISSUE 1: ATHLETICS AND PHYSICAL EDUCATION

Advantages:
Longer class sessions allow for longer time on task for skill-building and conditioning (Physical Education).

Disadvantages:
The amount of reinforcement provided by an instructor and the time needed outside of class to assimilate information is decreased by this type of scheduling. There is too much time, especially, between Wednesday and Monday. Student-athletes have fewer class time options to fit around their practice/game schedules. This can make it difficult to transfer in a timely way.

EXTERNAL ISSUE 2: BASIC SKILLS/ESL

Advantages:
There would be longer hours of continuous instructor/student contact. Short-term sessions offer non-native speakers and non-traditional student populations the advantage of catching up in intensive learning environments. Consistent language-learning with no break between semesters is pedagogically sound for second language learners. This model is also a draw for international student enrollment. Short-term study abroad programs for ESL through the District can generate funding.

Disadvantages:
The pace of regular classes may be too fast for this student population to participate in class discussions and/or to understand the instructor. If students move too quickly through preparatory courses, they may not acquire the skills necessary for regular classes. It also may be difficult to find qualified instructors for short teaching periods.

Possible Remedies:
The District colleges should offer conversation support groups, tutoring, and/or workshops through instructional assistants or volunteers, and advertise for instructors and students early.

Next Steps:
The District should begin to look at course curricula of intensive short-term models. Also, District colleges could create a sequence of ESL courses where students are learning the language (or area of study) with limited breaks in order to achieve outcomes more quickly.

EXTERNAL ISSUE 3: BIOLOGICAL SCIENCES

Advantages:
Lecture material does not seem to be impacted. There is a potential to get more done and have more variety in longer class sessions.

Disadvantages:
Two labs sessions (when scheduled once per week) will be lost, limiting the topics that can be covered. Longer class times can require students to deal with greater amounts of information and may challenge their attention span. Fewer class meetings mean fewer opportunities for student learning assessments. Scheduling may not allow for two-hour finals, which would exclude comprehensive finals.

Possible Remedies:
For labs, keep normal lab lengths and add outside assignments that total the time lost from eliminating lab sessions. For instruction, teach course content in 15 weeks and designate a finals week.

EXTERNAL ISSUE 4: CHEMISTRY

Advantages:
The change may allow more time for under-prepared students to complete labs.

Disadvantages:
A compressed calendar would limit a teacher's ability to cover special topics or interesting relevant materials. They would have to push to cover the material. There is very little turn-around time for grades and preparing for the intersessions. Students have a limited attention span and the longer class times exacerbate the problem. Eliminating finals week means students take all of their finals in either Wednesday or Thursday of the last week. "The scores from finals last semester were well below those of the previous semesters." There might not be enough scheduled time for a comprehensive final (1 hour 20 minutes vs. 2 hours).There is less time for students to participate in extra-curricular groups like Science Club and American Medical Student Association.

Possible Remedies:
Instructors could eliminate or shorten any non-essential content, or schedule optional review sessions for the students prior to final exams to make-up for the time lost.

EXTERNAL ISSUE 5: LIFE SCIENCES

Advantages:
The intersessions could be used for creative classes/field trips to compensate for eliminating non-essential course content. Students can fit more summer courses in with a longer summer session.

Disadvantages:
Dropping two weeks of lecture requires fewer exams. There would be less time for faculty to meet with students and to complete other duties like committee work. Students would have to be more organized in order to not get behind in their classes. They would also miss a greater proportion of class time when a class is missed.

EXTERNAL ISSUE 6: MATH

Disadvantages:
Success rates for lower level math classes have dropped dramatically while higher level classes seem to be about the same. The ability to administer a two-hour final exam would be lost. Fewer class sessions would reduce the number of assessments.

Colleagues would have even less time to talk casually or collaborate. Students have more class hours per week, more homework per week, and, as a result, they would not be able to keep up as well. Student support would be reduced as a result of less time outside of the classroom.

EXTERNAL ISSUE 7: MUSIC

Disadvantages:
Skill-oriented courses (such as music and theater performance classes) where students seem to need time outside of class to assimilate the materials, required more adjustments for both students and faculty. Musical quality has diminished and performing ensembles have decreased in size. Students at this level need more consistent reinforcement of skill, which this schedule does not allow. The break from Wednesdays to Mondays is too long. Each Monday requires a lot of review from the previous week.

EXTERNAL ISSUE 8: NURSING

Advantages:
A compressed calendar would have the potential for students to work more and save more money for their education. Scheduling of licensing exams and perceptorships was not a problem for responding colleges

Disadvantages:
Clinicals that had been eight hours in length became 9-10 hours long in order to maximize funding.

Possible Remedies:
Do not try to maximize funding in this area. Maintain eight-hour clinicals.

EXTERNAL ISSUE 9: PHYSICS

Advantages:
A compressed calendar schedule would line up better with four-year college schedules, thereby preparing transfer students for the faster pace.

Disadvantages:
The longer class times do not make up for lost labs. A major drawback is the elimination of finals week.

Possible Remedies:
Schedule 15 weeks of instruction and a finals week.

EXTERNAL ISSUE 10: SPEECH

Disadvantages:
Compressing the schedule requires adjustments to course content and organization/planning, to fit the same material into a shorter time. The time is not the same even with longer class sessions. The pace has to be faster on a 16-week schedule.

EXTERNAL ISSUE 11: THEATER

Advantages:
Shorter duration of the semester lends to greater attention and retention. It allows students to focus without long-term distractions that may occur during a longer semester.

Disadvantages:
Fewer class sessions for assessment of learning.

EXTERNAL ISSUE 12: MISCELLANEOUS COMMENTS

PACE, Weekend, Night Classes

Advantages:
Many of these courses are already being taught in a 16-week calendar in the district.

Disadvantages:
There could be possible room scheduling conflicts.

Possible Remedies:
The District could find additional space available for creative scheduling.

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Academic Concerns

Advantages:
Compressed schedules allow students to complete their programs faster and be more aligned with four-year colleges, higher retention, persistence and academic standing.

Students rise to the occasion and get the work done (because they have to). Winter sessions allow for students to catch-up on incompletes and intensive programs.

Disadvantages:
Instructors will need to adapt courses to fit a compressed schedule. Classroom space will be impacted, which could be a major disadvantage. The campus must have the space allocation in order to schedule longer blocks of classes.

Possible Remedies:
Colleges could offer more online and off campus courses, and could implement more creative scheduling and alternative schedules (four-week, six-week, 12-week, 16-week and 18-week sessions). Staggered scheduling would replace a compressed calendar and could allow students to decide when they wish to study and departments when courses should be offered.

Barriers Encountered:
The admission and records offices would have new challenges in enrollment, census etc. Instructor buy-in would be a necessity, and issues including space availability, instructor workload, re-negotiation of faculty contract and others would need to be resolved. Finally, the District may lose students to neighboring colleges that may offer a compressed calendar if we do not.

Next Steps:
Brainstorming with campus academic senates, SGC and other campus groups should occur to outline more in depth barriers and resolutions to major issues.

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Student Learning

Advantages:
Depending upon student learning styles and learner preparation prior to entering the institution, the compressed calendar could be an advantage to those students who do desire a faster-paced program of study.

Disadvantages:
Students who lack basic skills will not benefit from a shorter semester.

Possible Remedies:
Offer staggered semesters – 16-week, 18-week and other varieties of time blocks to give multiple options to students of all levels and skills. One example of this structure can be found at El Camino College in Southern California.

Barriers Encountered:
Student retention and persistence could be low.

Next Steps:
Further research is needed on student populations and the possible effect of the move to a compressed calendar.

Sources

Bakersfield Community College
College of the Redwoods
Columbia College
Contra Costa Community College District Faculty
El Camino College
Evergreen Valley College
Modesto Junior College
West Valley College
San Diego Mesa Junior College
San Jose City College
San Ramon Campus/Contra Costa Colleges
Santa Barbara City College
Santa Monica Junior College
Sierra College
San Joaquin Valley College (fully online community college campus)
Victor Valley Community College
Yosemite Community College

APPENDIX A

Internal Request for Data from Faculty Districtwide

Dear Faculty:

WE NEED YOUR HELP!!!

We need to know the specific concerns that you have about placing the content of your instructional program into a 16-week compressed calendar format (e.g. fitting in lab hours, state licensing exams, off-site internships, etc).

I know that this is a tight timeline...but please let us know by Wednesday, March 15, 2006. Thank you for your time....

APPENDIX B

Response to Internal Request for Data from Faculty Districtwide

Academic Senate

- Although many of us have been discussing this at various meetings, to ask for faculty input in 48 hours is much too short a response time, unless I missed a previous request. I am sorry, but I am not sure how you are related to any of the district committees that have been meeting on the subject for quite some time. Is the problem that they did not get things done, or that they did not get input from those who they were supposed to get it from? Our senate, if I remember correctly, sent forward a recommendation that LMC faculty were not interested in a compressed calendar until the new buildings, particularly the science building, were open. While most senators felt favorably toward the concept of compressed calendars, the problem of finding classroom space is critical at our college. In fact, because our facilities are fully scheduled during most times, a compressed calendar would create no more FTES, because we would have to cancel sections to make room for compressed sections. This is particularly true for departments like biology, where lab space is maxed out. Also our nursing program has grave concerns about a compressed calendar. I just talked to the nursing department chair. She said that, as she sees it, she would not be able to get her students through their clinical rotations completely. And if she had to drop clinical time, the number of clinical hours would drop, and the number of units that the program has would have to drop, also. She is looking into how nursing programs at compressed calendar colleges operate (do they have a separate semester schedule, etc.). (March 13, 2006,LMC,Academic Senate V. P)

Basic Skills

- We faculty in the Academic Skills Department are very concerned about compressing our curriculum into 16 weeks. Students would have to spend more hours per week in class as well as more hours per week outside of class completing homework assignments. In Academic Skills classes, homework is assigned after almost every class. Due to their busy lives, students are already having trouble complying with the rule about spending a minimum of two hours on homework for every hour of class time. Asking them to spend even more time per week in class and more time per week outside of class on their assignments seems unrealistic to me and sets up more students for failure. (3/13/2006, CCC, Academic Skills)

Biological Science

- I agree with Claudia's statements, but I would like to know exactly how much longer each class would be. However, just the fact that I personally find the spring semester, which is slightly longer than the fall semester, more productive and less stressful for me and my students gives me the fear that the compressed calendar might really be challenging. As an example, my non majors basically have 4.5 hours (lab and lecture) with me in one day that is a lot of biology to be digested for somebody who often struggles with science and may not even like it. (3/13/03, DVC, Biosc)
- Short term courses falling within the traditional summer "break" could be utilized by those students. (That is, those who are not back home tending the fields and livestock during the growing season, heh.) (3/14, DVC, Biosc)
- I echo Tim's concerns and have several more... Based on the survey data that was posted on in the Compressed Calendar Task Force folder; several of the schools that have gone to a compressed calendar stated that the areas that had the most difficulty with the conversion to a compressed calendar were math, science and vocational programs. Tim's issue of having enough time to work on material in between classes in these areas is critical since

the concepts learned in class one are used in class two and so forth. The other issue is that the laboratory exercises have been designed for a particular lab period length and therefore extending the lab period makes it difficult to do the same lab exercises. We would need a major revision in our curriculum to adjust to new lab period lengths. Another problem is that we currently schedule labs in our lab rooms from 8-11, 11-2, 2-5, 5:30-7, 7-8:30 and 8:30-10. If we expanded the lab period length we would have to offer fewer sections because they simple wouldn't fit into our lab rooms. Other lab issues involve preparation of lab materials by our classified staff, being able to restock materials needed and adequately cleaning the lab facilities. Our general chemistry night classes currently met twice a week for 4 and 1/2 hours (6-10:30 pm - twice a week) - would it be reasonable to make those classes longer? From what I understand, some of the advantages to the compressed schedule are that we could offer more short term sessions like January term etc. Again this is not an advantage to our areas for the same reasons that are listed above. We have not heard exactly how much time would be needed to be added to each 50 minute class hour in order to gain money from the state, nor have we heard how much money is involved and whether it is one time money or permanent to the base. I think that there should be a bigger advantage than just one time money to making this change. Several schools stated that they made the change so that they would better match their feeder schools and transfer institutions. In our area there are so many schools on a variety of calendars that I don't see an advantage there. (March 13, 2006 DVC Bio Eng.)

Business

- A few comments: I think the spring semester is more relaxing because we get one whole week (Spring Break) off. Some take vacations but some of us (faculty and students) use this time to catch up as well as recharge our batteries. If we go on a compressed schedule I would like a “Fall Break” as well. With a compressed schedule we can afford a week off and we might need it more—for catch up and a break. I would NOT use Thanksgiving week as that is too late in the semester. Some schools do have a Fall Break. I teach Economics and taught at San Francisco State before coming to CCC. I would have no problem with a condensed schedule as it would be about the same as the CSU schedule. My course is the same here as in the CSU or UC system. The CSU system has a shorter semester but the class hours per day are the same as here, i.e., a 3 unit lecture class meets 3 hours a week but fewer weeks. Do we need to increase the hours per day? Is this a pay issue? Perhaps you can refer to the CSU schedules for examples. (Also, when I taught at SFSU they had a varied summer program with many different sessions—starting and stopping on different dates. Someone might want to check that out for ideas as well, given that we want to offer more courses during the summer.) I like the idea of a compressed schedule because I could take the opportunity (one week before the semester begins) to offer a one week “Prep” course for my Econ classes and for the statistics class I also teach. This would help get students up to speed with some basic math and graphing skills and would help a great deal with student retention, I think. When I was a student at UC Davis, the Econ Dept. did this and called it “boot camp”. It worked very well. If we incorporated a “boot camp” week (for a variety of subjects including the library information courses, right from the beginning of converting to a condensed schedule, then students will get used to the idea and accept it. The other thing I remember about Davis is that their Professional Schools (Law and I think the Vet School, for example) had a different schedule than the rest of the campus. Is there any reason why all departments have to be on the compressed schedule? Nursing, for example, if it seemed better for them, could stick with the current schedule or even create a different schedule altogether. As it stands now, we do have some classes that start at different times during the semester so it is possible. (3/13/60, CCC, Business)

Business Services

- During our Tech Committee meeting, I brought up the subject of a compressed calendar. Since there is faculty representation on the committee, you can imagine that the discussion shifted slightly from the impact a compressed calendar would have on IT to various other faculty issues. However, I'll try to keep the points clean to IT:

  1. Labs are already booked solid throughout the day for an 18 week semester. In order to provide more lab hours for a compressed calendar, more labs would need to be created

  2. Support work on lab (upgrading, fixing computer, etc.) is already difficult and usually takes 2 weeks. Under a compressed calendar, a much needed lab would not be able to be down for that long period of time. Either the support of the lab would suffer or labs would not be available during this time

  3. When curriculum changes, generally labs need to be upgraded. If, during the implementation of a compressed calendar, curriculum needs to change, it would put a large strain on the IT staff to upgrade, possibly involving lots of overtime pay

  James can probably get us statistics on current lab use, probably by individual program. Let me know if this would be helpful. In addition, open "free" labs are hard to come by already and there is fear that this may be exacerbated if the semester is shortened.

  There were a couple of instructors who brought up very good points. Most important is the fact that instructors currently have a difficult time holding classes in "appropriate" classrooms. In their viewpoint, it is already difficult to secure a classroom that will satisfy all their needs. Some classrooms (i.e. smart classrooms) are difficult to schedule and will likely be more difficult to schedule under a compressed calendar, thus necessitating the need to build more.

  It was interesting, however, that the CIS instructor that was present indicated that his current curriculum could support a compressed calendar with ease (Tom Murphy).

  And, as a final note, Tim Clow mentioned something interesting. Apparently, USF at one point went to a compressed calendar and then went back to the normal semester calendar. This was due to union issues but it may be interesting to find out what the impact was on the college.

