COMPRESSED CALENDAR REPORT

Response to February 29, 2008 Memorandum of Understanding
between
Cerritos Community College District and
Cerritos College Faculty Federation

February 1, 2009

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Report Date: February 1, 2009

The following report is submitted in response to the February 29, 2008, Memorandum of Understanding between the Cerritos Community College District and the Cerritos College Faculty Federation (AFT local 6215). *[Attachment 1- MOU]*

An ad hoc committee consisting of three (3) representatives designated by the District and three (3) representatives designated by the CCFF was established and co-chaired.

District	CCFF
Jenine M Nolan, CCCD lead	Suzanne Crawford, CCFF lead
ML Bettino	Rob Campolo
Stephanie Murguia	Don Hallinger

Committee members convened September 24, 2008, through January 30, 2009, to explore and analyze issues, services and activities related to the transition to and maintenance of a Cerritos College compressed academic calendar. Exploration and analysis focused on the eleven points specified in the Memorandum of Understanding. *[Attachment 2 – Eleven Point Attack]*

1. Student learning and pedagogical issues
2. Curriculum/course offerings
3. Class scheduling
4. Student enrollment/apportionment issues
5. Facilities/room utilization
6. Student support services
7. Information Technology support services
8. Payroll/fiscal support services
9. Administrative costs and savings
10. Faculty compensation
11. Other issues, services, or activities as may be determined by the committee

"ELEVEN POINT ATTACK" – FINDINGS AND IMPLEMENTATION CONSIDERATIONS

1. Student learning and pedagogical issues

Findings:

Student success and retention rates improve in a compressed calendar environment

There is a general assumption that student retention and success increase in shortened schedules. Multiple institutions have researched this assumption prior to and/or following implementation of a compressed calendar. San Joaquin Delta College and Santa Monica documents confirm this assumption. The San Joaquin study found that compressed calendars "noticeably improve student success and retention rates" and that "when looking at FTES, the results indicate no significant differences before and after implementation."[1] *[Attachment 3 – California Community Colleges on Compressed*

[1] Matthew Wetstein and Alyssa Nguyen, "California Community Colleges on Compressed Calendars: FTES, Success and Retention Rates Before and After Compression," February 2008, pp 1-2.

Calendars: FTES, Success and Retention Rates Before and After Compression] The 2000 Santa Monica study found that "students perform better in retention, success rate, and GPA in 6-week compressed sections of classes than they do in 16-week, full semester sections, and they appear to use the material at least equally well in subsequent semesters."[2] *[Attachment 4 – The Influence of Session Length on Student Success, April 2000]* The 2001 Santa Monica study applied success, retention and GPA questions to specific measurable populations and disciplines. Findings reveal: "1) Students have a higher success level in short-term courses, 2) Students have a higher average grade in short-term courses, and 3) Students withdraw less from short-term courses."[3] *[Attachment 5 – The Influence of Term Length on Student Success, April 2001]*

"Compressed" is a misnomer

The term compressed implies that less time will be available to present the same amount of information. It is important to note that decreasing the number of weeks in a term will NOT decrease the number of instructional hours (see section 3: class scheduling).

It is also important to view the calendar in the broader context of all educational institutions. In fact, an 18 (17.5) week semester is longer than the term length utilized by most two and four year colleges. Decreasing term length to 16 weeks and adding an intersession will increase alignment with K-12 and post-secondary educational institutions. Time frames which are congruent with other educational institutions increase access and decrease obstacles (such as child care) which frequently impede student progression.

2. Curriculum/course offerings

Findings:

Currently approved curriculum does not require revision

Some faculty members have expressed concern that it will be necessary to revise course outlines prior to implementation of a compressed calendar. Curriculum revision is absolutely NOT essential. Currently any specific course may be delivered in the full 18-week term, a 9-week term or a 6-week term. Term length does not alter the total number of hours of instruction. It is critical, however, that faculty members adhere to the course outline of record regardless of term length.

Each course offering is unique and a change in term length will require the faculty member to modify the sequence and/or timing of content delivery. Courses with lab components will be especially impacted because additional minutes per week may not be adequate to begin new activities. For example, a chemistry lab which historically completes 15 one-hour experiments per term may find that retaining the same methods of delivery allows for only 12 one-hour experiments per term. Faculty members with reservations about how to present content in fewer weeks are encouraged to consult with peers within their disciplines at colleges which have implemented compressed calendars. Instructors may ultimately WISH to submit revisions to alter the course structure and/or redistribute content to improve delivery; however, curriculum revision is not an essential component of compressed calendar implementation.

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[2] Ruth Logan and Peter Geltner, "The Influence of Session Length on Student Success," April 2000, p 13.

[3] Peter Geltner and Ruth Logan, "The Influence of Term Length on Student Success," April 2001, p 9.

No impact on articulation
Existing articulation agreements remain in force as long as faculty members adhere to the course outlines of record.

Intersession versus primary term offerings
Some content may not be appropriate for 6-week intersession offerings due to the need for time to absorb/assimilate the content. For example, students in developmental math classes may not require additional instructional hours; yet, MAY require more time to develop new thought processes in response to the instructional materials. Parameters pertinent to coursework appropriate for intersession offering must be established using discipline-specific faculty input.

Addition of an intersession provides the opportunity to develop strong short-term, alternative offerings. Examples might include: internships, intensive language immersion, and travel abroad programs.

Implementation Considerations:

1. Faculty members with reservations about how to present content in fewer weeks are encouraged to consult with peers within their disciplines at colleges which have implemented compressed calendars. A list of California Community Colleges that are on compressed calendars is included as a resource. *[Attachment 6 – California Community Colleges on Alternative/Compressed Calendars]*
2. Parameters pertinent to coursework appropriate for intersession offering must be established using discipline-specific faculty input.

