



**CERRITOS COMMUNITY COLLEGE DISTRICT  
REGULAR MEETING OF THE BOARD OF TRUSTEES**

**Wednesday, March 1, 2017 at 7:00 p.m.**

**Revisions to Existing Agenda Items**

***CONSENT CALENDAR - REVISION TO ITEMS***

- 6. New Courses and Programs, and Modifications to Existing Courses and Programs (Office of Academic Affairs)**

**The item has been revised as attached.**

- 45. Consideration of Approval and/or Ratification of Employment of Classified, Short-Term, Substitute, Professional Expert, and/or Student Hourly Personnel**

**The item is revised to include the following:**

**Child Development Center Office Specialist, Full-Time 12-month position (Child Development Center), CDC Salary Schedule: Grade 4, Step 1 (\$2,614.00/month), effective: March 2, 2017: Rosas, Alicia**

- 48. Ratification of Employee Resignations (Including Separations and Retirements) Accepted by the President/Superintendent (Office of Human Resources)**

**The item is revised as follows:**

**It is recommended that the Board of Trustees ratify the attached list of resignations accepted by the President/Superintendent according to Board Policy 7350. No fiscal impact.**

<b>Name</b>	<b>Unit</b>	<b>Classification</b>	<b>Effective Date</b>
<b>Chavez, Cynthia</b>	<b>Student Activities</b>	<b>Student Events Specialist</b>	<b>3/10/2017</b>

**ADMINISTRATIVE MATTERS - REVISION TO ITEMS**

**58. Consideration of Approval to Engage in a Major Gift Campaign with the Cerritos College Foundation (Office of the President)**

**The item has been revised as follows:**

It is recommended that the Board of Trustees authorize the President/Superintendent to engage in a major gift campaign with the Cerritos College Foundation with an investment not-to-exceed \$500,000 over a three-year period as outlined in the proposed Memorandum of Understanding.

In addition, the Board of Trustees directs the President/Superintendent to revise the Memorandum of Understanding as follows:

- Include the working goal of \$8 to \$12.5 million over the three-year period as part of the Foundation's responsibilities
- The President/Superintendent and the Cerritos College Foundation will report back to the Board of Trustees on outcomes of the major gift campaign every six months.

The revised Memorandum of Understanding is attached.

The amount of \$500,000 will be expended in one-time dollars from auxiliary funds (such as Vintage Cerritos, bookstore, vending machine, etc.) over a three-year period as outlined in the proposed Memorandum of Understanding.

**59. Consideration of Authorization for the District to Begin Implementation of a 16-Week Academic Calendar (Office of the President)**

**Additional information is attached.**

New Course Offerings and Modifications to Curriculum  
Presented at the Regular Board Meeting of March 1, 2017

