



Academic Calendar Exploration and Feasibility Analysis (ACEFA) Task Force

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ACEFA

- Agenda
 - Overview –
 - Purpose and Roles, Deliverables, Resources, Expectations, Timeline
 - What Questions are we Trying to Answer
 - Education and Overview
 - Calendar alternatives
 - Codes and regulations
 - Timeline and Goals: Fall, Winter, Spring
 - Brainstorming – Considerations and Questions: Gathering Feedback



ACEFA

- ▶ Purpose
 - ▶ Plan
 - ▶ Establish for conducting this analysis
 - ▶ Gather:
 - ▶ Feedback, inquiries, questions, concerns, issues, ideas...
 - ▶ Analyze
 - ▶ Determine criteria for analysis
 - ▶ Analyze data/info collected
 - ▶ Report and Recommend
 - ▶ Determine recommendation
 - ▶ Prepare and deliver report to Chancellor



ACEFA

- ▶ Authority and Boundaries
 - ▶ Objectively gather
 - ▶ Not a platform for personal causes
 - ▶ **Keep students in the center**
 - ▶ Use data to inform conclusions
 - ▶ Recommendations, not decisions



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- ▶ Membership and Roles
 - ▶ Represent constituency group
 - ▶ Recruit others as needed to assist
 - ▶ Facilitate larger constituency group discussions
 - ▶ Town halls, focus groups, surveys, etc
 - ▶ Report back to ACEFA
 - ▶ Adhere to timelines and commitments
 - ▶ Participate/contribute to analysis
 - ▶ Support conclusions and recommendation
- 



ACEFA

- ▶ Deliverables
 - ▶ Constituency feedback and input
 - ▶ Conclusions
 - ▶ Report to Chancellor
 - ▶ Academic calendar
 - ▶ Challenges/obstacles
 - ▶ Benefits
 - ▶ Risks and unknowns



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- ▶ Resources
 - ▶ What else do we need?
- ▶ Periodic Reporting
 - ▶ Regular, on-time, responsive to expectation
- ▶ Time Commitment and Duration



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- ▶ The Why – What Questions are We Trying to Answer
 - ▶ Does a change...?
 - ▶ Better respond to changes in staffing/faculty due to budget reductions?
 - ▶ Improve opportunities to serve more students, more effectively?
 - ▶ Improve stability and predictability for student enrollment, faculty assignments, course cancellations...?
 - ▶ Reduce barriers to student access and enrollment/registration processes?
 - ▶ Better align with transfer institutions, K12 schools, and the CCCCO?
 - ▶ Reduce costs associated with additional fees for athletics and other activities?
 - ▶ More effectively respond to initiatives such as AB 705, SCFF funding formula...?



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➤ Notes





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➤ Notes





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Compressed Calendars Overview and Discussion

A Presentation to the Academic Calendar
Exploration and Feasibility Analysis
Task Force (ACEFA)

October 30, 2019

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Overview



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- Compressed Academic Calendar background, including
 - Description of Compressed Academic Calendar and contrasting with the Flexible Calendar
 - Major reason for growth in Academic Calendar compressions
 - Educational implications cited by Colleges
- Application submission process
- FHDA Considerations

Background



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- Although it appears technically possible to compress a *quarter-based* academic calendar, there are no CCCCO guidelines for doing so and no CCC has ever done it, which would significantly delay CCCCO review and approval
- Thus, you'll notice that this presentation is primarily focused on the idea of exploring a conversion to a compressed *semester-based* academic calendar

Background (Cont.)



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- Compressing an academic calendar typically means shortening the 35-week “traditional” academic year to 32-weeks (the minimum mandated by T5), with no loss of instructional time in the classroom (e.g., two 16-week semesters).
- A “compressed” calendar is not the same as a “flexible” calendar
 - A compressed calendar condenses instruction into a shorter academic year and terms
 - A flexible calendar is an “in lieu of instruction” program to conduct staff, student, and instructional improvement activities (“flexible time”) with no loss of apportionment
 - Compressed and flexible calendars can operate at the same time



Background (Cont.)

- Majority of the community colleges operate under a 32-week compressed academic calendar:
 - 64 of 114 Colleges or 56.1%
 - 38 of 72 Districts or 52.8%
- Major reason for growth: Title 5 Section 58120 was modified by the BOG in 1996 to give flexibility for CC's on setting their academic calendars by redefining criteria for counting an instructional day towards the 175-Day Rule
- The governing board of district must obtain permission from the CCCCO in advance of any academic year configuration change



Application Process

- Application must address and/or demonstrate continued compliance with several areas, including:
 - 175-Day Rule (T5 58120; 58142)
 - Continued delivery of quality education
 - “Educational implications”, positive and negative, of the proposed change
 - Student Attendance Accounting Manual “*Addendum for Academic Calendars, Scheduling, and Related Topics*”
 - Appropriate block scheduling that results in contact hours hours that are consistent with COR
 - Flex Calendar and “in-lieu-of” instruction provisions

Application Process (Cont.)