3. Class scheduling

Findings:
Term length
Compressed calendar planning and scheduling has been calculated based on two 16-week primary terms (with 8-week options) and three 6-week terms (one winter intersession and two summer sessions). Cerritos College currently operates on two 18-week primary terms (with alternative scheduling of 15-, 12-, 9- and 6-weeks) and two 6-week summer terms.

The 16-week primary term length was selected for the following reason: Title 5 mandates 175 days of instruction; however, regulations now provide greater flexibility in scheduling options to meet the 175-Day Rule. Two 16-week primary terms which include weekend scheduling meet the 175-Day Rule: "All districts that have received System Office approval to shorten, or compress, their primary terms have transitioned from the 35 week academic year to a 32 week academic year, or two 16-week primary terms. In all cases, a commitment was made to retain the integrity of the 'credit hour' (that the student would continue to receive the specified number of hours of instruction previously provided under the traditional calendar)."[4]

The 6-week term length for winter intersession and summer was selected for the following reasons: Cerritos College has historically offered 6-week summer sessions. Existing curriculum has been

[4] California Community Colleges, "Student Attendance Accounting Manual: Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics," September 2008, p 4.

effectively delivered in that term length. Introduction of a 5-week term would decrease consistency of curriculum delivery. Additionally, if a holiday falls during a 5-week term, instructional hours are dramatically compromised.

One disadvantage inherent in a six week intersession relates to some 4-year academic calendars. 4-year students wishing to attend classes while on winter break would not be able to participate because the six week term would overlap the start of the 4-year spring semester/quarter. Therefore, inclusion of both 4- and 6- week offerings during intersession should be considered.

Academic calendar

In a 52 week calendar year it is feasible to offer two 16-week terms, three 6-week terms and maintain two weeks of break time. Breaks, other than legal holidays, are scheduled at the discretion of the school district.

Currently, Cerritos College has a 25 hour "flexible time" agreement with the System Office. "To avoid a loss of FTES for the Flex Time, the applicable 16.0 TLM (term length multiplier) is adjusted up to reflect the level of flex release from instruction."[5] Proposed term lengths do not allow for a structured flex week. The institution will need to renegotiate "flexible time" with the System Office.

Hours of instruction

The term compressed implies that less time will be available to present the same amount of information. It is important to note that decreasing the number of weeks in a term does NOT decrease the total number of instructional hours delivered under the traditional calendar.

The "Student Attendance Accounting Manual: Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics" dated September 2008 *[Attachment 7]* clarifies regulations and procedures pertinent to compressed calendars. Utilizing definitions and calculations specified in this publication, student contact hours per week were calculated for 16-, 8- and 6-week scheduling using 16.0 as the term length multiplier (TLM). *[Attachment 8 – Target SCH]* See section 4, student enrollment/ apportionment issues, for detailed discussion of student contact hours.

Block scheduling

Based upon the total number of hours/minutes in each course, there are a limited number of acceptable ways in which class sessions for each course may be scheduled. Scheduling blocks appropriate for one, two, three and four day per week scheduling have been calculated. *[Attachment 8 – Target SCH]* See section 4, student enrollment/apportionment issues, for detailed discussion of block scheduling.

The SAAM specifies that "individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m. to 9:25 a.m. or 8:00 a.m. to 11:10 a.m.)."[6] Given the wide variance in start and end times, it will be important to establish "RECOMMENDED" class start/stop

[5] California Community Colleges, "Student Attendance Accounting Manual: Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics," September 2008, p 8.

[6] California Community Colleges, "Student Attendance Accounting Manual: Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics," September 2008, p 7.

times. Adherence to those recommended times will maximize student access to multiple classes. When establishing recommended time blocks, consideration should be given to reserving time blocks for shared governance and student body activities.

Final exams included in instructional hours

Each term consists of instruction including the final exam; a separate "finals week" will not be scheduled. Under current practices, a final exam week has been scheduled for all 18-week primary term courses and short-term courses which happen to end congruent with the scheduled finals week. However, actual hours of instruction vary for short-term courses offered during the first 9 versus second 9 weeks or summer 6-week course versus 6-week courses which overlap finals week. Inclusion of the final exam during regular instructional hours will increase consistency of delivery.

Implementation Considerations:

1. Offer two 16-week primary terms (with 8-week options) and three 6-week terms (one winter intersession and two summer sessions).
2. To meet the 175-Day Rule, weekend scheduling of classes is mandatory.
3. Renegotiate "flexible time" with the System Office.
4. Deliver the total number of instructional hours per course as would be delivered under a traditional calendar.
5. Establish "RECOMMENDED" class start/stop times including "reserved" time blocks for shared governance and student body activities.
6. Each term consists of instruction including the final exam; a separate "finals week" will not be scheduled.

4. Student enrollment/apportionment issues

Findings:

Single versus multiple term enrollment?

Prior to compressed calendar implementation, decisions must be made regarding publication of schedules and enrollment timelines. Will multiple term offerings be printed in a single publication? Will students enroll in multiple terms at the same time? These decisions impact both access and cost of implementation.

If multiple term enrollment is implemented, students will be unable to enroll in sequential courses due to prerequisite blocking. Additionally, students who fail sequential courses would not be able to enroll in the course required due to the fact that spaces would already be filled. Addition of a short term enrollment period with fewer offerings between primary terms may actually by more manageable than multiple term enrollment IF prerequisite checking functions become automated.