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
New	Business, Humanities, and Social Sciences	ACCT 220-Accounting Ethics Units: 4 Class hours: 4.0 Lecture/ 0 Laboratory Prerequisite: ACCT 101 or equivalent with a grade of Pass or "C" or higher Corequisite: None Recommendation: None	This course is designed to expose students to a comprehensive coverage of ethical and professional issues encountered by accounting professionals. Prepares students to meet part of the Ethics requirement for becoming a Certified Public Accountant (CPA) in the State of California. Primarily focuses on ethics pertaining to the accounting profession. Study of the ethical framework includes the American Institute of Certified Public Accountants (AICPA) Code of Professional Ethics, audit responsibilities and accounting fraud, legal and regulatory obligations, earnings quality, corporate governance, and international financial reporting.	December 8, 2016
New	Science, Engineering, Mathematics	ENGY 100- Energy and the Way We Live Units: 3 Class hours: 3.0 Lecture/ 0 Laboratory Prerequisite: None Corequisite: None Recommendation: ENGL 52 or ENGL 72 or ESL 152 or equivalent with a grade of "C" or higher or "Pass" or completion of the English placement process with a score eligible for ENGL 100, and MATH 40 or equivalent with a grade of "C" or higher or "Pass" or completion of the math placement process with a	Due to the nature of this course, a diverse perspective of various peoples around the world and each culture's relationship with energy as a resource will be examined. The diverse populations around the globe interact with their environments in different ways, and this will be an important component in the course as it relates to energy. The community college classroom provides a platform for this understanding due to the diversity of peoples within the classroom. This environment, where the range in students' ages can be large, variety of ethnicities can be great, and learning abilities can be dissimilar, adds authenticity to a community college classroom and topics we discuss.	December 8, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
		score eligible for MATH 60.		
New	Science, Engineering, and Mathematics	GEOL 103-Environmental Geology Lecture Units: 3 Class hours: 3.0 Lecture/ 0 Laboratory Prerequisite: None Corequisite: None Recommendation: : ENGL 100 or equivalent with a grade of "C" or higher or "Pass" and MATH 40 or equivalent with a grade of "C" or higher or "Pass" or completion of the math placement process with a score eligible for MATH 60	An environmental geology course's purpose is to help students better understand this world around them, as well as the challenges presented in the relationship between humans and their environment. A culturally diverse student background enhances the goals of this course. Due to the fact that our Earth and environment affect every demographic differently, the course is able to explore these differences when discussing environmental challenges and solutions. Furthermore, this course will utilize appropriate oral, visual, and kinesthetic methods in order to provide students with various learning styles and will give students of various ethnicities, cultures, and socioeconomic backgrounds an equal opportunity to learn.	December 8, 2016
New	Science, Engineering, and Mathematics	GEOL 103L-Environmental Geology Laboratory Units: 1 Class hours: 0 Lecture/ 3 Laboratory Prerequisite: GEOL 103 or equivalent with a grade of "C" or higher or "Pass" or Corequisite: None Recommendation: None	GEOL 103L will mimic the laboratory component of the lecture/laboratory combination class previously offered as ESCI 101. The lecture component of ESCI 101 is being proposed, under a separate cover, as the 3-unit/54-hour lecture class GEOL 103 - Environmental Geology Lecture, to allow students better scheduling flexibility when enrolling in a physical science course transferable to a UC/CSU. However, without a laboratory component, students looking to satisfy both the general education lecture and laboratory requirement may be deterred from taking GEOL 103. This GEOL 103L course provides students with an option to fulfill the laboratory component and includes several hands-on activities to reinforce the knowledge acquired in	December 8, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
			GEOL 103.	
New	Business, Humanities, and Social Science	Associate in Arts Degree in Women in Management	The purpose of creating a Women in Management Associate in Arts Degree is to accelerate learning to facilitate credential acquisition and provide students with more opportunities for degree completion, leading to greater student success. The changes reflect the latest input from employers regarding skill requirements. Curricula based upon core competencies in women and gender studies as well as in business education will provide students with entry and exit points. Supporting what we have learned across all of our programs will help us to deliver knowledge and skill sets that are crucial determinants of career achievement.	December 8, 2016
New	Business, Humanities, and Social Science	Women in Management Certificate of Achievement	The Women's and Gender Studies Department in collaboration with the Business Administration Department has developed a curriculum following a successful certificate of achievement model already established by the Business Administration Department. The Women in Management Certificate of Achievement encompasses core classes from both disciplines, creating an associate in arts degree that responds to the professional demands in the business world. For this reason, we are creating a Women in Management Certificate of Achievement that will consist of 12 units from each department for a total of 24 units. Students will complete four (4) courses of women's and gender studies and four (4) essential business courses.	December 8 , 2016
Modification	Technology	ENGT 131-Design Fundamentals Including 3D Modeling	This course stresses basic design fundamentals using solid modeling software for students who have had no high school or no industry experience in CAD design or CAD drafting. Geometry construction, solid modeling, isometric rendering, orthographic projection, dimensioning, single auxiliary views, sectioning, and solid modelling practices will be introduced. Students will be able to 3D print their solid models and modify their designs based on the feedback they get from the instructor and their peers.	November 3, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
			<p>Recommendation: ENGT 116 or equivalent with a grade of "C" or higher, or "Pass"</p> <p>The class description had not been changed since the late 1990's and now reflects current industry standard. The emphasis on solid modeling using industry standards has been strengthened as industry no longer utilize manual drafting instruments. The ubiquitous nature of 3D printing in the department will also be introduced in this introductory class.</p>	
Modification	Technology	ENGT 133-Solidworks for Sheet Metal Design	<p>This course will familiarize students with sheet metal layout using SolidWorks tools to develop, bend allowances for pattern development, and manufacturing processes for sheet metal. It will also include applications to pipe layout and welding assemblies.</p> <p>Prerequisite: ENGT 103 or ENGT 138 or ENGT 259 or ENGT 265 or equivalent with a grade of "C" or higher or "Pass"</p> <p>The availability of tools in SolidWorks to perform the class objectives has increased significantly over the years so we are changing the title and part of the class description to keep up with industry demands.</p>	November 3, 2016
Modification	Technology	ENGT 138-Introduction to Engineering Design using AutoCAD	<p>This course focuses on the introduction to engineering design using the AutoCAD software. It includes drawing preparation based on 2D sketches and 3D models. It will prepare students to operate the systems and understand the applications of computer graphics utilizing industry standards. Students will learn to use an interactive computer graphics system to prepare drawings on personal computers.</p>	November 3, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
			<p>Recommendation: ENGT 116 and ENGT 131 or equivalent with a grade of "C" or higher, or "Pass," or appropriate work experience.</p> <p>The title of this course is being slightly modified to align with the description of ENGT103. Students will be able to take either class as a pre-requisite to higher level classes in the department.</p>	
Modification	Technology	ENGT 237- Statics and Strength Of Materials Using Simulation	<p>This is a course in the fundamental principles of statics and strength of materials and their applications to the solutions of typical force systems and equilibrium problems. Applications are made in the fields of welded, machined, extruded, and molded parts.</p> <p>Prerequisite: ENGT 103 or ENGT 138 or ENGT 259 or ENGT 265 or equivalent with a grade of "C" or higher, or "Pass."</p> <p>We are adding the word "simulation" to the end of the class title to indicate that the primary goal of this class is application via simulation rather than calculation. With the addition of ENGR235 to the class inventory, this addition will allow students to differentiate between the two</p>	November 3, 2016
Modification	Technology	ENGT 258-Tools and Fixtures Applications Using Solid Modeling	<p>This course is a study of modern techniques of design using solid modeling. Instruction includes the production, operations, and process materials selection for product design. Planning, scheduling, and cost performance are used to implement design solutions.</p> <p>Prerequisite: ENGT 103 or ENGT 138 or ENGT 259 or ENGT 265 or equivalent with a grade of "C" or higher, "Pass."</p> <p>The current class description refers to a broad industry term that does not tell the students what application they are</p>	November 3, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
			going to learn in the class. The new title is more specific of the kind of applications they use on a daily basis in the world of engineering design technology.	
Modification	Technology	ENGT 259-SolidWorks Introduction	<p>This course assists students in creating three-dimensional (3-D) parametric part modeling, assembly modeling, surface modeling, and bills of materials. Students receive instruction utilizing the most recent release of SolidWorks software.</p> <p>We are adding the word “introduction” to the end of the class title to differentiate it further from ENGT 260 where students learn the advanced aspects of SolidWorks modeling.</p>	November 3, 2016
Modification	Technology	MTT 96L-CNC Multi-Axis Mill Machining Lab	<p>The content of MTT 52, due to its alignment with the NIMS certification allows the student to take the MTT 96L class without having to take the MTT 91L lab class. Content of MTT 52 is now sufficient to be successful in MTT 96L.</p> <p>Prerequisite: MTT 52 or equivalent with a grade of “C” or higher, or “Pass.”</p>	November 3, 2016
Modification	Science, Engineering and Mathematics	MATH 75 (Not Degree Applicable) Mathematical Literacy For College Students	<p>This is a one-semester course integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college success content will be integrated with mathematical topics. This course prepares students for the curriculum of Cerritos College's MATH 112 only. This course is not open to students with credit in MATH 60.</p> <p>During the course of the first two semesters of the MATH 75 pilot, it was determined that not enough time can be devoted to the algebra topics necessary for students to be successful</p>	November 10, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
			in MA TH 114 - College Algebra. The focus of MATH 75 is general mathematical literacy.	
Modification	Science, Engineering, and Mathematics	GEOL 105L-Field Methods of the Earth Sciences	The revision considers two courses that have recently been added to the Department of Earth Science--GEOL 102 and GEOL 103--and ESCI 110, which department members agree provide students with the background knowledge necessary to prepare them for GEOL 105L. This course is also now becoming a general education course	December 8, 2016
Modification	Science, Engineering, and Mathematics	CIS 160-Web Page Development	This course provides the knowledge, skills, and hands-on experience needed to create multimedia web pages. Using a variety of authoring tools, students will create web pages with links, graphics, tables, frames, and forms, and add dimensions of time, audio, video, motion, and interactivity to web pages. Upon completing this course, students will be ready to plan, build, promote, and maintain a professional website, which includes selecting a web host and uploading the site to a web server.	January 26, 2017
Modification	Science, Engineering, and Mathematics	CIS 282-Advanced Java Programming	CIS 183 has replaced CIS 182, so the recommendation for this course is being updated to reflect that. The removal of the words "strongly recommend" from the recommendation is now required. The description is also being updated (please note the correction of the endash in "client-server" where there formerly was a hyphen).	January 26, 2017
Modification	Science, Engineering, and Mathematics	Natural Sciences-General Associates of Arts Degree	The title is being corrected to read "associate <u>of</u> arts" instead of "associate <u>in</u> arts," as deemed proper by the PCAH. ESCI 101 and 102 are being removed because of low student demand and because they are outdated,	December 8, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
			<p>being offered less and less by other colleges and universities. GEOL 103 and 103L are being added because they will satisfy a demand for environmental courses, will support the AA and AS-T for environmental studies currently being developed at Cerritos College, and in a sense, represent updated versions of ESCI 101 and 102. GEOL 103 -Environmental Geology and GEOL 103L -Environmental Geology Lab are also recognized by the state Course Identification Numbering System (C-ID), while ESCI 101 and 102 are not. ENGY 100 is a new course being proposed right now that is also being added. MATH 240 was mistakenly left in this degree in the Cerritos College 2016-2017 catalog (probably a typographical error) even though all of the other revisions made to this degree last time it was revised are in print. It is being marked again here for good measure.</p>	
Modification	Technology	Associates in Science Degree in New Product Development and Fabrication	<p>The New Product Development (NPD) program at Cerritos College has the goal to prepare technicians for both the automotive aftermarket and the professional, scientific, and technical service companies of Southern California. The program goals are multiple. The first goal is to provide students with the academic preparation needed for a career in the automotive aftermarket industries or other industries using similar technology. Students can do that by learning the program objectives from the set of classes that will allow them to take a virtual new product idea to market. Another goal of the program is to enable current students to get a double competency (3D inspection/NPD, Machining/NPD, Auto/NPD, Welding/NPD, Plastics/NPD, and Engineering Design/NPD). Finally the last goal of the program is to provide continuous learning opportunities for industry employees. This in turn will provide industry with a framework of classes to further employee development and/or provide validation of professional experience and a path to an AS degree for current employees. The main objective of the program is to enable students to take a product of their choice through the appropriate stages and produce a portfolio for a new design.</p>	December 8, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
			The steps include product plan, customer needs evaluation, product specification, concept generation, concept selection, product design and a plan for manufacturability and procurement.	
Modification	Fine Arts	Associates of Science in Commercial Music	The goals and objectives of the Cerritos College Music Program are to provide students with a variety of choices for their music careers. To complement the Associate Degree for Transfer in Music and the Associate Arts in Music, the Commercial Music Associate of Science Degree provides students with training necessary for a career in the music industry in production, publishing, and promotion. The Cerritos College Music Program provides courses that fulfill part of the general education requirements for other majors as well. Students who attain the skills offered in music courses will be able to apply this knowledge to a variety of career situations that require the ability to analyze complex situations, demonstrate critical thinking, apply creative problem solving, and work collaboratively.	December 8, 2016
Modification	Technology	New Product Development and Fabrication Option Associates in Science	The New Product Development (NPD) program at Cerritos College has the goal to prepare technicians for both the automotive aftermarket and the professional, scientific, and technical service companies of Southern California. The program goals are multiple. The first goal is to provide students with the academic preparation needed for a career in the automotive aftermarket industries or other industries using similar technology. Students can do that by learning the program objectives from the set of classes that will allow them to take a virtual new product idea to market. Another goal of the program is to enable current students to get a double competency (3D inspection/NPD, Machining/NPD, Auto/NPD, Welding/NPD, Plastics/NPD, and Engineering Design/NPD).	December 8, 2016

<b>Modification Type</b>	<b>Division</b>	<b>Course/Certificate Information</b>	<b>Rationale</b>	<b>Curriculum Committee Approval Date</b>
Modification	Technology	Network/Systems Administration Associates of Arts Degree	We are proposing to add CIS 170K - Introduction to Wireless Networking as a new requirement in the program, since wireless networking is becoming a crucial component in today's information infrastructure. Meanwhile we propose to move CIS I 70B - Network+ Certification to the electives, since most of the course content is also covered in other required courses. Nonetheless, CIS I 70B offers students another opportunity to pursue the industry certification-CompTIA Network+. Thus, it remains a viable elective course for students in the program.	January 26, 2017
Modification	Technology	Network/Systems Administration Certificate of Achievement	We are proposing to add CIS 170K - Introduction to Wireless Networking as a new requirement in the program, since wireless networking is becoming a crucial component in today's information infrastructure. Meanwhile we propose to move CIS I 70B - Network+ Certification to the electives, since most of the course content is also covered in other required courses. Nonetheless, CIS I 70B offers students another opportunity to pursue the industry certification-CompTIA Network+. Thus, it remains a viable elective course for students in the program.	January 26, 2017
Modification	Technology	Engineering Design Technology Verification of Completion 3-D Parametric Modeling Design and Presentation	The department is implementing the use of SolidWorks in most of its classes due to increased demand from industry. SolidWorks is the market leader in 3D parametric design. This VoC is therefore modified to remove the classes that were either taught with AutoCAD or were related to manual drafting. The overall technical content of this group of classes will be increased to respond to industry demand.	November 3, 2016
Modification	Technology	Engineering Design Technology Verification of Completion Engineering Design and Production Technology	Updating titles to match new course titles	November 3, 2016
Modification	Technology	Engineering Design Technology	The department is implementing the use of SolidWorks in most of its classes due to increased demand from industry.	November 3, 2016

