

# Proposed Academic Calendar Change and Implementation

## Introduction

This document contains the actual proposed calendar and required detail to request a calendar change as per California Regulation (55702). The items provided in this document are arranged into 4 parts.

- A complete description of the calendar configuration
- The districts ability to comply with the 175 day rule
- Positive and negative implications of the proposed change
- Changes affect on state aid

## Academic Calendar

The calendar provided shows the proposed 2006-2007 academic year configured into two 16 week semesters which include finals weeks, a spring break and all holidays reported by the state. This calendar also shows the breakdown of class meeting and flex days. No change is suggested for the summer special session which will remain at 6 weeks. No winter session is planned at this time.

### 175 day compliance.

Using the proposed calendar mentioned above, the breakdown of days is listed below. Because Ohlone currently offers a number of classes on both Saturdays and Sundays (see Appendix), these days may be included under ( 58120) for inclusion. Although the semester is 16 weeks, the last day of the 16 week period currently does not include the last Saturday and Sunday.

	<b>M-F</b>	<b>Sat</b>	<b>Sun</b>	<b>Total</b>
Fall	76	15	15	106
Spring	77	15	15	107
Flex				<b>4</b>
<b>Total</b>	<b>153</b>	<b>30</b>	<b>30</b>	<b>217</b>

## Educational Impacts

The process of consideration and recommendation of a compressed calendar has been accomplished with a total involvement of our shared governance apparatus at Ohlone College. The College Council, at the instigation of the Faculty Senate, formed a committee, February 2005, tasked to research the current models available from other Community College Districts, and consult Data-Mart on the Chancellor's web site. After reviewing this information and interviewing a broad cross section of our campus, including but not limited to:

- Building and Grounds
- IT

- Student Services
- Business Services
- Human Resources
- a faculty representative from San Jose City College
- and several on-campus instructional program areas

This committee submitted its findings to the Faculty Senate, May 2005. The Council's documents included; student success and retention rates, as well as student population growth numbers from campuses that have previously made this conversion. Also included was an exhaustive student survey as well as an extended document reflecting general concerns and questions from the entire general campus. In addition the Council's committee provided the Faculty Senate with semester plans which included: 15 week, 16 week, trimester, as well as a discussion of a year round academic schedule. It was these findings which led to the Faculty Senate's unanimous recommendation, September 2005, buttressed by a faculty vote in excess of 90% in favor, that our campus proceed with application to the Chancellor's office for consideration of this change. The recommendation reads that Ohlone College desires to change from its current 17.5 week semester to a two sixteen week semester Academic Calendar (with a summer session, and the potential of a January Intersession).

### **Committees Listing of Positive/Negative Impacts**

Santa Monica College and others on the compressed calendar report that student retention and success improves.

Students prefer the compressed calendar. --ASOC survey, informal surveys taken by faculty of their classes, and our own enrollment trends support this. (Our short term classes fill first).

Slight gain of instructional contact time with the 16 week calendar.

Blocks of time ahead of each full term to allow for better access to application, orientation, assessment and registration prior to start of class.

Possible special session (January) course scheduling opportunity. Performance-based programs (such as dance, music and athletics) like the opportunity for concentrated time with students. Other departments view this as ideal for travel courses, or special interest topics.

A compressed calendar puts us in synch with all the universities on semester schedules in our area.

Better use of facilities when classes are spread throughout the day.

More time for IT to upgrade labs between semesters.

More time for Buildings and Grounds to undertake big maintenance projects, which means the campus environment will be better for student disadvantages.  
Lab courses will have longer hours.

Evening classes that meet once/week will have longer hours.

Less time for students to learn difficult material, a potential challenge for learning languages, mastering dance, music or other performance activities

Less time for students with learning disabilities to master material.

Potential impact on shared governance if classes run throughout the day.

### **Impacts on Funding - Conversion Plan**

The actual scheduling of course offerings is perhaps the most daunting task faced by the College. In facing this problem, the college took into account three distinct factors: Impacts on the Quality of the educational experience, Impact on space available and fiscal impact on apportionment. The conversion was studied and endorsed by the faculty as a positive influence and impact on the educational experience in terms of student learning, success and retention. In considering the classroom scheduling, it was realized that 7-10 minutes would need to be added to each current class meeting hour to make up for the shortened term. It was viewed as impacting the classroom space by extending the use of the classrooms in both the morning and late afternoon. Ohlone already has maximized classroom use from 9-2pm and then again after 6pm. A problem was identified when apportionment was considered. For the most common course offering of 3units, 3 days per week, increasing from 50 minutes to 60 minutes actually decreases the funding. Education Code currently allows 50, 55 or 60 minutes to equal 1 student contact hour. The only exception to this occurs in situations where the class is greater than 60 minutes (defined as a multiple hour class). Whenever possible, this situation will be avoided by conversion into longer meeting times, fewer days per week. This solution however is seriously restricted by available classroom space.

In the section scheduling cases where this occurs, Ohlones addition of 10 minutes of actual contact time does not equal the .2 hour proportional increase in student contact hours. Three options seem available to this resolve this problem and for the purposes of this proposal, are listed below in priority order.

1. Courses that need to be scheduled for 60 minutes to reach the minimum contact hours required will be calculated as 1.2 student contact hours. This would require an exemption for these classes only from ECS 84501, T5 570001(e) T558023.
2. Courses in this category would be scheduled to meet 61 minutes, allowing the multiple hour exception to come into play. Using this convention would provide that the college claim 1.22 contact hours.

3. Courses in this category would be scheduled to meet for 65 minutes again allowing for the multiple hour exception and increasing the student contact hours to 1.3.

The three options are detailed further in the appendix as well as the specific course schedule layout. Ohlone will need a decision from the Chancellors Office regarding which of the three options it may exercise.