Apportionment generation is dependent upon adherence to the SAAM

To qualify for apportionment, all practices must be in compliance with the Student Attendance Accounting Manual. That said, it is absolutely critical to educate employees regarding SAAM principles, definitions and regulations. At minimum, training for the following populations is essential:

- Every employee who is involved in schedule development: department chairs, division secretaries, deans, Office of Academic Affairs staff

- Every faculty member who must adhere to instructional hours and meet critical reporting and enrollment timelines
- Every employee who plays a role in apportionment reporting: Information Technology staff, Research and Planning staff, selected Admissions & Records staff

Definitions and principles specified below are summative and should be viewed as examples of concepts which employees must thoroughly understand. These points do not constitute an inclusive agenda for employee training. Referencing the Target SCH (student contact hour) document *[Attachment 8 – Target SCH]* highlights many of the key concepts which must be included in employee training. To qualify for apportionment, adherence to these requirements/procedures is mandatory.

1. "Class hour" is the basic unit of attendance for computing full-time equivalent students
    a. It is a period of time not less than 50 minutes of scheduled instruction and/or examination.
    b. There can be only one "class hour" in each "clock hour" except as provided for multiple class-hour classes.
    c. A class scheduled for less than a single 50-minute period is not eligible for apportionment.
2. "Target SCH – Master Reference" *[Attachment 8 – Target SCH]* is a scheduling tool which facilitates compliant application of block schedule options. Inappropriate assignment of breaks and use of "non-productive patterns" will result in decreased apportionment.
3. Breaks are
    a. 10 minutes in duration
    b. No breaks are to be assigned in the last full class hour or the partial class hour after the last full 50 minute class hour.
    c. The 10-minute break time permitted in each clock hour may not be accumulated during a multi-hour block scheduled class to be taken all at once and be counted for FTES purposes.
4. "Hours per week → SCH Target" *[Attachment 8 – Target SCH]* includes detailed calculations of total class hours; instructional hours to be assigned in 16-, 8-, and 6-week terms; and block scheduling options.
5. Regardless of term length, the total number of instructional hours should be equal to the total number of instructional hours provided under a traditional 18-week calendar. For example: a three unit lecture course under the traditional calendar meets 3 hours per week for 18 weeks, a total of 54 hours (3 hours x 18 weeks = 54 hours). Therefore, all catalog notations regarding class hours and curriculum submissions will continue to be calculated based on a traditional 18 week calendar.
6. When scheduling classes on multiple days per week, every effort should be made to offer the same number of hours/minutes each class session.
    a. When classes meet for different lengths of time on multiple meeting days, DSCH versus WSCH reporting is activated. DSCH reporting results in lower FTES and consequently decreases apportionment.
    b. Equal multi-day scheduling blocks are not possible for all Target SCH.
    c. Individual class schedules must be based on five-minute increments for starting and ending times. It is not permissible to redistribute the extra minutes across multiple days with the goal of establishing equal multi-day scheduling blocks.

7. Adherence to timelines is a critical factor related to FTES (apportionment) reporting.
    a. Census dates will be earlier in shortened terms.
    b. Student enrollment, including late adds, must be in the system prior to census date in order to claim full apportionment for students attending classes.
    c. Grades must be submitted within specified timelines to enable student enrollment in courses with prerequisite requirements.
8. Course coding is the mechanism by which data is extracted from the Management Information System (MIS) to generate FTES and apportionment reports.

Accuracy of course coding is a critical element in apportionment reporting.
Every course in the PeopleSoft catalog is coded using MIS data elements. That coding is in place and is currently used to generate essential reports. However, the importance of those coding elements and knowledge of coding options are not understood by many individuals who assign the codes. Coding and reporting accuracy would be improved if employees were educated regarding MIS elements and coding currently assigned to each Cerritos College course were reviewed by individuals who have first hand knowledge of each specific course. It should be noted that reports are currently generated in a timely, effective manner using existing coding. Review of coding elements is not an essential PRE-implementation activity; however, discussion of apportionment reporting would be incomplete without acknowledgement of this critical element.

320 reporting requires the complete academic year to be reported in a consistent format
Generation of a complete, accurate 320 report requires careful timing of implementation. Specifically, implementation must begin concurrent with the July summer session because the complete academic year must be reported in the same format. At the present time, S1 and S2 are programmed in the same format. Therefore, the current practice of students enrolling in both S1 and S2 concurrently may need to be modified in the implementation year because S1 and S2 will necessarily be formatted differently for that year only. Possible enrollment processes for that year might be: 1) enroll S1 and S2 separately OR 2) enroll S2 and fall concurrently OR 3) do not offer a S2 session and begin implementation with fall enrollment OR 4) some other variation.

Implementation Considerations:
1. Prior to compressed calendar implementation, decisions must be made regarding publication of schedules and enrollment timelines (single versus multiple term enrollment).
2. Automation of prerequisite checking functions.
3. Educate employees regarding SAAM principles, definitions and regulations.
4. 320 reporting requires the complete academic year to be reported in a consistent format.

5. Facilities/room utilization

Findings:
Room availability may necessitate extended hours of operation and increased weekend offerings
Longer class meeting times create classroom availability issues and MAY result in fewer class section offerings in any given term. This impact can be minimized by extending the hours of operation (e.g.: 6 a.m. to 11 p.m. versus 7 a.m. to 10 p.m.) and increasing Friday and weekend offerings. Scheduling in this manner would additionally result in the most effective use of facilities throughout the year.

Limited "down time" for facility maintenance and operations

Implementation of a compressed calendar which includes 50 weeks of instruction does not allow "down time" for facility maintenance. One solution would be to close entire buildings on a rotational cycle; however, a tight in and out schedule already exists and may not require modification in a compressed calendar environment. If building closure is required, classes could be relocated for scheduled maintenance; however, relocation of specialty areas such as auto, health occupations and science labs will be problematic. Additionally, it may be necessary to revise staffing patterns so that more staff members are assigned to shifts in which classroom utilization is minimized (e.g.: third shift). A shift differential is paid for second and third shift assignments.

