

# CERRITOS COMMUNITY COLLEGE DISTRICT

## Compressed Calendar Presentation

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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.

## Traditional Calendar

3 hrs./week, 2 mtgs/week

75 min/mtg = **3.0 WCH**

Begin

End

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8:00 AM

9:15 AM

## Compressed Calendar 16 Wks

3 hrs./week, 2 mtgs/week

85 min/mtg = **3.4 WCH**

Begin

End

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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-minute break

Begin

End

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8:00 AM

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

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8:00 AM

10:05 AM



Schedule some of these classes to meet three days per week

# Scheduling Example 3

Full-term Classes	18-week	Fall Term 16-week <i>Potential</i> Loss	Spring Term 16-week <i>Potential</i> Loss	Annual <i>Potential</i> Total Loss
Number of Sections	2,163	182	182	<b>364</b>

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



# 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

