

CERRITOS COMMUNITY COLLEGE DISTRICT

Compressed Calendar Presentation

> June 6, 2018 Cambridge West Partnership, LLC

Introduction

- Purpose of study
 - Review current operational practices and analyze potential impact of adopting a compressed calendar.
 - General Considerations
 - Scheduling and course offerings
 - Finance (income and potential extra expenses)
 - Programs of study
 - Information technology support services
 - Maintenance





General Considerations

- 51% of colleges use a compressed calendar
 - Faculty & students have the same total class instructional time
 - All of the neighboring community colleges to Cerritos are on a compressed calendar
- Student Learning
 - Some, but not substantial, improvements in retention and success after conversion to a compressed calendar.
 - Both retention and success did not decline upon converting.
- Student Support Services
 - Student activities time
 - IF a winter intersession = an additional registration cycle



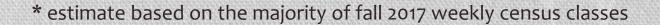
Key Assumptions

- Compress to a 16-week calendar
 - Fall and spring terms 16-weeks each
 - IF 4-week intersession it would be in January
 - Summer 12 weeks overall (two 6-week nested sessions)
 - No intersession
 - Summer 16 weeks overall (two 8-week nested sessions)
- All courses retain the same total contact hours
- Keep the current instructional day (8 am 10 pm)
- Focus on full-term, weekly census classes as an example of the conversion impacts



Finance

- A one-time increase in FTES and revenue associated with converting to a compressed calendar
 - Approximately a 2.86% increase in contact hours*
- One-time bump may be negated if section counts & enrollments are reduced because
 - Scheduling policies are not followed
 - Maximum use of the work week and an extended work day are not seized







Information Technology Support Services

- Current IT staffing & retirements
 - Assistance with calendar conversions \$602,140*
- Time may be squeezed for instructional lab maintenance
 - Extended class hours/instructional day
 - IF winter intersession
 - More Friday classes
- IF a winter intersession = an additional end-of-term MIS reporting cycle



*ERPA slide presentation



Maintenance

- Protecting college assets through proper maintenance
- Challenges
 - An extended instructional day
 - IF a winter intersession
- Additional staff and/or shifting work hours and days may be needed and might be an ongoing expense.









Scheduling & Course Offerings

- Using the current scheduling protocols, the College does not currently have the facilities to meet the additional class times required in a compressed calendar.
- Conversion requires change from routines.
- Careful planning required to maximize the numbers of sections and class seats available.
- A compressed calendar creates the possibility for a winter intersession.
 - Session length will preclude some curriculum





Programs of Study With Challenges

- High contact hour programs will be challenged.
 - Cosmetology (40 hrs./wk. over 9 weeks)
 - Culinary Arts (10 to 23 hrs./wk. over 18 weeks)
 - Auto Technology (20 hrs./wk. over 9 weeks)
 - Nursing (18 to 21 hrs./wk. over 9 weeks and clinical site access)





Scheduling Example 1

The most commonly scheduled class is a 3-unit class.

Traditional Calendar		
3 hrs./week, 2 mtgs/week		
75 min/mtg = 3.0 WCH		
Begin	End	
8:00 AM	9:15 AM	

Compressed Calendar 16 Wks		
3 hrs./week, 2 mtgs/week		
85 min/mtg = 3.4 WCH		
Begin	End	
8:00 AM	9:25 AM	



Change passing times from 15 minutes to 10 minutes

Scheduling Example 2

The second most commonly scheduled class is a 4-unit class.

Traditional	Calendar
4 hrs./week, 2	mtgs/week
110 min/mtg	= 4.0 WCH
less 1 10-mir	nute break
Begin	End

9:50 AM

Compressed Calendar 16 Wks		
4 hrs./week, 2 mtgs/week		
125 min/mtg = 4.6 WCH		
less 1 10-minute break		
Begin	End	
8:00 AM	10:05 AM	



8:00 AM

Schedule some of these classes to meet three days per week



Scheduling Example 3

		Fall Term
		16-week
		Potential
Full-term Classes	18-week	Loss
Number of Sections	2,163	182

Spring Term	Annual
16-week	
Potential	Potential
Loss	Total Loss
182	364

Fall Potential	Revenue/	Fall Potential	Spring <i>Potential</i>	Annual Potential
Sections Lost	Section	Lost Revenue	Lost Revenue	Lost Revenue
182	\$15,453	\$2,812,446	\$2,812,446	\$5,624,892



Mitigation Options

- Increase the number of online class offerings
- Add more classes into the college hour times, move 9 meetings to Friday (43 additional lecture classes)
- Add more classes to the 8:00 am instructional period (36 additional lecture classes)
- Add more Friday or Saturday classes (46 additional Friday lecture classes; 67 additional Saturday lecture classes)
- Add more classes in the late afternoon hours (29 additional lecture classes)
- Extend the instructional day
 - Add classes that end before 8:00 am (80 additional lecture rooms)
 - Allow evening classes to end past 10:00 pm (to 10:15 or 10:35)



Recommendations

- Implement some of the mitigation options
- Essential next steps
 - Mock up discipline-specific schedules to evaluate impact on students, facilities, and employees.
 - Some current scheduling practices will need to change
- Settle collective bargaining issues before implementation