Implementation Considerations:

1. Room availability may necessitate extended hours of operation and increased weekend offerings.
2. Limited "down time" for facility maintenance and operations

6. Student support services

Findings:

Impact on Admissions & Records

Admissions and Records is currently a year-round operation with intense peaks at the beginning and end of three terms (fall, spring, summer). Addition of a fourth term may or may not overburden A&R operations. Decisions regarding single versus multiple term enrollment will directly impact A&R's ability to respond to work load. Assuming that A&R is fully staffed, addition of a short term enrollment period with fewer offerings between primary terms may actually be more manageable than current operations.

A&R practices which must be modified prior to implementation of a compressed calendar include:

- Software programming
- Automation of prerequisite checking
- Graduate checks and degree posting are currently completed three times each year. Addition of a fourth degree posting term would necessitate increased staffing. An alternative would be to combine terms to create two degree posting dates per year (example: intersession and spring graduates posted at close of spring semester, summer and fall graduates posted at close of fall semester). A decision regarding degree posting cycles must be made prior to implementation.

Impact on Counseling Services is believed to be related to single versus multiple term enrollment

Counselors are 12-month employees whose services are in greatest demand immediately prior to and during enrollment periods. Decisions regarding single versus multiple term enrollment will directly impact counseling service's ability to respond to work load. Assuming that counseling is fully staffed, the following ability to respond is anticipated:

- If multiple term enrollment (two or more terms enroll concurrently): Student need for counseling services would exceed ability to respond. Additional part-time counselors would be required to manage increased volume during peak enrollment periods.

- If single term enrollment (four enrollment periods – summer, fall, intersession, spring): Student need for counseling services MAY, in fact, decrease at primary terms due to increase in service delivered during lower volume intersession and summer enrollment periods. It is anticipated that the full complement of counseling staff would be adequate to meet student need with minimal addition of part-time coverage.

In an ideal world, counseling services would be delivered as a steady work flow throughout the year. IF FTES remains basically flat following implementation of a compressed calendar, there is no foreseeable reason to adjust work load for full-time 12-month counselors.

Financial Aid Office will require extensive reprogramming of software and timely calendar adoption
Financial Aid is staffed with 12-month employees and currently issues financial aid in three terms (fall, spring and summer). Addition of a fourth term would necessitate review and revision of all PeopleSoft business processes including: fall term set up, development of student budgets, awarding of federal and state funds, disbursement of funds, disbursement schedules, Department of Education data files, Title IV refund calculations, Pell award formulas, and the ACG award year progression calculation. Extensive reprogramming is anticipated.

Financial Aid regulations mandate approval of the calendar for financial aid processes approximately one year prior to activities pertinent to that calendar. For example, the '09-'10 financial aid calendar was approved October 2008. Current Cerritos College practice is to adopt academic calendars annually. To effectively prepare for implementation of a four-term compressed calendar, it will be necessary to adopt a multiple year calendar cycle (preferably three) versus single year adoptions.

No impact on Library Services
Librarians are 11-month employees. The library is currently open year round. There is no anticipated impact on library services.

Maintenance of extensive Student Activities program requires conscious scheduling
Cerritos College currently provides an extensive Student Activities program. This is unique for a community college. To maintain this commitment to a well-rounded college environment, "reserved" blocks of time (comparable to the current Tuesday/Thursday 11 a.m. "holy hour") must be preserved in the "recommended class start/stop times."

Implementation Considerations:
1. Need for additional student support services staff (A&R, counseling) MAY be dependent upon decision regarding single versus multiple term enrollment.
2. A decision regarding degree posting cycles must be made prior to implementation.
3. Extensive reprogramming of Financial Aid software is anticipated.
4. Adoption of a multiple year calendar cycle (preferably three) will facilitate implementation.
5. Maintenance of extensive Student Activities programs requires preservation of "reserved" time blocks.

7. Information Technology support services

Findings:

Extensive IT programming will require external consultants

Throughout this document, questions regarding implementation have been posed. Decisions related to those questions, including specific implementation parameters, must be developed prior to programming/reprogramming.

Programming will be needed for the following at minimum:

- Scheduling
- Prerequisite blocking
- Student Records
- Student Financials
- Financial Aid
- IT 320 reports and MIS reporting
- Payroll

Because PeopleSoft is a complex enterprise system, guidance from Ciber, or another consulting company that has had this specific experience, will be needed. Specifically, the following consultant services are required for approximately 8 weeks each:

- Student Records/Financials functional resource
- Financial Aid functional resource
- Technical resource (student records, student financials, and financial aid areas)
- Technical resource (320 reports & MIS reporting)

The types of tasks that would be accomplished under consultation include:

- Phase One – Planning, Assessment, and Solution Development
- Phase Two – Build Prototype with Configuration Changes (Unit testing within each module)
- Phase Three – Full Integration Testing Between All Modules
- Phase Four – Modify Configuration Based on Integration Test and Document

Estimated cost of consultation services is: 4 resources for 8 weeks at 40 hours per week at $175/hour (including travel and expenses) = 4 x 8 x 40 x $175 = $224,000. Contingency funds of 25% or $56,000 should also be built into the budget to cover unforeseen possibilities. Therefore, $280,000 should be budgeted for consultant services.

In addition to consultant resources, Cerritos College will have to dedicate its best functional and technical employees to this project. In addition to working with consultants, those employees will need to review all 3rd party applications and make necessary adjustments as indicated such as:

- EPOS (Touchtone & web registration)
- Schedule/Resource 25 (room scheduling)
- CCCApply (web application)
- Accuplacer (assessment testing)
- LACOE (G/L interface)

Implementation Considerations:

1. Clear and concise decisions regarding implementation must be made prior to programming activities.
2. Extensive programming will be required.
3. $280,000 should be budgeted for PeopleSoft consultant services.
4. Cerritos College must commit to "free up" functional and technical staff to work on reprogramming.