  That's all for now but I'll report more as I learn more. (Wednesday, March 01, 2006, CCC, Business Services)

- The only major impact that a compressed calendar would have on Reprographics is the amount of syllabi produced. We can probably mitigate this problem by having instructors publish online, but that process is not fully in place. Since syllabi require some amount of lead time, it would be imperative that instructors follow certain deadlines to submit their work to Reprographics since the busiest time for us is during the beginning and end of a semester. In addition, the additional workload may necessitate staggered shifts to accommodate all the additional workload and, potentially, the extended hours of the college. In that case, we may incur costs associated with shift differentials (5% extra). Copier usage as well as total paper costs would increase. (3/01/06, Business Office)

Chemistry

- **Compressed semester schedule? A few of many issues to consider...**
  In that others have eloquently been weighing in on the topic of a compressed semester, there may be a coals-to-Newcastle aspect to this memo... There are a number of issues that come to mind when considering a compressed schedule, only some of which are going to be addressed in this particular memo. Potential issues include effects on students, on classroom availability, on course organization, on the use of support staff, and on synchrony with semester schedules at other colleges in our area. Let me address these areas one by one, with the caveat that overlaps will become apparent in the process:

Effects on students:

A shorter semester could be convenient for some students, simply because some students may find it hard to commit to being in class consistently for seventeen or eighteen weeks straight. A shorter semester, with more hours per week, could perhaps, in theory, be helpful to such students. However, I confess to some suspicion about such claims. First, we already have the option of offering short-term classes within our current semester schedule. Second, if shorter-term classes are in fact easier for some students, it might be because the pressure of a shortened schedule tends to force teachers to put less subject matter into their classes; longer class periods do not magically extend attention span. Third, many or most of our students are working at least part-time, and a shorter semester with more hours per week would mean more potential conflict with work schedules.

Effects on classroom availability:

We already face a shortage of classroom space in the times that seem, based on enrollment patterns, to be most convenient for our students, and I see no prospect for our coming up with a magical formula that will somehow smooth those space conflicts away. If anything, classroom space will become tighter during the upcoming bond-funded remodeling at CCC; I don't know whether this will be a concern at DVC and LMC. A shorter semester would mean more classroom time per course per week, which would certainly aggravate room conflicts...*unless* we simply extend each class period by the proportional amount and change the schedule accordingly. For example, reducing the semester from eighteen to sixteen weeks would require a 12.5% in class length. On this basis, we could construct a correlation chart relating current to compressed-schedule class times, for example:

Current times	Compressed-schedule times
8:10-9:00 am	8:10-9:07 am
9:10-10:00 am	9:17-10:24 am
10:10-11:00 am	10:34-11:41 am
11:10-12:00 noon	11:51 am-12:58 pm
[etcetera....]	[etcetera...]

We currently mostly run from around 8 am to 10 pm, for a 14-hour instructional day. Of those 14 hours, the one-hour segments include 11.7 hours of actual instruction; the hour-and-a-half segments include about 12.4 hours of instruction. Depending on how we schedule our time, we might need to increase our hours of daily operation by as much as 1.5 hours per day. Are we prepared to do that? Are our students likely to come in earlier and stay later, or are they more likely to seek more convenient class times in other districts if they can't find their preferred times with us? Our students may not be as adaptable as we are in this regard.

Effects on course organization:

At this point, we have established routines for the classes we teach. While it may be true that sometimes those routines have evolved into simple ruts, and that it may at times be salutary to be shaken out of those ruts, it is also true that compressing the semester will force a lot of detailed re-writing of class schedules as we repartition the knowledge bites that we bring to our students. Lectures will be easier to restructure than labs: the lab exercises we use with our students are typically predicated on a particular uninterrupted time being available, and we can't simply tack the first fifteen or twenty minutes of next week's lab into the last fifteen or twenty minutes of a newly expanded lab period this week. I'm sure that faculty is capable of getting this worked out in the end, but there would be a massive short-term inconvenience. We should also not overlook the way in which our current course outlines of record include hours per week; these would all need to be revised accordingly, and sent to our CICs for (rapid!) approval.

Effects on the use of support staff:

A more intensive semester, however we achieve it, will require more intense help from our support staff. We need to consider carefully how feasible this might be, in that we already enjoy a high level of effort and commitment from these essential non-faculty colleagues. How much more can we reasonably ask?

Synchrony with semester schedules of other colleges in our area?

We have many students who take classes in other districts simultaneously with the classes they take in the CCCCD. To the extent that our semester schedule is more or less in line with schedules of surrounding districts, our semesters will be more or less convenient for our present and potential students. Are there any moves in those nearby districts to compress their calendars? (3/13/06, CCC, Chemistry)

- Based on the survey data that was posted on in the Compressed Calendar Task Force folder; several of the schools that have gone to a compressed calendar stated that the areas that had the most difficulty with the conversion to a compressed calendar were math, science and vocational programs. Tim's issue of having enough time to work on material in between classes in these areas is critical since the concepts learned in class one are used in class two and so forth. The other issue is that the laboratory exercises have been designed for a particular lab period length and therefore extending the lab period makes it difficult to do the same lab exercises. We would need a major revision in our curriculum to adjust to new lab period lengths. Another problem is that we currently schedule labs in our lab rooms from 8-11, 11-2, 2-5, 5:30-7, 7-8:30 and 8:30-10. If we expanded the lab period length we would have to offer fewer sections because they simple wouldn't fit into our lab rooms. Other lab issues involve preparation of lab materials by our classified staff, being able to restock materials needed and adequately cleaning the lab facilities. Our general chemistry night classes currently met twice a week for 4 and 1/2 hours (6-10:30 pm - twice a week) - would it be reasonable to make those classes longer? From what I understand, some of the advantages to the compressed schedule are that we could offer more short term sessions like January term etc. Again this is not an advantage to our areas for the same reasons that are listed above. We have not heard exactly how much time would be needed to be added to each 50 minute class hour in order to gain money from the state, nor have we heard how much money is involved and whether it is one time money or permanent to the base. I think that there should be a bigger advantage than just one time money to making this change. Several schools stated that they made the change so that they would better match their feeder schools and transfer institutions. In our area there are so many schools on a variety of calendars that I don't see an advantage there. What are the compelling reasons to change

(other than one time money)? This is a lot more than taking a week or two out of the schedule! (3/13/06, DVC, Chemistry Instructor)

Counseling

- Sandra, I would support a tri-semester system. I think it gives students added opportunities to complete their programs more quickly,) the short semesters (summers) are very difficult for many of our students because of the difficulty of doing so much work while balancing work and other responsibilities. I also think it gives staff opportunities to travel etc. during off season when the costs are frequently lower and the crowds are less common. (3/13/06,CCC, Counseling)

Dental

- I agree with Tim. In our department we have many courses with 4-5 hour labs and patient care clinic sessions already - it is maxed out. Trying to compensate by running classes longer each session has a big impact on lengthy labs and a curriculum that is already "compressed" in the health sciences. The number of sessions is an important part of the experience in learning how to provide competent patient care. (3/14/06,DVC, Dental)

DSPS

- Since I'm not completely sure of the logistics of a compressed calendar, I'm just going to make a couple of general comments. Students with learning problems tend to have difficulties with classes that don't provide adequate time for the material to sink in. For example, summer sessions are generally "not great". They can be helpful if a student needs to concentrate on a specific subject and can really dedicate the time to doing the work required. Longer class times can also pose some difficulty. I teach 90 minute class sessions, and my students are pretty "done" by the end of class. I haven't gotten a lot of feedback from students who are taking night classes, but that MAY be because the extended time frame is too long. Now remember the disclaimer I mentioned at the start of this. I'm sort of guessing and just sharing some general observations. Hope this is helpful, and I'd be happy to talk more. (3/03/06, CCC, DSPS)

English

- I'm not sure you were looking for feedback, but in case you were...speaking as an English instructor, I would say that while compressing the schedule might be good for me personally, it would certainly be bad for our students. In writing classes, what's most important is not the number of hours spent inside the classroom, but the number of weeks one spends writing, revising, etc. This is why summer versions of English 1A are so much worse than full semester versions (and I have taught plenty of both). Fewer weeks in the semester means fewer chances to revise, fewer chances to meet one-on-one with an instructor, and if the number of assignments stays the same, it probably cuts into the time faculty can spend reading student papers (since the same number of papers must now be read in less time). So as an English Prof., I'm against a shorter semester (even though as a dad, I'm for a longer summer). (3/02/06, English, CCC)

Health & Human Services

- For our department, our 2-year vocational programs that have clinical components may also come across the same concerns as those that other faculty have voiced about a 16-week semester or trimester system. However, as Claudia mentioned, if I knew what the 50 minute, 1.5 hour and 3 hour classes might look like, as well as what the specific advantages would be as a trade-off, I could make a more informed opinion. Leverett gave examples such as 9:17 - 10:24 am instead of 9:10-10 am. Are those the times a previous 50 minute class would actually be? (3/14/06, CCC, Health and Human Services)

Library

- I am concerned about the fact that many students at our college (CCC) are struggling with basic skills while they take college courses and NEED TIME to absorb the knowledge being taught. Also, with holidays and absences of instructors and students for illness and such, it tightens the timeline even more of what must be covered and learned. Also, as already mentioned, longer classes may be additionally difficult for students to absorb the info.
- Also, have any focus groups or surveys been done on students in the three colleges to see if they can HANDLE longer classes and needing to attend a summer term to get done…or if they would even go in the summer if a full trimester? I think this needs to be done…But we have to give them a clear picture of what we are talking about.

  Also, how would this all affect hours to work, units to teach, etc per semester for faculty, including counselors and librarians? If we go to a trimester, there needs to be much more faculty in the summer semester to keep counseling and libraries open (unless I am making wrong assumptions, which I could be…). Right now, CCC only has a librarian on duty in the summer for 4 hours a day, so the library is open much longer but with no professional librarian to assist students with research or offer orientations. That would not be an equitable full trimester for students (it already isn't equitable during our much shorter summer terms).

  Is there anything written up (preliminary report or studies of what other schools have done and how they have handled all this) to peruse? If there is, I would find it very helpful. I feel I have been hit by this in a vacuum…Well, that's my two cents worth. (3/13/06, CCC, Library)

Math

- Hi, folks. I agree with all Ted's points about the "compressed" calendar. I think a trimester system would be to everyone's advantage. I'd also like to point out that most, if not all universities on the semester system have a 16-week semester. We would be conforming to the practice of our transfer institutions, not pedagogically compromising our program or students. I appreciate all the thoughtful contributions to this discussion. (March 14, 2006, DVC, Math)
- The only question that comes to mind for me is what happens to all the 4 year University and High School students we service during the summer session? Most would probably not be able to do the entire 16 weeks. Would we be losing a great deal of funding by not accommodating them? (3/14/2006, DVC, Math)
- I agree with all Ted's points about the "compressed" calendar. I think a trimester system would be to everyone's advantage. I'd also like to point out that most, if not all universities on the semester system have a 16 week semester. We would be conforming to the practice of our transfer institutions, not pedagogically compromising our program or students. I appreciate all the thoughtful contributions to this discussion. (3/14/2006, DVC, Math)

Music

- I have two major concerns about the compressed calendar approach. My experience shows me that it is not just the amount of class time but also the amount of time needed in between classes for students to read, research and do their assignments, which determines student success. The compressed calendar would mean a loss of up to three weeks of time for the students to do their work. My second concern is the length of time this will mean for classes that are part lecture and part lab. Many instructors teach the lecture portion and lab portion back to back. This is a five-hour span for one class. It would be more difficult to keep students attention and focus for any additional time and I would wager the outcome will be that classes will not be longer as mandated but will remain the same length and students will

suffer by missing weeks of instruction. How much can a student absorb in one class? Making classes longer may not help them learn the same amount in a shorter period of time and they will loose valuable time in between classes to digest and put in to practice what they have learned.(3/03/06, DVC, Music & Multimedia)

Nursing

- Some additional comments from Nursing at CCC: Students need adequate numbers of clinical shifts, not just equivalent hours in a compressed format. It is difficult to add hours to a hospital day, as hospital shifts are fixed. Thus it is difficult to put in longer hours for clinical. Extra days are difficult because of the limited clinical sites in the community. As far as our theory classes, we already have 3-hour theory classes twice a week. Longer hours would be counterproductive to the students' learning. According to the Board of Registered Nursing, theory classes must correlate with clinical practice, so the theory classes and clinical experience are interrelated as far as our scheduling of the curriculum. We have a massive scheduling grid which allows each student to fit in 2 theory classes, two clinical days, and skills lab practice within the 5-day week. It is hard to imagine how this could be re-designed in a compressed calendar. (3/13/2006, CCC, Nursing)

- With regard to nursing and the compressed calendar: It will be difficult to compress our already overfull curriculum. The skills lab hours would be tough to schedule. Lolita really should speak to this from her perspective. The clinical days in the hospital will also need to be re-figured. Currently the students are in the hospital 2 eight hour days. This coincides with the schedule that most hospitals use to schedule their staff and gives them a taste of the real world. Adding time to either of these two days will be difficult. Our lectures are already 2.5 to 3 hours long. To add time to them and to try to re-arrange the content to fit the schedule would be difficult. For the second half of the semester for N-275, we have scheduled two lectures on Monday. The lecture hours are 8-11 and 1-4. This gives the students a 2 hour break in the middle of the day. By doing both of the weeks lectures on one day, more days are freed up for the students to work with their preceptor in the clinical setting. Some students gave us input that this much lecture on one day will be difficult, despite the break in the middle. It will be a lot of content to absorb. We are trying to put as much on-line as we can to allow the students to do as much independent study as possible. I have heard some faculty say “We all know that lectures don’t work.” I have also heard students (several) say that hearing the content after reading and being able to talk in class with the instructor and other students about their questions is the way that they prefer to learn the content. The compressed calendar would be a challenge for us. Personally, I do like idea of trimesters. It might provide us with more flexibility in our curriculum. It would be interesting to try to plot out how we could fit our four semester curriculum in nursing into this format. It might provide the students with more flexibility regarding when they can return if they need to sit out or take a semester off. Thanks for asking us what we think. I look forward to seeing you again in July. (3/13/06, CCC, Nursing)

Physics

- I have several concerns.
  1. I agree with Tim White’s recent e-mail concerning both the time the students need to study, and the time the students and teachers need together to teach a class, **unless we go to a trimester system**. In my opinion, if we go to a trimester system and the summer session is treated equal to the spring or fall sessions, students will be spreading their study time through out the year, and therefore taking a slightly reduced load, allowing the students to fit in the accelerated program. Similarly, as the faculty, we will have a fully functioning summer trimester and therefore have greater flexibility in how we

meet our load through out the year (I hear Europe is wonderful during the fall, but I've never been there…).

2. Large format classes, such as those that include both lectures and labs, simply will not work within an intersection program. In my area (physics), we would not be able to offer much of anything during a winter recess intersession.

3. ***I have extreme reservations about any system of asking for input that allows only a few days for a response***. I feel that it is extremely un-collegial, and flies in the face of the new spirit of cooperation that our chancellor is bringing us, as demonstrated in our impending use of interest based bargaining. ***I ask you to allow at least ten days of discussion and input in the spirit of generating good will*** and a sense of cooperation from the faculty members. How can we trust that you really care about our opinions and that we should take the time to give them to you, when you offer only a couple of days for that input? While I will give you the benefit of the doubt and assume your motives are genuine, this strikes me as being a tactic designed to minimize faculty voice rather than seeking input. While this may not be your intention, it is certainly the impression given by your time line. Won't you please amend your request for input? Thank you for bringing this issue to a forum of open discussion among the faculty. I hope that we can continue the dialogue. (3/13/06, DVC -Physics Dept)

- Adding to the voices...CCC Physics/Astronomy sees a compressed calendar as counterproductive to the learning outcomes of students - as argued clearly by others. So are we showing our true mission to be to increase FTES at the cost of SLO (real)? I understand the need for FTES, but this trade-off bothers me. Furthermore, it has been suggested that the data may show only a temporary FTES benefit. If that is so, the indictment is all the more damning. I would need to see arguments that clearly address the objections that have been levied thus far in order to be open to considering such a change. Until then, I and my colleagues are strongly against the proposal. (As an avid skier, a longer winter break would be great for me, but if that is the basis for my decision, maybe I should change professions.) (3/13/06,CCC, Physics) Another problem is that we have many students who take a 4-7pm class and then on the same night a 7-10pm. With the compressed calendar they will no longer have the essential break between classes when they can get something to eat. This could well have a negative impact on enrollment. (3/13/2006,DVC, Physics)

- This is an issue for the Faculty Senate and possibly the UF, to discuss carefully with sufficient time for input. (March 13, 2006, DVC, Physics)

- I don't have a problem, just a couple of suggestions or requests. Remember, we are talking about going about 10% shorter. For astronomy we really need night labs to be at night, in the dark. So they could start a little later than 7, but not much earlier. This campus needs MORE FOOD so that people can come early, stay late etc. We don't need to build, there are lots of food trucks who can come and provide reasonable service and prices. We will be needing a somewhat longer day and it would be an advantage to students if they could have classes with say a half hour break at some point. The idea would be so that they could eat, go to the rest room, talk on the phone between classes. It would also allow them to breathe for a minute and refresh their brains. So that maybe they could take 3 or 4 classes in one day. To do this, we could schedule our general purpose classrooms so that some of them start about half an hour earlier than the others (like start 7:30 in some and 8 ish in others). Each room would then progress with classes on the same schedule. We might also get better parking accommodation because people would be able to leave from one class before people need

to go in to the next. Right now, the 10 AM folks cannot get out of the slots before the 11 AM ones need to get in. So people are late etc. (3/13/06, DVC Physics Dept)

- How you ask for input is as important to me as any questions that you ask. I am looking to see that the faculty opinions are genuinely sought after and will be carefully considered and respected.