<b>Modification Type</b>	<b>Division</b>	<b>Course/Certificate Information</b>	<b>Rationale</b>	<b>Curriculum Committee Approval Date</b>
		Verification of Completion Machine Design and Manufacturing	This VOC is therefore modified to remove the classes that were either taught with AutoCAD or were related to manual drafting. The overall technical content of this group of classes will be increased to respond to industry demand. A student having completed all four courses of this VoC will be very well positioned to get an entry level job in the industry.	
Modification	Technology	Engineering Design Technology Verification of Completion Sheet Metal Layout Applications with 3-D Parametric Solid Modeling	The department is implementing the use of SolidWorks in most of its classes due to increased demand from industry. This VOC is therefore modified to remove the classes that were primarily taught with AutoCAD and Inventor. The technical content of the classes is very similar but the automated tools available from SolidWorks make them more appropriate for our students. This combination of classes indicate to a potential employer that the student is ready to tackle design problems related to sheet metal fabrication.	November 3, 2016
Inactivation	Science, Engineering, and Mathematics	CIS 213C-Designing A Microsoft Windows Directory Service Infrastructure	The Board approved this course for inactivation with a typo.  This course has not been offered for more than 10 years.	November 10, 2016
Inactivation	Health Occupations	CA 65-Food Costing	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Science, Engineering, and Mathematics	CIS 205-Programming in HTML for the World Wide Web	This class is being inactivated due to low enrollment.	January 26, 2017
Inactivation	Science, Engineering, and Mathematics	iSeries 400 Specialist Associates in Arts Degree	This program has been reduced down to only two iSeries specific courses: CIS 141 and CIS 240. The last three semesters these courses were offered, they had to be canceled due to low enrollment. In addition, we have been unable to successfully update this certificate through the chancellor's office and it contains 11 courses which have been inactivated.	January 26, 2017

<b>Modification Type</b>	<b>Division</b>	<b>Course/Certificate Information</b>	<b>Rationale</b>	<b>Curriculum Committee Approval Date</b>
Inactivation	Science, Engineering, and Mathematics	iSeries 400 Specialist Certificate of Achievement	This program has been reduced down to only two iSeries specific courses: CIS 141 and CIS 240. The last three semesters these courses were offered, they had to be canceled due to low enrollment. In addition, we have been unable to successfully update this certificate through the chancellor's office and it contains 11 courses which have been inactivated.	January 26, 2017
Inactivation	Science, Engineering, and Mathematics	Web Page Development Verification of Completion	A course in this verification of completion is being inactivated. The verification of completion is no longer useful and needs to be inactivated.	January 26, 2017
Inactivation	Science, Engineering, and Mathematics	Web Server Development Verification of Completion	Courses in this verification of completion are being inactivated. The verification of completion is no longer useful and needs to be inactivated.	January 26, 2017
Modification	Health Occupations	SLP 125-Childhood Disorders and Treatment	This course focuses on screening procedures and treatment interventions used for speech, language and hearing disorders in children in educational and healthcare settings. Practice will be provided in interpreting therapeutic objectives, designing an effective therapy lesson plan, and execution of that plan in a simulated clinical environment. The student will learn to use observational checklists, administer screening assessment tests, and complete related therapeutic protocol forms.	November 10, 2016
Modification	Health Occupations	SLP 230-Adaptive Communication Technology	This course introduces the student to the needs of non-oral children and adults, as well as the preparation, use and maintenance of selected adaptive communication equipment. Emphasis is placed on the collaborative use of assistive equipment for speech, language and hearing disorders.	November 10, 2016
Modification	Health Occupations	CA 152-Introduction to Commercial Food Production	This course has been replaced by another and is no longer offered by the department.	
Modification	Health Occupations	CA 153-Commercial Food Production: Pantry Items	This course has been replaced by another and is no longer offered by the department.	

<b>Modification Type</b>	<b>Division</b>	<b>Course/Certificate Information</b>	<b>Rationale</b>	<b>Curriculum Committee Approval Date</b>
Modification	Health Occupations	CA 154-Commercial Food Production: Meats & Poultry	This course has been replaced by another and is no longer offered by the department.	
Inactivation	Health Occupations	CDEC 66-Administration and Supervision of Early Childhood Education Programs	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	CDEC 67-Advanced Administration and Supervision of Early Childhood Education Programs	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	CDEC 173-Early Childhood Education Occupational Work Experience	The department no longer offer this course.	November 10, 2016
Inactivation	Health Occupations	CDEC 174-Early Childhood Education Occupational Work Experience	The department no longer offer this course.	November 10, 2016
Inactivation	Health Occupations	CDSE 50-Survey of Special Education	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	CDSE 52-Special Education Inclusion in Early Childhood Programs	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	HO 9-Emergency Medical Technician I	The EMT program is no longer offered by the Health Occupations Division. If the program is reinstated in the future, a new class would need to be developed to address change to required hours of instructions by the department of Health Services.	November 10, 2016

<b>Modification Type</b>	<b>Division</b>	<b>Course/Certificate Information</b>	<b>Rationale</b>	<b>Curriculum Committee Approval Date</b>
Inactivation	Health Occupations	HO 9L- Emergency Medical Technician I Lab	The EMT program is no longer offered by the Health Occupations Division. If the program is reinstated in the future, a new class would need to be developed to address change to required hours of instructions by the department of Health Services.	November 10, 2016
Inactivation	Health Occupations	MA 62A-Health Insurance and Billing	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	MA 62B-ICD-9 and CPT Coding	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	NRSG 47 (Not Degree Applicable)-Nursing Skills Lab	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	SLP 240-Field Experience I	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Inactivation	Health Occupations	SLP 245-Field Experience II	This course has been replaced by another and is no longer offered by the department.	November 10, 2016
Modification	Health Occupations	Speech Language Pathology Assistant Associates in Arts Degree	One of the missions of the Cerritos College Speech Language Pathology Assistant (SLPA) Department is to prepare future Speech Language Pathology Assistants to meet the needs of diverse populations in a variety of therapeutic environments. The SLPA program is geared towards individuals seeking an Associate of Arts degree that will make them eligible for state licensure with the California Speech Language Pathology, Audiology, and Hearing Aid Dispensers Licensing Board This degree must be changed due to curriculum changes made by another department	November 10, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
Modification	Health Occupations	Speech Language Pathology Aide Certificate of Achievement	One of the missions of the Cerritos College Speech Language Pathology Assistant (SLPA) Department is to prepare future Speech Language Pathology (SLP) Aides to meet the needs of diverse populations in a variety of therapeutic environments. The SLPA program is geared towards individuals seeking an Associate of Arts degree that will make them eligible for state licensure with the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Licensing Board. However, the program recognizes the need for qualified and well-educated Speech-Language Pathology Aides in the workforce. To meet this demand, the program also offers a certificate as a Speech-Language Pathology Aide, which is a position monitored by the State board.	November 10, 2016
New	Technology	ENGR 215L-Circuits Laboratory Units: 1 Hours: 0 Lecture/ 3 Laboratory Prerequisite: ENGR 215 or equivalent with a grade of "C" or higher or "Pass" or concurrent enrollment Corequisite: None Recommendation: None	This course is envisaged as an electrical circuits laboratory to be taken either concurrently with the circuits lecture (ENGR 215) or after the lecture has been successfully completed. The aim will be to allow students hands-on experience with the construction and testing of different electrical circuits. Such a course is considered a basic requirement for anyone going into electrical engineering.	November 10, 2016
Modification	Science, Engineering, and Math	MATH 112-Elementary Statistics	This course provides an introduction to descriptive and inferential statistics. Topics included are mean, standard deviation, variance, probability, random variables, binomial probability distribution, normal probability distribution, the central limit theorem, hypothesis testing, confidence intervals, t-distribution, chi-square distribution, F-distribution, linear regression, and linear correlation. This course is a beginning statistics course designed for all majors. A graphing calculator is required. Students should be allowed to take MATH 112 as a "pass/no pass" course. Other courses comparable to	November 10, 2016

<b>Modification Type</b>	<b>Division</b>	<b>Course/Certificate Information</b>	<b>Rationale</b>	<b>Curriculum Committee Approval Date</b>
			MATH 112 can already be taken as “pass/no pass”; it seems to be an oversight that MATH 112 did not have this option	
Inactivation	Science, Engineering, and Math	CHEM 95A (Not Degree Applicable)-Individualized Chemistry Instruction	This course was replaced with CHEM 95A-F to allow student repeatability.	November 10, 2016
Inactivation	Science, Engineering, and Math	CIS 75-SQL Administration and Implementation	This course hasn't been offered in over seven years due to low enrollment.	November 10, 2016
Inactivation	Science, Engineering, and Math	CIS 126-Javascript For Nonprogrammers	This course hasn't been offered in over seven years due to low enrollment.	November 10, 2016
Inactivation	Science, Engineering, and Math	CIS 163-Dynamic and Interactive Web Page Servicing	This course hasn't been offered in over seven years due to low enrollment.	November 10, 2016
Inactivation	Science, Engineering, and Math	CIS 230-Assembly Programming for Microcomputers	This course hasn't been offered in over seven years due to low enrollment.	November 10, 2016
Inactivation	Science, Engineering, and Math	MATH 150-Precalculus Math	Math 150 has been replaced by MATH 155-Precalculus (5.0 units).	November 10, 2016
New	Science, Engineering, and Math	Aerospace and Mechanical Specialty Associates of Science	An associate of science degree in engineering with a specialty in either aerospace or mechanical engineering provides students with an introductory knowledge of physics, chemistry, and math and provides the skills necessary to pursue upper-division coursework at a four-year university as well as the experience needed for undergraduate research and entry-level internships..	November 10, 2016