8. Payroll/fiscal support services

Findings:

See section 10, faculty compensation, for a discussion of compressed calendar pay options

Impact on payroll services is contingent upon how payroll will be paid: overload versus pro-rata versus regular salary (contract hours) for full-time faculty members. Pay for hours worked is a negotiable item.

Compressed calendar impact on payroll services

Addition of an intersession term to the academic calendar will impact payroll in the following ways:

- Payroll cycles are "at the discretion of" the County and may be changed in response to changes in academic calendar term dates.
- A decision must be made whether faculty members will earn illness credit as a consequence of employment during the intersession term.
- STRS impact is unknown at this time; payroll personnel must work with STRS to establish practices congruent with revised calendar and pay type.
- Programming will be necessary in order to process intersession payroll. (Timeframe, cost and personnel needed is dependent upon pay type)

Compressed calendar impact on other fiscal operations

Collection of student fees and financial aid runs are totally automated functions; consequently, there is no anticipated impact regardless of number of enrollment periods and terms. No foreseeable impact on accounts payable/receivable, purchasing or budget.

Implementation Considerations:

1. A decision must be made whether faculty members will earn illness credit as a consequence of employment during the intersession term.
2. Payroll personnel must work with STRS to establish practices congruent with revised calendar and pay type.
3. Programming will be necessary in order to process intersession payroll. (Timeframe, cost and personnel needed is dependent upon pay type)

9. Administrative costs and savings

Findings:

No significant change in FTES is anticipated

San Joaquin Delta College compiled FTES data for 33 schools prior to and following implementation of compressed calendars. "When looking at FTES, the results indicate no significant differences before and after implementation."[7] *[Attachment 3 – California Community Colleges on Compressed Calendars: FTES, Success and Retention Rates Before and After Compression]*

Comprehensive analysis of costs/savings requires implementation decisions

Cost and savings projections cannot be calculated until specific decisions are made in response to the questions posed in this report. PeopleSoft consultation fees are projected to cost $280,000.

Implementation Considerations:

1. No significant change in FTES is anticipated.
2. Cost/savings projections must be developed.

10. Faculty compensation

Findings:

Pay type is a critical decision which must be negotiated prior to decisions regarding implementation of a compressed calendar

Pay for hours worked is a negotiable item. Currently, primary terms are paid as regular salary on a 10-month base; summer term is paid pro-rata up to 6 units. PeopleSoft is currently programmed to accommodate these pay formats. A number of options are possible for intersession pay including: overload versus pro-rata versus regular salary (contract hours) for full-time faculty members.

- Overload pay would be hour-for-hour compensation at the overload rate. No adjustment to existing payroll programming would be required; development of a program for intersession pay would be necessary.
- Pro-rata pay is currently limited to one summer session and a 6 unit total per year. Increasing the total number of units eligible for pro-rata pay per year is not an option that will be considered by the District. The concept of allowing a faculty member to select to teach 6 units at pro-rata rates in the summer OR intersession term has been proposed. Elective positioning of pro-rata pay would necessitate reprogramming of summer term and development of a new program for intersession pay. Additionally, procedures and personnel to track pro-rata issued over multiple terms would need to be developed.
- Regular salary (contract hours) is paid by some institutions that have implemented compressed calendars. In this situation, faculty members may elect to teach 30 units (Cerritos College full load) distributed over the two primary and one intersession terms. Elective positioning of contract hours would necessitate reprogramming of primary term payroll software. Additionally, procedures and personnel to track contract hours paid over multiple terms would need to be developed.

[7] Matthew Wetstein and Alyssa Nguyen, "California Community Colleges on Compressed Calendars: FTES, Success and Retention Rates Before and After Compression," February 2008, p 1.

Implementation Considerations:

1. Pay type is a critical decision which must be negotiated prior to decisions regarding implementation of a compressed calendar.

11. Other issues, services, or activities as may be determined by the committee

Findings:

Implementation options

Implementation of a compressed calendar must occur in July term to enable accurate 320 reporting. Limiting the number of changes introduced concurrently will facilitate "debugging" of new and revised processes. Three implementation options are possible:

- Full implementation – Offer summer 2, fall, intersession, spring, and summer 1
- Phase in – Offer summer 2, fall, spring, and summer 1; with NO intersession offerings
- Pilot run – Gradually increase 16-week offerings in the currently existing 18-week primary terms prior to adoption and implementation.

System Office approval is required

Calendar changes and implementation of a compressed calendar format require approval by the California Community College Chancellor's Office.

Implementation Considerations:

1. Implementation must occur in July term.
2. Three implementation options are possible – full implementation, phase in, pilot run.
3. System Office approval is required.

COMPILATION OF IMPLEMENTATION CONSIDERATIONS

1. Faculty members with reservations about how to present content in fewer weeks are encouraged to consult with peers within their disciplines at colleges which have implemented compressed calendars. A list of California Community Colleges that are on compressed calendars is included as a resource. [*Attachment 6 – California Community Colleges on Alternative/Compressed Calendars]*]
2. Parameters pertinent to coursework appropriate for intersession offering must be established using discipline-specific faculty input.
3. Offer two 16-week primary terms (with 8-week options) and three 6-week terms (one winter intersession and two summer sessions).
4. To meet the 175-Day Rule, weekend scheduling of classes is mandatory.
5. Total number of instructional hours per course must equal hours delivered under a traditional calendar.
6. Establish "RECOMMENDED" class start/stop times including "reserved" time blocks for shared governance and student body activities.
7. Each term consists of instruction including the final exam; a separate "finals week" will not be scheduled.

