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

* estimate based on the majority of fall 2017 weekly census classes
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.

<table>
<thead>
<tr>
<th>Traditional Calendar</th>
<th>Compressed Calendar 16 Wks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs./week, 2 mtgs/week</td>
<td>3 hrs./week, 2 mtgs/week</td>
</tr>
<tr>
<td>75 min/mtg = 3.0 WCH</td>
<td>85 min/mtg = 3.4 WCH</td>
</tr>
<tr>
<td>Begin</td>
<td>End</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>9:15 AM</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>9:25 AM</td>
</tr>
</tbody>
</table>

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-minute break

<table>
<thead>
<tr>
<th>Begin</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>9:50 AM</td>
</tr>
</tbody>
</table>

Compressed Calendar 16 Wks
4 hrs./week, 2 mtgs/week
125 min/mtg = **4.6 WCH**
less 1 10-minute break

<table>
<thead>
<tr>
<th>Begin</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>10:05 AM</td>
</tr>
</tbody>
</table>

Schedule some of these classes to meet three days per week
### Scheduling Example 3

<table>
<thead>
<tr>
<th></th>
<th>Fall Term</th>
<th></th>
<th>Spring Term</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16-week</td>
<td></td>
<td>16-week</td>
<td></td>
</tr>
<tr>
<td>Potential Loss</td>
<td></td>
<td></td>
<td>Potential Loss</td>
<td></td>
</tr>
<tr>
<td>Full-term Classes</td>
<td>2,163</td>
<td>182</td>
<td>182</td>
<td>364</td>
</tr>
<tr>
<td>Number of Sections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th></th>
<th>Spring</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Loss</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue/Section</td>
<td>$15,453</td>
<td>Fall Potential Lost Revenue</td>
<td>$2,812,446</td>
<td></td>
</tr>
<tr>
<td></td>
<td>182</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2,812,446</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>$2,812,446</td>
<td></td>
<td>$5,624,892</td>
</tr>
</tbody>
</table>
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