  I am actually in favor of compressed calendars if we go to the trimester system! Here is my limited advocacy for the faculty's perusal:

  Compressed Calendars in a non-trimester system have tremendous pedagogical and logistical problems, as raised by many faculty members. If, however, we move to a trimester system, most of the issues are positive rather than negative.
  I see a trimester system looking like this:
  - Three trimesters of 16 weeks (including final exams!) and 4 weeks a year off.
  - Each trimester would have a complete complement of course offerings and treated equally by the college, rather than having summer as the rushed and under valued step child of the district.
  - Each trimester we would continue to have our short term classes for the first 8 weeks and the last 8 weeks of the trimester.

  The benefits I see to a trimester system:

  Room scheduling would be easier, not harder! As we have a fully functioning summer program, some of our courses could be shifted to the summer trimester. This would mean that spring and fall offerings would go down 10% and those courses would be shifted to the summer trimester. Increasing the weekly contact hours by 10% to accommodate a 16 week format and reducing the fall/spring offerings by 10% would have no impact on room availability. If we wished, we could shift more courses into the summer trimester, increasing the availability of rooms.

  Student Study loads would be easier, not harder. A trimester system with a full summer program and ample 8 week courses for the first and last halves of each trimester would allow students maximum flexibility in scheduling their courses through out the year. Students could choose to work year round with a reduced number of courses each session, they could take off an entire trimester, or they could take off a half a trimester by taking some 8 week short term classes. This would allow students to balance the needs of work and family with studies, and to tailor their schedules in any manner that works for them, rather than being tied down to a semester/summer system based on the k-12 system. I see this as greatly enhancing the students' ability to choose a work load that is realistic while making real academic progress.

  Faculty teaching loads would be more flexible, possibly easier. Each of us could choose to work only two trimesters at an increased pace, or we could choose other scheduling options. For instance, we might choose to work year round at 67% load. Or we might work 80% load for two and a half trimesters (80% load for two trimesters, and 80% load during the first or last 8 weeks of the third trimester). Having an equally valued and scheduled summer program would make it realistic to take a fall or spring trimester off instead of the summer session. I hear travel is cheaper in the fall semester, and the snow is better in the spring semester. Some of us might like to take non summer sessions off! (One person departments are the glaring sore thumb to scheduling. How can a discipline of one faculty member offer year round support?)

Growth would not require new facilities. Right now we are operating at full capacity for only 36 weeks of the year. Our summer session includes classes of 3, 6 and 7 weeks in length, and we are offering classes at much less than full capacity during the weeks we offer classes. By going to a trimester system, we increase the number of weeks during the year that courses are offered, and by treating each trimester the same, we have the ability to work at full capacity 48 weeks of the year! Any program fully utilizing the trimester system could increase their annual course offerings by 10% or 20% without needing new facilities (with the exception of Astronomy– it's too light at night in the summer!).

PS: I wish to respectfully acknowledge any and all points of view. Our individual programs would have different experiences in adapting to any changes. Some of our courses would adapt to a 16 week program better than others. Some programs would see benefits to a change, while others would be adversely affected. I see our programs' needs being as diverse as our programs! While I am writing in advocacy of a trimester system, I want to respectfully acknowledge the validity of any position for or opposing a compressed calendar. (3/13/06, DVC, Physics)

- I don't claim to be an expert on this, but I'll darned if I can see ANY benefit to the student from the compressed calendar. I believe I am already pushing my students as hard as I can. Simply adding more classes/week doesn't do it for the sciences, in my opinion. Most of the learning takes place *outside* the classroom, when the students "do their homework". I doubt I could pile on much more homework/week without causing significant burn-out. (3/3/06, CCC, Physics)

Middle College High School

- 19 of our 52 graduates last year received an AA degree upon graduating high school. Emilie has the other data. I'll get it from her. Every one of the 268 students takes on the average three college courses during the same semester. That's a lot of college classes that we keep alive. I know we spoke about this before, but I need to say it again. At this time, I don't see how Middle College will be able to operate under a compressed calendar. As it is now, the high school has to have a 180 day school year. It is difficult enough now to operate a viable meaningful high school schedule when the college is not in session. If you think this is going to happen, perhaps it's time to have a Middle College rep sit in on the meetings. (3/3/06, CCC, MCHS)

Student Services

- I just saw that I was cc'd on an email from Mojdeh that gave some examples of colleges that are on compressed schedules and some other documents from what you are already doing so please disregard my request in the last email for some examples of schedules. I also thought about this last night after I emailed you. I know for a fact that Foothill has a very active student body as does San Diego and Compton. Also, it seems from the schedules that the issue is more about intersessions than the regular semester/quarters. I worked at CSU Los Angeles for a few years and they are on the quarter system, I think it is more attractive to students who are looking to complete their programs and move on. As for activities, we can adapt. Right now we construct programming to fit the current system. If we change, we can reconstruct.
  What will be more of an issue for us, and is now, is when classes are offered. If classes are spread out throughout the day, morning/afternoon/evening and throughout the week (including on Fridays) then we can work with it. It is when all classes are jammed into the 9-1 slots and the campus is dead after 2 everyday and most of the day on Friday that kills our program, reduces what we can offer, and restricts participation in events/programs. I am not familiar with block scheduling on a college campus, just HS so I am not sure about the impact on that.

What would be severely impacted if we went to a full summer offering would be our College for Kids program and possibly the summer athletic camps. We depend on empty classroom space in the summer due to a smaller college schedule to hold our classes. For me, it would be nearly impossible to run a full semester of Student Life alongside College For Kids without some additional staffing throughout the year. CFK planning starts in January and with less time for preparation for each regular college semester, I would definitely need some office help to make it through with my sanity.
I hope these comments touched on what you are looking for and thank you for allowing me to respond. (2/17/06, Student Services, CCC)
There is research on the impact of student participation in activities/service learning/volunteering on retention and persistence and also success that I can send you bibliographic information on. However, I do not personally know of anything that includes the impact of a compressed calendar. If you can wait a few weeks I can look for some for you. I was wondering if you had some examples of the compressed calendar schedules that you could show me. They were referred to in your e-mail but they were not attached.
Here is some of what I am referring to:

- **Winston and Miller** (1994) Quality educational experience for college students includes both formal academic learning and personal development outcomes.
- **Williams and Winston** (1985) Students who participated in organized student activities have greater independence and more appropriate educational plans than non-involved students.
- **Tinto** (1987) Graduation rates and student academic performance are related not just to classroom learning but also to such factors as the quality of student life and student satisfaction with the institution. **Astin** (1975) and **Pascarella and Terenzini** (1991) these issues are closely aligned with the co-curricular component of the university.
- **Pascarella and Terenzini** (1991) Involvement in campus life affects the psychosocial or affective areas of identity and self-esteem
- **Astin** (1977) Students who participate in co-curricular activities of virtually any type were more likely to be satisfied with their overall college experience. **Astin** (1993) Involvement is associated with satisfaction in the college experience.
- **Anglo** (1988); **Light** (1990) Participation in volunteer work, part time work, and extra curricular activities do <u>not</u> have a negative impact on academic achievement.

Telecourses

- Instructional Technology may already have this feedback since the response was originally sent to Nancy. I did not include these comments in my compilation. This is for your info. A compressed calendar might affect my time as well as Contra Costa College's telecourse program in the following ways:

    1. Telecourses require students to watch video programs that we play on our cable television channel. While we can broadcast 24 x 7 in our local area (Richmond, El Cerrito, Hercules and Berkeley), we have very limited hours that we can broadcast in the rest of the county. If we had to increase the number of programs we played in a week because students had to watch them at a more rapid rate, we might not be able to play all our programs throughout the county.

    2. Some of our telecourses (and, I believe, some non-telecourses) are half-semester courses, what we use to call Weekend College. In effect it already is a compressed calendar. Any district-wide compressed calendar would have to consider the effect on these courses.

3. It takes me about two weeks to create new television schedules each semester (less for the summer). If I had to do this more times a year, I would have less time for my other duties such as video production.

4. I rely on student interns from Middle College High School to help me with data input and production tasks. Going to a compressed calendar might put the college out of sync with the high school's schedule and could mean I'd have less access to interns or have to put in more training time, again affecting my time to do other things. We are also looking at more ways to involve Middle College High School students in video productions, also something that could be affected by the sync issue. (1/31/06 CCC Television)

APPENDIX C

External Request for Data

Dear Colleague:

Contra Costa College Community College District is currently conducting a feasibility study to determine the possibility of instituting a compressed calendar schedule in our district.

I would be grateful if you would share the impact (positive or negative) a compressed calendar schedule has had on your department and/or instructional program. In particular, I am interested in any challenges you may have had in incorporating the content of the curriculum within the compressed calendar schedule.
Have the scheduling of lab hours, coordination of internships (if applicable), coordination of curriculum with licensing examinations (if applicable) been impacted?
Do you have any suggestions that might make the transition of going to a compressed calendar as smooth as possible?

We are on a very tight timeline with which to gather feedback.

I would appreciate a response, if possible, by Friday, March 17, 2006

APPENDIX D

Response to External Request for Data

Biological Sciences

- I teach in the Biology Dept. here at SBCC. I have a lecture/lab biology class and a compressed calendar made significant changes to my lab schedule but not to my lecture schedule. By going to a compressed calendar I had to cut 2 lab periods (actually 5 hours). We chose to stay with our regular lab time (3 hour labs) rather than have something like a 3 hour 20 min. lab. Each lab period is a particular topic and adding 20 minutes would not help at all nor would it be time enough to start another lab. The lab period time that was cut was replaced with outside assignments that totaled 5 hours. I have used online exercises for this (that covers the material I used to cover in one of the lab periods). Then I shortened my introductory lab and my review lab (in preparation for the lab final). As far as lecture goes, I have found that I am just more organized and work very hard to start class on time, have everything in order so that little time is wasted setting up electronic equipment, etc. So, I have not cut my lecture material. Good luck with your planning ... it was a hard decision here too. If anyone in Biology wants to email me about our lab options please forward my email to them. I was one of the die-hards against the short calendar ... but now I like it. It has made me tighten up my content (without deleting anything) and our students get out earlier each spring to get a jump on summer jobs. (Genny Anderson, Biological Sciences , Santa Barbara City College)

- Well, OK. I was personally against making the change, and voted against it, as did the entire Science Division. But there are almost always advantages to change, as well as disadvantages, and I have learned to enjoy them. One advantage is getting 2 weeks more summer vacation, which makes for better foreign travel. A second "advantage" is that we all went to "block scheduling", so there are now only M/W and Tu/Th classes, thus suddenly I got 3-day weekends every week. Fridays you could fire off a cannon around here and not hit anyone. Plus we got a pay raise associated with the change (a bit of a bribe to get us to vote for it), so that can't be all bad: 3-day weekends, a longer summer, and a raise! Talk about silver linings! Pedagogically, however, I had to make all my 50-minute lectures into 80-minute lectures, giving the students so much more to swallow in a single session. I really think that smaller bites were better for the students, especially in Anatomy. Oh well. It works this way too. You make it work. Labs were way trickier to handle. We would have had to lengthen our 2-hour 50-minute labs to 3 hours 20 minutes. This would have really lengthened our day, required lab techs to stay later, and we would have had to pay them overtime, too. So we negotiated a deal where we stayed with the 2-hour 50-minute labs and added "plus hours", which in our case require the students to spend 5 hours a semester doing "on-line" exercises while logged in to a time-counting service called Zulu. That way we could bill the state for those hours. Of course, we did lose 2 labs from the schedule, so we cover a more restricted list of lab subjects. Another disadvantage was that lectures now have to be at weird times: 8AM, then 9:35, then 11:10, and so on throughout the day. Lectures end at 8:20, 9:55, 12:30 and so on. Confusing, but we have adjusted. A plus to that is that we went from a 10-minute passing period between lectures to 15 minutes, and a to 20-minute period between labs, which greatly facilitates lab cleanup and setup. It's just hard remembering that my first lab goes from 11:10 to 2PM, and my second lab from 2:20 to 5:10. That still throws off my timing sometimes. All-in-all I have adjusted well, and am enjoying my advantages, listed in the first paragraph. I still prefer the old schedule, though. (Mike Masson, biological sciences, SBCC)

- I had to drop a few labs from my curriculum. But it gave me a little more time to conduct the labs I do have. In microbiology there never seems to be enough time, so this was good. The biggest impact is with longer class times, we have only 5 minutes to get to the next class. There is no way I can close up micro lab and get to my lecture. I am always 10 to 15 minutes late. I had one more thought. The best part of compressed schedule is beginning classes after Labor Day and finishing before Memorial Weekend. Those August classes were difficult when my children were school age because I needed day care for them for just the two weeks of August. (Beth Gaydos, SJCC)

- I have never known anything different; my entire academic career at semester colleges before I came to EVC has always been 15 weeks of instruction, then a week for finals. (That includes 4 years of undergrad, 2 years of grad school, and teaching at two different semester colleges.) At EVC, we have a 16 week semester, with finals taking place during regular class meetings in the last week of school, which everyone here blames on the compressed schedule. (I have only been at EVC for 3 years.) I personally have a strong preference for having a finals week at the end of the semester, but that usually results in finals being held at times different than the class normally is held. This can be difficult for working students. All other activities seem to run smoothly, in my opinion. (Joel Adams-Stryker, Biology Instructor, Evergreen Valley College)

- I'm not sure how compressed you are planning to go and that will the major factor regarding the change's impact. San Jose/Evergreen Community College District went from 171/2 to 16 week semesters. In spite of some significant objections when first proposed, most folk have adjusted to the shorter semesters and objections would probably *much* louder were we to switch back. The biggest impacts I've noticed involve having longer class times. Students got antsy with 50 minute classes and that hasn't improved with longer sessions. And you'll have to jigger your lecture topics a bit. However, the longer classes do allow for more variety, for more in-class activities than before if one is of a mind to take advantage of the opportunity. Another big impact has been on labs. You will lose lab periods and the material covered simply can't be divided up and distributed among the 10-15 minute increments added to the remaining labs. It was also a challenge to fit the longer classes into our older schedule, i.e., to keep morning classes from spilling over into the afternoon. The solution was to start earlier and to reduce the time between classes. Our morning classes now start at 0745 instead of 0800, and our 'passing period' is only 5 minutes which far too short. Part of the problem may also be that we've largely gone to being a 4-day/week college. Almost all of our regular courses are offered as either MW or TTh classes. With the shorter semester we also opted to start after Labor Day. Bad idea. Starting later allowed for more summer break - which everyone likes - but we often don't finish until just 2 or 3 days before Christmas - which no one likes, and it significantly impacts student attendance that last week. Also, for goodness sake, align your spring breaks and holidays with your local schools. We don't and that too negatively impacts our students. (Jack Baker, Biology, Evergreen Valley College)

- You are on your own, buddy. Personally, and I have several colleagues that agree with me, going to a compressed calendar was the single worst change that I have endured in 30 years of community college teaching. My stress level has been way up, we have been forced to reduce content and it feels as if we have gone from a nurturing, you can do this, kind of a place to a sink or swim, impersonal kind of place. The sciences with labs will get hit hard. One of the reasons I cannot respond with more details is because of the calendar induced time constraints. I didn't get into this line of work to see how

little time I could spend with the students and still get paid. You should talk to Brian Sanders at Modesto Junior College. (Guy Van Cleave, Biology, Columbia College)