8. Prior to compressed calendar implementation, decisions must be made regarding publication of schedules and enrollment timelines (single versus multiple term enrollment).
9. Automation of prerequisite checking functions.
10. Educate employees regarding SAAM principles, definitions and regulations.
11. 320 reporting requires the complete academic year to be reported in a consistent format.
12. Room availability may necessitate extended hours of operation and increased weekend offerings.
13. Limited "down time" for facility maintenance
14. Need for additional student support services staff (A&R, counseling) MAY be dependent upon decision regarding single versus multiple term enrollment.
15. A decision regarding degree posting cycles must be made prior to implementation.
16. Extensive reprogramming of Financial Aid software is anticipated.
17. Adoption a multiple year calendar cycle (preferably three) will facilitate implementation.
18. Maintenance of extensive Student Activities programs requires preservation of "reserved" time blocks.
19. Clear and concise decisions regarding implementation must be made prior to reprogramming .
20. Extensive programming will be required.
21. $280,000 should be budgeted for PeopleSoft consultant services.
22. Cerritos College must commit to "free up" functional and technical staff to work on reprogramming.
23. A decision must be made whether faculty members will earn illness credit as a consequence of employment during the intersession term.
24. Payroll personnel must work with STRS to establish practices congruent with revised calendar and pay type.
25. Programming will be necessary in order to process intersession payroll. (Timeframe, cost and personnel needed is dependent upon pay type)
26. No significant change in FTES is anticipated.
27. Cost/savings projections must be developed.
28. Pay type is a critical decision which must be negotiated prior to decisions regarding implementation.
29. Implementation must occur in July term.
30. Three implementation options are possible – full implementation, phase in, pilot run.
31. System Office approval is required.

PRIORITIZED, ESSENTIAL PRE-IMPLEMENTATION ACTIVITIES

1. Adopt three year calendar
2. Decision regarding pay type for intersession hours delivered by full-time faculty members
3. Decision to pursue implementation or not
4. Decisions regarding business practices including and not limited to:
    a. Single versus multiple term publication of schedule
    b. Single versus multiple term enrollment
    c. Two, three or four term degree posting
    d. Illness credit for intersession term
5. Cost and savings projections
6. Decisions regarding when and how to implement

7. System Office approval
8. Staff development related to compressed calendar principles, definitions and regulations for employees who will be involved with programming and revision of business practices
9. Programming
10. Staff development campus wide

RECOMMENDATIONS

The Compressed Calendar Ad Hoc Committee recommends consideration of a compressed calendar:

- Composed of two 16-week primary terms and three 6-week terms (two summer and one intersession),
- With an implementation timeline NO SOONER THAN the 2010-2011 academic year,
- To be phased in (do not include intersession offerings during year one and possibly year two of implementation), and
- With four enrollment cycles (fall, intersession, spring, summer).

COMPRESSED CALENDAR REPORT ATTACHMENTS

Attachment 1 – February 29, 2008, Memorandum of Understanding between the Cerritos Community College District and the Cerritos College Faculty Federation (AFT local 6215)

Attachment 2 – Eleven Point Attack

Attachment 3 – California Community Colleges on Compressed Calendars: FTES, Success and Retention Rates Before and After Compression

Attachment 4 – The Influence of Session Length on Student Success, April 2000

Attachment 5 – The Influence of Term Length on Student Success, April 2001

Attachment 6 – California Community Colleges on Alternative/Compressed Calendars

Attachment 7 – Student Attendance Accounting Manual: Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics, September 2008

Attachment 8 – Target SCH

MEMORANDUM OF UNDERSTANDING BETWEEN THE CERRITOS COMMUNITY COLLEGE DISTRICT AND THE CERRITOS COLLEGE FACULTY FEDERATION (AFT LOCAL 6215)

FEBRUARY 29, 2008

This Memorandum of Understanding regarding a compressed academic calendar is entered into by and between the Cerritos Community College District ("District") and the Cerritos College Faculty Federation (CCFF)

1. The District and the CCFF agree to establish an ad hoc committee consisting of 3 representatives designated by the District and 3 representatives designated by the CCFF for the purpose of conducting a thorough study regarding a compressed academic calendar which includes two 16-week semesters with intersessions. The Committee shall convene within 45 days of the execution of this Memorandum, and its members shall, by majority vote, elect co-chairs.

2. This study will be a thorough analysis of all issues, services, and activities related to the transition to and maintenance of a compressed academic calendar including:

    1. Student learning and pedagogical issues
    2. Curriculum/course offerings
    3. Class scheduling
    4. Student enrollment/apportionment issues
    5. Facilities/room utilization
    6. Student support services
    7. Information Technology support services
    8. Payroll/fiscal support services
    9. Administrative costs and savings
    10. Faculty compensation
    11. Other issues, services, or activities as may be determined by the committee

3. The Committee will complete its study including its written findings and any recommendation(s) by February 1, 2009, unless this deadline is extended by the majority vote of the Committee.

4. Upon completion of the study the Committee will submit its written findings and any recommendation(s) to both the CCFF and the District for negotiations.