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
Modification	Science, Engineering, and Math	Engineering Associates in Arts Degree	<p>The engineering program's mission is to provide future engineers with their introductory education, fulfilling the general education requirements for associate's degrees or transfer.</p> <p>The goal of engineering is to create a better future for all through the application of scientific knowledge to solving problems in the real world. Engineers are required to learn math, a variety of sciences, communication, and teamwork. They must be problem solvers, organizers, communicators, calculators, and designers. Engineering is also highly creative and can require knowledge in a variety of software packages. Our program seeks to educate the students with the introductory material, while still inspiring the creativity and problem-solving skills they will need as they progress.</p>	November 10, 2016
New	Adult Education	AED 42.98-College Placement Testing Strategies Units: 0.0 Hours: 2 Lecture/2Laboratory Prerequisite: None Corequisite: None Recommendation: Placement in AED 48.05, Read 48, or ENGL 20	This course is designed to meet the needs of the basic skills student when preparing for the college placement test. Noncredit basic skills students are unfamiliar with the college assessment test process, purpose, and content which would limit their success in college. This AED course will review assessment testing strategies and material covered in the community college placement exam. The course will familiarize students with the testing process, areas covered, and provide online resources and assessment testing.	January 26, 2017
New	Adult Education	AED 42.99-College Placement Testing Strategies B Units: 0 Hours: 2 Lecture/2Laboratory Prerequisite: None Corequisite: None	This course is designed to meet the needs of the basic skills student when preparing for the college placement test. Noncredit basic skills students are unfamiliar with the college assessment test process, purpose, and content which would limit their success in college. This AED course will review assessment testing strategies and material covered in the community college placement exam. The course will familiarize students with the testing process, areas covered, and provide online resources and assessment testing.	January 26, 2017

Modification Type	Division	Course/Certificate Information	Rationale	Curriculum Committee Approval Date
		Recommendation: Placement into AED 49.01 or MATH 40.		
New	Adult Education	Non-Credit Certificate of Completion College Placement Testing Strategies	This certificate is intended to provide the fundamental skills in college assessment testing. Having successful and accurate assessment into college will assist with entrance to programs with many career options. The Non-Credit Certificate of Completion College Placement Testing Strategies will prepare the student to successfully matriculate into college. As a noncredit basic skills student, the transition to college will be facilitated so that enrollment and completion in the chosen career path will occur.	January 26, 2017

**FROM:**

\_\_\_\_\_  
Dr. Jose Fierro  
President/Superintendent

**SUBJECT:        Consideration of Approval to Engage in a Major Gift Campaign with the  
                         Cerritos College Foundation**

**ACTION**

It is recommended that the Board of Trustees authorize the President/Superintendent to engage in a major gift campaign with the Cerritos College Foundation with an investment not-to-exceed \$500,000 over a three-year period as outlined in the proposed Memorandum of Understanding.

In addition, the Board of Trustees directs the President/Superintendent to revise the Memorandum of Understanding as follows:

- Include the working goal of \$8 to \$12.5 million over the three-year period as part of the Foundation's responsibilities
- The President/Superintendent and the Cerritos College Foundation will report back to the Board of Trustees on outcomes of the major gift campaign every six months.

The revised Memorandum of Understanding is attached.

**FISCAL IMPACT**

The amount of \$500,000 will be expended in one-time dollars from auxiliary funds (such as Vintage Cerritos, bookstore, vending machine, etc.) over a three-year period as outlined in the proposed Memorandum of Understanding.

**REPORT SUMMARY**

At the January 18, 2017 and February 2, 2017 board meetings, the Board of Trustees received a recommendation from the President/Superintendent that the college engage in a major gifts campaign. The attached Memorandum of Understanding has been prepared and reviewed by the college and the Cerritos College Foundation.

By engaging in a 30- to 36-month major gift campaign with the Cerritos College Foundation, the college intends to expand the fundraising capacity of the Foundation with the hiring of an experienced Associate Director/major gift officer and an Associate Director of Alumni Relations.

**NOTICING REQUIREMENTS**

None is required beyond posting of this item on the agenda.

**ATTACHMENT(S)**

Memorandum of Understanding



**MEMORANDUM OF UNDERSTANDING  
REGARDING A MAJOR GIFT CAMPAIGN  
BY AND BETWEEN THE  
CERRITOS COMMUNITY COLLEGE DISTRICT  
AND THE  
CERRITOS COLLEGE FOUNDATION**

**Cerritos College Responsibilities**

Cerritos College shall provide all services and attendant fees to the Cerritos College Foundation as outlined below:

– Funding Priorities.

At least annually, the Cerritos College President/Superintendent shall present to the Foundation Board of Directors a written list of Cerritos College's current development priorities. Cerritos College shall rely upon the Foundation, or its designee, to assist in determining the priorities and the funding feasibility of each.

More specifically, in the spring of each fiscal year, Cerritos College shall, in conjunction with the Foundation, draft annual development goals that shall account for Cerritos College development priorities for the upcoming fiscal year. These priorities and goals shall consider Cerritos College's strategic needs, as defined by Cerritos College, as well as the Foundation's resources, personnel, and capacity.

The Cerritos College President/Superintendent **and the Cerritos College Foundation** shall present an update regarding these activities to the Cerritos College Board of Trustees ~~on an annual basis~~ **every six months. This report shall also include the outcomes of the major gift campaign.**

– Major Gift Campaign and Integrated Advancement.

Cerritos College and the Cerritos College Foundation shall enter into a 30-36 month major gift campaign **with a working goal of \$8 to \$12.5 million over the three-year period as part of the Foundation's responsibilities.**

Cerritos College shall actively coordinate its communications, internal relations, and external relations activities with the Foundation to develop a programmatic culture within the college's student, alumni, and private support constituencies that encourages increased philanthropic support, constituent engagement, and private advocacy in support of Cerritos College.

Cerritos College shall cooperate with the Foundation in the development of its fundraising programs and campaigns, including provision of information, data, plans, facilities for meetings on the Cerritos College campus, and other materials and services as may reasonably be necessary for the successful conduct of fundraising programs and campaigns.

– Development Services Investment.

In consideration of the Foundation's fundraising services, including but not limited to the responsibilities outlined in this Memorandum of Understanding, Cerritos College shall invest \$500,000 in the Cerritos College Foundation over the next three years. The funds shall be used to hire a full time Associate Director / major gift officer and Associate Director of Alumni relations. At the end of the third year, the Cerritos College Foundation shall absorb the cost of these two positions. The positions shall be covered by the Foundation's operational budget for a minimum of three years after the initial three years. At the end of the six-year period, Cerritos College and the Cerritos College Foundation shall jointly reevaluate the staffing needs of the Foundation. Modifications may occur upon approval of both parties.

Cerritos College may request that the Foundation participate in additional development activities within the scope of this agreement and in alignment with current foundation bylaws and articles of incorporation.

– Fundraising.

Cerritos College recognizes that the Foundation exists for the benefit of Cerritos College and not for the benefit of individuals within Cerritos College.

Cerritos College shall establish practices that support the Foundation's ability to coordinate all fundraising activities that seek and solicit private support for the benefit of Cerritos College.

The Cerritos College President/Superintendent, Board of Trustees, appropriate administrators, other Cerritos College officials, and Cerritos College-selected or Cerritos College-sanctioned volunteers shall work in conjunction with the Foundation staff and Foundation Board of Directors to identify, cultivate, solicit, and steward donors and prospective donors of private gifts. In so doing, Cerritos College President/Superintendent, appropriate administrators, and volunteers shall adhere to all applicable Foundation bylaws and articles of incorporation.

Additionally, Cerritos College acknowledges that the Foundation has sole responsibility for fundraising on behalf Cerritos College. All Cerritos College representatives shall coordinate fundraising initiatives, including major gifts solicitations, with the Foundation.

The Cerritos College President/Superintendent shall make his calendar available to the Executive director of the Cerritos College Foundation for donor cultivation appointments and related activities, as needed.

Cerritos College commits to collaborate with the Foundation in the development of advertising initiatives that enhance the major gift campaign and reach a wider audience.

**Foundation Responsibilities**

Cerritos College and the Cerritos College Foundation shall enter into a 30-36 month major gift campaign **with a working goal of \$8 to \$12.5 million over the three-year period as part of the Foundation's responsibilities.**

The Cerritos College President/Superintendent and the Cerritos College Foundation shall present an update regarding these activities to the Cerritos College Board of Trustees ~~on an annual basis.~~ every six months. This report shall also include the outcomes of the major gift campaign.

The Foundation shall provide Cerritos College with fundraising and asset investment services, which shall include all services related to the following activities:

– Fundraising.