Chemistry

- Pasadena City College went on the compressed schedule in fall 2002. We still have issues with summer session starting dates and counting intersession teaching time as part of regular faculty contract work. Some districts have negotiated that working two of the shortened intersessions plus one regular semester either fall or spring can be considered fulfilling of the full time contact load. We are still trying to get this from Pasadena City College. I highly recommend that you negotiate this as part of the switch to the compressed schedule. Since I teach chemistry we already had some of the longest continuous class times in the schedules. We average about 4.5 hours twice a week for a lecture/lab major's class. In the compressed schedule we added about 15 minutes per class session day to make up for "cutting off" or compressing two weeks of the regular semester. This added time does nothing for a lab class. We really did not add more content or lab work. It may have help give less prepared students time to complete their labs. We did a revision of the chemistry curriculum to accommodate the 15 week schedule. We eliminated environmental topics from first semester and additional descriptive chemistry from the second semester. All in all the usual compromise is to eliminate or shorten any non-essential content in the "compressed schedule. Some faculty also felt this limited our ability to cover special topics or interesting relevant materials in our science classes. Students all jump to the conclusion that there are "two weeks" less of class and therefore it must be easier. Faculty have concluded that we also like the additional out of class time, but have to "push" to cover the material and really work harder in the sessions that we do teach. There is very little turn around time for grades and preparing for the intersessions. I hope this gives you some insight in the compressed schedule. (Christine V. Bilicki, Pasadena CC, Chemistry)

- Unfortunately, as far as I know, there have not been any meaningful studies performed that attempt to access the level of learning before and after we compressed our calendar on our Modesto Junior College campus. I can tell you that almost all of the faculty that I have talked to in many fields admit privately (but not necessarily publicly) that they have decreased the quantity of material that they cover. I think it is unanimous in my division (Science, Mathematics and Engineering) that the compression has had disastrous effects on educational quality and quantity. But the consensus of the whole faculty I am sure is strongly in favor of the compression because apparently vacation is more important than education. This is a sign of the times and needs to be reversed but the national trend is to accept it. Lengthening class time to compensate for fewer meetings does not equate to an equal amount of educational delivery time. Students have a limited attention span and the longer class times exacerbate the problem. We have also lost about 2 lab meetings per semester and adding a few minutes to each session does not compensate for the loss of labs. My division has fought to add a week to the semester but our needs for more time get little sympathy from the rest of the campus. The problem is most noticeable in courses that have prerequisites and serve as prerequisites. Most of these courses are in our Division along with a few in the Literature and Language Division. Most opponents to the compression teach courses that are part of a structured curriculum and include prerequisites for the courses. When material is cut from these courses, teachers of subsequent courses notice. But when material is cut form courses that are not prerequisites no one notices or even seems to care. Needless to add, I strongly feel that the compression has caused a lowering of our

standards and compression should be resisted. (Dr. Steve Murov, Modesto Junior College, Chemistry (retiring 5/06))

- A few years ago we went from an 18 week to a 16 week format. We had to make a number of adjustments but in Chemistry did not have to revise our curriculum. We lost completely our Campus wide "Final Exam week". Finals are now officially scheduled on the last meeting day of the scheduled classes. In my own Intro. to Organic and Biol. Chem. Lect. and Lab classes, I cover some topics that I used to cover primarily in lecture during the 3 hour laboratory period. These specific topics now covered in lab coincide and relate to the laboratory experiments being conducted by the students. I also schedule optional review sessions for the students prior to final exams to make up for the time lost in our more compressed format. During summer we offer 5 and 8wk Chemistry courses but the scheduled amount of time coincides with the 16 week format. We simply meet on more days. I hope this information will be helpful to you. (E. Alexander, Professor of Chemistry, SDCCD)

- I teach our majors biology courses at Sierra College. The compressed calendar has impacted our science students in these ways: 1) No finals week means that they take ALL of their finals on either Wednesday or Thursday the last week of class. The scores from finals last semester were well below those of previous semesters. It truly impacts student's ability to learn information in preparation for a final exam. In addition, we have to prepare a final that may not be comprehensive because there isn't enough time for the students to take it. Most of us are giving lecture exams during the lab hours to make up for it. 2.) The lab is impacted because the addition of 5 minutes for each hour does not give enough time to conduct another experiment – we just have a longer lab to do the same amount of work. This means that we have had to decrease the number of labs by 1 or 2 (depending upon how much lab we give per week). My botany class, which traditionally has 6 hours of lab per week, is now reduced by 2 labs. 3.) There is little time for students to donate to extra-curricular activities such as the Science Club or American Medical Student Association. Our meetings have seen a huge decrease in attendance since the addition of the compressed calendar. I like the compressed calendar for me personally – I just worry that the students are not benefiting by it. I believe that if we added a finals week here at Sierra College, we would do more justice to the students we are serving. (Shawna Martinez, Sierra, Biology)

- I would be grateful if you would share the impact (positive or negative) a compressed calendar schedule has had on your department and/or instructional program. THERE HAVE NOT BEEN MANY NEGATIVE IMPACTS, REALLY. STUDENTS LIKE IT, WE LIKE IT TOO. WHEN WE CHANGED IT WAS HARD TO ADJUST, BUT WE ARE DOING FINE NOW. I DO HEAR COMMENTS FROM OLDER FACULTY ABOUT NOT HAVING ENOUGH TIME TO COVER ALL THE MATERIAL, BUT I THINK IT IS A MATTER OF ADJUSTMENT. NEW ADJUNCT FACULTY HAVE NO HISTORY WITH A LONGER SCHEDULE, SO THE CONCERN IS NOT EVEN THERE. IN ADDITION, IT MIGHT BE TOO EARLY TO KNOW IF THE NUMBER OF STUDENTS HAS DECLINED; THERE ARE MANY FACTORS THAT COME INTO PLAY WITH THAT ISSUE, AS YOU VERY WELL KNOW. In particular, I am interested in any challenges you may have had in incorporating the content of the curriculum within the compressed calendar schedule. Have the scheduling of lab hours, coordination of internships (if applicable), coordination of curriculum with licensing examinations (if applicable) been impacted? WE ADJUSTED WELL TO THE NEW SCHEDULE. HAVING LONGER CLASSES PER MEETING HAS HELPED. WE GET A LOT MORE DONE IN ONE CLASS MEETING

THAN BEFORE. Do you have any suggestions that might make the transition of going to a compressed calendar as smooth as possible? AT FIRST THE CHANGE CAN BE HARD, BUT LOOK BEYOND THE FIRST YEAR. KEEP AN EYE ON THE POPULATION (NUMBERS AND TYPES) OF STUDENTS YOU ARE NOW SERVING AS OPPOSED TO AFTER THE CHANGE. WE ALSO HAD A HARDER TIME DOING ORIENTATIONS AT THE LAB. SINCE WE HAD LESS TIME IN THE SEMESTER, WE HAD TO WORK WITH OUR LAB COORDINATOR CLOSER SO THAT THE LAB COULD BE AVAILABLE FOR ALL STUDENTS SOONER. (Dina Castillo, SBCC)

ESL

- We compressed the calendar so many years ago that it's difficult for me to recall how the transition went! Here in the ESL Department it feels as if we are always struggling to "cover everything," but it's not really an issue of covering material; it's more of a concern with the language-learning process. Students learn language at different rates, and the biggest concern we have is with international students coming in and experiencing their silent period the first several weeks (or even first months) of the semester. It's tough for them to attend regular classes, participate in discussions, and understand anything their instructors are saying. This is a problem no matter what, but maybe the compressed calendar makes it worse. (We offer free conversation support groups coordinated by our instructional assistants or volunteers; we offer tutoring and workshops to help students adjust.) To be honest, however, I think the shorter the length of the term the better. We have lots of flexibility now, and students seem to love it. In the ESL Dept we have 16-week, 12-week, and 8-week classes during the regular semester, and we have 6-week classes in the summer and winter. There are problems with students moving through the program too quickly to actually acquire the language skills they need to be successful, but the intensive summer and winter classes work quite well for some students because they only have to concentrate on doing all the work for one class, and they don't have to balance the demands of 5 different classes at once. Our college has data on the overall success rates of students in the shorter sessions, which you might find interesting. (Janet Harclerode, ESL Department Chair, Santa Monica College)

- My biggest concern has been the effect our compressed calendar has had on pre collegiate / development ed students. I have been in the ESL program at Modesto Junior College for most of my career. The compressed calendar that we instituted a few years back has been very hard on the above mentioned students. Those students, especially the ones who have come here for the purposes of language acquisition, have suffered greatly because of the short sightedness of the faculty and administration of this college. Please do not support such a change to your calendar for any pre-collegiate level courses that your college offers. (Michael Strangio, ESL, Yosemite CC)

Foreign Languages

- I can't really address the areas mentioned in your email as they do not pertain to anything that I am involved in. The one negative impact that I see from the students' point of view is that in the creation of the compressed calendar finals week was eliminated. Finals are given during the last day of class which means that students are taking more finals back to back then they were before. I hope that this is helpful. (Jeff Berry, Chair Department of Languages, San Diego Mesa College)

Life Sciences

- In the life sciences we had considerable difficulty adapting to a compressed schedule manly due to the revision of our lab schedules and the necessity to merge or eliminate

labs...lectures were not disturbed substantially but dropping two weeks of lecture made us reduce the number of exams we felt we could give...another problem arose when other science depts (chem/physics in particular) emerged with overlapping labs (bio/chem/physics)...it took close contact with the folks who make schedules to avoid problems although there are still overlaps especially during finals week (our labs have their final during finals week instead of the last meeting)...if we had the part time help we could probably make up the lost time/sections (we had to go from 3 labs/day to 2) but...some folks (none in our department at present however) have found that they can spread out their TA for a more leisurely year (sept-jun) or take more time off (win/sum intersessions)...students adapted fairly easily to the new schedule and most of the grumbling came from those who had been doing the same thing for decades sooo...I have found that the winter intersession is great for my marine biology class since I'm not competing with other classes for field trip time plus whale are migrating and some of the best low tides are during the winter so it has been wonderful for that class...anatomy/micro students, being what they are, will adapt to anything you throw at them (ya gotta luv those nursing prereqs!)...well I hope you've got some idea of the follies and foibles of compressed scheduling...oh, by the way a common refrain soon after enactment was "why am I sooooo tired...I just can't seem to get anything done!", but what else is new. (Terry Shaw, Life Sciences, Riverside CC)

- As a group our faculty discussed the compressed calendar quite a bit before, during, and after the changes were implemented. In general the consensus seems to be that we feel more "compressed" (i.e. less time to meet with students, do the other duty assignments like committee work, etc.) and that's the down side. Then up side is we have more time during the summer – one more month – to decompress, so no one complains too loudly. We have exactly the same amount of class time, but we've lost 2 weeks per semester of the "in-between" time. Most people seem to have agreed that they've had to throw out some content, but at the same time there's been a lot of folks who've agreed that the content changes continuously, so the important things to teach end up being the processes involved with learning (i.e. gathering, organizing, manipulating and analyzing data, and communicating findings in the context of using collaboration skills. Looking at 5 or 10 year old textbooks confirms this notion – the information/knowledge changes, but the processes are more constant. Personally I coordinate and teach courses in the GIS certificate program we have here and it hasn't really impacted my teaching too much – my courses are project-driven and I haven't altered that model much except to introduce students to the projects sooner and keep them on task with a little more emphasis and direction (but without much change really). I seem to have had to adjust most in the time I used to spend outside of class working with students. I have less time and close my door more often to get things done. My efficiency has had to increase and I'm less apt to stop in the hallway to chat with others. Because of that I've purposely designed activities to bring myself together with my peers. We now have science department BBQ's, brown bag lunches, TGIF's, etc. to connect since that's more of an issue than before. We have to really focus on getting things done within the compressed timelines. I really don't mind, though, since I get to spend more time during the summer third of the year. I don't hear others complaining too much since they enjoy the longer summer, too. It's been worth the change. It may help us to serve more students in the long run by utilizing our campus facilities more efficiently. Students have been impacted both positively and negatively as well. They now have a jump on summer jobs – they get earlier than other students and can make more money to fund their educations with a whole extra month on employment. They gain valuable experience with longer summer internships (I've had a few in GIS…). They can fit more summer courses in with three summer sessions. If they get stuck with

a dude professor they only have them for 16 weeks instead of 18… They also have to be more organized during the compressed calendar. They can't slack. If they miss school they miss a greater proportion of time with the compressed calendar and it's harder to make up. These are some advantages and disadvantages. These have been my impressions in discussions with others within the college and district. Good luck. (Jeffrey W. Tolhurst, Ph.D.Geoscience/GIS/GPS, Columbia) College

Math

- Students have less time to use office hours and less time to do the same amount of homework. My success rate for the lower level math classes have dropped dramatically, although the higher level classes seem to be about the same. I am much more rushed during the school year - after three or four years I'm still not comfortable with the semester. I often wonder why we are trying to rush through something as pleasant as education. Shouldn't education be a time reserved for contemplation? (Jim Kruideni-Math-SBCC)

- We went from an 18 week semester to a 16 week semester. This caused an increase in our "flex" commitment and basically no extras in our courses. It seems that the students suffer the most. We also lost the opportunity to give a two hour comprehensive final exam. 3 unit courses meet twice a week for 80 minutes/meeting. (Tom Teegarden, Math, San Diego Mesa College)

- The math dept. here voted against the compressed calendar, but obviously we were out voted. It has meant leaving a few topics out in my classes or rushing through the needed material. I believe our students have suffered. I'm not able to give as many assessments. I wish we would re-evaluate our decision. (Linda Retterath, wvmccd, math)

- We have are completing our 2nd year with the 16-week semester. From an instructor's view, we have lost the time component to reflect. Most of our courses are now scheduled to meet two or three times a week for 4 or 5 hours. Time between some classes is a mere 5 minutes. The lack of Friday scheduled classes gives the campus a dismal ambiance. The word compression is suitable since we are all busy bees for the first four or last four days of the week. Colleagues rarely have time to get talk casually, since our non-class time is spent on professional development courses or committees. The administration continues to promote this concept and is now considering the option to schedule (squeeze) another summer term in a twelve week window. Regrettably, I barely have time to catch my breath.

- A few years ago we went from a 16.5 week plus 1 week for finals semester to a 15 week plus 1 week for finals. This was definitely a compression. We had to change the whole process of scheduling classes to a "block" format to be able to maintain the total number of contact hours. It has caused difficulty for us in the math department because of the amount of content in our courses. Although we have the same number of contact hours, due to the compression, the students have more class hours per week, more homework per week, and as a result (at least it seems this way), they are not able to keep up as well as they used to with the old calendar. I do not have any real data so this is merely my opinion (but I know, many in my department would agree).If this is the type of compression your college is considering, I recommend against it. The benefits here (financial) seem greatly outweighed by the blow to overall student success and faculty

morale. Again, this is only my opinion, I only have anecdotal evidence and do not have the time or energy to collect more comprehensive data. (Ron Wopat, math, SBCC)

- The compressed calendar has posed a very new set of difficulties. Scheduling of classes is much more difficult. With classes being longer, the number of classes available to be taught per day or week is lessened. That means that trying to offer the same number of sections of a course, may prove difficult. Scheduling instructors into the classes is difficult, as well. If someone would like an early schedule, they may end up teaching four hours back to back, because taking a break would mean a two hour out of classroom break to compensate for the classes that are being taught in their longer format. Without a final's week, students may end up taking two or three finals on the last day of class for the semester. Depending upon the class lecture time, two days of instruction may need to be given up to address the final exam. Here is an example. In math, we are teaching mostly MW or TTh for about 125 minutes per session. This makes a reasonable final exam time allotment. However, there are a few sections that are taught MWF for 75 minutes. This is not enough time for a final, so the last two class periods are designated as final exam periods. This also has the difficulty of trying to come up with a two-part final that has each part approximately as difficult. I have talked with instructors from other disciplines. English instructors have found that without finals week, they are crammed for time to read and grade final written papers. History instructors who had talked about being chastised for not participating in shared governance, but don't have the "extra" time to engage in those activities. Lastly, I think that the community college arena gave those students who had not succeeded previously in school, a place that was educational AND supportive, which made their scholastic success much more attainable. With the compressed calendar, we have effectively eliminated much of that support. So, my feedback is definitely not positive. I strongly would prefer to go back to a more traditional schedule.(Maile Barron, Sierra College, Math)

- The greatest difficulty we have faced in the mathematics area is trying to cover the curriculum content in the allocated time, and I believe that this has been a problem in other disciplines as well. I am chairman of the college Curriculum Committee, and we have had a number of course modification proposals to increase the units for a course where the justification was "we cannot cover the same amount of material as we used to". Since the total number of instructional minutes had, theoretically at least, not changed, this justification was not valid from a curriculum point of view, but to me it indicates that one cannot do the same amount of work in a "compressed" semester as was done previously. (John Leamy, Math, Yosemite CC)