Dr. Ted Stolze, President
Cerritos College Faculty Federation (AFT Local 6215)

Date

Daniel M. O'Rourke, Acting Director of Human Resources
Cerritos Community College District

Date

9/24/08
Bullets represent 10/8/08 updates

COMPRESSED CALENDAR COMMITTEE
"ELEVEN POINT ATTACK"

FOCUS	CONSIDERATIONS	ACTION NEEDED	WHO
Student learning and pedagogical issues	1. Assumption: Retention & success ↑ in shortened schedules	1. Need documentation – RP group & LRose work re learning/pedagogy 1. Local and State Faculty Senate research re impact on students/ learning • ↑ Retention and success documented in San Joaquin Delta and Santa Monica documents	1. SMurguia 1. SCrawford
	2. "Compressed" is a misnomer? The word itself is scary suggesting more will be required in less time o 18 wks is in fact extended by college standards o ↓ term length will ↑ alignment with K-12 and 4-yrs. o Helpful tool: Use peers at colleges which have implemented as resources	2. Document educational calendars 2. Obtain list of CA CC's on compressed calendars • See 1/15/08 list of CCCs on Alternative/Compressed Calendars • See Santa Barbara Calendar as example of one way to implement	2. RCampolo 2. RCampolo
	3. Intersession would allow students to retake failed courses, stay on track		
	4. Need to set parameters of what is appropriate to offer in short terms??	4. Faculty input required • Faculty should be encouraged to consult with peers at institutions which have implemented compressed calendar regarding discipline specific concerns	

FOCUS	CONSIDERATIONS	ACTION NEEDED	WHO
Curriculum/course offerings	1. Course outlines do NOT require revision – simply offer same # of hours of instruction in different term length 2. MUST adhere to course outline of record! 3. Additional minutes may be dysfunctional for some lab classes because inadequate time to begin new activity. 4. Faculty may WISH to revise course outlines to change course structure and/or allow redistribution of content to improve delivery. [Eg: one 4U course may be more effective as two 2U courses] 5. Articulation impact? If articulated courses are modified; how prevent/minimize negative impact? 6. Faculty in subject areas must determine which courses are appropriate to offer in short terms (intersessions vs. primary terms)	5. Check with Ken Matsura, counselor • Ken Matsura is developing a response 6. Faculty input required • Consider 3d/wk scheduling for developmental ed courses	5. DHallinger

FOCUS	CONSIDERATIONS	ACTION NEEDED	WHO
Class scheduling	1. Term lengths o 18→16; 15→14; 9→8; 6→5??? o Term = instruction wks *plus* final wk OR instruction *including* final? o Intersessions – All 6 week or different lengths?	1. What is currently in use at CCs? • See 1/15/08 list of CCCs on Alternative/Compressed Calendars	1. RCampolo
	2. Block scheduling	2. Obtain copy of "3 recommended patterns" 2. Review Boyle blocks in light of current requirements/regs • NOTE: Student Attendance Accounting Manual (Sept 08) is THE source of information related to apportionment	2. SMurguia
	3. Where will breaks fall relative to terms? Ideal for support services = week before primary terms (between winter/spring and between summer/fall)	• Why do we have a spring break? Are there specific guidelines regarding timing? – Breaks are scheduled at the discretion of the school (other than legal holidays)	
	4. Schedule to meet student need, access to sequenced courses, ...		
	5. Option exists for some programs to remain on old (18 week) schedule (??) [Example – Cosmetology is hour dependent. May wish to remain on old schedule to meet hour requirements]	• **NEXT STEPS:** 1) Bring in someone who has alt calendar (RCC?) & with similar curric with whom we can discuss potential pitfalls and cautions prior to implementation 2)DEVELOP CC BLOCKS	• SMurguia

FOCUS	CONSIDERATIONS	ACTION NEEDED	WHO
Student enrollment/ apportionment issues	1. Adding a short term enrollment period with fewer offerings between primary terms MAY actually be easier than back to back primary terms 2. Prereq checking – o MUST get grades in on time o $ needed to automate and speed up prereq checking 3. Late adds – o Timing critical o Census date earlier 4. Flex hours = 25. What is impact on TLM (term length multiplier)? 5. Timing of enrollment impacts access: o If enroll multiple terms simultaneously, students unable to enroll in sequential courses (prereq block) o If student fails a sequential course, unable to enroll next term 2° spaces already filled - Hold some spaces???	4. TLM = ? with 25 hr flex obligation? (Check with Jim Albanese) • Current obligation = 25hr over 5 days. Title V changes now allow colleges to count Sat and Sun classes which impacts flex hours. Will need to clarify flex obligation with Chancellor's Office prior to implementation • Student Attendance Accounting Manual (Sept 08) is THE source of information related to apportionment	4. JNolan

9/24/08

Bullets represent 10/8/08 updates

FOCUS	CONSIDERATIONS	ACTION NEEDED	WHO
Facilities/room utilization	1. All classes roomable using block schedule?	1. Finalize block schedule → R25 test run → Identify "unroomable" sections and possible solutions	1. MLBettino
Student support services	1. ↑ hourly needed in library, counseling, support services? 2. Grad checks and degree posting o Currently 3x/yr → 4/yr o Alternate option = Combine terms to create two posting terms 3. Financial aid impact?????	1. Need to validate this assumption with student service areas 3. Check with Kim Westby • See Westby email. Laws require calendar approval MORE THAN one year out! Impacts implementation dates • Recommendation – College approve 3 year calendar cycle vs. one year at a time	3. JNolan
Information Technology support services	• ??What is impact on 320 bolt on? Need to reprogram? • Calendar must be submitted/approved one year ahead	• Check with IT (Lee, Leslie, Doug)	• MLBettino

FOCUS	CONSIDERATIONS	ACTION NEEDED	WHO

Payroll/fiscal support services	• Total cannot exceed equivalent of 12 months of regular pay.
	• How pay?
	  o Prorata for additional session?
	  o 6 hrs prorate whatever term? How track?
	  o Prorata ONE intersession only to a max of 40%?
	• Does adjunct unit limit (60%) apply to primary terms only?
		• Check with Deanna Hart and Division secretaries re impact	• JNolan