- Application to change academic calendar configuration submission Guidelines:
 - Proposals should be submitted at least a year in advance of the anticipated year of implementation
 - Districts should designate a single point of contact
 - The review and processing of compressed calendar proposals involve both the Fiscal and Academic Affairs Divisions of the CCCCO
 - Applications can include flexible calendar changes



Application Process (Cont.)

- Supporting documentation/information to be included with application:
 - Studies, surveys, and analysis related to the proposed academic change
 - Most districts establish an academic calendar task force or committee and begin to study the topic of compression at least two years before the date it would actually go into effect, which works to generate supporting documentation
 - The information gathered from these efforts should support the district's findings relative to the indicated "educational implications" of the proposed change



Educational Implications:

- “Educational implications” considered by applying colleges (all semester-based compressions) include:
 - Student success – better or worse (what does the research say?)
 - Faculty, staff, and student opinion about calendar configuration (traditional vs. compressed)
 - Coordination with regional 4-year institutions
 - Winter intersession implication
 - Impact on FTES generation
 - Redesign of course offerings to conform to new primary term length
 - Impact on faculty, staff, and student participation on committees and other shared governance activities



FHDA Considerations

- All South Bay colleges are on compressed academic calendars:
 - Mission College,
 - West Valley,
 - San Jose City College,
 - Evergreen Valley College
 - Ohlone College
 - Cabrillo
 - Gavilan
- All of these colleges are on 32 week academic calendars, which is 4 weeks shorter than ours (two 16-week semesters)
- Our academic year is 36 weeks long (three 12-week quarters), but can only claim FTES generated in 35 of those weeks in quarter-length credit courses due to TLM being limited to 11.67 for quarter system colleges



FHDA Considerations (Cont.)

- In terms of considering a semester conversion and impact on transfer students, we should consider what's been happening with the CSU and UC
 - After a systemwide decision, the CSU system will soon be entirely semester based (Cal Poly San Luis Obispo will be the last to transition)
 - The newest UC Campus, Merced, also decided to adopt the semester system
 - Nationally, the trend is the same
 - In terms of the CCC's only 3 of the 114 colleges are on the quarter system
 - In some cases, students have to take two quarters with us in order to meet a transfer requirement that's one semester at the receiving institution



FHDA Considerations (Cont.)

- Other considerations related to a conversion to a compressed semester-based academic year:
 - Opportunity for increasing FTES and enrollment via the addition of a Winter intersession
 - Better alignment with high schools, which would facilitate dual enrollment
 - Apprenticeship programs run on the semester basis, which can cause alignment issue with the colleges
 - Reducing the cost of operations, including eliminating an entire cycle of registration and financial aid processing
 - Additional room in the annual calendar for system and facilities maintenance



FHDA Considerations (Cont.)

- However, maintaining the quarter-based academic year also presents some potential benefits:
 - Some students do come to us because we have quarters and they are thinking about going to a UC campus
 - Some students like a much faster paced calendar (makes us unique)
 - The later start that we have gives students options to come to our colleges because we are still open for registration
 - Academic departments would not need to revise Course Outlines of Record
 - Nothing changes in various areas, including financial aid processing, Admissions & Records, Curriculum, and negotiations (workload and scheduling)



Other FHDA Considerations

- Flexible Calendar optimization to provide instructional improvements activities focused on implementing AB 705, Guided Pathways, BOG's Vision for Success, Student Equity
- Uncharted territory—this type of calendar compression has not occurred before (i.e., changing from a traditional quarter configuration to either a compressed quarter or compressed semester academic year configuration)
- Major opportunity for our colleges to work closely towards a radical change to improve student success and help the colleges in their efforts to serve more students!!



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Other FHDA Considerations

Questions???

Thank you!



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ACEFA Timelines

Fall: From Whom? What do we Want? How?
Develop a Plan

Winter: Execute the Plan – Gather Data
Surveys, Focus Groups, Town Halls, ???

Spring: Review and Analyze
Draft a Recommendation



"Groups" to Consider

- Students
- Faculty
- Staff
- Community members
- Colleges/High Schools



Subgroups Within Each "Group"

Students

- Full time
- Part time
- Online
- International
- Transfer goal
- CTE
- Dual Enrollment/Middle College



Subgroups Within Each "Group"

Faculty

- Full time
- Part time
- Online
- Community Partnerships
- CTE



Subgroups Within Each "Group"

Staff

- Budget
- Equity
- International
- Marketing
- Curriculum Office



Subgroups Within Each "Group"

Community Partners

- Fine Arts
- Athletics/Facilities
- Hospitals/Clinics, Apprenticeships, Internships
- High School



Subgroups Within Each "Group"

Other Colleges/Schools

- Neighboring CCs
- Those who have changed from 18 week semester to Compressed
- CSUs
- UCs
- High schools



Subgroups Within Each "Group"

How do we communicate with each group?

What's efficient? What's effective?

Do we need Initial Communication to broad campus explaining the work and the process?