In a coordinated and cooperative effort with Cerritos College, the Foundation shall create an environment conducive to increasing levels of private support for the mission and priorities of Cerritos College as established by Cerritos College. The Foundation's responsibilities are as follows:

1. *Donor Development, Relations, and Stewardship.* The Foundation is responsible for planning and executing comprehensive fundraising and donor-acquisition programs designed to encourage prospective and current donors to support Cerritos College's mission and programs. Activities include donor identification and cultivation, donor research, donor solicitation, periodic updates and/or reports to donors to assure that donor intent is being fulfilled, and appropriate acknowledgment, receipting and documentation of donor gifts to the Foundation.
2. *Fundraising Programs.* Pursuant to the Foundation's policies on gift acceptance and constituent relations, the Foundation shall plan, coordinate, and execute activities designed to identify, cultivate, and solicit support of all types from private entities including, but not limited to, individuals, corporations, and other foundations. Expenses incurred by the Cerritos College President/Superintendent or other designated college officials while engaged in donor cultivation or related foundation activities shall be reimbursed by the Foundation in accordance with the Foundation's reimbursement procedures.
3. *Campaigns.* The Foundation shall be responsible for planning and executing comprehensive, multi-year campaign and developing fundraising goals and methodologies to obtain support for Cerritos College's strategic objectives as defined in collaboration with the Cerritos College Board of Trustees, Cerritos College President/Superintendent, and other Cerritos College officials. In performing this service, the Foundation shall also provide Cerritos College with counsel and direction regarding the feasibility of certain goals, projects, and initiatives for which Cerritos College would like to solicit support.
4. *Educational Programs.* To effectively implement the Foundation's fundraising initiatives, the Foundation shall provide Cerritos College officials and personnel who may be involved in fundraising with training that provides information about fundraising strategies and techniques, as well as information about the resources provided by the Foundation's programs, policies, and procedures.

5. *Development Events*. All events pertaining to cultivating, stewarding, and/or recognizing donors and prospective donors of Cerritos College shall be cleared through the Foundation to ensure coordination of fundraising activities. The Foundation is not responsible for directing or coordinating events for Cerritos College that are not for the purposes outlined in this section.
6. *Interest Groups* The Cerritos College Foundation shall develop, maintain, and cultivate relationships with interest groups including but not limited to the following:
  - a. Alumni Association
  - b. President's Circle
  - c. Business Partners

-Asset Investment.

If Cerritos College deposits gifts with the Foundation for investment purposes, the Foundation may pool those funds with the Foundation's funds and other funds held by the Foundation in a pooled investment portfolio ("Pooled Investments"). In doing so, it is mutually understood that:

1. Cerritos College retains ownership of Cerritos College funds;
2. The Foundation is authorized to invest Cerritos College funds in the same manner as other Foundation funds;
3. Cerritos College funds are subject to the Foundation's administrative fees in accordance with the Foundation's policies;
4. Cerritos College funds may be pooled with the Foundation's institutional funds and other funds for the purpose of participating in the Pooled Investments;
5. There is no trust relationship between the Foundation and Cerritos College express or implied;
6. Pooled Investments shall be invested in accordance with the Foundation's investment policy;
7. There is an inherent risk involved with investing that is beyond the control of the Foundation, including the potential for loss of Cerritos College's principal in the initial investment, loss of subsequent deposits, loss of interest or appreciation, and loss of other financial gains;
8. Neither party is obligated to offer or accept investment advice to or from the other party;
9. The Foundation has not and does not hold itself out as an investment advisor or as a professional investment corporation;
10. Cerritos College's representative for all matters relating to the investment of Cerritos College funds by the Foundation is the Cerritos College President/Superintendent or designee.

For all Cerritos College funds invested by the Foundation, the Foundation shall provide periodic summaries and confirmations of balances of Cerritos College funds as may be requested or required. Additionally, the Foundation shall provide Cerritos College with a copy of its most recent investment policy.

Upon written notice from Cerritos College requesting withdrawal of Cerritos College funds from the Pooled Investments, the Foundation shall withdraw the funds within a reasonable length of time such that removal of the funds may be completed without adversely affecting the remaining investment portfolio.

-Foundation Operations.

The Foundation is responsible for establishing a financial plan to pay the costs of Foundation programs, operations, and services. The Foundation has the right to impose a reasonable fee on funds the Foundation manages.

The Foundation shall maintain, at its own expense, copies of the plans, budgets, and donor and alumni records developed in connection with the performance of its obligations.

The Foundation shall expend unrestricted funds and/or the income or gains therefrom and/or assess fees for services for its operating expenses, including payment of reasonable compensation for services actually rendered in the operation of the Foundation.

The Foundation shall design, adopt, and may amend as necessary, the budget and/or strategic plan for the Foundation. The annual budget shall identify expected revenue and proposed expenditures from undesignated funds for the Foundation operating expenses.

The Foundation may engage the services of outside legal counsel for the review of contracts and other legal issues as necessary.

Any sub-contractor hired by the Foundation is the sole legal and financial responsibility of the Foundation. The Foundation fully indemnifies Cerritos College from any and all liability for injuries, damages, claims, penalties, actions, demands or expenses arising from or in connection with work performed by a sub-contractor on behalf of the Foundation.

-Effective Date.

This memorandum of understanding shall become effective when executed by duly authorized representatives of both parties.

In witness whereof, this Memorandum of Understanding has been executed by the parties hereto as of the date written below.

Cerritos Community College District

Cerritos College Foundation

By: \_\_\_\_\_  
Dr. Jose Fierro  
President/Superintendent  
Cerritos College

By: \_\_\_\_\_  
Steven Richardson  
Executive Director  
Cerritos College Foundation

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## COMPRESSED CALENDAR

Response to the January 26, 2015, Memorandum of Understanding between the CCCD and CCFF

Report Date: May 14, 2015

On January 26, 2015, representatives of the District and the CCFF signed a Memorandum of Understanding that established an ad hoc committee consisting of four representatives of the District and four representatives of the CCFF. This ad hoc committee was formed “for the purpose of reviewing and updating the recommendations of the joint District-CCFF Compressed Calendar report dated February 1, 2009.” (See Appendix A.)

The CCFF appointed the following four faculty members to the ad hoc committee:

Rob Campolo, Professor of Theatre Arts  
Ralph Casas, Professor of Pharmacy  
Chris Wilson, Professor of Art  
Susan LePere, Professor of Biological Sciences

The District appointed the following four deans to the ad hoc committee:

Rick Miranda, Dean of Academic Affairs  
Sandy Marks, Dean of Health Occupations  
Stephanie Murguia, Dean of Admissions and Records  
David Fabish, Dean of Liberal Arts

As required by the MOU, the ad hoc committee members elected two co-chairs: Professor Rob Campolo and Dean David Fabish.

The committee was tasked with exploring and analyzing the eleven issues, services, and activities “related to the transition to and maintenance of the compressed calendar” that were identified in the 2009 report, namely,

- a. Student learning and pedagogical issues
- b. Curriculum/course offerings
- c. Class scheduling
- d. Student enrollment/apportionment issues
- e. Facilities/room utilization
- f. Student support service
- g. Information Technology support services
- h. Payroll/fiscal support services
- i. Administrative costs and savings
- j. Faculty compensation
- k. Other issues, services, or activities as may be determined by the committee.

## RECOMMENDATION

The 2015 Ad Hoc Committee recommends that the District adopt the 16-week compressed calendar and implement it on July 1, 2018, the earliest practical date.

The Ad Hoc Committee also strongly recommends that the District invite the entire college community to weigh calendar options during the fall 2015 semester.

The 2009 Report recommended a calendar that included a 6-week winter intercession and two consecutive 6-week summer sessions. The 2015 Ad Hoc Committee does not endorse that calendar. However, the Ad Hoc Committee members believe it constitutes one of many options the college community should consider.

### A. STUDENT LEARNING AND PEDAGOGICAL ISSUES

The 2015 Ad Hoc Committee cannot confirm the finding of the 2009 Report that a 16-week compressed calendar will have the effect of improving student success and retention. This committee found insignificant differences in success or retention between 18-week and 16-week calendars.

The 2009 Report relied primarily on an analysis conducted in 2008 by the Office of Planning, Research and Regional Education at San Joaquin Delta College (see Appendix B). According to that study, "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)."

The 2015 ad hoc committee has been unable to locate recent studies concerning the impact of the 16-week calendar on student success.

However, ample data is housed by the California Community Colleges Chancellor's office that shows annual student success and retention rates for each community college. The ad hoc committee used that data to conduct its own study on the effect of the 16-week calendar on student success and retention.

Those results show success and retention remain flat following conversion to compressed calendars.

For the Cerritos College study, success and retention rates in the three final years of 18-week calendars were compared to success and retention rates of the first three years after conversion.

Glendale, Pasadena, Santa Monica, Mt. San Antonio, Cypress, Fullerton and Long Beach were selected because they are in the same region as Cerritos College and are similar in size.