Administrative costs and savings	1. Publish additional schedule (3→4) OR combine terms to print only 2 schedules
	  o Caution – fail first term → no space to repeat following term
	  o Consider printing 2 schedules with 4 separate enrollment periods
	  o Identification of courses to be offered would occur so far in advance that it would be difficult to be responsive to current needs
	• Need to build in lead time to build support systems
	• Is there a savings if we go to a 16 wk format and NOT offer an intersession?
	  o E.g. shut down facilities which would also allow for maintenance & upkeep, etc.
	• 10 and 11 month librarians, counselors and DSPS → ↑ hourly needed?
	• Reproduction – more classes, more session - ???Self-service center?
		• Check with RRiffle	• MLBettino

FOCUS	CONSIDERATIONS	ACTION NEEDED	WHO
Faculty compensation	• See payroll above		
Other issues, services, or activities	1. Implementation timeline/date? 2. Implementation options o Full implementation o Ease into with no winter session initially (Santa Barbara) • See Los Rios document for advice and cautions related to implementation • Ideally three year advance approval of calendar o Allows preplanning o Meets financial aid deadlines	• Copy of complete Boyle disk for all committee members • Distributed 10/8/08	• DHallinger

10/8/08 Entries marked by • above represent 10/8/08 discussion/additions

Table 1. *List of Community Colleges on Compressed Calendars Included in the Study*

Community Colleges on Semester-Length Compressed Calendars		
Antelope Valley	Glendale	Orange Coast
Bakersfield	Golden West	Pasadena City
Cabrillo	LA Harbor	Riverside
Cerro Coso	LA Mission	San Diego City
Coastline	LA Pierce	San Diego Mesa
College of the Desert	LA Southwest	San Diego Miramar
College of the Redwoods	LA Trade Technical	San Jose City
Columbia	LA Valley	Santa Barbara
East LA	Los Angeles City	Victor Valley
El Camino	Mission	West LA
Evergreen	Modesto	West Valley

Table 2. *Means and t-test Results: FTES, Success, and Retention Rates Before & After Changing to a 16-Week Semester*

Variable	***Mean***	***t-test***	***Prob. significant***
FTES			
Before change	4,637		
After change	4,659	-.07	.946 n.s.
Student success			
Before change	66.0%		
After change	67.5%	-2.77	.006 **
Student retention			
Before change	82.7%		
After change	84.2%	-2.88	.004 **

Note ** $p < .01$

(4,637 before the switch vs. 4,659 after). However, the results did reveal significant mean differences in success rates and retention rates before and after the switch to compressed semesters. Overall student success rates were significantly higher during compressed calendar terms than before the change (67.5% vs. 66.0%). In addition to the increase in student success percentages, student retention rates were also significantly higher after the change (84.2% vs. 82.7%, see Table 2 for t-test results).

In order to test against a possible rival explanation for success and retention rates, we also collected data on colleges that made no change in their calendar during the same time frame. Focusing on the period of 1998 to 2003, we analyzed 11 community colleges that did not shift to a compressed calendar format. This period coincides with the years when some of the colleges moved to a compressed calendar, and encompasses the period when all California Community Colleges benefitted from Partnership for Excellence budget augmentations. The data from those non-compressed calendar colleges reflect only slight improvements in success rates and retention rates, and the changes were not large enough to be determined statistically significant. Because the findings were insignificant, we do not report them in a table.

Conclusions

Based on results above, it can be suggested that compressed calendars have a positive impact on students attending California Community Colleges. Compressed calendars appear to noticeably improve student success and retention rates. Assuming that Delta College possesses many of the same institutional traits and student demographics of the 33 community colleges in this study, the college may clearly benefit from a change to a 16-week semester. Future research might be needed to assess rates of learning and retention in broad disciplinary areas, but the overall data suggest a positive impact for student learning if Delta College made a change to a compressed calendar.

California Community Colleges on Compressed Calendars:
FTES, Success, and Retention Rates Before and After Compression

Matthew Wetstein
Alyssa Nguyen
Office of Planning, Research & Regional Education
San Joaquin Delta College

February 2008

In the fall of 2007, the Academic Senate of San Joaquin Delta College voted to endorse the concept of moving to a compressed calendar that is one week shorter than the current 17.5 week semester. A number of community colleges in the California system have made the schedule transition in recent years, but little systematic research has been done on the broader impact that these shortened sessions have had on rates of student learning and college enrollments. To investigate the role compressed calendars have on California Community Colleges we gathered data on full-time enrolled students (FTES), success, and retention rates from the California Community Colleges Chancellor's Office website. The key research questions explored in this study were:

1) Did the transition to a compressed calendar have any effect on FTES?
2) Did the transition to a compressed calendar have any effect on rates of student success?
3) Did the transition to a compressed calendar have any effect on rates of student retention?

A list provided by Elias Regalado from the Chancellor's Office was used to identify the colleges that were on compressed calendars. In addition, information regarding the first academic year each college began their compressed calendars was also obtained from this list. Data from the Chancellor's Office Data Mart were obtained from colleges if they met two predetermined qualifications: 1) were semester-based and 2) FTES, success, and retention data were available (3 years before compression, the 3 years when the new calendar was in place). After screening the colleges, 33 California Community Colleges were selected and FTES, success, and retention rates were obtained for each of the colleges. (See Table 1 for a list of colleges).

College Descriptives

Most of the colleges made the transition to shorter semester weeks between 2001 and 2002. All 33 community colleges shortened their semesters to 16 weeks and all provided students with summer sessions. Of the 33 colleges, 27 colleges also included winter inter-sessions.

Results

Independent Means t-tests were used to determine whether there were differences before and after the colleges made the change to shortened semesters. When looking at FTES, the results indicate no significant differences before and after the change in calendars