Music

- Though I can only offer you anecdotal information, the transition to the compressed calendar at BC was fairly smooth once we settled on appropriate time scheduling for classes. In general, lecture oriented courses faired best, as the total class time in our scheduling pattern was only slightly reduced, if at all. Skill oriented courses (such as music and theater performance classes) where students seem to need time outside of class to assimilate the materials required more adjustments for both students and faculty. Our college had a special challenge in that at the same time that we moved to a compressed calendar, we also eliminated Friday afternoons as potential instruction time (this had to do with saving money on electricity, not pedagogical concerns). As a result, nearly all courses were squeezed into MW or TTh schedules with most courses avoiding Friday entirely. This had the greatest impact on 4-5 unit courses that had traditionally

been taught 3-5 days/week. Hope this helps. Feel free to ask questions for clarification if the need arises. (Dr. John Gerhold, Professor of Music, Bakersfield College)

- Well, the biggest (and most obvious) advantage of going from an 18-week semester to a 16-week semester is for faculty members, who now get a month longer per year for research or other extra-curricular projects. I think students also like being in school one month less per year. At the time, Administration believed the compressed calendar schedule would improve student retention. My perception is that any such improvement has been marginal; the vast majority of students who stick it out for 16 weeks will also stick it out for 18.Although we are hypothetically meeting for the same number of hours per semester in the 16 week schedule as we did the 18 week one (this is true whether the course is lecture, lab or combination), my experience has been that we are never able to cover all the material we formerly did; this is particularly true of classes where skills are built incrementally over time. The first year of the transition is rough, as the instructor learns on the fly what can no longer practically be covered; the second year is a bit easier, as the instructor can plan a new semester schedule based on the realities of the previous year; and by the third year, the transition to the compressed calendar schedule is pretty much completed.(Ed Macan, Music, College of the Redwoods)

- Avoid it at all costs. The students are being short-changed. Our musical quality had diminished, and performing ensembles have decreased in size. Students at this level need much more constant reinforcement, which the schedule does not allow. Thanks for asking. (Fred Weber, Sierra College, Music)

- I arrived to West Valley College just as the compressed calendar was being implemented. So, I have no comparison to make. But, I will state that I believe it be a beneficial scheduling system, benefiting students and staff. Having instructed numerous courses, not one course has suffered in content and instructional time and opportunity due to the compressed calendar. I hope that this helps. (Robert Cornejo, Music Department Chair, West Valley College)

- Personally I have enjoyed the compressed calendar. I now teach four days per week and have a three-day weekend every week. The classes that I teach have not been greatly affected. I have had to adjust my MWF classes to MW classes and so my pacing, testing, chapter organization, etc. has been altered, but after a semester or two, it is starting to feel “normal”. The real problem is with the performance organizations which used to meet three days per week and now only two. The break from Wednesday to Monday is too long. Each Monday we have to do a lot of review to get back where we were on Wednesday. Students don’t seem to practice as much when they are not going to be heard for almost a week. The Friday-Only classes are working, but they are no different than the evening classes which meet only once a week. It is the skill-based classes (ear training, piano, band, choir, etc.) which suffer. The fact that the number of student contact hours is the same is of little comfort. The reality is that the class was fresh on Friday, but is worn out at the end of a long session. (Bill Carmody, Sierra College)

Nursing

- Our VN program accommodated the compressed calendar by requiring a CNA certificate, which allowed us to meet the BVN hour requirements for our program. There was a lot of juggling of lab times, but we have been able to work out all of the bugs ("where there is a will, there is a way") and our students have done well with this

calendar. They are able to work more and save so that when they are in school, they can work fewer hours. My faculty initially was concerned, but we would never go back! (Ann Marie Kopeikin, Director, VN program, SBCC)

- Has been very difficult with nursing curriculum, especially when so many Fridays are scheduled "off" in spring semester. Our district also did not really shorten instruction days that much, but combined the last week of test week with instruction days (not just for tests). This is especially hard in nursing...i.e. have final test on Monday, and still expected to go to clinical T/W, (or whatever day they're scheduled), trying to get exams graded, final grades calculated while still having clinical and being only a few days before Christmas (Fall Semester). Also, labs are expected to put in the same number of hours in 16 weeks as we previously did in 17.5. Consequently, clinicals that were usually 8 hours have gone to 9-10 hours...Not a good learning experience for students and exhausting for instructors. I think there is suppose to be some leeway in # of hours (range), but because of reimbursement, etc., I think administration decided to go with the longer end of the range. Coordination of licensing exams & perceptorships has not seemed to be a problem. Suggestions to avoid some of problems described above: 1. Schedule classes (theory) spring semester on Mondays (not as many holidays, IID, et.) 2. Use minimum hours ... we're revising curriculum to have more even distribution of lab/theory hours each semester. Don't try to have 16 week calendar and still get the same about of $$ reimbursement. 3. Cut down # of instruction days and have test week be truly test week, without expecting students & instructors to still have clinical, etc. Hope that helps you some – (Shirley Chang, EVC, nursing)

Physical Education

- **T** [Jeff Chudy] it has been manageable here.....we had to increase the time for activity classes. I think you will end up with block scheduling in your lecture classes campus-wide..... (Jeff Chudy, Bakersfield CC, PE)

Physics

- Good side: The college has more money since funding comes from student contact hours and faculty in-service hours. A compressed calendar has a cap of 54.4 hours (for a 3 unit class), but a traditional calendar has a cap of 52.5 hours. Therefore, your school will get a 3.6% in FTES (funding) just from changing the calendar (assuming growth funds are available) Bad side: This extra time is faculty time in in-service time. We currently must do 60 hours of "flex" time (up from 12 hours). Also, the classroom meeting time (minutes in class) is the same in both calendars so classes are long per day, fewer weeks in a semester. I think the extra income that the school receives from the compressed calendar (from the extra time faculty are doing do to flex time) should go to faculty as a pay raise. There is some very complex detail here. I would be more than happy to expand, but it would be hard by email so please call me if you would like to hear more. (Dr. Mike Young-Professor of physics-Santa Barbara City College)

- I teach Physics. We went from 18 weeks to 16 weeks. We have lost two labs. Slightly longer meetings do not make up for this. We can cover less material. Although we have the same total number of hours the students have two weeks less to learn the material, do research, experiment, etc. The faculty has less time to developer new material etc. We lost a second summer session which had been very valuable to many students. Instead of the campus being used year round there is now a month with no students or faculty on campus, just overhead! (Ken Cheney, physics, Pasadena CC)

- Our department (Physics) has not had much difficulty adjusting to the compressed schedule. This is due to our small size. I think departments such as math and English have had more difficulty with the adjustment. The pace is faster, but it is not overwhelming. However some students in our science courses have made complaints because of their difficulty in adjusting to the faster pace. The changes we had to make were to add 5 minutes to our lab hours and lectures to comply with state mandate and condense our curriculum into 15 weeks (or plus one lecture) instead of full 16 weeks. We didn't have much difficulty adjusting our curriculum. I think the main drawback of this schedule is the elimination of a finals week. This has made it very difficult for transfer students since students in such classes will, in general, have a final exam on the last day of class. Some students have complained that they have had 4 exams on the last day of class. I really think if you switch to a compressed calendar that, you have 15 weeks of lecture and one finals week. This will coincide with the length of the semester at most 4 year institutions on the semester system. I hope this helps. If you have any questions, please contact me at 916-789-2960. (Dominic Calabrese, Ph.D, Sierra College, physics)

Speech

- Compressing the schedule results in having to tighten the syllabus for all the courses to fit the same material into a shorter time. Some will tell you the time is the same; it is not. The pace has to be faster on a 16 week schedule. We follow a 16-6-16-6 schedule here; a 16 week fall, a 6 week winter session, a 16 week spring and a 6 week summer. Be careful of the load calculations in the compressed calendar. They will be different from an 18 week calendar. Also, negotiate in advance with the admin on compensation for the winter intersession; we didn't and they pay everyone on an hourly basis, therefore, the faculty for the intersession tends to be 80% adjunct as the full-timers don't want to work for hourly pay. For summer, we have an 80% type formula for the full-timers. Negotiate with the admin on the class start and stop schedule. Our admin came up with some odd times for classes that are still confusing the student body. And don't let them schedule classes back to back; there has to be some "change-over" time. The schedule actually has worked quite well for us with some rough spots that need to be ironed out. Overall, I would recommend the compressed calendar with just a few reservations. Good Luck! (Steve Mc Devitt, Speech Communication and Social Science., Victor Valley College)

Theatre

- As a speech and theatre instructor, I have had a positive experience with the compressed calendar. Though you have less time to get through the material, it is always possible to stream-line the delivery and even discard some material that was only marginally useful. The bonus is greater energy from both students and faculty alike. I prefer the quarter system – now long gone at Columbia. My experience has been that the shorter duration had far better retention and attention. 17 weeks is a long time to sustain. In general, I would say they learn about as much in 15 weeks and the trade-off of a bit of time makes possible three complete semesters. Hope this is helpful. (Ellen Stewart, Yosemite CC)

- As a regular theatre arts faculty person I speak only for myself. The amount of time for compression varies, and I don't know just what calendar you are considering. Are you shortening the semester to 14 weeks from 18, or are you considering 8 or 6--week blocks? Class needs vary. In theatre arts production classes we work on 8-week timelines (sometimes more, depending on the stylistic needs of the show). In lecture/discussion classes such as Introduction to the Theatre and History, a longer

timeline is preferable for assimilation of a huge amount of information. In workshop classes, such as Acting or Musical Theatre Workshop, it is fine either way. Advantages: Shorter time span allows students to focus without long-term distractions. This advantage by outweighs any drawbacks. One of the best things that ever happened was the elimination of the “lame duck” weeks after the Xmas/New Year holiday. I think a compressed calendar to 14 weeks, or even to 8 or 6 weeks is wonderful. Drawback: One cannot cover as much information in 14 weeks as one can in 18. A certain amount of time is always given over for roll and whatever “bookwork” one must do on a daily class basis. In a 2-day/week class, an exam takes a class meeting. If a teacher gives 4 exams that means there are only 24 class meetings for lecture/discussion/workshops. An 18-week semester gives 32. (Janie Jones, SMC Theatre Arts)

Work Group Title: Student Services

Student Services Work Group Members:

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EXECUTIVE SUMMARY

The Student Services Work Group found an array of responses to the surveys that were sent out over a month-long period. The responses ranged from positive comments including students liking the change, to negative comments that spoke of little time for maintenance of equipment and down time. There were also neutral comments saying there was no change at all. There were a great variety of departments surveyed within the California Community College system which seems to have led, at least in part, to these differences in responses. Departments such as admissions and records, library, financial aid, EOPS, and other were surveyed. As each of these departments have different functions and impacts on their campuses, the change to a compressed calendar had different effects on them all. This executive summary and following issue discussion will attempt to consolidate and explore the assortment of issues that came up for different departments, as well as the differences between colleges within the same department.

Within admissions and records departments that were contacted, the overwhelming data demonstrated that most of them found it difficult to obtain final grades from instructors and verify prerequisites in such a short period of time. A few colleges reported a need to tighten timelines for grade submission and impose penalties for not submitting grades on time. Another issue for most of the departments was the increased workload for staff and the reduction of down time. Finally, most reported that there was a positive impact on students who are able to complete their education faster. It was generally reported that the students liked the change when the move was made to a compressed calendar model.

Within academic affairs departments, it was reported, anecdotally, that FTES increased and again that students like the change. One challenge was to assist department chairpersons in calculating instructional hours. It was also found that the longer school day also conflicted at times with student work hours.

Within college bookstores, most reported there was a reduction in the amount of time available for preparation for upcoming terms, which necessitated an increase in overtime use. Additionally, more buy back periods were needed to address the increased number of terms. Some also reported an increase in sales. Finally, some reported that there was confusion for students as to which books applied to which term.

Within CalWORKS, an overwhelming number reported that the change was positive due to the fact that CalWORKS students are required to participate in a certain number of activity hours and the increased number of terms made it easier for students to fill these hours. The only negative reported was that it reduced the amount of time for studying.

Within childcare/children services, most reported a positive effect such as anecdotal higher retention rates and less burn out. There were some reports of difficulty for instruction and budgeting.

Within counseling departments, most reported that the compressed calendar was beneficial for students, especially in getting their education completed faster. Most also reported that additional hours were needed to meet the needs of counseling students.

Within disabled student services departments, it was reported that overall there was little impact for students in the program once they got used to the new timelines. Some DSS students like the shortened semester because it is easier for them to retain information when there is less

time between tests. However, for other students who learn at a slower pace, mastering the course material is more challenging.

Within EOPS departments, responses ranged from additional time to complete projects in between terms to less time and increased strain on staff. Most reported that the change was beneficial for students giving them more options.

Within financial aid departments, most reported an increase in workload with less down time. Also, some policies required change, especially in terms of Return to Title IV Funds to the federal government. Most reported that the change was beneficial for students allowing them more options and to finish sooner.

Within job placement, it was reported that the operation may not change due to the fact that job placement tends to operate all year. It was stated that additional student staff was required to deal with the increased workload. Down time and planning time was also an issue.

Within library/instructional – media services, similar to other departments, it was reported that the students tended to like the change but that staffing was a challenge and there was less down time to attend to maintenance of equipment, cleaning, etc.

Within police services, responses were consistent for all of the colleges that were contacted. They reported that increased staffing is needed in order to extend coverage during the winter intersession and longer summer sessions, with an expected increase in calls for service.

Within student life/student services it was reported that most students liked the change allowing them to complete their education faster and stay focused. It was also reported that there was little down time and that planning of events was more difficult as well as participation in these events.

INTRODUCTION

The Student Services Work Group wanted to determine the experiences of a variety of departments that fall under the heading of Student Services. While falling under the same heading, most departments are unique in their workload and type of service that they each provide. In addition, most departments service different numbers of students as well as different populations of students, which may affect how each manages the change from a standard calendar to a compressed calendar.

This work group researched seven general questions when contacting Community Colleges that have adopted a compressed calendar model. These questions asked each department what they felt were the advantages and disadvantages of moving to a compressed calendar. The group also inquired what challenges departments found and how they responded to these challenges. Questions were asked as to the impact on students, as well as the impact on staff workload. Finally, the group made inquires as to whether there were any program (department) specific positives or negatives. In order to gather this information, this work group created a survey listing the questions stated above. A variety of modes were used to contact a multitude of departments at a number of colleges, including standard mailing of the survey, e-mailing of the survey, and direct telephone contact using the survey questions.

ISSUE 1: SHORTER TIME TO PROCESS GRADES

Advantages: Not applicable.

Disadvantages: It is more difficult to collect final grades and attendance hours from instructors in a timely fashion and process them in time for the following term. Given the challenge of collecting grades within the timelines, it is also more difficult to complete prerequisite verifications before the following term begins.

Possible Remedies: Increase penalties for instructors who submit grades late, such as letters of warning in their file and withholding of paychecks. Submit substandard midterm grades to prevent registration if prerequisites not met.

Barriers Encountered: Not all faculty respond to request for early feedback.

Next Steps: Research how new policies may be enacted to ensure grades are in on time and what faculty contract issues may be involved for increased penalties based on late submission or missing final grades.

ISSUE 2: INCREASED STAFF WORKLOAD

Advantages: The need to become more productive has encouraged some staff to use technology and find other ways of working more efficiently.

Disadvantages: There is an increased possibility for staff burnout and lower morale; less down time for completion of projects not related to day-to-day processing; less down time for maintenance, clean-up, and other non instructional activities; less time to attend committee meetings and other outside activities. Some colleges have found it necessary to hire more staff (faculty/counselors, permanent, hourly, and student workers), resulting in more time/energy spent to train new staff. More staff overtime is required. It becomes more difficult for staff to take vacation time.

Possible Remedies: Hiring of new staff can help remedy staff burnout and increased workload.

Barriers Encountered: Additional funding is required to hire more staff. The amount of funding required is unknown at the time of this report.

Next Steps: Determine the required budgetary and financial changes/increases necessary to hire additional staff to deal with the increased workload.

ISSUE 3: STUDENT IMPACT

Advantages: There is an anecdotal increase of student satisfaction in a compressed schedule. There are more opportunities for students to complete required units. There is anecdotal evidence of an increase of FTES. The shorter terms helped students to focus and not get burned out as easily. It appears to be positive for students who are strong and who like the faster pace. There is anecdotal evidence of higher student retention. There is an increase in the length of breaks for students who choose not to attend intersessions. There is an increase in the ability to adapt for students who transfer into the quarter system four-year colleges. It is

easier for students to complete prerequisites and there are more options for students to take classes.

Disadvantages: Students who have difficulty in school find the pace more difficult to deal with (learning disabled, ESL students, etc.). There are delays in students receiving financial aid due to having to review Satisfactory Academic Progress. An earlier census date means that students have less time to determine which classes to drop so it doesn't appear on their records. The compressed schedule has a negative impact on students who have full-time work schedules or work schedules later in the day. There is less study time for students. It is more difficult for math and science students. Some students may overextend themselves by taking too many courses in the intersessions. The compressed schedule is more difficult for students with children.