## Retention and Success Rate Data

### Glendale

	Retention Rate	Success Rate
18 Week (F 98-Sp 01)	88.29%	67.93%
16 week – First year (F 01-Sp 02)	87.7%	68.5%
16 week – Following two years (F 02-Sp 04)	87.0%	69.4%

### Pasadena

	Retention Rate	Success Rate
18 Week (F 00-Sp 03)	83.79%	67.86%
16 week – First year (F 03-Sp 04)	83.92%	68.42%
16 week – Following two years (F04- Sp 06)	82.73%	66.29%

### Mt. SAC

	Retention Rate	Success Rate
18 Week (F 03-Sp 06)	83.02%	66.01%
16 week – First year (F 06-Sp 07)	81.7%	65.8%
16 week – Following two years (F 07-Sp 09)	83.0%	66.1%

### Cypress

	Retention Rate	Success Rate
18 Week (F 08-Sp 11)	84.14%	70.49%
16 week – First year (F 11-Sp 12)	86.0%	74.3%
16 week – Following two years (F 12-Sp 14)	85.78%	72.7%

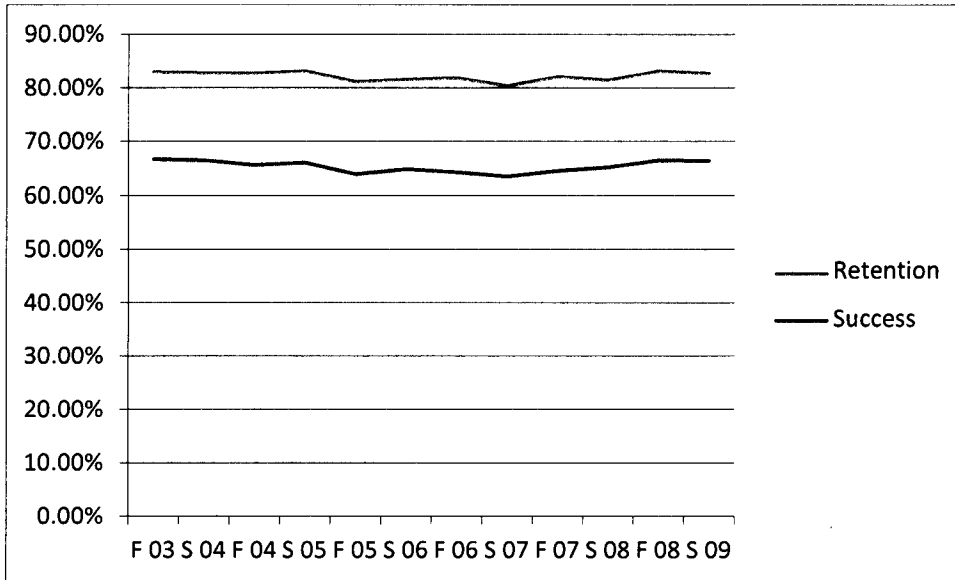
### Fullerton

	Retention Rate	Success Rate
18 Week (F 08-Sp 11)	82.05%	66.96%
16 week – First year (F 11-Sp 12)	84.3%	71.4%
16 week – Following two years (F 12-Sp 14)	83.4%	67.77%

### LBCC

	Retention Rate	Success Rate
18 Week (F 09-Sp 12)	83.55%	65.9%
16 week – First year (F 12-Sp 13)	84.9%	65.5%
16 week – Following two years (F 13-Sp 14)	85.48%	64.63%

The follow chart illustrates this. It is taken from Chancellor Office data about Mt. SAC's success and retention rates. The compressed calendar went into effect at Mt. SAC in fall 2006



See Appendix C further data and charts illustrating the retention and success rates.

#### B. CURRICULUM/COURSE OFFERINGS

The 2015 Ad Hoc Committee concurs with the findings of the 2009 Report. In brief, the transition to a 16-week calendar will not require curriculum changes. The 2009 Report states that some faculty may elect to alter curriculum to suit a compressed calendar; the 2015 Committee anticipates that this would happen rarely, if at all.

The calendar, however, will necessitate that programs schedule classes and laboratories differently. For instance, Nursing would need to offer certain laboratory or on-site courses during intercession so that students are able to fulfill instructional requirements imposed by accrediting agencies.

#### C. CLASS SCHEDULING

##### Term Lengths

The 2009 Report recommended a calendar consisting of two primary semesters of 16 weeks, a 6-week winter intercession, and two 6-week summer sessions.

This calendar has the advantage of making maximum use of classrooms and campus facilities. Another advantage is that faculty are very familiar with the 6-week format because it has been in use at Cerritos College for at least two decades.

The disadvantage of this calendar is that the campus would be in use 50 weeks a year: in session without break except for two weeks between the fall and winter sessions. That heavy usage will create challenges to Facilities, to Instructional Technology, to Counseling, and to Admissions and Records. The

challenges are not insurmountable but would add costs: an estimated \$250,000 annually. For example, certain routine maintenance would need to be shifted to nights and weekends, for which maintenance works would be more highly compensated at a 'differential shift' rate.

Another variant concerns "Flex Time." The 2009 Report eliminated a structured "Flex" week on the gamble that the Chancellor's office would waive the requirement to schedule dates for Flex Days for professional development. Unfortunately, there is no evidence that the Chancellor's office would grant this waiver, and denial of a waiver would pose an insurmountable obstacle to this configuration.

On the other hand, other districts have structured "Flex" days, and these should be considered by the campus community.

Because of these challenges, the 2015 Ad Hoc Committee does not endorse a calendar that includes three 6-week intersessions.

#### 16, 16.3, 16.6, and 17

It should be noted, as well, that several sister colleges have employed variants in the primary 16-week semesters. Some are truly 16 weeks, but others are 16.3, 16.6, or even 17 week calendars. These options should be considered by the campus community.

#### Final Exams

Finally, the 2009 Report eliminated a final exam week. Instead, the final was administered on the last day of a given session. The 2015 Ad Hoc Committee agrees with that recommendation, but also considers this to be an option that should be considered by the campus community.

#### Options

The 2015 Ad Hoc Committee recommends that the campus community consider various calendar options, including the calendar recommended in the 2009 report. Each has distinct advantages, but also distinct disadvantages.

In all the scenarios, 8-, 10-, and, where possible, 12-week sessions would overlay the main summer sessions.

Following are variables:

- 4-, 5-, or 6-week winter intersessions or no winter intersession
- One or two main summer sessions
- Summer sessions of 5-, 6-, or 8-weeks in length
- A fall break or no break the week of Thanksgiving (an impact is the semester begins one week earlier than it otherwise would if a fall break is included)
- A spring break or no break during spring (an impact is the semester ends one week later than it otherwise would if a spring break is included)
- A spring break located at the mid-point of the spring semester or located during the week of the Good Friday holiday
- Flex Days schedule before and/or during the primary sessions
- A Finals Week or finals held on the last day of class

- Length of typical school day: whether the college should hold classes before 8:00 am and after 10:00 pm
- The time blocked for student activities and shared governance committees

### Model Calendars

Four Model Calendars are presented in Appendix D, including a brief assessment of the advantages and disadvantages of each.

#### D. STUDENT ENROLLMENT/APPORTIONMENT ISSUES

The observations and recommendations in “4. Student enrollment/apportionment issues” remain valid and do not require revision. Since the 2009 report, however, faculty and managers have become much more familiar with the terminology and requirements of the Student Attendance Accounting Manual (SAAM) because, beginning around 2011, the campus made concerted efforts to fully comply with SAAM requirements.

Conundrums, such as the problems of prerequisite blocking when students enroll in multiple, overlapping sessions, remain, but the college is currently dealing with those problems. Thus, moving to a compressed calendar is not likely to make this problem better or worse.

#### E. FACILITIES/ROOM UTILIZATION

The College can offer as many sections in a 16-week semester as it does in the 18-week semester, but only if most classrooms begin holding classes at 7:00 and/or the final class of the day meets until somewhere between 10:25 pm and 10:45 pm. If classes are not utilized in this way, then every classroom on campus would house one fewer classes per instructional day than it currently does.

If the instructional day were not increased, the college would lose an estimated 12% of its classroom capacity during the regular instructional week.

However, to meet the 175-Day Rule, the College would be required to restore the “Weekend College,” and courses offered during the weekend would make up for those lost due to calendar compression. In addition, some classes now scheduled on a Monday/Wednesday pattern would be scheduled on a Monday/Wednesday/Friday pattern, and this would mitigate against the loss of classroom capacity due to compression. A Monday/Wednesday/Friday pattern may especially suit those classes of more four units.

Faculty and staff would experience differences, listed below:

1. More classes would be offered on Fridays. Some faculty could have a four-day teaching schedule, but others would have a five-day teaching schedule.
2. Meeting periods for all classes will lengthen, so schedules will begin somewhat earlier or end somewhat later, or both.
3. The Ad Hoc committee recommends adoption of a Weekend College in order to meet state requirements for the minimum number of work days. This means, naturally, that a significant number of classes would be offered on Saturday.

4. These changes would affect non-classroom faculty and support staff because students would require services on Fridays and Saturdays.
5. Instruction for more classes would begin at 7:00 am. Many night classes may meet until about 10:30 pm.

### Maintenance and Operations

The 2009 report noted that the compressed calendar with a 6-week intersession and two 6-week summer sessions would result in “limited ‘down time’ for facility maintenance and operations.” If many classes are scheduled on Fridays, Facilities and Information Support Services will have severely limited access to facilities. That would require some routine maintenance to be shifted to nights and weekends, for which classified employees will be paid ‘a shift differential.’