Possible Remedies: Unknown.

Barriers Encountered: In particular, students who are already low achieving could encounter difficulties with the increased pace of the terms.

Next Steps: Convene student focus groups to determine any student concerns.

ISSUE 4: CONFUSION ABOUT NEW CALENDAR

Advantages: Not applicable.

Disadvantages: Students may miss the beginning of terms due to confusion about when they may start. Different deadlines for add/drop, registration, etc. may cause students to miss important deadlines.

Possible Remedies: A strong media blitz both on and off campus would be needed to ensure that students are aware of the new calendar and new deadlines.

Barriers Encountered: If colleges within the same district start/end at different times or migrate to the new calendar at different times, the confusion may be increased.

Next Steps: Determine the cost of a media campaign and the changes that will be necessary to print and post on the Web.

Sources

Academic Affairs
L.A. City College
Compton College

Admissions and Records:
Bakersfield College
College of the Redwoods
El Camino College
Orange Coast College/Coastline Community College District
Riverside City College
Victor Valley College

AVP STUSUS:
Sierra College

Bookstore:
Antelope Valley College
College of the Desert
Diablo Valley College
Golden West College
Pasadena City College
Sierra College
Victor Valley College

Counseling\CalWORKS:
Foothill – DeAnza
Diablo Valley College, Contra Costa College, Los Medanos College
Orange Coast College
Cabrillo College
Imperial Valley College
Mt. San Antonio College
Orange Coast College
Riverside College
Santa Monica College
Golden West College

Childcare\Children Services:
Orange Coast College
Modesto College
San Diego City College
San Diego Mesa College
Santa Barbara City College

CIS\CISC:
Mt. San Antonio College
San Diego Mesa College
Golden West College

Disabled Student Services:
Riverside City College

EOPS\Financial Aid:
Coastline Community College
Cabrillo College
De Anza College
Evergreen Valley College
LA Pierce College
Mission College
Pasadena City College
Santa Monica
West LA College
Columbia College
Glendale College
Los Angeles City College
Sierra College
West Valley College

Police Services:
Compton College
El Camino College
Foothill/De Anza College
Glendale College
Pasadena City College
Riverside City College
San Diego City College
San Jose/Evergreen College

APPENDIX A:

Compressed Calendar Survey Information – Student Services

Work Group Title	Student Services

Work Group Members	John Christensen (Job Placement, CCC)
	Ramon Coria (Student Senate, LMC)
	Bill Fracisco (Counseling, LMC)
	Dennis Franco (Financial Aid, DVC)
	Marcia Giovanni (Financial Aid, DVC)
	Brenda Jerez (Financial Aid, DVC)
	Gail Newman (Admissions & Records, LMC)

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
A&R	**Bakersfield College**	16 week	**Advantages:** Since the conversion, more students attend late afternoon classes resulting in better/more efficient use of the facilities. Longer summer session allows students to take more classes in the summer and helps them graduate sooner.	**Challenges/Responses**: Some problems with accommodating counseling services "since they are on the academic calendar but don't work extra hours during the shorter semester".	They like the block scheduling, allowing them to take all classes either on MW or TTH; also like having more options for taking classes during the longer summer session.	A & R has noticed little impact since operations had already expanded to year-round services on traditional calendar.	N/A
A&R	**College of the Redwoods**	16 week	Students like shorter semester; students like being able to complete requirements, move on to next session.	**Challenges/Responses:** Constant processing of applications, registration-related procedures; grade collection in time to verify prerequisites. Given the resulting	Overall favorable reaction; students like faster pace of classes.	No "down" time between sessions; initially affected staff morale.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
				problems with grade collection, stronger penalties were imposed on faculty who fail to meet deadlines or must be contacted to encourage submission of final grades/positive attendance hours (2 letters of warning in file, eventual hold on paycheck). Change to late add policy also implemented to reduce overlap of registration processing (no more adds after start of term).			
A&R	**El Camino College**	16 week	N/A	**Challenges/Responses:** To assist with the challenge of grade collection and prerequisite verifications given tighter timelines, faculty are now asked to input substandard grades (only) prior to the start of the next registration. At the point of this mid-term reporting, if a student has a substandard grade in a class that is a prerequisite for a higher level class, they are blocked from enrolling	General response is positive from students, including international students, who seem to favor the faster pace.	The staff has adjusted to the faster pace.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
				in the next level. If the student is able to successfully complete the course with a 'C' grade or better, the block is removed and the student can then enroll. Although not all faculty respond to this request, the early feedback has proven useful in addressing the prerequisite verification problem.			
A&R	**Orange Coast College/ Coastline Community College District**	16-week	**Advantages:** Semester/term timelines seem to meet students' needs (i.e. later fall/spring semester start-up); students like this model as a whole.	**Challenges/Responses**: The three colleges in this district transitioned to the compressed calendar model at different times, resulting in some confusion for students. During the first year of using the compressed calendar at OCC, there were classes offered on a 16 week calendar, as well as classes offered on an 18 week calendar; the different timelines/deadlines caused considerable confusion. In response to this problem they held a college wide campaign ("Check the Date") to remind students and staff to pay	Students were initially confused by having classes offered with two different semester timelines (16 and 18 weeks); this has been resolved with complete conversion to the 16 week calendar. Students like the semester start/end dates related to the compressed calendar – more logical, better fit in their lives (i.e. spring semester begins in early February, fall	No down time, more pressure on staff; most difficult transition was in offering winter intersession which starts the day the college reopens after the winter break. Some of the resulting problems have been related to the student software system (no place on system for a winter intersession, requiring it to be built as a part of the fall session); this will be resolved with an upcoming software conversion.	**Recommendations:** If we choose to make the conversion to the compressed calendar, plan for it a couple of years in advance, think through all possible impacts, advertise/publicize to everybody well in advance.

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
				attention to pay attention to specific important dates. Now all OCC classes are offered on the 16 week model, alleviating the problem with conflicting timelines (Golden West College still has a few programs on the 18 week calendar – longer semester meets the needs of those programs). Deadline for requiring fee payment has been modified to ensure earlier payments before new classes begin. Some faculty had difficulties converting to new class times, structure required with block scheduling.	semester begins around Labor Day, after August vacations).		
A&R	**Riverside Community College**	16 week	N/A	N/A	N/A	The only problem noted was related to the collection of grades for prerequisite classes. For example, checking prerequisites prior to making class lists (rosters) available between the spring and summer terms is difficult if grades aren't submitted by	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
						the posted deadline.	
A&R	**Victor Valley College**	16 week	**Advantages:** Students prefer this calendar – like the quicker pace. Enrollments increased in this winter term by 9%, compared to last year; appears to be a gradual trend.	**Challenges/Responses:** Ongoing registration processing without additional staffing; collection of grades, ability to verify prerequisites and notify students in time for term start-up. In response to problem with grade collection, VVC shortened the timelines for faculty grade input; received administrative support for tightening process dealing with faculty who don't submit grades on time.	Students have indicated they like the shorter semesters.	Faster pace, ongoing registrations, more pressure to stay on top of office work flow, little time to catch up on work that is often delayed around start of a new term.	N/A
Academic Affairs	**Compton College**	16 week	Can fit more semesters into the calendar. Currently have two summer sessions and one winter session including Fall and Spring. **Disadvantages –** Increased hours for the higher unit classes. Some classes are just not realistic to offer two times per week.	Helping division chairs calculate instructional hours needed to fulfill units offered. **Response –** Created a cheat sheet for weekly and daily instructional hours	**Positive** – students have more opportunities to complete needed units. **Negative** – longer instructional hours may conflict with work schedules.	No changes – just more semesters to deal with	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
AVP STUSUS	**Sierra College**	16 week	More options in calendar year (start/end times of Fall and Spring length of summer term, winter intersession). Students like it (2 day/week class schedule). FTES gain **Disadvantages –** 4 unit classes had to add more time than 3 unit, hard on labs	Lost 1 week processing time in Jan. Multiple summer terms/session hard to market. **Responses** – Start processing earlier in Oct/Nov, automate processing when possible. Engage mktg dept ideas to communicate summer info clearly.	Student love Mon\Weds, Tue\Thurs schedule and Friday only classes. Some faculty were not prepared for the change.	See Challenges\Responses	N/A
Bookstore	**Antelope Valley College**	16 wk	More sales/more students enroll in winter than summer (they have a 6 week winter session). **Disadvantages** – Less time to prepare, get books in. Harder for staff to take time off. Summer sales decrease- overall sales a wash.	Less time in summer, which is when they're busiest (summer sales & preparing for fall). More planning and preparation needed.	More flexibility, options for students. Confusion about when the semesters/sessions start. Some students missed the start of the spring semester because the schedule has been modified each year for the past 4 years. Burn out. Cost of books since students have an additional session for which they need to buy books.	More to do with less time to do it.	

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
Bookstore	**College of the Desert**	16 wk	No difference. **Disadvantages** – less time to prepare, get books in. Winter break schedule affected.	Needed to use more overtime. Refund difficulties with winter and spring start dates so close. Changing the mindset was difficult. More staff, overtime.	Confusion about when the semesters/sessions start. Confusion about which semester/session students are buying their books for.	Needed additional buyback dates. More overtime, additional hiring. Winter break schedule affected.	
Bookstore	**DVC**	N/A	Textbook sales would be spread more evenly throughout the semester and that would, to some extend, reduce lines at the register during rush and make staffing more efficient. **Disadvantages –** However, it is possible that late textbook requests and expedited orders would increase: probably not enough to impact the price of textbooks.	Estimating the amount of shelf space for textbooks would be problematic, but not be a critical issue at DVC given the increased space in the new bookstore.	Textbook buyback might be inhibited by late textbook adoptions.	Small increase in purchase orders and shipping and receiving.	N/A
Bookstore	**Golden West College**	16 wk	Sales go up/more customers in store. **Disadvantages** – Less time to prepare, get books in. Winter break schedule affected.	More staff, overtime.	More flexibility, options for students.	Additional hiring. Winter break schedule affected. More to do with less time to do it. Less time to prepare store for beginning of semester.	

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
Bookstore	**Pasadena City College**	16 wk	Creates more downtime in summer to prepare for fall & to take vacation. **Disadvantages** – Less time to prepare, get books in. Added 15 minutes to each class hour means less "between classes time" so fewer students coming into bookstore. Not as much time to obtain used books.		Students love it.		
Bookstore	**Sierra College**	16 wk.	No advantages. Less time to prepare, get books in. Winter break schedule affected.	Even more crucial for instructors to get orders in on time. More planning and preparation needed.	No effect on the majority of students – could take it or leave it. More flexibility, options for students. A number of students do not like it and are circulating a petition to change the schedule back.	Needed additional buyback dates. More to do with less time to do it.	
Bookstore	**Victor Valley College**	16 wk	Sales go up/more customers in store. **Disadvantages** – Less time to prepare, get books in. Winter break schedule affected.	Needed to adjust to a faster paced environment. More staff, overtime.	Good for "stronger" students who can keep up with faster pace. Not good for students who aren't able to keep up with the faster pace.	Needed additional buyback dates. Additional hiring. More to do with less time to do it. Increased online orders. Less time to prepare store for beginning of	

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
						semester. Have to work over the winter break to be ready for winter session and for web orders. Open additional Saturdays at beginning of semesters.	
CalWORKS	**Foothill – DeAnza**	12 week	Good for students on a time limited basis. Accelerated learning is one way to increase retention for some students. **Disadvantages –** If the student cannot keep up on schedule, they will get behind quickly. It is difficult to catch up.	We have only had a compressed schedule for small pilot projects	N/A	Instructors must want to participate.	N/A.
CalWORKS	**DVC**	N/A	If the college were to offer more intersession classes like the 3 week sessions in summer that would be advantageous to students who could actually complete their coursework faster. CalWORKs students would also be able to avoid the stress of finding community service placements for the few weeks during	N/A	CalWORKs students are required to participate in a set number of hours of approved work activity and class time counts. The regulation is that if there is a break in classes for more than a week, the student must find alternative activity during	N/A	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			each break. I also believe this would increase FTES as students would be taking more units throughout the academic year - i.e. 12 for fall and spring, 6 units in summer and then 3 units each for intersessions in June, August and January. So a student could easily earn 39 units per academic year compared to the typical 30. (It's an idea) Another advantage of offering more intersession classes is that more CalWORKs students would be able to earn an AA degree during their approved time for training (which is likely to become more limited again with the new TANF reauthorization).		that time. Work study students generally are able to increase their work hours (as students can work more hours when classes are not in session), but those who do not have work study scramble to find activities to meet their requirement.		
CalWORKS	**Orange Coast College**	16 week	Student report better retention during 16 wk class. Break	Getting students used to the change – arranging childcare around	More time between semesters.	None noted.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			between semesters able to accommodate summer and winter intersessions. **Disadvantages –** Single parents report less study time.	compressed time. **Responses –** Reminders in email and during counseling.			
Child Care	**Orange Coast College**	16 week	No. **Disadvantages** – No because of intersession.	N/A	No, short period of a time.	No	N/A
Child Care Services	**Modesto College**	16 week	Impact on lab program, don't staggered phase child care. One classroom for childcare changes the breaks. **Disadvantages –** no.	Instructional Issues. **Responses –** Dealt with them.	Kids like it, 18 wks calendar too long.	Difficult to get through the material.	N/A
Child Services	**San Diego City College**	16 week	Working families must find alternate child care. Overall they like it	N/A	Burn out less quickly, stay more on track	Less planning time, crunched	N/A
Childcare	**San Diego Mesa**	16 week	Higher retention rates, students and children extra summer school. **Disadvantages –** shorter operation days, CCD funded	Problems with high enrollment on Fridays affects funding. **Responses –** Reduced hours.	Tues and Thurs more students	No real change, use time for new semester.	N/A
Children Services	**Santa Barbara City College**	16 week	No Advantages. **Disadvantages –** Affected state contract, lost money, student teachers had to do make up classes.	Adjusting student teacher calendaring, figure out budget. **Responses --** Winter intersession scheduling.	Long run – more summer school sessions. Harder for student parents (scheduling squeezed), stress kids and parents	About the same, no children in the center @ certain times per year.	Good for administration. Bad for instructors (time crunch).

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
CISC	**San Diego Mesa College**	16 week	16 week is traditional, more is too long. **Disadvantages –** None.	Very few. **Responses –** being organized – using WebCT to aid in delivery.	All good	More focus on flex learning.	N/A
Computer Services	**Golden West College**	16 week	More time off before and after semester. **Disadvantages –** Faculty difficulty fitting in 18 weeks worth into 16 weeks.	Accomplishing things in committees. **Responses –** Be more efficient, time management.	Increased enrollment, too much work for students.	No, lab might be open less.	Labs had to changes out equipment.
Con Fam Stu	**San Diego Mesa College**	16 week	Student retention is higher, more students take Mon\Wed classes, increase in short term classes especially 2nd 8 week session. **Disadvantages –** Less students on Fridays	Staff scheduling, days of operation for Child Development Center. **Responses –** College implemented an intersession between fall and spring which increased days of operation. Staff scheduling solved with intersession.	Student retention higher, students who drop classes can add our 2nd 8 week classes and remain full time students, students who have school age children have had child care issues.	Adopted flex activities for faculty to meet work load assignment.	N/A
Counseling	**Cabrillo**	16 wk	Great for students. **Disadvantages** – needs to be fully funded so management doesn't increase hours.	Fully funded/full coverage.			
Counseling	**CCC DVC LMC**		Impact to international students. Given their interest in transferring on to four year colleges, they could accelerate program completion.	Increased staffing may be needed to extend hours of service in the Assessment Center and to cover additional orientations.			

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			Disadvantages – Counselors want to be consistent with teaching faculty schedules; no extra hours added to existing contract.				
Counseling	**Foothill DeAnza**	Quarter system	Students progress through the system as a faster pace. Disadvantages – Drop-in time, counselors' availability.	More hours allotted to counseling.			
Counseling	**Imperial Valley College**	New	This is our first academic year under a compressed calendar it may be too soon for us to give you accurate feedback. From this perspective, which is only one semester's worth, it would seem there are more negatives than positives.	N/A	N/A	N/A	N/A
Counseling	**Mt. San Antonio**	16 wk Inter-session	Same as Foothill DeAnza	Same as Foothill DeAnza			
Counseling	**Orange Coast College**	16 week	No significant changes. **Disadvantages** – This calendar model creates the need for additional drop-in counseling time,	Grades submitted; prerequisite verification. Extra hours/staff.			