This differential will be significant, especially if the calendar includes three 6-week intersessions because that model utilizes the campus for 50 weeks every year. Other models provide breaks in campus utilization during which some maintenance projects could be completed.

## F. STUDENT SUPPORT SERVICES

### Admissions and Records

The 2009 Report suggested that adding a winter intersession would have minimum impact on Admissions and Records. The 2015 Ad Hoc Committee members predict additional work will require as many as four additional classified staff in Admissions and Records. In part, however, this would address existing staffing needs in Admissions and Records, whether or not a winter intersession is adopted. For example, additional staff would make it possible to open Admissions and Records on Fridays. Because a compressed calendar would require a Weekend College, Admissions and Records should also hold limited hours on Saturdays.

### Counseling

It is true, as the 2009 Report states, that Counselors are 11- and 12-month employees. A compressed calendar would, however, require additional services since there would likely be a winter intersession and a Weekend College. Students in these sessions would require services. It is likely, therefore, that the Counseling Division would need to hire adjunct Counselors and sufficient classified staff for the expanded operational days.

### DSPS

For the above mentioned reasons, the 2015 Ad Hoc Committee predicts that the compressed calendar will necessitate a small increase in staffing.

### Financial Aid

Likewise, the 2015 Ad Hoc Committee predicts that the compressed calendar will necessitate a modest increase in Financial Aid staffing.

### *Library Services and the Learning Resource Center*

The 2009 Report predicted no impact on Library Services since Librarians are 11-month employees. However, because the compressed calendar will expand operational hours (with the Weekend College and possibly a winter intersession), the 2015 Ad Hoc Committee predicts that the Library will need to hire adjunct Librarians, Instructional Specialists for the Success Center, and classified personnel to support these services.

Certainly, it is possible to extend the above named Admissions and Records, Counseling, DSPS, Financial Aid, Library and Learning Resource Center services without increasing staffing, but this would strain staff, degrade business services, and diminish support services for students. The 2015 Ad Hoc committee estimates that the increase in staffing would cost the district about \$550,000 annually; however, this expense would support student success. A full fiscal impact study by Fiscal Services is recommended.

### Maintenance of Extensive Student Activities Program

The 2009 Report argued that to maintain the College's commitment to its extensive Student Activities program, it was important to preserve "'reserved' blocks of time" similar to the current Tuesday/Thursday "Holy Hour" or "Dead Hour."

In addition, time needs to be set aside for Faculty Senate and Shared Governance activities.

The question is when these times should be blocked. The campus community, in particular the ASCC, the Faculty Senate, and the Coordinating Committee, should provide direction to the College concerning time set aside for student activities and governance committees.

## G. INFORMATION TECHNOLOGY SUPPORT SERVICES

The actual cost of implementation is difficult to predict. Meena Singhal, Associate Vice President at Long Beach City College's Pacific Coast Campus, said that it was not possible to provide an estimate of the costs at that District because much of the work was done by staff. Nor would Long Beach City College provide an estimate of the cost for 'consultant services,' but LBCC documents indicate that consultants were employed.

The 2015 Ad Hoc Committee concurs that much of the programming should be conducted by Cerritos College Personnel. For this estimate, the Committee assumes that the equivalent of three full-time Cerritos College employees would be required for 10 months, and their salaries and benefits for that period would total approximately \$300,000.

The 2105 Ad Hoc also assumes that, in addition, the college would need to hire consultants as foreseen in the 2009 Report, but at a higher rate of \$200 per hour. The 2009 Report formula seems reasonable: four consultants working for eight weeks at 40 hours a week, at a rate of \$200, totals \$256,000.

With a contingency fund of 25%, that brings the cost of consultants to \$320,000.

The 2015 Ad Hoc committee estimates that implementation of a compressed calendar will have a one-time cost of as high as \$620,000.

As described above, the compressed calendar increases the days the campus is in session, and, as with other services, Information Technology Support will probably require additional personnel on an on-going basis: probably two.

The foregoing, however, provides only an informed estimation of costs. Should the District proceed with conversion, one of the first steps should be to employ a consultation who can provide a professional estimate.

### Challenges

Fridays are when Information Technology performs maintenance operations such as computer re-imagining and conducts computer and software upgrades. This is because classrooms, offices and computer labs are lightly used on Fridays.

Depending on how many classes are offered on Fridays, the compressed calendar may impact the ability of Information Technology to maintain faculty computers and computer labs. Such operations could be performed after 10 pm and/or on Saturdays and Sundays instead of on Fridays, but with the result that IT technicians will be paid at overtime and/or shift differential rates.

Further complicating implementation is that Information Technology currently lacks space to provide two new technicians with workspaces. Therefore, a related but indirect impact of conversion is the need for additional work area for IT.

## H. PAYROLL/FISCAL SUPPORT SERVICES

The 2015 Report asked whether faculty would earn illness credit during a winter intersession and whether there would be an impact on STRS. STRS will be affected to the degree full-time faculty may be permitted more overload/intersession classes overall.

The question of illness credit is subject to negotiations, and therefore out of the scope of this report.

## I. ADMINISTRATIVE COSTS AND SAVINGS

An interesting observation in the 2009 Report was that, according to the San Joaquin Delta College analysis, implementing a compressed calendar showed “no significant differences” in FTES.

Therefore, the College cannot anticipate increase revenue due to increased FTES because FTES are not likely to increase.

However, increased staffing and utilities cost will require an additional \$700,000 a year in on-going spending, due primarily to the winter intersession. (\$550,000 for staffing, and close to \$150,000 for utilities and maintenance.)

More significant, the fact that FTES remain stable suggests that compressed calendars have not resulted in significant increases or decreases in the total number of sections. The winter intersession does give

the college the capacity to add classes, but that would occur only if the college elected to offer classes above state allocations.

#### J. FACULTY COMPENSATION

Because Pro-rata is no longer an issue, this area is less contentious than was the case when the 2009 Report was written: the 2015 Ad Hoc Committee accepts that faculty will be paid their regular hourly rate during a winter intersession.

A remaining question is how many classes an instructor may teach in both summer and winter. That question must be resolved through negotiations.

#### K. OTHER ISSUES

##### Implementation Date

In the January 26, 2015, MOU that established the 2015 Ad Hoc Committee, the District and the CCFB agreed on “a goal of implementing the 16-week calendar no later than the 2017-18 academic year, subject to the findings of this committee.”

The finding of this committee is that it is not possible to meet that goal. It may be possible to implement the calendar by July 1, 2018. However, even if the District sets a goal of converting on July 1, 2018, it should do so with the awareness that unforeseen challenges may delay implementation by another year.

Setting a date no earlier than July 1, 2018, is necessary not only to convert computer operations to the new calendar, but departments such as Nursing will require that much time to prepare for the calendar conversion.

##### Flex Day Schedules

The 2009 Report stated that because its proposed calendar did “not allow for a structured flex week, “[t]he institution will need to negotiated ‘flexible time’ with the System Office.” However, there is no evidence that the System Office would agree to this accommodation. Without this accommodation, on the other hand, the 2009 Report’s recommended calendar is not possible, and this is something the 2009 Report does not address.

The 2015 Ad Hoc Committee believes a “Flex” schedule will be required. If so, the question becomes, when? Here are the patterns adopted at other college:

1. A Flex Week is held before the beginning of the fall or spring sessions
2. Two Flex Days are held at the beginning of the fall and the spring
3. One Flex Day is held at the beginning of the fall and spring, and one Flex Day is held during each primary (fall and spring) semester

### Campus Forums and Surveys

The 2015 Ad Hoc committee highly recommends that the District, Faculty Senate, CSEA, CCFE, and ASCC develop forums, surveys, and discussion groups to select the various calendar options.

### *50-Percent Law*

Creating an additional intersession and reinstating the Weekend College will require the District to hire additional classified and support staff. The District will need ensure that new staffing does not place the District out of compliance with the 50-Percent Law.

### *Alignment*

Because all the sister community colleges in the region, every California State University campus, and every University of California campus that is not on the quarter system are all on 15- or 16-week semester, Cerritos College is out of alignment with those institution. Its primary semesters are also out of alignment with K-12 districts. This misalignment imposes challenges to students with children or other schedule responsibility. It also burdens transferring students with the need to adapt to a different calendar system. Adopting a compressed calendar eases those problems.

### *Disadvantages*

1. The greatest disadvantage of adopting a compressed calendar is cost.
2. Another concern is that those students who benefit from a longer semester will have poorer success and retention. This report's analysis of success and retention, however, provides evidence that, as a whole, student success and retention is not harmed by course compression.
3. Some programs will need to alter how lectures, laboratories, and practicums are scheduled. Nursing and Cosmetology are examples of programs that will be affected in this way. However, every college in our region has been able to adapt successfully. Cerritos College should be able to, as well.

### *Advantages*

1. The major on-going expense of the compressed calendar arises from the need to reinstitute the Weekend College, something the 2009 Report did not need to consider. However, the Weekend College would serve and greatly benefit a significant, non-traditional student population.
2. By including a winter intersession, the college can utilize facilities more efficiently. It will relieve some of the pressure for classroom space during the primary (fall/spring) sessions.
3. The addition of the winter intersession provides more flexibility for student schedules.
4. A winter intersession also provides an opportunity for students to make up ground if they fall behind in the fall.
5. The compressed calendar aligns with most four-year institutions, providing an easier transition for Cerritos College students to transfer institution.
6. The compressed calendar also aligns with K-12 district, and that alignment eases challenges some students face with providing childcare.
7. The Weekend College student support services (such as increased Library hours) benefit all Cerritos College Students
8. The ASCC overwhelmingly supports the compressed calendar

## RECOMMENDATIONS

The 2009 Report ended with four recommendations. With minor exceptions, the 2015 Ad Hoc Committee concurs with those recommendations.

The 2015 Compressed Calendar Ad Hoc Committee recommends adoption of a compressed calendar:

- Composed of two 16-week primary terms
- With the number and lengths of summer terms and a possible winter intersession to be determined by the college community during the fall 2015 semester
- To be implemented on July 1, 2018
- And that includes four enrollment cycles (fall, winter, spring, summer)

APPENDIX

- A. January 26, 2015, Memorandum of Understanding Between the Cerritos College Community College District and the Cerritos College Faculty Federation (AFT Local 6215) (RE: a 16-week calendar)

# **Memorandum of Understanding Between the Cerritos Community College District and the Cerritos College Faculty Federation (AFT Local 6215)**

**January 26, 2015**

**This Memorandum of Understanding regarding a 16-week calendar is entered into by and between the Cerritos Community College District and the Cerritos College Faculty Federation (CCFF).**

- 1. The District and the CCFF agree to establish an ad hoc committee consisting of 4 representatives designated by the District and 4 representatives designated by the CCFF for the purpose of reviewing and updating the recommendations of the joint District-CCFF Compressed Calendar report dated February 1, 2009. The Committee shall convene within 14 days of the execution of this Memorandum, and its members shall, by majority vote, elect co-chairs.**

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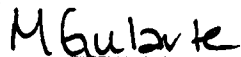
- 2. The committee's task will be to review and analyze all issues, services, and activities related to the transition to and maintenance of a compressed academic calendar including:**
  - a. Student learning and pedagogical issues**
  - b. Curriculum/course offerings**
  - c. Class scheduling**
  - d. Student enrollment/apportionment issues**
  - e. Facilities/room utilization**
  - f. Student support services**
  - g. Information Technology support services**
  - h. Payroll/fiscal support services**
  - i. Administrative costs and savings**
  - j. Faculty compensation**
  - k. Other issues, services, or activities as may be determined by the committee.**
- 3. The District and the CCFF agree to a goal of implementing the 16-week calendar no later than the 2017-18 academic year, subject to the findings of this committee.**
- 4. The committee will complete its study including its written findings and recommendation(s) by May 22, 2015.**

**Signatures on the Memorandum of Agreement by designated representatives of the**

District and CCFF shall be binding on both parties effective upon execution of this document. Agreed to on January 22, 2015.

For the District:

For Cerritos College Faculty Federation



Dr. Mary Anne Gularte  
Vice President, Human Resources/  
Assistant Superintendent



For Dr. Amy Holzgang  
Lead Negotiator



Dr. Linda L. Lacy  
President/Superintendent



Dr. Solomon Namala  
President

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- B. Wetstein, Mathew and Alyssa Nguyen. "California Community College on Compressed Calendars: FTES, Success, and Retention Rates Before and After Compression." Office of Planning, Research and Regional Education; San Joaquin Delta College: February 2008.

# **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

(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.

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

<b><i>Community Colleges on Semester-Length Compressed Calendars</i></b>		
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*

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

*Note \*\* p < .01*

C. LePere, Susan. "Retention and Success Data." April 28, 2015.

FTES Data

Glendale

Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
5,994.01	5,905.57	6,071.77	7,022.49	6,694.43	6,211.87

Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
5,612.21	5,734.80	6,158.10	6,688.46	6,243.78	5,960.55

Pasadena

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
9,448.80	10,277.73	9,867.01	10,193.98	9,918.47	9,872.64

Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
9,663.35	10,464.39	10,481.52	9,883.67	9,475.06	9,298.61

Mt. SAC

Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
11,644.34	12,019.05	11,769.72	11,512.34	11,620.28	12,791.72

Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
11,389.33	11,468.97	11,379.72	10,929.15	11,420.91	12,377.97

Cypress

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
5,456.81	6,425.24	6,181.98	5,761.84	5,451.32	5,962.44
Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
4,650.26	6,428.85	6,004.54	5,893.12	6,163.38	5,943.13

Fullerton

Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
8,406.14	9,776.52	10,065.83	7,230.34	7,575.77	10,870.24

Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
7,366.69	10,193.89	10,254.90	7,523.18	8,405.75	10,597.83

LBCC

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	Total FTES
10,462.49	9,564.18	9,192.89	9,563.75	9,176.79	9,310.08

Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	
Total FTES	Total FTES	Total FTES	Total FTES	Total FTES	
10,701.00	10,114.10	9,464.73	9,358.84	8,991.31	



# Cerritos College • Academic Calendar 2017-2018

16-5-16-5-5

June 2017

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July 2017

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August 2017

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September 2017

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October 2017

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November 2017

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December 2017

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January 2018

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February 2018

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March 2018

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April 2018

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May 2018

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June 2018

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July 2018

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August 2018

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## SUMMER SESSIONS – 2017

### June 19 – August 25

June 19 – July 21 Summer Session I  
 July 4 Independence Day  
 July 24 – August 25 Summer Session II

## FALL SEMESTER – 2017

### August 28 – December 22

September 4 Labor Day  
 November 11 Veteran's Day  
 November 19 – 25 Thanksgiving Holiday  
 December 17 – 22 Final Exams

## WINTER SEMESTER – 2018

### January 8 – February 9

January 15 Martin Luther King, Jr.'s Birthday  
 February 16 Lincoln's Birthday

## SPRING SEMESTER – 2018

### February 20 – June 15

February 19 Washington's Birthday  
 April 1 - 7 Spring Break  
 May 28 Memorial Day  
 June 11 – 15 Final Exams

## SUMMER SESSION – 2018

### June 18 – August 24

June 18 – July 20 Summer Session I  
 July 4 Independence Day  
 July 23 – August 24 Summer Session II

*Dates are subject to renegotiation if the District adopts a compressed calendar.*

**Legend**

- Semester Start Days
- Semester End Days
- Holidays





# Cerritos College • Academic Calendar 2018-2019 16-4-16-66

June 2018

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December 2018

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June 2019

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July 2018

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January 2019

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July 2019

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August 2018

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February 2019

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August 2019

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September 2019

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March 2019

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October 2018

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April 2019

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November 2018

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May 2019

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**Legend**

- Semester Start Days
- Semester End Days
- Holidays

**SUMMER SESSIONS – 2018**

**June 4 – August 24**  
 June 4 – July 13 Summer Session I  
 July 4 Independence Day  
 July 16 – August 24 Summer Session II

**FALL SEMESTER – 2018**

**August 27 – December 21**  
 September 3 Labor Day  
 November 12 Veteran's Day  
 November 18 – 24 Thanksgiving Holiday  
 December 15 – 21 Final Exams

**WINTER SEMESTER – 2019**

**January 7 – February 1**  
 January 21 Martin Luther King, Jr.'s Birthday

**SPRING SEMESTER – 2019**

**February 4 – May 31**  
 February 15 Lincoln's Birthday  
 February 18 Washington's Birthday  
 April 21 - 26 Spring Break  
 May 27 Memorial Day  
 May 25 – 31 Final Exams

**SUMMER SESSION – 2019**

**June 3 – August 23**  
 June 3 – July 12 Summer Session I  
 July 4 Independence Day  
 July 15 – August 23 Summer Session II

*Dates are subject to renegotiation if the District adopts a compressed calendar.*

D. Calendar Options. These are meant to illustrate possible calendars. Additional configurations are possible.

<b>CALENDAR 1: 16, 5, 16, 5, 5</b>	
Campus is in session 47 weeks a year, so there is one additional off-week time for Facilities and IT to maintain the campus	Five weeks may be insufficient time for certain courses
Provides a third (Winter) intersession	
Provides the maximum potential of the number of courses offered each year	
<b>CALENDAR 2: 16, 6, 16, 8</b>	
Campus is in session 46 weeks a year, so there is sufficient time for Facilities and IT to maintain the campus	Two to four potential instructional weeks are lost
A six week intersession is enough time to offer most courses	
Faculty and students will be familiar with the 8-week format offered in the summer because 8-week courses will be offered in fall and spring semesters	Only one main session in the summer
The calendar can include a fall break and a spring break	Summer break will be short for faculty and students teaching or taking courses in the summer
<b>CALENDAR 3: 16, 4, 16, 6, 6</b>	
A short winter intersession along with two 6-week intersessions places the campus in session for 48 weeks, the same as is current	Many courses will not be suitable for a 4-week format.
<b>CALENDAR 4: 16, 6, 16, 6, 6</b>	
This is the calendar recommended in the 2009 Report	
<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
Maximizes use of facilities	The campus is in use 50 weeks a year, so Facilities and Information Technology will be unable to maintain services without expending at least an additional \$250,000
Provides the maximum potential for the number of courses offered each year	Requires permission from the System's Office to waive the requirement to hold "Flex Days." Without that waiver, it is not possible to offer this calendar, and there is no evidence a waiver would be granted
Faculty are familiar with teaching in the six-week format	Spring Break is eliminated