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			which ultimately reduces the number of weeks when regular counseling appointments can be offered during the year; this hasn't been of major consequence.				
Counseling	**Riverside**	16 wk Inter-session	Same as Foothill DeAnza	Same as Foothill DeAnza			
Counseling C/Ws	**Santa Monica College**	16 week	More student friendly, gives students a chance to complete additional coursework. We've also done research that shows students perform better in a shorter semester. **Disadvantages –** None, and we've been doing this now for 15 years.	It adds additional work, there's an additional registration cycle, etc. But students love it. **Responses –** Faculty contracts had to be renegotiated, faculty schedules had to be reconfigured. This was a positive change for students, which is why we did it.	See advantages – disadvantages	See advantages – disadvantages	Financial Aid is disbursed during our "regular" terms, fall and spring. For more information, feel free to contact our Director of Financial Aid, Steve Myrow.
Counseling/ Cal Works	**Golden West College**	16 week	Increased enrollment, ability to offer intersession, block type scheduling. **Disadvantages –** Going to a 16 week calendar means we have to work more hours per week	Had to negotiate hours and option to remain on 18 wk schedule. **Responses –** Stayed active with union representation. As always the changes made to the 16 wk. schedule only addressed instructional faculty. Unfortunately, we didn't get to provide	With intersession student have another session for taking classes. This has been helpful for student athletes if they need more units or to raise GPA. Students like only having to come 16	In the beginning it was challenging predicting counseling needs	With CalWORKS 16 wk schedule meant having to cover more time frames outside the semester. Counseling hours were decreased to have coverage year round.

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
				much input up front. Recommendation would be to have instructional, counseling, and librarian faculty on the planning of conversion to a compressed calendar. Counseling and librarians worked very closely on a uniformed schedule.	weeks. Longer summer time and if choosing not to do intersessions have 6 wks off between Fall and Spring.		
DSPS	**Riverside City College**	16 week	Some students like the shortened semester because they don't forget as much when there is less time between tests. **Disadvantages –** For some students who learn at a slower pace the difficulty in mastering the material was more challenging.		Overall, there was little difference once students got used to the new calendar (when to register, when classes begin).	Program coordination wasn't really affected, outside of catch-up time for filing and projects that were traditionally handled between semesters; some staff that had previously worked on an 11 month contract needed to be extended to a 12 month contract in order to provided adequate coverage during all service days.	
English	**Columbia College**	15 week	Extended summer break, possibility of trimesters. **Disadvantages –** Breathing. There is not a moment to	Adjusting syllabi, course calendar, eliminating assignments, adjusting expectations about what can be accomplished.	Not sure, I don't see the slump mid semester when they/I lost steam	None that I'm aware of.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			breathe in the pace of a compressed calendar.	**Responses –** For the most part it's still difficult to catch one's breath			
EOPS	**Coastline Community College**	16 week	It appears to be very good at retrieving FTE's in the way the data is collected. Students handle it well; i.e., no major conflicts with beginning in the fall, and over Christmas. **Disadvantages –** After 3 years we still find the pace pretty intense; we never seem to have time to catch up. This is made worse with an intercession in January, that rolls right into Spring session, and immediately after that with summer (8 weeks). No breaks	Difficult to get all of the paperwork completed in a timely manner, turn students over with counseling and various activities. **Responses –** If you have sufficient workers (student workers) to help with the load it can be ok. We do not and have not been able to add any additional staff.	Students seem to like it pretty well and the time compression was fairly easy to adjust to.	Significant. With many activities of the college, including ours, we are mandated to perform certain activities – there really didn't seem to be any flexibility with facilitating this – just work harder and faster.	N/A
EOPS	**Cabrillo**	16 week	Students can take an extra class during the winter session. **Disadvantages –** None	We didn't seem to have any problems.	An extra class during the winter, longer break for the students, I haven't heard any negative remarks.	We had to do more, in a shorter time, but now we are used to it.	N/A
EOPS	**Evergreen Valley College**	16 week	N/A. **Disadvantages –** Finding class times	No big ones. **Responses –** Just adjusted to it.	Students can work 3 days/week if they	Adjusted fairly easily.	A lot of them (Fin Aid, EOPS, Cal Works, Job

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			that don't clash.		want to.		Placement) close early either on Fri or every day at 3 so they can catch up on paperwork.
EOPS	**LA Pierce College**	15 week	It seems to help the students stay more focused in class. The faculty and staff have to adjust by doing more per day and using "quiet" days like Fridays for meetings. **Disadvantages –** The days tend to be very hectic and long. If there are meetings, the day can be especially long (for faculty, managers, and deans).	EOPS has adjusted well. We're extending our day to stay open longer and we are open half a day on Saturday. **Responses –** There weren't a lot challenges for EOPS. One challenge was getting in the 3 contacts in one term. We added peer advisors and we hired counselors.	For students, the pace of instruction seems perfect – not too long or short. Students like the more compact schedule.	Again, the campus as a whole had to adjust to a "longer" day. But, we also were able to add a 4-wk winter session and two 6-wk summer sessions.	N/A
EOPS	**Mission College**	16 week	More time between semesters to complete semester-end purging and prepare for upcoming semester. **Disadvantages** – The transition was probably most difficult for students, that is, the adjustment of having two weeks less to complete all assignments.	Coordination among departments, especially with I.S. **Responses –** As much advance planning as possible and trial and error.	Same number of attendance hours, but more days available to students outside of school.	Increase in weekly hours for shorter semesters.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
EOPS	**Pasadena City College**	16 week	The transition year is very hectic; subsequent to that the Winter and Summer Intersessions have allowed for some time to catch up on work (beginning of Winter; and midway in Summer session). **Disadvantages –** Some EOPS students have had difficulty transitioning to the shorter semester for their more difficult subjects. However, the Winter Intersession has allowed students to repeat a class and still be in sequence for the Spring semester.	The changes to the hours that most of the classes met was difficult to get used to. For example, a 3-units class that met 9-10 MWF now meets 8:50 – 10:25 MW. Students found it a little more difficult to schedule their classes at first. Staff felt exhausted in the transition year; fortunately scheduling improved. **Responses –** For EOPS, it was a matter of endurance the transition year where PCC went from two summer sessions directly to Fall, Winter, Spring, and then Summer (one session). Staff did not experience any slow down until the end of Summer during the transition year. We did the best we could, utilized sub-relief help and student workers.	The positives for students are that the 16 week semester helps them to be better prepared for the quarter system when they transfer; and they can repeat a class during Winter if they need to and still be on track for Spring semester. Students can now transfer in all three quarters if the university permits it.	We've become better at using technology to get our work done; but still have a way to go. Like our colleagues in Financial Aid, the workflow and subsequent workload never stops.	N/A
EOPS	**Santa Monica**	16 week	Students have more options. Fiscal outcomes for the District. **Disadvantages –** For EOPS, less time to make 3 counseling contacts per term.	Scheduling breaks and days off to avoid staff burnout. **Responses** – Still making adjustments.	Students go through English prereqs more timely. Faster pace for remedial classes, hard for marginal students.	It is a challenge to have counselor coverage when we are in the intersession.	EOPS does not issue book grants/ book voucher during winter and/or summer accept Summer Bridge.

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			For maintenance no time to make repairs and deferred maintenance.				
EOPS	**West LA College**	15 week	End before winter holidays. Ability to offer winter session. **Disadvantages –** More terms per academic year, Fall, Winter, Spring, Summer 1, and Summer 2.	Increased workload – less time to complete work. **Responses –** Increase staff, alt. delivery methods, group orientation, group counseling.	Students like the opportunity to complete more units per academic year or take a 5 week break in winter.	Fewer weeks in semester require shorter deadline periods.	N/A
EOPS & CARE	**Columbia College**	16 week	Semester ends April 30. Allows students to have the option of a long summer break that is usually used for working. Regional summer employment opportunities. Another option is to have 3 different sessions for summer term. Students can more summer courses sequentially. **Disadvantages –** Instructors have had challenges adapting their curriculum to the new compressed calendar. During the semester both the instructional and student services sectors are fast	EOP&S / CARE have regularly scheduled activities during the semester. Students must meet with an EOP&S counselor three times a semester. These meetings and activities are compacted – just as the curriculum in a course is compacted. It leaves little time for planning activities during the semester. Deadlines come up fast. Sometimes during peak periods open counseling appointments have been a problem. Additional responsibilities as a faculty member that are college-wide have been affected likewise. Timeframes for goal	See Advantages	Additional workload in a compressed timeframe. Especially impacting at a small campus since there are fewer of us faculty to fill the positions on standing and ad hoc committees and task forces.	I spoke to these challenges in the challenges section.

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			paced. For students there is no slow period. The advantage is also the disadvantage. Students must absorb information fast and for many it is too fast as the curriculum whizzes by at lightening speed. Students sometimes find it difficult carrying a full-time load, especially when balanced with working and family responsibilities. However, some students like the fast pace and don't get bored.	completion of projects are compacted. **Responses –** We have added additional counseling through a Special Programs counselor – EOP&S splitting time with other units. Scheduling time for day to day planning as a necessity. Working harder, little time for breaks, and extra stress. Necessitates retreats for long term planning at least once a year.			
Financial Aid	**Columbia College**	N/A	N/A	N/A	N/A	N/A	Columbia College's Financial Aid Office experienced a smooth transition with the compressed calendar.
Financial Aid	**Evergreen Valley College**	16 week	No impact, it actually got easier since you are working with an even number. **Disadvantages** – None.	No challenges, there wasn't much of a change	N/A	No changes	**Did you change the Pell formula?** No. **Do you disburse aid during the intercession(s)?** Only have 1 intersession and it's during Spring

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
							semester and we do not pay intercession.
Financial Aid	**Los Angeles City College**	15 week	Having the whole month of January to prepare for spring semester. **Disadvantages –** Complex calculation of Return to Title IV for students attending in winter.	Writing additional Return of Title IV policies for students attending in winter session. **Responses –** Careful planning and coming up with sound policies as we implement compressed calendars.	Our compressed calendar is in line with 4 year university calendar.	No change in workload other than programming hours to automatic winter disbursements.	**Did you change the Pell Formula?** No. **Did you disburse aid during the intercession(s)?** Yes, is part of the Fall Term.
Financial Aid	**Pasadena City College**	16 week	It increased my knowledge of the non-traditional calendar regulations. **Disadvantages –** System capabilities were not built to handle a non-traditional schedule; therefore, the disbursements are made by a manipulated program that thinks winter intersession is paying students in the spring. Also, all elements of checking eligibility are required; e.g., SAP and R2T4 with a shorter "window" to ensure student compliance.	A separate notification was created for winter and summer inter-session students regarding the disbursement criteria and obligations to complete the term with acceptable grades. In financial aid and fiscal services, we encounter an increase in disbursement cancellations because of changes in student enrollment (usually complete withdraws) and within a short period of time, attempt to recalculate student disbursements for spring term. Multiple reporting issues for transfer students because winter affects	Students that successfully complete winter or summer intersession enjoy the shorter schedule. This is more so with students transferring to a quarter system school. In other cases, students I spoke to are experiencing problems with the winter intersession course load because they are "over extending" themselves. They are trying to take too many courses without realizing	The winter intersession occurs during the months of January through mid-February. There is little increase in workload with the exception of handling R2T4. However, a new dynamic is the ability to provide financial aid in-reach for the upcoming academic year. Because a majority of students are not attending, it is difficult to reach out to current students about the approaching March deadline. Most efforts (by postcard) to reach out to current students are	**Did you change the Pell formula?** No. Because of summer, we remained Formula 3. **Do you disburse aid during the intercession(s)?** Yes; Pell only and FWS students attending spring could continue to work during winter.

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
				spring quarter/semester award at new school. In many of these cases, students return the winter funds; i.e., more cancellations. **Response –** We make every effort to fund all eligible spring term students that met our established disbursement deadline. Also, we continue to dialog with our fiscal service and MIS department to look for ways to automate functions such as enrollment changes before checks are issued.	the 16-week course is compressed into six weeks. In many cases one of two (or three) courses is passed with acceptable grades. I do feel, however, that in time, with more consumer information about how the session is structured, students will learn to better manage their time and course load for the winter intersession.	not as successful.	
Financial Aid	**Sierra College**	16 week	In theory to increase FTES. **Disadvantages –** Loss of processing days between terms.	Fewer days to do same amount of work. **Responses –** As challenges, some good some bad. We have yet to do summer!	Positive: To help them get the classes they need. Negative: Some delays due to having to review eligibility such as checking grades for SAP.	We work harder and faster.	**Did you change the Pell formula?** No. **Do you disburse aid during the intersession(s)?** We don't have intersessions.
Financial Aid	**West LA College**	15 week	Advantages for students are obtaining goals faster.	A & R needed more clerical support other office required OT until work schedules were	Positive – good, informed students obtain goals quicker.	Workload maintained at moderate levels, no down time during	**Did you change the Pell Formula –** No. **Do you disburse aid**

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			Disadvantages – Support services working year round no down time.	permanent. **Responses –** Worked w/ VP of Student Services for flexible schedules.	Disadvantage – ill prepared student do not fare well due to pace.	breaks.	**during the intercessions? –** Yes, summer session courses must begin prior to July 1st.
Financial Aid	**West Valley College**	16 week	Fast paced, easier for students. **Disadvantages –** Less time to process documentation for students. Deadline adjustments.	Adjustment on hours of instruction – Faculty.	Students feel like is a little bit faster approach more time off between terms Fall and Spring	Adjust Disbursement dates.	N/A
Instructional Technology	**Mission College**	16 week	Better calendar usage allows for later semester start dates. The 18 week semester is quite long for student who is tired by 15 week. For faculty, longer breaks. Allows for winter and longer summer sessions. **Disadvantages** – Longer class times but many instructors let their classes out at the same time as under 18 week semester. Some instructors feel that they are very rushed to cover all of the material.	Hard of classified staff, no down time to prepare for semester. **Response –** I'm not sure we have.	See Advantages – Disadvantages	Needed more coverage, had to hire additional hourly help.	N/A
Job Placement	**DVC\CCC**	N/A	N/A	N/A	Our operation runs 12 months a	See Student Impact	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
					year; any change to the academic calendar would not adversely affect our services to students		
Job Placement Services	**Colombia College**	16 week Summer 15 week	More courses offered during the year, year round opportunities for classes, flexibility in selecting coursework. **Disadvantages –** Non-stop planning is one disadvantage, though we are typically always planning anyway, need to coordinate staff down-time, need to coordinate maintenance and repair, 10- and 11-month contract issues, rely on student workers to fill in gaps.	We needed to look at staffing issues, especially during summer sessions; need to keep job listings current, maintain contact with community employers, offer students a fast, flexible way to request job info. **Responses –** Yes, I think we have met the challenges the compressed calendar threw at us. JPS had developed a system that allows students to request job data online, helps to serve students when staff is away from desk, we have a seasonal jobs posting that allows us to assist employers to recruit winter employees during summer/fall and summer employees during winter/spring.	Positive impacts for students include year-round job search opportunities, more job openings as the community relies on us more for year round postings, we also help on-campus departments recruit student workers.	Since the California budget went south and I lost my regular support staff I have relied on students for support. Job Placement Services is now completely run by students, and they do the bulk of intaking and processing new jobs, updating the database and preparing it for the online listing, assisting students as well as assisting in the Career Center. These student positions are open only to CalWORKS participants and are great jobs for Office Tech OJTs.	N/A
Learning Assistance Center	**Pasadena City College**	16 week	More time efficient; less slack time.	Be prepared to go prior to beginning of terms.	This is a positive for students as long as teachers	No added workload. Just more efficient work.	Student tutoring earlier – first week, otherwise student

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			Disadvantages – Records, grades need to be processed quickly. ESL students like more time to learn.	**Responses –** We make sure our tutoring scheduling is set up prior to any breaks.	start off prepared and organized. Semesters no longer drag on.		get behind and can't catch up.
Library	**Cabrillo College**	16 week	Neutral. **Disadvantages –** Neutral.	None.	No problem.	None.	We respond with our library services to the student and faculty needs. I believe there is no difference, a semester is a semester, is a semester, etc. The issue is a non-starter as far as I am concerned.
Library	**College of the Desert**	16 week	Students are not as bored. Some do better because they don't lose intellectual momentum. Community college students are often people with busy external lives (family duties, work, etc.) The compresses 16 wk calendar allows some students to attend college who might not otherwise be able to do so. It also makes it somewhat easier by cutting back the	Our challenges were not directly related to our school's adopting a compressed calendar. Our challenges came when the college decided to institute a winter intersession program and an extended summer program. See disadvantages for a description of the challenges we are facing. **Responses** – We are in the process of responding now. We are trying to get our 9- and 10- month classified employees	I've described these in Advantages - Disadvantages	I've described these already.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			amount of time student must spend in class, on class work, or on campus by two weeks. The college can squeeze an intersession and extend summer session between terms. **Disadvantages** – Students don't do as well in high attendance courses like foreign language and math. The library is closed when there are no classes going on. Before the switch from the 18 wk to the 16 wk calendar, the library was closed at least 12 weeks during the year. Now, with winter intersession and extended summer sessions, we are closed approximately 5 weeks of the year. This leaves almost no time between terms to do the catch up projects, stack maintenance, and collection work we	extended contracts to cover the increased operational days of the library. We will also need to increase the number of adjunct faculty.			

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			had been able to do before the switch.				
Library	**Columbia College**	16 week	Full summer semester, 15 week semester more sessions. **Disadvantages –** Can't adapt, too much complaining # of sessions not minutes	Not really, faculty had to adjust some # of minutes. **Responses –** Lab classes happened on Friday	Flexibility for students, higher retention rates.	Library is always packed.	Too much whining.
Library	**Compton College**	16 week	Main advantage is having the winter session. 5 weeks and two sessions for summer. **Disadvantages –** Initially trying to figure out the schedule of classes redoing the catalog and concerns about effects on teachers.	Deciding now professionals wanted to work out their assignments. **Responses –** Held meetings and deciding work load for spring and fall which is a contract period and leaving summer and winter all hourly overload.	Positives: Can fit more classes in a given year and finish a little sooner. Negatives: adjusting to having less time within a semester.	Had to lengthen hours, worked for professional per week (3 hours extra) which didn't reflect the classified.	Transitions more difficult for certain divisions such as math and science but for library worked out well.
Library	**Evergreen Valley**	16 week	Students like a shorter semester, we were able to start after Labor Day but go pretty far into December. **Disadvantages –** Our faculty basically doesn't see Friday as a regular day and aren't on campus, makes it hard to meet with them in	Not as big an impact as we had anticipated. The faculty feels very pressured with the shorter calendar and was initially reluctant to arrange library orientations. **Responses** – We just kept offering both faculty and student workshops so that the information would be	The negative impact right now is our own calendar which runs too late in December. It affects student child care and work issues.	N/A	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			committees for example.	shared.			
Library and Learning Resources	**Glendale**	15.5 week	Students seem to like it and can take more units in a year**.** **Disadvantages –** Faculty are on campus fewer weeks of the year. This is a particular problem for the library with faculty librarians. Compression seems to generate a higher stress level for everyone.	The major change was the addition of a winter session. We now provide 1 winter and 2 summer sessions making the library a year round activity but the full time librarians only work 2 semesters and some 1 additional short session. **Responses –** Yes, although it is changing the culture away from shared governance since so much of the year we have less than a full complement of faculty.	Students seem to like it and preliminary data shows they do about as well as before.	We requested funds for additional hourly librarians and depend on them more to cover reference and instructional activities. The library and learning center are dependent on additional funds from the student govt to cover Saturdays and some evening hours.	N/A
Library	**Foothill College**	Quarter	We are on the quarter system	N/A	N/A	N/A	N/A
Library	**LA Tech**	15 week	2nd short winter session. **Disadvantages –** Fewer instructors are giving students less library work.	Scheduling, some didn't want to compress their work day, it took awhile to adjust. **Responses** – Talk through the issues, trial and error, compromising	Enrollments gone down.	Less direct supervision of classified personnel in the department.	N/A
Library	**Pasadena City College**	16 week (2 inter-sessions)	Students complete their units in 16 weeks; 18 weeks is too long! Allows an intersession in the winter (we had a	Compressed library orientations take more lab space since classes are longer. Fewer weeks to do library instructional sessions so	Shorter (more compressed) window to complete coursework	Same as 4	Recommend contacting Sabah Alquaddoomi in our Enrollment management office. I believe he has the

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			stronger intersession in winter than summer this year. **Disadvantages –** No down time.	stats went down. **Responses –** Accepted them.			best perspective on the positives and negatives. saalquaddoomi@pasadena.edu
Library Service	**El Camino College**	16 week	No true advantages. **Disadvantages –** Contracts for faculty, hours had to be adjusted were some challenges.	Work student students. **Responses –** Reworked the contracts through 4 day work week through the union. Work w/o work study, shortened hours.	No.	Workflow, things happen fast, more student in for library research, have to be faster and efficient.	N/A
Library Services	**Riverside College**	16 week	Shorter term sets kids moving along. **Disadvantages –** Hard to cover a lot of topics	No impact, reserve situation system. **Responses –** work around problems, Internet.	Shorter Terms		N/A
Library/ LRC	**San Diego Miramar College**	16 week	Faculty Flex time is mandatory, since faculty have to make up the two weeks of time they are getting paid without teaching. Because Flex programming takes volunteers from the campus, the library has a great opportunity to teach faculty about its services. A captive audience, if you will. **Disadvantages –** Have not noticed any in the library.	The only change I have noticed is for the past two years we have run an intersession over January. This means the library stays open for business, whereas we used to be closed most of the month for inventory, cleaning, and catch-up. I'm not sure if that is related to the 16 week calendar or the fact we never ran intersession before. **Responses –** Re-arrange schedules and off-duty time.	The students seem to like the shorter calendar. Our enrollment has increased. Have not seen negative impacts.	No difference, except over intersession, where we run a skeleton classified staff. But that might just be our budget restraints, not related to the 16 weeks.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
Media Services	**Mt. San Antonio College**	N/A	N/A	N/A	N/A	N/A	Thank you for your inquiry but Mt. San Antonio College has not gone to the compressed calendar at this date. WE will be starting the compressed calendar Fall 2006. Please resubmit your inquiry this time next year.
Non-Classroom Support Program	**West Valley College**	16 week	Students are more focused sooner. Reward of more time off on Fridays and longer break periods. **Disadvantages –** Classes go faster and students get into crisis sooner.	Tutors must be hired immediately and trained. Often tutors are not available during prime hours when they have important classes. **Responses –** Hired retired professionals who could work when student tutors are unavailable.	(neg) Less reinforcement of contact with teachers, l.r., fewer meeting days. Positive is more free time.	Students initially were serious sooner and did not wait as long to get into a crisis with studies.	Financial savings since tutor salaries are paid for fewer weeks. Tutors are hourly classified.
No Department Listed	**Mesa College**	16 week	Better retention, faculty and students love the compressed calendar. **Disadvantages –** see challenges.	Always playing catch up and there is never enough time to get things done. **Responses –** Not able to respond.	Study is more challenging.	Workload has increased.	N/A
Police Services	**Compton** **El Camino** **Foothill/ De Anza** **Glendale** **Pasadena** **Riverside**			Possible increase in calls for service; likely fiscal impact if additional staffing is required.			

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
	San Diego San Jose/ Evergreen Santa Monica West Valley						
Special Programs	**San Jose City College**	16 week	The only advantage is that classes start after Labor Day weekend. That keeps our start dates in line with other campus competitors. **Disadvantages** -- You go from 175 day instructional calendar to 156 days, faculty have 19 days of professional development, research etc. There really is no accountability on these 19 days. Pass time between classes is a major problem. Instructors teach schedules go for 3 and 2 days a week to a 2 day work week. We have no classes on Fridays. Major FTE problem for us.	We had to deal with Counselor contracts and number of hours they would work during the week and the other 19 days. **Response** -- We worked with the union and staff to over come the challenges. Some people were not very happy.	Students think it is good calendar for them. It's faculty who complain.	Counselors went to a 32.8 workweek.	**Did you change the Pell formula?** No change in formula. **Do you disburse aid during the intercession(s)?** No financial aid was distributed during intersession.
Student Employment	**Cabrillo College**	16 week	Nice for faculty. **Disadvantages** – Ours starts too soon for students with summer jobs to be able to work through	Did not impact our office other than it compressed student use to afternoons. **Responses –** Yes, modified student	More difficult for students to find jobs that work with compressed calendar.	Because 80% of our services are online impact to our workload was minor	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			labor day – Hard to schedule a full load of work.	staffing hours.			
Student Employment Center	**L.A. Trade Tech College**	N/A	N/A	N/A	N/A	N/A	Students can complete their education faster because we have 5 sessions during a year. Many vocational students complete their academic requirements during winter and summer sessions which leave them free to start work earlier during the day. No direct impact on the Student Employment Center as far as personnel or workflow.
Student Life	**Mt. San Antonio College**	16 week	N/A	N/A	Students concerned about lack of a Spring Break	N/A	N/A
Student Life	**Santa Barbara City College**	16 week	No advantages. **Disadvantages –** difficult to plan events, less time for clubs to do paperwork, less time in general (rushed) scheduling conflicts w/ events.	Students' academic workload increased, less time to participate in planning of events. **Responses –** More efficient, think ahead, long range planning.	Kids on top of classes, 2nd summer session, more time between semesters. However, negative is classes with labs more difficult to	No changes.	N/A

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
					set time in math and science.		
Student Life	**West Valley College**	16 week	Students like quick pace medium between quarter and semester winter session. **Disadvantages** – More paperwork, staffing problems more intense.	Paperwork processing financial aid management. **Responses** – Adjusting, be on top of things.	Students like quicker pace, non-traditional students have more cushion.	Processing grades, rosters, less down time.	N/A
Student Services	**Antelope Valley College**	16 week	We see that it's not compressed so much that it affects students so much. Easier to finish earlier and head right into work force. Did lengthen summer session also now have a winter session; have more opportunities **Disadvantages –** Skills area – struggle with students getting the information in classes. Technical – really need to stay focused on course material with no extras. Have to stick with the basic fundamental concepts.	Communication issue with students. No finals week, exams (finals) take place the last day of school. Now have fair opportunities for registration. **Responses –** Did a lot of communicating to the students promoting ahead of time. Both printed and web used in classrooms.	Thinks it beneficial and a major advantage. Did originally have issues at first, had to get used to classed being Mon and Wed\Tues and Thurs. Classrooms underutilized on Fri.	Graphics and Academic Affairs had to completely redo scheduling. Had to set up a lot of coordination and planning which was a complete overload.	Students do have to be in classes for a longer period because of it being condensed. Prone to make a lot of errors when implementing a new system. Does take good planning and will be time consuming.
Transfer Center	**Imperial Valley College**	16 week	Original survey 16 weeks was requested	Timing of classes (reminding faculty that	Unknown at this time (1st year on	None.	Negative: Students don't get FA during

Department	School	Model	Advantages – Disadvantages	Challenges – Responses	Student Impact	Workflow Impact	Program Specifics
			by students. Allows for winter intersession. **Disadvantages –** Timing of classes to obtain best FTES compliment.	class offerings are to serve students not themselves). **Responses –** Still working on timing but have good creative suggestions (most based on our summer session)	compressed calendar).		winter session (5 wks). Positive – Students who did poorly in "golden four" in fall term can do clean up in winter session.
Tutoring	**Cabrillo College**	15 week	Did not see much of a change. Just that the school let out a week earlier. **Disadvantages –** Didn't see much of any disadvantages.	Had a full week to do our work.	N/A	Tutoring Center doesn't really focus on these types of changes.	Having the last week of school easier for us to get through our work.
Tutoring	**Coastline College**	16 week	Now our college is on the same schedule as the sister colleges. Did stick with the traditional 18 week longer (than Golden West and Orange Coast.) **Disadvantages –** Time issue. Goes so fast, not enough time for meetings which creates problems. Feels like playing catch up all the time.	Length of classes, trying to fit everything in time frame is awkward. There's no down time. **Responses –** Have to respond to the challenges. There are limitations to have everything done within a suitable time frame.	Students like to be off for the holidays. Does have a major impact on the science and math classes.	Very difficult to get meetings in. You're so impacted with other duties, you could only spread yourself so thin.	Each college makes their own modifications. Special programs such as DSS have issues on the ones that need extra time.
Tutoring	**San Diego City College**	16 week	Not Really. **Disadvantages –** People are late to tutoring or have to wait for.	Tutors have priority over temporary rooms.	No, Students have to wait for next hour	No	N/A

Resources

Other Areas Identified That Need Further Investigation

Work Group Title: Instructional Support

Instructional Support Work Group Members:
Nancy Ryanen-Grant
Francisco Hinojosa
Leonard McKee

EXECUTIVE SUMMARY

If the District goes to a compressed calendar with only one or two days between semesters instead of one or two weeks between semesters, it will be very difficult, if not impossible, to get all of the work done that is normally done during down time between semesters.

INTRODUCTION

Question
If the District takes away weeks that were down time in the past and turns them into new semesters, will there be enough time to do work that can only be done when there are no students present?

Background
Some work needs to be done when no students are present. Last June, even though there were not that many classes scheduled during the 3-week session, online students/instructors were not happy when network changes were made in the day, night or even the weekend.

Process
General questions were e-mailed to all classified staff. More detailed questions were asked of the classified staff who responded and to managers in areas that do work during down time. Detailed questions were e-mailed to IT managers at other Community Colleges who recently converted to a compressed calendar. Students on the Instructional Support Work Group created questionnaires and asked questions of students on two campuses.

ISSUE I: DOWN TIME

Advantages:

Disadvantages:
Less down time would mean the District would not be able to update network/hardware/software changes easily.

Possible Remedies:
An IT manager from San Jose City College said that he only updates computer labs once a year. Instructors are used to update the labs between each semester.

He also does a lot of network updates at night and on weekends. Overtime would be an issue. Also, with the District's increased number of online courses, work during the semester at night and on weekends would disturb the online courses during their peak hours for doing their class work.

ISSUE 2: STAFFING AND SUPPLIES

Advantages:
If the District exchanges down time for extra semester time, it would need to change part-time/regular furlough classified to full-time/12-month classified to cover the extra class time. The District would need to hire more student lab assistants to work in the labs and to prep for an

extra semester. It also would need to hire subs for the classified staff who normally try to take their vacation time during down time instead of when classes are in session.

Disadvantages:
The District will have extra costs for additional classified hours, overtime hours, sub hours, student hours and extra supplies for lab classes with a compressed schedule. Having to shut down a computer center to do updates during the semester and having to shut down areas of campus to dig up pipes during the semester would be disruptive to students.

Sources

General questions were e-mailed to all classified staff.

More detailed questions were asked of the classified staff who responded and to managers in areas that do work during down time.

Detailed questions were e-mailed to IT managers at other Community Colleges who recently converted to a compressed calendar.

Students on the work group created questionnaires and asked questions of students on two campuses.

Work Group Title: Local 1 Contract

Work Group Members:
Nancy Ryanen-Grant

EXECUTIVE SUMMARY

The author of this work group's report found no direct conflict with the Local 1 contract.

INTRODUCTION

The author of this work group's report reviewed the Local 1 contract to see if there were any conflicts with the compressed calendar options.

She sent an e-mail to all classified staff requesting any concerns they might have.

She spoke to Local 1 officers at their Executive Board meeting to see if they had any concerns.

Sources

Local 1 Contract
E-mail replies from all classified staff
Verbal replies from Local 1 leadership

Work Group Title: United Faculty Contract

Work Group Members:
Fritz Pointer
Mary Ulrich

Contractual Considerations for a Compressed Calendar

There are many contractual issues that would need to be negotiated between the United Faculty and the CCCCD before a compressed calendar can be negotiated. Included in those issues are the following:

1. Faculty need to be compensated for changing all of their syllabuses to accommodate the changes in class meeting times.
2. Issues related to allocation and use of sick leave days need to be clarified:
   a) Definition of "day" versus "evening" in a compressed calendar as compared to a traditional calendar day
   b) Clarification of Friday as part of regular week or weekend
   c) Interpretation of a "partial day"
   d) Calculation for use of sick leave when an instructor is ill for an extended period of time, including most of a semester
3. Calculation of STRS credit for a compressed calendar
4. Impact on the scheduling of office hours
5. Impact on assignments for non-instructional faculty
6. Impact on the amount of prep time associated with each class
7. Impact on the arrangements for finals
8. Issues related to FLEX requirements:
   a) Impact on the number of required FLEX days in a compressed calendar
   b) Number of hours that constitute a FLEX day in a compressed calendar
9. Required numbers for each day that classes meet in a compressed calendar
10. Impact on holidays or other paid time off, for example, Spring Break
11. Changes in the maximum number of consecutive hours an instructor might teach or be scheduled for
12. Impact on reassigned time
13. Impact on department chair reassigned time
14. Impact on the evaluation process
15. Impact on teaching load
16. Impact on time available to complete and submit final grades